



The Promise of Preschool

**Local California Efforts
Show the Potential
of a Statewide
Preschool System**



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Every Child Deserves a Quality Preschool Education

CALIFORNIA

Tens of thousands of California's 4-year-olds are not enrolled in preschool, ranking California 37th in the nation in preschool enrollment.¹

Without a statewide system in place, families face a number of barriers to enrolling their children in preschool: waiting lists for public programs, high cost of private programs and limited number of programs. Additionally, the quality of preschool programs throughout the state varies widely.

Less than one in five California 4-year-olds has access to quality preschool, as indicated by one important measure: the education level of their teacher.²

With so few children in high-quality preschool, we are missing an opportunity to benefit the lives of our state's children and families. Children enrolled in quality preschool programs are much more likely to succeed in school and in life, and society reaps short- and long-term benefits from investing in preschool.

Research shows that 90 percent of brain growth occurs in the first four years of life, but kindergarten usually doesn't start until age five.³ So children who do not attend preschool miss out on a learning opportunity that can't be recovered and struggle to catch up for the rest of their school years. Quality preschool gives children a head start by fostering reading skills, helping close the achievement gap and reducing the need for remedial education.

Pioneering communities throughout the state are working to meet the demand for preschool in their neighborhoods. The achievements of these



innovative local efforts indicate the future success of a statewide quality preschool system.

Early efforts to provide preschool to all children are unique in their approach. Some communities have patched together several funding sources to create new preschool programs in targeted geographic areas. Others have focused on improving the quality of existing programs or expanding access to programs for families that cannot afford to pay for private preschool.

This report profiles 10 innovative, local preschool efforts. These efforts serve as models for developing a much-needed statewide system. Furthermore, they demonstrate the demand for more high-quality preschool opportunities throughout the state. Currently, none of these programs has the funding to serve all of the families in their communities that want a quality preschool experience.

An enormous opportunity is before us to do something great for all children in the state, and at the same time make a smart investment in our economy and our future. The momentum behind creating a statewide preschool system to serve all children is building—we must decide to go forward or not. All children deserve an equal start in life with a quality preschool education.

Preschool Facts and Figures

Barriers to Quality Preschool

- Three out of four publicly-funded preschool programs surveyed in California have a waiting list for the children they are unable to serve.⁴
- Costs are high: annual fees for quality, part-day private preschool can cost more than the annual tuition to the California State University System.⁵
- Head Start and the State Preschool program, both limited to low-income families, in California only serve 43 percent of eligible children.⁶

Quality Preschool's Proven Benefits to Children and Society

- Research shows that children who attend quality preschool are more skilled in reading and math, less likely to be placed in special education or held back a grade, better behaved in class and more likely to graduate from high school.⁷

- A 2004 study of several thousand California kindergarteners found that attending preschool helped to decrease the achievement gap between disadvantaged and advantaged students.⁸
- Research also shows that preschool benefits society as a whole; children who attend quality preschool are less likely to be involved in crime, more likely to earn higher incomes as adults and less likely to become pregnant as teenagers.⁹

Quality Preschool Provides a Healthy Return on Investment

- A recent California-specific report by the RAND Corporation found that a quality universal preschool program would produce multiple benefits for California society and generate a return of \$2.62 for every dollar invested.¹⁰
- The Federal Reserve Bank of Minneapolis found that quality preschool has an inflation-adjusted return on investment of 16 percent per year, compared to an average rate of return of the stock market of 7 percent.¹¹



Los Angeles Universal Preschool

Los Angeles County is home to 153,000 4-year-olds and their families, which have a diverse range of preschool needs. Los Angeles Universal Preschool (LAUP) builds on the community's existing early care and education system to create a universal preschool system that matches families' varied needs. Since March 2005, LAUP has funded 210 different providers, ranging from preschool centers to Head Start programs to family child care homes, all of which serve more than 5,000 4-year-olds. This diverse group of preschool providers allows families to choose the provider

that best meets their preferences in terms of hours, location, type of setting, characteristics of staff and other factors.

High Demand for Preschool

Currently, there is high demand for preschool in Los Angeles County. There are waiting lists at 73 percent of the publicly-funded preschool centers in the county.¹² Like other urban areas, Los Angeles County lacks the space to build many new preschool facilities. To overcome this challenge, LAUP has explored other ways to increase preschool capacity in the county, such as providing operating funds to open new classrooms in existing child care centers and tapping into an underutilized preschool provider group: home-based family child care providers. In many Los

Preschool Provider Spotlight: Mathison Family Child Care

Carolina Mathison moved to Lake Elizabeth in northeast Los Angeles County 11 years ago. Researching child care options for her own children led to the discovery that there were no preschools within 25 miles of her neighborhood. She realized other families were also likely struggling to find a place for their children, so she decided to open a child care business in her home and has been operating for 3 1/2 years. Funding from Los Angeles Universal Preschool (LAUP) has helped her improve the overall care and education she provides children.

CAROLINA MATHISON'S STORY

"I joined the Los Angeles Universal Preschool (LAUP) network in 2005, which gave me an opportunity to do more. With LAUP funding, I was able to hire a qualified, experienced teacher from right here in our community—without raising fees for my parents. Together, we now run a part-day preschool program in my home, and I

still provide full-day care for a number of working families that really need it in Lake Elizabeth and the surrounding communities. I was also able to buy new books and learning materials for the children that really help them to be ready for kindergarten.

"Sometimes, other family child care providers tell me they're afraid universal preschool will hurt their businesses. I tell them that it's been great for mine. Not only do I have the resources to run a high-quality program I can be proud of, but I also get help developing my business skills and my teaching skills! I already have a waiting list for next year, even though I don't advertise at all, because all the parents in the program tell their friends and family and encourage them to enroll their children. LAUP has given me the tools I need to make my program better, and gives me the incentive to keep on improving."

—story collected by LAUP

Ensuring parents have a variety of options

Los Angeles Universal Preschool



Angeles communities, family child care providers have open slots because families cannot afford their fees. LAUP funds qualified family child care providers to offer preschool services, giving families more options on where to send their children to preschool.

LAUP is one of few preschool programs in the nation that has a large number of participating family child care providers. There are currently 74 family child care providers that offer LAUP-funded preschool services in their homes, with plans to add dozens more over the next few months.

“Including family child care as a full partner in this effort is essential not just to reaching universality, but also to protecting and enhancing parents’ choice about where to send their children to preschool,” said LAUP spokesperson Peter Shakow.

Families can also choose to send their child to one of the 136 center-based preschool programs funded by LAUP.

“Including family child care as a full partner in this effort is essential not just to reaching universality, but also to protecting and enhancing parents’ choice about where to send their children to preschool.”

—Peter Shakow, Vice President of Communications for LAUP

Los Angeles Universal Preschool (cont.)

LAUP was established in 2004 as a result of the First 5 Los Angeles decision to offer a voluntary, high-quality preschool program to every 4-year-old in Los Angeles County within a decade, regardless of family income. To date, LAUP's efforts have resulted in 210 providers that serve 5,085 4-year-olds, and the organization plans to serve more than 100,000 4-year-olds by 2014. This ambitious effort will require a huge investment in the preschool infrastructure of Los Angeles County. Only half of the county's 4-year-olds had access to preschool as of 2005, and, in some parts of the county, as few as 20 percent of children had access.¹³

Since its inception, there has been intense competition for LAUP funding. In 2005, more than 600 programs applied. To ensure geographic diversity, 20 programs from each of the five county supervisor's districts were selected by lottery to receive funding. Funds were used to create new preschool capacity, either through constructing new classrooms or renovating existing facilities, and to improve the quality of existing preschool programs.

Focus on Capacity

In 2006, LAUP is focusing on creating new preschool spaces in high-needs areas. LAUP had devoted more than \$42 million to increase

LOMITA

Preschool Provider Spotlight: Bilowit Learning Center at Chabad of South Bay

Rabbi Eli Hecht is the director of Chabad of South Bay, located in Lomita, a small city of 25,000 residents southwest of Los Angeles. Chabad of South Bay houses a synagogue, as well as other services for the Jewish and non-Jewish community, including a day care school called Bilowit Learning Center. The center, with LAUP funding, hopes to provide a learning space where preschool children of all religions and backgrounds learn from and honor one another.

RABBI ELI HECHT'S STORY

"Bilowit Learning Center was one of the lucky first 100 schools selected [by LAUP] last spring. With the LAUP funding, we hired a new special educator to direct our program, added two new teachers and redesigned the preschool classes with new activity centers.

"Through this process, parents and children from all nationalities and ethnic backgrounds had the

opportunity to see a Jewish school for the first time, often meeting a rabbi for the first time or learning from peers why some people wear yarmulkes. They saw that, yes, people with different religions, beliefs and backgrounds can get along, working side by side. All this in a safe and sound environment. Prejudices disappear and children learn trust.

"In accordance with LAUP guidelines and our desire to provide an opportunity for children of all backgrounds to learn together, we provide secular education to the preschoolers for the half-day program. For the Jewish preschoolers, we offer an additional hour for Jewish studies.

"My hope is that the transition from a preschool with such an environment will help children assimilate positively, by helping them live American ideals. We may be different, but we are all the same."

—story collected by LAUP

preschool capacity in 34 of the county’s zip codes. In each of those zip codes, there are at least 500 more 4-year-olds than there are licensed child care spaces. LAUP received more than 350 applications by the February 2006 deadline. The program estimates that this round of applications will result in the funding and/or creation of more than 10,000 new, high-quality spaces by next year.

Before they are awarded funding, all prospective programs are assessed using LAUP’s *Five Star Quality Assessment and Improvement Scale*. This comprehensive tool analyzes teacher qualifications, program environment, parental

involvement, group size, adult-child ratio and other factors. Only programs that receive three stars or more are eligible for direct funding from LAUP. Programs that receive one or two stars are eligible for services provided by quality instructional coaches who can help improve classroom practices and provide business development training.

LAUP has made a significant commitment to increase the number of high-quality preschool programs in Los Angeles, while ensuring families have a wide variety of classroom settings to select from. ■

Program Snapshot	Los Angeles Universal Preschool
Program description	Based on a mixed-delivery approach to maximize parental choice for the type of preschool their child attends. This is one of few universal preschool systems nationwide that includes a large number of family child care providers. All programs are evaluated for quality through the Five Star Quality Assessment and Improvement System, a comprehensive tool that includes measures for teacher qualifications, early childhood environment, parental involvement, group size and adult-child ratio.
Total preschool enrollment	5,085 4-year-olds are taught in 136 child care centers and 74 family child care homes; 2,233 of the 5,085 are new preschool spaces
Demographics of children served	Latino, 66%; African American, 12%; white, 11%; Asian and Pacific Islander, 8%; and other, 3%; many are low to moderate income, 50% are English language learners
Funding sources	First 5 Los Angeles; Ralph M. Parsons Foundation
Annual budget	For fiscal year 2005-2006, LAUP has a \$92.8 million budget: <ul style="list-style-type: none"> • \$50.1 million for quality enhancement–provider/program operations • \$42.7 million for capacity development • Assumes a 9-month operation cost of \$4,960 per child
Times offered	3 1/2-hour program with morning and afternoon sessions
Staff to child ratio:	1:8
Classroom size:	Centers: 24 children maximum; family child care homes: 6-12 preschool- age children with at least three four year olds
Year established	March 2005; Planning began in 2003
Child outcomes to date	LAUP has convened a Research Advisory Committee to create evaluation and assessment tools.

Fresno Interdenominational Refugee Ministries Family & Community Partners Preschool

FRESNO

Many families have a hard time finding affordable preschool programs that care for their children all day while they are at work or school.

The majority of programs that do offer full-day care are too expensive for low- and middle-income families. For a family of three earning

minimum wage in California, the cost of full-day preschool is more than 25 percent of their annual income.¹⁴ The high cost of preschool often leaves families struggling to find safe and affordable child care options to compliment typical half-day preschool programs.

The Fresno Interdenominational Refugee Ministries (FIRM) Family & Community Partners Preschool offers families in the Fresno area the opportunity to attend a quality, affordable, full-day preschool program. FIRM serves 27 children, 24 of whom

are enrolled in the full-day program that is offered from 7:30 a.m. to 6 p.m. Even with minimal marketing and outreach, the program has a waiting list of 26 children.

Most children in FIRM's preschool program come from refugee and immigrant families from Southeast Asia, Latin America and Eastern Europe. There are also a number of Native American families. FIRM charges \$112.50 per month for full-day care and \$67.50 per month for half-day care, whereas the typical fee in Fresno is \$600 per month.¹⁵ FIRM charges lower fees in part to allow families from various economic backgrounds to participate in the program.

Started as a Parent Cooperative

FIRM's preschool program began in 2003 as a parent cooperative with volunteers who offered child care from 9 a.m. to 5 p.m. In 2004, it extended its hours and became a licensed center after families requested a more formal and structured preschool program, and longer hours. Since the program began offering extended hours, Director Maggie Jamison reported parents are much more satisfied.

"Parents aren't so frazzled because they know that their child is safe and happy with us," she said. "They can concentrate on going to work or school."

"Parents aren't so frazzled because they know that their child is safe and happy with us. They can concentrate on going to work or school."

—Maggie Jamison,
Director



Providing a full-day option for working families

Fresno Interdenominational Refugee Ministries
Family & Community Partners Preschool

FIRM uses a curriculum based on relationships—between the family and teachers, teachers and students, and family and their children. This approach, inspired by the Reggio Emilia curriculum, encourages teachers to shape their daily lessons based on children’s interests and desires, and views families as partners in the program structure. Families, for instance, help hire staff and shape the curriculum. Although FIRM is a faith-based organization, it does not teach religion in the preschool classroom.

FIRM has also helped families go back to school and improve their job skills. In particular, it has helped mothers go back to school. One mother, for example, earned her bachelor’s degree while her child was enrolled in the preschool program and has since started graduate school to obtain her teaching credential. Another mother said that hav-

ing her child in the preschool program afforded her the opportunity to move off welfare: she now works at a grocery store and is enrolled in school part-time.

Parents have been pleased with their children’s progress since they began attending FIRM’s preschool. In particular, they cited their children’s improved socialization and school readiness skills. Many parents have told program staff that their children now ask for books instead of toys, and want to be read to more often.

FIRM hopes to expand and gain accreditation by the National Association for the Education of Young Children in a few years so it can reach more families and provide them with quality preschool services. ■

Program Snapshot	Fresno Interdenominational Refugee Ministries Family & Community Partners Preschool
Program description	Inspired by the Reggio Emilia curriculum, which focuses on fostering collaboration between parents and teachers, teachers and other staff, and all staff and children. Instruction is child-driven, with lessons derived from the interests of the individual child.
Total preschool enrollment	27 children
Demographics of children served	Southeast Asian, 75%; Latino, 8%; Ukrainian, 8%; and Native American, 4%; many are recent refugees
Funding sources	First 5 Fresno County, parent fees, private funds
Annual budget	\$150,000
Times offered	7:30 a.m. to 6 p.m.
Staff to child ratio	1:6
Classroom size	24
Year established	2003
Child outcomes to date	Staff report that children who entered the program unable to recognize their own first name graduated with the ability to read and write their full names. Participants also learned other skills that will ease their transition to kindergarten, including the ability to mediate conflicts with others; the names of the letters of the alphabet and the sounds they make; and simple science skills, such as observing firsthand the various life cycles of frogs, plants and birds.

Moorpark/Simi Valley Neighborhood for Learning Preschool/Infant Scholarship Program

In 2002, community members in the cities of Moorpark and Simi Valley realized that, while there were several preschools with available spaces in their community, many of the preschools were not accessible to families, given the cost of tuition. In the two cities, which have a combined population of 140,000, most households earn more than \$50,000 a year, while 15 percent of the households earn below 200 percent of the federal poverty level.¹⁶ Surveys of parents of young children in the area, conducted by the Moorpark/Simi Valley Neighborhood for Learning (MSVNfL), a local collaboration of schools, social service providers and parents, revealed that the majority of families could not afford to send their child to preschool.

In 2003, MSVNfL responded to this community need and created a scholarship program to assist parents with preschool and child care tuition. In 2005, MSVNfL awarded 106 scholarships, 70 of which went to families that needed affordable preschool for their children. Four-year-olds without any preschool experience have priority for the scholarships. In 2006, MSVNfL funded 73 children, including 58 preschool-age children. Demand is high, with more than 200 families on the waiting list for future scholarships.

Approved families receive a scholarship award that ranges from 15 percent to 75 percent of the average cost of a preschool in the area.¹⁷ Families may apply for either half-day or full-day support. Approval and scholarship award amount is based on criteria such as the family's need, as demon-

strated by annual income, presence of a financial or medical emergency and participation in the foster care system. Children may attend one of the 50 licensed child care centers or family child care homes that have registered to participate in the MSVNfL scholarship program.

All families that received a scholarship in 2006 are working and middle-income families that earn too much to qualify for subsidized preschool or child care. Their annual incomes range from \$31,000 to \$47,000, with the highest number of families earning between \$45,000 and \$47,000 per year.

Parents who participate in the scholarship program must volunteer an hour each month in a MSVNfL-related activity. Activities include participating in a parent workshop or at an event in the family resource center.

MSVNfL's Scholarship Coordinator Stephanie Otwell-Curtis has collected a number of success stories of families that have benefited from the program. She said she knew a mother who held a part-time fast food restaurant job and was offered a full-time office assistant position, but was unable to accept it because she could not afford to send her daughter to preschool while she worked. A few weeks later, she received a MSVNfL scholarship.

"I am very grateful for the scholarship through the First 5 program. It helps me a lot financially, and I feel that my daughter is safe when I leave for work."

—Parent of a
MSVNfL Preschool/Infant
Scholarship participant

"Mom got a raise. Her daughter could now go to preschool. It was a win-win for the family."

—Stephanie Otwell-Curtis, Scholarship Coordinator

Expanding access to more families

Moorpark/Simi Valley Neighborhood for Learning
Preschool/Infant Scholarship Program

“Mom got a raise. Her daughter could now go to preschool. It was a win-win for the family,” Otwell-Curtis said.

MSVNfL has helped families in the Moorpark and Simi Valley communities send their children to preschool. The many parents on the waiting list for scholarships, however, speaks to the fact that even more families are struggling to afford the cost of preschool. ■

“My son will enter kindergarten in September, and I feel that [the preschool] has fully prepared him to enter into the elementary school environment with confidence.”

—Parent of a
MSVNfL Preschool/Infant
Scholarship participant



Program Snapshot	Moorpark/Simi Valley Neighborhood for Learning Preschool/Infant Scholarship Program
Program description	Scholarships, ranging from 15% to 75% of the cost of preschool or child care, for residents of Moorpark and Simi Valley. Scholarships can be for both half-day and full-day programs.
Total number of scholarships	In 2005, 106 scholarships, 70 of which were for preschool children; priority given to 4-year-olds who have not had any preschool experience
Demographics of children served	Latino, 45%; white, 33%; African American, 3%; and other, 19%
Funding sources	First 5 Ventura County
Annual budget	\$249,000
Year established	2003
Child outcomes to date	Children are assessed by the child care or preschool provider using a shortened version of the California Department of Education’s <i>Desired Results Developmental Profile</i> every six months.

Preschool for All San Mateo County

Quality teaching staff has been one of the cornerstones of San Mateo County's preschool for all effort. San Mateo County in Northern California was the first county in California to begin planning for a voluntary, 3-hour preschool program for all 4-year-olds. An extensive 3-year planning process began in 2002, which brought together a countywide work group with some of the region's experts in early childhood education to establish the standards for the preschool program. This work group reviewed research on preschool teacher quality and found that better-educated teachers are 1) more responsive to children, 2) provide them with more positive feedback and 3) can help increase children's gains in academic progress and social-emotional development. This research led the work group to require all teachers in San Mateo County's program to obtain a bachelor's degree with specialized training in early childhood education, a qualification requirement that is more stringent than any of the existing staff standards mandated by the state-funded early childhood programs. According to Preschool for All Director Jeanie McLoughlin, "Quality would be our hallmark."

*"Quality
would be our
hallmark."*

—Jeanie
McLoughlin,
Preschool for All
Director

Expanding Enrollment

Preschool for All (PFA) San Mateo County, administered by the San Mateo County Office of Education, aims to improve the quality of existing programs and expand their enrollment. To date, 772 children have benefited from the program: there were 220 children served in the first session, from March to July 2005, and 552 are currently enrolled. Of those currently enrolled, 452 are participating in upgraded, higher-quality programs

and 100 are participating in newly created preschool spaces. Two are based in nonprofit centers, and one is operated by a school district.

PFA San Mateo County began implementing its program by serving families that reside in the Redwood City and Ravenswood school districts. These school districts were selected as sites because combined they had more than 10 percent of the county's preschool population. They also had the greatest number of schools with Academic Performance Index scores in deciles 1 to 3 and the highest population of English language learners.

Workforce Development

In order for the preschool workforce to meet PFA San Mateo County's high staff qualification requirements,¹⁸ many current preschool teachers will need to return to school. A local survey conducted in 2003 found that only up to 40 percent of preschool teachers in the county have a B.A. To help current preschool staff meet the new requirements, PFA San Mateo County and First 5 San Mateo County are offering education stipends to preschool teachers, aides and other child care workers. The two organizations are also providing academic counseling to preschool and child care staff to assist them in transferring from a community college to a 4-year university.

PFA San Mateo County is working with the local child care resource and referral agency, local community college district, and San Francisco State University to create a preschool career pipeline. This pipeline will help students upgrade their skills based on the level they are at. For example, a preschool teacher with very few units would receive initial support to first complete the required 24 units in early childhood education before focusing on acquiring an associate's degree or transferring to a 4-year university to obtain a bachelor's degree.

Increasing the quality of the preschool workforce

Preschool for All San Mateo County

PFA San Mateo County is committed to ensuring all preschools that participate in its efforts adhere to quality standards, especially standards related to teacher qualifications. PFA San Mateo County recognizes the critical role well-trained teachers play in ensuring children have an effective and meaningful preschool experience, and it invests resources to help the preschool workforce meet its high standards. According to McLoughlin, “We didn’t want this to be preschool for some providers, so we fund opportunities for all providers to get to our quality standards.” ■



Program Snapshot	Preschool for All San Mateo County
Program description	Builds on several sets of existing quality standards, such as those created by the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC). These standards address areas that include curriculum quality, assessment, group size/ratio, staffing qualifications and compensation. External validation and monitoring will assure that participating programs meet the quality standards. 10% of Preschool for All spaces are prioritized for 4-year-olds who have special needs or disabilities.
Total preschool enrollment	552 children—100 new preschool spaces and 452 upgraded spaces in the Redwood City and Ravenswood school district boundaries
Demographics of children served	Latino, 85%; Multiracial, 7%; white, 2%; African American, 2%; Pacific Islander, 2%; and Asian, 1%; low to moderate income families with at least 80% of children from families that make below \$40,000 a year; at least 80% of children are English Language Learners; 8% of children have a diagnosed disability
Funding sources	First 5 San Mateo County, California First 5 Commission, San Mateo County Board of Supervisors and the David and Lucile Packard Foundation
Annual budget	\$3.4 million; classroom allocation per child is \$5,375 (does not include funding for quality supports, facilities and administration)
Times offered	Part-day session, typically 3 to 3 1/2 hours per day, 175 days a year; the preschool portion may be embedded in a full-day program
Staff to child ratio	1:10, or 1:8 in a Title 5 classroom
Classroom size	20, or 24 in a Title 5 classroom
Year established	March 2005; planning began in 2002
Child outcomes to date	The program will assess children’s school readiness upon entrance into kindergarten to compare PFA participants to non-participants. Baseline data was gathered in 2005.

Kidango

Quality preschool fosters the development of the whole child—from the child’s school readiness to his or her socio-emotional and physical development.

The Kidango preschools in Union City, twenty miles north of San Jose, strike a key balance of fostering children’s school and life skills through its preschool programming.

Kidango, a private nonprofit, and New Haven Unified School District have worked together for the past 16 years to provide preschool services to families in Union City.

“Kidango is an excellent program. It makes me happy to see that my son loves to hurry up and get there in the morning, and I feel great when I’m at work knowing that my son is in a safe and happy environment, with great and caring staff. I wouldn’t want my son at any other center.”

— Marisa Mitchell, parent at a Kidango preschool in New Haven Unified School District

The Kidango and New Haven School District partnership began in 1990 when Kidango and the school district applied jointly for a State Preschool grant from the California Department of Education. This led to the partnership’s first preschool program at Cabello Elementary School in 1992. Within ten years, Kidango was operating a preschool in every elementary school in the school district, using funds from State Preschool contracts and from private fees paid by parents.

Currently, 581 preschool children are enrolled in 11 Kidango-operated centers at eight elementary schools, one high school and two adult schools. New Haven Unified School District is the first school district in California to have a preschool at every elementary school.

Preschool staff are proud that Kidango focuses on the social and emotional development of children. While parents often ask staff to teach their child

how to read and write, many preschool teachers, such as Lucy Ramos, tell them it is more important to help children learn how to learn, which will prepare them for formal training in reading and writing that will occur in kindergarten. Staff report they often assure parents that learning how to interact with others and how to follow directions are just as important as exposure to reading and mathematical concepts.

“For many kids who have not gone to preschool, they are terrified when they have to go to kindergarten,” said Ramos, who has taught preschool at Guy Emanuele Elementary School for the past three years. “They don’t know how to separate from their parents, how to share, take turns or sit still, so the kindergarten teacher has to help them when all the other children are ready to learn.”

In addition to emphasizing the development of the whole child, Kidango also designs its services to specifically target the needs of preschoolers, not kindergarteners. Kidango and New Haven Unified School District identified this targeted approach as one of 10 keys to their successful partnership. In a report documenting lessons



Fostering development of the whole child

Kidango

learned in the collaboration, the two partner organizations stated, “It is important to acknowledge as fact that there are differences between the culture and expectations of kindergarten and preschool programs. It is equally important not to promote difference as a synonym for superior.”

Kidango preschool programs use a curriculum that builds on the interests of the children, which is sometimes called “emergent curriculum.” The themes and topics of educational activities in this model are driven by the observations and interests of the children. One example of a classroom activity based on the children’s interests came as a result of a recent rainstorm in the area. As the children played outside, they noticed a number of worms on the wet ground. The teachers observed the children’s fascination with the worms and

created lessons that incorporated worms. The children drew worms, observed different kinds of worms and learned about the concepts of large and small. The classroom also grew a small garden after the children asked, “Where will the worms go after the rain?”

Parent Involvement

Kidango also believes children are best served when their parents are integrated into their preschool experience. Many parents volunteer with Kidango, assisting in the classroom, helping prepare food or donating materials to be used in the classroom.²² In some cases, parents volunteer at the program every day.

This culture of parental involvement at Kidango has also encouraged some interested parents and relatives to become Kidango preschool teachers.

UNION CITY

Preschool Parent Spotlight: Lorraine P. Feliciano

Lorraine P. Feliciano is a parent with two children who have been involved in the Kidango preschool at Guy Emanuele Elementary School in Union City.

LORRAINE FELICIANO’S STORY

“My oldest son was a graduate from the preschool program at Guy Emanuele in 2004. Our experience with his growth and development was exceptional. My oldest son had speech language difficulties but was immediately enrolled in speech therapy. His speech therapist and his preschool teachers worked together to make sure his therapy crossed over into his preschool.

“I was also impressed with how prepared my son was for kindergarten. The preschool and kindergarten teachers often meet to discuss programs on how to better prepare the preschool children that will enter kindergarten. Later in the year, the preschool children get to spend part of the day with the kindergarten children. I feel this

has aided my older son to make a smooth transition from preschool to kindergarten.

“From my experience, I decided to place my youngest son in Kidango’s program, as well. I feel he will be better prepared for kindergarten and his future years at Guy Emanuele.

“[The program offers] many opportunities to enrich their lives—[and the lives of] parents, too.

“Recently, we attended a play in San Jose. The children learned about ‘same’ and ‘different,’ colors, storytelling, and what it is like to be in a theater. Also, the children were able to dress up as their favorite character from the Wizard of Oz. With each field trip, the children have something to learn and share with their families.

“I feel that Guy Emanuele’s State Preschool is dedicated to Kidango’s motto of ‘Educating Our Children and Inspiring Our Future.’”

Kidango (cont.)

According to one center director, a number of the program’s preschool teachers were first exposed to the program through volunteering in their child’s classroom. Kidango staff also report they have noticed that parents who participate in their child’s preschool classroom are more likely to continue volunteering when their child enters elementary school.

Kidango provides free educational workshops for all parents. These classes address topics such as toilet training, what to expect in preschool, sibling rivalry, child development, nutrition, kindergarten readiness, and how to balance work and personal life. Kidango also supports families by offering emergency food, toys and books, and referrals to a variety of social service agencies to families in need.

Kidango has created a model that stimulates the growth and development of the whole child. ■



Program Snapshot	Kidango
Program description	Program uses a curriculum that builds on the interests of the children (“emergent curriculum”), with learning topics driven by the interests and observations of the children. Nine of the 11 sites have been accredited by the National Association for the Education of Young Children.
Total preschool enrollment	581 children at 11 sites
Demographics of children served	Latino, 54%; Asian, 25%; white, 10%; African American, 9%; and Pacific Islander, 2%
Funding sources	California Department of Education (State Preschool, General Child Care, Cal-SAFE programs), parent fees and Community Development Block Grant; First 5 Alameda County provided start-up funding
Annual budget	\$2.2 million
Times offered	3-hour sessions, morning and afternoon; three centers offer full-day programs
Staff to child ratio	1:8
Classroom size	24 maximum
Year established	1990
Child outcomes to date	The program uses the California Department of Education’s <i>Desired Results</i> system and shares those assessments with kindergarten teachers. Students are also assessed when they enter kindergarten. Kindergarten teachers report that Kidango children are doing better than those who have not been in the program.

Kidango and New Haven Unified School District: Lessons Learned from a Successful Partnership²³

1. Locate preschool classrooms as close as possible to kindergarten classrooms. The proximity promotes relationships, builds familiarity for children and requires problem-solving between the staff.
2. Work hard to remove territoriality from the program as much as possible. Openness to each other's programs and cultures allows a focus on quality and problem-solving that permeates the program.
3. Pay attention to relationships between the partner organizations at all levels. Regular and consistent contact and commitment between teaching staff, administration and classified staff will benefit the program.
4. Provide infrastructure for staff to meet and develop relationships, and provide clear expectations that meetings will take place. If not given time and opportunity for meetings to take place, the individual workloads of the staff will supersede meetings.
5. Each organization needs to be aware of its own internal strengths and weaknesses. This clarity will help avoid blaming and allow organizations to solve problems, not just perpetuate them.
6. It is important to acknowledge as fact that there are differences between the culture and expectations of kindergarten and preschool programs. It is equally important not to promote difference as a synonym for superior.
7. Know that it takes time and constant attention to develop relationships. Good working relationships are developed in the day-to-day experiences of participants. Relationships are built in the minutiae.
8. Supporting and including families should be a value and a goal of the program. Parents need to trust the program and believe it will benefit their children before they send their young children to school. The program needs to understand the values of its community so it can be a truly responsive program.
9. Preschool for All, a truly inclusive program, will include not just the low income and the wealthy, but all preschoolers. Given current funding streams, this proposal requires community and legislative commitment.
10. A Preschool for All program can only be as successful as its presence in the community. A comprehensive effective program needs to be not only known to the community, but seen as part of the community.

Merced City School District

MERCED

Merced City School District (MCSD) has found that one of the best ways to engage parents of preschool children in their learning is to establish a partnership between parents and teachers. At many of MCSD's preschool programs, parent engagement includes building children's literacy skills as well as parents' own skills. Parents' involvement often improves their own well-being, especially when the preschool offers other services, such as workshops, family service coordinators and health insurance referrals.

In each of the school district's 11 quality preschools that serve a total of 680 3- and 4-year-olds, teachers and parents work together to increase children's pre-reading skills. Teachers review pre-literacy assessments of each child with their parents, identify specific pre-literacy goals for each child and suggest home activities for parents to work on with their child to achieve those goals.

All parents work directly in preschool classrooms to inspire their children to read. The first 10 minutes of each preschool class is designated as a time for parents to read to their children. This helps make reading a part of the family's daily routine.

MCSD, which provides subsidized preschool to eligible families, has invested in reading and other instructional materials preschool students can take home with them. The school district surveyed parents to determine what take-home materials would be helpful. Based on the results, the school district purchased instructional materials, such as compact discs and videos related to the school district's preschool curriculum, which families can check out. It has also purchased multilingual preschool-level books for each of their elementary school libraries.

Services for Parents

In 2002, MCSD began offering free education and employment services for parents, using a grant from the federal Even Start Family Literacy program. As a result, the school district now helps parents enroll in GED and English as a Second

Language courses, and provides them employment information. In addition, MCSD collaborates with the Merced College Parenting Academy to offer monthly parenting workshops. Parents determine topics for the workshops, which are led by Merced Community College staff. Recent requests by parents included improving sibling and peer relationships, nutrition, and positive approaches to discipline.



Encouraging parent involvement

Merced City School District

MCSO also employs two full-time bilingual family service coordinators: one who speaks Spanish and one who speaks Hmong. The two coordinators conduct outreach to families of preschool students. They also help parents register their children for preschool, provide translation services at parent-teacher conferences and help families connect to other services in the community.

MCSO has also made several provisions to ensure its preschool families are linked to appropriate health services. At the time families enroll their child in preschool, the district also enrolls qualifying children for publicly-funded health insurance and provides families information on health

insurance options. A part-time preschool nurse, with the assistance of elementary school nurses, conducts health screenings; arranges vision, hearing and dental screenings; and offers referral services for all preschool students in the district.

Merced City School District has promoted parent involvement in its preschool programs in many ways. Through its efforts, children benefit from the active role their parents have in their learning, and parents benefit from the many valuable resources offered to them to strengthen their health and well-being and those of their families. ■

Program Snapshot	Merced City School District
Program description	Uses Houghton-Mifflin pre-kindergarten curriculum, which is aligned with the Houghton-Mifflin curriculum used in the district's kindergarten classes. One preschool site offers inclusive services for children with special needs.
Total preschool enrollment	680 children (640 are 4-year-olds) at 11 elementary schools in 16 classrooms
Demographics of children served	Latino, 50%; white, 27%; Asian, 10%; African American, 5%; and other, 9%; primary language: English, 59%; Spanish, 21%; and Hmong, 9%
Funding sources	First 5 Merced County, First 5 California, State Preschool (primary funding source), Title I, Early Reading First, and the David and Lucile Packard Foundation
Annual budget	\$1.9 million from State Preschool and \$350,000 from district's Title I funds. Part-time preschool nurse funded by First 5 Merced County
Times offered	Morning, afternoon, and twilight (late afternoon)
Staff to child ratio	1:8
Classroom size	20
Year established	1965
Child outcomes to date	Children are assessed using the California Department of Education's <i>Desired Results</i> system. In 2005, all 4-year-olds achieved "mastery" or "near mastery" on all items. MCSO preschool students also perform better on a kindergarten entry assessment created by MCSO preschool and kindergarten teachers.

San Francisco Preschool for All

One important element of a quality preschool program is to provide services and referrals for children with special needs. The San Francisco Preschool for All (PFA) program, created by the passage of Proposition H in March 2004 by San Francisco voters, is a leader in its commitment to supporting the inclusion of children with special needs in its preschool programming. San Francisco PFA dedicates 5 percent of its annual budget to support inclusion activities, which include required screening for developmental delays among all participating children, provision of referrals and support services for those in need, and professional development for preschool teachers and staff.

San Francisco PFA dedicates part of its annual budget to support inclusion activities.

San Francisco PFA, administered by First 5 San Francisco in partnership with Wu Yee Children Services, requires screenings for developmental delay upon a child's entry into a PFA program. Using the *Ages & Stages Questionnaire*,²⁴ preschool program staff have screened 331 children since March 2006, and 28 have been referred to receive further assessment or services.

San Francisco PFA requires that at least one teacher per classroom complete a college-level course on caring for children with disabilities or other special needs. In addition, program staff are required to participate in workshops on how to accommodate and include children with special needs in the classroom.

In 2005, after 12 months of planning, San Francisco PFA began funding preschool services in four zip codes that were identified as high-need areas. As of March 2006, 534 children were enrolled in 27 high-quality preschools based at public and private child care centers and at family child care homes. More than one-third of the children were in programs that provide full-day care that extends beyond the 3 1/2-hour PFA program. In September 2006, the program will expand to include 10 additional zip codes throughout the city. By 2009, it plans to serve all of the city's 4-year-olds.

Quality Standards

To qualify for San Francisco PFA, programs must meet certain quality standards.²⁵ For example, programs must score a 4.5 or higher out of 7 on an environmental rating scale. The scale, used throughout the early childhood education field to assess the quality of child care centers and family child care homes, is conducted by independent evaluators from the *Gateway to Quality* program at San Francisco State University's Marian Wright Edelman Institute. A survey of preschool providers in the four initial zip codes found that 50 percent of the centers and 33 percent of the family child care providers had the necessary score to participate.²⁶ Lead teachers are also required to have a Child Development Teacher Permit, which is awarded from the state to providers who have completed 40 college level units (24 units in early childhood education and 16 general education units) and teaching in a program for 175 days.

Although San Francisco PFA is only in its first year of implementation, it has made significant progress in demonstrating how a quality preschool system can ensure that children with special needs are included and supported. ■

Supporting children with special needs

San Francisco Preschool for All

Program Snapshot	San Francisco Preschool for All
Program description	Programs must meet minimum environmental rating standards for quality. Collaborates with San Francisco State University's <i>Gateway to Quality</i> program to help providers meet the environmental standards requirement. No set curriculum, but activities must adhere to the California Department of Education's <i>Prekindergarten Learning and Development Guidelines</i> . Requires programs to screen all children for developmental delays and make appropriate referrals to service providers. Also offers programs arts, science and literacy resources in partnership with the San Francisco Arts Commission.
Total preschool enrollment	534 children
Demographics of children served	Latino, 37%; Asian, 15%; African American, 14%; multiracial, 12%; and white, 3%
Funding sources	Local county tax funds from voter-approved Proposition H on March 2004 ballot
Annual budget	\$3.3 million in 2005, will increase to \$20 million a year beginning in 2009; \$5,025 maximum per child
Times offered	Morning and afternoon; offers a 3 1/2-hour program for 175 days (September – June) or 2 1/2-hour program for 245 days (full year)
Staff to child ratio	1:8 maximum
Classroom size	24 maximum
Year established	September 2005; planning began in 2004
Child outcomes to date	Programs are required to conduct an assessment of children's developmental progress twice a year using the California Department of Education's <i>Desired Results Developmental Profile</i> .



Roosevelt Child Development Center

The preschool classes at Roosevelt Child Development Center (CDC) respond to the needs of its English language learners.

Approximately 90 percent of the children who attend preschool at Roosevelt CDC speak Spanish as their primary language. To help these children learn English, the staff, many of whom are bilingual, work one-on-one with the children. The center also tries to integrate classrooms with some English-speaking preschool students

so that they and their Spanish-speaking schoolmates can learn from one another. In addition to supporting the language development of the children, the bilingual skills of the staff also increases communication and trust with Spanish-speaking parents.

Roosevelt CDC has provided preschool services to families in Redwood City since 1987. The center serves 168

3- to 5-year-olds, and is one of seven child development centers housed at an elementary school in the Redwood City School District.

The center offers five preschool classes: two half-day and three full-day preschool classes, which operate from 7:00 a.m. to 6:00 p.m. The center cobbles together various funding streams to offer preschool services to meet the needs of families. Some preschool classes are funded through a contract with the California Department of Education to provide preschool to qualifying low-income families. Since March 2005, the center has offered one new and one upgraded part-day

class, which together serve 48 children, to any family regardless of income. These two classes are funded by Preschool for All San Mateo County (see page 12 for more details).

All preschool teachers at Roosevelt CDC hold a Child Development Teacher Permit²⁷ from the California Department of Education, and two of the nine have a bachelor's degree. The assistants have a minimum of six early childhood education units. The minimum teacher to children ratio is 1:8 and the maximum preschool classroom size is 24 children.

Parent Satisfaction

The Spanish-speaking families that send their children to Roosevelt CDC report being pleased that their children are learning English, and the English-speaking families say they appreciate their children's exposure to a second language. According to preschool teacher Emma Cruz, "The goal of [Spanish-speaking] parents is that their children learn English and are ready for kindergarten."

By responding to and honoring the community's diversity, Roosevelt CDC has been able to provide a high-quality program for all of the children and families it serves. ■

"The goal of [Spanish-speaking] parents is that their children learn English and are ready for kindergarten."

—Emma Cruz,
preschool teacher

"I can see the difference in a few short months. Children who had no English-speaking skills are now comfortable speaking English, and they still maintain their Spanish skills."

—Patricia Perla,
preschool teacher

Helping children who are learning English

Roosevelt Child Development Center

Program Snapshot	Roosevelt Child Development Center
Program description	Builds on several sets of existing quality standards for state and nationwide programs. Program takes a child-centered approach that encourages exploration, creativity and problem-solving. Curriculum content is aligned with kindergarten standards and includes early literacy and math, science, arts, music and movement activities. Parents are informed regularly about their children's developmental progress and school readiness skills.
Total preschool enrollment	168 children
Demographics of children served	Latino, 95%; white, 2%; African American, 1%; and Asian, 1%; low- to moderate-income; 90% are English language learners
Funding sources	California Department of Education, First 5 San Mateo County, First 5 California and family fees
Annual budget	Not available
Times offered	Morning and afternoon sessions
Staff to child ratio	1:8, 1:10 in PFA classroom
Classroom size	24, 20 in a PFA classroom
Year established	1987
Child outcomes to date	Children are assessed twice a year using the California Department of Education's <i>Desired Results</i> system.



Elk Grove Unified School District

Elk Grove Unified School District (EGUSD) in south Sacramento County is a model for integrating quality preschool into the K-12 system.

Its preschool program has been in operation since 1963.

EGUSD recently sought to improve the bridge between preschool and elementary school. In September 2005, its school board approved a reorganization of the district to include preschool under its Elementary Education Division. Previously, its Elementary Education Division comprised kindergarten through 6th grade only. The reorganization enabled the district to establish a strong foundation to expand preschool.

EGUSD's preschool program is committed to providing children a seamless transition to kindergarten.

EGUSD's preschool program is committed to providing children a seamless transition to kindergarten. To facilitate this process, preschool and kindergarten teachers meet regularly to better understand the expectations required for both grade levels and make any necessary adjustments to teaching methods and lessons.

A Variety of Programs

EGUSD has eight school sites that offer four different preschool programs. One is the federally-funded Head Start program, which serves 300 students in 3 1/2-hour classes, four days a week. Another is a state-funded preschool program that serves 100 students in 3-hour classes, five days a week. EGUSD also offers a Title I preschool program, funded by the U.S. Department of Education, which serves students in 3 1/2-hour classes, four days a week, and during twilight school hours three days a week (read more about the Twilight

Program below).²⁰ The First 5 Sacramento Commission also provides funding to expand services for 80 students in an inclusive preschool setting for children with special needs. Since the district's current maximum capacity is 830 children, and community demand exceeds supply, each site has a waiting list.

Well-trained Staff

All EGUSD preschool teachers exceed federal and state requirements for teaching at a preschool site: all have a bachelor's degree and a Child Development Permit.²¹ Since 1999, new preschool teachers are required to possess a multiple subject teaching credential, with specialized training in early childhood education. Instructional assistants must earn at least six units in early childhood education. Staff are required to attend professional development sessions every other week and receive in-class support from instructional coaches.

Twilight Program

The Twilight Program in Elk Grove Unified School District provides a unique approach toward meeting family needs. It helps working families send their children to high-quality preschool and offers the entire family resources to succeed in life. At the program sites, 4-year-olds attend preschool while their older siblings receive homework and tutoring help, and parents are encouraged to attend specialized classes on English as a Second Language, family literacy, parenting and job training.

Twilight preschool is held at six elementary campuses three days a week in the twilight hours—from 3:15 p.m. to 6:15 p.m. The program utilizes kindergarten classrooms that are not in use after normal school hours.

Ensuring a smooth transition from preschool to kindergarten

Elk Grove Unified School District



The focus of each preschool program is to address the pre-academic and developmental needs of children, and to prepare them and their families for kindergarten. All programs use a common curriculum, aligned to standards approved by the EGUSD Board of Education, which promotes early literacy and familiarity with numbers. In addition, the programs support the social, emotional and physical needs of the children, allowing them to build self-confidence and learn to get along with others. ■

“I heard about this from my neighbor. It has given my kids a jumpstart on school.”

—Twilight Preschool Parent,
Charles Mack
Elementary School

Program Snapshot	Elk Grove Unified School District
Program description	Focus on pre-academic and developmental needs of children in order to prepare them and their families for kindergarten. Programs use a common curriculum aligned to standards approved by the school district.
Total preschool enrollment	830 children; priority given to 4-year-olds
Demographics of children served	Latino, 41%; Asian, 26%; African American, 17%; and white, 10%; families are predominantly working poor, and many do not qualify for subsidized programs
Funding sources	Head Start, State Preschool, Title I, Early Reading First and First 5 Sacramento Commission
Annual budget	\$5.1 million
Times offered	Morning, afternoon and twilight (late afternoon)
Staff to child ratio	1:10 maximum
Classroom size:	20 maximum
Year established	1963
Child outcomes to date	The school district is currently tracking the outcomes of preschool students in later grades; that data will demonstrate the impact of preschool on academic achievement in later grades.

Portola Family Connections

Portola Family Connections began its preschool program in 1996. In the early years, the preschool program was housed in the same space as the organization's English as a Second Language adult class and its after school program. The space—one room—felt cramped and small, and lacked natural light. It also had peeling paint and worn linoleum floors. These conditions did not make for an ideal preschool environment. Transforming it would

“We now have a beautiful space that honors the children and their families.”

—Maryann Fleming,
Founder and Executive
Director

require a voter-approved initiative, a visionary executive director and an actively-engaged community.

In 2004, Founder and Executive Director Maryann Fleming first learned about Proposition H, which sought to raise funds for educational services, including \$3 million for preschool programs in the City and County of San Francisco. That March, San Francisco voters approved the initiative, which led to the creation of San Francisco's Preschool for All (PFA) program. Fleming knew from the beginning that her program had to participate.



Receiving Prop. H funding, Fleming thought, “would be a great gain for our families, and we could pay our teachers more.”

Nonetheless, Fleming knew her program would not meet the classroom quality requirements. She also was unsure she could raise the money and complete the needed renovations before the PFA application was due. Fleming also knew the organization would have to pass the Early Childhood Environment Rating Scale-Revised (ECERS-R), used to assess the physical facility environment and program quality, which entails a trained child development specialist conducting a 3-hour evaluation. San Francisco's PFA program requires an overall rating of 4.5 or higher out of a possible 7 points to qualify.

Although initially unsure if her program could meet PFA requirements, Fleming knew she had to try for the sake of the families served by her program. In just a few months, she raised the needed \$70,000 to upgrade the facility and complete the renovation. This included replacing the damaged linoleum floor, adding new light fixtures and a new window, installing new cabinets, sound-proofing the walls and finishing the room with a fresh coat of paint.

Once the renovation was completed, Portola Family Connections pursued the required ECERS-R evaluation. After a grueling three hours, “The evaluator told us that we had the highest score she has ever given to a preschool in San Francisco!” Fleming said, overjoyed.

Everyone in the program was also thrilled with the end result. The main learning area, which used to feel small and cramped, seems more spacious with the new skylight, bright yellow paint and laminated wood floor. The space now also has separate areas for science, reading, exercise, art and quiet time.

Improving the quality of the classroom environment

Portola Family Connections

“It’s easier to teach,” preschool teacher Katryna Shek said. “With distinct work/play areas, the kids know what to do, and I see them learning more.”

In the future, Portola Family Connections plans to add another preschool teacher and expand its capacity from 30 to 36 children.

The renovated facility has significantly improved the preschool experience for those children currently enrolled and will enhance that of future students. As Fleming commented, “We now have a beautiful space that honors the children and their families.” ■



Program Snapshot	Portola Family Connections
Program description	Focuses on academic and social-emotional development. Includes both teacher-led and child-initiated activities. Program received high marks on the <i>ECERS-R</i> scale. Program is part of a community resource center that offers family support for newborns to grandparents.
Total preschool enrollment	About 30 children
Demographics of children served	Asian, 68%; Latino, 13%; Middle Eastern, 8%; African American, 3%; and other, 8%; 86% of families report “very low” or “low to moderate” incomes
Funding sources	For program operations: First 5 San Francisco, San Francisco Department of Children, Youth and Their Families, Silver Giving Foundation and David B. Gold Foundation For facilities renovation: Mayor’s Office of Community Development, Willow Springs, Herbst Foundation and Bothin Foundation
Annual budget	\$85,705
Times offered	Three-hour program with morning and afternoon sessions; offered year round
Staff to child ratio	1:8
Classroom size	15 maximum
Year established	1996
Child outcomes to date	The program recently began using the California Department of Education’s <i>Desired Results Developmental Profile</i> and the <i>Ages and Stages Questionnaire</i> . It plans to report on the data beginning in June 2006.

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12. Fight Crime: Invest in Kids, California, 2005.
13. Analysis done by Los Angeles Universal Preschool (LAUP).
14. California Child Care Resource & Referral Network, *The 2005 California Child Care Portfolio*, 2005 <www.rnnetwork.org/rnnet/our_research/1046997942.php> (April 18, 2006).
15. Interview with Maggie Jamison, FIRM preschool director, on April 18, 2006.
16. In 2005, 200% of the Federal Poverty Level was \$38,700 for a family of four.
17. The Fair Market Rate for part-time preschool care is \$485 a month for a family child care home and \$520 a month for a child care center, according to MSVnFL Scholarship Coordinator Stephanie Otwell-Curtis.
18. Each classroom has two teachers. All lead teachers in *new* preschool programs must have a Bachelors degree with specialized training in early childhood education while a second teacher is required to have an Associate's degree. Teachers in *existing* programs will have until 2010 to meet these requirements.
19. Programs that adhere to Title 5 regulations meet basic health and safety standards in addition to more rigorous educational standards than other state-subsidized preschool programs.
20. Title I federal funds are provided to schools in which at least 40 percent of children qualify for the free or reduced-price lunch program. Title I funds can be used for many different instructional services, including preschool.
21. Providers can apply for several types of Child Development Permits which the state awards based on course work and number of practicum hours completed.
22. All parents who receive a subsidy for their child to attend the program are required to volunteer at the program for 6 hours per month.
23. Kidango, *Developing a Shared Vision of Preschool for All: The New Haven/Kidango Model*, <<http://www.earlyeducation.org/pfareport.pdf>> (April 5, 2006).
24. For more information see <<http://www.brookespublishing.com/store/books/bricker-asq/index.htm>>.
25. Quality standards are detailed in two documents: "Baseline Criteria", <http://www.first5sf.org/downloads/06_pfa_baseline.doc>, and "Program Quality Guidelines", <http://www.first5sf.org/downloads/1205_pfa_program_quality_guidelines.doc>.
26. First 5 San Francisco, "San Francisco Preschool for All First Year Plan", January 27, 2005, <http://www.first5sf.org/downloads/Final_PFA_Plan.pdf> (March 9, 2006).
27. Teachers apply to the state for a Child Development Teacher Permit, which can be earned after completing 40 college level units (24 units in early childhood education and 16 general education units) and teaching in a program for 175 days.
28. Interview with Nancy Herota, Preschool Program Coordinator, Elk Grove Unified School District, on March 23, 2006.
29. See Endnote 20.
30. Fight Crime: Invest in Kids California, 2006.

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Children Now is a nonpartisan research and advocacy organization working to raise children's well-being to the top of the national policy agenda. The organization focuses on ensuring quality health care, a solid education and a positive media environment for all children. Children Now's strategic approach creates awareness of children's needs, develops effective policy solutions and engages those who can make change happen.

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