

**Crafting a System
to Deliver
Preschool for All
in Kern County**



Table of Contents

Why the Need for Early Childhood Education?	1
Setting the Stage.....	2
Committee Recommendations	
The Quality and Training Committee	5
The Integration Committee	12
The Supply and Demand Committee.....	17
The Finance and Facilities Committee.....	18
The Research and Evaluation Committee	21
The Community Outreach Committee	24
Completing a Framework for Preschool for All: Complementary Elements.....	26
APPENDICES	31

Kern County Preschool For All

The vision of the Kern County Preschool for All (PFA) Planning Group is all three and four-year-olds in the County, regardless of their family's economic status or location, access quality early education opportunities. The Kern Preschool for All Planning Group has created a framework that realizes this vision for voluntary preschool beginning with children the year prior to entering kindergarten. The following information provides a basic understanding of why the group has embraced preschool for all and why now is the appropriate time to do so.

Why the Need for Early Childhood Education?

Studies prove that children who attend quality preschools are better able to learn to read and do their best in school.

They are more likely to graduate from high school and attend college; better behaved in class; less likely to become involved in crime; and less likely to have unwanted pregnancies in their teens, resulting in savings that far exceed the cost of these programs.

The benefits of preschool for all extend to families, schools, neighborhoods and the entire community. The California specific Rand Corporation study reports that for every dollar invested in quality preschool, the public saves more than \$2.50 in future costs, including remedial education, welfare and incarceration (*Economics of Investing in Universal Preschool in California*, 2005).

Research shows that 90% of brain growth occurs before a child's fifth birthday. Investment in quality preschool education capitalizes on this time when children are ready and enthusiastic learners. Studies show that children who attend quality preschool do better in reading and math for the rest of their school careers. They develop better social and emotional skills and have more self-confidence.

Thousands of Kern County children don't have access to quality preschool.

Parents cannot find a place for their children in preschool and even middle-class families struggle to afford quality preschool. In Kern County, 83% of public preschool programs have waiting lists while only 37% of Kern County children are enrolled in some type of preschool (*Source: Fight Crime, Invest in Kids*). Quality programs in Kern County can cost more per year than tuition at California State University, Bakersfield.

Quality preschool programs are like preventive medicine. They identify challenges early on and remediate challenges, before they become full-blown problems. Research shows that children who attend quality preschool programs are less likely to be placed in special education programs than those who do not attend such programs. Quality preschool programs provide a timely opportunity for early identification and intervention.

Shouldn't we reform K-12 first?

Providing preschool for all is a strategic and critical step toward K-12 reform. Studies show that children who attend preschool are far more likely to enter kindergarten ready to learn, read at grade level by third grade, graduate from high school and go to college.

Setting the Stage

In February 2004, almost 40 members of the greater Kern County community gathered to gauge local interest in and initiate discussions regarding the concept of offering high quality preschool services for children prior to their entry into Kindergarten. During that first two-hour session, participants learned about the statewide preschool for all movement including then-current legislation, expressed their dreams and fears about a countywide system for Kern, and, most importantly, committed their continuing time, energy and expertise toward developing a plan that would outline the recommended parameters for such a program in Kern County. With initial funding through the Kern County Child Care Council and further support from First 5 Kern, 287 individuals engaged in a community-based, robust, and dynamic 20-month long process to develop the recommendations that capture their vision, core values, and the desired elements of the County's approach to delivering preschool for all. This document lays out the essence of dozens of communitywide general sessions, committee meetings, discussion groups, and other presentations, which have led to the formulation of a recommended framework of action for implementing preschool for all throughout Kern County. The participants in this planning process recognize that the information, which follows, is intended to provide guidelines that any entity ultimately charged with implementing a preschool for all program in Kern County might consider in designing the specifics of its system for delivering services.

About the Process Used

From the start, a strong recognition existed that the involvement of representatives from many sectors of the community was essential to designing a well-conceived, comprehensive approach, if preschool for all was to become a reality in Kern County. Therefore, representatives from the early care and education provider community (i.e., child care center directors and teachers, family child care providers); community-based organizations (including both State and Federally-funded programs, the local Resource & Referral Program, the Kern County Child Care Council, etc.); college and university faculty, students, and other personnel; local and county-level education agencies (including Special Education); elected officials and government (i.e., city, county and state levels); business and industry; and others were identified and sent invitations to participate. On a continuing basis, announcements of each general meeting were sent to almost 300 parties by either email or regular mail. Further, all products resulting from the planning process were posted on the Kern County Child Care Council's web site.

Furthermore, the planning effort embraced numerous opportunities for individuals to offer input. More specifically,

General meetings were held on a bi-monthly basis. These sessions were open to the public and agendas were structured to provide information to participants, as well as to collect their input through small and large group activities.

Originally **four committees** (i.e., Quality and Training, Integration of Services, Supply and Demand, and Finances and Facilities) were constituted to consider specific elements of the framework for implementing preschool for all, make recommendations to the Steering Committee, refine those recommendations, gather input/reactions from the community-at-large, and forward final recommendations to a Steering Committee for consideration. **Two additional committees** (i.e., Research and Evaluation and Community Outreach) were constituted in late 2004. Generally, committees met on a monthly basis to conduct business. The chair of each

Crafting a System to Deliver *Preschool for All* in Kern County: A Final Report on the Planning Effort to First 5 Kern

committee was seated on the Steering Committee. (A complete list of Committee meetings is included in the Appendices to this document.)

A **Steering Committee** was constituted in the spring of 2004 to provide guidance and direction to the overall process and ultimately craft the recommended framework for implementation. The Committee met on a monthly basis, developed a strategic plan to guide committee work, and structured agendas for general meetings. The members of the Steering Committee included:

Pat Alexander, Kern County Superintendent of Schools Office
Adam Alvidrez, First 5 Kern
Kristi Bratcher, PFA Coordinator
Tammy Burns, Kern County Child Care Council
Sharon Brown, Mercy Center
Ann Dale, Wasco Unified School District
Fred Drew, Community Action Partnership of Kern
George Duguid, Aera Energy LLC
Lisa Duncan-Purcell, Community Connection for Child Care
LeeAnn Howard, Community Action Partnership of Kern
Gary Kinley, GJ Kinley & Associates
Cary Larson-McKay, California State University, Bakersfield
Julie Parsons, Kern County Superintendent of Schools Office
Steve Sanders, Kern County Superintendent of Schools Office
Cindy Wasson, Kern County Department of Public Health
Wendy Wayne, Consultant

Community input sessions were held to gather input from specific groups about elements of the preschool for all framework. For example, the Quality and Training Committee conducted four sessions (i.e., separate discussions groups with Latina family child care providers and students enrolled in early care and education classes at CSU Bakersfield, a meeting with the Greenfield Union Collaborative, and a workshop at the annual conference of the Kern County Child Development Conference) that gathered reactions and input to its *Standards of Quality* matrix. That information was forwarded to the Committee, which in turn made revisions to the matrix. In general, each committee conducted community input sessions to solicit such input regarding their potential recommendations. Additionally, members of the Steering Committee engaged in discussion with other groups about the work of the entire group, as such conversations were warranted. For example, one such presentation took place at Director's Luncheons hosted by the Kern County Child Care Council specifically to present the *Standards of Quality* matrix and gather input from directors of centers regarding the challenges to implementing it.

Staffing for the overall effort was provided by two consultants: Gary J. Kinley, Ed.D. of G.J. Kinley & Associates who facilitated general meetings and the Steering Committee, and Kristi Bratcher, who served as a coordinator of the planning grant and provided support to committees.

Creating a Framework for Preschool for All in Kern County

The information contained in this report detail the recommendations resulting from 19 months of community-based planning. Included are the vision and core values of the planning group, the specific recommendations of each committee, and then a discussion of other elements that complement the two former areas and provide a complete picture of the desired framework for implementing preschool for all.

Crafting a System to Deliver *Preschool for All* in Kern County: A Final Report on the Planning Effort to First 5 Kern

An explanation of how recommendations were formulated is appropriate at this point. Each committee met and formed draft recommendations. These recommendations were then presented to the Steering Committee for input and subsequently were revised by the committee presenting them. The revised recommendations were then presented at community forums or meetings for comments. The input received from these sessions was reviewed and appropriate changes were made before the final recommendations were presented to the Steering Committee for adoption.

Vision and Core Values

At the outset of the process, which led to the development of this framework, the group crafted, revised and then adopted a vision statement and core values. Those statements guided all decisions made by committees when considering different aspects of Kern County's framework for implementation and are as follows:

Our vision is that all three and four-year-olds in Kern County, regardless of their family's economic status or location, will have access to quality early education opportunities.

Toward the achievement of our vision and mission, we embrace the following core values as critical elements for programs serving children:

- 1. Decisions will be guided by what is best for each child;*
- 2. The curriculum offered to children will be age, developmentally, linguistically and culturally appropriate;*
- 3. Parents will have a choice in the provider of services including, but not limited to, family child care homes and faith-based, public, private and non-profit centers;*
- 4. Staff will have appropriate education and be credentialed;*
- 5. Opportunities will be offered for parent involvement and education and family support services;*
- 6. Funds will be provided in an equitable fashion based on established criteria;*
- 7. Quantitative and qualitative goals and measurable outcomes will be embedded in the programs.*

In support of that vision, the mission of the Planning Group was to create a framework that will realize our vision for voluntary, preschool for all beginning with children the year prior to entering kindergarten (primarily four-year-olds).

Committee reports and recommendations follow this section.

Ensuring High Quality, Developmentally Appropriate Services

The Quality and Training Committee

Purpose of Committee: The Quality and Training Committee was charged with developing the core elements of Kern County preschool for all framework that relate to programming for children and their families, as well as the qualifications and training of those adults who work with them. Workforce development issues and support for teaching personnel were a component of the Committee's work. The Committee also examined and set criteria for the environments in which education is to be delivered and the regulation and administration of these programs.

Background: As Kern County moves toward the reality of PFA for all four-year-olds, the Quality and Training Committee realized the need to establish both a vision of the possibilities and a bottom line of acceptable standards. The Committee believes an essential key to success of a PFA program is the development and maintenance of *quality* programs.

The Quality and Training Committee dedicated itself to visioning the elements of quality that are, in its opinion, necessary to allow PFA to accomplish the intended goals in Kern County. The recommendations that follow are based upon the discussions held by Kern County in 2004-05. The community discussed the concerns and values that serve as the Quality and Training Committee's framework for this work. The recommendations that the Committee is making are stated as **minimum** standards of performance.

Assumptions:

The work of the committee was based on the following core assumptions:

- Families are central to the well-being of children and essential partners in all domains of development (i.e., social, emotional, cognitive, physical).
- Kern County must strive for the highest possible quality in every child care, child education, and child development setting that participates in the PFA program.
- Kern County will support measures that create a culture of quality early childhood education experiences for all young children.
- The early educational experiences of children are of great importance to their future abilities and academic success and will be treated with respect.
- The combined efforts of all PFA partners (parents, teachers, educational staff, families, community and children) will maximize development in all domains.

Guiding Principles:

All PFA programs should be guided by the overriding principle that any program developed for the children of Kern County should be guided by what is best for the child and that child's family. Because the Committee believes that teacher training and support are at the core of all PFA quality standards, its recommendations must be understood with that foundation always in mind. The Committee's work was guided by the following principles.

- PFA programs will strive to provide the best possible experiences for all children and the children's families in all domains of development.

Crafting a System to Deliver *Preschool for All* in Kern County: A Final Report on the Planning Effort to First 5 Kern

- Just as early childhood is the foundation upon which adulthood is built, early educational experiences are the foundation for future learning.
- Families are important and essential partners in children's growth and learning.
- Quality educational programs are developmentally and culturally appropriate for those individuals participating in them.

After an examination of the areas identified for quality and training for PFA by Kern County residents interested in the development of young children, the issues fell into the following general groups.

- Educational Opportunities
- Parents, Families, and the Community
- Staffing and Training
- Environments
- Regulation

These groupings were used to organize the recommendations of this Committee, which follow.

Recommendation #1: Educational Opportunities

Background: The circumstances surrounding a child support certain kinds of learning. The specifics of what and how that learning actually happens are determined by the details of the social and physical environment in which the child lives. This environment is influenced by and in turn influences the child's genetic and biological being, the expectation of a child's learning, and the methods used to accomplish those outcomes. The clearest way to understand the directly involved adult (parents & teachers) and the community's role in helping a child learn may well be in understanding how we can help a child learn how to use and how to be ready to use those tools valued by our society.

Recommendation: The fundamental intention of Kern County's preschool for all effort is to ensure that every child in the County has the opportunity to experience and become competent at those basic skills expected of a young child that lead to successful learning experiences.

Preschool for all programs must be developmentally and culturally appropriate for each child in the program and take into consideration the whole child including the major domains and contexts of development.

- PFA educational programs must use developmentally and culturally appropriate curriculum to support each child's learning needs.
- PFA programs must recognize and support each child's age and various stages of development in multiple domains at any one moment in time.
- PFA programs must recognize the importance of parents as a child's first teacher and engage parents in learning opportunities related to their children.
- PFA programs should be inclusive of children with differing capabilities and challenges with learning activities in a variety of modes.
- PFA programs shall recognize, use and value communication systems used by the children and their families.
- PFA programs should value and seek ways to incorporate cultural variations of the children and families in their programs.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

- PFA programs must strive to accept, accommodate, and support the unique social, cultural, and economic situations faced by the children and families in their programs.

The following areas are the fundamental areas of development; each must be considered when developing PFA programs:

- **Physical Development** (including genetic endowment, temperament, large muscle skills [body/space awareness, running, jumping, kicking] small muscle skills [hand movement, facial muscle control], perception, and sensory awareness)
- **Social Development** (including awareness of others and building relationships)
- **Emotional Development** (including self awareness)
- **Cognitive Development** (including thinking processes, problem formulation, problem solving, exploration, discovery, testing, creative, and imaginative activities)
- **Ethical/Moral Development** (including consideration of others, empathy, responsibility, respect, self regulation, decision making, evaluation)
- **Communication Development** of language in all its forms (including spoken/productive, listening/receptive, multiple language development, nonverbal, media literacy [i.e., technology use, multi-media interpretation, television], written [production and reading]).

Recommendation #2: Parents, Families, and the Community are Valued Partners in PFA

Parents and families are encouraged to be involved in the development and education of their children's programs. Therefore,

- Using parental input regarding a child's history and family values is a helpful tool for the design and implementation of educational activities and should be utilized by PFA programs as a useful resource.
- PFA programs should strive to support parents in their work of nurturing their children.
- PFA programs should strive to develop family support activities, programs and connections to other services including health, family literacy, and educational programs.
- PFA programs should strive to support the community in valuing and understanding the needs of children, which is essential for success through educational and informational programs.
- PFA programs should recognize and support family literacy programs and education.

Recommendation #3: Staffing and Training

Staff for PFA programs needs to be adequately trained and credentialed. Consequently,

- Teacher standards need to be rigorous and relevant to PFA and early childhood education program needs.
- PFA programs will strive to develop an early childhood workforce reflective of the community.
- Improvement and expansion of the training capabilities of local institutions of higher education as related to preschool program needs is a priority in developing adequate PFA programs.
- Staffs in PFA programs need adequate support and assistance to continually improve the quality of the PFA programs for each child.

Recommendation #4: Environments

Research shows that well-designed environments are better at fostering interactions between children and their teachers; consequently,

- PFA environments should reflect the best of current health and safety practices.
- PFA environments should be designed to support quality educational experiences for all children.
- Materials should be developmentally and culturally appropriate and relevant to the learning and developing child in each program.

Recommendation #5: Regulation

Self regulation of the specific approach is locally owned

To maintain the highest possible quality within individual programs there are certain minimal requirements specified by KCPFA, but the specific choices made by each program to attain these quality requirements are determined by those in the program itself. This is an important aspect of honoring diverse elements of our community and their child-bearing and child-education values. Specific curriculum choices and implementation modes as well as teaching style choices should be left up to the discretion of individual programs. Quality preschool programs must make individual choices based on their specific goals, the individual children in their programs, the children's and their families' needs, experiences, interests, and the communities within which they operate.

*Supervision and support are provided to every program.

If a program is participating in KCPFA efforts, they are entitled to the available technical support, program consultation, program enrichments, training, and educational opportunities as developed for the implementation of KCPFA. This support should respect and invite the programs individual approaches to the implementation of KCPFA goals.

A further discussion of the Committee's deliberations especially as they related to quality is included in Appendix C.

Recommendation #6: Stages for the *Standards of Quality*

Background: The Quality and Training Committee recognized that not every program interested in providing preschool for all services meets the high *Standards of Quality* outlined in the previous five recommendations. Consequently, the Committee spent extensive time developing and adopting a matrix intended to guide programs as they moved toward the high level of services essential to fostering children optimal growth and development.

A note of explanation about the matrix is appropriate. There are five stages for each of the recommendations. Stage Five represents the highest quality a program is expected to achieve. In order to advance from one stage to the next, a program must fulfill all of the requirements outlined in its current stage.

Recommendation: The following matrix identifies the specific program characteristics to be achieved at each stage.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Staff Education and Training					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Description	<ul style="list-style-type: none"> •Programs will have primary teachers with a Child Development Associate Teacher Permit in process •Programs will have support teachers with a Child Development Assistant Permit •Programs will meet the standards for teacher training and permitting 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Majority of support staff hold a Child Development Associate Teacher Permit •Program has a plan for continuous improvement addressing the continued education and training of all staff •All staff are provided with opportunities to participate in child development related training 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •All staff with direct contact with children or who work on site will have participated in 30 hours of child development related training including special needs training •Primary teacher will have minimum of AA degree and Early Childhood Education Teacher's Permit •Develop continuing educational plans for all staff 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •A minimum of 25% of teachers on staff will hold a bachelors degree in early childhood education or a California Multiple Subject Teaching Credential with specific classes in early childhood learning •All teachers on staff hold a minimum of a Child Development Teacher Permit 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •All teaching staff hold a California Multiple Subject Credential with emphasis in early childhood education or a baccalaureate level degree in early childhood education or clearly related field that includes courses in early childhood development and learning
Family and Community Involvement					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Description	<ul style="list-style-type: none"> •Evidence of a sound business plan •Written policies and procedures for staff and families must be in place •Participation in a KCPFA approved Community Forum •Participation in KCPFA¹ local early childhood professional organization •Develop a voluntary parent/family participation plan 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Evidence of ongoing communication with families regarding child's development (at least on a monthly basis) •Annual parent evaluation of program •Semi-annual goal setting meeting with community advisory committee 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Parents participate in program related activities •Parent conferences held bi-annually to set joint goals for child learning •Parents are offered opportunities to participate in a variety of program activities 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Parent participation in meetings and program activities at a rate of 85% •The parents' group submits a program evaluation report to the community advisory committee annually •Parents included in ECERS or FDCRS evaluation and subsequent planning activities 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •NAEYC or NAFCC accreditation
Regulation and Administration					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Description	<ul style="list-style-type: none"> •Evidence of compliance with all licensing requirements •Written policies and procedures for staff and families must be in place 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Parents participate in program planning and policy development •Directors of programs must have a minimum of one class in Adult Supervision 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Directors of programs must have site supervisor's permit 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Directors of programs must have a BA/BS degree •The program must engage in regular program assessments •The program will engage in an annual organizational and effectiveness assessment 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •NAEYC or NAFCC accreditation

¹ KCPFA or Kern County Preschool for All is used throughout the document to refer to the overall effort intended to provide preschool services to children in the county.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Environment					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Description	<ul style="list-style-type: none"> •Complete ECERS/FDCRS •Develop plan for improvement •Have a documented activity plan 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •ECERS/FDCRS minimum rating of 4.5 •Activity plans are based on individual observations of children •Adult/child ratio no greater than 1:12 for center based programs or 1:8 for family child care programs •Develop health, nutrition, and health related resource and referral information dissemination plan for families 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •ECERS/FDCRS rating of 5 •Completion of an adult-child interaction tool •Center based programs use Title 5 adult-child ratios of 1:8, family child care programs use adult-child ratio of 1:8 •Annual developmental assessment for each child •Demonstrate the ability to work with children in the program with unique needs (assessment, parental support, environmental support, local resources) •Implement a comprehensive nutrition and health services program 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •ECERS/FDCRS minimum rating of 6 •Ability to operate an inclusive program for children with diverse needs •Individual learning plans based on an annual comprehensive developmental assessment for each child •Has a well developed and articulated plan for parent involvement and participation 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •NAEYC or NAFCC accreditation
Education					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Description	<ul style="list-style-type: none"> •Will adopt a developmentally appropriate curriculum approved by the KCPFA •Have a written activity plan for each day •Have a plan for communicating with parents about the activities of their children on a daily basis 	<ul style="list-style-type: none"> •Completion of all lower level requirements •Have an adopted formal curriculum approved by the KCPFA •Have written and posted weekly educational goals and plans •Have a formal plan for communicating with parents •Offer at least two parent education activities annually •Have an individual assessment program that regularly assesses each child 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Use assessment of individual children to plan individual and group learning activities •Include areas of “cultural tools” to build skills and knowledge for children in activity plans 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Provide and use collaborative planning time with staff responsible for designing and implementing educational plans for each child and the program segment •Understand and use NAEYC guidelines in conjunction with individual assessments to guide program activities •Regularly advocate by informing, educating, and including parents, friends, and families in and about the activities of the program and their educational value 	<ul style="list-style-type: none"> •Completion of all lower stage requirements •Actively participate in community education events •Support staff educational activities •Collect and use records of child activities for documenting learning, planning, and communication with parents •Document the learning tools each child uses

Recommendation #7: Opportunities for Program Improvement

Background: The Quality and Training Committee also recognized that programs by themselves may not be able to achieve the standards of service delivery that are outlined in higher stages of the Quality of Standards matrix without training and/or technical assistance.

Like the previous matrix, the elements or requirements identified in this section specify not only the actions required by the program, but also outline the types of support, which it and the staff employed by the center or home may receive in order to achieve the next stage.

Recommendation: Therefore, the Committee developed a schematic that specifies the types of support and/or assistance, which may be offered to such programs and their staff in order to improve the quality of services delivered to children and their families.

Opportunities					
	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Support / Assistance	<ul style="list-style-type: none"> •Programs will develop plans that move them from this level within two years •Programs must develop plans to improve the standards of educational opportunities for the children in their programs •Programs are eligible for KCPFA consultation, coaching, mentoring and incentives (such as retention and education grants) 	<ul style="list-style-type: none"> •Programs must develop an improvement plan within two years •Programs are eligible for KCPFA consultation, coaching, incentives, and professional development activities •Teachers eligible for incentives, and professional activities support 	<ul style="list-style-type: none"> •Programs are eligible for KCPFA consultation, coaching, incentives, and professional development activities •Teachers eligible for incentives, and professional activities support 	<ul style="list-style-type: none"> •Programs are eligible for KCPFA consultation, coaching, incentives, and professional development activities •Programs participate in KCPFA sponsored or approved support programs and mentoring activities of other programs and early childhood education staff •Teachers eligible for incentives, and professional activities support 	<ul style="list-style-type: none"> •Programs at this stage are expected to mentor to stage 1 and 2 participants and to take a leadership role in the community •Programs at this stage are expected to share their expertise and skills with other programs and early child education staff •Programs are eligible for KCPFA incentives

Integrating the Current Early Care and Education Community into the Delivery of Services

The Integration Committee

Purpose of Committee: The Integration Committee's purpose was to develop a plan for including the existing early care and education community in the delivery system for the proposed preschool for all program, as well as ensuring that the needs of families for wrap-around child care services were met. The Committee also developed plans for implementation of PFA during the initial years of operation.

Given the large number of children estimated to be eligible for the preschool for all program in Kern County (approximately 10,000), the Integration Committee believed that the implementing entity would be unable to serve all four-year-olds during the first four years (the initial implementation or transition period). Consequently, the Committee considered a number of different plans and makes the following recommendations for this period.

Recommendation #8: Initial PFA Programs

Initially, programs holding contracts with the Child Development Division of the California Department of Education for the State Preschool or the Campus Child Care Program, General Child Care and Head Start contractors will be among the first entities invited to provide preschool for all services. (This recommendation is to be implemented in unison with Recommendations #9 & 10.)

Recommendation #9: Parental Choice

In order to comply with anticipated legislative language and the desire to ensure parental choice, during the initial implementation period one non-funded² center from each of the Bakersfield city zip codes (11 hubs) and one non-funded center from each of the outlying regions (8 hubs) will be recruited to deliver PFA services.

The outlying regions will consist of those eight areas identified in the Kern County Child Care Council's needs assessment entitled *Children, Families and Child Care: A Report on Their Status in Kern County* (Spring 2004, p. 4). (This recommendation is to be implemented in unison with Recommendations #8 & 10.)

Recommendation #10: Family Child Care Providers

During the initial implementation phase of PFA, family child care home providers will be integrated into the program through a hub system based on the Los Angeles Universal Preschool Model beginning with a pilot project in an area to be identified. (This recommendation is to be implemented in unison with Recommendations #8 & 9.)

² Non-funded centers, in this case, refer to programs that do not hold direct contracts with either the California Department of Education or the U.S. Department of Health and Human Services to provide subsidized early care and education services to eligible children and their families. This definition does not include centers or family child care homes that contract with a local agency through either the Alternative Payment or the CalWORKS Program.

Recommendation #11: Child Care Health Consultancy

In recognition of the need for health care services to be integrated into the PFA system, the Committee recommends that a child care health consultancy program be continued with a staffing pattern of one public health nurse and two child advocates for every 15 sites utilizing potential PFA funds in collaboration with First 5 Kern moneys.

Recommendation #12: Coordination with Existing Child Development Programs

Programs will be designed to coordinate with, rather than duplicate, existing preschool services for children the year prior to kindergarten including programs serving children 4 years of age and those serving children under the age of 4 years including center based and family child care homes.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Other Programs Serving Children Four Years Of Age	Other Programs Serving Children Under Four Years Of Age	Family Child Care Hub Organizations
<p>Outreach to programs: Utilizing the Community Connection for Child Care data base, communicate with all licensed Kern County centers informing them of PFA and potential inclusion with PFA including wrap around services. To include state and federally funded, non-funded for profit, non-profit and faith based centers.</p> <p>Target areas: During the initial phase, conduct specific recruitment of one center in each Bakersfield zip code and one center in each of the remaining 8 Kern County regions.</p> <p>Information to programs: Informational meetings will be conducted throughout Kern County to provide program eligibility and participation requirements.</p> <p>Participation application: A comprehensive application process will be designed.</p> <p>Applicant orientation: A detailed orientation process will be designed for selected centers</p> <p>Program validation: Site visits will be made to verify eligibility including conducting the Early Childhood Environmental Rating Scale.</p> <p>Program contracts Formal contracts between each participating center and fiscal agent will be initiated.</p>	<p>Outreach to programs: Utilizing the Community Connection for Child Care data base, communicate with all licensed Kern County centers serving children birth to age 3 years informing them of PFA and potential partnerships (i.e. transition between programs). To the extent possible, communicate with license-exempt providers also informing them of PFA and potential partnerships.</p> <p>Information to programs: Informational meetings will be conducted throughout Kern County.</p>	<p>Outreach to family child care providers: Communicate with local non-profit organizations regarding the need for family child care “hubs”. A minimum of 6 licensed family child care providers will constitute a “Hub”. Each provider will provide PFA services to a minimum of 3 eligible children.</p> <p>Target Areas – during the initial phase, conduct specific recruitment of one hub in each Bakersfield zip code and one hub in each of the remaining 8 Kern County regions. Hubs will be developed as the need for services and availability of qualified family child care providers increases.</p> <p>Information – conduct informational meetings throughout Kern County</p> <p>Application – develop application process</p> <p>Orientation – develop orientation process for selected organizations</p> <p>Validation – confirm organization’s capability</p> <p>Contract – initiate contract between organization and fiscal agent</p> <p>Hub organization responsibilities:</p> <ul style="list-style-type: none"> • Identify and recruit eligible family child care providers • Provide support services and technical assistance via workshops, home visits, etc. • Maintain a Child Development Specialist on staff • Link participating providers to one another • Assist non-eligible providers in meeting PFA participation requirements. • Convene parent advisory group • Assist providers in the identification of resources for parents of children with special needs. • Assist with recruitment of parents/children • Serve as fiscal agent between KCPFA agent and participating family child care providers. • Monitor program compliance

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Recommendation #13: Wrap-around Services

To ensure that families in need of full day services are being met, the program will be designed to determine the exact needs of families and create a system which provides “wrap-around” services at existing PFA sites as well as with local non-PFA providers.

Determination of Need	Internal Wrap Around	Wrap Around Partnerships	Cost
<p>Application process:</p> <ul style="list-style-type: none"> Child enrollment forms will indicate parent’s need for full day services. Families will be enrolled in the PFA site that best meets their geographical and wrap around service needs. 	<p>PFA sites will be encouraged to be structured in such a manner to offer double sessions meaning that children rotate between a PFA classroom and a traditional classroom in order to provide full day services for the child at one location.</p>	<p>Participating PFA sites not providing full day services on site will establish an agreement with non-PFA programs to provide wrap around services.</p> <p>Examples:</p> <ul style="list-style-type: none"> PFA site on school campus partners with a non-PFA center within walking distance to transport children between two programs. PFA site partners with nearby family child care provider (walking distance or with the FCCP providing transportation) 	<p>Rates for wrap around services will be set by each individual provider (center or family child care) providing wrap around services. Child care subsidies or a sliding fee scale may be available to income eligible parents.</p> <p>If a parent is receiving child care subsidies, the subsidy may cover all or part of the cost of wrap around services.</p> <p>All costs related to wrap around will be the responsibility of the parent. Contracts for payment will be developed between the service provider and the parent.</p>

Recommendation #14: Social and Health Services

The preschool for all program shall assist families in obtaining social and health services necessary for them to thrive.

Health Consultancy Services	Linkages	Funding	Resources
<p>Child care health consultancy services will be available to programs to:</p> <ul style="list-style-type: none"> Provide health and mental health assessments on children and assist with referral and follow up Assist staff with the early identification of potential special needs and make appropriate referrals. Assist staff with the establishment of health policies, procedures and record keeping Provide assistance with health related education for children, families and staff 	<p>Programs will make every effort to link parents with existing service providers such as Family Resource Centers in close proximity to the child’s home.</p>	<p>Programs will allocate sufficient funding to provide health assessments, individual child follow-up and initial and on-going training to PFA staff. Topic areas to include:</p> <ul style="list-style-type: none"> Early identification of children with special needs Working with the parents of children with special needs Setting up appropriate environments for children with varying needs Local resources available to families and referral process The development of appropriate educational programs 	<p>Programs will continually work to identify services available within each community.</p>

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Recommendation #15: Inclusion of Children with Special Needs

Programs will be designed to be inclusive of children with special needs including the education and training of staff, appropriate environments and supportive services for staff and families.

Program delivery will be appropriate to children with special needs	Education & Training	Environments appropriate for children of all abilities	Support Services Staff & Parents
<ul style="list-style-type: none"> Broad definition of special needs Use of appropriate screening tools Ongoing assessment & intervention Reasonable accommodations and adaptations for children of varying abilities Maintain appropriate ratios for children's abilities Use of appropriate assessment tools 	<p>Staff:</p> <ul style="list-style-type: none"> Will be on-going Will include topics such as Americans with Disabilities Act, Kindergarten transition and working with parents of children with special needs <p>Parents:</p> <ul style="list-style-type: none"> Will be on-going Will include topics such as their options and current laws pertaining to services for children with special needs. Programs are to ensure that sufficient funding is designated to provide adequate training 	<p>Programs will be designed to:</p> <ul style="list-style-type: none"> Comply with ADA and best practices Obtain parental input in relation to appropriate environments Accommodate, as reasonable, and make adaptations for children of varying abilities Allocate sufficient funding to provide appropriate environments 	<p>Supportive services will be provided to program staff and parents which:</p> <ul style="list-style-type: none"> Provide access to disability specialists Provide parent referrals & assistance in navigating systems Allocate sufficient funding to provide necessary and on-going services

Recommendation #16: Enrollment Outreach to Parents

The preschool for all program shall ensure that families throughout the county are informed of the importance of preschool, are aware of the programs available to them and the enrollment process for such programs.

Publicity	Application Availability	Application Submission	Application Contents
<p>A wide-spread publicity campaign will be developed by the Steering Committee in conjunction with the Community Outreach Committee</p>	<p>Enrollment applications will be available at such locations as:</p> <ul style="list-style-type: none"> Family Resource Centers Current PFA sites Community Connection for Child Care Kern County Superintendent Of Schools City Centre Health clinics Pediatrician offices 	<p>Applications will be returned to a central office where:</p> <ul style="list-style-type: none"> Eligibility will be determined Placements will be made Enrollment confirmations will be made Waiting list will be maintained Questions will be answered Assistance with application completion will be provided 	<p>To aide with the ease of the application process, applications will be:</p> <ul style="list-style-type: none"> In simplified language and format Provided in English and Spanish Will list of current PFA sites Will include information regarding priority for placements Will allow a family to indicate the need for wrap around services Will provide a contact for assistance with application completion

The Supply and Demand Committee

Purpose of Committee: The Supply and Demand Committee was charged with documenting the number of four-year-olds who might require PFA services during the coming five years, as well as the supply of child care programs that might consider becoming PFA sites.

The Supply & Demand Committee, after consideration of the recommendations made by the Integration Committee, found itself in full agreement with the latter entity's findings and offered the following in addition.

Recommendation #17: Additional Programs to be Funded

During the initial implementation period, after all eligible programs within school districts scoring 1 – 3 on the AP Index have been incorporated into the PFA program, eligible programs within school districts scoring 4-10 will be recruited to participate, if sufficient funds are available.

Recommendation #18: Facility Development Funds

During the initial implementation period, priority for funds for facility development and/or enhancement will be reserved for those programs located in school districts scoring 1-3 on the AP Index.

Financing the Cost of Delivery Services

The Finance and Facilities Committee

Purpose of Committee: The primary purposes of the Committee were to: (1) determine the costs associated with providing preschool for the four year olds in Kern County; (2) recommend a reimbursement system for providing services related to the PFA framework; and (3) provide alternatives for the PFA Framework with different levels of funding and quality.

Background: This section provides information that accomplishes the Committee's purposes and will assist with the development of a recommendation for the overall PFA Framework for Kern County.

Data used in making the recommendations is based on the following:

1. The number of four-year-old children estimated in Kern County in 2007 is 12,238.
2. Not all family child care homes or centers in the county will desire to participate.
3. Not all of the revenue received will be available for use in paying the cost of direct services.
4. There will be a significant difference in the cost of providing PFA services and in the reimbursement levels, depending on many factors and the policy decisions made regarding the implementation of the program.

The Committee made the following assumptions in determining the cost of the preschool for all program in Kern County.

1. The demand for preschool will most likely be more than the capacity at least initially.
2. Not all four-year-olds will participate. At a projected usage rate of 70%, the total number of spaces required in 2007 will be 8,567. This is the number used in the Committee's analysis for calculating the funds necessary to sustain a PFA program in Kern County for the base year of 2007, and the number increases to the year 2011 which is the year designated for full implementation of the effort.
3. There will have to be a plan to prioritize resources available since there will need to be a ramp-up period at the beginning of the program's implementation.
4. The higher the quality of preschool (as determined by the *Standards of Quality*), the higher the cost, and, therefore, the higher the reimbursement from the PFA system.
5. Alternatives must be provided and considered as part of the framework because of the uncertainty of the funding levels.
6. It is estimated that if the initiative passes, Kern County will receive approximately \$22 million. This estimate is used as a base figure for full implementation in the year 2011. The Legislative Analyst's Office estimates that if the initiative passes, there will be half of the expected 2011 \$2.4 billion dollars, or approximately \$800 million, available statewide for the year 2006-07 partial implementation. The budget scenarios that are modeled in the Appendices use figures that are extrapolated from the estimated funds cited by the LAO. This is, using the \$22 million figure for Kern County at full implementation in 2011 and half of that or \$11 million in 2007 with gradual increases for 2008 – 2011. As more information is received, changes should be made to the budget scenarios.
7. Using the figure of \$45.00 per day (maximum reimbursement) for 180 days results in a maximum possible annual cost per child of \$8,100.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

The Committee anticipates that revenues required to fund all or a portion of PFA in Kern County may come from a variety of sources including the Public Preschool Education Initiative, First 5 Kern, the County of Kern, individual school districts, private foundations, fundraising efforts, and other sources as yet unidentified.

Using the above information, the Finance and Facilities Committee developed a *Finance Model*. The Finance Model is based on having four major cost categories. The first two are associated with the delivery of the services - costs directly related to administering the program and those related to providing the educational experiences for children. The delivery of services costs will represent the bulk of the costs associated with the PFA framework. In addition, there will be costs associated with facilities, especially during the first five years or the initial implementation period. Finally, there will be costs associated with enhancing the quality of the program, part of which will be the costs to monitor and evaluate the program. These four major components make up the cost categories of the financial model as follows:

- a. **Administrative costs** - the cost to manage and administer the PFA effort in Kern County.
- b. **Service Delivery costs** - payments to the providers in accordance with the framework.
- c. **Facility costs** - costs associated with improving the number or quality of facilities available for PFA.
- d. **Quality Enhancement Program costs** - costs associated with increasing the quality of the child development services provided, including incentive payments for lower level of quality programs to improve to a higher quality and for the monitoring and evaluation of the service delivery.

Recognizing the uncertainty of funding sources and amounts, the Finance and Facilities Committee developed several models as explained below.

The Preschool Funding Models (PFM) provide alternatives for the delivery of PFA in Kern County and are shown for consideration in Appendix D. Since the level of funding is unknown at the writing of this report, these models provide information based on the best estimates available. Two PFMs assume the initiative passes with differing levels of funding; and two PFMs are for a situation wherein the initiative does not pass.

1. The budget scenarios shown in Appendix D provide examples of different reimbursement levels (three different reimbursement levels for PFMs; and one reimbursement level for PFM Four). These budget scenarios also provide various levels of costs associated with different levels of quality to provide an estimate of overall costs associated with each scenario. This is important because of the many uncertainties at this time. As more information is available and policy decisions are made, the financial analysis results contained in this report and its attachments can be modified. The information contained in the budget scenarios is based in part on the information contained herein and in other reports provided by the PFA committees of the Steering Committee.
2. These budget scenarios differ primarily in the maximum amount of dollars available for Stage Five programs, which in turn impacts the amount available for lower stage programs. This provides a clear distinction between what service can feasibly be provided considering the resources available.
3. Within each budget scenario are alternative costs associated with various levels of quality and other factors. This provides a myriad of options that could be considered for implementation. For instance, it may be feasible to implement more than one PFM and

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

have different budget scenarios for each depending on the funding, the location and the other aspects of any particular situation. The key to this is the flexibility provided with an estimate of costs which then allows for planning to be done for many different applications. It is important to note that when the various factors are changed in the budget scenarios shown, there is a direct impact on the number of children served. In essence, these *example* budget scenarios allow those planning and implementing the PFA framework in Kern County to enter various factors to arrive at the appropriate or expected number of children likely to be served in any given stage or given year.

4. During the process of examining the various alternatives the Committee agreed that the reimbursement differential between Stages Five and Four, and Stages Four and Three should be 20% each; and that there should be some stipend (incentive) for those programs at Stage One or Two.
5. The examples provided contain recommendations for a five-year budget plan.

Consequently, the Finance and Facilities Committee makes the following recommendations regarding the implementation of a Preschool for all in Kern County.

Recommendation #19: Funding Alternatives

The final report includes four Preschool Funding model alternatives for consideration, which will differ with the amount of funding available.

Recommendation #20: Implementation

The type of PFA program in Kern County to be implemented depends on whether or not the Public Preschool Education Act Initiative passes and the level of funding allocated to the County.

Recommendation #21: Reimbursement Level

The maximum possible reimbursement for the highest level of quality per child per year (Stage Five programs) will be \$8,100 based on current analysis and information.

Recommendation #22: Differential between Stages

The reimbursement differential between the top three stages will be 20% each. That is, Stage Three programs should receive 60% of the reimbursement paid to those in Stage Five and Stage Four will receive 80% of those funds paid to programs in Stage Five.

Recommendation #23: Stipends for Stages One and Two

There should be some level of reimbursement stipend for Stage One and Two programs in order to encourage them to increase quality and achieve a higher standard of quality.

Recommendation #24: Funding for Facilities

No more than 15% of any one-year's budget should be allocated to facilities.

Recommendation #25: Administration

No more than the allowable 6% shall be used for administration

Evaluating the Impact of PFA

The Research and Evaluation Committee

Purpose of Committee: In order to measure the impact of PFA on children, the Research and Evaluation Committee was charged with developing basic systems for measuring participant's development progress and outlining a plan for reporting data collected on them.

The purpose of this section is to provide the public with general “code of ethics” information as it relates to the assessment of children in a preschool for all program. The below recommendations are in agreement with a position statement from the National Association for the Education of Young Children in collaboration with the National Association of Early Childhood Specialists in State Departments of Education. For the purpose of this document, the term “assessment” refers to a data collection tool that is used to measure a child’s progress over time as it relates to all areas of child development (cognitive, physical, social-emotional, linguistic, etc.).

Recommendation #26: Assessment Purpose

The Research and Evaluation Committee recommends the adoption of the following Guiding Principles, which outline the purpose and scope of assessments in the preschool for all program.

1. The Assessment should be beneficial to the child and helpful to the teachers in modifying the curriculum and instruction to better meet the needs of the child.
2. Assessments should be used to determine learning needs, approaches, and design of the program.
3. The Assessment should be used as a mechanism for continuous communication and feedback between the Assessment Administrator and parent/caregiver.
4. Administrators and practitioners should use age-appropriate methods of data collection.
5. Administrators and practitioners should acknowledge diversity and individual differences in the design and implementation of assessment measures.
6. Administrators and practitioners should include parents, teachers and other adult caregivers in a collaborative process of child assessment.
7. Administrators and practitioners should utilize a “universal design” in the development and implementation of assessment instruments so that measures are used appropriately for *all* children.
8. Assessments of English learners should be administered by persons who understand the child’s primary means of communication.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

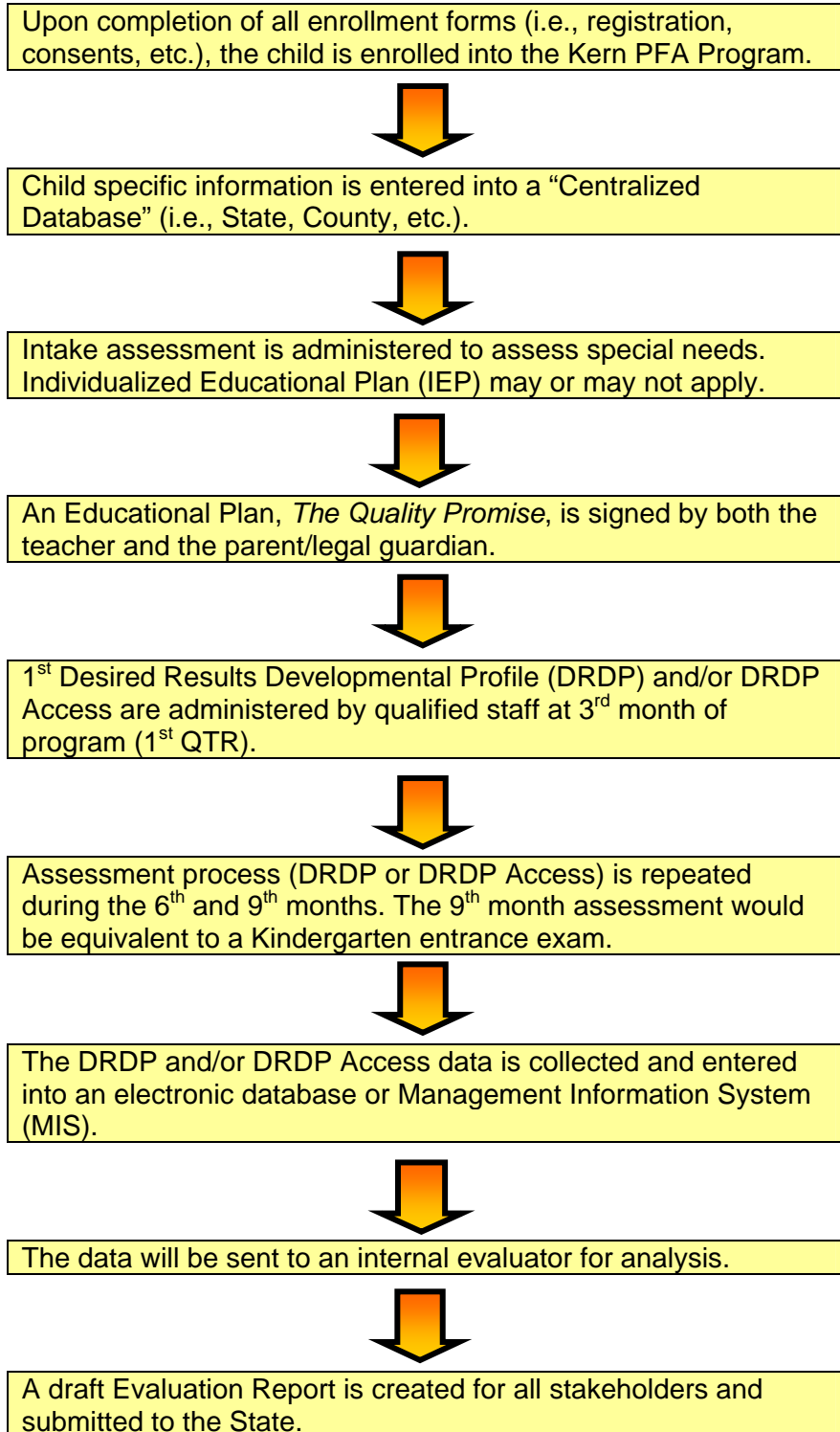
Recommendation #27: PFA Assessment Elements

In order to provide a rigorous and effective assessment of the PFA Program, the following requirements for evaluation of children, parents, and providers are recommended.

Evaluation Component	Child Requirements	Parent Requirements	Provider Requirements
Pre-registration		Completes all forms and medical information	Provides enrollment materials, orientation, and enters information into a “centralized database”
Physical / Health Assessment (Special Services)	Health and special needs evaluation	Medical information on any special needs or other potential issues that affect learning; provide referrals for intervention and follow up appointments	Trained medical / nurse to administer health evaluation for hearing and sight, plus any other special needs. Develops “Individualized Education Plan” based on results.
Educational Curriculum and Plan	Baseline evaluation of child’s learning progress prior to entering PFA program	Reviews and signs the “Quality Promise” provided to insure participation and commitment to the program	Develops and commits to delivery of a quality curriculum that measures and provides regular feedback to parents by signing the “Quality Promise”. Assesses all children for baseline knowledge using standardized testing.
Curriculum Delivery and Assessment	Testing and evaluation	Receives feedback on child’s progress and provides home guidance on development with providers direction	Provide an assessment (i.e., Desired Results Developmental Profile-DRDP and/or DRPD-Access) of the child and teacher’s progress in learning the curriculum. Progress testing will occur every three months (quarterly) with focus on the curriculum components covered during the period.
Program Assessment		Parents are provided an assessment of the effectiveness of the provider in complying with the “Quality Promise” on a Quarterly Basis through a Program Assessment Audit.	Provider is assessed by the KCPFA on a quarterly basis for teacher effectiveness and thoroughness in following the curriculum, providing a safe environment, child progress, and overall program compliance (i.e., local use of environmental rating scales such as: ECERS, FDCRS, Teri Talan and Paula Jorde Bloom’s <i>Program Administration Scale (PAS)</i>)
Child / Provider tracking system		Provided feedback on their provider and child’s assessment compared to State standards for PFA success.	Student and Provider Assessment data is collected and entered into State information system. Continued participation in the PFA and assessment of funding levels based on Quality Standards is completed by KCPFA.

Recommendation #28: Evaluation Process

Finally, the Research and Evaluation Committee recommends the following process for evaluation of children enrolled in the PFA Program.



Reaching out to the Community

The Community Outreach Committee

Purpose of Committee: The Community Outreach Committee was formed to develop a strategy and messages for publicizing the preschool for all effort and mobilizing support for the program from the community-at-large.

Developing community awareness is essential if the preschool for all program is to reach the children and families in the community, as well as potential providers of services and other supporters. Toward that end, the Community Outreach Committee makes the following recommendations.

Recommendation #29: Messages

Outreach efforts should contain the following messages.

1. **Primetime** – Four-year-olds are ready and eager to learn
2. **Benefits** – Quality preschool gives all children the opportunity to succeed in school and beyond
3. **Need** –Thousands of Kern County children don't have access to quality preschool

Recommendation #30: Related Facts

The following statements offer support to the key messages and should be incorporated into materials used to publicize the preschool for all effort in Kern County.

1. **Primetime** –

Ninety percent (90%) of brain growth occurs before a child's fifth birthday. Investment in quality preschool education capitalizes on this time when children are such ready and enthusiastic learners.

- Preschool-age children are eager for learning-through-play experiences that will enhance their self-confidence, foster a love of learning and prepare them to success in the early years of school and to do their best in life.
- Preschool-age children are filled with the joy of discovery. Their minds are like sponges ready to absorb basic ideas that support later reading, math and other academic skills in the early school years.
- Children who do not receive the solid learning foundation that quality preschool provides often start behind in school and continue to struggle to catch up.

2. **Benefits** –

- Research shows that children who attend quality preschool are better able to learn to read and to do their best in school. Such children are:
 - Less likely to be placed in special education or held back a grade
 - Higher achievers on standardized tests of reading and math
 - Better behaved in class; and

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

- More likely to graduate from high school and attend college
- The benefits of preschool for all extend to families, schools, neighborhoods and the entire state of California.
 - Law enforcement and public safety would be enhanced by preschool programs that reduce the risk of school failure. One long-term study found that children who attended quality preschool were 80% less likely to be arrested than their peers who did not attend.
 - The return on public investments in quality preschool is high.
- Economists report that for every dollar invested in quality preschool, the public could save as much as \$7 in future costs, including remedial education, welfare and incarceration (*High/Scope Perry Preschool Project Through Age 40, 2004*).
- The Federal Reserve Bank of Minneapolis has calculated that investment in quality preschool yields an inflation-adjusted return of 16% per year.

3. Need –

- The existing system neglects hundreds of thousands of children who need quality preschool. Just 37% of Kern County children are enrolled in some type of preschool
- In many California communities, parents cannot find a place for their children in preschool. In Kern, 83% of public preschool programs have waiting lists (*Source: 'Fight Crime: Invest in Kids CA' survey*)
- Even middle-class families struggle to afford quality preschool. Quality programs can cost twice as much per year as tuition at Cal State Bakersfield.
 - 34% of Kern's children in families with annual incomes below \$60,000 are enrolled. By contrast 49% of Kern children from families with incomes greater than \$60,000 are enrolled.
- The fastest growing segment of the preschool-age population is the most under enrolled.
 - Latino children account for nearly half of all children of preschool age. And in Kern County we have the lowest enrollment rate, just 32.4%.
 - By contrast, 40.9% of white children in Kern County are enrolled.

Completing a Framework for Preschool for All: Complementary Elements

In the following pages, specific elements, which clarify and/or expand on the recommendations presented by the six committees, are explored. These elements are organized according to six categories: high quality programs, access to services, facilities, evaluation, administration and financing.

High Quality Programs

Age and developmentally appropriate goals: The assumptions and guiding principles set forth by the Quality and Training Committee; Recommendation #1: Curriculum and Education; and the *Standards of Quality* matrix all detail program requirements that will ensure children served by the Kern County preschool for all program incorporate age and developmentally appropriate goals for enrolled children and that participating children enter Kindergarten ready to learn. Programs ultimately will be aligned with standards and curriculum guidelines currently in development by the Child Development Division of the California Department of Education.

During the implementation phase and for those families choosing not to enroll their children in a year-long preschool for all classroom, programs such as a five-week summer bridge program, known as *Ready to Start*, will be offered. This program, offered in public schools and taught by credentialed teachers, provides participating children with basic skills that will facilitate their participation in Kindergarten.

Evaluation procedures developed by the Research and Evaluation Committee specify the use of the *Desired Results Developmental Profile* or the *Desired Results Developmental Profile Access* instruments. The Quality and Training Committee also specifies the use of the Early Childhood Environmental Rating Scale, an instrument that reviews the physical environment of an early care and education program, and ensures that the environment supports the delivery of an educational curriculum to children.

Qualified Teachers and Aides: The *Standards of Quality* matrix specifies that the highest quality programs will employ teachers who hold bachelor degrees and credentials with an emphasis in early childhood education. Colleges and universities in Kern County will be encouraged to develop course offerings which ensure that by 2011 demand for such classes can be met.

Lastly, contractual language between the administering agency and entities contracted to provide PFA services will specify that teachers and aides must be compensated similarly to teachers and aides in the K-12 public school system.

English-language learners: The core values of Kern's planning group; the assumptions and guiding principles set forth by the Quality and Training Committee; Recommendation #1: Curriculum and Education; and the *Standards of Quality* matrix all detail the importance of programming, which "recognize, use and value communications systems used by children and their families." These requirements will be built into the educational programming specified in contractual language with each entity offering preschool for all services. Furthermore, the work of the local California Preschool Instructional Network, located within the Kern County Superintendent of Schools office, will provide training and technical assistance on appropriate means for accomplishing this end.

Coordination with K-12 schools and school districts: The Integration Committee recommended that the first tier of PFA programs be located at early care and education sites operated by local K-12 schools that have CDD contracts for State Preschool or Campus Child Care services. These programs, in large part, have established relationships with the schools and school districts in which they are located. New operators of the PFA program will be required to establish relationships with schools and school districts in which they operate to ensure coordination of programs and services, as well as articulation with the Kindergarten curriculum.

Parental involvement: Embedded within the core values of Kern's planning group; the assumptions and guiding principles set forth by the Quality and Training Committee; Recommendation #2: Parents, Families and the Community are Valued Partners in PFA; and the *Standards of Quality* matrix are a commitment to ensuring that every Kern County program delivering preschool for all services provides numerous opportunities for parent communication, input, and involvement. Such participation is required at increasing levels as programs move through the lowest Stages within the *Standards of Quality* to the highest ones.

Access to Services

Equal access: Planning for the Kern County preschool for all effort has aggressively explored ways to ensure that all children have equal access to such programs. Specifically, the framework embraces an implementation strategy, which targets those schools with low API ratings (i.e., 1-3), as specified in Recommendation #8: Initial PFA Programs. To ensure that children who live outside of urban areas are served, Recommendations #9: Parental Choice and #10: Family Child Care Providers outline the development of programs during the implementation phase. Further, the Kern County framework provides for an alternative experience, known as *Ready to Start*, for children in families that decide to forego the year-long preschool program or for those in districts where the preschool for all program is not offered because the school scored higher (i.e., 4-10) on the AP Index. By 2011, it is anticipated that all schools in Kern County will have a preschool for all program that serves the young children within its boundaries.

Outreach messages have been developed that are intended to form the basis for communicating to the public the importance of the preschool years, and the potential availability of the preschool programs, once funded.

When the programs become operational, bi-lingual staff will be employed, as well as those who are sensitive to the different cultures and languages used by enrolled children and their families.

Parental choice: Work has been completed estimating the number of children who are eligible for and whose parents would choose to enroll their children in the preschool for all program. This framework also outlines a strategy for site selection during the implementation phase. Specifically, that strategy targets those schools with low API ratings (i.e., 1-3), as specified in Recommendation #8: Initial PFA Programs. To ensure that children who live outside of urban areas are served, Recommendations #9: Parental Choice and #10: Family Child Care Providers outline the development of other programs including family child care hubs during the implementation phase. Further, the Kern County framework provides for an alternative experience, known as *Ready to Start*, for children in families that decide to forego the year-long preschool program or for those in districts where the preschool for all program is not offered because the school scored higher (i.e., 4-10) on the AP Index. By 2011, it is anticipated that all schools in Kern County will have a preschool for all program that serves its young children within its boundaries. Parents will have the option of enrolling their child(ren) in any preschool

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

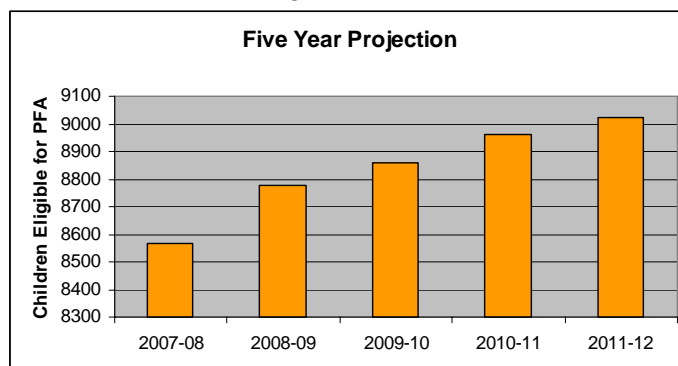
for all site in the county given available space. As with all children, unless a specific transportation element exists for a program (i.e., travel by a program operator such as Head Start), transportation to the site will be the responsibility of the parents.

Within kindergarten distance: Planning for the Kern County preschool for all effort has aggressively explored ways to ensure that all children has equal access to such programs; many of which will be as close as, if not closer than, the Kindergarten classroom the children will attend. Specifically, the framework embraces an implementation strategy, which targets those schools with low API ratings (i.e., 1-3), as specified in Recommendation #8: Initial PFA Programs. To ensure that children who live outside of urban areas are served, Recommendations #9: Parental Choice and #10: Family Child Care Providers outline the development of programs during the implementation phase. Further, the Kern County framework provides for an alternative experience, known as *Ready to Start*, for children in families that decide to forego the year-long preschool program or for those in districts where the preschool for all program is not offered because the school scored higher (i.e., 4-10) on the AP Index. By 2011, it is anticipated that all schools in Kern County will have a preschool for all program that serves its young children within its boundaries.

Coordination with existing programs: In an effort to coordinate with existing programs, it is recommended that a partnership be developed with a number of agencies throughout the County to maximize services available to children and families. This can be done by developing memorandums of understanding (MOUs) with different agencies whose charge is to avoid duplication of services.

Children with special needs: The PFA framework specifies that local programs *should be inclusive of children with differing capabilities and challenges with learning activities*. Several methods will be used to identify children with such capabilities and challenges including parent interviews (during intake), staff observations and assessments (using the *Desired Results Developmental Profile – Access* instrument), and, where indicated, the assistance of the nurse consultancy and child advocates. As appropriate, staff will be encouraged to involve other professionals with the program in order to assist with the identification of special learning needs and/or develop strategies for ameliorating the same. As indicated in the evaluation process (Recommendation #23), an Individualized Educational Plan (IEP) will be developed for each child who exhibits special needs, in conjunction with parents and professionals. That plan will be shared with teaching staff and updated on a regular basis.

Five-year projections: The Supply and Demand Committee developed projections of the estimated number of children who will be eligible for preschool for all services. Those projections were completed by zip code and indicate the following levels of services between 2007 and 2012 at the 70% estimated usage level:



A complete breakdown of the numbers of eligible children by zip code is provided in Appendix E.

Crafting a System to Deliver *Preschool for All* in Kern County: A Final Report on the Planning Effort to First 5 Kern

API areas first: Planning for the Kern County preschool for all effort has aggressively explored ways to ensure that all children in low API schools have first access to such programs. Specifically, the framework embraces an implementation strategy, which targets those schools with low API ratings (i.e., 1-3), as specified in Recommendation #8: Initial PFA Programs. To ensure that children who live outside of urban areas and in low API schools are served, Recommendations #9: Parental Choice and #10: Family Child Care Providers outline the development of programs during the implementation phase. In combination, these three recommendations lay the groundwork for providing services to children in areas where the need is most indicated.

To further aid in this strategy, facility development funds will be reserved during the implementation phase for areas with schools scoring 1 – 3 on the AP Index (See Recommendation #19).

Financing

Tiered reimbursement: The Quality and Training Committee developed a *Standards of Quality* matrix that identifies different levels of service. The Finance and Facilities Committee has recommended, in conjunction with that matrix, a tiered reimbursement schedule that compensates PFA providers of services according to the quality of their program as follows:

- ◆ Stage Five 100% of the per child payment
- ◆ Stage Four 80% of the per child payment
- ◆ Stage Three 60% of the per child payment
- ◆ Stage Two \$1,000 per child with a plan to move the program to Stage Three
- ◆ Stage One \$500 per child with a plan to move the program to Stage Two

Budget: A budget for the Kern County preschool for all program is provided in Appendix F of this document. That budget is based on serving a total of 9,024 four-year-olds at various levels of full implementation in 2011, with a corresponding *ramp-up* between 2007 and 2011. Based on the estimate of \$45.00 per child, per day, and a 180-day program, the budget estimates a certain percentage of children in the year 2011 will be allocated at the maximum possible reimbursement level of \$8,100 per child annually.

Public Preschool Education Initiative: It is acknowledged that if the Initiative does not pass, that the effort to provide a preschool experience for 70% of four-year-olds in Kern County should be pursued in the best possible program that can be funded through other means.

Facilities

The Finance and Facilities Committee recognized the need to provide funding to increase the number and quality of physical plants to be used for the delivery of preschool for all services. Consequently, it has recommended that no more than 15% of the funds received in the county annually be earmarked in a reserve fund specifically for developing more facilities for PFA programs. A detailed plan on how these funds would be targeted and spent would be developed once funding has been identified.

Evaluation

Measuring the impact of the preschool for all effort in Kern County is critical to the Planning Group. Therefore, the Research and Evaluation Committee developed a statement of purpose

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

for assessment of children and the program (Recommendation #21); a schedule of assessment instruments for children, their families and programs (Recommendation #22); and a process for tracking each child's progress through the program and beyond (Recommendation #23). These three components for assessment and evaluation complement the *Standards of Quality* matrix developed by the Quality and Training Committee and adopted by the Steering Committee and provide the basis for measuring the impact of the preschool for all program in Kern County.

Administration

If the Public Preschool Education Initiative passes, the recommendation of the Kern County Preschool for All Planning Group is that the proposed effort be administered by the Kern County Superintendent of Schools and advised on a continuing basis by the Steering Committee expanded, as appropriate.

APPENDICES

A. Committee & General Meeting Participants 32

B. List of General & Community Input Sessions 37

C. Issues Affecting Quality 38

D. Alternative Scenarios with Budgets 41

E. Five-Year Projections of Population 48

**APPENDIX A
LIST OF MEMBERS**

The Quality and Training Committee

Chair: Cary Larson-McKay, California State University, Bakersfield

Committee Roster:

Mary Ann Albanes - Bakersfield College
Kim Brown - California State University, Bakersfield
Irene Cook - California State University, Bakersfield
Debra Craig - Bakersfield City School District
Julianna Gaines - Kern County Superintendent of Schools Office, Special Education
Nan Gomez Heitzeberg - Bakersfield College
Vienna Gonzales Battistoni - Bakersfield College
Linda Hudson - Kern County Superintendent of Schools Office, Child Development
Debbie Matthews – Community connection for Child Care
Merry McCalley - Kern County Superintendent of Schools Office
Jolene Mord – Community Action Partnership of Kern
Judith Nunez - Community Connection for Child Care
Kathy Philley - Bakersfield Adult School Children’s Center
Bernadette Towns - Bakersfield College
Debra Welch – Community Action Partnership of Kern

The Integration Committee

Chair: Sharon Brown, Mercy Center

Committee Roster:

Jerri Alvarado - Bakersfield Homeless Center
Adam Alvidrez - First 5 Kern
Brian Cortez - Kern County Superintendent of Schools Office, Special Education
Teddi Fanucchi – Bakersfield College
Janet Goon – Kern County Department of Public Health
Linda Hudson – Kern County Superintendent of Schools Office, Child Development
Gail Johnson - Kern High School District
Denise Smith - Kern County Superintendent of Schools Office

The Supply and Demand Committee

Co-Chairs: LeeAnn Howard, Community Action Partnership Kern
Tammy Burns, Kern County Child Care Council

Committee Roster:

Lisa Duncan-Purcell - Community Connection for Child Care
Linda Eberhart - Community Connection for Child Care
Sherri Hosey - California State University, Bakersfield Student
Marian Lewis – Community Action Partnership Kern
Ann Peterson - Saslaw - Kern County Superintendent of Schools Office, Special Education
Geneva Weertz - Kern County Superintendent of Schools Office, Child Development

The Finance and Facilities Committee

Chair: Fred Drew, Community Action Partnership Kern

Committee Roster:

Dana Adams - Local Investment in Child Care
Adam Alvidrez – First 5 Kern
Judith Harniman – First 5 Kern

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Susan Hersberger - Aera Energy
Pam Sanders – Kern County Superintendent of Schools Office, Special Education
Steve Sanders - Kern County Superintendent of Schools Office

The Research and Evaluation Committee

Chair: Adam Alvidrez, First 5 Kern

Committee Roster:

Hilda Amaya – Bakersfield City School District
Ann Dale - Wasco Elementary School District
George Duguid - Aera Energy
Carmen Handy - Greenfield Union School District
Christie Howell – California State University, Bakersfield

The Community Outreach Committee

Chair: Wendy Wayne, Consultant

Committee Roster:

Adam Alvidrez – First 5 Kern
Sharon Brandon – League of Women Voters / School Counselor
Oscar Chavez – Community Action Partnership of Kern
Cary Larson-McKay - California State University, Bakersfield
Elva Lopez - Senator Dean Florez’s Office
Cynthia Pollard – Cynthia Pollard Communications
Sergio Reyes – Supervisor Michael Rubio’s Office

The following list identifies the individuals who participated in any meeting of the Kern County Preschool for All Planning Group including general sessions, committee meetings, or other events.

Gayla Anderson – Bakersfield College
Sam Aunai - First 5 Kern
Trina Avalos - Community Action Partnership of Kern
Manual Barrera - Assemblywoman Nichole Parra’s Office
Jay Barrett - California Preschool Instructional Network
Mary Helen Barro - California State University, Bakersfield League of Women Voters
Steve Barrow - First 5 Kern
Melissa Belinger - National University
Candi Belzer - National University
Armida Bermudez - Economic Opportunity Commission of San Luis Obispo
Pamela Berry - Community Action Partnership of Kern
Barbara Best - West Ed PITC
Bonnie Bright - Community Action Partnership of Kern
Ashlie Burroughs - Assemblywoman Nichole Parra’s Office
Melissa Cadena - Community Action Partnership of Kern
Chris Cambern - Kern County Superintendent of Schools Office, Migrant Education
Kathy Caric - Kern County Superintendent of Schools Office
Nathalia Carrillo - Assemblywoman Nichole Parra’s Office
Hilda Castro - Community Action Partnership of Kern
Anna Catalan - Community Action Partnership of Kern
Lydia Cervantes - Kern County Superintendent of Schools Office
Eloise Coleman - Community Action Partnership of Kern
Jennifer Constantine – Fruitvale School District
Brenda Cook - Abundant Joy (Provider)
Amy Cooper - Karen Hill Scott, Inc.

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Genoveve Curiel-Garcia - Taft College
Rossia Curry Dottery - Bakersfield College Student
Rhonda Daville - Community Action Partnership of Kern
Karen Day - Community Action Partnership of Kern
Spring Dearmore - Mercy Child Care
Mary Delarosa - Community Action Partnership of Kern
Vanessa Deleon - National University
Yolanda Deleon - National University
Charlene Diaz - National University
Bonnie Diebel - Rosedale School District
Hank Eberhart - Parent
Sheri Ellis - Community Action Partnership of Kern
Alexis Esparza - First 5 Kern
Mardi Evans - Community Connection for Child Care
Mark Evans - League Of Women Voters
Sandra Fernandez - Bakersfield College Student
Mei Fong - California State University, Bakersfield Student
Leslie Franey - California State University, Bakersfield Student
Chris Frazier - Kern County Superintendent of Schools Office
Kim Freiberg - Community Action Partnership of Kern
Marie Galaviz - Community Action Partnership of Kern
Maria Isabel Garcia - Parent
Maria Garcia - Kern County Superintendent of Schools Office
Simitrio Garza - Community Action Partnership of Kern
Kathy Gibbs - North Bakersfield Parks & Recreation District
Yolanda Gonzales - Community Action Partnership of Kern
Monica Gutierrez - California State University, Bakersfield Student
Alex Gutierrez - California State University, Bakersfield Student
Philomena Hall - Kern County Superintendent of Schools Office
Leslie Harvath - National University
Christina Haworth
Elizabeth Hernandez - Community Action Partnership of Kern
Teresa Hernandez - Family Child Care Provider
Martha Hernandez - Family Child Care Provider
Rosa Hernandez - Hernandez Daycare
Dawn & Paul Hickey - Family Child Care Provider
Renee Hulbert - Community Action Partnership of Kern
Zeretta Hyson - California State University, Bakersfield Student
Pamela Johnson - California State University, Bakersfield Student
Amy Johnson-Barks - Greater Bakersfield Legal Assistance
Skeeter Jones – Assistant to Carmen Handy
Deb Kasak - California State University, Bakersfield
Joyie Kirkham
Shri Knight-Stelzner - Bakersfield College
Dolores Leicheit - Community Action Partnership of Kern
Irene Lopez - Unimax / Community Action Partnership of Kern
John Lopez - Bright New Hope
Marty Lorraine - Bakersfield College Student
Kalina Marquez – Central California Economic Development Corporation
Karlina Martin - Bakersfield City School District
Ginger Martinez
Celine Martinez - Bakersfield College
Sonia Martish - Child Protective Services
Debbie Matthews - Community Connection for Child Care
Mary McCabe - Greater Bakersfield Legal Aid
Gloriah McDonald - Bakersfield City School District (Even Start)

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Patty McDowell - Kern County Superintendent of Schools Office
Patricia Medina - Community Action Partnership of Kern
Mary Mendoza
Rosario Meto - Community Action Partnership of Kern
Linda Miller - Community Action Partnership of Kern
Katie Miller
Cathy Miller - Family Child Care Provider
Geri Mohler - California State University, Bakersfield
Hilda Moreno - Child Care Provider
Remedios Moreno - Manitas Pintadas
Rocio Munoz - Kern County Superintendent of Schools Office
Carolyn Neeley - Kern County Superintendent of Schools Office
Terri Newby - Community Action Partnership of Kern
Amanda Nichols - California State University, Bakersfield Student
Sherry Nichols - Even Start
Lourdes Niggle - Kern County Superintendent of Schools Office
Sharon Olson - California State University, Bakersfield Student
Mary O'Neal - Cerro Coso Community College
Zella Pettyway
Betty Phillips - Kern County Superintendent of Schools
Jennifer Ponce - Pre-K Teacher
Kelly Pudiwitr - Standard School Teacher
Sonia Quill - North Bakersfield Parks & Recreation District
Michelle Ray - Bakersfield College Student
Larry Reider - Kern County Superintendent of Schools
Kim Rhodes - Westbrook Children's Ctr.
Deborah Richardson - Community Action Partnership of Kern
Beth Robin - Community Member
Joy Rose - Panama Buena Vista School District
Michael Rubio - 5th District Supervisor
Jackie Rudnick - League Of Women Voters
Cindy Ruiz - Bakersfield City School District
Christine Rungpet - California State University, Bakersfield Student
Randy Rutledge - California State University, Bakersfield Student
Cheryl Sager - Kernville Union School District
Bernadette Salinas - Rodriguez - Community Action Partnership of Kern
Lupe Sanchez - Economic Opportunity Commission Of San Luis Obispo
Lydia Sandoval - Community Action Partnership of Kern
Lupe Sang - Economic Opportunity Commission of San Luis Obispo
Pamela Shalar - California State University, Bakersfield Student
Kimberely Shipp - Bakersfield City School District
Sylvia Silva - Community Action Partnership of Kern
Darci Simpson - Rio Bravo Baptist Church
Peggy Sinilko
Wilma Smith - Kern High School District
Sheila Smith - Community Action Partnership of Kern
Amanda Smith - Kern County Superintendent of Schools Office
Vanessa Sobena - La Escuelita
Evangelina Soberon - Child Care Association of Providers Unified for the Children
Vickie Stacy - Even Start
Andy Stanley - Assemblyman Kevin McCarthy's Office
Shanyce Steward - Community Action Partnership of Kern
Verlona Tate - Kernville Union School District
Cotati Thomas - Community Action Partnership of Kern
Kip Tulin – Kaiser Permanente
Theresa Upton - Family Child Care Provider

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Lilibeth Valdez - Family Child Care Provider
Edily Vega - Community Action Partnership of Kern
Jessica Veley - National University Student
Lisa Wallace - Bakersfield College Student
Donna Ward - Community Action Partnership of Kern
Lois Watson - League Of Women Voters
Heather West - Greenfield Union School District
Deborah Williams - Bakersfield College Student
Claudia Zuniga - Primeros Pasos

**APPENDIX B
LIST OF ALL PLANNING MEETINGS BY TYPE**

General Meetings

February 5, 2004	March 18, 2004	April 15, 2004	June 17, 2004
August 19, 2004	October 21, 2004	January 6, 2005	March 17, 2005
May 19, 2005	July 21, 2005	October 20, 2005	

- ◆ General meetings were held to attain community input through the plan development process.

Steering Committee Meetings

September 22, 2004	October 22, 2004	November 29, 2004	January 6, 2005
February 4, 2005	March 18, 2005	April 13, 2005	May 20, 2005
June 20, 2005	July 27, 2005	August 24, 2005	September 21, 2005
October 20, 2005			

- ◆ The Steering Committee was comprised of key individuals & Committee Chairs to provide direction and focus for the planning process.

Committee Meetings

Supply and Demand Committee
 Integration Committee
 Integration (with Supply and Demand) Committee – Joint Sessions
 Quality and Training Committee
 Finance and Facilities Committee
 Research and Evaluation Committee
 Community Outreach Committee

- ◆ Individual Committees met on a regular basis, depending on the tasks to be accomplished.

Community Input Sessions

PFA Sponsor	Date	Location/Group	# of Attendees
Supply and Demand Committee			
	9/08/05	Greenfield Collaborative	25
Research and Evaluation Committee			
	7/13/05	Rosedale Ready to Start	9
	8/11/05	Greenfield Collaborative	20
	9/07/05	Greenfield Ready to Start	2
Quality and Training Committee			
	2/05/05	Kern County Child Development Conference	35
	3/24/05	Greenfield Collaborative	37
	3/30/05	CSUB Early Education Class	28
	5/13/05	Latino Family Child Care Association	31
General Sessions			
	4/01/05	Directors' Luncheon	51
Sessions for Private, Non-funded Programs			
	7/07/05	Olive Knolls (Zip codes 08,12)	1
	7/20/05	Toddler Tech (01,04)	2
	8/02/05	East Hills Christian (05, 06, 07)	2
	8/17/05	Childhaven (09, 11, 13)	3

- ◆ Sessions were held in various parts of the county in an effort to gather community input.

APPENDIX C ISSUES AFFECTING QUALITY

The following is a listing of areas that the committee felt were of significant concern and needed to be addressed in the process of developing a PFA program for Kern County. We have grouped them into four areas: developing a unified community voice, design of programs, training of PFA staff, and regulation of the PFA experience.

- **Developing a unified community voice for children’s best educational experience. This unified voice for best educational practice will:**
 - Provide a program, local, and community culture of accountability
 - Provide a support system for decisions based on best practice.
 - Recognize the value of the educational experience for young children
 - Increase community awareness.
 - ◆ Need for communication with the community regarding PFA programs.
 - ◆ Need for education on the purpose, best practice and benefits of PFA programs.

- **Consistent demand for high quality educational experiences must be sought in all areas of education (early education as well as later areas of education). The general attitude and demand for quality in educational programs will support good PFA programs. The support for quality education must focus on all of the following:**
 - Infants/toddlers
 - Preschool
 - Primary Grades
 - Elementary Grades
 - Middle School
 - High School
 - Community College
 - University

- **Families are central in the advocacy for good education for children.**

- **Designing programs that are the best possible program for a child in areas of:**
 - Curriculum
 - ◆ Organized curriculum
 - ◆ Culturally responsive
 - ◆ Holistic
 - ◆ Developmentally and culturally appropriate
 - ◆ Incorporates families into the educational process
 - ◆ Inclusive

- **Training of all persons interacting and teaching children is essential to quality.**
 - The needs for high-level training include:
 - ◆ Formal Training
 - ➔ Child Development Permits

Crafting a System to Deliver *Preschool for All* in Kern County: A Final Report on the Planning Effort to First 5 Kern

- Child Development Master Teacher Permit
- Credentials
 - ◆ Follow elementary multiple subject credential program including passage of RICA and CSET
- ❖ New credential P-3 to satisfy unique requirements of PFA
 - Degree Requirements
 - Associate Degree
 - Baccalaureate Degree
 - ◆ Informal training
 - Content of Training
 - Training Capacity
- **Regulation of preschool experience**
 - Self regulation with accountability
 - Local supervision
 - Universal support system

Learning in a Child's Life

Early in a child's life the circumstances surrounding that child support certain kinds of learning. The specifics of what and how that learning happens are determined by details of the social and physical environment in which the child lives. This environment of the child is influenced by and in turn influences the child's genetic and biological development and determines the specifics of development for any given child. The clearest way to understand the role PFA programs will have in helping a child learn may well be in understanding how a child learns to use those tools or ways of doing something valued by our society.

To understand the role of preschool in general and PFA specifically in helping children toward academic success we have outlined elements of learning that help preschool children to happily begin their school learning journey. The committee believes this outline of the goals of a quality preschool experience can help PFA programs monitor their educational activities and the children's progress toward educational success.

What is Important for a Young Child's Educational Experience?

- ❖ **A young child will learn to use tools and skills to accomplish goals**
 - Tools and skills should be seen as a means to accomplish:
 - Setting goals
 - Solving problems
 - Communication with others
 - Positive interaction with others
 - Learning
 - Refinement of skills
 - Tools are:
 - Physical objects
 - Social resources
 - Cognitive or mental thoughts and skills
 - The ability to communicate
 - ◆ Speaking

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

- ◆ Listening
- ◆ Reading
- ◆ Writing
- ◆ Visually Representing
- ◆ Using patterns and order
- ◆ Using symbols
- ◆ Using aesthetic literacy
- ◆ Using multiple languages
- ◆ Critically filtering experience
- The ability to manipulate
 - ◆ Ideas
 - ◆ Materials
 - ◆ Social interactions and relationships
- To successfully use tools and skills to accomplish the real work of learning one must:
 - Be motivated to do something
 - Formulate problems and questions
 - Make connections between experiences
 - Transfer knowledge from one activity and domain to another
 - Seek solutions
 - Refine actions
 - Learn from explorations (engage in research)

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

**APPENDIX D
ALTERNATIVE SCENARIOS WITH BUDGETS**

BUDGET SCENARIO ONE:					
USING PRESCHOOL FUNDING MODEL ONE:				Estimated	(plug amount)
MAXIMUM REIMBURSEMENT AT \$8,100.00				Total Funds:	\$ 22,000,000
	Year One	Year Two	Year Three	Year Four	Year Five
	2007	2008	2009	2010	2011
ESTIMATED REVENUES	\$ 11,000,000	\$14,080,000	\$ 16,940,000	\$ 20,020,000	\$ 22,000,000
ESTIMATED EXPEND					
Administration (6%)	\$ 660,000	\$ 844,800	\$ 1,016,400	\$ 1,201,200	\$ 1,320,000
Facilities Development					
15%	\$ 1,650,000				
12.50%		\$ 1,760,000			
10%			\$ 1,694,000		
7.50%				\$ 1,501,500	
5%					\$ 1,100,000
Service Delivery Costs					
Stage Five (100%)					
Reimb Rate / # Children					
\$ 8,100					
100	\$ 810,000				
400		\$ 3,240,000			
600			\$ 4,860,000		
800				\$ 6,480,000	
1000					\$ 8,100,000
Stage Four (80%)					
Reimb Rate / # Children					
\$ 6,480					
200	\$ 1,296,000				
800		\$ 5,184,000			
1200			\$ 7,776,000		
1600				\$ 10,368,000	
2000					\$ 12,960,000
Stage Three (60%)					
Reimb Rate / # Children					
\$ 4,860					
300	\$ 1,458,000				
800		\$ 3,888,000			
1200			\$ 5,832,000		
800				\$ 3,888,000	
400					\$ 1,944,000

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Stage Two (Incentive)					
Reimb Rate / # Children					
\$ 1,000					
500	\$ 500,000				
800		\$ 800,000			
600			\$ 600,000		
400				\$ 400,000	
200					\$ 200,000
Cost for 11 Hubs:	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
Stage One (Incentive)					
Reimb Rate / # Children					
\$ 500					
1000	\$ 500,000				
800		\$ 400,000			
600			\$ 300,000		
400				\$ 200,000	
200					\$ 100,000
Cost for 8 Hubs:	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Quality Enhancement					
Upgrade qualifications	\$ 200,000	\$ 400,000	\$ 600,000	\$ 800,000	\$ 1,000,000
Training and Tech Assist:	\$ 1,000,000	\$ 800,000	\$ 600,000	\$ 400,000	\$ 200,000
Number of children served:	1900	3600	4200	4000	3800
TOTAL:	\$ 8,264,000	\$17,506,800	\$ 23,468,400	\$ 25,428,700	\$ 27,114,000
DIFFERENCE REV/EXP	\$ 2,736,000	\$ (3,426,800)	\$ (6,528,400)	\$ (5,408,700)	\$ (5,114,000)
ASSUMPTIONS:					
1. Initiative passes.					
2. Kern County allocation is \$22,000,000 at year 5 (2011); and based on the LOA analysis year one thru four will be short of full funding (50%, 64%, 77% & 91%)					
3. The per child maximum amount would be \$8,100 for a 180 day school year.					
4. Goal to serve 9024 children by 2011					
5. Estimated cost for the HUBS is \$10,000 each.					

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

BUDGET SCENARIO TWO:					
USING PRESCHOOL FUNDING MODEL ONE:				Estimated	(plug amount)
MAXIMUM REIMBURSEMENT SET AT \$6,000.00				Total Funds:	\$ 22,000,000
	Year One	Year Two	Year Three	Year Four	Year Five
	2007	2008	2009	2010	2011
ESTIMATED REVENUES	\$ 11,000,000	\$14,080,000	\$ 16,940,000	\$ 20,020,000	\$ 22,000,000
ESTIMATED EXPEND					
Administration (6%)	\$ 660,000	\$ 844,800	\$ 1,016,400	\$ 1,201,200	\$ 1,320,000
Facilities Development					
15%	\$ 1,650,000				
12.50%		\$ 1,760,000			
10%			\$ 1,694,000		
7.50%				\$ 1,501,500	
5%					\$ 1,100,000
Service Delivery Costs					
Stage Five (100%)					
Reimb Rate / # Children					
\$ 6,000					
150	\$ 900,000				
600		\$ 3,600,000			
900			\$ 5,400,000		
1200				\$ 7,200,000	
1500					\$ 9,000,000
Stage Four (80%)					
Reimb Rate / # Children					
\$ 4,800					
300	\$ 1,440,000				
1050		\$ 5,040,000			
1800			\$ 8,640,000		
2400				\$ 11,520,000	
3000					\$ 14,400,000
Stage Three (60%)					
Reimb Rate / # Children					
\$ 3,600					
300	\$ 1,080,000				
800		\$ 2,880,000			
1200			\$ 4,320,000		
800				\$ 2,880,000	
400					\$ 1,440,000

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Stage Two (Incentive)					
Reimb Rate / # Children					
\$ 1,000					
1000	\$ 1,000,000				
800		\$ 800,000			
600			\$ 600,000		
400				\$ 400,000	
200					\$ 200,000
Cost for 11 Hubs:	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
Stage One (Incentive)					
Reimb Rate / # Children					
\$ 500					
1000	\$ 500,000				
800		\$ 400,000			
600			\$ 300,000		
400				\$ 200,000	
200					\$ 100,000
Cost for 8 Hubs:	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Quality Enhancement					
Upgrade qualifications	\$ 200,000	\$ 400,000	\$ 600,000	\$ 800,000	\$ 1,000,000
Training and Tech Assist:	\$ 1,000,000	\$ 800,000	\$ 600,000	\$ 400,000	\$ 200,000
Number of children served:	2550	4050	5100	5200	5300
TOTAL:	\$ 8,620,000	\$16,714,800	\$ 23,360,400	\$ 26,292,700	\$ 28,950,000
DIFFERENCE REV/EXP	\$ 2,380,000	\$ (2,634,800)	\$ (6,420,400)	\$ (6,272,700)	\$ (6,950,000)
ASSUMPTIONS:					
1. Initiative passes.					
2. Kern County allocation is \$22,000,000 at year 5 (2011); and based on the LOA analysis year one thru four will be short of full funding(50%,64%,77%& 91%)					
3. The per child maximum amount in this example is \$6,000.00					
4. Goal is to serve 9024 children by 2011.					
5. Estimated cost for the HUBS is \$10,000 each.					

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

BUDGET SCENARIO THREE:					
USING PRESCHOOL FUNDING MODEL ONE:				Estimated	(plug amount)
MAXIMUM REIMBURSEMENT SET AT \$4,000.00				Total Funds:	\$ 22,000,000
	Year One	Year Two	Year Three	Year Four	Year Five
	2007	2008	2009	2010	2011
ESTIMATED REVENUES	\$ 11,000,000	\$ 14,080,000	\$ 16,940,000	\$ 20,020,000	\$ 22,000,000
ESTIMATED EXPEND					
Administration (6%)	\$ 660,000	\$ 844,800	\$ 1,016,400	\$ 1,201,200	\$ 1,320,000
Facilities Development					
15%	\$ 1,650,000				
12.50%		\$ 1,760,000			
10%			\$ 1,694,000		
7.50%				\$ 1,501,500	
5%					\$ 1,100,000
Service Delivery Costs					
Stage Five (100%)					
Reimb Rate / # Children					
\$	4,000				
200	\$ 800,000				
800		\$ 3,200,000			
1200			\$ 4,800,000		
1600				\$ 6,400,000	
2000					\$ 8,000,000
Stage Four (80%)					
Reimb Rate / # Children					
\$	3,200				
400	\$ 1,280,000				
1300		\$ 4,160,000			
2400			\$ 7,680,000		
3200				\$ 10,240,000	
4000					\$ 12,800,000
Stage Three (60%)					
Reimb Rate / # Children					
\$	2,400				
300	\$ 720,000				
800		\$ 1,920,000			
1200			\$ 2,880,000		
800				\$ 1,920,000	
400					\$ 960,000

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Stage Two (Incentive)					
Reimb Rate / # Children					
\$ 1,000					
1000	\$ 1,000,000				
800		\$ 800,000			
600			\$ 600,000		
400				\$ 400,000	
200					\$ 200,000
Cost for 11 Hubs:	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
Stage One (Incentive)					
Reimb Rate / # Children					
\$ 500					
1000	\$ 500,000				
800		\$ 400,000			
600			\$ 300,000		
400				\$ 200,000	
200					\$ 100,000
Cost for 8 Hubs:	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Quality Enhancement					
Upgrade qualifications	\$ 100,000	\$ 80,000	\$ 60,000	\$ 40,000	\$ 20,000
Training and Tech Assist:	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Number of children served:	2700	4500	6000	6400	6800
TOTAL:	\$ 7,900,000	\$ 14,354,800	\$ 20,220,400	\$ 23,092,700	\$ 25,690,000
DIFFERENCE REV/EXP	\$ 3,100,000	\$ (274,800)	\$ (3,280,400)	\$ (3,072,700)	\$ (3,690,000)
ASSUMPTIONS:					
1. Initiative passes.					
2. Kern County allocation is \$22,000,000 at year 5 (2011); and based on the LOA analysis year one thru four will be short of full funding(50%,64%,77%& 91%)					
3. Per child maximum amount paid in this example is \$4,000.00					
4. Goal is to serve 9024 children by 2011.					
5. Estimated cost for the HUBS is \$10,000 each.					

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

BUDGET SCENARIO FOUR:					
USING PRESCHOOL FUNDING MODEL FOUR:					
MAXIMUM REIMBURSEMENT SET AT LESS THAN \$1,000.00					
	Year One	Year Two	Year Three	Year Four	Year Five
	2007	2008	2009	2010	2011
Service Delivery Costs					
FIVE WEEK SUMMER PROGRAM CONDUCTED IN CURRENT FACILITIES.					
Reimb Rate / # Children					
\$ 350					
8567	\$ 2,998,450				
8775		\$ 3,071,250			
8858			\$ 3,100,300		
8959				\$ 3,135,650	
9024					\$ 3,158,400
OTHER:					
TOTAL:	\$ 2,998,450	\$ 3,071,250	\$ 3,100,300	\$ 3,135,650	\$ 3,158,400
Reimb Rate / # Children					
\$ 650					
8567	\$ 5,568,550				
8775		\$ 5,703,750			
8858			\$ 5,757,700		
8959				\$ 5,823,350	
9024					\$ 5,865,600
OTHER:					
TOTAL:	\$ 5,568,550	\$ 5,703,750	\$ 5,757,700	\$ 5,823,350	\$ 5,865,600
Notes:					
1. Provides information on costs with two levels of reimbursement: \$350 & \$650.					
2. Shows number of children at 70% for each year, includes estimated increase.					
3. Goal is to serve 9024 Children by 2011.					
4. PFA Initiative does not pass.					

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

**APPENDIX E
FIVE-YEAR PROJECTIONS OF POPULATION**

Zip Code	4 Yr. Olds 2000 Census	2007	2008	2009	2010	2011	2007 70% Projection	2011 70% Projection
Bakersfield								
93301	234	248	250	252	254	256	173	179
93304	876	939	948	957	966	975	657	683
93305	856	919	928	937	946	955	643	669
93306	906	969	978	987	996	1,005	678	704
93307	1,315	1,406	1,419	1,432	1,445	1,458	984	1,021
93308	686	735	742	749	756	763	515	534
93309	921	984	993	1,002	1,011	1,020	689	714
93311	303	324	327	330	333	336	227	235
93312	655	704	711	718	725	732	493	512
93313	494	529	534	539	544	549	370	384
Totals	7,246	7,757	7,830	7,903	7,976	8,049	5,429	5,635
North Desert								
93555	401	429	433	437	441	445	300	312
93527	25	26	26	26	28	28	18	20
93528	0	27	27	27	27	28	18	20
93554	0	0	0	0	0	0	0	0
Totals	426	482	486	490	496	501	336	352
South Desert								
93516	24	26	26	26	26	27	18	19
93505	134	144	145	146	147	148	101	104
93523	197	211	213	215	217	219	148	153
93501	81	87	87	88	89	89	61	62
93560	250	271	274	277	280	283	190	198
Totals	686	739	745	752	789	766	518	536
North Mtn.								
93205	27	29	29	30	30	31	20	22
93238	9	9	9	9	9	9	6	6
93240	62	66	66	67	68	69	46	48
93255	5	5	5	5	5	5	4	4
93283	22	24	24	24	24	24	17	17
93285	8	8	8	8	8	8	6	6
Total	133	141	141	143	144	143	99	103
South Mtn.								
93225	62	66	67	68	68	69	46	48
93243	24	26	26	26	26	27	18	19
93222	20	21	21	22	22	23	15	16
Total	106	113	114	116	116	119	79	83
East Mtn.								
93561	185	199	201	203	205	207	139	145
93531	14	14	15	15	15	16	10	11
93518	6	6	7	7	7	8	4	6
Total	205	219	223	225	227	231	153	162

**Crafting a System to Deliver *Preschool for All* in Kern County:
A Final Report on the Planning Effort to First 5 Kern**

Zip Code	4 Yr. Olds 2000 Census	2007	2008	2009	2010	2011	2007 70% Projection	2011 70% Projection
West Valley								
93206	41	44	44	45	45	46	31	32
93224	7	7	7	7	7	7	5	5
93251	5	5	5	5	5	5	4	4
93268	245	259	261	263	265	267	181	187
93276	3	3	3	3	3	3	2	2
93252	31	33	33	34	34	35	23	25
Total	332	351	353	357	359	363	246	255
South Valley								
93203	371	399	403	407	411	415	279	291
93241	337	358	361	364	367	370	251	259
Total	708	757	764	771	778	785	530	550
North Valley								
93215	795	851	859	867	875	883	596	618
93249	60	64	65	66	66	67	45	47
93250	191	205	207	209	211	213	144	149
93280	388	416	420	424	428	432	291	302
93263	299	320	323	326	329	332	224	232
93287	1	1	1	1	1	1	0	0
93226	4	4	4	4	4	4	3	3
Total	1,738	1,861	1,879	1,897	1,914	1,932	1,303	1,351
County Totals	11,580	12,420	12,535	12,654	12,799	12,892	8,567	9,024
Note: Child estimations are for 4 year old children only								