

A Summary of the Seven Primary Program Components of the Preschool for All Demonstration Project

1. **Positively Impacting the Growth and Development of Children:** PFA Preschool Providers ensure that children, including English language learners, children with disabilities and/or children with special needs, will have the foundation they need to transition to kindergarten, experience success in school, and become life-long learners. Each participating Preschool Provider is required to:
 - Provide each PFA child with a DRDP-PS (2010) pre and post assessment to track children's developmental progress from September through May each year.
 - Participate in an External Review using: the Early Childhood Environment Rating Scales (ECERS/FCCERS); the Classroom Assessment Scoring System (CLASS); the Program Administrator Scale (PAS) for center-based preschools and the Business Assessment Scale (BAS) for Family Child Care facilities. PFA funded preschool sessions that have operated during the initial four (4) years of the SDCPFA Project are required to demonstrate statistically significant increases in their ECERS, FCCERS, CLASS and/or PAS line item scores.
 - Undergo an annual Health and Safety Check in each classroom to ensure that each provider agency site meets basic PFA preschool health and safety requirements. The Health and Safety Report of Findings provides comprehensive information regarding all items that were found to be "in compliance", all items that were found to be "out of compliance", and suggestions for mitigating the health and safety issues found.

2. **Developmental Screening:** PFA Preschool programs provide every child with a developmental screening, using the Ages & Stages Questionnaires (ASQ and/or ASQ-SE) as a first-stage screening tool, and identification of the appropriate services required to address the unique developmental needs of each child.

3. **Parent Engagement:** PFA Preschool Providers offer a variety of opportunities and supports for families to be actively involved in their child's education in order to maximize each child's development and learning experiences. The work of Joyce Epstein, John Hopkins University which is nationally recognized for its effectiveness, provides a research-based model for organizing and implementing successful Parent Engagement Programs in a preschool environment, and every PFA preschool provider incorporates the following six components into their PFA program:

Parenting: Assist parents with parenting and child-rearing skills; understanding child development; and setting home conditions that support children as students at each stage of their development.

Communicating: Communicate with parents about their programs and student progress through effective school-to-home and home-to-school communications vehicles.

Volunteering: Engage in recruiting, training, and providing various opportunities to involve parents as volunteers.

Learning at Home: Present strategies that encourage parents to support their children's learning activities at home.

Decision making: Include families as full participants in school decisions, governance, and advocacy.

Collaborating with the Community: Coordinate all available community resources and service delivery opportunities for children, families, and school programs; and provide information to families about referrals to local businesses, community-based agencies, and other civic and community organizations/groups that offer social, medical and family related services in a community.

4. **Parent Education:** To meet the requirements of the 2010-2015 Strategic Plan, Parent Education has been incorporated into the PFA Demonstration Project effective in FY 2010-2011. The PFA Demonstration Project offers Parent Education workshops/classes to all parents of SDCPFA-funded preschool children. PFA sponsored Parent Education workshops and classes utilize a “research-based” curriculum that is both developmentally and culturally appropriate and has been proven to be an effective “best practice” to educate parents of preschool-age children.
5. **Professional Development:** PFA Early Childhood Educators are required to be well qualified, professionally educated and have the skills and knowledge they require to meet the developmental needs of the young children they serve.
 - The PFA Professional Development Team collaborates with preschool instructional and administrative staff who are participating for their second, third, fourth or fifth year to develop and implement *Individual Session* (Lead Teachers and Instructional Assistants), *Site* (Site Supervisors/Regional Managers) and *Agency-level* (Program) Professional Development Plans. The goals and action plan items in each of the Professional Development Plans are based on: classroom-level external review results, the education level of the PFA participant, the children’s DRDP Trend Data Report, the Parent Survey Results and the Epstein Parent Engagement Study. The Professional Development Plans are continually updated and revised as the PFA Professional Development Team and the PFA mentor/coaching staff provide ongoing coaching and training support to PFA teachers and program administrators.
 - The PFA Professional Development Team offers a variety of opportunities for focused professional development (targeted mentoring and/or coaching) for all of the 500+ SDCPFA workforce members. Professional development services include both small group mentoring experiences and up to 20 hours of individualized one-on-one coaching support, depending upon need, to all PFA Regional Managers, Site Supervisors and Lead Teachers in PFA-funded preschools. Mentoring/coaching support is also provided to all PFA agency directors and Family Child Care operators. The coaching support offered by the Professional Development Team facilitates opportunities for initiating quality improvements regarding: external review results; the educational advancement of the preschool workforce; the effective use of DRDP pre-scores (September assessment) in the planning of developmentally appropriate activities for children; the inclusion of children with special needs; and, parent engagement strategies. All professional development and coaching activities are recorded in the PFA Professional Development Plans for each agency, site and session.
6. **Collaborative Relationships:** Collaborative relationships within the PFA Demonstration Project support systems alignment to improve preschool services at the local and statewide levels.
 - The PFA Demonstration Project incorporates emerging trends and innovations from federal, state and local advocates, researchers, early education programs and relevant community services into the ongoing PFA Demonstration Project. PFA Operating Guidelines for Providers are amended to reflect new information when necessary, and updates regarding emerging trends and innovations in the ECE field are reported at Quarterly PFA Director/Provider meetings, and meetings of the Child Care and Development Planning Council.
7. **Develop PFA Infrastructure for San Diego County:** The PFA Demonstration Project has developed an effective infrastructure to support the successful implementation and delivery of high quality preschool services by PFA provider agencies in the eleven (11) targeted San Diego County communities. The program provides the resources and technical assistance needed for PFA Provider Agencies to deliver quality preschool programs that will be instrumental in helping school districts close the achievement gap as reflected in the Academic Performance Index (API) of the elementary schools within the 11 targeted communities.
 - The number of PFA Providers and the total enrollment in PFA funded high quality preschool programs has expanded during each of the program year as documented in Attachment 2.