ABOUT LOS ANGELES UNIVERSAL PRESCHOOL

Los Angeles Universal Preschool (LAUP) is a vibrant public benefit corporation with an ambitious goal: to make high-quality voluntary preschool universally accessible to four-year-olds in Los Angeles County. When LAUP reaches full scale, funded classrooms will serve thousands of four-year-olds in Los Angeles County. Using an innovative model, LAUP is guided by a ten-year Master Plan developed by hundreds of educators, parents, government officials, and business and community leaders. LAUP is inspired and guided by the five major commitments underlying the Master Plan. LAUP will strive to develop a system that is:

- **Universal** – Programs are accessible to four-year-old children, regardless of income.

- **High-Quality** – Quality is clearly defined, making LAUP standards understandable and accessible to parents and providers alike, and a coherent, equitable system of participatory accountability is in place to ensure quality throughout the network.

- **Diverse and Inclusive** – Builds upon the existing provider supply and is inclusive of children with special needs and disabilities in all components of service delivery.

- **Connected** – Works with other delivery systems that have primary care roles in the lives of children and their families.

- **Sustainable** – Manages resources and delivers services with rigorous and sound financial practices, and deploys resources in a way that is cost-effective and that ensures high-quality services to children.

In 2002, First 5 LA made a historic commitment: to fund LAUP. And through an operating agreement executed on September 27, 2004, created Los Angeles Universal Preschool (LAUP)—that would carry out this remarkable mission to thousands of families living in the County.

LAUP’s strategic focus is to both increase access to preschool and enhance the quality of preschool programs. Preschool program quality is assessed using LAUP’s 5-Star Quality Assessment & Improvement System, which includes measures for teacher qualifications, early childhood environment, group size, and adult-child ratio, among other factors (see attached 5-Star Quality Assessment & Improvement System). LAUP “dedicates significant resources to ensuring the provision of excellent services in the programs we fund. It offers its resources through regular site visits and professional development.”
ABOUT LAUP PROGRAMS

The following are descriptions of LAUP’s key operations and programmatic efforts, including pilot projects.

Starting Points 4 Preschool Program

The Starting Points 4 Preschool Program is the provider’s entrance into the LAUP network. Once an applicant is approved for funding, they enter into a provisional contract and receive coaching and a flat fee per session for a period of up to six months. During this time, a Starting Points coach offers quality support to increase the likelihood that providers will meet the criteria for a 3-Star or higher rating. Support focuses on preparing for the ECERS/FDCRS review, staffing and enrollment. During this preparatory phase, the coach: (a) introduces the LAUP Operating Guidelines and Quality Improvement Plans; (b) reviews current staff qualifications, collects transcripts, identifies staffing needs, and assists providers in the development of a plan for recruiting and hiring qualified staff; (c) identifies enrollment needs, reviews the LAUP Marketing Kit, and assists providers in development of a marketing plan; (d) conducts a smaller scale version of the ECERS-R/FCCERS-R review and determines the materials needed to support a 3-Star classroom; and (e) works with providers to develop and execute a QIP.

Enrollment Project

The Enrollment Project is an inter-departmental effort to increase utilization of available classroom spaces in Areas of Greatest Needs. Providers are largely supported in their enrollment efforts through two strategic approaches. First, Starting Points coaches act as enrollment specialists and provide intensive coaching and workshops on outreach and recruitment—from how to have a successful open house to managing a wait list. Coaches are assigned to sites with the largest enrollment gaps. Through the second approach, the Communications Department creates and distributes marketing materials in the form of branded flyers, banners, door hangers, lawn signs, and car magnets, all of which can be customized to meet providers’ individual needs. In addition, Communications staff is executing a multi-tiered advertising and media relations campaign designed to raise awareness and educate the public about the proven benefits of high-quality preschool.

Quality Coaching

LAUP-funded preschool programs are encouraged through a variety of mechanisms to stimulate creativity, promote curiosity and encourage critical thinking among four-year olds. Children’s play and exploration of materials are one of the most valued components of a high-quality preschool. These approaches allow for cooperative social interaction among the children and builds socialization skills and confidence.

The backbone of LAUP’s commitment to achieving and maintaining high levels of preschool quality is its coaching model. The coaching model is a collaborative effort between LAUP coaches and providers that is designed to help providers reach their
potential by fostering relationships, sharing a wealth of comprehensive services and resources, and making a commitment to high-quality early childhood education programs.

We pursue improvements in quality by co-creating a quality improvement plan, which is the template for the provider’s continued growth and development. Through sincere communications and honest feedback, coaches and providers are able to focus on both the strengths and areas of desired growth for the program.

Coaches model appropriate interactions, connect providers with community and early childhood resources, and customize their coaching style to focus on the individual needs and goals of providers. The success of the model thrives on the dedication to programmatic development, allowing the provider to become empowered to create lasting and effective change in their school and the community.

Quality Assessment

LAUP also promotes quality through quality assessment and its 5-Star Quality Assessment and Improvement System. The goal is to develop and encourage classroom environments that promote healthy and safe practices by children and adults; give children access to age-appropriate learning materials and interactions to encourage language development and reasoning; offer activities that allow children to develop fine motor, social and creative skills; offer play time and group activities; and provide for children with disabilities.

Recertification is a quality assurance measure in which the classroom environment and staff qualifications of LAUP providers are reviewed annually. The results are used to assign an LAUP star rating, ensure the maintenance of high-quality preschools and serve as a mechanism for determining improved quality. The LAUP star rating is used to determine funding levels for the program year. Each LAUP classroom must attain a minimum three-star rating in order to remain in the LAUP network.

After the assessment, the Quality Support Coach reviews the ERS results with each site and when appropriate, assists in creating and implementing Quality Improvement Plans (QIPs) to addresses areas for program improvement.

Fiscal Provider Services

The Fiscal Provider Services Department is responsible for creating and conducting trainings based on the specific needs of providers including budgeting, LAUP quarterly fiscal reports, allowable LAUP expenses, financial reporting, tax information as well as other as needed business topics. In addition to trainings, technical assistance is based on an exemplary-practice approach that is aimed at improving preschool business operations and meeting financial reporting obligations to ensure and support provider viability, sustainability, and effective utilization of financial resources.
Parent Engagement

LAUP’s parent engagement efforts are designed to connect parents to their child’s education. LAUP works with providers to help strengthen their engagement efforts. Quality Support Coaches offer guidance to providers in developing family engagement goals and action plans to meet those goals. The Special Services Department developed a comprehensive approach that includes assessment of parent needs and preferences, training, leadership development and resource sharing.

LAUP Early Care and Education Workforce Initiative

In an effort to forge collaborations among institutions of higher education that train early care and education providers, remove barriers to academic success and professional growth of the current and potential ECE workforce, and create pathways to degree completion and increased staff quality, the LAUP ECE Workforce Initiative awarded grants to six collaborative teams of community colleges, four-year colleges or universities, and feeder high schools. Over the past year, the six grantees have developed and implemented innovative programs to recruit, advance, and support future professionals of ECE. Project activities include ECE specific advisement; dual enrollment classes at the high school and bachelor’s level; supplemental instruction and basic skills tutoring; and financial support for tuition, books, school materials, child care, and transportation.

Professional Growth Plan

The Professional Growth Plan (PGP) Pilot was launched in October, 2007 and encompassed 170 LAUP providers and their teaching staff. The goal of the PGP is to increase the levels of education and training among preschool and thereby to improve the quality of the ECE experience for the children in their care. The PGP program offers a stipend, modeled after AB212, to those teachers completing college coursework towards an ECE degree. The PGP supports participants by providing one-on-one advisement on a wide range of topics such as enrollment in appropriate coursework, ECE college programs, and child development permits.

English Language Learners Initiative

The purpose of the English Language Learners Initiative is to provide professional development aimed at increasing the knowledge, skills and abilities of LAUP coaches and preschool staff to support English Language Learners. During the 2007-2008 fiscal year, LAUP’s Workforce Development Department collaborated with County of Los Angeles Children’s Planning Committee and LACOE Division for School Improvement in developing and sponsoring a four-day Professional Development Institute (PDI) focused on preparing teachers to work effectively with dual language learners (DLLs). In addition to the four-day PDI, a two-day Training of Trainers (TOT) was offered to a group of 16 LAUP coaches. By training this group of coaches, LAUP is building its capacity to offer training and meet the needs of DLLs throughout the LAUP network going forward.
Growing Young Readers

The Growing Young Readers (GYR) program provides early literacy training, resources and support to LAUP providers and parents. The goal of GYR is to increase the frequency and quality of the early literacy activities in classrooms and at home. The program trains teachers to use storytelling, music, dance and visual arts as techniques to prepare preschool children for reading and writing. Trained volunteers are available to preschools to provide additional literacy-based opportunities to students in small group sessions. Additionally, providers receive culturally and linguistically appropriate take-home literacy bags containing books and activities for their children to use at home with their families. Growing Young Readers also collaborates with the county and city library systems to increase parents’ awareness of various early literacy resources and activities available to their families.

Health and Wellness/Children’s Communication Support Initiative

The goal of the Health and Wellness/Children’s Communication Support Initiative (H&W/CCSI) is to identify areas of concern in health and communication in LAUP children through a screening and referral process using the Ages and Stages Questionnaire (ASQ) and the Parental Evaluation of Developmental Status (PEDS). The initiative also uses LAUP’s Child Enrollment Form to screen children in all LAUP sites to identify risk factors related to health and/or communication concerns. The H&W/CCSI team conducts follow-up on these cases to ensure that necessary referrals are made and that children receive appropriate services.

H&W/CCSI provides health and special needs workshops and trainings for providers and parents. Additionally, training modules are given to providers so that they are able to present health and/or communication information to families. The module topics include obesity, nutrition, health insurance and speech and language and are packaged with an easy-to-use CD, together with fact sheets on each topic.

Foster & Relative Care Initiative (FRCI)

This initiative is designed to increase the preschool enrollment and inclusion of children under the supervision of the Department of Children and Family Services (DCFS) in LAUP-funded preschools. Pilot sites receive training on strategies for targeted outreach and customized tools as well as information on resources in their local community to meet child and family needs. Sites also receive training and support to screen for developmental problems using standardized screening tools such as the Ages and Stages Questionnaire (ASQ). Project staff also work in collaboration with DCFS to educate its staff about the benefits of preschool, particularly for at-risk populations and to identify LAUP as a resource for high-quality preschool. Project staff conduct extensive outreach to public and private agencies and have relationships with key caregiver support groups to promote the availability of LAUP services to children in foster and relative care.
Inclusion Demonstration Project

The primary goals of the Inclusion Demonstration Project (IDP) are to increase the number of children with special needs served by LAUP providers and to expand awareness, knowledge and implementation of inclusion strategies and practices throughout LAUP's provider network. In support of these sites, a Special Needs Specialist (SNS) provides ongoing coaching. The specialist offers teacher mentoring and guidance during the development and implementation of quality improvement plan goals to enhance overall quality and effectively support children with special needs. Additionally, staff provides resources and training opportunities related to inclusion, such as the Provider Inclusion Manual.

Power of Preschool (PoP)

LAUP, in partnership with First 5 LA, is participating in the Power of Preschool (PoP) statewide demonstration project. PoP was developed by First 5 California to demonstrate the impact of voluntary, quality preschool on children’s school readiness in counties throughout California. The PoP program aligns with LAUP’s mission to make high-quality preschool available to every four-year-old and effectively address inclusion, language and cultural diversity. LAUP is currently implementing PoP in 13 cities, including Azusa, Baldwin Park, Paramount, Bellflower, Norwalk, Montebello, Southgate, Lynwood, Huntington Park, Hawthorne, Bell, Bell Gardens and Cudahy.
Logic Model for Los Angeles Universal Preschool FY 07-08

**Inputs**
- Funding
- Board of Directors
- Staff
- Technology and Equipment
- Research & Best Practices
- Stakeholder, Partners and Collaborators

**Activities**
- Promote Access to Preschool
  - Outreach & recruitment to providers
  - Outreach & recruitment to families
  - Provide support with facility development
  - Programmatic enhancements & start-up activities
- Promote high quality preschool
  - Perform quality assessment
  - Provide quality coaching
  - Identify quality assurance issues
- Promote exemplary practices in key areas
  - Develop pilot/demonstration projects
  - Implement pilot/demonstration projects
- Promote and expand a quality ECE workforce
  - Outreach to potential ECE professionals directly and through the WIFI
  - Provide opportunities, support & incentives for professional development
  - Provide info about pro/low opportunities
  - Promote articulation between IHEs directly and through the WIFI
  - Require participation in professional development
- Promote family involvement
  - Support provider’s family engagement activities
  - Offer trainings and workshops on family engagement to providers
  - Offer LAUP sponsored family engagement activities and resources
  - Organize parent advisory groups
  - Educate families about the benefits of preschool
- Connect providers with resources
  - Determine needs for resources
  - Identify resources based on need
  - Initiate contact with resources
  - Link providers to resources
- Connect with Stakeholders
  - Outreach to external stakeholders
  - Participate in collaborative meetings
  - Identify key stakeholders

**Short-Term Outcomes**
- Increase number of providers in the LAUP network
- Increase awareness of the availability of preschool through LAUP
- Families are aware of the benefits of preschool
- Providers achieve their programmatic/fiscal Quality Improvement Plan (QIP) goals
- Providers are aware of the quality of their LAUP program
- Quality Assurance issues are resolved
- Providers are aware of and have knowledge in exemplary practices
- Increase the number of ECE/CD majors at WIFI IHEs
- Better articulation between 2- and 4-year institutions
- LAUP teaching staff complete college courses
- Increase knowledge & skills of developmentally-appropriate practice (DAP)
- Families are aware of the importance of parent engagement
- Increase parents’ awareness of strategies for being engaged
- Increase providers’ and families’ awareness of resources
- External stakeholders are aware of LAUP

**Intermediate Outcomes**
- Increase number of spaces funded by LAUP
- Increase enrollment in LAUP preschool programs
- LAUP preschools show improved program quality & fiscal practices over time
- Providers connect families to resources
- Increased collaboration between LAUP and external stakeholders
- External stakeholders support universal preschool
- Families utilize resources to address their needs
- LAUP leverages existing resources for the benefit of children, families, and providers

**Long-Term Outcomes**
- More preschool programs implement exemplary practices in Early Childhood Education
- Preschools meet the needs of diverse children and families
- Network of high-quality, fiscally viable preschool providers (achieve parity in AGN)
- Children leave preschool ready for kindergarten
- High-quality preschool is available to every 4-year-old in LA County whose family wants to participate
### CHARACTERISTICS OF LAUP FUNDING

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<th>Cohort*</th>
<th>Early Launch</th>
<th>Second Round</th>
<th>Round 2.5</th>
</tr>
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</table>
| Application and Funding Launch | • Applications were released in October 2004.  
• Funding began March 2005. | • Applications were released in January 2006.  
• Funding began in June 2006. | • Outreach began in January 2007.  
• Funding began in July 2007. |
| Method for Targeting Potential Applicants | • A request for applications (RFA) was issued to providers and relevant stakeholders throughout LA County.  
• Providers were selected through a lottery in each Supervisorial District. | • A request for applications (RFA) was issued to all known providers and relevant stakeholders in the Areas of Greatest Need.  
• Providers that had a site in an AGN and met the LAUP quality criteria and operating guidelines were funded. | • Potential providers from the AGNs that did not reach parity were targeted through outreach efforts.  
• Providers that had a site in one of the 7 targeted AGNs and met the LAUP quality criteria and operating guidelines were funded. |
| Funding Policy         | • LAUP provided funding for “existing” preschool groups, funding for the creation of “new” preschool groups and funding for the development of “new facilities”. | • LAUP provided funding for the creation of “new” preschool groups and funding for the development of “new facilities” but did not provide funding for existing preschool groups. |                                                            |
| Coaching Model         | • All providers receive ongoing quality and fiscal coaching.  
• Providers with new facilities received start-up support prior to their initial quality assessment. | • All providers receive start-up support prior to their initial quality assessment.  
• All providers receive ongoing quality and fiscal coaching. |                                                            |
| UPCOS Sample           | • Included in sample                                                          | • Included in sample                                                          | • Not included in sample                                                 |

*Providers in each of the three cohorts continue to be a part of the LAUP Network as long as they meet LAUP’s quality criteria and operating guidelines.
Hierarchy of LAUP Center-Based Programs

- **Agency**
  - An agency is the administrator of a center-based program. An agency can be an umbrella organization that administers multiple centers or a center that serves as its own administrator.

- **Center**
  - A center can be its own administrator or it can be administered by an agency. A center can have one or more LAUP classrooms.

- **Classroom**
  - A classroom is housed within a center and can serve one or more groups of children per day.

- **Group A Full-day**
- **Group A AM only**
- **Group A AM**
- **Group B PM**
- **Group A AM**
- **Group B AM**
  - A group is comprised of the children and the teaching staff serving those children. One classroom can have one group for a full-day session, one group for a half-day session, one group in the morning and a different group in the afternoon, or two groups at the same time (concurrent) in the same physical classroom.
### LAUP-SUPPORTED CENTERS
Data presented is as of May 2007

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### NUMBER OF CENTER PROVIDERS RECEIVING OTHER SUBSIDIZED FUNDING
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<td>0 0%</td>
<td>51 26%</td>
</tr>
</tbody>
</table>

### NUMBER OF GROUPS (with Operating Contracts) BY STAR RATING
Data presented is as of June 2008

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Center</th>
<th>FCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>121</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>165</td>
<td>74</td>
</tr>
<tr>
<td>5</td>
<td>37</td>
<td>77</td>
</tr>
</tbody>
</table>
** If staff person qualifies for but does not hold the permit, then staff person must show proof of having applied for the permit.

The amount of reimbursement for services; and 3) as the foundation for identifying training and technical assistance needs in order to improve program quality.

**This quality assessment scale serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the system of early care and education; 2) to determine

- Administration
  - Core courses - 16 GE units; 6 administration units; 2 adult supervision units. Plus 350 days of 3+ hours per day within 4 years including at least 100 days of

- Site Supervisor Permit **

- Director:
  - 12 units in ECE
  - Teaching Staff:
    - 1 teacher who holds/qualifies** for a Child Development
    - Each classroom or group is staffed by at least 1 assistant must have 12 units of ECE

- Assistant Permit (minimum). If there are more than 18 children, at least 1 assistant must have

- Holds a child care facility license. Is compliant with State child care licensing regulations, as determined by Community Care Licensing Division (CCLD).

- Record of fire inspection, CPR and First Aid trainings are current as required by Community Care Licensing Division (CCLD).

- Licensing records will be reviewed for the previous three years.

- All Type A and B violations have been resolved.

- An overall average score of

- Minimum of 15 four-year-old children

- Maximum of 24 children

- Group size:

- LAUP 5-STAR QUALITY ASSESSMENT & IMPROVEMENT SYSTEM *

For Center-Based Preschools

- A maximum of 24 children

- A minimum of 15 four-year-old children

- Ratios:

- Core courses listed under the Child Development Permit Matrix and at least

- Has completed an AA in Child Development or

- Child Development Master Teacher Permit

- 1 teacher who holds a BA degree in ECE or

- Child Development Teacher Permit

- All other teaching staff:

- Site Supervisor Permit **

- Teaching Staff:

- Each classroom or group is staffed by at least

- All other staff:

- Core courses listed under the Child Development Permit Matrix

- Has completed a Child Development or

- Education Program Plan

- Instruction for preschool age children

- Early Childhood Environment Rating Scale

- An overall average score of

- Progress made toward meeting minimum levels of quality on

- Group size of 20.

- Ratio of 1 teaching staff per 10 children and a maximum

- * If center is NAEYC-accredited, may instead have a

- Maximum of 24 children

- Minimum of 15 four-year-old children

- Group size:

- **If staff person qualifies for but does not hold the permit, then staff person must show proof of having applied for the permit.

- * Providers must meet minimal levels of quality on

- An overall average score of

- Every subscale (i.e. no subscale score less than 3)

- * This quality assessment scale serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the system of early care and education; 2) to determine

- Minimum of 15 four-year-old children

- Maximum of 24 children

- Group size:

- **Teaching Staff:

- Each classroom or group is staffed by at least

- All other staff:

- Core courses listed under the Child Development Permit Matrix

- Has completed a Child Development or

- Education Program Plan

- Instruction for preschool age children

- Early Childhood Environment Rating Scale

- An overall average score of

- Every subscale (i.e. no subscale score less than 3)

- * This quality assessment scale serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the system of early care and education; 2) to determine

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- Maximum of 24 children

- Group size:

- **Teaching Staff:

- Each classroom or group is staffed by at least

- All other staff:

- Core courses listed under the Child Development Permit Matrix

- Has completed a Child Development or

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- Instruction for preschool age children

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- Has completed a Child Development or

- Education Program Plan

- Instruction for preschool age children

- Early Childhood Environment Rating Scale

- An overall average score of

- Every subscale (i.e. no subscale score less than 3)

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- Minimum of 15 four-year-old children

- Maximum of 24 children

- Group size:
** If staff person qualifies for but does not hold the permit, then staff person must show proof of having applied for the permit.

- This quality assessment scale serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the system of early care and education; 2) to determine the amount of reimbursement for services; and 3) as the foundation for identifying training and technical assistance needs in order to improve program quality.

** Providers must meet minimal levels of quality on every subscale (i.e. no subscale score less than 3) and an overall average score of 5 or more on the Early Childhood Environment Rating Scale (ECERS) and a maximum of 24 children.
Abbreviated LAUP 5-STAR QUALITY RATING SCALE
For Family Child Care Providers

REGULATORY COMPLIANCE HISTORY
This is a comply/not comply standard applicable to all star levels.

• Holds a license to operate a family child care home. Is compliant with State child care licensing regulations, as determined by Community Care Licensing Division (CCLD).
• Defined as: not on probation; no facility compliance plan; no documentation of a compliance conference; no civil penalties have been levied due to failure to correct deficiencies, or due to a child's injury.
• Licensing records will be reviewed for the previous three years.

TEACHER/CHILD RATIO

Mixed Ages
• 1 adult for 6-8 children
• 2 adults for 9-14 children

Group Size:
Small home - maximum 6 preschoolers (up to 8 children total)
Large home - maximum 12 preschoolers (up to 14 children total)

LAUP Enrollment:
Minimum 3 children

LEARNING ENVIRONMENT/PROGRAM

An average score of 4 or more on the FDCRS.
An average score of 5 or more on the FDCRS.
An average score of 6 or more on the FDCRS.

FDCRS = Family Day Care Rating Scale

continued

PROVIDER/STAFF QUALIFICATIONS

Provider/Lead Teacher:
Education:
Child Development Teacher permit or equivalent education - 24 ECE units (that include the 3 Core* courses) + 16 general education units.

Training:
CPR and health and safety (15 hours).

Assistants:
If more than 8 LAUP children in the home, 6 units of ECE, or 30 hours of approved professional growth training beyond CPR and health and safety (15 hours).

*CORE COURSES: At least one 3-semester unit course in each of the following areas:
• Child/human growth & development
• Child, family, and community, or child and family relations
• Programs/curriculum

PROVIDER/LEAD TEACHER:
Education:
AA degree in ECE, or AA with 24 ECE units; Or level 3 qualifications (24 ECE units and 16 GE units), plus NAFCC Accreditation.

Training:
CPR and health and safety (15 hours).

Assistants:
At least one assistant has 6 units of ECE and 21 hours of approved professional growth training beyond CPR and health and safety (15 hours).

PROVIDER/LEAD TEACHER:
Education:
BA degree in ECE or BA/BS with a minimum of 24 ECE units, including core courses .

Training:
CPR and health and safety (15 hours).

Assistants:
At least one assistant has 6 units of ECE and 21 hours of approved professional growth training beyond CPR and health and safety (15 hours).
### Abbreviated LAUP 5-STAR QUALITY RATING SCALE
For Family Child Care Providers

<table>
<thead>
<tr>
<th>Standard</th>
<th>Three Star Quality Ratings</th>
<th>Four Star Quality Ratings</th>
<th>Five Star Quality Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regulatory Compliance History</strong>&lt;br&gt;This is a comply/not comply standard applicable to all star levels.</td>
<td>• Holds a license to operate a family child care home. Is compliant with State child care licensing regulations, as determined by Community Care Licensing Division (CCLD).&lt;br&gt;• Defined as: not on probation; no facility compliance plan; no documentation of a compliance conference; no civil penalties have been levied due to failure to correct deficiencies, or due to a child’s injury.&lt;br&gt;• Licensing records will be reviewed for the previous three years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher/Child Ratio</strong>&lt;br&gt;Mixed Ages&lt;br&gt;• 1 adult for 6-8 children&lt;br&gt;• 2 adults for 9-14 children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong>&lt;br&gt;Small home - maximum 6 preschoolers (up to 8 children total)&lt;br&gt;Large home - maximum 12 preschoolers (up to 14 children total)</td>
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<td></td>
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<tr>
<td><strong>LAUP Enrollment:</strong>&lt;br&gt;Minimum 3 children</td>
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<td></td>
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<tr>
<td><strong>Learning Environment/Program</strong>&lt;br&gt;An average score of 4 or more on the FDCRS.</td>
<td>An average score of 5 or more on the FDCRS.</td>
<td>An average score of 6 or more on the FDCRS.</td>
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FDCRS = Family Day Care Rating Scale

### Provider/Lead Teacher Qualifications Continued

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<td><strong>Provider/Lead Teacher:</strong>&lt;br&gt;Education:&lt;br&gt;Child Development Teacher permit or equivalent education - 24 ECE units (that include the 3 Core* courses) + 16 general education units.</td>
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<td><strong>Assistants:</strong>&lt;br&gt;If more than 8 LAUP children in the home, 6 units of ECE; or 30 hours of approved professional growth training beyond CPR and health and safety (15 hours).</td>
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<td><strong>Core Courses:</strong> At least one 3-semester unit course in each of the following areas:&lt;br&gt;• Child/human growth &amp; development&lt;br&gt;• Child, family, and community, or child and family relations&lt;br&gt;• Programs/curriculum</td>
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<td><strong>Provider/Lead Teacher:</strong>&lt;br&gt;Education:&lt;br&gt;AA degree in ECE, or AA with 24 ECE units; Or level 3 qualifications (24 ECE units and 16 GE units), plus NAFCC Accreditation.</td>
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<td><strong>Provider/Lead Teacher:</strong>&lt;br&gt;Education:&lt;br&gt;BA degree in ECE or BA/BS with a minimum of 24 ECE units, including core courses.</td>
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