

# Background Information for Developing a Plan to Expand

# Preschool

## in San Benito County



Prepared for:  
San Benito County  
Office of Education  
and  
Hollister School District

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## **PRESCHOOL FOR ALL PROJECT 2007 FINDINGS**

**Prepared by First 5 San Benito  
for the San Benito County Office of Education and  
the Hollister School District**

### **THE PRESCHOOL MOVEMENT:**

As reported in the 2006/2007 Child Care Needs Assessment prepared by the San Benito Local Child Care Planning Council, affordable child care (i.e. part day or full day preschool or services of a provider in the home setting) remains one of the top barriers to family self-sufficiency in San Benito County. The availability and support of services in the community relates directly to the economic growth of the region. Increase in funds supporting these services produces job growth and economic activity in the region. It also allows parents the ability to obtain employment and/or further their own education. Additionally, other benefits to the county include reduced cost of remediation and compensatory programs (special education, health and mental services, criminal justice system), improved school readiness through high quality pre-Kindergarten programs, and increased levels of early childhood providers supported with a systematic approach to professional development. In San Benito County, the percent of children with working parents (either the single parent or both parents) is 53% for children 0 -5 years old. The premise of the Preschool for All (or universal preschool for 4 year olds) movement is that most parents would enroll their child in pre-Kindergarten programs if the services were high quality and freely available.

On a national level, 40 states currently offer pre-Kindergarten programs. The majority of these programs target at-risk children. Oklahoma and Georgia are the only states to currently offer preschool to all 4 year olds and New York and Florida are committed to join them. Illinois is the first state to commit to universal pre-Kindergarten for all 3 and 4 year olds. The enrollment of 4 year olds in California is lower than the national average with only 43.5% of children at this age enrolled in a licensed school or center-based program. The implications are that there is low access in our API 1 – 3 school attendance areas. In this county, the API 1 – 3 schools are Calaveras, R.O. Hardin, Gabilan Hills, San Juan and Aromas Elementary Schools. It is estimated that only 34% of 4 year olds statewide (30% in San Benito County) are enrolled in publicly contracted preschool programs (state preschool, subsidized programs, Head Start). The rationale for preschool from the perspective of the receiving elementary schools is that currently 30 – 40% of children enter school without the basic building blocks for school readiness and that high quality pre-K programs have been found to increase pre-reading/math skills for at-risk children and correlate to the reduced achievement gap in 4<sup>th</sup> grade.

## **THE PLANNING PROCESS:**

The time is right for the planning process to begin since public support for preschool is high and the state of California has committed to the expansion of state preschool programs through AB 172 (funds for a family literacy program for 4 year olds) and the addition of state preschool funds for programs for 3 -5 year old children. A plan would allow the county to keep the destination in mind while working backwards to determine how to get to the goal. The purpose of a proposed master plan is to evaluate the:

- Expansion of capacity
- Quality of teachers
- Intentionality of curriculum
- Change in children's performance

This report provides background information needed for the development of a master plan to expand preschool in San Benito County.

## **FORMAT FOR THE PLAN:**

The information provided in this report is based on the guidelines from the Technical Assistance workshop on the Development of County Preschool Plans. The workshop was held on December 11 -12, 2006 at the Alameda County Office of Education. In addition to referencing the guidelines, information was obtained through interviews with the center-based preschool staff, meetings with Go Kids, Inc., the Resource and Referral Center for Hollister, teaching personnel, Principals and other employees at the school sites and District Office.

This information is a starting point for planning a countywide program in support of a Preschool for All initiative. A proposed plan would address providing preschool slots for children who would turn 4 years of age by December 2<sup>nd</sup> of the school year. In the event universal preschool is introduced, all children of 4 years of age would be eligible to enroll on a voluntary basis only. Although certain existing programs currently in place, such as Head Start and State Preschool, require children (and families) to qualify by income level, PFA (Preschool for All) would not have an income requirement. However, it is likely there would be criteria to prioritize the list of interested families during the implementation process.

The information within this report follows the recommendations of the California Preschool Planning Toolkit prepared by Karen Hill Scott and Company and Susan Muenchow from the American Institutes for Research. The toolkit recommends that the proposed plan address and evaluate the following areas when exploring the expansion of preschool slots:

- Needs assessment
- Program quality
- Program elements
- Workforce development
- Inclusion of special needs children
- Facilities
- Delivery Systems
- Finance Options

### **SUPPLY AND DEMAND (NEEDS) ASSESSMENT:**

There are only 4 zip codes within the county:

- 95023 – Hollister
- 95043 – Paicines
- 95045 – San Juan Bautista
- 95075 – Tres Pinos

According to the Local Childcare Planning Council (LPC) and reports prepared for the state, the most under-served communities are within zip codes 95043 (Paicines) and 95045 (San Juan Bautista). However, the majority of the county's population resides in the 95023 zip code (Hollister). It is likely the majority of preschool services will be available in this area.

There are approximately 5,300 children in San Benito County between the ages of birth to 5 years. The county statistics indicate there were 892 births in the year 2006. This number is the base used to calculate the number of preschool slots that would be required to meet the demand of incoming 4 year olds. The following formula will be used to estimate unmet needs:

#### **Demand – Supply = Unmet Needs**

As of the 06/07 school year, there are 20 center-based locations providing preschool services. The enrollment varies by location and includes children from the ages of birth to school age. Some of the facilities are currently licensed (through the Community Care Licensing department located in San Jose); some are under the school district and are in the process of obtaining a license. This point is important since any program provided money through the California Department of Education will be required to have a license. The 20 center based early childhood facilities have the capacity to provide 1180 slots to children from infancy to 5 years of age. Although the total capacity (number of children allowed per site based on licensing requirements) is 1180, the actual enrollment for the 20 programs is 905. The reasons for under-enrollment are many including, but not limited to, issues with aging classroom facilities, rooms not large enough or equipped to accommodate large numbers of children, lack of qualified and/or available staff, insufficient funding, low enrollment due to downsides in the economy, less 4 year olds in the system (moving out of town), and parents who prefer to have children at home or with other family members.

Of the 905 enrolled slots at center-based preschool, 408 are free or subsidized (affordable) openings while 497 are located at private (for profit) preschools. For the purpose of determining the supply number, it is estimated that 70% of free or subsidized slots in the county are filled by 4 year olds (286); 30% of the slots are available to 3 year olds (122). Within the private sector, about 50% of available slots are occupied by 4 year olds (248) and 50% by 3 year olds (249). Of the 408 free slots, 72 are in San Juan Bautista (these programs service children from the Aromas, San Juan and Hollister areas), 137 slots are under the Hollister School District, 108 are under Santa Clara Headstart, 71 are supervised and operated by Go Kids, Inc. and 20 are under Tres Pinos Union School District as the Rural Mobile Preschool funded through First 5 San Benito. See the table for details:

Free/Subsidized	# enrolled	Tuition based centers	# enrolled
Calaveras Migrant	20	Children's House	21
RO Hardin Migrant	40	Countryside Preschool	90
Sunnyslope Migrant	17	Methodist Preschool	48
Gabilan Hills Preschool	32	Kinderville	46
RO Hardin Preschool	28	Little Baler	60
Mi Escuelita State	48	Paddington	70
San Juan State	24	Presbyterian Co-Op	132
Go Kids Fairview	60	Sacred Heart Preschool	30
Southside Migrant Camp	11		
Headstart Line St	68		
Headstart Herman Fehl	40		
Tres Pinos Rural Mobile	20		
<b>TOTAL</b>	<b>408</b>		<b>497</b>
<b>70% available to 4 yr olds*</b>	<b>286</b>	<b>50% available to 4 yr olds*</b>	<b>248</b>
<b>TOTAL SUPPLY =</b>			<b>534</b>

For purposes of planning, it is suggested that an estimated 70% of all 4 year old children and their families will be interested in placing their child in a Preschool for All program. Based on this formula and the San Benito County births, the demand would be:

$$892 \times 70\% = 624 \text{ (demand)}$$

Using the formula above of demand minus supply equals unmet needs,

$$624 \text{ (demand)} - 534^* \text{ (supply)} = 90 \text{ unmet needs}$$

It appears that San Benito County is short only 90 slots for 4 year olds. However, this formula is based on every program in the county (including free, subsidized and for-profit) participating in the program which is probably unrealistic since not all tuition-based programs have an interest in participating in a universal program or meet the high level of standards required of a quality preschool program.

A second method to calculate the unmet need is based on only those slots currently available under the direct supervision of the Hollister and Aromas/San Juan School Districts (209) plus other free/subsidized programs in the county (199). Using the same methodology as above to determine unmet needs and the fact that there are only 286 slots available to 4 year old children within the control of the school districts, the formula is:

$$624 \text{ (demand)} - 286 \text{ (supply)} = 338 \text{ unmet need}$$

## **ADDITIONAL NEEDS INFORMATION**

**Attachment A** provides a list of existing Center-Based Preschools (under the school districts and private, tuition based) with a contact person, mailing address, phone number and the capacity for total enrollment.

When developing a master plan for the expansion of preschool, it is helpful to identify and evaluate other resources such as Family Childcare Providers. Childcare Providers are either licensed for 14 children (a large facility) or for 8 (a small facility). The operation of family providers varies from part-day to full-day, varying ages of children, providing meals throughout the day, babysitting services, planned/organized curriculum, field trips and/or other activities outside the home, care to other children in addition to their own children, etc. In San Benito County, according to the data base maintained by Go Kids, Inc., there are 38 active Family Childcare Providers licensed to care for 14 children at any one time (for a total of 532 slots). In many instances, these providers are not at capacity, have mixed ages of children (e.g. all infants, infants and toddlers, school age) and do not have the same number of children in their home on a daily basis. Additionally, the database indicated there are currently 70 active Childcare Providers licensed to have 8 children at their home at a given time (for a total of 560 slots). The same limitations as mentioned above apply to this group of providers. Existing data from the San Benito Resource & Referral Center (Go Kids, Inc.) shows that the county Childcare Providers currently service a small number of 4 year olds. There will be further discussion regarding how Childcare Providers fit into the expansion program later in this document. For purposes of determining the “supply” number, the Childcare Providers slots are not part of the calculation.

However, it is important to examine the locations (availability) of providers in relationship to the elementary schools. Based on providers’ addresses, the table below shows how many provider facilities (licensed for 14 or 8 children) are in each school attendance area.

School	Facilities for 14	Facilities for 8
Calaveras Elementary	3	9
Cerra Vista Elementary	5	18
Gabilan Hills Elementary	4	7
Ladd Lane Elementary	8	6
R.O. Hardin Elementary	7	14
Sunnyslope Elementary	5	11
San Juan Elementary	2	2
Spring Grove K - 8	1	2
	4 - district unknown	1 - district unknown

It is also helpful to review the number of enrolled Kindergarten students in the county to compare it to the number of 4 year old children participating in school readiness programs. Kindergarten enrollment for the 2006/2007 school year per the CDE website was reported as follows:

Location	Number of Kindergarteners enrolled at each site
Calaveras Elementary	75
Cerra Vista Elementary	117
Gabilan Hills Elementary	103
Ladd Lane Elementary	125
R.O. Hardin Elementary	115
Sunnyslope Elementary	141
Bitterwater-Tully K – 8	2
Cienega K – 8	0
Jefferson K – 8	3
North County Spring Grove K – 8	72
Panoche K – 8	0
Southside K – 8	12
Tres Pinos K – 8	16
Willow Grove K – 8	5
Private Schools*	62
TOTAL	848

\*Note: Per the CDE website, since 2000/2001, public school enrollment has increased by 3.9% while private school enrollment has decreased by 9.2%. Private school enrollment K – 12 is 5.3% of total enrollment in San Benito County.

There are approximately 38 Family Childcare Providers that are licensed to care for 14 children at any one time (for a total of 532 slots). Home Family Providers provide services to a wide variety of children of mixed ages. Some have infants as well as after school children up to the age of 10. Existing data from the San Benito Resource & Referral Center (Go Kids, Inc.) shows that they currently service a small number of 4 year olds. There will be further discussion regarding how Childcare Providers fit into the expansion program later in this document. For now, they are not counted into the numbers for supply.

## **PROGRAM QUALITY:**

After more than 40 years of research on the effects of Early Childhood Education and childcare programs, as quoted in *A Vision for Universal Preschool Education* by Edward Zigler, Walter S. Gilliam & Stephanie M. Jones, Cambridge University Press, 2206, p. 108”, two overall findings are clear:

“First, **high-quality** preschool programs can have a remarkable, long-lasting impact on the lives of children, both educationally and in terms of life-long productivity.”

“Second, these impacts are dependent upon the **quality** of the program actually experienced by the child and family. “

An evaluation at the Chicago Child-Parent Centers (Reynolds, Temple, Robertson, & Mann, 2001) of a half-day, publicly funded program with well- qualified teachers serving low- income, minority children, found the following:

- Advantages in reading achievement scores as late as age 14
- Lower likelihood of retention in grade by age 15
- Lower incidence of child abuse and neglect from ages 4 to 17
- Reduced use of special education through age 18
- Lower likelihood of involvement in the juvenile justice system by age 18
- Greater likelihood of high school completion by age 20

## **PROGRAM ELEMENTS:**

Recent studies suggest that all children, no matter what their socio-economic background, benefit from participating in a quality preschool. In other words, “quality” matters whether you are rich or poor. Although quality matters for all children, it is particularly important for low-income families because the home environment frequently does not support language and social development. However, when programs do not meet quality standards, there have been disappointing outcomes in both the private and the publicly funded preschool programs. The key elements recommended for a quality preschool to achieve the full benefit include the following:

1. Preschool classes are led by a qualified teacher with a bachelor’s degree or higher that includes specialized training in early childhood (or child development) and an assistant with at least a CDA credential or an associate’s degree in early childhood education.
2. A system of continuous in-service training for all staff is in place.
3. Teachers are compensated at a rate competitive to the elementary school teachers.
4. There are no more than 10 preschool children per teacher or assistant in the classroom (the ratio is less if there are special needs children).
5. Programs offer full day services as necessary and the possibility of two continuous years of service (usually for 3 and 4 year olds).

6. Implement a curriculum that demonstrates effectiveness in increasing children's school readiness skills.
7. The plan includes a component for parent involvement.
8. The program has a monitoring system (evaluation) with on-site observations made by the Site Supervisor and/or Program Director with results used to improve classroom services.
9. There are funding levels adequate to support high-quality programs.

Where is San Benito County today in regards to program elements?

**1. Led by qualified Teachers:**

- Within the Hollister School District, there are 5 Preschool Specialists (teachers) currently on payroll. Three are teaching in the Migrant preschools (located on the campus of Calaveras and Sunnyslope and the ECE Center, 1011 Line Street, Rm 8), one at the RO Hardin Huskies preschool (funded by First 5) and 1 at Gabilan Hills Gecko Preschool (funded by First 5).
- Within the current classified employees in the Hollister School District, one Preschool Specialist has a BA in Liberal Studies; one holds a BA in Elementary Education (K – 3) from a university in Puerto Rico, one has an AA degree in Early Childhood Education and 2 have obtained a Teacher Permit (preschool credential) from the California Department of Education.
- The pool of eligible personnel is extremely limited. Funds associated with a PFA program will most likely follow the state preschool regulations and require teachers and aides have permits in-hand that match the requirements of the Permit Matrix (see **Attachment B**) defined by the California Department of Education, Credentialing.
- In Spring of 2007, the Hollister School District received funding for 3 new state preschool sessions starting in the 07/08 school year. The grant requires that teachers hold a permit according to the CDE preschool permit matrix. Two of the 5 Preschool Specialists began the process to apply for a permit in Fall, 2007. These 2 individuals are teaching at 2 of the 3 sites that qualified for PKFLP (Pre-Kindergarten Family Literacy Project) state funds (RO Hardin and Gabilan Hills); no teacher has yet been identified for the 3<sup>rd</sup> state session to be held at Calaveras. Note: As of December, 2007, none of the new state preschools are operating due to delays in processing the licensing application.
- There are no assistants currently working in the preschool classrooms with an AA in early education. The numbers of Early Childhood units the aides have completed are very limited. According to state licensing regulation, personnel with less than 6 EC (Early Childhood) units cannot be left alone with children.

- There are individuals in the community who have contacted First 5 San Benito and/or the Hollister School District to inquire about working at the State Preschool Program. Some are or have been employed at a private preschool and are interested in becoming part of the school district system. Others are new to the area or are currently enrolled in Early Childhood Education courses at Gavilan College or San Jose State. With limited personnel in-house at the Hollister School District, it may become necessary to post the positions externally.

## **2. Continuous In-Service Training:**

- a) There is no formal, consistent educational plan for preschool employees as a group.
- b) Both the Headstart and Migrant employees are under the direction of regional offices in Santa Clara County. These offices schedule training sessions for the Headstart teachers and Migrant preschool teachers; teachers from programs funded through other sources are not eligible to attend.
- c) Professional development sessions are provided through the First Thursday Collaborative for Preschool and Kindergarten teachers and Instructional Assistants. Teachers /Aides from private, public and state funded programs are invited. The workshops are sponsored by the Hollister School District, San Benito County Office of Education and First 5 San Benito. There are 6 -7 sessions offered through the school year with the option to receive district credits or a college unit for a fee.
- d) Go Kids, Inc. (the county Resource & Referral Center) offers training sessions for center-based preschool employees as well as Family Childcare Providers. Some of the topics of these trainings are:
  1. Infant/toddler development and care
  2. General childcare business classes (budgeting and record keeping)
  3. The licensing process
  4. Working with parents
  5. Developmentally appropriate activities for children
  6. Guidance and discipline
  7. Music and movement
  8. Setting up the environments for infants/toddlers within the home
  9. Early brain development
  10. Routines as curriculum
  11. Facilitating early learning
  12. Adapting processes for special needs children

### **3. Teacher Compensation:**

- Preschool Specialists in the Hollister School District are currently compensated according to the Classified Employees salary scale. See **Attachment C** for details.
- A salary schedule for Certificated Teachers, **Attachment D**, is included for comparison purposes.

### **4. Teacher to Child Ratios:**

- State subsidized programs follow the licensing recommendation of 8 children to 1 teacher/assistant. No center based preschool currently exceeds a 10:1 ratio.

### **5. Full Day and Two Year Programs:**

- The Headstart Herman Fehl program and the Go Kids Fairview locations are the only free program in Hollister to offer full day programs for 3 and 4 year olds. The state preschools (free to those who qualify by income) in San Juan Bautista (Mi Escuelita and San Juan State Preschool) give priority to 4 year olds and, if space permits, will enroll 3 year olds who can stay with the program for 2 continuous years.

### **6. Curriculum:**

- There is no standard curriculum used by the preschools in Hollister. Some of the curriculums used include Scholastic, Houghton Mifflin, Creative Curriculum, High Scope and a thematic curriculum. The Migrant and First 5 funded preschools use Alpha Friends to introduce letters and sounds since this tool is used by the Hollister School District Kindergarten classes.
- Additionally, the assessment tools utilized vary as well. The tools include Brigance, DRDP-R, Peabody and personal observations with teacher summaries.

### **7. Plans for Parent Involvement:**

- Most preschool programs require parent involvement. However, the state advises that meetings cannot be mandatory.
- The majority of programs provide a parent orientation with an overview of the program, goals for the children, school readiness programs and parent/child interactive reading programs.
- Parents are invited to a variety of events and workshops during the year (e.g. reading programs, nutrition, oral health, parenting skills, etc.).

## **8. Evaluation Systems:**

- Evaluation and/or monitoring systems are varied.
- Headstart provides a specific site supervisor for their Hollister locations.
- The Hollister School District provides limited on-site observation of classroom activities.
- The State Preschools (Mi Escuelita in San Juan and the new state preschools in Hollister) are required to utilize the ECERS (Early Childhood Environmental Rating Scale) to establish and evaluate the classroom environment.

## **9. Funding Levels:**

- The 07/08 school year is the first year Hollister School District has received state funds for 3 preschool sessions (one at Calaveras School, one session at Gabilan Hills and one at the ECE Center for RO Hardin).
- Aromas/San Juan Unified School District has received funds to expand their state preschool operation with one additional part-day session on the campus of San Juan Elementary School.
- Other center-based preschools are either private pay-for preschools, funded by First 5 San Benito, the Migrant program, or Go Kids, Inc.

## **WORKFORCE DEVELOPMENT:**

The expectations for preschool teachers as a profession are rising, but the workforce compensation is not keeping pace. Wages are low and turnover is high. The annual turnover rate of preschool teachers in California is twice that of public K – 12 teachers. Additionally, research suggests that a quality preschool program should be taught by an educated teacher (BA degree). California is 1 of only 9 states that do not require a state preschool teacher to have a bachelor's degree. Currently, the highest requirement for a teacher in the State Preschool is a Master Teacher Permit which requires 24 units in early childhood education and 16 units in general education, considerably short of an AA degree.

There is much controversy in regards to whether a teacher with a BA guarantees improved quality in the preschool program. However, most researchers agree that the BA degree is important to provide teachers with a solid foundation in both theory and practice.

## Where is San Benito County today in regards to workforce development?

Gavilan College (the local community college) offers a variety of early childhood and/or child development courses in support of the requirements of the CDE State Matrix for receiving a preschool permit (credential). The courses offered include the early childhood core courses required within the matrix. However, not all courses are offered in Hollister at the Briggs Building and enrollment in these core classes often means commuting to the Gavilan main campus in Gilroy or to the Morgan Hill campus. This includes night classes and Saturday classes. Gavilan and several other colleges are now beginning to offer more classes on-line that can be completed from a home, school or library computer. The disadvantage of a computer online course is that there is no interface with a professor and no exchange of ideas and techniques with other members of the class.

In 2005, First 5 San Benito began funding a program entitled CARES (Comprehensive Approaches to Raising Educational Standards). It is a program of financial incentives and rewards (based on the number of college units obtained) designed to improve the quality of care in early education programs through education and training. The program is administered by Go Kids, Inc., the Resource and Referral Agency for San Benito County. As a result of the program, many teachers, assistants and childcare providers have taken college level courses and obtained child development permits. The majority of participants in this program are from the private preschool employees and family childcare providers. To date, few of the Hollister School District classified employees have applied for the stipend.

When considering ways to develop and implement a plan to expand the preschool system, the following questions need to be considered in regards to workforce development.

1. What workforce requirements will the county promote? Currently, the educational requirements for the preschool specialists and assistants in the HSD do not follow the recommendations of the permit matrix.
2. What will be the communication plan to advise current early childhood employees of the requirements and include them in opportunities to improve their skills?
3. How can we work more closely with Gavilan College to gain their support in developing more qualified preschool teachers for the county? Currently, there are several Preschool Administrators serving on an advisory committee at Gavilan College, however, they need the support of HSD and the COE to demonstrate future commitment to workforce development.
4. How will we promote innovative ideas to make classes available on-line or in community-based settings during non-traditional hours? The discussions on this topic have begun with the committee mentioned above.

5. How will the county address compensation gaps between preschool and K - 12 teachers with comparable education and experience?
6. How will the county address the possibility of K -3 teachers being interested in preschool positions if and when the compensation is improved? Kindergarten teachers in the Hollister system have verbally expressed interest in teaching preschool foundations to younger children but will not currently consider the position due to the low pay scale.
7. What is the plan to address high turnover rate among teachers?

### **PRESCHOOL AND SPECIAL EDUCATION:**

- Currently, preschool special education takes place in inclusive settings, special day classes, in homes and in private preschools.
- IDEA 2004 is the law that ensures children of special needs have access to regular preschool activities, they participate in state and district wide assessment, ensures accommodations, provides documentation with an IEP (Individual Education Plan) and places the child in the least restrictive environment (i.e. includes children in public or private institutions to be educated with non-disabled children).
- Children's outcomes are measured with the DRDP-R or DRDP Access assessment tool and utilized to determine transition plans from 3 to 4 years of age and from preschool into the Elementary School setting.
- The San Benito SELPA, Early Childhood Education Center team and the Preschool and/or Kindergarten classroom teachers must be involved with the placement of the special needs children in both preschool and Kindergarten to evaluate the most appropriate environment for these children.
- The communication at the ECE Center and the general education preschool classrooms has improved over the past several years, however, the timeliness of evaluating and placing children could be improved. Additionally, when children are ready to exit a special needs class there is often no preschool slot available to them. This is especially true for the Early Start program that is required to exit children as soon as they turn 3 years of age whether it's in October or May of the school year.
- Preschool Teachers with classrooms comprised of special needs children and general education children need the support of Special Education Teachers who can provide curriculum support and suggestions on how to adapt activities to the needs of these children.

## **FACILITY PLANNING:**

Facility planning is critical to realizing full implementation of a preschool system and has implications for every element of the system including educational outcomes for children, staff recruitment and retention, and equitable access for the target population. The link between policies for preschool and policies regarding facilities is often overlooked. Below are some facility issues to be considered in a preschool facility plan:

1. What is the anticipated timeframe for a preschool expansion program?
2. How many children will be served?
3. Who are the key stakeholders and who should be involved in the planning process?
4. Where will (or can) the preschools be located?
5. What standards will apply to the facilities?
6. Who will be responsible for the facility development?
7. What facility resources currently exist in the community? What is the gap between what exists today and what will be needed?
8. What will facilities cost and how will they be financed?

Several counties in California who are actively pursuing Preschool For All have taken on the task of evaluating facilities needs. The results of this exercise have identified the following non-quantitative insights that may be helpful to a Hollister community work group looking at preschool facilities in the future:

- When planning include all sectors of the community, it is easier to identify unused or empty locations.
- Elected officials can help with zoning issues.
- Partnerships with existing childcare facilities, childcare providers and community organizations are key.
- There is a need for full-day programs in areas of greatest unmet needs.
- Community members often support part-day programs if it means serving more children.
- Partnerships with parks, gyms, places of worship where facilities are used only a portion of the day or week creates opportunities.
- Create preschool spaces near other existing resources for parents, e.g. ESL classes or job skill training.
- Evaluate unique needs, e.g. teen mothers, etc.

- High density areas require creative solutions such as second floors, portable or temporary facilities, utilizing existing Kindergarten classrooms at off-hours.
- Incorporate preschool centers into sites earmarked for future development.
- Sometimes leasing or purchasing existing commercial space may be a least expensive model.

Where is San Benito County today in regards to facilities?

Classroom space on the campuses of the 6 elementary schools in HSD and San Juan Elementary school are very limited. With the addition of the magnet schools at Calaveras and Gabilan Hills, these 2 schools are at capacity. Additional funding provided to RO Hardin in the 06/07 school year allowed the Administration to reduce the class size in 5<sup>th</sup> grade. This required utilizing previously vacant classrooms. Sunnyslope was able to add one additional morning session of Migrant preschool in Room 43; this provides an opportunity to add another part-day session in the afternoon. Both Cerra Vista and Ladd Lane schools as the higher performing schools are normally excluded from consideration for preschool services, however, both have pockets of target populations that are low-income, English Learners, free/reduced lunch that could benefit from the “boost” provided by preschool. The Principal at Cerra Vista has expressed an interest in having a preschool on their campus; during the 07/08 school year there was a room that could be assigned for preschool purposes. The Principal at Ladd Lane Elementary is also interested in a preschool session and would do whatever is possible to identify a classroom.

The North County, Spring Grove School has operated 2 preschools classrooms in the past; one was free to low income families, the other was fee-based. During the reconstruction of the school, the preschool space was eliminated and returned to the K – 8 system. However, the Superintendent has expressed interest in revitalizing the preschool program.

Because of limitations on the campuses of the existing elementary schools, it will be necessary to look to other options. **Attachment E** provides a mix of options to be considered when expanding preschool spaces. Within Hollister, there are several license-ready center based private preschools that have space available to enroll additional preschool age children. These include:

- Children’s House - A Montessori School
- Countryside Preschool and Day Care (Note: this facility is currently up for sale)
- United Methodist Church Preschool
- Kinderville
- Little Baler Preschool
- Paddington School Child Development Center
- Presbyterian Co-Op Preschool
- Sacred Heart Preschool

Additionally, it is recommended that the plan include evaluating existing and new licensed family childcare providers who are interested in expanding their business to a “large group” license that could double the number of children they serve. There are several Childcare Providers holding licenses as a large or small family childcare provider who run exemplary home-based models similar to center-based preschools. The personnel at these facilities should be included in the planning discussions on how to expand preschool for all 4 year olds.

The Go Kids, Inc. Fairview location provides a state subsidized preschool program that is free to low income families, has participants whose families pay a fee based on annual income (a sliding scale) and has full-fee children/families as well. During the 06/07 school year, this program had preschool slots available. This organization also supervised and administered a seasonal preschool program (part-day and/or full-day) at a facility located at the Southside Migrant Camp. Because of low enrollment from the camp, they have elected to cease operation at this site. The facility has been returned to San Benito Health & Human Services (who provides the shelter at the camp) for future use. There is an opportunity to partner with Health & Human Services to utilize the facility for additional preschool slots. Additionally, there is a Go Kids facility adjacent to the RO Hardin school property that provides a before and after school program. Originally, this facility was occupied during the day with Kindergarten children before or after the part-day sessions. Since the Hollister School District converted to all-day Kindergarten in the 05/06 school year, the facility is now empty during school hours. There is an opportunity to partner with Go Kids, Inc. to provide a part-day preschool program in a neighborhood of high needs.

San Juan Elementary School is adding a morning part-day preschool session under the recently obtained Pre-Kindergarten Family Literacy program (PKFLP). This provides future expansion with an afternoon part-day session into a classroom that will be licensed and fully equipped with furniture, materials and curriculum. Additionally, since San Juan has been operating a state preschool for about 15 years, they have a lunch/snack program and transportation schedules already in place.

The First 5 San Benito administrative office and community meeting room at 1011 Line Street, Suites 9 and 10, are part of the Early Childhood Education Center. Both of these rooms open onto an existing preschool playground. If alternative space can be found for these employees, perhaps a co-location with another agency, this space could be converted to preschool classrooms. Another consideration might be to add additional modular (portable) classrooms on to the footprint of the Line Street lot that is owned by the Hollister School District. However, since the district is currently working on a district-wide architectural plan for expansion, renovation, remodel, addition of classrooms, it is unclear if this is a possibility.

Once sites are identified for the expansion of preschool classes, estimated renovation costs must be calculated. The renovations can range from minimal (e.g. some furniture/ toys needed, carpets cleaned), moderate (e.g. some painting, lighting, plumbing upgrades) to major (e.g. replacement of ceilings, walls, structural or seismic work).

Associated costs may dictate that the facility is not worth the renovation effort. The Low Income Investment Fund (LIIF) provides a guide for evaluating existing facilities. The Assessment Check List is provided as **Attachment F** of this document.

### **DELIVERY SYSTEM:**

In order to meet an increased demand for preschool, it is recommended that the county build onto the existing preschool and childcare infrastructure to develop a mixed delivery system of providers from the public and private sector. The benefits of a mixed delivery system are to:

- Leverage existing physical facilities; avoid new construction costs and/or slow delivery of portable classrooms.
- Optimize investments already made in publicly funded programs (adding on to the base rather than starting from scratch).
- Increase accessibility to preschool and/or in-home childcare for families who need full day, full year services.
- Provide parental choice to the maximum reasonable extent.

The concept of a mixed delivery system has benefits; however, it is easier said than done basically because private non-profit and for-profit organizations operate in the marketplace while the schools and state funded programs (Headstart, Migrant, and PKFLP) operate in a bureaucracy. Implementing standard procedures, achieving common goals, adhering to research-based teaching practices, being accountable for reporting braided funding will all present challenges. Both types of organizations have respect and trust from the public but it will take a dedicated effort of all participants to realize the potential and not do business the “same old way” because it is easier.

### **FINANCE OPTIONS:**

A long-term strategy to support a quality preschool system would be to secure a stable revenue source and invest in a preschool equivalent to kindergarten; a short term approach is best summed up as “creative financing”. Even in the event that the state eventually does finance preschool for all 4 year old children, it is unlikely that all counties and/or school districts will receive all the financial support they need from the state government. It is always best to explore all funding options and community based organizations where partnerships may be feasible.

Below are possible existing funding sources and/or resources for preschool children and their families. Many of these sources have been utilized by other counties within California.

1. Local city/county tax proposals (propositions)
2. Partnerships with First 5 Commissions (direct services and School Readiness initiative)
3. New monies through AB 172 funds (Pre-Kindergarten Family Literacy Project)
4. Additional monies from the CDE State Preschool program for 3 - 5 year old children
5. Title 1 grants to LEAs (Title 1, Part A, NCLB) that may be used to serve young children from birth to Kindergarten age
6. Family Literacy grants, e.g. Even Start, Early Reading First (part of NCLB act), Early Learning Opportunities Act grant (ELOA)
7. Head Start partnerships
8. Migrant Education Even Start program
9. Child Care Food programs in support of nutritious meals for preschool programs
10. General Child Care and Development Program (utilizes centers and family childcare providers)
11. Community Based English Tutoring Program (CBET) for parents of preschool children.
12. Special Education preschool grants (Early Start)
13. Childcare and Development block Grant (CCDBG) for extended day care after preschool hours
14. CalWORKs, subsidized funds for wrap-around, full-day care
15. Property taxes (real estate tax)
16. General obligation bonds/bond measures
17. Developer Fees (to offset costs of new school construction/upgrading)
18. Professional Learning Community Implementation grants (for professional development)
19. Outside foundations, private organizations, community agency grants
20. Child Care Facilities Revolving Fund (purchase new relocatable facilities, renovate, repair or improve existing building)

## **SUMMARY:**

In November, 2007 the California Department of Education sent a memo to its P – 16 (preschool through college) Advisory Committee on the direction the council should head on the expansion of preschool. In summary the memo states:

“Recent state test scores show a persistent academic achievement gap between Latino and African-American students and their white and Asian classmates. These results are of particular importance to Californians because our state’s future workforce and ability to compete in the new global economy depends largely on how well we educate our children, especially those from low socio-economic backgrounds. An analysis of 8 national studies on racial differences show that at least half of the achievement gap observed at the end of the 12<sup>th</sup> grade can be attributed to the differences that exist at the 1<sup>st</sup> grade.

A vast body of research shows that, when done right, effective pre-K education helps narrow the achievement gap before children start school. Quality pre-Kindergarten programs can make a world of difference by building an important foundation in early cognitive and social skills and fostering a love of learning that endures through the K – 12 years and beyond. Effective pre-Kindergarten programs help all children become ready to learn and ready to read and that early education will serve them well in their school careers. The author’s top recommendation is to provide part-day, high-quality pre-K for all English learner students.”

If additional information is needed on National and local statistics/recommendations plus topics such as budget, phase-in plans, professional development, preschool teaching philosophy and classroom tools, assessment tools and transition into the Elementary School system, please contact the First 5 San Benito office at 1011 Line Street, Ste 10, Hollister CA 95023. Main phone number: 831 634 2046.

## LIST OF ATTACHMENTS

**Attachment A** ..... Center-based Preschool Facilities

**Attachment B** ..... Permit Matrix

**Attachment C** ..... Classified Employee Salary Schedule

**Attachment D** ..... Certificated Employee Salary Schedule

**Attachment E** ..... Facilities Options

**Attachment F** ..... Facilities Assessment Check List

## CENTER BASED PRESCHOOL CONTACT LIST LAST UPDATE 01/08 - CAPACITY

PRESCHOOLS						
NAME/CONTACT	MAILING ADDRESS	CITY/ZIP	PHONE	FAX	COMMENTS	CAPA-CITY
Calaveras Preschool- Migrant - Alejandra Laguna	1151 Buena Vista Road	Hollister 95023	636 4460		One am session/Pm moved to SUN	20
Children's House—A Montessori School - Virginia Lobeck	1191 Westside Road	Hollister 95023	630-3038	N/A	Private	30
Countryside Daycare/Preschool - Deana De Carlo	331 Gateway Drive	Hollister 95023	638-0599	638-1330	Private	136
Early Childhood Education Center - Kathleen Keen	1011 Line Street	Hollister 95023	636-4410 x10	636 4409	Special Needs children; Rms 3, 4, 5, 11	
Early Start Program; Federal funding (w/Santa Cruz County)	1011 Line Street	Hollister 95023	636-4410x13	636-4409	Rm 6; special needs up to 3 only	20
Fairview Preschool - Go Kids - Jessica Kranz	5381 Fairview Road	Hollister 95023	637-9204	637-8024	Subsidized thru state	69
First 5 Huskies Preschool - Jeanette Wright	1011 Line St, Room 7	Hollister 95023	634 4915	634 2049	3 hr sessions; no class MON	32
Gabilan Hills Gecko Preschool - Lizeth Navarette	901 Santa Ana Rd	Hollister 95023	636 4430	636 3908	3 hr sessions; no class MON	32
Go Kids/R.O.Hardin School—Mara Ventura	761 South Street	Hollister 95023	636-8171		Before/after school, K-5 (56 slots)	0
Go Kids/San Benito County R & R - Kendra Bobsin	1111 San Felipe Road, #103	Hollister 95023	637-9205		Keeper of the CEL	0
Herman Fehl 1&2 Headstart -Margarita Gaitan Carillo	1101 Community Parkway	Hollister 95023	636 3285		Full day program	48
Hollister Head Start, Line Street- Margaret Galvan	1011 Line St, Rooms 1 & 2	Hollister 95023	637-3199		Under Santa Clara County	96
HSD Migrant Preschool/Maribel Cortes	1011 Line St, Room 8	Hollister 95023	634-2069		Am/pm sessions; no class FRI	40
Hollister United Methodist Church Preschool - Rochelle Slosi	521 Monterey Street	Hollister 95023	637-0440	N/A	Private	96
Kinderville—Gina Annotti	433 Seventh Street	Hollister 95023	637-3199		Private	46
Little Baler Preschool - Rene Rhodes	1520 Sunnyslope Road	Hollister 95023	637-4326		Private	72
Net's Play-N-Learn Preschool - Lynette Jewett	2051 Calistoga Drive	Hollister 95023	638-1353	N/A	Childcare provider; (14 slots)	0
Mi Escuelita Preschool— Cindy Guajardo	2300 San Juan Highway	SJB 95045	623-2627	623-4327	State preschool; am/pm sessions	96
Paddington School Child Development Center - Reshmi Singh	1431 Santa Ana Road	Hollister 95023	637-5065		Private	108
Presbyterian Co-Op Preschool—Trish Brem	P.O. Box 2701	Hollister 95024	637-5816	637-5816	Co-op Preschool	132
Sacred Heart Preschool - Jennifer Smith	670 College Street	Hollister 95023	637-4157		Parish school	40
San Juan State Preschool - Evelia Arjona	P.O. Box 616	SJB 95045	623-4032		Currently, one session only	27
Southside Migrant Development Center—Lorraine	3235 Southside Rd	Hollister 95023	637-1125		Go Kids operated	20
Spring Grove Preschool - Evelyn Muro	500 Spring Grove Road	Hollister 95023	637-3745		Not in operation 06/07	0
Tres Pinos Rural Mobile Preschool—Julie Dupris	5635 Airline Highway	Tres Pinos 95075	637 5446		Funded by First 5	20
<b>Expansion for the 07/08 school year:</b>						
Calaveras State Preschool	On campus	Hollister	636 4460		New in 07/08, one 3hr session	16
Gabilan Hills State Preschool	On campus	Hollister	636 4430		New in 07/08, one 3hr session	16
Mi Escuelita State Preschool	Campus SJB Elementary	SJB	623 2627		Additional in 07/08, one 3 hr	16
RO Hardin State Preschool	1011 Line St, Room 7	Hollister	636 4440		New in 07/08, one 3hr session	16
Sunnyslope - Migrant	On campus	Hollister	636 4420		New in 07/08, one 3 hr session	18

## Child Development Permit Matrix - *with Alternative Qualification Options Indicated*

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
<b>Assistant (Optional)</b>	<b>Option 1:</b> 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	<b>Option 2:</b> Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth*****
<b>Associate Teacher</b>	<b>Option 1:</b> 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	<b>Option 2:</b> Child Development Associate (CDA) Credential. CDA Credential must be earned in California	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
<b>Teacher</b>	<b>Option 1:</b> 24 units ECE/CD including core courses** <u>plus</u> 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	<b>Option 2:</b> AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth*****
<b>Master Teacher</b>	<b>Option 1:</b> 24 units ECE/CD including core courses** <u>plus</u> 16 GE units* <u>plus</u> 6 specialization units <u>plus</u> 2 adult supervision units	350 days of 3+ hours per day within 4 years	<b>Option 2:</b> BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hours of professional growth*****
<b>Site Supervisor</b>	<b>Option 1:</b> AA (or 60 units) which includes: <ul style="list-style-type: none"> <li>• 24 ECE/CD units with core courses**</li> <li>• 16 GE units*</li> <li>• 6 administration units</li> <li>• 2 adult supervision units</li> </ul>	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	<b>Option 2:</b> BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <b>or</b> <b>Option 3:</b> Admin. credential *** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <b>or</b> <b>Option 4:</b> Teaching credential**** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****
<b>Program Director</b>	<b>Option 1:</b> BA or higher (does not have to be in ECE/CD) including: <ul style="list-style-type: none"> <li>• 24 ECE/CD units with core courses**</li> <li>• 6 administration units</li> <li>• 2 adult supervision units</li> </ul>	Site Supervisor status and one program year of Site Supervisor experience	<b>Option 2:</b> Admin. credential *** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <b>or</b> <b>Option 3:</b> Teaching credential**** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting, <u>plus</u> 6 units administration; <b>or</b> <b>Option 4:</b> Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

**NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.**

\*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

\*\*Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

\*\*\*Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

\*\*\*\*A valid Multiple Subject or a Single Subject in Home Economics.

\*\*\*\*\*Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

*This matrix was prepared by the Child Development Training Consortium. www.childdevelopment.org. Call (209) 572-6080 for a permit application*

**HOLLISTER SCHOOL DISTRICT**  
**2007-2008 Classified Hourly Salary Schedule**  
*Business Office Detail*

RANGE	Yr 1 STEP A	Yr 2 STEP B	Yr 3 STEP C	Yr 4 STEP D	Yrs 5-10 STEP E	Yrs 11-15 STEP E + 2.5%	Yrs 16-20 STEP E + 5.5%	Yrs 21-25 STEP E + 9%	Yrs 26-30 STEP E + 13%	Yrs 31-35 STEP E + 17.5%	Yrs 36-40 STEP E + 22.5%	Yrs 41+ STEP E + 28%
01	10.4333	11.1504	11.9382	12.7765	13.6754	14.0173	14.4275	14.9062	15.4532	16.0686	16.7524	17.5045
02	10.6454	11.3726	12.1806	13.0391	13.9481	14.2968	14.7152	15.2034	15.7614	16.3890	17.0864	17.8536
03	10.8474	11.6049	12.4230	13.3017	14.2208	14.5763	15.0029	15.5007	16.0695	16.7094	17.4205	18.2026
04	11.0696	11.8473	12.6755	13.5542	14.5137	14.8765	15.3120	15.8199	16.4005	17.0536	17.7793	18.5775
05	11.2918	12.0796	12.9280	13.8168	14.7965	15.1664	15.6103	16.1282	16.7200	17.3859	18.1257	18.9395
06	11.5241	12.3220	13.1805	14.0996	15.0894	15.4666	15.9193	16.4474	17.0510	17.7300	18.4845	19.3144
07	11.7463	12.5745	13.4633	14.3824	15.3924	15.7772	16.2390	16.7777	17.3934	18.0861	18.8557	19.7023
08	11.9685	12.8270	13.7158	14.6652	15.6954	16.0878	16.5586	17.1080	17.7358	18.4421	19.2269	20.0901
09	12.2109	13.0694	13.9885	14.9783	16.0287	16.4294	16.9103	17.4713	18.1124	18.8337	19.6352	20.5167
10	12.4533	13.3219	14.2612	15.2712	16.3418	16.7503	17.2406	17.8126	18.4662	19.2016	20.0187	20.9175
** 11	12.7058	13.5946	14.5541	15.5540	16.6448	17.0609	17.5603	18.1428	18.8086	19.5576	20.3899	21.3053
12	12.9583	13.8673	14.8369	15.8873	16.9983	17.4233	17.9332	18.5281	19.2081	19.9730	20.8229	21.7578
13	13.2310	14.1602	15.1298	16.2004	17.3316	17.7649	18.2848	18.8914	19.5847	20.3646	21.2312	22.1844
14	13.4936	14.4228	15.4429	16.5236	17.6851	18.1272	18.6578	19.2768	19.9842	20.7800	21.6642	22.6369
15	13.7663	14.7157	15.7459	16.8569	18.0386	18.4896	19.0307	19.6621	20.3836	21.1954	22.0973	23.0894
16	14.0390	15.0086	16.0691	17.1902	18.4022	18.8623	19.4143	20.0584	20.7945	21.6226	22.5427	23.5548
17	14.3117	15.3116	16.3822	17.5437	18.7557	19.2246	19.7873	20.4437	21.1939	22.0379	22.9757	24.0073
18	14.5945	15.6247	16.7256	17.8770	19.1395	19.6180	20.1922	20.8621	21.6276	22.4889	23.4459	24.4986
19	14.8874	15.9277	17.0488	18.2406	19.5233	20.0114	20.5971	21.2804	22.0613	22.9399	23.9160	24.9898
20	15.1904	16.2509	17.3922	18.6143	19.9071	20.4048	21.0020	21.6987	22.4950	23.3908	24.3862	25.4811
21	15.4934	16.5741	17.7457	18.9779	20.3111	20.8189	21.4282	22.1391	22.9515	23.8655	24.8811	25.9982
22	15.8065	16.9074	18.0891	19.3617	20.7151	21.2330	21.8544	22.5795	23.4081	24.3402	25.3760	26.5153
23	16.1196	17.2508	18.4527	19.7455	21.1292	21.6574	22.2913	23.0308	23.8760	24.8268	25.8833	27.0454
24	16.4529	17.5942	18.8365	20.1394	21.5433	22.0819	22.7282	23.4822	24.3439	25.3134	26.3905	27.5754
25	16.7660	17.9376	19.2001	20.5535	21.9776	22.5270	23.1864	23.9556	24.8347	25.8237	26.9226	28.1313
26	17.1094	18.2911	19.5839	20.9575	22.4119	22.9722	23.6446	24.4290	25.3254	26.3340	27.4546	28.6872
27	17.4427	18.6749	19.9677	21.3716	22.8765	23.4484	24.1347	24.9354	25.8504	26.8799	28.0237	29.2819
28	17.7962	19.0486	20.3818	21.7958	23.3209	23.9039	24.6035	25.4198	26.3526	27.4021	28.5681	29.8508
29	18.1396	19.3920	20.7757	22.2200	23.7754	24.3698	25.0830	25.9152	26.8662	27.9361	29.1249	30.4325
30	18.4931	19.7556	21.1696	22.6442	24.2400	24.8460	25.5732	26.4216	27.3912	28.4820	29.6940	31.0272
31	18.8466	20.1192	21.5736	23.0684	24.6945	25.3119	26.0527	26.9170	27.9048	29.0160	30.2508	31.6090
32	19.1900	20.4727	21.9776	23.4926	25.1490	25.7777	26.5322	27.4124	28.4184	29.5501	30.8075	32.1907
33	19.5435	20.8363	22.3816	23.9168	25.6035	26.2436	27.0117	27.9078	28.9320	30.0841	31.3643	32.7725
34	19.8869	21.1898	22.7856	24.3410	26.0580	26.7095	27.4912	28.4032	29.4455	30.6182	31.9211	33.3542
35	20.2404	21.5534	23.1896	24.7652	26.5125	27.1753	27.9707	28.8986	29.9591	31.1522	32.4778	33.9360
36	20.5939	21.9170	23.5936	25.1894	26.9670	27.6412	28.4502	29.3940	30.4727	31.6862	33.0346	34.5178

**Shift Differential (Part-time Custodians)**

02/I	12.8558	13.7446	14.7041	15.7040	16.7948	17.2109	17.7103	18.2928	18.9586	19.7076	20.5399	21.4553
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**\*\* Shift Differential (Full-time Custodians)**

**HOLLISTER SCHOOL DISTRICT**  
**2007-2008**  
Certificated Salary Schedule

Col	I	II	III	IV	V	VI	VII
	BA	BA+ <u>Cred</u>	BA+30	BA+45 or BA+30 <u>w/MA</u>	BA+60 or BA+45 <u>w/MA</u>	BA+75 or BA+60 <u>w/MA</u>	BA+90 or BA+75 <u>w/MA</u>
1	43,634	45,064	45,541	45,541	46,734	48,857	50,949
2			45,541	46,410	48,530	50,620	52,686
3			46,080	48,200	50,297	52,361	54,421
4			47,875	49,969	52,031	54,094	56,158
5			49,644	51,706	53,769	55,832	57,893
6			51,379	53,443	55,503	57,569	59,633
7			53,115	55,177	57,242	59,304	61,396
8			54,853	56,915	58,977	61,073	63,164
9			56,588	58,655	60,745	62,834	64,484
10			58,327	60,417	62,512	64,128	66,370
11				62,183	63,770	66,013	68,254
12				63,413	65,655	67,899	70,139
13						69,783	72,025
14						69,783	72,025
15						69,783	72,025
16						71,665	73,911
17						71,665	73,911
18						71,665	73,911
19						73,555	75,795
20						73,555	75,795
21						73,555	75,795
22						75,441	77,681
23						75,441	77,681
24						75,441	77,681
25						77,324	79,566
26						77,324	79,566
27						77,324	79,566
28						79,244	81,470
29						81,165	83,376
30						83,084	85,280
31						85,005	87,185

10/4/07

## **A Mix of Options for Expanding Preschool Spaces**

There are several different models of development available when considering the expansion of capacity of preschool facilities. The descriptions below are a sample of the most widely used, and thus, most likely options. Other viable options are combinations of two or more these categories.

### ***Donated existing license-ready space***

A variety of situations can lead public or private entities to donate license-ready space that can be used for preschools. For example, newly built early education centers that have remained unopened due to insufficient program funding; new public schools that have been built with expansion space that has not been filled; private, religious, or temporary schools that may have closed and are not being used; Sunday school facilities that are empty on weekdays.

### ***Licensed family child care provider ready to expand***

The preschool program is envisioned as tapping into family child care capacity through hubs and other methods. A licensed child care provider may be operating a center home for six or more children and be ready to expand to a “large group” license that would double the number of children that could be served.

### ***New licensed family child care provider***

Individuals who let their provider license lapse and had to re-qualify, or a newly qualified provider, could open a new family child care home.

### ***Leased portable on donated land***

Empty space (e.g., parking lots, excess playground space, and parklands) appears frequently, and leased modular units can be placed in these areas to provide a preschool facility. School districts may have freed up many portable classrooms that may be available at competitive rates.

### ***Leased and built-out space in affordable housing developments***

Many affordable housing developments include space for child care centers, usually on the first floor. Funds are needed for build-out and lease of the space, but terms are usually favorable.

### ***Leased and renovated commercial space***

The growth of large retail stores has put many small retailers out of business. This has made reasonably-priced retail space available for renovation and lease. For example, Head Start now operates in what was once a 7-Eleven in El Monte.

### ***Purchased and renovated commercial space***

Costs of renovation can be so high that it is more cost-effective to buy commercial space. Many strip malls—in which large, cost-effective preschool centers could be located—are reportedly available.

### ***Joint use with school districts***

School building programs are viable partners since recent state and local bond funds are beginning to be applied to ease school overcrowding. This an opportune time to work with a district to get a preschool included in a new K-12 facility. The preschool must bring its own dollars, but a joint effort can be cost effective.

### ***Joint use with park, library, housing, etc.***

Public funds are also going to build parks, libraries, and other facilities. Including preschool space in these projects is a possibility.

### ***New center, private sector model***

Many new child care centers have been built with private and non-profit dollars, with many different design approaches that can comply with license requirements. These models can be adapted easily for preschools.

### ***New center, public sector model***

Public entities, such as school districts, the county, and various cities, have also built child care centers using models adaptable to preschool. Regulatory requirements, and the need to comply with union wage scales and work rules, have made these the construction of these public sector centers expensive, but they provide good models.

### ***Expansions of existing centers***

Many directors of existing child care centers express their hopes that the preschool program might permit them to expand their operations by adding dedicated preschool classrooms. Although this approach presumes the availability of contiguous space, it is, where feasible, another way to add facilities capacity.

## **Facility Development Models—Benefits and Costs**

In discussing various facility models, it became clear that each had a set of benefits and costs that were related to fiscal, strategic, quality, and other concerns. The table below (figure 4) is not meant to be a comprehensive review of these concerns, but it does highlight the important issues for each category. However, it should not be assumed that benefits and costs are a factor in every development. Each situation presents its own unique circumstances that positively or negatively impact benefits and costs. Furthermore, each and every facility being considered should meet strict quality standards as well as have space to expand or open. Please refer to the Site Suitability Guideline for additional information on site assessment.

Assessment Checklist  
Public School Facilities  
Preschool Programs (3 – 4 year olds)

Site Location -

Building Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

Your building renovation will be subject to review by the Division of the State Architect (DSA). The Assessment Checklist for Public School Facilities assumes the following:

- The subject building is compliant with the Field Act
- A child care center is an approved permitted use by the School District and DSA, and
- A child care center will not require additional parking spaces by the school district and DSA.

If the subject building is not compliant with the Field Act, the project is assumed to be not financially feasible. Unless a restriction or additional requirements has been implemented by the school district and/or DSA, the other two items of permitted use and parking spaces have been typically approved. For these two items, please confirm with the school district and DSA that these are approved items before proceeding with this checklist.

Please respond to the items listed below. If the responses to all the enclosed items are “Yes”, the space is considered readily adaptable for preschool. For any “No” or “Don’t Know” response, corresponding supplemental information is provided to help evaluate the readiness of the facility and to help guide modifying the facility.

It is highly recommended that all the corresponding supplemental information be read thoroughly so the user can fully understand each item in the check list.

1. **Hazardous Materials:** Does the space have a report indicating no hazardous materials? *(This does not include hazardous conditions, such as mold, that may arise from deferred maintenance or other circumstances and should be treated separately.)* Yes  No  Don't Know
2. **Historical Significance:** Is there **no** historical significance, designation or registration on the building? Yes  No  Don't Know
3. **Location:** Is the space located on the first floor? Yes  No  Don't Know

4. **Property Line:**

a. Does the entrance of the building front onto a public street with a minimum width of 20 feet? Yes  No  Don't Know

b. Except the exterior wall facing the front/street, are none of the remaining walls located within five feet of the property line? Yes  No  Don't Know

5. **Exits:** Does the space have two exits separated by a minimum distance equivalent to one-half the diagonal of the space? Yes  No  Don't Know

6. **Americans with Disabilities Act:** Is the space disabled accessible for entry, path of travel, children's toilets and sinks? Yes  No  Don't Know

7. **Outdoor Space:** Is there a distinct and divided play area directly on the property for preschoolers? Multiply the number of children to be served by 75 square feet per child. This total is the minimum size of the play area unless licensing allows a variance of multiple scheduled play times. Yes  No  Don't Know

8. **Indoor Space (general):** Multiply the number of children to be served by 50 square feet per child. This total is the minimum interior size of the space (35 square feet is required for licensing, exclusive of toilets, built-in furnishings/cabinets below 4'-0", hallways, offices, mechanical room, janitor's closet and storage, therefore 50 square feet is the most common rule of thumb). Does this space have the minimum square footage? Yes  No  Don't Know

**9. Children’s Toilets and Sinks:**

- a. Divide the number of children to be served by 15. This total is the minimum number of children’s toilets and sinks required within the space. Does the space have the minimum number of children’s toilets and sinks? Yes  No  Don’t Know
- b. Toilets and sinks are within the space and allow for easy visual supervision by the teacher? Yes  No  Don’t Know
- c. Are there separate sinks for toilet and for other activities? Yes  No  Don’t Know

**10. Staff Space:**

- a. Does the space have access to two disabled accessible adult restrooms? Yes  No  Don’t Know
- b. Does the space have adult storage space separate from the child care? (*important industry standard for quality*) Yes  No  Don’t Know
- c. Is there a separate space for staff lounge? (*important industry standard for quality*) Yes  No  Don’t Know

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**1. Hazardous Materials**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** Many older buildings contain materials now considered hazardous like asbestos and lead. These hazardous materials have been identified to cause physical harm and/or detrimentally affect the developmental growth of infants, toddlers and young children.

Buildings built prior to 1978 may contain lead paint or exterior playground areas may contain lead due to environmental conditions from lead-based gasoline used in automobiles or from peeling exterior lead paint onto ground surfaces. When lead painted surfaces like a double-hung window slides against its jamb or when a door opens and closes, the friction between adjoining surfaces causes lead dust, which can be ingested by children and cause elevated non-acceptable lead levels.

Asbestos is found in older vinyl floor tile, glue/mastic, roofing materials and in plaster wall and ceiling finishes. When asbestos containing materials are chipped or surfaces are disturbed, small asbestos fibers are emitted and the material is considered “friable”. If inhaled, asbestos fibers have been identified as a carcinogen.

**Solutions:** If the condition of the lead painted surfaces is not decaying or peeling, a frequent cleaning, maintenance and stabilization procedure may be an acceptable procedure to minimize lead dust. Consultation with a certified industrial hygienist or equivalent professional will determine if this is an acceptable procedure.

For asbestos containing materials, encapsulation or the complete covering and sealing of asbestos surfaces can be an acceptable method of controlling the release of asbestos fibers. Consultation with a certified industrial hygienist or equivalent professional will determine if this is an acceptable procedure.

If renovation and construction occurs in the space, a certified industrial hygienist or equivalent professional is hired to perform a hazardous material management program that will instruct the contractor how to control and properly dispose of the disturbed surfaces that contain hazardous materials. The certified industrial hygienist or equivalent professional is also hired to monitor the contractor’s work and adherence to the hazardous material management program.

**Scope of Work:** The following are examples of scope of work related to hazardous materials.

- Lead painted surfaces to be cleaned, maintained and stabilized
- Lead painted surfaces are removed or abated in its entirety
- Asbestos containing materials are encapsulated, and/or
- Asbestos containing materials are removed or abated in entirety

For **Hazardous Materials Costs**, please refer to Cost Study item #1 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**2. Historical**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** Historically registered, significant or eligible buildings are recognized by local jurisdictions to be important to the heritage of its neighborhood, city, state and/or era due to its exterior and/or interior architectural elements/design or was the setting for a historical event or person.

If the proposed building is historically registered, significant or eligible, then any proposed modifications to the exterior or interior needs to be compatible with the state historical building code and if required by the funding source, the renovation needs to be reviewed and approved by the California Office of Historical Preservation (<http://ohp.parks.ca.gov>).

**Solutions:** Determine the interior and exterior renovations required for the child care center. Contact the proper agency that has jurisdiction over the project to establish a project review meeting. For certain projects, in addition to local review, the funding for the project may also require review from the California Office of Historical Preservation.

The project review meeting will establish the standards the jurisdiction will have for the project. For example, if portions of the exterior or interior are determined to have historical significance then those portions need to remain in place or be restored. Other examples include new electrical conduit work may need to be concealed instead of exposed with surface mounted conduit, and/or a damaged wood window would need to be replaced with a wood window of similar configuration instead of a vinyl or aluminum window.

Arrange a time to meet with the agency of jurisdiction at the child care facility to view the areas impacted by the scope of work. At this project review meeting, describe what will be removed and as detailed as possible, what elements (walls, building systems like electrical, mechanical, plumbing, security, fire alarm and fire sprinkler) will be built. Written meeting minutes and photographs documenting the agreed upon scope of work will facilitate its sign-off when the construction is completed.

If the state historical building code is applicable, this code does provide for alternate construction means, which allows for some latitude to accomplish the intent of the current California Building

Code. Please review the state historical building code or work with an architect with knowledge of this code.

**Costs:** The costs will range widely depending on the availability of historical elements or the custom fabrication of these elements. For **Historical Costs**, please refer to Cost Study item #2 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**3. Location**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:**

When a child care center is located above or below the first (ground) floor, Section 305.2.3 of the 2001 California Building Code adds the following requirements to ensure the safe evacuation of children:

- A child care center is allowed to be located in basements or stories having floor levels within four feet (measured vertically) from the adjacent ground level, if exterior exit doors can be provided from that level.
- If a child care center is located on the second floor, the entire building (and not just the child care center) needs to have an automatic sprinkler system throughout as well as having two stairs or exits (that are separated by more than one-half the diagonal of the served space) for the exclusive use of the child care center children and staff. In a panic situation, the building code provides for the safe evacuation of children using their separate stairs and prevents the children from being overrun by adults evacuating the building. Therefore, if the second floor has multiple uses like offices and child care, the offices are required to have their exits separate and distinct from the child care center.
- A child care center can be located above the first floor if the building's type of construction is classified as Type I, Type II-fire resistive, Type II-one hour and Type III-one hour fire resistive construction. These types of construction typically incorporate non-combustible and/or durable elements like concrete and steel or fire-rated gypsum board in multiple layers to achieve higher fire-ratings. However, even with these types of construction, a child care center serving more than 12 children or children under the age of seven cannot be located above the fourth floor. When located in buildings with these types of construction, the child care center will also need to comply with all of the following:
  - a. The entire story where the child care center is located will have an approved manual fire alarm and smoke detection system.

- b. If the child care center is more than 1,000 square feet, the child care center will need to be divided into at least two compartments of approximately the same size by “smoke barriers” with 20-minute fire rated door openings protected by smoke and draft control assemblies. (More detailed information can be reviewed in Section 305.2.3.3.3 in the 2001 California Building Code.) Each of these compartments will have not less than two exits and at least one of the exits shall be into a separate means of egress to a public way.
- c. The entire building (and not just the child care center) will be equipped with an automatic sprinkler system throughout.

**Solutions:** If a child care center is not located at the ground floor, please thoroughly check the existing building for conformance to the requirements mentioned above.

If a child care center occupies the entire second floor and the existing building has an automatic fire sprinkler system throughout, then the building’s existing two exit stairs will be sufficient.

Avoid mixed-use occupancies at the second floor. Otherwise, two new additional exit stairs dedicated exclusively for child care use will be required for a total of four stairs from the second floor to the ground floor. Please note that if new additional exit stairs are incorporated in the building, a corresponding space will be impacted or lost below the exit stairs at the ground floor.

**Scope of Work:** The following are examples of scope of work related to location for a standard classroom size for 24 children at the second floor:

- Automatic fire sprinkler throughout the building (not just the classroom)
- Manual fire alarm and smoke detection system
- New exit stairs from second floor to ground floor, and/or
- “Smoke barriers” with 20-minute fire rated door openings

For **Costs Related to Location**, please refer to Cost Study item #3 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**4. Property Line**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** For the front entrance exterior wall, Section 305.3 of the 2001 California Building Code states: *“All buildings housing Group E Occupancies shall front directly on a public street or an exit discharge not less than 20 feet. The exit discharge to the public street shall be a minimum 20-foot-wide right-of-way, unobstructed and maintained only as access to the public street. At least one required exit shall be located on the public street or on the exit discharge.”*

The building code defines “exit discharge” as *“that portion of the means of egress system between the exit and the public way.”* For example, if the building’s entry does not front directly onto a public street and the building’s entry faces a side entry court, the entry court must have a minimum depth of 20 feet for the distance from the entry doors to the public street. The building code mandates this requirement to facilitate an efficient and rapid egress from the child care center to the exterior of the building and to a public street where occupants can be away from the building and reasonably safe, as well as provide access to the fire department for fire-suppression activities and rescue.

When an exterior property line wall (except the front/street-facing wall) of the child care center is located within five feet of the site’s property line, the California Building Code in chapter 5, Table 5-A requires a fire-rated constructed wall to be able to maintain its integrity when a fire occurs on one side of the wall for a duration of two hours for wood frame (Type V) construction and specific concrete and steel construction (Type II One-hour and Type II-N) with two hour non-combustible fire-resistive ratings. However, certain specific concrete and steel (Types I, II fire resistive, III-one hour, III-N and IV-heavy timber) construction requires a four-hour fire-resistive rating.

If the child care space serves 20 or fewer children, the California Building Code makes an exception to the two-hour fire-resistance requirement and requires one-hour fire-resistance for walls within three feet of the property line for Type V, Type II one-hour and Type II-N construction and again, a four-hour fire-resistive rating for Types I, II fire resistive, III-one hour, III-N and IV-heavy timber construction.

**Solutions:** If the front entrance exterior wall does not open directly onto a public street or exit discharge of not less than 20 feet, please confirm with DSA that child care occupancy will be acceptable. For example, public schools provided educational occupancies previously without complying with this code provision.

Property line exterior walls that are properly constructed of poured-in-place concrete or concrete block typically fulfill the two-hour and four-hour fire resistance requirement. If the exterior wall is constructed with wood framing, the composition of the wall materials for a two-hour fire rating needs to be verified.

If existing approved building permit plans are available, the documentation may indicate the fire-rating construction of the exterior wall. For example, the floor plans may have a note that indicates “two-hour fire rated wall” or a detail reference is adjacent to the property line wall and the detail referenced drawing describes the composition of the wall as a two-hour fire-rated assembly. Underwriters Laboratories (UL) two-hour fire rated walls can be composed by a variety of materials.

If no drawings are available, exploratory demolition may be required to verify the fire-rating of the property line wall. Exploratory demolition is limited and controlled removal of existing construction components. Once all the exterior and interior components are revealed, the local building and/or fire official/inspector will need to review and accept in writing the conformance of the construction components to the required fire-rating.

**Scope of Work:** The following are examples of scope of work related to property line:

- A two-hour fire-rated, 8 feet high wall with two layers of 5/8’ exterior gypsum sheathing on the exterior side and two layers of 5/8” interior gypsum board (stamped Type ‘X’) on the interior side of an exterior wood stud.
- Another example of a two-hour fire-rated, 8 feet high wall is two layers of interior 5/8’ gypsum board (stamped Type ‘X’) and on the exterior side, minimum 7/8” thick cement plaster (stucco) over 5/8” exterior gypsum sheathing.
- If the existing wall is determined **not** to be equivalent to a two-hour fire rating, verify with DSA and fire marshal if constructing a narrow (less than three inches in depth!) two-hour fire-rated shaft wall against the interior wall would be acceptable. Shaft wall construction is designed to be constructed from one-side (or the interior side) and the finished look would be equivalent to a standard painted gypsum board wall surface. Please note that any electrical outlets or other plumbing/mechanical items would need to be relocated to the finished surface of the shaft wall.

For **Costs Related to Property Line**, please refer to Cost Study item #4 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**5. Exits**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** When a child care space serves more than seven children, two exits separated by a minimum distance equivalent to one-half the diagonal are required. (California Building Code, Table 10-A) For example, if a child care space’s longest diagonal is 50 feet, then the horizontal (straight-line) distance measured from the centerline of one exit door to the other needs to be a minimum of 25 feet apart.

**Solutions:** When a child care space does not have two exits, then a second exit needs to be constructed. If the child care space is adjacent to an exit corridor or an adjacent exterior public way like sidewalk or exterior grounds, then the second exit can be constructed in these areas and located to comply with the separation requirements mentioned above.

When a second exit is constructed, temporary shoring may be required if the new door opening is to be located within a load-bearing wall as well as installing a new structural horizontal member (header) and related framing. Also, electrical conduit and other plumbing/mechanical related items may need to be relocated in the wall cavity to achieve the new door opening.

If a building maintenance person is knowledgeable of the space and/or if record or as-built drawings are available, consult with the maintenance person and/or review the drawings for location of existing electrical/plumbing/mechanical items and locate the second exit to avoid disruption of these items and thereby minimize the costs associated with rerouting such items. The new door and frame may need to have a fire-rating as required by the building code and patching/painting the surrounding areas with proper materials to maintain the fire-rating of the wall and provide a finished and seamless appearance.

**Scope of Work:** The following are examples of scope of work related to exits:

- New door and frame in a non-load bearing wall
- New door and frame in load bearing wall
- Relocation of existing electrical
- Relocation of existing plumbing
- Relocation of existing mechanical, and/or
- New fire-rated door and door frame

For **Costs Related to Exits**, please refer to Cost Study item #5 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**6. ADA**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** The Americans with Disabilities Act is a Federal Civil Rights Law that mandates disabled accessibility for public spaces including child care. Provisions for disabled accessibility are incorporated into the California Building Code.

**Solutions:** In renovation projects, the California Building Code prioritizes three aspects of providing disabled accessibility.

The first priority is disabled access at all entrances to the child care. Approaching an entry door, the slope of the walkway to the landing in front of an entry door cannot exceed a slope of one vertical to 12 horizontal (1:12 or 8.3%) and the “level landing” in front of an entry cannot exceed a slope of ¼ vertical to 12 horizontal (¼:12 or 2%). The minimum depth and length of the “level landing ” is determined by the swing (inward or outward) of an entry/exit door and the walkway’s directional approach.

Should the walkway have a slope of less than 8.3% (1:12) and greater than 5% (1:20), the walkway is considered a ramp and handrails on each side of the walkway/ramp will be required. If the walkway has a vertical rise greater than 30”, a 6’-0” level landing is required for every 30’ of vertical rise. The minimum width of an entry door typically needs to accommodate disabled access as well as exiting/occupant load requirements and depending upon these requirements, a single or double 3’-0” wide by 6’-8” high door(s) will be required by the California Building Code. (The actual requirements require calculating the number of children and staff (occupant load) that will exit through these doors and multiply this number by a width factor established by the California Building Code.)

The second priority is the path of travel to the child care space. Once beyond the entry door and in order to use the child care, the path of travel to the child care needs to be disabled accessible. If the hallway has stairs between the entry door and child care then the path of travel is not disabled accessible. If the amount of stair risers is few and the hallway has sufficient length, the stairs could be removed and a disabled accessible ramp (maximum slope would be 1:12 with handrails on each side with proper length of top/bottom landings) could be installed. Check with the building maintenance person and/or record/as-built drawings to verify that no main electrical/plumbing/mechanical items are below the stairs prior to removal. Relocating main electrical /plumbing/mechanical items may make the installation of a disabled accessible ramp cost-prohibitive. If installing the disabled accessible ramp is feasible, verify that the adjacent

existing hallway doors clear the ramp and no conflict or a change in level greater than 1/2' will occur.

If a ramp is not feasible, some local building jurisdictions may accept a vertical lift though an elevator would be preferred. Please check with the local building department for acceptability of the preferred direction.

The third priority is making the sanitary facilities, like children's and adults' toilets, and a partial list of other items like door hardware, sinks, kitchen appliances and countertops to be disabled accessible.

For children's and adult's toilets, the water closet's centerline needs to be 12" for children's toilets and 18" for adult's toilets from the side wall as well as having sufficient space of 48" in front and up to 32" to the side of the water closet. Grab bars at the water closet's side and back are also required and must withstand a vertical load of 250 lbs.

Other Items include the following:

- Door knobs need to be replaced with levers
- Sinks and kitchen appliances should have controls that do not require tight grasping, pinching or twisting of the wrist
- Countertops should have a maximum height of 34" to its top
- Temporary ramps for interior and exterior thresholds and steps

Please refer to the California Building Code's Chapter 11, which provides diagrams and narrative on these and many other requirements for renovation and new construction projects.

**Scope of Work:** The following are examples of scope of work items related to the Americans with Disabilities Act:

- New exterior concrete walkway with handrails on each side of the walkway
- A new 3'-0" wide entry door with standard reframing
- New interior ramp, without relocation of electrical, plumbing and mechanical items
- New interior ramp with relocation of electrical, plumbing and mechanical items
- New adult toilet and sink
- New children's toilet and sink
- New grab bars
- Replacing door knobs to door levers
- Standard lower cabinet with a finished plastic laminate countertop height of 34"
- Temporary ramps for interior and exterior thresholds and steps (when more cost-effective or practical than permanent ramps)

For **Costs Related to Americans with Disabilities Act**, please refer to Cost Study item #6 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

## 7. Outdoor Space

### Site Location -

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** Licensing requires exterior play space appropriate for children. The exterior space should be close or adjacent to the interior child care space. The exterior space needs a defined perimeter such as a minimum four feet high fence and the play equipment must be age appropriate.

**Solutions:** If the square footage of the exterior space is below the minimum 75 square feet for each child, contact licensing for a determination if two play sessions will be acceptable, reducing the required square footage to one-half of the minimum 75 square feet for each child.

Please note that the exterior space is subject to the California Playground Safety Regulations, which requires a certified playground safety inspector to review the finished exterior space for compliance to established guidelines. Some of the guidelines include a safety material like a unitary surface or square thick recycled-tire modular units below an exterior play structure and extending this safety material for a minimum 6 feet safety zone from any perimeter point of an exterior play structure; avoiding tripping hazards; a weather-resistant cover to protect the sand area from cats and droppings from small animals and many more items. A list of certified playground safety inspectors can be found at the California Park and Recreation Society website [www.cprs.org](http://www.cprs.org).

Though licensing requires the availability of drinking water at the exterior space, a drinking fountain is not mandatory and a portable water cooler with disposable cups can be acceptable.

Child care operators of preschool programs may be required by their operating funding source to comply with higher quality standards. Industry standards for quality recommendations include the following:

- Adequate and safe outdoor space that is easily supervised (clear sightlines, etc.)
- Protected exterior and indoor spaces that could be used in the event of inclement weather
- Outdoor space has convenient features (close to toilets and drinking water, accessible storage and/or direct access to classrooms)
- Outdoor space has some protection from the elements like strong winds or has areas that can provide shade
- Varying types of surfaces, e.g. grass, cement, sand, etc.

**Scope of Work:** The following are examples of scope of work related to outdoor space.

- New play structure
- Integral “unitary” safety floor surface material
- Drinking fountain with hi-low drinking spouts
- Sand box
- Benches
- Planter boxes
- Storage, and/or
- Four feet high fence

For **Outdoor Space Costs**, please refer to Cost Study item #7 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

## **8. Indoor Space, General**

### **Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Background:** Licensing has established a minimum ratio of 35 square feet of child care space for each child. The 35 square feet does not include the area dedicated to toilets, hallways, offices, mechanical room, janitor’s closet, storage and built-in furnishings and cabinets below 4’-0”.

**Solutions:** If the square footage of the interior space is below the minimum 35 square feet for each child, review the space to determine if any of the lower cabinets or built-in furnishings can function properly as wall cabinets mounted with clearance of 4’-0” above the finished floor. Now, the area below the wall cabinets can be counted as part of the square footage of the interior space.

Though licensing requires the minimum interior space to be no less than 35 square feet for each child, industry standards for quality recommend 50 square feet of interior space for each child. The 50 square feet per child allows more designated activities to occur and reduces the amount of activity and circulation congestion within the child care space.

Other industry standards for quality include the following:

- Ample indoor space that allows children and adults to move about freely with appropriate sightlines for supervision, good ventilation, natural lighting, good acoustics and space that is accessible to children and adults with disabilities
- Individual cubbies for each child in the classroom to store their personal belongings
- For best safety practices, provide safety covers/caps at electrical sockets
- If the program offers food, space for food preparation must be away from play and toileting and include enough space for maneuvering and be disabled accessible
- If the program operates in the afternoon, sufficient space for nap cots or mats must be available. Ideally, when mats are being used, they will be three feet apart, but should never be less than 18 inches apart or separated by solid barriers

**Scope of Work:** The following are examples of scope of work related to indoor space.

- Provide safety covers/caps at electrical sockets
- Food preparation area
- Four feet pre-fabricated wall storage unit
- Loft play structure
- Built-ins: cubbies, storage cabinets, etc.

For **Indoor Space Costs**, please refer to Cost Study item #8 on in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**9. Children’s Toilets and Sinks**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**a. Minimum Number of Children’s Toilets and Sinks:**

**Background:** Licensing mandates a minimum ratio of one children’s toilet and one sink for each 15 children served at the child care center. Toilets are available that are specifically designed and sized for preschool children.

Industry standards for quality recommendations include the following:

- Programs must have a sink for hand washing after toileting and a separate sink for all other things. (Ideally programs will have at least one child-sized sink and one adult sink available for non-toileting purposes.)
- Hands free and temperature controlled faucets
- Hands free soap dispensers
- Hand dryers  
(Please note that child care programs that are primarily concerned about hygiene have found the hands-free (motion-sensor) faucets and hand dryers to be a better alternative to handle faucets and paper towels. However, handle faucets and paper towels may be a more developmentally appropriate option for children learning proper hygiene and how to use bathroom fixtures.)

**Solutions:** If no children’s toilets and sinks are installed at the facility, keep in mind the following when incorporating these items at the facility:

- **Budget: Preferred Location and the Proximity to Existing Plumbing**

If the preferred location of the children’s toilets and sinks is close to existing plumbing, (which includes water supply, drain lines and vents), and the existing plumbing has sufficient capacity (existing diameter of supply, drain and vent lines are acceptable for the amount of toilet and sink fixtures to be served), the cost of installing these items may be more reasonable. As a rule of thumb, the further the preferred location is away from the existing plumbing, the construction cost increases.

- **Building's Type of Construction:**

If a building has wood-framed walls and floors instead of concrete walls and floors, the renovation cost associated with the wood-framed building may be lower if a crawl space below the floor is available and no hazardous asbestos-containing flooring or lead painted surfaces are present. The concrete building would need to have its concrete floor slab saw cut to run the drain lines and may require new framed wood or metal stud (furred) walls against existing concrete walls to run the new plumbing. For both types of construction, please refer to as-built or record drawings and/or the building's maintenance person for location of existing utilities to avoid construction conflicts.

- **Disabled Accessibility:**

Renovation or new construction of children's toilets and sinks needs to conform to disabled accessibility clearances and requirements. Also, children-sized toilets vary in dimensions from one manufacturer to another and may affect critical minimum disabled accessible clearances. Please refer to the Supplemental Information No. 6, Americans with Disabilities Act.

## **b. Location of Children's Toilets and Sinks:**

**Background:** If the children's toilets and sinks are not located in the space and away off the corridor, the activities within the child care will need to be adjusted or disrupted to allow for proper monitoring of children when the toilets are used. Licensing requires, at a minimum, visual supervision of all children at all times. Therefore, children are not allowed to exit the classroom to use the children's toilets on their own and a teacher or designated adult aide would need to accompany the child/children.

Some child care centers require children to use the corridor-located children's toilets at set times. As a result, the child care's activities revolve around these set times and invariably and occasionally, some children do not conform to these set times and the entire class is disrupted or "an accident" happens within the child care center.

**Solutions:** By having children's toilets and sinks within the child care and surrounded by low walls, children can use the toilets when the need arises and be under the visual supervision of the teacher, who can maintain compliance with licensing and the continuity of the class activity without disruption.

The location of children's toilets and sinks within the space should be planned in relationship to the other activities and if possible, close to existing plumbing and conform to disabled

accessibility clearances and requirements. See Supplemental Information No. 6 Americans with Disabilities Act.

**Scope of Work:** The following are examples of scope of work related to children's toilets and sinks.

- New children's toilets (2) and sinks (2) (disabled accessible with wood floor structure) with low walls – close to existing plumbing
- New children's toilets (2) and sinks (2) (disabled accessible with wood floor structure) with low walls – far from existing plumbing
- New children's toilets (2) and sinks (2) (disabled accessible with concrete floor structure) with low walls – close to existing plumbing
- New children's toilets (2) and sinks (2) (disabled accessible with concrete floor structure) with low walls – far from existing plumbing
- New child size trough sink for arts
- Hands free and temperature controlled faucets
- Hands free soap dispensers
- Hand dryers

For **Costs Related to Children's Toilets and Sinks**, please refer to Cost Study item #9 in the table at the end of this section.

**Supplemental Information  
Public School Facilities  
Preschool Programs (3 – 4 year olds)**

**10. Staff Space**

**Site Location -**

**Building Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**a. Adult Toilets and Sinks:**

**Background:** Licensing requires toilet facilities used by adults to be separate from those being used by children. The adult toilets and sinks do **not** have to be within the child care space.

**Solutions:** The California Building Code requires separate gender (men and women’s) or two uni-sex adult restrooms for a child care facility. The building code allows for an exception for retail businesses with four or fewer employees to have one uni-sex adult restroom. However, an exception for a child care facility can be found not in the main body of the building code but in appendix chapter 29A, minimum plumbing fixtures.

However, the appendix chapters are not legally binding unless specifically adopted by DSA. If appendix chapter 29A is adopted and applicable, Footnote 3 indicates “*When the design occupant load is less than 10 persons, a facility usable by either sex may be approved by the building official.*” If the total amount of child care staff is nine or less, please review with DSA if one uni-sex adult restroom would be acceptable.

If no adult toilets and sinks are installed at the facility, keep in mind the following ideas when incorporating these items at the facility:

- **Budget: Preferred Location and the Proximity to Existing Plumbing**

If the preferred location of the adult toilets and sinks is close to existing plumbing, (which includes water supply, drain lines and vents), and the existing plumbing has sufficient capacity (existing diameter of supply, drain and vent lines are acceptable for the amount of toilet and sink fixtures to be served), then the cost of installing these items may be more reasonable. As a rule of thumb, the further the preferred location is away from the existing plumbing, the construction cost increases.

- **Building’s Type of Construction:**

If a building has wood-framed walls and floors instead of concrete walls and floors, the renovation cost associated with the wood-framed building may be lower if a crawl space

below the floor is available and no hazardous asbestos-containing flooring or lead painted surfaces are present. The concrete building would need to have its concrete floor slab saw cut to run the drain lines and may require new framed wood or metal stud (furred) walls against existing concrete walls to run the new plumbing. For both types of construction, please refer to as-built or record drawings and/or the building's maintenance person for location of existing utilities to avoid construction conflicts.

- **Disabled Accessibility:**

Renovation or new construction of adult toilets and sinks needs to conform to disabled accessibility clearances and requirements. Please refer to the Supplemental Information No. 6, Americans with Disabilities Act.

## **b. Adult Storage Space and Lounge:**

**Background:** Recommendations for a quality child care include the following:

- Separate areas for staff (separate bathroom, safe places for storage of personal belongings, facilities for staff meals/snacks and area away from classroom with adult sized furniture), accommodations for staff with disabilities
- Adequate space for files, adult meetings, ample storage (for staff needs as well as for hazardous materials such as cleansers, etc.)

**Solutions:** Review what existing adjacent spaces are not being used and whether those spaces can be used as a staff lounge as well as storage. If walls need to be constructed for a staff lounge and storage, please confer with the local building department to determine the required permits for construction, mechanical ventilation and electrical.

One consideration is if the ceiling height is tall where the staff lounge and storage will be located, reducing the wall height and framing a ceiling may reduce the overall costs. For example, rather than frame the walls of a staff lounge and storage to the full height of a space with a 17 feet high ceiling, it may be more cost effective to frame the walls to eight feet and platform frame a ceiling.

**Scope of Work:** The following are examples of scope of work related to staff space.

- New adult toilet and sink (disabled accessible with wood floor structure)– close to existing plumbing
- New adult toilet and sink (disabled accessible with wood floor structure)– far from existing plumbing
- New adult toilet and sink (disabled accessible with concrete floor structure)– close to existing plumbing

- New adult toilet and sink (disabled accessible with concrete floor structure)– far from existing plumbing
- New staff lounge

For **Costs Related to Staff Space**, please refer to Cost Study item #10 in the table at the end of this section.