

Preschool Planning Work Group Meeting Minutes
December 11, 2008
4:30-6:30pm

Work Group: Workforce and Quality

Chair: Michele Mosher (Cabrillo Mentor Program)

Present: Vicki Boriack (First 5); Maria Castro (CCMHS); Gayle Evans (ROP Watsonville); Jean Gallagher-Heil (Cabrillo); Erica Ismerio (YWCA); Christine Kalinowski (Ceres Policy Research); Kathy Lathrop (PVUSD); Diane Oyler (CCPC); Cyndi Torres-Rica (Soquel School Board); Jerri Winner (SCC Head Start)

Absent: Julie Olsen Edwards (Cabrillo); Irene Freiberg (Growing Years Preschool); Marilyn Moore (Community Bridges); Theresa Valdez (CPC); Claudia Vestal (Casa Pequena)

Item	Detail	Action and Due Date
Review Agenda	<ul style="list-style-type: none"> ▪ Discuss what the goals of the committee are and begin to shape the recommendations of the committee. ▪ Michele Mosher will be absent January 8; Kathy Lathrop will chair the meeting 	<ul style="list-style-type: none"> ▪ Must begin the discussion of what the groups recommendations will be
Begin discussing workforce and quality recommendations	<ul style="list-style-type: none"> ▪ Recommendation due by March 2009. ▪ <u>Goal of group:</u> To make recommendations on what Quality standards we would like to see in state funded pre- school and in work force preparation and educational supports for the work force. ▪ <u>Quality evaluation tools.</u> Do not want to add new tools to the already cumbersome process. Have our recommendations align with the current state standards. <ul style="list-style-type: none"> ○ ECERS-R may be recommended. Training would be needed.. Also it is very heavily environmentally driven. ELCO is more strongly related to literacy and language. CLASS is a tool from UVA that HS may adopt. DRDP is very specific. ○ Head Start writes goals and improvement plan for everyone in a program and parent survey and a master goal. ▪ <u>Quality rating systems for funded PS.</u> Review LA County's Star Rating system at next meeting. There could be a base level of quality for funded preschools and incentives to get beyond that base level. LAUP uses a 3,4, and 5 star rating system.. The incentive in LAUP is increased funding with increased quality. Parents also see these ratings in choosing a preschool.. ▪ <u>Workforce</u> Recommendations of levels of education for different teaching positions may be tied to CA matrix. Think about what level of education is required is required for teachers to earn a living wage. How can teachers be paid more for more education? 	<ul style="list-style-type: none"> ▪ Resources for 1/8 mtg: matrix, LAUP and other county recommendations, ECERS-R and Program Administration Scale; WF & Master Plan from CPC. ▪ Vicky will bring LAUP's incentive scale for star rating system, SM PFA pilot sites. ▪ Michele will send power point presentation on parent survey to group members that will miss it. ▪ Michele will send a link for LAUP Star Rating System to review at next meeting. ▪ Kathy will email regarding additional permit questions and information regarding them. ▪ ECERS-R Michele has a training video and workbooks. Barbara Riverwoman is a trainer.

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Work Group: Family and Diverse Delivery Systems

Chair: Alma Martinez (First 5 Santa Cruz)

Present: Elizabeth Chavez (SPIN); Linda Kishlansky (Special Education Consultant); Sita Moon (CDRC); Ellen Murtha (ChildCare Ventures, EITC, IDA); Nicole Young (Optimal Solutions Consulting, Parent)

Item	Detail	Action and Due Date
Debrief from last meeting	<ul style="list-style-type: none"> ▪ Most changes from last meeting were incorporated, but need to see final provider survey. ▪ Discussed the difficulty with providers receiving calls to complete surveys-too busy for a survey call in the middle of the day. <ul style="list-style-type: none"> - Survey can possibly come up during the CDRC regular 3 month check-up calls. - Perhaps the survey by phone isn't too cost effective being that each will take from 15-20 min and there will be about 500 surveys. ▪ Discussion about more cost effective ways to administer survey <ul style="list-style-type: none"> - Group doesn't think every provider needs to be accessed by phone; Survey Monkey could be tried first and offer some sort of incentive (i.e. first 20 getting something free); the people who do not complete it online will get the postcard. 	<ul style="list-style-type: none"> ▪ Recommendation for teacher/provider Survey: <ul style="list-style-type: none"> ○ First Survey monkey (see notes). ○ Second provide a hard copy to sites that did not complete Survey Monkey. ○ Lastly implement survey via phone.
Setting overarching goals	<ul style="list-style-type: none"> ▪ Handout passed out with 3 brainstorming ideas for overarching objectives; Once overarching goals are set, need to figure out the strategies <ul style="list-style-type: none"> - Suggestion to look at other areas to get a better idea for this committee. - Seems difficult to want to develop these goals/objectives now since results from surveys are still not known. ▪ Items from handout are compared to the original goals and objectives (discussed a while back at the retreat) <ul style="list-style-type: none"> - Add to item #2 that a resource guide should be developed with all the pre-schools, centers, etc. to let parents know that they have choices. ▪ We should recommend that some inventory be taken of what's available in terms of training, etc. which would be tied to survey results to ensure that new centers would have all this training. 	<ul style="list-style-type: none"> ▪ The setting of goals and strategies need to come out of the parent surveys demonstrated needs.

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	<ul style="list-style-type: none">▪ Because we want to promote quality care with families, parent education plan and an outreach plan should be included.▪ Also need to advertise what the benefits are of being in Pre-K; a big part is being able to get in and observe. Aside from wanting to market outreach and the value of Pre-K, we need to make sure not to invalidate the experience at home. Perhaps blurbs or personal testimonies from parents would help.▪ Parent education would go under the first point on the handout to make sure that families are always included.▪ The Brainstorming ideas work in a broad sense and can be narrowed down later.▪ Might actually have to do some targeted outreach once the survey results are known; might also see differences between groups and might have to do a multilayered outreach plan.▪ In terms of timeline, are actually in the middle for developing strategies/goals.▪ Discussion of ways to reach out (community TV, radio, reaching Indigenous populations).	
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Work Group: Articulation and Transition

Chair: Ann Wise (SLV)

Present: Tricia Pastor (Live Oak School District); Craig Young (Mintie White); Kim Sakamoto-Steidl (Freedom School/Cabrillo); Monica Lalanne (Camden School); Lorena Gonzales (SCCCC Head Start); Bonnie Farrar-Dunbar (PVUSD/Steering Comm.); Jessica Roa (Ceres Policy Research)

Item	Detail	Action and Due Date
Review Agenda	n/a	
Review family child care and centers survey	<ul style="list-style-type: none"> ▪ Discussed finalizing the goals for the committee. Reviewed list of goals compiled in June at retreat such as articulation; best practices; develop ongoing communication between ECE & kindergarten communities, etc. (See retreat notes.) ▪ Comparing preschool standard and k standards and discussing the development of a plan between ECE and kindergarten community. ▪ Clarifying articulation– come from frame of reference using best ways of articulation to devise an ideal plan – Addressing not ‘the what’ but ‘the how’ with a collaborative effort to use plan and, if participating in plan, times will be provided as a requirement to show what is being done. ▪ Create a framework so that this seems possible to get as much buy in as possible. ▪ Set up structure for plan but also eventually providing money for plan implementation with opportunities for stakeholders and teacher participants to meet together along the way. ▪ Question posed about K teachers coming together and acknowledging that some Pre-K kids are not ready. ▪ Answer: Del Mar is a P-1 school: we had student study teams in which K teachers got together – went through every child and their background face to face. Teacher makes recommendations based on these meetings. ▪ Develop plan in terms of professional development for Pre-K teachers. Pre-K teachers need to learn to articulate to K teachers when students are ready or not. Pre-K teachers need to justify their pedagogical tactics to K teachers from an ECE purview. ▪ Discussion about when is the best time to communicate with K teachers about 	<ul style="list-style-type: none"> ▪ Brainstorm needs for transition in next meeting. ▪ Read UCLA article about transition planning. ▪ Any information re: or other transition plans – extra homework. ▪ Tricia will do an informal survey and Lorena can ask her Pre-K teachers: What is it that you want to have happen AND what are you doing?

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their incoming students in an arena that is palatable for Pre-K teachers, parents, and K teachers.

- Could begin by asking a variety of different teachers
- Could hold mini-conference but teacher to teacher
- Potentially formalize this with all of the schools
- What is the transition plan?
 - kids go visit K teachers before they sign up in Spring
 - it is key to do it before – so everyone knows who is getting who and in case someone gets too many firecracker behaviors/personalities - and there are some that just show up
 - meet at beginning of the year and at end of the year
- Perhaps Angela could collect entry procedures that every school has: their round up; what do the schools do to facilitate this? What intake paperwork?
- Transition of Pre-Ks into K. How are schools creating classes? Using what input? Teacher should do it not principal. Make this information accessible to all – families included – i.e. at open house.
- Set up framework for how transitions happen and needs assessment
- Next meeting have a brainstorming session about transition for Pre-Ks into K. i.e. What are you doing? What is ideal? Focusing on articulation.
- Next steps:
 - ask Pre-K teachers what would work for them in re to transition what would they like to see?
 - Articulation group will read UCLA readiness article regarding transition all the ingredients are in there in 4 areas
 - Article will allow you to find choices in those 4 areas and explore at the beginning of every year what is going to be best practices
- Process discussion about teachers coming together but difficult to do given funding cuts of staff development days.
- Should proceed with putting out the best practices separate from the money issue. Group needs to develop an ideal plan and from that will prioritize goals.
- Do homework and do reading – notes taken from meeting held 12/10/08 re: models for moving family daycare into Pre-K into moving into K and the ways that collaboration to occur.
- Find out what are the common assessment practices in the county.

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	<ul style="list-style-type: none">▪ Example of SLV as nonintegrated practices between 3 campuses.▪ Boards and superintendents should be educated about our programs – using research and child dev/ECE knowledge to articulate specific needs and best practices to the principal – school board tour.▪ Come up with common understanding and events that work for the transition plan.▪ Watkins is going to have to have buy in – more presentations to boards etc education of Pre-K to K transition has to be prioritized.▪ Because of reputation of Pre-K teachers as ‘whiners’ start by asking for what you need. This level doesn’t have an infrastructure that K-12 has – push for needs.▪ Address quality issues of Pre-K – bring in research re: low-performing schools.▪ So many diff things happening in Pre-K programs – different levels i.e. language delays.▪ Language delays stem from: cultural issues, language issues, and economic issues – biggest is neglect.▪ Research cannot argue with is about brain development in relationship to language: the more the child is spoken to the more they develop.▪ State the vision and say how much we want.▪ Question: if working within program agency can you find a program about what is it that you really need? Take action steps to find out.	
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Work Group: Facilities and Finance

Chair: Jim Hopper (CA, DSS)

Present: Susan True (First 5); Ellen Ortiz (Child care consultant); Larry Drury (Go Kids); Angela Irvine, (Ceres); Karina Cervantez (Ceres); Kathleen Howard (Soquel Union Elementary School District); Carol Mulford (CDRC)

Item	Detail	Action and Due Date
Review Minutes of Last Meeting	<ul style="list-style-type: none"> ▪ Minutes were e-mailed to all group members. There were not any recommended changes. 	N/A
Review our work group objectives	<ul style="list-style-type: none"> ▪ Jim summarized some of the past activities of the working group for new members in attendance. ▪ Ongoing: Collection of finance information. ▪ <i>Go Kids</i> business plan presented by Larry Drury, funded by the John S. and James L. Knight Foundation (private foundation). <ul style="list-style-type: none"> ○ The “community organizing” process was described including <ul style="list-style-type: none"> • door-to-door neighborhood canvass and survey of families to identify needs, • identifying resources within the <u>defined geographic boundaries of a specific school</u> (important to distinguish the needs of pockets of special populations and families attending specific schools within a larger school district), • identifying collaborators , • and getting “buy in” from school and providers . ○ <u>DISCUSSION:</u> <ul style="list-style-type: none"> • Preschool for All failed because it needed to get existing care providers involved in the process. • Who are we referring to when we say “preschool for all?” Low-income, ELL, Latino students are least likely to have access to pre-k. • Shortage of subsidized child care • Also a need to find quality child care close to home. • Inventory of School Geographic Area to determine existing vacancies at child care centers; suggested geo- 	<ul style="list-style-type: none"> ▪ Jim will get information to Kathleen.

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	<ul style="list-style-type: none"> mapping to plot the needs • Be able to get existing providers ADA monies while establishing standards 	
Elementary School as a non-profit hub	<ul style="list-style-type: none"> ▪ Important to think about how we are going to package all of this information. ▪ School site does not necessarily have to house the non-profit hub. Community based organization may have more flexibility/ less bureaucracy. ▪ Kathleen mentioned the model of school and community partnerships of the Soquel Union Elementary School District with Campus Kids Connection. Formal agreement but simple: MOU, use of facilities for special events (i.e. parent education classes), day-to-day activities off site ▪ Schools have the facilities non-profits may want to utilize for special events. ▪ Important issues to consider: Kathleen mentioned that it would be difficult to establish a relationship between public schools and faith-based child care centers. The schools also do not usually maintain a list of existing providers because they could face liability issues if they are perceived as recommending a provider. Would a coordinator be provided for each district to monitor the operations? Schools work very independently and may not want the “oversight.” Would there be a pilot operation, both in North and South County? 	N/A
Break for Survey Presentation	<ul style="list-style-type: none"> ▪ Angela Irvine, of Ceres Policy Research, reviewed family survey findings. 	N/A

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