

Preschool Planning Meeting
February 12, 2009
4:30-7:30pm
County Office of Education

Articulation and Transition Work Group

Chair: Ann Wise (SLV)

Present: Lorena Gonzales (SCC Head Start), Jessica Roa (Ceres Policy Research), Irene Freiberg (Growing Years Preschool), Christine Furlanic (Parent), Bonnie Farrar-Dunbar (PVUSD/Steering Comm), Kim Sakamoto Steidl (Freedom School/Cabrillo)

Members Absent: Craig Young (Mintie White), Tricia Pastor (Live Oak School District), Monica Lalanne (Carden School of Santa Cruz), Rob Mullen (CCP)

Item	Detail	Action and Due Date
Review Agenda	<ul style="list-style-type: none"> • Review of Minutes as summarized by Kim Sakamoto 	
Brainstorm ideas for implementing a smooth transition between preschool & kindergarten	<ul style="list-style-type: none"> • Going over the techniques of how to conduct outreach • County could facilitate outreach because all kinders are registered with county • We need county-wide list • Kinder round up can happen right now without the need for more funds • Every school has there own system but without transparency • Private do it more fervently and overtly versus public school efforts • In SLV teachers break up and one does paperwork and one interacts with parents – teachers pick the students they want • Green Acres pre school onsite teachers meet with kinder teachers • At kinder round up you could have survey of which pre school was attended or not – to help with placement • This is why we need to get prek and kinder teachers together early in the year – meet in fall about the coming year which would provide opportunity to begin early and let kinder teachers know how many potential students would be coming in • Round up begins in March and April <ul style="list-style-type: none"> ○ Scheduling walking visits • Live Oak has a lock down on transferring out of district; SLV does as well • If your employment is in different district then they have to release kids for kindergarten • Open houses are not held in conjunction with round ups • Open house is for the children attending AND those that are coming in 	<p>Once data is received, recommendations will be prepared for next meeting.</p> <p>Continue to process – then we will be ready to do recommendations – receive data before next meeting</p>

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	<p>which allows the current and incoming kids to meet teachers they will be having in future</p> <ul style="list-style-type: none">• Parents can request but are not necessarily granted teacher they want<ul style="list-style-type: none">○ They come to a mutual agreement with teacher for where child will be best• Round up is not as well advertised as it could be• Kinder round up technique: go through all of the kids enrolled in elementary and look for siblings who might be eligible• Pajaro does this by:<ul style="list-style-type: none">○ Giving phone call and letter○ flyering in neighborhoods○ putting a sign in front of school○ advertising in Spanish speaking newspaper• Discussion of possibility of county-wide database so that kinder teachers will know which pre schools are in area• Once schools know this, then they could intake year round and get together regarding incoming students<ul style="list-style-type: none">○ In this making kinder expectations transparent○ 4X a year at least• At round up there are a number of people who come through that aren't associated with prek –<ul style="list-style-type: none">○ we screen in April and nothing happens between then and Aug only if Pre-ks are aware of what is happening then• If subsidized preschools do this, then could see what's happening with kinder --- and begin the dialogue• It lets Pre-k teachers know what kinder is expecting• Assessments done early:<ul style="list-style-type: none">○ Test in different ways not rote but○ Social emotional piece isn't done in this phase• No migrant ed or nurse there is only a place for comments• There are surveys for parents to provide student info but they are not until their student is enrolled.• Forms are available to list concerns they might have for their child (the parent perspective)• In Pajaro you go to round up, then you are registered	
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- Crucial to get the word out for kinder roundup
- Knowledge of placement system:
 - Some parents don't have the background to even know this
 - Educating for a paradigm shift
 - Changes in pajarito in the last 10 years are shifting
- In general families don't realize power that they have
- SLV paradigm shift a long time ago with parental pressure
 - Teachers learned getting parents on their side was a good strategy
- CDRC is trying to get the trainings for non licensed providers
- As those people come in for workshops get the information to be able to contact them – e.g.- sometimes they would have a full class of these providers and the COE is making inroads into that unlicensed sector
 - they began with safety and health and now are branching into literacy
 - Then you would know what is happening in local school
- Majority of unlicensed people feel threatened
- Round up could be advertised in Voucher program Calworks
 - Then send through Cabrillo courses to students
- Headstart -get notice of round ups from kinders in Feb
- Key pt on formalized communication between prek and k so that everyone becomes knowledge base of community
- These meeting should start at beginning of school year so that the relationship is more comfortable
- In order to formalize communication we have to get admin on board - so that they will support teachers to do this
- By knowing what prek do and what k do you could thread things through curricula related that would afford comfort for kids who were in the transition
- School readiness operationalized as some curricula elements i.e. talking with your child to develop readiness to doing math activities or words as well as socio-emotional components but giving parents ideas that are not outside their scope of abilities
- What can be added to preparation of children?
- Pre-k and child care providers to see report card of kinder –
 - to set the expectations they should be made available so that they can see expectations

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	<ul style="list-style-type: none">• Report cards hold information and explains standards of what kinders are expected to have/do• Preschool teachers need to hear and kinder teachers need to know what's been working on along the way – collaboration• To prevent the kids from having a fierce shock when they get to kinder• There are so many ways to set up environment to do this properly• there are workshops that are available to these teachers i.e. math – i.e. no blocks• CST test affected this ban on blocks• Discussion of the history of the ban on blocks	
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Workforce and Quality Work Group
February 12, 2009
4:30-7pm

Chair: Michele Mosher (Cabrillo Mentor Program)

Present: Vicki Boriack (First 5); Maria Castro (CCMHS); Jean Gallagher-Heil (Cabrillo); Erica Ismerio (YWCA); Kathy Lathrop (PVUSD); Claudia Vestal (Casa Pequeña)

Absent: Gayle Evans (ROP Watsonville); Julie Olsen Edwards (Cabrillo); Irene Freiberg (Growing Years Preschool); Theresa Valdez (CPC); Cyndi Torres-Rica (Soquel School Board); Jerri Winner (SCC Head Start)

Staff: Angela Irvine (Ceres Policy Research)

Item	Detail	Action and Due Date
Discuss draft of staff qualifications	<ul style="list-style-type: none"> ▪ Group discussed draft and added alternative qualifications. See attached draft. 	<ul style="list-style-type: none"> ▪ Discuss FCCH assistant qualifications and finalize draft at next meeting.
Discuss ways to meet challenges in increasing the pool of staff qualified to teach in funded programs.	<p>Group discussed draft and added to it</p> <ol style="list-style-type: none"> 1. Support the development of a statewide articulation system between community college ECE programs and CSU BA programs in ECE/CD. 2. Support institution of a California teaching credential in ECE that incorporates the current Child Development Permit into the B.A. and provides for specialized ECE training for current K-12 credential holders. 3. Recognize foreign B.A. degrees as equivalent to B.A. degrees from US institutions. Have course work analyzed for equivalency for CA Child Development Permit applications. 4. Increase or maintain supports for early educators to meet staff qualifications requirements for funded programs entry level Tier 1 and for funded programs to advance to Tier 2 or Tier 3 qualifications. <ul style="list-style-type: none"> Targeted Delivery <ul style="list-style-type: none"> • Create cohorts in Cabrillo ECE department for students who intend to transfer to a BA program in ECE/CD • Help students connect with cohorts in BA programs (SJ State BA Program in Child and Adolescent Development initiated this model in 2006). • Maintain or increase classes for English Language Learners at Cabrillo, adding entry level ESL. Advising and Counseling 	<ul style="list-style-type: none"> ▪ Vicki will bring LAUP's incentive scale for star rating system ▪ Vicki will contact Toni Campbell re this program ▪ Erika and Miche will research Hispanic University in SJ ▪ Jean will add information about Basic Skills Program ▪ Michele will draft materials for next month's quality discussion

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	<ul style="list-style-type: none">• Fund ECE Department advising for all ECE students, including English Language Learners.• Ensure that Cabrillo College counselors have information about requirements for the AS degree in ECE and about transferring to BA programs.• Ensure that all teachers in funded programs with CD Permits have a Professional Growth Advisor. <p>Financial Support</p> <ul style="list-style-type: none">• Provide financial incentives through a tiered reimbursement scale for funded programs to increase staff qualifications.• Ensure that Cabrillo ECE students receive information about available loans, grants and scholarships from ECE advisors and Cabrillo counselors.• Offer assistance in applying for financial aid.• Increase the number of scholarships for ECE students (e.g. Toni Nagle fund). <p>Skill Based Support</p> <ul style="list-style-type: none">• Ensure that all Cabrillo ECE students are offered academic and technological supports.• Basic Skills Initiative <p>Access-Based Support</p> <ul style="list-style-type: none">• Support Cabrillo College ECE Department in continuing to offer classes nights and weekends and at Watsonville campus.• Provide information through ECE advisors and Cabrillo College counselors Cabrillo's Spanish to English program at Cabrillo and SJSU's night and weekend course offerings• Encourage four-year institutions to offer BA classes in Santa Cruz County.• Provide information on distance learning degree-applicable classes.	
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Work Group: **Finance & Facilities Development**
Chair: Larry Drury
Present: Ellen Ortiz, Rene Moreno
Members Absent: Jim Hopper

Item	Detail	Action and Due Date
General Business	<p>Funding:</p> <ul style="list-style-type: none"> - Non-Profit working with school districts (School principal) <ul style="list-style-type: none"> o Example: Land lease with school districts. - Corporations have restrictions when it comes to funding. <ul style="list-style-type: none"> o Some only support grades 1- 12, private schools. Some cooperation's have a certain criteria to provide funding. - Need to find different sources of government scholarships or grant. - Need to find a consistent source of funding. <p>Daycare Information:</p> <ul style="list-style-type: none"> - Low income school with high needs? <ul style="list-style-type: none"> o We need a way to know what the needs are? Where to go from there? - Billion of dollars are being spent on daycares (Head Start) <ul style="list-style-type: none"> o Head Start now requires its teachers to have an A.A/A.S in order to continue teaching. This leads to some of the daycares closing because of the lack of teachers available. - Daycares/Preschool depend on the parents. Because of the recession parents are no longer taking their children to daycares/preschool. - Many Childcare organizations are closing! - 20 % cut on daycares/ Preschool <p>Family Needs:</p> <ul style="list-style-type: none"> - Families that are in great need send children to preschools/ daycare with low resources in hopes that their children will get a chance to learn. - HUBS need to be set in away that children get top priority and care. <ul style="list-style-type: none"> o Reduce the number of children that are not taken care of. Although their will always be children that receive little care. 	

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	<p>Business plan:</p> <ul style="list-style-type: none">- Address stability- Plan (Conduct research on project)- Identify the specific needs- How will it be operated?- Who will be involved? <p>Model:</p> <ul style="list-style-type: none">- Campus Kids Connection (They are non-profit and receive government funding)- What type of curriculum will the HUB follow? <p>Locations of HUB:</p> <ul style="list-style-type: none">- Need to find a location that is accessible for everyone (Major bus line or walking distance)- Example: Santa Cruz Garden losses children because there is no major source of transportation. Watsonville provides after school transportation. <p>Parent Involvement:</p> <ul style="list-style-type: none">- Parent involvement is crucial.- In order for any project to be successful we need the help of all the parents.- Parental Connection is a top priority! <p>Arguments Against HUB:</p> <ul style="list-style-type: none">- The actual number of children that will actually enroll in the specific school in which the hub is located.- Some parent might transfer their children to a different school. <p>Discrimination:</p> <ul style="list-style-type: none">- Families choose schools, which appeal to them based on race (staff and students) sex and culture.- HUB may serve as a way to prevent school discrimination, because family may decide to keep their children in the same location for elementary school. <p>Fears:</p> <ul style="list-style-type: none">- Not to set high expectations.- Don't set it up in a way that other children are forgotten (infant care).	
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	<ul style="list-style-type: none">- Take away from other programs, which help children. <p>Future plans:</p> <ul style="list-style-type: none">- Infant care part of HUB?	
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Work Group: Family and Diverse Delivery Systems
Chair: Wilma Gold
Present: Ellen Murtha, Claudia (SCCCU intern), Linda Kishlansky, Vicki Boriack, Nicole Young

Item	Detail	Action and Due Date
	<p>Wilma: had 2 meetings with Angela since last month’s Work Group meeting FDDS work group can create an outline of key points and recommendations it wants included in the Plan, Angela will write the Plan and work group members can edit The primary role of this work Group is to be the “holder of community values” – i.e. make sure the Plan addresses families’ expressed needs, community’s commitment to accessibility, diverse delivery systems, undocumented immigrants, full/part day programs, cultural sensitivity, etc.</p> <p>Vicki Boriack shared information about First 5 SCC’s model for outreach (info provided at this point in agenda so that Vicki could join her usual work group). Outreach about health insurance programs for children is provided via Health Care Outreach Coalition (HCOC). Agencies in community have Certified Application Assisters (CAAs) who can assist clients with determining eligibility and applying for Healthy Families, Healthy Kids and/or Medi-Cal through the One E-App system. The CAAs are also present at many community events. The HCOC has an extensive list of outreach strategies that have worked and not worked. Would be good idea to ask HCOC to share its list. Information about health insurance is also available at sites providing assistance with the Earned Income Tax Credit (income eligibility requirements are the same). First 5’s School Readiness Initiative: transition workshops offered for parents of 4 year-olds, talk about kindergarten and what to expect/how to prep child, School Readiness staff go into every preschool in Watsonville Staff also at every kindergarten round up, look for kids that haven’t been in preschool and sign them up for the 5-week academy</p> <p>Items for Work Group Update to Advisory Committee Emphasize that main issue for families is the need for flexibility Would be good to give AC members update about what working on: helped develop family survey; want to build on idea of hub as point for funds to flow through, bring community partners/providers together and link to services beyond preschool</p>	

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	<p>Importance of outreach workers that understand families' cultures, speak same language, understand issues of "non-mainstream" families → need money to do this</p> <p>Importance of outreach/marketing materials</p> <p>Importance of parental/family choice (e.g. full day vs half day) and message being sent by choice of terminology (preschool vs wraparound/aftercare)</p> <p>Input we want from AC members during the breakout session</p> <p>How do we create demand for preschool?</p> <p>How do we create community-wide culture of "no child turned away" (i.e. preschool is accessible to all)</p> <p>How do we create buy-in to the outreach strategies we select? i.e. What's the best way to make connections with people who are in and of the communities?</p> <p>What do you suggest? Do you see a role for yourself in implementing any of the outreach strategies?</p> <p>Key message: There's a general belief that public education starts in kindergarten, when in fact that's not true ("compulsory" education starts with 1st grade). However, families wouldn't think of having their children start 1st grade without having completed kindergarten. We want families to have the same belief about preschool before children enter kindergarten.</p>	
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