

**Preschool Planning Meeting**  
**March 12, 2009**  
**4:30-7:30pm**  
**Seson House**

**Articulation and Transition**

Chair: Ann Wise (SLV)

Present: Tricia Pastor-Cross (Live Oak SD), Rob Mullen (CCP), Lorena Gonzales (SCC Head Start), Kim Sakamoto-Steidl (Freedom School/ Cabrillo), Craig Young (Mintie White School), Bonnie Farrar-Dunbar (PVUSD/ Steering Committee), Christine Furlanic (Parent), Irene Freiberg (Growing Years Preschool), Estella Rodriguez (Rolling Hills Preschool Teacher), Freddy Chavez (Freedom), Lola Martin (Freedom), Gilbert Ramirez (Freedom), Karina Cervantez (Ceres)

Item	Detail	Action and Due Date
Presentation of Data by Angela Irvine		N/A
Use of Data to make Recommendations.	<ul style="list-style-type: none"> <li>• Any lingering questions needing answers? Members would like to see the need in the Pajaro Valley School District more clearly articulated.</li> </ul>	N/A
Future Topics to Think About Agreement on preschool Readiness components	<ul style="list-style-type: none"> <li>• Kim sorted through the key points of the UCLA article and presented to the committee for discussion: how to execute an effective transition from pre-k to kindergarten by having a continuity of services, ensure preparation of the child, and increasing parental involvement.</li> <li>• Kim asked the group to prioritize the components using a five-finger sort. Raising one's hand with five fingers indicates that the issue is of greatest importance and should be a top priority for the group.</li> </ul> <p><b><u>The following is a list of the group's top priorities.</u></b></p> <p><b>Funding Available for Articulation Activities :</b> funding/ endorsement/ compensation; if well funded and supported the following activities are possible</p> <ul style="list-style-type: none"> <li>• Institutionalizing communication between ECE and kinder;</li> <li>• Elementary school as a hub (include administrations for support);</li> <li>• Assure access and use of funds;</li> <li>• Pre-k working summit or consortium- develop job embedded</li> </ul>	Kim will organize ideas written down on large butcher paper for next meeting

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practices, promotes a participatory approach and integrates what EC community is saying;

- pre-k visits to kindergarten;
- invite parents to kinder open house spring before;
- school readiness orientation for parents

**Access to CDRC database.**

- Allows information to be accessible to both pre-k and kindergarten teachers.
- Currently all databases are not linked, disrupting continuity of services.
- Essential for the capacity to develop strong learning communities.

**Early identification and early intervention (SELPA)**

**Institute First 5 Snapshot (could be available/ entered onto database).**

- Currently, pre-k teachers have to find a way to deliver the snapshot to kindergarten teachers. Database would help with the process, ensuring that pre-k teachers knew which kindergarten classroom or school student was expected to attend.
- It was suggested that perhaps the snap shot could be delivered during kindergarten roundup;
- Identify key contact person among kindergarten teachers because it may not always reach the teacher otherwise

**Notify licensed and informal ECE of school readiness opportunities for parents (score of 3 out of 5).**

- Create a calendar of events and post onto the internet; effectiveness depends on school district.

**Maximizing kindergarten roundup (score of 1-2 out of 5).**

- Better coordination and refinement needed;
- Redefine within districts, not so much countywide,

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	<ul style="list-style-type: none"><li>• Identify who's doing it well.</li><li>• Parents rarely have input about which teacher they would like their student with;</li><li>• Perhaps get class placements to happen in August (fall of the academic year child enters kindergarten) rather than in the spring when the child is still developing their skills (It was mentioned that this was not possible because they have to happen on a rotating basis).</li><li>• Help to partner with media outlets to publicize the event</li></ul>	
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**Work Group:** Finance & Facilities Development  
**Chair:** Jim Hopper  
**Present:** Sandi Davie, Rene Moreno  
**Members Absent:** Larry Drury

Item	Detail	Action and Due Date
General Business	<p>Consistent Source of funding:</p> <ul style="list-style-type: none"> <li>• AB932 Federal funds put into facilities with low finds ( ex. Schools with low funding)</li> <li>• Federal Grant (CDGE Funds)</li> <li>• Title One funding</li> <li>• AB495</li> <li>• Any other grants (Free!)</li> <li>• Find to separate sources of funding for families and child care providers</li> </ul> <p>Simplify the funding process:</p> <ul style="list-style-type: none"> <li>• State Department with contracting process.</li> </ul> <p>Recommendation for Angela Irvine:</p> <ul style="list-style-type: none"> <li>• Funding: <ul style="list-style-type: none"> <li>○ Grants</li> <li>○ Operation cost ( \$6,000 to \$10,000)</li> <li>○ Federal Funding to create a decent child care</li> </ul> </li> </ul> <p>HUB:</p> <ul style="list-style-type: none"> <li>• Use pilot to see whether HUB's are successful ( 2 different sites)</li> <li>• Step by Step process</li> <li>• Not to spend all of funding at once!</li> <li>• Model: <ul style="list-style-type: none"> <li>○ Voucher (Great Model!) <ul style="list-style-type: none"> <li>▪ It also allows center to establish their own rate</li> <li>▪ Pay directly</li> </ul> </li> </ul> </li> <li>• Location: <ul style="list-style-type: none"> <li>○ Districts will be responsible in working out the locations of the HUB's</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"><li>• One contract agency per district<ul style="list-style-type: none"><li>○ Allows flexibility</li><li>○ Multi year contracts from state.</li></ul></li><li>• Lay out a structure for schools:<ul style="list-style-type: none"><li>○ Specific plans</li><li>○ Partners</li><li>○ Etc.</li></ul></li><li>• Find a lot of funding:<ul style="list-style-type: none"><li>○ Teach others how to access free money (Grants, Federal Funding, etc.)</li></ul></li></ul> <p>Operation Cost:</p> <ul style="list-style-type: none"><li>• State Rate + Federal Rate</li><li>• Way to fix operation cost and centers closing:<ul style="list-style-type: none"><li>○ Supplement Rate</li></ul></li></ul>	
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**Work Group:**       **Workforce and Quality**  
**Chair:**            Miche Mosher

<b>Item</b>	<b>Detail</b>	<b>Action and Due Date</b>
	Work group meeting canceled.	

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**Work Group:** Family and Diverse Delivery Systems  
**Chair:** Wilma Gold  
**Present:** Ellen Murtha, Nicole Young, Sita Moon, Linda Kishlansky, Brian Sanford

Item	Detail	Action and Due Date
	<p>Wilma will ask for results from the family survey from Angela</p> <ul style="list-style-type: none"> <li>• Liz Dominguez director of CAP (Career Advancement Program, established in 1991) from Cabrillo College spoke about CAP as well as how they approached recruitment.</li> <li>• Facts about CAP               <ul style="list-style-type: none"> <li>a. College bound program with a counseling component</li> <li>b. Focus on college knowledge</li> <li>c. 6 feeder schools</li> <li>d. Parents and child have to commit 6 years</li> <li>e. \$1,000/\$2,000 scholarship lures them to take interest in the program</li> <li>f. Focus on building relationship with entire families and having activities to include them (e.g. college field trips)</li> </ul> </li> <li>• To Recruit:               <ul style="list-style-type: none"> <li>a. Home visits were made</li> </ul> </li> <li>• It took approximately 3 years for the program’s reputation to precede them (during those three years CAP worked to establish itself, gain trust from families, and go on home visits)</li> </ul> <p>Wilma presented the an outline for the Draft content of the Family and Diverse Delivery Systems Section</p> <ul style="list-style-type: none"> <li>• Section I               <ul style="list-style-type: none"> <li>a. Additions: Section I Family needs, B. Flexibility: Transportation and Cost were added</li> <li>b. For Section I Family needs, C. Choice, 1. Type of Program: Ellen suggested that if it’s not in the data should some of this information be kept out? The</li> </ul> </li> </ul>	

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	<p>group discussed how they did not want to make guesses or assumptions about what types of programs parents would want. One possible solution is to check to see if Angela has other sources or more information or perhaps write it in the section as a suggestion made by community members or something that was not captured in the data.</p> <ul style="list-style-type: none"><li>c. Other recommendations for Section 1, Family needs include equipment, funding, workforce (with assessment as a subcategory).</li></ul> <ul style="list-style-type: none"><li>• Section II<ul style="list-style-type: none"><li>a. For Section II, the group spoke about how they could link to other committees from a family perspective. The group discussed that one of the most important message they want to emphasize is that not all parents want what others think they should want (e.g. kinder readiness). Some parents may want just social development and/or to help their child develop a sense of belonging. Nicole mentioned that there are factors that influence decisions and that some of these factors are related to the parent's experience while others have to do with the child's experience.</li></ul></li><li>• The group decided to organize the paper to include:<ul style="list-style-type: none"><li>a. The parent's perspective of the child's needs</li><li>b. The child's perspective of his or her needs</li><li>c. And the committee's views of the child's needs</li></ul></li></ul> <p>Next meeting is set up for April 22 at 9:30 am at COE to discuss ideas, make concepts clearer, and continue forming/writing the paper.</p>	
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