

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

Facilities and Finance Work Group

Chair: Jim Hopper (CA, DSS)

Present: Susan True (First 5), Wesley Van Camp, Larry Drury (Go Kids), Gail Jack (CASA), Karina Cervantez (Ceres), Cheryl Devlin (Mid-County Children’s Center), Jim Marshall, Sandy Davie (Santa Cruz Toddler Care Center)

Item	Detail	Action and Due Date
Review Work of the other committees	<ul style="list-style-type: none"> • Jim reported on the work of the Facilities and Finances Working Group. • Remainder of groups summarized their activities. 	N/A
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 document with changes noted	<ul style="list-style-type: none"> • Jim discussed the handout he distributed at the beginning of the meeting to initiate discussion about the group’s objectives. The handout was a summary of the group’s work up to date. • Based on the <i>Go Kids</i> business plan, funded by the John S. and James L. Knight Foundation (private foundation). <ul style="list-style-type: none"> ○ Summary • 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 . ○ DISCUSSION: • Important to involve existing care providers in the process. Establish quality 	

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<p>standards that all sites can agree on; increase likelihood that a provider will refer families to a site where there are known vacancies</p> <ul style="list-style-type: none"> • 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 and within walking distance. • Inventory of School Geographic Area to determine existing vacancies at child care centers; suggested geo-mapping to plot the needs • Be able to get existing providers ADA monies while establishing standards 	
<p>Talk about financing issues</p>	<ul style="list-style-type: none"> • Gail Jack introduced her book <i>The Business of Child Care: Management and Financial Strategies</i>. • Gail highlighted three different worksheets (tuition revenue, staffing & salaries, and costs of providing benefits) and how they can be used to estimate a center’s overall budget. Gail suggested that multiple budgets should be used as planning tools for an entire year, i.e. conservative budget & “full” house budget (indicating center is operating at max capacity) • Determine funding differences based on quality: what are the quality standards and what does it cost to operate a center that meets those standards? • Discussion about the flexibility and structure of a program and how this affects its sustainability. • It was recommended that providers receive training in budget planning to participate in the “hub.” 	<ul style="list-style-type: none"> • Obtain copies of a budget template from Gail Jack • Sandy will write a blurb about the logic for determining funding differentials
<p>Talk about facilities issues</p>	<ul style="list-style-type: none"> • Inventory of School Geographic Area to determine existing vacancies at child care centers; suggested geomapping to plot the needs • Inventory of existing building facilities, i.e. hours of usage. Determine buildings which are underutilized. • Obtain commitment from developer fees for at least five years to maintain preschool buildings. This will help create a quality environment. • Consider other vacant buildings (commercial buildings traditionally used by businesses) 	

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

<p>Elementary School as a non-profit hub</p>	<ul style="list-style-type: none"> • School site does not necessarily have to house the non-profit hub. Community-based organization may have more flexibility/ less bureaucracy, especially when considering union and liability issues. • Model of school and community partnership: 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. • At last meeting Kathleen Howard mentioned that it would be difficult to establish a relationship between public schools and faith-based child care centers. Must acknowledge that these centers can not be publicly funded. Outreach to faith-based child care centers but may not want to participate because of the restrictions. • Would there be a pilot operation, both in North and South County? Group will recommend locations for pilot programs and timelines. 	<ul style="list-style-type: none"> • Obtain copies of MOU and Joint Powers Agreement from Kathleen Howard (Jim will contact)
<p>Set goals for the coming year per request by CCPC</p>	<p>Important to think about how we are going to package all of this information (Include handout, sample MOU's from <i>Go Kids</i> and schools, narrative of original funding sources, a budget template, summary of <i>Go Kids</i> model, summary of "hub" idea, lease summary, and inventory list).</p>	

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

Family and Diverse Delivery System

Chair: Alma Martinez

Present: Nicole Young, Ellen, Alma Martinez, Wilma Gold, and Sita Moon

Members Absent: Naomi

Item	Detail	Action and Due Date
Review Agenda and Announcements	<ul style="list-style-type: none"> ▪ Reviewing power point, still waiting on some surveys ▪ Alma's last meeting. Wilma Gold will take over as chair. 	<ul style="list-style-type: none"> ▪
Review family child care results, strategies to reach goals, work on recommendations	<ul style="list-style-type: none"> ▪ It is important to remember that 75% that did respond to the survey probably were not the population that are less educated and that need the most help. When we make recommendations, we need to be aware of the literacy and reasons why people did not answer or respond to the survey. ▪ 80% of kids that are in Watsonville went to pre-school that is not right. So we need to be aware of the fact that there is a pocket that we are missing in this survey. ▪ Hall and Molney kids, most have not been to pre-school (Alma's experience) that should be noted in the survey. Some may be saying they went to pre-school even though it was only 5 weeks in the summer. ▪ There are other outreach programs that have approached this population and so we can go to them and get some involvement from them in order to reach out. We do not have to do everything from scratch. For example: they need transportation, so we need to bring this resource to that area. ▪ The hub idea is good idea. In the neighborhood where Hall is, there is not enough pre-school and the head start is full. ▪ Due to raids that have happened through children's schooling we now have to think about how to educate parents on the value of pre-school education and we have to reassure families that they will not have their family torn apart. ▪ We could do a door-to-door campaign -that may be a successful recommendation. It would have to be a teacher or community member. We 	<ul style="list-style-type: none"> ▪ Will the surveys tell us what % of the population especially in South County are people who we can assume are undocumented who are afraid and are scared to be in a public place? How are we going to reach that population? We can look at Live Oak Center to see how they successfully reached out and got family involvement in their children's success in school. ▪ COPPA may be an organization that may want to participate in this activity.

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<p>could recommend that organizations helping this project.</p> <ul style="list-style-type: none">▪ Look into getting pro bono campaigning like the Buckle Up campaign. Something catchy and that lets families know that they do not have to lie to get into pre-school and make the registration process very simple and straight forward.▪ For subsidize pre-school they do have to show SS # and so we have to recommend something that is as easy to get into as it is to get into Kindergarten.▪ “PSMETOO” sounds cute for a name for this or a slogan for a campaign.▪ Goal to address: accessible and responsibility to the needs of families.▪ The Hub idea really serves family well. Parent training and having the facility that could be used off hours and recruit parents to have them tell us what they want. This will allow parents to feel like they do not have to change what they want for their children. It can be full or half day it can be mono or bilingual.▪ Family choice needs to be emphasized.▪ Outreach to the providers something we have not talked about. Something to look at in the future. Plan to help them bridge into the other programs.▪ Our recommendations should emphasis accessibility and responsive to the family.▪ Hub idea sounds a lot like what is already happening in Live Oak and Beach Flats; they knew of the need and started to provide help for the families. Free pre-school readiness even though in the very next room there is a state-funded program. There is help with the transition with the kinder.▪ What we want to put in our recommendation is that we should funnel the money towards the Hub and connecting with the child-care services. The providers survey is starting now, so we have to wait for those results.▪ Second goal: Outreach goal.▪ There needs to be a comprehensive campaign, TV ads and door to door and radio. Churches and public school teachers are two non-traditional avenues for us.	<ul style="list-style-type: none">▪ Collaboration with work force development.▪ Articulation collaboration with public school teachers.▪ Need to get Angela’s input and advice on length and outline for the recommendations. Is there a template that the group can use? Are there specialists on these topics discussed that can help guide the group in the right direction so as to not waste time.
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<ul style="list-style-type: none">▪ Being culturally aware in the campaign.▪ Medical profession, pediatrician, health clinics. Maybe community TV would be willing to make a DVD about pre-school that if given out to every church, pharmacy, medical clinic waiting room.▪ Third Goal: Education is responsive to cultural, language, and special needs.▪ For the early childhood professional to be able to do developmental screenings and referrals.▪ For private child-care providers this is a tool they would have to learn.▪ In terms of the Hub that would minimize the amount of work that a child care provider would have to do.▪ A lot of pre-schools are doing screens, but there are no resources for solving the issues. Perhaps the Hub could have an expert in those areas where we are missing something.▪ Borrow the model from Family community liaison. They do work support and make people eligible for food stamps. Perhaps recommend a family support specialist.▪ Going back to Hubs what is missing is the social service providers? It is the job of the Hub to know how to bring those resources together.▪ Give referrals and have the psychologists come to the school.	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

Articulation and Transition

Chair: Ann Wise (SLV)

Present: Craig Young (Mintie White), Kim Sakamoto Steidl (Freedom School/Cabrillo), Lorena Gonzales (SCC Head Start), Jessica Roa (Ceres Policy Research), Irene Freiberg (Growing Years Preschool), Rob Mullen (CCP), Christine Furlanic (Parent)

Members Absent: Tricia Pastor (Live Oak School District), Monica (new member), Bonnie Farrar-Dunbar (PVUSD/Steering Comm.), Monica Lalanne (Garden School of Santa Cruz)

Item	Detail	Action and Due Date
Review Agenda	<ul style="list-style-type: none">• Discussion of agenda going out & the turn around of the minutes• Reviewed roster of committee	

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

<p>Brainstorm ideas for implementing a smooth transition between preschool & kindergarten</p>	<ul style="list-style-type: none"> • UCLA information was disseminated electronically to committee members. In addition, extra copies were handed out to group. • Discussion that there are good components in the UCLA article to think about - including how to execute an effective transition such as having continuity of services, preparation of the child, etc. • Task today is to brainstorm what the group would consider an ideal relationship between pre-k and kinder teachers. (Paper set up for overall key points) • Institutionalizing communication between Pre-k and k is a priority – e.g. teachers are happier if there is a formal time to meet & are provided incentives for their time <ul style="list-style-type: none"> ○ Teachers training each other in meetings ○ Have these meetings 12 months before transition to establish a substantive relationship • Key point is to formalize and institutionalize the process between ECE and kinder. • Examples of how different sites implement this at different times – e.g. beginning of following year, kinder round-up – <ul style="list-style-type: none"> ○ in order to maximize this contact should implement a constellation of those outreach tactics • Problematics are that only a handful of parents show up to round-up and that some parents show up with their kindergartners the day of <ul style="list-style-type: none"> ○ there should be a two-way exchange of Pre-k and kinder visiting each way • Because there is so much variation between schools in these early meetings, communication between Pre-k and k is the ideal. <ul style="list-style-type: none"> ○ establishing the relationship in the fall between Pre-k & kinder teachers is optimal to begin the curricula & pedagogical exchange ○ specifically, sharing individual student information throughout the year 	<p>Kim will take Key Points and organize them – Feb 12th</p>
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<ul style="list-style-type: none">○ also, have children do ‘meet & greets’ throughout the year● Examples from PVUSD in which Pre-k children visit nearby kinder classrooms<ul style="list-style-type: none">○ they stay for half and hour to orient engaged in introductory activities such as singing○ it allows the Pre-k children to experience the kinder classroom and observe them in the classroom ‘element’○ most natural communication happens there with sites close to school○ it allows the pre-k teacher to develop a closer relationship with the kinder classrooms to track their former students● What about the Pre-k sites that aren’t close to kindergarten sites?<ul style="list-style-type: none">○ have year-round visitation – just like year- round communication○ plan regular visits during the year○ have an informal/casual open house just before school starts○ this would include incentives for teachers● More examples from schools holding orientation for families just before school begins that includes meeting with the principal - a tour is involved and provides an opportunity for parents to orient and ask questions.<ul style="list-style-type: none">○ 50% come to kinder round-up & slammed later with the remaining kids○ teachers get compensation for orientation and round up● Should visibly post kinder round up and list dates so that more parents attend.<ul style="list-style-type: none">○ this would be an optimal time for paperwork & bureaucracy, meeting kinder teachers informally without principal around, and for kinder teachers to meet kids○ this would also be a good time for student needs to be addressed individualize round up and orientation nights to each community (kids in the SLV don’t always have diversity of needs addressed)● Have a night in the spring versus the fall to explain expectations to parents	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

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| | <ul style="list-style-type: none">• Hold ongoing meetings between Pre-k and kinder teachers for transition program – bring in parents, too.• Hold parent education workshops in spring• Example discussed of Pre-k group in SLV that offered parent meetings once a month. It eventually made for a strong parent group when kids went on to kinder<ul style="list-style-type: none">○ In this group parents learned the discipline expected and the developing skills in student as well as what composes a good kinder classroom.○ Group was cohesive through grade 12 because of monthly meetings early on.• This is not the current culture: viewing it as the transition of students AND families. Parental involvement is essential as part of the transition paradigm.• Example discussed of a hired parent liaison. It is a really great way to spend money. They organize the community and they get a higher level of response.<ul style="list-style-type: none">○ can be the caller when emergency: school closes because of snow, etc.○ trusted member of community.○ paying them makes them accountable plus lends value to position & tasks○ follows up and debriefs• Funding is an issue. First five paid for parent liaison but getting money is difficult. <p>(Community Liaison written as key point)</p> <ul style="list-style-type: none">• Discussion of visitation being difficult because Pre-Ks are scattered – location is a factor in accessibility of kinder classroom visits for whole county• Construct a one-page newsletter and disseminate to informal and licensed childcare (to <i>everyone</i> providing Pre-k services). | |
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<ul style="list-style-type: none">○ have this widely spread through community○ give them transition tips and list the people in the local are○ send information through childcare providers but let all people know where to go for transition information○ open it up at county level with tips and suggestions sending hard copies - the personal connection is very important○ everyone has to work to figure out and have a commitment to how to get newsletters into parents' hands: either with younger siblings administrators posting them○ across the DISTRICT not just school to school● Have walk-ons been involved in Pre-k● Not usually involved before coming in September.● Plan for monthly visits to school sites should involve ALL kids even if the child will not be attending that specific school. Visit is intended as a demystification exercise for kids.● Example discussed of Head Start kids making visits. Though not close to the school in neighborhood proximity, it helps them transition because they are visiting a classroom.● Create database including EVERY form of childcare by enrollment & area OR all state and all informal family programs● Need to look at each elementary school and find programs around it● Confidentiality issues discussed. Releasing info is problematic. Sita can't release info to kinder teachers but she could go and put label on herself<ul style="list-style-type: none">○ acquire a data release● Could give it to the district and it can go through the district barriers – where are the kids coming from?● In some situations parents will initiate release of critical information.● Aim them to a kinder program – have them call the schools.● The schools can only find out about Pre-k centers but cannot release information about home providers.	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

- How can this be changed?
- Discussion of how it would be good to see this happen – family child care providers want kinder teachers to know student information so that they can make suggestions to parents when they come in - e.g. for the bus dept to know
- School buses only in south county only now
- Who is in that enrollment area?
- Target EVERYONE providing care to Pre-k kids – some years they might not have a child needing transition prep and information but you can still be involved in conversation.
- We want everyone included in transition conversations then they become the knowledge base of the community.
- Include in transition meetings – homecare providers are never included so there are barriers.
- Less walk-ons will happen if we can reach this population (homecare providers) so need to get it out to all possible homecare providers so that decrease walk-ons.
- There is a need for increased articulation between ALL Pre-k and kinder providers and teachers.
- Develop a common data base by enrollment areas.
 - “these are all of our children and even if go somewhere else come on over anyways!”
- Problem is, we still don’t know who all child care providers are.
- Example discussed that independent schools are having open houses
- We must make a concerted effort to communicate that this is for EVERYONE – ‘welcome to open house in spring!’ Invite them in.
- Explain to parents that they shouldn’t necessarily be sending kid to school closest to house.
- Discussion of how to outreach. Advertising.
- Some parents read La Ganga and El Sol. We need to adapt how we advertise

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<p>to your community – in the time of year and also in source</p> <ul style="list-style-type: none">○ Get on it a month before it happens○ Use media like Univision – the form of media should be adapted to community<ul style="list-style-type: none">▪ migrant/Monterey▪ dentist offices▪ get kids in for check-up appts.▪ Kathy Lathrop used a well frequented community space such as a drycleaner <ul style="list-style-type: none">● Reiteration: it is very import for Pre-k and kinder teachers to be reimbursed for time put in and any plan we present to public should reflect this. There are so many different ways as to how money will be disbursed. This is vital and transition programs will be a failure without it. There is a value and professional endorsement placed on task at hand with reimbursement.● Provide a stipend that works for both Pre-k and kinder teachers and they feel equal at the table.● Kinder don't usually get anything but a local teacher honoring that any outside time is outside of contract hours.● Kinder teachers have to guess about the kids coming in and they are coming in at different levels. Begin a portfolio to outline strengths and challenges for each kid preparing to enter kinder.● First 5 is providing snapshots. It has begun county-wide. Example discussed: but when a 4-5 yr old comes to you [this teacher] doesn't test them right away. Some kids are playing cat and mouse with him.<ul style="list-style-type: none">○ So a portfolio and/or snapshot is a good idea● Example discussed of providing a developmental assessment report for each child – but they don't take it to the kinder teacher that the child went to.● How to get the snapshots out of the pile and off of administrator's desk and into kinder teachers hands<ul style="list-style-type: none">○ having a lead teacher has worked for them/is a good solution to this	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<ul style="list-style-type: none">type of problem<ul style="list-style-type: none">○ kinder teachers deserve scouting reports○ an assessment was developed with both in mind● A year-round system of communication is key to what we want to do – We need to have a system developed<ul style="list-style-type: none">○ visits once at beginning and once or twice in spring.○ kinder teachers leading activities but then Pre-k can begin to lead at end○ incorporate child level activities and meetings○ include all aspects of Pre-k to k and also connecting with kids at kid level is important and helps continuity of services● Example discussed of how teachers are paid for prep for round up & then prep for parent workshops and they meet before – they meet more frequently in Spring – teachers get paid for 3 hours each night● What about a roving sub? Because there is a common thread between Pre-k and kinder teachers of not wanting to take any time away from their kids. Need to pay teachers outside of their regular pay.● Hold a summit of Pre-k and kinder teachers together and have an organized way to get together. Develop a formal way of starting off together – meeting of the minds<ul style="list-style-type: none">○ A working session of Pre-k and kinder are constructed from within the groups – this is what we need for our groups to have the agenda emerge organically○ it would honor relationships trying to create○ like a Pre-k and kinder Consortium● A summit would be great for prek to hear about resources, talk about programs, etc.● Also, endorse it by giving units for CE. Provide something for prek too.● Jim’s hub can manage it all● Prepare kids:	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<ul style="list-style-type: none">○ Example discussed of a Pre-k and kinder teacher aligning their curricula to move across developmental shifts: Old MacDonald in Pre-k to kinder as a pedagogical tool.○ in positive and holistic way –old mac storyline allowed kids to come in knowing and already prepared○ a conversation needs to happen between Pre-k and k to do this–○ Aligned curriculum – between Pre-k and k – to set up the Pre-ks for what to expect – made animals and props. We aren't asking teacher to create curriculum and then kinder teachers take that and move it along – they have to do cause and effect and then are doing it with a story line they already know.○ Develop a bank of words that rhyme in Pre-k then you point it out in kinder and they get it.○ Move from sounds and physical activities and then expand from there to pictures and props● We need common materials used purposefully across the district● Curriculum articulation – Pre-k to elementary or curriculum articulation and collaboration	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

Workforce and Quality Work Group

Present: Kathy Lathrop, Jerri Winner, Maria Castro, Jean Gallagher-Heil, Vicki Boriack, Claudia Vestal, Cyndi Torres-Rica, Erika Ismerio

Item	Detail	Action and Due Date
Review quality standards from other sites	<p>Vicki passed out quality standards form LA UP, San Mateo, and other sites. Data on five star rating system from LAUP was included.</p> <p>Kathy distributed a chapter from Karen Hill Scott’s planning binder on quality and workforce that Michelle recommended committee consider. Diane Oyler provided copies for distribution</p> <p>Kathy discussed how the committee needs to start preparing for our recommendations. Tonight, Miche suggested focusing on workforce to see if we can make recommendations for workforce or what we need to make such recommendations. Kathy then proposed reviewing Vicki’s information as well as additional information from the Karen Hill Scott materials (such as language, achievement gap, quality rating information, etc.) so that the committee can discuss program quality next month. Kathy also suggested: when we discuss program quality that we create some criteria and choose tools that align with state criteria.</p> <p>The workgroup discussed how the growth of preschool opportunities has been slowed in LA because family child care has been slower to achieve higher ratings. The workgroup recognized that our county needs to be concerned about the same issue.</p>	<p>Committee will review information about quality through January to discuss in more detail in February.</p>
Developing quality recommendations	<p>Kathy suggested that the group read the Karen Hill Scott chapter on workforce. The group read the section.</p>	

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

<p>for Santa Cruz County</p>	<p>Jean supports BA requirement as long as we have commensurate pay.</p> <p>Maria has been noticing that family child care providers who have become bilingual are preparing for upcoming requirements (perhaps anticipating increased requirements).</p> <p>Vicki: Perhaps there is a paradigm shift towards increased professionalization. Teachers realizing they are skilled. Teachers are talking about how they might attain a degree.</p> <p>Jean: How can we change about how we talk about our field? It makes a difference when our teachers talk about themselves as a professional who is important.</p> <p>Jerri talked about the backlash to universal preschool due to fear about credentialed teachers coming into preschool. There were teachers concerned about becoming aides because they can't take the time to earn a degree.</p> <p>Jean: Timelines are really important. We also don't have access offering this BA.</p> <p>Vicki: CSUMB thinks they may be able to provide classes in Santa Cruz.</p> <p>Jean: They offer a degree in human development.</p> <p>Vicki: There is a way to make that happen. There are just so many older providers that are overwhelmed by a BA.</p> <p>Kathy: This is a dilemma. Do we perpetuate an less educated preschool workforce because we don't want to hurt people's feelings or jeopardize their income? We also need to worry about diversification of the workforce.</p>	
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

Jean: The literature is clear that education is important to long term outcomes.

Maria: Santa Cruz has a history of attending Cabrillo, making our workforce ahead of other counties.

Kathy: Do we want to grandfather the education requirements?

Jean: Can we pay for coursework and increasing salaries to provide enough money to pay for classes.

Vicki: Someone might have many units of ECE but may have limited writing skills.

Maria: I'm not sure a BA is the only way to improve outcomes. Maybe there is another alternative.

Vicki: How much do we believe the research?

Kathy: I studied this at Santa Clara. Student outcomes were improved by teachers with BA plus 24 ECE units when no other combination worked.

Maria: Is there another strand of training that ends with the same results?

Kathy: There is an education level that happens. When you attain a BA, you read a lot; you gain a general education in many different fields.

Jerri: We (Head Start) have these requirements. We have different pay steps. Teachers are paid more with a BA and a number of other steps...this has created an incentive to increase education. We don't have another tier for TA's with an AS. Once the TA's are as qualified as the teachers, the teachers are going to need to

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

increase their education or they will be the same as the TA's.

Kathy: We are looking at funding problems at the state level. When we make recommendations, the last thing we want to do is jeopardize programs. Our county needs BA's with 24 units with commensurate pay and commensurate pay with enough funding from the state.

Jean: We (Cabrillo) are the ultimate example. We have had great compensation, they have stayed and Cabrillo is now saying they are too expensive. We've been the model for best practices with enough time prepare for their classes and now those jobs are at risk with the loss of funds.

Vicki: I heard a woman speak about Kansas City who was able to secure funding from private businesses because she convinced business owners that they needed to improve quality to develop a long-term workforce.

Kathy: Seeking help from private business is possible, but building salary schedules on short-term funding is a mistake.

Jean: Corporate child care did a great job in some places (Apple, Google) and now they are pulling back once they understood the actual cost.

Kathy: Obama has been addressing the real issues, the cost of high quality care. It is not going to happen now. What are our lingering questions? How do we proceed from here?

Questions: Does the BA make a difference? Are there alternatives to training such as providing existing curricula? Could we have a coaching model? Can we grandfather requirements in some way? How can we demonstrate competency? Who is going to be conducting advocacy at the state level?

Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<p>Angela: I think that you can proceed in a couple of ways. You could have Nicole come in and help you draft specific recommendations. But you are all really in agreement. You could also have someone draft what you've talked about today Your section could say, "Based on the literature, this is the ideal. These are our challenges that we face in Santa Cruz. This is a plan to overcome our specific challenges."</p> <p>Kathy: Why don't Miche, Angela, and I draft what we talked about today and we'll bring it to the group for revision. On reflection, the interesting idea for the day is alternatives to a BA. Having a performance based assessment.</p> <p>Vicki: Having a goal of a BA with the transition.</p> <p>Maria: I went to training on CLAS assessment, about an assessment that focuses on teacher-child assessment. Very positive about tool</p> <p>Kathy: This will overlap with program quality components. The workforce field sees the quality is all in the person. The quality field sees other components such as strategy, literacy curricula, and timeframes. That might be another way to boost quality.</p> <p>Jean: The model of the New Teacher Project with mentor teachers would be great to replicate for preschool.</p> <p>Erika: Mentoring plus reinforcing additional skills.</p> <p>Kathy: We might recommend a BA from Mexico or the US.</p> <p>List of New Ideas for consideration in recommendations for Workforce Development</p>	<p>Miche, Angela, and Kathy should schedule a time to develop an outline of quality recommendations.</p>
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Child Care Planning Council
January 8, 2008
4:30-6:30pm
Sesnon House

	<p>Timelines and Support for Obtaining BA (5 – 10 years is frequently proposed)</p> <p>Consider Competency based verification as well as Unit/Degree based verification (similar to “ABLE “ process of Pacific Oaks.</p> <p>Dig in and review BA research- How much difference does it make?</p> <p>Consider accepting Degrees from other countries as a way around difficulties that many second language teachers have with general ed. Requirements for BA.</p> <p>Consider other ways to boost quality (curriculums, mentors, coaches) etc for workforce</p> <p>Look at and tie recommendations to commensurate compensation at all levels, teacher pay, program funding etc.</p>	
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