



# BEYOND THE STATUS QUO

## Attributes for “Centers of Excellence”



Developed by the Orange County Preschool  
Planning Collaborative on June 26, 2007

### Facility

- Accommodation observation
- Kitchen on site
- Design standards are met, ADA compliant (bathrooms included)
- Equipped with developmentally appropriate equipment, playgrounds include natural textures, planting spaces

### Workforce

- Mentoring/ Interning system/ Lab school – on-site help up the career lattice
- Lead teacher-B.A., Associate teacher A.A., Aide-24 units
- Paid time for planning and training
- Ratios 1:17
- Culturally and linguistically represent families served

### Parent Participation

- On-site parent education available
- Family literacy programs on-site

### Articulation (((Curriculum)))

- Universal transfer form used
- School Readiness skills with play based emphasis

### Resources

- Social Worker
- On-site health/nutrition consultant
- Professional Growth Coordinator
- Parent facilitators
- Collaboration with local Community Colleges and Institutes of Higher Education for research, grant writing and interning



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**Addresses the needs of the whole child**  
**-to include social competence, health, special needs, etc.**

**Quality**

- 1) **Universal rating system (star, ECERS, or other)**
- 2) **Plan for implementation**
- 3) **Monitoring**  
**-internal or external raters and possible train the trainers module**

**Parent Engagement and training**

**Staff Training  
and Support**

**Built in time for curriculum planning and ongoing training**

**Resources**

**Access to include full day care**  
**Ideas: Transportation, wrap around care, etc.**




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**Children participating include all socio-economic backgrounds**

**Diverse, highly qualified staff (i.e. B.A.) that mirrors the needs of population served**

**Evidence of high standards for health, curriculum selection, classroom environment/developmentally appropriate setting, etc., as measured by standardized assessment tools**

**Clear evidence of parent/ community involvement at the centers, i.e. Parent Advisory Board, community support, volunteers involved in planning, accountability, rating system, etc.**

**Constant evolution for enhanced quality**  
**-Become a training site model (Train the Trainers)**  
**-Looking to improve program (never satisfied with status quo)**



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### **ECE BEST PRACTICES**

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**#1**

**Highly qualified/ educated staff**

**#2**

**Optimal teacher/ child ratio**

**#3**

**Classrooms/ playgrounds meet high standards of universal design principles**

**#4**

**Developmentally appropriate curriculum and articulation with K-12**

**#5**

**Stellar parent engagement/ community support**



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### **Environment**

**Warm, welcoming, family friendly, wood toys, all natural materials, safe, fun, loving and caring**

### **Family Involvement**

**Parent trainings, social events for families, open door, career week, field trips, parents in the classroom, family strengths**  
**-Environment where families can gather**

### **Teacher Ed./ Development**

**Continued education**  
**-increased salary for teachers**

### **Developmental Curriculum**

**Promote creativity and exploration**

### **Community Involvement**

**Board of Directors, business sponsors, community volunteers, older adults, teens, surrounding community is safe**



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### Highly Qualified Staff

- Teachers with B.A.s, aides with A.A.s with ongoing professional development opportunities
- access to support staff ( mental health, nurses, Social Services, inclusion facilitators, etc.)
- staff reflects population

### Bridges to Community

- Health
- Mental Health
- Family Resource Centers or School Readiness Programs
- Multicultural
- Special Needs
- Social Services

### Family Involvement and Empowerment

- Parent education
- Transition to Kindergarten
- Parent advisory and input/ decision making
- Family based activities

### Environmental Excellence

- Child centered
- Family/ staff space
- Inclusionary (playgrounds/ facilities)
- Language rich
- Positive/nurturing
- Five Star Quality Rating System
- Full day options

### Curriculum and Instruction

- Language rich
- Developmental
- Transition to Kindergarten
- Inclusive
- Culturally sensitive
- Foundations and DRDP (accountability)
- Ongoing program improvement



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**Assumptions:**  
Developmentally  
Appropriate Practices  
(DAP), Inclusion  
Linguistic competence

**Higher Ed. Collaborations**  
Aesthetic environments  
Classroom resources  
Facilities  
Effective communication  
between teachers & children

**Low teacher to child ratios and group size**

**Teachers with a B.A., including 48 units (minimum) of child development and ECE course work with at least 2 semesters of supervised field work**

**Family support and parent involvement in the program**

**Demographically appropriate teachers for the populations of children we are serving**

**Strong evidence of community collaboration and financial support**

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MONEY**





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**NAEYC Accredited**  
**-Success by 6 Five Star rating system**

**Representation of different service delivery models**  
**(school district, non-profit, private, home)**

**Health component is strong- WHOLE CHILD**  
**Access, School Readiness Nurse, health care consultant**

**DRDP-R is utilized to inform curriculum development, parents/ families as**  
**well as school community (Kindergarten)**

**Professional development is on-going and a B.A. degree in Early Childhood**  
**Education/Child Development for one teacher in each classroom**