

Workforce/  
Professional  
Development

Parent and  
Community  
Engagement

Program  
Quality and  
Monitoring

Facilities

Articulation and  
Coordination  
with K-3

Data

# Preschool Planning Collaborative

## Case Statements



March 27, 2007



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County Superintendent of Schools

## **Question #1: We could achieve our goals faster and more effectively if we roll out preschool systems within the K-12 system first.**

### **AGREE: (43)**

Agree – only if we make kindergarten mandatory

It isn't easy to get the private preschools and other preschools to change

Systems are already in place, if space can be made available. Systems include teacher education, assessments, etc.

Life is a process – transitions are easier for children to handle – educators (teachers) are aware of the process

Yes, structure; education code is in place; deliveries have a process; 3 – 4 yr. center-based program at school

Children will be able to achieve better grades

Yes, have seen it be very effective in our school district

The population would be accessible more easily in transient mode

Yes, but then include private programs and provide technical assistance to help meet quality standards

Yes, work within the district for universal approach

Give an immediate basis

The K-12 system has resources that we can tap: facilities, neighborhood, communities, criteria, materials. The only deficit is quality early childhood specialists at K-12 schools.

Agree – crucial to include pre-K in the K-12 system

Builds on the K-12 system. Parents are used to this pattern and method of education

System is already in place; declining enrollment provides space

Many systems are already in place within the K-12 system and district

Parents tend to depend on the public school system for direction in education and for free services

Accountability is already in place in school districts, staff development is embedded in the calendar, aligned curriculum and articulation would be better achieved with kinder teachers

School district programs have infrastructure to support expansion more quickly and can serve as hub of quality services for a catchment area and then outreach to private providers

Preschools can be placed in empty classrooms. Space can be used at times when school is not in session

If the goal is to create a preschool “system” it only makes sense so that the administrators and teachers can communicate and the intake of kids will be much easier

The “system” is in place – align Pre-K with K – teacher salaries and teacher educational requirements will align with K-12 and have the quality of the public system

They have the capacity (declining enrollment in most districts) and the structure for requiring high levels of education – pay and benefits

Agree – transition – parents, community recognize education in school system

School districts have well-defined infrastructure to serve as lead agency and families have access to their local elementary school

Yes, it would be more systematic and efficient – with so many things in place already

The learning continuum and the knowledge gap would be addressed early

(AGREE cont...)

Opportunity to intervene – early in learning disabilities

We need to build capacity within K12 and connection between ECE and K-12

The K-12 system already has the tools to implement preschool programs

System already in place – ability to control measurement and knowledge of K program – ability to align

The articulation is vital – How is preschool perceived – do they really have a voice?

The K-12 system already has the structure to be able to implement widespread preschool

Faster – but not necessarily more effective

Yes, because existing foundation for school curriculum has been established. It provides safe transitions from home to school

The system is in place – parents usually are aware of local school – transitioning skills could be more easily articulated

Yes, as long as society accepts it as part of the system

Agree, this will create a more integrated system

### **UNSURE: (23)**

It seem logical but I don't know what history has indicated

I am not convinced it would be more effective, given the current state of some districts- run preschool programs. Many programs are adopting curriculum and strategy models created for elementary and watered down for Pre-K

It is very probable that all our efforts would be lost in bureaucracy.

Depends upon which goals

Probably faster but not necessarily most effectively because of K-12's lack of connection to FCH's and private and church related services

It depends on how K-12 system work with the preschool system

I think the structure is great in the K-12 system, but, resources are limited and in need of private sector resources

I'm not sure of the options besides roll out within K-12

Some agencies may not be prepared – facility-wise

Faster, possibly, effectiveness – unsure

I think we might achieve our goals faster but not necessarily more effectively. I prefer to get away from a one size fits all approach

This is possible, but both private and district systems have great inefficiency in expansion. Worry that the K-12 system will not roll out developmental appropriate practices

There's not enough info for me. The issue for me is that we have trained early (not elementary) childhood professionals selecting curriculum and implementing programs. The use of K-12 facilities might have specific delivery process

The system is already set up, which would enhance facilitate mobilization, however, this can also interfere

Depends on how robust non-public education system preschool systems are. Non public may be less bureaucratic.

There are high quality child care centers that are already implementing preschool standards

## **DISAGREE: (38)**

Many factors must be taken into consideration for the 2 – 5 year olds

It might be faster but not more effective

Very dangerous!

School systems can be slow and ineffective in implementation

K-12 not experts in early education

Doing so would continue an unequal provision of service to young children and expectations for teachers

The K-12 system has low funding

Most programs are private – we cannot find enough capacity without private sector

K-12 is not prepared to serve 0 – 5 year olds. Health safety and quality issues prevail

We need to include innovative alternative resources and child care services not in K-12

Everyone needs to be on board

We would miss too many children

Cannot perceive mixed delivery system in K-12 system. Will lose unique learning focus of whole child. K-12 education departments and college faculty lack training in department of child development

If goal is family choice – they need options beyond K-12

K-12 is a failing system. We need to build this on a solid infrastructure

No – project should be piloted in elementary level only to begin process and then move on to other grades

No, let's not get bogged down with the K-12 system and all their baggage

California K-12 system has many problem areas that would perpetuate through preschool delivery. Also, many districts have unrealistic expectations of preschool children

We need to work within the current system

We still have to depend on everyone to provide the variety of services needed to meet the needs of all families

Need a mixed delivery system

Too many risks to making preschool too much a “baby” version of K

While acceptance and uniformity may occur, bureaucracy and danger of school districts “tailoring” preschool programs may occur which may not necessarily match preschool goals

In theory, this sounds great, but in practice in my city the childcare provided in the USD is not very high quality, nor is it consistent and comprehensive

The bureaucracy in the K-12 system would impede the rapid implementation needed in OC.

No, many districts and/or individual schools are not providing quality education now – many parents choose not to use K-12. There are large differences in spending per district.

Don't agree. We should start with the community as a whole for buy in and to create an inclusive solution.

We need to research and have demonstration projects/collaborative district preschools, which serve as a standard for quality first

It would be easier, but would leave other delivery systems behind

Need for diverse sources within private and public pre-existing programs. Ed department has too much bureaucracy to go through

**Question #2: A non-profit organization should be able to serve as a lead in providing preschool services for a county.**

**AGREE: (70)**

Agree funding and structure established

Yes, is willing to meet quality program requirements

If well organized and & ramped now

Absolutely. We're interested in quality, period.

Everyone (non-profit and for profit)

In theory yes, but not relevant to Orange County.

They might be the best candidate

But with proven track record for quality and administration

If they are dedicated to EC education

But must accountable to ALL rules and regulations

May fit specific, unique needs for some – that others may not be able to meet or address

We need the latitude and flexibility

Diverse goals and services are an initial part of meeting child's family needs

If they are most qualified they should be the lead

Non-profit often do not have the same restrictions as other institutions

Yes, work together it is important

Yes, they tend to have the ability to allocate resources more readily without all the red tape. However, these resources should be held to very specific standards.

This is a great idea with the appropriate expertise and involvement of all other entities

Yes, they would have to meet established standards. If they do, then they should be able to serve as lead.

A non-profit aggregation provides quality programs

An organization such as Children's and Families Commission or United Way

If they have proven track record, why not?

Yes, a non-profit that does not have an invested (monetary) interest in education. Open books for all 501 c 3

Non-profit might have their hand on the pulse of the community. Supports the belief that communities can define families and might be more aware of its internal workings

(AGREE cont...)

They are more able to achieve universal (church/profit/etc)

Non-profit probably has vested interest in success vs. profit

If the lead agency has a history of quality child care, then it should be considered as a lead agency. It will have expertise, curriculum, and results that give credibility.

All options should remain open

1<sup>st</sup> 5 services have been comprehensible

Non-profits can be very effective organized and focused

Yes, there are many high quality private preschools in our county

As long as credentialing is appropriate

Any well-developed, education organization with the appropriate leader and achieve greatness

The IRS tax status does not indicate that the quality of the leadership is less qualified than that of a for profit

Yes if they have already established (or begun to establish) themselves in the preschool education arena

Agree with collaboration of others

Yes as long as there is accountability

They have the expertise, the manpower, why not?

The charge preschools have a lot of success

Yes given that they meet designated criteria to be determined

If the agency has the infrastructure to deliver the services

Yes if monitored carefully by state

If they are qualified and already fit with mission

With specific criteria (quality) established

They bias not governments pressures

I am not sure, could go either way. I have now realized what the word in the statement is, therefore, I agree that they should be able.

### **UNSURE: (26)**

Should be a collaborative. Only where it applies if appropriate but not mandated

Depends – so many of our non-profits are not ready for this

Only as long as the non-profit is working in conjunction & in collaboration with public education

(UNSURE cont...)

Could be one lead agency but not THE agency

I don't know enough about it

Only if they agree on accountability for standards and method of implementation

Have own agenda – not all willing to follow that lead

I'm not sure of what this means and I'd need to better understand the implications

Highly proficient agency would but not sure if they would exceed public agency ability

Depends on their expertise/credentialing is appropriate

Who would this be? Not sure there is anyone who could represent everyone acceptably

Sometimes competition is good to create a good program and provide good services

Why couldn't a for profit agency do it as well?

While diverse delivery system is critical it would depend on the capacity of the non-profit

I do not have the background

## **DISAGREE: (12)**

More red tape & regulations in a field already fraught with the stuff – unless they align the requirements

Additional monies would need to be allocated to establish

Political influences do not adequately represent populations

There may be profit organizations that are better able

There is no accountability in a private agency/public agencies are accountable to the electorate

They may not be qualified and have the same goals & direction to transition into a K-12 system

There have been too many causes where money is not allocated appropriately

I don't agree because, in my experience, in the K-12 system, the non-profit agencies have not been proactive in genuine engagement/collaboration with kindergarten programs. This is very politically charged in Orange County, although it is not openly discussed because we all have genuine respect for one another as people and are always politically correct

Better to work with the school districts and build a strong link to kindergarten and district consistency starting in pre-school

### **Question #3: It is possible to sustain a strong pedagogy within a play-based curriculum.**

#### **AGREE: (92)**

Research indicates the effectiveness of development, play-based curriculum for preschoolers

Absolutely! The “work” of children comes through play, when they are given the opportunity to experience situations firsthand.

It is possible to have an and/both approach with proper instruction taking theory to practice

Cause and effect – gravity – of course. Observation & drawing conclusions is science and a great ECE program/teacher tape into that!

Children deserve of “fully” developed childhood

Not only possible, but CRITICAL!!

Play is way of learning for young child

If teachers are experienced and trained

ABSOLUTELY! Intentionality and teacher quality is the key. Using a synonym for the work “play” may convince the general public to buy in. The general public’s concept/definition of the word “play” is very different from the early childhood community’s intention when we say “play.”

Not only possible but the most effective way to work with young children

Should be able to do both basic academic (recognition of alphabet) preparation and play based

The curriculum/education can serve as a “guide”

Yes – play if activities are aligned with preschool foundation and assessment tool (i.e. DRDP-R)

Play based and hands on tend to sustain learning longer and more deeply than book learning and lecture

With qualified teacher and emergent approach

The better educated the teacher is, the more successful the children will be

Important that teachers have knowledge and are able to intentionally provide high quality program

PLEASE – how much more research do we really have to do on this

Not all of audience are in the educational field and may not understand the term “pedagogy”

Accepted educational programs with structure

Yes, if you have teachers who are education in early childhood development

Yes! Engaging children in the learning process is research based

(AGREE cont...)

If it's truly implemented well. Not by ignoring the preschool learning foundations and denying (intentional) early literacy and early mathematical experiences

Yes – but it required highly qualified, talented staff to implement. Requires a strong understanding of what kids know, are able to do. And where they need to go next

Absolutely! It's a must!

Reggio definitely definitely demonstrates this!

Absolutely takes planning

Yes! Children's work is play!

Absolutely! Anything else would not be quality preschool!

Basic principle of Uygotsky's theory with word = learning in a contextualized intrinsically engaging setting

Play is the best way children learn

Yes, because curriculum it is important in order to teach

Yes – but don't call it play-based

Yes this is very possible

Development and learning begins with play

Agree - kids learn through play and interaction

This is what strong programs do now. This is not what is happening in all school district head start programs

Something child can relate to can be very educational learning while having fun! Positive association with school, learning

Yes children can learn content in a play-based curriculum. The goal is purposeful play.

Definitely it is more developmentally appropriate

Yes, children learn through activity

With some revision to process

Children learn through play

Developmentally appropriate

Tried & true look at Reggio Schools Bank Street College NAEYC

Yes highly qualified Pre-K teachers know how to teach and play in a balance approach

Agree – children learn everything they need while playing you need qualified staff to help implement a quality curriculum so play has learning included  
(AGREE cont...)

Yes, as long as there are definite standards for what children should know when they leave preschool and enter kindergarten

Absolutely agree! Critically important for DAP

It is now only possible, but essential for children to learn through play

Yes – look at Reggio self exploration for the creation of learning

Absolutely. This is the best pedagogy

It's developmentally appropriate to do so!

The foundation of Early Childhood and Montessori learning

Yes, but requires high level of teacher education/skills

Yes, if the teacher delivering the curriculum have a strong child development foundation

Oh my gosh yes. Look at the high/scope curriculum

### **UNSURE: (7)**

Hopefully this is true. Believe children should be children. Should be age appropriate

Purposeful planned play. Rich experiences.

I would think you would want a mix.

Need further information as to particulars. I feel there is too much left up to interpretation.

### **DISAGREE: (7)**

As standards have changed throughout the K-12 system, we need to have standards by aligned from PreK to K

Need to use a research based curriculum with teaching it in a “child centered” environment

Too ease to lose sight of goals

I feel that there needs to be a balance play & content (developmentally appropriate)

**Question #4: Kids who reside in low API attendance areas should be exposed to a curriculum directly related to the kindergarten standards.**

**AGREE: (63)**

This will help with transition. These children are most in need of high quality curriculum

Yes, because they will be responsible for kinder standards the year following PK

But needs to be done in developmentally appropriate way and not just pushing down kinder

The curriculum should still be age appropriate

Yes but in a DAP which grows, emotional, cognitive, social and physical skills

Already have enough to overcome 0 they should be helped along

Agree; ALL children in PK not just low API areas

Yes, but also keeping in mind the development of the who child

Yes without pushing down the standards

Structure learning is key

Yes, equal access to al just as K-12 is

If age appropriate and developmentally appropriate whole child focus

Only 4's that qualify

Strongly agree; this gives them prior knowledge

Links, of course, do not mean that the subject matter is taught in the same way in preschool and kindergarten

As long as it is based upon play based curriculum and developmentally appropriate system

Only is 4 yr olds

But within a DAP learning context

Yes with play!

High expectations for ALL children – equal access, equal opportunity!

Primarily for children ready to enter kindergarten (3 or 4 year olds) – don't push kindergarten standards to preschoolers

Will help them transition

Needs to learn the knowledge

Yes, it could be healthy

(AGREE cont...)

Absolutely – makes great sense it becomes a continuum absolutely – those standards should be the basis for this development and growth

Yes, this will enable development

Children need to be exposed through play

Key word is exposed

Possibly even more so than areas with high API attendance

Begin with standards

Developmentally appropriate practice PLAY

All children yes I agree

The standards should be articulated but preschool's first focus should be social development

All kids should be exposed to K standards curriculum through play-based curriculum

I agree in articulation with K but developmentally appropriate curriculum

Everyone (ALL STUDENTS) should be exposed to a curriculum

Let's bring these schools (preschool) up to an established higher level – i.e. 75% to 80%

But not watered down kindergarten curriculum

All children should be exposed to high quality curriculum that is appropriate for their age level

As long as it is more play than academic

But it should be D.A.P. not academic emphasis only

Absolutely, this makes perfect sense, all API ratings should have same curriculum

We want children to be successful in school

Should be child development focused

### **UNSURE: (19)**

Depends on the level. It can't just be pushed-down kindergarten

I think so but the content and performance should be appropriate

They should be thoughtfully woven in but not the sole base for the curriculum

Not familiar with curriculum/standards

Why only these children?

(UNSURE cont...)

Why just low API? Of course they should date

Unsure – combine standards with foundations

Still need DAP

Having learning goals linked to developmental continuum with ed goals does not equal curriculum standardization

Linked, yes watered-down kindergarten no!

Not sure what is meant by directly related linkage is important for all children

Unsure because of the wording. All children should have access to and exposure to a curriculum that to articulate with kindergarten

Some linkage is needed, but must be presented age/develop appropriately

### **DISAGREE: (26)**

This is dangerous – sounds like preschool will be watered-down academics. Preschool needs a developmental/social contemporary focus

No. Preschool curriculum should be able to provide the skills and knowledge needed to succeed in kindergarten

Curriculum s/b same for all kids, not just low API

Expose them to developmentally appropriate EC program addressing readiness including social emotional

Curriculum needs to be appropriately developed one and not based on standards

No – life skills and emotional/musical/artistic intelligence should be emphasized

Sounds like “push down” curriculum. We need to have a curriculum that meets their current & varying developmental needs

Preschool is NOT K – there is more value in true preschool curriculum

Not directly related. Standard is guidelines need to be developed according to the cognitive development

They are not ready. They need to be exposed progressively and when developmentally appropriate

Curriculum should be directed more toward the social skills, motor skills and maybe very early learning stages – i.e. counting, speech, etc. It should also be based on the learning skills of the individual student.

Curriculum should be related to need of children – where they are and what fits for them

Don't agree. They need the foundation of exploration and the exposure to learning.

It depends on what expose means – There might be a problem of DAP. Might teach to the students.

Don't agree: Children in low API attendance areas should be exposed to curriculum that is developmentally appropriate.

(DISAGREE cont...)

No, directly related to preschool standards. For now, based off of the DRDP-R. Curriculum should always be developmentally appropriate and based off of research, which prepares kids according to what their capabilities are.

Needs to be in alignment with what children are going to be exposed to – but not just for children who are living in a low API area

Need foundation for learning

Most play and learn social skills for better involvement in K-12

Preschool should have its own standards that complement or build foundation for kindergarten standards

**Questions #5: Families who want their child to attend preschool should contribute something to the overall cost of services, based on a sliding scale that reduces the burden for the neediest families.**

**AGREE: (85)**

All families should have maximum parental choice if they want their child to attend preschool with minimal costs (parent investments)

Yes all families should contribute – the same for the K-12 system. All families contribute to the state systems social, infrastructure and education

This helps to make sure families establish a firm commitment to the PK program

Higher income always has to pay more than lower income even if higher incomes are struggling/surviving as well

Yes better buy-in!

May positive with paying for centers and family

But should not burden those who can pay for compensation

Families will put a higher value on Pre-K

This allows families to be part of the education and provide monies that make them part of the process

I think so – as long as there is no undue burden to anyone.

As long as the formula to determine contribution is realistic for extremely low income families

If that's how we can serve more children then I agree but creative financing should lower the cost for all children for example junk food tax.

This is hard but ownership is responsibility

Yes if it's a sliding scale

All parents should be able to pay something

Agree – paying even on a sliding scale promotes commitment

Both fees can be paid through services as well as through \$

Paying something helps with self-respect

Will make families more responsibility and encourage participation

Fee could even be waived in extreme circumstances

When you invest in something it is more meaningful and you tend to feel a great sense of responsibility to meet the program requirements. Look at college performance by students who pay for own education vs. those whose parents pay their way

This allows for preschool to be made available to all children

(AGREE cont...)

You always put more value on things that cost you

Everyone should pay something – even if only taken “free” is not often valued

Yes, partial pay, based on income and freely size makes sense

People take care of what they have by in ownership

Gives everyone responsibly for their children’s education

Agree – “it takes a village”

It doesn’t have to be money can include time

Even if it is the \$20 now allowed for field trips of parents paying for their own TB tests.

I strongly believe each family must contribute

Symbolic commitment – value what you pay for

With no fee for neediest

All families need to be invested in their children’s preschool experiences. I worry that the lowest fee would slip too high

They will feel more vested in their child’s experience/education. I find that those who pay nothing just consider us as caretakers! We have no validation with them

Yes, that way the families who can’t afford to pay full tuition, would have the same opportunity for their children to be in a good program

Makes it more accountable

Contribution could also be time - not just dollars

Only if the sliding scale is appropriate to the neediest families

Need to contribute

Value should be placed on something that contributes to the success of their children

Value for contribution – unspoken perception of value for \$\$ spent

Could be in-kind contributions for lowest income areas re: head start model

Absolutely – responsibility

Will be responsible and value

All need to make some contribution to value opportunity

Good balance and ownership/investment & support subsidies

(AGREE cont...)

Any cost/payment tends to build commitment by parent to the education process.

**UNSURE: (8)**

How do you capture families who don't see value?

I would love for preschool to be completely free, but fear the "entitlement" mentality and have seen parents treasure things they have financial investment in

**DISAGREE: (15)**

Neediest families should "pay" through classroom volunteering versus \$

PK should be free for everything, just like K-12

If we want these programs aligned with elementary, they need to be aligned fully; we can't have it both ways. Public education is free!

Don't agree – universal and free

No – this is OC – huge cost of living. Some families can't even afford rent/food/gas

Compulsory education for all – provides a stronger workforce

Some families can't even afford the lowest end of the scale

These are the children we need to reach more than any

We should treat preschool like elementary education

This mindset is typical of OC children should have the right to access  
Depending on parents ability

Families below 75% of SMI should not pay anything

Social economic status is a key factor to not being able to contribute towards education

**Question #6: It is logical to develop our preschool learning standards based on the expectation for kindergarten.**

**AGREE: (67)**

Yes!! In order for all to be vested

Foundations of standards need to be established

Yes, as long as taught developmentally appropriate

Seamless transition do not believe in a cram down of K standards, but K readiness

Strongly – provides exposure to standards and holds educators accountable

But dangerous. PK needs stronger developmental focus

As long as we keep developmentally appropriate practice at the center

In a fun developmental way learning through play

I think giving the children the basic knowledge to bridge its kindergarten would be beneficial for success

This doesn't mean bringing K program down to preschool. Preschool can be preparation based on K expectations

Must closely review the K standards

Danger! Danger! No teaching to the test

There should be a linkage and alignment on foundational learning concepts

Yes. Both need to be looked at and blended – again developmentally appropriate

Carefully so kindergarten standards are not pushed down to preschool

Yes DAP linked to curriculum kindergarten.....

For smooth transition

But not limit standards based on kindergarten

Yes, work as a team in order to help children

It would be good to link them

Yes this would create a horizontal thread

Need to be inferred to preschool need and standards

Children need to be exposed

As long as the standards are developmentally appropriate 4 the age group of preschool and special needs and English language learners are considered. Standards should align with expectation but not push down

(AGREE cont...)

D.A.P.

Agree to have ability to measure children readiness into kindergarten

Promotes skills needed to be successful in K

But the method of testing should be completely different

Should be a bridge between preschool and kinder

But still developmentally appropriate for preschools with opportunities to learn through play

With the understand that the preschool standards are age developmentally appropriate

Yes, if done in a proper setting with developmentally appropriate practice

The academic expectations of K are more vigorous than we may have been familiar with before so we need to truly align our PK standards to contribute to a seamless K transition

Yes, this should be considered as long as the kindergarten standards are meet the needs of all children

If not, the K-12 system will claim our system is not preparing children well

This way children will have successful experiences in kindergarten

Yes – we just need to keep in mind what is developmentally appropriate for preschoolers

Keep standards mostly developmental

Can also have more focus on socialization, etc.

As long as the standard reflects developmentally appropriate practices

Yes, being aware of developmentally appropriate needs of children

Already are - or are trying to achieve

Agree! Building foundation to/for what is expected in kinder

Keeping in mind the developmental steps children take to reach kindergarten expectations. Standards should include early learning goals

Yes – we need the skills to build one another and continuum – a developmentally appropriate continuum

There would be age appropriate building blocks

We need learning pathways

As long as developmentally appropriate

## **UNSURE: (10)**

“School Readiness”

Yes, but...

Too much structure will stifle emotion learning

The expectations for kindergarten are too stringent, children need to be children and so much is learned through play and socialization. I fear ps learning standards will trickle down to worksheets, dittos and desk time for children

They must be developmentally adjusted

I believe they should be coordinated but I believe developmental stages of PK should be the primary consideration

Need to look at the standards

Because kindergarten standards should also reflect developmentally appropriate practice there should be a compromise

Maybe there is something better

## **DISAGREE: (29)**

Not necessarily – in preschool we need a more developmental approach – “hands-on” at this stage of their development makes for deeper learning. Social/E.Q. competence also very important and not in kindergarten standards

State is already developing foundations – why reject them to develop our own? Unless you mean utilize foundations, in which case I agree

Standards need to be based on research in EC development and articulated to kinder

They should be based on the needs of preschool children

The expectation need to be based on what each individual child can learn

Logical, yes, but care must be taken for “push down”

Preschool learning standards must be based on child development research and what is best for young children

They should not be limited to the academic. The foundations should be what are developmentally appropriate for 4-year-olds

LS should be based on what we know about children birth to 5 not on Kindergarten standards that may or may not be DAP

The standards need to be developmentally appropriate. Unfortunately, I’ve seen K standards pushed down to PK. This is not OK. Play-based curriculum is important

Agree – have to make sure the implementation is developmentally appropriate

(DISAGREE cont...)

Expectations should be higher than just kindergarten – look through at least 6<sup>th</sup> grade on through 12<sup>th</sup>

Standards introduced should be developmentally appropriate with kindergarten standards introduced at the right time

Are our expectations for kindergarten age appropriate? Is our teacher training program, as a whole, ready for this? Why should PK be a watered down kindergarten – look at need of preschool children

Let's not push kindergarten down – let's give our children the foundation to learn, explore and the love of learning

This further allows push down...should be driven from bottom up. We need to value how children learn and doing what's best for children

No – kindergarten values and pushes down high school standards: great concern on the creation of programs that don't incorporate developmentally appropriate practices

No – expectations for kindergarten are not that good

Each grade level has different standards that are not directly related

The age developmental skills are not the same

A combination of expectations and what is appropriate for the developmental age

**Question #7: One of the best ways to inform consumers and the community about quality is to implement a quality rating system open to all providers.**

**AGREE: (89)**

This, however, would mean that we would need standards so that all providers will be held accountable to the same standard

This requires frequent, consistent review

As long as the rating system is something like MAEVC accreditation

It also gives the providers goals to work towards

But, just one way. Need much more for parent education

I don't think it is the only way, but one way that works

Need to set a standard toward quality. Need to have a goal of continuing quality to work towards

It should be a way to show the quality of a program

Don't we already have this in several formats? Need to educate the community too

That way it will be an open market for choosing the best programs available

Sets standards for all providers – rating system helps to change, shift, etc.

Access to consumer view of a standardized rating system helps develop quality

Quality indicates need to reflect defined terms so community understands what they do and do not measure

But must provide ways for programs to move up in rating (quality). Also must include public education program

But it must be affordable

All providers

Created cautiously

Yes, it needs to be quality across city and county lines. All children deserve quality Pre-K education

Key is to have standards based on research and theory and a strategy for making them comprehensible for parents and teachers. Cost of being related and impact if rating key on RMR will be a factor

Yes, quality rating system should be public

Should be inclusive

Must be measured effectively and in unbiased manner

Work as a teacher public and private

Very good idea

This makes standard apples to apples and it is public for comparison and evaluation

Yes, need evaluation system that is consistent and utilized across all components

Yes, this allows consumers to make good decisions regarding where they place their children and it provides incentive to these facilities

Quality would be standardized

With funding two help programs increase quality

Holds agencies accountable

Use United Way, 5 Star

(AGREE cont...)

Agree, for accountability

That will be one way we move to universal Pre-K and to reach church-based, family child care, profit, etc.

If you can evaluate based on same criteria, it will make it easier for parents to choose a program/school

Accountability

A quality rating will move facilities and programs to a higher standard so that a program will not slide by with lower than acceptable ways of doing business

Agree, programs would be more accountable

Openness creates comfort for parents and funders. A quality rating system provides a level playing field

Expectations will be the same accountability will be present for all schools

Given that the rubric upon which the rating is given the standard for all providers

Then we are all talking the same language!

Standards and expectations in the profession are important

Should be mandatory, though, rather than voluntary and monitored by an agency with authority

Both as an educator and a parent, this is an excellent idea

This would improve the quality of education in all preschools because it would promote competition

Who designs the system?

Very simple assessment, not too time consuming

Even though this leads to more paperwork!

Yes, we need open standards to educate parents. Parents need to advocate for quality as part of the push for ECE.

Agree, and open to all community parents

Although I believe NAEYC accreditation should be the goal of all preschools, the star rating system gives families indicator and so few centers in Orange County are accredited

It should be consistent to all providers in order to ensure high quality preschool

Just as long as the monitoring system was in place

I believe quality programs need to be rated and shared with parents

Agree, if the programs do not have to pay for the assessment as in NAEYC quality ratings

Yes, with all systems private and public rated

### **UNSURE: (14)**

It depends on what the criteria is based upon

Similar to Blue Ribbons Schools?

Ratings can be good, but also detrimental if not done objectively

Would providers, not funded by that source, be willing to be "rated" by it? Would it be a fair comparison? For example, as a general center contractor, I lose teachers to school districts because we can't match their pay scale and benefits; would also depend on the criteria.

I think there are other ways too

Rating system is a good idea but, it needs to be combined with community education about what is quality

(UNSURE cont...)

Would require “educators” regarding what quality is – to stake holders. A rating system in and of itself will not translate to informing consumers regarding quality.

Perhaps as long as all providers have equal access/opportunities on professional development

Depends – is there is true agreement on metrics for that system. For example, NAEYC accreditation achievement should not be the only way to achieve the highest rating and there are very different opinions of cost/benefit of going through the “process” of accreditation through NAEYC versus meet criteria. Also needs to consider Title Vregs.

Not sure what’s involved in this

A quality rating scale is a good idea, but I’m not sure the message gets outs to all

### **DISAGREE: (5)**

A quality rating system rates a program in a “snap shot”. Quality may deteriorate or improve rapidly after the rating takes place.

I believe there are already quality rating systems in place (accreditation, ECERS, STARS, etc.). Centers/programs advertise their good scores. Better to educate parents on what to look for. The parent expectations will drive the economics.

I don’t agree. It is too easy to abase these systems. You can be great on any given day.

I think there are better ways to inform consumers such as brain development, importance of play. Rating systems can be too subjective.

QRS is good in theory but in practice. I think it creates exclusion and magnifies those not rated. Plus what about when a school district is the operator of multiple on-sites elementary campuses. Will then sites be rated causing animosity among teachers/administrators than others?

## **Question #8: Family child care has an important role to play in an emerging preschool system.**

### **AGREE: (92)**

There needs to be collaboration with all providers

FCC has a lot to offer

Absolutely! But we need to have improved standards for providers

Has to be a part of the larger vision for a system

Should not be devalued, but encouraged to be more than “baby-sitting”

Providing they follow specific guidelines in all developmental areas

Focuses on a child development through hands on learning experiences

Absolutely – would need ed/training for teachers and in with licensing

Preschool should not be all day – working parents will need support for quality child care

There are many quality FCC homes who prepare children for school success

Many families still like the idea of a smaller more home like environment; there still is a majority of our children in home family care

Yes, but I think they need to maintain the same standards as pre-K

Need to acknowledge where children are and parental choice

Yes – but they need to be educated in how to work with young children

Yes – family child care using standards set by state – “quality care” provider meets minimal requirements of education (AA +GECE units) assessment, etc.

We can't ignore capacity it provides. Without it we'd have an even greater shortfall

If the family child care provider has appropriate qualifications

Yes, simply because they care for a significant number of OC's children. The family child care needs to be significantly educated and trained to create intentional, quality family child care. If we fail to include family child care, then we create a two tier system that reinforces low API schools

There are not enough spaces – we need them. Their level of education and care needs to be raised in many cases

Yes, as parents will still choose family child day care

Absolutely! We do not have enough space to serve all children in preschool and many of our children need all day care

Yes, they should be the same

Not all children can handle a large group experience, so family day care is a better environment for some children. We want to meet the needs of all children

With appropriately trained providers

Families may not be able to send children to another program and instead opt to send them to a child care facility that varies in type

Yes, families who choose to home school or educate at home for the first five should be included. The state does not replace parents!

Yes, this is an under utilized group with many positive factors. i.e. already in the community, etc.

(AGREE cont...)

The preservation of the family experience in a daily setting, when possible, is a valuable and unfortunately diminishing experience with the increase of two working parent homes.

Family child care programs that have high standards for quality

Parent involvement is paramount. Without their involvement and support, learning in preschool is only play and soon forgotten.

Many child care should be part of integrating this idea, expectations, consistency will be visual

Probably help – I think parents would prefer integration with child care

Most preschoolers have full time working parents who need a full day of care five days per week

Agree – there should be more alignment with pre schools and family child care. Can create openings for children

And should be licensed and respected – especially for special needs.

Yes, these centers should be included in the dialogue and has a major importance for overall system

Family involvement, especially in literacy, is crucial to the success of the child

Must honor parent choices

Family childcare is an option for children and needs to be addressed

These are the children who are most likely to enter the preschool system

This plays an integral part and influence in the preschool system. All parts need to be considered when considering the whole

Family needs are important to consider

Standards should be established to prepare child for school. Not just a day in front of a TV or playing.

We can't meet our goals without using all our resources

There needs to be articulation between them

Yes, children learn from home environment

Family child care and parents providing preschool activities, but not enrolling their child in an institution

Family child care is here – and a huge fall-back in the array of choices

Again, transition process of development and quality care providers

This will ensure a cultural and linguistically diverse program

Need for capacity to serve maximum number

Serves a unique population – which should be included in conversation

Yes, many families prefer small family child care settings. And these settings can be more appropriate for children having special needs.

So that all children can participate

Some families will always choose to use this type of care so providers must be educated in app. ECE teaching methods and developmental states

### **UNSURE: (10)**

Only if they are capable of providing a better curriculum

They have a role but need more support and training

(UNSURE cont...)

Family child care is generally not good without educational component

I do believe some children would benefit from a very small group size and home setting. But as a longtime consumer of licensed family childcare, they usually have a wide range of ages (infant included) and I doubt service delivery would be as focused as center-bases.

If you mean serving lots of children in OC, then yes, family child care has a role. I doubt, however, that this component will take a lead in curriculum.

**DISAGREE: (6)**

Can be preschool, standalone, or offered with child care

Other than health and safety standards, the provider would not have to have the same educational requirements