

Workforce/
Professional
Development

Parent and
Community
Engagement

Program
Quality and
Monitoring

Facilities

Articulation and
Coordination
with K-3

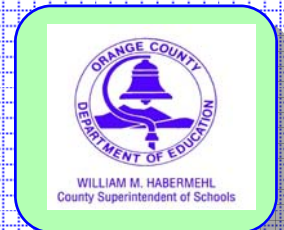
Data

Preschool Planning Collaborative

Case Statements



June 26, 2007



Question #1: It would be an accomplishment to get all of our preschool programs to a comparable adequacy level before concentrating on developing showcase programs.

AGREE: (34)

Equity? Facilities standards.

Yes, if we have limited time and dollars – get everyone on the same page and then highlight Superior/”beyond” programs.

It would be an accomplishment...However, there are already some “showcase” programs running in O.C. that we all can learn from.

Yes! Needs to be a commitment for all programs to be “adequate”.

Yes, however, a pilot (model) program would be very valuable.

I believe that it would be an accomplishment, however, this would be very challenging endeavor. A more achievable accomplishment would be to have all programs participate in a QRS.

Yes, but how realistic? Showcase programs may be necessary.

Yes

Agree – resources should be directed to broadly improve ECE.

Yes, though it may take too long to accomplish.

A multi-delivery system at this point has a great vulnerability in quality incentive to improve.

Yes

Title V, annual licensing visits

This would mean quality for most before getting just a few “showcase” models. Now children would benefit.

Yes, it would be an accomplishment but not necessarily a must do before we start identifying programs to showcase excellent parts of programs.

Showcase programs are excellent for models, etc. But if we put our money to showcase, what happens to all our children?

It seems that an accreditation team in OC must be able to visit each situation and help that school/classroom make initial improvements and come back three times during the year as a consultant.

Title V is adequate and safe; we should be striving for better than adequate.

Yes, all programs should reflect a minimum state standard and throw more on.

I agree, but I think we have some showcase programs now. So, should we work to bring up what we have? Yes, immediately.

It would be an accomplishment; however, models are needed in order to assist schools to reach Title V.

Great idea, but may be very difficult to achieve.

UNSURE: (8)

Not realistic – begin with school district, non-profit, private for profit.

Unsure- quality enhancement OC programs that are already adequate also makes sense.

Unsure – need models.

Need showcase programs to provide model and motivation.

Unlikely goal of all programs reaching Title V will ever be achieved to this would mean we never have “excellent” programs. Need to focus on moving all programs forward from where they are.

DISAGREE: (16)

It's an accomplishment but limiting.

I believe we need to do both at the same time so that centers can have models to inspire them. There are some programs out there close to showcase level currently (a few).

Unrealistic goal, showcase schools are more likely to happen faster.

Both need to be developed at the same time. But, I agree it would be an accomplishment.

Don't hold anymore back. Those who can move forward can but don't stop pushing for adequacy. Success stories of showcase encourage others.

I think we need to do both.

Quality programs can serve as models and provide assistance to those who need assistance in program development.

Programs that are high quality should keep moving forward...it's not about being "showcased" for attention – it is about our obligation to keep getting better for kids.

Stagnating the "few" for the many does a disservice to the quest for excellence in ECE. Developing showcase programs provides a model for others to follow.

Exemplars necessary to move beyond adequacy.

Because – do still need an exemplar?

Title V not good enough – "Adequacy" level is not good enough.

Showcase programs set a standard for comparable adequacy.

I don't think we need to "wait" to get all programs to Title V before developing showcases... Title V is a major uphill challenge for programs struggling with basic Title 22 – doesn't make sense to not build/strengthen where there is greatest capacity right now to develop showcases (the wording of statement was confusing).

Question #2: People won't get to know what a high quality preschool is until they see one in their neighborhood.

AGREE: (35)

See and hear about it.

The general public is not going to go out of their way to learn about Best Practices – they must see it at their doorstep.

I agree. Many people need to see it in action.

They need to see it. They need to understand it.

Yes, neighborhood can be expanded. It is also what we tell them.

Yes, people need to see what it looks like.

Seeing a quality program in action is more important than reading about what quality is. Families can “feel” quality as well when they walk through a quality program.

Sometimes “seeing is believing”.

It is not apparent at first...it is realized over time.

Need exemplar!

Yes, people need to experience it first hand.

So abstract for general public and even new teachers and students of ECE.

Accessible.

UNSURE: (7)

I don't think that makes any sense.

Not sure.

They won't “know” until they experience it with their child – not “see” one.

How are they going to determine? Needs to come from the school district setting the level for excellence.

I think ad campaigns did A LOT toward this from First 5.

If we are able to articulate and use all types of media to inform people about high quality, then they might not need to see it.

I think publicity and education can make a big difference if that includes concrete examples and is well distributed.

DISAGREE: (16)

We need to do a better job of general education of public on high quality. We need to generate market demand.

With adequate education, materials, and media, this could be accomplished as well.

Not necessarily – need to use media and program identification to exemplify programs need to understand minimum standards.

Right now a preschool in a community that hasn't had one will think of having one is “high quality”. Educating the public about what to look for in a high quality preschool will make the difference.

Education can take place in other ways – quality indicators, rating systems, check lists, etc.

If we publicize it, they will get to know what high quality probably is.

No media needs to be used to pass the information to all levels of eligible families. It will help to see it, but information should be available before.

Advertisement (publicity)

They can be educated on it. They will look different in each neighborhood.

Question #3: If we want preschool teachers to have a BA degree + ECE training, we should have a gradual transition that aims for one BA degree teacher in 33% of classrooms by 2010.

AGREE: (47)

Most realistic approach – more likely to be successful.

Yes!

Gradual transition is the key here – field will do without gradual transition.

Good goal.

Wages would need to come with this.

Yes, but we must be sure it is attainable by those already in the workforce who have the units only.

Probably unattainable, however....

Agree – “baby steps”

This is a realistic approach that changes new workforce expectations – but grandfather those in place without degree.

If the pay equals the standard K-8 teacher. We have B.A. teachers with permit that do not have pay equity.

Yes, what about the funding?

But we also need a complete transition plan that targets in place for all teachers to have BA's by date.

A gradual transition is a good idea.

But increases the % each year.

Yes, we need to build up to this or we will lose/demonstrate hundreds of hard-working committed teachers who are doing the best they can to continue their education.

There are teachers with years of experience but may not have the degree – we need to support their transition to the new requirements/expectations.

Sure.

It must be gradual to allow for those working in field.

But, we must help fund course work and salary enhancements.

Agree!

Yes, but might want to consider new high school mandate and NAEYC standards in getting? and years.

I agree. Our colleges and universities need to be in sync before we can move to a 100% policy.

Be willing to fund it.

Yes, unless there are requirements in place, very little program will be mad.

UNSURE: (3)

Recruiting, better pay would help increase transition.

Perhaps we can accelerate the process.

Yes we need a gradual transition but not pure if 33% by 2010 is realistic – are higher institutes ready and are staying willing?

DISAGREE: (8)

My God! This goal started in the mid nineties. Goal date has been pushed back several times...more pay for those who obtain their B.A. would speed up this up.

Although I don't think it can be done, it should be done.

Should have goals – gradual transition is great but greater numbers should be expected.

Won't work unless money is adopted also.

25% is more realistic – 2010 is only 2 ½ years away.

Need at least five years for this.

No, no, no – some will not be able to reach this goal.

Question #4: We have a duty to preserve the existing workforce before we rush to enact policies that require a BA degree for preschool teachers.

AGREE: (22)

We can't co-op the field. We need to respect diversity as well as expenses.

Grandfather in.

Agree- why it should be gradual gives them time to upgrade.

Yes, before we get rid of current workforce, we need to ensure upcoming workforce is available.

Yes, continuity is an important part of quality.

Without compensation for a B.A., I don't think a policy is realistic.

Yes, only with end date of 2015. Grandfather in...with fiscal responsibility.

Entice current workforce to pursue BA/certificate program.

We need to support our teachers without BA to get that degree.

Agree- but we need to make sure higher education is accessible to all of our current workforce.

We need a gradual transition with education plans but not a simple grandfathering in.

UNSURE: (12)

I think supporting the existing workforce to work toward desired competency will support having enough staff to meet the ECE need as well as working on policies to increase competency requirements.

We want to transition existing workforce towards BA.

I don't agree with "before" it needs to be done simultaneously.

We have a duty to ensure diversity and access to higher education, which not all providers will necessarily participate in. We have a responsibility to provide an opportunity, not guarantee a job.

The workforce can be supported and coach to their education and get to the new requirements.

Not sure. We have great teachers that do not have a B.A. degree. We need to work with existing staff too.

DISAGREE: (24)

Have to do both simultaneously (maintain & grow).

We need to enforce the requirement so that the workforce has a clear understanding of the expectation.

But consider waivers to prevent ejecting people from workforce.

I think we need to think about what is best for kids first, and provide support for workers to meet new requirements.

We need to bring the existing workforce up to the higher level. This assumes that current workforce is not able to improve.

We should provide ample opportunity to attain goal and program available.

Don't agree.

Just because they are already teaching doesn't mean they are quality.

Not sure about "duty" and the word "rush". However, it makes sense to go ahead with improving quality through enacting policies requiring higher education (i.e., a B.A. degree).

We need to do this at the same time!

Not disarray existing workforce but give an educational plan for each with timeline.

“Duty”? No, we should work on both.

I don't agree we have a duty to “preserve” but we should advocate for a pathway to use the current workforce expertise.

Pay will preserve – ACSD pays their ECE teachers in close parley with elementary – teachers do not leave ACSD!

Either they get a B.A. or move down to Assistant.

Questions #5: Having “Centers of Excellence” in low-achieving communities would be an effective way to demonstrate how and why quality makes a difference.

AGREE: (47)

Amen!

Models of collaboration; models of a caring community.

Agree!!

Definitely high quality where low SES families are will slow the importance of preschool in day.

I agree. I have a center in this situation and we have been extremely effective.

Yes

Don't push them for excellence through because it won't work if we do!

Yes!

Yes! Being a non-profit in a low-achieving community, we have to strive for excellence to gain support of the community.

Absolutely.

Standards need to be effective and universal model that reflects the “needs” of that community.

Absolutely!

Yes, outcomes will prove quality makes a difference.

Absolutely! Would show impact.

Yes, Title V and Head Start often better than private programs.

Studies have shown dramatic effects among disadvantaged populations – we can assume that similar results will be achieved.

Yes, good to have something to model.

Yes!

Agree

UNSURE: (9)

Shouldn't they all be centers of excellence?

Really publicizing what quality is for all and have parents expect it would make a difference. For politicians!

What services would the Center of Excellence provide to make a difference?

Nice idea but there needs to be a place to have it happen and money.

I don't know if this would work.

But not at expense of other programs not receiving adequate funding.

Promotes diversity.

DISAGREE: (2)

Too much money spent to help just a few children.

Not sure how this would address this issue – depends on data collected, publicity, etc.

Questions #6: Having “Centers of Excellence” is an effective way to demonstrate why public investment in quality is worth the cost.

AGREE: (49)

I agree!

Agree!

I think we need to start somewhere. Let's reach the kids who need it the most!

Yes!

We did this 20 years ago – it does work.

Yes, it provides evidence of program effectiveness, qualitative and quantitative.

Absolutely! I have experienced this first hand with donors of the Children's Museum.

Ok.

Absolutely!

UNSURE: (8)

Overtime teach children through K-12 system.

All centers funded by public should demonstrate.

Not necessarily – out comes should be measure.

Depends on center.

Resources should be allocated equitably.

DISAGREE: (2)

They would not get it if they ain't known what they are looking for or at.

Preschool should be separate.

Questions #7: We should encourage school districts to commit funds to create high quality preschool, even if every child is not able to participate.

AGREE: (39)

What will a district call high quality?

Agree!

Yes, more high quality is better than less and we have to start somewhere. Get definition of high quality is important.

Encouraging the school districts to pay for preschool will also encourage them to look to the state for funding.

Yes

Proportion of funds based on population STATS.

Yes

Yes! Title I currently encourages the use of its funds for preschool programs. Many choose not to.

Yes, some children having access is better than no children having access.

It's a vested interest as all students are affected.

Any funds spent should be for quality.

Yes, they would directly benefit in K+ grades.

They already do.

Yes, more money always good . Strong for all district children should be the goal.

Good luck!

YES

Focus upon high risk, low API communities.

Agree – key word is “encourage”.

Earmark funds that support (separate) administrative support from Title I school, child development.

And strive to increase funding over time to include all.

UNSURE: (12)

Unsure?

Statement is too vague to determine.

Every child should be able to participate.

Perhaps it will be a good idea.

DISAGREE: (6)

Every child should be able to have access in their school district at each school.

Preschool funding should be?

Let school districts manage their own budgets – they know their own needs.