

Workforce/
Professional
Development

Parent and
Community
Engagement

Program
Quality and
Monitoring

Facilities

Articulation and
Coordination
with K-3

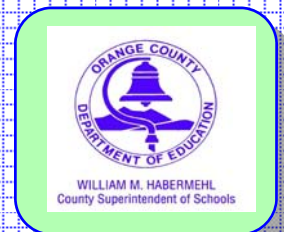
Data

Preschool Planning Collaborative

Case Statement Comments



October 23, 2007



Question #1: We should encourage school districts to leverage Title 1 dollars to enhance some of their existing preschools to become “Centers of Excellence.”

AGREE: (47)

Excellence is always the goal and districts should be encouraged.

Agree, but I know through prior work with school districts, they first have to agree that preschool is necessary before they will commit Title 1 funds.

Please encourage district leaders to see Pre K as part of their district vision and a seamless Pre K articulated vision.

Yes! I'd like our preschool to be one of the “Centers of Excellence!”

Definitely agree. We must inform Board members and Superintendent about the announcement of the use of Title 1 funds for preschool in districts of declining enrollment. SAUSD currently accesses Title 1 funds, but could expand.

It makes sense to use existing facilities to leverage more funds.

Agree, but not sure Title 1 can be used at preschool level and until preschool is mandated, school districts will not dedicate funds to unmandated programs.

Absolutely yes! The argument in favor of this idea is to “prove” that preschool makes a difference. Many children will not need the intervention paid for with Title 1 funds if they participate in a 1 or 2 year preschool program.

More knowledge needs to be given to the district about it.

Not only to “enhance” but to “establish” preschools as well.

Absolutely!

Agree, Title 1 should have already indentified. Let's make them better. Full day opportunity would allow many parents to either training, education, workforce.

I agree – not all school districts provide this support.

Merge with Special Education dollars to serve mixed groups.

Need to look “beneath” what is said to actual practice and dollars.

Most effective use of funding – prevention.

As long as there is guidance about key components. I worry that some districts might showcase preschools that look like elementary classrooms (I've seen some)!

Agree, if exist they should be utilized.

Yes.

Agree +

Yes, especially when preschools are on district campuses and those kids are moving on to the K-6 classrooms.

Agree, need dollars from any and everywhere. Concern remains that school districts will solely become preschool operators.

Yes, school districts must share the responsibility of “excellence” in preschool education.

Some districts are already funded by the Children and Families Commission and leveraged funds from the districts to create centers of excellence.

Need for school districts to address quality issues in their preschool programs.

Definitely! Why aren't we already doing this?

Some of our districts are already doing this. Maybe harder for some districts to “let go” of Title 1 money.

With insurance that teachers have minimum 12 units, ECE units and field experience.

Needs to be improved, although (even if) may already exist. Full day!

Many districts already use Title 1 for child care – Cinda Muckenthaler has list. cjmuckenthaler@socal.rr.com

This just makes common sense, especially in declining enrollment school districts.

UNSURE: (13)

This will not be a problem as long as they do not shut out community providers.

Depends on what they take funding away from dollars and how they define center of excellence.

Title 1 funds would need to be additional funds for the districts their budgets have assigned the existing Title 1 dollars. It's difficult to maximize these funds if they are already maximized.

How do we include private sector?

How are the existing programs doing? The school district I work with may not be able to do this easily. I agree that the more we could do on this front would be a good thing.

Ensure the teachers have sufficient/beyond 12 units of ECE and 1 field experience class. They must have a firm foundation and understanding of ECE. Support Best Practices in ECE vs. the down push of elementary behavior expectations. I encourage the Full Day so many who need the experience to break the cycle, can't go/get picked up in 3 hours!

If the centers of excellence or their existing SPS to have ECE curriculum, presented as DAP.

Would this take too much away from K-12 kids?

Unsure

Unsure: will it take away from K-3 services?

DISAGREE: (5)

From my observations, the school district run preschools are not DAP and merely pushing down K standards to the pre k class. Also, this makes it harder for the private sector to attract and retain BA level teachers. School district programs are visually not licensed.

Not enough money there to spend in "Center of Excellence".

No preschools for Title 1 preschools in our district.

I agree, but waiting for a school district - it won't happen. Title 1 is not the answer. Existing programs within K-12 need these resources and it would spread the dollars available too thin. However, Title schools do support preschool on site, utilizing these resources.

Question #2: The best way for us to get from “here to there” (system implementation) is for OCDE to continue in its role as convener and coordinator for a transition process.

AGREE: (48)

Agree!

There really isn't any other existing entity with “public face” of education with prestige to gather people together. Share the information on who is doing what there!

Agree, although children and families of Orange County would also work.

I think if OCDE continues in the role, school districts will be more likely to come onboard.

This has really helped to have OCDE facilitate ECE Collaborative, but, I have yet to see Montessori schools represented. How can that happen?

Yes!

Yes!

Yes, agree.

This seems to be reasonable as they have successfully coordinated the 8 month planning process.

Emphasis on convener.

OCDE is the best organization to do this and forward motion can not happen without a convener.

Carries more weight with districts and allows a centralized place to acquire and disseminate information.

I think OCDE is a logical agency choice for leadership on this issue.

Need support from OCDE (there needs to be a leader for things to get started).

Agree!

Yes, we need a lead agency to take this role as coordinator or facilitator to help get the work done. The current process is a model for this continued work.

Yes, they are aware of the services out there and will know who needs to know (colleges, districts, etc.).

Agree, it needs to be an Institution facilitating the process and OCDE can be it.

Yes

Agree +

See if other partners CHS, First 5, others community colleges, would like to take this role.

Need someone to coordinate as lead for all diverse resources.

Unless there is another agency that is willing to contribute dollars to co-convener and support efforts.

We need a centralized agency.

Yes, thanks for your leadership and resources.

Definitely

Agree, OCDE has access and credibility more so than commission or other group.

I agree

Agree, make sure to include private schools, family child care.

Absolutely, with the extraordinary group and guidance there

UNSURE: (13)

Would be a good strategy as long as private (Title 22) centers are invited in the process and implementation.

The push is still thought a K-12 system, missing the preschool population providing input with OCDE and school age readiness coordinators all representing school districts, public sector. Missing the information from private.

OCDE should be the facilitator but not the sole organization responsible.

Again, as long as the community providers are involved at the same level this isn't a problem, but past practices have shown this. OCDE took the majority.

Unsure, I'm new, need more information.

Unsure, whether it should be OCDE or CFCOC. Again, concern that this whole sibyl will become the "property" of the education bureaucracy which has not been very collaborative.

DISAGREE: (6)

No, too conservative; no advocacy; too big bureaucracy.

OCDE needs to get the superintendents to buy in the transition process.

No, we need a separate agency.

Already too bogged down with processes.

I think we need more direct communication and involvement of school districts.

I'm not sure you can get through the bureaucracy!

Question #3: If OCDE is a convener and manager of collaboration, then service provision should fall to school districts, private providers, and community organizations.

AGREE: (45)

Absolutely agree

Yes

Yes, they should implement

Agree!

Whoever is convener

LEA's, privates, and community organizations know best what is needed and can provide resources. OCDE is always strapped for money.

Yes, but I am concerned about parent ed and community involvement. We are all doing a little bit or it and there is no one agency not doing some level of service provision for parent ed/professional development.

Convener as neutral party is good but what happens to OCDE training components?

Yes, in the theme of fairness.

OCDE may need to provide financial support to organizations to fulfill service delivery.

Agree +

Yes, OCDE must call for collaborative and "inclusion" without compiling.

Service provision should use perhaps 6 venues regardless of who convenes manages systems, but providers must meet a standard of quality.

Preschool should become a part of the K-12 system (P-16).

Be sure there is plenty of room for private providers if they address quality.

I think when OCDE is involved as a convener, more people listen.

Service providers will not be accomplished if left to school districts, etc.

Yes, a conflict of interest could arise.

Agree with equal funding for private and community organizations: school districts are not always the best use of funds to provide.

Absolutely!

Convener and manager only. Not also operating programs directly. Then there is no question as to they are hogging resources for their own programs.

Critical to have broad spectrum of service providers to ensure full community support including dollars.

Yes! Also, no favoritism for school district.

UNSURE: (13)

There needs to be oversight and guidance.

New agency could be created or use CTC; with lead agency not being a provider.

Difference between private providers and OCDE if manager.

We will have to handle coordination somewhere!

Unsure

DISAGREE: (7)

Needs to be a collaborative among everyone.

OCDE can do both!

The issue here is that the districts are not familiar with preschool and what services should be in place (developmentally appropriate).

No, an outside agency is better.

Question #4: It is futile to do anything about preschool at the local level because new state regulations could change whatever we do.

AGREE: (3)

Yes, should wait until funding is available.

Particularly when other agencies involved without monetary compensation to follow mandates.

UNSURE: (4)

I have seen this happen before. Often even the State rolls something out and then changes it all a year later.

Good strategy to create a plan so that the county can implement upon funding availability.

Needs to be a start somewhere.

Get CARES and be part of the State's progress and support and dollars to make so many of our goals a reality to meet the needs of ALL children, not just those who can make it to 3 hour programs. Universal means everyone- we need to make sure all efforts include everyone!

DISAGREE: (59)

Things can change all the time. You-we must move forward and adapt to whatever changes that may come down.

We can still lay ground work to determine standards.

State regulations might be minimum. We would want higher standards.

There are many opportunities available on the local level to assist. Great sustainability plans need to be addressed and written.

We can still start, using current regulations.

Can make structural changes at local level.

Not true – all efforts make an impact.

We need to keep trying.

Plan and work the plan no matter what, flex with new information.

Don't agree.

Don't agree.

Don't agree- irrespective of State reg's, local communities should take charge of providing their own services.

Disagree!

You can always create a quality program no matter what the regulations are.

We just need to have some of us involved and making our contribution to this from a viewpoint of advocacy governmental affairs, and currency with state regulations.

We can set quality indicators that support state content documents (Foundations) and assessment (DRDPR). Quality indicators can address facilities and staff.

Don't agree – when new state regulations roll out, what we have done can be adjusted.

No, we can always move forward with flexible implementation.

We can do a lot at the local level now and not wait for the new regs.

Don't agree

We need to move forward in order to influence state regulations and policies!

Having a plan is always better than having no plan at all.

We have enough knowledge if possible state direction and our efforts can influence that direction as well.

Districts/Counties must always strive towards program improvement regardless of regulations and funding education is a hopeful endeavor being futile is not what we do.

Not if we actively well shape them!

New regulations can always bring change but it is better to do some good than to wait indefinitely.

Good preschool education practices are universal and answer to many various regulations.

Don't agree – this will always be the case (that the state may implement changes).

We've done fine without the state so far.

We need to move forward.

We need to go forward...

No, you need to start at the local level to influence state decisions.

Don't agree, we should not follow – we should lead!

If we don't start, we won't accomplish anything.

We have to have a plan that can integrate the twists and turns of legislation or we won't go anywhere.

We still need to be pro-active. Quality can be improved; locations can be improved.

If is never futile to educate.

Questions #5: Even though there is no new funding for preschool in 07-08, there are things we can do to advance the Orange County plan without any new funding from Sacramento.

AGREE: (58)

Agree!

Seek grants from foundations. Have collaborative agencies individually support the universal messages.

Yes, quality insurance of existing programs can happen now!

Through collaboration with partners to make the dollars go further.

Agree – more collaborative among providers as opposed to competing with each other.

I agree

Agree – work better to collaborative with existing funding sources: Head Start State Preschool, AB172, FRC, Social Services, etc.

Ideas don't always need new money.

Manual data star system – use what we have in place to learn and improve.

Strong advocacy efforts are needed to promote public investments for ECE.

Absolutely, data base and 1 year goals not identified in the plan should be developed.

Yes, accountability of certain key components of each subcommittee's goals can be improved.

Yes

Agree

However, there will be additional funding from CDE in the form of state preschool and general childcare.

Can leverage funds with in the county-private sources, First 5, etc. who may be able to advance.

Advance the plan by continuing to plan and do what we can do even without funding.

But new funding will be released/announced by end of Oct. must get organized like we did for AB172.

Example: There are private funds available. Companies could help financially for preschools for their employees.

If First 5 would get on board to help in at least 1 area of each of the 6 work groups area subjects!

Yes, continue to do the work and make plans for programs to be ready when additional funding is offered. Quality programs and workforce guidelines can continue to develop and be shared.

Use of collaborators who understand the benefit of preschool experiences.

Encourage use of Title 1 and Title III funding for preschool in school districts/ increase awareness that Title 1 funds can be used – right now school districts is/are resistant because everything stresses K-12.

Need ore knowledge with the districts to have more information about how to collaborate and get started especially with K-8 schools.

Absolutely! This is OC!

We can enhance the quality of what we're already doing.

Only if we collaborate and respect each other- tear down territories.

Agree- need to establish priorities.

Yes!

Agree heartily!

We need to work together to prioritize and use existing funds wisely.

We have many existing resources in OC and if we want to, we can move ahead.

We would need to prioritize next steps that can be absorbed by existing systems.

We are doing things but we need to combine and coordinate.

UNSURE: (5)

In theory yes, but everything costs money so I am unsure it is realistic.

Depends on how we use the current funds we have and what we feel is important.

Perhaps if the money goes where is needed.

Coordinate local initiatives, resources, and existing programs. Make the information available in/at a local website. Get student help non-profit projects. UC's have to provide free community support. First 5 or OCDE.

Centralized state planning is not always the best and most creative solutions or children local is often best.

DISAGREE: (3)

We are maxed out financially. Current resources prevail accrue classroom operations but do not accrue a supervisor and administrative support which must be absorbed in other funding sources; which is getting more difficult. Increase existing allocations 20-30 per day, the 30 per day before opening new opportunities should strings don't work.