

Fresno County

Preschool Master Planning Process

Workgroups, Facilitators, and Descriptions



Within a planning process, Workgroups envision and propose the operational dimensions of a proposed preschool system. The Workgroups make the vision come alive through specific organizational models, with system components delegated to one or more agencies or organizations throughout the county. Each Workgroup will be working from a framework of a **seven year plan**. Workgroup members should research many of the ideas and models being implemented in other county plans for ideas.

It is very important that the operational components of a preschool system also align with each other. Our current plan calls for at least 5 workgroup meetings, including November, January, and February. Workgroups will be given assignments and goals for each meeting, but are free to do additional research and hold additional meetings outside of those already planned. In February, there will be a formal opportunity for the Workgroups to compare goals, notes, and timelines. This exercise is called the "Crosswalk." This exercise will help prepare each Workgroup to be able to summarize its findings, so that the group as a whole can have an outline of what the Fresno County preschool system could look like and how it will evolve over the next seven years.

The four Workgroups are:

1. Workforce/Professional Development
2. Program Quality and Monitoring
3. Parent and Community Engagement
4. Articulation and Coordination

The issues surrounding rural services and transportation are also important and may later become the basis for an additional Workgroup.

On the following pages are descriptions of the expected work of each committee. At the final meeting of this process, in April, each Work Group will present a Power Point about their contribution to the overall system plan.

Visit the Plan4Preschool Web Portal and its Fresno County page for additional information, research, and other county plans: <http://www.plan4preschool.org>

1. Workforce/Professional Development

Workgroup Facilitator: Dr. Marianne Jones, [mariannj@csufresno.edu]

This group will flesh out goals for achievements and milestones to be accomplished in the area of Workforce Development. Specific goals would be to envision the standard that you would like to be "typical" for a preschool teacher 7 years from now and work backward to achieving that goal.

Your work should encompass teacher training models, the role of higher education in the county and ways to catalyze action around teacher training, community college and 4-year college articulation, and opportunities around credentialing. Models to stimulate the development of a workforce that is bi-cultural and bi-lingual should be considered.

Most importantly, you should review research and work that has already been done around workforce development.

The work you do will ultimately stage into 2, 5, and 7 year goals.

2. Program Quality and Monitoring

Workgroup Facilitator: Wilma Hashimoto, [wilmahashimoto@cusd.com]

This group has a very large job that includes working on several dimensions of quality, including Special Needs and English Language Learners. As a consequence, this committee will have to break up their work into three large tasks. The first is to envision the quality standard that should be in place within 7 years. Next is to decide what are the significant dimensions of quality that are going to be assessed (perhaps based on pre-existing rating or accreditation models). These dimensions should include; curriculum, special needs, and language acquisition and development, for example.

The third piece of work will be to propose how each of the dimensions of quality can be assessed or evaluated within existing and new preschools. This should also build upon previous work taking place within Fresno County, the state, and around the country. It could include provider coaching, centralized staff development, various forms of incentives and awards for quality improvement, etc.

The work to be accomplished should be staged into 2, 5 and 7 year goals.

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3. Parent and Community Engagement

Workgroup Facilitator: Andy Hernandez, [andy.hernandez@fresnoeoc.org]

This work group will work on methods and modalities of parent and community engagement. Parents are the most critical support group to the preschool plan. Without their engagement, family bonding and commitment to education will be lost, despite the best efforts of the teachers and staff within a program. Parent engagement was the foundation of the two U.S. programs that have reported the highest gains in life skills, income, and crime avoidance: the Chicago Parent-Child Centers and the Perry/High-Scope Study. Many models of parent engagement exist, from Head Start to Family Literacy models being supported locally. This work group will recommend one or more approaches to not only reaching out to parents, but securing their engagement in the child's learning from early childhood and into the future.

Community engagement is differentiated from parent engagement because it involves building broad community support for the new system, independent or above and beyond what parents may do. There are many components of this system that will need funding. Developing an outreach approach for informing and interacting with community stakeholders will insure that the system also has a form of public accountability. It is up to this committee to think of ways to achieve both goals—making preschool a public interest, and creating advisory processes that foster community dialogue and promote accountability.

The work to be accomplished should be staged into 2, 5, and 7 year goals.

4. Articulation and Coordination

Workgroup Facilitator: Dr. Don Holder, [dholder@fcoe.k12.ca.us]

This work group has the responsibility for looking at the alignment of curriculum and learning standards between a quality preschool program and kindergarten. It also should create models for making the transition from preschool to kindergarten pleasant, well informed, and high on continuity of developmental experience. For example, one early implementation opportunity could be to recommend specific communities where a pilot articulation program could begin in the Spring of 2008. Those plans should include both public and private preschools to ensure that we can achieve the maximum impact. Lastly, this committee should be concerned with the parental role, particularly sustaining parent support for education and acting as advocates for their children during the elementary years.

The work to be accomplished should be staged into 2, 5, and 7 year goals.

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