

A photograph of children playing on a colorful playground structure, viewed from a low angle looking up. The structure has yellow and blue beams. The children are wearing various colored clothing, including a red jacket and a brown jacket. The background is a clear blue sky.

# Quality as the Signature Point of Preschool Planning

Regional Preschool Meetings- 2006

Roberta Peck – CCSESA

*To accomplish great things, we must not only act, but also dream;  
not only plan, but also believe. –Anatole France*



# Improve Results for Children



- Overview of Need for Quality Preschool
- Elements of Quality Preschool
- Resources to Consider and Implement

# Improve Results for Children

- **Achievement Gap**
  - About 1/2 gap evident at K entry
  - Low API schools - only 1/4 to 2/5 demonstrated developmental skills and behaviors in four domains (CA K Entry Profile)
- **Factors**
  - Socio-economic status
  - Parenting behavior
  - Environmental stress and health
  - ECE Programs – quality and access
  - also Immigration and Isolation



# Improve Results for Children



## Parents Want Preschool to Focus on Creating Positive Educational Activities that Prepare Children for K

- 91% Latino and African American Parents
- 76% Asian Parents

## No Quality Preschool Programs in their Communities that They Can Afford

- 50% Latino Parents
- 33% African American Parents
- 25% Asian Parents



# Improve Results for Children

**Quality Preschool Programs** enhance school readiness and reduce socio-economic - racial - ethnic Achievement Gaps

## **Quality Factors:**

- Rich Curriculum
- Responsive and Well-Educated Staff
- Group Size and Adult-to-Child Ratio



# Improve Results for Children

## CA is working on “program requirements” (NIEER)

- Comprehensive early learning standards
- BA Teachers
  - ✓ With specialized training in ECE
- Asst. Teachers with CDA or equivalent
  - ✓ Annual professional development – 15hrs+
- Maximum class size of 20
  - ✓ Staff : child ratio or 1:10 or better
- Vision-hearing-health and one support service
- At least one meal
  - ✓ Monitoring visits for quality



# Improve Results for Children



## Logic Model - NICHD

- Program Requirements  
to
- Process Features  
to
- Children's Behavior and  
Development

*Measure and monitor each level  
for results AND connections  
between levels*

# Improve Results for Children



## **Partners for Quality Preschool**

- County and District Superintendents and CCSESA
- CDE, Governor's Office, Legislators
- Foundations – Packard and Grantees
- First 5 State and County Commissions
- College, University, COE Projects
- Advocates such as PreK CA, Fight Crime Invest in Kids, Children Now
- Other States



# Improve Results for Children

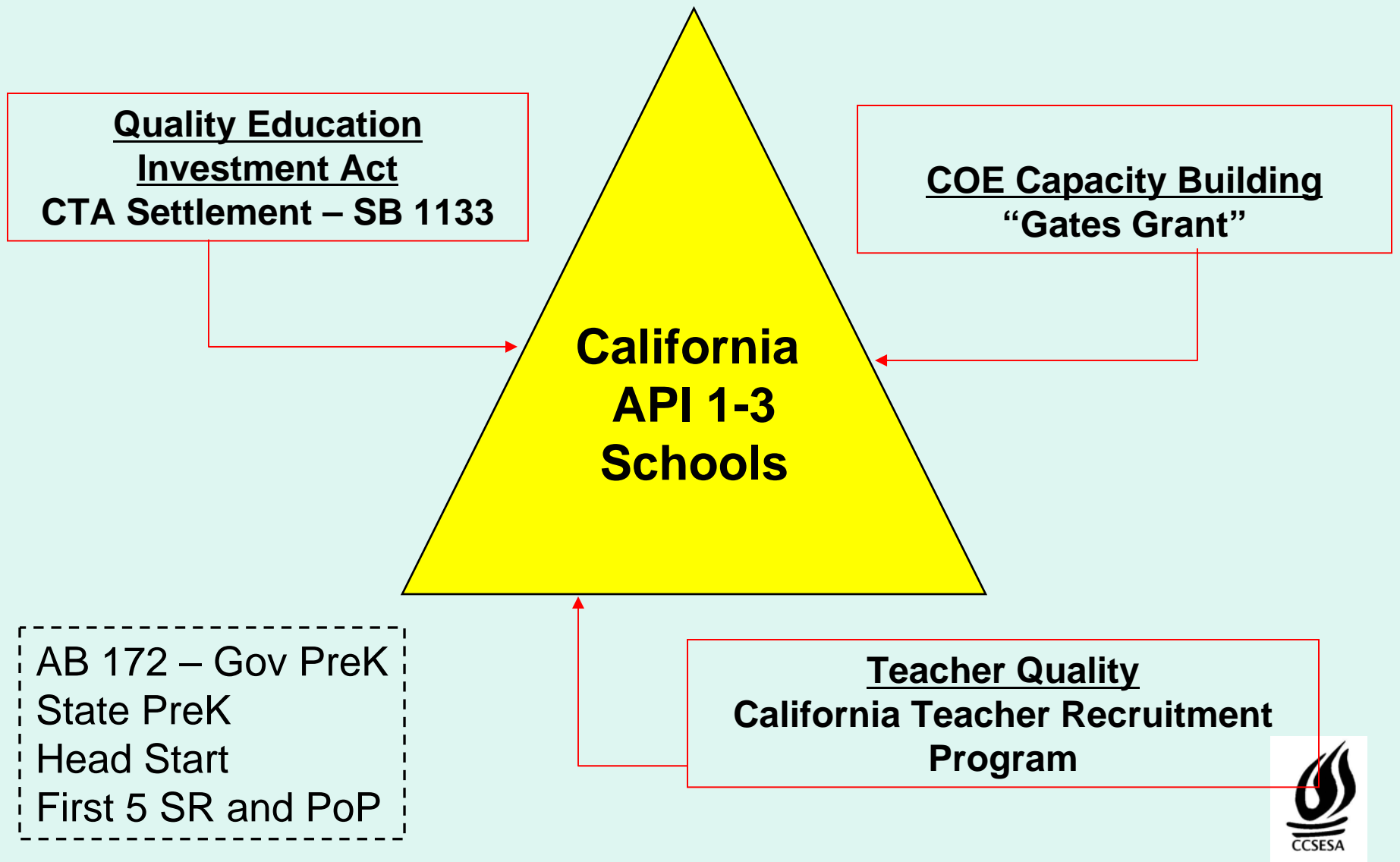


## **County Superintendents and Offices of Education**

- Academic and Fiscal Accountability
- Student Services - early childhood education
- Professional Development - CPIN, college and credential programs
- Legislative-Policy Priorities
- P-16 Councils
- Administrative, Personnel, and Technology-Telecommunication Services



**California County Superintendents Educational Services Association**  
**County Superintendent Tools Available for District & School Assistance**  
**Statewide Integrated Coherent Assistance for Districts and Schools**



# Improve Results for Children



## **PK – 3 Components:**

- Alignment
- School Organization
- Qualified Teachers
- Classrooms as Learning Environments
- Accountability to Parents and Community

# Improve Results for Children



## **Opportunity to re-design coursework for a Birth to Grade 3 (0-8) Degree**

- Design course of study based on teacher competencies
- Base teacher competencies on Infant/Toddler, Early Learning (PreK), and Early Elementary Standards (P-3)
- Early Learning Standards that reflect all domains of early childhood development and current research
- Align standards with curriculum, pedagogy, and assessments



# What Could “WE” Do?

- Provide access to most vulnerable children first (greatest need and higher return on public investment)
- Support quality by developing state standards for preschool, including content standards for children and their teachers
- Improve education and compensation by requiring Prek Teachers to have a BA degree with specialized training in ECE
- Monitor to ensure quality and results over time





“What the best and wisest parent wants for his own child, that must be what the community wants for all its children.”

John Dewey

