



### Local Input Meeting Results Summary: 11/14/12, Chula Vista, CA

## 20. Chula Vista Infant and Toddlers Community Stakeholders – 11/14/12

<b>Hosted by: Chula Vista Infant and Toddlers Community Stakeholders<sup>2</sup></b>	
<b>Primary facilitator(s) name:</b> Michelle Soltero	<b>Phone: 619-316-2343</b> <b>E-mail: msolter@wested.org</b>
<b>Number of attendees not including facilitator(s):</b> 7 participants	<b>CCELP Element(s) that you focused on:</b> <b>Access to Quality Early Learning and Care</b> <b>Family and Community Engagement</b> <b>Program Quality Assessment</b> <b>Workforce Development</b>

### 20.I. Getting Started

#### Visioning activity

*Please list statements and themes from your meeting here. Please use bullet points:*

- Access services for all families
- Worthy Wages for ECE teachers
- Funding for programs

### 20.II. Clarifying and Building on Plan Elements

#### CCELP Element #1: Access to Quality Early Learning and Care

*Prioritizing question. Please list responses to prioritizing CCELP Element #1 here. Please use bullet points:*

- A.1 Include early learning and care in a comprehensive Preschool to Grade 12 education and reform package with equitable and adequate financing system.
- A.18 Restructure the child care reimbursement system or publicly funded infant-toddler programs so that providers are reimbursed for the true cost of providing quality care.
- A.22 Raise the quality of early learning and care programs through a multi-pronged approach that includes quality measurements and monitoring, financial incentives and supports, and accountability through evaluating child outcomes.

#### CCELP Element #2: Program Quality Assessment

*Prioritizing question. Please list responses to prioritizing CCELP Element # 2 here. Please use bullet points:*

- L.1 Establish a quality rating structure such that: obtaining an entry level rating requires meeting Title 22 licensure standards; obtaining mid-level rating requires meeting Title 5 contract standards; and obtaining a top level rating requires meeting nationally recommended quality standards, such as those of the National Association for the Education of Young Children [NAEYC].
- L.8 Given the growing body of research that demonstrates the importance of quality adult-child interactions or children's learning and development use the Classroom Assessment Scoring System in a random sample of classrooms on a periodic basis in order to supplement the Early Childhood Environment Rating Scale- Revised [ECERS-R] data.

<sup>2</sup> San Diego Association for the Education of Young Children Infant Toddler Committee, WestEd, The Program for Infant Toddler Care, Partners for Quality, and YMCA Childcare Resource Services



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- L.2 Establish a quality rating structure such that:...

#### **CCELP Element #3: \_\_\_\_\_ Workforce Development \_\_\_\_\_**

*Prioritizing question. Please list responses to prioritizing CCELP Element #3 here. Please use bullet points:*

- M.3 Focus degree programs and ongoing training on particular areas where research suggests teachers are not yet strong, such as dual language learners, children with special needs, and adult –child interactions that supports children’s cognitive and language development.
- M.13 Ensure broad availability of college courses and professional development opportunities for infant toddler caregivers and provide the additional supports for college readiness that are needed by infant toddlers caregivers to help them satisfy course requirements.
- M.23 Ensure that research on ECE teacher effectiveness should include examinations of the influence of factors in the teaching work environment and the role of ECE center directors on teacher practice.

#### **CCELP Element #4: \_\_\_\_\_ Family and Community Engagement \_\_\_\_\_**

*Prioritizing question. Please list responses to prioritizing CCELP Element #4 here. Please use bullet points:*

- I. 5 Support families’ engagements in developmental and early learning services for infants and toddlers from the earliest points of their entry into the programs.
- I.1 Require programs to submit plans for how they will partner with families and meet their cultural and linguistic needs, and how they will recruit and retain staff members who reflect the community.
- I.9 Use the following California Early Childhood Educator Competencies as a springboard for a more specific measurable menu of best practices for engaging families:
  - Culture, Diversity and Equity
  - Family and Community Engagement
  - Dual-Language Development

### **20.III. Prioritizing Final Plan Elements**

#### **Voting**

Please list the top 4 elements your attendees voted on. Please use a numbered list.

1. Access to Quality Early Learning and Care
2. Workforce Development
3. Family & Community Engagement
4. Program Quality Assessment

### **20.IV. Evaluation Comments**

#### **What was useful about our work today?**

Please list the comments you received. Please use a numbered list.

1. I really enjoyed the discussion and hearing everyone’s opinions and suggestions. It was kept on track and really good time management. Thanks for the snacks.
2. Having a voice.

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3. It will improve the quality of children programs. Really enjoyed sharing with other people in the community. Great experience.
4. Organized, informative.
5. Being part of the development of a plan; made me aware of the important issues. Thank you.

**What suggestions do you have for the other local input meetings?**

Please list the comments you received. Please use a numbered list.

1. A webinar would be a good option since it ends late.
2. Possibly getting the elements ahead of time to prepare by reading
3. Utilize email campaigns to lobby government agencies and representatives [including the Governor] to push for policy implementation such as the recommendation, which sat on his bookshelf.

**20.V. Facilitator's Evaluation****1. Please rate how easy it was to use this toolkit**

<b>1 – Very easy to use</b>	<b>2</b>	<b>3</b>	<b>4 – Very hard to use</b>
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