

Local Input Meeting Results Summary: 10/26/12, Whittier, CA**34. Rio Hondo College - Whittier – 10/26/12**

Hosted by: Rio Hondo College - Whittier	
Primary facilitator(s) name: Dr. Sondra Moe	Phone: 562-908-3494 E-mail: smoe@riohondo.edu
Number of attendees not including facilitator(s): 60	CCELP Element(s) that you focused on: <ol style="list-style-type: none"> 3. Access to Quality Early Learning and Care 4. Workforce Development 5. Development Screening and Services for Children with Special Needs 6. Child Assessment to Support School Readiness 7. Family and Community Engagement

34.I. Visioning Activity/Three Top Wishes

1. Continue to allow children who turn 3 by December 2 of a fiscal year to enroll in California State Preschool as was allowed in the 2011 – 2012 fiscal year.
2. Provide state funded child care programs the full Regional Market Rate when being reimbursed for contract services. This will allow more effective child assessment, higher salaries and benefits for staff and more opportunities for professional development.
3. Assure that preparation for the Early Learning Workforce remains credit bearing graded units provided by accredited institutions that are specifically established to provide adult education.

34.II. Clarifying and Building on Plan Elements**CCELP Element #1: Access to Quality Early Learning and Care**

Priority #1: A.3. Advocate for and establish a “set-aside” or guaranteed minimum percentage for infant-toddler programs in state and federal funds, such as Title 1, RTT-ELC grants, and Child Care and Development Fund.

Priority #2: A.18. Restructure the child care reimbursement system for publicly funded infant-toddler programs so that providers are reimbursed for the true cost of providing quality care.

Priority #3: A.12. Identify strategies that would allow greater efficiency in improving child development, without necessarily detracting from the goal of supporting working parents’ newborn or newly adopted children.

CCELP Element #2: Workforce Development

Priority #1: M.2. Set higher compensation levels for Early Childhood Education (ECE) teachers if ECE teacher education standards are to be set higher to improve recruitment and retention.

Priority #2: M.12. Continue the process of alignment and articulation of the ECE curriculum within and across the California Community Colleges and the California State University system.

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Priority #3: 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 support children's cognitive and language development.

CCELP Element #3: Development Screening and Services to Children with Special Needs

Priority #1: E.1. Take steps to ensure that screening for developmental and health problems is conducted for all children, in all classrooms, early in the program year to determine if children may be eligible for Individuals with Disabilities Education Act (IDEA) services.

Priority #2: E.4. Include training on working with children with special needs in teacher preparation.

Priority #3: E.3. Improve outreach to children with special needs.

CCELP Element #4: Child Assessment to Support School Readiness

Priority #1: C.5. Use caution when taking estimates of a program's effect on child outcomes into consideration for Quality Rating and Improvement System (QRIS) ratings; methodologies are insufficiently developed for high-stakes purposes.

Priority #2: C.2. Identify and address children's needs earlier in their lives through ongoing, developmentally appropriate assessments, including the adoption of a statewide kindergarten assessment observation instrument.

Priority #3: C.3. Promote the use of child assessments by Early Childhood Education (ECE) caregivers and teachers to improve practice. Provide professional development to support effective use by teachers.

CCELP Element #5: Family and Community Engagement

Priority #1: I.4. Provide training for teachers on building partnerships with families.

Priority #2: I.3. Consider funding programs in conjunctions with other evidence-based strategies for disadvantaged children, such as home visiting or programs that combine parent education with center-based education.

Priority #3: I.5. Support family engagement in developmental and early learning services for infants and toddlers for the earliest points of their entry into the programs.

34.III. Prioritizing Final Plan Elements

Voting

Please list the results of the element voting activity in order from most to least votes. Please use a numbered list.

1. Access to Quality Early Learning and Care
2. Development Screening and Services to Children with Special Needs
3. Attention to Food and Nutrition
4. Family and Community Engagement

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5. Workforce Development

34.IV. Evaluation Comments

What was useful about our work today?

1. The opportunity to have input regarding policies that will directly affect my profession and me.
2. The information that I gained in prioritizing made me better informed regarding the current issues in the field.

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

1. Please reach out more to involve those that will be directly affected by these decisions. The timing for this process did not facilitate that. Summer is not a good time to begin a process like this.
2. Include professionals from the ECE/CD field in the group conducting the process.
3. The Interview and survey aspect of the process was far too limited and not inclusive enough!

34.V. Facilitator's Evaluation

Please rate how easy it was to use this toolkit

1 – Very easy to use	2	3	4 – Very hard to use
	x		