

Local Input Meeting Results Summary: 11/01/12, San Marcos, CA**40. San Marcos Infant and Toddlers Community Stakeholders – 11/01/12**

Hosted by: San Marcos Infant and Toddlers Community Stakeholders⁴	
Primary facilitator(s) name: Michelle Soltero	Phone: 619-316-2343 E-mail: msolter@wested.org
Number of attendees not including facilitator(s): 12 participants	CCELP Element(s) that you focused on: Access to Quality Early Learning and Care Family and Community Engagement Program Quality Assessment Workforce Development

40.I. Getting Started**Visioning activity**

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

- Funding for [ALL families who are eligible; higher salaries for well trained Infant Toddler Staff; funding for family child care and center-based community.]
- Educated workforce [AA/ BA degrees; California Foundations, PITC; training for all including family child care; free education for all early childhood teachers; quality teachers and continuity of care; inclusive programs for English language learners; cultural continuity and learning together teacher and family.
- Access: ALL children regardless of socio-economics status, 0 to 5 have access to a child care program; affordable and funding to support parents with children birth to 5; every child has access to books and other learning materials to enhance learning; ECE settings safe, caring & creative quality programs based on principles of equality, tolerance, harmony and is accessible to ALL children.

40.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.15 Determine eligibility for childcare education programs at the time of application, and maintain eligibility even if family circumstances change [such as employment]
- A.17 Recognize that quality, particular the recruitment and retention of qualified teachers cost more.
- 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:

⁴ 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 Service

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- L.7 Pilot a rating process that would employ environmental rating assessments every two to three years and, at higher tiers, would measure teacher-child interactions for preschoolers with the Classroom Assessment Scoring System [CLASS] and for infant toddlers with the Program Assessment Rating Scale.
- 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.
- L.2 Establish a quality rating structure such that assesses five quality elements. A program would need to meet all the standards within each tier before advancing to the next tier. The five quality elements are: ...

Comments: ECE staff should be valued as much as financially as elementary education. They are developing the foundation for elementary and beyond. I would support using a system that employed the rating scale because there are scales for infant/toddler center based and family child care. Combined with CLASS to address adult-child interactions.

CCELP Element #3: ____ Workforce Development _____

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

- M.2 Set higher compensation levels for Early Childhood Education [ECE] teachers if ECE teachers education standards are to be set higher to improve recruitment and retention.
- M.5 Pay attention to the content and quality of the degree program and the context of the ECE work environment [which can support or hinder effective practice], rather than focusing on attainment of particular degrees or credentials in isolation.
- M.18 Address the need for financial supports for practitioners to pursue additional education and professional development, either through the workforce investment programs or the QRIS, if one is implemented.

Comments: WestEd training for all infant toddler teachers.

CCELP Element #4: ____ Family and Community Engagement _____

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

- I. 4 Provide training for teachers on building partnerships with families.
- 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.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.

40.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. Program Quality Assessment

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3. Workforce Development
4. Family & Community Engagement

40.IV. Evaluation Comments

What was useful about our work today?

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

1. It was interesting to get some insight into what is going on at the state level.
2. Knowing that there might be help for teacher who need help continuing their education.
3. It was informative to hear the ideas and input from the diverse group of caregivers.
4. Understanding what the state and county thinking and planning. Good general information, thank you for including family child care.
5. General information in order to report to family child care association
6. Prioritizing and discussing the elements of the CCELP ideas gathered from the previous data.
7. It gave me some insight into how the “plan” will be developed. Hopefully, family child care will be addressed and included.
8. Meeting with other professionals who have the same feelings and I do about the Early Care and Education field. Networking and learning, we are not alone.
9. The small group size gave ample time for discussion. There were a lot of choices under each element.
10. Discussing priorities and taking the time to prioritize needs. Very interesting.
11. I like to hear comments/ideas about what we can do/wish for better in order to help the children 0 – 5. I liked that I shared my 3 wishes and talk about them.

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

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

1. More people in the early childhood education field need to participate so that their “voice” is heard.
2. To have information on the current programs that effect childcare.
3. Invite more to family child care for direction.
4. More family child care direction?
5. Perhaps access to current stats discussed in relation to the development plans.
6. The flow of this meeting went well, great job.
7. Have more!
8. Information about where to read about the details of some of the programs would be helpful-websites?
9. Well, I see all was well explain and the questions we made were well unserved. I found this meeting helpful. Thank you. ☺

40.V. Facilitator’s Evaluation

1. Please rate how easy it was to use this toolkit

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