

Local Input Meeting Results Summary: 10/30/12, Solvang, CA**42. Santa Barbara ECE Leadership – 10/30/12**

Hosted by: Santa Barbara County Child Care Planning Council	
Primary facilitator(s) name: Joyce Stone	Phone: 805-964-4710 x 4473 E-mail: sbcccpc@sbceo.org
Number of attendees not including facilitator(s):30	CCELP Element(s) that you focused on: 1. Access to Quality Early Learning and Care 2. Dual Language Learners 3. Workforce Development

42.I. Getting Started**Visioning activity**

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

- Accessible quality care for all children and families including appropriate practices and intentional support in a developmentally appropriate environment.
- Well compensated, highly skilled, well educated workforce.
- Community support and recognition of Early Childhood Education as a foundation for life success.
- Our children must have access to comprehensive services that include safe, healthy, loving, enriching environments.
- Well-educated ECE professionals who are fairly and equitably compensated based on education level and experience.
- Every child has access to affordable, high quality early care and education settings.
- Every child and family has access to early care and education services regardless of income.
- All adults caring for young children have the knowledge and skills for best practice through ongoing education.
- All early care and education programs are high quality where children are well-fed, safe, and engaged in developmentally appropriate activities in engaging environments, indoors and out.
- Every child has access to affordable, high quality ECE programs through a diverse delivery system embedded in the Dept. of Education.
- Staff have access to free comprehensive training, including incentives for higher education attainment, and comprehensive wage and benefits equal to or better than K-12.
- The general public, business, and elected officials demand high quality early learning experiences for every child and a comprehensive health system for children and parent education.

42.II. Clarifying and Building on Plan Elements**CCELP Element #1: A: Access to Quality early Learning and Care**

Prioritizing question. Please list responses to prioritizing CCELP Element #1 here. Please use bullet points: Priority 1 thru 5

- A.4. Create a new state revenue source that supports early learning birth to five...A.19. Provide higher reimbursement rates in a tiered system for programs...
- A.22. Raise the quality of early learning and care programs through a...
- A.17. Recognize that quality, particularly the recruitment and retention...
- A.1. Include early learning and care in a comprehensive Preschool to Grade 12...

Local Input Meeting Results Summary: 10/30/12, Solvang, CA

- A.15. Determine eligibility for childcare education programs at the time of application...

Additional comments:

- Add “highly skilled” to A.22.
- Combine A.22 and A. 17
- Add “free to all” to A.1.
- How do we define quality and who will do it?
- Focus on child need; services should be seamless; changes in family circumstance should not diminish child’s access to services\
- Reword A.4.: Create a new state revenue source for a universal, diverse ECE delivery system embedded within CDE that expands services for children birth to 5 years with links to K-12 and set aside at least 30% for infants and toddlers.
- Reword A.17.: Recognize that quality, particularly the recruitment and retention of qualified teachers, costs more and must be funding accordingly through a universal, diverse, ECE system.
- Reword A.22.: Raise the quality of early learning and care programs through a multi-pronged approach that includes quality measurements and monitoring, financial incentives, supports, and facilities development funding with results based accountability through a universal ECE system.

CCELP Element #2: F. Dual Language Learners

Prioritizing question. Please list responses to prioritizing CCELP Element #2 here. Please use bullet points: Priority 1 thru 5

- F.5. Provide training on dual language learner strategies to all teachers.
- F.3. Focus on incorporating research-based strategies to teach dual language learners...
- F.7. Instructional and assessment approaches should consider the various...
- F.8. In the classroom, give DLL students the opportunity to use oral language...
- F.1. Target the subgroup of children with non-English-speaking parents for enrollment...

Additional comments:

- Support all students in becoming functionally bi-lingual or multi-lingual.
- Reword F.3.: Focus on incorporating research-based strategies to teach dual language learners (DLL).
- Add to F.7: “...working with families for authentic assessment.”
- Reword F.5.: Provide training on dual language learner (DLL) strategies to all teachers, incorporating research-based strategies.
- Reword F.7.: Instructional and assessment approaches should consider the various language development pathways and diversity within the English learner population.
- Reword F.4.: More toward thinking of educating English learners as a systemic issue, relevant to all teachers.

CCELP Element #3: M: Workforce Development

Prioritizing question. Please list responses to prioritizing CCELP Element #3 here. Please use bullet points: Priority 1 thru 5

- M.2. Set higher compensation levels for ECE teachers if ECE teacher education standards...
- M.3. Focus degree programs and ongoing training on particular areas where research...
- M.11. Develop a well-defined ECE career pathway and associated credentials that...

Local Input Meeting Results Summary: 10/30/12, Solvang, CA

- M.7. Develop the Early Childhood Educator Competencies, which include the Foundations...
- M.16. Reintroduce a preschool-grade 3 teaching credential.

Additional comments:

- Combine M.3. with M.5. with continuing review so if areas of focus change, there is support for teachers.
- We recommend M.1. through M. 23.
- M.16. is the pathway to pay equity.
- Introduce a teaching credential for birth to Grade 3.
- To M.3. add an infant/toddler core – a degree program leading to a credential with specializations.
- Ensure Competencies adequately prepare infant/toddler teachers.
- To M.12. add "...and other degree-bearing institutions of higher education.
- To M.11. add "...as part of a universal diverse delivery ECE system embedded in CDE.
- Reword M.16.: Provide a birth to Grade 3 early education credential based on developmentally appropriate practice.

42.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. Workforce Development
3. Finance, Governance, and Other System Issues
4. Program Quality Assessment
5. Early Childhood Mental Health/Behavioral Health Sciences
6. Facilities

42.IV. Evaluation Comments**What was useful about our work today?**

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

1. Working with a diverse group of dedicated professionals. Note: We did not ask participants to complete written evaluations, but took comments on a flip chart.

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

None

42.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		