

Leadership Conference Feedback Results

Title: Public Pre-K Programs

1. What are some strengths and positive points made in this session?
 - Collaboration between early care and education programs and school departments works
 - High quality criteria was articulated for programs
 - Information about successes and “lessons learned” was helpful
 - There was salary equity between school districts and community programs
 - Professional development is a must
 - Quality must be monitored with objective assessment tools
 - There must be continuity among programs regardless of delivery site
 - Some benefit to having a separate agency overseeing all of early care and education
 - Free early care and education is provided to the neediest children so they are not left behind
 - Funding is a collaborative effort
 - It is possible for states to create Pre-K programs with the collaboration of many entities
 - Clear outcome data documented improvement
 - Pre-K provides the same opportunities for all children and low-income children make more progress when they get to public school
 - Early childhood education needs strong advocates/allies
 - Insight into how things are accomplished at the legislative level
 - High quality programs promote school readiness
 - Education for the general public on the importance of high quality early childhood education is necessary
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2. What are some challenges, concerns, or questions remaining for you on this session topic?
 - Need to encourage all districts to utilize community early care and education to meet needs of children with special needs
 - How to identify and mobilize “champions”
 - Funding
 - How to persuade school district to offer parents a choice of school-based or community-based
 - What if workforce can’t meet the BA requirements?

- How can community programs be convinced to adopt high quality standards?
 - How to monitor consistently
 - Full implementation vs. targeted followed by scaling up
 - Development of workforce
 - Availability of facilities
 - Integrating children with special needs into community settings with appropriate levels of support
 - How to promote Pre-K to different groups – legislators, schools, parents
 - How to initiate change within districts
 - More research is needed on the effects for children who attend preschool and all-day kindergarten
 - How to create a “ground swell” so that enough people are interested in a Pre-K movement
 - Transportation for children attending Pre-K programs
3. Please identify some preliminary steps you will take as a result of this information.
- Will encourage RIDE to encourage districts to make resources available to meet the needs of children and families
 - Will continue to establish collaborative relationships with community programs
 - Will review with school administrators
 - Will meet with administrators to discuss need for professional development
 - Will research strategies to achieve the goal of obtaining more funding for early care and education
 - Seek more information on Pre-K in other states
 - Will continue to participate in advocacy to ensure that RI continues moving forward
 - Use resources mentioned to obtain more details about public Pre-K
 - Use information provided in advocacy efforts
 - Meet with colleagues to strategize about sharing information with administrators about the importance of early childhood education
 - Use presented strategies to build successful relationships with legislators
 - Will continue to be passionate about early childhood education and open to the changes needed to support the development of Pre-K programs
 - Will collaborate with new early care and education colleagues to begin thinking about how to promote Pre-K in our district
 - Begin talking with staff about standards for curriculum and assessment
 - Contact community business leaders and legislators regarding the importance of early education