

Stakeholder Group	Value Needs	Practical Needs	Legal Needs	System Oversight	Transitioning 3yos	Special Education	Family Needs	Other
Interview Questions	<i>What should we think about in</i>	<i>What will this look like practical information and resources will</i>	<i>What legal implications must</i>	<i>What should we consider as w</i>	<i>What should we consider as w</i>			
Cross Group Themes	Mixed delivery system & fami	Financial model must align w	Alignment across PK, K for ho	Head Start & UPK Coords bot	General agreement on negoti			
CDD & AOE Leaders (#)	<p>Developmentally appropriate</p> <p>"Mixed Delivery" system</p> <ul style="list-style-type: none"> * Recognized as national best * Supports variety of family n * Limiting income-drive strati Developmentally-Appropriate * not "pushing down" academ * allowing for 3s and 4s to be t * recognizes that some 4s need * recognizes wide-range of de * recognized strength of diver Other PreK specific best pract Two years of PreK before K is * Dosage - 10 hours/week to f * Is there middle option? * Options for choices by distri Program Quality Standards * Current system set to priorit * How to strengthen pipeline Financially responsible fundir * Need to consider one-time c * Need to consider in context * How to align practice with K Health/strength of early child * UPK has supported both qua * How to support those ECE p 	<p>Workforce impacts & training</p> <p>Consistent and coherent finan</p> <ul style="list-style-type: none"> * Appropriate ADM for PreK s * Appropriate PreK tuition fro Consistency for UPK Partner I * Often work with multiple SU * Different applications, contr Clearly defined roles for LEAs * Administration, oversight, st * UPK Coordinator Role (offer Clearly defined roles for State * Prequalification? * Monitoring? * TA/Support to SU/SDs? * TA/Support to specific Progr Background checks * Would these changes impact 	<p>Operational alignment across</p> <p>IDEA Part B - Early Childhooc</p> <ul style="list-style-type: none"> * Need to still be able to offer * Need to do Child Find to ide Alignment with State Board o * Educational Quality Standar * School Accountability syste * Truancy - if an enrolled 4yo * Transportation - what is rec Ability to ensure safety of you * Right now, Child Care Licen * Licensing also mandates gro Ability to ensure PreK 4 meet * UPK mandates use of VELs (* Twice-yearly individual stud How to align Afterschool and * Afterschool/Summer progr * Ratios/group size * Exemption from child care li Partnership with the Head Sta * How to ensure those familie 	<p>Address collaboration betw AG</p> <p>What is best done by State an</p> <p>If this is essentially another gr</p> <p>How to right size?</p>	<p>General agreement on negoti</p> <p>No options for 3yos that woul</p> <p>Child may need to transition r</p> <p>Impacts opportunities for ear</p> <p>Impacts ability to place 3yos i</p> <p>Limits incentives for PreK-lev</p> <p>May limit options for families</p>			

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UPK Coordinators (28)	<p>Developmentally appropriate</p> <p>Importance of adult-child rela</p> <p>Play needs to be incorporated</p> <p>Need for rest at this developm</p> <p>Impact of long day on children</p> <p>Impact of changes to current</p> <p>Viability of community progr</p>	<p>Staff, Substitutes, Aftercare (n</p> <p>Dual vs singular oversight cha</p> <p>Discussion about class size an</p> <p>Inequality of teaching opport</p> <p>There will be some years whe</p> <p>Transportation is an issue. Cc</p> <p>Aftercare: In some districts th</p> <p>If public school directs the cui</p> <p>Capacity questions in terms o</p> <p>* Are we talking SU or SD whe</p> <p>Capacity considerations:</p> <p>* Small schools</p> <p>* Small numbers of 4y/os</p> <p>* Geographic concerns (both s</p> <p>* Staffing (ratios and breaks i</p> <p>* Ability to continue partners</p> <p>* 2 specific examples brought</p> <p>Licensed teacher in front of st</p> <p>Physical space/facilities that i</p> <p>Start-up costs for renovations</p> <p>What data do we have related</p>	<p>Are we talking SU or SD when</p> <p>FAPE/LRE: Recent guidance fi</p> <p>LRE: is determined by studen</p> <p>Agreement that dual oversight</p> <p>Transportation as access need</p> <p>* Are we talking SU or SD whe</p> <p>Aftercare as an access need.</p> <p>Special education considerati</p> <p>Would families have the abilit</p> <p>Discussion that .46 (-.54) is no</p> <p>Does the weighted pupil coun</p>	<p>One system oversight body, w</p> <p>CDD regulations provide a lev</p> <p>Duplication of employee docu</p> <p>Currently need to do CDD fing</p> <p>Number of ECE/ECSE license</p> <p>Impacts on infant/toddler car</p>	<p>If 3s were unfunded from edu</p> <p>Would districts need to ask fo</p> <p>Benefits of having students re</p> <p>Family impact- will parents of</p> <p>Is there a model that has tier</p> <p>Financial impacts to districts</p>	<p>ECSE going/no longer going to</p> <p>Less children without visiting</p> <p>If public programs do decide t</p> <p>If 3s were unfunded from edu</p> <p>What about the 3s with high</p> <p>LEAs are responsible for prov</p> <p>For some communities provid</p> <p>Tension between student need</p>		<p>Decision about model impact if CDD regulations are in effect</p> <p>If full school day would there</p> <p>Developmentally Appropriate</p> <p>Consensus that learning throu</p> <p>In public school classrooms th</p> <p>Importance of consistent, nur</p> <p>What is the purpose of PK? (c</p> <p>Much conversation about staf</p> <p>Transportation availability? B</p> <p>Lack of/decrease in Higher Ec</p> <p>Discussion about difficulties a</p> <p>Discussion about end of provi</p> <p>Discussion about difficulties v</p> <p>FAPE/LRE:</p> <p>What is educationally necessa</p> <p>Where can children receive w</p> <p>Recent guidance from AOE su</p> <p>This impacts two things in di</p> <p>LRE: is determined by studen</p> <p>Using the Dear Colleague Lett</p> <p>Aftercare:</p> <p>Is actually before and after ele</p> <p>Staffing</p> <p>Length of day for children/stu</p> <p>Tuition- Currently some distr</p> <p>Early Education as career:</p> <p>Career Centers/High schools</p> <p>Colleges decreasing offerings</p> <p>End of community provisiona</p> <p>Pre-covid had many 65-70 y/</p>
Head Start Directors (#)	<p>The importance of family choi</p> <p>Collaboration over competitiv</p> <p>* The VHSA expressed a senti</p> <p>Equity and Access.</p> <p>* There is concern around the</p> <p>Innovation</p> <p>* Opportunities to explore inn</p>	<p>The VHSA anticipates propos</p> <p>* This exodus of four-year old</p> <p>ACCESS TO COMPREHENSIVE</p> <p>* At-risk families with four-ye</p> <p>* There is a concern about eq</p> <p>Changes in Head Start prograi</p> <p>Aligning state funded UPK sta</p> <p>Communication channels and</p> <p>RE: WORKFORCE</p> <p>* Changes in UPK will result i</p> <p>* Recruiting and retaining stai</p> <p>* There's a concern about incr</p> <p>* It will be important to foster</p> <p>Concerns about continuity an</p> <p>Should changes in UPK result</p> <p>Any disruption in current fun</p>	<p>Ensuring compliance with fed</p> <p>There's a concern that change</p> <p>Potential strains on program</p> <p>Ensuring continuity of care ar</p> <p>Collaboration and partnership</p> <p>Compliance with IEPs and oth</p>	<p>Consider the potential for inc</p> <p>There will be a need for additi</p> <p>Ongoing assessment and eval</p> <p>Potential for increased admin</p> <p>Enhanced coordination and al</p> <p>Balancing program autonomy</p> <p>Potential for increased admin</p>	<p>The need to develop strategies that address potential gaps in</p> <p>Head Start serves children ages 3-5 and research suggests g</p> <p>Potential strain on Head Start program resources and infras</p> <p>Potential for increased demand for Head Start services for cl</p> <p>Challenges in ensuring continuity of services and supports fi</p> <p>Importance of family engagement and partnership in the tra</p> <p>Potential for changes in program demographics and enrollm</p> <p>Importance of collaboration and communication between o</p> <p>Challenges in maintaining program stability and continuity ;</p> <p>Need for ongoing assessment and evaluation to monitor the</p> <p>There are concerns about the potential reduction in the prov</p>	<p>FAMILY NEEDS:</p> <p>Strengthened partnerships an</p> <p>Development and expansion c</p> <p>Development of targeted out</p> <p>Implementation of trauma-inf</p> <p>Provision of additional suppor</p> <p>Development of transportatio</p> <p>RE: FAMILY ENGAGEMENT</p> <p>Collaboration with parents an</p> <p>Increased family engagement</p> <p>Family engagement and colla</p> <p>Engagement of families and c</p> <p>Transparency and communic</p> <p>Access to clear and comprehe</p> <p>Guidance and support from tr</p> <p>Assistance with practical cons</p> <p>Access to language and cultur</p> <p>Collaboration and partnershi</p> <p>Access to childcare or early ec</p> <p>Ongoing communication and</p>		

