

**FORSYTH COUNTY ECE TASK FORCE 2022**  
 Pre-K Priority Steering Committee & Work Groups'  
**RECOMMENDATION SUBMISSIONS**  
 June 2022 – Adopted Version

Reco#	Recommendation Topic	Brief Details				
1	<b>Consistent and equitable compensation for Pre-K Lead and Assistant Teachers</b>	<ul style="list-style-type: none"> <li>▪ Institute a system where all licensed and credentialed Pre-K Teachers and Assistant Teachers are compensated equitably regardless of the program type (private child care, public school, Head Start, etc.).</li> <li>▪ Ensure the system correlates with the Living Wage Calculator for Forsyth County.</li> </ul>				
2	<b>Align Teacher Credentialing and Licensure Requirements</b>	<ul style="list-style-type: none"> <li>▪ Lead Pre-K Teachers ideally have a Birth to Kindergarten Education (BKE) License* and at minimum have a bachelor degree in a related area and specialized training in early childhood education, and/or a BKE add-on license.</li> <li>▪ Assistant Teachers ideally have an Associate Degree in Early Childhood or hold a CDA (Child Development Associate) credential.</li> </ul> <p>*Note that the recommendation is subject to the more stringent credentialing (BKE license) if the public program guidelines (i.e., NC Pre-K) require that of Lead Teachers.</p>				
3	<b>Address and Reduce Barriers to Pre-K for Families</b>	<ul style="list-style-type: none"> <li>▪ Enrollment process: streamlined and supportive, online application (in process currently)</li> <li>▪ Consider current barriers to enrollment and how to reduce the issues related to eligibility requirements</li> <li>▪ Strengthen communication between service providers networks</li> <li>▪ Form strategic partnerships with pediatrician, faith groups, and others to leverage existing messaging resources.</li> <li>▪ Explore policies with a family-centered lens before implementation</li> <li>▪ Hispanic/Latino families (and other refugee communities): area of focus and concern addressing specific and unique barriers</li> </ul>				
4	<b>Family Support Specialist Position (Focused on Family Engagement)</b>	Liaison position that facilitates the communication with families, teacher/classroom, etc. to advocate and assist as a resource across a multitude of needs. Ideally 1 specialist to represent across every two classrooms.				
5	<b>Incorporate health-related screening, formative assessments, and developmental screenings for all Pre-K programs</b>	<p><u>Health-related Screenings:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Health/physical</td> <td style="width: 50%;">3. Vision Check</td> </tr> <tr> <td>2. Dental screening</td> <td>4. Hearing screening</td> </tr> </table> <p><u>Formative Assessment:</u>          (used to monitor student learning to provide ongoing feedback used by instructors to improve teaching and by students to improve their learning)          Require Pre-K providers to use Teaching Strategies GOLD</p> <p><u>Development Screening:</u>          Require Pre-K providers to use Ages and Stages Questionnaire (ASQ) and /or DIAL-4 for the developmental assessment</p>	1. Health/physical	3. Vision Check	2. Dental screening	4. Hearing screening
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6	<b>Pre-K Transitions Support</b>	<ul style="list-style-type: none"> <li>▪ Create opportunities for all Pre-K providers to develop and implement high-quality, comprehensive, and coordinated transition plans for children to enter and exit Pre-K.</li> </ul>				

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		<ul style="list-style-type: none"> <li>▪ Ensure on-demand translations services</li> </ul>
7/8	<b>Evaluation Framework and Data Hub</b> (Evaluation of the System, Child, and Family Outcomes)	<ul style="list-style-type: none"> <li>▪ Develop, fund, and implement a comprehensive evaluation plan to facilitate ongoing data-driven decision making re: Pre-K issues in Forsyth County. Link with data hub recommendation.</li> <li>▪ Regularly collect, analyze, and share data across the Forsyth County pre-K landscape and share child-specific information with the WS/FCS upon entry into Kindergarten through a data-sharing hub (consider in conjunction with the work Forsyth Futures is currently doing with SSFC as well as incorporation of the current WS/FCS data sharing agreement)</li> </ul>
9	<b>Monitoring of Classrooms and Programs</b> (for QRIS Licensing and Evaluation Compliance and Enhancement Opportunities)	<ul style="list-style-type: none"> <li>▪ Strengthen monitoring to better identify sites/programs at risk for non-compliance and provide technical assistance/training to address at-risk areas.</li> <li>▪ Determine how best to ensure new program standards are being met</li> </ul>
10	<b>Demographics Focus (Classroom Environments)</b>	Create more diverse pre-K classrooms for income, race, and ethnicity.
11	<b>Streamline Quality Curricula &amp; Tools</b>	<p>Consider utilizing Creative Curriculum in all high-quality pre-K classrooms (currently used in all publicly-funded sites). Explore funding supports and resources for private centers.</p> <p>Ensure a robust writing component is included in daily classrooms practice with the Creative Curriculum: including individual, teacher guided, modeled, and small group.</p>
12	<b>Professional Development &amp; Technical Assistance</b>	<ul style="list-style-type: none"> <li>▪ Develop a framework that ensures a minimum requirement of ongoing PD and Technical Assistance provided to all teaching and administrative staff (minimums further outlined in full recommendation submission).</li> <li>▪ Consider integration of all participating programs to use the WS/FCS Kick Up platform to maintain tracking of resources and participation.</li> </ul>
13	<b>Coaching Resources</b>	Ongoing weekly or monthly coaching sessions for Pre-K Teachers and Assistants that involve a feedback loop, personal professional planning, and goal setting
14	<b>Scholarship and Stipend Support for Students and Professionals in Continuing Education/ Completing Credentialing</b>	Provide scholarship opportunities and stipend support for students and professionals to continue their education and complete higher credentialing
15	<b>Creation and Support of Career Pathway from High School to College</b>	Support the collaborative and ongoing communication between WS/FCS CTE (ECE) department, Forsyth Technical Community College, and Winston-Salem State University to support the career pathway at

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		all levels of ECE advancement of students and professional in the field that desire to gain higher credentialing. Local articulation of credits, bridging support, etc.
16	<b>Teacher Retention Bonus</b>	Create retention bonus opportunity to incentivize teachers to remain in a program/site and in the ECE field) to reduce turn over and increase the number of credentialed professionals in ECE
17	<b>Equity Manager for the Pre-K system</b>	Prioritize and make a commitment to equity in an ongoing way by funding a position that creates and manages an equity policy and action plan for the pre-K system.
18	<b>QRIS (Quality Rating &amp; Improvement System) / Star Rating Requirement</b>	<ul style="list-style-type: none"> <li>▪ Determine the cost of achieving 4- or 5-star rating as a prerequisite for a Forsyth County licensed center/site/program to be eligible to receive local Pre-K funding resources.</li> <li>▪ Create a pathway for centers/sites that currently do not have a 4-star or 5-star rating to meet the criteria via a MOA/commitment to improve to specific star rating by a predetermined time along with an action plan. Designate funding to help support these steps to increase star-rating/quality.</li> <li>▪ Advocate for the addition of the Classroom Assessment Scoring System (CLASS®) observation instrument (to the state QRIS) to assesses the quality of teacher-child interactions</li> </ul>