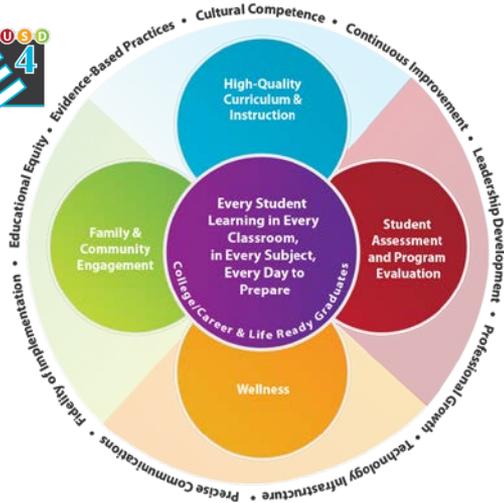




Early Childhood Education (ECE) Department Updates

Board of Education Workshop/Special Board Meeting
March 1, 2022



EGUSD Strategic Goals

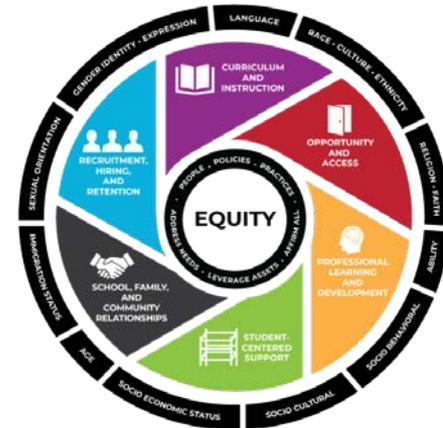
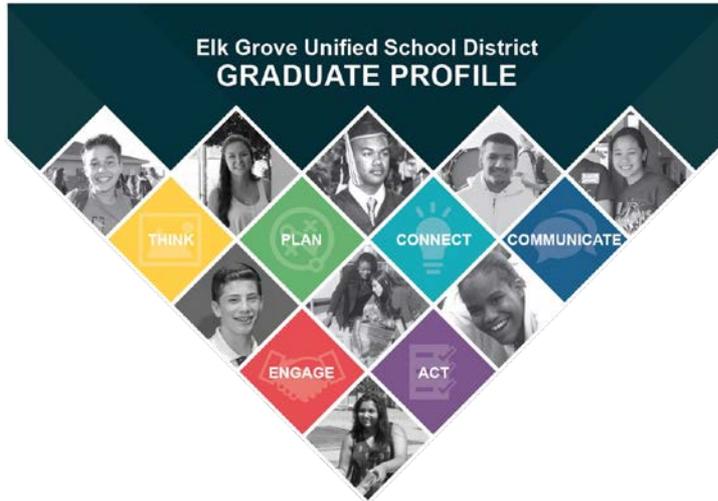
- High-Quality Curriculum & Instruction

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
- Student Assessment & Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
- Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
- Family & Community Engagement

All students will benefit from programs and services designed to inform and involve family and community partners.



Educational Equity

Educational equity is defined as both a **process** and an **outcome** (Putnam-Walkerly & Russell, 2016):

- The **process** of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The **outcome** whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, ability, gender, and socioeconomic status.

Department's Philosophy

E - Early Educational Experiences

C - Connections (SEL), Community and Collaboration

E - Expanding and Exploring

Early Educational Experiences

- **Providing early educational opportunities since 1963**
- **Supporting young learners with the goals of:**
 - Language development and socialization with peers**
 - Pre-academic and pre-literacy skills**
 - Development of fine and gross motor skills**
 - Kindergarten readiness skills (i.e. sharing, raising hands, critical thinking, empathy, etc.)**
 - Becoming lifelong learners who are successful in school, career and life**

Benefits of Preschool

- **Increased number of students with successful transition into kindergarten**
- **Social-emotional growth of students on an IEP**
- **Health and dental screenings**
- **Behavioral and SEL assessments including behavior support**
- **Parent trainings, education workshops and advisory groups**
- **Educational and school readiness assessments**

Overview of Programs



Head Start is a federally funded program for preschool children. Family income guidelines are based on federal regulations and are used to determine program eligibility.

Parents/guardians must provide documentation of program eligibility. Income guidelines are updated each year and information is provided at the time of registration.



State preschool program is a state-funded program serving three and four year old children. Parents/guardians must provide documentation of program eligibility. Income guidelines are updated each year and information is provided at the time of registration.



Title I preschool is a federally funded preschool program funded with Title I funds. There are no income qualifications for the Title I Preschool Program. However, eligibility is limited to those children who reside within the attendance area of a Title I school.

Overview of Programs

Transitional Kindergarten

Transitional Kindergarten (TK) is a prekindergarten program that supports students with acquiring social skills, language development and pre-academic skills at the age of four years old. The program is funded through General Fund and students are eligible for entry based on their birthdate as there are no income guidelines.

First 5 Parent-Child Playgroups

First 5 Parent-Child Playgroup is a high quality, play-based parent participation program offered in specific zip codes to promote the language and literacy development, social emotional development, fine and gross motor skills and numeracy for children ages 0-3 years old.

Special Education PreK

Special Education preschool is a federally funded preschool program funded with Special Education General funds. There are no income qualifications as the Special Education team utilizes an assessment and testing process to determine eligibility for support and educational services. After assessment, students are placed in the least restrictive setting.

here & Now

2021-2022

ECE and Special Education departments serve 1,962 students with programs funded by:

- ★ Head Start (396 students, 15 sites)
- ★ State (268 students, 9 sites)
- ★ Title I (140 students, 7 sites)
- ★ TK students (569 students, 25 sites)
- ★ SPED PK (589 students, includes 403 students on an IEP and 186 typical peers at 19 sites)

Current PreK Locations

Head Start		State	Title I
Beitzel	McKee	Beitzel	Florin
Florin	Prairie	Florin	Kennedy
Franklin	Reese	Franklin	Leimbach
Jackson	Reith	Jackson	Reese
Kennedy	Sierra	Kennedy	Reith
Leimbach	Union House	Leimbach	Sierra
Mack	West	Mack	Union House
Markofer		McKee	
		Prairie	
		Reese	

Current TK Locations

Adreani Batey Beitzel Butler Carroll Case Castello Cosumnes River Ehrhardt	Elliott Ranch Elk Grove Feickert Foulks Ranch Hein Herburger Jackson Kennedy	Mack McGarvey Mix Prairie Stonelake Sunrise Tsukamoto Zehnder Ranch
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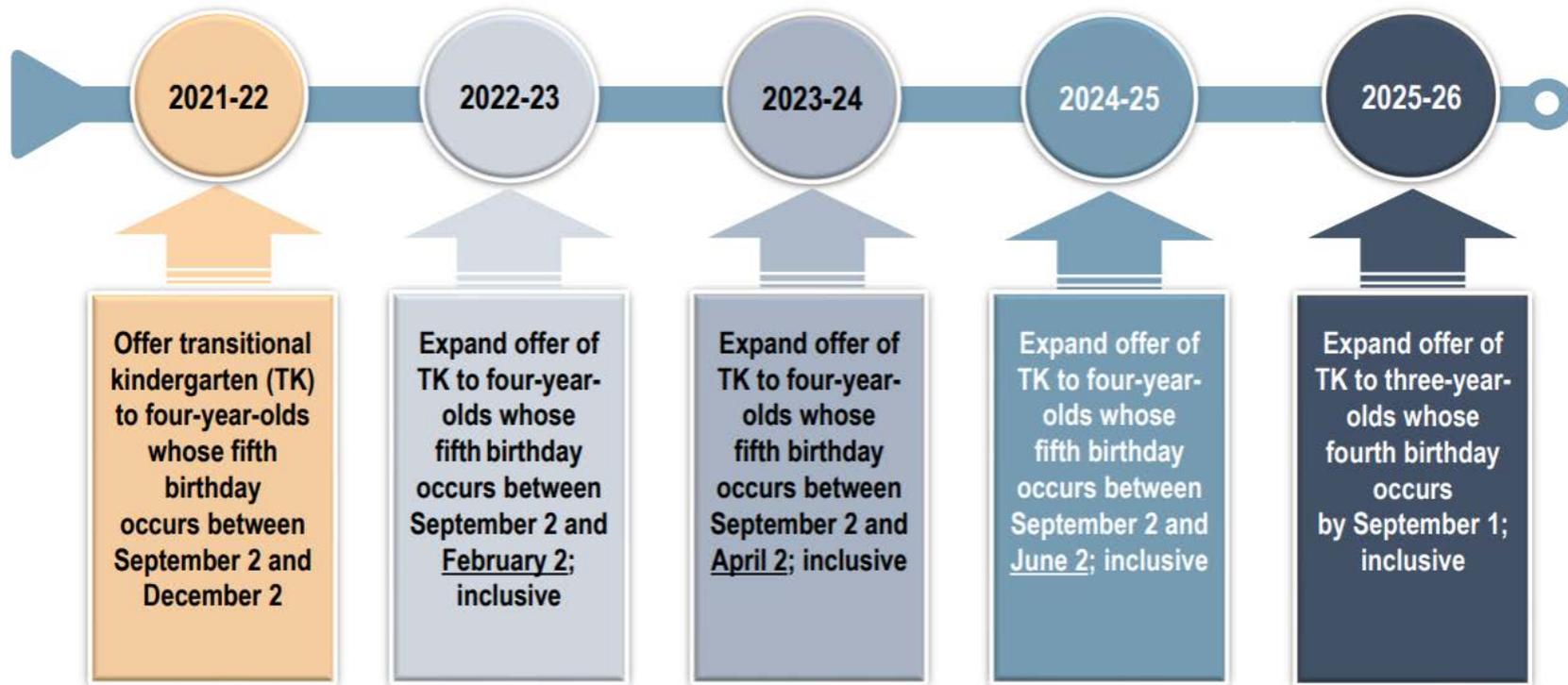
Current SPED PreK Locations

**Adreani
Batey
Butler
Castello
Donner
Ehrhardt
Elliott Ranch**

**Feickert
Fite
Foulks Ranch
Franklin
Hein
Jackson**

**Leimbach
McKee
Morse
Sierra
Stone Lake
West**

Legal Requirements of Universal TK



Universal TK

- **180 daily instructional minutes with a ratio of 1:12 (2 adults per classroom)**
- **All school sites currently accepting registration packets**
- **Initial projections for 2022-2023 locations by mid-March**

IEEEP Grant

Last Spring, the Board of Trustees provided feedback on a plan to utilize the “Old” Franklin Elementary School campus to house an integrated and inclusive preschool program.

As a result of this feedback, further consideration was given to an alternative plan that would keep all students at their home schools to the greatest extent possible, or at minimum within their home regions.

This would minimize students and families transitioning to multiple schools, foster a sense of belonging and familiarity with home schools, and minimize transportation needs.

Implementation of the IEEEP Grant

- **Staff continues to work with CDE and will submit a modification to the grant in June 2022.**
- **The former Franklin Elementary site will house the new PreK assessment center.**
- **District will add inclusion preschools in underserved areas—all regions will contain integrated and inclusive preschool classes.**
- **These changes will better align with Universal TK as educational supports will be provided to TK eligible students through inclusion programs.**
- **This alternate direction will keep students at home schools and regions to the greatest extent possible.**
- **The District will be able to serve more students in the preschool program.**

Additional Planning Considerations

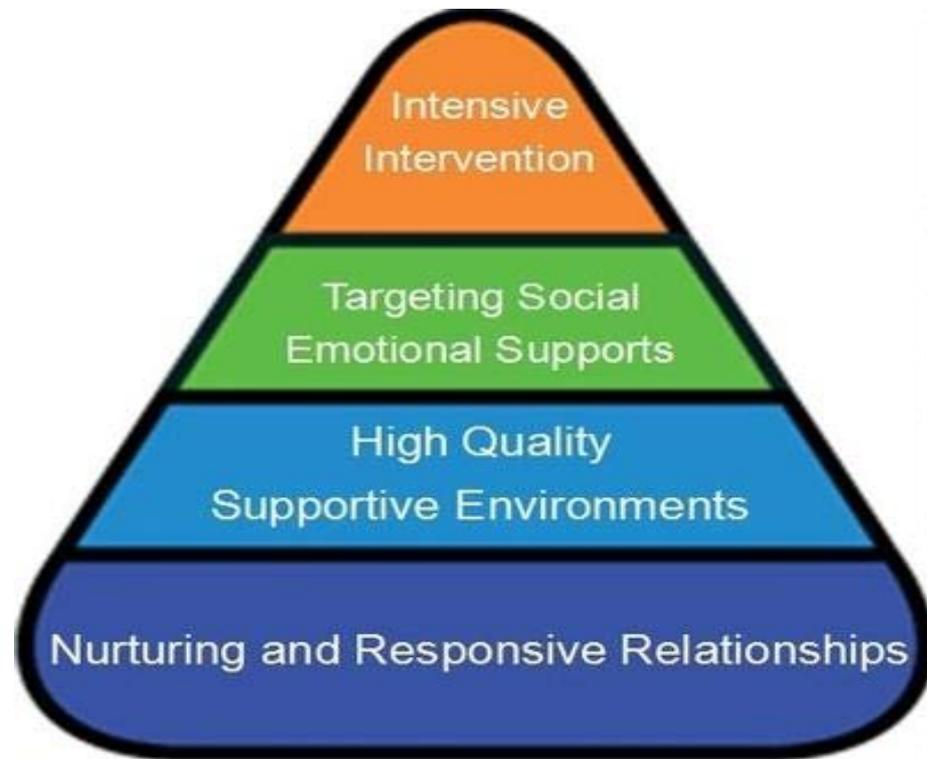
- **Facilities Grant application (info not available yet)**
- **Competitive Learning Grant (funding for credentialing, etc.)**
- **Instructional Plan**
 - Teacher Professional Development Plan**
 - Principal Professional Development Plan**
- **Partnership opportunities with CSPP and Head Start programs**
- **Staffing**

Connections, Community and Collaboration

- **Continued connections with a focus on Social Emotional Learning (SEL) including support staff**
- **Community and family engagement**
- **Professional Learning opportunities**

Teaching Pyramid/Pre-K & SpEd PreK

- **The Teaching Pyramid is a framework and reference tool for Supporting Social-Emotional Competence and Preventing Challenging Behavior in Young Children**
- **The Teaching Pyramid approach is built on the Positive Behavior Interventions and Support (PBIS) model with the incorporation of quality early childhood practices**
- **A 6 Week parent workshop, Supporting Positive Behavior in Children, is offered at sites (Fall and Spring) by Social Worker and School Readiness Team**



Second Step - Pre-K, TK & SpEd Pre-K

- Holistic SEL curriculum with weekly themes for individual behavior support and group skills development
- Weekly themes

Skills for learning
Empathy
Emotion Management
Friendship Skills and Problem Solving
Transitioning to Kindergarten



SEL and Family Engagement

Existing staff support - Pre-K and SpEd Pre-K

Bilingual Family Advocate -

Provides translations to assist staff in providing services for families.

Social Worker -

Observes students and makes recommendations to family and staff on how to meet the needs of children with challenging behaviors.

Program Educator -

Writes family development plans; ensures preschool meets Head Start standards.

3K Instructor -

Teaches students age 3-4; intentionally set up to support young learners.

Paraeducator -

Assists with instruction in the classroom; assists with student file follow up; assists parents with health follow up needs.

Parent Liaison -

Supports the entire family unit with providing playgroups and parent workshops.

Community and Family Engagement

- **Policy Committee - parent group who meets monthly as part of Head Start performance standards**
- **School Readiness Playgroups - supporting children 0-3 years old with parental participation**
- **Home visits - strengthening home and school connection between parents and teachers**
- **Parent meetings - facilitated by teachers virtually for parents to provide classroom specific information**
- **Ready Rosie - online parenting education curriculum via smart devices**
- **Family Partnership process - identification and support of personal/family goals by parents through interaction with teachers**
- **Monthly parent trainings provided to parents of students with special needs**

Expanding and Exploring

- **Implement inclusion classrooms (IEEEP grant)**
- **Pilot Pre-K and TK collaboration for 4 years old students**
- **Explore new preschool sites**
- **Collaborate with Expanded Learning (ELO-P) funds**
- **Pilot electronic sign in and out attendance process/online enrollment process**
- **Utilize (ASQ assessment online) currently in pilot phase**

Proposed TK Implementation Timeline

- **February** - Facilitation of teacher planning meetings
- **March** - Facilitation of meetings with TK leaders and district personnel from different departments, distribute parent survey
- **April** - Draft of TK Expansion plan including TK Professional Learning plan for 2022-2023
- **May** - Seek feedback and finalize TK Expansion plan
- **June** - Approval of TK Expansion plan by the Board and completion of CDE Survey
- **July/August** - Start of TK expansion

Special Education Pre-K

- **Increase the number of inclusive preschool classrooms**
- **Expand Special Education Pre-K classrooms in the Florin and Valley regions, including integrated and inclusive classroom settings**
- **Prioritize the provision of a full continuum of Pre-K Special Education services in each region**
- **Continue regular trainings with staff and parents to maximize support and instruction using evidence based practices**

ECE Department

Supporting the *early educational experiences* through *collaboration, connections and community* involvement to *explore and expand* the overall successful outcomes of our youngest learners.



QUESTIONS & COMMENTS

