

Early Learning Pathway Update

Presentation to the Board of Education
January 18, 2018



The Early Learning Movement

- 2013 RAND Report
- Early Childhood Task Force
- Cradle to Career
- Early Development Instrument (EDI)
- Transitional Kindergarten Movement
- Kindergarten Readiness Campaign
- Early Learning DAC
- Early Learning Team



The SMMUSD Commitment

- Local Control Funding Formula (LCFF)
- Local Control Accountability Plan (LCAP)
 - *Goal 8.6 Transform elementary school sites from a K-5 site to a Preschool-5 school community.*
 - Seaside Neighborhood preschools
- Early Learning District Advisory Committee (DAC)

Who Are WE?

California State Preschool
(CSPP)

Special Education

Part Day Preschool

Extended Day

Transitional Kindergarten

Head Start (HS) Preschool

Seaside Preschools

Collaborative Classrooms

Full Day Preschool

Kindergarten

SUPERHUMAN!!!



Overarching Principles

California Preschool Curriculum Framework CDE 2010 and
Head Start Early Learning Outcome Frameworks (ELOF) 2016

- Relationships are central.
- Play is a primary context for learning.
- Learning is integrated.
- Intentional teaching enhances children's learning experiences.
- Family and community partnerships create meaningful connections.
- Individualization of learning includes all children.
- Responsiveness to culture and language supports children's learning.
- Time for reflection and planning enhancing teaching.



Overarching Principles

Connections with Social Justice Standards

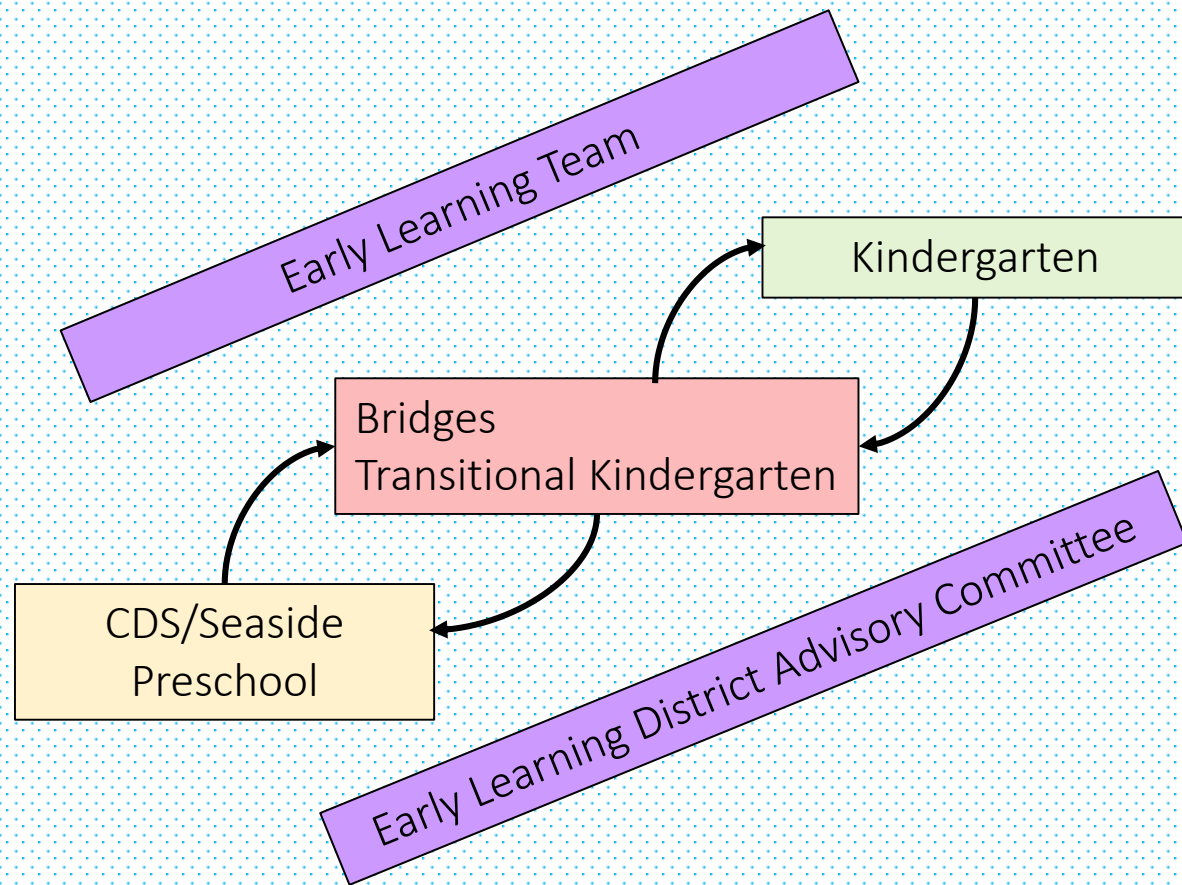
Social Justice Anchor Standard Diversity 7 (DI.K-2.7) – Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups


“I can describe some ways that I am similar to and different from people who share my identities and those who have other identities”

Desired Results Developmental Profile (DRDP) Social and Emotional Development Standard 1: Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

“Communicates that another child plays with everyone because he is so friendly with others”

Our Vision of the Early Learning Pathway





Early Learning District Advisory Committee (DAC)


Two Priority Areas:

- First, the DAC will work to determine if there are preschool eligible students in our community who are currently not attending preschool. We believe it is important to improve our understanding of the types of challenges that may impede attendance, as well as the resources needed to support all families so children can successfully attend preschool; and whether those resources are currently available and accessible.
- Second, the DAC will consider the types of data to gather from preschool, Transitional Kindergarten and Kindergarten. This data will be used to help SMMUSD maintain quality programs that best prepare our youngest students and their families to be successful in elementary school and beyond.



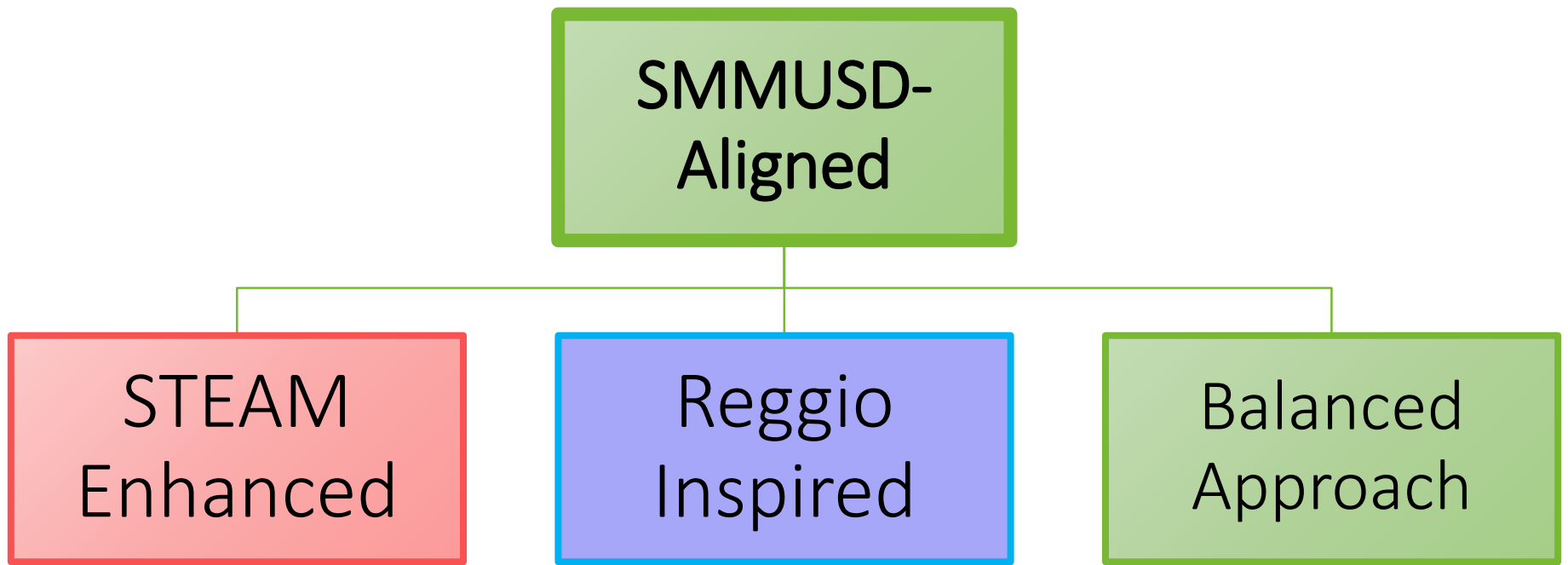
Early Learning Team

- Director of Early Learning – Susan Samarge-Powell
- Assistant Director – Reham Dabash
- Early Learning Coach – Allyson Krogmann
- Special Education Coordinator – Dr. Kris Vegas
- Preschool Teachers (General Ed and Special Ed)
 - *Maria Enriquez, Cassy Henry, Rachel Land, Nancy Murphy, Elizabeth Olliff, Patty Romo, Cory Snow, Emalee Stickney*
- Transitional Kindergarten Teachers
 - *Veronica Contreras, Liz Franchi, Patti Mehring, Sheryl Murdock*
- Kindergarten Teachers
 - *Graciela Barba-Castro, Anabella Fullerton, Martha Vasquez*




Goals of the Early Learning Team

- Focus conversations on vertical alignment from Preschool through Kindergarten
- Assessment Discussions
- Develop the vision for the Early Learning Continuum



California Preschool Curriculum Frameworks (CPCF) Connections:

- ✓ Learning is integrated.
- ✓ Play is a primary context for learning
- ✓ Experiential learning in relationship-driven environments
- ✓ Intentional teaching enhances children's learning experiences.



Connections to the Community and Beyond!

- RGK-Reissa Foundation – STEAM Grant
- Providence St. Johns Child Family Development Center - Robert Wood Johnson Clinical Scholars Program
- Kindergarten Readiness Assessment (KRA) grant with Connections for Children and the City of Santa Monica



RGK – Reissa Foundation

- Two Year Grant for \$100,000 to support early learning
- Goal 1: Early learning pathway teachers will **develop a common STEAM curriculum** guide that **aligns vertically** for Seaside Preschool, Bridges Transitional Kindergarten and Kindergarten.
- Goal 2: **Early learning pathways teachers** and assistants will acquire STEAM skills by participating in a minimum of **24 hours of professional development.**
- Goal 3: **An early learning pathway coach will visit each classroom once weekly** to provide non-evaluative pedagogical and curriculum support teachers.
- Goal 4: Early learning pathway **students** will participate in 30 weeks of **arts instruction that integrates with the STEM curriculum.**
- Goal 5: Early learning **pathway staff will showcase their skills** and knowledge to all SMMUSD at the **annual Teaching and Learning Conference (TLC)** or other similar venue.

Seaside Preschools – Emergent Curriculum and Social Emotional Learning



Patty Romo – Edison



Head Start Preschools and the STEAM Experience



Pachapor Norodom – Rogers HS

Transitional Kindergarten – Exploratory classroom areas and Standards Based Learning



Liz Franchi - Roosevelt

Transitional Kindergarten – Social Emotional Learning and Building a Positive Classroom Community



Patti Mehring - Cabrillo





Preschool Consultation:

A whole body solution to a whole body problem

- Providence St. Johns Child and Family Development Center (CFD) and SMMUSD
- The Robert Wood Johnson Foundation Clinical Scholars program
- Mental Health Consultants in ALL 18 preschool classrooms (regardless of program)
- One hour per week in each class
- Connections with the teachers and whole class
- Opportunities for deeper work with identified students (with family approval)
- Development of additional supports including Occupational Therapist consultation and Nutrition consultation for classroom and families



Kindergarten Readiness Assessment First 5 LA Grant

- Working with the Youth and Families Division in the City of Santa Monica and Connections for Children
- The overarching vision for this pilot program is to use families and educators' insights and recommendations to achieve the following long-term goals:
 - Implement identified family and community engagement strategies around the EDI
 - Develop an early warning indicators system for community-wide preschools to screen and link children to supports
 - Ensure children experience supported progression from early childhood education and care to kindergarten through the expansion of transitional practices between preschool teachers/early child care providers and kindergarten teachers



Kindergarten Readiness Assessment

First 5 LA Grant

The Santa Monica Community EDI Engagement Plan is a long-term vision that requires multiple phases to reach the identified goals.

Phase One

- Build the foundation of EDI efforts through **facilitated discussion between SMMUSD preschool, transitional kindergarten, and kindergarten teachers.**
 - Preschool, transitional kindergarten, and kindergarten teachers in both general and special education will work together to review where students are scoring on the DRDP in preschool and EDI in kindergarten.
- This dialogue will then develop the approach taken to **vertically-align curriculum and pathways from preschool through kindergarten.**

Phase Two

- In the future, the intent is to expand the community EDI engagement plan to include an **Early Learning Systems Alignment Tool Kit.** The purpose of the tool kit will be to **sustain conversations between preschool teachers, kindergarten teachers, and families in private and public, informal and formal settings.**

Next Steps....

- **RGK/Reissa Foundation Grant**
 - Enabled us to work on a STEAM-based curriculum with materials
 - Additional provocation lessons will be developed and shared among staff
- **Early Learning Team**
 - Continued work on the vision of early learning
 - Team members will serve as core support for the development of our vertical alignment conversations
- **Early Learning DAC**
 - Determine who is eligible but not attending preschool
 - Consider the assessments in the early learning pathway to determine how to best support student success
- **Kindergarten Readiness Assessment – First 5 LA Grant**
 - Set up pathway meetings among all PreK, TK and Kindergarten teachers
 - Begin the crosswalk talk from DRDP data to EDI data
- **Programming for 2018-2019 and beyond – our spring discussion**
 - Consider current and future Early Learning needs – including part day, full day, extended day options for general and special education





Thank you –

For your commitment to and our
future work with

Early Learning!