

**District Advisory Committee  
Board of Education Annual End-of-Year Written Report  
2017-18  
CHILDCARE AND DEVELOPMENT DISTRICT ADVISORY COMMITTEE**

**Co-chairperson:** Iao Katagiri

**Administrator Co-chairperson:** Susan Samarge-Powell, Ed.D

**Charges:**

- Charge 1 - 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.
- Charge 2 - 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.

**Accomplishments for the Year:**

- Charge 1 – This long term charge was discussed this year as a way for our school district to make connections with the broader community about families who may have needs, but for whom services are not yet being provided. A discussion about a referral list took place as well as a way for SMMUSD to provide information to locations who may not be able to provide lists, but can give our district information out to inquiring or interested families. This charge may be revised.
- Charge 2 – Over the course of the school year, our DAC has become familiar with both the Desired Results Developmental Profile (DRDP) and the Early Development Instrument (EDI). As a DAC we worked together to understand the ways in which the DRDP (Preschool and TK assessment) and the EDI (Kindergarten assessment) are similar and different. With this, rich discussions took place about how assessment data can and should be used. A determination was made that staff should explore the ways in which information from the DRDP can be shared both broadly (at the district level) and specifically (at the student level) with staff.

**Highlight(s) of Particular Note:**

- A milestone was achieved when our Early Learning Staff had a professional development experience where PK, TK and K teachers were able to work together to understand their respective assessment instruments and start to talk about how the data could be made useful for their own classrooms as well as for the next grade level. They were informed about the DAC's role in trying to make the data accessible to them so these conversations could occur regularly.

**Possible Charges for 2018-19 (to be reviewed by co-chairs & board liaison(s) prior to coming to board for approval in the fall):**

- For Charge 1 we may want to consider working with existing and emerging community programs who are looking to connect vulnerable families with services we may be able to provide.
- We may also ask the DAC to consider the questions we need to ask if we are to merge (or co-locate) multiple program types (and funding sources) for preschools on some campuses for the 2019-2020 school year. This DAC can serve as the sounding board for this lengthy process.
- As a part of Charge 2, consider looking in to and reviewing an "early warning" system identifier that we can utilize in preschool who may have significant 'risk indicators'

**Budgetary Implications:** None currently proposed for the 2018-2019 school year. Potential recommendations might include sub days (or hourly compensation) for continued vertical alignment Professional Development and/or transition data meetings.