



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS

# Expanding Options for Preschool for 2017-18

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# Presentation Purpose

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Part 1: Explain how federal categorical funds can be used to expand eligibility options to increase preschool enrollment.

Part 2: Review proposal to align preschool class schedule with professional development guidelines and surrounding school districts.

# What do we know about the value of preschool?

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Research supports the benefit of early childhood education.

*Early childhood is a critical period of learning and development and young children's experiences lay the foundation for success in school and in life.*

(National Research Council, *Eager to Learn: Educating Our Preschoolers*, Committee on Early Childhood Pedagogy, Washington, DC: National Academy Press, 2001)

*High-quality early learning programs help to narrow achievement gaps between children from low-income families and their more affluent peers, which are detectable as early as nine months of age.*

(Magnuson, K., Waldfogel, J., and Washbrook, E., "The development of SES gradients in skills during the school years: Evidence from the United States and England" New York, Russell Sage Foundation, 2012).

# Part 1:

## Increasing Preschool Participation

# How many children do we currently serve?

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Currently 385 students in PUSD attend preschool; 193 attend Transitional Kindergarten.

In light of the benefits of early education, how can we increase preschool participation in 2017-18?

# What are the eligibility criteria for State Preschool?

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State Preschool requires that families meet specific income criteria. Income eligibility levels are set by the State Legislature and have not been updated since 2007.

Fewer families qualify for State Preschool now. *In 2016-17, there are 49 unfilled preschool slots which is equivalent to closing one preschool site (double session with 24 students in each session).*

State Senate did not pass a legislative bill to increase the income guidelines last year. Two bills are being proposed this year (AB 60 and AB 231); however, it is uncertain whether either will pass.

# What are the options for increasing participation?

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Federal Title I funds are allocated for low income students; Title III funds are allocated for English Learner students. These federal funds can be used to provide quality early childhood education programs.

*Title I of ESEA allows districts to provide preschool programs to improve educational outcomes for eligible children from birth to the age of elementary education.*

*Title III: Districts may use funds to strengthen or develop effective language instruction for ELs in early childhood programs, as long as that use is consistent with Title III's non-supplanting requirement.*

*Source: Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act Expanding Opportunities to Support our Youngest Learners, USDE, October 2016.*

# What are the Categorical Funding Options?

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Title I and Title III funds can be used to offer preschool to families who are not eligible for State Preschool.

Other districts, including Long Beach USD, successfully use this approach to provide greater access to preschool.



# How could PUSD use categorical funds to increase preschool enrollment?

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## Title III (EL) funding for one session

Serve an additional 24 English Learner preschoolers who do not qualify for state preschool based on income levels.

Zamboni Preschool (PM) session.

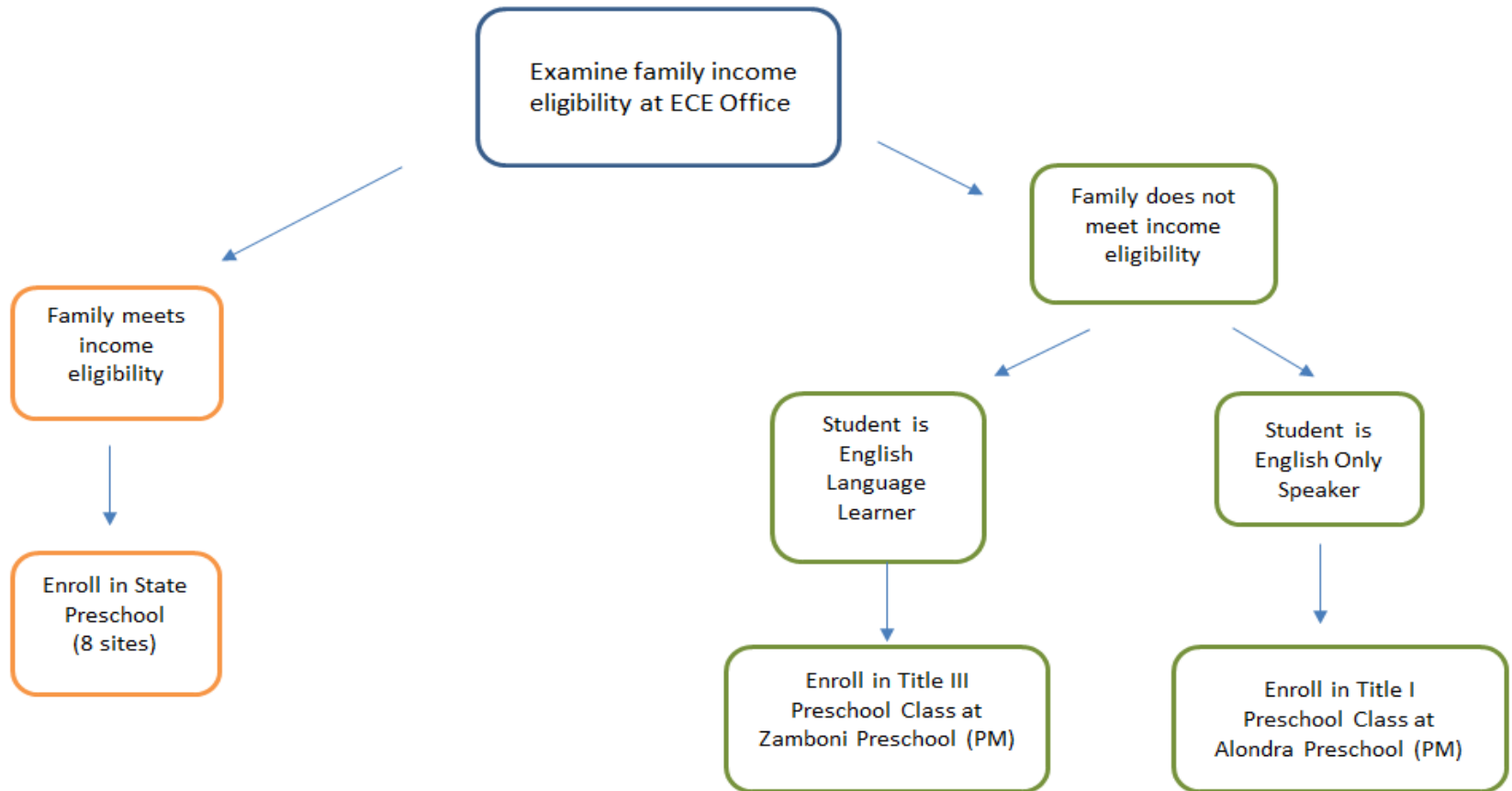
## Title I funding for one session

Serve an additional 24 preschoolers who do not qualify for state preschool based on income levels.

Alondra Preschool (PM) session.

# Preschool Eligibility Options

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# What is the Fiscal Impact for Use of Categorical Funds?

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<b>Title I Funds, 2017-18</b>	<b>Title III Funds, 2017-18</b>
Teacher (.5-one session)	Teacher (.5-one session)
Two Instructional Assistants	Two Instructional Assistants
Enrollment and Attendance Office/Clerical Support	Enrollment and Attendance Office/Clerical Support
Professional Development Activities	Professional Development Activities
Classroom Materials	Classroom Materials
Estimated Cost: \$82,000 from Central Title I Allocation	Estimated Cost: \$83,000 from Central Title III Allocation

# In summary, what are the reasons to expand eligibility using federal categorical funds?

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- ✓ Supported by research on the positive effect of early education programs.
- ✓ Supported by federal ESSA guidelines.
- ✓ Meets the needs of PUSD's young children and families.
- ✓ Minimal fiscal impact on centralized Title funds.

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# Questions on Part I of Presentation

## Part 2

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What is the benefit of aligning preschool schedules?

# What is the Current Class Schedule?

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State Preschool (CSPP) requires preschool classes to be 3 hours in duration.

PUSD currently offers 3.5 hours, which is a carryover from previous years' grant requirements.

Current schedule includes additional time for sign-in/out. The allocated time for sign in/out, however, is too long. Families sign in/out within a shorter time frame.

# What is the need?

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Beginning in 2016-17, CDE's program quality guidelines require that preschool staff receive a minimum of 21 hours of professional development annually. PUSD needs to provide more professional development to meet this requirement.

Teachers teach two classes each day (morning and afternoon) which currently does not allow time for professional development as part of the work day.

ECE is adopting a new literacy curriculum which needs the support of professional development and collaboration on a regular basis.

Currently there is very little time for teachers to communicate and collaborate with their assistants daily.



# Examples of Preschool Teacher Professional Activities

Activity	Frequency
Compare attendance on daily sign in/out sheets, student accountability forms, and food program meal counts	Daily
Review daily child observation notes with staff	Daily
Review small group lessons with assistants	Daily
Complete mandated classroom procedures, such as, table and bathroom sanitation.	Daily
Communicate student progress with parents (sign in/out)	Daily
Collect and review work samples for student portfolios (with assistants)	Weekly
Develop lesson plans (ELA, Math, small group, outdoor play)	Weekly
Provide written reflection on action plans for instruction, classroom environment, and parent engagement	Monthly
Conduct site-level staff meetings (staff supervision)	Monthly
Complete developmental progress reports for each student	Quarterly
Complete Desired Results Developmental Profiles (DRDP) for each student	Twice/Year
Complete Pre-K Skills Assessment	Twice/Year

# What are the benefits of aligning hours?

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The proposed schedule change for 2017-18 will:

Align with K-5 school dismissal.

Align with surrounding districts, which all offer 3-hour state preschool programs:

School District	Length of State Preschool Class
Bellflower USD	3 hours
Long Beach USD	3 hours
Lynwood USD	3 hours
Compton USD	3 hours

# What are the benefits of aligning hours?

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<b>Site-Based Professional Development (Teachers &amp; Assistants)</b>	<b>Program-Wide Professional Development</b>
Collaborate daily on student progress	Comply with required hours for professional development.
Collaborate on new literacy curriculum, plan and modify lessons based on student observation findings.	Provide support for the new literacy curriculum. Provide effective and consistent professional development that includes application, reflection, feedback and follow-up.

# Next Steps

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<b>Next Steps: Use Categorical Funds to Expand Options</b>	<b>Next Steps: Align Class Schedules</b>
Build into budget planning for upcoming school year.	Communicate information on class schedules during enrollment – spring, 2017
Communicate options to parents during enrollment - spring, 2017	Plan professional development for ECE teachers and aides – summer, 2017
Provide professional development on Language and ELD – summer, 2017	

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# Questions