EARLY LEARNING BENCHMARKS INCREASING PRESCHOOL ACCESS

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WHAT IS PRESCHOOL?

Strategic Plan Benchmark: Early Learning / Preschool:

• Access - Who is accessing preschool programs offered through Tacoma Public Schools?

• Data from the Puget Sound Educational District indicated that only approximately 39% of the projected eligible 2,460 3 and 4 year olds are being served.
PROJECTED ELIGIBLE 3 AND 4 YEAR OLDS (2011)

Total
2,460
LOW-INCOME CHILDREN ENROLLED IN FORMAL EARLY LEARNING PROGRAMS BY DISTRICT (2011)

Source: Puget Sound Educational Service District and Tacoma
PRESCHOOL PROGRAMS

• Currently we have 5 types of preschool programs available: Title I, Head Start, ECEAP, Special Education, and Montessori

• 27/35 elementary schools have at least one preschool program on-site

• Madison has 4 Head Start classrooms.

• The following schools do not currently have any preschool programs on-site: Browns Point, Crescent Heights, Delong, Fern Hill, Lowell, Manitou Park, Sherman, and Washington-Hoyt
## KEY DATA FINDINGS: 12-13 PRESCHOOL PROGRAMS

<table>
<thead>
<tr>
<th>Program Type</th>
<th># Sites</th>
<th># Sessions</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>6</td>
<td>12</td>
<td>216</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
<td>30</td>
<td>56 peers/283 disabled</td>
</tr>
<tr>
<td>Head Start</td>
<td>16</td>
<td>29</td>
<td>563</td>
</tr>
<tr>
<td>ECEAP</td>
<td>5</td>
<td>9</td>
<td>162</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>80</strong></td>
<td><strong>1280</strong></td>
</tr>
</tbody>
</table>
KEY DATA FINDINGS

Gender Percent

Female 45%
Male 55%
KEY DATA FINDINGS

IEP Percent

Y
24%

N
76%
KEY DATA FINDINGS

- White: 32%
- Black: 20%
- Hispanic: 29%
- Multi: 9%
- Nat Am: 1%
- Pac Isl: 2%

Ethnicity Percent
ACTIONS TO DATE:

• Added 5 additional Title I sites
• Creation of an Early Learning Leadership Team that includes administrators from these programs:
  • ECEAP
  • Head Start
  • Special Education
  • Title I
• Central Office Transformation - Reorganized CAB services to support Early Learning focus
ACTIONS TO DATE:

Goals:

• Build a cohesive, collaborate team that ensures the implementation of high quality instruction in all classrooms regardless of funding sources.
• Develop goals, align language and professional development, and remove access barriers.
• Use data to drive opportunity and track progress for students served.
ACTIONS TO DATE: (CONT.):

Professional Development

• Offered the first joint Professional Development opportunity for all preschool instructional staff.

• Three 2-hour sessions have been conducted for over 90 staff.

• The last training will take place on April 26, 2013.
ACTIONS TO DATE: (CONT.):

- The training opportunities were aligned with those for the K-12 staff, which focused on the 5-D framework looking at integrating these principles into the daily instructional practices for preschoolers.
ACTIONS TO DATE:
(CONT.)

- Imagine small groups of 4-year-old students using the KWL chart to discuss topics like dinosaurs, carnivores or species. Or, using academic vocabularies such as predict, synonyms, opposites, etc.
### ACTIONS TO DATE:
**(CONT.)**

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
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</thead>
<tbody>
<tr>
<td><strong>Tyrannosaurus Rex</strong></td>
<td><strong>What happened to their skin?</strong></td>
<td><strong>“terrible lizards”</strong></td>
</tr>
<tr>
<td>is the King</td>
<td>How did they die when it was snowing?</td>
<td>Palaeontologists study dinosaurs, fossils</td>
</tr>
<tr>
<td>T-Rexs eat meat</td>
<td></td>
<td>Heat killed dinosaurs</td>
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<tr>
<td>People have found dinosaur bones</td>
<td></td>
<td></td>
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<tr>
<td>They eat each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They eat bushes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Big feet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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<td>4.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
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<tr>
<td>eat apples, hay</td>
<td></td>
<td></td>
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<tr>
<td>they poop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trunks help them eat</td>
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</table>
The training creates a privileged foundational grounds for staff to share their thoughts or their questions or their ideas. And, in many ways, it gives people a window into their own practices and that of others.

From this type of learning and reflection, the potential of improving their skills would be much greater. People are encouraged to see that they can be change makers, that they can learn from each other and from whatever they have to offer, so we can improve services for students.
Instructional Walks

• The instructional walks we have conducted across the different preschool programs have served as a highly instructive vehicle for us to adjust current training and plan for future sessions.
Instructional Walks

- We want to use the information learned from the walks to help our staff become highly skilled in all areas of instruction including setting up optimum learning environments to promoting good study habits to teaching literacy and mathematics.

- We want preschoolers to become successful kindergarteners and beyond.
ACTIONS TO DATE: (CONT.)
• Developed a matrix to better understand similarities and differences of programs.
• Prioritized locations to increase access.
• Planning an Early Learning Resource Fair.
• Finding ways to better partner with community based organizations.
NEXT STEPS:

2013-14

• Whitman Title I move to Manitou Park
• Boze ECEAP (1 classroom) to Fern Hill
• Add 1.5 sections of special education preschool and blending with Title I eligible students or Head Start wait list, serving typically developed peers for free beginning in the 13-14 school year, continuing expansion over the next 2 school years.
NEXT STEPS (CONT.):

• Add 1.0 at Delong and .5 at Franklin- previously requested McCarver or Blix, no space available at present time-ensure early learning options in new McCarver building.

• Move Blix Head Start to open Whitman classroom; Blix adds a bilingual early learning option.

• Switch program locations: Head Start at Whittier and ECEAP at Edison. This recommendation is based on program requirements, i.e. maximize access for community preschoolers.
NEXT STEPS (CONT.):

2014-15

• McCarver Head Start moves 1 classroom to Hillside Terrace; open new special education classroom as part of the expansion.

• Increase communication and marketing of early learning opportunities to families and childcare centers. Centralize materials and contact information.
NEXT STEPS (CONT.):

• Increase school’s oversight of preschool programs at building sites. Ensure that Early Learning programs are part of the total elementary programming (preK-5 grades).

• Increase preschool’s access for TPS children: serving over 1,300 students by the 2016-17 school year (an increase of 15.51% of the 2012 benchmark of eligible students)
ADDITIONAL SITES BEGINNING IN 2014

- Sites without Pre-schools
- Recommended Sites
# Improving Pre-School Access for TPS Children

## 2012-2017

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<tbody>
<tr>
<td></td>
<td>Sections</td>
<td># Students</td>
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<td># Students</td>
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<tr>
<td>Title I</td>
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</tr>
<tr>
<td>Special Ed (peers)</td>
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<td>56</td>
<td>33</td>
<td>164</td>
<td>37</td>
<td>196</td>
<td>39</td>
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<td>563</td>
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<tr>
<td>ECEAP</td>
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<td>162</td>
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<td>1209</td>
<td>93</td>
<td>1325</td>
<td>93</td>
<td>1341</td>
</tr>
</tbody>
</table>

### Difference from baseline

|                         |          | 6%     | 13%     | 12%     | 18%     | 14%     | 25%     | 14%     | 26%     |
| Percent Served          | 39%      | 46%    | 49%     | 54%     | 55%     |         |         |         |         |

*SPED peers pay in 12-13, free using Title I eligibility beginning 13-14
BASELINE GOAL

The Superintendent recommends that the Board of Directors adopt the following goal:

By 2017, the Tacoma Public Schools’ preschool participation rate will increase to over 50% and will reflect the district’s overall demographics.
OTHER EARLY LEARNING BENCHMARKS

http://www.tacoma.k12.wa.us/information/StrategicPlan/Pages/default.aspx