



## Office of Early Childhood Education

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To: OUSD Board of Education  
From: Antwan Wilson  
Ray A. Mondragon - Deputy Chief of Early Childhood  
Subject: **Annual Early Childhood Update**  
Date: January 11, 2017

### OVERVIEW & OBJECTIVE

- Provide the Board of Education with an update on progress and work completed by the Early Childhood Education Division during the 2015-2016 school year.

### SUMMARY

There were eleven key areas of work that the department gave priority focus for the 2015-16 school year. We identified our most critical areas for systemic improvement as well as those areas that created and improved partnerships and laid the beginning building blocks toward becoming a model program. The following provide a brief summary of each of the eleven areas.

#### 1. Early Childhood Roadmap:

The creation of the Early Childhood Roadmap began in April 2015. Several meetings were held with a variety of stakeholders that included early childhood teachers, instructional assistants, site administrators, community members and district leadership to identify major areas of focus for the next 18-24 months. These collaborative sessions provided the foundation for our departmental work roadmap that will guide our work to improve early childhood education for the next 18 to 24 months. This roadmap is fully aligned to the OUSD Strategic Plan and Superintendent Work Plan 1. [Link](#) to Early Childhood Roadmap.

#### 2. Early Childhood Inclusion Classrooms:

We have 10 inclusion classrooms across OUSD that support students in an integrated environment. The sites that have early childhood inclusion classrooms are: Acorn Woodland, Burbank, CUEs, Emerson, Sankofa, Allendale and United Nation.

#### 3. Early childhood Inclusion goals in OUSD aligned with the National Association for the Education of Young Children (NAEYC):

1. Create high expectations for every child to reach his or her full potential. OUSD believes in providing the Least Restrictive for ALL preschool students.
2. Ensure the program philosophy on inclusion is shared and valued in OUSD. Our goal in every early childhood classroom is to build a community where children with special needs have multiple opportunities to learn, develop, and form positive relationships.
3. Establish a system of services and supports. We believe in creating a continuum of services and supports that responds to the needs and characteristics of children with varying types of disabilities and levels of severity, including children who are at risk for disabilities.



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4. Provide high quality professional development for PEC and ECE Teachers. Teachers and Instructional Assistants need to know how to create learning opportunities that are organized and facilitated as part of an integrated professional development system.

### 4. Launching of the Hellman/Long Initiative:

The Oakland Starting Smart and Strong Initiative (OSSSI) is a collaborative effort with the goal of creating universal access to high quality early learning experiences that promote healthy child development and that result in kindergarten-ready children, regardless of race or family income level. Through support from the Hellman Collaborative Change Initiative and the Thomas J Long Foundation, OSSSI is piloting a research-based, whole-child approach to early childhood education, with the goal of emerging best practices being incorporated into OUSD's Early Childhood Education system. The pilot program, Smart and Strong Kids, is working with 50 African American and Latino boys and their families by providing professional development for teachers, mental and behavioral support for children and families, family engagement support, and kindergarten transition support. Smart and Strong Kids experienced many successes and lessons learned during year one implementation, and is building upon those lessons during year two. Currently the project is supporting Emerson CDC and State Preschool, Harriet Tubman CDC and MLK State Preschool.

### 5. Expanded Transitional Kindergarten:

During the 2016-2017 school year, OUSD offered Expanded Transition Kindergarten at 4 elementary sites: Place at Prescott, Carl Munck, Reach and La Escuelita. Traditional transitional kindergarten is for students who turn 5 between September 2nd and December 2nd. School districts have the opportunity to allow students who turn 5 after December 2nd to attend transitional kindergarten. However, school districts cannot collect ADA on these children until they turn 5. One of the benefits of expanded transitional kindergarten is that it allows for classrooms that traditionally have TK/K splits to now be pure TK classrooms. In addition, families do not need to show income qualification to attend TK, which is required for attendance in State Preschool or our full day child development classrooms.

### 6. Early Common Core Teacher Leaders at 10 Schools:

For the 2016-17 school year, in partnership and full funding support from the Rainin Foundation, we are able to have 10 Early Common Core Teacher Leaders at the following 10 Elementary Schools: Allendale, Place at Prescott, Sankofa, Rise, East Oakland Pride, Franklin, Green Leaf, Korematsu, Encompass, Rise and New Highland. The role of the Early Common Core teacher leaders is to provide direct accelerated support to the most struggling readers in TK, K and 1st grades, as well as to support teachers in their literacy instruction by observing and providing feedback specifically around Common Core literacy instruction. Early Common Core teacher leaders also collaborate with their school leaders to determine professional development needs, review of student data, and track and monitor student growth within their school. Early Common Core teacher leaders attend centrally-held professional development opportunities to support their understanding of literacy instruction through Common Core, while using OUSD identified curricular resources. In addition, Early Common Core teacher leaders and their school leader attend a monthly community of practice where both are able to gain a shared understanding of best practices in literacy development and instruction through Common Core and use of district approved resources to support teachers and literacy instruction in their classrooms.



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### 7. Enrollment:

We have seen a significant increase in our enrollment in the 2016-17 school year. We attribute this increased enrollment to our direct marketing and outreach efforts. The specific marketing and outreach activities included:

Enrollment Days at 3 sites with 2-3 enrollment staff with laptops to enroll students in our programs:

- Harriet Tubman 12/8/15 8am-6pm
- United Nations 12/9/15 8am-6pm
- Stonehurst 12/10/15 8am-6pm

Information sessions and enrollment days in the Spring:

- West Oakland Info Session - Campbell Village Housing Complex Recreation Room 3/7/16, 5pm
- West Oakland Enrollment Day - Place at Prescott Gym 3/9/16 8am-5pm
- East Oakland Info Session - Lockwood Village Housing Community Center 3/14/16, 5pm
- East Oakland Enrollment Day - Lockwood CDC 3/16/16, 8am-5pm

Website training to manage and update the Early Childhood Education webpage:

- Added new forms and updated website information to have a clearer, family friendly format
- Ongoing website updates (since 4/21/16)

Creation and Distribution of Posters and Brochures:

- August 18-19, 2016 at ECE Teacher PD, we distributed enrollment posters to staff.
- Enrollment Brochure and Poster Distribution across the City of Oakland on 08/26/16:
  - Oakland Housing Authority Public Housing complexes and offices in West Oakland and in East Oakland
  - School Age programs at: Laurel, Sequoia, Tubman (Hoover), Jefferson (Global Family) and Emerson
  - Libraries at: West Oakland Branch, Fruitvale (2 locations), MLK (East)
- Enrollment brochure distribution by Site Clerks in low site enrollment areas November 4-15.
- One-page applications are now available at each site for interested families to fill out and return to the enrollment center.

Presented enrollment process and collected applications to two groups of approximately 15 families at the Oakland Public Library Resource Fair.

- 9/28/16 12-1:30 Melrose Library
- 9/29/16 12-1:30 Elmhurst Library

Presented enrollment process and collected applications to two groups of about 30 families from Lotus Bloom (11/17/16) and Room to Bloom (12/7/16).



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### Assembly Bill 833 (AB833)

- New and recertifying families can earn 30% more and still qualify for the program. For an example, a family of 4 would income out of subsidized care at a monthly gross income of \$3,908. Under the Pilot, this same family would be eligible to enter and remain in until their monthly gross income reached \$5,646.
- Family's eligibility will be for 24 months, or until end of the fiscal year (whichever is longer). Unless **need** is based on Seeking Employment, Seeking Permanent Housing, and/or Incapacitated Parent, then the eligibility time frame will be 12 months.
- Sibling preference in enrollment has been reinstated.
- State preschool agencies can serve children who will have their 3<sup>rd</sup> birthday between September 2<sup>nd</sup> and December 2<sup>nd</sup>.
- Contractors will receive an increased reimbursement rate. Under the pilot, the Pilot Reimbursement Rate for CSPP will be \$41.37, for CCTR, \$40.88 (excluding BUSD and OUSD who have rates that exceed this), and for CHAN, \$61.64.
- High-rate school districts can claim adjustment factors.
- School-age programs can claim Limited English Speaking factor for all students.

ECE Brochures [Link](#)

ECE Posters [Link](#)

### 8. Quality Rating and Improvement System:

Quality Rating Improvement System (QRIS) or known locally as "Quality Counts" rates, supports and rewards early childhood education programs in Alameda County that serve children with high needs. Quality Counts also helps early childhood education providers improve their programs so that children are prepared for kindergarten and succeed in school and life. We know that quality early care and education programs support early learning. Long-term studies show that children in quality early care and education programs:

- Have better social skills and better self-regulation;
- Have better math and reading skills;
- Are more likely to complete high school and go on to college.

Most of a child's brain development happens in their first five years; therefore, it is critical that young children have the best possible environment for learning and development.

By participating in Quality Counts, OUSD utilizes a common "Quality Continuum Framework" based on research-based elements and related assessment and improvement tools. There are five points possible within each of the seven elements. The focus of the framework is in three areas of program quality:

- Child development and readiness for school;
- Teachers and teaching; and
- Program and environment quality.

Once the rater reviews documentation, assesses the classroom environment and teacher/child interactions, a score is generated for each site. Programs receive a score anywhere from a one to five based on the number of points received



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per element. In the child development and readiness for school domain, programs receive higher scores if they offer a developmental screening to children and utilize a whole child assessment tool and provide differentiated learning experiences to all children.

Within the Teachers and Teaching element, the rater analyzes the qualifications of lead teacher and an independent Classroom Assessment Scoring System (CLASS) assessor completes a CLASS observation in the classroom. The CLASS is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement. The CLASS measure includes 10 subscales organized into three domains: (1) Emotional Support, (2) Classroom Organization, and (3) Instructional Support. Each subscale is scored on a 7-point scale, with a score of 1 and 2 considered to be in the low-range; 3, 4, and 5 are mid-range; and 6 and 7 are high range.

Program and Environment quality are rated in three elements: ratio and group size, director qualifications and the environment of the classroom. The Early Childhood Environmental Rating Scale (ECERS) is Children in classrooms that score higher on the ECERS do better on a wide range of developmental outcomes. The quality of the environment sets the stage for children's developing perceptions of themselves and others. The physical environment of the learning space, the physical and emotional "environment" that the learner brings to the learning endeavor and the social environment that the student finds in the learning space.

Overall Quality Counts ratings for OUSD are as follows:

Quality Counts Rating	Number of Sites
1	0
2	1
3	9
4	18
5	0

As a result of participating in Quality Counts, OUSD is proud of several achievements in this reporting period. A paramount accomplishment was providing the opportunity for all preschool sites across the school district to have a baseline Quality Counts rating. OUSD developed a system to share the rating information with the teachers at each site. As soon as ECE leadership received the rating, we scheduled meetings with teaching and coaching staff. After sharing the road map, teams created and approved a quality improvement plan (QIP). Several of the sites chose to focus on offering developmental screenings for incoming children, so in partnership with Help Me Grow, we rolled out of a partial universal developmental screener during the 2016-2017 school year. Moving forward, at our enrollment center, families are completing consent forms to enable OUSD to send developmental screeners to families starting in July 2016.



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Quality Counts Matrix [Link](#)

To learn more about Quality Counts, visit <http://www.alamedakids.org/qualitycounts/>

### 9. Tuition Based Preschool Option:

OUSD Early Childhood Department is in the process of launching a tuition based preschool offering to begin February 1, 2017. The tuition based preschool will be offered to families at sites that have current vacancies and will also allow us to systemize priority for student placement in 17-18 school year as well as payment options for families, as well as establishing a web based pay option. Prices for our full tuition program was based in alignment to San Francisco Unified full pay schedule. [Link](#) to OUSD Tuition Based fee schedule.

### 10. Continued Marketing and Outreach:

- Call families waiting for other sites that do not have space to see if they are interested in State Pre K
- Call families from Head Start waiting list
- Distribute brochures in low enrollment areas
- Work with Oakland Public Library to attend and present at their reading groups
- Plan a Spring Enrollment Day from new Enrollment site on 69th and a 2nd location (TBD)
- Continue blasting information on OUSD ECE FB and OUSD ECE website
- Work on a retention plan to keep current families enrolled

### 11. Professional Development/Curriculum:

- Number of Offerings in 2015-16 (21 hours required, 154 hours optional)
- Number of Offerings in 2016-17 (21 hours required, 70 hours optional)
- The optional professional development opportunities that is provided to ECE staff is made possible due to California Assembly Bill 212, a program designed to improve the retention of qualified child development employees who work directly with children in California Department of Education (CDE) contracted Title 5 Child Care and Development programs, including State Preschools. This funding is allocated to Local Planning Councils based on the percentage of state subsidized, center-based childcare funds in Alameda County. Educators are provided with an array of professional learning opportunities throughout the school year. Professional development topics must be aligned to OUSD determined goals that are based on the developmental needs of our youngest learners. After educators complete a 21-hour requirement, they are eligible to receive a \$350 stipend at the end of the school year.
- Instructional Assistants now attend PD with teachers during their workday.
- Oakland preschool sites are rated in/participating in regional QRIS system.
- New curriculum is implemented at OUSD pre-school sites and there is an increased knowledge across and between site directors and educators around effective ECE strategies.
- Implementation of Big Day in PreK as our OUSD adopted Early Childhood curriculum.
- Partnership with the New Teacher Center who has provided instructional coaching to our Early Childhood teachers on the implementation of Big Day as well as providing coaching on overall quality instructional delivery.
- Year-two of development of a teacher leader cohort.



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### 2016-2017 Professional Development Topics Include:

- Teacher/Child Interactions (CLASS)
- Curriculum (Big Day for PreK)
- Assessment (Desired Results Developmental Profile)
- Literacy Beginnings
- Social/Emotional Learning (Teaching Pyramid)
- Building relationships with families
- Reading/writing workshop
- Teacher leadership in Early Childhood Education
- CPR/First Aid
- Gross Motor Development (CATCH Kits)
- Mindfulness (Inner Explorer)
- Technology (Literacy Lab)
- Chronic Absenteeism (Attendance Works)