



San Diego Unified School District



Finding your way
through our....

Early Childhood Education
Program

2013-2014 School Year





Vision Statement



Mission Statement: *The Early Childhood Education Program experience provides children with the critical foundational skills, strategies, and experiences that promote success in school and beyond.*

PHYSICAL

Students successfully use fine and gross motor skills in manipulating the tools and navigating the structures and processes of school.

SOCIAL / EMOTIONAL

Students self-regulate their behavior to interact successfully with all peers, adults, and their environment.

HEALTH/WELL BEING

Students receive physical and mental health supports and resources to assure their well-being. Students practice safe and healthy behaviors.

COGNITIVE

Students have the necessary foundational concepts and strategies to confidently and enthusiastically approach new learning tasks.

LANGUAGE

Students competently use and understand conventional language in a variety of social and school contexts.

HOME/SCHOOL

Parents have the tools and confidence to support their child's success in partnership with all school staff and the community.



Who are we?

Early Childhood Education!!



PROGRAM

State Preschools - 44

State Preschool Slots – 2,544
State Preschool Sessions – 117

Child Development Centers - 14

Child Development Center Slots – 1,060
Child Development Sessions – 45

Total Children Served – 3,604

CDE funding \$18,019,341

CCTR (2 year olds) CDE \$908,501

Head Start Children – 1,624, funding \$4,547,200
(annual grants)

Quality Preschool Slots – 1,496 funding \$783,245 (annual grants)

Cal-Safe (Pregnant and Parenting Minors) Slots 96 \$986,652

TOTAL Estimated Funding 2013-2014

\$25,244,939



Who are we?

Early Childhood Education!!



STAFFING

Director – 1 FTE

Managers – 3 FTE

Administrators – 10 FTE

Administrative Support Staff – 4 FTE

Clerical Staff – 22.5 FTE – 23 “Live Bodies”

Maintenance and Labor – 2 FTE

Nurses & Health Technicians – 3.6 FTE – 4 “Live Bodies”

Early Childhood Resource Teachers – 7 FTE

State Preschool Teachers – 67.5 FTE – 68 “Live Bodies”

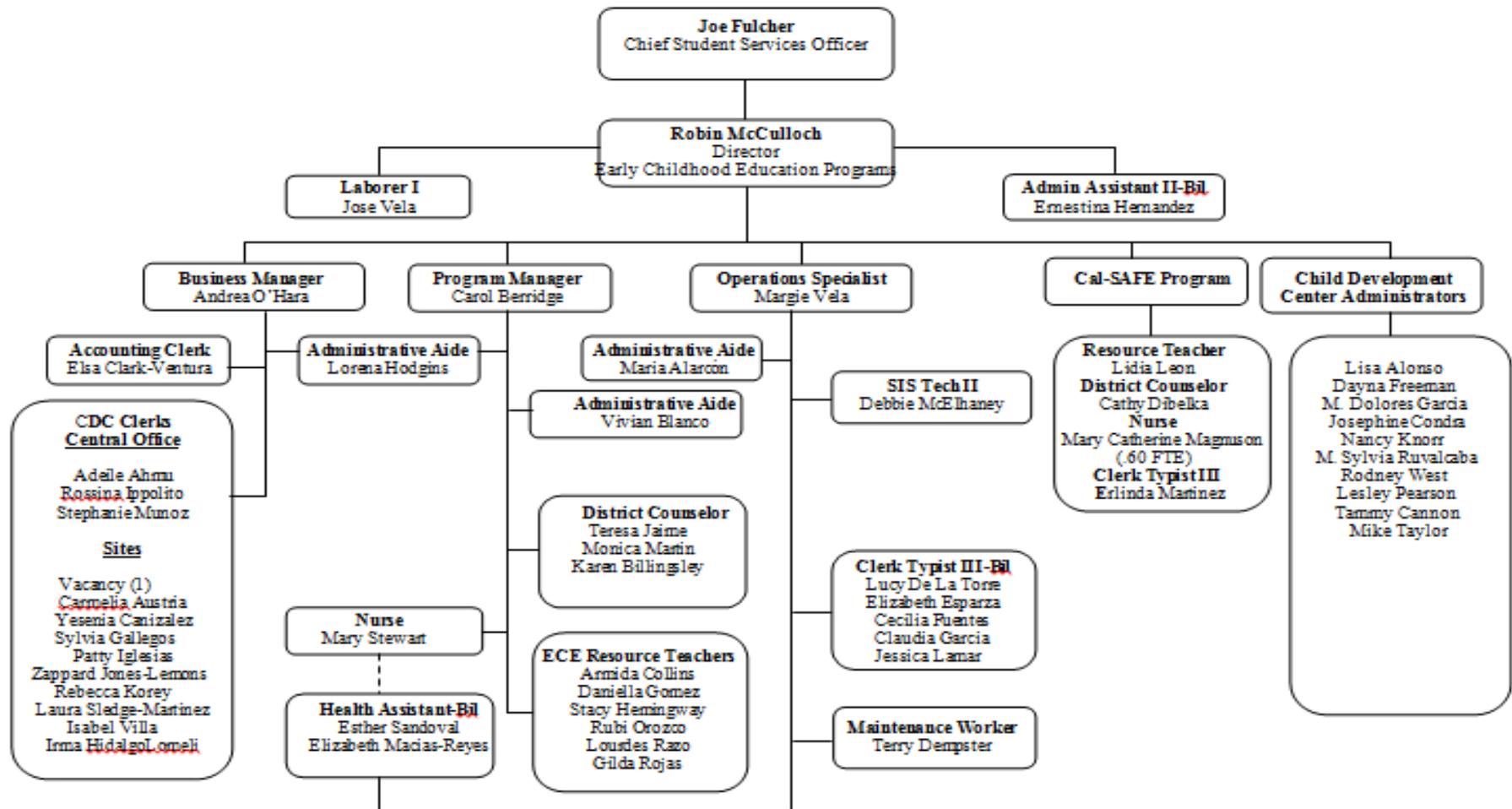
Child Development Center Teachers – 52 FTE

Child Development Center Assistants – 159.83 FTE – 333 “Live Bodies”



Approx. Total Staff – 414 FTE – 507 “Live Bodies”

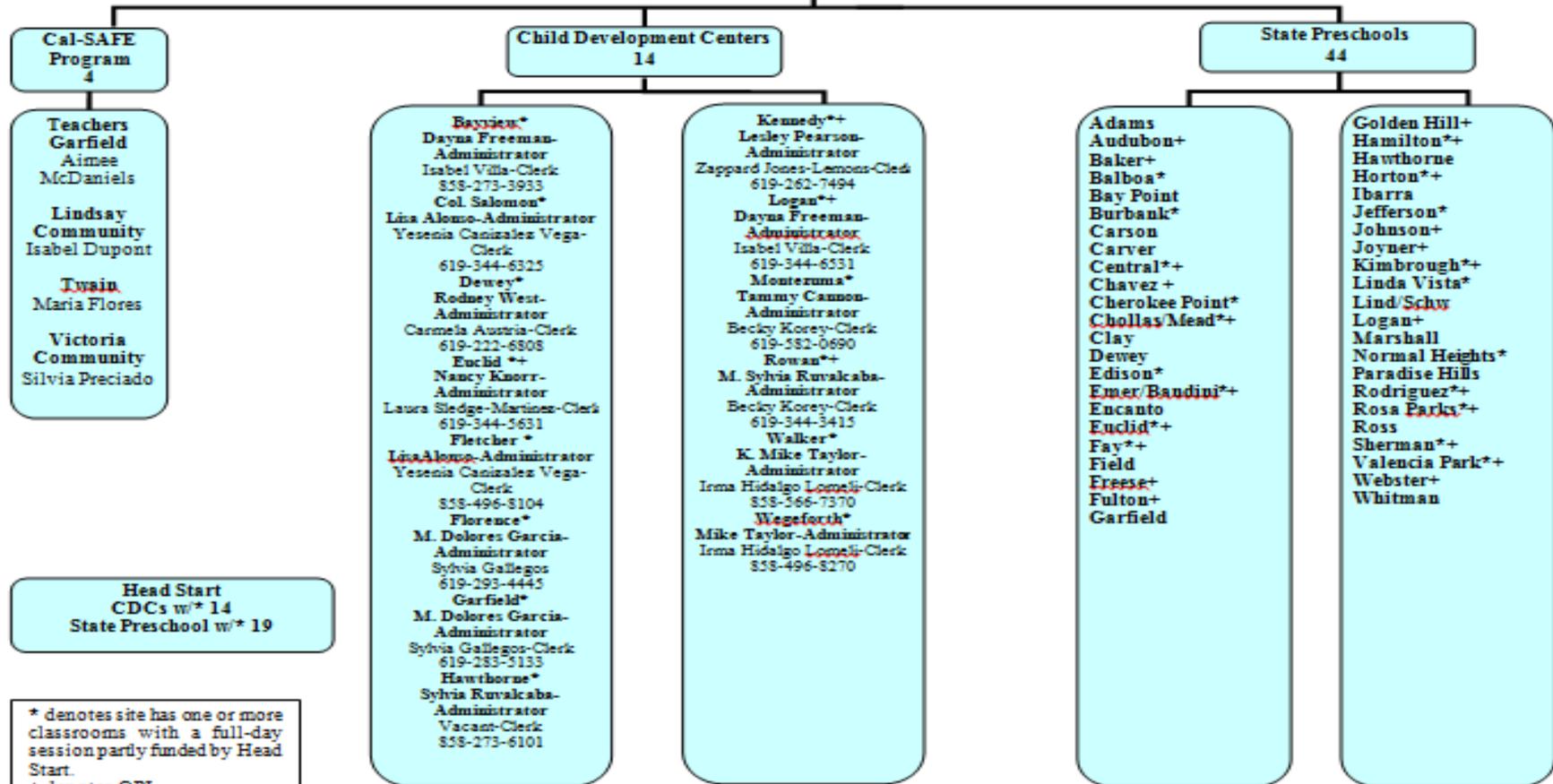
Department Organization Chart



Early Childhood Education Program Organizational Chart

Joe Fulcher
Chief Student Services Officer

Robin McCulloch
Director
Early Childhood Education





ECE Management



Director- Robin McCulloch

Operations – Margie Vela	Business – Current Vacancy	Program – Carol Berridge
<ul style="list-style-type: none"> • Manages day-to day operations to increase efficiency and maximize funding sources • Assist with Health & Safety Reviews and Quality Assurance Monitoring for facilities • Plan, organize, and directions registration and enrollment process to ensure compliance in eligibility, recruitment, selection, enrollment, attendance, and health • Manages facilities projects and acts as liaison to PPO for routine maintenance • Assist with compliance to Licensing • Plan & develop short and long range enrollment at sites to maximize earnings • Provide direction for department on district policies/procedures, Human Resources, Labor Relations, Risk Management, etc. 	<ul style="list-style-type: none"> • Oversee ECE program grants & contracts from implementation to completion. • Ensure compliance contract requirements and ensure adherence with contract terms and conditions. • Build and manage budgets, cost controls & position control functions. • Provide information and confer with ECE administration on staffing formulas and allocations. • Monitors changes to positions assignment, payroll and timekeeping are reconciled with funding sources. • Manages accounts payable invoices and receivables processing within the department. • Manages QuickBooks financial data and processing. • Develop and implement internal and external processes. • Track and report attendance and enrollment data. 	<ul style="list-style-type: none"> • Designs professional development models for systemic improvement of the instructional program for administrators and instructional staff • Directs and implements the Quality Preschool Initiative. Develops budget, monitors grant and program requirements • Directs the resource teachers in providing professional development and nurses and counselors in providing health and behavioral support • Supervises the licensing liaison to ensure classrooms are compliant with licensing regulations • “Responsible for oversight of the Head Start Performance Standards and the educational components of the Quality Assurance Reviews • Collaborate and assist district administrators and teachers in the implementation of the Transitional Kindergarten Program



Early Childhood Education Program Background

State Preschool Program Description

- * State Preschool (SPK) has a 3-hour academic program.
- * SPKs may be supplemented with Head Start Funding to be 6.5 hours in length.
- * California Department of Education (CDE) requires 175 minimum days of operation.
- * SPK serves children ages 3-4.
- * Families qualify for services based on income levels.
- * SPKs operate on a traditional or year-round calendar.
- * Most SPK classrooms are on elementary campuses.
- * Site Principal is the Supervisor of the SPK classroom/staff.

Early Childhood Education Program Background



Continued.....

- * Some SPKs operate 2 sessions per classroom; A.M. and P.M.
- * Children eat breakfast or lunch depending on the session they attend.
- * SPKs are licensed by the State of CA with an 8 – 1 child to staff ratio.
- * Ratios are maintained by having one state preschool teacher and two Child Development Center Assistants in the classroom at all times.
- * Elementary school custodial staff provides custodial services and the school cafeteria provides food services.

IDEAL STAFFING IN SPK= 1 teacher
1 - 7 hour CDCA
2 - 3.5 hour CDCAs





Early Childhood Education Program Background

Child Development Center Program Description

- * CDCs are licensed and serve preschool aged children ages 2-5.
- * Families qualify based on family income levels and qualifying need (i.e., child at risk of abuse/neglect, working, attending school, or parental incapacitation).
- * Service hours range are 4.0 -10.5 hours/day depending on family need.
- * CDC children may receive social & health services with Head Start funding.
- * CDE requires 237 minimum days of operation.
- * CDCs operate July 1 - June 30 with the exception of winter break.

Early Childhood Education Program Background



CDC Program Description Continued...

- * Most CDCs are near or adjacent to elementary campuses independent of the school site.
- * CDCs are licensed facilities with an 8 – 1 child to staff ratio for children ages 3-5 and a 4-1 child to staff ratio for 2 year olds.
- * CDCs provide breakfast, lunch, and p.m. snack to children for classrooms open more than 7 hours.
- * CDC Administrators are site supervisor.

Early Childhood Education Program Background

CDC Program Description Continued...



- * Custodial support and food services are provided by a CDC Attendant.
- * Food preparation provided by Food Services.
- * Each CDC has a part-time CDC Clerk to record child attendance, maintain financial records of fee paying parents, and record staff payroll.

Early Childhood Education Program Background

IDEAL STAFFING IN CDC FOR AGES 3-5

1 teacher

1 – 7 hour CDCA

2 – 3.5 hour CDCAs

IDEAL STAFFING IN CDC FOR 2 YEAR OLDS

1 teacher

2 – 7 hour CDCA

2 – 3.5 hour CDCAs

IDEAL STAFFING FOR CDC WITH EXTENDED HOURS

1.5 fte teacher (2 “live bodies”)

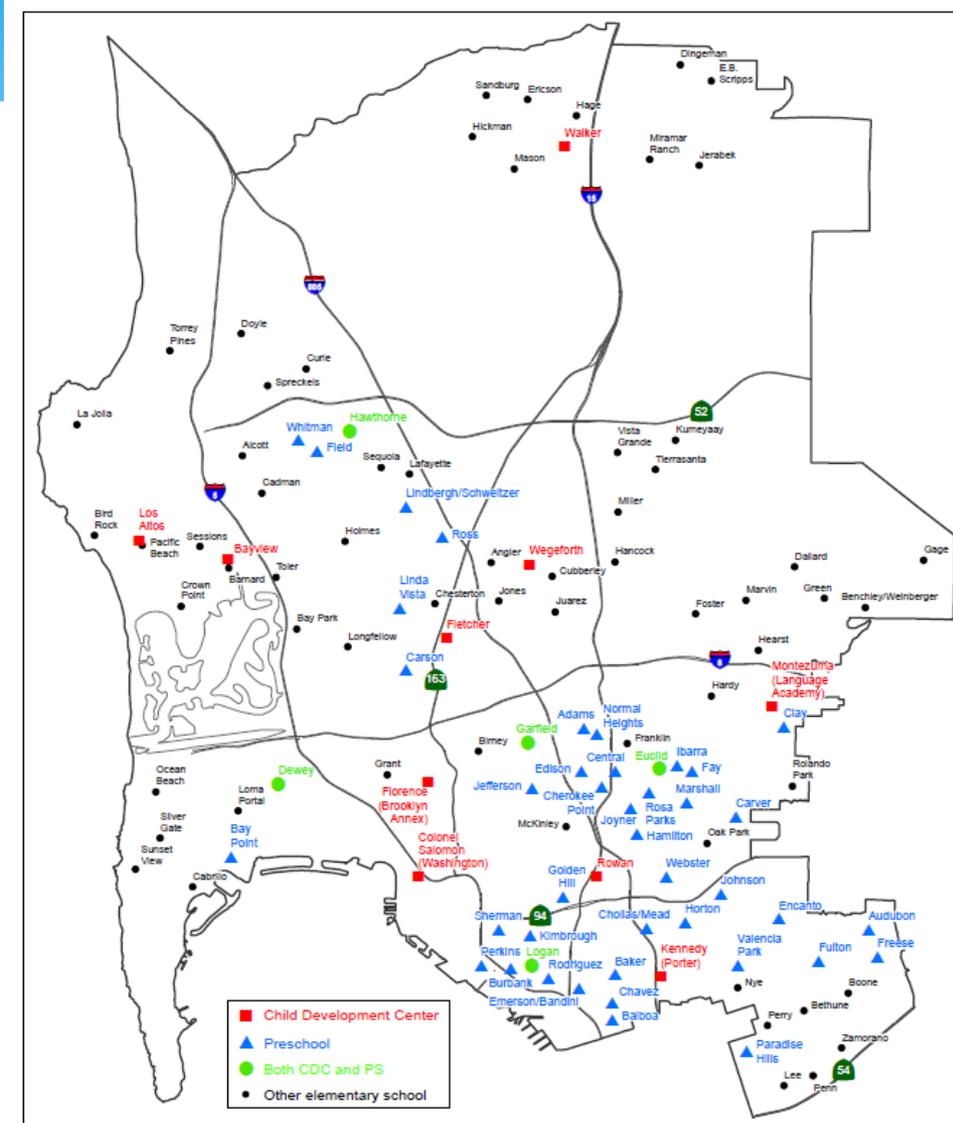
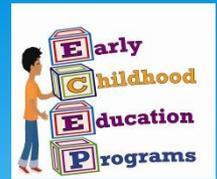
1 – 8 hour CDCA

3 – 3.5 hour CDCAs





Preschool and Child Development Center Sites 2013-14



High Quality Professional Development for Pre K & CDC Staff

- * ECE Conference (July and August) – Licensing, Health, and Program Requirements, High Quality Instruction, Social and Emotional Support for Young Children.
- * Professional Learning Communities (Fall and Spring) – *CDE Preschool Foundations, Vol. 3 – History-Social Science, Science, Repeated Read Aloud, Phonological Awareness, Number Sense, Measurement, and Patterns.*
- * *Creative Curriculum* – professional development on the implementation of *Creative Curriculum* for the teachers of two year olds.
- * Special Education Early Childhood Collaboration (SEEC)– professional development for SEEC and ECE teachers in inclusive collaboration classrooms
- * Health Trainings – trainings for staff in First Aid, CPR, and Preventative Health Practices

High Quality Professional Development for Pre K & CDC Staff

(cont'd.)

- * “Tools for Reflective Coaching” – series provided to Center Administrators and Resource Teachers by Dr. Ernie Mendes
- * *Classroom Assessment Scoring System (CLASS) Observational Assessment*
- * Quality Preschool Initiative (QPI)
- * Ages and Stages Questionnaire (Developmental Assessment)
- * Introduction to Professional Learning Communities
- * Observation and Assessment
- * *Early Childhood Environmental Rating Scale (ECERS)*
- * *15 hours of individual in-classroom instructional support*



Head Start Grant Program

Funded through grant funds provided by Neighborhood House Association (NHA).

- * Provides health and social services supports to SPK children.
- * Provides an additional 3.5 hours of service each day for a total of 6.5 hours of service in the SPK extended day classroom.
- * Provides wrap around health and social services at the child development centers.
- * Provides staff to support recruitment and enrollment processes.
- * Provides funding for supplemental classroom materials/supplies.

Quality Preschool Initiative (QPI) Expectations

Funded through First 5 San Diego, QPI provides:

- * Provides stipends for teachers and assistants who complete professional development requirements
- * Educational support staff to work with individual teachers to improve instructional techniques
- * Developmental screenings for all children in QPI classrooms
- * Supplemental funding to qualified sessions to improve instructional materials, health and safety to the classroom environment.



Special Education Early Childhood (SEEC) Collaborations Expectations

- * SEEC Collaboration classroom in 13 classrooms enable SEEC children to have mainstream partners in SPK peers.
- * These classrooms include:
 - Early Childhood Education teacher
 - Special Education Teacher
 - Early Childhood Education Assistants
 - Special Education Assistants
- * All children receive a developmentally appropriate instructional program and children with special needs are provided the supports identified in their IEPs.





California School Age Families Education (Cal-SAFE) Expectations



Cal-SAFE provides:

- * Support services to expectant and parenting students which includes:
 - Academic support
 - Counseling and guidance
 - Career planning
 - Case management
 - Pre-natal education
 - Parenting education
 - Life skills
 - Child Development career pathways
- * Childcare services
- * Transportation (compass cards) to students who qualify based on attendance requirements on a monthly basis
- * Health and safety education
- * Second pregnancy prevention (depending on student needs)
- * Assessment and referral to appropriate agencies to meet student needs





“A Window of Opportunity” No investment is wasted!



Quality Early Learning is a Proven Investment in School Success

Early childhood education gets kids ready to learn during their most formative years. National research shows that children who attend high quality preschool programs:

- * *Perform better on standardized tests in reading and math.*
- * *Are less likely to be placed in special education:*
 - 14% for preschool participants
 - 25% for non-preschool participants
- * *Are less likely to be held back a grade:*
 - 23% for preschool participants
 - 38% for non-preschool participants
- * *Are more likely to graduate from high school and attend college:*
 - 50% for preschool participants
 - 39% for non-preschool participants



Source: *Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest* (2001)