

Strategic Investment Title: Early Learning

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| 1. Description of Investment | Identify program and Strategic Plan Goals (example - College and Career Readiness Goal 1.4) |
| 4.3 Preschool: District will complete the development of a preschool program vision and implementation plan designed to engage our most underserved students in a rigorous pre-K educational experience. | |
| Overview | Provide a narrative that describes the information and/or evidence that supports the need for investment. |
| <p>Research shows that providing a high quality education for children before they turn five yields significant long-term benefits. One well-known study, the <u>HighScope Perry Preschool Study</u> (Schweinhart, Montie et al, 2011), found that individuals who were enrolled in a quality preschool program ultimately earned up to \$2,000 more per month than those who were not. Young people who were in preschool programs are more likely to graduate from high school, to own homes, and have longer marriages. Other studies, like <u>The Abecedarian Project</u> (Campbell, Heckman et al 2014), show similar results. Children in quality preschool programs are less likely to repeat grades, need special education, or get into future trouble with the law. Early childhood education makes good economic sense, as well. In <u>Early Childhood Development: Economic Development with a High Public Return</u> (Rolnick, 2003), a high-ranking Federal Reserve Bank official pegs its return on investment at 12 percent, after inflation. <u>NEA President Dennis Van Roekel</u> (Roekel, 2013) says “High-quality early childhood education and full-day kindergarten are fundamental to a student’s long term success and shouldn’t be determined by their parents’ income... [It] is the right thing to do.”</p> | |

| 2. Investment Level | Specific Description for the Current Level of the New Investments in 2021-22 (FTE, materials, PD, etc.) | Estimated Cost (funding source) |
|----------------------------|--|--|
| Adequate | <p>Support staff for Early Learning Center</p> <ul style="list-style-type: none"> Head Secretary Custodial time <p>Replace previous reimbursement from NWRESD for Metzger Elementary PreK classroom Instructional Assistants</p> <ul style="list-style-type: none"> 1.0 Instructional Assistant to replace previous reimbursement from NWRESD Partial replacement of reimbursement for 2nd IA (NWRESD has been covering full cost, under new formula will cover \$48,500) <p>Move of Tualatin Elementary Classroom from NWRESD TECC to Tualatin Elementary</p> <ul style="list-style-type: none"> 1.0 Instructional Assistant to expand classroom size to 18 students in AM and PM sessions Partial replacement of subsidy for 2nd IA (NWRESD has been covering full cost, under new formula will now cover \$48,500) <p>Convert fee-based preschools at Tigard High and Tualatin Preschools to TTSD PreKs</p> | <p>\$ 81,290 (TTSD)</p> <p>\$ 40,000 (TTSD)</p> <p>\$67,740 (TTSD)</p> <p>\$19,240 (TTSD)</p> <p>\$ 67,740 (TTSD)</p> <p>\$19,240 (TTSD)</p> |

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| | 2.0 Licensed Teachers | \$250,000 (TTSD) |
| | 2.0 Instructional Assistants (this represents the TTSD portion, \$48,500 per classroom reimbursed by NWRES Early Childhood Special Education Services) | \$38,480 (TTSD) |
| | Materials/classroom upgrades | \$15,000 (TTSD) |
| | Transportation | |
| | Purchase of two buses | \$232,000 (TTSD) |
| | Two bus routes (one in Tualatin, one in Tigard) | \$144,000 (TTSD) |
| | Program Support | |
| | .5 Instructional Coach to support new curriculum and instructional effectiveness across early learning classrooms | \$ 66,735 (TTSD) |
| | Classroom supplies for four classrooms | \$ 20,000 (TTSD) |

Note: In 2022-23, additional investment of \$212,480 will be made to open a second PreK classroom in the Early Learning Center, funding a licensed teacher and 2 IA's (subsidized by reimbursement from NWRES Early Childhood Special Education Services).

| 3. Implementation Timeline | | In the table below, identify the level of investment in the current and prior years. Be specific. | |
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| | Investment Level | Description | Budget Adjustment |
| 2017-18 to 2019-20 Per Year | Adequate | Early Learning Family Resource Coordinator (grant from Early Learning Washington County) provides basic needs and early learning/resources education for families | \$75,000 (Wash. Co.) |
| | | Head Start Classrooms--five part and full-day classrooms serving 160 students total | \$1,600,000 (Head Start) |
| | | Juntos Aprendemos program at 4 schools (one school funded by grant from Early Learning Washington County) one day per week. | \$63,000 (Wash. Co.) + \$217,000 (TTSD) |
| | | 1.0 FTE Early Learning Coordinator - (Planning, coordination and partnership development) | Early Learning Coordinator: \$75,000 (TTSD) |
| | | Professional Development - Aligning PreSchool/Head Start/ Kindergarten - teacher/staff professional development; interagency and community partnership trainings. | Prof. Dev. \$5,000 (TTSD) |
| | | Pre-K -third-grade alignment: curriculum exploration; participation in PreK-3 planning collaborative; planning for TWI Preschool classroom; planning for Templeton Early Learning Center | PreK-3 planning \$10,000 (TTSD) |
| | | Two TTSD mixed delivery preschool classrooms: 2 FTE Licensed Teachers and 3 FTE Instructional Assistants (funded by NWRES Early Childhood Special Education Services) | \$250,000 (TTSD) \$149,658 (NWRES) |

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| 2020-21 | | PreK curricula for English-language and dual language classrooms | \$20,000 (TTSD) |
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| 4. Outcomes | Identify the short and long-term outcomes that will be achieved through this investment. Describe outcomes as specifically as possible. All outcomes should be directly linked to the district strategic plan priorities framework. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------|---------|---------|---------|---------|--|--|---------|---------|---------|---------|---------|---------|---|-------|-------|-------|-------|-------|-----|-------------|-------|-------|-------|-------|-------|-------|---|-------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|-------|-------|
| Short Term (1 year) | <ul style="list-style-type: none"> ● Students ability to recognize: written letters, name in writing, first initial of name, numbers ● Students will have increased self-regulation and will understand school rules ● Increased parent outcomes such as: knowledge about kindergarten, reading more frequently with their children, increased early learning activities at home, parents able to advocate for their children, parents connected to community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Long Term (3 years) | <ul style="list-style-type: none"> ● Performing better on kindergarten assessment: math, reading, and self-regulation ● Increased scores on 3rd grade benchmark ● Achievement gap will be closed <table border="1" data-bbox="375 695 1515 1367"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>The percentage of entering Kindergarten students with well-developed Self-Regulation will increase from 56.5% in 2015-16 to 75% as evidenced by having a 3.5 average on the Oregon Kindergarten Assessment.</td> <td>56.5%</td> <td>63.0%</td> <td>58.4%</td> <td>57.2%</td> <td>59.8%</td> <td>NA*</td> </tr> <tr> <td>Goal</td> <td>56.5%</td> <td>60.2%</td> <td>63.9%</td> <td>67.6%</td> <td>71.3%</td> <td>75.0%</td> </tr> <tr> <td>The percentage of Kindergarten students achieving Fall Acadience (formerly DIBELS) Reading Benchmarks will increase from 55.5% in 2015-16 to 75%.</td> <td>55.5%</td> <td>53.6%</td> <td>57.5%</td> <td>57.7%</td> <td>59.4%</td> <td>59.5%</td> </tr> <tr> <td>Goal</td> <td>55.5%</td> <td>59.4%</td> <td>63.3%</td> <td>67.2%</td> <td>71.1%</td> <td>75.0%</td> </tr> </tbody> </table> | | | | | | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | The percentage of entering Kindergarten students with well-developed Self-Regulation will increase from 56.5% in 2015-16 to 75% as evidenced by having a 3.5 average on the Oregon Kindergarten Assessment. | 56.5% | 63.0% | 58.4% | 57.2% | 59.8% | NA* | Goal | 56.5% | 60.2% | 63.9% | 67.6% | 71.3% | 75.0% | The percentage of Kindergarten students achieving Fall Acadience (formerly DIBELS) Reading Benchmarks will increase from 55.5% in 2015-16 to 75%. | 55.5% | 53.6% | 57.5% | 57.7% | 59.4% | 59.5% | Goal | 55.5% | 59.4% | 63.3% | 67.2% | 71.1% | 75.0% |
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*Due to the Covid 19 and subsequent budget issues, the Oregon Department of Education has cancelled the Fall 2020 Kindergarten Assessment.

| 5. Measurement Points | Identify the specific measurement points (data) that will be collected to determine if short and long term outcomes are being achieved. |
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| Short Term | <p>Number of enrolling Kindergarteners who attended preschool has decreased slightly from 77.1% in 2016-17 to 72.5% in 2020-21. The district saw slight decreases in preschool enrollment for Latino students. Conversely, black students saw dramatic increases from 2016-17 to 2019-20. Without the Oregon Kindergarten assessment, our sole measure of achievement for Early Learning has been Kindergarten Acadience Scores. The percent of Kindergarten students meeting Kindergarten benchmarks has increased by 4% since 2015-16.</p> <p>Beginning 2021-22 we are developing a comprehensive assessment framework for Pre-K literacy outcomes.</p> |

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---------|---------|----------------|----------------|
| Percent of Enrolling Kindergarteners who attended preschool will increase | 77.1% | 77.8% | 78.2% | 78.1% (894) | 72.5% (797) |
| Pacific Islanders | 23.1% | 26.7% | 10.0% | 17.4% | 7.1% |
| Latino | 58.2% | 59.7% | 61.2% | 60.3% | 55.6% |
| Black | 59.7% | 85.7% | 75.0% | 90.0% | 85.7% |
| Student counts are listed in parentheses () | | | | | |
| Long Term | Strategic Plan Data - Page 20, 21 | | | | |