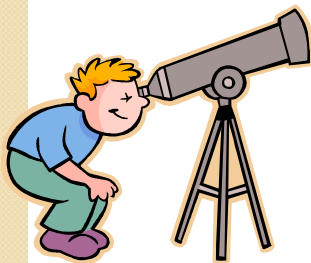


Springboard to Kindergarten Proposal

October 13, 2009

Vision Statement

All kindergarten students entering into PAUSD schools have had a quality preschool experience, regardless of family socio-economic levels, to be prepared for the academic and social expectations for school success.



PAUSD Strategic Plan Initiative

- A3 Ensure high expectations and support for all students
- A3.5 Examine ways to improve access to high quality pre-K for the neediest children in our community



Structural Quality

What is quality?

Quality involves both structural and procedural components

Structural quality indicators such as:

- Teacher quality
- Books and materials aligned to the K-3 grades
- Curriculum research based and written
- Classroom furnishings for a safe, clean environment
- Group size at an optimum adult/child ratio

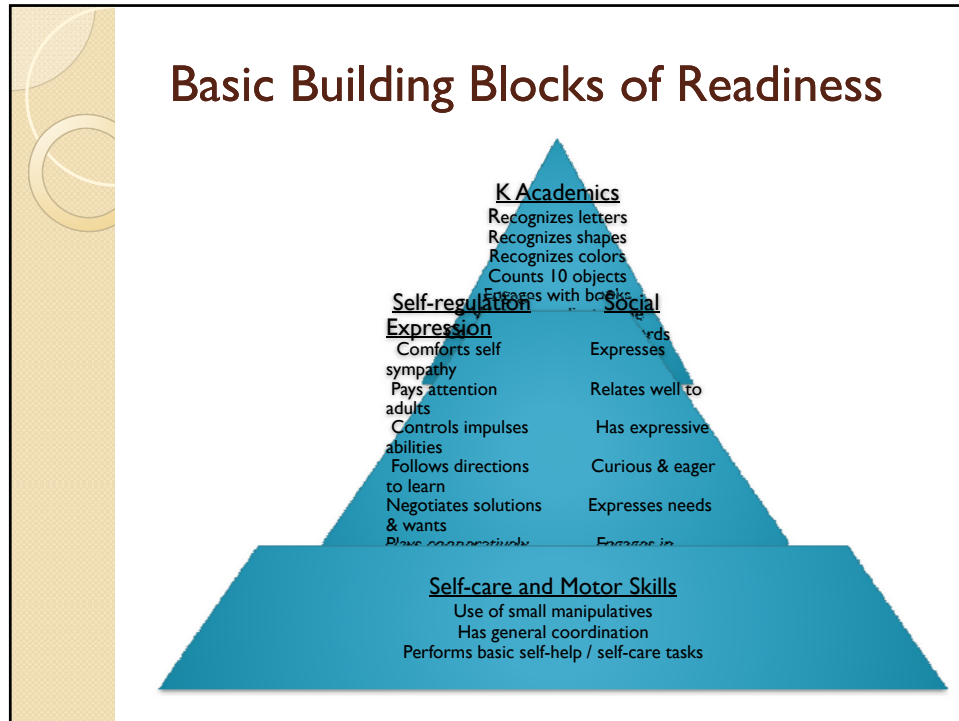
Process Quality

- Research shows that these structural features of quality are important – and they are linked to student outcomes through the ways in which they change teachers' interactions with students (process quality).
- Process quality of interactions is measured and used for professional learning.

Prevention, Not Intervention

- Coherence from quality pre-K to 3rd grade makes the difference
- Integration of resources is critical
- Regional community partnerships are key
- Pre-K best and most effective way to close the achievement gap – “pay now or pay later”
- 13% of low income children have high quality preschool while over 80% of children with parents earning over \$100,000 salary annually have quality preschool

- Quotes from Jack O'Connell, California State Superintendent of Public Instruction; Jean Holbrook, San Mateo County Superintendent of Schools; Cary Dritz, Santa Clara County Deputy Superintendent of Schools; and Ted Lempert, President, Children Now, at the “Connecting Ready Kids to Ready Schools” Forum, September 2009



Major Springboard Dimensions

Who should attend?
Students who are: entering PAUSD kindergartens the following fall; from low income families without formal preschool experience; and assessed for kindergarten readiness

What will the program include?
Small class sizes, 5 days per week, parent participation and education, February through August, modified extended days

Major Springboard Dimensions – (continued)

Who are the staff members?

- Leadership from the Coordinator of Young Fives program
- Certificated teachers with a multiple subjects credential who have prior teaching experience in preschool or kindergarten

What is the curriculum?

- Following the CDE Preschool Learning Foundation's research on the Continuum of Learning for Kindergarten Readiness
- Pre-K instructional materials from the K-5 adoptions in math and literacy

Timeline

2009				2010			
Oct	Nov	Dec	Dec-Jan	Jan	Jan-Feb	Feb-July	Aug
Board Discussion and Action	Solidify budgets, advertise for teachers	Hire teachers, write curriculum, order materials	Prepare parent contract and education program	Recruit students, assess readiness, enroll	Set up classrooms, arrange transportation and food service	First class of Springboard begins, to run for 6 months	Enter data into student system, reassess kindergarten readiness, send information to kindergarten

Partnership

- The Heising-Simons Foundation
 - Liz Simons
 - Joanne Reed
- Pledge of \$100,000 per year for 3 years
- PAUSD categorical funds and in-kind matches to finance the remainder



Proposed Budget

- 2 certificated teachers \approx \$120,000
- 2 classified aides \approx \$ 18,000
\$138,000
- Ongoing classroom supplies, classroom measurements and assessments \approx \$10,000
- One-time classroom start-up materials \approx \$18,000

Proposed Budget (continued)

- In-Kind
 - 2 classrooms with furniture
 - On-site and district administration
 - Data analysis

- Fees
 - Tiered transportation fees



3 Year Goals and Milestones

- Data on each year's Springboard class is analyzed to determine success of the program
- Kindergarten teachers, when surveyed, report a large difference in readiness for Springboard graduates
- Parent knowledge of kindergarten readiness and parent participation, as surveyed, is increased
- Grants and additional partnerships are obtained to continue funding after the pilot three years
- Categorical resources are allocated