Planning For The Upcoming School Year: How Cities Are Adapting Their Pre-k Programs In The Era Of Covid-19
CITYHEALTH & NIEER STAFF

Catherine Patterson, Director of Operations, CityHealth

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WHAT IS CITYHEALTH?

• **An initiative** of the de Beaumont Foundation and Kaiser Permanente that aims **to help cities thrive** through policies that improve people’s day-to-day lives.

• **A package of nine policy recommendations** with significant potential to boost health, well-being, and quality of life by addressing the key social determinants.
CITY HEALTH’S NINE POLICIES

- Affordable Housing
- Alcohol Sales Control
- Complete Streets
- Earned Sick Leave
- Food Safety/Restaurant Inspection Rating
- Healthy Food Procurement
- High-Quality Universal Pre-K
- Smoke Free Indoor Air
- Tobacco 21
• **Assess** how the 40 largest US cities stack up when it comes to the number and quality of these policies on their books.

• **Support cities** who want to take action on implementing these policies.
SPEAKERS

**Gibbie Harris:** Director, Mecklenburg Public Health

**Leslie Mckinily:** Deputy Chief, Office of Early Childhood Education, Chicago Public Schools

**Becca Patton:** Director of Early Care and Education, First 5 LA

**Joe Francaviglia:** Executive Director, Strong Schools Maryland
GG Weisenfeld
Assistant Research Professor
National Institute for Early Education Research (NIEER) at Rutgers University Graduate School of Education
Childcare and Pre-K

In the past few months, there has been an emphasis on childcare

- Family needs: first responders; reopening the economy
- Program needs: loss of income; program closures

Pre-K programs:\(^1\)

- support early learning and development to better prepare children to succeed in the primary grades and to reduce achievement gaps that emerge well before kindergarten.
- They serve the childcare needs of some children and families.
- Many state-funded preschool programs rely on mixed delivery systems of public and private programs, including Head Start, to facilitate integration with childcare.

Remote Preschool

- Not preschool
- Equity issues
  - Access to devices
  - Wifi
- Challenges to using web-based platforms
  - Safety
  - Adult presence
  - Confusing for young children
- Screen time recommendations from American Academy of Pediatrics (AAP)\(^2\)
  - Avoid digital media for toddlers younger than 18 to 24 months other than video chatting.
  - For children 18 to 24 months, watch digital media with them because they learn from watching and talking with you.
  - Limit screen use for preschool children, ages 2 to 5, to just 1 hour a day of high-quality programming.
- Research on effectiveness
  - Constrained vs. unconstrained skills
  - Mainly literacy focused

Technology is one important tool for early education, but computer programs are not a substitute for real preschool, any more than the wooden puppet Pinocchio was a real boy.

NIEER’s Senior Co-Director, Steve Barnett

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Pre-K in Fall 2020

- Teacher shortages?
- School districts are releasing plans (some include pre-K)
  - Following lead of Governor/Mayor
  - Hybrid models (some in-person/some remote)
  - Change in schedule (move to part-days; alternating days)
  - Lots of uncertainty!
- Pre-K programs not located in public schools
  - Possible shortages due to center closings
  - Not as many seats available
  - New partnerships
- Health & Safety
  - CDC guidance
  - AAP new guidance
  - Temp closings (COVID-19 exposures)
Big Questions

• How will the role of teachers change in the fall 2020?
• How will wearing masks affect children’s speech and language development and social-emotional understanding?
• Once pre-K programs reopen in-person, how will we collect information and communicate infections among ECE providers/schools?
• What impact with the COVID-19 pandemic have on city pre-K budgets in the short- and long-term?
Pre-K Reopening in Mecklenburg County, NC
July 15, 2020

Presented By:
Gibbie Harris MSPH, BSN
Public Health Director
What to Consider

➢ Epidemiology in your community
➢ State and local orders
➢ Will you be able to protect children and employees at higher risk for severe illness
➢ How many children can you accommodate and be able to social distance
➢ What other accommodations will you be able to manage in your current environment
Pre – K in Mecklenburg County

➢ Two major pre-k programs in Mecklenburg County
  ➢ CMS/County School system provides pre-k within the school setting
  ➢ Meck Pre-K provides slots within approved childcare facilities
  ➢ Funded by the County and the community
  ➢ Managed by the Smart Start program in the County

➢ County program has agreed to align with CMS re-opening plans
Options for Re-Opening in North Carolina

Schools required to create the following three Plans:

Plan A: Minimal social distancing

Plan B: Moderate social distancing

Plan C: Remote learning Only
| Develop screening protocols, including guidance about when not to come to the school |
| Develop cleaning protocols |
| Training for all staff |
| Communicate with parents in advance with clear expectations and instructions |
| Map out all spaces in schools to promote social distancing |
| Postpone non-critical gathering and events |
| Require face covering |
| Teach students about hand washing, wearing masks, social distancing |
| Create messaging/signage in the schools that promotes and reminds needs for prevention efforts |
| ◦ Social distancing |
| ◦ Face coverings |
| ◦ Washing hands |
| Develop plan for addressing staff and children who become ill at school |
| Develop relationship with local public health for ongoing support and guidance |
If you leave home, know your Ws!

WEAR
a cloth face covering.

WAIT
6 feet apart. Avoid close contact.

WASH
your hands often or use hand sanitizer.
Questions
Office of Early Childhood Education & COVID-19
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<tr>
<th>Challenges</th>
<th>Action Steps Taken by CPS</th>
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| Remote Learning ≠ E-Learning                   | • Created stakeholder guidance to support understanding of the distinction between remote learning and elearning  
• District [COVID-19 web page](#)                                                                                                                        |
| Communication with Teachers & Administrators  | • Provided [Remote learning implementation guidance](#)  
• Held Office Hours for school based stakeholders  
• Shared Remote Learning Survey  
• Created [Technology usage](#) and implementation guidance                                                                                           |
| Communication with Families                   | • Supported teachers in how to engage/support families.  
• Designed a [Dialogue with the Deputy](#) webinar series for families with a focus on how to support remote learning at home.  
• Worked with peers at the City of Chicago to create the [Chicago PreE-Learning website](#) to communicate tips and resources with families across the city. |
| Equity, Access & Distribution of Materials for Students | • [Pre-K learning packets](#) and materials coordinated with on-site food distribution  
• Distribution of digital devices coordinated with on-site food distribution  
• Spring/Summer enrichment packets                                                                                                                         |
Content and Coaching:
- Scenario planning for Pre-K learning in different contexts
- Preparing district coaching staff and teacher leaders to share best practices
- Building learning modules for PreK Teachers for all contexts to create consistency and quality

Next Steps:
- Cross functional CPS COVID taskforce
  - Surveyed stakeholders to inform plan for SY21
- Close coordination with childcare providers
SY20-21 Planning

Leslie McKinily
Deputy Chief, Early Childhood
Chicago Public Schools

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LA COUNTY CHILDCARE RESPONSE TO COVID-19

Becca Patton, Early Learning
On March 1\textsuperscript{st}, 2020:
- 8,007 facilities
- 259,510 spaces

On April 1\textsuperscript{st}, 2020:
- 4,160 facilities
- 153,290 spaces
The response team is a collaborative of organizations and system leaders working together to support childcare providers who remain open and the children and families in our communities.
Problems to Solve

• Supply chain
• Environmental changes
• Communication
• Data infrastructure

• Long term: balance between health and safety and supporting optimal child development
Policy Wins

• Eliminated proposed 10% cut
• $300 million for provider infrastructure needs, re-opening grants and stipends (contingent on federal funds)
• $100 million in emergency funding divided between childcare stipends and supplies
Overview:

1. Who we are
2. Lessons Learned
3. Moving Forward
Kirwan Commission Policy Initiatives

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- College and Career Readiness Pathways
- More Resources to Ensure Success of All Students
- Governance and Accountability
HOW TO ASK A QUESTION

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