



cityhealth

AN INITIATIVE OF

de Beaumont  KAISER PERMANENTE®



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



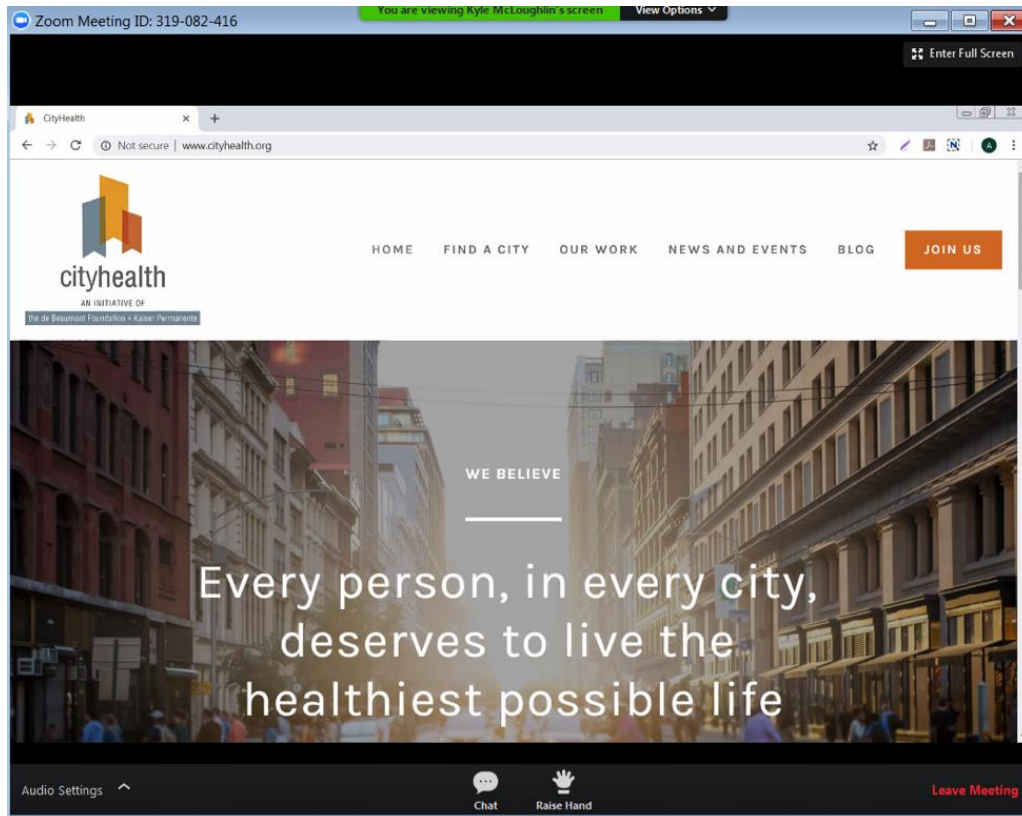
CITYHEALTH & NIEER STAFF

Catherine Patterson, Director of Operations,
CityHealth

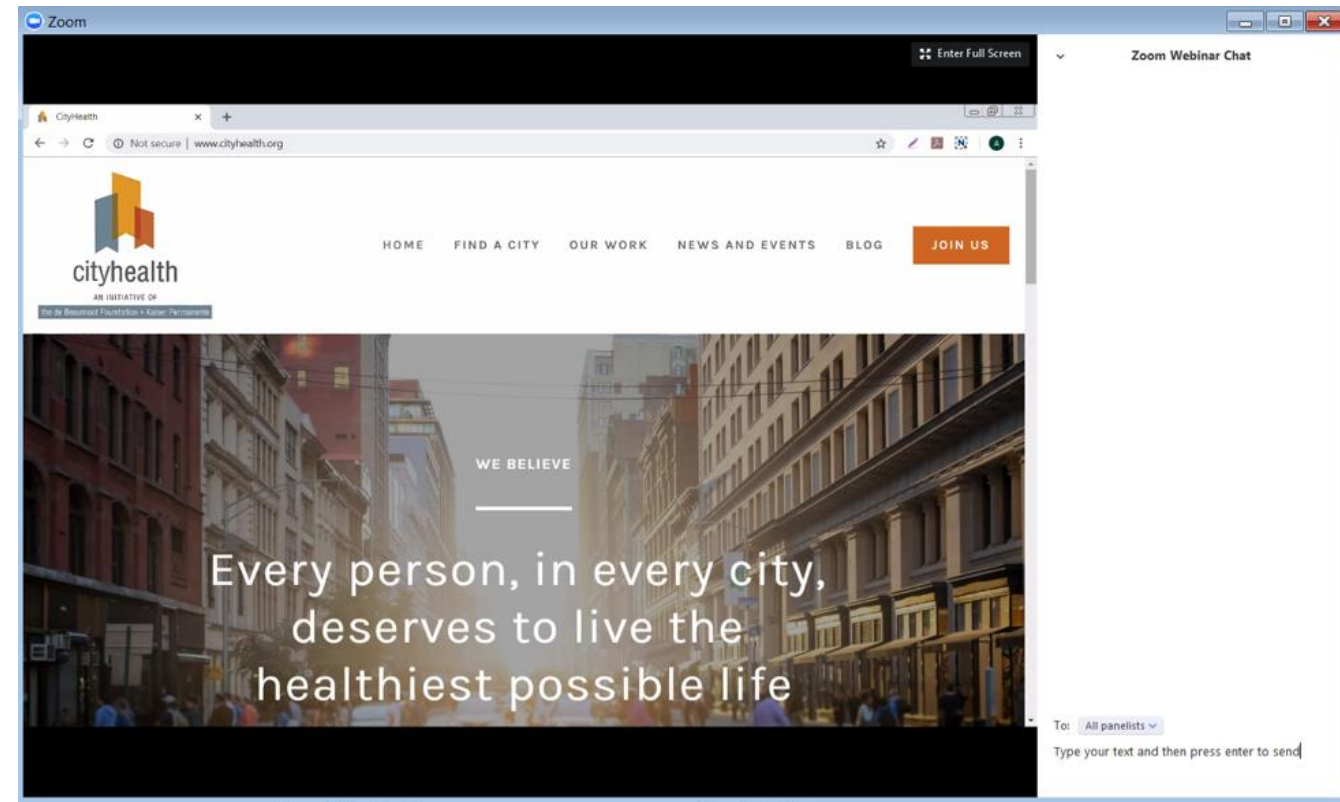
GG Weisenfeld, Assistant Research Professor,
National Institute for Early Education Research
(NIEER)



HOW TO ASK A QUESTION



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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

GETTING CITIES TO GOLD

- **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.

1. This definition comes from NIEER's State of Preschool 2019 Yearbook, http://nieer.org/wp-content/uploads/2020/07/YB2019_Full_Report.pdf

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

2. Children and Media Tips from the American Academy of Pediatrics; <https://www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Children-and-Media-Tips.aspx#:~:text=Avoid%20digital%20media%20for%20toddlers,day%20of%20high%2Dquality%20programming.>

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?

CORONAVIRUS COVID-19

Pre-K Reopening in Mecklenburg County, NC

July 15, 2020

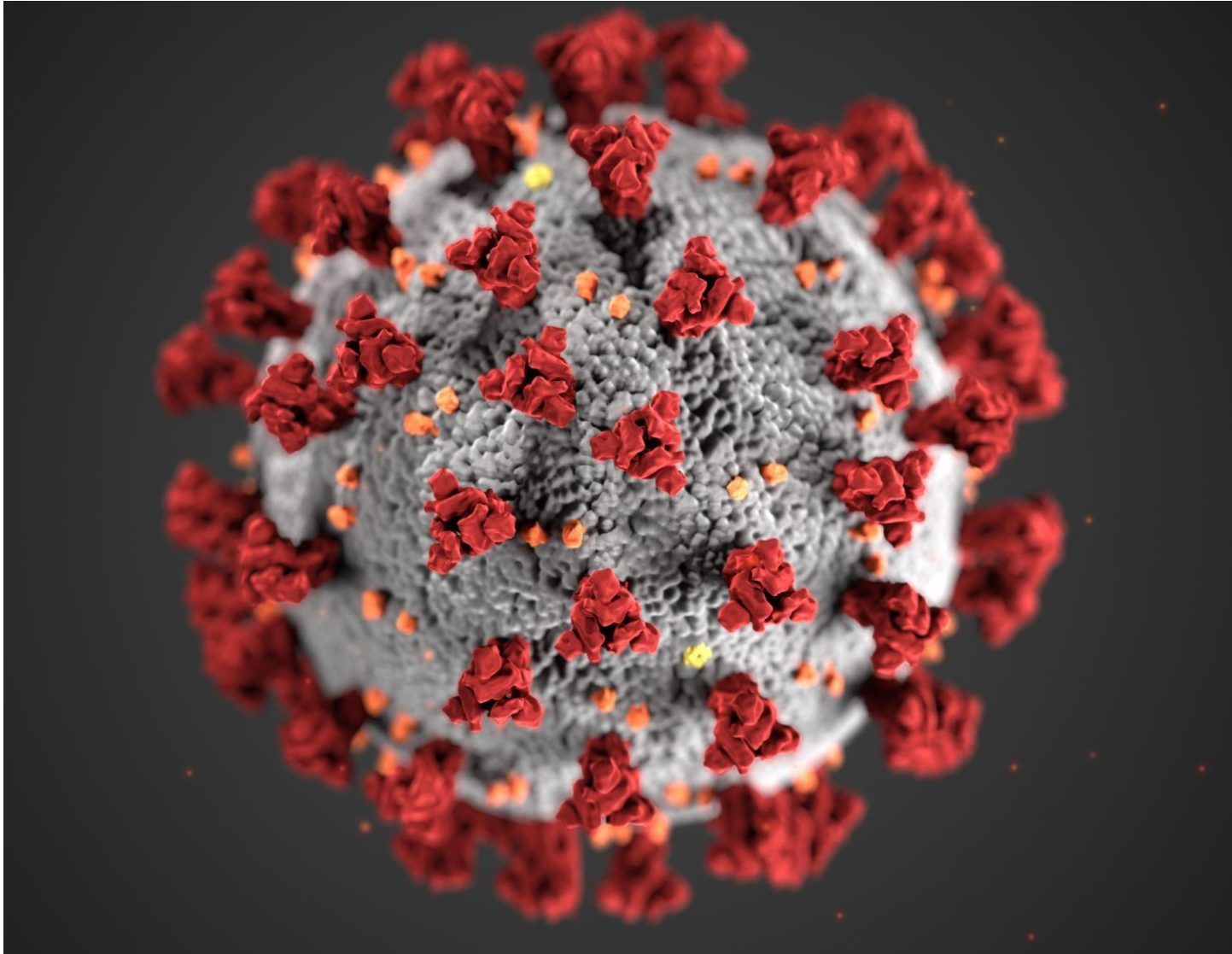
Presented By:

Gibbie Harris MSPH, BSN
Public Health Director

Informing and Protecting Our Communities Together



MECKLENBURG COUNTY
North Carolina
Public Health



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

Public Health Guidance/Support



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.

CORONAVIRUS COVID-19

Questions

Informing and Protecting Our Communities Together



MECKLENBURG COUNTY
North Carolina
Public Health

Office of Early
Childhood
Education
&
COVID-19



Chicago
Public
Schools

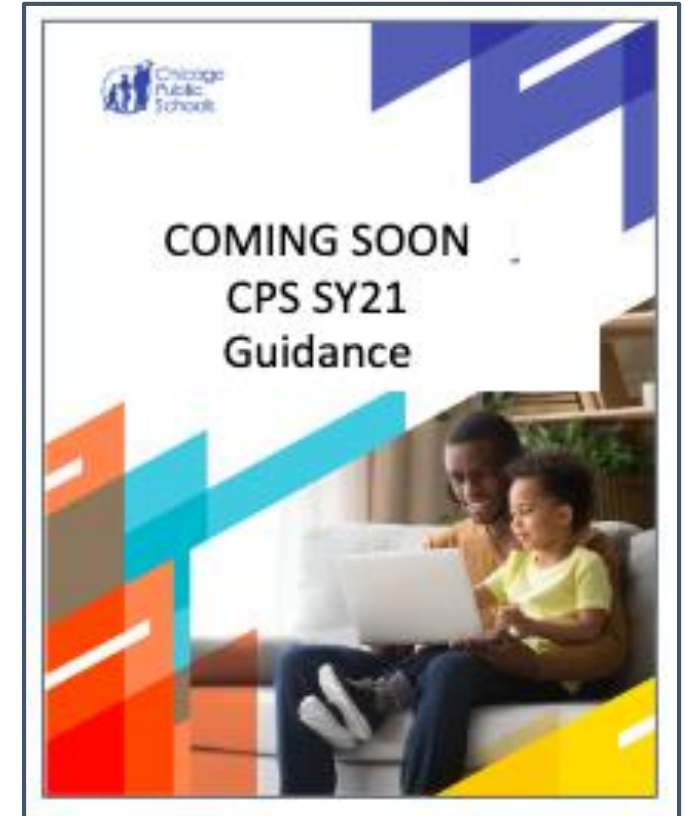


SY19-20 COVID-19 Response

Challenges	Action Steps Taken by CPS
Remote Learning ≠ E-Learning	<ul style="list-style-type: none"> Created stakeholder guidance to support understanding of the distinction between remote learning and elearning District COVID-19 web page
Communication with Teachers & Administrators	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 PrE-Learning website to communicate tips and resources with families across the city.
Equity, Access & Distribution of Materials for Students	<ul style="list-style-type: none"> 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



SY20-21 Planning Guidance Documents



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

Email: Lmckinily@cps.edu
Questions: oece@cps.edu

July 15, 2020

LA COUNTY CHILDCARE RESPONSE TO COVID-19

Becca Patton, Early Learning



On March 1st, 2020:

- 8,007 facilities
- 259,510 spaces

On April 1st, 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.



- Supply chain
 - Environmental changes
 - Communication
 - Data infrastructure
-
- Long term: balance between health and safety and supporting optimal child development

- 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





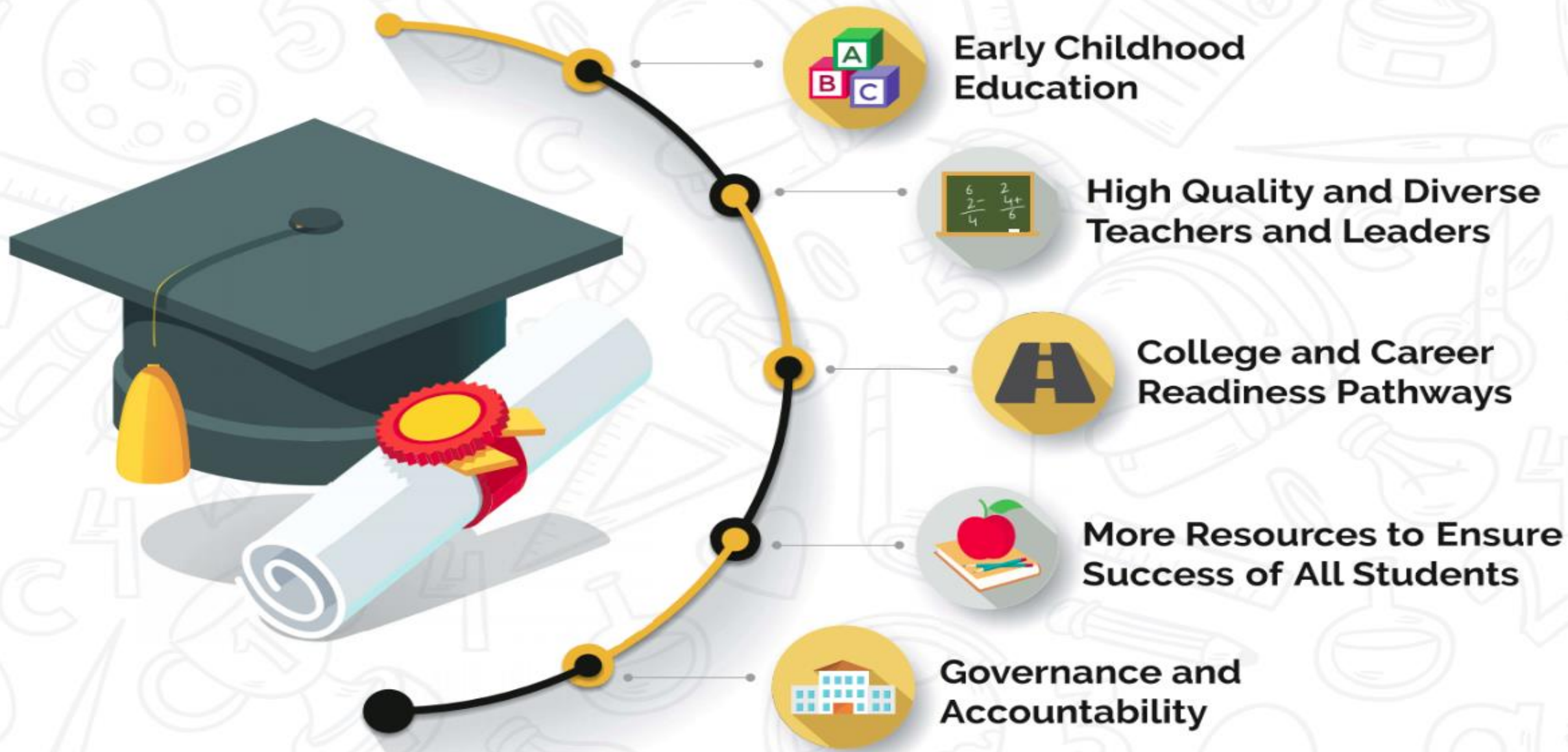
STRONG
SCHOOLS
MARYLAND
strongschoolsmaryland.org

Overview:

1. Who we are
2. Lessons Learned
3. Moving Forward



Kirwan Commission Policy Initiatives





BLUEPRINT for Maryland's FUTURE

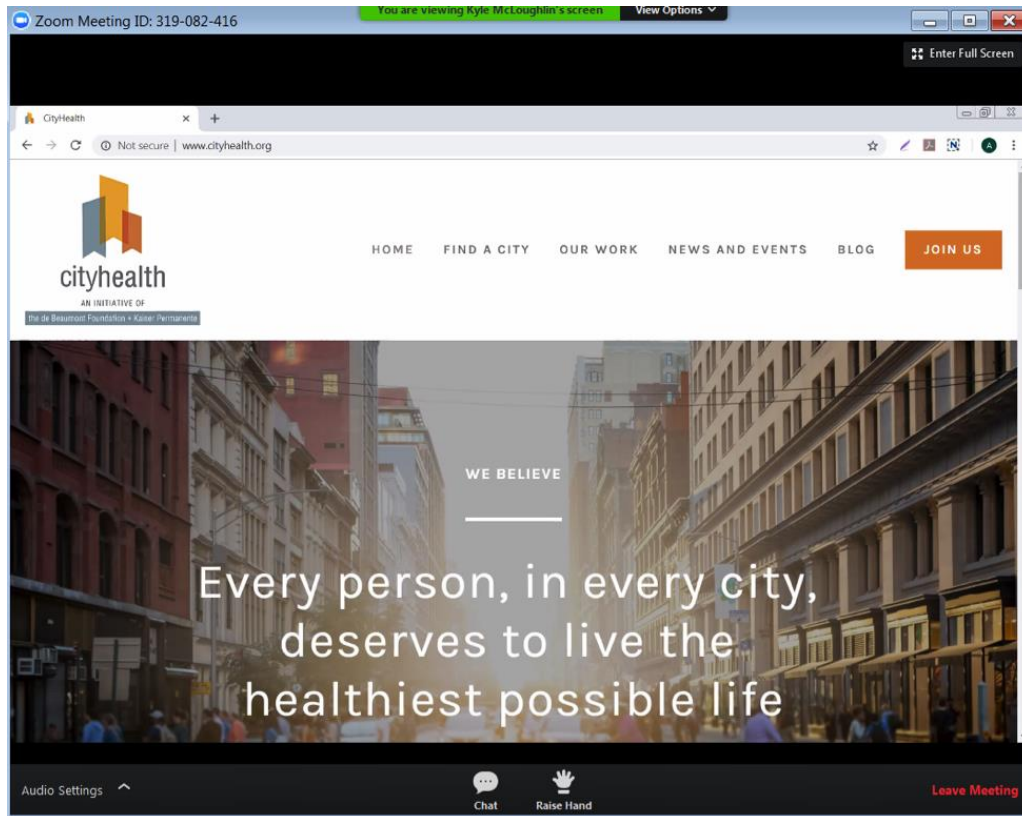
Coalition Members

- Advocates for Children and Youth, Co-Chair
- Strong Schools Maryland, Co-Chair
- ACE-AFSCME Local 2250
- AFT – Maryland
- Arts Education in Maryland Schools
- Arts Every Day
- Attendance Works
- Baltimore City Youth Commission
- Baltimore Community Foundation
- Baltimore DC Building Trades
- Baltimore Teachers Union
- Baltimoreans for Educational Equity
- CASA de Maryland
- Center for Supportive Schools
- Decoding Dyslexia Maryland
- Education Trust
- Family League
- FreeState Justice
- Greater Baltimore Urban League
- Higher Achievement – Baltimore
- The Intersection
- League of Women Voters
- Maryland Alliance for Justice Reform
- Maryland Alliance of Public Charter Schools
- Maryland Association of Boards of Education
- Maryland Association for the Education of Young Children
- Maryland Center for Economic Policy
- Maryland Education Coalition
- Maryland Family Network
- Maryland Hunger Solutions
- Maryland Out of School Time Network
- Maryland Parent Teacher Association
- Maryland School Psychologist Association
- Maryland State Education Association
- Marylanders Against Poverty
- Mental Health Alliance of Maryland
- Northeast Community Organization
- Parent Teacher Council of Baltimore City
- Parents Place of Maryland
- Positive Schools Center
- PTA Baltimore City
- SEIU 1199
- SEIU Maryland & DC State Council
- Special Education Citizens' Advisory Committee
- Teachers' Democracy Project

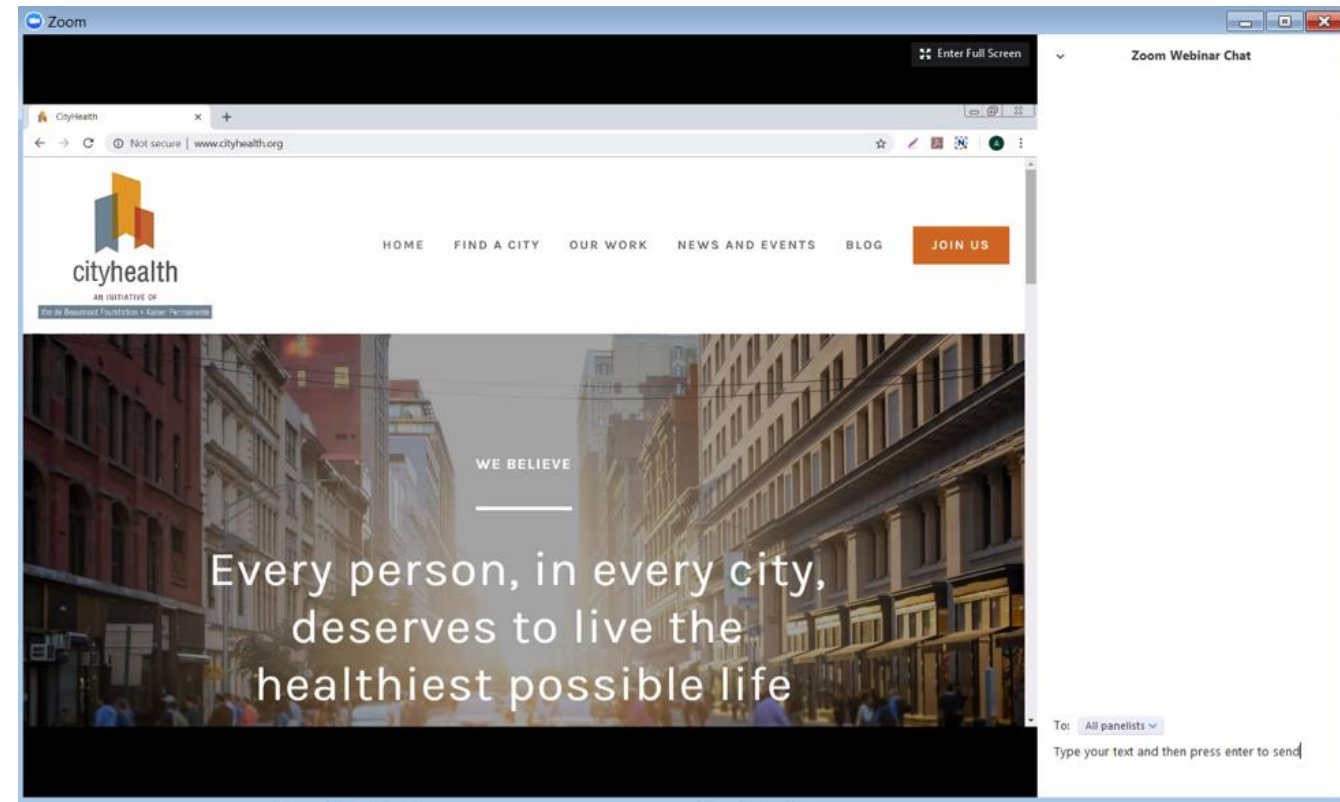




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LET'S CONNECT

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