



# **Preschool Expansion**

## **Early Childhood Advisory Council**

### ***ECAC***

**Community Interaction Committee**

***July 10, 2023***



# 2022-2023 Timeline

- July 2022 - Invitation to Apply for Preschool Expansion Grant
- August 9, 2022 - Grant due to DOE
- August 10, 2022 - Facility Inspection
- September 9, 2022 - Notification of PEA Award
- October 3, 2022 - Opened 10 additional classrooms and all PS classrooms transitioned to full day
- ECAC Meetings
  - March 21, 2023 ~ *Initial meeting of district staff*
  - April 20, 2023 ~ *Initial meeting evaluating scenarios*
  - May 23, 2023 ~ *Further evaluation of recommended scenarios*
  - June 1, 2023 ~ *Evaluation of scenarios with 3-5 representatives (final meeting of the school year)*



# Five Year Phase-In

- 2022-2023 - Year 1: 165
- 2023-2024 - Year 2: 321

## 2024-2025 and Beyond

- Year 3: 500
- Year 4: 700
- Year 5: 900



## **ECAC Staff Members 2022-2023**

- ❖ **Joseph Isola**, Superintendent
- ❖ **Dorothea Fernandez**, Director of Pupil Services
- ❖ **Lee Dugar**, School Social Worker, CPIS/ECAC Chair
- ❖ **Jennifer Amato**, Supervisor of Preschool
- ❖ **Nicole Hoyt**, Preschool Instructional Coach
- ❖ **Nicole Lempa**, Preschool Intervention Referral Specialist

- ❖ **Danielle Moore**, Preschool Teacher
- ❖ **Nicole McCreesh**, Preschool Teacher
- ❖ **Jain Miller**, Kindergarten Teacher
- ❖ **Jamie Davison**, Kindergarten Teacher
- ❖ **Michelle Lynn**, School Nurse
- ❖ **Stella Cohen**, Instructional Coach
- ❖ **Lynn Coco**, Principal Greenville



## ECAC Community Members 2022-2023

- ❖ Dr. Stephen Levine, Howell Township Board of Education
- ❖ Harold Foley, Howell PAL
- ❖ Alma Giddings, Howell PAL
- ❖ Christa Riddle, Howell Alliance
- ❖ Jayme Higgins, Howell Township Police Department
- ❖ Emily Torrisi, Community Member/Parent
- ❖ Christine Devlin, Community Member/Parent



## ECAC Additional Members 2022-2023

- ❖ **Bruce Preston**, Assistant Superintendent for Curriculum and Personnel
- ❖ **Ronald Sanasac**, Assistant Superintendent for Business Administration
- ❖ **Jane Losinger**, Supervisor of Literacy
- ❖ **Scott Aidlen**, Supervisor of Pupil Services
- ❖ **Kristin Kadir**, Supervisor of Pupil Services
- ❖ **Erin Lowman**, Instructional Coach
- ❖ **Barbara Kudrick**, Instructional Coach
- ❖ **Mary Liberatore**, Instructional Coach
- ❖ **Drew Smith**, Principal Aldrich
- ❖ **Tammy O’Gara**, Teacher
- ❖ **Kelley Gilligan**, Teacher
- ❖ **Lauren Barron**, Teacher
- ❖ **Christine Devlin**, Parent





# Next Steps

- **June 14th**
  - **ECAC Presentation to the Board of Education**
- **July 10th**
  - **Community Interaction Meeting**
- **July 19th**
  - **Preschool Expansion Proposal to Board of Education**



# Moving Forward

- September 2023 - Open 12 additional classrooms
- October 2023 - June 2024 - preparation and implementation work
- September 2024 - Expand to full universe





## Factors that Elicit Change...

- **Preschool Expansion**
- **Boundary Line Evaluation**
- **Live Births**
- **Survival Cohort**
- **Township Development**
- **Type of Housing**
- **Changing Demographics**

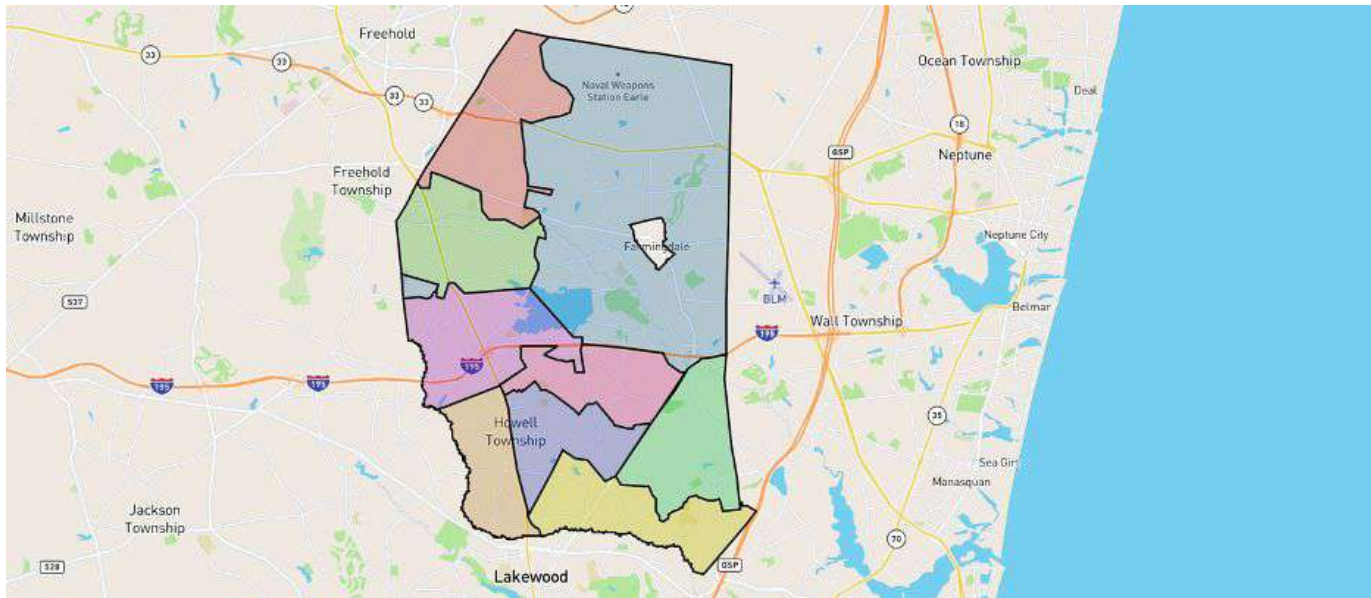


## Revisiting Reconfiguration

- Long term of stability...*promises made – promises kept*
- Homeschool fidelity
- Boundary lines stability
- Kindergarten to 8th grade

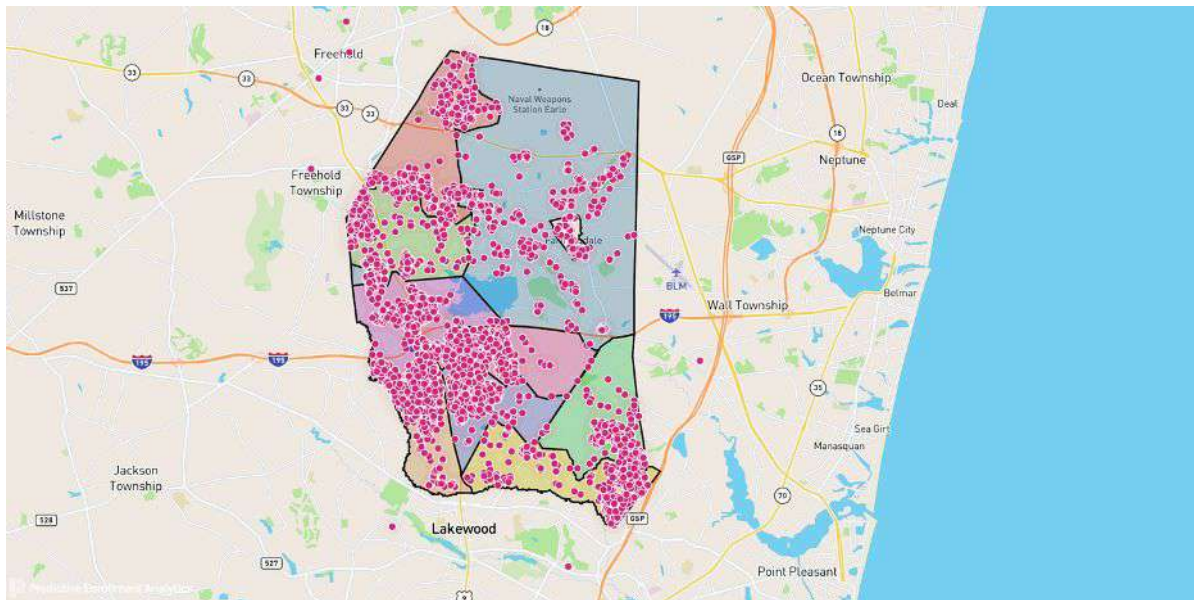


## Current School Boundary Lines





## Populated School Boundaries







## Evaluating Several Scenarios: *Benefits vs. Challenges*

- **Scenario 1**
  - Early Childhood Centers/4 Sister Pairs
- **Scenario 2**
  - Home School Location
- **Scenario 3**
  - Home School Location with 2 K-5 buildings
- **Scenario 4**
  - Pre K through Grade 5 configuration
- **Scenario 5**
  - Early Childhood Learning Centers/K-5
- **Additional Scenarios**
  - What has not been considered



# Evaluating Scenarios: Educational Factors

- Daily Schedules
- Support Staff
- Before/Aftercare
- Sister Pairings
- K-5 Elementary
- Specialized Programs (Special Ed, ESL, G&T)





# Evaluating Scenarios: Operational Factors

- **Transportation**
- **Facilities**
  - Compliance/Construction/Renovation
- **Procurement**
  - Special Equipment
  - Play Space

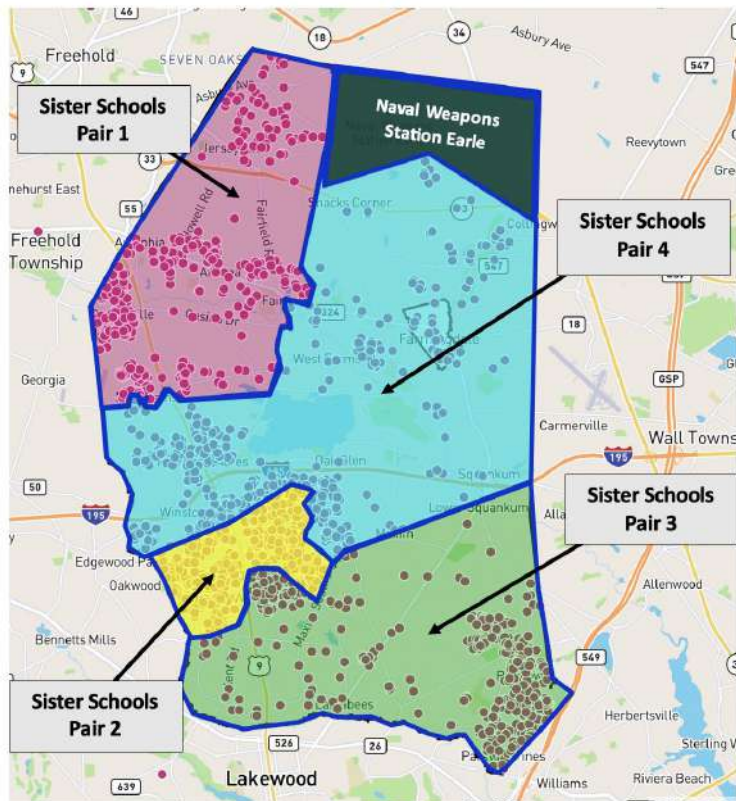


## Consensus Among ECAC Members

- **Scenario 1**
  - 2 Early Childhood Centers/4 Sister Pairs / 2 Middle Schools
- **Scenario 5**
  - 2 Early Childhood Learning Centers/ 8 K-5 / 2 Middle Schools

# 2-4-2 Model

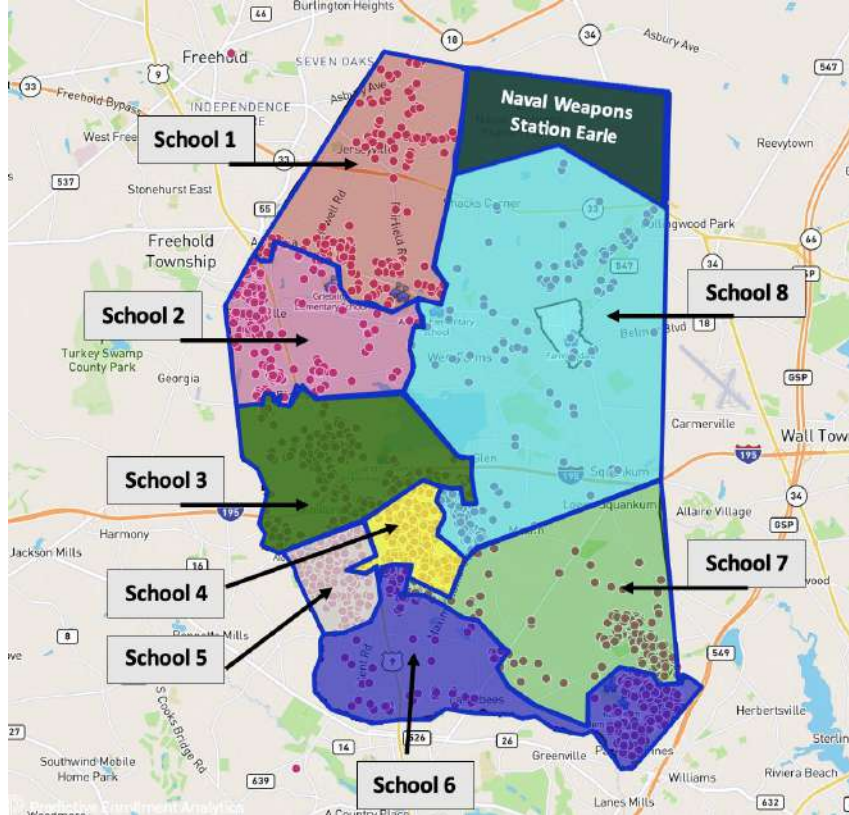
(proof of concept)



2-4-2 Model			
School	Grade	Number	Sections
Sister Schools Pair 1	Kindergarten	138	7
	1st Grade	126	6
	2nd Grade	152	7
	<b>TOTAL K-2</b>	<b>416</b>	<b>20</b>
	3rd Grade	146	6
	4th Grade	135	6
	5th Grade	148	6
	<b>Total 3-5</b>	<b>429</b>	<b>18</b>
Sister Schools Pair 2	Kindergarten	145	7
	1st Grade	135	7
	2nd Grade	129	6
	<b>TOTAL K-2</b>	<b>409</b>	<b>20</b>
	3rd Grade	147	6
	4th Grade	129	6
	5th Grade	133	6
	<b>TOTAL 3-5</b>	<b>409</b>	<b>18</b>
Sister Schools Pair 3	Kindergarten	165	8
	1st Grade	152	7
	2nd Grade	141	7
	<b>TOTAL K-2</b>	<b>458</b>	<b>22</b>
	3rd Grade	156	7
	4th Grade	160	7
	5th Grade	156	7
	<b>TOTAL 3-5</b>	<b>472</b>	<b>21</b>
Sister Schools Pair 4	Kindergarten	134	7
	1st Grade	143	7
	2nd Grade	151	7
	<b>TOTAL K-2</b>	<b>428</b>	<b>21</b>
	3rd Grade	135	6
	4th Grade	145	6
	5th Grade	134	6
	<b>TOTAL 3-5</b>	<b>414</b>	<b>18</b>

# 2-8-2 Model

(proof of concept)



2-8-2 Model			
School	Grade	Students	Sections
SCHOOL 1	Kindergarten	66	3
	1st Grade	61	3
	2nd Grade	72	4
	3rd Grade	64	3
	4th Grade	60	3
	5th Grade	63	3
	<b>TOTAL</b>	<b>386</b>	<b>19</b>
SCHOOL 2	Kindergarten	72	4
	1st Grade	65	3
	2nd Grade	80	4
	3rd Grade	82	4
	4th Grade	74	3
	5th Grade	85	4
	<b>TOTAL</b>	<b>458</b>	<b>22</b>
SCHOOL 3	Kindergarten	71	4
	1st Grade	80	4
	2nd Grade	83	4
	3rd Grade	76	4
	4th Grade	83	4
	5th Grade	74	3
	<b>TOTAL</b>	<b>467</b>	<b>23</b>
SCHOOL 4	Kindergarten	65	3
	1st Grade	64	3
	2nd Grade	65	3
	3rd Grade	75	3
	4th Grade	65	3
	5th Grade	67	3
	<b>TOTAL</b>	<b>401</b>	<b>18</b>
SCHOOL 5	Kindergarten	82	4
	1st Grade	76	4
	2nd Grade	65	3
	3rd Grade	77	4
	4th Grade	65	3
	5th Grade	70	3
	<b>TOTAL</b>	<b>435</b>	<b>21</b>
SCHOOL 6	Kindergarten	91	5
	1st Grade	96	5
	2nd Grade	77	4
	3rd Grade	85	4
	4th Grade	91	4
	5th Grade	93	4
	<b>TOTAL</b>	<b>533</b>	<b>26</b>
SCHOOL 7	Kindergarten	70	4
	1st Grade	53	3
	2nd Grade	64	3
	3rd Grade	68	3
	4th Grade	67	3
	5th Grade	60	3
	<b>TOTAL</b>	<b>382</b>	<b>19</b>
SCHOOL 8	Kindergarten	63	3
	1st Grade	61	3
	2nd Grade	67	3
	3rd Grade	58	3
	4th Grade	61	3
	5th Grade	57	3
	<b>TOTAL</b>	<b>367</b>	<b>18</b>





# Enrollment Projections

## Cohort Survival

- Universe determined by reverse method
- Future projections developed in similar manner
- This year's first grade enrollment predicts:
  - The 2nd grade class entering in 2024 and;
  - The 8th grade graduating class of 2031



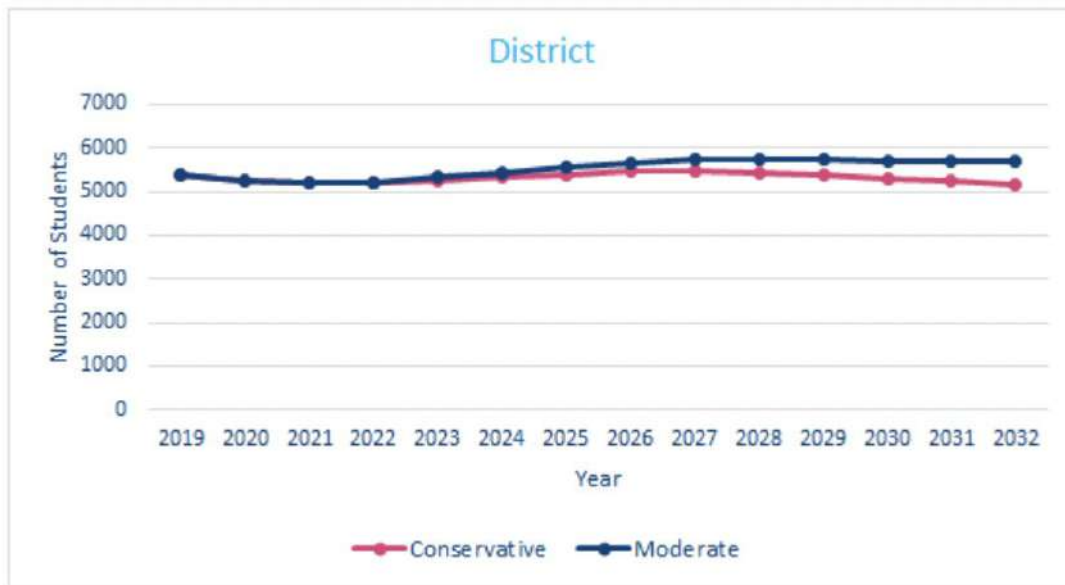
# Additional Factors for Stability

*Utilizing Demographic Projections to Ensure Higher Likelihood of Accuracy*

## **PowerSchool - Predictive Enrollment**

- Examine Historical Trends
- Research Population and Development Trends in existing and hypothetical attendance zones
- Analyze Cohort Survival Ratios
  - Live Birth and Year over Year
- Review “move-in” trends





## Summary of Projections\*

### *District-Wide Enrollment Projection*

“Overall the projections forecast a slight increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.”



# Transportation

## Hybrid 4th Tier

Arrival	Preschool	Dismissal
Tier 1 - Middle School	Pre-K (A)	Tier 1 - Middle School
Tier 2 - Early Elementary	Pre-K (B)	Tier 2 - Early Elementary
Tier 3 - Late Elementary	Pre-K (C)	Tier 3 - Late Elementary

*\*6 hr bell spread allows efficiency in schedule*

*\*\*Bell times for all Tiers subject for discussion*



# 6-Hour Day Overview

<b>8:00 - 8:20</b>	Arrival/Free Choice	20 minutes	<b>11:00 - 11:30</b>	Lunch	30 minutes
<b>8:20 - 8:35</b>	Opening Group	10-15 minutes	<b>11:30 - 12:30</b>	Rest Time	45-60 minutes
<b>8:35 - 9:35</b>	Make-Believe Center Block	50-60 minutes	<b>12:30 - 1:30</b>	Math/Science Activities	60 minutes
<b>9:35 - 10:15</b>	Literacy Activities	40 minutes	<b>1:30 - 1:45</b>	Closing Group	10-15 minutes
<b>10:15 - 11:00</b>	Outside Play/Free Choice	40 minutes	<b>1:45 - 2:00</b>	Table Top/Dismissal	20 minutes

**Teacher Prep**  
**Before/After Student Day**

**2~4~2**

Benefits	Response	Challenges	Response
More teachers on same grade level within each building	Allows for access to more teachers on grade level but presents challenges in scheduling for common prep	Having enough school counselors to support social/emotional/mental health needs	Preschool funding requires specific staff dedicated to preschool Same number of counselors to students
Staffing for before/aftercare	Staffing for before/aftercare better with consolidated preschool locations	Potential for siblings to be in 4 different schools/ times	Sister pairings streamline transitions
Less change to grade band/fewer families impacted	With changes to boundary lines additional families will be impacted	Decrease in parent involvement	Consideration to be given to consolidation PTA/PTO within sister pairings
Targeted attention to unique needs of each grade band	Allows for developmentally appropriate instructional model	Transportation - 2 runs same neighborhood	Consideration to be given to transportation waivers/bus stops
Targeted Professional Learning	Allows for teachers a deeper understanding of developmental practice	Inability for each grade level to have common planning periods	Considerations made for subs/support schedules to create PLC time
Targeted PTO/PTA Fundraising	Assemblies/programs are geared to specific age groups	Lack of peer modeling/mentoring	Schedule time for sister schools to visit reciprocal buildings
Better able to address developmental needs of students in the grade band	Developmentally appropriate practices	Larger school communities/less attention to individual student/family needs	Create greater connections for families Consideration for merging PTA/PTO

**2~8~2**

Benefits	Response	Challenges/Questions	Response
Longevity- student/teacher relationships	Sustained positive effects	Change back to K-5 creates transition to all 10 K-5	All models create disruption and transition to all elementary schools.
PLC/Staff collaboration	Fewer grade levels is easier for scheduling	PAL Staffing	Staffing challenges are consistent in all models. Fewer transitions.
Deeper understanding of educational continuum	Fewer transitions, smoother grade to grade transition	Fewer Gen. Ed classes for inclusion of special programs	Boundary adjustment and distribution of general education classes
Community connections across K-5	Family connections stronger with sustained connections of years	Overall resistance to change	There is room for growth in change
Peer models/mentors	Value in having appropriate, mature peer models and interactions	Overcrowding/Sustainability	Evaluate all factors to provide sustainability
Full time Guidance/Special Area Teachers/Less Itinerants	Fewer itinerants may be required with support staff	PTO/PTA Funds shared	Meeting of President's Council to develop transition plans
Siblings in same building	Family relationships increase and are sustained over time	Adequate staffing for itinerants	Staffing will be provided based upon student need and sections
Fewer transitions	Students and families experience fewer transitions across the district	Will all K-5 buildings need counseling staff?	Dependent upon student enrollment at each school
Fewer sections at each grade level leads to greater collaboration	Scheduling challenges related to grade level PLC eliminated	Is there data to support change to this model?	Most relevant data - teacher efficacy
Transportation consolidated	Transportation efficiencies	Is there fiscal impact?	2~8~2 most fiscally sound



# Communication

- What critical information needs to be conveyed when communicating to:
  - Staff
  - Enrolled families
  - Community
- Feedback from Committee:
  - **Communicate early and often so that planning can begin to best prepare the school community for necessary change!**





## Educational Benefits of Preschool

- Assists in closing the achievement gap
- Accelerates language development
- Long-term educational benefits
- Improves Kindergarten readiness
- Enhances Child-Find efforts and early intervention
- Assists in building relationships with caring adults
- Provides opportunities for appropriate social skills with peers



## Economic Benefit to the Community

- 7.2 million dollar positive economic impact to the community
- Average savings to families with preschool age children
  - \$15,000 - \$20,000
- Increased property value and potential influx of new families
- Potential for additional family income



# Thank You from the ECAC!

[preschoolquestions@howell.k12.nj.us](mailto:preschoolquestions@howell.k12.nj.us)

**Joseph Isola**, Superintendent  
**Dorothea Fernandez**, Director of Pupil Services  
**Lee Dugar**, School Social Worker, CPIS/ECAC Chair  
**Jennifer Amato**, Supervisor Preschool  
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**Jamie Davison**, Kindergarten Teacher  
**Danielle Moore**, Preschool Teacher  
**Nicole McCreesh**, Preschool Teacher  
**Stella Cohen**, Instructional Coach  
**Michelle Lynn**, School Nurse



# QUESTIONS

[preschoolquestions@howell.k12.nj.us](mailto:preschoolquestions@howell.k12.nj.us)