

## Early Childhood Advisory Committee - Executive Summary - January 2020

Early Childhood Advisory Committee (ECAC) is currently focused on addressing issues related to equity and inclusion. The following reflects a summary of our 2018 recommendations:

- Equity: ECAC intends to partner with existing agencies and organizations within Arlington County (for example: Superintendent's Equity and Excellence Committee, Child Care Initiative, Early Childhood Subcommittee of Partnership for Youth, Family and Children) to maximize access to existing resources.
- Inclusion:
  - Expand the co-taught models with VPI and Montessori and Community Peer Programs in Pre-K with technical assistance and professional learning provided by the Offices of Early Childhood and Special Education.
    - In the 2019-2020 school year, we expanded the Community Peer Programs from 5 classes to 13 classes to include 2 toddler classes and 11 three to five-year-old classes. New this year, families of students without disabilities pay tuition for the program based on the same sliding fee scale as Primary Montessori programming for three and four-year olds. Current enrollment of students without disabilities is 77 students with wait lists in some locations. Discussions have been ongoing with other sites to expand this program for the following year or to increase co-taught programming.
  - Align K-2 service delivery models at the elementary level with Pre-K co-taught models and other inclusive models to strengthen and increase consistency of the continuum of services at each school.
  - Provide additional professional development for LEA Representatives and IEP team members to support innovative and flexible educational programming to support a robust continuum of services to meet the individual and unique needs of all learners.

Looking ahead to our 2020 recommendations, ECAC intends to consider developmentally appropriate practices as they are related to academic and social-emotional learning in Pre-K through second grade. Specifically, we intend to discuss the value of play and social-emotional learning in early childhood and how those issues intersect with academic expectations. Moreover, we would like to work collaboratively with the English Language Arts Committee to explore overlaps between achievement gap and reading approaches in early childhood.

