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# **Early Childhood Programs Site Strategic Plan**



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# Early Childhood Strategic Planning Overview

## Early Childhood Mission Statement

(Describes EC's identity, purpose and attributes)

The mission of the White Bear Lake Area Schools Early Childhood Programs, an inclusive community of the youngest learners in partnership with their caregivers, is to compassionately support children and families for lifelong learning through a vital system distinguished by:

- Emphasis on learning through play and social-emotional development
- Safe, nurturing, and engaging environments
- Community partnerships and outreach opportunities
- Equitable access for all learners
- Collaborative, highly qualified staff.

## Early Childhood Objectives

(An expression of the intended specific results EC is committed to achieve)

- 100% of learners will have access to programming aligned with their individual needs.
- 100% of learners will feel valued, safe and nurtured.
- 100% of learners will engage in supportive collaboration.
- 100% of learners will reach individual milestones in preparation for future learning.

## Early Childhood Tactics

(Broadly stated initiatives through which the mission and objectives are to be achieved)

- We will provide safe environments that enhance social-emotional learning.
- We will enhance programs capacity.
- We will foster family and community engagement for all learners.

EC Action Plan

Strategy/Tactic Number: 1

Action Plan Number: 1

Strategy/Tactic: We will provide safe environments that enhance social emotional learning.

Specific Result #1: Early Childhood will have a program wide social emotional learning curriculum.

| #  | Action Step (# each one)   | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|--|--------------|----------------|-----------|-----------------|
| 1. | Research social emotional learning curriculums.                            |              |                |           |                 |
| 2. | Identify the resources currently utilized in WBL district SEL programming. |              |                |           |                 |
| 3. | Choose an age appropriate SEL curriculum.                                  |              |                |           |                 |
| 4. | Provide professional development for all EC staff.                         |              |                |           |                 |
| 5. | Implement the desired SEL curriculum in EC programs.                       |              |                |           |                 |
| 6. | Educate parents and community members on the chosen SEL curriculum.        |              |                |           |                 |

Responsible:

# Action Plan #1: Cost-Benefit Analysis

| COSTS   | BENEFITS   |
|---|--|
| <p>TANGIBLE: = something you can touch or hold</p> <ul style="list-style-type: none"> <li>~Time to explore grants and funding sources to support a social emotional curriculum, ongoing for year to year funding[2]</li> <li>~Stipend for designated staff to explore SEL resources and curriculums (2)</li> <li>~Cost of transportation/childcare if offered (1)</li> <li>~SEL Rep to make their pitch (1)</li> <li>~Cost of chosen SEL Curriculum, including materials for each classroom (3)</li> <li>~Extra payroll hours for hourly staff (2)</li> <li>~Time for EC staff to engage in formal training sessions on social emotional learning (this may be in addition to calendar days for District Professional Development) [3]</li> <li>~Prep materials needed to implement new SEL program (1)</li> <li>~Time for training, implementing, and making sure that training is ongoing</li> <li>~Train <b>new</b> EC staff in program wide expectations for social emotional learning [2]</li> <li>~Review training of SEL Curriculum (2)</li> </ul> | <p>TANGIBLE</p> <ul style="list-style-type: none"> <li>~EC staff will be empowered to be part of the process of choosing a new SEL curriculum</li> <li>~EC staff and family representatives will collaborate and gain a better understanding of each groups priorities as it relates to SEL curriculum</li> <li>~EC will have the opportunity to pilot SEL curriculum and evaluate best curriculum for our students</li> <li>~Family groups will become more invested in the WBL EC programs as they take ownership of SEL curriculum selection process</li> <li>~Less time/money spent in evaluation process.</li> <li>~EC students will demonstrate consistent skills in social emotional learning across all programs</li> <li>~EC staff will gain confidence in how to address social emotional needs of young children and families</li> <li>~EC students and families social emotional needs will be addressed</li> <li>~EC staff will develop a broadened understanding of young children's social emotional needs and the benefits of a program wide SEL curriculum</li> <li>~EC staff and students will build their own self regulation and executive function skills and strategies towards increasing social emotional skills</li> <li>~EC student, staff and families will know what is expected of them anywhere in the building.</li> <li>~Decrease in supports that will need to be provided later in educational career</li> </ul> |
| <p>INTANGIBLE = abstract, not visible, (ie happiness or sadness)</p> <ul style="list-style-type: none"> <li>~Extra hours necessary for part-time staff may impact morale (either positive or negative)</li> <li>~Sense of inclusion for part-time and non-teaching staff may impact morale (either positive or negative)</li> </ul>   | <p>INTANGIBLE</p> <ul style="list-style-type: none"> <li>~Safe secure learners, caregivers and staff</li> <li>~Caregivers and staff will be more consistent in expectations</li> <li>~Everyone has an opportunity for input</li> <li>~EC students and families will be productive community members</li> <li>~EC students will demonstrate increase self regulation and executive function skills</li> <li>~ECSE students will attend school in a less restrictive environment</li> <li>~Family skills in social emotional learning will increase due to consistent program wide expectations and outreach events</li> <li>~There will be more cohesive classrooms</li> <li>~EC students will have an easier time transitioning from classroom to classroom, and building to building</li> <li>~EC staff, students and families will learn a common</li> </ul>   |

|  |  |
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|  | <p>language to talk about social emotional issues</p> <ul style="list-style-type: none"><li>~It will be easier to have social emotional conversations with families.</li><li>~EC students will be learning in a more secure environment</li><li>~EC students will be better able to identify and express their emotions and learn strategies to de-escalate</li><li>~Better overall health and wellness for EC staff, students and families</li><li>~Staff will not feel the burden of wondering if they are doing enough</li><li>~EC families will feel more connected to what is happening at school</li><li>~Increased sense that education is a community initiative</li><li>~Community will be more aware of what the school district has to offer for families and children who are not yet in elementary school</li><li>~Increase district's brand awareness amongst partners and attendees</li></ul> |
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## **Tactic:**

We will provide safe environments that enhance social-emotional learning.

## **Specific Result #2:**

Early Childhood students will have access to an onsite Mental Health professional.

EC Action Plan

Strategy/Tactic Number: 1

Action Plan Number: 2

Strategy/Tactic: We will provide safe environments that enhance social emotional learning.

Specific Result#2: Early Childhood students will have access to an onsite Mental Health professional.

| #  | Action Step (# each one)   | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|--|--------------|----------------|-----------|-----------------|
| 1. | Provide professional development on social emotional learning and mental health services.          |              |                |           |                 |
| 2. | Explore funding sources for possible on site mental health services. (ie grants or collaboratives) |              |                |           |                 |
| 3. | Explore private county and community partnerships for on site mental health services.              |              |                |           |                 |
| 4. | Secure an agency to provide mental health services.  |              |                |           |                 |
| 5. | Provide the space for on site mental health services.  |              |                |           |                 |

Responsible:

# Action Plan #2: Cost-Benefit Analysis

| COSTS   | BENEFITS   |
|---|--|
| <p>TANGIBLE: = something you can touch or hold</p> <ul style="list-style-type: none"> <li>~Time to determine the FTE needed to support an EC social worker and/or behavior specialist [1]</li> <li>~Salary for staff (5)</li> <li>~Space for staff to be housed (1)</li> </ul>  | <p>TANGIBLE</p> <ul style="list-style-type: none"> <li>~A qualified person will be here to help with the more challenging situations</li> <li>~A qualified person will be available to help as needed.</li> <li>~Interventions can happen more quickly</li> <li>~Less time/money spent in evaluation process.</li> <li>~Less children will be referred</li> <li>~EC Families will have additional tools to support their children in SEL</li> </ul>  |
| <p>INTANGIBLE = abstract, not visible, (ie happiness or sadness)</p> <ul style="list-style-type: none"> <li>~Extra hours necessary for part-time staff may impact morale (either positive or negative)</li> <li>~Sense of inclusion for part-time and non-teaching staff may impact morale (either positive or negative)</li> </ul> | <p>INTANGIBLE</p> <ul style="list-style-type: none"> <li>~Family skills in social emotional learning will increase due to consistent program wide expectations and outreach events</li> <li>~There will be more cohesive classrooms</li> <li>~EC students will have an easier time transitioning from classroom to classroom, and building to building</li> <li>~EC staff, students and families will learn a common language to talk about social emotional issues</li> <li>~It will be easier to have social emotional conversations with families.</li> <li>~EC students will be learning in a more secure environment</li> <li>~EC students will be better able to identify and express their emotions and learn strategies to de-escalate</li> <li>~Better overall health and wellness for EC staff, students and families</li> <li>~Staff will not feel the burden of wondering if they are doing enough</li> <li>~EC families will feel more connected to what is happening at school</li> <li>~Increased sense that education is a community initiative</li> <li>~Community will be more aware of what the school district has to offer for families and children who are not yet in elementary school</li> <li>~Increase district's brand awareness amongst partners and attendees</li> </ul> |



## **Tactic:**

We will provide safe environments that enhance social-emotional learning.

## **Specific Result #3:**

Early Childhood will have established partnerships with community preschool programs and childcare centers for outreach and on site SEL trainings.

EC Action Plan

Strategy/Tactic Number: 1

Action Plan Number: 3

Strategy/Tactic: We will provide safe environments that enhance social emotional learning.

Specific Result#3: Early Childhood will have established partnerships with community preschool programs and childcare centers for outreach and on site SEL trainings.

| #  | Action Step (# each one)   | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|--|--------------|----------------|-----------|-----------------|
| 1. | Early Childhood will obtain an updated list of Preschools and Childcare Centers in ISD #624 district boundaries. |              |                |           |                 |
| 2. | Distribute SEL information in EC WBL informational packets provided to preschools and childcare centers.         |              |                |           |                 |
| 3. | Host SEL informational events for local preschool and childcare center staff. CEU credits available.             |              |                |           |                 |

Responsible:

# Action Plan #3: Cost-Benefit Analysis

| COSTS  | BENEFITS   |
|--|--|
| <p>TANGIBLE: = something you can touch or hold</p> <ul style="list-style-type: none"> <li>~Cost of speaker/trainer (2)</li> <li>~Securing space- if needing to rent space (1)</li> <li>~Advertising cost (1)</li> <li>~Additional time added to a Parent Educators schedule (this cost would depend on how many times a school year there would be a parent component) (2)</li> <li>~Time to locate a community partner willing to partner with EC programs for outreach and education related to SEL learning [2]</li> <li>~Cost to pay staff to provide trainings to other groups(2)</li> <li>~Cost for training materials (1)</li> <li>~Teacher time to set up room/environments (1)</li> </ul> | <p>TANGIBLE</p> <ul style="list-style-type: none"> <li>~EC staff and family representatives will collaborate and gain a better understanding of each groups priorities as it relates to SEL curriculum</li> <li>~Less time/money spent in evaluation process.</li> <li>~EC students will demonstrate consistent skills in social emotional learning across all programs</li> <li>~EC staff will gain confidence in how to address social emotional needs of young children and families</li> <li>~EC students and families social emotional needs will be addressed</li> <li>~EC staff will develop a broadened understanding of young children's social emotional needs and the benefits of a program wide SEL curriculum</li> <li>~EC staff and students will build their own self regulation and executive function skills and strategies towards increasing social emotional skills</li> <li>~Interventions can happen more quickly</li> <li>~Less time/money spent in evaluation process.</li> <li>~Less children will be referred</li> <li>~EC Families will have additional tools to support their children in SEL</li> <li>~Conferences and communications can be more meaningful as they do not require as much education on topics/frameworks/jargon. A baseline understanding has been established in trainings</li> <li>~Parent involvement is shown to increase learning</li> <li>~Extra revenue for Early Childhood</li> </ul> |
| <p>INTANGIBLE = abstract, not visible, (ie happiness or sadness)</p> <ul style="list-style-type: none"> <li>~Extra hours necessary for part-time staff may impact morale (either positive or negative)</li> <li>~Sense of inclusion for part-time and non-teaching staff may impact morale (either positive or negative)</li> </ul>  | <p>INTANGIBLE</p> <ul style="list-style-type: none"> <li>~Safe secure learners, caregivers and staff</li> <li>~Caregivers and staff will be more consistent in expectations</li> <li>~Everyone has an opportunity for input</li> <li>~EC students and families will be productive community members</li> <li>~EC students will demonstrate increase self regulation and executive function skills</li> <li>~ECSE students will attend school in a less restrictive environment</li> <li>~Family skills in social emotional learning will increase due to consistent program wide expectations and outreach events</li> <li>~There will be more cohesive classrooms</li> <li>~EC students will have an easier time transitioning from classroom to classroom, and building to building</li> <li>~EC staff, students and families will learn a common</li> </ul>   |

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|  | <p>language to talk about social emotional issues</p> <ul style="list-style-type: none"><li>~It will be easier to have social emotional conversations with families.</li><li>~EC students will be learning in a more secure environment</li><li>~EC students will be better able to identify and express their emotions and learn strategies to de-escalate</li><li>~Better overall health and wellness for EC staff, students and families</li><li>~Staff will not feel the burden of wondering if they are doing enough</li><li>~EC families will feel more connected to what is happening at school</li><li>~Increased sense that education is a community initiative</li><li>~Community will be more aware of what the school district has to offer for families and children who are not yet in elementary school</li><li>~Increase district's brand awareness amongst partners and attendees</li></ul> |
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# Action Team 2

Tactic: We will enhance program capacity.



**Action Team Leader:** Dona Kass

**Action Team Members:**

Vicky Greene, Theresa Wedell, Libby Cheolis, Mee Yang,  
Anastacia Quinn, Shannon Walsh, Stacey Eastep, Grace Kelley,  
Denise Deen, Beto Zapito, Kate Andersen

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## **Tactic:**

We will enhance program capacity.

## **Specific Result #1:**

Relationships and partnerships increase with WBL District Elementary Building Principals and staff that house Early Childhood Programming.

EC Action Plan

Strategy/Tactic Number: 2

Action Plan Number: 1

Strategy/Tactic: We will enhance program capacity.

Specific Result #1: Relationships and partnerships increase with WBL District Elementary Building Principals and staff that house Early Childhood Programming.

| #  | Action Step (# each one)  | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Early Childhood Representatives will attend a Principals meeting to educate and promote the benefits of having Early Childhood programming in their buildings.  |              |                |           |                 |
| 2. | Early Childhood Representatives will host an informational meeting at each District Building that has an Early Childhood program in it to provide information, promote the program, and to educate the staff. |              |                |           |                 |
| 3. | Identify potential instructional space within WBL District Buildings for EC programs.   |              |                |           |                 |

Responsible:

# Action Plan #1: Cost-Benefit Analysis

## Costs

4

## Benefits

4

Rate your costs 1-5 (1= low cost and 5= significant cost)

### Tangible:

\$25,000 to set up an Early Childhood Classroom and specialized Early Childhood needs. (i.e. bathrooms, sinks, IEP needs/ materials/equipment) (5)

Classroom Technology Costs to include (smart boards/computers) (3)

Hire staff as needed for additional classrooms. ( salary, benefits, mileage ) (2)

Increased Transportation costs to new sites (4)

EC staff provide education and PR to existing building staff (Staff would be able to timesheet or receive additional reimbursement for development and presentation) (1)

### Intangible:

Not feeling welcome in all district buildings  
 EC Supervisors spread even thinner  
 Reduced overall collaboration with EC staff as you are at a separate site.  
 TIME constraints to build relationships with building staff is limited  
 Stress for EC staff to be the Building PR person.

### Tangible:

EC Supervisors are already involved in Principal meetings.

Natural Opportunity for Pre-K / Kindergarten Collaboration

Ease of transition for students from Pre-k to Kindergarten if it is their home school.

Keeps students in WBL Schools for Kindergarten

### Intangible:

Families can be in their HOME school.  
 Better Family Support in the school long term ( they have their family there)  
 Opportunities to use building spaces for classes or events.



## **Tactic:**

We will enhance program capacity.

## **Specific Result #2:**

WBL Early Childhood will have established partnerships with Preschool Programs and Childcare Centers in the area.

EC Action Plan

Strategy/Tactic Number: 2

Action Plan Number: 2

Strategy/Tactic: We will enhance program capacity

Specific Result #2: WBL Early Childhood will have established partnerships with Preschool Programs and Childcare Centers in the area.

| #  | Action Step (# each one)  | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Early Childhood will obtain an updated list of Preschools and Childcare Centers in ISD #624 district boundaries.  |              |                |           |                 |
| 2. | Early Childhood will develop and prepare: Informational Brochures and packets of EC information for Preschools and Childcare Centers within ISD #624. Information will include: Screening information, Child Developmental information and WBL Website information. |              |                |           |                 |
| 3  | <p>Early Childhood will distribute the Information to the Preschools and Childcare Centers.</p> <p><u>Deliver:</u> Any site where current Early Childhood staff make visits.</p> <p><u>Mailings:</u> New sites</p>  |              |                |           |                 |
| 4. | "WBL EC Welcome Event" for local Preschool Center and Childcare Center representatives. CEU credits will be available.  |              |                |           |                 |

Responsible:

# Action Plan #2: Cost-Benefit Analysis

## Costs

1

## Benefits

5

Rate your costs 1-5 (1= low cost and 5= significant cost)

|  |  |
|--|--|
| <p><b>Tangible:</b></p> <p>Cost of developing and printing Early Childhood Informational Brochures in multiple languages. (+postage) (2)</p> <p>TIME: EC Staff cost to assemble and send out. (2)</p> <p>Mileage costs for delivery of information (1)</p> <p>WBL EC Welcome Event (5)</p> <p>Staffing Cost for planning and attending Food/Beverages</p> <p>Informational Packets/Materials</p> <p>Childcare / Sib-care staffing costs</p> <p>Supplies for a Make and Take Activity</p> <p><b>Intangible:</b></p> <p>Add more responsibilities to already overworked staff.</p> | <p><b>Tangible:</b></p> <p>Outreach staff already doing delivery of information. This action plan will enhance this.</p> <p>EC staff already in many of the preschools and Childcare centers. (Outreach and birth to 2 staff)</p> <p>Opportunities for Childcare CEU's for our community partners.</p> <p>Opens the door to serve more of our students in their community/natural environments.</p> <p>We are providing resources so all of our children have access to a quality Early Childhood experience.</p> <p>Child find for children in need of early intervention.</p> <p><b>Intangible:</b></p> <p>Families feel welcome in WBLAS</p> <p>Preschools and Child cares feel supported by the WBLAS system.</p> <p>Opening doors for future partnerships</p> |
|--|--|

## **Tactic:**

We will enhance program capacity.

## **Specific Result #3:**

An increase in diverse student/families participation within the WBL Early Childhood Programs.

Action Plan

Strategy/Tactic Number: 2

Early Childhood Action Plan Number: 3

Strategy/Tactic: We will enhance program capacity.

Specific Result #3: An increase in diverse student/families participation within the WBL Early Childhood Programs.

| #  | Action Step (# each one)  | Assigned to: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Establish incentives that we can offer to parent partners. ( i.e. free classes, reduced fees, refer a friend discount)  |              |                |           |                 |
| 2. | Identify Parent Partners within our Early Childhood Programs to assist with Outreach and expanding our enrollment.  |              |                |           |                 |
| 3. | Parent Partners will recruit friends and acquaintances to join a class.   |              |                |           |                 |
| 4. | District staff will work with Parent Partners to identify group specific, or ethnic specific, community and ISD #624 events and opportunities.                              |              |                |           |                 |
| 5. | Staff will attend identified opportunities with Parent Partners to grow our program.  |              |                |           |                 |
| 6. | Collaborate with neighboring districts to create and provide quality, specific ethnic group EC classes in their home language ( as offered in the St. Paul School District) |              |                |           |                 |

Responsible:

# Action Plan #3: Cost-Benefit Analysis

## Costs 4

## Benefits 5

Rate your costs 1-5 (1= low cost and 5= significant cost)

|  |  |
|--|--|
| <p><b>Tangible:</b></p> <p>Incentive cost: Free classes \$30.00 (1)<br/>         Reduced Fee \$15.00<br/>         Discount \$10.00</p> <p>Staff time to recruit Parent Partners (1)</p> <p>Staff time/cost to attend additional events in the community. (2)</p> <p>Hire additional staff. \$50,000 (5)</p> <p>Materials for ABE class/Supervisor time to create this partnership. (3)</p> <p>Classroom "cost sharing" with other districts. (3)</p> <p><b>Intangible:</b></p> <p>Question of quantity versus Quality<br/>         Overworking the staff<br/>         District Budget restraints<br/>         Figuring out who to partner with</p> | <p><b>Tangible:</b></p> <p>Improved representation of all our families</p> <p>Maintain enrollment in our district</p> <p>Cultural Responsiveness to WBL improved</p> <p>Increase graduation rates by providing a diverse staff that reflects our population.</p> <p><b>Intangible:</b></p> <p>Better relationships between and within WBLAS and the cultural community.<br/>         Families feel valued<br/>         Families feeling ownership in the district<br/>         Positive PR for the WBLAS</p> |
|--|--|

## Early Childhood Programs Case Study

|   |  |  |   |
|---|--|--|---|
| <p>ECFE - Family Education</p>  | <p>Early Childhood Special Education - 3-5 years old<br/>(ECSE)</p>  | <p>Preschool<br/>(SR, SR+, Tamarack)</p>   | <p>Birth - Two (B2)<br/>(ECSE)</p>  |
| <p>Parent and Child Classes<br/>Parent Education<br/>Special Events<br/>Family Literacy<br/>Outreach Programing<br/>Home Visiting<br/><br/>(Birth - 5 yr olds)</p>            | <p>Inclusion &amp; Segregated Classes For 3-5 year olds<br/><br/>Language Classes<br/><br/>Sites at Normandy Park, Birch, and Hugo<br/><br/>Help Me Grow - referrals &amp; outreach</p>  | <p>School Readiness and Community Preschool<br/><br/>(3 - 5 year olds)</p>   | <p>Home visits for students birth-2.11 years old<br/><br/>2 Sections of Young 3's classes at Birch for students with birth date after Sept. 1<br/><br/>Help Me Grow - referrals &amp; outreach<br/><br/>FGRBI used to coach parents and families with infants and toddlers with disabilities or at the risk of delays</p>   |
| <p>Program Focus:<br/><br/>Parent Child engagement<br/><br/>Parent Education<br/>Child Development<br/><br/>Creating Healthy Families who are involved in their community</p> | <p>Program Focus:<br/><br/>Services are provided for children 3-5 years through an IEP that is designed by a team, including the parents/guardians.<br/><br/>High quality inclusion opportunities with same age peers in preschool classrooms<br/><br/>Connect families to community resources<br/><br/>Creative Curriculum Standards<br/><br/>TS Gold<br/><br/>COSF Reporting</p> | <p>Program Focus:<br/><br/>School Readiness Skills:<br/><br/>Social/Emotional Strategies<br/><br/>Creative Curriculum Standards<br/><br/>Teaching Strategies Gold Objectives</p> | <p>Program Focus:<br/><br/>Services are provided through an IFSP that is designed to meet the special developmental needs of an infant or toddler, as well as, the needs of the family.<br/><br/>Program is designed in collaboration with the parent/guardian and works to meet the child and family's unique needs.<br/><br/>Connect families to community resources<br/><br/>TS Gold<br/><br/>COSF Reporting</p> |
| <p>145 students<br/>153 parents<br/>89 Male<br/>79 Female<br/><br/>13% non resident students<br/><br/>217 (4) Special Events<br/>45 Home visits</p>                           | <p>213 total 3-5 year olds students<br/><br/>97 male<br/>42 female</p>   | <p>299 students (10/29)<br/>118 male<br/>104 female<br/><br/>17% non resident students<br/><br/>30 Sections of Preschool</p>   | <p>118 total B-2 students<br/><br/>78 male<br/>27 female</p>  |
| <p>Demographic Data:</p>  | <p>Demographic Data:</p>   | <p>Demographic Data:</p>   | <p>Demographic Data:</p>  |

|   |  |   |  |
|---|--|---|--|
| 8 different languages other than English  | 7 different languages other than English   | 8 different languages other than English  | 4 different languages other than English |
| Sliding Fee Scholarships<br>\$0 - \$19,999 - 28<br>\$20,000 - \$34,999 - 11<br>\$35,000 - \$49,999 - 14<br>\$50,000 - \$74,999 - 17<br>\$75,000 - \$99,999 - 20<br>\$100,000+ - 33<br><br>Total: 123 families | Free or Reduced Lunch<br>%N/A  | Specific eligibility requirements <ul style="list-style-type: none"> <li>• Homeless, Foster Care, income, ELL, Screening</li> <li>• 9 families F/R copays</li> <li>• 49 of scholarships PWI, PWII, SR</li> <li>• 50 SR+ students</li> </ul> | Free or Reduced Lunch<br>%N/A            |
| Employment:<br>- 3 Licensed ECSE teachers<br>- 1 Outreach Facilitator<br>- 8 paras<br>- 2 Cultural Liaisons   | Licensed Employment:<br>1 nurse<br>1.6 Psychologists<br>8.55 Speech Pathologists<br>12.6 ECSE Teachers<br>3.2 OT & PT<br>2 Consults (DCD, ASD) | Employment:<br>15 Prek licensed teachers<br>5 Contracted SR+ paras<br>6 paras   | Employment:<br>See ECSE 3-5 column       |
|   |  |   |  |



## Early Childhood Programming Strengths and Weaknesses

| <u>Strengths</u>  | <u>Weaknesses</u>  |
|---|--|
| <ul style="list-style-type: none"> <li>● Comprehensive programming - addresses all ages and needs of enrollees</li> <li>● Variety of locations: schools, center - based, homes, community partners</li> <li>● Support from Superintendent, local and state government, community, staff, and families</li> <li>● Various Funding streams: sliding fees, scholarships, parent pay,</li> <li>● Family and Parent Ed Curriculum</li> <li>● Collaboration between general education and special education: Specialized and expert staff</li> <li>● Access to specialized services and equipment</li> <li>● Outreach programs: community based and resource referrals</li> <li>● Welcoming Atmosphere where families and children want to participate.</li> <li>● Longevity of staff</li> <li>● Hardworking Parent/Teacher Organization</li> </ul> | <ul style="list-style-type: none"> <li>● Space</li> <li>● Transportation for all children</li> <li>● Budgets: staffing, offerings</li> <li>● Small Parent/Teacher Organization</li> <li>● Awareness of what programs are and what they can do.</li> <li>● Ability to embed in K- 12 initiatives and programs</li> <li>● Inequitability within programs</li> <li>● Diversity in programming</li> <li>● Mental Health supports: Social Worker, Behavior Interventionist</li> <li>● Specialist support</li> <li>● Skyward integration in EC programming</li> <li>● PreK staff on Agreement vs other staff on Master teacher contract</li> </ul> |

## How District Beliefs are Manifested in Early Childhood Programs

Each person has unrealized potential

- All children are ready for kindergarten (experiences not check-off's)
- Differentiate services
- Inclusive programming

Service nurtures both community and self

- Offer opportunities for parents to take leadership roles in Parent/Teacher Association
- Special events give to community based programs (Food Shelf, Tamarack)

Learning Enriches one's quality of life

- Specialty classes for specific age groups (Parent/Child, child-only, Parent only, and age specific)
- Social and emotional development
- Types of programming (Birth - 2, Outreach services)

Everyone has a right to a safe and respectful environment

- Students are greeted upon arrival and departure each day
- Keycard/buzzer system in atrium for safety
- Staff trained in TCIT and proactive positive behavior strategies
- Staff and students practice drills (fire, lock-down, and tornado)

Communities with shared goals have unlimited potential

- Access to community partners (Tamarack, Century College, Food Shelf)
- Hosts community special events
- Community resources recommended (Food Shelf, Clothing Closet, Health services, County)

Each person has innate value

- Programming based on child's development
- Differentiation in lessons
- Variety of activities available during class

Respect for diversity is strength

- Professional development for staff based on equity
- Materials in multiple languages
- Family Literacy - ESL/ABE class offering
- Outlying preschool programming
- Early Childhood Cultural Liaisons
- Full Inclusion programming