



# **Superintendent's Facility Advisory Committee**

Department of Early Childhood: Early  
Childhood Programs

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February 19, 2019

# Our Mission

**Supporting and Empowering Families  
Building the Foundation for Learning and Success**



# Lincoln Public Schools Strategic Plan

## Vision Statement

The overarching vision of Lincoln Public Schools is to prepare ALL students to be college, career, and civic-life ready with a goal of 90% on-time graduation.



## Future Ready Global Citizens

LPS supports students as they explore innovative ideas, evaluate societal issues and demonstrate leadership potential. Students are given opportunities to evaluate multiple answers to important questions and are empowered to examine new ways of thinking. LPS graduates are ready for whatever the future has to offer.



## Support Academic Success for All Students

LPS students find academic success through authentic learning opportunities, rigorous standards and individualized learning. Graduation alone is not the goal, but rather a graduate who attains core competencies, monitors their own progress, and maintains a love for learning.



## Support for Educators

LPS is dedicated to hiring and supporting qualified, passionate and diverse staff. Through the hiring process, teacher induction, mentoring, and enhanced professional development, all students will continue to learn with the support of master teachers.



## Family & Community Partnerships

Lincoln is a community that supports young people and public education. LPS partners with community businesses, organizations, non-profits, and post-secondary institutions to extend learning beyond the classroom walls. Family and community engagement is essential for student success and growth. In LPS, we are committed to listening to and working with parents and community partners.



## Growth Ready Facilities & Infrastructure

Lincoln is a community that values quality school facilities and invests in safe, comfortable, and secure learning environments for students and staff. LPS is committed to accommodating growth, investing in existing facilities, and ensuring the facility investments are efficient and well maintained.



## Support Academic Success for All Students

LPS students find academic success through authentic learning opportunities, rigorous standards and individualized learning. Graduation alone is not the goal, but rather a graduate who attains core competencies, monitors their own progress, and maintains a love for learning.

**Goal:** Assess feasibility to expand access to high quality early childhood program access through additional full-day and part-day program options.

**Action step:** Evaluate current full-day pilot classrooms.

**Action step:** Evaluate space availability for additional classroom sites.

**Action step:** Explore community partnerships to expand program access and locations

## Five Year Plan

### Year 1: 2017-18

- Implement two “pilot” full day classrooms (grant pending)
- Determine family preference for options (e.g., full day vs. part day) and use results for program improvement & planning (collect at time of preschool application)
- Investigate and explore potential for LPS preschool in a community site (community partnership)
- Review and analyze relevant data related to preschool impact (district data, Prosper Lincoln, current research, community resources, i.e. Buffett, UNL, etc.)
- Determine continuation of full-day classrooms and potential permanent increase in full-day options (budget sustainability, staffing, facility, regulations, NDE requirements)
- Implement results of strategic plan initiatives and/or develop long-range plan with specific goals for added numbers of classroom and/or children served

## Five Year Plan

### Year 2: 2018-19

- Review and analyze potential space and need for increased capacity for half-day and full-day options (preschool classrooms)
- Review wait list and trend data, anticipated enrollment
- Develop capacity plan for adding half-day classrooms until full capacity is reached
- Continue to utilize results of community needs assessment (i.e. location, workforce, preschool, daycare)
- Secure community partner for LPS preschool in a community site (Prosper Lincoln, connection to other LPS programs, i.e. Career Academy, Focus Programs, new district sites)
- Investigate potential for LPS EC center w/ potential community agency involvement or full-service community school concept (full-service site w/wrap around care)

## Five Year Plan

### **Year 3: 2019-20**

- Review and analyze potential space and need for increased capacity (preschool classrooms)
- Continue to add half-day classrooms until capacity is reached
- Planning for potential LPS EC center w/ potential community agency involvement (full-service site w/wrap around care)

### **Year 4: 2020-21**

- Review and analyze potential space and need for increased capacity (preschool classrooms)
- Continue to add half-day classrooms until capacity is reached
- Finalize and secure partners for LPS EC center w/ community agency involvement (full-service site w/wrap around care)

### **Year 5: 2021-22**

- Review and analyze potential space and need for increased capacity (preschool classrooms)
- Continue to add half-day classrooms until capacity is reached
- Open LPS EC center w/ community agency involvement (full-service site w/wrap around care)

## Five Year Plan

### Increased Capacity (Years 1-5)

- 20 children per full-day or part-day classroom
- Proposed:
  - Year 1 = 40 children (with NDE Expansion Grant Funding for 1 classroom of 20 children, plus district funded additional classroom of 20 children)
  - Year 2 = 20 children (District funded additional classroom)
  - Year 3 = Unknown
  - Year 4 = Unknown
  - Year 5 = Unknown



## Preschool Expansion

- ❖ Space for early childhood classrooms is a challenge
  - When an elementary school no longer has room for preschool due to increased K-5 enrollment, this increases the waitlist at other nearby sites
- ❖ Currently, there are five existing sites (Elliott, Cavett, Humann, Maxey and Prescott) which have potential space for one additional session
- ❖ There is also potential for adding additional sections at other locations (Morley, Humann and Roper) as space is available

# Preschool Space

May 2019

- Unknown

May 2018

- Moved 2 classrooms from West Lincoln to Belmont & Fredstrom

May 2017

- Moved 1 classroom from Wysong to Kloefkorn

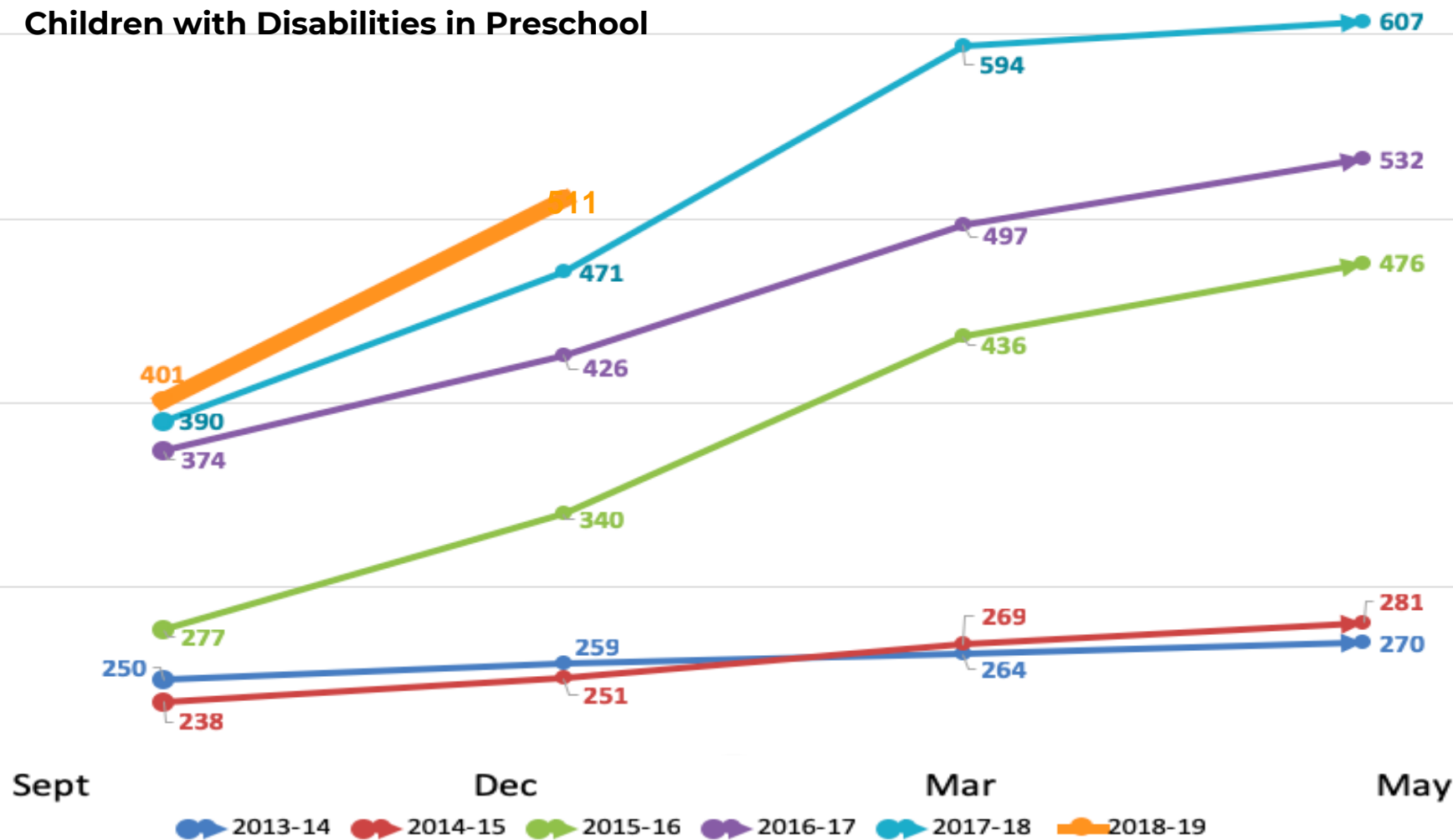
May 2016

- Moved 1 classroom from Morley to Pyrtle

## Preschool Program

- ❖ When 40% or more of the children in a classroom are children with disabilities, meeting the needs of those children, as well as the children without disabilities, results in many challenges for classroom staff
  - At the K-12 level, the percentage of children with disabilities is 15.3%
  - In the preschool program, of the total number of children currently enrolled, 42% have disabilities

## Children with Disabilities in Preschool



Federal (IDEA) and state regulations (NDE Rules 52,51) require:

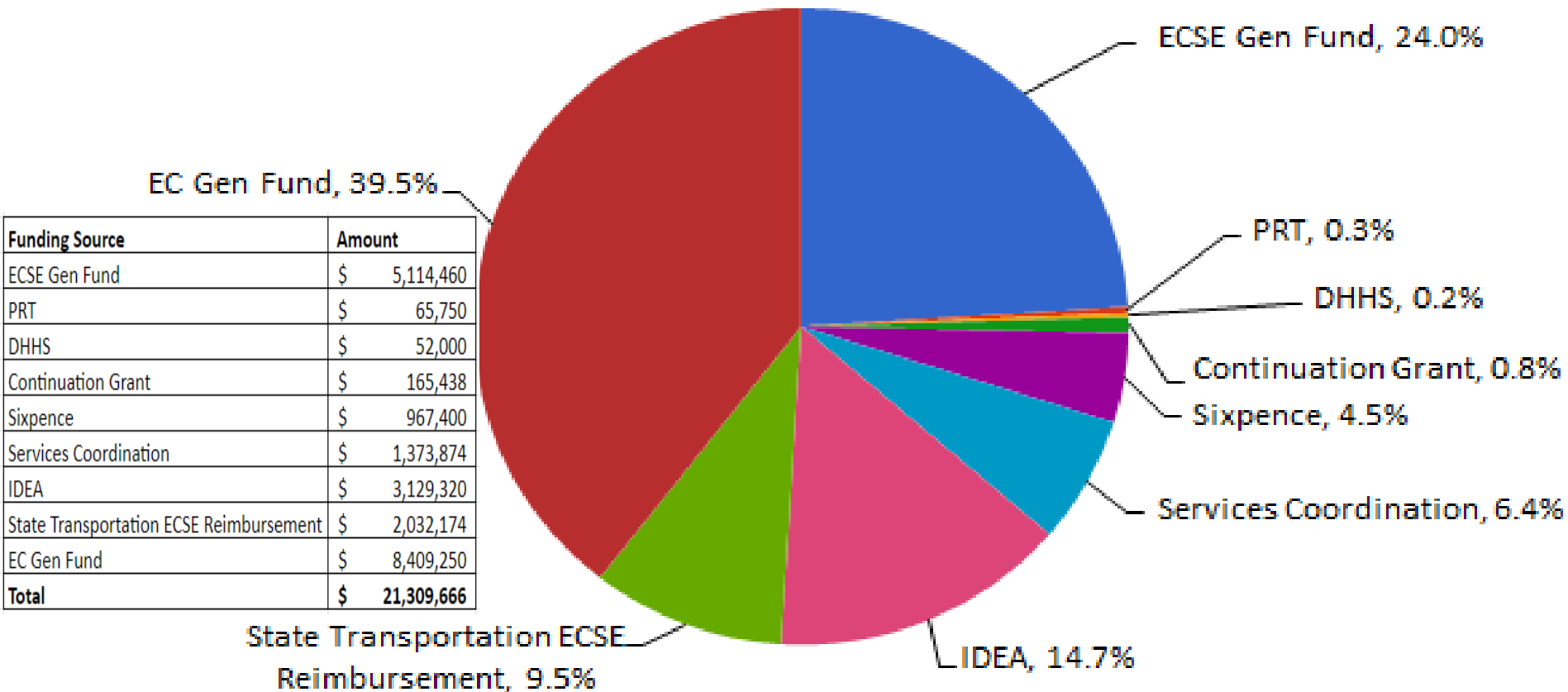
School districts to identify, locate, evaluate and serve children who are verified with a disability;

Provide services in the least restrictive environment; with the inclusion of children with disabilities in preschool; with access to a regular early childhood setting for children with disabilities.

“Regular early childhood setting” is defined as a setting with at least 50% of the group being those without disabilities and a setting the child would attend without a disability

Transitions from Part C to Part B at age 3

## 2018-19 Early Childhood Funding Sources & Budget



# Mobility in Preschool

2017-2018 School Year (1,263 preschoolers):

Adds = 299

Drops = 90

Transfers = 59\*

2018-2019 School Year as of 2/14/19 (1,180 preschoolers):

Adds = 262

Drops = 121

Transfers = 64\*

\*Many variables impacting mobility