



Superintendent's Facility Advisory Committee

Department of Early Childhood: Early
Childhood Programs

Cara Lucas-Richt, Director of Early Childhood
March 19, 2019

Our Mission

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

Facilities

- Savings vs. additional costs for a stand alone facility vs. additional classroom in buildings
- Costs to add 3-4 stand alone centers
- List of sites where it is not possible to “add on” to the building for additional space for EC

Why is Expansion Needed?

There is an increased demand for enrollment in LPS preschool

- The wait list was 500+ on the first day of school and continues to grow throughout the year
- The number of children with disabilities continues to increase

“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.

Why is Expansion Needed?

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.

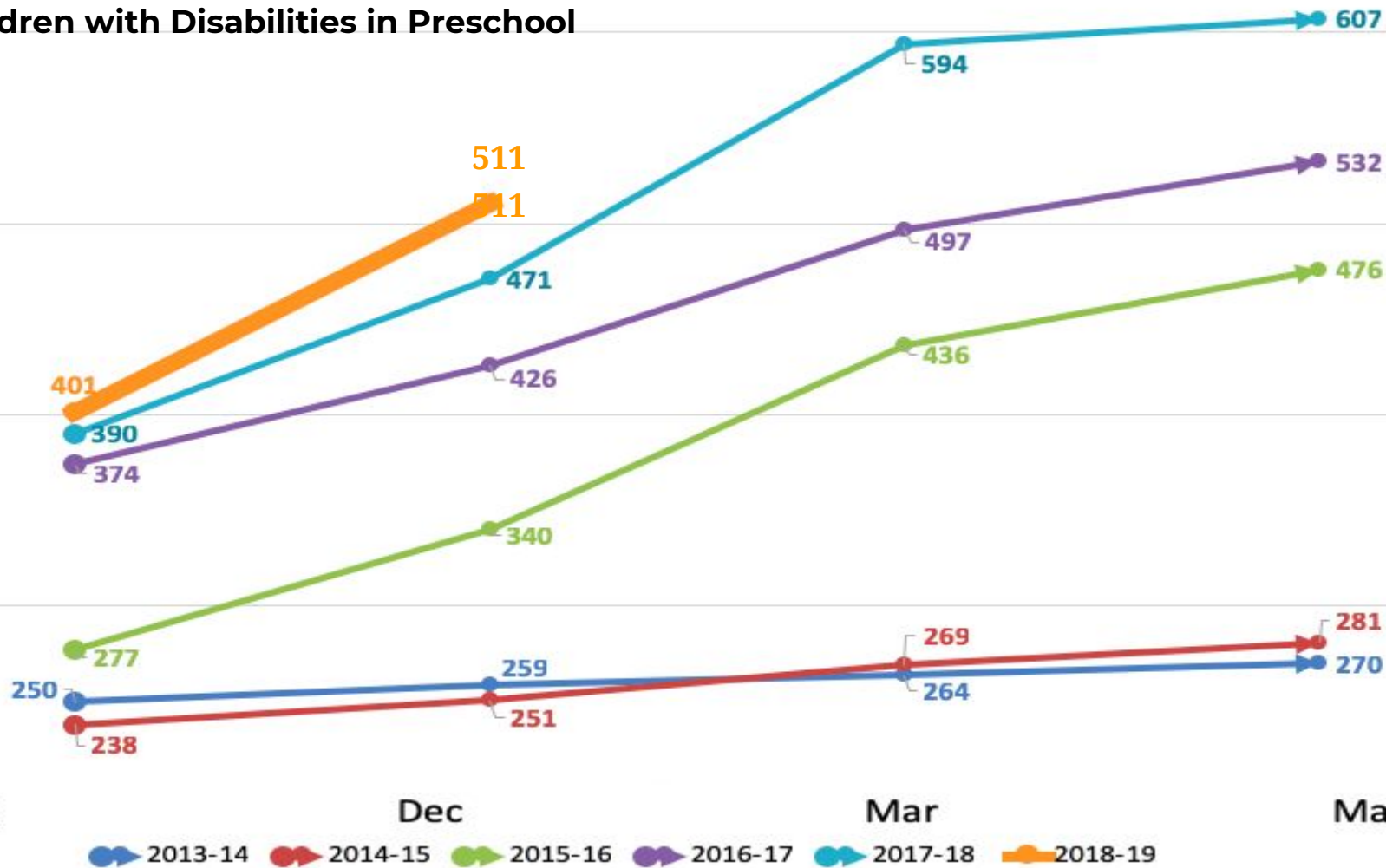
“Regular early childhood setting” is defined as a setting with at least 50% of the group being those without disabilities and a setting the child would attend without a disability.

Transitions from Part C to Part B at age 3 - children with disabilities are placed in LPS preschool classrooms throughout the year

Why is Expansion Needed?

- ❖ 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



Addressing Special Education Increases

Increased Staffing of Early Childhood Special Education Staffing, since 2015-16

- Early Childhood Special Education Teachers
- Early Childhood Speech Language Pathologists

Restructure of Early Childhood Paraeducators

- All EC para positions are Para IV positions
- Consistent staffing allocations for every classroom
 - Number and hours

Increase in the number of classrooms

**APPENDIX A:
2018-2019 SALARY SCHEDULE**

Step	BA	BA+18	BA+36	MA	MA+18	MA+36	Ph.D
1	45,156	46,461	47,244	47,244	48,288	49,593	51,681
2	45,656	46,961	47,744	47,744	48,788	50,093	52,181
3	46,156	47,461	48,244	48,244	49,288	50,593	52,681
4	46,656	47,961	48,744	48,744	49,788	51,093	53,181
5	47,156	48,461	49,244	49,244	50,288	51,593	53,681
6	47,656	48,961	49,744	49,744	50,788	52,093	54,181
7	48,156	49,461	50,244	50,244	51,288	52,593	54,681
8	48,656	49,961	50,744	50,744	51,788	53,093	55,181
9	49,156	50,461	51,244	51,244	52,288	53,593	55,681
10	49,656	50,961	51,744	51,744	52,788	54,093	56,181
11	50,146	51,451	52,234	52,234	53,278	54,583	56,671
12	50,671	51,976	52,759	52,759	53,803	55,108	57,196
13	51,221	52,526	53,309	53,309	54,353	55,658	57,746
14	51,771	53,076	53,859	53,859	54,903	56,208	58,296
15	52,365	53,671	54,442	54,442	55,519	56,825	58,912

Staff Qualifications

Family Educators

- Bachelor's Degree = 66%
- Master's Degree = 34%

ECSE Teachers

- Bachelor's Degree = 50%
- Master's Degree = 50%

Early Childhood Speech and Language Pathologists

- Master's Degree = 100%

Preschool Space

May 2019

- Relocating 2 classrooms from Lakeview to Roper

May 2018

- Relocated 2 classrooms from West Lincoln to Belmont & Fredstrom

May 2017

- Relocated 1 classroom from Wysong to Kloefkorn

May 2016

- Relocated 1 classroom from Morley to Pyrtle



LOCATION

The Early Learning Center is located in the former Engleman Elementary School building on Capital Avenue. Classrooms and student areas are located on the first floor of the building and in the modular in back of the school. Offices are located on the second floor of the building.

STUDENT POPULATION

- Approximately 390 students in 13 classrooms (11 at ELC and 2 at Lincoln Elementary)
- Average Class Size: Approximately 15 per morning class and 15 per afternoon class

Norfolk Public Schools



Little Panthers Preschool @... · 2/28/19 ✓

Want to see the awesome things that will happen at our new facility in August 2019? Our student applications are rolling so give us a call today! [#npspanthers](#) [#pawsitivepanthers](#)



Full-Day vs. Half-Day Analysis

Participants:

- 38 kindergarten students who attended half-day preschool in 2017-18
- 39 kindergarten students who attended full-day preschool in 2017-18

Data Available

- First semester report card data for 22 of the half-day preschool and 27 of full-day preschool students

Results

- First semester reading fluency and math numeracy report card data
- No conclusive academic advantage for full-day over half-day preschool

Markers of High Quality



Our Vision: All young Nebraska children are secure, healthy, and successful.

NAEYC Early Learning Program Accreditation Standards and Assessment Items



NAEYC Accreditation of Early Learning Programs
NAEYC.org/academy

NAEYC Early Learning Program Standards

5 QUESTIONS to Ask When Visiting an Early Learning Center



How do teachers guide and, when needed, redirect children's behavior?

- Is it clear how children are expected to behave?
- Do teachers appreciate children's positive behavior?
- Do teachers step in early when they see a child beginning to struggle?
- Do teachers guide and redirect children when they struggle?
- Do teachers help children solve their problems?

3

4

2

How are teachers and children getting along?

- Do children treat each other with respect?
- Do teachers encourage children to work and play together in a positive way?
- Do teachers and children appear to enjoy each other?
- Do teachers treat all children with kindness, respect, and warmth?
- Do teachers speak to one another in respectful ways?



How do teachers talk with children?

- Do teachers talk with children while they're playing?
- Do teachers show caring by making comments specific to what a child did or said?
- Do teachers ask children questions about what they're doing or saying?
- Do teachers ask open-ended questions that encourage children to think in different ways?
- Do teachers give feedback focusing on children's efforts or strategies rather than consisting simply of general comments about what the child did (e.g., "good job") or praise for the child's intelligence (e.g., "you're very smart")?

1

What's happening in the classroom?

- Are children engaged and enjoying what they're doing?
- Are activities available that would interest your child?
- Do children have any choice about what they do during the day?
- Are the routines flexible so they meet the needs of individual children?
- Does the classroom environment accommodate your child's special needs?



5

How do teachers communicate with parents?

- Are families encouraged and welcome to visit?
- Do teachers talk with parents in a respectful manner?
- Do teachers have a way of communicating with parents about what the child did each day and whether they have any concerns?
- Are there events that include children's families, and are families regularly informed about them?
- Does this program help children transition to their next school placement?



Factors Considered for Applications

Multiple factors are considered to determine a child/family's level of need

- Child's age
- Homeless, migrant
- Family income
- Prematurity
- Low-birth weight
- Chronic health conditions
- Primary language other than English
- Family circumstances