

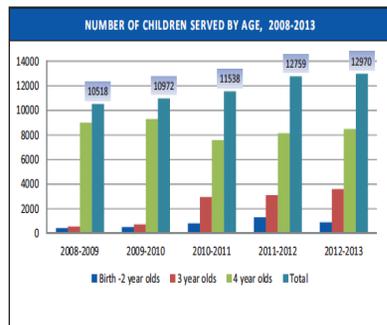
Nebraska's Performance Framework for Principals: (3) Instructional Leadership, (4) Culture for Learning, and (7) Developing Relationships

PROJECT OVERVIEW

In the White House paper entitled, *Knowledge and Skills for the Jobs of the Future* (2013), it stated that the expanding access to high quality early childhood education is among the smartest investments that the government can make. Furthermore, it indicated that research has shown that the early years in a child's life represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life.

And although some studies show that children's performance tend to converge as they progress through their K-12 schooling careers, children who attended quality preschool programs appear to produce wide range of positive behavioral, health, and educational outcomes that persist into adulthood.

The Nebraska Department of Education Early Childhood Department's 2012-2013 report showed that the purpose of ECE Program is to provide high quality early childhood education experiences that assist children to reach their full potential and increase the likelihood of their latest success in school. The graph below showed the number of children served by age from 2008-2013:



REFERENCES

1. Knowledge and Skills for Jobs of the Future (White House Paper, 2013) <http://www.whitehouse.gov/issues/education/early-childhood>
2. Early Childhood Education in Nebraska Public School Districts and Educational Service Unit, Report 2012-2013 http://www.education.ne.gov/oc/eceg_reports.html
3. Foundation for Childhood Development Position Paper 2013, <http://fcd-us.org/>
4. <http://www.worldbank.org/en/topic/earlychildhooddevelopment>

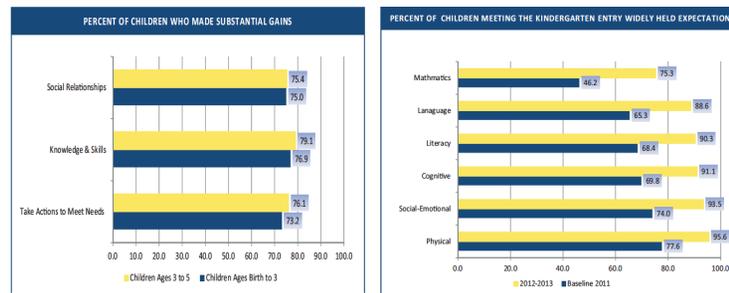


REVIEW OF LITERATURE

A recent study by the Foundation of for Child Development in 2013 showed that large-scale public preschool can have substantial impacts on children's early learning. Additionally, it listed the positive short-term and long-term impacts of preschool programs on children's academic school readiness and mixed impacts on children's socio-emotional readiness. These are:

- effects on language, literacy, and mathematics
- effects on socio-emotional development
- effects on health

Additionally, World Bank study on the benefits of Early Childhood Programs presented that well-conceived programs demonstrate children tending to be more successful in later school, are more competent socially and emotionally, and show better verbal, intellectual and physical development than their peers. Also, the report stated that high percentages of children across programs are demonstrating substantial gains in each of the functional outcomes. The next two graphs show the substantial gains made by children who attended quality preschool programs within the State of Nebraska:



ACTION PLAN

- **Information session** for staff and administrator about EC program. The key concepts that would be presented are:

Goals for children: Building self-confidence through social interactions, learning how to problem solve and become independent thinkers by teaching pre-academic skills through play-based instruction.

Application Process: Children have to be at the age of 3 by July 31st. Bring application form as well as a copy of the child's certified birth certificate, immunization records and income verification from the past year to your neighborhood school or the school's district office. Can start accepting applications March 1st.

Structure of the Program: Center-based Program or Home-based Program

Center-Based – children attend school-based programs Monday-Friday, with groups of up to 18 children/class. The class could be composed of children with special needs, typically developing children, and children with different cultural background.

Home-Based – weekly home visits, focused around parent-child interactions with support of the teacher.

- **Interest** from the community for an EC Program and need.
Send flyers and set up information booths in different schools during parent-teacher conferences or any school functions.
- **District Level** - Questions to consider:
Where are the low-income areas? Which schools have space for a classroom-based program? Where would the district get the funding? How much of the budget would the district allot for program? Which community organizations could the district partner with?

TIMELINES

February-March

- Administration and Staff information session
- Administrators budgeting (staffing points)
- At this time, administrators and staff concerned would be attending a series of information sessions to be fully informed of the goals and plans of the district with its Early Childhood programs.
- March 1st – applications are being accepted

May-August

- Reaching out to families
- Enrollment
- Processing applications to the program

3-year Plan

- District Planning
 - First year: Budgeting (classroom materials, teacher salaries, teacher support, transportation, food)
 - Second year: Advertise for teaching positions, curriculum, surveying sites
 - Third year: open sites, implement program

RESPONSIBILITIES

Administrators

- have enough room in the building
- families' needs
- what community resources are available in the neighborhood

Staff

- 1 certified teacher, 1 paraprofessional
- qualified based on the NDE Teacher qualification

District

- budget (average to start a classroom is \$85,000-\$100,000)
*Examples: Meals for children (\$1100) & adults (\$1600), Furniture (\$5,000), classroom supplies (\$2,600), mileage for 5 homes visits (\$1100).
- offer classes/training for teachers and principals
- set the curriculum
- enrolment process

RESOURCES

1. Preschool Child Outcomes (LPS)
The Early Childhood Curriculum that incorporates key experiences in the High Scope Framework. It begins where the child's at and builds on their interests.
2. GOLD (Teaching Strategies Objectives for Development and Learning by: Heroman, Burts, Berke, and Bickart, 2010)
Formal assessment system for children through Kindergarten that is taken three times during the school year (checkpoints).
3. ECERS (All About the ECERS-R by: Cryer, Harms, and Riley, 2003)
Early Childhood Environment Rating Scale is designed to assess group programs for ages 2-5 year olds.
4. High Scope
Framework strategy of adult scaffolding- supporting children at their current development level and helping them build on it.