

Preparing 4-year-old Children for Kindergarten

- At capacity, SPSS serves over 1,430 students the year before Kindergarten in 85 Classrooms.
- There are approximately 500 students on a "wait list" who may not be served in Pre-K classrooms this year.
- Priority is given to children who are English language learners (ELL), eligible for free or reduced meals and/or receive Special Education services.
- A free Early Childhood Screening is required, including vision and hearing, immunization, height and weight, developmental, speech and mental health.
- Funding is provided by the 2012 District Referendum, Pathway II Scholarships, School Readiness, Title I, and Voluntary Pre-Kindergarten funding.



Parents report:

"My child has developed a love of learning and continues projects at home. She counts things, names colors and relates things to stories she's read."

"The program has made a difference in my child's life and mine. My child is learning to play with other children and he has a love and a passion for writing now that he didn't have before."

"Kindergarten would have been a challenging experience for my child without this opportunity to attend Pre-Kindergarten and learn so many skills."

"I know my child would not have come as far as he has in school. I don't think we could be able to afford or even be able to find the kind of classroom experience we received, nor would we be able to provide transportation for our child."

2021-2022 PROGRAM FACTS

ENROLLMENT

- 1,371 children served in full day programming
- 32 Pre-K, 5 Montessori Schools
- 58 Pre-K, 27 Montessori Classrooms

DEMOGRAPHICS

Hispanic American	14%
Asian American	29%
African American	26%
Caucasian, Non-Hispanic	21%
2 or more races	10%
Special Education	17%
Free and Reduced Meals	63%
English Language Learners	46%



Saint Paul
PUBLIC SCHOOLS

Core Elements

- Highly qualified staff; teachers hold a Minnesota Birth to Third Grade or Early Childhood teaching license.
- Principals as instructional leaders with support from the district's Office of Early Learning.
- Standards-based curriculum and Early Childhood Workshop instructional framework align with the district's K-5 model and address academic and social-emotional needs of children, ensuring children will experience a seamless transition to Kindergarten.
- Standards-based assessments to monitor progress of students, environment and teaching quality.
- Positive Behavioral Interventions and Supports (PBIS) Specialist assists teachers and families with strategies for preventing and addressing challenging behavior.
- Extensive professional development to support quality instruction.
- Sustained on-the-job coaching for teachers by Early Learning Coaches.
- Licensed Partnerships Coordinators hold family educational workshops on early literacy, math, positive behavior support, transition to Pre-K and Kindergarten, and support learning at home.

Outcomes

- Children and families begin their formal school education with a smooth transition.
 - Families have an understanding of the school system.
 - Approximately 79% of students are proficient in Personal and Social Emotional Development as defined by the Work Sampling System.
 - Students can negotiate school routines (lunchroom, bathroom, walking in the hall, group time and independent work time, etc.).
 - Students experience common academic routines, language, and instructional strategies in Pre-K and Kindergarten.

Academic Highlights

