

## High level strategy for Beaverton early childhood planning

As the second largest school district in the state, Beaverton can strategically and methodically build an early childhood education system that can reach 100% of title-1 schools in three years, and (provided support and funds are available) 100% of district elementary schools in six years. (Bringing five schools per year online in the first three years, and six schools per year in the third through sixth years.)

Beaverton's early childhood program should extend beyond the school building bringing in a variety of partners from other parts of the early learning system and the health sector, allowing the district to support families and address the social determinants of health that correlate to strong long-term learning outcomes for children.

Below is a very-high level look at how Beaverton can approach building this program out in a way that is inclusive of partners and thoughtful from the start, building will over time to prioritize funds toward the early years of the P-20 spectrum, when most brain development and learning habits occur. The plan below highlights activities that would take place in the remainder of the 2016-2017 school year, and continue through the 2017-2018 school year, culminating in launch of preschool programming in fall 2018.

### **Community assessment/inventory:**

#### *Initial assessment:*

In order to ensure thoughtful implementation of its early learning program, Beaverton needs to conduct a comprehensive needs assessment and inventory of community assets. The goal of the assessment/inventory is to:

- Map community resources (district resources, and potential partner resources.)
- Understand readiness within the district.
- Develop a baseline to measure change over time.
- Avoid a mismatch between what we develop and what our true needs are.
- Build buy in for what we will build.

High level questions the assessment will address:

- Who is in the community (and what is the community? Entire district or specific catchment areas?)
- How are children doing in terms of school readiness and success? What are key concerns that need to be addressed?
- How are children doing in terms of family stability, social emotional, and physical health?
- What early childhood resources exist in the community?
- How connected is our school district to those resources?
- What kind of learning and developmental supports do children in our area need at home and in their community to be ready for school?
- What is the level of family engagement in our schools? How can it be strengthened?