

Early Learning and Title I:

Leading the Path to ESSA

Presented by

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Early Learning and ESSA

The new Every Student Succeeds Act (ESSA) puts a greater focus on supporting children in their earliest years. It includes:

- Allowing title I funds to be used for early learning programs
- Allowing Title II to be used to train Pre-k teachers
- A preschool development grant program aimed at ensuring a smooth preschool-to-kindergarten transition for children.

“The beginning of something is always important, especially when it is young and needs time to grow.” -

Plato



Brevard County

Getting Started

We already knew...

Title I Program Priorities for Brevard

- Increase student achievement
- Provide professional development for teachers
- Increase family engagement
- Provide early childhood programs for at-risk students



Getting Started

So we asked this question...

How can the district use Title I to support voluntary prekindergarten?

We decided that the district could use Title I to support the program because:

- Preschool is not part of the FAPE (free, appropriate public education) program in Florida
- Step FOURward is an off-the-top district Title I initiative
- Step FOURward is a specifically targeted, need-based program for higher poverty schools



*Our Mission is to Serve Every Student
with Excellence as the Standard*



Funding Sources

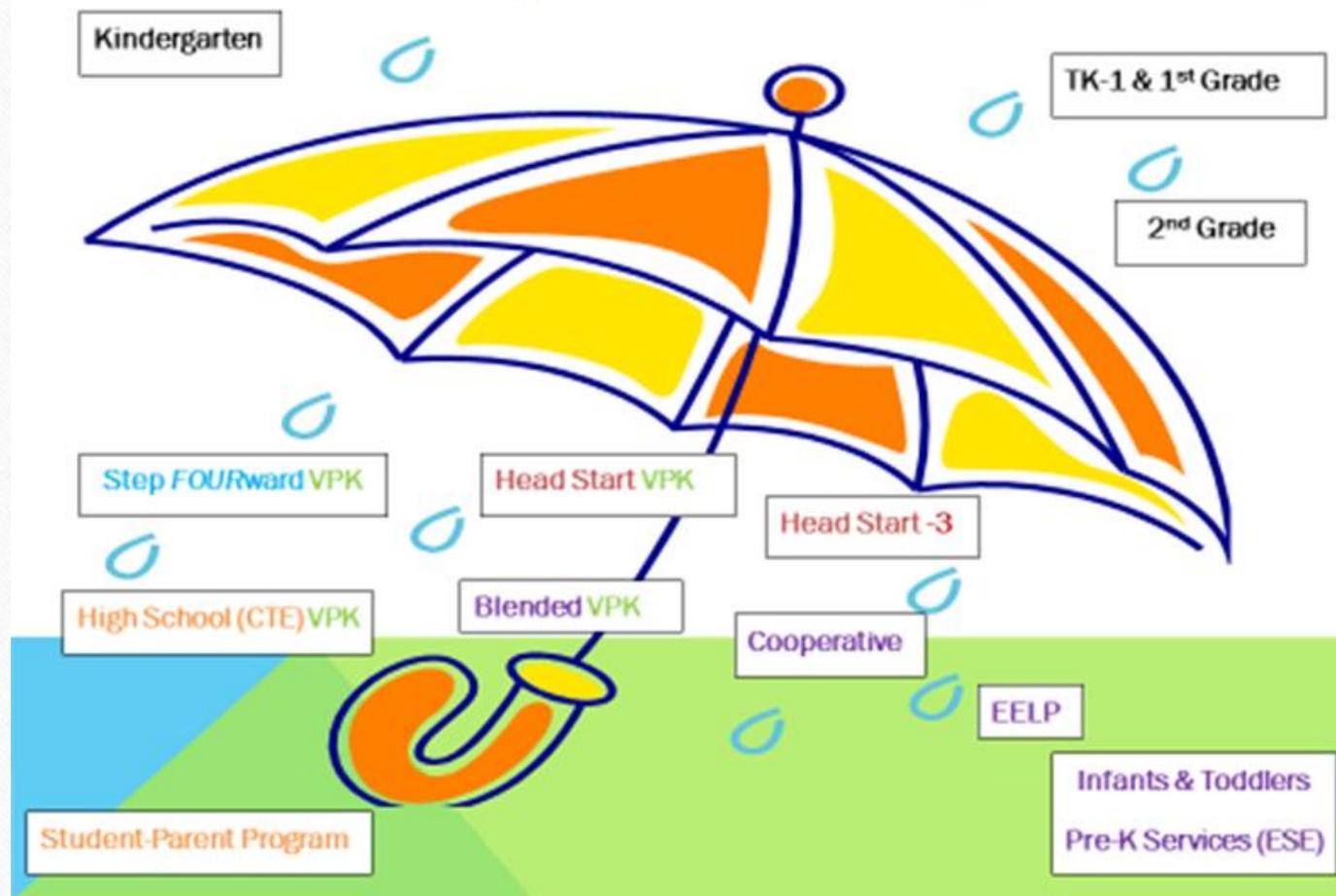
BPS Voluntary Pre-K Programs

We use a combination of District, State and Federal funding;

- Title I
- Florida VPK
- ESE
- Head Start
- Career/Technical Education



BPS Early Childhood Programs



Program Overview

Brevard's Prekindergarten Programs

Step FOURward/ VPK	Blended VPK	Head Start VPK	Early Childhood VPK – High School	Summer VPK
<ul style="list-style-type: none"> <input type="checkbox"/> Title I school attendance <input type="checkbox"/> Inclusion and Cooperative classrooms <input type="checkbox"/> 14 schools 22 classes <input type="checkbox"/> Needs-based application process 	<ul style="list-style-type: none"> <input type="checkbox"/> 10 VPK and 8 ESE students per class <input type="checkbox"/> 11 schools 12 classes 	<ul style="list-style-type: none"> <input type="checkbox"/> Family must qualify based on federal poverty guidelines <input type="checkbox"/> 11 schools 19 classes 	<ul style="list-style-type: none"> <input type="checkbox"/> Model demonstration classrooms <input type="checkbox"/> 4 days a week <input type="checkbox"/> 5 schools 5 classes 	<ul style="list-style-type: none"> <input type="checkbox"/> Offered and provided based on enrollment

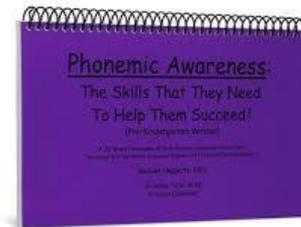
Teachers are required to have at least a Bachelor's Degree and a Florida Teaching Certificate in a field of Early Childhood. Our Instructional Assistants must have an AA or pass the Para-Pro exam.

Curriculum

Begin with the Standards and then...



- Creative Curriculum for Preschool
- Second Step
- Numbers Plus
- Phonemic Awareness: The Skills That They Need To Help Them Succeed! (PreK)





Building the capacity of our teachers

Growing Teacher Leaders

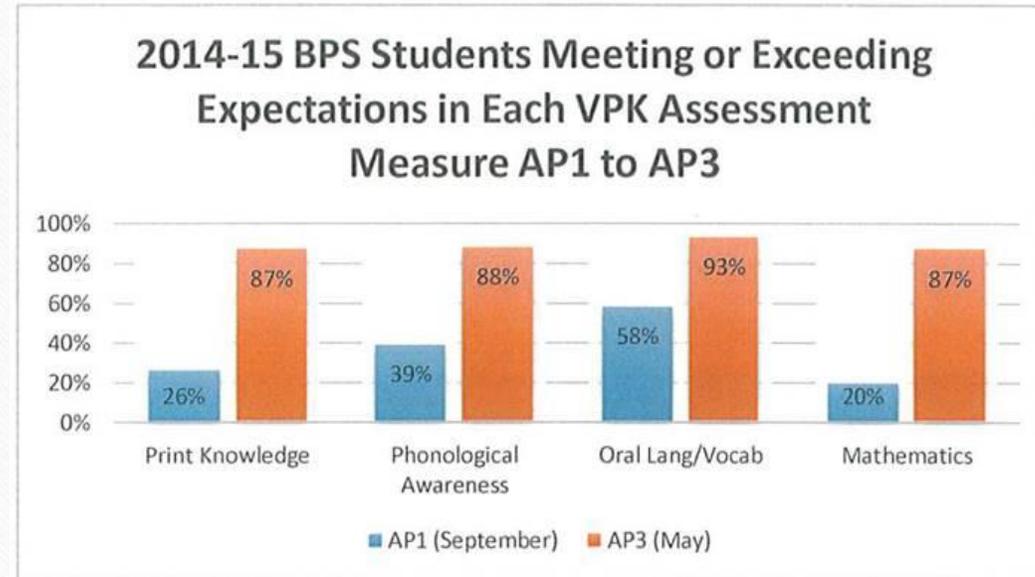
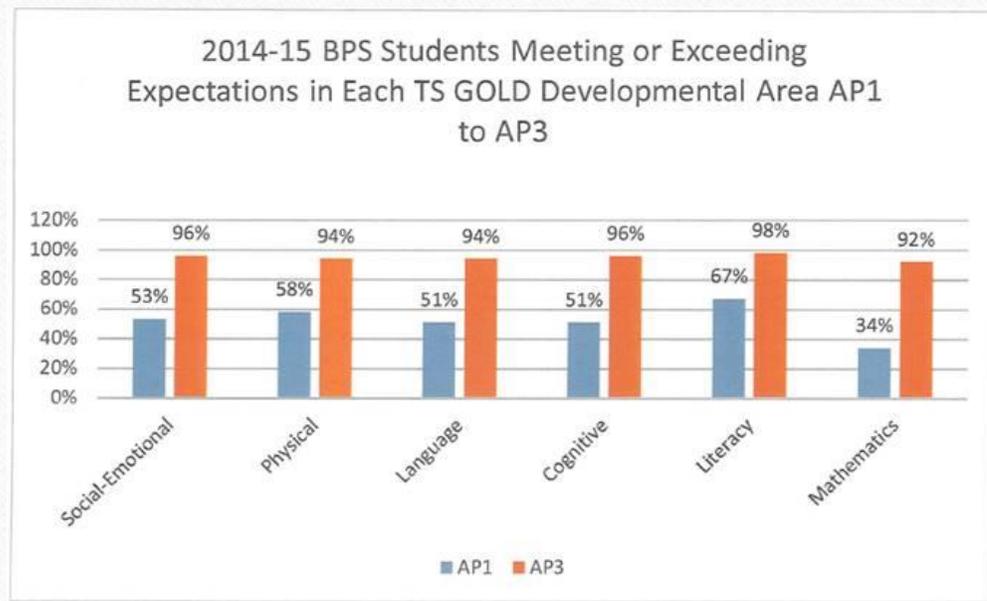
1. Quality Early Childhood Professional Development
2. District Evaluation System Rubrics
3. Quality Program Guide
4. Summer Teacher Leadership Teams

Outcomes

Strengthened Kindergarten Readiness



For children and



critical milestones

Things we have learned along the way
Remember WHY we are here – *the children...our future*

The importance of establishing and nurturing relationships between our programs, local early care providers, the Early Learning Coalition and other agencies that support Brevard's families.

**Eastern
Florida
State College**

Kindergarten
Transition
Meetings

Parenting in Today's World

Early Learning Florida

CLASS/MMCI
TRAININGS

**Meeting with
Private
Providers to
discuss
Programs and
Assessments**



Future Plans

Cultivating Strong Relationships

- School administrators and teachers are being encouraged to reach out to local prekindergarten providers as partners in the preschool to 3rd grade continuum
- Transitioning area meetings into Communities of Practice to build the capacity of practitioners
- Focus on a district-wide social-emotional program; to spend more time *building* nurturing relationships and *strengthening* self-regulation skills in students

Manatee County

Program Overview

The Nuts and Bolts

- 19 integrated VPK, Title I and ESE classrooms at 11 Title I schools
- Serving 320 Students
- 20 per classroom (state required ratios)
- Seamless day 8:30-2:50
- No bussing
- Certified Teachers





Program Overview

Goals

- Build a strong foundation for our early learners
- Build a strong foundation for our early learning teachers
- Build a strong foundation for families of our early learners
- Build a strong foundation for early learning in our community





Program Overview

Philosophy

- We believe that all children are intelligent, creative and resourceful and that they communicate their individual gifts in many different “languages” including the arts, literacy, math, science, social/emotional, and physical languages.
- We respect all families as essential collaborators who contribute distinct experiences and knowledge we value as an integral part of our early learning program.
- We create learning communities of children, families, and educators whose work depends upon listening and responding to each other’s needs.
- We expect and intentionally provide opportunities for children to take the initiative in their own learning as they make sense of the world.



Getting Started

- Collaborating with the ELC, Headstart, Migrant ECMPH and across district departments
- Facilities
- Furniture
- Curricular Materials
- Supplemental Materials
 - Footsteps to Brilliance (electronic books and related activities accessible by cell phone)



Funding Sources

- VPK
- Title I
- ESE



Curriculum

- High Scope
- Science-based, integrated units
 - Nature
 - Water
 - Buildings and Structures
 - Light and Shadows
- Inquiry-driven instructional approach



Building the capacity of our teachers

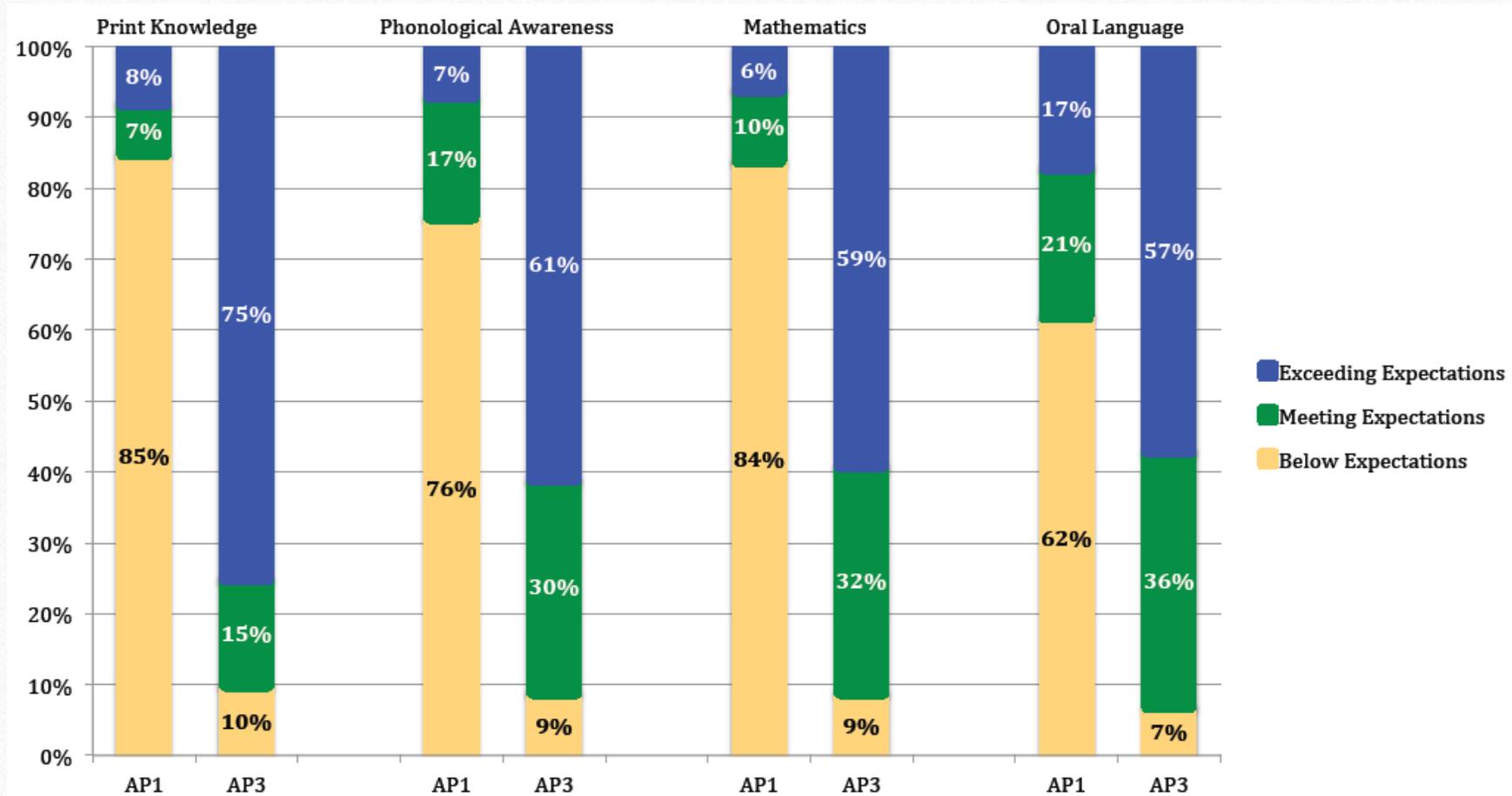
- Long term professional development plan
- Focused on instruction and curriculum implementation
- Professional learning facilitated through a combination of whole group, small group, and individual coaching opportunities
 - Professional Learning Wednesdays
 - Title I focused PD days-sub provided
 - Individual classroom support



Early Learning Team Pre-Kindergarten Program
Self-Reflection, Goal Setting and Implementation Tool of PreK Curriculum

PRACTICE	PHASE I	PHASE II	PHASE III	PHASE IV
<p>Reader's Workshop</p>	<ul style="list-style-type: none"> Activities are planned and delivered by focusing on a letter of the week. Teachers provide worksheets for students to "practice" learning. 	<ul style="list-style-type: none"> Some of the components of the architecture of the mini lesson are observed (e.g. <i>teach/ modeled "I do" portion</i>). Mini lessons are planned and delivered by focusing on discreet skills and referring to <i>Phonics Lesson</i> instructional resource. Teachers reference PreK assessment data and documentation to plan some related lessons. Teachers provide hands on materials for students to practice skills throughout the day. Teacher and paraprofessionals are observed pulling small groups to teach specific skills while students are engaged in activities. Teacher and paraprofessional collect documentation. 	<ul style="list-style-type: none"> Most of the components of the architecture of the mini lesson are observed (e.g. <i>teach/ modeled "I do" and active involvement/ "We do" portion</i>). Mini lessons are provided using curriculum map to teach phonics, concepts about print and "reading" skills and strategies. Teacher uses <i>Phonics Lessons</i>, current research, documentation and data to drive instruction. Teachers provide think sheets (e.g. <i>blank templates</i>) for students to practice with hands on materials (e.g. <i>magnetic letters</i>). Teacher and paraprofessionals are observed meeting with small groups while students are "reading" books in their independent reading spots. Teachers and paraprofessionals collect documentation based on identified standards on the curriculum map. Anchor charts and documentation are displayed to support independent practice. 	<ul style="list-style-type: none"> All components of the architecture of the mini lesson is observed (e.g. <i>connection, teach, active involvement, and link</i>). Inquiry and demonstration type mini lessons are provided using unit overview to teach phonics, concepts about print and "reading" skills and strategies. The <i>Gradual Release of Responsibility</i> is observed throughout the planned mini lesson. Teachers use <i>Phonics Lesson</i> instructional resource, unit overview mini lesson suggestions, current research, documentation, data and learning progressions to drive instruction. Teachers model how to use think sheets and hands on materials and then provide independent and collaborative time for students to practice on their own. Teacher and paraprofessionals are observed meeting with small groups, conferring one-on-one with students and collecting a variety of documentation based on expected outcomes and/or learning progressions from curriculum map. Students have independent reading time with just right books to practice "reading", concepts about print and word recognition skills and strategies that they were taught in previous mini lessons. Anchor charts and documentation are displayed with student photos, dialogue and student work to show case project "stories" and to reflect on learning.
<p><u>Professional Learning, 2014-2015:</u></p> <p><u>Standards Institute:</u> July 15-16, 2014 October 15-16, 2014</p> <p><u>Documentation Assessment Practices</u> October 28, 2014 June 17-18, 2015 [Title I]</p> <p><u>Reader's Workshop:</u> March PLW, 2014</p> <p><u>Project Work:</u> March 18, 2015</p> <p><u>Reader's Workshop:</u> April 18, 2015 [Title I]</p> <p><u>Summer Institute:</u> June 10-11, 2015 August 5-6, 2015</p>				

Outcomes



Title I data for 2014-2015

Things we have learned along the way

- Differentiated professional development
- Relationships and collaboration with community organizations
- Support and value by district leadership
- Vertical articulation
 - The importance of blending “academics” and “playing to learn”.



Future Plans

- No plans for more Title I Pre-K classrooms. (funding contingent)
- Continuous improvement will include:
 - Long term plan for Professional Development
 - Heightened focus on SEL (Social, Emotional Learning)
 - Improving Parent engagement

Questions and Answers

Seminole County

Getting Started

It is a core belief of the Superintendent and School Board that early learning begins at birth and we must let parents know that we care about their children from birth.



Great Start is designed to provide as many early learning opportunities as possible for our families..... especially our at-promise families.



Did you know that.....

- 80-85% of the core brain structure is formed by the age of 3?
- In the first five years, the brain makes 700 neural connections per second?

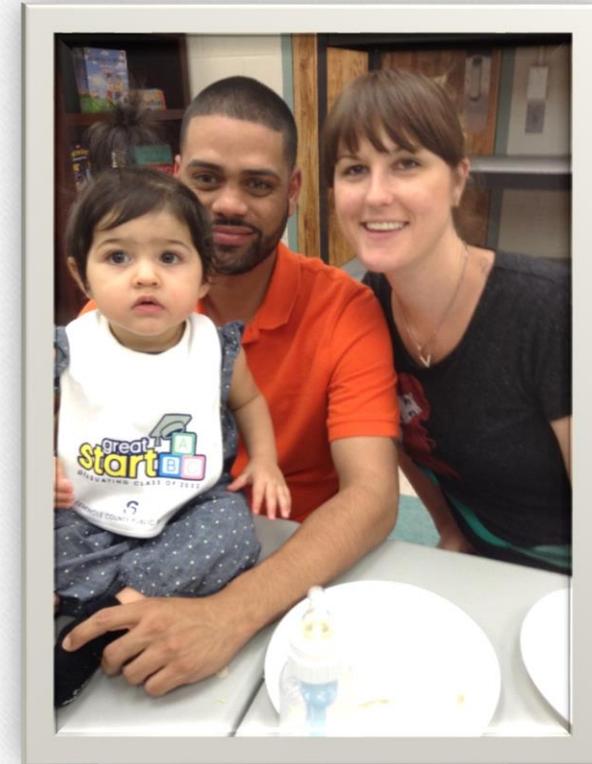


Young children need stimulation in order to form these connections in the brain.

SCPS knows that the greatest opportunity to get to our families is when a child is born. Because of our Superintendent's and Board's core beliefs in early learning, each family receives a hospital bag upon the birth of their child.



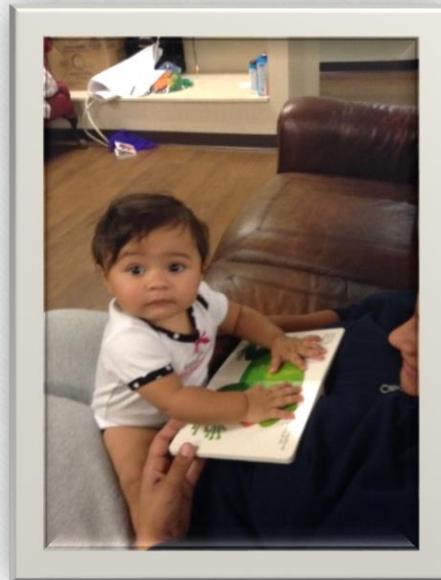
- There are approximately 4500 babies born each year with a Seminole County address.
- Great Start staffs a full-time social worker who provides follow up care and support to all families, and five additional staff members who provide training and support for families.

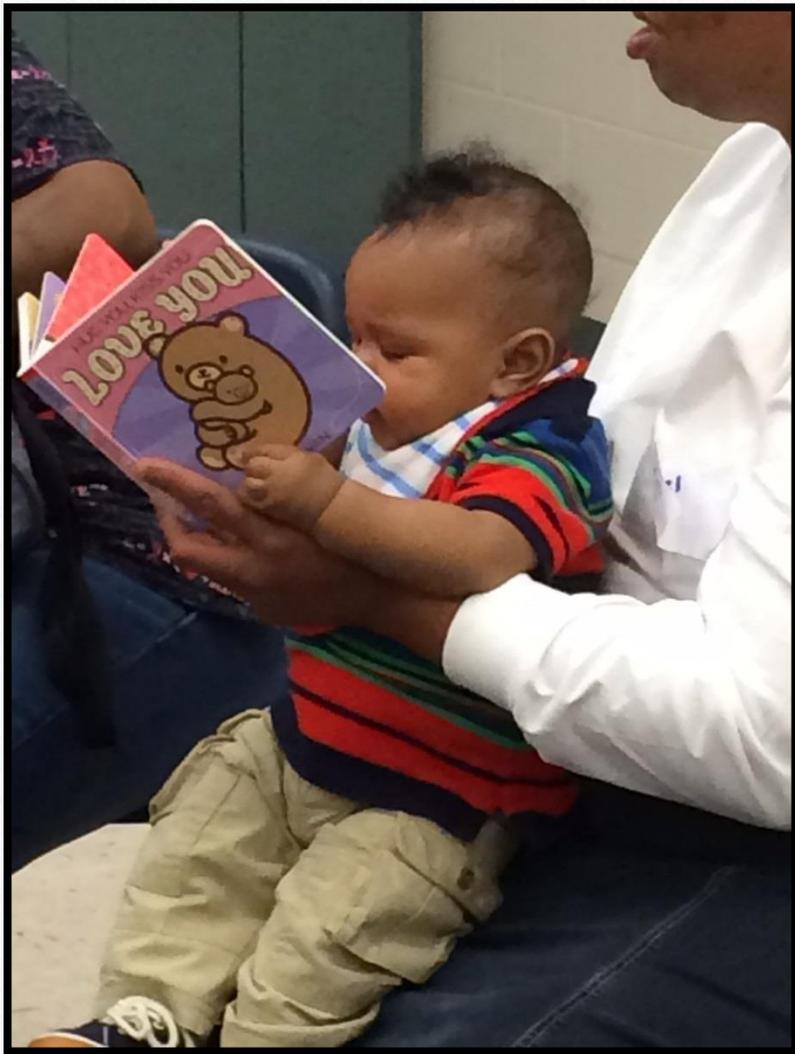


- Several playgroups are held each month at various locations throughout the county.
- Parents are taught to interact with their babies in a positive manner to develop oral language and vocabulary.



- Children receive a copy of the featured book each time they attend a playgroup.
- Great Start is provided free for all families in Seminole County and is funded through millage funding as well as various grants.

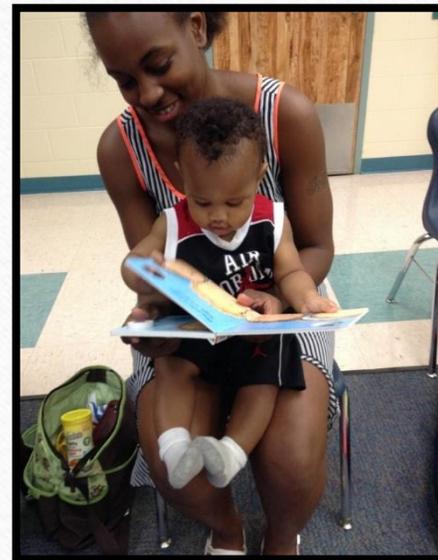




Baby O

First Class

5 months
old



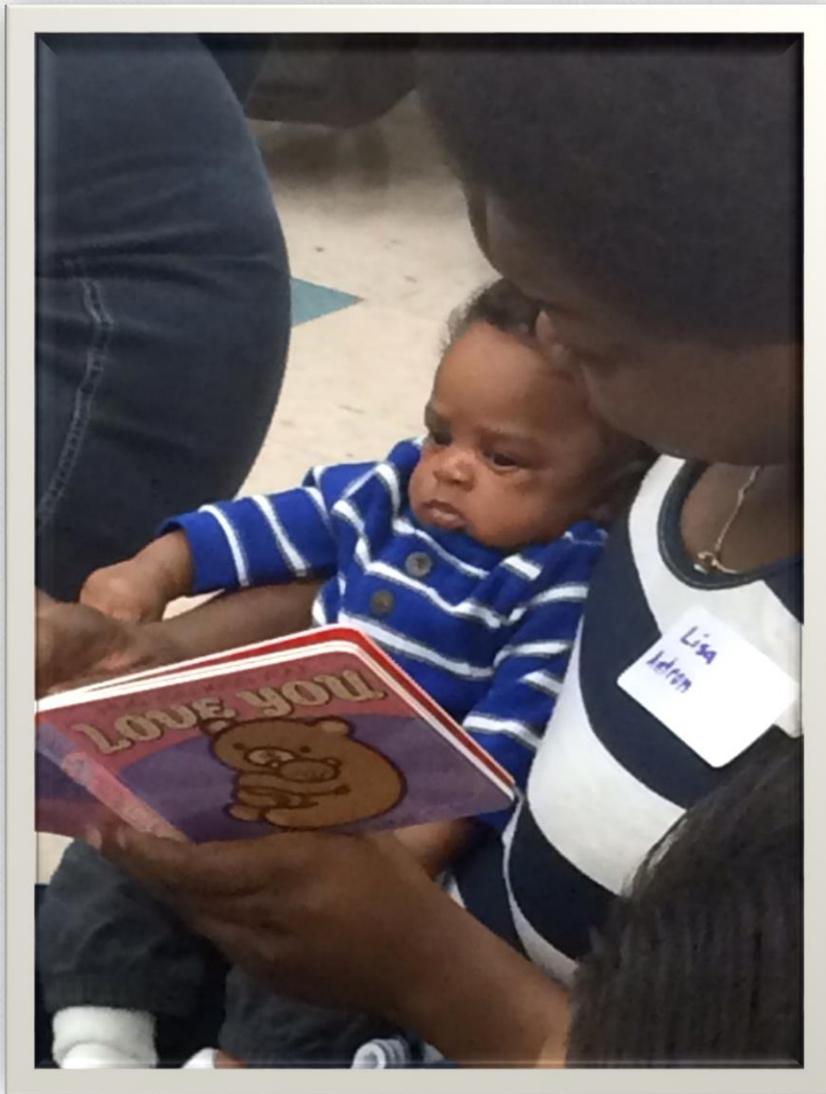
10 months
old



17 months old

19 months old





Baby A

3 months old

8 months old



“Bibs, BOOKS, and
Babbles”
Structured Playgroup
First Class

Baby C
3 months old
March 2014
Early Learning Center





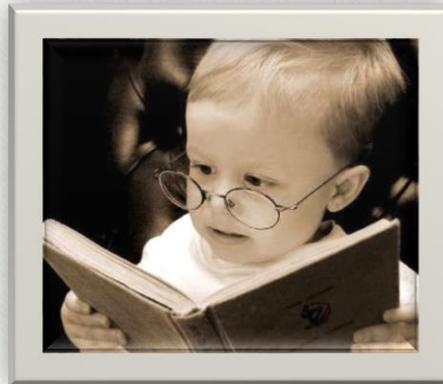
is only the beginning!

- Great Start serves children birth-three.
- VPK serves all four-year-old students.
- Our Superintendent understands that we will never make strides in school performance until we initiate an early learning program in our district and provide VPK at every elementary school.



History of VPK in Seminole County

- Prior to VPK, Early Intervention (EIP) was provided, but only for children based on economic need.
- Since the inception of VPK 10 years ago, the program has tripled in size, hosting at least one class at every elementary school, one class at a high school, and 5 classes at our Early Learning Center.



- During the recent recession K-12 enrollment was declining, but VPK helped to increase enrollment.
- VPK is an excellent marketing tool to increase enrollment for K-12.





Funding Sources

There are three funding sources for Pre-K in Seminole County Public Schools:

- Parent Pay- students receive the first three hours of VPK as provided by the state. A parent co-payment of \$310/month is charged for parents needing wrap-around care.
- School Readiness- students who qualify for School Readiness are charged a subsidized rate as determined by family income. The first three hours of VPK as provided by the state and the parents pay the subsidized rate for wrap-around care.
- Title I- at the five “home zoned schools” the students receive the first three hours of VPK as provided by the state and Title I pays for the wrap-around portion through the end of the school day. Students must be zoned for this school and they must demonstrate a need based on a readiness screener and parent questionnaire.



Program Overview

- SCPS currently serves 850+ Pre-K students and has the capacity to serve over 900.
- Full day classes = 28
- Half day classes = 7
- Full day blended with ESE = 8
- Of the 28 full day classes, 5 are “hybrid” classes which mean that the parents may choose a half day or full day at that location.



Curriculum

- Frog Street Curriculum is used in 32 classrooms.
- DLM Curriculum is used in 18 classrooms and during Summer VPK.
- Frog Street Curriculum will be used in each classroom as funding becomes available.
- Both curriculums are research-based, hands-on, and age appropriate.
- Resource Teachers write lesson plans for all classrooms ensuring that all VPK state standards are being met.

Building the capacity of our teachers

- CDAs are used as lead facilitators.
- Resource teachers support the classrooms by modeling lessons, providing feedback and support, designing behavioral interventions, conducting parent/teacher conferences, etc.
- CDAs receive formal, large-group training several times per year. Ongoing training is provided in the classroom by the resource teachers.
- Newly hired CDAs visit other experienced CDAs to observe best practices, and share strategies and ideas.



Outcomes



-
- VPK Readiness Rates have consistently been above the state requirements.
 - Since VPK began 10 years ago the program continues to grow, and has tripled. There is currently a VPK at every elementary school, at one high school, and five classes at our Early Learning Center.
 - The program is self-supporting and does not require funding from the district.
 - Kindergarten teachers consistently report that the students served in SCPS VPK enter Kindergarten prepared to learn.

Things we have learned along the way

- It is possible to operate a quality program with the use of CDAs. However, the CDAs need to be supported by the resource teachers, program coordinator, and director.
- Rigor can be incorporated into daily lessons in a developmentally appropriate manner.
- At-risk students benefit from receiving the full day free of charge at our home zone schools. There is less mobility at these schools due to the parents being offered the full day at no charge. They must also be zoned for this school and they must demonstrate a need based on a readiness screener and parent questionnaire.
- Various types of programs need to be offered to meet the needs of all families (full day, half day, hybrid, blended).

Future Plans

- It was the directive of the Superintendent to have a VPK class at each elementary school. That has been accomplished, but we continue to look at ways to expand and offer models that meet the needs of our families.
- Moving to the Frog Street Curriculum for all classrooms is a goal.
- Identifying and reaching even more of our at-risk families is an ongoing goal.
- Maintaining developmentally appropriate practices while engaging students in rigor to prepare them for Kindergarten is main focus.

Questions and Answers
