

Title I Part A


Early Childhood Education - Why it Matters

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"Let's Do What Works"

"In states that make it a priority to educate our youngest children... studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind."

President Barack Obama
 State of the Union, February 12, 2013

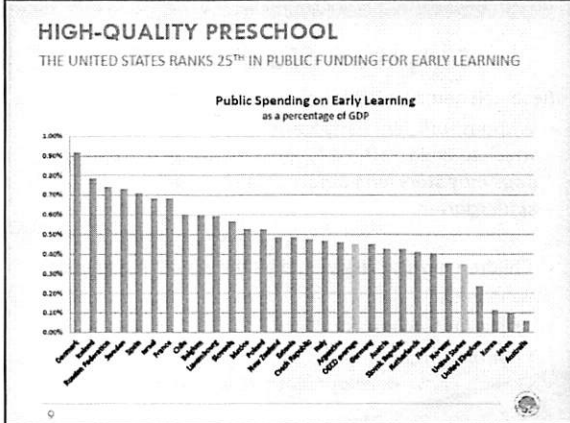
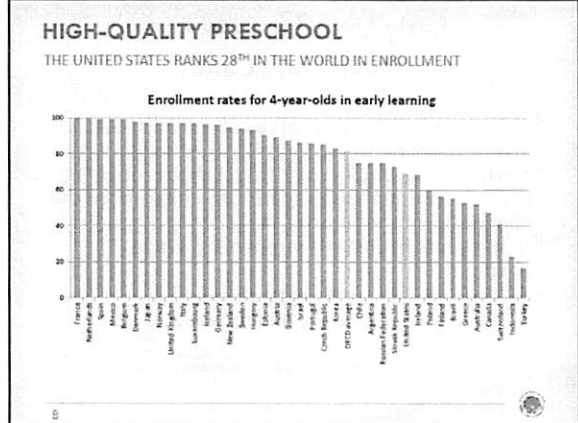


Federal Support

- In his State of the Union address, President Obama called on Congress to expand access to high-quality preschool to every child in America.
- As part of that effort, the President proposed a series of new investments that will establish a continuum of high-quality early learning for a child beginning at birth through age 5.
- By doing so, the President would invest critical resources where we know the return on our dollar is the highest: in our youngest children.

Early Childhood Facts

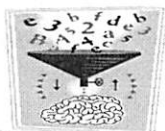
- The U.S. ranks 28th out of 38 countries for the share of four-year olds enrolled in early childhood education
- Less than 3 in 10 American 4-year-olds attend a high-quality preschool program
- Ratio is even less for infants and toddlers
- Every public dollar spent on high-quality early childhood education returns \$7 through increased productivity and savings on public assistance and criminal justice programs.



Early Learning Brain Research

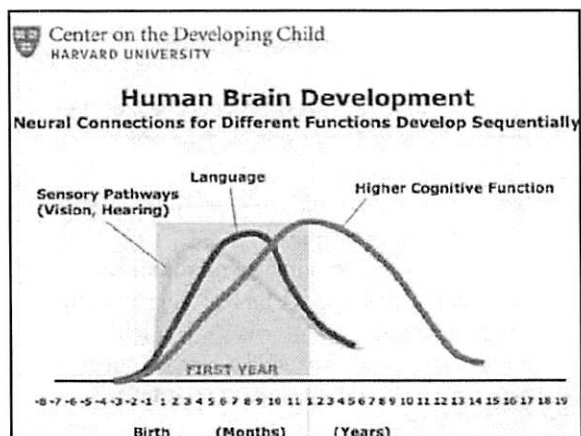
“Early Learning Brain Development and Lifelong Outcomes”

http://www.youtube.com/watch?v=7Qb3DXY_7fU



Early Years of a Child's Life

- ▶ *Children are learning even before birth*
- ▶ The early years are the most extraordinary period of growth and development in a child's lifetime
- A child's very *first year is crucial* for building the brain.
- ▶ *A child's senses, language and knowing (cognition) all burst into high gear before birth and in the first 12 months of life.*
- ▶ The graph on the next page highlights these crucial brain functions.



Early Years of a Child's Life

- Interactions with parents, caregivers, child care professionals, teachers and other caring adults play a key role in brain development.
- There are less than 2000 days from the time a child is born until he or she enters kindergarten.
- Now is the time to maximize each child's learning potential.
- Every day counts.



Early Years of a Child's Life

Research demonstrates:

- Without sufficient early learning experiences upon which to build a strong foundation, the *achievement gaps may start long before children reach kindergarten.*
- Children *most at risk* would be those with high needs, who are:
 - *from low-income families;*
 - *learning English; and*
 - *have developmental delays or disabilities*

Early Learning Is About The Whole Child

- Early learning covers all areas of a child's learning and development
- Nurturing the whole child from birth through 3rd grade is essential for preparing all children for the challenges of the future
- In the years from birth through 3rd grade, children:
 - Gain physical and social skills and
 - develop emotionally and cognitively

White House Initiative on Education Excellence for Hispanics (WHIEEH)
and the U.S. Department of Education (E)-April 2013 Issue
Rena Shore Foundation for Child Development,
2009 USDOE Non-Regulatory Guidance, October 2012

Early Years of a Child's Life

High-quality preschool programs supported with Title I funds can help ensure that children:

- **have the foundation** they need to meet early learning and development standards; and
- **experience success** throughout elementary and secondary school, and beyond



Eligible Children

- Eligible Title I children are from birth to the age that the LEA provides a free public elementary education.

Those who are automatically eligible include:

- children who participated in Head Start or a Title I preschool program at any time in the prior two years;
- children who received services under Part C of Title I (migrant education) in the prior two years;
- homeless preschool-age children; and
- neglected or delinquent children.



What is a Title I Preschool Program?

A preschool program for which an LEA or school:

- uses Title I funds, in whole or in part, consistent with Title I requirements;
- to improve cognitive, health, and social-emotional outcomes for eligible children; and
- below the grade at which an LEA provides a free public elementary education

(ESEA section 1115(b)(1)(A)(ii); 34 C.F.R. 77.1)

Title I Preschool Program

Ways to Use Title I funds for Preschool Programs:

- School operated preschool program
- An LEA reservation for eligible children in the LEA as a whole or for a portion of the LEA
- Coordinating with other preschool programs, such as Head Start

Title I School-wide Operated Preschool Program

- If a minimum of 40% of the students enrolled in the school, or residing in the attendance area, are from low-income families (ESEA section 1114(a)(1)).
- If a school-wide program school operates a preschool program, all preschool children who reside in the school's attendance area would also be eligible to be served.
- Designed to raise the achievement of the lowest-achieving students by upgrading the entire educational program in the school.

Title I Targeted Assistance (School-Operated) Preschool Program

The school provides supplemental educational services to students with the greatest need for assistance:

- Students must reside in its attendance area; and
- Identified as failing, or most at risk of failing, to meet the State's academic achievement standards (ESEA section 1115(b)(1)(B)), when they reach school age.

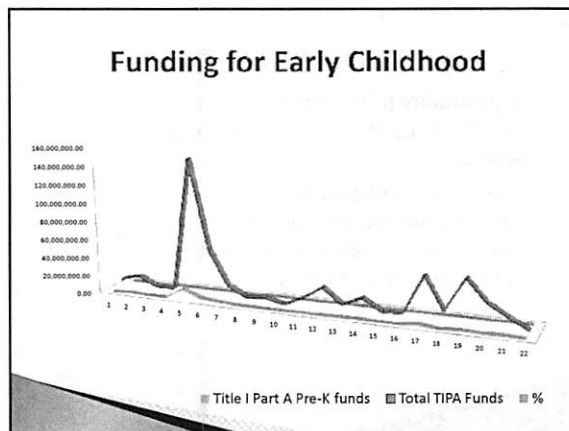
Title I District-Wide Preschool Programs

LEA –wide preschool programs:

- Children who reside throughout the LEA
- Identified at risk of failing to meet the State’s academic achievement standards when they reach school age
- When all the schools in the LEA are Title I schools operating school- wide programs.

A portion of the district:

- Just serve preschool children who reside in specific Title I school attendance areas.




Use of Title I Funds

<p>Comprehensive services:</p> <ul style="list-style-type: none"> • Health, • nutrition, and • other social services 	<p style="text-align: center;">Facility rental or minor remodeling (paint, carpeting, dividers, etc.)</p>
<p>Complimenting or extending:</p> <ul style="list-style-type: none"> • Head Start programs; • Child Care; • State-funded preschool programs; or • other community-based early learning programs for at-risk children 	

Use of Title I Funds

Allowable expenses include:

- Direct educational services
- Teachers’ and paraprofessionals’ salaries
- Professional development
- Parental involvement
- Diagnostic screening
- Supplemental instructional materials to support learning



Program Coordination

- **Early Head Start/Head Start** - Provides comprehensive child development services; focuses on early reading and mathematics skills (0-5 yrs.)
- **Even Start** - Provides a comprehensive family literacy program for identified eligible parents who lack basic educational skills (0 -7)
- **HIPPY** -Home Instruction for Parents of Preschool Youngsters (3-5)
- **Migrant and Seasonal Head Start** - Provides comprehensive child development services – focuses on early reading and mathematics skills (6 wks – 5 yrs)
- **Migrant Prekindergarten Programs** - Provides children with the skills they need to become good readers and successful students. (4yrs old by 9/1)
- **Voluntary Prekindergarten (VPK)**: Provides children with the skills they need to become good readers and successful students. (4yrs old by 9/1)
- **Prekindergarten Programs For Children With Disabilities**- Provides specially designed instruction and related services to eligible PreK children with disabilities. (identified 3-5 yr olds)

Integrating Technology

“Technology in Preschools”
video clip

<http://www.youtube.com/watch?v=wOhb4n4ADbM>

Title I Teacher Qualifications

Title I preschool instructors must:

- meet the certification requirements for age-level instruction; and
- have the appropriate Florida teaching license for certification in Early Childhood, grades PreK-2.

Title I Paraprofessional Qualifications

- In a targeted assisted school all paraprofessionals paid with Title I funds —
 - must have earned a secondary school diploma or its recognized equivalent; and
 - must have (1) completed at least two years of study at an institution of higher education; (2) obtained an associate's or higher degree; or (3) met a rigorous standard of quality and have demonstrated — through a formal State or local academic assessment — knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness (ESEA section 1119(c)-(d); 34 C.F.R. § 200.58(b)-(d)).
- In a Title I school- wide program, all paraprofessionals must meet the above requirements, regardless of how their salaries are funded.

Professional Development

Title I funds may be used for :

- any teacher or paraprofessional who works in a Title I preschool program, even if the salary is not paid for with Title I funds

PD is allowable if:

- the training is related to the Title I preschool program; and
- it is designed to meet the educational needs of Title I-eligible children

Parental Involvement and Family Engagement

Parental Involvement funding options:

- A Title I school operating a preschool program may use the funds it receives from the LEA's reservation (95% of the 1% set-aside) to support parental involvement of parents of preschool children
- An LEA that operates a district wide Title I preschool program may use the five percent (of the 1%) from its reservation that it retains to support parental involvement in its preschool program

Parental Involvement and Family Engagement

"Ready Rosie"
video clip

<http://www.youtube.com/watch?v=m8t-IH5kp1c>



Transition from Preschool to Kindergarten

An LEA **must assist** preschool children with transitional activities by coordinating and integrating the services which it provides under Title I with other educational services at the LEA or school level, such as:

- Head Start;
- IDEA programs;
- Child Care;
- State-funded preschool programs; and
- other preschool programs, including plans for the transition of children in those programs to elementary school programs

(ESEA section 1115(b)(1)(D); 34 C.F.R. § 200.28(e)); (ESEA section 1115(c)(1)(D)) and (ESEA section 1117(b)(1) (E)(i)).

Title I Application	
1.	Describe the Early Childhood education services to be provided under this application.
2.	Describe how the LEA will coordinate Title I preschool with other preschool programs providing educational services in the LEA.
3.	Describe how the LEA will ensure on-going progress monitoring measures will align with VPK Education Standards, are administered multiple times throughout the program, and provide data to inform instructional focus and strategies for use by the classroom teacher.
4.	Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

Early Childhood and Monitoring

Compliance Item AIA-4: The Local Educational Agency (LEA) shall ensure that schools implementing school-wide programs *include the required components* outlined in section 1114(b), and *conduct the requirements* in Title 34 of the Code of Federal Regulations (CFR), Part 200.26(c) for evaluating school-wide programs.

- provide evidence that the **school-wide plan includes a process to assist preschool children in the transition** from early childhood programs to local elementary school programs

Early Childhood and Monitoring

Compliance Item AIA-4 (cont.)
Documents to Support Compliance

- *A sample of school-wide plans that include the ten (10) required elements in section 1114 (if other than the FDOE Template)*
- *Evidence of the development of the school-wide plan (e.g., meeting minutes showing teacher, parent, and community input, etc.)*

Early Childhood and Monitoring

Compliance Item CIA-1: The Local Educational Agency (LEA) shall coordinate activities found in section 1120B(b) with Head Start agencies and, if feasible, other entities who carry out early childhood development programs. *Section 1112(b)(1)(E)(i) and 1120B(a), P.L.107-110*

- provide evidence of the coordination of activities with Head Start and, if feasible, other entities who carry out early childhood development programs

Early Childhood and Monitoring

Compliance Item CIA-1 (cont.)

- develop and implement a systematic procedure for receiving records transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program
- establish channels of communication between school staff and their counterparts in Head Start agencies or other entities carrying out early childhood development programs, to facilitate coordination of programs

Early Childhood and Monitoring

Compliance Item CIA-1 (cont.)

- conduct meetings involving key personnel to discuss the developmental and other needs of individual children
- organize and participate in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood development program staff, such as Early Reading First program staff

Early Childhood and Monitoring

Compliance Item CIA-1 (cont.)

Documents to Support Compliance

- **Written agreements and/or grants** between the LEA and other educational and social services groups
- **Agendas and minutes/notes from meetings** with teachers, school administrators, and early childhood program staff
- **Samples of outreach initiatives**

Best Practices

Marcia Nowlin
from Escambia County



- High-quality full day Pre-K program serving 3&4 yr. olds in the LEA's highest poverty attendance areas
- Provides preschool services (ages 0-3) to parents and children in targeted high poverty areas as part as the Parents as Teacher Home Visitor Program



Best Practices

Rhodia Berry
from Marion County

- Provides a liaison for the HIPPY program (3-4 yr. olds)
- Uses funds in the blended TI PreK and VPK programs
- Program is in 15 schools, 18 classrooms, 360 students

RESOURCES

Florida Department of Education, Office of Early Learning website
<http://www.fldoe.org/earlylearning/>

HIPPY-USA/Florida - Home Instruction for Parents of Preschool Youngsters
www.floridahippy.fmhi.usf.edu

The Florida Head Start State Collaboration Office
www.floridaheadstart.org

U.S. Department of Education, Even Start website
www.ed.gov/programs/evenstartformula/index.html

U.S. Department of Education, Individuals with Disabilities Education Act (IDEA) website
www.idea.ed.gov

U.S. Department of Education, Serving Preschool Children Under Title I Non Regulatory
<http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>

Additional Resources

Including Preschool for All, the President's budget is targeted to strengthen the education pipeline from cradle to career, including:

- furthering the K-12 reform agenda by investing in school turnaround efforts, STEM programs (<http://www.ed.gov/stem>);
- teachers and leaders;
- (<http://www.ed.gov/teachers-leaders>), as well as;
- increasing investments in what works (<http://www.ed.gov/k-12reforms>)

Early Childhood Education

Additional Questions/Comments?



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