

Title I Pre-K NC Program Guidance

NC Office of School Readiness-DPI
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Office of School Readiness: Mission Statement

To prepare children for school success
through high-quality early education

OSR: Preschool Programs

- Even Start Family Literacy
- Head Start State Collaboration Office
- More at Four Pre-Kindergarten Program
- Preschool Exceptional Children
- Title I Preschool

NC Guidance

Title I Pre-K NC Program Guidance

North Carolina Office of School
Readiness
Department of Public Instruction

October, 2009



Philosophy

- Programs grounded in NAEYC's philosophy of developmentally appropriate practice
- Classrooms promote all developmental domains as described in NC's Early Learning Standards: Foundations

Foundations is organized by...

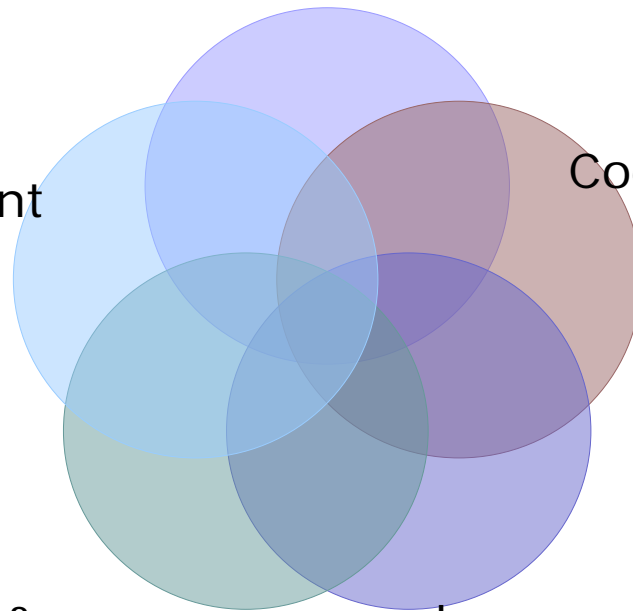
Approaches to Learning

Emotional &
Social Development

Cognitive Development

Health &
Physical Development

Language Development
& Communication



Funding

- School Allocations
 - Operates as Schoolwide
- District Set-Asides
 - Operates as Targeted Assistance

Funding Options

- Title I PreK
 - Uses Title I dollars only
- Blended PreK
 - Uses Title I dollars with other PreK dollars
 - Title I contribution determined by % of Title I children in each PreK class
- Dual Enrollment
 - Uses Title I dollars with More At Four dollars

Dual Enrollment

- Eligibility requirements for both programs must be met with Title I eligibility criteria being considered first
- This is not “supplanting,” since More At Four funds are only intended to cover 50% of program costs

Eligibility: Schoolwide vs Targeted Assistance

- **Schoolwide** – all children in the attendance area of that school
- **Targeted Assistance** – children who are in the district who are failing or at risk of failing to meet the state performance standards

Eligibility

- On the basis of **multiple, educationally-related**, objective criteria established by the LEA, such as:
 - teacher judgment,
 - interviews with parents
 - developmentally appropriate measures

Appropriate Instruments to Determine Risk (DPI-OSR)

- Ages and Stages Questionnaire - ASQ
- Parents' Evaluation of Developmental Status - PEDS
- DIAL-3
- Brigance

*2011-2012 School Year

Eligibility - Income

- Income of the family is allowable for the purposes of prioritizing when Title I funds are insufficient to serve all eligible preschool children



Eligibility - Age

- Birth to the age the LEA provides elementary education; therefore, **children who are younger than the age of five by the kindergarten eligibility cut off date - August 31** - in North Carolina are eligible

Eligibility - Children With Disabilities & Migrant Children

- Those who meet the eligibility requirements must be considered for eligibility, but do not receive preference
- They cannot be denied consideration based on their disability/migrant status

Eligibility - Participation in Other Programs

- Children who participated in Head Start, Even Start, Early Reading First, or Title I at any time during the 2 preceding years
 - Homeless children
 - Children in institutions for neglected or delinquent children
- = automatic eligibility / not automatic enrollment

Independent Toileting

- Children may not be denied enrollment simply because they are not yet using the toilet independently.



Program Requirements - Curriculum

- Comprehensive, research-based
- Aligned with NC early learning standards (*Foundations*)
- On the state-approved list beginning with the 2009-2010 school year, particularly since the list will be referenced as a part of Title I monitoring. The list of approved curricula can be found at:

http://www.osr.nc.gov/_pdf/NCApprovedEarlyChildhoodCurricula.pdf

Preschool Curricula

- The Creative Curriculum – 4th Edition
- The Empowered Child – 2nd Edition
- Explorations with Young Children
- High/Scope
- Opening the World of Learning
- Passports
- Tutor Time

Program Requirements - HS Performance Standards

- Programs are required to meet regulations as stated in the Head Start Performance Standards – Education and Early Childhood

45 CFR Section 1304.21

<http://www.acf.hhs.gov/programs/ohs/legislation/>

Assessment

- Monitoring children's progress – on going assessments on every child throughout the year
- Use to inform instruction
- Portfolios – work samples, anecdotal records, notes from parent conferences
- Most appropriate way to document progress – pre/post screening not necessary or appropriate for showing progress

Family Involvement

- All provisions in 1118 apply to PreK except discussion of the school-parent compact.
- Required to involve families with goal of shared decision making.
- Communication with families: Home visits, conference, phone calls, newsletters, email, etc.



Staff Qualifications

- “Highly qualified” does not apply to NC PreK teachers; however, according to the SBE, NC PreK teachers must have Birth-Kindergarten Licensure or PreK Add-On Certificate
- Paraprofessional requirements do apply to Title I PreK assistants

Length of School Day/Year

- Full day programs
- Follow school calendar (# of instructional days may be reduced due to staggered entry, home visit days, PD days)
- Short term kindergarten readiness programs are not effective strategies (i.e. kindercamp/jump start)

Why???



For the Children of Course!

Resources

- Serving Preschool Children Under Title I, Non-Regulatory Guidance @ www.ed.gov
- Head Start Program Performance Standards @ www.acf.hhs.gov/programs/hsb/performance/index.htm
- Office of School Readiness @ www.osr.nc.org
- NAEYC's Developmentally Appropriate Practice Position Statement
<http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>
- Title I Preschool Consultant: Carla Garrett @ carla.garrett@ncmail.net; cell: 336.504.2037