

Board of Education Agenda Item

Item: _____ P. _____

Date: July 28, 2011

Topic: Report on Virginia's Early Childhood Education Programs

Presenter: Ms. Cheryl Strobel, Associate Director for Early Childhood Programs, Office of Standards, Curriculum, and Instruction and Ms. Zelda Boyd, Director, Office of Early Childhood Development, Department of Social Services

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Origin:

- Topic presented for information only (no board action required)
- Board review required by
- State or federal law or regulation
- Board of Education regulation
- Other:
- Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

- No previous board review/action
- Previous review/action
date April 27, 2006
action The Board received a presentation on the status of Virginia's early childhood programs.

Background Information:

Over the last 15 years, the Commonwealth has significantly enhanced its early childhood efforts through systematic collaboration among several state agencies, foundations, and private stakeholder groups. On June 18, 2010, Governor McDonnell designated the Virginia Office of Early Childhood Development (OECD) as the lead agency responsible for the management of the State Advisory Council on Early Childhood Education and Care. The OECD is an interagency office that works to align early childhood programs, systems, and funding across multiple state agencies and departments. It is housed in the Department of Social Services.

A major milestone in Virginia's early childhood emphasis includes the 1995 General Assembly passage of the Omnibus Education Act (HB2542) and the Appropriation Act, which recognized a need for an early childhood initiative to serve four-year-old children who are at risk for school failure and not presently receiving services from the Head Start program. As a result of this legislation, the Virginia Preschool Initiative (VPI) began in FY 1996 with \$10.3 million appropriated by the 1995 General Assembly. Closely coordinating with this program, additional at-risk preschool students are being served through the following:

- Title I Preschool Programs, funded by Part A, of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), P.L. 107-110;

- Early Childhood Special Education, Section 619 programs, legislated by the *Individuals with Disabilities Education Improvement Act of 2004*; and
- *Head Start Act*, 1981 (as amended by PL-103-218 and PL 105-285).

In 2007, the Commonwealth further enhanced its early childhood efforts by developing the following:

- Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds including standards in literacy, mathematics, science, history and social science, physical motor development, and personal and social development;
- Preschool Curriculum Rubric and Planning Tool; and
- Milestones of Child Development.

Summary of Major Elements

A presentation to the Board will outline the major early childhood efforts currently underway including the state’s infrastructure to coordinate the early childhood efforts, data on participation rates, funding descriptions, and successes to date.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the report.

Impact on Resources:

There is no impact on agency resources.

Timetable for Further Review/Action:

N/A



Early Childhood Update

Board of Education

Mrs. Cheryl Strobel

Associate Director of Early Childhood Education
Virginia Department of Education

Mrs. Zelda Boyd

Director, Office of Early Childhood Development
Virginia Department of Social Services

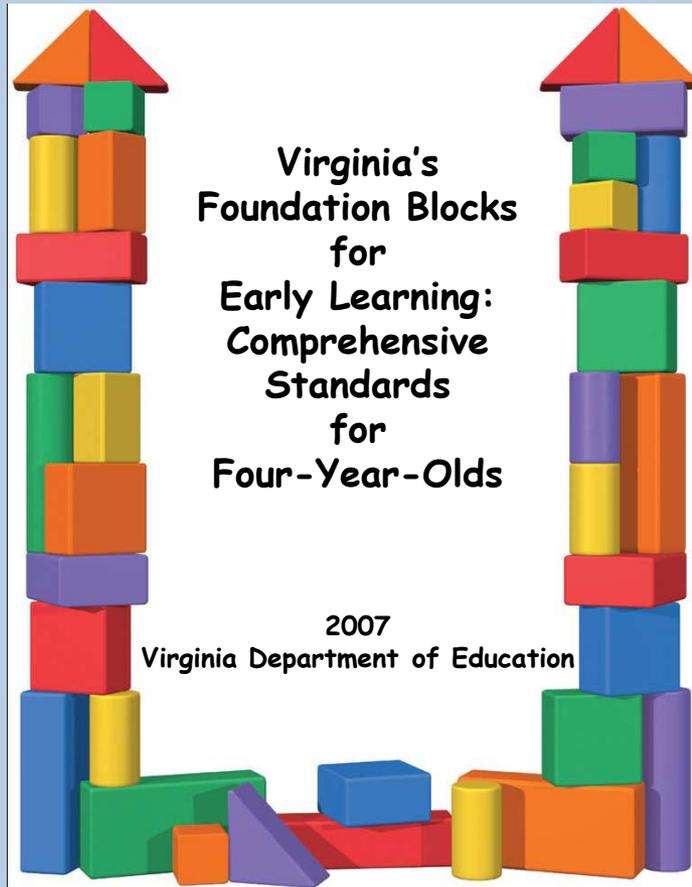
July 28, 2011

Virginia Preschool Programs

Administered by Virginia Department of Education		Administered by Federal Head Start Office
State Funded Programs	Federally Funded Programs	Federally Funded Programs
Virginia Preschool Initiative (VPI)	Title I Preschool Programs	Head Start Programs
	Early Childhood Special Education	

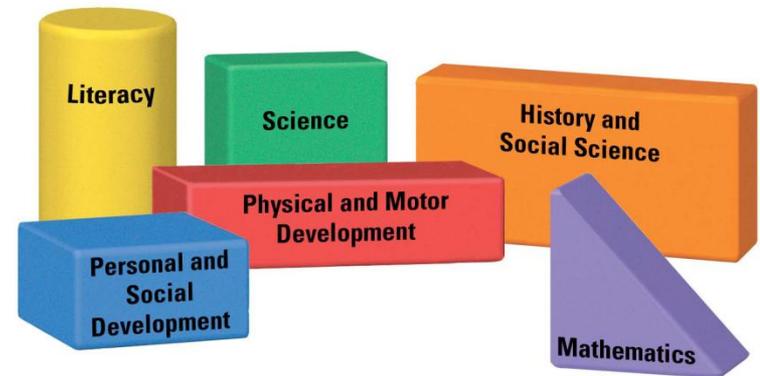


Foundation Blocks and Rubric



PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

IN SUPPORT OF
VIRGINIA'S FOUNDATION BLOCKS OF EARLY LEARNING
[HTTP://WWW.PEN.K12.VA.US/VDOE/INSTRUCTION/ELEM_M/FOUNDATIONBLOCKS.PDF](http://www.pen.k12.va.us/vdoe/instruction/elem_m/foundationblocks.pdf)



VIRGINIA DEPARTMENT OF EDUCATION
PREPARED BY THE OFFICE OF ELEMENTARY INSTRUCTIONAL SERVICES
July 2007



Virginia Preschool Initiative Funding

- In 1994, the General Assembly appropriated \$10.3 million for the VPI program to begin in FY 1996. Funding has gradually increased to support more at-risk four-year-olds. By FY 2006, 100 percent of unserved at-risk four-year-olds were funded. In FY 2011, \$60.5 million was allocated for the VPI program.
- The funding methodology adopted by the General Assembly uses the estimated number of four-year-olds eligible for Free Lunch as the proxy for at-risk four-year-olds. The estimated number of unserved at-risk four-year-olds is calculated by applying each locality's free lunch eligibility rate to the total estimated number of four-year-olds and subtracting the number of children being served by Head Start. State funding is provided based on the state share of \$6,000 per eligible child. The local share of cost is capped at 50 percent.



Virginia Preschool Initiative

The Virginia Preschool Initiative uses state funds to serve four-year-olds who are at-risk for school failure and not presently receiving services from Head Start.

Provides programs for at-risk four-year-old children that include:

- Quality preschool education
- Health services
- Social services
- Parental involvement
- Transportation



Virginia Preschool Initiative

Program Requirements

- Address the learning needs of young children
- Limit the group size to 18
- Require a child/staff ratio of 9:1
- Hire qualified staff
- Require a minimum of half day services
- Provide for staff development
- Plan for home-school communication
- Address assessment procedures



Virginia Preschool Initiative Selection Criteria for Children

Local plans must indicate student selection criteria.
Some examples include:

- Poverty
- Homeless
- English language learners
- Family stress



Virginia Preschool Initiative

Participation Levels in Virginia

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 est.
Number of localities:	136	136	136	136	136
Number of localities eligible for funding:	124	124	125	127	127
Number of participating localities:	105	112	112	113	114
Number of eligible, but not participating localities:	19	12	13	14	13
Number of localities not eligible:	12	12	11	9	9
Number of eligible children based on funding formula:	18,929	20,705	21,072	23,177	23,443
Number of participating children:	13,125	14,569	14,944	15,881	16,719



Virginia Preschool Initiative

Reasons for Nonparticipation or Partial Use of Slots

- Local Match
- Insufficient space
- Minimal number of students eligible for the program by state allocation formula, resulting in a program that may not be cost effective



Evidence of Benefits of VPI Participation

- VPI funded program attendance is beneficially associated with a reduced likelihood of repeating kindergarten.
- In terms of literacy skills, attending a VPI–funded program showed a beneficial association for all students.
 - Effect is maintained through first grade for Blacks and Hispanics, and students with disabilities.

*Differential Effects of Preschool: Evidence in Virginia Early Childhood Research Quarterly-Curry School of Education
(Francis L. Huang, Marcia A. Invernizzi, E. Allison Drake - April 2011)*

- Analysis of preschool and kindergarten literacy Phonological Awareness Literacy Screening (PALS) results showed a strong association between VPI participation and PALS scores.
- More than 91 percent of principals surveyed said that the positive effects of students' participation in preschool continue through at least first grade.

Joint Legislative Audit and Review Commission (JLARC) Findings 2007



Title I

Title I Preschool Programs use federal funds to improve the teaching and learning of children in high-poverty schools and enable children to meet challenging academic content and performance standards.

2010-2011	
Participating School Divisions	45
Participating Schools	123
Participating Students	4,522



Early Childhood Special Education

Early Childhood Special Education Programs use federal funds to provide special education services for children ages three to five.

Attending a Regular Early Childhood Program	10,600
Separate Special Education Class	4,641
Separate School	73
Residential Facility	12
Home	528
Service Provider Location	1,227
TOTAL	17,081

Source: December 1, 2010 Child Count Service Setting Options



Head Start Programs

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age five.

2010-2011	
Number of Head Start Grantees	48
Participating students in Virginia	16,706
Head Start State Budget	\$102 million

Head Start Impact Study and Follow-up, 2000–2011

http://www.acf.hhs.gov/programs/opre/hs/impact_study/

Understanding the Head Start Impact Study

http://developingchild.harvard.edu/index.php/resources/briefs/evaluation_science_briefs/



State Approved Strategies for Leveraging Funds and Increasing Participation

- Single Point of Entry
- Braided Funding
- Blended Classrooms



Phonological Awareness Literacy Screening (PALS – K)

Percentage of Economically Disadvantaged Kindergarten Students Identified in Fall for Reading Intervention Services by Preschool Experience

PreK Experience*	2007	2008	2009	2010
VPI	12%	12%	10%	11%
Coordinated Programs (e.g., VPI and Title I, Early Childhood Special Education and Title I)	18%	14%	15%	11%
No PreK	41%	38%	37%	37%

*Based on data reported to VDOE by school divisions

University of Virginia, PALS Office, July, 8, 2011



PALS PreK Developmental Ranges

Percentage of Students Within or Above Expected Fall and Spring Developmental Range

	VPI			Coordinated program, including VPI			Title I			Head Start		
	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.
Name Writing	46%	94%	+48%	45%	92%	+47%	44%	97%	+53%	38%	83%	+45%
Alphabet Recognition – Upper case	40%	89%	+49%	43%	87%	+44%	33%	89%	+56%	34%	73%	+39%
Beginning Sound Awareness	45%	89%	+44%	51%	89%	+38%	47%	91%	+44%	44%	80%	+36%
Print and Word Awareness	34%	86%	+52%	36%	85%	+48%	34%	88%	+54%	35%	76%	+41%
Rhyme	43%	87%	+44%	46%	86%	+40%	48%	88%	+40%	43%	80%	+37%
Nursery Rhyme Awareness	43%	91%	+48%	32%	86%	+54%	48%	92%	+44%	41%	83%	+42%

*Phonological Awareness Literacy Screening for Preschool 2009-2010
Technical Report of Annual Screening Results*



Virginia's Integrated Data System

Project Child HANDS

(Helping Analyze Needed Data Securely)

The purpose of Project HANDS is to build a statewide system for the integration of child-level data records, using a federated-process, in a secure and de-identified manner for the purposes of creating longitudinal data sets for policy analysis and program evaluation.

<http://www.childhands.org/>



Virginia's Definition of School Readiness

School readiness describes the capabilities of children, families, schools and communities. No one component stands alone.

- Ready Children
- Ready Families
- Ready Schools
- Ready Communities

http://www.doe.virginia.gov/instruction/early_childhood/school_readiness/index.shtml



Office of Early Childhood Development (OECD)

- A unit at the Department of Social Services within the Division of Child Care and Early Childhood Development
- Staffs the Virginia Early Childhood Advisory Council
- Staffed by a director, professional consultants, and administration support
- Funded by federal Administration for Children and Families State Advisory Council Grant dollars and the Child Care and Development Fund
- Works in collaboration with the Departments of Education, Health, and Medical Assistance Services



Goals of OECD

- To recognize and expand opportunities for high-quality early childhood development for Virginia's children.
- To strengthen relationships among state agencies and between state and private partners.
- To enhance communication and increase awareness of early childhood issues within the Commonwealth.
- To provide opportunities for partners to develop a unified agenda around early childhood issues and sustain state leadership of early childhood efforts.



Early Childhood Advisory Council (ECAC)

- To ensure statewide coordination and collaboration among the wide array of early childhood programs and services in the State.
- To advance the goal of integrated services to young children and families.
- To make effective use of funds available to facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school preparedness, by developing or enhancing programs and activities consistent with the statewide strategic plan.



ECAC Composition

- The Head Start Reauthorization legislation states that the Council shall include the State Director of Head Start Collaboration and “to the maximum extent possible” should include representation from the following:
 - The state education agency;
 - The state agency overseeing child care;
 - Local education agencies;
 - Institutions of Higher Education;
 - Local providers of early childhood education;
 - Head Start Agencies, including Indian Head Start and migrant and seasonal programs;
 - The state agency responsible for IDEA, part C;
 - The state agency responsible for children’s mental health and health care; and
 - In addition, the Governor may make discretionary appointments.



Structure and Workgroups

Early Childhood Advisory Council

Ad Hoc
Committees

Needs &
Resource
Assessment
Subcommittee

Collaboration
& Coordination
Subcommittee

Data Systems
Subcommittee

Professional
Development
Subcommittee

Sustainability
Subcommittee



Milestones of Child Development



www.dss.virginia.gov/family/cc/publications.cgi.



Smart Beginnings

- Smart Beginnings is a network of locally operated coalitions.
- [The Virginia Early Childhood Foundation](#) provides leadership and funding to the regional initiatives.
- Coalitions work toward the same statewide goal with solutions they determine based on each region's needs.



Virginia Star Quality Initiative (VSQI)

- VSQI is a voluntary system to assess, improve, and communicate the level of quality in early care and education settings.
- A pilot was implemented in 2007.
- Over 300 center based programs and 75 family child care homes are participating in the Family Childcare Demonstration project in 2011.



Race To The Top-Early Learning Challenge

The purpose of the grant is to support states in their efforts to build an integrated early childhood system.

Absolute Priorities

- Use of early learning standards and kindergarten entry assessments.
- Use of a tiered quality rating and improvement system.

Competitive Priorities

- Include all early learning programs in the tiered quality rating system.

Invitational Priorities

- Sustaining program effects into early elementary grades.
- Encouraging private sector support.



For More Information

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