



# **Early Learning Model: VPK Application for 2017-18**

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# Department Introductions

- Candace (Candi) Cook  
Director, Pre-K Programs, Office of Early Learning  
(615) 741-9051  
[Candace.Cook@tn.gov](mailto:Candace.Cook@tn.gov)
- Lisa Wiltshire  
Executive Director, Office of Early Learning  
(615) 428-6263  
[Lisa.Wiltshire@tn.gov](mailto:Lisa.Wiltshire@tn.gov)
- Elizabeth Alves  
Assistant Commissioner, Office of Early Learning & Literacy  
(615) 837-5272  
[Elizabeth.Alves@tn.gov](mailto:Elizabeth.Alves@tn.gov)

# Agenda

- I. Early Learning Model
- II. TN-VPK evaluation
- III. VPK quality improvement strategies
- IV. Pre-K quality
- V. VPK application for 2017-18
  - A. Enrollment
  - B. Pre-K program
  - C. Community engagement
  - D. Budget
  - E. Additional information
- VI. Next Steps

# Objectives

1. Introduce VPK application for 2017-18 and clarify process, timeline, and expectations
2. Provide feedback from 2016-17 VPK applications to use as a guide to improve 2017-18 applications
3. Ensure districts thoroughly understand the priority focus sections for 2017-18
4. Begin to formulate responses for the 2017-18 application

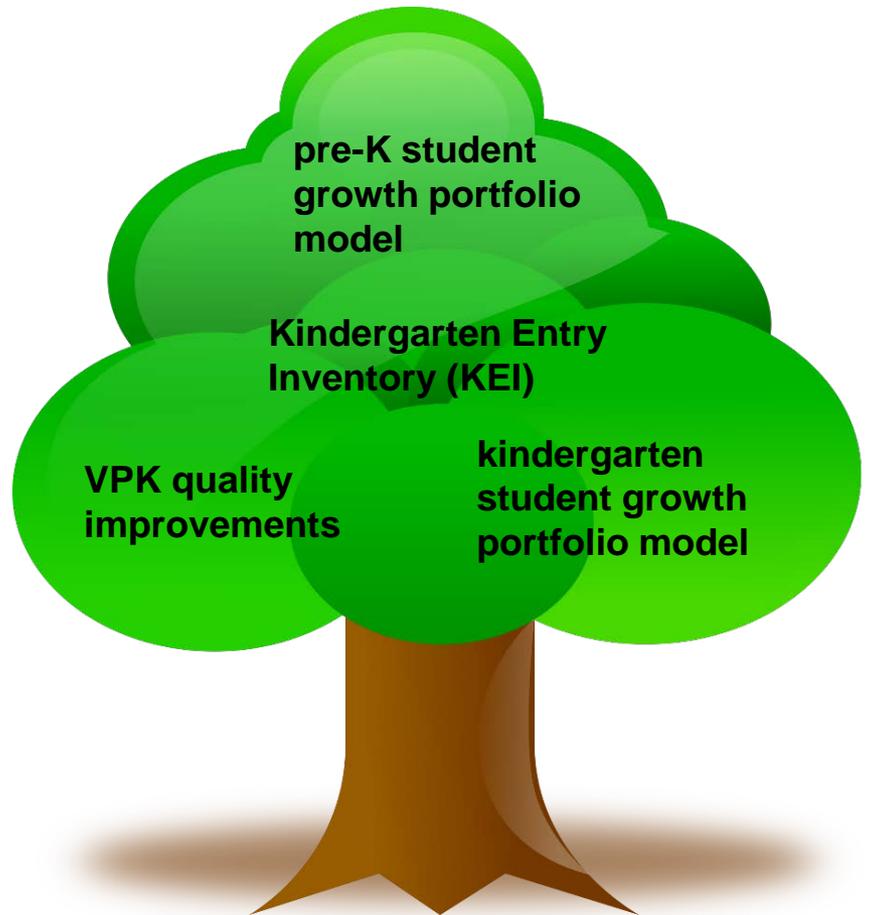


# Early Learning Model

# Early Learning Model

The **Early Learning Model (ELM)** is a comprehensive plan to improve teaching and learning in pre-K and kindergarten.

The **goal of ELM** is to ensure all students **grow and thrive** academically, socially and emotionally during the pre-K and kindergarten years so that we create a **continuum of learning** that will ensure students' success from **pre-K through third grade**.



# Early Foundations and Literacy Initiatives

## Read to Be Ready Initiative

Read to Be Ready Coaching Network

Reading courses

Response to Instruction and Intervention

Early Learning Model

VPK quality improvements

Portfolios

Kindergarten Entry Inventory

Portfolios

Portfolios

Second Grade Assessment

Third Grade Assessment

Pre-K

K

1

2

3

Professional Learning



# TN-VPK Evaluation

# TN-VPK Evaluation

In 2009, the U.S. Department of Education funded a joint proposal from Vanderbilt's Peabody Research Institute and the department to study the effects of TN-VPK.

- What are the effects of the current TN-VPK program on the academic and social-emotional skills of participating at-risk children?
- Do their experiences in later grades sustain, or even add to, the gains children made in TN-VPK?
- What enhancements have the greatest potential for improving the effectiveness of TN-VPK?

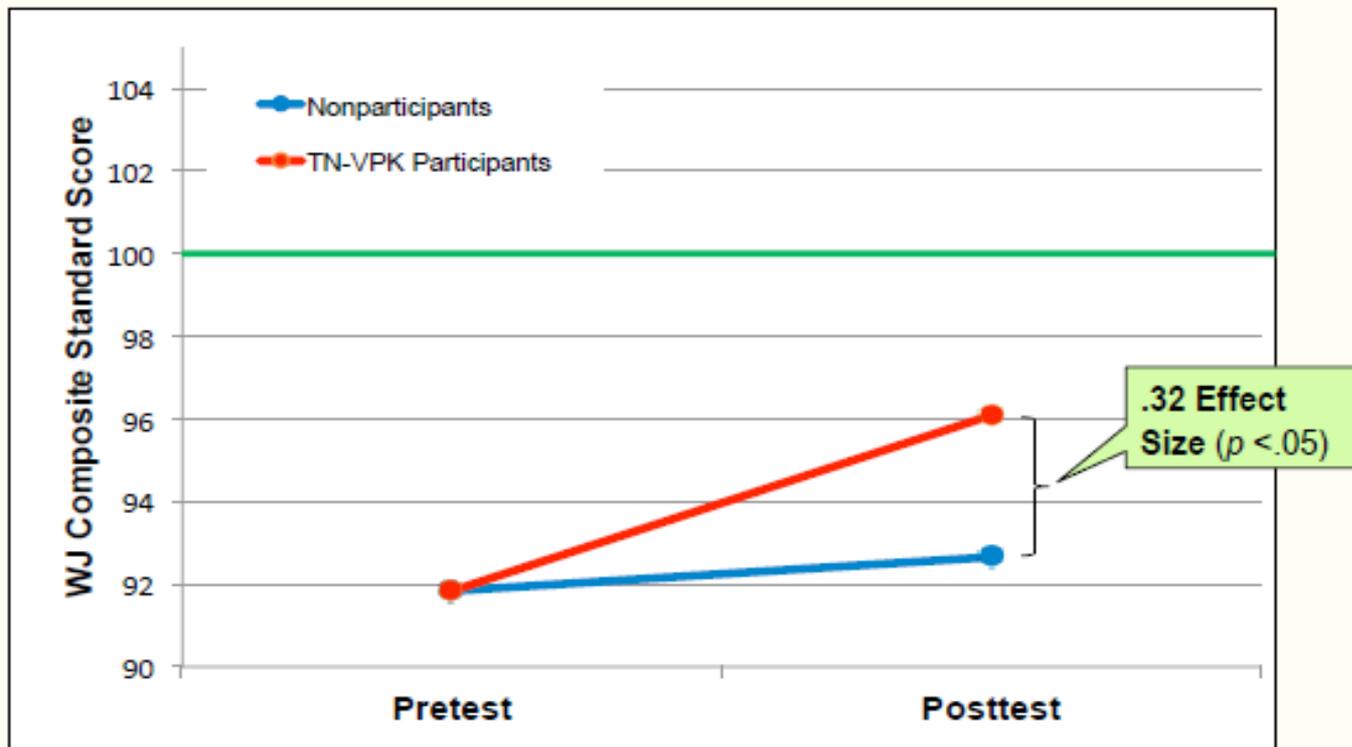
# TN-VPK Evaluation Results



VANDERBILT  
PEABODY COLLEGE

PEABODY  
research institute

## TN-VPK Effects at End of Pre-K on the Overall WJ Achievement Composite Score



TN

Department of  
Education

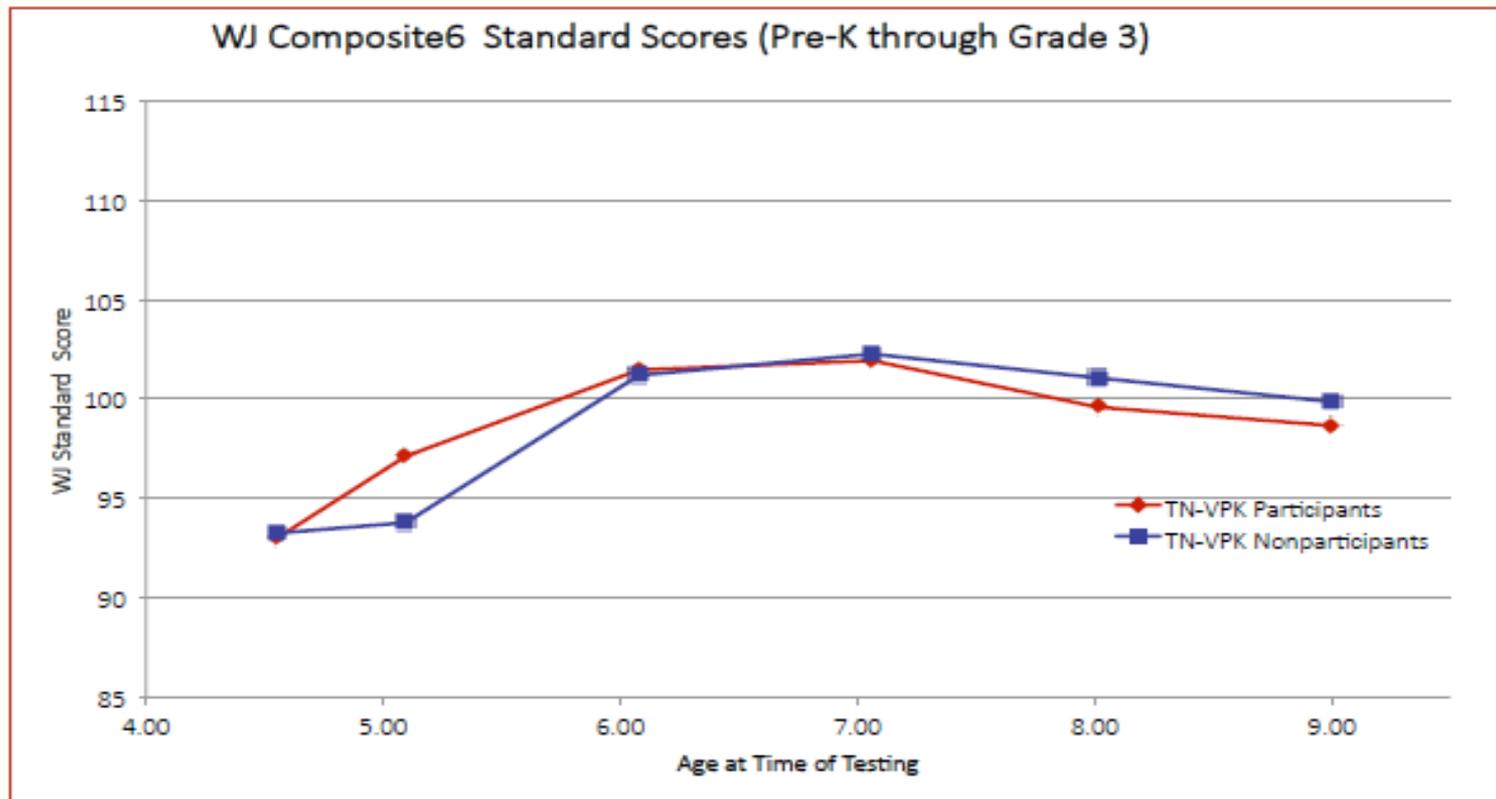
# TN-VPK Evaluation Results



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## Overall Achievement Advantage Fades



# Key Findings from the TN-VPK Study

- Pre-K had a positive impact for the children who attended the program.
- Pre-K gains are not sustained over time and eventually reversed.
- Wide variability in quality of classrooms, how time is spent in classrooms, and outcomes for children.



**VPK Quality  
Improvement  
Strategies**

# VPK Quality Improvement Strategies

- Define quality
- Strengthen pre-K programs
  - Revise VPK funding application to align with quality definition
  - Target funding to eligible students and high quality programs
- Support districts by providing guidance, expectations and training for application changes
- Provide training and professional development for teachers, pre-K supervisors and elementary principals on best practices in pre-K instruction



# Pre-K Quality

# Pre-K Quality Program Standards

1. Serves **high needs students**
2. Focuses on **access for families** and **attendance for students**
3. Uses **data-driven approach** to improve **student outcomes**
4. Implements **high-quality, standards-aligned curriculum**
5. Structures daily schedule to **maximize instructional time** and reflect **developmentally appropriate practice**

# Pre-K Quality Program Standards

6. Provides **nurturing and responsive care** for every student
7. Supports pre-K teachers through targeted and effective **professional development**
8. Ensures **continuous improvement** through evaluation and monitoring
9. **Partners with families** to ensure student success
10. **Engages community** to support families and programs



# **VPK Application for 2017-18 School Year**

# Grant Application Process

1. Grant applications due **April 14, 2017**
  - Applications will be completed in ePlan
  - All required attachments must be uploaded by due date
2. Applications will be reviewed for an initial award date of May 26, 2017
3. Feedback and scores will be given to districts fall 2017



# Enrollment

# Eligibility

## Goal: Increase the percentage of eligible children in VPK classrooms

- Four year olds meeting 180% poverty meet eligibility requirements
  - 90% of students served should fall in this category
- Four year olds who have had parents die during or from injury sustained while serving in the armed forces
- Four year olds with IEPs
  - Goal: 10% of students served, with preference given to income-eligible four year olds with IEPs
- Four year olds who are English learners

# Overall Feedback

- Very strong answers in response to the need in each district
- Confusion regarding numbers or where to find them
- Focus on enrollment and policy procedures
- Need for recruitment and transportation ideas

# Population and Enrollment Data

## 1.a. Identification of Need

- Find census data:

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Find number of children under age six  $\div 5 =$  Approximate number of four year olds in the district

- Please take note of types of programs
- Do not count the same classroom in more than one category

# You Score

Let score some responses!

- Read through the rubric for section 1A
- Read the three example responses at your table
- As a team, determine a score and write it on the cue card

Consider:

- Did the data provide estimates of unmet needs?
- Did the data provide enrollment trends and projections?
- If you had the finances to award one new pre-K program, which district would receive those funds? Why?

# Self Assess

Now, take about 10 minutes to score your response from last year.

- Do you see any places where you could add more detail or advocate for your program more specifically?
- Do you see any instances of misinformation or unnecessary information?
- As you prepare for your own response to this year's application, what information do you need to gather to accurately and adequately answer this series of questions?

# Site Projections

## 1.B. Projected site locations to serve eligible children

- Are your VPK classes in region of greatest need as defined by poverty?
- Students in poverty do not have the means to transport longer distances.
- Your benchmark goals for enrollment are:
  - 90% four year old, income eligible
  - 10% four year old, IEP

# Sample Response

The area in which our district serves is very small. We have a classroom in each of our school zones in each of our four elementary classrooms. In addition, a pre-k classroom is housed at the Technology Center and accepts students from two high schools. Each of the school's zones contain pockets of families that are economically disadvantaged such as those families living in housing projects, Section 8 Housing or mobile home parks. All of our sites meet the criteria to fall under CEP which means all students receive free meals and are very much alike in terms of economically disadvantaged. East serves a higher socio-economic population and does not meet the criteria for a CEP site or Title I school.

Currently 92% of the pre-K students in our district qualify as economically disadvantaged.

Our plan to increase the number of economically-disadvantaged families that apply for pre-K includes:

- *Increasing the use and frequency that we use social media for communication*
- *Scheduling time for our social workers to visit neighborhoods of lowest socio-economically disadvantaged families*
- *Meeting with key agencies that serve socio economically disadvantaged families and providing information about our pre-k program.*

# Brainstorm

**Consider information found on section 1.B of the rubric.**

- Do you have a discernable plan?
- Brainstorm ideas you have to recruit students from your target population.
- Create a bubble map and be prepared to share ideas with the room.

# Enrollment Procedures

## 1.C. Enrollment Process

- What is your process for enrolling students?
- How do you publicize, and how do you acquire needed documentation for eligibility purposes?
- What are your procedures for gathering registration documents and eligibility documents in a timely manner?

# S.W.O.T. Analysis

**Strengths – Attributes of your plan that will contribute to your enrollment goals.**

**Weaknesses – Attributes to your plan that are harmful to your enrollment goals.**

**Opportunities – External conditions that are helpful to your enrollment goals.**

**Threats – External conditions that are harmful to your enrollment goals.**

# Attendance Policy Feedback

When you are drafting your attendance policy, please be mindful of the following:

- Consistent communication with parents
- Consistent follow through
- Restorative practices
- Document all communications

# Transportation

- How many districts provide transportation for VPK students?
- Share ideas to tackle strategy.
- What are the primary barriers faced?
- Consider partner agencies like Head Start.
- Community engagement for collaborative problem solving.

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# Pre-K Program

# Pre-K Program Focus

- Student outcomes
- Daily schedule
- Curriculum
- Teacher placement
- Teacher evaluation
- Staff development
- School culture
- Program accountability

# Overall Feedback

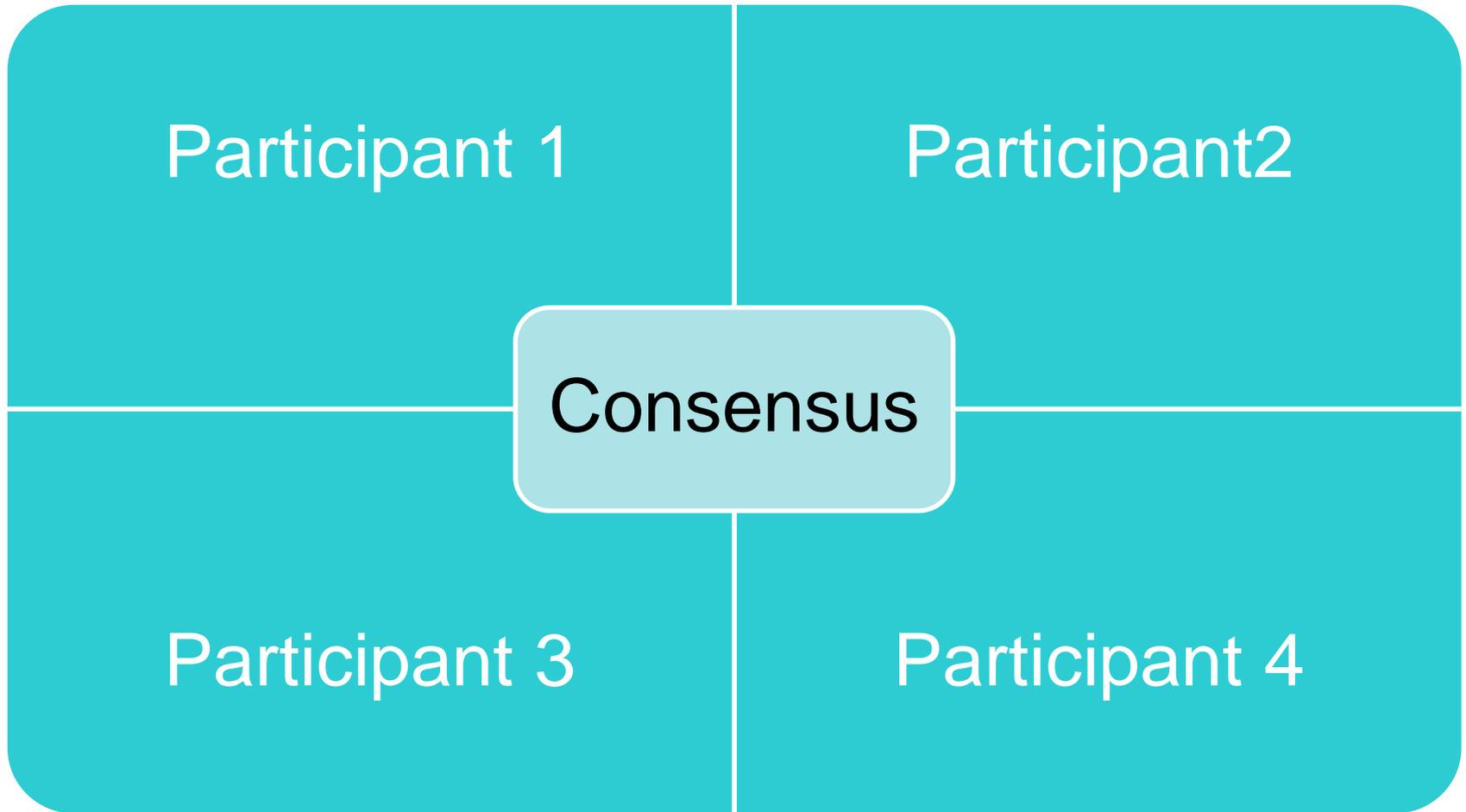
- Most districts had academic goals and a method for reporting progress to parents
- Lots of reported professional development aligned to pyramid model (SEL) and safety/compliance issues; not as many focused on academic learning
- Concern regarding the number of curricula used across the state, with many districts supplementing their primary curriculum with 2-5 supplementals
- Too much time spent in transitions, meals, and naps and not enough time spent in small groups and centers

# Section 2 – Pre-K Program – 70 points

## II.a. Student Outcomes

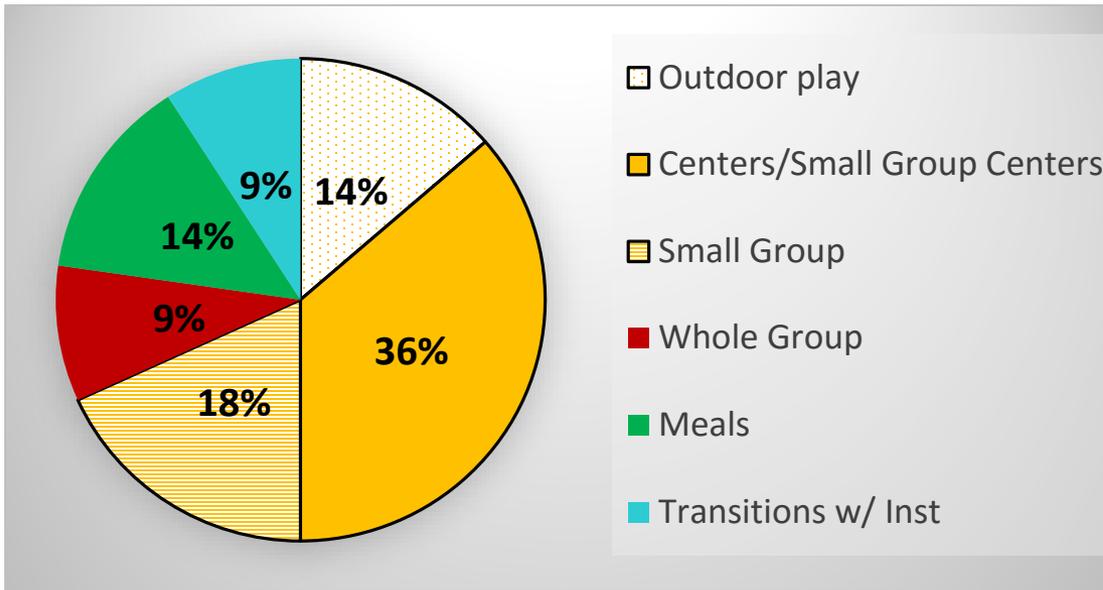
- Goal: Progress monitor student learning and growth
- Explain how student growth goals are determined and who determines them.
- Explain how student growth goals are monitored.
- How is data used to improve instruction?
- How are goals and measures aligned to the TN ELDS?
- [https://www.tn.gov/assets/entities/education/attachments/std\\_tnelds\\_4yo.pdf](https://www.tn.gov/assets/entities/education/attachments/std_tnelds_4yo.pdf)

# Placemat Discussion



# Exemplar Schedule – 5 ½ Hour Day

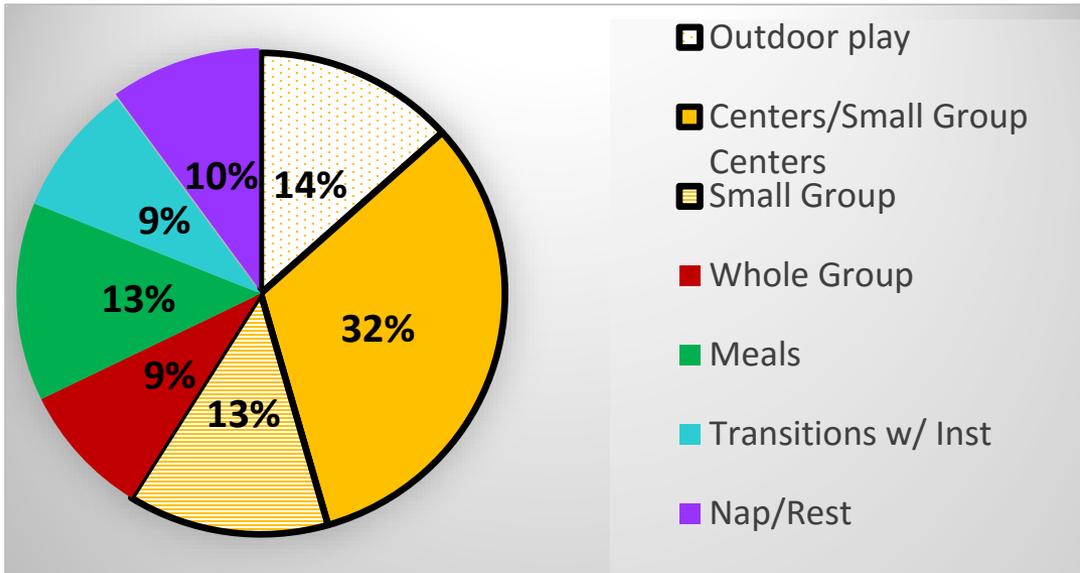
## II. b. Daily Schedule



Activity	Minutes
Outdoor play	45
Centers/Small Group Centers	120
Small Group	60
Whole Group	30
Meals	45
Transitions w/ Inst	30

# Exemplar Schedule – 7 ½ Hour Day

## II. b. Daily Schedule



Activity	Minutes
Outdoor play	60
Centers/Small Group	145
Small Group	60
Whole Group	40
Meals	60
Transitions w/ Inst	40
Nap/Rest	45

# Self Evaluation

**Is there a part of your day that can be renegotiated to increase student/teacher interactions?**

Consider:

1. Quiet center time in morning
2. In-class, family-style dining
3. Small group time managed within centers and/or with minimal student wait time
4. Teacher/student interactions
5. Songs, rhymes, chants, and educational transitions

# Curriculum

## II.c. Curriculum

- Please list your current primary and supplementary curricula. If district developed, note that.
- When explaining how curriculum is aligned to TN ELDS, be specific.
- Make sure all domains are addressed in your alignment analysis.
- Be specific about training opportunities for teachers, including dates and type of trainings provided.

# Curriculum Rubric Review

- Review the curriculum rubric provided.
- With your team, evaluate your current primary curriculum.
- What strengths do you notice? Concerns?
- Document your team's strengths, concerns, and questions on the chart paper provided.
- Share one idea or concern with large group.

# Teacher Placement

## II.d. Teacher placement

- Do you have a licensed, endorsed teacher and qualified educational assistant in every classroom?
- How does your district recruit quality pre-K teachers? Who hires and places teachers? What issues do you face with teacher recruitment and how are these being addressed?
- What is your process for retaining a high quality pool of substitutes? What specific issues does your district face and how are these being addressed?

# Teacher Evaluation

## II.e. Teacher Evaluation

- Describe in detail your district's Early Learning Model plan for how pre-K teachers are being prepared to implement the new student growth portfolio model.
  - How many teachers have been trained?
  - What is the teacher response thus far?
  - What needs do you have to ensure success in implementation?

# Staff Development

## II.f. Staff development

- Describe in detail your district's professional development training and learning opportunities for pre-K teachers and educational assistants.
  - What types of trainings does your district offer to pre-K teachers?
  - Is there a coaching model in place?
  - How does teacher evaluation (classroom observations) provide support and professional learning for teachers?
  - How do you assess PD needs for teachers?

# School and Classroom Culture

## II.g. School and Classroom Culture

- What are your behavior management policies?
- Discipline policies and practices?
- Has your staff attended training on pyramid model or some other philosophy around social and personal competencies?
- What are some specific strategies you have utilized to strengthen student/teacher interactions or parent/program interactions?

# Roles and Credentials for All Staff

Who is responsible for:

- VPK program administration
- New classroom observations using ECERS and ELLCO
- Conducting classroom teacher evaluations
- Completing classroom observations and providing feedback to teachers
- Scheduling how often pre-K classrooms are observed and assessed

# Program Accountability

How are staff trained to:

- Observe, monitor, and assess classrooms and programs
- Evaluate staff and conduct observations
- Use data from observations to coach and support teachers

# Community Engagement

## III.a. Family engagement

- Provide detail and be specific as you describe your approach to engage and develop partnerships with pre-K families
  - What specific activities, workshops, or events are provided for parents and families?
  - Do you track participation rates for parent-teacher conferences? If so, what do they reflect? How will you increase family participation?
  - How are students and families supported through the transition from pre-K to K?
  - How do you inform parents and families on how to support student learning at home?

# Community Engagement

## III.b. Community Pre-K Advisory Council (CPAC)

- Provide detail and be specific as you describe your CPAC activities
  - How did you identify members? Is there a rotating membership? Explain your approach to ensuring the right voices are at the table.
  - What are your CPAC's defined goals and roles?
  - What authority do they have to make decisions?
  - What opportunities do they have to engage and/or provide input and feedback on the program?
  - How do you ensure community support for you pre-K programs?

# Budget

## IV. Budget

- VPK dollars should be used for the direct service of pre-K students.
- Be as specific and detailed as possible in your narrative descriptions.

# Budget

- **Allowable expenses include:**

- Salaries and benefits for VPK pre-K teachers and educational assistants
- Substitute teachers for pre-K teachers and educational assistants
- Additional staff, if they provide a direct service to eligible students enrolled in VPK classrooms
- Professional development costs for pre-K teachers and educational assistants
- Educational supplies and materials used in VPK funded classrooms
- Field trips and related expenses for VPK classrooms only
- Technology used in VPK funded classrooms
- Administrative and miscellaneous expenses required for VPK classrooms

# Additional information

- **Community partnerships**
- **Letters of support**
- **Additional issues requiring response**
  - Required sections; not included in score
  - Critical for strengthening and sustaining pre-K programs
  - If any section is incomplete, application will be returned to district and will not be considered for funding in 2017-18
  - Focus on strengthening these sections
  - Provide specific requests for assistance from the department



# **Planning Ahead 2017 Application**

# Next Steps

- What parts of the application process directly correlate with quality improvement efforts in your district?
- What components of your application from 2016 already meet the requirements for 2017?
- What are some areas that your district might need more support?
- When will you bring this application to your CPAC for initial review?
- Who are other stakeholders who need to be involved in finalizing this application?
- Who will verify and correct EIS numbers?

# Survey

- [https://stateoftennessee.formstack.com/forms/early\\_learning\\_model\\_3\\_training\\_feedback](https://stateoftennessee.formstack.com/forms/early_learning_model_3_training_feedback)