

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: May 28, 2014

AGENDA ITEM No. 14-05-(2)-16

ACTION ITEM: (Y/N) N

SUBJECT: Pre-K Program Update

INFO. CONTACT: Dr. Amanda Hartness/Dr. Lisa A. Napp/  
Mrs. Connie Crimmins PHONE: (919) 732-8126

ATTACHMENTS: (1) Demographic Report for Orange County Schools Title I/Exceptional Children's Pre-K Programs  
(2) Pre-K Power Point Slides

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**PURPOSE:** The purpose of this agenda item is to provide the Board of Education with an update on Orange County Schools Pre-K Programs.

**BACKGROUND:**

- The Title I Pre-K / Blended Program for the 2013 – 2014 school year is composed of four classrooms. The classes are located at Efland-Cheeks (1 class), Central Elementary (1 class), New Hope (1 class), and Pathways (1 class). The programs may serve a total of 64 students. Of that number, up to 16 of the students (4 in each Pre-K classroom) have Individual Education Plans (IEP) and are provided services by the Pre-K Teacher in collaboration with the Exceptional Children's program. A demographic breakdown of current students has been attached to this abstract.

Orange County Schools has two Exceptional Children's Pre-K classrooms. One is located at Pathways Elementary School and is a Self-Contained Classroom serving Pre-K students who are experiencing developmental delays. The second Self-Contained Classroom is located at Grady A. Brown and serves the district's autistic students.

- All staff are hired through and funded by Title I, Exceptional Children, and North Carolina Pre-K (NCPK) dollars. There are 12 staff members in Pre-K Title I / Blended classrooms. The funding for the 12 staff is as follows: 4 teachers are funded through a blend of Title I and NCPK dollars, 4 teacher assistants are funded through a blend of Title I and NCPK dollars and 4 teacher assistants are funded through Exceptional Children funds and serve students in the Title I/NCPK/EC classes based on developmental needs.
- Each Pre-K class provides on-site training and activities based on the identified interest of families. One district – wide Family Outreach Event is held in the evening offering a literacy workshop. Teachers also make at least 2 home visits for the children they serve.
- All Pre-K Sites are 5-Star Licensed Classrooms as designated by participating in the Early Childhood Environment Rating Scale (ECERS) Review.

continued

- Chapel Hill Training and Outreach Project and Orange County Schools partner to provide Pre-K services for 54 Head Start children and their families. We have combined select professional development for teachers and health services for students. There are currently three Head Start classes which are located at Central, Efland Cheeks, and Pathways Elementary Schools.

**FINANCIAL IMPACT: Title I Pre-K Program**

	<b>Allocated</b>	<b>Estimated Expenses</b>	<b>Carry over</b>
Title I	\$485,599	\$264,196	(\$221,403)
NCPK	\$244,750	\$ 25,157	(\$219,592)
Exceptional Children	\$130,623	\$130,623	(\$0)
Tuition	\$ 24,706	\$ 0	(\$24,706)
<b>Total</b>	<b>\$885,678</b>	<b>\$419,976</b>	<b>\$465,701</b>

- \*Balance: 1) Title I and NCPK Funds payments carried over to the 2014 -2015 school year are reserved in the event Title I or NCPK funds are cut or eliminated.  
 2) Pre-K Tuition Funds carried over to the 2014 -2015 school year are reserved for The T.E.A.C.H. Early Childhood® Scholarship Program and substitute Teaching Assistant costs.

\*\*Funding for each child in the Title I Pre-K Program is \$6,562.00 per child.

**Exceptional Children's Self-Contained Pre-K Class**  
**Total Expenditures: \$283,646.42**

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive the Pre-K update for review and discussion.

# Demographic Report for Orange County Schools Title I/Exceptional Children's Pre-K Programs 2013 -2014

## Title I Programs-Gender

	Central	Efland	New Hope	Pathways	Total
Male	9	6	9	8	32
Female	6	9	5	8	28

Total 60

## Title I Programs-Ethnicity

	Central	Efland Cheeks	New Hope	Pathways	Total
African American	3	6	0	6	15
Hispanic	5	4	8	1	18
Native American	0	0	0	0	0
White	6	5	3	9	23
More Than One Race	1	0	3	0	4

Total 60

## Students with Disabilities Served in the Title I Pre-K Programs

Central	Efland	New Hope	Pathways	Total
4	4	4	4	16

## Exceptional Children's Self-Contained Pre-K Class at Grady A. Brown Elementary-Gender and Ethnicity (Autism)

	Male	Female	Total
African American	2	0	2
Hispanic	0	0	0
Native American	0	0	0
White	0	0	0

Total 2

## Exceptional Children's Self-Contained Pre-K Class at Pathways Elementary-Gender and Ethnicity

	Male	Female	Total
African American	0	0	0
Hispanic	0	0	0
More Than One	1	0	1
White	2	1	3

Total 4

### **2013 -2014 Demographic Data for Blended Pre-K students in OCS**

- 17% of children enrolled in Blended Pre-K classes live in homes where neither parent has earned a high school diploma or a GED;
- 49% of the children enrolled in Blended Pre-K classes live in homes where family income is at or below the poverty level;
- 16% of the children are experiencing a developmental delay;
- 18% of the children speak English as A Second Language (ELL);





<b>Nine OCS Pre – K Classrooms                      64 Students Enrolled In Blended Classrooms</b>				
Central Classroom & Enrolment	Efland-Cheeks Classroom & Enrolment	Grady A. Brown Classroom & Enrolment	New Hope Classroom & Enrolment	Pathways Classroom & Enrolment
1 District Blended Pre-K (12/4)  1 Headstart (18)	1 District Blended Pre-K (12/4)  1 Headstart (18)	1 District Self Contained Pre-K (Autism/4)	1 District Blended PreK (12/4)	1 District Blended Pre-K (12/4) 1 District Self Contained Pre-K (Developmentally Delayed)  1 Headstart (18)
• <u>Blended Funds:</u> NCPReK Title I EC Funds Tuition (1) • <u>Headstart Funds</u>	• <u>Blended Funds:</u> NCPReK Title I EC Funds Possible tuition • <u>Headstart Funds</u>	• <u>Exceptional Children's (EC) Funds</u>	• <u>Blended Funds:</u> NCPReK Title I EC Funds Tuition (1)	• <u>Blended Funds:</u> NCPReK Title I EC Funds • <u>Exceptional Children's (EC) Funds</u> • <u>Headstart Funds</u>
District: Teresa Milton, Natasha Williams , Teresita Whitfield	District: Susan Banks, Alicia Brown, Alicia Wright	District EC: Susan Wilson: Amanda Chapman	District: Pam Zornick, Vonnie Jordan, Ciara Reed	District: Sara Winters, Rusty Sharpe, Cynthia Kenyon

### 2013 – 2014 Pre – K Data

64 students are currently enrolled in 4 Title I Blended Classrooms



- 17% of children enrolled in Blended Pre-K classes live in homes where neither parent has earned a high school diploma or a GED;
- 49% of the children enrolled in Blended Pre-K classes live in homes where family income is at or below the poverty level;
- 16% of the children are experiencing a developmental delay;
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#### Update on The Dilemma (presented 5/2012)

Children living in poverty generally come to school having heard far fewer words and interacted far fewer times in language-based interactions. Researchers, Hart & Risley (1995),

followed children 7 months to 3 years of age and found:

Children living at or below the national poverty level heard about 600 words per hour

Working-class children heard 1,200 words per hour

Children in professional families heard more than 2,000 words per hour.

What results for children over the course of a day, week, or year may eventually be perceived as a developmental or cognitive delay versus a disparity in language – based interactions.

<http://languagefix.wordpress.com/2008/09/30/4-the-hart-risley-30-million-word-gap-study/>

#### What We Know:

Early interventions focusing best practices on student need in the area of the frequency of language–based interactions will reduce the barriers a language disparity plays in the learning/achievement gap of a child.



Pre – K Staff Development 2013 -2014

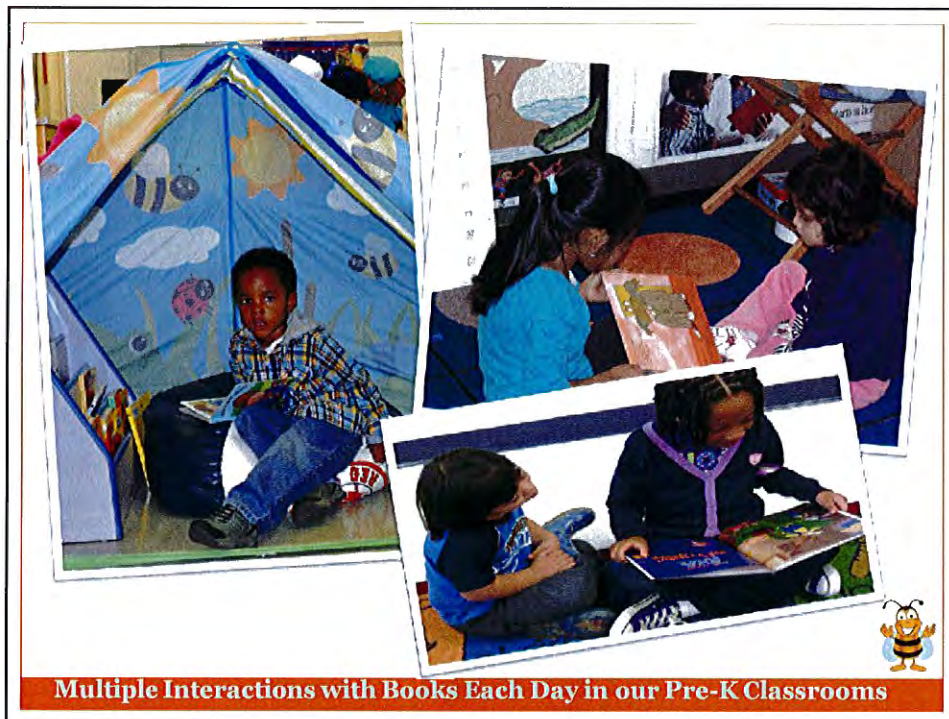
- Implementation of Curriculum Gold Growth Monitoring Tool  
Purchase Tool Kit and Technology
- Continued Professional Development in early language acquisition strategies  
STRIVE FOR FIVE/CAR/CROWD
- Staff visits to Project Enlightenment, Raleigh, NC

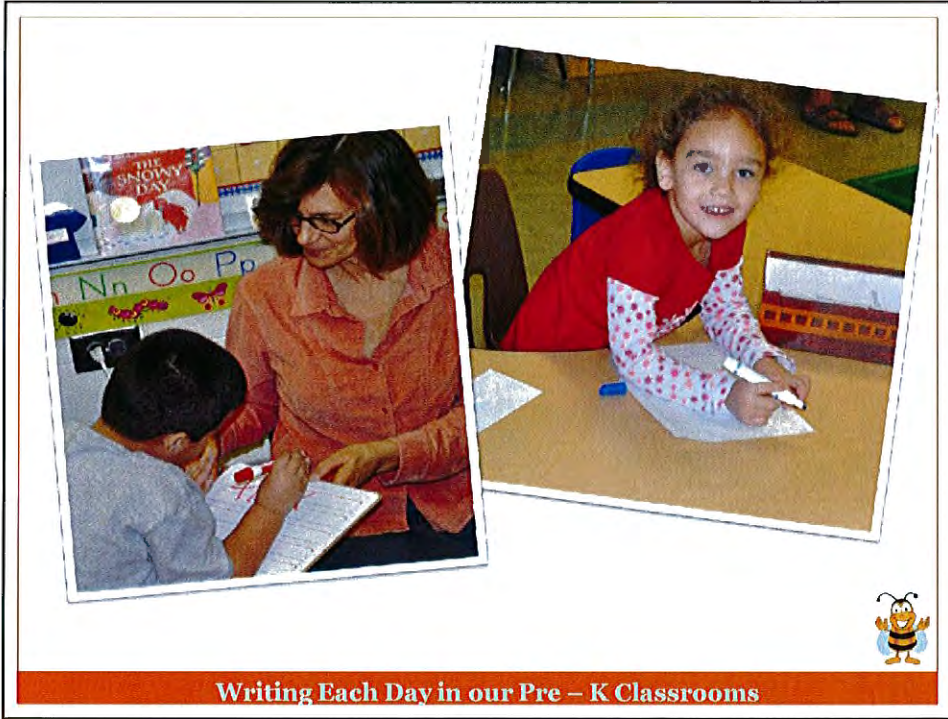
Pre-K Parent Outreach 2013 -2014

- Club de Madres bi-weekly literacy workshops for Second Language Learner Pre-K families on wait list;
- Parent night presented by Dr. Patsy Pierce;
- Orange County Schools Family Academy Nights;

Partnerships

Center For Inquiry Based Learning (CIBL)  
Dr. Patsy Pierce, Early Childhood Literacy Researcher  
Grace Clark, OCS Reading Specialist  
Dawn Bagwell, English as A Second Language Differentiation  
Sandra Blefko, ESL Family Outreach Specialist



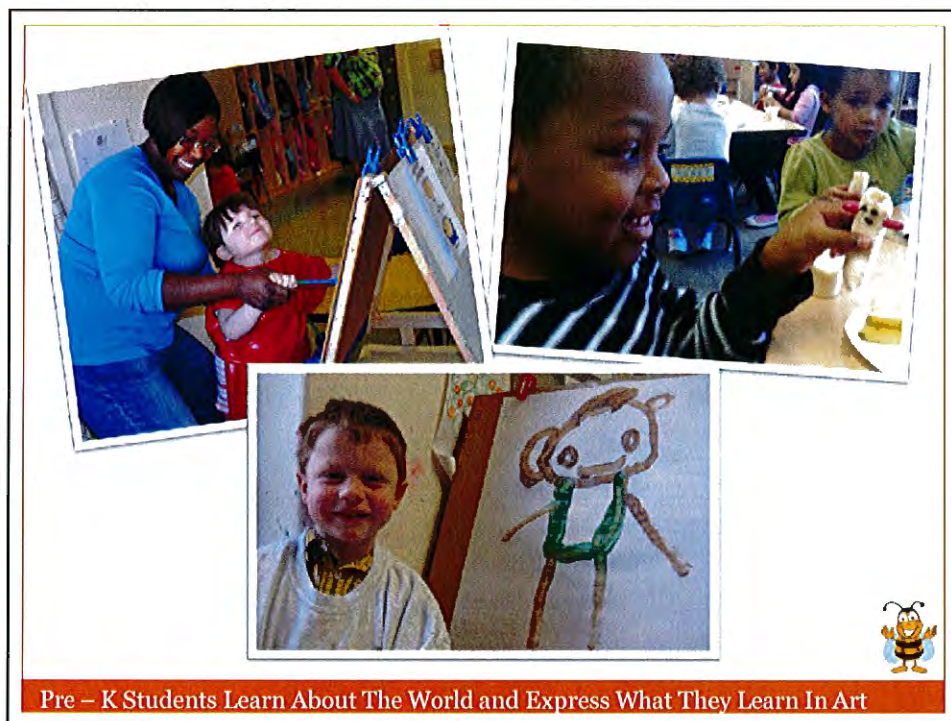
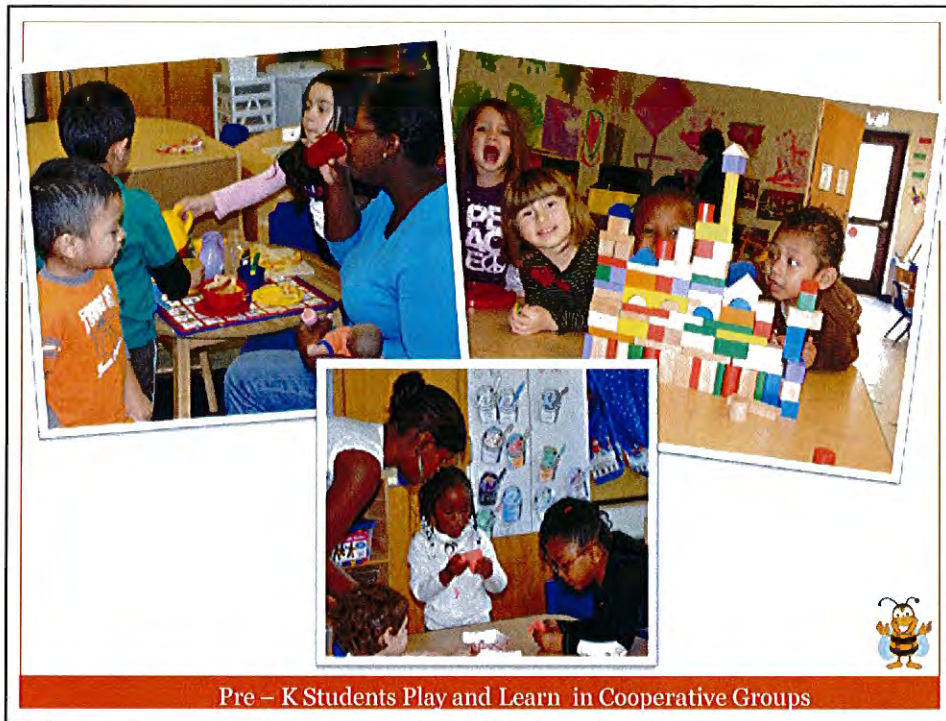


**Writing Each Day in our Pre – K Classrooms**



**Working With Numbers Each Day in our Pre-K Classrooms**





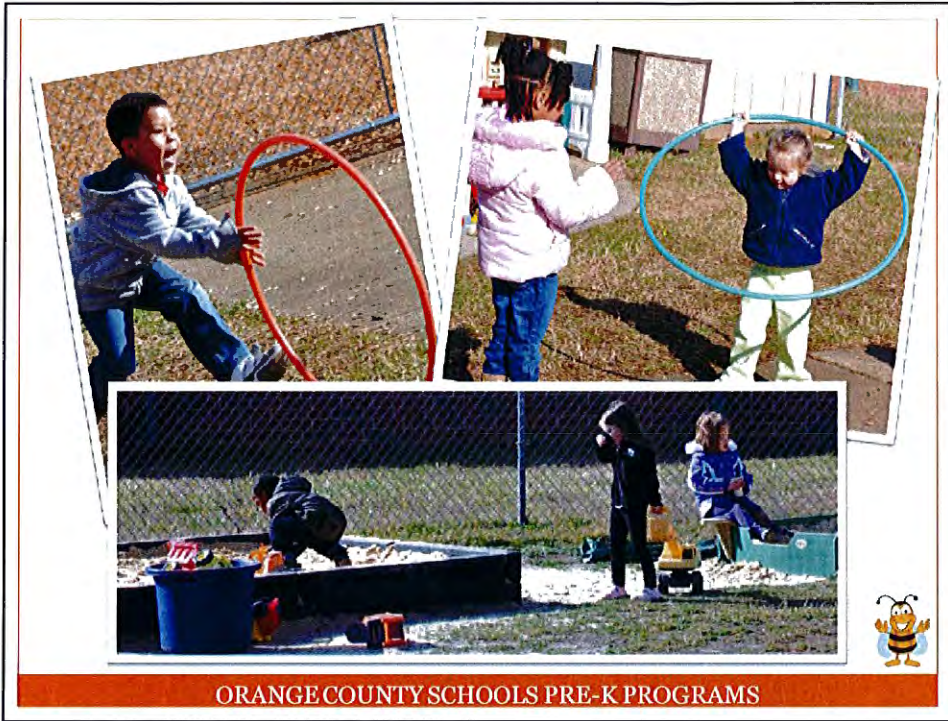


**Outdoor Fun & Learning**



**ORANGE COUNTY SCHOOLS PRE-K PROGRAMS**





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### Creating Positive Relationships with Pre-K Parents



Our Pre – K staff purposefully works to increase the language skills of students enrolled in our classes. One of our strategies is to reach out to families through evening parent/family involvement activities. Pre – reading skills, reading, and developing number sense is our focus. Forming strong partnerships with parents/families early in a child’s educational experience is key to developing trusting home/school partnerships throughout a student’s educational path. Meaningful parent/family involvement contributes to high student achievement.

### ***The Time is Now! Building an Early Literacy Foundation in Preschool***



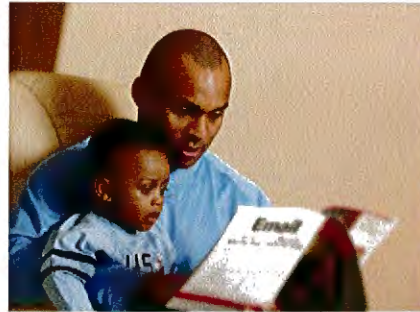
THE “HOUR GLASS” MODEL OF LITERACY  
DEVELOPMENT AND INSTRUCTION  
PATSY PIERCE, PH.D.  
PIERCECALDWELL@ATT.NET

<http://www.med.unc.edu/ahs/clds/>

[www.ncaca.info](http://www.ncaca.info)

## What is shared reading?

- “The interaction that occurs when a child and adult look at or read a book together.”
  - Ezell & Justice, 2005



## Why is shared reading important?



- Shared reading accounts for at least 10% of the variance in children’s primary grade reading and language achievement and it’s something we CAN DO!
  - (Senechal, LeFebvre, Thomas, & Daley, 1998)



## Parent Involvement



ORANGE COUNTY SCHOOLS PRE-K PROGRAMS



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