

# NC Department of Public Instruction Office of Early Learning

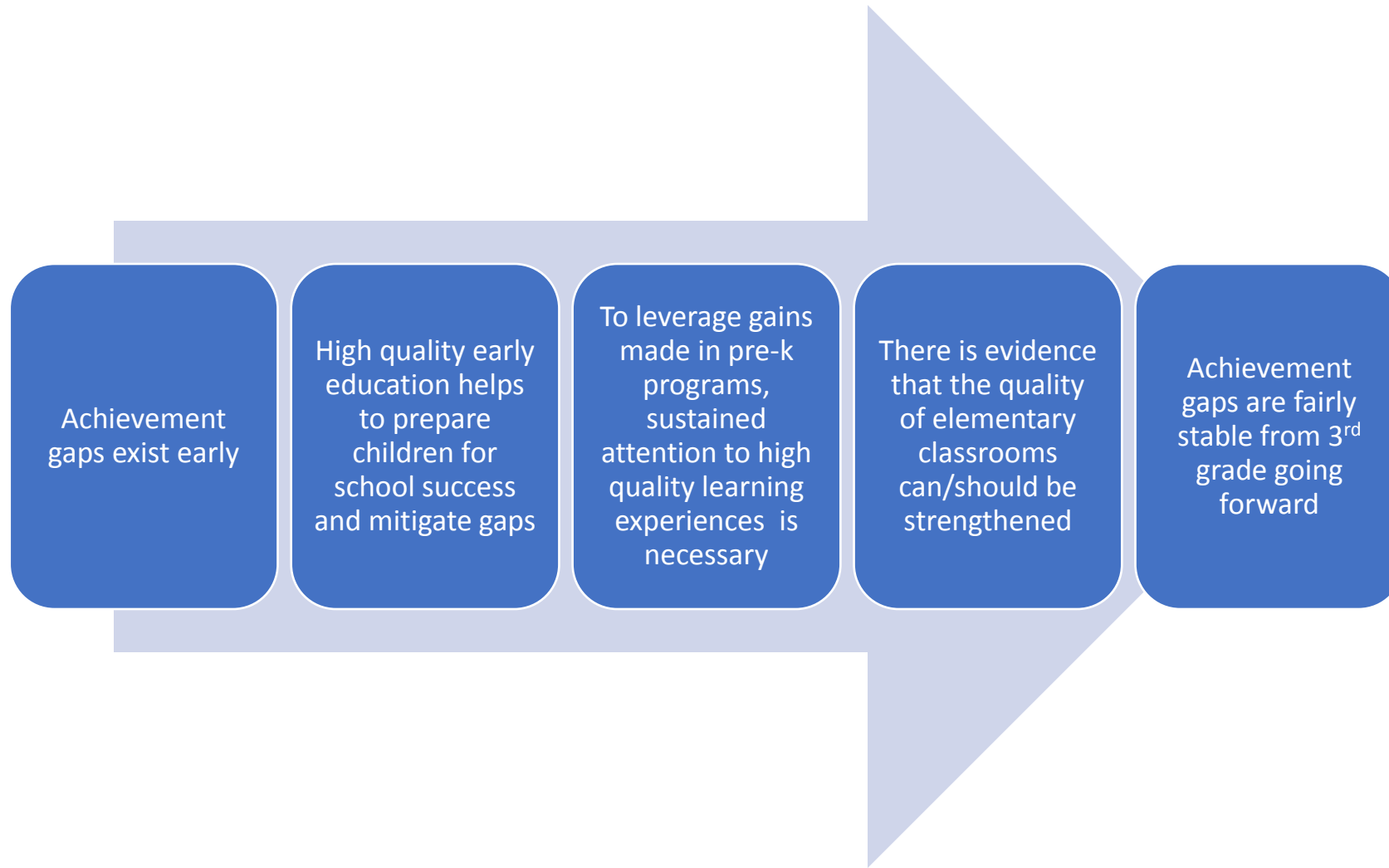
Presentation to the Joint Education Appropriations Committee

John Pruette, Executive Director

3/23/2017

# Agenda

- The role/component parts of the office
- History of state-funded pre-k in NC
- Other publicly funded early learning programs
- System collaboration



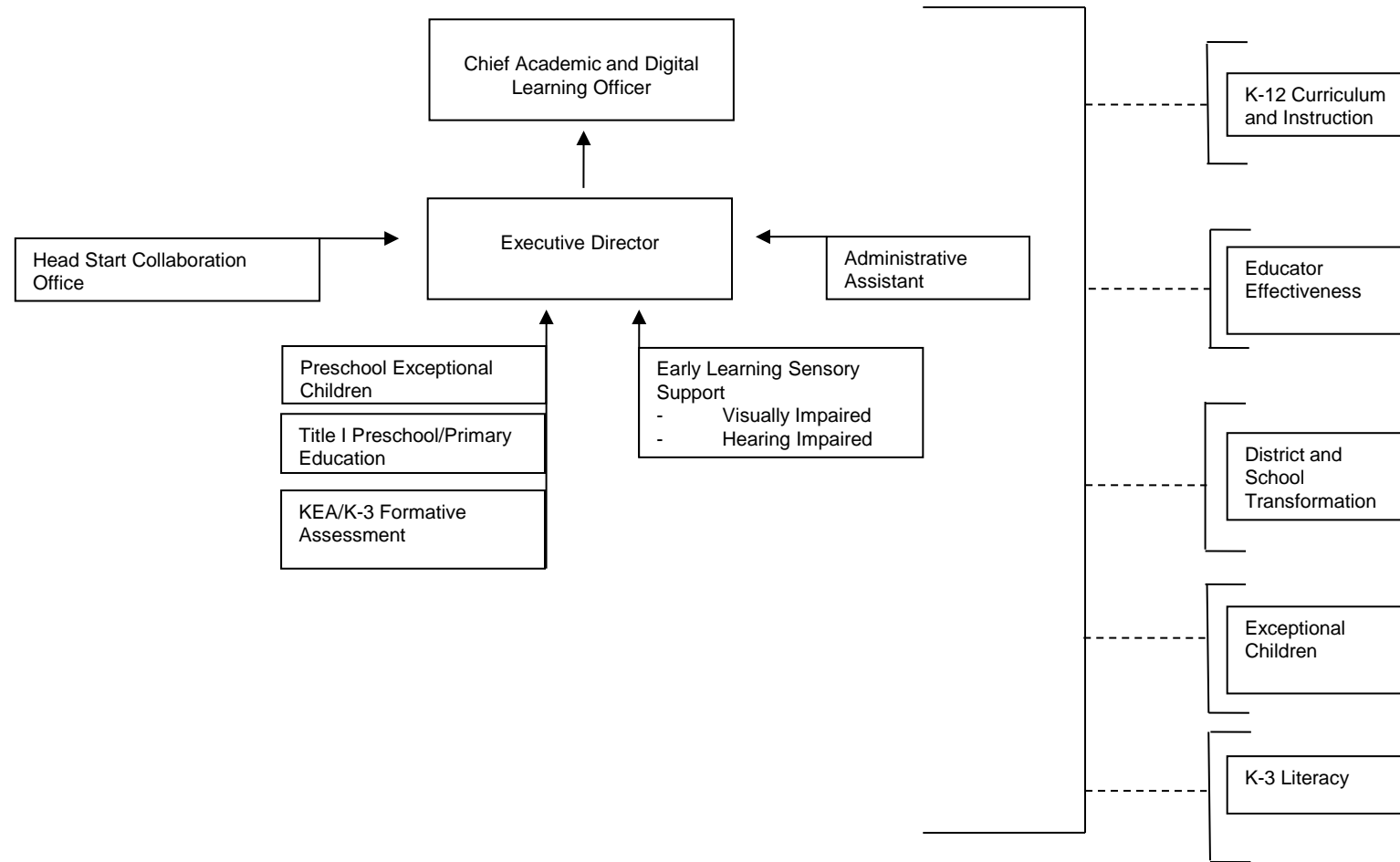
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# OEL Purpose Statement

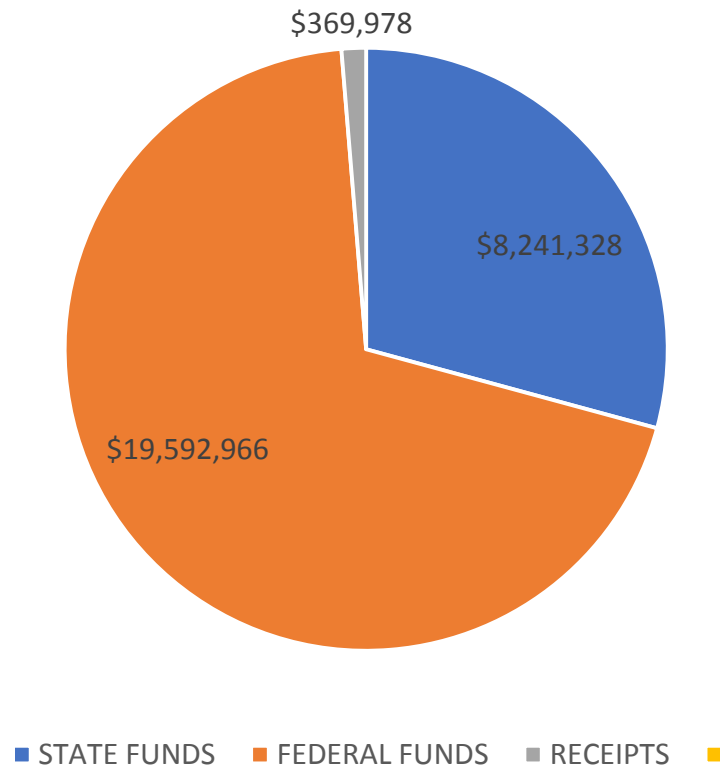
- A strongly aligned, high-quality early learning experience increases success for all children in school and in life. Therefore, the OEL works to collaboratively reform and support a more coherent and aligned approach to teaching and learning from early care and education through the primary grades.

# Office of Early Learning

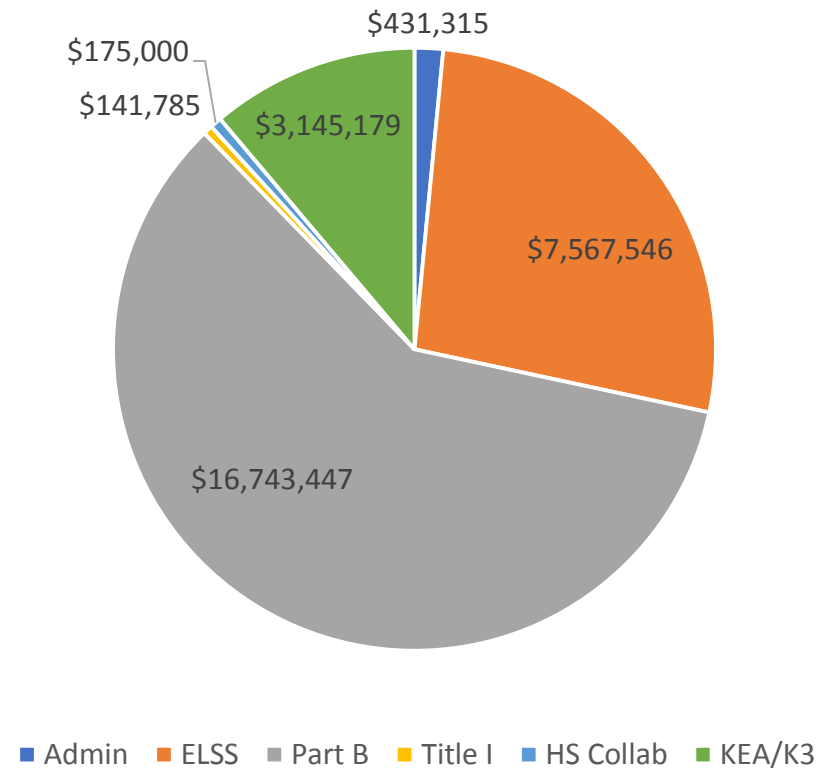


# OEL 2016-2017

OEL Budget



OEL Budget



# Early Learning Sensory Support

- **Visually Impaired**

- Serves children 0-3
- Itinerant program
- ADM 390

- **Hearing Impaired**

- Serves Children 0-3
- Itinerant program
- ADM 361



# Pre-kindergarten

## **Preschool Exceptional Children**

- Serves children 3-5 with identified disabilities
- Itinerant/classroom based
- 12/1/16 headcount = 12,663

## **Title I Preschool**

- Serves children aged four on/before August 31 of program year
- Classroom based
- 10,338 served (5,237 unduplicated)

# HEAD START State Collaboration Office

- To strengthen collaboration between local Head Start grantees and the state/local education agencies and programs

# KEA/K-3 Formative Assessment Process

- In response to legislation
- Formative (defined)
- Embedded in instruction/ authentic
- Across multiple domain of development
- Helps teachers understand where children are to inform instruction
- Leverages the best of what teachers do on a daily basis

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# State-funded Pre-kindergarten

- Initial Implementation and incubation (2001-2005)
  - Pilot phase
  - Rapid expansion
- Office of School Readiness envisioned (2005)
  - Set one common standard for pre-k in the state
  - Increase collaboration and coordination
- Office of School Readiness (2006)
  - Established in DPI
  - State-funded pre-k transferred to DPI to live with other pre-k efforts
  - Done in response to inter-agency recommendation
- Office of Early Learning (2010)
  - Evolution of the Office of School Readiness
  - Greater focus on the early education continuum
- State-funded pre-kindergarten moved to DHHS (2011)

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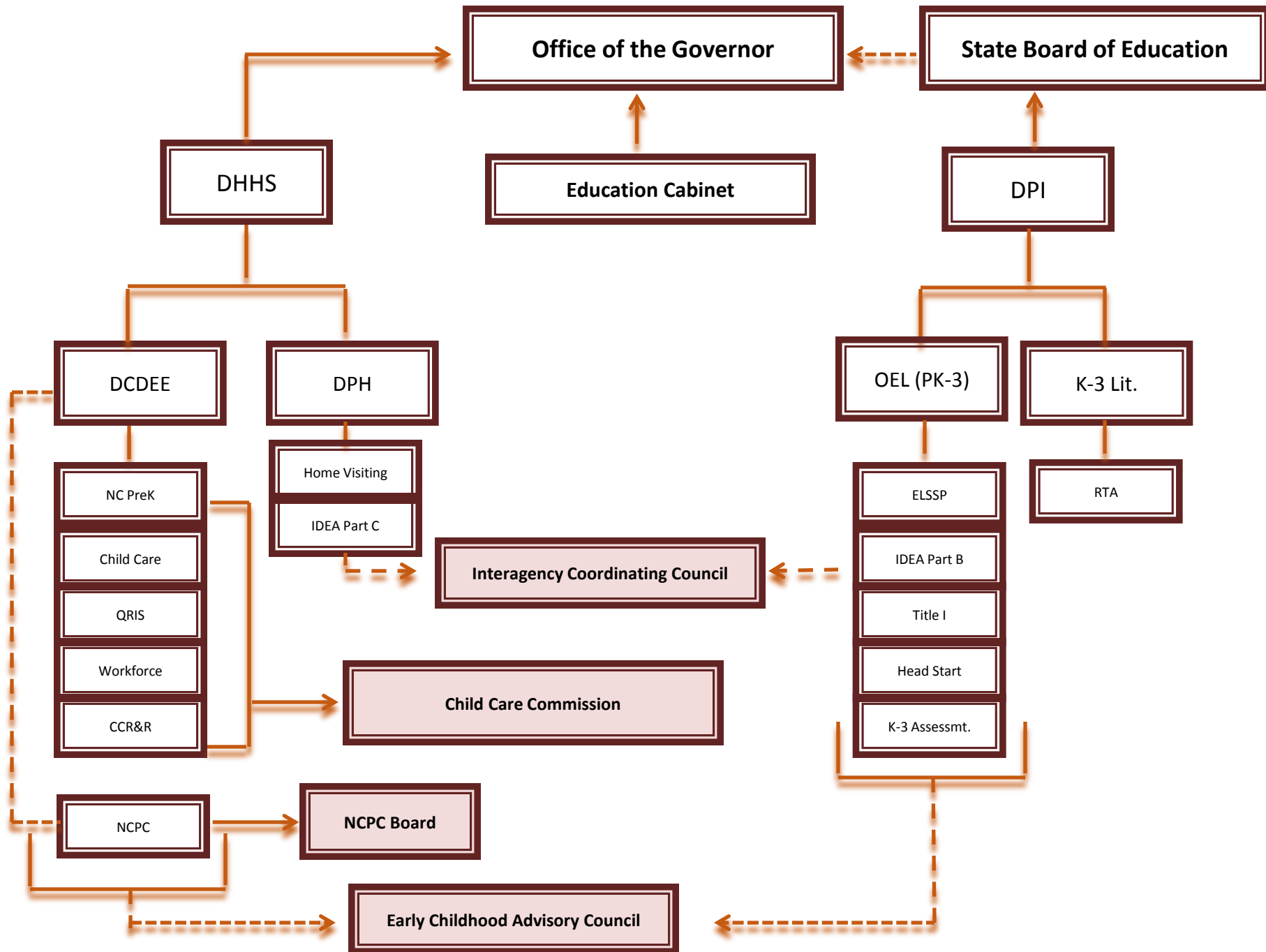
# Other Major programs

- NC Infant Toddler Program
  - provides supports and services for families and their children, birth to three who have special needs
  - Housed in DHHS/Division of Public Health
- Child Care Subsidy
  - provides financial assistance to eligible families to support parents' employment or education, child developmental needs, child protective services and child welfare services.
  - Housed in DHHS/Division of Child Development and Early Education
- Smart Start
  - provides planning, funding and services to improve the quality of and access to child care, access to health services for young children and family support services
  - Nonprofit organization, public/private partnership, state-funds pass through DHHS/DCDEE

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# Building a system...

2016 legislative session, NCGA included special provision language in budget bill requiring DHHS to work in consultation with DPI to:

- Collaborate on an on-going basis to develop and implement a statewide vision for early childhood education (defined as birth – grade 3)
- Develop and implement a standardized program to transition children from preschool to kindergarten

Reporting to the GA regarding both topics, including any findings, recommendations, and legislative proposals occurred Jan.1, 2017 and Dec. 15, 2016 respectively.

# Early Childhood Education: A Statewide Vision

The submitted report capitalized upon the emphasis the legislature has placed upon the earliest years of children and the recognition these years play in building the foundation for future learning, growth and development.

- Unique opportunity to rethink our current system of early learning
- Build upon the latest science, leverage NC's strengths and move toward an aligned system of early care and education that is capable of producing the best outcomes for children

# Why Birth through Grade 3 (B-8)

A strong continuum can help to answer three major policy challenges specific to education:

1. Maximize the gains from early childhood programs
2. Close the achievement gap in third grade and beyond
3. Reduce retention and dropout rates

# Recommendation of the report was to define governance

Coordination through governance is necessary to build an effective and efficient system of early care and education.

- One authority for early learning standards, instructional practices and assessments, creating opportunity for strengthened alignment and support for children B-8.
- Coordinated and stream-line budgeting and operational decision-making that is driven by common goals and outcomes for children's success in school and in life.
- Ensured teacher/program quality through process of standards, oversight, and support.
- Increased accountability, both programmatic and fiscal.

# Transition from Preschool to Kindergarten

Features of transition process:

- Leverages information (formative assessment) already collected in many preschool programs across NC.
- Aligns with domains of development measured by NC KEA.
- Creates a standardized process for transferring information from preschool programs to receiving kindergartens.
- Leverages existing county level transition committees.
- Provides opt-out for families.

Informed by a usability pilot consisting of a select group of counties, the process will be refined.

Per legislation, full reporting on the development of the standardized transition program will occur Jan. 2018



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)

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