

**VIRGINIA PRESCHOOL INITIATIVE
GUIDELINES
2004 – 2005**

Title of Program: Virginia Preschool Initiative for At-Risk Four-Year-Old Children

Issued to: Commonwealth of Virginia City Managers, County Administrators, and Division Superintendents

Issuing Agency: Virginia Department of Education
Office of Elementary Instruction
101 North 14th Street, 20th floor
Richmond, Virginia 23219

Type of Funding: General Fund Appropriation by Virginia General Assembly

Period of Funding: July 1, 2004 to June 30, 2005

Issue Date: April 16, 2004

Eligible Applicants: 100 Localities in Virginia

Submission Deadline: **May 14, 2004**

Mail one original unbound copy of the application with all required signatures to:

Cheryl P. Strobel
Virginia Department of Education
Office of Elementary Instruction
101 N. 14th Street, 20th floor
Richmond, Virginia 23219

Application/Guidelines/Budget: Application, guidelines, and budget information may be downloaded at:
http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/early.html

Telephone inquiries should be directed to: Cheryl Strobel, Early Childhood Specialist
(804) 371-7578

Leigh Williams, Budget Analyst
(804) 225-2025

Guidelines for the Virginia Preschool Initiative Application

Program Overview

In January 1994, the Commission on Equity in Public Education adopted and endorsed four major programs as the core elements in their recommendations to the 1994 General Assembly. The recommendations, subsequently adopted by the General Assembly, focused on programs that had been shown to improve educational achievement. A preschool program for at-risk four-year-olds was one of those recommendations.

The 1995 General Assembly, through passage of the Omnibus Education Act (HB2542) and the Appropriation Act, reinforced all components of the 1994 package and provided for expansion of the initiative for at-risk four-year-olds.

State funds are available to provide comprehensive preschool programs to sixty percent (60%) of Virginia's at-risk four-year-olds who are not being served by federal programs such as Head Start or Title I. Please note that the Governor's proposed budget for the 2004-2006 biennium would limit the deduction of Title I students in the funding formula at 67% of such students. This or any other changes to the funding formula are subject to approval by the General Assembly and the Governor in the final 2004-2006 budget.

Funding is calculated at \$5,400 per eligible child, with program costs shared by the state and local governments based on the composite index of local ability-to-pay.

Completed applications will be due to the Department of Education on **May 14, 2004**, with grants to be awarded in July 2004. Programs must operate for the entire 2004-2005 school year to receive the full state allocation.

Scope of Services

The purpose of the grants is to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure.

To obtain state funding, localities must develop a plan for programs that includes five services:

1. Quality preschool education;
2. Parental involvement;
3. Comprehensive child health services;
4. Comprehensive social services; and
5. Transportation.

The legislative intent of the initiative is to establish a quality preschool education program for "at-risk" four-year-olds. Research, culminating in a legislative study, has defined the criteria for a quality program as those noted in Appendices A-G. Programs should be designed to meet these criteria. If localities have alternate staffing patterns or other components that they believe to be of equal quality, they should include in their local plan such variances for consideration and approval by the Director of the Office of Elementary Instructional Services at the Virginia Department of Education.

Localities will incorporate *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*, newly developed in 2003. *Virginia's Foundation Blocks for Early Learning* describe specific indicators for prekindergarten children in the content areas of reading and mathematics. Oral expression, vocabulary, phonological awareness, letter knowledge and early word recognition, print and book awareness, and written expression are emphasized in literacy, and number sense, computation and estimation, measurement, geometry, statistics, patterns, functions and algebra in mathematics, all of which are addressed in the Virginia

Guidelines for the Virginia Preschool Initiative Application

Standards of Learning. These voluntary guidelines establish a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

The purpose of the document is to provide early childhood educators a set of basic guidelines in literacy and mathematics with indicators of success for entering kindergarten based on scientifically-based research. The guidelines reflect a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences (see Appendix G).

Localities are expected to coordinate resources and funding streams to serve the greatest number of four-year-old children.

Funds will be disbursed by the Department of Education to localities to:

1. establish or expand quality, comprehensive preschool programs in public schools or community sites;
2. purchase quality preschool education programs and services for at-risk four-year-old children from existing providers;
3. expand existing quality programs to serve more children; and
4. upgrade existing programs to meet criteria for comprehensive, quality preschool programs to include new, unserved children.

Program funding is based on a program day at least the length of a school day and a program year that conforms, at least, to the school calendar. Children enrolled in the program must be four years of age on or before September 30 of the school year.

The Code of Virginia requires the Board of Education to accredit preschool programs or centers operated by school divisions as a part of its regular school accreditation process. Instructional programs offered by public schools that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), vocational child-care programs, and extracurricular activities that are focused on single interests such as, but not limited to, music, drama, art, or foreign languages are exempt from the requirements of these regulations (see Appendix F).

Application Requirements

Authorizing legislation requires the chief administrator (city manager or county administrator), in conjunction with the school division superintendent, to identify a lead agency within the locality prior to submitting a proposal application on or before May 14, 2004.

Applicants must:

1. demonstrate willingness to provide a quality preschool education program that conforms to the guidelines and criteria outlined in Appendices A-G;
2. demonstrate collaboration and coordination with community agencies and groups identified by the lead agency as necessary for the successful delivery of comprehensive services to the children and their families;
3. develop and utilize selection criteria based on the community's definition of "at-risk." Appendix C provides information on risk factors that may be used; and
4. complete a grant application and submit it to the Department of Education by May 14, 2004.

Guidelines for the Virginia Preschool Initiative Application

Local Match/Supplant Requirements

Appropriation Act language states that:

1. localities may use local expenditures for existing qualifying programs; and
2. funds received through the program must be used to supplement, not supplant, existing programs.

Defining a Qualifying Program

For the purpose of this initiative, a qualifying program is one that is supported through local dollars and meets, or can meet, the criteria for a quality preschool program for at-risk four-year-old children in school year 2004-2005.

Ensuring Funds Are Supplemented and Not Supplanted

The Appropriation Act prohibits the supplanting of funds. State dollars may be used to:

1. upgrade, complement, or expand an existing locally funded program to meet quality criteria;
2. complement or expand a Title 1 or Head Start program to serve additional children; and
3. establish a new program to serve additional children.

Local Funds

Cash Contributions

Cash contributions are defined as local dollars that are:

1. in a program that meets, or can meet the criteria for a quality preschool program for at-risk four-year-old children in school year 2004-2005; and/or
2. new dollars, which are used to implement a program in school year 2004-2005 that meets the criteria for a quality preschool program for at-risk four-year-old children.

In-Kind Contributions

In-kind contributions are defined as cash outlays that are made by the locality that benefit the program, but not directly charged to the program. The value of fixed assets cannot be considered as an in-kind contribution.

In-kind contributions are:

1. limited to no more than 25% of the total local match requirement;
2. justified in the program plan as necessary and reasonable for proper and efficient implementation of the program;
3. verifiable from the recipient's records;
4. not included as contributions for any other federally-assisted or state-assisted project or program; and
5. not paid by the federal government or state government under another award.

Guidelines for the Virginia Preschool Initiative Application

Coordination of Funds

State funds are to be used to create new programs, supplement, enhance, or broaden current services.

Localities should coordinate other funding sources in planning programs for four-year-old children. Some sources of funds include federal funds for Title 1, Head Start programs, and child-care subsidy programs such as Title IV-A.

Local plans must provide clear methods of service coordination for the purpose of reducing the per child cost for the service, increasing the number of at-risk children served and/or extending services for the entire year. Examples of these include, but are not limited to:

1. **Wraparound services** combine funds such as child-care subsidy dollars, administered by local social service agencies, with dollars for quality preschool education programs.
2. **Wrapout services** use grant funds to provide health, social services, and transportation within a setting that currently provides quality preschool education (e.g., child-care settings or schools).
3. **Expansion of services** use grant funds to purchase placements within existing programs, such as Head Start, which provide comprehensive services to at-risk four-year-old children.

Funds received through the program must be used to supplement, not supplant, any funds currently provided for preschool programs within the locality.

Important Information About the Grant Application

The original grant application with signatures may not be bound other than by binder clip or rubber band.

One original grant application should be mailed to the following address:

Cheryl P. Strobel
Virginia Department of Education
Office of Elementary Instruction
101 N. 14th Street, 20th floor
Richmond, Virginia 23219

Submission Deadline

All copies of the application must be received at the Department of Education by **May 14, 2004**.

Guidelines for the Virginia Preschool Initiative Application

General Instructions for Using the Microsoft Word File

The application for the Virginia Preschool Initiative for at-risk four-year-olds can be completed as a *Microsoft Word* file or printed as a *pdf* file and then typed. The Microsoft Word and *pdf* format are available at:

http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/early.html

The Microsoft Word file will move the cursor to preset “gray tabs” (area where information is entered) within the document using the tab key. If you begin typing in the gray tab, the boxes will expand to accommodate your entries. The tab key will move the cursor forward from “gray tab” to “gray tab.” The shift and the tab key, will move the cursor backward from “gray tab” to “gray tab.”

Using Appendices A-H to Complete the Application

Appendices A-G refer to information regarding the requirements of a quality preschool program and the Virginia Preschool Initiative.

Appendix A:	Proposed Language from the 2004-2006 Appropriation Act pertaining to the initiative to provide quality preschool programs for at-risk four-year-old children, page 7 (Please note that the final budget actions for the 2004-2006 biennial budget have not been completed by the General Assembly and the Governor. Consequently, this proposed budget language is subject to change in the final versions of the budget.)
Appendix B:	Guidelines for Quality Preschool Programs from the November 1993 Study by the Board of Education, Department of Education, and the Council of Child Care and Early Childhood Programs, page 9
Appendix C:	Risk Factors, page 11
Appendix D:	Language from Every Child Reading: An Action Plan , page 12
Appendix E:	Information regarding the Phonological Awareness Literacy Screening instrument for preschool children developed by the University of Virginia, page 14
Appendix F:	Implementation of Regulations Governing Child Day Care Programs for Preschool Children, page 16
Appendix G:	Link to Virginia’s Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics, page 19
Appendix H:	Site Visit Instrument, page 20

Guidelines for the Virginia Preschool Initiative Application

Appendix A

Proposed Language from the 2004-2006 Appropriation Act Pertaining to the Initiative to Provide Quality Preschool Programs for At-Risk Four-Year-Old Children

Item 146.10

- a. 1) It is the intent of the General Assembly that an additional state payment shall be disbursed by the Department of Education to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds unserved by another program.
- 2) These grants shall be used to provide programs for at-risk four-year-old children, which include quality preschool education, health services, social services, parental involvement and transportation. Programs must provide full-day and, at least, school-year services.
- 3) The Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs, shall establish guidelines for quality preschool education and criteria for the service components. Such guidelines shall be consistent with the findings of the November 1993 study by the Board of Education, the Department of Education, and the Council of Child Day Care and Early Childhood Programs.
- 4) Grants shall be distributed based on an allocation formula providing the state share of a \$5,400 grant for sixty percent of the unserved at-risk four-year-olds in each locality.
- 5) Out of this appropriation, the expenditure of \$2,233,297 the first year and \$2,230,684 the second year for the At-Risk Four-Year-Olds Preschool payments provided to reduce the deduction of Title I preschool students from 100 percent to 67 percent in determining the number of unserved at-risk four-year-olds for each division is contingent upon the passage into law of the provisions contained in Enactment Nos. 2, 3 and 5 of Part 5 of introduced House Bill 30/ Senate Bill 30 of the 2004 Session.
- b. 1) Any locality which desires to participate in this grants program must submit a proposal through its chief administrator (county administrator or city manager) by May 15th of each year. The chief administrator, in conjunction with the school superintendent, shall identify a lead agency for this program within the locality. The lead agency shall be responsible for developing a plan for the delivery of quality preschool services to at-risk children, which demonstrates the coordination of resources and the combination of funding streams in an effort to serve the greatest number of at-risk four-year-old children.
- 2) The proposal must demonstrate coordination with all parties necessary for the successful delivery of comprehensive services, including the schools, child-care providers, local social services agency, Head Start, local health department and other groups identified by the lead agency.
- 3) A local match, based on the composite index of local ability-to-pay shall be required. For purposes of meeting the local match, localities may use local expenditures for existing qualifying programs. Localities shall also continue to pursue and coordinate other funding sources, including child-care subsidies. Funds received through the program must be used to supplement, not supplant, any funds currently provided for preschool programs within the locality. However, in the event a locality is prohibited from continuing the previous level of support to programs for at-risk four-year-olds from Title I of the Elementary and Secondary Education Act (ESEA), the state and local funds provided in this grants program may be used to continue services to these Title I students. Such prohibition may occur due to amendments to the allocation formula in the reauthorization of ESEA approved as a part of the Improving America Schools Act of 1994 or due to a percentage reduction in a locality's Title I allocation in 2002-2003 or 2003-2004. Any locality so affected shall provide written evidence to the Superintendent of Public Instruction and request his/her approval to continue the services to Title I students.

Guidelines for the Virginia Preschool Initiative Application

- c. Local plans must provide clear methods of service coordination for the purpose of reducing the per child cost for the service, increasing the number of at-risk children served and/or extending services for the entire year. Examples of these include:

- 1) "Wraparound Services" -- methods for combining funds such as child-care subsidy dollars administered by local social service agencies with dollars for quality preschool education programs.
- 2) "Wrapout Services" -- methods for using grant funds to purchase quality preschool services for at-risk four-year-old children through an existing child-care setting by purchasing comprehensive services within a setting which currently provides quality preschool education.
- 3) "Expansion of Service" -- methods for using grant funds to purchase slots within existing programs, such as Head Start, which provide comprehensive services to at-risk four-year-old children.

Local plans must indicate the number of at-risk four-year-old children to be served, and the criteria by which they will be determined to be at risk.

- d. 1) The Department of Education and the Council on Child Day Care and Early Childhood Programs shall provide technical assistance for the administration of this grant program to provide assistance to localities in developing a comprehensive, coordinated, quality preschool program for serving at-risk four-year-old children.
- 2) A pre-application session shall be provided by the Department and the Council on Child Day Care and Early Childhood Programs prior to the proposal deadline. The Department shall provide interested localities with information on models for service delivery, methods of coordinating funding streams, such as funds to match federal IV-A child-care dollars, to maximize funding without supplanting existing sources of funding for the provision of services to at-risk four-year-old children. A priority for technical assistance in the design of programs shall be given to localities where the majority of the at-risk four-year-old population is currently unserved.
- e. The Department of Education is authorized to expend unobligated balances in this item and Item 144 if participation in the At-Risk Four-Year-Olds Preschool program is greater than projected.

Guidelines for the Virginia Preschool Initiative Application

Appendix B

Guidelines for Quality Preschool Programs from the November 1993 Study by the Board of Education, Department of Education, and the Council of Child Care and Early Childhood Programs

The proposed program must operate a minimum of six hours per day in one environment (same classroom setting and staff) and conform, at least, to the school year calendar. Programs are encouraged to operate full-day, full-year if they adhere to all other program guidelines. If localities have alternate staff patterns or other components, which they believe to be of equal quality, they should include in their plan such variances for consideration and approval.

Quality preschool programs are housed in facilities and settings where the health and well-being of young children are protected. Funded programs must have the following key elements.

A. QUALITY EDUCATIONAL PROGRAM

1. Appropriate Curriculum

The curriculum is designed to address the learning needs of preschool children.

Provisions are made for centers of interest such as blocks, housekeeping, science, art and library.

There is ample space to arrange and stock the classroom environment to support inquiry and exploration, and active and quiet work simultaneously.

Provisions are made for active outdoor play and quiet rest.

2. Group Size Limit of 16 Children

3. Child to Staff Ratio of 8:1

A ratio of eight children to one adult (8:1) for 100 percent of program operation time. Children to staff ratios may be lower.

4. Qualified Staff Trained in Early Childhood Development

Staff selected for the program must be trained in early childhood development.

A prominent cause of ineffective early childhood programs is the use of inadequately trained staff. At-risk children exhibit special needs and present challenges which can only be adequately addressed by staff who have had experiences with preschool children and specific training in early childhood education. It is preferred that teaching staff have credentials, certification and/or post-secondary course work in early childhood education. The focus of this legislative initiative is to provide a quality intervention which will make a difference in the subsequent school success of these at-risk four-year-olds. Therefore, staff selected for the program must be trained in early childhood development.

5. Inservice Training for All Staff

Ongoing training is provided for teaching staff and program administrators on curriculum and teaching.

Administrative support for training is evidenced in planned release time for teaching staff to attend training sessions.

Guidelines for the Virginia Preschool Initiative Application

6. Home-program Communication and Continuity

Plans are made to bridge the children's transition from home to program through home visits.

7. Assessment

Observations, ratings, and other assessment instruments are used to determine individual progress, and areas in which intervention is needed.

B. PARENT INVOLVEMENT

Parents are partners in the programs as evidenced by their inclusion in program planning and program activities to the extent possible; meeting schedules and arrangements that encourage attendance; and a plan for regular, frequent communication with individual parents and the parents group.

Parent education is emphasized through instruction on child development, health and nutrition, and related topics; and availability of resource materials on topics such as parent-child relationships or child behavior; and family literacy programs.

C. HEALTH SERVICES

Health services to be provided for participating children are those required at the time of entry or during the program year as required. These include full immunizations; vision, hearing, and dental screenings; complete physical health evaluations, and periodic check-ups; and eyeglasses, hearing aids, or other assistive devices, when necessary.

D. SOCIAL SERVICES

Social Services criteria for the program year for families of participating children include an identification of services available by other than government sources that may be utilized to support families.

E. TRANSPORTATION

Transportation services are provided for every child to and from the program and as required to receive necessary support services.

F. PLANNING TEAM

A planning team must be established. The function of the group is to facilitate, direct, consistent communication and effective services coordination.

The Planning Team should develop information on local agencies which serve young children; create information and referral service within or among agencies, or utilize existing services to assist families; establish a format to ensure that key decision makers are informed of program needs and accomplishments; and promote formal agreements between local agencies to ensure that eligible children and their families receive full benefit of available services.

The group should include parents of preschool children; representatives from the Department of Health; Department of Social Services; Community Services Board; school division preschool programs; community-sponsored Head Start programs; and the child-care community.

Guidelines for the Virginia Preschool Initiative Application

Appendix C **Risk Factors**

Localities will develop selection criteria based on their definition of at-risk. Listed below are sample factors that have been identified as possible risk factors.

1. The child lives in poverty.
2. The child is homeless.
3. The child's parents or guardians are school dropouts, have limited education, or are chronically ill.
4. The child's family is under stress as evidenced by poverty, episodes of violence, crime, underemployment, unemployment, homelessness, incarceration, family instability.
5. The child has health or developmental problems including, but not limited to, developmental delay, low birth weight, substance abuse.
6. The child has limited English proficiency.

Guidelines for the Virginia Preschool Initiative Application

Appendix D

Every Child Reading: An Action Plan Pre-kindergarten and Kindergarten Programs

The foundations for reading success are formed long before a child reaches first grade. Parents and other care providers can give children, starting at infancy, a strong base of language concepts, cognitive skills related to print, and a love of books. Research on instruction in pre-kindergarten and kindergarten identifies the concepts and skills that are the foundation of success in early reading and the instructional strategies that best help children to learn these concepts and skills.

Quality preschool experiences increase cognitive skills at entry into first grade. While these improved cognitive skills do not directly result in improved reading, they do prepare children to profit from high-quality reading instruction. Similarly, full-day kindergarten programs can increase children's cognitive skills and their readiness to profit from high-quality first-grade instruction.

Early diagnostic assessments, beginning as soon as kindergarten, can be a useful tool to ensure immediate intervention for the children who are identified as being at-risk of reading failure.

During pre-kindergarten and kindergarten, students should develop:

1. Language Skills

At entry to first grade, students will need to have had a broad array of language experiences. Oral language, vocabulary, and other language concepts are crucial foundations for success in reading, especially reading comprehension. In particular, children need to be able to use language to describe their experiences, to predict what will happen in the future, and to talk about events that happened in the past. Early childhood programs can develop children's language by giving them many opportunities to discuss their experiences, make predictions, and discuss past events in small groups. Many children will also benefit from instruction in key language concepts, such as colors and shapes, prepositions (e.g., under/over, before/after), sequence (e.g., small to large), and classification (e.g., animals, containers, and plants).

2. Background Knowledge

A key predictor of successful reading comprehension is background knowledge. Children need knowledge and understanding of their own world in order to make sense of what they read. In addition, children need to be exposed to content in science, history, and geography from an early age to give them a context for understanding what they read.

3. Appreciation of Stories and Books

Children need a great deal of experience with literature, as active listeners and as active participants. Storybook reading is a typical activity in pre-kindergarten and kindergarten. Research shows that the details of storybook reading matter. In reading to children, teachers should stop to let children discuss how the characters feel and what they want to do, and make predictions about how stories will end. Teachers should help children to actively explore the meaning of new words and concepts. They should give children opportunities to re-tell the text after hearing it, giving them a chance to use the story's new words and language and to put pictures of the story's events in the right order. Book reading should include non-fiction as well as fiction selections.

4. Concepts of Print

Children need to know that stories and other texts are written from left to right, that spaces between words matter, and that there is a one-to-one correspondence between the words on a page and words the reader says.

Guidelines for the Virginia Preschool Initiative Application

5. Phonemic Awareness

One of the most important foundations of reading success is phonemic awareness. Phonemes are the basic speech sounds that are represented by the letters of the alphabet, and phonemic awareness is the understanding that words are sequences of phonemes. Phonemic awareness is demonstrated by the ability to identify and manipulate the sounds within spoken words. Children can be taught to hear that “cat” is composed of three sounds: /k/, /a/, /t/. Children can learn to assemble phonemes into words as well as break words into their phonemes even before they are writing letters or words.

Giving children experience with rhyming words in the preschool years is an effective first step toward building phonemic awareness. Hearing rhymes, and then producing rhymes for given words is needed. The goal is to have children start their more formal instruction in reading with a comfortable familiarity with the sounds that letters represent and with “hearing” those sounds within words.

6. Alphabet and Letter Sounds

One of the best foundations for early reading success is familiarity with the letters of the alphabet. Children can learn alphabet songs, match pictures or objects with initial letters, play games with letters and sounds, and so on. They can learn to recognize and print their names, the names of their classmates, and names of familiar objects in the classroom or home. As they gain command of letters and sounds, kindergarteners can begin to write simple stories. By the end of kindergarten, children should be able to recognize, name, and print letters, and know the sounds they represent.

*(Reprinted from: Every Child Reading: An Action Plan, Learning First Alliance, June 1998. Available on the Web at: <
<http://www.learningfirst.org/publications.html>>.)*

Guidelines for the Virginia Preschool Initiative Application

Appendix E

Phonological Awareness Literacy Screening for Preschoolers

As indicated in Attachment D of these guidelines, *Every Child Reading: An Action Plan*, early diagnostic assessments can be a useful tool to ensure immediate intervention for children identified of being at-risk of reading failure.

Using information from recent research, many Virginia Preschool Initiative teachers requested that the Virginia Department of Education develop an early literacy assessment that could be used to help guide the development of instructional activities specific to students' needs.

With support from the Virginia Preschool Initiative, the University of Virginia developed the Phonological Awareness Literacy Screening instrument for pre-kindergarten students (*PALS-PreK*) and established a Web site for pre-k teachers that links the results of the assessment with suggested ideas for classroom activities and instruction.

The instrument assesses rhyme awareness, upper and lower case alphabet knowledge, verbal memory, print knowledge, concept of word, and name writing. The assessment is developmentally appropriate, and is not a paper and pencil assessment. Activities on the Web site are grouped in the same areas assessed on the PALS-PreK.

The practice item for Task 1: Rhyme Awareness is included on the next page, followed by an example of a rhyme activity from the PALS Web site. Activities pertaining to rhyme awareness can be downloaded from the PALS Web site at:

<http://curry.edschool.virginia.edu/go/pals/>

The PALS screening instrument is an allowable cost for the Virginia Preschool Initiative program and should be included in the project budget. The assessment is packaged in sets of 20 at a cost of \$50 per set.

Each local program wishing to order the screening instrument may contact the PALS Web site above, or the University of Virginia PALS office by telephone at 1-888-882-7257.

Guidelines for the Virginia Preschool Initiative Application

PALS Pre-K: Task 1, Rhyme Awareness, Practice

Minimum score: 0, Maximum score: 10

Materials: PALS Pre-K Administration Booklet: Rhyming Task
Student Summary Sheet

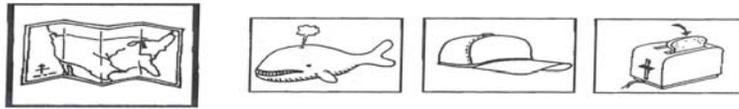
Instructions: Prepare students for the first practice item:
“We are going to find pictures that rhyme. Rhyming pictures sound alike. Listen as I say the picture name. Put your finger on the picture of the map. Now we are going to listen for a word that sounds like map. Touch each picture as I name it. Listen.....

map whale cap toast

Which picture rhymes with, or sounds like, map?

map-whale map-cap map-toast

Map rhymes with cap. Put your finger on these two pictures.



PALS Activities: Rhyme, End-of-the-Line Rhyme, Procedure

1. The teacher recites a familiar nursery rhyme to ensure that the children know the rhyme.
2. Next, the teacher recites the nursery rhyme omitting the final rhyming word, asking the children to provide it.

Example: Mary had a little lamb whose fleece was white as snow, and everywhere that Mary went the lamb was sure to _____.

Source: Invernizzi, Meier, Swank and Juel. (1997). PALS: Phonological Awareness Literacy Screening. Charlottesville: University Press. (p.52)

Guidelines for the Virginia Preschool Initiative Application

Appendix F

Implementation of Regulations Governing Child Day Programs for Preschool Children and Programs for School-age Children

PRESCHOOL

VR 270-01-0060 MINIMUM STANDARDS FOR THE ACCREDITATION OF CHILD DAY PROGRAMS SERVING CHILDREN OF PRESCHOOL AGE OR YOUNGER OPERATED BY PUBLIC SCHOOLS

PREAMBLE

The Code of Virginia designates the Department of Social Services as the agency responsible for the regulation of residential and day programs for children including child day centers. Further, the Code requires the Child Day Care Council to prescribe standards for those centers; however, the law requires the Board of Education to accredit programs or centers operated by local school divisions as a part of its regular school accreditation process provided those programs meet or exceed the requirements prescribed by the Child Day Care Council.

PART I AUTHORITY

- 1.1. These regulations are promulgated by authority of §22.1-19 and §63.1-196.001 A 7 of the Code of Virginia.

PART II DEFINITIONS, SUBSTITUTIONS

- 2.1. The terms used in these regulations, except as otherwise defined herein, shall be in accord with the definitions contained in §63.1-195 et. seq. of the Code relating to the regulation of Child Day Centers and Minimum Standards for Licensed Child Day Centers Serving Children of Preschool Age or Younger (VR 175-08-01).
- 2.2. The following additional terms shall be used in administering the statute and regulation above and substitutes for certain other terms in regulations of the Child Day Care Council where applicable:

"Board" means the Virginia Board of Education and substitutes for "Child Day Care Council"

"Department" means the Virginia Department of Education and substitutes for "Department of Social Services"

"Superintendent" means the Superintendent of Public Instruction and substitutes for "Director of the Virginia Department of Social Services" or "Director"

PART III EXEMPTIONS, EXCEPTIONS

- 3.1 Instructional programs offered by public schools that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), vocational child-care programs, and extracurricular activities that are focused on single interests such as, but not limited to, music, drama, art, or foreign languages are exempt from the requirements of these regulations.

Guidelines for the Virginia Preschool Initiative Application

- 3.2. Other exceptions to the requirements for accreditation may be made by the Superintendent for cause which may include, but not be limited to, conflicts with state or federal statutes, or other Board or federal regulations. The Superintendent shall report to the Board, at least annually, on exceptions made.

PART IV ADMINISTRATION

- 4.1. Child Day Centers operated by local school boards shall be accredited by the Board when the center meets or exceeds requirements established by the Child Day Care Council in Minimum Standards for Licensed Child Day Centers Serving Children of Preschool Age or Younger (VR 175-08-01).
- 4.2. Regulation of programs operated in accordance with standards described in Section 4.1 above shall be the responsibility of the Board. The Department of Education shall be responsible for the administration of the regulations.

SCHOOL-AGE

VR 270-01-0061 MINIMUM STANDARDS FOR THE ACCREDITATION OF CHILD DAY PROGRAMS SERVING SCHOOL-AGE CHILDREN OFFERED IN PUBLIC SCHOOLS

PREAMBLE

The Code of Virginia designates the Department of Social Services as the agency responsible for the regulation of residential and day programs for children including child day centers. Further, the Code requires the Child Day Care Council to prescribe standards for those centers; however, the law requires the Board of Education to accredit programs or centers operated by local school divisions as a part of its regular school accreditation process provided those programs meet or exceed the requirements prescribed by the Child Day Care Council.

PART I AUTHORITY

- 1.1. These regulations are promulgated by authority of §22.1-19 and §63.1-196.001 A 7 of the Code of Virginia.

PART II DEFINITIONS, SUBSTITUTIONS

- 2.1. The terms used in these regulations, except as otherwise defined herein, shall be in accord with the definitions contained in §63.1-195 et. seq. of the Code relating to the regulation of Child Day Centers and Minimum Standards for Licensed Child Day Centers Serving School Age Children (VR 175-09-01).
- 2.2. The following additional terms shall be used in administering the statute and regulation above and substitutes for certain other terms in regulations of the Child Day Care Council where applicable:

"Board" means the Virginia Board of Education and substitutes for "Child Day Care Council"

"Department" means the Virginia Department of Education and substitutes for "Department of Social Services"

"Superintendent" means the Superintendent of Public Instruction and substitutes for "Director of the Virginia Department of Social Services" or "Director"

Guidelines for the Virginia Preschool Initiative Application

PART III EXEMPTIONS, EXCEPTIONS

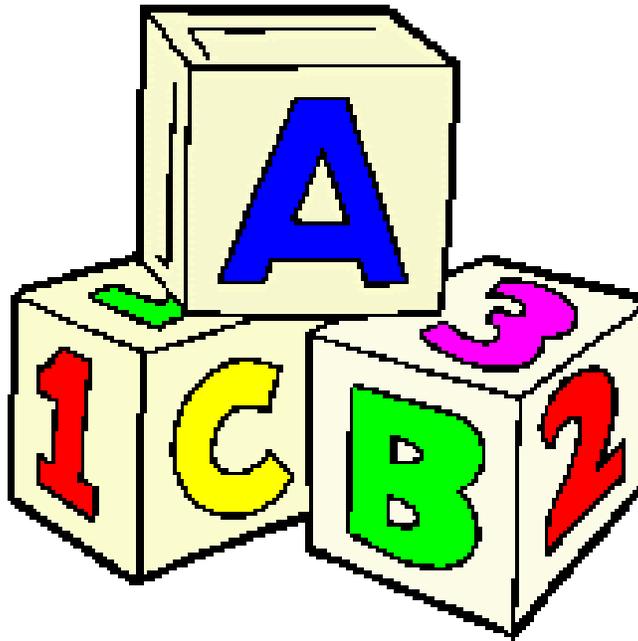
- 3.1 Instructional programs offered by public schools that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), and extracurricular activities that are focused on single interests such as, but not limited to, music, drama, art, sports, or foreign languages are exempt from the requirements of these regulations.
- 3.2 Other exceptions to the requirements for accreditation may be made by the Superintendent for cause which may include, but not be limited to, conflicts with state or federal statutes, or other Board or federal regulations. The Superintendent shall report to the Board, at least annually, on exceptions made.

PART IV ADMINISTRATION

- 4.1. Child Day Centers operated by local school boards shall be accredited by the Board when the center meets or exceeds requirements established by the Child Day Care Council in Minimum Standards for Licensed Child Day Centers Serving School Age Children (VR 175-09-01).
- 4.2. Regulation of programs operated in accordance with standards described in Section 4.1 above shall be the responsibility of the Board. The Department of Education shall be responsible for the administration of the regulations.

Appendix G

Virginia's Foundation Blocks for Early Learning:
Guidelines for Literacy and Mathematics



Prepared by
Office of Elementary Instructional Services
Virginia Department of Education

2003

http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/FoundationBlocks.pdf

Guidelines for the Virginia Preschool Initiative Application

VIRGINIA PRESCHOOL INITIATIVE SITE VISIT INSTRUMENT

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Action taken (or to be taken) to fulfill requirements and/or improve in areas of concern. (Include timeline for completion.)
The locality will provide a high quality comprehensive preschool program for at-risk four-year-olds not served by another program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Curriculum --Professional development plan -- Lesson plans -- Classroom observation	
Children served will reach their fourth birthday on or before September 30th.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Student records	
The program will maintain a group size of 16 children with a child/staff ratio of 8:1.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Class roster --Observation	
The program will comply with the <i>Minimum Standards for the Accreditation of Child Day Programs Serving Children of Preschool Age.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Accreditation status (if public school) --License from social service (if community based)	
The program will use <i>Virginia's Foundation Blocks for Early Learning</i> and PALS-PreK.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Curriculum --Submission of PALS-PreK scores to UVA	
The program will be full-day (6 hours) and, at least school- year (180 days).	<input type="checkbox"/> Yes <input type="checkbox"/> No	--School year calendar --Class schedule	
The locality will develop and use criteria for eligibility.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Eligibility criteria form --Rank listing of students	

Guidelines for the Virginia Preschool Initiative Application

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Action taken (or to be taken) to fulfill requirements and/or improve in areas of concern. (Include timeline for completion.)
Program personnel will have the appropriate professional credential for the program site.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Staff roster --Personnel records (copy of transcripts)	
The chief administrator (city manager or county administrator) in conjunction with the school superintendent will identify a lead agency.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Application	
The locality will develop a local plan. The local plan will include budget, education, health and social services, parental involvement, and transportation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Detailed local plan to include each required component	
The locality will maintain a steering committee to coordinate with schools, child care providers, local social services agency, Head Start, local health department and other groups identified by the lead agency.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--List of committee members and agency they represent --Dates of meetings --Agendas --Minutes/notes from meetings	

Guidelines for the Virginia Preschool Initiative Application

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Action taken (or to be taken) to fulfill requirements and/or improve in areas of concern. (Include timeline for completion.)
The locality will coordinate services for the purpose of reducing the per child cost, increasing the number of at-risk children served and/or extend services for the entire year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Local plan --Observation	
The locality will submit interim and final reports.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Interim report --Final report	
No participation fees will be charged to families.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Budget	
The required local match has been met. Seventy-five percent will be cash and twenty-five percent will be in-kind.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Budget summary --Budget narrative	
Funds will be used to supplement, not supplant, any funds currently provided for preschool programs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Budget summary --Budget narrative	
State funds will be used exclusively for educational personnel and program requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No	--Budget summary --Budget narrative	