

**Strategy Guidance for use of funds under
The American Recovery and Reinvestment Act of 2009**



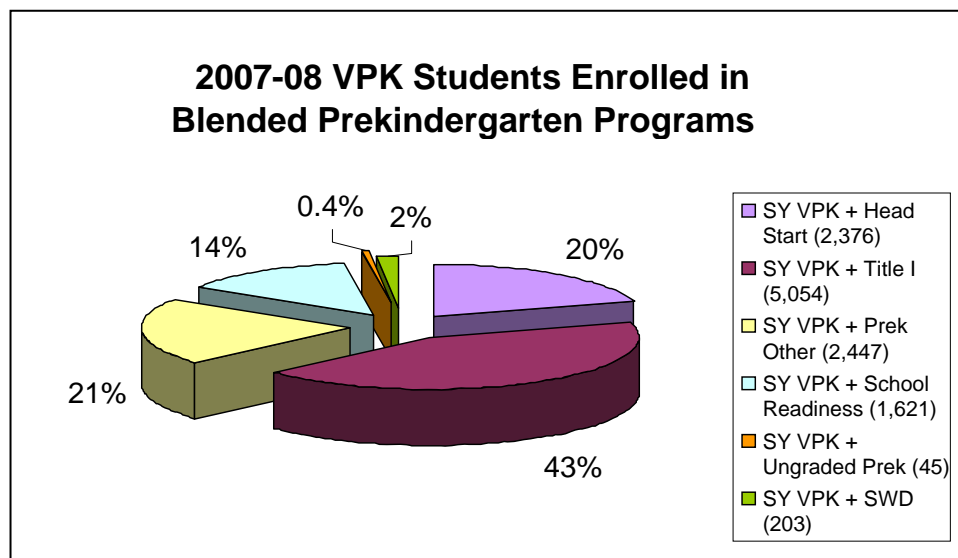
Strategy Number 7
Pre-K to Full-Day

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Statement of need:

Florida has made substantial progress in meeting its goal that all children should be performing at or above grade level in reading and mathematics by the end of third grade on Florida’s Comprehensive Achievement Test (FCAT) through the work that began in 1999 with the implementation of key statewide initiatives that focused on early, high quality instruction and intervention. However, for Florida to meet its goal of 100% proficiency in reading and mathematics by the end of third grade, it must be acknowledged that for some children, an achievement gap exists upon their entry to school. Therefore, Florida must strengthen its foundational programs in reading and mathematics beginning with prekindergarten.

In 2007-08, Florida’s public schools served 35,906 four-year-olds in one or more prekindergarten programs; 17,989 or 50-percent of these children participated in the Voluntary Prekindergarten (VPK) Education Program and 11,746 or 65-percent participated in a blended prekindergarten program. As illustrated below, the majority of these children were served in a VPK/Title I blended prekindergarten program.



Additionally, for the past three years, the results of the statewide kindergarten screening have shown that children who attended VPK programs outperformed children who did not participate in the program on all three screening instruments. The Title I and State Fiscal Stabilization Fund (SFSF) provide school districts with a unique opportunity to significantly increase the number of children attending a VPK/Title I full-day prekindergarten program and therefore increase the number of children “ready for kindergarten.”

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Proposed areas for implementation:

School district staff representing Title I, VPK, and finance will need to meet and collaboratively plan for these programs. The Department of Education will facilitate conference calls with interested districts and the 15 school districts currently offering these programs to address issues such as:

- selection and number of school sites and classes
- number of hours per day
- VPK Education Program Standards
- VPK program requirements
- curriculum requirements
- VPK and Title I teacher credentials.

There are many resources and supports available to prekindergarten teachers on the VPK Education Standards and effective instructional strategies. A list of these resources is available at <http://www.fldoe.org/earlylearning/pdf/ProfessionalDevelopment.pdf>

Funding Sources:

The Base Student Allocation (BSA)

- 2009-10 VPK School-Year Program Base Student Allocation (BSA) is expected to be approximately the same level as 2008-09, \$2,575
- Title I funds
- State Fiscal Stabilization Funds (SFSF)
- 2009-10 FEFP BSA for students with disabilities and funds from the 2009-10 ESE Guaranteed Allocation