



# Categorical Funding & Services

Linda Sullivan-Dudzic, Special Programs Director

# Special Programs



- Early Childhood Birth to Third Grade (PreK-3)
- Elementary & Secondary
- Title I (NCLB) and Special Education
- Title II
- Homeless
- Title III & State Bilingual
- Learning Assistance Program (LAP)
- Community Partnerships

# Birth to Three



Holly Ridge  
Early Head Start  
Community Child care  
& Preschools



Welcome

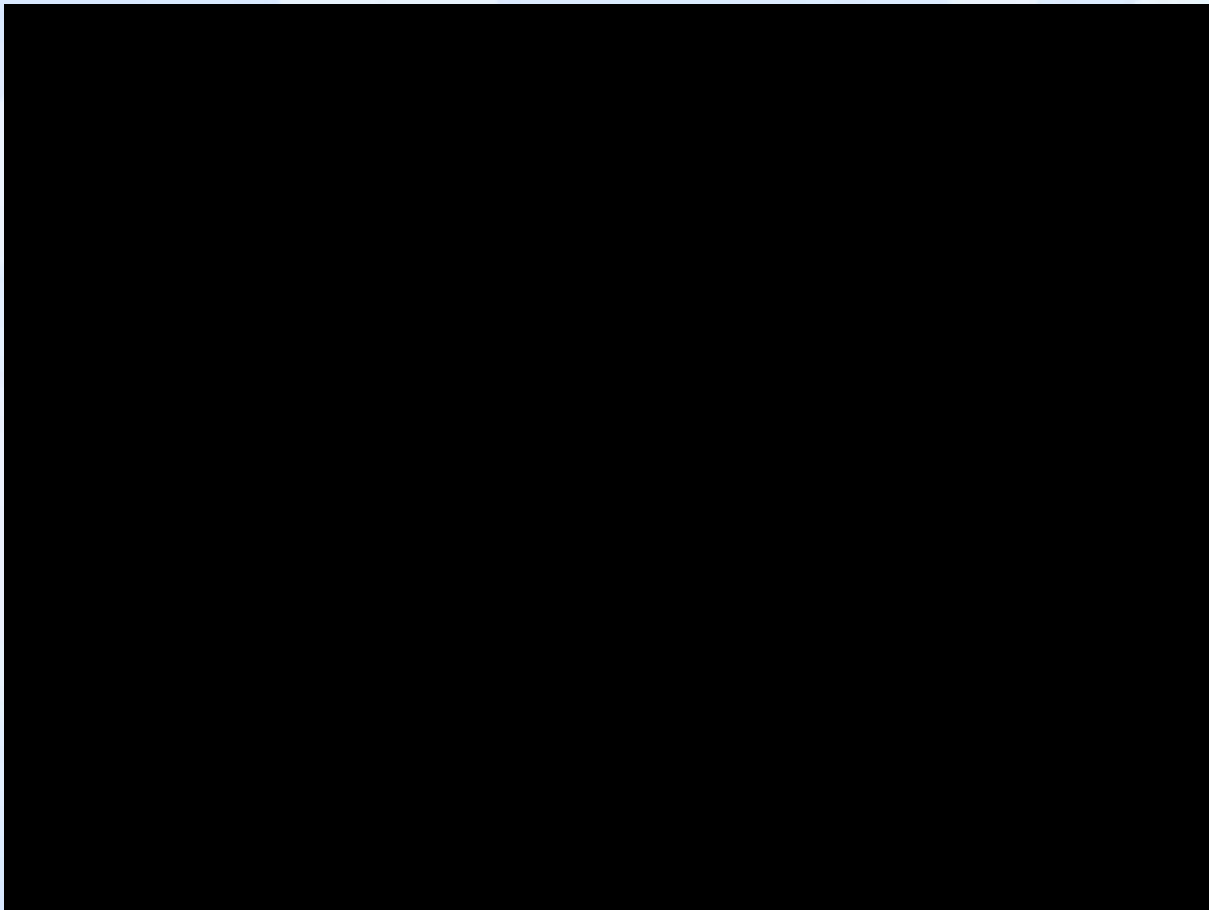
# Preschool 3-5



# Our ECCE Partners



We expanded this year at View Ridge and Crownhill  
And Boeing STEM Preschool Grant at West Hills





# Added Math Last Year and Vocabulary

## This Year: Focus and Self Control

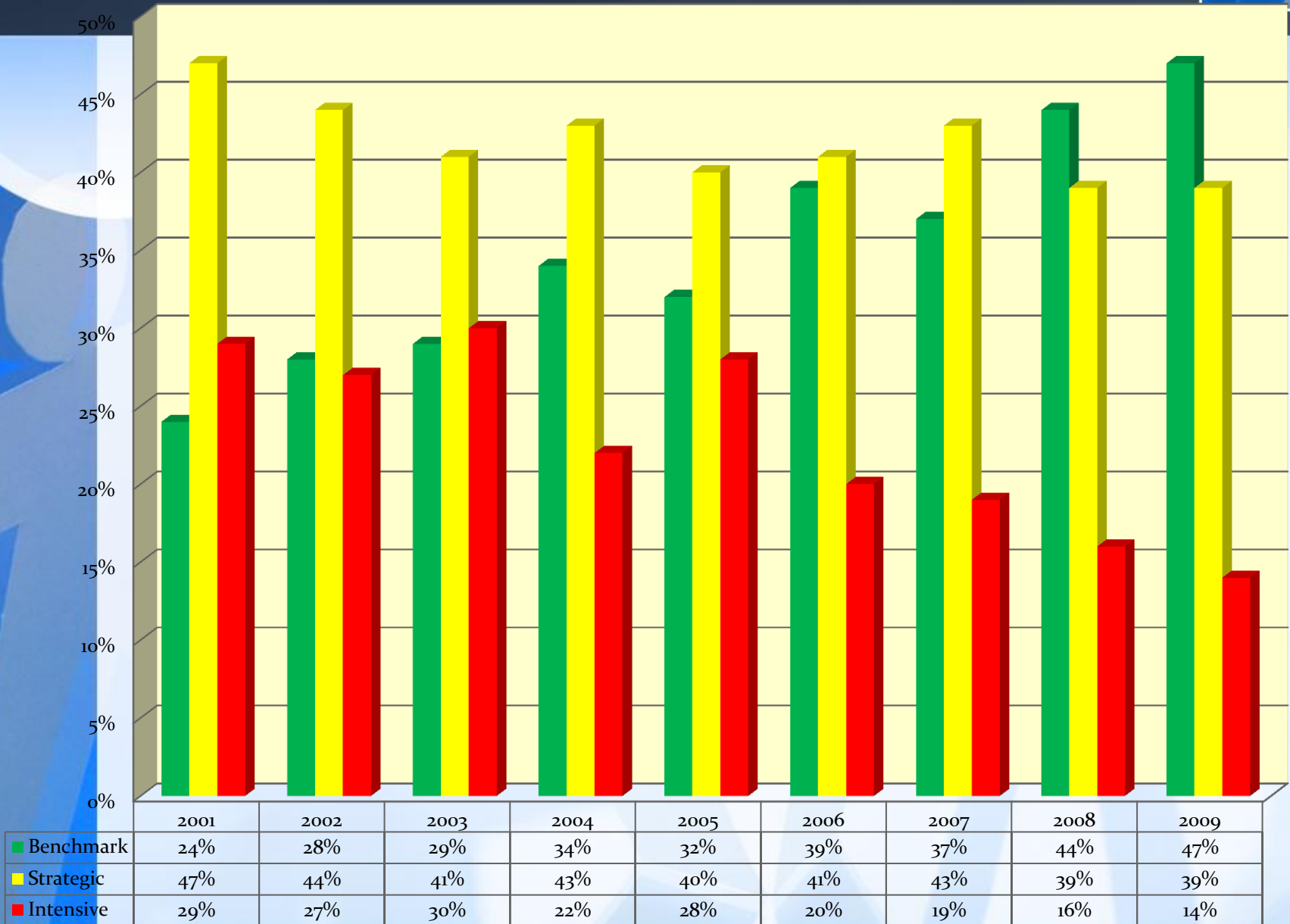
### ECCE Goals:

- ★ Increase the number of children entering kindergarten with early reading and math skills

Note: This year added focus and self control

- ★ Decrease learning disabilities associated with reading and math difficulties

# Instructional Recommendation/DIBELS Kindergarten: September data



# September 2011 DIBELS Next Results



| Composite scores | District |      | ECCE |      | Home only |      |
|------------------|----------|------|------|------|-----------|------|
|                  | 2010     | 2011 | 2010 | 2011 | 2010      | 2011 |
| <b>Core</b>      | 51%      | 58%  | 55%  | 61%  |           | 47%  |
| <b>Strategic</b> | 19%      | 18%  | 15%  | 17%  |           | 18%  |
| <b>Intensive</b> | 30%      | 25%  | 30%  | 23%  |           | 35%  |

463 Students in kindergarten  
51% from ECCE partnership  
**\*17% at home**  
19% from other preschool/childcare  
14% unknown

**\*New program at Naval Ave Last Wednesday of the month for parents and outreach through WA service Corp**

*“Quality Preschool is necessary, but not sufficient, to raise the educational achievement of all children.*

*For children to get the most out of growing public investments in early learning, we must align standards, curriculum, and assessment from pre-kindergarten through kindergarten and into the early elementary grades.”*



# Kindergarten Spring DIBELS Proficiency 2002, FDK 2006- 2010



|          |  | <b>Benchmark</b> | <b>Strategic</b> | <b>Intensive</b> |
|----------|--|------------------|------------------|------------------|
| May 2010 | All Day Kgt  | 91.0%            | 5.3%             | 3.8%             |
| May 2009 | All Day Kgt  | 94.4%            | 3.6%             | 1.9%             |
| May 2008 | All Day Kgt  | 93.6%            | 4.4%             | 2.1%             |
| May 2007 | All Day Kgt  | 92.3%            | 5.9%             | 1.8%             |
| May 2005 | Extended Kgt<br>1/3 <sup>rd</sup> of our<br>students | 70.0%            | 23.7%            | 6.3%             |
| May 2002 | Early Childhood<br>Partnerships &<br>half day kgt    | 55.9%            | 31.5%            | 12.6%            |

# Kindergarten Spring DIEBELS Next Proficiency 2011



|                 |                    |                                  |                                  |                                 |
|-----------------|--------------------|----------------------------------|----------------------------------|---------------------------------|
| <b>May 2011</b> | <b>All Day Kgt</b> | <b>Benchmark</b><br><b>80.6%</b> | <b>Strategic</b><br><b>13.4%</b> | <b>Intensive</b><br><b>5.9%</b> |
|-----------------|--------------------|----------------------------------|----------------------------------|---------------------------------|

# Bremerton Community & School District National Recognition P-3 and Elementary



2010-2011

Harvard Study

WA DC Closing the Gap

National Principals Association & Policy  
Recommendations

Title I & Head Start National Webinar

Title I State Training for Directors

Chicago Birth – 3<sup>rd</sup> Grade Think Group

WA School Board Association

National Title I 2012

Crownhill (National) Kitsap Lake (State)

# Bremerton Community & School District National Recognition P-3



- [http://earlyed.newamerica.net/publications/resources/2011/new\\_ideas\\_for\\_early\\_learning\\_0](http://earlyed.newamerica.net/publications/resources/2011/new_ideas_for_early_learning_0)

- **What works in Early Childhood Education**

- <http://www.publicschoolinsights.org/what-works-early-childhood-education-view-field>

- **Signs of Success PreK-3 Strategy Bremerton Wash.**

- <http://www.newamerica.net/blog/early-ed-watch/2009/signs-success-prek-3rd-strategy-bremerton-wash-13386>

- **Early Childhood Care and Education Partnership**

- <http://www.k12.wa.us/EarlyLearning/EarlyLearningToolkit/EffectivePractices/Bremerton/BremertonFINAL.pdf>

- **Backyard Success: Bremerton Earns Spot at Early Learning Model**

- <http://birthtothrive.thrivebyfivewa.org/?tag=/bremerton>

- **Bridging the Gap Between Preschool and Kindergarten**

- <http://www.publicschoolinsights.org/bremerton>

- **The Future of Education is Here!**

- <http://www.ci.bremerton.wa.us/articles.php?id=934>

- **Teachers come to Bremerton to Study Up on Early Learning**

- <http://www.kitsapsun.com/news/2009/oct/07/teachers-come-to-bremerton-to-study-up-on-early/>

# Continued



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- **Expanding the Definition of Early Learning**
  - <http://colorsnw.com/colors/2009/02/02/expanding-the-definition-of-early-learning/>
- 
- **Early Education Returns to Policy Spotlight**
  - <http://www.edweek.org/ew/articles/2009/09/18/04nga-early.h29.html?tkn=UUXFHtf%2F9AYApE49iGvvWobsuyjPv8ObE83G>

## PreK-3 What it Is

- [http://www.youtube.com/watch?v=htWKIcE0IhA&feature=player\\_embedded](http://www.youtube.com/watch?v=htWKIcE0IhA&feature=player_embedded)

Leading With Equity

Superintendent Jerry Weast

# How 3<sup>rd</sup> Grade Reading Skills & Poverty Influence High School Graduation



- “One in six children who are not reading proficiently in 3<sup>rd</sup> grade do not graduate from high school on time, a rate 4 times greater than that for proficient readers.”
- “The rates are highest for the low, below-basic readers: 23% of these children drop out or fail to finish high school on time, compared to 9 percent of children with basic reading skills and 4% of proficient readers.”
- “Overall, 22% of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32% for students

## Why PreK-3???

# Challenges



## **Title I and Title II**

- Title I Budget 2012-2013  
Must Reduce by  
\$400,000
- Title II 2012-2013 Must  
Reduce by \$79,000  
(would like to use  
carryover for this)

## **LAP**

- LAP Budget 2012-2013  
Must Reduce by  
\$229,322



## **Title I Budget 2011-2012**

**Grant amount is \$1,583,047**

Indirect \$59,681

1.5% cut = \$23,745.71

Actual staffing costs=\$1,228,805

10% required set aside for PD =158,300

1% set aside for parent involvement =15,830 (Incl. Parent liaison)

20% required SES and bussing = 316,609

Actual = 198 students = 252,600

Private school equitable share = 9,000

Plus 10% PD out of allocation at schools in improvement status

Add in carry over 184,257.72 to cover for this year.



# NCLB Update

## Implementation of Waivers by SEAs and LEAs

| REQUIREMENT TO BE WAIVED  | SEA IMPLEMENTATION   | LEA IMPLEMENTATION  |
|---|--|---|
| <b>State reservation of Title I, Part A funds for school improvement activities</b>   | SEA considers whether to distribute section 1003(a) reservation for use in priority and focus schools even if they are not in improvement, corrective action, or restructuring | None  |
| <b>State reservation of Title I, Part A funds for reward schools</b>  | SEA considers whether to distribute section 1117(c) reservation for use in reward schools  | None  |
| <b>Timeline for 100 percent proficiency</b>   | SEA sets ambitious but achievable AMOs   | AYP determinations based on new AMOs  |
| <b>Identification of schools for improvement, corrective action, or restructuring</b>   | None   | LEA need not identify schools for improvement, corrective action, or restructuring  |
| <b>Identification of LEAs for improvement or corrective action</b>  | SEA need not identify LEAs for improvement or corrective action  | LEA no longer subject to improvement or corrective actions  |
| <b>Requirements for SEA and LEAs to include on their respective report cards information regarding LEAs and schools in improvement status</b> | SEA need not include on its report card information on LEAs that are in improvement status   | LEA need not include on its report card information on schools within the LEA that are in improvement status  |
| <b>Requirements for schools and LEAs in improvement status to take certain specified actions (e.g., offer public school choice and SES)</b>   | SEA need not carry out its responsibilities for LEAs and schools within those LEAs (e.g., approve and monitor SES providers)   | LEA no longer subject to the school improvement requirements of section 1116(b), including public school choice and SES, or the LEA improvement requirements of section 1116(c) |

# Effective Practices Decision making



- Multiple measures
- Prevention versus intervention
- School wide and district system
- Value added
- Supplanting
- Student achievement
- Significant growth versus investment
- Impact (number of students, number of teachers and leaders)

# Some Instructional practices are more effective than others



- Positive Behavior Support Systems (PBIS)
- Response to Intervention and Recognition and Response (RTI and R& R) Systems
- Extended Learning (Before School, During the day, summer, jumpstart)
- Second core versus “filling holes”
- School wide and district wide aligned instructional practice versus individual solutions (requires focused professional development based on the needs of students)
- Use of instructional coaches with time for teacher teams to examine assessment data to plan and revise instruction

# Instructional Decisions continued



- Using Paraprofessionals (“Paraprofessional assistance never accelerates reading progress enough to remove the struggling reader label” )
- Using Computer-Based Instructional Programs alone to teach reading
- “Overreliance on the core curriculum” – study on Reading First (Connor, 2009)

# Aligning and Maximizing Resources

## PreK-12 (General Education, Special Programs & Special Education ) School wide and District wide



|   |   |  |  |
|---|---|--|--|
| <b>Head Start</b><br><b>Early Head Start</b><br><b>State ECEAP</b><br><b>Faith Based</b><br><b>Non Profit</b><br><b>Special Ed B-3</b><br><b>Special Ed</b><br><b>Preschool</b> | <b>Title I/LAP</b><br><b>Title II</b><br><b>Instructional</b><br><b>Coach</b><br><b>Special</b><br><b>Education</b><br><b>Girls and Boys</b><br><b>Club</b> | <b>Transitions</b><br><b>Professional</b><br><b>Development</b><br><b>Family</b><br><b>Advocates</b><br><b>&amp; Interventionist</b><br><b>Kitsap Mental</b><br><b>Health Services</b> | <b>Summer</b><br><b>Services</b><br><b>Library</b><br><b>Child Care</b><br><b>Parks and rec</b><br><b>ESY</b><br><br><b>*Summer School</b><br><b>*Jump Start</b> |
|---|---|--|--|

\* No longer able to fund out of categoricals