

Early Learning/School District Application

EARLY LEARNING COALITION OF:

SCHOOL DISTRICT OF:

The Office of Early Learning (OEL)/Department of Education (DOE) is providing funds for districts to provide a summer program for rising kindergarten students based on practices that produce the greatest gains, targeted to support students with the most **significant academic need**. The program will help students acclimate to kindergarten, provide a jump start to kindergarten concepts and skills, provide instruction to close/remediate achievement gaps in early literacy. The program may also be extended to **October 31, 2020** to provide additional supports to kindergarten students who may or may not have had the opportunity to participate in the summer portion of the program.

The district will complete the application and budget (Attachment 3) and submit to both the local early learning coalition and OEL via VPKQuestions@oel.myflorida.com.

I. TIMELINE FOR CONSULTATION WITH THE EARLY LEARNING COALITION

II. CERTIFICATION OF ASSURANCES AND PROGRAM DESCRIPTION

The district agrees to the following assurances. Describe how the district will meet each of these assurances.

Assurance 1: Target Students with the Most Significant Pre-Academic Need: The school district will assure that rising kindergarten students with evidence of limited language and emergent literacy skills are given priority to summer instruction and support. The district must use the following indicators to identify students:

- Voluntary Prekindergarten (VPK) Assessment scores (below expectations in one or more domains between Assessment Period (AP) 1 and AP2); and
- Children who have not had access to/attended VPK during the pandemic.

Districts may use additional priority indicators in order to ensure full program student participation. The Rising Kindergarten Summer Program is open to all rising kindergarteners regardless of previous participation in any preschool program.

*Include an explanation on how prekindergarten/preschool teacher recommendations will be solicited. **Please also include an estimated number of students to be served.***

Assurance 2: Target Effective Teachers to Provide Services: Teachers working with rising kindergarten students must either be certified in elementary education or another appropriate field or hold VPK instructor credentials. The district will incentivize summer teachers (differentiated pay, pay based on performance, etc.) to recruit highly qualified and highly effective teachers, based on having an endorsement or certification in reading.

Assurance 3: Summer Program Staff Training: The district will provide training to summer staff, including but not limited to administrators, coaches and teachers. The training will include a focus on: daily routines with ongoing positive reinforcement, an emphasis on students developing independence and self-confidence,

emergent literacy instructional strategies based on beginning kindergarten standards, and strategies to promote social and emotional well-being for independence in kindergarten.

Assurance 4: Promote Student Attendance: The district will provide transportation and meals to participants to the extent practicable and must describe how the lack of transportation will not be a barrier to participation.

Assurance 5: Parent Communication Plan: The district will develop and implement a communications plan to provide relevant information for summer program administrators and staff and for ongoing communication with summer staff and families. Provide families with tips on how they can help prepare their child for a successful start to kindergarten and to reinforce students' early literacy skills at home. In addition, the district will assure parents receive weekly phone calls and/or emails, including messages about the importance of attendance.

Assurance 6: Assessment/Progress Monitoring: The district, in partnership with OEL, will provide teachers with child assessment data, for each child they will teach, prior to the start date of the summer program, as available. This data could include VPK Assessment scores or data collected informally during prekindergarten, if a child attended a VPK, School Readiness, or other prekindergarten program. The district will support teachers with monitoring progress and adjusting instruction based on child data, as well as conduct pre/post assessments to measure impact of the summer program considering the assessment administration process and supports needed to effectively prepare rising kindergartners to complete the assessment. The district will use the tool delineated in the district's K-12 reading plan or another appropriate instrument. The results of the pre/post assessments and an End of Program Report will be reported to OEL/DOE, in the manner prescribed within 30 days after the completion of the program.

Assurance 7: Instructional Time: The district will provide a minimum of 75 hours of instructional hours over the course of 4-6 weeks, 4-5 days per a week. **A minimum of 75% of the time of the program is to be conducted face-to-face and may include extended learning options, such as Saturdays before and after school.** For rising kindergartners, consideration shall be made for the delivery model that will best meet the children's needs to ensure the program is developmentally appropriate.

Assurance 8: Content and Instruction: The district will assure the use of literacy strategies, practices and programs with strong or moderate evidence levels, as defined by the Every Student Succeeds Act, for improving student outcomes. Consider the instructional delivery model that will best meet the needs of children to ensure the program is developmentally appropriate. Daily instruction must include:

- Opportunities for developing independence and self-confidence through self-selected activities and building and maintaining relationships with adults and peers.
- Activities to model and reinforce daily routines (e.g., classroom, lunchroom and playground).
- Use read alouds with books about going to kindergarten to promote student discussions about formal schooling.
- Explicit and systematic instruction in phonological awareness, phonics, language and vocabulary development, and listening comprehension, based on child need
- Read alouds/think alouds using books to build knowledge and familiarity with kindergarten concepts. (e.g., book lists from the newly adopted B.E.S.T. ELA Standards)
- Whole group, small group and/or one-on-one targeted instruction to meet the needs of each individual child.

*Include information if the program is extended to **October 31, 2020.***

III. BUDGET (See Attachment 3)

Signature of Authorized School District Representative

Name _____ Date _____

Title _____ Email _____