

AUTHOR Godt, Pamela Terry; And Others
 TITLE Early Childhood Education. Volume III: Guidelines, Standards, and Model Programs. Curriculum and Instruction Specialty Option Workshop Leader's Guide.
 INSTITUTION Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.
 SPONS AGENCY Department of Education, Washington, DC.
 REPORT NO TAC-B-236
 PUB DATE Feb 91
 CONTRACT LC88023002
 NOTE 215p.; For volumes I and II, see PS 020 661-662.
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC09 Plus Postage.
 DESCRIPTORS Administrators; Demonstration Programs; Disabilities; *Early Childhood Education; Educational Objectives; Educational Policy; *Guidelines; *Inservice Education; Integrated Curriculum; Mathematics Instruction; Migrant Children; *Program Descriptions; Staff Development; *Standards; Student Evaluation; Teachers; *Workshops
 IDENTIFIERS Developmentally Appropriate Programs; *Education Consolidation Improvement Act Chapter 1; Even Start; Hawkins Stafford Act 1988

ABSTRACT

This document is the third volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the guide's 10 sections are designed so that they can be expanded or contracted. Volume III of the set, which comprises Sections 8, 9, and 10 of the guide, reviews educational guidelines and standards, and profiles model programs. Section 8 discusses laws and regulations. It contains excerpts from: (1) Chapter 1 law relating to basic programs, the Even Start program, the migrant program, and the handicapped program; (2) the Chapter 1 Policy Manual; and (3) the Migrant Education Policy Manual. The section also contains information sheets on topics including school readiness; literacy programs; and programs for migrant and handicapped children. Section 9 presents educational standards established by several national organizations concerned with young children. These standards pertain to national education, early literacy development, curriculum content, assessment of young children, and evaluation of mathematics learning. Section 10 profiles four sets of model early childhood programs, including Chapter 1 programs and programs for children of migrant families. (BC)

TACB236

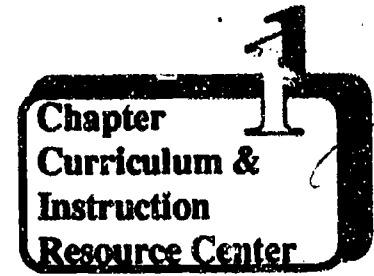
PS

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



ED 345 885

**Curriculum & Instruction
Specialty Option
Workshop Leader's Guide**

**Early Childhood
Education**

*Volume III: Guidelines, Standards,
and Model Programs*

**PRC/ Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 (800) 456-2380**

PS 020663

Evaluation of Workshop Leader's Guide
Early Childhood Education



Directions: Please tell us how you used this Workshop Leader's Guide and how well it met your needs.

PART I: USER INFORMATION

Your affiliation is with: TAC R-TAC SEA/LEA Other (please specify):

Your level of prior knowledge of this topic was: high medium low

Check all of the blanks that describe your use of the guide:

Purpose

Method

Clients

to research a topic
 to prepare a workshop presentation
 other (please specify):

presented with no changes
 presented with few changes
 presented with many changes

LEA
 SEA
 Other (please specify):

Place a check in front of each section of the guide you used (some guides will not have all the sections listed):

Presenter's Guide Transparency Masters Handout Masters Background Paper
 Support Articles Support Activities Bibliography

To your clients, you distributed copies of:

Presenter's Guide Transparencies Handouts Other (please specify):

PART II: CONTENT

The balance between theory and application in the guide was:

good poor (too little theory) poor (too little application)

The scope of the guide was: appropriate too broad too specific

The material in the guide was: timely dated too innovative

For my audience(s), the content was: just right over their heads too rudimentary

If you or your audience found anything inappropriate in the guide, check the category and specify the problem and where it occurs: gender race ethnic age regional other (please specify):

PART III: DESIGN

The organization of the guide was: satisfactory unsatisfactory (please specify):

The graphics on the masters: reinforced content distracted from content

The quality of copies produced from the masters was: satisfactory unsatisfactory (please specify):

Please write additional comments or suggestions at the top of the reverse side of this form. Fold the form so the comments are on the inside before mailing. THANK YOU!

Additional Comments & Suggestions:

Place
Stamp
Here

**Chapter 1 Curriculum & Instruction Center
Advanced Technology, Inc.
2601 Fortune Circle Drive East
Indianapolis, IN 46241**

Curriculum & Instruction
Specialty Option
Workshop Leader's Guide

Early Childhood Education

Volume I: Workshop Essentials

Volume II: Instructional Activities & Handouts

Volume III: Guidelines, Standards, & Model Programs

Developed by :

Pamela Terry Godt, Project Director

Dorothy Jensen, Curriculum Specialist

Marypat Ehlmann, Curriculum Specialist

PRC / Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 (800) 456-2380

Curriculum & Instruction
Specialty Option
Workshop Leader's Guide

EARLY CHILDHOOD EDUCATION

Volume I: Workshop Essentials

Volume II: Instructional Activities & Handouts

Volume III: Guidelines, Standards, & Model Programs

This workshop guide was developed by the staff of the Curriculum & Instruction Specialty Option, Region B Technical Assistance Center, under Contract No. LC88023002 with the U.S. Department of Education. Any findings, opinions, conclusions, or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the U.S. Department of Education.

PRC / Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 (800) 456-2380
February 1991

Acknowledgements

The staff of the Curriculum and Instruction Specialty Option would like to thank the many other individuals whose assistance and feedback made the production of these materials possible.

First, we gratefully acknowledge the information provided by TAC/R-TAC staffs around the country for their suggestions and feedback concerning their needs in this area as well as for specific critiques concerning additions, deletions, and other changes suggested to earlier drafts.

Next we would like to thank the many classroom teachers and other LEA & SEA staff members who gave of their time and knowledge to pass along additional suggestions concerning ways to best meet the specific needs of their students. Many of their comments and suggestions are included in the "Notes From the Field" section of the handouts in Section 5 of Volume II. We would like to thank:

Kentucky:	Maryland:	Washington, D C:	Washington, DC:
Maritta Belcher Robinson Creek School Robinson Creek, KY	Audrey N. Caldwell Thomas Claggett Elementary Forestville, MD	Bernice Anderson Burrville Elementary	Loretta Mask Reed Elementary
Helena A. Goodman Millard Elementary Pikeville, KY	Shirley Eden Bladensburg Elementary Bladensburg, MD	Marie Bradshaw Orr Elementary	Gloria McGeachy Webb Elementary
Carolyn S. Looney Elkhorn City Elementary Elkhorn City, KY	Anita B. Mason Charles Carroll of Carrollton Baltimore, MD	Erica Brittain Merriu Elementary	Valerie Pasha Aiton Elementary
Phyllis Lowe Johns Creek School Pikeville, KY	Michele Parker Thomas Claggett Elementary Forestville, MD	Maria Calloway Gibbs Elementary	Aretta Roberts Shadd Elementary
Cheryl McCoy Slater Varney Elementary Toler, KY	Dorothy J. Polk Charles Carroll of Carrollton Baltimore, MD	Dorothy Johnson Randle Highland Elementary	Louise Thurston Ludlow Elementary
	Rita C. Shemer Charles Carroll of Carrollton Baltimore, MD	Beverly Law Tubman Elementary	Brenda White Blow Elementary
		Barbara Lewis M. C. Terrell Elementary	Patricia Young Green Elementary
		Coleen Mann Emery Elementary	

We gratefully acknowledge the assistance of the following SEA/LEA staff for helping arrange field reviews of our materials: Ms. Anne Pitts and Dr. Judine Johnson (District of Columbia Public Schools), Ms. Donna Arquilla (Bladensburg, MD), Dr. Guinevere Berry (Charles Carrollton in Baltimore, MD), and Ms. Becky Francis (Pike County Kentucky Schools). We wish to thank Ms. Donna Ormiston and Dr. Sal Mowery from Region B TAC and Region 2 R-TAC for conducting field tests and also gratefully acknowledge the assistance of Ms. Suzi Peterson in creating earlier versions of some of the transparency and handout masters, and Ms. Madeline Spangler and Ms. LaDonna Gerbick for their assistance in typing numerous drafts of these materials.

Table of Contents

Workshop Leader's Guide: Early Childhood Education

Volume I: Workshop Essentials

- Preface: Evaluation of Workshop Leader's Guide (in pocket)
Title Pages
Acknowledgements
List of Transparency Masters
List of Handout Masters
- Section 1: Getting Started
Section 2: Presenter's Guide (with Reference List)
Section 3: Transparency Masters
Section 4: Workshop Activity Masters
Section 5: Bibliography (preceded by a topic outline)

Volume II: Instructional Activities & Handouts

- Section 6: Handout Masters-- Instruction
Section 7: Handout Masters-- Evaluation

Volume III: Guidelines, Standards, & Model Programs

- Section 8: Guidelines-- Laws, Regulations, & DYKs
Section 9: Guidelines-- Goals & Standards
Section 10: Model Programs

List of Transparency Masters

The Transparency Section includes blackline masters of the transparencies referenced in the Presenter's Guide. Our purpose with each transparency is to illustrate key information, to focus participant attention, and to reinforce major points rather than put a great deal of copy on the screen. Related handouts provide more detailed information.

Transparency

T-1	Early Childhood Education--Workshop Cover Page
T-2a	Early Childhood Education Workshop Goals-- Introductory Workshop
T-2b	Early Childhood Education Workshop Goals-- Extended Workshop
T-3a	National Goals for Education: The Readiness Goal
T-3b	The Preschool Years
T-3c	Measurable National Education Goals
T-4	Selected Early Childhood Education Terms & Definitions
T-5	Workshop Key Questions
T-6	Four Levels of "Apple" Abstraction
T-7	"Every child has a sprout of talent . . ." --Shin'ichi Suzuki Quote
T-8	The Status of Young Children in America
T-9	Research Questions in Early Childhood Education
T-10a	Research Outcomes of Preschool Programs
T-10b	Current Trends & Issues in Early Childhood Education
T-11	Chapter 1 Evaluation of Young Children
T-12	Desired Outcomes: Early Childhood
T-13	"Rush To Do More . . ." --Carol Hillman Quote
T-14	Appropriate Practices to Use With Young Children
T-15	First Law of Dynamic Teaching
T-16	Young Children Are Natural Scientists
T-17	Teaching Is Asking
T-18	The Little Boy--Poem

- T-19 NAESP Principles Underlying an Effective Early Childhood Curriculum
- T-20 Play ... A window to the child's mind
- T-21 High/Scope Program Recommendations: Components for Optimal Learning by Young Children
- T-22 "All I Need to Know... I Learned in Kindergarten"-- Fulghum Quote
- T-23 Literacy Quiz
- T-24 Characteristics of Effective Programs for Disadvantaged Young Children
- T-25 Model of Learning and Teaching
- T-26 "Experience is a Powerful Teacher" --Twain Quote
- T-27 "Children Learn What They Live" -- Nolte Quote

List of Handout Masters

There are handout masters throughout the *Workshop Leader's Guide: Early Childhood Education*. In *Volume I: Workshop Essentials*, the black line masters are in Section 4: Workshop Activity Masters. In *Volume II: Instructional Activities & Handouts*, the black line masters are in Section 6: Handout Masters-- Instruction and in Section 7: Handout Masters-- Evaluation. In *Volume III: Guidelines, Standards, & Model Programs*, the black line masters are in Section 8: Guidelines-- Laws, Regulations, & DYKs; in Section 9: Guidelines-- Goals & Standards; and in Section 10: Model Programs.

Volume I: Workshop Essentials

Section 4: Workshop Activity Masters

Handout ID#

H4-1	Cover for Workshop Handouts
H4-2a	Workshop Goals--Introductory Workshop
H4-2b	Workshop Goals--Extended Workshop
H4-3	Workshop Evaluation Form
H4-4	Excerpts from <i>The National Goals for Education</i> -- "Readiness for School"
H4-5	Key Early Childhood Education Terms and Definitions
H4-6	"Apple" Exploration Activity with Key Experiences Checklist
H4-7	"Every Child Has A Sprout of Talent" --Shin'ichi Suzuki Quote
H4-8	The Status of Young Children in America
H4-9	Success of Early Interventions with Preschool Children: What The Research Tells Us
H4-10	Overview of Major Studies of Early Childhood Programs
H4-11	Trash-to-Treasure Toy Company Activity with Key Experiences Checklist
H4-12	"The Little Boy" --Poem
H4-13	NAEYC Principles of Appropriate Practices for Young Children
H4-14a	True/False Literacy Quiz
H4-14b	Key to the True/False Literacy Quiz
H4-15	"All I really need to know I learned in Kindergarten" --Excerpt
H4-16	"Experience is a powerful teacher...."--Twain Quote
H4-17	Children Learn What They Live

Volume II: Instructional Activities & Handouts

Section 6: Handout Masters-- Instruction

Handout ID#

H6-1	Learning Through Child's Play
H6-2	The Who, What, When ... of Cooperative Learning
H6-3	It's Story Mime Time
H6-4	Reading Aloud to Young Children
H6-5	A Listening Activity for Young Children (Lou Green Story)
H6-6	Music, Art, and Movement for Young Children
H6-7	Teaching Math Through Literature
H6-8	Concrete Math Activities
H6-9	Emergent Literacy-- What Is It? What Does It Mean for Classroom Instruction?
H6-10a	Science Instruction for Young Children
H6-10b	K-W-A-L Strategy
H6-10c	Science Activity for Young Children: Sink or Float
H6-10d	Science Activity for Young Children: Volcanos
H6-10e	Science Activity for Young Children: Boats
H6-11a	Sample Daily Schedules (Preschool, Head Start, Day Care)
H6-11b	A Multi-Age Grouping Class Schedule
H6-11c	An Ungraded Primary Class Schedule

Volume II: Instructional Activities & Handouts

Section 7 Handout Masters-- Evaluation

Handout ID#

H7-1	Desired Outcomes: Early Childhood Education
H7-2	Early Childhood Key Experiences Checklist
H7-3	NAEYC Position Statement on School Readiness
H7-4	Child Development
H7-4a	A Quick Reference Guide to Child Development
H7-4b	Child Development Ages 12 to 15 Months
H7-4c	Child Development Ages 15 to 18 Months
H7-4d	Child Development Ages 18 to 24 Months
H7-4e	Child Development Ages 2 to 2 1/2 Years
H7-4f	Child Development Ages 2 1/2 to 3 Years
H7-4g	Child Development Ages 3 to 4 Years
H7-4h	Child Development Ages 4 to 5 Years
H7-4i	Child Development Ages 5 to 6 Years
H7-4j	Child Development Ages 6 to 7 Years
H7-4k	Child Development Ages 7 to 8 Years
H7-5	NAESP Accountability Standards for Early Childhood Education
H7-6	NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age
H7-7	Summary of Principles for Kindergarten Entry and Placement
H7-8a	NCTM Recommends Mathematical Evaluation Standards....
H7-8b	Math Evaluation Standards for All Grades
H7-9	Learning Environment Checklist for Early Childhood Programs
H7-10	Portfolio Assessment-- A Sample

Volume III: Guidelines, Standards, & Model Programs

Section 8: Guidelines-- Laws, Regulations, & DYKs

Handout ID#

Laws & Regulations

- H8-1 Overview of Federal Programs Serving Young Children (chart)
- H8-2a Chapter 1 Basic Programs Authorization--
Excerpts from PL 100-297
- H8-2b Chapter 1 Even Start Authorization--
Excerpts from PL 100-297
- H8-2c Chapter 1 Migrant Program Authorization
Excerpts from PL 100-297
- H8-2d Chapter 1 Handicapped Programs Authorization--
Excerpts from PL 100-297
- H8-3 Preschool, Kindergarten, & First Grade References in the
Chapter 1 Policy Manual -- Basic Programs
- H8-4 Chapter 1 Services to Handicapped Children Provided Under Basic
Programs --Excerpts from the *Chapter 1 Policy Manual*
- H8-5 Early Childhood Education Services to Migratory Children...
Excerpts from the *Migrant Education Policy Manual* (May 1990 draft)

Handout ID#

Did You Know's

- H8-6 National Goals for Education (Readiness for School)
- H8-7 Even Start (Intergenerational Literacy Programming)
- H8-8 Chapter 1 Programming for Migrant Young Children
- H8-9 Chapter 1 Programming for Handicapped Young Children
- H8-10 PL 94-142 & Early Childhood Education
- H8-11 PL 99-457 (Early Intervention for Handicapped Children)
- H8-12 / Head Start (Comprehensive Preschool Services for Economically
Disadvantaged Children)

Volume III: Guidelines, Standards, & Model Programs

Section 9: Guidelines-- Goals & Standards

Handout ID#

H9-1	Ten Attributes of Effective Schools for Disadvantaged Children
H9-2	National Goals for Education (booklet)
H9-3	Standards for Early Literacy Development
H9-4a	NAEYC Principles of Appropriate Practices for Young Children
H9-4b	NAEYC & NAF CS/SDE Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8
H9-5a	NAESP Principles of Effective Early Childhood Curricula
H9-5b	NAESP Standards for Early Childhood Curricula
H9-5c	NAESP Accountability Standards for Early Childhood Education
H9-6a	NCTM Recommends Changes in K-4 Mathematics Curriculum
H9-6b	Assumptions Underlying NCTM K-4 Mathematics Standards
H9-6c	Math Curriculum Standards for Grades K-4
H9-6d	NCTM Recommends Math Evaluation Standards . . .
H9-6e	Math Evaluation Standards for All Grades

Volume III: Guidelines, Standards, & Model Programs

Section 10: Model Programs

Handout ID#

- H10-1 **A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the *Effective Compensatory Education Sourcebook***
- H10-2 **Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the *Effective Compensatory Education Sourcebook***
- H10-3 **Excerpts from *Education Programs That Work*, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network)**
- H10-4 **Noteworthy Early Childhood Programs from *A Resource Guide to Public School Early Childhood Programs* Edited by Cynthia Warger (ASCD)**

Early Childhood Education

**Section 8:
Guidelines--
Laws,
Regulations,
& DYKs**

1
Chapter
Curriculum &
Instruction
Resource Center

List of Handout Masters

Volume III: Guidelines, Standards, & Model Programs

Section 8: Guidelines-- Laws, Regulations, & DYKs

Handout ID#

Laws & Regulations

- H8-1 Overview of Federal Programs Serving Young Children (chart)
- H8-2a Chapter 1 Basic Programs Authorization--
Excerpts from PL 100-297
- H8-2b Chapter 1 Even Start Authorization--
Excerpts from PL 100-297
- H8-2c Chapter 1 Migrant Program Authorization--
Excerpts from PL 100-297
- H8-2d Chapter 1 Handicapped Programs Authorization--
Excerpts from PL 100-297
- H8-3 Preschool, Kindergarten, & First Grade References in the
Chapter 1 Policy Manual -- Basic Programs
- H8-4 Chapter 1 Services to Handicapped Children Provided Under Basic
Programs --Excerpts from the *Chapter 1 Policy Manual*
- H8-5 Early Childhood Education Services to Migratory Children...
Excerpts from the *Migrant Education Policy Manual* (May 1990 draft)

Did You Know's

- H8-6 National Goals for Education (Readiness for School)
- H8-7 Even Start (Intergenerational Literacy Programming)
- H8-8 Chapter 1 Programming for Migrant Young Children
- H8-9 Chapter 1 Programming for Handicapped Young Children
- H8-10 PL 94-142 & Early Childhood Education
- H8-11 PL 99-457 (Early Intervention for Handicapped Children)
- H8-12 Head Start (Comprehensive Preschool Services for Economically
Disadvantaged Children)

Overview of Selected Federal Programming in Early Childhood Education

Programs/Projects		Authorization	Purpose(s)	Ages Served	Special Characteristics
Chapter 1	Basic Programs	PL 100-297 "Hawkins-Stafford Elem. & Sec. School Improvement Amendments of 1988" Title I, Chapter 1, Part A	Help educationally deprived children of low-income families succeed in regular classes, achieve grade level proficiency & improve basic & adv. skills	Up to 21 yrs (thru gr 12); preschool if able to benefit	Programs Pre-K, K & 1st grade exempt from collecting aggregatable achievement results, but must use appropriate measures of desired outcomes
	Even Start	PL 100-297 "Hawkins-Stafford..." Title I, Chapter 1, Part B (1988)	Promote intergenerational literacy, encourage parent involvement & prepare children for success in the regular classroom	Eligible Parents & their Children 1-7 yrs	Educational programming for both parents and children; home based instruction & coordination w/other programs
	Migrant	PL 100-297 "Hawkins-Stafford..." Title I, Chapter 1 Part D, Subpart 1 (1988)	Meet the special educational needs of migrant children, help them succeed in regular classes, achieve grade level proficiency & improve in basic & advanced skills	3-21 yrs; under 3 yrs served under special conditions	Interstate recordkeeping system, coordination w/other programs required (Ch 1, Head Start etc.), summer program option, under special conditions includes day care, medical, & other services
	Handicap	PL 100-297 "Hawkins-Stafford..." Title I, Chapter 1 Part D, Subpart 2 (1988)	Meet the needs of handicapped children due to educational deprivation rather than due to their handicaps per se	Up to 21 yrs	Projects must be coordinated w/services provided under PL 99-457 (FY 1991), funds used to supplement not supplant other state & federal services
Non-Chapter 1	Handicap	PL 94-142 "Education for All Handicapped Children Act" (1975)	Assure identification of & delivery of appropriate educational services to all handicapped children	3-21 yrs	Comprehensive evaluation every 3 yrs, IEP's, mainstream in "least restrictive environment", parent input & due process
	Handicap	PL 99-457 "The Education of the Handicapped Act" Amendments of 1986	Provide early intervention services to preschool handicapped children to minimize risk of developmental delays	Birth- 3 yrs (Title I) 3-5 yrs (Title II)	Coordinated, multidisciplinary approach, Individual Family Service Plan (0-3 yrs), full educational services
	Head Start	Human Services Reauthorization Act of 1990 (Head Start Act)	Provide preschool for economically/socially disadvantaged children to "close the gap" w/ advantaged peers	Up to age of compulsory school attendance	Comprehensive health, education, nutrition, & social services; projects vary widely.

Chapter 1

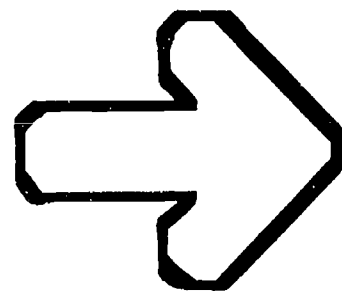
Basic Programs Authorization

Excerpts from PL 100-297

The Augustus F. Hawkins-Robert T. Stafford

Elementary and Secondary School

Improvement Amendments of 1988



- Sec. 6211 Joint study of services
 Sec. 6215 Report on projects developed with assistance from the Fund for Improvement and Reform of Schools and Teaching

PART D—GENERAL PROVISIONS

- Sec. 6401 Definitions
 Sec. 6402 Budget Act provisions
 Sec. 6403 Effective date

TITLE I—ELEMENTARY AND SECONDARY EDUCATION PROGRAMS REAUTHORIZED

SEC. 1001. AMENDMENT TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) (other than title X of such Act) is amended to read as follows:

20 USC 2701
 note

"SECTION 1. SHORT TITLE.

"This Act may be cited as the 'Elementary and Secondary Education Act of 1965'.

"TITLE I—BASIC PROGRAMS

"CHAPTER 1—FINANCIAL ASSISTANCE TO MEET SPECIAL EDUCATIONAL NEEDS OF CHILDREN

20 USC 2701

"SEC. 1001. DECLARATION OF POLICY AND STATEMENT OF PURPOSE.

"(a) DECLARATION OF POLICY.—In recognition of—

"(1) the special educational needs of children of low-income families and the impact of concentrations of low-income families on the ability of local educational agencies to provide educational programs which meet such needs, and

"(2) the special educational needs of children of migrant parents, of Indian children, and of handicapped, neglected, and delinquent children,

the Congress declares it to be the policy of the United States to—

"(A) provide financial assistance to State and local educational agencies to meet the special needs of such educationally deprived children at the preschool, elementary, and secondary levels;

"(B) expand the program authorized by this chapter over the next 5 years by increasing funding for this chapter by at least \$500,000,000 over baseline each fiscal year and thereby increasing the percentage of eligible children served in each fiscal year with the intent of serving all eligible children by fiscal year 1993; and

"(C) provide such assistance in a way which eliminates unnecessary administrative burden and paperwork and overly prescriptive regulations and provides flexibility to State and local educational agencies in making educational decisions

"(b) STATEMENT OF PURPOSE.—The purpose of assistance under this chapter is to improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local educational agency, attain grade-

level proficiency, and improve achievement in basic and more advanced skills. These purposes shall be accomplished through such means as supplemental education programs, schoolwide programs, and the increased involvement of parents in their children's education.

"PART A—BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

"Subpart 1—Allocations

20 USC 2711.

"SEC. 1005. BASIC GRANTS.

"(a) AMOUNT OF GRANTS.—

"(1) GRANTS FOR TERRITORIES.—There is authorized to be appropriated for each fiscal year for the purpose of this paragraph 1 percent of the amount appropriated for such year for payments to States under this section. The amount appropriated pursuant to this paragraph shall be allotted by the Secretary (A) among Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands according to their respective need for grants under this part, and (B) to the Secretary of the Interior in the amount necessary (i) to make payments pursuant to paragraph (1) of subsection (d), and (ii) to make payments pursuant to paragraph (2) of subsection (d). The grant which a local educational agency in Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands is eligible to receive shall be determined pursuant to such criteria as the Secretary determines will best carry out the purposes of this chapter.

Appropriation
 authorization

"(2) GRANTS FOR LOCAL EDUCATIONAL AGENCIES AND PUERTO RICO.—

"(A) In any case in which the Secretary determines that satisfactory data for that purpose are available, the grant which a local educational agency in a State is eligible to receive under this subpart for a fiscal year shall (except as provided in paragraph (3)), be determined by multiplying the number of children counted under subsection (c) by 40 percent of the amount determined under the next sentence. The amount determined under this sentence shall be the average per pupil expenditure in the State except that (i) if the average per pupil expenditure in the State is less than 80 percent of the average per pupil expenditure in the United States, such amount shall be 80 percent of the average per pupil expenditure in the United States, or (ii) if the average per pupil expenditure in the State is more than 120 percent of the average per pupil expenditure in the United States, such amount shall be 120 percent of the average per pupil expenditure in the United States.

"(B) In any case in which such data are not available, subject to paragraph (3), the grant for any local educational agency in a State shall be determined on the basis of the aggregate amount of such grants for all such agencies in the county or counties in which the school district of the particular agency is located, which aggregate amount shall be equal to the aggregate amount determined under



subparagraph (A) for such county or counties, and shall be allocated among those agencies upon such equitable basis as may be determined by the State educational agency in accordance with the basic criteria prescribed by the Secretary.

"(C) For each fiscal year, the Secretary shall determine the percentage which the average per pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per pupil expenditure of any of the 50 States. The grant which the Commonwealth of Puerto Rico shall be eligible to receive under this subpart for a fiscal year shall be the amount arrived at by multiplying the number of children counted under subsection (c) for the Commonwealth of Puerto Rico by the product of—

"(i) the percentage determined under the preceding sentence; and

"(ii) 32 percent of the average per pupil expenditure in the United States.

"(3) SPECIAL ALLOCATION PROCEDURES.—

"(A) Upon determination by the State educational agency that a local educational agency in the State is unable or unwilling to provide for the special educational needs of children described in clause (C) of paragraph (1) of subsection (c), who are living in institutions for neglected or delinquent children, the State educational agency shall, if it assumes responsibility for the special educational needs of such children, be eligible to receive the portion of the allocation to such local educational agency which is attributable to such neglected or delinquent children, but if the State educational agency does not assume such responsibility, any other State or local public agency, as determined by regulations established by the Secretary, which does assume such responsibility, shall be eligible to receive such portion of the allocation.

"(B) In the case of local educational agencies which serve in whole or in part the same geographical area, and in the case of a local educational agency which provides free public education for a substantial number of children who reside in the school district of another local educational agency, the State educational agency may allocate the amount of the grants for those agencies among them in such manner as it determines will best carry out the purposes of this chapter.

"(C) In any State in which a large number of local educational agencies overlap county boundaries, the State educational agency may apply to the Secretary for authority during any particular fiscal year to make the allocations under this part (other than section 1006) directly to local educational agencies without regard to the counties or may continue to make such allocations if the agency had the authority to do so under chapter 1 of the Education Consolidation and Improvement Act of 1981. If the Secretary approves an application of a State educational agency for a particular year under this subparagraph, the State educational agency shall provide assurances that such allocations will be made using precisely the same factors for determining a grant as are used under this part and that a

procedure will be established through which local educational agencies dissatisfied with the determinations made by the State educational agency may appeal directly to the Secretary for a final determination.

"(4) DEFINITION.—For purposes of this subsection, the term 'State' does not include Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

"(b) MINIMUM NUMBER OF CHILDREN TO QUALIFY.—A local educational agency shall be eligible for a basic grant for a fiscal year under this subpart only if it meets the following requirements with respect to the number of children counted under subsection (c):

"(1) In any case (except as provided in paragraph (3)) in which the Secretary determines that satisfactory data for the purpose of this subsection as to the number of such children are available on a school district basis, the number of such children in the school district of such local educational agency shall be at least 10.

"(2) In any other case, except as provided in paragraph (3), the number of such children in the county which includes such local educational agency's school district shall be at least 10.

"(3) In any case in which a county includes a part of the school district of the local educational agency concerned and the Secretary has not determined that satisfactory data for the purpose of this subsection are available on a school district basis for all the local educational agencies or all the counties into which the school district of the local educational agency concerned extends, the eligibility requirement with respect to the number of such children for such local educational agency shall be determined in accordance with regulations prescribed by the Secretary for the purposes of this subsection.

"(c) CHILDREN TO BE COUNTED.—

"(1) CATEGORIES OF CHILDREN.—The number of children to be counted for purposes of this section is the aggregate of—

"(A) the number of children aged 5 to 17, inclusive, in the school district of the local educational agency from families below the poverty level as determined under paragraph (2)(A),

"(B) the number of children aged 5 to 17, inclusive, in the school district of such agency from families above the poverty level as determined under paragraph (2)(B), and

"(C) the number of children aged 5 to 17, inclusive, in the school district of such agency living in institutions for neglected or delinquent children (other than such institutions operated by the United States) but not counted pursuant to subpart 3 of part D for the purposes of a grant to a State agency, or being supported in foster homes with public funds.

"(2) DETERMINATION OF NUMBER OF CHILDREN.—

"(A) For the purposes of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families below the poverty level on the basis of the most recent satisfactory data available from the Department of Commerce for local educational agencies (or, if such data are not available for such agencies, for counties), and in determining the families which are below the poverty level, the Secretary shall utilize the criteria of poverty used

Disadvantaged persons.

by the Bureau of the Census in compiling the most recent decennial census.

"(B) For purposes of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families above the poverty level on the basis of the number of such children from families receiving an annual income, in excess of the current criteria of poverty, from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act; and in making such determinations the Secretary shall utilize the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census for a family of 4 in such form as those criteria have been updated by increases in the Consumer Price Index. The Secretary shall determine the number of such children and the number of children of such ages living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the caseload data for the month of October of the preceding fiscal year (using, in the case of children described in the preceding sentence, the criteria of poverty and the form of such criteria required by such sentence which were determined for the calendar year preceding such month of October) or, to the extent that such data are not available to the Secretary before January of the calendar year in which the Secretary's determination is made, then on the basis of the most recent reliable data available to the Secretary at the time of such determination. The Secretary of Health and Human Services shall collect and transmit the information required by this subparagraph to the Secretary not later than January 1 of each year.

"(C) When requested by the Secretary, the Secretary of Commerce shall make a special estimate of the number of children of such ages who are from families below the poverty level (as determined under subparagraph (A) of this paragraph) in each county or school district, and the Secretary is authorized to pay (either in advance or by way of reimbursement) the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request of the chief executive of a State for the collection of additional census information. For purposes of this section, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

"(d) PROGRAM FOR INDIAN CHILDREN.—

"(1) From the amount allotted for payments to the Secretary of the Interior under the second sentence of subsection (a)(1), the Secretary of the Interior shall make payments to local educational agencies, upon such terms as the Secretary determines will best carry out the purposes of this chapter with respect to out of State Indian children in the elementary and secondary schools of such agencies under special contracts with the Department of the Interior. The amount of such payment may not exceed, for each such child, 40 percent of (A) the average per pupil expenditure in the State in which the agency is located, or (B) 120 percent of such expenditure in the United States, whichever is the greater.

"(2) The amount allotted for payments to the Secretary of the Interior under the second sentence of subsection (a)(1) for any fiscal year shall be, as determined pursuant to criteria established by the Secretary, the amount necessary to meet the special educational needs of educationally deprived Indian children on reservations serviced by elementary and secondary schools for Indian children operated with Federal assistance or operated by the Department of the Interior. Such payment shall be made pursuant to an agreement between the Secretary and the Secretary of the Interior containing such assurances and terms as the Secretary determines will best achieve the purposes of this chapter. Such agreement shall contain (A) an assurance that payments made pursuant to this subparagraph will be used solely for programs and projects approved by the Secretary of the Interior which meet the applicable requirements of subpart 2 of this part and that the Department of the Interior will comply in all other respects with the requirements of this chapter, and (B) provision for carrying out the applicable provisions of subpart 2 of this part and part F. Such agreement shall consider a tribal organization operating a school under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Tribally Controlled Schools Act of 1987 as a local educational agency, and shall consider the Secretary of the Interior as a State or State educational agency for all purposes defining the authority of States or State educational agencies relative to local educational agencies. If, in the capacity as a State educational agency, the Secretary of the Interior promulgates regulations applicable to such tribal organizations, the Secretary shall comply with section 1451 of this Act and with section 553 of title 5 of the United States Code, relating to administrative procedure, and such regulations must be consistent with subsections (d) and (e) of section 1121, section 1130, and section 1133 of the Education Amendments of 1978.

"(e) STATE MINIMUM.—(1) For any fiscal year for which—

"(A) sums available for the purposes of this section exceed sums available under chapter 1 of the Education Consolidation and Improvement Act of 1981 for fiscal year 1988; and

"(B)(i) sums available for the purpose of section 1006 equal or exceed \$400,000,000, or

"(ii) sums available for the purpose of section 1005 equal or exceed amounts appropriated for such purpose in fiscal year 1988 by \$700,000,000,

the aggregate amount allotted for all local educational agencies within a State may not be less than one-quarter of 1 percent of the total amount available for such fiscal year under this section.

"(2) The provisions of paragraph (1) shall apply only if each State is allotted an amount which is not less than the payment made to each State under chapter 1 of the Education Consolidation and Improvement Act of 1981 for fiscal year 1988.

"(3)(A) No State shall, by reason of the application of the provisions of paragraph (1) of this subsection, be allotted more than—

"(i) 150 percent of the amount that the State received in the fiscal year preceding the fiscal year for which the determination is made, or

"(ii) the amount calculated under subparagraph (B), whichever is less.

Contracts

"(B) For the purpose of subparagraph (A)(ii), the amount for each State equals—

"(i) the number of children in such State counted under subsection (c) in the fiscal year specified in subparagraph (A), multiplied by

"(ii) 150 percent of the national average per pupil payment made with funds available under this section for that year.

"(g) **DURATION OF ASSISTANCE.**—During the period beginning October 1, 1988, and ending September 30, 1993, the Secretary shall, in accordance with the provisions of this part, make payments to State educational agencies for grants made on the basis of entitlements created under this section.

"SEC 1005 GRANTS FOR LOCAL EDUCATIONAL AGENCIES IN COUNTIES WITH ESPECIALLY HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES.

"(a) **ELIGIBILITY FOR AND AMOUNT OF SPECIAL GRANTS.**—

"(1)(A) Except as otherwise provided in this paragraph, each county, in a State other than Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, which is eligible for a grant under this chapter for any fiscal year shall be entitled to an additional grant under this section for that fiscal year if—

"(i) the number of children counted under section 1005(c) of this chapter in the school district of local educational agencies in such county for the preceding fiscal year exceeds 6,500, or

"(ii) the number of children counted under section 1005(c) exceeds 15 percent of the total number of children aged five to seventeen, inclusive, in the school districts of local educational agencies in such county in that fiscal year.

"(B) Except as provided in subparagraph (C), no State described in subparagraph (A) shall receive less than—

"(i) one-quarter of 1 percent of the sums appropriated under subsection (c) of this section for such fiscal year; or

"(ii) \$250,000, whichever is higher.

"(C) No State shall, by reason of the application of the provisions of subparagraph (B)(i) of this paragraph, be allotted more than—

"(i) 150 percent of the amount that the State received in the fiscal year preceding the fiscal year for which the determination is made, or

"(ii) the amount calculated under subparagraph (B), whichever is less

"(D) For the purpose of subparagraph (C), the amount for each State equals—

"(i) the number of children in such State counted for purposes of this section in the fiscal year specified in subparagraph (B), multiplied by

"(ii) 150 percent of the national average per pupil payment made with funds available under this section for that year

"(E) For each county in which there are local educational agencies eligible to receive an additional grant under this sec-

tion for any fiscal year the Secretary shall determine the product of—

"(A) the greater of—

"(i) the number of children in excess of 6,500 counted under section 1005(c) for the preceding fiscal year, in the school districts of local educational agencies of a county which qualifies on the basis of subparagraph (A) of paragraph (1); or

"(ii) the number of children counted under section 1005(c) for the preceding fiscal year in the school districts of local educational agencies in a county which qualifies on the basis of subparagraph (B) of paragraph (1); and

"(B) the quotient resulting from the division of the amount determined for those agencies under section 1005(a)(2) of this chapter for the fiscal year for which the determination is being made divided by the total number of children counted under section 1005(c) for that agency for the preceding fiscal year.

"(3) The amount of the additional grant to which an eligible county is entitled under this section for any fiscal year shall be an amount which bears the same ratio to the amount reserved under subsection (c) for that fiscal year as the product determined under paragraph (2) for such county for that fiscal year bears to the sum of such products for all counties in the United States for that fiscal year.

"(4) For the purposes of this section, the Secretary shall determine the number of children counted under section 1005(c) for any county, and the total number of children aged five to seventeen, inclusive, in school districts of local educational agencies in such county, on the basis of the most recent satisfactory data available at the time the payment for such county is determined under section 1005.

"(5)(A) Pursuant to regulations established by the Secretary and except as provided in subparagraphs (B) and (C) and paragraph (i), funds allocated to counties under this part shall be allocated by the State educational agency only to those local educational agencies whose school districts lie (in whole or in part) within the county and which are determined by the State educational agency to meet the eligibility criteria of clauses (i) and (ii) of paragraph (1)(A). Such determination shall be made on the basis of the available poverty data which such State educational agency determines best reflect the current distribution in the local educational agency of low-income families consistent with the purposes of this chapter. The amount of funds under this part that each qualifying local educational agency receives shall be proportionate to the number or percentage of children from low-income families in the school districts of the local educational agency

"(B) In counties where no local educational agency meets the criteria of clause (i) or (ii) of paragraph (1)(A), the State educational agency shall allocate such funds among the local educational agencies within such counties (in whole or in part) in rank order of their respective concentration and numbers of children from low-income families and in amounts which are consistent with the degree of concentration of poverty. Only local educational agencies with concentrations of poverty that

Effective date
Termination
date

Disadvantaged
persons
20 USC 2712

exceed the county wide average of poverty shall receive any funds pursuant to the provisions of this subparagraph.

"(C) In States which receive the minimum grant amount under paragraph (1), the State educational agency shall allocate such funds among the local educational agencies in such State by either of the following methods:

"(i) in accordance with the provisions of subparagraphs (A) and (B) of this paragraph; or

"(ii) without regard to the counties in which such local educational agencies are located, in rank order of their respective concentration and numbers of children from low-income families and in amounts which are consistent with the degree of concentration of poverty, except that only those local educational agencies with concentrations of poverty that exceed the Statewide average of poverty shall receive any funds pursuant to the provisions of this clause.

"(b) A State may reserve not more than 2 percent of its allocation under this section for the purpose of making direct payments to local educational agencies that meet the criteria of clauses (i) and (ii) of paragraph (1)(A), but are otherwise ineligible.

"(b) PAYMENTS; USE OF FUNDS.—

"(1) The total amount which counties in a State are entitled to under this section for any fiscal year shall be added to the amount paid to that State under section 1401 for such year. From the amount paid to it under this section, the State shall distribute to local educational agencies in each county of the State the amount (if any) to which it is entitled under this section.

"(2) The amount paid to a local educational agency under this section shall be used by that agency for activities undertaken pursuant to its application submitted under section 1012 and shall be subject to the other requirements in subpart 2 of this part.

"(c) RESERVATION OF FUNDS.—

"(1) For any fiscal year for which amounts appropriated for part A of this chapter exceed \$3,900,000,000, the amounts specified in paragraph (2) of this subsection shall be available to carry out this section.

"(2)(A) The first \$400,000,000 in excess of \$3,900,000,000 appropriated for part A of this chapter in any fiscal year shall be available to carry out this section.

"(B) Whenever the amounts appropriated for part A exceed \$4,300,000,000 in any fiscal year, 10 percent of the amount appropriated for that fiscal year shall be available to carry out this section, except that no State shall, as a result of implementation of paragraph (2) of this subsection, receive less under section 1005 than it received for the previous fiscal year under such section or under section 554(a)(1)(A) of the Education Consolidation and Improvement Act of 1981.

"(d) RATABLY REDUCTION RULE.—If the sums available under subsection (c) for any fiscal year for making payments under this section are not sufficient to pay in full the total amounts which all States are entitled to receive under subsection (a) for such fiscal year, the maximum amounts which all States are entitled to receive under subsection (a) for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments

for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"Subpart 2—Basic Program Requirements

"SEC. 1011. USES OF FUNDS.

20 USC 2721.

"(a) PROGRAM DESCRIPTION.—

"(1) A local educational agency may use funds received under this part only for programs and projects which are designed to meet the special educational needs of educationally deprived children identified in accordance with section 1014 and which are included in an application for assistance approved by the State educational agency.

"(2) Such programs and projects under paragraph (1) may include preschool through secondary programs; the acquisition of equipment and instructional materials; books and school library resources; employment of special instructional personnel, school counselors, and other pupil services personnel; employment and training of education aides; payments to teachers of amounts in excess of regular salary schedules as a bonus for service in schools serving project areas; the training of teachers, librarians, other instructional and pupil services professionals (including training in preparation for the implementation of programs and projects in a subsequent school year); the construction, where necessary, of school facilities; parental involvement activities under section 1016; planning for and evaluation of such programs and projects assisted under this chapter; and other expenditures authorized under this chapter.

"(3) State and local educational agencies are encouraged to develop programs to assist eligible children to improve their achievement in basic skills and more advanced skills and to consider year-round services and activities, including intensive summer school programs.

"(b) INNOVATION PROJECTS.—Subject to the approval of the State educational agency, a local educational agency may use not more than 5 percent of payments under this part for the costs of conducting innovative projects developed by the local educational agency that include only—

"(1) the continuation of services to children eligible for services in any preceding year for a period sufficient to maintain progress made during their eligibility;

"(2) the provision of continued services to eligible children transferred to ineligible areas or schools as part of a desegregation plan for a period not to exceed 2 years;

"(3) incentive payments to schools that have demonstrated significant progress and success in attaining the goals of this chapter;

"(4) training of chapter 1 and nonchapter 1 paid teachers and librarians with respect to the special educational needs of eligible children and integration of activities under this part into regular classroom programs.

"(5) programs to encourage innovative approaches to parental involvement or rewards to or expansion of exemplary parental involvement programs;

"(6) encouraging the involvement of community and private sector resources (including fiscal resources) in meeting the needs of eligible children; and

"(7) assistance by local educational agencies of schools identified under section 1021(b).

20 USC 2722

"SEC. 1013. ASSURANCES AND APPLICATIONS.

"(a) **STATE EDUCATIONAL AGENCY ASSURANCES.**—Any State desiring to participate under this chapter shall submit to the Secretary, through its State educational agency, assurances that the State educational agency—

"(1) will meet the requirements in section 435(b)(2) and (b)(5) of the General Education Provisions Act relating to fiscal control and fund accounting procedures;

"(2) will carry out the activities required under this chapter with regard to evaluation and school program improvement;

"(3) has on file a program improvement plan that meets the requirements of section 1020; and

"(4) will ensure that its local educational agencies and State agencies receiving funds under this chapter comply with all applicable statutory and regulatory provisions pertaining to this chapter.

Such assurances shall remain in effect for the duration of participation under this chapter.

Grants

"(b) **LOCAL APPLICATIONS.**—A local educational agency may receive a grant under this chapter for any fiscal year if it has on file with the State educational agency an application which describes the procedure to be used under section 1014(b) to assess students' needs and establish program goals, describes the programs and projects to be conducted with such assistance for a period of not more than 3 years, and describes the desired outcomes for eligible children, in terms of basic and more advanced skills that all children are expected to master, which will be used as the basis for evaluating the program or project as required by section 1019, and such application has been approved by the State educational agency and developed in consultation with teachers and parents.

"(c) **LOCAL ASSURANCES.**—Such application shall provide assurance that the programs and projects described—

"(1) are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served, are designed and implemented in consultation with teachers (including early childhood education professionals and librarians when appropriate), and provide for parental involvement in accordance with section 1016;

"(2) make provision for services to educationally deprived children attending private elementary and secondary schools in accordance with section 1017;

"(3) allocate time and resources for frequent and regular coordination of the curriculum under this chapter with the regular instructional program, and

"(4) in the case of participating students who are also limited English proficient or are handicapped, provide maximum coordination between services provided under this chapter and

services provided to address children's handicapping conditions or limited English proficiency, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the students' programs.

"SEC. 1013. ELIGIBLE SCHOOLS.**"(a) GENERAL PROVISIONS.—**

"(1) Subject to subsection (b), a local educational agency shall use funds received under this chapter in school attendance areas having high concentrations of children from low-income families (hereinafter referred to as 'eligible school attendance areas'), and where funds under this chapter are insufficient to provide programs and projects for all educationally deprived children in eligible school attendance areas, a local educational agency shall annually rank its eligible school attendance areas from highest to lowest within each grade span grouping or for the entire local educational agency, according to relative degree of concentration of children from low-income families. A local educational agency may carry out a program or project assisted under this chapter in an eligible school attendance area only if it also carries out such program or project in all other eligible school attendance areas which are ranked higher under the first sentence of this paragraph.

"(2) The same measure of low income, which shall be chosen by the local educational agency on the basis of the best available data and which may be a composite of several indicators, shall be used with respect to all school attendance areas within a grade span grouping or for the entire local educational agency, both to identify the areas having high concentrations of children from low-income families and to determine the ranking of each area.

"(3) The requirements of this subsection shall not apply in the case of a local educational agency with a total enrollment of less than 1,000 children, but this paragraph does not relieve such an agency from the responsibility to serve eligible children according to the provisions of section 1014.

"(b) **LOCAL EDUCATIONAL AGENCY DISCRETION.**—Notwithstanding subsection (a)(1) of this section, a local educational agency shall have discretion to identify and rank eligible attendance areas as follows:

"(1) A local educational agency may designate as eligible and serve all of its attendance areas within a grade span grouping or in the entire local educational agency if the percentage of children from low-income families in each attendance area of the agency is within 5 percentage points of the average percentage of such children within a grade span grouping or for the entire local educational agency.

"(2) A local educational agency may designate any school attendance area in which at least 25 percent of the children are from low-income families as an eligible school attendance area if the aggregate amount expended under this chapter and under a State program meeting the requirements of section 1018(d)(1)(B) in that fiscal year in each school attendance area of that agency eligible under subsection (a) in which projects assisted under this chapter were carried out in the preceding fiscal year equals or exceeds the amount expended from those sources in that area in such preceding fiscal year if such

Disadvantaged
persons.
20 USC 2723.

Handicapped
persons

attendance areas qualify for such amounts under subsection (c)(1).

"(3) A local educational agency may, with the approval of the State educational agency, designate as eligible and serve school attendance areas with substantially higher numbers or percentages of educationally deprived children before school attendance areas with higher concentrations of children from low-income families, but this paragraph shall not permit the provision of services to more school attendance areas than could otherwise be served. A State educational agency shall approve such a proposal only if the State educational agency finds that the proposal will not substantially impair the delivery of deprived children from low-income families in project areas served by the local educational agency.

"(4) Funds received under this part may be used for educationally deprived children who are in a school which is not located in an eligible school attendance area when the proportion of children from low-income families in average daily attendance in such school is substantially equal to the proportion of such children in an eligible school attendance area of such agency.

"(5) If an eligible school attendance area or eligible school was so designated and served in accordance with subsection (a) in the immediately preceding fiscal year, it may continue to be so designated for the subsequent fiscal year even though it does not qualify as eligible under such subsection in such additional year.

"(6) With the approval of the State educational agency, eligible school attendance areas or eligible schools which have higher proportions or numbers of children from low-income families may be skipped if they are receiving, from non-Federal funds, services of the same nature and scope as would otherwise be provided under this part, except that (A) the number of children attending private elementary and secondary schools who receive services under this part shall be determined without regard to non-Federal compensatory education funds which serve eligible children in public elementary and secondary schools, and (B) children attending private elementary and secondary schools who receive assistance under this part shall be identified in accordance with this section and without regard to skipping public school attendance areas or schools under this paragraph.

"(c) ALLOCATIONS —

"(1) Except as provided in paragraph (2), a local educational agency shall allocate funds under this part among project areas or schools on the basis of the number and needs of children to be served as determined in accordance with section 1014.

"(2) Children in eligible schools, who receive services under this part and subsequently become ineligible due to improved academic achievement attributable to such services, may continue to be considered eligible for 2 additional years only for the purpose of determining the allocation of funds among eligible schools under paragraph (1). Any funds so allocated shall be used to provide services to any children determined to be eligible under section 1014.

"SEC. 1014. ELIGIBLE CHILDREN.

"(a) GENERAL PROVISIONS.—

"(1) Except as provided in subsections (c) and (d) of this section and section 1015, a local educational agency shall use funds received under this part for educationally deprived children, identified in accordance with subsection (b) as having the greatest need for special assistance, in school attendance areas or schools satisfying the requirements of section 1013.

"(2) The eligible population for services under this part are—

"(A) those children up to age 21 who are entitled to a free public education through grade 12, and

"(B) those children who are not yet at a grade level where the local educational agency provides a free public education, yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting.

"(b) ASSESSMENT OF EDUCATIONAL NEED.—A local educational agency may receive funds under this part only if it makes an assessment of educational needs each year to (1) identify educationally deprived children in all eligible attendance areas; (2) identify the general instructional areas on which the program will focus; (3) select those educationally deprived children who have the greatest need for special assistance, as identified on the basis of educationally related objective criteria established by the local educational agency, which include written or oral testing instruments, that are uniformly applied to particular grade levels throughout the local educational agency; and (4) determine the special educational needs (and library resource needs) of participating children with specificity sufficient to ensure concentration on such needs.

"(c) LOCAL EDUCATIONAL AGENCY DISCRETION.—(1) Educationally deprived children who begin participation in a program or project assisted under this part, in accordance with subsections (a) and (b) but who, in the same school year, are transferred to a school attendance area or school not receiving funds under this part, may, if the local agency so determines, continue to participate in a program or project funded under this part for the duration of that same school year.

"(2) In providing services under this part a local educational agency may skip educationally deprived children in greatest need of assistance who are receiving, from non-Federal sources, services of the same nature and scope as would otherwise be provided under this part.

"(3) A child who, in the previous year, was identified as being in greatest need of assistance, and who continues to be educationally deprived, but who is no longer identified as being in greatest need of assistance, may participate in a program or project assisted under this part while continuing to be educationally deprived for a maximum of 2 additional years.

"(d) SPECIAL RULES.—(1) Children receiving services to overcome a handicapping condition or limited English proficiency shall also be eligible to receive services under this part, if they have needs stemming from educational deprivation and not related solely to the handicapping condition or limited English proficiency. Such children shall be selected on the same basis as other children identified as eligible for and selected to receive services under this part. Funds

Disadvantaged
PROGRAMS
20 (ISA) 2724

under this part may not be used to provide services that are otherwise required by law to be made available to such children.

"(2) A student who at any time in the previous 2 years was receiving services under subpart 3 of part D of this chapter or under subpart 3 of part B of title I of the Elementary and Secondary Education Act (as amended by chapter 1 of the Education Consolidation and Improvement Act of 1981) shall be considered eligible for services under this part, and may be served subject to the provisions of subsections (a) and (b).

Disadvantaged
persons
20 USC 2725

"SEC. 1015. SCHOOLWIDE PROJECTS.

"(a) USE OF FUNDS FOR SCHOOLWIDE PROJECTS.—In the case of any school serving an attendance area that is eligible to receive services under this part and in which, for the first year of the 3-year period of projects assisted under this section, not less than 75 percent of the children are from low-income families or any eligible school in which not less than 75 percent of the children enrolled in the school are from low-income families, the local educational agency may carry out a project under this part to upgrade the entire educational program in that school if the requirements of subsections (b), (c), (d), and (e) are met.

"(b) DESIGNATION OF SCHOOLS.—A school may be designated for a schoolwide project under subsection (a) if—

"(1) a plan has been developed for that school by the local educational agency and has been approved by the State educational agency which—

"(A) provides for a comprehensive assessment of educational needs of all students in the school, in particular the special needs of educationally deprived children;

"(B) establishes goals to meet the special needs of all students and to ensure that educationally deprived children are served effectively and demonstrate performance gains comparable to other students;

"(C) describes the instructional program, pupil services, and procedures to be used to implement those goals;

"(D) describes the specific uses of funds under this part as part of that program; and

"(E) describes how the school will move to implement an effective schools program as defined in section 1471, if appropriate;

"(2) the plan has been developed with the involvement of those individuals who will be engaged in carrying out the plan, including parents, teachers, librarians, education aides, pupil services personnel, and administrators (and secondary students if the plan relates to a secondary school);

"(3) the plan provides for consultation among individuals described in paragraph (2) as to the educational progress of all students and the participation of such individuals in the development and implementation of the accountability measures required by subsection (e);

"(4) appropriate training is provided to parents of children to be served, teachers, librarians, and other instructional, administrative, and pupil services personnel to enable them effectively to carry out the plan;

"(5) the plan includes procedures for measuring progress, as required by subsection (e), and describes the particular measures to be used, and

"(6) in the case of a school district in which there are one or more schools described in subsection (a) and there are also one or more other schools serving project areas, the local educational agency makes the Federal funds provided under this part available for children in such schools described in subsection (a) in amounts which, per educationally deprived child served, equal or exceed the amount of such funds made available per educationally deprived child served in such other schools; and

"(B) the average per pupil expenditure in schools described in subsection (a) (excluding amounts expended under a State compensatory education program) for the fiscal year in which the plan is to be carried out will not be less than such expenditure in such schools in the previous fiscal year, except that the cost of services for programs described in section 1018(d)(2)(A) shall be included for each fiscal year as appropriate only in proportion to the number of children in the building served in such programs in the year for which this determination is made.

"(c) APPROVAL OF PLAN; OPERATION OF PROJECT.—

"(1) The State educational agency shall approve the plan of any local educational agency for a schoolwide project if that plan meets the requirements of subsection (b).

"(2) For any school which has such a plan approved, the local educational agency—

"(A) shall, in order to carry out the plan, be relieved of any requirements under this part with respect to the commingling of funds provided under this chapter with funds available for regular programs;

"(B) shall use funds received under this part only to supplement, and to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the school approved for a schoolwide project under paragraph (1);

"(C) shall comply with the provisions of section 1018(c); and

"(D) may not be required to identify particular children as being eligible to participate in projects assisted under this part but shall identify educationally deprived children for purposes of subsections (b) and (e) of this section.

"(d) USE OF FUNDS.—In addition to uses under section 1011, funds may be used in schoolwide projects for—

"(1) planning and implementing effective schools programs, and

"(2) other activities to improve the instructional program and pupil services in the school, such as reducing class size, training staff and parents of children to be served, and implementing extended schoolday programs.

"(e) ACCOUNTABILITY.—

"(1) The State educational agency may grant authority for a local educational agency to operate a schoolwide project for a period of 3 years. If a school meets the accountability requirements in paragraphs (2) and (3) at the end of such period, as determined by the State educational agency, that school will be allowed to continue the schoolwide project for an additional 3-year period.

"(2)(A) Except as provided in subparagraph (B), after 3 years, a school must be able to demonstrate (i) that the achievement level of educationally deprived children as measured according to the means specified in the plan required by subsection (b) exceeds the average achievement of participating children districtwide, or (ii) that the achievement of educationally deprived children in that school exceeds the average achievement of such children in that school in the 3 fiscal years prior to initiation of the schoolwide project.

"(B) For a secondary school, demonstration of lower dropout rates, increased retention rates, or increased graduation rates is acceptable in lieu of increased achievement, if achievement levels over the 3-year schoolwide project period, compared with the 3-year period immediately preceding the schoolwide project, do not decline.

"(3) Schools shall annually collect achievement and other assessment data for the purposes of paragraph (2). The results of achievement and other assessments shall be made available annually to parents, the public, and the State educational agency.

Public
information

20 USC 2726

SEC. 1016 PARENTAL INVOLVEMENT.**"(a) FINDINGS; GENERAL REQUIREMENT.—**

"(1) Congress finds that activities by schools to increase parental involvement are a vital part of programs under this chapter.

"(2) Toward that end, a local educational agency may receive funds under this chapter only if it implements programs, activities, and procedures for the involvement of parents in programs assisted under this chapter. Such activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children and must be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward achieving the goals under subsection (b).

"(3) For purposes of this section, parental involvement includes, but is not limited to, parent input into the design and implementation of programs under this chapter, volunteer or paid participation by parents in school activities, and programs, training, and materials which build parents' capacity to improve their children's learning in the home and in school.

"(b) **GOALS OF PARENTAL INVOLVEMENT.—**In carrying out the requirements of subsection (a), a local educational agency shall, in coordination with parents of participating children, develop programs, activities, and procedures which have the following goals—

"(1) to inform parents of participating children of the program under this chapter, the reasons for their children's participation in such programs, and the specific instructional objectives and methods of the program;

"(2) to support the efforts of parents, including training parents, to the maximum extent practicable, to work with their children in the home to meet the instructional objectives of programs under this chapter and to understand the program requirements of this chapter and to train parents and teachers to build a partnership between home and school;

"(3) to train teachers and other staff involved in programs under this chapter to work effectively with the parents of participating students;

"(4) to consult with parents, on an ongoing basis, concerning the manner in which the school and parents can better work together to achieve the program's objectives and to give parents a feeling of partnership in the education of their children;

"(5) to provide a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated, and evaluated, allowing opportunities for parental participation, so that parents and educators can work together to achieve the program's objectives; and

"(6) to ensure opportunities, to the extent practicable, for the full participation of parents who lack literacy skills or whose native language is not English.

"(c) MECHANISMS FOR PARENTAL INVOLVEMENT.—

"(1) Each local educational agency, after consultation with and review by parents, shall develop written policies to ensure that parents are involved in the planning, design, and implementation of programs and shall provide such reasonable support for parental involvement activities as parents may request. Such policies shall be made available to parents of participating children.

"(2) Each local educational agency shall convene an annual meeting to which all parents of participating children shall be invited, to explain to parents the programs and activities provided with funds under this chapter. Such meetings may be districtwide or at the building level, as long as all such parents are given an opportunity to participate.

"(3) Each local educational agency shall provide parents of participating children with reports on the children's progress, and, to the extent practical, hold a parent-teacher conference with the parents of each child served in the program, to discuss that child's progress, placement, and methods by which parents can complement the child's instruction. Educational personnel under this chapter shall be readily accessible to parents and shall permit parents to observe activities under this chapter.

"(4) Each local educational agency shall (A) provide opportunities for regular meetings of parents to formulate parental input into the program, if parents of participating children so desire; (B) provide parents of participating children with timely information about the program; and (C) make parents aware of parental involvement requirements and other relevant provisions of programs under this chapter.

"(5) Parent programs, activities, and procedures may include regular parent conferences; parent resource centers; parent training programs and reasonable and necessary expenditures associated with the attendance of parents at training sessions; hiring, training, and utilization of parental involvement liaison workers; reporting to parents on the children's progress; training and support of personnel to work with parents, to coordinate parent activities, and to make contact in the home; use of parents as classroom volunteers, tutors, and aides; provision of school-to-home complementary curriculum and materials and assistance in implementing home-based education activities that reinforce classroom instruction and student motivation; provision of timely information on programs under this chapter (such as program plans and evaluations); soliciting parents' suggestions in the planning, development, and operation of the

Reports.

program; providing timely responses to parent recommendations, parent advisory councils; and other activities designed to enlist the support and participation of parents to aid in the instruction of their children.

"(b) Parents of participating children are expected to cooperate with the local educational agency by becoming knowledgeable of the program goals and activities and by working to reinforce their children's training at home.

"(d) COORDINATION WITH ADULT EDUCATION ACT.—Programs of parental involvement shall coordinate, to the extent possible, with programs funded under the Adult Education Act.

"(e) ACCESSIBILITY REQUIREMENT.—Information, programs, and activities for parents pursuant to this section shall be provided, to the extent practicable, in a language and form which the parents understand.

"SEC. 1017. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

"(a) GENERAL REQUIREMENTS.—To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency shall, after timely and meaningful consultation with appropriate private school officials, make provisions for including special educational services and arrangements (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) in which such children can participate and which meet the requirements of sections 1011(a), 1012(b)(1), 1013, 1014, and 1018(b). Expenditures for educational services and arrangements pursuant to this section for educationally deprived children in private schools shall be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the local educational agency.

"(b) BYPASS PROVISION.—

"(1) If a local educational agency is prohibited by law from providing for the participation in special programs for educationally deprived children enrolled in private elementary and secondary schools as required by subsection (a), the Secretary shall waive such requirements, and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a).

"(2) If the Secretary determines that a local educational agency has substantially failed to provide for the participation on an equitable basis of educationally deprived children enrolled in private elementary and secondary schools as required by subsection (a), the Secretary shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a), upon which determination the provisions of subsection (a) shall be waived.

"(3)(A) The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other concerned organizations or individuals concerning violations of this section. The Secretary shall investigate and resolve each such complaint within 120 days after receipt of the complaint.

"(B) When the Secretary arranges for services pursuant to this subsection, the Secretary shall, after consultation with the appropriate public and private school officials, pay to the provider the cost of such services, including the administrative cost of arranging for such services, from the appropriate allocation or allocations under this chapter.

"(C) Pending final resolution of any investigation or complaint that could result in a determination under this subsection, the Secretary may withhold from the allocation of the affected State or local educational agency the amount the Secretary estimates would be necessary to pay the cost of such services.

"(D) Any determination by the Secretary under this section shall continue in effect until the Secretary determines that there will no longer be any failure or inability on the part of the local educational agency to meet the requirements of subsection (a).

"(4)(A) The Secretary shall not take any final action under this subsection until the State educational agency and local educational agency affected by such action have had an opportunity, for at least 45 days after receiving written notice thereof, to submit written objections and to appear before the Secretary or a designee to show cause why such action should not be taken.

"(B) If a State or local educational agency is dissatisfied with the Secretary's final action after a proceeding under subparagraph (A) of this paragraph, it may, within 60 days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Secretary. The Secretary thereupon shall file in the court the record of the proceedings on which the Secretary's action was based, as provided in section 2112 of title 28, United States Code.

"(C) The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Secretary to take further evidence, and the Secretary may thereupon make new or modified findings of fact and may modify the previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(D) Upon the filing of a petition under subparagraph (B), the court shall have jurisdiction to affirm the action of the Secretary or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"(c) PRIOR DETERMINATION.—Any bypass determination by the Secretary under title I of the Elementary and Secondary Education Act of 1965, as in effect prior to July 1, 1988, or chapter I of the Education Consolidation and Improvement Act of 1981 shall remain in effect to the extent consistent with the purposes of this chapter.

"(d) CAPITAL EXPENSES —

"(1) A local educational agency may apply to the State educational agency for payments for capital expenses consistent with the provisions of this subsection. State educational agen-

cies shall distribute funds to local educational agencies based on the degree of need as set forth in the application. Such an application shall contain information on such capital expenses by fiscal year and shall contain an assurance that any funds received pursuant to this subsection shall be used solely for purposes of the program authorized by this chapter.

"(2)(A) From the amount appropriated for the purposes of this subsection for any fiscal year, the amount which each State shall be eligible to receive shall be an amount which bears the same ratio to the amount appropriated as the number of children enrolled in private schools who were served under chapter 1 of the Education Consolidation and Improvement Act of 1981 in the State during the period July 1, 1984 through June 30, 1985, bears to the total number of such children served during such period in all States.

"(B) Amounts which are not used by a State for the purposes of this subsection shall be reallocated by the Secretary among other States on the basis of need.

"(3) There is authorized to be appropriated \$30,000,000 for fiscal year 1988, \$40,000,000 for the fiscal year 1989, and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993. Any sums appropriated under this provision shall be used for increases in capital expenses paid from funds under chapter 1 of the Education Consolidation and Improvement Act or this section subsequent to July 1, 1985, of local educational agencies in providing the instructional services required under section 557 of the Education Consolidation and Improvement Act and this section, when without such funds, services to private schoolchildren would have been or have been reduced or would be reduced or adversely affected.

"(4) For the purposes of this subsection, the term 'capital expenses' is limited to expenditures for noninstructional goods and services such as the purchase, lease and renovation of real and personal property (including but not limited to mobile educational units and leasing of neutral sites or space), insurance and maintenance costs, transportation, and other comparable goods and services.

Appropriation
authorization

20 USC 2728

"SEC. 1018. FISCAL REQUIREMENTS.

"(a) MAINTENANCE OF EFFORT.—

"(1) Except as provided in paragraph (2), a local educational agency may receive funds under this chapter for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

"(2) The State educational agency shall reduce the amount of the allocation of funds under this chapter in any fiscal year in the exact proportion to which a local educational agency fails to meet the requirement of paragraph (1) by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to such local agency), and no such lesser amount shall be used for computing the effort required under paragraph (1) for subsequent years

"(3) Each State educational agency may waive, for 1 fiscal year only, the requirements of this subsection if the State educational agency determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency.

"(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT REGULAR NON-FEDERAL FUNDS.—A State educational agency or other State agency in operating its State level programs or a local educational agency may use funds received under this chapter only so as to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs and projects assisted under this chapter and in no case may such funds be so used as to supplant such funds from such non-Federal sources. In order to demonstrate compliance with this subsection, no State educational agency, other State agency, or local educational agency shall be required to provide services under this chapter through use of a particular instructional method or in a particular instructional setting.

"(c) COMPARABILITY OF SERVICES.—

"(1) A local educational agency may receive funds under this chapter only if State and local funds will be used in the district of such agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this chapter. Where all school attendance areas in the district of the agency are designated as project areas, the agency may receive such funds only if State and local funds are used to provide services which, taken as a whole, are substantially comparable in each project area.

"(2)(A) A local educational agency shall be considered to have met the requirements of paragraph (1) if it has filed with the State educational agency a written assurance that it has established and implemented—

"(i) a districtwide salary schedule;

"(ii) a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and

"(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

"(B) Unpredictable changes in student enrollment or personnel assignments which occur after the beginning of a school year shall not be included as a factor in determining comparability of services.

"(3) Each educational agency shall develop procedures for compliance with the provisions of this subsection, and shall annually maintain records documenting compliance. Each State educational agency shall monitor the compliance of local educational agencies within the States with respect to the requirements of this subsection

"(4) Each local educational agency with not more than 1 building for each grade span shall not be subject to the provisions of this subsection.

"(5) Each local educational agency which is found to be out of compliance with this subsection shall be subject to withholding

Records

Disadvantaged
persons

or repayment of funds only to the amount or percentage by which the local educational agency has failed to comply.

(d) EXCLUSION OF SPECIAL STATE AND LOCAL PROGRAM FUNDS.—

"(1)(A) For the purposes of determining compliance with the requirements of subsections (b) and (c), a local educational agency or a State agency operating a program under part D of this chapter may exclude State and local funds expended for carrying out special programs to meet the educational needs of educationally deprived children including compensatory education for educationally deprived children after prior determination pursuant to paragraphs (3) and (4) of this subsection that such programs meet the requirements of subparagraph (B).

"(B) A State or local program meets the requirements of this subparagraph if it is similar to programs assisted under this part. The Secretary shall consider a State or local program to be similar to programs assisted under this part if—

"(i) all children participating in the program are educationally deprived,

"(ii) the program is based on similar performance objectives related to educational achievement and is evaluated in a manner consistent with those performance objectives,

"(iii) the program provides supplementary services designed to meet the special educational needs of the children who are participating,

"(iv) the local educational agency keeps such records and affords such access thereto as are necessary to assure the correctness and verification of the requirements of this subparagraph, and

"(v) the State educational agency monitors performance under the program to assure that the requirements of this subparagraph are met.

"(2)(A) For the purpose of determining compliance with the requirements of subsection (c), a local educational agency may exclude State and local funds expended for—

"(i) bilingual education for children of limited English proficiency,

"(ii) special education for handicapped children, and

"(iii) certain State phase-in programs as described in subparagraph (B).

"(B) A State education program which is being phased into full operation meets the requirements of this subparagraph if the Secretary is satisfied that—

"(i) the program is authorized and governed specifically by the provisions of State law;

"(ii) the purpose of the program is to provide for the comprehensive and systematic restructuring of the total educational environment at the level of the individual school;

"(iii) the program is based on objectives, including but not limited to, performance objectives related to educational achievement and is evaluated in a manner consistent with those objectives;

"(iv) parents and school staff are involved in comprehensive planning, implementation, and evaluation of the program,

"(v) the program will benefit all children in a particular school or grade-span within a school;

Records

Minorities

Handicapped
persons

"(vi) schools participating in a program describe, in a school level plan, program strategies for meeting the special educational needs of educationally deprived children;

"(vii) at all times during such phase-in period at least 50 percent of the schools participating in the program are the schools serving project areas which have the greatest number or concentrations of educationally deprived children or children from low-income families;

"(viii) State funds made available for the phase-in program will supplement, and not supplant, State and local funds which would, in the absence of the phase-in program, have been provided for schools participating in such program;

"(ix) the local educational agency is separately accountable, for purposes of compliance with the clauses of this subparagraph, to the State educational agency for any funds expended for such program; and

"(x) the local educational agencies carrying out the program are complying with the clauses of this subparagraph and the State educational agency is complying with applicable provisions of this paragraph.

"(3) The Secretary shall make an advance determination of whether or not a State program meets the requirements of this subsection. The Secretary shall require each State educational agency to submit the provisions of State law together with implementing rules, regulations, orders, guidelines, and interpretations which are necessary for an advance determination. The Secretary's determination shall be in writing and shall include the reasons for the determination. Whenever there is any material change in pertinent State law affecting the program, the State educational agency shall submit such changes to the Secretary.

"(4) The State educational agency shall make an advance determination of whether or not a local program meets the requirements of this subsection. The State educational agency shall require each local educational agency to submit the provisions of local law, together with implementing rules, regulations, guidelines, and interpretations which are necessary to make such an advance determination. The State educational agency's determination shall be in writing and shall include the reasons for the determination. Whenever there is any material change in pertinent local law affecting the program, the local educational agency shall submit such changes to the State educational agency.

SEC. 1010. EVALUATIONS.

20 USC 2729.

"(a) **LOCAL EVALUATION.**—Each local educational agency shall—

"(1) evaluate the effectiveness of programs assisted under this part, in accordance with national standards developed according to section 1435, at least once every 3 years (using objective measurement of individual student achievement in basic skills and more advanced skills, aggregated for the local educational agency as a whole) as an indicator of the impact of the program;

"(2) submit such evaluation results to the State educational agency at least once during each 3-year application cycle;

"(3) determine whether improved performance under paragraph (1) is sustained over a period of more than one program year.

"(b) STATE EVALUATIONS.—In accordance with national standards, each State educational agency shall—

"(1) conduct an evaluation (based on local evaluation data collected under subsection (a) and sections 1107(b), 1202(a)(6), and 1242(d)) of the programs assisted under this chapter at least every 2 years, submit that evaluation to the Secretary and make public the results of that evaluation;

"(2) inform local educational agencies, in advance, of the specific evaluation data that will be needed and how it may be collected; and

"(3) collect data on the race, age, gender, and number of children with handicapping conditions served by the programs assisted under this chapter and on the number of children served by grade-level under the programs assisted under this chapter and annually submit such data to the Secretary.

"(c) SPECIAL CONDITION.—Projects funded under this part that serve only preschool, kindergarten, or first grade students or students in such grade levels who are included in projects serving children above such grade levels shall not be subject to the requirements of subsection (a).

"SEC. 1020. STATE EDUCATIONAL PROGRAM IMPROVEMENT PLAN.

"(a) PLAN REQUIREMENTS.—A State educational agency which receives funds under part A, part C, and part E of this chapter shall develop, in consultation with a committee of practitioners constituted pursuant to section 1451(b) of this chapter, a plan to ensure implementation of the provisions of this section and section 1021. Each such plan shall contain, but shall not be limited to—

"(1) the objective measures and standards the State educational agency and other agencies receiving funds under part A, part C, and part E of this chapter will use to assess aggregate performance pursuant to section 1021, and may include implementation of section 1019;

"(2) the means the State educational agency will use to develop joint plans with local educational agencies which have identified, pursuant to section 1021(b), schools in need of program improvement to attain satisfactory student progress, the timetable for developing and implementing such plans (within parameters defined pursuant to section 1431) and the program improvement assistance that will be provided to such schools pursuant to section 1021. Such program improvement assistance may include, but shall not be limited to, training and retraining of personnel, development of curricula that has shown promise in similar schools, replication of promising practices in effective schools models, improving coordination between programs assisted under this chapter and the regular school program, and the development of innovative strategies to enhance parental involvement

"(b) DISSEMINATION AND AVAILABILITY OF PLAN.—(1) The State educational agency shall disseminate the plan developed under this subsection to all local educational agencies and other State agencies receiving funds under this chapter

"(2) The State educational program improvement plan shall be available at the State educational agency for inspection by the

Secretary and may be amended by the State educational agency or consultation with a committee of practitioners when necessary.

"(c) AVAILABILITY OF FUNDS.—In any fiscal year for which appropriations are made pursuant to section 1405, the State educational agency shall fully implement the program improvement activities described in sections 1020 and 1021. In any fiscal year for which appropriations are not made, the State educational agency shall conduct, at a minimum, the activities required under section 1021(d), and other program improvement activities to the extent practicable.

SEC. 1021. PROGRAM IMPROVEMENT.

20 USC 2731.

"(a) LOCAL REVIEW.—Each local educational agency shall—

"(1) conduct an annual review of the program's effectiveness in improving student performance for which purpose the local educational agency shall use outcomes developed pursuant to section 1012 and subsection (b) of this section, and make the results of such review available to teachers, parents of participating children, and other appropriate parties;

"(2) determine whether improved performance under paragraph (1) is sustained over a period of more than one program year;

"(3) use the results of such review and of evaluation pursuant to section 1019 in program improvement efforts required by section 1021(b); and

"(4) annually assess through consultation with parents, the effectiveness of the parental involvement program and determine what action needs to be taken, if any, to increase parental participation.

"(b) SCHOOL PROGRAM IMPROVEMENT.—(1) With respect to each school which does not show substantial progress toward meeting the desired outcomes described in the local educational agency's application under section 1012(a) or shows no improvement or a decline in aggregate performance of children served under this chapter for one school year as assessed by measures developed pursuant to section 1019(a) or subsection (a), pursuant to the program improvement timetable developed under sections 1020 and 1431, the local educational agency shall—

"(A) develop and implement in coordination with such school a plan for program improvement which shall describe how such agency will identify and modify programs funded under this chapter for schools and children pursuant to this section and which shall incorporate those program changes which have the greatest likelihood of improving the performance of educationally disadvantaged children, including—

"(i) a description of educational strategies designed to achieve the stated program outcomes or to otherwise improve the performance and meet the needs of eligible children; and

"(ii) a description of the resources, and how such resources will be applied, to carry out the strategies selected, including, as appropriate, qualified personnel, inservice training, curriculum materials, equipment, and physical facilities; and, where appropriate—

"(1) technical assistance;

"(II) alternative curriculum that has shown promise in similar schools;

Public
information

Handicapped
persons

20 USC 2730

- "(III) improving coordination between part A and part C of this chapter and the regular school program;
- "(IV) evaluation of parent involvement;
- "(V) appropriate inservice training for staff paid with funds under this chapter and other staff who teach children served under this chapter; and
- "(VI) other measures selected by the local educational agency; and

"(B) submit the plan to the local school board and the State educational agency, and make it available to parents of children served under this chapter in that school.

"(2) A school which has 10 or fewer students served during an entire program year shall not be subject to the requirements of this subsection.

"(c) **DISCRETIONARY ASSISTANCE.**—The local educational agency may apply to the State educational agency for program improvement assistance funds authorized under section 1405.

"(d) **STATE ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES.**—(1) If after the locally developed program improvement plan shall have been in effect according to the timetable established under sections 1020 and 1431, the aggregate performance of children served under this chapter in a school does not meet the standards stated in subsections (a) and (b), the local educational agency shall, with the State educational agency, and in consultation with school staff and parents of participating children, develop and implement a joint plan for program improvement in that school until improved performance is sustained over a period of more than 1 year.

"(2) The State educational agency shall ensure that program improvement assistance is provided to each school identified under paragraph (1).

"(e) **LOCAL CONDITIONS.**—The local educational agency and the State educational agency, in performing their responsibilities under this section, shall take into consideration—

"(1) the mobility of the student population,

"(2) the extent of educational deprivation among program participants which may negatively affect improvement efforts,

"(3) the difficulties involved in dealing with older children in secondary school programs funded under this chapter,

"(4) whether indicators other than improved achievement demonstrate the positive effects on participating children of the activities funded under this chapter, and

"(5) whether a change in the review cycle pursuant to section 1019 or 1021(a)(1) or in the measurement instrument used or other measure-related phenomena has rendered results invalid or unreliable for that particular year.

"(f) **STUDENT PROGRAM IMPROVEMENT.**—On the basis of the evaluations and reviews under sections 1019(a)(1) and 1021(a)(1), each local educational agency shall—

"(1) identify students who have been served for a program year and have not met the standards stated in subsections (a) and (b),

"(2) consider modifications in the program offered to better serve students so identified, and

"(3) conduct a thorough assessment of the educational needs of students who remain in the program after 2 consecutive years of participation and have not met the standards stated in subsection (a).

"(g) **PROGRAM IMPROVEMENT ASSISTANCE.**—In carrying out the program improvement and student improvement activities required by subsections (a), (b), (c), and (d), local educational agencies and State educational agencies shall utilize the resources of the regional technical assistance centers and appropriate regional rural assistance programs established by section 1456 to the full extent such resources are available.

"(h) **FURTHER ACTION.**—If the State educational agency finds that, consistent with the program improvement timetable established under sections 1020 and 1431, after one year under the joint plan developed pursuant to subsection (d), including services in accordance with section 1017, a school which continues to fall below the standards for improvement stated in subsections (a) and (b) with regard to the aggregate performance of children served under part A, part C, and part E of this chapter, the State educational agency shall, with the local educational agency, review the joint plan and make revisions which are designed to improve performance, and continue to do so each consecutive year until such performance is sustained over a period of more than one year. Nothing in this section or section 1020 shall be construed to give the State any authority concerning the educational program of a local educational agency that does not otherwise exist under State law.

"(i) **MUTUAL AGREEMENT.**—Before any joint plan may be implemented under subsection (d) and subsection (h) both the local educational agency and State educational agency must approve such plan.

"PART B—EVEN START PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

"SEC. 1051. STATEMENT OF PURPOSE.

20 USC 2741.

"It is the purpose of this part to improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program to be referred to as 'Even Start'. The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services.

"SEC. 1052. PROGRAM AUTHORIZATION.

20 USC 2742.

"(a) **GRANTS BY THE SECRETARY.**—In any fiscal year in which the appropriations for this part do not equal or exceed \$50,000,000, the Secretary is authorized, in accordance with the provisions of this part which are not inconsistent with the provisions of this subsection, to make grants to local educational agencies or consortia of such agencies to carry out Even Start programs.

"(b) **STATE GRANT PROGRAM.**—In any fiscal year in which the appropriations for this part equal or exceed \$50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make grants to States from allocations under section 1053 to enable States to carry out Even Start programs.

"(c) **DEFINITION.**—For the purpose of this part, the term 'State' includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"SEC. 1053. ALLOCATION.

20 USC 2743.

"(a) **RESERVATION FOR MIGRANT PROGRAMS.**—The Secretary shall first reserve an amount equal to 3 percent of such amount for

Chapter 1

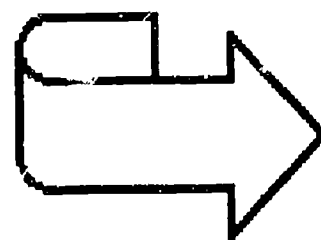
Even Start Authorization

Excerpts from PL 100-297

The Augustus F. Hawkins-Robert T. Stafford

Elementary and Secondary School

Improvement Amendments of 1988



- "(III) improving coordination between part A and part C of this chapter and the regular school program;
- "(IV) evaluation of parent involvement;
- "(V) appropriate inservice training for staff paid with funds under this chapter and other staff who teach children served under this chapter; and
- "(VI) other measures selected by the local educational agency; and

"(B) submit the plan to the local school board and the State educational agency, and make it available to parents of children served under this chapter in that school.

"(2) A school which has 10 or fewer students served during an entire program year shall not be subject to the requirements of this subsection.

"(c) DISCRETIONARY ASSISTANCE.—The local educational agency may apply to the State educational agency for program improvement assistance funds authorized under section 1405.

"(d) STATE ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES.—(1) If after the locally developed program improvement plan shall have been in effect according to the timetable established under sections 1020 and 1431, the aggregate performance of children served under this chapter in a school does not meet the standards stated in subsections (a) and (b), the local educational agency shall, with the State educational agency, and in consultation with school staff and parents of participating children, develop and implement a joint plan for program improvement in that school until improved performance is sustained over a period of more than 1 year.

"(2) The State educational agency shall ensure that program improvement assistance is provided to each school identified under paragraph (1).

"(e) LOCAL CONDITIONS.—The local educational agency and the State educational agency, in performing their responsibilities under this section, shall take into consideration—

- "(1) the mobility of the student population,
- "(2) the extent of educational deprivation among program participants which may negatively affect improvement efforts,
- "(3) the difficulties involved in dealing with older children in secondary school programs funded under this chapter,
- "(4) whether indicators other than improved achievement demonstrate the positive effects on participating children of the activities funded under this chapter, and
- "(5) whether a change in the review cycle pursuant to section 1019 or 1021(a)(1) or in the measurement instrument used or other measure-related phenomena has rendered results invalid or unreliable for that particular year.

"(f) STUDENT PROGRAM IMPROVEMENT.—On the basis of the evaluations and reviews under sections 1019(a)(1) and 1021(a)(1), each local educational agency shall—

- "(1) identify students who have been served for a program year and have not met the standards stated in subsections (a) and (b),
- "(2) consider modifications in the program offered to better serve students so identified, and
- "(3) conduct a thorough assessment of the educational needs of students who remain in the program after 2 consecutive years of participation and have not met the standards stated in subsection (a).

"(g) PROGRAM IMPROVEMENT ASSISTANCE.—In carrying out the program improvement and student improvement activities required by subsections (a), (b), (c), and (d), local educational agencies and State educational agencies shall utilize the resources of the regional technical assistance centers and appropriate regional rural assistance programs established by section 1456 to the full extent such resources are available.

"(h) FURTHER ACTION.—If the State educational agency finds that, consistent with the program improvement timetable established under sections 1020 and 1431, after one year under the joint plan developed pursuant to subsection (d), including services in accordance with section 1017, a school which continues to fall below the standards for improvement stated in subsections (a) and (b) with regard to the aggregate performance of children served under part A, part C, and part E of this chapter, the State educational agency shall, with the local educational agency, review the joint plan and make revisions which are designed to improve performance, and continue to do so each consecutive year until such performance is sustained over a period of more than one year. Nothing in this section or section 1020 shall be construed to give the State any authority concerning the educational program of a local educational agency that does not otherwise exist under State law.

"(i) MUTUAL AGREEMENT.—Before any joint plan may be implemented under subsection (d) and subsection (h) both the local educational agency and State educational agency must approve such plan.

"PART B—EVEN START PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

"SEC. 1051. STATEMENT OF PURPOSE.

"It is the purpose of this part to improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program to be referred to as 'Even Start'. The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services.

"SEC. 1052. PROGRAM AUTHORIZATION.

"(a) GRANTS BY THE SECRETARY.—In any fiscal year in which the appropriations for this part do not equal or exceed \$50,000,000, the Secretary is authorized, in accordance with the provisions of this part which are not inconsistent with the provisions of this subsection, to make grants to local educational agencies or consortia of such agencies to carry out Even Start programs.

"(b) STATE GRANT PROGRAM.—In any fiscal year in which the appropriations for this part equal or exceed \$50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make grants to States from allocations under section 1053 to enable States to carry out Even Start programs.

"(c) DEFINITION.—For the purpose of this part, the term 'State' includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"SEC. 1053. ALLOCATION.

"(a) RESERVATION FOR MIGRANT PROGRAMS.—The Secretary shall first reserve an amount equal to 3 percent of such amount for



20 USC 2741.

20 USC 2742.

20 USC 2743.

programs consistent with the purpose of this part for migrant children. Programs for which funds are reserved under this subsection shall be conducted through the Office of Migrant Education.

"(b) STATE ALLOCATION.—Except as provided in section 1052(a) and subsection (c) of this section, each State shall be eligible to receive a grant under this part in each fiscal year that bears the same ratio to the remainder of the amount appropriated under section 1052(b) in that fiscal year as the amount allocated under section 1005 of this Act to the local educational agencies in the State bears to the total amount allocated to such agencies in all States.

"(c) STATE MINIMUM.—(1) Subject to the provisions of paragraph (2), no State shall receive less than the greater of—

"(A) one-half of one percent of the amount appropriated for this part and allocated under subsection (b) for any fiscal year;

or

"(B) \$250,000.

"(2)(A) No State shall, by reason of the application of the provisions of paragraph (1)(A) of this subsection, be allotted more than—

"(i) 150 percent of the amount that the State received in the fiscal year preceding the fiscal year for which the determination is made, or

"(ii) the amount calculated under subparagraph (B), whichever is less.

"(B) For the purpose of subparagraph (A)(ii), the amount for each State equals—

"(i) the number of children in such State counted for purposes of this part in the fiscal year specified in subparagraph (A), multiplied by

"(ii) 150 percent of the national average per pupil payment made with funds available under this part for that year.

20 USC 2744

"SEC. 1051. USES OF FUNDS.

"(a) IN GENERAL.—In carrying out the program under this part, funds made available to local educational agencies, in collaboration with, where appropriate, institutions of higher education, community-based organizations, the appropriate State educational agency, or other appropriate nonprofit organizations, shall be used to pay the Federal share of the cost of providing family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

"(b) PROGRAM ELEMENTS.—Each program assisted under this part shall include—

"(1) the identification and recruitment of eligible children;

"(2) screening and preparation of parents and children for participation, including testing, referral to necessary counseling, and related services;

"(3) design of programs and provision of support services (when unavailable from other sources) appropriate to the participants' work and other responsibilities, including—

"(A) scheduling and location of services to allow joint participation by parents and children;

"(B) child care for the period that parents are involved in the program provided for under this part; and

"(C) transportation for the purpose of enabling parents and their children to participate in the program authorized by this part;

"(4) the establishment of instructional programs that promote adult literacy, training parents to support the educational growth of their children, and preparation of children for success in regular school programs;

"(5) provision of special training to enable staff to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this part (including child care staff in programs enrolling children of participants under this part on a space available basis);

"(6) provision of and monitoring of integrated instructional services to participating parents and children through home-based programs; and

"(7) coordination of programs assisted under this part with programs assisted under this chapter and any relevant programs under chapter 2 of this title, the Adult Education Act, the Education of the Handicapped Act, the Job Training Partnership Act, and with the Head Start program, volunteer literacy programs, and other relevant programs.

"(c) FEDERAL SHARE LIMITATION.—The Federal share under this part may be—

"(1) not more than 90 percent of the total cost of the program in the first year the local educational agency receives assistance under this part,

"(2) 80 percent in the second such year,

"(3) 70 percent in the third such year, and

"(4) 60 percent in the fourth and any subsequent such year.

Funds may not be used for indirect costs. The remaining cost may be obtained from any source other than funds made available for programs under this title.

"SEC. 1055. ELIGIBLE PARTICIPANTS.

20 USC 2745.

"Eligible participants shall be—

"(1) a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act; and

"(2) the child or children (aged 1 to 7, inclusive), of any individual under paragraph (1), who reside in a school attendance area designated for participation in programs under part A.

"SEC. 1056. APPLICATIONS.

20 USC 2746.

"(a) SUBMISSION.—To be eligible to receive a grant under this part a local educational agency shall submit an application to the Secretary under section 1052(a) and to the State educational agency under section 1052(b) in such form and containing or accompanied by such information as the Secretary or the State educational agency, as the case may be, may require.

"(b) REQUIRED DOCUMENTATION.—Such application shall include documentation that the local educational agency has the qualified personnel required—

"(1) to develop, administer, and implement the program required by this part, and

"(2) to provide special training necessary to prepare staff for the program.

Grants.

"(c) **PLAN.**—Such application shall also include a plan of operation for the program which includes—

"(1) a description of the program goals;

"(2) a description of the activities and services which will be provided under the program (including training and preparation of staff);

"(3) a description of the population to be served and an estimate of the number of participants;

"(4) if appropriate, a description of the collaborative efforts of the institutions of higher education, community-based organizations, the appropriate State educational agency, private elementary schools, or other appropriate nonprofit organizations in carrying out the program for which assistance is sought;

"(5) a statement of the methods which will be used—

"(A) to ensure that the programs will serve those eligible participants most in need of the activities and services provided by this part;

"(B) to provide services under this part to special populations, such as individuals with limited English proficiency and individuals with handicaps; and

"(C) to encourage participants to remain in the programs for a time sufficient to meet program goals; and

"(6) a description of the methods by which the applicant will coordinate programs under this part with programs under chapter 1 and chapter 2, where appropriate, of this title, the Adult Education Act, the Job Training Partnership Act, and with Head Start programs, volunteer literacy programs, and other relevant programs.

Disadvantaged
persons
Handicapped
persons

20 USC 2747

"SEC. 1057. AWARD OF GRANTS.

"(a) **SELECTION PROCESS.**—The Secretary or each State educational agency, as the case may be, shall appoint a review panel that will award grants on the basis of proposals which—

"(1) are most likely to be successful in meeting the goals of this part;

"(2) serve the greatest percentage of eligible children and parents as described in section 1055;

"(3) demonstrate the greatest degree of cooperation and coordination between a variety of relevant service providers in all phases of the program;

"(4) submit budgets which appear reasonable, given the scope of the proposal;

"(5) demonstrate the local educational agency's ability to provide additional funding under section 1054(c);

"(6) are representative of urban and rural regions of the State or of the United States, as the case may be; and

"(7) show the greatest promise for providing models which may be transferred to other local educational agencies.

"(b) **REVIEW PANEL.**—A review panel shall, to the extent practicable, consist of 7 members as follows:

"(1) an early childhood education professional;

"(2) an adult education professional;

"(3) a representative of parent-child education organizations;

"(4) a representative of community-based literacy organizations;

"(5) a member of a local board of education;

"(6) a representative of business and industry with a commitment to education; and

"(7) an individual involved in the implementation of programs under this chapter within the State.

The panel shall contain members described in paragraphs (1), (2), (6), and (7).

"(c) **EQUITABLE DISTRIBUTION OF ASSISTANCE.**—In approving grants under this part under section 1052(a), the Secretary shall assure an equitable distribution of assistance among the States, among urban and rural areas of the United States, and among urban and rural areas of a State.

Urban areas.
Rural areas.

"(d) **DURATION.**—(1) Grants may be awarded for a period not to exceed 4 years. In any application from a local educational agency or a grant to continue a project for the second, third, or fourth fiscal year following the first fiscal year in which a grant was awarded to such local educational agency, the Secretary or the State educational agency, as the case may be, shall review the progress being made toward meeting the objectives of the project. The Secretary or the State educational agency, as the case may be, may refuse to award a grant if the Secretary or such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

"(2) The Secretary shall establish criteria for carrying out the provisions of paragraph (1) in the transition fiscal year whenever the provisions of section 1052(b) apply to authorized State grant programs.

20 USC 2748.

"SEC. 1058. EVALUATION.

"(a) **INDEPENDENT ANNUAL EVALUATION.**—The Secretary shall provide for the annual independent evaluation of programs under this part to determine their effectiveness in providing—

"(1) services to special populations;

"(2) adult education services;

"(3) parent training;

"(4) home-based programs involving parents and children;

"(5) coordination with related programs; and

"(6) training of related personnel in appropriate skill areas.

"(b) **CRITERIA.**—

"(1) Each evaluation shall be conducted by individuals not directly involved in the administration of the program or project operated under this part. Such independent evaluators and the program administrators shall jointly develop evaluation criteria which provide for appropriate analysis of the factors under subsection (a). When possible, each evaluation shall include comparisons with appropriate control groups.

"(2) In order to determine a program's effectiveness in achieving its stated goals, each evaluation shall contain objective measures of such goals and, whenever feasible, shall obtain the specific views of program participants about such programs.

"(c) **REPORT TO CONGRESS AND DISSEMINATION.**—The Secretary shall prepare and submit to the Congress a review and summary of the results of such evaluations not later than September 30, 1993. The annual evaluations shall be submitted to the National Diffusion Network for consideration for possible dissemination.

56

Chapter 1

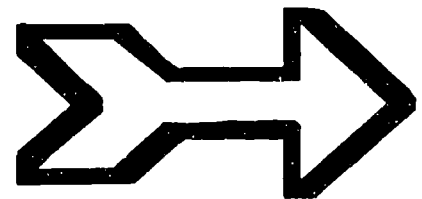
Migrant Program Authorization

Excerpts from PL 100-297

The Augustus F. Hawkins-Robert T. Stafford

Elementary and Secondary School

Improvement Amendments of 1988



20 USC 2766

"SEC. 1106. FISCAL REQUIREMENTS AND COORDINATION PROVISIONS.

"(a) GENERAL RULE.—(1) The provisions of subsections (a) through (d) of section 1018 of this Act shall apply to the program authorized by this part.

"(2) ADMINISTRATIVE COSTS.—Not more than 5 percent of a grant may be used for local administrative costs.

"(3) COORDINATION AND DISSEMINATION.—Local educational agencies receiving grants under this part shall cooperate with the coordination and dissemination efforts of the National Diffusion Network and State educational agencies.

"(b) SPECIAL RULE.—(1) Each local educational agency shall use funds under this part to supplement the level of funds under this chapter that are used for secondary school programs.

"(2) In order to comply with paragraph (1), any local educational agency which operates secondary school programs funded under chapter 1 of the Education Consolidation and Improvement Act of 1981 or part A of this Act and which is operating secondary school basic skills programs under this part shall continue the same aggregate level of funding for such programs, at the same schools or at other eligible schools within the local educational agency.

20 USC 2767

"SEC. 1107. EVALUATION.

"The provisions of sections 1019 and 1021 shall apply to local educational agencies receiving grants under this part.

20 USC 2768

"SEC. 1108. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated \$400,000,000 for the fiscal year 1990, \$450,000,000 for the fiscal year 1991, \$500,000,000 for the fiscal year 1992, and \$550,000,000 for the fiscal year 1993 to carry out this part.

"PART D—PROGRAMS OPERATED BY STATE AGENCIES

"Subpart 1—Programs for Migratory Children



20 USC 2761

"SEC. 1201. GRANTS—ENTITLEMENT AND AMOUNT.

"(a) ENTITLEMENT.—A State educational agency or a combination of such agencies shall, upon application, be entitled to receive a grant for any fiscal year under this part to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen which meet the requirements of section 1202.

"(b) AMOUNT OF GRANT.—(1) Except as provided in section 1291, the total grants which shall be made available for use in any State (other than the Commonwealth of Puerto Rico) for this subpart shall be an amount equal to—(A) in the case where the average per pupil expenditure in the State is less than 80 percent of the average per pupil expenditure in the United States, of 80 percent of the average per pupil expenditure in the United States, or (B) in the case where the average per pupil expenditure in the State is more than 120 percent of the average per pupil expenditure in the United States, of 120 percent of the average per pupil expenditure in the United States) multiplied by (i) the estimated number of such migratory children aged 3 to 21, inclusive, who reside in the State full time, and (ii) the full-time equivalent of the estimated number of such

migratory children aged 3 to 21, inclusive, who reside in the State part time, as determined by the Secretary in accordance with regulations, except that if, in the case of any State, such amount exceeds the amount required under section 1202, the Secretary shall allocate such excess, to the extent necessary, to other States, whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In determining the full-time equivalent number of migratory children who are in a State during the summer months, the Secretary shall adjust the number so determined to take into account the special needs of those children for summer programs and the additional costs of operating such programs during the summer. In determining the number of migrant children for the purposes of this section the Secretary shall use statistics made available by the migrant student record transfer system or such other system as the Secretary may determine most accurately and fully reflects the actual number of migrant students. In submitting the information required to make such determination, the States may not exceed a standard error rate of 5 percent.

"(2) To carry out the determinations of eligibility required by this section, the Secretary shall develop a national standard form for certification of migrant students.

"(3) For each fiscal year, the Secretary shall determine the percentage which the average per pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per pupil expenditure of any of the 50 States. The grant which the Commonwealth of Puerto Rico shall be eligible to receive under this section for a fiscal year shall be the amount arrived at by multiplying the number of such migrant children in the Commonwealth of Puerto Rico by the product of—

"(A) the percentage determined under the preceding sentence, and

"(B) 32 percent of the average per pupil expenditure in the United States.

Puerto Rico.

"SEC. 1202. PROGRAM REQUIREMENTS.

20 USC 2782

"(a) REQUIREMENTS FOR APPROVAL OF APPLICATION.—The Secretary may approve an application submitted under section 1201(a) only upon a determination—

"(1) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;

Records.

"(2) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under section 418 of the Higher Education Act, section 402 of the Job Training Partnership Act, the Education of the Handicapped Act, the Community Services Block Grant Act, the Head Start program, the migrant health program, and all other appropriate programs under the Departments of Education, Labor, and Agriculture;

"(3) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of section 1011 (other than subsection (b)), sections 1012, 1014, and 1018, and subpart 2 of part F;

"(4) that, in the planning and operation of programs and projects at both the State and local educational agency level, there is appropriate consultation with parent advisory councils (established in order to comply with this provision) for programs extending for the duration of a school year, and that all programs are carried out in a manner consistent with the requirements of section 1016;

"(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen; and

"(6) that programs conducted under this subpart will be evaluated in terms of their effectiveness in achieving stated goals, including objective measurements of educational achievement in basic skills, and that for formerly migratory children who have been served under this subpart in a full school year program for at least 2 years, such evaluations shall include a determination of whether improved performance is sustained for more than 1 year.

"(b) **CONTINUATION OF MIGRANT STATUS.**—For purposes of this subpart, with the concurrence of the parents, a migratory child of a migratory agricultural worker (including migratory agricultural dairy workers) or of a migratory fisherman shall be considered to continue to be such a child for a period, not in excess of 5 years. Such children who are currently migrant, as determined pursuant to regulations of the Secretary, shall be given priority in the consideration of programs and activities contained in applications submitted under this section.

"(c) **DEFINITIONS.**—The Secretary shall continue to use the definitions of 'agricultural activity', 'currently migratory child', and 'fishing activity' which were published in the Federal Register on April 30, 1985, in regulations prescribed under section 555(b) of the Education Consolidation and Improvement Act of 1981 and subpart 1 of part B of title I of the Elementary and Secondary Education Act of 1965 (as in effect on April 30, 1985). No additional definition of 'migratory agricultural worker' or 'migratory fisherman' may be applied to the provisions of this subpart.

"(d) **BYPASS PROVISION.**—If the Secretary determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen, that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, the Secretary may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in 1 or more States, and for this purpose the Secretary may use all or part of the total of grants available for any such State under this subpart.

"SEC. 1203. **COORDINATION OF MIGRANT EDUCATION ACTIVITIES.**

"(a) **ACTIVITIES AUTHORIZED.**—(1) The Secretary is authorized to make grants to, and enter into contracts with, State educational

20 USC 2781

Grants
Contracts

60

agencies (in consultation with and with the approval of the States) for activities to improve the interstate and intrastate coordination among State and local educational agencies of the educational programs available for migratory students. Each grant issued under this paragraph shall not exceed 3 years for its stated purpose.

"(2)(A) The Secretary is also authorized to enter into contracts with State educational agencies to operate a system for the transfer among State and local educational agencies of migrant student records (including individualized education programs approved under the Education of the Handicapped Act).

"(B) Except as provided in subparagraph (C), for the purpose of ensuring continuity in the operation of such system, the Secretary shall, not later than July 1 of each year, continue to award such contract to the State educational agency receiving the award in the preceding year, unless a majority of the States notify the Secretary in writing that such agency has substantially failed to perform its responsibilities under the contract during that preceding year.

"(C) Beginning on July 1, 1992, and every 4 years thereafter, the Secretary shall conduct a competition to award such contract.

"(D) No activity under this section shall, for purposes of any Federal law, be treated as an information collection that is conducted or sponsored by a Federal agency.

"(3) Grants or contracts shall also be made under this section to State educational agencies to develop and establish a national program of credit exchange and accrual for migrant students so that such students will be better able to meet graduation requirements and receive their high school diplomas. Such grants or contracts may not exceed 3 years.

"(b) **AVAILABILITY OF FUNDS.**—The Secretary shall, from the funds appropriated for carrying out this subpart, reserve for purposes of this section for any fiscal year an amount, determined by the Secretary, which shall not be less than \$6,000,000 nor more than 5 percent of the amount appropriated.

"Subpart 2—Programs for Handicapped Children

"SEC. 1221. **AMOUNT AND ELIGIBILITY.**

"(a) **ELIGIBILITY FOR GRANT.**—(1) A State educational agency shall be eligible to receive a grant under this subpart for any fiscal year for programs (as defined in sections 1222 and 1223) for handicapped children (as defined in paragraph (2)(B)).

"(2) For the purpose of this subpart—

"(A) 'children' includes infants and toddlers described in part II of the Education of the Handicapped Act, as appropriate, and

"(B) 'handicapped children' means children who by reason of their handicap require special education and related services, or in the case of infants and toddlers, require early intervention services and who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities.

"(b) **STATE EDUCATIONAL AGENCY APPLICATION.**—In order to receive a grant under this subpart, a State educational agency shall submit an application to the Secretary which provides assurances that—

Effective date.

20 USC 2791.

Grants

Chapter 1

Handicapped Program Authorization

Excerpts from PL 100-297

The Augustus F. Hawkins-Robert T. Stafford

Elementary and Secondary School

Improvement Amendments of 1988



"(3) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of section 1011 (other than subsection (b)), sections 1012, 1014, and 1018, and subpart 2 of part F;

"(4) that, in the planning and operation of programs and projects at both the State and local educational agency level, there is appropriate consultation with parent advisory councils (established in order to comply with this provision) for programs extending for the duration of a school year, and that all programs are carried out in a manner consistent with the requirements of section 1016;

"(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen; and

"(6) that programs conducted under this subpart will be evaluated in terms of their effectiveness in achieving stated goals, including objective measurements of educational achievement in basic skills, and that for formerly migratory children who have been served under this subpart in a full school year program for at least 2 years, such evaluations shall include a determination of whether improved performance is sustained for more than 1 year.

"(b) CONTINUATION OF MIGRANT STATUS.—For purposes of this subpart, with the concurrence of the parents, a migratory child of a migratory agricultural worker (including migratory agricultural dairy workers) or of a migratory fisherman shall be considered to continue to be such a child for a period, not in excess of 5 years. Such children who are currently migrant, as determined pursuant to regulations of the Secretary, shall be given priority in the consideration of programs and activities contained in applications submitted under this section.

"(c) DEFINITIONS.—The Secretary shall continue to use the definitions of 'agricultural activity', 'currently migratory child', and 'fishing activity' which were published in the Federal Register on April 30, 1985, in regulations prescribed under section 555(b) of the Education Consolidation and Improvement Act of 1981 and subpart 1 of part B of title I of the Elementary and Secondary Education Act of 1965 (as in effect on April 30, 1985). No additional definition of 'migratory agricultural worker' or 'migratory fisherman' may be applied to the provisions of this subpart.

"(d) BYPASS PROVISION.—If the Secretary determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen, that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, the Secretary may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in 1 or more States, and for this purpose the Secretary may use all or part of the total of grants available for any such State under this subpart.

"SEC. 1201. COORDINATION OF MIGRANT EDUCATION ACTIVITIES.

"(a) ACTIVITIES AUTHORIZED.—(1) The Secretary is authorized to make grants to, and enter into contracts with, State educational

agencies (in consultation with and with the approval of the States) for activities to improve the interstate and intrastate coordination among State and local educational agencies of the educational programs available for migratory students. Each grant issued under this paragraph shall not exceed 3 years for its stated purpose.

"(2)(A) The Secretary is also authorized to enter into contracts with State educational agencies to operate a system for the transfer among State and local educational agencies of migrant student records (including individualized education programs approved under the Education of the Handicapped Act).

"(B) Except as provided in subparagraph (C), for the purpose of ensuring continuity in the operation of such system, the Secretary shall, not later than July 1 of each year, continue to award such contract to the State educational agency receiving the award in the preceding year, unless a majority of the States notify the Secretary in writing that such agency has substantially failed to perform its responsibilities under the contract during that preceding year.

"(C) Beginning on July 1, 1992, and every 4 years thereafter, the Secretary shall conduct a competition to award such contract.

"(D) No activity under this section shall, for purposes of any Federal law, be treated as an information collection that is conducted or sponsored by a Federal agency.

"(3) Grants or contracts shall also be made under this section to State educational agencies to develop and establish a national program of credit exchange and accrual for migrant students so that such students will be better able to meet graduation requirements and receive their high school diplomas. Such grants or contracts may not exceed 3 years.

"(b) AVAILABILITY OF FUNDS.—The Secretary shall, from the funds appropriated for carrying out this subpart, reserve for purposes of this section for any fiscal year an amount, determined by the Secretary, which shall not be less than \$6,000,000 nor more than 5 percent of the amount appropriated.

"Subpart 2—Programs for Handicapped Children

"SEC. 1221. AMOUNT AND ELIGIBILITY.

"(a) ELIGIBILITY FOR GRANT.—(1) A State educational agency shall be eligible to receive a grant under this subpart for any fiscal year for programs (as defined in sections 1222 and 1223) for handicapped children (as defined in paragraph (2)(B)).

"(2) For the purpose of this subpart—

"(A) 'children' includes infants and toddlers described in part II of the Education of the Handicapped Act, as appropriate, and

"(B) 'handicapped children' means children who by reason of their handicap require special education and related services, or in the case of infants and toddlers, require early intervention services and who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities.

"(b) STATE EDUCATIONAL AGENCY APPLICATION.—In order to receive a grant under this subpart, a State educational agency shall submit an application to the Secretary which provides assurances that—

Effective date.

20 USC 2791.

Grants

20 USC 2783

Grants
Contracts

63

64

"(1) all handicapped children (other than handicapped infants and toddlers) in the State participating in programs and projects funded under this subpart receive a free appropriate public education and such children and such children's parents are provided all the rights and procedural safeguards under part B of the Education of the Handicapped Act and this subpart and that all handicapped infants and toddlers in the State participating under this subpart receive early intervention services and such infants and toddlers and their families are provided the rights and procedural safeguards under part II of such Act;

"(2) programs and projects receiving assistance under this subpart are administered in a manner consistent with this subpart, subpart 2 of part F, part B of the Education of the Handicapped Act, and as determined by the Secretary to be appropriate, part H of the Education of the Handicapped Act, including the monitoring by such agency of compliance under paragraph (1);

"(3) programs and projects under this subpart will be coordinated with services under the Education of the Handicapped Act;

"(4) for fiscal year 1991, and each subsequent fiscal year, the State educational agency will administer the program authorized by this subpart through the State office responsible for administering part B of the Education of the Handicapped Act;

"(5) the agency will report annually to the Secretary—

"(A) the number of children served under this subpart for each disability and age category as described in part B of the Education of the Handicapped Act;

"(B) the number of children served under this subpart in each of the educational placements described in section 618(b)(2) of the Education of the Handicapped Act (and will report separately State-operated and State-supported programs and local educational agency programs for children previously served in such State programs); and

"(C) on the uses of funds and the allocation of such funds for such uses under this subpart; and

"(6) the agency will report to the Secretary such other information as the Secretary may reasonably request.

"(C) AMOUNT OF GRANT.—(1) Except as provided in subsection (e) and section 1291, the grant which a State educational agency (other than the agency for Puerto Rico) shall be eligible to receive under this section shall be an amount equal to 40 percent of the average per pupil expenditure in the State (or (A) in the case where the average per pupil expenditure in the State is less than 80 percent of the average per pupil expenditure in the United States, of 80 percent of the average per pupil expenditure in the United States, or (B) in the case where the average per pupil expenditure in the State is more than 120 percent of the average per pupil expenditure in the United States, of 120 percent of the average per pupil expenditure in the United States), multiplied by the number of handicapped children, from birth through 21, enrolled on December 1, as determined by the Secretary, in programs or schools for handicapped infants, toddlers and children operated or supported by a State agency which—

"(i) is directly responsible for providing free public education for handicapped children (including schools or programs provid-

ing special education and related services for handicapped children under contract or other arrangement with such agency); or

"(ii) is directly responsible for providing early intervention services for handicapped infants or toddlers (including schools or programs providing special education and related services for handicapped children under contract or other arrangement with such agency),

in the most recent fiscal year for which satisfactory data are available. The State educational agency shall distribute such funds to the appropriate State agency on the basis of the December 1 child count by distributing an equal amount for each child counted.

"(2) For each fiscal year, the Secretary shall determine the percentage which the average per pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per pupil expenditure of any of the 50 States. Except as provided in subsection (e), a grant which the Commonwealth of Puerto Rico shall be eligible to receive under this subpart for a fiscal year shall be the amount arrived at by multiplying the number of such handicapped children in the Commonwealth of Puerto Rico by the product of—

"(A) the percentage determined under the preceding sentence, and

"(B) 32 percent of the average per pupil expenditure in the United States.

"(d) COUNTING OF CHILDREN TRANSFERRING FROM STATE TO LOCAL PROGRAMS.—In any case in which a child described in sections 1225(1)(A) and 1225(1)(B)(i) leaves an educational program for handicapped children operated or supported by a State agency in order to participate in such a program operated or supported by a local educational agency, such child shall be counted under subsection (c) if—

"(1) the child was receiving and continues to receive a free appropriate public education; and

"(2) the State educational agency transfers to the local educational agency in whose program such child participates an amount equal to the sums received by such State educational agency under this section which are attributable to such child, to be used for the purpose set forth in section 1223.

"(e) SPECIAL REQUIREMENT.—The State educational agency may count handicapped children aged 3 to 5, inclusive, in a State only if such State is eligible for a grant under section 619 of the Education of the Handicapped Act.

"SEC. 1222. PROGRAM REQUIREMENTS.

"(a) GENERAL REQUIREMENTS.—A State educational agency shall use the payments made under this subpart for programs and projects (including the acquisition of equipment) which are designed to supplement the special education needs of handicapped children (other than handicapped infants and toddlers) or the early intervention needs of handicapped infants and toddlers. Such programs and projects shall be administered in a manner consistent with this subpart, subpart 2 of part F, part B of the Education of the Handicapped Act, and, as determined by the Secretary to be appropriate, part II of the Education of the Handicapped Act.

"(b) SERVICES.—Funds under this subpart shall be used to supplement the provision of special education and related services for handicapped children (other than handicapped infants and toddlers) or early intervention services for handicapped infants and toddlers.

Grants
Puerto Rico.

20 USC 2792.

"(c) **DEMONSTRATION OF BENEFIT.**—Recipients of funds under this subpart shall collect and maintain such evaluations and assessments as may be necessary to demonstrate that the programs and projects were beneficial to the children served.

20 USC 2793

"SEC. 1223. USES OF FUNDS.

"(a) **GENERAL RULE.**—Programs, and projects authorized under this subpart may include, but are not limited to—

- "(1) services provided in early intervention, preschool, elementary, secondary, and transition programs;
- "(2) acquisition of equipment and instructional materials;
- "(3) employment of special personnel;
- "(4) training and employment of education aides;
- "(5) training in the use and provision of assistive devices and other specialized equipment;
- "(6) training of teachers and other personnel;
- "(7) training of parents of handicapped children;
- "(8) training of nonhandicapped children to facilitate their participation with handicapped children in joint activities;
- "(9) training of employers and independent living personnel involved in assisting the transition of handicapped children from school to the world of work and independent living;
- "(10) outreach activities to identify and involve handicapped children and their families more fully in a wide range of educational and recreational activities in their communities; and
- "(11) planning for, evaluation of, and dissemination of information regarding such programs and projects assisted under this subpart.

"(b) **PROHIBITION.**—Programs and projects authorized under this subpart may not include the construction of facilities.

20 USC 2794

"SEC. 1224. SERVICE AND PROGRAM APPLICATIONS.

Grants

"(a) **APPLICATION REQUIRED.**—A State agency or local educational agency may receive a grant under this subpart for any fiscal year if it has on file with the State educational agency an application which describes the services, programs, and projects to be conducted with such assistance for a period of not more than 3 years, and each such application has been approved by the State educational agency. Any State educational agency operating programs or projects under this subpart shall prepare a written description of such programs and projects in accordance with subsections (b) and (c).

"(b) **REQUIREMENTS.**—At a minimum each such application shall—

- "(1) indicate the number of children to be served;
- "(2) specify the number of children to be served for each disability and age category as described in part B of the Education of the Handicapped Act;
- "(3) describe the purpose or purposes of the project and the method or methods of evaluating the effectiveness of the services, projects, or program;
- "(4) specify the services to be provided with the funds furnished under this subpart; and
- "(5) include other information the Secretary or State educational agency may request.

"(c) **APPLICATION ASSURANCES.**—Any such application shall provide assurances that—

"(1) all handicapped children in the State (other than handicapped infants and toddlers) participating in programs and projects funded under this subpart receive a free appropriate public education and such children and such children's parents are provided all the rights and procedural safeguards under part B of the Education of the Handicapped Act and this subpart and that all handicapped infants and toddlers in the State participating under this subpart receive early intervention services and such infants and toddlers and their families are provided the rights and procedural safeguards under part II of such Act;

"(2) services, programs, and projects conducted under this subpart are of sufficient size, scope, and quality to give reasonable promise toward meeting the special educational and early intervention needs of children to be served;

"(3) funds made available under the subpart will supplement, not supplant State and local funds in accordance with section 1018(b);

"(4) the agency will maintain its fiscal effort in accordance with section 1018(a);

"(5) the agency will conduct such evaluations and assessments as may be necessary to demonstrate that the programs and projects are beneficial to the children served;

"(6) the parents of children to be served with funds under this subpart are provided an opportunity to participate in the development of its project application; and

"(7) the agency will comply with all reporting requirements in a timely manner.

"(d) **LETTER OF REQUEST.**—The State educational agency may accept, in lieu of a project application, a letter of request for payment from a local educational agency, if the local agency intends to serve fewer than 5 children with its payment. In such a letter the agency shall include an assurance that the payment will be used to supplement the provision of special education and related services.

"SEC. 1225. ELIGIBLE CHILDREN.

20 USC 2795.

"The children eligible for services under this subpart are—

"(1) those handicapped children from birth to 21, inclusive, who—

"(A) the State is directly responsible for providing special education or early intervention services to (including schools or programs providing special education and related services for handicapped children under contract or other arrangement with such agency), and

"(B)(i) are participating in a State-operated or State-supported school or program for handicapped children (including schools and programs operated under contract or other arrangement with a State agency), or

"(ii) previously participated in such a program and are receiving special education or early intervention services from local educational agencies; and

"(2) other handicapped children, if children described in paragraph (1) have been fully served.

67

68

Preschool, Kindergarten, & First Grade References in Chapter 1 Policy Manual-- Basic Programs

Throughout Chapter 1 law and regulations, there are a number of exemptions and special requirements for children at preschool, kindergarten, and first grade levels. For Chapter 1 purposes, children are defined as persons either "up to age 21 who are entitled to a free public education through grade 12" or "preschool children." Preschool children are defined as children who are "(1) Below the age or grade level at which the LEA provides a free public education; and (2) Of the age or grade level at which they can benefit from an organized instructional program provided in a school or other educational setting." [See *Federal Register*, 59 (96), section 200.6, p. 21758.]

The *Chapter 1 Policy Manual* has references to preschool, kindergarten, and/or first grade on pages 23, **34**, **35**, 36, 65, 66, **69**, 75, **87**, 119, 120, 121, **124**, 129, **134**, 135, 143, 144, **145**, 153-154, and **157**. (The *Manual* indexes only "preschool"; the pages in boldface type are pages not included under the preschool listing.)

MANUAL EXCERPTS

*(references to preschool, kindergarten,
and/or first grade in boldface)*

USES OF FUNDS

.....

Statutory Requirement (p. 23)

Section 1011 of Chapter 1 of Title I, ESEA

Regulatory Requirements (p. 23)

Sections 200.4 and 200.40-200.45

69

Section 1011(a) of Chapter 1 and S200.4(a) and (c) of the regulations provide that an **LEA may use Chapter 1 funds for projects designed to provide supplemental services to meet the special educational needs of educationally deprived children at the preschool, elementary, and secondary school levels.** LEAs are encouraged to consider year-round services and activities, including intensive summer school programs. Chapter 1 funds may be used only to pay for authorized activities to meet the special needs of educationally deprived children.

....

ASSURANCES AND APPLICATIONS

Local Applications

....

(p. 34)

Q9. Who must be involved in the development of an application?

A. An LEA's application must be developed in consultation with parents and teachers of participating children. The LEA may also consult with principals, regular teachers of Chapter 1 students, **early childhood specialists**, librarians, and pupil services personnel.

Local Assurances (pp. 35-36)

Q10. What assurances must be provided by an LEA in the application?

A. Section 200.20(a)(10) of the regulations requires an LEA's application to include assurances that the LEA's projects--

- Are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served;
- Are designed and implemented in consultation with teachers (including **early childhood professionals**, pupil services personnel, and librarians, if appropriate);
- Provide for parental involvement as required by S200.34 of the regulations;
- Provide for the allocation of time and resources for frequent and regular coordination between Chapter 1 staff and the regular program staff; and
- Provide maximum coordination between Chapter 1 and programs to address children's handicapping conditions or limited English proficiency (LEP).

Under S200.20(a)(10)(ii), an SEA may request additional information to ensure compliance with the required assurances. For example, an SEA may ask an LEA to describe how parents were involved in the development of the program that is proposed in the application in support of the parental involvement assurance.

....

Q12a. When would it be appropriate to include **early childhood professionals**, pupil services personnel, and librarians in designing and implementing the Chapter 1 program?

A. Personnel who will participate in a program component or who will serve in an advisory capacity should be included in designing the program. For example, most Chapter 1 projects have reading as an instructional area; therefore, librarians who have expertise on books and materials appropriate for various reading levels can provide helpful advice in planning and implementing the reading component. **For Chapter 1 projects that include a preschool program, early childhood professionals can contribute essential information on the development and needs of preschool children.** Projects that include activities to raise the self-esteem or counsel students should involve pupil services personnel in planning as well as implementing those activities.

....

ELIGIBLE CHILDREN

Preschool (pp. 65-66)

Section 1014(a) of Chapter 1 includes preschool children among the children eligible for Chapter 1 services. Section 200.6(c) of the regulations defines "preschool children" as children below the age or grade level at which an LEA provides free public education, and of an age or grade level to benefit from an organized instructional program provided in a school or other educational setting.

Q19. Does the Chapter 1 definition of "preschool children" include five-year-old children who reside in an LEA that does not include kindergarten as part of its free public education?

A. Yes

Q20. Must the preschool student selection criteria include a standardized test?

A. No. However, the information used to identify Chapter 1 preschool children must be educational and uniformly applied to all preschool children who reside in eligible attendance areas and whose parents agree to their children's participation.

Q21. What types of educationally related selection criteria may be used to select children for Chapter 1 preschool services?

A. Criteria used for preschool student selection must be educational and may include the results from sources such as:

- **Readiness tests.**
- **Diagnostic developmental assessments.**
- **Teacher observations.**

Q22. May factors such as family stability, family income, gender, level of parents' education, siblings' school performance, or sibling eligibility for Chapter 1 be used as selection criteria for preschool participants?

A. No. Criteria for selecting preschool participants must be educational.

Q23. May children other than those determined to be educationally deprived participate in preschool programs?

A. No. The eligibility requirements for preschool children are identical to eligibility requirements for school age children:

- **The participants must reside in eligible attendance areas.**
- **The participants must be identified as educationally deprived.**
- **The children selected for participation must be those in greatest need.**

Q24. For LEAs that have no preschool programs and, therefore, no existing needs assessment data for this group, may Chapter 1 bear the cost of gathering these data?

A. Yes. In an LEA that does not have existing data to identify educationally deprived preschool children, the cost of identifying these children in eligible attendance areas is an allowable Chapter 1 expenditure.

.....

SCHOOLWIDE PROJECTS

Required Plan (p. 69)

....

Q11. What is an example of a schoolwide project?

- A. An elementary school serves grades **K-6**, is eligible to receive Chapter 1 services, and 87 percent of the children enrolled in the school are from low-income families. The comprehensive needs assessment of all the school's students indicates that the greatest weakness is in reading comprehension in grades 4-6. The other most significant weaknesses in the school are in logical reasoning and analysis in grades 2-6 and reading comprehension in grades 1-3. The LEA discussed these results with the students' parents, teachers, librarian, educational aides, pupil services personnel, and school administrators and subsequently developed an educational plan for the school.

The plan's emphasis is on higher order thinking skills and the incorporation of educational activities that teach such skills. The plan includes the following:

- Training for all school staff that provides specific approaches and activities to be used for teaching higher order thinking and analytical skills.
- Training for parents in how advanced skills can be taught at home and incorporated into home activities.
- A new reading program and related supplemental materials for students in grades 4-6 to reinforce basic skills already learned and teach advanced skills.
- An additional hour beyond the regular school day for all students to be spent on reading literature, either aloud by the teacher to the class or independently by the students.
- The adoption of an approach for teaching higher order thinking skills in all subjects taught in the school.
- Lessons for students in grades **K-3** that incorporate appropriate advanced skills that are essential for grades 4-6 and that will prevent a decline in performance in future grades.
- The use of materials for reading and writing lessons that covers issues being taught in other subjects. . . .

Program Improvement and Accountability Requirements

....

(n. 75)

Q30. May an LEA include nationally normed test results for **preschool, kindergarten, and first grade** children in determining the achievement gains required under the accountability requirements in S200.36(f) for schoolwide projects?

A. No. Nationally normed achievement tests may not meet the technical standards for reliability and validity when used at the preschool, kindergarten, and first grade levels.

....

SERVICES FOR PRIVATE SCHOOL CHILDREN

Eligibility and Participation

....

(p. 87)

Q14. If an LEA implements a schoolwide project in a school that formerly served children only in **grades K-3**, must it now serve eligible private school children in all grades included in the schoolwide project school?

A. Yes.

....

EVALUATION

Local Evaluations--General Requirements (p. 119)

....

Q1. Are Chapter 1 preschool, kindergarten, and first grade programs exempt from evaluation?

A. No. Chapter 1 programs for students in these grades are exempt only from collecting aggregatable achievement results using the national standards. LEAs are required to evaluate the effectiveness of such programs using the desired outcomes stated in their program applications. . . .

Local Evaluations--Desired Outcomes (pp. 120-121)

74

....

Q8. How are desired outcomes expressed?

A. Desired outcomes must be expressed in terms that can be measured. At a minimum they must be expressed in terms of aggregate performance, i.e., show improvement in aggregate performance of children over a 12-month period (**except preschool, kindergarten, and first grade programs**) in basic and more advanced skills that all children are expected to master in an instructional area. However, to achieve a more complete picture of the success of the Chapter 1 program in its schools, an LEA is encouraged to state other desired outcomes expressed in terms of indicators, such as improved student performance on criterion-referenced tests (CRTs), lower dropout rates, improved attendance, or fewer retentions in grade. All desired outcomes must relate to improved performance in basic and more advanced skills.

....

Q11. Are desired outcomes used differently for projects serving special groups of students?

A. Desired outcomes are used in the same way in all LEA Chapter 1 projects, i.e., as part of the local annual review for program improvement and for evaluation at least once every three years.

In projects serving preschool, kindergarten, and first grade students, other desired outcomes are the only basis for annual review and evaluation. The same is true for projects designed primarily to teach English to students with LEP whose performance cannot be validly and reliably assessed with norm-referenced tests (NRTs).

....

(p. 124)

Q22. Is it necessary to test students **in the spring of the first grade** with an NRT to have a pre-test to evaluate the second grade Chapter 1 program?

A. No. Although this will be done most frequently, an alternative is to measure achievement gains in the second grade from fall-to-fall, while measuring gains in all other grades from spring-to-spring. To do this requires testing in both the fall and the spring in grades two and three, but **eliminates the need for norm-referenced testing in grade one.**

....

Local Evaluations--Sustained Effects Studies

(p. 129)

.....

Q44. Are any Chapter 1 students excluded from the sustained effects requirements.

A. **Yes. Section 1019(c) of Chapter 1 exempts preschool, kindergarten, and first grade students from being included in sustained effects studies.**

.....

Local Evaluations--LEA Reporting Requirements

(pp. 134-135)

.....

Q67. What evaluation data must the LEA report to the SEA?

A. The evaluation data reported by the LEA to the SEA must include information about the--

- Aggregate achievement of students by grade (2-12) and content area (reading, mathematics, and language arts) in both basic and advanced skills, for the LEA as a whole;
- Attainment of desired outcomes stated in the LEA's application; and
- Review of Chapter 1 children's progress in the regular school program.

The SEA may also require the LEA to report the results of sustained effects studies.

Preschool, kindergarten, and first grade programs are exempt from collecting aggregate achievement data but not from reporting evaluation information based on other measures.

.....

Local Evaluations--Requirements for Special Chapter 1 Programs (p. 143)

All Chapter 1 programs must be evaluated to determine their effectiveness. The Act and regulations, however, provide special consideration for several types of Chapter 1 programs regarding aggregate performance information. **Section 1019(c) of Chapter 1 exempts preschool, kindergarten, and first grade Chapter 1 students from the requirement of collecting aggregate achievement information using the national standards and from conducting sustained effects studies.** Exemptions are further described in SS200.35(a)(1)(i)(B) and 200.80(a)(1)(i)(A) of the regulations.

.....

Q97. Are there different evaluation requirements for special Chapter 1 projects or projects serving special students?

A. Yes. There are some variations in evaluation requirements for projects serving preschool, kindergarten, and first grade students; students with LEP; and students enrolled in schoolwide projects. Special requirements for projects serving those students are discussed below.

Preschool, Kindergarten, First Grade Projects and Students (pp. 143-145)

Q98. How do evaluation requirements for early childhood projects and students differ from basic requirements?

A. Early childhood projects are required to--

- Evaluate the effectiveness of the program;
- Evaluate at least once every three years (or more frequently if required to do so by the SEA) and report results to the SEA; and
- Conduct a local annual review of program effectiveness in improving student performance in the form of progress toward meeting desired outcomes.

Early childhood programs are not required to do the following--

- Report aggregatable achievement data.
- Use NRTs to report achievement.
- Conduct sustained effects studies.
- Use fall-fall or spring-spring evaluation cycles.

Q99. Are preschool, kindergarten, and first grade programs prohibited from using norm-referenced achievement tests?

A. No. Although the statute clearly exempts programs at these grade levels from the norm-referenced testing requirements, such testing is not prohibited. However, Chapter 1 programs serving children in these grades should examine carefully the appropriateness of any test for assessing the objectives of the program and the children served. Norm-referenced tests may not be appropriate for validly and reliably assessing the performance of young children; such tests should never be used as the sole measure for decisionmaking.

Q100. In the local annual review process how will progress be measured for preschool, kindergarten, and first grade Chapter 1 programs?

A. The only consistent basis for assessing effectiveness, as part of the local annual review process, is use of the desired outcomes included in the project

application, because preschool, kindergarten, and first grade programs are excluded from the aggregate performance requirement.

Progress on desired outcomes may be measured by a variety of indicators such as improved student performance measured by CRTs, improved attendance, and fewer retentions in grade. Progress on desired outcomes can be measured with a variety of instruments and procedures such as developmental checklists, criterion- or norm-referenced tests (as appropriate), observational scales, teacher ratings, skills mastery checklists, attendance, and retention records.

Q101. May Chapter 1 children in preschool, kindergarten, and first grade be included in the aggregate performance data considered by the LEA as part of the local annual review?

A. No. LEAs may not include data from children at these grade levels in aggregations because such data may be unreliable and could lead to distorted overall results. The evaluation of the progress of these students should be reviewed separately from grades 2-12 results. The local annual review should be based on progress toward meeting the early childhood program's desired outcomes.

Q102. How does the LEA review aggregate scores in a K-2 program? If only second grade has test scores and does not show progress, must the LEA develop a program improvement plan for the entire school?

A. Regardless of how performance is assessed in kindergarten and first grade, failure to show an NCE gain greater than zero in second grade would initiate program improvement requirements, since the second grade scores constitute the entire aggregate performance measure in this case. If, under these circumstances, credible evidence showed that the program was successful in kindergarten and first grade, the program improvement plan would obviously focus on the second grade component.

PROGRAM IMPROVEMENT

LEA Responsibilities--School Improvement

(p. 153)

....

Q13. May Chapter 1 children in preschool, kindergarten, and first grade be included in the aggregate performance data considered by the LEA as part of the local annual review?

A. No. LEAs may not include data from children at these grade levels in determining aggregate performance because such data may be unreliable and could lead to distorted overall results. The evaluation of the progress of these students must be reviewed separately from grades 2-12 results. The review must be based on substantial progress toward meeting the LEA's desired outcomes.

....

(p. 157)

Q27. Suppose a K-4 school expresses its desired outcomes in terms of aggregate performance for grades 2-4, and uses another outcome for children in grades K-1. Although the aggregate performance scores for children in grades 2-4 show a decline, the children in grades K-1 make substantial progress toward meeting desired outcomes. Must the school be identified for program improvement?

A. Yes, but it may limit its plan to grades 2-4.

....

October 1990



Chapter 1 Services to Handicapped Children Provided Under Basic Programs-- Excerpts from the *Chapter 1 Policy Manual*

These excerpts from the *Chapter 1 Policy Manual* apply to services available to handicapped children under basic programs, Part A of Chapter 1, Title I of PL 100-297 (*Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988*). See PL 100-297 Part D, Subpart 2, for the law regarding special Chapter 1 programming for handicapped children.

p.64

Q15. May handicapped children be served in the Chapter 1 program?

- A. Yes. Under section 200.31 (c) (5), children receiving services to overcome a handicapping condition may also be eligible to receive Chapter 1 services, if they have needs stemming from educational deprivation and not solely related to the handicapping condition and they are selected on the same basis as other children selected to receive Chapter 1 services. However, Chapter 1 funds may not be used to provide the special education and related services that are required by Federal, State, or local law. In addition, the LEA must provide maximum coordination between Chapter 1 services provided to address children's handicapping conditions.

pp. 112-113

Q17. How can an LEA provide Chapter 1 service for handicapped children without violating the supplement, not supplant requirement?

- A. Section 1014 (d) of Chapter 1 and section 200.31 (c) (5) (iii) of the regulations provide that an LEA may not use Chapter 1 funds to provide services that are required by Federal, State, or local law to overcome children's handicapping conditions. Therefore, services that must be provided for children because of their handicap (for example, services required by the Education of the Handicapped Act) may not be paid for with Chapter 1 funds. An LEA may provide services for handicapped children that comply with the supplement, not supplant requirement if the Chapter 1 services have all of the following characteristics:
- The LEA designs the Chapter 1 project to address special needs resulting from educational deprivation, not needs relating to children's handicapping conditions.
 - The LEA sets overall program objectives that do not distinguish between handicapped and non-handicapped participants.

- The LEA selects handicapped children for Chapter 1 services on the basis of educational deprivation, not on the basis of handicap, and the LEA selects those handicapped children who can be expected to make substantial progress toward accomplishing project activities without substantially modifying the educational level of the subject matter.
- The LEA provides the same services to address children's handicapping conditions from non-Chapter 1 funds that are provided for handicapped children in nonproject schools.
- The LEA provides Chapter 1 services at intensities taking into account the needs and abilities of individual participants, but without distinguishing generally between handicapped and non-handicapped participants with respect to the instruction provided.
- The LEA provides for maximum coordination between the Chapter 1 services and the services provided to address the children's handicapping conditions in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the children's programs. Some examples of how this can be achieved are listed below.

Examples of Chapter 1 Services for Handicapped Students

1. In-class

An educational aide, tutor, or teacher can provide supplemental instructional assistance to Chapter 1 students who may also be handicapped during their mainstreamed instructional activities. For example, if a handicapped student has been determined to be educationally deprived in language arts, the in-class tutor can provide assistance during the time the student is mainstreamed into language arts activities. This in-class tutor can work with all those in the language arts class who have been identified as eligible for and selected to receive Chapter 1 services. In this manner, there is maximum coordination with the regular classroom teacher since services are provided in the regular classroom and the handicapped students are not segregated from non-handicapped students when Chapter 1 services are provided.

2. Multiple-funded teacher

A special education teacher can be multiple funded by special education funds and Chapter 1 funds in order to teach handicapped students for a portion of the day and Chapter 1 students for a portion of the day. In the portion of the day during which the teacher will work with Chapter 1 students, the teacher would be working with some of the handicapped

students who were identified as eligible for and selected to receive Chapter 1 services. In this manner, there would be automatic coordination for those students in special education and Chapter 1 since the same teacher would be providing both services. This teacher could then spend sufficient time with the regular teachers for coordinating Chapter 1 and regular services for those non-handicapped Chapter 1 students.

p. 117

- Q. May an LEA exclude State and local funds expended for bilingual education for LEP children, special education for handicapped children, and certain State phase-in programs when demonstrating compliance with the supplement, not supplant requirement?**
- A. No. The LEA may only exclude these funds for the purpose of demonstrating compliance with the comparability requirement.**

Early Childhood Education Services to Migratory Children
Under PL 100-297, Part D, Subpart 1
Excerpts from *Migrant Education Policy Manual (5/90 Draft)*

PROGRAM SERVICES

Discussion:

Statutory Requirements:

Sections 1012, 1017, and 1202(a)(3) of Chapter 1 of Title I, ESEA
Section 1201(b) and 1202(a) of the Act

Regulatory Requirements:

Section 201.36(d)
Sections 201.20 and 201.30-201.36

Early Childhood Education

Q.1. What responsibility does the SEA have for providing educational services for migratory preschool children?

A. Section 1202(a) and 1202(b)(5) do not differentiate between services for school age and preschool children. Section 1202(a) provides that payments will be used for programs and projects which are designed to meet the special educational needs of migratory children. Section 1202(b)(5) provides that, in planning and carrying out programs and projects, the SEA must assure that provision will be made for the preschool education needs of migratory children. Therefore, the SEA is responsible for making appropriate provisions for the educational needs of preschool children in the same way, and according to the same priorities for services, as their responsibility to make provisions for the needs of school-aged migrant children. Doing so will mean ensuring that children have access to existing programs or, where no programs exist, ensuring that the SEA or its operating agencies establish preschool programs which accommodate the needs of migratory preschool children.

Q.2. How is the new legislation different from the old regarding services to migratory preschool children?

A. Under the Education Consolidation and Improvement Act (ECIA), Section 554 included by reference Section 142(a)(5) of the Title I statute, which generally authorized the SEA to provide services to preschool children where these services did not detract from the general operation of programs for school age children. In the Hawkins-Stafford amendments (P.L. 100.297) Congress eliminated this special consideration for preschool children. Consistent with the needs assessment and service priority requirements in the regulations, the SEA must provide for educational services for migratory children below the age and grade level at which the operating agency provides a free public education.

Q.3. How does the SEA assess the needs of preschool children?

A. In assessing the educational needs of migrant preschool children, consideration must be given to the following factors:

1. An identification of the children, or where this is not possible, the characteristics of the children, consistent with the service priorities, who would benefit from a project.
2. Whether there are enough children who reside in concentrations large enough to permit a project of sufficient size, scope and quality to warrant the use of Chapter 1, MEP funds for a preschool project.
3. The State's assessment of the relative need of these children as compared to the need of school-aged children either for new projects or components or activities that supplement existing projects.
4. The availability of existing and appropriate preschool projects.
5. The extent to which existing projects meet the educational needs of preschool children. (201.32(e))

Q.4. Where no State or local preschool programs exist, what is the SEA's responsibility to provide preschool programs?

A. Consistent with the needs assessment and service priorities, the SEA must provide appropriate education service to migratory preschool children. An assurance that provisions will be made for the educational needs of migratory preschool children must be included in the State plan. The lack of existing State or local preschool or child-care programs for migratory children does not affect this responsibility.

Q.5. Depending upon the results of the needs assessment, may "educational needs" in preschool include instruction, child development and day care?

A. Yes, they may, so long as the preschool projects encompass activities that are designed to meet the special educational needs of migratory preschool children.

Q.6. How is the SEA to address the scope of preschool programs?

A. Preschool programs are to be developed on the basis of a needs assessment. They should encompass activities that most appropriately serve the special educational needs of migratory preschool children.

Q.7. Can Chapter 1 - MEP funds be used to provide day care or babysitting services for currently migratory children aged 2 years or younger who are siblings of preschool and regular school-aged currently migratory children?

A. Yes. If it would be necessary to provide day care or similar services to these younger children in order to provide migrant education services to their preschool and school-aged currently migratory siblings, and no funds -- except MEP funds -- are available for that purpose, an SEA or operating agency may provide day care services. Services for currently migratory children in this category would have a higher priority than services to formerly migratory children.

Q.8. What is the distinction in the migrant education program between day care and preschool?

A. Day care (or babysitting) is basic care of children. It is the most basic form of allowable preschool programs. Because MEP funds must be used to support activities that are designed to address special educational needs, preschool programs for children 3 years of age or older must include appropriate forms of day care, developmental, and instructional activities.

Q.9. Is there a distinction between day care provided to children under 3 years of age and day care provided to children over 3 years of age?

A. Yes. Day care services provided to children over 3 years of age must be based on special educational needs of migratory children. The SEA must ensure that the services for children three years of age or older are based on the results of a statewide needs assessment and are designed to meet the special educational needs of these children. Where no other preschool services are available, it is expected that children 3 years of age or older with special educational needs would benefit from a broader range of activities than basic day care or babysitting alone. Day care services provided to children under 3 years of age do not have to meet this special educational needs criterion.

Q.10. What programs may already exist for migrant preschoolers that would assist the child in a smooth transition into the regular school program?

A. Depending on the community, various programs may exist which can help migrant preschoolers. In addition to the Head Start program, other Federally funded programs include Even Start, Reading is Fundamental (RIF) and the Healthy Start programs. Some States and local communities have also established their own preschool programs.

Q.11. If existing programs are available to serve both migrant and non-migrant children, may the MEP need to fund additional activities?

A. If the statewide needs assessment reveals that the special educational needs of migrant preschool children are not being met by those existing programs, the SEA must fund additional activities.

Q.12. If the results of the needs assessment indicate that the services provided by existing programs do not adequately address the needs of migratory preschool children, how can the MEP work with existing programs to address these needs?

A. The MEP has a number of options, including: increasing the emphasis on coordination with other agencies and assisting those agencies to better document the need; hiring supplemental staff; purchasing supplemental equipment and materials; and providing supplemental services. In the event that the MEP supplements existing programs with staff, equipment, or materials, the models and guidance provided in the "supplement not supplant" section of this manual are applicable. (See Chapter 9, "Supplement Not Supplant")

Q.13. Are there any evaluation requirements for agencies that operate MEP preschool programs?

A. Yes. As with any other MEP project, an operating agency must evaluate the overall progress, including the educational progress, of migratory children who participate in its preschool projects. Progress must be measured against the desired outcomes described in the operating agency's application, and the operating agency must report its evaluation results to the SEA at least once during each three year application cycle. In addition, the SEA must evaluate, at least every two years, the State's MEP on the basis of the operating agencies' evaluations. This evaluation would include its preschool program. SEAs and operating agencies must ensure that the results of their evaluations are used to improve services provided to children in the MEP preschool projects. (201.51(a)(1)(i), 201.51(a)(3), 201.51(b), and 201.56)

Services to Private School Children

Q.1. What are the statutory and regulatory requirements that children in private schools be served in the migrant education program?

A. Section 1201 of the Act entitles the SEA to receive a grant, upon application, to establish programs for eligible migratory children which meet the requirements of Section 1202 of the Act. Section 1202(a)(3) requires that the migrant education program be administered consistent with the basic objectives of Section 1012 of the Act. Section 1012(c)(2) requires that local applications contain an assurance that the applicant will make provision for services to children attending private elementary and secondary schools in accordance with Section 1017 of the Act. In keeping with this statutory scheme, Section 201.17(b)(3) requires that an operating agency application contain an assurance of adherence to program requirements in Section 201.35 and 201.36. Section 201.36(d) requires the SEA to ensure that services are provided to all significant concentrations of eligible migratory children enrolled in private schools, consistent with the service priorities in Section 201.31, in accordance with the basic objectives of Section 1017 of the Act.

Q.2. What are an SEA's responsibilities with regard to provision of Chapter 1 MEP services by operating agencies to children in private schools?

A. When the SEA receives a grant to operate the migrant education program, it must provide assurances that it will comply with all applicable statutory and regulatory requirements. When making subgrants to local operating agencies, the SEA must ensure that the operating agency comply with these applicable regulatory and statutory requirements.

Thus the SEA, like each operating agency, is responsible for ensuring that services are provided to all significant concentrations of eligible migratory children enrolled in private schools, consistent with the service priorities in Section 201.31, in accordance with the basic objectives of Section 1017 of the Act. (Section 201.36 of the regulations.)

did you know that... *The first National Education*

Goal states: By the year 2000, all children in America will start school ready to learn?

In an Educational Summit meeting in Charlottesville, Virginia in February 1990, the President and State Governors drafted a set of challenging National Goals for Education. The objectives under the readiness for school goal stated above are:

- 1) All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- 2) Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- 3) Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

In the text accompanying the goals, parents are encouraged to actively help their children learn, "particularly by reading to them on a daily basis." Parents, especially in poor, undereducated families, should have access to the support and training required to fulfill this role. To insure the health of young children, low income families should also be provided with "increased maternal and child health coverage."

The text of the National Goals also specifies that the federal government should work with the states to develop and fully fund early intervention strategies for children. **All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement.** "Our first priority must be to provide at least one year of preschool for all disadvantaged children."

In addition to better preparing children for school, the text of the National Goals states that "we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles."

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

did you know that... *Even Start programs integrate early childhood education and adult education for parents into a unified program?*

Even Start programs provide family-centered education to (1) help parents achieve adult education goals, (2) train parents to support the educational growth of their children, and (3) prepare young children for success in regular school programs.

Participants may include any parents eligible to participate in adult basic education programs under the Adult Education Act who also have children aged 1 to 7 inclusive, residing in a Chapter 1 elementary school attendance area.

Home-based instruction is a distinctive component of Even Start programs. Another major feature is cooperation and coordination with other existing community programs and services, such as Head Start, Adult Education programs and others.

Even Start projects are selected according to the following criteria: those most likely to successfully meet their goals, those serving the greatest percentage of eligible children and parents, those demonstrating the greatest coordination between relevant service providers in the community, those with reasonable budgets, including provisions for local funding, those representative of urban and rural areas from all sections of the United States, and those showing the greatest promise for providing models transferrable to other sites.

Even Start projects are independently evaluated annually to determine their effectiveness in providing 1) services to special populations, 2) adult education services, 3) parent training, 4) home-based programs involving parents and children, 5) coordination with related programs, and 6) training of related personnel in appropriate skill areas.

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

did you know that... under PL 100-297,
***SEAs must assure the provision of appropriate educational services
to migratory preschool children?***

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Part D, Subpart 1, provide that states meet the special educational needs of migratory children. No differentiation is made between services for school age and preschool children. Thus, the SEA is responsible for making appropriate provisions for the educational needs of preschool children.

Unlike the old legislation, the new law makes no special considerations, such as the requirement of services only if they do not detract from the operation of programs for school age children. Consistent with the statewide needs assessment and in accordance with service priorities, SEAs must now provide for educational services for migratory children below the age and grade level at which the operating agency provides a free public education. Important features of the legislation include:

1. A needs assessment which involves the following:

- a. identification of the children, consistent with service priorities, who would benefit from preschool services;
- b. determination of a large enough concentration of children to warrant a preschool project;
- c. an assessment of the relative need of preschool migrant children as compared to school-age children;
- d. the availability of existing and appropriate preschool projects;
- e. the extent to which existing projects meet the educational needs of preschool children.

(OVER)

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

- 2. The opportunity to coordinate with existing agencies providing preschool projects, such as Head Start, Even Start, Reading is Fundamental, and Healthy Start, as well as local programs (including Chapter 1).**
- 3. The possibility of supplementing existing programs with Migrant Education Program funds.**
- 4. The responsibility to provide appropriate services if none exist.**
- 5. The responsibility to evaluate the overall progress, including the educational progress, of migratory children who participate in preschool projects.**

Preschool programs are to be developed on the basis of a needs assessment. For children aged three and over, projects should include instruction, child development, and day care. For children under three, day care services are sufficient.

did you know that...

Chapter 1 programs can serve handicapped children?

Chapter 1 services must supplement, not supplant, Special Education and related services to children with handicaps. Examples of ways to do this include the following:

1. In-class

An educational aide, tutor, or teacher can provide supplemental instructional assistance to Chapter 1 students who may also be handicapped during their mainstreamed instructional activities. For example, if a handicapped student has been determined to be educationally deprived in language arts, the in-class tutor can provide assistance during the time the student is mainstreamed into language arts activities. This in-class tutor can work with all those in the language arts class who have been identified as eligible for and selected to receive Chapter 1 services. In this manner, there is maximum coordination with the regular classroom teacher since services are provided in the regular classroom and the handicapped students are not segregated from non-handicapped students when Chapter 1 services are provided.

2. Multiple-funded teacher

A special education teacher can be multiple funded by special education funds and Chapter 1 funds in order to teach handicapped students for a portion of the day and Chapter 1 students for a portion of the day. In the portion of the day during which the teacher will work with Chapter 1 students, the teacher would be working with some of the handicapped students who were identified as eligible for and selected to receive Chapter 1 services. In this manner, there would be automatic coordination for those students in special education and Chapter 1 since the same teacher would be providing both services. This teacher could then spend sufficient time with the regular teachers for coordinating Chapter 1 and regular services for non-handicapped Chapter 1 students (pps. 112-113, *Chapter 1 Policy Manual*).

Questions regarding services to handicapped children are addressed on pages 64, 112, 113, and 117 of the *Chapter 1 Policy Manual*.

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

did you know that... PL 94-142

requires that all children with handicaps receive special services?

Public Law 94-142, the Education for all Handicapped Children Act passed in 1975, requires that all children ages 3-21 years with handicapping conditions receive:

1) Non discriminatory evaluation. All children who need special education and related services must be identified and evaluated. There must be a comprehensive multidisciplinary educational assessment of the child's progress considering intellectual, social and cultural information at least every three years.

2) Access to a free, appropriate public education. Local schools must provide needed special services free of charge to children with handicaps.

3) An Individualized Education Program (IEP). The IEP must be jointly developed with both school and parent input and be reviewed at least annually.

4) Education in the Least Restrictive Environment. To the maximum extent possible, given the nature of the child's handicap, students must be educated with their nonhandicapped peers in the mainstream of education.

5) Parental due process guarantees. Parents must be able to (a) have access to their child's educational records, (b) obtain an independent evaluation of their child, (c) receive written notice before any special education placements occur, and (d) request a hearing to challenge any placement or program decisions with which they disagree.

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

did you know that... *PL 99-457 focuses on the provision of early intervention services to handicapped or high-risk young children aged 0 to 3 and 3 to 5?*

Public Law 99-457, Title I, provides for early intervention services to handicapped or high-risk children from birth to age 3 in order to enhance their early development and minimize the risk of developmental delays. Its major reforms include the following requirements:

- 1) A coordinated, multidisciplinary approach. Professionals must use a coordinated, multidisciplinary approach covering several different agencies and specialties in order to provide services to young handicapped children.
- 2) Family empowerment. For children 0 to 3 years old, the law mandates an Individual Family Service Plan (rather than just an IEP) that focuses service delivery to handicapped and at-risk children within the larger context of the family unit. Parent input is included in decision-making.
- 3) Alternative Staffing. A variety of alternative staffing models and personnel preparation models are to be developed and tried out in order to expand the ability of highly-trained professionals to provide multi-disciplinary services to handicapped preschoolers in new ways.

Title II of PL 99-457 mandates full educational services to all preschool age handicapped children between 3 and 5 years, guaranteeing them a free, appropriate public education.

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

did you know that... *Head Start is a
federally funded comprehensive preschool program for children up to
the age of compulsory school attendance from low-income families.*

In 1990, the Head Start program marked the twenty-fifth anniversary of offering comprehensive services to address the educational, social, nutritional, health and other needs of preschool-aged children from low-income families to assist them in beginning school on an equal basis with their more advantaged peers. Head Start has served more than 11 million children. The program focuses on improving and expanding the child's ability to think, reason, and communicate clearly. In addition to promoting its students' cognitive development, Head Start provides hot meals, immunizations, and screening and treatment for vision, hearing, and other medical and dental problems. Head Start trains parents as volunteers and promotes parental involvement in children's learning.

Project Head Start has been a pioneer program for children emphasizing strong parental involvement and comprehensive services. The program has an impressive record of achievement and today is a model for delivering comprehensive services to children and their families.

In the House of Representatives report accompanying the Human Services Reauthorization Act of 1990, Head Start students from Portland Public Schools were reported as less likely to be enrolled in special education classes and more likely to be enrolled in gifted and talented programs. Longitudinal studies by the High/Scope Educational Research Foundation indicate that substantially fewer graduates of quality preschool programs are placed in remedial or special education classes, drop out of school, become involved in crime, or receive welfare.

The challenge Head Start faces in the 1990's is how to balance the need to expand services with the need to maintain and improve quality. This challenge is further complicated by the growing complexities, needs, and demands of today's families. "Today, it is not a question of whether Head Start works," says Sheldon White, chairman of the Health and Human Services (HHS) Department panel. "It does work. But we need to look at what works and why." (Report on Education Research, November 28, 1990.)

(OVER)

2601 Fortune Circle East • Indianapolis, IN 46241
(317) 244-8160 • (800) 456-2380

2/91
H8-12

In 1992, HHS hopes to begin a detailed examination of the Head Start program. This will be the most comprehensive study of Head Start since 1969. A joint Task Force for the studies, consisting of members from both the U.S. Department of Education and the U.S. Department of Health and Human Services, has named three main goals:

- 1) Strengthen transition from Head Start to school;
- 2) Sustain gains made by children in Head Start and other preschool programs during their early years in school, and;
- 3) Foster coordination of Head Start with compensatory education programs, especially the Chapter 1 Basic Grants and Even Start programs.

At the December, 1990, Task Force meeting Sharon Lynn Kagan, Associate Director of the Bush Center for Child Development and Social Policy at Yale University spoke about transitions from Head Start to elementary school. To get beyond "band-aid remedies" for problems, Kagan suggests Head Start and public school staffs as well as community and social service providers examine existing barriers and become involved in developing and implementing transition initiatives.

To achieve the above objectives is to make progress toward meeting the first national education goal of insuring that all children in America start school ready to learn by the year 2000.

Early Childhood Education

**Section 9:
Goals &
Standards**

**Chapter
Curriculum &
Instruction
Resource Center**

11

List of Handout Masters

Volume III: Guidelines, Standards, & Model Programs

Section 9: Guidelines-- Goals & Standards

Handout ID#

H9-1	Ten Attributes of Effective Schools for Disadvantaged Children
H9-2	National Goals for Education (booklet)
H9-3	Standards for Early Literacy Development
H9-4a	NAEYC Principles of Appropriate Practices for Young Children
H9-4b	NAEYC & NAECS/SDE Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8
H9-5a	NAESP Principles of Effective Early Childhood Curricula
H9-5b	NAESP Standards for Early Childhood Curricula
H9-5c	NAESP Accountability Standards for Early Childhood Education
H9-6a	NCTM Recommends Changes in K-4 Mathematics Curriculum
H9-6b	Assumptions Underlying NCTM K-4 Mathematics Standards
H9-6c	Math Curriculum Standards for Grades K-4
H9-6d	NCTM Recommends Math Evaluation Standards . . .
H9-6e	Math Evaluation Standards for All Grades

Ten Attributes of Successful Programs for Disadvantaged Children

1. Clear goals & objectives/high expectations
2. Appropriate curriculum & instruction
3. Coordination with regular program
4. Student progress closely monitored
5. Strong leadership
6. Professional development & training
7. Parent/Community involvement
8. Positive school climate
9. Excellence rewarded & recognized
10. Evaluation results used for improvement

[From: *Initiative to improve the education of disadvantaged children* . (10/90). #OMB-1801-0518, p. iii.]

National Goals for Education



U.S. Department of Education
Washington, D. C.

H9-2

A Message from the Secretary:

Not long ago, on the historic campus of the University of Virginia in Charlottesville, President Bush and the nation's governors met and rededicated themselves to excellence in education for all Americans. A call was made to establish national education goals that focused on results, accountability, and flexibility in the use of federal education resources.

On January 31, 1990, in an address before a joint session of the Congress on the state of the union, President Bush unveiled the national performance goals for education. The goals do not represent an attempt to mandate a national curriculum or to force specific reforms on states and local districts. They are designed to inspire school reform efforts at the federal, state, and local levels and by everyone involved in the education of our children. Only through such reforms can the United States retain its leadership in the global economy.

These goals are ambitious, but I am confident that with hard work, dedication, and cooperation on the part of parents, students, teachers, administrators, and business and community leaders, we will achieve them. The challenges of the 21st century are already on the horizon, and we must ensure that our young people are equipped with the knowledge and skills necessary for active and successful participation in the economic, political, cultural, and community life of our nation.

Lauro F. Cavazos

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the president and the governors declared that “the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive.” The six national education goals contained here are the first step in carrying out that commitment.

America’s educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America’s international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure — for the failure of these students will become the failure of our nation. Achieving these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their failure. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals — performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers

must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

NATIONAL EDUCATION GOALS

GOAL 1

Readiness for School

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

GOAL 2

High School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75

percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

GOAL 3

Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote ar-

demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

GOAL 4

Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

GOAL 5

Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

GOAL 6

Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

NECESSARY CHANGES AND RESTRUCTURING

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and

each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The president and the governors will work to support these state efforts and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

THE PRESCHOOL YEARS

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

THE SCHOOL YEARS

As steps are taken to better prepare children for schools, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign

languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

THE AFTER-SCHOOL YEARS

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create

effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

ASSESSMENT

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not

simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The president and the governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

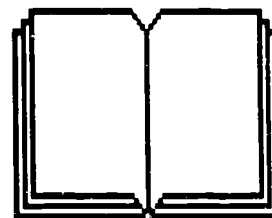
A CHALLENGE

These national education goals are not the president's goals or the governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The president and the governors challenge every family, school, school district, and community to adopt these national goals as their

own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.

Standards for Early Literacy Development



The following excerpts are from a Joint Statement of Concerns about Present Practices in Prefirst Grade Reading Instruction and Recommendations for Improvement prepared by the Early Childhood and Literacy Development Committee of the International Reading Association and endorsed by:

- The Association for Childhood Education International (ACEI),
 - The Association for Supervision and Curriculum Development (ASCD),
 - The International Reading Association (IRA),
 - The National Association for the Education of Young Children (NAEYC),
 - The National Association of Elementary School Principals (NAESP), and
 - The National Council of Teachers of English (NCTE).
-

Literacy learning begins in infancy. Children have many experiences with oral and written language before they come to school.

- ▶ Children have had many experiences from which they build ideas about the functions and uses of oral and written language.
- ▶ Children have a command of language and of processes for learning and using language.
- ▶ Many children can differentiate between drawing and writing.
- ▶ Many children are reading environmental print, such as road signs, grocery labels, and fast food signs.
- ▶ Many children associate books with reading.
- ▶ Many children expect that reading and writing will be sense-making activities.

Basic premises of a sound prefirst grade reading program:

- ▶ Reading and writing at school should permit children to build upon their already existing knowledge of oral and written language.
- ▶ Learning should take place in a supportive environment where children can build a positive attitude toward themselves and toward language and literacy.
- ▶ For optimal learning, teachers should involve children actively in many meaningful, functional language experiences, including *speaking, listening, writing, and reading*.
- ▶ Teachers of young children should be prepared in ways that acknowledge differences in language and cultural backgrounds, and should emphasize reading as an integral part of the language arts as well as of the total curriculum.

Recommendations

1. Build instruction on what the child already knows about oral language, reading, and writing. Focus on meaningful experiences and meaningful language rather than on isolated skill development.
2. Respect the language the child brings to school, and use it as a base for language and literacy activities.
3. Ensure feelings of success for all children, helping them to see themselves as people who enjoy exploring both oral and written language.
4. Provide reading experiences as an integrated part of the communication process, which includes speaking, listening and writing, as well as art, math, and music.
5. Encourage children's first attempts at writing, without concern for the proper formation of letters or correct conventional spelling.
6. Encourage risk taking in first attempts at reading and writing, and accept what appear to be errors as part of children's natural growth and development.

7. Use reading materials that are familiar or predictable, such as well known stories, as they provide children with a sense of control and confidence in their ability to learn.
8. Present a model for children to emulate. In the classroom, teachers should use language appropriately, listen and respond to children's talk, and engage in their own reading and writing.
9. Take time regularly to read to children from a wide variety of poetry, fiction, and nonfiction.
10. Provide time regularly for children's independent reading and writing.
11. Foster children's affective and cognitive development by providing them with opportunities to communicate what they know, think, and feel.
12. Use developmentally and culturally appropriate procedures for evaluation, ones that are based on the objectives of the program, and that consider each child's total development.
13. Make parents aware of the reasons for a broader language program at school and provide them with ideas for activities to carry out at home.
14. Alert parents to the limitations of formal assessments and standardized tests of prefirst graders' reading and writing skills.
15. Encourage children to be active participants in the learning process rather than passive recipients, by using activities that allow for experimentation with talking, listening, writing, and reading.

[Adapted from: Strickland, D. S., & Morrow, L. M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.]

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8

A POSITION STATEMENT OF THE
National Association for the Education of Young Children
AND THE
National Association of Early Childhood Specialists
in State Departments of Education

Adopted November 1990

Background information

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) jointly developed these guidelines to inform decisions about curriculum content and assessment in programs serving children 3 through 8 years of age. The purpose of this document is to guide teachers and supervisors to: (1) make informed decisions about appropriate curriculum content and assessment, (2) evaluate existing curriculum and assessment practices, and

(3) advocate for more appropriate approaches. This document is designed to assist teachers and administrators with only one part of their complex jobs—their important roles as curriculum decision makers and evaluators.

Curriculum decisions not only involve questions about how children learn, but also what learning is appropriate and when it is best learned (Katz, 1989). In addition, the way learning is assessed directly influences what is taught and when it is expected to be learned. Therefore, these guidelines address both curriculum and assessment. The early childhood profession believes that curriculum and assess-

ment should be planned based on the best knowledge of theory and research about how children develop and learn, with attention given to individual children's needs and interests in relation to program goals.

Curriculum is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The early childhood profession defines curriculum in its broadest sense, encompassing prevailing theories, approaches, and models. Assessment is the process of observing, recording and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children, and communicating with parents. Assessment encompasses the many forms of evaluation available to educational decision makers. Assessment in the service of curriculum and learning requires teachers to observe

It is important to explain how the scope of these guidelines, for 3- through 8-year-olds, was determined. NAEYC defines "early childhood" as birth through age 8. We have not changed our position that education begins at birth. However, curriculum and assessment for infants and toddlers looks different from what is described here. In fact, many infant specialists object to the use of the word "curriculum" with infants. Because this document is a joint position statement of NAEYC and NAECS/SDE and we assume one of its primary audiences will be public school personnel, we originally conceived the document to address the age range of 4- through 8-year-olds to be compatible with the early childhood unit concept recommended by the National Association of State Boards of Education (1988). We chose to expand the scope to address 3-year-olds in anticipation of future trends toward increased educational services for this age group in public schools, Head Start, and child care programs.

and analyze regularly what the children are doing in light of the content goals and the learning processes.

The need for guidelines

The decade of the 1980s saw numerous calls for widespread school reform, with changes recommended in teacher education, graduation requirements, school structure, and accountability measures. With the advent of the 1990s, school reform finally took on the essential question: what to teach (Rothman, 1989). Critiques of prevailing curriculum content and methods and calls for sweeping change were issued by national organizations representing the subject-matter disciplines and administrators including the National Council of Teachers of Mathematics (1989), the American Association for the Advancement of Science (1989), the International Reading Association (1989), the National Council of Teachers of English (Lloyd-Jones & Lunsford, 1989), the National Commission for the Social Studies (1989), the National Association of Elementary School Principals (1990), the National Association of State Boards of Education (1988), and the Association for Supervision and Curriculum Development (1989), among others. The early childhood profession represented by the National Association for the Education of Young Children (NAEYC) entered the educational reform debate by issuing influential position statements defining developmentally appropriate practices for young children (Bredenkamp, 1987).

These reports reflect a growing consensus that the traditional scope and sequence approach to curriculum with its emphasis on drill and practice of isolated, academic skills does not reflect current knowledge of human learning and fails to produce students who possess the kind of higher-order thinking and problem-solving abilities that will be needed in the 21st century. Past success in improving basic skills in the 3 Rs has not been matched by success in improving reading comprehension, writing fluency, or math problem-solving ability. In addition, it is evident that our schools are failing to produce future generations with

even a working knowledge of the natural, physical, and social sciences, much less the kinds of minds that will create new knowledge in these areas. Specifically, these national organizations call for schooling to place greater emphasis on: active, hands-on learning; conceptual learning that leads to understanding along with acquisition of basic skills; meaningful, relevant learning experiences; interactive teaching and cooperative learning; and a broad range of relevant content, integrated across traditional subject matter divisions. At the same time, these organizations unanimously criticize rote memorization, drill and practice on isolated academic skills, teacher lecture, and repetitive seatwork.

Along with calling for change in curriculum, major national organizations have raised concerns about the negative effects of traditional methods of evaluation, particularly standardized paper-and-pencil, multiple-choice achievement tests. There is increasing recognition that curriculum reform must be accompanied by testing reform. National organizations are now calling for more performance-based assessments that align with current views of curriculum and more accurately reflect children's learning (Fair-Test, 1990; Kamii, 1990; NCTM, 1989; NAEYC, 1988; NAECS/SDE, 1987; National Commission on Testing and Public Policy, 1990).

The emerging consensus about needed curriculum and assessment reform is very encouraging, but has been slow to result in real change in curriculum and assessment practices in the early grades. The basic problem is that in some ways current curriculum does not demand enough of children, and in other ways it demands too much of the wrong thing. On one hand, the accountability movement with its emphasis on standardized test scores has narrowed the curriculum to those basic skills that can be easily measured on multiple choice tests, thus diminishing the intellectual challenge for many children. This narrow focus also leads to children's being drilled on content that is devoid of meaning for many children. On the other hand, current curriculum expectations in the early years of schooling often are not appropriate for the age

groups served. Overemphasis on standardized test scores has contributed to a curriculum in which next grade expectations of mastery of basic skills are routinely pushed down to the previous grade (Shepard & Smith, 1988). As a result, what used to be taught in first grade is now routinely taught in kindergarten and what used to be taught in kindergarten appears on the entrance test for admittance to school. The trend toward drill and practice on isolated academic skills in kindergarten and first grade has trickled down further to programs for 3- and 4-year-olds. As a result, the early school experiences of many children are marred by unnecessary struggle and failure.

The most common solutions to the problem of early school failure—testing children for kindergarten entry and placement, raising the entrance age to kindergarten, adding an extra, "transitional" year between kindergarten and first grade, or retaining children in preschool, kindergarten or first grade (as many as 20 to 30% in some districts)—are all veiled attempts to obtain an older, more capable cohort of children at each grade level. These strategies reveal the fact that current curriculum expectations do not match the developmental level of the children for whom the grade is intended. In effect, these strategies blame the victims, the children, rather than confronting the real problem—an inappropriate curriculum.

Since major national organizations have issued position statements on curriculum and evaluation that are congruent with the early childhood profession's positions, what is the rationale for developing this set of guidelines for early childhood curriculum and assessment? NAEYC's previously published positions (Bredenkamp, 1987) provide clear guidance about **how** to teach young children, but are less specific about content, **what** to teach. In implementing developmentally appropriate practice, teachers and administrators must make decisions about what to teach and when, and how to best assess that learning has taken place. This document is designed to help guide those important decisions about curriculum content and assessment.

The development of guidelines for

curriculum content and assessment is a challenging task. As professionals, we place great value on individualization. Justifiably, we refuse to dictate curriculum because good curriculum must be individually appropriate to the needs and interests of the children in a program. In addition, it must be culturally salient and locally relevant and meaningful in the context of a specific community. Historically, early childhood educators have hesitated to officially address the issue of curriculum because we place great value on emergent curriculum, what successful teachers do in conjunction with and in response to children. However, others have not hesitated to fill the void (Bennett, 1988; Hirsch, 1987). Most often, curriculum decisions are abdicated to commercial textbook publishers, distributors of packaged curricula, and developers of standardized tests. These practices have been disastrous for children and can no longer go unchallenged. When policies and practices are necessary to "protect" children from school and when kindergarten and first grade are routinely described as "aversive environments," something is seriously wrong with the curriculum.

Curriculum development should take into account the many sources of curriculum: child development knowledge, individual characteristics of children, the knowledge base of various disciplines, the values of our culture, parents' desires, and the knowledge children need to function competently in our society (Spodek, 1988; 1977; in press). The task of developing curriculum is made more difficult by the fact that these diverse sources of curriculum may be in conflict with one another. For example, the values and priorities of parents and the community are significant factors to be considered in determining what should be learned; however, parents and the community will not necessarily agree on all goals. The expertise of early childhood professionals should also influence decisions about appropriate goals for children (Katz, 1989). To some extent, curriculum decisions represent a negotiation process with parent and community expectations about what is taught influenced by professional ex-

pertise about how to teach and when content is appropriate.

Content versus process: The curriculum debate

In establishing guidelines for curriculum, it is advisable to heed the warnings of Eisner and Vallance (1974) against the three most common fallacies that mark curriculum debate. One fallacy is to emphasize process to the exclusion of content, placing utmost importance on how children learn, rather than what they learn. The opposite error is to emphasize content over process, assuming that there is a body of content that all students should master and that emphasizing content is necessary to ensure academic rigor. A logical extension of this argument leads to the third fallacy: that there is a universal curriculum that is "best" for all children.

Early childhood education covers a broad age-span. For example, programs for 3- and 4-year-olds tend to emphasize process rather than content. As a result, in evaluating early childhood programs, it quickly becomes apparent that the "curriculum" may vary from the intellectually important to the trivial. At the other end of the early childhood continuum, many primary grade schools have stressed the acquisition of content, primarily basic academic skills and only recently have some begun to emphasize the development of learning processes such as writing, thinking, and problem solving. Finally, early childhood professional organizations are so opposed to the specter of one best curriculum, that in the past, we have avoided the task of defining appropriate curriculum.

The fact remains that the question of which is more important, content or process, is really a moot point. In order to write, think, or solve problems, learners must have something to write about, to think about, or some real problem to solve. In short, these important learning processes require content. Similarly, content cannot be learned without learning processes being engaged; the question is more one of the effectiveness or value of the learning processes. The content versus process debate should be put to rest since "any form of learning can deal

with the intellectually trivial as well as the intellectually significant" (Eisner & Vallance, p. 14) and "no matter how well something is taught, if it is not worth teaching, it is not worth teaching well" (Eisner, 1990, p. 524).

In developing these guidelines, NAEYC and NAECS/SDE acknowledge the importance of rich, meaningful content in a program of developmentally appropriate teaching practices. We draw on prevailing theories of development and learning to guide process, and we look to well-established traditions in curriculum theory to support decisions about appropriate content. We do not advocate any one model curriculum. Instead, we offer guidelines—a framework for decision making—about appropriate curriculum content and assessment.

Curriculum planning: A metaphor

There are many legitimate approaches to curriculum planning just as there are many ways to plan a menu. For example, in meal planning, one can be guided by knowledge of nutrition derived from theory and research. Meals planned from this perspective will undoubtedly be nourishing. However, without attention given to the interests and preferences of the diner, the nourishing meal may go uneaten. Some menus are based simply on what the eaters like. Again, without attention to nutritional needs, the meal may be consumed but provide less value. Some menus are planned by flipping through the cookbook and picking what sounds interesting or fun. Again, this random approach may or may not result in healthy outcomes. Lastly, many meals are planned by going to the cupboard and seeing what is there. If the food on hand is fresh and nutritious, the outcome may by chance be positive. However, if only junk food is available, the meal will be composed of empty calories.

As in menu planning, curriculum can be derived from many sources and the outcomes can vary enormously. Curriculum should be based on sound theoretical principles of how children develop and learn, but it must also be derived from the needs and interests of

individual children if it is to be fully effective. For example, if food is served that is very different from children's experiences at home, they may reject it and fail to obtain its nutritional benefits. The same result may occur when curriculum is not relevant to children's family backgrounds and cultures.

Overemphasis on preferences and interests, however, in the absence of clear goals and objectives, can lead to haphazard curriculum planning that may or may not achieve worthwhile outcomes. Too often, early childhood programs have been criticized as ineffective learning environments because they have emphasized children's play without articulating the goals for children, the value of play for learning, or the essential role of the teacher in planning the environment and facilitating learning through play. A fine balance must be achieved in planning curriculum for young children. On the one hand, teachers may err by not doing enough planning to stimulate children's learning (the milling around model), but if their activity is dictated by the plans, the teacher may fail to adapt to individual differences and interests (Jones, 1989).

Unfortunately, the cookbook approach is all too common in early childhood programs. In fact, activity books abound that frequently serve as the only curriculum guide. As in menu planning, the individual recipes may be appropriate and valuable, but without a framework and organization, they may fail to provide the opportunity for rich conceptual development that is likely with a more coherent, thoughtful approach. Lastly, "curriculum" may be implemented using the cupboard approach. This approach is totally dependent on the appropriateness of the available materials and activities. If they are basically age-appropriate, then the result is not harmful, but not optimal. If they are inappropriate and even trivial as is much of available commercial curricula, then they are a waste of children's and teacher's time.

Curriculum should be planned based on the best knowledge of theory, research, and practice about how children develop and learn with attention given to the individual needs and interests in a group in relation to pro-

gram goals. A brief discussion of that knowledge base follows.

Theoretical framework

"What does it mean to approach children developmentally? It means that we recognize the child's changing capacities, and that we recognize that a child has the capacity for change." (Garbarino, 1989, p. 30)

Decisions about appropriate curriculum and assessment inevitably derive from a particular perspective or theoretical framework. These guidelines are based on specific assumptions about how children learn and develop and also on relevant theories of curriculum that guide decisions about what is important to learn and when. The purpose of this section is to make explicit the theoretical framework or belief system that underlies the guidelines.

How children learn:

Theoretical perspectives on development and learning

All educators have a belief system, whether explicit or implicit, about how children learn and what they should be learning that guides and influences their practice. Theories are useful because they help teachers understand why they do what they do and explain why something happens. There are many theories of learning and development that explain various phenomena. Many early childhood professionals have found some theories, such as those developed by Piaget (1952), Vygotsky (1978), and Erikson (1963) more comprehensive and explanatory, and therefore more useful than others. It is these theories that inform this document.

Learning is such a complex human activity that no one theory entirely explains it. To some extent, the complexity of learning results in part from the fact that there are different kinds of knowledge which have been variously described by different theorists. One framework for categorizing knowledge is provided by Piaget (1952). He differentiates physical, logical-mathematical, and social-conventional knowledge as determined by the source of the knowledge. The source of physical knowledge is external observable real-

ity such as when a ball rolls down an incline; the source of logical-mathematical knowledge is the relationships mentally constructed inside the individual as in classifying or sequencing where the system originates in the classifier's head, not in the objects themselves; finally, the source of social-conventional knowledge is the agreed-upon conventions of society such as the days of the week, holidays, names given to numerals and the alphabet (Kamii, 1990).

Vygotsky (1978) also provides a useful framework for categorizing and, therefore, understanding the nature of knowledge. He distinguishes spontaneous concepts from school-learned concepts. Spontaneous concepts are those that the child discovers through direct experience, such as that adding ice cubes to water makes it colder; these are concepts that the child constructs mentally without need of instruction from adults. On the contrary, school-related or scientific concepts originate in the culture and represent the body of knowledge from past generations; for example, the Fahrenheit scale informs us that ice freezes at 32 degrees, while the Celsius scale names the freezing point at zero. It would be virtually impossible for each generation of learners to construct this type of knowledge from direct, personal experience; instead its origin is in the social experience that occurs in school (Strauss, 1987).

Vygotsky's school-learned concepts are analogous to Piaget's social-conventional knowledge, just as Vygotsky's notion of spontaneous concepts parallels Piaget's view of construction of knowledge. These frameworks are useful in helping educators conceptualize the nature of learning, but it is important to emphasize that in real life, these types of learning are interrelated. For instance, in becoming literate, children do not construct their own language system; even their most inventive writing reflects principles of the language of their culture. What they personally construct is their understanding of the relationships that constitute the reading or writing process. A major contributor to early school failure is submersion of non-English speaking children into classrooms

where the children's own culture and language background are neither incorporated nor valued.

The theories of Piaget and Vygotsky do not explain everything educators need to know about learning, but they are very useful in helping to overcome the artificial dichotomies that too often arise within the field of early childhood education. The curriculum debate over content versus process, described earlier, is really symptomatic of the fact that early childhood educators tend to emphasize spontaneous, constructed knowledge while traditional public education tends to consider only school-learned, social-conventional knowledge as legitimate learning. The content emphasis identifies a variety of content and tends to assume the process of teacher-directed instruction; the process emphasis identifies a variety of processes including child-initiated learning and mostly assumes the content. Each of these positions can inform the other so that ideally, curriculum incorporates both rich, meaningful content and interactive child-centered learning processes.

The nature of learning should inform the practice of teaching. Again, the artificial dichotomy between spontaneous, constructed learning and school-related learning is reflected in arguments over child-initiated versus teacher-directed instruction. The fact is that children construct important learning, particularly physical and logical-mathematical knowledge, through child-initiated, spontaneous activity. But they also learn a great deal from adults. For example, language learning begins in the parent-child relationship; and language is the essential prerequisite for communication (Smith-Burke, 1985). Rather than dichotomizing aspects of learning and/or teaching, the teaching-learning process is better characterized as an interactive process. Following is a summary of the basic assumptions about learning and teaching as an interactive process that inform this document.

● **Children learn best when their physical needs are met and they feel psychologically safe and secure.**

Appropriate curriculum does not violate, but rather respects children's bio-

logical needs. For example, in appropriate programs children are not required to sit and attend to paperwork or listen to adult lectures for extended periods of time because such activity is at odds with children's biological needs. Likewise, the curriculum provides for active physical play and periods of more restful, quiet activity since this pattern is compatible with children's physical needs.

In addition to meeting children's physical needs, adults ensure an environment in which children feel safe, secure, and accepted. The social and economic conditions in which many American children live today intensify the need for programs to support children's social and emotional development. Children need to know that school is a safe place, where adults will protect and support them, and where they can be happy, comfortable, and relaxed. If children experience stress-related symptoms such as stomachaches, headaches, or sleeping disruptions, or simply do not want to go to school, then the school may not be meeting their need for psychological safety. Additionally, the degree to which children perceive continuity between their school and home experiences, a connectedness between the culture of the school and the culture of their family, influences the degree to which children feel psychologically safe in out-of-home environments. When parents are meaningfully involved in the program, the program is more likely to provide an effective learning environment for all children.

● **Children construct knowledge.**

A child's mind is not a miniature model of an adult's, nor is it an empty vessel that gradually fills with information. From infancy, children are mentally and physically active, struggling to make sense of the world. Children are continually acting on and organizing experiences mentally, whether they are social experiences with adults and other children or physical experiences with objects. In short, children construct their own knowledge through repeated experiences involving interaction with people and materials (Piaget, 1952). Knowledge is constructed as a result of dynamic in-

teractions between the individual and the physical and social environments.

The child's active experimentation is analogous to spontaneous research; in a sense, the child discovers knowledge. Central to experimentation is making "constructive errors" that are necessary to mental development. We know that children construct knowledge because they possess so many ideas that adults do not teach them (DeVries and Kohlberg, 1990). These "errors" or "incorrect" ideas from the adult's viewpoint, reflect children's developing attempts to understand relationships and form concepts based on their own experiences. When a 3-year-old inquires about a neighbor woman's husband, "What's your daddy's name?," she demonstrates her construction of knowledge. No one has told her that the man is the woman's father. From her limited experience, she defines men we live with as daddies. For all children, ideas, objects, relationships, and experiences become meaningful because of the interpretation the child gives them.

Studies of children's emerging literacy clearly demonstrate that children actively construct their understanding of written language (Ferreiro & Teberosky, 1982; Teale & Sulzby, 1986). When a 4-year-old makes four scribbles on the page and rereads, "This is my house," when a 5-year-old writes VESAB and reads, "This is a birthday," or when a 6-year-old puts a dash between each word she writes in her journal, these children display evidence of their internal construction of writing. They are not reproducing writing behaviors they have seen because adults do not write this way; these "errors" reflect their active construction of the writing process.

Children need to form their own hypotheses and keep trying them out through mental actions and physical manipulations—observing what happens, comparing their findings, asking questions, and discovering answers. When objects and events resist the working model that the child has mentally constructed, the child is forced to adjust the model or alter the mental structures to account for the new information. Throughout childhood, these mental structures are continually

being reshaped, expanded, and reorganized by new experiences. In the example on page 25, the 3-year-old girl gradually comes to understand that there are many categories of males in families, including fathers, brothers, husbands, uncles, and grandfathers, as she hears about and experiences different family structures. Similarly, our budding writers will change their writing strategies over time as their literacy learning develops. Children's understanding of concepts is facilitated by providing repeated experiences and real problems to solve so they can see contradictions between their thinking and the reality of the world.

- **Children learn through social interaction with adults and other children.**

The healthy development of young children begins in a relationship with another human being, the parent-child relationship being the primary example of social interaction through which very young children develop and learn. It is well recognized that disruptions in early attachment relationships often lead to general social and emotional difficulties (Garbarino, 1989). However, the importance of social relationships to cognitive development should not be underestimated. For example, language development is fundamental to learning and language development requires social interaction.

According to Vygotsky (1981), the development of higher order mental functions such as conceptualization begins in social interaction and then is internalized psychologically. Most adults can think of situations where they did not really understand something until after they had discussed it with several people. At other times, we find that we really do not own a concept until we have articulated it to someone else. This kind of learning through social interaction is important throughout life, but essential for children who need to test the mental hypotheses they construct against the thinking of other people.

The vital role of teachers and other adults is to support children's development, both in terms of their actual development and their potential. Vygotsky (1978) uses the term, "zone

of proximal development" to describe the level of development where the child can function with the assistance of adults or more capable peers, the level beyond where the child is able to function independently. The principle of learning is that children can do things first in a supportive context and then later independently and in a variety of contexts. The support of adults and more competent peers provides the necessary assistance or "scaffold" that enables the child to move to the next level of independent functioning. The teacher's role is one of supporting, guiding, and facilitating development and learning, as opposed to the traditional view of teaching as transmission of knowledge.

Social interaction is necessary for intellectual development, but it is also necessary for children to develop social competence and self-esteem. Social interaction calls for reciprocity, mutual respect, and cooperation; that is, the adjustment of individual differences in beliefs, ideas, perspectives and intentions to create mutually acceptable rules and conventions (Piaget, 1932; Erikson, 1963). All these capabilities are related to school success and are required of full participants in a democracy.

- **Children's learning reflects a recurring cycle that begins in awareness, and moves to exploration, to inquiry, and finally, to utilization.**

Any new learning by children (or adults) follows a relatively predictable pattern or cycle. To learn anything new, we must first become aware of the phenomenon. Awareness is generated from experience. Children can only become interested in objects, events, or people if they are aware that they exist and have had some experience with them. The next step in the cycle of learning is exploration. If children are really to know about and understand something, they must explore it. Exploration is the process of figuring out the components of what is being learned, by whatever means possible, usually employing the various senses (seeing, hearing, touching, smelling, and tasting). Children must have direct, hands-on experience with the content in order to make it personally mean-

ingful. This meaning will be governed by their own rules and views of the world, but is an important step toward true understanding. Awareness and exploration are essential to the learning process, but more is needed for complete understanding. Children's own rule systems must eventually be adapted to conform to the conventional rule systems of society. Inquiry is the process whereby children analyze and compare their own behaviors or concepts to what is observed in society and make closer approximations to the conventional patterns of the culture. The final aspect of the cycle of learning is utilization, where children are able to use what they have learned for multiple purposes and apply their learning to new situations. When children have opportunities to become aware and develop interest, explore and inquire, the learning becomes functional for them. In short, they own it.

The cycle of learning from awareness, to exploration, to inquiry, to utilization is not linear; for example, children may be exploring and inquiring simultaneously. Furthermore, this cycle of learning recurs as children's (and adults') learnings become more elaborated and refined. Children learn by doing, by touching, experimenting, choosing, talking, negotiating (Dewey, 1914; Jones, 1989). Active manipulation of the environment is essential for children to construct knowledge. Children's actions related to objects, events, and people, and their thinking about the consequences of their actions inevitably change their knowledge, reasoning, and understanding about their experiences. As Elkind (1976) states, "Not only are the child's thought and action changed by experience, but experience itself is changed as a direct result of the child's maturing mental operations. In short, there is inevitably an interaction, and what a child learns is always a product of experience that is itself conditioned by his or her level of cognitive development" (p. 112).

- **Children learn through play.**

The various kinds of play by young children are effective vehicles for promoting learning. Children's spon-

taneous play provides opportunities for exploration, experimentation, and manipulation that are essential for constructing knowledge. Play contributes to the development of representational thought. A child expresses and represents his or her ideas, thoughts, and feelings when engaged in symbolic play. During play a child learns to deal with feelings, to interact with others, to resolve conflicts, and to gain a sense of competence. Perhaps most important, it is through play that children develop their imaginations and creativity.

Children's play also provides opportunities for children to practice spontaneously in a variety of situations the newly acquired skill or knowledge. This self-initiated practice is part of the process of inquiry; during play, children examine and refine their learning in light of the feedback they receive from the environment and other people. Children are naturally interested in participating in activities that strengthen their skills and deepen their understanding of concepts.

During the primary grades, children's play becomes more rule-oriented. As their learning moves toward utilization, they naturally desire that it conform to more conventional rule systems. Playing board and card games and group games with rules promotes the development of autonomy and cooperation which contributes to social, emotional, and intellectual development (DeVries & Kohlberg, 1990; Kamii & DeVries, 1980; Kamii, 1982). Throughout primary grades children need to continue to explore, experiment, imagine, and create, and play naturally promotes these processes.

- **Children's interests and "need to know" motivate learning.**

Children have an inherent need or "inner push" to exercise their emerging mental abilities and to make sense of their experiences. Teachers need to "identify content that intrigues children and arouses in them a need and desire to figure something out" (DeVries, 1987, p. 25). In short, teachers create awareness and foster interest in children by planning the environment and introducing new and stimulating objects, people, and experiences. Activities that are based on children's inter-

ests provide intrinsic motivation for learning. Children then demonstrate initiative, "the quality of undertaking, planning, and attacking a task" (Erikson, 1963, p. 255). Curriculum that is based on children's interests and internal motivation to understand fosters desirable dispositions and feelings, such as initiative, curiosity, attention, self-direction, industry, competence, and love of learning.

- **Human development and learning are characterized by individual variation.**

Each of the foregoing assumptions about learning begins with the word "children," as though generalizations about children apply equally to all. No discussion, however brief, of human development and learning is complete without attention to the principle of human variation. The fact is that every generalization about development and learning carries a caveat: A wide range of individual variation is normal and to be expected. Each human being has an individual pattern and timing of growth and development as well as individual styles of learning. Personal family experiences and cultural backgrounds also vary. Recognition that individual variation is not only normal but also valuable requires that decisions about curriculum and assessment be as individualized as possible.

What should children learn: Curriculum theory

Curriculum has many sources in addition to child development knowledge; these include the knowledge base of various disciplines and the values of the culture and community. Just as curriculum decisions draw on these many sources, principles or guidelines about curriculum content must take into consideration these diverse theoretical foundations. Spodek (1988; in press; Spodek & Saracho, 1990) cautions that we cannot justify the content of what we teach solely on how children learn because the "how" is more concerned with method; decisions about what to teach, the content of the curriculum, are heavily influenced by curriculum theory. Curriculum theories address questions about which knowledge is most important or worthy of inclusion.

A complete discussion of conflicting conceptions of curriculum and their historical influence is beyond the scope of this document and has been well-articulated elsewhere (Eisner & Valance, 1974; Kliebard, 1986). Eisner and Valance (1974) identify five disparate conceptions of curriculum—the development of cognitive processes, self-actualization, social reconstruction-relevance, academic rationalism, and technology—that have had varying degrees of influence on American schools. The influence of curriculum theorists cannot be understated. Examination of curriculum debates over the last century (Kessler, in press) reveals that it was the theory of curriculum as technology, most often associated with the "Tyler Rationale," that limited curriculum goals to observable, measurable behavioral objectives as much or more than behaviorist learning theory.

The foundation for "developmentally appropriate practice" advocated here and elsewhere relates to at least two of Eisner's conceptions of curriculum; it promotes the development of cognitive processes and it also emphasizes the role of personal relevance in curriculum decisions. However, the dominant rationale for the kind of child-centered, experiential learning we advocate is its consistency with democratic values. NAEYC clearly acknowledges that the principles of practice it espouses have their roots in John Dewey's vision of school and society (Bredekamp, 1987, p. 66). Similarly, these guidelines for curriculum and assessment reflect the theoretical perspective that the proper role of the schools is to prepare citizens for democracy and that such a goal dictates that schools emulate democratic communities.

An important American value is personal autonomy, possessing the inner resources to function as a contributing member of a free society. The long-term goal of American education is not only to help children develop personal integrity and fulfillment but also to enable them to think, reason, and make decisions necessary to participate fully as citizens of a democracy (Dewey, 1916). If producing such citizens is the long-term goal of education, then early childhood education programs need to establish goals that are congruent and that contribute to achieving this objec-

tive for all children. The box on page 28 is a **sample** statement of goals for programs serving children from 3 through 8 years of age. A program designed to meet these goals would not only be developmentally appropriate for children now, but would also develop the kind of citizens that our country will need in the 21st century: individuals who are able to think critically, work cooperatively, and solve problems creatively. (It is derived from many sources, primarily: Missouri Department of Elementary Education's *Project Construct Curriculum and Assessment Specification* (1989), the Connecticut Department of Education's *Guide to Program Development for Kindergarten* (1988), and the Report of NAEYC's Commission on Appropriate Education for 4- and 5-Year-Olds (Spodek, 1985).)

This introduction briefly described the practical and theoretical perspectives about curriculum and learning that inform this document. In short, early childhood educators view learning as a developmental, interactive process; learning occurs in children's minds as a result of an interaction—an interaction between thought and experience, an interaction with a physical object, or an interaction between a child and an adult, or between children and their peers. The guidelines that follow were derived from this theoretical perspective of how children learn and what learnings are important.

Guidelines for curriculum content and assessment for 3- through 8-year-olds

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), jointly developed the following guidelines to inform decisions about what constitutes appropriate curriculum content and assessment procedures in programs serving children ages 3 through 8. Decisions about curriculum and assessment are among the most important decisions that educators make. Curriculum and assessment decisions usually reflect a compromise of sorts among the many parties who

SAMPLE* Early Childhood Program Goals

Each individual early childhood program should establish its own goals for children as the result of a consensual process. Those goals should address all domains—emotional, social, cognitive, and physical—and should attend to the development of desirable attitudes and dispositions, skills and processes, knowledge and understanding. Following is a **sample** goal statement for a program serving children 3 through 8 years of age.

Responsible adults want children to:

- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative
- Develop relationships of mutual trust and respect with adults and peers, understand perspectives of other people, and negotiate and apply rules of group living
- Understand and respect social and cultural diversity
- Know about the community and social roles
- Use language to communicate effectively and to facilitate thinking and learning
- Become literate individuals who gain satisfaction as well as information from reading and writing
- Represent ideas and feelings through pretend play, drama, dance and movement, music, art and construction
- Think critically, reason, and solve problems
- Construct understanding of relationships among objects, people, and events such as classifying, ordering, number, space, and time
- Construct knowledge of the physical world, manipulate objects for desired effects, and understand cause and effect relationships
- Acquire knowledge of and appreciation for the fine arts, humanities, and sciences
- Become competent in management of their bodies and acquire basic physical skills, both gross motor and fine motor
- Gain knowledge about the care of their bodies and maintain a desirable level of health and fitness

**For illustrative purposes only—not an official position.*

have an interest in what is taught and learned in schools: parents, community leaders, subject-matter experts, as well as professional educators. NAEYC and NAECS/SDE believe that early childhood educators bear a responsibility to ensure that such decisions are based on current knowledge about child development and learning as well as knowledge of individual children.

The purpose of these guidelines is to ensure that the knowledge base of early childhood education is applied when decisions are made about curriculum

and assessment for young children, 3 through 8 years. Curriculum and assessment decisions must be based on knowledge of what is age-appropriate as well as what is individually appropriate, if we truly want all children to learn and succeed in school and in life. Similarly, curriculum content and assessment procedures in a free society such as ours should reflect the ideals of a participatory democracy such as personal autonomy, decision making, equality, and social justice. Schools should not only teach about democratic values

but should provide opportunities for children "to live democratically in the microcosm of the classroom" (Kessler, in press).

Curriculum content (what children are to learn), learning processes (how children learn), instructional strategies (how to teach), environment (the learning context), and assessment strategies (how to know that learning has occurred and what curriculum adjustments are needed) are all inter-related and constitute the educational program. A complete discussion of these topics is beyond the scope of this document. For more information on NAEYC's positions on appropriate instructional strategies and learning processes, see *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (1987), edited by S. Bredekamp.

Guidelines for curriculum content

The guidelines in this document apply to educational programs for all children ages 3 through 8. Recently, many specialized programs, such as those for children identified as at-risk, gifted, developmentally delayed, learning disabled, physically or emotionally disabled, have been developed primarily because traditional curriculum and classroom practice have not been responsive to a wide range of individual differences. Developmentally appropriate curriculum and practices, such as those described in this document, are more likely to accommodate to a broader range of individual differences. When a child requires specialized services that go beyond what can be provided within regular classroom experiences, then those services should be provided in programs that also meet these guidelines.

Guidelines are standards or principles by which to make a judgment or determine a course of action. The following statements are guidelines to use in making decisions about developing and/or selecting curriculum content for young children (what children are expected to know and be able to do). Guidelines are followed by elaborating paragraphs. To judge curriculum appropriate and acceptable, positive

evidence should exist that **all** guidelines are met. Curriculum should be evaluated at the level of implementation, as well as at previous points in time when curriculum decisions are made. For instance, a curriculum decision made at a district or agency level may appear to conform to the guidelines, but when implemented at the classroom level, it may not. Likewise, if curriculum appears to be weak in meeting one or more guidelines, it may be possible to compensate for the weakness during implementation by teachers in classrooms.

1. The curriculum has an articulated description of its theoretical base that is consistent with prevailing professional opinion and research on how children learn.

Curriculum should be grounded in the most current knowledge of child development and learning. The prevailing world view reflects a developmental, interactive, constructivist approach to learning that is not limited to the almost exclusively behaviorist approach that permeated curriculum and assessment in this country for the past several decades.

2. Curriculum content is designed to achieve long-range goals for children in all domains—social, emotional, cognitive, and physical—and to prepare children to function as fully contributing members of a democratic society.

Curriculum should address the development and learning of the whole child. This means that curriculum in primary grade schools must attend to social, emotional, and physical goals as well as cognitive goals. Likewise, programs for 3- and 4-year-olds need to address cognition as well as social, emotional, and physical development. In addition, curriculum content and processes should reflect democratic ideals of community involvement, liberty, freedom of choice, equality, fairness, and justice.

3. Curriculum addresses the development of knowledge and understanding, processes and skills, dispositions and attitudes.

The acquisition of knowledge and the mastery of skills is accomplished so as to ensure that children will be

disposed to apply the knowledge or skill and so that children associate positive feelings with the learning (Katz, 1989). For example, if reading instruction is limited to drill and practice on phonics and word attack skills, children may choose to not read because they find no pleasure or satisfaction in reading or do not understand what they decode. On the other hand, if children are motivated to get meaning from reading, they are more likely to respond to instruction in use of phonetic cues.

4. Curriculum addresses a broad range of content that is relevant, engaging, and meaningful to children.

The human mind is a pattern detector; the child naturally attempts to make meaning out of every experience. As a result, what is meaningful is always more easily learned, understood, and remembered. Effective curriculum develops knowledge and skills in a meaningful context, not in isolation. For example, children learn numerals and number concepts by counting real objects, not by filling in workbook pages. Children learn letters and their sounds from using them in their name, signs, or stories that are meaningful to them, rather than by tracing them on a page or reciting the alphabet repeatedly. The younger the child, the more important it is to provide curriculum content that is close to the child's experience and therefore more likely to be meaningful.

5. Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed.

Curriculum planning should adjust for normative differences in children's development and learning. Children should not be expected to comprehend abstract/symbolic concepts or master skills or content that can be acquired much more easily later on. To some extent, this guideline addresses the issue of efficiency in teaching and learning. For instance, first, second, and third grade teachers all report that children cannot comprehend place value; they spend hours trying to teach this abstract concept and children either become frustrated or resort to memorizing meaningless tricks. This is

an example of an unrealistic objective that could be attained much more easily later on.

Curriculum decisions about when children are expected to acquire knowledge and skills are based on age-group, individual, and cultural expectations. Curriculum expectations of young children are flexible and dynamic, rather than deterministic and lock-step, since there is no universal sequence of skills development. The curriculum allows for children to work at different levels on different activities and does not require all the children to do the same thing at the same time. Decisions about when knowledge and skills are introduced and/or expected to be accomplished are based on knowledge of the prior experiences of individual children in a group, knowledge of prerequisite intellectual structures, and knowledge about typical patterns of development and learning.

6. Curriculum content reflects and is generated by the needs and interests of individual children within the group. Curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies, to accommodate a broad range of children's individual differences in prior experience, maturation rates, styles of learning, needs, and interests.

Curriculum planning should anticipate the interests that are typical of children of different ages and also emerge from the interests that children demonstrate. Interest can also be generated by exposing children to events, materials and people that children would not experience otherwise. Educators must choose which of children's interests to support and which to ignore. In addition, educators have a responsibility to nurture certain interests, particularly those that are tied to cultural values such as the value of children's autonomy and creative experience.

7. Curriculum respects and supports individual, cultural, and linguistic diversity. Curriculum supports and encourages positive relationships with children's families.

The curriculum embraces the reality of multiculturalism in American society by providing a balance between learning the common core of dominant cultural knowledge (for example, the English language, democratic values) and knowledge of minority cultures. Curriculum accommodates children who have limited English proficiency. All the cultures and primary languages of the children are respectfully reflected in the curriculum.

8. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and foster their acquisition of new concepts and skills.

For example, there is no body of knowledge possessed by all children of the same age, just as there is no universal sequence of learning. Because children bring meaning to learning experiences based on their past experiences and individual development, different children acquire different learnings from the same experience. As a result, curriculum for young children should not be based on a rigid scope and sequence but should help children connect new learning to what they already know and are able to do.

9. The curriculum provides conceptual frameworks for children so that their mental constructions based on prior knowledge and experience become more complex over time.

Conceptual organizers such as themes, units, or projects give children something meaningful and substantive to engage their minds. It is difficult for children to make sense of abstract concepts such as colors, mathematical symbols, or letter sounds when they are presented at random or devoid of any meaningful context.

10. Curriculum allows for focus on a particular topic or content, while allowing for integration across traditional subject-matter divisions by planning around themes and/or learning experiences that provide opportunities for rich conceptual development.

Children's learning is not compartmentalized or divided into artificial

subject matter distinctions. The purpose of integrating curriculum is to reflect the natural way children learn and also to help children make connections between what they learn at home and in the program, between what they learn in school and the real world, and between different disciplines or subject matter areas (British Columbia Ministry of Education, 1990). The curriculum provides for long blocks of time to bring naturally related subjects together and does not require minimal time allotments for instruction in discrete subject matter. For example, children read and write about a science experiment they have done or measure and estimate the number of blocks they will need to build a store.

11. The curriculum content has intellectual integrity; content meets the recognized standards of the relevant subject-matter disciplines.

Regardless of the age of the child, educators have a responsibility to respect the knowledge base of the appropriate disciplines when formulating curriculum. In an attempt to simplify content, curriculum developers sometimes present inaccurate, misleading, or potentially confusing information. If the specific content is related to a particular discipline, then it should be as accurate as possible (although children's constructions of knowledge will not mirror adult conceptions.) For example, science curriculum should be factual and not promote magical thinking in children; likewise, children should be exposed to literature, poetry, and works of art and music of recognized quality.

12. The content of the curriculum is worth knowing; curriculum respects children's intelligence and does not waste their time.

Content should be included in curriculum for specific age groups because it is important for children to learn to function capably in their world. Content goals should include what children can learn efficiently and effectively at this time. Children and teachers should not have to waste time trying to address content that is meaningless, or could be learned much more easily when the child is older.

13. Curriculum engages children actively, not passively, in the learning process. Children have opportunities to make meaningful choices.

The curriculum provides for children's direct experience before moving to more abstract levels of understanding. The curriculum or learning experience builds on children's prior learning and previous knowledge, thus sensory experience is not prerequisite in every situation but vital when introducing new concepts or information. Encouraging and permitting children to make real choices fosters interest and engagement. For instance, children should have opportunities to express their own ideas in writing and to read books of their choosing as well as those that the entire group will address.

14. Curriculum values children's constructive errors and does not prematurely limit exploration and experimentation for the sake of ensuring "right" answers.

Overemphasis on standardized test scores and the acquisition of basic skills has made teachers and parents uncomfortable with the natural process of the child's construction of knowledge. The fact is that teachers can learn a great deal about children's thinking and reasoning and level of cognitive development by attending to their "wrong" answers.

15. Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem-solving abilities.

Curriculum emphasizes both content and process, what children need to know and be able to do. Curriculum content gives meaning to process, rather than focusing on isolated facts. Skills are taught in the context of activities that are meaningful to the child, rather than teaching skills in isolation (Lloyd-Jones & Lunsford, 1989).

16. Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers.

Social interaction with peers and adults is essential for children to develop real understanding. Social inter-

action also provides opportunities for children to learn cooperation and other kinds of positive social behavior. Multi-age grouping is one strategy to promote social interaction among individual children and their more capable peers, an effective way of enhancing language competence and generally assisting children's progress to the next level of development and understanding.

17. Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination.

Curriculum should respect and meet children's physical needs while also promoting children's independent functioning and ability to meet their own needs. Children should not be required to sit still for long periods without a break. Under no circumstances should children who need regular opportunities to move their bodies be kept indoors to complete tasks or deprived of food as punishment.

18. Curriculum protects children's psychological safety, that is, children feel happy, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed.

Decisions about curriculum should respect children's psychological safety. For instance, the content itself should not generate fear or confusion, nor should the premature expectation of mastery of skills generate stress.

19. The curriculum strengthens children's sense of competence and enjoyment of learning by providing experiences for children to succeed from their point of view.

Sometimes teachers seem to use as their primary criterion for selecting curriculum, "But the children just love it!" Enjoying the curriculum is an important but insufficient criterion for curriculum selection. Worthwhile curriculum does not have to entertain children. Instead, children's enjoyment can derive from positive feelings about self and meaningful learning, as they realize their own progress and growing competence.

20. The curriculum is flexible so teachers can adapt to individual children or groups.

The curriculum suggests alternatives as well as assumes that teachers will use their own professional judgment.

Suggestions for using the curriculum guidelines

Developing curriculum or deciding whether a particular curriculum is appropriate for a specific group of children is a complex task that requires consideration of many variables. To facilitate the task of using the Curriculum Guidelines, we have phrased each of the guidelines as a question. We suggest that a curriculum committee, composed of six to eight teachers, review a proposed curriculum by subjecting it to these questions. An approved curriculum would be one for which a group of early childhood professionals could consensually agree in the affirmative to each of the following questions:

1. Does it promote interactive learning and encourage the child's construction of knowledge?
2. Does it help achieve social, emotional, physical, and cognitive goals?
3. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
4. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
5. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
6. Is it of interest to children and to the teacher?
7. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
8. Does it build on and elaborate children's current knowledge and abilities?
9. Does it lead to conceptual understanding by helping children construct

their own understanding in meaningful contexts?

10. Does it facilitate integration of content across traditional subject matter areas?

11. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?

12. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?

13. Does it encourage active learning and allow children to make meaningful choices?

14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?

15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?

16. Does it promote and encourage social interaction among children and adults?

17. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?

18. Does it promote feelings of psychological safety, security, and belonging?

19. Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?

20. Does it permit flexibility for children and teachers?

Guidelines for appropriate assessment

Assessment is the process of observing, recording and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child. Assessment is integral to curriculum and instruction. In early childhood programs, assessment serves several different purposes: (1) to plan instruction for individuals and groups and for communicating with parents, (2) to identify children who may be in need of specialized services or intervention, and (3) to evaluate how well the program is meeting its goals.

The following guidelines first address the primary use of assessment:

for planning instruction and communicating with parents. Guidelines for screening and program evaluation follow. (For additional information on the topic of assessment, see also NAEYC's Position Statement on Standardized Testing of Young Children (NAEYC, 1988) and Unacceptable Trends in Kindergarten Entry and Placement (NAECS/SDE, 1987), and Kamii (1990).)

Guidelines for planning instruction and communicating with parents. Assessment of children's development and learning is absolutely necessary if teachers are to provide curriculum and instruction that is both age-appropriate and individually appropriate. An initial assessment is necessary for teachers to get to know children and to adjust the planned curriculum. The appropriate use of initial assessment is to find out what children already know and are able to do and to use this information to adjust the curriculum to the individual children. Too often, initial assessment takes the form of "readiness testing" with young children or "achievement testing" with older children, the results of which are used to exclude children from the program, track them by ability, or otherwise label them. How the initial assessment is conducted will determine the accuracy and usefulness of the findings. To provide an accurate picture of children's capabilities, teachers must observe children over time; information obtained on one brief encounter may be incomplete or distorted. Likewise, initial assessment information must be used to adjust curriculum and instruction. If assessment data are ignored and no adjustments are made, then the data should not be collected. Moreover, assessment data should be used to bring about benefits for children such as more individualized instruction; it should not be used to recommend that children stay out of a program, be retained in grade, or be assigned to a segregated group based on ability or developmental maturity.

The following principles should guide assessment procedures for children ages 3 through 8:

1. Curriculum and assessment are integrated throughout the program; assessment is congruent with and rel-

evant to the goals, objectives, and content of the program.

2. Assessment results in benefits to the child such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.

3. Children's development and learning in all the domains—physical, social, emotional, and cognitive—and their dispositions and feelings are informally and routinely assessed by teachers' observing children's activities and interactions, listening to them as they talk, and using children's constructive errors to understand their learning.

4. Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.

5. Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.

6. Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. Assessment avoids approaches that place children in artificial situations, impede the usual learning and developmental experiences in the classroom, or divert children from their natural learning processes.

7. Assessment relies on demonstrated performance, during real, not contrived activities, for example, real reading and writing activities rather than only skills testing (Engel, 1990; Teale, 1988).

8. Assessment utilizes an array of tools and a variety of processes including but not limited to collections of representative work by children (artwork, stories they write, tape recordings of their reading), records of systematic observations by teachers, records of conversations and interviews with children, teachers' summaries of children's progress as individuals and as groups (Chittenden & Courtney, 1989; Goodman, Goodman, & Hood, 1989).

9. Assessment recognizes individual diversity of learners and allows for differences in styles and rates of learning. Assessment takes into consideration

children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native language as well as in English.

10. Assessment supports children's development and learning; it does not threaten children's psychological safety or feelings of self-esteem.

11. Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.

12. Assessment demonstrates children's overall strengths and progress, what children can do, not just their wrong answers or what they cannot do or do not know.

13. Assessment is an essential component of the teacher's role. Since teachers can make maximal use of assessment results, the teacher is the primary assessor.

14. Assessment is a collaborative process involving children and teachers, teachers and parents, school and community. Information from parents about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.

15. Assessment encourages children to participate in self-evaluation.

16. Assessment addresses what children can do independently and what they can demonstrate with assistance, since the latter shows the direction of their growth.

17. Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.

18. A regular process exists for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numeri-

cal grades, but rather provides more meaningful, descriptive information in narrative form.

Guidelines for identifying children with special needs. Another major purpose of assessing children is to identify children with special needs in order to ensure that they receive appropriate services and/or intervention. The identification process involves at least two steps: screening and diagnosis. Screening is a brief assessment procedure designed to identify children who may have a learning problem or handicapping condition that requires more intensive diagnosis based on many sources of information, including that obtained from parents and expert diagnosticians (Meisels, 1985). Formal screening is warranted when parents, teachers, or other professionals suspect that a child may have such a problem. Screening should never be used to identify second language learners as "handicapped," solely on the basis of their limited abilities in English. The word "screening" is sometimes used erroneously to refer to the administration of formal or informal readiness tests by which teachers get to know children so they can begin the process of tailoring the curriculum that they planned for all the children to the individual children in their group. This process is more accurately described as assessment for planning instruction and therefore the guidelines above apply to these situations.

Components of the screening process (ILASCD, 1989) typically include a range of activities which allow the screener to observe and record children's physical health, fine/gross motor skills, social interactions, emotional expressions, communication competence, concept development, and adaptive skills. A parent interview obtains the following information, at a minimum: medical history, general health, family health concerns, serious or chronic illness, family composition, parent perception of child's social-emotional and cognitive development.

The following principles (ILASCD, 1989; Maryland Department of Education, 1989) should guide assessment procedures used to identify children's special needs:

1. Results of screening tests are not

used to make decisions about entrance to school or as the single criterion for placement in a special program, but rather are used as part of a thorough process of diagnosis designed to ensure that children receive the individual services they need.

2. Any standardized screening or diagnostic test that is administered to a child is valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. This is determined by a careful review of the reliability and validity information that is provided in the technical manual that accompanies the test and of independent reviews of tests such as those available in *Buros' Mental Measurement Yearbook*.

3. When a child is formally tested, the procedures conform with all regulations contained in P.L. 94-142. Parents are informed in advance, and information about the test and test results are shared with the child's parents. Any interpretation of test scores describes, in non-technical language, what the test covered, what the scores do and do not mean (common misinterpretations of the test scores) and how the results will be used. Allowances are made for parents to remain with the child during screening, if desired.

4. The screener approaches all interactions with children in a positive manner. The screener has knowledge of and prior experience with young children in order to score the measure accurately and support the validity of the results.

5. The younger the child, the more critical it is that the screening activities involve the manipulation of toys and materials rather than pictures and paper/pencil tasks.

6. If the results of the screening indicate that a child has not performed within an average developmental range, the child is seen individually by an experienced diagnostician who is also an expert in child development.

7. If a comprehensive diagnostic process is recommended after screening, key conditions warranting the implementation of this process should be delineated and documented for the parents in writing in non-technical language they can understand.

Throughout the assessment process, parents must be informed in writing about diagnostic resources, parent rights and reasons for referral, as well as rights of refusal.

Guidelines for program evaluation and accountability. Whenever children are served in a program, it is essential that the program be evaluated regularly to ensure that it is meeting its goals and that children and families are benefitting from participation. In recent years, standardized test scores have become the primary vehicle for demonstrating that schools and teachers are accountable. Too often, this practice has led to blaming children who are ill-served by the program or punishing districts that do not measure up to expectations without examining all components of the program. Overreliance on standardized achievement test scores as the only indicator of program effectiveness has had a detrimental effect on curriculum. Therefore, any effort to reform curriculum must be matched by testing reform. Data obtained through program evaluation should be used to identify areas in need of staff development or other support.

The following guidelines are designed to guide program evaluation efforts:

1. In constructing assessment procedures related to evaluating programs or determining program accountability, no other stated principles of curriculum or assessment are violated.
2. Performance data of children collected by teachers to plan instruction are summarized and quantified by teachers and administrators to use in evaluating how well the program is meeting its goals for children and families.
3. The program uses multiple indicators of progress in all developmental domains to evaluate the effect of the program on children's development and learning. Group-administered, standardized, multiple-choice achievement tests are prohibited before third grade, preferably fourth. (See Kamii, Ed., 1990.)
4. All components of the program are evaluated to judge program effectiveness within the overall context of opportunities provided for children

and families, including staff development and evaluation, parent satisfaction and feelings about how well the program serves their children and their opportunities for involvement, administration, physical environment, and health and safety. Results of outside, independent evaluation such as that obtained from program accreditation is useful in program evaluation.

5. Programs which are mandated to use a standardized test of children's progress for program evaluation or accountability purposes employ a sampling method whenever feasible. This approach eliminates the need to subject all children to a testing procedure which can consume large blocks of time, cause undue stress, and produce results which are used for unwarranted decisions about individual children.

Applying the assessment guidelines

As with curriculum decisions, assessment decisions should reflect the consensual opinion of early childhood professionals as well as assessment experts. To facilitate this process, we have phrased the foregoing guidelines as questions. Evaluation of current or proposed assessment procedures and/or instruments should result in affirmative responses to **all** of these questions.

Questions to ask in evaluating a program's assessment procedures

1. Is the assessment procedure based on the goals and objectives of the specific curriculum used in the program?
2. Are the results of assessment used to benefit children, i.e., to plan for individual children, improve instruction, identify children's interests and needs, and individualize instruction, rather than label, track, or fail children?
3. Does the assessment procedure address all domains of learning and development—social, emotional, physical, and cognitive—as well as children's feelings and dispositions toward learning?
4. Does assessment provide useful information to teachers to help them do a better job?
5. Does the assessment procedure rely

on teachers' regular and periodic observations and record-keeping of children's everyday activities and performance so that results reflect children's behavior over time?

6. Does the assessment procedure occur as part of the ongoing life of the classroom rather than in an artificial, contrived context?
7. Is the assessment procedure performance-based, rather than only testing skills in isolation?
8. Does the assessment rely on multiple sources of information about children such as collections of their work, results of teacher interviews and dialogues, as well as observations?
9. Does the assessment procedure reflect individual, cultural, and linguistic diversity? Is it free of cultural, language, and gender biases?
10. Do children appear comfortable and relaxed during assessment rather than tense or anxious?
11. Does the assessment procedure support parents' confidence in their children and their ability as parents rather than threaten or undermine parents' confidence?
12. Does the assessment examine children's strengths and capabilities rather than just their weaknesses or what they do not know?
13. Is the teacher the primary assessor and are teachers adequately trained for this role?
14. Does the assessment procedure involve collaboration among teachers, children, administrators, and parents? Is information from parents used in planning instruction and evaluating children's learning? Are parents informed about assessment information?
15. Do children have an opportunity to reflect on and evaluate their own learning?
16. Are children assessed in supportive contexts to determine what they are capable of doing with assistance as well as what they can do independently?
17. Is there a systematic procedure for collecting assessment data that facilitates its use in planning instruction and communicating with parents?
18. Is there a regular procedure for communicating the results of assess-

ment to parents in meaningful language, rather than letter or number grades, that reports children's individual progress?

Questions to ask in evaluating screening/diagnostic procedures

1. Are screening test results used only as a first step in a systematic diagnostic procedure for identifying children with special needs? Are screening test results **never** used to deny children entrance to a program or as the sole criterion for assignment to a special program?
2. Are the screening tests used reliable and valid for the purpose for which they are used? Are the technical adequacies of standardized measures carefully evaluated by knowledgeable professionals?
3. Are parents informed in advance when children are screened? Is the purpose and procedure carefully explained to parents and are parents permitted to stay with their child if desired?
4. Is the screener knowledgeable about young children and able to relate to them in a positive manner?
5. Does the screening procedure involve concrete hands-on activities rather than paper-and-pencil tasks?
6. Does the screening procedure lead to systematic diagnosis of potential handicapping conditions or health problems for the children for which this is warranted?
7. Are parents informed of the procedures and their rights throughout the screening/diagnosis procedure?

Questions to ask in evaluating program evaluation procedures

1. Is the program evaluation procedure congruent with all other stated principles of curriculum and assessment?
2. Does the program evaluation summarize and quantify the results of performance-based assessments of children's progress conducted by classroom teachers?
3. Does the program evaluation incorporate many indicators of children's

progress, rather than standardized, group-administered achievement test scores?

4. Does the program evaluation address all components of the delivery of

the program instead of being limited to measuring outcomes for children?

5. Is sampling used in situations where the administration of a standardized achievement test is mandated?

Next steps: Resources and strategies for implementation

The guidelines presented here are the result of two years of work and the thoughtful input of hundreds of early childhood professionals and were adopted by the Boards of NAEYC and NAECS/SDE in November 1990. These guidelines are principles to guide decisions, both theoretical and practical, about what should be included in curriculum and how learning should be assessed. The development of these guidelines has been a challenging task. We feel that we were able to address most of the concerns of reviewers, but one major issue remains unresolved. A few of our critics justifiably pointed out that the guidelines are not specific enough to achieve our goal of helping curriculum developers determine what content is appropriate and when. We struggled with this challenge, hesitating to be more specific because we do not want to be prescriptive and also because age-appropriateness is only one dimension of determining an appropriate curriculum. The need to adjust for individual differences is equally important as are other factors. To address the need for greater specificity, we developed a framework for determining age-appropriate and individually appropriate content that is briefly described below. In fall 1991, NAEYC will publish a book that will include the official position, and will include specific chapters illustrating the application of the framework to curriculum goals. A number of national organizations and experts in the subject matter disciplines have recently developed excellent resources for improving curriculum that are congruent with the guidelines presented in this document. The volume to be published by NAEYC in fall 1991 will expand on the existing curriculum recommendations by placing the recommendations within a model of child development

and learning. This book will be an NAEYC Comprehensive Membership Benefit. The framework and some examples of its utility are briefly described below.

A framework for determining age- and individually appropriate content

It is possible to identify goals for the full age-range served in an early childhood program as on page 28. However, specific content and learning objectives appropriate for each age group will vary. For example, curriculum to promote literacy development will look quite different for 3-year-olds than for 8-year-olds. Similarly, expectations of what children are capable of understanding and doing will vary according to the age and experience of the children.

Determining age-appropriate and individually appropriate expectations is the key to making good curriculum decisions. Such decisions are best made at the classroom level where teachers know the individual children and community. However, many important curriculum decisions are made at a level far removed from the individual child, such as when the school district adopts a textbook series for each grade level or when the curriculum specialist for a child care system adopts a commercially available curriculum or develops one for all centers.

As indicated earlier, curriculum has many sources among which are: child development knowledge, knowledge of individuals, community expectations, and the content of the disciplines. In developing and/or selecting appropriate curriculum content, all of these sources are activated; but for the curriculum to be developmentally appro-

appropriate, knowledge of child development must be of primary consideration. If the curriculum expectations are not realistic and attainable for the age group in general, then it is less likely that the curriculum can be made individually appropriate or that the goals can be achieved, regardless of community expectations or other variables.

Because learning and development are so individualized, it is not possible nor desirable to establish uniform age-appropriate expectations. However, it is possible to identify parameters to guide decisions about the appropriateness of curriculum expectations. Following is a framework for determining age-appropriate curriculum content. This framework reflects the cycle of human learning—movement from awareness, to exploration, to inquiry, to utilization (Rosegrant, 1989; see pp. 24–27 of this document). **Awareness** is broad recognition of the parameters of the learning—events, objects, people, or concepts; awareness comes from experience. **Exploration** is the process of figuring out the components or attributes of events, objects, people, or concepts by whatever means available. **Inquiry** is the process whereby children bring their own personal meaning to their experiences. **Inquiry** is the process of developing understanding of commonalities across events, objects, people, or concepts. At this point, the child begins to generalize their personal concepts and adapt them to more adult ways of thinking and behaving. **Utilization** is the functional level of learning, at which children can apply or make use of their understanding of events, objects, people, or concepts. To learn something new, children must become aware, explore, inquire, use and apply. This process occurs over time and reflects movement from learning that is informal and incidental, spontaneous, concrete-referenced, and governed by the child's own rules to learning that is more formal, refined, extended, enriched, more removed in time and space from concrete references and more reflective of conventional rule systems.

To illustrate this cycle, think of the process of learning to write. Three- and 4-year-olds usually demonstrate an awareness of print from their experi-

Model of Learning and Teaching

What Children Do

Awareness

- Experience
- Acquire an interest
- Recognize broad parameters
- Attend
- Perceive

Exploration

- Observe
- Explore materials
- Collect information
- Discover
- Create
- Figure out components
- Construct own understanding
- Apply own rules
- Create personal meaning

Inquiry

- Examine
- Investigate
- Propose explanations
- Focus
- Compare own thinking with that of others
- Generalize
- Relate to prior learning
- Adjust to conventional rule systems

Utilization

- Use the learning in many ways; learning becomes functional
- Represent learning in various ways
- Apply to new situations
- Formulate new hypotheses and repeat cycle

What Teachers Do

- Create the environment
- Provide opportunities by introducing new objects, events, people
- Invite interest by posing problem or question
- Respond to child's interest or shared experience
- Show interest, enthusiasm

- Facilitate
- Support and enhance exploration
- Provide opportunities for active exploration
- Extend play
- Describe child's activity
- Ask open-ended questions, "What else could you do?"
- Respect child's thinking and rule systems
- Allow for constructive

- Help children refine understanding
- Guide children, focus attention
- Ask more focused questions, "What else works like this? What happens if?"
- Provide information when requested, "How do you spell?"
- Help children make connections

- Create vehicles for application in real world
- Help children apply to new situations
- Provide meaningful situations to use learning

ences of being read to or observing that signs convey messages. Some fours and most 5-year-olds begin to explore print by scribbling, drawing, using their own inventive spelling to write words, and re-reading what they have written. Six-year-olds begin to more carefully examine print, looking for patterns, detecting similarities and differences in letters and words. Most 7- and 8-year-old children are beginning to utilize the conventional rule systems that govern written language to function as effective readers and writers.

The cycle of learning repeats itself as children's concepts and skills become more elaborated. This cycle—awareness to utilization—describes what children are doing at any given time. What teachers do looks different depending on where individual children are in this cycle of learning as illustrated in the chart on page 36. Not only must the teacher adjust her or his behavior depending on where the group of children are in this learning cycle, but the teacher must also identify where each child is on this continuum, plan, and interact accordingly. For instance, if a 6-year-old comes to school not having had opportunities to become aware of and explore print, the school needs to provide these experiences. This child cannot be expected to successfully begin with the conventions of print as most of the other 6-year-olds will do. Instead, time needs to be provided to create awareness and foster exploration, albeit not as much time as was given to this process more naturally. Similarly, another 6-year-old in the group may have had numerous prior opportunities to become aware of, explore, and examine print and this child may proceed to utilize the knowledge of print in writing.

Application of the framework can also be illustrated in the process of learning to read. The ability to recognize letters is one important predictor of successful reading, but adults often erroneously assume that direct instruction in letter recognition will achieve this end. Like the development of other knowledge, the ability to recognize letters begins in awareness and exploration. Three- and 4-year-olds should have many opportunities to become aware of letters in meaningful contexts

by being read to and seeing environmental print. Some 4-year-olds and most fives will explore letters in many contexts and learn to recognize those that are most meaningful first. Some 5- and most 6-year-olds examine letters more closely, adjust their personal perceptions to the conventional uses of letters and are able to utilize the ability to recognize letters in a variety of contexts. Again, the normative expectation that 6-year-olds are at an inquiry level in letter recognition ability is predicated on their having had opportunities to become aware and explore letters in a variety of contexts. If they have not had those opportunities, then an expectation of understanding the conventional letter system at age six, is unrealistic.

Normative expectations of children of different ages will vary greatly depending on the specific curriculum objective or content. For example, the ability to express thoughts and feelings verbally so as to be clearly understood by others should be well-developed in most 4-year-olds. Awareness and exploration of verbal language naturally occurs in infancy and toddlerhood. This means that verbal language development would be a focused goal in preschool and kindergarten. Verbal language ability then becomes further refined and elaborated as it is utilized for many different purposes throughout the primary grades.

The utility of this framework can also be illustrated by applying it to a mathematics example. One of the K-4 curriculum standards of the National Council of Teachers of Mathematics (1989) is measurement. Of course, the expectation of children's understanding of measurement should vary enormously depending on age and individual experience. An appropriate expectation of 3- and 4-year-olds is awareness and exploration of relative size differences. Fours, fives, and sixes should explore the concept of measurement using their own non-standard units of measure, such as how many blocks long the building is or how many of their own hands tall they are. Having grasped the concept of measuring by inventing their own units of measure, 7- and 8-year-olds can then begin to apply the standard units of measurement.

Utilizing this framework to conceptualize both age-appropriate and individually appropriate curriculum expectations has several advantages. It emphasizes the need for teachers at all levels to understand the entire continuum of learning. It helps to emphasize the importance and value of awareness and exploration in the learning process; but it also acknowledges that creating interest and allowing for exploration are only part of the continuum of learning. Depending on the specific curriculum goal and the individual children in the group, teachers assist the inquiry process whereby children's learnings are extended, refined, and adjusted to the conventional adult constructs and thereby applicable in many contexts. Children in any group are at all stages along the continuum of learning relative to the curriculum content and depending on their individual experiences. Attention to the full learning continuum corrects the error of premature expectation of mastery just as it corrects the error of assuming that exploration is the end goal in every learning situation.

Early childhood educators and curriculum developers are encouraged to think about this framework in their daily work with children and to use it as a tool for analyzing and conceptualizing appropriate curriculum expectations for individuals and groups of children.

References

- American Association for the Advancement of Science. (1989). *Science for all Americans: A project 2061 report on literacy goals in science, mathematics, and technology*. Washington, DC: Author.
- Association for Supervision and Curriculum and Development. (1989). *Toward the thinking curriculum: Current cognitive research*. Alexandria, VA: Author.
- Bennett, W. J. (1988). *First lessons*. Washington, DC: U.S. Department of Education.
- Biber, B. (1984). *Early education and psychological development*. New Haven, CT: Yale University Press.
- Bredenkamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (ex. ed.). Washington, DC: NAEYC.
- British Columbia Ministry of Education. (1990). *Primary Program Resource Document*. Victoria, British Columbia: Author.

- Chittenden, E., & Courtney, R. (1989). Assessment of young children's reading: Documentation as an alternative to testing. In D. Strickland (Ed.), *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.
- Connecticut Department of Education. (1988). *Guide to program development for kindergarten*. Hartford, CT: Author.
- DeVries, R., & Kohlberg, L. (1989). *Constructivist early education: Overview and comparison with other programs*. Washington, DC: NAEYC.
- Eisner, E. (1990). Who decides what schools teach? *Phi Delta Kappan*, 71(7), 523-526.
- Eisner, W. E., & Vallance, E. (Eds.). (1974). *Conflicting conceptions of curriculum*. Berkeley: McCutchan.
- Elkind, D. (1976). *Child development and education*. New York: Oxford University Press.
- Elkind, D. (1987). *Miseducation: Preschoolers at risk*. New York: Knopf.
- Engel, B. (1990). An approach to evaluation in reading and writing. In C. Kamii (Ed.), *Achievement testing in early childhood education: Games grown-ups play*. Washington, DC: NAEYC.
- Erikson, E. (1963). *Childhood and society*. New York: Norton.
- FairTest (National Center for Fair and Open Testing). (1990). *Fallout from the testing explosion: How 100 million standardized exams undermine equity and excellence in America's public schools (3rd edition)*. Cambridge, MA: FairTest.
- Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Portsmouth, NH: Heinemann.
- Garbarino, J. (1989). Early intervention in cognitive development as a strategy for reducing poverty. In G. Miller (Ed.), *Giving children a chance: The case for more effective national policies*. (pp. 23-26). Washington, DC: National Policy Press.
- Goodman, K., Goodman, Y., & Hood, W. (1989). *The whole language evaluation book*. Portsmouth, NH: Heinemann.
- Hirsch, E. (1987). *Cultural literacy: What every American needs to know*. Boston: Houghton Mifflin.
- Illinois Association for Supervision and Curriculum Development. (1989). *Early childhood screening*. Normal, IL: Author.
- International Reading Association. (1989). *Literacy development and prefirst grade*. Newark, DE: Author.
- Jones, E. (1989). *Emergent curriculum: Planning and letting go*. Unpublished paper. Pasadena, CA: Pacific Oaks College.
- Kamii, C. (1982). *Number in preschool and kindergarten: Educational implications of Piaget's Theory*. Washington, DC: NAEYC.
- Kamii, C. (Ed.). (1990). *Achievement testing in early childhood education: The games grown-ups play*. Washington, DC: NAEYC.
- Kamii, C., & DeVries, R. (1980). *Group games in early childhood education*. Washington, DC: NAEYC.
- Katz, L. G. (July, 1989). *Pedagogical issues in early childhood education*. Unpublished document.
- Katz, L. G., & Chard, S. (1989). *Engaging children's minds: The project approach*. Norwood, New Jersey: Ablex.
- Kessler, S. (in press). Reconceptualizing early childhood education. *Early Childhood Research Quarterly*.
- Kleibard, H. (1986). *The struggle for the American curriculum*. Boston: Routledge & Kegan Paul.
- Lloyd-Jones, R., & Lunsford, A. A. (Eds.). (1988). *The English Coalition Conference: Democracy through language*. Urbana, IL: National Council of Teachers of English.
- Maryland State Department of Education. (1989). *Standards for implementing quality prekindergarten education*. Baltimore, MD: Maryland State Department of Education, Division of Instruction, Language, and Supplementary Programs. (ERIC Document Reproduction Service No. ED 238 525.)
- Meisels, S. J. (1985). *Developmental screening in early childhood: A guide*. (rev. ed.). Washington, DC: NAEYC.
- Missouri Department of Elementary and Secondary Education. (May, 1989). *Project contract: Curriculum and assessment specifications*. St. Louis, MO: Author.
- National Association for the Education of Young Children. (1988). Position statement on standardized testing of young children 3 through 8 years of age. *Young Children*, 43(3), 42-47.
- National Association of Early Childhood Specialists in State Departments of Education. (1987). Unacceptable trends in kindergarten entry and placement. Unpublished paper.
- National Association of Elementary School Principals. (1990). *Early childhood education and the elementary school principal*. Alexandria, VA: Author.
- National Association of State Boards of Education. (1988). *Right from the start: The report of the NASBE task force on early childhood education*. Alexandria, VA: Author.
- National Commission on Social Studies in the Schools. (1989). *Charting a course: Social studies for the 21st century*. Washington, DC: Author.
- National Commission on Testing and Public Policy. (1990). *From gatekeeper to gateway: Transforming testing in America*. Chestnut Hill, MA: Author.
- National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics*. Reston, VA: Author.
- Rosegrant, T. (1989). The developmental characteristics of three-and-a-half- to five-and-a-half-year-olds and implications for learning. Unpublished paper.
- Rothman, R. (May, 1989). What to teach: Reform turns finally to the essential question. *Education Week*, 1(8), 10-11.
- Shepard, L. A., & Smith, M. L. (1988). Escalating academic demand in kindergarten: Some nonolutions. *Elementary School Journal*, 89(2), 135-146.
- Smith-Burke, M. T. (1985). Reading and talking: Learning through interaction. In Jaggar, A., & Smith-Burke, M. T. (Eds.). *Observing the language learner*. Newark, DE: International Reading Association.
- Spodek, B. (1977). What constitutes worthwhile educational experiences for young children. In B. Spodek (Ed.), *Teaching practices: Reexamining assumptions* (pp. 1-20). Washington, DC: NAEYC.
- Spodek, B. (1985). Goals and purposes of educational programs for 4- and 5-year-old children. Final report of the Commission on Appropriate Education. Unpublished document.
- Spodek, B. (1988). Conceptualizing today's kindergarten curriculum. *The Elementary School Journal*, 89(2), 203-212.
- Spodek, B. (in press). What should we teach kindergarten children? *Educational Leadership*.
- Strauss, S. (1987). Educational-developmental psychology and school learning. In L. Liben (Ed.), *Development and learning: Conflict or congruence?* Hillsdale, NJ: Erlbaum.
- Teale, W. H. (1988). Developmentally appropriate assessment of reading and writing in the early childhood classroom. *The Elementary School Journal*, 89(2), 173-184.
- Teale, W., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Norwood, NJ: Ablex.
- Vygotsky, L. S. (1978). *Mind in society: The development of psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology*. Armonk, NY: M. E. Sharpe.

Copyright © 1991 by the National Association for the Education of Young Children. See cover 2 for reprint information. [Volume 46, Number 3]

*Developmentally Appropriate Practice
in Early Childhood Programs
Serving Children
From Birth Through Age 8*

EXPANDED EDITION

naeyc

This definitive work is our profession's consensus of what are appropriate and inappropriate practices.

NAEYC order #224 \$5

NAEYC Principles of Appropriate Practices for Young Children

- **Teachers must always be aware of the "whole child."**

All areas of development are important -- physical, social, emotional, and intellectual. Children are more likely to succeed in school when the environment provides opportunities for them to physically use their bodies, make friends, and develop self-esteem as well as acquire knowledge.

- **Throughout the primary grades, the curriculum should be integrated.**

The curriculum does not need to be divided into discrete subjects with time allotted for each. Young children can practice several skills while completing a creative activity. They can master social and cognitive skills as they work on problem-solving tasks.

- **Primary-age children should be engaged in active rather than passive activities.**

Children learn best from firsthand, relevant experiences. Sitting silently and listening to someone else talk does not develop rich concepts.

- **The curriculum should provide many developmentally appropriate materials for children to explore and think about. The curriculum should also provide opportunities for interaction and communication with adults and other children.**

Children learn best:

- When they manipulate real objects rather than do pencil-and-paper or seatwork activities.
- When they solve problems using firsthand experiences.
- When they discuss what they have experienced with others.

- **The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.**

Children understand better when concepts and information are related to their own personal experiences.

Adapted From: National Association for the Education of Young Children (1989). Appropriate education in the primary grades: A position statement. (pp. 22-23). Washington, DC:NAEYC.

- **Provide primary-age children with opportunities to work in small groups on projects that provide rich content for conversations. Teachers facilitate discussions among children by making comments and actively soliciting children's opinions and ideas.**

Children acquire deeper understanding and comprehension when they complete meaningful projects over time. Research indicates that engaging children in conversations strengthens their ability to communicate and to reason.

- **Teachers recognize the importance of developing positive peer group relationships. Teachers provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.**

Essential to developing a sense of one's own competence, primary-age children need to experience positive relationships and friendships with peers. Instructional practices which place undue emphasis on competition and comparison among children may stifle their motivation to learn and inhibit children's optimism concerning their own abilities and potentials.

- **The younger the children and the more diverse their background, the wider the variety of teaching methods and materials required.**

No one teaching strategy will work for all children. Each child brings to school a unique pattern of development, learning style, and family/cultural background. Effective teachers use a variety of instructional methods and practices in a flexible manner. Effective teachers recognize that an appropriate curriculum fits the needs of the child.

- **Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills but also the disposition and inclination to use them.**

Children must acquire a love of learning as well as knowledge about the world. Children must acquire the desire to read and to do math as well as understand the mechanics. Children must want to and know how to use problem solving techniques as well as apply rote memorization skills.

NAESP Principles of Effective

EARLY CHILDHOOD CURRICULA

1. Throughout the preschool years and into the primary grades, the curriculum should be presented in an **integrated** format rather than in 10- or 20-minute time segments for each content area. Toward that end it should be planned around themes, with the themes being developed through learning centers in which the children are free to plan and select activities to support their individual learning experience.
2. Children in preschool through primary grades should be engaged in **active--rather than passive--** learning activities. The curriculum must be seen as more than a program purchased from a publisher.
3. Spontaneous **play**, either alone or with other children, is a natural way for young children to learn to deal with one another and to understand their environment; play should be valued and included in the program plan.
4. Because children come to school with different knowledge, concepts, and experiences, it is important that new learning be **connected** to something that is known and relevant.

From: *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children*, p. 4. (1990). Alexandria, VA: National Association of Elementary School Principals.



NAESP Standards for Early Childhood Curricula



The National Association of Elementary School Principals published *Early Childhood Education and the Elementary School Principals: Standards for Quality Programs for Young Children* in 1990. This publication, often referred to as "the blue book" because of the color of its cover, is available from NAESP (1615 Duke Street, Alexandria, VA 22314) for \$14.95 (non-members). The blue book includes an overview of trends and issues in early childhood education, principles of effective early childhood curricula, 28 program standards with respective quality indicators, a checklist for applying the standards, a brief bibliography, a short glossary, and a list of selected organizations concerned with early childhood programs. The 28 standards are divided into the categories of curriculum, personnel, accountability, parents, and community. The curriculum standards and quality indicators are listed below.

CURRICULUM STANDARD: The organization and implementation of an early childhood program is based on a statement of philosophy.

QUALITY INDICATORS:

- A review of recent research and literature has been completed.
- A statement of the program's philosophy is developed cooperatively by parents, staff members of each grade level, and community representatives, thus assuring a sense of ownership among those involved.
- The statement of philosophy is consistent with that of the school district.
- A copy of the statement is available to anyone interested.
- The philosophy is the basis of all program decisions.
- An assessment of the current program has been conducted and the results are carefully considered in making changes.
- The philosophy is reviewed annually.

CURRICULUM STANDARD: The content of the curriculum reflects a balance of all areas of learning, offered in an integrated manner and reflecting the holistic nature of learning.

QUALITY INDICATORS:

- Life experiences are used as a basis for learning.
- Language acquisition and development are experience based.
- Spoken and written language skills interact and influence each other.
- Children learn about reading and writing through observing these skills being used and through using them themselves.
- Writing and reading are taught simultaneously and are experienced as an integrated part of the total curriculum, not just at assigned times.
- A natural language approach precedes phonics instruction, which is introduced in the first and second grades. Children develop an awareness of phonics through interaction with meaningful text (i.e., stories, songs, invented spelling, etc.).
- Children hear and read various types of literature carefully selected and pre-read by the teacher.
- Children understand that the purposes of reading are to construct meaning and to experience enjoyment.
- Skills are presented in a meaningful context.
- Children's progress in reading is continuous, and materials are provided at a variety of ability levels in each classroom.
- Independent writing and reading practice is scheduled each day.

(continued on next page)

CURRICULUM STANDARD: The content of the curriculum reflects a balance of all areas of learning, offered in an integrated manner and reflecting the holistic nature of learning. (continued)

QUALITY INDICATORS (cont.) :

- Numbers and numeration are developed through manipulation of concrete objects and are understood by the children before they move to operations.
- Development of logical thinking and problem solving is fostered.
- Many opportunities are made available for children to explore, investigate, and discover mathematics.
- Relationships among mathematical skills and concepts are emphasized.
- Concepts, dispositions, and the acquisition of skills are addressed in an integrated fashion; content is not presented as isolated bits of knowledge.
- Creative expression is developed through art, music and drama, dance, and movement.
- Values are taught through modeling, role playing, and simulation.
- Content is responsive to the cultural and linguistic diversity of children involved. The children are frequently taken into the community, and representatives of the community come frequently to the school.
- Play is respected as an appropriate way of learning.
- Content is integrated around themes. The theme approach includes activities in language arts, social studies, creative dramatics, music, art, science, math, or any combination of these-- rather than via short periods of time spent on each subject area.

CURRICULUM STANDARD: Scheduling practices reflect the developmental stages of children ages 3 through 8.

QUALITY INDICATORS:

- Transitions between activities flow smoothly and are kept to a minimum.
- Blocks of time are scheduled in such a way that the children can become absorbed in their learning experiences without being interrupted.
- About one-third of the day is allowed for child-initiated activities.
- Extended-day/full-day programs provide an unhurried learning environment that reflects a developmental program and resists the inclination to increase academic pressures.
- The schedule provides a balance of
 - Teacher-directed and child-initiated activities
 - Active and quiet activities
 - Independent and guided activities
 - Large group, small group, and individual activities.
- Instructional specialists collaborate with the classroom staff to prepare and deliver instruction appropriate for the particular children involved.
- Programs or activities that pull children out of the classroom are minimal or nonexistent.

CURRICULUM STANDARD: The teacher uses varied teaching strategies, depending on the developmental levels of the children.

QUALITY INDICATORS:

- Teachers meet the needs of children at their unique levels of development and ability.
- The teachers present information in multisensory ways.
- The teachers emphasize process learning rather than project completion.
- The teachers create a classroom environment that gives the children many opportunities for exploration.
- The teachers arrange for developmentally appropriate activities and materials that provide concrete, experiential learning.
- The teachers use instructional strategies that promote interaction with the other children and expose the children to a variety of materials.
- The teachers use questioning techniques that lead children to higher levels of thinking.
- The teachers plan for and encourage meaningful, purposeful conversation, which contributes to language development.
- The teachers employ instructional strategies adapted to the pupils' learning styles and levels of development, capitalizing on the youngsters' spontaneity and intellectual excitement.
- The students rarely if ever work together as a total group for more than a third of the day; most direct instruction is done in small groups or one-on-one as teachers interact with the children.
- The teaching strategies employed are consistent with a content-integrated program; i.e., theme-centered units of learning involving three or more content areas.

(continued on next page)

CURRICULUM STANDARD: The teacher uses varied teaching strategies, depending on the developmental levels of the children. (continued)

QUALITY INDICATORS (cont.) :

- Positive guidance techniques (e.g., redirection, reinforcement, encouragement, etc.) are used to enhance the learners' self-esteem.
- The teachers discuss and illustrate logical thinking skills, toward helping the students develop sound decision-making and problem-solving techniques.
- Teachers model the rewards of lifelong learning.

CURRICULUM STANDARD: The principal promotes research-based recommended class size.

QUALITY INDICATORS:

- As recommended by recent research, children are assigned to a class in accordance with the following [adult/student] ratios:
 - For three- [to] five-year-olds: 2:20
 - For six- to eight-year-olds: 1:15
 - For at-risk children: 1:15.
- Inservice training is provided for teachers to capitalize on the opportunities offered by reduced class size:
 - Greater adult/student interaction
 - Greater individualization of instruction
 - Increased student participation
 - Greater opportunities for small group instruction.

CURRICULUM STANDARD: Classroom materials and equipment are appropriate to the developmental level of the children involved.

QUALITY INDICATORS:

- The classroom offers concrete materials and objects that the children can manipulate. Purchase of these materials replaces workbooks and skill sheets.
- There are choices available for a variety of hands-on activities.
- Multisensory media are used by students in groups and individually.
- Equipment and materials needed for large and small muscle development are used throughout the day.
- Equipment and materials are open-ended and lend themselves to a variety of activities, i.e., blocks, science materials, paint, etc.
- There are ample materials useful for involvement in the arts.
- The budget reflects support for a wide range of special experiences--field trips, hands-on activities, tasting various foods, etc.
- A basal reading series serves as a supplement to a program based on trade books and a variety of writing experiences.
- The materials and equipment on hand are:
 - Readily accessible to children for self-selection
 - Age appropriate
 - Size appropriate
 - Durable
 - Adaptable for the handicapped
 - Available for group and individual use.

CURRICULUM STANDARD: Grouping practices facilitate the individual student's total development.

QUALITY INDICATORS:

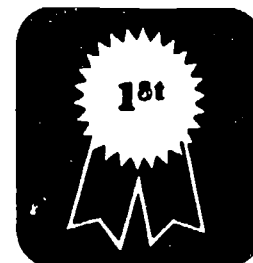
- The teachers regularly employ alternative grouping strategies (i.e., cooperative learning groups, interest groups, ad hoc skills groups, peer teaching groups, cross-age groups, etc).
- Group size varies, exposing children to large groups, small groups, and individual situations, with approximately a third of the day being spent on each.
- Class size is maintained at the following ratios:
 - Three- to five-year-olds: 20:2 (one professional and one paraprofessional for a class of 20 or fewer students)
 - Six- to eight-year-olds: 15:1
 - For at-risk children: 15:1.
- The grouping practices employed allow for child-initiated activities for a least a third of the day.
- The grouping patterns are such as to foster self-esteem and social/emotional growth.
- Appropriate pacing of learning activities is carefully scheduled.
- Children are heterogeneously grouped in the classroom but may be homogeneously subgrouped for portions of the day, based on the nature of the activity. These subgroupings may change to meet varying rates of growth and development.

CURRICULUM STANDARD: The classroom environment promotes the interaction of children with materials, other children, and adults.

QUALITY INDICATORS:

- The classroom environment allows children to move about freely.
- Learning centers: allow children to make choices based on individual differences, capitalize on children's individual interests, are appropriate for a wide range of developmental capabilities, allow for movement, provide for a variety of challenges, and enhance the development of independence.
- The environment is "print-rich"; everything is labeled, and there is a library area together with a writing area plus paper of different sizes, pens, pencils, markers, computers, typewriters, etc.
- The arrangement of the room's furniture allows for flexibility in grouping; desks are rarely in straight rows filling the room.
- There is an area in which an individual child can be alone.
- Students freely interact with one another while involved with materials or during the day's activities.
- The learning environment is safe, comfortable, and child-centered.
- The classroom is physically attractive. Materials are at children's eye level.
- There is a rest area with pillows and carpeting.
- The teacher comes across more as facilitator than director.

NAESP Accountability Standards for Early Childhood Education



The National Association of Elementary School Principals published *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children* in 1990. This publication, often referred to as "the blue book" because of the color of its cover, is available from NAESP (1615 Duke Street, Alexandria, VA 22314) for \$14.95 (non-members). The blue book includes an overview of trends and issues in early childhood education, principles of effective early childhood curricula, 28 program standards with respective quality indicators, a checklist for applying the standards, a brief bibliography, a short glossary, and a list of selected organizations concerned with early childhood programs. The 28 standards are divided into the categories of curriculum, personnel, accountability, parents, and community. The accountability standards and quality indicators are listed below.

ACCOUNTABILITY STANDARD: The principal institutes an approach to student assessment that is consonant with developmental philosophy, curriculum, and positions taken by other professional associations involved with the appropriate testing of young children.

QUALITY INDICATORS:

- Letter grades are not used to report student progress to parents. Rather, the staff shares information derived from recorded observations, interviews, samples of student work, etc.
- Student progress is defined in terms of individual growth and development rather than by comparisons with other children or against an arbitrary set of criteria.
- Overall assessments of student progress represent joint ventures between teacher and parents.
- No major decisions regarding a child's placement or progress are made on the basis of a single test score.

ACCOUNTABILITY STANDARD: The school is ready for the children rather than expecting the children to be ready for the school.

QUALITY INDICATORS:

- Entry level testing or screening is not used for exclusion from the program. Children are admitted to kindergarten solely on the basis of whether they meet state entrance age requirements.
- Whenever possible, extended day programs are offered in a continuous learning environment (toward meeting the community's child care needs).

ACCOUNTABILITY STANDARD: The school's procedures and policies reflect both the community's standards and the children's needs.

QUALITY INDICATORS:

- Participation in the program is consistent with the community's ethnic/minority population.
- If there are problems or circumstances that hinder the family from placing an eligible child in the program, the school helps in the search for solutions.

ACCOUNTABILITY STANDARD: Retention is rarely considered an appropriate option in a developmental program.

QUALITY INDICATORS:

- Children who do not keep exact pace are not labeled failures; a vigorous effort is made to learn why that child seems to be laggard and to correct the situation.
- If retention is considered, the decision is never based on a single factor but on a wide variety of considerations, using various assessment techniques and instruments and including observations by the principal, the teacher, the support staff, and parents.

ACCOUNTABILITY STANDARD: All members of the teaching staff have formal training in early childhood education.

QUALITY INDICATORS:

- The staff is composed of people who have taken coursework not only in elementary education but in teaching young children.

ACCOUNTABILITY STANDARD: The principal evaluates the teachers with evaluation instruments that reflect the most advanced early childhood philosophy and goals.

QUALITY INDICATORS:

- The principal ensures that the teachers understand the procedures to be used in evaluating them and the emphasis to be placed on early childhood criteria.
- The evaluation reflects teaching strategies and classroom organization and management that are most effective and relevant with young children.

ACCOUNTABILITY STANDARD: The principal demonstrates understanding of quality early childhood programs and provides the environment for the implementation and management of such programs.

QUALITY INDICATORS:

- The teachers are provided opportunities for keeping abreast of the continuing advances in early childhood education.
- The principal is clear and persuasive in preserving the program from pressures to make the program more rigid or more like programs for older children.
- The principal conducts periodic self-assessment of the components of early childhood programs by using the checklist in this document [*Early Childhood Education and the Elementary School Principal*].

ACCOUNTABILITY STANDARD: The principal has developed a plan for monitoring and regularly assessing the program.

QUALITY INDICATORS:

- The principal periodically assesses the school's performance in providing educational experiences truly relevant to young children.
- Evaluation statements and reactions are regularly solicited from teachers and parents and are used to improve the program.
- There is an annual review of all aspects of the program--philosophy, curriculum, evaluation techniques, professional development activities, parent involvement, etc.

NCTM Recommends Changes in K-4 Mathematics Curriculum

Increased Attention to

Number

- Number Sense
- Place-value concepts
- Meaning of fractions and decimals
- Estimation of quantities

Operations & Computation

- Meaning and operations
- Operation sense
- Mental computation
- Estimation and the reasonableness of answers
- Selection of an appropriate computational method
- Use of calculators for complex computation
- Thinking strategies for basic facts

Geometry & Measurement

- Properties of geometric figures
- Geometric relationships
- Spatial sense
- Process of measuring
- Concepts related to units of measurement
- Actual measuring
- Estimation of measurements
- Use of measurement and geometry ideas throughout the curriculum

Probability & Statistics

- Collection and organization of data
- Exploration of chance

Patterns & Relationships

- Pattern recognition and description
- Use of variables to express relationships

Decreased Attention to

Number

- Early attention to reading, writing, and ordering numbers symbolically

Operations & Computation

- Complex paper-and-pencil computation
- Addition and subtraction without renaming
 - Isolated treatment of division facts
 - Long division
 - Long division without remainders
- Paper-and-pencil fraction computation
- Use of rounding to estimate

Geometry & Measurement

- Primary focus on naming geometric figures
- Memorization of equivalencies between units of measurement

NCTM Recommends Changes in K-4 Mathematics Curriculum (cont.)

Increased Attention to

Problem Solving

- Word problems with a variety of structures
- Use of everyday problems
- Applications
- Study of patterns and relationships
- Problem-solving strategies

Instructional Practices

- Use of manipulative materials
- Cooperative work
- Discussion of mathematics
- Questioning
- Justification of thinking
- Writing about mathematics
- Problem-solving approach to instruction
- Content integration
- Use of calculators and computers

Decreased Attention to

Problem Solving

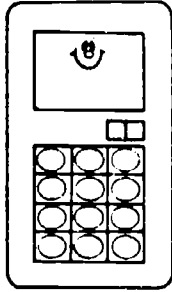
- Use of clue words to determine which operation to use

Instructional Practices

- Rote practice
- Rote memorization of rules
- One answer and one method
- Use of worksheets
- Written practice
- Teaching by telling

From: *Curriculum and Evaluation Standards for School Mathematics*. (March 1989). Reston, VA: The National Council of Teachers of Mathematics, Inc., pp. 20-21.

ASSUMPTIONS Underlying NCTM K-4 Mathematics Standards



In March of 1989, the National Council of Teachers of Mathematics published *Curriculum and Evaluation Standards for School Mathematics*. It contains an overview of trends and issues; curriculum standards for grades K-4, 5-8, and 9-12; 14 evaluation standards; assumptions upon which the standards have been based; and examples of classroom applications. *Curriculum and Evaluation Standards for School Mathematics* is available from NCTM at 1906 Association Drive, Reston, VA 22091. A related publication, *Professional Standards for Teaching Mathematics*, will be available in early 1991. The **assumptions** underlying the mathematics curriculum standards for grades K-4 are listed below.

1. The K-4 curriculum should be conceptually oriented.

- The K-4 curriculum should emphasize the development of mathematical understandings and relationships.
- A conceptual approach enables children to acquire clear and stable concepts by constructing meanings in the context of physical situations and allows mathematical abstractions to emerge from empirical experience.
- A strong conceptual framework provides anchoring for skill acquisition.
- A strong emphasis on mathematical concepts and understandings supports the development of problem solving.
- The time required to build an adequate conceptual base should cause educators to rethink when children are expected to demonstrate a mastery of complex skills.

...

2. The K-4 curriculum should actively involve children in doing mathematics.

- Young children are active individuals who construct, modify, and integrate ideas by interacting with the physical world, materials, and other children, so the learning of mathematics must be an active process.
- Teachers need to create an environment that encourages children to explore, develop, test, discuss, and apply ideas.
- Teachers need to make extensive and thoughtful use of physical materials and supplies. Classrooms should have ample quantities of such materials as counters; interlocking cubes; connecting links; base-ten, attribute, and pattern blocks; tiles; geometric models; rulers; spinners; colored rods; geoboards; balances; fraction pieces; and graph, grid, and dot paper. Simple household objects, such as buttons, dried beans, shells, egg cartons, and milk cartons, also can be used.

3. The K-4 curriculum should emphasize the development of children's mathematical thinking and reasoning abilities.

- The ability to think, reason, and solve problems is an important mathematical goal.
- Students must have confidence in their ability to think and communicate mathematically and be able to solve problems, demonstrate flexibility in working with mathematical ideas and problems, make appropriate decisions in selecting strategies and techniques, recognize familiar mathematical structures in unfamiliar settings, detect patterns, and analyze data.
- Schools need to build appropriate reasoning and problem-solving experiences into the curriculum from the outset.

4. The K-4 curriculum should emphasize the application of mathematics.

- Children need to understand that mathematics is an integral part of real-world situations and activities in other curricular areas.
- One major purpose of K-4 mathematics is to help children understand and interpret their world and solve problems that occur in it.
- Children learn computation to solve problems; they learn to measure because measurement helps them answer questions about how much, how big, how long,...they learn to collect and organize data because doing so permits them to answer other questions.

5. The K-4 curriculum should include a broad range of content.

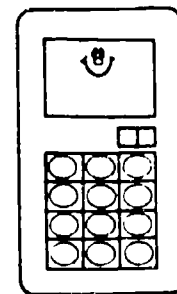
- To become mathematically literate, students need to know about measurement, geometry, statistics, probability, and algebra as well as arithmetic.
- An informal approach to these branches at the K-4 level establishes the foundation for further study. The curriculum at all grade levels should enable all children to do a substantial amount of work in each branch.

6. The K-4 curriculum should make appropriate and ongoing use of calculators and computers.

- Calculators must be accepted at the K-4 level as valuable tools for learning mathematics.
- Calculators do not replace the need to learn basic facts, to compute mentally, or to do reasonable paper-and-pencil computation.
- Calculators highlight the importance of teaching children to recognize whether computed results are reasonable.
- Computers also need to be used in a variety of ways to teach and reinforce mathematical concepts.

Adapted from: *Curriculum and Evaluation Standards for School Mathematics*. (March 1988). Reston, VA: The National Council of Teachers of Mathematics, Inc., pp. 17-19.

MATH CURRICULUM Standards for Grades K-4



In March of 1989, the National Council of Teachers of Mathematics published *Curriculum and Evaluation Standards for School Mathematics*. It contains an overview of trends and issues; curriculum standards for grades K-4, 5-8, and 9-12; 14 evaluation standards; assumptions upon which the standards have been based; and examples of classroom applications. *Curriculum and Evaluation Standards for School Mathematics* is available from NCTM at 1906 Association Drive, Reston, VA 22091. A related publication, *Professional Standards for Teaching Mathematics*, will be available in early 1991. The NCTM curriculum standards for grades K-4 are listed below.

STANDARD 1:

Mathematics as Problem Solving

In grades K-4, the study of mathematics should emphasize problem solving so that students can--

- use problem-solving approaches to investigate and understand mathematical content;
- formulate problems from everyday and mathematical situations;
- develop and apply strategies to solve a wide variety of problems;
- verify and interpret results with respect to the original problem;
- acquire confidence in using mathematics meaningfully.

STANDARD 2:

Mathematics as Communication

In grades K-4, the study of mathematics should include numerous opportunities for communication so that students can--

- relate physical materials, pictures, and diagrams to mathematical ideas;
- reflect on and clarify their thinking about mathematical ideas and situations;
- relate their everyday language to mathematical language and symbols;
- realize that representing, discussing, reading, writing, and listening to mathematics are a vital part of learning and using mathematics.

STANDARD 3:

Mathematics as Reasoning

In grades K-4, the study of mathematics should emphasize reasoning so that students can--

- draw logical conclusions about mathematics;
- use models, known facts, properties, and relationships to explain their thinking;
- justify their answers and solution processes;
- use patterns and relationships to analyze mathematical situations;
- believe that mathematics makes sense.

STANDARD 4:**Mathematical Connections**

In grades K-4, the study of mathematics should include opportunities to make connections so that students can--

- link conceptual and procedural knowledge;
- relate various representations of concepts or procedures to one another;
- recognize relationships among different topics in mathematics;
- use mathematics in other curriculum areas;
- use mathematics in their daily lives.

STANDARD 5:**Estimation**

In grades K-4, the curriculum should include estimation so students can--

- explore estimation strategies;
- recognize when an estimate is appropriate;
- determine the reasonableness of results;
- apply estimation in working with quantities, measurement, computation, and problem solving.

STANDARD 6:**Number Sense and Numeration**

In grades K-4, the mathematics curriculum should include whole number concepts and skills so that students can--

- construct number meanings through real-world experiences and the use of physical materials;
- understand our numeration system by relating counting, grouping, and place-value concepts;
- develop number sense;
- interpret the multiple uses of numbers encountered in the real world.

STANDARD 7:Concepts of
Whole Number
Operations

In grades K-4, the mathematics curriculum should include concepts of addition, subtraction, multiplication, and division of whole numbers so that students can--

- develop meaning for the operations by modeling and discussing a rich variety of problem situations;
- relate the mathematical language and symbolism of operations to problem situations and informal language;
- recognize that a wide variety of problem structures can be represented by a single operation;
- develop operation sense.

STANDARD 8:Whole Number
Computation

In grades K-4, the mathematics curriculum should develop whole number computation so that students can--

- model, explain, and develop reasonable proficiency with basic facts and algorithms;
- use a variety of mental computation and estimation techniques;
- use calculators in appropriate computational situations;
- select and use computation techniques appropriate to specific problems and determine whether the results are reasonable.

STANDARD 9:**Geometry and
Spatial Sense**

In grades K-4, the mathematics curriculum should include two- and three-dimensional geometry so that students can--

- describe, model, draw, and classify shapes;
- investigate and predict the results of combining, subdividing, and changing shapes;
- develop spatial sense;
- relate geometric ideas to number and measurement ideas;
- recognize and appreciate geometry in their world.

STANDARD 10:**Measurement**

In grades K-4, the mathematics curriculum should include measurement so that students can--

- understand the attributes of length, capacity, weight, area, volume, time, temperature, and angle;
- develop the process of measuring and concepts related to units of measurement;
- make and use estimates of measurement;
- make and use measurements in problem and everyday situations.

STANDARD 11:**Statistics and Probability**

In grades K-4, the mathematics curriculum should include experiences with data analysis and probability so that students can--

- collect, organize, and describe data;
- construct, read, and interpret displays of data;
- formulate and solve problems that involve collecting and analyzing data;
- explore concepts of chance.

STANDARD 12:**Fractions and
Decimals**

In grades K-4, the mathematics curriculum should include fractions and decimals so that students can--

- develop concepts of fractions, mixed numbers, and decimals;
- develop number sense for fractions and decimals;
- use models to relate fractions to decimals and to find equivalent fractions;
- use models to explore operations on fractions and decimals;
- apply fractions and decimals to problem situations.

STANDARD 13:**Patterns and
Relationships**

In grades K-4, the mathematics curriculum should include the study of patterns and relationships so that students can--

- recognize, describe, extend, and create a wide variety of patterns;
- represent and describe mathematical relationships;
- explore the use of variables and open sentences to express relationships.

From: *Curriculum and Evaluation Standards for School Mathematics*. (March 1989).
Reston, VA: The National Council of Teachers of Mathematics, Inc., pp. 23-62.

NCTM Recommends Mathematical Evaluation Standards for All Grade Levels That Emphasize

Increased Attention to

- Assessing what students know and how they think about mathematics
- Having assessment be an integral part of teaching
- Focusing on a broad range of mathematical tasks and taking a holistic view of mathematics
- Developing problem situations that require the applications of a number of mathematical ideas
- Using multiple assessment techniques, including written, oral, & demonstration formats
- Using calculators, computers, & manipulatives in assessment
- Evaluating the program by systematically collecting information on outcomes, curriculum, & instruction
- Using standardized achievement tests as only one of many indicators of program outcomes

Decreased Attention to

- Assessing what students do not know
- Having assessment be simply counting correct answers on tests for the sole purpose of assigning grades
- Focusing on a large number of specific and isolated skills organized by a content-behavior matrix
- Using exercises or word problems requiring only one or two skills
- Using only written tests
- Excluding calculators, computers, & manipulatives from the assessment process
- Evaluating the program only on the basis of test scores
- Using standardized achievement tests as the only indicator of program outcomes

MATH EVALUATION

Standards for All Grades

In March of 1989, the National Council of Teachers of Mathematics (NCTM) published *Curriculum and Evaluation Standards for School Mathematics*. It contains an overview of trends and issues in mathematics curriculum and evaluation; curriculum standards for grades K-12; 14 evaluation standards; assumptions upon which the standards have been based; and examples of classroom applications. *Curriculum and Evaluation Standards for School Mathematics* is available from NCTM at 1906 Association Drive, Reston, VA 22091. A related publication, *Professional Standards for Teaching Mathematics*, will be available in early 1991.

The fourteen evaluation standards are listed below. **They apply to all grade levels.** Standards 1-10 are repeated on the following pages. Each standard is followed by a statement about the topic or concept and a list of indicators that may be used to identify outcomes.

NCTM Standards

General Assessment

1. Alignment
2. Multiple Sources of Information
3. Appropriate Assessment Methods and Uses

Student Assessment

4. Mathematical Power
5. Problem Solving
6. Communication
7. Reasoning
8. Mathematical Concepts
9. Mathematical Procedures
10. Mathematical Disposition

Program Evaluation

11. Indicators for Program Evaluation
12. Curriculum and Instructional Resources
13. Instruction
14. Evaluation Team



GENERAL ASSESSMENT

Evaluation Standard 1: ALIGNMENT

Methods and tasks for assessing students' learning should be aligned with the curriculum's--

- ✓ goals, objectives, and mathematics content;
- ✓ relative emphases given to various topics and processes and their relationship;
- ✓ instructional approaches and activities, including use of calculators, computers, and manipulatives.

Evaluation Standard 2: MULTIPLE SOURCES OF INFORMATION

Decisions concerning students' learning should be made on the basis of a convergence of information obtained from a variety of sources. These sources should encompass tasks that--

- ✓ demand different kinds of mathematical thinking;
- ✓ present the same mathematical concept or procedure in different contexts, formats, and problem situations.

Evaluation Standard 3: APPROPRIATE ASSESSMENT METHODS AND USES

Assessment methods and instruments should be selected on the basis of--

- ✓ the type of information sought;
- ✓ the use to which the information will be put;
- ✓ the developmental level and maturity of the student.

NCTM Evaluation Standards

STUDENT ASSESSMENT

Evaluation Standard 4: MATHEMATICAL POWER

The assessment of students' mathematical knowledge should yield information about their--

- ✓ ability to apply their knowledge to solve problems within mathematics and in other disciplines;
- ✓ ability to use mathematical language to communicate ideas;
- ✓ knowledge and understanding of concepts and procedures;
- ✓ disposition toward mathematics;
- ✓ understanding of the nature of mathematics;
- ✓ integration of these aspects of mathematical knowledge.

Evaluation Standard 5: PROBLEM SOLVING

The assessment of students' ability to use mathematics in solving problems should provide evidence that they can--

- ✓ formulate problems;
- ✓ apply a variety of strategies to solve problems;
- ✓ solve problems;
- ✓ verify and interpret results;
- ✓ generalize solutions.

Student Assessment (cont.)

Evaluation Standard 6: COMMUNICATION

The assessment of students' ability to communicate mathematics should provide evidence that they can--

- ✓ express mathematical ideas by speaking, writing, demonstrating, and depicting them visually;
- ✓ understand, interpret, and evaluate mathematical ideas that are presented in written, oral, or visual forms;
- ✓ use mathematical vocabulary, notation, and structure to represent ideas, describe relationships, and model situations.

Evaluation Standard 7: REASONING

The assessment of students' ability to reason mathematically should provide evidence that they can--

- ✓ use inductive reasoning to recognize patterns and form conjectures;
- ✓ use reasoning to develop plausible arguments for mathematical statements;
- ✓ use proportional and spatial reasoning to solve problems;
- ✓ use deductive reasoning to verify conclusions, judge the validity of arguments, and construct valid arguments;
- ✓ analyze situations to determine common properties and structures;
- ✓ appreciate the axiomatic nature of mathematics.

Student Assessment (cont.)

Evaluation Standard 8: MATHEMATICAL CONCEPTS

The assessment of students' knowledge and understanding of mathematical concepts should provide evidence that they can--

- ✓ label, verbalize, and define concepts;
- ✓ identify and generate examples and nonexamples;
- ✓ use models, diagrams, and symbols to represent concepts;
- ✓ translate from one mode of representation to another;
- ✓ recognize the various meanings and interpretations of concepts;
- ✓ identify properties of a given concept and recognize conditions that determine a particular concept;
- ✓ compare and contrast concepts.

In addition, assessment should provide evidence of the extent to which students have integrated their knowledge of various concepts.

Evaluation Standard 9: MATHEMATICAL PROCEDURES

The assessment of students' knowledge of procedures should provide evidence that they can--

- ✓ recognize when a procedure is appropriate;
- ✓ give reasons for the steps in a procedure;
- ✓ reliably and efficiently execute procedures;
- ✓ verify the results of procedures empirically (e.g., using models) or analytically;
- ✓ recognize correct and incorrect procedures;
- ✓ generate new procedures and extend or modify familiar ones;
- ✓ appreciate the nature and role of procedures in mathematics.

Student Assessment (cont.)

Evaluation Standard 10: MATHEMATICAL DISPOSITION

The assessment of students' mathematical disposition should seek information about their--

- ✓ confidence in using mathematics to solve problems, to communicate ideas, and to reason;
- ✓ flexibility in exploring mathematical ideas and trying alternative methods in solving problems;
- ✓ willingness to persevere in mathematical tasks;
- ✓ interest, curiosity, and inventiveness in doing mathematics;
- ✓ inclination to monitor and reflect on their own thinking and performance;
- ✓ valuing of the application of mathematics to situations arising in other disciplines and everyday experiences;
- ✓ appreciation of the role of mathematics in our culture and its value as a tool and as a language.

[Adapted from: *Curriculum and Evaluation Standards for School Mathematics*. (March 1988). Reston, VA: The National Council of Teachers of Mathematics, Inc., pp. 189-247.]

Early

Childhood

Education

**Section 10:
Model
Programs**

11
Chapter
Curriculum &
Instruction
Resource Center

List of Handout Masters

Volume III: Guidelines, Standards, & Model Programs

Section 10: Model Programs

Handout ID#

- H10-1 A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the *Effective Compensatory Education Sourcebook*
- H10-2 Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the *Effective Compensatory Education Sourcebook*
- H10-3 Excerpts from *Education Programs That Work*, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network)
- H10-4 Noteworthy Early Childhood Programs from *A Resource Guide to Public School Early Childhood Programs* Edited by Cynthia Warger (ASCD)

A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs



Excerpts from Effective Compensatory Education Sourcebook Volume IV: Project Profiles

The project profiles reproduced here depict unusually effective compensatory education programs for young children. They have been taken from the *Effective Compensatory Education Sourcebook, Volume IV*, the most current compendium available of outstanding Chapter 1 projects which were selected for recognition by the U.S. Secretary of Education. The excerpts in this handout focus on projects serving pre-kindergarten, kindergarten, and first grade children. As a group, these projects dramatically demonstrate the ten attributes of effective programs most often cited in current school improvement research. Taken both singly and as a whole, these projects reflect creativity in concept, thoroughness in organization, and dedication in implementation.

All geographical regions of the United States are represented in these projects, and communities described as urban, suburban, and small towns have all made their contributions. Excellence knows no physical boundaries.

Projects winning the Secretary's Recognition for 1988 and 1989 will be included in a composite volume of the *Sourcebook*, covering data from 1985-1989, which is due for release soon. Information about 1990 projects receiving Secretary's Recognition will also be published shortly in the new *Effective Compensatory Education Sourcebook*.

DENVER PUBLIC SCHOOLS DENVER, COLORADO

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other *

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

* School Readiness

Able leadership helps insure the success of an 18-site early childhood project

*Parent/community involvement
Strong leadership
Positive climate*

Four-year-olds with low scores on the Cooperative Preschool Inventory are eligible to attend the district's Early Childhood Education Project. Project classes are held for two and one-half hours per day, five days a week at 18 sites.

Parents and other community members serve on each school's accountability committee. Parents also serve on the project's steering committee, providing ideas for project planning and implementation. They volunteer in the classroom, make or donate materials, and assist on field trips. Parents attend monthly parenting meetings and learn how to support their children's schooling. They also participate in individual conferences, both at school and at home, help evaluate the project, and provide ideas for improving it.

A project manager oversees activities in the 18 project sites and is responsible for: (1) monthly classroom observations, (2) coordination with school principals, (3) instructional leadership, (4) parent meetings, (5) new teacher training and inservice coordination, (6) record keeping, (7) financial management, (8) relevant research, and (9) proposal development. The project manager meets with each principal at least five times a year to review the project and serves on the early childhood education advisory committees at both the University of Denver and the Colorado State Department of Education.

Project classrooms are nurturing, warm, and inviting. They are decorated with children's work and other stimulating visuals. Learning centers feature hands-on materials and equipment. Activities are geared to building school-readiness skills, including self-direction and self-discipline.

Contact: Judith Long Crider
Denver Public Schools
150 South Pearl Street
Denver, CO 80209
(303) 837-1000, ext. 2710

ESCAMBIA COUNTY SCHOOL DISTRICT PENSACOLA, FLORIDA

Widespread community support extends resources of early childhood project

*Parent/community involvement
Strong leadership
Clear goals and objectives*

A Chapter 1 teacher and a full-time aide staff each classroom in the Escambia County School District's PreKindergarten Project. Four-year olds attend classes for four hours five days a week. Maximum class size is 18.

Community support for the project is extensive. The local Head Start program and West Florida Child Care and Education Services, Inc., Title XX grantee, assist with identification and needs assessment. The County Health Unit Dental Clinic provides a dental hygienist/educator to screen children for dental disease, and the School District Transportation Department takes children to their dental appointments. Civic organizations, employee groups, and private citizens have provided financial support for field trips. Parents participate on advisory councils, attend workshops and conferences, and help evaluate the program.

Principals joined with Chapter 1 and district staff to plan, develop guidelines, and set project goals. These principals work closely with the project coordinator to provide instructional leadership and guidance to the staff. Chapter 1 staff and building principals visit classrooms frequently to monitor the project and provide assistance as needed. The work of the project coordinator has resulted in a high degree of community involvement and support.

Project goals were developed from a study of successful programs, national research findings, and input from local specialists. Goals pertain to accelerating children's social, emotional, and intellectual growth; developing their independence and self-images; imparting school readiness skills; developing language skills; providing an enriched learning environment; and developing positive attitudes toward learning.

Contact: Pat Desmond
Escambia County School District
301 West Garden Street
Pensacola, FL 32501
(904) 434-7244

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other *

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

* School Readiness

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

**PINELLAS COUNTY SCHOOL DISTRICT
ST. PETERSBURG, FLORIDA**

Inservice centers coordinate projectwide staff development

PROJECT DESCRIPTION

*Coordination with other programs
Professional development/training
Evaluation used to improve project*

CURRICULUM

- Reading
- Math
- Language arts
- Other

First, second, and third graders who receive reading and mathematics instruction on a limited pull-out basis in this Chapter 1 project are served by a curriculum resource teacher and a staff of paraprofessionals, who operate the program at each site. These staff members—and others—are served in turn by an extensive inservice program.

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

The project provides separate staff development activities for administrative staff, curriculum resource teachers, paraprofessionals and clerks, and central activities for all Chapter 1 personnel. Two training centers staffed by inservice resource teachers and support staff develop and deliver projectwide training. Project staff also participate in schoolwide inservice activities at each site.

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

The Chapter 1 project itself involves a project communication form (used to keep track of skills assigned by the regular classroom teacher, skills reinforced in the project, and progress made by the student); monthly meetings of regular and Chapter 1 teachers (to discuss skills assigned, strategies and materials used, progress made, and problems encountered); monthly grade-level meetings and curriculum meetings (which provide additional opportunities to coordinate efforts); meetings of the principal, classroom teachers, and Chapter 1 personnel (for students experiencing special problems); and a Chapter 1 curriculum developed specifically to supplement the regular curricula.

SETTING

- Rural
- Small town
- Suburban
- Urban

Project evaluation involves administering standardized tests, collecting information via a project monitoring form, and conducting an annual needs assessment. Evaluation has resulted in the addition of a CAI program, a new math component for first graders, and materials and equipment to supplement new district mathematics and reading programs.

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

Contact: Judy Langford
Pinellas County School District
Chapter 1 Center
2499 25th Street South
St. Petersburg, FL 33712
(813) 327-4485

GEARY COUNTY UNIFIED SCHOOLS JUNCTION CITY, KANSAS

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

Parent involvement takes many forms in K-4 readiness and language arts program

Parent/community involvement
Professional development/training
Maximum academic learning time

The Extended Kindergarten and Tutorial Language Arts Program serves children in kindergarten through fourth grade. Kindergarten students receive an hour of basic skills instruction per day beyond the regular kindergarten day. First through fourth graders participate in 20-40 minutes of language arts instruction each day in groups of one to five.

The program's home-school coordinator helps each Chapter 1 school to seek and gain parent involvement and serves as a resource to parents regarding ways to support their children's learning at home. Parents participate in the instructional program through: (1) frequent home-school communication, (2) visits to the program and participation in lessons, (3) materials for use with their children at home, and (4) instruction in how to assist with their children's learning. A local Ladies Reading Club and the Pizza Hut "Book It" program provide encouragement, recognition, and rewards for students' reading accomplishments.

Chapter 1 staff participate in districtwide staff development activities, and new teachers are required to take 20 hours of clinical teacher training. Staff development activities specific to Chapter 1 staff are also provided; topics from the 1985-86 school year included Card Sorting and Program Assessment and Total Language Communication. Staff also attend regional and national conferences.

Learning time is maximized by monitoring students' travel time and rewarding promptness, maintaining well-organized classrooms, providing students specific instruction in time management, and studying videotaped lessons to find ways to increase time-on-task, homework, and home lessons.

Contact: Hazel Swarts or Elizabeth C. Kline
Geary County Unified Schools
P.O. Box 370
Junction City, KS 66441
(913) 762-2441

BALTIMORE COUNTY PUBLIC SCHOOLS TOWSON, MARYLAND

Teacher aides and paid parent helpers teach children in their regular classes

Clear goals and objectives
Coordination with other programs
Positive climate

Teacher aides and paid parent helpers provide prereading and reading instruction to children from prekindergarten through grade 5, and mathematics instruction to those in grades 1 through 3. Fourth and fifth graders also receive math instruction on an optional basis. Students are instructed in their regular classrooms.

The project's overall goal is to enable identified students to gain one month of reading and math growth for every month of instruction. Each participating school "customizes" program materials and approaches to meet the specific needs of students. Goals are identified annually with help from administrators, staff, parents, and evaluation data. Individual student goals are based on skill needs, which are shared with parents and addressed systematically.

Project goals are correlated with those of the regular school program, with coordination monitored by the project supervisor, coordinator, local building administrators, and Chapter 1 resource teachers. Regular classroom teachers diagnose students' needs, coordinate supplemental instruction, and monitor students' programs. Instructional teams maintain a cycle of assessing students' needs, establishing goals, planning instruction, implementing plans, evaluating progress, and reassessing needs.

The in-class instructional model helps foster a positive climate, because Chapter 1 students are not singled out and separated from their classmates. Staff development activities help teachers, aides, and parent helpers acquire and use positive management techniques. Attractive classrooms, organized teaching plans, and effective supplemental instruction combine to achieve and maintain a positive learning climate.

Contact: Alvan A. Testoni
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204
(301) 494-3763

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other *

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

* School Readiness

**DETROIT PUBLIC SCHOOLS
DETROIT, MICHIGAN**

Kindergarten students form partnerships and work in pairs

*Maximum academic learning time
High expectations for learning/behavior
Evaluation used to improve project*

The Extended Day Kindergarten (EDK) project serves Chapter 1 children by increasing the length of the school day, providing a full-time service assistant for each classroom, and involving parents in program activities. Field trips provide stimulation and content for language-development activities.

Project staff have found that they can make maximum use of learning time and enhance achievement by allowing children to form partnerships and work in pairs for learning activities. Teachers also use various effective teaching strategies—three-period lessons, fading, chaining, independence, and questioning—to help children learn new information, discover relationships, and practice skills. A homework plan is a required part of each teacher's weekly lesson plan. Homework is designed to fit children's individual needs and extend their time-on-task.

The project is designed to meet individual student needs. It allows some students to move beyond the program's expectations without subjecting others to loss of self-esteem or confidence. Project teachers have been trained using the Teacher Expectations and Student Achievement (TESA) model and support the project by holding high expectations for participating students.

Evaluations have resulted in many project improvements, such as: (1) providing areawide parent workshops on teaching children at home, (2) increasing inservice training for service assistants, and (3) forming a parent advisory committee for each EDK classroom.

Contact: Herschel Fort
Detroit Public Schools
5057 Woodward, Room 804
Detroit, MI 48202
(313) 494-1679

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other *

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

* School Readiness

**ST. LOUIS CITY
SCHOOL DISTRICT
ST. LOUIS, MISSOURI**

Parents show willingness to work with their preschoolers by signing contracts

*Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress*

The Chapter 1 Preschool Academy Program is an educationally developmental program for three, four, and five year-old children and their parents or other caretakers. Two groups of 15 children each attend three half-day sessions weekly. One day a week, staff work with each parent-child pair, demonstrating learning activities, and observing parent/child interaction. The remaining day is used for home visits; workshops, seminars, and inservice sessions for parents and staff; and planning.

Parents attend a required orientation seminar at the beginning of the year and learn about project goals, objectives, and operations. They also sign contracts agreeing to attend parent seminars and workshops regularly; participate in monthly observation sessions; and take part in home visitations, field trips, and scheduled personalized instruction sessions/conferences. After participating in these activities, some parents use the expertise they have gained to develop and provide workshops for other parents.

Staff use a program manual to plan and implement learning activities. This manual outlines the program's curriculum areas, contains a basic skills checklist for program children, identifies criteria for assessing mastery of these skills for each age group, and suggests appropriate instructional activities.

The basic skills checklist identifies areas warranting early intervention to prevent developmental delays. Assessment criteria guide development of learning activities in school and at home. Individual student files are established and continuously updated.

Contact: Beaton Roberts
St. Louis City School District
5183 Raymond
St. Louis, MO 63115
(314) 361-5500

RED BANK PUBLIC SCHOOLS RED BANK, NEW JERSEY

Early childhood programs increase children's chances of success in school

*Clear goals and objectives
Coordination with other programs
Evaluation used to improve project*

Early childhood programs for disadvantaged students in this district include a nursery program for three year-olds, a pre-kindergarten program, full and half-day kindergarten programs, and Bridge programs for students who need additional readiness activities before entering first grade.

The general program goal is to enable students to acquire the skills necessary for success, beginning in first grade. Specific objectives include: (1) providing additional time for development of motor, visual, communication, classification/seriation, social, emotional, and health/hygiene skills; (2) bringing student achievement levels above the national average for "at risk" youth; and (3) providing appropriate placement so that students will experience success and develop positive self-concepts.

The various early childhood program components are integrated with one another and with the regular school program. Curriculum guides assist teachers in coordinating instruction across programs. First grade teachers provide feedback to early childhood program staff, and this information is used to modify programs. Frequent meetings of program staff help assure coordination of their activities.

On the basis of initial assessment the Bridge and Nursery programs were subsequently developed. Later, increasing Bridge enrollment led to the development of an all-day kindergarten, a move aimed at bringing children to school for more than half a day. Other assessments led to an expansion of the four year-old (prekindergarten) program.

Contact: David A. Squires
Red Bank Public Schools
76 Branch Avenue
Red Bank, NJ 07702
(201) 758-1510

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other *

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

* School Readiness

152

**THEODORE JAMERSON SCHOOL/
UNITED TRIBES
TECHNICAL COLLEGE
BISMARCK, NORTH DAKOTA**

Native American students build reading skills in BIA contract school

*Parent/community involvement
Excellence recognized/rewarded
High expectations for learning/behavior*

Theodore Jamerson (T.J.) is a Bureau of Indian Affairs contract school that provides educational services to the children of students and staff of the United Tribes Technical College (UTTC), a residential postsecondary vocational institution. T.J. serves children in grades K-8. Chapter 1 students receive 30-45 minutes of daily instruction in a pull-out setting.

Parents participate in school needs assessments, and school staff communicate with parents regularly. Parents are also involved in grading period conferences, open houses, and participate on the T.J. school board. Since they are UTTC staff members and students themselves, parents have a high regard for education. This is reflected in high turnouts at T.J. events and low absenteeism among their children.

Youngsters receive "computer awards"—15 minutes of computer time for each learning objective completed. Awards stating how many learning objectives students have completed are also given at graduation and at the year-end "honors day." Students receive certificates and stickers denoting jobs well done on particular tasks. Free choice of a reading activity is given following success or work on an especially difficult objective.

Chapter 1 students are encouraged to take part in school activities, particularly those that will enhance their academic skills—e.g., reading campaigns, poster contests, and writing for the UTTC newsletter. All Chapter 1 students participate in the local science fair, selecting, developing, and submitting projects for judging.

Contact: Glenna Mueller
Theodore Jamerson School
3315 University Drive
Bismarck, ND 58504
(701) 255-3285

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

INDICATORS OF SUCCESS

- Achievement
 Sustained gains
 Other outcomes

PROJECT DESCRIPTION**CURRICULUM**

- Reading
 Math
 Language arts
 Other

GRADE LEVEL

- Preschool
 K-3
 4-6
 7-9
 10-12

NUMBER OF STUDENTS

- Fewer than 100
 100-499
 500-2500
 More than 2500

SETTING

- Rural
 Small town
 Suburban
 Urban

PER PUPIL COST

- Up to \$499
 \$500 to \$999
 \$1000 or more

WEST WARWICK SCHOOL DEPARTMENT WEST WARWICK, RHODE ISLAND

Kindergarteners and "transition-one" students receive Chapter 1 instruction in regular classes

*Evaluation used to improve project
 Coordination with other programs
 Appropriate materials, methods, approaches*

The Chapter 1 project at Miriam A. Duffy School serves kindergarteners and "transition-one" children (those first graders most in need of additional help to master all of the prerequisite kindergarten skills).

Analysis of yearly evaluation results has led to creation of the present program structure, in which students are instructed in their regular classrooms, and teachers use a hands-on/discovery approach. In addition, evaluation findings were used to formulate the present arrangements for service delivery: all of the school's four kindergarten classes and one of the two transition-one classes receive Chapter 1 services.

After whole-class instruction by the kindergarten teacher, the Chapter 1 teacher joins the class for modality center time. Instructional methods and activities are geared to each child's developmental readiness level, with high risk students receiving more individual attention and experiencing greater amounts of time-on-task. In the transition-one classroom the Chapter 1 teacher again reinforces what has been taught by the regular classroom teacher. By teaching in the same classroom, the Chapter 1 and regular teachers have daily opportunities to coordinate instruction.

The nationally validated Early Prevention of School Failure (EPSF) program is used for kindergarten, with students receiving systematic modality instruction in language, auditory, visual, and fine-motor skills. In both kindergarten and transition-one, concrete activities are used until students are developmentally ready for semi-concrete ones. Student progress is monitored daily.

Contact: Elaine J. Ruggleri
 John F. Deering Jr. High School
 Webster Knight Road
 West Warwick, RI 02893
 (401) 822-0690

ABERDEEN SCHOOL DISTRICT 6-1 ABERDEEN, SOUTH DAKOTA

Student achievement and behavior accomplishments are recognized in elementary reading project

*Appropriate materials, methods, approaches
Excellence recognized/rewarded
Strong leadership*

Twenty to thirty minutes of daily reading instruction are provided to children in grades K-6. Kindergarten children receive in-class instruction, while those in grades 1-6 attend pull-out classes.

The nationally validated Early Prevention of School Failure (EPSF) program is used with kindergarten children. Screening activities are followed by the presentation of readiness skills in the language, motor, listening, and discrimination areas. First through sixth graders receive small-group instruction, scheduled so as not to interfere with core academic instruction in the regular classroom. Some Chapter 1 instruction takes place before or after school, when scheduling concerns or parent requests warrant such arrangements.

When specific goals are met, Chapter 1 students are given certificates at all-school assemblies. Student achievement and behavior are documented each day, and points are given for: (1) arriving on time, (2) attending to task, (3) completing work, (4) behaving well, and (5) returning to class. If a specified number of points is attained, students earn an end-of-year party. A graduation certificate of achievement is provided to each student when he or she completes all of the goals listed on the Individual Reading Plan.

Principals ensure that Chapter 1 teachers are an integral and accepted part of the educational structure. They evaluate and provide feedback to Chapter 1 staff, provide release time for staff development activities, assist with planning and scheduling, and promote the project in the school and community. The project director meets weekly with the superintendent and principals and bimonthly with the school board to share information and discuss project concerns.

Contact: Victoria Wiegand
Aberdeen School District 6-1
201 Third Avenue S.E.
Aberdeen, SD 57401
(605) 225-5733

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

113 155

Unusually Effective Migrant Early Childhood Education Programs



Excerpts from Effective Compensatory Education Sourcebook Volume IV: Project Profiles

The project profiles reproduced here depict unusually effective compensatory education programs for young children. They have been taken from the *Effective Compensatory Education Sourcebook, Volume IV*, the most current compendium available of outstanding Chapter 1 projects which were selected for recognition by the U.S. Secretary of Education. The excerpts in this handout focus on projects serving migrant pre-kindergarten, kindergarten, or first grade children. These three projects demonstrate the ten attributes of effective programs most often cited in current school improvement research. Taken both singly and as a whole, these projects reflect creativity in concept, thoroughness in organization, and dedication in implementation.

Projects winning the Secretary's Recognition for 1988 and 1989 will be included in a composite volume of the *Sourcebook*, covering data from 1985-1989, which is due for release soon. Information about 1990 projects receiving Secretary's Recognition will also be published shortly in the new *Effective Compensatory Education Sourcebook*.

Additional information about effective migrant education practices and programs may be found in the following handbooks:

Rudes, B. A., & Willette, J. L. (February 1990). *Handbook of Effective Migrant Education Practices, Volume I: Findings*. Final Report Prepared for the U.S. Department of Education Office of Planning, Budget, and Evaluation under Contract No. 300-87-0133. Arlington, VA: Development Associates, Inc.

Rudes, B. A., Willette, J. L., Bell, D. S., & Shapiro, L. (February 1990). *Handbook of Effective Migrant Education Practices, Volume II: Case Studies*. Final Report Prepared for the U.S. Department of Education Office of Planning, Budget, and Evaluation under Contract No. 300-87-0133. Arlington, VA: Development Associates, Inc.

INDICATORS OF SUCCESS

- Achievement
 Sustained gains
 Other outcomes

PROJECT DESCRIPTION**CURRICULUM**

- Reading
 Math
 Language arts
 Other *

GRADE LEVEL

- Preschool
 K-3
 4-6
 7-9
 10-12

NUMBER OF STUDENTS

- Fewer than 100
 100-499
 500-2500
 More than 2500

SETTING

- Rural
 Small town
 Suburban
 Urban

PER PUPIL COST

- Up to \$499
 \$500 to \$999
 \$1000 or more

* E.S.L.

SOUTHERN PINE MIGRANT EDUCATION AGENCY NASHVILLE, GEORGIA

Six-week summer program builds migrant children's language proficiency and basic skills

*Coordination with other programs
Parent/community involvement
Positive climate*

Nearly all participants in the Decatur County Summer Migrant Education Program are hispanic children who need English language instruction as well as remedial work in reading and mathematics. The six-week program serves children from age three to grade six, with preschool instruction focused on oral language and school readiness.

Teacher contact forms are used to coordinate program and regular school-year activities, and data on each student are entered into the computerized Migrant Student Record Transfer System. The fact that summer program staff teach regular school classes and community agencies cooperate to deliver program support services helps assure coordination and contribute to program success.

Parents become aware of program goals, services, and operations during initial eligibility/permission visits which are supplemented by English/Spanish handbooks that explain program purposes and activities. Parent advisory councils established during the school year continue to operate during the summer, and parents receive instruction, materials, and encouragement for helping their children learn at home. Staff members also make frequent home visits and work with parents to make decisions about their children's education.

During the summer program, classroom organization, approach to instruction, and method of presentation are less formal than during the regular school year. The program is also characterized by more flexible scheduling and a higher teacher-student ratio. Individualized and small group instruction contribute to a positive learning climate.

Contact: Larry C. Manning
Southern Pine Migrant Education Agency
P.O. Box 745
Nashville, GA 31639
(912) 686-2053

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

**SOMERSET COUNTY
PUBLIC SCHOOLS
PRINCESS ANNE, MARYLAND**

Migrant children receive educational and support services in summer program

*Coordination with other programs
Excellence recognized/rewarded
Parent/community involvement*

CURRICULUM

- Reading
- Math
- Language arts
- Other *

Infants through sixth graders who are the children of migrant families receive educational and support services in a six-week summer program. Very young children are cared for at the same center where older children take summer school classes. Children receive instruction in reading, mathematics, communication skills, art, and physical education. Bilingual/bicultural activities and activities that enhance the students' self-images are provided.

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

The program coordinates the provision of day care, medical, dental, nutritional, and other support services through local agencies. When there is need, services are extended to the entire family. These include referrals for assistance with food stamp applications, WIC Program, welfare assistance, work opportunities, and legal aid.

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

Students receive awards and certificates for their achievement and improvement in the program. Parents are invited to special assemblies to see their children receive recognition for their accomplishments. Local newspapers also highlight the activities of project students, and the principal acknowledges "honor students" over the intercom each week. Finally, student products from arts, crafts, and sewing projects are displayed in the resource center display case, and students have the opportunity to model their garments on parents' nights.

SETTING

- Rural
- Small town
- Suburban
- Urban

Parents participate in Parent Advisory Council (PAC) meetings, which are held at the migrant camp to accommodate their schedules. Parents also serve on a monitoring team, noting ways to help the program improve. Parents' night activities offer opportunities to learn about the program, ask questions, and offer comments. The program hires bilingual parents as aides, since so many program children are bilingual. Foster grandparents from senior citizen organizations care for infants and toddlers.

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

*Support services

Contact: Kenneth Butler
Somerset County Public Schools
Prince William Street
Princess Anne, MD 28153
(301) 651-1485

INDICATORS OF SUCCESS

- Achievement
- Sustained gains
- Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- Reading
- Math
- Language arts
- Other

GRADE LEVEL

- Preschool
- K-3
- 4-6
- 7-9
- 10-12

NUMBER OF STUDENTS

- Fewer than 100
- 100-499
- 500-2500
- More than 2500

SETTING

- Rural
- Small town
- Suburban
- Urban

PER PUPIL COST

- Up to \$499
- \$500 to \$999
- \$1000 or more

**HOBART PUBLIC SCHOOLS
HOBART, OKLAHOMA**

Migrant program builds basic skills, motivation, and higher-order thinking skills

*Appropriate materials, methods, approaches
Closely monitored student progress
Positive climate*

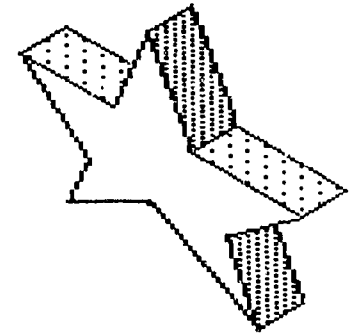
A mastery learning approach is used with kindergarten through third grade migrant students at Frances Willard Primary School. Children there receive remedial instruction in reading, mathematics, and oral and written language in the program's resource laboratory.

Instruction consists mainly of structured, teacher-directed activities, and students work at their own pace on tasks designed to meet their educational needs. The teacher diagnoses test errors and evaluates tasks performed—then selects appropriate auditory, visual, and kinesthetic materials to be used for individual instruction. "I Can Do," a motivational instructional strategy, is used to build student self-confidence. The program fosters higher-order thinking skills through activities that develop comprehension and problem-solving skills.

As a student completes a worksheet or activity, an evaluation chart is immediately filled in stating the date completed and the number correct/number possible, written in fractional form. Any comments or observations are also recorded. A Classroom Profile Chart of Skills and Storage System, developed by the Chapter 1 teacher, are also used to track and record student progress. Skills mastered and those in need of review are recorded.

The Chapter 1 staff have an excellent understanding of the migrants' lifestyle and culture, since 67 percent of them come from migrant backgrounds and the others have familiarized themselves with the migratory way of life through reading, travel, and contact with migrant families. Students have a very positive attitude toward the program and are often reluctant to leave the Chapter 1 lab when their class time is over.

Contact: Stephen Boyd
Hobart Public Schools
P.O. Box 899
Hobart, OK 73651
(405) 726-5691



Excerpts from
**Educational Programs
That Work**

A Collection of Proven
Exemplary Educational Programs and Practices
from the **NATIONAL DIFFUSION NETWORK**

[Sample of Exemplary Early Childhood Programs]

**SIXTEENTH
EDITION
[1990]**

Published by Sopris West Inc. in cooperation with
THE NATIONAL DISSEMINATION STUDY GROUP

Copies of the entire book can be purchased for \$10.95 plus \$2.00 shipping from **Sopris West Incorporated, 1140 Boston Avenue, Longmont, CO 80501**. Payment or purchase order must accompany order. Non-exempt Colorado residents should add sales tax.

Projects Approved Since the Publication of Edition 15

Child Development Project

A comprehensive elementary school program designed to enhance children's social and moral development through systematic changes in the classroom and school environments. J-3

Classroom Organization and Management Program (COMP)

A program to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. B-1

DeLaSalle Model

A last chance alternative school for high school dropouts who are unable to be served by any other public or private school. C-3

Effective Videodisc Instruction in Core Mathematics Concepts

A project designed to improve math achievement with diverse groups of learners by enhancing instruction through the use of videodiscs and print materials. E-9

KIDS KITS for Middle School

A program to promote independent, self-directed learning by increasing thinking and questioning skills, use of learning resources, application of information, and enthusiasm for research activities. J-10

Know Your Body (KYB): Child Health Promotion Curriculum

A program to empower children with the knowledge, attitude, and skills necessary to implement positive health decisions concerning nutrition, drug use, smoking, exercise, dental care, accident prevention, and self-management. K-7

INSITE Model

A home-based program for multihandicapped sensory-impaired children through five years of age and their families to optimize the children's development. N-6

Learning to Teach in Inner-City Schools (LTICS)

The purpose of the Learning To Teach In Inner-City Schools Program is to develop teachers who choose to teach in inner-city schools and who are effective teachers in those schools. L-7

Social Decision Making and Problem Solving

A program that helps teachers facilitate the development and use of social decision making and problem solving skills in children and prevent substance abuse and related behavior difficulties. K-12

SUMMARY OF PROJECT SERVICES

PROJECT	Page #	AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
		NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
CPC	I-9				✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	None	2
Communication	I-1			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	CO,WA	2
COPE	I-2						✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	AL,DE,MN,NY,AK CA,SC,WA,MS,PA	1
DP	I-9			✓	✓	✓			✓					✓	✓	✓	NY	3+	
EPSF	I-3	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	45 States	2
Family Oriented	I-4			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	KY,NY,OR	2
High/Scope	I-5			✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	None	3+
Home Base	I-10			✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	None	3+
Mother-Child	I-11		✓	✓	✓	✓		✓	✓		✓			✓				MA	3+
Parent-Child	I-6				✓	✓	✓		✓				✓	✓		✓	✓	None	2
Perception+	I-7			✓	✓	✓		✓	✓					✓	✓	✓	✓	MD,MO,NJ,	>1
Portage	I-8	✓			✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	NM,NH,OH,NY MS,WI,WY	2
SEARCH/TEACH	I-11				✓	✓	✓	✓	✓				✓	✓		✓	✓	FL,KY,NE	2
STAY	I-12		✓		✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	None	1 to 2
Strategies	I-12			✓	✓				✓					✓		✓	✓	None	2
Tulare	I-13				✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	None	2

Communication Program. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school).

Audience Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The *Communication Program* was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communication behaviors. Classroom management is a critical component. The training also provides experience in team decision-making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

(Communication Programs and Programs for Children with Down Syndrome and Other Developmental Delays were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle).

Requirements The essential components needed to implement the Communications Model are a teacher and a speech/language pathologist. Ordinary school materials and room arrangements are used. Developmentally oriented assessment tools are needed to document child progress. A minimum of 2 days of workshop training is highly recommended for all those desiring to implement the program, or 1/2 to a full day of training in components of the model is available.

Contact Johanna Lewis; Everett School District, Special Services; 202 Alder; Everett, WA 98203. (206) 356-4595 or 339-4335.

Developmental Funding: USOE BEH

JDRP No. 76-64a (9/3/75)

COPE: Cognitively Oriented Pre-Primary Experience. A comprehensive, sequentially programmed, Pre-Primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.



Audience Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade, including those with developmental lags and learning disabilities.

Description COPE's wide range of activities and objectives (3-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The *Developmental Area* contains levels in perceptual-motor and conceptual language development; the *Achievement Area* contains units of instruction in math, science, social studies, health/safety, art, and music.

Teachers and para-professionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Any implementing teacher should attend a training workshop. Workshops are most often conducted at district or regional sites, with administrators and para-professionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). One set of COPE curriculum materials is required per classroom. A wide variety of inexpensive materials are provided for use with curriculum.

Contact Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215)688-7993.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-49 (5/16/75)

Early Prevention of School Failure (EPSF). This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.



Description *Early Prevention of School Failure* has demonstrated that effective screening, conferencing and effective teaching strategies prevents children from failing academically. The EPSF Program identifies every child's developmental level in language, auditory, visual and motor areas as well as their learning style.

Those students who demonstrate a developmental delay in one or more areas are involved in effective direct modality instruction 15-20 minutes daily which leads to successful academic achievement.

Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the *Gates McGinire Reading* and *Metropolitan Achievement Tests*. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality developmental level and learning style. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, parent materials, literature folders for teaching the high process thinking skills, and a guide and video for implementing the whole language approach in the classroom.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Early Prevention of School Failure has NEW training videos and a second year curriculum kit for first grade children.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A one day follow-up inservice is recommended on effective teaching strategies and teaching the whole language approach.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, newsletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Most states have certified trainers that can provide initial services at convenient times and locations. *Early Prevention of School Failure* has linked with other NDN programs to provide expanded staff development and curriculum resources in Effective Teaching Strategies.

Contact Luceille Werner, National Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 74-46 (5/15/74)

Family Oriented Structured Preschool Activity ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.



Audience Approved by JDRP for parents and their children ages 4-5. This program has also been used with parents and their children age 3 through kindergarten, and with Chapter I, English as a second language families, teen parents, and special education classes.

Description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. *Family Oriented Structured Preschool Activity Program* does its own effectiveness evaluation pre- and post-program participation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 17th year of operation and has 500 area families involved each year. This program has also been extended to meet the needs of children 0-3 and their parents. The philosophy and goals remain the same, a guided observation component has been added to assist parents in learning about their child's development and how to respond appropriately to certain situations.

Requirements Adoption may be total or partial (to be negotiated). **Staff:** a parent educator and an early childhood teacher or teacher assistant on part- or full-time basis, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) **Facilities:** a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. **Training:** a two-day workshop.

Services Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings. Two-day training workshops are available at project site. Two-day training workshops can be conducted at adopter site. Costs of training range from \$120-\$850 plus expenses a day plus expenses. Follow-up technical assistance can be provided by telephone or visit to adopter site.

Materials: *A Guide To Establishing and Directing the Program*, \$50; *Parent Handbook*, \$15; *In-center Learning Stations*, \$20; *Children's Room Curriculum*, \$15; *Parent Discussion-Group Curriculum*, \$25; *At-Home Activity Kits*, \$82; *Supplemental Home Activity Kits*, \$38 (all available only to adopters).

Equipment: For learning stations, \$470 for basic six-day orientation; one set of *Activity Kits*, \$4400. Many materials can be "home-made."

Contact **Jeanne Chastang Hoodecheck, Program Director, District #742 Community School; 628 Roosevelt Road; St. Cloud, MN 56301. (612) 253-5828.**

Developmental Funding: USOE ESEA Title III

JDRP NO. 75-48 (6/15/75)

High/Scope Preschool Curriculum (formerly Cognitively Oriented Preschool Curriculum). A preschool program with the designated purposes of mainstreaming mildly and moderately handicapped children with nonhandicapped children and serving early childhood programs in general.

Audience Approved by JDRP for preschool children of all abilities.

Description The *High/Scope Preschool Curriculum* is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Requirements The model can be used in an individual classroom. Inservice training for the classroom teaching team is required.

Costs The approximate cost per child for the initial year of implementation is \$171 for personnel training, \$55 for materials, and \$23 for trainer travel. Total cost for the second and subsequent years is \$48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

Contact Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48198. (313) 485-2000.

Developmental Funding: USOE BEH

JDRP No. 79.9 (3/28/79)

Parent-Child Early Education Program (Saturday School). A program, available to all four-year-old children and to high-risk three and four year olds, structured to increase each child's chances for success in school.



Audience Approved by JDRP as a program for four-year-olds, including those with special problems.

Description The overall objective is to increase each child's chances for success in school, with a particular concern for locating and treating children with special problems. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is tested individually in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year additional help by teachers certified in preschool special education. The second component is a three-hour school "day" on Saturdays. Four-year-olds rotate in small groups to learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Ninety-three percent of the parents assist in teaching in Saturday School. The third component involves weekly one-hour home teaching visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of follow-up learning activities for parent and child. Parents also receive a weekly home activity guide suggesting learning "games." Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process. Student achievement in language and cognitive skills averaged 14-16 months a year.

Requirements Basic components of the program—home teaching visits, school experience and assessment—must be a part of the program. Training at demonstrator site is necessary.

Services The program provides a variety of curriculum materials. Order forms are available upon request. Visitors are welcome to see the program in action. Project personnel is available for out-of-state awareness meetings. Costs for all services can be negotiated.

Contact Marion M. Wilson, Director, Early Education Program; Ferguson-Florissant School District; 1005 Waterford Dr.; Florissant, MO 63093. (314) 831-8809 or (314) 831-8798.

Perception+. A prerequisite to any formal learning discipline.

Audience Approved by JDRP for kindergarten (Level I) and first grade (Level II). This program has been used with other grade levels, but no evidence of effectiveness has been submitted to or approved by the panel.

Description *Perception+* addresses the student's ability to learn it is based on the premise that learning can be learned as a skill. Perception is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

Perception+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics", and they are attainable through the 15-minute *Perception+* lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. *Perception+* is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, *Perception+* students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The *Perception+* program provides children with the means for making information meaningful. Finally, *Perception+* is applying: information that has been internalized and can be easily and readily applied. Understanding generated in one context can be transferred to new and different contexts without reteaching. The *Perception+* program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. They also come to perceive the subtle differences and the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can determine logically what they have to know. As students apply internalized understanding to new experience, teachers will know what students know.

Requirements In recognition of the unique character of each classroom adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in two and one-half hours.

Costs The program can be implemented for \$115.00 (the costs of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: *Level I* (first year), *Level II* (second year). These are totally self-contained and nonexpendable and are for use with an entire class regardless of size.

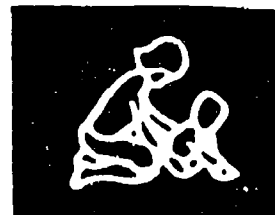
Services Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings. Training is also available at adopter site (consultant fee, travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact Monika Steinberg, Program Director, or Theodore J. Gourley; *Perception+*, Educational Information and Resource Center (EIRC), 700 Hollydell Court, Sewell, NJ 08080. (609) 582-7000. FAX 1-609-582-4206.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-78 (6/7/74)

Portage Project. A family focused, home-based approach to serving young children with multicategorical disabilities.



Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and Head Start home-based programs.

Description *The Portage Project*, a home-based program for with young children with disabilities and their families to maximize the child's development and support family functioning. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home visitor meeting with parents in the home on a weekly basis to assist them in identifying and addressing goals for the child and family.

The home visitor and family jointly identify goals for the child based on the child's developmental needs and the desires, interests, and cultural mores of the family. To facilitate the greatest amount of carryover of the child's goals, they are implemented through naturally occurring activities that the child and parent normally participate in on a daily basis. Play activities are also used as a means of addressing child goals and enhancing parent-child interaction. During the visit, parent and home visitor spend time discussing actions taken to address family goals and planning additional strategies.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services component of the project has been locally supported by 14 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction.

Requirements Administrative commitment to a family focused intervention model which addresses child and family goals is a prerequisite for successful implementation of the *Portage Model*. At least one home visitor is needed to work with families on a weekly basis. Resource personnel should be available to assist in formalizing child and family goals and developing implementation strategies.

Services Adoption training typically consists of three days of instruction in the model components including child and family assessment, planning, and implementing child activities, working with families, and data collection. Training can be modified to meet the needs of each particular agency. Adoption training is periodically scheduled in Portage, Wisconsin, or can be arranged at a host site in collaboration with one or more interested schools/agencies. Training materials are supplied at no cost. Project staff is available for out-of-state awareness and conference presentations or to provide model component training (Working with Families, Transitioning, Behavior Management, etc.). Costs project instructional materials are available upon request.

Contact Julia Herwig, Director, Portage Project; 628 E. Siffer St.; Portage, WI 53901. (608) 742-8811.

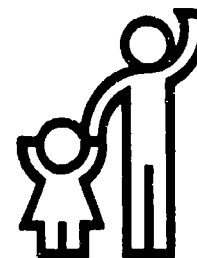
Developmental Funding: USOE SEP, NDN

201

JDRP No. 75-75 (11/10/75)

Recertified (1/85)

Child-Parent Centers Program (CPC). An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.



Audience Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families.

Description The *Child-Parent Centers* provide a highly-individualized, basic skills and language development, locally designed, half-day instruction program for preschool and kindergarten children.

Supplementary and support services are provided by school nurse, social workers, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact Velma Thomas, Director, Child-Parent Centers; Chicago Board of Education; 1819 West Pershing Rd., 6E South, Chicago, IL 60609 (312) 890-8198 or 8197.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-31 (4/29/74)

Developmental Play (DP). A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.



Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused, activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children. We offer workshops in *Healing Your Inner Child Through Developmental Play* to prepare adults to do *Developmental Play* with children.

Contact Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III

202

JDRP No. 74-116b (12/6/74)

Home Base. A program for "helping parents teach their own." Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8.



Description Project *Home Base* was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home teaching visit by a para-professional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parents and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 13 identified desirable teaching behaviors. The data supports that as the child's developmental needs are identified and met, his/her growth/learning potential is positively affected; consequently, the child is better prepared to learn, becoming a more efficient and more effective learner.

Topics related to child development and parenting skills—behavior patterns, discipline, self-concept, child health and nutrition—are discussed at regular parent meetings. Other parent concerns are shared at small-group home meetings. Family activities are also offered through local events.

Home Base's unique preventative and cost effective model is particularly "geared" for "at-risk" preschool children. It has consistently been proven to reduce developmental delays at kindergarten entrance. The model has also been successfully adapted to primary age children.

Contact Judy Popp, Director, or Shirley Hutchison, Team Leader; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave; Yakima, WA 98901 (509) 575-3295.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-10 (1/21/75)

MECCA: Make Every Child Capable of Achieving. An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling. Approved by JDRP for kindergarten and first grade.

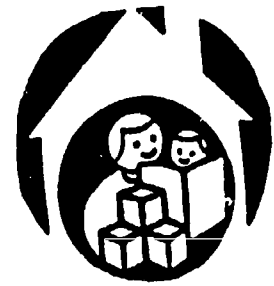
Description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact Peter R. Chester, Supervisor; Meriden Public Schools; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.

Developmental Funding: USOE BEH Title I-G

JDRP No. 77-111 (3/23/77)

Mother-Child Home Program (MCHP) of the Verbal Interaction Project. A home-based program to prevent educational disadvantage in low-income children, starting at age two, by enhancing parent-child verbal interaction. JDRP approved for two-year-olds at risk for educational disadvantage.



Description The program's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother exchanging conceptually rich language around books and toys. Goals: increase mother's positive interaction with child to aid child's intellectual and social growth and thus prevent school problems. Twice-weekly half-hour home sessions for two school years (a total of 96 or less, the number tailored to mothers' needs) continue from child's age of two to four years. Paid or volunteer home visitors ("Toy Demonstrators") involve mother and child in play while modeling for the mother a curriculum of verbal interaction techniques focused around "curriculum materials"—books and toys permanently assigned to the child. Guide Sheets containing core concepts related to each toy or book (matching, counting, reasoning, etc.) are given to Toy Demonstrator and mother. 1984 *Evaluation Data* (MCHP adoption in Pittsfield, MA schools): **Program graduates met national academic norms through 8th grade (highest follow-up) in contrast to the educational disadvantages of similar comparison children.**

Contact Phyllis Levenstein, Director, Verbal Interaction Project, Inc., Center for Mother-Child Home Program, 3268 Island Rd. Wantagh, NY 11793 (516) 785-7077. (Affiliated with State University of New York at Stony Brook.)

Developmental Funding: HEW; USOE; NIMH; foundations

JDRP No. 78-165 (11/27/78)

Search and Teach. An interdisciplinary model for the Prevention of Learning Disorders.

Description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through *SEARCH*, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. *SEARCH* taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on *TEACH*, a prescriptive approach that helps to meet the educational needs defined by *SEARCH*. *TEACH* tasks are organized into five clusters relating to *SEARCH* components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. *TEACH* provides a two-year sequence of activities with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Contact Rosa A. Hagin, School Consultation Center, Fordham University at Lincoln Center, 113 W. 60th Street, New York, NY 10023. (212) 841-5579 or Archie A. Silver, Dept of Psychiatry, University of South Florida Medical School, Tampa, FL 33613. (813) 972-7062.

Developmental Funding: USOE BEH Title VI-G

JDRP No. 79-33 (9/12/79)

STAY: School To Aid Youth. A program providing early identification and treatment of social, emotional, and academic needs of pupils. Approved by JDRP for grades 1 - 3.

Description Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has been found that they are highly successful. Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 7,500 visitors have visited Project STAY.

Contact Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III

JDRP No. 73-43 (4/9/73)

Strategies In Early Childhood Education. A continuous-growth program with sequential program materials that bridges the gaps between preschool, kindergarten, and first grade.

Description The concepts of the project are as follows: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a prescription guide, which includes each educational objective, to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Contact Robert Schramm, Project Director; P.O. Box 2568, Oshkosh, WI 54903, (414) 233-2372

Developmental Funding: USOE ESEA Title III

205

JDRP No. 74-75 (5/29/74)

Tulare Follow Through. Two separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

Audience Approved by JDRP for all students grades K-3 and their parents.

Description *The Oral Language Development* component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

Requirements An adoption agreement is required. Adopters must designate one person to implement and supervise the program component(s) adopted. Inservice is required for personnel involved in implementation. Program materials must be purchased.

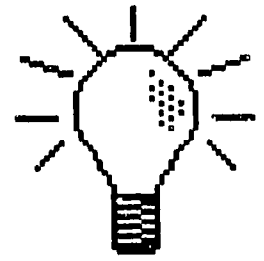
Costs Costs include time and resources necessary for implementation and supervision of program component(s) adopted. Teacher's manuals for Oral Language Development are available at cost. Parent Involvement materials are available at cost.

Services A Follow Through Resource Center. Awareness materials are available. Visitors are welcome by appointment for observations and demonstrations. Project staff is available for out-of-state awareness presentations. Inservice and follow-up technical assistance are available to adopters.

Contact Director, Tulare Follow Through Resource Center; 909 E. Cedar, Tulare, CA 93274. (209) 688-3335 Ext. 302, or 688-2892

Developmental Funding: USOE Follow Through

JDRP No. 77-127 (8/1977)



Noteworthy Early Childhood Programs

from

A RESOURCE GUIDE

TO PUBLIC SCHOOL

EARLY CHILDHOOD PROGRAMS

The programs outlined in the following pages are described in detail in the 1988 ASCD publication, *A Resource Guide to Public School Early Childhood Programs*, edited by Cynthia Warger. Although this resource guide is two years old, these excerpts have been provided to demonstrate the recent scope of successful early childhood education programming. [These adaptations were made by: Dr. Bonnie Fisher, PRC, 2601 Fortune Circle East, Suite 300A, Indianapolis, IN 46241.]

207

**Minneapolis Public Schools
Minneapolis, Minnesota**

Early Childhood Family Education

Project Description

The goal of the Early Childhood Family Education program is to build and support the confidence and competence of parents and expectant parents by providing the best possible parent-child interaction and environment for the social, emotional, physical, and intellectual development of their children. All city residents and their young children from birth to kindergarten are eligible to participate. Expectant parents, including teens, and parents whose children have special developmental needs are also served.

On average, families spend two hours a week in classes located at neighborhood ECFE centers. Each week, parents and children, guided by early childhood teachers and parent educators, are involved from 15 to 45 minutes in developmentally appropriate activities in an environment that fosters fun, exploration, and mutual learning. Later, parents go to a discussion group while children are cared for in the early childhood room. Parent group participation is voluntary and usually centers on discussion of specific issues of child development, parenting, learning, etc. Additional services in the areas of screening and training are provided by special education personnel, social workers, speech clinicians, and physical and occupational therapists. Bilingual classes for southeast Asian and Hispanic parents are also conducted.

The program follows the school calendar (September-May). There are two-hour segments during the morning, afternoon, and evening, as well as occasional weekend classes and special events. It is administered by Community Education, a unit of the Minneapolis Public School District, which keeps staff/child ratios small: 1:3 for infants, 1:7 for toddlers, and 1:12 for preschoolers.

The program is funded by state and local taxes, parent fees, in-kind contributions from the school district, and grants.

Contact: Robert Z. Brancale, Coordinator
Susan-Dreves-Libson, Early Childhood Family Education Specialist
Minneapolis Early Childhood Family Education
1006 West Lake St.
Minneapolis, MN 55408

**Brownsville Independent School District
Brownsville, Texas**

A Prekindergartner Instructional Television Program

Project Description

Faced with the situation in 1980 that 95% of entering kindergartners spoke little or no English and that this trend was going to continue, the Brownsville School District was awarded a three-year grant to develop "El Arco Iris" (The Rainbow), a prekindergarten instructional television program. The project has produced 36 videotapes with an English and a Spanish lesson, directed to children and their parents. The goal of the project is to upgrade the entrance level readiness skills of prekindergarten, limited-English-Proficient (LEP) children, especially in the areas of cognitive, physical, social/emotional, and language development. The project is designed to promote maximum language development in both English and Spanish, provide a firm base for other academic learning experiences, and increase the environmental experiences of LEP preschoolers and their parents living in target areas of the community.

Each videotape contains a lesson, storytelling segment, and home activity. Each videotape lesson generally covers some aspect of visual and auditory skill development and contains such elements as field trips, puppets, and characters. The videotape themes focus on the child, family, and the community, with many holiday themes introduced to help the child learn about the cultural context of the community.

In the program, parents and their children attend two 1 1/2-hour sessions each week. They view major parts of the instructional videotape together. Afterwards, they have separate classes with instructional aides. The children's aide reinforces the objectives of the lesson, and the parents' aide discusses the lesson and demonstrates at-home enrichment activities. Parents are coached on how they can improve their children's academic achievement and self-concept at home.

The program, excluding videotape development costs, is approximately \$300 per pupil. Although this model was designed to meet the needs of a bilingual population, the format is appropriate for school districts that want to increase parent involvement, provide low-cost prekindergarten instruction, and produce their own videotaped lessons.

Contact: Emma Gavito, Bilingual Curriculum Coordinator
Brownsville Independent School District
1625 Price Road
Brownsville, TX 78521
(512) 546-5354

**Westside Community Schools
Omaha, Nebraska**

Integrating Special Needs Learners into Mainstream Classrooms

Project Description

The Westside Community Schools operates 6 early childhood centers, which provide year-round, educational programs for children ages 18 months to 12 years. These programs include toddler care, preschool education, preschool day care, and before and after school care. The children represent the total spectrum of learning styles, abilities, and special needs, e.g., mentally handicapped, multi-handicapped, orthopedically impaired, speech-language impaired, hearing impaired, and other health impaired. The goal for the special needs component is to provide the least restrictive environment for the handicapped child within the educational context.

A multi-disciplinary team, which is made up of a school psychologist, speech therapist, occupational therapist, physical therapist, vision specialist, hearing specialist and other educational diagnosticians, uses several formal tests to determine the handicapping conditions of the child and the best educational placement. One of the 6 centers serves all mainstreamed special-needs preschoolers.

A typical schedule at the center might be:

7 a.m.-9 a.m.	Before school care
9 a.m.-11:30 a.m.	Preschool (special needs children mainstreamed)
11:30 a.m.-12:15 p.m.	Lunch: feeding program for severely/profoundly handicapped children
12:15 p.m.-6 p.m.	After school care
1 p.m.-3:30 p.m.	Special needs preschool with some mainstreaming in day-care

The curriculum is based on the High/Scope philosophy and techniques. Staff/child ratios are kept small: 1:5 for toddlers (18 mos.-3 years), 1:8 for 3-year-olds, 1:10 for preschool, and 1:10-1:15 for school-age. An open door policy for parents encourages them to visit, volunteer, provide snacks, or be a story teller. In addition, parents and teachers have organized the Parent Advisory Committee, through which they share in policy making, discuss problems, and conduct special projects.

Contact: Penny Gildea, Director of Early Childhood Education
Doreen Schelle, Special Education Teacher
Westside Community Schools and
Westside Early Childhood Centers
909 South 76th St.
Omaha, NE 68114
(402) 390-2100 or (402) 390-8205

210

**Seawell Elementary School
Chapel Hill, North Carolina**

Developmental/Experiential K-1 Program

Project Description

The major goal of this project has been to translate developmental theory into appropriate educational practice for 5- and 6-year olds in a public school setting. The educational program considers the total cognitive, affective, and psychomotor growth of the child, has a curriculum organized around the developmental needs, interests, and learning styles of each child, encourages each child to participate actively in their learning, and pays equal attention to the method and content of teaching.

The Early Prevention of School Failure (EPSF) program is used to assess all entering kindergarten children, who come from diverse ethnic and socioeconomic backgrounds. Children are grouped heterogeneously, and educationally handicapped pupils typically are mainstreamed. Children who have developmental delays have their classroom program individualized to meet their needs and are retested in the spring to determine their progress.

Three components of curriculum organization and three of classroom management form the basis for the educational program. The curriculum organization components include learning centers, skills groups, and units of study. The classroom management components include color coding, written contracts, and internal and external aspects of discipline. Each day, children are given feedback on products and written work. As a result, children achieve an appropriate level of mastery on one activity before beginning another. Each child also has a daily conference with the classroom teacher to review contract activities and projects. The child's work is attached to the contract and sent home each day.

Parent involvement is encouraged through an open visitation policy, two regularly scheduled conferences with the classroom teacher each year, and newsletters and memos. PTA functions are structured around individual classrooms rather than the entire school. Parents also help plan classroom enrichment activities.

Base funding is the same as that for all elementary programs in the state of North Carolina.

Contact: Barbara Lawler, Principal
Kay Drake, Markie Pringle, Teachers
Seawell Elementary School
Seawell School Rd.
Chapel Hill, NC 27514
(919) 967-4343

**Baltimore City Public Schools
Baltimore, Maryland**

State and Nationally Accredited Prekindergarten Program

Project Description

Targeted to 4-year old children, the preschool program of the Baltimore City Public Schools aims to provide experiences that promote the cognitive, emotional, social, and physical development of young children. Subgoals include the enhancement of language development, proper development of gross and fine motor skills, provision of experiences that foster positive self-concept and creativity, and ensuring a safe and developmentally appropriate environment.

Emphasis is placed on consideration of the strengths, interests, needs, and diverse backgrounds that young children bring to school. Teachers are required to plan activities that allow for active exploration and utilization of all sensory areas and use of developmentally appropriate materials and settings. Teachers use the "Basic Learnings Objectives" guide in planning educational activities. Teachers rely on an integrated, thematic unit approach, defined here as an instructional plan incorporating basic concepts from many subject areas. Classes meet for 2 1/2 hours daily.

Each class is assigned an early childhood certified teacher and an aide. The teacher/pupil ratio is 1:10, and class size is limited to 20.

Parents help plan their children's program, help carry it out, and help evaluate its success. Many schools have a school-community liaison worker who recruits parents to serve in parent councils and in classrooms as volunteers. Training sessions on parenting and parent discussion groups with community leaders and outside agency representatives are regularly scheduled.

Funding for the program comes from local, state, and federal tax monies, including the Chapter I program.

Contact: Carla Brewington-Ford, Supervisor
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202

**Johnson County Schools
Mountain City, Tennessee**

Head Start -Preschool Handicapped Program

Project Description

This project is directed to children ages 3 to 5 years old, who show developmental delays in more than one area assessed during the annual systemwide screening program or who have been referred by local health care providers and the Tennessee Child Health and Development Program. The objective of the project is to assure the early identification of young children's developmental needs and to work together with parents to achieve effective intervention. The project operates cooperatively with the district's Head Start program.

As part of the project, each child is assessed using Griffin and Sanford's **LEARNING ACCOMPLISHMENT PROFILE-DIAGNOSTIC (LAP-D)**, which is designed to provide teachers of young children with a criterion-referenced record of the child's existing skills. Use of the LAP-D enables the teacher to identify developmentally appropriate learning objectives for each child, measure progress through changes in rate of development, and provide specific information relevant to pupil learning.

The curriculum is based upon **A PLANNING GUIDE: THE PRESCHOOL CURRICULUM** prepared by Chapel Hill Training-Outreach Programs. This book contains topical units arranged in a sequence of daily activities, and through these activities the child's progress in developing gross and fine motor skills, social and cognitive skills, language, and self help is promoted.

The teaching procedures reflect strategies of task analysis, reverse chaining, and positive reinforcement. Learning activities provided in the classroom are also incorporated into a home follow-up program.

The program runs 6 1/2 hours each day, unless there is a need to modify the length, and 3- and 4-year olds have the option of attending two or four days per week, depending on their needs. For the homebound child with severe handicaps, home counseling and educational sessions are provided regularly.

Sources of funding for the project come from the federal Head Start program, nonfederal sources, and a Preschool Incentive Program sponsored by the state.

Contact: Ann M. Hampton, Director
211 N. Church St.
Mountain City, TN 37683
(615) 727-7911

**Head Start Program
Fairfax County, Virginia**

Cognitively Oriented Preschool Curriculum

Project Description

This project serves primarily 3- and 4-year-olds, representing 26 languages and cultures, as well as a wide range of developmental and intellectual capacities. The mission of the program is to meet the diverse needs of the children and their families, to foster improved health status, to stimulate gains in cognitive and language skills development, to encourage intellectual curiosity, to develop self-confidence and self-sufficiency, and to strengthen the involvement of parents in their children's education.

The Cognitively Oriented Preschool Curriculum is based on Piaget's constructs of child development and focuses on the preoperational stage. The content of the curriculum consists of 50 key experiences organized within 8 categories: active learning, language experiencing, language representing, classification, seriation, numbers, spatial relations, and time. Active learning, where the learner initiates direct interaction with people, objects, and events, is the process used in the cognitively oriented curriculum. The key experiences in active learning are:

- * Exploring actively with all senses
- * Discovering relations through direct experience
- * Manipulating, transforming, and combining materials
- * Choosing materials, activities, purposes
- * Acquiring skills with tools and equipment
- * Using the large muscles
- * Taking care of one's own needs

The curriculum is not dependent on any particular testing or screening methodology. Currently, the Denver Developmental Screening Test is used for testing purposes.

Head Start teachers and aides in the project receive intensive training from the High/Scope Educational Research Foundation, whose curriculum guide is the foundation of this project.

Funding comes from the federal Head Start program and from tuition payments by other local education agencies.

Contact: Sandy Lowe
Fairfax Department of Community Action
Fair Oaks Corporate Center
11216 Waples Mill Rd.
Fairfax, VA 22030
(703) 246-5171

214

**Lindbergh School District
Sunset Hills, Missouri**

**A Joint Venture Between Two Districts:
Affton-Lindbergh Early Childhood Education Program**

Project Description

Under the co-sponsorship of the Affton and Lindbergh school districts, this early childhood project serves children ages 6 weeks to 11 years through 8 different programs. Its services include special education, individual diagnostic services, and day care, as its mission is to constantly and consistently help families make a positive contribution to their child's first venture into education and the community. Its programs are:

- **Early Childhood Education** - serves children 2 1/2 - 5 years of age. Three hour sessions, morning or afternoon. Curriculum based on High/Scope Cognitively Oriented Curriculum.
- **Early Childhood Extended Day** - child care from 6:30 a.m. to 6 p.m. year round. Activities also built around High/Scope curriculum.
- **Kindergarten Extended Day** - morning or afternoon classes in addition to regular kindergarten. Classes are child's regular school.
- **Developmental Kindergarten** - after school enrichment program for children with special needs.
- **School Age Extended Day** - for grades 1 through 6.
- **Parents as First Teachers** - parents receive information about skills and development appropriate to every stage of the child's early years.
- **Parent-Toddler Education** - for children aged 18-36 months, parent-toddler classes meet for two hours, once a week, for 12 weeks. Parents and children are scheduled together for one hour, and second hour is a parents' discussion group.
- **Special Education** - free developmental screening for children 5 years or younger, followed by individualized educational plan (IEP) designed for each child.

The funding for this project comes from the state and other sources, including fees from participants.

Contact: Elma Armistead, Associate Superintendent
Sheila Sherman, Director of Early Childhood and Principal
Lindbergh School District
1225 Eddie and Park
Sunset Hills, MO 63127

215