

## **Examples of State PreK Program Models Used by Child Care and Head Start Agencies**

This paper has been prepared as a resource for child care and Head Start agencies that are applying for State PreKindergarten (PreK) funds under the Early Childhood Education Block Grant (ECBG). It briefly describes some successful program models that blend state PreK and child care funds to offer a full-workday, year-round program of education and care. These are not the only models in operation, but are offered to provide some ideas about how collaborative models might work. Even programs that choose to adopt one of these models will need to adjust the program design and budget to meet their specific circumstances.

Nonprofit and for-profit child care and Head Start agencies may now apply for Early Childhood Education Block Grant funds in either of two ways: 1) agencies may apply directly to ISBE in response to its fiscal year 2005 Request for Proposals or 2) agencies may subcontract with a public school district. However, for-profit and nonprofit organizations located in the city limits of Chicago that are submitting new applications for Early Childhood Block Grant funds must apply directly to the Chicago Public Schools' (CPS) Community Partnership Programs Office using the CPS application form. For-profit and nonprofit organizations located in the city limits of Chicago that already operate Early Childhood Block Grant funded-programs through ISBE should continue to submit their applications directly to ISBE.

### **Model 1: Delivering PreK Services to Eligible Children in Child Care Centers**

- Certified PreK Teachers supplement the child care staff. Certified Teachers must have a Type 04 Early Childhood certificate.
- Qualified Teacher Assistants, who may be funded by the State PreK program or child care funds, must have either 30 hours of college credit (if the program does not use Title I funds) or 60 hours of college credit from an accredited college or university (if a program uses Title I funds, and is therefore subject to *No Child Left Behind*). These Teacher Assistants usually qualify as child care Teachers under DCFS licensing standards.
- PreK funds often support some combination of credentialed staff, parent involvement activities, educational supplies and materials, student transportation for educational outings, and other direct services to children.
- The sample budgets that follow assume a funding level of \$2,650 to \$3,000 per year for each age-eligible child who screens at-risk. State PreK programs must operate a minimum of half day, 180 days per year, but the models described below usually operate as full-workday, year-round programs.

### **Staffing Options:**

- A. *Three-Teacher Option*: In this option, child care centers staff each classroom with one (1) certified (Type 04) Teacher, plus two teachers with qualifications that meet day care licensing standards (often a day care teacher and day care teacher assistant). Each classroom has three staff full-time. This arrangement reduces or eliminates the need for teachers to float between classrooms and for children to move to other classrooms in the early or late hours of the day. Children experience lower staff to child ratios and fewer transitions.

- B. Moving Teacher Option: In this option, the certified (Type 04) Teacher covers two classrooms, spending half her time in one classroom and half in the other. The certified Teacher supplements the existing child care staff and no other staffing changes are made. This model contributes to joint planning among classrooms.

**Sample Duties for Certified Teachers:**

- Works with children individually and in groups in the classroom
- Develops an assessment profile of each child
- Works with other classroom staff to develop and implement curriculum plans that address children’s individual needs

**Children’s Classroom Placement:**

- Serving eligible at-risk children along with ineligible children in the same classrooms: Centers with higher percentages of children eligible for State PreK generally choose to integrate State PreK children in classrooms with non-PreK children. In this placement, PreK at-risk children are not segregated from other children, and non-PreK children benefit from the certified teachers and enhanced educational opportunities.
- Moving eligible at-risk children to a separate classroom: Centers with only a small percentage of children eligible for State PreK often choose to place those children together in the same classroom because PreK funds may not be sufficient to staff all classrooms with a certified Teacher.

**Sample Budgets for State PreK Programs Serving Children in Child Care Centers**

1. Sample Center Where 75% of Children are Eligible for State PreK

This section illustrates two ways to build PreK budgets in a child center serving 80 children in 4 classrooms. Of the 80 children, 60 children are eligible for State PreK and 20 children are not. The 60 eligible children are distributed among four classrooms. State PreK funding for 60 children at \$3,000/child = \$180,000 from ECBG funds.

|                                      | (A) <u>Three-Teacher Option</u><br><i>(described above)</i> | (B) <u>Moving Teacher Option</u><br><i>(described above)</i> |
|--------------------------------------|---|--|
| Certified teachers                   | 4 @ \$35,000= \$140,000                                     | 2 @ \$40,000= \$80,000                                       |
| <u>Fringe benefits (20%)</u>         | \$ 28,000   | \$16,000   |
| Subtotal                             | \$168,000   | \$96,000   |
| Teacher Assistants                   | (child care funding)  | 2 @ \$24,000= \$48,000                                       |
| <u>Fringe benefits (20%)</u>         | (child care funding)  | \$9,600  |
| Subtotal                             |   | \$57,600   |
| Professional Development             | \$4,000   | \$6,000  |
| Educational Supplies                 | \$8,000   | \$10,000   |
| Field Trips                          | (child care funding)  | \$4,400  |
| <u>Parent Involvement Activities</u> | (child care funding)  | \$6,000  |
| Subtotal                             | \$12,000  | \$26,400   |
| <b>Total PreK Budget</b>             | <b>\$180,000</b>  | <b>\$180,000</b>   |

2. Sample Center Where Only a Small Number of Children Are Eligible for State PreK

This section illustrates a child care center with only 17 children who are eligible for State PreK. All 17 at-risk children are placed in a single classroom with a certified Teacher and other staff. State PreK funding for 17 children at \$3,000/child= \$51,000 from ECBG funds.

|                                      |                             |
|--------------------------------------|-----------------------------|
| Certified teacher                    | \$35,000                    |
| <u>Fringe benefits (20%)</u>         | <u>\$7,000</u>              |
| Subtotal                             | \$42,000                    |
| Teacher Assistants                   | (child care funding)        |
| <u>Fringe benefits (20%)</u>         | (child care funding)        |
| Subtotal                             |                             |
| Professional Development             | \$2,000                     |
| Educational Supplies                 | \$7,000                     |
| Field Trips                          | (child care funding)        |
| <u>Parent Involvement Activities</u> | <u>(child care funding)</u> |
| Subtotal                             | \$9,000                     |
| <b>Total PreK Budget</b>             | <b>\$51,000</b>             |

**Model 2: Delivering PreK Services to Eligible Children in Family Child Care Homes**

- The PreK teacher visits family child care homes on a regular basis to provide PreK services to eligible children.
- Programs also may choose to bring children to a central location periodically for group learning experiences.
- The PreK teacher (who is certified) performs similar functions to the certified Teacher in Model 1, including developing an assessment profile of each child, working with family child care providers to develop and implement curriculum plans that address children’s individual needs, and working with children individually and in groups.
- These programs appear to work best when they build on existing child care home networks that are supported by child care centers or other agencies.

No sample budget is included for Model 2, because agencies do not yet have enough experience to make recommendations.

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