

**Voluntary Prekindergarten (VPK) Program
Registration Procedures/Guidelines
FEE-SUPPORTED CLASSROOMS IN NON-TITLE I SCHOOLS
2012 – 2013**

Continuation of the state-funded Voluntary Prekindergarten (VPK) Program will begin on August 20, 2012 with the opening of schools. VPK funding will continue to provide a 3-hour program (8:30 a.m. – 11:30 a.m.). The Enrichment Program portion of the day (11:30 a.m. – 3:30 p.m.) will be funded with fees paid by the parents.

The following guidelines and registration procedures are provided to schools to assist with the 2012 – 2013 VPK registration process.

VPK Registration Process

Important Dates:

- April 9, 2012: Schools hold VPK Lottery. The Certificate of Eligibility (COE) is not needed for participation in the lottery.
- April 9-11, 2012: Schools send notification to parents of selected and unselected children.
- April 30, 2012: Last day for parents of selected students to submit signed original Certificate of Eligibility to schools.
- April 30-May 4, 2012: Schools submit copies of the COE's to Office of Early Childhood Programs.

Requirements for Student Eligibility and Initial School Entry:

- Attain age 4 on or before September 1, 2012.
- Reside in school attendance area.
- A Student Health Examination, DH-6 Form 3040, performed within the 12 months prior to initial entry into a Florida school, include Tuberculosis Clinical Screening and/or a PPD, and follow-up if necessary.
- Certificate of Immunization: DH-Form 889, should be accepted on white or blue paper. Forms may be completed by hand or printed from the Florida State Health Online Tracking System (Florida OHOTIS). If there is a religious exemption from immunizations, the parent/guardian must submit DH-Form 889.
- Documentation showing proof of age (original birth certificate or other documents as stated in the Initial Entry Registration Procedures Handbook.)
- Approved documentation for proof of address (two documents).
- Student Data Card.
- Completed Home Language Survey Card.
- Completed free/reduced price meal application (Students with a denied school lunch status are eligible to participate in the VPK Program.) and
- Document of Time of Registration (FM-5740).

Documents to be on file in each child's folder after selection:

- Signed Financial Responsibility Form.

Voluntary Prekindergarten Program Vpk Provider Manual

**Florida. Department of Education.
Office of Early Learning**



Voluntary Prekindergarten Program Vpk Provider Manual:

Florida Administrative Register ,2010-03 The Oxford Handbook of U.S. Education Law Kristi L. Bowman,2021 The Oxford Handbook of U S Education Law includes more than three dozen chapters by leading education law and policy scholars It presents a comprehensive description of the law that regulates public K 12 education today and suggests legal and policy changes for the next decade Chapters cover a wide variety of topics including virtual schooling civil rights student privacy and safety education federalism school choice and special education The Handbook is an essential guide for anyone interested in the law and policy that shapes K 12 education in the United States **The State of Preschool** ,2007

Journal of the Senate, State of Florida Florida. Legislature. Senate,2015 *Florida Small Business* ,2008 **Early Learning Coalition's Administration and Program Support Expenses Vary Widely, Opinions Divided on Coalition Efficiency** Florida. Office of Program Policy Analysis and Government Accountability,2008 *Self-Study Guide for Florida VPK Provider Improvement Plan Development* Beth M. Phillips,Debbie Mazzeo,Kevin Smith,2016 This Self Study Guide has been developed to support Florida Voluntary Prekindergarten Providers VPK who are required to complete an improvement plan process i e low performing providers The guide has sections that can be used during both the process of selecting target areas for an improvement plan and the process of implementing new or modified activities within a target area The Guide includes nine sections The introduction is Section 1 Sections 2 8 address each of the seven Target Areas that can be the focus of an Improvement Plan Section 9 includes a summary form on which to indicate the decisions made after completion of discussions for each of Sections 2 8 This Guide has been designed to facilitate provider completion of a three stage process once directed by the Office of Early Learning to complete an Improvement Plan *The Promise of Pre-K* National Center for Research on Early Childhood Education. Leadership Symposium,2009 High quality pre K that really improves children s outcomes that s the goal early childhood professional will work toward with this groundbreaking text the first volume in the NEW National Center for Research on Early Childhood Education NCRECE series Combining the most current knowlege of top researchers policy makers and federal and state officials this book examines where pre K is today and inspires decision makers with concrete examples fo successful programs Wotj tjos om depth examination of the latest research and practice readers will be better prepared to make a compelling argument for supportign high quality pre K address the complex challenges of expanding pre K understand the pros and cons of different types of pre K programs and make informed decisions about the most important issues in program development To find out what s already working in pre K program development readers will get an inside look at five successful state level prgrams in New York Maryland Louisiana Georgia and North Carolina throug detailed analyses of each programs characteristics these extended case examples give decision makers a template for effective child centered early education An essential resource for policy makers researchers and teach educators this important volume will help early childhood professionals make progress toward their ultimate goal pre k that

responds to children's changing needs helps close the achievement gap and ensures school readiness

The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies Elizabeth Votruba-Drzal, Eric Dearing, 2017-04-17 The first and only comprehensive review of current early childhood development theory practices policies and the science behind them This unique and important book provides a comprehensive overview of the current theory practices and policies in early childhood development within the contexts of family school and community and society at large Moreover it synthesizes scientifically rigorous research from an array of disciplines in an effort to identify the most effective strategies for promoting early childhood development Research into childhood development is booming and the scientific knowledge base concerning early childhood development is now greater than that of any other stage of the human life span At the same time efforts to apply that knowledge to early childhood practices programs and policies have never been greater or more urgent Yet surprisingly until *The Handbook of Early Childhood Development Programs Practices and Policies* there was no comprehensive critical review of the applied science in the field The book begins with in depth coverage of child and family approaches From there it moves onto a consideration of school and community based strategies It concludes with a discussion of current social policies on health and development in early childhood and their implications Provides a comprehensive overview of the state of the knowledge base along with guidance for the future of the field Examines the underlying theory and basic science guiding efforts to promote early childhood development Critically reviews the strength of the empirical support for individual practices programs and policies Explores key opportunities and barriers policymakers and practitioners face when implementing various approaches Pays particular attention to socioeconomically disadvantaged and other disenfranchised populations *The Handbook of Early Childhood Development Programs Practices and Policies* is a valuable resource for practitioners scholars graduate students and advanced undergraduate students across the social sciences who are interested in strengthening their understanding of current strategies for promoting early childhood development and the science informing those strategies

Florida Statutes and Administrative Rules Related to the Voluntary Prekindergarten (VPK) Education Program Florida. Department of Education. Office of Early Learning, 2006

Summary of Passed Legislation Florida. Legislature. House of Representatives, 2004

Impact of the Education Level of Voluntary Prekindergarten Teachers Upon Kindergarten Student Readiness Rates Teresa A. Wright, 2012 This study addressed the problem of insufficient information concerning the impact of variability in requirements and credentials for Florida Voluntary Prekindergarten VPK teachers statewide on VPK program quality This study examined the variance in the professional credentials of VPK lead instructors in Florida school districts and whether or not this variability makes a significant difference in program quality as measured by VPK Provider Kindergarten Readiness Rates Analysis of variance ANOVA and analysis of covariance ANCOVA statistical tests were conducted as appropriate for each of four research questions Research findings indicated there was no statistically significant difference in the mean VPK Provider Kindergarten

Readiness Rates based on the professional credentials for VPK lead instructors when controlling for the socio economic status of the children enrolled at each site Recommendations were made for future research to replicate the study using a different indicator of program quality perhaps a measure of student progress throughout the school year Also the first groups of students to participate in Florida s voluntary prekindergarten VPK program are now enrolled in upper elementary grades making a longitudinal study both feasible and worthwhile in evaluating the effectiveness of a large scale preschool program The researcher further recommended that the idea of improving the qualifications of the prekindergarten workforce must persist supported by continued research and adequate funding

Child Care Accreditation in Florida Florida. Department of Children and Families,2009

Coalition Assistance is Instrumental in Helping Providers Accommodate Voluntary Prekindergarten Requirements ,2006

A Randomized Control Trial of a Statewide Voluntary Prekindergarten Program on Children's Skills and Behaviors Through Third Grade. Research Report Mark W. Lipsey,Dale C. Farran,Kerry G. Hofer,2015

In 2009 Vanderbilt University s Peabody Research Institute in coordination with the Tennessee Department of Education s Division of Curriculum and Instruction initiated a rigorous independent evaluation of the state s Voluntary Prekindergarten program TN VPK TN VPK is a full day prekindergarten program for four year old children expected to enter kindergarten the following school year The program in each participating school district must meet standards set by the State Board of Education that require each classroom to have a teacher with a license in early childhood development and education an adult student ratio of no less than 1 10 a maximum class size of 20 and an approved age appropriate curriculum TN VPK is an optional program focused on the neediest children in the state It uses a tiered admission process with children from low income families who apply to the program admitted first Any remaining seats in a given location are then allocated to otherwise at risk children including those with disabilities and limited English proficiency The current report presents findings from this evaluation summarizing the longitudinal effects of TN VPK on pre kindergarten through third grade achievement and behavioral outcomes for an Intensive Substudy Sample of 1076 children of which 773 were randomly assigned to attend TN VPK classrooms and 303 were not admitted Both groups have been followed since the beginning of the pre k year

An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards ,2018 This publication is a comprehensive document containing age appropriate information and reflections about how young children explore create and think The Standards are grounded in Florida s conviction that children s early experiences are directly related to later success in school in the workforce and in life The information in this document is for families caregivers and educators so that their interactions with young children in the home and in School Readiness Voluntary Prekindergarten VPK and other early care and education programs can build upon children s emerging talents and strengths in appropriate and enriching ways

Effects of the Tennessee Voluntary Pre-Kindergarten Program on School Readiness Mark W. Lipsey,Kerry G. Hofer,Carol Bilbrey,Dale C. Farran,Nianbo Dong,2012 Relatively few rigorous studies of the

effectiveness of contemporary public prekindergarten programs have been conducted despite the growing number of programs and large monetary investments they require. The study on which this presentation is based was launched in partnership with the Tennessee State Department of Education's Division of School Readiness and Early Learning to provide an assessment of the effects of the statewide Tennessee Voluntary Prekindergarten (TN VPK) program on the readiness for kindergarten of the economically disadvantaged population it serves. Research studies have reported the rapid neurological, cognitive, and social-emotional growth that takes place during the first five years of life and the positive effects of high-quality early childhood educational programs. In recent years, however, TN VPK has become a controversial program in Tennessee, with some legislators expressing doubts about its value in the context of severe budget shortfalls and still others referring to it even more skeptically as expensive babysitting. This study interleaves a longitudinal randomized control trial (RCT) and an age cutoff regression discontinuity (RD) design to evaluate the effectiveness of the TN VPK program. Though the project is still underway, this presentation will summarize results for two cohorts of RCT participants.

Evaluation of the Tennessee Voluntary Prekindergarten Program Mark W. Lipsey, Kerry G. Hofer, Nianbo Dong, Dale C. Farran, Carol Bilbrey, 2013. In 2009, Vanderbilt University's Peabody Research Institute, with the assistance of the Tennessee Department of Education's Division of Curriculum and Instruction, initiated a rigorous independent evaluation of the state's Voluntary Prekindergarten program (TN VPK). TN VPK is a full-day prekindergarten program for four-year-old children expected to enter kindergarten the following school year. The program in each participating school district must meet standards set by the State Board of Education that require each classroom to have a teacher with a license in early childhood development and education, an adult-student ratio of no less than 1:10, a maximum class size of 20, and an approved age-appropriate curriculum. TN VPK is an optional program focused on the neediest children in the state. It uses a tiered admission process with children from low-income families who apply to the program admitted first. Any remaining seats in a given location are then allocated to otherwise at-risk children, including those with disabilities and limited English proficiency. The current report is the second in a series that presents findings from this evaluation. The prior report described outcomes at the end of the pre-k year for the children in the Intensive Substudy sample who participated in TN VPK in comparison to those who did not participate. The present report summarizes the longitudinal effects of TN VPK on kindergarten outcomes and those first-grade outcomes that are currently available. At the end of prekindergarten, TN VPK effects could be examined only on early achievement measures and teacher ratings of academic skills and behavior obtained at the very beginning of the kindergarten year. A notable addition in this current report is that results are now available on several other non-cognitive academic outcomes, including grade retention, attendance, recorded disciplinary actions, and special education services.

The Impact of Voluntary Pre-kindergarten on the Academic Achievement and Kindergarten Readiness of Students in a Large Suburban School District Jordan J. Rodriguez, 2013. Throughout the United States, state governments are allocating millions of dollars to support

Voluntary Pre Kindergarten VPK programs Recent research has indicated that students who participate in VPK demonstrate higher academic achievement scores across a number of subject areas Moreover VPK participants are more likely to enter primary school on grade level which in turn leads to a reduction in grade retention Studies have indicated that although all students who participate in VPK programs benefit from such programs minority students and students who come from low socioeconomic backgrounds benefit at an even higher level The intent of this study was to determine to what extent if any a VPK program within a large suburban school district impacted the academic achievement and kindergarten preparedness of participants in comparison to students who did not participate in the VPK program offered by the district To measure the impact student scores on the 2006 2007 Florida Kindergarten Readiness Screener FLKRS were compared through the use of an independent samples t test The same students had their 3rd grade Florida Comprehensive Assessment Test FCAT Reading and Mathematics scored compared as well Two groups were compared against one another The control group was a group of students who did not participate in the VPK offered by the school district The treatment group was the group of students that participated in the district offered VPK The results of each of the independent sample t tests conducted determined that there was not a statistically significant difference in either student preparedness or student academic achievement between the VPK participant group and the non participant group

Immediate and Longitudinal Effects of the Tennessee Voluntary Pre-Kindergarten Program on Student Cognitive and Non-Cognitive Outcomes Mark W. Lipsey, 2014

Relatively few rigorous studies of the effectiveness of contemporary public prekindergarten programs have been conducted despite the growing number of programs and large monetary investments that accompany them The study on which this presentation is based was launched in partnership with the Tennessee State Department of Education's Division of School Readiness and Early Learning to provide an assessment of the effects of the statewide Tennessee Voluntary Pre Kindergarten TN VPK program on the readiness for kindergarten of the economically disadvantaged population it serves TN VPK has become a controversial program in Tennessee with some legislators expressing doubts about its value in the context of severe budget shortfalls and still others referring to it even more skeptically as expensive babysitting This study interleaves a randomized control trial RCT design and an age cutoff regression discontinuity RD design to evaluate the effectiveness of the TN VPK program Though the project is still underway this presentation will summarize results from the RCT through first grade One table is appended

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