

# OFFICE OF EARLY LEARNING

Preparing children for school  
success through high-quality  
early education.



## **North Carolina Early Education System: Sustaining Impact**

Joint Legislative Oversight Committee on Health and Human  
Services: Subcommittee on Early Education and Family  
Support Programs

February 25, 2016

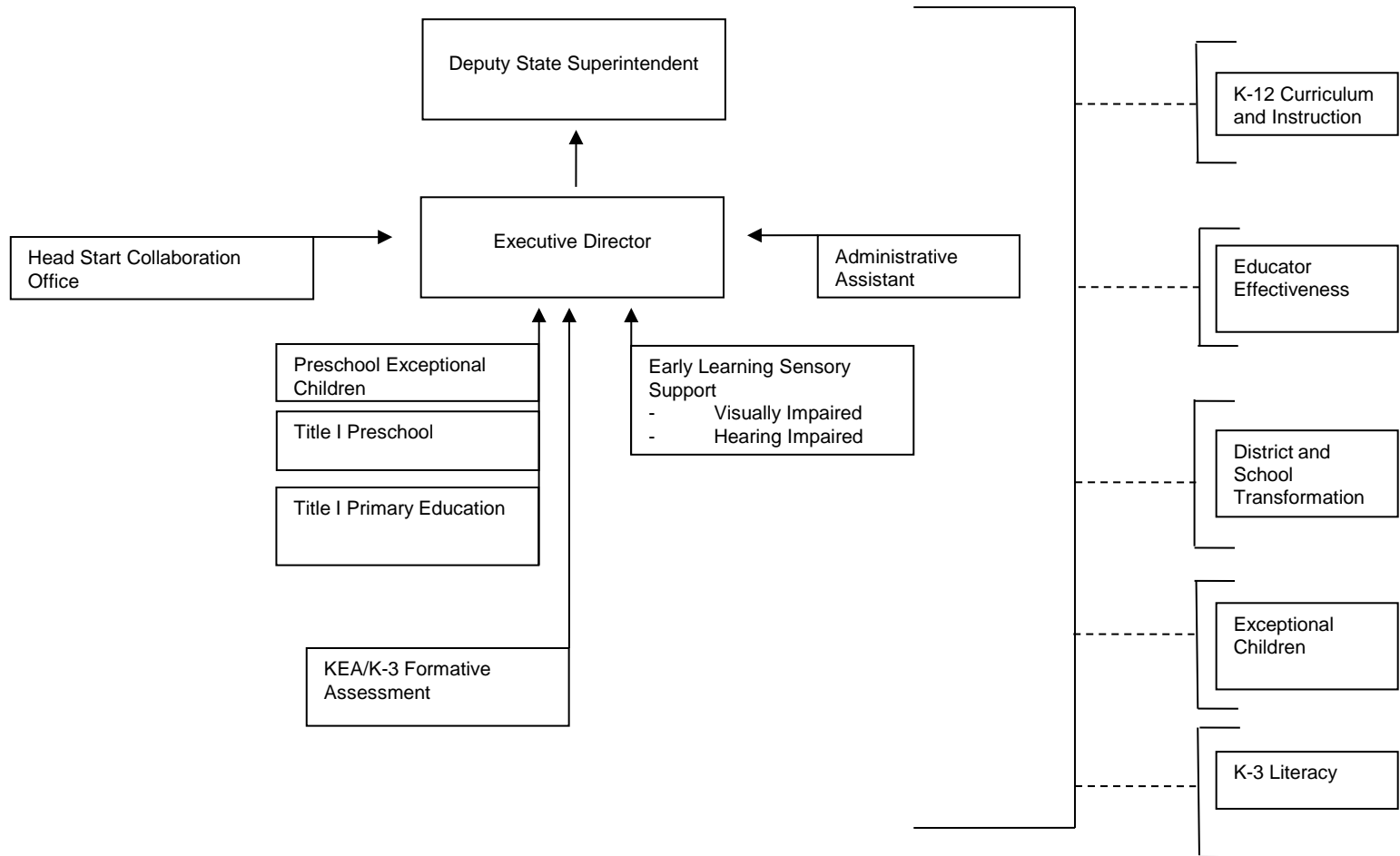
John Pruetten, Executive Director

# NC Office of Early Learning

**Vision:** Each child is honored, respected, and empowered to achieve success in school and life.

**Mission:** The North Carolina Department of Public Instruction's Office of Early Learning believes a strongly aligned, high-quality early learning experience increases success for all children in school and in life. Therefore, we exist to collaboratively reform and support a more coherent and aligned approach to teaching and learning from early care and education through the primary grades and beyond.

# NC Office of Early Learning



# Early Learning Sensory Support

- **Visually Impaired**

- Serves children 0-5
- Itinerant program
- ADM 390
- \$3.8 Million (State)

- **Hearing Impaired**

- Serves Children 0-5
- Itinerant program
- ADM 361
- \$3.67 Million (State)

# Pre-kindergarten

## **Preschool Exceptional Children**

- Serves children 3-5 with identified disabilities
- Itinerant/classroom based
- Dec. 1 headcount = 12,524
- \$54.5 Million (State)
- \$10.6 Million (Federal)
- \$65.1 Million (Total)

## **Title I Preschool**

- Serves children aged four on/before August 31 of program year
- Classroom based
- 10,310 served (5,373 unduplicated)
- \$50.1 Million (set-aside)

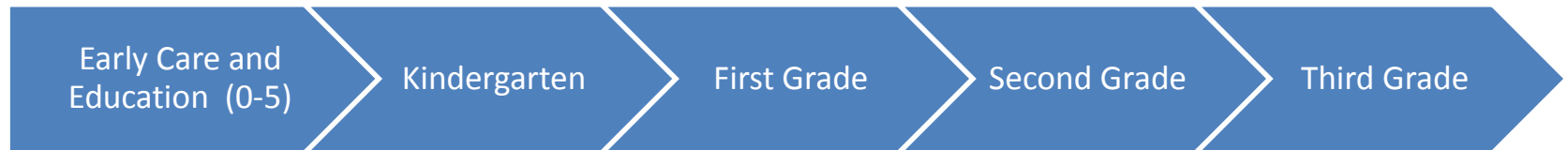
# HEAD START State Collaboration Office

- To strengthen collaboration between local Head Start grantees and the state/local education agencies and programs
- \$178 K (federal)

# KEA/K-3 Formative Assessment Process

- In response to legislation
- Formative defined
- Embedded in instruction/ authentic
- Across multiple domain of development
- Helps teachers understand where children to inform instruction
- Leverages the best of what teachers do on a daily basis

## P – 3 Continuum





Achievement  
gaps exist early

High quality early  
education helps  
to prepare  
children for  
school success

To leverage gains  
made in pre-k  
programs,  
sustained  
attention to high  
quality learning  
experiences is  
necessary

There is evidence  
that the quality  
of early  
education  
continuum  
can/should be  
strengthened

Achievement  
gaps are fairly  
stable from 3<sup>rd</sup>  
grade going  
forward

## Components of a Strong P – 3 Continuum

Effective  
leaders/teachers

High-quality  
instruction

Meaningful  
assessment

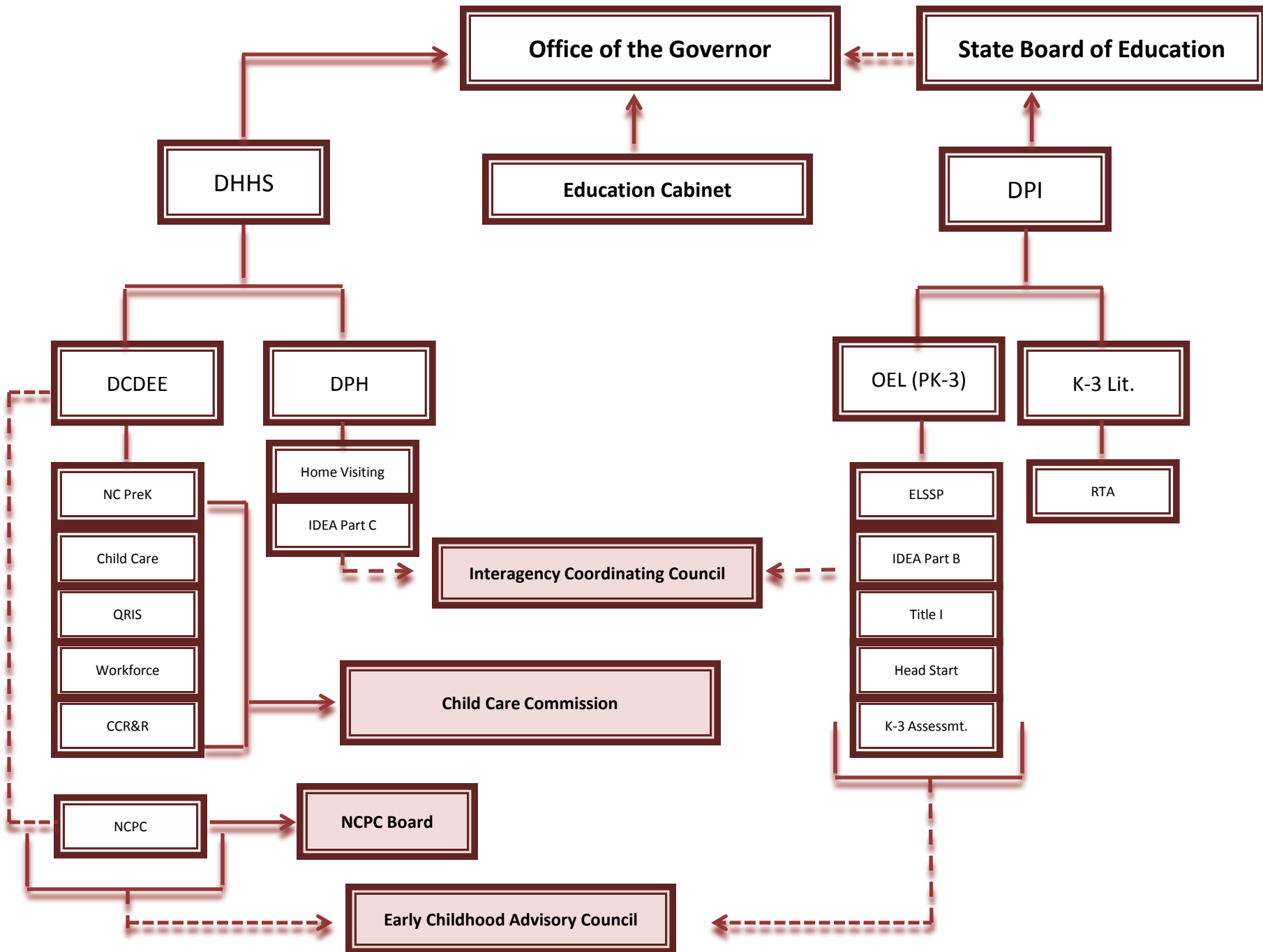
Support for  
social/emotional  
development

Engaged families  
and community

Effective  
transitions

Horizontal  
alignment  
(within grade)

Vertical  
Alignment  
(across grade)





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)

John Pruette, Executive Director  
Office of Early Learning, NC Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

[p] 919/807-3424

[E] [john.pruette@dpi.nc.gov](mailto:john.pruette@dpi.nc.gov)