

THE ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

2018
JEANA ROSS, SECRETARY



OFFICE OF SCHOOL READINESS
FIRST CLASS PRE-K



ALABAMA DEPARTMENT OF
Early Childhood
Education

Early Years of Life Matter



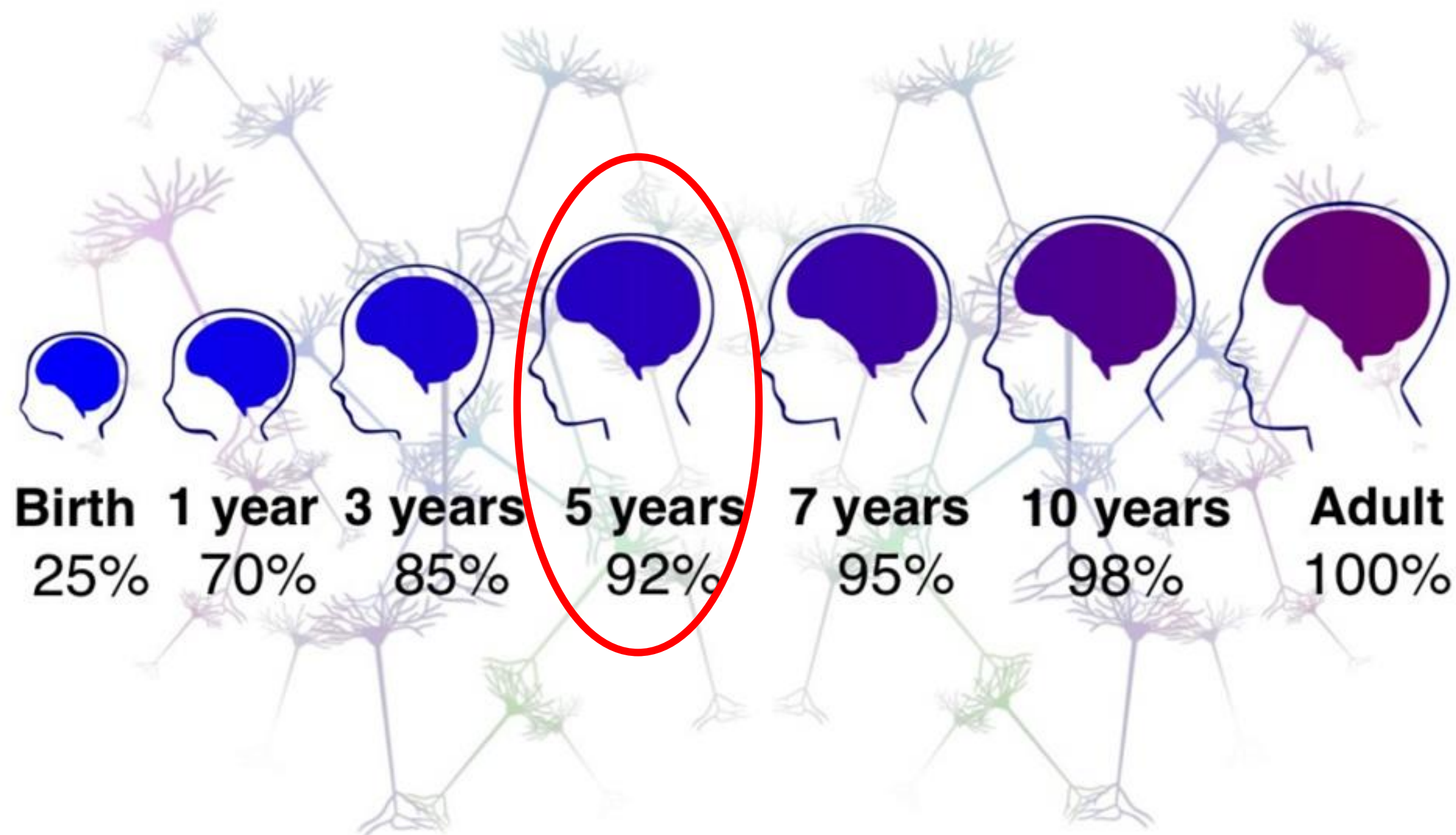
Nobel Prize winner Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.



The Importance of Early Childhood Education

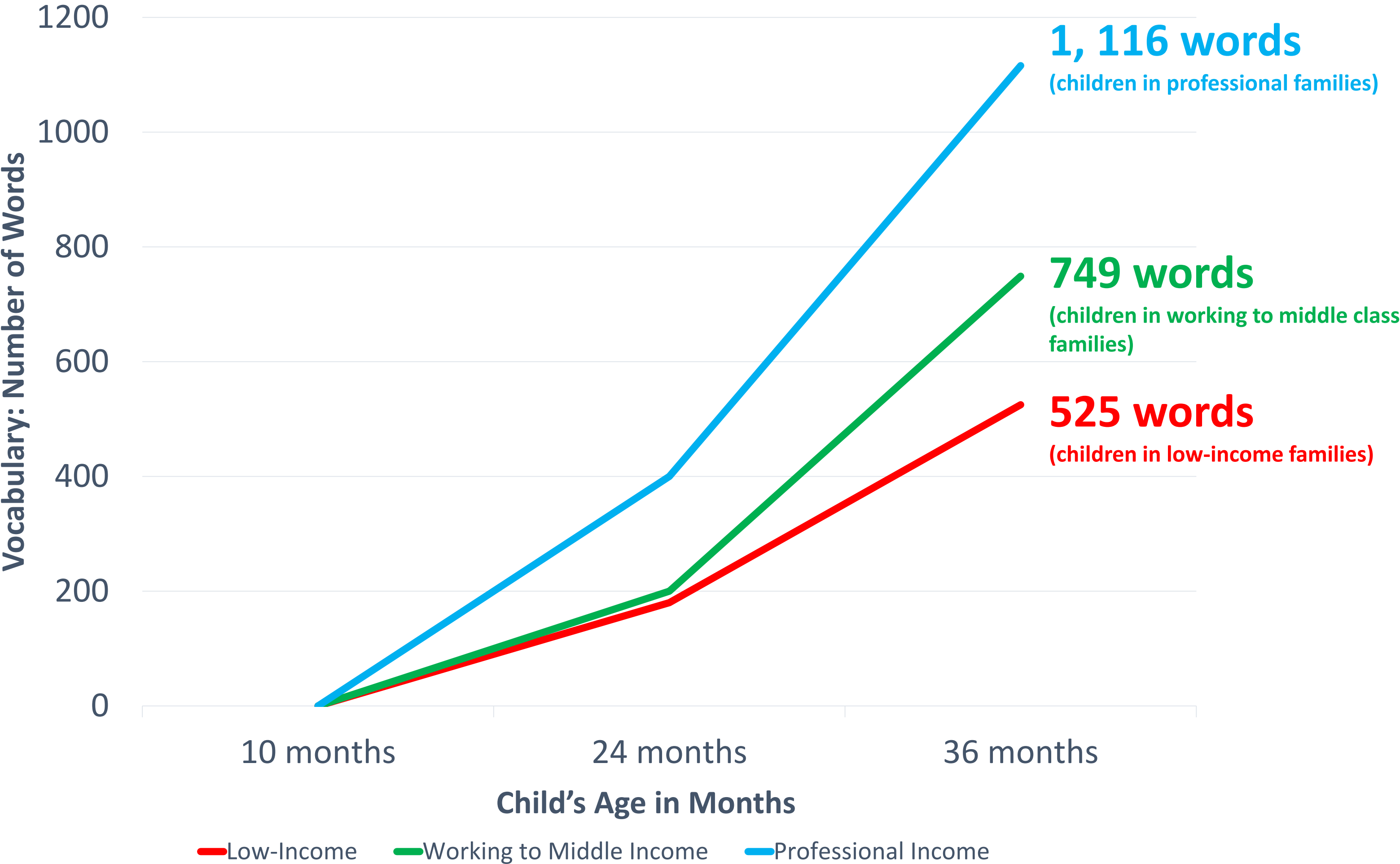


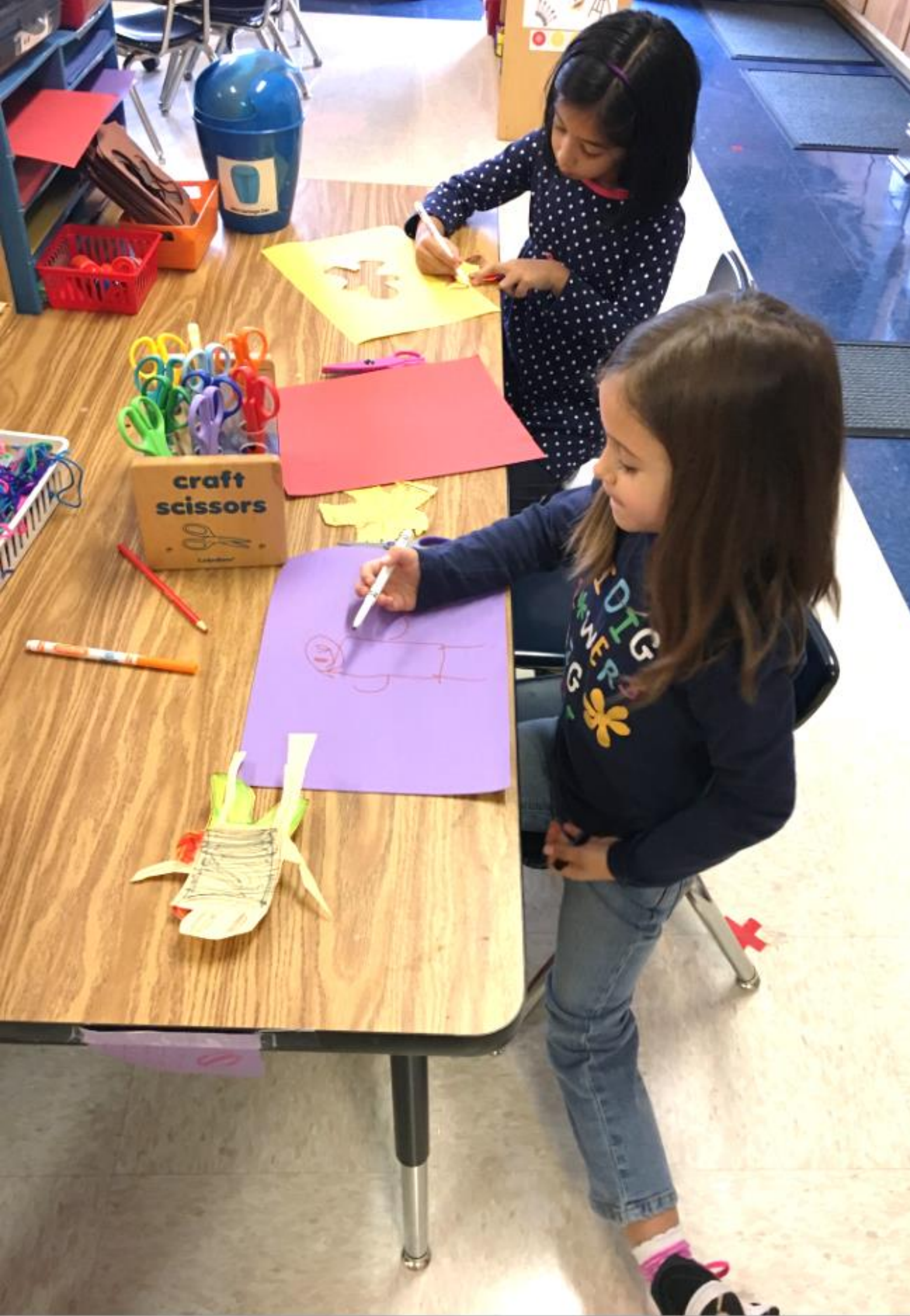
The foundations of brain architecture are established early in life.





The Achievement Gap Starts Early





For the past **eleven years** (2006 – 2017) Alabama First Class Pre-K **has met all** of the National Institute for Early Learning Research (NIEER) benchmarks for quality standards — **making Alabama one of only two states to meet this level of quality.**

Alabama First Class Pre-K Framework



Student Achievement

Professional Development

First Class Program
Guidelines & Quality
Assurances

Alabama Developmental
Standards for Preschool
Children

Program Monitors

Differentiated Coaching
Through the Alabama
Reflective Coaching Model

Ongoing, Authentic,
Observational & Research
Based Assessment

First Class Classroom
Guidelines

Credentialed Lead and
Auxiliary Teachers

Screening Referrals and
Support Services

Support for Intentionally
Designed Learning
Environments

Parent Engagement



Office of School Readiness Supports Quality



Pre-K Directors in local communities **overwhelmingly** note the benefits of OSR's approaches to quality:



97%

Coaching

97% indicated that OSR coaching was beneficial to their teachers

86%

Coaching

86% identified OSR coaching as either extremely or very effective in supporting teacher use of evidence-based teaching practices

85%

Monitoring

85% identified OSR monitoring as extremely or very effective in supporting Directors' use of evidence-based teaching practices

96%

Monitoring

96% indicated that they benefitted from OSR monitoring

89%

Professional Development

89% identified Professional Development as extremely or very effective

Grant Process



First Class Pre-K Expansion

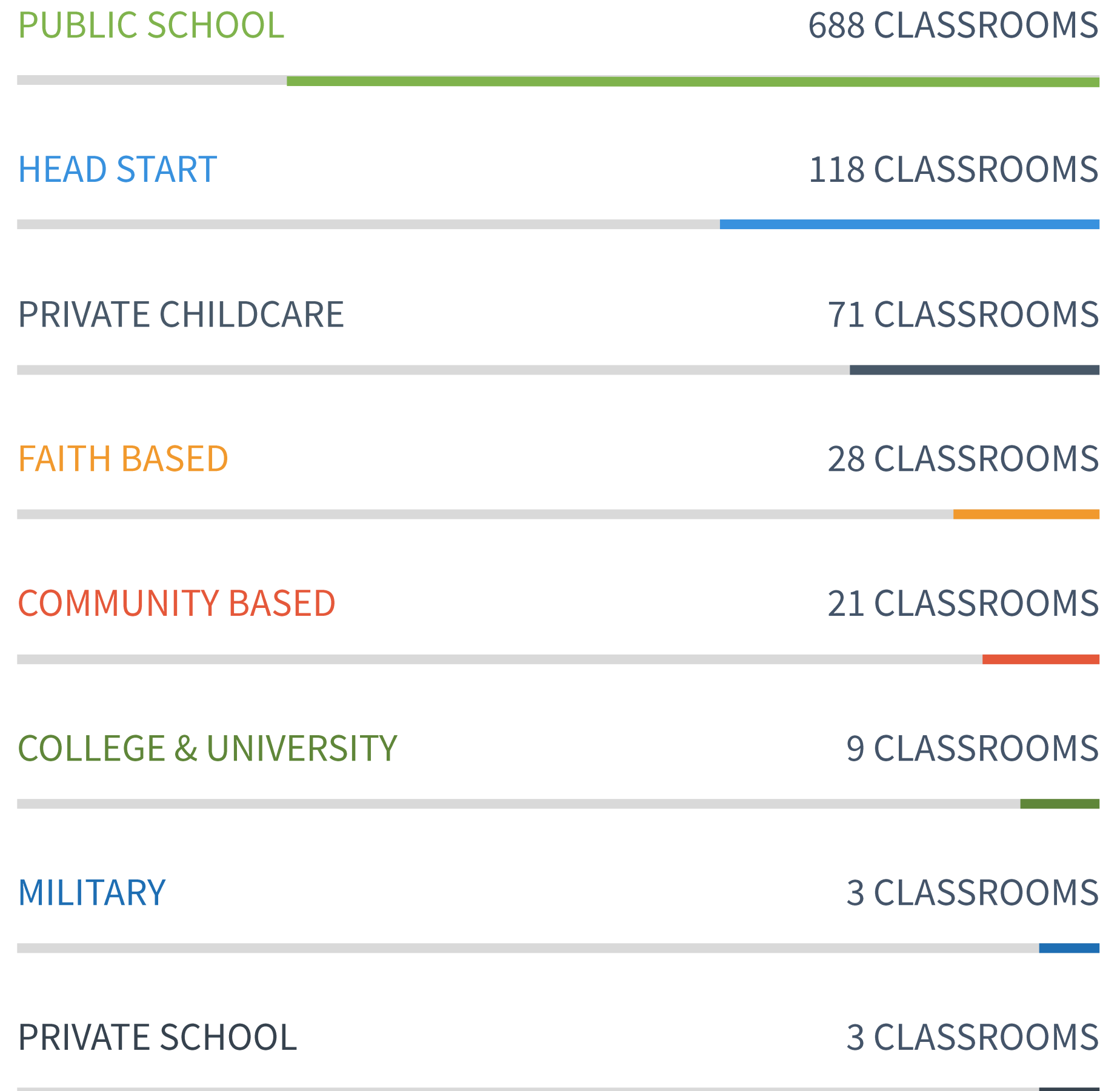


Budget Year	State Appropriations	Number of First Class Pre-K Classrooms	Number of Students	Number of Eligible Children	% of Eligible Children in First Class Pre-K
2005-2006	\$4,326,050	57	1,026	60,002	1.7%
2006-2007	\$5,369,898	59	1,062	60,565	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	3.7%
2008-2009	\$15,490,831	185	3,330	59,803	5.5%
2009-2010	\$18,376,806	215	3,870	61,093	6%
2010-2011	\$18,376,806	217	3,906	62,104	6%
2011-2012	\$19,087,050	217	3,906	62,104	6%
2012-2013	\$19,087,050	217	3,906	59,987	6.5%
2013-2014	\$28,624,146	311	5,598	60,665	9%
2014-2015	\$38,462,050	419	7,542	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,598	59,736	25%
2017-2018	\$77,462,050	941	16,938	57,128	29%

Diverse Delivery System



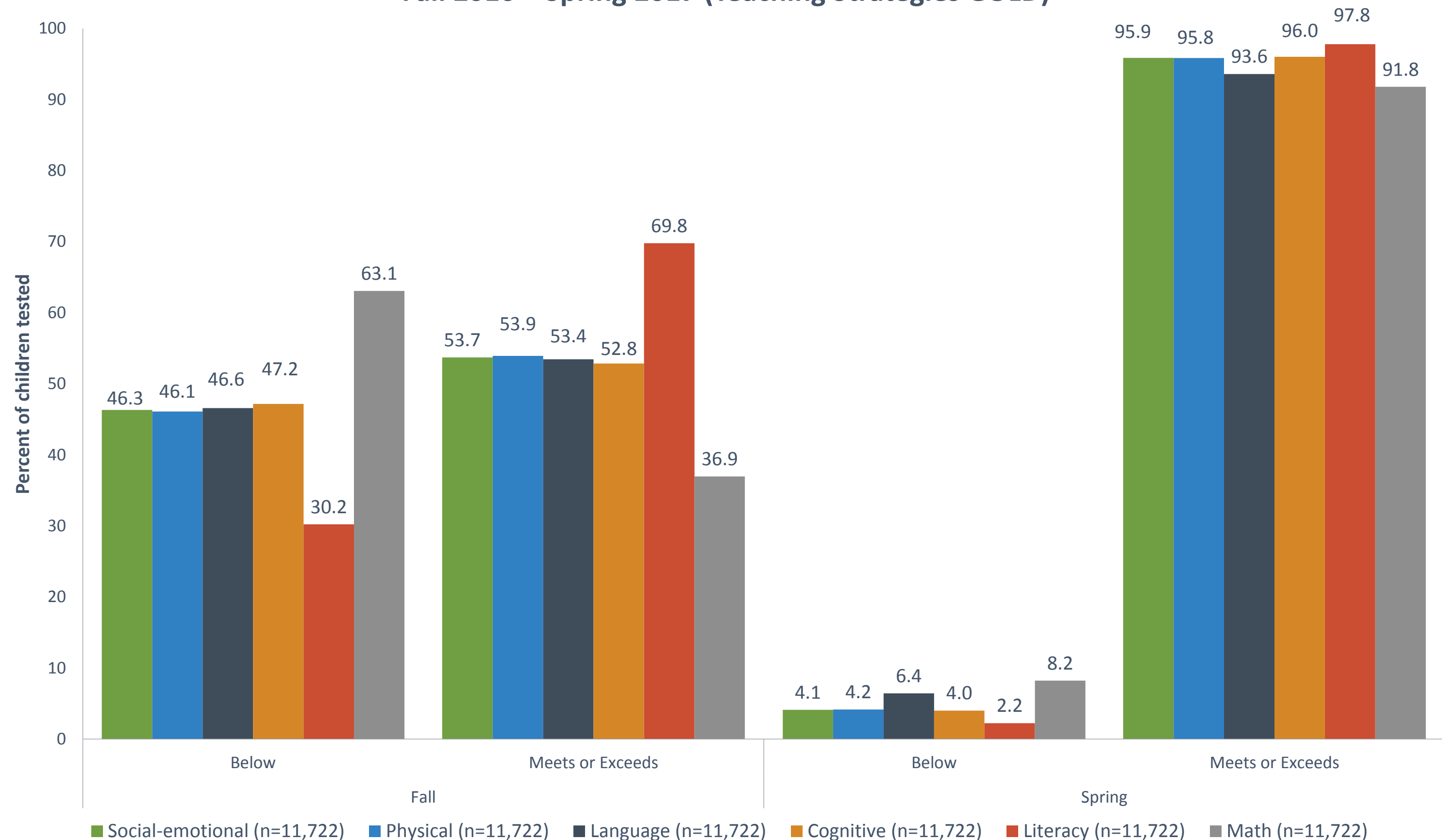
Alabama seeks to provide all children the benefits of early learning experiences that have proven to profoundly influence a child's success in school and throughout life. Services and programs are delivered in a variety of settings with diverse partner agencies, while employing consistent, high-quality standards.



Exceeding Developmental Expectations

The 2017 assessment of child outcomes indicates that over 90% of children enrolled in First Class Pre-K programs demonstrated significant growth, and **met or exceeded developmental expectations** in all 6 areas measured for their age by the end of the program year.

Child Growth and Development
Fall 2016 – Spring 2017 (Teaching Strategies GOLD)

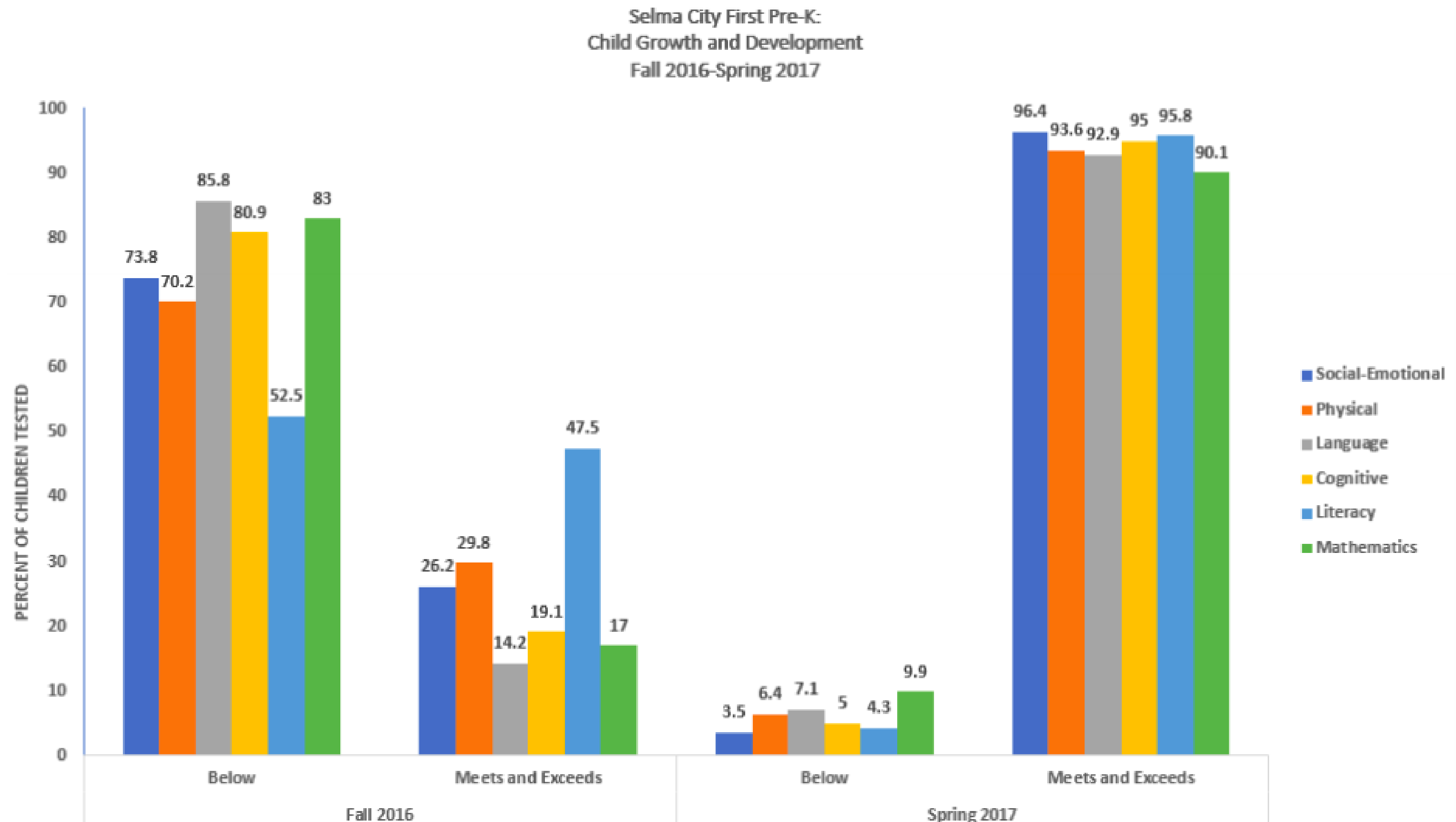


Impact: Selma Pre-K Case Study



For almost all domains of school readiness, **about three-quarters or more** of the children who entered First Class Pre-K programs in Selma during the 2016-2017 school year were performing **below widely-held expectations** for school readiness for their age.

After completing the year of First Class Pre-K, **nearly all (more than 90%)** of the children were **meeting or exceeding widely-held expectations** across all domains of school readiness for their age.

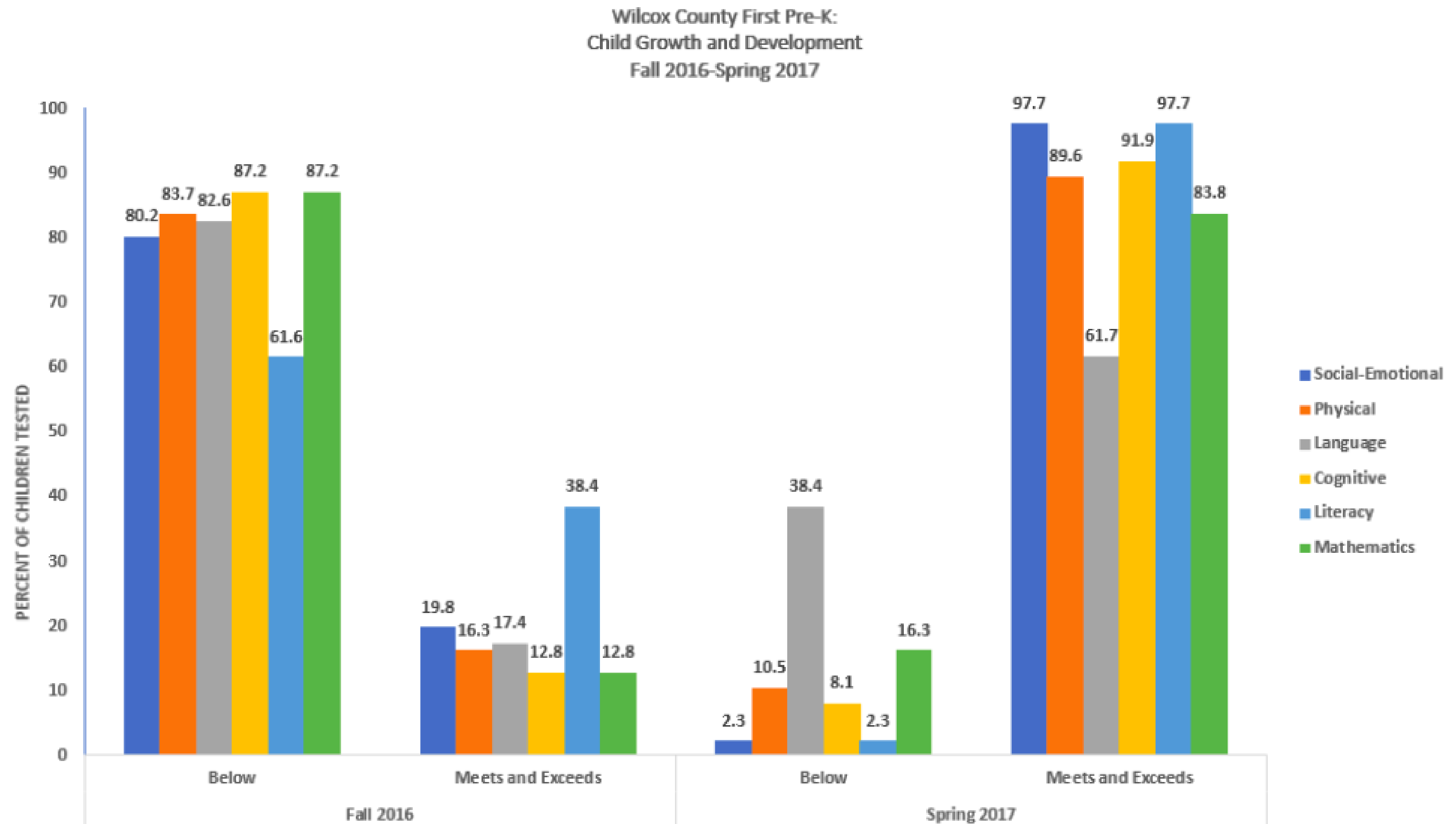


Impact: Wilcox County



For all domains of school readiness, **about three-quarters or more** of the children who entered First Class Pre-K programs in Wilcox County during the 2016-2017 school year were performing **below widely-held expectations** for school readiness for their age.

After completing the year of First Class Pre-K, **nearly all of the children were meeting or exceeding widely-held expectations** across almost all domains of school readiness for their age.

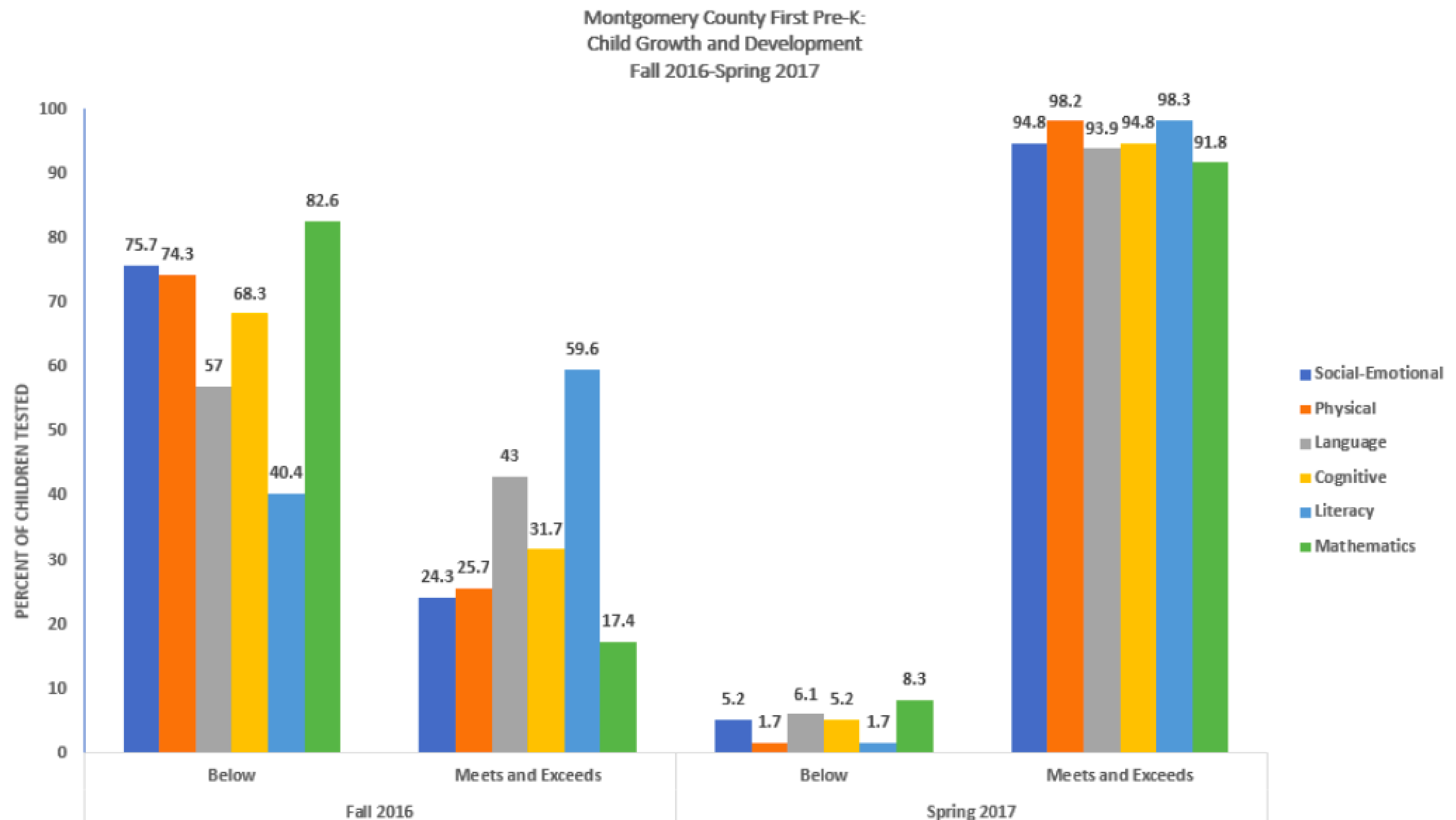


Impact: Montgomery County



For almost all domains of school readiness, **about three-quarters or more** of the children who entered First Class Pre-K programs in Montgomery County during the 2016-2017 school year were performing **below widely-held expectations** for school readiness for their age.

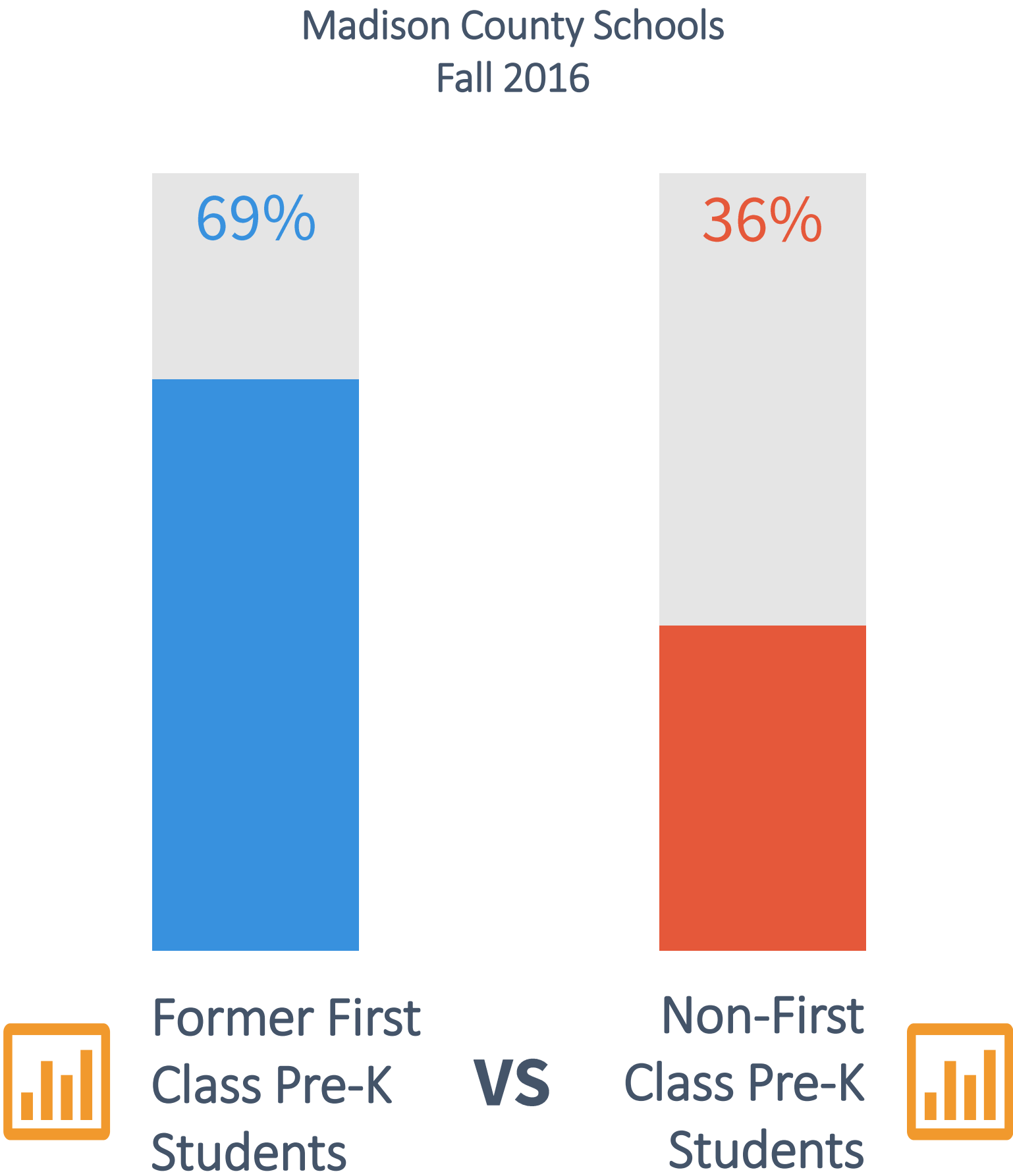
After completing the year of First Class Pre-K, **nearly all (more than 90%)** of the children were **meeting or exceeding widely-held expectations** across all domains of school readiness for their age.



Impact: Madison County



Percentage of kindergarten students scoring at or above benchmark in Initial Sound Fluency (DIBELS)

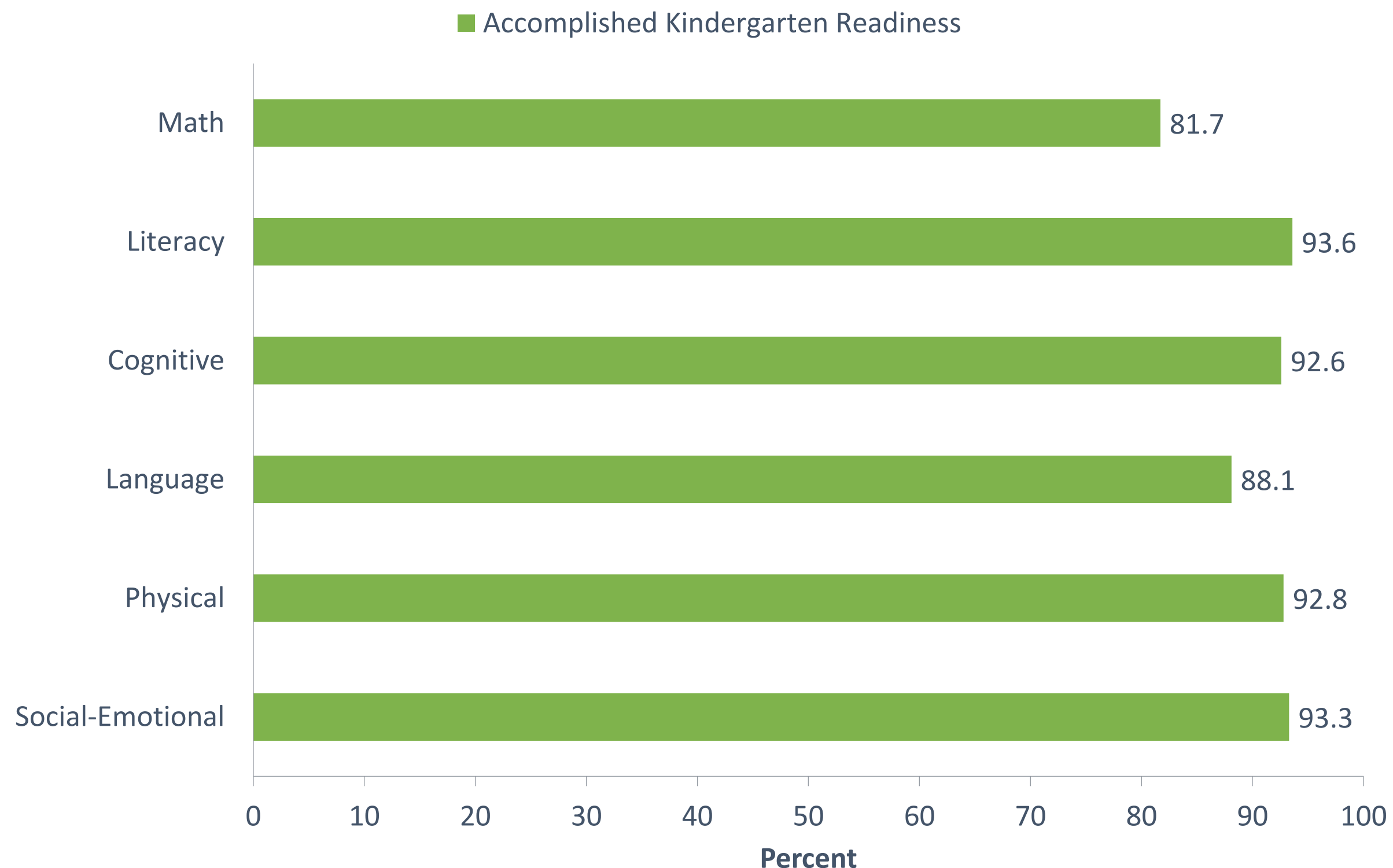


Kindergarten Readiness



Nearly all children who completed First Class Pre-K tested as “ready” for Kindergarten across 6 domains of development.


Readiness for Kindergarten at end of First Class Pre-K, Spring 2017
(Teaching Strategies GOLD)



Kindergarten Teacher Impressions



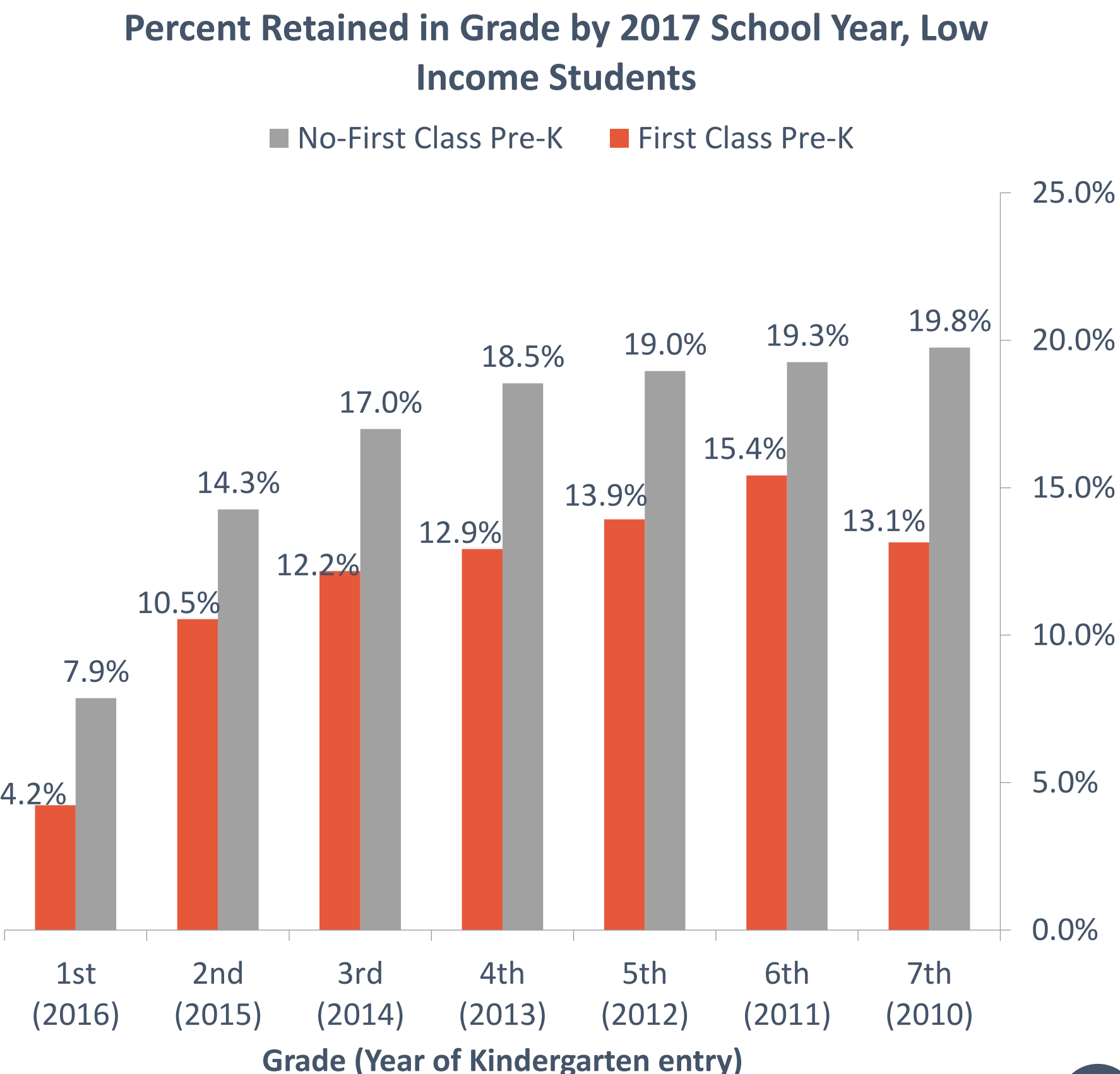
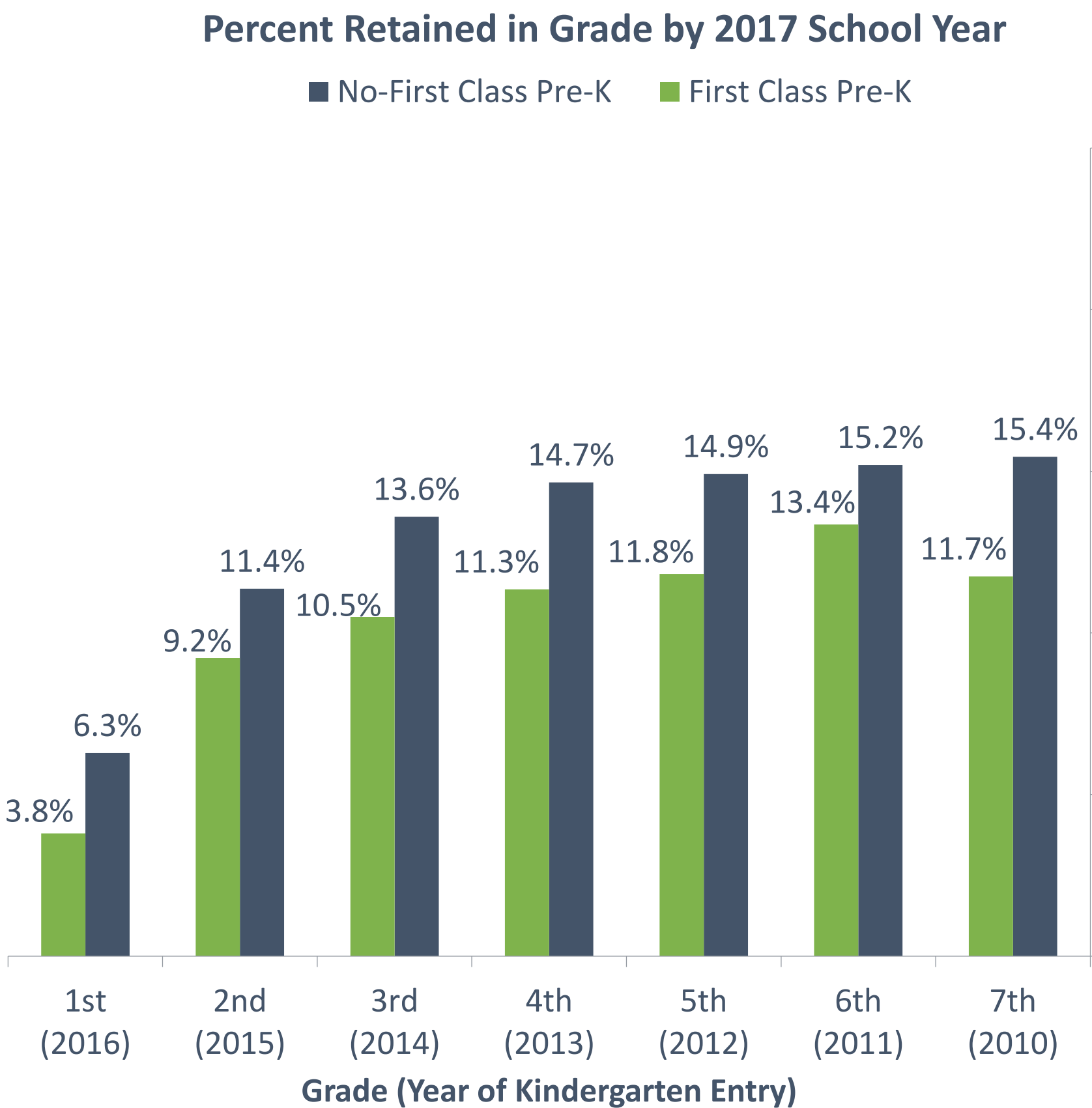
Kindergarten teachers indicate children who received First Class Pre-K are **better prepared** for the classroom than their peers.

Skills, Knowledge and Abilities	 Better Prepared	About the Same	Less Prepared	Unsure
Recognition of colors and shapes	63%	17%	2%	18%
Counting and early math skills	66%	14%	2%	18%
Ability to follow instructions	57%	23%	3%	17%
Early literacy/ pre-reading skills	62%	18%	2%	18%
Ability to share/ play well with other children	57%	22%	3%	18%
Ability to pay attention	50%	29%	4%	18%

Impact: Grade Retention



Children who received First Class Pre-K are **less likely to be retained in a grade** than children who did not attend. The largest differences in grade retention are demonstrated among low-income children. The cost savings associated with retention reduction represents a cost savings of \$8,481,651.

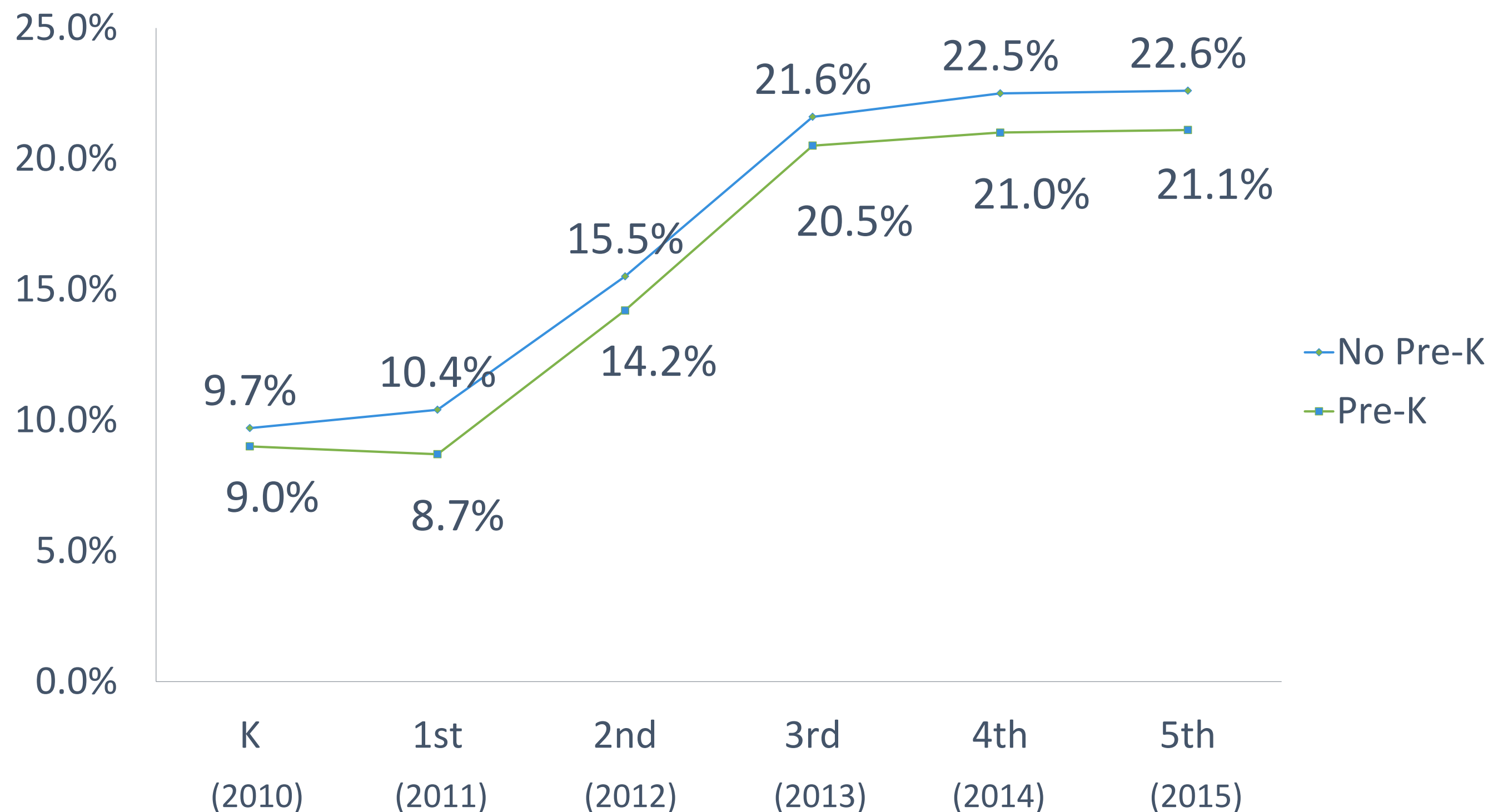


Impact: Special Education



In an analysis of children who began Kindergarten in 2010, at each grade **children who received First Class Pre-K needed special education services at lower percentages** compared with children who did not receive First Class Pre-K. The reduction in special education need is estimated to **save \$4,425,678** over the K-12 experience for this one group of children.

Percentage of Children Receiving Special Education Services by First Class Pre-K and Grade



Impact: Attendance



Alabama First Class Pre-K children consistently over time and across grades...*miss fewer days of school.*

Low-income children who receive First Class Pre-K are more likely to attend school regularly and less likely to be chronically absent over their elementary school years than are those who did not receive First Class Pre-K.

From preschool through high school, absenteeism has serious implications in a child's academic performance and outcomes. Students who are absent have:

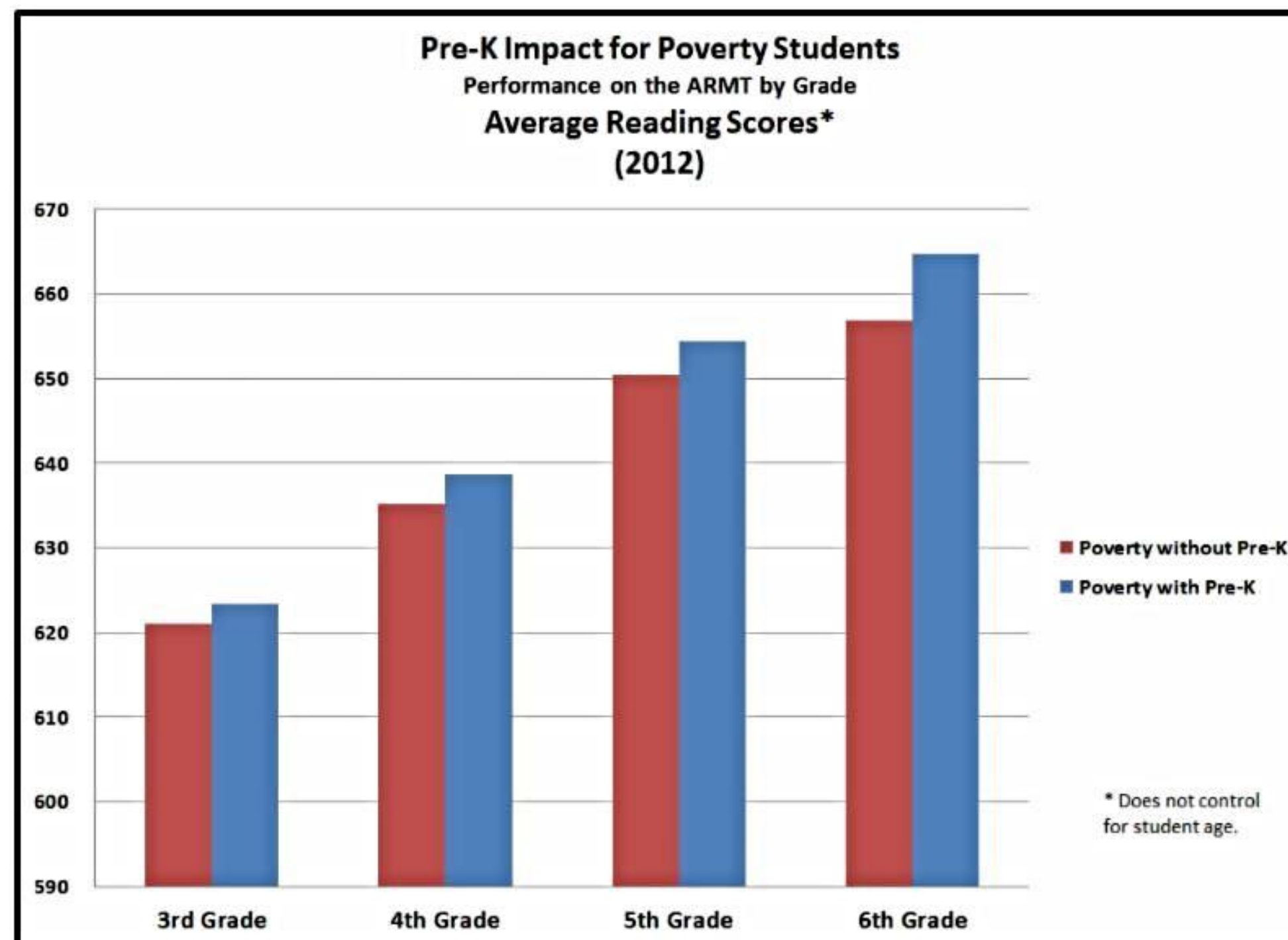
- Lower test scores
- Lower course grades - which derails their ability for college completion
- Lower likelihood of graduating from high school
- Lower likelihood of being on track in high school - impacts their career and college readiness

Analyses of attendance during 2015-2016 school year estimate \$5,403,655 in cumulative savings from reduced absenteeism among low income students for 5 groups of children based on the lower rates of absenteeism for children who had First Class Pre-K.

Impact: Reading & Math Proficiency



A 2012 study by the Public Affairs Research Council of Alabama analyzed student achievement through the 6th grade using ARMT and found that alumni of Alabama's First Class Pre-K program ***consistently outperform their peers in reading and math on state assessments***. PARCA also found that the typical achievement gap between low-income students and their higher-income peers was closed by 29% ***through the sixth grade*** for students who participated in First Class Pre-K.

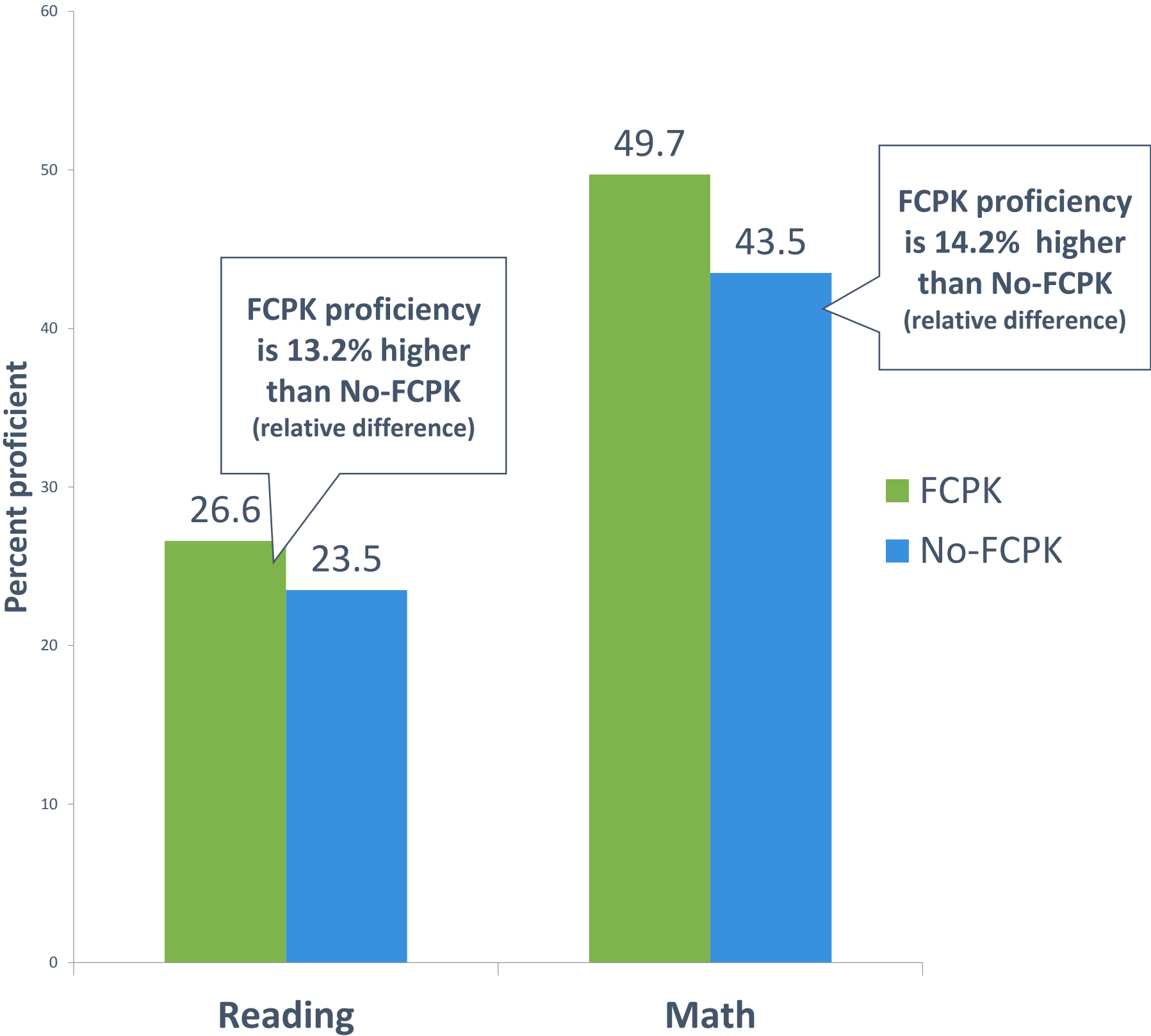


Impact: Reading & Math Proficiency at 3rd and 6th Grades

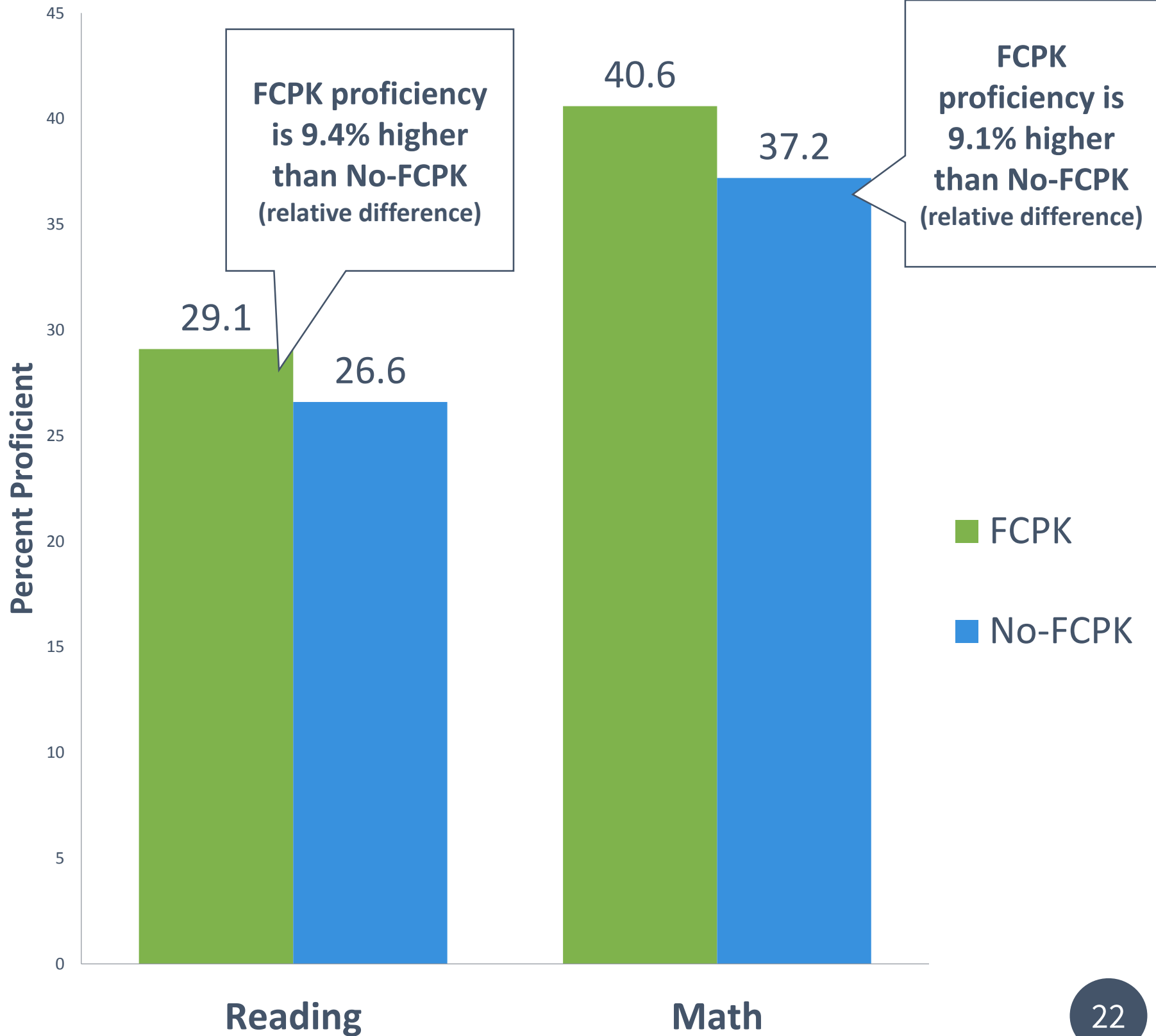


Statewide analysis among Alabama’s most vulnerable 3rd and 6th grade children (low-income) shows that children who received First Class Pre-K **were more likely to be proficient in reading and math** based on standardized ACT-ASPIRE assessment and lack of retention compared with children who did not receive First Class Pre-K. This difference does not fade out over time.

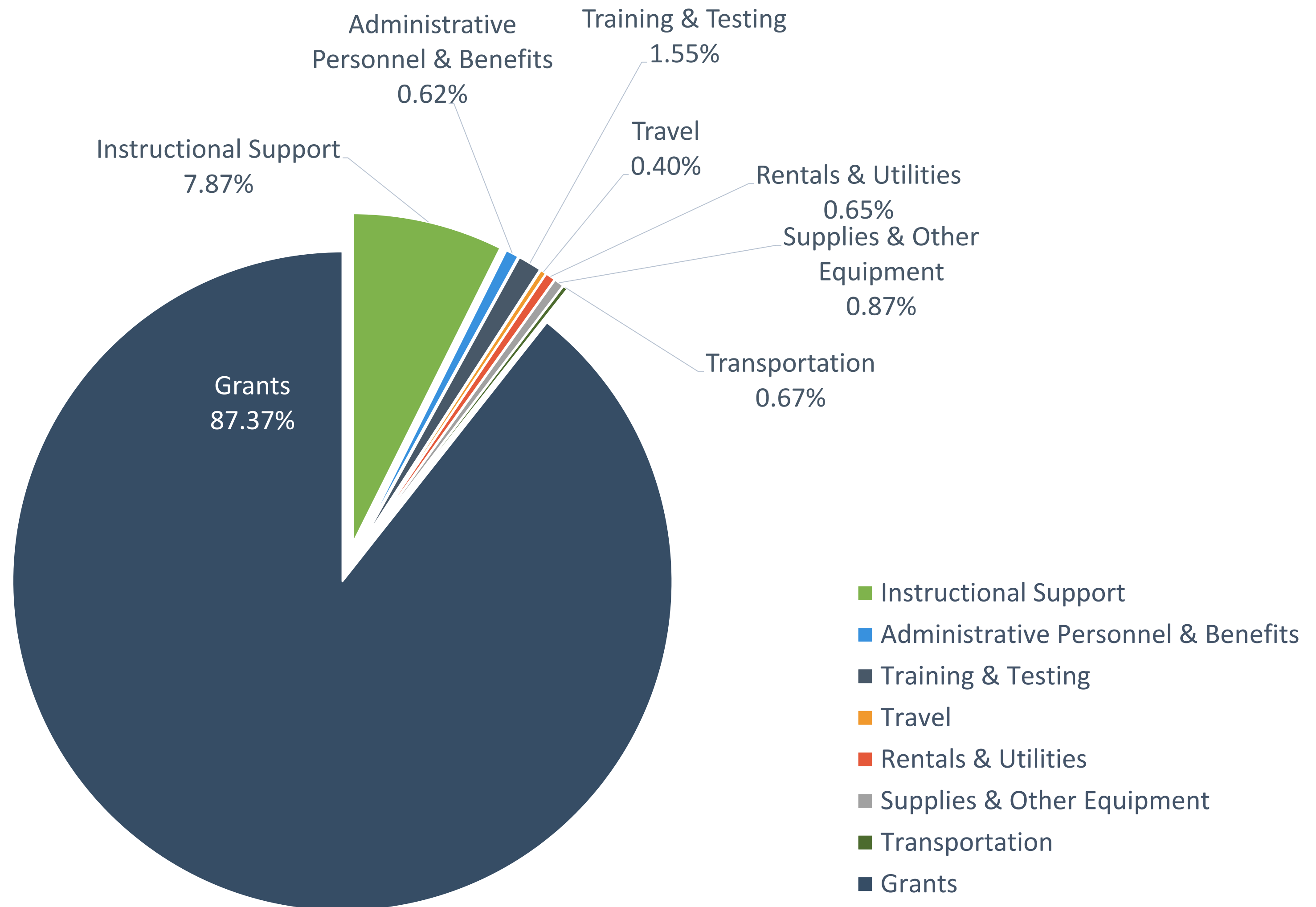
3rd Grade Reading and Math Proficiency



6th Grade Reading and Math Proficiency



FY 2018 Expenditures



First Class Pre-K



Alabama First Class Pre-K is a high quality program of excellence that values the importance of highly skilled teachers in providing children the learning experiences that significantly impact school achievement and life success.



Through a coaching and monitoring system each pre-k class is supported to provide the quality that produces real sustained results in closing the learning gaps for children and fosters the social, emotional, and cognitive development of all children.



As access to First Class Pre-K continues to expand, Alabama will determinedly preserve this standard of quality.



Additional funds for First Class Pre-K means more than just additional classrooms and children served. It means providing high quality preschool programs, with specialized educational requirements for teachers, professional development, monitoring for quality assurance, and reflective coaching for teachers based on identified needs. This leads to well-prepared teachers providing excellent preschool programs in enriching, supportive classrooms where children become confident and ready for future school success.



2017-2018 Classrooms and Regions



Alabama First Class Pre-K currently funds 941 classrooms across all 67 counties.



“ This Pre-K experience has been the best gift that my child could have been given. She has grown and learned so much during her time in class. The teachers are incredible. I am so happy to feel that my daughter is well prepared to start kindergarten - something I wouldn't have felt prior to her attending this Pre-K class. ”

Family respondent
First Class Pre-K Family Survey