THE ALABAMA DEPARTMENT
OF
EARLY CHILDHOOD EDUCATION

Office of School Readiness
First Class Pre-K
Office of early learning
Home visiting

JEANA ROSS, secretary
Early Years of Life Matter

Nobel Memorial Prize Laureate 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 foundations of brain architecture are established early in life.
The Importance of Early Childhood Education

Connectors in the Brain: 86 Trillion Synapses Grow at 700/second

Patricia Kuhl, Ph.D. Co-Director, Institute for Learning & Brain Sciences and Director, NSF Science of Learning Center, University of Washington, Seattle
For the past nine years (2006-2015) 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 four states to meet this level of quality.
Alabama First Class Pre-K Framework

- Professional Development
- Alabama Developmental Standards for Preschool Children
- First Class Program Guidelines & Quality Assurances
- Program Monitors
- Differentiated Coaching Through the Alabama Reflective Coaching Model
- Student Achievement
- Ongoing, Authentic, Observational and Research Based Assessment
- First Class Classroom Guidelines
- Screening Referrals and Support Services
- Support for Intentionally Designed Learning Environments
- Credentialed Lead and Auxiliary Teachers
How effective do you think OSR coaching is in supporting First Class teachers' use of evidence-based teaching practices?
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.
The 2014 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 2014 – Spring 2015**

<table>
<thead>
<tr>
<th>Area</th>
<th>Fall Below</th>
<th>Fall Meets or Exceeds</th>
<th>Spring Below</th>
<th>Spring Meets or Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-emotional</td>
<td>49.2</td>
<td>50.7</td>
<td>95.2</td>
<td>95.7</td>
</tr>
<tr>
<td>Physical</td>
<td>46.2</td>
<td>51.0</td>
<td>95.8</td>
<td>93.4</td>
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<tr>
<td>Language</td>
<td>50.8</td>
<td>53.8</td>
<td>95.8</td>
<td>98.0</td>
</tr>
<tr>
<td>Cognitive</td>
<td>49.0</td>
<td>49.3</td>
<td>91.8</td>
<td></td>
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<tr>
<td>Literacy</td>
<td>68.2</td>
<td>31.8</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td>35.4</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Social-emotional (n=6,624)
- Physical (n=6,718)
- Language (6,667)
- Cognitive (n=6,640)
- Literacy (n=6,475)
- Math (n=6,488)
Impact: Grade Retention

• Children who participated in First Class Pre-K are less likely to be retained in K-12 than children who did not attend.

• The greatest reduction in grade retention has been demonstrated by children living in poverty.
Impact: Special Education

Percentage of All Children that Received Special Education Services

- No Pre-K
- Pre-K
Impact: Reading Proficiency

Statewide analysis of reading proficiency among Alabama’s most vulnerable children (in poverty) shows that children who received First Class Pre-K performed better on reading proficiency assessments at 3$^{rd}$, 4$^{th}$, and 5$^{th}$ grade compared with children who did not receive First Class Pre-K (especially in the 5$^{th}$ grade).
**Impact: Attendance**

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

Absenteeism has serious implications in a child's academic performance and outcomes - Students who are absent have:
- Lower test scores
- Lower likelihood of being on track in high school - impacts their career and college readiness
- Lower likelihood of graduating from high school
- Lower course grades - which derails their ability for college completion.
Alabama First Class Pre-K children consistently over time and across grades

**miss fewer days of school**

Students who are absent have lower

- Test scores
- Chances of being on-track in high school
- Course Grades (taking them out of the running for college completion)
- Likelihood of graduating

**From preschool through high school, absenteeism has serious implications for students’ academic outcomes.**

Adapted from Symia Stigler (Director) and Allensworth, Elaine, PhD (Presenter) (2015). “Absenteeism and GPA: Exploring the Top Indicators of Career and College Readiness” (Power Point slides), University of Chicago Attendance Institute
For most all domains of school readiness, about three-quarters of the children who entered First Class Pre-K programs in Selma during the 2014/2015 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 95%) of the children were meeting or exceeding widely-held expectations across all domains of school readiness for their age.
Moving ahead to the Kindergarten year in Selma public schools, children who received First Class Pre-K were more likely to score at or above benchmarks on letter naming fluency than were those who did not receive First Class Pre-K.
A larger percentage of children performed at or above benchmarks for early literacy skills in Kindergarten (DIBELS) after Wilcox County was fully funded to receive First Class Pre-K. The year after all schools in Wilcox County were fully funded for First Class Pre-K, nearly 95% of all students who received Pre-K were at or above standard benchmarks for early literacy skills at the mid-point assessment during Kindergarten.
## Impact: Butler County

### Fall DIBELS ISF Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Bright Beginnings that Benchmarked</th>
<th>% at WO that benchmarked</th>
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</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>87</td>
<td>67</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>92</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>81</td>
<td>50</td>
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<tr>
<td>Fall 2009</td>
<td>83</td>
<td>49</td>
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<tr>
<td>Fall 2010</td>
<td>75</td>
<td>62</td>
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<tr>
<td>Fall 2011</td>
<td>83</td>
<td>42</td>
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<td>Fall 2012</td>
<td>92</td>
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<tr>
<td>Fall 2013</td>
<td>89</td>
<td>63</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>90</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>91</td>
<td>50</td>
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</table>
ETF budget allocated to Department of Early Childhood Education (DECE) for First Class Pre-K Program

DECE announces request for proposals for classrooms and accepts applications for Pre-K classrooms of 18 children

Interested organizations (Public Schools, Private Schools, Childcare, Faith Based, Community and Head Start) submit applications online

All applications are read and scored by outside readers with specialized knowledge in early childhood education

Grants are awarded on a 1–3 year cycle. Each organization re-applies every 3 years. As new funds are available, new applications are announced

Grant Process
## Alabama Department of Early Childhood Education
### First Class Pre-K Growth

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>State Appropriation OSR</th>
<th>Number of First Class Pre-K Classrooms</th>
<th>Number of Students</th>
<th>Number of Eligible Children</th>
<th>% of Eligible Children in First Class Pre-K</th>
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</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$4,326,050</td>
<td>57</td>
<td>1026</td>
<td>60,002</td>
<td>1.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$5,369,898</td>
<td>59</td>
<td>2062</td>
<td>60,565</td>
<td>1.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$10,000,000</td>
<td>128</td>
<td>2304</td>
<td>62,354</td>
<td>3.7%</td>
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<tr>
<td>2008-2009</td>
<td>$15,490,831</td>
<td>185</td>
<td>3330</td>
<td>59,803</td>
<td>5.5%</td>
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<tr>
<td>2009-2010</td>
<td>$18,376,806</td>
<td>215</td>
<td>3870</td>
<td>61,093</td>
<td>6%</td>
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<tr>
<td>2010-2011</td>
<td>$18,376,806</td>
<td>217</td>
<td>3906</td>
<td>62,104</td>
<td>6%</td>
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<tr>
<td>2011-2012</td>
<td>$19,087,050</td>
<td>217</td>
<td>3906</td>
<td>62,104</td>
<td>6%</td>
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<tr>
<td>2012-2013</td>
<td>$19,087,050</td>
<td>217</td>
<td>3906</td>
<td>59,987</td>
<td>6.5%</td>
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<tr>
<td>2013-2014</td>
<td>$28,624,146</td>
<td>311</td>
<td>5598</td>
<td>60,665</td>
<td>9%</td>
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<td>2014-2015</td>
<td>$38,462,050</td>
<td>419</td>
<td>7542</td>
<td>59,216</td>
<td>13%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$48,462,050</td>
<td>652</td>
<td>11,736</td>
<td>58,740</td>
<td>20%</td>
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<tr>
<td>2016-2017</td>
<td>$64,462,050</td>
<td>811</td>
<td>14,598</td>
<td>58,736</td>
<td>25%</td>
</tr>
</tbody>
</table>

- Each $10 million increase results in approximately 100 new classrooms.
- The Preschool Development Grant (PDG) allows start-up funds in addition to operating funds for first year of classroom operation. To sustain the 100 new classrooms established through PDG, the cost is approximately $8.6 million.
- A minimum of 100 new classrooms will be awarded in year two (FY17) from the Federal PDG.
- Both State and Federal funds will be used to enhance existing classes serving 4 year olds to the quality standard of First Class.
2016 Budget

OSR 2016 Expenditures

- Instructional Support: 10%
- Administrative Personnel & Benefits: 1%
- Training & Testing: 1%
- Travel: 0%
- Rentals & Utilities: 1%
- Supplies & Other Equip: 1%
- Transportation: 0%
- Grants: 86%
• 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 the access to this high quality programs continues to expand, Alabama will determinedly preserve this standard of quality.