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

Brain Growth: Birth to Adulthood

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?
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.
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.
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

- Blue line: No Pre-K
- Red line: Pre-K

Percentage: 5%, 7%, 9%, 11%, 13%, 15%, 17%
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 3rd, 4th, and 5th grade compared with children who did not receive First Class Pre-K (especially in the 5th 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
- Course Grades (taking them out of the running for college completion)
- Chances of being on-track in high school
- 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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<tbody>
<tr>
<td>Fall 2006</td>
<td>87</td>
<td>67</td>
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<td>Fall 2007</td>
<td>92</td>
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<tr>
<td>Fall 2015</td>
<td>91</td>
<td>50</td>
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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

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

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

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
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.
OSR 2016 Expenditures

- Grants: 86%
- Instructional Support: 10%
- Administrative Personnel & Benefits: 1%
- Training & Testing: 1%
- Travel: 0%
- Rentals & Utilities: 1%
- Supplies & Other Equip: 1%
- Transportation: 0%

2016 Budget

- Grants
- Instructional Support
- Administrative Personnel & Benefits
- Training & Testing
- Travel
- Rentals & Utilities
- Supplies & Other Equip
- Transportation
• 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.
2016-2017 OSR Classrooms/Regions

Region 1
- Susan Satterfield-RD
- Susan Franks-PC
- Beth Bridgman-PC
- Kay Seale-PC
- Pam Turner-FM
- Michelle Thomas-PC
- Amy Gibbs-PC
- Valerie Powell-PC
- Barbara Carroll-FM
- Reba Wadsworth-PM
  82

Region 2
- Jenny Copeland-RD
- Kathy Fordham-PC
- Sharon Thomas-PC
- Alice Evans-PC
- Tommie Childress-PC
- Cindy Brookshire-PM
- Tammy Head-PC
- Jan Kitchens-PC
- Sonya Daffron-PC
- Felicia Mason-FM
- Stephanie Burton-PC
- Marie McCollum-PM
- Mona Smith-PM
  119

Region 3
- Luann Bowman-RD
- Carrie Terry-FM
- Chanda Whiteside-PC
- Mary Beth Dennis-PC
- Dianne Pace-PC
- Karen Moore-PC
- Jennifer Smith-FC
- Kim Weeks-FM
- Loretta Moore-PM
- Kristy Drake-FC
- Vicki Nevin-PC
- Wanda Fisher-PM
  102

Region 4
- Kimberly Ford-SD
- Tonya Fernambucq-FC
- Kawanna Gardner-FC
- Aquanita McClain-FC
- Zoënria Cochran-PM
- Loretta Wright-FC
- Melissa Jackson-FC
- Teon Miller-FC
- Mary Smith-FC
  111

Region 5
- Myra Holt-RD
- Tajuna Gossage-FC
- Joy Winchester-PM
- Mary Carl-FC
- Dana Medders-PC
- Connie Bennett-PC
- Patti Shields-FC
- Amanda Johnson-FC
- Andrea Howle-FC
- Carolyn Keasal-PM
- Kim Paire-PM
  80

Region 6
- Stacy Ferguson-RD
- Andrea Albright-PM
- Melinda Walters-PM
- Amy Brakenhoff-FC
- Marcia Jackson-FC
- Amy Hasty-FC
- Amy Dunn-FC
- Salina Washington-FC
- Anne Moore-PM
- Angie Scales-PM
  87

Region 7
- Misty Blackmon-RD
- Pam Bell-FM
- Joy Smallwood-PC
- Mariah Cushman-FC
- Leslie Welch-FM
- Julie Caminat-FM
- Kiri McFarland-FC
- Ede Wortham-FC
- Leslie Strength - FC
- Leah Stonicher-FC
- Michael Byrd-FC
- Emily Chromas-FC
- Dotty Carter-FC
  134

Region 8
- Gidget Hasley-PC
- Billie Loftin-PC
- Shirley Varner-PC
- Melanie Frizzell-FC
- Catherine Gentry-FC
- Darcy Caldwell-PC
- Stacey Jones-PC
- Kelly Kilcrease-FC
- Kim Lowery-FC
- Candice Rambo-FC
  100

Director of OSR
- Laura Baker

Special Needs Coordinator
- Linda Laney

Professional Development Team
- Tracye Strichik
- Tam Skiles
- Sandy Little