

The Alabama Department of Early Childhood Education

2019

Jeana Ross, Secretary



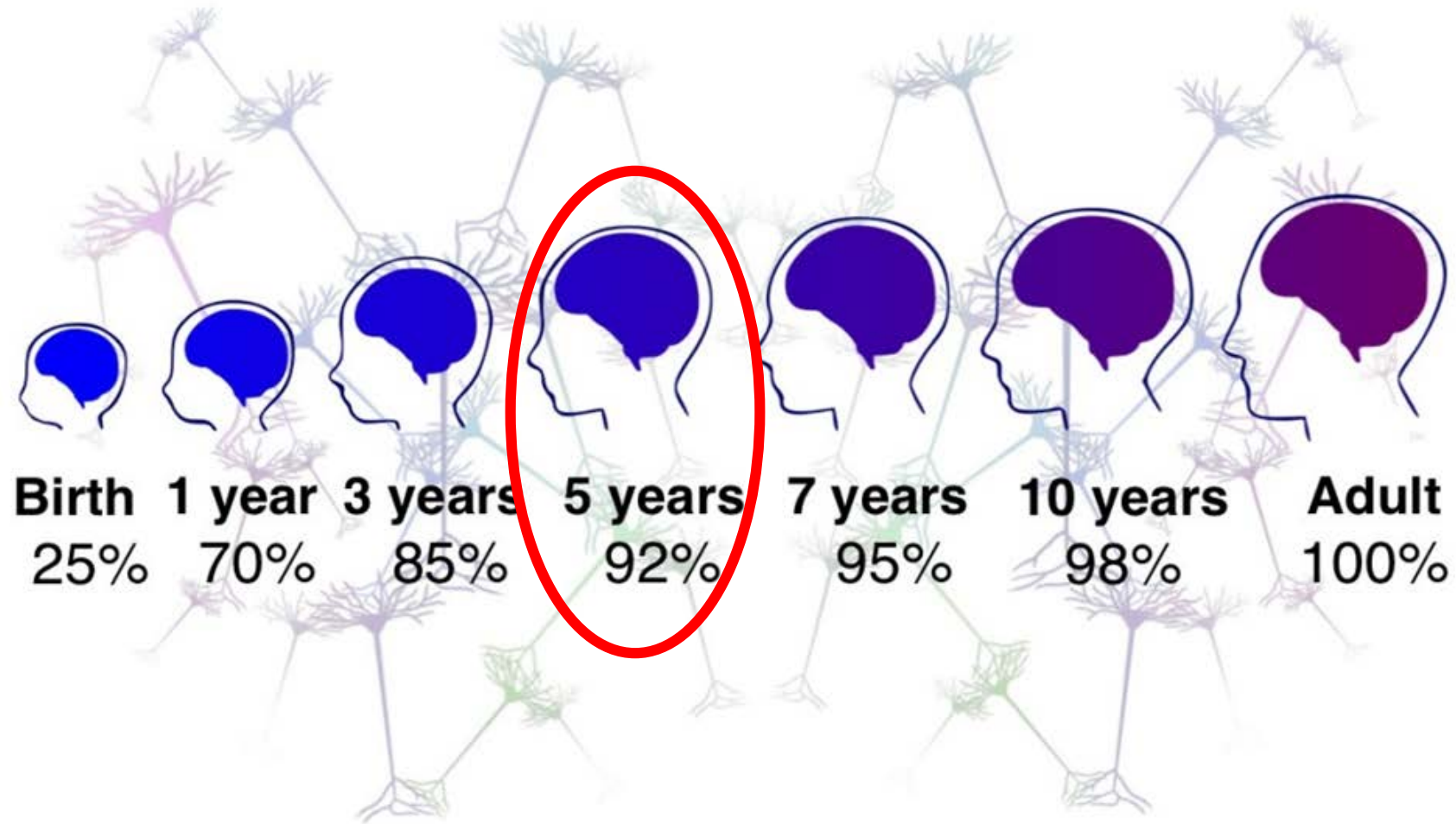
ALABAMA DEPARTMENT OF
Early Childhood
Education

First Class Pre-K
First Teacher Home Visiting
Children's Policy Councils
Children First Trust Fund
Head Start Collaboration
Child Care Quality Coaching/
Parent Engagement

Early Years of Life Matter

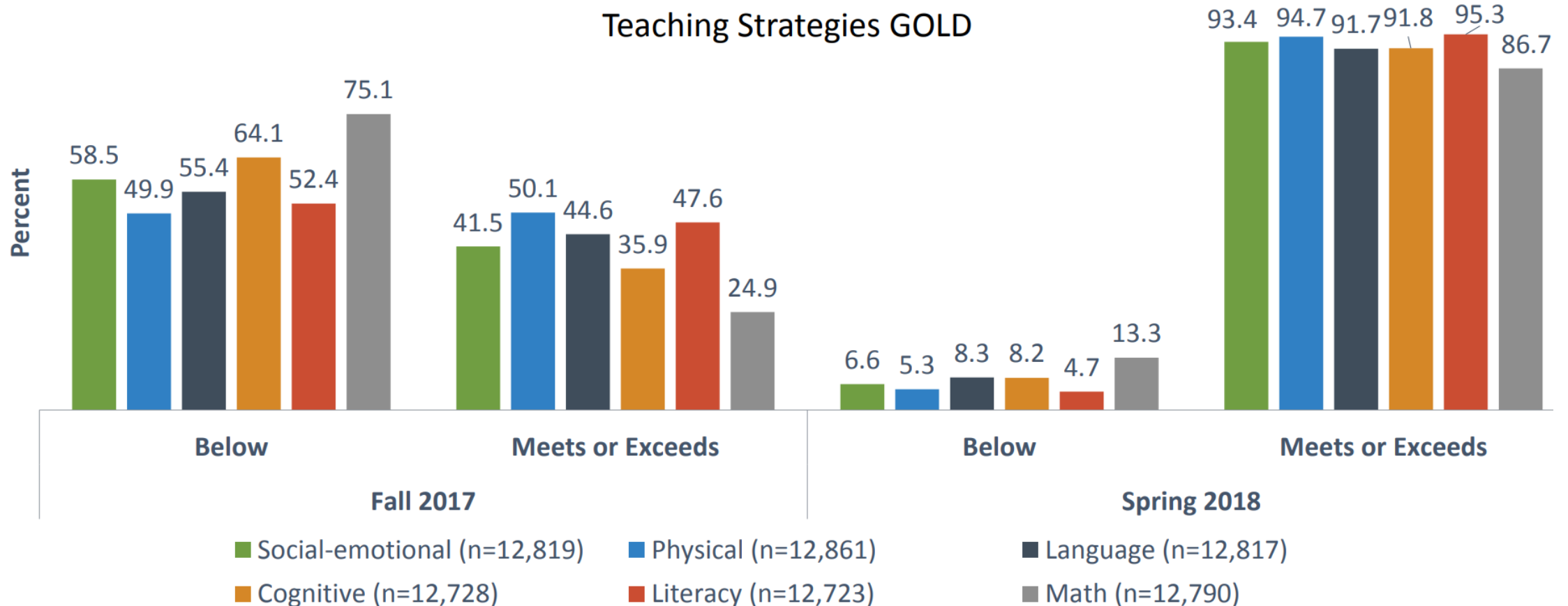
Nobel Prize winner Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.



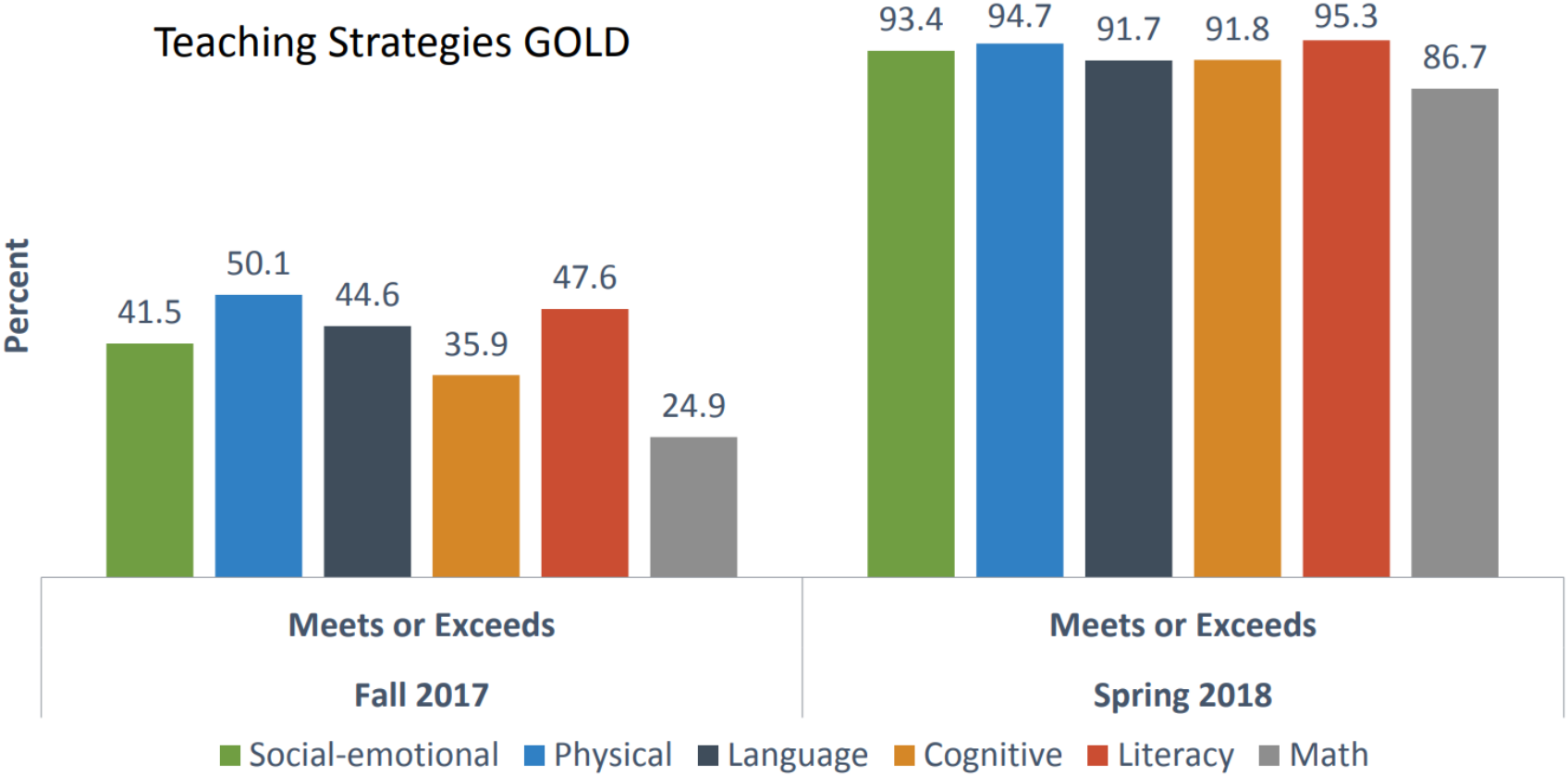


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Though half or more of children arrived in First Class Pre-K below developmental expectations, nearly all were meeting or exceeding by the end of the year.



The largest gains in percent meeting or exceeding by the end of the First Class Pre-K year were for math, cognitive, and social-emotional skills.



Skill	Percentage Point Gains
Social-emotional	51.9
Physical	44.6
Language	47.1
Cognitive	55.9
Literacy	47.7
Math	61.8

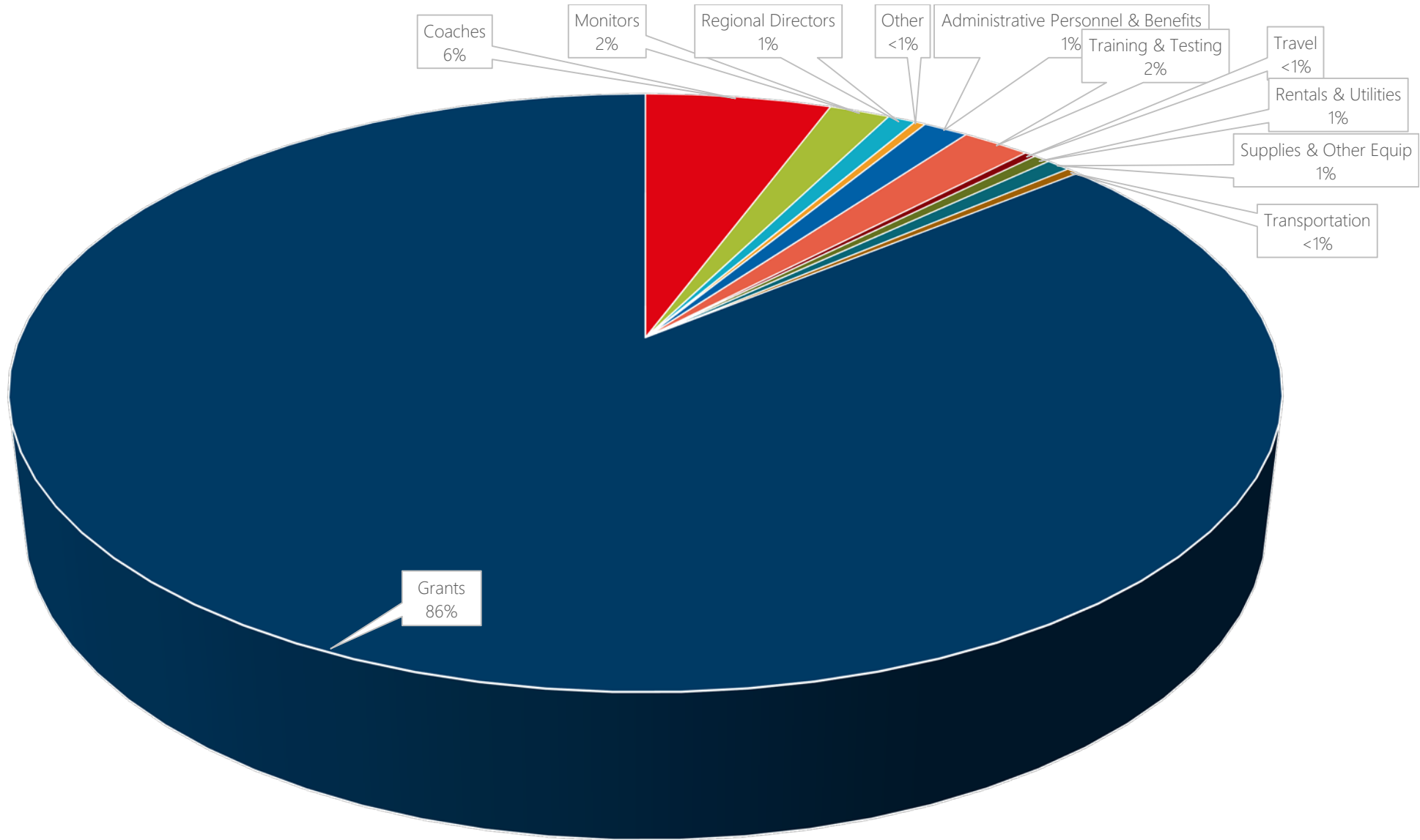
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Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Percent Access
2005-2006	\$4,326,050	57	1,026	60,002	1.7%
2006-2007	\$5,369,898	59	2,062	60,565	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	3.7%
2008-2009	\$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	7,698	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,934	59,736	25%
2017-2018	\$77,462,050	941	15,996	57,128	28%
2018-2019	\$95,962,050	1,045	18,756	58,317	32%

Investment in Expanding Access

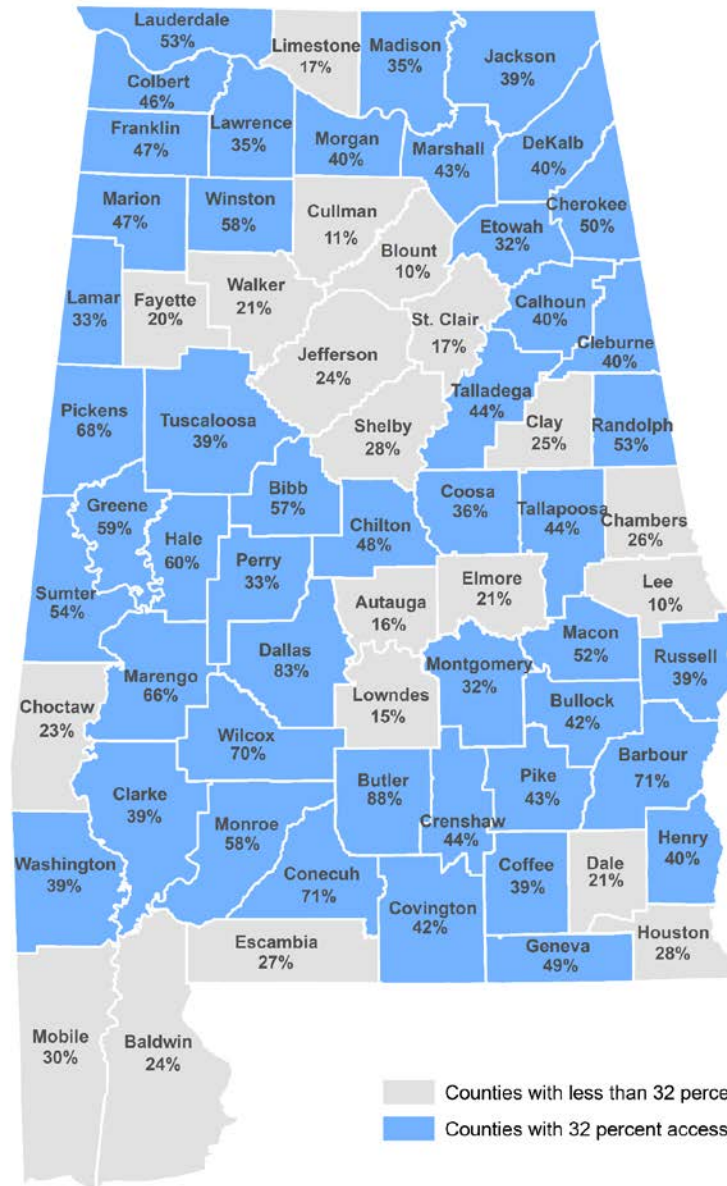
There are currently 5,462 students on the waitlist for this current 2018-2019 school year. As of January 28, 2019, 9,904 children have pre-registered for the 2019-2020 school year.

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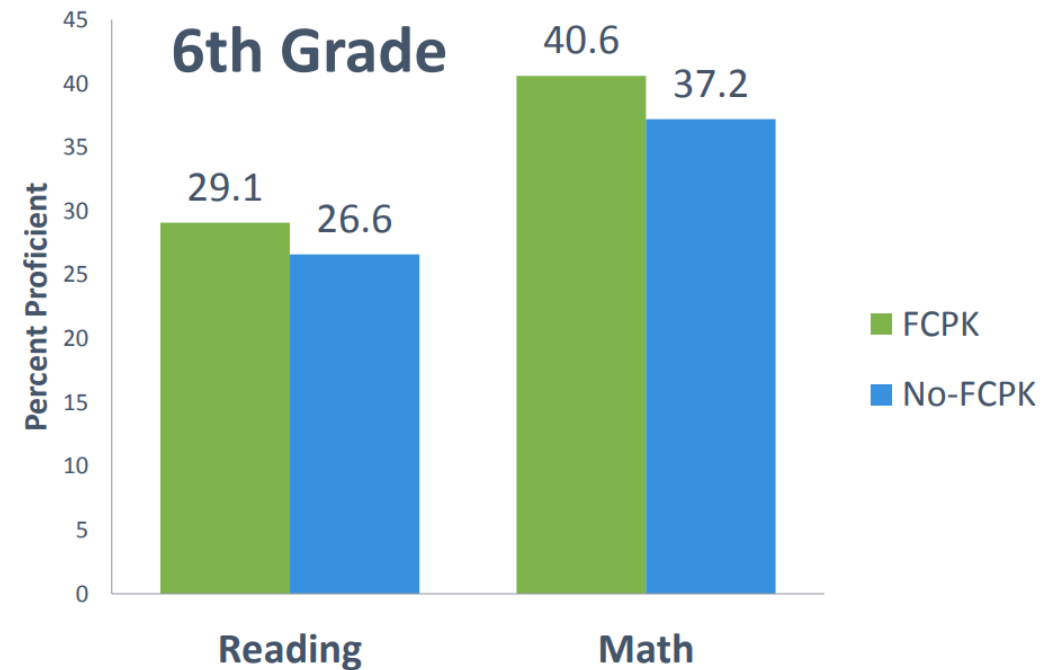
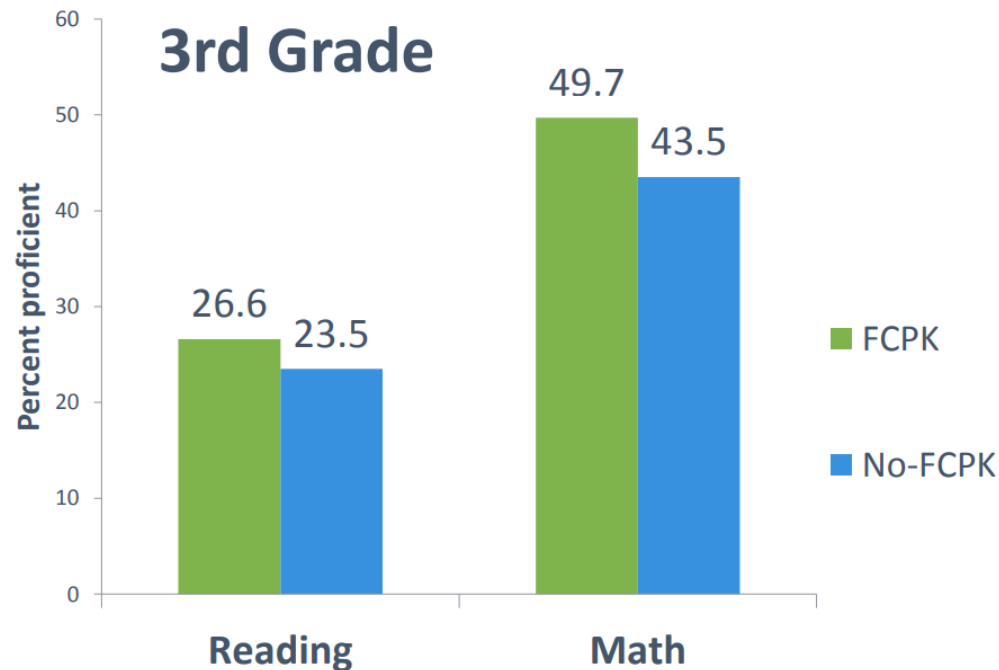
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Percentage of four-year-olds enrolled in First Class Pre-K



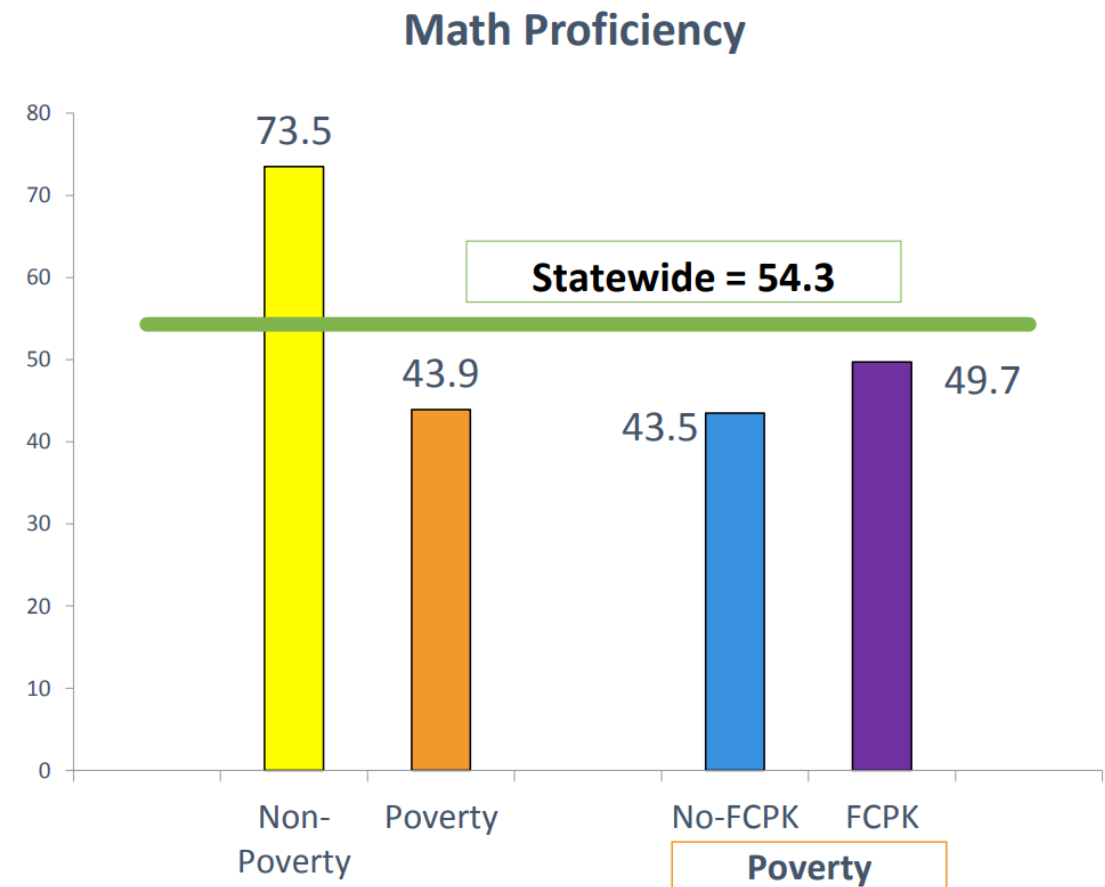
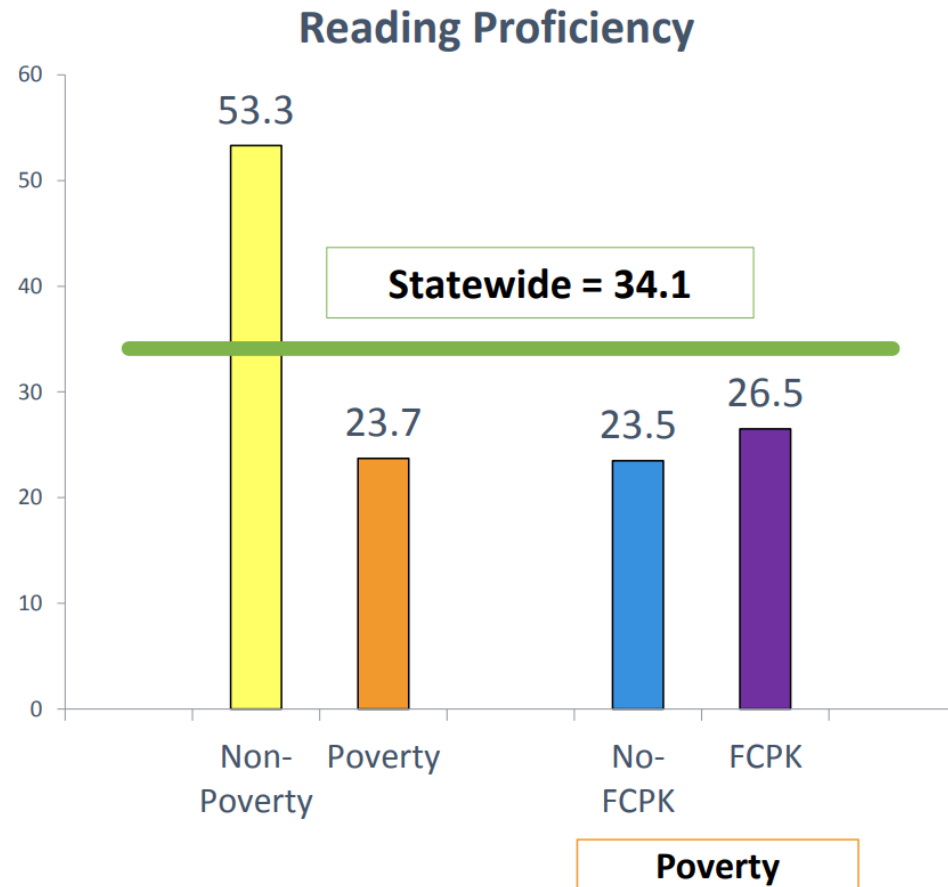
Impact for Low-Income Students: Reading & Math Proficiency at 3rd and 6th Grades

Statewide analysis among Alabama's most vulnerable 3rd and 6th grade children shows that children who received First Class Pre-K were **more likely to be proficient in reading and math** compared with children who did not receive First Class Pre-K.



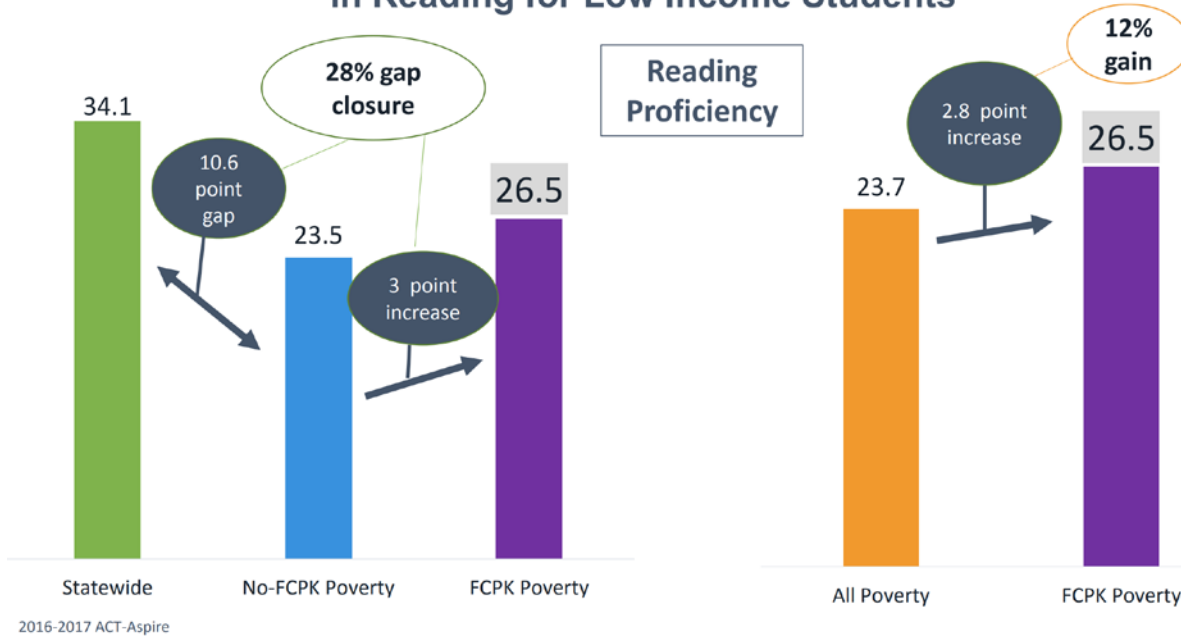
3rd Grade Achievement Gap Based on Income

In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.

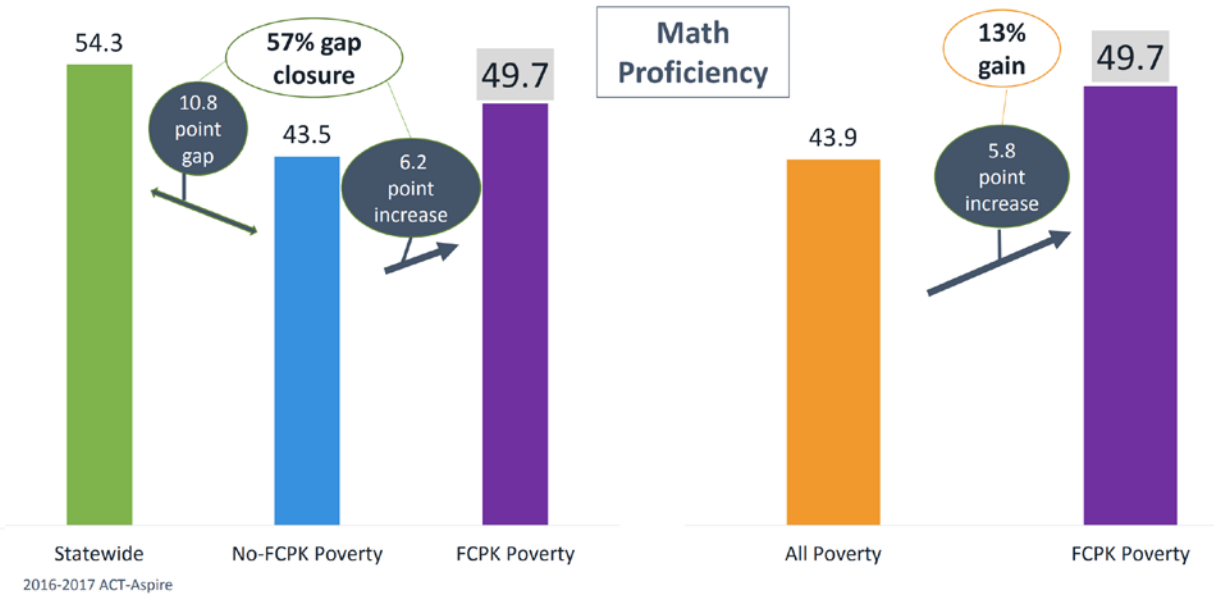


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Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



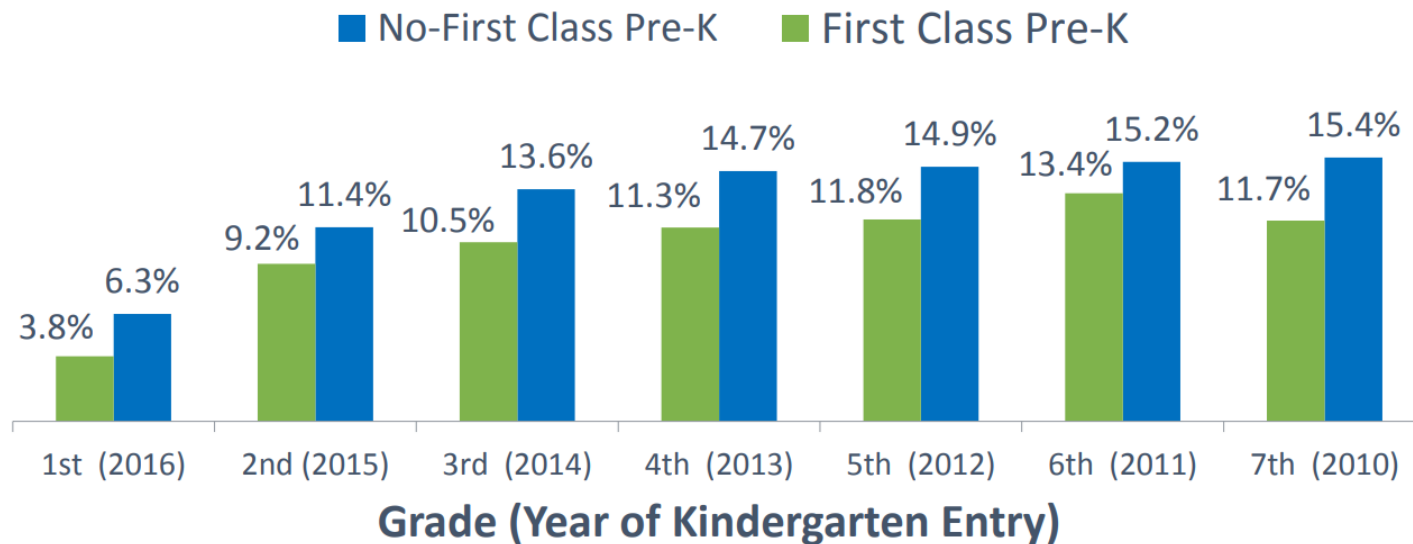
Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



Impact: Grade Retention for All Alabama Students

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

Percent of All Students Retained as of Fall 2017



The differences in grade retention are even larger among more vulnerable low-income children.

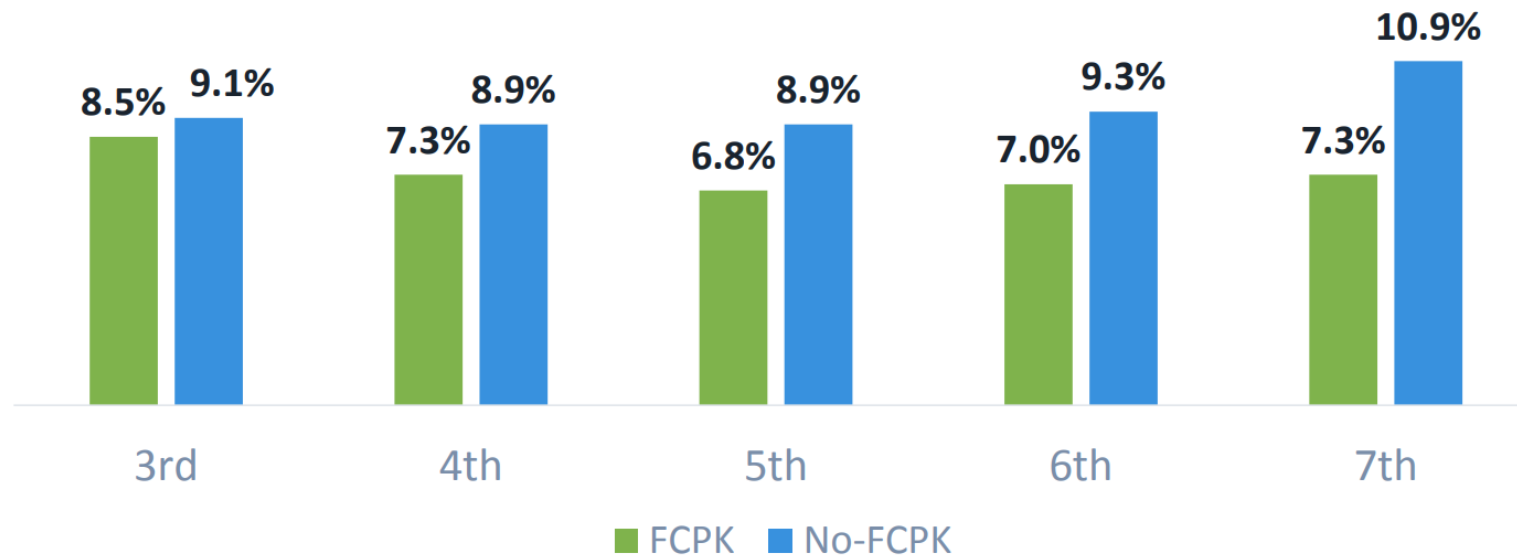
Reducing retention =
Fewer “extra years” →
cost savings

A study of 4 groups of low income children estimated potential cost savings of \$11.1M to \$17.3M per year.

Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year

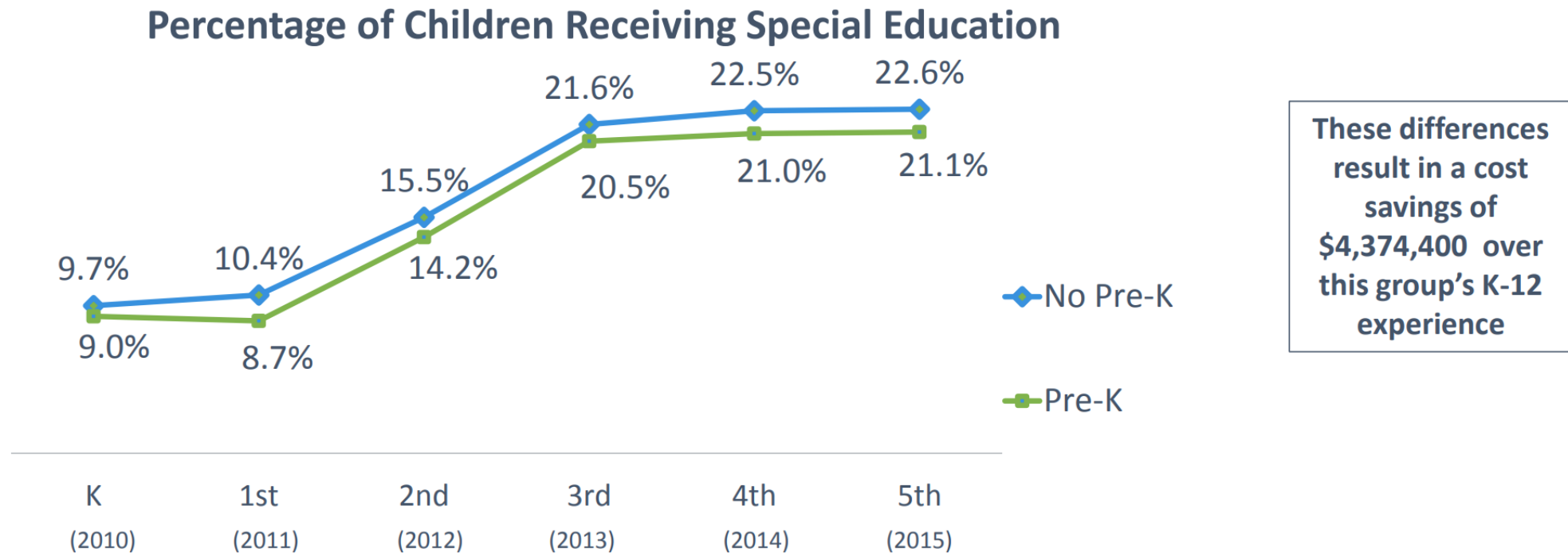


These differences result in an estimated \$5,403,655 in cumulative "lost cost" avoided

Chronically absent students missed 18 or more days per year

Impact: Special Education for All Alabama Students

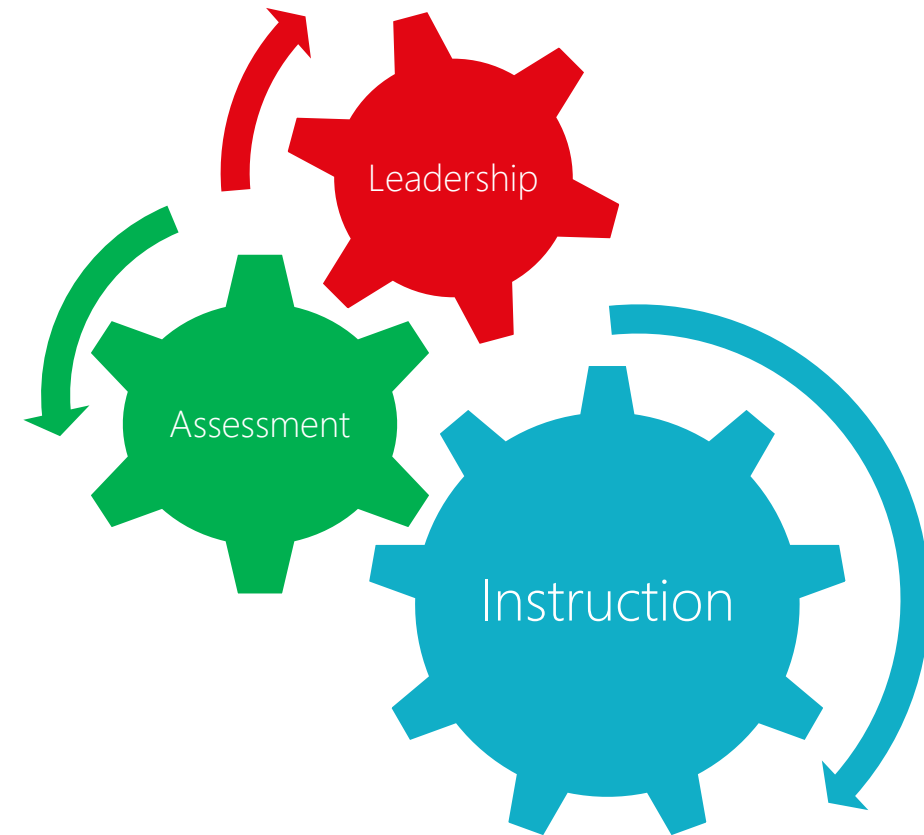
In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K **needed special education services at lower percentages** compared with children who did not receive First Class Pre-K.



Early Learning and Family Support: First Teacher Home Visiting

As the lead agency for home visitation in the state, DECE administers voluntary evidence-based home visiting programs that focus on school readiness, family and child health, and families in need of resources in their communities.





LEADERSHIP

- **Embrace** the Pre-K-3 early learning continuum
- **Ensure** developmentally appropriate practice
- **Participate** in a year long leadership academy and a community of practice

ASSESSMENT

- Ongoing, observation, standard-based
- **Include all domains of development:** social emotional, language, physical, cognitive, literacy, mathematics, social studies, science and technology

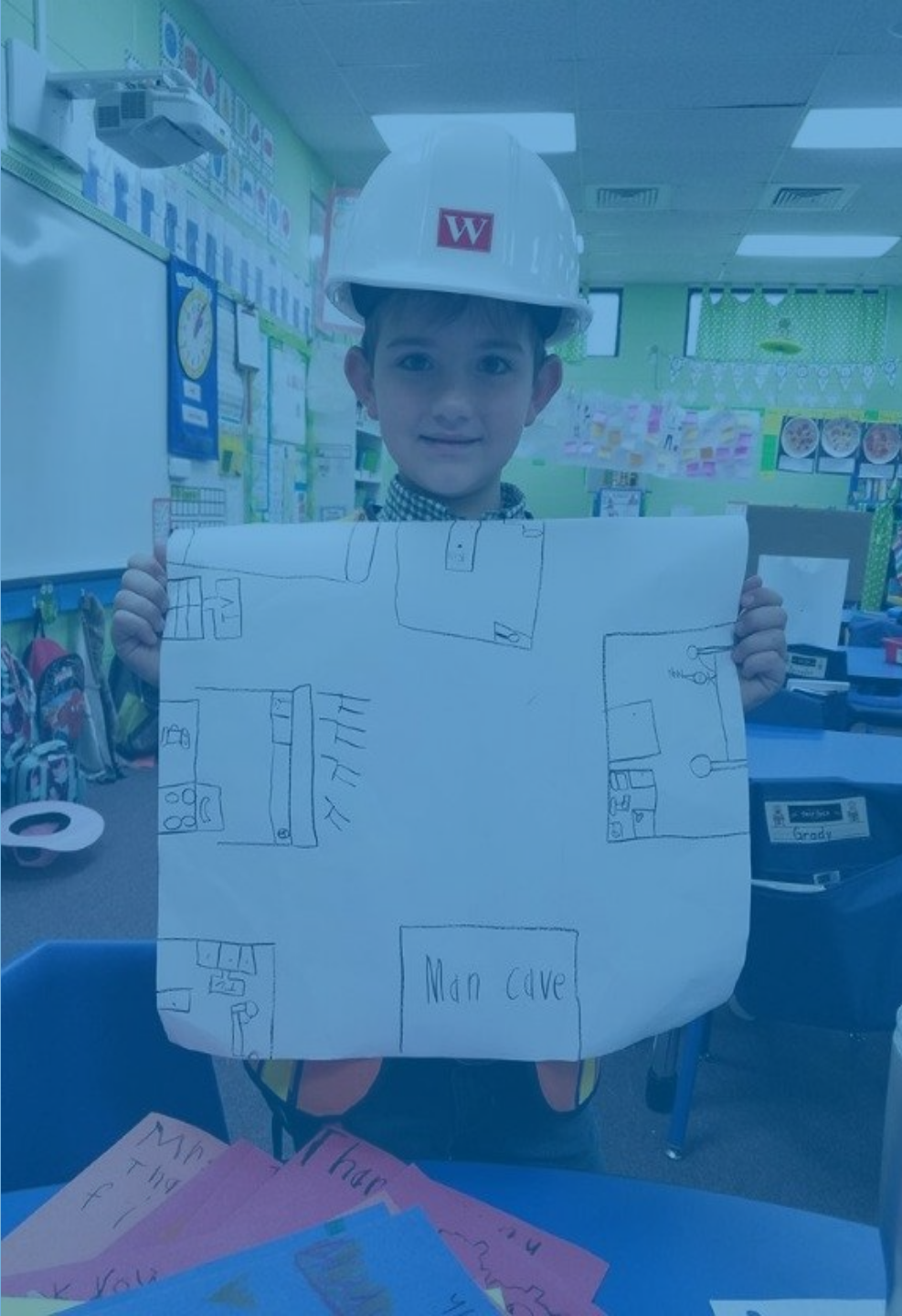
INSTRUCTION

- **Align** and coordinate standards
- Use **consistent instructional approaches** across grades
- **Family engagement**
- Horizontal and vertical **team meetings**
- Active participatory learning approach, project-based learning
- **Builds on the success** of Alabama First Class Pre-K

Language Essentials for Teachers of Reading and Spelling (LETRS)

- **Recommit** to ensure that every child reads on grade level by the end of 3rd grade
- **Intensive learning experience** for Alabama P-3 teachers, coaches, administrators, and colleges and university professors
- **290 educators** who voluntarily chose to further their knowledge and skills by participating in the LETRS opportunity: 123 (coaches, administrators, professors), 124 K-3 teachers, and 43 Pre-K teachers.
- **132 educators on the LETRS waitlist**
- 8 educators who would like to receive additional training to become an Alabama Facilitator of LETRS in Summer 2019





“Alabama needs a comprehensive approach of collaboration that improves education from Pre-K to the workforce. That’s the goal of Strong Start, Strong Finish.

Every child deserves a strong start to their educational experience.

Developmentally-appropriate policies will strengthen and support education from Pre-K through the third grade. This impacts a child’s social, emotional, and cognitive development.

- Governor Kay Ivey

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