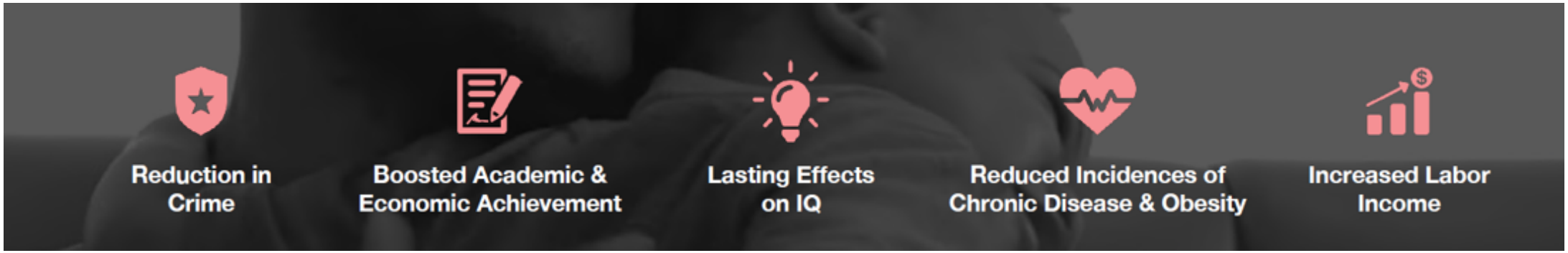


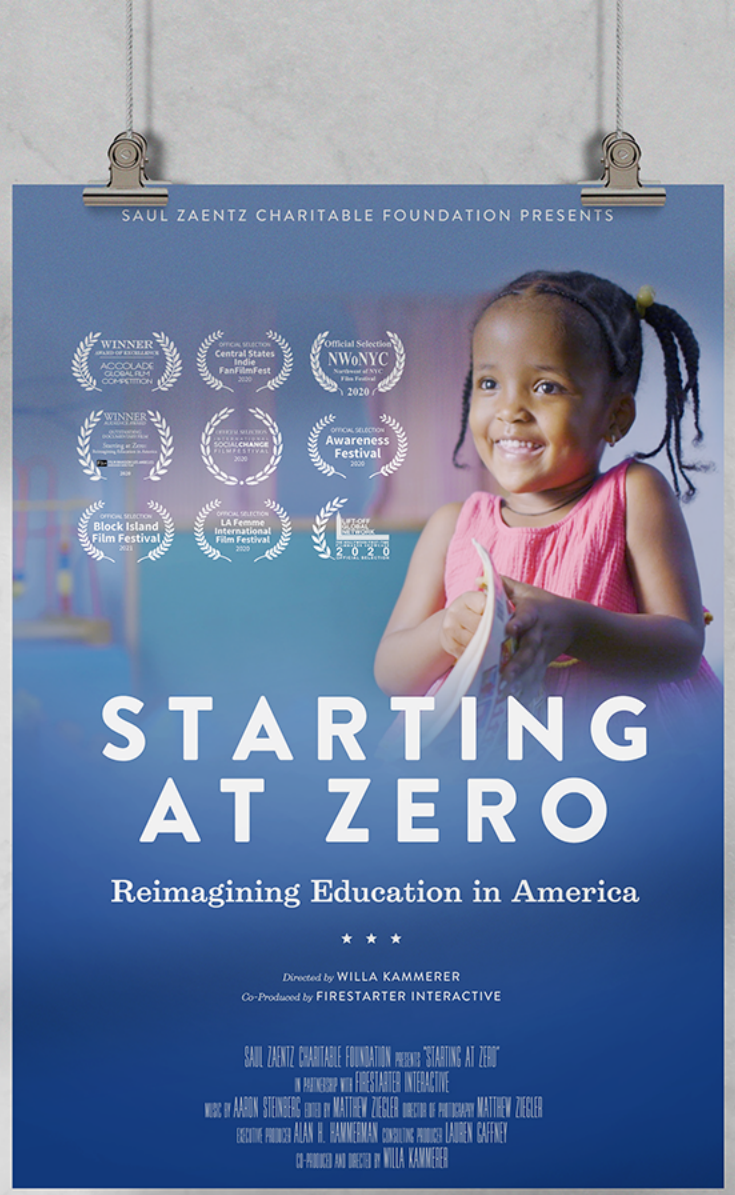
Advancing Quality Early Care, Education, for Societal and Economic Success

The Alabama Story

THE SAUL ZAENTZ CHARITABLE FOUNDATION

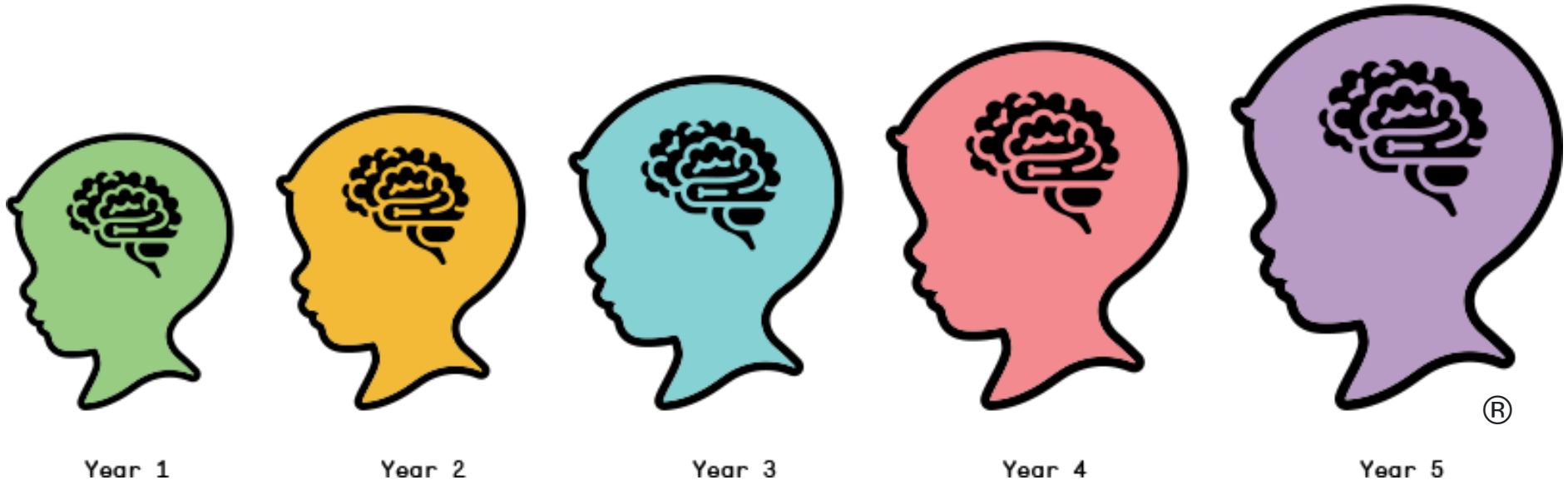
Investing now in high quality 0-8 early childhood education will produce substantial returns across the early childhood through the K-12 system and beyond.





Produced and presented by the **Saul Zaentz Charitable Foundation** as part of the Harvard Graduate School of Education's Saul Zaentz Early Childhood Education Initiative.

THE SAUL ZAENTZ CHARITABLE FOUNDATION



90% of a child's brain develops from birth through age five!

Over one million new neural connections are formed every second in the first few years.



The 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









Developing a cohesive and comprehensive system of high quality early learning and care.

Continuum of Vision, Resources and Support



Birth to 5

- Home Visiting
- Child Care Coaching Collaboration to address-
  - Family Engagement
  - Challenging Behaviors
  - Education Services support to include curriculum and assessment support



First Class Pre-K

- Alabama Reflective Coaching Model
- Mixed Delivery System
- Pay parity for teachers



P-3 Initiative

- Implement authentic Assessment: GOLD
- Instruction Provide coaching to P-3 teachers
- Leadership Principals ' ECE Academy
- School Counselors First Five Endorsement



Workforce Development

- Professional Development
- CDA Support- High School Career Tech and Community College
- Higher Education NAEYC accreditation
- Development of professional certification for early childhood

Continuum of Mental Health Support

Infants/Toddlers

- Mental Health Consultants hired for childcare and family childcare
- Universal social emotional assessment tool used with statewide mental health consultants
- Focus on universal strategies as a means of prevention
- Individualized coaching to support teachers with SEL curriculum – Conscious Discipline and Devereux tools

Preschool (3-4)

- Mental Health Consultants hired for childcare and family childcare
- Universal social emotional assessment tool used with statewide mental health consultants
- Focus on universal strategies as a means of prevention
- Individualized coaching to support teachers with SEL curriculum – Conscious Discipline and Devereux tools
- Intensive support provided for children with intense needs

First Class Pre-K

- Licensed Mental Health professional to support intensive needs
- Universal social emotional assessment tool used with statewide mental health consultants
- Focus on universal strategies as a means of prevention and
- Intensive support provided for children with intense needs

Adults

- Devereux Adult Resilience support
- Reflective Supervision for coaches
- Universal tools used to ensure consistency in assessments and supports
- Collaboration between state departments to align supports and professional development
- Implementation of Conscious Discipline statewide from 0-5 and k-12 system
- Collaboration with higher education to prepare future teachers

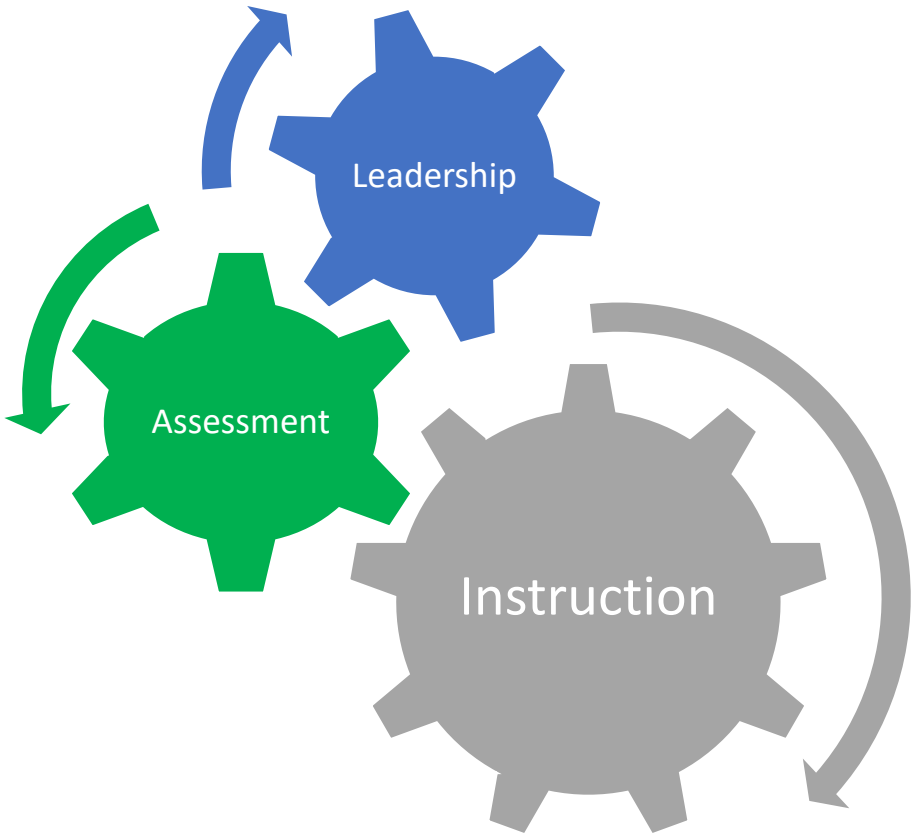
Early Learning and Family Support:

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.



Pre-K -3rd Grade Initiative



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 college 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 First Class Pre-K









Alabama First Class Pre-K Framework

Professional Development

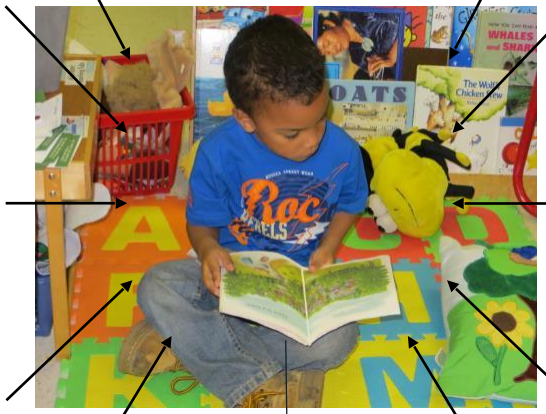
Alabama Development Standards for Preschool Children

Differentiated Coaching Through the Alabama Reflective Coaching Model

First Class Classroom Guidelines

Screening Referrals and Support Services

Student Success



Family Engagement

First Class Program Guidelines & Quality Assurances

Program Monitors

Ongoing, Authentic, Observational & Research Based Assessment

Credentialed Lead and Auxiliary Teachers

Support for Intentionally Designed Learning Environments

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.

The Alabama Department of Early Childhood Education is a cabinet-level executive state agency, with the Secretary of Early Childhood Education appointed by and serving at the pleasure of the Governor. The agency is principally established by law [Ala. Code § 26-24-1 (1975)] to enable the Governor to effectively and efficiently coordinate efforts and programs to serve children throughout the state. The goal of the Alabama Department of Early Childhood Education is to advance, support, and deliver cohesive, comprehensive systems of high quality education and care so that all Alabama children thrive and learn.

Pre-K Application Process



Where Are State Funded Pre-K Classrooms?

Diverse Delivery System

Public School Pre-K

Head Start

Private Pre-K

- Churches
- Private pre-schools
- Childcare centers
- Colleges and Universities

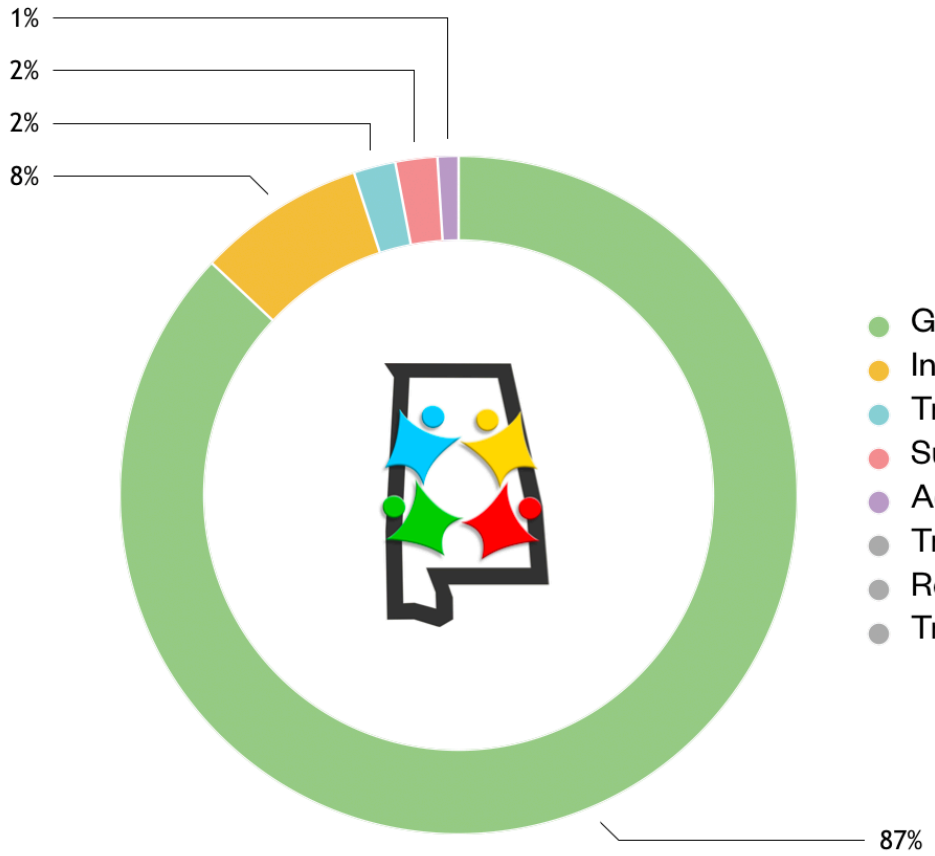
Alabama Department of Early Childhood Education

Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Number of Teachers Employed	Percent Access
2005-2006	$4,326,050	57	1,026	60,002	114	1.7%
2006-2007	$5,369,898	59	2,062	60,565	118	1.8%
2007-2008	$10,000,000	128	2,304	62,354	256	3.7%
2008-2009	$15,490,831	185	3,330	59,803	370	5.5%
2009-2010	$18,376,806	215	3,870	61,093	430	6%
2010-2011	$18,376,806	217	3,906	62,104	434	6%
2011-2012	$19,087,050	217	3,906	62,104	434	6%
2012-2013	$19,087,050	217	3,906	59,987	434	6.5%
2013-2014	$28,624,146	311	5,598	60,665	622	9%
2014-2015	$38,462,050	419	7,698	59,216	838	13%
2015-2016	$48,462,050	652	11,736	58,740	1,304	20%
2016-2017	$64,462,050	811	14,934	59,736	1,622	25%
2017-2018	$77,462,050	941	15,996	57,128	1,882	28%
2018-2019	$95,962,050	1,045	18,756	58,317	2,090	32%
2019-2020	$122,798,645	1,209	21,762	58,520	2,418	37%

Investing in Alabama's Future

May 2019, the Alabama Legislature approved Governor Ivey's recommended budget increase for the Alabama Department of Early Childhood Education, including the largest ever single-year expansion of First Class Pre-K. May 2020 in the midst of the Covid Pandemic there was an increase of 6 million dollars. May 2121 pre-Covid funding levels were resulted with a 24 million dollar increase increasing access to 44%.

OSR First Class Pre-K 2020 Budget



Grants	$106,606,835.00
Instructional Support	$9,113,532.87
Training & Testing	$2,509,704.00
Supplies & Other Equipment	$2,461,792.00
Administrative Personel & Benefits	$888,781.13
Travel	$373,750.00
Rentals & Utilities	$484,250.00
Transportation	$360,000.00
	$122,798,645.00

Percentages stay approximately the same regardless of amount

Overall Impact Summary of First Class Pre-K

Children who attend First Class Pre-K are:

More likely to be

- Ready for Kindergarten
- Proficient in reading
- Proficient in math

Less likely to be

- Retained a grade
- Chronically absent

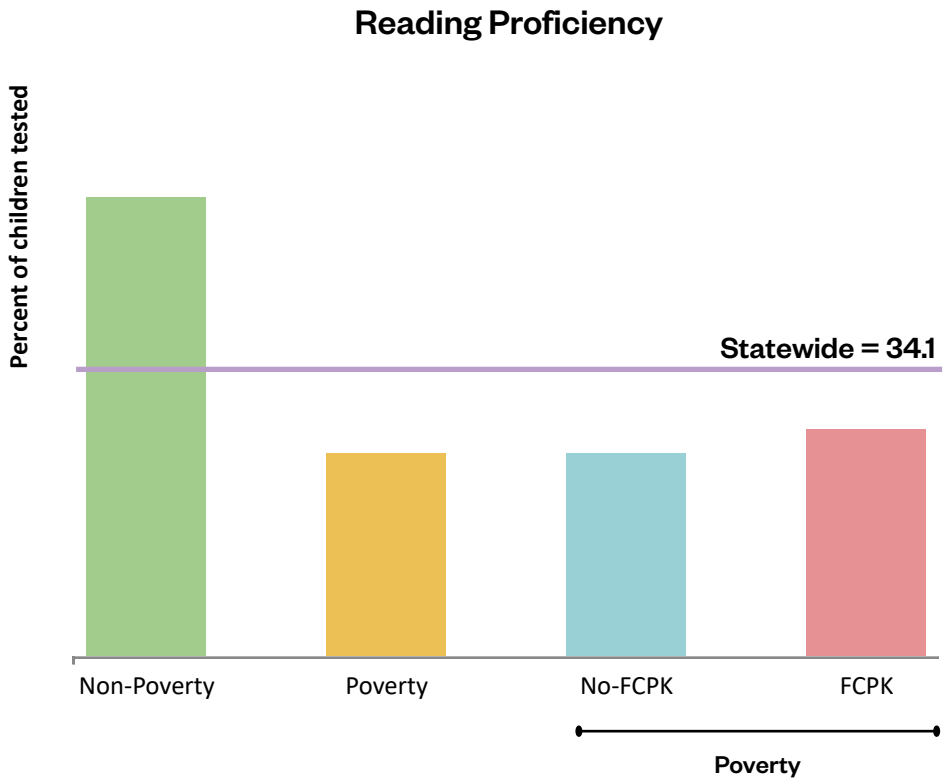
Also less likely to

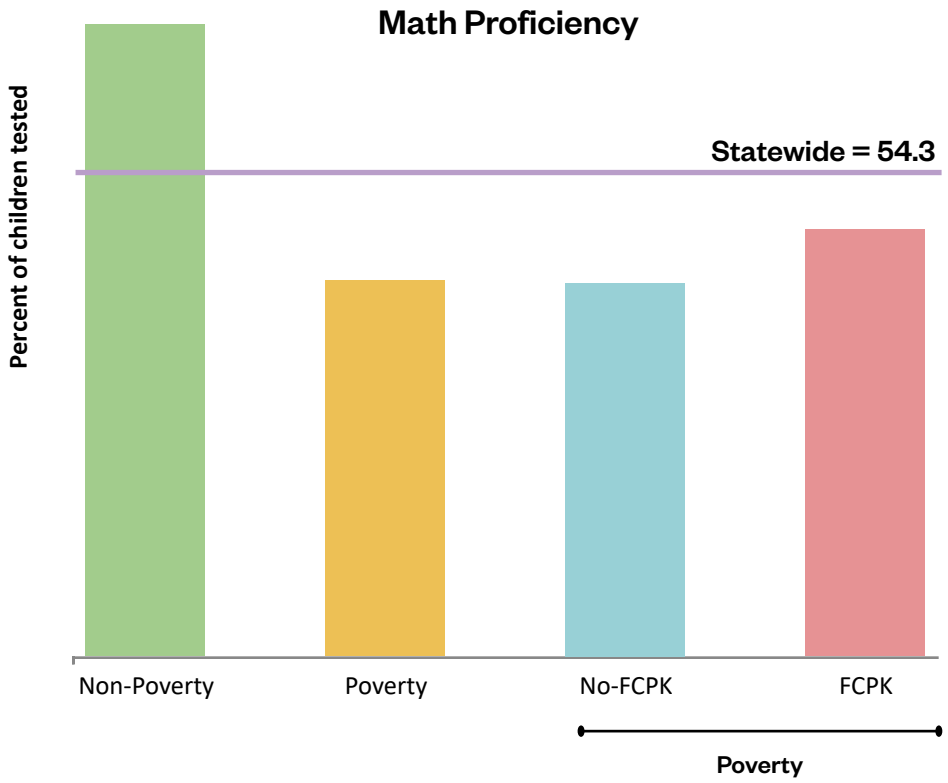
- Need special education
- Have discipline issues

For direct links to all evaluation reports:
http://children.alabama.gov/resources/research/

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.



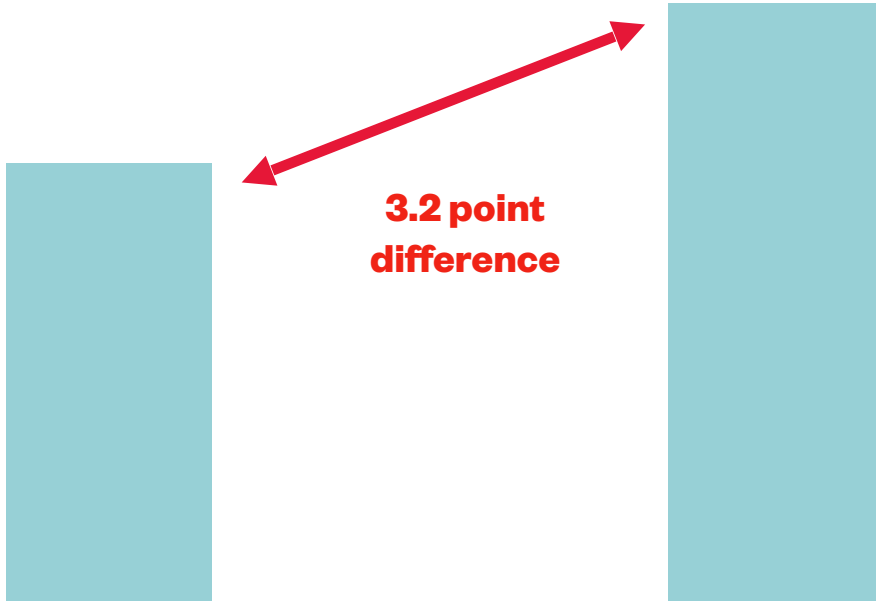


2016-2017 ACT-Aspire

Impact: Grade Retention for All Students

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

Percent Children Retained At Least Once in K -7th Grade, as of Fall 2019



The 3.2 percentage point difference represents a **¼ reduction in retention**.

The difference means that **13,763** fewer children would have been retained if all in these grades had received FCPK.

Reducing retention = Fewer "extra years"
Estimated potential cost savings of **$126,798,519**.

Results statistically significant by Chi square analyses at $p<0.0001$

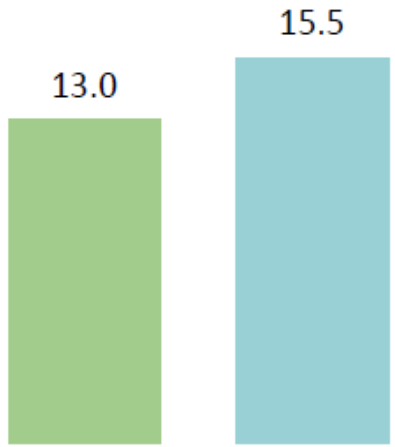
Quality is Directly Related to Outcomes

- Early Learning and Development Standards (ELDS)
- Curriculum Supports
- Teacher degree
- Teacher specialized training
- Assistant teacher degree
- Staff professional development
- Staff child ratio of 1:10 maximum
- Screenings and Referrals
- Continuous quality improvement

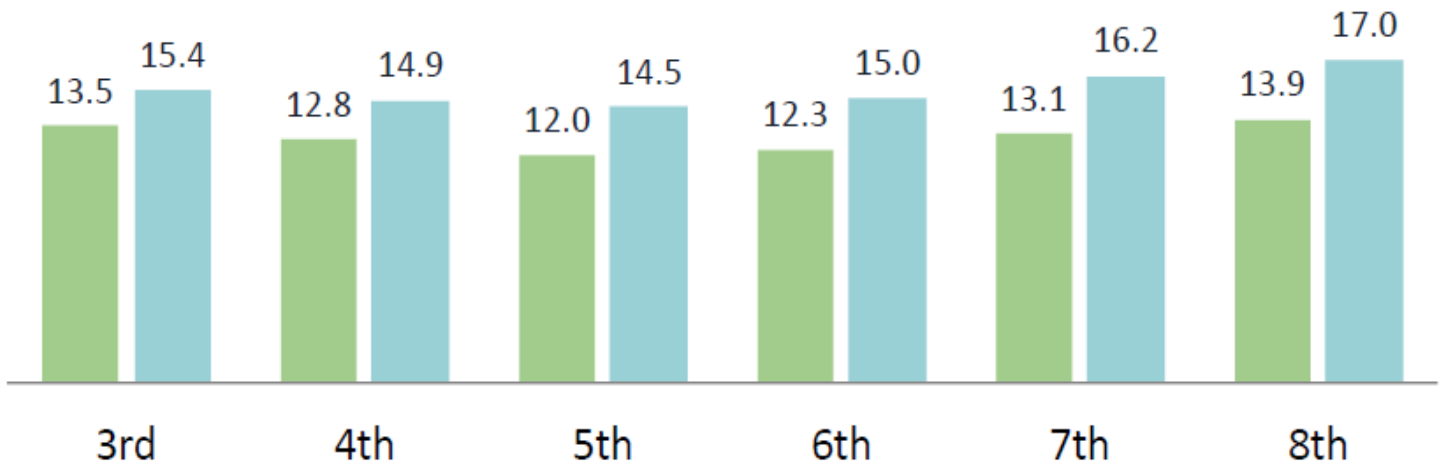
Impact: Chronic Absenteeism for All Students

Children who attended First Class Pre-K are ***less likely to be chronically absent*** overall and consistently across grades.

Percentage Chronically Absent, Overall
3rd - 8th Grades, 2018-2019 school year



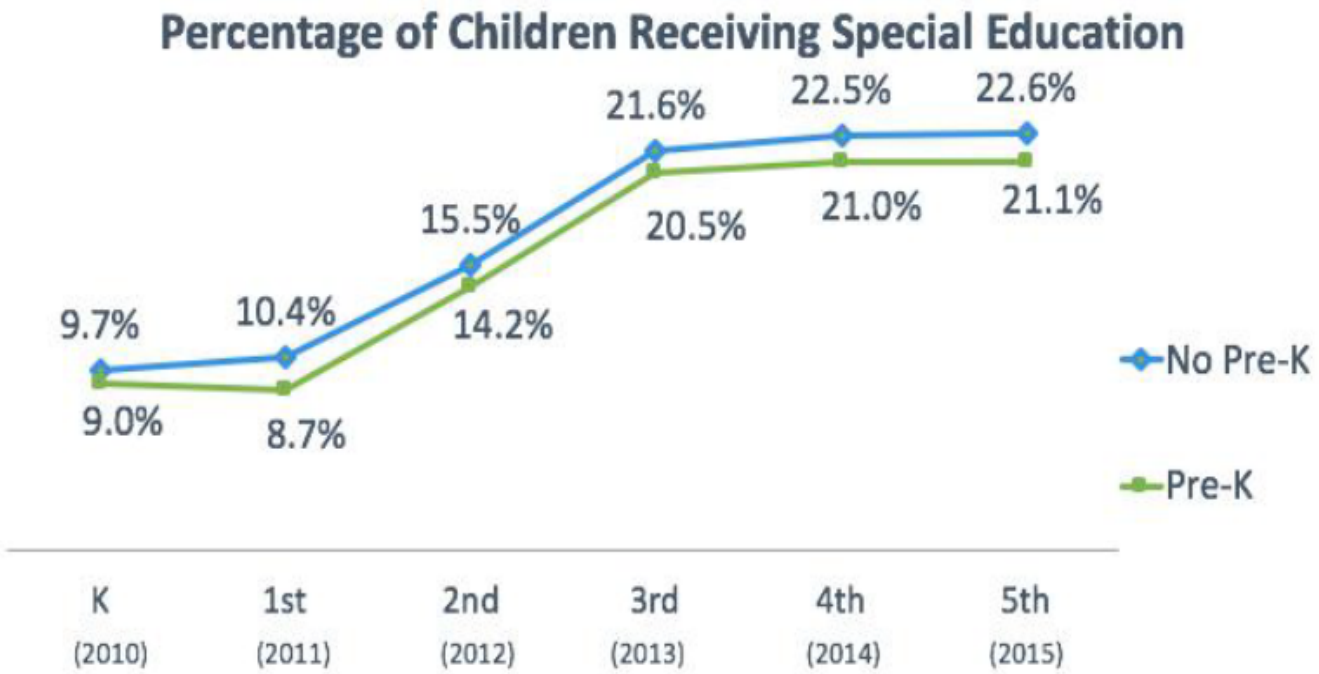
Percentage Chronically Absent by Grade,
2018-2019 school year



Chronically absent students missed 15 or more days per year

Impact: Special Education for All Alabama Students

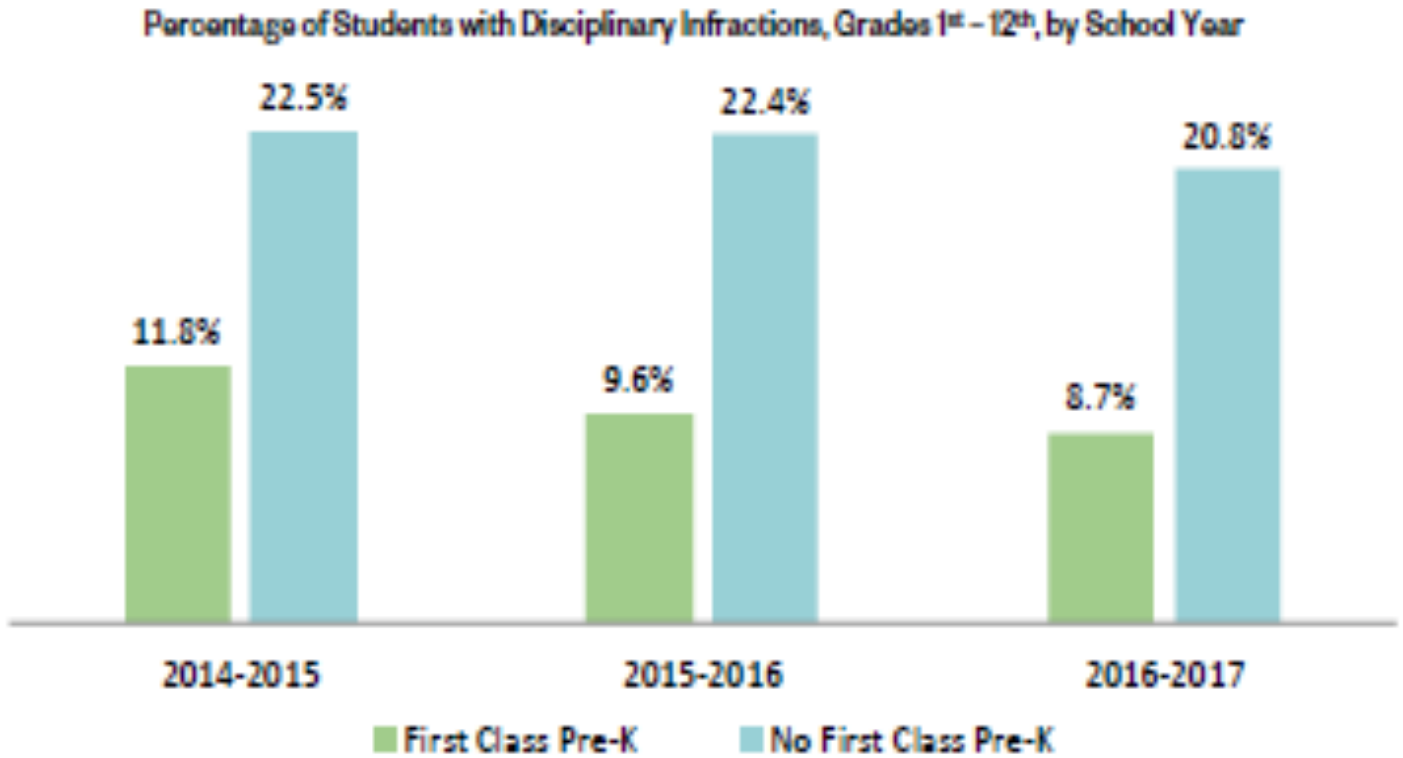
In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K needed special education services at lower percentages compared with children who did not receive First Class Pre-K.



These differences result in a cost savings of $4,374,400 over this group's K-12 experience

Impact: Disciplinary Issues

Children who attended First Class Pre-K ***have lower discipline rates*** compared to those who did not attend.



Gains in Developmental Skills

The largest gain in percent meeting or exceeding by the end of the First Class Pre-K year was for math skills.

Teaching Strategies GOLD, Fall 2018 and Spring 2019

Skill	Fall Percent Meet/Exceed	Spring Percent Meet/Exceed	Percentage Point Gains, Fall to Spring
Social-emotional	48.4	93.0	44.2
Physical	56.3	94.7	38.4
Language	53.1	90.9	37.8
Cognitive	43.6	92.2	48.6
Literacy	51.3	94.7	44.4
Math	30.2	87.1	**56.9**

Home Visiting Impact: Positive Outcomes

More than half of all measures *showed performance improvement* during Fiscal Year 2019

32,000
home visits provided

3,170
families served statewide through combined funding sources

67
counties served

First Teacher Program Measures Outcomes and Results

All home visiting programs administered by DECE have extensive outcome data collection requirements to support accountability and measure progress.

These measures encompass outcomes for pregnant women, families, and children. Many of these measures can directly or indirectly impact infant mortality. More than half of all measures showed improvement during Fiscal Year 2019.

- ↑ **Breastfeeding**
- ↑ **Postpartum Visit Completion**
- ↑ **Well Child Visits**
- ↑ **Children Read to, Sang to, and Told Stories to Every Day**
- ↑ **Safe Sleep Positioning**
- ↓ **Emergency Department Visits for Child Injury**
- ↑ **Appropriate Developmental Screenings**
- ↑ **Continuity of Health Insurance Coverage**

bornReady

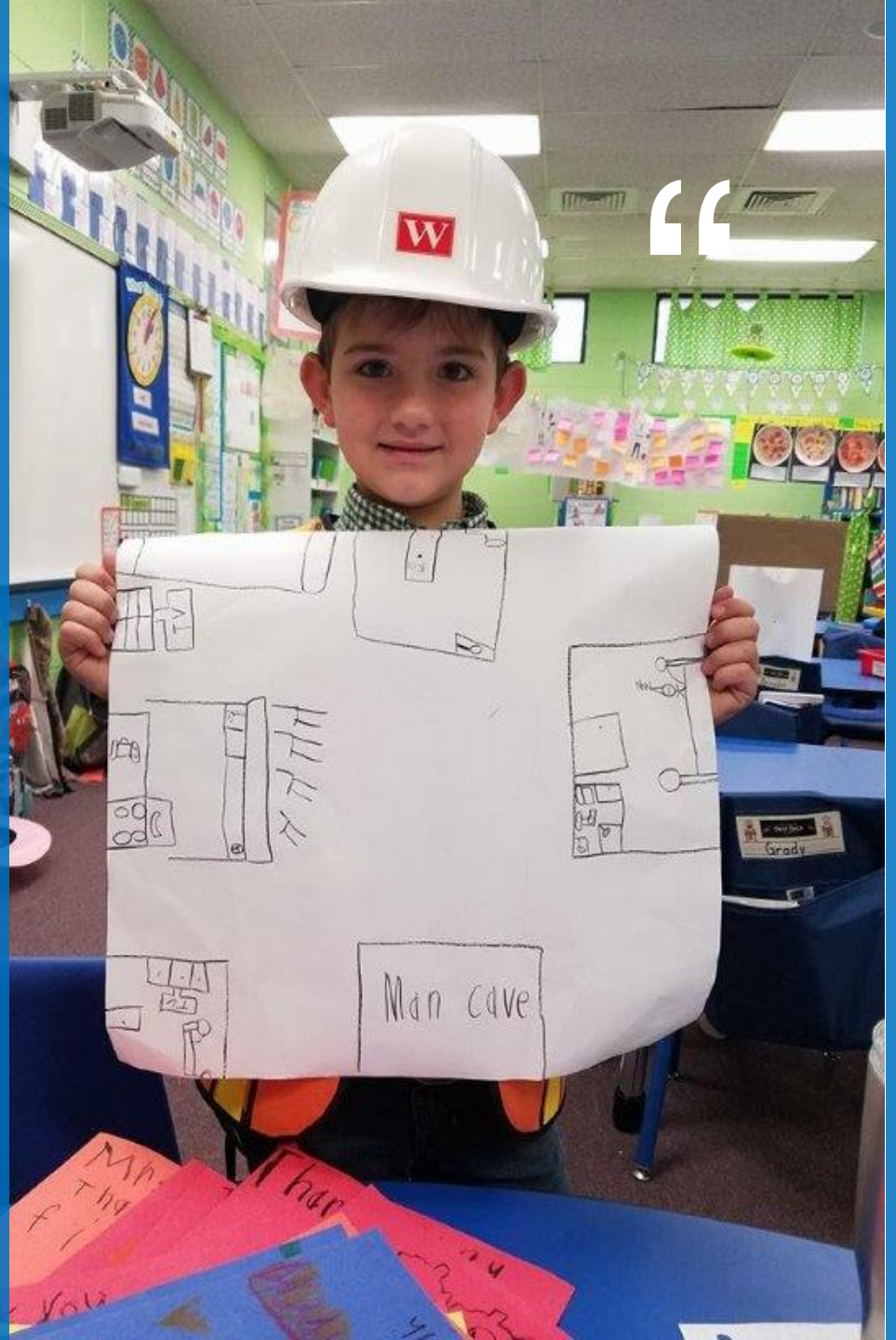


A movement to continue ensuring that
Alabama's B-5 children are the best-prepared in the nation.

bornReady.org

Workplace skills for today such as analytical, technical, and problem-solving abilities, along with communication, collaboration, and teamwork are increasingly valued.

Employers are seeking workers that most importantly have the ability and initiative to learn on their own and continuously upgrade their skills.



A comprehensive approach of collaboration that improves education from Pre-K to the workforce.

The education process is cumulative – each stage builds on the prior one.

High school, college, job training: All subsequent investments in human capital depend on prior investments that we put into the foundation laid in early childhood.

These investments increase the value of all investments down the line.

The effectiveness of those later investments depend on investments made in early childhood.

For direct links to the First Class Pre-K Classroom & Program Guidelines, Early Childhood Assessment, and Professional Development:

http://children.alabama.gov/school-readiness/