

# ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

## FIRST CLASS PRE-K GROWTH

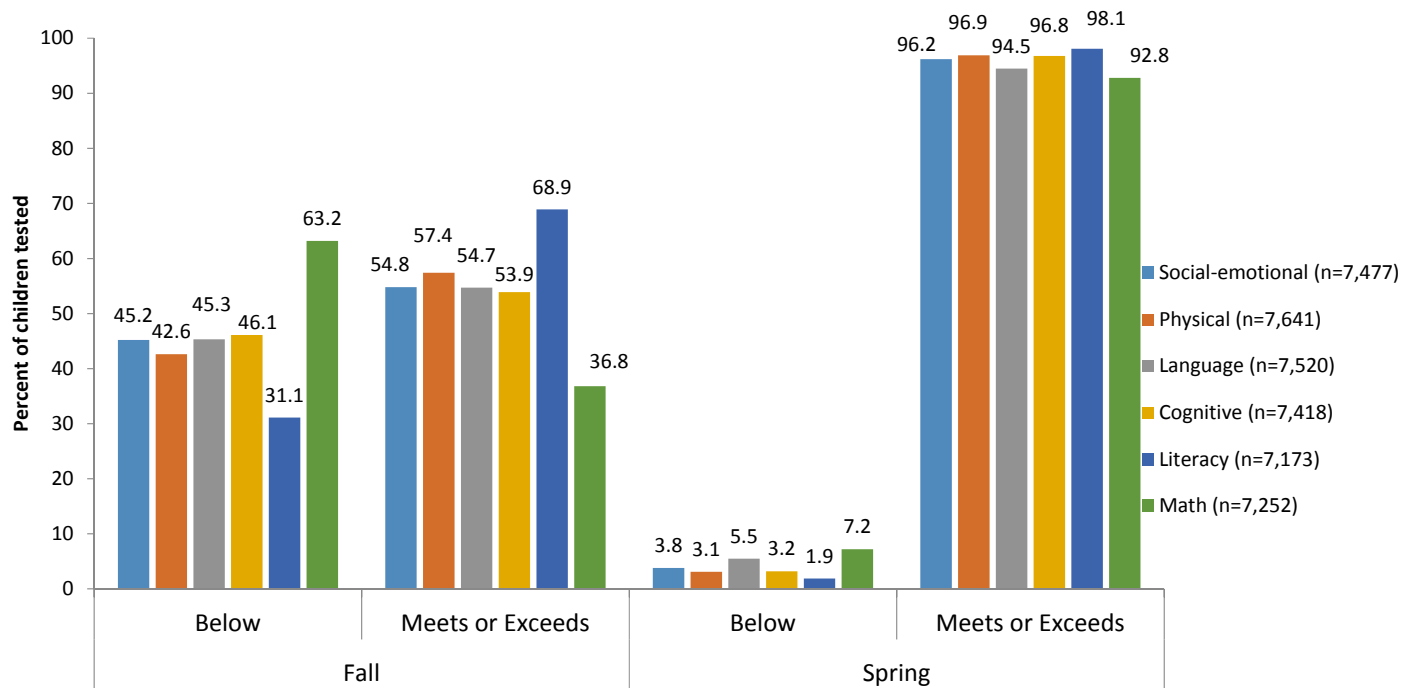
Budget Year	State Appropriation OSR	Number of First Class Pre-K Classrooms	Number of Students	Number of Eligible Children	% of Eligible Children in First Class Pre-K
2005-2006	\$4,326,050	57	1026	60,002	1.7%
2006-2007	\$5,369,898	59	2062	60,565	1.8%
2007-2008	\$10,000,000	128	2304	62,354	3.7%
2008-2009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

- 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.

# FIRST CLASS PRE-K BENEFITS

The 2015 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.

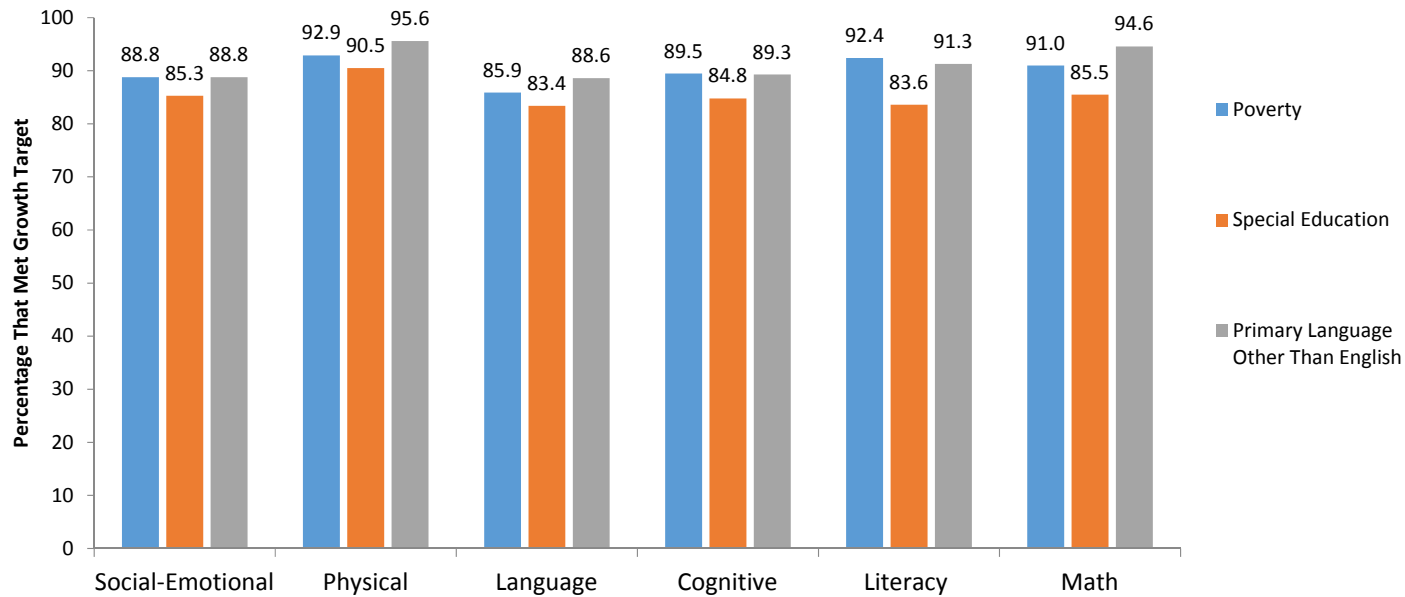
**Child Growth and Development**  
**Fall 2015 – Spring 2016 (*Teaching Strategies GOLD*)**



# Meeting Growth Targets

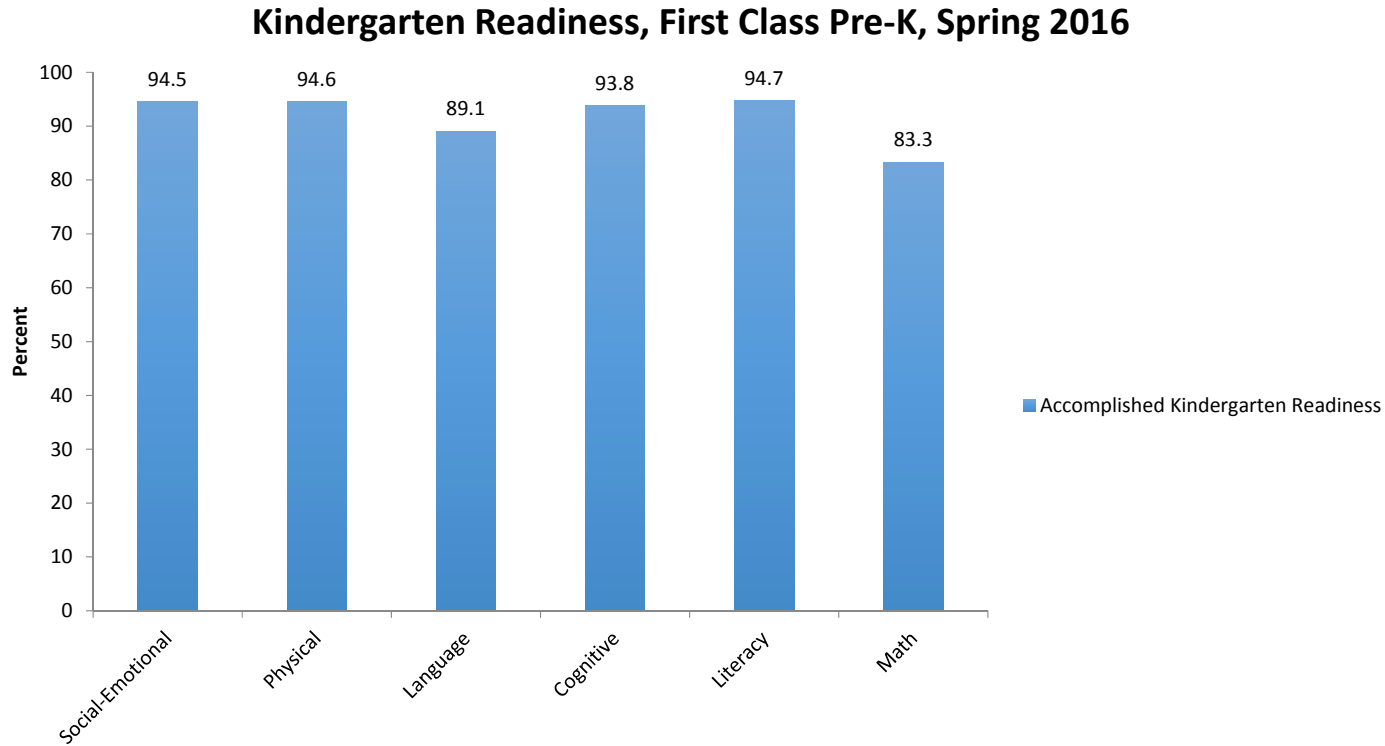
Even among vulnerable populations that may not meet widely-held expectations for growth and development compared to children their same age, children who received First Class Pre-K met targets for growth during the Pre-K year. First Class Pre-K is helping close the achievement gap for vulnerable children.

**Met Expected Growth Targets, Selected Sub-Groups,  
Fall 2015 – Spring 2016 (*Teaching Strategies GOLD*)**



# Kindergarten Readiness

Nearly all children who completed First Class Pre-K tested as ready for Kindergarten across 6 domains of development  
(Spring 2016, Teaching Strategies GOLD)



# 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: READING AND MATH PROFICIENCY

Statewide analysis among Alabama's most vulnerable children (in poverty) shows that children who received First Class Pre-K were more likely to be proficient in reading and math based on standardized assessments at 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade and lack of retention compared with children who did not receive First Class Pre-K.



# IMPACT: ATTENDANCE

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.

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

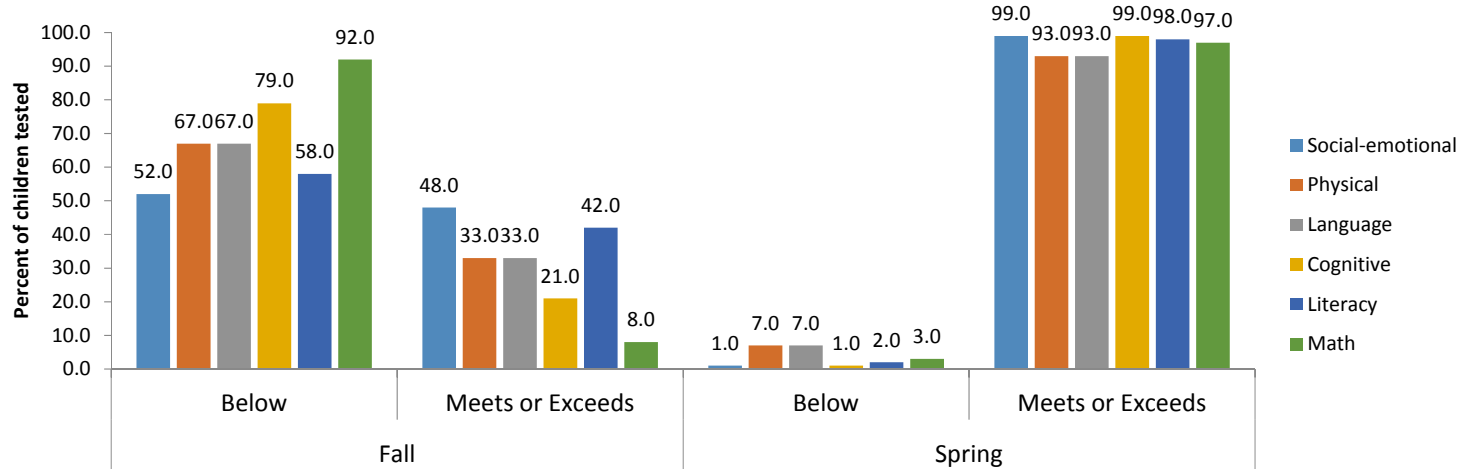
- Lower likelihood of graduating from high school

- Lower course grades - which derails their ability for college completion.



# IMPACT: WILCOX COUNTY

## Wilcox County Schools First Class Pre-K: Child Growth and Development Fall 2015 – Spring 2016



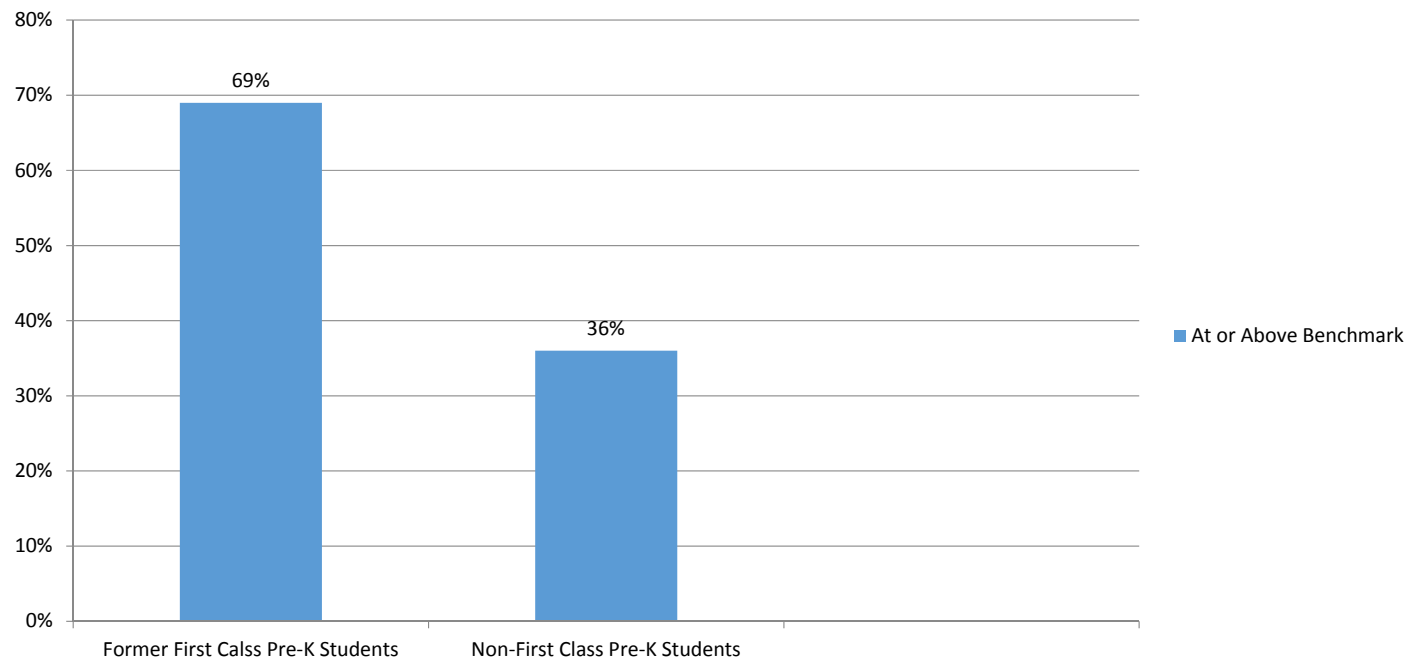
**Wilcox County:** For all domains of school readiness, ***fewer than half*** of the children who entered First Class Pre-K programs in Wilcox County during the 2015/2016 school year were performing below widely-held expectations for school readiness for their age.

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.



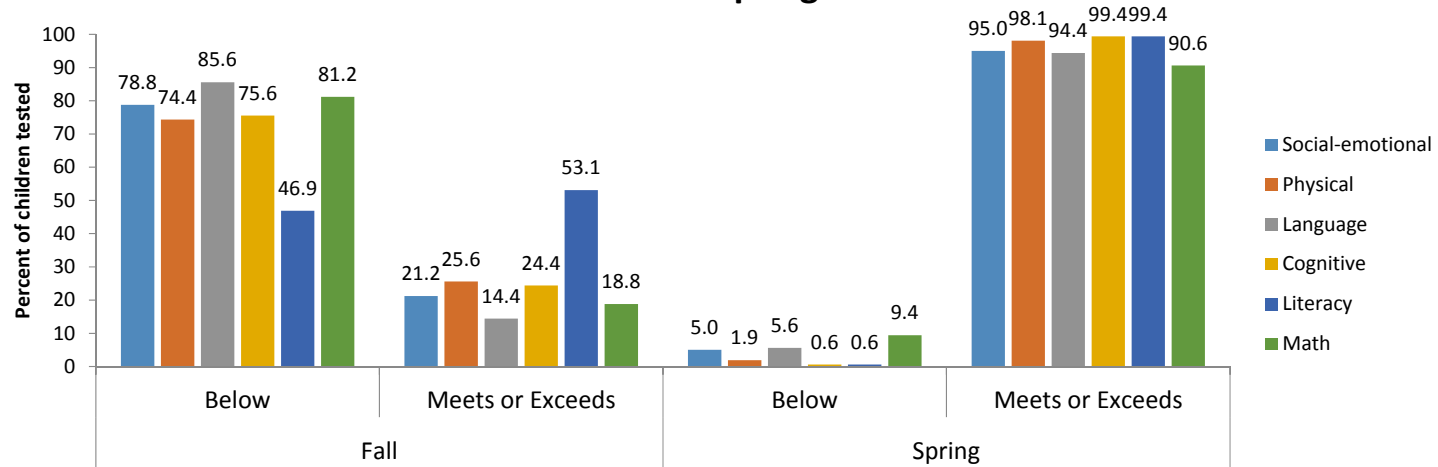
# IMPACT: MADISON COUNTY SCHOOLS KINDERGARTEN

Percentage of Kindergarten Students Scoring At Or Above Benchmark in First Sound Fluency (DIBELS)  
Madison County Schools  
Fall 2016



# IMPACT: SELMA PRE-K CASE STUDY

## Byrd First Class Pre-K Center, Selma: Child Growth and Development Fall 2015 – Spring 2016



For most all domains of school readiness, about **three-quarters or more** of the children who entered First Class Pre-K programs in Selma during the 2015/2016 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.

CLASS

Dimension	First Class Pre-K Fall 2016
Positive Climate	6.19
Negative Climate ( want low)	1.21
Teacher Sensitivity	5.57
Regard for Student Perspectives	5.17
Behavior Management	5.85
Productivity	5.81
Instructional Learning Formats	5.04
Concept Development	2.62
Quality of Feedback	3.24
Language Modeling	3.11