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

- 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
Starting at Zero
Reimagining Education in America

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

Click here for preview
Investing now in high quality 0-8 early childhood education will produce substantial returns both across early childhood and the K-12 system.
95% of a child’s brain develops from birth through age 5!
Over one million new neural connections are formed every second in the first few years.
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
- Assessment
- Leadership
- Instruction

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 Vision, Resources and Support
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
### Alabama Department of Early Childhood Education

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>State Appropriations</th>
<th>Number of Classrooms</th>
<th>Number of Students</th>
<th>Number of Eligible Children</th>
<th>Number of Teachers Employed</th>
<th>Percent Access</th>
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<tbody>
<tr>
<td>2005-2006</td>
<td>$4,326,050</td>
<td>57</td>
<td>1,026</td>
<td>60,002</td>
<td>114</td>
<td>1.7%</td>
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<tr>
<td>2006-2007</td>
<td>$5,369,898</td>
<td>59</td>
<td>2,062</td>
<td>60,565</td>
<td>118</td>
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<td>2007-2008</td>
<td>$10,000,000</td>
<td>128</td>
<td>2,304</td>
<td>62,354</td>
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<td>2008-2009</td>
<td>$15,490,831</td>
<td>185</td>
<td>3,330</td>
<td>59,803</td>
<td>370</td>
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<td>2009-2010</td>
<td>$18,376,806</td>
<td>215</td>
<td>3,870</td>
<td>61,093</td>
<td>430</td>
<td>6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$18,376,806</td>
<td>217</td>
<td>3,906</td>
<td>62,104</td>
<td>434</td>
<td>6%</td>
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<tr>
<td>2011-2012</td>
<td>$19,087,050</td>
<td>217</td>
<td>3,906</td>
<td>62,104</td>
<td>434</td>
<td>6%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$28,624,146</td>
<td>311</td>
<td>5,598</td>
<td>60,666</td>
<td>622</td>
<td>9%</td>
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<tr>
<td>2013-2014</td>
<td>$38,462,050</td>
<td>419</td>
<td>7,698</td>
<td>59,216</td>
<td>838</td>
<td>13%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>$48,462,050</td>
<td>652</td>
<td>11,736</td>
<td>58,740</td>
<td>1,304</td>
<td>20%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$64,462,050</td>
<td>811</td>
<td>14,934</td>
<td>59,736</td>
<td>1,622</td>
<td>25%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$77,462,050</td>
<td>941</td>
<td>16,996</td>
<td>57,128</td>
<td>1,882</td>
<td>28%</td>
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<tr>
<td>2017-2018</td>
<td>$95,962,050</td>
<td>1,045</td>
<td>18,756</td>
<td>58,317</td>
<td>2,090</td>
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</tr>
<tr>
<td>2018-2019</td>
<td>$122,798,646</td>
<td>1,209</td>
<td>21,762</td>
<td>58,520</td>
<td>2,418</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Investing in Alabama’s Future**

In 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.
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 Personnel & Benefits: $888,781.13
- Travel: $373,750.00
- Rentals & Utilities: $484,250.00
- Transportation: $360,000.00

Total: $122,798,645.00
Strong Start Strong Finish 2020 Budget

- Grants: $821,682.00
- Instructional Support: $98,416.55
- Administrative Personnel & Benefits: $30,341.45

Total: $950,440.00
First Teacher Home Visiting Program 2020 Budget

HIPPY, Parents As Teachers, Nurse Family Partnership

- Grants: $3,076,150.00
- Data System & Support: $57,850.00
- Testing & Training: $17,365.00
- Travel: $1,000.00

Total: $3,152,355.00
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
Exceeding Developmental Expectations

Roughly half or fewer children arrived in First Class Pre-K meeting development and learning predictors of school success. By the end of the year, nearly all were meeting or exceeding expectations.
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.
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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall Percent Meet/Exceed</th>
<th>Spring Percent Meet/Exceed</th>
<th>Percentage Point Gains, Fall to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-emotional</td>
<td>48.4</td>
<td>93.0</td>
<td>44.2</td>
</tr>
<tr>
<td>Physical</td>
<td>56.3</td>
<td>94.7</td>
<td>38.4</td>
</tr>
<tr>
<td>Language</td>
<td>53.1</td>
<td>90.9</td>
<td>37.8</td>
</tr>
<tr>
<td>Cognitive</td>
<td>43.6</td>
<td>92.2</td>
<td>48.6</td>
</tr>
<tr>
<td>Literacy</td>
<td>51.3</td>
<td>94.7</td>
<td>44.4</td>
</tr>
<tr>
<td>Math</td>
<td>30.2</td>
<td>87.1</td>
<td>56.9</td>
</tr>
</tbody>
</table>
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**
  - First Class Pre-K: 8.7%
  - No First Class Pre-K: 11.9%

The 3.2 percentage point difference represents a $\frac{1}{4}$ 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
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>First Class Pre-K</th>
<th>No First Class Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>13.0</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Percentage Chronically Absent by Grade, 2018-2019 school year

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.5</td>
<td>15.4</td>
<td>14.9</td>
<td>14.5</td>
<td>15.0</td>
<td>16.2</td>
</tr>
<tr>
<td></td>
<td>12.8</td>
<td>12.0</td>
<td>12.3</td>
<td>13.1</td>
<td>13.9</td>
<td>17.0</td>
</tr>
</tbody>
</table>

First Class Pre-K  
No First Class Pre-K

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.

Percentage of Children Receiving Special Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>No Pre-K</th>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>9.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>1st</td>
<td>10.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>2nd</td>
<td>14.2%</td>
<td>15.5%</td>
</tr>
<tr>
<td>3rd</td>
<td>20.5%</td>
<td>21.6%</td>
</tr>
<tr>
<td>4th</td>
<td>21.0%</td>
<td>22.5%</td>
</tr>
<tr>
<td>5th</td>
<td>21.1%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

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.

Percentage of Students with Disciplinary Infractions, Grades 1st – 12th, by School Year

- **2014-2015**: 11.8% First Class Pre-K, 22.5% No First Class Pre-K
- **2015-2016**: 9.6% First Class Pre-K, 22.4% No First Class Pre-K
- **2016-2017**: 8.7% First Class Pre-K, 20.8% No First Class Pre-K
Overall Summary of Results:
Preschool to 3rd Grade Initiative - Pilot Year 2

Increased Number Served
- Roughly doubled reach vs. year one
- 76 classrooms; 13 schools; 8 school districts
- 1,766 children

Significant Developmental Progress
- All grades; all skill areas
- 90% children met expectations by end of year

High Quality Instruction
- Increased leadership competencies
- Professional Growth

Positive Feedback:
- Leaders
- Teachers
- Families
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
“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
It Goes Beyond B-5

Ensuring that Alabama’s B-5 children have access to quality First Class Pre-K has a profound economic impact on our state.

- Reduction in Crime
- Boosted Academic & Economic Achievement
- Lasting Effects on IQ
- Reduced Incidences of Chronic Disease & Obesity
- Increased Labor Income
- Increased Income
A movement to continue ensuring that Alabama’s B-5 children are the best-prepared in the nation.

bornReady.org