



# **The Alabama Department of Early Childhood Education**

## **2020 Legislative Presentation** Jeana Ross, Secretary

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

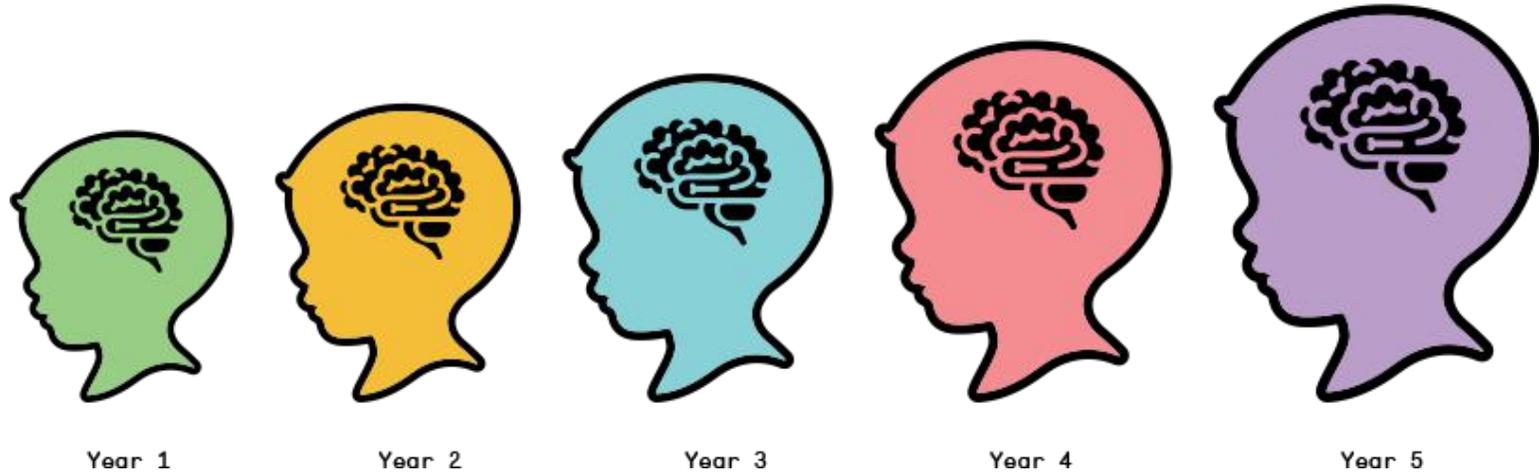
Produced and presented by the [Saul Zaentz Charitable Foundation](#) as part of Harvard Graduate School of Education's [Saul Zaentz Early Education Initiative](#).

[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.**

[Click here for preview](#)



***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 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

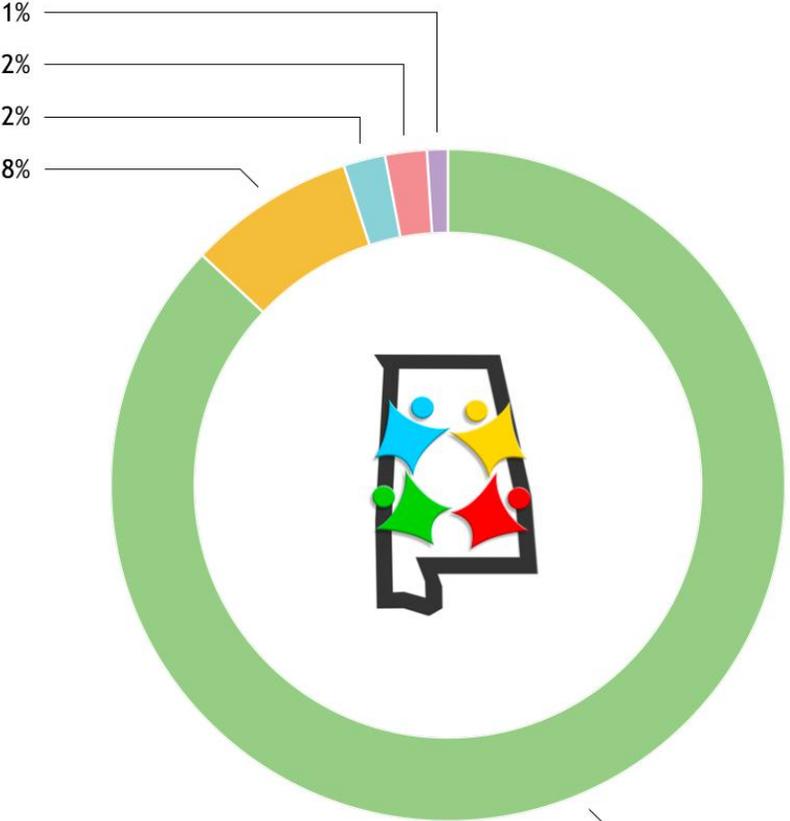
# Alabama Department of Early Childhood Education

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

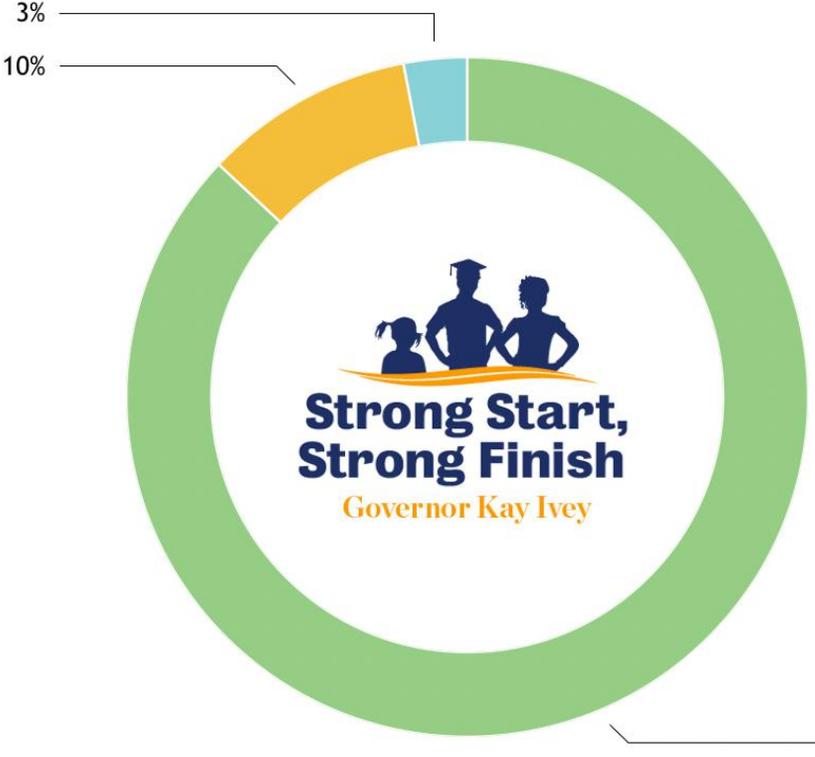
In May 2019, the Alabama Legislature approved Governor Ivey's recommended budget increase for the Alabama Department of Early Childhood Education, including the largest ever single-year expansion of First Class Pre-K.

# 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
	<hr/>
	<b>\$122,798,645.00</b>

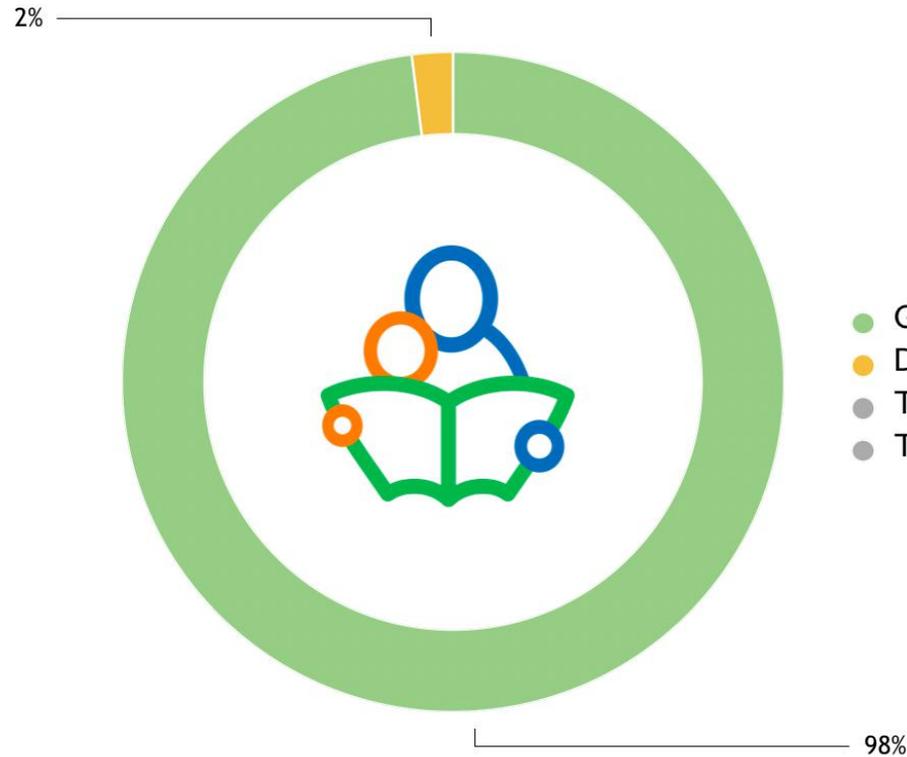
# Strong Start Strong Finish 2020 Budget



● Grants .....	\$821,682.00
● Instructional Support .....	\$98,416.55
● Administrative Personnel & Benefits .....	\$30,341.45
	<hr/>
	<b>\$950,440.00</b>

# 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 .....	\$17,355.00
● Travel .....	\$1,000.00
	<hr/>
	<b>\$3,152,355.00</b>

# 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

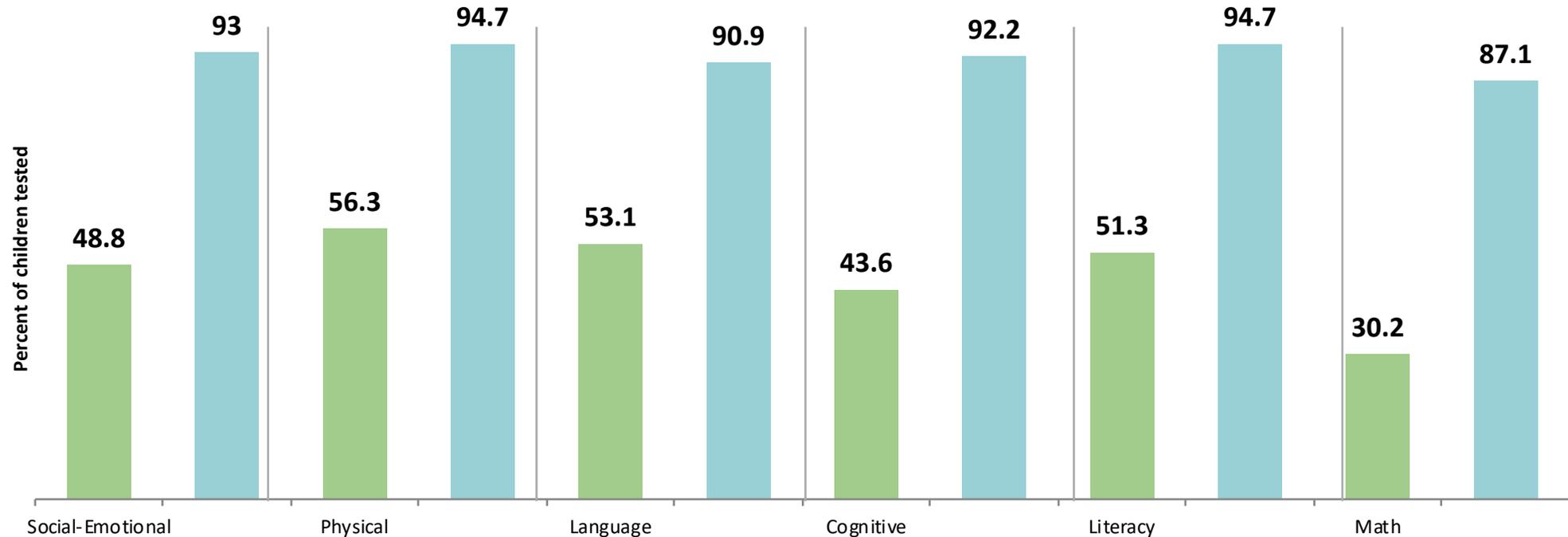
## Also less likely to

- Need special education
- Have discipline issues

# Exceeding Developmental Expectations

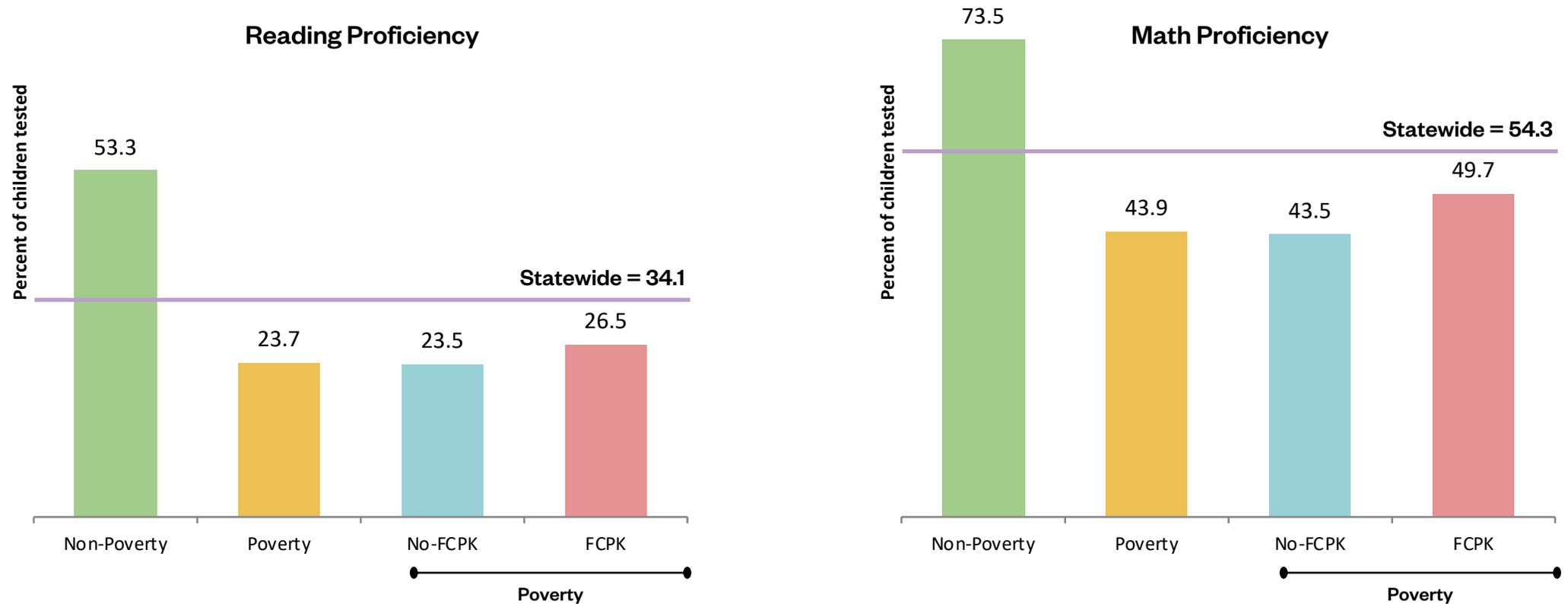
Roughly half or fewer children arrived in First Class Pre-K meeting development and learning predictors of school success. By the end of the year, nearly all were *meeting or exceeding expectations*.

Percent of Children Meeting or Exceeding Widely Held Expectations for Development and Learning  
First Class Pre-K, Entry (Fall 2018) versus Exit (Spring 2019)  
(Teaching Strategies GOLD)



# 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.

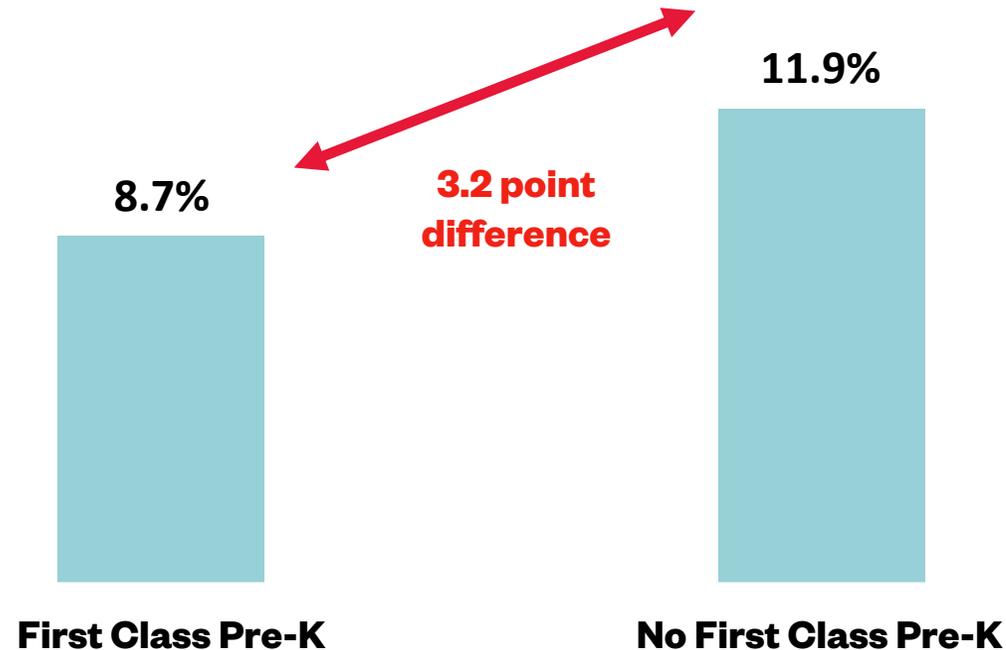
## Teaching Strategies GOLD, Fall 2018 and Spring 2019

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

# 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 -7<sup>th</sup> 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.

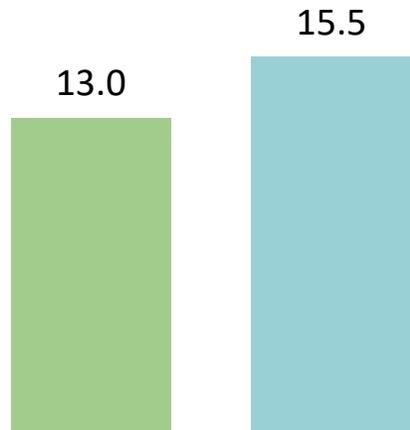
Reducing retention = Fewer “extra years”  
Estimated potential cost savings of  
**\$126,798,519.**

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

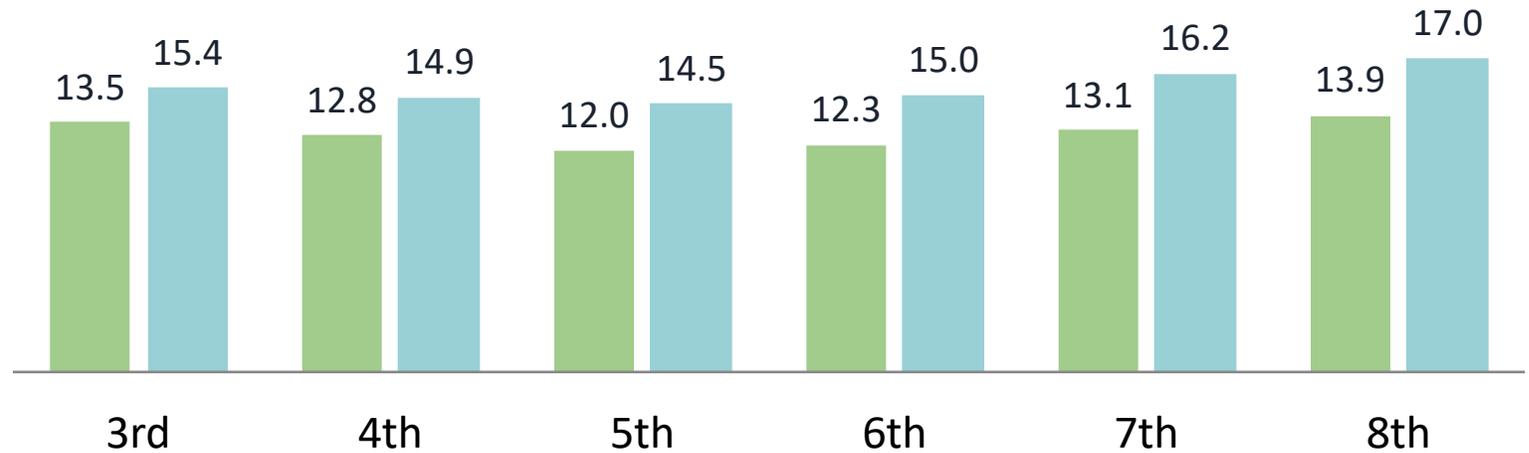
# Impact: Chronic Absenteeism for All Students

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

Percentage Chronically Absent, Overall  
3<sup>rd</sup> - 8<sup>th</sup> Grades, 2018-2019 school year



Percentage Chronically Absent by Grade,  
2018-2019 school year

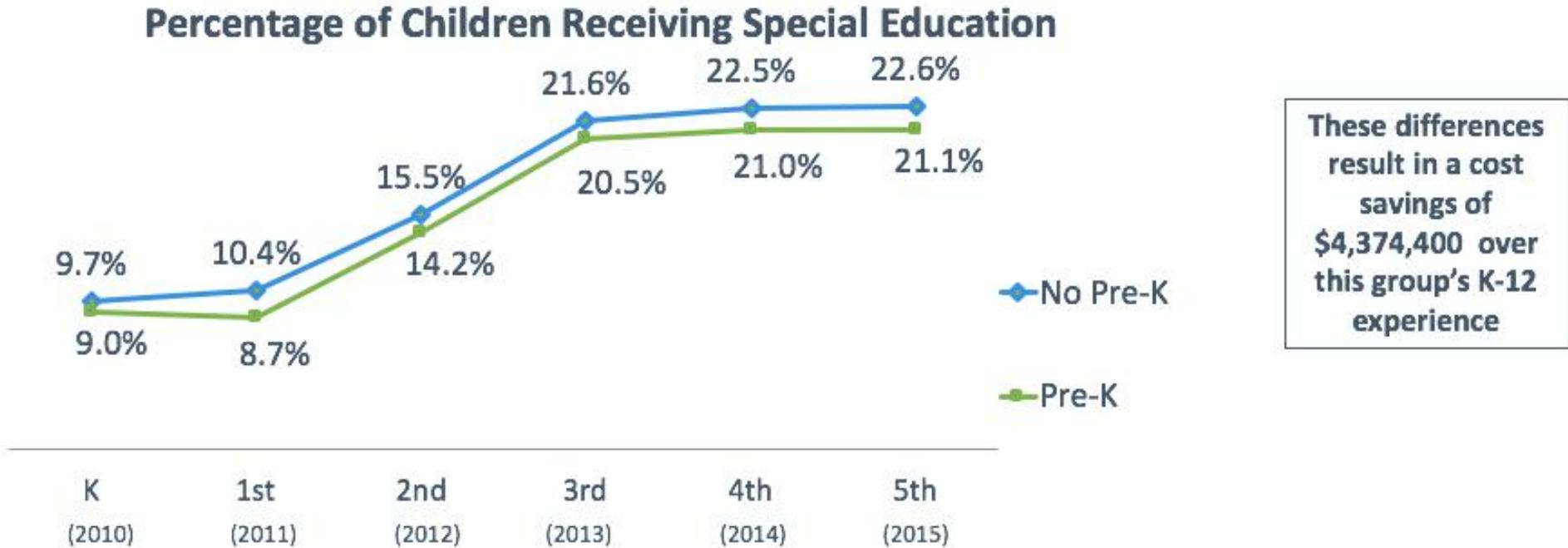


■ First Class Pre-K     ■ No First Class Pre-K

Chronically absent students missed 15 or more days per year

# Impact: Special Education for All Alabama Students

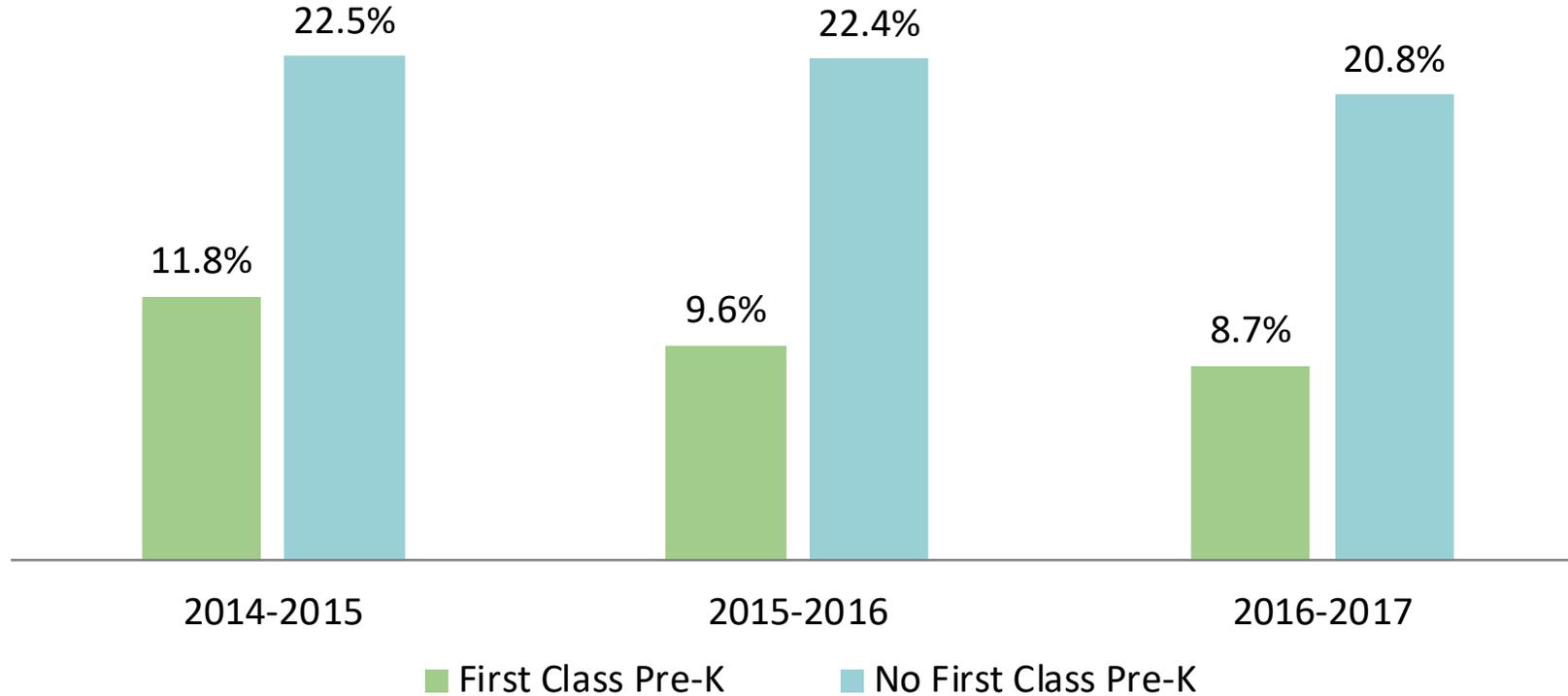
In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K needed special education services at lower percentages compared with children who did not receive First Class Pre-K.



# Impact: Disciplinary Issues

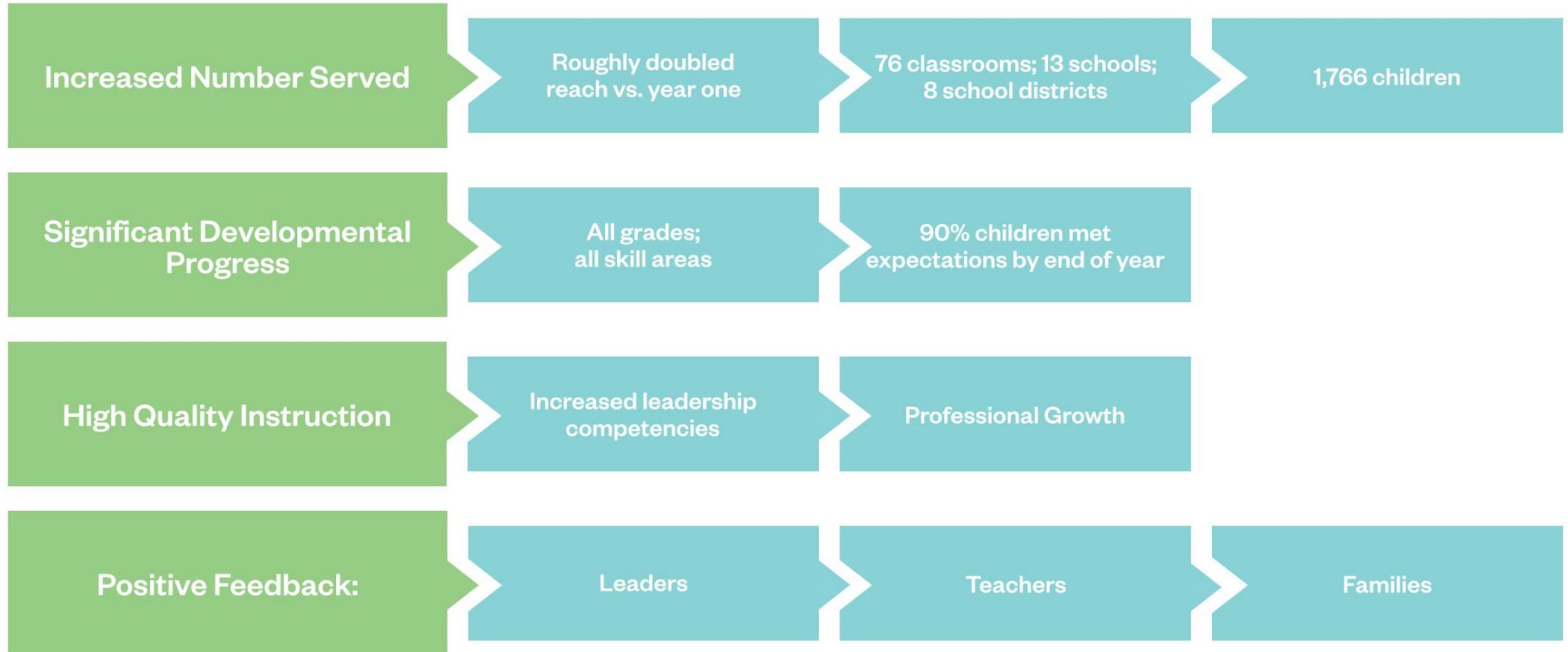
Children who attended First Class Pre-K *have lower discipline rates* compared to those who did not attend.

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



# Overall Summary of Results:

Preschool to 3rd Grade Initiative - Pilot Year 2



# 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

A handwritten signature in black ink that reads "Kay Ivey". The signature is written in a cursive, flowing style.

# 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

# **bornReady;**



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

**[bornReady.org](http://bornReady.org)**