



How Far We've Come: Insights on PreK Expansion

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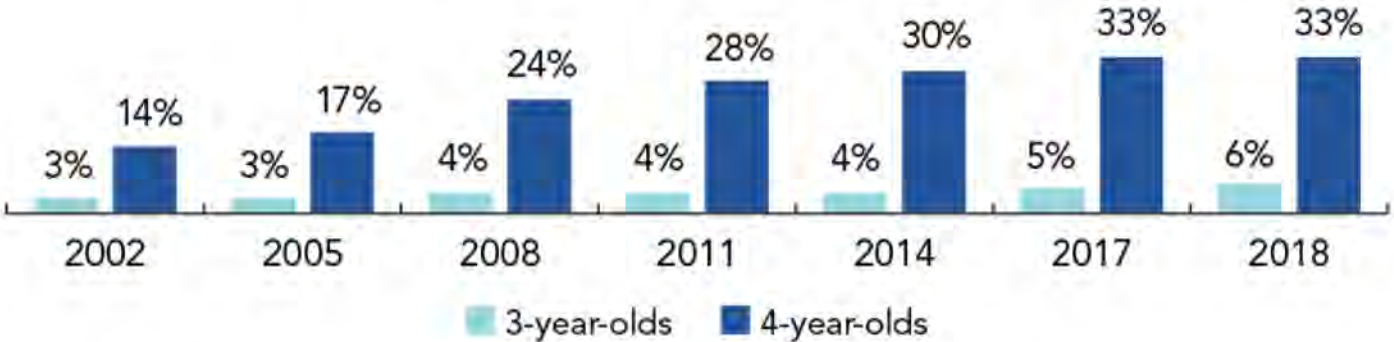
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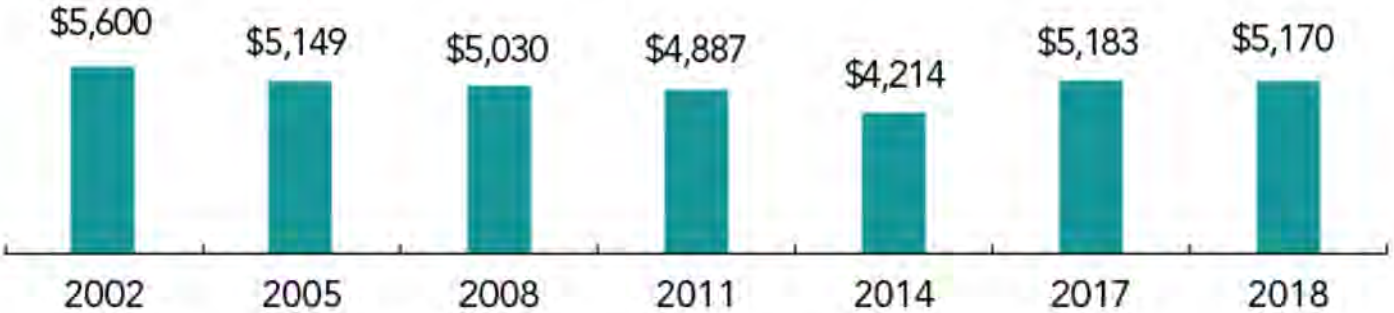


State pre-K:
enrollment
ages 3 & 4,
Spending
per child

PERCENT OF STATE POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



Preschool enrollment ages 3 & 4: public and private

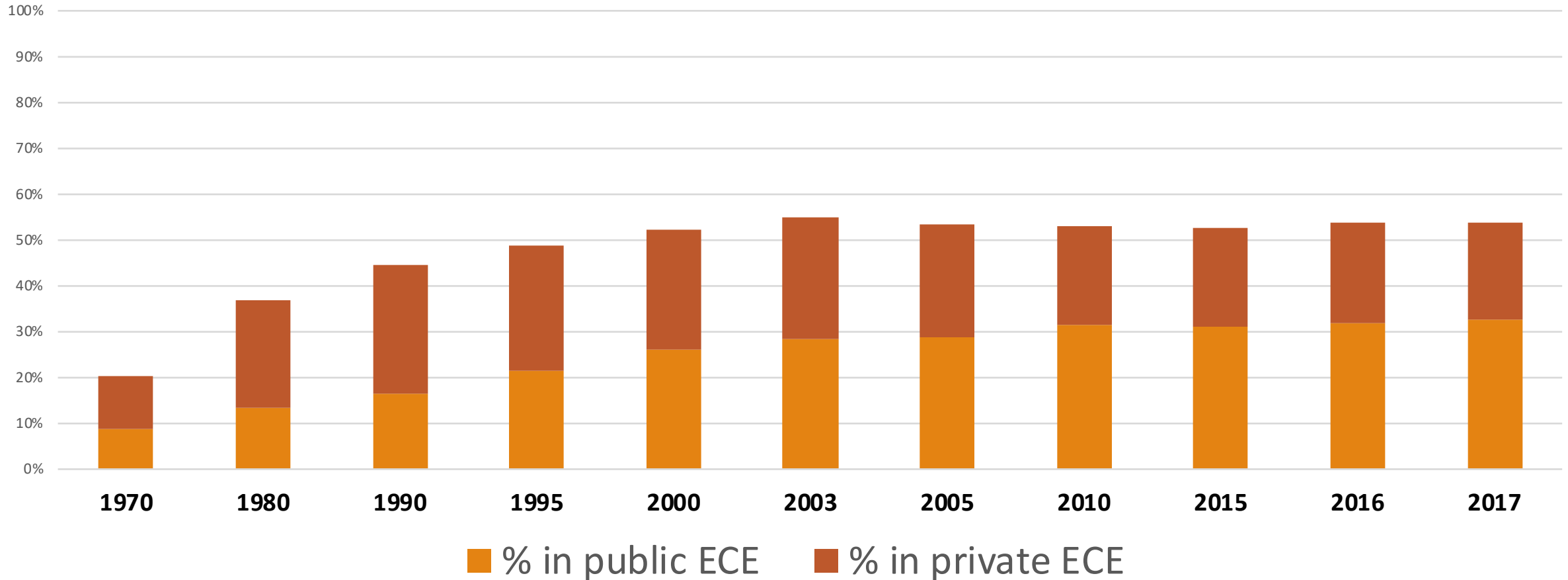
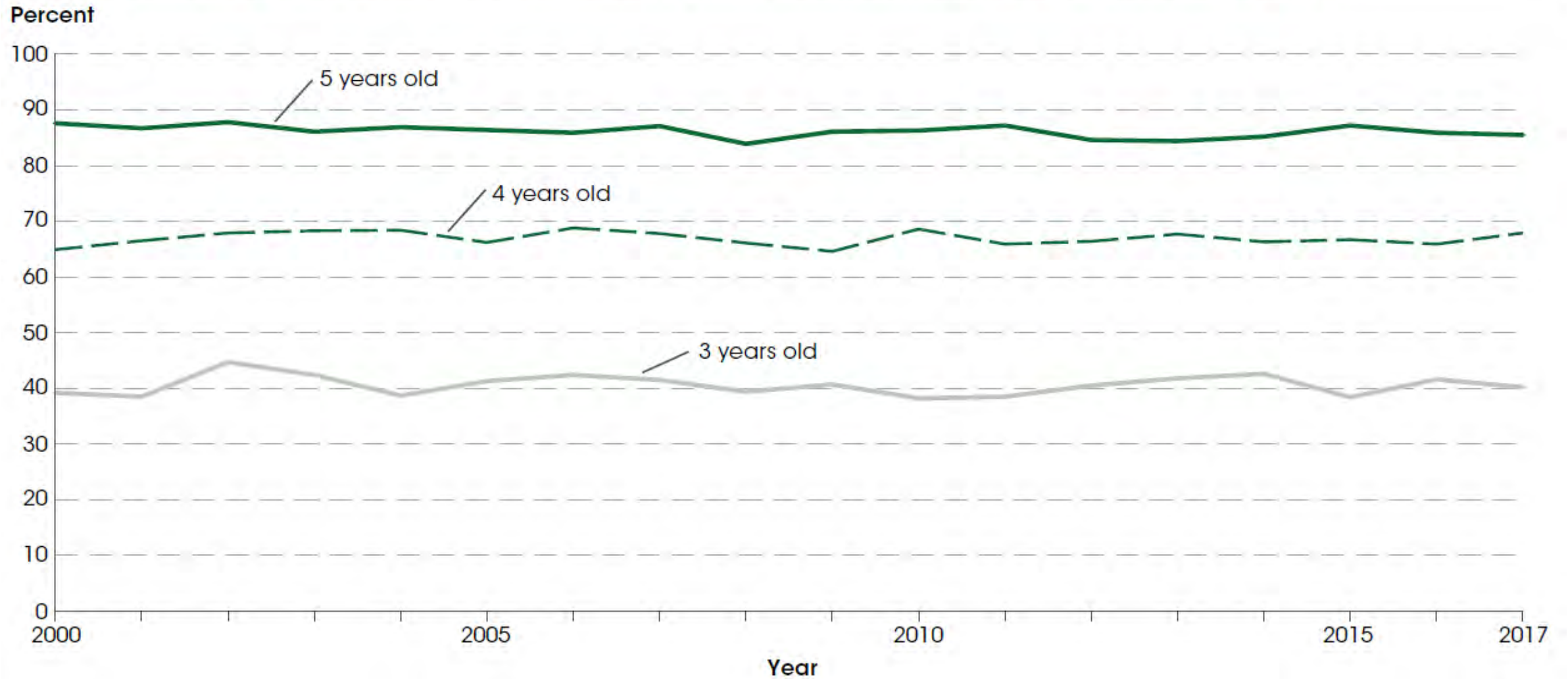
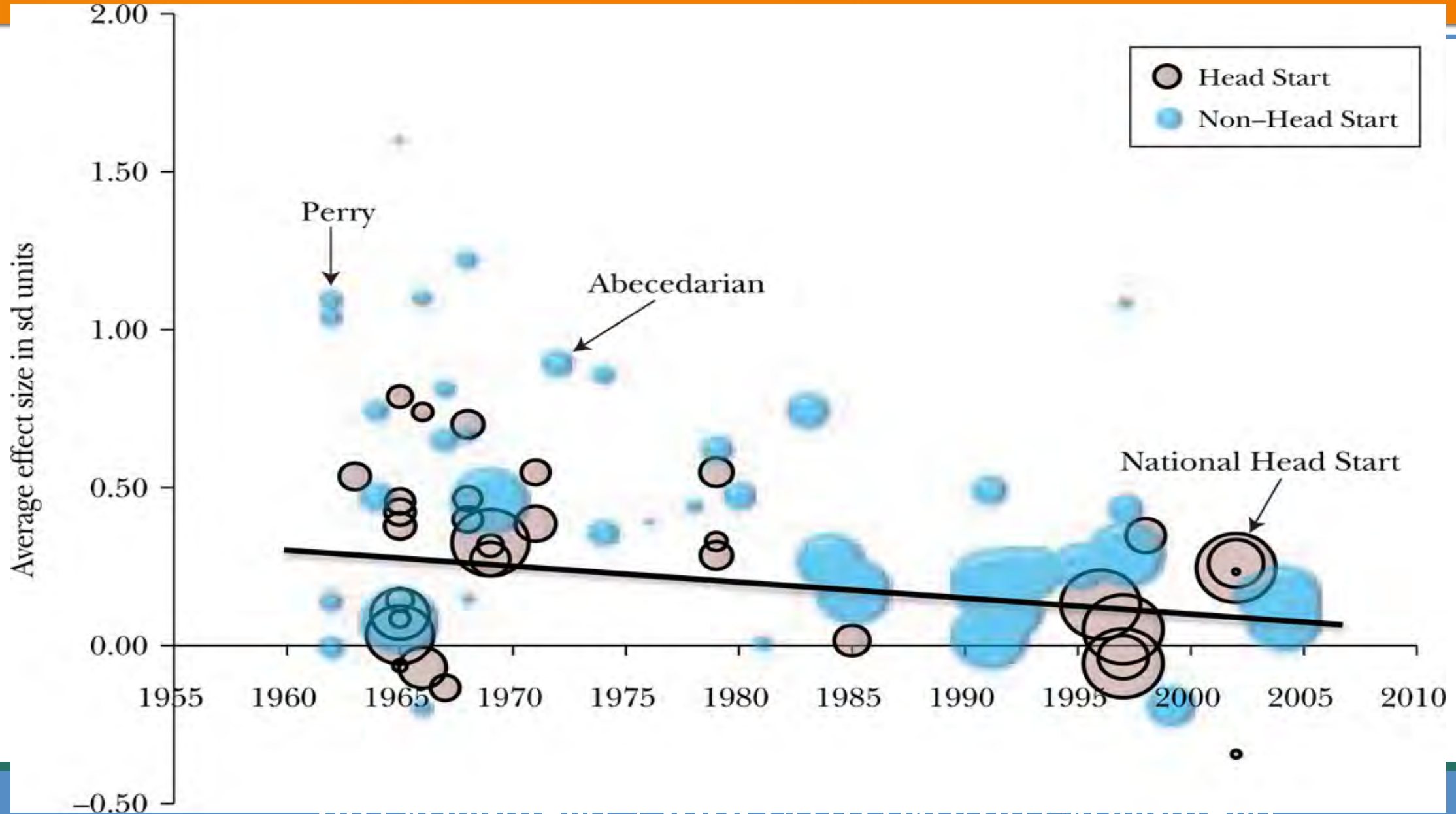


Figure 1. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs: 2000 through 2017



Duncan et al. Meta-analysis Extended



Scaling up for Long-term effects

- Only higher quality programs have lasting effects
- Constantly use data to assess progress and improve
- Support strong teaching to high standards
- Big initial impacts are needed for
- Impacts are largest for children whose parents have the least education but we often don't reach them

West Virginia has prioritized early childhood education, through both a universal pre-k model and a P-3 approach, resulting in the evolution of a comprehensive approach that supports the students, families and the overall education system of West Virginia



West Virginia DEPARTMENT OF EDUCATION

Universal Pre-K – Levers to Expansion



Universal Pre-K – WV Levers to Expansion



- 2002 Legislation – WV Code 18-5-44
- WVBE Policy 2525 for ALL 4 year olds
- Lessons learned from free, voluntary full-day Kindergarten
- Ability to be flexible in state policy to address unforeseen circumstances



- State and Local Collaborative Team Pre-K Leadership
- Local Collaborative Plans tied to funding
- Facilities and Space – 50% of all classrooms must be in collaborative setting
- Continuous Quality Improvement
- WV Early Childhood Advisory Council – WCDHHR and WVBE



- 10 year target – 20212-13 to establish UNIVERSAL access
- Funding – state aid funding, federal , child care, Head Start
- Work Force – growing from two to four year certification
- Quality indicators prioritized

Lessons Learned

Clear Vision + Shared Governance + Time/Capacity = P-3 Approach

Missing any one of the three components results in a struggle to gain balance and truly impact a P-3 initiative.

Walk the Walk

Model at the state level what you expect at the local level

Celebrate Mini-Milestones

Set timely targets in order to establish progress to the larger goal/ initiative

Stick to the Plan (even amid other initiatives/goals)

Long term vision and initiatives will ultimately face other SEA, federal or state government initiatives, but a true P-3 vision should be able to absorb the initiative or the new initiative should strengthen the P-3 work

Continuum of Vision, Resources and Support



Birth to 5

- Home Visiting
- 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

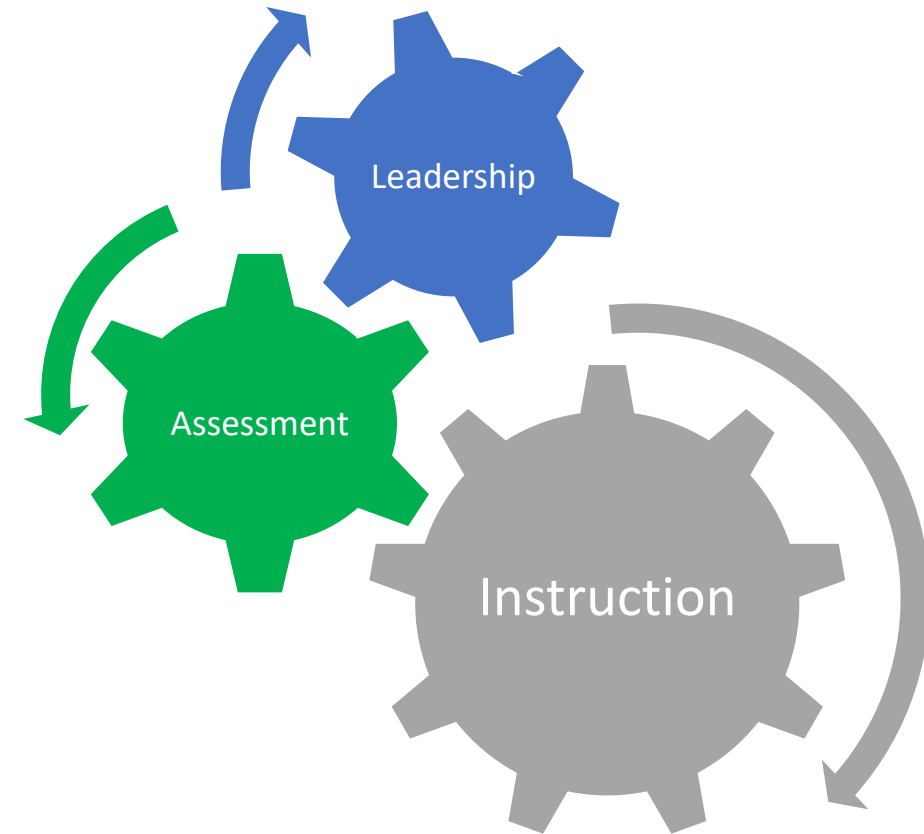


Workforce Development

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

Continuum of Vision, Resources and Support

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

RESULTS

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	1,202	21,636	58,520	2,404	~40%

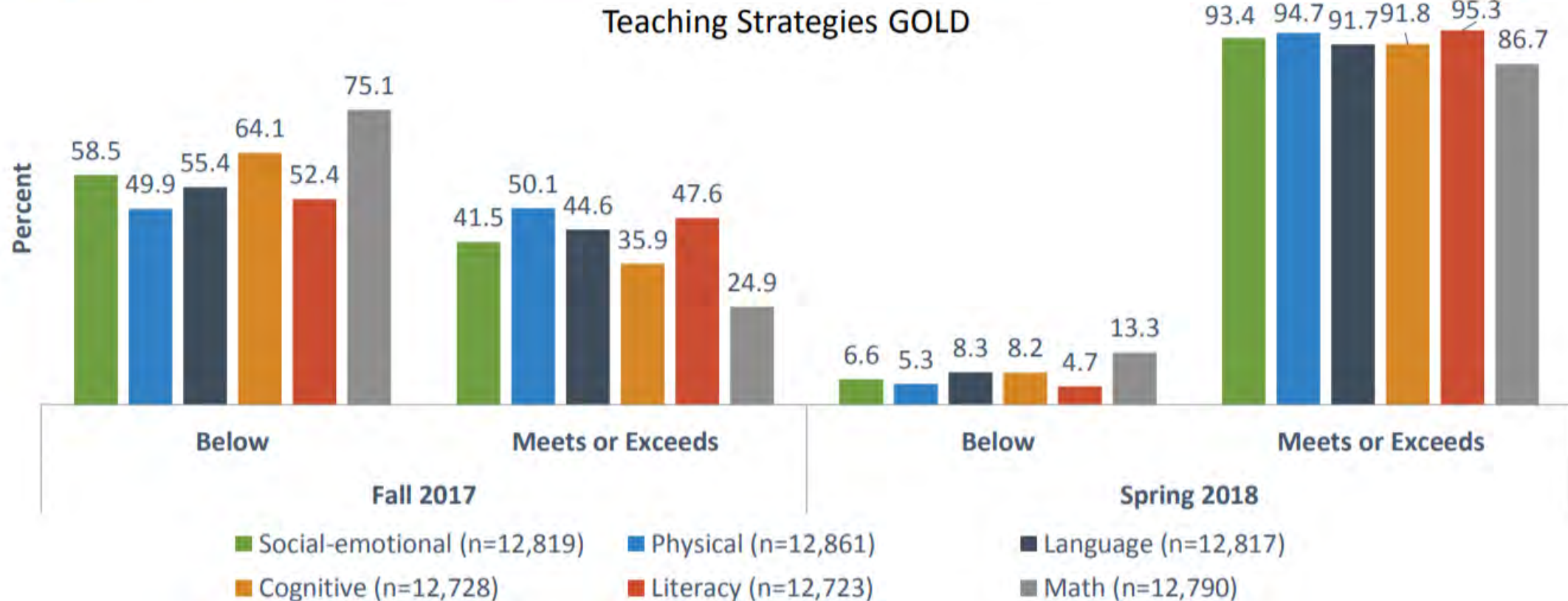
Investing in Alabama's Future

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

RESULTS

Exceeding Developmental Expectations

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.





BREAK ~ SNACKS AVAILABLE

