How Far We’ve Come: Insights on PreK Expansion

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State pre-K: enrollment ages 3 & 4, Spending per child
Preschool enrollment ages 3 & 4: public and private

% in public ECE  % in private ECE

- 1970
- 1980
- 1990
- 1995
- 2000
- 2003
- 2005
- 2010
- 2015
- 2016
- 2017
Figure 1. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs: 2000 through 2017

- 5 years old
- 4 years old
- 3 years old
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.
Universal Pre-K – WV Levers to Expansion

Clear, Intentional Vision

- 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

Shared Governance

- 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

Sensitivity to Time and Capacity

- 10 year target – 2021-13 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
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 assessment
- **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
<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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<td>2005-2006</td>
<td>$4,326,050</td>
<td>57</td>
<td>1,026</td>
<td>60,002</td>
<td>114</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>
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<td>2,304</td>
<td>62,354</td>
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<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>
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<td>61,093</td>
<td>430</td>
<td>6%</td>
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<td>2010-2011</td>
<td>$18,376,806</td>
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<td>2013-2014</td>
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<td>58,740</td>
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<td>20%</td>
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<td>2016-2017</td>
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<td>14,934</td>
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<td>2018-2019</td>
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<td>2019-2020</td>
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<td>21,636</td>
<td>58,520</td>
<td>2,404</td>
<td>~40%</td>
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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.

Investing in Alabama’s Future
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