

High Quality Preschool Project

Senator Aaron Osmond

The Impact of High Quality Preschool on the Academic Achievement of At-Risk Children

*Research from the Granite School District High Quality
Preschool Program*

Our Guests Today

- **Mark Innocenti** (Director of Early Intervention Research Institute - Utah State University)
- **Brenda VanGorder** (Director of Preschool Services - Granite School)
- **Janis Dubno** (Sr. Policy Analyst - Voices for Utah Children)

Our Goals Today

- **Summarize Research.** Summarize the research supporting the impact of a HQPS program for at-risk students in Utah.
- **Key Components of HQPS.** Review the key components required to ensure the success of an HQPS program.
- **Potential Savings to Special Ed.** Showcase the potential savings in Special Education for children who participate in a HQPS program.
- **HPQS Bill Details.** Discuss the proposed HQPS Bill (funding request and pilot parameters).
- **Discussion/Feedback.** Obtain feedback from the committee on adopting this Bill as a potential Committee Bill for the 2012 General Session

Proposal Context

- We recognize the following concerns:
 - Funding for Public Education already strained
 - Philosophical concerns about pre-school and the role of government at that early age.
 - Perception that pre-school is just a baby-sitting service
 - Government providers versus private providers
- We hope to address all these concerns today

Growing Cost of Special Education

Public Education: Special Education Analysis

Comparison of Total Statewide Average Daily Membership (ADM) and Total Statewide Expenditures

FY 2006 to FY 2011

| Fiscal Year | Special Education ADM | | | | Total | |
|-------------|-----------------------|----------------|--------|--------------|----------------|----------|
| | Resource | Self-Contained | Total | % Change | Expenditures | % Change |
| 2006 | 41,127 | 13,332 | 54,459 | | \$ 308,773,703 | |
| 2007 | 42,235 | 13,375 | 55,610 | 2.11% | \$ 334,242,414 | 8.2% |
| 2008 | 43,259 | 13,687 | 56,946 | 2.40% | \$ 351,554,640 | 5.2% |
| 2009 | 44,872 | 14,326 | 59,198 | 3.95% | \$ 380,471,766 | 8.2% |
| 2010 | 47,115 | 14,461 | 61,576 | 4.02% | \$ 374,875,514 | -1.5% |
| 2011 | 49,536 | 14,405 | 63,941 | 3.84% | \$ 370,842,149 | -1.1% |

Sources:

Annual Program Reports, Utah State Office of Education, FY 2006 to FY 2011.

Average Daily Membership, Utah State Office of Education, FY 2006 to FY 2011.

Other Facts:

| | |
|--------------------|--------------|
| 2011 Statewide ADM | 556,114 |
| 2011 Growth | 11,715 |
| YOY Growth % | 2.11% |
| % of Special Ed | 11.50% |

Research on High Quality Preschool at the Granite School District

- Granite Preschool Services was awarded an Early Reading First (ERF) Grant in 2005 to study if a high quality preschool program would improve outcomes for at-risk children.
- Three cohorts of children were studied: SY06/07, SY07/08, SY08/09.
- Research was conducted by an independent evaluator: The Early Intervention Research Institute at Utah State University.
- The ERF compared enhanced preschool versus ongoing (existing) preschool program
 - Conducted in Title 1 schools
 - Measures included (3 time points/year)
 - Child Language
 - Child early literacy
 - Classroom quality
- In 2011, Voices for Utah Children and the United Way of Salt Lake partnered to analyze GSD K-3 academic outcomes (CRTs) and special education use for the 3 preschool cohorts from the ERF study.

Early Reading First Evaluation Outcomes

After one year of preschool:

➤ Child Outcomes

- Statistically significant positive receptive and expressive vocabulary outcomes (for ERF)
- Statistically significant positive early literacy outcomes (for ERF)
- Larger effects for ELL children

➤ Classroom Outcomes

- Statistically significant differences in favor of ERF classrooms

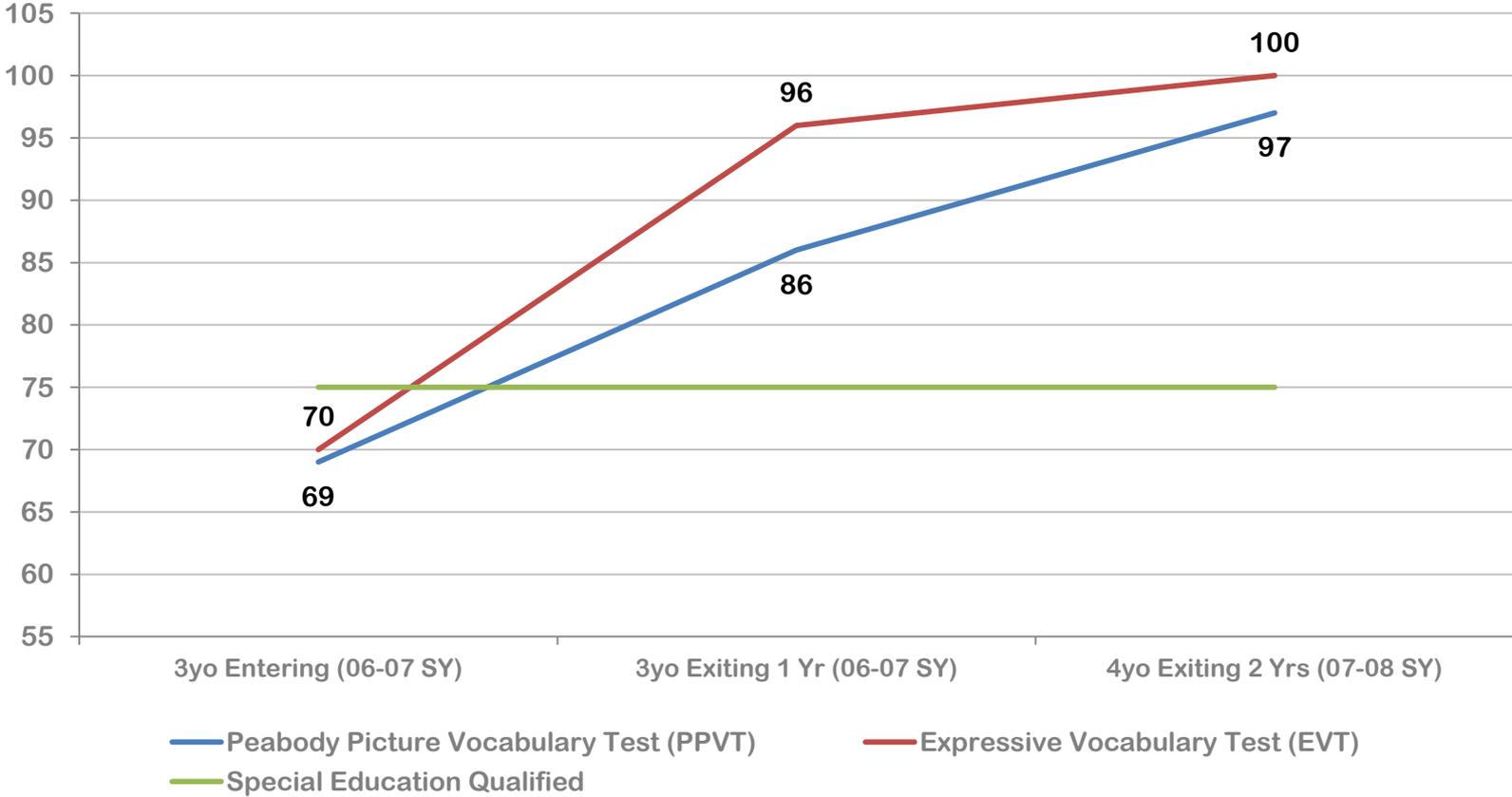
Components of a High Quality Preschool

- Research-based high quality early childhood standards.
- Evidence-based curriculum that addresses early development domains through explicit instruction.
- Ongoing, focused, and intensive professional development for staff of the preschool program.
- Frequent assessment of children's language, literacy, and numeracy skills.
- Ongoing program evaluation and data collection to monitor program goal achievement and implementation of program components.
- Class size that does not exceed 20 students, with one adult for every 10 students in the class.
- Family involvement, including frequent communication-with opportunities for parent education and class participation.
- Teachers with at least a Bachelor's degree or a child development (CDA) certification.

High Quality Preschool Provides Experience for Children At Risk For School Failure

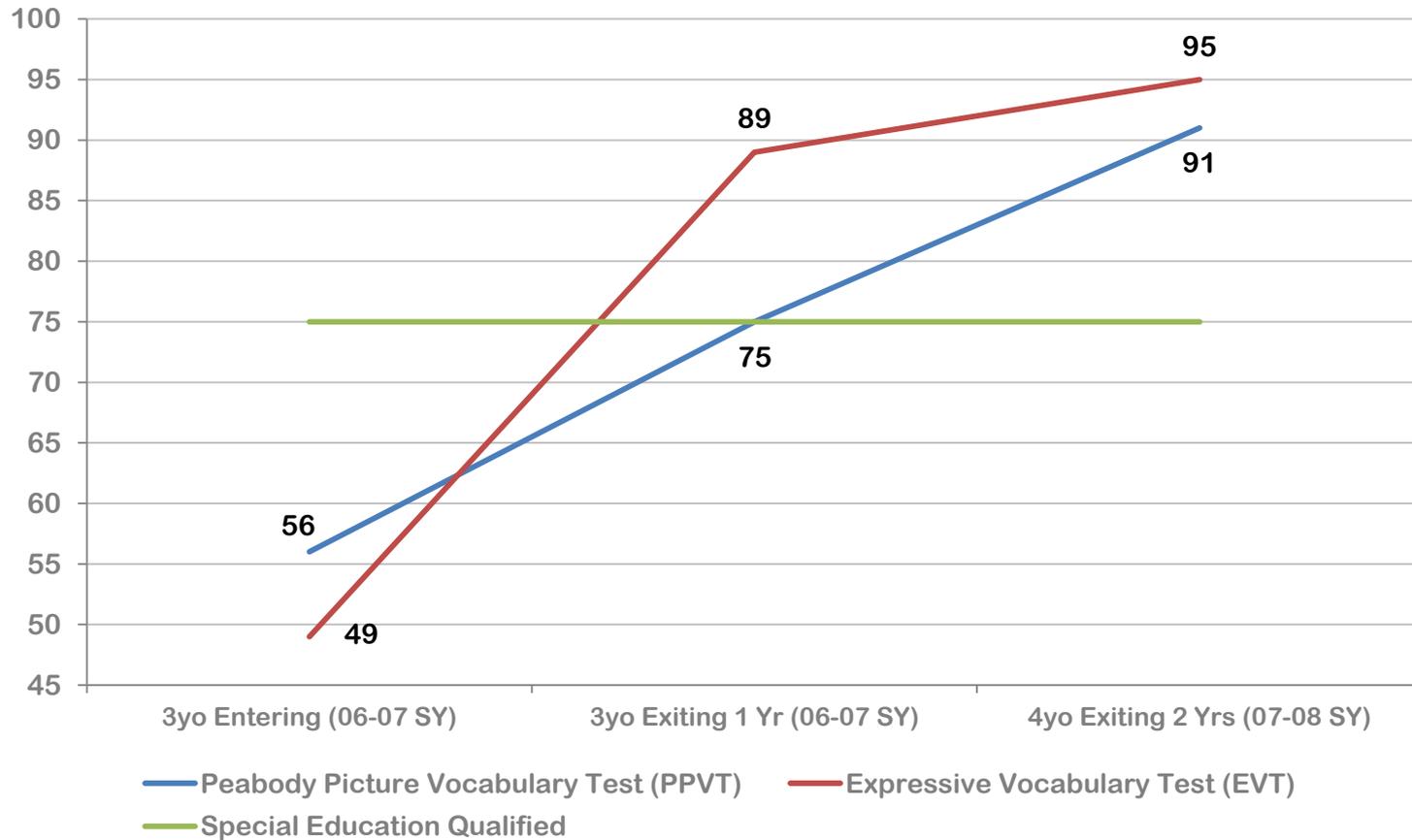
Evidence from the Granite School District

Performance on Receptive and Expressive Language for Students Attending Early Reading First Preschool



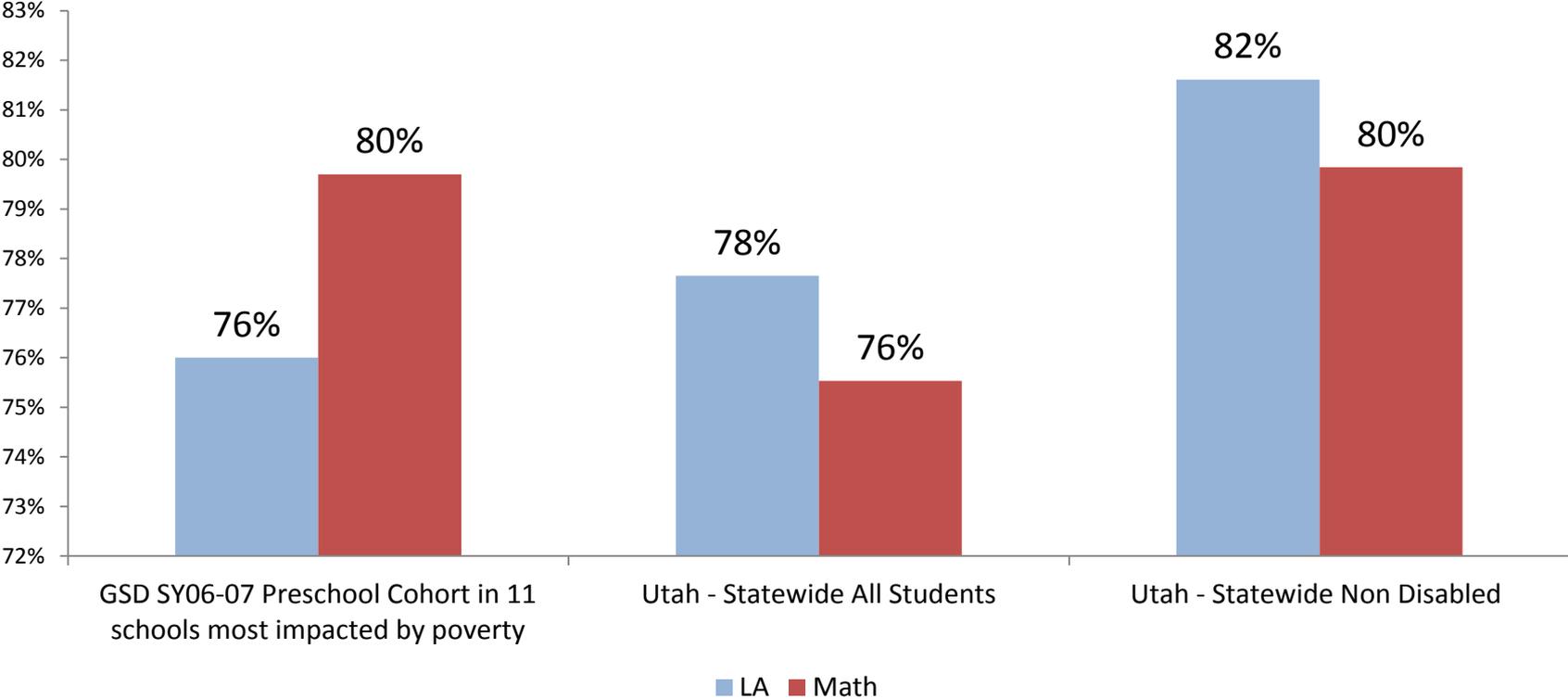
English Language Learners Evidence from the Granite School District

Performance on Receptive and Expressive Language for Students Attending Early Reading First Preschool English Language Learners



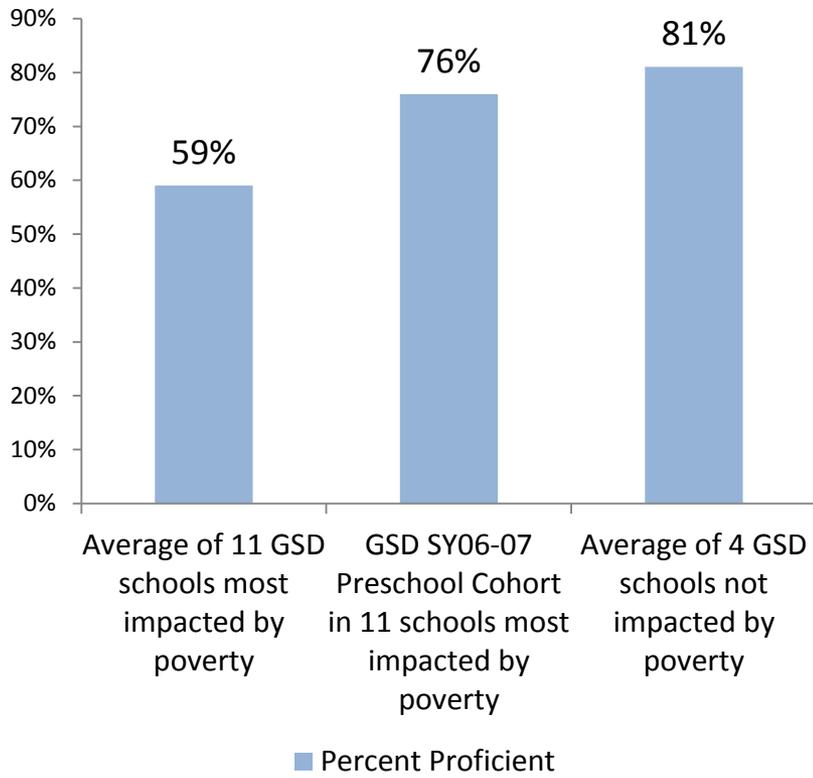
The Granite School District Title I Preschool Program has been successful in closing the achievement gap between all children statewide and at-risk children by 3rd grade.

2011 3rd Grade CRT Percent Proficient

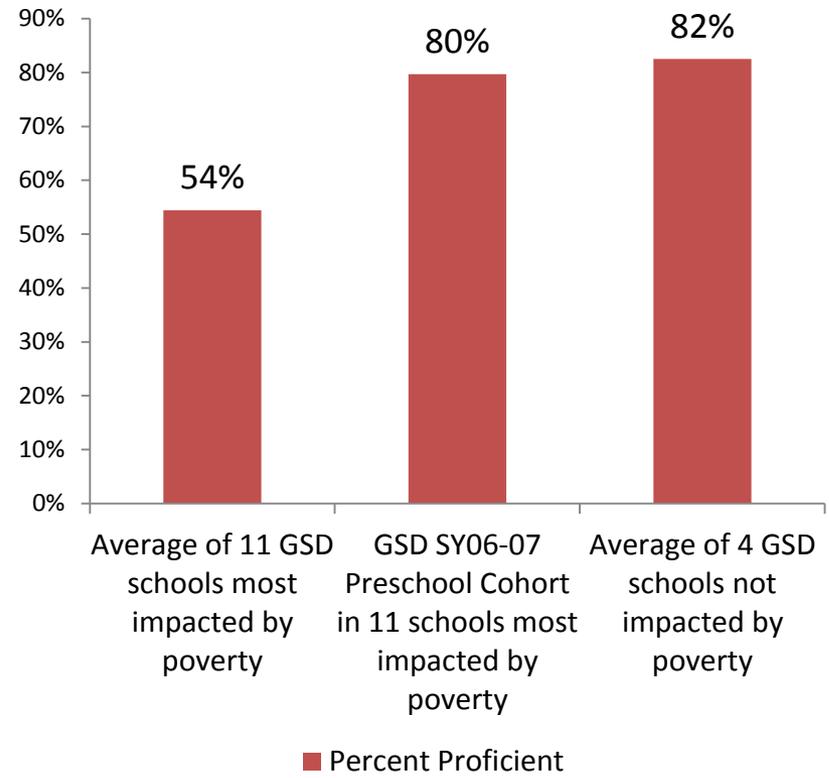


The Granite Preschool Program has been successful in closing the achievement gap between high-income and low-income students.

2011 3rd Grade CRT Language Arts

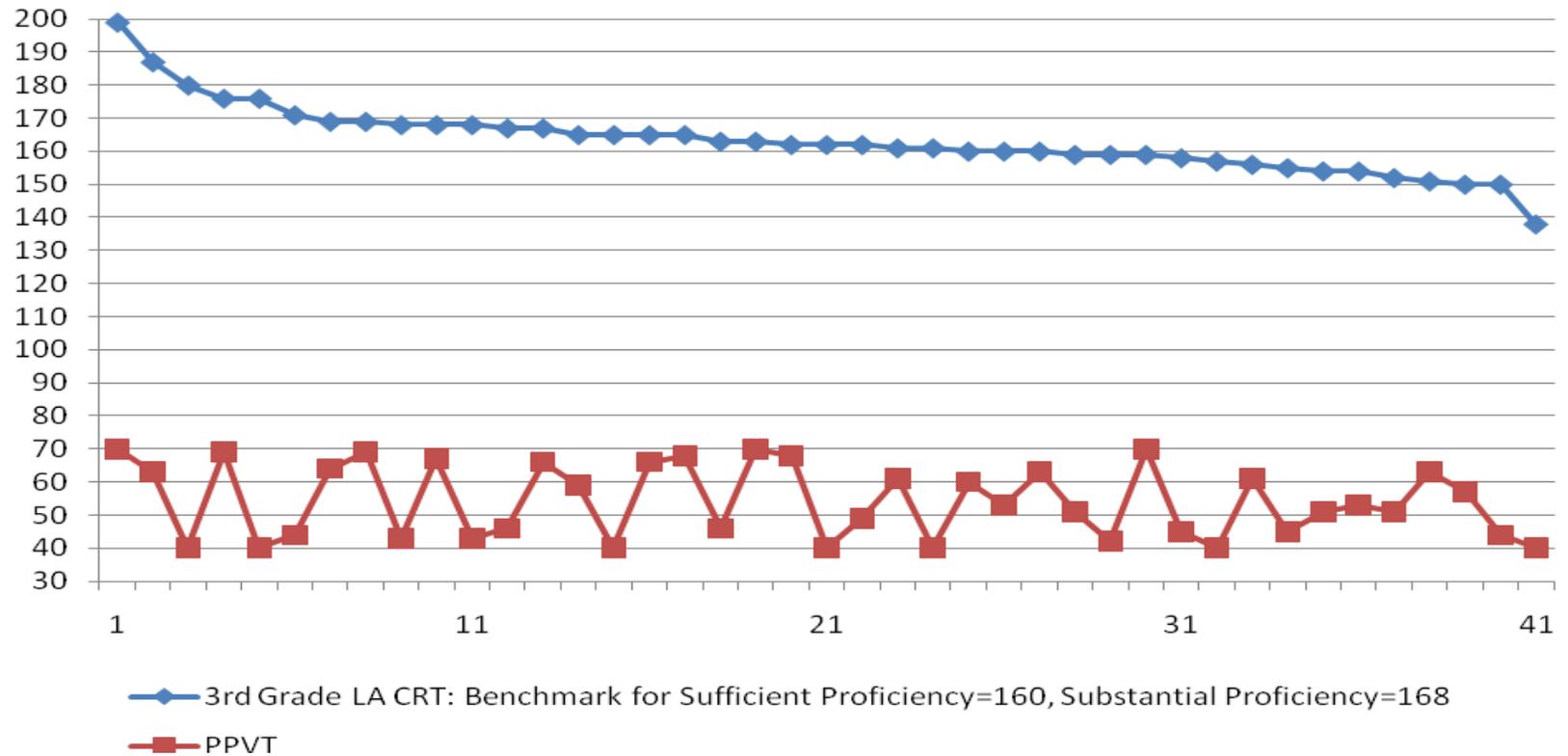


2011 3rd Grade CRT Math



Most of the children who scored the lowest when entering preschool are at or above proficiency in LA in 3rd grade

3rd Grade Language Arts CRT Scores
SY06-07 Preschool Cohort with PPVT Scores 70 and Below
Granite School District

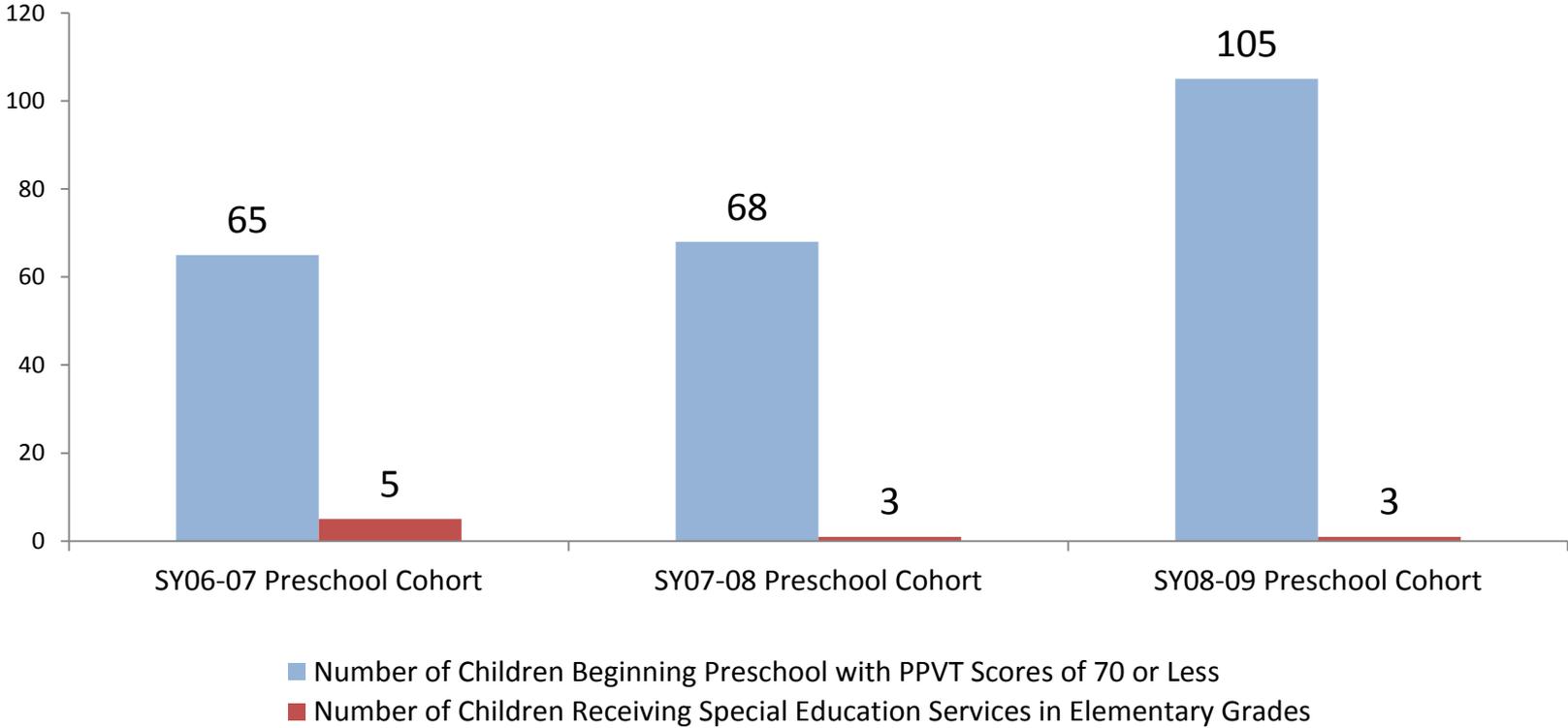


Cost Savings in Special Education SY07/08 through SY11/12

- Low income children and English Language Learners often lack exposure in early literacy and math and experience other risk factors associated with poverty.
- These children may score very low on standardized assessments at 3 and 4 years old, without intervention, may become delayed and potentially eligible for special education in kindergarten through 12th grade.
- Of the 737 children over three years who were studied, 238 scored low enough to be at risk for school failure.
- Of the 238 children, only 5 from the SY06/07 cohort (through 4th grade), 3 from the SY07/08 cohort (through 3rd grade), and 3 from the SY08/09 cohort (through 2nd grade) received special education services.

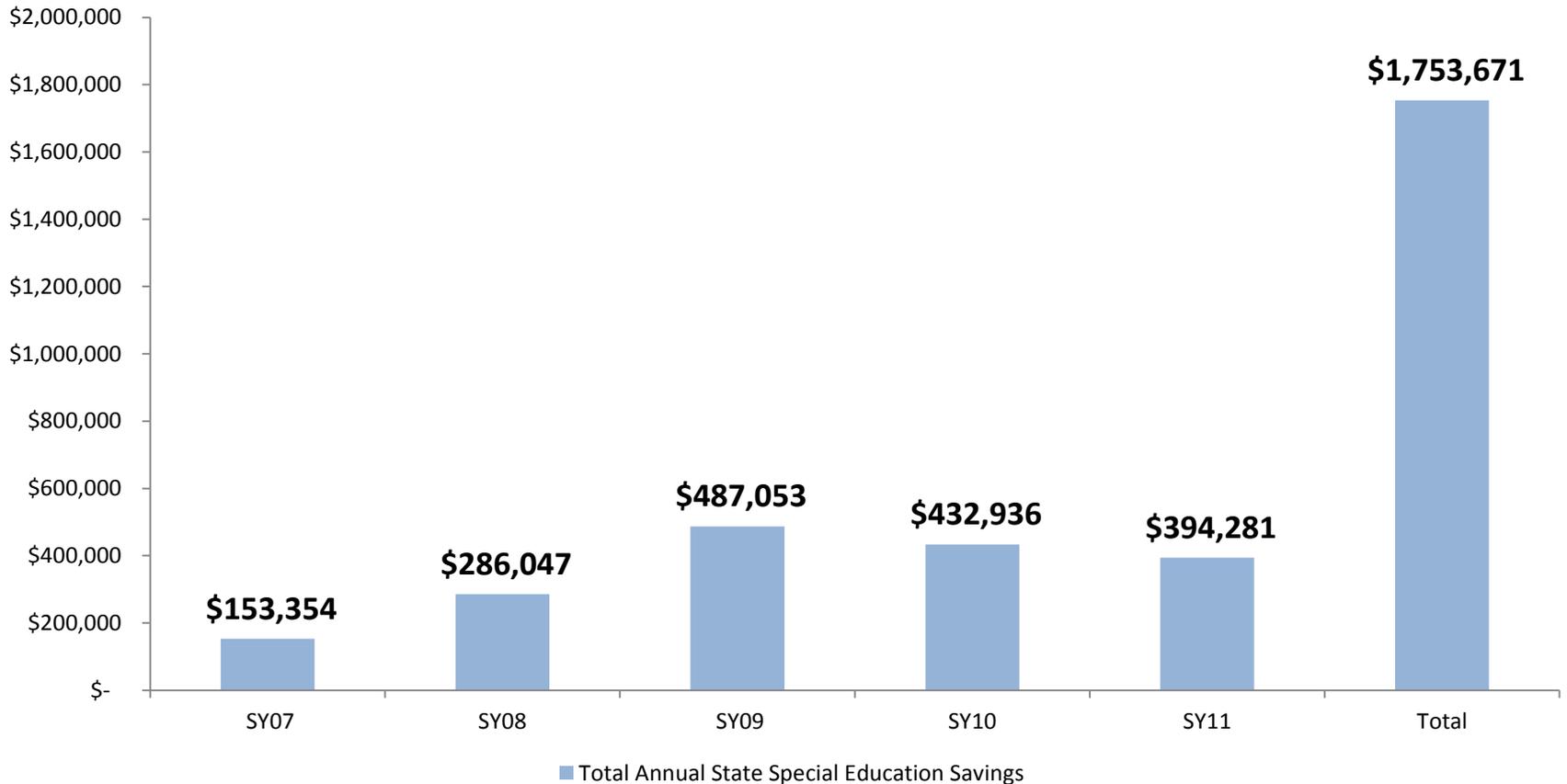
Only 11 of 238 Children Potentially Eligible for Special Education Required Services in Elementary School through SY2011

Number of Children Receiving Special Education Services in Elementary Grades



Access to High Quality Preschool Saved \$1.7 million in State Special Education Funding over 5 years.

Granite School District Preschool Program State Savings in Special Education for At-Risk Preschool Cohorts



Results-Based Financing

A Sustainable Financing Model for High Quality Preschool

- ***This financing strategy would be sustainable and scalable:***
 - Children who are at risk for school failure and who receive high quality early education can overcome potential special education eligibility and remain in general education-resulting in savings.
 - Appropriate funds based on cost savings from reductions in special education use (and other cost savings) into high quality preschool programs for at-risk children
 - The more at-risk children (who qualify for special education) who receive early education and move into general education, the greater the savings.
 - And, the greater the savings, the greater the reinvestment opportunity into the high quality program.
 - As more children are served, more money is saved, which in turn allows the school district to serve more children who are at-risk for school failure.

HQPS Proposed Bill Details

- 5-Year Pilot
- \$5,000,000 One-Time Appropriation
- Grant-based distribution (schools must apply)
- Administered by USOE (up to 7 LEAs)
- Schools must meet all key criteria for HQPS
- Partnership with private providers encouraged
- Continual assessment/reporting required

Feedback?