

Thinking Big for Small People: Why Are NC County Leaders So Enthusiastic about Pre-K for Four Year Olds?

September 25, 2017 | UNC-Chapel Hill

AGENDA

9:00-9:45

Skills Mobility and Economic Growth: Why is Pre-K Considered a High-Return Workforce Quality Strategy?

Anita Brown-Graham – Director, nclIMPACT, UNC School of Government

Highlighting the latest research and the insightful experiences of innovative local governments across the country seeking to use pre-K to win at economic competitiveness.

Minnie Forte-Brown – President-Elect, North Carolina School Boards Association

Brenda Howerton – President, North Carolina Association of County Commissioners

Sharing the perspectives of school board members and county commissioners as they tell the story behind Durham County's journey toward universal pre-K for all four-year olds. How did Durham develop the goal? Where is Durham in the journey? What is next?

9:45-10:45

Stepping Stones or Quicksand: Pre-K Expansion Hopes and Cautions for Local Policymakers

Ken Dodge – Pitzker Professor of Public Policy, Sanford School of Public Policy, Duke University

Sorting out the complicated landscape of evaluations of pre-K. Let's get on the same page: What are the areas of agreement and disagreement regarding the effects of pre-K? What do we mean by "high quality" pre-K? What are the challenges to scaling up pre-K? What is the difference between universal and targeted programs?



Ellen Peisner-Feinberg – Senior Research Scientist, Frank Porter Graham Child Development Institute, UNC-Chapel Hill

Offering insights from the long-term study of the NC-Pre-K program. Do children in the program outperform their peers who do not attend NC Pre-K? In what developmental areas or skills are differences between these groups observed? Why do these areas matter to local policymakers?

John Pruette – Executive Director, Office of Early Learning, North Carolina Public Schools

Getting local policymakers ready for thoughtful expansion. Who is served by NC Pre-K? How many more children will be served in 2017-19? What are the most important characteristics of the NC Pre-K program? How are they consistent with high quality standards? In what types of facilities is the NC Pre-K program delivered across the state? How will you assess your capacity for expansion?

10:45-11:00

Break

11:00-12:00

Taking Stock: Establishing the Different Starting Places in the Room

Lydian Altman – Director, Strategic Public Leadership Initiative, UNC School of Government

Donna Warner – Director, Local Elected Leaders Academy, UNC School of Government

Supporting attendees in exploring: What is going on in your community with respect to pre-K? Are you ready for the expansion opportunity presented by the NC budget? What are the primary challenges? Is there an appetite for even further expansion? How can your leadership make a difference?

12:00-12:45

Lunch

12:45-1:15

Good to Know: Connecting to Resources Inside and Beyond the Room

Kevin Leonard – Executive Director, NC Association of County Commissioners

Ed Dunlap – Executive Director, NC School Boards Association

Donnie Charleston – Economic Policy Manager, NC State Institute for Emerging Issues



Tracy Zimmerman – Executive Director, NC Early Childhood Foundation

Meeting and hearing about the resources available to you from the NC Association of County Commissioners, NC School Boards Association, NC State Institute for Emerging Issues, and NC Early Childhood Foundation. What do you do? How might you support my community?

1:15-1:45

Local Knowledge: Financing for Pre-K and Other Lessons Learned

Tracy Zimmerman – Executive Director, NC Early Childhood Foundation

Lisa Finaldi – Community Engagement Leader, NC Early Childhood Foundation

Matt McKirahan – Researcher, UNC School of Government

Overview of NCECF’s “Local Funding for Early Learning” toolkit and discussion of case studies describing how communities have expanded and financed their pre-K investments.

1:45-2:15

Putting It Together: Pre-K Expansion in Your Community

Lydian Altman – Director, Strategic Public Leadership Initiative, UNC School of Government

Donna Warner – Director, Local Elected Leaders Academy, UNC School of Government

Ensuring attendees go home with a clear sense of what it takes to put the pieces together by outlining: What sources of funding are available to expand pre-K? Who are your key partners in expanding pre-K? Are they already at the table? What assets will you need at the table? Which ones will you need to bring to the table, and how will you do this? What could stop your local/regional expansion of pre-K from going forward?

2:15-2:30

Break

2:30-3:15

Moving Ahead: What It Is Worth

Lynne Vernon-Feagans – William C. Friday Distinguished Professor of Child Development and Family Studies, School of Education, UNC-Chapel Hill

Giving attendees the pearls of wisdom. Why is the topic of pre-K so timely? How will your pre-K program fit with other coordinated,



*high quality programming in the greater grade 0-8 continuum?
What kinds of return on investment should we expect from third
grade reading proficiency? Which children will benefit most from
pre-K?*

3:15-3:30

Onward: Keeping Your Eyes on the Prize (As You See It)

Anita Brown-Graham – Director, ncIMPACT, UNC School of Government

*Planning your next steps and reviewing resources to support you.
Are you ready to Think Big for Small People? What else do you
need from us?*



THINKING BIGFOR SMALL PEOPLE

WHY ARE NC COUNTY LEADERS SO ENTHUSIASTIC ABOUT
PRE-K FOR FOUR YEAR OLDS?

WHY PRE-K FOR FOUR YEAR OLDS?

“While all kids benefit from preschool, poor and disadvantaged kids often make the most gains”

“The Current State of Scientific Knowledge on Pre-Kindergarten Effects”

Phillips, Lipsey, Dodge, and Haskins



LOW -INCOME FAMILIES

Percent of Children Under Age 6 Living in Low-Income Families

Durham

50.1%

NC

53.3%

Source: American Community Survey, 2014



WHY PRE-K FOR FOUR YEAR OLDS?

Children who are dual language learners “show relatively large benefits from Pre-K education”

Phillips, Lipsey, Dodge, and Haskins



QUALITY PRE-K MAKES A DIFFERENCE

Diversity in preschool matters!

A well implemented, evidence-based curriculum, and emphasis on quality and continuous training of pre-k teachers leads to SUCCESS.

NC Pre-K teachers follow the same salary schedule as K-5 teachers.



WHY PRE-K FOR FOUR YEAR OLDS?

Literacy Development

On Track at Kindergarten Entry	Durham	NC
	37%	33%
On Track at 1 st Grade	47%	50%
On Track at 2 nd Grade	52%	53%
On Track at 3 rd Grade	45.7	57.7%

Sources: NC Department of Public Instruction, 2015-16 or the

NCDPI Report to the NC General Assembly, Improve K-3 Literacy Accountability Measures, October 2016

READING MATTERS

Reading and writing are important for Available Jobs

Reading is one of the most highly valued skills
throughout the economy

Reading Proficiency begins with the Youngest Students



READING BY GRADE 3

Expand Access to High Quality PreK Opportunities

“Reading proficiently by third grade requires starting BEFORE third, second, and even first grade. We must start with high quality pre-K to lay the foundations for achieving that goal, ensuring a future skilled workforce for our knowledge-driven global economy.”

–Dr. Jim Goodnight

CEO, SAS



WHY PRE-K FOR FOUR YEAR OLDS?

THINKING BIG !!!!

THINKING PARTNERSHIPS!!

HOW WE THINK IS OUR ONLY BARRIER!!



CONTACT

Minnie Forte-Brown
NCSBA President-Elect
Durham Public Schools
Board of Education

Minnie.forte-brown@dpsnc.net

919-452-2177



Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects





Authors & Funders

- Deborah Phillips, Georgetown University
- Mark Lipsey, Vanderbilt University
- Ron Haskins, Brookings Institutions
- Kenneth Dodge, Duke University
- Daphna Bassok, University of Virginia
- Margaret Burchinal, University of North Carolina
- Greg Duncan, University of California-Irvine
- Mark Dynarski, Brookings Institution
- Katherine Magnuson, University of Wisconsin
- Christina Weiland, University of Michigan

SAS, Inc.

Heising-Simons Foundation

David and Lucile Packard Foundation



Process Matters

- Consensus as essential
- Interdisciplinary
- Tulsa to Tennessee
- Three in-person meetings
- Exhaustive review of the evidence (Lipsey)
- Multiple drafts



Learning is Continuous and Cumulative

*“Children’s early learning trajectories depend on the quality of their learning experiences not only **before and during** their pre-k year, but also **following the pre-k year**. Classroom experiences early in elementary school can serve as **charging stations** for sustaining and amplifying pre-k learning gains. One good bet for powering up later learning is elementary school classrooms that provide individualization and differential in instructional content and strategies.”*



Pre-K and School Readiness

“Convincing evidence shows that children attending a diverse array of state and school district pre-K programs are more ready for school at the end of their pre-K year than children who do not attend pre-K.

Improvements in academic areas such as literacy and numeracy are most common. The smaller number of studies of social-emotional and self-regulatory development generally show more modest improvements in those areas.”



Some Children Benefit More

*“Studies of different groups of preschoolers often find greater improvement in learning at the end of the pre-k year for **economically disadvantaged children and dual language learners** than for more advantaged and English-proficient children.”*



Effectiveness Factors

*“Pre-k programs are not all equally effective. Several effectiveness factors may be at work in the most successful programs. One such factor supporting early learning is a well implemented, **evidence-based curriculum**. **Coaching** for teachers, as well as efforts to promote **orderly but active classrooms**, may also be helpful.”*



Enduring Impacts? Fade out? The Next Frontier

*“Convincing evidence on the longer-term impacts of scaled-up pre-K programs on academic outcomes and school progress is **sparse, precluding broad conclusions**. The evidence that does exist often shows that pre-K induced improvements in learning are detectable during elementary school, but studies also reveal null or negative impacts for some programs.”*



Partnerships for Continued Improvement

*“States have displayed considerable **ingenuity** in designing and implementing their pre-k programs. **Ongoing innovation and evaluation** are needed during and after pre-k to ensure continued improvement in creating and sustaining children’s learning gains. **Research-practice partnerships** are a promising way to achieving this goal. These kinds of efforts are needed to generate more complete and reliable evidence on effectiveness factors in pre-k and elementary school that generate long-run impacts.”*



Final Recommendation

- ***“(T)he scientific rationale, the uniformly positive evidence of impact on kindergarten readiness, and the nascent body of ongoing inquiry about long-term impacts lead us to conclude that continued implementation of scaled-up pre-k programs is in order as long as the implementation is accompanied by rigorous evaluation of impact.”***



Issues and Challenges

- **Do Some Groups of Children Benefit More Than Others from Pre-Kindergarten Programs?**

Helen F. Ladd

Larger positive impact for economically disadvantaged families, though positive impact for all groups.

Larger positive impact for Hispanic children than other groups, though positive impact for all groups.



Issues and Challenges

- **Do Pre-Kindergarten Curricula Matter?**

Jade Marcus Jenkins and Greg J. Duncan

More positive impact for skill-specific curricula than for whole-child curricula or no curriculum.

Suggest that alignment of curricula into elementary school could prevent fadeout.

- **Characteristics of Pre-Kindergarten Programs That Drive Positive Outcomes**

Dale C. Farran

Positive impact of teacher rich language, child engagement strategies, and positive climate.



Issues and Challenges

- **The Current Landscape for Public Pre-Kindergarten Programs**

Ajay Chaudry and A. Rupa Datta

Diverse array of models; often multiple sources of financing

- **Universal vs. Targeted Pre-Kindergarten: Reflections for Policymakers**

William Gormley

The case for universal: everyone needs help and benefits.

The case for targeted: low-income children benefit the most.

The case for hybrids: graduated fees, grow toward universal.

A matter of values



Issues and Challenges

- **Challenges to Scaling Up Effective Pre-Kindergarten Programs**

W. Steven Barnett

Scale-up penalty

Lower expectations

- **The Promise of Preschool Education: Challenges for Policy and Governance**

Ajay Chaudry

Access versus quality

Health and Human Services versus Department of Education



Issues and Challenges

- **The Costs and Benefits of Scaled-Up Pre-Kindergarten Programs**

Lynn A. Karoly

Average cost: \$8,628; benefit-cost ratio is positive, delayed.

- **Financing Early Childhood Programs**

Ron Haskins

Annual spending on early child programs is \$36.6 billion.

Universal programs would cost \$191 billion – unlikely.

- **Reframing Early Childhood Education: A Means to Public Understanding and Support**

Craig T. Ramey and Sharon Landesman Ramey

Re-frame as essential part of education for 21st Century.

NC Pre-K Program Evaluation: Child Outcomes Over Time



ELLEN PEISNER-FEINBERG, PH.D.

SEPTEMBER 25, 2017

THINKING BIG FOR SMALL PEOPLE



UNC

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

What's the Pre-K Picture in NC?



NC Pre-K Program

- Established in 2001-2002 (More at Four)
- State Pre-K program for 4-year olds
- Targets low-income (<75% SMI), other risk factors
- Serves ~30,000 children in ~2,000 classrooms
- Public school, Private, Head Start settings
- High quality – 4- & 5-star ratings

NC Pre-K Classrooms

- School model - 6.5 hours/day, 180 days/year
- B-K licensed teachers
- 1:9 teacher-child ratios, 18 children per class
- Developmental screening & ongoing assessment
- Approved curriculum

Evaluation of the NC Pre-K Program

Started at program inception in 2001-2002

Collaborate with key state agency to conduct studies each year

Key research questions:

- What is the quality of the local NC Pre-K programs?
- Have there been any changes over time?
- What are the outcomes of children attending NC Pre-K?
- What factors are associated with better outcomes?

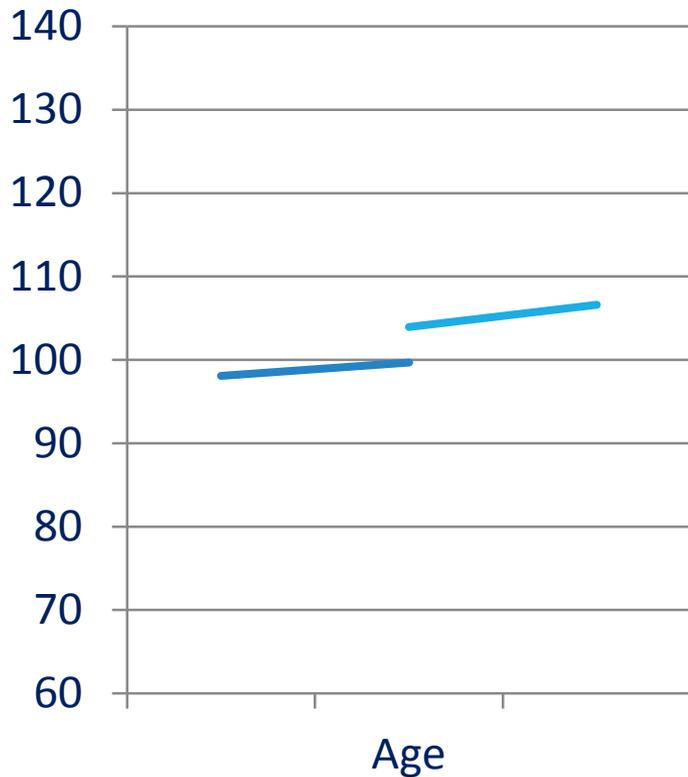
What are the short-term effects on children's school readiness skills?



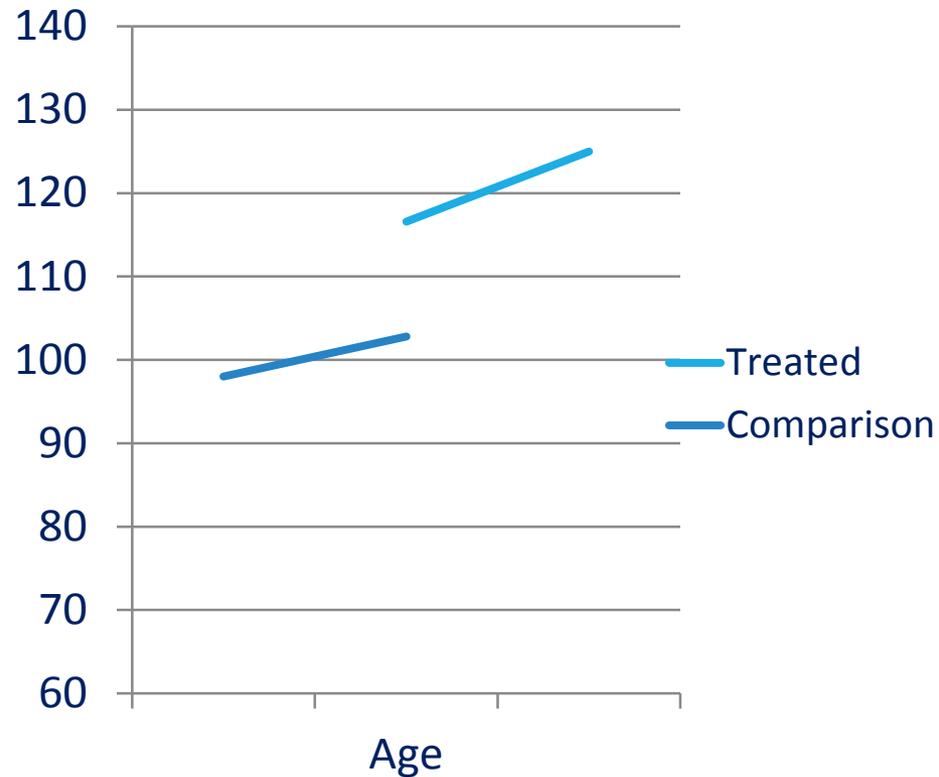
Regression Discontinuity Results

(Peisner-Feinberg & Schaaf, 2011)

APPLIED PROBLEMS $P < .001$, $D = .34$



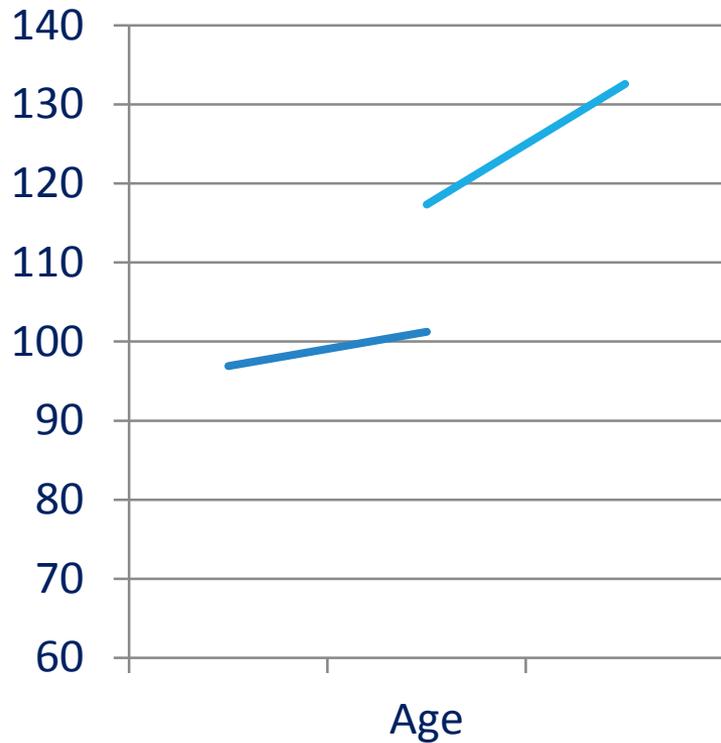
LETTER WORD ID $P < .001$, $D = 1.14$



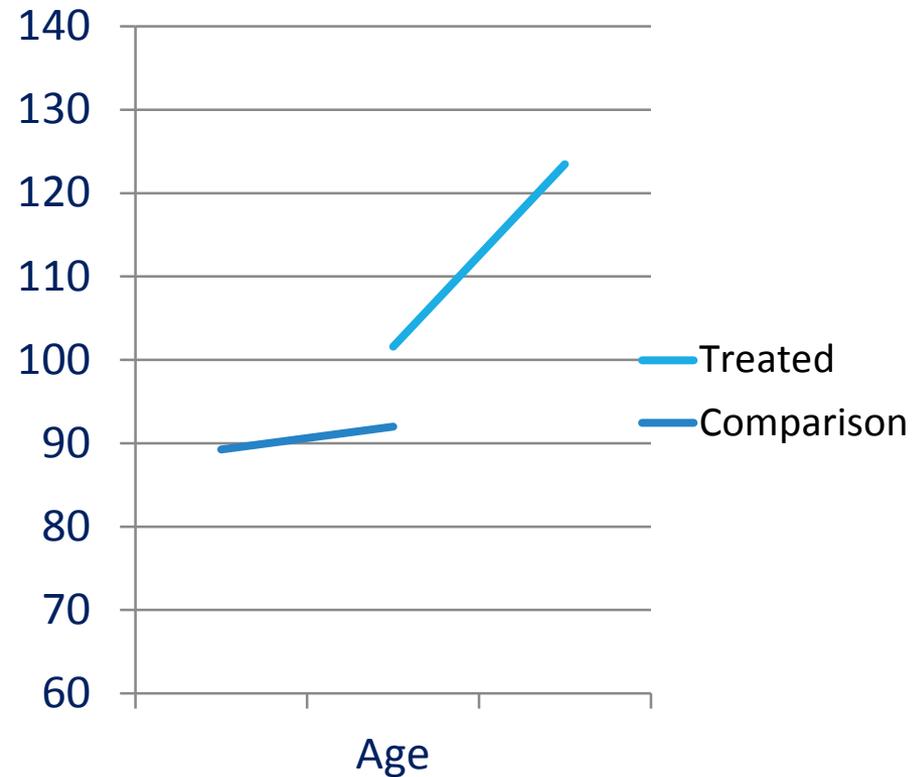
Regression Discontinuity Results

(Peisner-Feinberg & Schaaf, 2011)

PHONOLOGICAL AWARENESS $P < .001$, $D = .56$



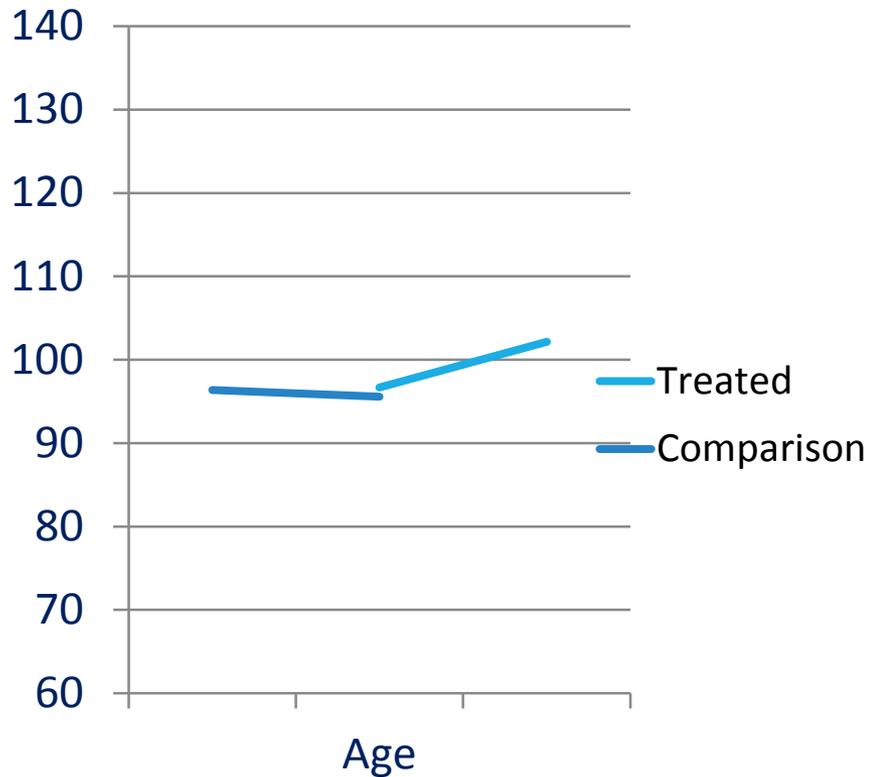
PRINT KNOWLEDGE $P < .001$, $D = 1.16$



Regression Discontinuity Results

(Peisner-Feinberg & Schaaf, 2011)

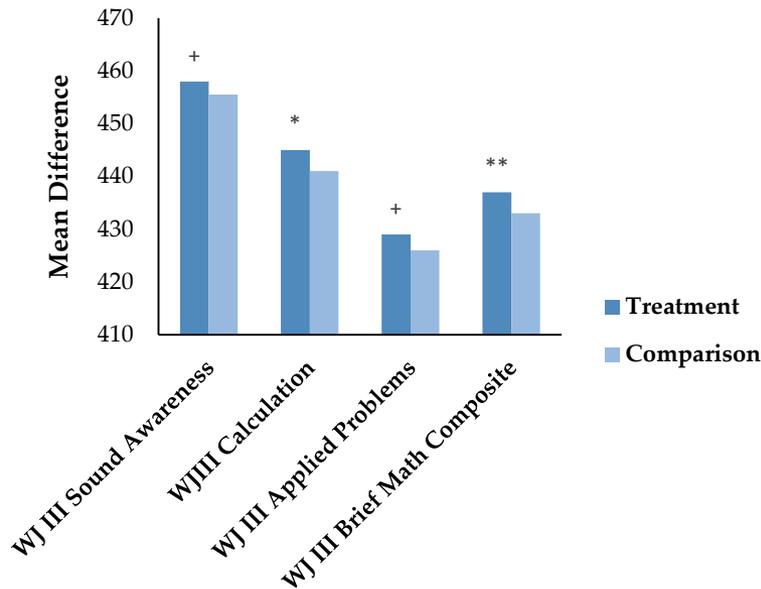
VOCABULARY N.S



Kindergarten Comparison Results

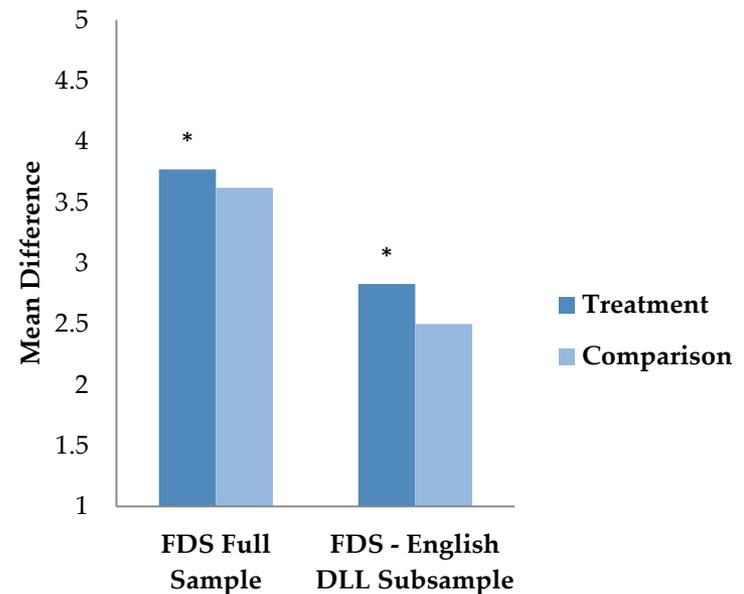
(Peisner-Feinberg, Mokrova, & Anderson, 2017)

LANGUAGE AND MATH SKILLS



Note: ***p< .001, **p< .01, *p< .05, +p<.10

EXECUTIVE FUNCTION



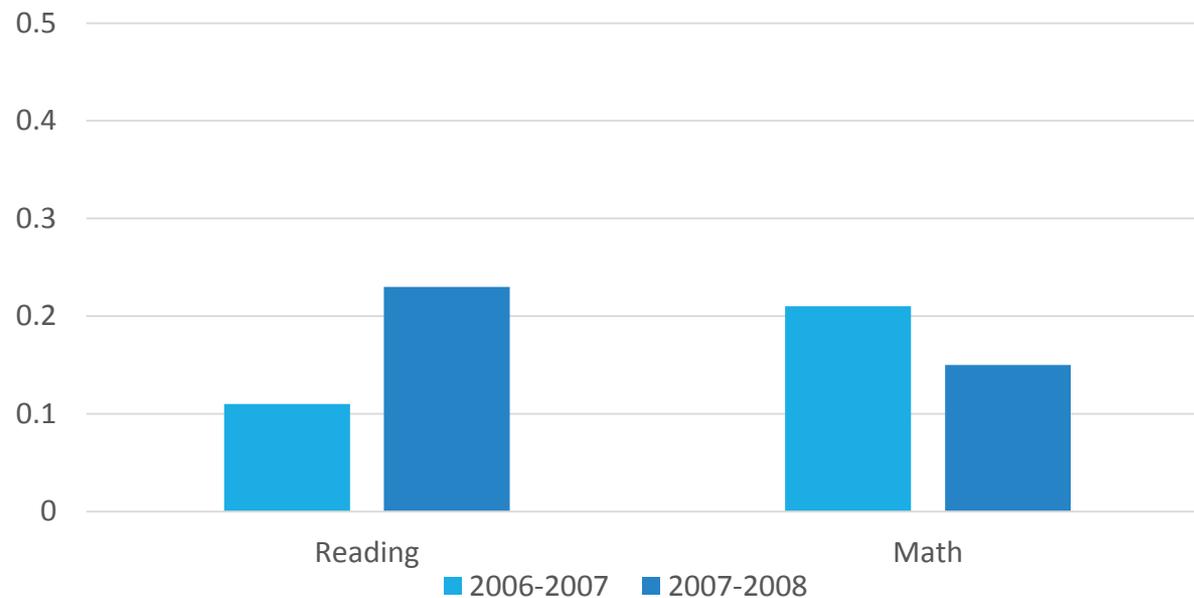
Note: ***p< .001, **p< .01, *p< .05, +p<.10

What are the long-term effects of NC Pre-K Program participation?



NC 3rd-grade EOG Effect Sizes

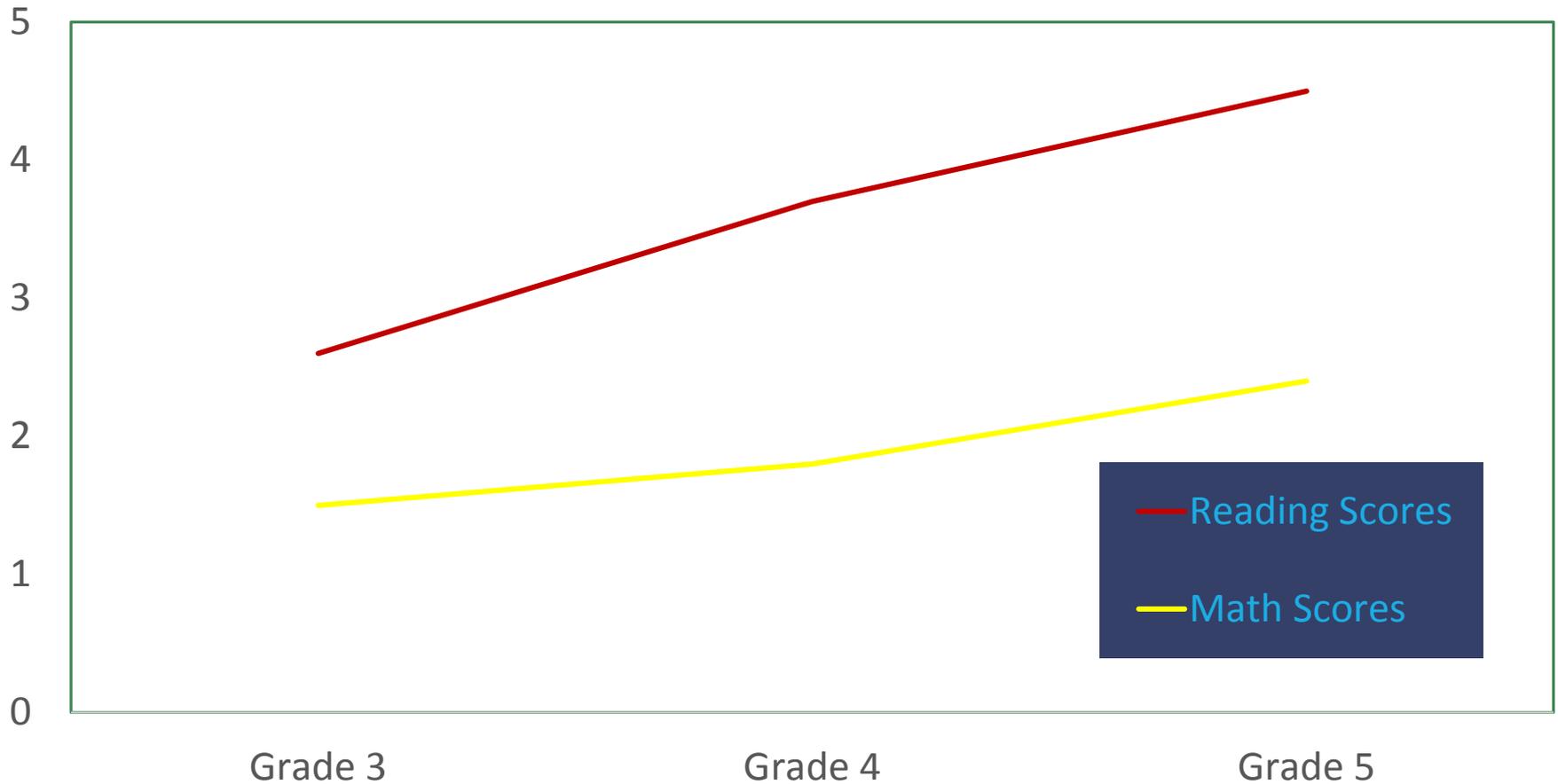
(Peisner-Feinberg & Schaaf, 2010)





Impact of Average MAF Funding in Added Months of Learning

(Dodge, Bai, Ladd, & Muschkin, 2016)

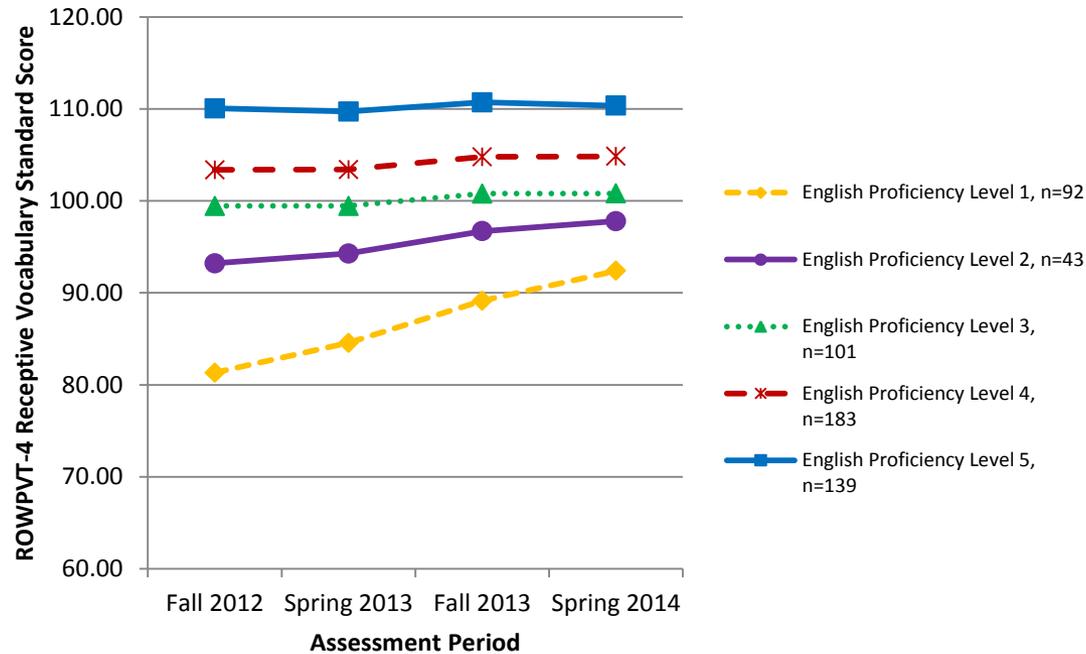


Is NC Pre-K even more effective for some groups than others?



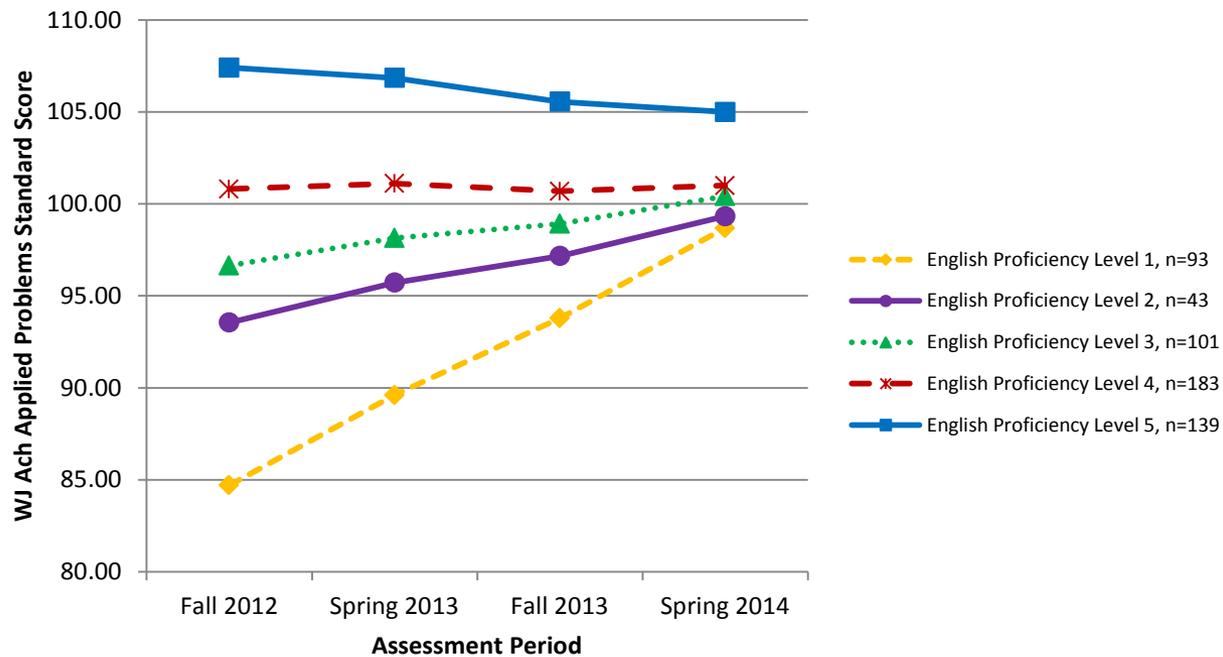
PK–K Growth in Receptive Vocabulary by English Proficiency

(Peisner-Feinberg, Schaaf, Hildebrandt, Pan, & Warnaar, 2015)



PK–K Growth in Math Skills by English Proficiency

(Peisner-Feinberg, Schaaf, Hildebrandt, Pan, & Warnaar, 2015)



Current NC Pre-K Evaluation Study

Longitudinal Randomized Controlled Trial (RCT)

- Following NC Pre-K/Control from pre-k – 3rd-grade
- Gold-standard design
- Few Pre-K program evaluations
- Control group conundrum
- Feasibility study



What You Can Learn from Local Pre-K Program Evaluation

Is the program effective?

Was it implemented as intended?

Does it work better for some groups than others?

What is the level of quality?

Were there any changes over time?

What are the benefits relative to costs?

How can we improve it?

For further information

NC Pre-K Evaluation:

<http://fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program>

Previous More at Four Evaluation:

<http://www.fpg.unc.edu/projects/evaluation-nc-more-four-program>



Thinking Big for Small People: Why Are NC Leaders So Enthusiastic about Pre-K for Four Year Olds?

John Pruetto, Executive Director

Office of Early Learning, NC Department of Public Instruction

September 25, 2017

Agenda

- Pre-K Facts
- Pre-K Success
- Reality Check

Agenda

- Pre-K Facts
- Pre-K Success
- Reality Check

Who does NC Pre-K serve?

Targeted program serving 4-year-old children considered at-risk

Eligibility primarily determined by income

Other factors may determine eligibility beyond income

What is the reach of the program?

Program operates on all 100 NC counties

29,400 children served in 2015-16

Yet, roughly 66,000 children were deemed eligible

Expansion slated for 2017-18 and 2018-19

Senate Bill 257

NC General Assembly

June 19, 2017

Conference Report on the Base, Capital, and Expansion Budget

	FY 17-18	FY 18-19
42 NC Pre-K Waitlist Reduction	\$3,000,000 R	\$6,100,000 R
Fund Code: 1330		

Reduces the NC Pre-K waitlist providing a total of \$9 million in FY 2017-18 and \$18.3 million in FY 2018-19, with \$6 million in FY 2017-18 and \$12.2 million in FY 2018-19 coming from the Temporary Assistance for Needy Families Block Grant (TANF). Increased funding will serve an estimated additional 1,725 children in FY 2017-18 and 3,525 children in FY 2018-19. Total requirements for NC Pre-K are \$154.5 million in FY 2017-18 and \$163.8 million in FY 2018-19. The revised net appropriation for NC Pre-K is \$69.6 million in FY 2017-18 and \$72.7 million in FY 2018-19.

Where are NC Pre-K Programs Housed?

Public School Settings

Private Settings (both for profit and non profit)

Head Start Settings

Agenda

- Pre-K Facts
- **Pre-K Success**
- Reality Check

What drives Pre-K success?

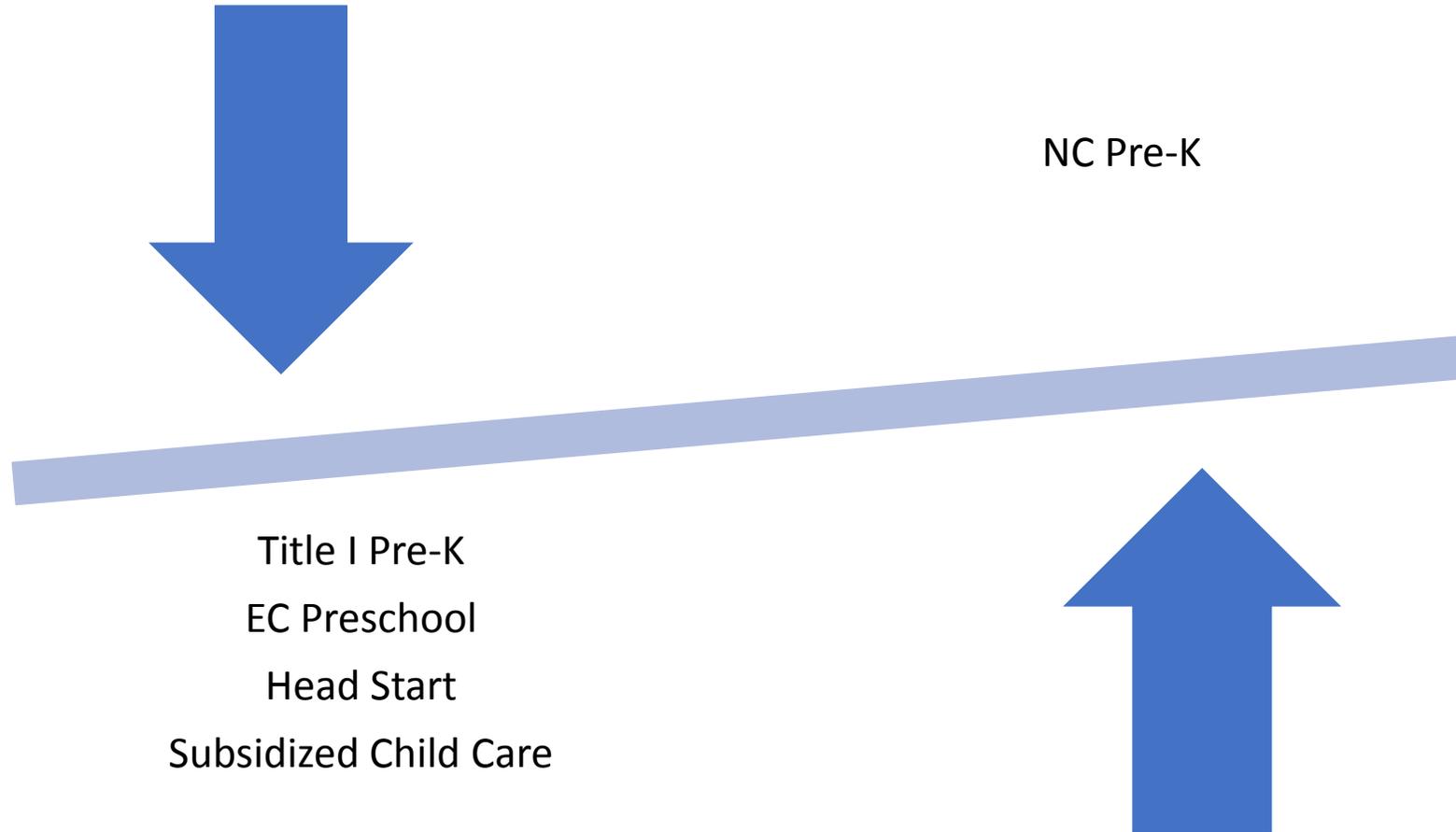
Program Quality

- Structural features that are pre-conditions for success

Process Quality

- What occurs in the classroom, e.g., teacher/child interactions

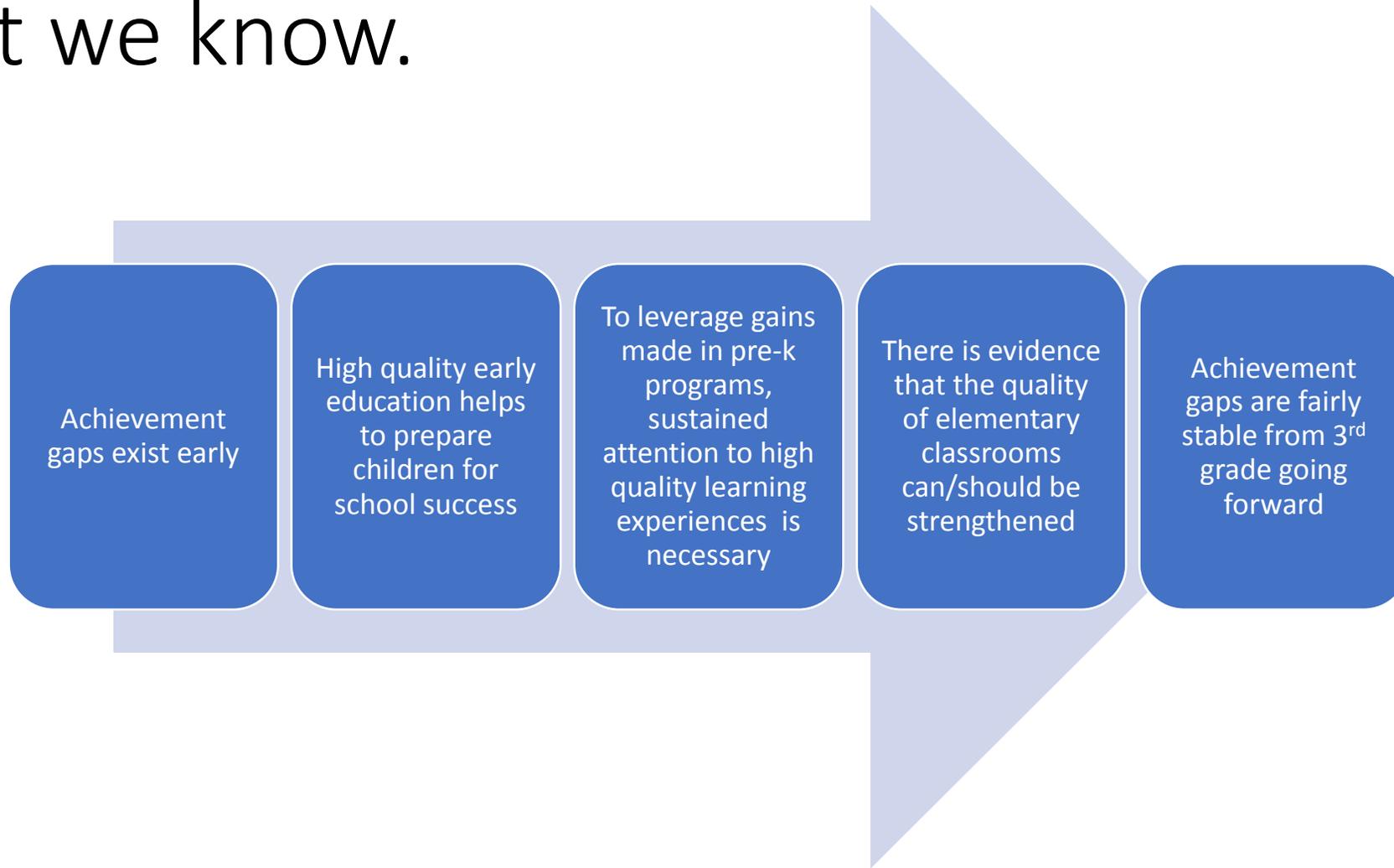
NC Pre-K as a Lever



Agenda

- Pre-K Facts
- Pre-K Success
- **Reality Check**

What we know.



Going Forward

Birth through Grade 3 Interagency Council

- Strengthening the educational continuum through Grade 3
 - ✓ True alignment of standards, curriculum, instructional practices with an emphasis on process quality that is supportive of growth and development across multiple domains

- Summary
- Questions

Taking Stock

September 25, 2017

UNC-CH

Find someone to talk to

- What are your experiences with pre-K?
- How can pre-K make a difference in your community?
- Are you ready for the expansion opportunity presented by the NC budget?
- What are the primary challenges?

How will your
leadership
make a difference?

Local Funding for Early Learning **A Community Toolkit**



Local Financing

Why Does it Matter?

- In NC, early childhood investments come from federal, state and lottery dollars
- Our state population is growing and demand is increasing
- Funding streams are not always flexible to the current context or innovative programs and services
- The return on investment for early learning is strong and well-documented



What percentage of NC jobs are estimated to require some post secondary education by 2020?

52%

39%

67%

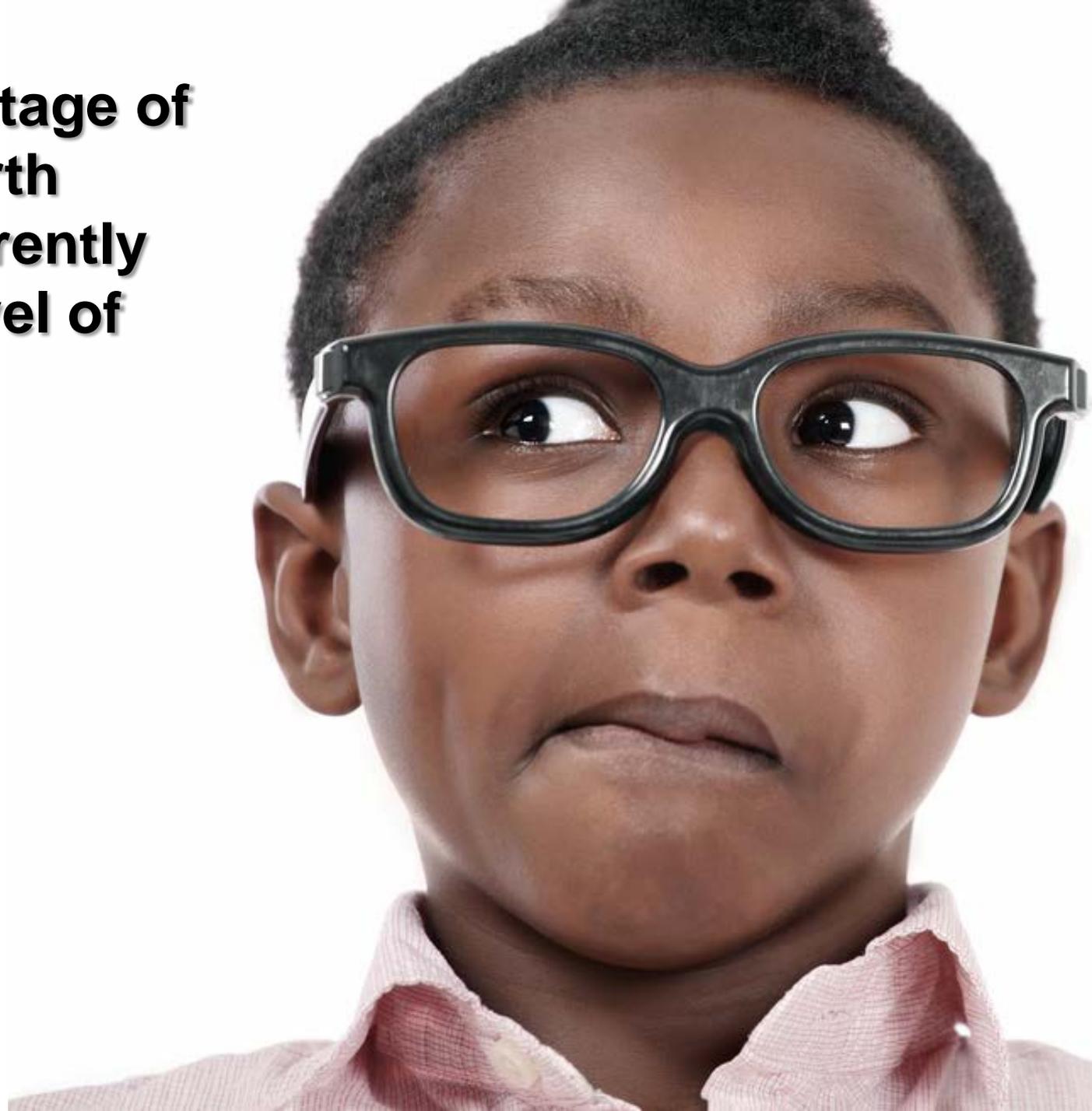


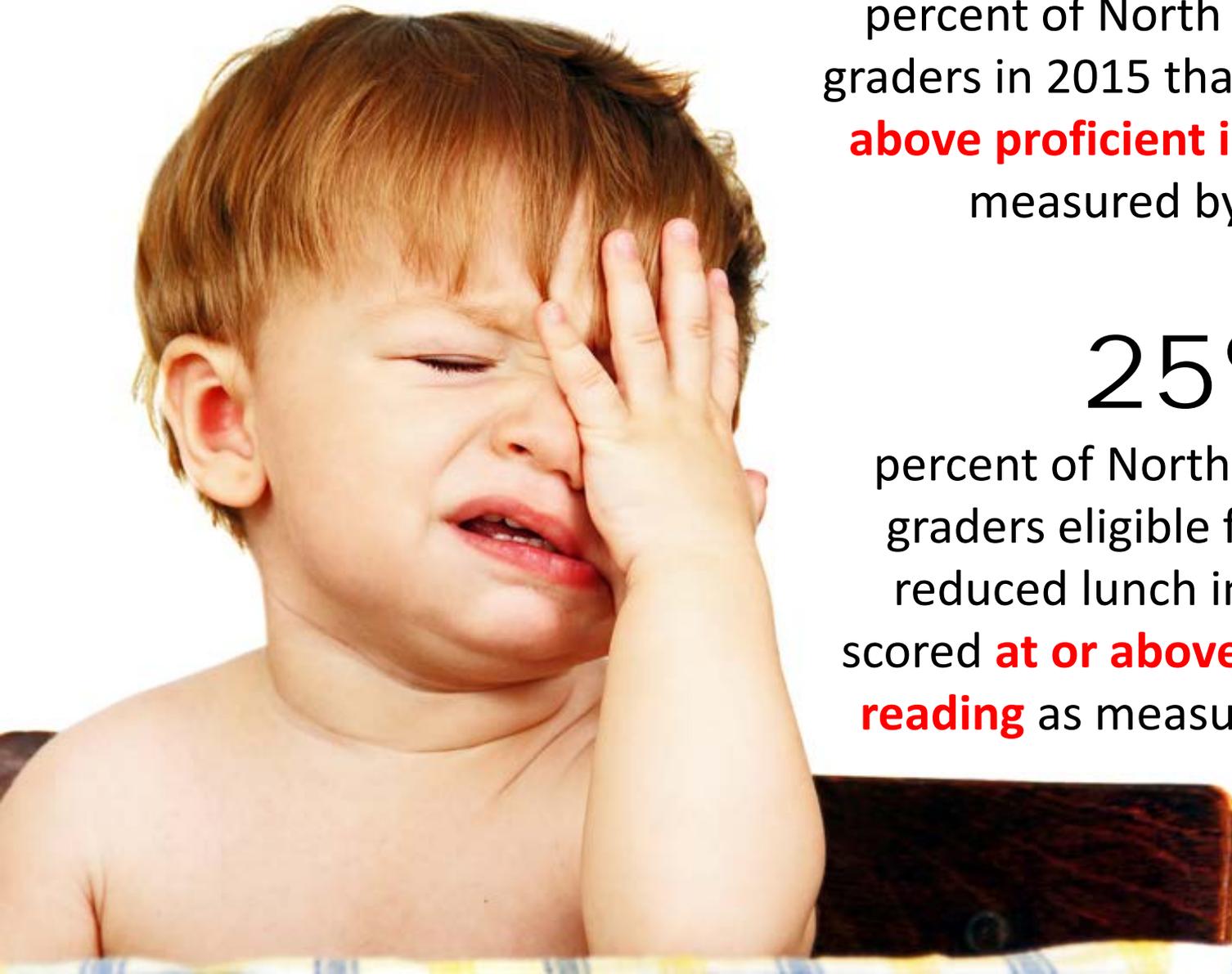
**What percentage of
adults in North
Carolina currently
have that level of
education?**

42%

25%

50%





38%

percent of North Carolina 4th graders in 2015 that scored **at or above proficient in reading** as measured by NAEP

25%

percent of North Carolina 4th graders eligible for free and reduced lunch in 2015 that scored **at or above proficient in reading** as measured by NAEP

It's achievable.

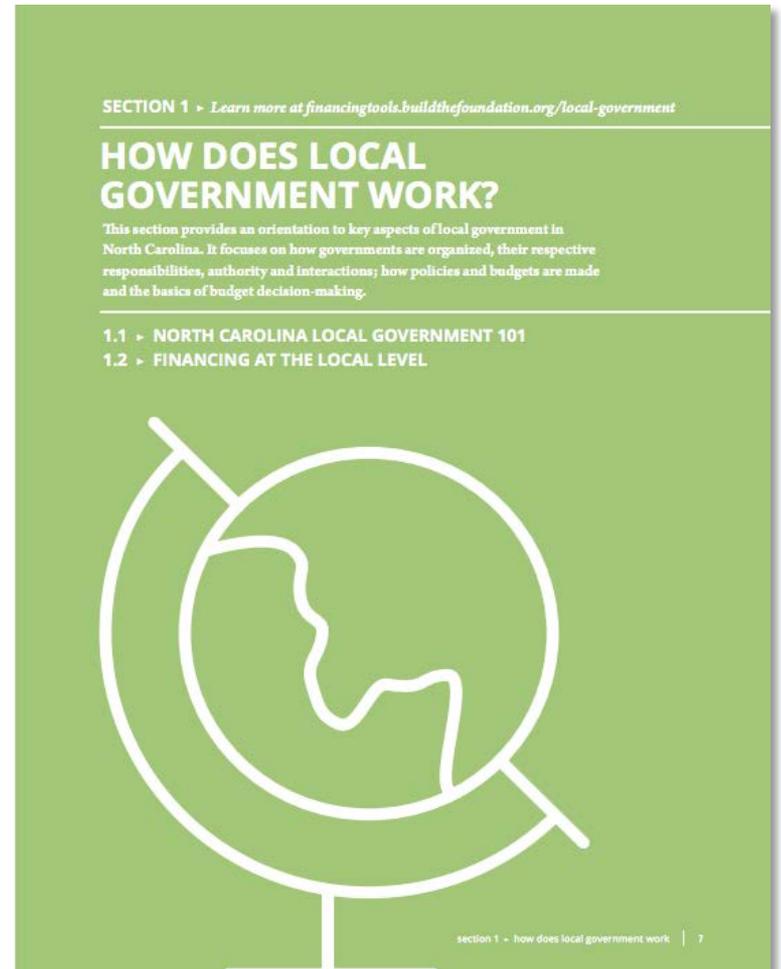
Each child can have the **opportunity to be on track** by 3rd grade with **aligned state and local policies and practices rooted in child development**, including:

- Health and Development on Track Beginning at Birth
- Supported and Supportive Families and Communities
- High Quality Birth-through-Age-Eight Learning Environments with Regular Attendance

Section 1

Local Government Primer

- Basics of local government
- Budget process
- For those of us that aren't experts



Section 2

Existing Funding Streams

SECTION 2 ▶ *Learn more at financingtools.buildthefoundation.org/funding-streams*

WHO FUNDS EARLY LEARNING?

Funding streams for early childhood are a combination of federal and state dollars. This section provides an overview of current funding streams by federal and state sources. Blending and braiding of funding streams is also discussed.

FEDERAL AND STATE FUNDING STREAMS

WHAT YOU'LL LEARN

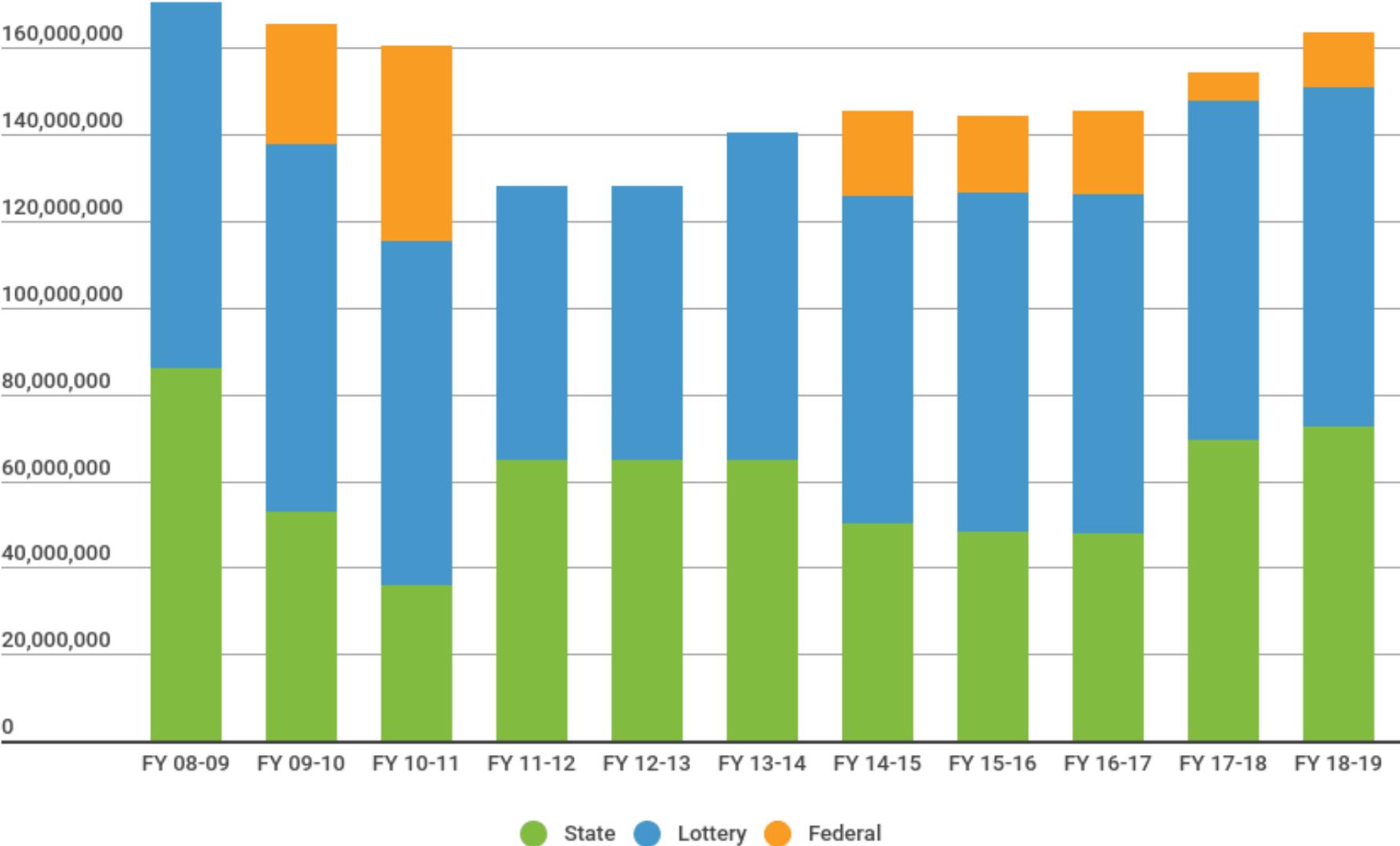
- Federal funds available for early learning in North Carolina
- North Carolina's investments in early learning
- How funding streams are maximized through blending and braiding



16 | section 2 • who funds early learning

- Federal Sources
- State Sources
- Maximizing Funding Streams

NC Pre-K Funding History (rounded to millions)



State Funding Does Not Cover Full Cost

This is intentional. NC Pre-K requires that programs demonstrate that they are using other funds to maximize resources (blended funding).

NC Pre-K contractors report using the following types of funds to cover the full cost of NC Pre-K:

- Smart Start
- Head Start
- Title I
- Preschool Early Childhood Funds
- Child and Adult Care Food Program
- Local Funds

NC Pre-K Average Cost by Setting

On average, the overall cost for an NC Pre-K slot is \$9,126.

State funding covers 61% of cost.

Cost of the program varies slightly by setting.

	Head Start	Public School	Child Care
Average Staffing Expenses per Slot*	\$7,082	\$6,379	\$6,541
Average Operating Costs Per Slot*	\$2,114	\$2,752	\$2,548
Total Average Cost per Slot	\$9,197	\$9,131	\$9,088
Average Annual NC Pre-K Funding per Slot**	\$3,964	\$4,777	\$6,257
% of Costs Covered by State	46%	56%	72%

Section 3

Local Funding Opportunities

Local governments have the authority to invest for the education and well-being of their citizens and for the economic development of their communities.

SECTION 3 ▶ *Learn more at financingtools.buildthefoundation.org/local-funding-options*

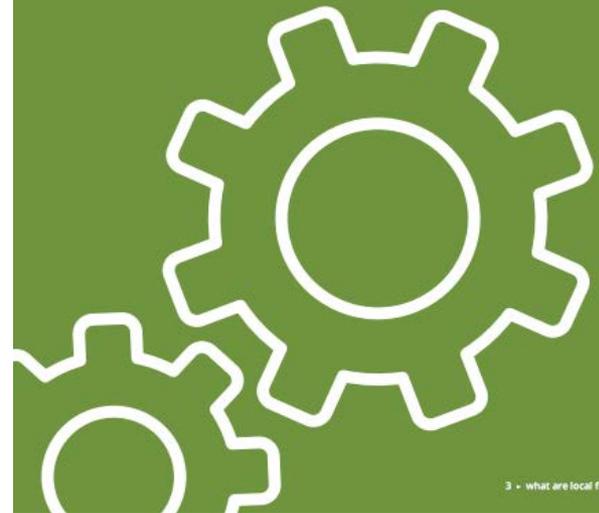
WHAT ARE LOCAL FUNDING OPTIONS?

There are a number of funding mechanisms available to local communities in North Carolina for early learning investments. This section provides a menu of options that are both currently available and those that could be available through state or local policy change. Details to assist toolkit users in assessing the options for their local context are included.

POTENTIAL FUNDING MECHANISMS

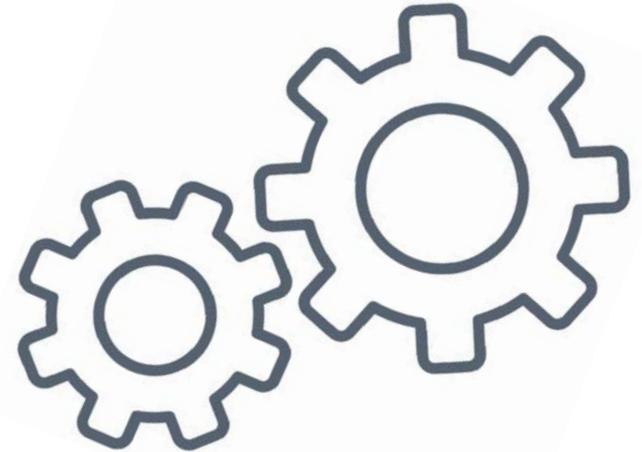
WHAT YOU'LL LEARN

- ▶ The basics of local funding mechanisms
- ▶ How to determine which funding mechanism is best for your community



Tools to Raise Local Revenue for Early Childhood

- Item in a municipal or county budget
- Bond for early childhood infrastructure
- Local sales tax
- Property tax
- Allocation of fees
- Special taxing districts
- Participatory Budgeting



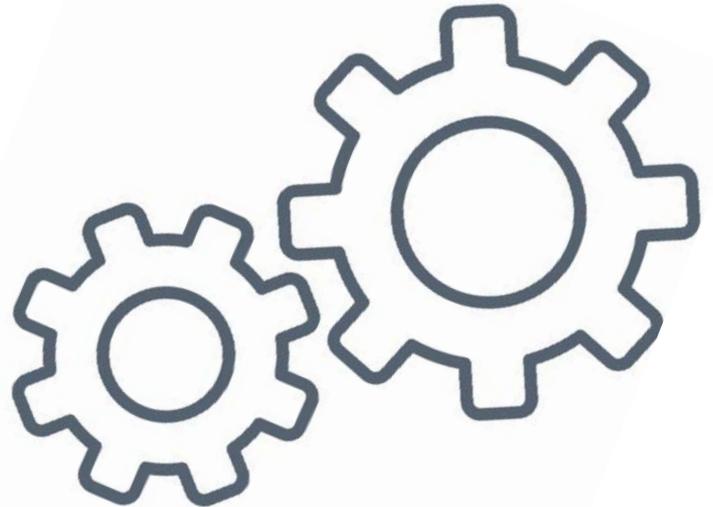
Enabling Legislation Required

- Occupancy tax
- Tax credits
- Pay for Success (Social Impact Bonds)



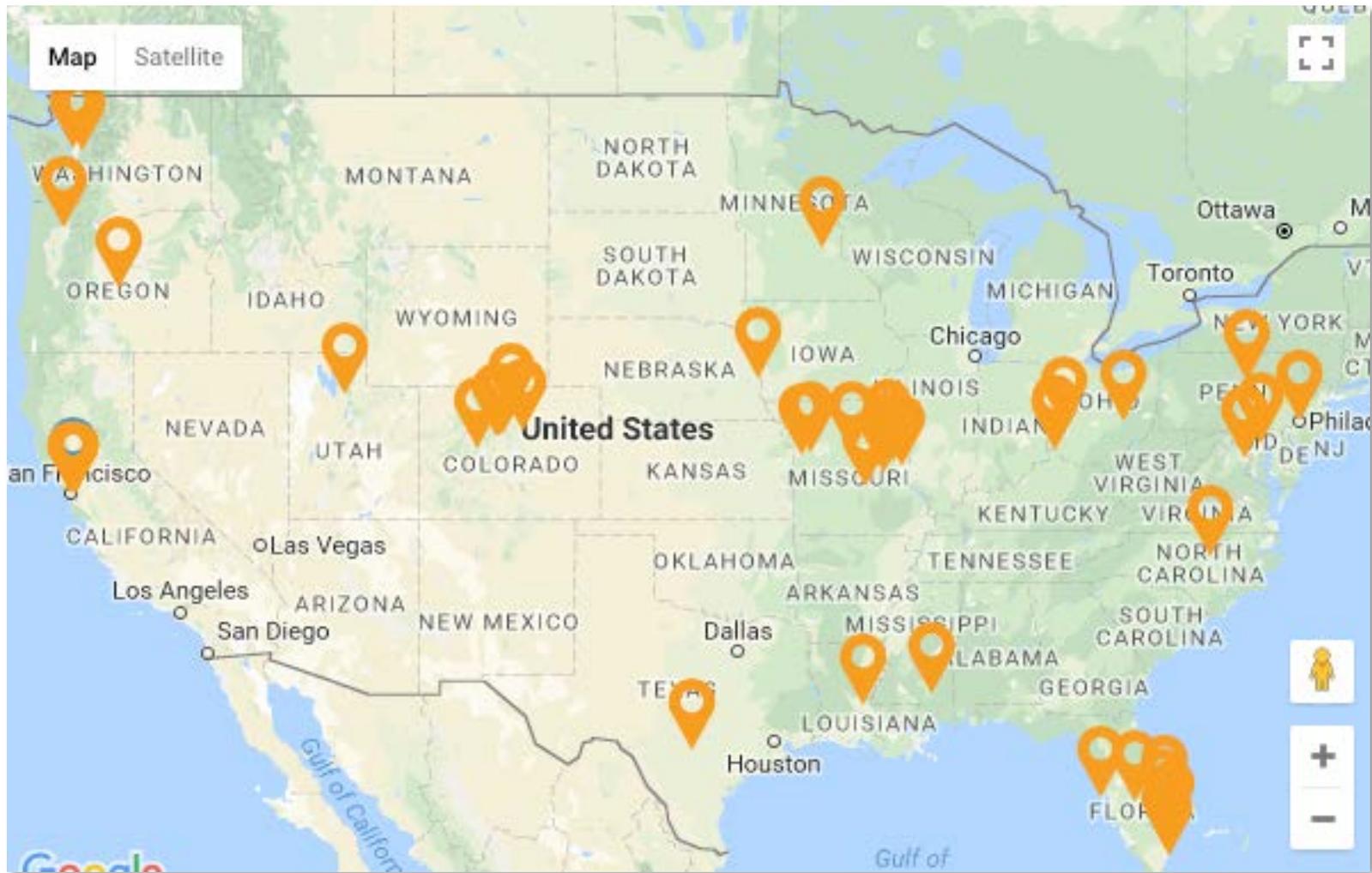
Private Investments

- Foundation Grants
- Corporate Investments



Section 4

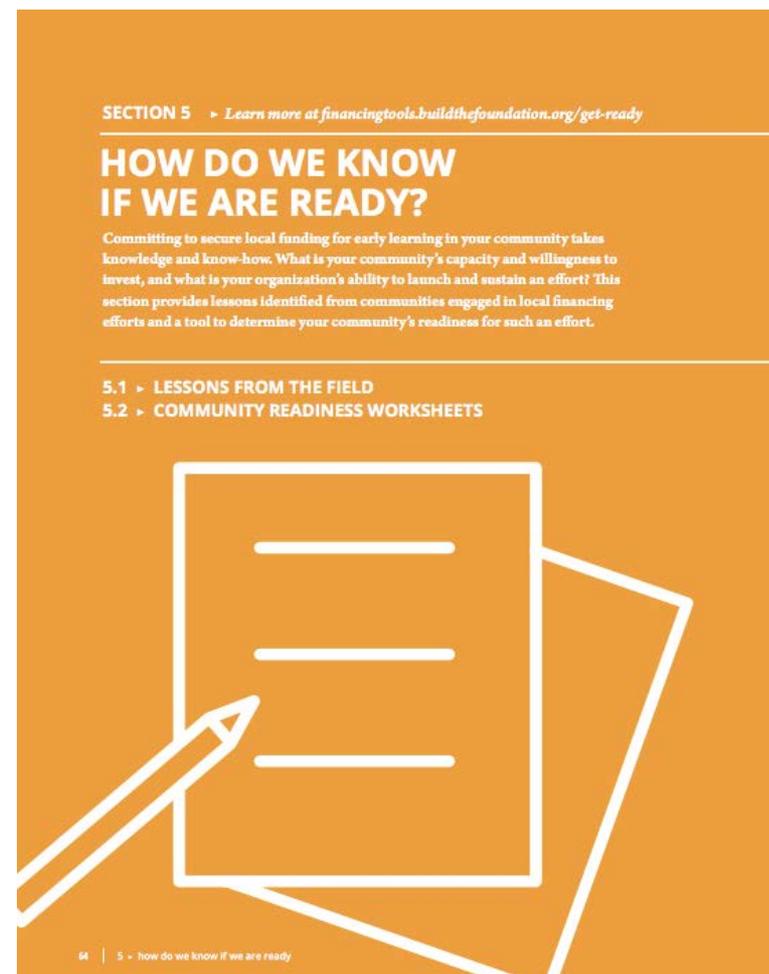
Case Studies



Section 5

Readiness Tools & Lessons from the Field

- Be specific about the measure
- Use data and stories to make the case
- Establish a sunset date
- Consider options where everyone pays
- Learn from failure



Action Steps

Learn about the opportunities and challenges in providing prekindergarten in your community.

- ✓ Tour a NC Pre-K classroom.
- ✓ Meet with your local NC Pre-K Advisory Committee.
- ✓ Meet with your local NC Pre-K administrator.

Leverage existing opportunities.

- ✓ Talk to your Local Education Agency about their district plan for the Every Student Succeeds Act (ESSA).



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Promoting
Understanding



Spearheading
Collaboration



Advancing
Policies

Lessons Learned from Pre-K Case Studies

Presented by
Matthew McKirahan

September 25, 2017

Exercise Primer

Thinking about resources
through the examination of four
case studies

What can you expect from this session?

Local Attributes to Consider

- Political Will
- Partnership Capacity
- Skilled Teachers
- Transportation
- Other Resources

Case Study Jurisdictions

- Beaufort County (NC)
- Forsyth County (NC)
- Guilford County (NC)
- City of Tulsa (OK)

What is Political Will?

- Champion in place
- Engaged stakeholders
- Collective commitment of time, energy, funds, and public opinion needed to achieve change
- *Case Study: Forsyth County's Steering Committee*

Partnership Capacity

- Networks that include the right players, are effective, and remain open to new members
- *Case Study: ImpactTulsa's focus on local organizations and financial backing*

Skilled Teachers

- Sufficient number of licensed teachers and an adequate pipeline of teachers
- *Case Study: Guilford County's partnerships with higher education units*

Transportation

- Ability to get children to and from the classroom
- *Case Study: Beaufort County's reliance on public schools*

Other Resources

- Suitable physical space
 - *Case Study: Guilford County's application process*
- Ability to generate or access funds supplemental to the state's
 - *Case Study: ImpactTulsa's funding mechanism*
- Accurate data about demand for services and population served
 - *Case Study: Beaufort County's "DIAL-3" assessment program*

Your Turn!

Thinking Big for Small People

	Political Will	Partnership Capacity	Skilled Teachers	Transportation	Other Resources	Outcome Measures
	<i>Champion in place, engaged stakeholders, and collective commitment of time, energy, funds, and public opinion needed to achieve change</i>	<i>Networks that include the right players, are effective, and remain open to new members</i>	<i>Sufficient number of licensed teachers and an adequate pipeline of teachers</i>	<i>Ability to get children to and from classroom</i>	<i>Suitable physical spaces, ability to generate or access funds supplemental to the state's, and accurate data about demand for services</i>	<i>Program and community measures you expect to improve</i>
What does success look like in your community?						
What are your community's strongest assets in this category?						
What needs strengthening or support in your community?						
At the end of the day, ask yourself: what are my next steps?						

Putting It Together

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Thinking Big for Small People

	Political Will	Partnership Capacity	Skilled Teachers	Transportation	Other Resources	Outcome Measures
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YOUR TURN! Worksheet

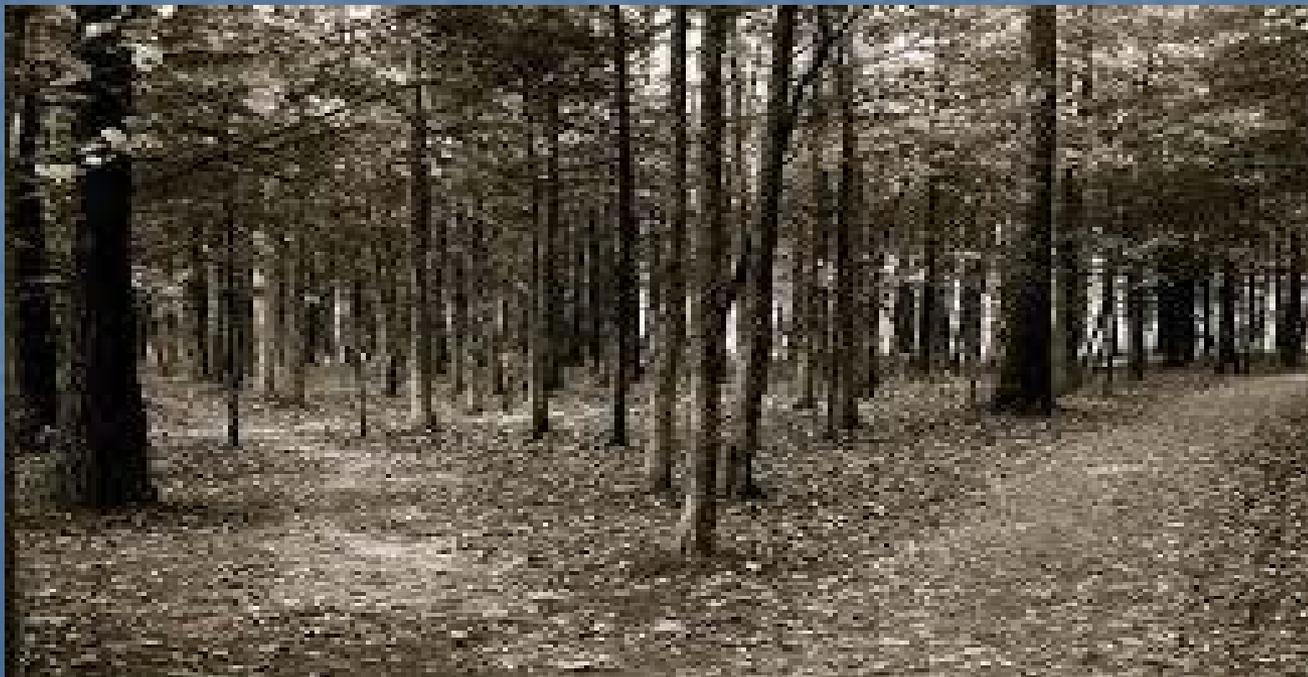
Self Reflection, then Table Discussion

1. Define Success. Recognize Assets. Identify Areas to Strengthen.
2. Outcome Measures. Next Steps.

Moving Ahead in Reading: The Complexity of Solving Diverging Destinies for Children and Families

Lynne Vernon-Feagans

The Frank Porter Graham Child Development Institute and the School of Education

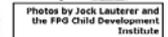


- Working Class Families have suffered over the last 40 years
- The children in these families are often in Pre-k programs
- Most Working Class parents have a high school degree but not a college degree.
- The quality of life in these Working Class Families is lower than 40 years ago
- The opportunity to parent as they wish has almost disappeared over 40 years



Family Life

PROJECT



Diverging Destinies for our Children

Causes of Diverging Destinies

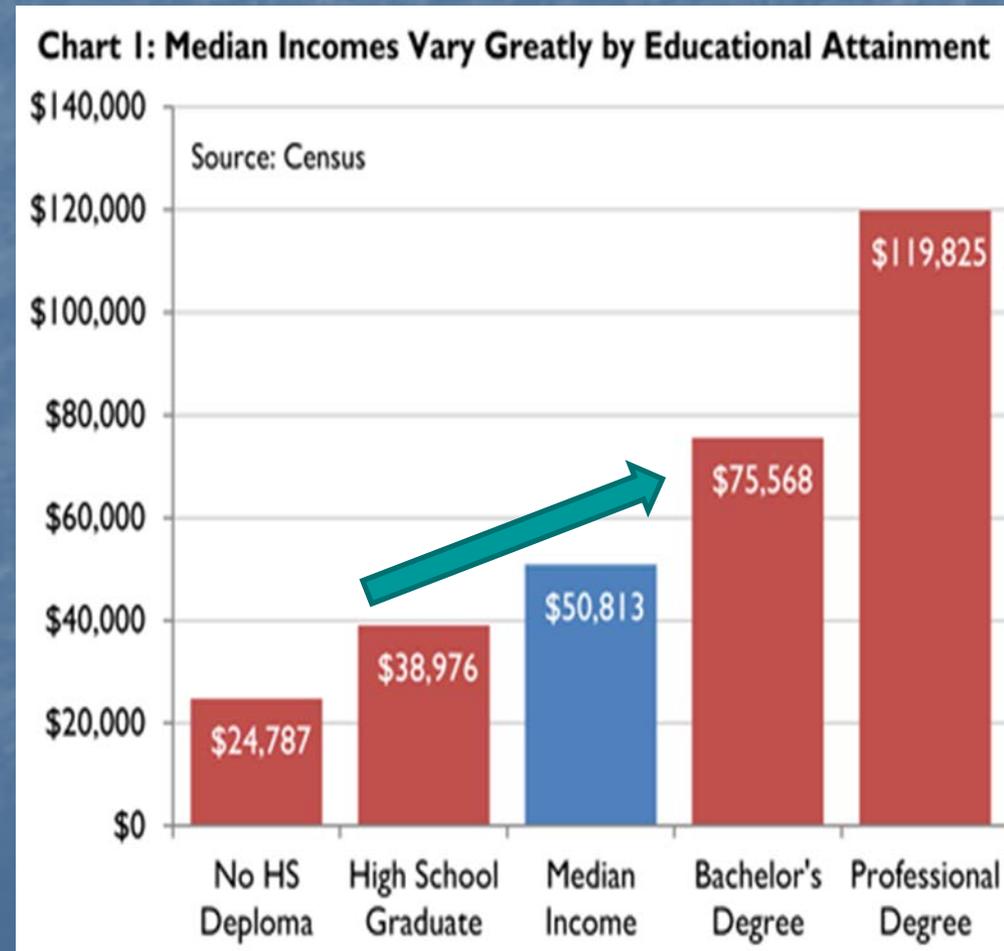
- 1. The growing ed/income gap over the last 40 years.
- 2. The emergence of the "24" Hour Economy over the last 40 years
- 3. The growing parenting opportunity gap over the last 40 years

Solutions for Diverging Destinies

- 4. High quality teacher instruction, including in Pre-K, can make a difference for school entry.
- 5. Initial high quality teacher instruction and continued high quality elementary teacher instruction matters even more for reading

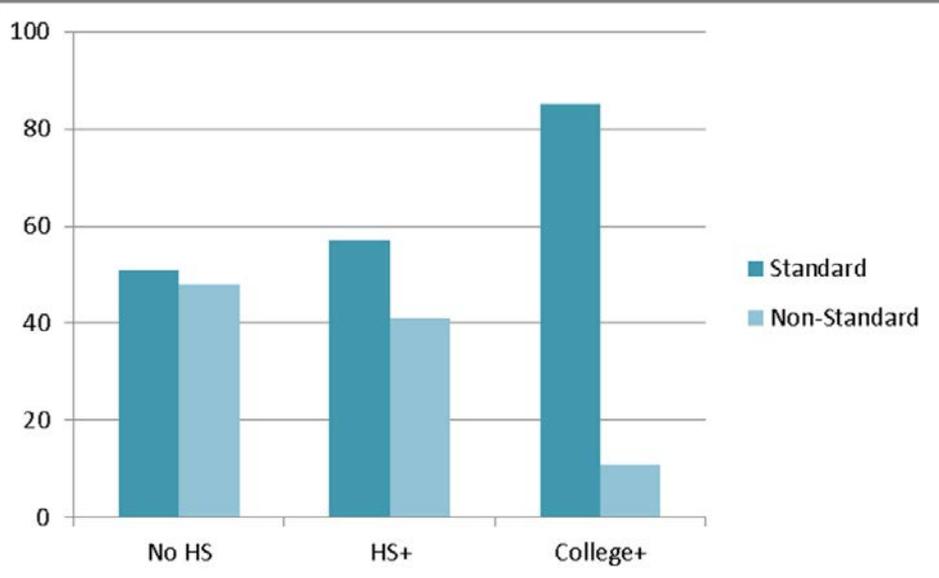
1. The Education/Income Gap: College Degree Matters

- Over the last 40 years adults without a college education have fared very poorly economically compared to college educated adults

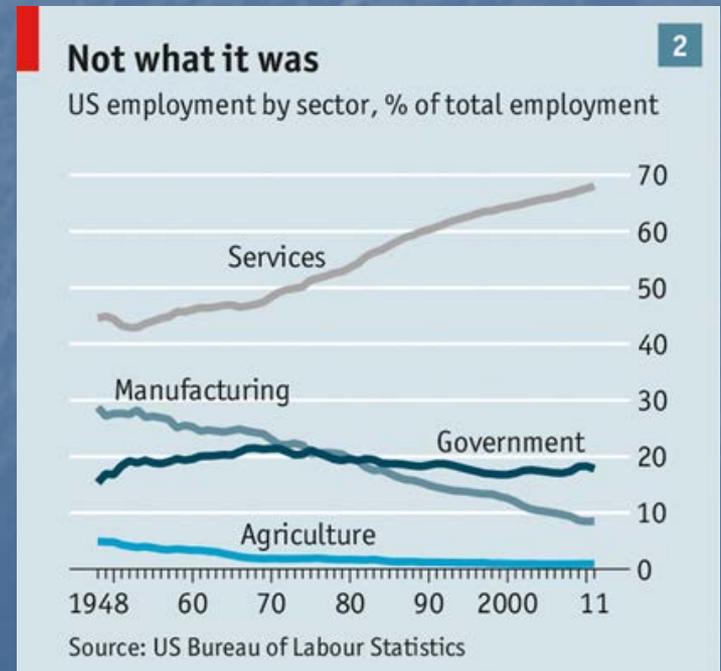


2. The "24 Hour Economy" (Presser, 2000)

- For those without a college degree: An increase in nonstandard work hours
- For those without a college degree: A decrease in good manufacturing jobs and an increase in service sector jobs with fewer benefits



(Vernon-Feagans et al., , 2014)



Coupled with an increase in work hours but less income **for those without a college degree**

- The lower the education and wages, the greater the increase in work hours
- So all adults in the home need to work
- Since 1979, low wage workers have increased their hours worked by 22% while top wage earners have increased their hours by 7.6% (Pew Research Center, 2013).

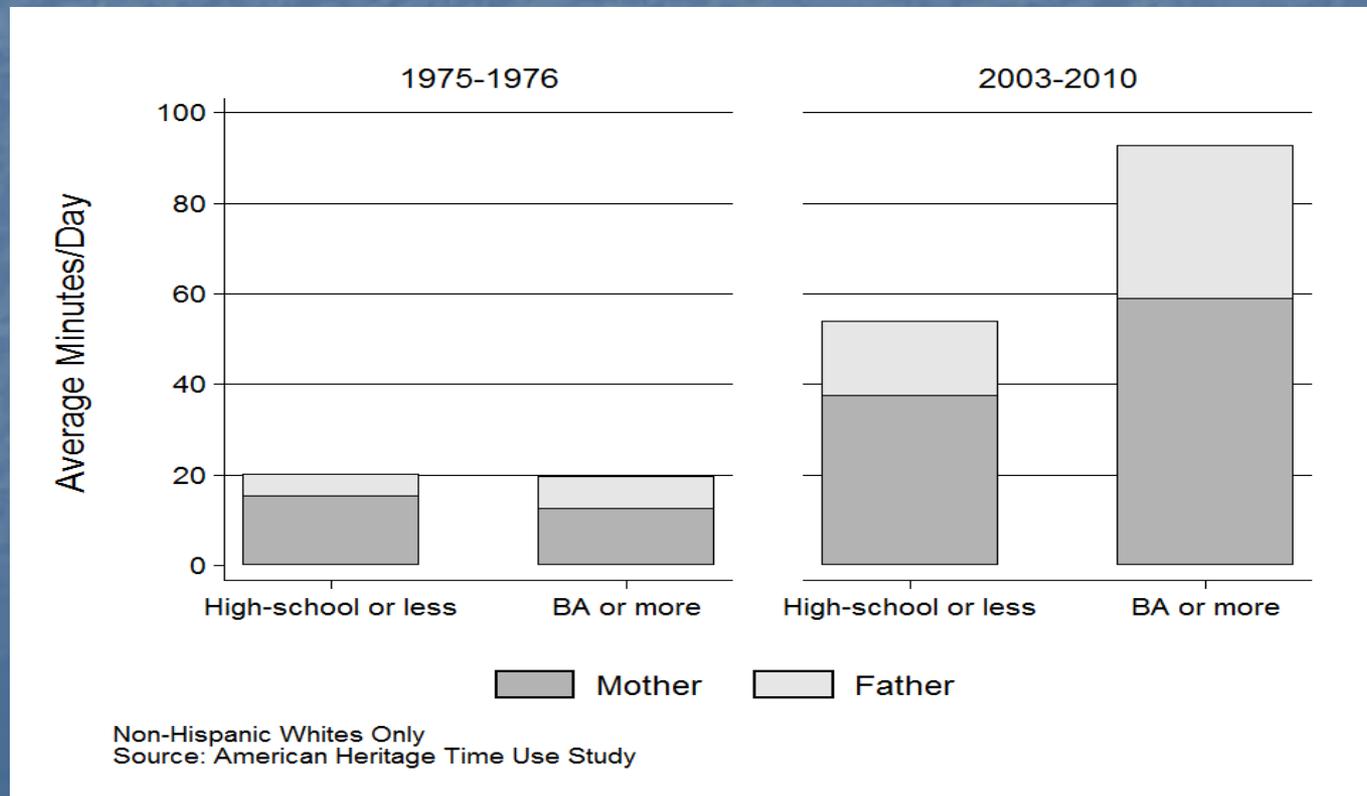
Community Changes for those without a college degree

Community Life Declines

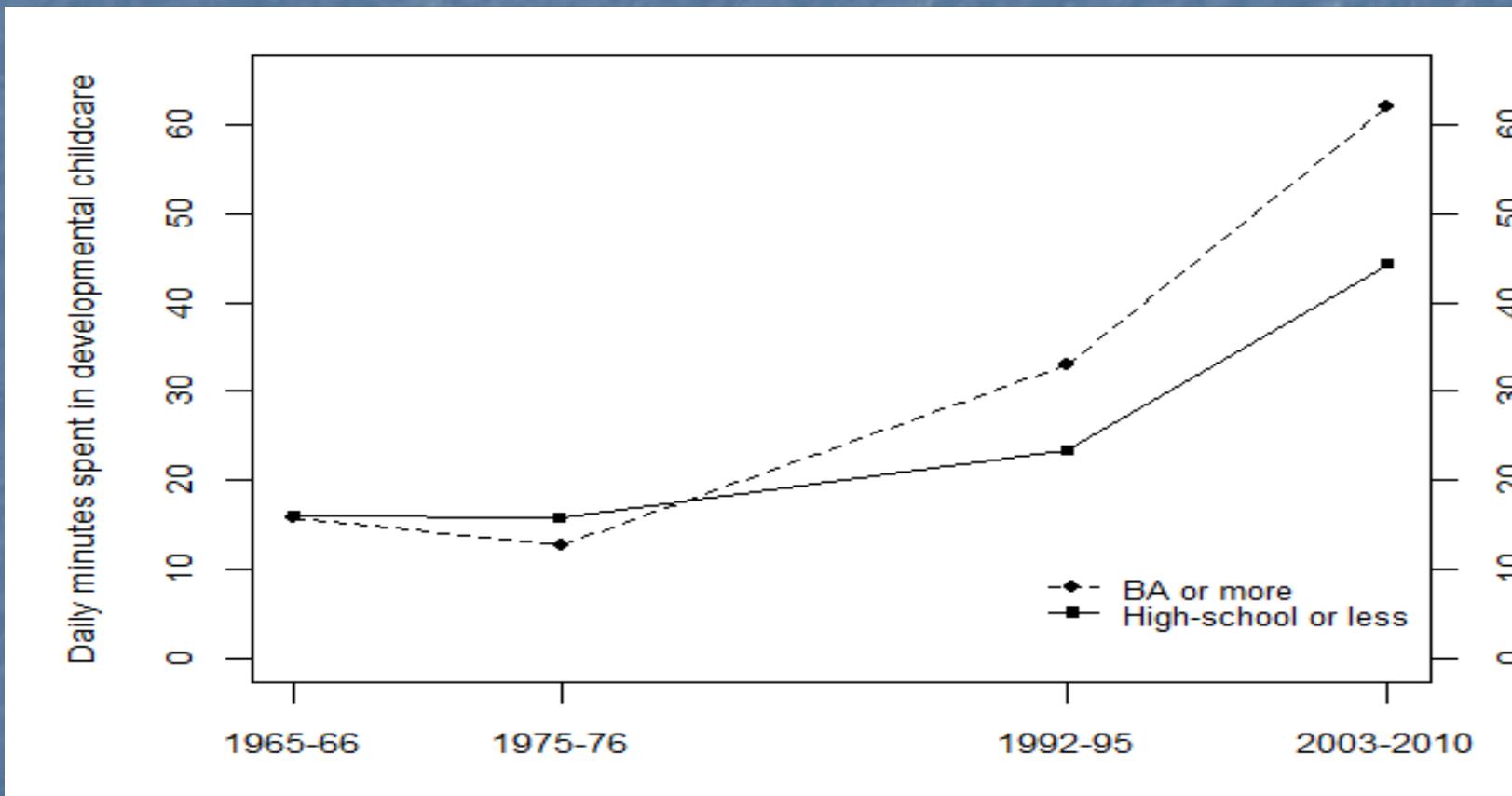
- Loss of neighborhood schools
- Loss of sense of community
- Loss of close neighbors
- No regular schedules
- Less connection to religious institutions
- Fewer two parent families
- Less support from grandparents and others
- Less control of life and schedules
- More random violent crime
- More drug availability
- More mobile and technology devices

3. Growing Parenting Opportunity Gap for those without a college degree (Putnam, 2012; Reardon, 2012)

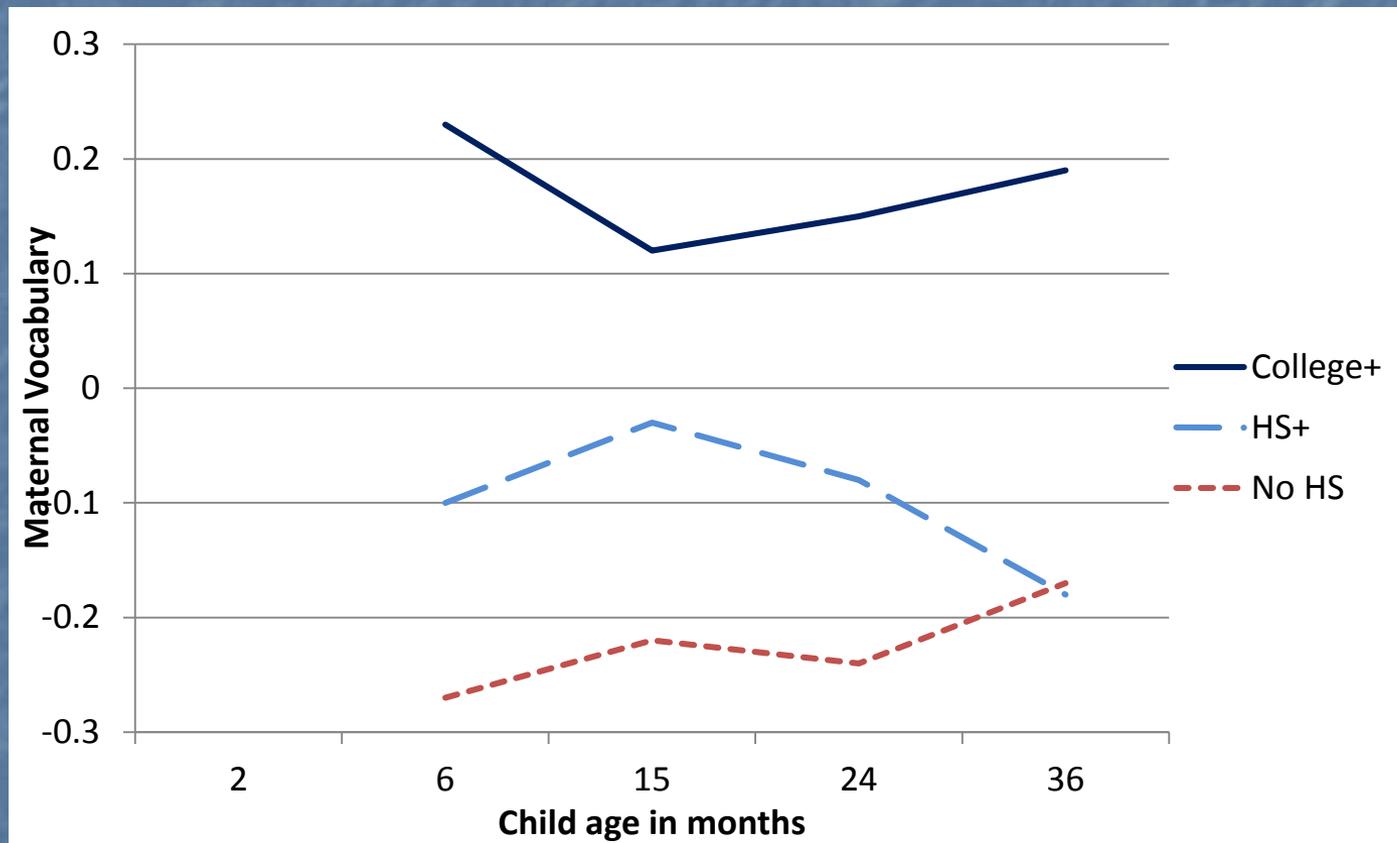
EDUCATION GAP IN TIME SPENT WITH PARENTS (1970s vs 2000s)



PARENTS WITHOUT A COLLEGE DEGREE: GAP IN FOCUSED CHILD LEARNING TIME



Maternal Vocabulary Input to children across early childhood



(Vernon-Feagans et al., 2014)

What is the best predictor of Reading and Success in School and good Literacy?

Parental Education and Income

- Research shows that for children who score poorly in early reading at the end of first grade and live in low-income families have almost no chance of catching up in reading and generally perform very poorly over their entire school career. (Alexander & Entwisle, 1988; Duncan & Murnane, 2011; Dougherty et al., 2014).
- A child living in poverty who is born in one of the most affluent counties in NC only has a **6% chance** of moving up the income ladder by adulthood

- Child Poverty rates in North Carolina (2016)
 - **0-5 age group:** 27% in poverty
 - **6-17 age group:** 23% in poverty
- Of those families in poverty, only 28% of their children read at a minimum level of proficiency in fourth grade (Lyon, 2001; Vaughn, Wanzek, Linen-Thompson, & Murray, 2007)
- In a recent nationally representative sample, 16% of participants did not graduate from high school by age 19; and students who struggled with reading in early elementary school comprised 88% of those who did not graduate (Hernandez, 2011).

Solutions:

Education and Policy Changes to reduce these diverging destinies.



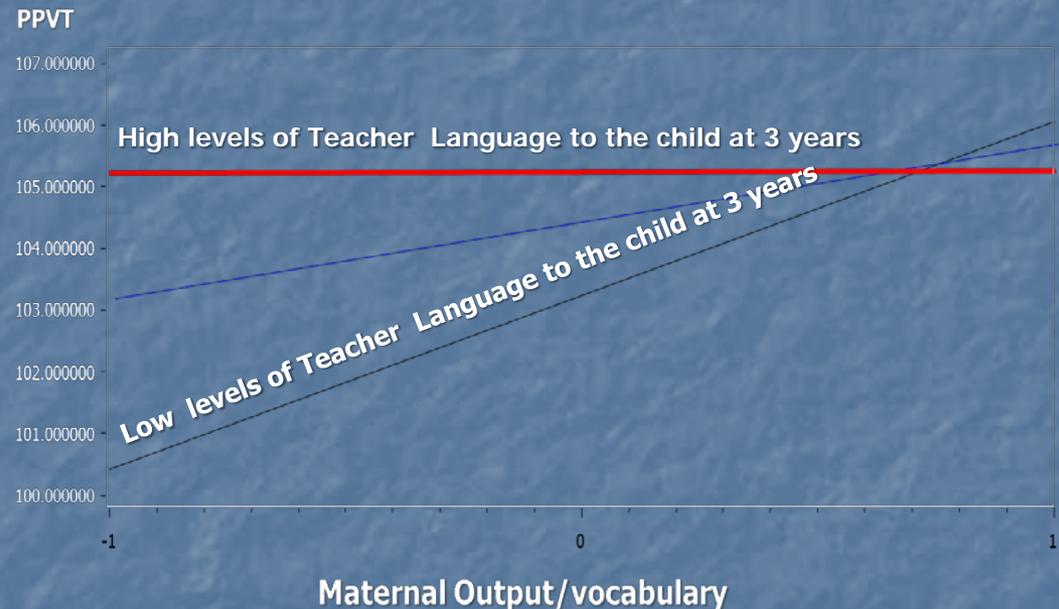
4. Quality schools and teachers matter for Reading

Schools Matter

	Schools with more than 50% poverty	Schools with less than 50% poverty
A rating	9.5%	90.5%
F rating	98.0 %	2.0%

But Teachers Matter More

And they can compensate for low levels of maternal language input even Two Years later

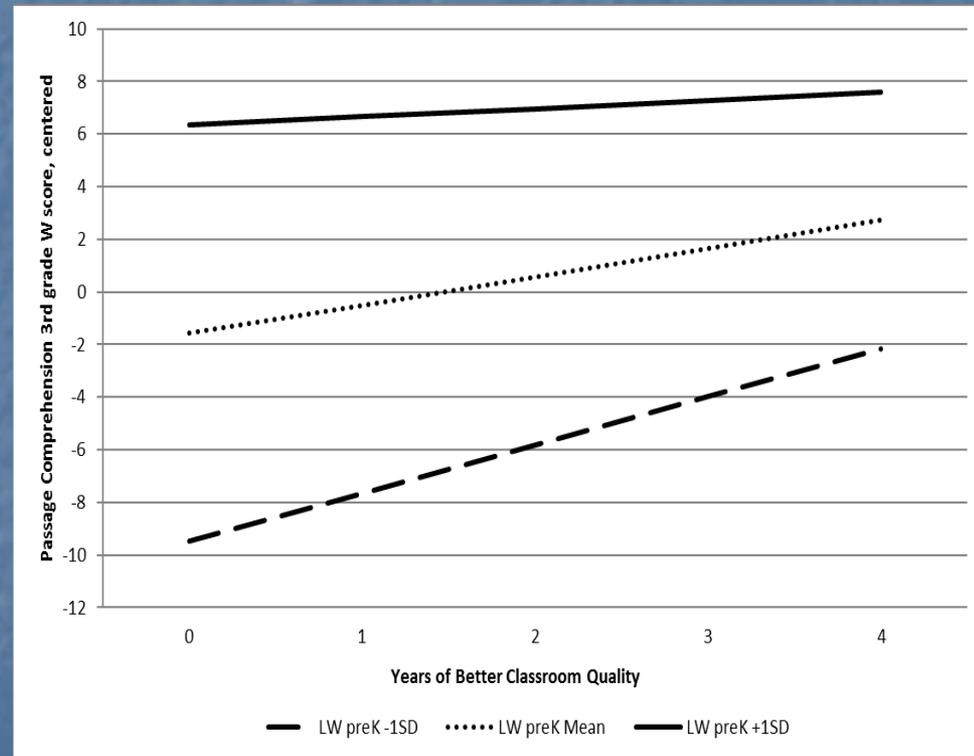


(Vernon-Feagans et al., 2013)

5. Continuing High Quality Teacher Instruction from K-3 is important for Reading

Our Family Life Project (Vernon-Feagans et al., under review) reported that even after controlling for parental education and poverty, the quality of parenting in the home as well as school entry literacy skills, children who had more years of better classroom instruction had higher third grade literacy scores.

Additionally, we found that children who entered kindergarten with lower emergent literacy skills (most likely some of the pre-K children) benefited more from a greater number of years of better teacher instruction in relation to reading comprehension in third grade.



Conclusions

- Children at risk because of lower parental education and income today have fewer supports at home than 40 years ago not because parents don't care but because parental changing economic challenges prevent them from always being there for their children
- Thus, teachers and schools are more important than ever for the next generation to solve the diverging destinies between children whose parents have a college degree and those parents who don't as well as those children living in poverty.
- Continued Teacher Quality, especially in language and literacy, are critically important from birth to age 8 if we want all our children to succeed.

Thank You

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