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, ncIMPACT, 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 – Pritzker 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
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, nclIMPACT, 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 BIG ....FOR 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

<table>
<thead>
<tr>
<th>Location</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durham</td>
<td>50.1%</td>
</tr>
<tr>
<td>NC</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Durham</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track at Kindergarten Entry</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>On Track at 1st Grade</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>On Track at 2nd Grade</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>On Track at 3rd Grade</td>
<td>45.7%</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

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.”
“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.”
“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.”
“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.
• **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
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

Age

Treated

Comparison
Kindergarten Comparison Results
(Peisner-Feinberg, Mokrova, & Anderson, 2017)

LANGUAGE AND MATH SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Treatment</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>WJ III Sound Awareness</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>WJ III Calculation</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>WJ III Applied Problems</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>WJ III Brief Math Composite</td>
<td>**</td>
<td></td>
</tr>
</tbody>
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Note: ***p< .001, **p< .01, *p< .05, +p<.10

EXECUTIVE FUNCTION

<table>
<thead>
<tr>
<th>Sample</th>
<th>Treatment</th>
<th>Comparison</th>
</tr>
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<tbody>
<tr>
<td>FDS Full Sample</td>
<td>*</td>
<td></td>
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<tr>
<td>FDS - English DLL Subsample</td>
<td></td>
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</table>

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)

Graph showing the growth in WJ Ach Applied Problems Standard Score over different assessment periods for different English Proficiency levels.
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 Pruette, 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
Conference Report on the Base, Capital, and Expansion Budget

<table>
<thead>
<tr>
<th>42 NC Pre-K Waitlist Reduction</th>
<th>FY 17-18</th>
<th>FY 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1330</td>
<td>$3,000,000 R</td>
<td>$6,100,000 R</td>
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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

- Title I Pre-K
- EC Preschool
- Head Start
- Subsidized Child Care
Agenda

• Pre-K Facts
• Pre-K Success
• Reality Check
What we know.

- Achievement gaps exist early.
- High quality early education helps to prepare children for school success.
- To leverage gains made in pre-k programs, sustained attention to high quality learning experiences is necessary.
- There is evidence that the quality of elementary classrooms can/should be strengthened.
- Achievement gaps are fairly stable from 3rd grade going forward.
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
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

- Federal Sources
- State Sources
- Maximizing Funding Streams
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.

<table>
<thead>
<tr>
<th></th>
<th>Head Start</th>
<th>Public School</th>
<th>Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Staffing Expenses per Slot*</td>
<td>$7,082</td>
<td>$6,379</td>
<td>$6,541</td>
</tr>
<tr>
<td>Average Operating Costs Per Slot*</td>
<td>$2,114</td>
<td>$2,752</td>
<td>$2,548</td>
</tr>
<tr>
<td>Total Average Cost per Slot</td>
<td>$9,197</td>
<td>$9,131</td>
<td>$9,088</td>
</tr>
<tr>
<td>Average Annual NC Pre-K Funding per Slot**</td>
<td>$3,964</td>
<td>$4,777</td>
<td>$6,257</td>
</tr>
<tr>
<td>% of Costs Covered by State</td>
<td>46%</td>
<td>56%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Local governments have the authority to invest for the education and well-being of their citizens and for the economic development of their communities.
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
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).
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

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<th>Partnership Capacity</th>
<th>Skilled Teachers</th>
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<th>Outcome Measures</th>
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</thead>
<tbody>
<tr>
<td>Champion in place, engaged stakeholders, and collective commitment of time, energy, funds, and public opinion needed to achieve change</td>
<td>Networks that include the right players, are effective, and remain open to new members</td>
<td>Sufficient number of licensed teachers and an adequate pipeline of teachers</td>
<td>Ability to get children to and from classroom</td>
<td>Suitable physical spaces, ability to generate or access funds supplemental to the state's, and accurate data about demand for services</td>
<td>Program and community measures you expect to improve</td>
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**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
# Thinking Big for Small People

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- **What are your community’s strongest assets in this category?**
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YOUR TURN! Worksheet

Self Reflection, then Table Discussion

1. Define Success. Recognize Assets. Identify Areas to Strengthen.

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
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)

Non-Hispanic Whites Only
Source: American Heritage Time Use Study
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**

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</tr>
<tr>
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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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