



**Pittsburgh
Public Schools**



The Pathway to the Promise.™

Early Childhood Education

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Education Committee Meeting

September 12, 2011

Overview of Presentation

- Overview of Early Childhood Program
- Data on Early Childhood Program
- Changes from 2010-11 to 2011-12
- Plans for the Future

Funding Sources for Early Childhood

- Head Start is federal funding for low income children (100% of the federal poverty level); requires a full range of services to students and their families.
- Head Start Supplemental Assistance Program is State funding to Head Start grantees; follows same guidelines as Head Start.
- Pre-K Counts is State funding that serves families under 300% of the federal poverty level.
- Accountability Block Grant is State funding that has no income guidelines.

Early Childhood Classrooms



Head
Start/HSSAP



Accountability
Block Grant



Pre-K Counts

PPS Early Childhood Program “braids” funding sources.
Children funded through different sources are in classrooms together.

Comparison

2010-2011

- 101 PPS classrooms
- 36 locations
- 2,020 students
- 500 EI students served in EC classrooms

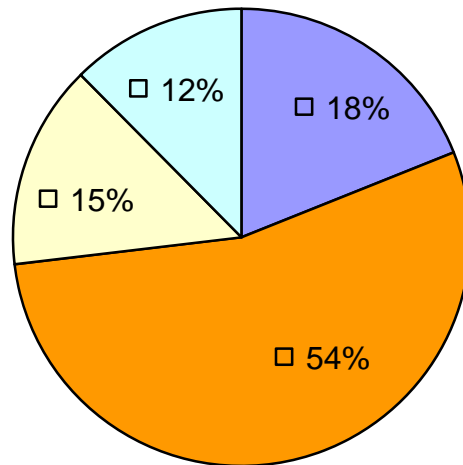
2011-2012

- 86 PPS classrooms
- 29 locations
- 1,700 students
- Approximately 380 EI students served in EC classrooms
- Current Waiting List of 434 students

Early Childhood Funding

\$20,894,002

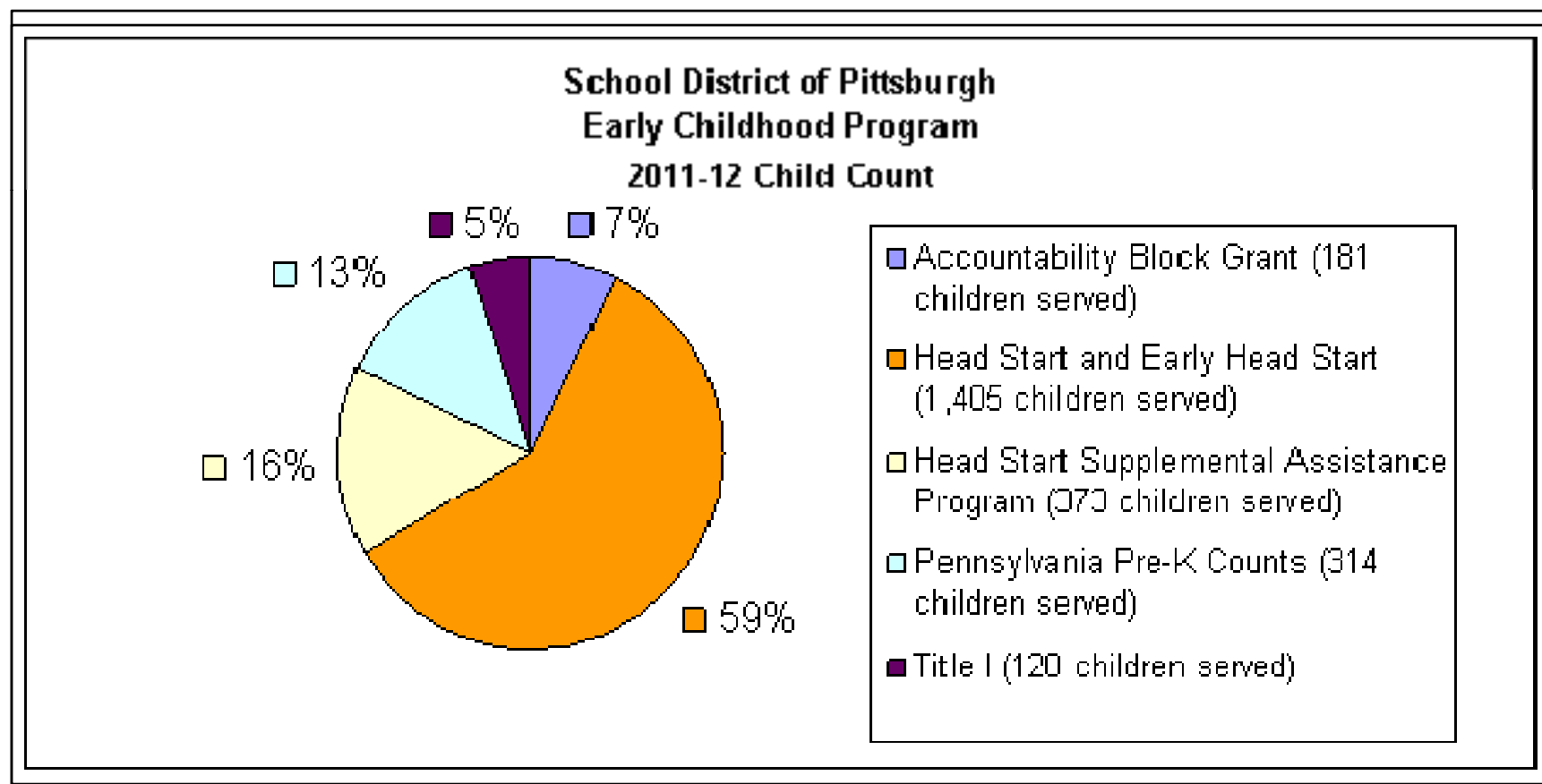
School District of Pittsburgh Early Childhood Program 2010-11 Child Count



- Accountability Block Grant (491 children served)
- Head Start and Early Head Start (1,405 children served)
- Head Start Supplemental Assistance Program (375 children served)
- Pennsylvania Pre-K Counts (322 children served)

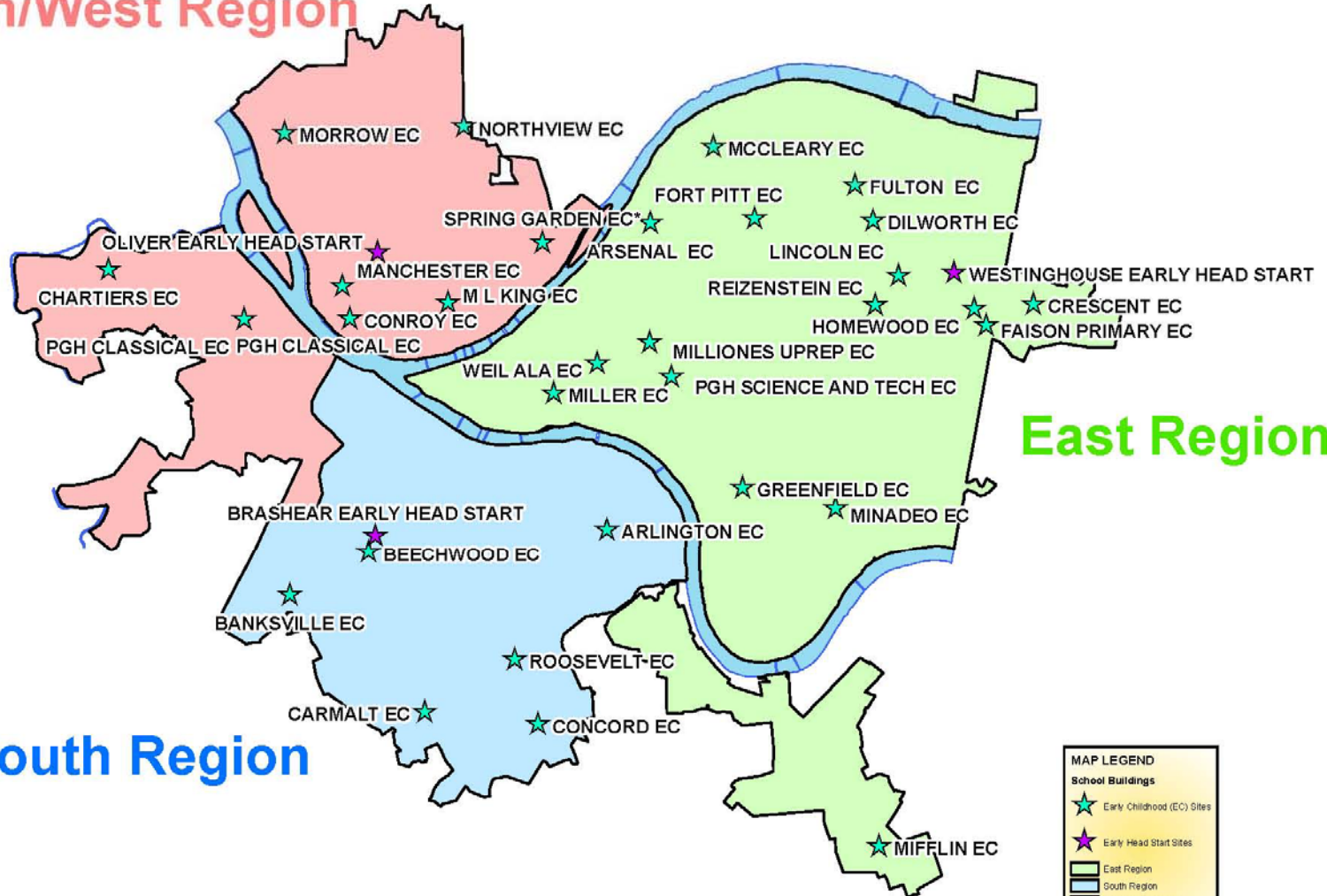
Early Childhood Funding

\$18,600,905



2011-2012 Pittsburgh Public School Early Childhood Locations and their Regions

North/West Region



NOTE: * Spring Garden Early Childhood also includes kindergarten students

Racial Information

2009-10

1,313 African American students
(65%)

444 White students (22%)

142 Multi-Race students (7%)

10 Hispanic students (.5%)

111 Other students (5.5%)

2010-11

1,515 African American students
(75%)

263 White students (13%)

141 Multi-Race students (7%)

40 Hispanic students (2%)

61 Other students (3%)

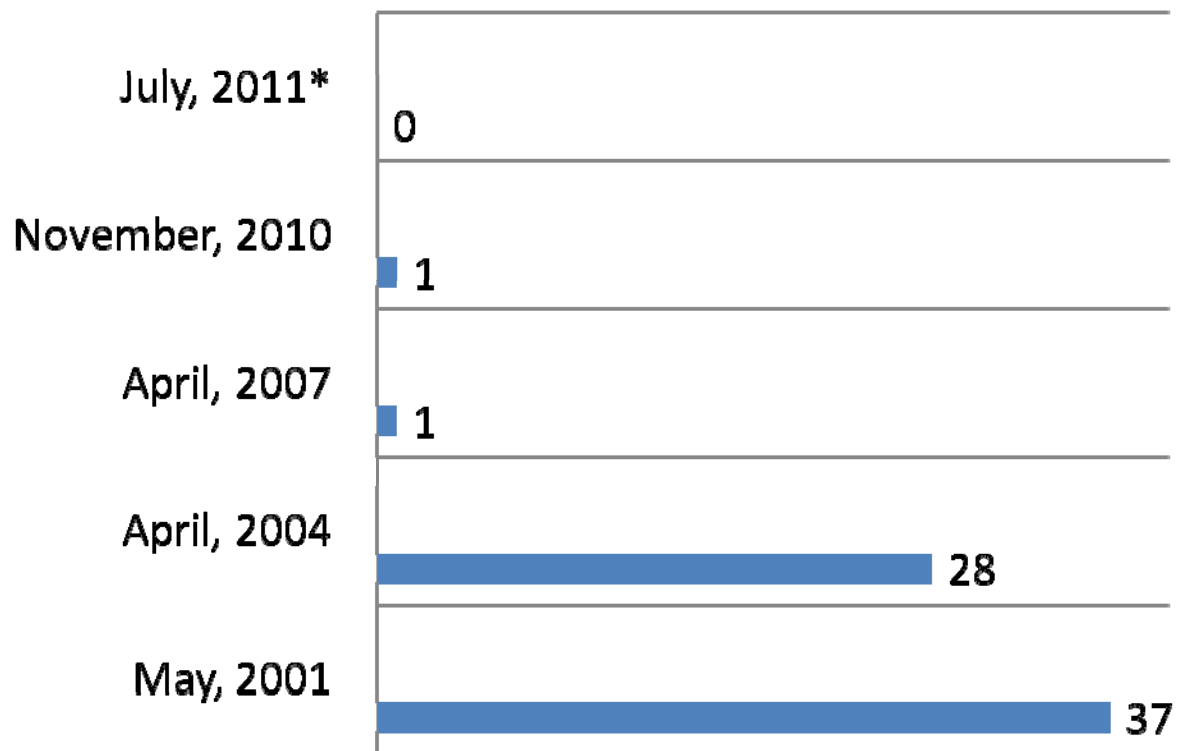
Early Intervention (EI)

- Early Intervention is funded separately from Early Childhood funds, but the children are served in the same environment
- 1,600 EI children are served yearly
- Children have been served in over 200 community early care and education settings as well as PPS EC classrooms
- On average, 95% of these children were served inclusively; 51% of EI children are served inclusively in PPS EC classrooms
- EI received a 96% on most recent audit (May, 2011)

39% no longer need special education services in Kindergarten

Head Start Reviews

Findings Requiring Corrective Action

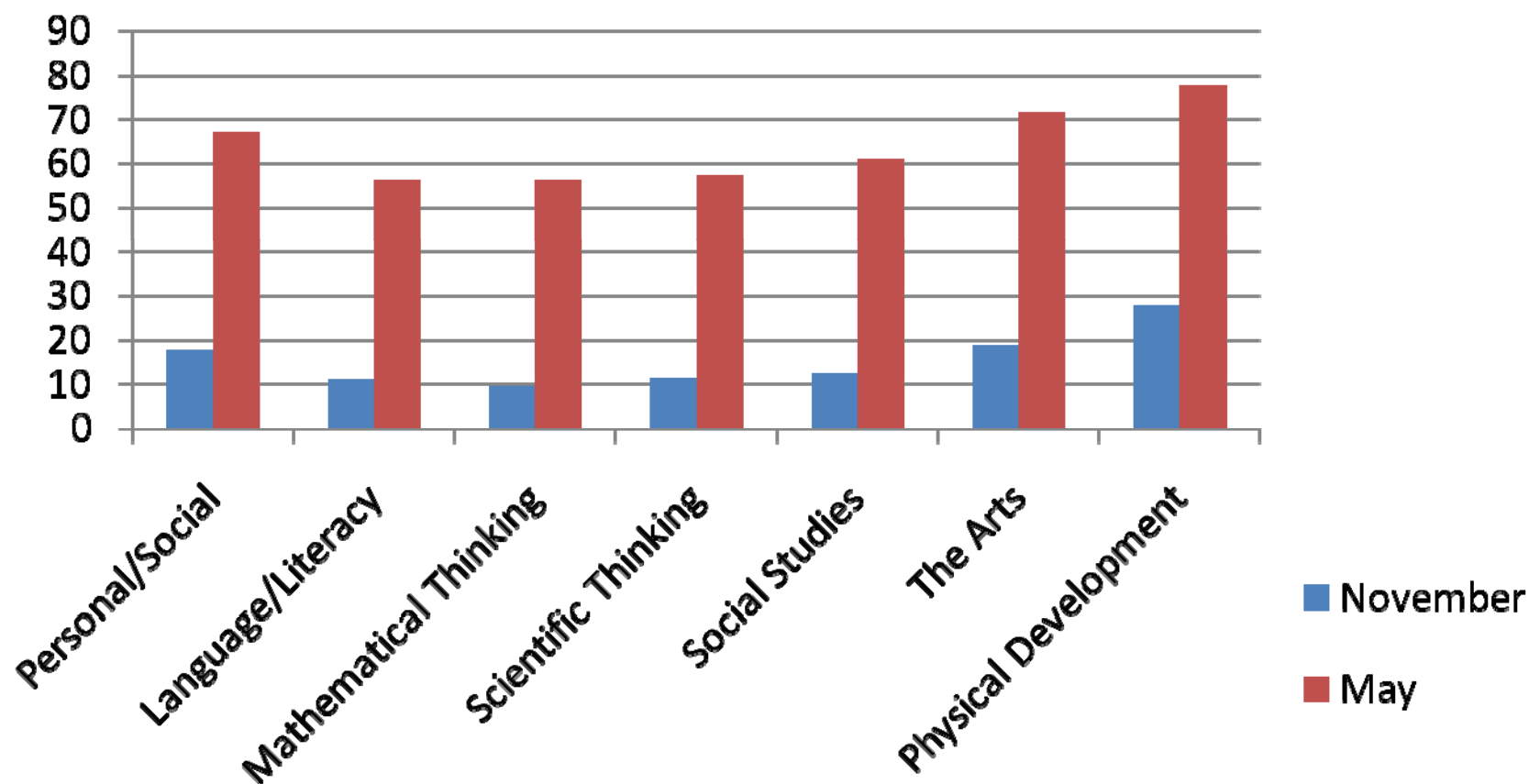


* Early Head Start

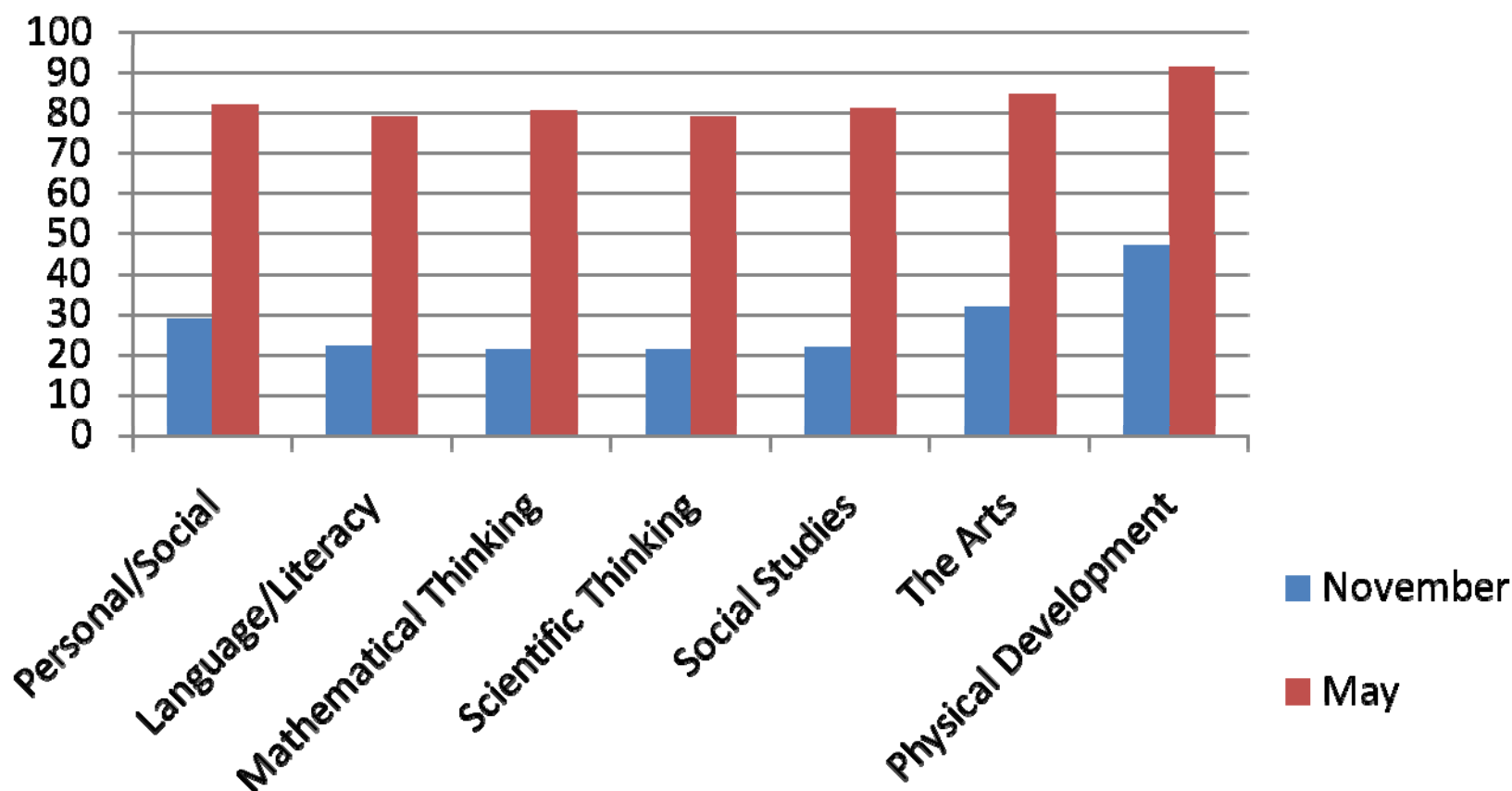
Work Sampling is...

- Work Sampling System is the assessment required by the State (Office of Child Development and Early Learning).
- Examples of performance indicators for 4 year olds:
 - Interacts easily with one or more children
 - Comprehends and responds to stories read aloud
 - Sorts objects into subgroups that vary by one or two attributes

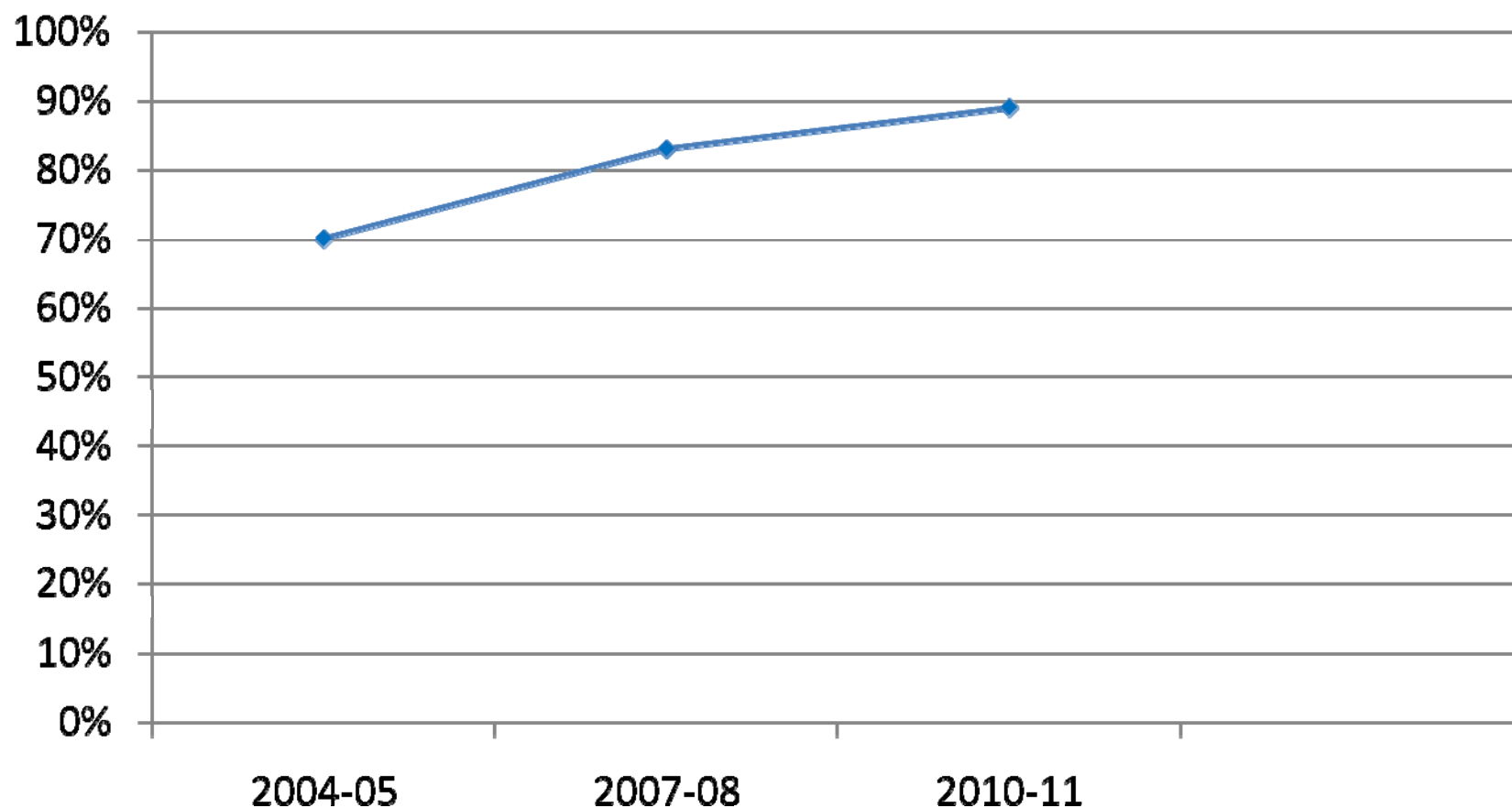
Work Sampling System Proficiency for 3 year olds 2010-11



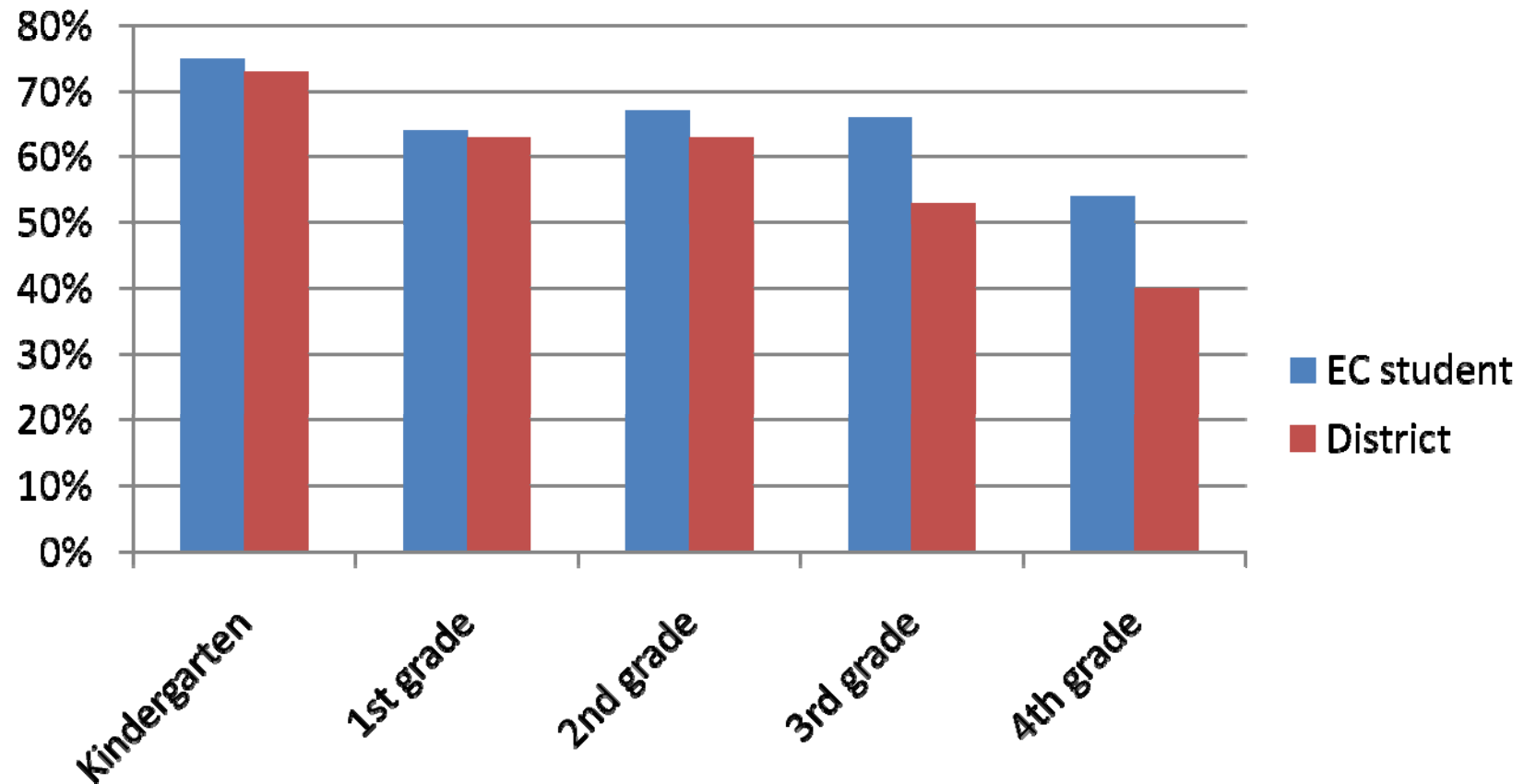
Work Sampling System Proficiency for 4 year olds 2010-11



Early Childhood Students Stay in PPS



Dynamic Indicators of Basic Early Literacy Skills DIBELS



Westat Research findings

- Westat is a research corporation commissioned in 2009 to do an exploratory analysis of the effectiveness of the PPS Early Childhood Program.
- Westat studied the differences in reading and mathematical skills of children that participated in PPS Early Childhood Program vs. those children that who had unknown Pre-Kindergarten arrangements.

Westat's Research Questions

- To what extent does the District's Pre-Kindergarten program impact student outcomes in Kindergarten and First Grade?
- To what extent does the District's Pre-Kindergarten program impact student outcomes in Kindergarten and First Grade for African American students?
- To what extent does the District's Pre-Kindergarten program impact student outcomes in Kindergarten and First Grade for Economically Disadvantaged students?

Results for African American Students

- African American Kindergartners who attended the District's Pre-K program had:
 - significantly higher reading outcomes than African American Kindergartners who had an unknown Pre-Kindergarten arrangement.
 - significantly higher reading and math outcomes than African American First Graders who had an unknown Pre-K arrangement.

Results for Economically Disadvantaged Students

- Economically disadvantaged Kindergartners who attended the District's pre-K program had:
 - significantly higher reading outcomes than economically disadvantaged Kindergartners who had an unknown Pre-K arrangement.
 - significantly higher reading and math outcomes than economically disadvantaged First Graders who had an unknown Pre-K arrangement.

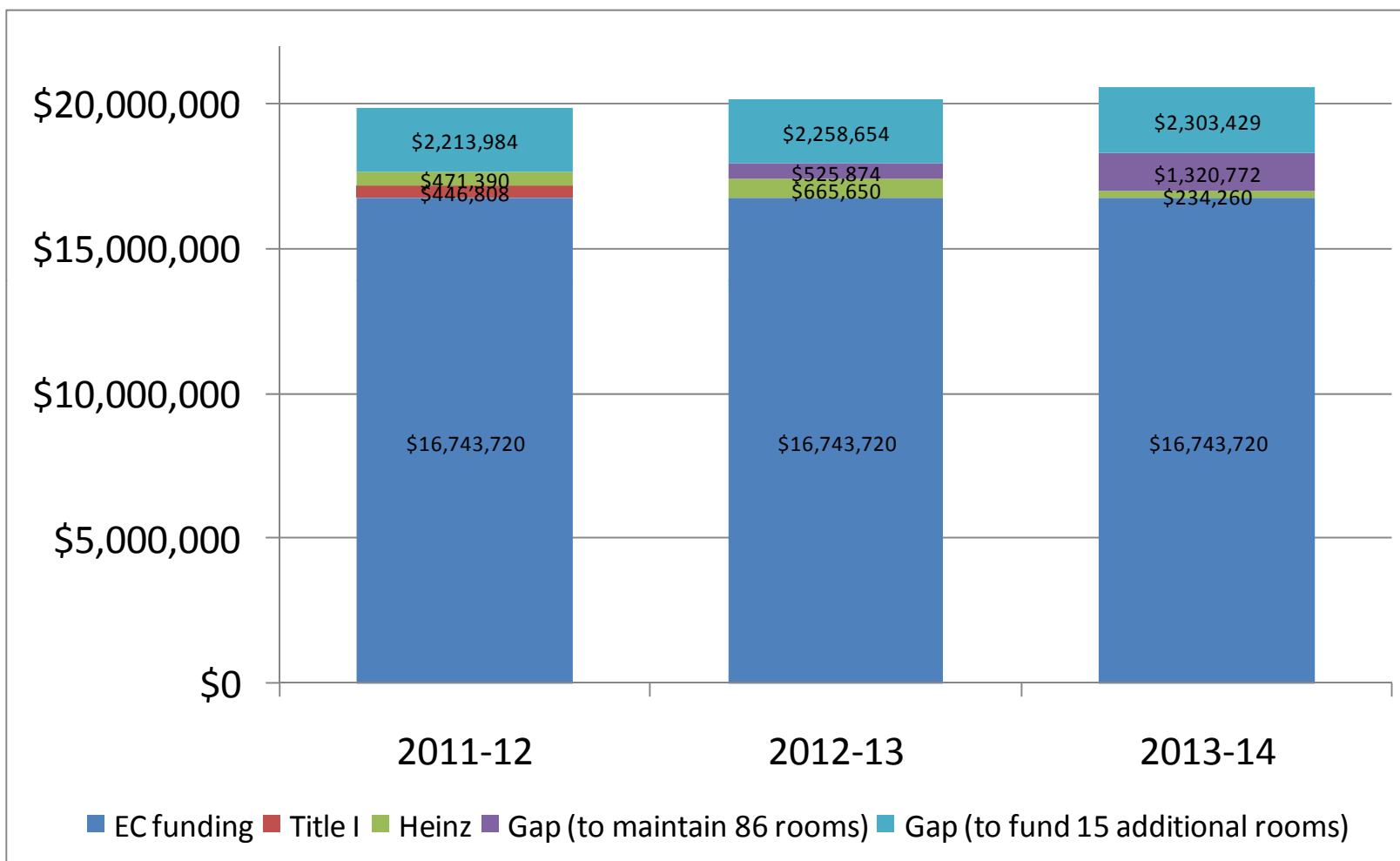
Overall Results of the Westat Study

- Overall, students who attended the District's Pre-K program had:
 - significantly higher reading outcomes than PPS Kindergartners who had an unknown Pre-K arrangement.
 - significantly higher reading and math outcomes than First Graders who had an unknown Pre-K arrangement.

The EC Program is Successful Because:

- Research based curriculum and assessment
- Coordinated teacher evaluation system with District (RISE)
- Targeted professional development
- Smooth alignment and transition into kindergarten
- High level of parental engagement
- Support from Principals, District Administration, School Board and District Departments
- Tremendous support from local foundations and community partners.

Funding Forecast



Future Plans for Sustainability

- Investigate a fee for service for “over-income” students (over 300% of the federal poverty level)
 - Reasonable cost for preschool program
 - Supplement with Accountability Block Grant
 - Estimated Revenue: \$600,000



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