

# Presentation to the Interim Education Committee

Update

March 22, 2018

Siri Smillie, Education Advisor, Governor Bullock



Increasing access to high quality preschool for 4 and 5 year old children in Montana

# STARS Preschool Programs

## Public

- Alberton Elementary
- Cherry Valley STARS Preschool Program, Polson
- Eastgate Elementary, East Helena
- Hawthorne Elementary, Helena
- Lockwood School District
- Lolo Public Schools
- Marion Elementary
- Ronan School District
- W.F. Morrison Elementary, Troy MT.

## Private

- ABC Academy, Helena
- Beartooth Children Center, Red Lodge
- Discovery Place, Bozeman
- Early Childhood Center, Flathead Valley Community College, Kalispell
- Kountry Kare, Shepard
- Small Wonders, Lewistown
- Stepping Stones, Dillon

## Head Start

- Explorers Academy, Billings



# Budget by program type for FY 2018

Program Type	Public School	Private	Head Start
FY18 allocations	\$1,348,366	\$817,792	\$215,591

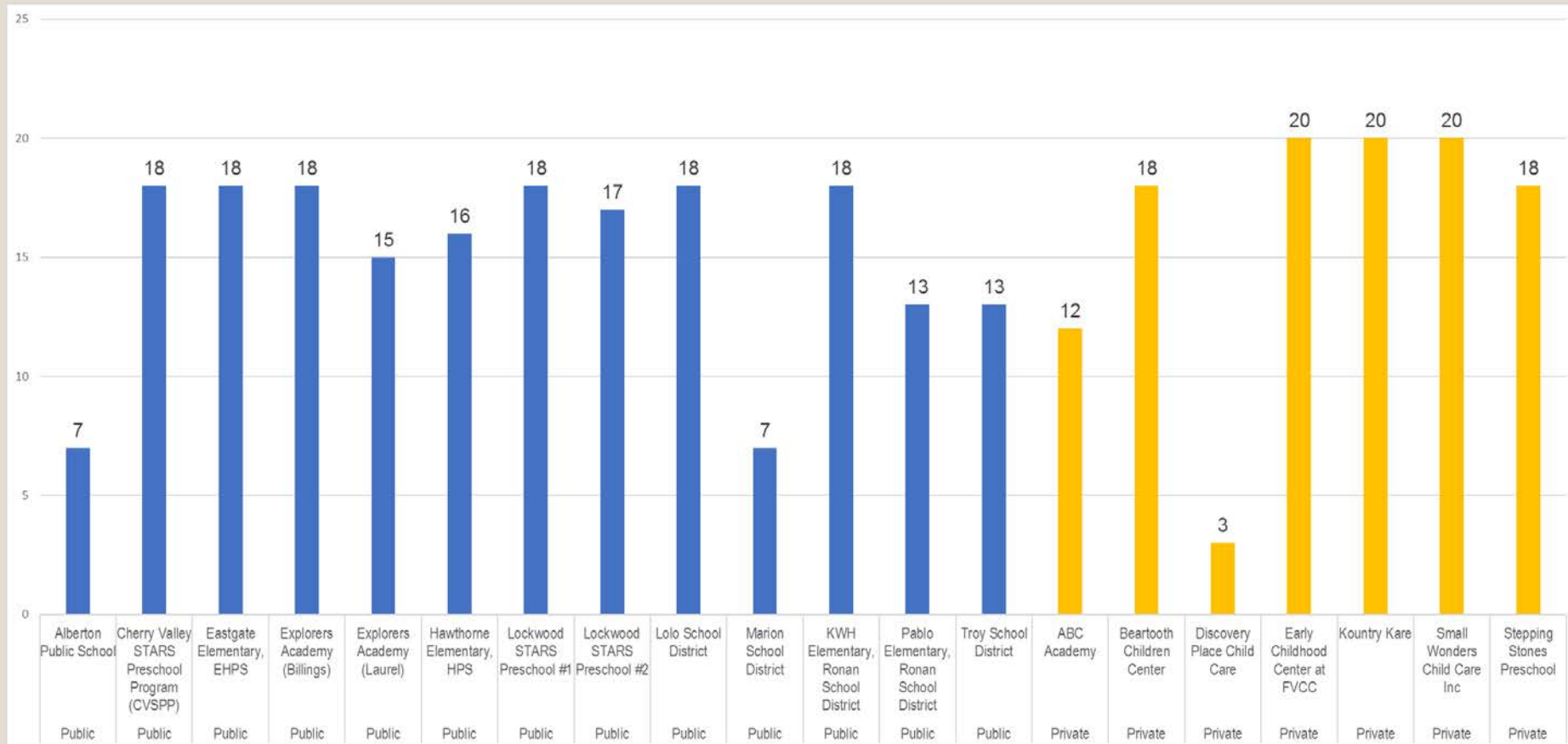
# Rural/Urban

	Class AA	Class A	Class B
Public	5	2	2
Private	3	3	2
Head Start	1	1	0

\*School District Size (based on High School enrollment). Class AA: 779+, Class A 307-778, Class B: 108-306, Class C: 1-107

# Enrollment – End of 2<sup>nd</sup> Quarter

Total Enrollment Program Wide = 307  
 Average Class Size Program Wide = 15



Public Enrollment = 196

Private Enrollment = 111

# A new classroom was added in Laurel

- This classroom is a second classroom through the Billings Head Start program
- Started January 15, 2018
- Added 15 new children



# Student Demographic Data continued

Ethnicity	
American Indian or Alaskan Native	11%
Asian	0%
Black	0%
Hispanic/Latino	4%
White	79%
Two or More Races	5%
Total	100%

# Student Demographic Data

Based on voluntary survey data, 83% participated in the survey

Household Size	
3 or Less	20%
4-6	73%
7 or More	7%
Total	100%

Family Income	
Less than \$10,000	9%
\$11,000 - \$30,000	19%
\$31,000- \$50,000	18%
\$51,000 - \$70,000	25%
Over \$71,000	29%
Total	100%



## Q2 Enrollment – Students With High Needs Identified Program by Program Type

---

62% of Students in the Program are High Needs Identified

Program Type	Enrollment Count at End of Q2	Count of High Needs Students	% of Students High Needs Identified
Private	111	49	44%
Public	196	140	71%
<b>Grand Total</b>	<b>307</b>	<b>189</b>	<b>62%</b>

26% of Students Identified With High Needs in Multiple Areas

Program Type	Student Enrollment Count	Count of Students w/High Needs Identified in Multiple Areas	% of Students w/High Needs Identified in Multiple Areas
Private Total	111	21	19%
Public Total	196	59	30%
<b>Grand Total</b>	<b>307</b>	<b>80</b>	<b>26%</b>

# Evaluation

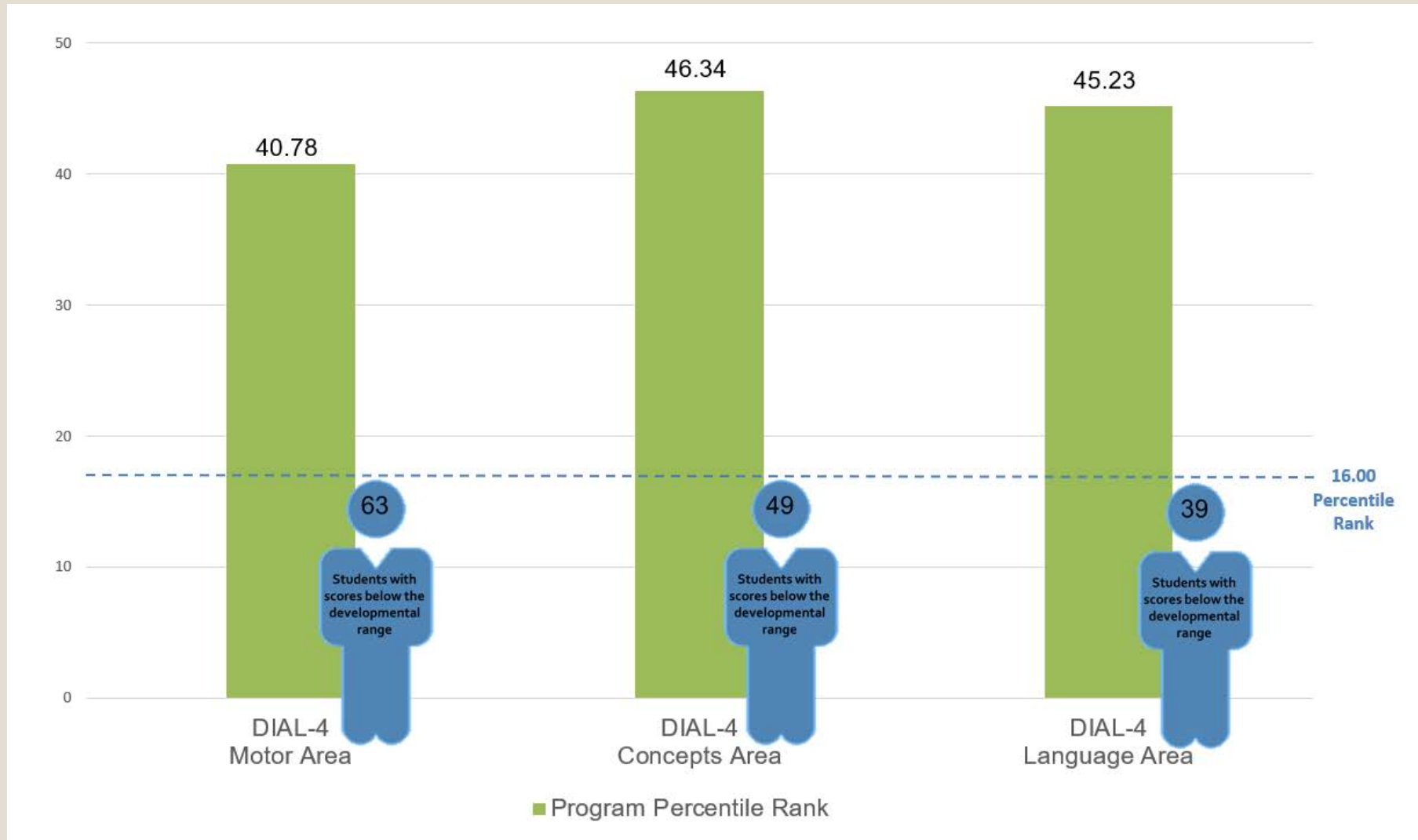
*Does preschool have an impact on school readiness in kindergarten and student success later in life?*

- State level data
- Program level data
- Budget data
- Demographic data
- Environmental classroom data
- Child level data
- Qualitative and Quantitative analysis

# School readiness- child assessment

- **The Developmental Indicators for the Assessment of Learning (DIAL)**
  - Motor
  - Concepts
  - Language
- **Ages and Stages Questionnaire- Social Emotional, 2<sup>nd</sup> ed. (ASQ-SE2)**
  - Screening tool about children's social-emotional development, and provides information related to self regulation, communication, autonomy, compliance, adaptive functioning, affect, and interaction with people
  - Parents complete the ASQ-SE2

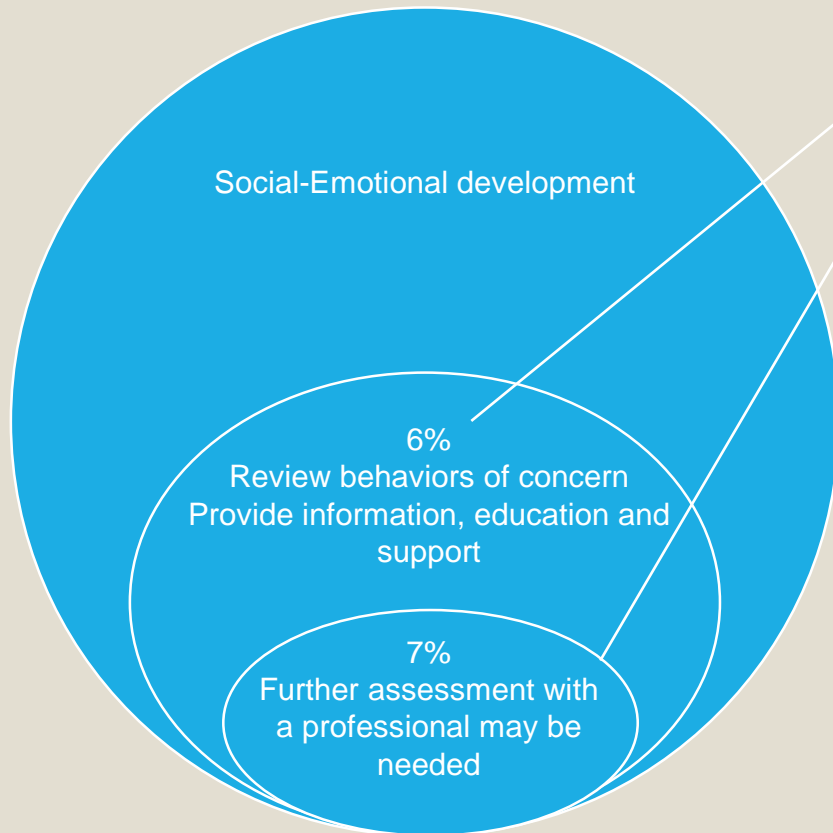
# Baseline percentile rank: DIAL-4



# Ages & Stages Questionnaires®: Social - Emotional Second Edition (ASQ:SE-2™)

---

## ASQ:SE-2 Baseline Data 92% of Students Evaluated



### Potential Follow-up Actions

- Refer to/for
  - To early intervention/early childhood special education
  - For social-emotional, behavioral, or mental health evaluation
- Provide
  - Activities and plan to rescreen at a later date
  - Parent education materials
  - Information about available parenting classes or support groups
- Inform teaching practices and classroom strategies
- Onsite support staff are working with classrooms
- Share results with primary care provider
- continue monitoring or evaluations, parent conferences, etc.

# Environment/Classroom Assessments

- State of Montana Department of Health and Human Services Health and Safety Inspections
  - Year one- initial inspection, suggestions for improvements
  - Year two- 2 follow up inspections will occur in Fall and Spring
- Early Childhood Environmental Rating Scale- Revised (ECERS-R)<sup>TM</sup>
  - Baseline data collected in the Fall
  - Another assessment in the Spring

# Next steps:

- Continue to gather additional information throughout and at the end of year 1
- Create comparison of baseline and end-of-year data to show growth over time future meetings
- Continue to provide networking and opportunities to share between programs
- Prepare for year 2 implementation, including potential tweaks as needed to improve outcomes
- Synthesize our learnings into recommendation for the Governor and the Legislature for ongoing investment in preschool

Questions?