



# MONTANA PRESCHOOL DEVELOPMENT GRANT

Tara Ferriter-Smith

Putting Montana Students First **A+**



# OVERVIEW

Montana Preschool  
Development Grant



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# GRANT AWARD

- MT was 1 of 18 States Awarded PDG Funding
- Began January 2015
- Subgrantees Met Criteria as a High Needs Community
- Collaboration with Governors Office, DPHHS, and OPI
- \$10 Million per year for four years
- One Additional No Cost Extension Year (2019-2020)
- Funding comes to an end for Schools and Head Start Programs June 2020

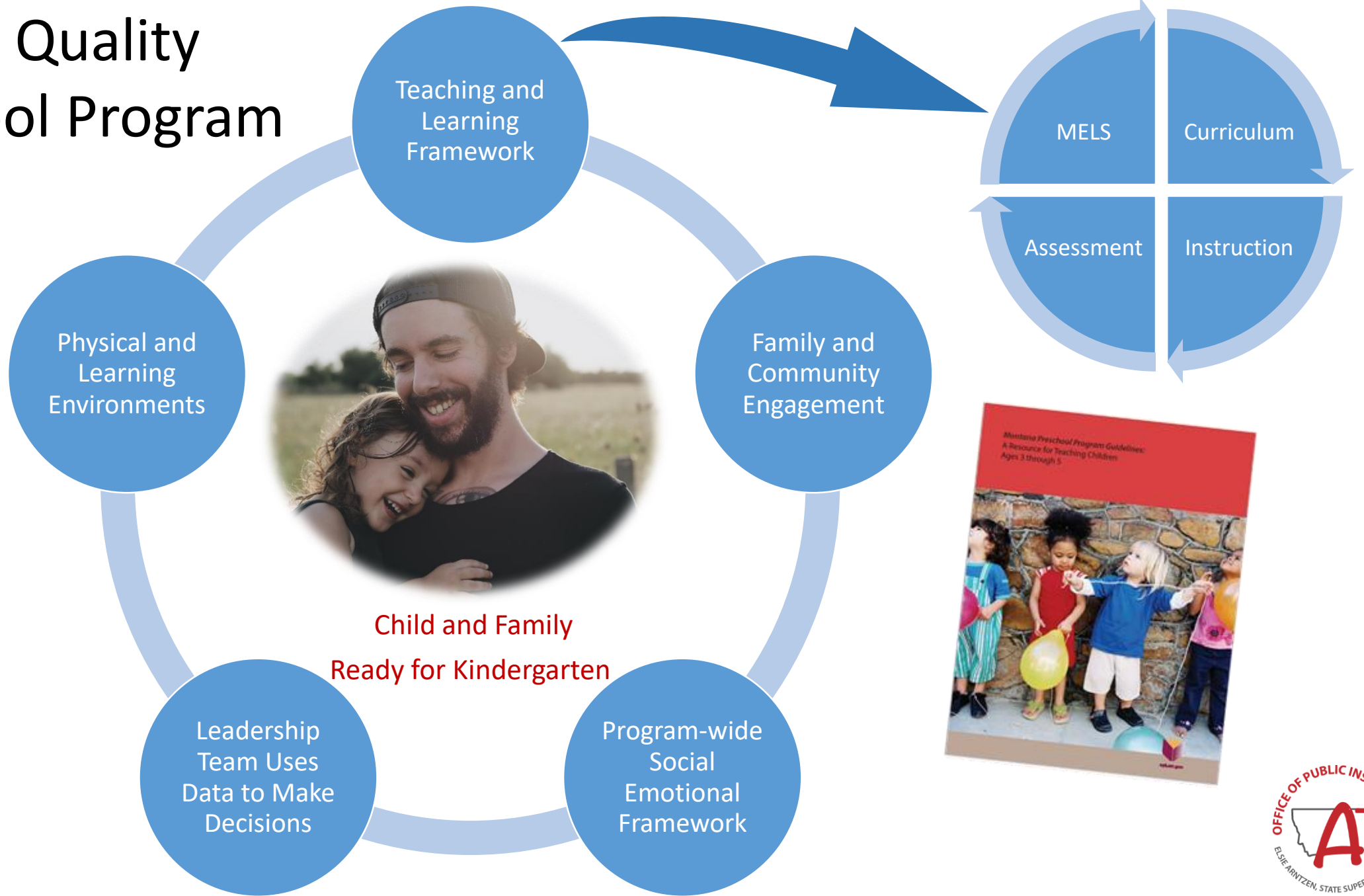


# GRANT REQUIREMENTS

- **Eligible Children-** 4 year old children from families whose incomes are at or below 200 percent of the federal poverty level
- **Full day Classrooms** equivalent to the full school year at the public elementary school (minimum of five hours per day and 900 hours per year)
- Classroom teacher must have a **bachelor's degree**
- **Instructional staff salaries** comparable to salaries of local K-12 staff
- **Family Engagement Coordinator-** minimum of a Bachelor's Degree in a Human Services field of study
- **Class Size Ratio** A class size of no more than 18 with, at a minimum, one teacher with a BA in Early Childhood (Head Start 20)
- Implement **Montana Preschool Program Standards**



# High Quality Preschool Program



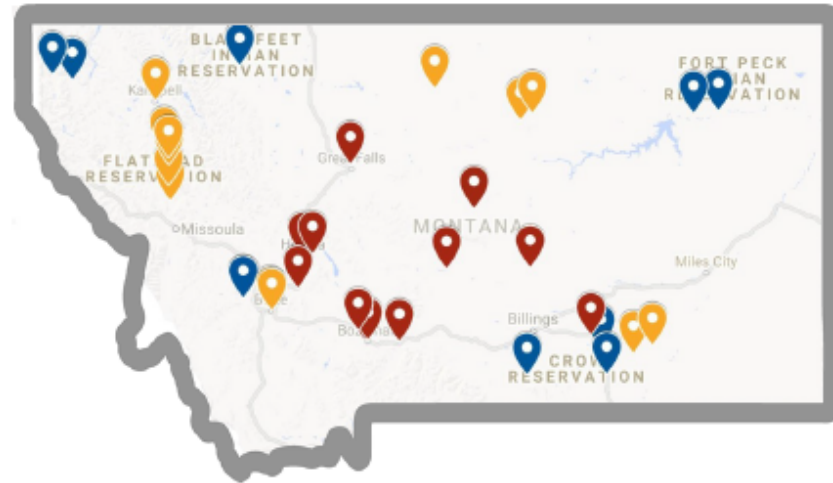
# 22 Subgrantees Serving Over 50 Communities Across Montana






# Montana Preschool Development Grant (MPDG)

In 2015, Montana was awarded \$10 million a year for up to four years to build and expand access to high-quality preschool programs in targeted communities.

MPDG provides funding to 22 sub-grantees located in high needs communities, including eight Indian Reservations across Montana. Grant funding is used to support 4 year old children from families whose incomes are at or below 200 percent of the federal poverty level.

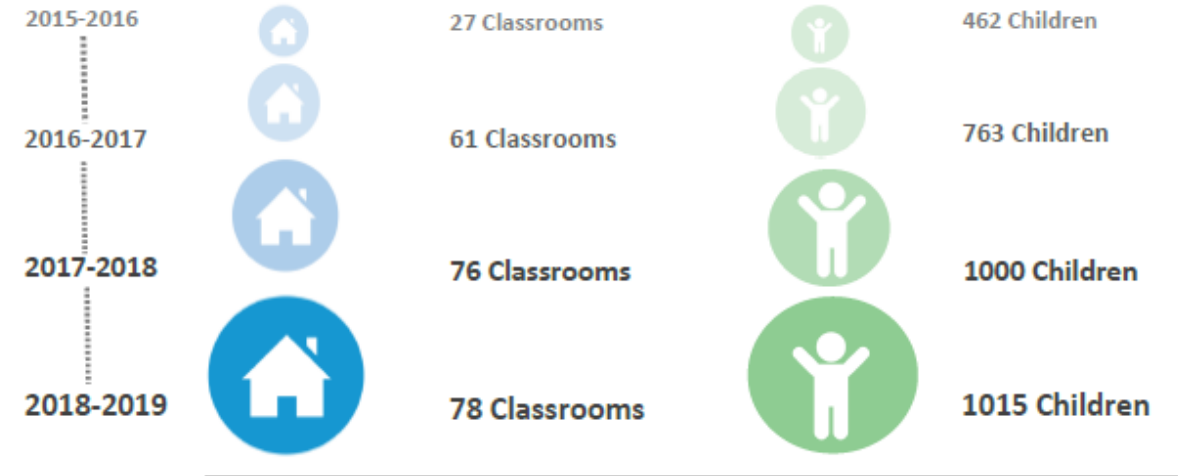


-  Cohort 1 Communities
-  Cohort 2 Communities
-  Cohort 3 Communities



## Grant Participants

- Anaconda Public Schools
- Central Montana Head Start
- Bozeman Public Schools
- Great Falls Public Schools
- Hardin Public Schools
- HRDC Bozeman Head Start
- Libby Public Schools
- RMDC Head Start
- Anaconda-Deer Lodge Head Start
- Blackfeet Early Childhood Center
- Browning Public Schools
- Crow Tribe Head Start
- Fort Peck Head Start
- Kootenai Valley Head Start
- Butte Public Schools
- CSKT Early Childhood Center
- Fort Belknap Head Start
- HRDC Butte Head Start
- Helena Public School
- Kalispell Public Schools
- Northern Cheyenne Head Start
- Rocky Boy Head Start
- Rocky Boy Public Schools

### MPDG Goal: Increase # of Income Eligible 4 Year Old Children in High-Quality Classrooms



**MPDG Total 242 Classrooms 3240 Children**

For more information  

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Central Montana Head Start  
Bozeman Public Schools  
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Hardin Public Schools  
HRDC Bozeman Head Start  
Libby Public Schools  
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Northern Cheyenne Head Start  
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Rocky Boy Public Schools

Cohort 1  
2015-2016

Cohort 2  
2015-2016

Cohort 3  
2016-2017





# LIBBY VIDEO

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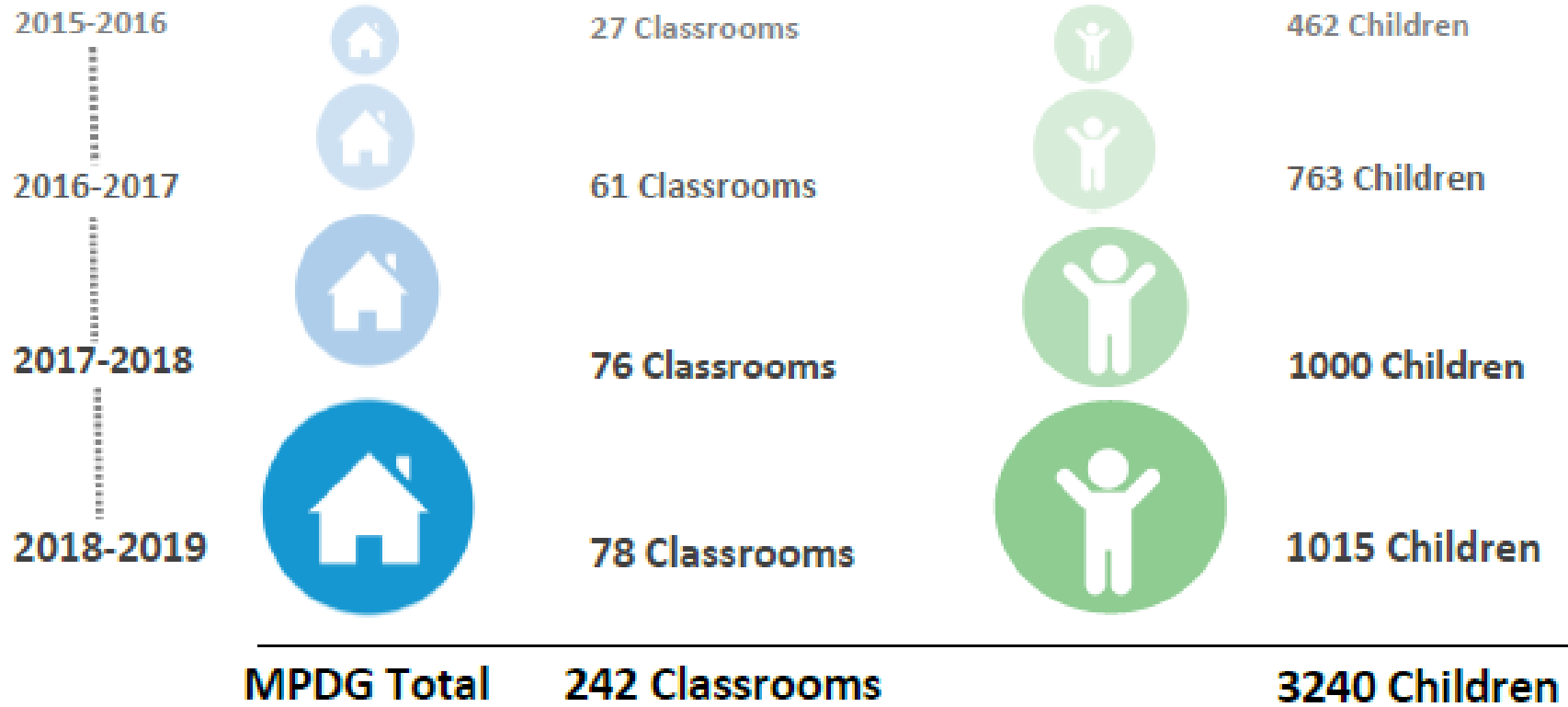
# OUTCOMES

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Development Grant



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**MPDG Goal: Increase # of Income Eligible 4 Year Old Children in High-Quality Classrooms**



**OUTCOMES:  
INCREASE IN NUMBER OF  
CHILDREN SERVED**

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# OUTCOME: WORKFORCE DEVELOPMENT

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# FOCUS ON PROFESSIONAL LEARNING FOR ALL STAFF

- Leadership
- Educators
- Paraprofessionals
- Family Engagement Coordinators
- Instructional Coaches

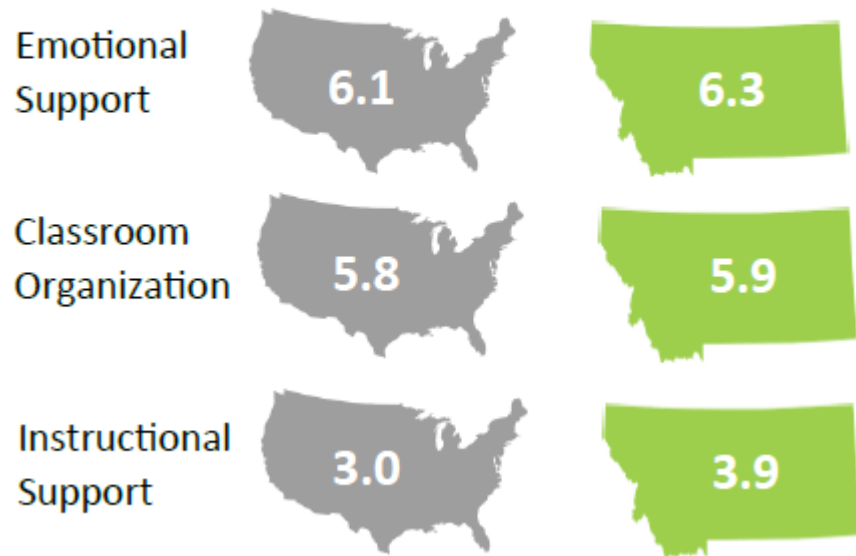
# VARIETY OF LEARNING

- Summer Institute
- Annual Leadership Team Meetings
- Financial Assistance
- Targeted School and Program Training
- Regional Trainings
- On-site Support
  - State Grant Personnel
  - Instructional Consultants
  - Program Instructional Coaches



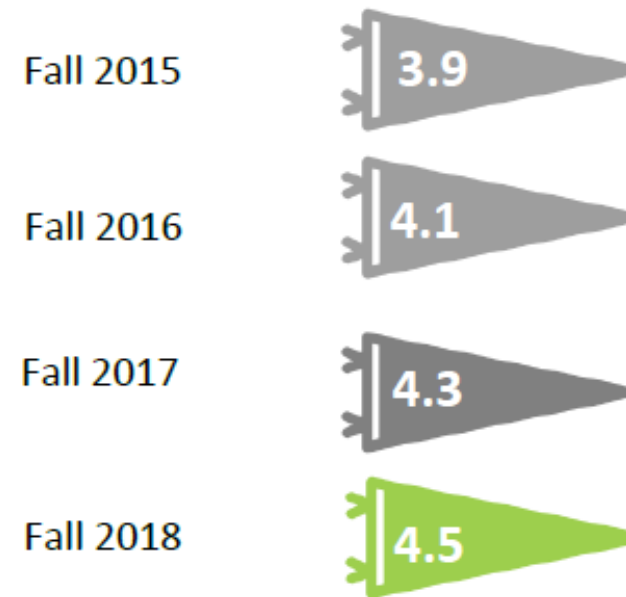
# VARIED PROFESSIONAL LEARNING INCREASED TEACHER SKILLS

**Classroom Assessment Scoring System (CLASS)**  
Average Observation Scores Fall 2018



Measure of Quality of  
Teacher-Child Interactions

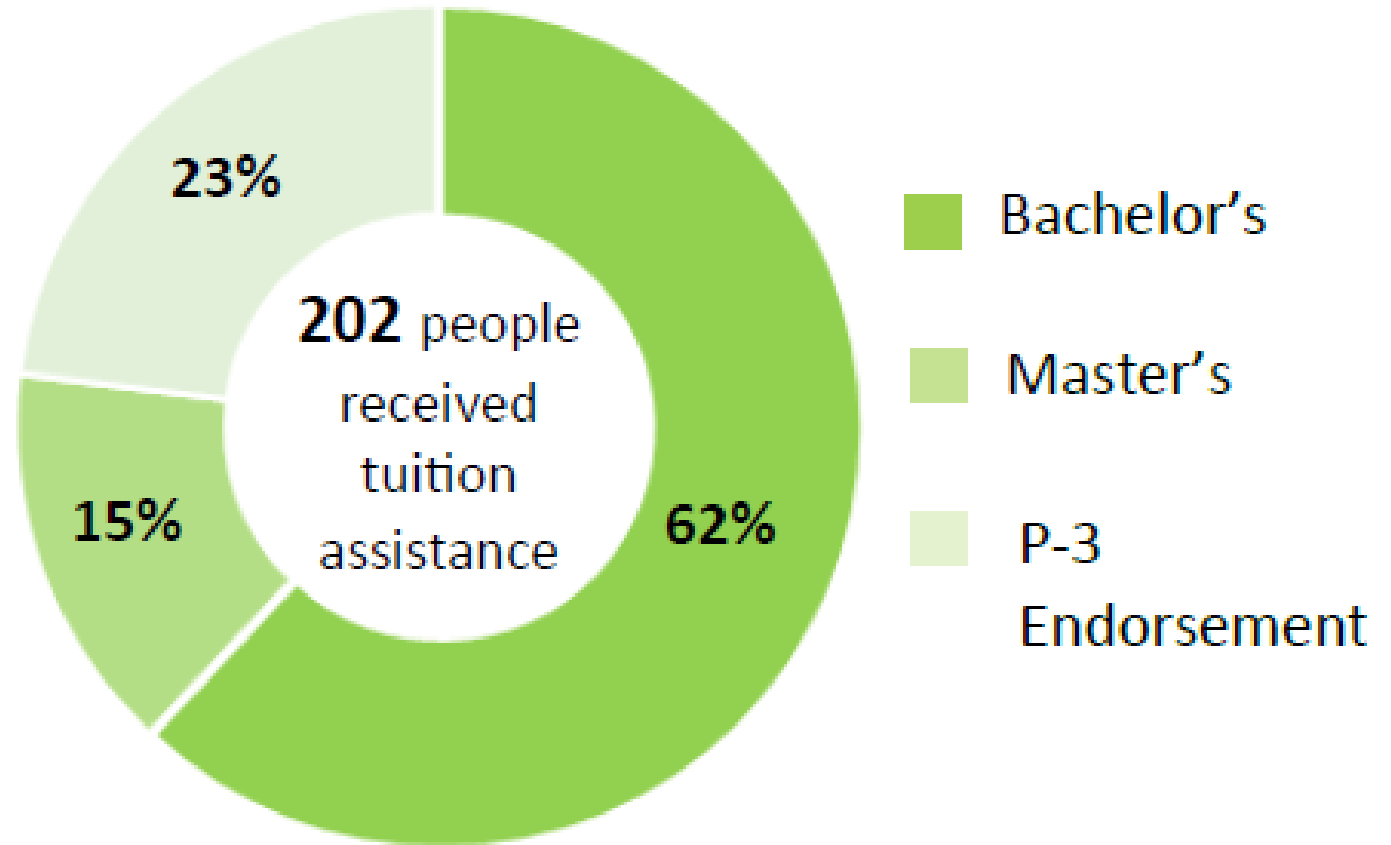
**Early Childhood Environmental Rating Score (ECERS)**  
Average Observation Score



Measure of Quality of  
Environments

# Financial Assistance Targeted to People in High Needs Grant Communities

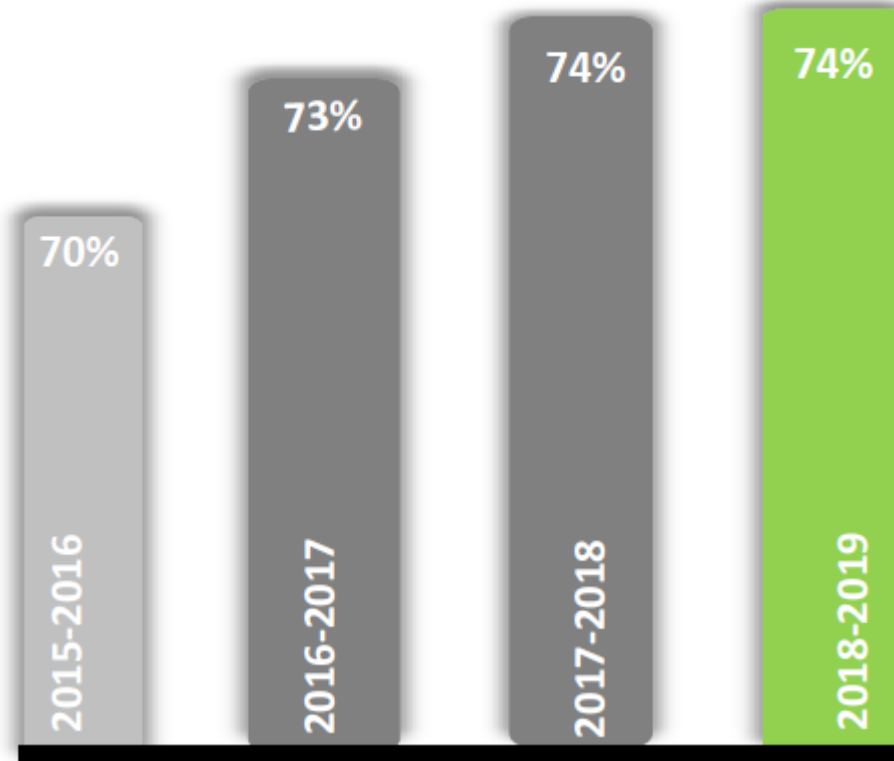
## Professional Development



Spring 2019: 106 Teachers Licensed and Endorsed to Teach Pre-K in MT



## % of Children Ready for Kindergarten by Year



OUTCOMES: INCREASE IN  
KINDERGARTEN  
READINESS

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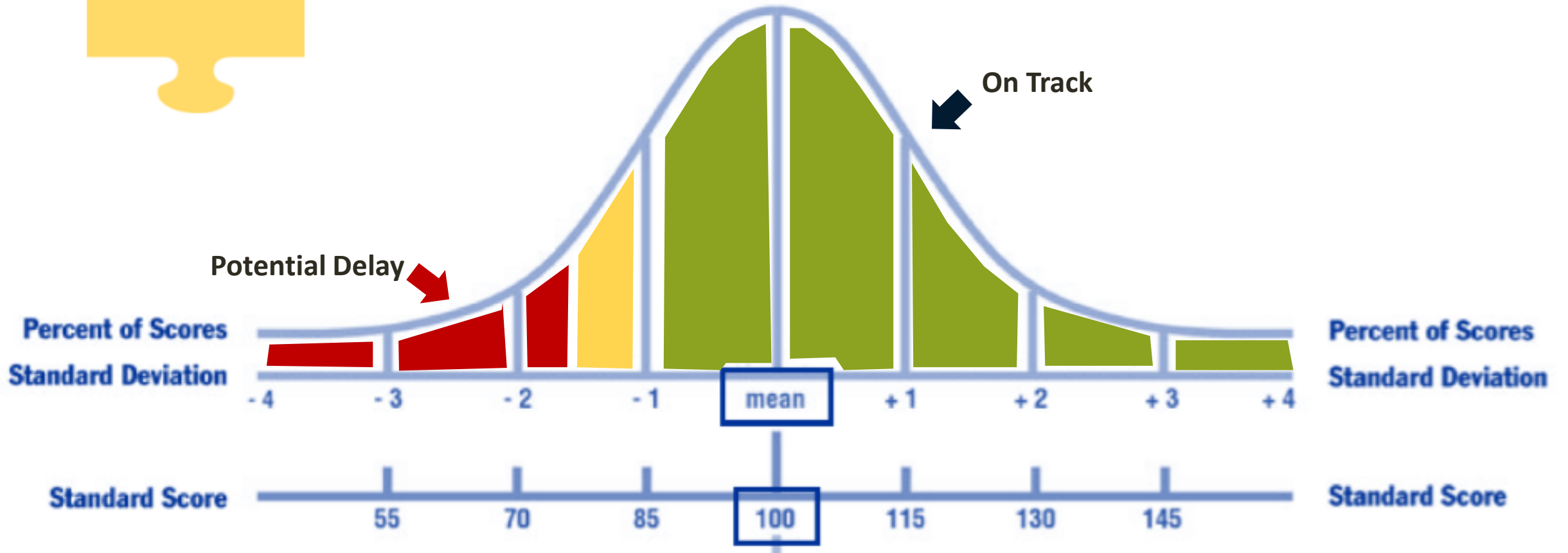
Cohort 1  
2015-2016

Cohort 2  
2015-2016

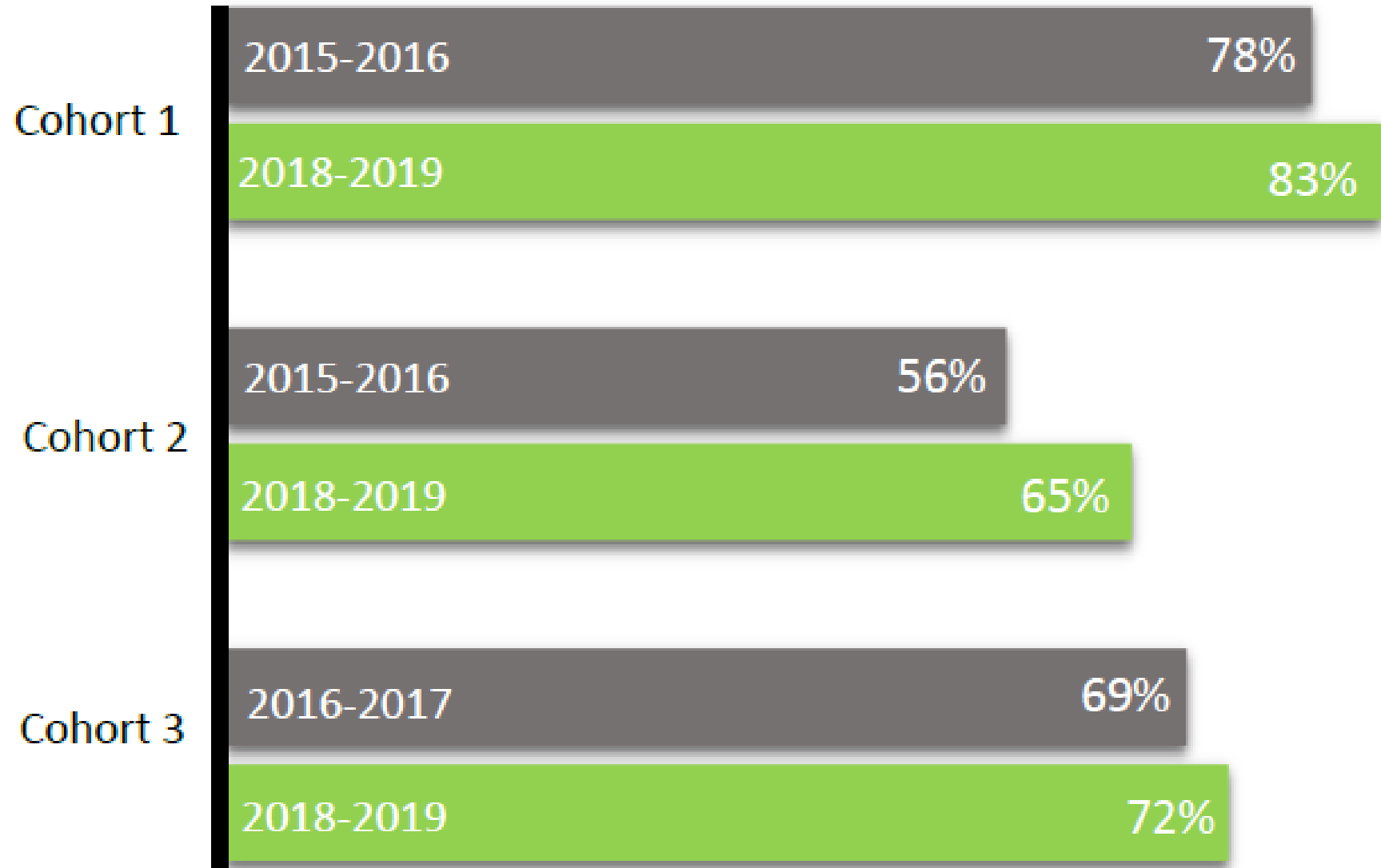
Cohort 3  
2015-2016



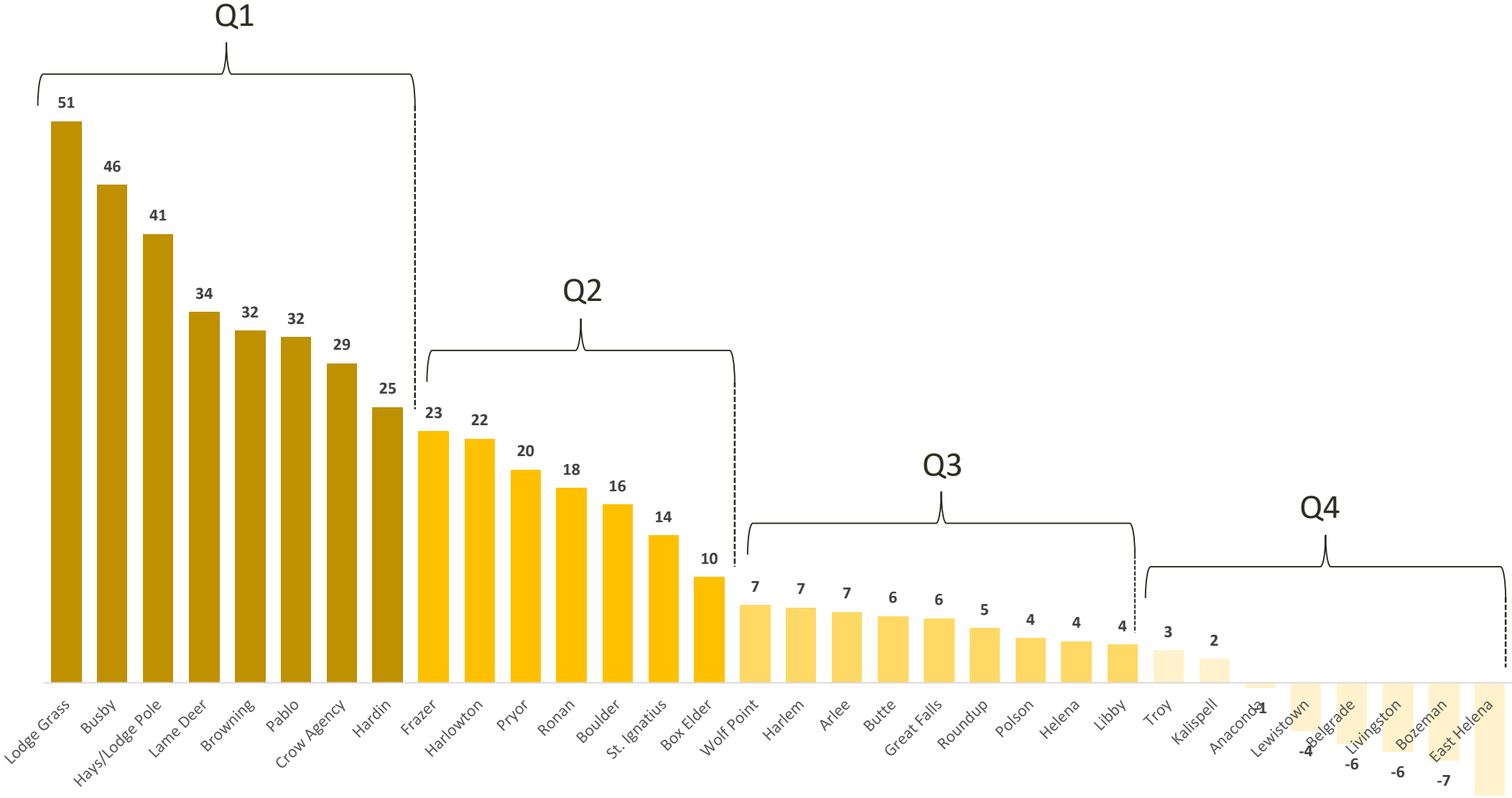
# Normal Curve



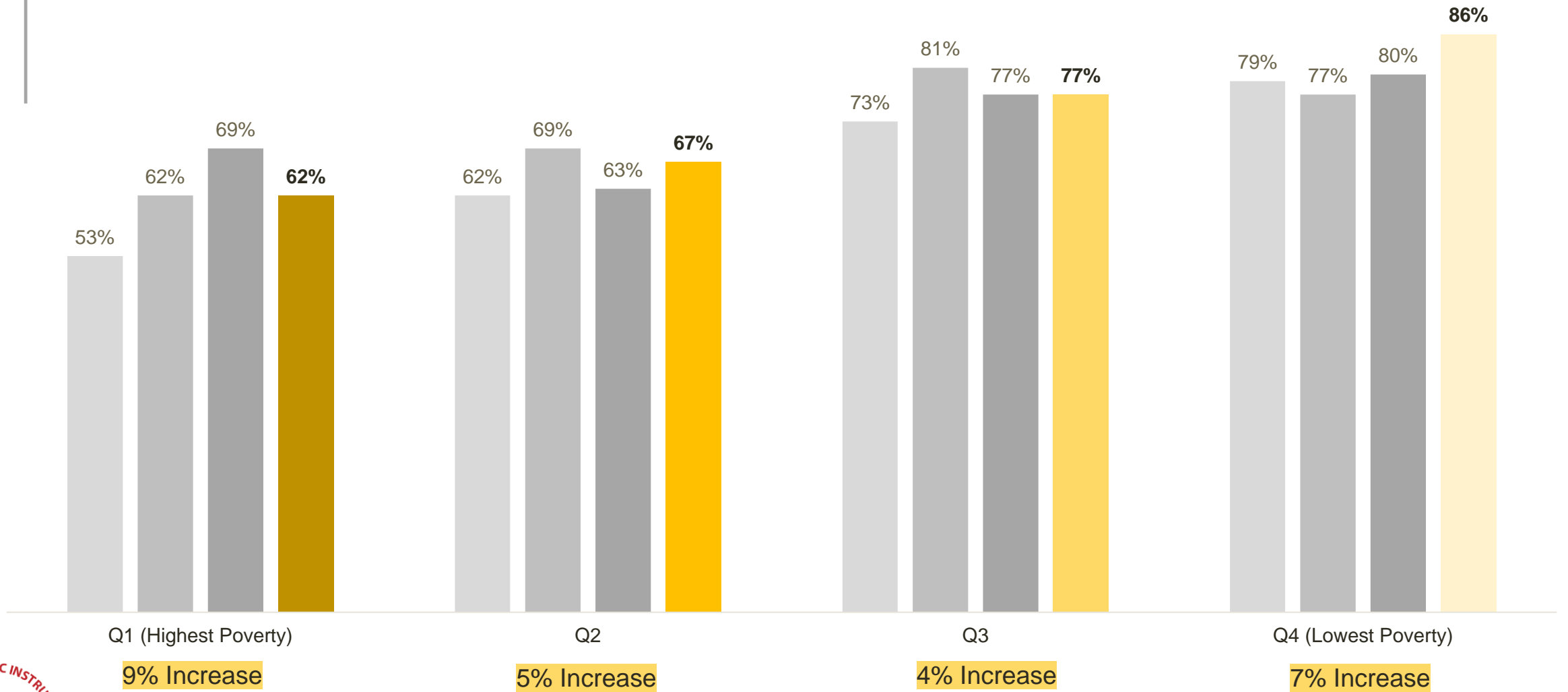
# % of Children Ready for Kindergarten by Cohort



# Percentage Points Above MT Family Poverty Rate (2015)



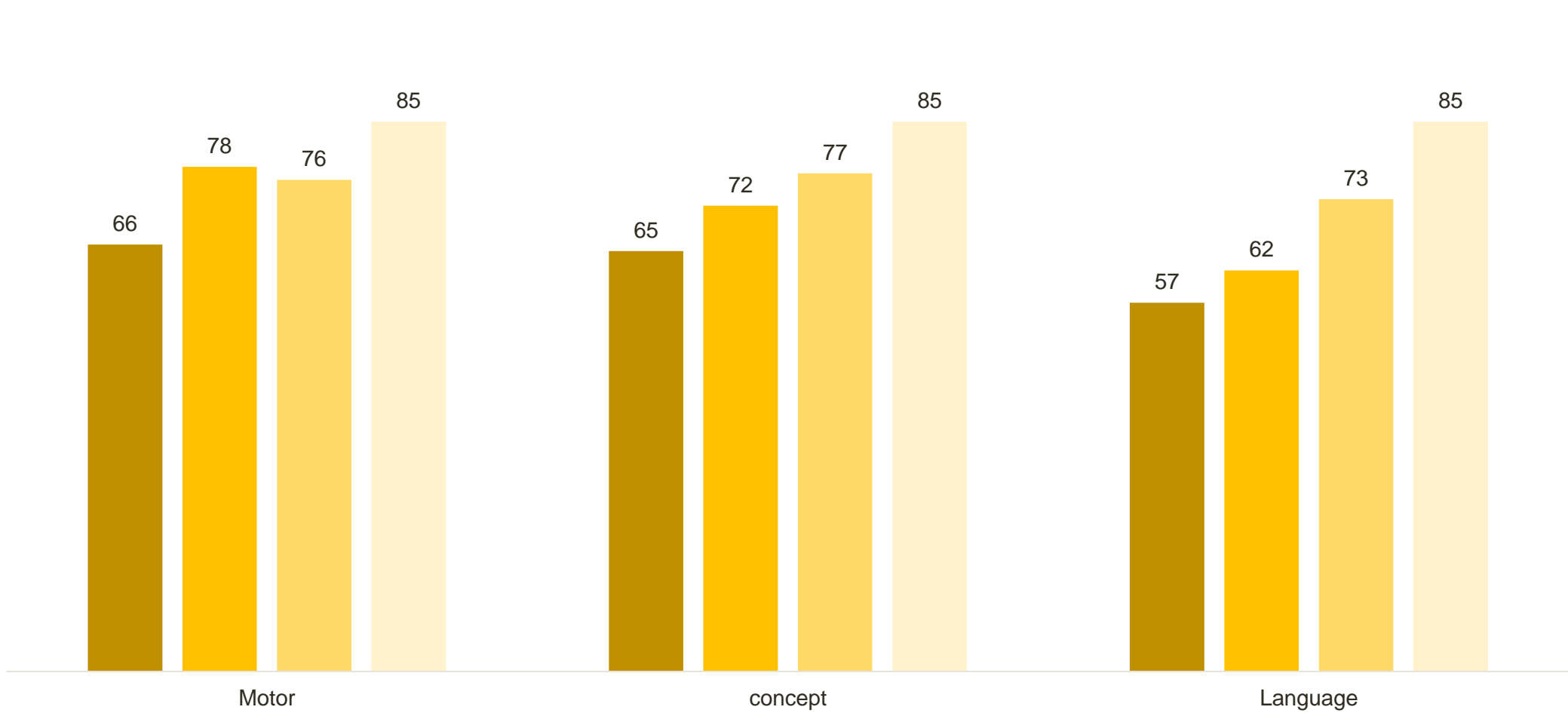
## Eligible 4 Year Olds on Track in each Poverty Quartile



■ 2016 ■ 2017 ■ 2018 ■ 2019

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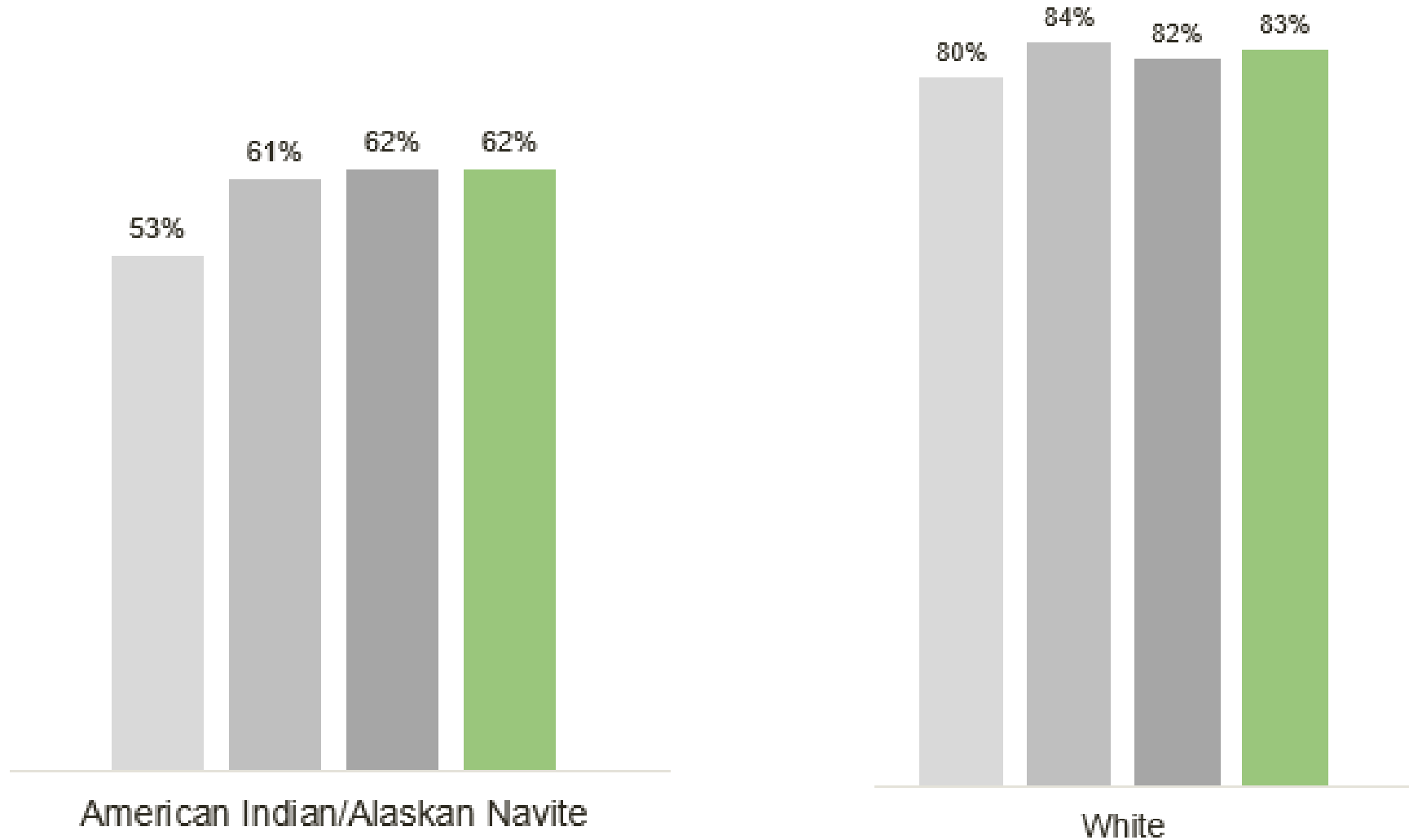
# Percent of Kindergarten Children on Track in Each DIAL Domain by Poverty Quartile



■ Q1 2019   ■ Q2 2019   ■ Q3 2019   ■ Q4 2019

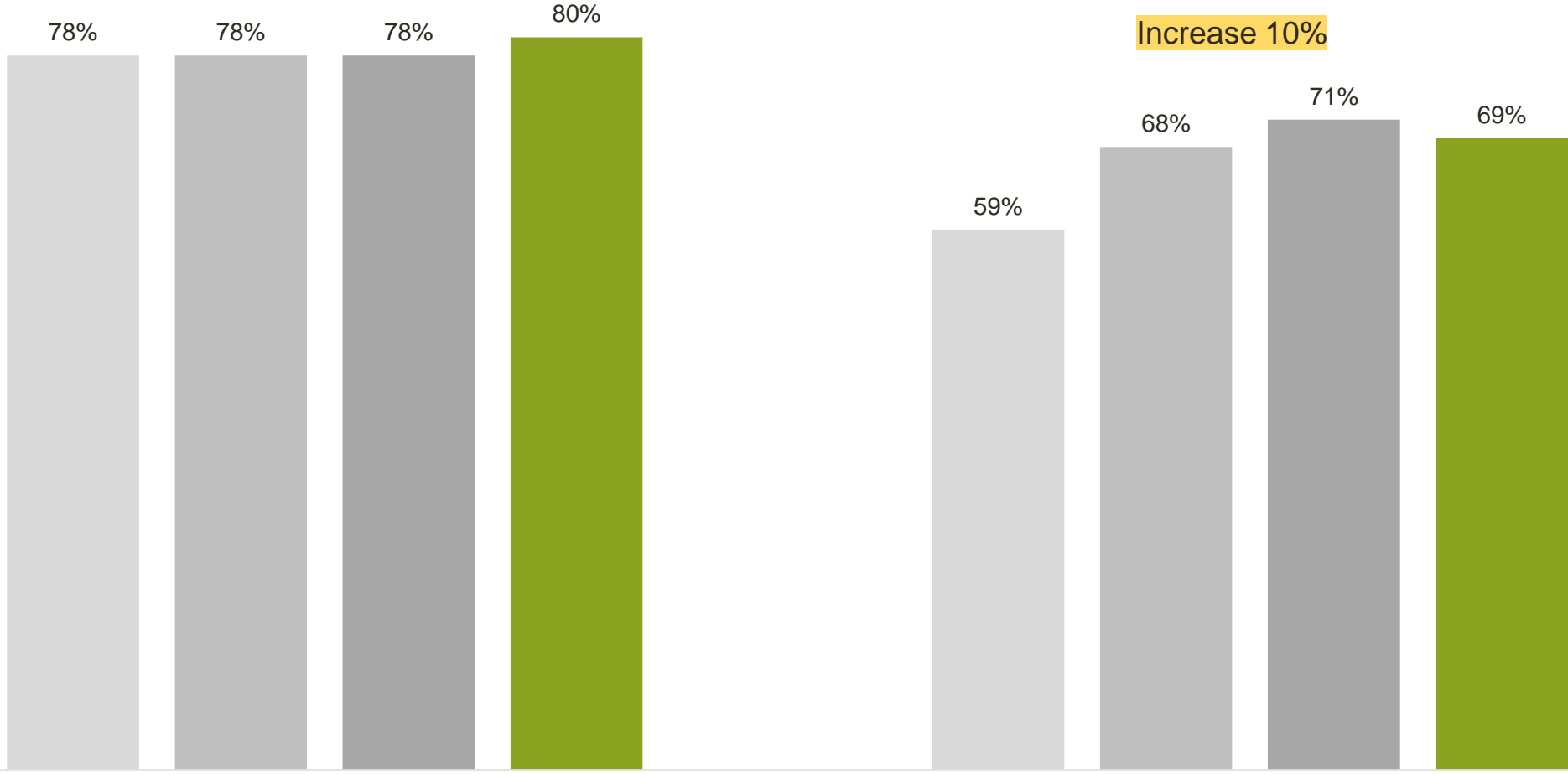


## Eligible 4-Year Old Children On Track by Race





# Eligible 4-Year Old Children on Track by Gender



Increase 10%

Female

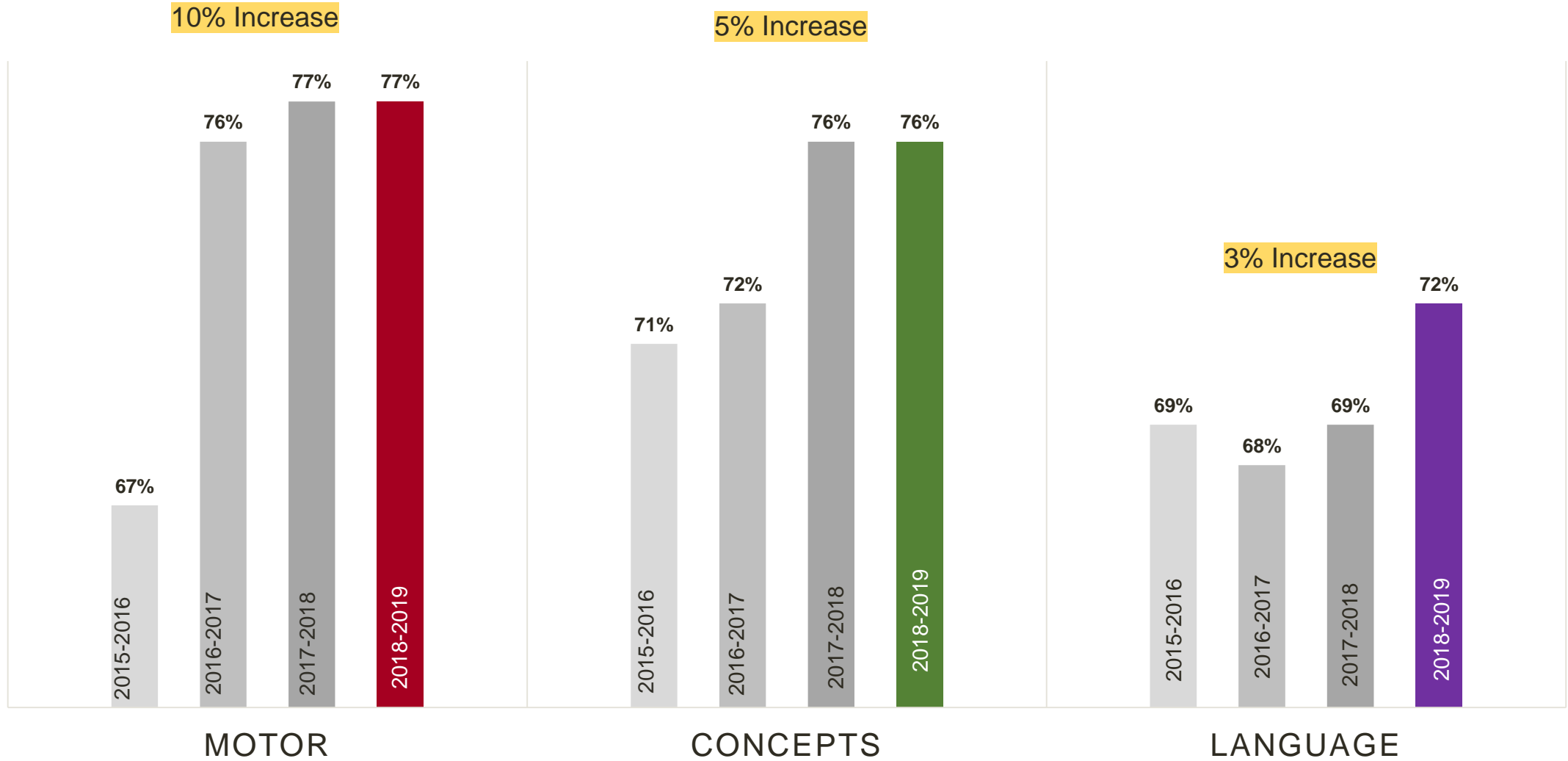
Male

■ 2016 ■ 2017 ■ 2018 ■ 2019

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# Eligible 4-Year Olds on Track by DIAL Domain



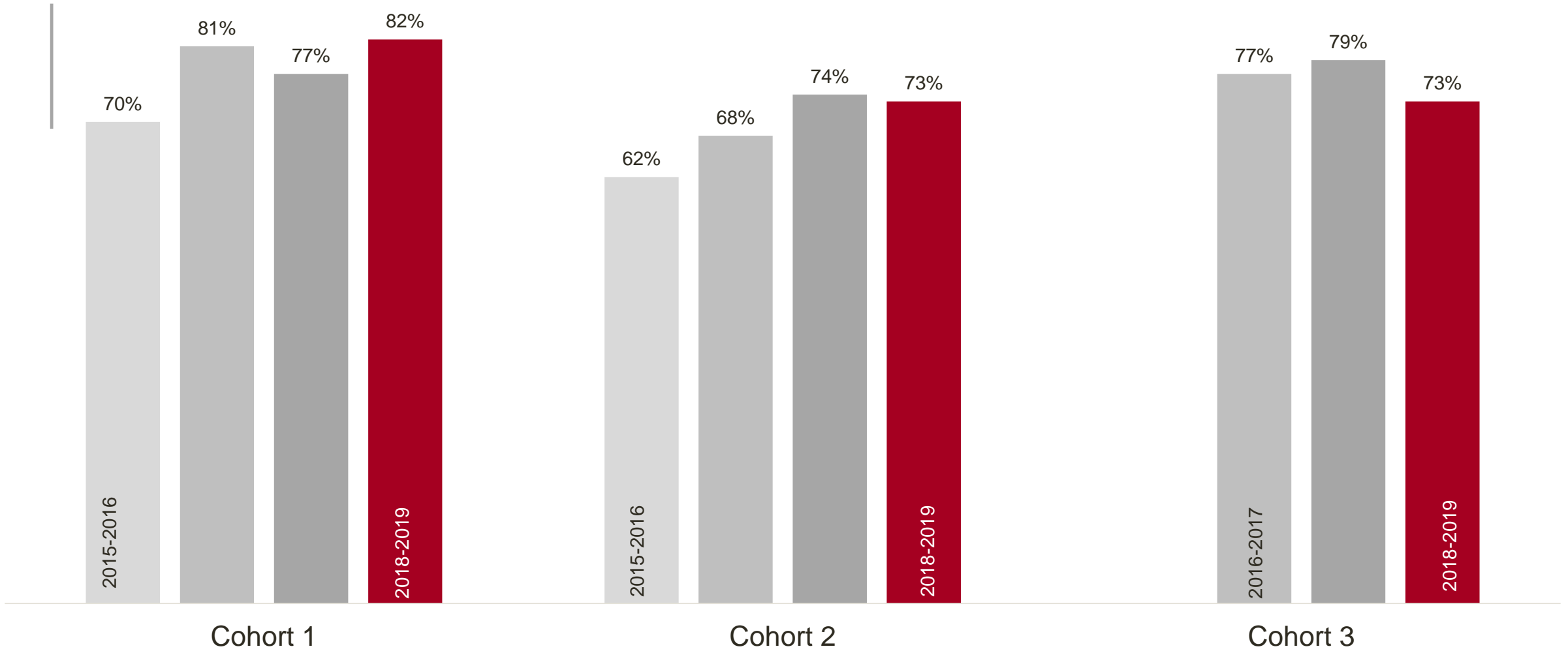
10% Increase

5% Increase

3% Increase



# Eligible 4-Year Olds on Track by Cohort – DIAL Motor Domain



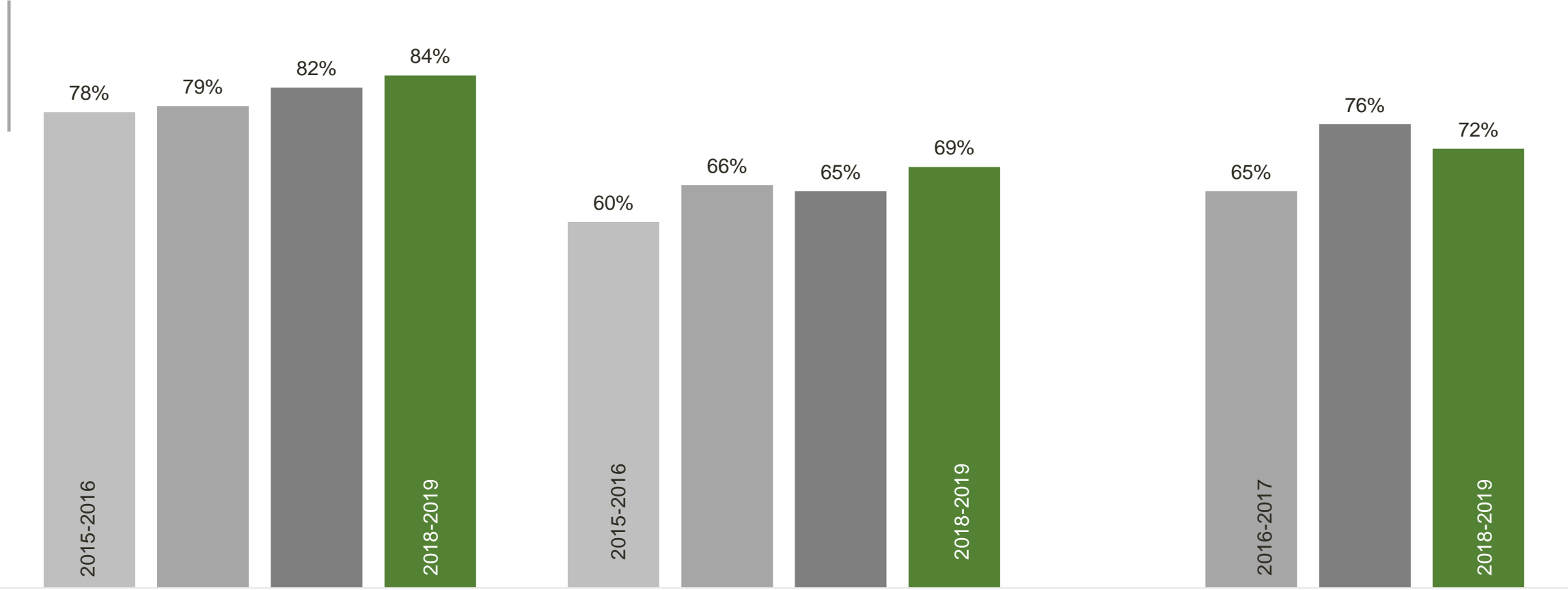
12% Increase

11% Increase

4% Decrease



# Eligible 4 Year Olds on Track by Cohort – DIAL Concepts Domain



6% Change

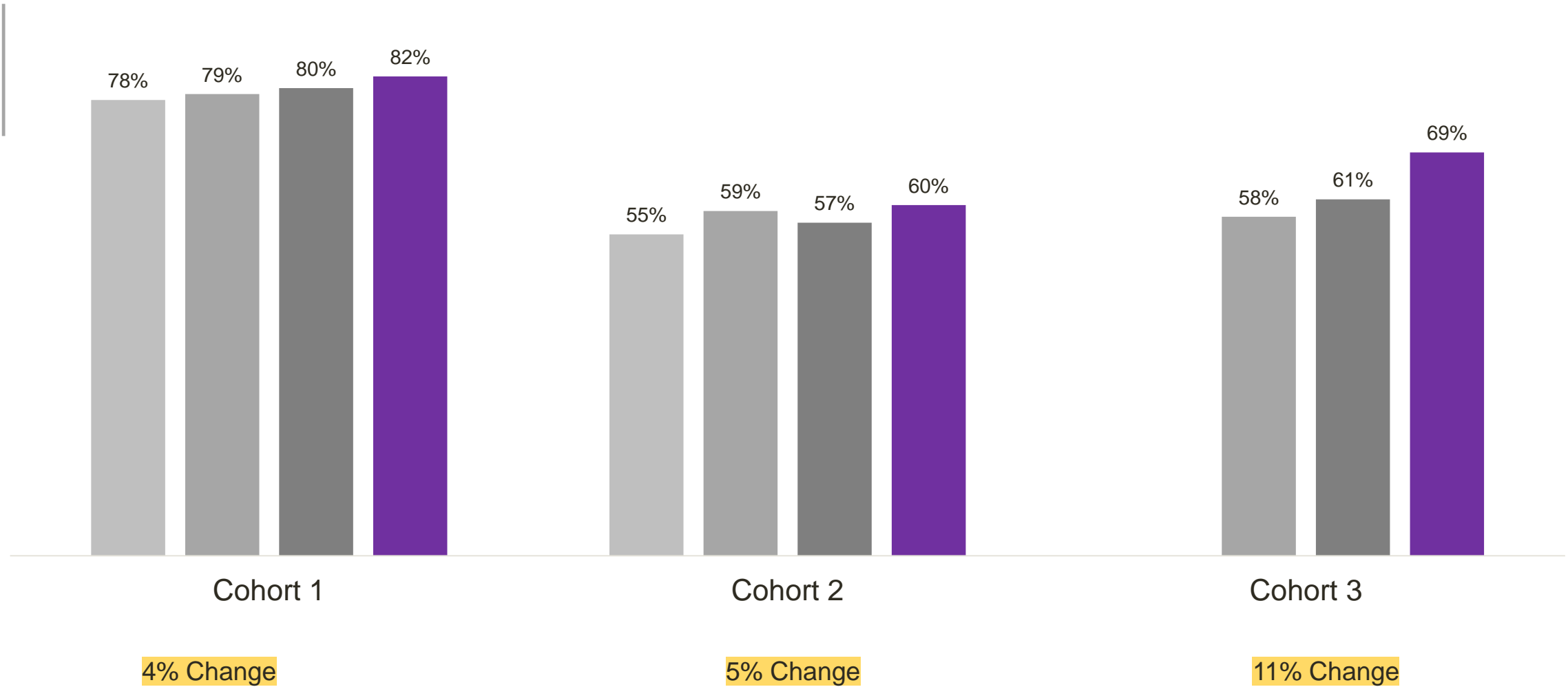
9% Change

7% Change

■ 2015-2016 ■ 2016-2017 ■ 2017-2018 ■ 2018-2019



# Eligible 4-Year Olds on Track by Cohort – DIAL Language Domain

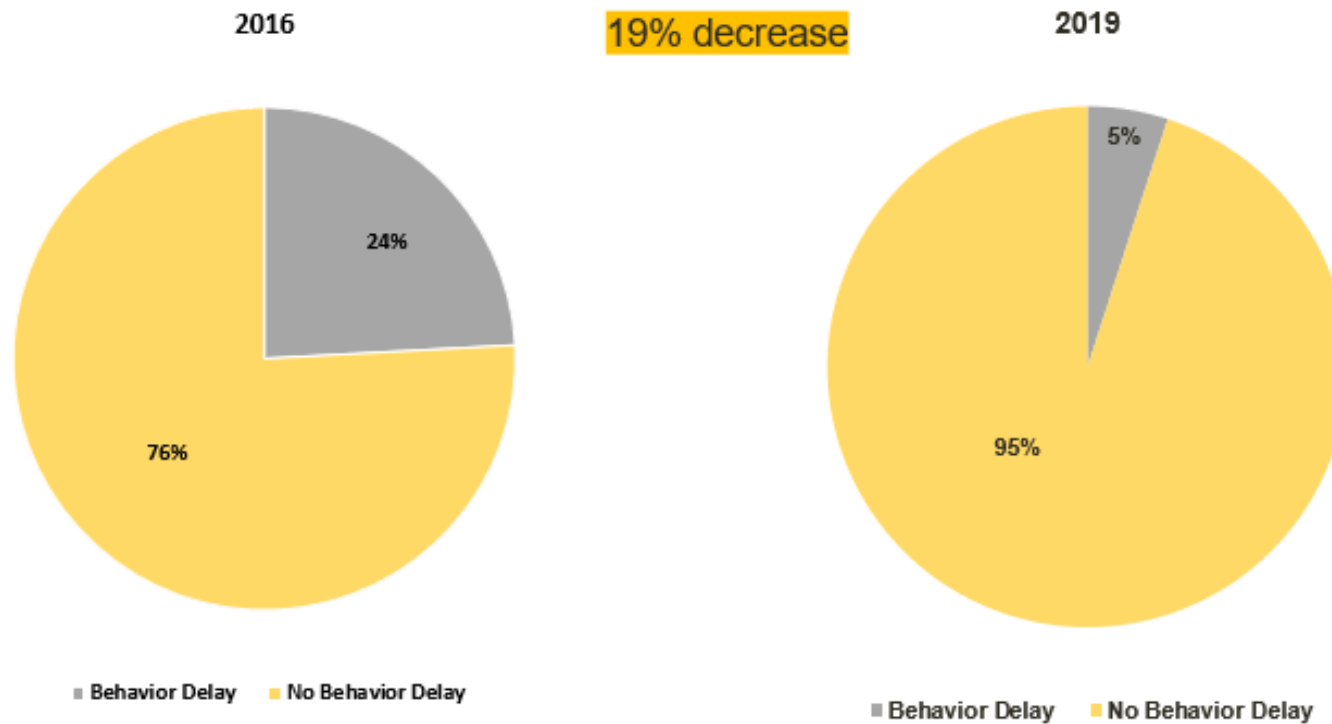


■ 2015-2016 ■ 2016-2017 ■ 2017-2018 ■ 2018-2019



# DECREASE IN POTENTIAL BEHAVIOR DELAYS

Children with Potential Behavior Delay



# MEANINGFUL PARENT ENGAGEMENT

- Parent are meaningfully engaged as partners in their child's learning
- Kindergarten transition is a year long process
  - Understanding of the developmentally appropriate skills children should have and how to have fun at home developing those skills
  - Reciprocal relationship with teachers through home visits and activities helping the child and family understand that school is safe and a fun place to be
  - Understand need for wellness visits and immunizations needed to enroll in Kindergarten

# ABLE TRACKING CHILDREN'S PROGRESS THROUGH THE SCHOOL YEARS

- AIM- Longitudinal Database
- All Head Start Programs Now Included
- Transient Families- information follows the child
- Tracking Children's Progress Over Time
  - MPDG children enrolled in the 2015-2016 school year are in 3rd grade now and we will be able to track the progress of this group of MPDG children on state tests.





# LESSONS LEARNED

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# LESSONS LEARNED

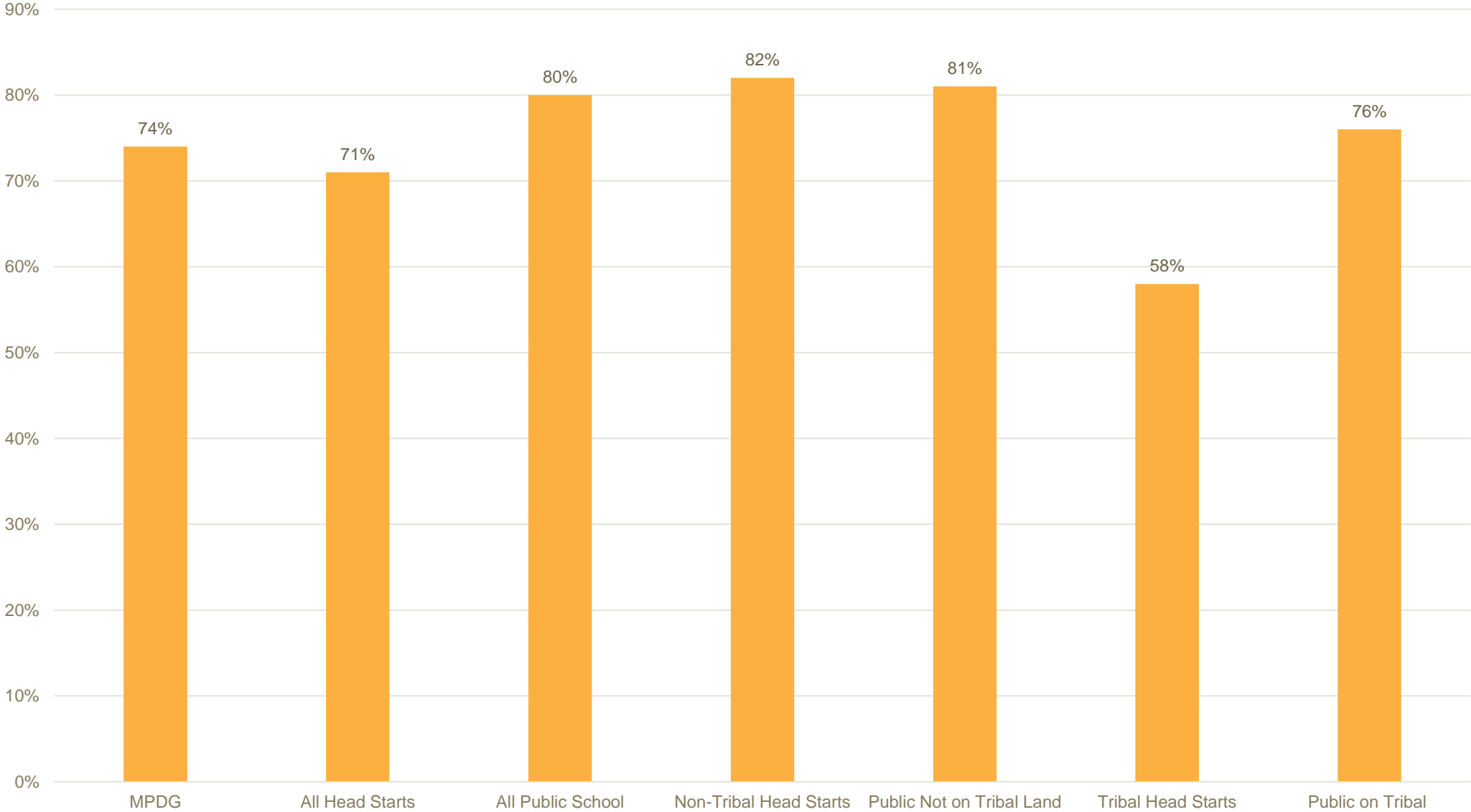
- Start up year requires a higher cost per child so that the environment can be set up appropriately for four year old children.
- Classroom set-up, materials and supplies
- Playground Needs
- Bathroom Location



# GENERAL LESSONS LEARNED

- Cross-agency collaboration allowed for integrated processes for supporting preschool aged children
- School District and Head Start Collaboration was beneficial for blending funding to maximize resources
- Teachers are more likely to stay in preschool position if they are earning a professional wage comparable to local school district salaries.
- Grant teachers reported more job satisfaction due to the professional development received. They were more confident in using data to make instructional decisions and could see that the work they are doing is making a difference.

# % of Children Ready for Kindergarten 2019



# TARGETING SUPPORT

- Ongoing Professional Development would be Beneficial
- Differentiation of Support for our Highest Risk Populations
  - Social and Emotional Skills
  - Language Skills

# NARROWED FOCUS PRODUCES BETTER RESULTS FOR CHILD OUTCOMES

## Summary of Key Indicators for Kindergarten Readiness

EMOTIONAL-SOCIAL	PHYSICAL	COMMUNICATION	COGNITION
<ul style="list-style-type: none"> <li>• Self-Efficacy (MELS 1.5)</li> <li>• Self-Regulation (MELS 1.6)</li> <li>• Interactions with Peers (MELS 1.9)</li> </ul>	<ul style="list-style-type: none"> <li>• Sensorimotor (MELS 2.3)</li> <li>• Gross Motor (MELS 2.2)</li> <li>• Fine Motor (MELS 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Receptive Communication (MELS 3.1)</li> <li>• Expressive Communication (MELS 3.2)</li> <li>• Print Development/Writing (MELS 3.6)</li> <li>• Print Concepts (MELS 3.7)               <ul style="list-style-type: none"> <li>– Letter Names</li> </ul> </li> <li>• Phonological Awareness (MELS 3.8)               <ul style="list-style-type: none"> <li>– Initial Sounds</li> </ul> </li> </ul>	<p><u>Approaches to Learning</u></p> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction (MELS 4.2)</li> <li>• Persistence and Attentiveness (MELS 4.3)</li> <li>• Reflection and Interpretation (MELS 4.4)</li> </ul> <p><u>Reasoning and Representational Thought</u></p> <ul style="list-style-type: none"> <li>• Reasoning and Representational Thought (MELS 4.5)</li> </ul> <p><u>Mathematics and Numeracy</u></p> <ul style="list-style-type: none"> <li>• Number Sense and Operations (MELS 4.10)</li> </ul> <p>Additional Items:</p> <ul style="list-style-type: none"> <li>* Subitizing</li> <li>* Cardinality</li> </ul>
<p style="text-align: center;">← Executive Functioning →</p>			

# LOOKING AHEAD

- Community Partnerships are Important
- School Districts and Head Start Programs Are Ready
  - Number of 4-year old children enrolled in school in MT continues to grow each year
- Kindergarten Teachers are Reporting Great Success in Grant Communities
- Workforce is growing
- Let's Keep the Momentum Moving Forward

Thank  
you

