Idaho School Readiness
Preparation for children for the future.

Senate Education Committee
Informational Hearing
February 22, 2017
Representative Christy Perry
(R) District 11
House Seat B
Nampa, ID
Beth Oppenheimer
Executive Director
Idaho Association for the Education of Young Children
Dr. David Allen
Professor of Education
Early Childhood Education Program
Brigham Young University-Idaho
Rexburg, ID

Dr. Dean Cloward
Faculty
Teacher Education Department
Brigham Young University-Idaho
Rexburg, ID
How and What

Young Children Need to Learn
Learning and Brain Development

36 weeks gestation

Newborn  3 months  6 months  2 years  4 years  6 years

Synapse formation

Synapse pruning

Bigger Picture

Brain Plasticity
High Quality Early Childhood Experience

- Research has shown that Early Childhood programs have a positive impact on children, that is if the program is a quality program.

- [https://families.naeyc.org/accredited-article/10-naeyc-program-standards#1](https://families.naeyc.org/accredited-article/10-naeyc-program-standards#1)

The 10 NAEYC Program Standards

NAEYC has set 10 standards for early childhood programs that can help families make the right choice when they are looking for a child care center, preschool, or kindergarten. The standards and criteria are also the foundation of the NAEYC Accreditation system for early childhood programs. To earn accreditation, programs must meet all 10 standards. Based on research on the development and education of young children, the standards were created with input from experts and educators from around the country. The standards define what NAEYC—the world’s largest organization of early childhood professionals—believes all early childhood programs should provide. Review this guide to help identify programs that meet NAEYC standards for high-quality programs.

### The Standards

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Standard 2: Curriculum</td>
<td>focused on children and development</td>
</tr>
<tr>
<td>Standard 3: Teaching</td>
<td>appropriate and effective approaches</td>
</tr>
<tr>
<td>Standard 4: Assessment</td>
<td>of child and child progress</td>
</tr>
<tr>
<td>Standard 5: Health</td>
<td>promotes health, nutrition and safety</td>
</tr>
<tr>
<td>Standard 6: Teachers</td>
<td>with qualifications, knowledge and commitment</td>
</tr>
<tr>
<td>Standard 7: Families</td>
<td>and professionals collaborate to foster development</td>
</tr>
<tr>
<td>Standard 8: Community Relationships</td>
<td>and partnerships to support families</td>
</tr>
<tr>
<td>Standard 9: Physical Environment</td>
<td>that facilitates child learning and development</td>
</tr>
<tr>
<td>Standard 10: Leadership and Management</td>
<td>to ensure high-quality experience</td>
</tr>
</tbody>
</table>
How do young children learn?

- Relationships vrs. Ratios
- Rich Experiences Firsthand Experiences and Avoid Toxic Stress
What do young children need to learn?

- Early Childhood Curriculum
How do young children learn when supported by an early childhood program?

- Collaborating with families
  - Role of families in early learning
  - Assisting Families vrs. Maneuvering alone the challenges of children with and without special needs

- Implementing performance standards will promote high quality services and practice for teaching and learning.
Alyssa Townsend
Kindergarten Teacher
Reed Elementary
Kuna School District
Farhana Hibbert
Parent
Pocatello, Idaho
John McFarlane
Superintendent
Basin School District
Idaho City, Idaho
Basin School District
Preschool Presentation
February 22, 2017

9 a.m. House Education Committee Room EW 41
3 p.m. Senate Education Committee Room WW 55
History of the Basin Preschool Program 1999-Present

- 1999-2002: Started with an Albertson Foundation grant
- 2003-2013: Federal Forest Fund (SRS)
- 2014-Present: Supplemental Levy
Program Description

• Three full days
• Each student attends at least two days
• Students with additional needs attend all three
• Capped at 18 students based on Head Start best practices
• Had a waiting list prior to the split
Daily Schedule and Activities

• Breakfast
• Story
• Free Play – Social Skills
• Calendar and Circle Time – Group Work
• PE or Music
• Centers – Reading, Math, Art, Fine Motor
• Story
• Outside Play
• Clean-up
Cost of Program

• Approximately $40,000.00/year (salaries, benefits, supplies, utilities, custodial)
• Two full time paraprofessionals
• Tuition: $150.00/month
• 60% of the students were on scholarship
• Grant from the Idaho Community Foundation Future Fund allowed us to waive tuition for the rest of the year and add a third day
Benefits of the Program

• Introduces pre-literacy/numeracy skills
• Increases student socially appropriate behavior
• Mitigates impacts of poverty
• Increases parent involvement
• Builds parent trust and commitment to district
• Increases kindergarten readiness
Program Results

• In 1999, 30% of students in grades K-3 scored proficient on the IRI
• Scores rose dramatically the following year and for the last 8 the % proficient in the fall of kindergarten has ranged from 60-100%
• Zero scores of 1 (below grade level) on the fall kindergarten IRI since 2008
Program Results (cont.)

- ISAT all grade levels
  - ELA: 52% of students who attended preschool scored advanced vs. 19% who didn’t attend
  - Math: 41% of students who attended preschool scored advanced vs. 30% who didn’t attend
  - 54% of graduates who attended preschool are currently attending college or have earned a degree vs. 30% who didn’t attend preschool, but started at Basin in kindergarten or first grade
Preschool is a part of regular elementary program which allows us to intervene more quickly

Special Ed. students who went through our preschool can better access regular curriculum

We can use preschool as a kindergarten intervention for new students

Allows for enrichment activities
Additional Observations (cont.)

• Builds vocabulary
• Develops problem solving/social skills
• Fewer students on behavior plans
• More likely to take advanced courses in HS
• More likely to take advantage of Advanced Opportunities
Thank you
Dr. Shalene French
Superintendent
Caldwell School District
Caldwell, Idaho
Early Childhood Development
Early Childhood Development

• Caldwell School District
  • Elementary Setting
    • 6 Elementary Schools (Grades K-5)
    • Special Services Developmental Preschool available at 3 Elementary Schools

• Demographics
  • 62% Hispanic
  • 12% Students with Disabilities
  • 90% Low Socioeconomic Status
Early Childhood Development

• District Enrollment
  • 6345 students

• Kindergarten
  • Current enrollment = 470
  • Offer ½ day (3 ½ hours) of instruction
Early Childhood Development

• Caldwell School District’s Journey
• Partnered with YMCA and United Way since 2011 to provide additional supports for Caldwell Students in grades PreK-12
  • P16
  • Career Aspiration Programs (CAP)
• Currently offering (2) community-based P16 preschool classes
# Early Childhood Development

## Fall IRI Administration

<table>
<thead>
<tr>
<th>Letter Naming Fluency</th>
<th>Intensive</th>
<th>Strategic</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-2</td>
<td>3-10</td>
<td>11-Above</td>
</tr>
<tr>
<td></td>
<td>“1”</td>
<td>“2”</td>
<td>“3”</td>
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</table>

* (1) minute timed test
Early Childhood Development

### Fall IRI Results*

<table>
<thead>
<tr>
<th></th>
<th>CSD</th>
<th>P16</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>30%</td>
<td>57%</td>
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<tr>
<td>2014-2015</td>
<td>28%</td>
<td>50%</td>
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<tr>
<td>2015-2016</td>
<td>23%</td>
<td>52%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>22%</td>
<td>46%**</td>
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* Scoring a “3” or Kindergarten Readiness  
** Students tracked from P16 to CSD schools
Early Childhood Development

Fall Kindergarten 2013

<table>
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<tr>
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<th>Strategic</th>
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<tbody>
<tr>
<td><strong>District</strong></td>
<td>30%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>P16</strong></td>
<td>57%</td>
<td>25%</td>
<td>18%</td>
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Early Childhood Development

Fall Kindergarten 2014

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### Early Childhood Development

#### Fall Kindergarten 2015

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The chart shows the percentage of students meeting benchmarks in different districts and programs for Fall Kindergarten 2015.
Early Childhood Development

Fall Kindergarten 2016

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Park Price
Chairman of the Board, Bank of Idaho
Eastern Regional Chair, Idaho Business for Education
Judge Gregory Cutlet
Retired Third District Judge
Admiral Archie Clemins (Ret)
Admiral U.S. Navy (Ret)
Member, Idaho Business for Education
Boise, ID
Idaho School Readiness
Preparing children for the future.

Thank You