



FIRST EIGHT MEMPHIS

Success in the **first 8** years.
Success for a lifetime.



Investing in Pre-K as a Key Strategy to
Improve Long-Term Economic Viability

QUARTER 3 PRE-K REPORT

School Year 2022-2023

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Executive Summary

Investing in early care and education helps young children increase social-emotional, cognitive, and physical development for success in school and in life. Pre-Kindergarten (Pre-K) is central to those investments. Pursuant to the Joint Ordinance NO 505 Section 1, Shelby County and the City of Memphis contracted with First 8 Memphis (F8M) to administer and manage joint funding for a comprehensive, universal, needs-based Pre-K program for children living in Shelby County. This report reflects data for Quarter 3 (Q3 or January 2 - March 10, 2023) of the 2022-2023 school year.¹

Pursuant to the Professional Service Agreement (PSA) with the City of Memphis and Shelby County, this report includes the latest available data on Pre-K performance for F8M classrooms in Q3 and meets the following PSA requirements:

- To publish the number of eligible four-year-old children in classrooms funded by the City of Memphis and Shelby County.
- To detail the use of public funds.
- To share data on parent and community engagement and delivery of services.

F8M partners with Pre-K Operators to make continuous improvements to learning and guarantee high-quality programming for young learners in Shelby County. Pre-K Operators include public and charter schools, and private child care providers.

In Q3, F8M contracted with 16 Pre-K Operators and funded 80 Pre-K classrooms with the capacity to serve 1,600 students.



¹ Quarter ranges are determined by each school's reporting calendar.

Introduction and Overview

Pre-K represents one of the strongest investments for Shelby County's future because of its direct impact on children's development and ability to thrive. Pre-K gives children the building blocks for learning, creativity, and the social-emotional skills needed to navigate school and life. [First 8 Memphis](#) (F8M) was established to implement Shelby County's high-quality early care and education system and meet Shelby County's need for universal needs-based Pre-K.



Why universal needs-based Pre-K?

Children who receive high-quality Pre-K have better attendance, fewer behavior problems, and increased chances of reading at grade level in 4th grade.

Tennessee's targeted Pre-K program has been shown to boost school readiness. Attendance in the year before kindergarten is associated with faster development of literacy, language, and math skills than seen in children who don't attend -- and evidence suggests that when coupled with quality k-2 experiences, those gains persist into the later elementary grades.

(source: Urban Child Institute)

F8M's Pre-K partners work to provide high-quality Pre-K for young children in Shelby County. Our Pre-K program includes academics and instruction; two-generation family support and wraparound services; and quality support and monitoring. We measure all aspects of our program to track student and educator outcomes and help us understand community needs.

In an effort to improve the quality of services our Operators and, by extension, our students receive, F8M implemented a strategic plan for the Pre-K program in 2022-2023. This strategic plan includes updated data collection processes; collaborative support for family engagement personnel (FEP) and instructional coaches; and improved communication and compliance monitoring for all partners. Today, our Pre-K Consortium serves as a peer learning and supportive space for F8M Pre-K Operators while participants in our growing Pre-K Work Group discuss issues related to quality, performance metrics and standards, successes, and concerns around Pre-K and early care and education systems.

2022-2023 Q3 Outcomes

Enrollment

F8M Pre-K classrooms are considered at full capacity with 20 enrolled students and need at least 19 students (95%) to maintain compliance.

Cumulative vs. End-of-Quarter Enrollment

F8M reports two enrollment numbers: cumulative enrollment and end-of-quarter enrollment. Cumulative enrollment includes students who were enrolled at any point in the school year, even if they have since withdrawn. End-of-quarter enrollment is enrollment as of the last date of the quarter - students who were actively enrolled.

Cumulative enrollment in Q3 across 80 Pre-K classrooms was 1,480 students, an increase of 10 students from Q2, in which 1,470 students were cumulatively enrolled. Overall, F8M Pre-K Operators experienced a withdrawal rate of 4% (or 61 students). Withdrawal rates fluctuate throughout the year; the Q3 withdrawal rate increased by one percentage point from Q2.

End-of-quarter enrollment in Q3 was **1,419 students (89% capacity)**; end-of-quarter enrollment remained consistent with no change from Q2.

Out of 80 F8M Pre-K classrooms, 51 met the accountability metric of 95% capacity for Q3 enrollment; an increase of three classrooms from Q2; 17 classrooms were between 85% - 94% enrollment capacity.

Of the 16 Operators (combining those with multiple classrooms), 10 met the accountability metric of 95% capacity for Q3, an increase of two Operators from Q2.

The map below shows a summary of enrollment and capacity by zip code for our F8M program.

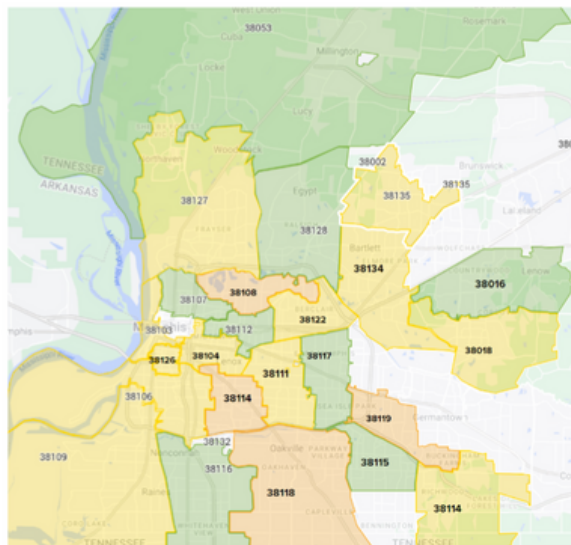
F8M Pre-K Enrollment Q3 2022-23:

- 95%+ Capacity
- 76-94% Capacity
- Below 75% Capacity

In Quarter 3, **13 of 24** zip codes **experienced an** increase in enrollment compared to Quarter 2 and/or were at 100% capacity.

The neighborhoods/zip codes below had the **highest enrollment increase** from Q2 to Q3:

- 38106 | South Memphis
- 38108 | North Memphis/Jackson
- 38117 | Sea Isle/White Station



The F8M funded classroom, Kiddie Kollege #1, was closed on December 16, 2023; the eight students enrolled in the F8M Kiddie Kollege classroom were moved to a non-F8M classroom at Kiddie Kollege or a similar setting. The numbers reported in Q3 exclude Kiddie Kollege. Enrollment for the closed classroom at Kiddie Kollege is included in the cumulative enrollment numbers, but reported as zero for the end-of-quarter enrollment.

Attendance

Attendance is considered satisfactory when students attend at least 80% of total school days for which they are enrolled.

In Q3, **87% (1,281) of 1,480** students cumulatively enrolled met the goal of satisfactory attendance; they attended at least 80% of total school days for which they were enrolled. The total percentage of students meeting the attendance goal remained consistent, with no change from Q2.

92% Overall Daily Attendance Rate

for the F8M Pre-K portfolio was 92% (sum of days present/sum of days enrolled). Customarily reported for K-12.

For Q3, 61 of 80 classrooms met the attendance accountability metric of 80% of students attending 80% of the days they were enrolled, a decrease of three classrooms from Q2. When reporting at the Operator level, which combines the data across Operators with multiple classrooms, **eight of 16 F8M Operators met the accountability metric for students meeting the attendance goal of 80%,** an increase of one Operator from Q2.

Pre-K Growth Assessments [Reported in Q2 and Q4]

Between August 8 and October 7, 2022, students completed a beginning-of-year Brigance IED III Pre-K Growth assessment. Students will complete a post-assessment at the end of the year to determine growth across all five domains of the Brigance assessment. The total number of students assessed on the post-assessment, average percentile scores, and average student growth in each domain will be reported in Quarter 4.

Monthly administration of Istation assessments continues in nine classrooms across five Operators.² In Q3, 92% (183) of 200 students enrolled at the end-of-quarter were assessed on Istation.



² Istation may be administered at the Operators discretion; however, all Operators are expected to assess students using the Brigance IED III.

Synchronous Learning

Beginning in 2020-2021, F8M implemented this performance metric as virtual learning due to the COVID-19 pandemic, which became the adopted way of learning across the United States. In the Fall of 2021, Tennessee Governor Bill Lee signed a proclamation ending virtual learning in all TN public schools.

What Is Synchronous Learning?

Synchronous learning refers to teaching and learning in real-time with face-to-face instruction, whether online or in-person.

However, with the continuing uncertainty surrounding the global pandemic, this metric remains in place for Operators that may utilize virtual learning and capture classrooms that are unable to provide synchronous learning in the event of an extended closure. In Q3, 100% of 80 F8M classrooms conducted at least three synchronous learning opportunities every week, meeting the requirement.



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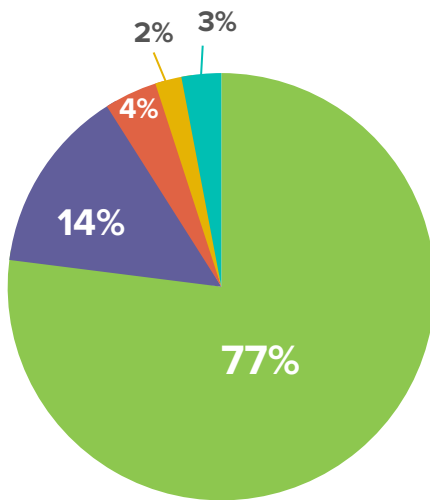
Instructional Support and Coaching



Of 80 F8M classrooms, 100% received instructional support from a designated instructional coach in Q3. Monthly instructional support is documented through the Continuous Performance Improvement Review (CPIR), through which the F8M team collects and analyzes data on the frequency, type, and progress of support provided.

Instructional support is offered to teachers in a variety of methods. In Q3, the most frequent type of support provided was observation. Coaches utilize observations to collect classroom instructional data that shows the impact of coaching in Semester 1 and supports goal-setting in Semester 2.

Types of Instructional Coaching Support Provided to F8M Teachers in Quarter 3:



Observations - 77% (204)

- Classroom data collection

Co-planning - 14% (36)

- Collaborative analysis of student need and instructional resources

Lesson reflection/feedback - 4% (11)

- Discussion of instructional strengths and areas of growth

Modeling/Co-teaching - 2% (4)

- Coach-led instruction to model key strategies

Other - 3% (8)

- Resource sharing and introductory meetings for newly assigned coaches

Data collected during observations are provided to teachers to improve practice and inform future coaching. Coaches engage teachers in collaborative reflection on observed lesson data, allowing the coach and teacher to identify areas of strength and growth. Coaches then utilize co-planning and modeling of lessons and materials to ensure teachers have a strong understanding of instructional goals and clear plans for implementation; this often happens concurrently with observations or lesson reflection, explaining the lower percentage of this type of coaching support in comparison to others.

Documentation of **observations** is submitted at least once per quarter for each F8M classroom, which provides information to coaches and F8M staff on instructional strategies specific to supporting student growth within each of the five Brigrance IED III domains: physical development, language development, adaptive behavior, social-emotional development, and academic skills (including literacy and mathematics). Teachers who intentionally include instructional strategies aligned to the Brigrance domains support whole-child growth in these key developmental areas.

A total of 204 observations in Q3 identified an average decrease of 2% in instructional strategies that support student development across all five Brigrance domains from Q2. The return to school at the beginning of Q3 necessitates a shift in instructional focus to classroom routines and procedures, ensuring a strong classroom environment that supports effective instruction across domains and subjects. However, as noted below, **there was an increase in the instructional strategies observed that support the Language Development and Literacy domains, indicating an increase in the rigor of instruction.**



Physical Development

Students are given opportunities to engage in activities and with materials that support fine and gross motor development.

A total of **352 instances** of instructional strategies that support physical development were observed in Q3.



Language Development

Teachers incorporate complex sentences and advanced vocabulary words into daily instruction, providing a model which students can incorporate into discussions with adults and peers, supporting the use of critical thinking skills.

A total of **466 instances** of instructional strategies that support language development were observed in Q3.



Academic Skills

Teachers engage with students in discussions that make connections to prior learning, introduce new vocabulary, and provide models of critical and mathematical thinking; students are given opportunities to read, write, and engage with mathematical materials. The academic skills domain encompasses instructional strategies specific to math and literacy.

A total of **816 instances** of instructional strategies that support academic skills were observed in Q3.



Adaptive Behavior

Instructional strategies aligned to the adaptive learning domain support student mastery of daily living skills, developing safe habits and independence in and out of the classroom. A safe learning environment is the foundation of academic success.

A total of **577 instances** of instructional strategies that support adaptive behavior were observed in Q3.



Social and Emotional Development

Social and emotional development encompasses the way in which teachers define classroom expectations and provide space for students to identify and express their emotions to adults and peers, creating a positive classroom environment. A positive, socially engaging learning environment is the foundation of academic success.

A total of **763 instances** of instructional strategies that support social and emotional development were observed in Q3.

Instructional coaches and F8M staff observed an increase in the instructional strategies that support student development from Q2 to Q3, specifically in Language Development and Academic Skills. This indicates that the rigor of instruction has increased as students have progressed through their Pre-K year, ensuring developmentally appropriate instruction that will prepare students for Kindergarten and beyond. Coaches continue to provide additional support and professional development to teachers in those areas where opportunity for growth is identified, ensuring that all students are provided with the instruction needed to thrive in Pre-K.

Instructional Coach Collaborative Meetings

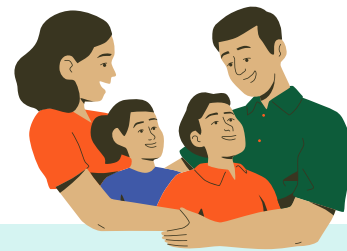
Using analyzed CPIR trends, F8M staff facilitate monthly coaching collaboratives to discuss instructional trends observed by F8M and instructional coaches. Coaching collaboratives provide feedback on support provided by coaches and collaborative professional development to improve and enhance coaching strategies and teaching and learning practices. Additionally, F8M staff use CPIRs to look for the placement of the teacher of record, the ratio of 1:10, a classroom parent sign-in log, a posted student schedule, and to determine how F8M may support professional development based on data trends.

Addressing Family Need Through Wraparound Services

Family Engagement

A successful school year requires systematic and consistent engagement between families, schools, and school service providers. Family Engagement Personnel (FEP) contact families monthly to assist in achievement toward their goals, provide follow-up support, and offer other assistance as requested.

In Q3, our FEP partners made **3,916** significant contacts with families, a decrease of 182 from Q2.



Significant Contacts

Significant contacts are communications with families that are individualized, address a stated need, and may lead to concrete action.



3,916 Significant Contacts by Family Engagement Personnel in Q3

781 Referrals resulted from the significant contacts

24% of the referrals were resolved (family's need was met) by the end of Q3

Of those contacts, **781** (20%) resulted in a referral to a service, program, or community resource. By the end of Q3, **24%** (185) of referrals were resolved (the family was connected to the correct resource, and their need was met), a decrease of 27 percentage points from Q2 closed referrals.

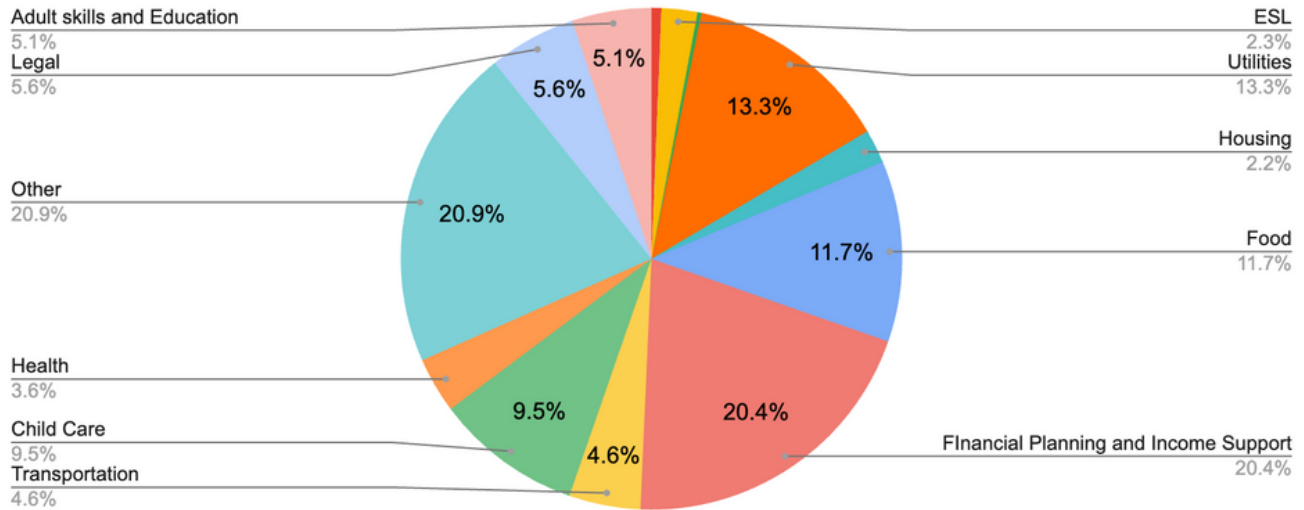
There is often an increase in the number of referrals made in Q3 as a result of increased family need through the winter and post-holiday season. Quarter 3 saw an increase of 434 referrals from Q2. Many referrals will extend beyond one quarter in reaching a resolution and additional referrals may be necessary to meet the individual needs of families as the year progresses and needs change. FEP continue to support families in resolving outstanding referrals, but may face challenges in families accessing services, completing application procedures, or meeting long-term needs and goals.

Family Need	# of referrals
Other (Kindergarten and Summer Program Registration)	163
Financial Planning and Income	159
Utilities	104
Food	91
Child Care	74
Legal	44
Adult Skills Education	40

Family Need	# of referrals
Transportation	36
Health	28
ESL	18
Housing	17
Domestic Violence	5
Mental Health	2
Substance Abuse	0



Q3 Referral Percentages by Category



- **Financial Planning and Income Support - 20%**
 - January 2023 saw a cost of living increase of 8.7% nationally, a historically high number.³ This increase added financial burden to families across the country, including those in the Memphis and Shelby County communities. FEP supported families in accessing financial planning and income support programs, including providing budgeting resources.
- **Utilities - 13%**
 - As noted above, the rise in cost of living impacted families' finances in all areas, increasing the burden of utility payments on families' budgets; FEP supported families in accessing utility payment support programs.
 - Inclement weather in early 2023 resulted in high utility bills and power outages across the city; FEP supported families in arranging payment plans through Memphis Light Gas and Water, Community Services Agency and Memphis Inter-Faith Association.
- **Food - 12%**
 - As noted above, the rise in cost of living impacted families' finances in all areas, increasing the burden of food purchases on families' budgets; FEP supported families in accessing services such as WIC and locating local food banks, including Hope Works, Neighborhood Christian Center, First Works Inc, and The Life Church.
- **Other - 21%**
 - As families prepared for the 2023-2024 school year, FEP supported in registering and preparing students for Kindergarten.
 - FEP also supported families in identifying and applying for summer programming, including programs specifically targeting challenging behaviors.

³[Cost-of-Living Adjustment Information for 2023](#)

Family Outcomes Assessment

The Family Outcomes Assessment (FOA) is a needs assessment to ensure our Pre-K program helps families meet their needs and goals. The FOA is formally conducted three times per year.

>> The Following Seven Family Outcomes are Assessed through the FOA:

- Family well-being
- Positive parent-child relationship
- Families as lifelong educators
- Families as learners
- Family engagement in transitions
- Family connections to peers and community
- Families as advocates and leaders



All F8M enrolled students' families were offered a Family Outcomes Assessment between January 9 and February 17, 2023. During the assessment window, 1,480 FOAs were conducted among 990 (67%) of 1,480 students cumulatively enrolled.⁴ This is a decrease of 315 families completing a FOA in comparison to approximately 1,224 families who completed a FOA in the first administration window of August 9 to October 28, 2022.

Family Partnership Agreements [Reported in Q1 & Q4]

To support collaborative goal setting, FEP engage families in an optional Family Partnership Agreement (FPA) each school year. This agreement is offered to families at enrollment and throughout the school year to document two long-term goals for each family, as well as progress toward reaching these goals. FEP are supporting 1,043 families who signed a FPA in Q1 and through significant contacts with families, FEP encourage families wishing to set long-term goals to enter into a FPA. Additional FPA data will be reported in Q4.

Examples of long-term goals set in the FPA include:

- Support of K-Readiness skills, including foundational literacy skills
- Home ownership
- Parent/child relationship, quality time at home, shared reading
- Budgeting and financial health
- Continued education and skills training



⁴ The number of assessments exceeds the number of families enrolled due to the completion of multiple FOAs across three families.

Health and Mental Health Screening

First 8 Memphis requires all Pre-K Operators to provide hearing and vision screenings to every student. Operators may offer additional screenings at their discretion. During Q3, our Operators provided:



443 Vision Screenings



182 Health Screenings



478 Hearing Screenings



3 Mental Health Screenings



69 Additional Screenings

including, but not limited to, dental and physical development

Family Engagement Personnel Collaborative Meetings

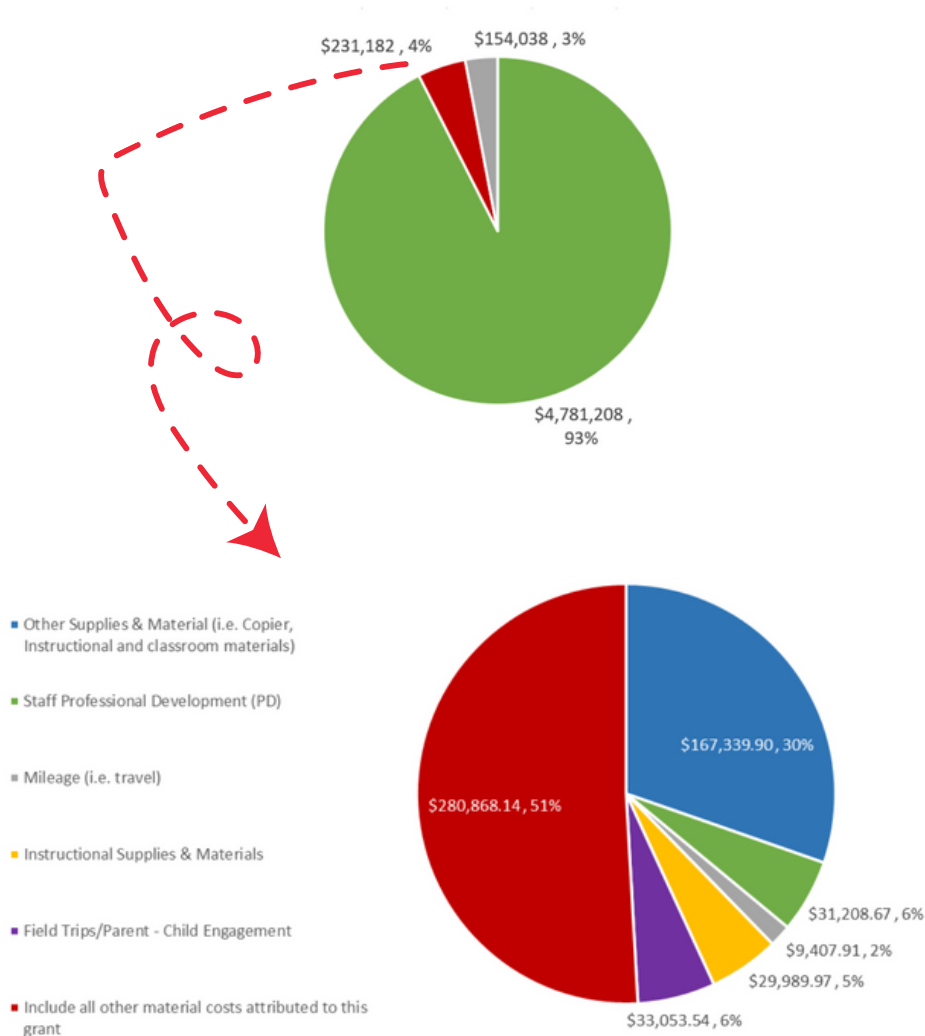
Using analyzed Family Engagement Survey trends, F8M staff facilitate monthly FEP collaboratives to discuss trends in service referrals for families and supports provided by FEP. Collaboratives provide feedback on family goals and connection to resources, as well as collaborative professional development to improve and enhance family engagement services. Additionally, F8M staff use Family Engagement Surveys to determine the number of health screenings provided to children, need-based referrals, and significant contacts made by FEP each quarter, and to determine how F8M may support professional development based on data trends.



First 8 Memphis Pre-K Financing

For Quarter 3 of the 2022-23 school year, First 8 Memphis paid a total of \$3,275,000 to Pre-K Operators (a year-to-date total of \$9,889,000). This amount includes \$615,000 for wraparound services. As of Q3, Operators spent the majority of the funds 91% (\$7,909,495) on personnel for their Pre-K programs, 6% (\$551,868) on other program expenses, and 3% (\$275,506) on administrative expenses.

Q3 2022-23 Operator Expenses



The 4% spent on program supplies was divided among field trips, instructional supplies and materials, supplies and materials (normal office supplies), and “all other material costs” (may include equipment, printing costs, etc.), with a very small percentage spent on staff professional development.

Conclusion



Q3 Performance Highlights

Enrollment

89% capacity filled

1,419 four-year-olds were enrolled in 80 F8M Pre-K classrooms across Shelby County at the end of Q3.

Attendance

87% of students

met the goal for satisfactory attendance.



A child's early years hold the key to their success. Research demonstrates that children who have access to quality early learning are better prepared when entering Kindergarten than children who do not attend early learning programs.

F8M Operators reported cumulative enrollment of **1,480 eligible four-year-old students** between January 2 and March 10, 2023. End-of-quarter enrollment held steady at 1,419, representing **89%** of enrollment capacity. Out of the cumulatively enrolled student total of 1,480, **87%** of F8M Pre-K students met our satisfactory attendance goals.

Instructional coaches supported teachers in providing high-quality instruction aligned to key domains of child development. Teachers are consistently supported with observational data, instructional resources, and professional development.

FEP supported families in identifying long-term goals for the 22-23 school year, identifying needs and accessing community resources, and supported student attendance in Pre-K programs.

The performance metrics in this report indicate that **F8M Pre-K programs provide positive, engaging learning environments for the four-year-old children of Shelby County.** Operators adhere to program standards and offer an array of services to support families to meet their individual needs. F8M continues to collaborate with our stakeholders and Pre-K Operators to ensure services that promote successful outcomes for the children and families of Shelby County.

About First 8 Memphis

First 8 Memphis (F8M) works to ensure every child in Memphis and Shelby County can reach their full potential by building a strong start during the first 8 years of life. We are leaders, conveners, and advocates working to implement, scale, and improve the early care and education system for young children during their most critical developmental ages. This includes support for nurturing early learning and care environments, high-quality Pre-K programs that prepare children for Kindergarten and beyond, and two-generation services, such as home visitation, early childhood mental health, and more. F8M's early care and education systems-building work is conducted in collaboration with the F8M Leadership Council and other stakeholders. Success in the **first eight years** leads to success for a lifetime. Learn more at first8memphis.org.



FIRST EIGHT MEMPHIS

Success in the **first 8** years.
Success for a lifetime.

Thank You!

First 8 Memphis would like to thank all partners and supporters who are working to strengthen early childhood education systems in Shelby County.



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