



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

Quarter 2 Pre-K Report

School Year 2020-2021

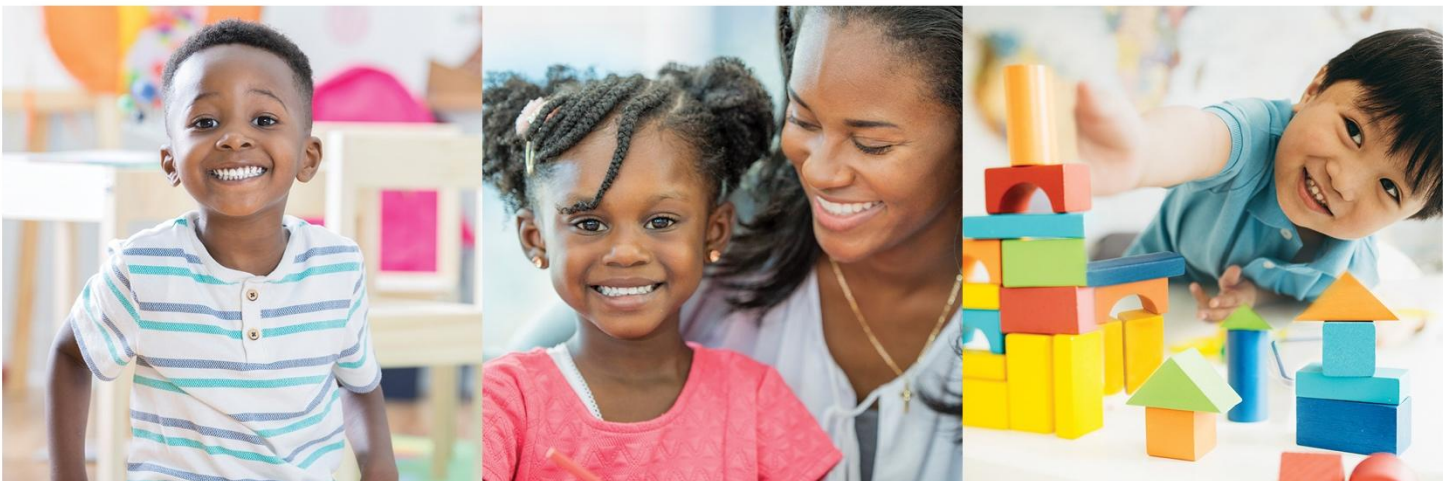


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Executive Summary

F8M Q2 Performance Highlights

Enrollment: 1,161 four-year-old children in 70 F8M Pre-K classrooms across Shelby County

Attendance: 89% met the goal for satisfactory attendance. Of the 910 students in the 50 financed classrooms, 824 students or 91% met the goal for satisfactory attendance in Q2 (see Appendix B for Validator Report). Of the 20 non-financed classrooms, 208 of 251 students, or 83%, met the goal for satisfactory attendance.

Learning: With the goal of providing high-quality student centric synchronous learning opportunities, 93% of F8M classrooms met the requirement of conducting three synchronous learning opportunities for students per week.

100% of F8M Pre-K classrooms received observation and quality feedback supporting teachers to meet the needs of their students and developing best practices.

Family Support: 938 or 87% of Family Outcomes Assessments were conducted across 863 students. There were 9,053 Family Engagement follow-up actions made by Family Service Workers in Q2.

Investing in early care and education helps young children increase social and 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 (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 the School Year 2020-2021 Quarter 2 (November 11th - February 4th)¹ Pre-K data.

This report adheres to, but is not limited to, the following Professional Services Agreement requirements:

- ◆ Number of at-risk four-year-old children in City of Memphis and Shelby County provided classrooms
- ◆ Financial reporting detailing the use of public funds
- ◆ Data on parent and community engagement and delivery of services

COVID-19 global pandemic has had a significant impact on early care and education and has had negative short and long-term effects for children and families. Pre-K has experienced unprecedented challenges over the past year, and this is reflected in the numbers reported. Most F8M Pre-K students continued virtual during Q2 and therefore education, family support, and teacher quality services were all conducted virtually.

As of the end of Q2, F8M contracted with 11 Pre-K Operators and funded 70 Pre-K classrooms in total². Of those classrooms, 50 participated in the Pay For Success model and are financed classrooms; the remaining 20 are non-financed, or direct funded classrooms.

¹ Quarter ranges is determined by each school's reporting calendar

² At the time of this reporting, F8M does not have an executed contract with the Achievement School District for their 4 Pre-K classrooms.

Introduction

Central to investing in Shelby County's future is to support children's ability to thrive and engage in services and programs that support their early care, development, and learning. Pre-Kindergarten (Pre-K) gives children the building blocks to learn, be creative, and develop the social and emotional skills to navigate school and life. [First 8 Memphis](#) (F8M) was established to implement Shelby County's high-quality early care and education system which aims to prepare 90% of our children to be Kindergarten ready and to ensure that 90% of 3rd graders are reading on grade level by 2025.

Pursuant to the Professional Service Agreement (PSA) with the City of Memphis and Shelby County, this report includes updates on F8M Quarter 2 (Q2) Pre-K Performance Data, Quality Performance, and Outcome Financing Repayment.

F8M Pay for Success public-private partnership uses private dollars to fund Pre-K services with investors being repaid based on the noted performance outcomes. As of this writing, F8M has paid Operators \$2,709,605 for financed classrooms and \$1,186,476 for non-financed classrooms for Q1 & Q2. For outcome financing, F8M has paid \$1,603,100 for Year 2 to our investors.

Pre-K During COVID-19 Pandemic

COVID-19 has had a big impact on the education of young children. Young children learn best through play and meaningful interactions with others. Most Shelby County Pre-K students transitioned to remote learning in March of 2020. Pre-K classrooms and programs had a more varied start to the school year than years prior, with programs beginning August 1 through September 14. School districts, teachers, and families have had to re-image education, particularly using technology to reach families.

F8M Pre-K classrooms adapted as teachers across Shelby County took on the challenge and continued to exceed expectations. Overall, 93%, or 65 of 70, F8M Pre-K classrooms were virtual five days a week this quarter.

School Year 2020-2021 Quarter 2 F8M Performance Overview

A. Attendance

Attendance is considered satisfactory when students attend at least 80% of total school days in an enrollment period.

In Q2, 89% of F8M Pre-K students met the goal of satisfactory attendance; they attended at least 80% of total school days.

◆ Financed Classrooms

- Of the 910 students enrolled in a F8M financed Pre-K classroom 824, or 91%, met the goal of satisfactory attendance – they attended at least 80% of school days for which they were enrolled. The remaining 86, or 9%, of students missed at least 20% of the days for which they were enrolled
- **Compared to Q1, satisfactory attendance went from 86% to 91%, showing a 6% increase in Q2**

◆ Non-Financed Classrooms

- Of the 251 students enrolled in an F8M non-financed Pre-K classroom, 208, or 83%, met the goal of satisfactory attendance – they attended at least 80% of school days for which they were enrolled. The remaining 43, or 17%, of students missed at least 20% of the days for which they were enrolled
- **Compared to Q1, satisfactory attendance went from 79% to 83%, showing a 5% increase in Q2**

B. Enrollment

Pre-K enrollment standards ensure that 95% of eligible students are enrolled in an F8M Pre-K classroom. Classrooms are considered at full capacity with 20 enrolled students, with a minimum of at least 17 students to sustain compliance.

F8M enrolled 1,161 eligible four-year-old children in 70 Pre-K classrooms in Q2, maintaining an 83% enrollment capacity, an increase of 8% compared to Q1's 77% enrollment capacity.

◆ Financed Classrooms

- F8M's 50 financed classrooms have the capacity to serve 1,000 four-year-old children throughout Shelby County. At the end of each Pre-K Operator's second quarter, 774 students were enrolled in F8M financed classrooms. **This represents 77% of total capacity, a decrease of 3% compared to Q1.** Q2 presented some challenges with enrollment, including excessive absences and withdrawals. Parents unenrolled their children for the following reasons:
 - Parents expressed difficulty with teaching virtually
 - Parents needed to return to work
 - Parents fearing COVID exposure as Pre-K Operators began discussions about returning to the classroom for in-person learning

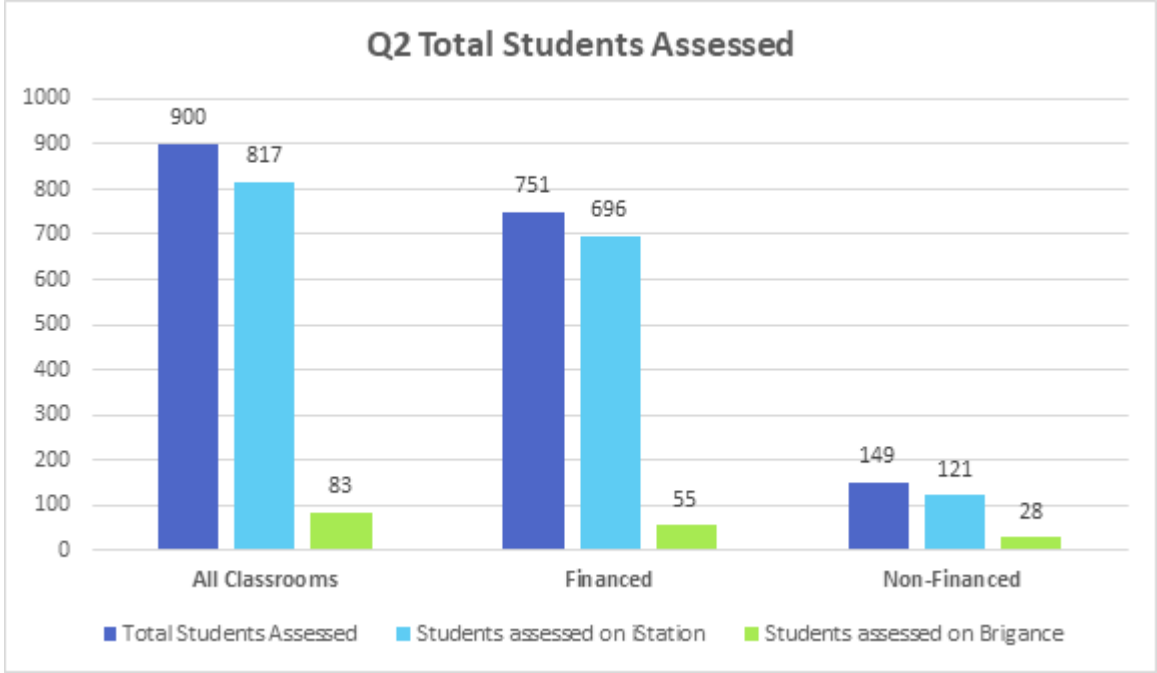
◆ Non-Financed Classrooms

- F8M's 20 non-financed, or direct funded, classrooms have the capacity to serve 400 four-year-old children across Shelby County. At the end of each Pre-K Operator's second quarter, 213 students were enrolled in F8M non-financed classrooms. **This represents 53% of total capacity, an increase of 15% compared to Q1.**

C. Pre-K Growth Assessments

F8M Pre-K Operators identified Istation and Brigance Inventory of Early Development III Standardized (Brigance IED III) to assess students' skill level and enable teachers to respond to students' cognitive, social and emotional needs.

In the 2020-2021 school year, four Operators administered the Brigance IED III assessment, and nine Operators administered the Istation assessment.³ During Q2, two Operators were unable to complete a second administration of Brigance before quarter end. The number of students assessed by these two Operators will be reported in Quarter three. Overall, 900 students, or 91% of the 987 students' Pre-K skills were assessed in Q2.



Of the 900 students assessed, 91% completed an Istation assessment and 9% completed a Brigance IED III assessment.⁴ Istation was generally a more common assessment choice because of its online assessment platform being more conducive to virtual schooling. In fact, students were assessed with Istation on a regular, typically monthly, basis, with 779 students taking Istation at least twice throughout the school year. These 779 students with multiple assessments represent 79% of the end of quarter enrollment.

Another 83 students across the portfolio took the Brigance IED III assessment. Brigance IED III assessments made up a smaller percentage of the assessments because of its in-person delivery platform.

³ In the 2020-2021 academic year, two of the nine Operators that administered the Istation assessment also administered the Brigance IED III.

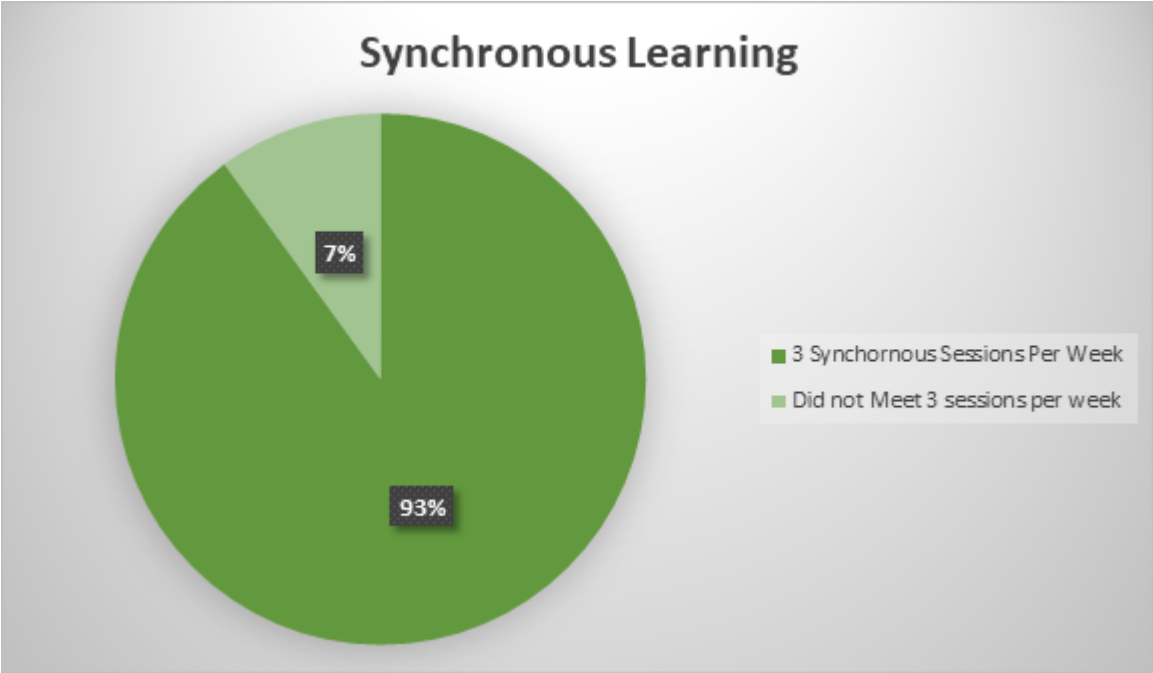
⁴ Operators administer Istation monthly and Brigance IED III three times per year.

Outcomes financing provides payments for Istation assessments a maximum of two per student per year. During Q2, 44% or 118 financed and 93% or 113 non-financed students took the Istation assessment twice during Q2.⁵

Assessment results are reported at the end of the school year.

D. Synchronous Learning

Synchronous learning refers to teaching and learning in real-time face-to-face instruction, whether online and in-person. Pre-K virtual day contains approximately two and one-half hours of synchronous learning with the students' homeroom teacher. **In Q2, 93% of F8M classrooms met the requirement of conducting three synchronous learning opportunities per week.** Of the 70 F8M classrooms, 667 synchronous learning sessions occurred at least three times per week in Q2 with 479 sessions across 50 financed classrooms and 188 across 20 non-financed classrooms.



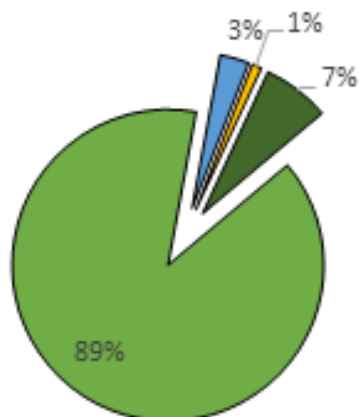
Of those classrooms that did not meet the minimum of synchronous learning, it is likely due to technology and connectivity issues.

The chart below includes an overview of classrooms providing synchronous and asynchronous learning by instructional format.

⁵ This is not reflective of all students who took the Istation twice during Q2.

Number of Classrooms Providing Asynchronous and Synchronous Learning by Instructional Format

■ Virtual ■ Hybrid ■ In -Person & Virtual ■ In -Person



Synchronous learning was mostly facilitated by those F8M Pre-K Operators that were conducting school virtually only. Asynchronous learning and teaching occur at different times, often with content for students to access when most convenient to the student and family.

E. Continuous Performance Improvement Reviews

Continuous Performance Improvement Reviews were conducted to ensure quality teaching and learning in F8M Pre-K classrooms. **In Q2, 100% of classrooms received an observation and quality feedback.** A total of 194 observations were conducted, 138 financed and 56 non-financed, across 70 classrooms.

Exemplary practices observed during Q2 of this unprecedented year:

- ◆ Teachers showed improved practice by implementing feedback strategies from coaches, advisors, and professional development sessions
- ◆ Virtual students began independently navigating learning platforms without additional support from teachers and parents
- ◆ Students demonstrated understanding of rules and routines and showed significant improvement in behavior and learning engagement
- ◆ Teachers asked higher order thinking questions (H.O.T.) encouraging students to think critically
- ◆ Teachers used videos to enhance instruction rather than provide instruction
- ◆ Staff recognized the emotional needs of the students and provided students time to share together

Challenges observed in F8M Pre-K classrooms during Q2:

- ◆ An absence of teacher providing learning outcomes expectations through modeling
- ◆ Teacher directed instruction rather than allowing students to provide leadership and autonomy opportunities during lessons
- ◆ Teachers not connecting concepts to the real world and building on students' background knowledge
- ◆ Teachers utilized educational assistance to provide additional instruction and support

Classroom observers encouraged teachers, provided professional development or one-on-one supports for the following:

- ◆ Asked more open-ended questions that required deeper reflection
- ◆ Encouraged teachers to pause and take time for connecting with students and provide peer to peer interactions
- ◆ Encouraged the use of more hands-on activities with supplies and materials available to students while at home

F. Family Support

As many of the challenges facing our students are driven by non-academic factors, support for families is critical to the life and academic success of children. F8M supports the care and education of families by ensuring that two-generational supports and wraparound services are provided to families.

I. Family Engagement

Success in a school year requires systematic and consistent engagement between families, schools, and school service providers. Family Service Workers (FSWs) *provide social work/case management and health services to children in the Pre-K program and their families*. FSWs contact families monthly to assist families with achievement toward their goals, provide other assistance as requested, and to provide follow-up support.

Across Q1 and Q2 there were 9,053 follow up actions made by FSWs, 7,020 financed and 2,033 non-financed for F8M Pre-K families.

The greatest needs for families in Q1 consisted of the following:

- ◆ Transportation
- ◆ Internet Access
- ◆ Childcare
- ◆ Utility Assistance

The greatest needs for families in Q2 consisted of the following:

- ◆ Food

- ◆ Health
- ◆ Utilities
- ◆ Adult Education

II. Family Outcomes Assessment

The Family Outcomes Assessment (FOA) is a needs assessment that gathers information from families to ensure that our Pre-K program helps the family meet their needs and goals. The assessment 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

In Q2, 938 Family Outcomes Assessments were conducted across 863 students, with some families being administered two FOAs because of late enrollment. The number of assessments administered, and families reached can be found below:

	All Financing	Financed Classrooms	Non-Financed Classrooms
Family Outcomes Assessments Conducted	938	764	174
Families Assessed	863	694	169
Families Enrolled at End of Quarter with FOAs in Q2	87%	90%	74%

Correction: In Q1 F8M reported that 658 families completed an FOA, however, this is the number of FOA assessments completed not the number of families completed.

Conclusion

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.

In year two of implementing a high-quality Pre-K program, F8M has enrolled 1,161 eligible four-year-old students, meeting 83% of enrollment capacity as of Q2. The impact of COVID-19 was a significant contributing factor for low enrollment and attendance; however 89% of F8M Pre-K students were still able

to meet the goal of satisfactory attendance, an increase of 5% compared to Q1. Pre-K growth assessments were administered in Q2 and designed to help provide educators, parents, and families with critical information about a child's development and growth. In Q2, there were 900 students assessed, with 91% completing an Istation assessment and 9% completing the Brigance IED III assessment.

F8M wraparound services included a Family Outcome Assessment which assessed strengths, progress made, or family needs. With the support of Family Service Workers, 87% of families completed the assessment. With the goal to measure the ongoing connections maintained and support given by wraparound service providers to families, records of case management and follow up actions were collected. In total, 9,053 follow-up actions were completed by Family Service Workers. Based on these follow-up actions Family Service Workers were able to make referrals and assist families with achieving what they identified as their area of need.

Overall, Q2 results show that F8M Pre-K programs provided an engaging program for their four-year-old students and families, partnered with families to meet growing needs during a pandemic, and adhered to program standards and protocol. The impact of COVID-19 on early care and education is widely unknown; this data begins to help us understand some of the cost. F8M will continue collaborating with our stakeholders and Operators to meet the needs of young children and families in Shelby County.

Appendix A

Financed Classrooms

School	Classroom	Operator
A.B. Hill Elementary	A. B. Hill #2	Shelby County Schools
Alton Elementary	Alton #2	Shelby County Schools
Bartlett Elementary	Bartlett #1	Bartlett City Schools
Berclair Elementary	Berclair #1	Shelby County Schools
Berclair Elementary	Berclair #2	Shelby County Schools
Chimneyrock Elementary	Chimneyrock #1	Shelby County Schools
Chimneyrock Elementary	Chimneyrock #2	Shelby County Schools
Cordova Elementary	Cordova #1	Shelby County Schools
Cornerstone Prep - Denver	Cornerstone Denver #1	Capstone Education Group
Dexter Elementary	Dexter #2	Shelby County Schools
Doubletree Elementary	Doubletree #2	Shelby County Schools
Downtown Elementary	Downtown #2	Shelby County Schools
Egypt Elementary	Egypt #2	Shelby County Schools
Evans Elementary	Evans #2	Shelby County Schools
Freedom Preparatory Academy Elementary	Freedom Prep #1	Freedom Preparatory Academy
Freedom Preparatory Academy Elementary	Freedom Prep #2	Freedom Preparatory Academy

Germanshire Elementary	Germanshire #1	Shelby County Schools
Germanshire Elementary	Germanshire #2	Shelby County Schools
Getwell Elementary	Getwell #3	Shelby County Schools
Highland Oaks Elementary	Highland Oaks #1	Shelby County Schools
Highland Oaks Elementary	Highland Oaks #2	Shelby County Schools
Holmes Road Elementary	Holmes Road #3	Shelby County Schools
Holmes Road Elementary	Holmes Road #4	Shelby County Schools
Journey Community Schools	Journey Hanley #1	Journey Community Schools
Kingsbury Elementary	Kingsbury #2	Shelby County Schools
KIPP Memphis Preparatory Elementary	KIPP Memphis Prep #1	Porter-Leath @ KIPP Academy
Libertas School	Libertas Bridges/Wells*	Libertas School of Memphis
Libertas School	Libertas Jemison/Morrison*	Libertas School of Memphis
Libertas School	Libertas Weir/Dunbar*	Libertas School of Memphis
Lowrance School	Lowrance #2	Shelby County Schools
Oak Forest Elementary School	Oak Forest #1	Shelby County Schools
Oak Forest Elementary School	Oak Forest #2	Shelby County Schools
Peabody Elementary School	Peabody #1	Shelby County Schools
Raleigh-Bartlett Meadows Elementary	Raleigh-Bartlett Meadows #1	Shelby County Schools
Raleigh-Bartlett Meadows Elementary	Raleigh-Bartlett Meadows #2	Shelby County Schools

Ridgeway Early Learning Center	Ridgeway #6	Shelby County Schools
Ridgeway Early Learning Center	Ridgeway #7	Shelby County Schools
Ridgeway Early Learning Center	Ridgeway #8	Shelby County Schools
Sea Isle Elementary	Sea Isle #1	Shelby County Schools
Shelby Oaks Elementary	Shelby Oaks #1	Shelby County Schools
Shelby Oaks Elementary	Shelby Oaks #2	Shelby County Schools
Sherwood Elementary	Sherwood #2	Shelby County Schools
Snowden Elementary	Snowden #1	Shelby County Schools
Southwind Elementary	Southwind #2	Shelby County Schools
Southwind Elementary	Southwind #3	Shelby County Schools
Southwind Elementary	Southwind #4	Shelby County Schools
Wells Station Elementary	Wells Station #2	Shelby County Schools
Whitehaven Elementary	Whitehaven #2	Shelby County Schools
White Station Elementary	Whitestation #2	Shelby County Schools
Winchester Elementary	Winchester #2	Shelby County Schools

* Indicates a Libertas classroom. These classrooms each have a capacity of 10 students, rather than the standard 20 students. For reporting purposes, two Libertas classrooms are merged together to count as one traditional classroom

Non-Financed Classrooms

School	Classroom	Operator
Alcy	Alcy #2	Shelby County Schools
Belle Forest	Belle Forest #2	Shelby County Schools
Bethel Grove Elementary	Bethel Grove #2	Shelby County Schools
Cornerstone Denver	Cornerstone Denver #2	Capstone Education Group
Corning Achievement Elementary	Corning #1 **	ASD Direct-Run
Downtown Elementary	Downtown #1	Shelby County Schools
Dunbar Elementary	Dunbar #2	Shelby County Schools
E.A. Harrold Elementary	EA Harrold #1	Millington Municipal Schools
E.A. Harrold Elementary	EA Harrold #2	Millington Municipal Schools
Frayser Achievement Elementary	Frayser Achievement #1 **	ASD Direct-Run
Georgian Hills Achievement Elementary	Georgian Hills #1 **	ASD Direct-Run
Libertas School	Libertas Smith	Libertas School of Memphis
Libertas School	Libertas Louie Armstrong	Libertas School of Memphis
Magnolia Elementary	Magnolia #2	Shelby County Schools
Perea Preschool	Perea #4	Perea Preschool
Perea Preschool	Perea #5	Perea Preschool
Promise Academy	Promise Academy Hollywood	Promise Academy

Promise Academy	Promise Academy Spring Hill	Promise Academy
Ridgeway Early Learning Center	Ridgeway #5	Shelby County Schools
Ridgeway Early Learning Center	Ridgeway #9	Shelby County Schools
Riverview Elementary	Riverview K-8 #1	Shelby County Schools
Sharpe Elementary	Sharpe #3	Shelby County Schools
Springdale Elementary	Springdale #2	Shelby County Schools
UofM Lipman Early Learning & Research Center	UofM Lipman	UofM
Whitney Achievement Elementary	Whitney #1 **	ASD Direct-Run

* Indicates a Libertas classroom. These classrooms each have a capacity of 10 students, rather than the standard 20 students. For reporting purposes, two Libertas classrooms are merged to count as one traditional classroom.

**** Indicates a classroom run by an operator who has not executed an official First 8 Memphis contract in a timely manner. As a result of an unsigned Master Data Sharing Agreement, data for these classrooms is not included in the data.**