



P-3 LANDSCAPE

EXHIBIT M - EDUCATION
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What States Are Doing in Early Childhood Education

P-3 Landscape: What States Are Doing in ECE

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“P”-3: What?

□ Defining “P”

▣ Early care:

- Prenatal
- Birth to age five

▣ Pre-K:

- Full or half-day
- 3 and/or 4 year-olds
- Curriculum:
 - Cognitive and language development
 - Socio-emotional and physical development
 - Kindergarten readiness

“I work with preschoolers. They sort colored beads, sequence a story they just heard, make elaborate designs with pattern blocks, and figure out how to equitably divide cars with their friends. We know they are learning important math concepts. They call it playing.”

Kathleen Kloffft, Letter, Boston Globe Magazine, February 12, 2012



“P”-3: Why?

□ Importance of “P”

- 80% of brain development occurs before age 6; early years are critical for soft-skills development
- Students not reading proficiently by 3rd grade are 4 times more likely to drop out
 - Early identification, intervention and retention policies
- Long-term benefits (e.g. Perry Preschool, Abecedarian):
 - Increased income, graduation rates, college attendance, home ownership

“The United States invests relatively little at the starting point – in early childhood development – and as a consequence pays dearly for this neglect at every point thereafter.”

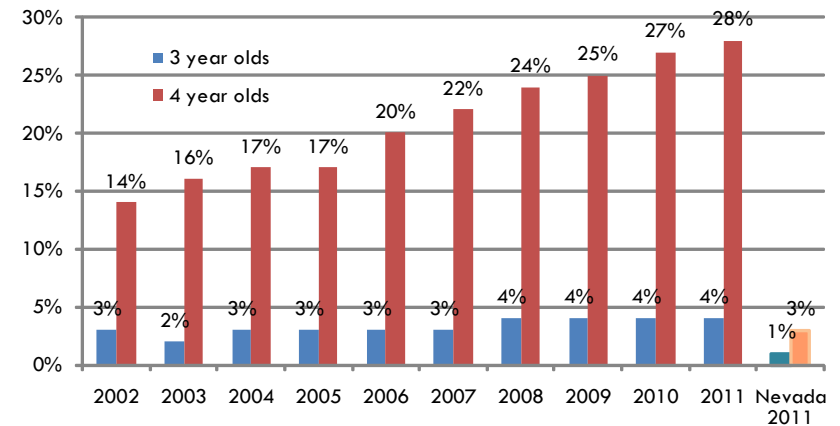
*Economist James Heckman,
Letter to U.S. Joint
Committee on Deficit
Reduction, September 21,
2011*



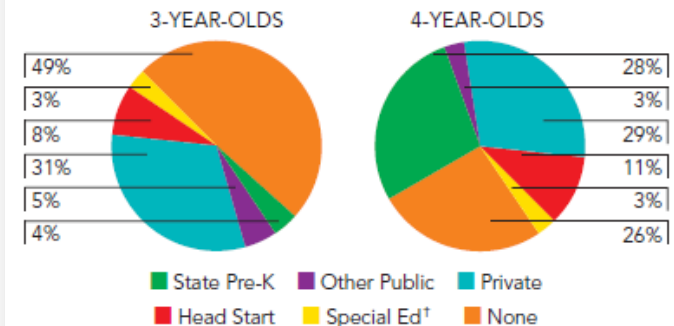
Early Learning Landscape

- 39 states offer state-funded Pre-K
 - ▣ 28% 4 year olds attend state Pre-K
 - ▣ 4% 3 year olds attend state Pre-K
- Other Pre-K providers
 - ▣ Private:
 - 29% 4 year olds
 - 31% 3 year olds
 - ▣ Head Start:
 - 11% 4 year olds
 - 8% 3 year olds

Percent of National Population Enrolled in State Pre-K



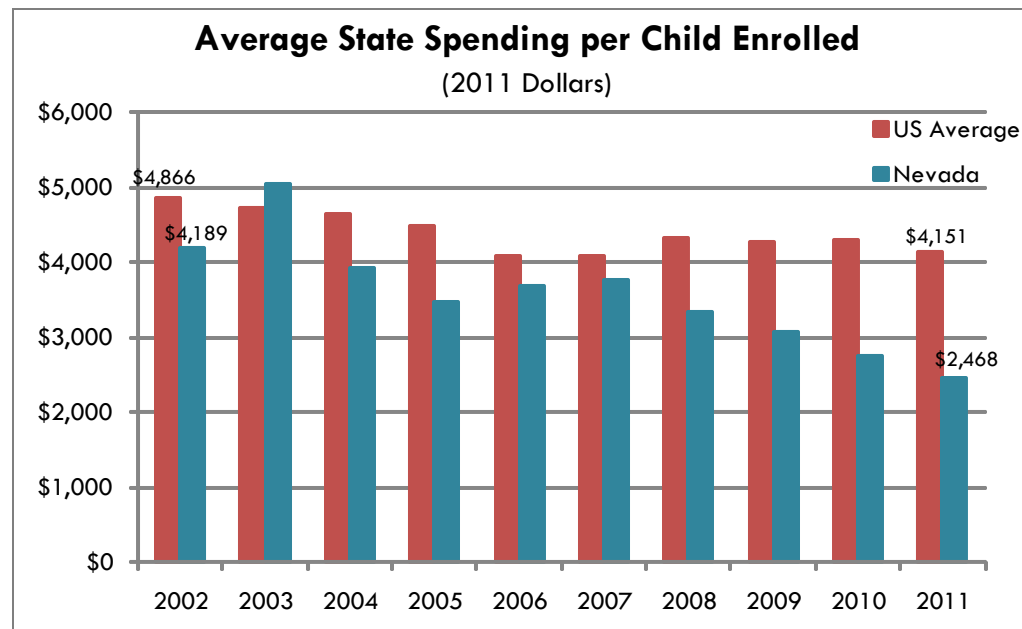
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

Early Learning Landscape

- Average state funding per child: Pre-K
 - ▣ 2011: \$4,151 vs. 2008: \$4,325
 - ▣ Other sources of funding include Head Start and public-private partnerships
- 45 states have statewide Early Learning Councils, including Nevada



Pre-K: Quality, Access

- Access and quality are both necessary to move the needle on student achievement
- What does quality look like?
 - ▣ Inputs: teacher qualifications, facilities, curriculum, instructional materials
 - ▣ Experience: engaging, project-based learning, meaningful interactions
 - ▣ Outcomes: disposition to learn, kindergarten readiness
- How to measure quality in the early years?
 - ▣ Student assessments
 - ▣ QRIS
 - ▣ NIEER quality ratings

“When people try to increase the quantity of ‘childcare’ but don’t take seriously the opportunities that will be missed if you ignore quality, children still arrive in kindergarten unprepared to learn and without the social skills to take advantage of their new classrooms.”

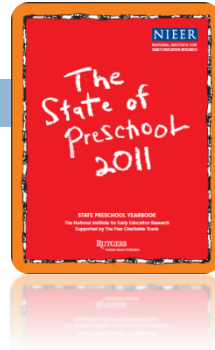
Sterling Speirn, W.K. Kellogg Foundation, Washington Post online, September 20, 2011



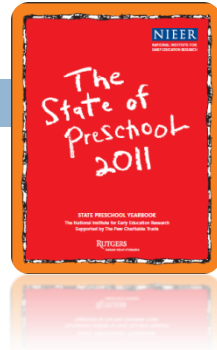
Pre-K: Quality, Access

- NIEER 2011 Yearbook Quality Ratings
- Quality standard (benchmark):
 - ▣ Early learning standards (comprehensive)
 - ▣ Teacher degree (BA)
 - ▣ Teacher specialized training (pre-K)
 - ▣ **Assistant teacher degree (CDA)**
 - ▣ Teacher in service (15 hours/year)
 - ▣ Maximum class size (<20)
 - ▣ Staff-child ratio (1:10 or better)
 - ▣ **Screening/referral and support services (vision, hearing, health and 1 support)**
 - ▣ **Meals (1/day)**
 - ▣ Monitoring (site visits)

Nevada
✓
✓
✓
✓
✓
✓
✓
✓
7/10



Pre-K: Quality, Access



□ NIEER top states: Quality

- ▣ Alabama, Alaska, Georgia, North Carolina, Rhode Island
- ▣ Established, well-funded (per child) programs and pilots
- ▣ High bar for teacher qualifications (BA, ECE training)
- ▣ Commitment to P-3
- ▣ State quality standards and ratings
- ▣ Early learning departments or offices

□ BUT:

- ▣ Alabama, Alaska, Rhode Island are among the bottom 10 states in access
- ▣ None of the top scoring states serve 3 year olds



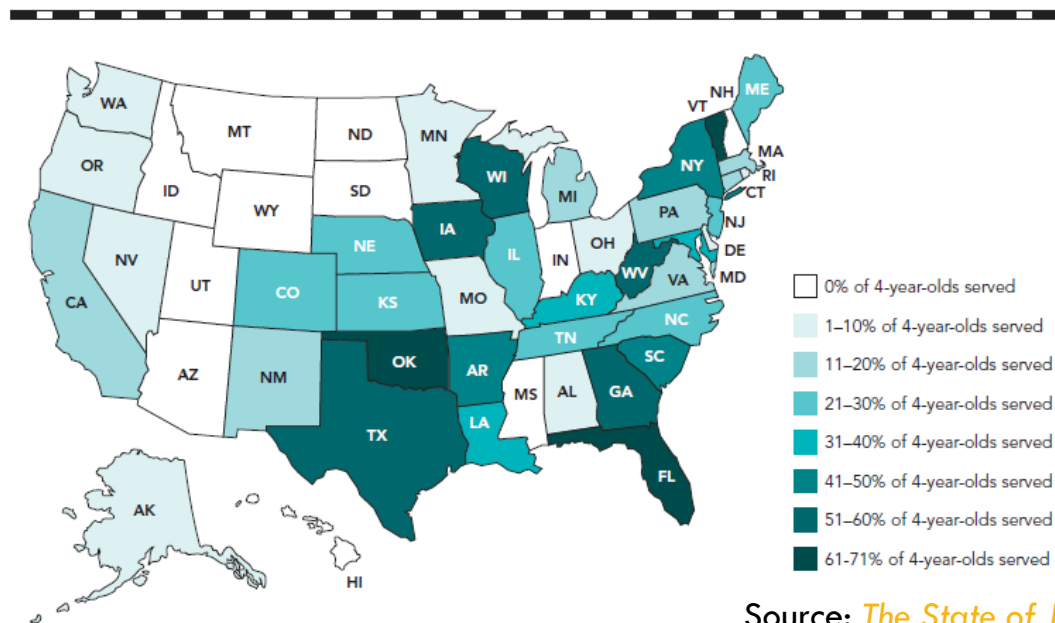
Pre-K: Quality, Access

- Access to Pre-K remains unequal, especially for 3 year olds with few state programs serving younger students

Public and private Pre-K enrollment:

- Age 4:
 - ~ 65% for low income families
 - ~ 90% for highest income quartile
- Age 3:
 - ~ 40% for low income families
 - ~ 80% for highest income quartile

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



Source: [The State of Preschool 2011](#), NIEER.

RTTT: Early Learning Challenge



- ELC priorities:
 - ▣ Improving access to high quality early learning programs for high need children
 - ▣ Creating coordinated systems of early education, birth through Kindergarten
- Areas of focus:
 - ▣ Quality Rating and Improvement Systems (QRIS)
 - ▣ Improving Early Learning Standards
 - ▣ Workforce Development
 - ▣ Assessing Kindergarten Readiness
 - ▣ Maintaining progress in grades 1-3
- Winning states:
 - ▣ California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island, Washington



RTTT and NIEER: Top States

Comparison of P-3 initiatives in top ranked NIEER and RTTT-ELC states

	RTTT ELC Winner	NIEER Quality Rating	Pre-K			Kindergarten	
			% 4-year-olds	% 3-year-olds	State \$/child	Optional or Mandatory	Half- or Full-Day
Alabama		10	6%	-	\$4,544	Optional	Full
Alaska		10	2%	-	\$6,855	Optional	No Req.
California	√	3	19%	10%	\$4,986	Optional	Half
Delaware	√	8	7%	-	\$6,795	Mandatory	Both
Georgia		10	59%	-	\$4,298	Optional	Half
Maryland	√	9	37%	-	\$4,414	Mandatory	Full
Massachusetts ^(a)	√	6	15%	4%	\$3,691	Optional	Half
Minnesota	√	9	2%	1%	\$7,475	Optional	Half
North Carolina	√	10	24%	-	\$5,166	Optional	Full
Ohio	√	2	2%	1%	\$3,942	Mandatory	Half
Rhode Island	√	10	1%	-	\$5,556	Mandatory	Half
Washington	√	9	8%	2%	\$6,780	Optional	Full ^(b)
Nevada		7	3%	1%	\$2,468	Mandatory ^(c)	Half

Sources: 2011 NIEER Yearbook, CDF State Profiles, State Statutes.

Note: The NIEER Quality ranking is out of 10.

a.) Massachusetts leaves kindergarten decisions up to districts (i.e. mandatory and full- or half-day).

b.) Washington is phasing in funding for full-day K by the 2017-18 school year, beginning with high-poverty schools.

c.) Children are allowed to skip kindergarten as long as they can pass a developmental screening test.



P-3: The Early Grades



- P-3 systems must link early education and care to formal schooling, sustain gains made in early years
- Many states are focusing on 3rd grade reading, assessing children and intervening early on
 - ▣ Formative and criterion-referenced assessments Pre-K-3
 - ▣ Interventions: individualized academic improvement plans, group tutoring, supplemental instruction, Saturday or summer school, online instruction and home reading programs
 - ▣ Professional development for all teachers, including reading/literacy instruction, using data to differentiate instruction
 - ▣ Professional development for school leaders: linking ECE with K-12, setting high expectations, communicating goals, providing adequate support

Best of the Best: P-3

Montgomery County, MD

□ What a successful P-3 system can do:

- ▣ ~90% of Kindergarteners enter first grade with essential literacy skills
- ▣ ~88% of 3rd graders reading proficiently

□ How did they do it?

- ▣ Established clear and compelling district-wide goals that mapped to early learning, aligning services and creating a seamless Pre-K-12 system
 - Linked early learning and K-12 educators, provided a common curriculum
 - Published research-based standards and benchmarks Pre-K-12, with an eye toward college readiness
 - Focus on cognitive, socio-emotional, “soft-skill” development in ECE to prepare children for K-12



Best of the Best: P-3

Montgomery County, MD

□ How did they do it? (continued)

- Offered additional instruction and implemented high quality programs
 - Full-Day-K, after-school and summer learning opportunities
 - Highly qualified and screened early learning teachers
 - Standards-based Pre-K-12 curriculum, diagnostic assessments to inform instruction
 - 15:1 student-teacher ratios in ECE settings
- Balanced support and accountability to ensure effective and consistent implementation
 - Professional development opportunities, peer assistance and review system, access to high quality instructional materials
 - Weekly team meetings to analyze student progress



Best of the Best: P-3

Montgomery County, MD

□ How did they do it? (continued)

- ▣ Innovated and monitored for continuous improvement
 - Leveraged technology for both students and educators
 - Longitudinal data warehouse and continuous monitoring of progress towards district goals
- ▣ Involved parents and the community
 - Family outreach, toolkits, newsletters and other take-home materials
 - Partnerships with local organizations, linked community-based services and communicate early learning goals



Building a P-3 System: Action Steps

- Align policy, regulation and funding to help communities build a P-3 continuum (P-20 council, partnerships)
- Expand funding for P-3, improve access for at-risk children (Full-Day K)
- Define and measure quality, direct funds to high quality programs (QRIS)
- Leverage and integrate private and public funding (Partnerships)
- Create a continuum of research-based, age-appropriate standards including cognitive, social, emotional, physical development, language (Common Core)
- Train, recruit and retain high quality ECE teachers (teacher prep programs, PD)
- Develop age-appropriate assessments including formative and summative evaluations (Early warning systems)
- Develop state and local data systems to integrate P-3 and inform instruction



Resources



- ❑ ECS Products:
 - ❑ P-3 [Issue Site](#)
 - ❑ Policy Brief: [Third Grade Literacy Policies – Identification, Intervention, Retention](#)
 - ❑ Policy Brief: [The Road to High-Quality Early Education](#)
 - ❑ [Sign up](#) for our [P-3 Newsletter!](#)
- ❑ NIEER 2011 Yearbook
- ❑ RTTT-ELC Homepage
- ❑ [Foundation for Child Development](#)
- ❑ Children's Defense Fund Full-Day Kindergarten [Resources](#) and [state profiles](#)
- ❑ New America Foundation: [Early Education Initiative](#)