

## A Bird's Eye View of PreK-3rd

Spotting Changes at the National and Federal Level

Lisa Guernsey  
Presentation at Erikson Institute  
March 31, 2011

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## What is PreK-3<sup>rd</sup> reform?

- A strategy
  - » Not just a batch of grade levels
- A set of interlocking pieces
  - » Alignment and interconnection
    - *Between and across grades*
    - *Between and across standards*
    - *Between and across assessment tools*
- Access and Quality
  - » Access to high-quality full-day pre-k\*
  - » Full-day kindergarten
  - » Rich, aligned instruction, grade by grade: K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

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## Why undertake PreK-3<sup>rd</sup> reform?

- To leverage pre-k gains, render 'fade-out' defunct
- To close achievement gaps
- To eliminate fragmentation
  - *Creating a continuous, unbroken path for children's learning, building from one grade to another*
- To improve how teachers interact with young children
  - *Building high-quality classroom interactions – DAP, playful learning approaches & social-emotional learning coupled with cognitive development*

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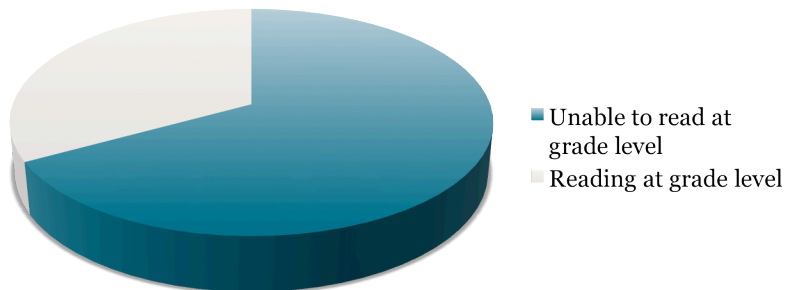


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## Signs of a broken system...

### National Reading Scores - 4th Grade



SOURCE: National Assessment of Educational Progress, 2009  
NOTE: Proficiency equated with grade-level competence.

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## PreK-3<sup>rd</sup> reform's 5 core components according to the Foundation for Child Development

1. Alignment
2. School organization
3. Qualified teachers
4. Classrooms as learning environments
5. Accountability to parents and communities

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**FOUNDATION FOR CHILD DEVELOPMENT**  
**PreK-3<sup>rd</sup> Resources**

These key resources aim to inform policymakers, educators, researchers, and others about PreK-3<sup>rd</sup> issues. For more in-depth resources, visit our Resource Library web page (<http://www.fcd-us.org/resources>) which houses all materials relating to FCD's PreK-3<sup>rd</sup> program.

This document provides direct links to the materials by accessing the FCD web site at: [http://www.fcd-us.org/sites/default/files/PreK-3rd\\_Resources.pdf](http://www.fcd-us.org/sites/default/files/PreK-3rd_Resources.pdf). Please come back to the web site for updates.

**The Case for PreK-3<sup>rd</sup>**

- Kristie Kauerz (2010). [PreK-3<sup>rd</sup>, Putting Full-Day Kindergarten in the Middle Years of Education](#)
- Lisa Guernsey & Sara Mead. New America Foundation (2010). [A New Social Contract for the Primary Years of Education](#)
- New School Foundation and Foundation for Child Development (2010). [PreKindergarten - 3<sup>rd</sup> Grade: A New Beginning for American Education](#) (Eight-minute video)
- New America Foundation (2009). [Fighting Fade-Out Through PreK-3<sup>rd</sup> Reform](#) (Seven-minute video)
- Rima Shore (2009). [The Case for Investing in PreK-3<sup>rd</sup> Education: Challenging Myths about School Reform](#)
- Foundation for Child Development (2008). [America's Vanishing Potential: The Case for PreK-3<sup>rd</sup> Education](#)
- Ruby Fakanishi & Kristie Kauerz (2008). [PK Inclusion: Getting Serious About a P-16 Education System](#)
- Ruby Fakanishi & Kristie Kauerz (2007). [Phi Delta Kappan](#)
- Grantmakers for Education (GFE) (2007). [Making the Most of Our Investments: How PK-3 Alignment Can Close the Achievement Gap from the Start](#)

**Financing PreK-3<sup>rd</sup>**

- Rima Shore (2009). [PreK-3<sup>rd</sup>, What is the Price Tag?](#)
- Lawrence O. Picus, Allan Odden, & Michael Goetz (2009). [An Evidence-Based Approach to Estimating the National and State Costs of PreK-3<sup>rd</sup>](#)

**Implementing PreK-3<sup>rd</sup>**

- Geoff Martinez (2010). [Lessons for PreK-3<sup>rd</sup> from Montgomery County Public Schools](#)
- Linda Sullivan-Dodick, Donna K. Gearns, & Kelli Leavell (2010). [Making a Difference: 10 Essential Steps to Building a PreK-3<sup>rd</sup> System](#)
- Linda Sullivan-Dodick, Dennis P. Doyle, & David A. Thomas (2009). [Leadership for Equity: The Pursuit of Quality Matters in the Montgomery County Public Schools](#)

**Quality Matters**

Teacher Education and PK Outcomes: Are We Asking the Right Questions?

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@  
www.fcd-us.org

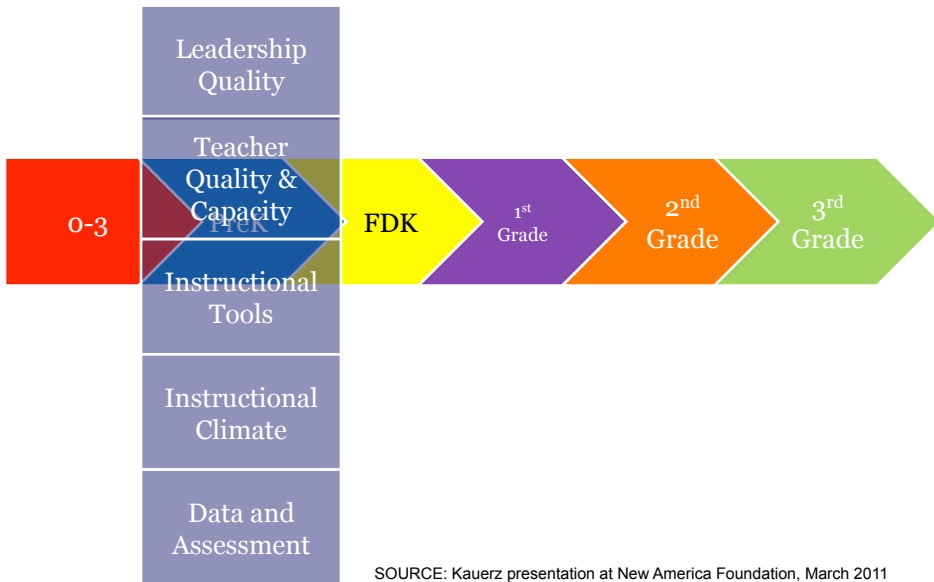


## More on alignment

- PreK-3<sup>rd</sup> Implementation and Evaluation Framework (to come)
  - *by Kristie Kauerz, Harvard Graduate School of Education, and Julia Coffman, Center for Evaluation Innovation*
- Kauerz’s “pop-beads” analogy
- Vertical and horizontal alignment within and outside grades
- Aligning governance structures, teaching and leadership practices, instructional tools, teaching and learning culture, mechanisms to engage families, etc.

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## Is an effective system in place at each level?



SOURCE: Kauerz presentation at New America Foundation, March 2011

This is more than Pre-K + K-3



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## Progress Nationally: In Pockets Across the U.S.

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### Glimpses of PreK-3<sup>rd</sup> reform in progress...

- Red Bank, Elizabeth & Union City, NJ
- Montgomery County, Md
- Tulsa, OK
- Bremerton, WA
- San Antonio, TX
- Richmond, VA
- Arlington and Alexandria, VA
- Chicago, IL
- *Many others coming...*
- *All at various stages: nobody has it all figured out...*

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## Systemic Reform Will Include

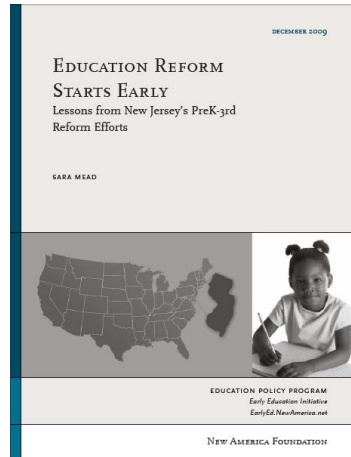
- Parent groups
- Community providers
- School principals and teachers
- School districts
- State agencies
- Federal agencies

*Each holds essential pieces of the puzzle.*

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*Education Reform Stars  
Early: Lessons from New  
Jersey's PreK-3<sup>rd</sup> Reform  
Efforts, December 2009*



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## In Elizabeth, NJ ...

- 2/3 are Latino, 1/4 are African American, 1/10 are Asian or White
- 75 percent are poor (FRPL)
- Reading and math achievement was low

But after 3 years of PreK-3<sup>rd</sup> approaches:

- 80 percent reading at grade level
  - » *on NJASK in 4<sup>th</sup> Grade*
- 88 percent, if you look at those who started with pre-k
  - » *Better than statewide average*
  - » *Closing achievement gap*

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## What did Elizabeth do right?

- High-quality pre-k for all
  - » *Not just an add-on*
  - » *Includes 9 community-based providers*
  - » *Pre-k teachers receive early literacy training*
- Early elementary teachers received 60 hours of PD on early literacy in the first year - trained in needs of bilingual students and special-needs students
- 'Intensive Early Literacy' program in partnership with state

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## Progress at the Federal Level: Setting the Stage

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### The view from the balcony

- Collaborative directors
- Myriad actors
- An incomplete script
- Funding, sort of
- Cliffhangers to come
- Keeping the lights on

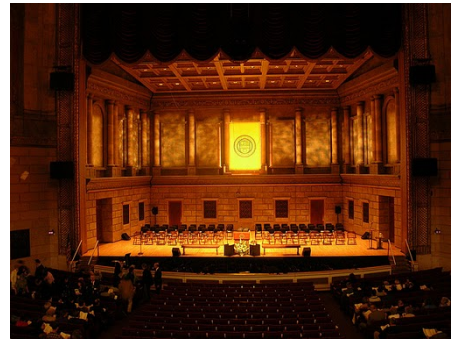


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## The feds are prepping the stage

### Collaborative directors

- *Jacqueline Jones, Dept of Ed*
- *Joan Lombardi, Dept of HHS*

### Emphasizing 'Birth to 8'

- *Early Childhood Advisory Councils too?*

### RTTT and i3 application criteria

- *Speak of linking pre-k, kindergarten and early grades*

### Statewide Longitudinal Data Systems

- *The latest goal: including pre-k, Head Start and other ECE data in state systems of student growth*

### Interagency Policy Board – Now meeting

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## Corralling the myriad actors

- Head Start
  - *Re-competition and performance standards review*
- Child Care Development Fund
- IDEA programs for infants, toddlers, preschool
- Promise Neighborhoods grants
- Investing in Innovation (i3) grants
- Race to the Top (RTTT) grants
- Data system grants (SLDS)
- Title I and Title II clarification?

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## Are they in sync?



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Both nationally and federally

## Education reform's incomplete script

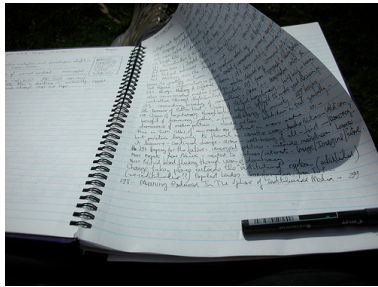


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- Access to pre-k?
- Where is full-day kindergarten?
- What about K-3<sup>rd</sup> grade improvement?
- What's the role of School Improvement Grants (SIG)?
  - *Conversation is focused on middle and high schools*

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## The funding situation

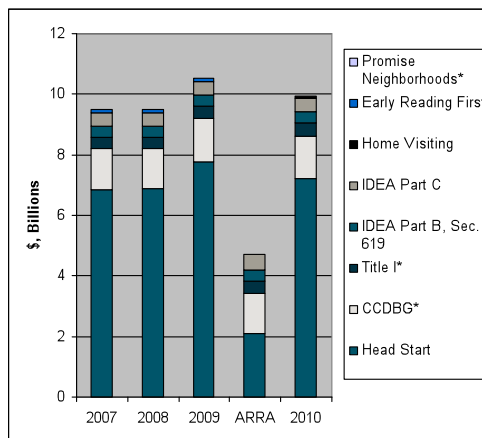


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Birth – Age 5

## Federal Funding, 2007-10



\* Calculated based on assumptions of percentage of children ages 0 through 5 served by those funds

Source: US Depts of Ed and HHS; New America analysis

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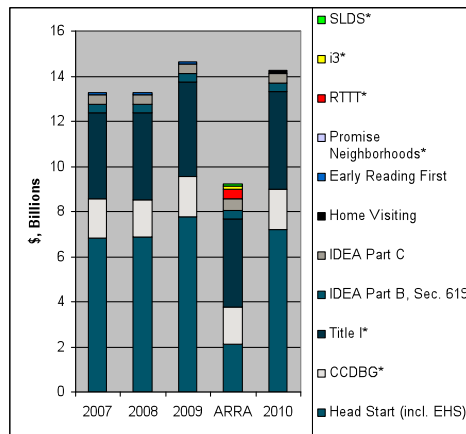


# What does federal funding look like through 3<sup>rd</sup> grade?

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Birth – Age 8

## Federal Funding 2007-10



Promise Neighborhoods, Title I, RTTT, i3 and SLDS data comes with huge caveats.

\* Calculated based on assumptions of percentage of children ages 0 through 8 served by those funds

Source: US Depts of Ed and HHS; New America analysis

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# FY10 Funding vs. FY11 Request

Fiscal Year 2010 Funding Levels Compared to the President's Request  
(\$ billions)

Program	FY 2010 Level	President's Request
Child Care and Development Block Grant	\$ 2.1	\$ 2.9
Head Start	\$ 7.2	\$ 8.2
Title I	\$ 14.5	\$ 14.5
IDEA Grants to States	\$ 11.5	\$ 11.75
IDEA Infants and Families	\$ .439	\$ .439

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# Awaiting resolution on FY11

- Currently operating under Continuing Resolution
  - *Expires April 8*
  - *Disappointment that the Senate Omnibus didn't see light of day – included Early Learning Challenge Fund*
  - *The ARRA cliff soon to become reality for Head Start, childcare?*
  - *House Rs want to shave \$50-\$60 billion off of FY10 budget, return to FY08 levels*

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## FY11 so far...

Current FY 2011 Levels (\$ billions)		
Program	FY 2010 Level	FY 2011 Continuing Resolution
Child Care and Development Block Grant	\$ 2.1	\$ 2.0
Head Start	\$ 7.2	\$ 7.2
Title I	\$ 14.5	\$ 14.5
IDEA Grants to States	\$ 11.5	\$ 11.5
IDEA Infants and Families	\$ .439	\$ .439

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## FY12 Obama's request to Congress

President's FY 2012 Request (\$ billions)		
Program	FY 2011 Continuing Resolution	FY 2012 Request
Child Care and Development Block Grant	\$ 2.0	\$ 2.9
Head Start	\$ 7.2	\$ 8.1
Title I	\$ 14.5	\$ 14.8
IDEA Grants to States	\$ 11.5	\$ 11.7
IDEA Infants and Families	\$ .439	\$ .489

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## Zooming in on i3

*The winners paying attention to PreK-3<sup>rd</sup> ideas, acc to EarlyEdWatch.net:*

- Teach for America (\$50 mil)
- Appletree Institute (\$5 mil)
- Parents as Teachers – BabyFACE (\$14 mil)
- Erikson Institute (\$5 mil)
- Miami-Dade Public Schools (\$5 mil)
- Los Angeles USD\* (\$4.9 mil)
- North Star – MCPS, Md.\* (\$5 mil)

\*Unclear from application exactly how early learning linkages will be supported

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## Other action, on the national level & federal levels

- ‘Superman’ic emphasis on charters, turnarounds
  - » *Distraction or opportunity?*
- Defining ‘effective’ teachers
  - » *Distraction or opportunity?*
- Common Core State Standards Initiative
  - » *Alignment with early learning standards?*

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## Cliffhangers

- FY11 Appropriations
- ESEA (aka No Child Left Behind)
  - *15 national and research organizations signed consensus letter to Congress*

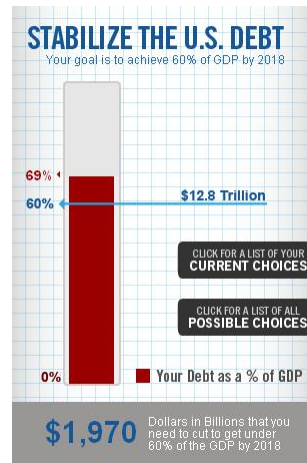
Other laws due for reauthorization:

- » *Child Care Development Block Grants (last authorized in 1995)*
- » *IDEA? (last authorized in 2004)*

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## Keeping the lights on

- Impact of budget reform and budget cuts?
  - *What would a big cut to Head Start and/or Title I mean to PreK-3<sup>rd</sup> reform?*
  - *Many states reeling, proposing cuts to funding that is used in PreK-3<sup>rd</sup> grades*
  - *Reality: U.S. debt is on track to equal 89 percent of GDP by 2020. ('Sustainable' debt level = 60 percent.)*
  - <http://crfb.org/stabilizethedebt/>



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# Resources from New America

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## *12 Ideas for Early Education in the 112<sup>th</sup> Congress, Feb. 2011*

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**ISSUE BRIEF**

### 12 IDEAS FOR EARLY EDUCATION IN THE 112TH CONGRESS

LISA GUERNSEY, EARLY EDUCATION INITIATIVE  
FEBRUARY 2011

As the 112th Congress gets to work, its members face an important opportunity to make lasting changes to public education. With the pending reauthorization of the Elementary and Secondary Education Act (ESEA, also currently known as No Child Left Behind) lawmakers could enact significant improvements to strengthen early learning, as they also could in legislation related to the appropriation of funding at federal agencies. In this brief, the New America Foundation's Early Education Initiative proposes 12 policy ideas to improve access, quality, and alignment for children before kindergarten and through the early grades of elementary school.

**1. Think PreK-12, not K-12.**  
Education laws should reflect today's reality: public education starts before kindergarten. Publicly funded pre-kindergarten programs, while not accessible to all families, are serving a growing number of children around the country—both in schools and in nearby community centers and preschools. Yet these programs are rarely recognized as part of the public education system. In ESEA, for example, sections on Improving Teacher Quality State Grants (Title II), Troops to Teachers and the Teacher Incentive Fund do not always clear about their applicability to state-funded pre-K teachers or to teachers in childcare centers that

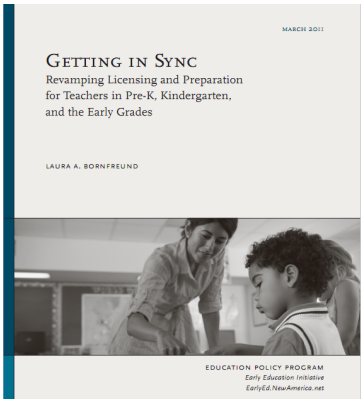
**2. In grant competitions, favor states with effective early learning strategies.**  
When faced with the possibility of winning additional federal dollars, many states have responded with decisive action to strengthen their choices, as shown by the U.S. Department of Education's Race to the Top (RTTT) program. Unfortunately, the original structure of RTTT did not reward states for advancing effective programs and policies related to early learning. In the same way that RTTT was able to push states to improve charter school regulations, the competition could be used to spur states to improve their early learning strategies. States should be

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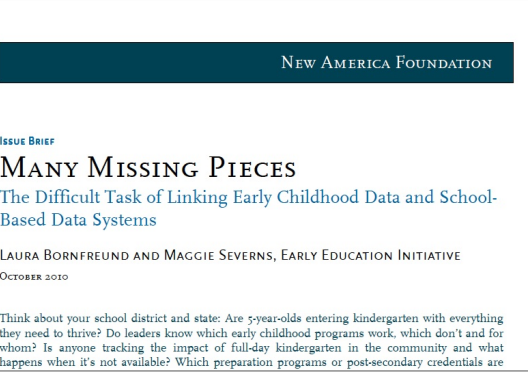


*Getting in Sync: Revamping Licensing and Preparation for Teachers in Pre-K, Kindergarten, and the Early Grades, March 2011*



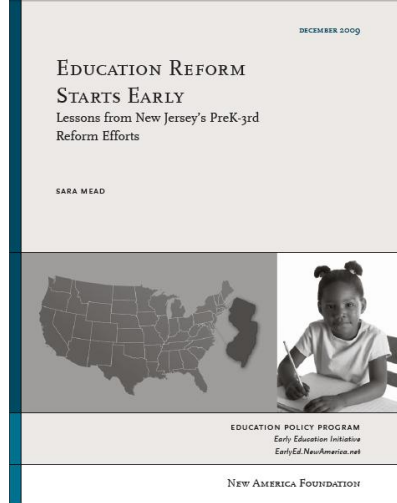
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*Many Missing Pieces: The Difficult Task of Linking Early Childhood Data and School-Based Data Systems, Oct. 2010*



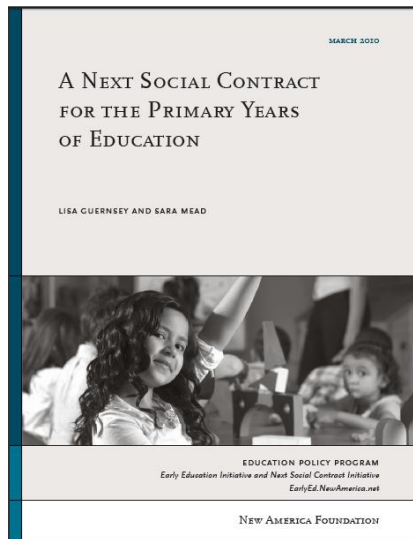
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*Education Reform Starts Early: Lessons from New Jersey's PreK-3<sup>rd</sup> Reform Efforts, December 2009*



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*A Next Social Contract for the Primary Years of Education, March 2010*



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## Contact Information

Lisa Guernsey  
Director, Early Education Initiative  
New America Foundation

[guernsey@newamerica.net](mailto:guernsey@newamerica.net)

202-596-3380

[earlyed.newamerica.net](http://earlyed.newamerica.net)

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