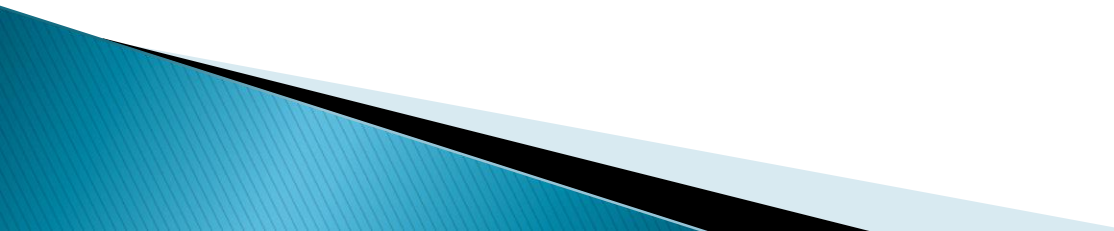


P-3 Subcommittee Report

Building a Comprehensive P-3 Policy in
Nevada

Priority Topics: NRS 400.040

- ▶ Methods to ensure the successful transition of children from early childhood education programs to elementary school, including, without limitation, methods to increase parental involvement.
 - ▶ The development and oversight of a SLDS that links data relating to ECE programs and K–12 public education with data relating to postsecondary education and the workforce in this state.
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P-3 Subcommittee Priority Topics

- ▶ Improve **transitions** from early grades (preschool through third grade) to later grades.
- ▶ What P-3 **data** is currently available for inclusion in the SLDS? What additional data should be collected?

Establishing the Need

A Fragmented P-3 System

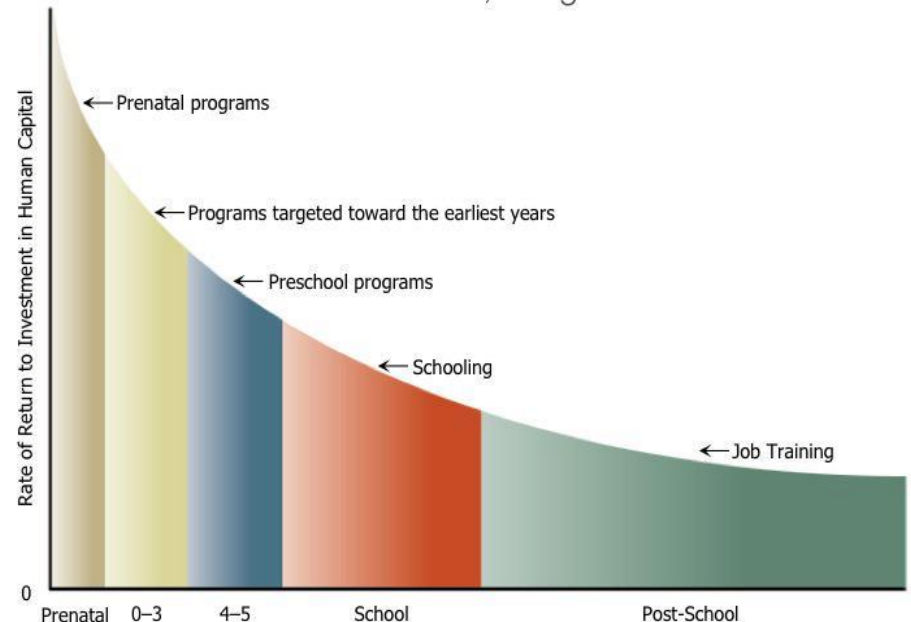
- Programs that support children on their trajectory towards academic, social and emotional successes from birth through third grade are disconnected.
- The New American Foundation ranked Nevada “crawling” when evaluation EC policies (November 2015).

Return on Investment

- Quality early learning and development programs can foster valuable skills, strengthen our workforce, grow our economy, and reduce social spending with a return on investment ranging from 2:1–17:1 (Center on the Developing Child at Harvard, 2007; Heckman, 2015)


EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

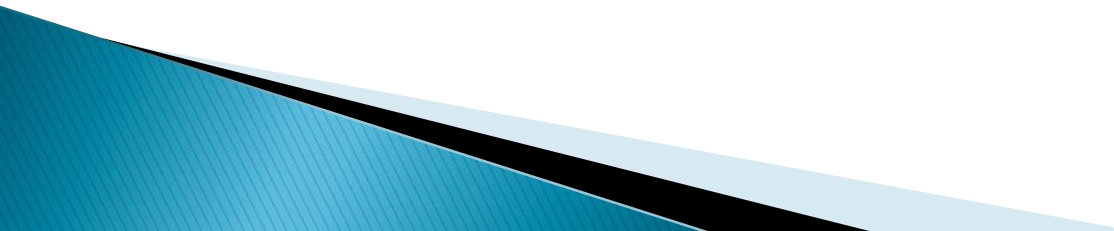
A Framework for Recommendations

- ▶ A comprehensive approach to effective P–3 education is critical to promoting positive outcomes for young children and their families.
 - ▶ ECE policies are increasingly prevalent internationally as an evolutionary component of P–20W systems (OECD, 2013).
 - ▶ Effective P–3 education and support services are important to build a framework for student engagement and achievement, while simultaneously mitigating the compounding effects of disadvantaged backgrounds.
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Framework for Recommendations

- ▶ Internationally, countries with strong ECEC policies have students who score statistically higher than countries where ECEC policies are fragmented or lacking (OECD, 2013).
- ▶ One study yielded that after accounting for students with lower socio-economic backgrounds, fifteen year olds who attended ECE tend to performed better on the Program for International Student Assessment (PISA) than those who did not (OECD, 2013).
- ▶ Other factors include access to and quality of ECEC related services. PISA results suggest the relationship between ECE participation and later learning outcomes is the strongest in countries with certain “quality” features are part of the ECEC policies.

Framework for Recommendations

- ▶ Several states have adopted a statewide approach to effective P–3 models (Daily, 2014; Loewenberg, et. al., 2015).
 - ▶ The models include a comprehensive plan for effective transitions between preschool and kindergarten, which are continued through third grade horizontally and vertically.
 - ▶ Children who experience successful transitions across grade levels are more likely to enjoy school, experience academic and social growth, and focus on new content and skill development (Daily, 2014).
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Framework for Recommendations

- ▶ Governor Sandoval's landmark education initiatives platform and corresponding budget included support for early learners including the Preschool Development Grant Match, Full Day Kindergarten Expansion, *Read by Three* initiatives, and the Early Childhood Advisory Council who authored the Silver State Strong comprehensive strategic plan 2014–2017.
 - ▶ These initiatives establish a framework to increase state-level capacity to support effective P–3 across districts and within programs.
 - ▶ However, policies exist in context and powerful impacts result when they are comprehensive across agencies and key stakeholders.
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Framework for Recommendations

- ▶ Investing in or addressing a policy-based comprehensive approach to P-3 is necessary to achieve better outcomes (Loewenberg, et. al, 2015).
- ▶ A data system policy, which includes P-3 as part of the P-20W SLDS data and associated research will inform future policy initiatives and decisions in regards to early childhood education and across the P-20W pathway.
- ▶ This is important work in ensuring our state provides an innovative P-20W education preparing our youngest children for career and college readiness and global society.

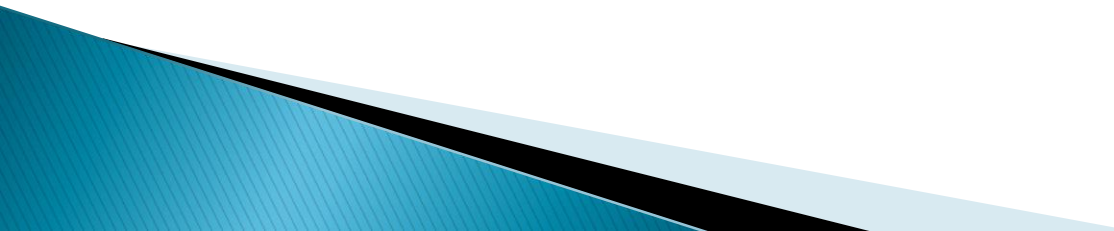
Framework for Recommendations

- ▶ The following recommendations align with Governor Sandoval's P-20 Council Executive Order and NRS 400.040 1.(b)(e)(g)(h(2)(3))(i).
 - ▶ Some of the recommendations may be in implementation at varied degrees within state and across districts.
 - ▶ A comprehensive P-3 approach to Early Childhood Education is essential to building a framework toward a strong state and P-20W pathway and is focused on increasing capacity and building infrastructure.
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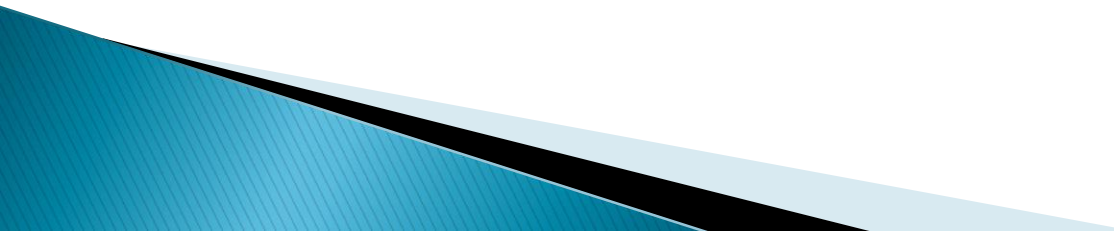
Transitions

- ▶ Include ECE language and definitions in NRS
- ▶ Statewide P–3 Comprehensive Policy
- ▶ Early Childhood position in Governor's Office

Transitions

- ▶ District and Charter School P–3 Plans
 - ▶ P–3 Leadership pedagogy training, PD
 - ▶ P–3 Teaching and Learning pedagogy training, PD
 - ▶ Family engagement plans
 - ▶ Improve and expand Quality Rating Improvement System (QRIS)
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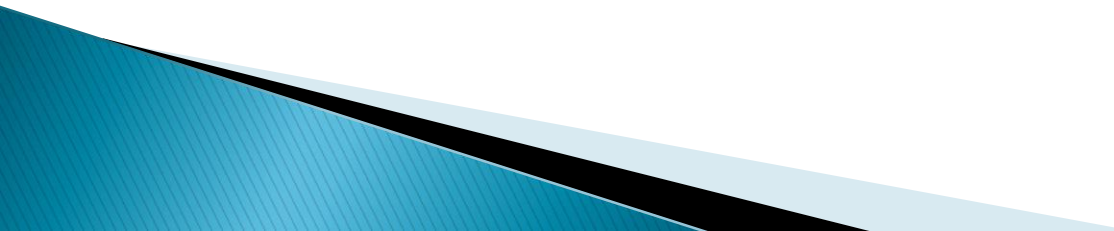
Transitions

- ▶ Expand access to high quality child care, Pre-K, and full-day Kindergarten
 - ▶ Identify statewide “best practice” P-3 models
 - ▶ Personal Learning Plans (PLPs) for Children in Transition (CIT)
 - ▶ Equitable funding analysis and support in relation to the state’s economic productivity
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Data

- ▶ Link existing Pre-K data to the SLDS
- ▶ Expansion of data collection based on research questions
 - Three Overarching research questions to guide data collections within the SLDS

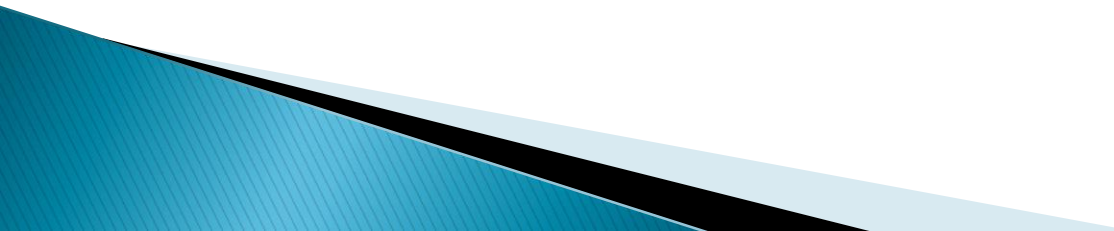
Research Questions

- ▶ *Research Question 1: What is the Return on Investment for Nevada Early Childhood Education Programs?*
 - ▶ *Research Question 2: Can we predict student achievement on Nevada Criterion Referenced Tests (CRT) and the National Assessment of Educational Progress (NAEP) based on equitable access to quality P-3 programs?*
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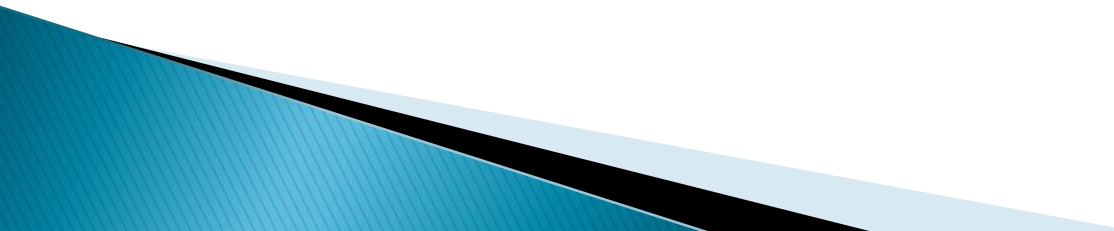
Research Questions

- ▶ ***Research Questions 3:*** What components of P-3 are effective in eliminating achievement gaps and sustaining growth?
- ▶ *What instructional approaches, curriculum, assessment practices, family engagement, and transition practices are occurring in P-3 classrooms?*
- ▶ *Which classrooms are taught by highly qualified teachers with education and experience in P-3 and ECE?*
- ▶ *Which classrooms are led by highly qualified leaders with education and experience in P-3 and ECE*
- ▶ *Which students have access to quality programs, educators, and leaders?*

Data

- ▶ Cross-agency collaborations
 - ▶ Expand access to high quality child care, Pre-K, and full-day Kindergarten
 - ▶ Expand multiple domain assessment data from state and Pre-K development grant funded Pre-K
 - ▶ Expand Kindergarten Entry Assessment (KEA) data across FDK in the SLDS
 - ▶ Universal developmentally appropriate data across grades 1, 2, and 3
 - ▶ Registration by age 4 – public or private pre-k or homeschooled
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In closing

- ▶ Policies exist in context and powerful impacts result when they are comprehensive across agencies and key stakeholders. Investing in or addressing a policy-based comprehensive approach to P-3 is necessary to achieve better outcomes (Loewenberg, et. al, 2015).
 - ▶ Questions? Comments?
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