

The Forum for America's Ideas

**POLICY CONSIDERATIONS AND STATE
INNOVATIONS FOR STATE-FUNDED
PRESCHOOL PROGRAMS**

PRESENTATION TO THE
MONTANA EDUCATION INTERIM COMMITTEE
MARCH 22, 2018



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About NCSL

- NCSL's objectives are to:
 - ▣ Improve the quality and effectiveness of state legislatures
 - ▣ Promote policy innovation and communication among state legislatures
 - ▣ Ensure state legislatures a strong, cohesive voice in the federal system



Outline

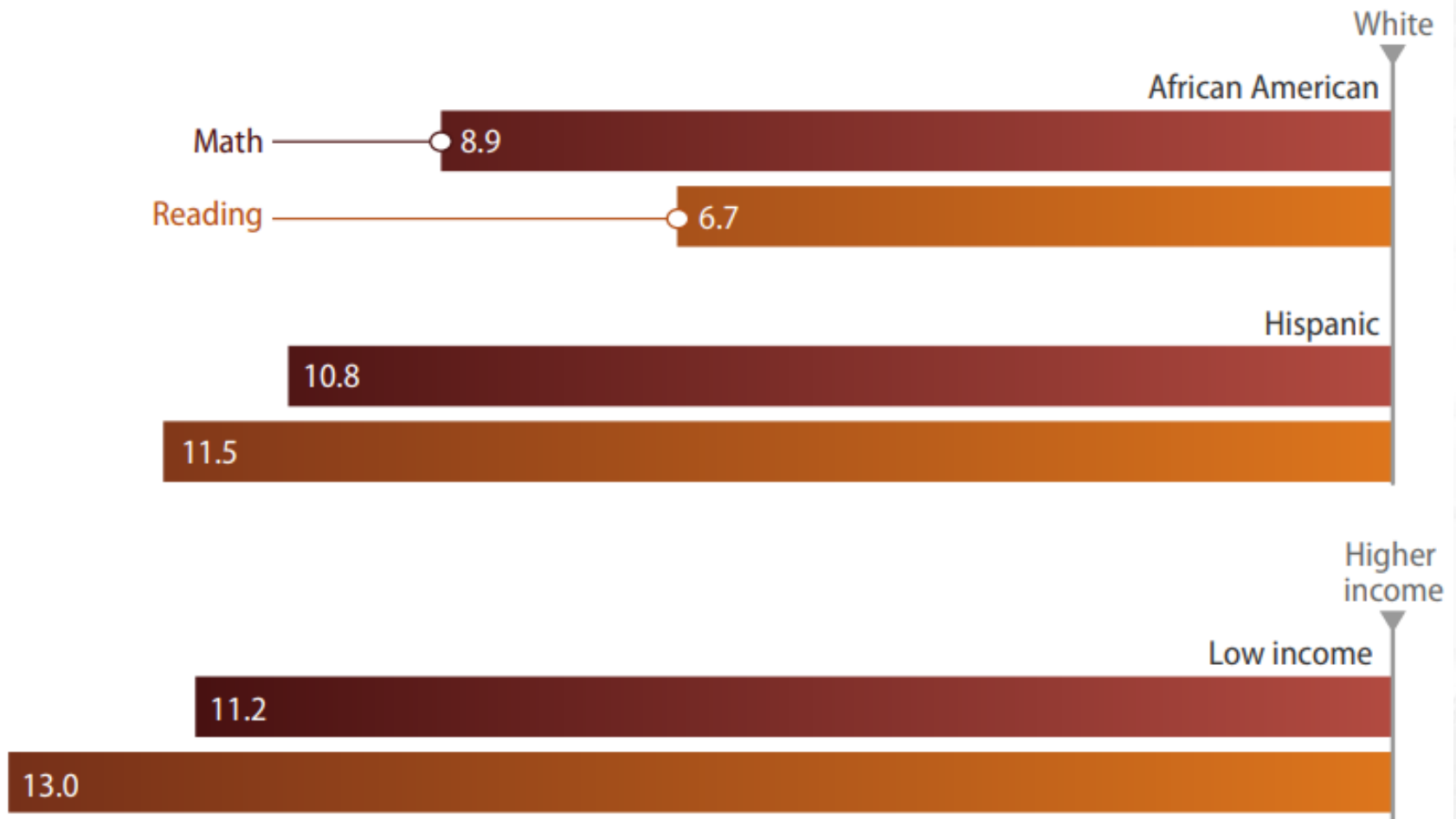
- Opportunity Gaps and School Readiness
- State Pre-K Policy Considerations
- Fadeout, Long-Term Effects and ESSA State Plans





African American, Hispanic, and low-income children lag behind their white and more affluent peers in math and reading at kindergarten entry

Kindergarten achievement gaps in months of learning by subgroup, 2010



Source: Friedman-Krauss, A., Barnett, W.S., & Nores, M. (2016). How Much can High-Quality Universal Pre-K Reduce Achievement Gaps? Center for American Progress. Retrieved from: <http://nieer.org/wp-content/uploads/2017/01/NIEER-AchievementGaps-report.pdf>



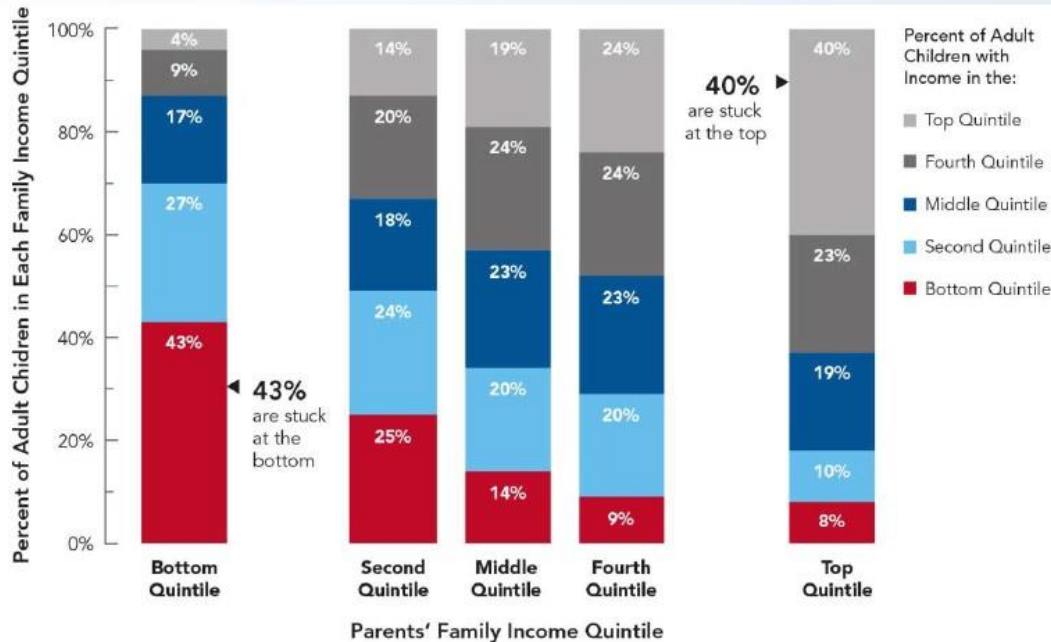
Opportunity Gaps and School Readiness

- Low-income students are more likely to:
 - ▣ Trail in social-emotional skills and executive functioning¹⁻³
 - ▣ Attend a school that is of lower quality (ineffective and inexperienced teachers, fewer resources, more students living in poverty).⁴
 - ▣ Be chronically absent (10% or more).⁵
 - ▣ Face hunger, homelessness, housing insecurity and lack of access to quality healthcare.⁶
 - ▣ Experience Adverse Childhood Experiences (ACEs) such as abuse, neglect, neighborhood violence and more, leading to toxic stress, and negative health and educational outcomes.⁷



Intergenerational poverty

Income Quintile of Children When They Grow Up Relative to Their Parents' Income Quintile



Note: Numbers are adjusted for family size.

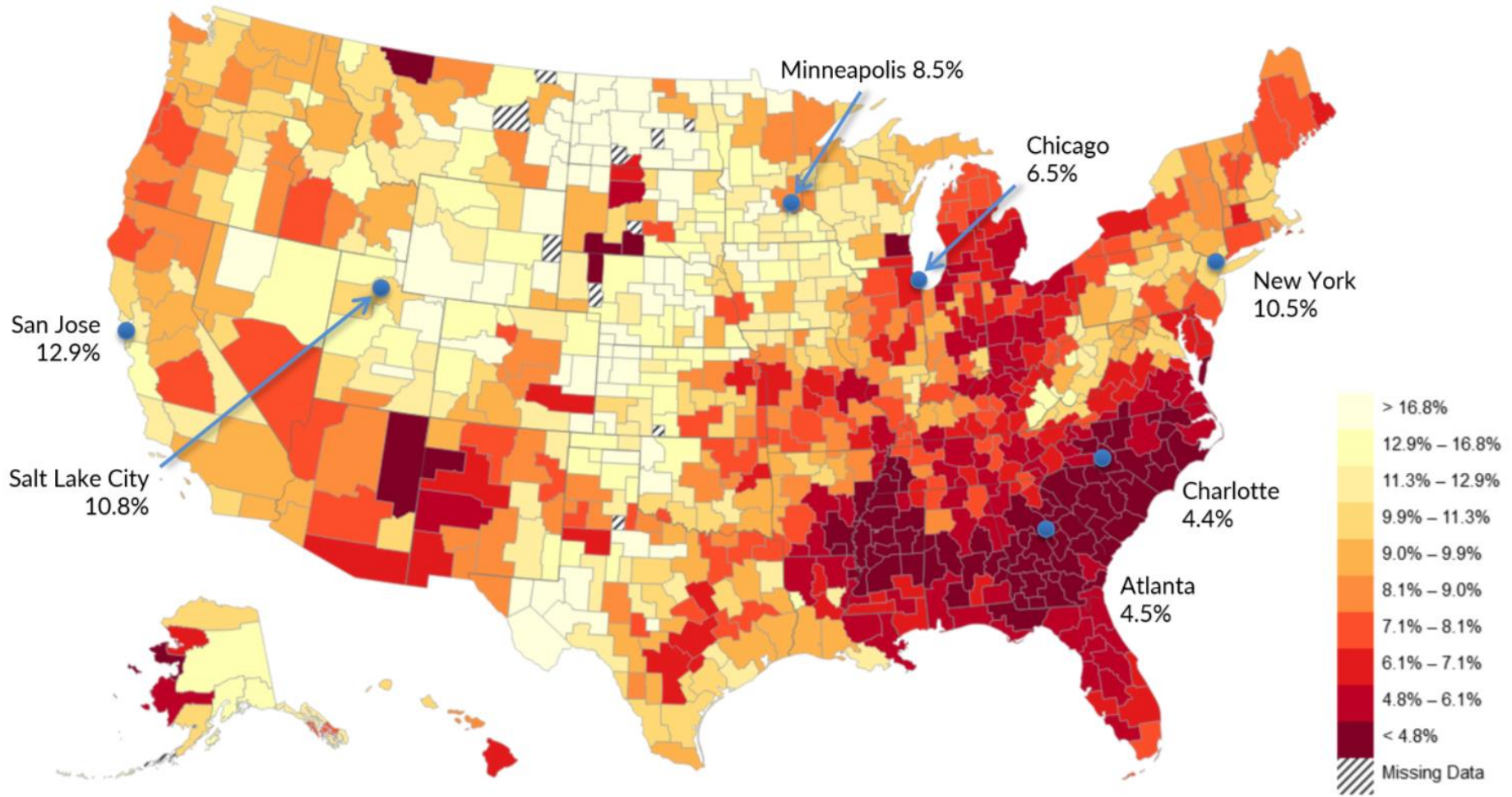
Haskins, R. (2017). Opportunity, Responsibility and Security: Reducing Poverty and Increasing Economic Mobility. A Presentation at the Economic Opportunity for Families: A Leadership Forum for State Legislators, June 6, 2017. Denver, CO: National Conference of State Legislatures.



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The Geography of Upward Mobility in America

Children's Chances of Reaching Top 20% of Income Distribution Given Parents in Bottom 20%



Source: Dr. Raj Chetty, The Equality of Opportunity Project. Retrieved from: <http://www.equality-of-opportunity.org/>



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State Policy and Research for Early Education (SPREE) Working Group

- ❑ Formed in Spring 2016
- ❑ Funded by the Heising-Simons Foundation (through 2020)
- ❑ 16 members:
 - ▣ 8 state legislators
 - ▣ 2 legislative staff
 - ▣ 6 early learning experts



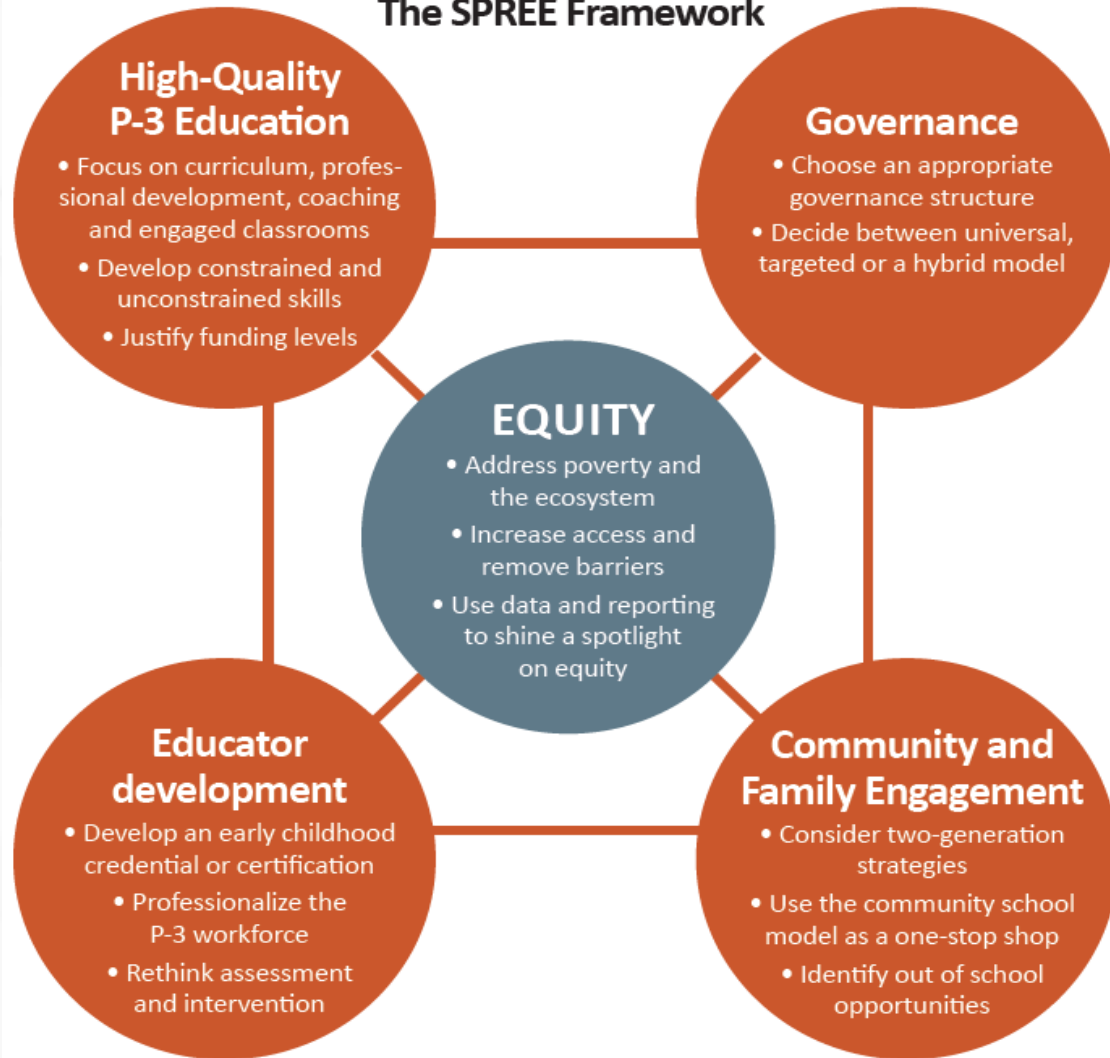
**A Fair Start: Ensuring all Students
Are Ready to Learn**
Education

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The SPREE Framework



Policy Considerations

1. Governance and Program Structure/Design
2. Quality
3. Workforce
4. Family/Community Engagement
5. Others (Equity, Social-Emotional Learning, Standards for Accreditation, School Turnaround, Discipline)



Equality of Educational Opportunity

Article X Montana Constitution

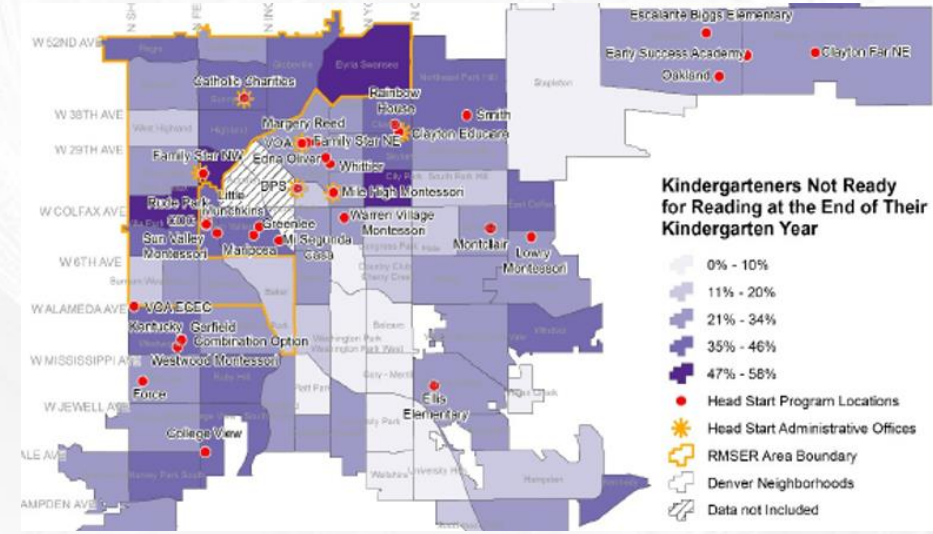
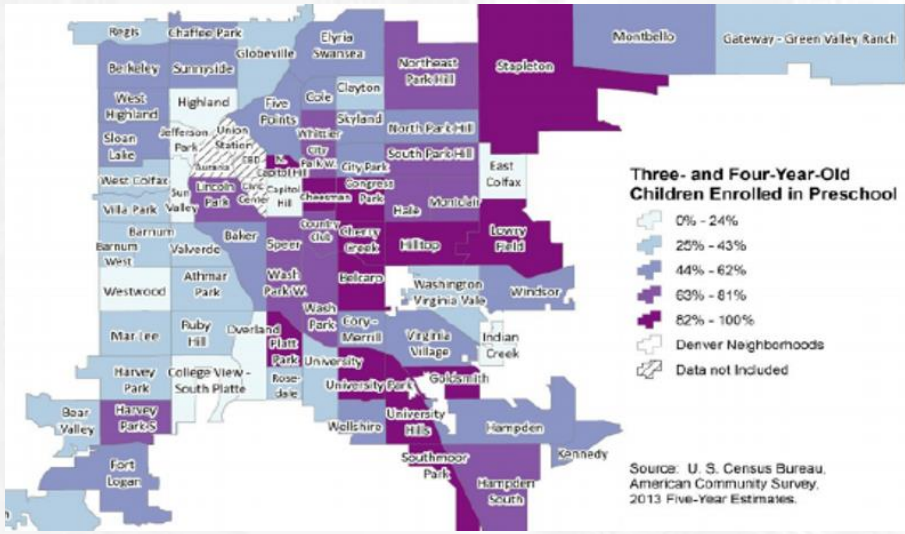
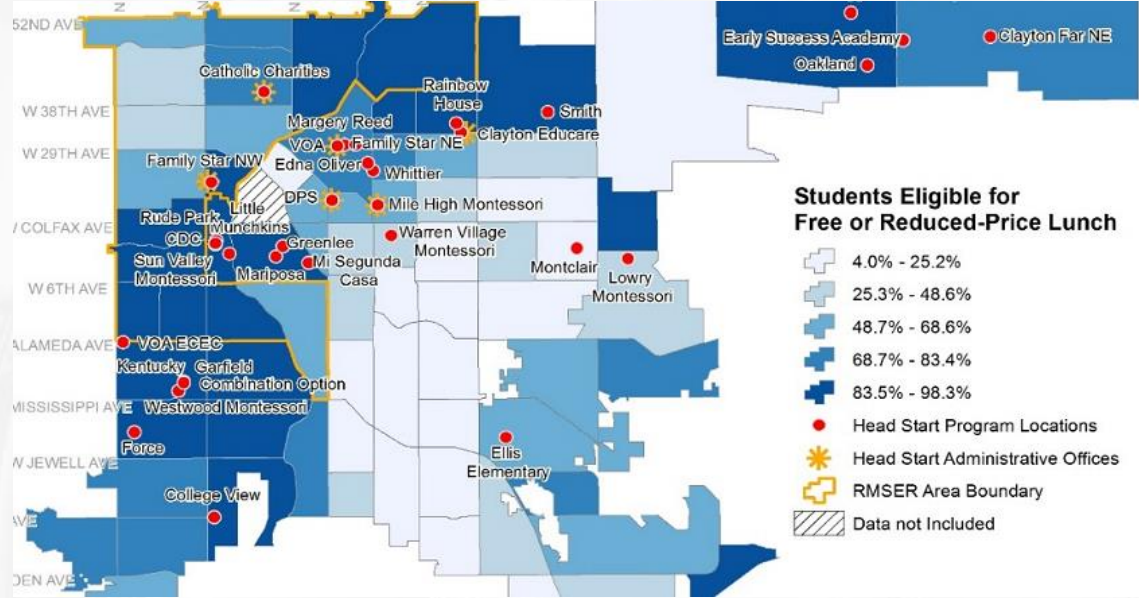
- It is the goal of the people to establish a system of education which will develop the full educational potential of each person.
- Equality of educational opportunity is guaranteed to each person of the state.
- It shall fund and distribute in an equitable manner.



Governance and Program Structure/Design

Policy Consideration/Question	Best Practices & State Examples
Who will govern (ED, HHS, jointly or new entity)? Who will set program standards?	<ul style="list-style-type: none"> Mississippi Early Learning Collaborative Act (2013) North Carolina Senate Bill 257 (2017) Oregon Early Learning Hubs
Who will provide?	<ul style="list-style-type: none"> Public, private, mixed-delivery
Funding (K-12 formula, grants, per-pupil, per-class, voucher to parent)? How can state ensure its reliability?	<ul style="list-style-type: none"> Formula: 16 states plus D.C. School Readiness Tax Credit (NE & LA) CCDF to fund Pre-K Pilot (IN) Others: TANF, Title I, P³, Pay for Performance, Tobacco & Alcohol Tax
Targeted or universal? Half- or full-day program?	<ul style="list-style-type: none"> Geographic Targeting





Quality

Policy Consideration/Question	Best Practices & State Examples
How will program quality be assured?	<ul style="list-style-type: none">• Structural Elements• Process Elements
How will program effectiveness be assured?	<ul style="list-style-type: none">• Continuous Quality Improvement System (CQIS) and QRIS (See below)
Will effective programs be rewarded/ineffective programs become ineligible?	<ul style="list-style-type: none">• Quality Rating Improvement System (QRIS)
How will program align with K-12 system?	<ul style="list-style-type: none">• Transition coordination and state ESSA plans
How will state assess quality?	<ul style="list-style-type: none">• Kindergarten Entry Assessments (KEAs)• MT: DIAL and ASQ-SE
What curricula will be in place?	<ul style="list-style-type: none">• Content-focused, developmentally-appropriate



Workforce

Policy Consideration/Question	Best Practices & State Examples
How will state policy support the professionalization of educators?	<ul style="list-style-type: none">• NAEYC Power to the Profession Initiative
How will state policy build a pipeline of quality educators?	<ul style="list-style-type: none">• Oregon Senate Bill 182• Virginia House Bill 46
How will educator quality based on inputs be assured?	<ul style="list-style-type: none">• Qualifications and credentialing for teachers and leaders• Texas House Bill 2039• Pay parity



Family and Community Engagement

Policy Consideration/Question	Best Practices & State Examples
Will programs require or encourage wraparound services, two-generation approaches or community school models?	<ul style="list-style-type: none">• Massachusetts Senate Bill 38 (Pending)• New Mexico House Bill 477
Will state provide effective programs to support healthy child development?	<ul style="list-style-type: none">• Home visiting and other birth-age 3 considerations
Are systems easy to navigate?	<ul style="list-style-type: none">• GA “Bright From the Start” website
How will the importance of parents, family and community engagement be emphasized?	<ul style="list-style-type: none">• State ESSA plan can include professional development for pre-K teachers on engaging families in education
How are outcomes shared with parents and the community?	<ul style="list-style-type: none">• ESSA report cards (# and % of students enrolled in pre-K, school readiness gaps, more)



Others

Policy Consideration/Question	Best Practices & State Examples
Equity: Is there a mechanism for ensuring access for students who are the most in need? To ensure school readiness gaps are minimized?	<ul style="list-style-type: none">• Louisiana House Bill 517 (2017)• ESSA report cards (see previous slide)
Is there a mechanism for ensuring students receive instruction in social-emotional learning? Training for teachers?	<ul style="list-style-type: none">• Washington House Bill 1518 (Failed)• PD on developing supportive teacher-student relationships and a positive climate
Are standards in place for accreditation?	<ul style="list-style-type: none">• NAEYC's 10 Accreditation Standards
Is early learning (preschool-3 rd grade) a part of school turnaround?	<ul style="list-style-type: none">• Colorado Senate Bill 103 (2017)• Part of states' ESSA plans
Are discipline statistics disproportionately affecting certain children?	<ul style="list-style-type: none">• Tennessee House Bill 872 (2017)• 10 states plus D.C. with legislation



Final Thoughts-Key Policy Considerations

- No silver bullets or recipe for success
- Think comprehensively, but focus on 2-3 priority areas for targeted reform
- Think long-term



Fadeout Hypotheses

1. Preschool programs have effects on “unconstrained” but not “constrained skills”.
2. Children benefit from preschool but then receive redundant instruction in elementary school.
3. Quality of preschool programs is not sufficient to create a large enough impact that will be sustained—compare TN and OK studies
4. Children transition into lower quality elementary school settings.
5. Children attend kindergarten with many children who did not go to preschool.



Long-Term Benefits of Pre-K (2017-2018)

- [Tulsa](#)
- [Alabama](#)
- [Chicago Child-Parent Center](#)
- [Tennessee](#)
- [Brookings](#) (meta-analysis of 400+ studies)
 - ▣ 6 consensus statements



ESSA State Plans: P-3 Focus

- Accountability and Reporting:
 - ▣ Including early learning indicators in state and local report cards (MD)
- Equity:
 - ▣ Goals for closing opportunity gaps (NM)
 - ▣ Longitudinal data to document effects of universal pre-K on all student groups (OK)
- School Improvement Strategies:
 - ▣ Including access to high-quality pre-K and P-3 focus as part of improvement plan (CO, CT, IN, MD, RI, TN)
 - ▣ Chronic absenteeism in early grades (IL, RI, 30+ states)
- Social-emotional learning:
 - ▣ SEL standards for K (OR)
- Teacher Supports:
 - ▣ Providing professional development to pre-K teachers and focus on P-3 teachers (AK, AZ, MI, MS, OR, TN)





NCSL LEGISLATIVE SUMMIT

LOS ANGELES 2018

[2018 Legislative Summit Website](#)



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