Birth to 3rd Grade Systems & Components

Kelly Maxwell, Ph.D.

Co-Director of Early Childhood Research

Child Trends

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B-3 Council

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Overview

- Why is the B-3rd grade period important?

- What supports children's success?

- Overview of the 7 early education components in the B-3 Council legislation

Why Birth to Third Grade?

- Shift from "learning to read" to "reading to learn"

- Period of concrete thinking

- Reading is a major milestone for many children in third grade
  - NC Pathways to Grade Level Reading

- Age span defined as "young children" by national professional organization

  - National Association for the Education of Young Children

A B-3 framework helps us…

- Develop a continuum of services and supports for children along the age span from birth to eight
  - No "magic bullet" program
  - No "magical age" for services
- Recognize the importance of health *and* family support *and* early education
- Focus more on the children, rather than the system(s)
  - B-5 vs. K-3
- Bring the best of the B-5 and K-3 systems together

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The Research Base for a Birth through Age Eight State Policy Framework

https://earlysuccess.org/our-work/policy-framework

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

A Developmental Perspective

Development is…

- a dynamic, interactive process
- not predetermined, but occurs in the context of relationships, experiences and environments
- influenced by contexts
- created over time through transactions with the world and other actors
- cumulative

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

Policy Areas from the Birth through Eight Framework

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

NC Pathways to Third Grade Reading

- Vision: All NC children will read on grade level by the end of third grade

- NC Early Childhood Foundation leading the effort, working with partners

- Developing a set of shared measures of success along the B-3rd grade pathway

- Working to identify strategies and coordinate efforts to support children's development

- Focus on health, families, and early care and education

http://buildthefoundation.org/pathways/

NC Pathways to Third Grade Reading

- "Research is clear that no one intervention can result in big gains in grade-level reading at the population level. "

- "Research is also clear that improving third grade reading proficiency requires **integrated strategies** that cover the birth-through-age-eight developmental period and **take into account all the domains of children's lives,** including health, family and community, and education. Strategies that stand alone and are not integrated into an aligned, birth-through-age-eight, cross-sector system are unlikely to produce clear and lasting results."

    - Gruendel, Ableidinger, & Ruble. *What Works for Third Grade Reading: An Overview of the NC Pathways to Grade-Level Reading Working Papers and Suggested Guidance*. http://buildthefoundation.org/pathways-working-papers/

http://buildthefoundation.org/pathways/

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Health

- Poor health in utero leads to poor pregnancy outcomes

- Poor pregnancy outcomes increases risk for poor health in early childhood

- Young children in poor health are at higher risk for adulthood obesity and cardiovascular disease

- Chronic health conditions (both mental and physical) have serious consequences in the short-term (e.g., missing school) and long-term (e.g., economic well-being)

- Health risks experienced early in life do not necessarily lead to poor health in adulthood, unless there are *consistent and cumulative experiences* that contribute to such a trajectory

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

A Sample of Health Policy Choices

- Timely and ongoing prenatal, pediatric, and oral health care

- Access to affordable health insurance for children and families

- Community-based programs targeting sources of toxic stress such as violence, crime, substance abuse, and mental illness, combined with supports for parents and caregivers who need them

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

NC Pathways to Third Grade Reading

- Health and development on track, beginning at birth
    - Healthy birthweight
    - Early intervention
    - Socio-emotional health
    - Physical health

Family Support

- Families support children's development, starting with:
  - adequate prenatal care
  - ensuring young children receive adequate food, shelter, and medical attention
  - living in safe and stimulating environments
- Lack of warm, positive relationships with parents/caregivers increases risk of later substance abuse, anti-social behavior, and juvenile crime

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

A Sample of Family Support Policy Choices

- Access to child care assistance for eligible families with provisions for quality and continuity of care

- Effective outreach for and enrollment in programs that promote family economic stability and parent participation in higher education

- Prevention programs and services for children at risk of abuse and neglect and their families

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

NC Pathways to Third Grade Reading

- Supported and supportive families and communities
  - Formal and informal family supports
  - Safe at home
  - Positive parent-child interactions
  - Reading with children

Learning

- Birth through age eight is a critical span for:
  - physical health and motor development
  - cognitive development
  - language development
  - social-emotional development
  - motivational and regulatory skills
- Gaps in skill development between advantaged and disadvantaged children emerge early and predict developmental trajectories

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

A Sample of Learning Policy Choices

- Access to high-quality care and learning programs for infants and toddlers with educational, health, and development components; high-quality child care; voluntary, full-day preschool for all low-income 3- and 4-year-olds; and full-day kindergarten
- Transition planning from early care, to preschool, to K-12 learning environments
- Access to effective professional development: pre-service education, training, and onsite support for applying knowledge to practice

Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

NC Pathways to Third Grade Reading

- High quality birth-through-age-eight learning environments with regular attendance

  – High quality early care and education (B-8)

  – Promotion to next grade

  – Summer learning

  – Regular attendance

NC B-3 Council Presentation 1-31-18

10 Standards of High Quality Programs

1. Relationships
2. Curriculum
3. Teaching
4. Assessment of Child Progress
5. Health
6. Staff Competencies, Preparation, Support
7. Families
8. Community Relationships
9. Physical Environment
10. Leadership and Management

https://www.naeyc.org/accreditation/
early-learning/standards

Quality Early Care and Education (B-3rd Grade)

- Sensitive and responsive care and education
  - incorporate children's culture; individualized; strong relationships
- Intentional teaching
  - Instructional goals, scaffolding
- Use of a curriculum
- Monitoring progress and individualizing instruction
- Engaging families

Adapted from NAEYC Developmental Practice (2009)

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Quality Early Care and Education (B-3rd Grade)

- Knowledgeable, skilled teachers
- Teacher supports
  - Pre-service preparation
  - In-service professional development
  - Leadership within the organization
- Setting the stage
  - Rich environment
  - Small group size
  - Small teacher: child ratios
- Community connections to support children and families' broad range of needs

Early Education Components in B-3 Council Legislation

1. Standards and assessment

2. Data-driven improvement and outcomes

3. Teacher and administrator preparation and effectiveness

4. Instruction and environment

5. Transitions and continuity

6. Family engagement

7. Governance and funding

Standards and Assessment

- Standards define our expectations for children
  - NC Foundations for Early Learning and Development
    - Ages birth through 5
      - Infants, younger toddlers, older toddlers, younger preschoolers, older preschoolers
    - Indicators of development across domains
      - Approaches to Play & Learning
      - Emotional & Social Development
      - Health & Physical Development
      - Language Development & Communication
      - Cognitive Development

North Carolina Foundations for Early Learning and Development

North Carolina Foundations Task Force

http://ncchildcare.nc.gov/providers/pv_foundations.asp
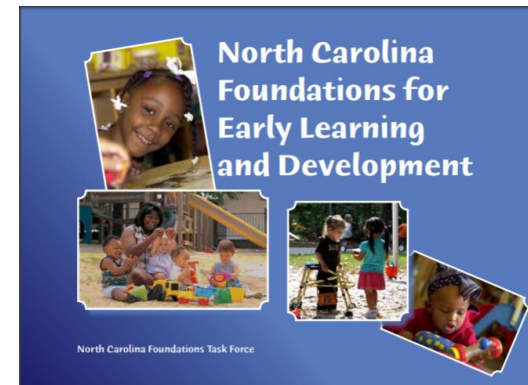
Goal LDC-7: Children respond to and use a growing vocabulary.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Make specific sounds, facial expressions, and/or gestures for certain people and objects. *LDC-7a* • Imitate sounds, words, and gestures. *LDC-7b* • Recognize spoken or signed words for common items. *LDC-7c*	• Show steady increase in words used (e.g., name family members and familiar objects). *LDC-7d* • Imitate parts of familiar songs, chants, or rhymes. *LDC-7e* • Respond to simple words and phrases that they hear often. *LDC-7f* • Use several words to make requests (e.g., "done," "wannit," "please") as well as to label people and objects. *LDC-7g*	• Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). *LDC-7h* • Participate in or repeat familiar songs, chants, or rhymes. *LDC-7i* • Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). *LDC-7j*	• Repeat familiar songs, chants, or rhymes. *LDC-7k* • Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). *LDC-7l* • Make up names for things using words they know (e.g., dog doctor for veterinarian). *LDC-7m* • Use many kinds of cues in the environment to figure out what words mean. *LDC-7n*	• Repeat familiar songs, chants, or rhymes. *LDC-7o* • Use a growing vocabulary that includes many different kinds of words to express ideas clearly. *LDC-7p* • Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). *LDC-7q*

Young children first learn vocabulary words for people, objects, and activities. Later, children begin to learn words for more abstract concepts or things they don't experience directly. Dual Language Learners develop vocabulary first in their home language. As they begin to learn their second language, they will build their vocabulary the same way as their home language—learning words that relate to things and people they experience first, followed by words that are more abstract. They may mix words from their home language and words from their second language as their vocabulary grows. This is typical for children who are learning two languages.

http://ncchildcare.nc.gov/providers/pv_foundations.asp

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Language Development and Communication

Standards and Assessment continued…

- North Carolina Standard Course of Study
  - Arts Education (K-8)
  - English Language Arts (K-5)
  - Healthful Living (K-2, 3-5)
  - Guidance (PK-12)
  - Mathematics (K-8)
  - Science (K-2, 3-5)
  - Social Studies (K-2, 3-5)

http://www.ncpublicschools.org/curriculum/

Primary Purposes of Assessing Children

- Support learning and inform instruction
- Screen for and identify possible disability
- Part of a program evaluation
- Part of an accountability system
  - More so at grade 3 and above
    - End of grade tests
- Inform state policy

Data-Driven Improvement and Outcomes

- Outcomes
  - Develop goals or desired outcomes for
    - individual programs
    - B-3 continuum of services ("shared accountability")
      - NC Pathways to Grade-Level Reading
- Data-Driven Improvement
  - Research-based programs, interventions, services
  - Data to demonstrate implementation
    - Can't assume you'll reach outcomes without confirming the program is implemented as intended
  - Ongoing data about outputs and short-term outcomes
  - Independent evaluation of individual program effectiveness
  - Evaluation and/or review of population-level indicators to examine effectiveness of the system
  - Structures in place to review data, provide feedback, and support change

Teacher and Administrator Preparation and Effectiveness

- K-3 teachers and administrators required to have at least a Bachelor's degree

- 2015 NC Workforce Study of B-5 Early Care and Education Teachers
  - 37% of teachers in centers had Bachelor's degree
  - 60% of center directors had Bachelor's degree

http://www.childcareservices.org/2015-north-carolina-child-care-workforce-study/

Teacher and Administrator Preparation and Effectiveness

- Higher Education Teacher Preparation
  - B-5 ECE programs not always in Schools of Education
  - Often the content is different in B-5 ECE vs. K-3 ECE
    - B-5: child development, social-emotional development, early math and literacy, family engagement, play
    - K-3: instructional methods, math, literacy and other academic content
  - Need the best of both worlds!

Transforming the B-8 Workforce

https://www.newamerica.org/in-depth/transforming-early-education-workforce/

Teacher and Administrator Preparation and Effectiveness

- Higher Education Administrator Preparation
  - Few programs for B-5 ECE administrators
  - Leadership programs in Schools of Education tend to focus generally on K-12 administrators
    - Little, if any, early childhood content
  - ECE administrators in B-5 and K-3 need better preparation
    - Child development, family engagement, educational leader (i.e., instructional support)

Instruction and Environment

B-5

Early Care and Education

- Focused on play and exploration
- 5 domains of development
- Environment often organized into different centers (e.g., blocks, housekeeping)
- More emphasis on relationships
- Multiple settings

K-3rd Grade

Early Care & Education

- Explicit instruction; NC curriculum
- Emphasis on literacy
- Primarily in public schools

Transitions and Continuity

- Why important?
  - Transition activities associated with
    - Less stress
    - More social competence at beginning of K
    - Greater academic growth
  - Particularly helpful for children from low-income families

  https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten

National Center on Quality Teaching and Learning. (2014). *Planning for The Transition to Kindergarten: Why it Matters and How to Promote Success.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/transition-brief.pdf

Successful Transitions From Preschool to Kindergarten include

- Positive relationships among children, teachers, families

- Standards, assessments, and curricula that align

- Joint planning about the transition

- Joint professional development across preschool and K

- Information shared with families and the community

National Center on Quality Teaching and Learning. (2014). *Planning for The Transition to Kindergarten: Why it Matters and How to Promote Success.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/transition-brief.pdf

Family Engagement

- "Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems. "

- Why important?

  - Children in families who are engaged in learning activities (e.g., reading) have better language/literacy skills

  - Families' well-being associated with children's school success.

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Examples of Systems-Level Recommendations to Support Family Engagement

- Plan for and prioritize family engagement

- Communicate consistently

- Invest resources
  - Establish or strengthen professional development to support family engagement

- Establish/promote policies to support family engagement
  - Inclusion of family engagement in Quality Rating and Improvement Systems

US Department of Education & US Department of Health & Human Services (2016). Policy Statement on Family Engagement: From the Early Years to the Early Grades.
https://www2.ed.gov/about/inits/ed/earlylearning/families.html
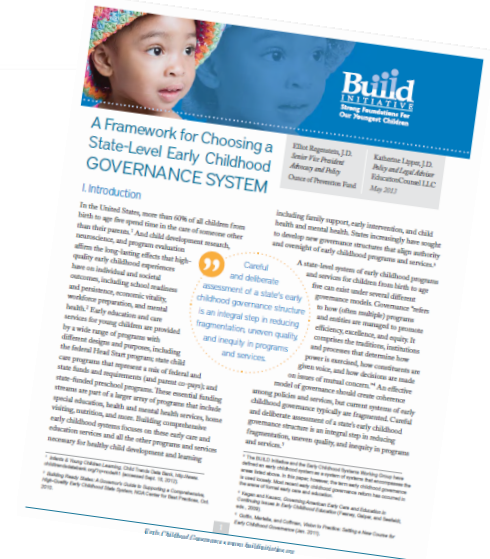
Governance and Funding

- Governance
  - No one right way
  - Three general models:
    1. Coordinated
    2. Consolidated
    3. New Agency
  - Regardless of the model, governance addresses:
    - Coordination, alignment, sustainability, efficiency, & accountability

Regenstein & Lipper (2013).
http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/628/A-Framework-for-Choosing-a-State-Level-Early-Childhood-Governance-System.aspx

Funding of B-5 Early Care and Education (ECE)

- Federal, state, and local funds support B-5 ECE
- Federal government funds most of B-5 ECE
  - Example: Child Care and Development Fund
- State funds for B-5 ECE
  - Required match for federal funds
  - NC's Pre-K
- Local funds for B-5 ECE
  - Some county governments invest in ECE
- Parents

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Funding of K-3 Early Care and Education (ECE)

- Federal, state, and local funds support K-3 ECE
    - State government funds most of K-3 ECE
    - County governments also invest in K-3 ECE
    - Federal government invests some funds

Thank you!

Kelly Maxwell

919-869-3251

kmaxwell@childtrends.org