Session | What Can NCSL do for You and Your State?

NCSL staff will highlight services available to Early Learning Fellows. Showcase publications, presentations and working groups, and present opportunities for members to stay engaged. NCSL will also provide a brief federal update on early care and education.
Session | What Can NCSL do for You and Your State?

- Federal update, Committee work & policy working groups · Abbie Gruwell
- SPREE · Matt Weyer
- PN-3 · Julie Poppe
- Early Learning Fellows Alumni Report · Adrienne Fischer & Jeni Palmer
STATE POLICY AND RESEARCH FOR EARLY EDUCATION (SPREE) WORKING GROUP

PRESENTATION TO THE EARLY LEARNING FELLOWS
AUGUST 28, 2018
Outline

☐ Background/Rationale for SPREE Working Group
☐ The SPREE Working Group
  ■ Framework
  ■ Next steps
☐ Other Early Learning Resources
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
The State Policy and Research for Early Education Working Group (SPREE)

- **Original goals:**
  - For members to learn from leading educational experts on several early learning issues
  - To collaborate and reach consensus on a series of research-based and effective early learning principles and strategies
  - Develop a framework and publication for state legislators and legislative staff to effectively engage in policy discussions

- **Evolving goals:**
  - Continue learning and collaborating at meetings
  - Align with NCSL’s new Prenatal-Age 3 working group
  - Utilize the SPREE report to continue supporting legislators and staff
  - Develop media presence and more awareness among legislators and staff
The SPREE Framework

**High-Quality P-3 Education**
- Focus on curriculum, professional development, coaching and engaged classrooms
- Develop constrained and unconstrained skills
- Justify funding levels

**Governance**
- Choose an appropriate governance structure
- Decide between universal, targeted or a hybrid model

**Educator Development**
- Develop an early childhood credential or certification
- Professionalize the P-3 workforce
- Rethink assessment and intervention

**Community and Family Engagement**
- Consider two-generation strategies
- Use the community school model as a one-stop shop
- Identify out of school opportunities

**EQUITY**
- Address poverty and the ecosystem
- Increase access and remove barriers
- Use data and reporting to shine a spotlight on equity
SPREE Next Steps

- New funding from 2018-2020
  - Annual meetings
  - Site visits
  - In-depth assistance in state legislatures
  - Resources
  - 2020 State of P-3 Summit
  - Coordinating with Prenatal through Age 3 Working Group (NCSL)
Early Learning Resources from NCSL

- Opportunity Gap and ESSA project
- P-3 Legislative Tracking
- LegisBriefs
- Content Webpages
- Hot topics, research and resources
Close Opportunity Gaps and Boost Economies with Early Learning

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

- 8.9 months behind in MATH
- 5.7 months behind in READING
- 10.4 months behind in MATH
- 15.5 months behind in READING
- 11.2 months behind in MATH
- 15 months behind in READING

Students of low-income families (at or below 200 percent of the federal poverty guidelines) — regardless of race — face a similar opportunity gap, putting them months behind their peers not living in poverty.

Kindergarten achievement gaps in months of learning by subgroup, 2019

Investments in early learning align with this brain development research, giving it a high return on investment (ROI).

ROI

Studies have estimated that for every dollar invested in early learning programs, the public can expect a return of $2 to $17 depending on the program’s scale, and savings accrued in short-term, intermediate and long-term benefits.

Short-term benefits
- Improved academic achievement
- Improved special education placement
- Higher grade retention rates in elementary and middle schools

Intermediate benefits
- Improved high school graduation rates
- Higher labor market earnings
- Reduced crime and delinquency rates
- Reduced welfare use
- Improved health and health-related behaviors

Long-term benefits
- Improved health and health-related behaviors

It’s estimated that high-quality pre-K programs aimed at African-American and Latino children could close 12 percent to 40 percent of the education gap in the U.S. Complete gap closure could result in a $30 trillion gain in GDP.

Under Every Student Succeeds Act (ESSA), states have policy options for closing opportunity and school readiness gaps by supporting early learning, including:

- Emphasizing equity in accountability and reporting
- Increasing equitable access to high-quality pre-K
- Structuring learning around a pre-K through third grade (P-3) focus
- Improving transitions from pre-K to K
- Supporting high-quality teaching and learning in P-3
- Providing students and families with specialized services
- Supporting English language learners

Our American States | An NCSL Podcast

The “Our American States” podcast — produced by the National Conference of State Legislatures — is where you hear compelling conversations that tell the story of America’s state legislatures, the people in them, the politics that compel them, and the important work of democracy.

You can listen to the podcast on this page, you can subscribe through iTunes or Google Play, or you can use the RSS icon at the right to copy a feed URL for your podcast player.

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08 THE ECONOMIC ARGUMENT FOR EARLY CHILDHOOD EDUCATION | OAS EPISODE 29

NCSL
Preschool-3rd Grade State Legislation

Based on the filters, 373 bill(s) or resolution(s) in 45 state(s) address the following topics: Assessment and Intervention, Dual Language Learners, Educators and Professional Development, Family Engagement, General P-3 Education, Governance, Kindergarten, Literacy and Numeracy, Preschool, School Discipline and Social Emotional Learning, School Readiness and Transitions, Science, Technology, Engineering and Math Education, Task Forces, Pilot Programs and Committees.

57 bill(s) have been enacted.

Last Updated: 8/17/2018 1:12:41 PM
Understanding and Assisting English Language Learners in School

BY MATTHEW WYER

English language learners (ELLs) in educational systems are defined as those between ages 8 and 21, enrolled or preparing to enroll in an elementary or secondary school, and whose native language is not English. ELLs may have difficulty speaking, reading, writing, or understanding English. They can struggle to find success in classrooms where English is the language of instruction, potentially preventing them from fully participating in society.

On the most recent National Assessment of Educational Progress (NAEP), fourth-grade English language learners trailed their non-ELL counterparts in math (14 percent at or above proficient compared to 45 percent of non-ELLs) and in reading (9 percent at or above proficient compared to 46 percent of non-ELLs). These gaps are present throughout their K-12 education and may lead to the gap in high school graduation rates with English language learners trailing the national average by 17 percentage points.

English language learners’ high school graduation rates vary from state to state. For example, 92 percent of ELLs graduated from high school in West Virginia, while 33 percent graduated in Arizona. In California, the ELL graduation rate has risen from 65 percent in 2014 to 77 percent in 2016, graduation rates in math (14 percent at or above proficient compared to 45 percent of non-ELLs) and in reading (9 percent at or above proficient compared to 46 percent of non-ELLs). These gaps are present throughout their K-12 education and may lead to the gap in high school graduation rates with English language learners trailing the national average by 17 percentage points.

There are two different educational models in schools for learning English.

Did You Know?

• Of all English language learners in U.S. K-12 schools, 83 percent speak Spanish, around 7 percent each speak Arabic, Chinese and Vietnamese, and the remaining students speak various other languages.

• On average, it takes four to seven years for an English learner to effectively speak and understand English.

A Look at Third-Grade Reading Retention Policies

BY MATTHEW WYER

Research demonstrates that students not reading proficiently by the end of third grade are four times more likely to not finish high school. Third grade marks an important turning point when the focus shifts from learning to reading to reading to learn. During this transition, students spend less time learning new reading skills and are instead learning new content and concepts that the reading convey.

According to the National Assessment of Educational Progress (NAEP), 37 percent of all U.S. fourth-grade students were reading at or above proficiency in 2017, up 1 percent from 2015. However, data from subgroups reveal that, on average, only 28 percent of African-American and American Indian/Alaskan Native fourth-graders and 23 percent of Hispanic fourth-graders, read at or above proficiency. Whites and Asians scored higher at 47 percent and 59 percent proficiently, respectively. On average, 22 percent of students from low-income families are reading at or above proficiency, compared to 62 percent of their peers from middle- and higher-income families. With third-grade reading ability linked to graduation rates, and thus indirectly to lifetime economic outcomes, some lawmakers are introducing bills to improve reading skills and close disparities.

Returning students—not promoting them to fourth grade without reaching a certain proficiency level—has become a popular strategy for states and districts looking to improve literacy skills and prevent struggling students from moving on. Studies of grade retention have shown some positive effects in the short term, but negative in the long term, including increased risk for dropping out of high school. A study of Florida’s third-grade retention policy, however, has demonstrated success when comparing the outcomes of results of students to those who were promoted.

Researchers opposed to this approach argue that retaining students can be expensive and can also have negative impacts on their social and emotional development. Instead, they argue for earlier identification and intervention. This “word gap” has been linked to deficiencies in third-grade literacy skills.

Did You Know?

• In 1998, California became the first state to require retention for students not reading proficiently by the end of third grade.

• Of the 16 states plus Washington, D.C., that require reading retention, students in three—Connecticut, Hawaii and Indiana—are in the top 10 for fourth-grade reading on the 2017 NAEP.

• By age 3, children from low-income families hear roughly 30 million fewer words than their more-affluent peers. This “word gap” has been linked to deficiencies in third-grade literacy skills.
Prenatal-to-Three (PN-3) Legislative Advisory Group
Goals and Objectives

- To provide a neutral, bipartisan forum for dialogue around prenatal-to-three policy issues.
- To enhance the leadership capabilities of participating state legislators by increasing their knowledge of prenatal-to-three policy issues.
- To inform a broader legislative audience on prenatal-to-three policy issues.
  - Framework document
PN-3 Legislative Advisory Group
Party Affiliation

- Democrat: 6
- Republican: 4
- Non-partisan: 2

Legend:
- Democrat
- Republican
- Non-partisan
What the Group has Done

- Meetings
  - 1st: May in Denver
  - 2nd: July in Los Angeles
What the Group will Do

- **December 5-8**
  - Final meeting | Launch of Framework
  - Washington, D.C. | Tied to NCSL’s Capitol Forum
- Come to your state to share the recommendations.
Early Learning Fellows Alumni Report
Coming December 2018!

7 cohorts
48 states + Puerto Rico and D.C.
189 Early Learning Fellows
Early Learning Fellows Alumni Report

Highlighting legislation from alumni...

**Prekindergarten Education**

First year (2011-12) NCSL Early Learning Fellow Representative Bob Behning (R-Ind.) introduced HB 1004 during the 2017 session. This bill, now enacted, allows the Division of Family Resources to award an early education matching grant to a provider that submits a specified expansion plan, and amends the eligibility of a child for the early education matching grant and pilot programs.

**Utah Expands Access to High Quality School Readiness Programs**

Fifth year (2016) NCSL Early Learning Fellow Senator Ann Millner (R-Utah) sponsored a school readiness poverty bill that was enacted. The enacted bill (SB 101) expands access to high quality school readiness programs. Senator Millner’s enacted bill:

- Creates the Intergenerational Poverty School Readiness Scholarship Program.
- Provides for scholarships to help support early childhood teachers to receive a Child Development Associate (CDA) Credential.
- Allows the state board to administer a home-based technology school readiness program.
- Requires an evaluation of the school readiness programs.

The state will transfer/spend around $11 million in Temporary Assistance to Needy Families along with some general funds to support the school readiness and poverty scholarship programs.

**Birth-to-Three for All D.C. Amendment Act**

Fellows from the 2017 cohort might recall Councilmember Robert C. White Jr. (D-D.C.) leaving the kickoff meeting in Omaha, Neb., early to introduce his Bolstering Early Growth Investment Amendment Act or the BEGIn Act. After joining forces with another councilmember, the BEGIn Act evolved into...

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[Logo: National Conference of State Legislatures]
Representative Donny C. Lambeth (R) NC 5th cohort:
“Rarely does participation in a training program have a significantly profound impact on the work in which I am involved; however, my experiences with the Early Learning Fellowship Program did just that...The program provided new tools and proven models of success which...will assist educators in my State build a positive foundation for children who need the most support.”

Senator Kate Sullivan (NP) NE: 3rd cohort:
“The Fellows program has been a unique and rewarding experience in so many ways: learning from and networking with colleagues from other states, hearing about research and cutting-edge information on early learning, and (most of all) applying all of this to actual steps to take in our respective states. Great action-oriented program.”

Representative Susan Lontine (D) CO 4th cohort:
“Beginning with the first series of the fellows program, I have learned so much about cutting edge research into early childhood brain science, policy that pushes the envelope and from providers putting best practices to work. The Early Learning Fellows program was such a great experience and I am putting what I learned to good use during this 2016 session by working on a bill that limits preschool suspensions and expulsions. Thanks to the staff at NCSL for their support!”
Early Learning Fellows Alumni Report

Can you help?

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Session | What Can NCSL do for You and Your State?

- Services: Instate TA, testify to a committee, research for members, etc.
- Listservs: Stay connected
- Invitation meetings, webinars and larger annual meetings
  - NCSL Capitol Forum | Dec. 5-8 in Washington, D.C.
  - Legislative Summit | Aug. 5-8 2019 in Nashville
### EARLY CARE AND EDUCATION BILL TRACKING DATABASE

8/21/2018

The Early Care and Education database tracks and updates early care and education legislation from the 2008-2018 legislative sessions for 50 states and the territories. Issues include child care and child care financing, early childhood services, prekindergarten, professional development, home visiting, infants and toddlers, and financing early education. Legislation can be searched by state, topic, status, primary sponsor, bill number or keyword. This database, which is updated weekly (next update scheduled for August 28, 2018), is made possible by the generous support of the Alliance for Early Success.

NCSL's 2017 Enacted Legislation on Early Care and Education report provides an overview of significant 2017 legislative enactments in the major early care and education topic areas.

View the full 2018 legislative calendar for all states and the territories, including states that have year-round sessions and states in special sessions.

Bills may appear twice in carry over states. In these states, please check the last date of action to ensure the status of the bill reflects the appropriate year.

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- Database Search Terms
- Notes About Database

### CONTACT

- Early Care and Education Staff
Evidence-Based Home Visiting by County, 2016

Home Visiting: Improving Children’s and Families’ Well-Being

Did You Know?
- Studies have found a $1.46 return on investment for every dollar spent on home visiting.
- Nearly 4 million women and home visits reached more than 300,000 families in 2016.
- Approximately 60% of U.S. counties have at least one home visiting agency that offers an evidence-based program.

Home visiting is a parent support model designed to improve health and education outcomes for children and their families. It is a voluntary two-generation (e.g., whole family) model that addresses issues such as health, child development, parenting, education, and family violence. Home visiting programs target pregnant women and other families on matters, mothers, fathers, and caregivers of young children.

Arguments for and against system visits have been made. Nationally, a visitation program is associated with better health outcomes for children and families. Younger children in families participating in home visiting programs are healthier, more protected and less likely to be hospitalized. They are better prepared for school and experience fewer emergency visits. Adolescents are more likely to stay in school and delay marriage and childbearing. Home visiting programs result in better overall health for the participants.

The effectiveness of home visiting programs is due to their ability to change behavior and improve health outcomes for families. They provide an opportunity to address gaps in care and ensure that children are healthy and well-adjusted. They also support families in identifying and addressing issues such as domestic violence, mental health, and substance abuse.

Legislative Children’s Caucuses

In addition to the traditional Democratic and Republican caucuses that exist in many state legislatures, several states have created caucuses based on gender, ethnicity, and geography. Caucus have also been formed based on public policy issues, including those that focus on issues affecting children and families.

While child welfare is considered by some to be state legislation, focus on a child’s first years has increased over the last decade. This focus has led to several reports and studies on early brain science and the return on investment of early high-quality child care and education. A resulting emerging trend among state legislators is the formation of legislative children’s caucuses, created to promote children’s issues and educate members.

State Action

The longest-running children’s caucus is the Kapiolani Caucus in Hawaii, founded in 1994. It brings together stakeholders to form a legislative package to address a variety of issues affecting children’s issues and their families. The legislation adopted by the caucus moves through the Legislative “halls” at a Kapiolani Caucus bill, signing that it has been discussed and recommended by the caucus. One pending bill, for example, would expand the qualifying age for the “open doors” preschool program to children aged 4 and younger.

According to the Center for the Developing Child at Harvard University, in the first few years of life, more than $1 million in new caregiving connections are formed every second.

The longest-running children’s caucus is in Hawaii, where national and state experts are brought in to educate legislators and legislative staff about issues related to early childhood and child development. Hawaii’s caucus can promote or propose legislation that reflects Hawaii’s values, its primary role is to inform and educate.
Session | Finalize your Early Learning Plan

Opportunity to finalize your action plan and share in small groups

Tweeting during the meeting?
#EarlyLearning #NCSL