



MIDWEST & GREAT LAKES REGIONAL MEETING
SEPTEMBER 16, 2013

EARLY LEARNING UPDATES FROM THE U.S. DEPARTMENT OF EDUCATION

“So I want to get early childhood education done because we know that’s the *single most important thing we can do* to increase upward mobility and opportunity for disadvantaged kids.”

—President Barack Obama, August 28, 2013

BIRTH TO FIVE STRATEGY

FOR A HIGH-QUALITY CONTINUUM OF EARLY LEARNING

- **Evidence-Based Home Visiting**

- \$15 billion investment over the next decade to continue to expand home visitation.

- **Early Head Start-Child Care Partnerships**

- The FY14 budget calls for over \$1.4 billion in investments for new Early Head Start-Child Care partnerships to expand the availability of high-quality spaces for children from birth through age three.

- **Preschool for All**

- \$75 billion over 10 years in mandatory funds to provide high-quality preschool to all four year olds from low and moderate income families.

- **Preschool Development Grants**

- The FY14 budget requests \$750 million in discretionary funds for to states to strengthen their capacity to provide high-quality preschool to all four year-old children so they will be better prepared to leverage the mandatory funds.



HIGH-QUALITY PRESCHOOL

STATE REQUIREMENTS

- **Early learning and development standards across the essential domains of school readiness**
- **High-quality program standards**
- **Requirements for teacher and staff qualifications**
- **The ability to link preschool data with K-12 data**

HIGH-QUALITY PRESCHOOL

PROGRAM REQUIREMENTS

- **High staff qualifications with bachelor's degrees for teachers**
- **Professional development for teachers and staff**
- **Low staff-child ratios and small class sizes**
- **Full-day program**
- **Developmentally appropriate, evidence-based curricula and learning environments aligned with state early learning standards**
- **Employee salaries comparable to K-12 staff**
- **Ongoing program evaluation to ensure continuous improvement**
- **Onsite comprehensive services for children**





AWARD INFORMATION

- Estimated Available Funds: \$280 million
- Number of New Awards Anticipated: 3-8
- Estimated Range of Awards: \$37.5 million-\$75 million
- Project Period: Up to 4 years

PRIORITIES

COMPETITIVE AND INVITATIONAL

■ Competitive

- Priority 2-Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.
- Priority 3-Understanding the Status of Children’s Learning and Development at Kindergarten Entry.
- **Priority 4-Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.**
- **Priority 5-Addressing the Needs of Children in Rural Areas.**

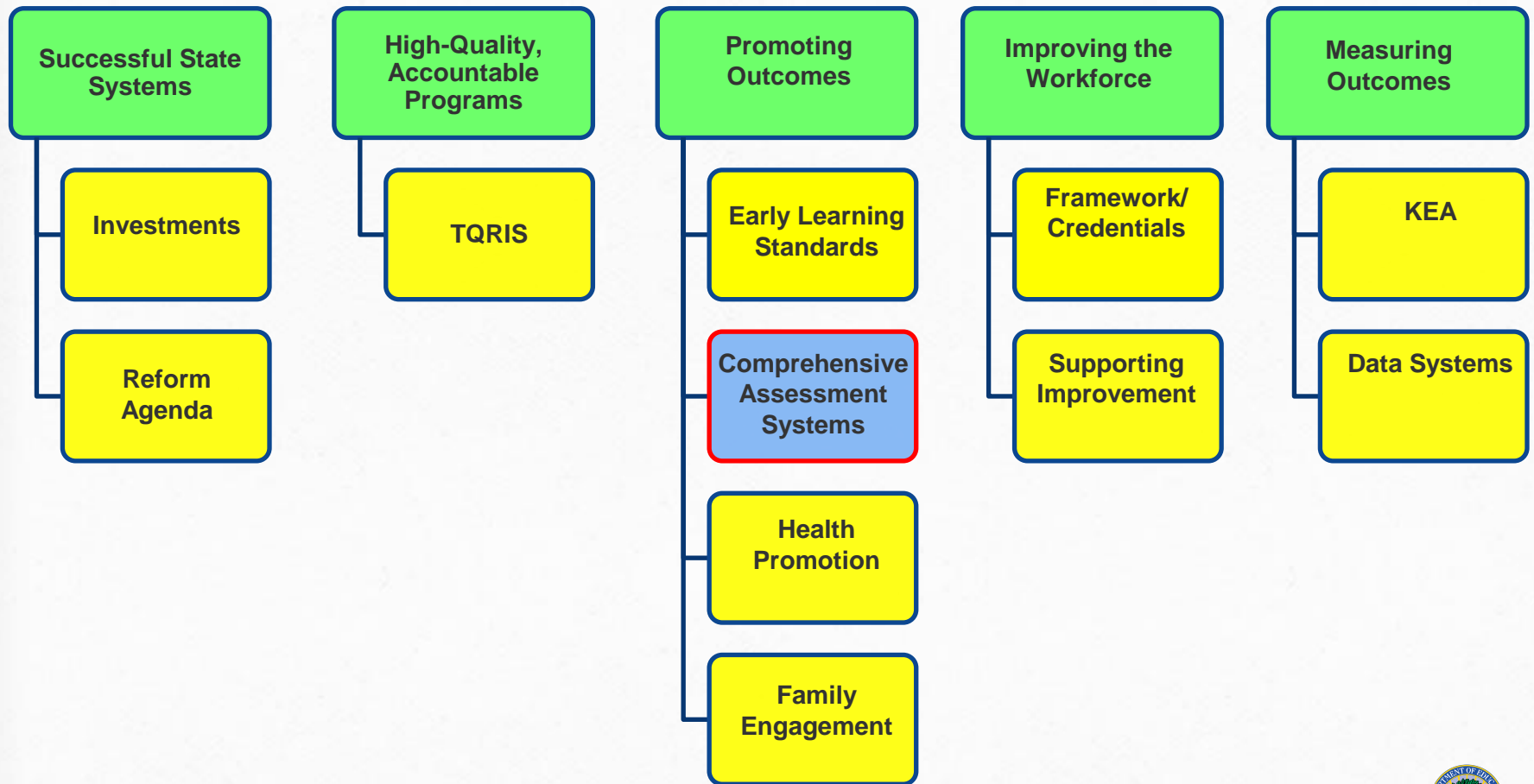
■ Invitational

- Priority 6 – Encouraging Private-Sector Support.



RTT-ELC

KEY REFORM AREAS



COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2) SUPPORTING EFFECTIVE USES OF COMPREHENSIVE ASSESSMENT SYSTEMS

- Comprehensive Assessment System means
 - a coordinated and comprehensive system of multiple assessments,
 - each of which is valid and reliable for its specified purpose and for the population with which it will be used,
 - that organizes information about the process and context of young children’s learning and development
 - in order to help Early Childhood Educators make informed instructional and programmatic decisions and
 - that conforms to the recommendations of the National Research Council reports on early childhood.



COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- A Comprehensive Assessment System includes, *at a minimum--*
 - (a) Screening Measures;
 - (b) Formative Assessments;
 - (c) Measures of Environmental Quality; and
 - (d) Measures of the Quality of Adult-Child Interactions.

COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--
- (a) Working with Early Learning and Development Programs to **select assessment instruments and approaches** that are appropriate for the target populations and purposes;



COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- (b) Working with Early Learning and Development Programs to **strengthen Early Childhood Educators' understanding of the purposes and uses** of each type of assessment included in the Comprehensive Assessment Systems;



COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- (c) Articulating an approach for **aligning and integrating assessments and sharing assessment results**, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs;



COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- (d) **Training Early Childhood Educators** to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children's development and needs; and

COMPREHENSIVE ASSESSMENT SYSTEMS

FOCUS AREA (C)(2)

- (e) Articulating guidelines and procedures for **sharing assessment data and results with parents**, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.



RTT-ELC IMPORTANT DATES

- September 10th -- TA Workshop (live stream and slides posted)
- September 30th -- Intent to Apply (optional)
- October 16th -- Applications Due
- October-November -- Peer Review
- December -- Winners Announced



ENHANCED ASSESSMENT GRANTS

KINDERGARTEN ENTRY ASSESSMENTS

- \$15 million
 - **North Carolina** (\$6.1 million): Arizona, Delaware, Iowa, Maine, North Dakota, Oregon, Rhode Island, Washington DC, and South Carolina
 - **Maryland** (\$4.9 million): Connecticut, Indiana, Massachusetts, Michigan, Nevada, and Ohio.
 - **Texas** (\$3.9 million)
- The KEA –
 - must produce data and information that can
 - guide individualized instruction for children enrolled in kindergarten
 - be reported to and easily understood by parents, teachers, and other stakeholders.
 - cannot be used
 - for purposes for which it has not been validated
 - as a single measure for high-stakes decisions.



SUPPORTING THE B-3 WORKFORCE

NATIONAL RESEARCH COUNCIL

- **Purpose:** Explore children’s health, development, learning, and school success from birth to 3rd grade across diverse contexts and populations and the relationship to—
 - standards and expectations
 - curricula and assessments
 - instructional practices
 - preparation and professional development
 - family engagement
- **Partners:** HHS (HRSA, ACF), ED, four private foundations
- **Time period:** 18 months
- **Products:** consensus report and communication materials



Please see our website for additional information
and
sign-up for our list serv and newsletter



<http://www.ed.gov/early-learning>

