

From Crawling to Walking: Ranking States on Birth-3rd Grade Policies that Support Strong Readers

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Institute for Child Success: 2016 Early Childhood Research Symposium



All New America's Early & Elementary Education Policy Team

- We conduct research, develop policy recommendations, and disperse new ideas that aim to improve access, quality, and coordination of early and elementary education for all children from birth through 3rd grade.
- Our team is dedicated to helping policymakers develop an early education system that serves all American children.

Websites:

- [Newamerica.org/education-policy](https://www.newamerica.org/education-policy)
- [EdCentral.org](https://www.edcentral.org)
- [Atlas.newamerica.org/crawling-to-walking](https://atlas.newamerica.org/crawling-to-walking)

Poll Everywhere

Respond to the questions in this presentation by signing up for Poll Everywhere. You can sign up by:

1. Texting NEWAMERICA to 22333

or

1. Using your web browser to go to PollEv.com/newamerica



Who is in the audience today?

Our Vision: The Early Learning Staircase

Each year of their lives, children and their families should have the benefit of ascending a sturdy, well-lit staircase of development and learning rather than navigating disconnected and uneven platforms where they can easily fall through the cracks.



Reforming Early Education, Birth Through Third Grade

State and Local Reports

From 2015 through 2016, the Early Education Initiative will be producing a series of reports from states and localities across the United States to provide an inside look at efforts to support children's learning from infancy and extending into the early grades. Access to the reports is available through Atlas (atlas.newamerica.org), the data and analysis tool designed for New America's Education Policy Program. Reports are forthcoming, or have already been published, in the following geographic areas.

From Crawling to Walking provides analysis and ranks all 50 states and Washington, DC on progress in advancing early education policies.



The David Douglas School District in Portland, OR

Focused on supporting dual language learners' linguistic and academic development.



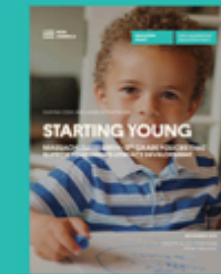
Minnesota

Focused on helping children achieve success in literacy.



Massachusetts

Focused on helping children achieve success in literacy.



Washington, DC

Focused on supporting dual language learners' linguistic and academic development.



The San Francisco Unified School District

Focused on aligning teaching and learning across grade levels.



California

Focused on improving the workforce.



San Antonio, TX

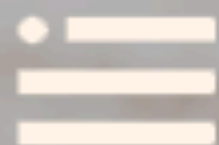
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LAURA BORNFREUND, SHAYNA COOK, ABBIE LIEBERMAN, AND
AARON LOEWENBERG

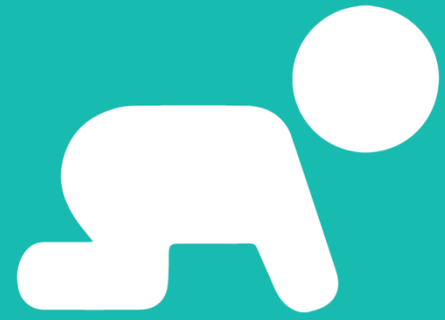
FROM CRAWLING TO WALKING

RANKING STATES ON BIRTH–3RD GRADE POLICIES
THAT SUPPORT STRONG READERS





1. Educators: Teachers and Leaders
2. Standards, Assessment, and Data
3. Equitable Funding
4. Quality and Access in State-funded Pre-K
5. Full-day Kindergarten
6. Supports for Dual Language Learners
7. Third Grade Reading Laws



Crawling

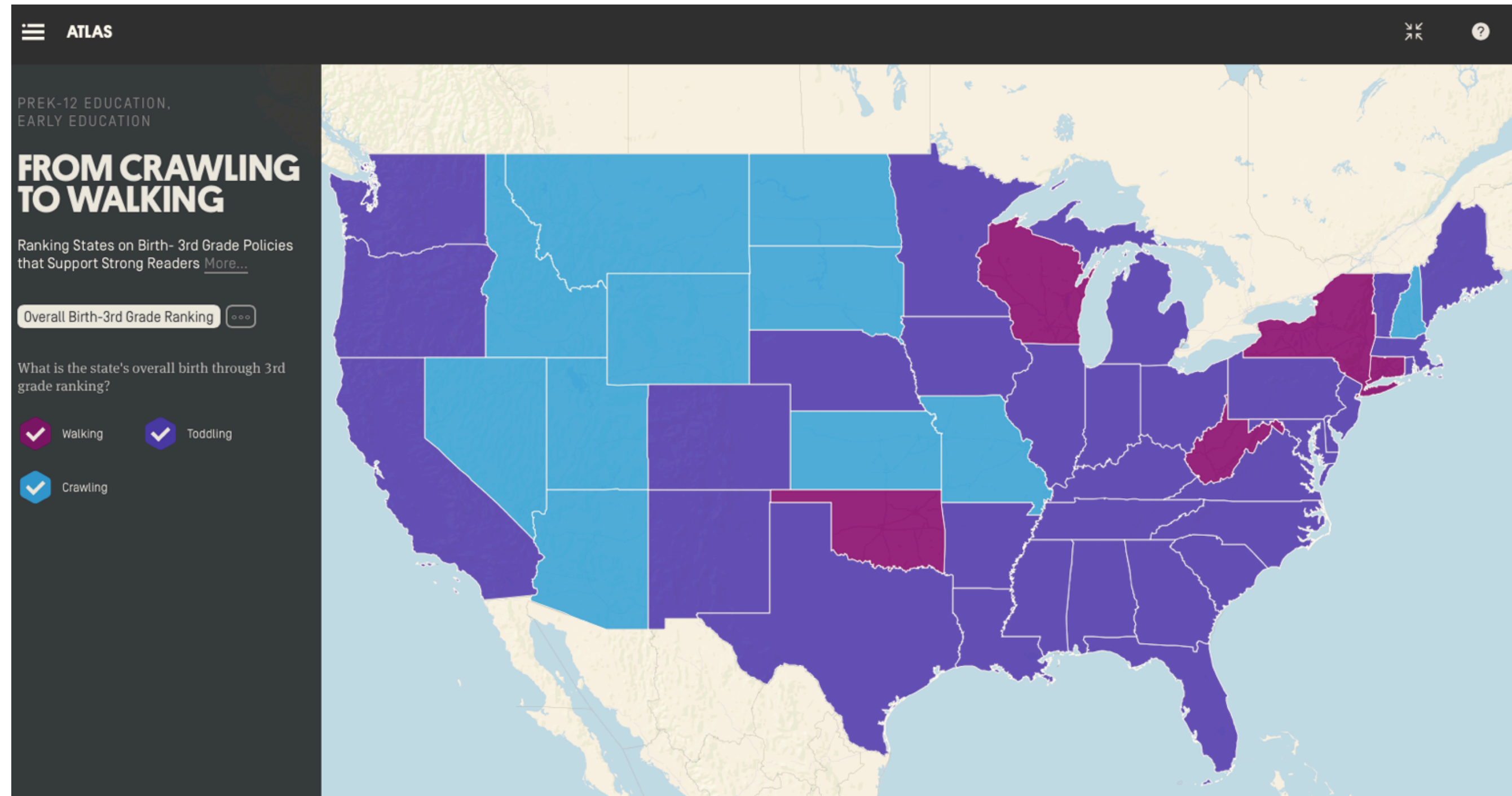


Toddling



Walking

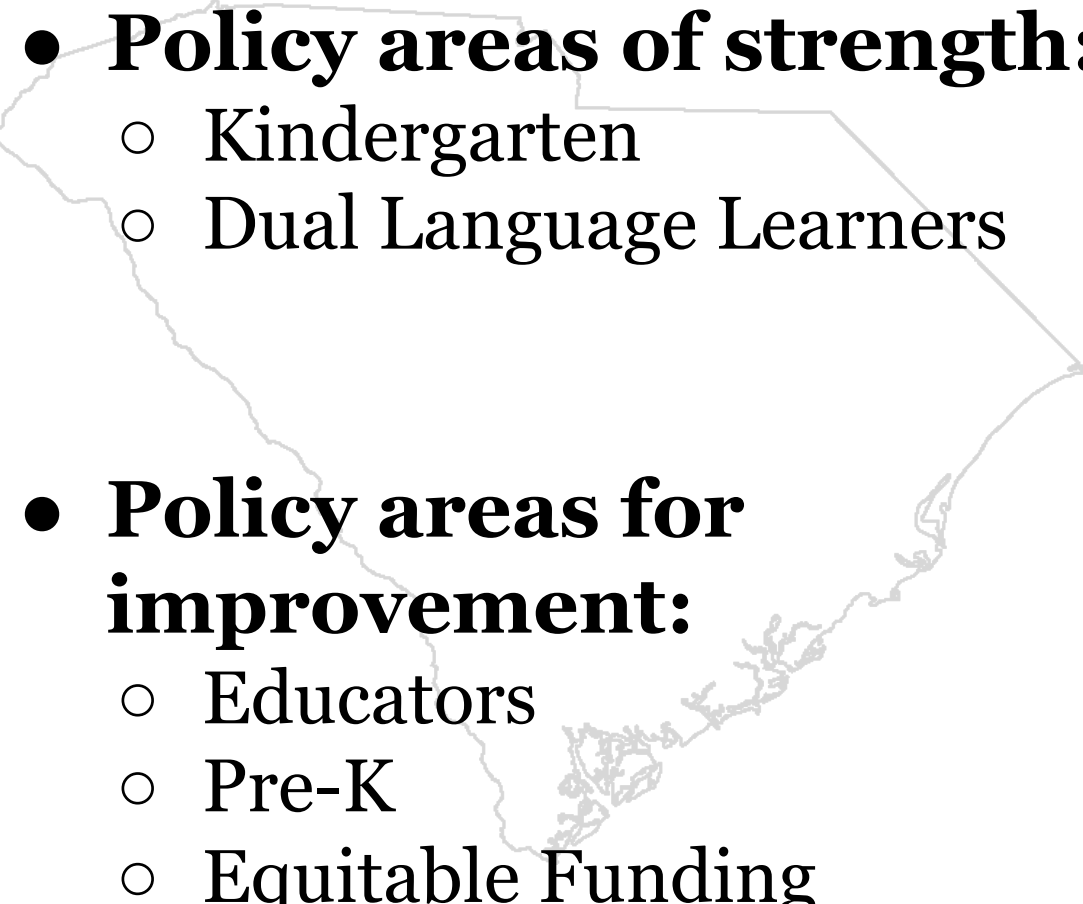
Overall Birth-Third Grade Rankings




Our analysis finds the top state for birth through third grade policies (that support literacy) is New York.

Highlighting two states

South Carolina

- **Policy areas of strength:**
 - Kindergarten
 - Dual Language Learners
 - **Policy areas for improvement:**
 - Educators
 - Pre-K
 - Equitable Funding
- 

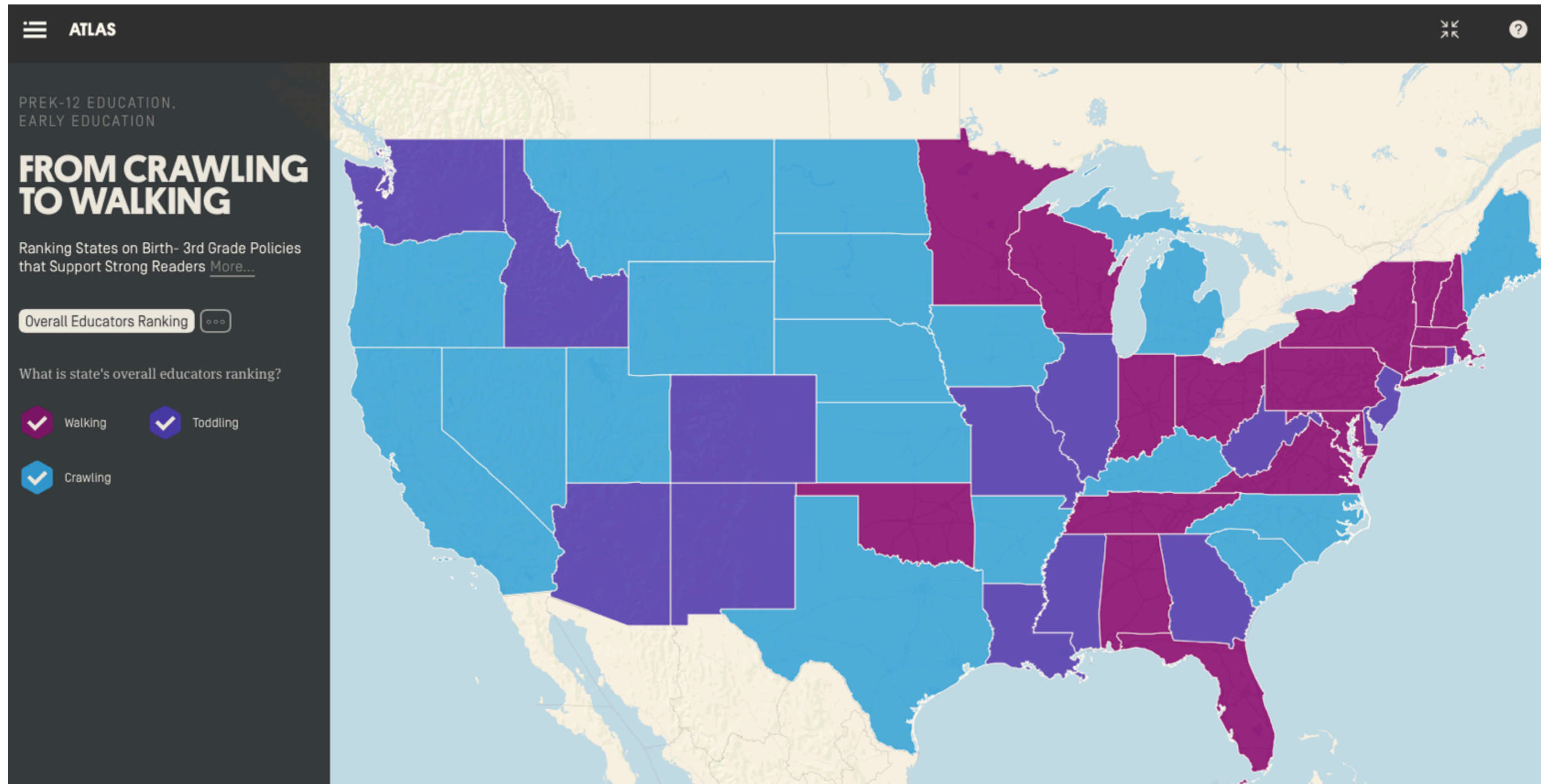
North Carolina

- **Policy areas of strength:**
 - Pre-K
 - Kindergarten
 - Dual Language Learners
 - **Policy areas for improvement:**
 - Educators
 - Equitable Funding
- 

Priorities Around Educators

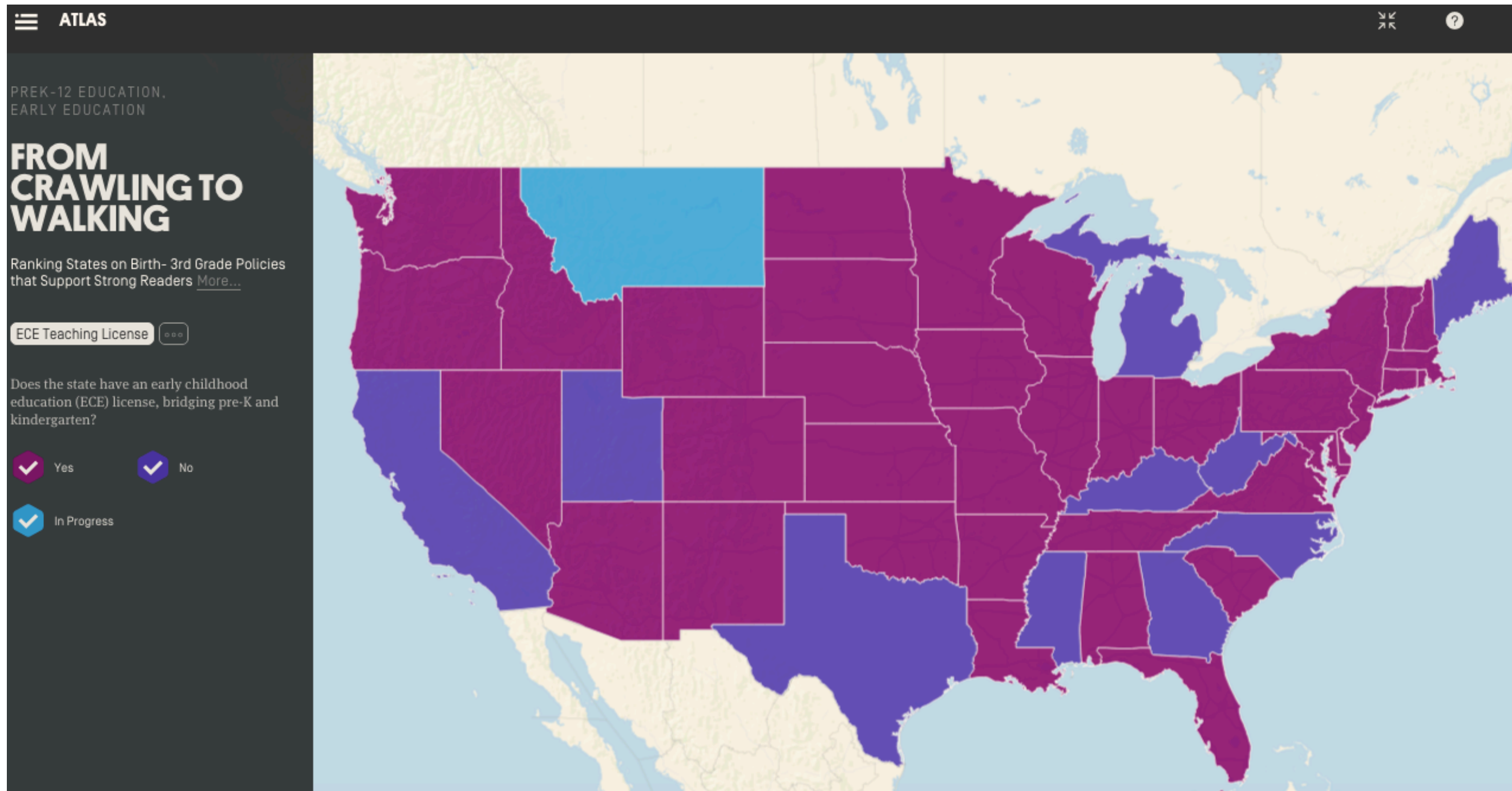
1. Rethinking early childhood and elementary school licenses
2. Including early childhood education as a part of principal training
3. Raising educational credentials for teachers and assistant teachers in pre-K
4. Raising educational requirements for center directors and lead teachers in birth-to-five early education and care programs
5. Increasing wages for early childhood educators

Overall Educators Ranking



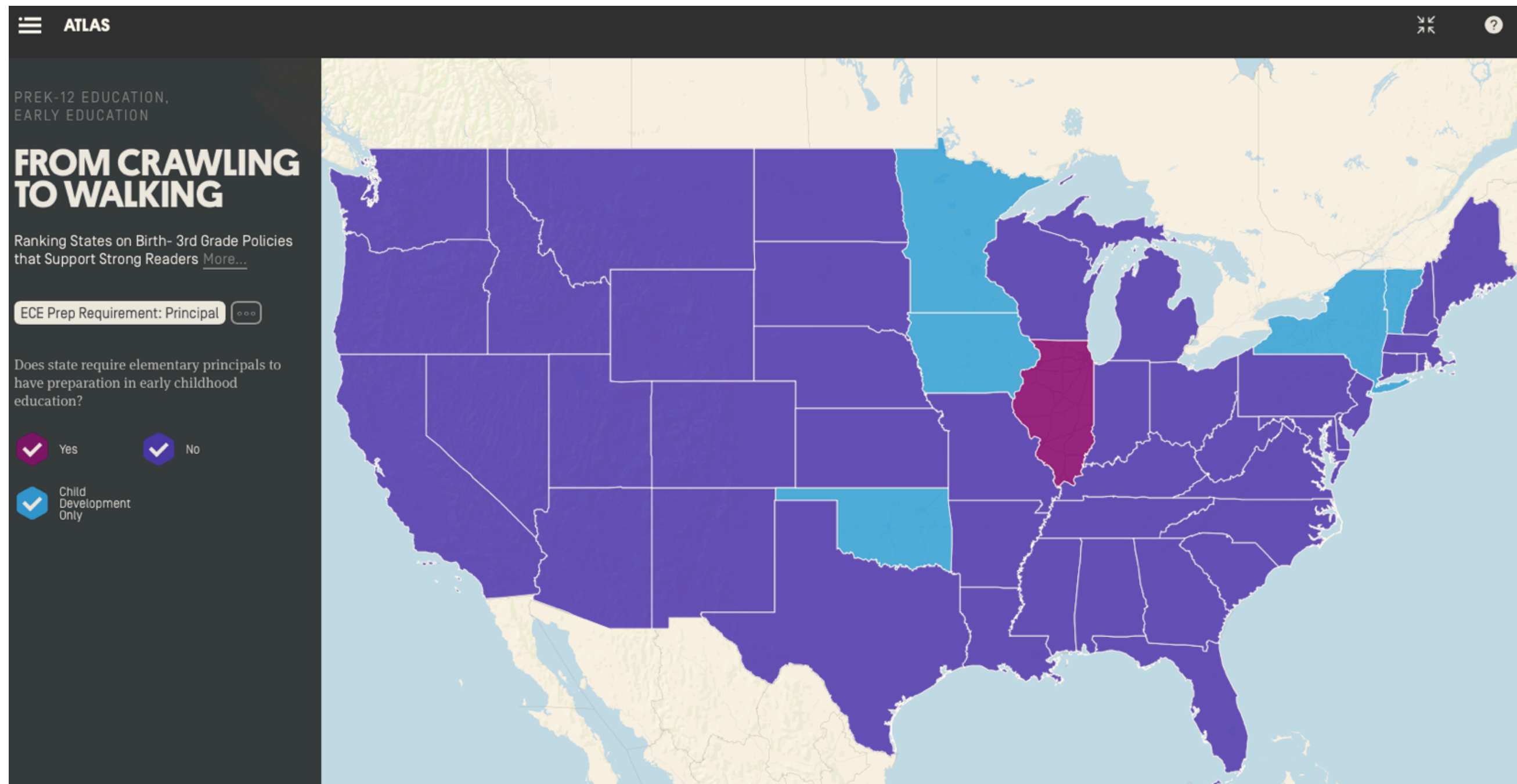
The top ranking states according to our scan for educators were Massachusetts, Minnesota, New York, and Oklahoma.

ECE Teacher License



39 states and Washington, D.C. offer an early childhood education license

ECE Prep Requirement for Principals



1 state requires principals to have preparation in early childhood education

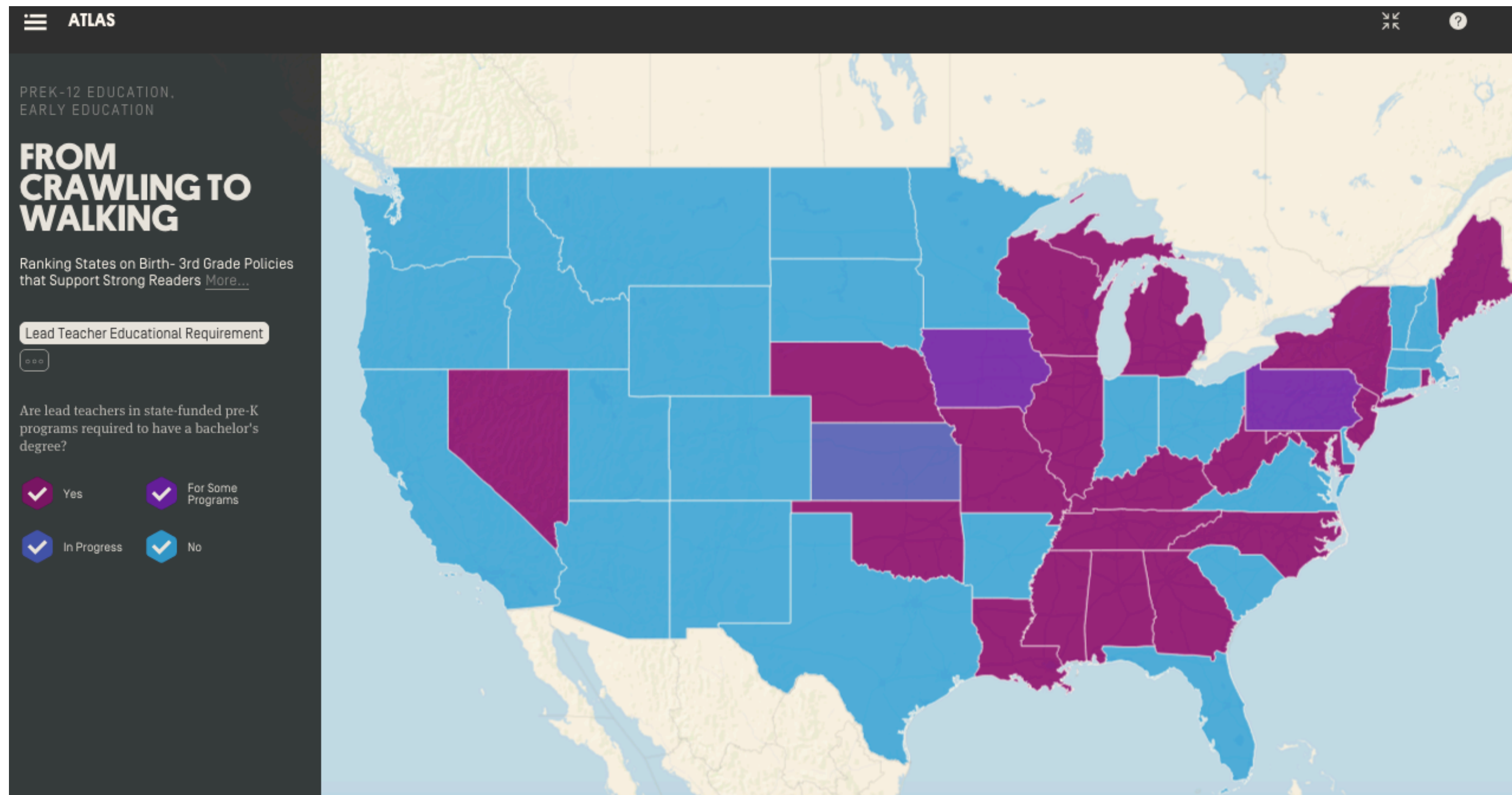
Quotes from Principal Focus Groups

“When I was preparing for my first AP assignment, my superintendent called me in and said, “I am sending you to an elementary school.” And I looked at him and said, “I am a special educator that loves middle school and you are sending me to elementary school?” No preparation. Thank God my principal was a kindergarten teacher. And I was with her for four years and she mentored me.” – Principal, Orlando

“Kindergarten, I visit them just as often. But since I taught 5th grade for so many years I don’t feel as comfortable giving advice to the kindergarten teachers the way I might with a new 5th grade teacher.” – Principal, Orlando

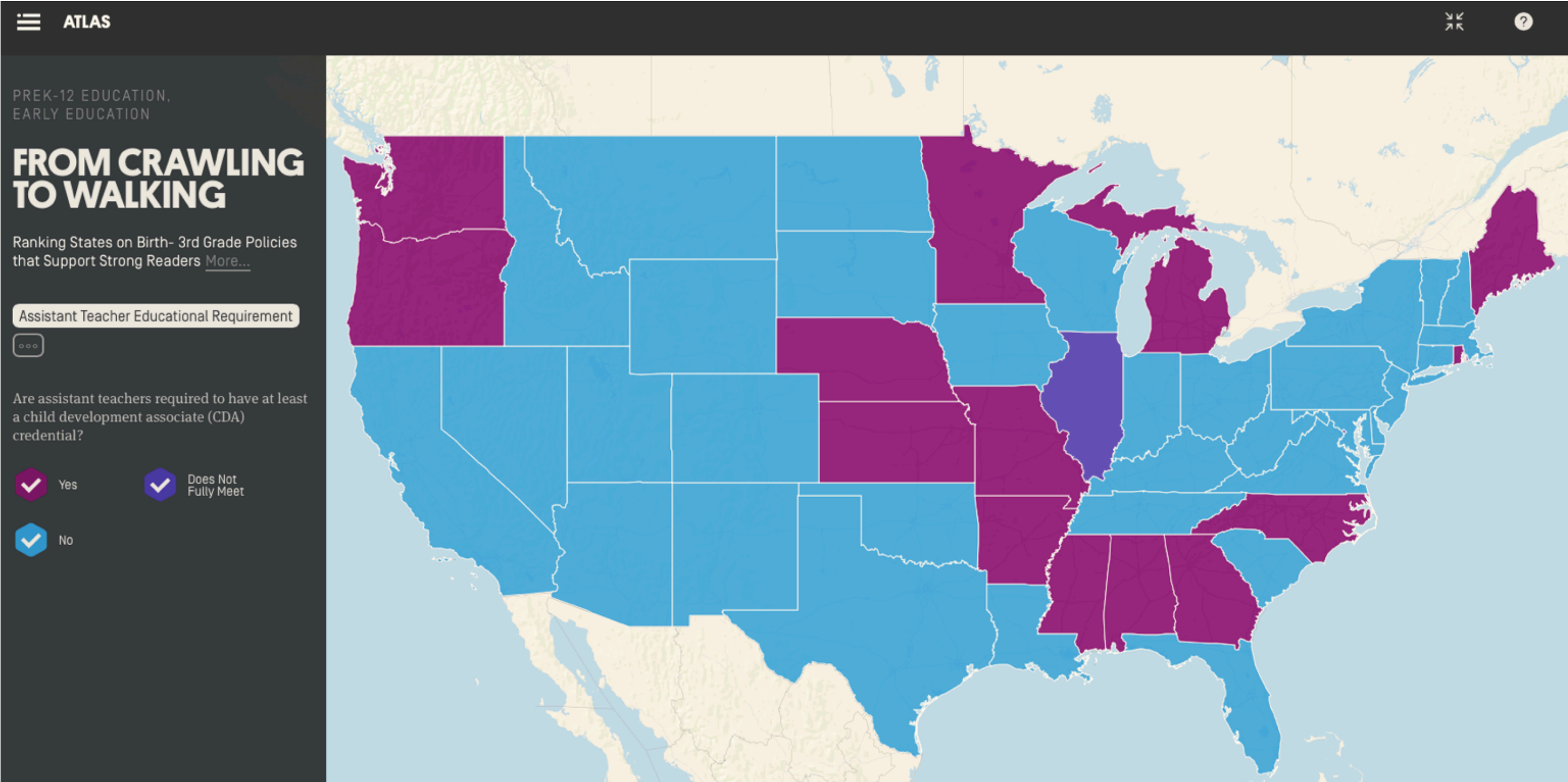
“I am not an expert in early childhood nor in elementary, and so learning the standards and learning developmentally, and the criers and runners the first week...I was like, “What? Ninth graders don’t do this. If they run, I just call their parents.” So that for me was like, oh, how do I deal with a crying kindergartener and how do I get them back to class? Luckily I have an assistant principal and literacy and math coaches who are amazing.” – Principal, San Francisco

Pre-K: Teacher Educational Requirement



21 states and Washington, D.C. require teachers to hold a bachelor's degree

Pre-K: Assistant Teacher Educational Requirement



15 states require assistant teachers to hold at least a CDA credential

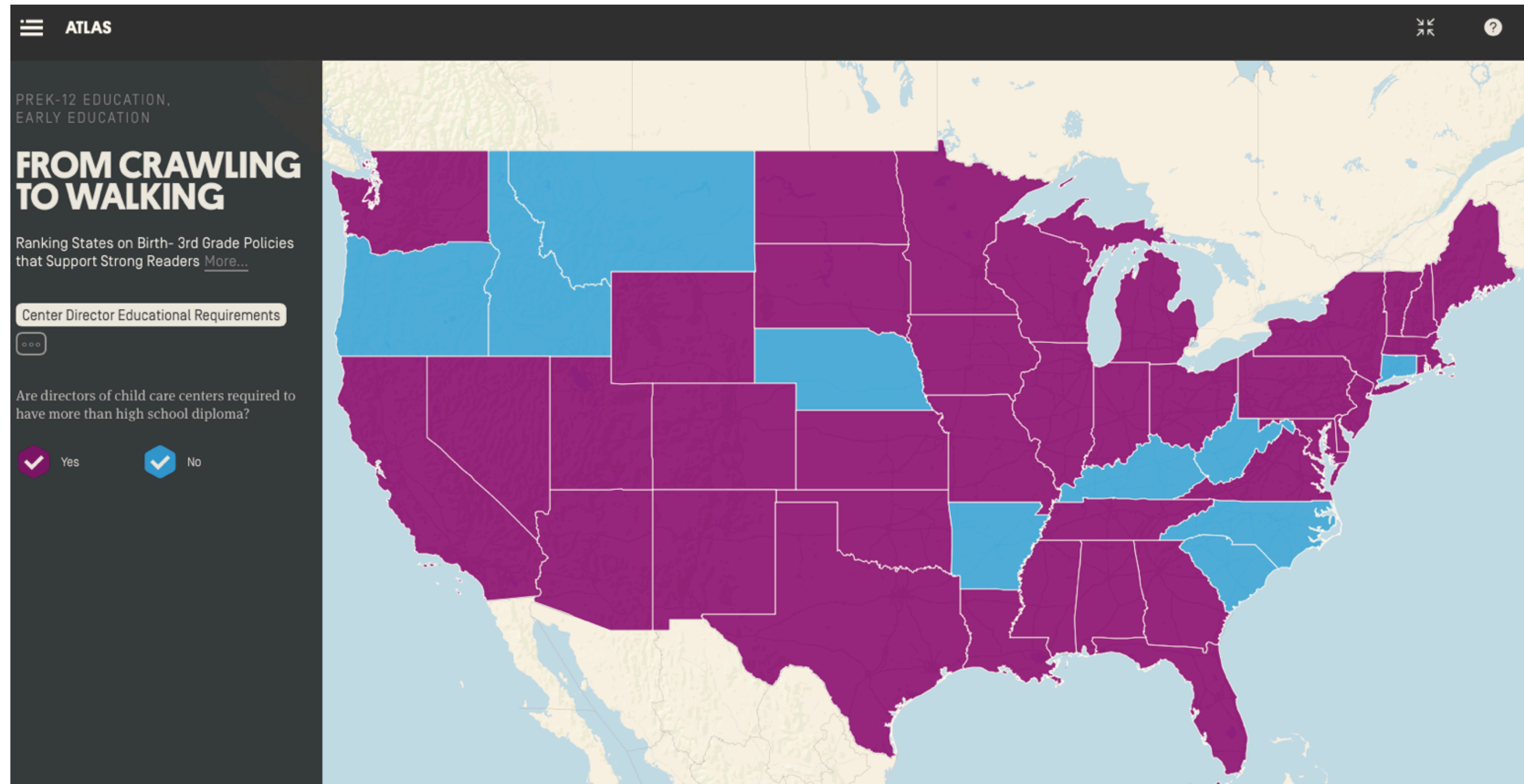
Quotes from Paraprofessional/Assistant Teacher Focus Groups

“I’m trained in my CDA, thankfully DCPS [District of Columbia Public Schools] paid for that, but I’m not getting compensated for it. I didn’t get a raise for that.” - Assistant Teacher from the District of Columbia

“I love my teacher[s] that I work with....They encourage me to always get training and get updates. So I always study, I always attend workshops, attend classes, so it’s not that the school provides them. They provide the support, but I choose to go.” - Assistant Teacher from Orange County, California

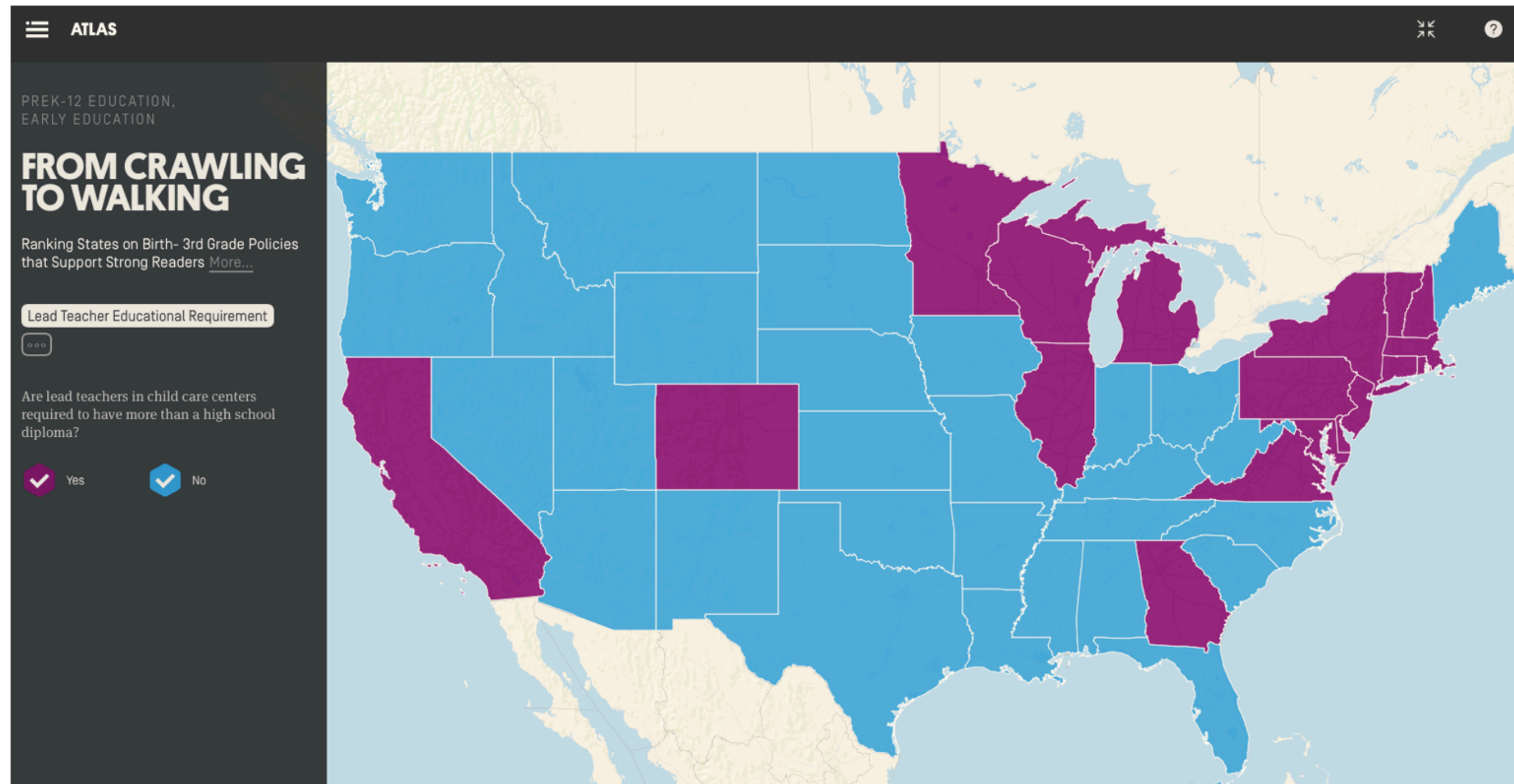
“I think that parents think that I’m a teacher like the other teacher...Some of them could know that there is a difference in our roles but most of them don’t know that there’s a difference. They will talk to me the same way they talk to the teacher. And if they don’t speak English they will only talk to me or try to use me to translate to talk to the teacher.” - Assistant Teacher from the District of Columbia

Center Director Educational Requirements



40 states and DC require directors of child care centers to have more than a high school diploma

Center Lead Teacher Educational Requirement



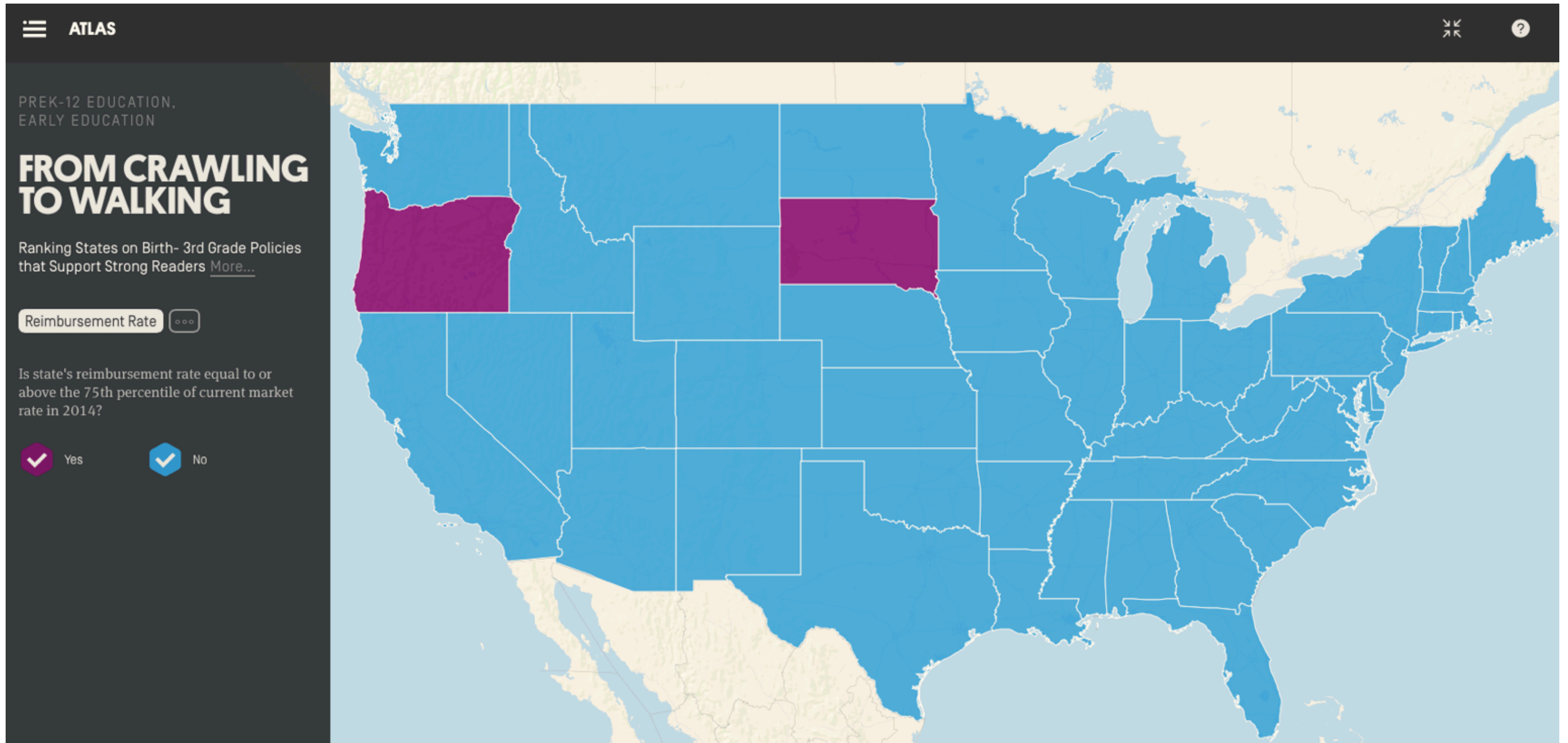
19 states and DC require lead teachers in child care centers to have more than a high school diploma

How can we professionalize the workforce?

Other Top Priorities

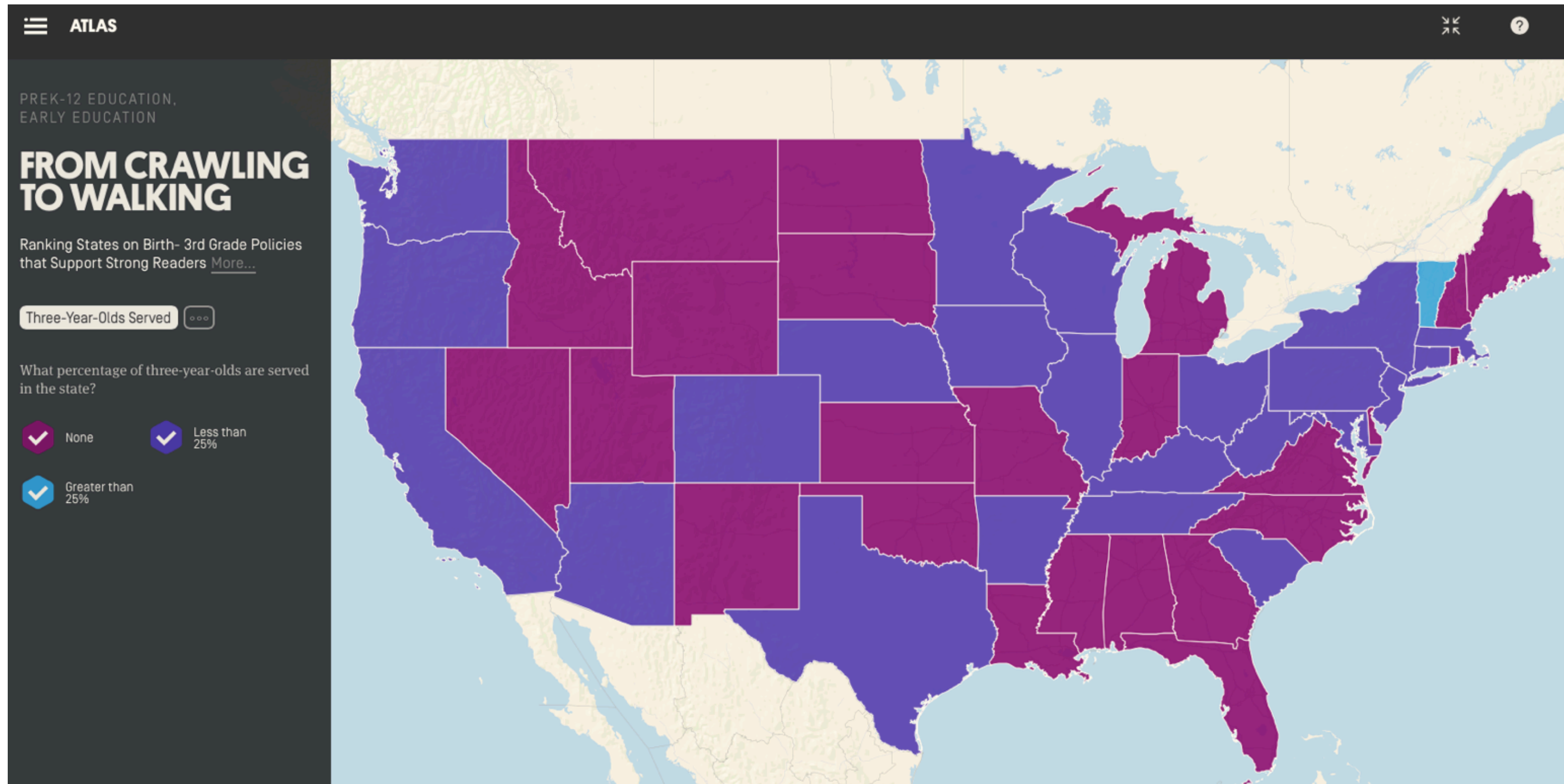
1. Meeting at least the federal recommendation for child care subsidy reimbursement rates
2. Expanding the number of 3-year-olds served in state pre-K programs
3. Expanding full-day kindergarten to all children

Equitable Funding: Reimbursement Rates



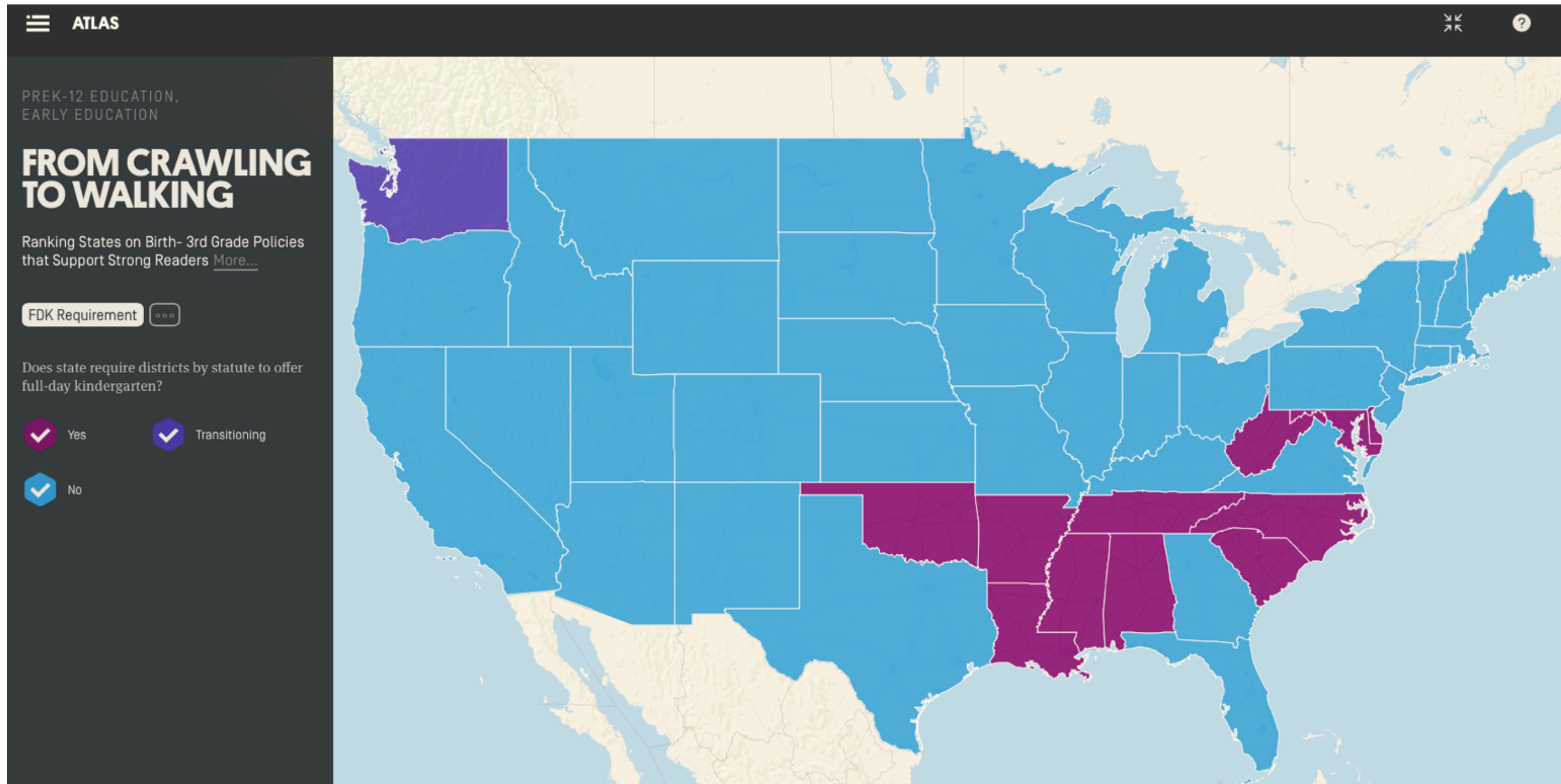
2 states have a reimbursement rate equal to or above the 75th percentile of current market rate in 2014

Pre-K: Three-Year-Olds Served



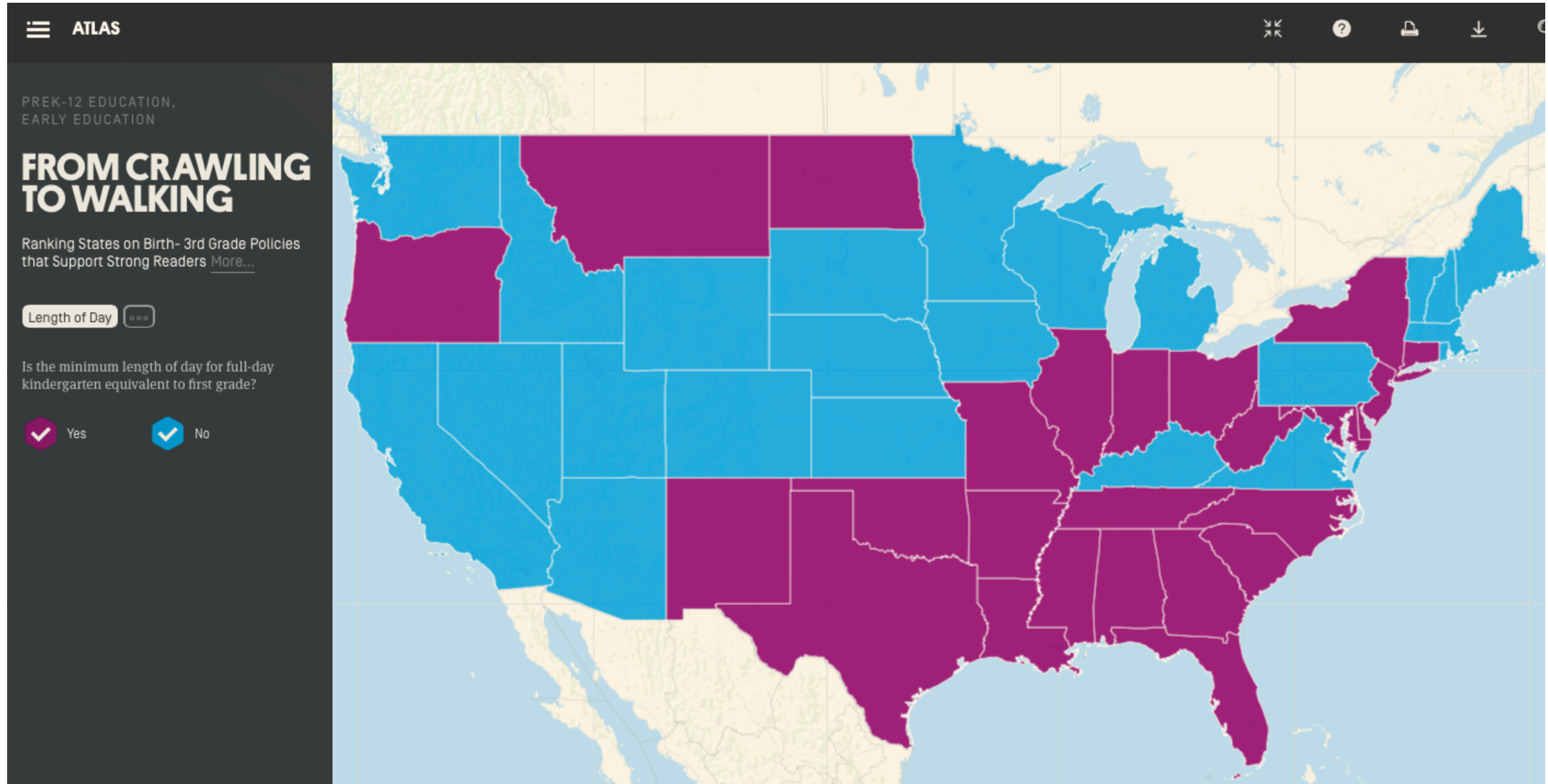
Vermont and DC serve more than 25 percent of three-year-olds

Full-Day Kindergarten Requirement



11 states and DC require districts to offer full-day kindergarten

FDK Length of Day



27 states require full-day kindergarten (when offered) to be same amount of class time as first grade.

Questions?

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