

# Birth to Five Policy Alliance



**WELCOME!**

**INTRODUCTORY WEBINAR  
OF THE ISSUE GROUP ON**

***EARLY CHILDHOOD  
LINKAGES TO K-12***

**FEBRUARY 23, 2011  
3:00 P.M. – 4:00 P.M. EST**

# Early Childhood Linkages to K-12



## AGENDA

### *Welcome and Introductions*

Elizabeth Burke Bryant, Rhode Island KIDS COUNT

### *A Perspective on K-12 Linkages*

Catherine B. Walsh, Rhode Island KIDS COUNT

### *Foundation for Education Success: PreK – 3<sup>rd</sup>*

Kristie Kauerz, Ed. D., Harvard Graduate School of Education

### *Facilitated Discussion Among Participants*

# Linkages to K-12 Issue Group



- **Identify common policy priorities and actions to inform current and future work.**
- **More closely connect expert TA and state policy agendas .**
- **Build closer relationships among Alliance grantees and partners.**

*Customized learning opportunities between  
February and August 2011*

# Discussion



**What resonates?**

**What is missing?**

**What aspects of linkages to K-12 are most critical to your work?**

# Early Childhood Linkages to K-12



## *A Perspective on K-12 Linkages*

**Catherine B. Walsh, Rhode Island KIDS COUNT**

# Early Childhood Linkages to K-12



**“Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skills at the end of third grade. A person who is not at least a moderately skilled reader by that time is unlikely to graduate from high school.”**

**- NATIONAL RESEARCH COUNCIL**

# Why a Birth to Third Grade Frame?



- **Low achievement at the 3<sup>rd</sup> grade “make-or-break” benchmark can have long-term consequences:**
  - ✦ **Academic and behavioral problems in middle school.**
  - ✦ **Greater likelihood of dropping out of high school.**
  - ✦ **Increased rates of teen pregnancy, substance abuse, juvenile crime.**
  - ✦ **Decreased individual earning potential, global competitiveness, and general productivity.**

**It is far more cost-effective to ensure that all children have strong language and literacy skills by third grade than to address a wider range of problems once students start to fail.**

# Recognition that the Achievement Gap Begins Early and Grows Over Time



- ***Begins at birth*** for children born low birthweight, prematurely, with congenital health problems, affected by prenatal exposure to toxic substances, or other adverse conditions during pregnancy.
- ***Continues between birth and kindergarten:***
  - Differences in language development by 9 months.
  - Differences in vocabulary by *age 3*.
  - 12 to 14 months behind national norms in language and pre-reading skills by kindergarten entry.
- **Readiness gap becomes an achievement gap when children enter school and this gap often persists over children's school careers.**

# Closing the Gap: Early Childhood



- **Too many children do not have access to language-rich environments and high-quality learning experiences in their homes and their communities.**
- **There is insufficient capacity in evidence-based programs that support families of infants and toddlers and an inadequate supply of high quality infant-toddler care.**
- **Young children often do not develop the social-emotional skills needed to manage emotions, follow directions, take turns and interact with peers and adults.**
- **Low-income children are less likely than middle income children to participate in high-quality early childhood and pre-kindergarten programs that prepare them to succeed in school.**
- **Too many children have unidentified and/or untreated social-emotional, physical health problems and learning disabilities.**

# Closing the Gap: K-12



- **Too many children enter school with gaps in skills that could have been prevented between birth and third grade.**
- **Too many children have unidentified and/or untreated social-emotional, physical health problems and learning disabilities.**
- **Too many children miss too much instructional time due to chronic absence.**
- **Too many children lose ground during the summer months.**
- **Too many children are distracted by childhood hunger, housing insecurity, and family mobility.**

# Closing the Reading Proficiency Gap: K-3



- ***Too many children attend low-performing schools*** that are “not ready” to teach to high standards.
- ***Five essential components of reading instruction*** are not always made part of schools’ curriculum or instruction.
- ***Reading skills assessments*** are often inappropriate and not used to tailor individualized instruction.
- **Teachers often lack the *training, experiences and knowledge*** to teach reading effectively and/or to teach reading for children with learning disabilities or who are English language learners.
- ***Schools often lack systems*** to immediately identify struggling readers, implement research-based reading interventions with fidelity, support and coach teachers to improve practice, and track progress over time.

# Early Childhood Linkages to K-12



*Foundation for Education Success*

*PreK – 3<sup>rd</sup>*

**Kristie Kauerz, Ed. D., Harvard Graduate School of Education**

# Discussion



**What resonates?**

**What is missing?**

**What aspects of linkages to K-12 are most critical to your work?**