

National Governors Association's Early Learning Initiative

January 8, 2014

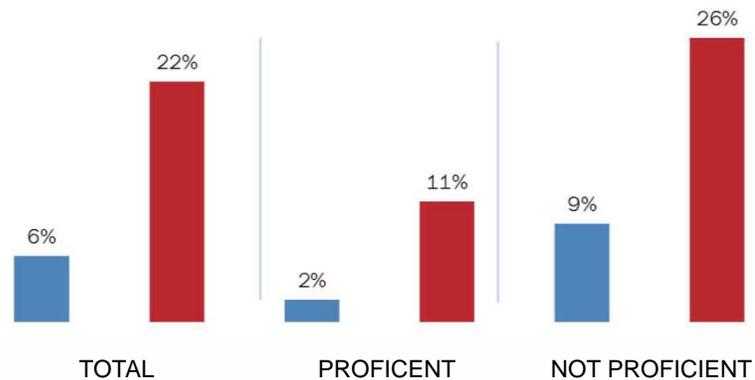
Governor's Symposium on Early
Childhood Development & Learning

Honolulu, HI

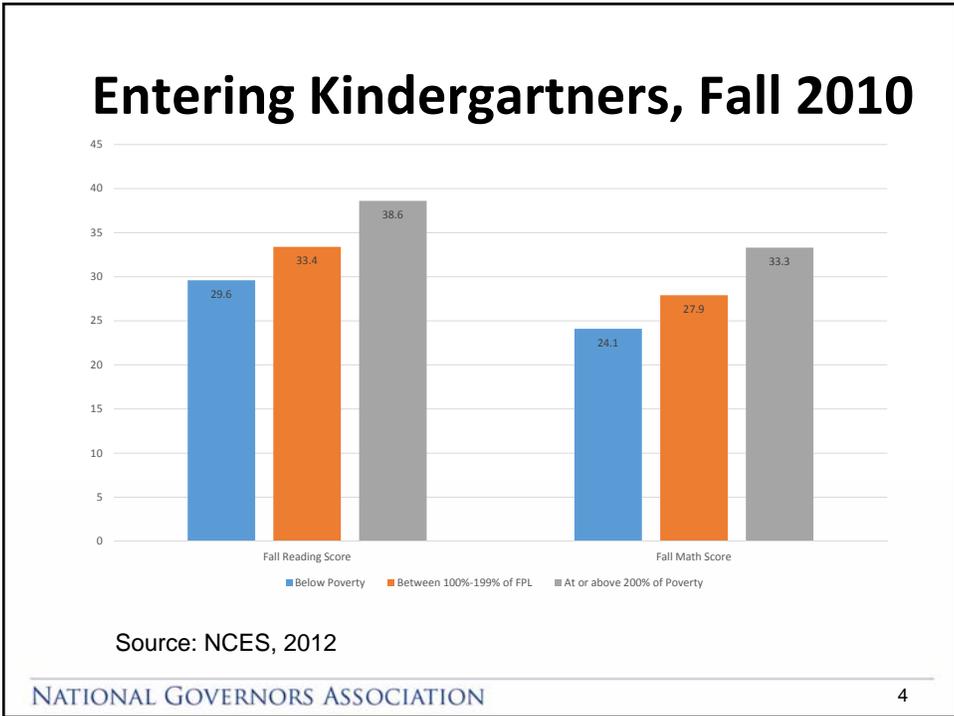
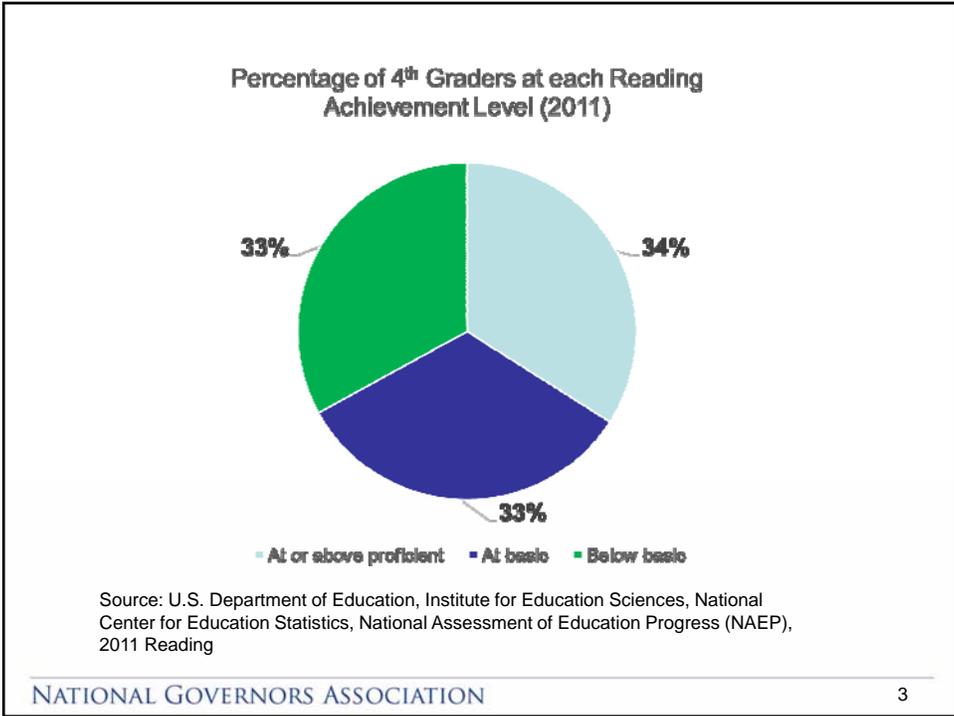


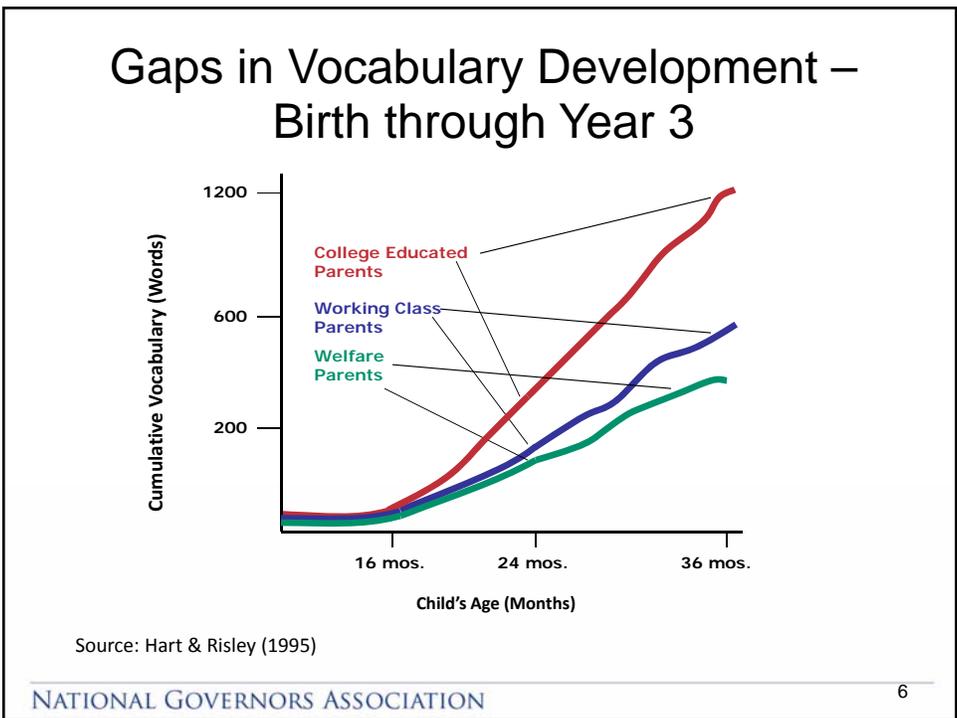
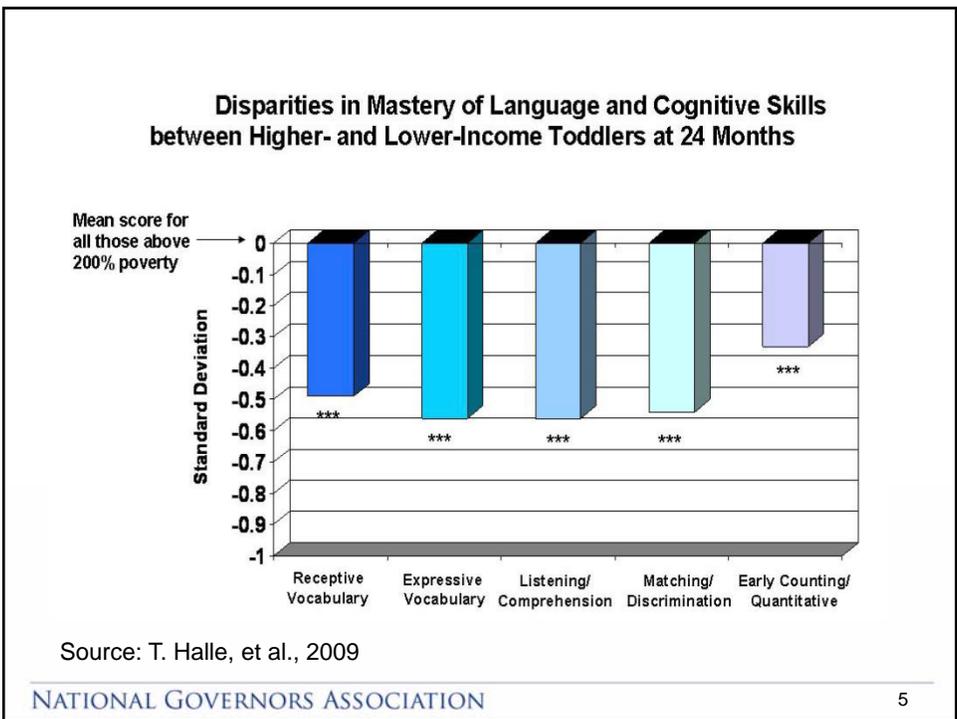
Failure to Graduate at Age 19 and 3rd Grade Reading Proficiency

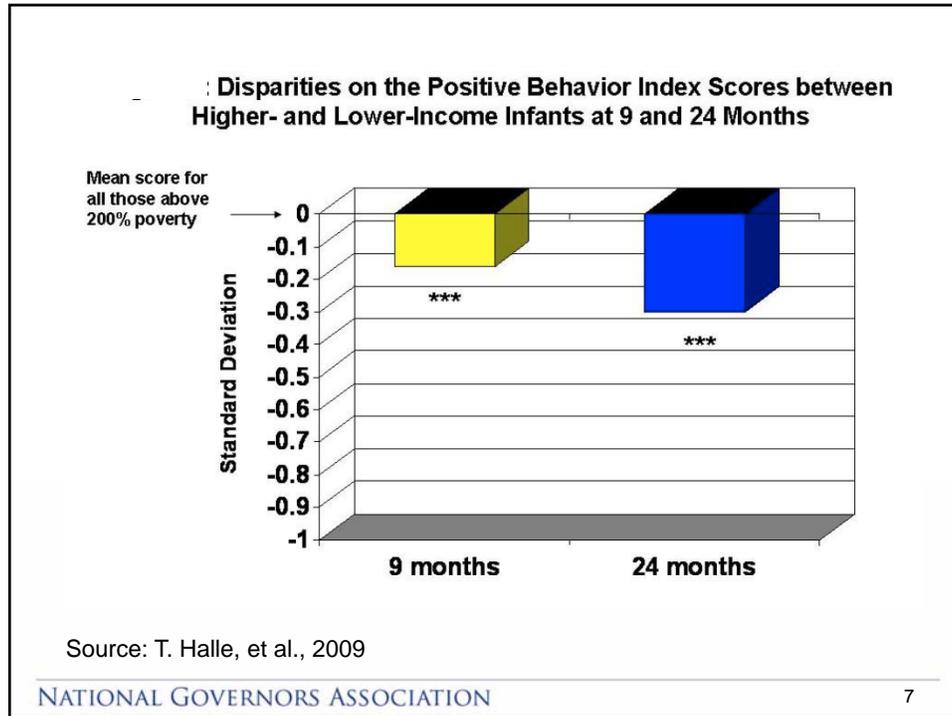
■ Children without Poverty Experience ■ Children With Poverty Experience



From Hernandez, Donald J., Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. The Annie E. Casey Foundation; Center for Demographic Analysis, University at Albany, State of New York; Foundation for Child Development (2012).







P-3rd Grade as Integral to Education Reform

- Achievement gaps
- Common Core Implementation
- 3rd Grade Reading
- Early mathematics education
- Importance of “social and intellectual” habits to college and career readiness (e.g., social-emotional skills, “non-cognitive” skills)

But P-3rd grades have been the neglected “black box.”

Early Learning and K-12 Education...

Running on the same track, or...



Heading for a train wreck...



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Alignment Issues in Assessment

- When: Start at 3rd grade vs. Start earlier
- What: Comprehensive vs. Academics
- Why:
 - Educators' capacity to perform formative assessment
 - Role of assessment data in accountability systems
- How: Observation vs. Standardized Tests

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NGA's Early Learning Policy Academy

- Began July 2013
- 6 states, 15 months
- 2 possible policy areas: Assessment, Human Capital

Opportunities and Challenges in Hawaii

- Foundation of local P-3 initiatives
- Political support for early learning
 - Executive Office of Early Learning
 - Pre-k expansion
 - Strengthening kindergarten
- Decisions on P-3 assessments
 - KEA and relationship with other K-3 assessments
 - Professional development, including ECE directors and K-12 leaders
 - Educator preparation and higher education
 - Policy statement

Contact Info

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