Dinner and Dialogue
OCTOBER 2, 2018
WELCOME!
PLEASE SIGN IN, VISIT THE RESOURCE TABLES, AND FIND A SEAT
STARTING EARLY AND FOLLOWING THROUGH
INVESTING IN PRENATAL – THIRD GRADE PROGRAMS

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WHAT’S YOUR WHY?

RETURN ON INVESTMENT

Figure 2: Returns to a Unit Dollar Invested are Highest in Earliest Years

High quality birth-to-five programs for disadvantaged children can deliver a 13% Return on Investment

STARTING EARLY PAYS OFF…

- 60 to 70 percent of the socioeconomic status gap in achievement at age fourteen in the United States can be attributed to differences already present at school entry¹
- Quality early learning produces permanent boosts in IQ and social-emotional skills²
- Providing early health and learning from birth produces 13% return on investment per child, significantly higher than just investing in preschool alone²
- These returns are higher than previous estimates of 7-10% annual ROI for preschool due to the first time ever calculation of health benefits²


A STRONG FINISH…

- Array of programs available to make sure that students graduate from high school and that those who want to enroll in college are prepared to do so and supported when they do

STARTING EARLY

- Spending on state-funded preschool alone has grown from $2.4 billion in 2012 to more than $7.6 billion in 2017 (NEER, 2017 State of Preschool Annual Report)
- Only 13 states and the District of Columbia require schools to offer full-day kindergarten (Quality Counts 2018)
- YAY Washington!
IMPACT OF STARTING EARLY...

An analysis of more than 20 early-childhood studies shows that children who participate in high-quality preschool are less likely to be retained or assigned to special education and more likely to graduate from high school than peers who were not enrolled in such programs.

Participants in ECE programs had an...

- 8.1 percentage-point reduction in special education placement
- 8.3 percentage-point reduction in grade retention compared to their peers
- 11.4 percentage-point increase in high school graduation

Results suggest benefits of early childhood education programs do, in fact, persist beyond the preschool year.

"PRESCHOOL ISN'T AN INOCULATION: WHAT COMES NEXT MATTERS"

"In a new study out of the University of Virginia, The role of elementary school quality in the persistence of preschool effects, the authors find that the quality of the elementary school students matriculate into matters for whether pre-K gains persist. Which makes sense, right? It is unrealistic to expect the benefits gained in any one year of schooling to be maintained in a low-quality setting. In fact, the authors suggest that to believe so would be 'to believe in magic.'"

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(Source: The P-3 Early Learning Hub: School, Community, and Partnerships for Young Children, April 25, 2018)

A POWERFUL CONVERGENCE: COMMUNITY SCHOOLS AND EARLY CHILDHOOD EDUCATION

“The most successful elementary schools partner with community organizations to support young children and their families beginning in early childhood”


CONTINUITY ACROSS P-3

- A nationally representative survey of more than 530 current or recent K-3 teachers was published by the National Association for the Education of Young Children (NAEYC)

- 2/3 of the teachers who were surveyed viewed themselves as “early childhood educators” with the numbers highest among kindergarten teachers (93%), dropping to 52% among 3rd grade teachers

- 76% of K-3 teachers supported the creation of a unified aligned system of early childhood education from birth to age 8

START INVESTING EARLY AND FOLLOW THROUGH

• Investing in…
  • Early health and family support programs
  • High-quality preschool programs
  • Early childhood professional development
  • Unified, aligned P-3 systems
  • Full day kindergarten
  • Reduced K-3 class sizes….

Pays Off!

THANK YOU

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What are we learning from WaKIDS?

Washington Kindergarten Inventory of Developing Skills

Number of areas in which students demonstrate characteristics of entering kindergarteners

- 0 of 6: 5.8%
- 1 of 6: 5.9%
- 2 of 6: 6.9%
- 3 of 6: 8.1%
- 4 of 6: 10.5%
- 5 of 6: 16.1%
- 6 of 6: 46.7%
Fall 2017
NEWESD
101
Regional Data

It Matters!

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Students exhibiting kindergarten readiness in mathematics are 66% more likely to meet the standards on 3rd grade Math SBA.

Students exhibiting kindergarten readiness in literacy are 66.5% more likely to meet the standard on 3rd grade ELA SBA.
Response to date: Statewide and Regional Efforts

- Early Numeracy support for families, childcare providers, and P-3 teachers
- Early Learning Fellows
  - 9 school districts, EWU, CCS, CME, SCLD, ECEAP
- Ongoing support for schools, districts and teachers within early learning collaboration and preschool programming
Classroom Ready Resources

The Electromagnetic Spectrum

You May Also Like
- NOVA Science Now
- The Power of the Sun
- Electromagnetic
- Power Lines

Curriculum
- NOVA
- Science
- Physics
- Middle School

In this video from NOVA's Sun Lab, viewers learn about scientists' observations and radiation to learn about the sun. The process of nuclear fusion in the core of the sun produces energy in the form of electromagnetic radiation or light. The wavelength of photon particles that carry electromagnetic energy depends on how much energy the photon carries. The sun emits all kinds of electromagnetic radiation, but it is difficult for human observers to see them all in the electromagnetic spectrum. Advances in technology have opened a window of human observation to the far end of the electromagnetic spectrum. This has revealed the dynamic nature of the sun.
Community & Collaboration

KSPS Education
www.kspso.org/education/

http://www.pbs.org/teacherline/
Courses for PreK & Early Elementary Educators

Social Emotional Resources

www.sesamestreetincommunities.org
Sesame Street In Communities

Additional Resources

- KSPS Education (Families & Early Learning)
  https://www.kspso.org/education/

- PBS LearningMedia
  http://pbslearningmedia.org

- PBS TeacherLine
  http://www.pbs.org/teacherline/

- Sesame Street in Communities
  https://sesamestreetincommunities.org/

- PBS KIDS Learn
  http://pbskids.org/learn/

Contact:
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Dinner and Dialogue

• Choose one person to be your table facilitator

• Use the questions provided to discuss early learning partnerships, school readiness and kindergarten transition.

• Facilitator records responses and feedback

• Enjoy your meal! We are glad you are here!
Thank you for being here tonight! We appreciate your partnership in this work. Please use the supplied index cards to share the following before you go:

1. What is one take away for you this evening?
2. What would you like to learn about at our next Dinner and Dialogue. Please provide any suggestions.
3. Who else should be invited?
4. Any other questions or feedback

For questions or support please contact Rachel Eifler reifler@esd101.net

Save the Date:
Dinner and Dialogue
March 5, 2019