Transforming America’s Primary Education System

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Listening and Learning Event
Understanding PreK-3rd Structures
U.S. Department of Education
U.S. Department of Health & Human Services
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PREK-3RD: A NEW BEGINNING FOR AMERICAN EDUCATION
• The recent National Assessment of Education Progress (NAEP) Report found that:
  • Over 80 percent of African American, Hispanic/Latino, and American Indian low-income children are not reading at grade level when tested at the beginning of fourth grade.
  • Only one-third of all American children are reading at grade level or above when tested at the beginning of fourth grade.

• What happens before the Fourth Grade – in families, in PreK, in Kindergarten, and in Grades One to Three – matters.
PREK-3RD APPROACHES ARE CRITICAL

• Compelling evidence that many children come to Kindergarten way behind.

• Evaluations that raise questions about sustaining gains from high-quality PreK programs or short-term interventions.

• Growing recognition, based on research and evaluation, that high-quality PreK must be sustained by high-quality K-12 education. Every year of quality education and teachers counts.

• Increasing awareness of Third Grade as the first crucial turning point in children’s educational trajectories.
• Public responsibility for full-school-day education at age three
  • Voluntary, Full-Day PreK for three-year-olds
  • Voluntary, Full-Day PreK for four-year-olds
  • Required, Full-School-Day Kindergarten

• Aligned educational strategies and resources within and across grades
  • Aligned standards, sequenced curriculum, instruction, assessments
  • Well-rounded and coherent curriculum, including arts, physical education, social and emotional learning, science, history
  • Joint planning and professional development among all PreK, Kindergarten, and Grades 1-3 teachers and staff
• Principal leadership to support joint professional development around curriculum and instruction

• Family engagement focused on supporting learning and instruction

• PreK-3rd teachers have the same qualifications and compensation as all teachers
  • Lead teachers qualified to teach any grade from PreK through Third Grade
  • Teaching assistants with A.A. Degrees
## PreK-3rd: Where is it happening?
### PreK-3rd State and District Efforts

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<td>Illinois (McCormick)</td>
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CHALLENGES: NO MORE SILVER BULLETS

- Increasing funding for PreK-3rd approaches in ESEA, IDEA, Head Start

- Moving from “transition” to a fully integrated learning continuum from PreK through Third Grade

- PreK-3rd standards
  - Inclusion and alignment with Common Core K-12 standards

- PreK-3rd assessments
  - Assessments from PreK through Third Grade aligned with Common Core standards
• Investing in the PreK-3rd education workforce
  • Existing workforce
    • Joint professional development for all PreK-3rd teachers
    • Professional development for principals/administrators
  • Future workforce
    • PreK-3rd teacher preparation programs
    • Articulated and differentiated staffing
    • Clear paths for professional mobility

• Rethinking family engagement in PreK-3rd learning
  • Laser focus on PreK-3rd learning and instruction

• Shared accountability for children’s learning by Third Grade: PreK programs, K-3, and families
Key PreK-3rd resources are listed on the handout.

To view these resources and for more information:

WWW.FCD-US.ORG