



SBOE Early Childhood Responses

1) A crosswalk of the changes that were made with a rationale for each change, along with a description of the magnitude of the change itself (5%, 30%, 85%, etc.);

Rationale

In an effort to ensure that children participating in early learning programs throughout the District of Columbia are prepared to enter into District of Columbia kindergarten, OSSE in partnership with the Early Childhood Leadership Institute at UDC worked with a group of early learning curriculum experts to update the District of Columbia's Early Learning Standards that were approved by the Board of Education in 2008. These updates, a response to the District of Columbia adopting K-12 Common Core State Standards for English Language Arts and Mathematics in 2010, are designed to ensure that the District of Columbia early learning standards are aligned to the District of Columbia's K-12 standards. These updates primarily reflect an alignment of indicators and exit expectations that will better ensure that early learners transitioning to kindergarten classes are better prepared to meet kindergarten level expectations outlined in the common core state standards. Throughout the document, updates have been made to ensure that there is alignment to common core Math and literacy expectations that educational professionals are to meet. Terminology has been updated, as well as student outcomes to reflect the District of Columbia's shift to K-12 common core state standards. Overall, these changes will ensure that the District of Columbia's early learning professionals are operating from the same framework of their K-12 educational peers, which will help to strengthen the educational continuum of District of Columbia learners who take advantage of early learning programs within the district.

See *Pre-Kindergarten Early Learning Standards Common Core K-12 Alignment Crosswalk* document.

2) A list of the working group that helped revise these standards;

This collaborative effort was undertaken by the Office of the State Superintendent of Education, Division of Early Learning and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes.

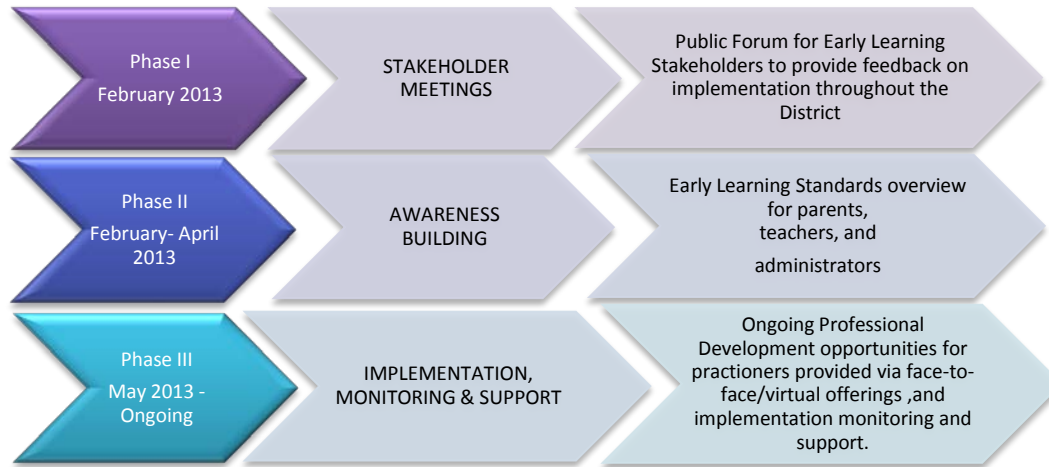
3) A report on the public engagement that has already taken place and what engagement is currently planned;

During February 2013, OSSE will engage and solicit the feedback of early learning stakeholders (an existing group of childcare experts that are currently being used to inform various OSSE driven early childhood initiatives) on early learning standards roll out strategies. Additionally, during February OSSE will host early learning standards awareness building sessions targeted to childcare providers. The expected outcome of these sessions will be to introduce the new standards and to obtain feedback to provide information on the new standards in alignment with the Common Core State Standards. Over the course of the 6 months, OSSE will offer targeted professional development opportunities for childcare providers focusing on the implementation of the 9 domains.



4) How and over what period of time the revised standards will be rolled out/implemented, including professional development and monitoring measures;

OSSE is currently planning three phases for rolling out and implementing the revised standards. These phases are illustrated in the following chart:



5) The budget implications and/or cost of implementing the revised standards, including professional development and monitoring costs;

OSSE is currently assessing the budget implications related to implementing the revised standards, providing professional development and monitoring through;

1. evaluating capacity of CCDF and other funding streams to assist early learning programs with implementation costs;
2. redefining existing agreements with partners (i.e. ICF, UDC, Howard University, etc.) to leverage additional professional development supports outside of OSSE human capital; and
3. developing the framework for the District of Columbia's Quality Improvement System that will gauge use of the early learning standards thus serving as an indicator for the level of support needed.

6) As requested by Board member Clark, a report/graph that shows not just the improved achievement of students who attended pre-k and 3rd grade, but how that "bump" may or may not continue into the other assessment years where there is data?

| | Math | | | Reading | | |
|-------|-------|-------|---------------|---------|-------|---------------|
| Grade | 2011 | 2012 | <u>Change</u> | 2011 | 2012 | <u>Change</u> |
| 3 | 36.2% | 37.0% | +0.8 | 41.6% | 40.5% | -1.1 |
| 4 | 46.4% | 51.3% | +4.9 | 44.3% | 48.7% | +4.4 |
| 5 | 45.5% | 49.4% | +3.9 | 46.2% | 47.6% | +1.4 |
| 6 | 46.3% | 48.5% | +2.2 | 43.1% | 40.7% | -2.4 |
| 7 | 57.0% | 58.5% | +1.5 | 49.2% | 49.5% | +0.3 |
| 8 | 59.3% | 57.5% | -1.8 | 50.1% | 48.6% | -1.5 |
| 10 | 42.9% | 43.5% | +0.6 | 45.8% | 43.4% | -2.4 |
| All | 47.0% | 49.3% | +2.3 | 45.5% | 45.6% | +0.1 |