



NASLEE

Roundtable: Together Again
October 11-13, 2023



Welcome Remarks

8:30 am – 9:00 am



Our Rich History

Established more than 50 years ago, NASLEE has an established track record in early care and education.

NASLEE Executive Committee



Robin Wilkins,
*NASLEE President,
Education Program
Development
Specialist, New Jersey
Department of
Education*



Dawn Kalkman,
*NASLEE Vice
President, Education
Consultant,
Michigan
Department of
Education*



Nicole Madore,
*NASLEE Treasurer,
Early Childhood
Specialist, Maine
Department of
Education*



**Noel Kelty, NASLEE
Past President, Assistant
Professor of Teacher
Education at Saginaw
Valley State University**



Dr. Kelli Servizzi,
*Director of
Kindergarten
Readiness, Indiana
Department of
Education*

The Executive Committee guides our work. Experts in the field, committee members are elected by vote of the NASLEE membership. Together, they define our goals, identify new opportunities, and map pathways for realizing our plans

Networking: Find a Friend!

Years of NASLEE Membership	Name Tag Color
New Member	
1-5 Years	
5-10 Years	
More than 10 Years	



Committee Leads

- **Communications:** Kelli Servizzi
- **Leadership:** Laura Reid
- **Membership:** Janet Bock-Hager
- **Policy:** Noel Kelty
- **Program:** Dawn Kalkman

Thank you, Program Committee

- Dawn Kalkman (Lead - Michigan)
- Janet Bock-Hager (West Virginia)
- Amy Reyes (Wyoming)
- Robin Wilkins (New Jersey)
- Keashia Walker (North Carolina)
- Noel Kelty (Saginaw Valley State University)
- Ellen Frede (NIEER)
- Kristie Kauerz (National P-3 Center)



Scholastic Light Award Winner 2023

Lori Connors-Tadros



Get Your
Ticket: Light
Award
Dinner

Light Award Dinner

Presented by Scholastic

October 13, 2023 / 7:00 - 9:00 pm

Morton's Steakhouse

7400 Wisconsin Avenue / Bethesda, MD



Thank you for your
Support!





Thank you
for your
Support!



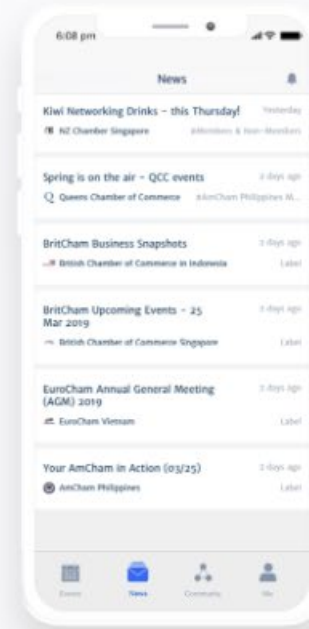
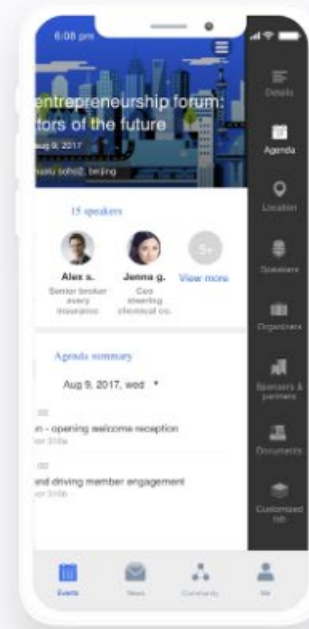
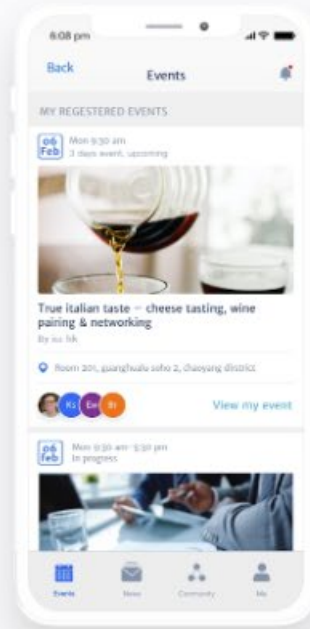
Agenda

- Science of Reading Panel
- Breakouts
- Leadership Information Sessions
- Lunch
- Universal PreK Panel
- Kindergarten as a Sturdy Bridge Session
- Breakouts
- Kaplan Reception

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All-in-one member mobile app !

Engage, network and receive information of our events, newsletter, memberships and more from your smartphone!



Download it on

[iOS \[App Store\]](#)



[Android \[Google Play\]](#)



The Science of Reading in the Context of the Whole Child

9:00 am – 10:15 am



Moderator:

Dr. Nicol Russell, *Vice President, Implementation Research, Teaching Strategies*



Winona Hao, *Director of Early Learning, National Association of State Boards of Education*



Sarah Parks-Reese, *Assistant Director of Kindergarten Readiness, Indiana Department of Education*



Dr. Jill Dent, *Director, Office of Early Childhood, Mississippi Department of Education*



Dr. Kara Ahmed, *Deputy Chancellor of Early Childhood Education, New York City Public Schools*

State Policy to Support Early Literacy Success

OCTOBER 12, 2023

NASLEE 2023 ROUNDTABLE

NASBE

National Association of
State Boards of Education

Literacy Legislation in 50 States

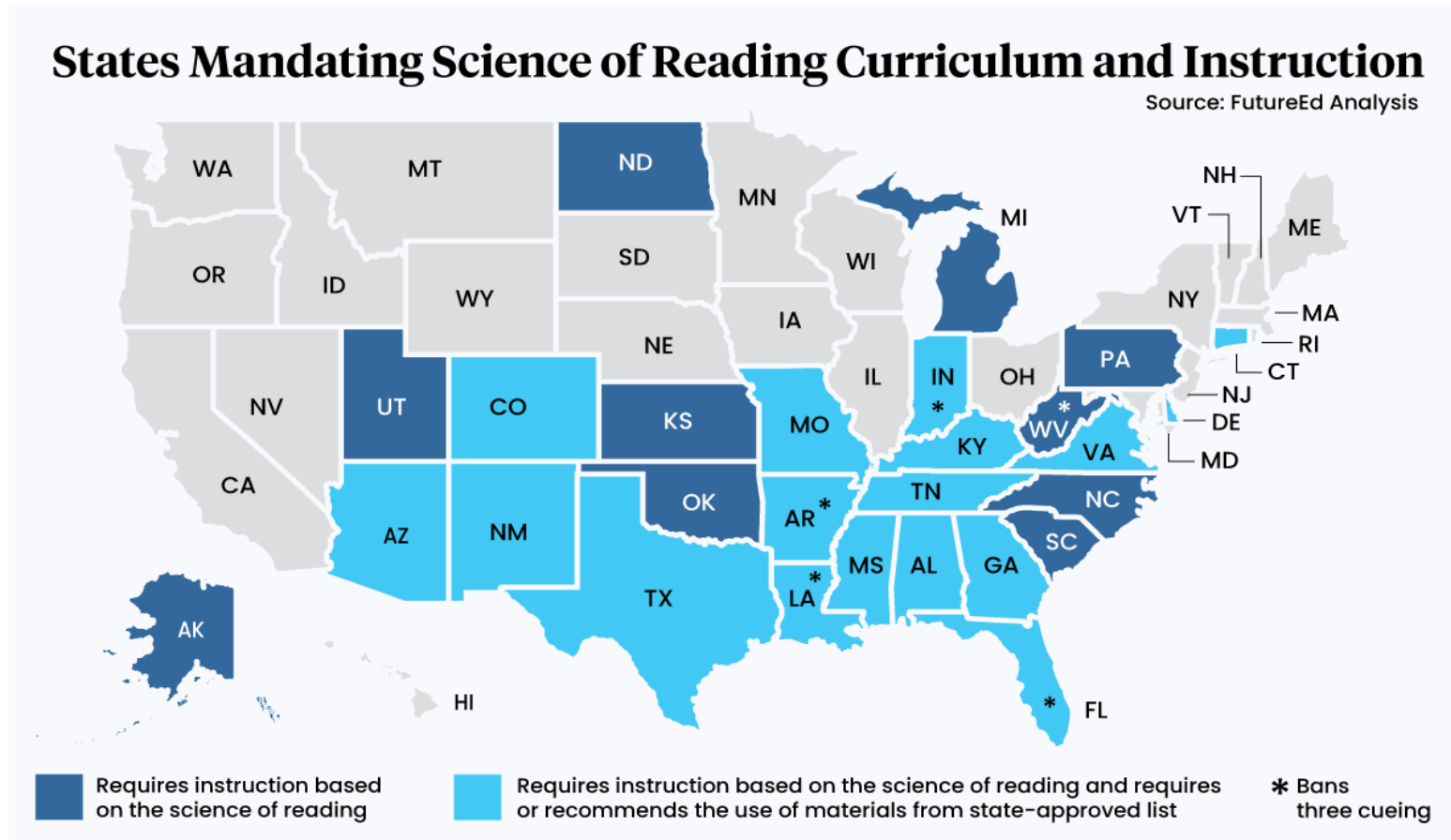
Fast Facts:

30 states passed legislations on early literacy

17 states require instruction based on science of reading and require or recommend use of materials from state-approved list

10 states require instruction based on science of reading

4 states banned three cueing



Teacher Preparation

The Current Situation

29% of evaluated teacher programs provided instruction in all 5 components identified by the National Reading Panel in 2020¹

20 states require licensure test to measure teacher candidates' knowledge of all aspects of the science of reading²

11% of K-2 and special ed teachers surveyed felt “completely prepared” to teach early reading upon teacher prep completion³

Moving Forward

- Teacher prep programs align with the science of reading in:
 - **Tennessee**
 - **Colorado**
- Teacher candidates should demonstrate an understanding:
 - Of the science of reading
 - How to teach reading
 - How to select and use high-quality English language arts⁴

1. National Council on Teacher Quality, “Teacher Prep Review 2020: Program Performance in Early Reading Instruction” (Washington, DC: NCTQ, 2020).
2. Hannah Putman and Kate Walsh, “State of the States 2021: Teacher Preparation Policy” (Washington, DC: National Council on Teacher Quality, 2021).
3. EdWeek Research Center, “Early Reading Instruction: Results of a National Survey” (2020).
4. Lynn Olson, “The Reading Revolution: How States are Scaling Literacy Reform” (FutureEd, 2023), <https://www.future-ed.org/wp-content/uploads/2023/06/The-Reading-Revolution.pdf>

Professional Development and Classroom Support



20 states have preservice and in-service requirements for teacher training and PD in literacy⁵



Initial Statewide Training Aligned to Core Curriculum

Tennessee: state-created w/ TNTTP

Colorado: state-approved vendors



Supporting Roles in Classroom⁶

Mississippi: “Literacy Learning Walks” and literacy coaches

Virginia: regional literacy coordinators and reading specialists

Tennessee: District implementation networks

5. Education Commission of the States, “State K-3 Policies” (September 2020), <https://reports.ecs.org/comparisons/state-k-3-policies-12>.

6. Lynn Olson, “The Reading Revolution: How States are Scaling Literacy Reform” (FutureEd, June 2023), <https://www.future-ed.org/wp-content/uploads/2023/06/The-Reading-Revolution.pdf>.

NASBE Early Literacy Work

NASBE Early Literacy Workgroup

- Established in 2022; hosted four meetings with one site visit and in-person meeting.
- State board members from AZ, CA, GA, HI, IL, MA, MD, MI, DC, DE, NE, GU, NC, NY
- Continue to grow in 2023, we look forward to recruiting more state board members in 2024



Supporting Educators

- **Better standards for teacher prep program approvals**
- **Professional development guidance;**
- **High-quality literacy coaches and other support professionals;**
- **And a one-stop-shop strategy that aids teachers in aligning curriculum, instruction, and their professional development with the science of reading;**
- **More funding and support for B-5 educators**

Thank you!

My contact information:

Winona.hao@nasbe.org

Indiana's Collaborative Efforts to Support Early Literacy Education

NASLEE Roundtable Panel

October 12, 2023

 @EducateIN



INDIANA'S EARLY LEARNING LITERACY PRIORITIES



Indiana's Priorities for Early Literacy are designed to be comprehensive, while support focuses on a K-3 coaching model, IDOE has emphasized the following for birth to age five programs:

- The importance of positive interactions between infants and families
- Literacy-rich experiences based on principles in high-quality curricula
- Oral language development and vocabulary to support future comprehension
- Purposeful play is when children best learn, develop, and can improve oral language skills

INDIANA LITERACY CADRE

The Indiana Literacy Cadre works to achieve Indiana's goal of having 95% of students achieve a **passing score on IREAD-3 by 2027** by providing professional development for K-3 educators across the state based on the science of reading (SoR) research.

INDIANA
Literacy
Cadre

- **Comprehensive support** for school leadership and school-based coaches to provide in-school training and coaching
- **Financial support** for an approved school-based literacy coach
- **Training Support Specialist (TSS)** to provide onsite and virtual support for the cadre coach and administration in the implementation of cadre goals
- **Five-day summer training** related to science of reading integration
- Additional training and support in ongoing, bimonthly **Collaboration Network** meetings
- **Ongoing support in troubleshooting** implementation issues



EARLY LITERACY COHORTS

Two Day Early Literacy Summer Institute

**Supporting Young Writers with
Matt Glover
Supporting Young Readers with
Kathy Collins**

Four One-Day Onsite Early Literacy Workshop/Labs

**Supporting Young Writers with
Matt Glover
Supporting Young Readers with
Kathy Collins**

Legislative Update

 [@EducateIN](https://twitter.com/EducateIN)



Educator preparation program alignment with science of reading

- **By July 1, 2024, Educator Preparation Programs preparing elementary, early childhood, and special education teacher candidates shall include content within the curriculum that is aligned to the science of reading.**
- **Teacher candidates or program participants shall be prepared to obtain the new literacy endorsement now required under IC 20-28-5-19.7.**

Science of reading defined by a new section (17.2) added to IC 20-18-2.

Science of reading means a vast, interdisciplinary body of scientifically based research that:

(1) requires the explicit, systematic inclusion of the following five (5) essential components:

- (A) Phonemic awareness.
- (B) Phonics.
- (C) Fluency.
- (D) Vocabulary.
- (E) Comprehension;

Science of reading defined by a new section (17.2) added to IC 20-18-2.

Science of reading means a vast, interdisciplinary body of scientifically based research that:

- (2) is supported by evidence that informs:**
 - (A) how proficient reading and writing develop;**
 - (B) why some students have difficulty with reading and writing; and**
 - (C) how to effectively assess and teach reading and writing to improve outcomes for all students; and**

Science of reading defined by a new section (17.2) added to IC 20-18-2.

Science of reading means a vast, interdisciplinary body of scientifically based research that:

(3) has a demonstrated record of success, and when implemented, leads to increased student competency in the areas of:

- (A) phonemic awareness;
- (B) phonics;
- (C) reading fluency;
- (D) vocabulary development;
- (E) oral language skills;
- (F) reading comprehension; and
- (G) writing and spelling.



HEA 1558: CURRICULUM ADOPTION

Beginning with the 2024-2025 school year, a superintendent, advisory committee, or governing body or the equivalent for a charter school, in adopting curriculum or supplemental materials for reading:

1. shall adopt curriculum or supplemental materials for reading that are aligned:
 - a. with the science of reading; and
 - b. to the student's reading proficiency; and
2. may not adopt curriculum or supplemental materials for reading that are based on the three-cueing model.

IDOE will publish an advisory list of curriculum aligned to SoR annually beginning in 2024.



HEA 1558: **STANDARDS**

Beginning with the 2023-2024 school year, the state board and the department:

1. shall implement academic standards for reading that are:
 - a. aligned with the science of reading; and
 - b. developmentally appropriate based on student need; and
2. may not implement an academic standard for reading based on the three-cueing model.



ELA STANDARDS ALIGNMENT

English Language Arts Standards

The Early Learning Standards were reviewed and modified as needed to reflect the importance of following principles aligned with science of reading even before kindergarten, as well as developmentally appropriate practices.



HEA 1558: **LITERACY ENDORSEMENT**

Key responsibilities for IDOE/SBOE:

1. Not later than July 1, 2024, the state board shall establish and require a literacy endorsement for individuals first licensed after June 30, 2025, to teach a content area involving literacy instruction, including special education, in prekindergarten through grade five.
2. The Department shall approve and provide the evidence based professional development necessary for an individual to receive a literary endorsement under this section.
3. The Department shall establish the procedure for an existing teacher to add the literacy endorsement to their license.



HEA 1558: **LITERACY ENDORSEMENT** CONTINUED

To be eligible to receive a literacy endorsement, an individual must meet the following:

1. Complete 80 hours of evidence based professional development that is:
 - a. aligned to the science of reading;
 - b. provided by an organization accredited by the International Dyslexia Association;
 - c. and approved by the Department.
2. Demonstrate proficiency in scientifically-based reading instruction skills aligned to science of reading on a written examination.

HEA 1590: **SCHOOLS BELOW 70%**

Schools falling below a 70% passage rate on IREAD-3 will receive additional targeted supports. As required by HEA 1590, these schools will:

- 1. Use curriculum that is based on the science of reading and approved by the Department.**
- 2. Employ an instructional coach trained in the science of reading.**
- 3. Administer IREAD-3 in grade two.**
- 4. Use benchmark, formative, interim or similar assessments aligned with Indiana's Academic Standards and approved by IDOE**

Additional, Ongoing Supports

 [@EducateIN](https://twitter.com/EducateIN)



SCIENCE OF READING **MODULE COURSE**

Key Priority: Offer stipends up to **\$1,200** to **PreK-3 teachers** who participate in professional development focused on the science of reading.

In partnership with **Center of Vibrant Schools at Marian University**, IDOE leveraged funding to develop a **professional development course for the Indiana Learning Lab** focused on science of reading.

- 6 modules centered around what the science of reading is and how it informs the application of evidence-aligned instructional practices using a structured literacy approach through effective teaching and assessing foundational reading skills.
- Self-paced course will take approximately 20-25 hours to complete.
- Educators will receive 25 Professional Growth Plan (PGP) points.
- Receive one-time \$1,200 stipend to help compensate their time and dedication to supporting Hoosier students on the path to literacy success.

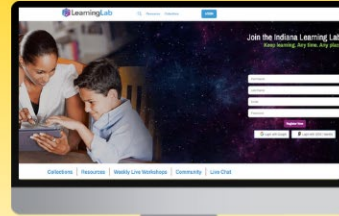




INDIANA
DEPARTMENT of
EDUCATION



#INLOVESREADING THROUGH PURPOSEFUL PLAY



Discover how the science of reading plays an important role in early childhood and how these principles can be emphasized through play with this Indiana Learning Lab collection! Live sessions will take place from January to March 2023.



- Curated collection of trainings related to the science of reading research and application in early childhood.
- Expert speakers (e.g., authors, university professors)

THANK YOU!



Moderator:

Dr. Nicol Russell, *Vice President, Implementation Research, Teaching Strategies*



Winona Hao, *Director of Early Learning, National Association of State Boards of Education*



Sarah Parks-Reese, *Assistant Director of Kindergarten Readiness, Indiana Department of Education*



Dr. Jill Dent, *Director, Office of Early Childhood, Mississippi Department of Education*



Dr. Kara Ahmed, *Deputy Chancellor of Early Childhood Education, New York City Public Schools*

Question for Members

What are your top considerations in developing and implementing policy around the science of reading in your state?

Use the sticky notes on your table and post these on the chart paper.

Concurrent Breakout Sessions

**How Can State
Early Education
Leaders Promote
Coherent P-3
Early Literacy
Policy**

Location:

Main Ballroom

**New Research on
Enrollment,
Workforce,
Measurement,
and Outcomes:
What does it
mean for you?**

Location: Rosedale

**Competencies for
Leading Equitable
and Inclusive
Early Childhood
Systems**

Location: Cordell

Break

10:15 am – 10:30 am

SWITCH SLIDE DECKS HERE

Breakout Sessions

10:30 am – 11:30 am

NASLEE Leadership Academy Information Session

11:30 am – 12:00 pm

SRCD Fellowship Information Session

12:00 pm – 12:15 pm



SRCD U.S. Policy Fellowship

JENNIFER BROOKS

CONSULTANT TO THE SOCIETY FOR RESEARCH IN CHILD
DEVELOPMENT



Goals of the Federal Fellowship

- Contribute to the effective use of child development research in the formation, implementation, and evaluation of public policy
- Educate the scientific community about the development of public policy
- Build a network of experts that bridge developmental science, federal policymaking, and practice

About the Fellowship

- Places postdoctoral child development experts in full-time, immersive experiences in a U.S. federal agency, Congress or a state agency, where they work on child and family policy.
- Fellowship runs from September 1, 2024 to August 31, 2025, with the option to extend for a 2nd year.
- In addition to the placement experience, SRCD fellows receive:
 - Competitive stipend, health insurance benefit, moving costs, and PD budget
 - Mentorship, training, and exposure to career opportunities
 - Peer learning and socialization with cohort of fellows
 - Individualized Professional Development Plans

About the Fellowship

- Application comes from the researcher and includes a personal statement, transcripts, CVs, and references.
- **Applicants for state placements must submit a letter of support from their proposed placement agency!**

About the Fellowship

- Examples of projects former state fellows have worked on:
 - Analyzing and distributing Kindergarten Readiness Data to school districts
 - Developing a resource for measuring and supporting quality in state Pre-K
 - Aiding the agency in building connection between data systems
 - Developing evaluation strategies, writing RFPs, writing proposals to the federal government
 - Conducting literature reviews and recommending new approaches based on science
 - Researching strategies to aid in Medicaid reimbursement for evidence-based home visiting programs
 - Engaging community members in the development of new regulations

Requirements for the Placement Office

- Provide a letter of support during application process
- Provide a meaningful experience in child and family policy, mentorship to the fellow, onboarding and resources to do the job (e.g., office, computer)
- Provide time and flexibility for fellow to participate in SRCD-sponsored webinars, meetings, and trainings
- Support the fellow in development of required materials (capstone presentation, SRCD blog, and Individualized Personal Development Plan)
- Communicate with SRCD supervisor throughout the fellowship period and complete a survey at the end

Timeline

October:	Application portal opens
Early January:	Application deadline
February:	Interviews with finalists
March:	Applicants notified of decision
September 1:	Fellowship starts

How a State Agency Can Participate

State agencies cannot apply, but they can indicate their interest in supporting a fellow:

- Complete a survey indicating your interest– SRCD will include your name and contact information among other interested agencies on a page for prospective applicants
- Reach out to contacts in higher education or research firms to recruit researchers that might be interested in applying
- We are here to help!
 - Contact policy@srcd.org to get additional help with finding a partner researcher.

Complete this
Survey to
Connect with
Prospective
Applicants!



Am I guaranteed a fellow?

State placements are generously supported by the Heising Simons Foundation. They support 2 new placements and 2 returning fellows a year, as well as a Congressional placement.

- We are in conversation with another foundation about potentially supporting a 3rd new placement this year.

We cannot guarantee a fellow given funding. However, we can work with foundations that would like to support a fellow in a specific agency. If you have someone in mind, please indicate on the interest survey here.

- You can also reach out to policy@srcd.org if you'd like to discuss further.

Complete this
Survey to
Connect with
Prospective
Applicants!



Lunch

12:15 pm – 1:15 pm

Lessons Learned from Universal PreK Expansion: Considerations for States

1:15 pm – 2:30 pm



Moderator:
Dr. Steve Barnett, Senior
Co-Director, NIEER



Sarah Neville-Morgan, Deputy
Superintendent of Public Instruction,
Opportunities for All Branch,
California Department of Education



Bill Buchanan, Early Learning
Advisor, Office of Special Education
and Early Learning (OSEEL),
Kentucky Department of Education



Janet Bock-Hager,
Pre-K Coordinator,
Office of Teaching and
Learning, West
Virginia Department of
Education



Richard Lower,
Director, Office of
Preschool and Out-of-
School Time Learning,
Michigan Department
of Education

Office of Preschool and Out-of-School Time Learning

Great Start Readiness Program (GSRP) - **\$522.7M** for FY24 with ISDs anticipating to serve **52,250 children** in FY24!



NEW

- **\$35M** in FY24 for GSRP classroom start up grants (\$25,000 per classroom). Opened or expanded **135 classrooms in 2023**. Opening/expanding **230 classrooms in 2024!**

NEW

- **\$5M** for multiyear statewide media/awareness campaign estimated to realize roughly **70M impressions over the next two years with parents of young children.**

MDE-Requested Statutory Flexibilities that Generated Expansion



\$9,608 per eligible GSRP child for FY24, a \$2,358 increase (32.5%) since FY21!

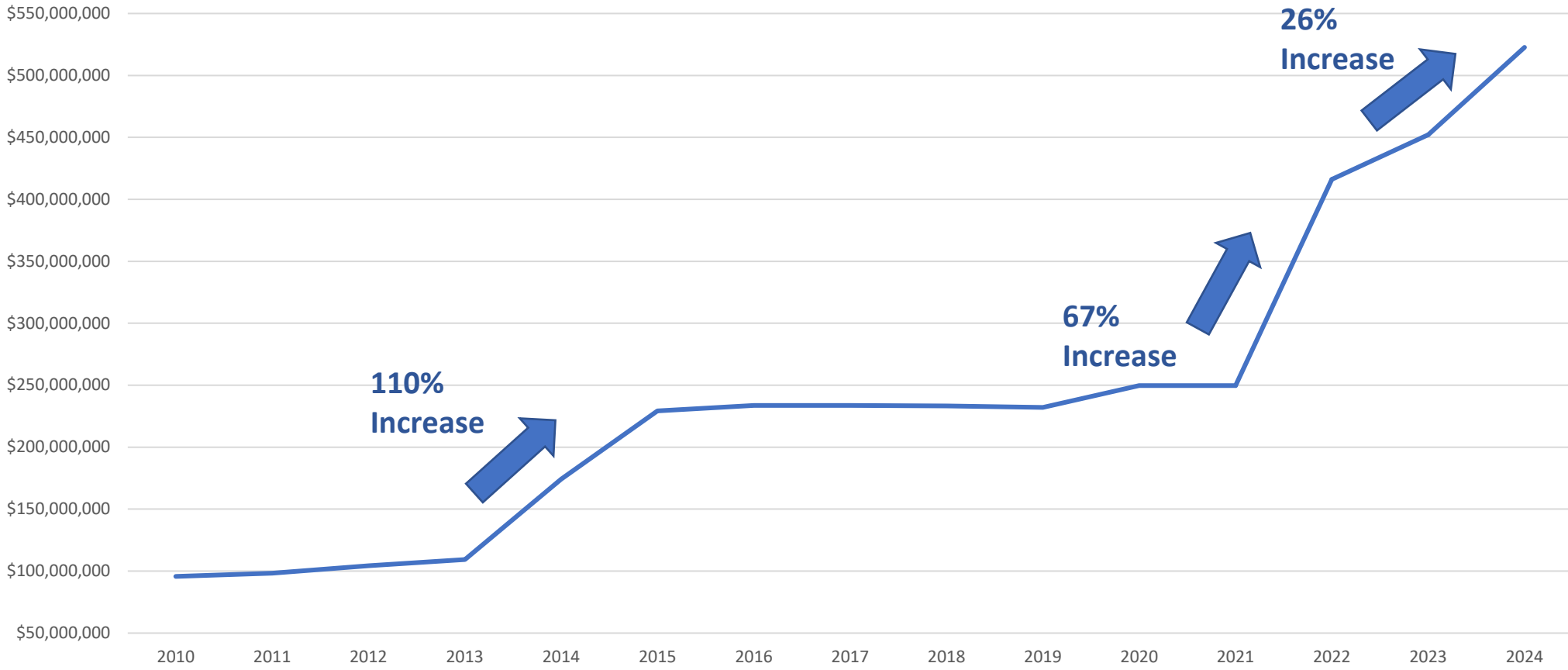
NEW

MDE recommended to the legislature and the governor an expansion of 4 instructional days a week to 5, and an expansion of 30 instructional weeks a year to 36. These recommendations were accepted and funded at **\$11,530 per eligible GSRP child**. As a result of this greater flexibility, ISDs have requested more than 52,000 slots for students, up from roughly 38,000 last year, on our way to the governor's goal of universally accessible preschool.

- **Income eligibility was increased to 300%** from 250% of FPL (i.e., \$90K for family of 4).



GSRP Funding



Actual

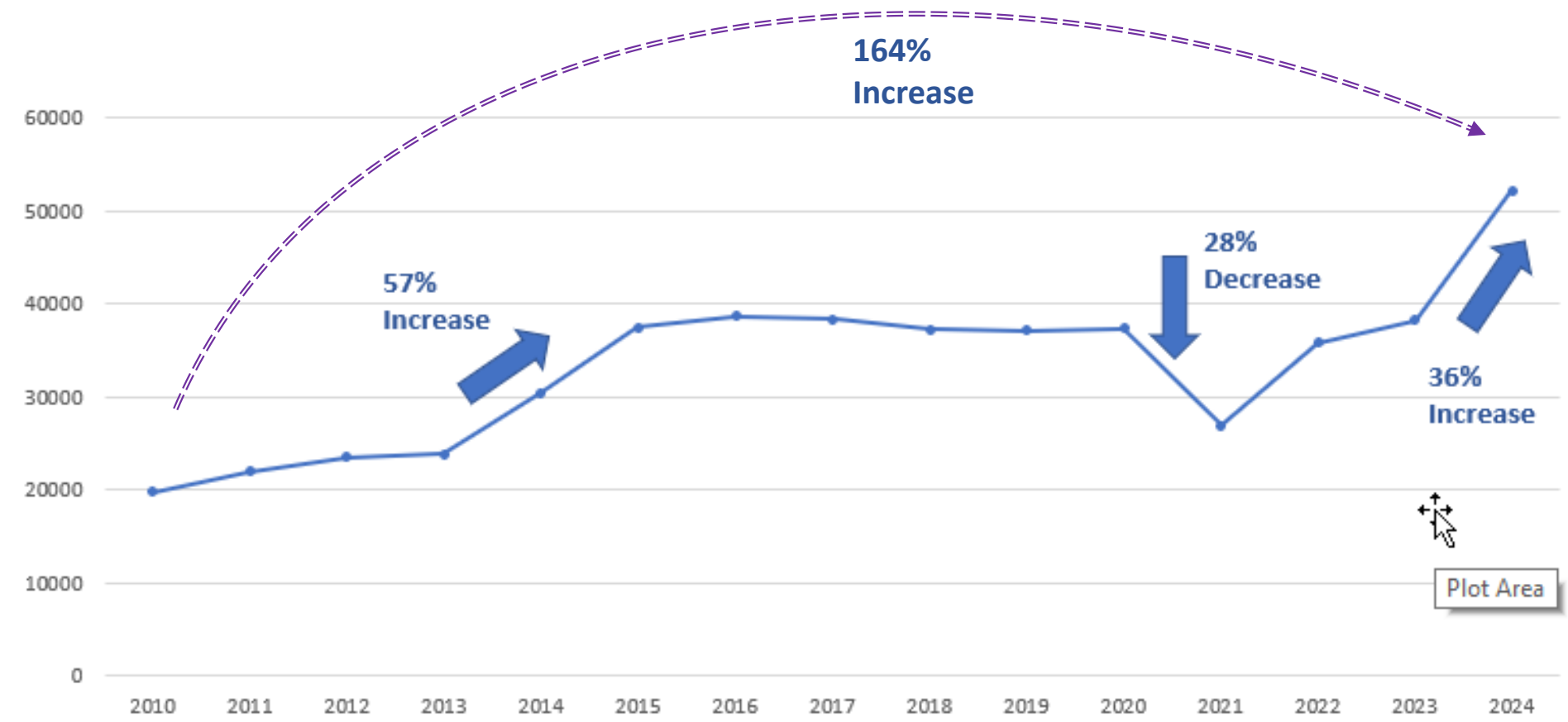
FY 2021 - \$249,600,000
FY 2022 - \$416,120,000

FY 2023 - \$452,120,000
FY 2024 - \$522,720,000





Number of GSRP Eligible Children Served



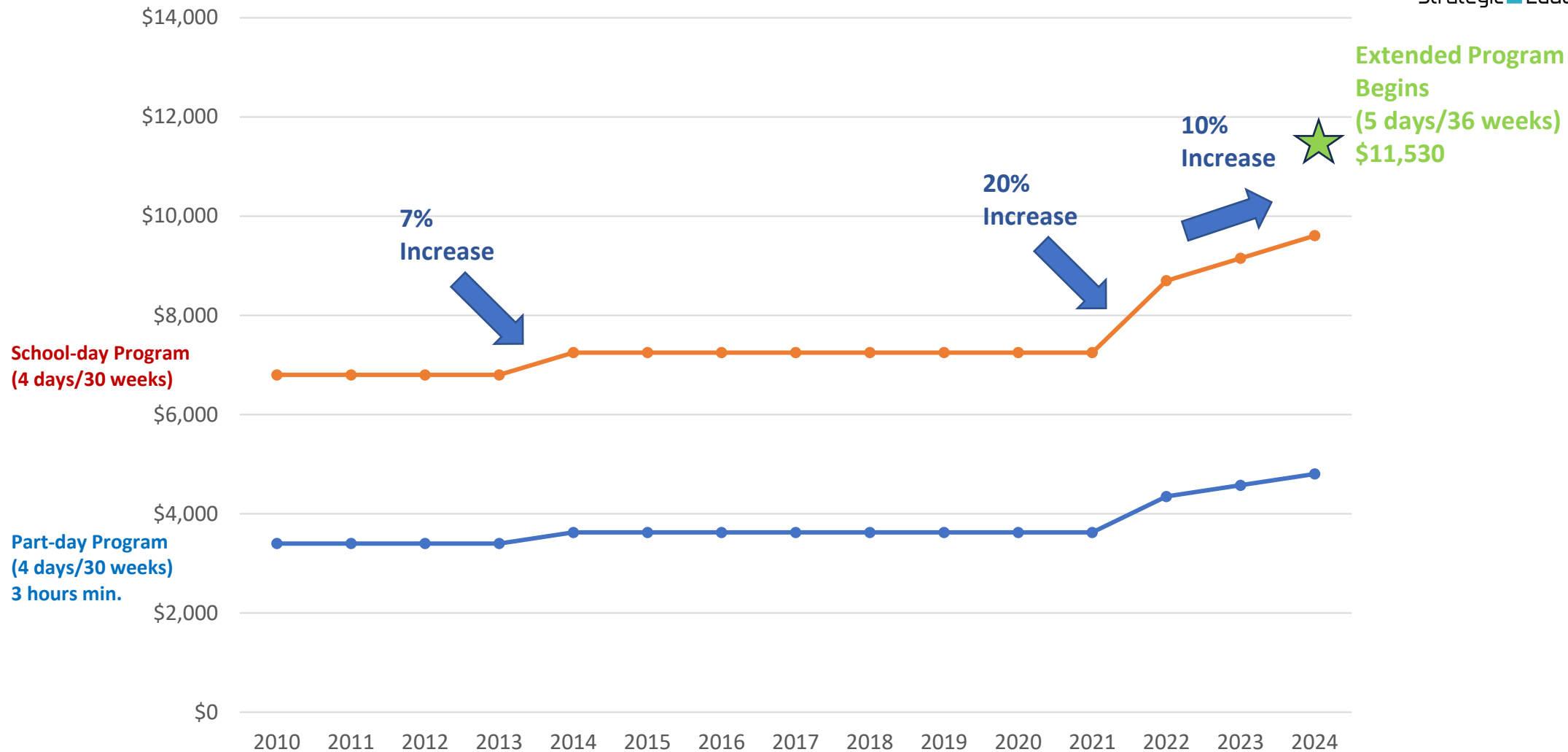
FY 2020-37,368 (Pre-pandemic) FY 2022-35,895 (2nd yr. pandemic)
 FY 2021-26,969 (1st yr. pandemic) FY 2023-38,355 (post-pandemic)

FY 2024-ISDs are asking for funds for 52,254 children with 8,700 in extended program.





GSRP Per Child Funding



Governor Whitmer's Universally Accessible Pre-K Proposal

What's the goal for Pre-K for All? The governor has set the goal to ensure that all 4-year-olds have access to universally accessible pre-K by 2027. (target = 87,000)

Is this an expansion of GSRP?

Yes! We're fortunate to have a nationally recognized, high-quality, homegrown preschool program upon which to build.

MI Pre-K for ALL Action Team

This is a Governor Whitmer-appointed 15-member group that is charged with developing recommendations for UPK implementation, and the report is due in December 2023.

Remind about Tickets to LA
Dinner; Insert QR Code

Kindergarten as a Sturdy Bridge for Young Children

2:30 pm – 3:15 pm


Speakers:



Swati Adarkar,
*Deputy Assistant Secretary, Policy
and Early Learning, Office of
Elementary and Secondary
Education, U.S. Department of
Education*



Laura Bornfreund,
*Senior Fellow and Advisor,
Elementary Education Program,
New America*



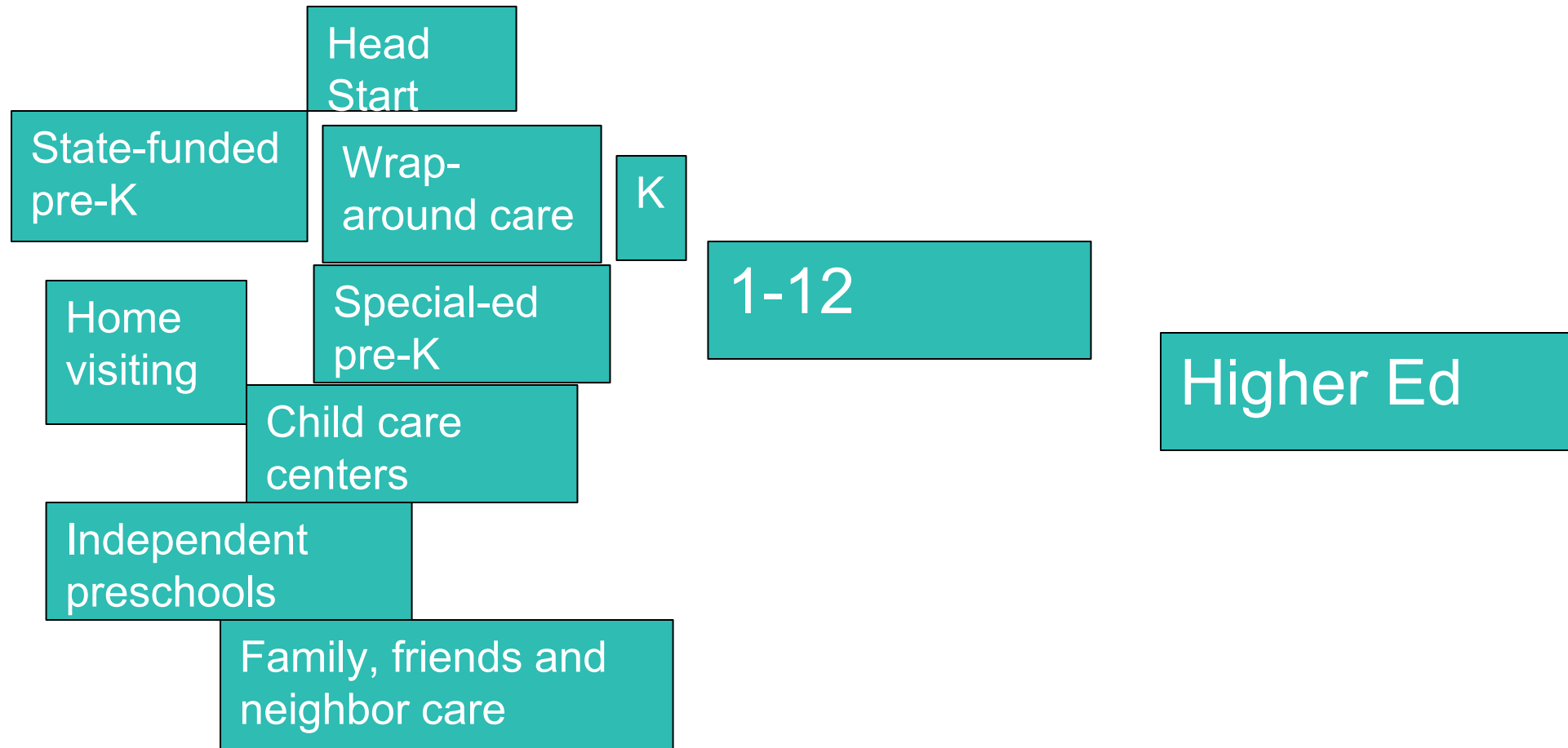
Kindergarten as a Sturdy Bridge for Young Children

Laura Bornfreund

October 11, 2023

National Association for State Leaders in Early Education

Fragmented Pipeline



Kindergarten Across the Country

- Only 17 states and DC require that children attend K (*Education Commission of the States, 2023*)
- Only 16 states and DC require full-day K; 44 require districts to offer half or full day (range 2.5 - 7 hours)
(*Education Commission of the States, 2023*)
- Not all states require kindergarten to be funded at the same level as first grade
(*Children's Defense Fund, 2014*)

*<https://www.ecs.org/50-state-comparison-state-k-3-policies-2023/>

How do Young Students Learn Best?





Considerations for Strengthening Kindergarten:

- How are teachers and principals prepared?
- Is there a well-prepared paraprofessional?
- Are reading and other curricula being delivered in the way young students learn? Are there specialized resources and materials for K, K-2?
- How much direct and whole-group instruction is happening?
- How do we engage children during transitions between activities?



Considerations for Strengthening Kindergarten:

- What opportunities are there for student talk, choice, and exploration?
- How is play incorporated into literacy learning and other areas?
- How are science and social studies topics integrated into literacy learning to build background knowledge?
- How aligned is K with pre-K and 1st grade? How do we know?

Kindergarten Sturdy Bridge Learning Community

(States signed up as of 10/12/23)

- Alaska
 - Colorado
 - Hawaii
 - Illinois
 - Indiana
 - Maine
 - Minnesota
 - Nebraska
 - Nevada
 - New Jersey
 - North Dakota
 - Oregon
 - South Carolina
 - Wisconsin
- States interested in signing up should email KindergartenSturdyBridge@unc.edu.
The deadline to sign up has been extended to **October 18, 2023**.

Swati Adarkar, Deputy Assistant Secretary for Policy and Early Learning – swati.adarkar@ed.gov.



Concurrent Breakout Sessions

**State(s) of ECE:
Preschool, Head
Start, and Early
Childhood Special
Education
Landscapes**

Location:

Main Ballroom

**Reimagining
Instructional
Coaching:
Developing
Observation Tools
to Support
Instructional
Coaching in Pre-K
Classrooms**

Location: Rosedale

**Nurturing All
Children in Nature**

Location: Cordell

Break

3:15 pm – 3:30 pm

SWITCH SLIDE DECKS HERE

Breakout Sessions

3:30 pm – 4:30 pm

Kaplan Reception

4:30 pm – 6:00 pm

Hotel Bar



Thank You