

Race to the Top – Early Learning Challenge

September 25, 2013

Michigan Department of Education

Office of Great Start



Introductions

- Susan Broman, Office of Great Start
Deputy Superintendent
- Jeremy Reuter, Office of Great Start
Special Assistant

Agenda

- Michigan's Plan for Early Childhood
- Overview of Race to the Top-Early Learning Challenge
- Michigan's Plan for RTT-ELC
- Your Help
- Next Steps
- Questions

A chalkboard with faint drawings and several pieces of chalk resting on the ledge. The chalkboard is the central focus, with a wooden ledge in the foreground. On the ledge, there are several pieces of white chalk, some broken and some whole. The background is a light blue wall with faint, circular drawings. The entire image is overlaid with a semi-transparent blue filter.

Michigan's Plan for Early Childhood

Stakeholder Input

- 48 Stakeholder Interviews:
 - Policymakers & Administrators
 - Local Service Providers
 - State and Local Advocates
- 3 Parent Focus Groups
- 1,300 Online Survey Responses
 - Educators & Service Providers
 - Policymakers & Administrators
 - Parents & Guardians

Performance Metric: Outcome 1

OUTCOME
1

Children Are Born Healthy

	MI	US
1.1 Preterm Births (percentage of live births before 37 completed weeks of gestation)	12.3% (2011)	11.7% (2011)
1.2 Infant Mortality (number of infant deaths per 1,000 live births)	7.1 (2010)	6.2 (2010)
1.3 African American Infant Mortality Rate (number of infant deaths per 1,000 live births)	14.2 (2010)	11.6 (2010)

Performance Metric: Outcome 2

OUTCOME
2

Children Are Healthy, Thriving, and Developmentally
on Track from Birth to Third Grade

	MI	US
2.1 Teen Births (births per 1,000 women aged 15–19)	27.8 (2011)	31.3 (2011)
2.2 Maternal Depression (percentage of mothers experiencing postpartum depression)	11.3% (2010)	11.7% (2010)
2.3 Child Abuse and Neglect (rate of confirmed investigations of child abuse and neglect per 1,000 children aged birth to 8)	19.1 (2012)	***
2.4 Medical Home (percentage of children aged birth to 5 receiving care that meets the criteria of a medical home)	63.5% (2011–12)	58.2% (2011–12)
2.5 Poverty (percentage of children aged birth to 5 living below 100% Federal Poverty Level)	29.5% (2011)	25.6% (2011)

Performance Metrics

Outcome 3

OUTCOME 3

Children Are Developmentally Ready to Succeed in School at Time of School Entry

	MI	US
3.1 High-Quality Early Learning (percentage of children aged birth to 5 who are in high-quality early learning settings, both preschool and child care)	TBD	
3.2 Kindergarten Readiness (percentage of children entering kindergarten who are developmentally ready to succeed in school)	TBD	

Performance Metrics

Outcome 4

		
Children Are Prepared to Succeed in Fourth Grade and Beyond by Reading Proficiently by the End of Third Grade		
	MI	US
4.1 MEAP Reading Proficiency (percentage of children performing at or above proficient on the Michigan Educational Assessment Program 4th Grade Reading Assessment)	68.0% (2011–12)	***
4.2 NAEP Reading Proficiency (percentage of children performing at or above proficient on the National Assessment of Educational Progress 4th Grade Reading Assessment)	31.0% (2011)	32.0% (2011)

Guiding Principles: Informed by Stakeholders

Principle 1

Children and families are highest priority

Principle 2

Parents and communities must have a voice

Principle 3

Children with the greatest needs must be served first

Principle 4

Quality matters

Principle 5

Invest Early

Principle 6

Efficiencies must be identified and implemented

Principle 7

Implement opportunities to coordinate and collaborate

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Early Childhood Systems Recommendations:

Recommendation 1

Build Leadership within the System

Leadership must be present at the highest levels to ensure outcomes

Recommendation 2

Support Parents' Critical Role

Parents are the most important individuals in achieving success

Recommendation 3

Assure Quality and Accountability

Quality leads to greater outcomes & there must be accountable for investments

Recommendation 4

Ensure Coordination and Collaboration

This is not a single-frame issue and cannot be tackled within siloes

Recommendation 5

Use Funding Efficiently to Maximize Outcomes

Invest every penny for what it is worth as resources are limited

Recommendation 6

Invest in Quality

Future investments must be directed to programs with the greatest ROI



Overview of Race to the Top Early Learning Challenge

What is Race to the Top – Early Learning Challenge?

- Federal competitive grant program
- Focuses on supporting a State's efforts to design and implement an integrated system of high-quality early learning and development programs and services and to increase the number of children with high needs enrolled in those programs and services
- Overarching goal is to make sure that many more children, especially children with high needs, enter kindergarten ready to succeed

Who is leading the application process?

The Michigan Department of Education Office of Great Start is the lead agency writing the grant. However, we are working closely with:

- Department of Community Health
- Department of Human Services
- Early Childhood Investment Corporation

What are the requirements?

Michigan must discuss five key areas of reform in the grant. We'll discuss each when we review Michigan's plan.

What are the requirements? (cont.)

In addition the grant application established several priorities:

- Promoting school readiness for children with high needs
- Including all early learning and development programs in the tiered rating and improvement system

What are the requirements? (cont.)

- Understanding the status of all children's learning and development at kindergarten entry
- Creating preschool through third grade approaches to sustain learning
- Addressing the need of children in rural areas

How much funding is Michigan eligible to receive?

Michigan is eligible to receive up to \$52.5 million from this grant.

When is the grant due?

October 16, 2013

When will Michigan know if we won?

Winners will be announced in December



Michigan's Plan for RTT-ELC

Michigan's Goals

- Seize an opportunity to receive funding to reinvent pieces of our early childhood system – not the whole system
- Focus on Michigan children with the highest needs – particularly those served in family and group facilities
- Continue to build momentum for early childhood in our state!

Successful State Systems

- Created a plan for early learning and development based on the voices of nearly 1,400 Michiganders
- Invested an additional \$65 million in state funded preschool – the Great Start Readiness Program
- Established the OGS to lead statewide efforts, but also worked to build relationships across agencies
- Launched Great Start to Quality 2.0 to promote high quality in all early learning environments ... and MORE!

High-quality, Accountable Programs

This section will focus on Michigan's tiered quality rating system – Great Start to Quality. Michigan will work to:

- Engage more providers in the system
- Help more families understand and use Great Start to Quality
- Engage more families in the development of Great Start to Quality

Promoting Early Learning and Development Outcomes

As always, a core focus of this work is improving outcomes for children through high-quality programs. In Section C, Michigan will highlight opportunities to work across agencies to focus on outcomes related to health and human services.

- Health and Social Emotional Health Supports
- Strengthening Families & Engaging Parents

A Great Early Childhood Education Workforce

We know teachers matter, and we're working to expand opportunities for early educators to improve their knowledge, skills, and abilities. Michigan's application will look at:

- Providing new learning opportunities for providers in family and group home settings
- Expanding access to associate's and bachelor's degrees through scholarships, expanded online courses, and smoother credit transfer policies

Measuring Outcomes and Progress

In this section, Michigan will focus on building a data system to support data-driven decision making. Michigan will focus on:

- Expanding use of the kindergarten entry assessment
- Building a data system with increased capacity to provide UIC assignment, longitudinal tracking, and outcomes tied to kindergarten entry and 3rd grade reading proficiency.



**What Can YOU Do to
Help?**

Letters of Support

RTT-ELC requires that we show we have the support of the early childhood community behind the application.

- E-mail a letter of support from your organization to Rachel at psc@pscinc.com no later than October 3rd, 2013
- Unfortunately, at this time, we are only able to accept letters of support from organizations, not individual citizens
- Questions? Contact Rachel

Letters of Support - Sample

- Address your letter to Governor Snyder
- Include a brief overview of what your organization does
- Explain why you support early childhood
- Clearly state your support for the application and for early childhood in Michigan

THANK YOU!



Questions?



Next Steps

Write and Submit!

The application is still in progress! It will be submitted on October 16th.

Once submitted, our application will be available on the Office of Great Start website.