



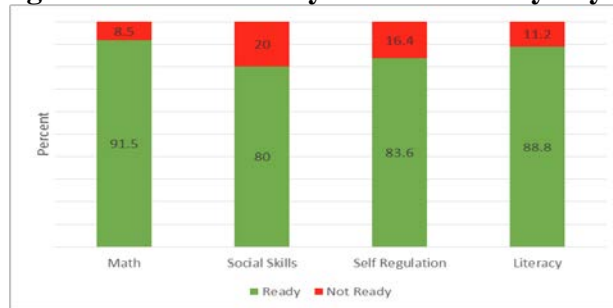
Who We Are

E3: Elevate Early Education (E3) is a statewide bipartisan issue-advocacy organization solely dedicated to early education. In 2012, E3 was created by business, civic and philanthropic leaders *to raise awareness and advocate for strategic data-driven investment in early education.*

Start Behind, Stay Behind

In 2014, 34% of Virginia’s children entered our kindergarten classrooms ready to fail.ⁱ

Percentage of students “Ready” or “Not Ready” by Domain.



- Children who enter kindergarten behind their peers rarely catch up; instead the achievement and readiness gaps widen over time.
- The achievement and readiness gaps begin long before a child enters the kindergarten classroomⁱⁱ
- Children not reading proficiently in third grade are **four times** more likely not to graduate from high schoolⁱⁱⁱ
- **57%** of Virginia’s incoming 4th graders score below proficient reading levels^{iv}
- In Virginia, children who repeat grades K-3 cost taxpayers about **\$80m/year**^v
- High quality early education can close up to half the achievement gap^{vi}
- Investing in high quality early education programs is the best way to support improved academic outcomes in our K-12 and higher education systems.^{vii}

Our Strategy & Solution

In 2011, we commissioned a study conducted by a government relations firm to tell us where the issue of early education stood in our state among legislators and stakeholders. The study informed the development of E3's three-pronged legislative strategy:

1. Define the problem by creating a statewide comprehensive kindergarten assessment.
2. Conduct a one-year Joint Legislative Audit Review Commission (JLARC) study to analyze and articulate funding expenditures and outcomes of programs supporting children (prenatal to age five).
3. Show legislators that investment in early education leads to improved academic outcomes in the K-12 system through the creation of The New E3 School.

Our Work

Virginia's Kindergarten Readiness Assessment

E3, in partnership with the University of Virginia's Center for Advanced Study of Teaching and Learning (UVA CASTL) and the Virginia Department of Education, launched a three-phased approach to creating a statewide, comprehensive kindergarten assessment with the following goals:

- Research and select an assessment tool that can be used statewide to accurately assess readiness skills across a range of domains upon kindergarten entry.
- Pilot an assessment, utilizing a **\$250,000 state appropriation matched 2:1 with \$500,000 in private funds**, to create a snapshot of Virginia's kindergarteners and clearly define the readiness gap.
- Implement a voluntary statewide comprehensive readiness assessment that includes the Phonological Awareness Literacy Screening (PALS), Virginia's literacy screening tool, and use the data to inform public policy.

Validity Study- Phase I, Fall 2013

- E3 commissioned a study led by researchers at UVA CASTL to test the validity of a widely used commercial assessment, TS Gold. Researchers recommended that a comprehensive readiness assessment that complements PALS be developed. UVA CASTL developed a comprehensive readiness assessment that includes PALS.

The Readiness Gap- Phase II, Fall 2014 (*Recruited to be Representative of Virginia*)

- Over **2,000** kindergarten students drawn from **100** classrooms and **41** schools within **16** districts across the eight superintendents' regions of Virginia were assessed using the UVA CASTL readiness assessment.
- **34%** of children arrive at kindergarten unprepared in at least one critical learning domain (literacy, math, self-regulation, and social skills).

Statewide Implementation- Phase III, Fall 2015 (*Began Voluntary Rollout*)

- **\$1m state appropriation** allocated to UVA CASTL for voluntary statewide implementation of assessment tool.
- **36%** of students fell below benchmark in math, self-regulation, or social skills in **21** diverse school divisions in approximately **528** classrooms and about **9,809** kindergarten students.

FY 2016, in Chapter 732, Item 128

J. Out of this appropriation, \$1,000,000 the second year from the general fund is provided through the Department of Education to the University of Virginia to begin statewide implementation of the Virginia Kindergarten Readiness Program

Statewide Implementation- Phase III continued, Fall 2016-2017 (*Continuing Voluntary Rollout*)

- **\$1m state appropriation** allocated in the first year and **\$1m** the second year to UVA CASTL to continue the statewide implementation of VKRP.
- **44** diverse school systems, about **675** teachers and about **13,500** kindergarten students will participate.

FY 2017 & FY 2018, in Chapter 780, item 131

H. Out of this appropriation, \$1,000,000 the first year and \$1,000,000 the second year from the general fund is provided through the Department of Education to the University of Virginia to continue statewide implementation of the Virginia Kindergarten Readiness Program

JLARC Study on Early Education (SJR88, 2016)

The Joint Legislative Audit and Review Commission (JLARC) will conduct a study to analyze and articulate funding expenditures and outcomes of programs supporting children (prenatal to age five). The study will articulate programs, funding and outcomes to policymakers to determine the best strategies for future early education investments. The Commission shall report to the General Assembly the findings prior to the 2018 Session.

The New E3 School

E3, in partnership with the University of Virginia Center for Advanced Study for Teaching and Learning (UVA CASTL) and philanthropists created a privately funded model school located in Norfolk focused on the most important elements of high quality programs that improve child outcomes. The New E3 School will advance early education in our region and across Virginia. The innovative model includes:

- UVA-developed, “S.T.R.E.A.M” early education curriculum
- UVA-developed training & professional development
- Children drawn from diverse socioeconomic backgrounds

UVA CASTL will track student outcomes through third grade. These results will prove that high quality early education can narrow the achievement and readiness gaps.

ⁱ University of Virginia Center for Advanced Study of Teaching and Learning, *The Virginia Kindergarten Readiness Project Sample Study*, 2015.

ⁱⁱ Stand For Children Leadership Center, *Quality Pre-K: Starting Early To Close Achievement Gaps and Boost Student Achievement*, 2012.

ⁱⁱⁱ Annie E. Casey Foundation, *How Third Grade Reading Skills And Poverty Influence High School Graduation*, 2011

^{iv} National Assessment of Educational Progress (NAEP), 2013.

^v Virginia Department of Education

^{vi} Ready Nation, *Business Case for Early Childhood Investments*, 2012.

^{vii} National Research Council & the Institute of Medicine of the National Academies, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, 2000