

# 2019 | Legislative and Administrative Policy Agenda Summary

## **Invest in Professional Development for Teachers and Leaders, Pre-k through 3rd Grade**

- ★ Invest in coaching and professional development for pre-k through 3rd grade teachers, focused on early literacy, math and soft skills.
- ★ Support pre-k and kindergarten teachers to successfully implement the student growth portfolio model with effective training and portfolio model improvements.
- ★ Prioritize pre-k quality improvement efforts, including implementation of the Pre-K Quality Act of 2016 and new curriculum implementation in VPK districts.
- ★ Strengthen early childhood education training for elementary school principals by including it in annual teacher evaluation recertification.

## **Defend Voluntary Pre-K (VPK) Funding**

- ★ Oppose any legislation that would erode the VPK program or its current funding stream.

## **Expand Evidenced-Based Home Visiting**

- ★ Expand Tennessee's evidenced-based home visiting programs to ensure at-risk families, babies and toddlers in every county have access to them.

## **Use Public Child Care Funding More Effectively for Quality and Affordability**

- ★ Develop and implement a strategic action plan to deploy child care funding more effectively, ensuring high-quality early childhood education and improved affordability for working parents.

## **Additional Policy Priorities**

- ★ Improve Tennessee's K-8 Promotion and Retention Policy by strengthening district requirements to notify parents when their child is behind grade-level in reading, and increasing opportunities for summer remediation.
- ★ Combat Adverse Childhood Experiences (ACEs) for children through expanded investments in ACEs Innovation Grants and trauma-informed training for teachers across the state.
- ★ Reduce the suspension and expulsion of young children, beginning with pre-k and kindergarten, by implementing recommendations from the Tennessee Department of Education's Discipline Task Force July 2018 report.

# 2019 | Legislative and Administrative Policy Agenda



## Invest in Professional Development for Teachers and Leaders, Pre-k - 3rd Grade

*Invest in coaching and professional development for pre-k through 3rd grade teachers, focused on early literacy, math and soft skills.*

In February 2016, Governor Haslam and the Tennessee Department of Education (TDOE) launched the Read to be Ready initiative aimed at changing the percentage of third graders reading proficiently from 33% to 75% by 2025.<sup>1</sup> A centerpiece of the effort has been a teacher coaching initiative, showing early promise in its second full year of implementation.<sup>2</sup> TDOE and its partners have launched additional early literacy reforms with a focus on new and higher reading standards,<sup>3</sup> stronger and better-aligned curricula,<sup>4</sup> and professional learning partnerships between districts, schools and teachers.<sup>5</sup>

**The continuation of early literacy improvement efforts, such as Read to be Ready coaching, is critical to achieve significant growth in 3rd grade reading proficiency, but literacy initiatives are not enough to achieve the annual gains needed to reach Tennessee’s ambitious education goals.**

**Early math and soft skills contribute to reading proficiency, as well as broader academic and career success, and thus, should be included in early grades teacher and leader training and coaching.**

### **MATH**

The majority of Tennessee’s 3rd through 12th graders are not proficient in reading or math,<sup>6</sup> and in 2017 Tennessee’s 4th graders lost ground in mathematics on a critical national benchmarking test.<sup>7</sup> The research on the importance of early math learning is clear.<sup>8</sup> Early math knowledge is the single most powerful predictor – even more than literacy – in determining whether a student graduates from high school and attends post-secondary education.<sup>9</sup> Further, growth in STEM (Science, Technology, Engineering & Mathematics) occupations is significantly outpacing growth in other U.S. occupations, and workers in STEM jobs have a pay advantage over non-STEM workers with similar education levels.<sup>10</sup>

### **SOFT SKILLS**

Too many students do not develop important social and work-related competencies, also known as “soft” skills, which employers cite as crucial in today’s workforce. Skills such as team-working, problem solving, and decision-making are essential to success, but increasingly lacking, in today’s workforce.<sup>12</sup> In kindergarten, these soft skills are referred to as social-emotional skills and are reflected as sharing, taking turns, cooperating, resolving peer problems, and listening to others. Research has shown that when children acquire these skills in kindergarten, they’re significantly more likely to earn a high school diploma, obtain a college degree, and have a full-time job at the age of 25.<sup>13,14</sup>

**The most important investment a state can make to improve students’ academic performance is in its teachers. Teaching effectiveness is the single biggest in-school factor for improving student achievement.**<sup>15</sup>

Pre-k through 3rd grade teachers have the especially important job of ensuring children build a strong early foundation for future success. Therefore, it is essential early grades teachers are equipped to use the most effective instructional practices anchored in knowledge of child development, early literacy, early math, and soft skills development. On-the-job coaching, when implemented well and sustained over time, has been proven to be one of the most successful tools to improve teaching.<sup>16</sup>

**TQEE supports state investments in coaching and professional development for pre-k through 3rd grade teachers, focused on literacy, math and soft skills.**



*Support pre-k and kindergarten teachers to successfully implement the student growth portfolio model with effective training and portfolio model improvements.*

Tennessee's General Assembly passed the Pre-K Quality Act in 2016 with near unanimous support.<sup>17</sup> The legislation requires districts that receive Tennessee Voluntary Pre-K (TN-VPK) funding to implement the pre-k/kindergarten student growth portfolio model approved by the State Board of Education for all pre-k and kindergarten classrooms.<sup>18</sup> The model helps teachers monitor student learning and growth, aligned to priority literacy and math standards.

**Measuring student growth in pre-kindergarten and kindergarten is essential to ensuring every student has a strong early learning foundation.** Tennessee has experienced historic improvements in grades 3-12 academic outcomes driven by high academic standards, expert teaching, and standards-aligned assessments of student progress.<sup>19</sup> Tennessee's leaders must ensure that momentum continues by improving teaching and learning where it begins. **Tennessee currently has limited statewide data on student outcomes prior to 3rd grade, except for the pre-k/k student growth portfolio model.**

A current challenge for Tennessee relates to teacher response to the new pre-k/k portfolio model. The General Assembly has ascertained through communications from educators and school leaders that implementation of the pre-k/k portfolio model in 2017-18 was hampered by a variety of factors including insufficient training, inadequate on-the-job support, and miscommunication and/or misinformation about portfolio model processes and requirements.

The importance of the pre-k/k student growth portfolio model is clear. Teacher scores on the portfolio count for 35% of a teacher's evaluation.<sup>20</sup> **The portfolio model provides a growth measure that directly reflects a teacher's impact on student learning for the students in his/her classroom, rather than relying on an arbitrary school- or district-wide growth measure.** That said, the portfolio model's value relies on effective implementation by teachers, as well as each teacher's ability to use portfolio data to guide instruction.

Pre-k and kindergarten teachers have assumed significant responsibility to effectively implement the portfolio model. As such, those same teachers should be supported with high-quality professional learning focused on how to administer the student growth portfolio model effectively and use the data to improve early learning.

We are encouraged by the Tennessee Department of Education's recent revisions and improvements to the pre-k/k student growth portfolio model in response to teacher feedback. TQEE supports this continuous improvement process continuing into 2019-20 and beyond. Additionally, TQEE supports state flexibility for select high academic-growth districts to develop and pilot unique, high-quality alternatives to the portfolio, with the stipulation that alternatives would: 1) meet requirements set forth in the Pre-K Quality Act of 2016; 2) measure academic growth for every student in a classroom; and 3) be formally approved by the Tennessee Department of Education.

**TQEE recommends enhanced training for districts and teachers as they work to implement the pre-k/k student growth portfolio model, and supports judicious improvements to the tool.**





*Prioritize pre-k quality improvement efforts, including implementation of the Pre-K Quality Act of 2016 and new curriculum implementation in VPK districts.*

Vanderbilt's Peabody Research Institute released results from a study of Tennessee's Voluntary Pre-K program in 2015 that showed children who attended TN-VPK were significantly better prepared for kindergarten than those who did not attend. The study also revealed inconsistent quality in TN-VPK classrooms across the state, and a fade-out of early gains into elementary grades.<sup>21</sup> The findings prompted TQEE to initiate the Pre-k Quality Act of 2016. That legislation was successfully enacted with near unanimous support in the legislature, and since then the Tennessee Department of Education (TDOE) has initiated several TN-VPK quality improvement initiatives. Highlights include:

- ★ **Pre-k quality has been defined.** For the first time since the TN-VPK program was founded, pre-k quality has been defined in a clear, evidenced-based definition.<sup>22</sup>
- ★ **Pre-k funding is dependent on demonstrated progress towards high quality.** Districts must apply for funds to administer a VPK program. Prior to 2016-17, districts received funds based on formulas that had not changed since VPK's founding. In 2016-17, TDOE instituted a competitive grant process aligned to quality benchmarks.<sup>23</sup>
- ★ **Pre-k and kindergarten teachers now monitor student growth, aligned to academic standards.** In 2017-18, the TDOE instituted a new pre-k/kindergarten student growth portfolio model. The model helps teachers track and monitor student learning on priority literacy and math standards.
- ★ **Curriculum is being transformed.** The TDOE reduced the number of curricula on the state-approved list from 37 to only 3 of the highest-quality pre-k curricula aligned to state standards and the new pre-k quality definition.<sup>24</sup> The TDOE is currently investing in training, materials, and support for TN-VPK districts to implement the new curricula, beginning in 2018-19.

TQEE supports a continued focus on pre-k quality improvement, supported by teacher coaching and principal training. Regarding expansion, TQEE supports increasing the number of TN-VPK classrooms in areas where quality is demonstrated, and where economically disadvantaged four-year olds need access to high quality pre-k programs. Currently, TN-VPK serves roughly 42% of disadvantaged four-year olds in the state, even as wait lists in certain districts continue to grow. Furthermore, Tennesseans support the expansion of pre-k to more children. **In TQEE's September 2018 TQEE poll, 93% of Tennessee voters said they think VPK should be made available to all 4-year olds in Tennessee.**<sup>25</sup>

The state faces competing demands with regard to its TN-VPK program. Demand is high, need is great, and Tennesseans overwhelmingly want more access, but the state must problem-solve critical quality issues. In addition to program quality improvements, as noted above, TN-VPK funding for new and existing pre-k classrooms has not changed in a decade, despite increases in teacher salaries and other costs, leaving districts to make up for any resulting shortfall of funds. Additional investment in the TN-VPK program should factor in the actual cost of quality per classroom, as well as state capacity for monitoring quality improvement efforts.

**TQEE supports continued prioritization of pre-k quality improvement initiatives, and encourages the department to ensure investments in VPK reflect actual cost of quality.**

*Strengthen early childhood education training for elementary school principals by including it in annual teacher evaluation recertification.*

Principals play a significant role in supporting, coaching and evaluating teachers. **To be effective instructional leaders, elementary school principals should have expertise in early childhood education (ECE), including knowledge of child development and effective early grades teaching practices in multiple content areas.**<sup>26</sup>

Most elementary principals in Tennessee do not have ECE experience or expertise because it is not a requirement for their position. This makes it difficult for principals to effectively evaluate and support early grades teachers. Further, it makes it difficult for early grades teachers to confidently employ optimal instructional practices as their principal may not recognize them as such.

The Tennessee Department of Education has taken steps to increase elementary principals' ECE knowledge by including early literacy training in teacher evaluation recertification,<sup>27</sup> offering early literacy courses for TASL credit,<sup>28</sup> and revising observation guidance documents for teacher evaluation.<sup>29</sup> These steps have moved Tennessee in the right direction, but they must be continued and expanded to ensure elementary principals have the knowledge they need to support, guide, and evaluate early grades teachers. Principal training should include a focus on how children learn at different developmental stages, as well as what high-quality early literacy and math lessons look like in practice.

Annual teacher evaluation recertification is a requirement for principals, and as tools and resources are updated, this provides an optimal opportunity to embed ECE knowledge in principal training.

**TQEE recommends that annual teacher evaluation recertification embed early childhood education training for principals, beginning in 2019-20.**

## Defend Voluntary Pre-K (VPK) Funding

*Oppose any legislation that would erode the VPK program or its current funding stream.*

In 2017 and 2018, Tennesseans for Quality Early Education (TQEE) and its coalition members successfully defeated legislation which would have allowed school districts the flexibility to use Voluntary Pre-Kindergarten funds for innovations in grades Kindergarten, 1st and 2nd.

TQEE is highly supportive of increased investment to strengthen effective teaching and learning in grades K-2. In fact, the Vanderbilt TN-VPK study, as well as a study by the Tennessee Department of Education (TDOE) of K-2 literacy revealed weaknesses in K-2 instruction. Investments do need to be made in K-2 instruction, as noted above in our recommendations for early literacy, math and soft skills coaching. However, TQEE does not support K-2 investments at the expense of the VPK program.

**TQEE opposes any legislation that would erode VPK program funding.**

# Expand Evidenced-Based Home Visiting

*Expand Tennessee's evidenced-based home visiting programs to ensure at-risk families, babies and toddlers in every county have access to them.*

Exposure to family opioid-addiction, violence and neglect are among a number of Adverse Childhood Experiences, known as ACEs, that cause emotional trauma which can diminish young children's brain development and have a negative impact on behavior and learning.<sup>30</sup>

The good news is, Tennessee has a variety of evidence-based home visiting programs to prevent and mitigate the harmful impact of ACEs.

**Evidence Based Home Visiting (EBHV) is strategy that is well-documented for its effectiveness, having repeatedly proven to strengthen bonding between mothers and infants, improve parenting skills, reduce abuse and neglect, improve the health of parents and babies, and ready children for their school years.**<sup>31</sup>

In EBHV models, families volunteer to participate in a program where trained professionals visit their homes regularly over extended periods of time to coach parents on how to support their child's healthy development, as well as offer connections to community resources and services to meet their child's health, developmental and learning needs.

In addition to positive learning, health and parenting outcomes, there is considerable evidence that home visiting generates strong ROI: investments in home visiting programs reduce negative societal impacts immediately, and in the long run, save taxpayers substantial money by providing a return of up to \$5.70 for every \$1 invested.<sup>32</sup>

Under the Haslam Administration, Tennessee has been supportive of home visiting. Last year Tennessee saw growth in the program when Representative Ryan Williams (R-Cookeville) and Senators Becky Massey (R-Knoxville) and Steve Dickerson (R-Nashville) led legislative approval for an additional \$1.45 million in recurring funding, returning the annual home visiting budget to \$3.45 million (pre-2012 level).

**The challenge is, even at the current level of funding, Tennessee is only able to provide home visiting services to 1.7% of children living in poverty in 50 counties, leaving vulnerable families in 45 counties with no access to these programs, and vulnerable families in 50 counties with limited access.**<sup>33</sup>

**To improve learning outcomes and prevent and/or mitigate ACEs for at-risk babies and toddlers, TQEE supports expanding evidenced-based home visiting programs to every county in Tennessee.**



# Use Public Child Care Funding More Effectively for Quality and Affordability

*Develop and implement a strategic action plan to deploy child care funding more effectively, ensuring high-quality early childhood education and improved affordability for working parents.*

**With approximately 300,000 children under age six in Tennessee having all available parents in the workforce, the vast majority of our state's infants, toddlers and preschoolers are spending significant time in paid child care.**<sup>34</sup> For working parents, affordable child care enables them to be productive at work and maintain family economic stability. For children, depending on program quality, child care can either advance or impede early learning and, in turn, future education and workforce success.

The opportunity at hand is to ensure child care settings are of sufficient quality to promote meaningful early learning. For children from disadvantaged families who start falling behind their more advantaged peers as early as 9 months of age, high quality child care can be an education game-changer.<sup>35</sup>

**Regrettably, Tennessee's current child care policies and public investments don't yet provide sufficient support to ensure high quality early childhood education across programs and children's ages (e.g. babies, toddlers, 3s, 4s and 5s).** The good news is, there are unused and underutilized childcare funds available, and demonstrated public returns on investment as high as \$16 for every \$1 spent on quality early care and education.<sup>36</sup>

Tennessee's childcare budget for the last 5 years has been nearly \$180 million per year, only a portion of which has been spent. Most of that is federal funding via the Child Care Development Block Grant, which doubled in 2018, meaning that if Tennessee draws down all available funds for 2019 our state will spend approximately \$225 million on child care.<sup>37</sup> These funds are distributed through the Tennessee Department of Human Services to provide child care certificates (frequently called "vouchers") for income-eligible parents.<sup>38</sup> Parents may select any childcare provider, irrespective of quality or licensure, to care for their child while they work, with partial-to-full payment provided through the voucher.

The time is right for Tennessee to re-imagine its child care system as a cost-effective early and long-term education and workforce development strategy.

TQEE recommends a thorough examination and restructuring of Tennessee's child care system, with specific focus on the following priorities:

- ★ Improve quality rating standards for teaching and learning, with a focus on child outcomes;
- ★ Recruit, develop and retain highly effective child care teachers;
- ★ Increase reimbursement rates to adequately cover the cost of quality for multiple ages of children, including infants and toddlers; and
- ★ Maximize public and private funding at the state and local level to ensure low-income working families have access to quality, affordable options, irrespective of zip code and work hours.



# Additional Policy Priorities

*Improve Tennessee's K-8 Promotion and Retention Policy by strengthening district requirements to notify parents when their child is behind grade-level in reading, and increasing opportunities for summer remediation.*

The State Board of Education approved changes to Tennessee's K-8 Promotion & Retention Policy in October 2018 and will review the policy again in February 2019.<sup>39</sup> Policy enhancements include:

1. Ensuring the policy is clear that students must achieve the expectations of the grade-level **State Board of Education-approved Tennessee Academic Standards**;
2. Adding a provision that requires **parents to be notified within 15 days** of a determination that their student in grades kindergarten through 3 is not meeting the expectations of grade-level standards in reading, as determined through performance on a statewide assessment or on a reading screener or diagnostic administered by the school or LEA; and
3. Strengthening language to **encourage districts to provide opportunities for summer remediation** for students determined to be behind grade-level expectations in K-2.

**TQEE supports these changes to require early parent notification. Further, TQEE recommends that in addition to parent notification, schools should be required to offer an in-person conference to parents and tools/resources for parents to support their child's learning at home.**

A decade of research, including 95 studies of parent involvement, has revealed that the more parents are engaged with their child's learning at home, in support of shared goals with schools, the better the reading, math and social-emotional outcomes are for children.<sup>40</sup> That engagement begins with schools sharing timely information with parents on their child's learning progress.

Research also demonstrates that early intervention yields a higher return on investment versus remediation after multiple years of below-grade-level progress.<sup>41</sup> Students who are behind grade-level in reading benefit from summer remediation programs, such as the Read to be Ready Summer Reading Programs that provide reading and writing opportunities for rising first, second, and third grade students.<sup>42</sup> As recently announced by the TDOE, "for the third year in a row...students who participated in the program showed gains in their reading comprehension and accuracy skills and increased their motivation to read."<sup>43</sup>

**TQEE recommends continuing summer reading programs to offer more low-income students high-quality literacy opportunities. Further, TQEE recommends that qualifications for summer camp literacy instructors require a rating of "highly effective" as measured by the Tennessee teacher evaluation system.**

*Combat Adverse Childhood Experiences (ACEs) for children through expanded investments in ACEs Innovation Grants and trauma-informed training for teachers across the state.*

Positive, nurturing relationships with parents, family members, caregivers, and teachers protect and expand children's brain development, improving their self-confidence, motivation to learn, capacity to develop and sustain friendships, ability to control impulses, and realize their academic potential.<sup>44</sup>

Conversely, frequent and reoccurring negative stress diminishes young children's brain development.<sup>44</sup> This is especially true of prolonged periods of stress caused by Adverse Childhood Experiences, or ACEs. Examples of ACEs include domestic violence, abuse, neglect, mental illness, exposure to violence and/or caregiver substance abuse.<sup>30</sup> This is of particular concern in Tennessee because the opioid epidemic has resulted in a 10-fold increase in the number of babies born with Neonatal Abstinence Syndrome, or opioid addiction in the last two decades, which often creates prolonged periods of stress even after hospital treatment.<sup>45</sup> **Today in Tennessee, 1 out of every 4 children experience two or more ACEs during the peak years of brain development.**<sup>46</sup>

Toxic stress resulting from ACEs disrupts children's developing brain architecture, resulting in a significant loss of vocabulary, skills, and knowledge during the peak years of brain development.<sup>44</sup> The economic costs are astronomical. The Center for Disease Control and Prevention (CDC) conservatively estimates lifetime annual costs for all new cases

of child maltreatment in excess of \$124 billion for child and adult medical, child welfare, special education and criminal justice costs.<sup>47</sup> Productivity loss, such as absence from the work force or missed days due to sickness or mental health or substance abuse issues, is the greatest economic toll. Additionally, ACEs can have lasting effects on adulthood disease, disability and social functioning. The more ACEs individuals have, the more likely they are to experience over 40 negative health outcomes including cancer, heart disease and early death.<sup>47</sup>

Under the Haslam administration, Tennessee has taken decisive action to combat the negative impact of ACEs through the establishment of the ACEs-Building Strong Brains Tennessee initiative.<sup>48</sup> **Beginning in 2019, Governor Haslam recommended, and the General Assembly appropriated, \$2.45 million in recurring funding to address ACEs. Funds support ACEs Innovation Grants across Tennessee in a wide range of sectors, including academia, medical, education, mental health, justice/courts, public awareness, community and early childhood programs.**<sup>49</sup>

This funding has made extensive trauma-informed training possible for state staff working with children, as well as teachers in schools. To date, the Tennessee Department of Education (TDOE) has trained 7,000+ educators in trauma informed care, though more coaching is needed. Additionally, TDOE is administering a pilot initiative, supported by ACEs Innovation Grants, in approximately 70 elementary schools across the state to embed trauma-informed practices, and measure the impact of trauma-informed practices on attendance, discipline, and academics.<sup>50</sup>

These developments are encouraging, but these efforts must be sustained and extended beyond 2019. Requests for grant funding reveal tremendous need and additional opportunities to support Tennessee's most vulnerable children.

**TQEE supports continued, and expanded, investment in ACEs Innovation Grants, as well as trauma-informed training for early childhood program staff, elementary schools and other early childhood professionals providing services to young children and families.**

*Reduce the suspension and expulsion of young children, beginning with pre-k and kindergarten, by implementing recommendations from the Tennessee Department of Education's Discipline Task Force July 2018 report.*

In Tennessee, during the 2016-17 school year, nearly 2,000 students in pre-k and kindergarten were suspended or expelled from school.<sup>51</sup>

Attendance is essential for success in school.<sup>52</sup> To learn, students need to be present and engaged, but this can be difficult when children are faced with hardships that interfere with their learning and cause them to act out, resulting in discipline that then pulls them out of school. **Suspensions and expulsions should be reserved as a last resort, if used at all with young children, but in order to successfully support children, teachers and administrators need tools and resources.**<sup>53</sup> These include training on Adverse Childhood Experiences (ACEs) and trauma-informed practices; training on how to support children's social-emotional development; and mental health supports.

Without the needed supports, suspended and expelled young children tend to develop chronic behavior problems leading to school failure, peer rejection, substance abuse, incarceration and unemployment, all with ballooning costs to state taxpayers. Research has demonstrated that behavior problems in children ages 3-5 are the single best predictor of adolescent delinquency and adult imprisonment.<sup>54</sup>

In 2017 Tennessee's General Assembly passed a bill sponsored by Representative Raumes Akbari that directed the department of education to organize a task force to review current laws and policies related to exclusionary discipline practices in public schools for pre-k and kindergarten, and develop recommendations to address the issue.<sup>55</sup>

In response, the department established a *PreK, K Discipline Reform Task Force*, which completed a report that included nine recommendations:<sup>51</sup>

1. TDOE provides policy and guidance for schools to prevent and reduce suspension and expulsion.
2. TDOE creates guidelines for alternatives to suspension and expulsion.
3. Districts reserve suspension and expulsion as a last resort except when non-accidental conduct causes serious physical harm to a student or school employee, or when required by law.

4. When an out-of-school suspension is imposed, districts takes steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to their classroom as soon as possible so the disruption of the student's academic instruction is minimized.
5. TDOE provides technical assistance to districts to develop and implement multi-tiered systems of support to address challenging student behaviors through a trauma-informed lens.
6. State and districts provide increased access to mental health resources.
7. Districts provide training for faculty/staff on alternatives to suspension and expulsion to include RTI2 -B and restorative practices, and training on trauma-informed care and implicit bias.
8. Districts promote the social and personal development of young children by utilizing the Pyramid Model and/or the Tennessee Social and Personal Competencies Resource Guide.
9. State expands content on the Student Supports website to include resources and information for educators and families.

**TQEE supports the implementation of the *PreK, K Discipline Reform Task Force's* nine recommendations.**

**In implementing these recommendations, consideration should be given to how they may also be applied to first through third grades, and in childcare settings for infants and toddlers, to address similar challenges being experienced along the full early childhood, birth to age 8, continuum.**



# Endnotes:

1. Tennessee Department of Education: For Educators: Read to be Ready. Retrieved from: <https://www.tn.gov/content/tn/readtobeready.html>.
2. Tennessee Department of Education: For Educators: Read to be Ready: Coaching Network. Retrieved from: <https://www.tn.gov/readtobeready/read-to-be-ready-coaching-network.html>.
3. Tennessee Department of Education: Top Links: Academic Standards: English Language Arts. Retrieved from: [https://www.tn.gov/content/dam/tn/education/standards/ela/stds\\_english\\_language\\_arts.pdf](https://www.tn.gov/content/dam/tn/education/standards/ela/stds_english_language_arts.pdf).
4. LIFT Education: Leading Innovation in Tennessee: Resources: Going Deeper with Early Literacy Implementation. Retrieved from: [https://lifteducationtn.com/wp-content/uploads/2018/09/180911-Annual-Report-Draft\\_FINAL.pdf](https://lifteducationtn.com/wp-content/uploads/2018/09/180911-Annual-Report-Draft_FINAL.pdf).
5. Carnegie Foundation for the Advancement of Teaching: Our Work: Partnerships & Networks: Getting Better, TN: Tennessee Early Literacy Network (TELN). Retrieved from: <https://www.carnegiefoundation.org/our-work/partnerships-networks/>.
6. Tennessee Department of Education: Assessment: TNReady: State-level results. Retrieved from: <https://www.tn.gov/education/assessment/tnready.html>.
7. Chalkbeat: Locations: Tennessee. "Tennessee's performance slips in math on national test of student achievement," April 10, 2018. Retrieved from: <https://tn.chalkbeat.org/posts/tn/2018/04/10/tennessees-performance-slips-in-math-on-national-test-of-student-achievement/>.
8. Duncan, G.J., Claessens, A., Huston, A.C., Pagani, L.S., Engel, M., Sexton, H., Dowsett, C.J., Magnuson, K., Klebanov, P., Feinstein, L., Brooks-Gunn, J., Duckworth, K & Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, Vol. 43, No.6, 1428-1446. Available at: <https://assets.documentcloud.org/documents/838411/school-readiness-study-greg-duncan-et-al.pdf>.
9. New America: Publications: Blog Posts: "Early Math Skills Crucial to Children's Learning," November 17, 2016. Retrieved from: <https://www.newamerica.org/education-policy/edcentral/early-math-skills-crucial-childrens-learning/>.
10. Pew Research Center: FactTank: "7 facts about the STEM workforce," January 9, 2018. Retrieved from: <http://www.pewresearch.org/fact-tank/2018/01/09/7-facts-about-the-stem-workforce/>.
11. Pew Research Center: Internet & Technology Report: "The Future of Jobs and Jobs Training," May 3, 2017. Retrieved from: <http://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/>.
12. Bloomberg Next: Building Tomorrow's Talent: Collaboration Can Close Emerging Skills Gap. Retrieved from: [https://www.bna.com/uploadedFiles/BNA\\_V2/Micro\\_Sites/2018/Future\\_of\\_Work/Workday%20Bloomberg%20Build-Tomorrow-Talent\\_FINAL.pdf](https://www.bna.com/uploadedFiles/BNA_V2/Micro_Sites/2018/Future_of_Work/Workday%20Bloomberg%20Build-Tomorrow-Talent_FINAL.pdf).
13. The Robert Wood Johnson Foundation. Research Brief, July 2015. How Children's Social Skills Impact Success in Adulthood Findings from a 20-Year Study on the Outcomes of Children Screened in Kindergarten. Retrieved from: [https://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2015/rwjf421663](https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2015/rwjf421663).
14. OECD. Measuring Social & Emotional Skills. Social and Emotional Skills Well-being, connectedness and success. Retrieved from: [http://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20\(website\).pdf](http://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf).
15. Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement (Research Progress Report). Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center. Available at: [https://www.sas.com/govedu/edu/ed\\_eval.pdf](https://www.sas.com/govedu/edu/ed_eval.pdf).
16. Learning Policy Institute: Educator Quality. "Effective Teacher Professional Development," June 5, 2017. Retrieved from: <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>.
17. State of Tennessee, Public Chapter 703, Senate Bill #1899 by Dickerson, Haile, Yarbro, March 21, 2016, Signed into law April 6, 2016. Retrieved from: <https://team-tn.org/wp-content/uploads/2013/10/Pre-K-Quality-Act-SB1899.pdf>.
18. Tennessee Department of Education: TEAM, Teacher Educator Acceleration Model: Portfolios: Pre-k/kindergarten. Retrieved from: <https://team-tn.org/non-tested-grades-subjects/prekkindergarten/>.
19. Tennessee Department of Education: News: "Tennessee Maintains Progress on 2017 Nation's Report Card," April 9, 2018. Retrieved from: <https://www.tn.gov/education/news/2018/4/9/tennessee-maintains-progress-on-2017-nation-s-report-card.html>.
20. Tennessee Department of Education: TEAM, Teacher Educator Acceleration Model: Data: Growth Measures. Retrieved from: <https://team-tn.org/data/growth-measures/> and [https://www.tn.gov/content/dam/tn/education/documents/detailed-eval-guidance\\_2017-18.pdf](https://www.tn.gov/content/dam/tn/education/documents/detailed-eval-guidance_2017-18.pdf).
21. Lipsey, M. W., Farran, D. & Durkin, K. (2018) Effects of the Tennessee Prekindergarten Program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*, Vol. 45, 155-176. Available at: <https://doi.org/10.1016/j.ecresq.2018.03.005>.

22. Tennessee Department of Education: For Educators: Early Learning: Early Learning Resources: Quality Matters: Defining Quality in Early Education. Retrieved from: [https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/quality\\_matters.pdf](https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/quality_matters.pdf).
23. Tennessee Department of Education: For Educators: Early Learning: Voluntary Pre-K: Voluntary Pre-Kindergarten (VPK) Application for 2019-20 School Year. Retrieved from: [https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/vpk\\_application\\_packet\\_2018.pdf](https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/vpk_application_packet_2018.pdf).
24. Tennessee Department of Education: For Educators: Early Learning: Voluntary Pre-K: Information for Educators: Resources & Training Materials: Approved Pre-K Curricula. Retrieved from: [https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/prek\\_approved\\_curricula.pdf](https://www.tn.gov/content/dam/tn/education/early-learning/pre-k/prek_approved_curricula.pdf).
25. TQEE: 2018 Tennessee Early Education Poll. Retrieved from: <https://www.tqee.org/2018-tennessee-early-education-poll/>.
26. National Association of Elementary School Principals. (2014). Leading Pre-K-3 Learning Communities Competencies for Effective Principal Practice: A Guide To Support the Essential Role of Principals in Creating Quality Learning Systems. Retrieved from: <https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>.
27. Tennessee Department of Education: TEAM, Teacher Educator Acceleration Model: Teacher Evaluation: 2018-19 TEAM Teacher Evaluator Recertification: Early Grades Literacy. Retrieved from: [https://team-tn.org/wp-content/uploads/2013/08/2018-19-TEAM-Teacher-Evaluator-Recertification-Early-Grades-Literacy.FIN\\_....pdf](https://team-tn.org/wp-content/uploads/2013/08/2018-19-TEAM-Teacher-Evaluator-Recertification-Early-Grades-Literacy.FIN_....pdf).
28. Tennessee Department of Education: Educator Training: Integrated Leadership Courses Series. Retrieved from: <https://preprod.tn.gov/education/t DOE-educator-training/integrated-leadership-course-series.html>.
29. Tennessee Department of Education: TEAM, Teacher Educator Acceleration Model: Teacher Evaluation: TEAM Observation Guidance Documents 2018-19. Retrieved from: <https://team-tn.org/wp-content/uploads/2013/08/TEAM-Observation-Guidance-Documents-2018-19.pdf>.
30. Tennessee Commission on Children & Youth: Adverse Childhood Experiences. Retrieved from: <https://www.tn.gov/tccy/ace/tccy-ace-aces-trauma-toxic-stress.html>.
31. Tennessee Department of Health: Program Areas: Family Health & Wellness: Early Childhood Program: Evidenced-Based Home Visiting Programs. Retrieved from: <https://www.tn.gov/health/health-program-areas/fhw/early-childhood-program/evidence-based-home-visiting-programs.html>.
32. National Conference of State Legislatures: Research: Home Visiting, Improving Outcomes for Children. (2018). Retrieved from: <http://www.ncsl.org/research/human-services/home-visiting-improving-outcomes-for-children635399078.aspx>.
33. Tennessee Department of Health: Home Visiting Programs Annual Report. Retrieved from: [https://www.tn.gov/content/dam/tn/health/documents/2017\\_Home\\_Visiting\\_Legislative\\_Report.pdf](https://www.tn.gov/content/dam/tn/health/documents/2017_Home_Visiting_Legislative_Report.pdf).
34. The Annie E. Casey Foundation: KIDS COUNT Data Center. Retrieved from: <https://datacenter.kidscount.org/data/tables/5057-children-under-age-6-with-all-available-parents-in-the-labor-force#detailed/1/any/false/871,870,573,869,36,868,867,133,38,35/any/11472,11473>.
35. Hart, B. & Risley, T.R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator*, 4-9. Retrieved from: <https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.
36. Bartick, T. (2012). Early Childhood Programs as an Economic Development Tool: Investing Early to Prepare the Future Workforce. Wisconsin Family Impact Seminars. Retrieved from: [https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s\\_wifis31c03.pdf](https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_wifis31c03.pdf).
37. U.S. Department of Health & Human Services: Administration for Children & Families: Office of Child Care: Office of Child Care (OCC) Fact Sheet. Retrieved from: <https://www.acf.hhs.gov/occ/fact-sheet-occ>.
38. Tennessee Department of Human Services: Child Care Services: Child Care Payment Assistance. Retrieved from: <https://www.tn.gov/humanservices/for-families/child-care-services/child-care-payment-assistance.html>.
39. Tennessee State Board of Education: Promotion & Retention Policy, 3.300; Adopted: 04/25/1986 Revised: 01/26/2018. Retrieved from: <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/3000/3.300%20Promotion%20and%20Retention%20Policy%201-26-18.pdf>.
40. Van Voorhis, F.L., Maier, M.F., Epstein, J. & Lloyd, C.M. (2013). The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills. MDRC. Available at: [https://www.mdrc.org/sites/default/files/The\\_Impact\\_of\\_Family\\_Involvement\\_FR.pdf](https://www.mdrc.org/sites/default/files/The_Impact_of_Family_Involvement_FR.pdf).
41. Karoly, L.A., Kilburn, M.R. & Cannon, J.S. (2005). Proven Benefits of Early Childhood Intervention. RAND Labor & Population, Research Brief. Retrieved from: [https://www.rand.org/pubs/research\\_briefs/RB9145.html](https://www.rand.org/pubs/research_briefs/RB9145.html).
42. Tennessee Department of Education: Read to be Ready: Summer Grant. Retrieved from: <https://www.tn.gov/readtobeready/read-to-be-ready-summer-grant.html>.

43. Tennessee Department of Education: Newsroom, September 11, 2018: Read to be Ready Summer Grant Programs Again Show Significant Gains in Student Learning. Retrieved from: <https://www.tn.gov/education/news/2018/9/11/read-to-be-ready-summer-grant-programs-again-show-significant-gains-in-student-learning.html>.
44. Center on the Developing Child at Harvard University (2016). From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families. Retrieved from: [http://developingchild.harvard.edu/wp-content/uploads/2015/05/Policy\\_Framework.pdf](http://developingchild.harvard.edu/wp-content/uploads/2015/05/Policy_Framework.pdf).
45. Tennessee Department of Health: Neonatal Abstinence Syndrome Surveillance Annual Report 2017. Retrieved from: <https://www.tn.gov/content/dam/tn/health/documents/nas/NAS%20Annual%20Report%202017%20FINAL.pdf>.
46. Tennessee Commission on Children & Youth: The State of the Child in Tennessee, 2017: Policy & Issue Guide. Retrieved from: <https://www.tn.gov/content/dam/tn/tccy/documents/kc/kc-soc/kcsoc17.pdf>.
47. Tennessee Commission on Children & Youth: Building Strong Brains, TN: ACEs. Retrieved from: <https://www.tn.gov/content/dam/tn/tccy/documents/ace/ACEs-Handout.pdf>.
48. Tennessee Department of Children's Services: Child Health: Tennessee ACEs. Retrieved from: <https://www.tn.gov/dcs/program-areas/child-health/aces.html>.
49. Tennessee Commission on Children & Youth: Building Strong Brains, TN: ACEs: ACEs Projects Funded for FY '19. Retrieved from: <https://www.tn.gov/content/dam/tn/tccy/documents/ace/ACEs%20FY19%20FUND.pdf>.
50. Classroom Chronicles, A Tennessee Department of Education Website: Making The Shift To A Trauma-Informed School: Part I, November 19, 2018. Retrieved at: <http://tnclassroomchronicles.org/making-the-shift-to-a-trauma-informed-school-part-i/>.
51. Tennessee Department of Education: Discipline Task Force Report, July 2018. Available at: [https://www.tn.gov/content/dam/tn/education/reports/Discipline\\_Reform\\_Task\\_Force\\_Report.pdf](https://www.tn.gov/content/dam/tn/education/reports/Discipline_Reform_Task_Force_Report.pdf).
52. Attendance Works, Research: Absences Add Up: How School Attendance Influences Student Success, August 2014. Retrieved at: <https://www.attendanceworks.org/absences-add-up/>.
53. U.S. Department of Health and Human Services: U.S. Department of Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings. Retrieved from: <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>.
54. Dishion, T.J., French, D.C., & Patterson, G.R. (1995). The development and ecology of antisocial behavior. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology, Vol. 2: Risk, Disorder, and Adaptation* (pp. 421-471). New York: John Wiley & Sons. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1002/9781119125556.devpsy315>.
55. Legiscan: Bill Text: TN HB0872 | 2017-2018 | 110th General Assembly | Chaptered. Retrieved at: <https://legiscan.com/TN/text/HB0872/id/1802971>.



## To learn more about TQEE contact:

Mike Carpenter  
Executive Director  
[mike.carpenter@tqee.org](mailto:mike.carpenter@tqee.org)  
901-331-0153

Lisa Wiltshire  
Policy Director  
[lisa.wiltshire@tqee.org](mailto:lisa.wiltshire@tqee.org)  
615-517-0353