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Education 2017 Affirmative Sample

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Resolved: The United States federal government should substantially increase its funding and/or regulation of elementary and/or secondary education in the United States.

AFFIRMATIVE EVIDENCE FILE INTRO

EDUCATION 2017-2018

WEST COAST AFFIRMATIVE

Resolved: The United States federal government should substantially increase its economic and/or diplomatic engagement with the People's Republic of China.

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Use the table of contents on the next pages to find the evidence you need or the navigation bar on the left. We have tried to make the table of contents as easy to use as possible. You'll find scenario/impacts, affirmatives, disadvantages, counterplans, and kritiks listed alphabetically in their categories.

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Topic Overview

Resolved: The United States federal government should substantially increase its funding and/or regulation of elementary and/or secondary education in the United States.

Many of the terms of this resolution seem self-evident (we all know what “elementary” school means!). Yet these common meanings can take on new significance when viewed in the context of the whole resolution. Others have very specific legal meanings that may not align with more common conceptions. Staying ahead of new cases requires a clear understanding of all the resolution-based possibilities.

Part of this requires some awareness about the role of the United States federal government in education policy and its purpose. Professor Douglas N. Harris, the Schleider Foundation Chair in Public Education at Tulane University, and colleagues described the origins of the USFG’s role in a 2016 Brookings Institute report:

“Debates over the federal government’s role in primary and secondary (PreK-12) education reflect tensions inherent in two amendments of the U.S. Constitution. The Tenth Amendment reserved to the states and their citizens all powers not mentioned in the Constitution, including the provision of public education. The Fourteenth Amendment gave citizenship to all persons born in the U.S., including former slaves, and required each state to “provide equal protection under the law to all people within its jurisdiction.” If states fail to provide equal protection, then the federal government may have to intervene, even in domains that otherwise would be left to the states.”
(https://www.brookings.edu/wp-content/uploads/2016/12/gs_20161206_principled_federal_role_browncenter1.pdf)

The role of enforcing equal protection speaks to a host of cases on the topic. It also points out that the role of the USFG is actually quite small compared to the work done at the state level. But despite this seemingly small role, the USFG has a huge impact on how work at the state level is conducted and what type of education students might receive. Federal regulation determines a host of factors that shape both the content of education and access to its benefits.

The most recent significant legislation that shapes federal government policy is the Every Student Succeeds Act of 2015. Much of this Act describes the responsibility of states. ESSA was signed into law by President Obama on December 10, 2015. Generally speaking, ESSA is a set of guidelines and responsibilities for states and school districts in a transition from previous legislation (No Child Left Behind). They include guidelines for accountability, reaching at-risk students and those living in poverty, testing and academic standards, as well as special education and English language training. Education Week has an excellent article that outlines these regulations and makes note of how these are funded.
(<http://www.edweek.org/ew/issues/every-student-succeeds-act/>)

Substantially

This is perhaps the most often botched topicality argument. Rarely is it used grammatically correct. It is not an issue of the impact being “substantial”, but was the “increase” substantial. The only objective basis is a percentage amount of the education budget—yet that always begs the question of what exactly is “substantial”. The important idea here is that you find these percentage cards in the context of education policy. These are primarily found in court cases. Of course, one can always use substantially to illustrate the magnitude of links. If the plan in fact mandates a “substantial”
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increase, then it magnifies your arguments about disadvantages like Spending. If they spend money, you have a link— but if it is a substantial increase, then you have a better link argument.

Increase

Generally speaking, “increase” means “to make greater”. Implicit here is the assumption that only something that exists can be made greater. Therefore, this is a popular argument against plans that create new programs. At issue is the idea of predictability. Policies and programs that exist in the status quo have the best literature on which to base arguments. This is particularly true for funding cases. Of course, one could argue that new programs require a 100% increase in funding. However, most legal interpretations of the term support the idea that there must be a pre-existing basis on which to “make greater”.

With plans that create new regulations, the violation would have center on whether or not the object of regulation has been discussed in the context of regulation. If so, then one could easily claim it as predictable. Yet if the Affirmative plan increased regulations on school decorating (such as paint color), the Affirmative would find it difficult persuading judges their plan is predictable.

One important thing to have in mind is the actual budget for the Dept. of Education. This allows you to do the math and determine how much of an increase the plan enacts. Knowing this allows you to set a “bright line” for the judge to determine if the plan meets words like “substantially”. Make sure you understand how all the words in the resolution interact to create meaning. Just knowing what a word means is insufficient. You need to know the context to understanding exactly how the term is being used.

Its

Should an Affirmative decide to not use the federal government, they would clearly fail the topicality test. But what if the plan had the USFG and state act together or the USFG with the private sector? Running “its” topicality argues that only the USFG may increase funding and/or regulations. Several proposals have been floated in policy circles that combine federal and private funds and some have made their way into policy. This is where students should also consider other words in the resolution, such as “funding”, and how they might shape how you argue the term “its” (hint-most of those schemes are closer to “financing” vs. “funding”).

Funding

Students might initially overlook the role “funding” plays in the resolution. Clearly put, funding means giving money, usually in the form of grants paid to states. However, there is a difference between “funding” and “financing”. The latter can include non-monetary exchanges and loans that must be paid back. “Funding” is an allotment that is spent without expectation of recompense.

Some Affirmatives may try to get creative in *how* they increase “funding”, but many of these will actually be “financing”. The links and internal links for Negative arguments rely entirely on *funding* in these cases. Funding T is also another way to trap the Affirmative into spending disadvantages. This term is also important to consider in the context of the full resolution. For example, “funding” is modified by both “substantially” and “increase”.

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According to Aria Bendix of *The Atlantic*, reports that the current budget situation in Congress is dire: “Trump plans to cut nonmilitary spending. The administration’s new “America First” budget, released Thursday, follows through on this promise by slashing funds for the Education Department by 13.5 percent, or \$9.2 billion...To start, Trump’s budget plan would remove \$2.4 billion in grants for teacher training and \$1.2 billion in funding for summer- and after-school programs. It also curtails or eliminates funding for around 20 departmental programs “that are not effective, that duplicate other efforts, or that do not serve national needs.”

This points to an excellent way to determine possible cases in the upcoming season: Find out what Trump wants to cut (and what Congress would likely cut) and that’s a case! Because the media has maintained an eagle-eye level of scrutiny on Trump’s budget plans, there should be a lot of literature that argues those programs should not be cut. Bendix claims there are over 30 programs that will receive less funding or would simply get cut. Those programs may be things students do not consider when thinking of “education”—like teacher training. Looking to cases that focus on teachers instead of students would be a great way to catch Negative teams off guard. For example, if the Negative’s Politics disadvantage claimed the plan is popular it is “popular” because the public supports spending money on their children. Yet there may be less support by parents if the money was not perceived as going directly to the children.

And/or

This term is not controversial. The broad consensus views this as meaning either or both. No plan is required by the resolution to both increase funding and regulation. However, it is entirely legitimate to increase both funding and regulation. If you are the Affirmative and here this argument, you should plan on NOT spending a lot of time on it in the 2AC—it is clearly a throw away argument!

Regulation

“Regulation” is word thrown around in the media and policy circles. When most people here that the government is passing another regulation, they automatically perceive the regulations as laws that constrain citizen action. Yet regulation involves a host of activities, including preventing schools from infringing upon student rights and allowing greater school choice for parents and students. In fact, most cases that fall under “regulation” will act to protect the rights. These include granting bathroom protections for transgender students or mandating overtime compensation for teachers.

In particular, regulation involves the development of rules, as well as the monitoring and enforcement of these rules. According to Coundless.com, an education-based organization, “Regulation can take many forms: legal restrictions promulgated by a government authority, contractual obligations that bind many parties...In its legal sense, regulation can and should be distinguished from primary legislation or judiciary law” (full evidence in the Topicality file). This draws a clear delineation between “regulation” and Congressional legislation or legal declarations by courts.

“Elementary” and “Secondary” “Education”

Education in the United States is broadly segments into four areas: preschool (pre-K), elementary school, middle school/junior high and high school. Because these areas are not uniformly defined, there may be room to utilize a violation of these terms. Most education organizations and government websites often describe these areas vaguely or

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take their meaning to be self-evident. Most evidence will utilize its meaning contextually (no intent to define). Yet for the purposes of debate, vague definitions are not your friend!

An example of this can be seen in the Every Student Succeeds Act of 2015. In the context of providing educational services for English learners and immigrant children, ESSA includes the following line: “Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.” (full evidence in the Topicality section) This represents a fairly typical line from what some claim to be “contextual evidence”. It is useful because it lists these categories separately. If there was no distinction between “elementary school programs” and “secondary school programs” then there is no reason the Act would list them separately!

Although a clear distinction between elementary, middle and secondary education is readily apparent to most, different states and school districts do not keep these categories separate in a consistent manner. For example, some schools have “middle schools” while others have “junior highs”. In some instances these are mere semantic differences that cover the same age groups and grades. Some states and school districts include 6th grade in “junior highs”, while others keep 6th graders in “elementary” schools. Most schools will refer to “junior high” as “secondary education”.

Despite these differences, the distinctions between elementary/pre-K, elementary/secondary and secondary/postsecondary (college) are fairly settled. The only exception lies with the elementary/pre-K distinction. Some state have engaged in a process of “vertical integration” that seeks to functionally collapse the barrier between pre-K and elementary school (that’s the Head Start Affirmative included in this book). Here, Negatives should rely on predictability standards—The plan wants to erase this distinction, yet it is the current distinction in the literature, which is the basis for Negative preparation.

Debating on the Affirmative

One cannot underscore the importance of education, both in terms of content and access. The current resolution asks Affirmatives to increase funding and/or regulation of what most would call K-12 (kindergarten-high school). Before discussing potential topic arguments, it is important to understand the actual role of the federal government in education funding and regulation.

According to the US Department of Education, the majority of action taken on elementary and secondary education occurs on the state level: "Education is primarily a State and local responsibility in the United States...Of an estimated \$1.15 trillion being spent nationwide on education...a substantial majority will come from State, local, and private sources. This is especially true at the elementary and secondary level, where about 92 percent of the funds will come from non-Federal sources...Although ED's share of total education funding in the U.S. is relatively small, ED works hard to get a big bang for its taxpayer-provided bucks by targeting its funds where they can do the most good. This targeting reflects the historical development of the Federal role in education as a kind of "emergency response system," a means of filling gaps in State and local support for education when critical national needs arise."
(<https://www2.ed.gov/about/overview/fed/role.html>)

And yet the USFG takes on several more specific roles within education, such as providing constitutional guarantees for access to education. Moreover, the assistance the federal government allocates to states is conditioned on meeting specific guidelines and federal laws: "The federal government also influences education by allocating funding only to those school districts that follow certain federal guidelines...Most of this money goes toward assistance programs for children with disabilities. The rest of the money is distributed to school districts under the Every Student Succeeds Act (ESSA). The federal government plays a role in evaluating each school district by administering the National Assessment of Educational Progress (NEAP), also known as the Nation's Report Card. Finally, federal agencies such as the National Science Foundation and the Department of Education publish recommended teaching strategies and materials. States and local governments are free to adopt or ignore these recommendations as they see fit, although no funding will be awarded if the school district adopts these practices." (FindLaw, <http://education.findlaw.com/curriculum-standards-school-funding/the-roles-of-federal-and-state-governments-in-education.html>)

From this one can see a glimpse of the complex web of federal and state relations in crafting education policies in the U.S. At first glance, one can see two broad types of cases: increase funding or increase regulation. However, education policy represents a complex web of interactions between multiple agencies. Most policies will embody elements of both. Most regulation plans would have at least some element of funding.

In terms of strategy, pure funding plans carry a certain amount of benefit. Negative would operate under fairly predictable ground: Spending and Budget DAs, Military trade-off DA and alternate funding CPs (such as the Gates CP). The monetary-based disadvantages have a finite pool of impacts. Most will end in economic growth or ones that parallel the Affirmative impacts. These usually have problems with uniqueness and timeframe. Moreover, education operates as a fundamental internal link to impacts (such as the economy) so Affirmatives carry a net advantage going into these debates.

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Responding to the military DA can become a little trickier, but still suffers from the same internal link flaw. Although there could be a host of actual impact scenarios (S. China Seas, Eastern Europe, etc.), they all stem from the ability of the US military to effectively operate (readiness) and maintain hegemony. Over the last few years, a host of military studies and reports argue that the military of tomorrow demands well-educated recruits. Additionally, some argue that the particular tactics of military recruiters targeting minorities and people living in poverty is independently problematic.

Several CPs will likely test Affirmatives in the coming season. Of course, the most prominent of which is the States CP. Because the states actually *do* the majority of regulation and funding, it makes sense to be prepared for this CP. Each Affirmative should find solvency evidence making a “USFG is key” warrant. This defines a clear solvency deficit to action that is NOT the USFG (such as the importance of uniformity).

Funding plans can easily defend against the States CP by researching state specific budget disadvantages (“Spending” on the state level) to weigh against the federal spending arguments (net-benefits). For the federalism net-benefit, the distinction in roles between the federal and state governments is fairly settled in case law on education, so uniqueness will be an area to exploit. Regulation cases might also seem like an attractive option for Negatives prone to run the States CP. However, much of this is normal means or cannot be solved by the states. For example, the states cannot vertically integrate Head Start because it is a federal program. States would have to set up an entirely new system. Yet states can set up protections for transgender students without the federal government. For cases that increase regulation, the 2AC could answer the CP with a midterms DA with state specific links.

Funding cases will likely encounter a host of different funding CPs. The most important thing to remember is predictability. Theory arguments against the CP should note that only funding CPs that have a solvency advocate should be allowed because they are predictable in the literature—Affirmatives could never prepare for the infinite number of potential funding sources (it justifies a Kickstarter CP!). Either way, “Perm Do Both” solves and all you have to worry about is the net-benefits.

For the sake of convenience and order, one could fit most cases on the topic into four categories: “Give this program more money”; “Expand or Create Regulations”; “Regulate to protect”; “Fund and regulate”. These are rough categories but they cover the majority of cases.

“Give this program more money”

These standard funding Affirmatives may be combined in part with regulation or act independently. In terms of basic funding Affirmatives, one of the more popular is STEM (Science, Technology, Engineering, Math). Many will flock to this case because it accesses large impacts. A lack of STEM education has seriously undermined the US science and technology workforce. This is important primarily to economic competitiveness (overall economy and hegemony) and science diplomacy (a host of impacts including climate change, nonproliferation, etc.).

Many have argued about the importance of sports or the arts in education to the well-rounded development of young Americans. Each has its own unique contribution and are contested within budgetary circles. The same can be said of after-school programs and school lunch programs in need of funding. These impacts are a little more real-world and impact the daily lives of the students who will be debating the topic.

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A primary message of many educators and researchers is the importance of pre-K education. Head Start is a federal pre-K program that improves a host of learning variables that drive student success in continuing grades. However, pre-K is obviously not topical because it is literally before elementary education. As such, Head Start cannot be a viable strict funding case. The Head Start case included in this book goes beyond just funding. The idea of vertical integration aligns learning objectives and curriculum between pre-K and elementary education, effectively erasing the difference between the two. That means the plan would increase regulation of elementary education (distinction from elementary school).

An undervalued case involves funding Native American schools. Most of these impacts involve oppression, colonialism and poverty. These are the most undervalued and underfunded schools in America. Native American education can help these communities make better lives for their people. Because of the enduring history of colonial degradation, many will argue that the USFG has an ethical obligation to fulfill its treaty obligations. Negatives will likely criticize some element of the 1AC performance or argue that the plan enacts just another measure of control over native peoples (colonialism).

“Expand or Create Regulations”

Several cases exist in the status quo but are either not regulated by the USFG or are under-regulated. One such example involves homeschool education. Some complain about the lack of uniformity in learning objectives and content. This improves the overall educational opportunities for homeschooled students. Greater federal oversight would provide a more uniform assessment of learning.

Charter schools and the idea of school choice both exist in the status quo. The idea is that they need greater federal oversight to make sure kids are learning the right things the right way. It would also provide oversight of teachers and institutional accountability. The same can be said of calls for regulating school sports. Title IX represents the bulk of school sports regulations. Safety and gender regulations exist, but need to be expanded to encompass all the needs of students.

“Regulate to protect”

One of the most hotly contested actions within education were the federal guidelines passed by the Obama administration concerning transgender students and bathrooms. This is one of those cases where the Negative is in a difficult position refuting the case on face. Most will likely run the State CP and a politics DA (and perhaps federalism) to bypass engaging in the debate about whether or not transgender students should receive greater rights.

A second primary case involves the “Schools to prison pipeline”. This generally refers to racial profiling in schools that lead to disproportionate targeting of minority students. These students receive the vast majority of Out of School Suspension (OSS), are referred to school-based arrests and referrals to law enforcement. This contributes to an unending cycle of minority students dropping out and turning to crime. Once that happens, the same students are more likely to end up in prison than their white counterparts.

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Other cases will involve constitutional protections, such as privacy and free speech. Privacy considerations in schools include drug testing and general search and seizures. These cases are vulnerable to the Courts CP and politics combination. Another problem concerns the small area for impact choices. However, some cases that involve students with disabilities can access impacts that are both important and go largely unexplored by the larger public. Affirmatives might argue that students with disabilities should have better learning opportunities and facilities in schools.

“Fund and regulate”

Most Affirmatives grounded in the literature will involve regulation and some form of funding. One Affirmative that might find its way into the “Regulate to Protect” category as well concerns Native American schools. Many will argue that these schools not only lack funding but need federal oversight to ensure the quality of education and make sure schools align with nationwide goals. Similarly, students with disabilities might need more funding but also oversight and accountability. Head Start is another example of funding and regulation. Every Head Start case will argue that the program needs more funding, the vertical integration version included in this book also extends every regulation to pre-K.

As an entirely separate category that can involve both funding and regulation involves teachers. Personally, I would run a teacher case. Most Negative link arguments will assume things directly related to students. Many of these allow students to access large impacts because teachers shape the quality of education. The idea is that better teachers with more resources = better education for students. Therefore, any impact from education overall is fair game.

The US Department of Education issued a set of new regulations in October 2016. Many of these involve the action of state government in assessment and reporting, but shape the micro-level operations of teachers. The US Dept. of Education explains several programs that could become cases: “Through programs like the Teacher Incentive Fund, Investing in Innovation Fund (i3), and the Race to the Top Fund, the Administration has been working with states and school districts across the country to find innovative new ways to develop, support and retain the educators they need. The Department has cultivated Teach to Lead, an initiative to ensure that teachers have the opportunity to play a critical role in the decisions that impact their classrooms and their students without leaving the classroom.”

(<https://www.ed.gov/news/press-releases/education-department-releases-final-teacher-preparation-regulations>)

AFF HEAD START

Introduction

Head Start programs have an excellent track record for improving childhood development on multiple fronts. Beyond helping kids prepare to succeed in later schooling, Head Start participation both mitigates the conditions of poverty and acts as a preventative measure to prepare children for lifelong success. Participants also receive nutritional meals and exercise to reduce childhood obesity. However, limited funding and incongruence in curricula between grades act as barriers to further success. “Vertical alignment” refers to the process of bridging the gap between pre-K and kindergarten. Adopting a P-3/PK-3 framework aligns the educational goals and curricula from pre-K to 3rd grade.

Vertical alignment necessarily increases regulation of elementary education in two ways: (1) the plan expands elementary education regulations to Head Start and (2) if technically still separate, then the plan increases regulations on elementary education by requiring it be tied to pre-K curricula. It is a federal program, so teams will have a difficult time solving with the States CP.

Some might be concerned by the lack of “big” impacts. Don’t let this discourage you from running “small” or “soft Left” impact Affirmatives! Most of all, you need to defend why these types of impacts are (1) just more important (ethics, morality, root causes), (2) just more probable and ongoing (systemic impacts). A third option goes for a combination of big impacts and “soft Left” impacts. For example, you can find internal links from education to hegemony, the economy and democracy. Poverty and obesity can be said to undermine economic productivity/growth and access education impacts. At the same time, you can include more down-to-earth impacts, such as structural violence, dehumanization, etc.

The remainder of this section includes informative literature that further explains these concepts.

Head Start—The Basics

US Dept. of Health & Human Services, February 21, 2017, Head Start, “About Us,”

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/about>, Accessed 4/1/2017

Head Start programs promote school readiness of children ages birth to 5 from low-income families by supporting their development in a comprehensive way. Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community. Many Head Start and Early Head Start programs are based in centers and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assigned dedicated staff who conduct weekly visits to children in their own home and work with the parent as the child's primary teacher.

More than 50 years ago, Head Start began as a program for preschoolers. Today 3- and 4-year-olds make up more than 80 percent of the children served by Head Start programs each year. Early Head Start (EHS) was created to serve pregnant women, infants, and toddlers. EHS programs are open to the family until the child turns 3 and is ready to transition into Head Start or another pre-K program. Just recently, many EHS programs have been funded to partner directly with existing infant and toddler child care programs, resulting in higher quality services to all children enrolled in the child care program.

Head Start programs support children's growth and development in a positive learning environment through a variety of services, which include:

- **Early learning:** Children's readiness for school and beyond is fostered through individualized learning experiences. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children progress in social skills and emotional well-being, along with language and literacy learning, and concept development
- **Health:** Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and

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mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.

- **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children's learning and development.

Delivered through 1,700 agencies in local communities, Head Start and Early Head Start programs provide services to over a million children every year, in every U.S. state and territory, in farmworker camps, and in more than 155 tribal communities. Head Start programming is responsive to the ethnic, cultural, and linguistic heritage of each child and family.

Horizontal vs. Vertical Alignment

Andrea **DeBruin-Parecki**, Ph.D. and Carly **Slutzky**, Ph.D. (both analysts at Educational Testing Service), **2016**, "Exploring Pre-K Age 4 Learning Standards and Their Role in Early Childhood Education: Research and Policy Implications." ETS Research Report Series, 2016: 1–52, <http://onlinelibrary.wiley.com/doi/10.1002/ets2.12099/full#ets212099-sec-0007>, Accessed 4/13/2017

There are two types of alignment: horizontal and vertical. Horizontal alignment is "the degree to which standards, curriculum, and assessment are consistent within a given age group," and vertical alignment is "the degree to which standards, curriculum, and assessments are synchronized between age cohorts". Horizontal alignment allows disparate early childhood programs to provide learning experiences for children that are addressed in the state standards. Vertical alignment verifies that children have learning experiences that build on previous years and forecast upcoming ones. The extent to which states and territories align their standards to others or conform to either of these conceptions of alignment is questionable, as those that do most often do not make their alignment processes public.

The "P-3/PK-3" framework

The Center for Public Education, Staff Writer, December **2011**, "Policy Brief: The Importance of Aligning Pre-K through 3rd Grade," The Pre-K Coalition, <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-K-Coalition/Policy-Documents/Issue-brief-Dec-2011.pdf>, Accessed 4/13/2017

A P-3 Framework At its most basic level, a P-3 framework ensures that learning builds from one year to the next. Successful P-3 initiatives take a comprehensive approach designed to provide sustained high quality learning experiences for children across the P-3 spectrum. The alignment of standards, curriculum, instruction, assessments, family engagement and professional development efforts across pre-k-grade 3 classrooms creates a seamless and effective pathway of learning for all children. These efforts draw on child development and early education research as well as best practices from early childhood and elementary school practitioners to ensure that schools are ready for children, as much as students are ready for schools. P-3 initiatives begin with the alignment of comprehensive Early Learning Standards with state K-3 content standards to promote children's healthy development, social & emotional skills, motivation and engagement in learning as well as progress in learning literacy, language, mathematics and science. Standards should be logically connected and build upon one another so as to guide the work of pre-k, kindergarten and primary grade educators in developing and selecting effective curricula, teaching strategies and assessment systems. A P-3 approach also means that "vertical teams" of teachers work together in studying assessment data to

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plan continuous improvement efforts. These teams engage in joint professional development to build a shared understanding of early childhood development and an intentional sequence of learning to facilitate more effective transitions between grades and programs.

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Observation One: The Status Quo

A. Children between ages 3-8 are the crucial group in which to foster long-term educational achievement, but 1/3 current lack basic skills. This puts them at high risk of dropping out before graduation

Alfred **Castle**, Samuel N. and Mary Castle Foundation, **et al.** April **2016**, “Making the Most of Our Investments: How PK-3 Alignment Can Close the Achievement Gap from the Start,” <https://www.fcd-us.org/assets/2016/04/MakingTheMostOfPK3Investments.pdf>, Grantmakers for Education, Accessed 4/13/2017

Gaps in academic achievement between students from various racial and ethnic groups and from low-income families are a cause for national concern. The advent of high stakes testing and the increased awareness of high dropout rates have rekindled the search for ways to help all children succeed in school. Many strategies to address lagging achievement have focused on discrete points of the education system, such as middle and high school reform. However, there is an increasing interest and movement by educators and grantmakers to confront the problem where it often starts—between the ages of three and eight—and to take a systems approach that aligns learning from pre-kindergarten (pre-K) through third grade (PK-3). Research suggests that one-third of children enter kindergarten lacking basic skills such as recognizing the letters of the alphabet. Research has also found that these are the same children who will be at greatest risk of joining the 30 percent of students who drop out before graduating from high school.

B. Pre-K programs like Head Start alone increase achievement, but are insufficient. P-3 programs are needed to sustain initial gains

Alfred **Castle**, Samuel N. and Mary Castle Foundation, **et al.** April **2016**, “Making the Most of Our Investments: How PK-3 Alignment Can Close the Achievement Gap from the Start,” <https://www.fcd-us.org/assets/2016/04/MakingTheMostOfPK3Investments.pdf>, Grantmakers for Education, Accessed 4/13/2017

A majority of school children are not proficient in basic reading skills. Nationally, 69% of fourth graders, 67% of eighth graders and 64% of twelfth graders are below proficient levels of reading. Pre-K or Head Start alone do not provide sustained learning gains. Although research has shown that pre-K and Head Start participation can increase achievement, when these children progress through grades K-3 in low-resource schools, their initial gains in reading and math scores may diminish. Children who participate in an aligned PK-3 program show sustained gains in reading and math.

PLAN: The United States federal government will expand elementary education regulation to vertically integrate Head Start pre-K programs to form P-3 programs.

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Observation Two: Solvency

A. Head Start participation increases educational achievement and is essential to children living in poverty, but gains diminish over time. Vertically integrating Head Start into elementary education maintains student progress throughout school

Shahnaz **Sahnaw**, Fulbright Scholar - Distinguished Award in Teaching 2014 – 2015, June 30, **2015**, “Bridging the Gap between Preschool and Elementary School Leveling the Playing Field for Underserved Children,”

<https://www.fulbrightteacherexchange.org/uploads/pdfs/DA/projects/us/2014sahnaw.pdf>, Accessed 4/11/2017

There is evidence that preschool can and does help these children start out in kindergarten on a more level playing field. Preschool is particularly important for many children living in poverty who so often start school lacking language and vocabulary development as well as exposure to early literacy and numeracy. Preschool does indeed help these children, but preschool standing alone as an island is not sufficient. Although research has shown that pre-K and Head Start participation can increase achievement, when these children progress through grades K-3 in low-resource schools, their initial gains in reading and math scores may diminish. Children who participate in an aligned PK-3 program show sustained gains in reading and math. The most effective schools have carefully aligned curriculum, standards, and assessments both horizontally (across all classrooms of the same grade level) and vertically (from one grade level to the next). When this alignment exists, teachers have universal expectations of student behavior and academic achievement, critical benchmarks are identified and therefore not skipped or repeated unnecessarily. Students benefit from horizontal and vertical alignment because it streamlines their educational experience and creates seamless transitions from room to room and grade to grade. Elementary School in Corvallis, Oregon is proof of the benefits of such alignment. By aligning curriculum, standards, assessments, and behavior systems horizontally and vertically throughout the school, they went from being the only elementary school in town to not meet Adequate Yearly Progress (AYP) to being one of 7 schools in the state to win a State Champion School award for closing the achievement gap. Because they are part of a K-12 district, they were able to expand that alignment vertically to the middle school. Where they come up against an obstacle is at school entry. Just imagine what could happen if there were alignment with the preschools in town that feed into this school. The potential is endless for building an even stronger foundation for children. At present we are asking children to take a leap across a chasm when they leave preschool and enter kindergarten. By aligning preschool with elementary school, we would be building a bridge across which children can walk with ease and readiness to begin their formal schooling years.

B. Vertical alignment creates a smooth transition between grades

Margaret Deane **Franko**, Ph.D.-Philosophy, August **2015**, “Examining the impact of pre-k and kindergarten classroom alignment on school readiness outcomes,” Dissertation, <http://digitalcommons.du.edu/cgi/viewcontent.cgi?article=2023&context=etd>, Accessed 4/13/2017

Vertical alignment places a particularly strong emphasis on the transition between early childhood education settings and kindergarten, which is effectively the entry point into the K-12 education system. It also shifts the responsibility for alignment from the children themselves onto the early childhood education and K-12 systems that serve them. For many years, this concept of vertical alignment has been implicit in the idea of “ready schools,” that was introduced by the National Education Goal Panel’s Goal 1 technical committee. The “ready schools” concept suggests that the sending and receiving learning systems (i.e., early childhood education and K-12) have a joint responsibility for insuring successful school readiness, transition, and continuation of strong learning practices for the very young children they serve). Seen through this lens, transition is not a one-time event, but is rather a multi-year shift, with kindergarten entry serving as a central pivot point, but not the whole event. What happens systemically in the year or more leading up to and after this pivot point is of primary concern, particularly within the ecological model of transition. Researchers have increasingly identified this concept of multi-year systems continuity within the framework of a Preschool-3rd grade (P-3) approach to education. The P-3 approach “suggests that early educational experiences should be integrated with kindergarten and elementary education”. More specifically, it promotes the coordination and alignment of learning standards, curriculum, pedagogy, and assessments for children from ages three to eight and is intended to reflect children’s developmental continuity during this same timeframe. Additionally, proposed P-3 approaches endorse the coordination of teacher education and leadership development to achieve a shared vision of practice and a common understanding of child development and early learning.

C. Head Start also helps parents in educating and caring for children, while spurring educational and civic activism

Victoria **Hilt**, Guest Author, September 29, **2015**, “Looming Sequestration Cuts Would Harm Head Start Families and Communities,” Talk Poverty, <https://talkpoverty.org/2015/09/29/head-start-sequestration/>, Accessed 4/4/2017

Prior to Head Start, I was struggling to find my voice and my direction—homeless, pregnant, and sometimes hopeless. Through the program, I not only found a home, but I also attended finance classes and learned how to provide for my family on a budget. I learned the importance of self-care, and how this sets an example for my daughter. Using the skills we learned through the program, I am successfully co-parenting with my daughter’s father. Engaging in Head Start has also reignited my passion for learning, helping others, and advocating for policies that help people build a better life just like I have. I am back in school, working on completing a degree in political science so that I can pursue a career in grant and policy writing. I’m very involved in early learning and welfare policy in my community, and am interested in perhaps running for elected office someday so that I may continue contributing to my community in a positive, powerful way.

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D. The federal government can play a key role in fostering P-3 policies by building on existing state and local cooperation

The Center for Public Education, Staff Writer, December **2011**, “Policy Brief: The Importance of Aligning Pre-K through 3rd Grade,” The Pre-K Coalition, <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-K-Coalition/Policy-Documents/Issue-brief-Dec-2011.pdf>, Accessed 4/13/2017

The federal government also has a role to play in supporting state and local alignment efforts, particularly in encouraging P-3 policies and reducing barriers to collaboration. Given what is known about the importance of early education and the challenges that we face as a nation, it is imperative that the federal government become a true partner with states and local communities to ensure that students receive a high quality start to learning. Recent efforts such as The Race to the Top Early Learning Challenge, and the creation of an Office of Early Learning within the U.S. Department of Education, are steps in the right direction. Nevertheless, much more can be done to strengthen the early learning partnership between the federal government, states, and local districts. Specifically, the Pre-K Coalition recommends that federal policymakers take the following key steps: • Make P-3 alignment a policy and funding priority across all U.S. Health and Human Services and U.S. Department of Education programs for young children, aged 3-8. • Allow schools to adopt a comprehensive P-3 restructuring strategy as part of a possible model for school improvement. • Encourage the development of P-3 credentialing for educators that recognizes the important learning needs of children from age 3-8. • Support, as an allowable use of federal funds, joint planning and professional development between early childhood providers and P-3 teachers and elementary school principals. 6 • Provide information and technical assistance to states, local districts and schools to develop effective evaluative tools for ages 3-8, and data systems to track the progress of children across P-3 years. • Reduce the burden of parallel sets of regulations and reporting requirements across federal funding streams, by using common definitions of terms and coordinating the timing of data collection from state and local agencies. • Allow blending of federal and state early childhood education and care funding to help strengthen early learning system building efforts. Federal leadership in these areas would help encourage states and school districts to more aggressively pursue P-3 strategies.

E. Previous studies underestimated Head Start potential and quality. Newer studies prove Head Start programs improve school readiness and increase long-term parental involvement

Claire **Montialoux**, Economics Researcher at the Institute for Research on Labor and Employment, U-California Berkeley, September **2016**, “Revisiting the Impact of Head Start,” IRLE Policy Brief, <http://irle.berkeley.edu/files/2016/IRLE-Revisiting-the-impact-of-Head-Start.pdf>, Accessed 4/1/2017

Recent studies have dramatically changed our understanding of the Head Start Impact Study results. These new studies, which take more careful account of the alternatives to Head Start and the range of potential impacts, consistently show that Head Start, like other early education programs, has large impacts on disadvantaged children with larger benefits for children that struggle the most at entry of the program. Head Start not only benefits children and helps improve school readiness, but also helps get parents more involved in their children’s education for the long-run. Early pessimism about the results of the Head Start Impact Study was not warranted; to the contrary, this study validates the important impact of this program and shows that high quality early childhood programs can have important beneficial effects when delivered at scale.

1AC

Advantage One: Education

A. The preparedness gap between pre-K and Kindergarten increases high school dropout rates

Alfred **Castle**, Samuel N. and Mary Castle Foundation, **et al.** April **2016**, “Making the Most of Our Investments: How PK-3 Alignment Can Close the Achievement Gap from the Start,” <https://www.fcd-us.org/assets/2016/04/MakingTheMostOfPK3Investments.pdf>, Grantmakers for Education, Accessed 4/13/2017

Children are entering kindergarten unprepared. Research has found that one-third of middleclass children, and nearly one-half of lowincome children, don't recognize the letters of the alphabet upon entering kindergarten. Studies show that by high school, it is these children who are at greater risk of getting into trouble or dropping out. This lack of school readiness is present among children of all classes, but is more prevalent among children of lower socioeconomic status. Children who start behind stay behind. Research shows that children who start behind too often stay behind: • Of 50 first graders having problems reading, 44 will still have problems in the fourth grade. • Only 12% of children who start behind will show improvement.

B. Vertical integration fosters equitable educational opportunities

Andrea **DeBruin-Parecki**, Ph.D. and Carly **Slutzky**, Ph.D. (both analysts at Educational Testing Service), **2016**, “Exploring Pre-K Age 4 Learning Standards and Their Role in Early Childhood Education: Research and Policy Implications.” ETS Research Report Series, 2016: 1–52, <http://onlinelibrary.wiley.com/doi/10.1002/ets2.12099/full#ets212099-sec-0007>, Accessed 4/13/2017

NAEYC has highlighted the need for a developmental continuum of standards for early childhood along with matched developmentally appropriate practice. Many states are moving toward pre-K to Grade 3 or pre-K to Grade 12 alignment and are finding methods to ensure that the whole child is represented. Representing the whole child means going beyond linking just academics and including social/emotional, cognitive, and physical development. A developmental continuum of early learning standards taking the whole-child perspective into consideration can provide one way to ensure more equitable schooling for all children by allowing them to begin where they are across multiple domains and to move forward to where they need to be. Consideration of equity in early schooling leads to the following section, which briefly considers the possible need for pre-K age 4 national standards.

C. Education is a human right, but too many experience a lasting achievement gap in school. Only a P-3 education can reduce these gaps

Ebone **Williams**, Howard University, December 22, **2014**, “Who Knows What’s Happening? Creating Pre-k through 3rd Alignment,” New America, <https://www.newamerica.org/education-policy/edcentral/pre-k-3-alignment/>, Accessed 4/16/2017

Education is a fundamental human right, and it is a powerful tool in helping to move adults and children socially, economically, and academically upward. But not all children are provided with equitable educational opportunities. According to a 2012 study released by the Annie E. Casey Foundation, third-graders who lack proficiency in reading are four times more likely to become high school dropouts. This is to say, if students are not prepared to read proficiently in the early elementary grades, they will not be able to comprehend core subject matter later in their schooling. To reduce formidable gaps throughout their early years, children must have access to high-quality teaching and learning environments across the birth through third grade continuum.

D. Education is a focal point for gender empowerment, increasing economic growth, reducing disease spread and fosters peace

Results.org, Staff Writers, November 4, **2009**, “Why is Education for All So Important?,” http://www.results.org/images/uploads/files/why_education_matters_11_04_09.pdf, Accessed 4/14/2017

Education is a basic human right and a significant factor in the development of children, communities, and countries. Opening classroom doors to all children, especially girls, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health, reducing hunger, fighting the spread of HIV and diseases of poverty, spurring economic growth, and building peace.

Advantage Two: Poverty

A. Children in poverty enter elementary education at a substantial disadvantage. Only expanded pre-K services can level the playing field and bridge the pre-K/K gap

Shahnaz **Sahnaw**, Fulbright Scholar - Distinguished Award in Teaching 2014 – 2015, June 30, **2015**, “Bridging the Gap between Preschool and Elementary School Leveling the Playing Field for Underserved Children,”

<https://www.fulbrightteacherexchange.org/uploads/pdfs/DA/projects/us/2014sahnaw.pdf>, Accessed 4/11/2017

Our most at-risk and under-served students are children living in poverty. There is a large body of research showing that children from poverty enter school significantly lacking literate cultural capital as compared to their middle-class peers. Consequently, these children begin their formal education at a drastic disadvantage and often take several years to catch up to their grade-level benchmarks. Many of these students never catch up at all. One of the keys to leveling the playing field for children in poverty is to provide them with high quality early childhood education prior to their start in kindergarten.

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B. Educational opportunities for disadvantaged children are essential to reduce long-term poverty

Sneha **Elango**, PhD, Department of Economics University of Chicago, James J. **Heckman**, PhD, Nobel Laureate, Department of Economics The University of Chicago, **et al.**, December **2015**, “Early Childhood Education,” National Bureau of Economic Research Working Paper #21766, <http://www.nber.org/papers/w22993.pdf>, Accessed 4/1/2017

Recent research demonstrates that the effects of adverse early childhood environments persist over a lifetime. Substantial gaps between the environments of advantaged children and those of disadvantaged children raise serious concerns about the life prospects of disadvantaged children and the state of social mobility in America. The proliferation of single-parent households—especially households where children have never had a father present—is a major contributor to the growth in inequality in childhood environments. In the US, single-parenthood is strongly correlated with child poverty. As a group, the children of single parents are less likely to succeed in life than children from stable two-parent households. This evidence and the evidence that gaps in advantage are growing across generations has prompted growing interest in improving the early-life opportunities of disadvantaged children. Concerns about the quality of childhood environments are fueled by growth in the labor force participation of women with children. This growth raises concerns about the supply of childcare and its quality. Disadvantaged parents often lack access to high-quality childcare and single-parent families are especially vulnerable. The percentage of children who grow up in poverty has increased from 16% in 2000 to 21% in 2013.

C. Poverty is a structural agent of violence on par with a thermonuclear war every 15 years. Prefer our impacts because they are systemic and incomparable to their hypothetical war scenarios

James **Gilligan**, Department of Psychiatry Harvard Medical School, **2000**, Violence: reflections on our deadliest epidemic, p 195-196.

The 14 to 18 million deaths a year cause by structural violence compare with about 100,000 deaths per year from armed conflict. Comparing this frequency of deaths from structural violence to the frequency of those caused by major military and political violence, such as World War II (an estimated 49 million military and civilian deaths, including those caused by genocide--or about eight million per year, 1935-1945), the Indonesian massacre of 1965-1966 (perhaps 575,000 deaths), the Vietnam war (possibly two million, 1954-1973), and even a hypothetical nuclear exchange between the U.S. and the U.S.S.R (232 million), it was clear that even war cannot begin to compare with structural violence, which continues year after year. In other word, every fifteen years, on the average, as many people die because of relative poverty as would be killed in a nuclear war that caused 232 million deaths; and every single year, two to three times as many people die from poverty throughout the world as were killed by the Nazi genocide of the Jews over a six-year period. This is, in effect, the equivalent of an ongoing, unending, in fact accelerating, thermonuclear war, or genocide, perpetrated on the weak and poor every year of every decade, throughout the world.

Solvency Extension

P-3 Solves the preparedness gap

Educators across the board support P-3 integration to improve learning outcomes and high school graduation rates

The Center for Public Education, Staff Writer, December **2011**, “Policy Brief: The Importance of Aligning Pre-K through 3rd Grade,” The Pre-K Coalition, <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-K-Coalition/Policy-Documents/Issue-brief-Dec-2011.pdf>, Accessed 4/13/2017

Ensuring that children receive a high-quality early education involves the creation of a comprehensive and sustained system of support for children from pre-k through third grade. Superintendents, principals, teachers, state and local school board leaders agree that a comprehensive P-3 approach is essential for addressing many of the long-term educational challenges that we face. By focusing more attention on these early years, we can improve student outcomes, in particular third grade reading achievement, which is an important benchmark for future academic success. Such an effort requires that we adopt a culture shared responsibility among all partners (local, state, and federal) in the learning community to encourage the connection to families, ensure appropriate early learning environments, and support instruction that aligns to a continuum of learning from pre-K to grade 3. The payoff for this hard work will be success for children, reduced costs of remediation and retention, and enhanced prospects for all students to graduate from high school.

P-3 approaches are critical to ensuring children have the necessary learning skills. They build on pre-K development to overcome the preparedness gap

The Center for Public Education, Staff Writer, December **2011**, “Policy Brief: The Importance of Aligning Pre-K through 3rd Grade,” The Pre-K Coalition, <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-K-Coalition/Policy-Documents/Issue-brief-Dec-2011.pdf>, Accessed 4/13/2017

A high-quality early education provides the foundation for children’s success in school. Research shows that participation in a high-quality pre-k program can have a tremendous impact on a child’s social, emotional, and cognitive development. Yet one education experience is not a silver bullet solution to the challenges that we face in public education. Child development is a continuous process that must be fed and nurtured along the way. Gains made in high-quality pre-k programs must be sustained by quality education throughout the K–3 years. Likewise, skills developed in first grade, must be reinforced and built upon in second grade. The first eight years of life are instrumental in setting children on a path to success or conversely, in allowing achievement gaps to take root, forcing students, teachers and administrators to play a continuous game of catch up. Superintendents, principals, teachers, and state and local school board leaders agree that a comprehensive preschool-through-third grade (P-3) approach is critical to ensuring that children develop a solid foundation in literacy, math, social-emotional skills, as well as strong engagement in learning. The need to focus attention on children’s early learning years is now more important than ever. Recent data shows that a third of our nation’s 4th grade students are performing at below basic levels in reading. For low-income children it is much worse—49% are below basic. This means students are unable to locate information, understand the meaning of words, and make simple inferences from a text. Without these essential skills, students are six times more likely to drop out of school. Unfortunately, our education system is structured to pay the least attention to children’s progress during these critical years. Under current federal law, state and district accountability benchmarks focus primarily on student performance in grades three through eight. Intervention strategies and turn around models for schools “in need of improvement” target these grades as well. The recent adoption by many states of Common Core Standards, which span from Kindergarten to grade 12, has begun to focus greater attention on a broader continuum of learning. Nonetheless, state K-12 systems may not connect with state early childhood education systems. As a result, we often miss a huge opportunity to influence student learning during the years when children have the greatest growth potential. In order to make significant progress on our long-term educational challenges, we must use policy and school improvement tools to drive greater emphasis on what happens to children during their early years – using age and developmentally appropriate benchmarks. Providing a continuous and well-aligned set of early learning experiences from preschool through third grade (P-3) is imperative for improving student achievement and setting children on a sustainable path to success. This brief discusses the importance of this approach and highlights some of the best practices currently taking place in states and school districts across the country.

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P-3 Solves the preparedness gap

P-3 frameworks solve the early achievement gap with a 10-1 return on investments

Margaret Deane **Franko**, Ph.D.-Philosophy, August **2015**, “Examining the impact of pre-k and kindergarten classroom alignment on school readiness outcomes,” Dissertation, <http://digitalcommons.du.edu/cgi/viewcontent.cgi?article=2023&context=etd>, Accessed 4/13/2017

Despite the growing interest in early childhood education and P-3 frameworks as potential solutions to early achievement gap disparities and third grade literacy shortfalls, the investment in early childhood education remains small in comparison to the K-12 system. According to the most recent comprehensive report on this topic, Early Learning Left Out, “For every public dollar invested in the development and education of a school aged child, only 7 cents is invested in an infant or toddler and 25 cents in a preschooler”. This is despite the fact that the return on investment (ROI) in early childhood education has been estimated to be over \$10.00 for every dollar invested. In essence, the public and political desire for early childhood to deliver school ready children to kindergarten classrooms and subsequently solve long-standing education achievement issues in K-12 does not match with a corresponding investment in early childhood education or a systematic continuity of early results into elementary school.

Massachusetts is a good example of P-3. Pilot projects proved the need for vertical alignment to overcome achievement gaps

David **Jacobson**, director of the Birth through Third Grade Learning Hub at Cambridge Education, November **2014**, “The primary years agenda: Strategies to guide district action,” Kappan, <http://dev-edcentral.pantheonsite.io/wp-content/uploads/2014/12/Phi-Delta-Kappan-2014-Jacobson-63-9.pdf>, Accessed 4/16/2017

The early elementary grades often suffer from relative neglect. These are untested grades. School and district leaders may have less knowledge about early childhood education, and, in many districts, early childhood does not have as much internal political power as other departments. Often low-performing teachers are moved from tested grades to kindergarten, 2nd-grade, and even 1st-grade classes. Inadequate funding for full-day kindergarten, despite its clear benefits, is a further instance of neglect. Massachusetts provides an example of how one state began addressing the need for early grades improvement. A few years ago, the state began by creating a small grant project to support the alignment of curriculum, instruction, and assessment in preK-3 in over 40 districts. Districts were required to create vertical preK-3 teams that would conduct needs assessments of the early learning pathways in their districts and develop strategies to address high priority needs. While Massachusetts is a high-performing state and has long had rigorous 3rd-grade tests, these teams nonetheless identified a range of important needs: gaps in expectations between preK and kindergarten and between kindergarten and 1st grade, misaligned curricula and assessments, lack of consistent instructional approaches across the early grades, and inadequate attention to oral language development, vocabulary instruction, and development of social-emotional skills. Family engagement and improving the transition from preschool were also identified as critical areas of improvement.

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P-3 Solves the preparedness gap

P-3 alignment is a continuous process that fosters progressive development to overcome achievement gaps and the fadeout effect

Rachel A. **Valentino**, Ph.D. in Education Administration and Policy Analysis from Stanford University **and** Deborah J. **Stipek**, Ph.D. is the Judy Koch Professor of Education at Stanford University, May **2016**, “PreK-3 Alignment in California’s Education System: Obstacles and Opportunities,” <https://edpolicyinca.org/sites/default/files/May%202016%20Valentino%20Stipek.pdf>, Accessed 4/16/2017

Over the past several years, there has been much attention and advocacy around “PreK-3 Alignment,” both in California and nationwide. The push for alignment comes in the face of a growing body of research documenting the benefits of attending high quality preschool, along with concerns about the fading of the benefits of preschool by third grade that has been found in many studies. Supporters of preK-3 alignment note that child development is a continuous process, and that skills developed in one grade must be built upon and reinforced in later grades. Furthermore, in order to sustain gains made in one grade, high quality education must be provided through subsequent grades. They claim further that in addition to quality counting at every grade, alignment across grades in such elements as standards, assessments, curricula, and instructional strategies enhances children’s learning and development and helps sustain the gains made in preschool. Assertions about the value of alignment across grades are supported by evidence that programs providing continuity in services and supports from preschool through the early elementary grades have produced particularly impressive long-term effects in child outcomes.

P-3 Solves the “fadeout” effect

P-3 integration overcomes the fadeout effect of pre-K learning. This is a determinant factor in school success or failure

Margaret Deane **Franko**, Ph.D.-Philosophy, August **2015**, “Examining the impact of pre-k and kindergarten classroom alignment on school readiness outcomes,” Dissertation, <http://digitalcommons.du.edu/cgi/viewcontent.cgi?article=2023&context=etd>, Accessed 4/13/2017

Early childhood education has taken on increasing importance at the same time that social and political pressure has increased for children to read proficiently by the end of third grade. This is no accident. According to one report, “By third grade, children either have the literacy and math skills they need for continued schooling and they feel some engagement in or connection to school, or they are missing these skills and feel alienated, which puts them on a path to school failure”. With this kind of high stakes deadline for success or failure looming, educators, researchers, and policy makers have increasingly turned to the promise of early childhood education to prepare children not just for kindergarten, but for long-term academic and life success. At the same time, certain studies looking at the long-term effects of high quality early childhood education have found a fadeout of positive effects for children as they move through the primary grades, leading to a concern that some elementary environments may not sustain the same kind of learning experiences that children can encounter in high quality preschool settings. As a consequence, policy makers and other education stakeholders have called for more intentional practices that might maintain high quality, developmentally appropriate experiences for children past preschool and 5 into early elementary as far as third grade, a concept that is commonly referred to as P-3 education.

Federal government key / A2: States CP

The plan embodies continuous learning. Head Start can be integrated with federal support

Sara **Mead and** Ashley LiBetti **Mitchel**, Analysts at Bellwether Education, January **2016**, “Moneyball for Head Start: Using Data, Evidence, and Evaluation to Improve Outcomes for Children and Families,” <http://bellwethereducation.org/publication/moneyball-head-start-using-data-evidence-and-evaluation-improve-outcomes-children-and>, Accessed 4/13/2017

Assessment and continuous learning are central tenets of quality early childhood practice. Effective early childhood teachers are constantly observing children’s progress and adjusting learning environments and customizing learning for children based on what they observe. Achieving excellent outcomes for Head Start children requires programs to implement similar norms and cultures of ongoing assessment, analysis, and learning at the program and federal oversight level. Inculcating continuous learning within Head Start at the federal policy level can support ongoing learning at the program level and ultimately lead to better results for children and families.

Early childhood education is key

Research proves that pre-K education increases preparedness that increase test scores, attendance and reading levels

The Urban Child Institute, Staff Writers, **2017**, “Pre-K Matters,”

<http://www.urbanchildinstitute.org/resources/policy-briefs/pre-k-matters>, Accessed 4/16/2017

Research shows that Pre-K programs are typically of higher quality than other preschools or center-based programs and that Pre-K children are better prepared for school. For states that have already implemented universal Pre-K, the results have been impressive. Studies of Oklahoma’s Pre-K program find significant effects on test scores, language development, and motor skills at kindergarten entry. These early gains were still detectable in 3rd grade. An evaluation of Georgia’s Pre-K program found that participants had stronger cognitive and language skills in kindergarten than children who did not attend. The benefits of Pre-K are not limited to test scores. Children who receive high-quality Pre-K have better attendance, fewer behavior problems, and increased chances of reading at grade level in 4th grade.

Early childhood education is vital to lifelong success

The Global Partnership for Education, Staff Writers, **2017**, “Education,”

<http://www.globalpartnership.org/education>, Accessed 4/14/2017

Investing in quality early childhood education brings the highest returns from individuals, societies and countries. Children who have access to quality early childhood programs do better in primary school and will have better education outcomes later. It is vital that low and lower middle-income countries invest more in affordable early childhood programs.

Preschools better prepare students to fully engage in the education process

Cynthia E. **Lamy**, Metrics Manager for the Robin Hood Foundation in New York, May **2013**, “How Preschool Fights Poverty,” Educational Leadership, v. 70, no. 8, <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Preschool-Fights-Poverty.aspx>, Accessed 4/16/2017

Great preschools embrace a focus on the whole child, respect the unique characteristics of individual children and families, and are guided by the principles of child development and a scientific approach toward what works in the classroom. Put into practice, these premises are providing education leaders with the research-based evidence they need to push back against the constant pressure to teach young children in the early grades with methods better suited for older children. Educators, be aware! Young students—from low-income families or not—who have had a great preschool experience are much more likely to enter kindergarten confidently and joyfully, ready to learn and expecting to play an active part in an engaging educational conversation. Teachers must be ready for these students—ready to provide the kinds of classroom experiences that will support and extend that joyful learning.

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Kids that go through pre-K education programs do not experience a preparedness gap

The Urban Child Institute, Staff Writers, **2017**, "Pre-K Matters,"

<http://www.urbanchildinstitute.org/resources/policy-briefs/pre-k-matters>, Accessed 4/16/2017

Tennessee's targeted Pre-K program has been shown to boost school readiness. An ongoing independent evaluation has found that during the year before kindergarten, Pre-K children develop literacy, language, and math skills faster than non-participating children. Gains made by Pre-K children are 37 to 176 percent greater than those of non-Pre-K children and persist into the elementary grades. When they begin kindergarten, Pre-K children are rated more highly than their peers on teachers' assessments of school readiness.

Early childhood education is key

Preschool sets the foundation for a successful life. Inspiring positive attitudes toward education early removes derailment variables

Cynthia E. **Lamy**, Metrics Manager for the Robin Hood Foundation in New York, May **2013**, “How Preschool Fights Poverty,” Educational Leadership, v. 70, no. 8, <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Preschool-Fights-Poverty.aspx>, Accessed 4/16/2017

A great preschool experience provides children with foundational academic skills on which they can continue to build, as well as social abilities for getting along in a classroom. But perhaps just as important, attending a great preschool teaches children that they like to learn and that they can be good at learning. Their more developed cognitive and social skills, along with this positive attitude toward learning, hard work, and school, point them in the direction of academic success, which opens the door for success in life. This more successful start lowers the probabilities of grade retention and special education placement. With more success in school and a brighter future for themselves just around the corner, these children grow into teenagers who make better choices and have fewer early pregnancies and juvenile arrests. These avoided derailments translate into higher education attainment and earnings.

Education Advantage Extension

Vertical alignment improves education

Vertically aligning Head Start into elementary education substantially improves learning

Shahnaz **Sahnaw**, Fulbright Scholar - Distinguished Award in Teaching 2014 – 2015, June 30, **2015**, “Bridging the Gap between Preschool and Elementary School Leveling the Playing Field for Underserved Children,”

<https://www.fulbrightteacherexchange.org/uploads/pdfs/DA/projects/us/2014sahnaw.pdf>, Accessed 4/11/2017

Although research has shown that pre-K and Head Start participation can increase achievement, when these children progress through grades K-3 in low-resource schools, their initial gains in reading and math scores may diminish. Children who participate in an aligned PK-3 program show sustained gains in reading and math (Grantmakers for Education,) The most effective schools have carefully aligned curriculum, standards, and assessments both horizontally (across all classrooms of the same grade level) and vertically (from one grade level to the next). When this alignment exists, teachers have universal expectations of student behavior and academic achievement, critical benchmarks are identified and therefore not skipped or repeated unnecessarily. Students benefit from horizontal and vertical alignment because it streamlines their educational experience and creates seamless transitions from room to room and grade to grade.

Head Start increases graduation rates

Research proves Head Start increases graduation rates and substantially improves childhood quality of life

Sara **Mead** and Ashley LiBetti **Mitchel**, Analysts at Bellwether Education, January **2016**, “Moneyball for Head Start: Using Data, Evidence, and Evaluation to Improve Outcomes for Children and Families,” <http://bellwethereducation.org/publication/moneyball-head-start-using-data-evidence-and-evaluation-improve-outcomes-children-and>, Accessed 4/13/2017

Head Start is a valuable federal program that improves the lives of our nation’s most vulnerable children and their families. Abundant evidence shows that children growing up in poverty are more likely to have adverse early childhood experiences that place them at risk for poor education and life outcomes and are less likely than their higher-income peers to have high quality early learning experiences. Head Start, which delivers early childhood education and comprehensive family services to more than 1 million preschoolers, infants, and toddlers living in poverty each year, plays a crucial role in helping address the real challenges these children and their families face and putting them on track to succeed in school and in life. For decades, policymakers and researchers have debated whether Head Start “works.” But that’s the wrong question. Research, including the Head Start Impact Study and the Head Start Family and Child Experiences Survey, shows that Head Start improves children’s learning at school entry. Although the Head Start Impact Study found that Head Start’s positive effects on test scores fade as children move through the early elementary grades, other quasi-experimental studies, which followed children into adulthood, show that Head Start alumni are more likely to graduate high school and have better adult life outcomes than similar children who did not attend Head Start. Moreover, a large and growing body of evidence shows that a range of high-quality early childhood programs can produce lasting gains in children’s school and life outcomes. Given this evidence and the pressing need to close education achievement gaps for low-income children, the key question is not whether Head Start works, but how policymakers and practitioners can maximize outcomes for these children and their families.

Head start increases higher education graduation rates

Diane Whitmore **Schanzenbach**, Director of The Hamilton Project & Senior Fellow of Economic Studies at Brookings Institute **and** Lauren **Bauer**, Visiting Fellow of Economic Studies at Brookings Institute, August 19, **2016**, “The long-term impact of the Head Start program,” Brookings Institute, <https://www.brookings.edu/research/the-long-term-impact-of-the-head-start-program/>, Accessed 4/1/2017

Participation in Head Start also increases a student’s chances both of pursuing and completing higher education. In Figure 2, we display and report estimates from two prior published studies of the effect of Head Start on postsecondary education, followed by our calculations from more recent data, again building on Deming’s work. We find that the likelihood of pursuing some higher education is increased between 4 and 12 percentage points by Head Start. We further estimate the effect of Head Start not only on postsecondary education but also on completion of a post-secondary credential, defined to include a license or certificate, an associate’s degree, or a bachelor’s degree. Head Start increases postsecondary credential completion overall, including an estimated increase of 15 percentage points for Hispanic participants.

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Research proves that Head Start programs improve long-term education, self-esteem and parenting practices

Diane Whitmore **Schanzenbach**, Director of The Hamilton Project & Senior Fellow of Economic Studies at Brookings Institute **and** Lauren **Bauer**, Visiting Fellow of Economic Studies at Brookings Institute, August 19, **2016**, “The long-term impact of the Head Start program,” Brookings Institute, <https://www.brookings.edu/research/the-long-term-impact-of-the-head-start-program/>, Accessed 4/1/2017

The research literature is increasingly documenting that experiences during childhood can profoundly influence later-life outcomes, and that interventions during childhood can generate cost-effective improvements in life circumstances. This economic analysis extends what we know about the long-term impacts of Head Start, thereby contributing to the current debate about preschool policies. We find that Head Start not only enhances eventual educational attainment, but also has a lasting positive impact on behavioral outcomes including self-control and self-esteem. Furthermore, it improves parenting practices—potentially providing additional benefits to the next generation.

Head Start increases graduation rates

Family services through Head Start improve graduation rates

Anne Day **Leong**, PhD in Social Work from Boston College, February **2016**, "How America's Head Start Program Improves the Lives of Children and Families," Scholars Strategy Network, <http://www.scholarsstrategynetwork.org/brief/how-americas-head-start-program-improves-lives-children-and-families>, Accessed 4/13/2017

Debates around Head Start highlight the valuable and lasting impact of stabilizing families for children's outcomes. Public schools that fail to work with families are bound to serve children poorly. The greatest teacher in the world cannot help a homeless student who sleeps in a subway station every night. Head Start has shown that the key to increasing graduation rates and decreasing social problems may lie in the two-generation approach to education. Especially for low-income communities, policymakers must offer social services for families through public schools, if they truly want every student to graduate and succeed in life.

Education Impact extension

Providing educational access to children improves society across the board

Vladislav **Suleyman**, Co-founder of SelfPerfection.org and Einstein-Academy.com, November 25, **2014**, "The Importance of Education in America," Edutopia, <https://www.edutopia.org/discussion/importance-education-america>, Accessed 4/14/2017

The United States remains one of the world's "superpowers": A country that is so grand that it has a great amount of sway in global politics. It is still respected in some regards but it's started a slippery slope in terms of education that it seems to be having trouble getting out of. The US actually failed to make it into the top 20 countries when ranked in proficiency in maths, reading and science. This is a terrible sign and proof of an education system that is failing. Everyone wants their children to be smart and successful and it's about high time that something was done to ensure that they are. There are lots of different opinions on how America can improve as a society. There are people who feel it's pretty perfect as it is. It is pretty great, but a country with such a poor rating in the fundamentals of education can hardly claim to be "perfect". It's a sign of failing times and failing children. People are pretty happy to trade things for their children but now people seem to be trading their children's education without really getting anything in return. There's no substitute for a good education. Give children the right chances from the start and society as a whole improves. One of the reasons that kids get involved in crime is because they feel they have no hope. They have been let down by the system and they have nothing else they can do. A good education can help change that. There's one perk of a good education right there; one way that society is improved.

Access to quality education is a human right

The Global Partnership for Education, Staff Writers, **2017**, "Education," <http://www.globalpartnership.org/education>, Accessed 4/14/2017

Education is a vital human right and plays a key role in human, social, and economic development. Education is a human right Despite great progress in the last few years, millions of children are still denied their right to education. Restricted access to education is one of the surest ways of transmitting poverty from generation to generation. Education is a vital human right, enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Every girl and every boy should have the right to a quality education so that they can have more chances in life, including employment opportunities, better health and also to participate in the political process.

Education is key to economic growth and a building block for democracy and global security

Results.org, Staff Writers, November 4, **2009**, "Why is Education for All So Important?," http://www.results.org/images/uploads/files/why_education_matters_11_04_09.pdf, Accessed 4/14/2017

Education Helps Fight Poverty & Spur Economic Growth • Education is a prerequisite for short and long-term economic growth: No country has achieved continuous and rapid economic growth without at least 40 percent of adults being able to read and write. • Failing to offer girls the same educational opportunity as boys costs developing countries \$92 billion each year, according to a study by Plan International. That's \$1 trillion per decade in forgone earnings and unnecessary costs. • A person's earnings increase by 10 percent for each year of schooling they receive, translating to a one percent annual increase in GDP if good quality education is offered to the entire population. • Then chief economist of the World Bank and current top economic advisor for President Obama, Lawrence Summers, asserted that "educating girls' yields a higher rate of return than any other investment available in the developing world." Education is a critical building block for the development of an inclusive, democratic society and must be a central component of U.S. efforts to promote global security. Education nourishes peace. Across society, every year of schooling decreases a male's chance of engaging in violent conflict by 20 percent.

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