UNDERSTANDING THE BIRTH THROUGH THIRD GRADE FRAMEWORK: SUPPORTING CONTINUOUS AND SUSTAINED LEARNING FOR EVERY CHILD

Center on Enhancing Early Learning Outcomes

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Presenters

- Lori Connors-Tadros, Project Director (CEELO)
- Jim Squires, Senior Research & TA Fellow (NIEER/CEELO)
- Clayton Burch, Exec. Dir. Office of Early Learning (WV DOE)
- Linda Sullivan-Dudzic, Dir. of Special Programs and School Support (Bremerton School District, WA)
Agenda

- What is a B – 3rd grade (B – 3) framework and what are its benefits?
- What implications does B – 3 have on SEA and LEA policies and practices?
- What are the experiences of forward-thinking state leaders?
- How can B – 3 technical assistance support states in shifting to B – 12 systems action?
- What resources are currently available?
A Tale of Two Systems

- Kindergarten through grade 12
- Birth to 5 years
Qualities of a B – 3 System

- Coherence
- Continuity
- Consistency
- Equity
- Developmentally Appropriate/Effective
B – 3 Framework

B – 3 Alignment

Policies
Practices
Partnerships
Resource$
B – 3 Alignment

Horizontal
(within age or grade level)
B – 3 Alignment

Vertical
(range of age and grade over time)

Horizontal
(within age or grade level)
B – 3 Alignment

- Vertical: (range of age and grade over time)
- Institutional
- Horizontal: (within age or grade level)
B – 3 Makes Sense But It’s Not Easy
### Same and Different

<table>
<thead>
<tr>
<th></th>
<th>0-5</th>
<th>K-12</th>
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<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>• Developmental</td>
<td>• Academic</td>
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<td><strong>Enrollment</strong></td>
<td>• Choice/optional</td>
<td>• Universal</td>
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<td>• Targeted</td>
<td>• Mandatory</td>
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<td></td>
<td>• Universal</td>
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<td><strong>Governance</strong></td>
<td>• Federal, State, District, private</td>
<td>• State Board of Education</td>
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<td>• Health/Human Services/Ed, other entity</td>
<td>• DOE</td>
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<td></td>
<td>• Universal</td>
<td>• Local school board</td>
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<td><strong>Standards</strong></td>
<td>• State: Birth – 3, Pre-K, Birth – K</td>
<td>• K-12 Curriculum Frameworks</td>
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<td></td>
<td>• Federal: Head Start Child Outcomes</td>
<td>• Common Core/ Next Gen</td>
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<td></td>
<td>• Comprehensive domains</td>
<td>• Content-specific</td>
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<td><strong>Curriculum</strong></td>
<td>• Self-selection</td>
<td>• State or local required</td>
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<td></td>
<td>• 180 days or year-round</td>
<td>• 180 days</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>• Required and optional</td>
<td>• Defined points;</td>
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<td></td>
<td>• Variety of Measures</td>
<td>• Prescribed measures</td>
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<td><strong>Teacher Qual.</strong></td>
<td>• Varied by auspice (HS -&gt; MA)</td>
<td>• Defined by SEA or PSB (BA min)</td>
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<td><strong>Accountability</strong></td>
<td>• Varies from none or basic health/safety compliance to student/program outcomes</td>
<td>• Student-outcome based</td>
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<td>• School-/district level performance</td>
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<td></td>
<td>• SLDS</td>
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<td><strong>Resources</strong></td>
<td>• Parent fees, federal, state, local</td>
<td>• Local, state, federal</td>
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Same
Voices From the States

W. Clayton Burch
Exec. Dir., Office of Early Learning
West Virginia Dept. of Education

Linda Sullivan-Dudzic
Director of Special Programs
Bremerton School District (WA)
WVDE has prioritized early childhood education for over three decades, resulting in the evolution of a comprehensive approach to P-3 that supports this commitment.
WVDE has prioritized early childhood education for over three decades, resulting in the evolution of a comprehensive approach to P-3 as a result of this commitment.

- 55 individual counties that also serve as the LEA – local school district
- About 21,000 – 22,000 children per grade (age) level
- Free, full-day Kindergarten (since the 70’s, required as of 1995), Universal Access to Pre-K (required 2012-13)
- A state Early Childhood Advisory Council, Pre-K Steering Team, WVDE Office of Early Learning and a WVDE Advisory Committee on a Comprehensive Approach to Early Learning
- 2002 legislation served as a catalysts for early education reform for West Virginia as well as the WVDE

http://wvde.state.wv.us/ready-set-go/
http://wvde.state.wv.us/oel/universal-prek.php
Catalyst for Change

West Virginia Board of Education Policy 2525 –
West Virginia’s Universal Access to a Quality Early Education System

• West Virginia legislation passed in 2002 required the state to expand access to preschool education programs, in order to make prekindergarten available to all 4 year old children by 2012-13. In 2012-13 all 4 year old children, as well as 3 year old children with an IEP will have access to a quality Universal Pre-K program. 2012-13 enrollment was 15,754 children.

• In order to support counties in the effort to maximize existing resources, 50% of the classrooms are to be collaborate with community partners. During 2012-13, 74% of the classrooms were in collaboration with community partners, including childcare centers and Head Start programs.

• Funding for Universal Pre-K is part of the State School Aid Funding Formula. As enrollment increases, funding to implement increases. FY2012 Total State Aid funding generated by Pre-k was over 85 million dollars (in addition to Federal Head Start and Childcare funding).
10 years of developing the WV Universal Pre-K System established a culture of early childhood throughout the state, a true sense and understanding that pre-k was part of a much bigger complex puzzle of P-3. This led to a strong foundation, even amongst the WVDE and WVBE that unless we target the whole system, in particular B-3, it’s all for not.

- **Closing the Reading Achievement Gap (Governor’s Initiative 2013)**
- **Ready Set Go!WV – initiative originally targeting Kindergarten entry, now 1st grade**
- **10 year goal of designing and implementing a universal pre-k program, collaborative**
- **Foundation for school readiness – a comprehensive view leading to WVDE definition of school readiness and foundation for achievement gap work**
<table>
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<tr>
<th>Drivers or Barriers Depend on P-3 Approach</th>
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<tr>
<td>Legislators</td>
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<td>SEAs/State Boards of Education</td>
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<td>LEAs</td>
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<td>State Agencies (DHHR, Head Start Collaboration Office)</td>
<td>State Agencies (DHHR, Head Start Collaboration Office)</td>
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<td>Unions</td>
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Advice – Lessons Learned

Long Term Vision + Buy In and Support + Leadership = P-3 Approach

Missing any one of the three components results in a struggle to gain balance and truly impact a P-3 initiative.

Walk the Walk

Model at the state level what you expect at the local level

Celebrate Mini-Milestones

Set timely targets in order to establish progress to the larger goal/initiative

Stick to the Plan (even amongst other initiatives/goals)

Long term vision and initiatives will ultimately face other SEA, federal or state government initiatives, but a true P-3 vision should be able to absorb the initiative or the new initiative should strengthen the P-3 work
Questions for West Virginia
Bremerton School District

- 5,000 students
- 6 Elementary Title I schools ranging from 52%-80% FRL
- Only 4% of our children enter kindergarten with early literacy skills!
Quality And Commitment

Early Childhood Care & Education

Wonders of Learning Preschool
AND
Bremerton School District

A Community Working Together

Set Goals

Please email all questions to: asandoval@preschoolcalifornia.org
Established a P-3 Leadership Team

- Common Goals
- Common Curriculum
- Shared Language
- Shared Resources
- Assessment Loop
- Aligned Instruction
  and

Professional Development
Shared Resources

Community & State

Professional Development

Head Start

Special Education

Title I

How?
May Not Require $$$$$$$$

- Instructional Coaches
- Professional Development
- Materials
- Health Professionals
- Facilities
P-3 Instructional Leaders

P-3 Development & Standards
What children need to know and be able to do
AND
How Young Children Learn

P-3 Instruction
What does quality instruction look like?

P-3 Assessment
How do you know if children are on track?
Prevention & Early Intervention

Principal & Leadership P-3 Institute Making a Difference Inc. (360) 394-4422
tdudzic@msn.com Linda Sullivan-Dudzic, Donna K. Gearnz, Kelli Leavell

Center on Enhancing Early Learning Outcomes | www.ceelo.org
Requires a Systems Approach

Professional Development

P-3 Standards
(CC Standards & EC Guidelines)
Assessments
Instruction & Curriculum

Community & School Response based on the students and families they serve

Classroom Responding to the needs of students.

Principal & Leadership P-3 Institute  Making a Difference Inc. (360) 394-4422
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WA State Awards

• WA State Award for Closing the Achievement Gap
• 2010 Naval Ave. P-3 Early Learning Center
• 2011 View Ridge Elementary (P-5)
• 2012 Crownhill P-5
Questions for
Discussion

- SEA developments
- Implications for SEAs and Comprehensive Centers
- Recommendations for CEELO Support
Additional Resources

PreK – 3 National Work Group
http://prek-3rdgradenationalworkgroup.org/

Foundation for Child Development
http://fcd-us.org/our-work/prek-3rd-education

National Association of Elementary School Principals
www.naesp.org

National Governors Association  www.nga.org

Contact your CEELO TA liaison for additional assistance
www.ceelo.org