SUPPORTING STATE EDUCATION AGENCIES
WITH IMPLEMENTING
A BIRTH - THIRD GRADE APPROACH

Center on Enhancing Early Learning Outcomes

August 21, 2014
Logistics

- Dial +1 (415) 655-0053 Access Code: 174-819-388#
- All attendees will be in listen only mode
- Questions or comments can be entered in the question box at any time.
- The webinar will be recorded as audio archive
- Technical problems- email Jana Martella at jmartella@edc.org
Agenda

- Overview of the B – 3rd grade (B – 3) framework and its benefits
- Implications for SEA and LEA policies and practices
- Experiences of forward-thinking leaders
- Implications for state leaders and TA centers to support states in shifting to B – 12+ system planning and implementation
- Available resources
Presenters

- Lori Connors-Tadros, Project Director (CEELO/NIEER)
- Jim Squires, Senior Research & TA Fellow (NIEER/CEELO)
- Kristie Kauerz, Assistant Research Prof./Director (UWA/National P-3 Center)
- David Jacobson, Director (Birth – 3rd Grade Learning Hub/Cambridge Education)
A Tale of Two Systems

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

- Coherence
- Continuity
- Consistency
- Equity
- Developmentally Appropriate/Effective
Alliance for Early Success
Birth Through Age Eight State Policy Framework

- Birth through age 8 continuum
- Priority on vulnerable populations
- State policy focus
- Adequate resources
- Evidence base
Leading Early Childhood Learning Communities

What Principals Should Know and Be Able To Do

National Association of Elementary School Principals

Center on Enhancing Early Learning Outcomes | www.ceelo.org
Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches
B – 3rd Grade Alignment

Policies
Practices
Partnerships
Resource$
B – 3rd Grade Alignment

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

Vertical
(range of age and grade over time)

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

Vertical
(range of age and grade over time)

Institutional

Horizontal
(within age or grade level)
B – 3rd Grade Makes Sense But . . . 

SIMPLE ≠ EASY

Raymont Anderson
<table>
<thead>
<tr>
<th></th>
<th>0-5</th>
<th>K-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>• Developmental</td>
<td>• Academic</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>• Choice/optional</td>
<td>• Universal</td>
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<td></td>
<td>• Targeted</td>
<td>• Mandatory</td>
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<tr>
<td></td>
<td>• Universal</td>
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<tr>
<td><strong>Governance</strong></td>
<td>• Federal, State, District, private</td>
<td>• State Board of Education</td>
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<td></td>
<td>• Health/Human Services/Ed, other entity</td>
<td>• DOE</td>
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<td></td>
<td></td>
<td>• Local school board</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>• State: Birth – 3, Pre-K, Birth – K</td>
<td>• K-12 Curriculum Frameworks</td>
</tr>
<tr>
<td></td>
<td>• Federal: Head Start Child Outcomes</td>
<td>• Common Core/CCR/Next Gen</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive domains</td>
<td>• Content-specific</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>• Self-selection</td>
<td>• State or local required</td>
</tr>
<tr>
<td></td>
<td>• 180 days or year-round</td>
<td>• 180 days</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Required and optional</td>
<td>• Defined points;</td>
</tr>
<tr>
<td></td>
<td>• Variety of Measures</td>
<td>• Prescribed measures</td>
</tr>
<tr>
<td><strong>Teacher Qual.</strong></td>
<td>• Varied by auspice (HS -&gt; MA)</td>
<td>• Defined by SEA or PSB (BA min)</td>
</tr>
<tr>
<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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<tr>
<td></td>
<td></td>
<td>• School-/district level performance linked to SLDS</td>
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<td></td>
<td></td>
<td>• Promotion/retention</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>• Parent fees, federal, state, local</td>
<td>• Local, state, federal</td>
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</tbody>
</table>
Leaders in the Field

Kristie Kauerz, Ed.D.
Assistant Research Professor/Director
National P – 3 Center
University of Washington

David Jacobson
Director, Birth – 3rd Grade Learning Hub
Cambridge Education
Cambridge, MA
P-3 and State Policy

Kristie Kauerz, Ed.D.
Research Assistant Professor
University of Washington
First, some context and framing
The key ingredient of all of these is collaboration and the alignment of programs and services that are provided to children who are in 3rd grade and younger.

Actual approach is highly dependent on local context.
- Might include infants/toddlers
- Might include comprehensive services (e.g., health, mental health, family support)

No one approach is better than another.
Indeed, there are multiple approaches to alignment between 0-5 and K-12.

- Multiple “models” or approaches exist
  - FirstSchool
  - Chicago Child Parent Centers
  - McKnight’s Early Literacy Work in Twin Cities
  - New Schools
  - Bremerton approach
    ....and countless others!
The continuum of learning that spans the traditional boundaries of 0-5 (all learning-based programs children experience before they enter school: Pre-school) and the early grades (K-3).
Alignment
Changing Our Paradigm
Aligned *structures* are necessary, but not sufficient.

Must also pay attention to the fluid and responsive linkages and alignment between *practices and people*.
Successful Reform Agents Operate as Gardeners and Engineers

What Does Alignment Require?

- Changed Adult Behaviors
- Aligned Organizations and Systems
- Improved Child Outcomes
And who/what needs to align?
P-3 and State Policy
P-3 Improves Each Grade Level and Aligns Across Grade Levels

Birth-to-Five System

K-12 System
Birth to Five System or the "P" Feeders to Kindergarten Feeder System Into Kindergarten

Kindergarten

- Head Start
- Child Care
- State-funded PreK (ECEAP)
- FFN
Pre-school Program Enrollment (National data)

**3-year olds**
- Head Start: 7%
- Special Ed: 3%
- PreK: 4%
- Other/None: 86%

**4-year olds**
- Head Start: 10%
- Special Ed: 4%
- PreK: 28%
- Other/None: 58%

Source: NIEER, State of Preschool Yearbook 2013
Designing a State-level Policy Framework

- Inventory current policies across the galaxies
- Compare policies to one another
- Reflect on how policies match (or not) what we know is important at implementation level
- Think about different policy approaches to alignment (engineer and gardener).
## Administrator Effectiveness

| Goal: Administrators (district superintendents, school principals, early childhood directors) actively create a culture and organizational structures that ensure the quality of P-3 learning. |

<table>
<thead>
<tr>
<th>Implementation Strategies</th>
<th>Current State-Funded PreK Policy</th>
<th>Current Head Start Policy</th>
<th>Current Child Care Policy</th>
<th>Current State Education Policy</th>
<th>Sample P-3 Alignment Policies</th>
</tr>
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<tbody>
<tr>
<td>Visible Leadership:</td>
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<td>Establish certification and re-certification competencies for administrators that include explicit, specific skills and knowledge in child development and P-3 research/strategies.</td>
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<td>Administers demonstrate that P-3 is a priority to both internal and external stakeholders.</td>
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<td>Design and support administrator effectiveness systems (e.g., QRIS; principal evaluation) that value collegiality between administrators/teachers and recognize/honor the importance of collaboration.</td>
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<tr>
<td>Foster Teamwork:</td>
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<td></td>
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<td>Explicitly permit professional development resources to be shared across program siloes and between/among PreK and K-12 administrators.</td>
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<td>Administrators foster teamwork among individuals, especially teachers, at all levels within the P-3 work.</td>
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<td>Establish professional education and leadership training programs and offerings, focused explicitly on P-3 principles and strategies, that co-enroll administrators from 0-5 and K-12.</td>
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<tr>
<td>Instructional Leadership:</td>
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<td>Partner with statewide administrator membership organizations to ensure they include comprehensive P-3 strand of sessions at annual conference(s).</td>
</tr>
<tr>
<td>Administrators are effective instructional leaders for young learners (birth through 3rd grade).</td>
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<td>Highlight administrators who visibly promote and support P-3 (e.g., includes P-3 as part of strategic plan provided to families and public; has robust section of organization web site devoted to P-3) in statewide conferences, newsletters, e-bulletins, and other venues.</td>
</tr>
</tbody>
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### Specific Content

- **Pre-service education/professional education** (e.g., credential, degree):
  - Pre-service education/professional education (e.g., credential, degree):
  - Pre-service education/professional education (e.g., credential, degree):
  - Pre-service education/professional education (e.g., credential, degree):

- **Annual continuing education requirements (hours + content):**
  - Annual continuing education requirements (hours + content):
  - Annual continuing education requirements (hours + content):
  - Annual continuing education requirements (hours + content):

- **Assessment/evaluation processes of administrator effectiveness:**
  - Assessment/evaluation processes of administrator effectiveness:
  - Assessment/evaluation processes of administrator effectiveness:
  - Assessment/evaluation processes of administrator effectiveness:
<table>
<thead>
<tr>
<th>Cross-Sector</th>
<th>ECEAP (PreK in WA)</th>
<th>Head Start</th>
<th>Child Care</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL (state)</td>
<td>DEL (state)</td>
<td>HHS/ACF (federal)</td>
<td>DEL and DSHS (state)</td>
<td>OSPI, USDOE, PESB, 295dists.</td>
</tr>
</tbody>
</table>

| Administrator Effectiveness | None? | None? | None? | M.A. + state certification + AWSP |

| Teacher Effectiveness | A.A.&30 credits in ECE + 30 hrs. annual PD | B.A. in ECE (50%) + 15 hrs annual PD | HS diploma + 10 hrs annual PD | B.A. + state certification |

| Instructional Tools | WA EL&DG | HS Framework | None | CCSS WAKids (FDK only) |

| Learning Environment |                | Basic health and safety |                |                |

| Data-Driven Improvement | TS GOLD Self-Assessment | Outcomes Framework/CLASS |                |                |

| Engaged Families | 3 hours/year | 3 home visits/year | Encouragement | No requirements |

| Continuity and Pathways | $6,658/slot (half-day) | $9,311/slot (half-day) | $10,013/student |
In its pilot phase

- “Helps to highlight the need to change existing new policies, not just create new ones.”
- “Really makes the (Implementation) Framework come to life!”
- “Made totally clear why this work is so challenging?”
- “Sparked fantastic conversation in our team!”
- “While we really just wanted to be told what to do, the discussion that ensued was invaluable.”
Kristie Kauerz, Ed.D.
National P-3 Center
University of Washington
kauerzk@uw.edu
Birth through Third Grade
Alignment Partnerships in Massachusetts:
Strategy and Implementation
Overview

• Context: Birth-Third in Massachusetts
• Five Birth-Third Alignment Partnerships
  – The range of strategies
• Themes and patterns
Birth-Third Grants in Massachusetts

- PreK-3rd Curriculum, Instruction, and Assessment Alignment grants
  - Dept. of Elementary and Secondary Education
  - 44 districts, 2009-2011
  - “Improving Early Years of Education in Massachusetts”

- Birth-Third Alignment Partnerships
  - Dept. of Early Education and Care
  - 5 communities in Round 1, 2012-2014 (12 in Round 2)
  - Birth through Third Grade Learning Hub
**EEC Birth-Third Alignment Partnerships**

- Collaborative community Birth-Third infrastructure
  - Public schools
  - Community-based preschools
  - Community Family and Community Engagement grantee
  - Educator and Provider Support Grantee

- 8 Category Framework (Kauerz and Coffman)

- Up to $100 K per year for two years
## Community Profiles

<table>
<thead>
<tr>
<th>Community</th>
<th>District Enrollment* (as a proxy measure)</th>
<th>% Low-Income</th>
<th>Lead Organization</th>
<th>Primary Use of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>55,114</td>
<td>71.7%</td>
<td>District/Thrive in 5</td>
<td>Coach</td>
</tr>
<tr>
<td>Lowell</td>
<td>13,879</td>
<td>75%</td>
<td>District</td>
<td>Consultant/Coaches</td>
</tr>
<tr>
<td>Pittsfield</td>
<td>5,987</td>
<td>56.5%</td>
<td>United Way</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Somerville</td>
<td>4,922</td>
<td>69.2</td>
<td>District</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Springfield</td>
<td>25,283</td>
<td>87.5</td>
<td>Square One (CB Provider)</td>
<td>Coordinator/Consultant</td>
</tr>
</tbody>
</table>
First Five Alignment Partnerships

Community Wide

Pittsfield

Springfield

Lowell

Somerville

Boston

Targeted
Pittsfield

• Pittsfield Promise
  – 90% reading proficiency by 2020
  – Collective impact model, backbone organization

• Strategic plan
  – 5 objectives, six committees

• Focus
  – Community-wide family engagement around literacy
  – Home-visiting
  – Preschool participation, quality and alignment
  – Summer programming
Boston

• BPS and Thrive in Five and private funders
• Implement BPS K1 model in 14 classrooms
• BPS K1 model
  – Curriculum, coaching, and professional development
  – National and international recognition
• Boston K1DS
  – Selection criteria
  – Compensation
  – Commitment to expand
First Five Alignment Partnerships

Community Wide

Pittsfield

Springfield

Lowell

Somerville

Targeted

Boston

Cambridge Education
Lowell

• Leadership Alignment Team

• Two neighborhoods (initially)
  – Schools, centers, family child care, and families
  – Use of CLASS observations (across settings)
  – Training in TSG
  – Communities of Practice
  – Family engagement

• Emerging School Readiness agenda
Themes, Challenges, and Patterns

• Culture, trust, and relationship-building
• Snowball effect/spill-overs
• **Homing in on a manageable yet effective strategy**
  – Having a meaningful impact on student learning
  – “Awareness-raising vs. changing adult behavior”
• Momentum around PreK/K collaborations
• Curriculum and coaching and observation tools
• Importance of assessing “early evidence of change”
• Addressing the full Birth-Third continuum
Birth Through Third Grade Learning Hub: birth-third.net
Hub Structure: Three Core Birth-Third Strategies

- Improve (Early) Elementary School Teaching and Learning
- Improve Early Childhood Education through Public/Private Collaboration
- Children and Families
- Provide Support Services through Community Partnerships

- “The Role of Schools and Districts in the Birth-Third Movement,” Kappan Magazine (November, 2014)
Questions and Discussion

Please submit any questions using the QUESTION Box in the side panel and indicate to whom the question is directed.
What did we learn today?
How can this information help states?

- A vision for B-3rd Grade Policy and Practice
- Tools and Support for Local Implementation
- Change Takes Time & Needs to Be Intentional
Additional Resources

PreK – 3rd Grade 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

CEELO website  www.ceelo.org
CEELO Technical Assistance
http://ceelo.org/content-regional-centers/

CEELO staff can provide the Technical Assistance you need

Do you need Technical Assistance for your state? Our mission is to provide the help you’re seeking, and to support State Education Agencies in improving early learning opportunities and outcomes.

Each state has an assigned CEELO liaison—shown here! You can find out who is working for you here. See our Technical Assistance Highlights section above, and in our April newsletter, for examples of the kind of resources we can provide.

Still have questions? Write to info@ceelo.org and we’ll make sure your questions are answered.
Next Steps

- B – 3rd Grade is gaining momentum
- SEAs and TA providers can clarify goals, roles, & strategies to advance B – 3 approaches and policies
- CEELO is available to assist; contact your state CEELO liaison