



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



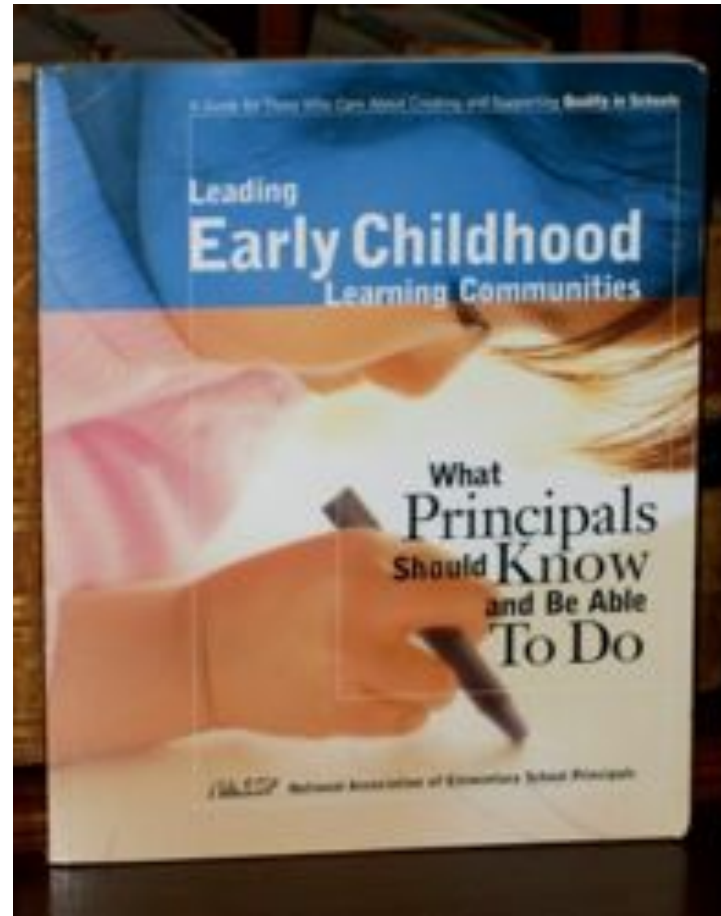
Alliance for Early Success

Birth Through Age Eight State Policy Framework

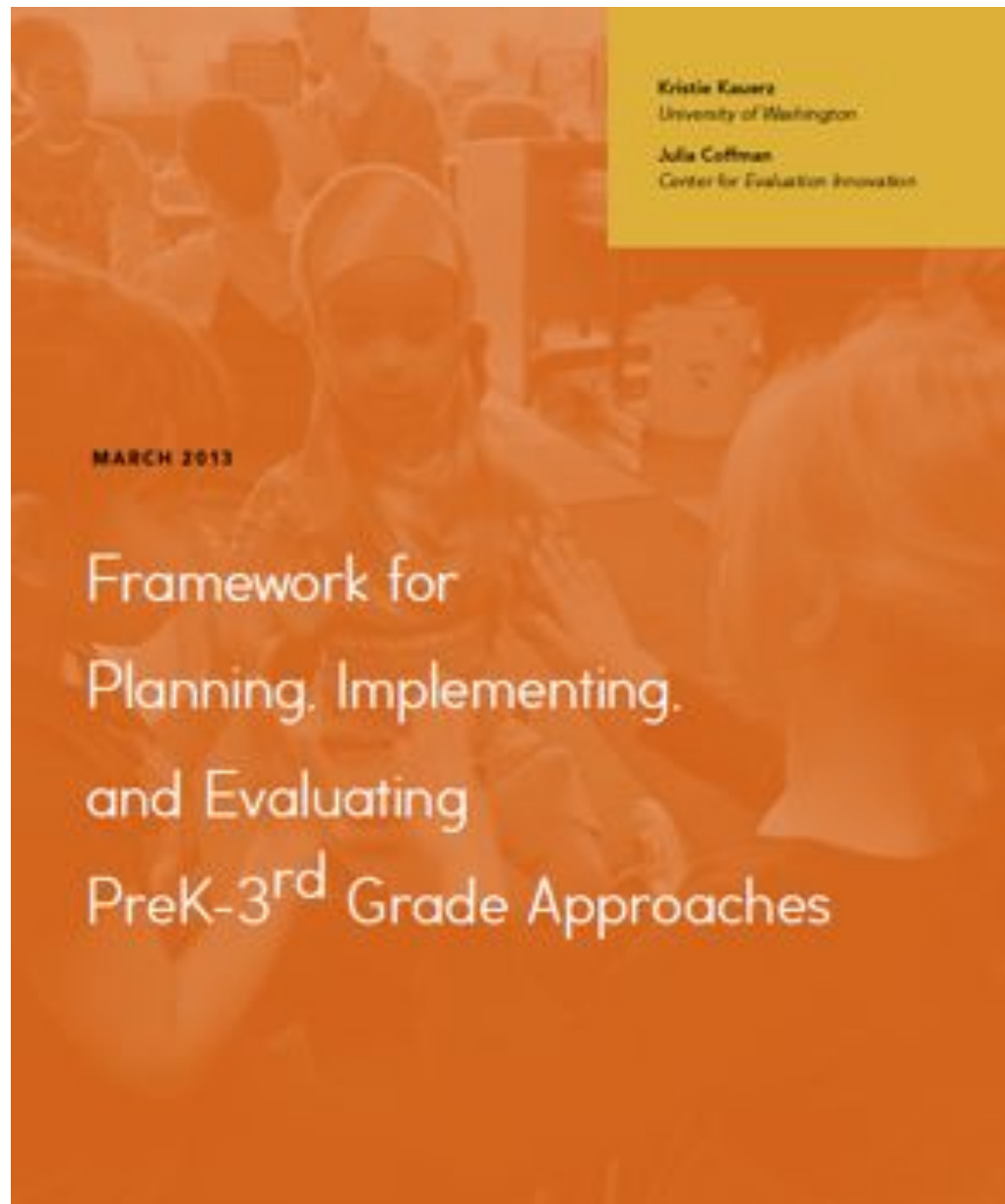
- Birth through age 8 continuum
- Priority on vulnerable populations
- State policy focus
- Adequate resources
- Evidence base



National Association of Elementary School Principals



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Kristie Kauera
University of Washington

Julia Coffman
Center for Evaluation Innovation

MARCH 2013

Framework for
Planning, Implementing,
and Evaluating
PreK-3rd Grade Approaches



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B – 3rd Grade Alignment

Policies

Practices

Partnerships

Resource\$

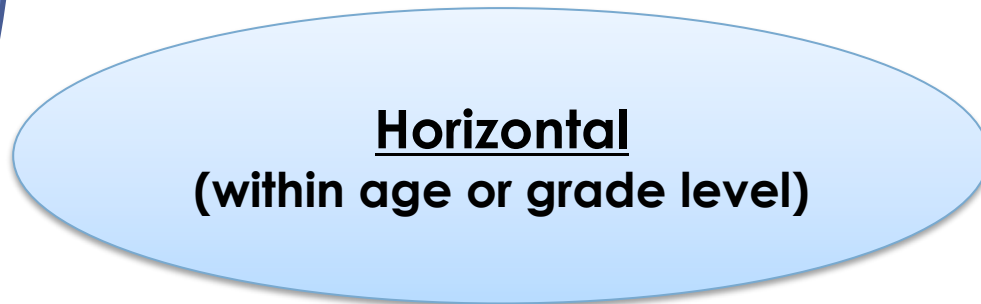
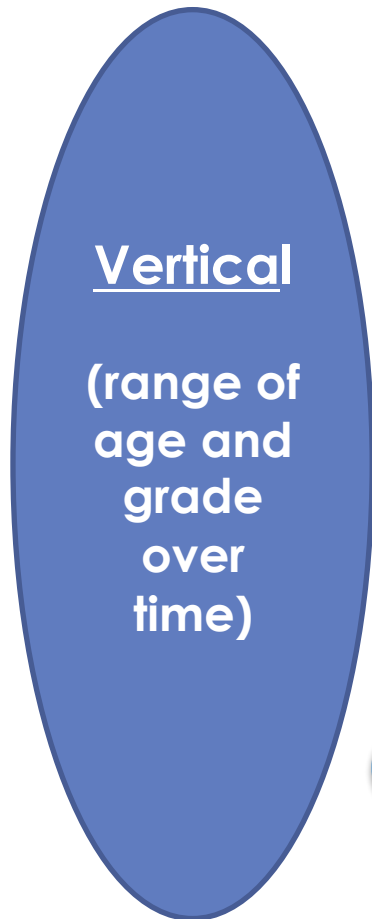


B – 3rd Grade Alignment

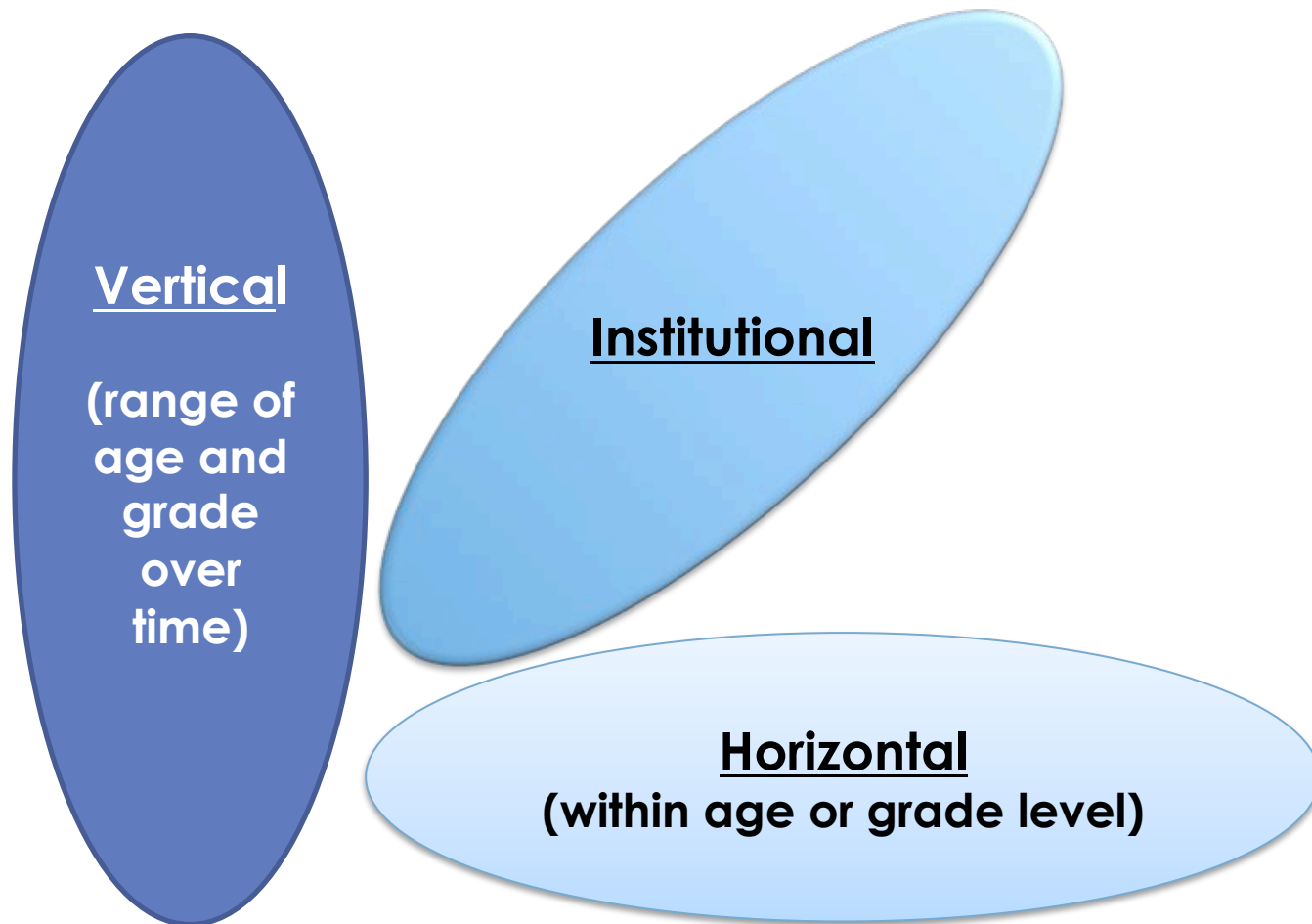
Horizontal
(within age or grade level)



B – 3rd Grade Alignment



B – 3rd Grade Alignment



B – 3rd Grade Makes Sense But . . .

SIMPLE \neq EASY

Raymont Anderson

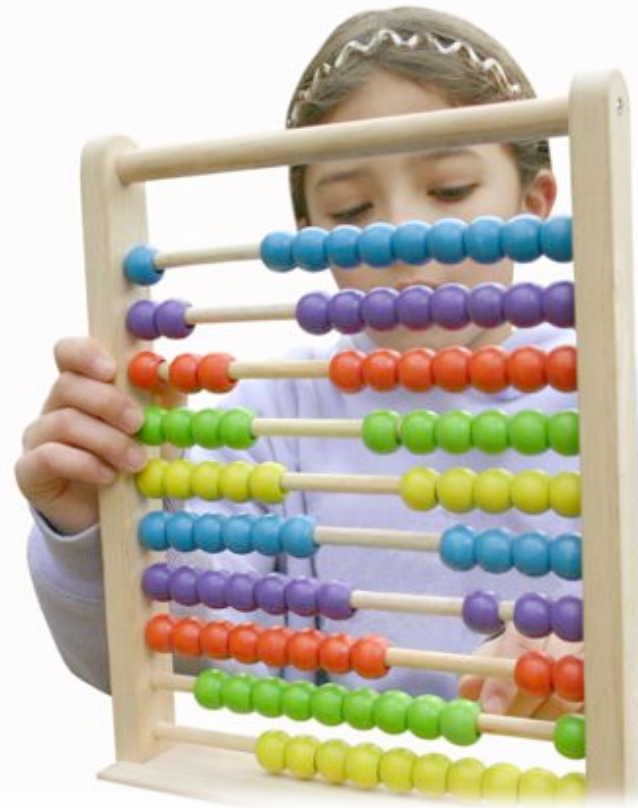


Same and Different

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



Same



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



P-3
vs.
PreK-3rd
Grade vs.
Birth-3rd

- 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!

How we use “P-3”

- 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



Broadening
Thinking
about
“Alignment”

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

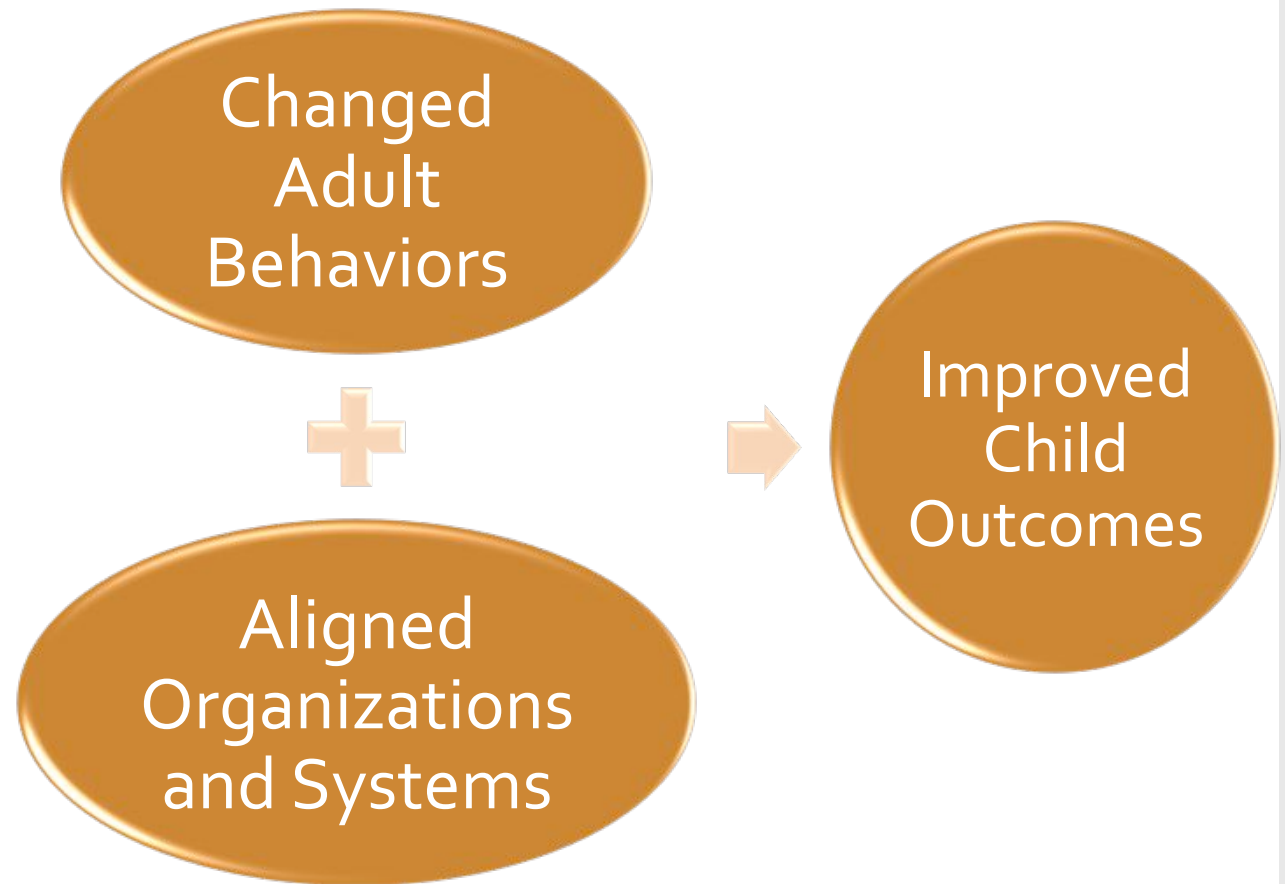


- Engineers

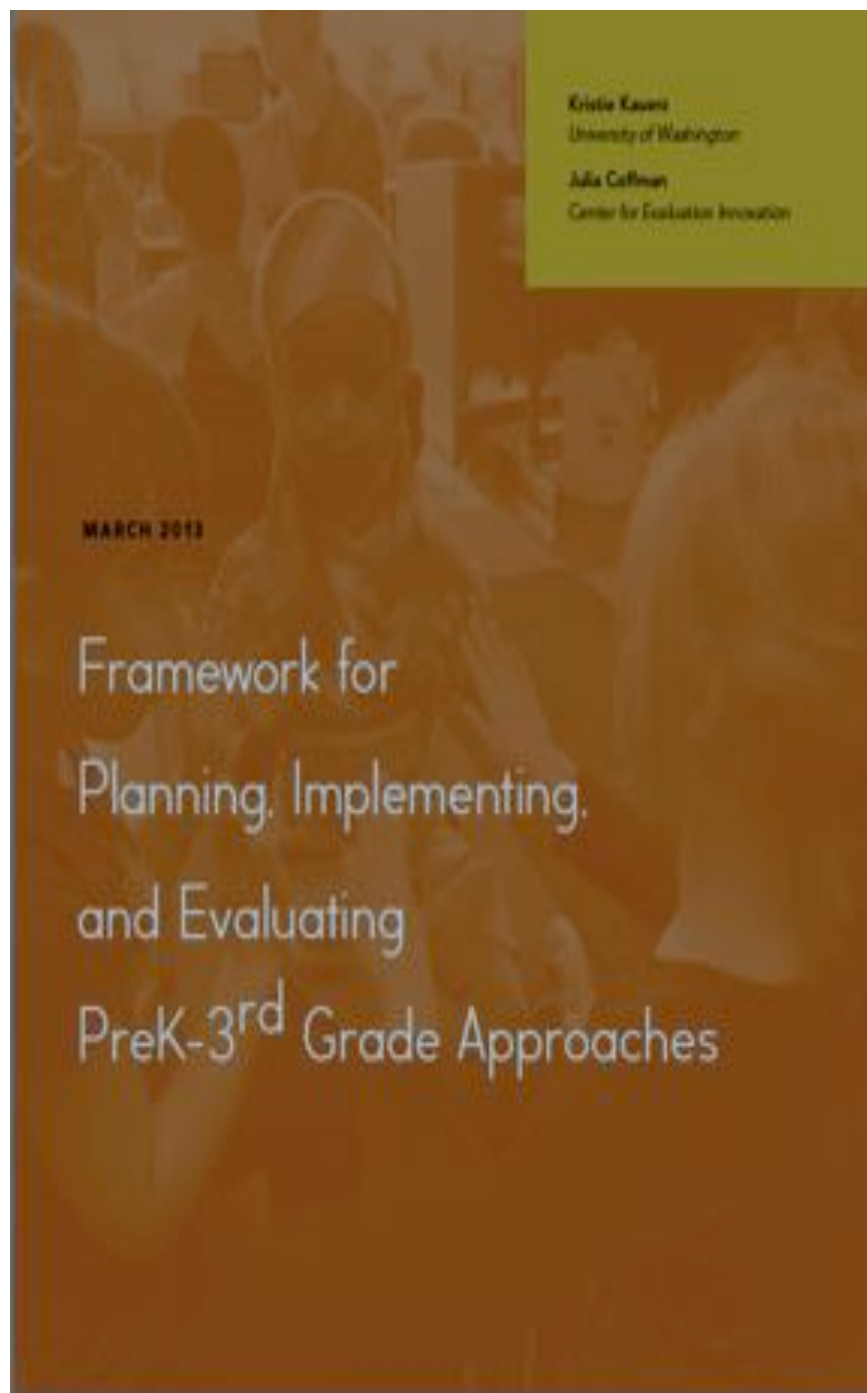


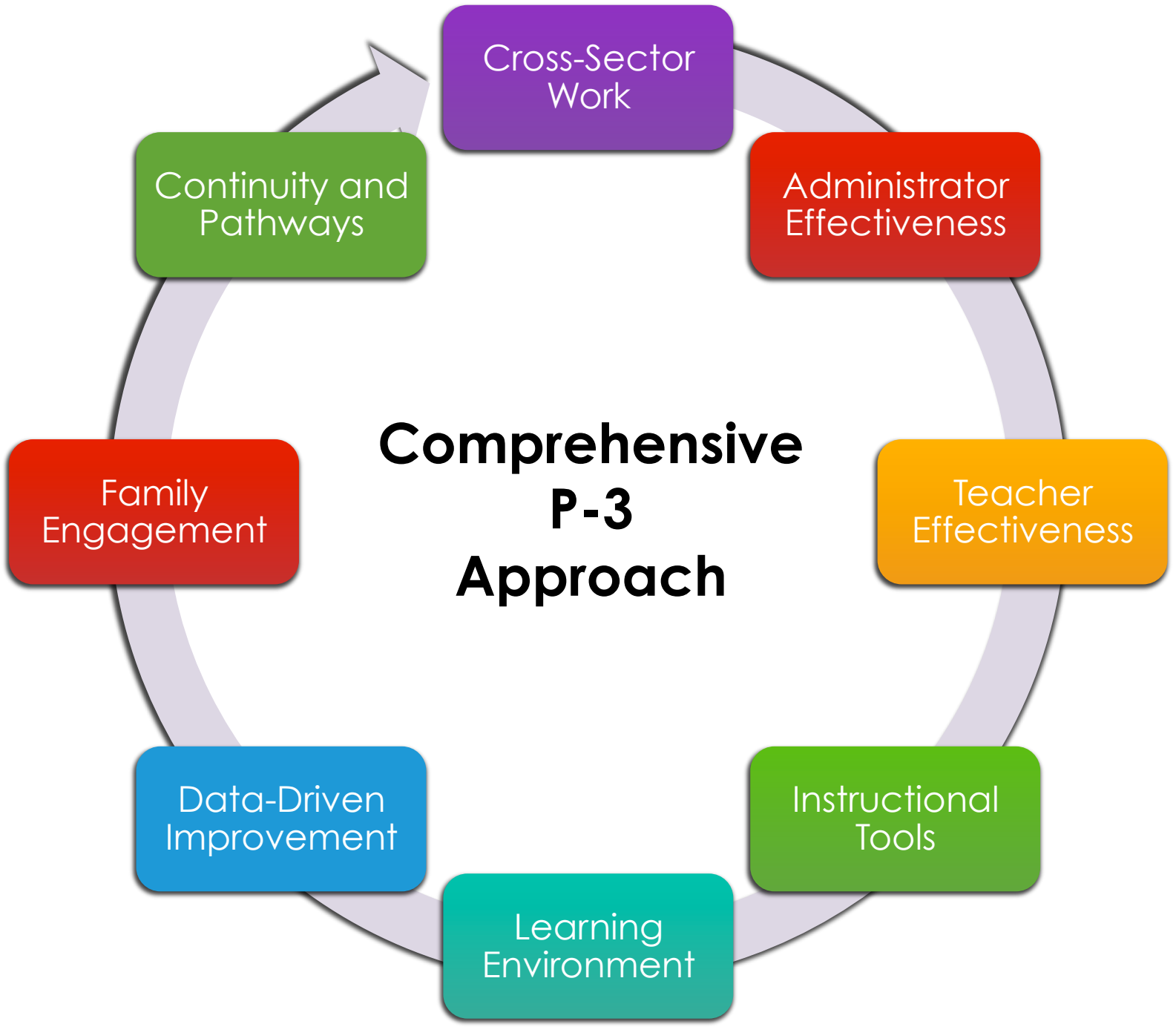
Christensen & Laegreid. (2007).

What Does
Alignment
Require?



And who/
what
needs to
align?

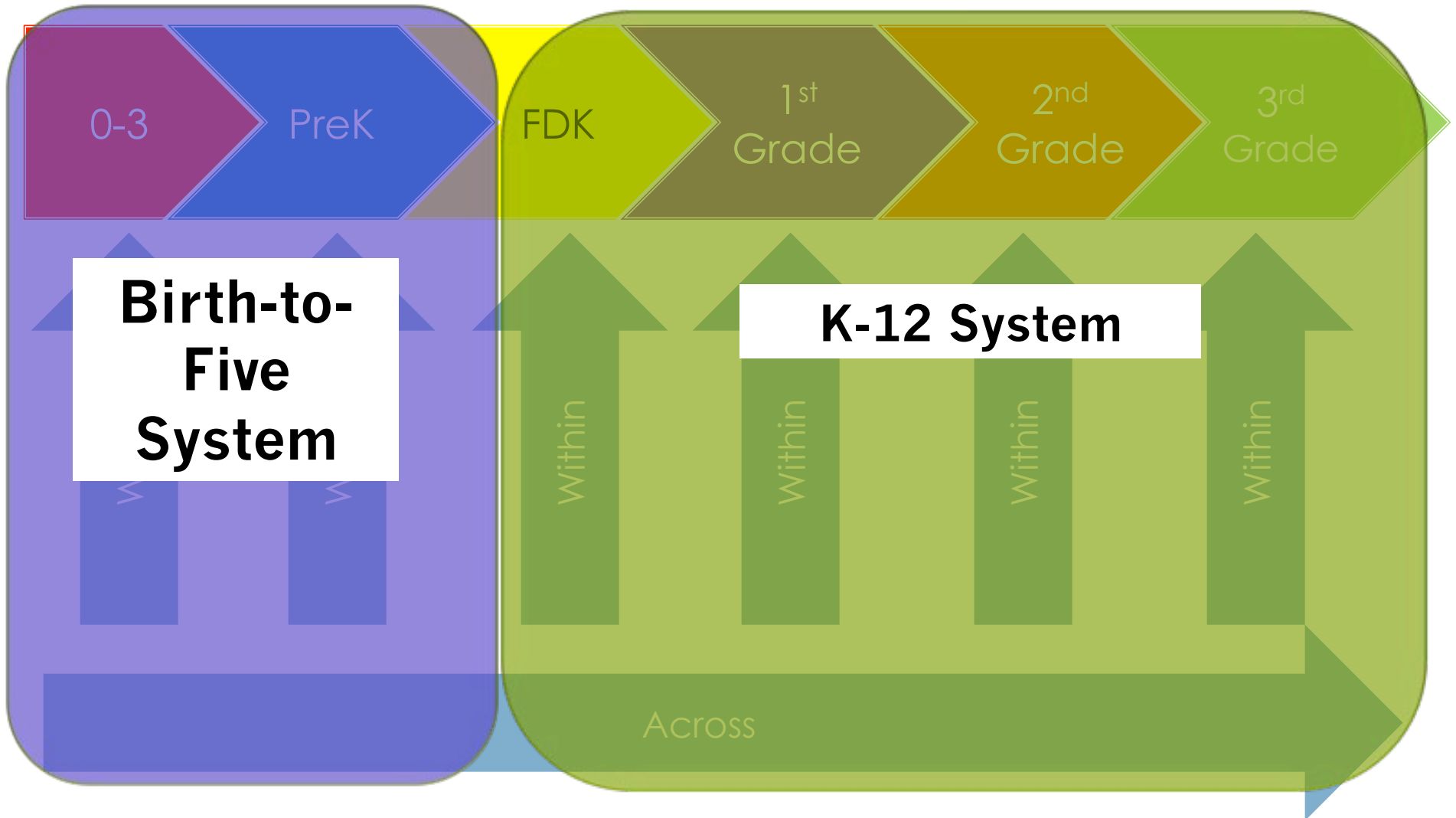




P-3 and State Policy



P-3 Improves *Each* Grade Level and Aligns *Across* Grade Levels



Feeder System Into Kindergarten

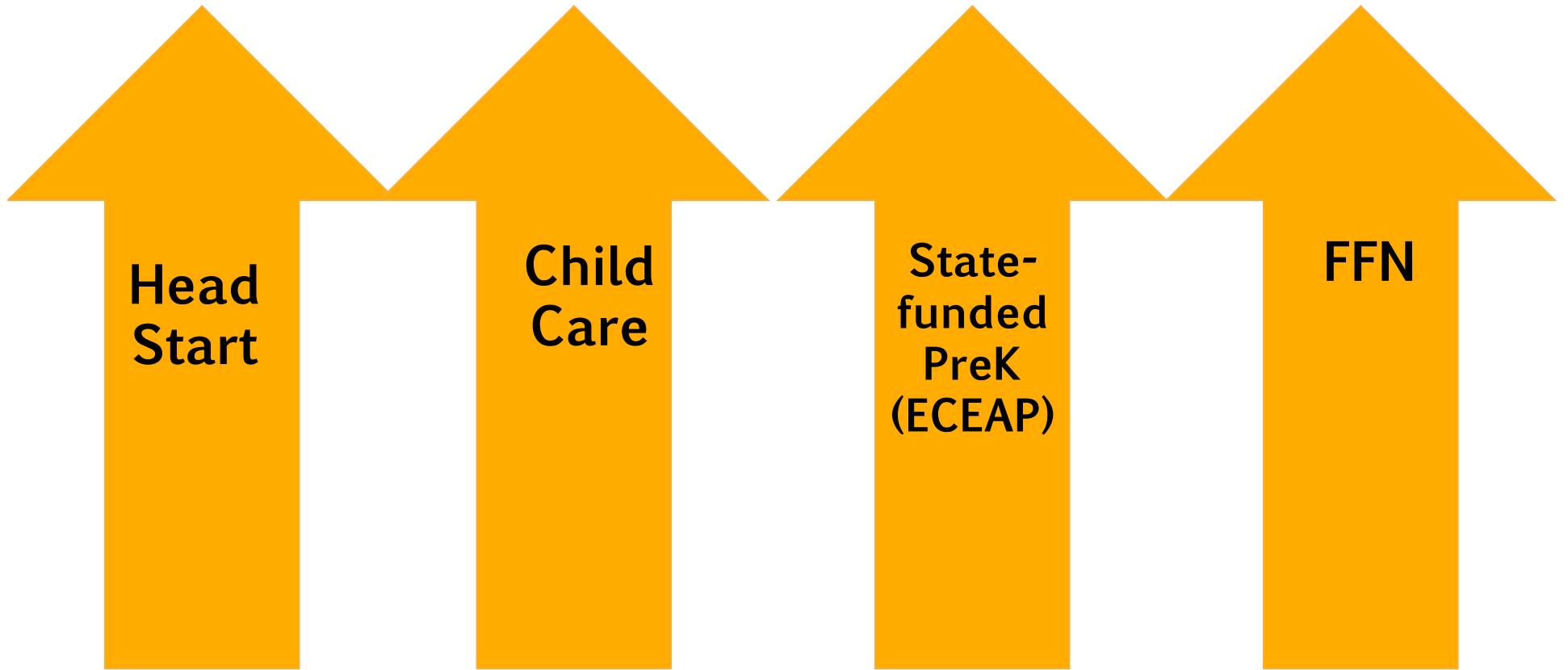
Kindergarten

Head
Start

Child
Care

State-
funded
PreK
(ECEAP)

FFN

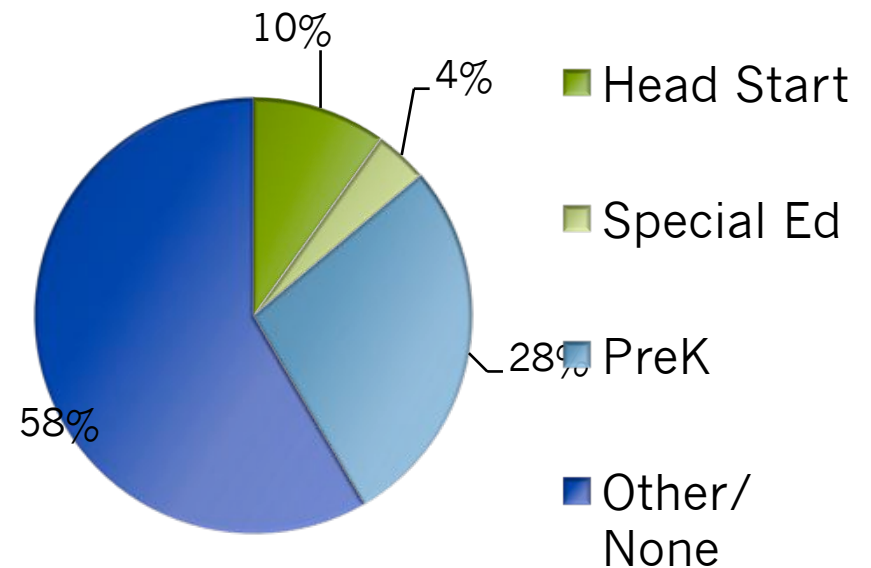
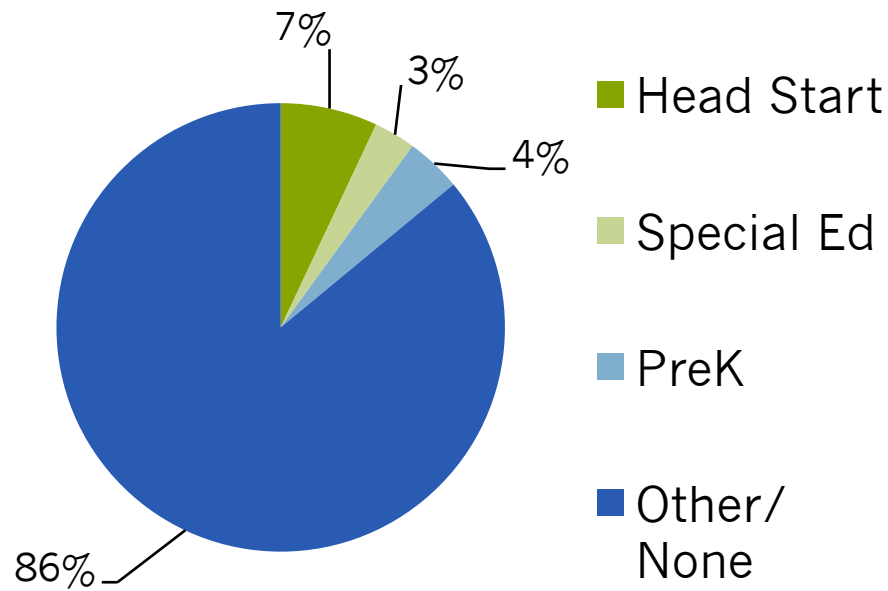


Pre-school Program Enrollment (National data)



3-year olds

4-year olds



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.

Implementation Strategies	Current State-Funded PreK Policy	Current Head Start Policy	Current Child Care Policy	Current State Education Policy	Sample P-3 Alignment Policies
<p>Visible Leadership: Administrators demonstrate that P-3 is a priority to both internal and external stakeholders.</p> <p>Foster Teamwork: Administrators foster teamwork among individuals, especially teachers, at all levels within the P-3 work.</p> <p>Instructional Leadership: Administrators are effective instructional leaders for young learners (birth through 3rd grade).</p>	<p><i>Pre-service education/professional education (e.g., credential, degree):</i></p> <p><i>Specific content that must be part of pre-service preparation:</i></p> <p><i>Annual continuing education requirements (hours + content):</i></p> <p><i>Assessment/evaluation processes of administrator effectiveness:</i></p>	<p><i>Pre-service education/professional education (e.g., credential, degree):</i></p> <p><i>Specific content that must be part of pre-service preparation:</i></p> <p><i>Annual continuing education requirements (hours + content):</i></p> <p><i>Assessment/evaluation processes of administrator effectiveness:</i></p>	<p><i>Pre-service education/professional education (e.g., credential, degree):</i></p> <p><i>Specific content that must be part of pre-service preparation:</i></p> <p><i>Annual continuing education requirements (hours + content):</i></p> <p><i>Assessment/evaluation processes of administrator effectiveness:</i></p>	<p><i>Pre-service education/professional education (e.g., credential, degree):</i></p> <p><i>Specific content that must be part of pre-service preparation:</i></p> <p><i>Annual continuing education requirements (hours + content):</i></p> <p><i>Assessment/evaluation processes of administrator effectiveness:</i></p>	<ul style="list-style-type: none"> <input type="radio"/> Establish certification and re-certification competencies for administrators that include explicit, specific skills and knowledge in child development and P-3 research/strategies. <input type="radio"/> Design and support administrator effectiveness systems (e.g., QRIS; principal evaluation) that value collegiality between administrators/teachers and recognize/honor the importance of collaboration. <input type="radio"/> Explicitly permit professional development resources to be shared across program siloes and between/among 0-5 and K-12 administrators. <input type="radio"/> 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. <input type="radio"/> Partner with statewide administrator membership organizations to ensure they include comprehensive P-3 strand of sessions at annual conference(s). <input type="radio"/> 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.

	ECEAP (PreK in WA)	Head Start	Child Care	K-12
Cross-Sector	DEL (state)	HHS/ACF (federal)	DEL and DSHS (state)	OSPI, USDOE, PESB, 295dists.
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		WAKids (FDK); Reading (2 nd grade) Smarter Balanced (3 rd grade)
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.”

Contact Information

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University of Washington
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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](#)

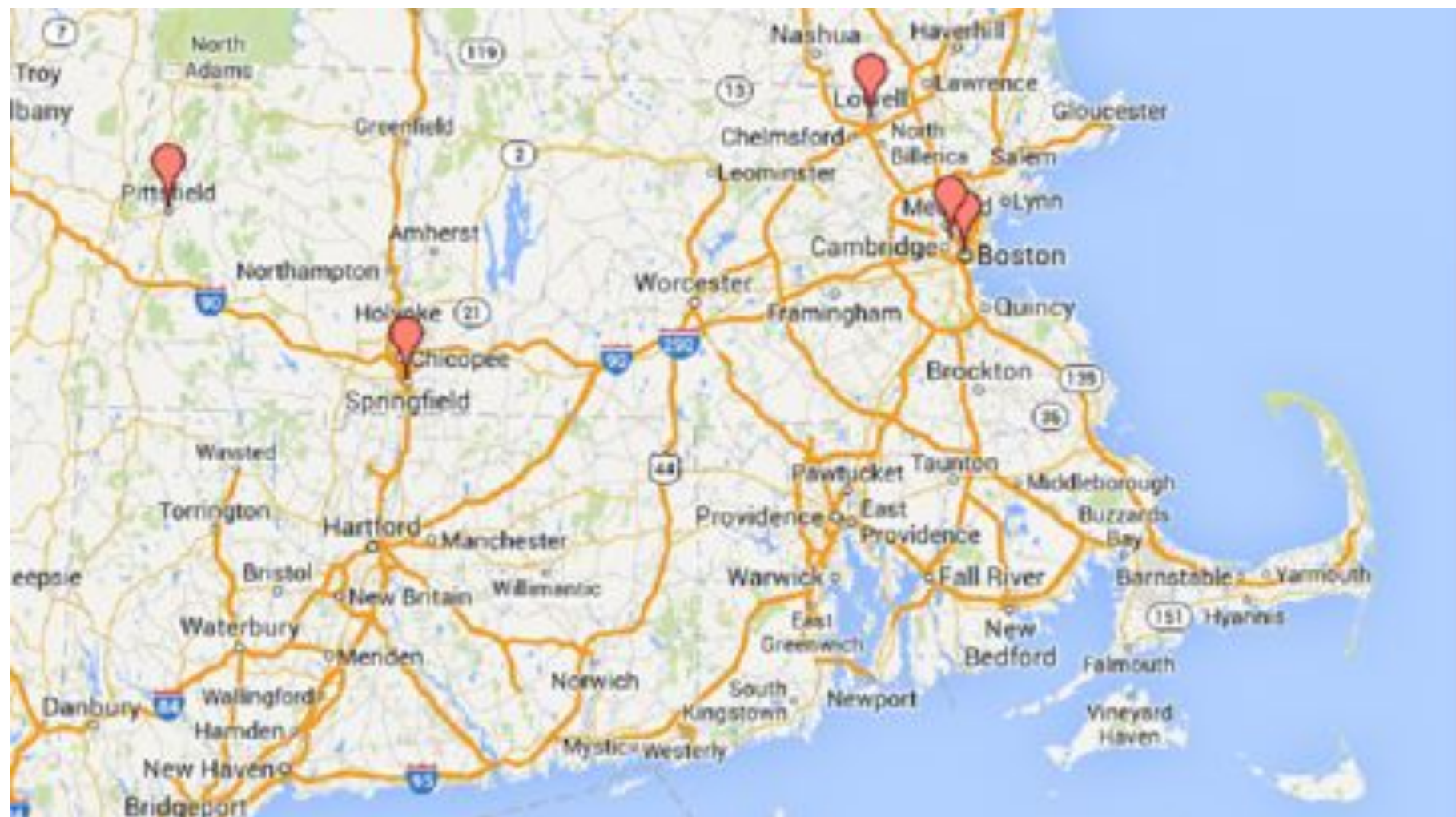
EEC Birth-Third Alignment Partnerships

- 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

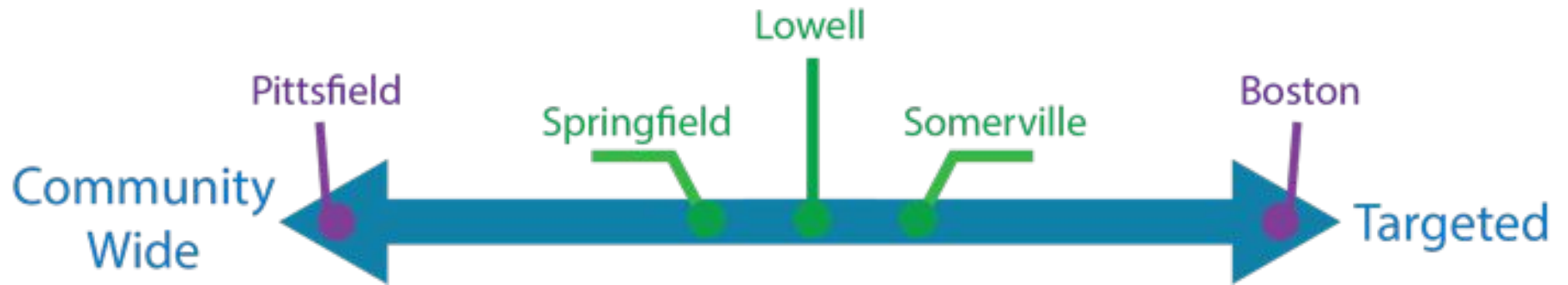


Community Profiles

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



First Five Alignment Partnerships



Pittsfield

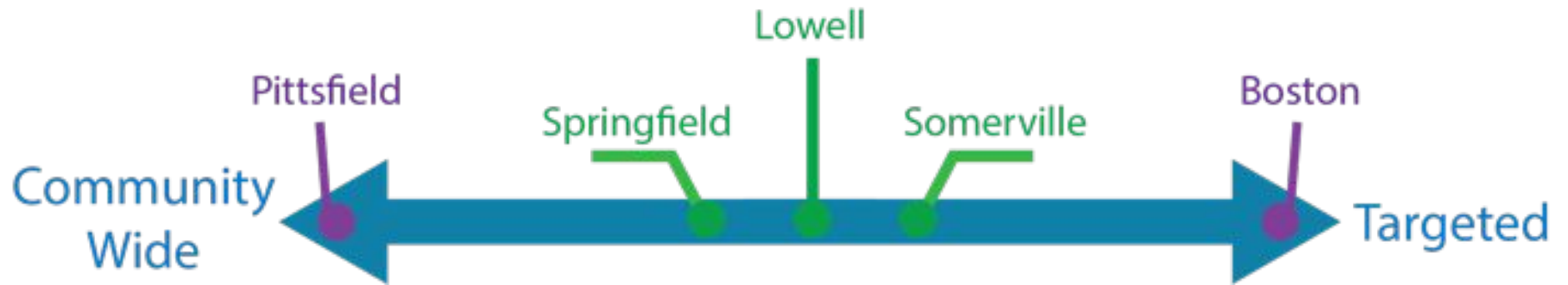
- Pittsfield Promise
 - 90% reading proficiency by 2020
 - Collective impact model, backbone organization
- Strategic plan
 - 5 objectives, six committees
- Focus
 - Community-wide family engagement around literacy
 - Home-visiting
 - Preschool participation, quality and alignment
 - Summer programming



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



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

The Birth Through Third Grade Learning Hub

Supporting Learning and Development from Birth through Third Grade (and Beyond)

SEARCH

ARCHIVES

- May 2014
- April 2014
- March 2014
- February 2014

CATEGORIES


- Assessment Tools
- Attendance
- ECE Alignment Partnerships
- Exemplars
- Full-Service Schools
- Introductory Posts
- News
- Research

THE BIRTH-THIRD AGENDA RESOURCES TOOLS ABOUT THE LEARNING HUB

FAMILY CHILD CARE ENVIRONMENT RATING SCALE REVISED EDITION


ASSESSMENT TOOLS, ECE ALIGNMENT PARTNERSHIPS

COMMUNITIES OF PRACTICE IN LOWELL: SUPPORTING FAMILY CHILD CARE AND CENTER-BASED PROVIDERS




ASSESSMENT TOOLS, ECE ALIGNMENT PARTNERSHIPS

BUILDING A COMMON VISION OF QUALITY ACROSS THE BIRTH-THIRD CONTINUUM




ATTENDANCE, FULL-SERVICE SCHOOLS

LEARNING FROM THE WRAPAROUND ZONE INITIATIVE




ECE ALIGNMENT PARTNERSHIPS

THE WHAT AND WHY OF JOINT PROFESSIONAL LEARNING



ECE ALIGNMENT PARTNERSHIPS

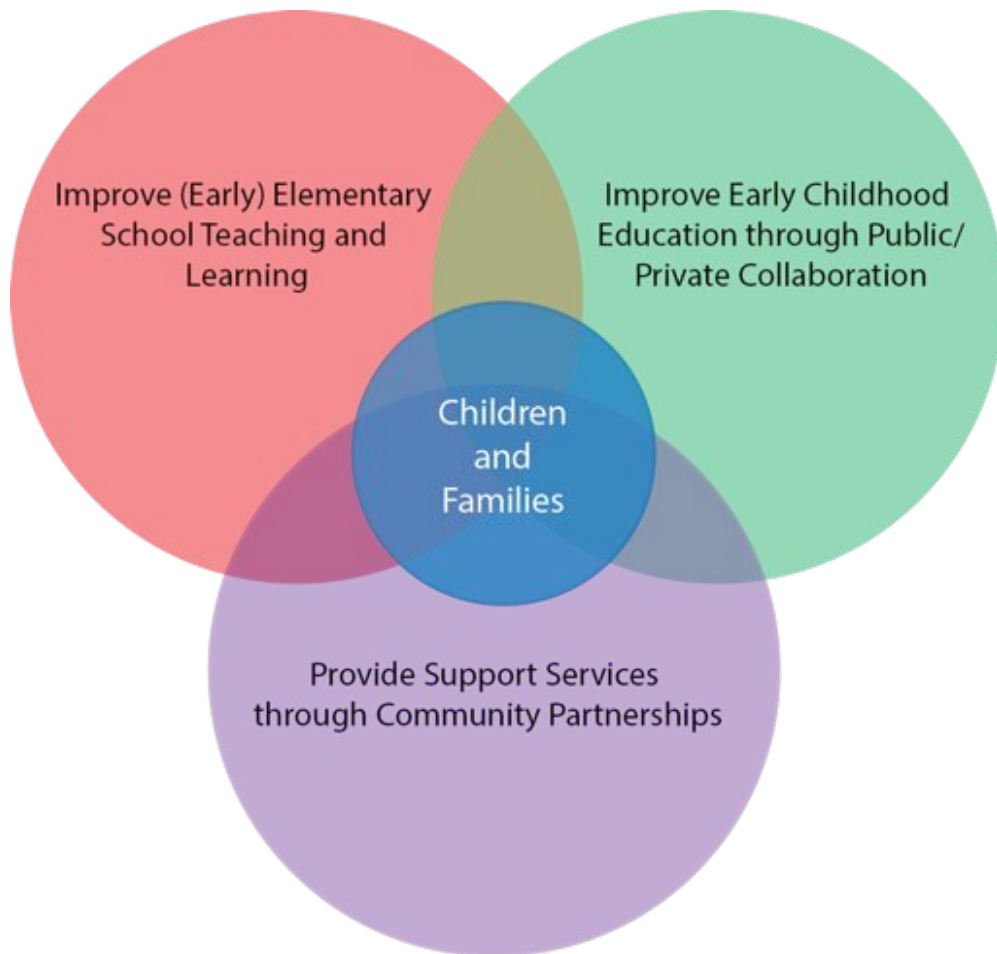
BRIDGING THE PUBLIC/PRIVATE DIVIDE



ECE ALIGNMENT PARTNERSHIPS

A COMMUNITY COMMITMENT: BERKSHIRE PRIORITIES AND THE PITTSFIELD PROMISE

Hub Structure: Three Core Birth-Third Strategies



- “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



CEELO

Center on Enhancing
Early Learning Outcomes



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