

BUILDING STATE P-3 SYSTEMS: LEARNING FROM LEADING STATES

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CEELO

One of 22 Comprehensive Centers funded by the U.S. Department of Education's Office of Elementary and Secondary Education, CEELO provides technical assistance to strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes.

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Logistics

- All attendee lines are muted
- Questions or comments can be entered in the Q & A box at any time
- The webinar will be recorded and posted on ceelo.org
- If you have any technical issues please email **Melissa Dahlin** at mdahlin@edc.org or **714-305-2779**



Building State P-3 Systems: Learning from Leading States

Central Question:

How can states support P-3 system-building at both state and local levels?



Overview of the Webinar

- *Briefly describe the study*
- *Summarize the key elements of each state's P-3 efforts*
- *Discuss six themes from the policy report with the panelists*
- *Share additional resources*
- *Respond to chat box questions*



Panelists

- Lowell Public Schools
 - Pat Murphy-Painchaud
- Massachusetts
 - Carol Nolan
 - Donna Traynham



Panelists

- Oregon
 - Brett Walker
 - Kara Williams
- Pennsylvania
 - Maryann Olley
 - Deborah Wise



Developing the Case Studies

- Criteria
 - P-3 state policies
 - Grant programs for local P-3 partnerships
- Document review
- Semi-structured interviews



P-3 in Oregon: Key Elements

- Early Learning Division
- Early Learning Hubs
- P-3 policy components
 - Standards
 - Career lattice and registry
 - Kindergarten Entry Inventory



P-3 in Oregon: Key Elements

- Kindergarten Partnership and Innovation Program
 - Kindergarten readiness skills and smooth transitions
 - Family engagement
 - Cross-sector professional development
 - P-3 alignment, connection, and collaboration



P-3 in Pennsylvania: Key Elements

- Office of Child Development and Early Learning (OCDEL)
- P-3 Policy components
 - Aligned early learning standards
 - Kindergarten entry assessment



P-3 in Pennsylvania: Key Elements

- Governor's Institutes
- Community Innovation Zones
 - Family engagement
 - Continuity and pathways across the curriculum
 - Data-driven improvement across the continuum



P-3 in Massachusetts: Key Elements

- 3 Departments of Education
 - Early Education and Care
 - Elementary and Secondary Education
 - Higher Education
- Birth through Grade Three Advisory Group



P-3 in Massachusetts: Key Elements

- Policy Components
 - Aligned early learning standards
 - Kindergarten entry assessment
 - Birth-3rd Foundation document
 - Comprehensive policy agenda (in development)



P-3 in Massachusetts: Key Elements

- Birth through Grade 3 Alignment Partnership Grants
 - Choice within 8 categories
 - Required community-wide leadership alignment team



Selected Themes

- Two-Pronged Approaches: Policy and Local Support
- New State Structures and Collaboration Patterns
- P-3 System-Building at Regional, Community, and Neighborhood Levels
- Pushing for Impact
- PreK/K Seam as Common Starting Point
- Balancing Oversight and Local Flexibility



Two-Pronged Approaches: Policy and Local Support

- State policy
 - **Aligning standards**
 - Integration of social-emotional or interpersonal skills
 - Formative assessments
 - Leadership development
 - Workforce development






APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

AL.1 Constructing and Gathering Knowledge

BIG IDEA: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.

ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

A. CURIOSITY AND INITIATIVE

Standard	Concepts and Competencies	Supportive Practices
AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	The learner will: <ul style="list-style-type: none">• Use senses to explore and learn from the environment.• Show interest and interact with others about their work or actions.• Demonstrate interest in new materials and experiences that are introduced into the classroom.• Ask questions to understand something. (e.g., “How does that work?”)• Watch others play and ask to join in.	The adult will: <ul style="list-style-type: none">•  Stimulate children’s curiosity through use of “provocation” strategies when introducing new topics or ideas. (e.g., ask children to guess what might be inside a box or bag, place new materials in sensory table and encourage exploration, ask “I wonder” questions)•  Provide real objects that can be manipulated or explored to understand a concept.•  Respond to children’s questions with explanations that help them to understand.• Encourage children to research answers to questions through books and other media.• Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement. (e.g., “Look what I brought for us to do today!”)



New State Structures and Collaboration Patterns

- New formal structures
- New informal relationships
- Early learning and K-12 collaboration
- Education and health



P-3 at Regional, Community, and Neighborhood Levels

- Pennsylvania
 - Mostly schools and feeder preschools
- Massachusetts
 - Mostly entire communities
- Oregon
 - Regional hubs
 - Mostly schools and feeder preschools



P-3 Partnerships at What Level?

- Start with schools and feeder preschools and work up?
- Start with districts and the community and work down?
- Faster movement vs. capacity and sustainability?



Pushing for Impact

- Enthusiasm around initial activities
 - Joint professional development
 - Professional learning communities
 - Family engagement activities
 - Transitions



Pushing for Impact

- Early wins vs. systemic change
 - Building trust
- Awareness raising vs. changing adult behavior



PreK/K Seam as Common Starting Point



Balancing SEA Oversight and Local Flexibility

- “devolving decision-making”
- “shift in thinking”
- “provide support but not suggest one way”
- “there is no magic bullet”
- “commonality across communities”

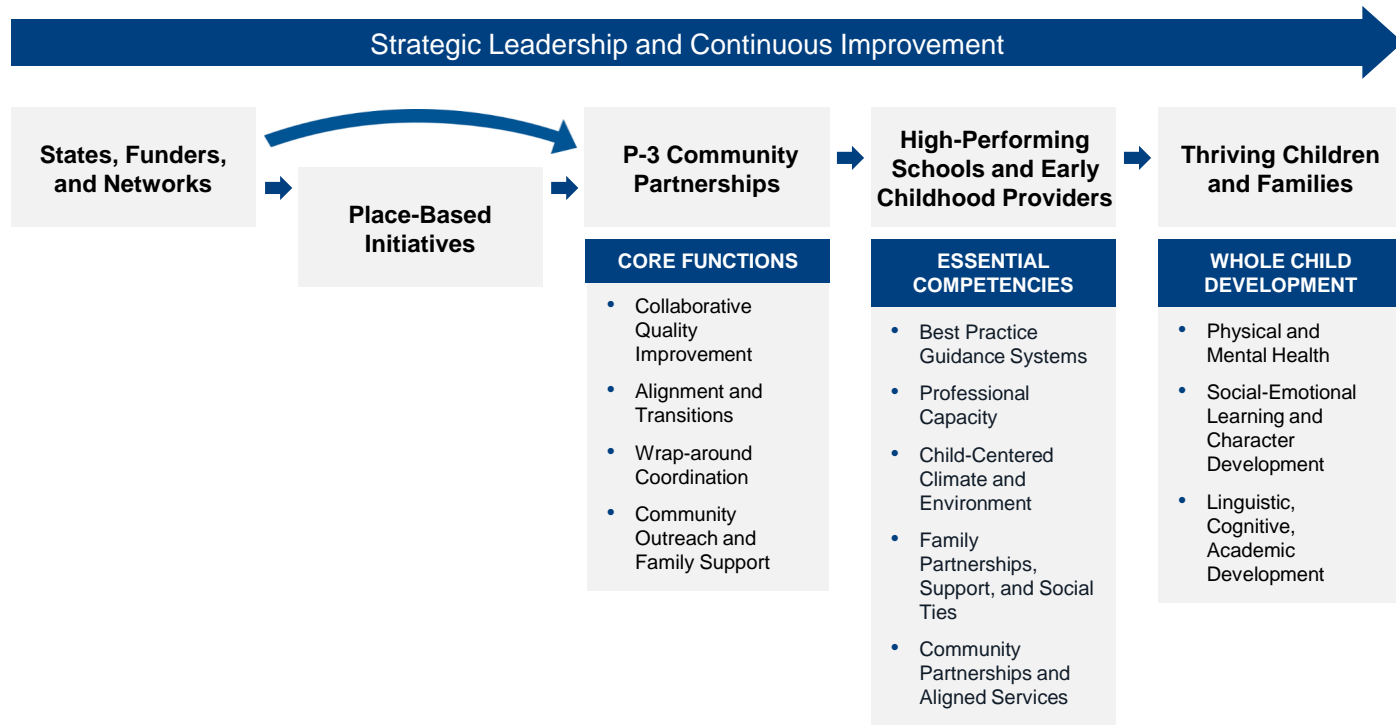


Additional Resources

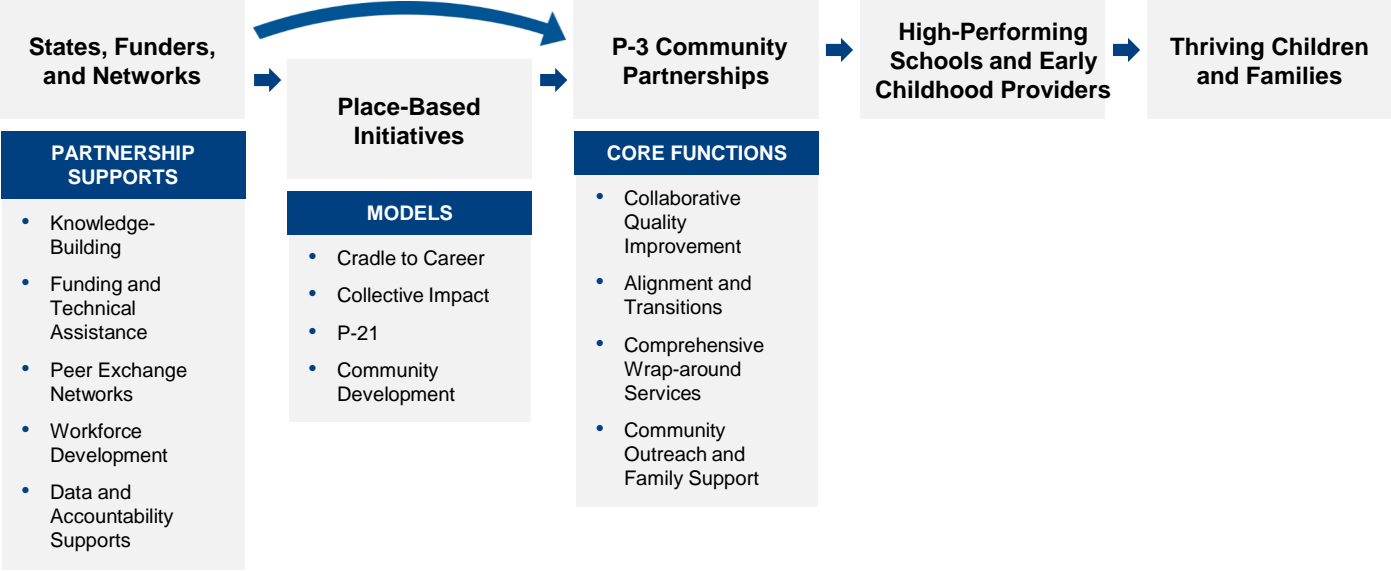
- National P-3 Center
 - Framework for Planning, Implementing, and Evaluating PreK-3rd Approaches
- Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice
- Strategy in Action (Curtis and City)
- The P-3 Learning Hub
 - Resources Page
 - Building a City-Wide Birth-3rd System



P-3 Community Partnership Theory of Change



Strategic Leadership and Continuous Improvement



7 Principles: Effective P-3 Partnerships

- Implement Whole Child Approaches Systematically
- Build Organizational Excellence through Essential Competencies
- Improve Quality and Continuity through Core Strategies
- Connect Families, Build Trust
- Link to Neighborhood and Community Development
- Build Knowledge and Capacity across Communities
- Practice Strategic Leadership and Continuous Improvement



Questions and Discussion



For More Information

Contact:

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Read the report at:

[Building State P-3 Systems](#)



CEELO

Center on Enhancing
Early Learning Outcomes



THANK YOU

***We want your feedback~ Please
complete the evaluation!***

