BUILDING STATE P-3 SYSTEMS: LEARNING FROM LEADING STATES

SEPTEMBER 12, 2016
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.
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
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-3<sup>rd</sup> 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
### 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Concepts and Competencies</th>
<th>Supportive Practices</th>
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<tr>
<td>AL.1 PK.A</td>
<td>The learner will:</td>
<td>The adult will:</td>
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<td>Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.</td>
<td>• Use senses to explore and learn from the environment.</td>
<td>• 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)</td>
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<td>• Show interest and interact with others about their work or actions.</td>
<td>• Provide real objects that can be manipulated or explored to understand a concept.</td>
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<td>• Demonstrate interest in new materials and experiences that are introduced into the classroom.</td>
<td>• Respond to children’s questions with explanations that help them to understand.</td>
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<td>• Ask questions to understand something. (e.g., “How does that work?”)</td>
<td>• Encourage children to research answers to questions through books and other media.</td>
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<td>• Watch others play and ask to join in.</td>
<td>• 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!”)</td>
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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

States, Funders, and Networks

Place-Based Initiatives

P-3 Community Partnerships

Core Functions
- Collaborative Quality Improvement
- Alignment and Transitions
- Wrap-around Coordination
- Community Outreach and Family Support

Essential Competencies
- Best Practice Guidance Systems
- Professional Capacity
- Child-Centered Climate and Environment
- Family Partnerships, Support, and Social Ties
- Community Partnerships and Aligned Services

Whole Child Development
- Physical and Mental Health
- Social-Emotional Learning and Character Development
- Linguistic, Cognitive, Academic Development

High-Performing Schools and Early Childhood Providers

Thriving Children and Families
States, Funders, and Networks

**PARTNERSHIP SUPPORTS**
- Knowledge-Building
- Funding and Technical Assistance
- Peer Exchange Networks
- Workforce Development
- Data and Accountability Supports

Place-Based Initiatives

**MODELS**
- Cradle to Career
- Collective Impact
- P-21
- Community Development

P-3 Community Partnerships

**CORE FUNCTIONS**
- Collaborative Quality Improvement
- Alignment and Transitions
- Comprehensive Wrap-around Services
- Community Outreach and Family Support

High-Performing Schools and Early Childhood Providers

Thriving Children and Families

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:
David Jacobson
djacobson@edc.org

Read the report at:
Building State P-3 Systems
THANK YOU
We want your feedback~ Please complete the evaluation!