

Early Learning Programs: Ensuring Young Children are Successful

INSULAR AREAS ANNUAL TECHNICAL ASSISTANCE CONVENING

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Agenda

- I. What is a P (preschool through 3rd grade (P-3) framework and what are its benefits?
- II. What does P–3 look like in practice?
- III. What tools and strategies promote effective P- 3?
- IV. How can you prioritize P-3 in your consolidated plan?
- V. What additional resources are available?



Goals of the Session

In this session you will:

- Gain an understanding of the benefits of a P-3 approach
- Hear how other states and districts implement a P-3 approach
- Learn about the competencies and tools to implement P-3 approach
- Identify additional resources to support your work



I. What is a P-3 framework and what are its benefits?

- High quality programs for preschool children
- High quality, full day kindergarten
- High quality, standards based 1st-3rd grade
- Intentional transition strategies
- Aligned standards, curriculum and assessment from 0-5, KG, 1st thru 3rd gr.



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 • SLDS
Resources	<ul style="list-style-type: none"> • Parent fees, federal, state, local 	<ul style="list-style-type: none"> • Local, state, federal



Qualities of a P–3 System

- Coherent
- Continuous
- Consistent
- Equitable
- Developmentally Appropriate/Effective



The P-3 Continuum



Source: *Building State P-3 Systems: Learning From Leading States*, page 2. Retrieved from http://ceelo.org/wp-content/uploads/2016/08/ceelo_pdg_P3systems_AligningEarlyEducFINAL.pdf



What are the Goals of Birth - 3rd Grade?

- 1) To Increase Resources for Cross-Sector Work:** Mechanisms and structures exist that reflect, support, and sustain shared vision, mission, and accountabilities between early childhood and K-12.
- 2) To Increase Administrator and leadership quality:** Administrators--school superintendents, principals, and early childhood directors-- actively and visibly create a culture that supports B-3rd.
- 3) To Improve Teacher and teaching quality:** B-3rd grade teachers actively and visibly provide high-quality instruction and effective experiences for children.
- 4) To Use Developmentally Appropriate Instructional tools:** B-3rd grade standards, curricula, and assessments focus on both academic and social-emotional skills, and are aligned to create instructional coherence.



Goals (Continued)

5) To Implement High Quality Learning environments: Children's learning environments--campuses, buildings, schools, and classrooms-- promote collaborative relationships, actively engage children in a variety of learning settings, and support the health and wellness of children and staff.

6) To Use Data to Drive Improvement: Improvements to schools, classrooms, instruction, professional development, and other systems are based on current data.

7) To More Effectively Engage Families: Families are actively and systematically involved in their children's education, PreK-3rd, as a core instructional strategy.

8) To Improve Transitions Across Grades: Every child, especially those most at-risk for school failure, has access to a clear pathway of high-quality education from Birth through 3rd grade.



II. What does P-3 look like in practice?



West Virginia

Office of **Early Learning**

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.





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. As of 2012-13 all 4 year old children, as well as 3 year old children with an IEP have access to a quality Universal Pre-K program. 2014-15 enrollment was 16,622 children.

In order to support counties in the effort to maximize existing resources, 50% of the classrooms are to 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*).



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 catalyst for early education reform for West Virginia as well as the WVDE

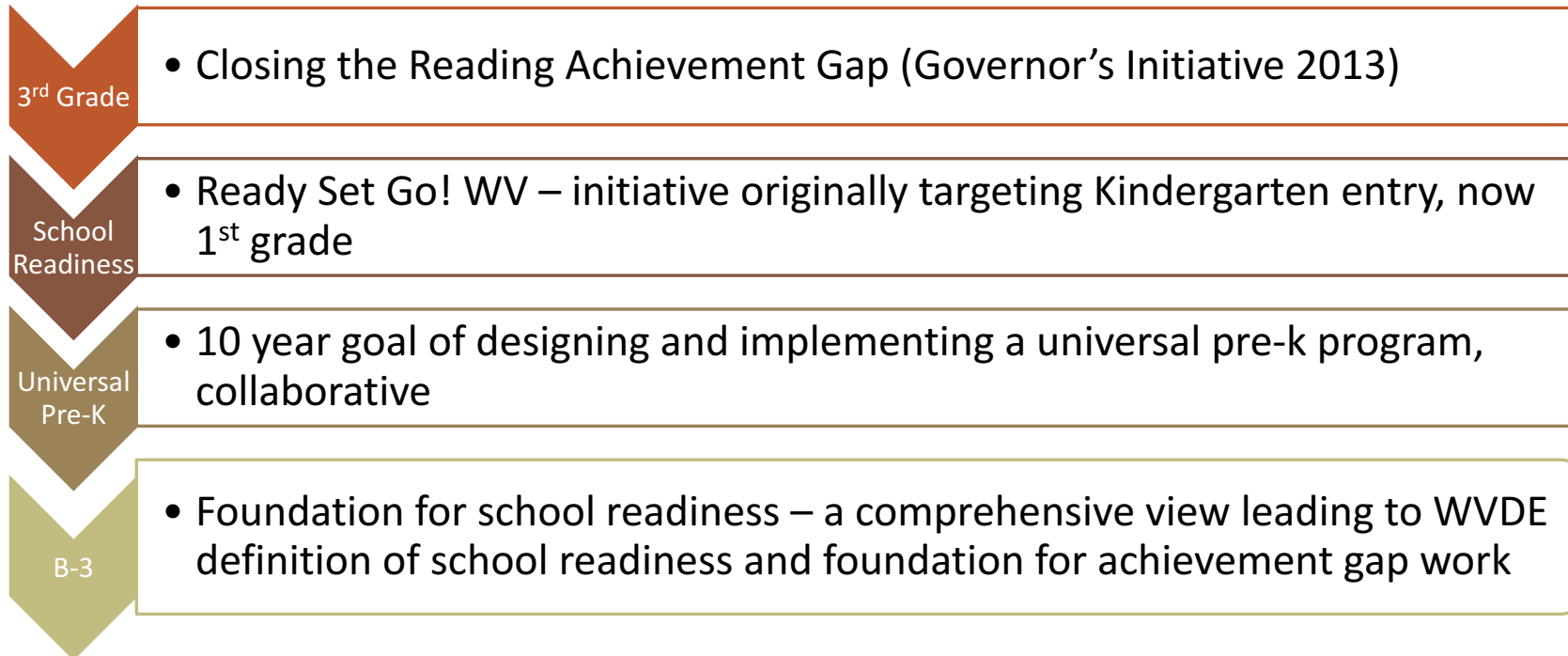
<http://wvde.state.wv.us/ready-set-go/>

<http://wvde.state.wv.us/oel/universal-prek.php>



Building upon Success

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.





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



CITY OF BREMERTON

Bremerton (WA) 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!





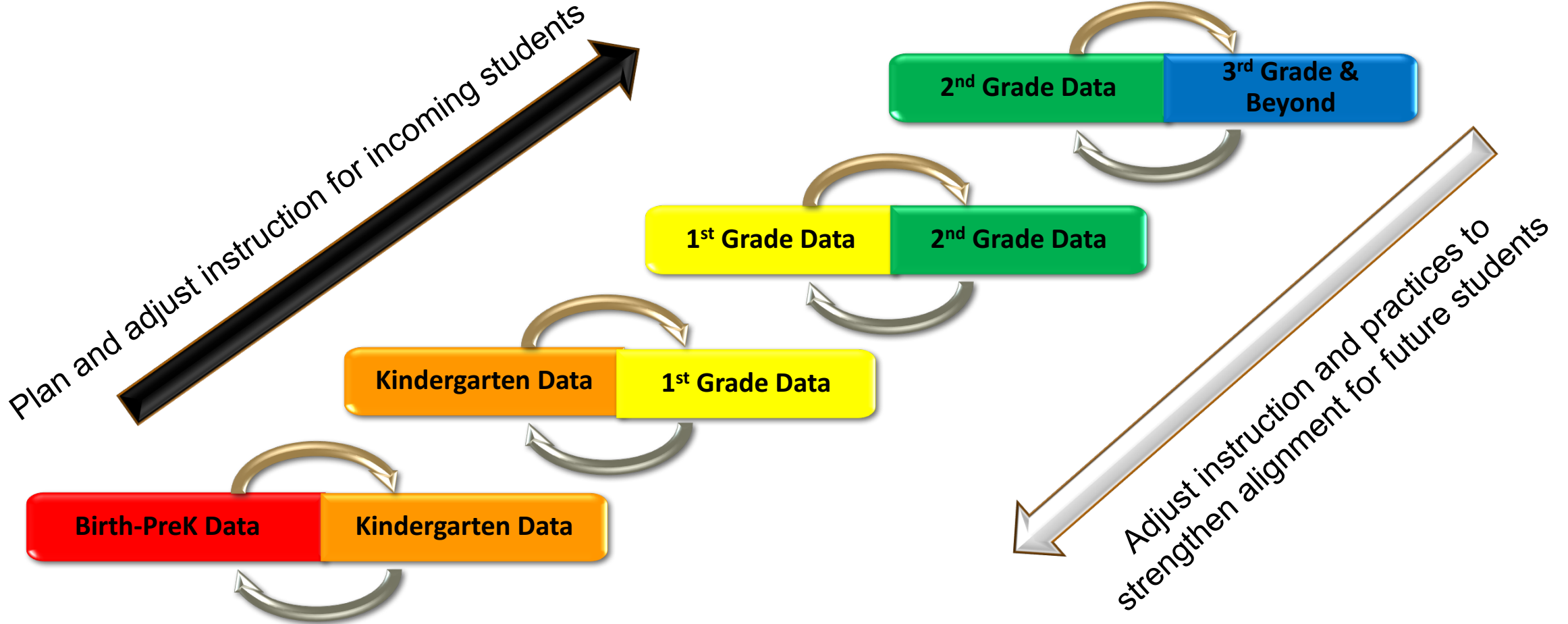
Established a P-3 Leadership Team

- Common Goals;
- Common Curriculum;
- Shared Language;
- Shared Resources;
- Assessment Loop;
- Aligned Instruction; and
- Professional Development!





Assessment Loop





Shared Resources



How?



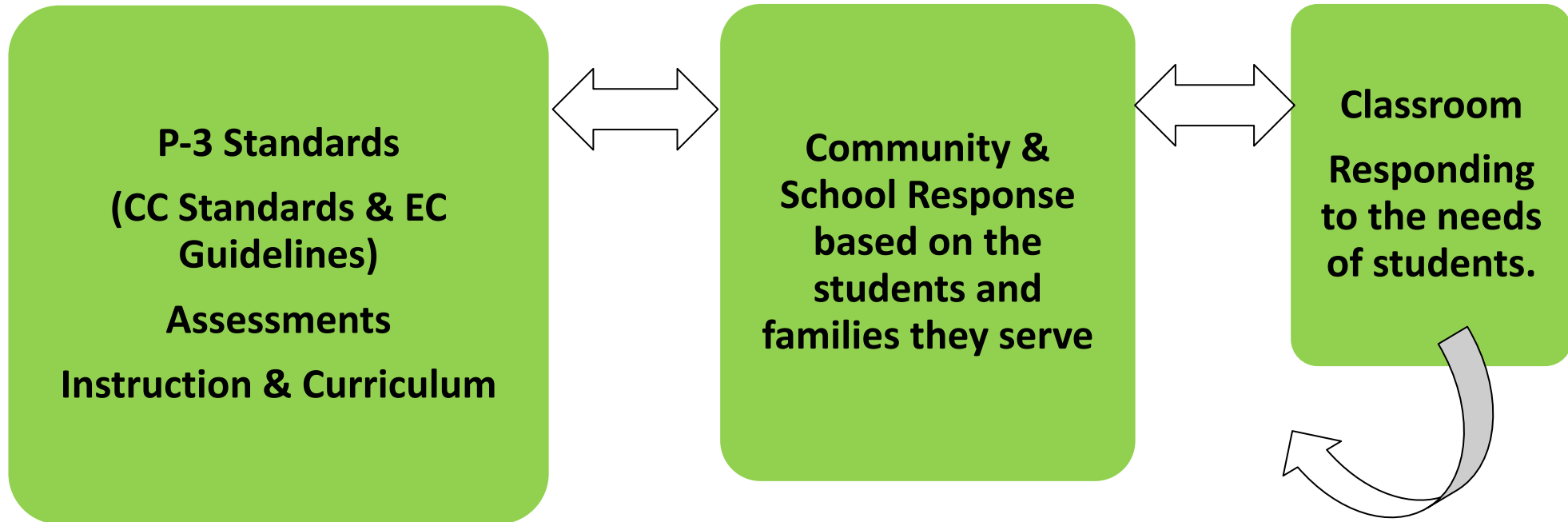
May Not Require \$\$\$\$\$\$\$\$\$





Requires a Systems Approach

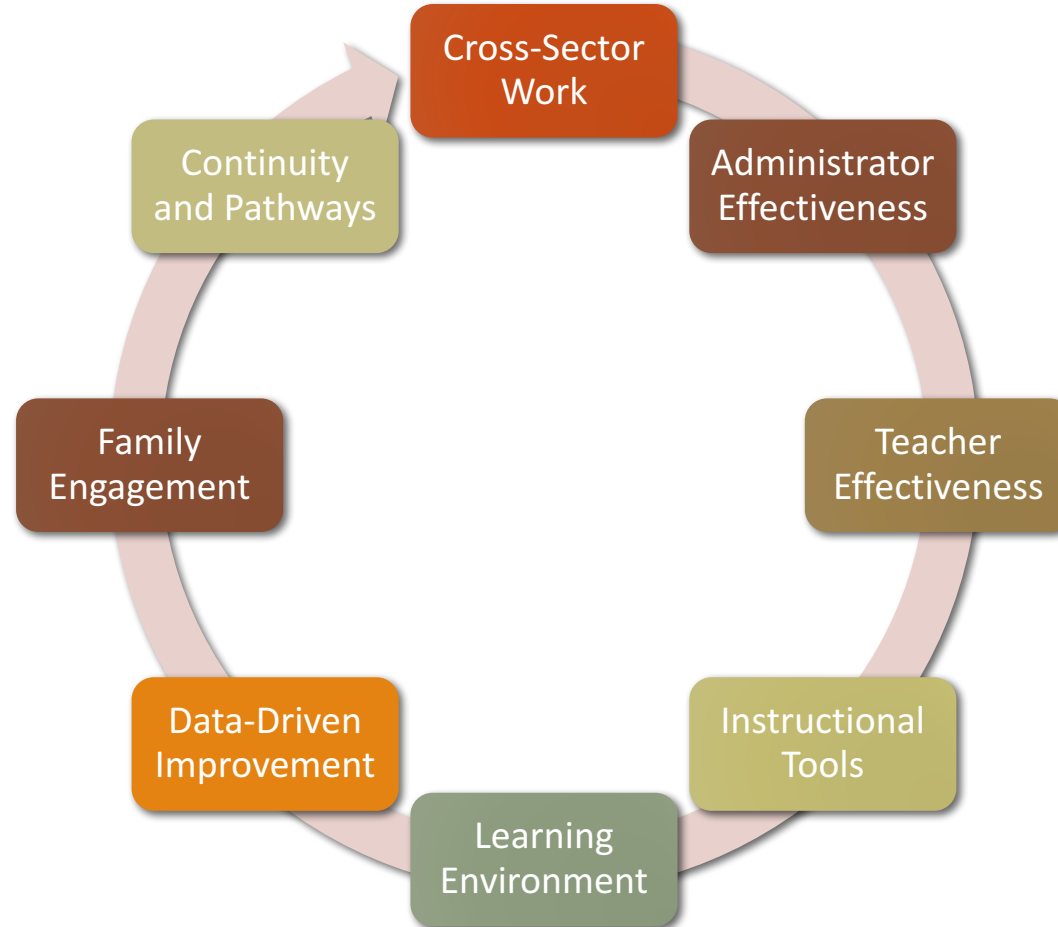
Professional Development



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

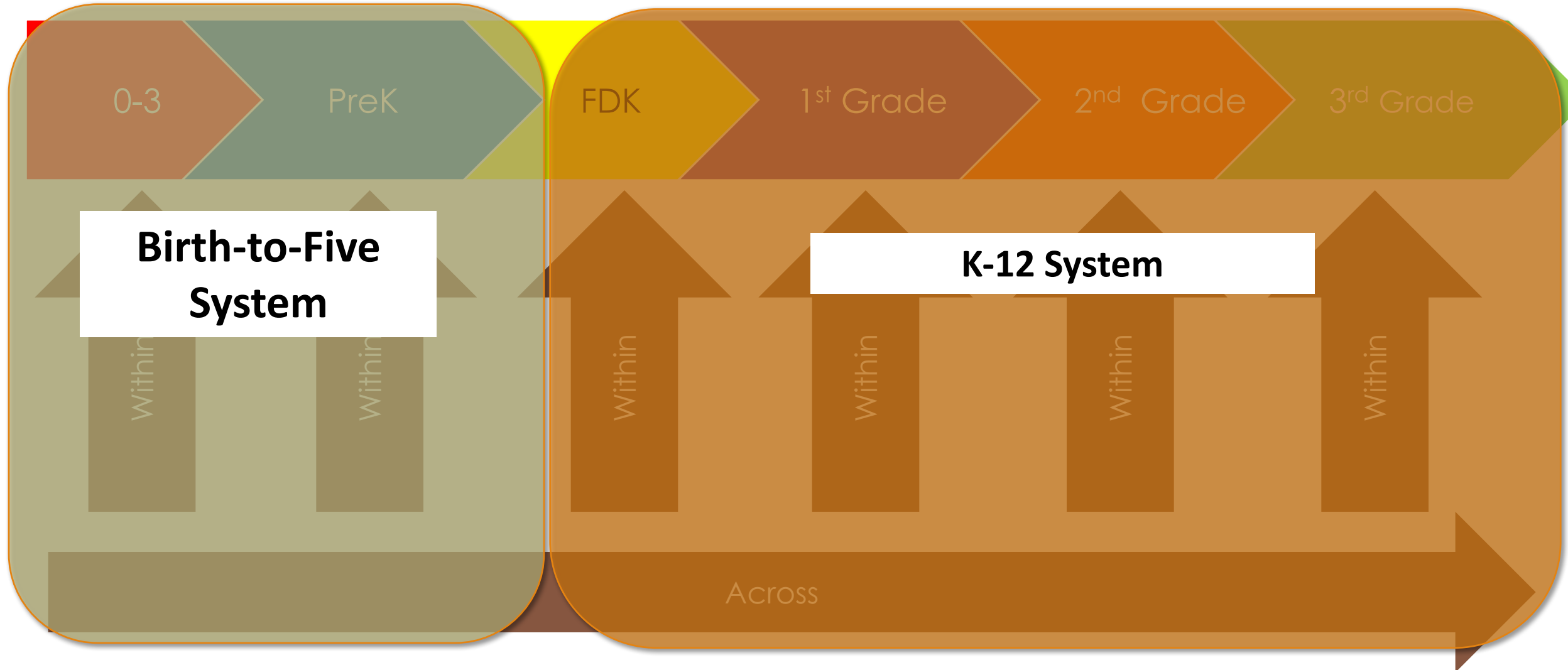


III. What tools and strategies promote effective P - 3?



Source: *Framework for Planning, Implementing, and Evaluating PreK-Grade 3 Approaches*. Retrieved from https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

P-3 Improves *Each* Grade Level and Aligns *Across* Grade Levels²³



National Assoc. of Elementary School Principals P-3 Competencies

1. Embrace the pre-K-3 early-learning continuum;
2. Ensure developmentally appropriate teaching;
3. Provide personalized learning environments;
4. Use multiple measures of assessment to guide student learning growth;
5. Build professional capacity across the learning community; and
6. Make the schools a hub of pre-K-3 learning for families and communities.

Source: *Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice*, Executive Summary. Retrieved from

<https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>





V. How can you prioritize P-3 in your consolidated plan?

The Every Student Succeeds Act (ESSA) provides states with the opportunity to use the federal education legislation to refocus on the early years, birth to third grade. ESSA encourages evidence-based decision-making. Three policy areas supported by the research that would ensure that every young child succeeded, and was on a path to thrive through high school, and beyond. These areas are:

- increase access to high quality preschool;
- align and coordinate birth to third grade programs; and
- prepare and support highly effective teachers and leaders.

Source: *Putting the 'Every' in ESSA: How States Can Prioritize PreK to Grade 3*. Retrieved from <http://nieer.org/2016/11/16/putting-every-essa-now-states-can-prioritize-prek-grade-3>



Small Group Activity

Identify a practice that supports and sustains early development & learning, across the P-3 continuum

1. *Identify a barrier to improving children's successful transition to kindergarten and success in early elementary school*
2. *"If I was in charge, I'd require . . ."*

What is the impact you want to achieve?

Which focus areas would you target to get there and why?

What would you like to accomplish within next 6 to 12 months?





What did we learn today? How can this information help you?

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



Group Activity

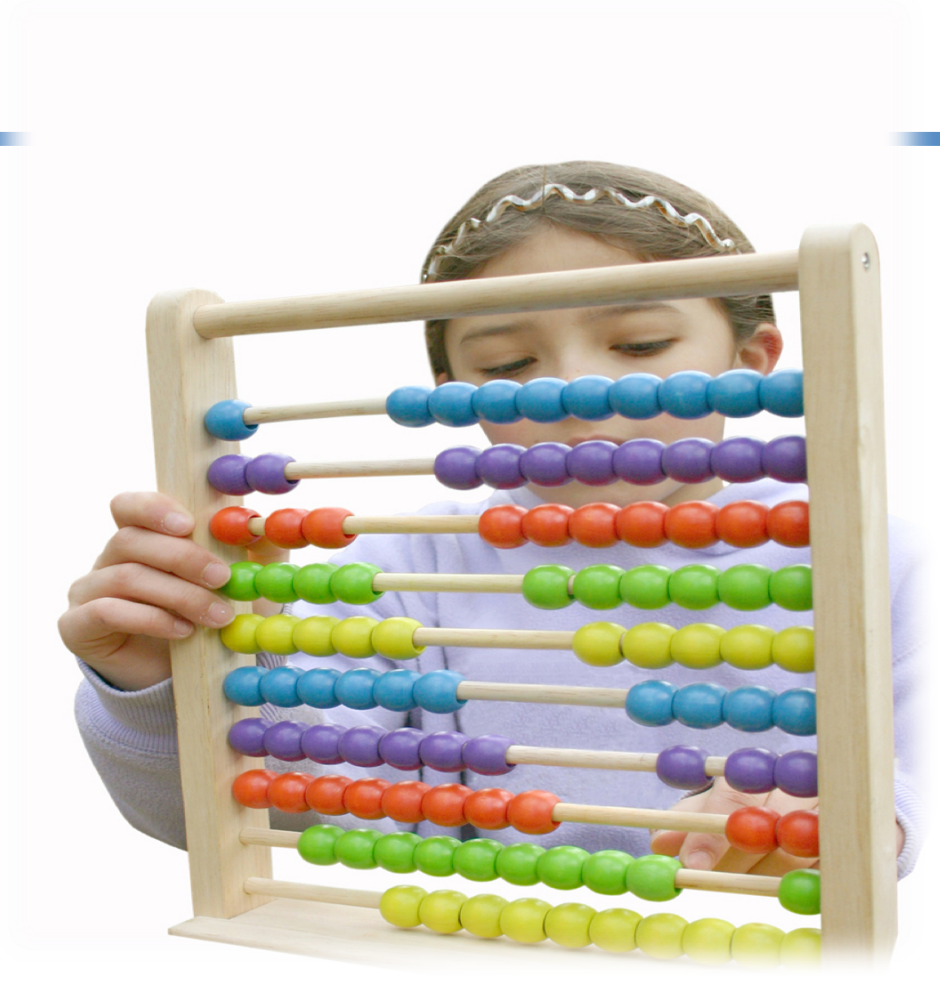
Resources/Inputs	Activities	Outputs	Outcomes
<i>In order to accomplish our set of activities we will need to use/do the following:</i>	<i>In order to address our P-3 needs, we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if we accomplished, these activities will lead the following changes in 1-3 years:</i>



Group Activity: Share Out



Photo source: <http://olivetpc.com>





V. Additional Resources

- **CEELO Birth Through Third Grade Resources:** <http://ceelo.org/ceelo-products/b-3/>
- **PreK – 3rd Grade National Work Group :** <http://prek-3rdgradenationalworkgroup.org/>
- **P-3 Learning Hub**
<https://p3learninghub.org/2016/09/12/a-working-theory-of-change-for-p-3-community-partnerships/>
- **Foundation for Child Development:** <http://fcd-us.org/our-work/prek-3rd-education>
- **National Association of Elementary School Principals:** www.naesp.org

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