

STATE AND LOCAL STRATEGIES FOR TRANSFORMING THE GREAT DIVIDE BETWEEN BIRTH–FIVE AND K–3

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Mobile, Alabama

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Agenda

- Welcome
- Looking Through the Window at Ourselves
- A Tale of Two Systems
- Qualities and Characteristics of P–3rd Grade
- Alignment and Coherence
- 5Cs for Mutual Gain
- Implications for Leaders
- Q, A, & B





@gapingvoid



Johari Window

WHAT YOU KNOW ABOUT YOURSELF

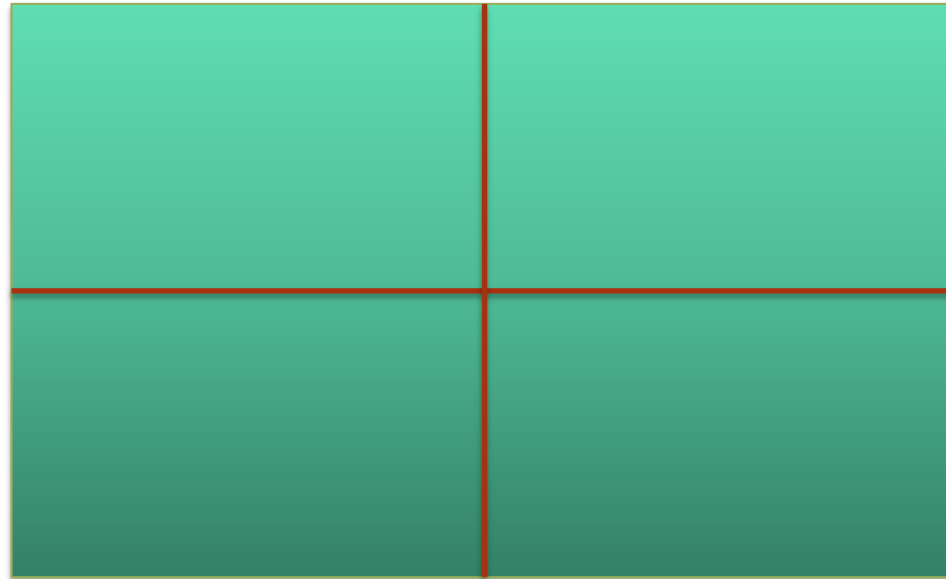
Know

Don't
Know

Know

WHAT THEY KNOW ABOUT YOU

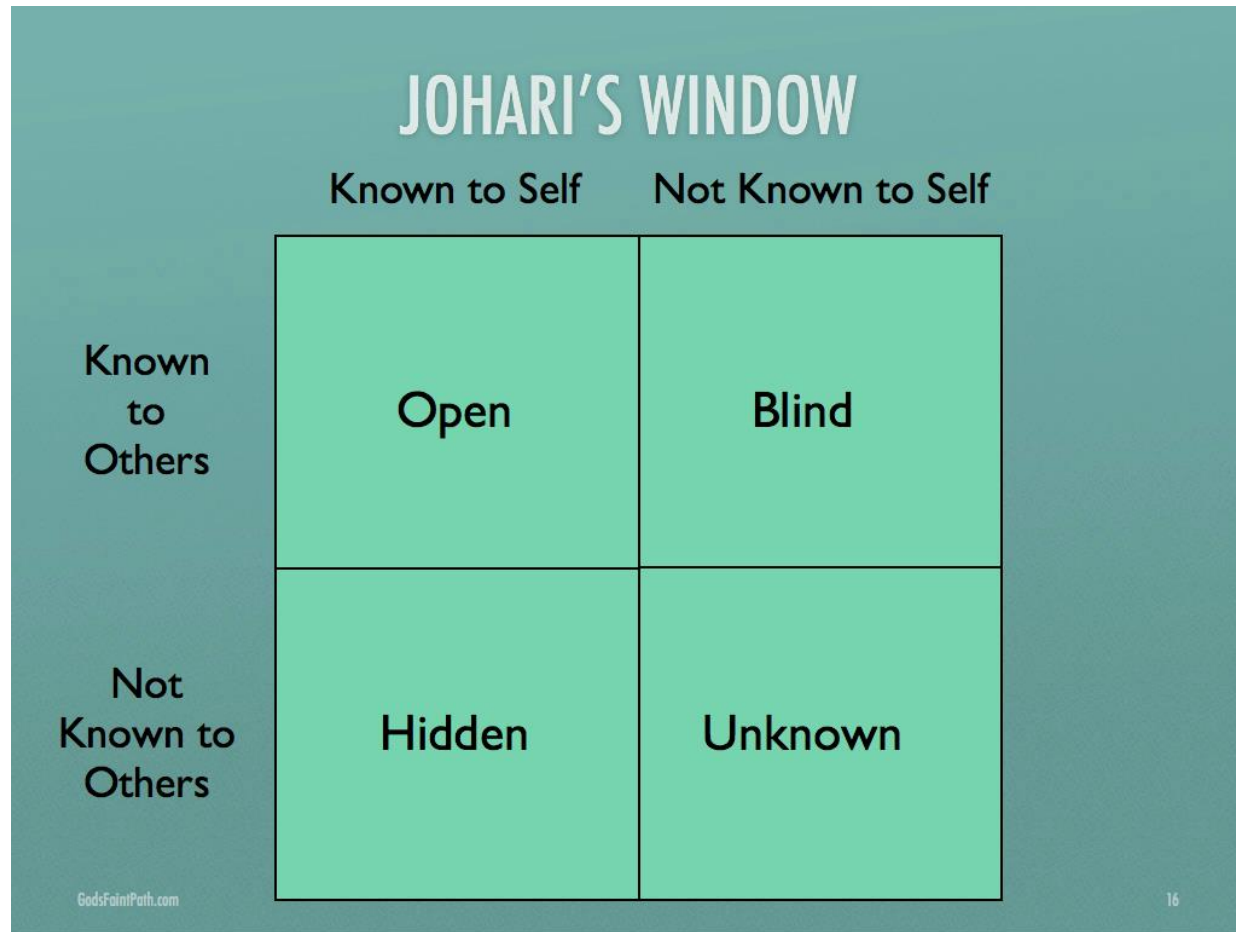
Don't Know

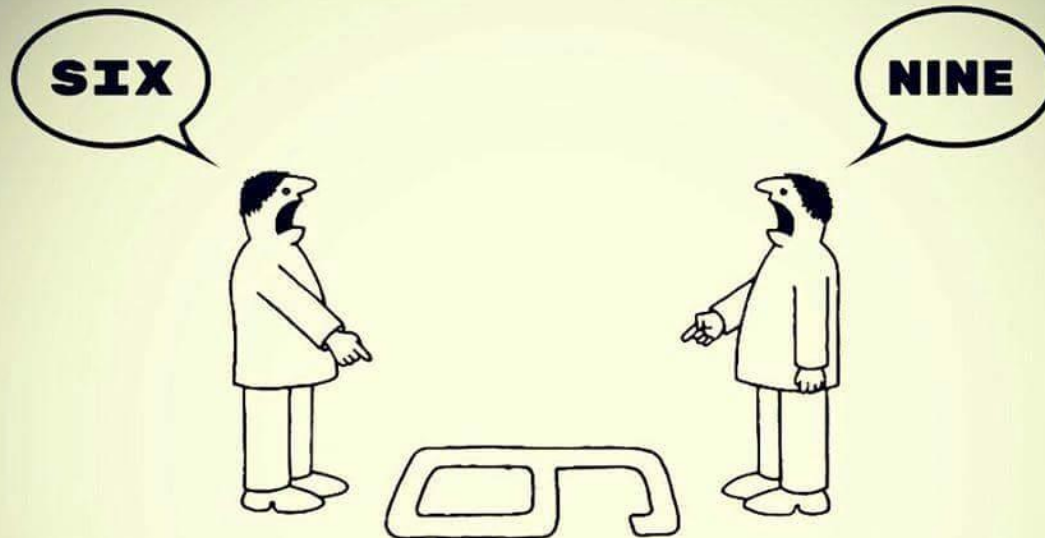


Joseph Luft & Harrington Ingham (1955)



Johari Window





Just because you are right,
does not mean, I am wrong.
You just haven't seen life
from my side.

Decoy



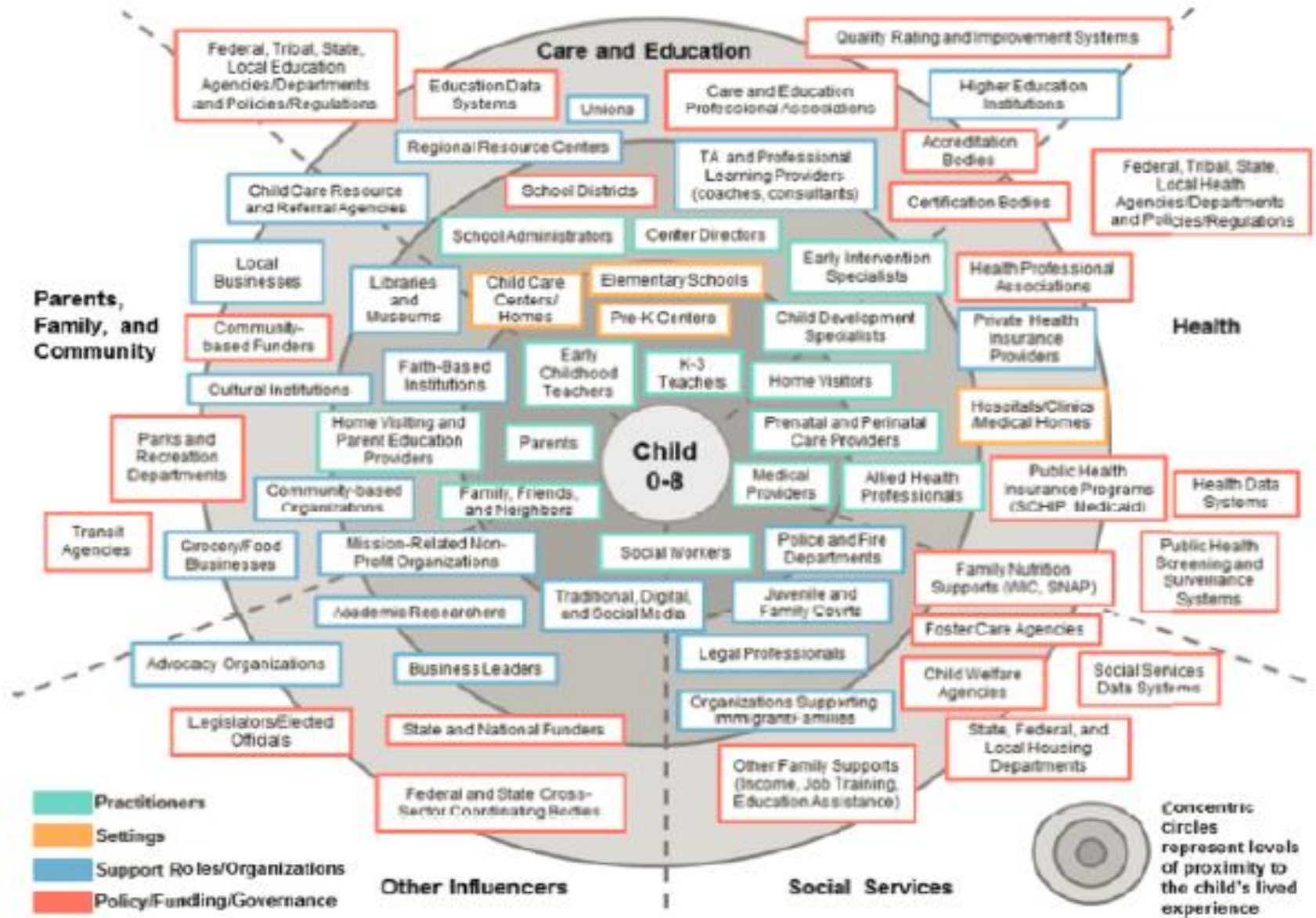
A Tale of Two Systems

- Kindergarten through grade 12
- Birth to 5 years

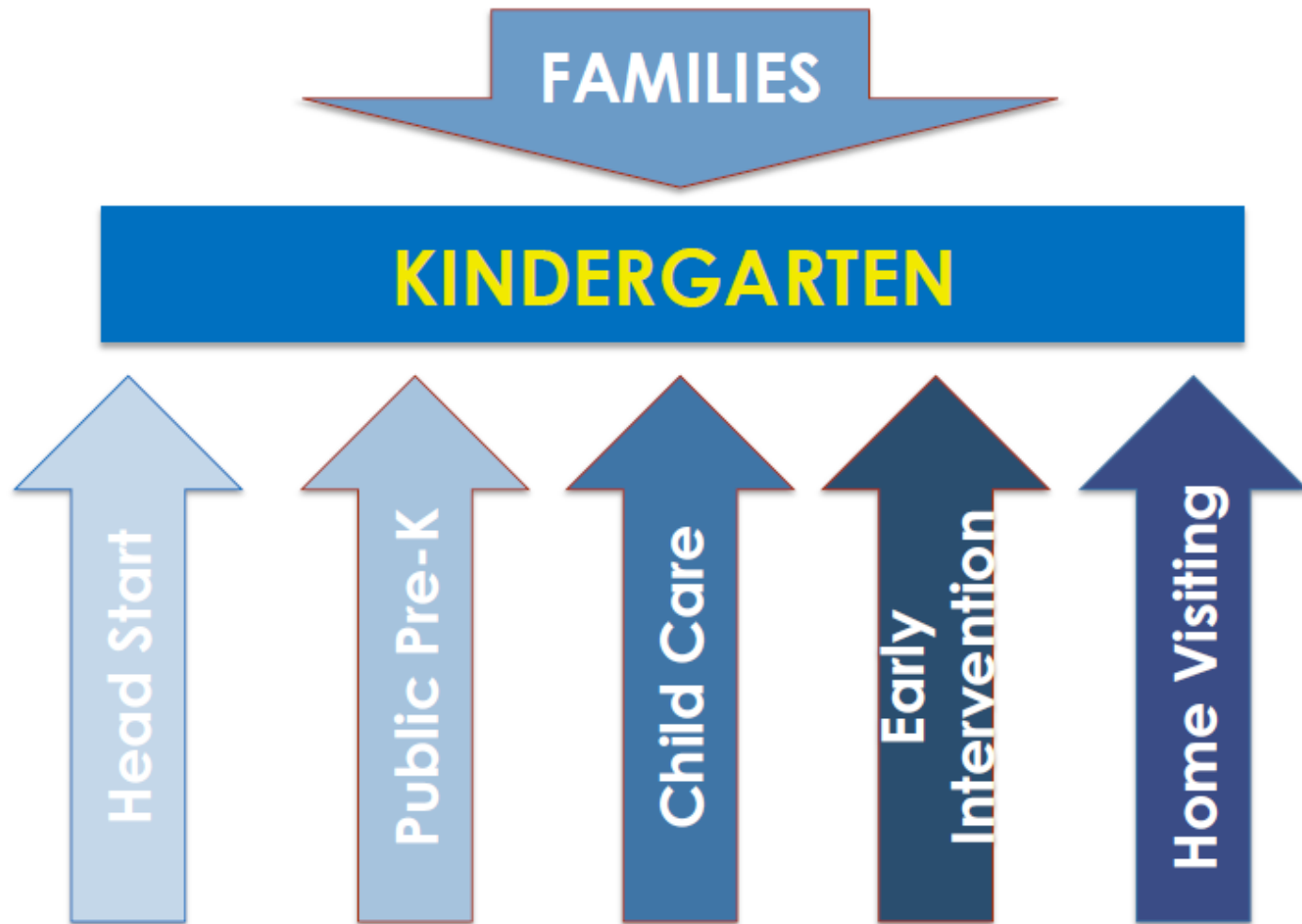


Is there sufficient agreement and alignment across systems so children have consistent, positive learning experiences?





The Kindergarten Pipeline



Same and Different

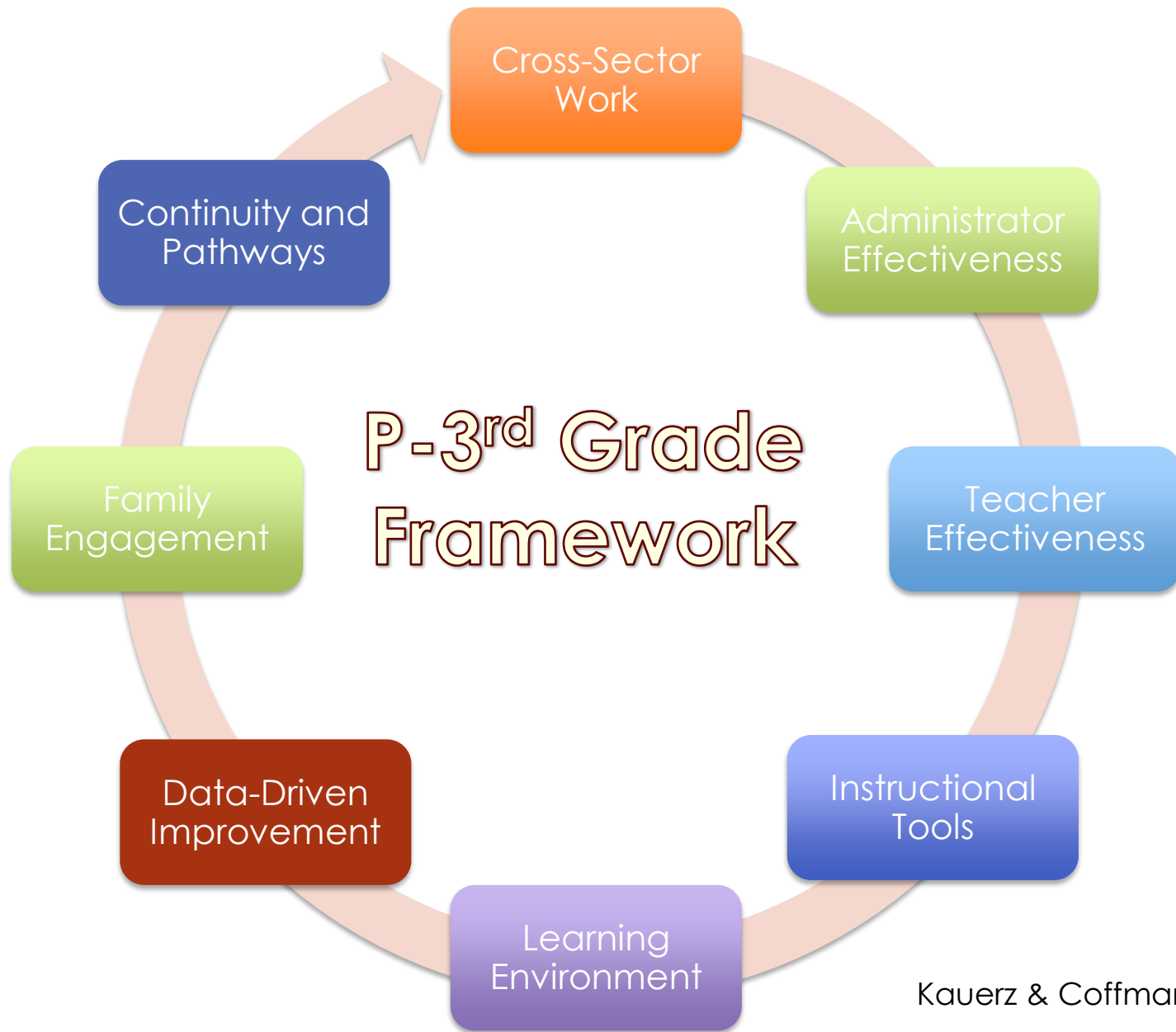
	0-5	K-12
Approach	<ul style="list-style-type: none"> • Developmental 	<ul style="list-style-type: none"> • Academic
Enrollment	<ul style="list-style-type: none"> • Choice/optional • Targeted • Universal 	<ul style="list-style-type: none"> • Universal • Mandatory
Governance	<ul style="list-style-type: 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



Qualities of a P – 3rd Grade System

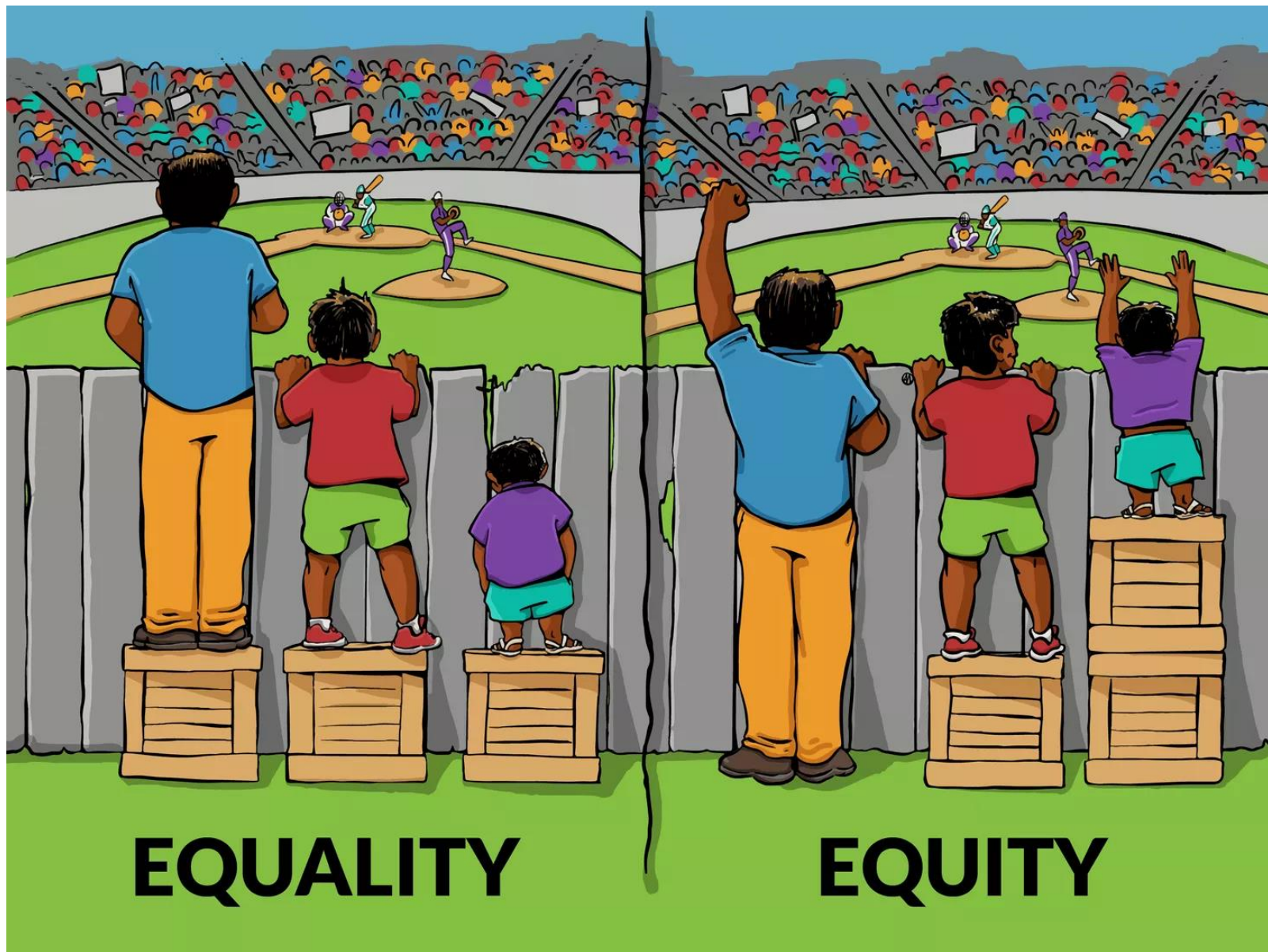
- Coherence
- Continuity
- Consistency Over Time & Across Settings
- Equity
- Developmentally Appropriate/Effective

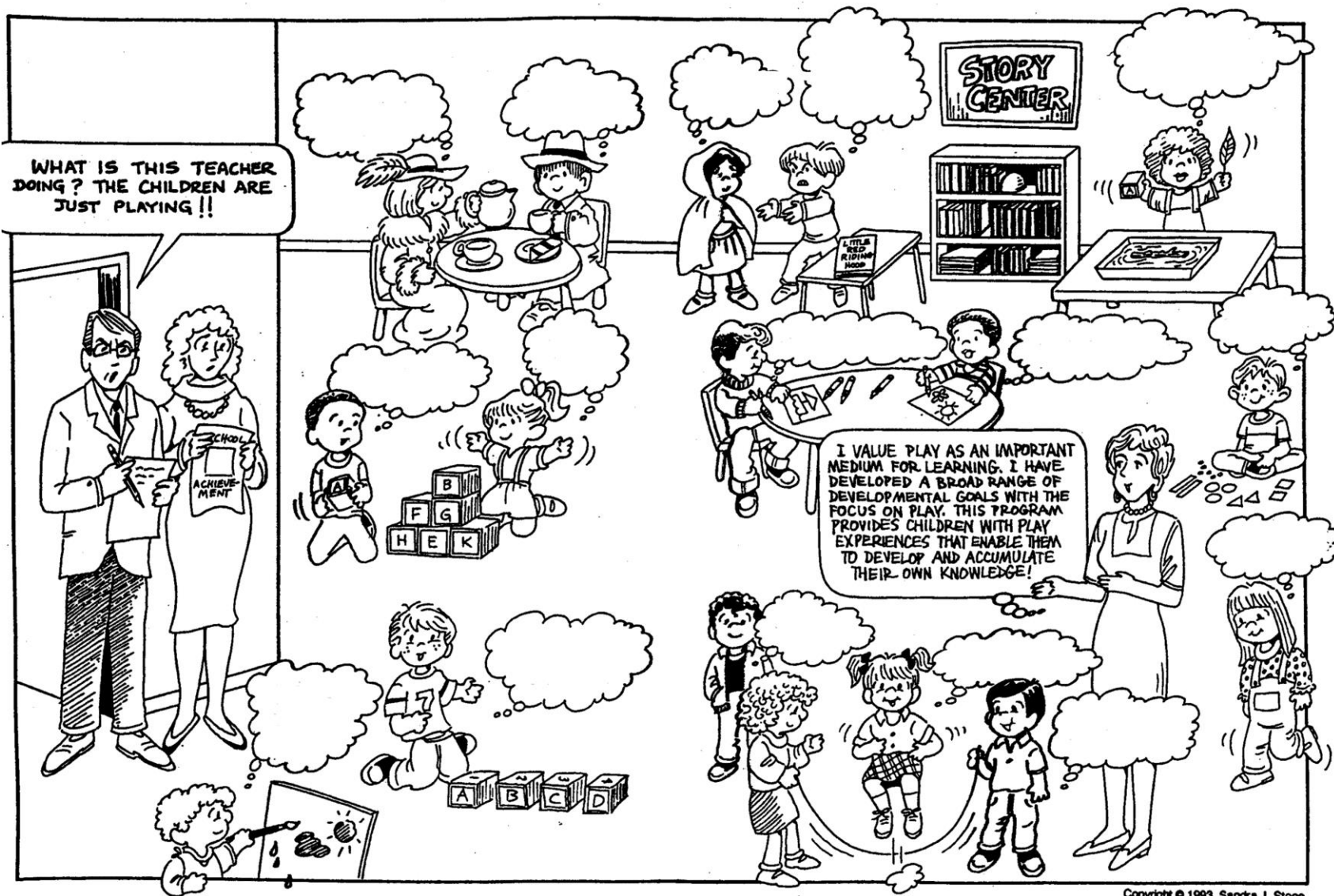




Kauerz & Coffman, 2013

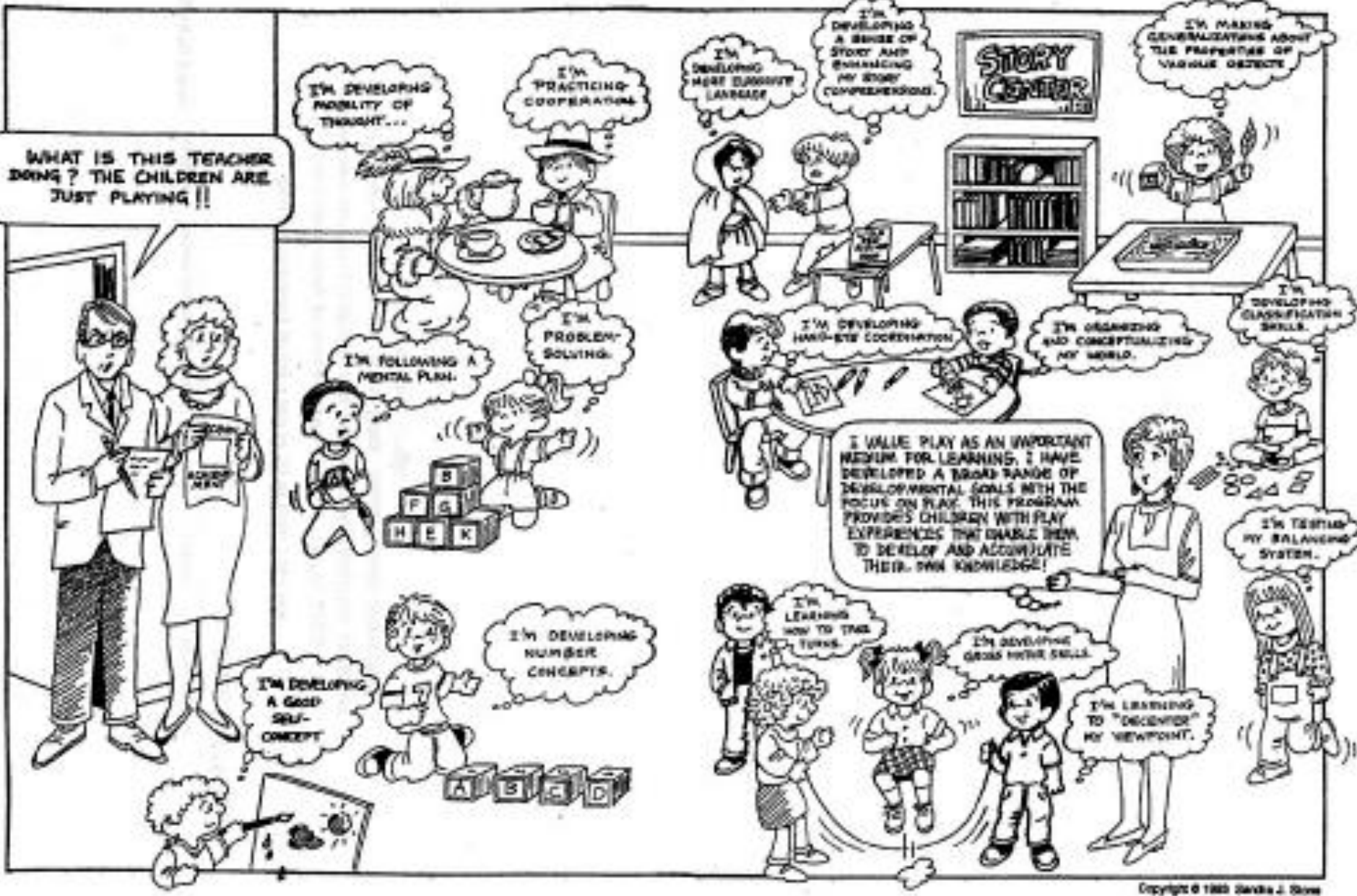




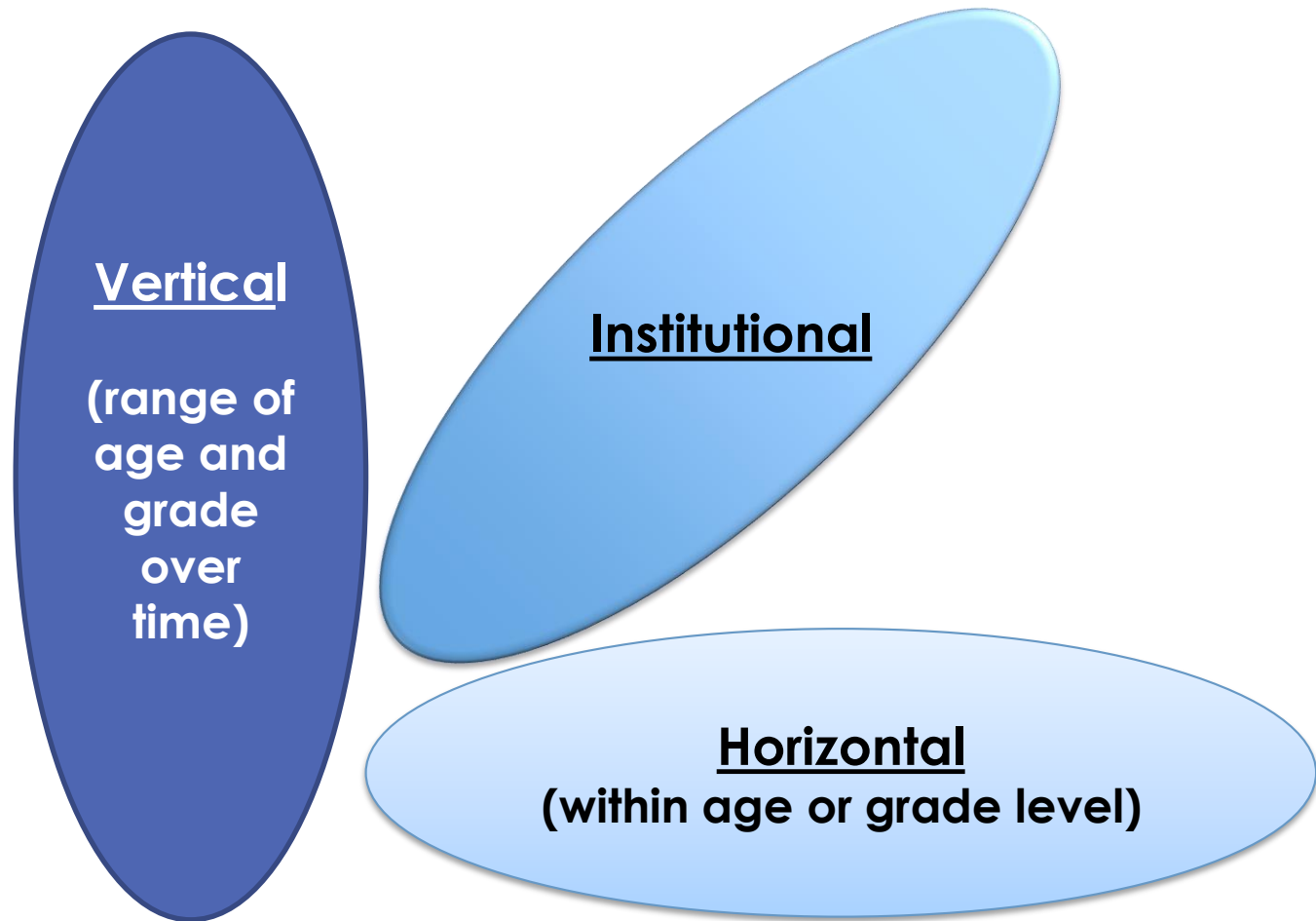


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B–3rd Grade Alignment



Key Issues

Birth–Five

There is uneven quality across birth–5 settings, the majority of which are mediocre at best.

K–3

Gains achieved for many children when they enter kindergarten have dissipated by the end of third grade.

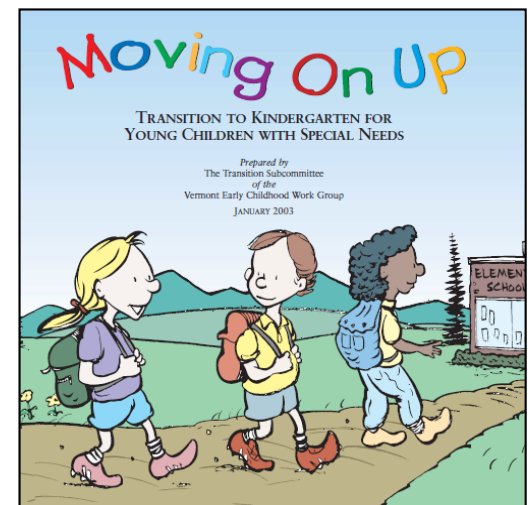
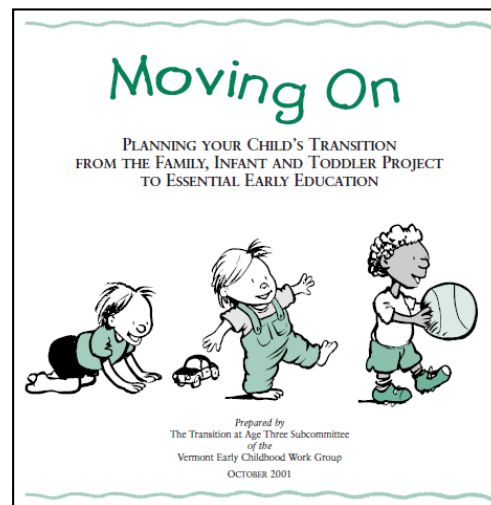
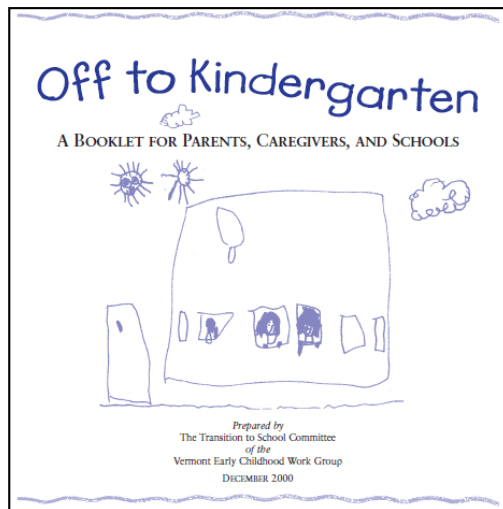
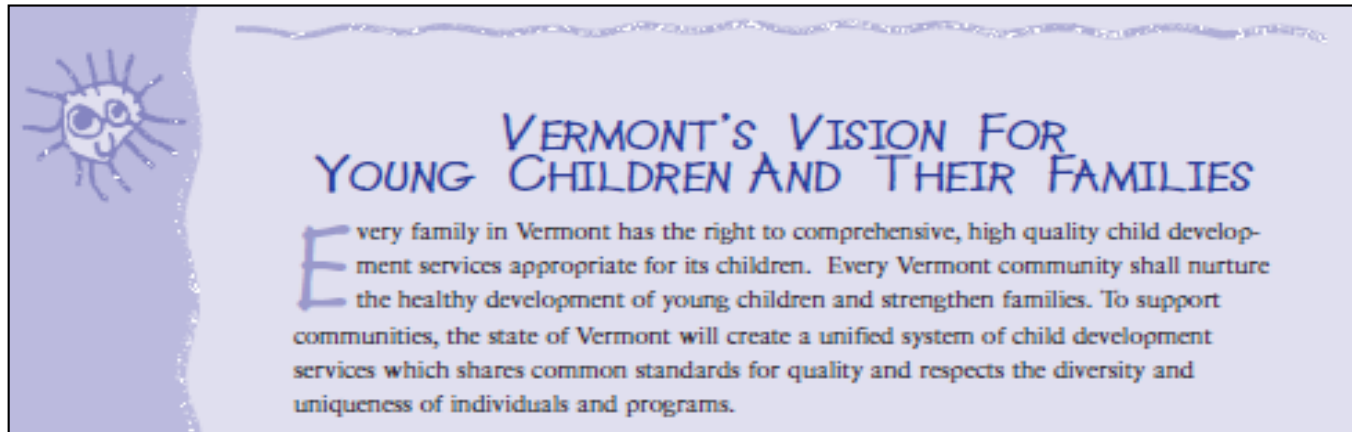


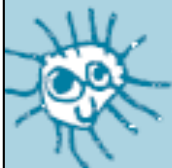
The 5 Cs for Mutual Gain

- Communicate
- Coordinate
- Cooperate
- Collaborate
- Celebrate
- ***Community***



One State's Story





GUIDING CONCEPTS ON TRANSITION

1. Transitions should be viewed as an on-going process rather than a single event.
2. Transition planning should begin early and ensure sufficient time dedicated by all involved.
3. Transitions involve changes for the family as well as the child.
4. The family's dreams, concerns, values, culture, language and experiences should be elicited, listened to, and honored.
5. Those planning transitions must keep in mind the child's and family's strengths, needs and preferences.
6. The family must be encouraged and supported to take an active role in helping to plan their child's transition.
7. The family should be assisted in understanding how services and supports will be provided in the new environment.
8. A planning process must be developed that is outcome-based, written, followed and clearly understood by all.
9. A collaborative spirit and partnership among all is to be promoted.
10. Coordination must be enhanced, alleviating duplication and overlap of services and efforts.
11. Regular contact among all team members must be assured.
12. Confidentiality for all parties concerned is respected.
13. A comprehensive plan is based on the child's and family's unique situation, not on labels or programs.
14. The number of changes, settings, evaluations, and new people that a child and family experience as a result of transition should be kept to a minimum.
15. When necessary, the child and family will be linked with naturally occurring supports and activities available in their own community. When none exist, they are created.
16. Children should be included and supported in community environments with their peers.
17. All existing strengths and resources of families, programs and communities will be examined and utilized.
18. Statewide equity and access to transition processes and resources for all children and families should be promoted.

Developed and adopted by the Transition Committee of the Vermont Early Childhood Work Group, April 2000.



Off to Kindergarten Toolbox for Effective Transitions



Prepared by
The Transition to School Committee
of the
Vermont Early Childhood Work Group
JANUARY 2003





TRANSITION TOOLBOX TIMELINE

Priority

Fall Before Entry

Winter Before Entry

Spring Before Entry

Summer Before Entry

Fall of Kindergarten Entry

Required

- Transition Planning for Children with IEPs (1)

- Kindergarten Registration (2)

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- Kindergarten Registration (2)

Highly Recommended

- Establishing Shared Understanding Of School Readiness (3)

- Transition Planning for Children With Special Needs (4)
- Kindergarten Screening (5)
- Sharing Information on Classroom Practices and Expectations (6)
- Meeting With Early Childhood Providers (7)
- Transition Forms (8)

- Transition Planning for Children With Special Needs (4)
- Kindergarten Screening (5)
- Sharing Information on Classroom Practices and Expectations (6)

Recommended

- Reciprocal Teacher Visits (9)

- Community Forum on Transitions and School Readiness (10)

- Reciprocal Teacher Visits (9)
- Community Forum on Transitions and School Readiness (10)
- Generating Class Lists Early (11)
- Information Packets For Parents (12)
- Transition Bags for Children (13)
- Field Trips for Children to Their Kindergarten Playground (14)
- Field Trips for Children to Kindergarten Classrooms (15)
- Move-Up Day (16)
- Practice Bus Ride (21)

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- Field Trips for Children to Kindergarten Classrooms (15)
- Move-Up Day (16)
- KinderCamps (17)
- Welcome to Kindergarten Phone Calls (18)
- Welcome Notes sent to Kindergartners (19)
- Home Visits (20)
- Practice Bus Ride (21)

- Home Visits (20)
- Open House for Families (22)
- Parent-Child-Teacher Meeting (23)

Optional

- Playgroups (24)

- "I Can . . . Books" (25)

- "Welcome to Kindergarten" Books/Video by Children (26)
- Portfolio Presentations (27)

- Summer Playgroups (24)
- Count Down Calendars (28)

- First Day Activities (29)
- Big Buddies (30)
- Parent Partners (31)
- Make It And Take It Night (32)
- Graduated Attendance For Full Day Kindergarten (33)



Implications for P-3

- State Education Agencies
 - State leadership and ownership at all levels
 - Internal/external collaboration
 - Equitable policies and modeling P-3 for state
 - Teacher and administrator licensing
- Local Education Agencies/Districts
 - Principals as P-3 L\leaders; advance 5Cs
 - Kindergarten transition partnerships
 - Outreach to child care, Head Start, health . . .



Implications for P-3

- Community-Based Program Directors
 - Partner with schools and families with focus on children
 - Support/expect staff to think long-term P-3
 - Assist staff in applying early learning standards through a lens of “excellence without excuses”
- Educators
 - Teach every child superbly
 - Be intentional about transition planning
 - Develop personal connections with grades below and above



Implications for P-3

- State Human Services Agency
 - Be at the table and learn about education system requirements
 - Seek to reduce disparities across programs
 - Re-examine waivers for reduced quality
- Higher Education
 - Prepare students both for what is and what can be
 - Make it easier for the students than yourselves
- State Board of Education
 - Rethink the system from K - 12 to P - 12/20
 - Preserve uniqueness of early education



Implications for P-3

- Families
 - Serve as your child's advocate
 - Secure a voice at local and state level decision-making
- Other community resources
 - Health providers
 - Libraries
 - Media
 - Legislators



Our Common Ground





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Questions, Thoughts, Breakthroughs?



No Brief Candle

“I am of the opinion that my life belongs to the community, and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live.”

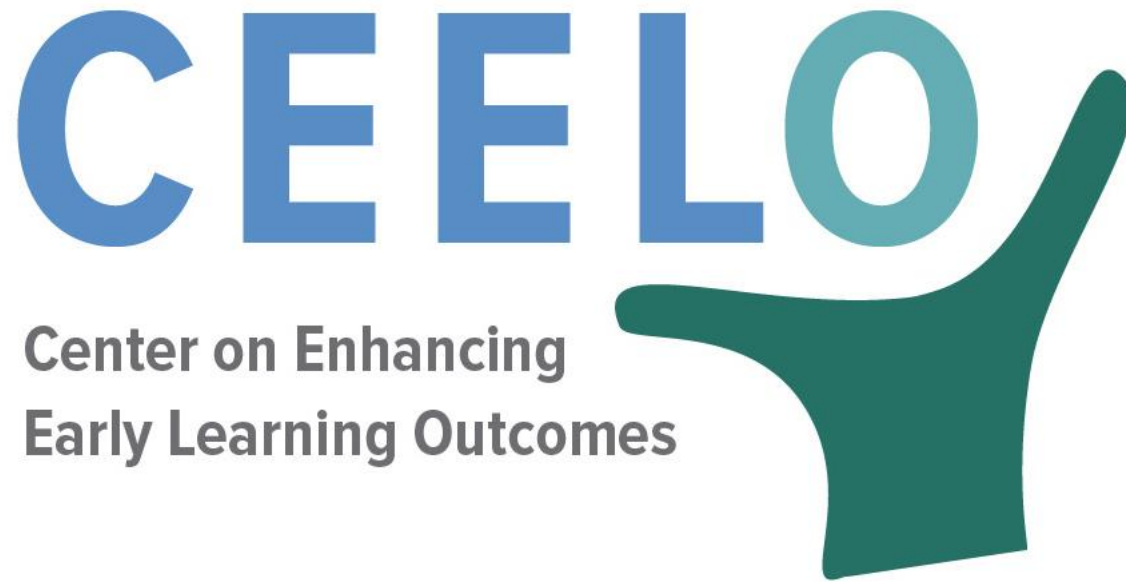
“Life is no ‘brief candle’ to me. It is a sort of splendid torch which I have got hold of for a moment, and I want to make it burn as brightly as possible before handing it on to the future generations.”

George Bernard Shaw



Concluding Thoughts





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