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

2019 Alabama Early Childhood Education Conference
Mobile, Alabama
January 3, 2019

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Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
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
The easy part is knowing why we chose this profession.

The hard part is remembering it.
Johari Window

WHAT YOU KNOW ABOUT YOURSELF

Don’t Know

Know

WHAT THEY KNOW ABOUT YOU

Don’t Know

Know

Joseph Luft & Harrington Ingham (1955)
Johari Window

<table>
<thead>
<tr>
<th>Known to Self</th>
<th>Not Known to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to Others</td>
<td>Open</td>
</tr>
<tr>
<td>Not Known to Others</td>
<td>Blind</td>
</tr>
<tr>
<td>Hidden</td>
<td>Unknown</td>
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</tbody>
</table>
Just because you are right, does not mean, I am wrong. You just haven't seen life from my side.
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?
## Same and Different

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

- Coherence
- Continuity
- Consistency Over Time & Across Settings
- Equity
- Developmentally Appropriate/Effective
P-3rd Grade Framework

- Cross-Sector Work
- Administrator Effectiveness
- Teacher Effectiveness
- Instructional Tools
- Data-Driven Improvement
- Learning Environment
- Continuity and Pathways
- Family Engagement

Kauerz & Coffman, 2013
EQUALITY

EQUITY
WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!

I VALUE PLAY AS AN IMPORTANT MEDIUM FOR LEARNING. I HAVE DEVELOPED A BROAD RANGE OF DEVELOPMENTAL GOALS WITH THE FOCUS ON PLAY. THIS PROGRAM PROVIDES CHILDREN WITH PLAY EXPERIENCES THAT ENABLE THEM TO DEVELOP AND ACCUMULATE THEIR OWN KNOWLEDGE!
WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!

I'M DEVELOPING MOBILITY OF THOUGHT...
I'M PRACTICING COOPERATION.
I'M FOLLOWING A MENTAL PLAN.
I'M DEVELOPING NUMBER CONCEPTS.
I'M DEVELOPING A GOOD SELF-CONCEPT.
I'M LEARNING HOW TO TAKE TURNS.
I'M DEVELOPING COORINATION.
I'M DEVELOPING GROSS MUSCLE SKILLS.
I'M LEARNING TO DISCOVER MY VIEWPOINT.
I'M LEARNING TO DISCOVER MY VIEWPOINT.
I'M ORGANIZING AND CONCEPTUALIZING MY WORLD.
I'M DEVELOPING CLASSIFICATION SKILLS.
I'M MAKING GENERALIZATIONS ABOUT THE PROPERTIES OF VARIOUS OBJECTS.

I VALUE PLAY AS AN IMPORTANT MEDIUM FOR LEARNING, I HAVE DEVELOPED A BROAD RANGE OF DEVELOPMENTAL GOALS WITH THE FOCUS ON PLAY. THIS PROGRAM PROVIDES CHILDREN WITH PLAY EXPERIENCES THAT ENABLE THEM TO DEVELOP AND ACCUMULATE THEIR OWN KNOWLEDGE!
B–3rd Grade Alignment

- **Vertical**
  (range of age and grade over time)

- **Institutional**

- **Horizontal**
  (within age or grade level)
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

Vermont’s Vision for Young Children and Their Families

Every family in Vermont has the right to comprehensive, high quality child development services appropriate for its children. Every Vermont community shall nurture the healthy development of young children and strengthen families. To support communities, the state of Vermont will create a unified system of child development services which shares common standards for quality and respects the diversity and uniqueness of individuals and programs.

Off to Kindergarten
A Booklet for Parents, Caregivers, and Schools

Prepared by
The Transition to School Committee
of the Vermont Early Childhood Work Group
October 2001

Moving On
Planning Your Child’s Transition from the Family, Infant and Toddler Project to Essential Early Education

Prepared by
The Family, Infant, and Toddler Project
of the Vermont Early Childhood Work Group
October 2001

Moving On Up
Transition to Kindergarten for Young Children with Special Needs

Prepared by
The Transition to Age Three Subcommittee
of the Vermont Early Childhood Work Group
January 2003

Center on Enhancing Early Learning Outcomes | www.ceelo.org
GUIDING CONCEPTS ON TRANSITION

1. Transitions should be viewed as an ongoing 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.
# Transition Toolbox Timeline

<table>
<thead>
<tr>
<th>Priority</th>
<th>Fall Before Entry</th>
<th>Winter Before Entry</th>
<th>Spring Before Entry</th>
<th>Summer Before Entry</th>
<th>Fall of Kindergarten Entry</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
<td>• Transition Planning for Children with IEPs (1)</td>
<td>• Kindergarten Registration (2)</td>
<td>• Transition Planning for Children With Special Needs (4)</td>
<td>• Transition Planning for Children With Special Needs (4)</td>
<td>• Sharing Information on Classroom Practices and Expectations (6)</td>
</tr>
<tr>
<td><strong>Highly</strong></td>
<td><strong>Recommended</strong></td>
<td><strong>Establishing Shared Understanding Of School Readiness (3)</strong></td>
<td><strong>Community Forum on Transitions and School Readiness (10)</strong></td>
<td><strong>Reciprocal Teacher Visits (9)</strong></td>
<td><strong>Field Trips for Children to Their Kindergarten Playground (14)</strong></td>
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<tr>
<td><strong>Recommended</strong></td>
<td>• Reciprocal Teacher Visits (9)</td>
<td>• Community Forum on Transitions and School Readiness (10)</td>
<td>• Reciprocal Teacher Visits (9)</td>
<td>• Community Forum on Transitions and School Readiness (10)</td>
<td><strong>Field Trips for Children to Kindergarten Classrooms (15)</strong></td>
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<tr>
<td><strong>Optional</strong></td>
<td>• Playgroups (24)</td>
<td>• “I Can . . . Books” (25)</td>
<td>• “Welcome to Kindergarten” Books/Video by Children (26)</td>
<td>• “Welcome to Kindergarten” Books/Video by Children (26)</td>
<td><strong>First Day Activities (29)</strong></td>
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<td>**</td>
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<td>• Portfolio Presentations (27)</td>
<td>• Portfolio Presentations (27)</td>
<td><strong>Big Buddies (30)</strong></td>
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<td><strong>Parent Partners (31)</strong></td>
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<td>**</td>
<td><strong>Make It And Take It Night (32)</strong></td>
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<td>**</td>
<td>**</td>
<td><strong>Graduated Attendance For Full Day Kindergarten (33)</strong></td>
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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 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
Leadership is the art of creating greatness in other people.
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