



# *Every day, every year is important:* Starting Before Birth to Ensure Young Children are Successful

JUNE 19, 2019

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# Agenda

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- I. What is a P (prenatal through 3<sup>rd</sup> grade (P-3) framework?
- II. What outcomes can you expect from P-3 approach?
- III. What are examples of implementing a P- 3 approach?
- IV. How can you prioritize P-3 in your strategic plan?
- V. What resources are available?





# I. What is a P-3 framework?



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](http://ceelo.org/wp-content/uploads/2016/08/ceelo_pdg_P3systems_AligningEarlyEducFINAL.pdf)





## II. What Outcomes Can You Expect?

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We do not have any empirical evidence to date on the outcomes you can expect from a prenatal through grade 3 approach. In fact, very few states have set a “prenatal” to grade 3 vision (e.g. CO, IL) though some communities have a P-3 vision.

- “First 10” -- early childhood as the entire first decade of life, from prenatal development up to age 10. (<https://first10.org/why-first-10/>)

We do have research and evidence on specific practices that support continuous, coherent learning and supports for children and families.

Defining success, and the specific outcomes to be achieved, is best determined at the local level.





# III. What does P-3 look like in practice?

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# What States Can Do

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A 2016 study of P-3 systems in Oregon, Pennsylvania, and Massachusetts revealed that while each had a different state governance structure and authority over funding and programs, there were some key strategies to aligning the early education system. These were:

- ***New leadership and patterns of collaboration*** across the state agencies charged with early childhood education, birth to age 5, and K-3 instruction needed to be established.
- ***Incentives*** were needed for aligning local policy and practice from birth to grade 3, either through grants or with dedicated funding and support to local entities.
- ***State policy was balanced against local flexibility*** to support innovation and responsiveness to local needs while fulfilling the state role for accountability and oversight.





# Nevada Birth -3<sup>rd</sup> Grade Pilot



NATIONAL



## First School



Center for Program Evaluation  
Community Health Sciences  
University of Nevada, Reno

### Nevada's B-3 Leadership Team

Working in partnership with Nevada ECAC and NDE to strengthen B-3 Initiatives, plans and projects to achieve their collective impact on third grade outcomes.

3 Sites located in Washoe (Reno), Clark (Las Vegas), and Churchill (Rurals)

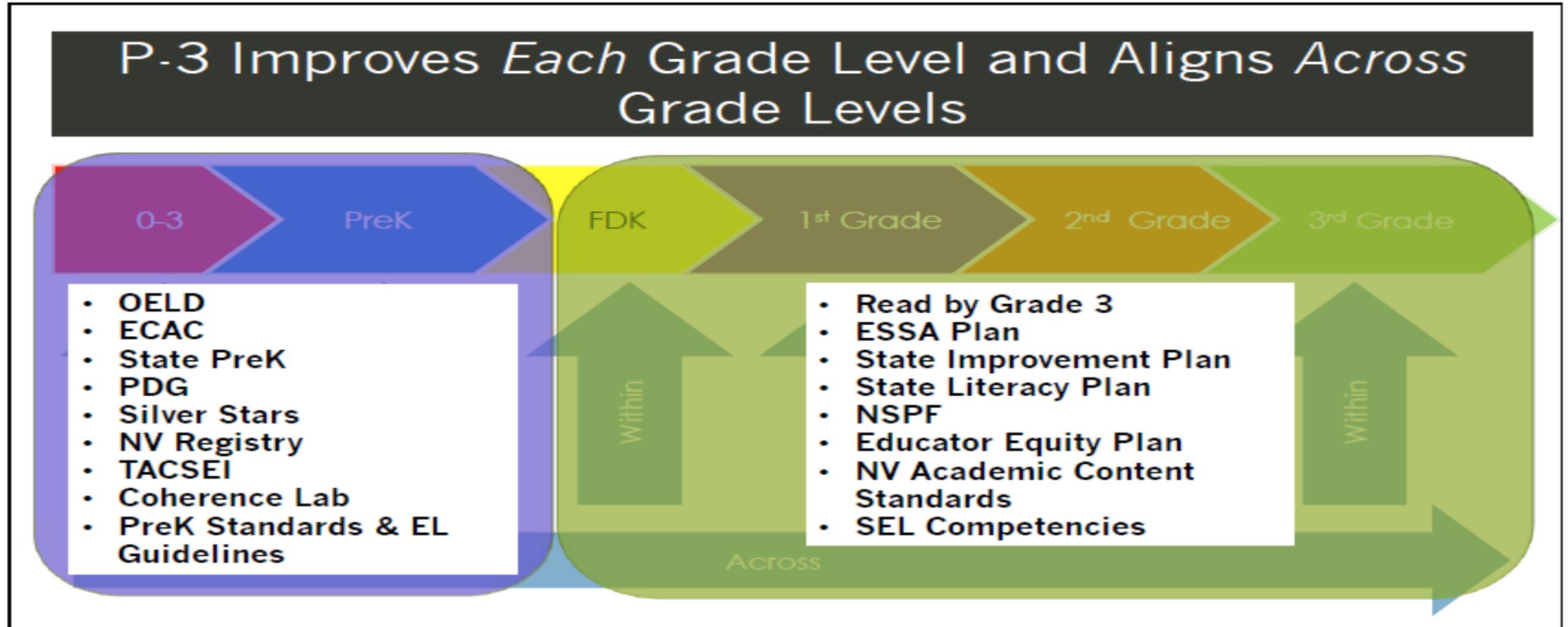
Elementary school plus 1 or more community site that serves 0-5.

Includes public and charter schools, as well as private, community, and state-funded PreK

Course Instructors with On-the-ground Liaisons/Coaches

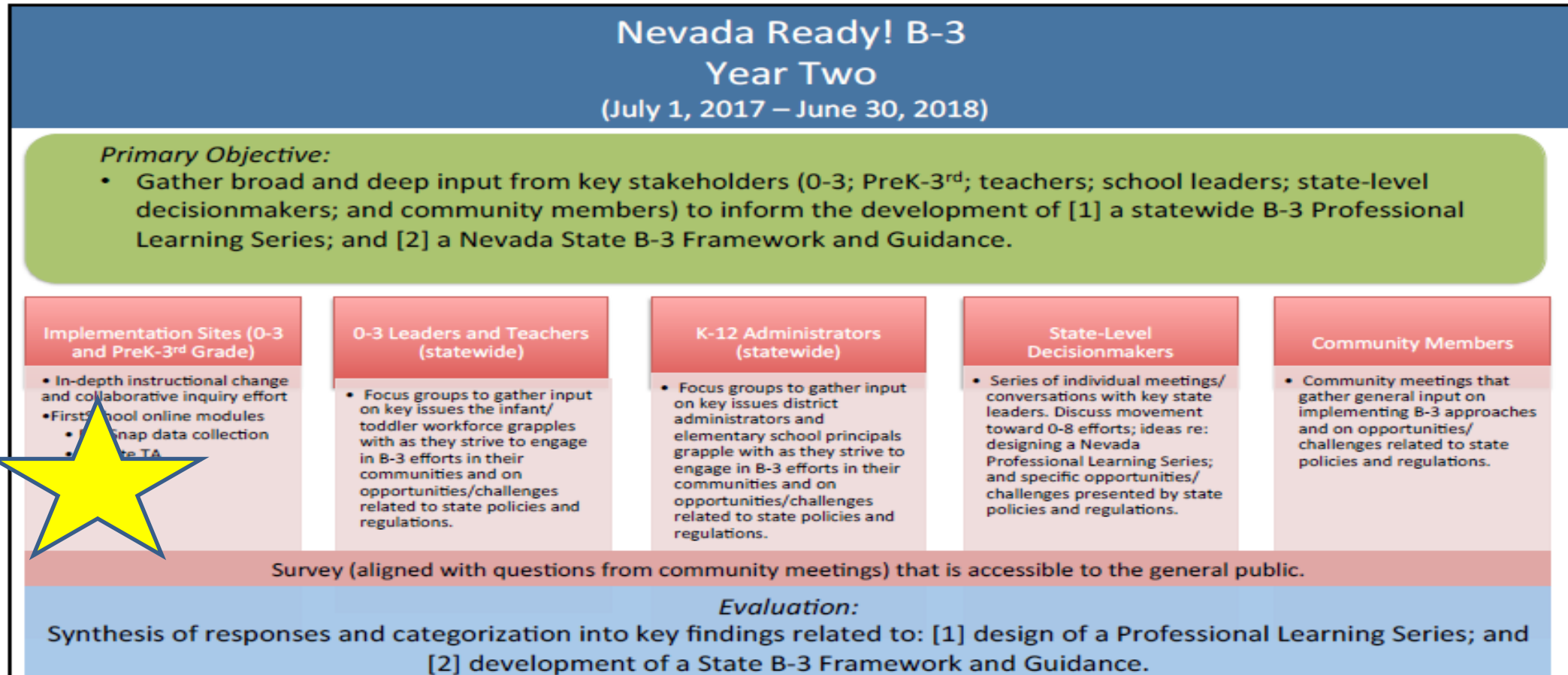


# Lesson 1: State Created Coherence Across Initiatives





# Lesson 2: State Incentivized Local Stakeholders







# Lesson 3: State Used Findings from Pilots to Create System-Wide Framework

## *Nevada Ready! B-3 Implementation Framework: Learning from the School-Community Partnership Pilots*

The structure and strategies of this document are based on a crosswalk of FirstSchool's work (Ritchie & Gutmann, eds., 2014) with Nevada's School-Community Partnership Pilots and the Framework for Planning, Implementing, and Evaluating a PreK-3<sup>rd</sup> Grade Approach (Kauerz & Coffman, 2013). The strategies in gray-colored font are not emphasized in NV's school-community pilots.

1	Cross-Sector Work	
	Comprehensive P-3 Approach	Nevada Ready! B-3
	<p><b>Goal:</b> Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountability between 0-5 and K-12.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Cross-organizational teams formalize and share decision-making.</li> <li>• 0-5 and K-12 partners have shared strategic plans.</li> <li>• Funding supports joint work between 0-5 &amp; K-12.</li> </ul>	<p><b>Nevada School-Community Partnership Pilots:</b></p> <ul style="list-style-type: none"> <li>• Develop teams – comprised of elementary school principal and teachers (across PreK-3<sup>rd</sup> grade), community-based early learning directors and teachers – that promote increased understanding and respect across grade levels and among teachers and administrators.</li> </ul> <p><b>What needs to be learned about implementation from the Pilots?</b></p> <ul style="list-style-type: none"> <li>• How can the school-community teams be sustained over time (for Pilot sites) and expanded across the state? How can teams be supported to provide consistent, shared vision and strategy among community-based 0-5 early learning programs and elementary schools? How can infant/toddler programs and teachers be meaningfully engaged in B-3 approaches?</li> </ul>
2	Administrator Effectiveness	
	Comprehensive P-3 Approach	Nevada Ready! B-3
	<p><b>Goal:</b> Administrators (district superintendents, school principals, early childhood directors) actively create a culture and organizational structure that ensure the quality of B-3<sup>rd</sup> grade learning.</p> <p><b>Strategies:</b></p> <p>Administrators from both 0-5 and K-12:</p> <ul style="list-style-type: none"> <li>• Provide visible, strategic vision and priority for B-3.</li> <li>• Foster teacher teamwork across grade levels and programs.</li> <li>• Demonstrate effective instructional leadership for B-3.</li> </ul>	<p><b>Administrators in NV School-Community Partnership Pilots:</b></p> <ul style="list-style-type: none"> <li>• Are expected to participate fully in the online FirstSchool course and foster teamwork among and across 0-5 and PreK-3<sup>rd</sup> grade teachers.</li> <li>• Strive to create and participate in a culture of collaborative inquiry and a mindset of continuous improvement to improve teacher practice.</li> </ul> <p><b>What needs to be learned about implementation from the pilots?</b></p> <ul style="list-style-type: none"> <li>• What content was most compelling to administrators and what aspects of the Pilots were incorporated into their on-going school/program efforts? What aspects of the pilot fostered meaningful teamwork across the B-3<sup>rd</sup> grade span? How can administrators be motivated to accept on-going professional learning opportunities that support their own leadership skills, behaviors, and knowledge about B-3?</li> </ul>
3	Teacher Effectiveness	
	Comprehensive P-3 Approach	Nevada Ready! B-3
	<p><b>Goal:</b> Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children, B-3<sup>rd</sup> grade.</p> <p><b>Strategies:</b></p> <p>Teachers from both 0-5 and K-3:</p> <ul style="list-style-type: none"> <li>• Receive guidance and support to improve their instruction.</li> <li>• Make their own teaching practices visible to one another.</li> <li>• Work as teams to improve instruction and effectiveness in the classroom.</li> </ul>	<p><b>Teachers in NV School-Community Partnership Pilots:</b></p> <ul style="list-style-type: none"> <li>• Participate fully in the online FirstSchool course and begin to develop a shared language about student learning.</li> <li>• Engage in a culture of collaborative inquiry and a mindset of continuous improvement, using Eduplap data feedback to assess, reflect on, and improve their own teaching practices.</li> </ul> <p><b>What needs to be learned from the pilots?</b></p> <ul style="list-style-type: none"> <li>• What content was most compelling to teachers and what aspects of the Pilots were incorporated into their on-going instructional efforts? What aspects of the pilot fostered meaningful teamwork across the B-3<sup>rd</sup> grade span? How can teachers be motivated to accept on-going professional learning opportunities that support their own leadership skills, behaviors, and knowledge about B-3?</li> </ul>





# Illinois Birth Through Grade 3 Continuity Project

Click on the puzzle pieces to navigate through the areas that comprise an aligned B-3 continuum:



Resources for those in the Birth-to-Third Grade community.

\*\*\*Please note that included materials are not comprehensive nor endorsed by this project.\*\*\*

What is meant by Birth through 3<sup>rd</sup> grade work?



## Core Principles

The *Early Childhood Colorado Framework* is based on and guided by these principles:

- Whole child and family centered
- Prenatal through age eight
- Strengths based
- Culturally relevant and responsive
- Outcomes focused
- Informed by evidence based and promising practices
- Cross-sector collaboration

## Early Childhood Colorado Framework

A SHARED VISION

This *Framework* is a shared vision for Colorado's young children and their families. It guides planning and mobilizes action to ensure all children are valued, healthy and thriving. The *Framework* is embraced by the Early Childhood Leadership Commission, foundations, state agencies, nonprofits and early childhood stakeholders across Colorado.

For more information visit [earlychildhoodframework.org](http://earlychildhoodframework.org)  
ADOPTED JULY 2008 | UPDATED JULY 2015



## Strategies for Action

- Connect and Empower Families
- Build Community Capacity
- Implement Quality Standards
- Make Data Informed Decisions
- Develop and Retain the Workforce
- Support Consumer Affordability
- Advance Sustainable Business Practices
- Encourage Public Private Approaches
- Pursue Continuous Quality Improvement
- Ensure Coordinated Services
- Promote and Share Knowledge

## Fundamentals

Strong Partnerships  
Sufficient Investments  
Sound Policy  
Robust Public Engagement  
Shared Accountability  
Effective Leadership  
Relevant Education Opportunities

## Outcomes ► access, quality and equity



Family Support & Education



Health & Well-Being



Learning & Development

### ACCESS

- Family engagement and leadership opportunities exist within programs, schools and communities
- Services and supports promote the well-being and resiliency of parents and caregivers
- Family friendly policies and practices exist in the workplace
- Comprehensive health coverage and services are consistently utilized by pregnant women and children
- Integrated and preventive maternal and child physical, behavioral and oral health services are available
- All settings promote mental health and well-being through early identification, consultation and treatment
- Education, coaching and ongoing training exist for caregivers, teachers and other professionals
- Learning experiences and environments are high quality, developmentally appropriate and affordable

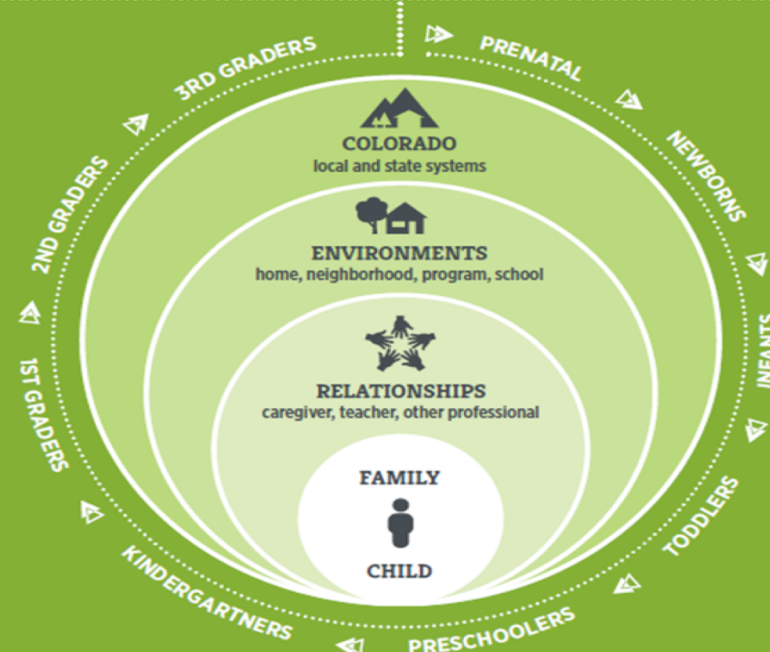
### QUALITY

- Family knowledge and capacity support children's healthy development and learning
- Families advocate for high quality comprehensive services and supports that lead to future success
- All health care providers, including mental health, deliver coordinated, family focused care
- Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity
- Formal and informal care environments and education practices reach the highest levels of quality
- Adults understand and support children's learning and development, including social and emotional
- All settings provide effective transitions across and within programs, schools and systems

### EQUITY

- Education, employment, housing, financial and legal supports contribute to family economic security
- Families, including those with high needs, experience timely and coordinated services and supports
- Families have the ability to plan the number and timing of their children
- All environments are safe, free of toxins, have affordable foods and offer physical activity
- Children with special health, behavioral or developmental needs receive individualized services and supports
- All children are ready for school and achieving by 3rd grade regardless of ability, race, place, income, language and culture
- Children, including those with high needs, receive timely, comprehensive and affordable academic services and transition supports

## all children are valued, healthy and thriving



## Results



### CHILD

Young children reach their developmental potential and are ready to succeed in school and in life



### ENVIRONMENTS

Environments that impact children are safe, stable and supportive



### RELATIONSHIPS

Adults are knowledgeable, responsive and interact effectively with and on behalf of children



### COLORADO

Localities and the state attain economic and social benefits by prioritizing children and families





## P – 3<sup>rd</sup> Grade Makes Sense But . . .

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SIMPLE  $\neq$  EASY

Raymont Anderson



**Your system...**any system is  
perfectly designed to produce  
the results you are obtaining.

(Adapted from Carr, 2008)





# Going for the Gold → Coherence



Source: Collective Insights on Collective Impact





# IV. Considerations for State Leaders

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## ***How do we create governance structures to support prenatal-through-age-8 services?***

- How can funding support most vulnerable children, while benefiting all “progressive universalism”?
- What are the operational costs of blending and braiding funding at the state and local level?

## ***What resources are needed to support quality in educational standards and curricula?***

- What are the skills and competencies that the workforce needs at each of these levels (working with infants and toddlers, pre-kindergartners, kindergartners, and children in the first, second and third grades)?
- How might we build a system of diverse pathways toward advancement in careers in teaching and leading?
- What incentives are out there to recruit and retain specialization in early childhood?





# DISCUSSION

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





## V. Additional Resources

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- ❑ CEELO Birth Through Third Grade Resources: <http://ceelo.org/ceelo-products/b-3/>
- ❑ Chicago Parent Child P-3 Center - <https://cpcp3.org/about.html>
- ❑ Illinois Birth Through Grade 3 Continuity Project: <https://education.illinoisstate.edu/csep/b3/>
- ❑ The Early Childhood Colorado Framework: <http://earlychildhoodframework.org/>
- ❑ National P-3 Center : <https://sehd.ucdenver.edu/pthru3/content/p-3-framework-0>
- ❑ 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>



*The future belongs to the curious. The ones  
who are not afraid to try it, explore it, poke  
at it, question it and turn it inside out.*



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