



Prenatal – 8 Convergence: Keeping Early Childhood at the Center of Early Childhood Systems Reform

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First I want to say what an honor it is to be with you here today to speak with you about a topic that is near and dear to my heart. I began my career as a preschool and then an elementary school teacher. For the past 30 years I have been interested in this nexus between prenatal to 5 and public schooling.

Today I am going to talk about:

The importance of building systems that are comprehensive and aligned but also keep children at the center and maintain the unique contributions of high quality early childhood practices

I will also share some promising examples where P-3 work is happening around the country and what we can learn from these efforts

IMAGINE YOU ARE IN A TK CLASSROOM...



To begin my talk today, I would like you imagine with me that you are entering a Transitional Kindergarten classroom in one of our Bay Area School districts. The teacher in this classroom completed a BA in Child development, received her Multiple Subjects Teaching Credential and completed a Masters degree in Early Childhood Education. Additionally, she has expertise in creating environments that support young children's executive functioning (e.g., impulse control, emotional control, flexible thinking, self-monitoring, working memory, planning and organizing, task initiation etc). She teaches at school where all of her children quality of free and reduced lunch, in a neighborhood with high rates of violence and inter-generational poverty. She is recognized at her school and among many in her district as an experienced and knowledgeable early childhood educator. One morning last year this teacher shared a story with me that left an impression on me. She described a scene that played out in her classroom earlier that day:

WE'LL COME BACK WHEN YOU'RE TEACHING

Her classroom was humming with the sounds of engaged young children. Some were building with blocks...a bridge that required them...to think through mathematical and scientific concepts and to use trial and error to problem solve together; another small group was collaborating on an imaginary scene in the dramatic play area--organizing and making sense of the death of a child's beloved pet...in the manner in which children embed their experiences symbolically through play to find a sense of control, understanding and order in a world that can too often feel otherwise...and while they are exploring big concepts like life and death, fairness, friendship, family and community, they were also building vocabulary and narrative structure, foundations for literacy, and still another small group was working with the teacher on a measurement activity on the rug. She explained to me, the children were focused and self-regulated, a healthy buzz sounded throughout the room, the sound of young children's engagement in their learning; the type of engagement that supports them to develop a love of learning in a caring community. She was proud when her principal walked in with a group of administrators as part of her district's 'instructional rounds.' She was happy to see her district administrators taking interest in her classroom. She was eager to talk with them about the intentionality in her curriculum, instruction and the careful manner in which she had set up her TK environment to reflect a high quality developmentally appropriate TK classroom. At this point in the story, her head dropped and her eyes grew watery, my principal, she confessed, took one look around my classroom, observing the children learning through play and loudly announced to the entire group, "We'll come back when she's teaching" and to my utter shock, humiliation and disbelief, she quickly marched everyone out of my

classroom.

I share this story with all of you to open up my talk today because it beautifully reflects the promises, perils, complexities and tensions of prenatal-8 convergence, that is, early childhood systems reform where early childhood (birth-5) is bridged with public schooling.

It is not surprising that her principal did not have the knowledge base or skills needed to effectively provide instructional leadership and supervision in her early childhood classroom.

Although research suggests that principal leadership is second only to teaching in terms of impact on child outcomes, yet we also know that no states, except Illinois—have included early childhood content specifically in their licensure, accreditation, mentoring or evaluation processes for principals. A recent survey from the National Association for Elementary School Principals, suggested that over 60 percent of elementary school principals state that they are responsible for supervising prekindergarten classrooms on their school site or they have responsibilities for leading early childhood programs in their community (NAESP, 2014). And more than half of the surveyed principals reported that they were in need of PD and resources that would increase their skills, knowledge and capacity to supervise early childhood teachers (K-3) and to understand the hallmarks of developmentally appropriate classroom environments.

We are reminded that we have to continue to keep the system in view when we talk about early childhood systems change.

SYSTEMS REFORM IN EARLY CHILDHOOD EDUCATION

Birth-8, 0-8, P-3, PreK-3: Increased Quality

The Research Base for a Birth to Age 8 State Policy Framework; Alliance for Early Success, 2013

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation; Institutes of Medicine & the National Research Council, 2015

Continuity: Vertical and Horizontal Alignment

- ❖ Vertical alignment of care
- ❖ Horizontal alignment of care

What is prenatal to 8 convergence/early childhood systems change? Variously named birth-8, 0-8, P-3 and Prek-3, is motivated by the growing body of empirical research reinforcing that children's earliest years are so critical.

As 0-8 systems work spans infant, toddler, preschool and early elementary years, states and public school districts are doing complicated work coordinating and aligning governance structures, funding streams, service delivery and professional development.

Two recent and influential policy reports are indicative of the emergent emphasis on P-3 system building: *The Research Base for a Birth to Age 8 State Policy Framework* (Alliance for Early Success, 2013) and *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (Institutes of Medicine [IOM] & the National Research Council [NRC], 2015). Both reports include extensive summaries of the research on child development and early learning.

Conclude that the "rapid and cumulative" nature of early development requires that families and service providers ensure a high degree of continuity in the care that children experience.

Continuity is achieved by aligning care and learning **vertically** over time as children progress through home visits, infant and toddler care, preschool, and early elementary school. Continuity is achieved **horizontally** as children and families experience multiple services and supports at each stage of development.

Vertical alignment addresses standards, curricula, assessment, instructional strategies, environments, and transitions so that new learning experiences build on competencies developed earlier, and the dosage of high-quality experiences increases over time.

Horizontal alignment requires communication and coordination across the providers serving the same children and families so that services are mutually reinforcing and, thus, more effective, again increasing the dosage of high-quality experiences (IOM & NRC, 2015).

BENEFITS ANTICIPATED IN ECE SYSTEMS REFORM



- Tying ECE to learning standards and teacher certification and elementary school to child development
- Professionalizing the ECE workforce
- Gaining access to new funding sources
- Responding to the needs of young families
- Transitions to public schooling
- Attenuating opportunity and achievement gaps

Motivations for P-3 or Prenatal to 8 Convergence?

So, why do this work? Among the benefits anticipated to result from building more coordinated and aligned systems from birth through early elementary school include:

Promises of increased quality in early childhood programs and services, tying it more closely to state learning standards and teacher certification and also strengthening the quality of early elementary education by integrating it with child development knowledge and associated practices

Progress in professionalizing the early childhood workforce,

Gaining access to new funding sources (e.g., ESSA; Every Student Succeeds Act)

Responding to the needs of families with young children

Supporting more seamless and positive transitions to public schooling

Attenuating opportunity and achievement gaps evidenced for child outcomes emerging in elementary school and beyond. Research indicates that high-quality early learning that is universally available would reduce and possibly erase the achievement gap for children of color. We know that high-quality preschool would reduce significantly the achievement gaps for African-American and Hispanic children in math, and erase the reading gap for both groups.

ESSA: Every Student Succeeds Act and P-3 Alignment

[Every Student Succeeds Act \(ESSA\)](#) signed into law in December 2016

First time provisions included to promote coordination in early learning among local communities; align preschool with early elementary school; and build the capacity of teachers, leaders and others serving young children to provide high quality early learning.

Early learning is woven throughout ESSA as lever to address educational equity.

President Obama signed the bipartisan [Every Student Succeeds Act \(ESSA\)](#) into law in December 2016 to reauthorize the Elementary and Secondary Education Act of 1965 (Title 1) and replace key requirements of the outdated No Child Left Behind Act of 2001. For the first time, the ESSA includes provisions to promote coordination in early learning among local communities; align preschool with early elementary school; and build the capacity of teachers, leaders and others serving young children. Early learning is woven throughout the ESSA, as a means of addressing educational equity. Three policy strategies are now being encouraged for inclusion in every state's ESSA state plan and supported by districts.

Increase Access to High-Quality Preschool.

Align and Coordinate Birth to Third Grade Programs.

Prepare and Support Highly Effective Teachers and Leaders. ESSA offers states an opportunity to prioritize the PD of teachers and leaders of young children...could build capacity of superintendents, principals, teachers, and other instructional leaders to increase knowledge and awareness of early childhood pedagogy and best practice in order to improve teaching and learning (e.g., Minnesota's [Prek-Grade 3 Principal Leadership Series](#) is an example).



QRIS: Quality Rating and Improvement Systems

Early QRIS: Improve quality, inform families, informed choices, increase demand

Second Generation: RTTT-ELC, Cross-sector focus, independent observation, program quality and child outcomes

- Improve child outcomes across sectors
- Expand # of children and families who receive comprehensive services and supports
- Raising the floor for child care licensing systems

There are many examples of systems reform that I could talk about--Early Head Start/Child Care Partnerships, Place-Based Initiatives as seen with the Hayward Promise Neighborhood work, Expanded Access to Developmental Screening and many many other examples of the important work that is happening in our field right now.

Perhaps one of the most salient examples that most if not all of you are very aware of and engaged with are QRIS: Quality Rating and Improvement Systems. Based on a report released on March 3rd by the BUILD Initiative, in 2015, 49 states, the District of Columbia, and many U.S. territories were either planning, piloting or implementing Quality Rating and Improvement Systems (QRIS) in order to assess, improve, and communicate about the quality of early care and education.

Second Generation

In 2009-10, the federal stimulus funds and the announcement of the Race to the Top-Early Learning Challenge (ELC) grant competition spurred on an already emerging second generation of QRIS development.

Increasingly, QRIS were designed, first, with a cross-sector focus, i.e. to include Early Head Start, Head Start, Part B, Part C and pre-k, not just child care and

Second, with quality levels that required independent observation to determine the quality. validation requirement amplified relationship between quality levels and improved program and child outcomes.

Increasingly, there is a Focus in QRIS to Improve Child Outcomes Across Sectors

Another focus built into many QRIS is expanding the number of children and families who receive comprehensive services and supports

Raising the Floor for Child Care. Motivated by aims to strengthen existing child care licensing systems and improve public and private program investments.

Where are we now?

- Building infrastructure. Child outcomes are assumed to be achieved in the future
- Key components missing: Compensation for the ECE Workforce



Equity for the Field of ECE

How can early childhood expand, professionalize, increase quality and align with public education without losing its unique identity?

Taking a step back from these various reform efforts, I ask that we consider a larger question, that is, how can early childhood expand, professionalize, increase quality and align with public education without losing its unique identity?

Robert Halpern (2013) from the Erikson Institute published a very thought provoking article in Teachers College Record exploring the potential and the problems of tying early childhood closely with the policies, procedures and practices of public education. I have pulled out some highlights of his arguments to share with you today:

From a systemic perspective, connecting early childhood more closely to public schooling holds many promises. Yet, it is important to acknowledge and make visible that it also leaves our field vulnerable and in need of maintaining its identity as core practices in early childhood education contrast sharply with conventional approaches in elementary education (Bowdon & Desimore, 2014). For the last century, early childhood and public schooling as social institutions, have not had shared purposes:

The image of the child and how children learn and acquire knowledge have been significantly different

How to document and assess what children know and can do

Relationships with families

Holistic view of children

Child development versus curricular content

Agency/self-determination

Self-initiated play

Psychosocial development

Partnerships with families

Assessment in naturalistic settings using observation



First, early childhood education takes a more holistic active view of children who “construct” their knowledge through hands on experiential learning where domains of knowledge and development are more integrated and where children’s development is understood to take place ecologically, in the context of family and community (Kagan, Moore & Bredekamp, 1995).

Principles of child development, rather than curricular content, are the primary motivation for the early childhood curriculum. Further, there is a strong desire to nurture agency in children by supporting them to actively construct meanings about the world through inquiry, exploration, and discovery taking place in the context of nurturing and responsive relationships with others.

Early childhood classrooms are characterized by long periods of time devoted to self-initiated play where play is viewed as a central activity for learning and children have easy access to appropriate hands on materials and adult interaction that builds on children’s ideas (Hirsh-Pasek, Golinkoff, Berk, & Singer, 2009).

ECE has historically emphasized the neurobiological foundations of children’s learning and behavior and psychosocial development which leads to a prioritizing of the role of health, social-emotional and physical development in learning and work with children in order to support their development of strong attachments and feelings of safety and belonging, self-regulation, self-understanding, empathy, and social skills (Bodovski & Youn, 2011).

Early childhood educators work to create partnerships with families and in many cases are child and family advocates searching for and securing a range of corollary services for them.

Early childhood educators assess children's learning in naturalistic settings by observing their growth over time, on multiple occasions and with input from families and often multi-disciplinary professionals: speech/language pathologists, Occupational specialists, early interventionists, mental health practitioners to name a few.

Tensions about the relationship between ECE and public schooling have long brought questions about how early childhood would fare. In fact, the introduction of NAEYC's Developmentally Appropriate Practices text was an action taken by early childhood educators' concerns that public schools would inappropriately push academics down into early childhood programs.

Such tensions continue today as, Head Start, preK and many early childhood programs are feeling pressure to narrow the broad purposes of early childhood education to focus solely on one goal, that of school readiness. All too often this is a concept of readiness that is defined as a set of discrete and decontextualized skills, an extension down of our increasingly academic environments in kindergarten, first-, second-, and third-grade.

Kindergarten: 2010 and 1998

80% believe children should learn to read in kindergarten (31%)

50% report not doing any theater activities during the school year

58% have a dramatic play area (89%)

24% have a water or sand table (49%)

40% spend one hour or more on child selected activities (54%)

45% use reading workbook or worksheets

Many of you are likely to have seen the recent report from researchers at the University of Virginia who compared the views and experiences of kindergarten teachers in 1998 with those of their counterparts in 2010, and found dramatic differences in what teachers now expect of pupils and how they have structured their classrooms. Generally, teachers now expect children to come in knowing much more, spend more of the day in literacy and math instruction, and devote less time to play, music and art. Some excerpts from the findings:

- 80% believe children should learn to read in kindergarten compared to 31% previously
- 40% spend one hour or more on child selected activities (54%)
- 45% use reading workbook or worksheets

“This research documents how kindergarten has become steadily more school-like in dynamic, with greater teacher (versus child) initiative, more time spent in passive (rather than active) learning, greater emphasis on product (rather than process), more summative and less formative evaluation of children, more competition, and less room for each child’s individuality (Goldstein, 2007).” There is also a growing focus on breaking down the day into short learning time periods, typically 15–20 minutes. Children are just beginning to dig into a learning experience and they are required to transition; with unanticipated consequences that children are not learning how to sustain their attention and efforts. The self-regulatory requirements are great for children to manage when they are constantly in motion and changing what they do as they shift their attention and focus so often.

What do exclusionary discipline practices look like in early childhood settings?

Examples of exclusionary practices in early childhood



In-School Suspension could look like...

Disciplining a child by sending the child out of the classroom, such as to the director's office.



Out-of-School Suspension could look like...

Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions).



Expulsion could look like...

Telling a family that they will need to find another care arrangement/center because the child is not a "good fit" for the program or that the program can 'no longer support' their toddler or preschooler.



'Soft' Expulsion could look like...

Asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently.

Increased federal and state mandates to teach developmentally inappropriate academic skills is putting **stress on our youngest children.**

The U.S. Department of Education's office for civil rights' reports have highlighted that suspensions and expulsions occur regularly in early childhood settings. These exclusionary practices, which disproportionately impact children of color, deprive children of valuable learning experiences and have a negative impact on children's development that extends into grade school and beyond.

Walter Gilliam's research among others have highlighted the important role of teachers' implicit biases that perpetuate inequitable outcomes for young children, and especially boys of color. There is great need for our field to do important work in developing skills to disrupt these patterns from persisting through using explicit frameworks like the National Equity Project's coaching for Equity framework.

And, we also have to recognize that the increased academic demands in programs where children are required to sit still and concentrate for longer periods of time when they don't have the self-regulatory capacity to do so, are also contributing to exclusionary disciplinary practices for too many young children.

What if a necessary component of improving the long-term prospects of children is not accelerating through childhood, but purposefully lingering in it?



Emily Kaplan, a Boston area elementary school teacher, wrote a blog post featured on ECE PolicyWorks critiquing the ““sooner, faster, further” thinking--that is, pushing our children to attain academic skills while depriving them of developmentally appropriate experiences” is likely to have significant consequences. She wonders, *“what if a necessary component of improving the long-term prospects of small children from disadvantaged backgrounds is not accelerating through childhood, but purposefully lingering in it?”*

Emily’s Question is worth our consideration.

Regional director Cheng (Angela) Xueqin Anji County China



Before I turn to some case examples of P-3 work across the country, I want to share briefly that one of the projects I work with is studying the pedagogical revolution happening in China called Anji Play.

Under the guidance of visionary regional director Cheng (Angela) Xueqin and a core group of school leaders, the schools began a process of reform based in the belief that it is the fundamental right of children to play. Ms.Cheng's work has dramatically changed the practices of early education in Anji and is radically challenging the educational practices of the whole country. In 2014, Ms, Cheng's work was honored with the highest recognition in education in China, the Presidential Teaching Award, and the Ministry of Education is moving to adopt critical elements of her curriculum for the entire nation's young children. The hallmarks of AnjiPlay are children's self-determination through open-ended play, allowance of risk-taking, collaboration and problem-solving, use of technology for documentation and very high levels of reflection and the importance of joy, relationships, and love as central elements of children's and teachers' experiences at school.

I bring this up because it is an interesting point of provocation for us. Early childhood in China is also engaged in bridging work between early childhood and public schooling, however, they are taking a very different approach as the principals and teachers in elementary schools are asking to come visit the kindergartens saying, "The children are showing up in our schools more engaged in their learning than we have ever seen. What is happening down there?"

“Giving Children Back the Right to Play”



Self-Determination, Risk, Problem-Solving, Collaboration, Joy, Love





We have to be very careful that tying ECE more closely to schools will not end in ECE simply being less early-childhood like.
Halpern, 2013

To meet children's needs, schooling has to be understood not as *preparation* for life but as life itself, broadly envisioned.
John Dewey

So...as we work to support early childhood systems reform, we need to be committed to doing so in a manner that sustains equity for our profession and maintains what is valued and unique about relationships, learning and development in children's earliest years.

"We don't want to narrow and flatten young children's learning experiences. We have to be very careful as Halpern suggests that tying ECE more closely to schools will not end in ECE simply being less early-childhood-like.

"We want and need to hold onto early childhood's more generous view of children and education, by including consideration of not only the 'whole' child but also children's moral, civic, creative, imaginative, artistic, culturally and linguistically diverse and individual, personal selves."

Keeping the “Kinder” in Kindergarten

Kate Abbot, *Preschool Matters*

Take a moment to think of your most meaningful learning experience as a student in elementary school. What stands out as having the greatest impact, some lesson that you still carry today?

Now, please think of your favorite worksheet.



A recent blog post on *Preschool Matters*, a Blog from the National Institute of Early Education Research, Kate Abbot (who directs EL in 5 school districts in Vermont) was titled, *‘Keeping the “Kinder” in Kindergarten: Developmentally Appropriate Practice in New York’*. In this article, Dr. Abbot begins with a provocation. She states:

Take a moment to think of your most meaningful learning experience as a student. What stands out as having the greatest impact, some lesson you still carry today? Now, please think of your favorite worksheet. I’m guessing the answer to the first question was perhaps the reason you have dedicated so much of your life to the field of education. And I’m guessing the second question was difficult to answer. In the first 15 days of school this year, my kindergartner came home with 70 completed worksheets.”

The blog was really about how recently the New York State Board of Regents publicly announced the Common Core State Standards they adopted in 2010 need significant revision to address concerns raised by record numbers of parents opting out of state tests. In a recent press release, NY State Ed Dept explained that one of the key areas targeted for change is PreK to Grade 2 standards to make a significant philosophical shift to engender developmentally appropriate practice in the early grades to have, “a strong emphasis on the whole child and the importance of play as an instructional strategy...Along with new standards will be new curriculum and guidance for teachers and schools to achieve these new goals (www.nysed.gov/news/2016). Besides this shift on learner-centered instruction, the new standards also emphasize alignment

between the kindergarten and prekindergarten standards.

The state's new standards slated for release in early 2017, and curricular resources to follow.

WHAT CAN WE LEARN FROM P-3 REFORM EFFORTS ACROSS THE NATION?



Now I want to turn to sharing some examples of P-3 work that is happening across the country.

I'm going to introduce states that have been described as "leading the way" in building state P-3 systems.

OREGON: Regional Early Learning Hubs and an Ambitious State P–3 Grant Program

- Early Learning Council created 16 regional early learning hubs across the state (2013)
- Early Learning Division: Part of Oregon Department of Education
- ❖ Aligning state standards from pre-k through 3rd grade
- ❖ Kindergarten assessment
- ❖ Kindergarten Partnership and Innovation Program grants



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

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

Taking office in 2011, Oregon's former governor made early learning a centerpiece of his administration, a priority that has been maintained by Oregon's current governor, Kate Brown. Under the Governor's leadership and with the participation of a few key community foundations and nonprofits focused on early learning, Oregon's legislature authorized the state Early Learning Council in 2013 to create 16 regional early learning hubs across the state...designed to bridge health and education and devolve decision making to the local and regional levels.

The early learning hubs serve as "backbone" or convening organizations within the collective impact model of community partnerships.

The 2013 legislation also created the state's Early Learning Division. The Early Learning Division is part of the Oregon Department of Education. The Early Learning Division has embraced the P–3 idea both in its internal work as an agency as well as in its policy and grant programming, focusing its P–3 work on three core areas.

The first is **aligning state learning standards from pre-Kindergarten through third grade**. process began with a focus on math and reading, but has expanded the project to include social–emotional learning and approaches to learning as well. The team is basing its work on the Head Start Learning Outcomes Framework Central to the standards alignment project is the goal of encouraging developmentally

appropriate and culturally responsive practice across the pre-Kindergarten-through-third-grade continuum. PD, resources and tools will be aligned with Oregon's workforce development career lattice and registry.

The second component of Oregon's overall P–3 strategy is its **Kindergarten Assessment**. Educators gather information on children's self-regulation, interpersonal, early literacy, and early math skills in the fall of each year.

The third component of Oregon's P–3 strategy is its **support of local and regional P–3 efforts through its Kindergarten Partnership and Innovation Program grants**. Grants for projects to support: (a) Kindergarten readiness skills and smooth transitions to Kindergarten (b) Increasing family engagement in children's learning, and connecting families and schools (c) Providing PD to early learning and/or elementary school professionals to improve knowledge and skills and (d) Increasing alignment, connection, and collaboration in the P–3 system. Funding is the result of legislation appropriation, and the funding is distributed through regional intermediaries—the early learning hubs—which then allocate the funds to local communities within each hub's catchment area.

Example: The Blue Mountain Early Learning Hub in Eastern Oregon serves three very rural counties and has focused funds on supporting local PLCs that include FCC providers, preschool centers (including Head Start programs) and school districts. Two-day shared PD session on early learning best practices in the fall and again in the spring. In between, the teams meet monthly for 60–90 minutes. Topics have included assessment, managing centers, reading and math instruction, differentiation, and family engagement. The hub pays travel expenses for the teachers, but the teachers have volunteered their time in order to participate. The hub also encourages participants to visit each other's classes and pays for travel and substitutes for the visits.

Oregon Evaluation Findings

- ❑ Parents and caregivers more confident that they could support their children's learning at home, more comfortable at school, and believed children would be more ready for school
- ❑ Early learning teachers reported better understanding of kindergarten teachers' expectations and increased skills in supporting transitions to Kindergarten
- ❑ K–3 teachers reported “dramatically increased” levels of understanding of child care environments
- ❑ Participants reported improved P–3 alignment, including cross-sector collaboration and planning, vertical alignment of standards and curricula, and rates of on-time Kindergarten registration
- ❑ Inspired larger conversation across the state around establishing a developmentally appropriate continuum of practice across the P-3 spectrum.

Evaluation findings based on teacher and family self-reported data:

Parents and caregivers felt significantly more confident that they could support their children's learning at home, felt more comfortable at school, and believed that their children would be more ready for school as a result of the Kindergarten transition and family engagement activities they had attended.

Early learning teachers reported better understanding of Kindergarten teachers' expectations and increased skills in supporting transitions to Kindergarten. K–3 teachers reported “dramatically increased” levels of understanding of child care environments.

Participants reported improved P–3 alignment, including cross-sector collaboration and planning, vertical alignment of standards and curricula, and rates of on-time Kindergarten registration. spurred a larger conversation across the state around establishing a developmentally appropriate continuum of practice across the pre-Kindergarten-through-third-grade spectrum.

P-3 in Pennsylvania



Led by the Office of Child Development and Early Learning (OCDEL)

Hired a statewide transition coordinator

Cross-agency team participated in the National Governor Association's Policy Academy, *Building the Foundation for Student Success: State Strategies to Improve Learning Outcomes from Early Childhood through 3rd Grade*

Pennsylvania's P–3 work is led by the Office of Child Development and Early Learning (OCDEL) brought together Child care Licensing Bureau, early intervention, subsidies, and the Office of Early Learning, jointly overseen by the Pennsylvania Department of Education and its Department of Human Services,

An important step towards P–3 alignment at the state level took place as Office of Child Development and Early Learning hired a statewide transition coordinator and began to collaborate with colleagues in the Office of Elementary and Secondary Education on both transitions and revising infant and toddler, preschool, and K–2 standards.

Then, perhaps most critically, a cross-agency team from Pennsylvania participated in the National Governor Association's (NGA) Policy Academy, "Building the Foundation for Student Success: State Strategies to Improve Learning Outcomes from Early Childhood through 3rd Grade." Staff from OCDEL, the Office of Elementary and Secondary Education, and the Department of Education's policy office learned about and engaged jointly with research on brain science, social–emotional learning, and related topics. The Policy Academy meeting proved to be both a turning point for a deepening relationship between OCDEL and the Office of Elementary and Secondary Education as well as the impetus for an explicit P–3 effort by the state agencies. Pennsylvania's participation in the NGA Policy Academy led to a conceptual shift in OCDEL's focus and orientation as an agency. Rather than thinking of their work as an assemblage of separate initiatives and funding streams, staff now place at the center

of their thinking how children and families move across experiences over the years.

Pennsylvania: P-3 Focus

Standards alignment

- Revising and aligning standards Infant-Toddler through K-2
- Added interpersonal skills to state standards framework for all

State's Kindergarten Entry Inventory

- Measures cognitive, social-emotional, physical and motor, language skills, and approaches to learning

OCDEL sponsors P-3 Governor's Institutes each summer

Community Innovation Zone Grants

Like Oregon, Pennsylvania's statewide P-3 policy work has focused on standards alignment and the state's Kindergarten Entry Inventory (KEI). In addition to revising and aligning its standards from infant and toddler through K-2, the state has added interpersonal skills to its entire standards framework from infants and toddlers through grade 12.

OCDEL sponsors P-3 Governor's Institutes each summer. Provide workshops on P-3 strategy and implementation as well as opportunities for offsite strategy design meetings and P-3 networking across communities.

Community teams participating in Governor's Institutes must include at least one birth-to-age-5 teacher and K-3 teacher and at least one birth-to-age-5 administrator and K-3 administrator. Teams are encouraged to include a family leader, an early intervention partner, a community member, a librarian, a curriculum specialist, a higher education partner, and an out-of-school-time representative.

The Institutes are organized around the eight categories of P-3 activities described in the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches (Kauerz & Coffman, 2013).

The first P-3 Institutes were statewide events, but in the summer of 2015, OCDEL instead hosted four regional Governor's Institutes with the idea of making them smaller and easier to attend, and of building regional networks of support that could help sustain the work after the RTT-ELC funding ends. Teams from 59 communities attended the four regional Institutes.

The Governor's Institutes serve as an important mechanism for promoting P–3 work...elementary school principals have become much more deliberate and proactive about identifying all of the community-based preschool programs that feed into their schools, including faith-based programs. Further, many principals are now working to get their schools certified as preschool training sites so that they can invite feeder preschools to professional development opportunities.

Community Innovation Zone Grants

Community Innovation Zone Grants fund 50 communities to implement P–3 strategies to reduce achievement gaps by third grade. CIZs must include a school district serving a high population of at-risk children, an early childhood organization serving children 0–5 years of age, and at least one other community organization, such as a library, early intervention organization, museum, or social service agency. CIZs target a specific student population with the aim of demonstrating improved results over time.

Required to focus on three of the eight categories in the Kauerz and Coffman PreK–3rd Framework:

- Family engagement across the continuum
- Continuity and pathways across the continuum
- Data-driven improvement across the continuum

Examples of CIZs in Practice. *Serving Children with No Preschool Experience.* In addition to sponsoring professional development and an asset mapping initiative, the CIZ in Harrisburg developed a “bridge program” to address an identified need: long waiting lists for pre-Kindergarten slots. Called Jump Start to Kindergarten, the five-week Kindergarten-readiness bridge program is for families not receiving any pre-Kindergarten services. Parents participate in workshops on transition and readiness, and the program provides homework kits and starter libraries for children.

Pennsylvania: Evaluation Findings

- **A Cross-Cultural Learning Cycle.** A pattern reported by many local P–3 partnerships in the state. K–3 can support birth-through-age-five organizations in topics like data-driven decision making, and by the same token, it has been an eye opener for K–3 settings that birth through age five is a resource for learning about family engagement practices.
- **Partnerships and “Spillovers.”** Interviewees at both state and community levels also noted a number of unplanned positive developments or “spillovers” that grew out of the local partnerships that the Governor’s Institutes and CIZs supported.

Findings from P-3 work in Pennsylvania

A Cross-Cultural Learning Cycle. A pattern in many local P–3 partnerships in the state, a pattern she refers to as a “cross-cultural learning cycle.” K–3 can support birth-through-age-five organizations in topics like data-driven decision making, and by the same token, it has been an eye opener for K–3 settings that birth through age five is a resource for learning about family engagement practices.

Partnerships and “Spillovers.” Interviewees at both state and community levels also noted a number of unplanned positive developments or “spillovers” that grew out of the local partnerships that the Governor’s Institutes and Community Innovation Zone supported.

Descriptive Study of P-3 Alignment in Five Programs

- Boston Public Schools (BPS)
- Midwest Expansion model of the Child–Parent Centers: P–3 program building on the original CPC program implemented in Title I schools in Chicago (CPC)
- Early Works Initiative: Portland, Oregon (EW)
- FirstSchool Program: Martin County, North Carolina (FSP)
- Sobrato Early Academic Language (SEAL) program: P–3 program to support Spanish-speaking DLLs; Redwood City, California

(<https://www2.ed.gov/rschstat/eval/implementing-early-strategies/report.pdf>)

U.S. Department of Education just released findings from a [descriptive study](https://www2.ed.gov/rschstat/eval/implementing-early-strategies/report.pdf) that examined the implementation of P-3 alignment, including differentiated instruction, in five programs.

<https://www2.ed.gov/rschstat/eval/implementing-early-strategies/report.pdf>)

Boston Public Schools (BPS) is focused on both P–3 alignment and differentiated instruction. In 2013, district officials at BPS concluded that stagnant Massachusetts Comprehensive Assessment System (MCAS) scores for third-grade students suggested a need to improve the curriculum and instructional quality in early elementary grades to sustain the early benefits experienced by students participating in BPS’ preschool program.

The “new generation” (also known as the Midwest Expansion) model of the Child–Parent Centers (CPC) P–3 program builds on the original CPC program implemented in Title I schools in Chicago. Like the original CPC program, the Midwest Expansion model continued to focus on students in preschool through third grade who come from low-income families.

The Early Works initiative was selected for its P–3 alignment strategies and family supports that are being implemented at Earl Boyles Elementary School in Portland Oregon.

The FirstSchool program is a P–3 initiative in Martin County North Carolina

Finally, the Sobrato Early Academic Language (SEAL) program is a P–3 program in Redwood City designed to develop the language and literacy skills of Spanish-speaking English learners (ELs).

All 5 programs focus on elementary schools that include on-site/co-located PreK classrooms and strive to create greater coherence across the PreK-3rd grade continuum.

Two Strategies for Sustaining Effects of Preschool

P-3 Alignment

- Coordination: standards, curricula, instructional practices, and environments
- Student assessment
- Teacher PD between preschool years and the early elementary

Differentiated Instruction

- Teachers varying their pedagogical practices to meet the diverse needs and skills of individual children

To explore how educators might build on and sustain the positive effects of preschool, this study examined two types of strategies that preliminary literature searches revealed as promising practices to support children's learning in early elementary school: (1) aligning instruction from preschool through grade 3 and (2) differentiated instruction.

The P–3 alignment strategy emphasizes coordination among standards, curricula, instructional practices and environments, student assessment, and teacher professional development between the preschool years and the early elementary school years.

The differentiated instruction strategy focuses on teachers varying their pedagogical practices to meet the diverse needs and skills of individual students.

Data collection took place between November 2015 and January 2016 and included interviews and focus groups with personnel, observations of program activities, and review of program documents.

Common Elements

All focused on increasing children's vocabulary, oral language, and social-emotional skills

Use of Professional Learning Communities

- Horizontal and vertical team meetings
- Communication Pre-K-Kindergarten teachers

Coaches

- Guides to align Pre-K and K curriculum
- Allowed for visiting programs to observe

Parent/Family Engagement

- Home visits
- Translated resources
- Critical role as 'child's first teacher'
- Family engagement coordinator/on-site centers

Play-Based/Student-Initiated Learning

- Hands on, movement, student talk
- Emphasized importance of building on students' interests
- Child/student engagement increased



All five case study programs aligned instruction across grades by aligning or coordinating standards, curricula, instructional practices, and professional development; three sites also used aligned assessments.

All five programs focused on increasing students' vocabulary, oral language, and social-emotional skills

Additional common elements of P–3 programs included the use of professional learning communities (PLCs), coaches, parent engagement, and play-based or student-initiated learning.

Teachers reported that PLCs support consistent instructional practices and aligned curricula across preschool through grade 3 by providing teachers the opportunity to coordinate lessons and strategies. Horizontal team meetings, during which teachers met with other teachers from the same grade, provided the opportunity to co-plan and learn about successful strategies that their peers were implementing in their classrooms. Vertical team meetings, during which teachers met with teachers in different grades, provided the opportunity to align curricula and instructional practices across grades. PLCs encouraged communication between preschool and kindergarten teachers....felt more supported, and they appreciated the opportunities to gain feedback from and share practices with other teachers to help align practices.

All programs used instructional coaches to help teachers understand standards, align the curriculum with earlier or later grades, align instructional practices across and within grades, and adjust instructional practices to match the program model. All programs used instructional coaches to help teachers understand standards, align the curriculum with earlier or later grades, align instructional practices across and within grades, and adjust instructional practices to match the program model. Coaches also assisted with practical supports for BPS teachers, such as putting together teacher guides that blended the preschool and kindergarten curricula. Coaches provided teachers with opportunities to sit in on other teachers' lessons so that they could observe exemplary practices and aligned instruction. Coaches also provided hands-on coaching by helping teachers to be more intentional about each practice in their teaching, such as by showing them what questions to ask the students.

All five programs took a proactive approach to engaging parents. Parent and family engagement was one of the most critical components of the program. For example, teachers at the CPC and Early Works programs conducted home visits; the frequency of these visits was tailored based on the needs of each student and the student's family. They also described efforts to communicate information in the parents' first languages, emphasized the need to communicate to parents their critical role as their child's "first teacher." Respondents in these programs explained that providing a welcoming environment for parents helps them to feel more comfortable becoming involved in school activities. Early Works hired a family engagement coordinator. The family engagement coordinator facilitates focus groups with parents and families to discuss how their needs can be addressed. The family engagement coordinator also assists a cohort of parent leaders in the school who conduct outreach to other parents to encourage them to get involved with school activities.

CPC and SEAL programs both have on-site centers dedicated to family and community engagement, which provide health and wellness services for students and their families. All four programs held workshops for parents focused on a variety of topics, including financial literacy, food management, and how to use a smartphone. The SEAL program provides parent volunteers with training on home learning strategies in reading and math.

Building on practices used in their preschool programs, kindergarten through third grade teachers in four programs reported focusing on student-initiated and play-based learning. Four case study programs focused instruction in early elementary grades on student-initiated and play-based learning, building on similar practices in their preschool classrooms. In these programs, staff emphasized the importance of building on students' interests and described this practice as developmentally appropriate not only for 4-year-olds but also for all children in the early elementary grades.

Teachers at the three programs stated that they regularly provided students with a choice of activities in their classrooms. An elementary teacher at the CPC site Peck

Elementary described how student choice, over time, led to greater student ownership of learning.

Emphasized the importance of hands-on activities. For example, teachers at the CPC site in St. Paul used tactile activities, such as clay and manipulatives (e.g., stacking blocks or alphabet beads) for words and letters. A second-grade teacher in the SEAL program described teaching with visual aids, music and movement, hands-on projects, books, and field trips in their “fully integrated curricula.”

Emphasized the need for movement to always be present in instruction.

Importance of having more “student talk” than “teacher talk” in the classrooms.

Overall, described how their programs were “pushing up” elements of preschool into early elementary grades. The district official in BPS emphasized the overall goal of “pushing preschool up” to early elementary grades by incorporating developmentally appropriate practice in elementary school rather than making preschool more like kindergarten or first grade.



Outcomes

- ❖ Staff reports of improvements in vocabulary and oral language skills (BPS, CPC, EW, SEAL)
- ❖ Staff reports of improvement in children's social-emotional skills (BPS, CPC, EW, SEAL)
- ❖ Higher student engagement and task orientation (BPS, CPC, SEAL)
- ❖ Improved attendance (CPC, EW)
- ❖ More parent involvement (CPC, EW, SEAL)

Staff in four programs reported that they had observed improvement in students' vocabulary or oral language skills.

Similarly, staff in 4 programs reported improvement in children's social-emotional skills.

Three programs reported children rated more highly in measures of students' engagement and task orientation.

Two programs reported improved student attendance

Three programs reported that they observed higher parent involvement in their schools because of the program.

Challenges and Lessons Learned

Changing teachers' practice

- Teacher training
- Staff voice
- Additional resources
- Effective leadership

External Support and Sustainability

- Aides
- Support staff
- Parent engagement coordinators
- Coaches
- Materials



Staff in all five programs reported that guiding teachers to change their practices (e.g., incorporating student-initiated learning) can be difficult (particular difficulty of changing practice for experienced teachers who had taught a different way for many years).

Staff at all five programs emphasized the critical role that staff training plays in securing staff buy-in to the program. For example, at BPS, the district official pointed out that teachers of upper elementary grades who were reassigned to teach early elementary grades, where new practices were being implemented, had not been taught the differences between older and younger children's brain functioning. Thus, training was required not only on the concrete practices but also on why the practices were beneficial for the ways in which young children learn. Teachers at BPS, CPC, Early Works, and FirstSchool expressed appreciation of—and ongoing requests for—thorough training that addresses not only exactly how to implement the strategies, but why the strategies are being put into place.

Allowing teachers to be part of decision making about adopting a new model helped several programs to create buy-in. Principals and teachers chose to be a part of the programs in BPS, CPC, and SEAL...facilitated overall staff commitment to changing their practices.

Staff at three programs reported that securing teacher adoption of the new program was easier when the program was accompanied by additional resources; e.g., coach or teaching assistant in their classroom or if their time was restructured, additional

content to which they would have access as a result of the program (e.g., more art and social studies).

Most programs emphasized the importance of effective leadership. Important that school leaders have a solid understanding of early childhood and to advocate to the district for early childhood education for P–3 programs to succeed at the school.

Staff in all five programs reported concerns or expected challenges to arise as grant funds decrease or end. Each of the five programs received external support to either begin or augment their programs. Such funding enabled schools to hire teaching aides, support staff, parent engagement coordinators, or coaches, or to purchase materials. For example, the Barr Foundation in Boston supported NAEYC accreditation and the new curriculum development in BPS. An Investing in Innovation (i3) grant, funded by Ed Dept, supported some teaching assistants in both of the CPC Midwest Expansion sites (along with other staff positions). For the SEAL program, the Sobrato Family Foundation covers teacher training expenses. A Kellogg Foundation grant helped develop and pilot the FirstSchool program, and the Children's Institute in Portland helped raise money to support principal and teacher training and the new preschool facilities at Earl Boyles. Without these external funds, staff across all programs feared that they will not be able to continue implementing the program with fidelity.

New Jersey Leadership Academy



Cross-district PLC with school district early childhood teams:

- Central administrator, Building level leader, Early childhood teacher

Goal

- Building a common understanding and implementation of three key policy reforms: *early childhood quality and program improvement, teacher evaluation, and Common Core State Standards*

Format

- 3x/year
- Research from experts
- Small group planning within and across districts

Impacts

Relational, knowledge/understanding, instructional, policy, advocacy

(http://ceelo.org/wp-content/uploads/2014/10/ceelo_fast_fact_ec_academy.pdf)

The [New Jersey Early Childhood Academy](#), a cross-district professional learning community Brings together school district early childhood teams including a central administrator with some decision-making authority, a building level leader, and an early childhood teacher. Focus is on building a common understanding and implementation of three key policy reforms: *early childhood quality and program improvement, teacher evaluation, and Common Core State Standards*.

How the EC Academy Was Structured

Districts were required to send a team of three people from their district, including one administrator from the central office, a building administrator, and an early childhood teacher. This provided a unique opportunity for districts to discuss key initiatives and implementation in early childhood across stakeholders.

Districts paid a small fee to participate in the EC Academy to ensure that they were invested in the program and participated fully throughout the year.

Come together 3x/year to engage in professional learning as a cohort.

Findings

Relationship Impacts. Perhaps the biggest impact was an effect on relationships. Several different examples of relationship-building were evident. First, participating Local Education agencies saw improved relationships with the state education agency. hearing about current initiatives directly from the SEA (i.e., Early Learning

Challenge Grant, Teacher Evaluation), being offered participation in new initiatives underway (i.e., Kindergarten Entry Assessment Pilot), and a general understanding of the New Jersey DOE viewpoint on early childhood matters. Relationships were built across districts.

Knowledge and Understanding Impacts. There was an impact on participants' knowledge and understanding of early childhood practices and implementation of reforms specific to early childhood.

Impact on Policy. By the conclusion of the EC Academy each district had a document to describe suitable teaching for young children. Each district reported that this was a valuable tool for administrators who lacked the necessary training in early childhood. As a part of developing and using this document, districts began to re-think using professional development time with teachers.

A final, and somewhat unexpected, impact of the EC Academy...we saw a spark in several participants to begin to focus on advocating for the needs of young children.

More on New Jersey P-3 Efforts

Cynthia Rice, Senior Policy Analyst, Advocates for Children of New Jersey

- **P-3 is a 'heavy lift' for districts and states**
- "like we invented fire"
- Built out a system to have coordination and alignment for about ¼ of our programs in the state.
- Difficulty aligning and coordinating 0-3

Successes and Lessons Learned:

- School leaders can't be lever for P-3 change
- Changed perceptions: connecting to community programs. R&Rs
- ESSA: Wide definition of 'preschool'
- Smart Advocacy: K Teacher
- Engage school districts differently. Where is NAESP? Currently leadership driven, NOT systems driven.



I also spoke with **Cynthia Rice, Senior Policy Analyst, Advocates for Children of New Jersey**, who has extensive experience in NJ's P-3 efforts, they have been on the front lines of P-3 work in the nation. Her reflections included the following:

Just getting individual districts and the state to look at a systems approach for P-3 is a very heavy lift and NJ is doing it better than most. Because we have such different systems that don't mingle.

Talking about P-3 and having school districts reach out to community infant/toddler/preschool programs, "It was like we invented fire" telling them that they should be connecting with community programs and providers. Policy wonks are the ones thinking about p-3 alignment, not district folks. They don't think that way. "unimaginable...they were just babysitters". I joke about it being a 'Shotgun wedding: nobody happy to come together but they have all stayed together for the good of the kids.

We have built out a system to have coordination and alignment for about ¼ of our programs in the state. System is in place: high standards and teachers with degrees. But we don't have funding to expand past ¼ of our kids being served.

And a much bigger challenge is aligning and coordination prenatal-3. There are big questions about who should be responsible for ITs? Are parents responsible? Who addresses issues of compensation for the workforce? If you want to align and coordinate 0-3 into the larger system then you are looking at some logic to link with

standards which includes compensation. We have good standards for IT care teachers but so what? We can't afford the PD to help implement standards. We have teachers in IT classrooms making minimum wage and our QRIS does not provide incentives to go back to school. So, when you ask if our P-3 work is including IT programs, the answer is 'it depends.' It is leadership driven versus a systems driven approach.

Successes and Lessons Learned

We learned that we can not expect school leaders to be the lever for advocating for a birth-3rd grade concept. This has to come from the community level. We have leaders responsible for kids that have no background in ECE and ECE systems. So how are we going to expect them to align and coordinate the ECE system with the public school system? The answer is that they are NOT thinking that way. As a case in point, when we asked our district leaders, "Are you talking to the providers in your community? How many of you know about Resource and Referral Agencies?" The answer was: Zero. They may have had general ideas about what is going on (I have heard of Head start) but not very in depth and definitely not about our systems. We really pushed that they make those connections in our leadership academies because these children were feeding into their schools. We helped 500 administrators over the year but at the end of the day, it wasn't a system. These administrators are doing great things who attended our academies but it's still not regulated within a system. It's leadership driven, not system driven.

Good news: ESSA provides the system. An incredible opportunity for states to think in a P-3 way. To think about how that continuum could be looked at, addressed, an unprecedented opportunity to consider how all aspects of ECE could be integrated into the early learning system. We are looking at our state plan to see how we are including ECE as part of our ESSA planning. What we did was bring together all of the ECE stakeholders in Sept to come up with a plan for our commissioner to say that this needs to be part of our state plan. I am the ECE drum and I continue to say, "preschool needs to have a wide definition within ESSA. Why can't we include HS/EHS data, state funded preschool included in the data collection for 'preschool'? All of that data should be included as part of a district's data collection so they begin to see the connections for children across the continuum. We also need to consider how districts are looking at FE planning with community programs that includes ECE. How are we using district PD dollars to support not only our leaders but also our ECE teachers...we are recommending a 3% set aside. Not sure we will get that but working on it."

We have also learned about getting the message across in a savvy way. We had a high level state P-3 meeting with all the policy wonks and researchers etc. Steve Barnett from NIEER and others...Yet, the biggest hit that everyone remembered was the K teacher who held up two pictures drawn by children in her classroom. One was very under-developed drawing of a child and the other a more complete picture. The K teacher said, "This child went to preschool and this one did not." She reinforced the

point that these differences are seen on day 1. All of the data/research did not move people in the way those pictures did.

The Pre-Kindergarten– Kindergarten “Seam” is a Common Starting Point

- Collaboration between community-based preschools and elementary schools
- Communities developing many different approaches for aligning community based Pre-K and district Pre-K and K (e.g., standards alignment, assessment initiatives, cross site visits, PLC discussion groups, PLC lesson planning groups, joint PD)
- 0–3 and grades 1–3 receive less attention in first years of partnership efforts



Although many define the P–3 continuum as beginning before or at birth, communities typically begin their P–3 initiatives with activities that bring together community-based preschools and elementary schools for collaboration around transitions, family engagement, and joint professional learning.

The joint professional learning activities most commonly include pre-Kindergarten and Kindergarten teachers, although in some cases teachers from grades 1–3 also participate.

Communities are developing many different approaches to aligning community-based pre-Kindergarten with district pre-Kindergarten and Kindergarten education. These include different configurations of standards alignment, assessment initiatives, cross-site visits, PLC discussion groups, PLC lesson planning groups, and joint professional development.

Thus far the ages 0–3 and grades 1–3 ends of the P–3 continuum tend to receive less attention in the first years of partnership efforts.

Sustainability is a Persistent Challenge

Oregon: legislators put money in state budget for P-3 projects

MA and PN embedded P-3 work into Race to the Top grants

New opportunities with ESSA



Sustaining Local P–3 Partnerships is a persistent challenge The Oregon legislature has addressed this challenge by including funding in the state budget. These grants are relatively new, and thus the early learning hubs have not yet had to wrestle with how many years they will support the original local applicants and when they will transfer funds to new sites. Massachusetts and Pennsylvania both funded their P–3 grants with RTTT-ELC monies; consequently, sustainability is a significant concern in both states. Pennsylvania is hoping that cross-community connections made at regional Governor’s Institutes will provide at least a measure of support for sustaining work after the grants end. New opportunities with ESSA.

Building P-3 Systems



- ✓ Entails both statewide policy direction and support of local initiatives
- ✓ Locus of P–3 system building: neighborhood– feeder system, district–community level, or region
- ✓ Requires a coherent strategy

In addition to the patterns of starting with a bridge between Prek-K and the ongoing need to consider sustainability, these various P-3 case examples suggest that: Building P–3 systems entails both statewide policy direction and support of local initiatives.

A need to consider where to focus the locus of P–3 system building work: To the extent that states are interested in building local infrastructure and capacity to maintain P–3 efforts, they should consider which types of organizations—at what level of system building—(the neighborhood– feeder system? the district–community level? or the region?) are most likely to be successful.

Because of the complexity of p-3 work, it is really important to develop a coherent strategy that includes short-term activities that will build momentum and develop trust and relationships, small wins, as well as longer term vision and activities that will lead to systemic improvements.

Closing

There is increasing interest across the country to work towards creating a convergence between early childhood and public schooling. Our charge is to build systems that are comprehensive and aligned yet keep children, their families, high quality early childhood practices, and our early childhood workforce at the center.



Questions?



THANK YOU

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