Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
"...even in many above-average school districts, a cohort of children that is more than a year behind at the end of second grade will not be caught up by the end of high school..."

- Sean Reardon, Stanford
Student and Family Engagement through School Years

Kindergarten | High School

Student and Family Engagement through School Years

- Student
- Family
### Small Steps...Big Leap

<table>
<thead>
<tr>
<th>2013</th>
<th>2019</th>
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<tbody>
<tr>
<td>Early Childhood Family Education</td>
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<td>Early Childhood Screening</td>
<td>Early Childhood Screening</td>
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<tr>
<td>School Readiness ($10 million)</td>
<td>School Readiness ($34 million)</td>
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<td>Early Learning Scholarships – PWI and PWII</td>
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<td>Voluntary Prekindergarten (VPK) – Fund 01</td>
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<td>School Readiness Plus – Fund 01</td>
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<td><strong>Data Systems/Reporting</strong></td>
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<tr>
<td>Early Learning Services Data System</td>
<td>Early Education Student, ECLDS, ELSA, MCCC, MARSS</td>
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Leading for educational excellence and equity, every day for every one. | education.mn.gov
Key Themes for Today

• Role of the district superintendent and the elementary school principal in supporting the P3 learning continuum

• Actions leaders must take to ensure effective transitions from early care to early education

• Key early care and education community partnerships

• Effective ways to blend and braid funding streams to support high-quality early care and education programs
PreK–3rd Grade (or P3) is a national initiative to transform how children ages three to eight learn in schools. The initiative focuses on building strong connections between learning experiences across these critical years. PreK-3rd approaches require that educational standards, curricula, assessment, instruction, and professional development are strongly aligned across high-quality PreK, Kindergarten, First, Second and Third Grades.

- Foundation for Child Development

System

an organization forming a network especially for serving a common purpose

http://www.merriam-webster.com/dictionary/system
“school districts with integrated PreK-3rd systems have demonstrated strong growth in student achievement, a narrowing achievement gap between African Americans, Latinos, and their peers, and significant benefits for English Language Learners.”

- from PreK-3rd: How Superintendents Lead Change, Geoff Marietta, Foundation for Child Development
VERTICAL ALIGNMENT - is created by using consistent learning approaches across ages P3, and beyond.
Alignment is created across a community when:

- standards are used to choose curriculum and assessment tools;
- professional development and transition activities are shared between early learning and care professionals.
Alignment is created across a community when:

• standards are used to choose curriculum and assessment tools;
• professional development and transition activities are shared between early learning and care professionals.
District Actions to Consider:

• Create a dedicated office or department in the district to focus on birth through grade three quality improvements and supports, including coordination with early learning providers and fourth-grade 12 programs

• Dedicate one full time position to support P3 leadership and innovation to align standards, curriculum and instruction; lead joint professional learning opportunities

• Map the location of all the community-based early childhood programs in each enrollment area and reach out to the directors to partner to ensure effective transitions for children and families
Common factors identified across districts who are seeing strong results from P3 efforts include:

• Focusing on early education
• Increasing or maximizing student learning time
• Attracting, developing, and retaining high-quality teachers
• Using data and coaching to improve instruction
• Seeking additional outside resources
• Promoting a local school board focus on policy and academic achievement
Role of the District Superintendent

Key Actions by the Superintendent:

• Keep it simple and focused
  • Build on the efforts and dedication of those already active in early learning efforts
  • Reach out to your county partners and community leaders...what are your missions you have in common, and how can you better serve children and families in your community?

• Support joint professional development
  • What do we mean by effective teaching?...how do we assess?...what curriculum do we use?

• Focus on results
  • Lead the way in showing that the integration of PreK and K-12 education leads to concrete results
  • Set a common goal to start with...key literacy skills

- Geoff Marietta, Foundation for Child Development
Role of Elementary School Principal

• Demonstrate that P3 is a priority to both external and internal stakeholders by having clear, consistent, public communications about the importance of their P3 efforts

• Actively develop and cultivate their own and others skills around effective instruction for young learners, including demonstrated understanding of age-appropriate/valid tools to inform their conversation with teachers about effective P3 instruction, learning environments, data-driven improvement and family engagement

• Demonstrate a willingness to minimize the number/variety of initiatives that compete for teachers’ and staff’s attention so they can focus on core P3 goals

• Demonstrate innovative efforts to create, standardize, and support time for school- and community-based teachers to work together across different daily, weekly, quarterly, and school year calendars

- Kauerz & Coffman
1. Ensure the P3 system focuses on the WHOLE child
   • Work to improve the teaching and learning of cognitive, linguistic, and academic skills in the early years while simultaneously deepening social-emotional and health supports.

2. Deepen family engagement and support
   • Improve coordination between schools, preschools, and other community-based organizations
   • Scale up effective family support and parenting programs and ensure they are serving those that need it the most

3. Ensure organizational competency
   • Well-defined supports (e.g. curricula, formative assessments, agreed-upon instructional approaches, and effective use of data)
   • Family partnerships, support and social ties
   • Community connections and aligned services

- Education Development Center
Effective P3 Community Partnerships

4. Build capacity through core partnership strategies
   - Collaborate on improving quality and access
   - Improve transitions and alignment across P3 organizations
   - Coordinate comprehensive wrap-around services
   - Coordinate community-wide outreach campaigns and supports for families

5. Strengthen neighborhoods and communities
   - *Cradle to Career* partnerships of schools and social services agencies premised on the “both/and” idea that addressing poverty requires improving school and improving social services

- Education Development Center
Effective P3 Community Partnerships

6. Build knowledge and capacity across communities
   • Seek support from state, county, local organizations, funders, and networks of communities

7. Practice strategic leadership and data-driven continuous improvement
   • Leadership is the core driver of all the essential organizational competencies successful schools develop

- Education Development Center
Ensuring Quality Transitions for Children and Families

WHY is a quality transition important?

• Reduced stress and higher ratings of social emotional competence at the beginning of the schools year

• Improved academic growth and increased family involvement over the year

• Stronger benefits for children living in poverty

- National Center on Quality Teaching and Learning
WHAT does a quality transition involve?

• Positive relations between children, parents, and schools

• A transition team of Head Start, community-based ECE Directors, and kindergarten administrators and teachers, parents, and community members

• Assessments, standards, and curriculum that align between preschool programs and kindergartens

• Joint professional development between preschool programs and kindergarten personnel and administration

• Information and communication that is shared with parents and community at large

- National Center on Quality Teaching and Learning
Ensuring Effective Transition for Children and Families

HOW can you improve transitions for children and families?

• Approach transitions collaboratively
• Involve all key stakeholders in the process
• Align children’s experiences across systems

- National Center on Quality Teaching and Learning
Promoting Alignment Across Early Learning

KEP-Approved Assessment Tools:
Can be used for all children across programs, settings, and ages/grades.

*: including students with disabilities
Instructional Leadership and Transitions

Pre-K Activity Settings
- Whole Group: 17%
- Individual: 52%
- Transitions: 12%
- Meals: 13%
- Group Work: 0%
- Choice: 4%

K Activity Settings
- Whole Group: 43%
- Individual: 2%
- Transitions: 21%
- Meals: 8%
- Group Work: 6%
- Choice: 2%

K Activity Settings
- Whole Group: 43%
- Individual: 16%
- Transitions: 21%
- Meals: 8%
- Group Work: 4%
- Choice: 2%

Grade 3 Activity Setting
- Whole Group: 39%
- Individual: 25%
- Transitions: 19%
- Meals: 8%
- Group Work: 2%
- Choice: 5%
“Budgeting represents not only a requirement for school districts to justify the collection and expenditure of public funds, but also a significant opportunity to plan their mission, improve their operations, and achieve their educational objectives.”

- William T. Hartman, 2003, p. 1
Budgeting for PreK in Minnesota

Budgeting as a strategy to maximize dollars.
How do we serve as many children as possible?

Budgeting as a process to achieve educational objectives.
How do we maximize outcomes for all children?
“Allocate increased, predictable, and sustainable funding to establish the conditions necessary for high-quality teaching and learning.”

- The Alliance for Early Success, qualitypre-k.earlysuccess.org
District Actions to Consider:

• Re-examine local funding formula’s (especially Title I funds) to ensure it effectively targets high-quality P3 programs, especially for children most at-risk

• Utilize Title II, as well as other federal and state funds, designated professional development dollars to build principal skills and knowledge on an ongoing basis about what is age-appropriate best practice across the birth through grade three learning continuum (such as providing collaborative opportunities for principles, teachers and early childhood center directors and educators)

• Ensure data systems effectively incorporate data specifically needed by PreK-3rd grade teachers and leaders, such as student performance on KEP, chronic absenteeism and quality of a students prek experience

- Education Commission of the States
Link adequate and equitable dollars to PreK-3rd Grade goals:

• Resources go where they are most needed (ex: incentives to recruit effective teachers in high-need schools; schools with highest FRL percentage; schools with lowest reading achievement scores)

• Funding is targeted to key skills, such as supports for early interventions, kindergarten assessments and transitions, evaluation of interventions, leadership development, etc.

• Fund and evaluate extended day and summer programs aimed at serving at-risk Pre-3rd students

- Education Commission of the States
The Toolkit - Introduction

1. Introduction
2. Planning Team
3. Data Gathering
4. System Design
5. Budget Helper
6. Expenditure Table
7. Revenue Table
8. Supporting documents
Toolkit – Information Gathering

Program Duration
Program Practices
Program Access
Individualized and Targeted Services
Services Provided
• Comprehensive and wrap-around
Partnerships/Collaborations
Funding Sources
New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)
Role of Data

Where is P3 or how will P3 be incorporated into 2019-20 World’s Best Workforce plans?
P3 Professional Learning Opportunities

P3 Family Engagement Professional Learning Modules

P3 Leadership Series

University of Minnesota Principal’s Academy
Thank you!

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