P3 in Current Times—Lessons Learned and New Tools to Support Your Work

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Presentation Overview

1. Welcome and virtual logistics.

2. Snapshot of P3 over 10 years.

3. What We Have Learned and How It Can Be Useful to You Now
   1. Focus on quality throughout the system
   2. The importance of mindset shifts
   3. Building Coherence (relationships, transitions, instruction, practices, policies)
   4. Leadership

4. New tools to support the work.
   1. Kindergarten Transition Toolkit
   2. Acknowledging the Role of Implicit Bias trainings with Dr. Allen - webinars
   3. Getting it Right: Using Implementation Research to Improve Outcomes in Early Care and Education.
Virtual Agreements

• Mute when not speaking (ALT+A).

• Video is appreciated when you are speaking, but not required.

• Use the chat box to post questions. We will field them as we go and have built in time along the way to discuss the material.

• We will post links in the chat box to the resources that we mention.

• Give us a thumbs up if you are ready to go!
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.
10 Years of P3 – The “why”

- The evidence is becoming stronger that only high quality preschool programs produce large and lasting gains in child development including academic success.

- High-quality preschool programs help close the gap in school and life outcomes between those raised in low-income families and wealthier peers.

- The growing focus on quality requires decision-making about the balance between the quantity and quality of program offerings.

- The agreed upon “15 Essential Elements” of quality help outline key indicators that can provide support for program decision-making.
• P3 encompasses the range of children’s learning experiences from birth (Preschool) through 3rd grade. P3 signifies both an age range and a lens for thinking about organization and system level change.

• “PreK-3rd Grade” is used interchangeably with “P3”. Both terms reflect the importance of aligning across ECE and K-12 classrooms and systems. Starts at prenatal.

• By definition, P3 encompasses both the ECE mixed delivery system and the PreK-12 system.

• P3 is not a rigid, replicable, singular model. States, communities, and groups of organizations implement P3 “approaches” that are uniquely tailored to their contexts.

• P3 approaches are not a mixed bag of initiatives or programs. They require intentional planning, formally designed strategies, and explicit leadership and support.
10 Years of P3—The Framework

[Diagram showing the Comprehensive P-3 Approach with Cross-Sector Work, Administrators, Teachers, Family Engagement, Data-Driven Improvement, Learning Environment, and Instructional Tools]

[Image of the Framework for Planning, Implementing, and Evaluating P-3 Approaches updated 2019]

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Bronfenbrenner’s ecological theory emphasizes the critical role of primary caregivers at home and in ECE, as well as the continuity and connections between the two contexts (Bronfenbrenner & Morris, 2006).

**Montgomery County:** An intensive and extensive set of reforms doubled the percentage of children reading at grade level by third grade, and this proportion was sustained through the later elementary school years (Marietta, 2010).
Montgomery County P3 Efforts

1. Pre-K for all four-year-olds,
2. Full-day pre-K,
3. Full-day kindergarten,
4. After-school programs,
5. Summer programs,
6. Curricula aligned across the early grades,
7. Student-teacher ratios of only 15 to 1 from pre-K to third grade,
8. Pre-K teachers having a BA and being certified in ECE,
9. Earnings of pre-K teachers at parity with teachers in kindergarten to third grade,
10. English as a second language courses for parents, and
11. Welcome packets and curricular guidebooks for parents of entering kindergartners.
What We Have Learned

1. Focus on Quality Throughout the System
2. Mindset Shifts Are Required
3. Building Coherence and Continuous Improvement
4. Leadership Matters
Comprehensive Systems
Focus on Quality
## Development Happens in Context

### Mindset Shift

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![Bronfenbrenner's Ecological Model of Child Development](image-url)
Social Determinants of Early Learning

Figure 2. Social Determinants of Early Learning.

- Socioeconomic and Political Context
  - Governance
  - Microeconomic Policies
  - Social Policies (Labor Market, Housing)
  - Public Policies (Education, Health, Social Protections)
  - Culture and Societal Values

- Socioeconomic Position
  - Social Class
  - Gender
  - Ethnicity
  - Education
  - Occupation
  - Income
  - Experience

- Material Circumstances (Environment Conditions, Resource Availability, etc.)
  - Behaviors and Biological Factors
  - Psychosocial Factors

- Intermediary Determinants
  - Social Determinants of Early Learning Inequities

- Structural Determinants
  - Social Determinants of Learning Inequities

Source: Centers for Disease Control and Prevention
## 15 Essential Elements For High Quality PreK Systems

National Institute for Early Education Research (NIEER), Bill and Melinda Gates Foundation

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Element: Teacher Effectiveness

The practices determined to be important for children’s growth over the preschool year came to be called “the Magic 8” by teachers and coaches in the school system.

- *Teachers’ listening to children matters more than their talking to them.*

- *The teacher’s quality of instruction is as important as the student’s acquisition of basic skills.*

- *Positive classroom climates promote learning, and the importance of a positive learning environment cannot be overestimated, especially for young, vulnerable children who may be having their first educational experience in a formal setting.*

- *Children’s active engagement in learning is key, and engagement should not be confused with compliance.*
“Improvements in childhood home environments and parental attachment likely play an important role as the source of the lifetime treatment effects we observe.”

p. 54 - The Perry Preschoolers at Late Midlife: A Study in Design-Specific Inference
Mapping the Community

- Identifying Resources and Supports
  - Who is not leading?
  - District responsibility
  - Welcoming
  - Collaboration
- Who are yours?
Fadeout indicates a need for continued alignment of educational programs beyond five years (e.g., birth-to-8 initiatives), but could also indicate that the things most predictive of school and life are not appropriately captured (e.g., persistence or social-emotional learning; Heckman & Karakapula, 2019).
Questions and Reflection...
Current Times Require Mindset Shifts
P3 System Work Requires a Change in Mindset  
The Readiness Equation

Ready Systems + Ready Communities + Ready Schools + Ready Families = Successful Students
Defining School Readiness

Goal: Every Child is Ready to Learn

Minnesota defines kindergarten (school) readiness in the same way as others. The Head Start program says “school [kindergarten] readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life.” (2) Minnesota’s kindergarten (school) readiness definition includes interconnected contributors that, when aligned, promote eligible children’s transition to kindergarten.

Minnesota’s definition of kindergarten readiness is based on the support children must have in place to foster the development of their own unique characteristics, knowledge and skills that equip them for optimal school success. This includes the essential ingredients of physical, cognitive, social, and emotional development. Children need every one of these essential elements to help them prepare for a successful and seamless transition from the early learning years to kindergarten and beyond.
To truly ameliorate early learning inequities and disparities, we must recognize systems that invisibly maintain and perpetuate inequities from housing to education; build cross-sector collaboration and partnership through a racial equity–research lens; and develop a collective birth-through-elementary school (if not, arguably, birth-through-career) strategy to ensure that all children, regardless of race, ethnicity, language, gender, or community, have the opportunity to reach their potential.

p.83
Acknowledging the Role of Implicit Bias as a Barrier to Reaching All Children Webinar Series, Featuring Dr. Rosemarie Allen

Recorded webinars on Implicit Bias with Dr. Rosemarie Allen are now available. Scroll to the bottom of this webpage for links to the webinars.

These professional learning events are made possible using federal funding, 93.434 - Every Student Succeeds Act (ESSA) Preschool Development Grants Birth through Age 5. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Certificates of participation are not provided for the recorded webinars. The certificates of participation were only available with the live webinars.

- Overview of Implicit Bias through the Lens of Suspensions and Expulsions - 1/22/20
  Examine the issues of inequities in early childhood specifically around suspensions and expulsions.

- Culturally Responsive Leadership - 1/22/20
  Assess awareness of your own hidden biases and develop skills in culturally responsive leadership.

- Using Trauma-Informed Practices to Promote Resilience - 1/22/20
  Investigate the impacts of trauma at children’s developmental stages and how to respond with trauma informed practices.

- Connecting with Hard-to-Reach Families - 1/22/20
  Learn how to connect with families who are hard-to-reach (underrepresented, invisible/overlooked, and service-avoidant).

- Microaggressions and Cultural Humility - 1/22/20
  Examine three types of microaggressions and how they show up in the workplace. Practice cultural humility.

https://education.mn.gov/MDE/dse/early/
Horizontal Alignment (across community)

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.
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Vertical Alignment Looks Like...

K-3rd Grade
3-5 years old
B-3 years old

VERTICAL ALIGNMENT is created by using consistent learning approaches across ages P3, and beyond.
How do schools determine their safe learning model?

**STEP 1** Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.

**STEP 2** Minnesota Department of Education (MDE) will share county data and the consultative process for public schools to engage with education and public health experts to review their county health data and safe learning plans.

**STEP 3** Public schools, with their incident command team, will evaluate their ability to implement required and recommended health best practices.

**STEP 4** Public schools, in consultation with public health, will determine a learning model to begin the school year and communicate that decision with their school community.*

**STEP 5** Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed.

* Regardless of learning model, all public schools must offer an equitable distance learning option to all families.

Safe Learning Models

**Distance learning**

**Hybrid learning**

**In-person learning**
Building Coherence
Coherence

Early Childhood Indicators of Progress (ECIPs)

K-12 STANDARDS

ASSESSMENT

CURRICULUM
Element: Continuity and Pathways (Transitions)

Common Types of Transitions

- Breaks when one activity has ended but another has not yet begun.
- Interruptions of activities that result from teachers gathering materials or correcting behavior.
- Times that children can’t begin an activity because they are awaiting instructions or materials.
- Times that children are moving to a new location (i.e., going outside, lining up for restroom breaks).

Think of the time spent in a classroom as a pie chart in which every moment is accounted for. If a large “slice” of the day is spent transitioning, less time is available for other learning activities.

Reducing time spent in transition leads to:
1. Fewer instances of problem behavior.
2. Higher levels of involvement in learning.
3. More time available for instruction.

Data collected in MNPS Early Learning Center classrooms showed a strong relationship between time spent in instructional activities and children’s achievement gains.
Transitions – EduSnap’s Look at Alignment

Pie charts showing activity settings for Pre-K, K, and Grade 3.
The kindergarten transition starts during the year prior to kindergarten and extends through the kindergarten year.
School Readiness:

- Ready Communities
- Ready Schools
- Ready Families
- Ready Children
Kindergarten Transition Toolkit

Videos: Supporting children, classrooms, schools

Kindergarten: Where Play and Learning Meet

*Both provide resources on the “MN School Readiness Definition”
Leadership Matters
NAESP - Competencies and Strategies

Leading Pre-K-3 Learning Communities
Competencies for Effective Principal Practice

PreK-3 Principal Leadership Series
Six Competencies and Strategies to Guide Principals in Leading PreK-3 Learning Communities

DAY ONE
1. Embrace the PreK-3 Early Learning Environment
   1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
   1.2 Set benchmarks that the continuum of learning from age three to grade three is fundamental to your school's mission.
   1.3 Explain the concept of “learning community” to include collaboration among teachers, as well as internal stakeholders.
   1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.
   1.5 Align funding, resources, and governance to support the PreK-3 Framework.

DAY TWO
2. Ensure Developmentally Appropriate Teaching
   2.1 Align ambitious standards, curriculum, instruction, and assessment that create a consistent framework for learning from age three to grade three.
   2.2 Provide a comprehensive curriculum resource that is not limited to language arts and math.
   2.3 Work with teachers and teacher leaders to design an interactive and engaging early learning curriculum.
   2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.

DAY THREE
3. Provide Personalized, Blended Learning Environments
   3.1 Personalize all learning that blends face-to-face and technology-enhanced learning and that are developmentally appropriate and that support individual learning.
   3.2 Provide the use of technology tools for learning and provide instructional leadership in schools to use technology effectively.
   3.3 Personalize the use of appropriate technology and interactive media to support learning and development through work and play in school, at home, and in community settings.

DAY FOUR
4. The Multiple Measures to Guide Growth in Student Learning
   4.1 Build understanding throughout the learning community of the various purposes and appropriate uses of different assessments to improve teaching and learning.
   4.2 Support teachers in using multiple forms of assessments, along with observations, portfolios, and anecdotal records, to guide student learning and growth throughout the PreK-3 continuum.
   4.3 Support open and collaborative discussions about assessment data with parents and community.
   4.4 Share information about program effectiveness among schools and other preschools.

DAY FIVE
5. Build Professional Capacity Across the Learning Community
   5.1 Build personal professional knowledge about what is age- and developmentally appropriate across the continuum.
   5.2 Support ongoing, peer-mentored professional learning opportunities for teachers all along the continuum.
   5.3 Support professional learning communities that focus on authentic work.

DAY FIVE
6. Make Your School a Hub of PreK-3 Learning for Families and Communities
   6.1 Develop a welcoming environment and access of belonging, and cultivate a shared responsibility for children’s learning from age three to grade three.
   6.2 Promote meaningful transitions between preschool and elementary schools.
   6.3 Elevate school and summer learning opportunities for children ages three to grade three.
   6.4 Blend and blend funding to maximize resource opportunities.
Element: Administrator Effectiveness/Leadership

• Lessons learned
  • Collaborative leadership works
  • District responsibility
  • Use welcoming practices

• P3 Regional Collaboratives
  • Hire an Implementation Specialist
  • Change in approach
  • Cross-grade level
Minnesota P3 Implementation Model

Minnesota Schools, Districts and Communities Implement Comprehensive, Inclusive P3 Systems

Leadership
- Administrative & Teacher
- Policies
- Resource Flows
- Relationships and Connections
- Power Dynamics
- Mental Models

Competency
- Professional Practice
- Instructional Tools
- Learning Environment
- Improvement
- Engagement
- Continuity and Pathways

Organization
- Systems
- Core Framework Components
- Change Conditions
- Implementation Drivers
- Population Result
- Program Result

All Minnesota children are ready for school and schools ready for children
Achievement gaps between children are closed
All 3rd graders reading at grade level

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A P-12 Continuous Improvement Process

1. Establish Leadership Team of Stakeholders
2. Assess Needs and Set Priorities
   • Build a shared understanding of purpose
   • Focus direction
3. Select Strategies and Create a Plan
4. Implement the Plan, then Get Better
5. Reassess Needs, Priorities, and Strategies
World’s Best Workforce
Thank you!

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