



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.**
3. **Measure what matters.**
4. **Go local.**
5. **Follow the money.**
6. **Start early.**
7. **Monitor implementation of standards.**
8. **Value people.**
9. **Improve conditions for learning.**
10. **Give students options.**

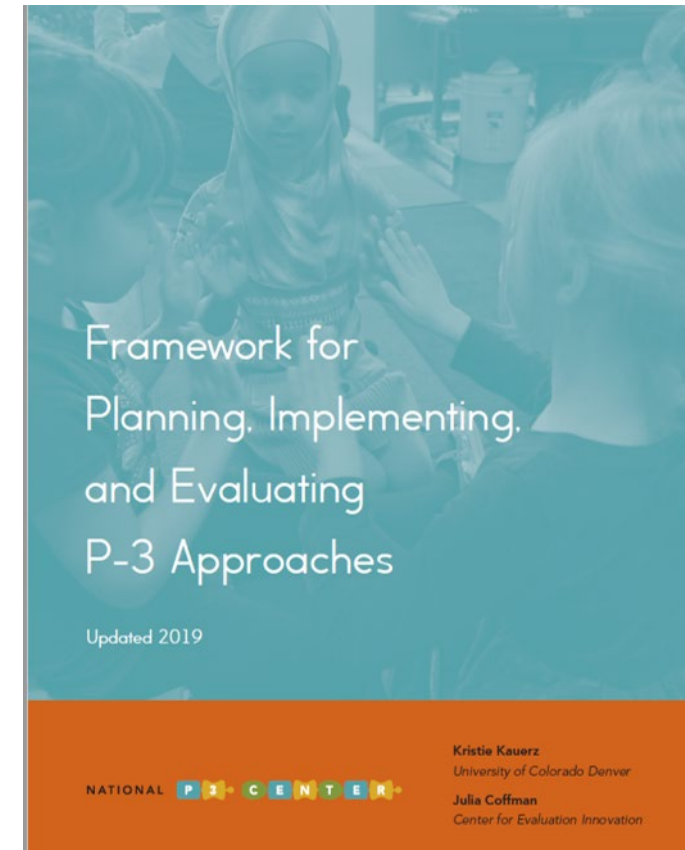
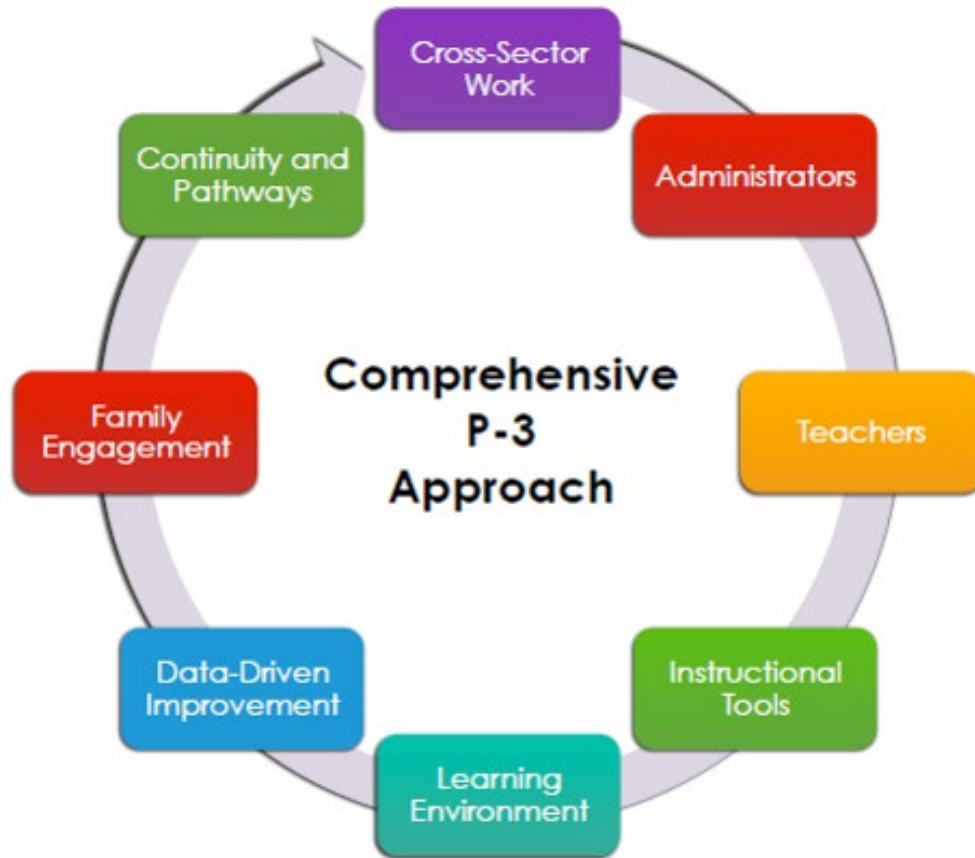
10 Years of P3 – The “why”

- 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 that can provide support for program decision-making.

10 Years of P3 – The “what”

- 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



Why P3? Comprehensive and Systemic

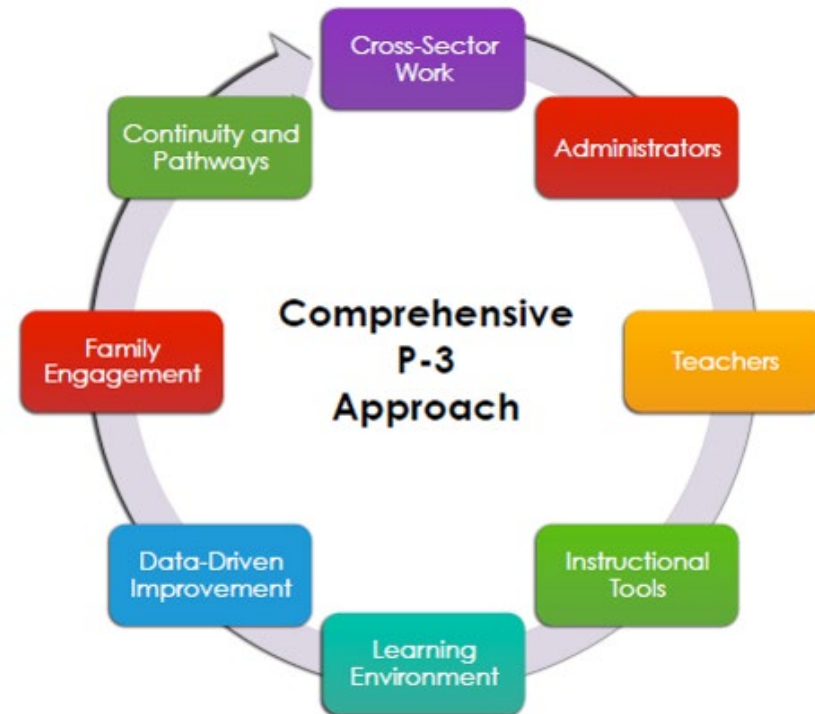
Bronfenbrenner's ecological theory emphasizes the critical role of primary caregivers at home and in ECE, as well as the continuity and connections between the two contexts (Bronfenbrenner & Morris, 2006).

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

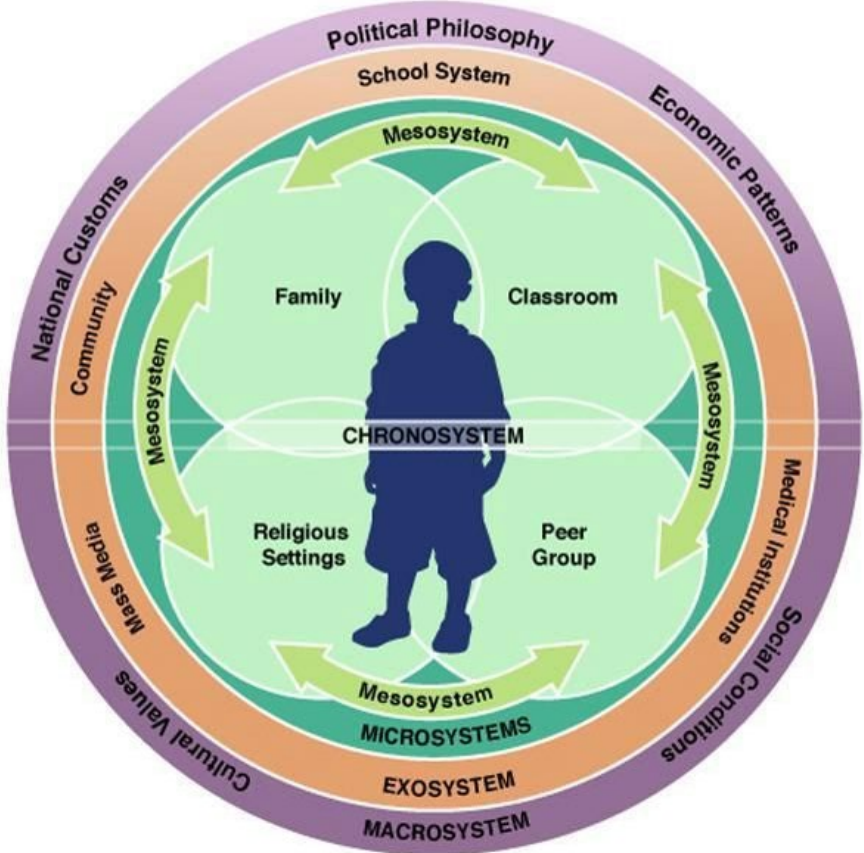
Development Happens in Context

Mindset Shift

from
Student-focused

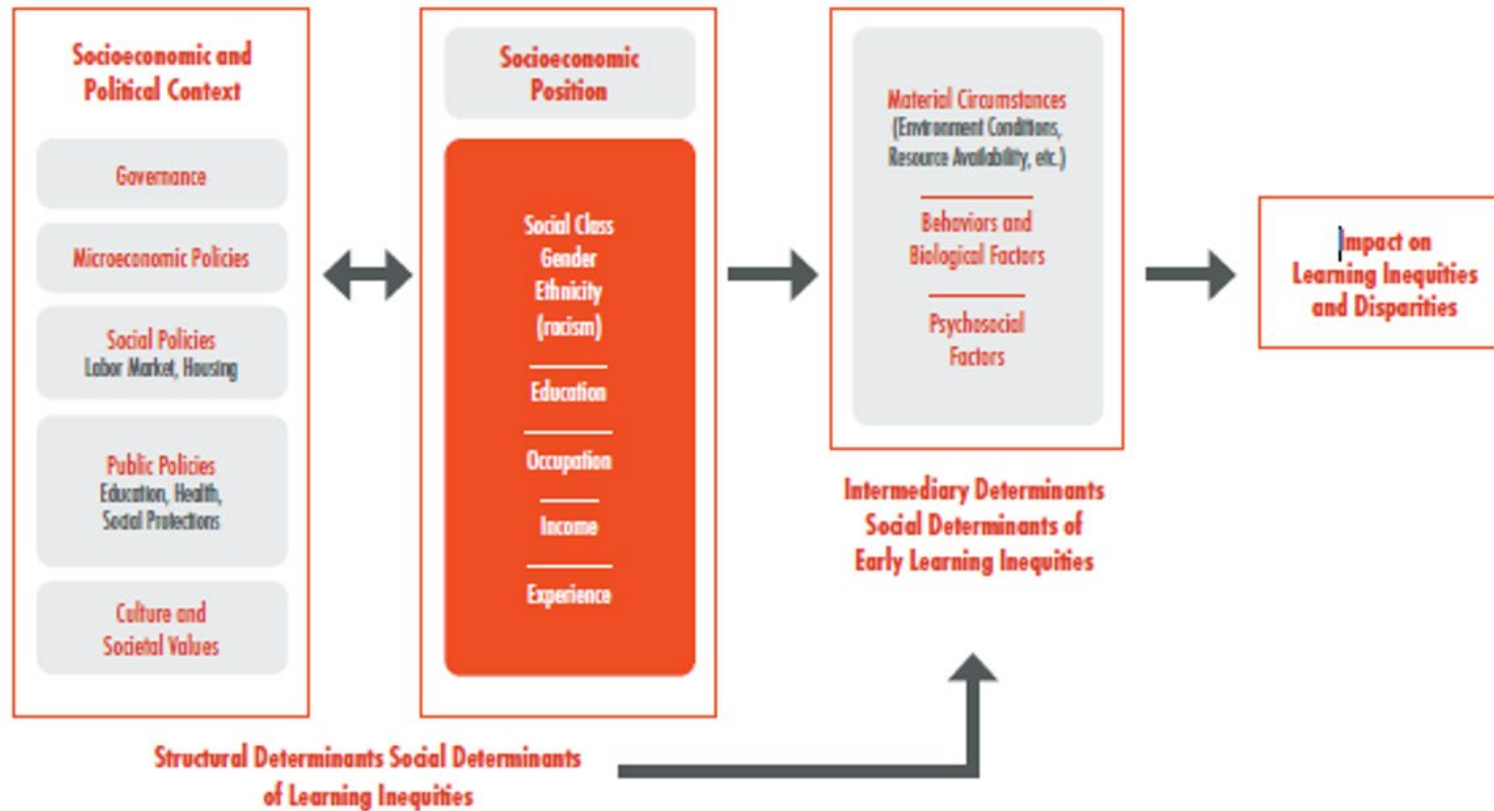
to
Student-*in-context*
focused

Bronfenbrenner's Ecological Model of Child Development



Social Determinants of Early Learning

Figure 2. Social Determinants of Early Learning.



Source: Centers for Disease Control and Prevention

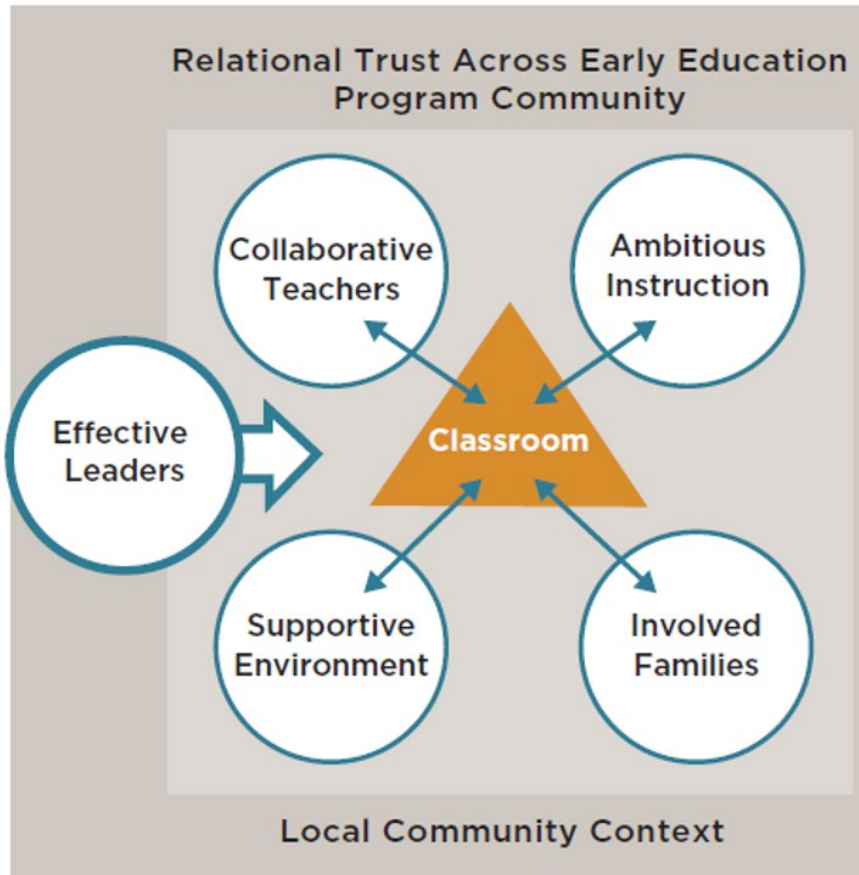


15 Essential Elements For High Quality PreK Systems

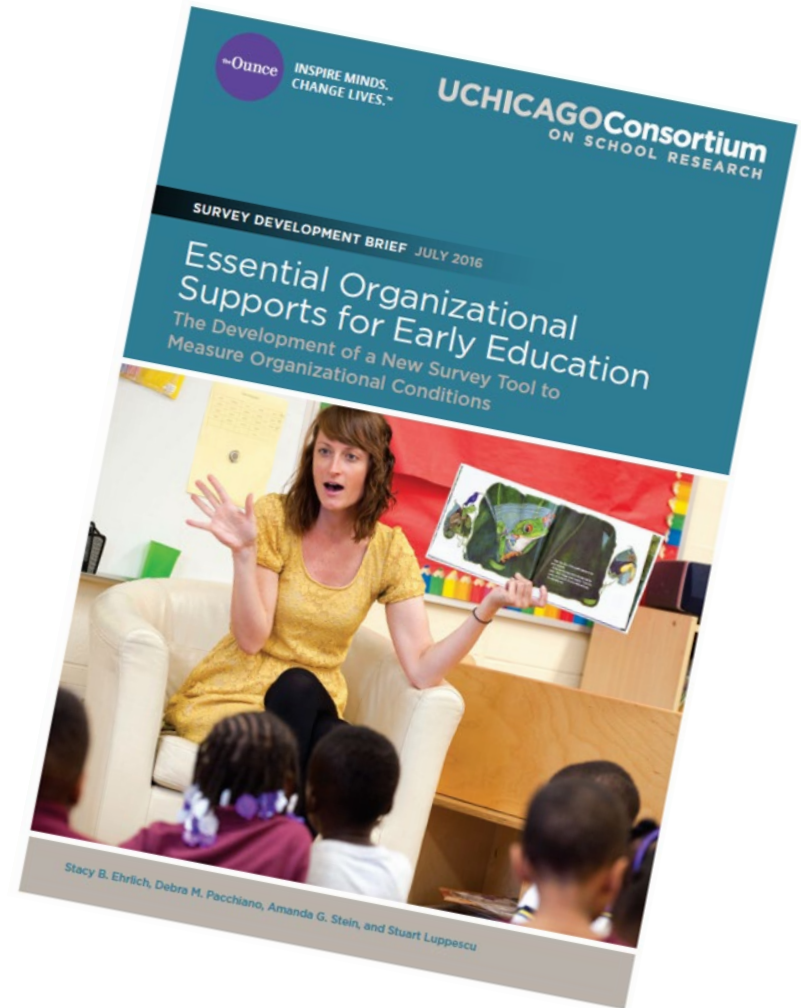
NIEER— Enabling Environment Gates— Foundation for Success		NIEER—Rigorous, Articulated Early Learning Policies Gates—Support for Educators & Young Learners							NIEER—Strong Program Practices Gates—High-Quality Instruction & Playful Learning					
		Political Will	Strong Leaders	BA + comp	Class size	Two Adults	Hours/ Dosage	EL Standards	Effective Curriculum	Special Ed	DLL support	HQ Teaching	PD	Child Assessments

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

Essential Organizational Supports for Early Education



Note: Adapted from Bryk et al. (2010).



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.*

Element: Family Engagement

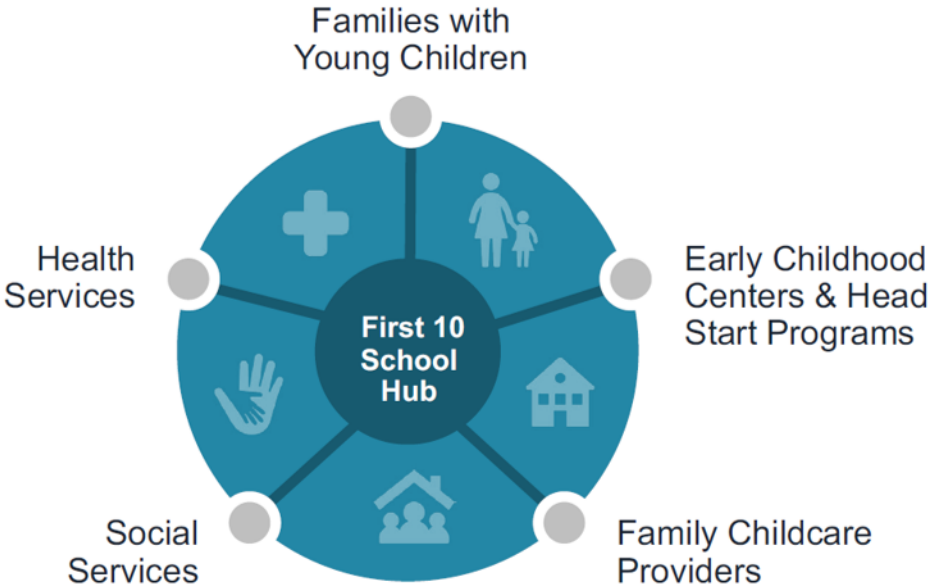
“Improvements in childhood home environments and parental attachment likely play an important role as the source of the lifetime treatment effects we observe.”

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



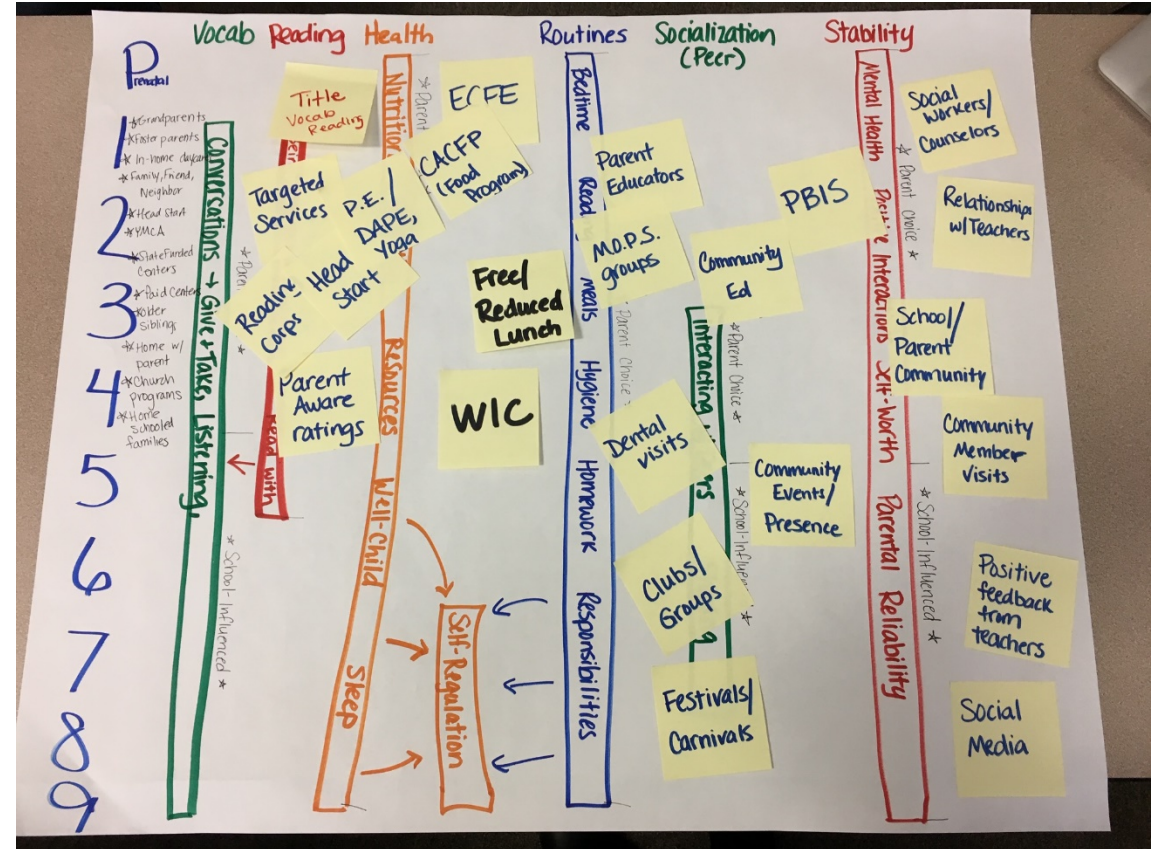
First 10 School Hub

FIGURE 2: First 10 School Hub



Mapping the Community

- Identifying Resources and Supports
 - Who is not leading?
 - District responsibility
 - Welcoming
 - Collaboration
- Who are yours?



Element: Data Driven Decision-Making

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).

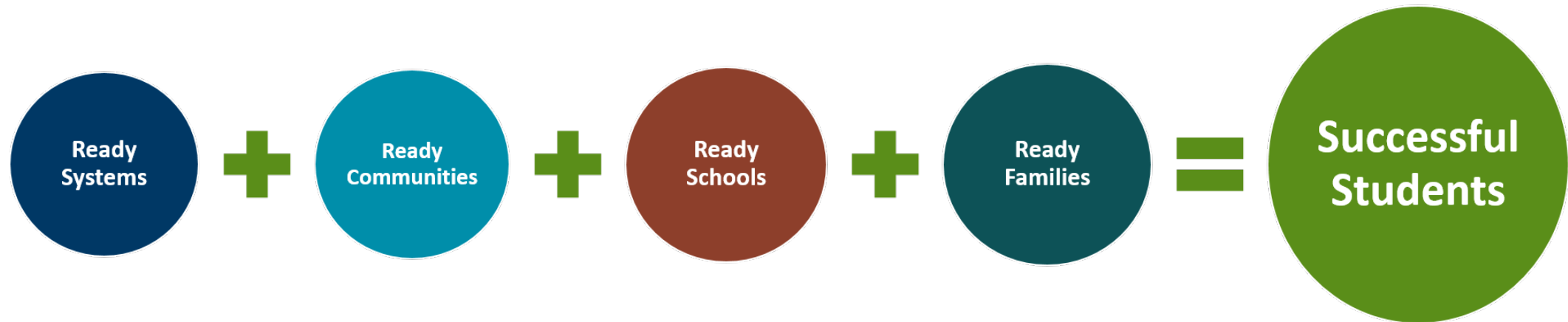


Questions and Reflection...

Current Times Require Mindset Shifts

P3 System Work Requires a Change in Mindset

The Readiness Equation



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.

Social Determinants of Early Learning - Inequities

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

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 work place. 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.

Horizontal Alignment (across building or schools)



Alignment is created across a community when:

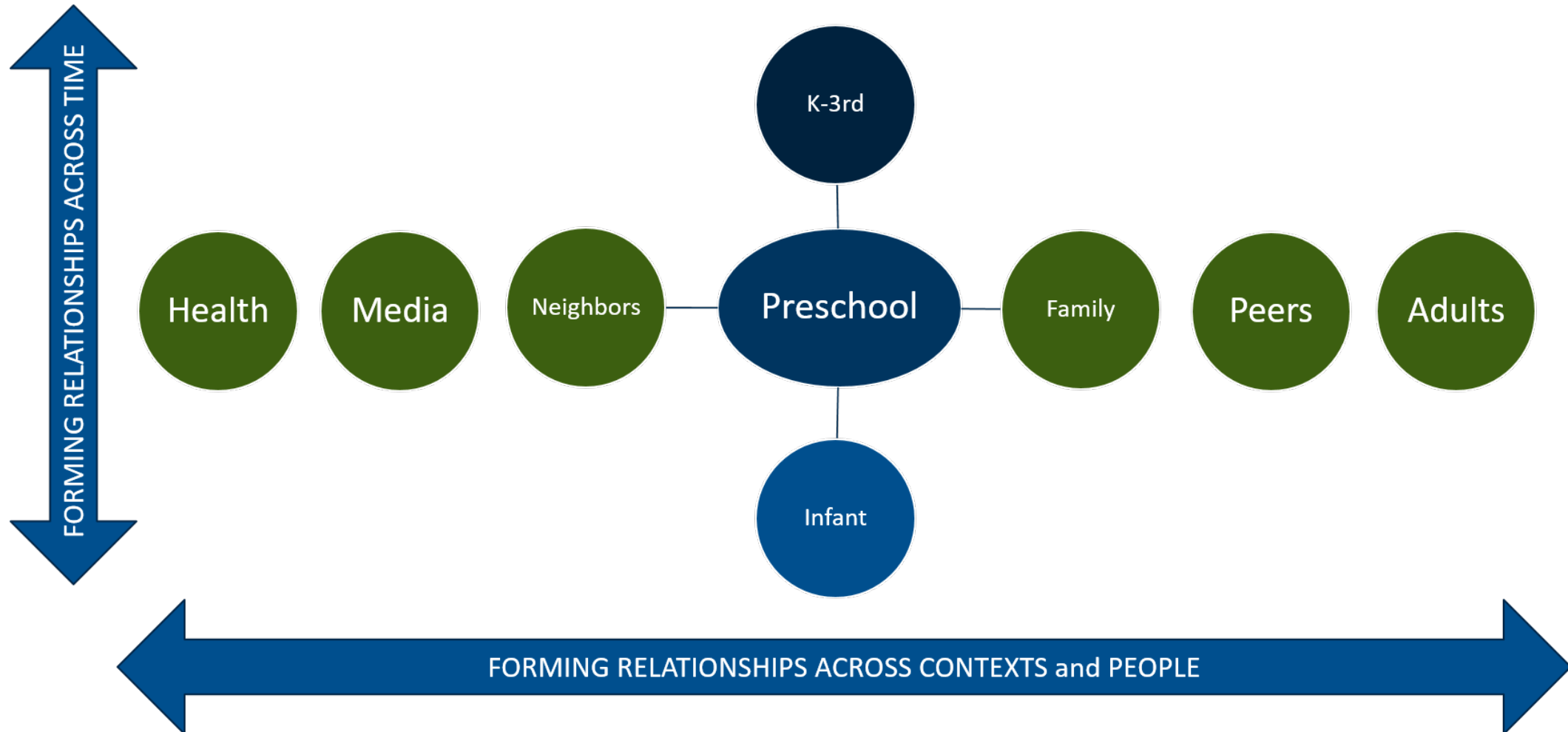
- standards are used to choose curriculum and assessment tools;
- professional development and transition activities are shared between early learning and care professionals.

Vertical Alignment Looks Like...



VERTICAL ALIGNMENT-is created by using consistent learning approaches across ages P3, and beyond.

Horizontal and Vertical



Safe Learning Models

STAY SAFE MN 2020-21 SCHOOL YEAR

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.

m MINNESOTA

Safe learning models:



Distance learning



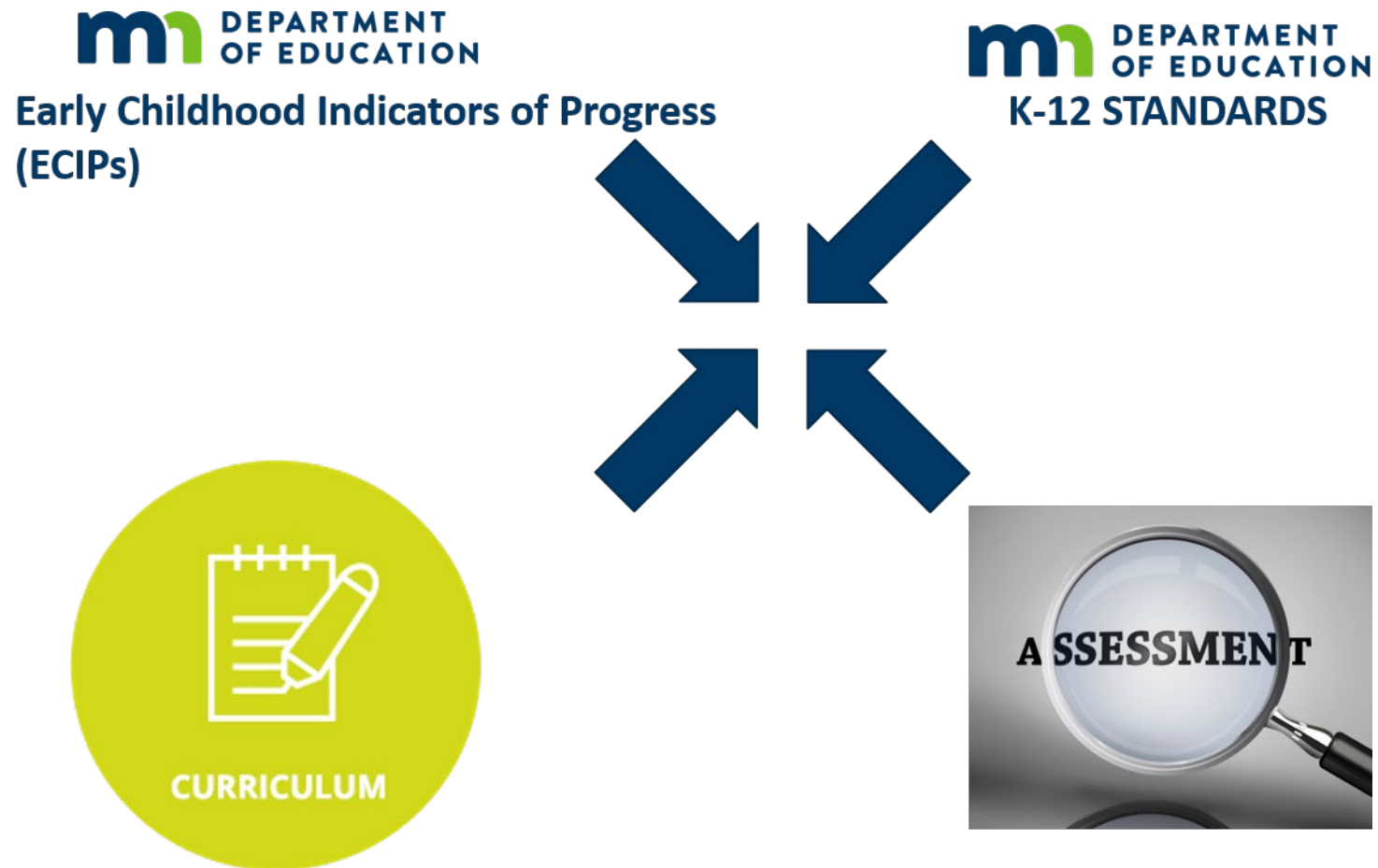
Hybrid learning



In-person learning

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

Building Coherence



Element: Continuity and Pathways (Transitions)

Common Types of Transitions

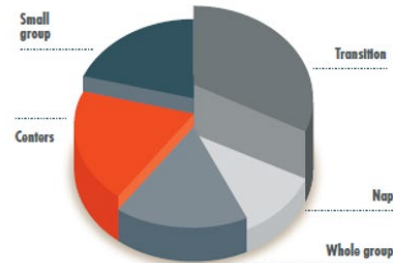
Breaks when one activity has ended but another has not yet begun.

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.

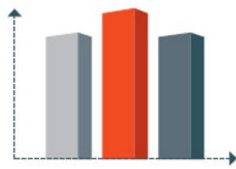
Times that children are moving to a new location (i.e., going outside, lining up for restroom breaks)

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



Defining Kindergarten Transition

The kindergarten transition starts during the **year prior** to kindergarten and **extends through** the kindergarten year.

Kindergarten Transitions – MDE

School Readiness:

- Ready Communities
- Ready Schools
- Ready Families
- Ready Children

The screenshot shows the Minnesota Department of Education (MDE) website page for Kindergarten Transitions. The page features a navigation menu with links for Home, About, Students and Families, Licensing, Districts, Schools and Educators, and Data Center. A search bar is located in the top right corner. The main content area is titled "Kindergarten Transitions" and includes a definition of the Minnesota Kindergarten Readiness (School Readiness) Definition, eligibility criteria for kindergarten in Minnesota, and a goal for every child to be ready to learn. The page also includes a sidebar with a search bar and a list of related resources.

DEPARTMENT OF EDUCATION

Home About Students and Families Licensing Districts, Schools and Educators Data Center

MDE > Districts, Schools and Educators > Early Learning > High-Quality Early Learning > Kindergarten Transitions

Kindergarten Transitions

Minnesota Kindergarten Readiness (School Readiness) Definition

Minnesota supports the educational success of all young children as they become eligible to enroll into kindergarten.

Eligibility for Kindergarten in Minnesota

Children are encouraged to enter kindergarten in Minnesota when they are age-eligible; which is when they are 5 years old. According to Minnesota law, children are eligible for kindergarten entrance when they:

- Are at least 5 years of age by September 1 of the child's enrollment year into kindergarten ([Minn. Stat. § 120A.20](#)).
- Have received early childhood screening, comparable health and developmental screening or the parent is a conscientious objector to the screening program for their child ([Minn. Stat. § 121A.17](#)).
- Have received medically acceptable immunizations ([Minn. Stat. § 121A.15](#)).

Kindergarten entrance tests, other assessments, or the birthdates of children (i.e., children turning 5 years old in the summer months before kindergarten entry) should not be used to determine if children can enroll into kindergarten.

It is important to note that children are "not innately 'ready' or 'not ready' for school. Children's skills and development are strongly influenced by their families and through their interactions with other people and environments," early learning experiences, or participation in early learning programs or child care prior to enrolling into school. (1)

Goal: Every Child is Ready to Learn

How Minnesota defines kindergarten (school) readiness is no different than how many other states may define the term. 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.

Minnesota's commitment to equity is seen in our definition of kindergarten eligibility and kindergarten (school) readiness. We recognize children's success in school is based on a multitude of factors. Kindergarten (school) readiness refers to not only ready children, but ready communities, families, and schools and early care and education (ECE) programs. The essential elements to children's success in school are:

- **Ready communities** — provide services to enhance the health, safety, economic stability, development and learning of all children and their families.
- **Ready schools and early care and education programs** — provide access to high-quality affordable child care, early education programs and schools that support the needs of all children when they enter kindergarten and in the areas of their development and learning.
- **Ready families** — who know how to support their own children's learning and have access to adequate resources.
- **Ready children** — who bring their own unique characteristics, skills, experiences, and are filled with curiosity and an eagerness to learn.

Helping students transition from pre-K to kindergarten

Related offsite resources:
[Kindergarten: Where Play and Learning Can Meet \(video\)](#)

[MDE's Kindergarten Transition page](#)

Kindergarten Transition Toolkit - MDE

Kindergarten Transition Toolkit

Videos: Supporting children, classrooms, schools

Kindergarten: Where Play and Learning Meet

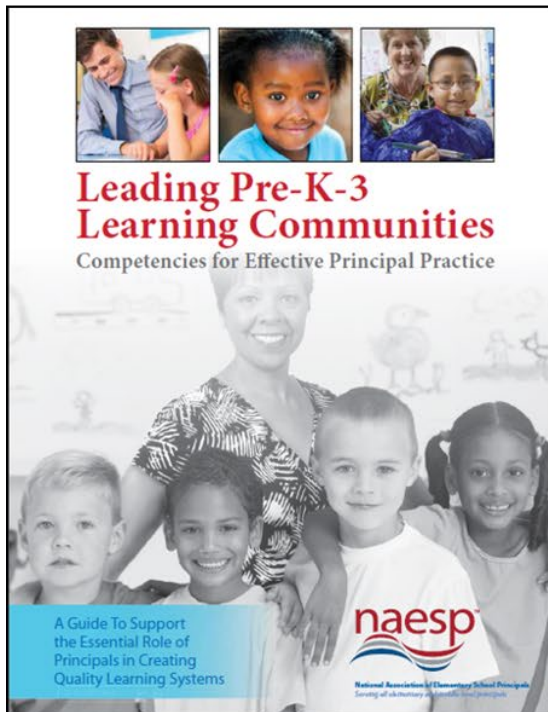
*Both provide resources on the “MN School Readiness Definition”



Leadership Matters

NAESP - Competencies and Strategies

Competencies Strategies



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 Continuum

- 1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
- 1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.
- 1.3 Expand the concept of "learning community" to include collaboration among external, 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 Pre-K-3 framework.

DAY TWO

2 Ensure Developmentally-Appropriate Teaching

- 2.1 Align ambitious standards, curriculum, instruction and assessments to create a consistent framework for learning from age three to grade three.
- 2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.
- 2.3 Work with teachers and teacher leaders to develop 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 Promote environments that blend face-to-face and technology-enhanced learning and that are rigorous, are developmentally appropriate and that support individual learning.
- 3.2 Facilitate the use of technology tools for learning and provide instructional leadership in schools to use technology effectively.
- 3.3 Support instructional use of appropriate technology and interactive media to support learning and development—through work and play—in school, at home and in community settings.

- 3.4 Integrate technology directly into curriculum, student learning and outcomes.
- 3.5 Help teachers develop their understanding and ability to use technology effectively to individualize and differentiate instruction for each student.

DAY FOUR

4 Use 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 student assessments to improve teaching and learning.
- 4.2 Support teachers in using multiple forms of assessments, along with observation, portfolios and anecdotal records, to guide student learning and growth all along the Pre-K-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 providers.

DAY FIVE

5 Build Professional Capacity Across the Learning Community

- 5.1 Build principal professional knowledge about what is age- and developmentally appropriate across the continuum.
- 5.2 Support ongoing, job-embedded 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

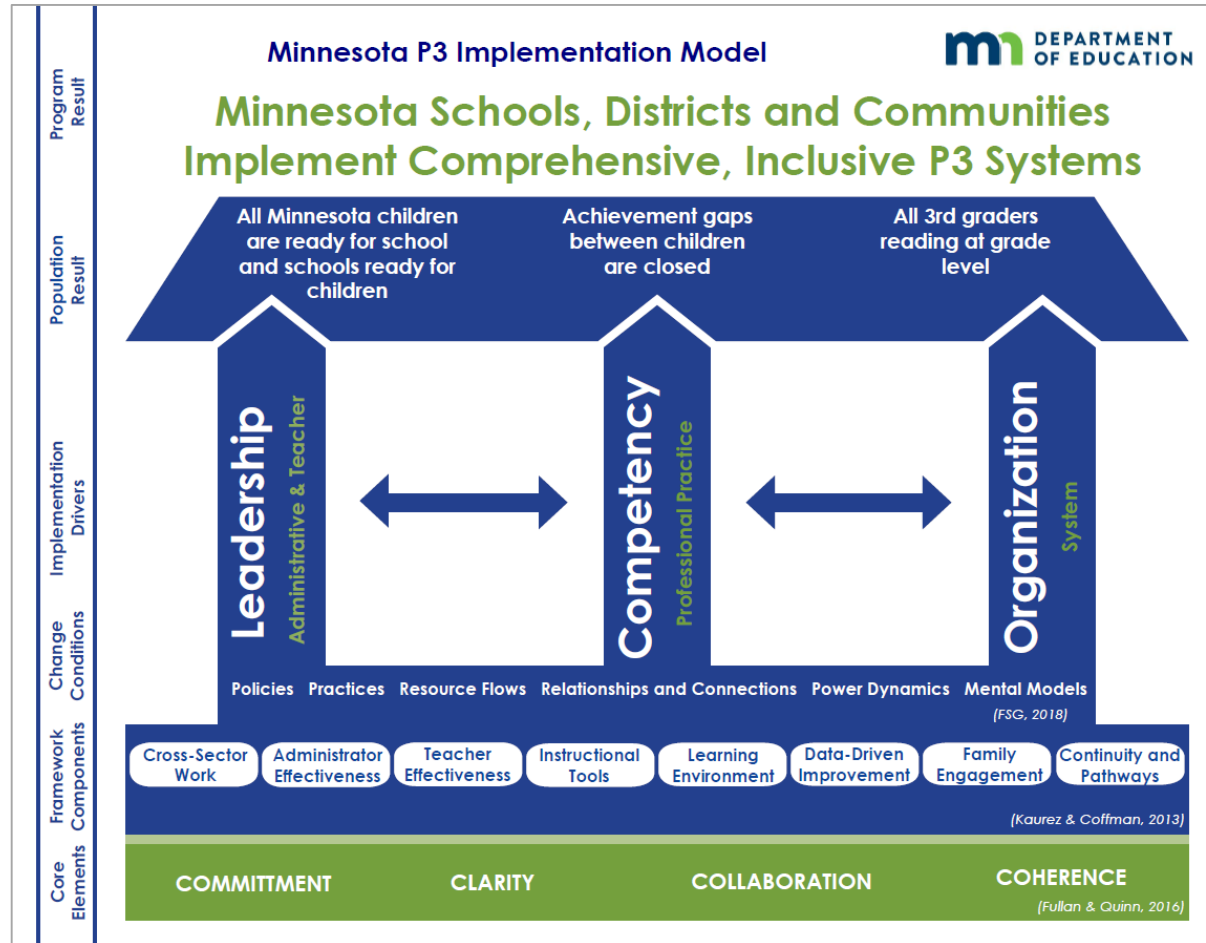
- 6.1 Develop a welcoming environment and sense of belonging, and cultivate a shared responsibility for children's learning from age three to grade three.
- 6.2 Provide meaningful transitions between preschool and elementary school.
- 6.3 Develop out-of-school and summer learning opportunities for children age three to grade three.
- 6.4 Blend and braid 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

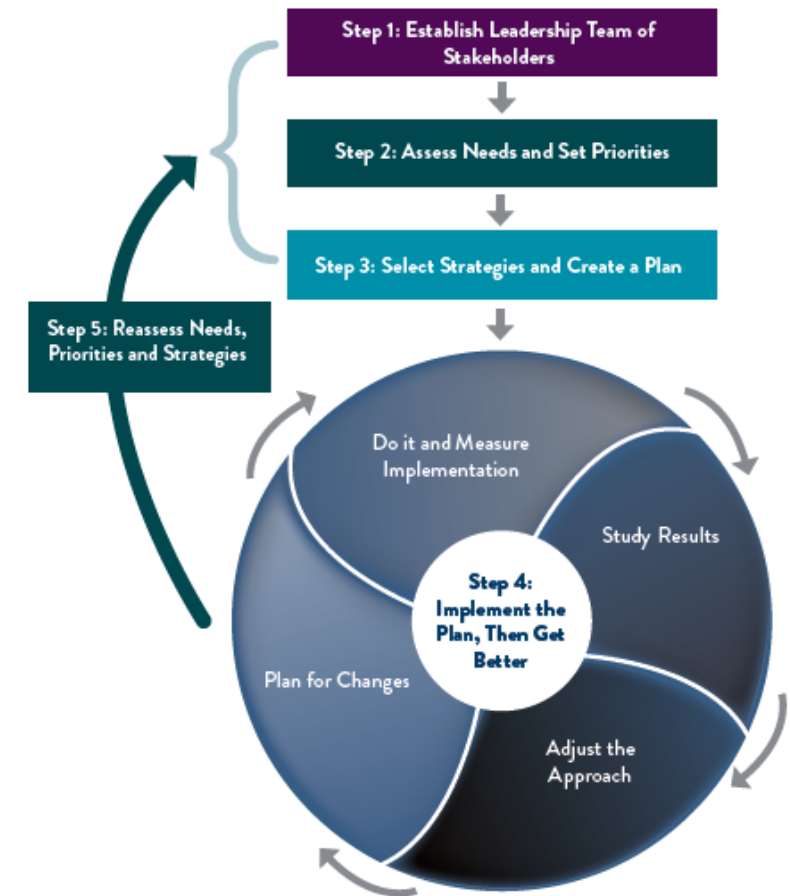


Minnesota P3 Implementation Model

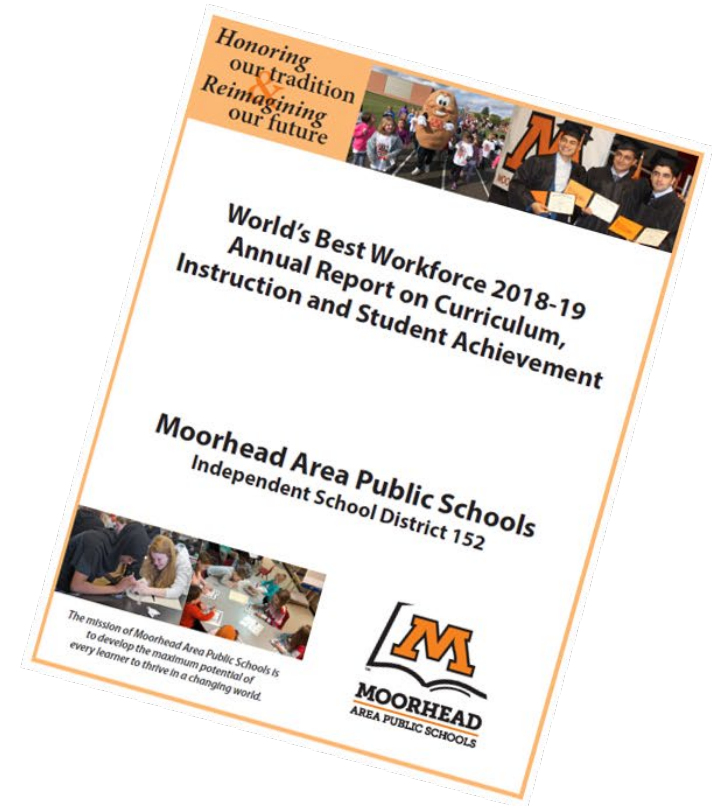
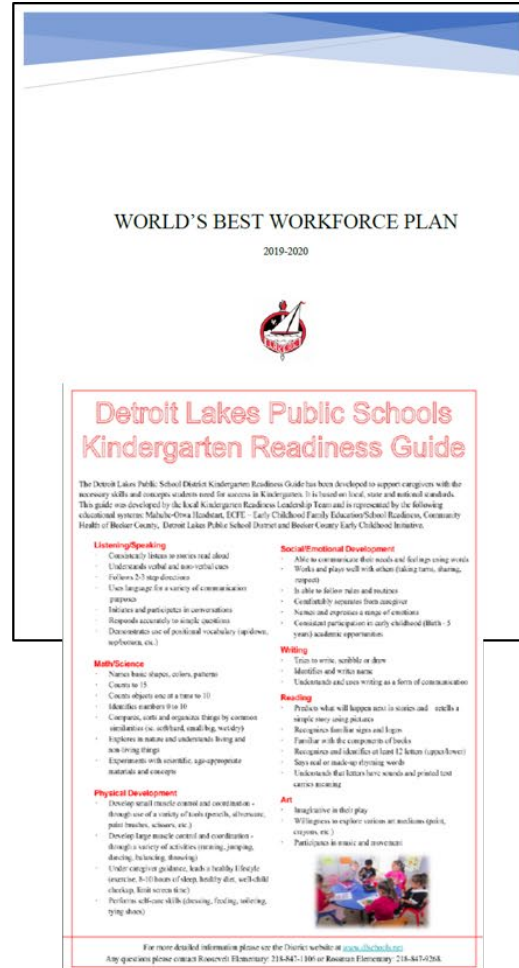
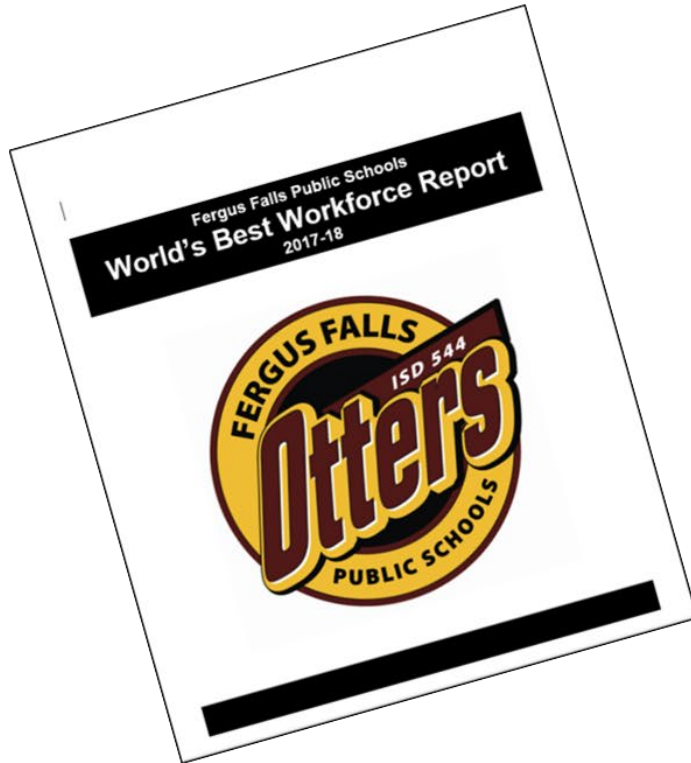


A P-12 Continuous Improvement Process

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





Which P3 elements already exist within your district or community?

At this time, which of the elements might have the most impact for your work?

What could be an immediate change that would successfully impact child outcomes?

What are your next steps???

Thank you!

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