



# Leadership and Sustainability

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Early Learning Services

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# 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.**

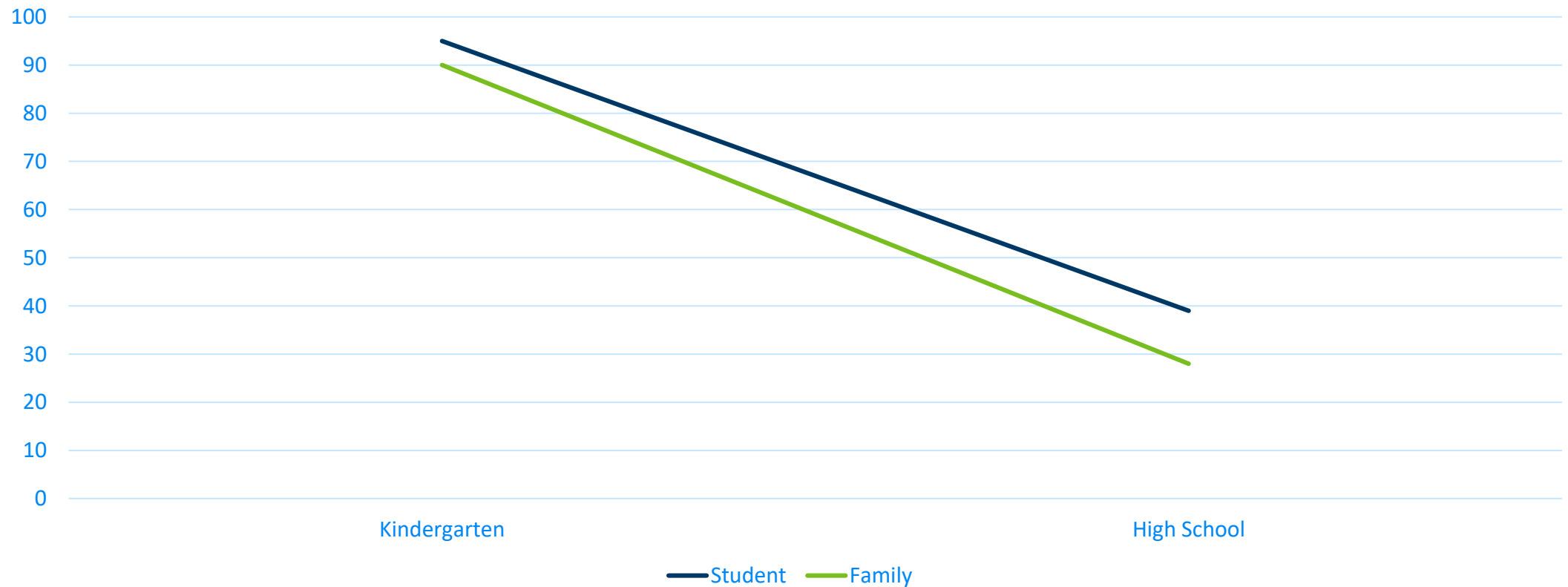
...start early.

*"...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*

# School Challenge: Engagement

Student and Family Engagement through School Years



# Small Steps...Big Leap

2013	2019
Early Childhood Family Education	Early Childhood Family Education
Early Childhood Screening	Early Childhood Screening
School Readiness (\$10 million)	School Readiness (\$34 million)
	Early Learning Scholarships – PWI and PWII
	Voluntary Prekindergarten (VPK) – Fund 01
	School Readiness Plus – Fund 01
<b><i>Data Systems/Reporting</i></b>	<b><i>Data Systems/Reporting</i></b>
Early Learning Services Data System	Early Education Student, ECLDS, ELSA, MCCC, MARSS

# 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>

# Why Build a P3 System?

“school districts with integrated PreK-3<sup>rd</sup> 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



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

# Horizontal Alignment



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



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# Alignment Across the P3 Continuum

## 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

# Role of the District Superintendent

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

# Effective P3 Community Partnerships

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

# Ensuring Effective Transition for Children and Families

## 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

Early Head Start & Head Start\*

Community-based Child Care Programs

Early Childhood Special Education (ESCE) Part B and Part C

Voluntary Pre-Kindergarten Programs\*

School Readiness Plus Programs\*

Kindergarten\*

## KEP-Approved Assessment Tools:

Can be used for all children across programs, settings, and ages/grades.

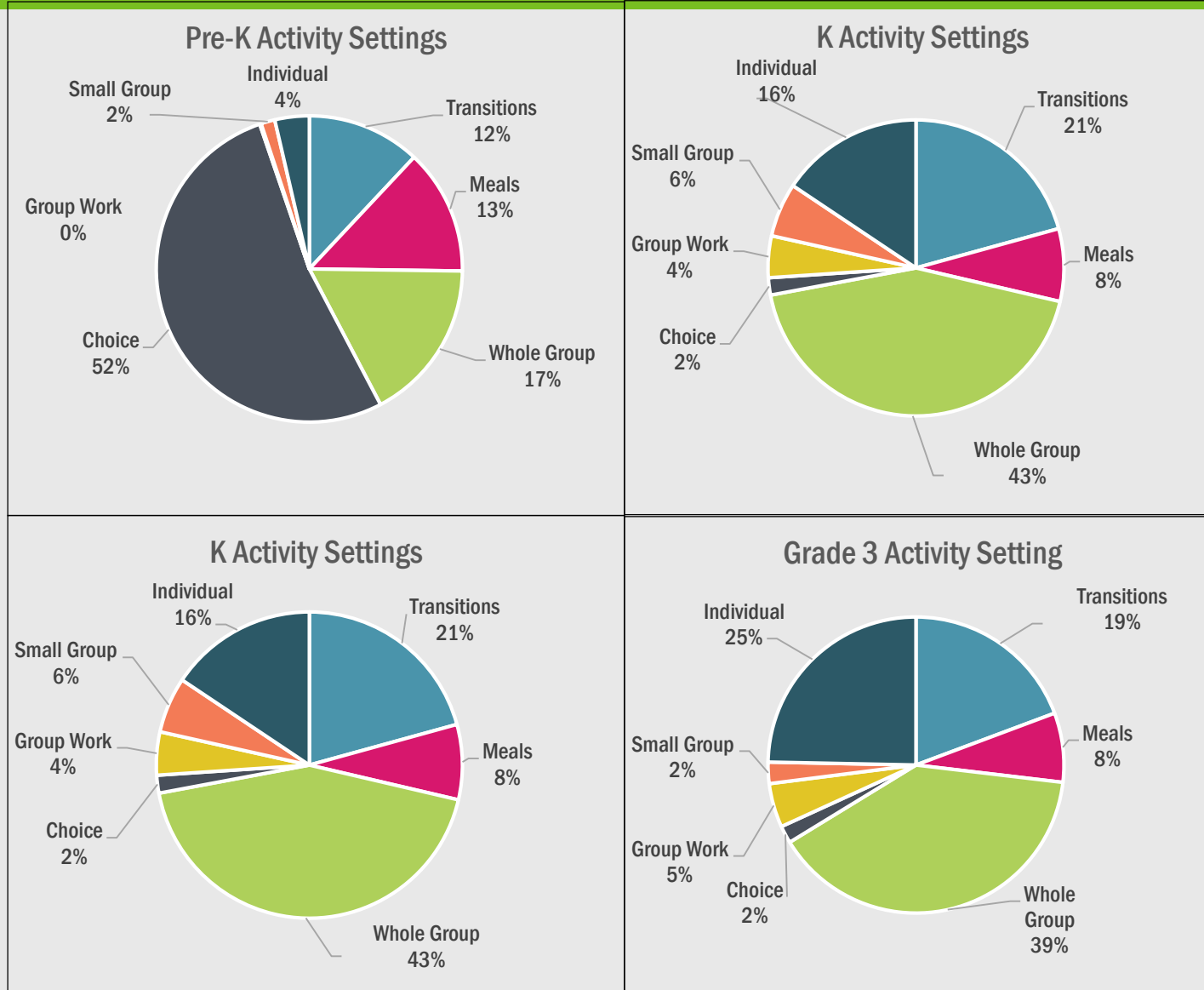
World's Best Workforce Reporting

ECSE Child Outcome Summary Form (COSF) Reporting

Reading Well by Third Grade Reporting

*\*: including students with disabilities*

# Instructional Leadership and Transitions



# Importance of Budgeting

“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?

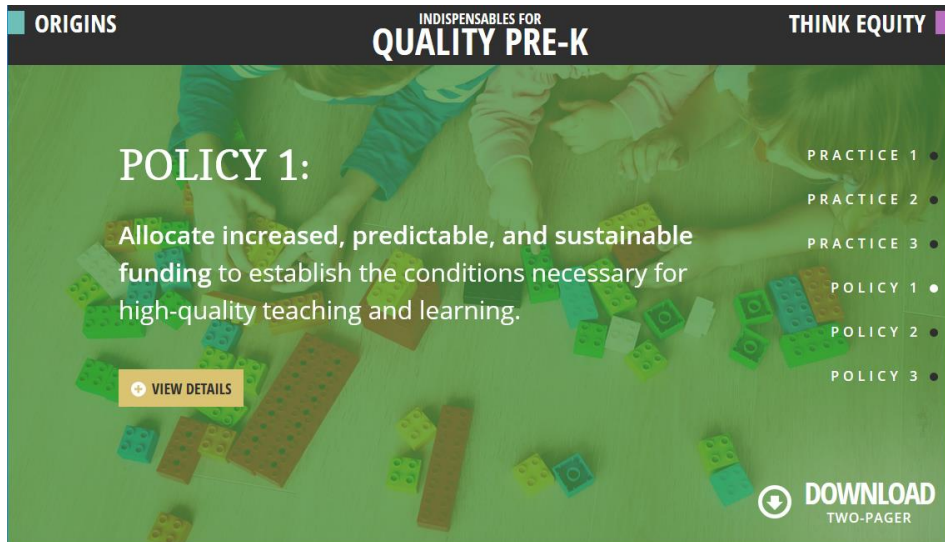
Budgeting as a process to achieve educational objectives.

How do we maximize outcomes for all children?

# Blending and Braising Funding Sources

“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](http://qualitypre-k.earlysuccess.org)



# Funding: Strategic, blended, equitable

## 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 principals, teachers and early childhood center directors and educators)
- Ensure data systems effectively incorporate data specifically needed by PreK-3<sup>rd</sup> grade teachers and leaders, such as student performance on KEP, chronic absenteeism and quality of a students prek experience

- Education Commission of the States


# Funding: Strategic, blended, equitable

Link adequate and equitable dollars to PreK-3<sup>rd</sup> 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-3<sup>rd</sup> students

- Education Commission of the States

# The Toolkit - Introduction

 <b>Minnesota PreK-3 System Design Toolkit</b> July - 2018	
<b>Introduction</b>	
The Minnesota PreK-3 System Design Toolkit was developed to help school districts and their communities develop and implement comprehensive, high-quality PreK-3 systems. Since there is not one PreK-3 program that will fit every community, districts and their communities should develop and implement a PreK-3 system that best meets the needs of children and families. <i>This toolkit was designed as an Excel spreadsheet with the goal that districts could amend it to best meet their needs/goals.</i>	
<b>Structure of Toolkit</b>	
Introduction: Provides and introduction to this toolkit. 1 Planning Team: Determine leadership and establish planning and design teams. 2 Data Gathering: Gather data and information necessary to plan and design your PreK-3 system. 3 System Design: Helps with the design of your PreK-3 system. 3.1 Budget Helper: Tool to help determine cost of programming in your PreK-3 system. 3.2 Expenditure Table: Helps districts braid funds. 3.3 Revenue Table: Helps districts know what funds are available for early childhood programming and services. Defining Blending: Provides a definition of blending and braiding. Defining Quality: Helps districts/communities think of elements of high-quality early childhood programs.	
<b>I. Guiding Principles</b>	
<ul style="list-style-type: none"> <li>- Building effective PreK-3 systems requires an intentional, dedicated focus on system design, implementation, and evaluation;</li> <li>- Building effective PreK-3 systems requires an intentional, dedicated focus on changes in adult knowledge, skills, and mindsets;</li> <li>- Effective PreK-3 systems require shared leadership and administration;</li> <li>- Effective PreK-3 systems are comprehensive, inclusive, and coherent;</li> <li>- Effective PreK-3 systems require a community of learners supported by ongoing professional learning available through multiple venues (traditional, online, hybrid, etc.); and</li> <li>- Effective PreK-3 systems utilize data to inform and/or drive planning and decision making.</li> </ul>	
<b>II. Guidance</b>	
Commitment	Planning, designing, and implementing PreK-3 systems requires a strong commitment on behalf of districts and communities.
System Focus	Focus on the system building, particularly alignment and coherence. In short, the goal is to take various systems (e.g., K-12, early childhood, child care, Head Start, etc.) and create one system focused on providing consistent, coherent experiences for children and families.
Toolkit as a Tool	Use this toolkit as a tool to help you design your PreK-3 system. Feel free to edit to fit your needs. Certainly, the program you design and implement should be high-quality with a focus on continual improvement.
Dedicated Leadership	PreK-3 systems especially need the commitment of leadership in the district and community. PreK-3 systems are a paradigm shift, so it will be a new way of delivering programming and services. The most meaningful progress is made when districts can assign someone to lead the PreK-3 initiative.
Shared Understandings	Focus on developing a shared depth of understanding among players in your PreK-3 system. This extends beyond common terminology to a shared depth of understanding about the nature of the work.
Alignment to Coherence	Ultimately, our goal is to ensure that children are successful in school and life. So, we should always be considering the alignment (i.e., how things align on paper, like plans, learning standards, and professional development) and coherence (i.e., how well alignment occurs in action) of these systems.
Focus Direction	Delving into PreK-3 system work is overwhelming. Focus the direction of your work and acknowledge progress on the way. PreK-3 is a journey, not a destination.
Collaborate	By definition, PreK-3 systems require collaboration, not only between early childhood and K-12, but also between district and community partners. Likewise, collaboration between districts who are implementing PreK-3 is highly recommended.
PreK-3 Models	One of the most common questions when being introduced to the concept of PreK-3 is, "What does it look like?" Consulting with other districts in Minnesota who are working on PreK-3 is very helpful. Also, investigate some national examples of PreK-3 systems like Boston, Seattle, or Bremerton, WA.
<b>III. Resources</b>	
In addition to this toolkit, there are many resources to help with your PreK-3 work. The most comprehensive is a website focused on PreK-3. There is also a webpage that accompanies this toolkit. Links are below.	
<a href="#">PreK-3rd Grade in Minnesota</a> <a href="#">Budgeting and PreK-3 Planning</a>	

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

PreK-3 System Design - Information Gathering	
<p>The basic purpose of this tool is to help you with your PreK program design process. It focuses specifically on two components of the process: 1) Design and 2) Cost. Before designing and costing out your system, you will need to gather important information.</p> <p>Important Note: <i>This is not intended to be a comprehensive tool, capturing every facet and detail of program quality, design, and funding sources. Rather, it is intended to be used as a starting point, with the goal that districts build on this spreadsheet and tailor it to their needs and priorities.</i></p>	
<b>I. INFORMATION ABOUT YOUR CURRENT PROGRAMS AND BUILDING IN QUALITY ELEMENTS</b>	
<p>During this phase, you will be examining the programming that would best meet the needs of children and families in your community as well as your district. Use a variety of data (research, community feedback, district data, etc.) to guide this process. Below are some indicators/elements that you will want to address. Add information as you work on your design. Important, address program quality elements and include minimum program requirements from your funding sources.</p>	
Program Duration	Highest Minimum Requirement
Half day: 5 Full day: Days per week: Days per year: Summer: Other: Notes:	
Program Practices	Highest Minimum Req
2 Leadership and vision*: 7 Early learning standards: 8 Curriculum w/ systemic support: 12 Assessments, including formative: 13 Data-driven practices/systems: 3 Well-educated teachers: 3 Well-compensated teachers 11 High-quality teaching*: 4 Adult-child ratio: 6 Two (or more) teaching staff: 14 Professional development: Support staff: Other: Notes:	
Program Access	Highest Minimum Req
Attendance: Cost to participate: Locations: Participation options: Outreach: Transportation: Other: Notes:	
Individualized and Targeted Services	Highest Minimum Req
9 Early Childhood Special Education (ECSE): 10 Dual Language Learners Other: Notes:	
Services Provided (comprehensive and wrap around)	Highest Minimum Req
Extended day: Family Engagement*: Food and Nutrition: Home visiting: Liaisons: Parenting education: School specialists: Screening: Other: Notes:	
<b>Community Partnerships/Collaborations (mixed delivery)</b>	
Child care: Head Start: Health care providers: Private preschools: Other: Notes:	Highest Minimum Requirement
<b>II. INFORMATION ABOUT FUNDING SOURCES</b>	
<p>Using the information you developed in phase one, design your PreK program in the space below. Consider your K-12 system as you design your PreK program. For example, create one PreK program that meets the needs of all children while building in options that meet specific goals, needs, or priorities. In this example, your district would have one PreK program, but it would also have a menu of options and services (extended day, transportation, home visiting, half-day or full-day, etc.). In other words, consider the benefits of designing one PreK program with options (as opposed to designing various, separate PreK programs).</p> <p>Notes:</p> <p>Also, ensure that your PreK program meets or exceeds requirements from all potential revenue sources (see Part IV below). This makes blending and braiding of funds much easier. List the funding sources and requirements below:</p> Community Education: Early Childhood Family Education (ECFE): Early Childhood Special Education (ECSE): Early Childhood Screening: General revenue (Fund D1): Pathway I Scholarships: Pathway II Scholarships: School Readiness: School Readiness Plus: Title I: Tuition: Voluntary Pre-Kindergarten: Other: Notes:	
Description of Our PreK Program	
Description of how our PreK Program is Integrated and Aligned	
<b>III. COSTING PHASE</b>	
<p>Use the Budget Helper on the next tab to calculate your total cost for everything related to running your PreK program. Work toward calculating a true cost (e.g. what your program would cost without any support). In many districts, costs like custodial services, space, technology support, and utilities are in-kind expenses.</p> <p>Notes:</p> <p>Also, consider the implementation phase of your PreK program and how this may impact cost (e.g., start-up, enhancing, maintaining, etc.). For example, if you are starting up a program, there may be additional administrative costs.</p> <p>Notes:</p>	
<b>IV. REVENUE PHASE</b>	
<p>In the space below, list all of the potential revenue sources that will be used to support your preschool program. It may help to list them in descending order, with main funding sources at the top.</p>	
Revenue Sources	

Program Duration

Program Practices

Program Access

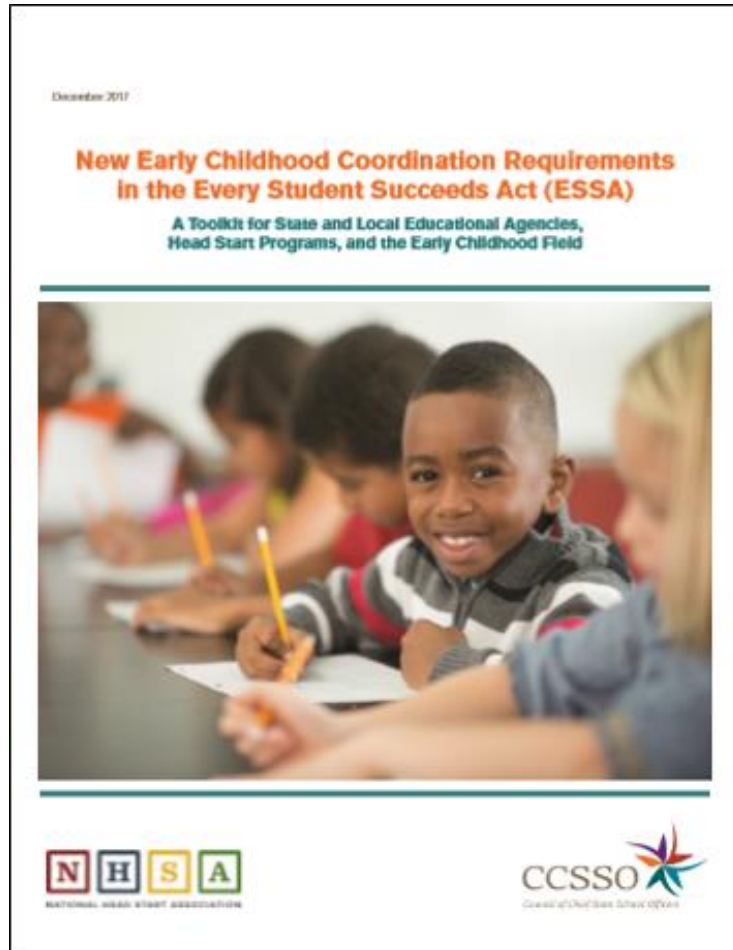
Individualized and Targeted Services

Services Provided

- Comprehensive and wrap-around

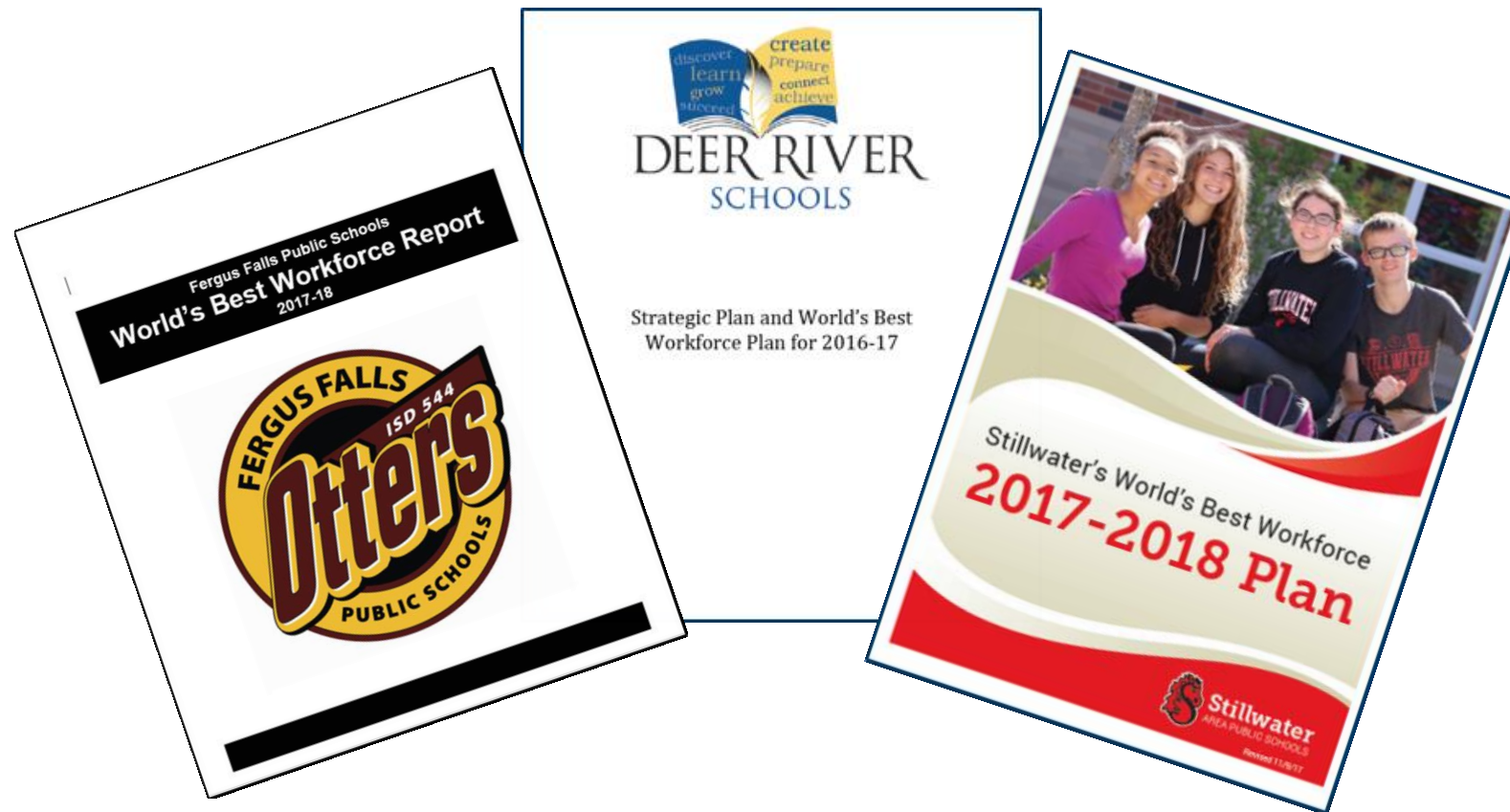
Partnerships/Collaborations

Funding Sources



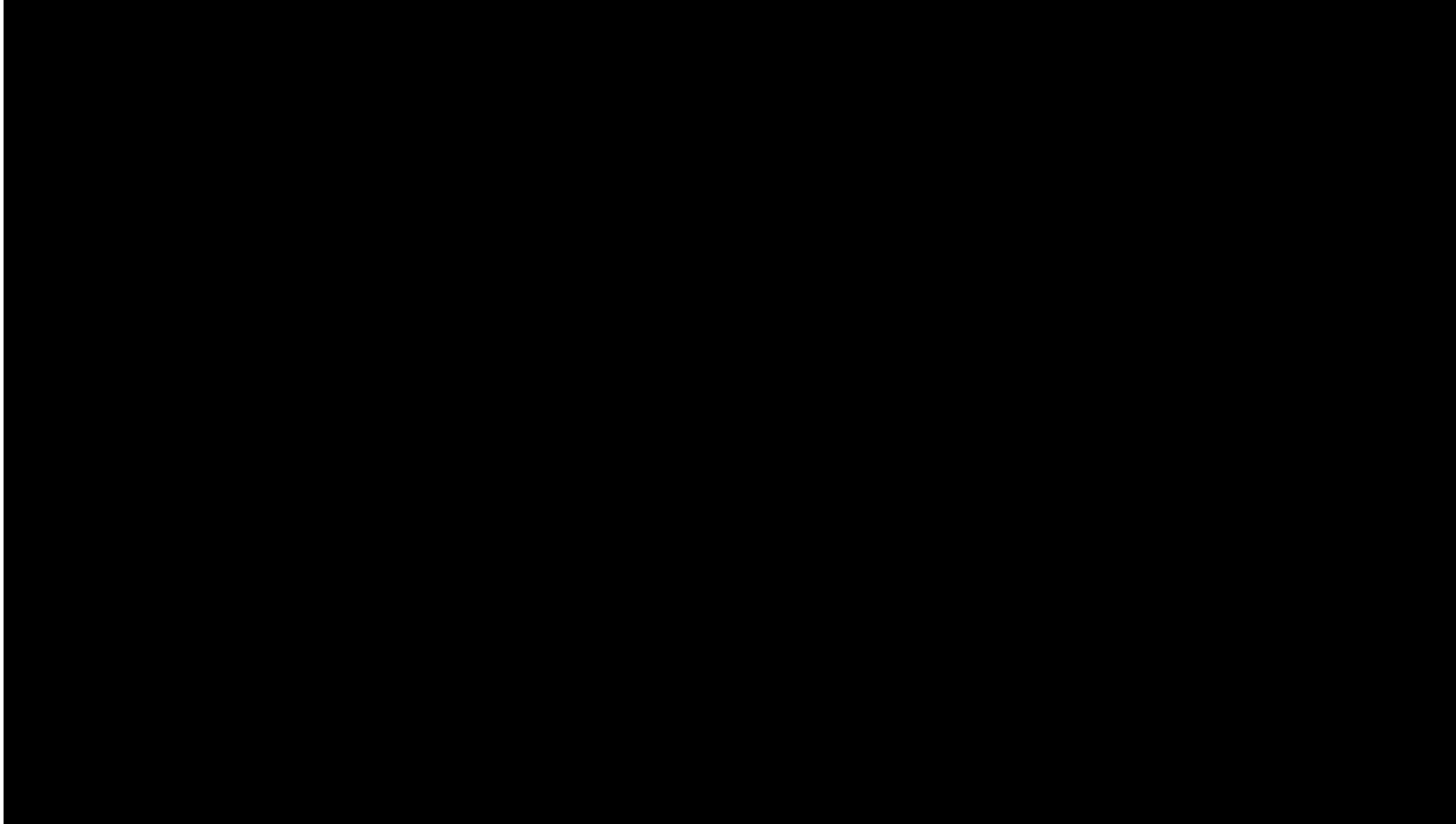
## New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)

## Where is P3 or how will P3 be incorporated into 2019-20 World's Best Workforce plans?





# Vista Unified School District



[Vista Unified P3 Continuum](#)

# 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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