

# Early Childhood—What's Next?



## New England Discusses the State of Early Learning

Tuesday, September 19, 2017, 9:00 AM–4:30 PM

EDC Conference Center | 43 Foundry Avenue, Waltham, Massachusetts

### **P-3 Community Partnerships: School and Community Collaboration across the Early Years Outline**

#### **Agenda**

- Part 1
  - Share innovations from across the country
  - Examine the convergence of allied reform movements
    - Cross-sector collaboration on education
  - Explore two themes
    - P-3 plus wrap-around
    - Building P-3 community infrastructure
- Part 2
  - Introduce a planning tool and a planning approach
  - Brainstorm next steps

#### **Chicago Child-Parent Centers: Program Features**

- High quality preschool and early elementary program
- Support for developmentally appropriate curriculum
- Extensive professional learning
- Family engagement and involvement
- Community supports for children and families

#### **Chicago Child-Parent Centers: Results**

- Academic gains through high school
- Reductions in remedial education and special education
- Less substance abuse
- Increased educational attainment
- Less involvement in justice system
- Higher earnings
- Less depression
- \$11 for every dollar invested

#### **CPC P-3: Core Program Elements**

- Effective learning experiences, Preschool –3rd grade
- Aligned curriculum
- Parent involvement and engagement
- Collaborative leadership team
- Continuity and stability
- Professional development system

### **CPC P-3: Family Involvement and Engagement**

- Child and parent development
- School affiliation
- Parent resource teacher
- School-community representative
- Annual needs assessment
- Parent resource room
- Menu system

### **Fragmentation**

- Competing National Initiatives
- Different standards and Regulations
- Public/Private
- 0-5 and K-12
- Education, Health, and Social Services

### **The Challenge** (*Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation, 2015*)

- Current Practice
  - Inconsistent Quality
  - Gaps across the age span
  - Lack of coordination at each stage of development
- Best Practice
  - Consistent quality
  - Alignment across the age span
  - Coordination at each stage of development

### **The P-3 Continuum**

- Sample P-3 Practices
  - Aligned standards and expectations
  - Aligned curricula
  - Aligned transitions
  - Common family engagement approaches
  - Joint professional learning
  - Literacy campaigns

### **NAESP P-3 Leadership Competencies**

- Embrace the PreK-3rd Early Learning Continuum
- Ensure Developmentally-Appropriate Teaching
- Provide Personalized Blended Learning Environments
- Use Multiple Measures of Assessment to Guide Growth in Student Learning
- Build Professional Capacity Across the Learning Community
- Make Your School a Hub of PreK-3rd Learning for Families and Communities

### **P-3 plus Wrap-Around: Necessary and Feasible**

- Physical health
- Mental health
- After-school
- Dental and vision
- Enrichment
- Family supports

### **Cincinnati's Community Learning Centers (CLC)**

- Redesigned with community partners in mind
- Resource coordinator role
- Community agencies organized in networks (e.g., health clinics, mental health providers, etc.)
- No education dollars for partners
- District CLC coordinator
- Extending to early childhood
  - Preschools in CLCs
  - Local networks of community-based preschools working with elementary schools

### **Cross-Sector Collaboration on Education**

- Cradle-to-career initiatives
- Collective impact
  - Multi-faceted problems require multi-faceted solutions
  - Conditions
    - Common agenda
    - Shared measurement
    - Mutually-reinforcing activities
    - Continuous communication
    - Backbone support
- Community Schools
- P-3

### **Multnomah County: Schools United Neighborhoods**

- County infrastructure for community schools
- Full-time site managers
- Extending to early childhood
  - Preschools in schools
  - Kindergarten registration campaign
  - Kindergarten teacher family visits
  - P-3 schools
    - School-based P-3 coordinators
    - Play-and-learn groups for families in school buildings
    - Plan to connect with community-based preschools
  - Cradle-to-career pilot on transitions
- Convergence of community schools, P-3, and cradle-to-career

## **Greater Omaha's Superintendents' Early Childhood Plan**

- 11 districts
- School as hub
- "Full Model"
  - Home visiting for birth – age 3
  - Intensive preschool for 3- and 4-year-olds
  - Aligned preschool through Grade 3 for ages 3-9
- Nested community of practice

## **Building State P-3 Systems: Learning from Leading States**

- 2-pronged efforts
  - Policy
  - Supporting local partnerships
- Oregon example
  - 16 regional hubs
  - Hubs fund and support local school-preschool collaborations
  - Early Learning Multnomah example

## **Supporting Trends**

- Cross-sector collaboration on education
- The role of states and networks
- Fundamentally purple
  - Starting early
  - Addressing the whole child
  - Deepening family engagement and support
  - Strengthening neighborhoods and communities

## **5 Core P-3 Capacities**

- Cognitive and academic learning
- Social-emotional learning
- Wrap-around supports
- Family engagement, support and partnership
- Transitions and alignment

## **Building a City-wide Birth-3<sup>rd</sup> System**

- Recommendations of the Cambridge Early Childhood Task Force
  - <https://p3learninghub.org/2015/12/01/building-a-citywide-birth-3rd-system-one-citys-plan/>
  - Or: P-3 Learning Hub=>Feature Articles=>Building a City-wide Birth-3<sup>rd</sup> System
- Plan goals
  - Access and affordability
  - Program quality
  - Family engagement and support
  - Access to Quality Healthcare Services
  - Shared Governance and Leadership