

What P-3 Does: Goals and Policy Options
Kaurez, 2008

<p>Expands Programs</p> <ul style="list-style-type: none"> • Screenings and interventions • Pre-K , full-day Kindergarten, wrap around child care • Family literacy and other services • Summer programs, before-and-after school programs 	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • New programs • Additional funding for existing programs • Grow public-private partnerships • Change eligibility levels for students • Fix transportation barriers
<p>Engages Parents and Families</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Expand resource and referral services • Increase access to information <ul style="list-style-type: none"> ○ Quality Rating System ○ Child development and academic progress • Improve parental leave and family-friendly workplace policies
<p>Addresses the Whole Child Through A Continuum of “Learning” Rather Than a Continuum of Education</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Specific definition of school readiness • Reflected in standards, curriculum and assessment • Taught in professional development • Encourages links between schools, centers, and providers with other child and family-serving systems (e.g., health and social service agencies)
<p>Recognizes and Assesses Multi-Dimensional Readiness Through Student Readiness for School Learning Environments Ready for Students</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Broaden assessments to include measures of: <ul style="list-style-type: none"> – Children’s skills and behaviors – Teachers’ interactions with students – Classroom and program quality – School leadership and school facilities and policies
<p>Improves Transitions Through Expanding Notion of Transitions Beyond Pre-K to Kindergarten, Between Public and Private Programs, and Between Grades and Teachers</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Common transition forms • Develop transition teams (state, district, and school levels) • Common, cross-system professional development • Child-based standards that embrace a developmental continuum

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<p>Establishes Standards of What Children Should Know and Be Able to Do</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Child-based standards reflect a continuum of learning • Teacher and leader based standards that set the basis for qualifications and effectiveness • Program-based standards that reflect high quality
<p>Increases Alignment Horizontally, Vertically, Temporally, and Systemically</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Alignment efforts in following areas: <ul style="list-style-type: none"> ○ Standards, curriculum, and assessments ○ Preparation and professional development ○ Programs and services
<p>Ensures Continuity</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Cross-system professional development • Leadership development • Standards that follow a learning continuum • Mixed-age classrooms, looping
<p>Uses Data</p>	<p>Policy/Practice Options</p> <ul style="list-style-type: none"> • Unique student identifiers • Evaluation (programs, processes, and outcomes) • Link data systems • Regular and public reporting