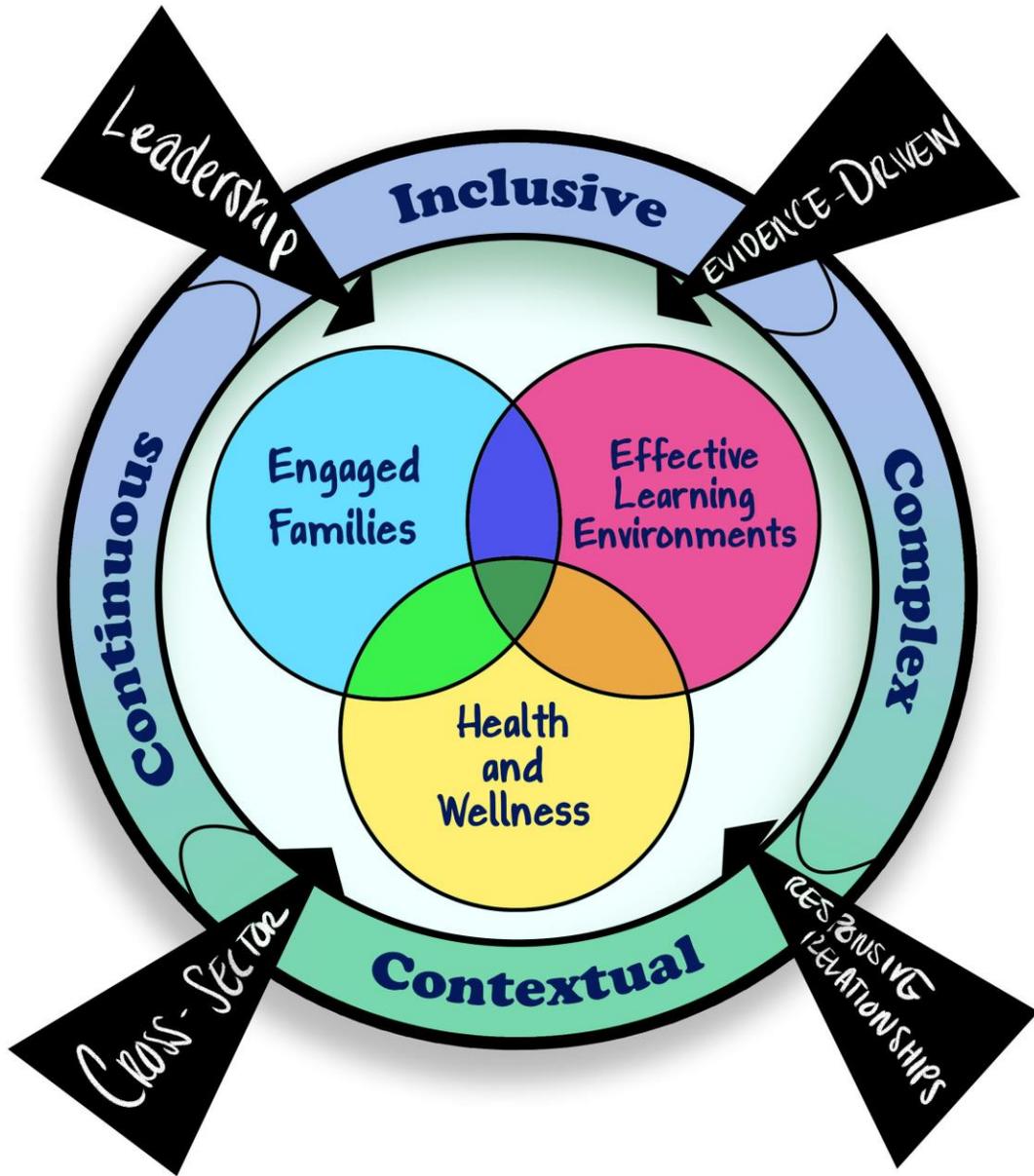


Pennsylvania's P3 Systems Building Logic Model



Contents

Introduction 3

P3 Guiding Principles 3

 Inclusive- 3

 Complex- 3

 Continuous- 4

 Contextual- 4

P3 Areas of Impact 4

 Engaged Families 4

 Access to Effective Learning Environments 4

 Physical and Mental Health and Well-being 4

P3 Accelerants 5

 Leadership 5

 Cross-sector Coordination 5

 Responsive Relationships Committed to Equity, Inclusion, and Diversity 5

 Evidence-driven Improvement Cycles 5

P3 Systems Building Assessment 7

 Self-Assessment 7

 Team Assessment 7

Supporting Research and Resources 18

Introduction

Setting a positive trajectory for student achievement by grade 3 begins before birth and follows a continuum of learning that should focus on the critical role of leaders, teachers, families, and communities. Pennsylvania's Prenatal to Third Grade (P3) Systems Building Logic Model is designed to support competence in early learning skills to give children more opportunities to be successful in grades 4 and beyond, to increase attendance rates and school engagement, and to build skills for college and career readiness. When early learning settings are implemented with attention to quality and are intentionally aligned to one another, all children, including those lacking opportunity, benefit.

Comprehensive P3 approaches hold incredible potential to dramatically change the path of opportunity gaps and to set young children on solid pathways to educational and lifelong success. The Pennsylvania P3 Systems Building Logic Model focuses primarily on the "what" and "how" of P3 systems building, in contrast to a focus on the "why." Therefore child outcomes are not directly reflected within the model graphic. However, the "why" is the driver of P3 systems building.

The Pennsylvania P3 Systems Building Logic Model was developed to assist a variety of groups (state agencies, regional teams, local communities) in the planning and implementation of innovative P3 policies and practices. The model has been used by Race to the Top-Early Learning Challenge funded Community Innovation Zones, P3 Governor Institute teams, and others. The model includes an assessment component that can assist in the planning, prioritization, and evaluation of P3 efforts.

P3 Guiding Principles

The Pennsylvania P3 Systems Building Logic Model is built upon four guiding principles, reflected in the outer circle of the model.

Building and maintaining P3 systems is:

Inclusive- P3 systems should be inclusive of the full prenatal through grade three continuum (as well as connections beyond 3rd grade). In addition, it should include all children, families, and provider types, while maintaining a focus on equitable practices to assure policies and practices are responsive to those children, families, and provider types who may lack opportunity.

Complex- The graphic reflects the complexity of systems building by showing system components that overlap and intersect. Due the complexity of systems building an assessment is included with the model to provide a data-driven process for prioritization.

The assessment includes both an individual and a team assessment because systems work requires attention to self (honest reflection with oneself to make visible assumptions, beliefs, and biases), as well as attention to the network of connections that makes this work possible.

Continuous- P3 systems work should be understood as an iterative process. Decisions and strategies should be embedded in on-going practice of continuous improvement.

Contextual- Understanding context is key to informed systems building practices. Understanding context refers to the need to acknowledge, understand, and act within local, regional, state and national contexts. It requires intentional thinking about how local efforts are both responsive to and supportive of larger networks. In other words, understanding how local P3 decisions impact the bigger story. Understanding context involves establishing a targeted community, establishing a shared view of the community's assets and needs, and understanding the influences that may drive policy and/or practice.

P3 Areas of Impact

The center of the Pennsylvania P3 Systems Building Logic Model represents potential areas of impact. The areas of impact are opportunities that represent tangible areas on which to focus initiatives. The areas of impact are linked, and although groups may choose to focus on an individual area, work in one area may impact outcomes in the other areas. The areas of impact are "engaged families," "access to effective learning environments," and "physical and mental health and well-being."

Engaged Families

Families play a vital role in P3 systems work. They not only know their children best, they also are the constant along the P3 continuum. Families should be engaged intentionally and regularly in strengths-based ways. The starting point with families should be an assumption that they have the best intentions for their child. Family engagement along the P3 continuum should encompass acknowledging each family's strengths and needs, as well as helping families navigate the transitions that occur throughout the continuum. Families should also be heard, as equal members, within P3 strategies.

Access to Effective Learning Environments

Effective learning environments addresses alignment of standards, curriculum, assessments, and instructional practices coupled with knowledge of child development and learning theory specific to working with young children. This area focuses on assuring all children, and especially those who lack opportunity, have access to quality learning settings throughout the P3 continuum.

Physical and Mental Health and Well-being

Physical and Mental Health and Well-being emphasizes the impact of environmental factors on learning. It focuses not only on the physical and mental health of the child, but also on those of the adults that interact with the child. Research on the developing brain states "Early experiences affect the development of brain architecture, which provides the foundation for all

future learning, behavior, and health. Just as a weak foundation compromises the quality and strength of a house, adverse experiences early in life can impair brain architecture, with negative effects lasting into adulthood. In the first few years of life, hundreds of new neural connections are formed every second.”

P3 Accelerants

The final components of the P3 model are termed “accelerants.” Accelerants deal with how implementation in the areas of impact are accomplished. The term “accelerants” is used because these components are the fuel of P3 efforts. They are necessary for any initiative, innovation, or strategy to be successful and sustainable. The more attention given to enhancing the accelerants the more successful and sustainable the initiative will be. The accelerants are leadership, cross-sector coordination, responsive relationships, and evidence-driven decision-making.

Leadership

It takes a leader to drive systems building efforts. This leader may be a person or an agency. Establishing a team or initiative leader is typically the easy part of this accelerant. The more challenging part is understanding that although there is a driver of the work, there also needs to be leadership at all levels. Sustainability takes shared leadership. True leadership invests in teamwork and collaboration.

Cross-sector Coordination

P3 innovation truly does take a village to be successful and sustainable. And it’s not just about how many people are at the table, but it is about the representation and the diversity of who is at the table. Including divergent voices assure the best possible outcomes for all, especially those who lack opportunity. Those directly engaged with P-3 work, as well as those who benefit from the work should be intentionally and regularly brought to table. Cross-sector coordination is also about operationalizing the efforts that occur. Too often great work stops when a key player retires or switches jobs or relocates. Teams need to think about committing to writing and sharing the processes of their P3 work.

Responsive Relationships Committed to Equity, Inclusion, and Diversity

P3 work at its core is about relationships. Building and maintaining relationships is an on-going process that requires commitment to intentional self- reflection and honest, open communication. Human interaction is complex, intense, emotional, and involves attention to understanding personal stories. P3 systems building work focuses on building upon the simple interactions occurring daily while navigating the ways in which policies and practices are developed and implemented with a lens committed to equity, inclusion, and diversity.

Evidence-driven Improvement Cycles

Because P3 systems building work is continuous and iterative, effective strategies include ways to continually seek feedback on the effectiveness of the work. “Is the work on track? Is a course correction needed? Does something need to end?” are all questions that can be addressed with evidence. Evidence gives us tangible information or data to look at, discuss, and serve as the

basis for decisions. Building skills and providing dedicated time to reflect on multiple sources of evidence provide support for decision-making at all levels and within all settings.

P3 Systems Building Assessment

Self-Assessment

Purpose

Individually assess each area of the P3 systems thinking model in order to generate individualized data that will be added to team data.

Gain a better understanding of the whole in order to increase the possibility of coherent, holistic, sustainable ideas that have potential for action. Target bright spots to help sustain energy around shared goals.

Procedure

Self-assess each area of the P3 systems thinking model. Read each question and determine whether you would answer:

red: not yet

yellow: sometimes/some, not all/working on it, but not actualized yet

green: yes, and can show evidence

blue: I don't know. I need more information.

It is important that the initial assessment is completed individually and without too much deliberation. Responses should reflect an initial reaction to each question. DO NOT discuss with others yet. There will be time for discussion during the team assessment.

Team Assessment

Purpose

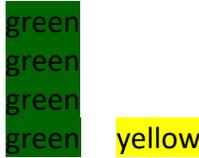
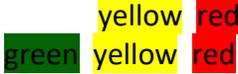
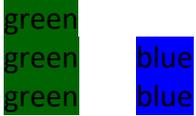
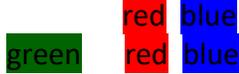
Visualize data from individual assessments to create a team assessment.

Identify individual and team strengths, opportunities, and areas that need clarification.

Reach team consensus around shared goal(s).

Procedure

1. Visualize team data by sharing individual self-assessments. This can be accomplished as a bar graph, pie chart, or some other visual means. The visualization can happen for each question or for groups of questions within an area. This is open-ended to allow for creativity and the unique needs of those conducting the team assessment. An example of visualized data from one area might look like the following:

CONTEXTUAL	 <p>1. Can I, as a team member, articulate the ways in which the team’s P-3 efforts fit into the larger regional, state, and national context?</p>	 <p>2. Do I, as a team member, have an understanding of the districts and schools that will benefit from the work of the team?</p>	 <p>3. Do I, as a team member, have an understanding of the 0-5 programs and supports in the targeted community?</p>	 <p>4. Has a targeted community been defined?</p>	 <p>5. Has there been an intentional analysis of the targeted community’s assets and needs?</p>
------------	---	---	--	--	--

2. Discuss the visualized data as a group.

- a. What do you notice?
- b. What are areas of strength? (*Green dots*)
- c. What areas might need attention? (*Red and yellow dots*) What areas show differing responses between individual team members?
- d. What questions need to be addressed? (*Blue dots*)

3. Sense-making--Paired Dialogue

Individually, first reflect for a few minutes on the questions below. Then find a **discussion partner**—a member of your team. Take 20 minutes (10 minutes each) to listen deeply to one another around the questions.

What opportunities are starting to bubble up as an individual in terms of where you could have impact? Why does this matter to you?

What opportunities are starting to bubble up as a team in terms of where our team could have impact? Why does this matter to you?

Reconnect with your full group once you have identified one or more areas of team impact and can articulate why they are important.

4. Share insights from the paired dialogue. As a group, come to consensus on one or more shared goals. Use the following criteria:
 - a. In what ways is the goal reflected in the team assessment?
 - b. Do all team members have energy and commitment around the goal?
 - c. Is there momentum and potential for action? To what extent is there committed leadership, energized people, and good timing?

Document the team's goal(s).

Understanding Context

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Can I, as a team member, articulate the ways in which the team's vision fits into the larger regional, state, and national context?
2. Can I, as a team member, articulate the laws, regulations, standards, policies, practices that might advance or act as a barrier to this work?
3. Do I, as a team member, know which Kindergarten through Third Grade (K-3) schools will benefit from the work of the team?
4. Do I, as a team member, know what Prenatal through age five programs and supports service the targeted community?
5. Has a targeted community been defined?
6. Has there been an intentional analysis of the targeted community's assets and needs?

Engaged Families

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Am I, as a team member, familiar with the Pennsylvania Partnerships for Learning Standards?
2. Do I, as a team member, value the strengths of all families?
3. Do I, as a team member, have ways to understand and address family needs?
4. Are the Pennsylvania Partnerships for Learning Standards used intentionally as a framework for directing family engagement policies and practices?
5. Are families' unique stories recognized and acknowledged?
6. Are family members, especially those who directly benefit from the team's efforts, included as equal team members in decision-making processes?

Access to Effective Learning Environments

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Am I, as a team member, familiar with the Pennsylvania Learning Standards for Early Childhood?
2. Do I, as a team member, understand appropriate practices for the development of young children, including when key developmental shifts may occur?
3. Is a comprehensive curriculum, aligned with the Pennsylvania Learning Standards for Early Childhood, provided with fidelity?
4. Are families engaged as learning partners as influencers of their child's learning?
5. Are standards, curriculum, instruction, and assessments aligned with appropriate practices for the development of young children?
6. Are standards, curriculum, instruction, and assessments aligned within classrooms, across classrooms, and across settings?
7. Are meaningful transitions planned and implemented across the P-3 continuum?

Physical and Mental Health and Well-being

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Can I, as a team member, discuss the ways in which early learning experiences may have shaped the children and families within the targeted community?
2. Can I, as a team member, communicate the importance of addressing the physical and mental health needs of children and families, including a focus on prenatal care?
3. Do I, as a team member, have knowledge of the health and mental health agencies that support the targeted community?
4. In the targeted community, is there a system in place for sharing information about and input from community health and mental health agencies working with children and families?
5. Does the team's agenda address the physical and mental health needs of children and families?
6. Is there an intentional focus, aligned within and across settings, on supporting children's social and emotional development?
7. Is there an intentional focus, aligned within and across settings, on supporting the mental health of the adult's working with and supporting children?

Leadership

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Do I understand my leadership role in advancing the work of this team?
2. Do I, as a team member, visibly integrate the team vision into practice?
3. Do I, as a team member, engage others in understanding the importance of the early learning continuum?
4. Is there an established lead (person or entity)/ Are there established leads (people or entities) driving this work?
5. Is there a shared vision across the team?
6. Is there shared language and shared strategies for moving efforts forward?

Cross-sector Coordination

Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).

1. Do team members represent the full P-3 continuum, including those who benefit from quality P-3 learning (e.g. families, business leaders)?
2. Do team members represent the targeted community?
3. Do decision-making entities/ team members meet consistently?
4. Is there a formalized, written plan for moving work forward?
5. Is the use of resources (including funding) strategic, and aligned with the team's vision?

Responsive Relationships Committed to Equity, Inclusion, and Diversity

Assessment questions are answered either red (not yet), yellow (sometimes/ some, not all/ working on it, but not actualized yet), green (yes, and can show evidence, and blue (I don't know. I need more information).

1. Am I, as a team member, mindful of my personal biases and assumptions?
2. Are relationships within and among team members positive, focusing on collaboration and not competition?
3. Is open and honest communication valued?
4. Are the team's vision and strategies responsive to the developmental, cultural, and individual needs of the children and families?

Evidence-driven Improvement Cycles

*Assessment questions are answered either **red** (not yet), **yellow** (sometimes/ some, not all/ working on it, but not actualized yet), **green** (yes, and can show evidence, and **blue** (I don't know. I need more information).*

1. Am I, as a team member, included in a data-driven decision-making cycle?
2. Is there an intentional cycle of data-driven decision-making?
3. Are multiple forms of data (information) used to drive the decision-making processes?
4. Does the data-driven decision-making process include representatives from the full P-3 continuum, including those who benefit from quality P-3 learning (e.g. families, business leaders)?
5. Is the data-driven decision-making process transparent (i.e. is the process and resulting decisions shared beyond the decision-making group)?

Supporting Research and Resources

A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade: National Governors Association, Center for Best Practices: 444 N. Capital Street, Suite 267, Washington, DC 20001 (www.nga.org/center)

Fred Rogers Center. *Simple Interactions*. Available: <https://www.simpleinteractions.org/>

Head Start Early Childhood Learning and Knowledge Center. *Relationship-Based Competencies to Support Family Engagement*. Available: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, Wa.: College of Education, University of Washington.

Kauerz, K. (March and April 2013). *The path to lifelong success begins with P-3* (Principal Magazine) 12-16.

Kauerz, K. (2006). *Ladders of Learning: Fighting fadeout by advancing PK-3 alignment*. Washington, DC: New America Foundation.

Kagan, S.L., Kauerz, K., & Tarrant, K. (2008). *The early care and education teaching workforce: At the fulcrum*. New York, N.Y.: Teachers College Press.

Julia Coffman and Melinda Green's brief *Reaching for Quality: Lessons from New Jersey on Raising Preschool Teacher Qualifications While Maintaining Workforce Diversity* at www.buildinitiative.org/files/AbbottDiversityBrief.pdf.

National Child Care Information Center (2010). *State early learning guidelines*. Updated September 2010. Available: <http://nccic.acf.hhs.gov/pubs/goodstart/elgwebsites.html>

Office of Child Development and Early Learning (2019). *P3 Systems Thinking Asynchronous Course*. Available: <https://papdregistry.org/>

Office of Child Development and Early Learning (2019). *Understanding Context: Overview Asynchronous Course*. Available: <https://papdregistry.org/>

Office of Child Development and Early Learning (2019). *Understanding Context: The Home Visiting System in PA Asynchronous Course*. Available: <https://papdregistry.org/>

Office of Child Development and Early Learning (2019). *Understanding Context: The Managed Care Organization and Health System in PA Asynchronous Course*. Available: <https://papdregistry.org/>

Office of Child Development and Early Learning (2019). *Understanding Context: The Public Education System in PA Asynchronous Course*. Available: <https://papdregistry.org/>

Takanishi, R. & Kauerz, K. (2008). *PK Inclusion: Getting serious about a P-16 education system*. Phi Delta Kappan, 89(7), 480-487.

Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. New York: Houghton Mifflin.