PreK to 3 Design Team – Quick History

• Group of folks interested in early childhood, including some from Minnesota’s Future, began meeting in 2013.

• Professional facilitation added in June of 2014. Support provided by the McKnight Foundation and the West Central Initiative Foundation

• Dubbed themselves the PreK to 3 Design Team (P3 Design Team)
Vision for PreK Work

Academic

Socio-Emotional
Year One

Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches

MARCH 2012
Year Two
Also in Year Two
Moving to Mixed-Delivery, Voluntary Preschool for Four Year Olds: An Approach for Minnesota
Recommendations Re Access

• Voluntary
• Phase-in access – start with 185% of poverty
• Targeted Universalism
• Local approach
• Birth to 3 matters
Recommendations re Quality

Some of the recommended key quality criteria are embedded in Parent Aware and some push beyond current standards:

• Learning Environment

• Cultural Awareness and Responsiveness

• Alignment, Inclusion and Support
Recommendations re Setting/Location

• Quality is more important than setting
• Families need, want and deserve choice
• Local communities should design solutions for their circumstances
• Mixed-delivery
Recommendation re Workforce

• Teacher effectiveness is key

• Need to diversify and support the workforce; geographically, economically, and racially

• State should commit to *transforming the workforce*

• **NOT ready to require a BA credential**
Recommendations re Teacher Credentials

• Early childhood educators should be provided with meaningful, affordable and accessible opportunities to increase their formal education, including a content specific BA

• Because of concerns about the lack of systemic and cultural equity and a shifting political landscape, we no longer recommend requiring a BA within 10 years

• It is critical that we create pathways towards a BA, but we cannot require them until we have addressed the following:
  • Attention to issues of systemic bias and racism
  • Support to retain and grow current workforce particularly providers of color
  • Cost of obtaining a BA
  • Access to higher ed programs in all areas of the state
  • Alternative pathways
Recommendations re Infrastructure and Local Collaborative Hubs

• Better outcomes for children can be obtained by combining expertise, planning and resources to create high quality mixed-delivery systems

• We envision a local collaborative or hub where there is real shared decision making and implementation. This allows:
  • Mix of stakeholders
  • Sharing of resources
  • Parent voice and participation
  • Voices of those not always at the table – community providers, providers of color
  • Joint advocacy
  • Natural move toward a PreK to 3 approach
Next Steps – Year Three

• Continuing to provide advice to state agencies as requested

• Continuing as a learning community

• Diving into workforce issues – along with others!

• National Academies work focus areas:
  • Creating Pathways to a BA
  • Opportunities for student teaching and support for new teachers
  • Higher education issues – programs, access, pathways
  • All with commitment to equity in educational outcomes
The report will be available at West Central Initiative’s web page at prek3.wcif.org

Questions? Contact Nancy Jost at njost@wcif.org or 800 735-2239.