

**P-3 Partnership Implementation Grant
Grant Summary
August 1, 2010**

The Washington State Early Learning Plan was in draft form nearing completion in February 2010 when the P-3 Partnership Implementation Grants were initiated. The Office of Superintendent of Public Instruction (OSPI), Department of Early Learning (DEL) and Thrive by Five Washington (Tb5) had entered into a Joint Resolution to move P-3 work forward on many levels in the Washington State. Focused P-3 work was taking place at the state level by the Governor, legislature and state organizations, at the regional level by Educational Service Districts and Childcare Resource and Referrals, and at the local level by school districts and coalitions. The P-3 Partnership Implementation Grants were developed to intentionally support local level efforts to move P-3 work forward as part of this larger system-wide effort.

The Office of Superintendent of Public Instruction, the Department of Early Learning and Thrive by Five Washington, combined resources to offer grants to districts receiving state full-day Kindergarten funding for the 2009-10 school year (OSPI \$70,000, DEL \$17,000, Tb5 \$30,000). The purpose of the P-3 Partnership Implementation Grants was to support Preschool through Grade 3 learning partnerships to not only facilitate the transition into Kindergarten, but also to enhance subsequent academic success.

March 2010 grants ranging from \$5,000-\$10,000 were awarded to school districts to provide an incentive to defining and strengthening multiple-partner collaborations for early learning in local communities. To be eligible for a partnership grant, planning and collaboration between the school district, one early childhood preschool/provider, and one established community early learning coalition was a primary requirement. In addition, grantees needed to focus on building early literacy skills, early numeracy, and/or support for Kindergarten transitions. Funds were provided for activities during the winter and spring of 2010 through June 30th.

**P-3 PARTNERSHIP IMPLEMENTATION GRANTS
SCHOOL DISTRICT GRANT AWARDS**

DISTRICT	FUNDING AMOUNT	PROJECT FOCUS
Aberdeen	\$6,170	Literacy
Bremerton	\$10,000	Literacy/Transition
Edmonds	\$10,000	Literacy/Transition
Franklin Pierce	\$10,000	Literacy

Hood Canal	\$8,500	Literacy/Transition
Longview	\$9,333	Literacy
Mount Vernon	\$10,000	Literacy
Orondo	\$10,000	Literacy
Quillayute	\$10,000	Literacy
Seattle	\$10,000	Transition
Spokane	\$8,000	Transition/Social Emotional
Tacoma	\$10,000	Transition/Numeracy/Literacy
Toppenish	\$5,000	Transition
TOTAL	117,003	

Report of School District Activities and Outcomes: Summary

All School Districts that received the grant reported collaboration with three or more partners. All districts chose focus areas of literacy, numeracy and/or kindergarten transitions as indicated in the table. Specific grant activities included: partnership planning and development meetings, curriculum alignment, professional development, parent engagement, student and family events, materials purchase and distribution.

The chart that follows provides an in-depth summary of each district’s final grant report of the activities and outcomes supported by the funding.

- Column 1 shows the grantee district and their grant partners.
- Column 2 provides brief statements that highlight some of the activities and outcomes districts reported in their End-of-Grant Evaluations. These statements provide an overview but are not complete and are not intended to cover everything that was reported. Detailed descriptions of grant activities, evaluations and outcomes can be found in the district evaluation documents.
- Column 3 lists brief summary statements of district requests for future supports from state early learning partners.

Overall, the summary statements from districts indicate that these relatively small allocations had a significant impact in every case even with the short timeline. The grants were a boost to future ongoing P-3 work. Some examples of school districts’ follow-up plans are indicated in Column 2 under “Next Steps”.

**P-3 Partnership Implementation Grant, Spring 2010
Report of Grant Activities and Outcomes
Compiled in August 2010**

School District	Reported Activities & Outcomes	How can OSPI/DEL/Tb5 support your P-3 efforts?
<p>Aberdeen</p> <p>Partners:</p> <ul style="list-style-type: none"> • ASD • ESD 113 • Grays Harbor Early Learning Coalition 	<p>Established an Early Learning Alignment Steering Committee with representatives from district and multiple partners including Infant and Toddler Early Intervention Program, ECEAP, Aberdeen S.D. Universal Preschool, Head Start, Childcare, K-3 teachers, district and building administration.</p> <p>Created a structure of collaboration between district and local early childhood providers.</p> <p>Created a document outlining a continuum of literacy development from birth to third grade.</p> <p>This grant opportunity provided opportunities for multiple early learning partners in our community to come together to discuss and reach consensus about the critical skills for young children to develop as well as developmentally appropriate instructional strategies for young children.</p> <p>The governance structure and design of our team was very effective.</p> <p>Next Steps: The literacy development of young children in Aberdeen School District will be assessed using Get It, Got It Go (Preschool) and DIBELS (K-3).</p> <p>Due to the work done as a part of this grant the partners have recognized the importance of continuing to work together to refine and establish continuums and provide the information to care providers and parents throughout the community. The ESD, School District and Early Learning Coalitions plan to seek additional funding to continue this work.</p>	<p>Participants felt it would be beneficial to have one state document providing a continuum of development from birth through high school opposed to have two separate documents (Benchmarks and GLEs)...</p> <p>OSPI/DEL/Thrive could support local communities by providing needed leadership supporting the education of the whole child (cognitive, communication, motor and social development) and parent involvement in the educational process.</p>
<p>Bremerton</p>	<p>Provided Early Childhood LETRS training preview to all early childhood providers/teachers and K-2 teachers and administrative staff.</p>	<p>This grant came just at the right time to “lift our community” - it was specific enough to</p>

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Partners: <ul style="list-style-type: none"> • BSD • All EL providers and teachers within the Bremerton and ESD 114 area 	<p>Trained 31 participants LETRS Training of Trainers model in order to build capacity and train others in the ECCE group over the next two years.</p> <p>Participants are already using LETRS strategies in programs with children.</p> <p>This grant has strengthened our early learning partnerships and alignment...has raised our professional development to the next level.</p> <p>Next Steps: Increase the number of teachers/providers trained in LETRS in order to increase the number of children with solid early literacy skills arriving at kindergarten and first grade.</p>	<p>target our efforts and see results. More opportunities like this would be wonderful!</p>
Edmonds Partners: <ul style="list-style-type: none"> • ESD • 35 preschool/childcare programs • Snohomish County EL Coalition 	<p>Established a task force consisting of preschool teachers and kindergarten teachers.</p> <p>Identified and purchased materials and had a work party to assemble new Literacy Kits.</p> <p>Conducted a Saturday morning conference. 116 preschool/childcare providers in community and kindergarten teachers in six Gates schools attended and worked with Benchmarks, "Quick Lessons" and Literacy Kits.</p> <p>This grant has improved our relationship and built a stronger partnership with our community preschools. It has also improved the collaboration between preschool teachers and kindergarten teachers in our six Gates schools.</p> <p>Teachers reported over and over again how much their students like the new materials, how often they were being used and how exciting it was for them to see their students respond not only to the materials but also to the new strategies and techniques they had learned at the conference.</p> <p>Next Steps: Student will benefit from this project by experiencing the new materials</p>	<p>By providing more I-Grant opportunities like this grant. If we were able to apply for another grant we would move into the area of math.</p>

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	in their classrooms and acquiring new skills through the strategies and techniques their teachers learned at the conference.	
Franklin Pierce Partners: <ul style="list-style-type: none"> • FPSD • 10 childcare providers 	<p>Hosted lunch meeting for Directors of Childcare Centers in community proposing developing partnership with the district. This grant has created a wonderful start for a meaningful Early Learning partnership with childcare providers and the school district.</p> <p>Purchased Ready! For Kindergarten kits and provided classes for childcare providers. Lessons were in Early Literacy, Math and Reasoning, and Language and Social Development. 31 providers from 10 centers participated with others wanting to in the future.</p> <p>Next Steps: We will be able to continue that partnership next year and beyond through continued coaching and classes taught by the Early Learning Specialist and others and developing a collaborative process leading to district endorsement of the Childcare provider centers.</p>	<p>Financial: We are searching for grant opportunities and money to sustain and support the expansion of the Ready! For Kindergarten parent classes and to sustain and expand the childcare provider support.</p> <p>Technical: We are looking for a process and the means to track children who have been served by the Childcare provider classes and the parent classes to measure the effectiveness of our efforts.</p> <p>We are exploring ways to align curriculum P-3. We would like a structure to expand this beyond the pre to K linkage.</p>
Hood Canal Partners: <ul style="list-style-type: none"> • HCS D • HC Elementary K-3 staff • HC Developmental Preschool • Skokomish Head Start • Mason Matters 	<p>Convened four partners to actively discuss and plan including: aligning state reading and language standards for each grade level; Pre-K-third shared ideas for family nights, summer bridge activities and communications.</p> <p>Positive assessment of the team and the work. Better alignment of curriculum. Provided clear developmental expectations to families and plan for outreach. Strengthened communications Strengthened partnership, enlightened individual partners Opened lines of communication.</p> <p>Next Steps: Established dates for future collaboration, exchange of materials and resources.</p>	<p>Continued funding for follow-up workshops.</p> <p>Continue to fund release time for staff, also staff with families throughout the year.</p>

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<p>Longview</p> <p>Partners:</p> <ul style="list-style-type: none"> • LSD • ESD 112 • Lower Columbia Head Start/ECEAP & Early HS • 16 private EL Centers • Cowlitz Early Care & Learning Coalition • Longview Rotary & Longview Early Edition Rotary 	<p>Infused our young Longview Early Education Partnership (L.E.E.P.) with enthusiasm and the impetus to continue moving our P-3 work forward.</p> <p>Provided an opportunity for the teachers and directors to tour our excellent community library, learn about it many assets, and to open library accounts for their programs.</p> <p>Provided national, research-based speakers to our rural community so that Directors and teachers could learn research and practice side by side.</p> <p>-Lucy Hart Paulson-Building Early Literacy and Language Skills: Critical First Steps (43 directors and teachers attended)</p> <p>-Moving and Learning-Integrating Brain Research and Early Literacy Throughout the day Using Movement (43 directors and teachers attended)</p> <p>-5 Critical Elements of Early Literacy Development (35 partner program teachers participated)</p> <p>Created L.E.E.P. Teacher Early Literacy Resource Manual</p> <p>Helped us set the solid foundation necessary in our Pre-K community to begin next steps of stronger alignment with the K-3 community of teachers.</p> <p>Next Steps: L.E.E.P. to move forward to replicating Bremerton’s successful model of common assessment and curriculum across our programs and continued commitment to operating as a community of learners.</p>	<p>We continue to need resources for common curriculum and a small amount of resource to help support the full implementation of the Get-It Got It Go screening process.</p> <p>It would help to have inexpensive regional professional development for pre-k teachers/providers to continue the discussion about the intentional teaching and ongoing monitoring of learning.</p>
<p>Mount Vernon</p> <p>Partners:</p> <ul style="list-style-type: none"> • MVSD • NW ESD • Skagit Valley EL Coalition • Mount Vernon 	<p>Brought together early learning providers and kindergarten teachers: Identified areas where we can collaborate; provided trainings on Foundation of Early Literacy and the Early Learning Benchmarks; discussed kindergarten transitions and parent involvement.</p> <p>Provided David Matteson workshop which was attended by 20 kindergarten and special education teachers and 58 preschool and early learning providers. Feedback</p>	<p>Continued funding for alignment work is vital.</p>

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<p>YMCA</p>	<p>was very positive and participants indicated a high level of new learning on the workshop evaluation tool.</p> <p>Reviewed Burlington literacy continuum for adoption.</p> <p>Developed “Transition to Kindergarten: A Child’s Snapshot”, a communications document to be used between providers and kindergarten teachers.</p> <p>Provided overview for the PK-3 online video training for all K-3 teachers.</p> <p>This short period of funding has opened the door between providers and the MVSD to expand the audience for collaboration, conversation and alignment both vertically and horizontally in approaches to literacy, school readiness and transitions for kindergarten.</p> <p>Next Steps: Will continue this work along with ESD 189 this coming year.</p>	
<p>Orondo</p> <p>Partners:</p> <ul style="list-style-type: none"> • OSD • Partner for Children & Families • ECEAP • North Central ESD 171 	<p>Students were selected from different classes P-3 by teachers and Family Intervention Coordinator. Parents were contacted for input. Student, parents, teacher collaborated weekly.</p> <p>Imagine Learning Computer Program gave teachers and parents a list of words and sounds the student could study.</p> <p>Day care classes (Ready for Kinder) had 100% attendance</p> <p>Play and Learn classes had 100% attendance.</p> <p>Students signed up for after school activities attended 95% of the time.</p> <p>Preschool students improved their scores by 25% on the ready for kinder assessment.</p> <p>Students read 46% more stories in 1st-3rd during the grant.</p> <p>The focused students all showed gain in reading.</p> <p>Parents became more involved in their student’s achievement.</p>	<p>Grants like the Pre-3 grant to pay for a coordinator.</p> <p>Staffing and supplies are needed for evening events to support families in literacy education throughout the year.</p> <p>Information and books in Spanish and English to give to families.</p>

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	<p>Parents communicated with the teacher on student progress. Provider called the school to speak with the Coordinator for support.</p> <p>This grant created a true learning environment for children. Families, children and teachers all achieved a stronger and more focused relationship. Providers attended all the classes and requested more education in early learning.</p>	
<p>Quillayute Valley</p> <p>Partners:</p> <ul style="list-style-type: none"> • QVSD • Bremerton S.D. • Cape Flatter S.D. • Olycap ECEAP 	<p>Formed a QVSD team that will lead and implement an Early Learning Partnership in the greater community of Forks and on the West End of the Olympic Peninsula.</p> <p>Put in place the first steps to build a system of collaborative support for early learning by sending four staff members (one from ECEAP program, two from kindergarten program, and one special education teacher who works with all early childhood programs) to Language is Essential to Reading and Spelling (LETRS).</p> <p>We now have a team of Train the Trainers who will be designing training sessions for the West End Early Literacy programs and primary teachers in Forks.</p> <p>Next Steps: Begin implementation of LETRS initiative with preschool programs (ECEAP, Head Start, Sunshine and Rainbows etc) as well as in Forks Elementary School in the primary grades.</p>	<p>Continue to provide support by the following: have more opportunities for us to learn from strong programs where there is opportunity for teachers to exchange ideas; provide webinars with updated information on federal and state changes (with a focus on P-12 system instead of K-12); and continue to provide training opportunities in Bremerton; share research-based practices and curriculum with us.</p>
<p>Seattle</p> <p>Partners:</p> <ul style="list-style-type: none"> • SSD • SOAR EL Coalition • NIA Center • Van Asselt Elementary • Child Care Resources/Play 	<p>Provided collaborative planning time and early learning events that helped create a system of support for early learning success for Van Asselt community.</p> <p>Organized a Getting School Ready (GSR) team that included parents, providers, family support specialists, kindergarten teachers, instructional aides, community partners, school nurse and principal.</p> <p>Established weekly Play and Learn Groups for birth-4 years at Van Asselt NIA Center Child Care.</p>	<p>Special attention to the role of culture in language and literacy development. Additional professional development for both community early learning providers and K-12 teaching staff to develop a common language and instructional approach on language and literacy development.</p> <p>Sharing the best practices work of other</p>

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<p>and Learn Program</p>	<p>Provided Getting School Ready Kindergarten Transition events: Family Literacy and Math game night; Passport for Learning program which focused on successful transitions to kindergarten.</p> <p>Provided Van Asselt/NIA Center Health Fair which reached over 40 families with information on exercise, healthy eating and community resources.</p> <p>Increased membership in GSR Team measured by member comments and attendance.</p> <p>56 of 90 potential new kindergarten parents/families attended the events designed to provide a more intentional, planned approach to the engagement of parents, school staff and community partners. Parents rated a high level of satisfaction for overall event.</p> <p>Next Steps: Play and learn groups are provided for the neighborhood families with children 0-4 years and this will assist Van Asselt in connecting with future kindergarten families, many of whom are using informal family, friend and neighbor caregivers.</p> <p>Van Asselt GSR team ready to intensify its work to move toward a more intentional process for successful transition of children and families to kindergarten, including school-based activities and optional home visits.</p>	<p>communities and providing educational materials on school readiness and P-3.</p> <p>Provide opportunities for networking among partners involved in this work.</p>
<p>Spokane</p> <p>Partners:</p> <ul style="list-style-type: none"> • SPS • Spokane County Head Start/ECEAP/ Early HS 	<p>Brought together kindergarten teachers and early learning providers from West Central neighborhood of Spokane (4 Head Start teachers, HS education specialists, family childcare provider, ECEAP teacher, ECEAP education specialist, and director and 3 teachers from a nonprofit childcare center).</p> <p>Provided two training forums with follow-up individual and/or group dialog. One focused on gaining and understanding of activities and classroom setting in early</p>	<p>Continuing to offer seed money for projects and making resources such as training and consultants available to help with projects such as creating PLCs.</p>

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<ul style="list-style-type: none"> • Inland Northwest Alliance for Early Learning (INAEL) 	<p>learning and kindergarten. The second focused on social-emotional development and support for children as they transition.</p> <p>Provided a kindergarten registration event. Several registrations were as an outcome from the transitions meeting.</p> <p>Developed and tested a model for future collaboration to support successful transitions to kindergarten with conversations at the classroom level.</p> <p>Participants were willing to engage in meaningful conversations about their systems and sought to understand the other’s work and perspective. All participants indicated better understanding of each other’s work, K transition and how to support children moving from one system to another.</p> <p>21 prekindergarten children visited kindergarten with their early learning teachers.</p> <p>Next Steps: Participants (Providers and kindergarten teachers) are already planning for reconnecting in the fall.</p> <p>Having a successful model for collaboration between those who work directly with children will allow our local coalition can pursue opportunities to expand these conversations to other school neighborhoods.</p>	
<p>Tacoma</p> <p>Partners:</p> <ul style="list-style-type: none"> • TPS • Puget Sound ESD ECEAP • First Five Fundamentals of Pierce County (Linkages Project) 	<p>Convened kindergarten teachers, principals, Head Start staff, four child care centers and one parent from 3 of Tacoma’s most at-risk neighborhoods for a series of four joint discussion sessions.</p> <p>Topics included: expectations and goals for children; strategies for transitioning children; discussing outcomes documents for each age level; comparing developmental characteristics for each age with accompanying implications for teaching; comparing teaching strategies for each age level for some specific outcomes at each grade level; and action plans to enhance/extend the relations with</p>	<p>Discuss the p-3 agenda beyond the early learning field. Has there been a Superintendents’ Forum or other event where high level district administrators hear the research on the benefits of P-3, especially as it relates to student achievement and efforts related to AYP on No Child Left Behind?</p>

School District	Reported Activities & Outcomes	How can OSPI/DEL/Tb5 support your P-3 efforts?
<ul style="list-style-type: none"> • Multicultural Child & Family Hope Center • Treasure Island Child Care Center • Tacoma Day Care Center • Little Village Child Care Center 	<p>the partners from this grant.</p> <p>Kindergarten teachers increased their knowledge of the development of pre-school age children and early learning providers indicated increased knowledge of kindergarten children’s development and skills required for success in kindergarten. Both groups indicated they would be “much more Likely” or “more likely” to make contact than they were this year.</p>	
<p>Toppenish</p> <p>Partners:</p> <ul style="list-style-type: none"> • TSD • Toppenish Preschool Cooperative • Toppenish Early Learning Providers (TELP) • The Rivers of Culture/Rios de Cultura Coalition 	<p>Established Toppenish Early Learning Providers (TELP) to create better communication between the ELP and School District P-3 staff and serve as a leadership group to support collaborative early learning activities between the district and providers in the Toppenish community.</p> <p>TELP developed an information-sharing document between providers and district staff was created through collaborative discussions.</p> <p>Significant progress was made on getting all children registered for kindergarten before the first day of schools due to weekly evening hours for registration during the summer.</p> <p>Purchased Creative Curriculum books to be used to train early learning providers, k-3 teachers and parents.</p> <p>This grant strengthened the partnerships between Toppenish Preschool Cooperative and server of the Child Care providers in the community.</p> <p>Next Steps: Both the school district and community child care providers are interested in continuing the TELP and working on other goals that were identified in the first meeting.</p>	<p>Another grant opportunity for the 2010/11 school year to help solidify the TELP and also provide Early Learning Benchmarks (new draft) to all providers as well as P-3 staff (in English and Spanish).</p>

