

LEARNING OUTCOMES

- Gain new understanding, based on the latest research, of the relationship between an aligned education experience for children from prekindergarten through third grade (PK-3) and improved student achievement, in particular as measured by third grade benchmarks.
- Acquire a framework of the key principles for aligning these systems and a concrete sense of what it looks like in practice.
- Gain specific strategies for helping educators to link these systems.
- Identify program and funding models through which foundations from a diversity of sizes and scopes can advance PK-3.
- Understand the status of this work across the U.S. and learn why current conditions present opportunities to move the issue.

AGENDA

Thursday, May 18

Location: The Talbott Hotel, Delaware Room (lobby level)
20 E. Delaware Place, Chicago, IL

12:30 – 1:30 ***Introductions***

1:45 – 3:45 ***Taking stock: The research and policy context for PK-3 alignment***

Early and elementary education researchers, funders and school leaders will set the stage with an overview of the principles behind aligned PK-3 education, what it looks like in action, and the research base supporting it. They'll address such questions as: What are the consequences of failing to align PK-3? How do the current discontinuities impact the achievement gap and the learning of poor kids and kids of color—and how does aligned PK-3 education impact that gap? What is the current state of the movement to make high-quality pre-K available to all kids in the U.S.? How do current policy conditions—particularly No Child Left Behind legislation and the universal prekindergarten movement—make this especially timely?

Sybil Hampton (moderator), President, The Winthrop Rockefeller Foundation

Arthur Reynolds, Professor, College of Education & Human Development, University of Minnesota

Christopher Steinhauer, Superintendent, Long Beach Unified School District

Ruby Takanishi, President & CEO, Foundation for Child Development

Susan Urahn, Director, State Policy Initiatives, Pew Charitable Trusts

4:00 – 5:30 ***Implementing PK-3: Strategies for successfully aligning Pre-K and the K-3 education system***

Two education leaders will describe how they developed an integrated PK-3 model at a school and district level. They'll address the role of leadership, how they overcame the barriers that impede alignment, and the impact that PK-3 has had on student learning. In a pursuant World Café discussion, attendees will reflect on some of the challenges raised during their remarks, and consider strategies for overcoming barriers to aligning the two systems.

Kyle Dodson, Principal, Lee Academy

Christopher Steinhauer, Superintendent, Long Beach Unified School District

5:30 – 6:00 ***Debrief***

Reflect on the day's program and identify promising points of engagement for grantmakers, as well as lessons to inform your work.

7:00 – 9:00 ***Networking dinner*** – Meet in hotel lobby at 6:45

Location: Carmine's
1043 N. Rush St., Chicago, IL

Friday, May 19

7:00 **Breakfast** (Delaware room)

7:45 **Bus departs for Pershing Elementary School** – meet in hotel lobby*

**Note to Chicago-area funders: Due to parking limitations at Pershing Elementary, we ask that all participants, including local funders, convene in the Talbott lobby by 7:45 to board the bus to the site visit. If you need to reach us on Friday morning, please call Chris Tebben at 503-757-4700.*

8:00 – 11:30 **A PK-3 model in action: Visit to Pershing Elementary School**

This site visit to Pershing Elementary in south Chicago, led by Patty Horsch from the Erikson Institute and the school's principal, Katherine Volk, will illustrate what an aligned PK-3 strategy looks like in the classroom and feature an open conversation with the school's principal and staff around real-world factors such as funding, professional development, and district policies and priorities that can either support or impede alignment efforts. Funders will use an inquiry framework to explore how themes from the previous day can be brought to life in practice.

11:45 – 1:30 **Incorporating PK-3 into your grantmaking: Leverage points for funders**

Alfred Castle (moderator), Executive Director and Treasurer, Samuel N. and Mary Castle Foundation

Laura Kohn, Executive Director, The New School Foundation

Greg Taylor, Program Director, W.K. Kellogg Foundation

At this closing session over lunch, participants will have an opportunity to discuss the range of leverage points for supporting aligned PK-3 education. Two seasoned funders of PK-3 efforts will share lessons from their work, then the group will explore such action-oriented questions as: What are the points of engagement at the policy, district, and individual school levels? What policy and regulatory infrastructures exist to help link these systems, and how can grantmakers support them? What can we do together that we might not accomplish acting alone?

PLANNING COMMITTEE

- Alfred Castle, Samuel N. and Mary Castle Foundation
- Annette Chin, Foundation for Child Development
- Joseph F. Dominic, The Heinz Endowments
- Jana Fleming, The Joyce Foundation
- Sybil J. Hampton, The Winthrop Rockefeller Foundation
- Stewart Hudson, The Emily Hall Tremaine Foundation
- Lisa Kane, The Annie E. Casey Foundation
- Laura Kohn, The New School Foundation
- Andrew Lachman, Connecticut Center for School Change
- Stephanie McGencey, Grantmakers for Children, Youth & Families
- David M. Nee, William Caspar Graustein Memorial Fund
- Barbara Reisman, Schumann Fund for New Jersey
- Lois Salisbury, David & Lucile Packard Foundation
- Rosa A. Smith, Schott Foundation for Public Education
- Ruby Takanishi, Foundation for Child Development
- Greg Taylor, W.K. Kellogg Foundation
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- Sandra Treacy, W. Clement and Jessie V. Stone Foundation
- Sara Watson, The Pew Charitable Trusts

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