

P-3 ALIGNMENT RESOURCES																
RESOURCE	FORMAT	SUMMARY	AGES	DAP	ENVIRONMENT	EQUITY	FAMILIES	HR	INVESTMENT	LEADERSHIP	LITERACY	PLAY	POLICY	PRINCIPALS	STEM	TRANSITIONS
50 State Comparison: K-3 Quality	6 page report	A 50-state comparison of state-level policies impacting K3 quality conducted by the Education Commission of the States. Highlights basic requirements, school readiness and transitions, assessments, interventions, retentions, instructional quality, parent involvement, and social-emotional learning.	K-3	X	X		X		X							
8 Things to Remember About Child Development	4 page detailed list	Provides socio-emotional facts followed by details about early childhood development.	0-8	X	X		X									
A False Dichotomy: Elementary Principals on Academics and Play	8 page article	Provides analysis of the gap in knowledge principals may have concerning early childhood education, academic success, and the importance of playful learning.	Prek-3	X	X					X	X	X		X	X	X
Birth to Eight Roadmap	32 page plan for Denver Public Schools	Presents Birth to Eight Roadmap providing framework for the city of Denver to increase language and literacy abilities of children living in concentrated poverty.	0-8		X	X	X		X	X	X		X			X
Connecting Pre-K and the Early Grades	7 page article	Reports findings from two focus groups conducted with principals on the transition from PreK to K. Concludes more formal and consistent structures are needed for success.	Prek-3		X		X			X				X		X
Equity Starts Early	24 page policy statement	Asserts that family engagement, Pre-K and elementary relationships, focused innovation and improvement, a high-performing ECE workforce, increased investments, and a high-quality K-12 system will contribute to closing the achievement gap	Prek	X	X	X	X	X	X	X			X	X		X
Five Numbers to Remember About Early Childhood Development	7 page list	Provides 5 facts about early childhood development.	0-8	X	X	X	X									
Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches	12 page framework	Argues that effective PreK-3rd grade instruction, instructional coherence, and meaningful learning opportunities improve quality and coherence of academic opportunities. Provides framework showing where different educational actors fit within quality improvement.	Prek-3	X	X		X			X				X		X
How Investing in Preschool Beats the Stock Market, Hands Down	8 page article	Summarizes research found in academic paper (The Life-Cycle Benefits of an Influential Early Childhood Program) based on two longitudinal North Carolina studies. Argues that the importance of an investment in high-quality PreK programs for all children extends to outcomes beyond learning.	0-5			X	X		X							
From Best Practices to Breakthrough Impacts: Key Findings	5 page summary of key findings from report	Links science to early childhood development and later life outcomes. Asserts new ideas (theories, interventions, and evaluations plans) need to be designed and tested. Lists barriers and ends with call to action.	0-8	X	X		X									
From Best Practices to Breakthrough Impacts: Executive Summary	2 page executive summary of report	(summary of resource in above cell) Asserts that early positive experiences, absence of significant stress, and protective measures counterbalancing the effects of adversity lead to healthy development. Program improvement occurs with clear goals and support for tailored interventions, maternal health, and adult care providers. New ideas and coalitions are needed for breakthroughs.	0-8	X	X		X									
Leading for the Early Years: Principals' Reflections on the Need for Better Preparation	6 page article	Summarizes consensus of principals feeling unprepared to promote developmentally appropriate practices across grade levels given their lack of formal training on child development and the ways young children learn. Concludes that principals need better formal preparation.	Prek-3	X						X		X	X	X		
Leading PreK-3 Learning Communities	76 page guide	Guide to supporting principals in creating and improving quality ece systems and practices. Includes stories of effective practice, reflection questions, self-assessment, and links to additional tools.	Prek-3	X	X		X			X	X	X		X		X
PK-3: What Does It Mean for Instruction?	23 page report	Conceptualizes and provides strategies around creating educationally productive continuity during the transition from preschool to early elementary for both the child and parent.	Prek-3	X	X		X						X			X
Standing Together Against Suspension & Expulsion in Early Childhood	2 page statement	Joint statement from some leading organizations addressing ece statistics on disproportionate amounts of students of color being suspended and expelled in early childhood. Asserts coalition's commitment to combating inequalities on multiple fronts.	Prek	X	X	X	X						X			
Starting Early: Addressing the Achievement and Opportunity Gaps in Cambridge	28 page statement	Report from 15-month study in Cambridge, MA focused on improving ECE and delivering high-quality ECE to all children. Task Force studied current landscape and provided suggestions asserting that a cohesive system is needed to organize and align essential early childhood services. Ends with summary of guiding principles, goals and objectives.	0-5	X	X	X	X		X	X			X			
Starting Early: Education from Prekindergarten to Third Grade	228 page journal	Despite increasing popularity of ECE, recent Tennessee evaluation showed 3rd grade students who participated in PreK program had more negative attitudes toward school and poorer work habits. Report compiles articles providing overviews and asserting need for research concerning how ECE can best support long-term academic success in varying facets of education for all learners.	Prek-3	X	X		X	X	X	X	X	X	X	X	X	X
The Nuts and Bolts of ESSA Series: What Principals Need to Know to Support High Quality Early Childhood Education and Leadership	Previously recorded webinar	Speaks on Every Student Succeeds Act (ESSA) and the opportunity presented for principals, joined with other actors, to take scarce resources, such as Title I and Title IX funds, and use them in evidence based practices for ece.	Prek-3				X			X			X			
Tradeoffs: Elementary School Principals on Hiring and Staffing in the Early Grades	7 page article	Provides general landscape of principal hiring practices as they hire early grade teachers based on personality. Presents alternative of hiring based on content knowledge and delivery.	Prek-3	X						X	X		X	X		
What Does PK-3 Instructional Alignment Mean for Policy and Practice?	2 page report	Provides background on PK3 to early elementary continuity, evidence for the positive effects of continuity, and suggests what policy makers and educational leaders should focus on to support PK3 alignment.	Prek-4	X						X			X			X
Why Elementary School Principals Matter	7 page article	Provides argument and evidence stating principals – not teachers alone – are important ECE leaders.	Prek-3	X			X			X		X		X		X
Early Ed in ESSA: Helping Every Child Succeed	Blog series	Blog series by New America and the Center on Enhancing Early Learning Outcomes (CEELO) highlighting early learning opportunities and challenges under the Every Student Succeeds Act (ESSA).	Prek-3	X			X			X			X			X
Unlocking ESSA's Potential to Support Early Learning	40 page report	The report offers an introduction to ESSA, exploring major provisions that have implications for the early learning system.	Prek-3	X		X				X	X		X			
Valuing the Early Years in State Accountability Systems Under the Every Student Succeeds Act	23 page paper	The paper explains the importance of including the early years in state accountability systems and highlights the opportunities under the ESSA to encourage and support improved practice at the early elementary level – and earlier.	Prek-3							X			X			X
US Department of Education Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act	38 page paper	This guidance is intended to remind state and local decision-makers about the importance of investing in early learning, highlight the opportunities available under the new law to strengthen early education, and provide examples of how states and local communities can support young children's success in school.	Prek-3							X			X			X