Supporting School Readiness: State-Supported Collaborations Between Early Childhood Systems and Schools

2017 National Family and Community Engagement Conference
June 23, 2017

Family Engagement State Leaders Network
Supporting School Readiness: State-Supported Collaborations Between Early Childhood Systems and Schools

Presenters

- Lacy Wood, Chair, Family Engagement State Leaders Network, American Institutes for Research (AIR) (Moderator)
- Debra McMannis, Director, Early Education and Support Division, California Department of Education
- Barbara Gannaway, Assistant Director, Kansas Parent Information Resource Center (KPIRC)
- Sue Polojac, Director, Race to the Top-Early Learning Challenge, Pennsylvania Departments of Human Services and Education
Family Engagement State Leaders Network

A leadership collaborative whose purpose is to build capacity of the SEAs to implement, support, scale-up, and sustain initiatives in family and community engagement that support student success.
Building Infrastructure for Family Engagement

Family engagement initiatives are more likely to succeed if they have buy-in, training, and policy support at the state and district levels.

States are developing integrated systems of early childhood care and education that include comprehensive approaches that directly involve families and communities in program design, implementation, and evaluation.
Key Supports

- Professional development
- Access to materials
- Coaching
- Policies
- Dedicated staff
- Data use
- Resources
Rethinking Family Engagement

Goal

Strategy

Essential Component

Area of Practice
Why is high-quality early childhood education important?

Early childhood experiences set the context for success in elementary education and beyond.

Graphic: http://relmidwest.airprojects.org/sites/default/files/REL_Infographic_ECE_508_0.pdf
Access to High-Quality Early Childhood Education

Only about two in five eligible 4-year-olds are enrolled in a state-funded preschool program or Head Start.

Building statewide systems that create connections across early learning and K–12 that engage families to promote child development and school readiness
Supporting a Continuum of Early Learning and Development

Creating a seamless progression of supports and interventions from birth through third grade
Supporting the Whole Child

• Policy emphasis in the Every Student Succeeds Act (ESSA)

• The whole-child approach to education aims to fully prepare students for success by ensuring that all students are healthy, safe, engaged, supported, and challenged.

• High-quality early childhood programs should encompass the whole child—academic, social-emotional, and physical—and should be part of a coordinated system of educational, health, mental health, and family support services.
Collaborating Across Systems

Collaboration and coordination are key to ensure that children are not missing out on the services they deserve.

• **Funding**
  Fully utilize state and federal public investments by collaborating with other departments and braiding funding streams.

• **Data Systems**
  Create early childhood data systems that link data from various state agencies such as education, social services, and health into a single system.

• **Capacity Building**
  Provide training to support transitions and high-quality learning experiences for both staff and families, coordinated across grade levels.

• **Quality Standards**
  Communicate information to all stakeholders about standards children are expected to meet in each grade level.
Communities as Centers of Innovation
Creating a Network of Support for Sustainability
Policy Statement on Family Engagement
From the Early Years to the Early Grades

http://www2.ed.gov/about/inits/ed/earlylearning/families.html
Family Engagement In California

Debra McMannis, Director
Early Education and Support Division
California Department of Education
Responding to Federal Initiatives

Every Student Succeeds Act (ESSA)

“Throughout all stages of policy development and implementation, continuous feedback is essential to creating buy-in from stakeholders.”

—from Dear Colleague letter June 2016, U.S.D.E.

CA’s ESSA State Plan public comment period ends June 30, 2017.
Race to the Top (RTT) CA-QRIS

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect.

Building five protective factors:

• Parental resilience
• Social connections
• Knowledge of parenting and child development
• Concrete support in times of need
• Social and emotional competence of children
Responding to Federal Initiatives

Race to the Top (RTT) CA-QRIS

Using the **Strengthening Families framework**, more than 30 states are shifting policy and practice to help programs working with children and families focus on protective factors.

States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention, and other child and family serving systems.

For more information, visit [www.strengtheningfamilies.net](http://www.strengtheningfamilies.net).
Research consistently shows that when families and other caregivers are actively engaged in their children’s learning, they are also more likely to graduate from high school and attend college. The California Department of Education (CDE) has long recognized the importance of family and community engagement in schools and student success. Positive family engagement helps to provide each family member with a voice, to offer their insights, to build bridges between schools and their communities, to improve the socio-emotional well-being of students, and to contribute to each student’s well-being.

Children succeed when families and teachers act as partners in education. Positive family engagement helps to provide each family member with a voice, to offer their insights, to build bridges between schools and their communities, to improve the socio-emotional well-being of students, and to contribute to each student’s well-being.

All About Young Children

In the context of early childhood programs, family engagement begins with and enriches all CDE publications and resources. The CDE’s All About Young Children/Early Learning: Birth Through Age Five web pages provide rich, age-appropriate, and developmentally appropriate resources for children, parents, and caregivers. The Early Education and Support Division of the CDE has developed and supported online learning communities for teachers of children with Special Needs. The CDE also provides professional development resources for teachers of children with disabilities, including special education teachers, paraprofessionals, and early childhood educators. For additional information and resources, please visit the following CDE Web pages:

- Shared Family Information: https://www.cde.ca.gov/sd/fd/sh/shared.asp
- Early Education and Support Division: https://www.cde.ca.gov/td/ee/
Message from the State Superintendent of Public Instruction (excerpts)

Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school.

Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years.
Message from the State Superintendent of Public Instruction (continued)

The implementation of the Local Control Funding Formula (LCFF) has placed a renewed emphasis on families and educators working together as partners.

And for the first time, the entire Framework is available in Spanish to reach even more families who want to fully participate in their child’s learning.
Statute requires the inclusion of parents, including parents or legal guardians of targeted disadvantaged pupils, in the planning and implementation of the LCFF.

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process.
How have applicable stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

Stakeholders include:

• Parents and pupils
• Community members
• Local bargaining units
• LEA personnel
• County child welfare agencies
• County office of education foster youth services programs
• Court-appointed special advocates and other foster youth stakeholders
• Community organizations representing English learners
• Others as appropriate
State Priority 3: Parental Involvement addresses…

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site
- How the school district will promote parental participation in programs for unduplicated pupils
- How the school district will promote parental participation in programs for individuals with exceptional needs
One System Action Team (OSAT)

The Charge of the OSAT:

• To design and prioritize supports for CDE-led initiatives that build internal CDE collaboration towards aligned initiatives, resources, and field support

• To provide the internal mechanism to support and build the capacity of LEAs to implement proven or promising research-based programs and practices, specifically targeted at becoming one system serving the whole child

Working together, we will build the capacity of the CDE and local educational agencies to better meet the needs of the whole child.
Whole School, Whole Community, Whole Child

A collaborative approach to learning and health

Family Partnerships and Culture

New Publication from CDE

Family Partnerships and Culture
New Publication from CDE

Message from the State Superintendent of Public Instruction (excerpts)

Providing guidance on practices that support the development of partnerships with families and inclusion of children’s cultural experiences as essential parts of planning curriculum.

Promotes understanding of children’s cultural or multicultural experiences at home and helps teachers use those experiences as building blocks for teaching and learning in early education settings.
Family Partnerships and Culture

New Publication from CDE

Message from the State Superintendent of Public Instruction (continued)

Draws upon both current research and evidence-based practice.

Involves building on family and cultural strengths and being supportive of families as they try to manage stress in their daily lives.
Contact Information

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Kansas Parent Information Resource Center (KPIRC)
Kansas Vision for Education
A NEW Vision for Kansas….

Kansas leads the world in the success of each student.
Creating a Vision for Kansas

State Level Outcomes will drive our Vision!

✓ Social/Emotional Growth Measured Locally
✓ Kindergarten Readiness
✓ Individual Plan of Study Focused on Career Interest
✓ High School Graduation Rates
✓ Post Secondary Completion/Attendance
KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

Successful High School Graduate
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement
to be successful in postsecondary education, in the attainment of an industry
recognized certification, or in the workforce without the need for remediation.

Evidence-Based Practices

- RELATIONSHIPS
  - Staff
  - Students
  - Families
  - Community

- RELEVANCE
  - Curriculum
  - Instruction
  - Student Engagement
  - Technology

- RESPONSIVE CULTURE
  - Leadership
  - Early Childhood
  - District Climate
  - Nutrition and Wellness

- RIGOR
  - Career and Technical Education
  - Professional Learning
  - Resources
  - Data

Foundational Structures
- Teacher Support of Students
- Student and Parent Engagement
- Diversity and Equity
- Curriculum and Basic Skills
- Career and Technical Education
- Physical and Mental Health
- Arts and Cultural Appropriateness
- Professional Development

Compliance
Who Are We?

Kansas Families and Schools Together, Inc. (KFAST)

W.K. Kellogg Foundation (WKKF)

Kansas State Department of Education Technical Assistance System Network (KSDE/TASN)

Kansas Coalition for Effective Family Engagement (KCEFE)

Kansans Partnering for Policy: High Quality Early Childhood Education (KPP)

Kansas Parent Information Resource Center (KPIRC)
Mission:
Kansas Families and Schools Together, Inc. (KFAST) is a non-profit corporation whose mission is to promote and support authentic, meaningful, and effective family, school, and community partnerships to enhance the educational success of ALL Kansas children from birth through adulthood.
Mission:
The Kansas Parent Information Resource Center (KPIRC) promotes meaningful family engagement at all levels of education and provides information and resources to help parents, educators, and other organizations promote the educational success of every Kansas child.
W.K. Kellogg Foundation: Early Childhood Projects
Kansas Coalition for Effective Family Engagement (KCEFE) 2014–2017

Purpose:
The purpose of the Kansas Coalition for Effective Family Engagement (KCEFE) is to strengthen early learning outcomes of vulnerable children by developing leadership and building capacity of families, schools, and communities to work together to promote success.
Kansas Family Engagement and Partnership Standards for Early Childhood

Families as...
- Foundation
- Communicators
- Advocates
- Partners
- Community Members

Purpose:
The purpose of the Kansans Partnering for Policy (KPP): High-Quality Early Childhood Education is to influence early learning in Kansas by developing the policy statements on High-Quality Full-Day Kindergarten and Preschool Program including the implementation of such programs to address education equity in order to eliminate disparities in student achievement and support students’ school success.
Kansans Partnering for Policy (KPP): High-Quality Early Childhood Education

**Goal 1:**
Develop and disseminate policy statements on high-quality full-day kindergarten and preschool programs that are utilized across agencies, organizations, and programs.

**Goal 2:**
Engage 10 programs in four regions in Kansas for development of high-quality full-day kindergarten and/or preschool programs aligned with policy statements.
Kansas’ Current Landscape in Getting Kids Ready for Kindergarten

Existing Work in Early Childhood:

✓ School Readiness Framework
✓ Early Learning Standards
✓ Family Engagement Standards
Measuring Kindergarten Readiness in Kansas

• Measuring kindergarten readiness provides a snapshot of where children are upon entry to kindergarten.

• Kindergarten readiness screening will include communication (language and literacy), problem solving, motor, and social-emotional areas of development.

• Families and caregivers will be engaged in gathering information about their child’s development and early childhood experiences prior to kindergarten.
Ages and Stages Questionnaires
### Kindergarten Readiness Screener: Timeline

<table>
<thead>
<tr>
<th>Month and Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>June 2016</td>
<td>Participants in the fall 2016 pilot will be determined</td>
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<tr>
<td>August 2016</td>
<td>Small team Trainer of Trainers receive official training</td>
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<tr>
<td>September 2016</td>
<td>Every Kindergarten teacher involved in pilot will be trained by the training team</td>
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<tr>
<td>September – December 2016</td>
<td><strong>ASQ-3 and ASQ:SE-2 will be piloted in various districts and schools across Kansas</strong></td>
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<tr>
<td>Winter 2017</td>
<td>Pilot cohort will provide feedback to KSDE to help inform planning of a state-wide roll out of a Kindergarten Readiness screening tool</td>
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<tr>
<td></td>
<td>RFP process for state-wide screening tool</td>
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<tr>
<td></td>
<td>Develop training plan</td>
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<tr>
<td>*Spring/Summer/Fall 2017</td>
<td>Implement training plan</td>
</tr>
<tr>
<td>*Fall 2017</td>
<td>State-wide data collection begins</td>
</tr>
<tr>
<td>*Fall 2017</td>
<td>Approximately 37,000 Kindergarten children, their families, and teachers will collect information using the approved screening tool</td>
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</tbody>
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Early Learning Roadshows

Who: Kansas State Department of Education
     Kansas Parent Information Resource Center
     Kansas Department for Children and Families
     60% of all districts in attendance

Where: 8 locations throughout the state

What: To provide updates on Early Learning
     Districts participate in collaborative planning for Kindergarten Readiness and create action plan

When: Round I: Spring 2017
       Round 2: Fall 2017
Kindergarten Guidelines

**What:**
A handbook for kindergarten teachers to develop high-quality full-day kindergarten programs.

**Who:**
Kindergarten teachers, school administrators, and support personnel from throughout the state developed guidelines.
provide an application process for programs to participate in the project utilizing the Kansas Child and Families and Wellbeing Indicators for preliminary identification.
• Assess needs of program site for developing high-quality programs.
• Provide multi-agency cross-program professional development for community providers/schools.
• Support system of high-quality kindergarten and preschool policy services for children and families through training, technical assistance, and coaching practices.
Project Timeframe

Spring – Summer 2017
Policy development
Selection of sites

Fall 2017 – Spring 2020
Full implementation at sites
Contact Information

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Pennsylvania Departments of Human Services and Education
Pennsylvania Office of Child Development and Early Learning (OCDEL)

Pennsylvania Office of Child Development and Early Learning (OCDEL) was awarded a Race to the Top – Early Learning Challenge Grant (RTT-ELC) in December 2013, through the U.S. Departments of Education and Health and Human Services to provide more children with high needs access to high-quality early learning and development programs. The four-year grant will support initiatives to help close the achievement gap and increase the number of children entering kindergarten who are ready to succeed in school and in life.
RTT-ELC initiatives include:

- Establishing 50 local Early Childhood Education (ECE) Community Innovation Zones (CIZ) to serve the low-performing elementary schools in the state. The CIZ will focus on three areas: P–3 alignment, Community Engagement, and Family Engagement.
- Improving access for children with high needs to high-quality early learning and development programs
- Increasing access and delivery of high-quality professional development for early learning educators
- Operating four Governor's Institutes for nearly 3,000 pre-kindergarten to third grade educators and practitioners to experience and share strategies and best practices
Providing Pennsylvania’s children with quality early learning experiences is a collaborative effort of families, schools, and communities that can produce a huge return on investment for all. As part of its Race to the Top - Early Learning Challenge Grant, Pennsylvania will offer 50 Early Childhood Education Community Innovation Grants to at-risk elementary schools and neighborhoods. Grantees may receive up to $75,000 a year for three years. Phase I of the grants was awarded in October 2014 to twelve communities with exemplary programs in place who are willing to mentor Phase II grantees.
Pennsylvania’s Early Childhood Education Innovation Zone Grants

Grantees will implement innovations that address one or more of the following objectives:

- Developing stronger relationships between early learning programs and school districts to build birth–3rd grade alignment
- Increasing family supports and engagement
- Strengthening the network and coordination of community organizations that serve children and families with young children

Grant recipients will also receive intensive supports focused on increasing the use of developmental screenings, implementation of the Kindergarten Entry Inventory and the Early Learning GPS.
Pennsylvania Community Innovation Zones
Collaborations at Work
Pennsylvania P–3 Framework
Pennsylvania’s Governor’s Institutes

Schools Districts that Attended Pennsylvania's Governor's Institutes

[Map showing schools districts attendance]

2014
2016
2016

PA
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

64
Family Engagement

In Pennsylvania, the Early Learning Standards have included a family engagement component since 2007. Pennsylvania identified three nationally recognized, research-based frameworks to be used as a foundation for a comprehensive family engagement strategy:

- National PTA Standards for Family School Partnerships
- Head Start Parent, Family and Community Engagement Framework
- Strengthening Families Protective Factors
Family Engagement

Standards include:

• Families are supported in times of need.

• Families have affirming, reciprocal relationships with community partners that build upon their strengths.

• Families have the support and information they need to encourage their child’s learning and development.

• Family members have support from other families.

• Families have goals of their own and supportive community partners to help them reach their goals.

• Families grow in their leadership and become change agents and supporters of what is working.

• Families have support in times of transition.
GPS and PA Promise for Kids

- http://papromiseforchildren.com/
- http://www.earlylearninggps.com/
Planning, Implementing, and Evaluating Programs: Prenatal Through Grade 3

Early Childhood Executive Leadership Institute (ECELI) Revisions

New Blended Course

History:

- 2007 Act 45 passed.
- New principals and assistant principals were required to take a leadership induction program consisting of 180 hours.
- Pennsylvania was required to offer these trainings free of charge to administrators and IU executive staff.
- Training is done by PIL facilitators in 8 regions across the state.
Early Childhood Executive Leadership Institute (ECELI)

- Beginning in 2013/2014, 5 PIL/NISL modules available and 1 ECELI module.
- Target audience: school district administrators, IU administrators and executive staff, ECE directors and assistant directors.
- ECELI was a 5 day course (to be done in 2:2:1 OR 2:3 OR 3:2).
- ECELI is worth a total of 60 hours or 2 credits.

The Role of OCDEL in ECELI

- Supportive: to order materials and resources/standards for scheduled trainings
- To advertise upcoming ECELI sessions
- BUILD list serve
- PA Key on-line training calendar
- STARS and PKC list serves
2016 PA GOVERNOR’S INSTITUTE

P-3 Collaboration
Working Together for Student Success

SUCCESSFUL

COLLABORATION
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