

Building a Strong Pre-k through 3rd Grade Connection

Early Learning Hubs

TECHNICAL ASSISTANCE WEBINAR

2014

PRESENTED BY
Brett Walker
Early Learning Division

Agenda



**HUB OVERVIEW
PRESENTATION
QUESTIONS & ANSWERS
UPCOMING EVENTS
CONTACT INFORMATION**

Heidi McGowan
Webinar Facilitator

Early Learning Council Goals

THE GOALS

- Children ready for success in kindergarten when they arrive.
- Children raised in stable and attached families.
- Services that are integrated and aligned into one early learning system focused on results.

Early Learning Hubs

WHAT IS AN EARLY LEARNING HUB?

- A self-organized community-based coordinating body created to provide a “system approach” to early childhood education that works to improve efficiency and outcomes for our youngest children.

Early Learning Hubs

EARLY LEARNING HUB WILL

- Build on existing community resources and assets.
- Ask tough questions about what could be done differently to get better results, especially for children at risk.
- Communities have the option to define their own strategies and service areas to achieve the outcomes.
- Under the community based leadership of Early Learning Hubs bring public schools, early learning providers, health care, social services and the private sector together around shared outcomes, for the first time in Oregon's history.

Presentation

***BUILDING A STRONG PRE-K THROUGH THIRD
GRADE CONNECTION***

Connecting the dots of student experiences

OUR PRIORITIES

We're focused on recommending investments in and eliminating barriers towards achieving the following:

1 More children ready for school.

Oregon's best opportunity for success is to start from birth to prepare each child to learn the moment they enter school. When children come to school with a command of important skills they are much more successful as they begin school.

2 More 3rd graders read at or above grade level.

Being a confident reader is critical to school success. If a student is reading at or above grade level by 3rd grade, they are more likely to be able to read to learn, more likely to enjoy and succeed in school, and significantly more likely to graduate from high school.

3 More 9th graders finish on track with credits and strong attendance records.

Ninth grade is a critical transition year in a student's education. Finishing 9th grade strong is a great predictor of finishing high school college and/or career ready.

4 High school graduation and college completion rates increase.

Earning a high school diploma is directly related to an individual's future financial success, health and well-being, and level of civic engagement over a lifetime – and the more education an individual has beyond high school, the more those benefits increase.

5 More Oregonians earn degrees and certificates that lead to rewarding jobs.

To revitalize Oregon's economy, the workforce needs higher levels of knowledge and skills than ever before. We must ensure that a variety of career training, community college and four-year options are available for more students, and that the number of students who persevere through to a certificate or degree increases.

GET INVOLVED

education.oregon.gov | twitter: @ORLeans

OEIB

The 2013 Kindergarten Assessment

- **Early Literacy** (direct assessment)
 - English letter names
 - English letter sounds
 - Spanish syllable sounds*
 - *only for Spanish Speaking English Language Learners
- **Early Math** (direct assessment)
 - Numbers and Operations
- **Approaches to Learning** (observational assessment)
 - Child Behavior Rating Scale



Promising Practices for Using Kindergarten Assessment Data

- Strengthening partnerships between early learning and K-12 (Gladstone)
- Cross-sector collaboration (McMinnville/Yamhill County)
- Measuring progress over time (Early Learning Hubs)
 - Pre-school by mail (Harney/Grant Counties)
 - Aligning strategic plan with KA performance targets (Lane County)

Promising Practices: Collaboration

- Shared vision for Pre-K and K-3 integration
- Shared decision-making
- Formalized relationships between schools and Pre-K
- Shared language about student learning
- Shared professional development
- Professional learning communities

Adapted from Coffman, J. and Kauerz, K. (2013). *Framework for Planning, Implementing, and Evaluating to Pre-K-Third Grade Approaches*. University of Washington and Center for Evaluation Innovation.



Informal	Somewhat formal	Formalized partnership
Unstructured	Some processes in place	Intentional processes guide work
Task/Compliance oriented	Project oriented	Outcome oriented
Individual ownership	Partially shared ownership	Shared ownership
Top down decision making	Decision making w/ input	Shared decision making
Top down vision	Top down vision w/ input	Shared vision
Highly specified roles	Highly specified roles	Cross-functional roles
Short-term time investment	Moderate time investment	Long-term time investment
Low intensity	Moderate intensity	High intensity
Low trust/risk	Moderate trust/risk	High trust/risk
Limited return on investment	Moderate return on investment	High return on investment

Promising Practices: Instruction & Classroom Environment

- Welcoming and inclusive learning environments
- Aligned standards and learning progressions
- Common, cohesive, developmentally appropriate instructional practices and curricula
- Use of student outcome data to inform instruction and decision-making
- Assessment loops across programs and buildings

Adapted from Coffman, J. and Kauerz, K. (2013). *Framework for Planning, Implementing, and Evaluating to Pre-K-Third Grade Approaches*. University of Washington and Center for Evaluation Innovation.

Promising Practices: Family Engagement

- Families have a voice in establishing vision and in ongoing decision-making
- Engagement is embraced as a shared responsibility
- Teachers and families maintain relationships and ongoing two-way communication focused on learning
- Data is shared appropriately with families
- Families are prepared to support children's development, learning, and transitions

Adapted from Coffman, J. and Kauerz, K. (2013). *Framework for Planning, Implementing, and Evaluating to Pre-K-Third Grade Approaches*. University of Washington and Center for Evaluation Innovation.

Outcomes

- **Short term:**
 - **Process-oriented:** What are schools, early learning providers, families, and children doing differently?
 - **Relationship-oriented:** How have communication, coordination, and collaboration been strengthened between schools, early learning providers, families and children?
- **Intermediate:**
 - **Kindergarten readiness:** Improved literacy, numeracy, and approaches to learning as measured by the Oregon Kindergarten Assessment
- **Long term:**
 - Increased 3rd grade reading proficiency
 - Reduced achievement gaps between groups of students
 - Fully integrated early learning/K-3 system

Resources

P-3 Alignment Community Needs Assessment

http://www.oregoncf.org/Templates/media/files/early_childhood/p3_cnra_toolkit_web.pdf

Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten

<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>

Making a Difference: Ten Essential Steps to Building a PreK-3 system (Bremerton, WA)

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

http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

Resources:
Foundation for
Child
Development

PreK-3rd: How Superintendents Lead Change

<http://fcd-us.org/sites/default/files/FCDSuperintBrief.pdf>

PreK-3rd: Putting Full Day Kindergarten in the Middle

<http://fcd-us.org/sites/default/files/FINAL%20Kindergarten%20Brief.pdf>

PreK3rd: What's the Price Tag?

<http://fcd-us.org/sites/default/files/PreK3rd-WhatIsThePriceTag.pdf>

Questions

- What are your questions?

Webinars

- March 27th
10:00-11:00 am
Oregon's QRIS
- March 31st
12:00-1:00 pm
Building a Strong Health Care Connection

Contact Information

Brett Walker, Early Learning Initiatives Coordinator

brett.walker@state.or.us

503.378.5160

Megan Irwin, Early Learning System Design Manager

megan.irwin@state.or.us

503-507-9462

www.OregonEarlyLearning.com