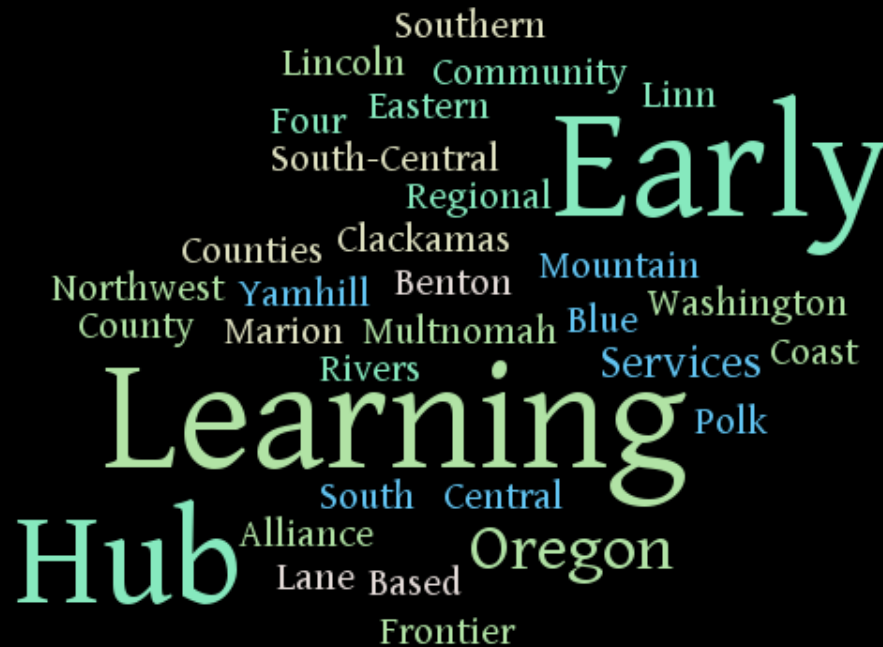


Strategic Planning Stakeholder Session: K-12 Sector



A word cloud centered around the theme of early learning in Oregon. The words are arranged in a cloud shape, with 'Early Learning Hub' and 'Oregon' being the most prominent. Other words include 'Southern', 'Lincoln', 'Community', 'Linn', 'Four', 'Eastern', 'South-Central', 'Regional', 'Counties', 'Clackamas', 'Northwest', 'Yamhill', 'Benton', 'Mountain', 'County', 'Marion', 'Multnomah', 'Blue', 'Washington', 'Rivers', 'Services', 'Coast', 'Polk', 'South', 'Central', 'Alliance', 'Lane', 'Based', and 'Frontier'.

Early Learning Hub Oregon

Kristi Collins | Rene Brandon | Dorothy Spence |
Amy Hoffert | Erin Bartsch

April 26, 2018

HUBS ARE SYSTEM CHANGERS

Strategies that lead to System Change

- Start with who you know best
 - Connections to backbone organizations
- Use your role as funder
 - Incentive Funding (i.e. KPI)
- Find common goals and metrics
 - Incentive metrics in common (CCOs developmental screening)
- Work with the willing and ready
 - Readiness (capacity, prioritized early childhood)
- Leverage emerging priorities & needs
 - Recognize when needs emerge and the opportunity to address the need
- Use legislative mandate
 - (housing & community services specify partnering with EL hubs & DHS, included funding)

WHAT THE DATA TELLS US

- Oregon's graduation rate is 3rd worst in nation
- 50% of our youngest children across the state are low-income, a strong predictor for achievement gaps
- Only 25% of low-income children have access to high-quality preschool

Percent of Eligible children served in Oregon:

- 36% Head Start, OPK or Preschool Promise
- 9% Early Head Start
- 16% Child Care subsidy
- 15% Home Visiting

Source: The Children's Institute

LISTENING TO COMMUNITY NEEDS

- Escalated difficult behaviors
- Parent engagement is challenging
- Children need more social emotional development
- Teachers need more PD around supporting children with challenging behaviors
- Children arrive with little to no experience with group setting

HUBS ARE SYSTEM CHANGERS

Southern Oregon:

- 11 districts & 45 elementary schools
- Engaged with 8 districts & 20 elementary schools
- Highlight: Kaleidoscope Play & Learn Groups
 - Transition to kindergarten
 - Model playing with children for parents
 - Teach social-emotional skills
 - Engage parents

HUBS ARE SYSTEM CHANGERS

Linn, Benton & Lincoln Counties:

- 12 districts, 46 elementary schools & 5 charter schools
- Engaged with all 12 districts
- Highlight: Increased Early Learning opportunities
 - Summer Jumpstart Programs in 4 districts
 - Pre-K programs at 11 school sites currently with 2 more in planning stages
 - Of the 13 Pre-K programs, 7 are implemented by community partners
 - All programs include a shared professional development component
 - Santiam Canyon School District has developed a relationship with private philanthropy to fund the building of a new preschool site with start-up and implementation funding

HUBS ARE SYSTEM CHANGERS

Blue Mountain Early Learning Hub:

- 18 districts, 31 elementary schools
- Engaged with all 18 districts
- Highlight: Professional Learning Teams
 - Conscious Discipline Implementation
 - Curriculum Alignment and Best Practices
 - Professional Development
 - Family Engagement
- Other Forms of Engagement
 - Kindergarten Jumpstart Program
 - Kindergarten Transition Support
 - Waterford UPSTART Kindergarten Readiness Program (2018-2019 pilot)
 - Conscious Discipline Trainings Offered to Districts

HUBS ARE SYSTEM CHANGERS

Northwest Early Learning Hub:

- 13 districts, 18 elementary schools
- Engaged with 12 districts & 17 elementary schools
- Highlight: Increased Early Learning opportunities & family engagement
 - Kinder camps in 12 of 13 districts serving 17 elementary schools
 - Preschool Opportunities including Preschool Promise, Head Start, and ECSE in 8 school district sites
 - Preschool Promise Sites: Stronger partnerships with Head Start including shared recruitment, shared enrollment, and shared transportation
 - New & enhanced partnerships with NW Parenting Hub & Lower Columbia Hispanic Council to engage and support families
 - Abriendo Puertas
 - Parent Cafes

SYSTEM BARRIERS TO SYSTEM CHANGE

- Kindergarten Assessment (how it's understood by partners, what is available and when)
- Access to data
- Preschool teacher licensing in K-12 settings
- Finger printing
- Transportation: Funding reimbursement & Rules

CROSS SECTOR SYSTEM CHANGE OPPORTUNITIES

- K-12 Education Partners
 - Promoting use of Title I funds or other federal funds for early learning investments
 - Connecting with EI/ECSE
 - Promoting developmentally appropriate program implementation in early years
 - P3 Data & Curriculum Conference for Hubs, Preschool, & K-3 principals
 - Preschool Rule Alignment for K-12 Settings: Background Checks, Tracking PD Hours, Teacher Licensing, Transportation



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M E M O R A N D U M

TO: Oregon Early Learning Council, Miriam Calderon

FROM: Craig Hawkins, Executive Director

DATE: April 18, 2018

RE: Background information for the Early Learning Council's April 26 K-12 sector stakeholder engagement session

1. What region(s) of the state does your organization focus on or work in?

The Confederation of Oregon School Administrators (COSA) serves and represents more than 2,400 school administrators, managers and executives across Oregon. COSA was founded in 1974 to give Oregon's education leaders a united voice in helping to shape public policy that impacts schools and improves outcomes for Oregon students. COSA members work in every school district and education service district in Oregon.

a. If statewide, does your organization have a regional "network" that either does or could collaborate with our Early Learning Hubs?

Our superintendents' organization (OASE) includes the "Education Leadership Coalition," a representative body of approximately 40 superintendents from throughout Oregon. Oregon is divided geographically into 11 OASE zones and we can provide contact information for our ELC members in each of the zones. Many may already be engaged with their Early Learning Hubs.

2. What work is your organization doing to advance cross-sector collaboration to help develop an early learning system – or “to get children ready for K and support families in doing so”?

COSA has convened an Early Learning Work Group that is charged with developing policy proposals to: 1) create and deepen partnerships between K-12 and early learning, and 2) expand school-based early learning programs in Oregon, potentially centering on children who are not currently served by Head Start, EI/ECSE or private preschool programs, but who otherwise enter kindergarten without needed academic and social-emotional preparation.

Among the more than 50 workgroup participants are superintendents and other school administrators, state agency leaders and a broad swath of partner organizations, including community based organizations, non-profits and leaders in the field of early childhood. Additionally, Swati Adarkar from the Children’s Institute and Miriam Calderon from the Early Learning Division serve on the leadership team for the workgroup. Miriam’s leadership is enabling our workgroup to keep abreast of the Early Learning Council’s planning work, and allow us to coordinate and align our efforts.

Our intention is for this work group to develop policy proposals by late summer or early fall, so that, together, we can take them forward to the 2019 legislative session (or other appropriate venue).

3. What are the outcomes in prenatal-5 that you are most focused on?

While COSA as an organization has not directly engaged in issues related to prenatal to age 5, many of our members and their districts are engaged in partnerships in their communities to try to improve outcomes for this cohort of children. Please let us know if there are specific regions or districts you would like for COSA to contact to highlight partnerships or help build relationships and connections.

One outcome that is of particular interest to COSA members is for all Oregon 3-and-4 year olds to have access to quality preschool. We have not yet determined exactly what that means to us, although we expect to develop specifics during our workgroup process this spring and summer. We do, however, strongly believe that public schools are an underutilized but extremely willing partner in any expansion of early learning opportunities for Oregon’s 3-and-4 year olds.

4. What are the strategies that you have been most focused on to achieve those outcomes?

Our most relevant work in this area comes in two areas.

One is through COSA's professional development program. Over the past several years, we have partnered with our elementary principals' association (OESPA), the Oregon Department of Education, the Oregon Early Learning Division, and many others to provide conferences and seminars for early learning and K-3 educators. During the 2017-18 school year, for example, we held the 2017 Early Learning Conference (Pre-K to Grade 3) in Portland in November, with about 400 people participating. In addition, earlier this month, we conducted two Early Learning Regional Spring Seminars, in Hillsboro and Salem, with a focus on family engagement.

Another is through the convening of our Social Determinants of Health and Education Workgroup. Similar to our Early Learning Workgroup, we have convened a group of stakeholders to develop policy proposal(s) to encourage healthcare organizations, CCOs, county health programs and health-focused nonprofits to partner with school districts to meet the social, emotional, mental and physical health needs of Oregon students and families. Our intention is for this work group to develop policy proposals by late summer or early fall, so that, together, we can take them forward to the 2019 legislative session (or other appropriate venue). The conversation in this workgroup has included discussion of the needs of children and families, from prenatal through high school. Similarly, the discussion in our Early Learning Workgroup has included the social, emotional and health needs of families and children.

5. Who have been your key community partners in this work?

In addition to the many early learning and community partners on our Early Learning Workgroup, our Social Determinants of Health and Education Workgroup has a broad range of participants from health care organizations (Care Oregon, CCOs, Moda, Trillium, AllCare Health, Kaiser, and several others), state agencies, community based organizations and non-profits (such as NAMI, Latino Network, Children First, REAP, Trauma Informed Oregon, Healthy Kids Learn Better and more than a dozen others) and K-12 representatives.

6. What is your relationship with Early Learning Hubs?

Many COSA members and their school districts or education services districts are deeply involved in the work around Early Learning Hubs. Please let us know if there are any specific districts or regions you would like us to reach out to for information or updates.

7. What is your “wish list” for the legislature for 2019?

COSA’s primary goal for the 2019 Legislative Session is to ensure that the K-12 budget is adequate to support current staff and programs (roll-up of the State School Fund and Measure 98 funds) and make targeted investments to diversify and expand Oregon’s education workforce, provide needed services to meet the unmet social, emotional and physical needs of students and expand early learning opportunities for Oregon’s children. We anticipate that specific policy proposals will be developed by our workgroups by the end of summer or early fall.

Early Learning Council presentation planned for Friday, April 26, 2018

K-12 Engagement

April 26, 2018 2:40-2:55

Pay for Success Preschool Feasibility Study, Dan Gaffney

The following is my response to the provided questions. I look forward to discussing any of my responses as well as other questions that the Early Learning Council may have for me.

1. What region(s) of the state does your organization focus on or work in?

I work with the NW Early Learning Hub as a member of the governance council as well as director of the U.S. Department of Education funded Pay for Success (PFS) Preschool Feasibility Study being conducted within the boundaries of NW Early Learning Hub. The grant was awarded to Clatsop County government yet the work has engaged people of Clatsop and Tillamook counties with some consideration within Columbia County. Previous to directing the feasibility study I coordinated *Clatsop Kinder Ready*, the P-3 alignment consortium within Clatsop County.

2. What work is your organization doing to advance cross-sector collaboration to help develop an early learning system – or “to get children ready for K and support families in doing so”?

Cross sector collaboration has been a key component of the study. One of the first steps, as we sought to determine the current landscape of early childhood development and school success, was to establish an Advisory Committee. The committee was composed of representatives of county governments, Lower Columbia Hispanic Council, DHS, county health departments, school districts, NW Regional ESD, Child Care Resource and Referral, Clatsop County juvenile department (Prevention and NW Parenting Coordinator) and Columbia Pacific CCO sponsored Way to Wellville. The committee served as a sounding board in developing strategies to engage the stakeholders, understand the needs of each county and effectively communicate with the community regarding the study. Their insights were helpful in making contact with the right people, providing historical perspective and communicating accurate information regarding the project throughout the study.

Work groups were formed that helped in clarifying current situations and exploring new opportunities. Those work groups included current preschool providers, after school child care providers, kindergarten teachers, school district administrators, Child Care Resource and Referral staff, transportation specialists, realtors, local planners and Clatsop's Wellville coordinator.

As we work towards implementing a pilot for the preschool design we have created, we expect to revise the Steering Committee to include parents, preschool providers as well as food and

housing assistance professionals. We want their insight as we fine tune details and implement the program. We want them to be able to speak accurately to their friends, neighbors and clients about the project. We want them to help us establish a trusting relationship with those we want to engage.

3. What are the outcomes in prenatal-5 that you are most focused on?

We are focused on providing sustainable high quality preschool, including transportation, for children of lower income families (up to 300% FPL) and learning English as a second language. At this time we are focused on involving 4 year olds yet wish to consider 3 year olds if transportation challenges can be addressed.

4. What are the strategies that you have been most focused on to achieve those outcomes?

The awarding of the PFS Preschool Feasibility Study grant allowed us to apply for and obtain an additional grant. It was from Sorenson Impact Center, located at the University of Utah. The grant provided us with three data scientists who helped collect confidential data from various sources, align it, anonymize it, analyze it and present it to stakeholders.

With the department of education grant we were able to hire Social Finance, INC. They are one of four firms in the country experienced with PFS. They guided and assisted us throughout the study. Their experience with Pay for Success and other innovative funding options was very helpful.

We met with and surveyed approximately 70% of the licensed preschool providers of the two counties. We worked with school leaders of the eight school districts of Clatsop and Tillamook counties to obtain student data for grades K-3 over a four year period. NW Regional ESD assisted in locating data and identifying state level contacts needed to gain additional data unavailable to school districts.

Social Finance staff conducted thorough examination of quality research related to specific preschool characteristics and their effect size. Social Finance also conducted in depth review of school district expenditures, Oregon's school funding formula and each district's enrollment history in various intervention programs to help us identify outcomes that have both fiscal and social value.

We worked with preschool providers, Child Care Resource and Referral staff, kindergarten teachers and school administrators to identify the evidence based characteristics of effective preschool programs that address the identified needs of NW Oregon. Those characteristics are embedded in the preschool design. Engaging these partners in productive work strengthened bonds that will be needed as we move forward.

Oregon's Early Learning and Kindergarten Guidelines and the structure of Preschool Promise programs were used to guide us in designing the program. The input from preschool and

elementary school professionals lead us to prioritize social emotional development, professional coaching and student transportation in the program design.

5. Who have been your key community partners in this work?

Key partners have been preschool providers, Child Care Resource and Referral staff, school districts, NW Regional ESD, Clatsop's Wellville staff, Social Finance and Sorenson Impact Center. Lower Columbia Hispanic Council, Clatsop's DHS management, NW Early Learning Hub, Clatsop County staff and Oregon Community Foundation have provided valuable support as well.

6. What is your relationship with Early Learning Hubs?

NW Early Learning Hub has been a good resource, especially as we sought a deeper understanding of Preschool Promise classes, requirements and budgets. Our EL Hub is ready to be more engaged as we move towards a pilot. Early in our work, we learned of some reluctance by some providers to work with those that were charged with implementing Preschool Promise. We wanted to build a trusting relationship with the providers by taking time to explain, listen and engage them in creating the preschool design. Those that want to be involved in implementing the design have been invited to be engaged. We feel that involving the EL Hub more actively now is appropriate and will be well received.

7. What is your "wish list" for the legislature for 2019?

Initially, I'd like to see the 2019 legislature consider aligning more closely the preschool and K-3 regulations. We understand that finger printing of staff and substitutes is governed by different regulations and contracts. This makes it difficult to find substitutes for preschool staff so they can attend professional development activities with their K-3 colleagues.

Secondly, providing transportation reimbursement for high quality preschools, similar to what K-12 schools receive, would make a huge impact on preschools. Currently, Head Start and Preschool Promise have to do without transportation or greatly reduce expenses in other areas to get the most at-risk children to preschool.

Finally, I'd like the legislature to seriously look at ways to braid public funds with private funds as we try to provide high quality preschool to the least advantaged families of Oregon. Due to the current K-12 school funding formula we have determined that Pay for Success will not work if school districts are the only government entity engaged with initial funders. By paying only for outcomes that are agreed to before implementation, government entities have a significant opportunity to implement a well-planned innovative program and pay for it only if it works. With many financial benefits of high quality preschool coming later in life, it seems appropriate that local schools not be the only entity that considers supporting preschool programs. Research shows high quality preschool experience makes a difference in lowering the need for social services, chronic healthcare and criminal justice services as well as increasing personal income and therefore collecting more taxes.

Preschool Design (v2.1)

of

NW Oregon Preschool Collaborative

The Preschool Design developed for NW Oregon Preschool Collaborative, which includes Clatsop and Tillamook counties, is based on current high quality national preschool research indicating characteristics with high effect size, *Oregon's Early Learning and Kindergarten Guidelines*, and preschool regulations of Oregon. Strong consideration of the successes and structure of state funded Preschool Promise classes as well as other local preschools and school districts engaged in the 2017-18 preschool feasibility study funded by the U.S. Department of Education.

Characteristics determined to be critical to providing and sustaining high quality preschool experience have been identified. Providing such an opportunity to children, most of whom are not currently attending preschool, is necessary if we are to significantly improve kindergarten readiness, third grade reading fluency, high school graduation and lower the incidence of homelessness, need for social services, criminal justice resources and chronic health care costs.

High Quality Teachers, Assistants and Support Staff – Highly trained and motivated teachers, assistants and support staff are needed to implement the program. Positive and purposeful adult-child interactions are essential; Small student-staff ratio, no larger than 10:1, is needed; Meeting Oregon's licensing standards and regulations related to early childhood education, supervision and transportation with an emphasis on high quality early childhood education is essential; and compensation for preschool staff that is equitable to kindergarten teachers, assistants and support staff needs to be provided to attract and retain high quality and dedicated employees. With that in mind, a reasonable timeline will be set for teachers to achieve a degree in Early Childhood Education (ECE). Assistants will, in a reasonable amount of time, obtain an Associate of Arts degree or certificate in ECE. Compensation for all staff will be comparable to similar positions in local schools.

Knowledgeable Administrators – Administrators providing direct oversight, responsible for funding and budgeting need to be knowledgeable and supportive of developmentally appropriate practices for children ages 3 through 8 so PreK-Grade 3 alignment of instructional practices are developed and supported. A plan for Professional Development in ECE needs to be developed and progress monitored if an administrator has no formal ECE training.

Professional Development – Professional Development (PD) that specifically aligns the work of preschool and kindergarten is essential. PD needs to be based on recent quality research focused on child development addressing the balance between play and formal instruction as well as child initiated and adult directed activities. Understanding how to encourage and guide social-emotional development is the first priority. Addressing the cultural and educational needs of dual language learners and children with or suspected of having disabilities must be included in PD. Early Intervention/Early Childhood Special Education teachers and assistants should be included in the PD as well.

Discussions have occurred with Clatsop Community College (CCC) regarding the need to re-establish the ECE program. The Vice President of Academic Affairs has indicated it is a priority for the near future. There is also a desire to rekindle education related bachelor degree opportunities at CCC in partnership with Oregon Universities.

Coaching – Coaching of teachers on the use of developmentally appropriate instructional strategies, curriculum and development of nurturing learning environments needs to be embedded and reoccurring. Providing modeling, non-evaluative observations and feedback is known to be highly effective in many professions. Preschool teachers typically do not receive such professional opportunities. It is an essential component of this preschool design. Use of Classroom Assessment Scoring System (CLASS) and Early Childhood Environment Rating Scale (ECERS) are to be used as coaching tools.

Lee Pesky Learning Center (LPLC) is expected to be contracted to provide coaching on effective instructional strategies specific to literacy. They will provide instruction, modeling, observations and feedback multiple times throughout the year. LPLC utilizes a train the trainer model so after one year the cost of the coaching will significantly decrease. They provide resources for parents and digital tutorial for professionals. Their 20 years of effectiveness is well noted. The instructional strategies they teach are applicable to any curriculum.

Alignment with PD and coaching provided by Northwest Regional Educational Service District to preschool, kindergarten and first grade teachers will be pursued. Continued communication and collaboration with NW Early Learning Hub and NW Regional Child Care Resource and Referral will occur as well.

Curriculum – Curriculum used in the NW Oregon Preschool Collaborative classes will be research based. A menu of approved curricula, similar to what Oregon's Preschool Promise and Spark (Oregon's preschool quality rating system) provide, will be used to determine academic curricula. General preschool curricula known to be approved include: Creative Curriculum, Frog Street, High/Scope and Open the World of Learning (OWL).

Social Emotional Development – Social Emotional development is a priority of the NW Oregon Preschool Collaborative. Social Emotional Learning (SEL) core competencies include five components: (1) self-awareness, (2) responsible decision making, (3) relationship skills, (4) social awareness and (5) self-management. Kindergarten teachers are known to value students who can take directions, take turns and share, pay attention, are interested in learning, are not disruptive in class and are sensitive to others' feelings. Developmental scientists think about these processes as ABCs of social emotional learning... Affect, Behavior and Cognition. *Affect is the ability to understand and manage your feelings, empathy and emotion regulation. Behavior includes social skills, friendship skills and manners; ability to inhibit impulses and focus goal oriented behavior; and sustain positive social interactions with children and adults. Regulations of cognition comes as one develops the ability to focus attention, persist at a task, plan ahead, understand cause and effect and flexibly solve problems.* (Dr. Karen Bierman, Ph.D. Child Study Center, Pennsylvania State University)

Social Emotional Learning (SEL) curriculum will be the backbone on the preschool program. Evidence based curriculum will be used and supported through PD and coaching. Curriculum that will be used will be from an approved menu including: *Incredible Years Dinosaur Curriculum, Al's Pals: Kids Making Healthy Choices, The Preschool PATHS Curriculum and Second Step Early Learning Curriculum.* Others may be considered as requested if strong evidence indicates significant effectiveness.

Five key features of the preschool SEL program are: (1) positive classroom management and high quality teacher-student interaction, (2) SEL skill building, (3) use of professional development instruction and coaching to promote high fidelity implementation, (4) integration of academic enrichment with social emotional learning and (5) parent involvement in effective ways. Head Start's REDI program (used in some areas) is an example of an approach that has significant evidence of success socially, emotionally and academically at school and home. (REDI = REsearch based Developmentally Informed).

Parent Engagement around their child's social emotional development is an important component of the preschool experience. Integrating SEL and academic enrichment across home and preschool settings is important.

Parent Engagement – Parent engagement is a critical component of the preschool. Parents need to:

- be supportive of what their child experiences;
- reinforce social and academic skill building at home;
- participate in mutual communication between home and school, especially insights regarding their child;

- strive to have their child attend school every day with no less than 85% attendance expected.

Parents are truly their child's first teacher so aligning parent and school goals and strategies is important. Parent involvement helps determine a child's attitude about learning and school in general. Parents will commit to being involved with school each quarter. The type of commitment may change but involvement is needed and expected. Options include: volunteering in class, helping with bulletin board displays, creation of materials when provided with directions and supplies, set up/chaperon field trips, construct classroom/playground materials (book shelf, mail boxes, etc.), guest presentation, help organize parent-teacher meetings, etc.

Data Based Decisions and Monitoring System - Children attending the preschools of NW Oregon Preschool Collaborative will have their progress monitored regularly so that decisions are based on data. Assessments and screenings will be age and developmentally appropriate. Observations, individual portfolios and academic progress will be recorded at least three times/year. It is important that assessments are not a distraction in a typical day whenever possible. The Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire - Social Emotional (ASQ-SE) will be used as a screening tool by parents and school staff. In addition, something like Assessment Evaluation Programing System (AEPS) will be used to evaluate children who have or may have a disability impacting their learning.

Staffing – Staffing of the NW Oregon Preschool Collaborative program will depend, in part, on the number of children and sites. The following may be adjusted as participation changes:

- Preschool Program Administrator – Oversees the program at multiple sites. Insures that program features and requirements are being followed. Oversees major financials. Responsible for marketing, professional development, data collection analysis and revisions of the program. This position may be split into Director and Administrator positions as the number of sites and children dictates.
- NW Oregon Preschool Advisory Board – Works with Preschool Program Administrator to review data, analysis and make appropriate program revisions. Ensures that financial agreements are handled appropriately. Advises on marketing and professional development. The board positions will be representative of the community. They may be compensated for time and expertise.
- On-Site Manager/Administrator – Handles hiring in accordance with program agreements. Provides administrative support on site as an employee of the preschool. Finalizes curriculum selection based on preschool program criteria. Works with Preschool Program Administrator to identify and coordinate PD and coaching. Ensures

that appropriate data is collected and reported to Preschool Program Administrator. Works with staff to implement data driven decisions that are developmentally appropriate for each child. Works with transportation supervisor on available transportation.

- Bilingual teachers and/or assistants as needed to include children/families learning English as a second language.
- Specialists - Readily available access to specialists and training in the areas of early intervention/early childhood special education (EI/ECSE), English Language Development (ELD) and Adverse Childhood Experiences (ACEs).
- Family Liaison – Assist in communication and engagement of family with preschool in general and child's teacher in particular. Assist family in connecting with social service agencies/medical providers as needed.
- Transportation Supervisor – Coordinate transportation for children with on-site administrator and parent/care giver. Ensure that state and preschool program expectations are met.
- Office Manager – to handle registration, attendance, communication, ill children, etc.

Transition Strategies – Transitions from preschool to kindergarten have been found to be extremely effective in helping children and their parents start their K-12 experience on a solid footing. Transition events that include children and promote the engagement of parents/caregivers need to occur throughout the year prior to starting kindergarten. They should be planned with the kindergarten school.

Transportation – Transportation between a child's home/child care location and preschool will be provided. When possible, transportation to and from child care will be provided as well if it is needed for parent(s) to work. If child care is needed at a site other than where preschool occurs, an effort will be made to provide transportation. The cost of child care will not be provided by funding for preschool. Transportation costs will be covered by preschool funding.

ELC Strategic Plan: Stakeholder Engagement K-12 Debrief Process: General Takeaways & Observations

As Council Members listen to the K-12 Sessions...

- *What are K-12 outcomes and priorities you identified from the presentations?*
- *What are opportunities for coordination and alignment between the sectors to work toward the 3 goals:*
 - Healthy, stable & attached families
 - Ready for kindergarten
 - Coordinated, family-center & aligned systems

K-12 Debrief Worksheet

#1 Based on the stakeholder presentations, identify shared ideas/priorities, opportunities to work together, and similar systems barriers to tackle together.

#2: Offer ideas of how the Council could support cross-sector coordination and alignment with Human Services, and/or champion shared priorities that also support Human Services' success in advancing child and family outcomes.