

Close the Gap: Local and Sustainable PreK – 3 Alignment

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W e l c o m e

Step 1- Introduce yourself to someone seated near you.

Step 2 – Decide who will be partner A and partner B

Step 3 - Partner A tell your partner **why you are interested in PreK-3.**

Step 4 - Partner B tell your partner what you are **most interested to learn about today.**



Meet Your Neighbor

Plan for today:

**Share our
story**

**Explore tools
& resources**

**Identify
opportunities**



Philanthropy Now podcast: Can we bridge the gap between early learning and elementary school?

<https://www.siliconvalleycf.org/blog/philanthropy-now-podcast/can-we-bridge-gap-between-early-learning-and-elementary-school>

What are we after?

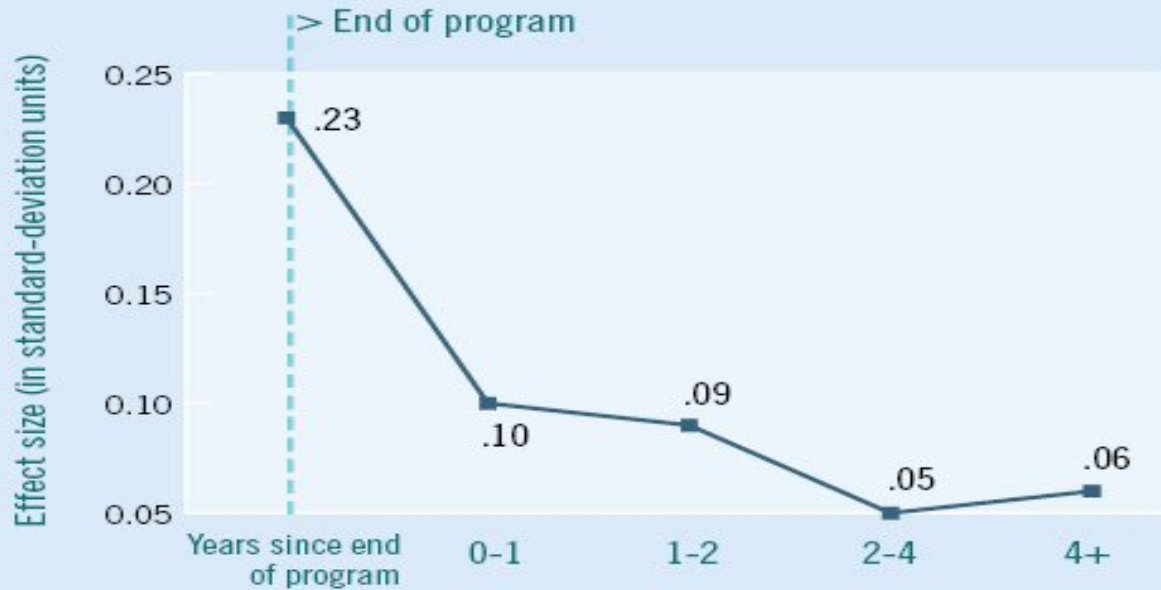


Better outcomes for ALL children:

- strong foundational cognitive skills
- social & emotional competence, including self regulation and executive functioning
- consistent engagement in school & learning

COGNITIVE IMPACTS IN EARLY-CHILDHOOD EDUCATION

In a forthcoming analysis of 67 early-childhood-education programs found to have significant benefits, researchers at the University of California, Irvine, and Duke University found that most results faded within a few years.



SOURCE: "Persistence and Fadeout in the Impacts of Child and Adolescent Interventions," Drew Bailey, Greg S. Duncan, Candice Odgers, Winnie Yu

EDUCATION WEEK

“When children engage in a coherent set of high-quality P-3 learning experiences, the “fade out” effect is greatly diminished.”

Bogard & Takanishi, 2005

What is a PreK – 3 learning community?

**Connected
learning**

**Based on child
development**

**Transcends
boundaries**

**Working
together**

PreK – 3 Programs have shown:



- Reduction in need for special education services and children being held back
- Improvement in:
 - Vocabulary and oral language skills
 - Social-emotional development
 - Attendance
- Increase in parental involvement
- Higher rates of high school graduation
- Greater educational gains as adults

The Big Picture in San Mateo County

2009 – Research on kindergarten readiness proficiency

2010 – Launched **Bridges to Success** – SMCOE, F5SMC, SVCF

- 8 San Mateo County school districts
- Mini-grant program to promote connections between ECE & elementary
- Summer bridge program – Kickoff to Kindergarten

2015 – **The Big Lift** – Goal of 80% children reading proficiently in 3rd grade

- 7 of 11 communities - 1st cohort – 2015, 2nd cohort – 2016
- 4 pillars – preschool, attendance, family engagement, summer learning

2017 – **Close the Gap!**

Close the Gap

Local initiatives – Bayshore, Brisbane and Pacifica School Districts

- Connect early childhood learning to TK – 3rd grade
- Promote family, community & school partnerships





The Bayshore School

The Bayshore Community – Growing engaged hearts, educated minds, and empowered visionaries.

Engage. Educate. Empower.



Bayshore Elementary School Dr. Audra Pittman

- Daly City, CA
- 380 Students
- 35% Hispanic
- 28% Filipino
- 18% Asian
- 7% Black or African American
- 6% Native American or Pacific Islander
- 19% English Learners
- 13% of our students are students with disabilities
- 70% are socioeconomically disadvantaged
- 79% Unduplicated





Mini-grants:

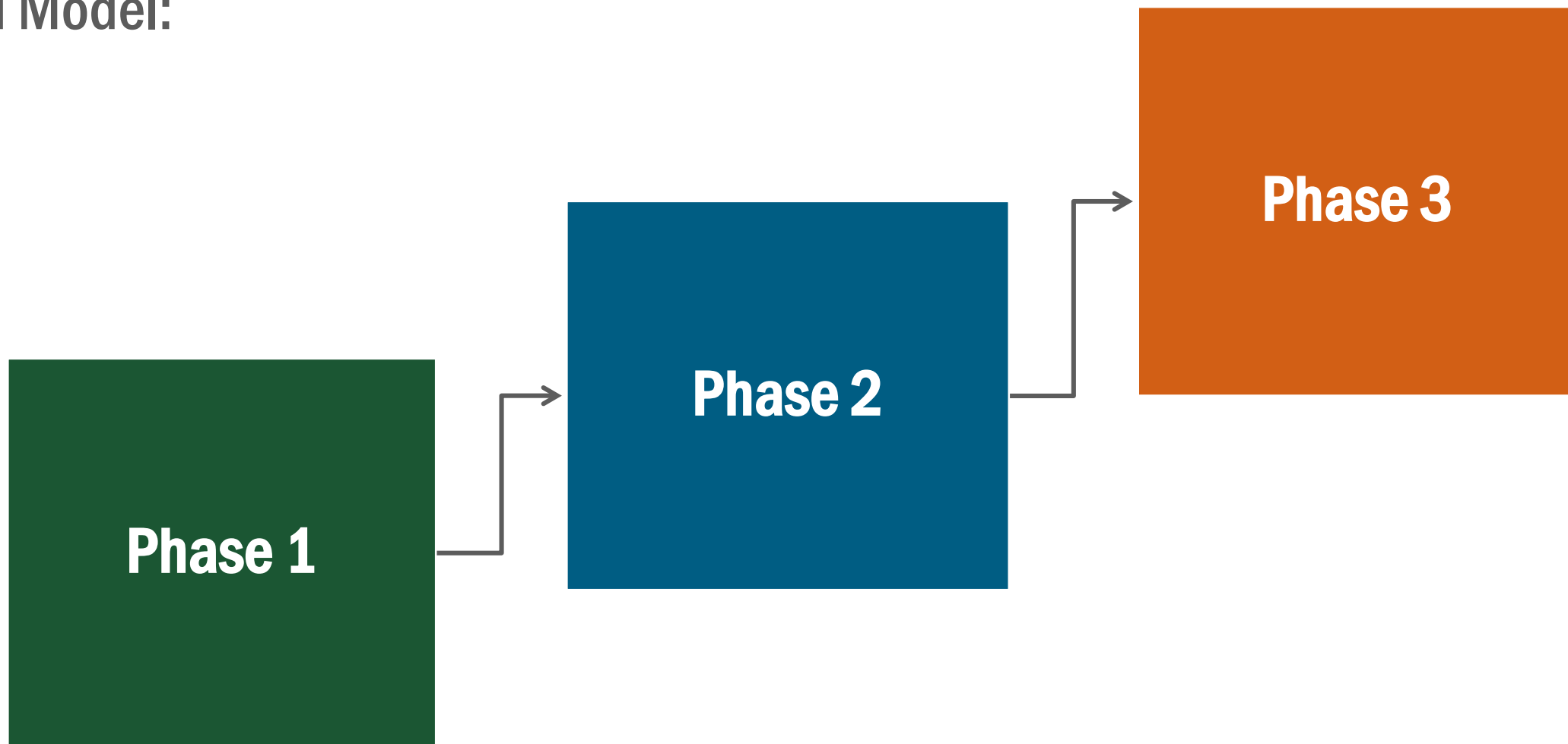
- \$10,000 - \$20,000
- First cycle – 15 months
2017-2018
- Second cycle – 24 months
2018-2020

Support & Development

- Coaching & expertise
- Research & Convenings
- Trainings
- Development of tools & resources



Tiered Model:



Leadership

- Clear vision
- Collaborative relationships
- Shared accountability



PreK – 3 Leadership Team

- Formalize connections between early childhood and elementary systems
- Function:
 - Develops the vision
 - Sets actionable goals
 - Builds supports
 - Celebrates success
- Representatives from public & private preschools, parents, community partners, TK – 3 teachers, site administrators, district administrator



Pacifica School District

PreK – 3 Vision: All students will experience a smooth transition to kindergarten as part of a continuum of high quality educational experiences that begin in preschool and continue into elementary school, building a foundation of social, emotional, cognitive and intellectual readiness that will support their future success.



Bayshore Elementary School District

All children will receive aligned, high-quality early learning experiences from PreK – 3rd grade that will build a foundation of social, emotional and intellectual skills. These skills will support their future success in school and for the rest of their lives. In this system of shared expectations, all partners – parents, teachers, childcare providers, school administrators, support staff, and families – will collaborate to enhance the students’ development of the four building blocks of school readiness: health and well-being, social and emotional development, language skills, and mathematical thinking.

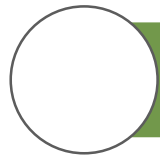
Build Your PreK – 3 Leadership Team

- Develops the vision
- Sets actionable goals
- Builds supports
- Celebrates success

Personal Reflection:

- Does a PreK – 3 leadership team exist in your area/school district/community?
- If so, who is on the team? Are all the partners represented? Who needs to be invited?
- If not, what steps can you take to establish a team? What stakeholders do you need at the table?

Turn to a partner and share your reflections.



Instructional Effectiveness

**Support for
Administrators**

**Support for
Teachers**

Early Learning

Leading PreK - 3 Learning Communities

Leadership Academy

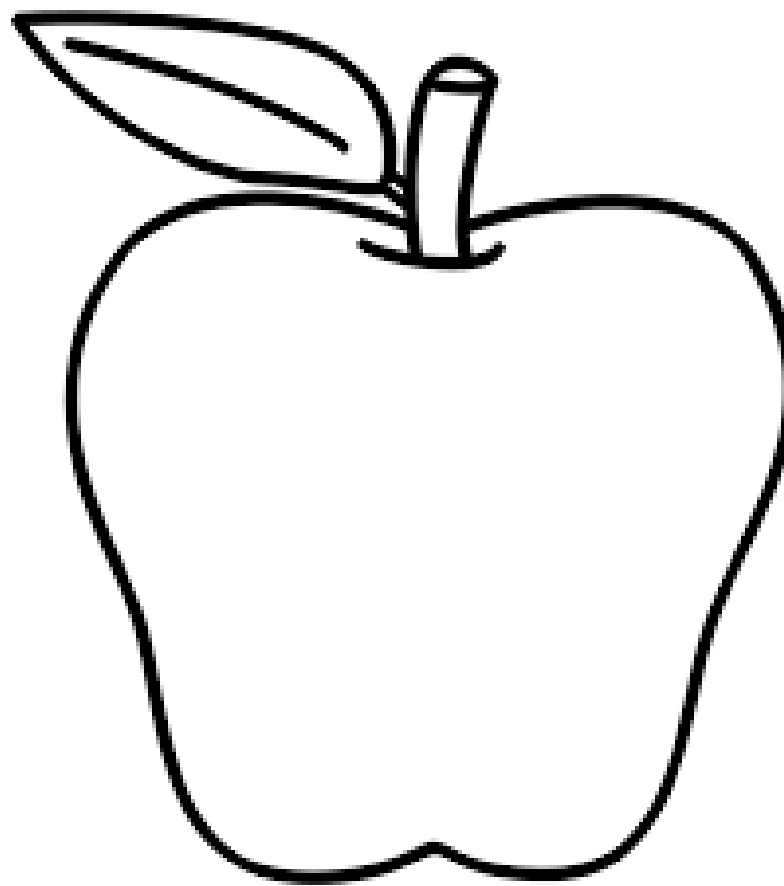
Table Time – Round 1



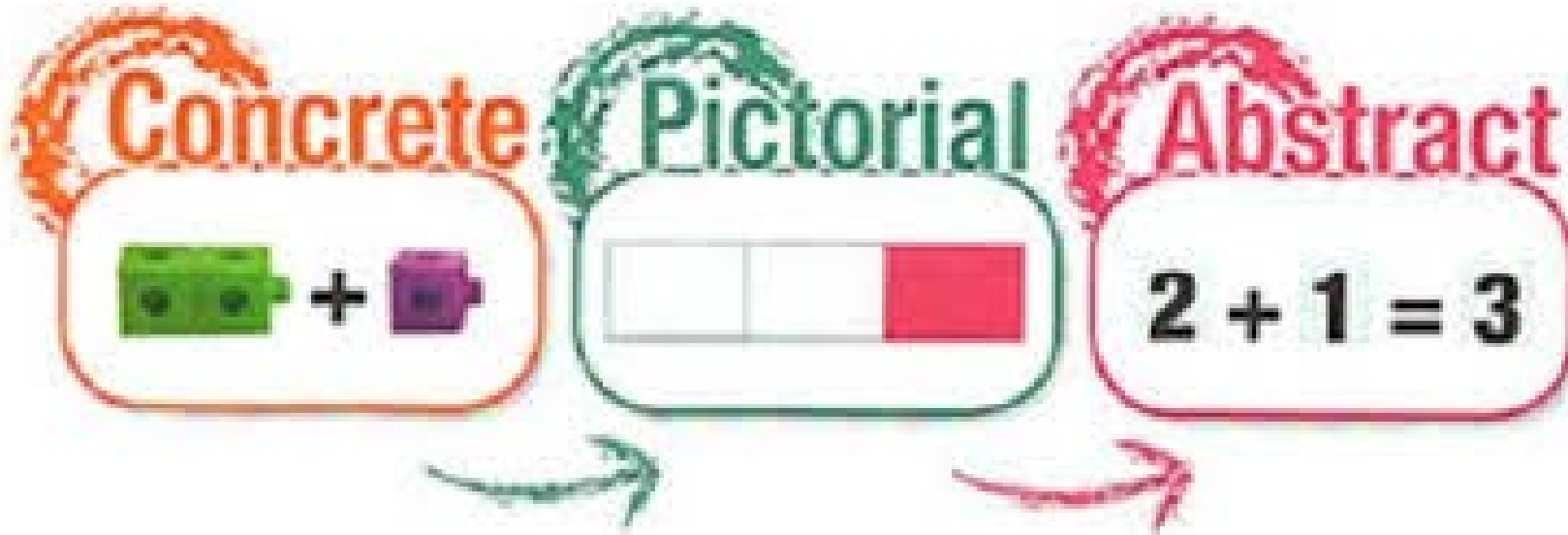
Table Time – Round 2



Table Time – Round 3



Active, joyful learning – more apples in the classroom!



P-3 Professional Learning Series



GRADUATE COLLEGE of
EDUCATION

- Cultural Competence and Social Emotional Learning
- Engaging in Practices of Science
- Literacy

Data-driven Improvement

PreK – 3 Alignment Practices:

Top Responses:

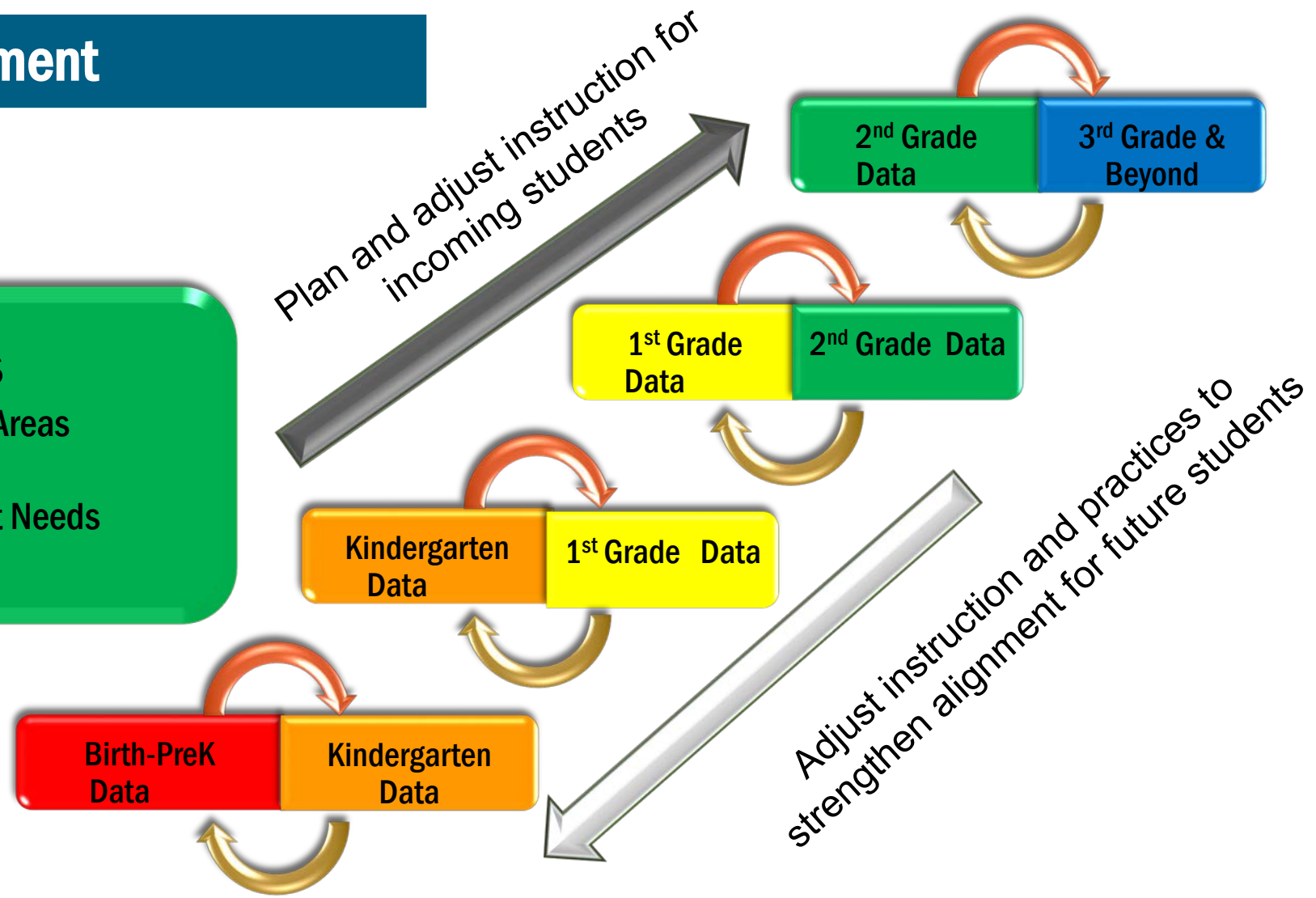
- Horizontal collaboration TK – 3rd – 4.19
- Use assessment data to inform instruction – 4.19
- Aligned assessment tools TK – 3rd – 4.0

Lowest Responses:

- Principals & teachers visit PreK – 2.79
- PreK visits TK & K – 2.89
- Actively partner with PreK providers – 3.25

Data-driven Improvement

PreK-3 Data Uses
Identify Strengths and Support Areas
Establish Goals
Identify Professional Development Needs
Inform Instruction



Community and Family Engagement

Connecting with your community partners:

- Early Learning Partner's Network
 - Pacifica
- Summer, after school, social services?



New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)

A Toolkit for State and Local Educational Agencies,
Head Start Programs, and the Early Childhood Field

ESSA Requirements:

- Systems for sharing information and school records
- Transition plans for children moving from preschool to public school systems
- Establishing channels of communication between teachers
- Joint professional development related to transitioning between systems
- Coordination of educational support services

<https://www.nhsa.org/our-work/initiative/essa-toolkit>



Who are your preschool, school and community partners?

Activity - Partner Inventory:

- Identify and list your community, school and preschool partners.
- What is their primary function/role (preschool, summer learning, after school, family support, etc.)
- What is your connection?
 - Strong – regular, two-way communication, “partnership”, MOU in place
 - Casual – occasional communication
 - Nonexistent – no relationship or communication
- What is the mechanism for establishing, building or maintaining relationships?

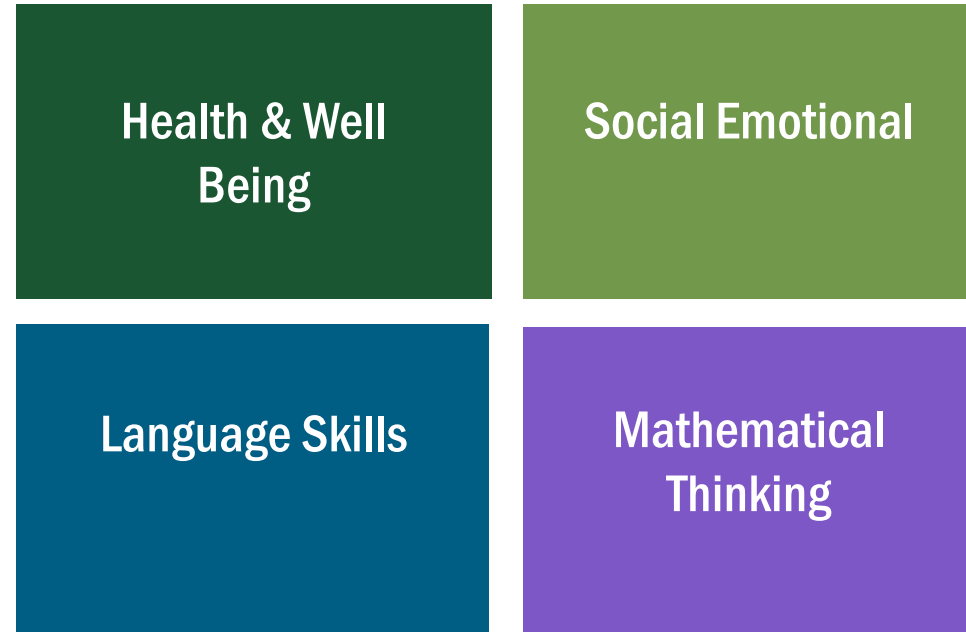
Family Engagement Tools:

Are You Ready? A Family's Guide to Starting Kindergarten

- <https://www.siliconvalleycf.org/center-for-early-learning>
- New! Videos
- Explores the building blocks of school readiness



Building Blocks of School Readiness



Pathways to Success



PreK – TK/K Transition Report

- Means of communication between ECE and TK – 12 systems
- Builds common understanding and shared practices
- Provides information to help schools & teachers get to know incoming students
- Informs PreK teachers of school-readiness indicators
- Supports children and families as they transition into TK/K

The Bayshore School

Preschool & Full-day Kindergarten



Action Planning



Resources for Building Local CA PreK - 3

Start with the basics

- Mindsets
 - Leadership Team & Vision
 - Identify as PreK – 8/12
- Collaborative Partnerships
- In-kind support



Resources for Building Local CA PreK - 3



- State and Local
 - LCAP/LCFF
 - Expanded TK
 - CA TK Stipend Program
 - Parcel Taxes & Bonds
 - Private Foundations & Grants

Resources for Building Local CA PreK - 3

- Federal - ESSA
 - Increase access to PreK
 - Titles I, IV
 - Collaborate & coordinate
 - Titles I, II & III
 - Build capacity
 - Titles I, II & III
 - Engage families
 - Titles I, II, III, IV



Blending & Braiding Reflection

Look at your action plan.

- What resources will be required to implement your action plans?
- Have you started with the basics?
 - Mindsets, collaborative partnerships, in-kind support
- What possible sources exist?
 - State & local, federal
- How can you plan for sustainability?



Questions?

Thank You

For more information, please contact:

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