

Effective Components of Successful Early Learning-to-Kindergarten Transitions

The webinar will begin at 12:00 p.m. PST / 3:00 p.m. EST

Hosted by:
REL Northwest

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Logistics

Please use the chat window to submit any questions. We will post answers on the REL Northwest website (<http://relnw.educationnorthwest.org>), along with a recording of today's presentation and other resources.

Technical support

If you require technical support, please contact WebEx at: 866.229.3239

Effective Components of Successful Early Learning-to-Kindergarten Transitions

October 14, 2016



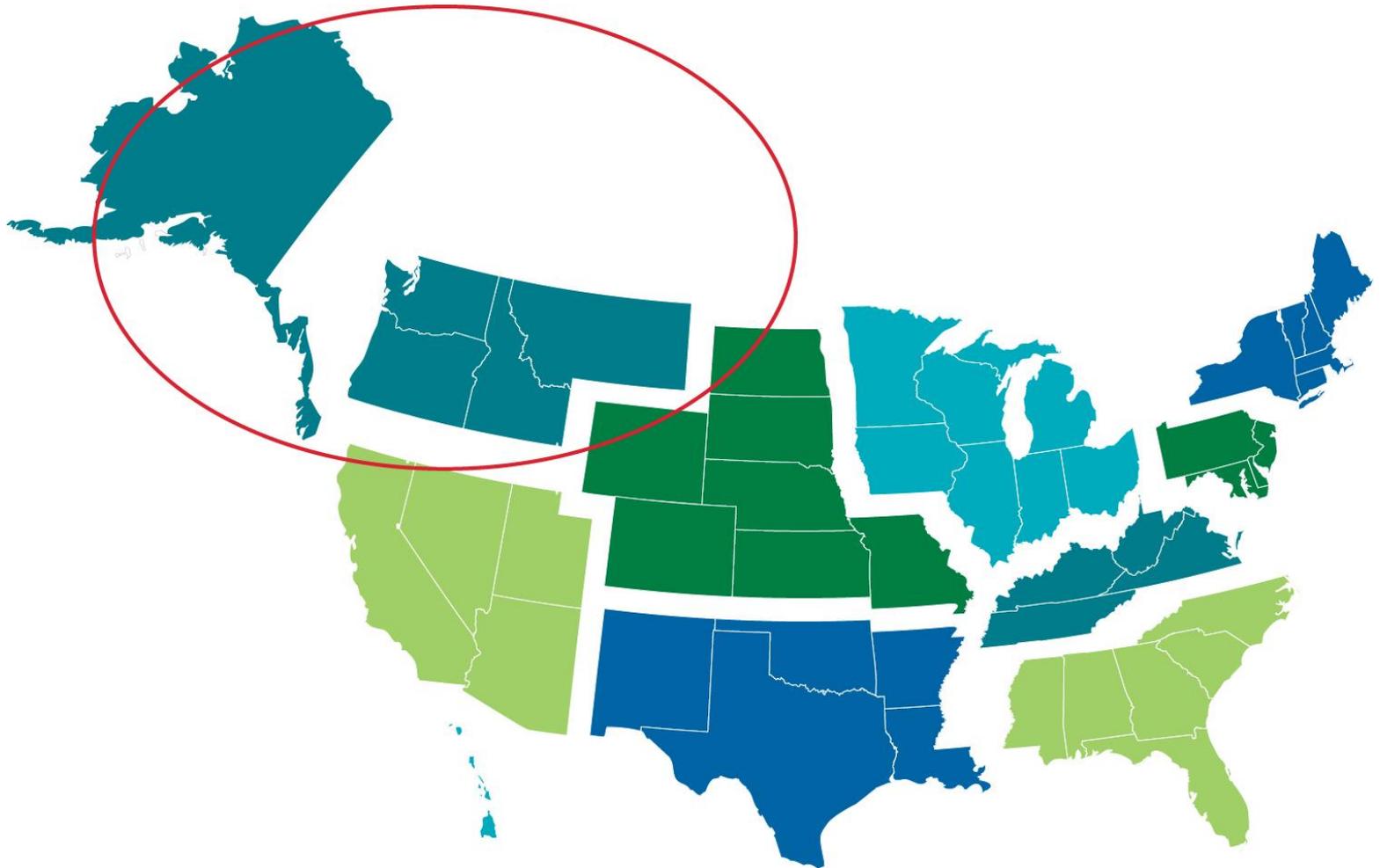
Today's Moderator



Dr. Fiona Helsel
REL Northwest



REL Northwest Region



Who We Are



Webinar Goals

- Increase participants' knowledge of what the research indicates are effective components of an early learning–to–kindergarten transition
- Learn about an initiative in New Jersey that is focusing on effective instruction as an important component in the transition
- Learn specific transition ideas from practitioners in urban and rural sites in Oregon

Today's Presenters



Dr. Shannon Riley-Ayers



Ericka Guynes



Andy Boe



Dr. Marina Merrill

Keynote Presentation



Dr. Shannon Riley-Ayers (@riley_ayers)
Associate Research Professor

National Institute for Early Education Research (NIEER)
Center on Enhancing Early Learning Outcomes (CEELO)



The Issue

The system of care and education for our youngest children is fragmented.

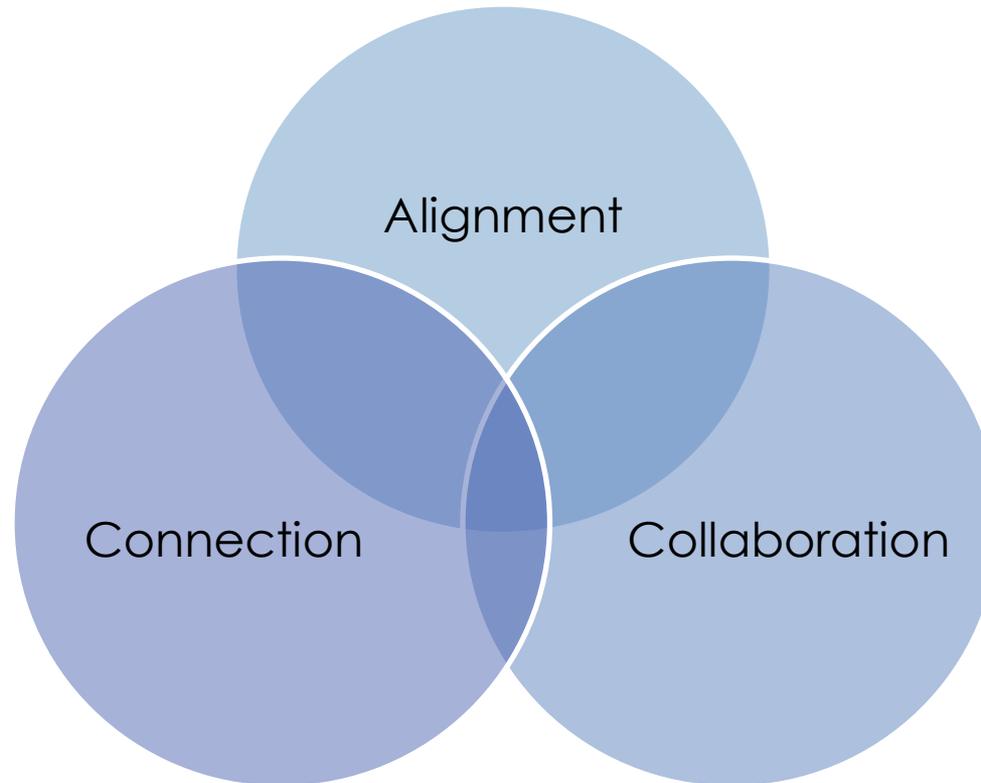
Allen, L., & Kelly, B. B. (Eds.). (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: National Academies Press.

Retrieved October 4, 2016, from

<http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>



The Response



Green, B. L., Patterson, L., Morris, M., Cochran, L., & Lambarth, C. (2015). *Oregon Early Learning Division: Kindergarten Readiness Partnership & Innovation Grants: Year 1 evaluation report, July 1, 2014–June 30, 2015*. Portland, OR: Portland State University, Center for Improvement of Child and Family Services. Retrieved October 4, 2016, from https://www.pdx.edu/ccf/sites/www.pdx.edu.ccf/files/Exec%20Summary%20Only_9-1-15_FINAL.pdf



Essential Elements for P–3 Cohesion

Leadership

Aligned
Early
Learning

Family and
Community
Engagement



Leadership

- Broadly defined
 - State leaders
 - Local leaders
 - Political leaders
 - Funding leaders
- NAESP: *Leading Pre-K–3 Learning Communities Competencies for Effective Principal Practice*



Competencies for P–3 Leaders

1. Embrace the pre-K–3 early learning continuum
2. Ensure developmentally appropriate teaching
3. Provide personalized learning environments
4. Use multiple measures of assessment to guide student learning growth
5. Build professional capacity across the learning community
6. Make schools a hub of pre-K–3 learning for families and communities

National Association for Elementary School Principals

Leading Pre-K-3 Learning Communities Competencies for Effective Principal Practice



Center on Enhancing Early Learning Outcomes | www.ceelo.org

Leadership Examples

- Political leaders
- Buffett Institute Superintendent Early Childhood Plan
- Illinois principal certification
- Local leaders
- NJ Early Childhood Academy



NJ Early Childhood Academy

Building relationships

Building knowledge

Building capacity

ceelo.org/wp-content/uploads/2014/10/ceelo_fast_fact_ec_academy.pdf



Essential Elements for P–3 Cohesion

Leadership

Aligned Early Learning

Family and Community Engagement



Aligned Early Learning



NJ Implementation Guidelines

- Outline best practices in the primary years of schooling and assist educators with fusing practices that are both academically rigorous and developmentally appropriate.



<http://www.nj.gov/education/ece/rttt/k3/>



Implementing Projects

- Project-Based Learning Video

PROJECT-BASED LEARNING

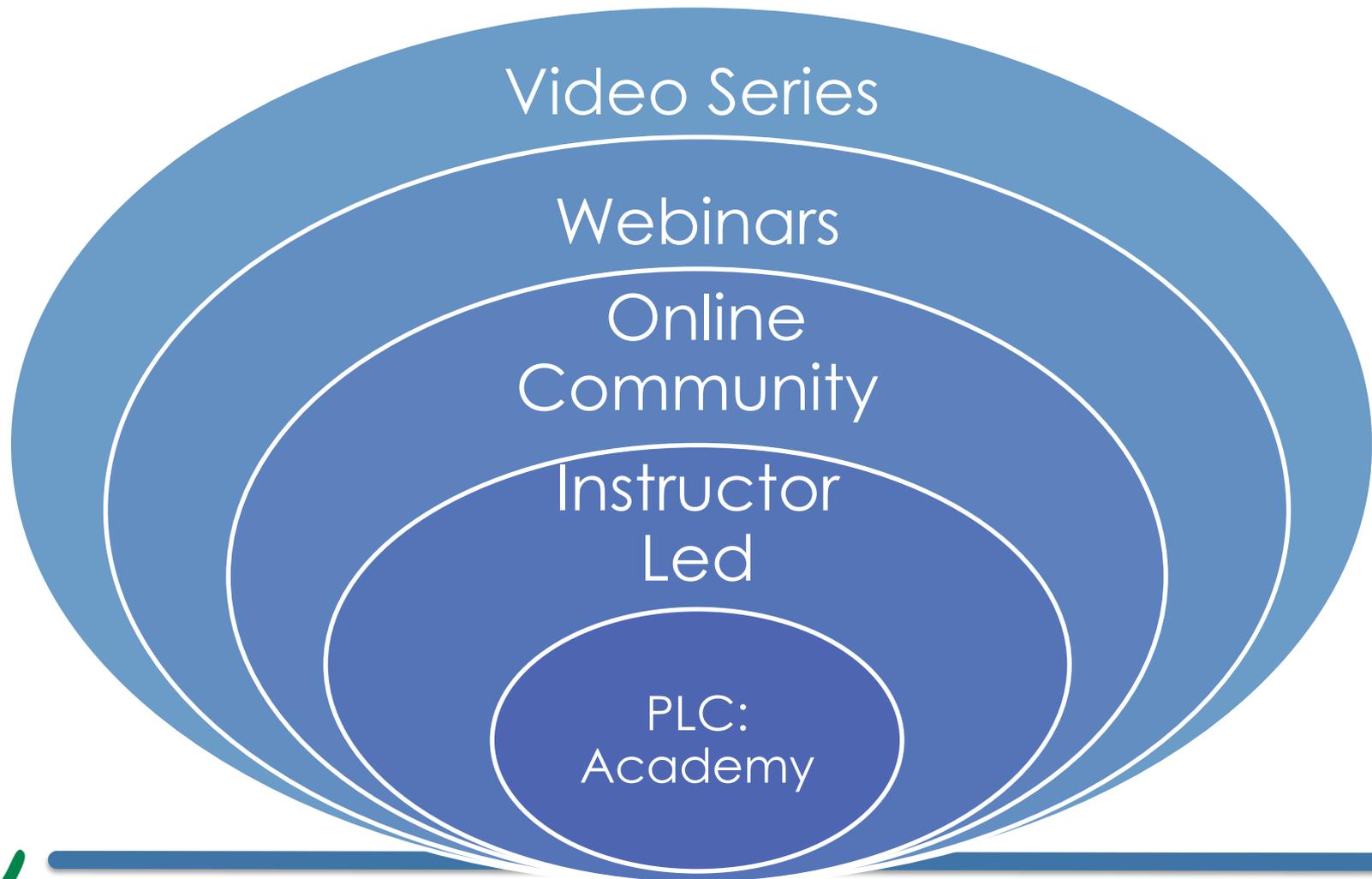


• Understanding children's learning and development

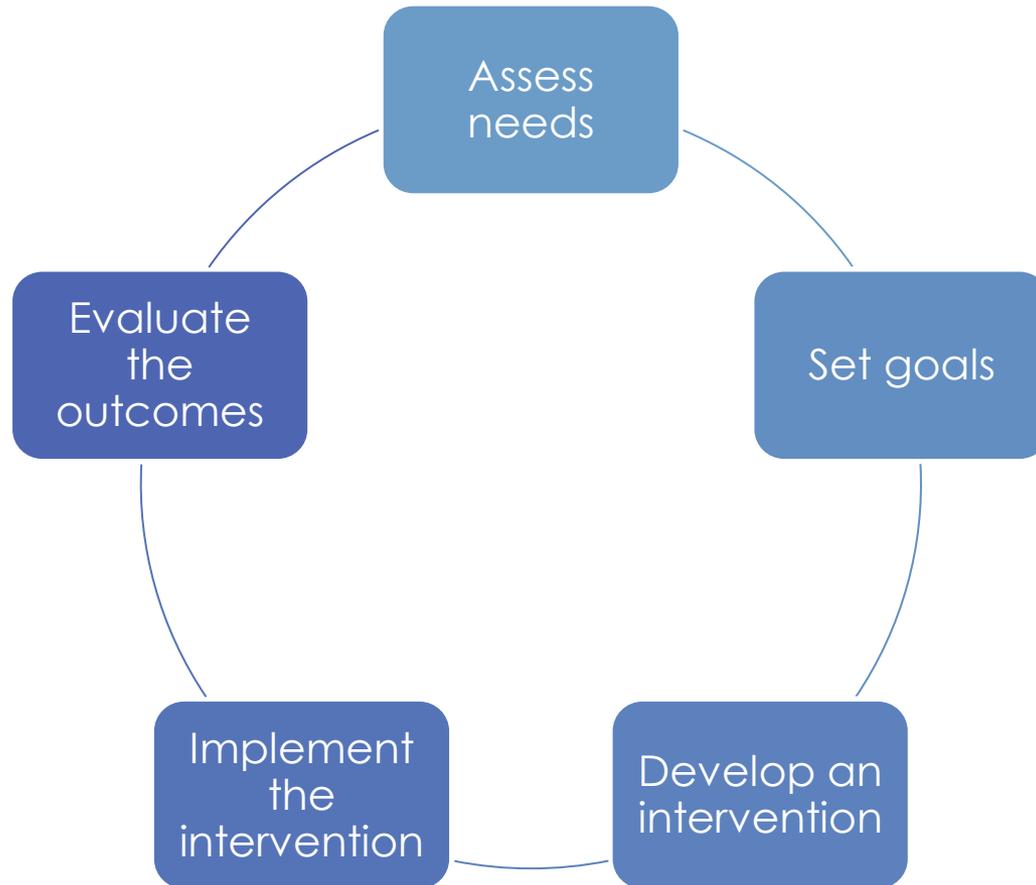
• Teaching of subject matter



Professional Learning Series



Continuous Improvement



Essential Elements for P–3 Cohesion

Leadership

Aligned Early Learning

Family and Community Engagement



Defining Family Engagement

- The systematic inclusion of families in activities and programs that promote children's development, learning, and wellness
- The inclusion of families in the planning, development and evaluation of such activities, programs and systems

U.S. Department of Health and Human Services & U.S. Department of Education. (2016). Policy statement on family engagement from the early years to the early grades. Retrieved October 4, 2016, from <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>



The Important Role of Family

- Families have strong and sustained effects on children's learning, development, and wellness
- Strong positive relationships between home and school reinforce learning at home and aid in successful transitions
- Parents who have more supportive and extensive social networks create more stimulating home environments for their children, communicate better with their children, and feel more confident in their role as parents



Outcomes of Family Engagement

Children:

- Have more positive attitudes toward school
- Stay in school longer
- Have better attendance
- Have higher quality work habits
- Experience more school success



The Outcome of P–3 Alignment

For children:

- Cohesive and comprehensive high-quality early experiences with smooth transitions

For families:

- Resources and support in a community setting

For schools:

- Systematic improvement in teaching and learning



Questions?

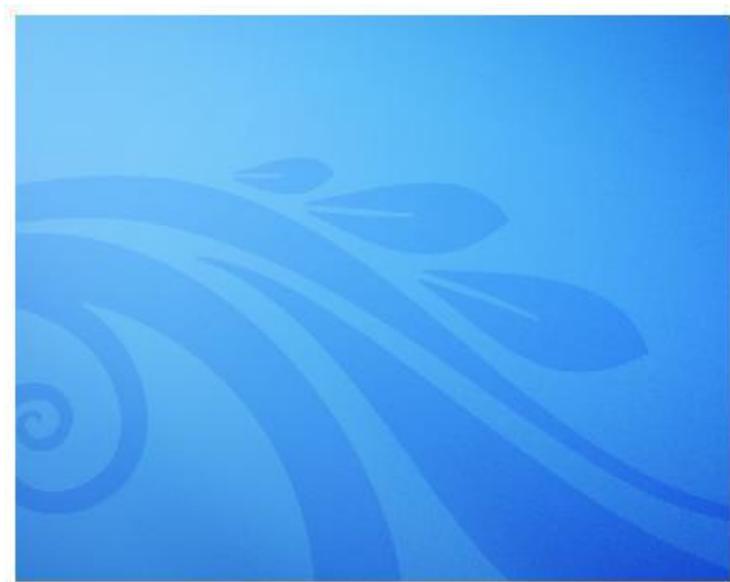


Earl Boyles Early Works Site



Ms. Ericka Guynes
Principal
Earl Boyles Elementary School
David Douglas School District, Oregon





Partnering with Families & School
Readiness 



**EARLY
WORKS**
Transforming Education Together



The Early Works Initiative

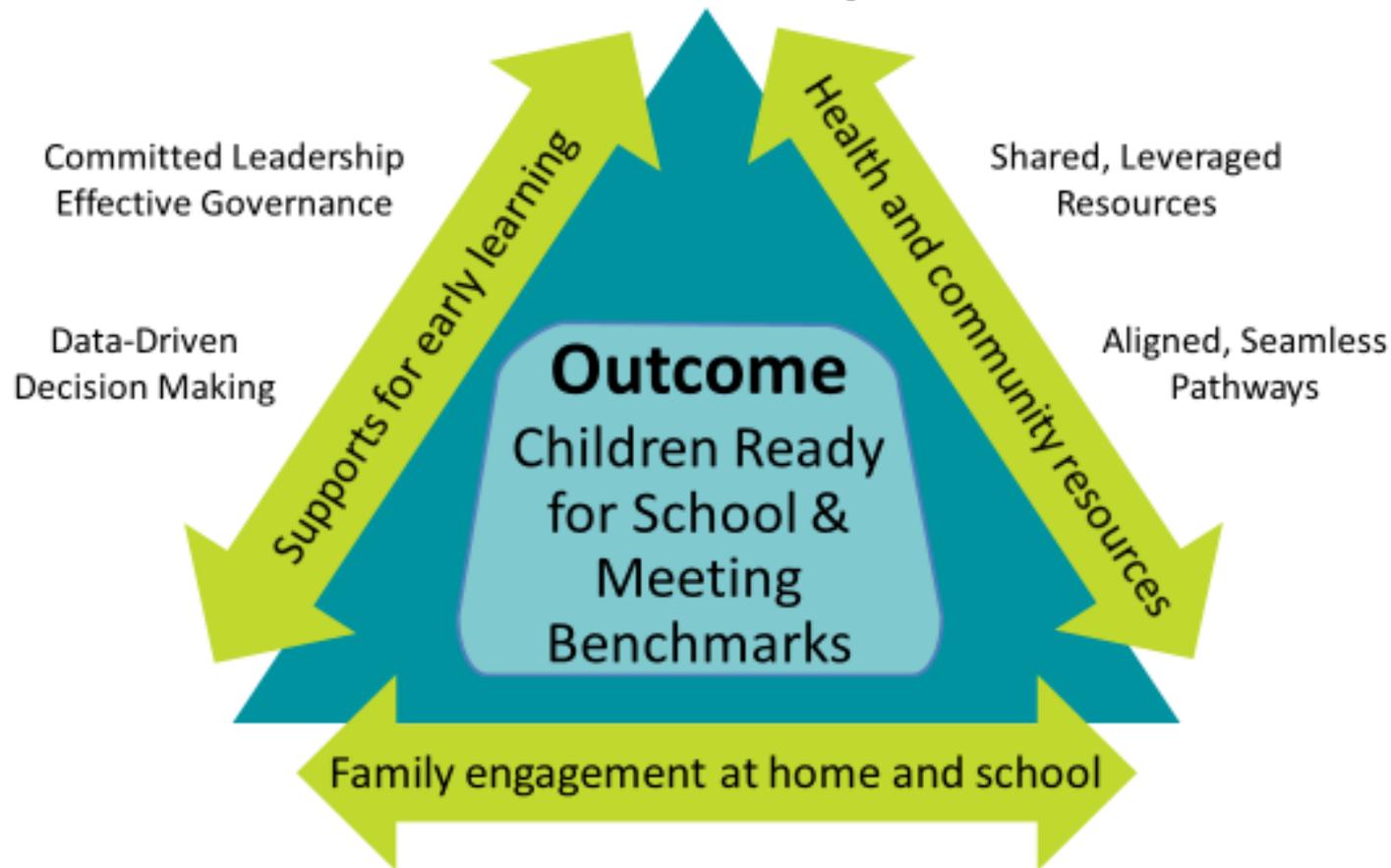
is guided by a set of key principles, including:



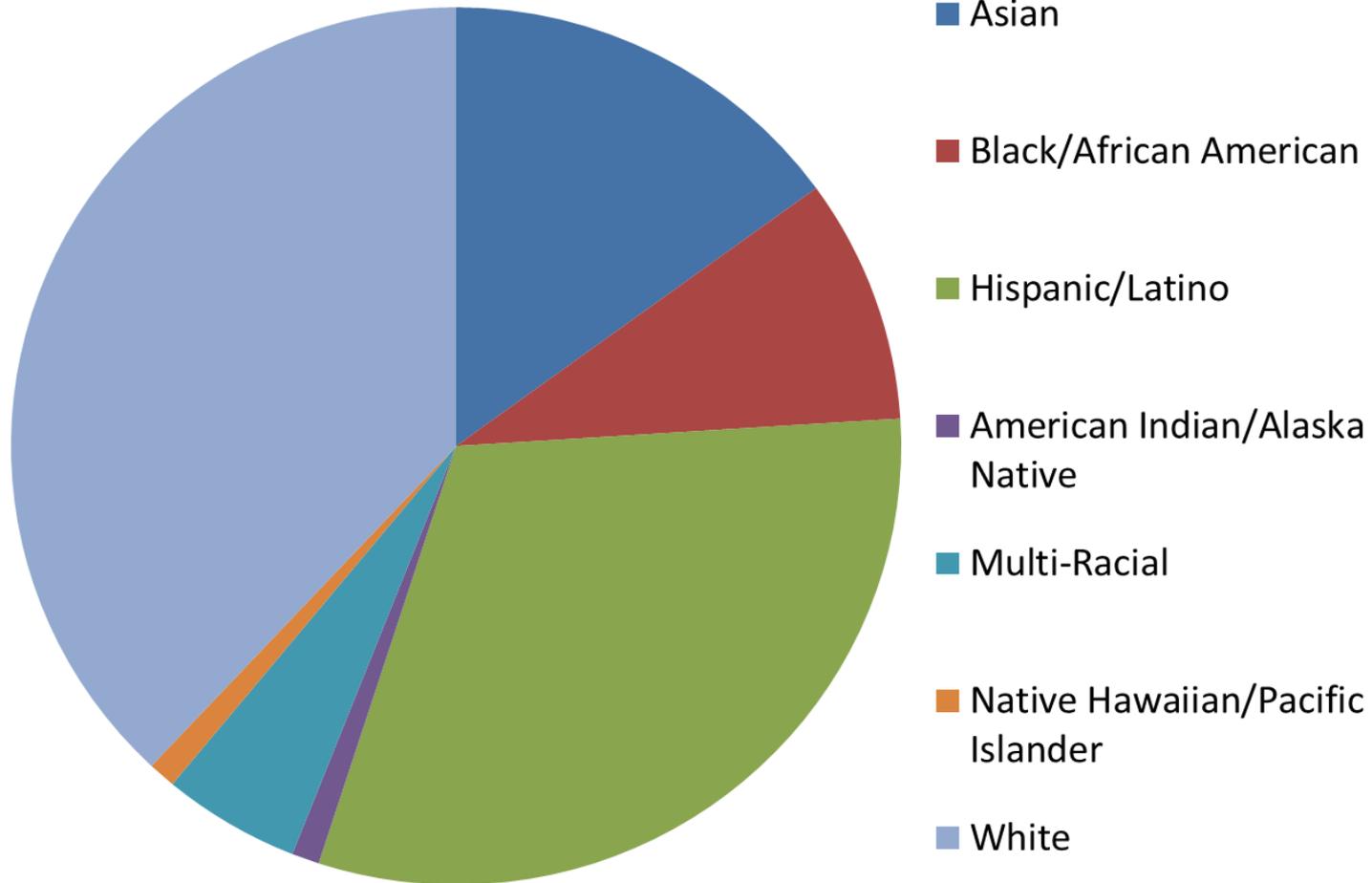
These principles guide the Early Works family engagement activities



Elements of an Effective Prenatal to Grade 3 System



Earl Boyles School Demographics



Earl Boyles School Profile

English language learners	40%
Economically disadvantaged	82%
Students with disabilities	15%
Languages spoken at school	20



School Transformation



Community Needs & Resource Assessment

Findings

- Family-friendly recreational opportunities
- Central meeting places for families
- A sense of “cohesion”
- Services for children and families
- Quality child care and preschool



Early Works School Readiness Strategies



- Infant and toddler play groups
- School-integrated and aligned preschool program
- Early kindergarten transition program
- Shared professional development to connect the early years to the early grades

Engaged Families



Family Engagement Activities



- Developing parent leaders
- Parent-teacher home visits
- Parent organized events and programming
- Culturally relevant and inclusive services
- Partnering with families to improve attendance and reduce chronic absenteeism

Preschool Curriculum Night



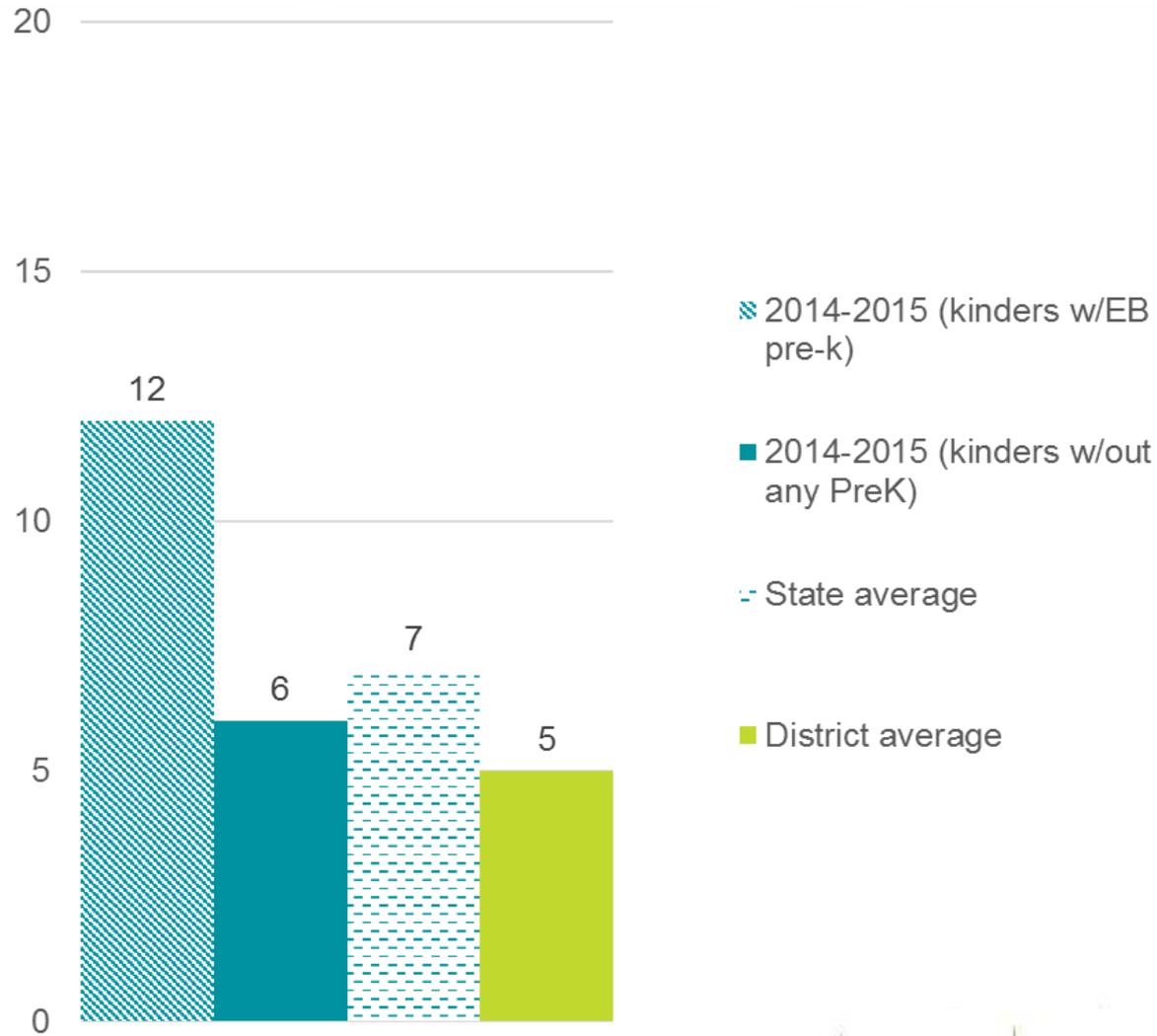
Parents United Leadership Development



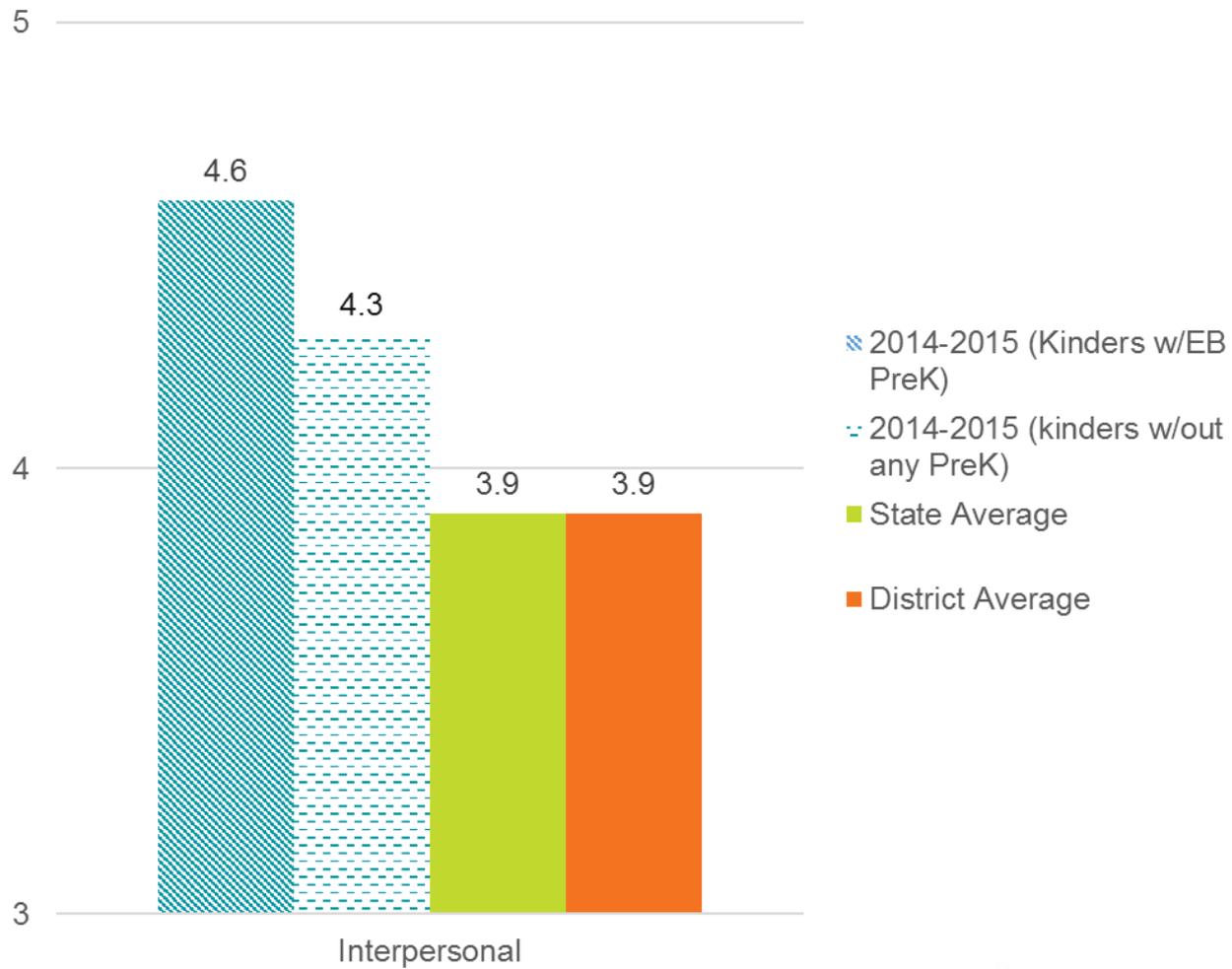
Parent Advocacy: City Budget Hearings

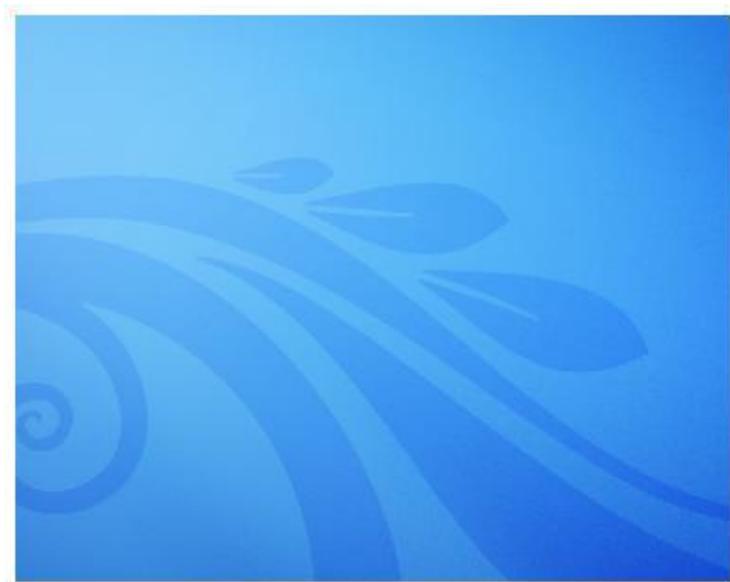


Kindergarten Readiness Skills in Early Literacy



Kindergarten Readiness skills: Interpersonal Social Skills





**Partnering with Families &
School Readiness**
Ericka Guynes, Principal
Earl Boyles Elementary School



**EARLY
WORKS**
Transforming Education Together



Questions?



Elkton and NDP-3: Our Summer Reading Experience



Mr. Andy Boe
Superintendent
Elkton School District, Oregon

Communication and Collaboration



- Time spent visiting with and involving parents is crucial
- Collaboration with our other districts has been a welcome outcome

Local Lessons

- In our rural setting it is imperative to hire staff from the community
- A dedicated person is the key to increasing participation
- You have to call parents ... and go visit ... and call again
- Transportation is the key but it has to be timely and reliable
- District commitment of time staff and funding has to be there
- Kids like to swim!!



The Data Support Us

- Our data show an increase in attendance
- As a charter school our enrollment is a bit down in kindergarten because the other districts are using the same methods and engaging kids sooner
- Kids and families are less stressed because of the programming



Questions?



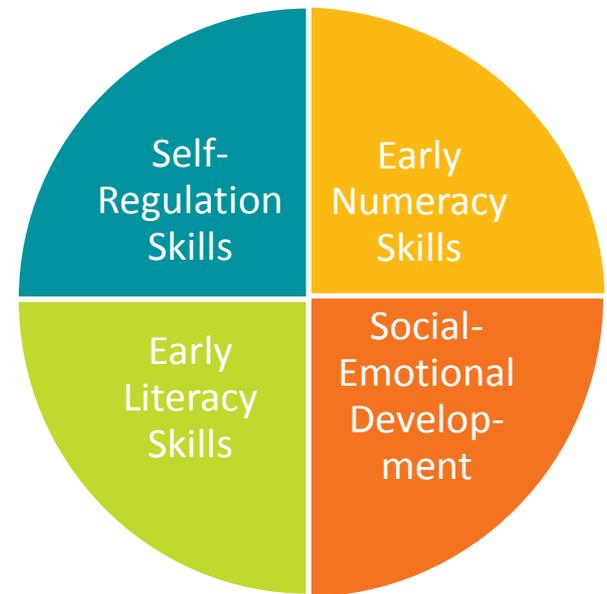
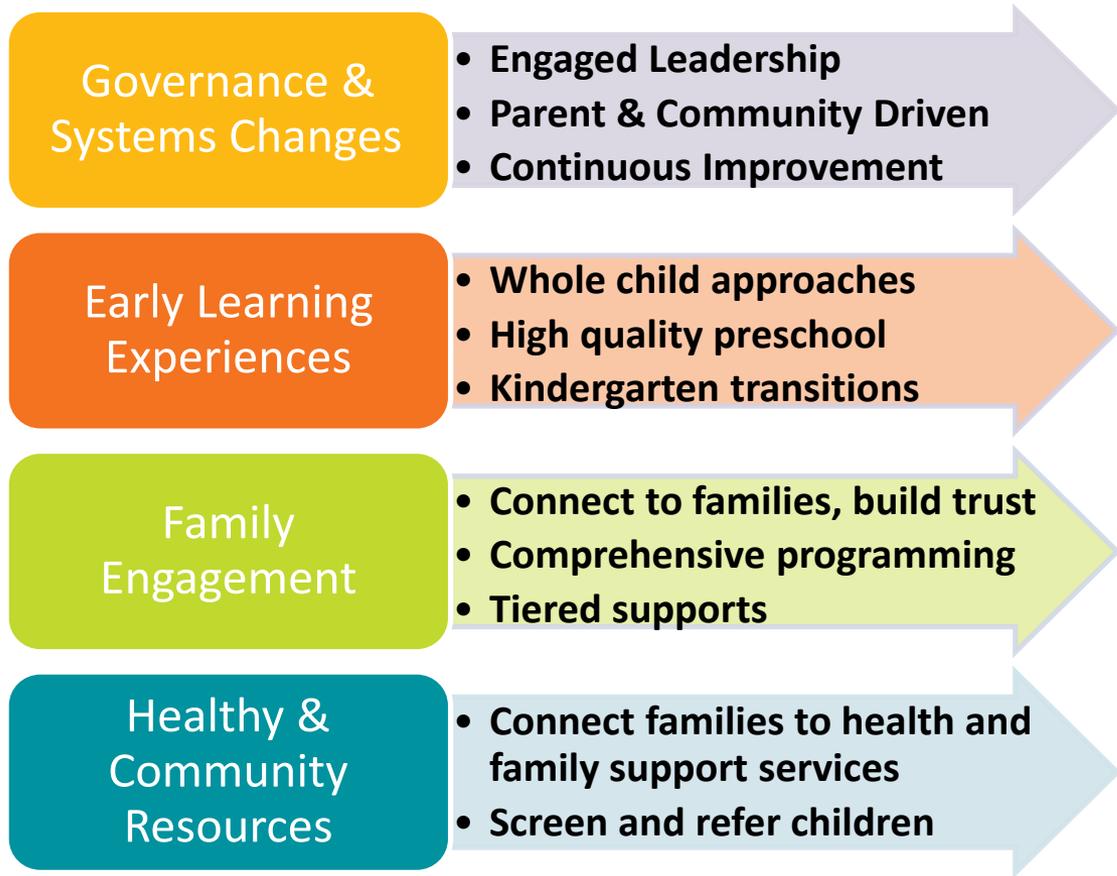
Discussant



Dr. Marina Merrill
Senior Research & Policy Advisor
Children's Institute
Portland, Oregon



Transforming systems to improve outcomes



School Readiness Outcomes

Transforming Systems to Reach Grade 3 Benchmarks

Activities & Interventions → Research-Based Indicators → Longer-Term Outcomes

- Infant and toddler play groups
- School-based preschool for 3- and 4-year-olds
- Early kindergarten transitions program
- Pre-K–3 attendance teams
- Summer literacy (K transition; 1st, 2nd grades)

Systems Improvement

- Increased curriculum alignment between early years and early grades
- Data feedback loop to inform instruction

- Increased percent of incoming kindergartners participated in quality preschool
- Fewer than 10 percent are chronically absent from school
- Increased percent of children with special needs identified, referred, and linked to special education support before kindergarten entry

- Increased percent of children meet school readiness and development benchmarks in preschool, kindergarten
- Decreased disparities in school readiness for ELL, Latino children
- Increased percent of children meet grade 3 reading and math benchmarks

ESSA and Early Learning Opportunities

- Direct services: LEA's may reserve funds to provide early childhood education programs for eligible children; Preschool Development Grants
- Promoting transitions: Encourages support for transitions between early childhood programs and local schools, including family engagement
- Professional development: Encourages professional development opportunities to include early childhood providers

Questions & Answers



Dr. Shannon Riley-Ayers



Ericka Guynes



Andy Boe



Dr. Marina Merrill

Thank you for joining us!

**For a recording of this webinar and associated resources,
please go to <http://relnw.educationnorthwest.org>**

Please complete the feedback survey, which will be
emailed to you by Concord Evaluation Group (Sharon
Carroll) after the event.

For more information



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