

Leveraging Community Partnerships to Address Unfinished Learning in Kindergarten Through Grade 3 Due to COVID-19

April 7, 2021

Anne Butterworth
REL Central

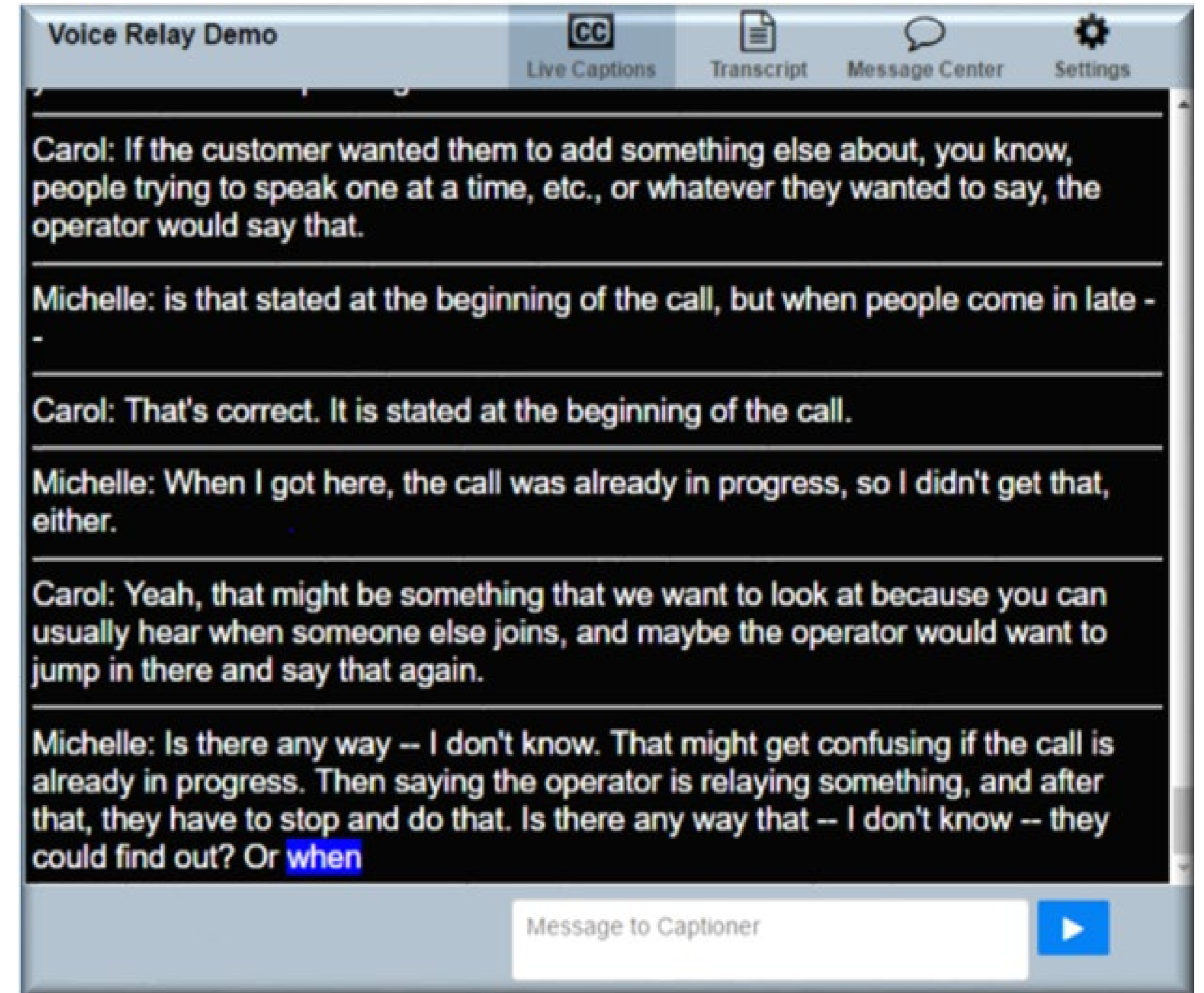
Carrie McKee
Rocky Mountain PBS

Treloar Bower
Denver Museum of Nature & Science

Marietta Stechmeyer
STRIVE-Prep Ruby Hill

Live-Captioning

- This webinar is being live-captioned. Please copy and paste the link sent to you in the chat box at the start of the webinar to take advantage of this service.
- A prepopulated sign-in page will appear. Please click *register*. There is no need to fill in your information.



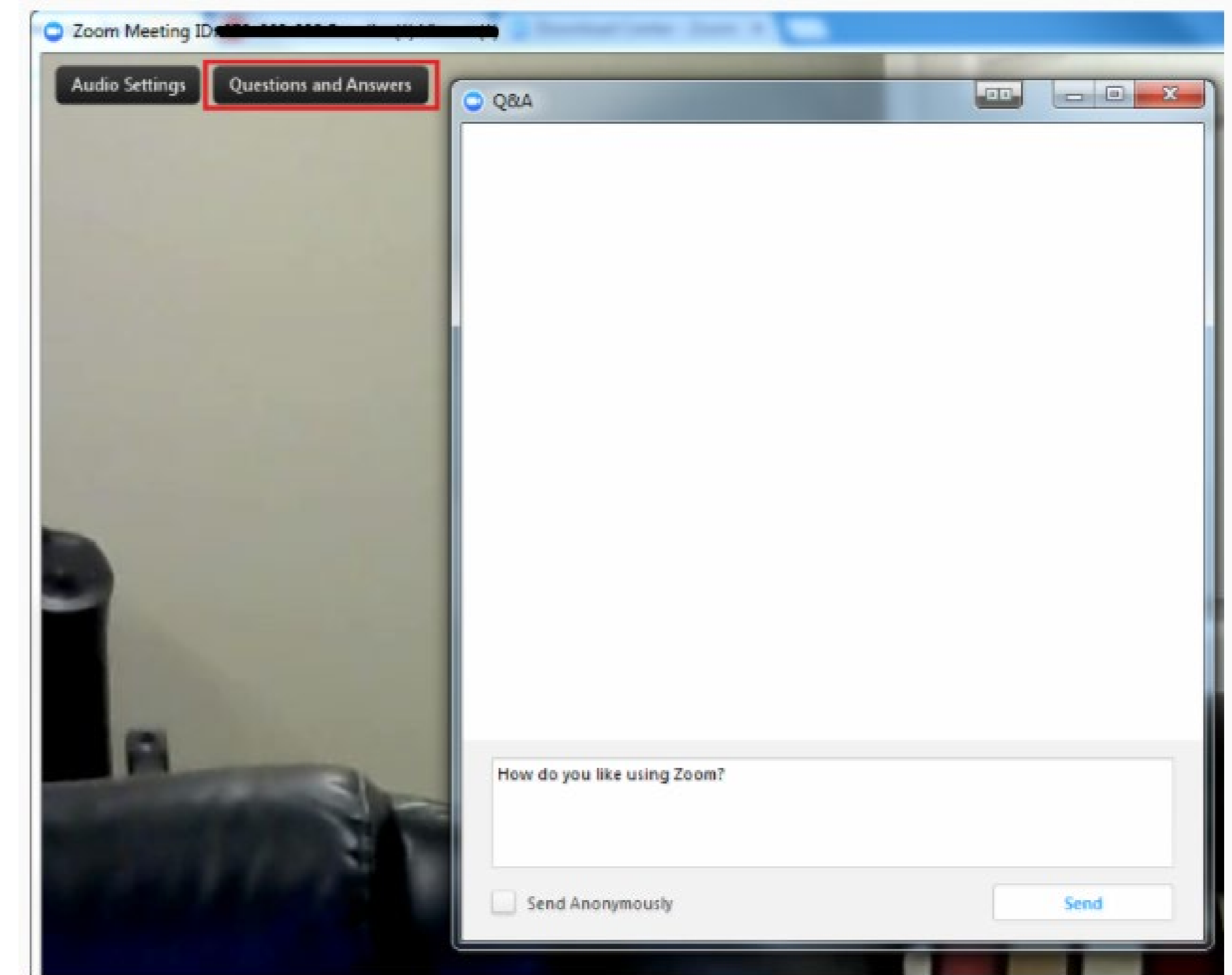
The screenshot shows a software interface for live captioning. At the top, there is a title bar 'Voice Relay Demo' and a navigation menu with icons for 'Live Captions', 'Transcript', 'Message Center', and 'Settings'. The main area is a black box with white text showing a conversation between Carol and Michelle. Carol's messages are: 'If the customer wanted them to add something else about, you know, people trying to speak one at a time, etc., or whatever they wanted to say, the operator would say that.', 'That's correct. It is stated at the beginning of the call.', and 'Yeah, that might be something that we want to look at because you can usually hear when someone else joins, and maybe the operator would want to jump in there and say that again.' Michelle's messages are: 'is that stated at the beginning of the call, but when people come in late -', 'When I got here, the call was already in progress, so I didn't get that, either.', and 'Is there any way -- I don't know. That might get confusing if the call is already in progress. Then saying the operator is relaying something, and after that, they have to stop and do that. Is there any way that -- I don't know -- they could find out? Or when'. At the bottom, there is a text input field labeled 'Message to Captioner' and a blue play button icon.

Q & A

To reduce background noise, we have muted all participants. Although chat has been disabled, you are welcome to communicate by using the Q & A box.

Your Participation

- We will monitor the Q & A box throughout the presentation. Please feel free to use it at any time for any comments or questions you have.
- Simply click on the Q & A box panel at the top left corner of your screen and send us your question.



Meet Our Participants (Poll Question)

What is your role in supporting young learners?

1. Educator
2. School or district leader
3. School board or local education agency member
4. State administrator, official, or policymaker
5. Community-based organization (library, museum, etc.)
6. Parent/caregiver
7. Other

REL Central: Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

REL Central: Early Childhood Education Research Alliance

An alliance united by goals to improve school readiness and access to high-quality early childhood education programs.

Areas of Focus



Data Use



Teacher Support
and Preparation



School Readiness

Meet Our Presenters

- Anne Butterworth, REL Central
- Carrie McKee, Rocky Mountain PBS
- Treloar Bower, Denver Museum of Nature & Science
- Marietta Stechmeyer, STRIVE-Prep Ruby Hill

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Goals

- To share research on what constitutes effective summer learning programs and school-community based partnerships.
- To provide an overview of the development of Rocky Mountain PBS's Colorado Classroom.
- To share strategies and resources from Colorado Classroom to address unfinished learning in kindergarten through grade 3.

Addressing Unfinished Learning Through School – Community Based Partnerships

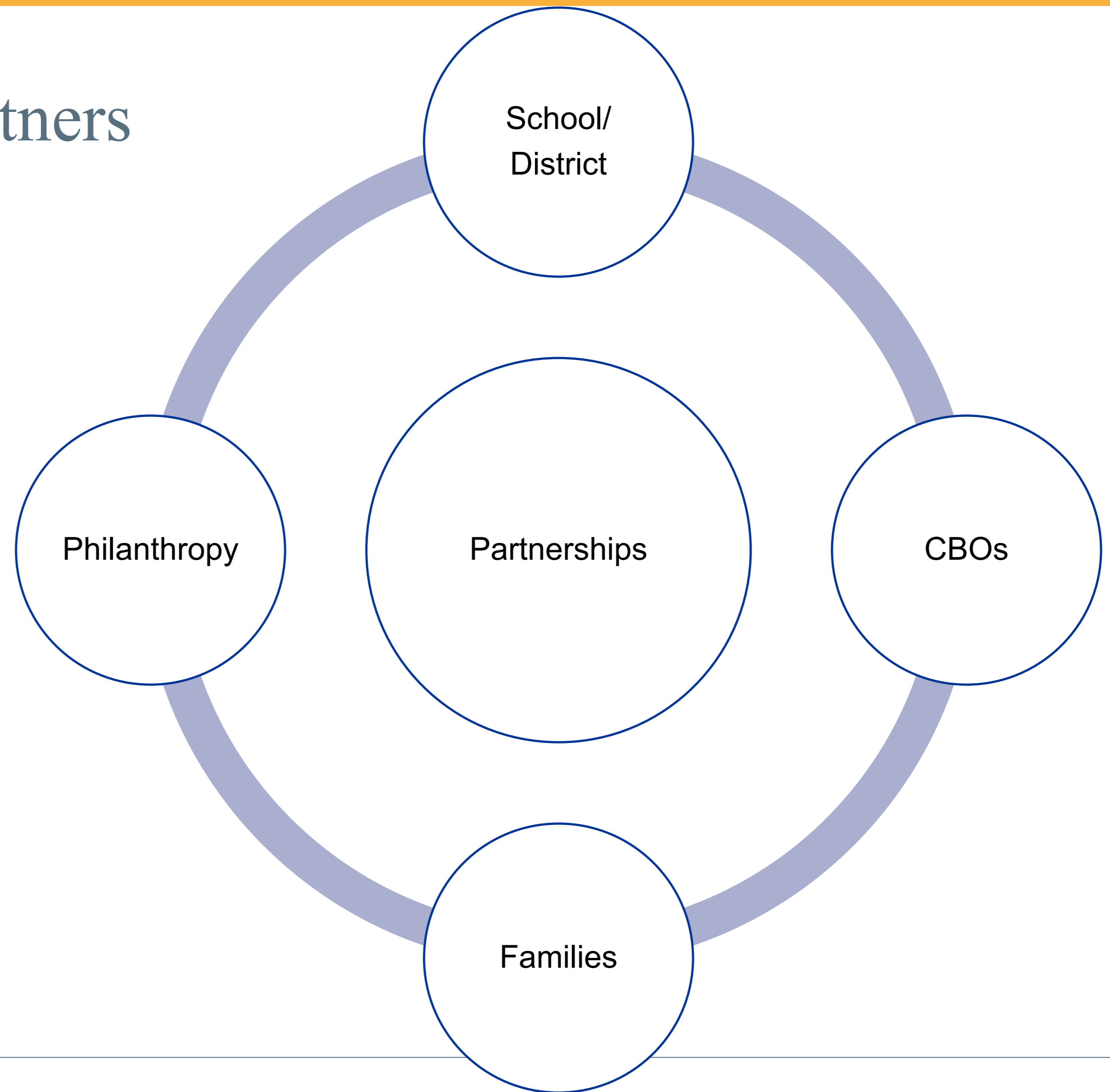
COVID-19 Disruptions to Learning

- Disruptions to in-person learning during spring 2020 and the 2020/21 school year have impacted the learning and development of over 55.1 million children across the country.¹
- Younger students may be experience even greater loss.²
- State and local education agencies are exploring how summer interventions can support unfinished learning.
- Community-based approaches and partnerships will be important for meeting the demand to address unfinished learning.

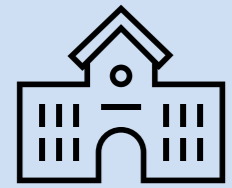


Summer learning program partners

Different partners bring different resources and capacities to build and support summer learning programs.



Summer Learning Programs³



Summer school programs often remedial learning focused



Community-based programs afterschool or out of school learning



Home-based programs in which families are provided with information and resources to encourage reading or other learning

- All three types of programs can have a positive impact on learning and retention when they are
 - high quality
 - recruit vulnerable children
 - and engage families

Effective summer learning programs and school-community based partnerships^{3,4,5}

- Out of school learning programs should connect with school and classroom activities to ensure a shared mission for improving academic performance.
- Students and families most in need of additional support may need more targeted recruitment because they are least likely to seek out resources.
- Programs should be responsive to individual student needs and deliver learning opportunities in engaging ways.
- Community-based partners delivering out of school learning should capitalize on program flexibility to design engaging learning experiences.

Introduction to Colorado Classroom



ROCKY MOUNTAIN  **PBS.**
for **YOU**

**COLORADO
CLASSROOM**



Two Phase Rapid Response to Support Families/Educators Statewide

PHASE ONE Read with Me at Home

MARCH 2020 – Pandemic presented challenges for families/educators

Response needed to mitigate short & long-term impacts of lost classroom time on youngest students

Joint effort between The Office of Governor Jared Polis, the Colorado Department of Education, Colorado Education Initiative & several other partners





PHASE ONE

Developed, produced & aired five-week, teacher led, two-hour RMPBS daily programming for K-3 students

*** GOAL: REACH UNDER-RESOURCED COMMUNITIES**

Created through lens of diversity, equity and inclusion

- Translated resources for closed-captioning, printed lesson guides with multiple access points
- RMPBS was the only source able to broadcast across all Colorado Communities



WEEK 1 | LESSONS 1-2

English Language Development

- Singular nouns are one person, place, thing, or animal.
- Present-tense verbs tell what the noun is doing right now.
- All sentences need a noun and a verb. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

The dog jumps.
The cat naps.
The horse trots.
The sloth hangs.
The tiger hides.
The shark swims.

Write your own sentence using the following sentence stem:
The (animal) (present-tense verb).

VOCABULARY

- Dog
- Cat
- Horse
- Sloth
- Tiger
- Shark

ARTS & MUSIC CONNECTION

Do you know the song Old MacDonald with stuffed animals, or draw your own and change the lyrics from the past to the present-tense "has."

Old MacDonald has a farm
E-I-E-I-O
And on his farm he has
E-I-E-I-O
With a moo moo here
And a moo moo there
Here a moo
There a moo
Everywhere a moo moo
Old MacDonald has a farm
E-I-E-I-O

PHONICS TIP

Play word games with your family. For example, "I spy with my little eye something that starts with the sound 'T'."

SEMANA 1 | EPISODIO 1-2

Desarrollo del idioma Ingles:

- **Sustantivos singulares** son una persona, lugar, cosa, o animal
- **Verbos de tiempo presente** dicen que el sustantivo está haciendo ahora
- Todas las oraciones necesitan un **sustantivo** y un **verbo**. El sustantivo y el verbo deben estar de acuerdo.

Escritura:

¡Practica escribiendo las oraciones de hoy!

The dog jumps.
The cat naps.
The horse trots.
The sloth hangs.
The tiger hides.
The shark swims.

Escribe tu propia oración usando el siguiente formato de oración.
The (animal) (present-tense verb).

VOCABULARIO

- Dog
- Cat
- Horse
- Sloth
- Tiger
- Shark

Conexión del arte y la música:

¿Conoce la canción Old MacDonald? ¡Actuarlo con los peluches, o dibuja el tuyo! Mira si puede cambiar las letras del tiempo pasado "had" a el tiempo presente "has".

Old MacDonald has a farm
E-I-E-I-O
And on his farm he has a cow
E-I-E-I-O
With a moo moo here
And a moo moo there
Here a moo
There a moo
Everywhere a moo moo
Old MacDonald has a farm

Consejo Fónico de la Semana:

¡Juega juegos de palabras con tus amigos y tu familia! Por ejemplo,
I spy with my little eye something that starts with the sound "T".

CONCEPT TO PRODUCTION: 3 WEEKS

25 hours of original content created for 1st phase

180-page lesson guides created/translated & distributed digitally & by mail

SUPPORT FROM PBS NEW JERSEY/TENNESSEE



PHASE TWO

Learn with Me at Home

Continued pandemic/school closures for Fall/Winter 2020
Colorado Classroom expanded to include STEM curriculum
25 hours of original content created for 2nd phase



Additional support from new partners:

- Denver Museum of Nature & Science
- Bemis School of Art
- Denver Art Museum
- Denver Botanic Gardens
- Ft. Collins Museum of Discovery
- National Cybersecurity Center
- Denver Zoo
- The Space Foundation
- 77 Libraries statewide



80-page lesson guides created/translated & distributed by libraries, digitally & mail



PHASE TWO

GOAL:

STATEWIDE FAMILY ACCESS TO CRITICAL READING/MATH/SCIENCE CURRICULUM



Developed, produced & aired fifteen-weeks of teacher led, two-hour RMPBS programming for K-3rd grade students

- Translated resources for closed-captioning, printed lesson guides with multiple access points
- Five Themed Weeks:
Created to better engage students and tie-in curriculum



CONCEPT TO AIR: 6 WEEKS





PARTNERS / UNDERWRITING/FOUNDATION SUPPORT



SPRING SPONSORS

Logos for Spring Sponsors: INVEST IN KIDS, CEI, GARY COMMUNITY INVESTMENTS (Working together for Colorado's children), CEA COLORADO EDUCATION ASSOCIATION, 100 SCHOLASTIC, COLORADO Department of Education, and Bright by Text.

FALL SPONSORS

Logos for Fall Sponsors: CEI, COLORADO Department of Education, CEA COLORADO EDUCATION ASSOCIATION, GOVERNOR JARED POLIS, DENVER MUSEUM OF NATURE & SCIENCE, INVEST IN KIDS, Bright by Text, CCI COLORADO COUNTIES, INC., COLORADO Department of Education Colorado State Library, COLORADO EMPOWERED LEARNING, ERN, DELTA DENTAL, Hassel & Marianne Ledbetter, BUELL FOUNDATION Investing in Colorado's Future, bloom a loo family foundation, Ent Credit Union, PNC, Grow Up Great, and Edson Foundation.



COMMUNITY REACTION



“We are watching all the kindergarten and first grade lessons. The teachers are all amazing in their own way. Even though it is through the TV, they are so creative about the lessons and add fun to it. We've had a hard time trying to get our young kids to sit down and do any learning for very long. Being home, they just want to play. The Colorado Classroom has provided a great tool for our family to get the kids more interested in learning for a little bit. Please tell the teachers they are doing a great job and we are so fortunate to have access to them for a few weeks! Thank you also for organizing the videos by grade so we can find them easier.”

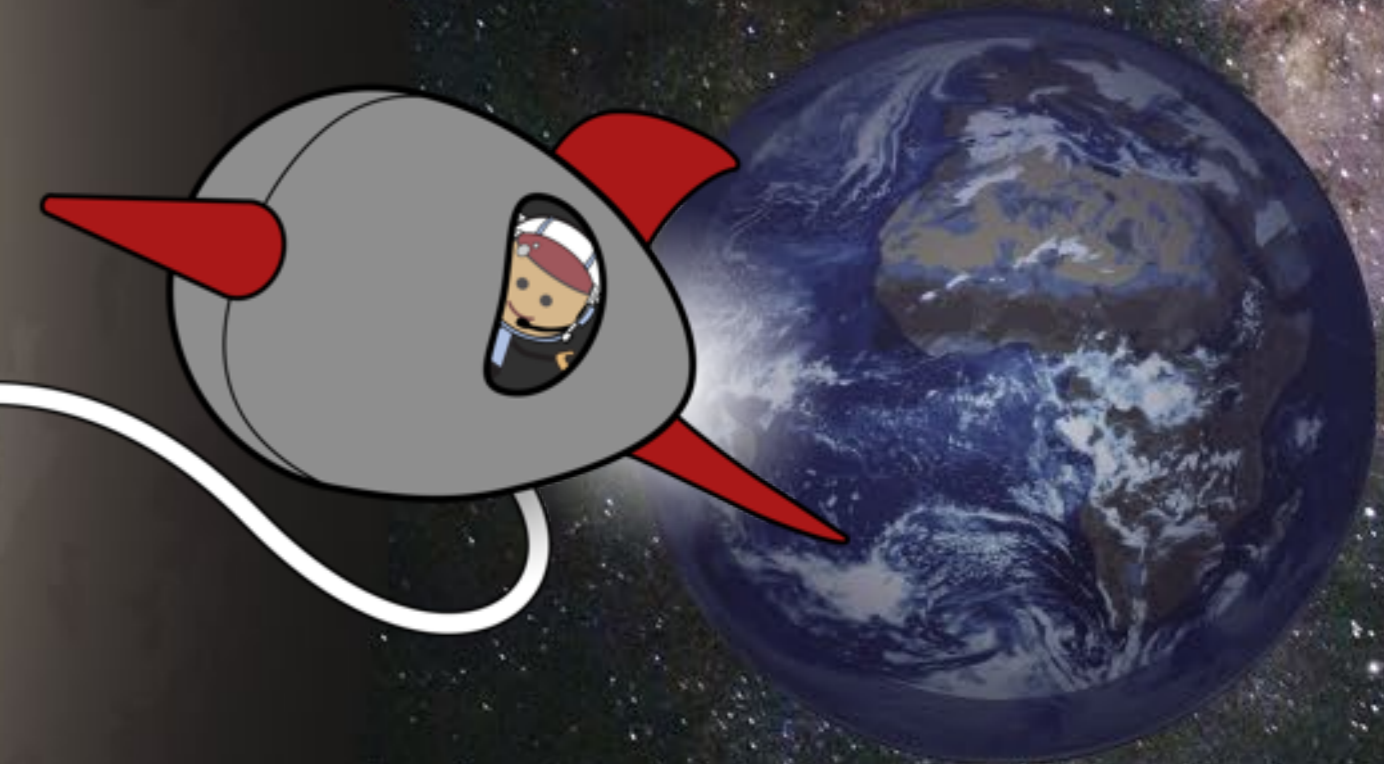
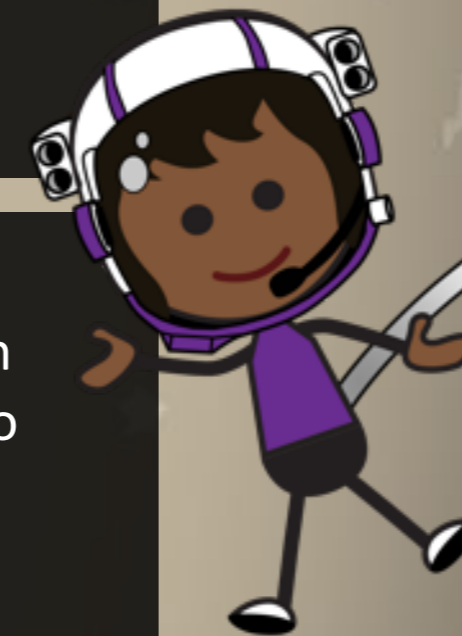
– Andrea Trujillo,
Parent

“Thank you immensely for your reading program in the morning for my kindergartener-to-be. It's been a struggle to teach. I'm dyslexic and don't really understand phonics, much less how to teach it. I feel like my son is really getting something out of your programming change.”

– Scott Wilkerson, Parent

“How long will your Colorado Classroom - Read with Me at Home program be available online? I'd love to use it next year as a homework option for my low students.”

– Carmen Moyer, Teacher





Teachers on TV? Schools Try Creative Strategy to Narrow Digital Divide

It's another way to reach students without internet or computers during the pandemic.

The New York Times

Public television stations have worked out similar partnerships with educators in at least 15 states, according to America's Public Television Stations, a nonprofit organization that coordinates with local stations.

Melissa Good, a sixth-grade teacher in the mountain community of Montrose, Colo., said she was nervous about teaching writing skills on TV. But she did it anyway for Rocky Mountain PBS' program because, she said, she has seen the learning deterioration that takes place when children lack internet at home.

BY THE NUMBERS

Over 50 hours of Educational Programming Created

Over 600 hours of Programming Aired

- Repeated through the Summer and Winter for maximum impact
- Re-aired over night to allow for DVR Recording

10 FTE EQUIVALENTS

from Content, Creative Services, UW, Leadership Giving, Marketing, Statewide Regional Innovation Centers, Foundations and Grants teams

Extensive PR/Marketing Engaged

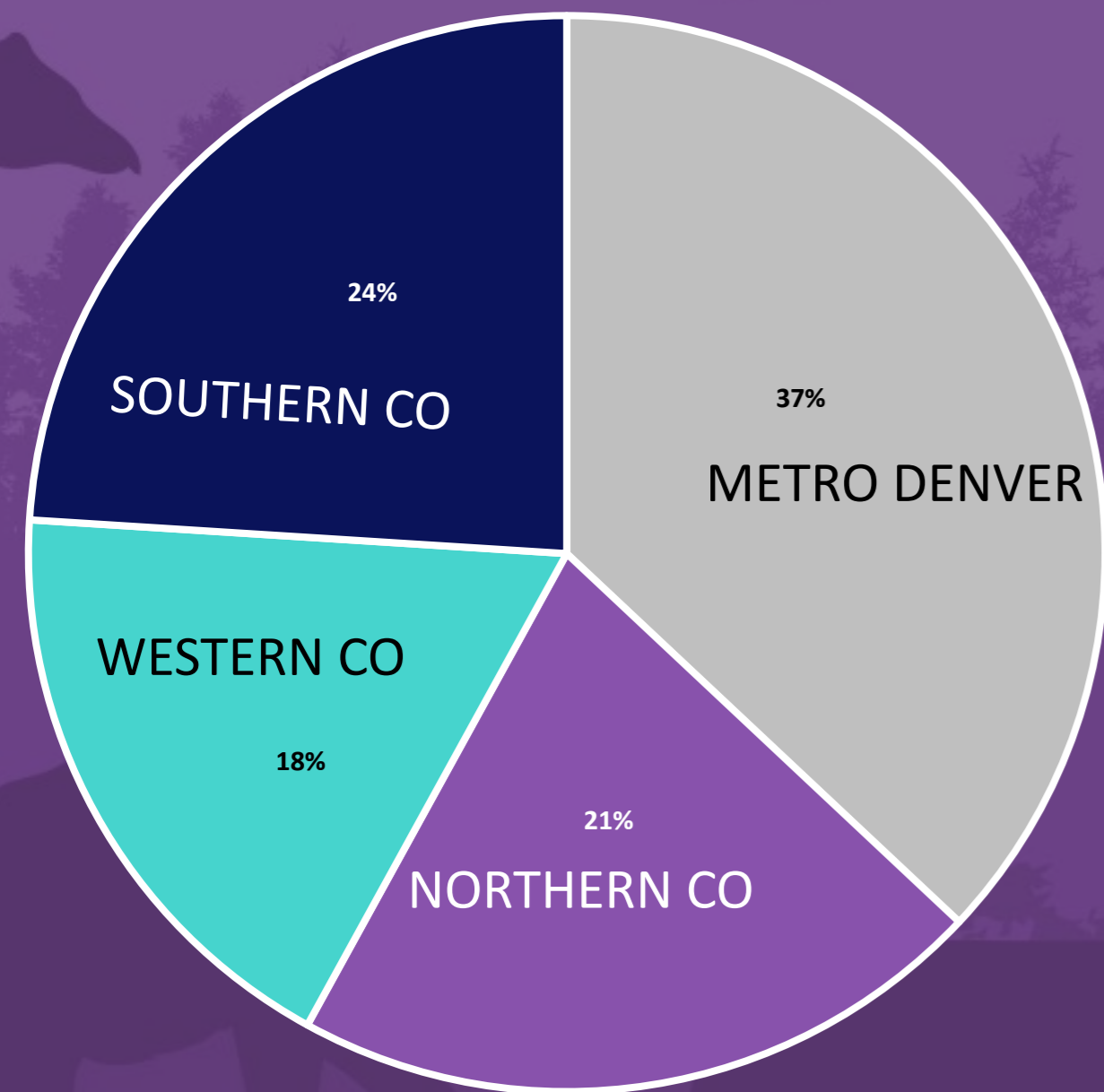
State, Community Partners, School Districts, Paid

RATINGS ROSE IN BOTH 8-10 AM AND OVERNIGHT

SLOTS

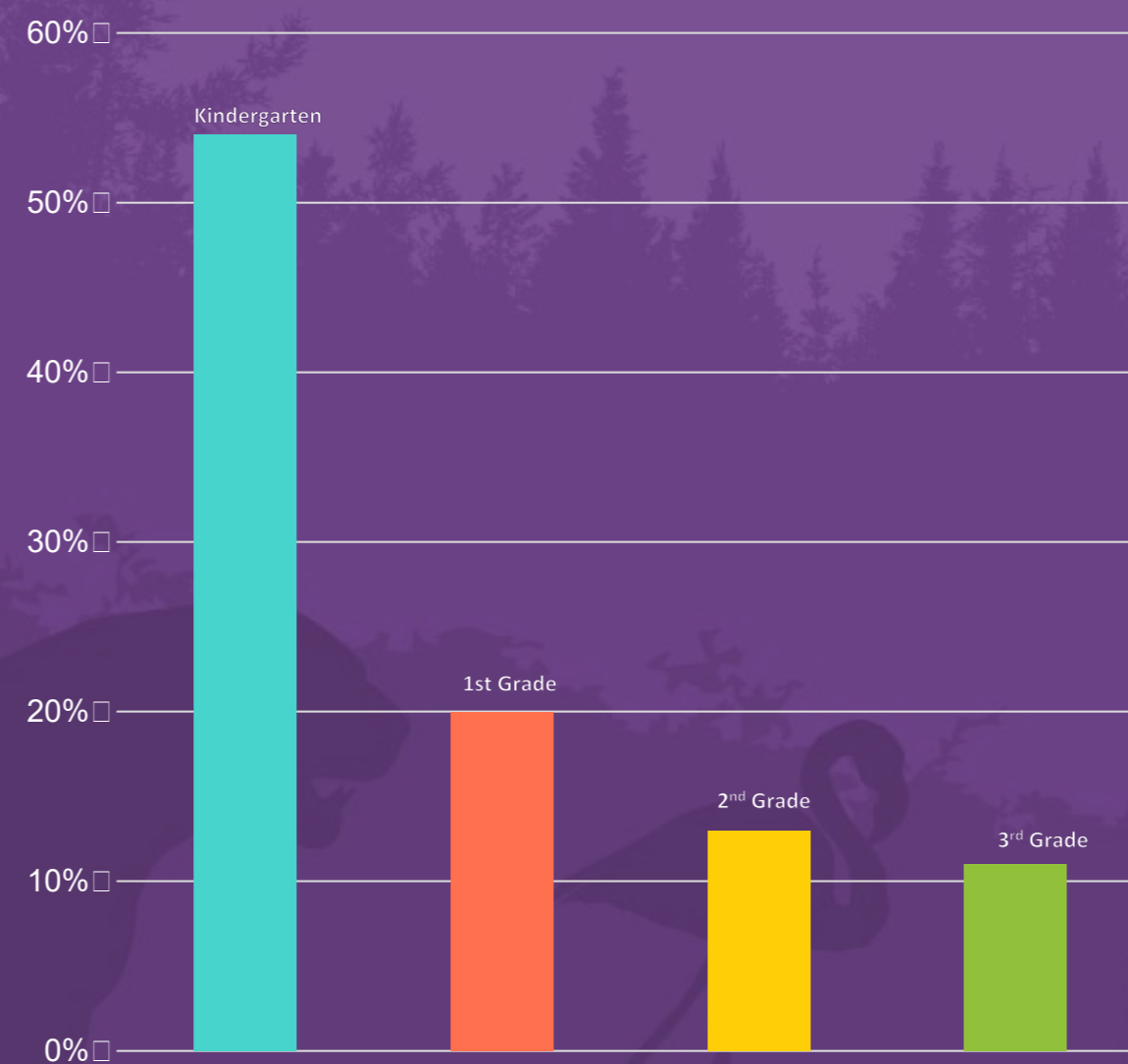
- 1000+ Daily households in the Denver area | 1000+ Daily households in other parts of the state
- Nearly 100k digital pageviews from Website/Facebook
- Over 10k Video Streams

Average View Duration: 8 minutes | 4.25 minutes on YouTube



COLORADO CLASSROOM: READ WITH ME AT HOME
STATEWIDE IMPACT – LESSON PLAN REQUESTS

ENGAGEMENT BY GRADE LEVEL



BY THE NUMBERS

May-June 2020

- Over 700 requests for 180 page printed in-home learning materials (English and Spanish)
- 75% of books were distributed to families
- Learning books mailed to every region of Colorado
Greater demand outside of the Denver Metro area

September 2020-January 2021

- 210 households requested materials
- 771 learning guides requested among those households
- 166 learning guides requested from 23 libraries
- 19 Spanish guides requested

Breakdown of Requests as of 1/20/2021

- 55% - KINDERGARTEN/PREK
- 20% - 1st GRADE
- 14% - 2nd GRADE
- 12% - 3rd GRADE

WHAT IS NEXT?

Preschool/Kindergarten Primary Focus

- Fill in with content to support student “catch-up”
- More community listening to understand greatest post-COVID needs
- Partner content
- PBS KIDS resources leveraged to expand audience and access



Using Colorado Classroom Materials to Address Unfinished Learning

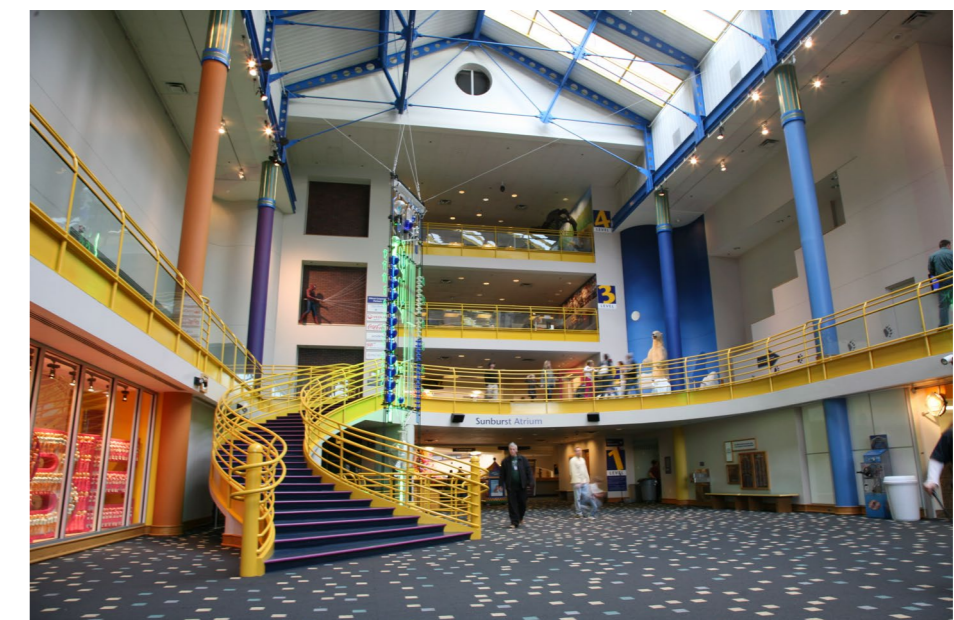
Q & A: Using Colorado Classroom Materials

- What have been the most successful strategies and resources from Colorado Classroom that educators, families, and caregivers can use to address student learning needs over the summer?



Q & A: Community Partners

- How can community-based partnerships support development and distribution of materials to families and caregivers to help students over the summer?



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Q & A: Lessons Learned

- What are some lessons learned in the development of Colorado Classroom materials?



Q & A: Supporting Families

- What do families and caregivers identify as the biggest concern to support their children's academic and/or social-emotional development?



Questions?

References

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