

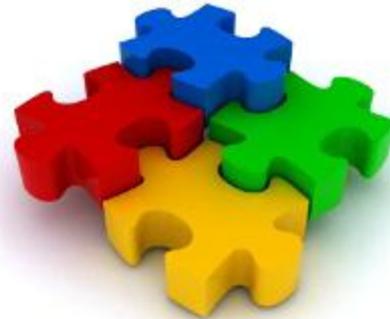


Washington State Department of  
**Early Learning**

*P-3 Collaboration in Washington:  
Where we've been, where we're going*

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*Kids' Potential, Our Purpose*

- ❑ About today
- ❑ About the Bremerton School District—What?
- ❑ About P-3 partners—How?
- ❑ About the case for P-3 partnerships—Why?
- ❑ About Washington state initiatives—What next?



# The Bremerton School District

*Kids' Potential, Our Purpose*



## Bremerton School District—Demographics

- ❑ 5,000 students, grades P-12
  - ▣ Military, transient, “blue-collar” population
  - ▣ 60 percent free and reduced price lunch
- ❑ In 2001, only 4 to 6 percent of Bremerton children entering kindergarten were school-ready



# Bremerton School District—The Plan, Year 1

- ❑ Invite all **preschools** to meet with K-12 to:
  - ▢ Renew effective practices
  - ▢ Establish focus and goals
  - ▢ Learn brain research
  - ▢ Establish trust



## Bremerton School District—The Plan, Year 2

- ECCE partnership implements the literacy program
  - ▲ Preschool teachers:
    - Reviewed the research
    - Chose literacy curricula
  - ▲ Bremerton School District:
    - Purchased curricula and “loaned” to pre-k classrooms
    - Provides ongoing curricula training
    - Provides DIBELS results annually to preschools
    - Endorses preschools that follow the curriculum and makes gains
    - Provides .5 fte teacher to help with special education issues

## Bremerton School District—The Plan, Year 3

- ❑ Continued ECCE Partnership
- ❑ Added **extended kindergarten** for at-risk children
  - 🔺 “Double-dosed” with a kindergarten teacher in the p.m.
  - 🔺 Began mid-October



## Bremerton School District—The Plan, Year 4

- ❑ Continued ECCE Partnership
- ❑ Added free **all-day kindergarten** for all
  - 🔺 Structured, established times/curricula for literacy and math
  - 🔺 Time for the arts, PE, library
  - 🔺 Assessment “loops” back to preschool



## Bremerton School District—The Plan, Year 5

- ❑ Continued ECCE Partnership
- ❑ Continued all-day kindergarten for all
- ❑ Added **Primary Grade Continuity**
  - ▢ “Pass the Baton” meetings
  - ▢ Ramp up instruction to higher levels of children’s funding
  - ▢ Structured, established times/curricula for literacy and math
  - ▢ Walk to Read, RTI, safety net supports



# Bremerton School District—The Results



	Benchmark	Strategic	Intensive
<b>May 2007</b> All-day kindergarten	92.3%	5.9%	1.8%
<b>May 2006</b> Extended kindergarten	79.1%	15.3%	5.6%
<b>May 2005</b> Extended kindergarten	70%	23.7%	6.3%
<b>May 2002</b> Early Childhood Partnerships	55.9%	31.5%	12.6%

# Bremerton School District—Lessons Learned

- ❑ Importance of building relationships
  - △ Partnerships must be ongoing and nurtured (e.g., monthly meetings)
  - △ Relationships must be respectful/reciprocal
  - △ Shared common language among all partners
  - △ Building schools that are family-friendly AND community and preschool friendly
  - △ Families AND community preschools that are school-friendly
  - △ Respectful review of data



# Bremerton School District—Lessons Learned

- ❑ Importance of being structured and intentional
  - ▢ Research-driven, consistent curriculum
  - ▢ Ongoing staff development (e.g., learning walks, teacher on special assignment)
  - ▢ Providing an assessment loop so preschools/teachers get feedback (“endorsement” posted)
  - ▢ Providing pre-k primary/focus
  - ▢ P-3 alignment
  - ▢ Walk to Read (flexible groupings)
  - ▢ Revise and adjust
  - ▢ Looking at fade out
  - ▢ Accelerating the learning (“Pass the Baton”)



# Bremerton School District—Lessons Learned

## ▣ Importance of Accountability

- ▣ District HOPE goals
- ▣ Monthly in-depth:
  - ▣ Comprehensive School Improvement Plan (CSIP) presentations
  - ▣ Program evaluation presentations
  - ▣ Discussion
- ▣ Fiscal accountability (e.g., \$800,000 savings per year)



# Bremerton School District—Lessons Learned

## ▣ Importance of Continuity

- ▣ Must be a P-3 focus and commitment
- ▣ Damaging data regarding “fade out” effects
- ▣ Weight-loss analogy



## P-3 Partnerships



## P-3 Partners

### ▣ Assumptions:

- ▣ Partnerships are true partnerships when they are reciprocal/balanced
- ▣ There are many underused/unused partners in every community—seek them out and remember to be their “partner”



## P-3 Partners—Potential/Actual Partners

- ❑ School board/school district central administration
- ❑ Board/governance of preschools
- ❑ Volunteers
  - ▢ Ameri-Corp
  - ▢ Local dignitaries (mayor, minister, symphony conductor)
- ❑ Community colleges/universities
  - ▢ Joint grant efforts
  - ▢ Internship placements
  - ▢ Nursing partnerships
  - ▢ Early childhood/student teaching partnerships
- ❑ Health/mental health professionals
  - ▢ Co-locate service providers in schools
  - ▢ Joint fund staff/grants
  - ▢ School-linked classes
  - ▢ On-site immunizations



## P-3 Partners—Potential/Actual Partners (cont'd)

### ▣ Businesses and service organizations

- ▣ Donated materials/3<sup>rd</sup> grade dictionaries
- ▣ Tutors/mentors
- ▣ Food
- ▣ Scholarships

### ▣ Private donors/foundations

- ▣ Retired teachers
- ▣ “If you build it, they will come”

### ▣ Military

- ▣ Ships adopt a school
- ▣ Mentors/tutors
- ▣ PSNS tutor partnership
- ▣ Computers/technology

### ▣ Native American Tribes

- ▣ Elders-public relations
- ▣ Mentors/tutors
- ▣ Social services providers
- ▣ First Nations grants
- ▣ Casino grants

### ▣ Chambers of commerce

### ▣ Media

- ▣ “Feed the press”
- ▣ Assign as someone’s job
- ▣ Create your talking points
- ▣ Use your own Web site, publications
- ▣ “Did you know?”



# The Case for Pre-3 Partnerships



## P-3 partnerships are important because...

- ❑ There are basic health needs that create great risk for children:
  - ▣ In 2007, 4.6 percent of Washington children had no health insurance
  - ▣ In 2008, half of all births in Washington were funded by Medicaid
  - ▣ The number of children living in families requiring food stamps has risen by 30 percent since 2007
  - ▣ These data are not distributed equally across race and ethnicity so poverty has cumulative and interactive effects.

*(Source: Poverty and Potential: Out of School Factors and School Success, David Berliner, 2009)*



- Among entering kindergartners, there are large gaps in reading readiness:
  - ▣ 5 percent come to school with knowledge and skills ready to read
  - ▣ 20 to 35 percent find learning to read fairly easy
  - ▣ 60 percent find learning to read challenging

*Source: National Educational Service*



## Beginning kindergartners' school-readiness skills by socioeconomic status

	Lowest SES	Highest SES
Recognizes letters of alphabet	39%	85%
Identifies beginning sounds of words	10%	51%
Identifies primary colors	69%	90%
Counts to 20	48%	68%
Writes own name	54%	76%

Approximately one-third of middle-class students and approximately one-quarter of upper middle-class students **do not know the alphabet** when they enter kindergarten.

*Source: Inequality at the Starting Gate (Lee and Burkam, 2002)*



## The 'Pre-K Pinch'

- ❑ The cost of early childhood education programs for families has risen faster than inflation for more than a decade.
- ❑ Between 1996 and 2006, median prices rose 30 percent, but the cost of early care and education rose 60 percent.
- ❑ Families earning between \$30,000 and \$40,000 a year are less likely to enroll their families in early education programs than families living in poverty.
- ❑ In Washington, early care and education programs account for 30 percent of middle-class families' monthly expenses.

*(Source: The Pre-K Pinch: Early Education and Middle Class, November 2008)*

## P-3 partnerships are important because...

- ▣ Data show that investing in early learning works:
  - ▣ Longitudinal studies show long-term positive benefits for kids and families:
    - ▣ HighScope Perry Preschool Study
    - ▣ Carolina Abecedarian Project
    - ▣ Chicago Child-Parent Center Program



## P-3 partnerships are important because...

▣ Data show that investing in early learning works:

▣ Benefits include:

- ▣ Increased reading and math skills
- ▣ Social competence
- ▣ Staying in school
- ▣ College attendance
- ▣ Full-time employment in adulthood

▣ Effects found if:

- ▣ Quality programs
- ▣ Usually full-day
- ▣ Followed through in K-12



### Estimated Effect Sizes of Major Recommendations

Full-day kindergarten	.77
Class size of 15 in grades K-3	
<i>Overall</i>	0.25
<i>Low-income and minority students</i>	0.50
Multi-age classrooms	
<i>Multi-grade classrooms</i>	-0.1 to 0.0
<i>Multi-age classrooms</i>	0.0 to .50
Professional development with classroom instructional coaches	1.25 to 2.70
Tutoring, 1 on 1	0.4 to 2.5
English language learners	0.45
Extended-day programs	Mixed
Structured academic focused summer school	0.45
Embedded technology	.30 to .38
Gifted and talented	
<i>Accelerated instruction or grade skipping</i>	0.5 to 1.0
<i>Enrichment programs</i>	0.4 to 0.7

*Effect sizes greater than 0.25 are significant and greater than 0.50 are substantial.*

*Source: Picus and Associates*

## P-3 partnerships are important because...

- There are economic advantages to schools and to society
  - ▢ Schools save money
    - Increased enrollments
    - Public goodwill/support for levies and bonds
    - Costs avoided for remedial programs
  - ▢ Society saves money
    - Less incarceration
    - Less welfare
    - More taxpaying citizens



## P-3 partnerships are important because...

- ❑ The brain grows the most in the first five years of life



Phonological processing  
Sound-symbol connection  
Word meaning  
Letter recognition

Source: *The Brain: Considerate Classroom of the Future*, K. Wesson, Learning and the Brain Conference, February 2007)

## P-3 partnerships are important because...

For each student who starts school ready to learn, a school district saves \$3,000 per student per year in special education and other remedial work.

*(Source: League of Education Voters 2007 Citizens' Report Card on Washington State Education)*

For every dollar invested in early learning, about \$8 is saved in remedial education, public safety, incarceration, dropout rates, abuse and neglect, and health care costs.

*(Source: Washington Learns Final Report, November 2006)*



# Washington State Early Learning Initiatives— What's next?



## Gov. Gregoire is passionate about early learning

- ❑ “Education is the single most important investment we can make for our children, our state, our economy and our future.”
- ❑ “If we can get these first five years right, kids won’t get frustrated and drop out.”
- ❑ My assignment: Deliver a world-class early learning system that fulfills the promise of Washington Learns



# Washington State Department of Early Learning

What we do at DEL...





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