

Family Engagement and Early Childhood in Kansas

Kansas State Department of Education Annual Conference

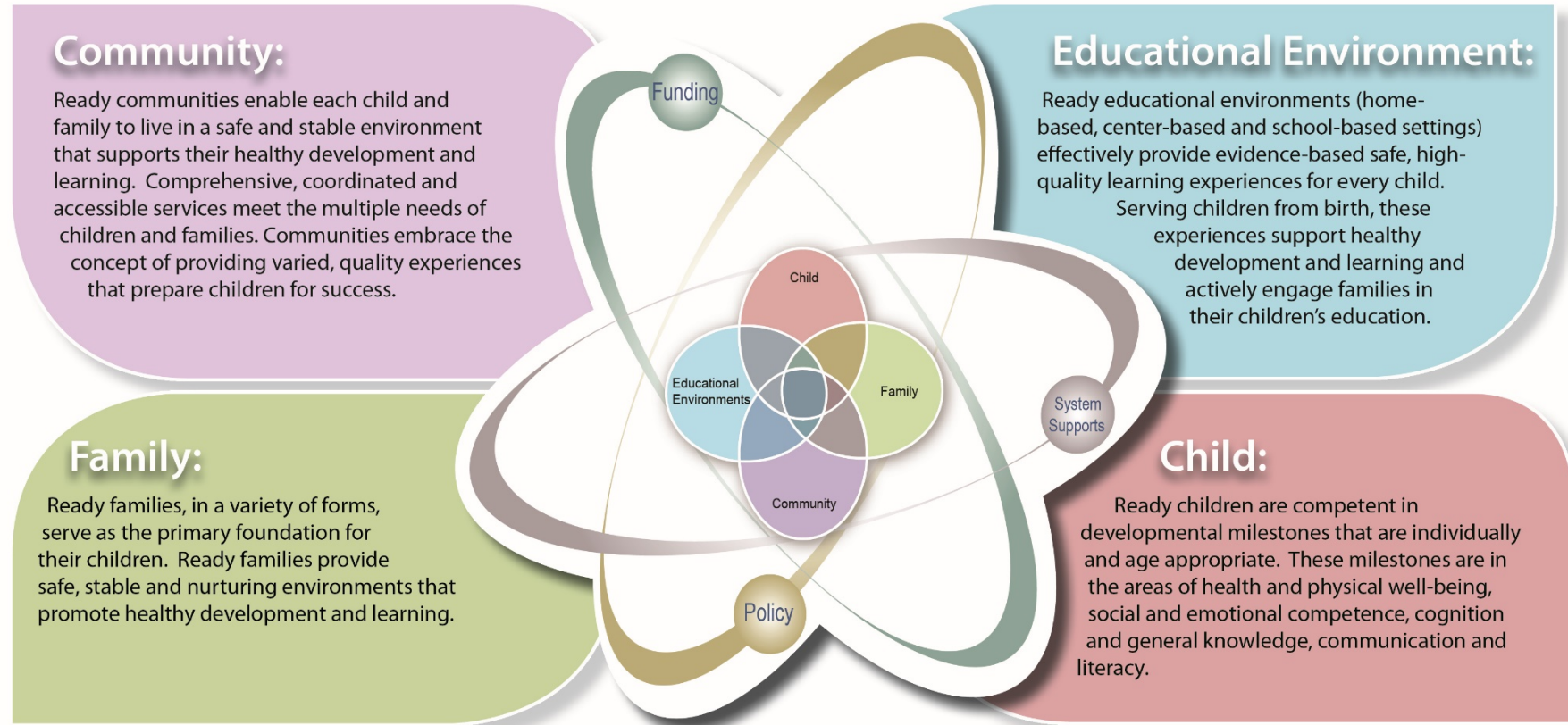
October 27, 2015



Presentation Overview

- Early Childhood Standards, School Readiness Framework, Family School Partnership Standards K-12
- State Need: Emphasis on Family Engagement in Early Childhood
Vera Stroup-Rentier, Assistant Director, KSDE Early Childhood, Special Education and Title Services Team
- W.K. Kellogg Foundation Grant (KCEFE)
 - Purpose
 - Goals
- Kansas Family Engagement and Partnership Standards for Early Childhood
Barbara Gannaway, Project Coordinator, KCEFE
- County Project Example
Kathy Johnson, Chair, Early Childhood Coalition of Shawnee County
Katy Englehart, Director, Pine Ridge Prep

School Readiness Framework

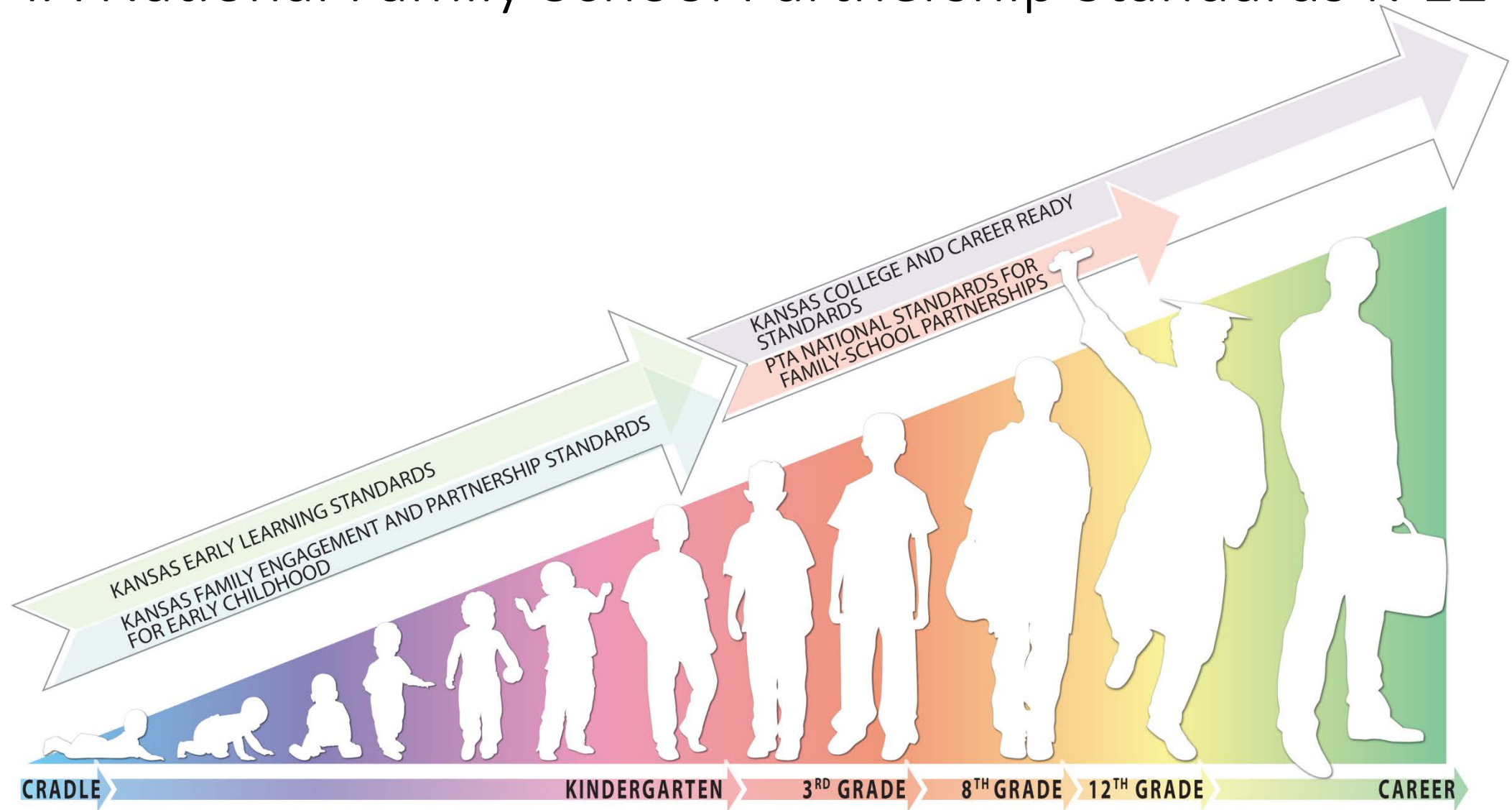


Kansas Early Learning Standards (2014)

- Approaches to Learning
- Physical Health and Development
- Social and Emotional Development
- Communication and Literacy
- Mathematics
- Science
- Social Studies
- Creative Arts



PTA National Family School Partnership Standards K-12



State Need: Emphasis on Increased Family Engagement in Early Childhood

- W.K. Kellogg Foundation Grant – 2 goals
- Development of Family Engagement and Partnership Standards for Early Childhood at the State level.
- Partner with 10 Kansas counties to engage families in their children's learning and development (birth-5).



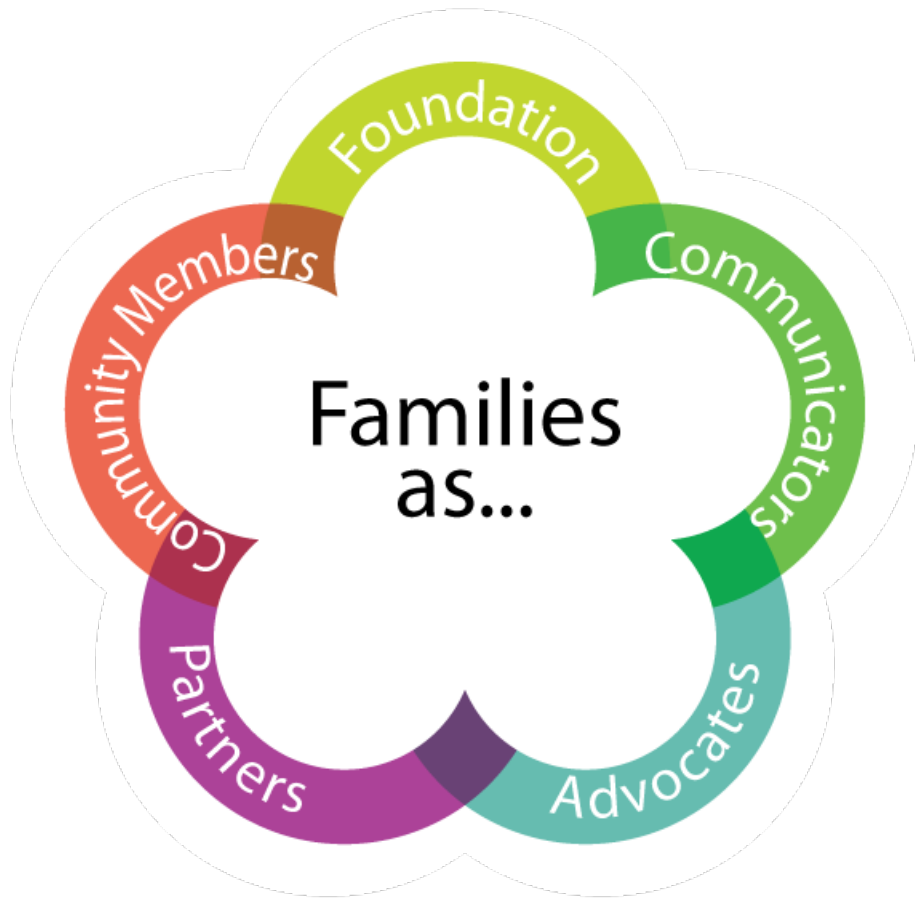
Kansas Coalition for Effective Family Engagement

Purpose:

The purpose of the Kansas Coalition for Effective Family Engagement (KCEFE) is to strengthen early learning outcomes of vulnerable children by developing leadership and building capacity of families, schools, and communities to work together to promote success.



Kansas Family Engagement and Partnership Standards for Early Childhood



Families as...

- Foundation
- Communicators
- Advocates
- Partners
- Community Members



Families as **FOUNDATION**

All families are recognized and promoted as their child's first and most influential teacher.

- Families **provide stability** in daily experiences for their children
- Families **provide** nurturing environments for their children
- Families **promote learning** for their children
- Children have **good physical health as appropriate** for their development
- Children **demonstrate developmentally appropriate growth and learning skills**



Families as **COMMUNICATORS**

Early childhood providers have **effective** and **ongoing communication**.

- Program and **family consistently initiate communication and share knowledge** that is timely and continuously facilitated through multiple methods.
- Practices supports and resources are **responsive to the cultural, ethnic, racial, language and socioeconomic characteristics and preference of families and their communities**



Families as **ADVOCATES**

Families actively engage as an advocate and **decision-maker** for their child.

- Families have opportunities that **promote informed options** and **decision-making**.
- Programs and communities engage families by **providing opportunities to be involved in program leadership** and **decision-making**.
- Programs and communities empower families to be **advocates**.
- Families are aware of resources for selecting and accessing needed services.



Families as **PARTNERS**

Successful partnerships exist between families and professionals **based upon mutual trust and respect.**

- Educational environments **actively engage** families in their children's education.
- Early childhood professionals **use child and family strengths as a basis for engaging families.**
- **Families promote learning** for their children.



Families as **COMMUNITY MEMBERS**

Families are **active participants** in their **communities** and **connect** to resources and **services**.

- Comprehensive services **are available, affordable, and accessible.**
- Communities **provide broad supports for families.**
- Families live in safe and stable environments.

Kansas Coalition for Effective Family Engagement

Goal 2:

To engage 10 Kansas counties for development of family engagement capacity at the local level.



County Selection Process

- Grant specifications:
 - Utilize the Kansas Child & Family Wellbeing Indicators
 - Receive assistance from the State Early Childhood Leadership Team
 - Select 10 counties with the lowest overall indicator measurements
 - Meet with each Local Interagency Coordinating Council to secure willingness to participate in project
 - Provide training on family engagement for councils and sub-committees and assistance with development and implementation of county projects



Counties

- Bourbon
- Finney
- Ford
- Labette
- Montgomery
- Neosho
- Seward
- Shawnee
- Woodson
- Wyandotte



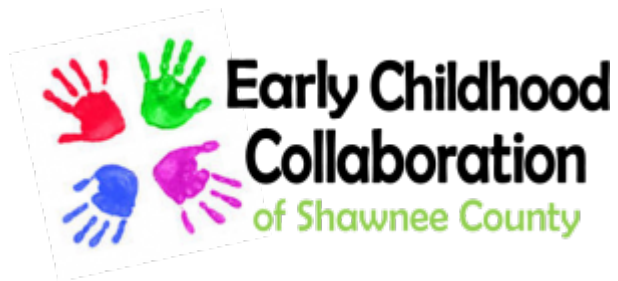
Shawnee County Project

Kathy Johnson, Chair

Shawnee County Early Childhood Coalition

Katie Englehart, Director

Pine Ridge Prep



About Pine Ridge Prep

- Full day preschool with 51 students
- Average yearly income in the Pine Ridge neighborhood is \$8,200
- 80% are single, female head of households
- Adverse Childhood Experiences study
 - 60% with 4 or more, 13% with 8 or more, and 13% with 9 or more
 - Greater risk of many health effects and more – smokers, suicide attempts, teen parents, domestic violence, chronically depressed, etc.
- Program has a goal of parents volunteering and/or participating in school events for 2 hours each month.



Pine Ridge Prep Parent Power

- Google Community:
<https://plus.google.com/u/0/communities/115371256466253000543>
- Log activities they are doing with their child
- Earn points for each activity that they log
- School tracks the points for each family and posts on their Parent Power Board
- Checkpoints for gift cards:
 - 10 points = \$5 gift card
 - 25 points = \$10 gift card
 - 50 points = \$25 gift card
- Grand Prize!

Parent Power Point Opportunities

- **Reading Log (1pt.)** - Monthly Reading Logs will be sent home with each student. Each family that reads to their child, completes the log, and submits it to the classroom teacher and post on the Google Community and receive a Parent Power Point. Total possible points = 9
- **Home Visits (3 pts.)** - Home Visits take place during August and May. At home visits, teachers share information about Pine Ridge Prep and basic child development information with families. A photo of the family will be taken at the Home Visit and posted on the Google Community. The posting of the photo will award the Parent Power Points for this activity. Total possible points = 6.
- **Fall Parent Teacher Conferences (3 pts.)** - Fall Parent Teacher Conferences take place in October at the school. At this conference, teachers learn how the child is doing at home, and families learn about student assessment results, curriculum progress, and the overall status of their child's education. A post on the Google Community will result in Parent Power Points for this activity. Total possible points = 3.
- **Spring Parent Teacher Conferences (3 pts.)** - Spring Parent Teacher Conferences take place in February at the school. At this conference, teachers learn how the child is doing at home, and families learn about winter student assessment results, curriculum progress, and the overall status of their child's education. A post on the Google Community will result in the overall status of their child's education. A post on the Google Community will result in Parent Power Points for this activity. Total possible points = 3.
- **Family Activity Calendar (1 pt)** - Monthly Family Activity Calendars will be sent home with each student. Each family that completes the educational activities on the log will then submit it to the classroom teacher and post on the Google Community to receive

Family Engagement

1. Everyone has such busy schedules these days, but each week I usually spend a total of:
 - A. 2 hours playing a game, reading, or doing something one on one with my child or children.
 - B. 8 hours playing a game, reading or doing something one on one with my child or children.
 - C. 12 hours playing a game, reading or doing something one on one with my child or children.
2. I participate in school activities such as open house, parent teacher conferences, or volunteer at school.
 - A. Never or not yet
 - B. Seldom (one – two times a year)
 - C. Several times a year (three – five times a year)
 - D. Frequently (more than four times a year)
3. I know how to get help within the community to make sure that my child is getting what he or she needs to stay safe and healthy.
 - A. No, I struggle and need help with that often.
 - B. Sometimes I can get help when I need it
 - C. I can usually get what I need for my child
 - D. I haven't had any trouble with that and I can always find help.

My goal:

For additional Information:

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- www.kcefe.net
- www.facebook.com/kcefe.net