FIRST 10 SCHOOLS AND COMMUNITIES

David Jacobson
EDC at a Glance

Advancing lasting solutions to improve education, promote health, and expand economic opportunity.

1958
Founded by MIT researchers

200+
projects managed annually by EDC

1,300 employees; 80 in Early Childhood and Elementary School Education and Care

GLOBAL REACH

80 countries, 50 states in the U.S.
ALL CHILDREN LEARN AND THRIVE

Building First 10 Schools and Communities

Funder: Heising-Simons Foundation

First10.org
Redefining Sandoz Mindset Birth - 5th Grade

- District and School Site Plan
- Shared Leadership
- Instructional Practices
- Family Partnerships
- Dropping Middle Class Mindset
- Responsive Classroom

It’s Not A Separate Program, It’s Just What Sandoz is About
Communities of Practice

“Thank you for all the work you do to make our Community of Practice as hands-on as possible. I loved playing the assessment tool games and I learned so much through practice documentation.”

Assistant Teacher
10 Pilot Sites In Year 1
Building a City-wide Birth-3rd System
What Children NEED

• Consistent quality
• Alignment across the age span
• Coordination at each stage of development
Barrier to Improvement: FRAGMENTATION

- Public / Private
- 0-5 / K-12
- Education / Health Social Services
What Children EXPERIENCE

- Inconsistent quality
- Gaps across the age span
- Lack of coordination at each stage of development
Prenatal—Grade 3

- 8 years
- 7 years
- 6 years
- 5 years
- 4 years
- 3 years
- 2 years
- 1 year
- 0 year

Early Elementary

Preschool

Infant and Toddler Care
Community Schools and Comprehensive Services

United Way Community Schools
Strengthening our children’s future. TOGETHER.

- Qualified Teachers, Staff and Administration
- Pre-K to K Transition and School Readiness
- Sufficient School Resources and Supplies
- Gang Awareness and Prevention
- Mentoring and Tutoring Programs
- Safe Routes To and From School
- Family Literacy Programs
- On-Site Vision, Medical and Dental Services
- Arts and Music Enrichment Programs
- Food Bank, Clothing Closet and Basic Needs Partnerships
- Behavioral Health and Social Supports

BASIC NEEDS
FAMILIES AS PARTNERS
ENGAGING INSTRUCTION
SAFE SCHOOLS/NEIGHBORHOODS
POSITIVE YOUTH DEVELOPMENT PROGRAMMING
QUALITY EARLY CHILDHOOD EDUCATION STRATEGIES

Business Leaders
Community Leaders
Higher Education Leaders
Parent Leaders
Political Leaders
School Leaders
Educational Equity

All Children Learn and Thrive
Mutually Reinforcing Collaboration

Effective Schools

All Children Learn and Thrive

Nurturing Families

Strong Communities
First 10 Schools and Communities

Effective Schools

- Professional Collaboration to Improve Teaching and Learning
- Culturally Responsive Partnerships with Families

All Children Learn and Thrive

- Coordinated Comprehensive Services
- Strategic Leadership and Ongoing Assessment

Nurturing Families

Strong Communities

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We adopt a broad definition of early childhood as the entire first decade of life, from prenatal development up to age 10.

(Reynolds & Temple, 2019, p. 13)
First 10 Rationale: Roughly the First Decade

- Powerful, distinctive combination
- Clear signal: early childhood and elementary school education and care
- Whole school change
First 10 Community Partnership

- Local Government
- Elementary Schools
- School Districts
- Early Childhood Centers & Head Start Programs
- Family Childcare Providers
- Social Services
- Health Services
- Libraries
- Housing Authorities

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First 10 School Hub

- Families with Young Children
- Early Childhood Centers & Head Start Programs
- Health Services
- Social Services
- Family Childcare Providers

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First 10 Community Partnership with Hubs

- Local Government
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- Housing Authorities

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The Role of Hubs and Partnerships

Effective Schools

Professional Collaboration to Improve Teaching and Learning

All Children Learn and Thrive

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It’s Not A Separate Program,
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The Role of Hubs and Partnerships

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Coordinated Comprehensive Services

Strategic Leadership and Ongoing Assessment

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Provide Strategic Leadership and Ongoing Assessment

• Effective use of strategic plans and plan management
• Monthly plan management meetings
• Senior leadership and steering committee meetings
• Use of implementation benchmarks and formal evaluation
Building a City-wide Birth-3rd System
Five Recommended Goals

1. Access and Affordability
2. Program Quality
3. Family Engagement and Partnership
4. Access to Quality Healthcare Services
5. Shared Governance and Leadership
Cambridge’s Birth through Third Grade Partnership

Steering Committee

Access and Quality

Health

Family Engagement and Partnership
Cambridge Implementation: Select Initiatives

- Citywide family engagement and partnership definition
- Parenting education
- Home visiting system
- Early childhood mental health consultation
- Preschool scholarship program

- Quality pilot: Family childcare providers
- Quality pilot: Early childhood centers
- Citywide Transition to K plan
- Kindergarten curriculum
- Early grades professional development
Implementation Challenges

**FIRST 10 PARTNERSHIPS**

- Staffing committees
- Ensuring ongoing district commitment
- Building school and center capacity
- Addressing staff turnover

**FIRST 10 HUBS**

- Engaging district leaders
- Tailoring to district priorities
- Developmentally-appropriate standards-aligned practices
- Incorporating new roles into schools
- Deepening leadership knowledge
First 10 Theory of Action

Effective Schools

Professional Collaboration to Improve Teaching and Learning

Culturally Responsive Partnerships with Families

All Children Learn and Thrive

Coordinated Comprehensive Services

Strategic Leadership and Ongoing Assessment

Nurturing Families

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First 10 Theory of Action

• If First 10 School Hubs and Community Partnerships perform four roles:
  • Support professional collaboration to improve teaching and learning
  • Coordinate comprehensive services for children and families
  • Promote culturally responsive partnerships with families
  • Provide strategic leadership and ongoing assessment

• with the explicit aim of promoting mutually-reinforcing collaboration and improvement among:
  • Effective schools
  • Nurturing families
  • Strong communities

• then communities will promote educational equity and close opportunity gaps, and all children will learn and thrive.
Culturally Responsive Partnerships with Families

Professional Collaboration to Improve Teaching and Learning

Coordinated Comprehensive Services

Culturally Responsive Partnerships with Families

Nurturing Families

All Children Learn and Thrive

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The Role of Hubs and Partnerships
Multnomah County: Schools Uniting Neighborhoods (SUN) Service System
First 10 Theory of Action

Effective Schools

- All Children Learn and Thrive
- Coordinated Comprehensive Services
- Strategic Leadership and Ongoing Assessment
- Culturally Responsive Partnerships with Families
- Professional Collaboration to Improve Teaching and Learning

Nurturing Families

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IMPLICATIONS FOR STATE POLICY
Building State P-3 Systems (2016), CEELO

- New state structures and working relationships
- Both state policy changes and support for local initiatives

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First 10 Implications for State Policy

BUILDING UNDERSTANDING

- Quality throughout the continuum
- Continuity and alignment
- School and district roles
- Two First 10 structures
- Four First 10 roles
First 10 Implications for State Policy

**BUILDING CAPACITY**

- Forming partnerships
- Assessing needs
- Matching structures to needs
- Matching strategies to needs
- Developing focused plans with benchmarks
- Managing plan implementation

**SPECIFIC CHALLENGES**

- Developmentally-appropriate, standards aligned curriculum
- Identifying local and regional health and social services
- Role of coordinators
- Sharing data
- Kindergarten teacher bandwidth

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Elements of a Good First 10 Plan

- The full continuum?
  - Strategies that address:
    - 0-3, 3-5, elementary grades
    - Transitions

- Teaching and learning and comprehensive services and family partnerships?

- Substantive and ongoing?
  - Will you change adult behavior?

- Concrete action steps?

- Evidence to monitor progress?
  - Early, short-term, and long-term
First 10 Schools and Communities

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Transition Connections and Process

Four Types of Connections

• School-Child
• School-Family
• School-School*
• School-Community

Transition Planning Process

• Transitions research and framework
• Assessing work currently underway
• Aligning standards and curriculum
• Engaging families
• Addressing chronic absenteeism
THANK YOU

David Jacobson
djacobson@edc.org

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