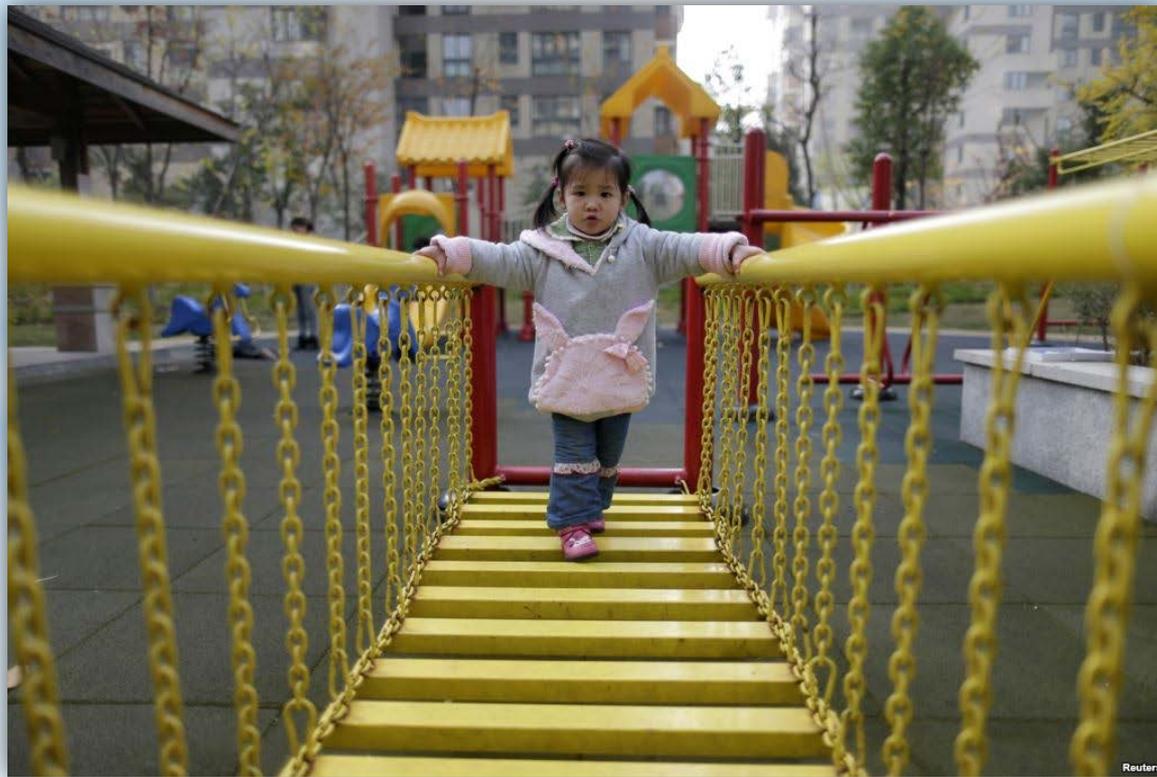


A Bridge to Kindergarten

Fairfax County Public Schools



Routers

FCPS Kindergartners

- 9% of kindergartens have no or limited PreK experience
- 16% of assessed children were identified as needing literacy intervention
- 30% of children qualified for free and reduced meals
- 38% of children are identified as LEP



Why is early school success so important?

- Early school years are a “critical period” for learning and development
- Preschool and early experiences enhance school success
- How quickly children adjust across setting increases their success- so supporting success across the transition is important



K Transition Practices are Associated with Children's Kindergarten Adjustment



More K transition practices

=

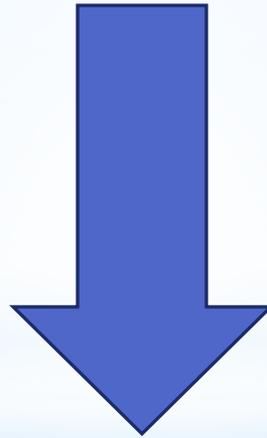
At the beginning of K:

- Greater frustration tolerance
- Better social skills
- Fewer conduct problems
- Fewer learning problems
- More positive approaches to learning

Transition activities were most helpful for children from disadvantaged families.

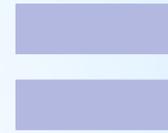
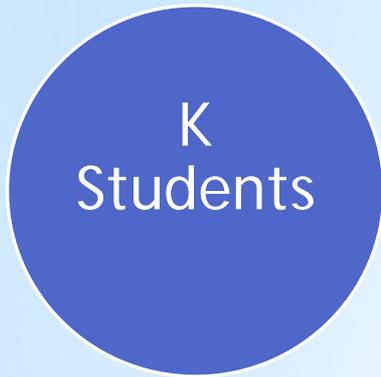
EXECUTIVE FUNCTION

...a set of mental processes that helps connect past experience with present action



Allows individuals to self-regulate behavior

Path to B2K



- Diverse needs
- Some enter with limited experiences

- Transitions
- Mind in the Making
- Executive Function

Partnership
with OSU

Bridge to Kindergarten Summer Program

- Students without a PreK Experience
- Foci
 - Building relationships
 - Developing school behaviors (e.g., self-regulation)
 - Familiarizing the child and family with the school
- Teacher and Instructional Assistants in each classroom
- Food service provided varies based on individual school options
- 3 weeks (that coincided with K-12 summer school)
- Transportation



Self-Regulation and Academic Success

Recent research:

- * Children are entering kindergarten and elementary school with varying levels of self-regulation and these skills are key predictors of children's success in early academic achievement
- * Children who have difficulty with behavioral aspects of self-regulation may not have the skills necessary to benefit from the classroom environment



Within a school context children are routinely asked to:

- * Demonstrate regulation of their own behaviors by paying attention
- * Remember and follow through with instructions
- * Act appropriately even when it is their impulse to do otherwise



During preschool, developmental changes occur in brain maturation



- ▶ Changes in the area of brain maturation is associated with the behavioral aspects of self-regulation
- ▶ Studies have shown that these skills can improve with practice

* OSU Partnership Focus of Study

An intervention using circle time games designed to:

- * Strengthen children's behavioral self-regulation over the prekindergarten year
- * Help children practice integrating these behavioral aspects of self-regulation



* Bridge to Kindergarten Results

Summer 2013

Intervention Games

- * Children who participated in the Bridge to Kindergarten Program demonstrated significantly greater gains self-regulation (measured by HTKS) compared to children in the control group,
 - * Children in the program (Bailey's and Hybla Valley) gained nearly 5 points on the HTKS, a measure of self-regulation compared to children in the control school (Glen Forest) who declined in average self-regulation by nearly 4 points during the program.
 - * No significant differences were found for children in the program compared to control group children for math or literacy.
 - * Although no significant differences were found in academic achievement outcomes over the 3 week program, the gains in self-regulation are important because they lay the foundation for learning.

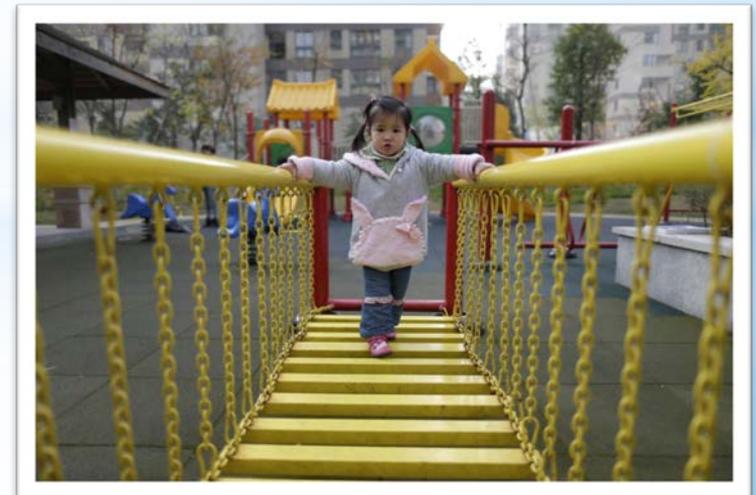
School Survey

As a result of attending B2K teachers...

- * Developed relationships with students
- * Learned about individual students including needs
- * Developed plans to meet individual needs

As a result of attending B2K students learned...

- * Classroom routines and school behaviors
- * The school environment
- * Working with adults and peers
- * Increased attention, inhibitory control and self regulation



* Bridge to Kindergarten Results

Summer 2014

Intervention Games

Children who participated in the Bridge to Kindergarten Program demonstrated significant gains self-regulation (measured by HTKS)

- * Children in the program gained nearly 8 points on the HTKS, a measure of self-regulation. This is roughly equivalent to 6-months of development, as determined by our IES measurement study
- * Last year's analyses showed children who were in the program, and received the games, gained roughly 5 points, and the comparison group declined roughly 4 points

Children showed significant gains achievement, with a standard score increase of roughly 4 points in math and 1.5 points in literacy

School Survey - similar results to summer 2013

Parent Survey

Had a positive experience with child attending B2K

Participated in a family engagement activity

As a result of B2K-

- Child is ready for K
- Feel more familiar with the school



* Bridge to Kindergarten Results

Fall 2014

At the end of the 1st quarter children who participated in the Bridge to Kindergarten Program in summer 2014 demonstrated significant and substantial gains in self-regulation and academic achievement from the beginning of summer to the fall of kindergarten.

- * Children in the program gained nearly 17 points on the HTKS, a measure of self-regulation. This is, on average, *more than 12-months of development* (from the spring of prekindergarten to the spring of kindergarten) as determined by other research on the HTKS measure.
- * Children in the program gained over 4 points on the Applied Problems, a measure of math. This is, on average, *nearly 12-months of development* (from the spring of prekindergarten to the spring of kindergarten) as determined by other research in this area.
- * Children in the program gained over 5 points on the Letter-Word Identification, a measure of literacy. This is, on average, *2 points more than 6-months of development* (from the spring of prekindergarten to the fall of kindergarten) as determined by other research in this area.



Thank You



Questions?



The Early Literacy Program in Fairfax County Public Schools



Program Goals:

Help parents:

- Understand their role as child's first teacher.
- Establish daily routines and activities that support early brain development and learning.
- Recognize behavioral and academic expectations of Fairfax County Public Schools.



Impact on Learning

“ I have seen children come to kindergarten not knowing how to carry on a conversation, not knowing colors, not knowing how you read a book from top to bottom and left to right, not knowing any counting or how to write their names, not recognizing adult authority, not knowing how to accept responsibility or take directions.”

-- Principal, as quoted in The Washington Post, August 14, 2001

Risk Factors for Students and Families



Language/cultural differences



Education



Past experiences



Lack of resources



Family reunification



Isolation



Economics



Sense of belonging



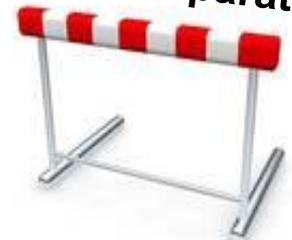
Adequate housing



Fear/insecurity



Family separation



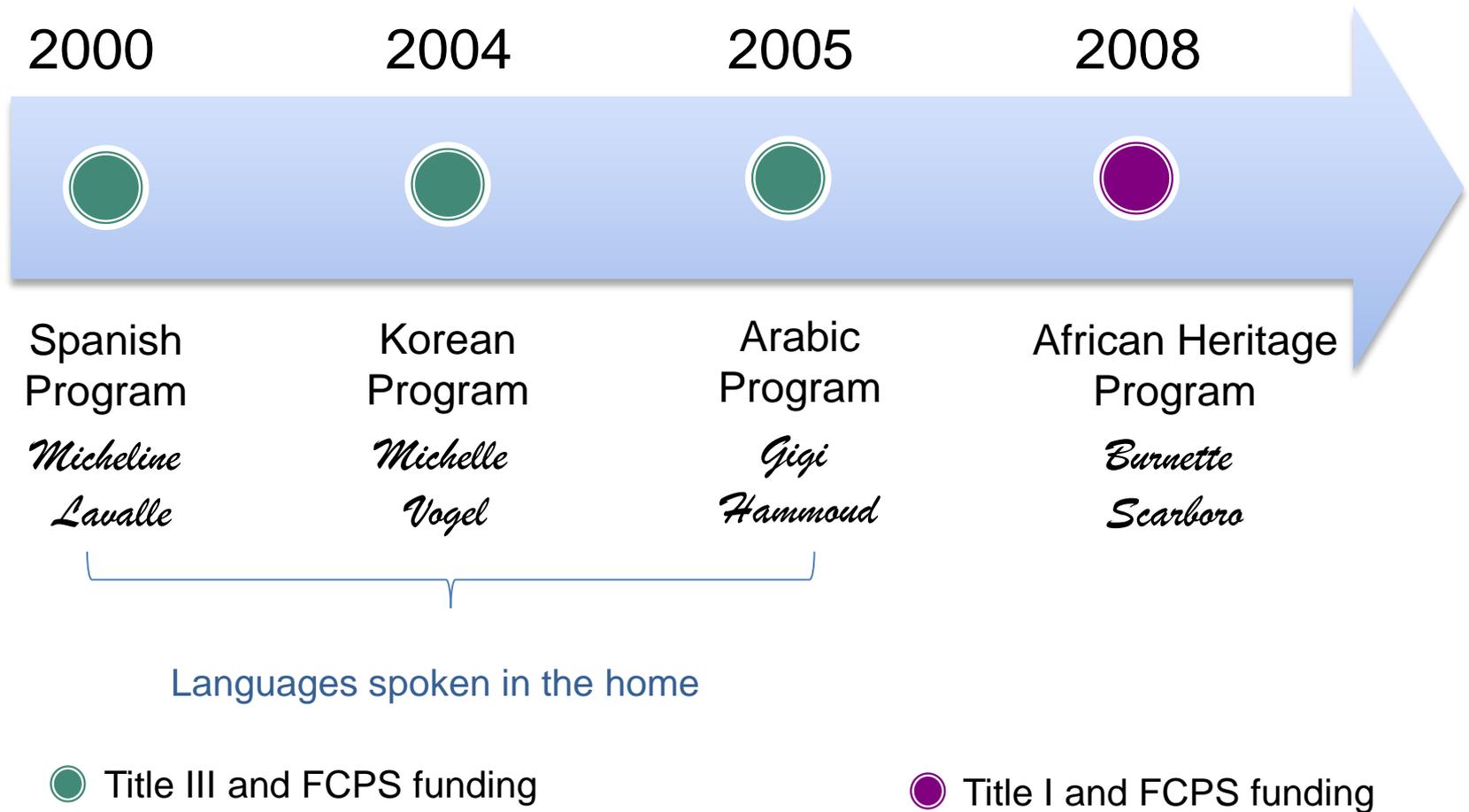
Home

Funding Sources



- Title III-No Child Left Behind
- Title I
- Local FCPS and School Board

Timeline

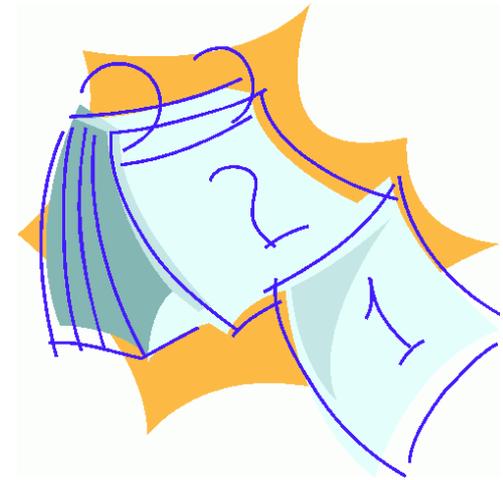


Sample Session Topics

1. Parents as their Child's First Teacher
2. Positive Discipline
3. Developmental Milestones
4. Health and Nutrition
5. Music, Movement and Muscle Development
6. Language Development (oral stories and culture)
7. Self-Esteem
8. Listening Skills (letter sounds and phonemic awareness)
9. Encouraging Reading (letter recognition)
10. Anger Management
11. Colors, Shapes, and Numbers
12. Sharing Our Successes



Sample Class Time



- Opening routine
- Circle time (story, calendar, songs, books, etc.)
- Parent discussion with instructor (children engage in activity with aide)
- Snack time
- Interactive parent-child activities
- Clean up
- Closing routine

Program Contributions to School Readiness and Closing the Achievement Gap

- ▶ Socialization
- ▶ Structure and routine
- ▶ Letter, color, number recognition
- ▶ Small and large muscle development
- ▶ School readiness
- ▶ Health and nutrition
- ▶ Love of learning/reading
- ▶ Parent education, engagement, and leadership



Yearly Averages (Title III Funding*)

	Arabic	Spanish	Korean
# of Sites	3	13	12
# of Adults	62	197	222
# of Children	79	240	251
Total Participants	141	437	473

Total African Heritage Enrollment 2008-14 (Local FCPS and Title I Funding)

# of Sites	5
Total Participants	114

*Primary funding

Program for Spanish-Speaking Families

Micheline Lavalle

- Leadership & Empowerment
- Parent Cooperatives
- Volunteering



Fiscal Year	2012	2013	2014
Hours	1,387	1,874	1,465
Volunteers	137	125	106
Sites	10	10	10

Program for Korean Families

Michelle Vogel



- Educational paradigm shift
- Social/emotional development

Program for Arabic-Speaking Families

Gigi Hammoud



- Culture
- Raising awareness of school expectations
- Raising self-confidence of the moms

Program for African Heritage Families

Burnette Scarborough



- Current events as teaching opportunities
- Integrating culture and history
- Addressing expectations in academics and behavior



Instructional Services

The Family Literacy ESOL Program

Micheline Lavalle

Family Literacy Specialist

Office for ESOL Services

Family Literacy Goals

- Improve English language skills
- Support early literacy skills in children
- Educate parents about the American school system's expectations

Family Literacy Goals

- Increase family engagement
- Empower families through advocacy, leadership and engagement
- Expand families learning experiences
- Contribute to closing the achievement gap

Program Scope

15 school sites

- 9 evening programs with child enrichment (K-6th grade)
- 6 daytime programs with a preschool component (2-5 years old)
- We serve over 300 families per year
- Program has two semesters (12 weeks)

Parenting Education

Life and parenting skills,
child development,
financial literacy and
family reading
strategies

Adult Education

Reading, Writing,
Workforce Skills,
English for speakers of
other languages &
GED

Family Literacy Works!

Fully integrated
programming

Early Childhood Education

Prepares
children to enter school at
or above grade level
through age appropriate
lessons and literacy
activities

Parent and Child Together (PACT) Time

A dedicated class
where parents practice
intergenerational
learning activities

Four Components of Family Literacy

1. Adult Education
2. PACT - Parent and Child Together
Time

Four Components of Family Literacy

3. Child Enrichment (K-6th grade)
4. Parenting Education (empowerment, advocacy and engagement)

Daisy: A Story of a Mother's Courage



Why is family empowerment so important and relevant?

Families begin to:

- Advocate for their students
- Partner with school personnel
- Provide emotional and academic support at home
- Promote learning at home and outside of school

PACT – Modeling effective reading strategies



Lynbrook Elementary School: Leadership & Advocacy at Work





Shifting the Paradigm by

- Creating Awareness
- Building Courage
- Fostering Independence
- Increasing Potential

Families become active participants in their children's education and become "Cultural Leaders" through empowerment.

Our Contact Information

Micheline Lavallo, Family Literacy Specialist

Elisabeth Scotto-Lavino, Family Literacy Support

Office of ESOL Services

MBLavallo@fcps.edu

Ehscottolavi@fcps.edu

703-658-2760

<http://www.fcps.edu/is/familyliteracy/>



Instructional Services

Family and School Partnerships

HIPPY

Home Instruction for Parents of Preschool Youngsters



HIPPYUSA
Home Instruction for Parents of Preschool Youngsters

Love of Learning Begins at Home

HIPPY Background Information

- ▶ Evidence-based, parent involvement, early learning program
 - ▶ Serves parents of children 3, 4, and 5 years old
 - ▶ Separate curriculum for each age group, available in English and Spanish
 - ▶ Curricula recently revised to incorporate STEM related activities.
- 

HIPPY Background Information continued

- ▶ Provides 30 weeks of parent instruction (October to June)
- ▶ Weekly home visits or small group visits are held in elementary schools, community centers, or other locations
- ▶ Curricula scripted to remove barriers due to parents' low level of education and limited knowledge of English
- ▶ Parents acquire the tools and experience to engage children in school readiness activities, in their home, 15-20 minutes per day.

Program Strengths

- ▶ Provides preschool experience to children not enrolled in any preschool program
 - ▶ Actively engages parents in their children's academic education so children enter school ready to learn
 - ▶ Builds on parents' abilities as role model, first teacher, and advocate
 - ▶ Provides in-depth weekly staff training and supervision
- 

Program Strengths continued

- ▶ Bridges the achievement gap with a proven program
 - ▶ Program is cost-effective
 - ▶ Meets rigorous criteria set for federal funding under MIECHV provision of ACA.
 - ▶ Goal: To have a presence in a majority of Title I schools
- 

Program Impact

- ▶ Replicated nationally (140 sites) and internationally
- ▶ More than 25 years in the USA
- ▶ Serves 15,000 children annually in the USA
- ▶ 10 years in Fairfax County Public Schools (FCPS)
- ▶ Parents of 241 children served by FCPS in 2014-15
- ▶ Extensive research data available online
- ▶ Websites: www.fcps.edu/is/hippy.shtml
www.hippyusa.org



VLDS

The Virginia Longitudinal Data System and Early Childhood Data

Bethann Canada

Director of Educational Information Management

VLDS Project Director

Virginia Department of Education

2015

VLDS

- Funded by a United States Department of Education (USED) 2009 ARRA Grant
- Provides insight through data to maintain and improve the effectiveness of Virginia's education, social service, and workforce programs
- Establishes an integrated system for the sharing and analysis of data across executive branch agencies
- Consistent with federal and state statutes and regulations
- Initially built to connect K-12, Higher Education, and Workforce

The Data Providers

- Department of Education
- State Council on Higher Education
- Virginia Employment Commission
- Virginia Community College System
- Department of Social Services
- Department of Aging and Rehabilitative Services (soon)
- Department of Labor and Industry (soon)
- Department of Health Professions (soon)

VLDS is extensible to allow for additional Partners to share and merge their data.



The Burning Questions

- How can Virginia ensure that children and families can access early childhood programs and services to facilitate child health and development, and increase children's school readiness?
- How can Virginia determine whether early childhood program funds are used effectively to maximize return on investment for taxpayers?
- How can Virginia improve early childhood program quality to maximize the benefits to children and families?
- How can Virginia improve the early childhood workforce while ensuring that families can afford the supports they need?

What Longitudinal Data are Available Today?

From DOE

- Student Demographics
 - Gender
 - Race/Ethnicity
 - Age
 - Disadvantaged Status
 - Disability
 - Limited English Proficiency Status
- Attendance
- Retention
- Pre-K Experience
- Phonological Awareness Literacy Screening (PALS) results
- SOL results

Data are only available for public Pre-K students



What Longitudinal Data are Available Today?

From VDSS

- Child and Parent Information
 - Demographics
 - Child Care Eligibility Information
 - Child Care Provider Information
- Participation in other Social Service Programs
 - SNAP
 - TANF

VLDS Governance

- Links only “de-identified” data according to strict, established standards
- Performs de-identification a second time prior to release of data to the requestor to further ensure privacy
- Provides the capability to link records across agencies
 - Initially included PK-12 education, postsecondary education, and Virginia workforce data
 - Social Services data added in 2014
 - Measures changes in individual success over time

VLDS Governance

The “Federated” Model

- Ensures that agency autonomy and responsibility are respected
- Agencies retain control of their data
- Ensures the data available through the VLDS is respected in use and application
- Ensures privacy and confidentiality are maintained
- Governed by a partnership of agencies

VDOE Privacy Protections

- Cell suppression on public data sets
- Contract language
- Restricted use data agreements
 - How will the data be used ?
 - How will the data be secured ?
 - When will the data be destroyed ?
 - Who will have access ?
- Non-disclosure agreements

Questions?

Thank You!

For more information on the VLDS, please contact:

bethann.canada@doe.virginia.gov

(804) 225-2951

www.vlds.virginia.gov

CCCS Early Elementary Subgroup Webinar
March 4, 2015 at 1pm

*For slides: [download the software here](#), then [access the webinar here](#)
For audio: call 866-842-5779 and use pass code 4752632705*

I. Welcome and Introductions

II. VDOE Data Collection and Analysis; by Bethann Canada (1pm)

a. What info does VDOE Collect on students?

This presentation will simply inform the group of data collected not on the outcomes of that data – though they may use examples of outcomes if it helps them in sharing data points collected.

b. Primer on the Virginia Longitudinal Data System (VLDS)
<http://vlds.virginia.gov/>

III. Presentations on Programs Available Outside the Traditional Classroom (2pm)

a. *Bridging Kindergarten* Program in Fairfax County; by Maura Burke, Coordinator of Early Childhood and Family Services for FCPS

b. Literacy Programs in Fairfax County:

[Early Literacy Program](#): Mary Shepherd, Specialist and Team Leader of the Parent Education Team

[Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#): Elisabeth Bruzon, Program Leader

[Family Literacy Program](#): Micheline Lavalley, Family Literacy Specialist, Office for ESOL Services