PreK-3rd: Building Community – Public School Collaboration

Summary of Project Accomplishments

Presented to the San Francisco Board of Education
April 24, 2012
Why PreK-3rd Collaboration?

Educational research indicates that quality preschool, reinforced by learning in proceeding years, can have a dramatic effect on young learners’ success.

To create a coherent system, in which all children are provided sustained, aligned instruction from PreK-3rd Grade, CBOs and the District must work together.
Why this PreK-3rd Project?

Opportunity to **build understanding and communication** between preschool and elementary school teachers and administrators.

Opportunity to **build trust** between the District and community-based organizations.
Project Components

- **Teacher Exchanges**: PreK and K teachers (both Community and District) visited each others’ classrooms

- **Parent Involvement**: Parents were given formal opportunities to share thoughts and provide input

- **Citywide PreK-3<sup>rd</sup> Planning Summit**: early education stakeholders were brought together to discuss a collaborative PreK-3<sup>rd</sup> approach
Teacher Exchange: Activities

- **Observation Guide**: an observation guide was created for teachers to use during visits

- **Classroom Visits**: 38 preschool and 17 kindergarten teachers visited each other’s classrooms

- **Focus Group**: 23 CBO and District teachers attended a focus group to discuss and share experiences
Teacher Exchange: Key Findings

- **Overall, great learning opportunity for PreK and K teachers!**
  - Teachers developed a better understanding of expectations in K & how PreK prepares for students for K

- **Key Teacher Observations:**
  - There is a disconnection between PreK and K
  - Students’ development/abilities vary widely

- **Teachers are eager for more:**
  - PreK to K to 3rd alignment and connections
  - Peer sharing: visits, observations, meetings
  - PreK-K communication systems
Parent Involvement: Activities

- Coleman Advocates held focus groups with a total of 47 parents participants

- WuYee Children’s Services conducted focus groups with a total of 33 parent participants
Parent Involvement: Input

**Transitions**: Parents agreed about the need to support the Pre to K transition with common concerns:

- **Enrollment**: Parents would like more support navigating the all facets of the student assignment system (esp. families w/English as 2nd lang.)
- **Instruction**: Parents want more information about what they can do to support their children’s learning
- **Teacher Access**: Parents would like more access to P and K teachers
Citywide PreK-3rd Summit

Brought together over 250 people including
- early educators, teachers
- directors, administrators,
- funders and city-elected officials
- parents and students
- family support agencies
Citywide PreK-3rd Summit

- Facilitated by School Board President Norman Yee
- Mayor Ed Lee welcomed the participants
- Keynote address by Ralph Smith
- Breakout sessions
- Panel Discussion
- Closing remarks by Superintendent Garcia
High Satisfaction with PreK Summit

Satisfaction with PreK-3rd Summit

- Satisfied, 87.27%
- Somewhat Satisfied, 10.91%
- Not Satisfied, 1.82%
Summit Feedback

- **Inspiring**: People were passionate about supporting young learners and leaders were committed to making it happen.

- **Informative**: Key/helpful information shared in a collaborative setting.

- **Collaborative**: Educators and community members had an opportunity to network together.

- **Connection & Dialogue**: Many voices heard - joint brainstorming conducted with representation from key stakeholders.
Next Steps

**Collaboration & Partnerships**
- District and Community partners have started working together to create common outcomes and indicators towards P-3 alignment in the areas of: Increased quality classroom environments, Increased academic achievement, and higher attendance rates.
- District and Community partnership will be strengthened by recent initiatives and grants that promote collaboration and aligned services for children and families i.e. Promise Neighborhood; Child Signature Grant; and All American Cities Award.

**Training and Professional Development**
- Trainings, professional learning communities, and coaching are common vehicles of professional development. District and Community partners are working to identify common content, coaching standards, and the use of a Results Oriented Cycle of Inquiry as a means to create common language and understanding amongst educators.
- The goal is for continued opportunities for P-3 teachers to share in professional development, to increase parent involvement, and have successful student transition cross grade levels.
Aligned PreK-3\textsuperscript{rd} Five Year Vision

**Year One:**
- Solidify and communicate a vision of an aligned PreK-3\textsuperscript{rd} system
- Begin to pilot P-3 collaborative efforts between District and Community including PreK-K transition support

**Year Three:**
- Teachers understand alignment expectations
- Content has continuity
- Aligned assessment tools are administered
- Family resources are consistently provided

**Year Five:**
- SF is identified nationally as a PreK-3\textsuperscript{rd} model
Special Thank You

- Norman Yee for spearheading and facilitating this important work
- San Francisco Child Care Providers Association
- Annie E. Casey Foundation, Evelyn and Walter Haas, Jr., and the Mimi and Peter Haas Fund
- All those involved in the Summit planning process