



# School as a Hub for PreK-3 Learning for Families and Communities

Mike Brown

April 10, 2018

# Engage (competency 6)

“Effective principals work with families, prekindergarten programs and community organizations to build strong PreK-3 linkages.”

# “Parents are children’s first and most enduring teacher”

- How does this impact the culture of your school, district, etc.?
- How would you convince a parent, a staff member, a colleague, a superintendent, that this is true?
- How does our work, our actions, reflect our beliefs in the role of families, in their importance, etc.?

# Three Areas of Focus

1. The importance of parents/families
2. Recognizing the depth of the school challenge
  - Child outcomes
  - School culture and prioritizing families
3. Building our PreK-3 system to include comprehensive, authentic family engagement

# By the numbers...

## Age 2

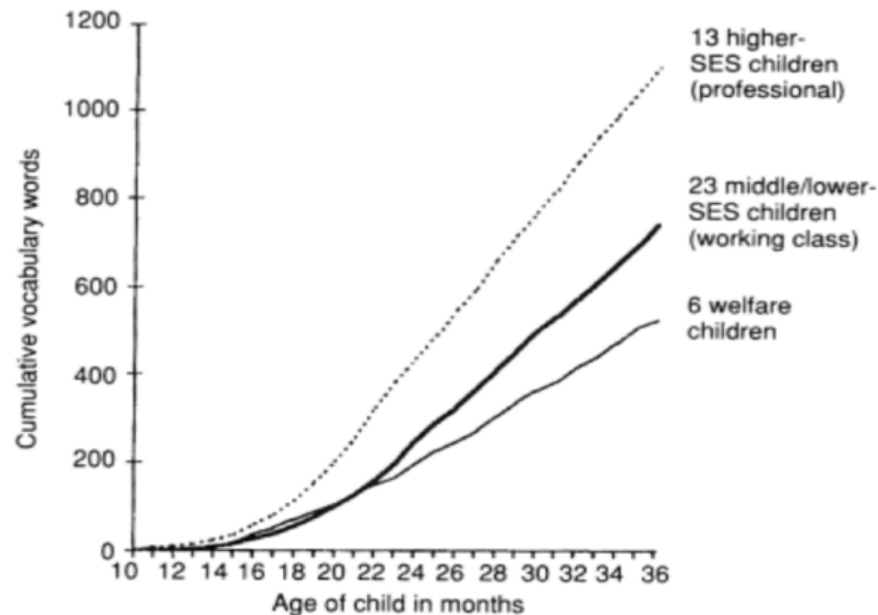
- Age by which poor children are already behind their peers in listening, counting, and other skills essential to literacy.

## Age 3

- Age by which a child's vocabulary can predict third grade reading achievement.

# Word Gap → Vocabulary Gap

- “By age 3, some children were as far above the average in vocabulary resources as other children were below; we saw a widening gap beginning as early as age 24 months.” Hart & Risley, 1995
- Fernald et al. 2013 found that the widening gap starts even earlier.



Hart & Risley, 1995

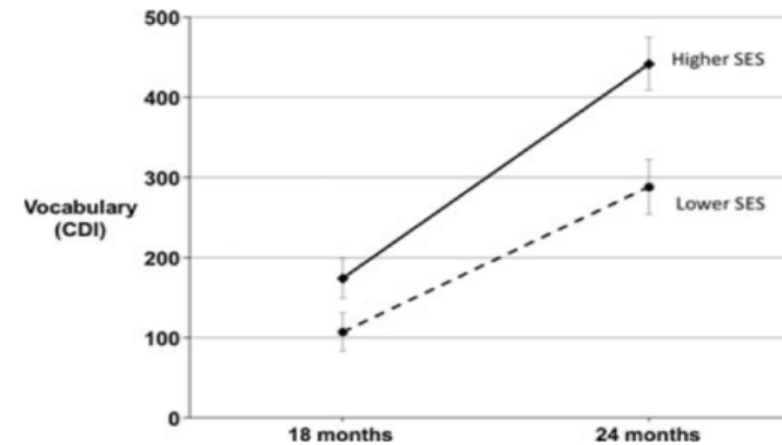


Figure 2 Mean number of spoken words reported on the MacArthur/Bates CDI by age and SES (HI). Error bars represent SE of the mean over participants.

Fernald, Marchman, & Weisleder, 2013

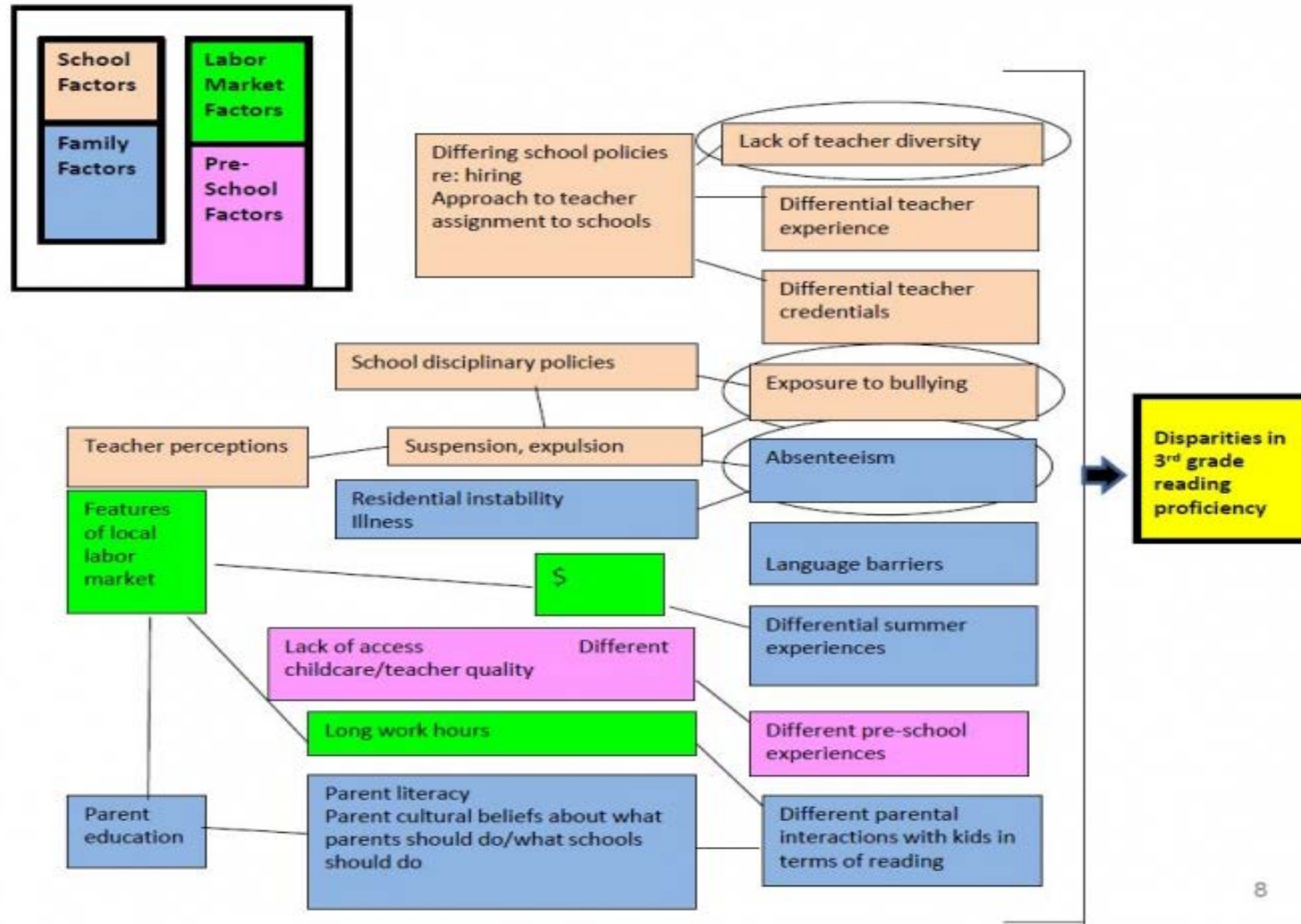
# Lessons from Longest Study on Human Development



[https://www.ted.com/talks/helen\\_pearson\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_human\\_development?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/helen_pearson_lessons_from_the_longest_study_on_human_development?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

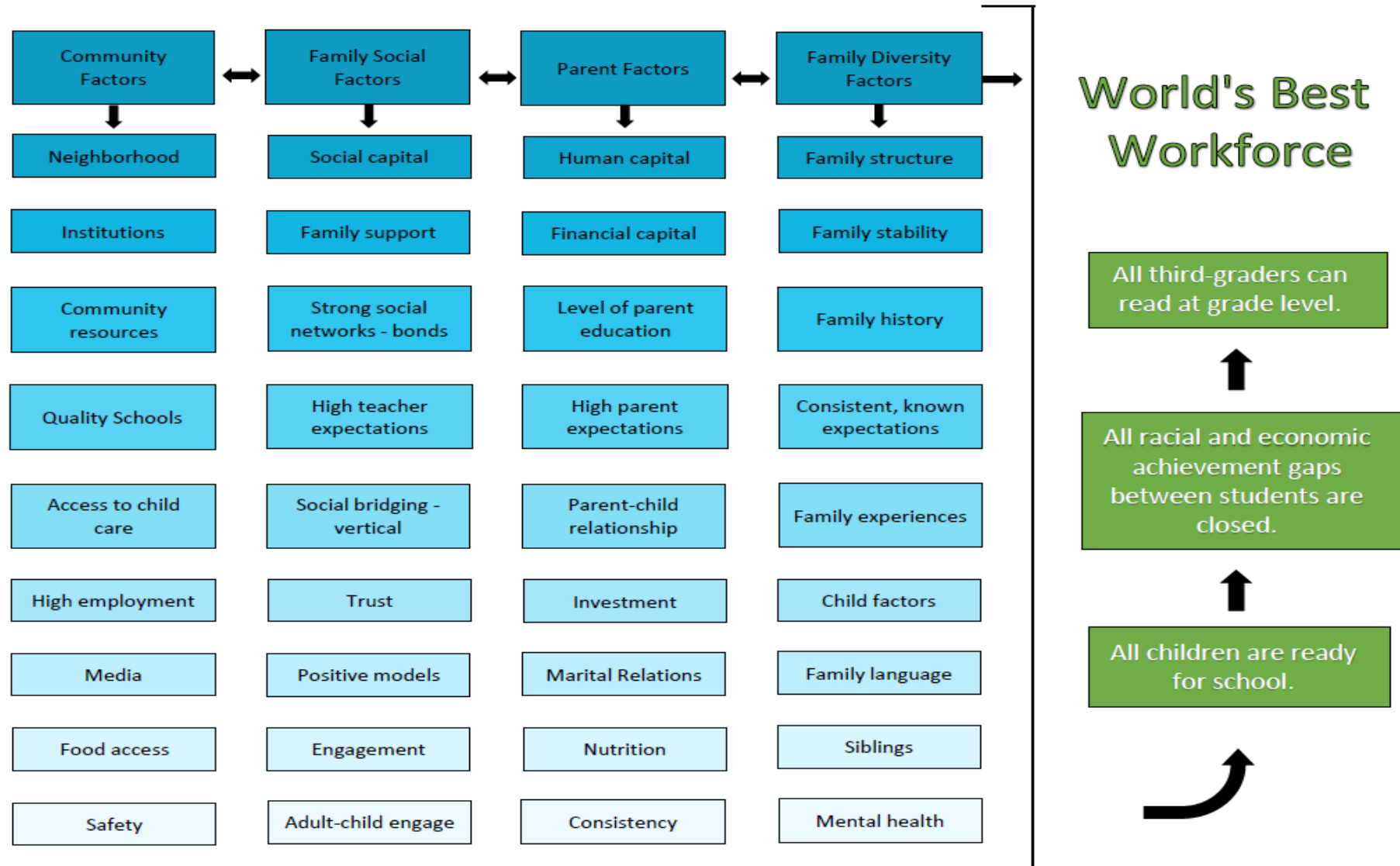
# Disparities in 3<sup>rd</sup> Grade Reading Proficiency

## Back Map for Educational Outcome of 3<sup>rd</sup> Grade Reading Proficiency





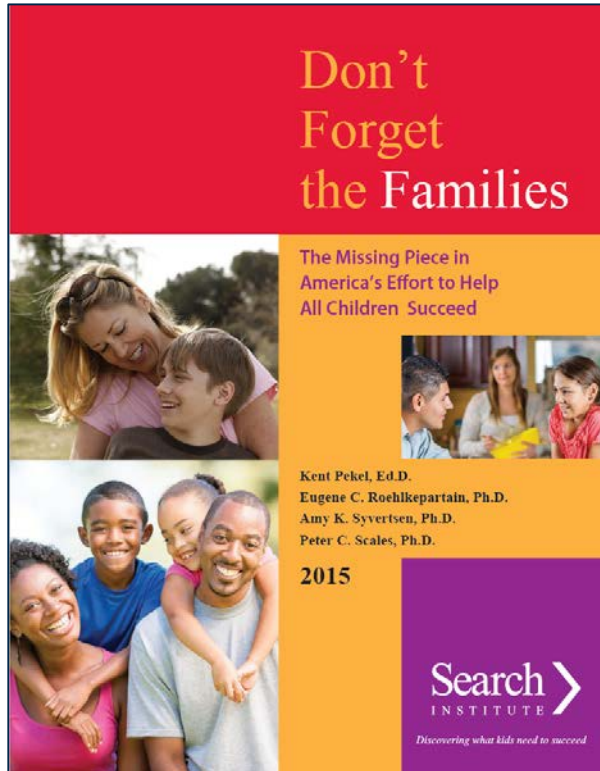
# Community and Family Factors that Impact Outcomes



# The Point...

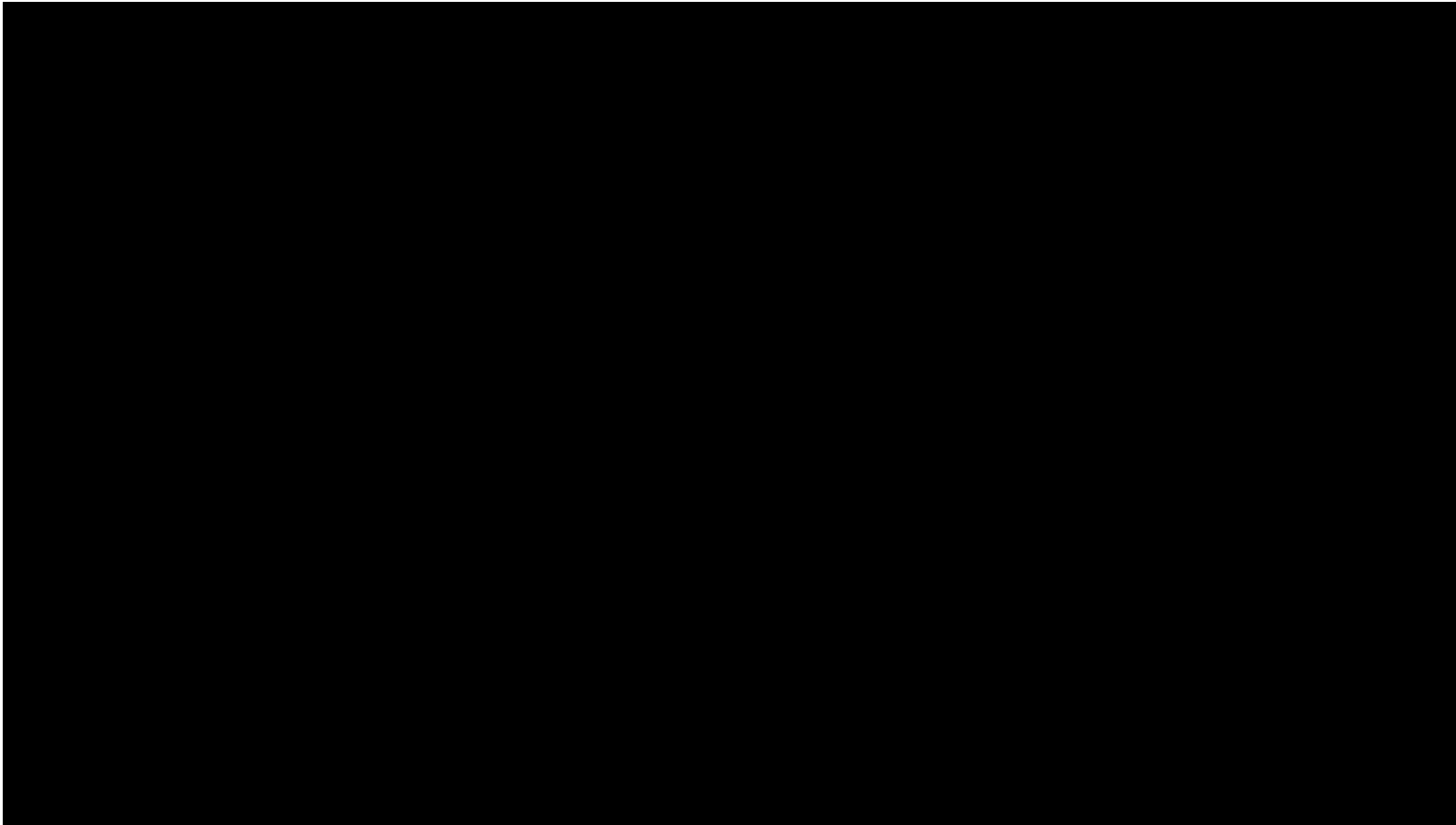
“Families matter for  
virtually every child and  
youth outcome.”

Pekel et al., 2015



# Wanda Pratt

<https://www.youtube.com/watch?v=YV7sbaHWIaQ>

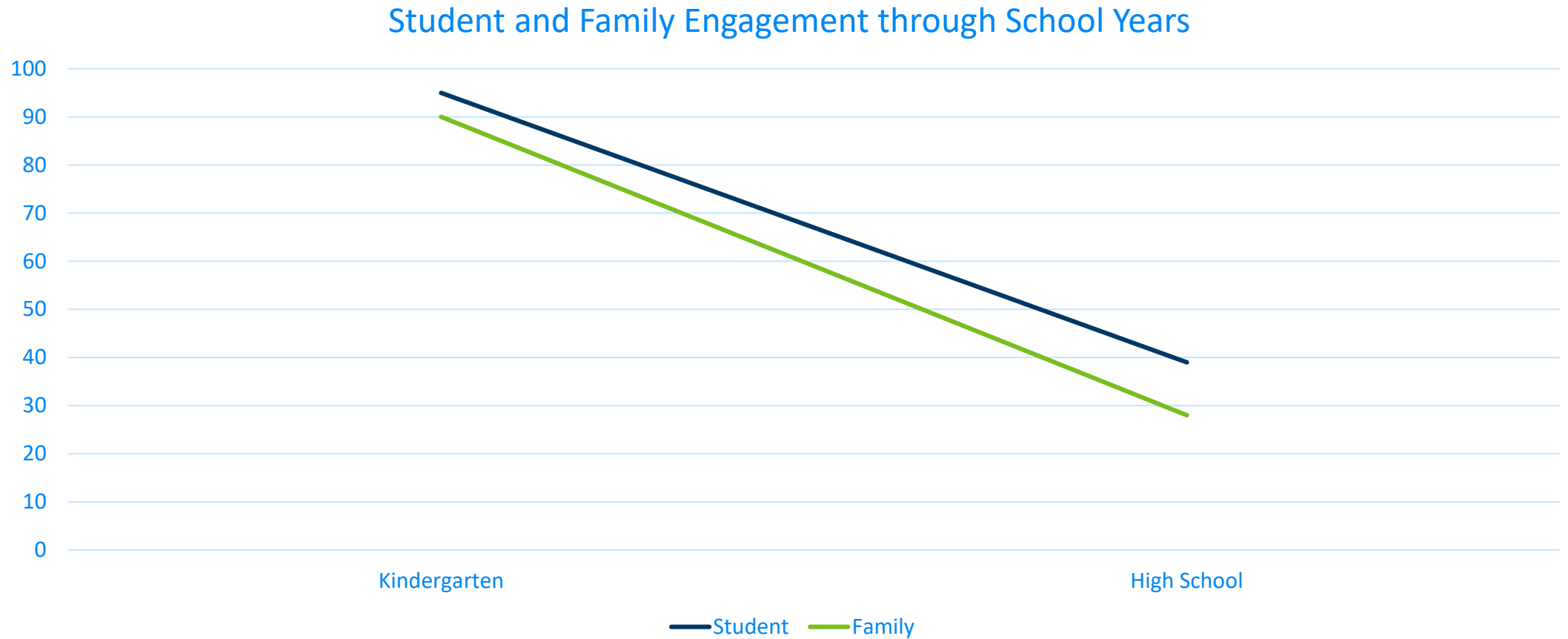


# School Challenges and Family Engagement

## Recognizing the depth of the school challenge

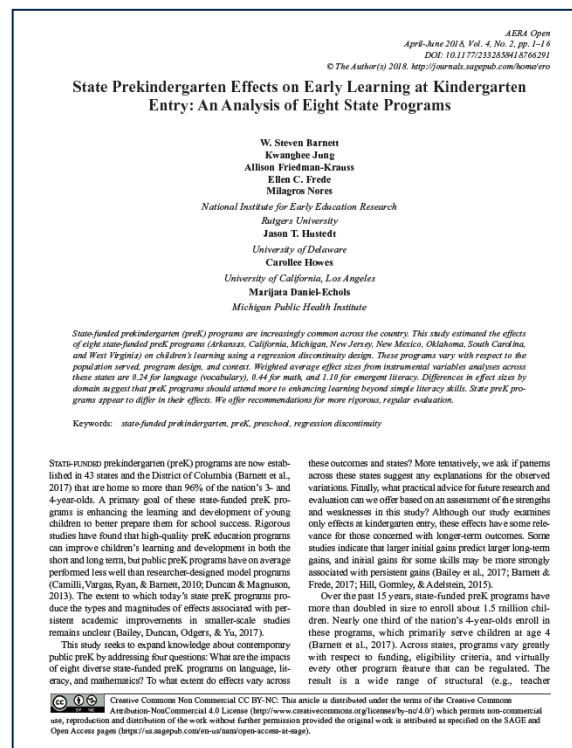
1. Current engagement levels
2. Child outcomes
3. Current practices and culture

# School Challenge #1: Engagement



# School Challenge #2: Child Outcomes

## State Prekindergarten Effects on Early Learning at Kindergarten Entry: An Analysis of Eight State Programs



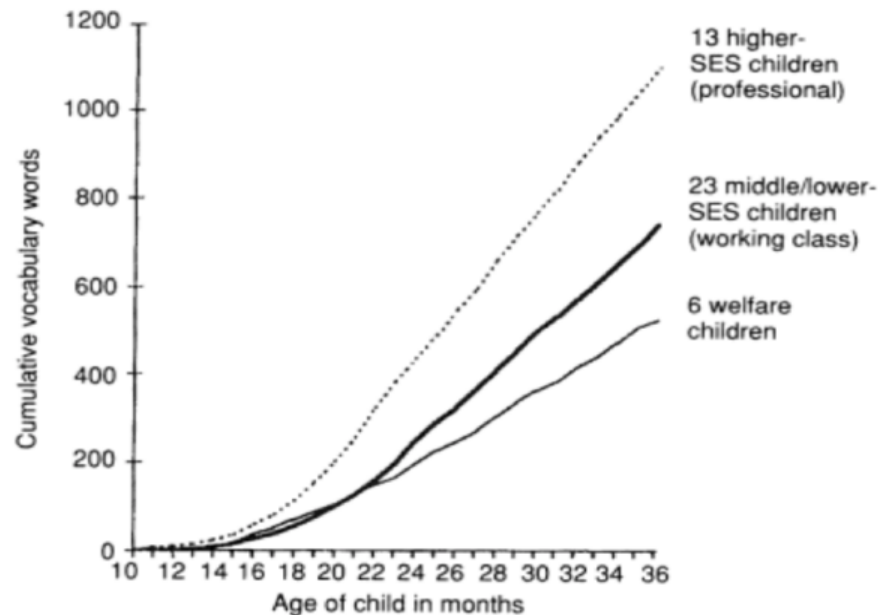
“estimated effects on emergent literacy were almost uniformly large — but estimated effects on math were moderate, and estimated effects on language were smallest.”

“large boosts to deep learning in language and math seem more likely to lead to long-term gains in achievement and school success. Research has found language to be particularly predictive of literacy success beyond Grade 3.”

<http://nieer.org/2018/03/29/new-research-pre-k-surprising-findings>

# Word Gap → Vocabulary Gap

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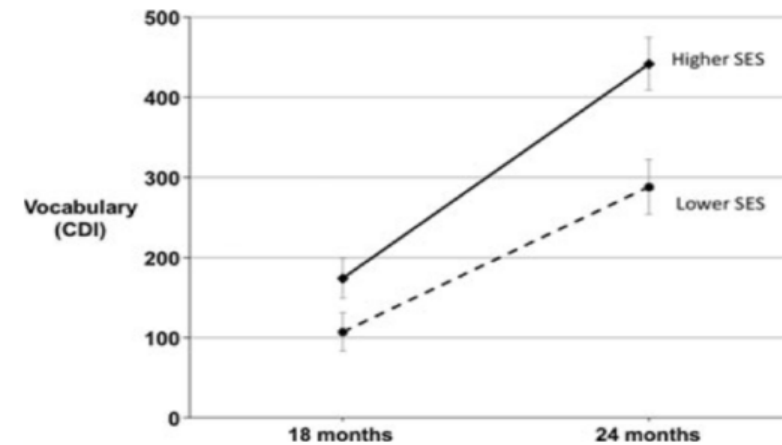


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Fernald, Marchman, & Weisleder, 2013

# Language-Related Brain Function



## **Beyond the “30-Million-Word Gap” Children’s Conversational Exposure is Associated with Language-Related Brain Function**

Rachel R. Romeo, MSc, CF-SLF  
Massachusetts Institute of Technology  
Harvard University

## Summary and Discussion

- “Conversational turns (but not adult words alone) are associated with Broca’s area activation during language processing.”
  - These measures mediate the achievement gap in language skills.
- Why Broca’s Area?
  - “Convergence zone” of smaller elements of language (e.g., phonemes, words) are unified into a coherent whole (Hagoort, 2014)
  - Task (natural language processing) requires integration across phonological, semantic, and syntactic units
  - Greater activation = “deeper engagement” with language?
- Why conversational turns?
  - Incorporates exposure *quality* as well as *quantity*
  - Language development relies on social interaction (Kuhl, 2007)
  - Increased opportunity for language “practice”



# School Challenge #3: Culture

- Changing families, changing priorities
- From involvement to engagement
- Skills, knowledge, and attitudes
  - Dual-capacity framework

# Fine-Tuning a Mindset

“process of fine-tuning a mindset – a deliberative and critical way of looking at the world thereby impacting very decisively the way one acts in the world. Essentially this process is ideological ‘based upon alternative views of the world and the nature and form of schooling that will build that world’ (Slee, 2011, p.25).”

**Including Inclusion: Exploring inclusive education for school leadership**, Keynote article for discussion, 2013, *Dr. Gerry Mac Ruairc, School of Education, University College Dublin, Ireland*

# Changing Our Mindset, Changing Our Approach

“We offer many opportunities for parents, but they just don’t show up”

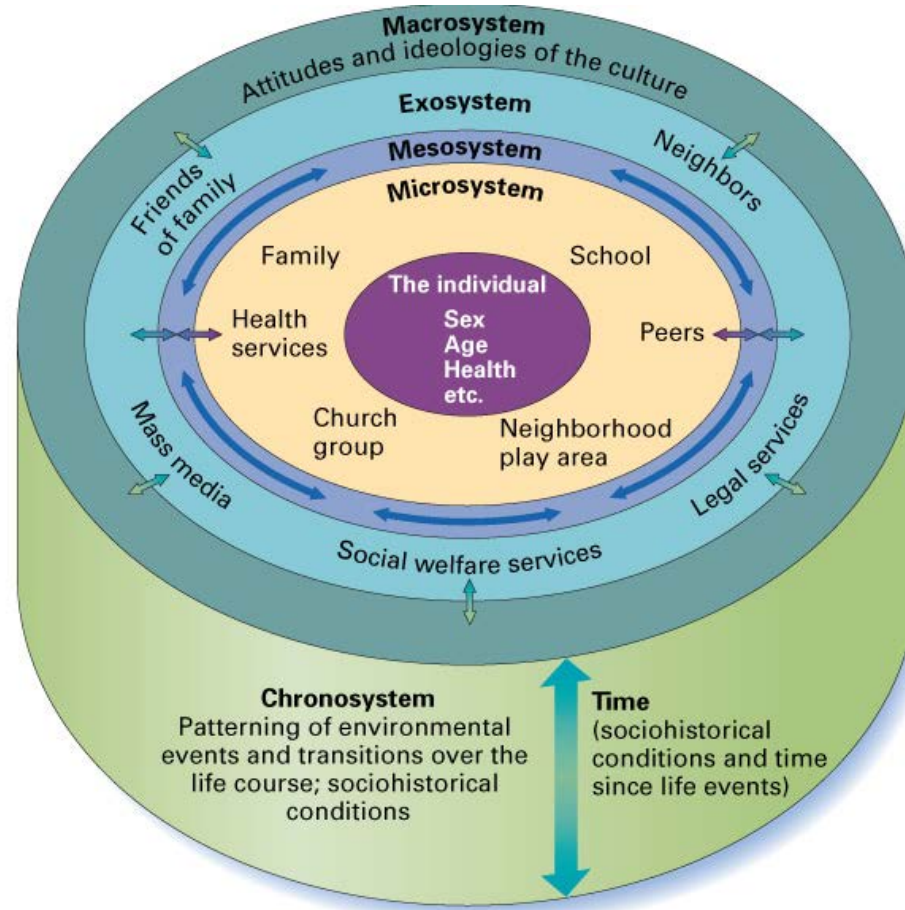
“We won’t respond to any parent emails about your daughter’s playing time. We want the girls to learn to advocate for themselves”

Frogs with five legs, Minnesota’s walleye decline, honey bees... What?

# Systemic PreK-3

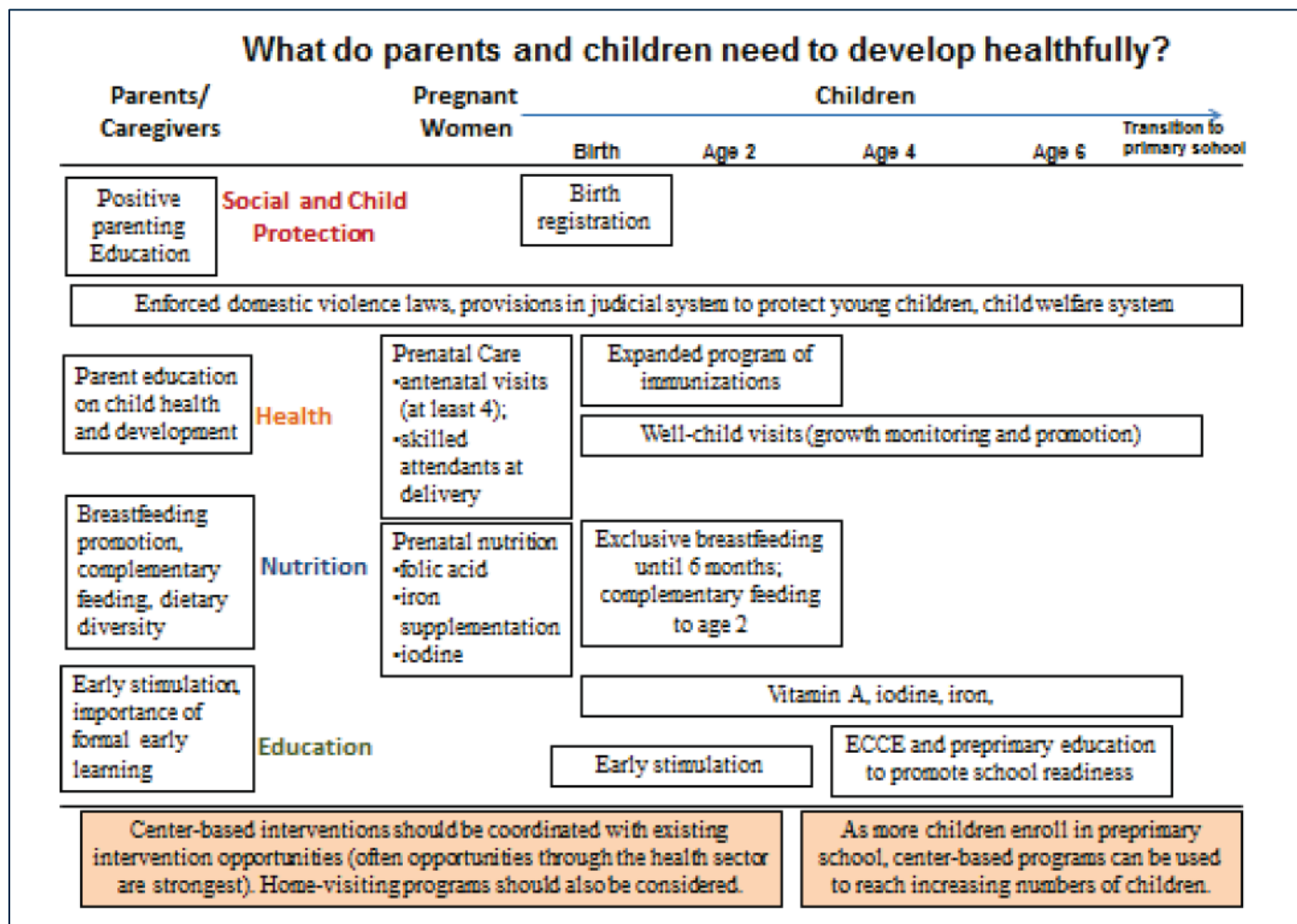
Building our PreK-3 system to include  
comprehensive, authentic family engagement

# Development in Context



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# Systems Approach for Better Education Results (SABER)



## What Matters Most for Early Childhood Development: A Framework Paper

The World Bank, Systems Approach for Better Education Results (SABER)

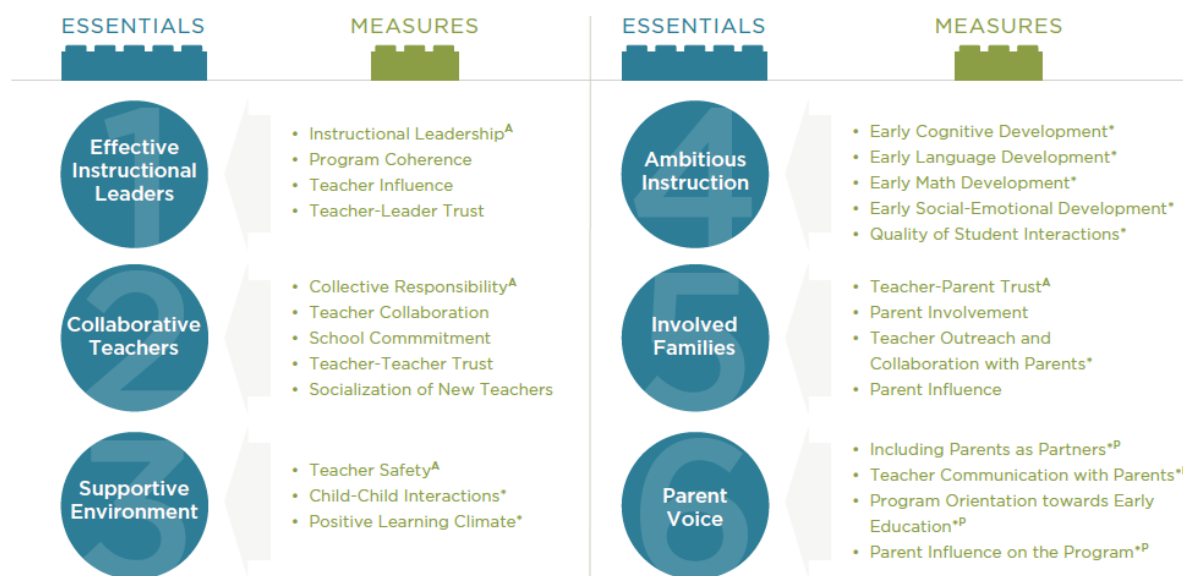
# UChicago Consortium

## 1 The Measures Are Grouped into 6 Essentials for This Study

- In many ways, these align with the placement of measures into essentials on the K-12 *5Essentials* survey.
- However, parents' responses to the survey indicated different perspectives from teachers' responses.
- Therefore, we created a sixth essential to test in our validation analyses: parent voice.

**SNAPSHOT FIGURE 2**

Measures Included in the *Early Ed Essentials*

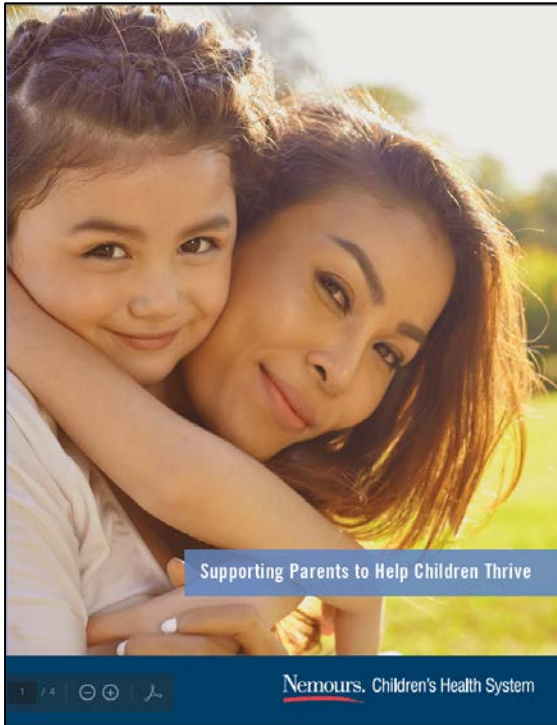


**Note:** \* New ECE measure (not on K-12). <sup>A</sup> Adapted slightly from K-12 measure. <sup>P</sup> Parent survey measure. All other measures are on the teacher survey.

1 Bryk, Sebring, Allensworth, Luppescu, & Easton (2010).

2 <https://uchicagoimpact.org/tools-training/5essentials>

# Supporting Parents



- Elevate awareness, scale what works and take down silos.
- Build on existing programs and funding streams that impact parents and children.
- Promote collaboration and innovation across government agencies and through public-private partnerships.
- Strengthen parent supports through health care and home visiting. (two generation programs)
- Support parents and providers who care for children.

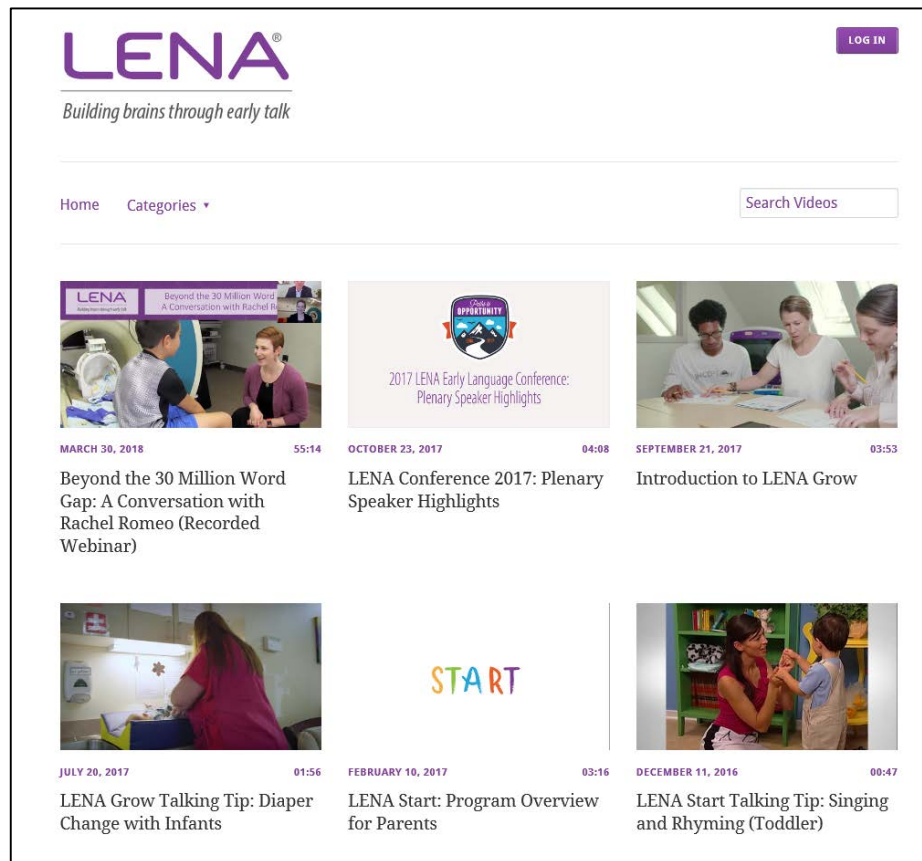


# Hoover-Dempsey & Sandler Model

## Level 1

Personal Motivators		Parent's Perceptions of Invitations to be Involved			Life Context Variables		
Parental Role Construction for Involvement	Parental Efficacy for Helping Student Succeed in School	General School Invitations	Specific Invitations from Teacher(s)	Specific Requests/Invitations from Student	Parental Knowledge & Skills	Parental Time & Energy	Family Culture

# LENA (Language Environment Analysis)



**Our mission is to accelerate language development in children birth to three, in order to improve their cognitive, social, and emotional health and to close opportunity gaps.**

<http://videos.lena.org>  
<https://www.lena.org>

# Family Engagement Modules

Parenting Education

Resources, Sharing, Collaborating

EC Administration

MHSA

MN Parents Know

MN PreK-3

WELCOME

Adoptive Parents

Adult Learning Theories

Attachment

Bedwetting

Behavior Issues (click to expand)

Birth Order

Boys

Child Care

Children w/ Special Needs (click)

Chores & Allowances

Class Evaluation

Collaborations (click to expand)

Coparenting

Corporal Punishment

Couples (click to expand)

Crying

Culture

Development (click to expand)

Developmental Delays

Discipline

Divorce

Eating

Employment & Workplace

Ethics

Faith/Spirituality

Families (click to expand)

Family Activities

Family Engagement

Family Risk Factors

Fathers

Fears

🌐 brown343 | [My account](#)

## Family Engagement Professional Learning Modules

Overview

How to Use this Resource

PLCs

Essential Links and Books

Contact Us

### Overview

**"By age 18, children have typically spent only 13% of their waking lives at school; families have a role in shaping the remaining 87%."**  
- Education Policy Studies Laboratory—School Reform Proposals: The Research Evidence, as cited in NASA's NES Family Involvement Handbook

Successful schools recognize that parents/families are children's first and most important teachers. They understand the fundamental role that relationships play between schools, families and communities. This site was built to help districts and communities build authentic, effective family engagement systems. Below, essential information on family engagement is organized using modules. Since family engagement work is hands-on and must be tailored to meet the needs of families in your community, it is recommended that districts/programs utilize this resource with a professional learning community (PLC). Participants should choose which resources and tasks are most pressing and relevant to their work.

### Part I: Family Engagement Professional Learning Modules: Learning and Exploring

1. Intro to Family Engagement

2. Using Theory to Ground Your Family Engagement Work

3. Learning About Families

4. Influence of School Culture

5. Models, Frameworks, Toolkits

6. Program Development and Evaluation

#### Introduction to Family Engagement

##### I. Module 1: Introduction

Effective, authentic family engagement plays a critical role in the educational experiences and outcomes of children and families. In this module, you will be focusing on important definitions associated with family engagement. You will be exploring your understandings of families and family engagement, examining what they mean to you, your colleagues, and to families. At the same time, you will be considering the school's role in establishing relationships and working in partnership with families. You will also learn about the benefits of family engagement and common barriers to effective family engagement. Throughout this course, our approach to learning about and working with families is strength-based. We need to be authentic and intentional about building relationships having academic and life success at the core. Relationships with families are the foundation. All staff need opportunities to not only learn about families and family engagement, but also how to build relationships and work collaboratively and effectively with families. District and community leaders need to learn how to implement and lead integrated, systemic family engagement.

From the start, your leadership and organization need to buy in to the importance of family engagement. This module contains a small sample of the abundance of information related to the benefits of family engagement. Organizational beliefs and priorities can be a tremendous asset or they could be a barrier. With this in mind, it is essential that programs/districts examine and address barriers to engaging families and to families being engaged. This analysis will play a critical role in your family engagement work, from professional learning needs to strategies and plans.

Lastly, we will "begin with the end in mind" by looking at a plan for family engagement. That is, what do we want to create by the end of this course? As you plan your approach to designing and implementing your family engagement system, you will want to keep two key resources in mind: The Dual-Capacity Framework and the Parent, Family, and Community Engagement Framework. Elements of these frameworks have been built into this course.

##### II. Module 1: Objectives and Learning Activities

Learning Objectives
1. Participants identify diverse interpretations of the meanings of key terms, like family, family engagement, and involvement.

# Kevin Durant – MVP Acceptance Speech



# Discussion

PreK-3rd Grade Implementation: Mapping Activity for Session 5 (Competency 6)		
Leadership	Professional Practice (competencies)	PreK-3 Systems
How am I serving as a bridge between early learning services (childcare, preschool and home care) and my elementary school?	What professional learning support are we offering teachers to improve our capacity to communicate with and engage families?	Is family and community engagement part of our expected job descriptions, work, etc.?
How do I act to ensure that all children, especially those from disadvantaged households, have access to extended learning opportunities?	How do teachers engage families in understanding and supporting their children's progress?	Have we mapped the afterschool and summer learning opportunities available to children in our school and made parents aware of them? Is there more we could do or provide?
How do I support family engagement and convey its importance to staff, families, and stakeholders?	How do teachers work together to provide meaningful transitions?	Do we have designated teams to think about what's needed to improve our learning community, based on staff and community input?
<p style="text-align: center;"><b>World's Best Workforce</b></p> <p>Based on what you have learned or worked on today, develop strategies for achieving your World's Best Workforce goals.</p>		

# Thank you!

**Mike Brown**

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