



# THE KINDERS ARE COMING!

Effective and practical ways to connect and build relationships with children and families as they are transitioning into kindergarten.

COSA Principals Conference October 2022

# Mirror Mirror on the wall...

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Name



Title



School/District



Something people  
don't know about you,  
just by looking at you



Something people  
assume about you, just  
by looking at you

# Outcomes

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1

Discover the benefits of building relationships early with families

2

Develop an effective plan for transitioning into kindergarten and connecting with early learning partners

3

Prioritize strategies that shift from traditional kindergarten readiness assessment practices to other tools that involve families and caregivers engagement

# Agenda



Welcome & Agenda

The Why Behind Engaging Families Early

Reframing Family Outreach Efforts

Transitioning into Kindergarten Timeline

Early Learning Transition Check In

Final Thoughts & Questions

# The Why Behind Engaging Families Early

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Strong  
predictor of  
school success

Strengthens  
whole  
communities

Increased  
home support

Empowered  
caregivers

Solid  
foundation

# The 4 I's of Family Engagement

## 4 Principles of Transformative Family Engagement

### INCLUSIVE

Embracing and valuing diverse perspectives.



### INDIVIDUALIZED

Meeting the unique needs of every family and child.



### INTEGRATED

Connecting and aligning with the educational system.

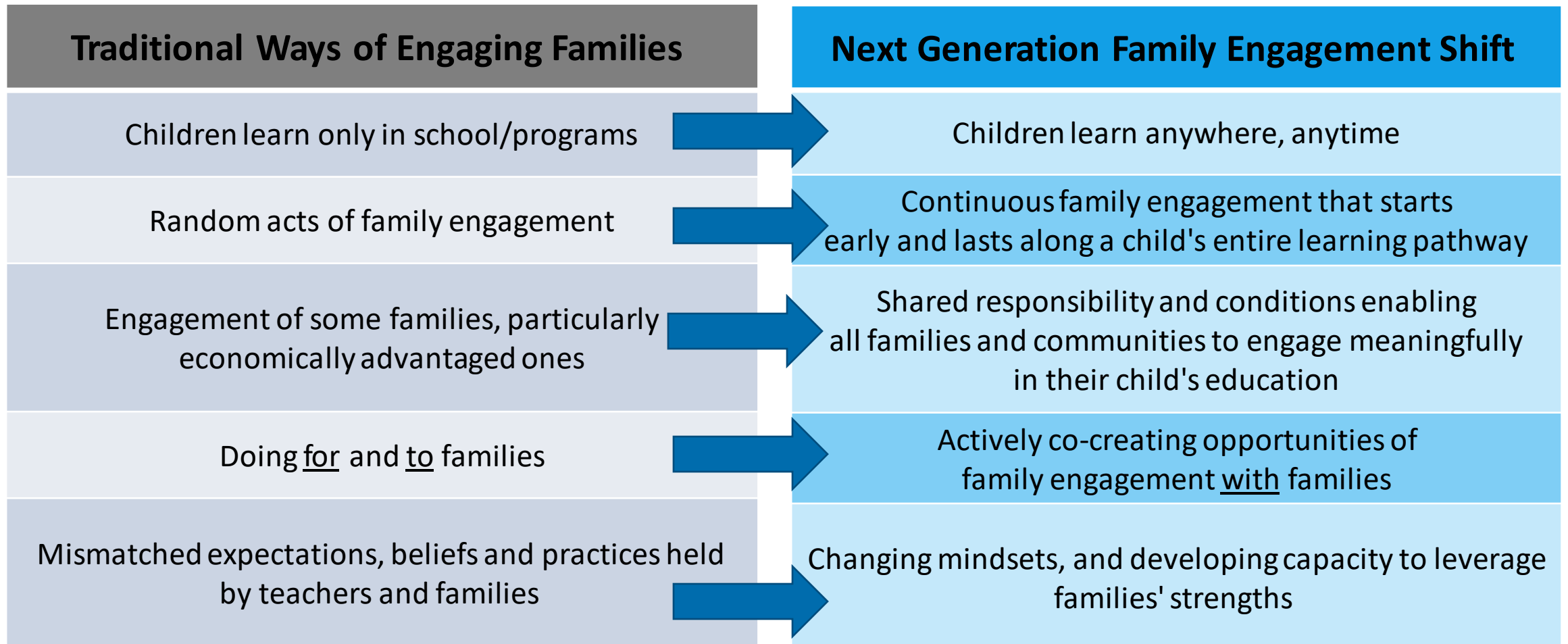


### IMPACTFUL

Empowering families to support their child's success.



# Five Shifts of Next Generation Family Engagement





# Reframing Family Outreach Efforts



# Early Registration: Opportunities & Barriers

## **When families register in the spring:**

Families have access to summer programs

Families have time to build trust with school staff

Schools have time to plan supports

Schools can hire the right number of K teachers

## **What barriers might families experience?**



# Connected Outreach



Clear and translated message: Share early, often, and in varied ways

Parent power!  
Families know where families gather

Partner with your early learning hub

Connect with nearby child care providers

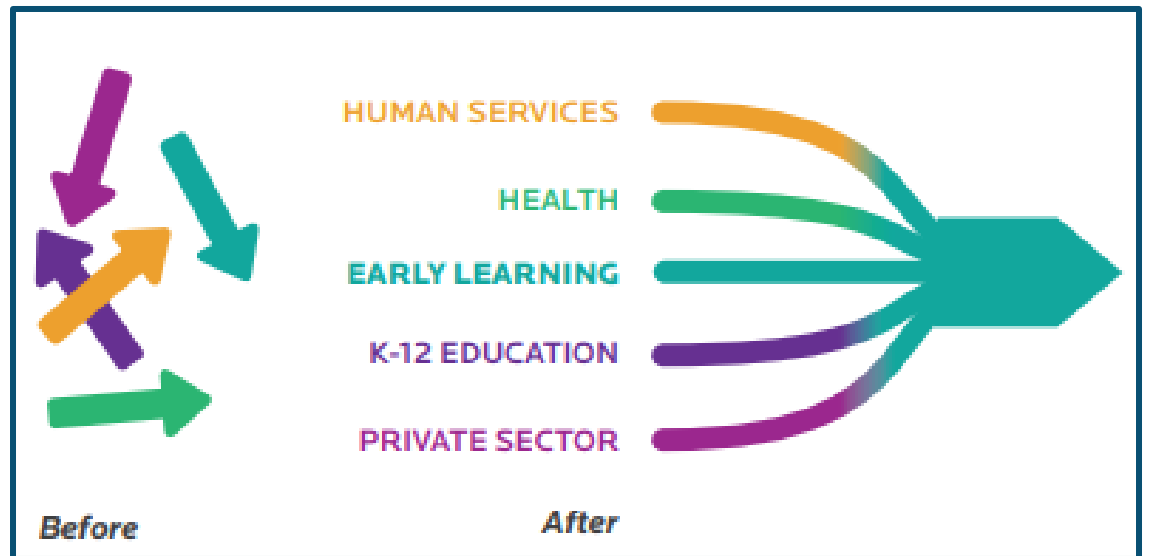
Reach out to Migrant, McKinney Vento and Tribal coordinators and advocates

# Early Learning Hubs

Early Learning Hubs streamline:

- Social services for families with young children
- Coordinated Care Organizations (CCOs)
- Public preschools, home visiting programs and relief nurseries
- Private child care programs and home-based care

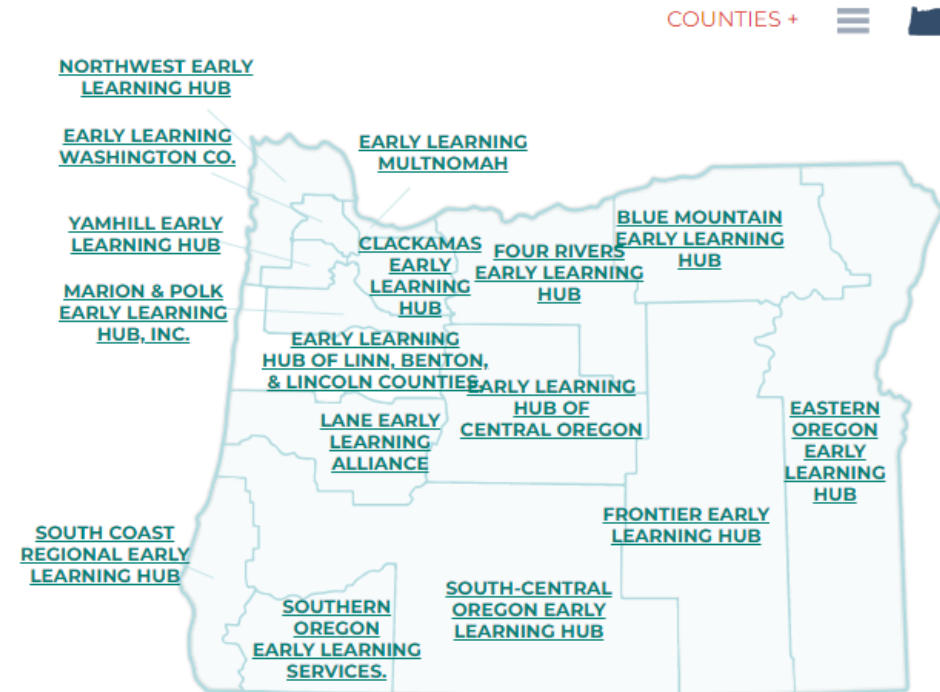
...using a strong equity lens



# Hubs are Your Outreach Partners!



## CURRENT HUBS



# Mapping Preschools and Child Care

## Child care provider search

The screenshot shows the 'Find Child Care OREGON' website. At the top, there is a logo with a magnifying glass over a person icon and the text 'Find Child Care OREGON'. To the right of the logo, contact information for the '211info Child Care Team' is listed: 'Dial: 2-1-1', 'Text: "children" to 898-211', 'children@211info.org', 'www.211info.org', and 'fcc@wou.edu'. Below the header, there are navigation links: 'My Account', 'Search For Programs' (highlighted), 'My Favorites', 'Consumer Ed', and 'Ask Us'. A section titled 'Change Search Basics' is expanded, showing search filters. Under 'Please select at least one:', there are four checked options: 'Licensed Center', 'License Exempt Center', 'Licensed Home', and 'License Exempt Home'. Below this, there is a section for 'Search location (for map search enter address, city & zip):'. It includes an 'Address' field, a 'City' field, and a 'Zip' field, with an 'OR' button between the city and zip fields. At the bottom of the search section, there is a link '+ Caring For Ages (optional)'.

Map	Map local child care providers using the child care finder tool
Share	Share outreach flyers with child care providers
Invite	Invite child care teachers/directors to K Open House
Collaborate	Collaborate with early learning partners (including child care staff) to a spring meeting to plan for a smooth transition

# Examples of Connected Outreach

Warrenton Hammond: Annual Spring Kindergarten Carnival – 80% attendance!

Lincoln County: Partners with family advocates, housing and Relief Nurseries

Phoenix-Talent: Conducts family home visits after open house/summer programs

Morrow County: Partners closely with Migrant coordinator. Outreach to WIC, employers and temp agencies



Family photo from Phoenix-Talent School District



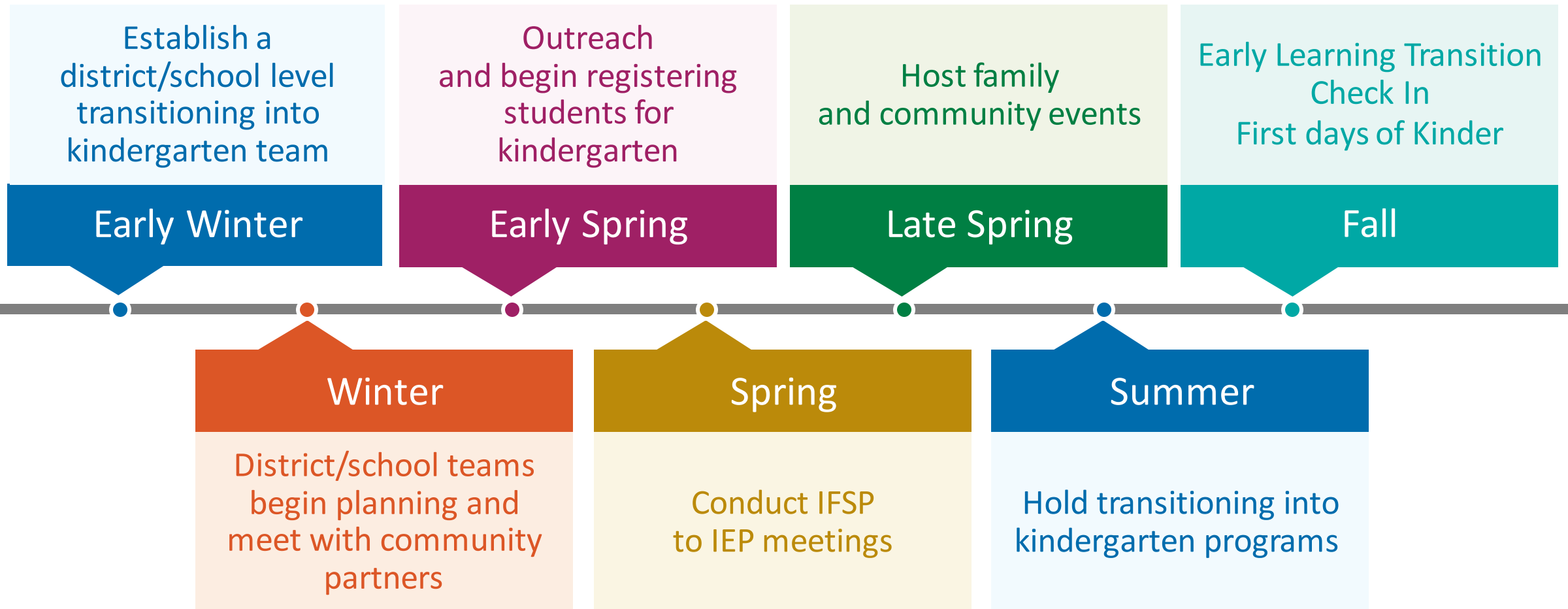
# Increase access to programs



## TIPS

- Provide a "**one-stop shop**" approach - one engagement provides multiple access points
- Offer **transportation, dinner, and child care** for evening events
- At IEP transition meetings, help families **register for school/summer programs**
- **Share [211info](#)** when family resources are requested
- Conduct **family engagement off-site** (Head Start centers, apartments, parks)

# Transitioning into Kindergarten Timeline

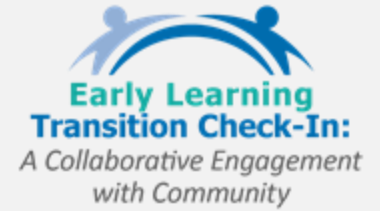






# Early Learning Transition Check-In Process

# Early Learning Transition Check-In: A Collaborative Engagement with Community



- Community engagement in co-creation, a reimagined process
- ODE and ELD are working in collaboration to respond to historical concerns about the former Kindergarten Assessment
- Shifting focus away from children's "readiness" for Kindergarten
- Creating a way to look at how prepared educators, schools, districts, communities, and systems are to support ALL children and families



# Family Interview

- Each fall, Kindergarten educators will meet individually with each family entering their classes.
- The Family Interview is a tool to support educators' conversations with families.



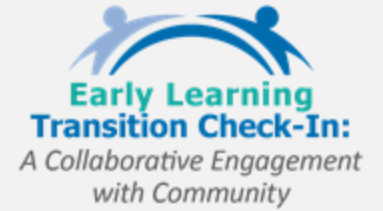
## What it does:

- Collects information about families' early learning and care experiences
- Builds relationships among educators, parents/caregivers, and children

## How it advances equity:

- Takes a more holistic view of children
- Provides context about families
- Shifts focus off children's "readiness"

# Spring Family Listening Session Suggested Improvements



Share Questions  
in advance



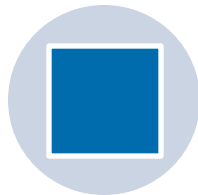
Build in clarifying  
prompts and  
examples



Improve  
translations

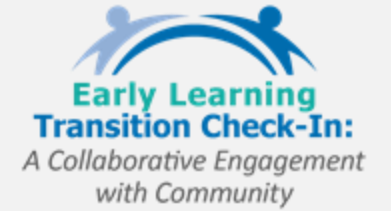


Add more  
questions



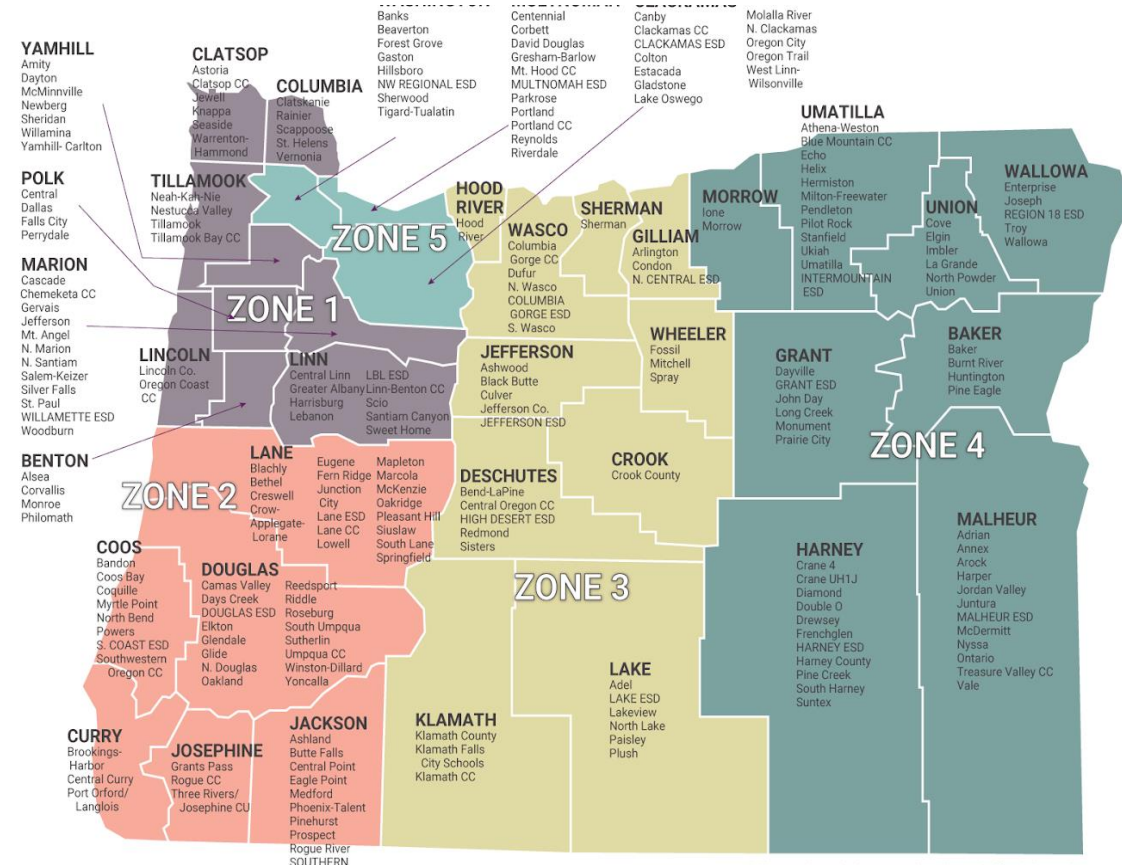
Train educators  
around  
interviewing

# Early Learning Transition Check-In Pilot



- 16 Schools
- All Five OASBO Zones represented

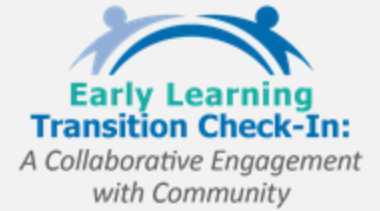
Zone	# Schools
1	2
2	4
3	1
4	4
5	5



# Fall 2022 Pilot: Family Interview Questions

- 1. What are your hopes and dreams for your child this school year?**
- 2. What brings your child joy?**
- 3. What kinds of child care did your family have for your child? For example, were they cared for only by you or another parent or guardian? OR was your child cared for by other people, like friends, other relatives or teachers?**
- 4. What programs and/or services did your child receive or participate in to help them learn and grow?**
- 5. Of the family and/or services you just mentioned, which one would you say was the most helpful to your child and your family?**
- 6. Which programs and/or services do you wish your child had received?**
- 7. What else would you like for me to know and understand about your child or your family?**
- 8. What questions do you have for me?**

# Early Learning Transition Check-In



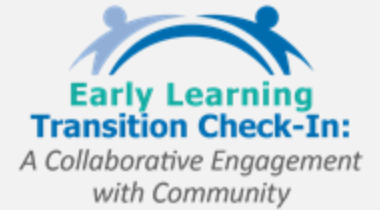
## Families' responses will be used...

- **By educators** – to get to know them better and to inform how you work with the children and families in their class
- **By ELD, its Hubs and ODE** – to better understand families' experiences before kindergarten and to inform how the state makes changes to state-funded programs

## By conducting Family Interviews, we ultimately hope to...

- Improve children and families' experiences during kindergarten
- Improve the future of children and families' experiences in care and education before kindergarten

# Scheduling



## For ALL Schools:

**OAR 581-022-0102 30b**: Instructional time shall include: (B) Time that a student spends in statewide performance assessments

**OAR 581-022-2320 6e**: Upon approval by the local school board, a district may include in its calculation of instructional time, up to...30 hours for parent teacher conferences

## For Title I-A Schoolwide Programs:

Activity must be identified in the school's needs assessment



# Planning



Could you modify one of the schedules that other school districts shared?

If so, how?

Who might you need to communicate to be ready for Fall 2023 if you choose to take part in the pilot?

If your school already has a family interview schedule in place, what is one thing you will do to improve the process?

# Final Thoughts

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**What questions do you still have?**

# Many thanks for joining us today!

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&  
[PreKCheckin@ode.oregon.gov](mailto:PreKCheckin@ode.oregon.gov)

# Resources

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- Cardona, Miguel, A. (September 15, 2022). [Letter from U.S. Secretary of Education Miguel Cardona to Chief State School Officers]. [https://oese.ed.gov/files/2022/09/BSCA-Stronger-Connections DCL 9.12 signed.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://oese.ed.gov/files/2022/09/BSCA-Stronger-Connections-DCL-9.12-signed.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
- Weis, H., Lopez, E., & Caspe, M. (2018). Joining Together to Create a Bold Vision for Next Generation Family Engagement: *Engaging Families to Transform Education*. <https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education>
- Zimmer, M. (2022, July 29). *Family engagement – a key element in quality early learning*. Start Early. <https://www.startearly.org/post/importance-of-family-engagement/#:~:text=The%20positive%20outcomes%20of%20engaged,emotional%20development%2C%20and%20improved%20health.>

# Resources (continued)

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- U.S. Department of Health and Human Services (2018), Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018) *Family Outreach Series -- Strategies for Outreach To All Families: Overview*  
[https://childcareta.acf.hhs.gov/sites/default/files/public/strategies-for-outreach-overview\\_final\\_508.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/strategies-for-outreach-overview_final_508.pdf)
- Pratt, Megan and Michaella Sektnan (2022), *Oregon's Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Oregon State University  
<https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons-child-care-deserts-2020.pdf>

# Additional Websites

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- Early Learning Division: [Head Start & Oregon Pre-kindergarten Information](#)
- [Oregon's Early Learning and Kindergarten Guidelines](#)
- ODE's [Care and Connection: Guidance for Schools and School Districts](#) Document
- Early Learning Division: [Early Learning Hubs](#)
- [Find Child Care Oregon](#)
- [211info](#)
- National PTA: <https://www.pta.org/the-center-for-family-engagement>