

**Birth to Eight Roadmap Project  
Site Visit: Boston, MA**

**February 23-25, 2016**

**Site Visit Learning Goals:**

- Identify potential models of advancing Roadmap priorities
- Deepen understanding of early screening models and financing
- Foster shared understanding among participants of potential opportunities for Denver
- Gather lessons from Boston's experience that may inform Denver's roadmap

<b>Day One: February 23</b>		
<b>Time</b>	<b>Topic and Learning Goals</b>	<b>Location</b>
	<p><b>Travel to Boston</b></p> <p><i>Attendees should arrange their own travel to and from the airports in Denver and Boston</i></p>	<p><b>Public transportation in Boston</b></p> <ul style="list-style-type: none"> <li>• Silver Line bus leaves from Logan Airport.</li> <li>• Take bus to Courthouse stop; from there it is a short (5 min) walk to the hotel.</li> <li>• One way fare is \$2.65</li> <li>• Scheduled information is available at: <a href="http://www.mbta.com/schedules_and_maps/bus/routes/?route=SL1">http://www.mbta.com/schedules_and_maps/bus/routes/?route=SL1</a></li> </ul>
	<p><b>Check in to Hotel</b></p> <p>Reservations have been confirmed for all attendees</p> <p>Those paying their own travel costs will need to present a credit card upon arrival</p> <p>Those for whom DPS is paying travel may be asked to present a credit card upon arrival for incidentals.</p>	<p><b>Residence Inn Boston Downtown/Seaport by Marriott</b></p> <p>370 Congress St., Boston, MA (617) 478-0840</p>
6:00-7:00pm	<p><b>On-site orientation for new participants</b></p> <ul style="list-style-type: none"> <li>• Sara Monge,</li> <li>• Michelle Jeske</li> <li>• Jamie Roybal</li> <li>• Liane Martinez,</li> <li>• Mary Anne Snyder</li> <li>• Donna Garnett</li> </ul>	<p><b>Hotel Lobby</b></p>
7:00-8:30pm	<p><b>Team meeting and dinner</b></p> <p>Review meeting logistics, agenda and learning goals; networking with team members.</p>	<p><b>Residence Inn Boston Downtown/Seaport by Marriott</b></p> <p>Stillings Room</p>
8:30-9:00 pm	<p><b>On-site prep meeting with planning team</b></p>	<ul style="list-style-type: none"> <li>• John Simmons arrives at 3:43 pm</li> <li>• Cheryl Caldwell arrives at 3:43 pm</li> <li>• Tara Witterholt arrives at 3:43 pm</li> <li>• Erin Brown arrives at 6:29m</li> <li>• Ivan Duran arrives at 6:29 pm</li> <li>• Jill Hawley arrives at 11:35 pm (<i>debrief Wed am</i>)</li> <li>• Happy Haynes arrives at 11:35 pm (<i>debrief Wed am</i>)</li> </ul>

<b>Day Two: February 24</b>			
<b>Time</b>	<b>Topic and Learning Goals</b>	<b>Participants</b>	<b>Location</b>
7:00-8:00 am	<p><b>Morning Gathering</b></p> <p>Free breakfast is available in RI Seaport Buffet; you may bring your breakfast into the Stillings Room</p> <p><b><i>Please plan to arrive by 7:30am to review last minute details and assemble for transport to site visits</i></b></p>	<b>All Denver Team</b>	<b>Residence Inn</b>  Stillings Room
8:00-8:30 am	<b>Travel</b>		
8:30-11:00am	<p><b>Site Visit Group A: Baldwin Early Learning Pilot Academy</b></p> <p><i>Learning Opportunities - Priority#1: Parent Support and Engagement</i></p> <ul style="list-style-type: none"> <li>• Free extended day program</li> <li>• Baldwin provides a multicultural, home-like, nurturing environment</li> <li>• Provides safety net services and enrichment programs to enhance student learning; a half-time nurse and a social worker are on staff</li> </ul> <p><i>Learning Opportunities - Priority #2: Early Language Development</i></p> <ul style="list-style-type: none"> <li>• Teachers are certified in general education, special education and English language learners instruction</li> <li>• A variety of formal and informal literacy assessments are used with students to assess literacy development and progress throughout the year</li> </ul> <p><i>Learning Opportunities - Priority #3: Leadership</i></p> <ul style="list-style-type: none"> <li>• A pilot school, part of a network of innovative schools that are free from teachers' union and Boston Public Schools work rules</li> </ul> <p><i>Learning Opportunities – Priority #4: Transitions</i></p> <ul style="list-style-type: none"> <li>• Grade configuration consists of K0-K1, K2 and Grade 1</li> </ul> <p><i>Learning Opportunities - Priority #5: Alignment</i></p> <ul style="list-style-type: none"> <li>• Focus on professional development for all classroom staff</li> <li>• Each Wednesday is a half day that provides professional development and collaborative planning time for lead teachers and Surround Care staff, in classroom teams, grade level teams and whole school groupings</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>• Baldwin Early Learning Academy Assessments</li> <li>• Baldwin ELC Report on Teaching and Learning</li> </ul>	<p><b>Group A:</b></p> <ul style="list-style-type: none"> <li>• Steffanie Clothier</li> <li>• Ivan Duran</li> <li>• Happy Haynes</li> <li>• Jamie Roybal</li> <li>• John Simmons</li> <li>• Jennifer Stedron</li> <li>• Tara Witterholt</li> </ul> <p><i>MA State Literacy Coaches will be visiting along with Denver team</i></p>	<p><b>Group A:</b></p> <p>121 Corey Rd, Brighton, MA 02135</p> <p><i>Site Host: Marie Enochty</i></p>
8:45-11:15	<p><b>Site Visit Group B: The Family Nurturing Center: Allston Brighton Family Support Network play group</b></p> <p><i>Learning Opportunities - Priority#1: Parent Support and Engagement</i></p> <ul style="list-style-type: none"> <li>• Lead agency for home visiting program serving parents of children 18 months to 3 years</li> <li>• Through its partnership with Smart from the Start provides family support programming in low-income neighborhoods</li> </ul>	<p><b>Group B:</b></p> <ul style="list-style-type: none"> <li>• Erin Brown</li> <li>• Cheryl Caldwell</li> <li>• Anna Maria Jennett</li> <li>• Michelle Jeske</li> <li>• Jennifer Landrum</li> <li>• Sara Monge</li> <li>• Mary Anne Snyder</li> </ul>	<p><b>Group B:</b></p> <p><i>8:45 Background Meeting at Family Nurturing Center 640 Washington Street, Suite 104, Brighton</i></p> <p><i>10:30 Transfer to:</i></p>

<b>Day Two: February 24</b>			
<b>Time</b>	<b>Topic and Learning Goals</b>	<b>Participants</b>	<b>Location</b>
	<p><i>Learning Opportunities - Priority #2: Early Language Development</i></p> <ul style="list-style-type: none"> <li>Selected as hub agency for Thrive in Five's Community School Readiness Writing Project</li> <li>Observe Parent-Child play group</li> </ul> <p><i>Learning Opportunities - Priority #3: Leadership</i></p> <ul style="list-style-type: none"> <li>Launched Smart from the Start in partnership with City of Boston, Boston Housing Authority and Boston Centers for</li> </ul> <p><i>Learning Opportunities – Priority #4: Transitions</i></p> <ul style="list-style-type: none"> <li>Collaboration with Boston Public Schools' Countdown to Kindergarten to replicate FNC's Allston-Brighton school-based Parent-Child Playgroups</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>History of Family Nurturing Center</li> <li>Family Nurturing Center February Newsletter</li> </ul>		<p>Fiorentino Community Center 123 Antwerp St Extension, Brighton</p> <p><i>Site Hosts: Matt LiPuma and Colleen McGuire</i></p>
8:30-11:15	<p><b>Site Visit Group C:</b> Mario Umana Academy K-8 (8:30-10) East Boston play group (10:00-11:15am)</p> <p><i>Learning Opportunities - Priority#1: Parent Support and Engagement</i></p> <ul style="list-style-type: none"> <li>Observe a school-based parent-child play group for families of 1, 2 and 3 year olds</li> </ul> <p><i>Learning Opportunities - Priority #2: Early Language Development</i></p> <ul style="list-style-type: none"> <li>Understand how BPS' Talk Read Play initiative engages at-risk families</li> </ul> <p><i>Learning Opportunities – Priority #4: Transitions</i></p> <ul style="list-style-type: none"> <li>Understand how Countdown to Kindergarten is supporting successful transitions into and from early learning programs</li> <li>Explore how data and information is shared with families and across organizations in order to enhance support for families</li> </ul> <p><i>Learning Opportunities - Priority #5: Alignment</i></p> <ul style="list-style-type: none"> <li>Explore the systems and structures across early learning environments as well as from early learning into public K-2 classrooms</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>Countdown to Kindergarten Overview</li> <li>Umana Academy Report of Teaching and Learning</li> </ul>	<p><b>Group C:</b></p> <ul style="list-style-type: none"> <li>Emily Bustos</li> <li>Donna Garnett</li> <li>Jill Hawley</li> <li>Anna Jo Haynes</li> <li>Nina Lopez</li> <li>Liane Martinez</li> <li>Avilene Rodriguez</li> </ul>	<p><b>Group C:</b></p> <p>Mario Umana Academy 312 Border St., East Boston</p> <p><i>Site Hosts: Claudia Gutierrez, Umana Academy Principal</i></p> <p><i>Lilliana Arteaga, Parent-Child Play Group Host</i></p>
Vary depending upon site visit	<b>Travel</b>		
11:45-12:15	<p><b>Countdown to Kindergarten</b></p> <p><b><i>NOTE: All guests will need to present a form of personal identification in order to enter the museum</i></b></p> <p>Guided tour of the Museum's Countdown to Kindergarten exhibit</p>	<p>All Denver team members</p> <p>Jeri Robinson, Vice President, Education &amp; Family Learning</p>	<p><b>Boston Children's Museum</b></p> <p>308 Congress Street Boston, MA</p>

Day Two: February 24			
Time	Topic and Learning Goals	Participants	Location
	<p><i>Learning Goal:</i> Understand how federal, state and city agencies collaborate to support families of young children</p> <p><u>Background Material:</u></p> <ul style="list-style-type: none"> <li>Boston Children's Museum Background</li> </ul>		
12:15-2:00	<p><b>Lunch and Small Group Discussions</b></p> <p><b>Welcome:</b> <i>Carole Charnow, President and CEO, Boston Children's Museum</i></p> <p><b>Overview of Denver Birth to Eight Roadmap</b></p> <p><b>Small Group Discussion</b></p> <p><b><i>Please sit at assigned tables</i></b></p> <p><b>Table #1: Parent Support and Engagement</b>  <i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>How are diverse families being effectively engaged and served?</li> <li>What has worked well in the effort to implement universal screening? What lessons have you learned?</li> <li>How does BPS use data and information to equip educators within schools and inform the systems and structures in place to support families?</li> <li>How are families with diverse language backgrounds effectively accessing services being served?</li> </ul> <p><b>Table #2: Early Language Development</b>  <i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>How are diverse families being effectively engaged and served?</li> <li>How is data and information about children and families shared both across horizontally and vertically (within and across organizations)?</li> <li>How are families with diverse language backgrounds effectively accessing services being served?</li> </ul> <p><b>Table #3: Leadership</b>  <i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>What is the role of BPS in supporting and transitioning from the partner programs?</li> <li>How does BPS use data and information to equip educators within schools and inform the systems and structures in place to support families?</li> <li>How is data and information about children and families shared both across horizontally and vertically (within and across organizations)?</li> </ul> <p><b>Table #4: Transitions</b>  <i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>What is the role of BPS in supporting and transitioning from the partner programs? What should or could be the role of a school district in supporting transitions?</li> <li>How does BPS use data and information to equip educators within schools and inform the systems and structures in place to support families?</li> </ul> <p><b>Table #4: Alignment</b>  <i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>How has BPS aligned key elements of instruction across its early learning environments and with early elementary classrooms?</li> </ul>	<p><b>Table #1:</b></p> <ol style="list-style-type: none"> <li>Erin Brown</li> <li>Cheryl Caldwell</li> <li>Christine Johnson-Staub</li> <li>Anna Jennett</li> </ol> <p><b>Table #2:</b></p> <ol style="list-style-type: none"> <li>Jennifer Landrum</li> <li>Jill Hawley</li> <li>Michelle Jeske</li> <li>Liane Martinez</li> <li>Nina Lopez</li> </ol> <p><b>Table #3:</b></p> <ol style="list-style-type: none"> <li>John Simmons</li> <li>Happy Haynes</li> <li>Jamie Roybal</li> <li>Steffanie Clothier</li> <li>Jennifer Stedron</li> </ol> <p><b>Table #4:</b></p> <ol style="list-style-type: none"> <li>Anna Jo Haynes</li> <li>Donna Garrett</li> <li>Sara Monge</li> <li>Mary Anne Snyder</li> <li>Tara Witterholt</li> </ol> <p><b>Table #5:</b></p> <ol style="list-style-type: none"> <li>Ivan Duran</li> <li>Avilene Rodriguez</li> <li>Emily Bustos</li> </ol>	<p><b>Boston Children's Museum</b></p> <p>Dewey Room, 5<sup>th</sup> Floor</p>

<b>Day Two: February 24</b>			
<b>Time</b>	<b>Topic and Learning Goals</b>	<b>Participants</b>	<b>Location</b>
	<ul style="list-style-type: none"> <li>▪ What are key lessons learned?</li> <li>▪ How does BPS work with community providers of early education to support alignment?</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>• Smart from the Start Overview</li> <li>• Thrive in Five Overview</li> </ul>		
2:00-2:30	<p><b>Brain Break</b></p> <p><i>Opportunity to get some fresh air, walk around the waterfront or check email/calls</i></p>		
2:30-4:30	<p><b>Deep Dive on Early Screening</b></p> <p><i>Learning Opportunities - Priority#1: Parent Support and Engagement</i></p> <ul style="list-style-type: none"> <li>• Introduction to existing models of early screening and coordinated family services</li> </ul> <p><i>Learning Opportunities - Priority #2: Early Language Development</i></p> <ul style="list-style-type: none"> <li>• Explore how early screening and early screening providers can be used to promote early language development</li> <li>• Understand the opportunities for diverse community partners to support early language development</li> </ul> <p><i>Learning Opportunities - Priority #3: Leadership</i></p> <ul style="list-style-type: none"> <li>• Overview of financial models and policy implications</li> </ul> <p><i>Learning Opportunities – Priority #4: Transitions</i></p> <ul style="list-style-type: none"> <li>• Explore how data and information is shared with families and across organizations in order to enhance support for families</li> </ul> <p><i>Learning Opportunities - Priority #5: Alignment</i></p> <ul style="list-style-type: none"> <li>• Explore what data can be collected and used to support alignment across systems and within systems</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>• Christine Johnson-Staub bio</li> <li>• State Strategies to Support Developmental Screening in Early Childhood Settings</li> </ul>	<p><i>Christine Johnson-Staub</i> Senior Policy Analyst, Child Care and Early Education, CLASP</p>	<p><b>Boston Children’s Museum</b></p> <p>Dewey Room, 5<sup>th</sup> Floor</p>
4:30-6:30	<p><b>Travel to Hotel/Time on Your Own</b></p> <p><i>Note: hotel is within walking distance of Boston Children’s Museum – 0.1 mile</i></p>		
5:30-6:30	<p><b>Co-Chair Debrief and Check-In</b></p>	<p>Erin Brown Happy Haynes John Simmons Jill Hawley Ivan Duran Cheryl Caldwell Tara Witterholt Jennifer Stedron Anna Jennett Nina Lopez</p>	<p>Hotel Lobby</p>
6:30-8:30	<p><b>Dinner Discussion</b></p> <p>Small group discussions about observations and further questions</p>	<p>All Denver team members</p>	<p><b>Residence Inn Boston Downtown/Seaport by Marriott</b> Stillings Room</p>

<b>Day Three: February 25</b>			
<b>Time</b>	<b>Topic and Learning Goals</b>	<b>Participants</b>	<b>Location</b>
7:00-8:00 am	<p><b>Morning Gathering</b></p> <p>Free breakfast is available in RI Seaport Buffet; you may bring your breakfast into the Stilings Room</p> <p>Please plan to arrive by 7:30 to review last minute details</p>	All Denver team members	<p><b>Residence Inn</b></p> <p>Stilings Room</p>
8:00-8:45	<b>Check out of hotel</b>		
8:45-9:00	<b>Travel</b>		
9:00-11:00	<p><b>Leading and Sustaining a System of High-Quality Early Education: Understanding the role of Boston Public Schools</b></p> <p><i>Learning Opportunities - Priority#1: Parent Support and Engagement</i></p> <ul style="list-style-type: none"> <li>How does BPS ensure that appropriate and adequate supports and training are available within schools that are appropriate for family and student needs upon entry?</li> <li>How are families with diverse language backgrounds effectively accessing services being served?</li> </ul> <p><i>Learning Opportunities - Priority #2: Early Language Development</i></p> <ul style="list-style-type: none"> <li>Learn about BPS' efforts to support early language and socio-emotional development (Talk Read Play)</li> </ul> <p><i>Learning Opportunities - Priority #3: Leadership</i></p> <ul style="list-style-type: none"> <li>Learn about the development and evolution of Boston's early childhood education system</li> <li>Understand how BPS provides ongoing leadership for ECE and how it relates to the district's overall goals and strategic priorities</li> <li>Become familiar with results to date. What works? What lessons have you learned? What were you surprised to learn?</li> </ul> <p><i>Learning Opportunities – Priority #4: Transitions</i></p> <ul style="list-style-type: none"> <li>What is the role of BPS in supporting and transitioning from the partner programs? What should or could the role of a school district be?</li> <li>How is data and information about children and families shared both across horizontally and vertically (within and across organizations)?</li> </ul> <p><i>Learning Opportunities - Priority #5: Alignment</i></p> <ul style="list-style-type: none"> <li>How does BPS deliver and sustain professional development to support strong alignment across and within its programs?</li> </ul> <p><u>Background Materials:</u></p> <ul style="list-style-type: none"> <li>Measuring the effectiveness of Boston Public Schools K-1 program</li> <li>Boston Public Schools at a Glance</li> <li>Boston Public Schools Early Childhood Coaching</li> </ul>	Representatives of Boston Public Schools Early Childhood Department	<b>Boston Children's Museum</b>
11:00	<p><b>Site visit ends; return to Denver</b></p> <p><i>Attendees are responsible for making their own arrangements to the airport in Boston and from the airport in Denver</i></p>		

# Birth to Eight Boston Learning Visit Report

## February 23-25, 2016

### I. Site Visit Objectives

- 1) Identify potential models of advancing Roadmap priorities
- 2) Deepen understanding of early screening models and financing
- 3) Foster shared understanding among participants of potential opportunities for Denver
- 4) Gather lessons from Boston's experience that may inform Denver's roadmap

### II. Key Site Visit Themes and Context

#### **Outreach and support provided to families through non-traditional channels**

- Playgroup/outreach locations are strategic: 1) CBOs travel to where families are located (i.e. housing developments and laundromats); and 2) playgroups are located in local schools to familiarize families with the public school system.
- Strong emphasis on building parent leadership to lead local outreach in multiple languages
- Creative programming reaches parents who might not normally participate in traditional early childhood channels (i.e. diaper pantry)
- Concerted effort to create neighborhood-based information hubs for families in schools, playgroups, and other programs for the purpose of connecting them with resources and supports, such as mental health, health insurance, developmental screening, etc.
- Approach parent engagement as a bi-directional benefit—a way to both encourage parent empowerment to be a child's best teacher and advocate as well as a way to understand individual child and parent assets and needs, in order to provide tailored support and, if necessary, intervention.

#### **Leadership valued and cultivated at all levels: community, school, and district**

- Various community programs incorporate parent leadership development as part of their model (i.e. Thrive by Five cultivated parent leaders and supported their work to organize early childhood efforts in their communities)
- Schools have strong emphasis on professional development, coaching, and teacher collaboration to encourage strong classroom leaders.
- Pre-school and K classrooms in the Boston Public School district, called K0 (age 3), K1 (age 4), and K2 (age 5), require that teachers have a master's degree within five years
- City and foundation leadership demonstrates its commitment to education through its level of educational funding.
  - o From 2006-09, Boston Public Schools (BPS) invested \$3 million invested in coaching.

- The BPS Department of Early Childhood spends about \$200-\$300,000 annually on independent evaluations of the impact on student outcomes of their programming
- Teachers are paid an average salary of \$70,000, with only 5% turnover annually.
- Foundations provide significant support for early childhood, including supporting some staff positions in the BPS Department of Early Childhood
- The BPS Department of Early Childhood, under the leadership of Dr. Jason Sachs, aggressively advocates for its programs and pursues funding with city leaders and private foundations.
  - The department has strong partnerships with key local institutions such as the Boston Children’s Museum. Local institutions work to coordinate and support efforts.
  - The district is considering expanded governance for the department that would include K0 – 2<sup>nd</sup> grade. This reflects an understanding of the impact of the comprehensive early childhood approach in later grades.
  - The district, dissatisfied with the strength of commercially available curricula, has invested heavily in developing its own curriculum for K0, K1 and K2, which is standardized across the district (K2 is currently being piloted).

### **Recognition that a coordinated approach to transitions can set the stage for success**

- BPS has built strong partnerships with community childcare providers, community organizations, and the Children’s Museum to launch a comprehensive citywide Countdown to Kindergarten campaign.
  - BPS has reached formal agreements with partners as a way to ensure lasting commitments and a unified strategy
  - BPS has a choice system that has some close similarities to Denver.
- Boston has achieved consistency and alignment in messaging across a variety of private and public organizations through its Countdown to Kindergarten. They use this consistent messaging as one of the “through-lines” with their work.
- Their model classroom at the Boston Children’s Museum is a powerful tool for incoming students. It could be adapted to support transitions at a couple of different places: 0-3 care to ECE and ECE to Kindergarten.
  - It could also serve as a visual aid to other childcare providers as well as parents as a clear way to communicate what quality looks like.

### **Importance of alignment and data to driving change**

- Alignment (across ages three to seven) in key elements, such as curriculum, assessment, professional development, and instructional practices is judged to be a key reason behind high academic improvement outcomes.
- BPS early childhood department used its data-decision making to position itself as a thought leader within BPS and increase its prominence. Jason Sachs said, “We see ourselves as a disruptive innovation. We followed research. Now you can’t say investment in ECE doesn’t work.”



- Curriculum alignment has been a bridge between community and district, improving relationship and level of collaboration.
- Consistency in program quality is also emphasized; all ECE classrooms in the district at NAEYC accredited, one of the highest accreditation standards in the country.
- Denver team discussed possibility of a merger between various data systems in Denver (since this appears to be an insurmountable challenge at the state level)

### III. Summary of Suggested Potential Recommendations to the Roadmap

*Figures in parentheses refer to the number of people on the site visit who listed the recommendation on their note-taker sheet.*

#### 1. Design A Comprehensive Parent Support System Through Home Visiting and Coordinated Outreach & Resources

- Leverage playgroups to:
  - o Increase access to quality child education (9)
  - o Provide developmental screenings (1)
  - o Introduce families to public school earlier, thereby increasing the commitment level from parents when the child enters the public school system (7)
  - o Provide parent and caregiver support to support their children's development by using playgroups as a hub to receive information and learn about a wide variety of services (2- not including Help Me Grow suggestions)
  - o Support parents and caregivers' well-being (including physical and mental health; English language skills; and job skills) (4)
- Increase access to developmental screening (including new funding avenues) (8)
- For parents of children who had a positive developmental screen, improve connectivity to services (7)
- Support children's socio-emotional development through childcare centers and schools (5)
- Formulate a strategy to engage undocumented families with young children (3)

#### 2. Generate A Citywide Focus on Early Language Development

- Increase alignment between cultural institutions' goals and communications around early childhood and literacy. This could include ensuring every DPP child has a library card and My Denver Card. (4)
- Increase access to cultural institutions for low-income families (2)
- Explore concrete links and actions between the DPS Early Literacy plan and activities in early learning settings.
- Improve school-home linkages to further engage parents and advance each child's learning goals (4)

#### 3. Prioritize Transitions Across Birth to Eight

- Expand Denver's Countdown to Kindergarten initiative to a citywide campaign and enhance it with elements of Boston's program (12)
- Create a "universal communication system" that would include linking together data from vital records, developmental screening, immunization, school attendance records, etc. to improve transitions and create a communication continuum for teachers. (11)
- Formalize partnerships among and between institutions and CBOs as a strategy to improve alignment and commitment to transition work (9)
- Consider making the transition process simpler for families and improving linkages between DPS teachers and community providers (2)
- Consider having DPS' office of Family and Community Engagement more involved in Countdown to Kindergarten (1)

#### **4. Implement Shared and Sustained Leadership**

- DPS structure should reflect a culture where ECE is the foundation of academic education and consider restructuring so that ECE – grade 2 falls under one office (4)
- Deliberately build family/community leadership to increase impact/reach (4)
- Support leadership development amongst teachers and school principals throughout the 0-8 pipeline (3)

#### **5. Adopt Alignment Building Blocks**

- Using an ECE-3<sup>rd</sup> grade approach, increase the amount of professional development, coaching, and teacher collaboration opportunities for educators and school leadership (19)
- Use assessment and data to drive continuous quality improvements and change (9)
- Align curriculum across ECE-Grade 2 classrooms (3)
- Decrease class sizes in Kindergarten to Grade 2 classrooms (3)
- Align instructional practices ECE- Grade 2 (2)

#### ***Cross-Cutting***

- Programs that include children from a mix of income levels get the best results
- Explore the potential of some schools having a longer school day
- DPS should be a stronger neighborhood partner and organizer
- Bring Jason Sachs to Denver for leaders
- Leadership, central office, and teaching staff should reflect the diversity of students in the school district. For example, the Umana Academy hired parents as staff (i.e. parent engagement coordinator) or asked parents help recruit for teaching staff (i.e. art teacher).