

November 12, 2013
1pm – 5pm
Portland State University
Smith Memorial Student Union
3rd floor, 327-9
1825 SW Broadway, Portland OR 97201
Meeting Audio

[Meeting Audio](#)

Materials packet includes:

Meeting minutes

Agenda

Kindergarten Partnership and Innovation Grant HB 2013

Kindergarten Partnership and Innovation Grant

Ready for Success

DRAFT October meeting minutes

Chief Education Officer October Update

Best Practices and Student Transitions subcommittee charge

Best Practices and Student Transitions Subcommittee 2013-14 Scope of Work

Youth Development Council - Youth and Gangs Report

Healing Hurt People Portland Presentation

Acheivement Compact Research Plan

Travel Reimbursement Training Document



OREGON EDUCATION INVESTMENT BOARD

Tuesday, November 12, 2013

1pm – 5pm

Portland State University

Smith Memorial Student Union

3rd floor, 327-9

1825 SW Broadway, Portland OR 97201

JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

MARK MULVIHILL

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RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

AGENDA

1. Joint Meeting with Early Learning Council
 - *Joint Action* and Discussion by OEIB and ELC regarding Special Joint Subcommittee of the ELC / OEIB re: Kindergarten Partnership and Innovation Fund – Hanna Vaandering, OEIB
2. Ceremonial Bill Signing HB 2013 (creating Early Learning Hubs)
3. Board Welcome and Roll Call
4. Approval of Minutes from October board meeting
Action Item
5. Subcommittee Update
 - Best Practices and Student Transitions – Dr. Yvonne Curtis, Chair
 - Equity and Partnerships – Nichole June Maher, Chair
 - Outcomes and Investments – Dick Withnell, Chair
6. Youth Development Council Report
Iris Bell, Executive Director, Youth Development Division
Healing Hurt People Portland Program panel
(Prevention/Intervention strategies for reducing youth violence)
7. Chief Education Officer Update
Dr. Nancy Golden, Chief Education Officer
8. Achievement Compact Research Plan
David Edwards, Director of Research and Policy, OEIB

9. Agency Updates

- Oregon Department of Education
Rob Saxton, Deputy Superintendent of Public Instruction
- Department of Community Colleges and Workforce Development
Gerald Hamilton, Interim Executive Director
- Higher Education Coordinating Commission
Ben Cannon, Executive Director

10. Travel Reimbursement Training

Sandy Braden, Office Manager, OEIB

11. Public testimony

Members of the public wanting to give public testimony must sign in.

There will only be one speaker from each group.

Each individual speaker or group spokesperson will have 3 minutes

12. Adjournment

***Times are approximate**

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

P-20 – preparing every student!



ELC / OEIB Joint Subcommittee:

Pam Curtis, Chair, Early Learning Council

Hanna Vaandering, Oregon Education Investment Board

Marlene Yesquen, Early Learning Council

Dr. Mark Mulvihill, Oregon Education Investment Board

Kindergarten Partnership and Innovation Grant HB 2013

Kindergarten Partnership & Innovation Fund

- **Purpose of fund: promote Community and school partnerships and innovations that result in measurable increase in readiness for kindergarten.**

Joint committee asked to consider the following:

- Types of entities are eligible for funds and what partnerships must exist for eligibility
- Characteristics of successful applications
- Indicators of applicant and/or community readiness that must be demonstrated
- How the state will evaluate effectiveness of funded innovations
- Continuity of fund availability

Our recommendations:

○ Eligible applicants:

- Any K-12 school district
- Education Service District
- Nonprofit organization
- Post-secondary institution
- Early learning hubs
- A collaboration thereof

Our recommendations con't:

- **Use of funds:** Funds cannot be used for;
 - Capital expenses
 - To supplant existing federal or state funds
- **Size/number of grants:** No maximum or minimum amount of funding will be identified

Legislature identified the following criteria for the fund:

- Form a partnership with at least one provider of early learning services, childcare provider or elementary school;
- Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
- Establish ambitious but meaningful targets for kindergarten readiness;
- Invest resources in students who meet criteria established by the council by rule;
- Align with, and supplement, federal programs to provide moneys for educational purposes; and
- Agree to report to, and partner with, any Early Learning Hubs serving the region.

Our recommended criteria:

- Plan is likely to result in a demonstrable connection between early learning providers and schools
- Plan is significantly likely to improve Kindergarten readiness, as measured by the state Kindergarten assessment
- Applicants should have a proven track record of ability to achieve developmental outcomes for children (as opposed to process or program outcomes)

Our recommended criteria con't:

- Applicant demonstrates a clear commitment to equity
- Plan reaches metrics not included in Hub RFA (e.g. target to most difficult populations or communities, increase braiding of funds or increasing the number of programs aligned with hubs)
- Applicant demonstrates commitment to contributing to statewide learning around best practices, including alignment of expectations and standards across early learning and K-12

Legislation prioritizes grants that:

- Assist children in becoming ready for kindergarten or being successful in kindergarten; or
- Share professional development strategies and resources with providers of early learning services, child care providers and kindergarten teachers.

Our recommendations for additional priorities

- Commitment to family engagement & three-way partnership: early childhood + school + parents/families
- Investment will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities

Questions?



Kindergarten Partnership and Innovation Grant

ELC / OEIB Joint Subcommittee:

Pam Curtis, Chair, Early Learning Council

Hanna Vaandering, Oregon Education Investment Board

Marlene Yesquen, Early Learning Council

Dr. Mark Mulvihill, Oregon Education Investment Board

Problem Statement:

Learning theorists, developmental scientists, and brain researchers have long recognized that during the first eight or nine years of life—those that begin at birth and continue through the end of third grade—children acquire an impressive range of both social and academic competencies that form the foundation for later learning and development. Children who have secure and attached bonds with consistent caregivers and who experience high quality early learning and care experiences are more likely to arrive at kindergarten ready to learn making large gains in early literacy and math compared to peers who do not have access to these experiences. Research also shows, unfortunately, these gains can disappear after a few years.

Right now, early childhood education and elementary education are operating differently and largely in isolated silos. When the systems do connect, the connections often take the form of one-time activities like “meet and greets” between early childhood & kindergarten educators, one-time transfer of transition paperwork or sporadic shared professional development opportunities. Research suggests that real alignment of systems requires larger, more systemic efforts aimed at increasing K-12 leaders awareness of parenting supports and services and the early childhood educators (ECE) in their community and increasing their capacity to engage regularly to improve transition and alignment between early learning experiences and kindergarten.

Currently, Oregon lacks a scalable approach to integrating early childhood education and the K-3 system. Commonly cited barriers to alignment across systems are inflexible funding streams, lack of capacity or knowledge about ECE, and too few “bright spot” examples of what successful ECE / K-12 partnerships look like.

Purpose Statement:

To address these problems, the Legislature established the Kindergarten Partnership & Innovation Fund and tasked the Early Learning Counsel (ELC) with overseeing the fund. The Kindergarten Partnership and Innovation Fund creates an opportunity to increase the connection between early learning & K-12 by investing in innovative and promising models for P-3 integration across the state and to build a body of evidence for how Oregon can create stronger alignment between its early childhood and K-3 education systems. **The fund’s purpose is to promote Community and school partnerships and innovations that result in measurable increase in readiness for kindergarten.**

To ensure the fund supports seamless transition between early learning and the K-12 system, the ELC has asked the Oregon Education Investment Board to jointly develop the criteria and process for distributing the fund.

A Joint Subcommittee of the OEIB / ELC was appointed and charged with considering the following:

- Types of entities are eligible for funds and what partnerships must exist for eligibility.
- Characteristics of successful applications
- Indicators of applicant and/or community readiness that must be demonstrated.
- How the state will evaluate effectiveness of funded innovations.
- Continuity of fund availability

Criteria for Kindergarten Partnership & Innovation Fund Request for Proposal:

HB 2013 Criteria

The legislature identified the following criteria for the fund:

- a) Form a partnership with at least one provider of early learning services, childcare provider or elementary school;
- b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
- c) Establish ambitious but meaningful targets for kindergarten readiness;
- d) Invest resources in students who meet criteria established by the council by rule;
- e) Align with, and supplement, federal programs to provide moneys for educational purposes; and
- f) Agree to report to, and partner with, any Early Learning Hubs serving the region.

The legislation also provides that priority for grants provided under this section may be for programs that:

- a) Assist children in becoming ready for kindergarten or being successful in kindergarten; or
- b) Share professional development strategies and resources with providers of early learning services, child care providers and kindergarten teachers.

OR HB 2013, Section 26

Additional Criteria / Priorities:

Eligible applicants: Any K-12 school district, Education Service District, nonprofit organization, post-secondary institution, early learning hubs, or collaboration thereof

Use of funds: Funds cannot be used for capital expenses; cannot be used to supplant existing federal or state funds

Size/number of grants: No maximum or minimum amount of funding will be identified

Additional Criteria:

- Plan is likely to result in a demonstrable connection between early learning providers and schools
- Plan is significantly likely to improve Kindergarten readiness, as measured by the state Kindergarten assessment
- Applicants should have a proven track record of ability to achieve developmental outcomes for children (as opposed to process or program outcomes)
- Applicant demonstrates a clear commitment to equity
- Plan reaches metrics not included in Hub RFA (e.g. target to most difficult populations or communities, increase braiding of funds or increasing the number of programs aligned with hubs)
- Applicant demonstrates commitment to contributing to statewide learning around best practices, including alignment of expectations and standards across early learning and K-12

Additional Priorities:

- Commitment to family engagement & three-way partnership: early childhood + school + parents/families
- Investment will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities

Appendix A: Example Promising Practices

- (1) Focus on ensuring elementary schools are “Ready Schools,” equipped to systemically connect with families & early childcare providers.

Examples:

- Create “Ready Schools” teams to support best practices including aligned curriculum and assessment practices, joint professional development, “release time” for kindergarten teachers to visit preschool classrooms, and home visits with incoming kindergarteners.
- Articulation teams of ECE and K-12 educators focus on creating and implementing course content that bridges preschool and kindergarten to provide continuity of instruction to help children make successful transitions.
- Preschool and kindergarten teachers co-designed a prototype of a portfolio for each preschool child in the district and developed a checklist of items that should be included in the portfolio. The portfolio is updated throughout the preschool year. Prior to the start of the school year, portfolios are hand-delivered to kindergarten teachers, who use these packets to learn about their incoming students and inform classroom instruction.
- Shared professional development that recognizes and focuses on supporting and improving both the learning opportunities before children enter school and those that occur during the primary school years, kindergarten through third grade.

- (2) Transition plans & practices that are year-round and focus on engaging families.

Examples:

- Engaging families over an extended period through high-quality transition practices that begin before the start of kindergarten, include individualized communication with families and children, and involve a collaborative effort among and between the different adults (families, teachers, and community providers) and institutions in children’s lives. A collaborative approach, particularly one that engages families, creates a sense of continuity in children’s lives and equips families with the information that they need to help prepare their children for school success.
- Transition teams that involve families, preschool teachers, kindergarten teachers, and community providers, such as library staff and healthcare workers. Members of these teams meet monthly to plan for the transition of children and their families to kindergarten. They also select, implement, and evaluate transition activities, such as contacting families and connecting children with kindergarten teachers.
- Targeted summer or “jump start” programs aimed at reaching special populations, such as English language learners, students of color, or those who have been put at risk of not entering Kindergarten ready to learn.

(3) Strategies focused on hard-to-reach populations or populations that are struggling to meet outcomes.

Examples:

- Parent engagement strategies that reach parents in proactive – vs a reactive – way, engaging them early in developmentally focused parent-child interactions.
- Combining parenting education programs that teach hard to reach families how to act as a child's first teacher, goal setting with a child, ages and stages of development and promoting literacy, with teacher lead family engagement programs in the K-3 system that focus educators on building positive relationships with parents, focused on setting academic goals for students together.

(4) Aligned, high quality PK-3 schools and/or comprehensive, school-based early learning services.

Examples:

- Center-based or classroom based early care and education settings co-located within a school.
- Center-based or classroom based early care and education settings co-located with other health and human services.
- School districts forming formal partnerships with child care and early education providers, formally aligning curriculum and staff development opportunities focused on kindergarten readiness.

Appendix B: Case Study / Readiness Metric

Ready School Teams:

Minnesota: In the Henning and Morris School Districts, “readiness teams” of educators, administrators and parents brought about a number of changes in practice, such as: linking screening practices, aligning curriculum, and holding regular meetings between pre-k and kindergarten educators. Thanks to this work, pre-K and Kindergarten educators meet regularly to discuss student needs and progress, pre-K screening forms are transferable between public health nurses and educators and a direct link between child care providers and the school has been established. More information [here](#).

California: In San Mateo County “Ready Schools” teams support best practices that include: aligned curriculum and assessment practices, joint professional development, “release time” for kindergarten teachers to visit preschool classrooms, and home visits with incoming kindergarteners. More information [here](#). Also in California, in the Kingsburg Elementary Charter School District, a monthly “Kindergarten Articulation Team” meets to bring together ECE and kindergarten educators to promote better transitions, data sharing, and more aligned educational practices. More information [here](#). (See page 16 in the linked document.)

New Jersey: All district boards of education are required to submit a kindergarten transition plan to the state. “The plans must include the district’s process for collaborating with other preschool, kindergarten, and elementary school administrators; methods for sharing information about individual children with their future teachers; and a process for sharing data with parents.” The state encourages districts to focus on ongoing transition practices, rather than events (e.g., a one-time visit to a kindergarten classroom) in their plans. The division of early childhood education in the state education agency reviews the plans and monitors their implementation. A promising transition plan from Orange Public School District in New Jersey involves: aligned curricula and assessment, coordinated planning around preparing children for kindergarten, and co-created preschool student portfolios. More information [here](#). (See page 6.)

Supporting professional development opportunities for ECE providers, including those conducted jointly with kindergarten teachers:

Maryland, Washington and Massachusetts: In Montgomery County Public Schools, Bremerton School District and Boston Public Schools, community and district leaders have organized formal professional development for early childhood education providers and joint opportunities for early childhood providers and kindergarten teachers. More information [here](#).

Supporting communities:

In addition to granting out these funds, the State can provide targeted supports to communities that wish to do this work:

Oregon: The Oregon Community Foundation has developed a robust [community needs assessment](#) to support communities that wish to drive a stronger connection between early childhood providers and elementary schools. This is an excellent tool to guide and facilitate the collaborative conversations and partnerships required for p-3 alignment efforts to succeed.

Outside of Oregon, there are a number of states and districts that have developed guidance materials to help leaders develop and implement a P-3 alignment strategy:

Ohio: A state team composed of principals, kindergarten teachers, early childhood providers and researchers developed a resource guide for creating “ready schools.” It is available [here](#).

North Carolina: As part of its Ready Schools Initiative, North Carolina developed similar resources, available [here](#).



**Harvard Family
Research Project**



Ready for Success:

Creating Collaborative and Thoughtful Transitions into Kindergarten

**Christine Patton, Senior Research Analyst
Justina Wang, Graduate Research Assistant**

September 2012

**For questions or comments about this paper,
email hfrp_pubs@gse.harvard.edu**

This paper was prepared by the Harvard Family Research Project with support from SEDL for the National PIRC Coordination Center, a project of SEDL in collaboration with the Harvard Family Research Project. It was produced in whole or in part with funds from the U.S. Department of Education under contract number ED-04-CO-0039/0001.

Introduction

The transition from preschool or other early learning settings into kindergarten marks an important event in the lives of more than 3.5 million young learners and their families each year.¹ The transition is associated with challenges and changes for both children and their parents. For children, beginning kindergarten means adjusting to a change from the social and emotional support received from early caregivers and educators to the academic rigor and expectations of a school setting.² This transition also involves new peer-related negotiations as students work to maintain existing friendships and form new relationships,³ and it requires adapting to a new environment with a different (often larger) physical layout, as well as new behavioral boundaries and rules.⁴ For families, meanwhile, the transition is usually accompanied by decreased communication with teachers⁵ and an increased desire to understand the academic expectations of school.⁶ For working parents and families, the transition is also accompanied by challenges in identifying afterschool care and transportation options to meet school schedules, particularly for half-day kindergarten programs.⁷

The challenges that new kindergarten students face during this transition period were highlighted in a national survey administered to kindergarten teachers in 2000. According to these teachers, 48% of their incoming kindergartners experienced a transition marked by “some problems” or “serious concerns.” Difficulty following directions was the most common problem.⁸ Families have similar concerns. In a small 2007 study of 132 parents with children transitioning to kindergarten, 56% expressed concerns about their children attending a new school, while 42% and 55% expressed

concern about their children’s behavior problems and ability to follow directions in kindergarten, respectively.⁹

Given that early social performance and academic achievement are predictors of later school success, ensuring that children get off to a good start in kindergarten is critical. Some problems may be addressed by exposing children to better transition practices and focusing on the development of school readiness skills. In fact, while currently limited in number, research studies suggest that kindergarten transition practices—such as having preschoolers visit a kindergarten

classroom and having kindergarten teachers visit pre-kindergarten classrooms—have a modest positive effect on academic achievement during the kindergarten year,¹⁰ are associated with kindergartners receiving more favorable ratings from teachers on social competencies,¹¹ and are linked to faster skill development from preschool to

kindergarten as transition practices increase in number.¹² These outcomes are all magnified for students from low-income families.

To maximize these outcomes, more widespread use of high-quality transition practices is needed—those that begin before the start of kindergarten, include individualized communication with families and children,¹³ and involve a collaborative effort among and between the different adults (families, teachers, and community providers) and institutions in children’s lives.¹⁴ A collaborative approach, particularly one that engages families, creates a sense of continuity in children’s lives and equips families with the information that they need to help prepare their children for school success.

Unfortunately, however, rather than using these types of collaborative, communication-based

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practices to help prepare children for the transition to kindergarten, schools tend to rely instead on a few group activities implemented after the start of the school year (e.g., back-to-school nights). Parents and teachers both report that their schools offer only low-intensity transition activities such as in-person registration days or parent classroom visits after the start of the school year.¹⁵ Teachers have also noted that a lack of district-wide transition plans, an absence of dedicated funding, and a lack of complete class lists before the start of the school year are among the barriers that prevent them from implementing quality practices.¹⁶

State and Local Approaches to Transitions

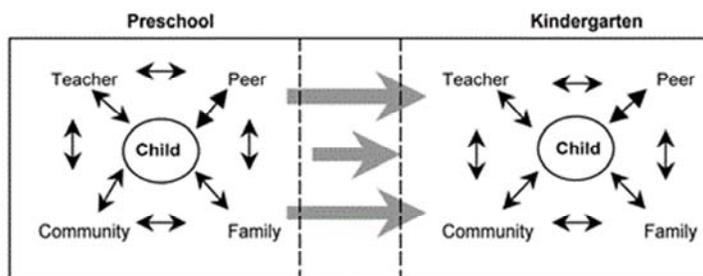
Given the importance of funding and guidance from leadership at the school, district, and state levels to support teachers' use of quality transition practices, understanding how policymakers, administrators, and principals can effectively provide this support is essential. This brief highlights promising practices in six states—New Jersey, Georgia, Maryland, Minnesota, Virginia, and California—that make use of collaborative efforts and rely on local- and state-level leadership. Each of these case studies looks at initiatives in

which state departments of education, advocacy organizations, school districts, early education teachers, kindergarten teachers, families, and community members work together to help kindergartners enter school ready for success. The brief concludes with a set of recommendations for policymakers to help support these innovative practices at the local, state, and federal levels.

This brief is framed around a model of transition that accounts for the influence of multiple learning environments and stakeholders. In Rimm-Kaufman and Pianta's (2000) Ecological and Dynamic Model of Transition,¹⁷ transitions are informed by ongoing and evolving interactions among and between children, families, communities, schools, and classrooms (see Figure 1, below). In this way, the transition becomes a process that is shared and experienced simultaneously by all of these institutions and persons. Each of the case studies presented in this brief, focuses on programs' uses of social connections (preschool–family partnerships, preschool–school partnerships, and preschool–community partnerships) to support children through transitions.

Figure 1

The Ecological and Dynamic Model of Transition



From Kraft-Sayre, M. E., & Pianta, R. C. (2000). *Enhancing the transition to kindergarten: Linking children, families, and schools*. Charlottesville: University of Virginia, National Center for Early Development & Learning.

Case Studies

In an attempt to promote best practices statewide, the majority of the states profiled in this brief rely on the expertise of the early learning branches of their departments of education to roll out and oversee transition programs and initiatives. Each case first highlights these state-level transition strategies and then focuses on the local-level practices that they support. The six states each illustrate an integrated approach to transition through the use of two or more of the following types of supports:

1. **Aligned assessments, standards, and curriculum.** By using a sequential curriculum combined with aligned assessments and standards, the state is able to coordinate early learning experiences with later academic experiences and establish continuity in children's learning.
2. **Professional development.** States play a key role in supporting collaborative transition practices by offering training opportunities for preschool and kindergarten staff to participate in together. Such shared training fosters a mutual understanding of the work being done in each setting.
3. **Programs for special populations.** To support districts in their efforts to reach special populations, states provide funding for summer programs and high-quality universal preschools to help at-risk preschoolers and young 5-year-olds (those born after September 2) prepare for kindergarten.
4. **Communication and dissemination.** States use ad campaigns and websites to reach out to families to encourage them to access and read information about their children's health, nutritional, and social and cognitive developmental needs.

In addition to highlighting states' efforts to support transitions, the case studies in this brief

also include programs at the district and county levels that have successfully turned their states' transition policies and initiatives into meaningful practices. This brief showcases those collaborative local efforts among preschools, families, schools, and communities. Promising local-level transition practices include:

Articulation and transition teams. Many of the programs lead or are a part of transition and/or articulation¹⁸ teams that involve families, preschool teachers, kindergarten teachers, and community providers, such as library staff and healthcare workers. Members of these teams meet monthly to plan for the transition of children and their families to kindergarten. They also select, implement, and evaluate transition activities, such as contacting families and connecting children with kindergarten teachers. Unlike transition teams, however, articulation teams also focus on creating and implementing course content that bridges preschool and kindergarten to provide continuity of instruction to help children make a successful transition to kindergarten.

Feedback surveys. To improve future practices and understand transition concerns, programs administer surveys to families and future teachers in order to gather feedback. In this way, planning decisions are informed by multiple stakeholders.

Ongoing/year-round activities. These local programs view transitions as a process, rather than as a one-time event. While some offer events, such as a fairs, registration days, or orientations, as part of their larger plan, their focus is on engaging children and families in ongoing and recurring transition activities.

Methods

To develop the case studies, we conducted interviews with a total of 24 informants

representing families, early care educators and administrators (from both summer programs and academic-year programs), state departments of

education, advocacy organizations, and early childhood foundations.¹⁹

NEW JERSEY

A Systemic Approach to Learning from Preschool to Third Grade

State Supports

The Division of Early Childhood Education (DECE) within the New Jersey Department of Education is responsible for the development, implementation, and alignment of standards, curricula, and assessment from preschool to third grade (PK3).

For successful transitions to kindergarten, state supports emphasize:

- Professional development that showcases best practices
- 31 school districts (known as *Abbott school districts*) that offer high quality preschool programs in the neediest communities
- Transition plans that engage schools, families, and community agencies

Professional development. To push districts toward a PK3 system, DECE offers voluntary professional development workshops and trainings for administrators and teachers. The three-part *PreK–3rd Leadership Training Series*, for example, now in its third year, provides administrators with strategies and techniques to implement aligned programs in their schools and districts. Additionally, the [High Quality Kindergarten Today](#) video series,²⁰ co-produced with Advocates for Children of New Jersey and based on the newly-released *New Jersey Kindergarten Implementation Guidelines*, explains and showcases best practices in kindergarten classrooms.

Abbott preschool program. In 1998, a series of rulings in a school funding case in the New Jersey Supreme Court established 31 Abbott

preschool districts in the state. The ruling required that all 3- and 4-year-old children in New Jersey's 31 highest-poverty districts have access to a high-quality preschool education—defined by enrollment in a full-day, full-year program with no more than 15 other children per classroom—and that each classroom have both a teacher's aide and a PK3-certified teacher who uses a research-based curriculum. DECE employs program specialists who are assigned to support these and other PK3 programs in the state.

Transition plans. As part of their five-year plan, all district boards of education statewide (including those in Abbott districts) are required to submit a transition plan to the DECE for approval. The plans must include the district's process for collaborating with other preschool, kindergarten, and elementary school administrators; methods for sharing information about individual children with their future teachers; and a process for sharing data with parents. DECE encourages districts to focus on ongoing transition practices, rather than events (e.g., a one-time visit to a kindergarten classroom) in their plans. Every three years, program specialists from DECE visit districts to validate the implementation and fulfillment of the districts' plans.

Local Practices

The Orange Public School District, an Abbott district, serves approximately 800 children in 54 mixed-age preschool classrooms. Each classroom is staffed with both a teacher and a paraprofessional. The district also employs a community and parent involvement specialist, social workers, inclusion teachers, and master teachers. The master teachers have the responsibilities of visiting classrooms, coaching other teachers, and providing feedback on teaching practices. As part of the PK3 initiative, classroom teachers connect their work with that of the elementary school by using a sequential curriculum and aligned assessments. Currently, the curriculum is sequenced from preschool to third grade for reading and math. Assessments are aligned for preschool and kindergarten, and administrators are currently working to align kindergarten and first grade assessments so that by the 2012–2013 academic year, all preschool, kindergarten, and first grade teachers will be using the same tools. To support this work, Orange’s early childhood education supervisor is attending the *PreK–3rd Leadership Training Series*.

Preschool–family partnerships: Using year-long conversations and orientations to keep families informed. The early childhood administrative team in Orange believes that, in order for children to feel safe and secure in their learning environments, they need to be equipped with information. Parents have the same needs. For seamless, successful transitions to occur, children and their families need to know what is going to happen and how it is going to happen. Throughout the school year, preschool teachers talk to their students and

their parents about kindergarten and invite kindergarten teachers to come and participate in classroom activities. In the early spring, while parents attend an orientation at the elementary school, children spend a half-day in a kindergarten classroom where they have snacks, participate in circle time, and explore the classroom. Leading up to, and also after the

visit, preschool teachers read books about transitions so that the visit is not an isolated event but rather is connected to the preschool day.

The early childhood education supervisor also administers an end-of-year survey to families about the Orange Public School District’s transition practices. Survey items ask families about which practices they liked, which they did not like, and which they

though could be improved. Administrators aggregate the data by school and use this information to improve practices at each site.

Preschool–school partnerships: Co-creating and sharing student portfolios. Preschool and kindergarten teachers co-designed a prototype of a portfolio for each preschool child in the district and developed a checklist of items that should be included in the portfolio. The portfolio is updated throughout the preschool year. Prior to the start of the school year, portfolios are hand-delivered to kindergarten teachers, who use these packets to learn about their incoming students and inform classroom instruction. In the first months of school, master teachers as well as intervention and referral specialists from district preschools follow up with kindergarten teachers to discuss the quality of the portfolios, children’s progress, and any additional needs.

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GEORGIA

Building Longitudinal Data Systems to Follow Students from Preschool to College

State Supports

Created to streamline services for children from birth to age 5, the Georgia Department of Early Care and Learning, dubbed “Bright from the Start,” oversees the state’s universal pre-K program and child care quality improvement initiatives. Over the last several years, Bright from the Start has focused on developing common standards, assessments, and practices that build strong connections between pre-K and kindergarten.

State supports feature the following elements:

- Aligned standards and assessments that include a testing identification initiative to track children’s progress from pre-K to college
- Joint professional development for preschool and kindergarten teachers as the new assessments are implemented
- Summer enrichment programs to boost children’s preparation for kindergarten

Aligned standards and assessments. As part of this work, Bright from the Start commissioned a study in 2010 to determine how well the Georgia Early Learning Standards (GELS) aligned with the Georgia Performance Standards for kindergarten through third grade. A new set of aligned early childhood standards will be released in late 2012.

In addition, the state is implementing a testing identification initiative that attaches an ID number to a child’s assessment data, enabling the data to follow the child from pre-K through college. As part of this effort, the state has moved from relying on paper and pencil assessments to using the online Work Sampling System (WSS) for all preschool children. The electronic storage and transfer of assessment data and

demographic information enabled by this system allow smoother transitions for both children and their data, particularly for children who may be in need of social-emotional or cognitive support. The data collected by preschools are easily transferred to the elementary school level, where administrators can refer children for early intervention or remedial programs from the start.

As the new assessments are implemented, preschool and kindergarten teachers receive joint professional development in the areas of standards, assessments, and data-sharing. The effort is meant not only to increase collaboration between teachers, but also to establish a common language between preschool and kindergarten teaching practices.

WORK SAMPLING SYSTEM

The Work Sampling System (WSS), a product of Pearson, is an instructional assessment tool that uses guidelines and checklists to look at personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health; portfolios that include samples gathered throughout the year; and summary reports that record progress and communication with parents.*

* Meisels, S. J. (2009). The Work Sampling System: An overview [Webinar]. *Early Childhood Webinar Series*. Retrieved from www.pearsonassessments.com/NR/.../Early_ChildhoodWSSSM.ppt

Summer programs. The state of Georgia funds an 8-week summer transition camp for children who score low on school readiness assessments. The camp focuses on early literacy and provides children with individualized learning plans based on their assessment scores and needs, one-on-one instructional time, and group activities to promote social skills. Statewide, the summer transition camp runs in 60 classrooms in 19 counties, with average class sizes of about 16 students and 2 teachers.

Local Practices

The Scottdale Child Development and Family Resource Center, Inc. believes that kindergarten transitions form an ongoing process that continues throughout the entire school year, and therefore has created a year-long transition plan focused on school readiness. These plans are developed by the Center's director and teachers in partnership with local elementary schools and families.

Preschool–family partnerships: Hosting kindergarten panels to prepare families for the transition. Family partnerships are at the crux of the Center's pre-kindergarten program's transition plans. At the beginning of the preschool year, a center-wide meeting orients families to the upcoming transition process and encourages them to get engaged by expressing their needs, advocating for their children, and taking on leadership positions with the Parents and Teachers as Partners in Education (PTAPE) group. During this time, families are surveyed to gather feedback about family concerns surrounding transitions.

Throughout the school year, families meet with teachers and administrators to discuss different aspects of the transition process and hear various perspectives on the move to kindergarten. For example, in response to parents' questions about the different types of elementary schools available in the county, the Center now organizes a panel for parents in

early spring with presentations from principals and head masters, as well as teachers from traditional neighborhood schools, charter schools, and theme schools. These meetings give families the opportunity to learn about the logistics of school enrollment and the paperwork, screenings, and immunizations that their children will need prior to enrollment. Additionally, two parent workshops are organized, in which families can hear kindergarten teachers describe the typical elementary school day and the social and academic expectations for children in kindergarten. Parents who have previously transitioned children from the Center's pre-kindergarten program into kindergarten are also invited to describe their experiences and offer advice.

Preschool–school partnerships: Familiarizing children with new learning settings. After identifying the kindergartens to which children are likely to transition, the Center's administrators establish partnership agreements with elementary schools. The partnership allows preschoolers to become comfortable with their future school environment by participating in elementary school assemblies, book fairs, and lunch periods while still in preschool. In previous years, families and teachers both identified cafeteria lunchtime as a big, and often frightening, change in routine for incoming kindergartners. In addition to having these children experience the lunchtime routine at a local elementary school, the Center also changes the lunch routine for 4- and 5-year-olds after winter break in order to familiarize them with the kindergarten system. Under these new procedures, rather than continuing with the pre-K program's typical family-style dining, the children are asked to line up to get their own lunches on trays from the preschool kitchen, just as they will have to do in kindergarten.

Additionally, the school partnerships allow the Center’s teachers and kindergarten teachers to observe each other’s classrooms and collaborate on planning transition strategies.

The Center’s educators are currently using the online WSS and are anticipating the electronic transfer of data to kindergarten teachers in the coming year.

MARYLAND

School Readiness through Instruction and Assessment

State Supports

The Division of Early Childhood Development (DECD) at the Maryland State Department of Education is responsible for early child care and education regulations and policies. As a result of its state and local endeavors—including a statewide definition of school readiness, a universal school readiness assessment system, and comprehensive early care and education programs (Judy Centers) in all but two counties—Maryland has been ranked number one in the nation for its transition and alignment efforts for four years in a row by *Education Week’s* “Quality Counts” report.²⁰

The state’s supports contain the following important features:

- A model of school readiness that promotes the cognitive, social, and physical development of young children through a systemic approach that includes instruction, assessment, family engagement, community collaboration, and professional development
- State-funded comprehensive early care and education programs affiliated with elementary schools

Maryland Model for School Readiness (MMSR). Each of the 24 local education agencies in Maryland uses the Maryland Model for School Readiness (MMSR), a framework that assists early educators in instructing and assessing young children across seven domains of learning, including language and literacy, mathematical thinking, personal and social

development, scientific thinking, social studies, physical development, and the arts. The five components of the MMSR are (a) classroom instruction, (b) assessment (a modified Work Sampling System), (c) communication with families, (d) coordination with early education programs, and (e) professional development. During the fall, kindergarten teachers use the Work Sampling System to assess their students on 30 performance indicators across the MMSR domains. Kindergarten teachers, who are all trained in the MMSR, report these data to the state and share the results with students’ families and first-grade teachers.

Judith P. Hoyer Early Child Care and Education Enhancement Program. Established in 2000 under a senate bill, Maryland’s 25 Judith P. Hoyer Early Child Care and Education Enhancement Program centers (known as the “Judy Centers”) are state-funded early care and education programs whose mission is to provide a comprehensive set of coordinated services for children from birth through age 5 and their families. Judy Centers are located in or affiliated with elementary schools. In these spaces, educational and community-based organizations form partnerships and collaborate under one roof to provide full-day services to children and their families, including adult education classes; dental, hearing, and vision screenings; family engagement activities; case management; and childcare.

To support these Centers, DECD employs a full-time Judy Center Partnerships Specialist

who delivers technical assistance and training to each of the Centers and organizes an annual statewide meeting for local Judy Center coordinators.

Local Practices

The Allegany County Judy Center and the Overlook Judy Center Partnership in Garrett County coordinate a number of the transition activities that occur between early education programs and elementary schools in their respective rural counties. These transition practices connect families, educational systems, and communities.

The between-program connection is most evident in the widespread use of the MMSR. At the Allegany and Overlook Judy Centers, all of the pre-K teachers, including those from childcare programs and Head Start, are trained in the MMSR. Judy Center staff use the information and scores from the MMSR to make decisions across several of their programs—decisions related to the activities for children, programs for parents, and trainings for teachers. Their data-based decision making reflects the approach of other practitioners statewide: as the state MMSR Coordinator said in an interview for this brief, “Most, if not all, of the local school systems have taken the 30 indicators [that children are assessed on] and integrated them into their programs...teachers are looking at the indicators [to make decisions] all year long.” These indicators include such benchmarks as a child’s ability to interact with other children; gain meaning by listening; show understanding of number and quantity; seek information through observation, exploration, and descriptive investigations; and perform self-care tasks competently.

Program–family partnerships: Using surveys to give parents a voice in the transition process. The Allegany County Judy Center administers bi-annual surveys in the fall and spring, to families of kindergarten and pre-K children. The fall survey, administered at the start of the school year, asks families about their needs and about the number and type of family activities that they would like to participate in throughout the year. The spring survey asks families about their satisfaction with these activities. These surveys give parents a voice and drive decisions about topics for training and programs.

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Program–school partnerships: Giving children continuous exposure to the elementary school. The Allegany and Overlook Judy Centers organize a number of activities to orient children to their new elementary schools before the first day of kindergarten. Overlook, for example, hosts one-week kindergarten summer camps at both of its partner elementary schools, where kindergarten teachers serve as the instructors in the camps’ six classrooms. The camp is open to

all students eligible for kindergarten. Other practices include connecting teachers each spring with the teachers in the child’s next grade level to discuss ability level, special interests and needs, allergies or other medical problems, and family concerns. The elementary school also holds lunches and assemblies for preschoolers involving special guests and attractions (e.g., fire trucks and animals). The goal of these practices, as the Contract and Data Quality Manager at Overlook stated in an interview for this brief, is to give children a lot of exposure to the school so that once kindergarten starts, “they have attended so

many activities that they're very familiar with the school and their teacher."

Program–community partnerships: Using a local mall to engage large numbers of families in transition activities. The Allegany County Judy Center hosts a School Readiness Fair at a local mall each spring. While the fair is a one-time event, it is situated within the context of the program's year-long approach to transitions. The fair's booths are staffed with an array of teachers and community partners, including pre-K and kindergarten teachers who

register students and hand out education packets to parents, speech specialists who administer speech tests to incoming students, Lion's Club members who offer free vision screenings, GED Testing Service staff who enroll interested parents, librarians who register children for library cards; and staff from a national bank who talk to families about financial literacy. Allegany uses the informal and public setting of the mall to attract large numbers of families.

MINNESOTA

Creating Preschool–Kindergarten Bridges for Families and Children

State Supports

The Office of Early Learning (OEL), which opened in 2011, coordinates programs and services for young children across the Minnesota Department of Education (MDE) and the Department of Human Services. OEL serves as a management and leadership structure in the state. School districts in Minnesota are under local control; however, OEL and the Early Learning Services Division (which the Director of OEL co-directs) provide school readiness and transition leadership, guidance, and support to districts.

The key state supports for transitions include:

- An interactive website for parents that offers information and activities
- Developmental screenings for children
- A School Readiness Program for children ages 3-5 at risk of not being prepared for kindergarten

The Parents Know website. Funded by the 2006 Minnesota Legislature, hosted by MDE and developed with input from parents, the *Parents Know* website²¹ is an online resource where parents can access information on child

development, consumer safety, and health and nutrition. To support thoughtful transitions, the website includes a "[Getting School Ready](#)"²² video and [monthly activities](#)²³ for parents to do with their children to prepare for kindergarten. Data collected from parents prior to the website's launch indicated that they wanted information available in their first language and preferred to access the information digitally rather than receive it on paper, so all of the information on the website is presented in multiple languages and is available in multiple formats including text, interactive tools, webinars, videos, and audio podcasts.

To increase the number of parents accessing the webpage, the MDE advertises on billboards and city busses, and uses social media such as Facebook and Twitter.

Early Childhood Screening program. The Early Childhood Screening program, introduced in 1977, is a statewide health and development assessment administered at centers in each county and required for all children entering kindergarten in public schools. Used to identify issues that may interfere with learning and growth early on, this

free screening program alerts educators and parents about areas of concern and connects families with community resources that can address those concerns. For example, data from the screening are used to identify children who qualify for such targeted initiatives as the School Readiness program (described below).

School Readiness Program.

Minnesota Department of Education [School Readiness/Kindergarten programs](#)²⁴ are offered in all but one district in Minnesota and aim to prepare at-risk 3- to 5-year-olds for kindergarten by acting as a bridge between preschool and other early learning settings and elementary school. Children are taught by licensed early childhood teachers who expose them to basic academic skills (e.g., letter names and letter sounds) and build their social skills. The programs are delivered by school districts and vary in length and duration across the state: some school districts deliver a half-day, year-round program; some offer a Saturday program; and others run a full-day program in the summer.

Local Practices

The Bridges to Kindergarten program is a School Readiness program in Northfield, Minnesota, that serves the school district's three elementary schools. The free program, which is entirely funded by Northfield Area United Way, runs for three weeks in August at the elementary schools. Each classroom is staffed by a preschool teacher, a kindergarten teacher, and an English Language Learner specialist. By integrating the state's Early Childhood Indicators of Progress into their curriculum and assessments, the program builds

children's pre-academic skills and prepares them for school-day routines, such as sitting in a circle and lining up. These activities help to alleviate stress by familiarizing children with upcoming changes in their daily activities. One mother of a former Bridges student reported that the program took away the surprise element for her son and

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One mother of a former Bridges student reported that the program took away the surprise element for her son and gave him an opportunity to learn the new routines in a safe setting.
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gave him an opportunity to learn the new routines in a safe setting. Another way to ensure continuity and therefore help lessen children's transition anxiety is to suggest that they use the same mode of transportation to get to Bridges and back as they will when they attend kindergarten—whether by being dropped off/picked up by family, by walking, or by taking the bus (Bridges partners with a local bus company to provide busing).

Program–family partnerships: Inviting families into classrooms. Bridges hosts an event for families during each week of its 3-week session. Through an open house during week one, a classroom activity (circle time or center play) and a guest speaker during week two, and an end-of-program celebration during week three, Bridges connects families with the elementary school setting, teaching staff, and classroom activities. To obtain feedback on these family practices and the program as a whole, the coordinator administers a survey to parents at the end of the summer.

Program–school partnerships: Surveying kindergarten teachers to prepare students in the right areas. The coordinator of the Bridges program surveys kindergarten teachers about the school-specific vocabulary that they use in their classrooms and about their classroom management systems. She uses these data to identify classroom practices that her teachers should introduce in the summer program. To

confirm that the Bridges program is preparing its students in the right areas, she also reviews the kindergarten assessments to see what indicators kindergarten teachers are looking for at the beginning of the school year.

Program–community partnerships: Bringing together local leaders to support early childhood education. The Bridges coordinator also belongs to the Northfield Early Childhood Initiative Coalition, a community-based

campaign made up of parents, educators, and community and business leaders, including those from Americorp, the medical community, and the public library. The group meets monthly to mobilize efforts around promoting and piloting early learning programs and projects. These efforts include family outreach, marketing, donations, and event planning. The Bridges Program grew out of one of the Coalition’s meetings in 2005.

VIRGINIA

Building Business and Community Coalitions

State Supports

The Virginia Early Childhood Foundation was created in 2005 to partner with state government departments in coordinating kindergarten readiness efforts across local programs. The structure of this public/private foundation allows collaboration with multiple stakeholders, including communities and private businesses. Among its initiatives, the Foundation has funded 29 “Smart Beginnings” communities that set kindergarten readiness goals, established Virginia Job One as an advocacy group of business leaders working toward improved early childhood activities, and piloted a quality rating system called the Virginia Star Quality Initiative.

State supports focus on the following elements:

- Reaching communities through planning and implementation grants that create sustainable early childhood programs
- Measuring outcomes such as the number of community programs participating in the Virginia Star Quality Initiative and the number of children entering kindergarten with the necessary literacy skills

Reaching communities. In 2007, through a program called Smart Beginnings, the

Foundation began offering funding to communities as part of a major initiative to ensure that children were prepared to enter kindergarten. Smart Beginnings communities are awarded a \$50,000 planning grant and up to \$600,000 in additional funding for creating and implementing 3- to 5-year strategic plans focused on one of six sectors of early childhood, including kindergarten transitions. As part of the grant requirements, Smart Beginnings communities form leadership councils—which may include school board members, Head Start directors, business executives, civic leaders, health department staff, and other stakeholders—to help inform and direct the communities’ early learning plans and strategies. The goal is to use the Smart Beginnings grants to create a sustainable, widespread focus on early childhood that shifts the priorities of the community, rather than simply filling a budget gap.

The communities that have chosen to focus on kindergarten transitions work with an approach developed by Kraft-Sayre and Pianta,²⁵ which focuses on connections among and between preschools and kindergarten, families and schools, children and schools, and communities and schools.

Measuring outcomes. In order to track progress, the Foundation measures outcomes across Smart Beginnings communities. Some of the desired outcomes include increasing the percentage of children entering kindergarten with the necessary literacy skills and increasing the number of early care programs participating in the Virginia Star Quality Initiative.

The Virginia Star Quality Initiative is a voluntary assessment and improvement system that provides a quality rating for early childhood programs based on measures of interactions, structure, staff ratios, environment, and instruction. Transition practices, including how schools orient families to kindergarten and whether curricula focus on transitions, are also evaluated in the rating.

Local Practices

With the recent increasing rigor of elementary school curricula, educators in the Chesterfield County public schools began noticing that the 4,000 incoming kindergarteners each year were starting school further behind and less prepared than in previous years. In response to this concern and to the growing statewide attention to kindergarten readiness, the Chesterfield County Pre-kindergarten Program joined Smart Beginnings Greater Richmond and began implementing innovative strategies targeted at transitions and school readiness.

Preschool–family partnerships: Engaging families in learning through at-home activities and donated books. To bridge the school readiness gap for children who have had little exposure to books and language in their homes, the district applied for and won a grant to give each preschooler six books related to the

school curriculum. The books help families start their own libraries and help build a sense of school-to-home continuity.

In addition to providing families with books, teachers use assessment scores to provide them with a snapshot of their children’s development; teachers also suggest targeted activities for building their children’s needed skills. To build on these activities, families and children are invited to a district-wide “Transition Night” prior to kindergarten registration in the spring. Families attending this event can enjoy educational games placed among kiosks throughout the school, and kindergarten teachers and administrators are on hand to answer questions.

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Preschool–school partnerships: Sharing curriculum themes to

acquaint children with kindergarten work. All of the district’s pre-K programs, including Head Start, are located within elementary schools and align their curricula and assessments with the kindergarten. For example, when the K–12 programs added a global connections theme to the curriculum, the pre-K program also began focusing on global awareness. The close relationship between the pre-K programs and schools also allows preschool children and their families to get acquainted with the kindergarten curriculum ahead of time.

Preschool–community partnerships: Using a common, district-wide registration day to streamline enrollment. District administrators sit on the board of Smart Beginnings Greater Richmond, along with representatives from other area preschool programs, social services, and health departments in order to better coordinate efforts and services. This partnership committee has developed a common list of readiness skills and resources

for parents so that the community can share the same framework and goals around transitions. The committee also launched a common registration day for the 10 participating school districts to help minimize confusion, streamline the process for incoming kindergarten families, and increase the number of families registering on time. Additionally, the committee has made efforts to improve outreach to parents and

families. For example, the summer of 2011 saw the creation of a television ad campaign and the establishment of a regional 211 telephone number—both designed to alert families about a regional kindergarten registration date and to promote early education. As a result, regional on-time registration numbers increased across the state.

CALIFORNIA

Addressing the Needs of Young Five-Year-Olds

State Supports

The Child Development Division (CDD) at the California Department of Education (CDE) works in partnership with stakeholders in and outside of the CDE to support early education and care programs in their transition and alignment work. The transition to kindergarten is viewed as a shared responsibility of public and private sectors that requires a birth–8 perspective.

Key state supports include:

- Public-private partnerships with a common mission to create high-quality early childhood programs
- Innovative programming that fills gaps in early learning experiences for children

Public-private partnerships. One external partnership that has been instrumental to transition work within the state is with Preschool California, a statewide nonprofit organization whose mission is to increase access to high-quality early learning opportunities for California’s children. As an advocacy organization, Preschool California works collaboratively with CDE to push for an early learning agenda that includes a quality education system for children from birth to age 8—one that ensures that children are striving in

preschool, ready for kindergarten, and successfully learning by third grade.

Innovative programming. One of the key innovative initiatives that Preschool California focuses on is Transitional Kindergarten (TK), the first year of a two-year kindergarten experience for young 5-year-olds (those born after September 2). The initiative was created under the Kindergarten Readiness Act of 2010 as a bridge from preschool to kindergarten.²⁶ Taught by credentialed teachers, TK classes, as part of the public school system, are free to families. The same broad coalition that supported the passage of Transitional Kindergarten—including policymakers, Preschool California, the CDE, K–12 education advocates, and business leaders—is now working on its implementation by hosting statewide summits and community forums, and by maintaining the [TK California website](#).²⁷

Local Practices

Several districts elected to implement TK prior to the mandated implementation scheduled for 2012–2013. Two early implementers were the Los Angeles Unified School District (LAUSD) and the Kingsburg Elementary Charter School District in Fresno County. Recognizing that the academic demands of kindergarten were not meeting the

developmental needs of their young 5-year-olds, administrators from these districts felt that the program was a good fit and offered it as a voluntary pilot to eligible children in 2010; both districts have had programs in place since that time. In LAUSD, Transitional Kindergarten is offered in 115 schools, while Kingsburg has TK in one of its schools. To create a consistent two-year kindergarten experience, LAUSD and Kingsburg looked to the CDE's Kindergarten Standards and the California Preschool Learning Foundations to create hybrid standards for TK—standards that are developmentally appropriate, yet consistent with kindergarten standards.

School–family partnerships: Empowering families to make decisions for their children and schools. As early implementers of TK, staff from LAUSD and Kingsburg had many opportunities to engage parents in the decision to bring a voluntary TK program to their schools and enroll their children. In LAUSD, parents sat on an advisory group with the Administrative Coordinator for LAUSD Early Childhood Education Division and representatives from the teachers and administrators unions to develop the district's approach to TK. In LAUSD Local District 1, in fact, it was parents who brought the program to the schools: after hearing about TK, parents approached their schools' leadership team and district superintendents to campaign for its early implementation.

In Kingsburg, parents serving on the Washington's School Site Council approved TK as part of the school plan—including its curriculum and expenditures. Parents have remained involved throughout the implementation phase. They serve as volunteers

in the school's two TK classrooms and advocate the program throughout the community and to other parents.

Preschool–school partnerships: Building capacity through monthly meetings.

Kingsburg's monthly Kindergarten Articulation Team meetings bring together teachers from local preschools, childcare centers, and kindergarten classrooms. Recent agenda items from these meetings include supporting

programs' implementation of quality preschool classrooms, ensuring seamless kindergarten transitions, and discussing best practices for sharing data between early care and kindergarten programs. Currently, kindergarten teachers have access to children's preschool and TK assessment data and use this information to drive instruction; however, the Team is thinking about ways to share other types of data

(such as the needs of individual children) among programs. Each year, the Team uses an established articulation plan that they share with parents at the beginning of the school year.

At the Washington School in Kingsburg, the principal and teachers are part of a Transitional Kindergarten Professional Learning Community, which is supported by a grant from the David and Lucile Packard Foundation and receives guidance from Preschool California. The Learning Community brings together school districts from across the state to discuss best practices in TK programs.

School–community partnerships: Reaching beyond the schools to inform the public about TK. Administrative staff from the LAUSD office partner with Preschool California to run monthly tours of their TK program sites for

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California teachers, legislative representatives, and parents. During these tours, staff from both organizations host panel presentations, lead observations of TK classrooms, and field questions about TK.

In Kingsburg, the Washington School has partnered with the public library, doctor's offices, clinics, City Hall, the Chamber of Commerce, and a local grocery store to distribute informational brochures (in English and Spanish) about TK. Librarians created a

space for these brochures in the children's book area, while managers at the local grocery store created a bulletin board that showcased all of the services and programs available at Washington School and included information about how and where to register children for these programs. Kingsburg has also opened its doors for many school districts to come and observe TK and receive technical assistance from the staff.

Policy Implications

Nationwide, significant efforts have been made to encourage, support, and expand transition practices at the local, state, and federal levels. The state-level practices in these six cases illustrate what these efforts can look like in the field. And new directions at the federal level—including the Race to the Top–Early Learning Challenge (RTT–ELC) and Secretary Duncan's announcement of a proposal for an Office for Early Learning²⁸ at the U.S. Department of Education—reflect a heightened awareness of the importance of the education of the youngest students. The continuation of current policies and funding at the federal and state level to support early education work, especially around transitions to elementary school, is critical. Continued funding and support at the state level, meanwhile, is needed to ensure partnerships among key players.

State and federal policies to support collaborative and thoughtful transitions should accomplish the following:

Promote the importance of family and community partnerships during transitions through reporting and accountability systems.

Policymakers can encourage relationship-based transitions by ensuring that rating systems like the Virginia Star Quality Initiative, and templates for five-year plans like that mandated by the New Jersey State Department of Education, include sections

about these types of partnerships that districts/programs must address. To support educators in these efforts, resources for engaging families and community members should be made available on state departments of education websites for administrators and educators to learn from and disseminate.

One successful example of support for partnership is the federal Promise Neighborhoods program. This program aims to improve the outcomes of children living in distressed communities by building a coordinated continuum of health, social, and educational supports. Through communities of practice, the Promise Neighborhood grantees engage in peer-to-peer professional learning. They share opportunities and challenges, strategies to leverage federal investments in data systems, and best practices. The transition to kindergarten is one area in which Promise Neighborhoods can create partnerships and use its communities of practice to promote young children's learning, growth, and success.

To promote family and community partnerships, policymakers should also provide educators with guidelines on data sharing with families. Sharing data effectively with families, that is, by being positive and specific about observations and sharing and asking for interpretations of the data,²⁹ will likely help families feel comfortable using data and

empower them to ask for and engage with data in kindergarten and beyond.

Make joint preschool and kindergarten training and professional development opportunities available to increase teachers' knowledge of transition practices. Teachers who have received specialized training in transitions report using more of all types of transition practices than those who have not had such training.³⁰ The states profiled in this brief spoke about a number of different training opportunities—from summits to leadership series—offered around school readiness and transitions. Nationwide, several states have begun to align standards, curricula, and assessments³¹ in early childhood with primary elementary grades.³² However, to build on these efforts, training practices are needed at both the state and local levels so that administrators and teachers can learn about state requirements and so that local efforts can be made to implement these practices. For local education agencies (LEAs) receiving Title I funds, existing funds can be used to organize joint transition training.

Build capacity for continued statewide and regional sharing of promising practices. Several of the educators and administrators interviewed for this study described the importance of their memberships in state, regional, and local coalitions and learning communities. These groups allow teachers to prepare for the implementation of new initiatives, share lessons learned about different transition practices, and discuss how best to share data with families and each other. However, a lack of cross-learning within, between, and among states also suggests the need for a national space for sharing ideas, tools, and promising practices. This issue may be addressed effectively by using digital technologies to promote inter-state communities of practice to accelerate learning and scale up successful

family–preschool–school–community partnerships. The U.S. Department of Education is working to create an Early Learning Network for this purpose.

Provide districts with funding opportunities to support their transition practices. Many of the local programs profiled in this brief noted that they leveraged external funds to run and support their transition programs and practices. Policymakers can create competitive or needs-based grant programs that allow programs to extend their current transition efforts. Some existing relevant grant competitions include Promise Neighborhoods and the Investing in Innovation Fund (i3). To help districts identify funding sources outside of state departments of education, advocacy organizations can provide districts with lists of organizations that support early childhood education. Several of the local programs profiled here, for example, are supported by local United Ways, the W.K. Kellogg Foundation, and the David and Lucile Packard Foundation, which all offer grant programs that support children, families, and communities.

DATA.ED.GOV

The Early Learning page on data.ed.gov* features a list of grant names and an interactive U.S. map spotlighting individual discretionary grant programs that focus on or include early learning. For additional resources on transitions, see the [Transition to Kindergarten Wiki](http://transitionwiki.pbworks.com)** from the National Center on Parent, Family, and Community Engagement and the National Center on Quality Teaching and Learning.

* <http://data.ed.gov/early-learning>

** <http://transitionwiki.pbworks.com>

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About Harvard Family Research Project

Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well-being of children, youth, families, and communities. Our work focuses primarily on three areas that support children's learning and development—early childhood education, out-of-school time programming, and family and community support in education.

Building on our knowledge that schools alone cannot meet the learning needs of our children, we also focus national attention on complementary learning. Complementary learning is the idea that a systemic approach, which integrates school and nonschool supports, can better ensure that all children have the skills they need to succeed. Underpinning all our work is our commitment to evaluation for strategic decision making, learning, and accountability.

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- ¹² Ahtola, A., Silinskas, G., Poikonen, P., Kontoniemi, M., Niemi, P., & Nurmi, J. (2011). Transition to formal schooling: Do transition practices matter for academic performance? *Early Childhood Research Quarterly*, 26(3), 295–302.
- ¹³ Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal*, 28(3), 199–206.
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- ¹⁵ Wildenger, L. K., & McIntyre, L. L. (2011). Family concerns and involvement during kindergarten transition. *Journal of Child and Family Studies*, 20(4), 387–396.
- ¹⁶ Pianta, R. C., Cox, M. J., Taylor, L., & Early, D. (1999). Kindergarten teachers' practices related to the transition to school: Results of a national survey. *Elementary School Journal*, 100(1), 71–86.
- ¹⁷ Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21(5), 491–511.
- ¹⁸ Articulation is the coordination of curriculum and instruction from school to school and grade to grade.
- ¹⁹ The interview protocol was structured around the topics of statewide transition policies and practices, use of data to assess the success of transition practices, and collaborative efforts to transition children. In addition to these topics, the protocol for educators and administrators included questions about children served, the impetus for the

program, specific local transition practices used, and successes and challenges in using these practices. Supplemental information for each state was obtained on websites and from resources that the interviewees provided.

²⁰ Watch the videos online at <http://www.youtube.com/user/acnjforkids#p/c/D7B337CBA5613B79>

²¹ *Education Week*. (2012). Report awards grades for education performance, policy; Nation earns a C, Maryland ranks first for fourth straight year [Press release]. Retrieved from http://www.edweek.org/media/qualitycounts2012_release.pdf

²² Visit the website online at <http://parentsknow.state.mn.us>

²³ Watch video online at http://parentsknow.state.mn.us/parentsknow/age3_5/tips/VL/PKDEV_000919

²⁴ View the activities online at <http://parentsknow.state.mn.us/parentsknowstellentprod/groups/parentsknow/documents/presentation/001814.pdf>

²⁵ Learn more online: <http://education.state.mn.us/MDE/StuSuc/EarlyLearn/SchReadiK/index.html>

²⁶ Pianta, R. C. & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, & schools*. Baltimore: Paul H. Brookes Publishing Co.

²⁷ *Preschool California*. (n. d.). *Transitional Kindergarten: Preparing California's children to succeed in kindergarten*. Retrieved from <http://www.preschoolcalifornia.org/resources/resource-files/outreach-packet/preschool-california.pdf>

²⁸ Visit the website online at <http://www.tkcalifornia.org/>

²⁹ U.S. Department of Education. (2011, November 4). U.S. Department of Education proposes dedicated office for early learning. Retrieved from <http://www.ed.gov/news/press-releases/us-department-education-proposes-dedicated-office-early-learning>

³⁰ Office of Head Start National Center on Parent, Family and Community Engagement (2011). *Family engagement and ongoing child assessment*. Cambridge, MA: National Center on Parent, Family and Community Engagement. Retrieved from, <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>

³¹ Early, Pianta, Taylor, & Cox, 2001.

³² States that have aligned pre-K to 3rd grade standards include Rhode Island, Minnesota, Maryland, and New Jersey.

³³ Council of Chief State School Officers (2012). *Confronting the quiet crisis: How chief state school officers are advancing early childhood opportunities*. Washington, DC: Council of Chief State School Officers.

Appendix: Transition Practices by State

	California 	Georgia 	Maryland 	Minnesota 	New Jersey 	Virginia 
Use of family surveys		Parent survey about child's K readiness	Judy Center family surveys	Transition survey at the end of Bridges to Kindergarten	Family survey on transitions	
Transition team	Kindergarten Articulation Team	Center-based transition team		Northfield Early Childhood Initiative Coalition	District-wide transition team	Smart Beginnings Coalition
Summer transition program		8-week transition camp	Judy Center 1-week camp	Bridges to Kindergarten		5-week summer school readiness program
Transition plans		Local practice			Required by state for all preschool programs	Part of Smart Beginnings plan
Parent education component		8-month Total Development Series		Parents Know website		
Statewide data/assessment system		Georgia Testing Identification	Work Sampling System			Voluntary Star Quality rating system
Aligned professional development	K teachers trained on Preschool Foundations	Joint pre-K and kindergarten trainings on standards and assessments	Maryland Model for School Readiness		PreK-3rd Leadership Series	
Aligned standards/curriculum	Hybrid standards for TK	To be released in 2012			PK3 System	

OCTOBER UPDATE

A Progress Report on 6-Month Outcomes for Nancy Golden

OBJECTIVE #1

DESIGN & IMPLEMENTATION OF BIRTH TO COLLEGE AND CAREER STRUCTURE

Ongoing Systems of Communication/Alignment Across Birth to College and Career Agencies

- Served as a panel member at the Clackamas County Education Forum, providing an overview of what has been transpiring throughout the education continuum.

Oversight of Development of Business Case

- Visited Neil Armstrong Middle School and Forest Grove High School to look at how technology is being used to help teachers and students succeed and meet goals.
- Collaborated with Intel to discuss the effective utilization of technology in meeting our educational goals.

OBJECTIVE #2

ADOPT STRONG POLICY FRAMEWORK

Coordinate OEIB Policy & Research Unit

- Coordinated the development of a Strategic Plan for OEIB and the creation of an OEIB brochure due November 8.

Engage Regional Achievement Collaboratives in Identifying Policies to Support Student Success

- Hosted a successful kick-off event for the Regional Achievement Collaboratives held October 10.
- Attended Regional Achievement Collaborative Meeting in La Grande and discussed the Birth to College & Career efforts.

Secure Adoption of Legislative/Administrative Policy Agenda

- Served as the keynote speaker at the 2013 League of Women Voters of Oregon Education Studies Kick-Off. Discussed children at risk and public postsecondary education.

ADOPT STRONG POLICY FRAMEWORK (Continued)

Secure Adoption of Legislative/Administrative Policy Agenda (Continued)

- Chaired the Accelerated Learning Committee, established by SB 222, charged with examining methods to encourage, establish and enable students to obtain college credits while in high school.
- Met with the following legislators to discuss key initiatives:
 - Representative Johnson
 - Representative Huffman
 - Representative Barnhart
 - Representative Nathanson
 - Senator Beyer
 - Senator Edwards

Develop Strong Partnerships and Accountability Across Birth to College and Career

- Met with Governor Kitzhaber and educational leaders to discuss dual credits and dual payments for 5th year programs.
- Spoke at the Eugene Rotary Metro meeting, discussing the vision for the OEIB and key initiatives.
- Served as honorary Chair for the Eugene Relief Nursery.
- Attended the Community Forum at North Eugene High School to discuss the OEIB vision.
- Traveled to Eastern Oregon to visit with school districts, post-secondary institutions and early learning groups.
- Visited Sisters Elementary to discuss Oregon RtI Project and PBIS.
- Participated in a Portland Community Forum with Portland stakeholders.
- Presented at the Oregon Community Colleges Association Conference, focusing on the creation of Birth to College and Career, a seamless system of education.
- Attended COSA's Vision Group Knowledge Works Summit to discuss opportunities and issues with educational leaders.
- Spoke at the Oregon Continuous Improvement Network Quarterly Meeting on understanding the state accountability system.

OCTOBER UPDATE

OBJECTIVE #3

CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES

Create Recommendations for Outcomes-Based Budget, Specifically Tied to Strategic Initiatives and Key Outcomes

- Established the STEM Investment Council, as legislated by HB 2636, creating a statewide strategic plan to transform student outcomes in science, technology, engineering and mathematics.

Members include:

- Jim Piro (Chair), President/CEO
Portland General Electric
- Lisa Graham, Chief Operating Officer
Bend Research
- Eric Meslow, President
Timbercon
- Jessica Gomez, CEO/Founder
Rogue Valley Microdevices
- Aubrey Clark, NW Region Ed. Relations Manager
Intel Corporation
- Herb Fricke, President/CEO
Cooper Zietz Engineers, Inc.
- Thompson Morrison, CEO
FUSE Insight
- Dwayne Johnson, Managing Partner
Globe Three Ventures
- Fred Ziari, President
IRZ Consulting

OBJECTIVE #4

WORK TO BUILD AN ENGAGED AND MOTIVATED PUBLIC

Develop Key Communicator Network

- Spoke individually with 12 Portland community members referred by Nicole Maher, to establish a connection & build relationships.
- Launched an OEIB website October 31st (education.oregon.gov).

WORK TO BUILD AN ENGAGED AND MOTIVATED PUBLIC

(Continued)

Engage/Activate Diverse Communities, Parents and Students

- Presented at the College Begins at Home Spanish-Speaking Parent Conference at Chemeketa Community College, communicating that ELL is a priority for the state of Oregon.
- Spoke at the 2013 Oregon Arts Summit on the Academy of Arts and Academics to communicate the value of acts-focused schools.
- Visited the Nixyaawii Native American Charter School in Eastern Oregon and met with tribal education leaders.
- Met with the following Editorial Boards to assist in effectively communicating the role and importance of OEIB to the public:
 - The Eugene *Register-Guard*
 - The Corvallis *Gazette Times*
 - The *East Oregonian*
- Interviewed by Dave Miller of radio's "Think Out Loud," discussing how to improve education in Oregon.
- Reached out via telephone to key community leaders to learn about their communities and share OEIB's work toward achieving 40-40-20 for each Oregon student.
- Spoke at the following Oregon Learns Education Redesign Meetings to collect priorities, questions and stories about local education initiatives:
 - Columbia Gorge Community Meeting
 - Legislative briefing at the Eugene Chamber
 - Eugene community meeting
 - Corvallis Country Club
 - STEM Meeting at OIT
 - Portland Community Meeting in collaboration with All Hands Raised.

OEIB Best Practices & Student Transitions Subcommittee

(Formerly Best Practices & Innovation)

Purpose: To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

➤ **Approved Foci:**

- Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness data and the Oregon EI Strategic Plan
 - Transform learning through digital conversion
 - Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20
 - Identify and address issues and barriers unique to rural and remote communities that impact their role in supporting student access and achievement of 40/40/20
 - Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce
 - Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models
 - Participate in development of an OEIB research agenda
- **Membership:**
Chair: Yvonne Curtis
Mark Mulvihill
Kay Toran
David Rives
Kim Williams (ELC)
Lynne Saxton (ELC)

OEIB Staff Liaison: Hilda Rosselli

Rev: 10/2/13

Rev: 10/29/13 Approved 10/31/13

YOUTH & YOU

Oregon Youth Development Council

Youth and Gangs

Prioritization of Funding for
Youth Gang Prevention and Intervention Services

November 2013

INTRODUCTION

Gang activity continues to manifest itself in urban and rural locations throughout the State of Oregon. Gangs are a serious, persistent, and in most areas where they reside, a growing problem. Governor John Kitzhaber and the Oregon Legislature directed the Youth Development Council (YDC) to prioritize funding for prevention and intervention services related to the reduction of gang violence and involvement, and report back in November 2013. The YDC has begun prioritizing and funding projects in areas of the state facing increased gang violence from the I-5 metropolitan areas, to the outer reaches of frontier counties where gang recruiters have been steadily making inroads.

Created in 2012 by House Bill 4165, the Youth Development Council immediately put federal funds to work in communities across the state to help support youth gang prevention and intervention efforts. Statewide survey results from 2011 determined that seven counties and one tribal community identified significant youth gang activity in their respective jurisdictions. The YDC addressed those immediate gang intervention needs across the state by making small strategic investments in communities using federal gang prevention funds. The council is recommending that state funding be utilized to develop long-term strategies aimed at preventing gang violence and intervening in the lives of vulnerable youth.

The National Gang Center reports that around the country, one-third (34 percent) of cities, towns and rural counties reported gang problems in 2010. Gangs are increasingly recruiting younger children who are engaged in criminal activity. The National Youth Gang Survey found from 2002 to 2010 the estimated number of youth gangs increased by nearly 35 percent. Some data indicate that nearly half of high school students report that some students in their school consider themselves part of a gang. Nearly one in five students in grades 6 through 12 reports that their school has gangs.¹

Over the course of a lifetime, the National Gang Center reports that a high-rate criminal offender can impose some \$4.2 to \$7.2 million in costs on society. However, the costs are relatively low during the *early* years of a chronic offender's life — totaling about \$3,000 at age 10. This finding suggests that early prevention efforts that focus on youth in

¹ National Gang Center Newsletter. *Gangs in School*. Summer 2013. Vol. 2 Retrieved from <http://www.nationalgangcenter.gov/Content/Newsletters/NGC-Newsletter-2013-Summer.pdf>

high-risk settings *before* problem behaviors develop can result in large cost savings to communities.

Previously thought to have only been active in the metropolitan areas, the Youth Development Council has learned that gang culture is also present in frontier and rural communities, where recruitment is gaining a foothold. In YDC Community Engagement travels to Ontario and Umatilla this fall, staff and council members found that youth gangs have been very active in these communities.

Reported in *The Oregonian* as recently as October 25, 2013, a new wave of gang-related violence has crept into the city of Gresham. That report noted the city's Rockwood neighborhood is in dire need of outreach workers to replicate the gang prevention efforts considered successful in East Portland. The article reports that in November, Deputy D.A. Nathan Vasquez will launch *Renew*, a group that will bring Gresham Police, the county sheriff's office, and parole and probation officials together with community groups to regularly address this increase in gang violence. As will be noted later in this report, collective impact methodologies are effective tools being used statewide to address a multitude of complex social ills, including gang violence.

Governor Kitzhaber and the Oregon Legislature have appropriated nearly one million dollars to provide communities the additional support needed to broaden the targeted, strategic prevention and intervention efforts already underway. Included in this report is a status update of initiatives and programs in communities that have identified significant gang activity in their jurisdictions.

OJJDP COMPREHENSIVE GANG MODEL: A STRATEGY THAT WORKS

The *Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model* has been proven to reduce serious and violent crimes, decrease criminal activity and gang involvement, and increase success in educational and job opportunities. The model involves five strategies for addressing gang-involved youth and their families. This model is a framework for the coordination of multiple, data-driven anti-gang strategies among agencies such as law enforcement, education, criminal justice, social services, community-based agencies, outreach programs and grassroots community groups. The five strategies are:

Community Mobilization:

Involvement of local citizens, including former gang members and community groups and agencies, and the coordination of programs and staff functions within and across agencies.

Opportunities Provision:

The development of a variety of specific education, training, and employment programs targeting gang-involved youth.

Social Intervention:

Youth-serving agencies, schools, street outreach workers, grassroots groups, faith-based organizations, law enforcement agencies, and other criminal justice organizations reaching out and acting as links between gang-involved youth and their families, the conventional world, and needed services.

Suppression:

Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and also by community-based agencies, schools, and grassroots groups.

Organizational Change and Development:

Development and implementation of policies and procedures that result in the most effective use of available and potential resources to better address the gang problem.

The Gang Model training includes *Best Practices to Address Community Gang Problems, A Guide to Assessing Community Gang Problems, and Planning for Implementation*. As you will see in this report, communities in Oregon are using these materials to assess and address gang issues.

STATE OF WASHINGTON CRIMINAL STREET GANG PREVENTION AND INTERVENTION GRANT PROGRAM

The 2012 Washington State Legislature also recognized that street gang activities were a serious problem threatening the long-term economic, social, and public safety interests of its state, counties, and cities. Local communities required assistance to reduce criminal street gang activity and to increase criminal street gang intervention and prevention services that can strengthen families, improve school performance, reduce criminal activity, and promote pro-social development and success among their state's young adults.

As a result, the state legislature invested funds (a total of \$250,000 for SFY 2013) for a Criminal Street Gang Prevention and Intervention Grant Program to be administered by the Washington State Partnership Council on Juvenile Justice (WA-PCJJ).

On May 25, 2012, the WA-PCJJ released a Request for Proposals for the Criminal Street Gang Prevention and Intervention Grant Program to assist communities in addressing criminal street gangs by helping to ensure that youth avoid gang membership and activities, as well as other future criminal behavior. The awards were provided to communities to assist them in implementing the federal *OJJDP Comprehensive Gang Model*.

STATEWIDE RESPONSE TO GANG ACTIVITY IN OREGON

Prior to the appropriation of state funding to curtail gang activity in Oregon, the Youth Development Council wanted to immediately put federal funding to work in the seven counties and one tribe reporting significant youth gang activity.

Federal funds totaling \$47,000 were awarded to the *Gang Impacted Family Team (GIFT)* to the **City of Portland**, which coordinates services for individuals and their families in the effort to break the intergenerational ties that perpetuate gang involvement and violence in the community. The team is comprised of collaborative multi-disciplinary members involving management staff representatives from city, county and state agencies. This YDC grant is helping to fund a full time program coordinator for the program, which helps to suppress gang involvement and gang violence in Portland.

In Southern Oregon, **Jackson County** is using over \$23,400 in federal funds from the YDC to implement the evidence-based *Phoenix/New Freedom* curriculum. Two officers have been trained and are working with gang-affected youth, teaching a 100-hour lesson curriculum, which is designed to reduce resistance to behavioral change and decrease antisocial behaviors, including gang activity, while increasing linkage to protective factors and pro-social elements. Along with the introduction of the curriculum, a restorative justice component is also being implemented through the Graffiti Removal Program. Equipment has been purchased for youth to participate in removal of graffiti throughout the county. Media coverage of these YDC-funded projects can be found at:

<http://www.mailtribune.com/apps/pbcs.dll/article?AID=/20130404/NEWS/304040319/-1/rss01&template=printart>

In addition to the Phoenix curriculum, the region benefits greatly from its Medford Area Drug & Gang Enforcement (MADGE) team, an interagency drug and gang task force whose mission of targeting and dismantling drug trafficking in **Medford, Jackson County**, and the surrounding region resulted in the seizure of nearly 4 million dollars of illegal narcotics in 2012. The MADGE unit takes an active role in the prevention, intervention and suppression of gang activity by partnering with law enforcement, social service agencies, schools, parent groups, non-governmental organizations and the faith community.

In the **Tribal Community of Warm Springs**, YDC federal funds of nearly \$40,000 allowed for the hiring of a case manager who is currently providing counseling to tribal youth, several of whom are in residential treatment. Counseling is provided for middle and high school age youth who have dropped out or at risk of dropping out. Counseling includes an assessment, diagnosis, treatment plan, a file charting their progress, and an aftercare program. A culturally-based afterschool program using tribal best practices has been initiated at the local middle school. Monthly community activities have taken place (*Recovery Walk, Back to School Powwow, Wellbriety Walk*) with the participation of over 400 community members. In October 2013, more than 100 community members participated in a Parenting Training Conference.

A federal award made through the Youth Development Council includes over \$43,000 to the **Tri-County Restorative Justice Schools' Initiative for Multnomah, Washington, and Clackamas Counties**. The project funds are helping to train school personnel in alternatives to school suspension and expulsion, providing an avenue for meaningful accountability, maintaining safety, increasing school retention and decreasing gang involvement of at-risk youth, including youth of color.

A federal grant award of \$52,000 made possible through the YDC is to the **East County Gang Prevention Project**, serving 100 at-risk middle and high school youth from three schools, incorporating family education and case management. Strong partnerships with local schools, community members, the Multnomah County Local Public Safety Coordinating Council, Multnomah Juvenile Department, and east county police departments is promising to provide new, much needed services in east Multnomah

County. The intervention is designed to help students assess the risks associated with gang activity and violent behavior; enhance decision making, goal- setting, communication, and resistance strategies; improve anti-drug normative beliefs and attitudes; and reduce risk behavior.

Umatilla County has used over \$26,000 in YDC federal funding to expand its implementation of *Gang Resistance Education Training (GREAT)* at the middle school level in the Umatilla School District. *GREAT* is an evidence-based gang violence and prevention program built around a school-based, law enforcement officer-instructed classroom curriculum. The program is offered once a week by a trained officer. This year, for the first time, *GREAT* was offered in the summer to Umatilla middle school students. Implementation of the *GREAT* program has been shown to significantly reduce the odds of youth joining a gang compared to those youth who have not received *GREAT* program training.²

In addition, a training was held in Hermiston, Oregon, on *Collaborative Problem Solving (CPS)*, which is an evidence-based model aimed at helping behaviorally challenged children through service providers and caregivers delivering the model across a continuum of services. More than 170 people representing local service providers from education, law enforcement, and mental health attended the CPS training. Media coverage of the YDC-funded projects can be found at <http://northeastoregonnow.com/> (Search “Umatilla Program Offers Educational Summer Fun”).

Lane County is using its YDC federal grant funding of \$23,000 to implement OJJDP’s *Comprehensive Gang Model*. A steering committee has been formed, along with two subcommittees dedicated to outreach and assessment. The committee has reached out to Jackson County and partnered with various community organizations including the City of Eugene, Lane County Youth Services, Eugene Police Department, University of Oregon, Lane Community College, Oregon Youth Authority, and Lane County Public Health. A Gang Symposium was held in January 2013 with a follow-up in April to educate and discuss issues related to gang-affected youth in Lane County.³ Over 250 community leaders, educators, police officers, business community, ex-gang members,

² Esbensen, F.A., Osgood, D.W., Peterson, D., and Taylor, T.J. (2012) “Is G.R.E.A.T. effective? Does the program prevent gang joining? Results from the National Evaluation of G.R.E.A.T.” St. Louis, MO: University of Missouri - -St. Louis. Retrieved from <http://www.umsl.edu/ccj/pdfs/great/GREAT%20Wave%204%20Outcome%20Report>

³ A report of the Gang Symposium can be retrieved from http://lanecountygangprevention.org/Home_Page.html

public health officials, Oregon Youth Authority, and community members took part in the symposium. Lane County is actively going forward with community outreach plans and implementation of the *OJJDP Comprehensive Gang Model*. Media coverage of projects, funded by the YDC, can be found at <http://www.kezi.com/gang-prevention-symposium-held-at-lcc/> and <http://www.kezi.com/former-gang-member-to-talk-at-symposium/>

In **Marion County**, a *Comprehensive Gang Prevention and Intervention Strategy* modeled on the OJJDP evidence-based model is being developed with the assistance of \$13,500 in federal funding from the YDC. Through community forums, individual interviews and evaluation of available data, an assessment is being completed to understand the nature of community youth vulnerabilities, and relation to gang affiliation and membership of Hispanic/Latino youth. Particular concern is being taken in light of a report completed through the assistance of the YDC that examines data on the over-representation of minority youth in the juvenile justice system. The model will consider gang issues but also address risk factors that lead to youth gang affiliation and explore community and individual strengths, assets, and protective factors.

In **Washington County**, five staff members are being trained in *Aggression Replacement Therapy (ART)* and providing education support to gang affected youth with nearly \$9,000 in federal funding from the YDC. ART is an evidence-based program that has been shown to successfully promote skills acquisition and performance, improve anger control, decrease the frequency of acting-out behaviors, and increase the frequency of constructive, prosocial behaviors.⁴ ART strategies are currently being used with a group of 12 youth on a weekly basis. Educational supports include hiring a teacher to help tutor youth and working with the Beaverton School District to ensure credits can be earned for educational work completed by youth and/or obtaining a GED.

Clackamas County has received \$10,000 in federal YDC funding for culturally competent gang prevention and intervention services providing bilingual, bicultural, counseling services. This is in response to the increasing number of Latino youth being affected by gangs and gang related behavior. Latinos are currently the fastest growing minority group in the county. Assessment of data and referral trends is being conducted as is outreach to additional service providers to expand services to youth

⁴ Goldstein, A.P., Glick, B. (1994) *The Prosocial Gang: Implementing Aggression Replacement Training*. Retrieved from <http://uscart.org/ART-Cirriculum-Eval.pdf>

and families. Community partners and law enforcement are partnering and sharing gang activity information. Parent Night trainings on gang reduction strategies have occurred at various schools throughout the county and are continuing to be scheduled.

Frontier and rural areas of Malheur County and the City of Ontario are experiencing heightened gang activity. In 2011, Ontario employed a full time Gang Enforcement Officer (GEO) responsible for investigating gang-related offenses and coordinating with local, state, and federal agencies. The GEO provided gang awareness training for law enforcement officers, educators, and others in the community interested in learning about gang issues.

In 2011 there were six active gangs in the Ontario area. In January of 2011, a two-year investigation concluded with the arrest of 30 gang members on federal racketeering charges. Due to a hiring freeze in 2012 and because of personnel movement, the Gang Enforcement Officer position was eliminated, resulting in a reduced effort to work across systems on gang prevention strategies. Malheur County is eager to utilize future Youth Development Council funds to help with its youth gang prevention and intervention efforts.

OPPORTUNITY AND PRIORITY YOUTH

As described by the White House Council for Community Solutions, youth ages 16-24 who *are disconnected* from the education system and labor market are described as **Opportunity Youth**. The YDC has coined the term **Priority Youth** for those ages 9-15 who are *at risk of being disconnected* from the education system and labor markets.

High student-teacher ratio, high rates of school suspensions, expulsions, juvenile court referrals, and low student educational achievement have been identified as risk factors contributing to youth becoming disengaged from the educational system and unprepared for the labor market. Youth experiencing these risk factors are more likely to form or join gangs, and engage in criminal behavior leading to contact with the juvenile justice system and incarceration.⁵ This *school to prison pipeline* disproportionately affects Latino, African-American, and Native youth in Oregon. A 2010 study reports that African American students in Oregon make up 3% of the population, but represent

⁵ Howell, J. C. (2010). Gang Prevention: An Overview of Research and Programs. *OJJDP Juvenile Justice Bulletin*. Dec. 2010

7% of school suspensions. Latinos represent 17% of students in Oregon, but represent more than 25% of students expelled. Native American youth make up 2% of the 9-12 grade student population, but 3% are dropouts. White students represent 68% of all students, but only 61.5% of those expelled.⁶

Participants in the *Governor's 2012 Summit on Disproportionate Minority Contact in the Juvenile Justice System* recommended that the systems that touch youth and families in Oregon communities – schools, police, detention, courts, child welfare, correctional facilities, and youth themselves – work across systems to reduce this disproportionality. Action items that State of Oregon systems are working to accomplish include an examination of existing policies, practices, and procedures to counter institutional racism; providing training and education to address institutional racism; and the alignment of policies, practices, and procedures to counter institutional racism.⁷ Stakeholders will be reporting back on the progress of these action items and others at the next scheduled summit in 2014.

One key move forward in this arena has been the adoption of the **Oregon Equity Lens** by the Oregon Education Investment Board, the Youth Development Council, the Early Learning Council, the State Board of Education, and other agencies in Oregon. The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in Oregon. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

In today's competitive global economy and increasingly knowledge-based job world, it is essential that our youth be engaged in learning, and receive the necessary education and training to be successful not only for the jobs of today, but also the jobs of tomorrow. Failure to properly educate and train our youth has been deemed a crisis and an issue of national security by the Council on Foreign Relations.

⁶ ACLU Oregon. *ACLU Report: Oregon's School-to-Prison Pipeline*. Retrieved from http://aclu-or.org/sites/default/files/ACLU_STPP_FINAL_0.pdf

⁷ 2012 Governor's Summit on Reducing Disproportionate Minority Contact in the Juvenile Justice System. <http://www.oregon.gov/oya/dmcs Summit/2012/2012DMCSummitSummary.pdf>

By 2018, 64% of jobs in Oregon will require postsecondary training after high school⁸. Disconnected youth (disengaged from work or education) represent an annual tax payer cost of \$37,450 per youth.⁹

“*Opportunity*” is what our disengaged youth represent. Throughout the country community leaders, health providers, business owners, educators, policy makers, and citizens are working together to ensure our *Opportunity Youth* (16-24 years old) are not discarded and sent down the pipeline of gang membership and incarceration. The following page highlights current evidence and outcome-based initiatives in Oregon – some recently launched, others longtime programs – aimed at helping *Opportunity Youth* and *Priority Youth* (at-risk of becoming disconnected from education and labor market) receive the necessary resources needed to re-engage in education and training to prepare them for a successful transition to become positive, and productive, members of the community and not fall victim to gangs.

ENGAGING OPPORTUNITY AND PRIORITY YOUTH IN OREGON

Effective mentoring programs have reduced youth risk factors that lead to dropping out of school and joining gangs. Research shows that high-risk youth in mentoring programs experience fewer depressive symptoms, greater acceptance by peers, more positive academic self-perceptions, and better grades.

Friends of the Children implements a mentoring program where 85% of its program graduates achieve a high school diploma or GED, while more than 50% of youth have a parent that did not complete high school; 97% have avoided the juvenile justice system, despite at least 60% having one or more parent incarcerated; and 98% avoid early parenting, despite 60% having been born to a teen parent.¹⁰

In **Josephine and Jackson Counties**, the evidence-based mentoring program *College Dreams* now functions in 18 schools, with two more schools to be added soon. Over

⁸ Carnevale, A.P., Smith, N., Strohl, J. (2010) Help Wanted: Projections of Jobs and Education Requirements Through 2018. Georgetown University. Center on Education and the Workforce. Retrieved from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/state-LevelAnalysis-web.pdf>

⁹ Belfield, C.R., Levin, H.M, Rosen, R. (2012) The Economic Value of Opportunity Youth. Retrieved from http://www.serve.gov/new-images/council/pdf/econ_value_opportunity_youth.pdf

¹⁰ Friends of the Children Portland. *Research & Results*. Retrieved from <http://friendspdx.org/it-works/research-results>

1,700 youth having benefited from the mentoring program that engages typically underserved populations of at-risk youth since its inception in 1998. Now entering its 16th year, College Dreams follows middle school students through high school using professional mentors. It is now embarking on a consortium project providing universal career-related learning experiences. The project includes business outreach and training, school needs identification, and focused work-readiness workshops. A staff member is embedded in each school, working with youth one to three times each week. The program has interagency agreements with schools, allowing for access to records to track participants.

A 2005 study has demonstrated that program participants were arrested 74% less often by the end of 10th grade, and dropped out of high school 62% less frequently by end of 12th grade. Participants were more than twice as likely to be a member of the National Honor Society and be fully prepared for college admission.¹¹

As part of its effort to help families save for education, *College Dreams* has partnered with Umpqua Bank and the Oregon Individual Development Account Initiative to ensure youth and adults achieve their educational dreams by matching every dollar saved with \$3 to help fund post-secondary education and training.

Through a federal evidence-based program, *Trio*, *College Dreams* is able to serve low-income families, who will go on to become the first college graduates in their families, incorporating college visits, college readiness, mentoring, and academic counseling. Through the *Trio* program, students go on college visits, are trained on college readiness, and receive academic counseling. Over 80% of their first generation program participants go on to graduate from college.¹²

Media coverage of *College Dreams* can be found at <http://www.youtube.com/watch?v=AQimHeUjyU>

¹¹ Drummond, T.W. (2005) College Dreams Program Evaluation Brief #1, #2. Retrieved through personal communication.

¹² College Dreams. *Our Programs*. Retrieved from <http://collegedreams.org/Programs.aspx>

HEALING HURT PEOPLE: STEMMING GANG VIOLENCE

Another model that not only stops immediate retaliatory violence but stems future violence is one in the public health arena that was recently launched in the Portland area. *Healing Hurt People (HHP)*, recently instituted at Legacy Emmanuel Hospital, is a trauma-informed community-focused prevention program. It is designed to reduce emergency room and hospital recidivism, re-injury, retaliation, post-traumatic stress disorder, and promote healing among individual males of color (ages 10-25) who have suffered from a penetrating trauma. The evidence-based initiative is aimed at serving youth who have experienced an intentional trauma such as gunshot or stab wounds. This initiative has been effective in reducing the cycle of violence associated with gang youth by allowing medical professionals to intervene and counsel victims of violence while they, fellow gang members, and extended family, including younger siblings, are at the hospital. Findings in a Baltimore study have demonstrated that patients who were not involved in hospital-based interventions were significantly more likely to be arrested for a violent crime, convicted of a violent crime, and involved in repeat violent criminal activity.¹³

What makes HHP unique is its ability to not only reduce repeat violence, but to also support youth with social supports, education, vocational training, and connections to career, a fundamental principle adopted by the Youth Development Council.

FUNDING YOUTH SUCCESS – EXAMPLES OF FUNDING MODELS

Several common themes emerge in states and jurisdictions where successful prevention and intervention programs are aimed at gang-involved and gang-affected youth. Funding provided specifically addresses those youth who are at risk of being– or are – gang affected, are court-involved, demonstrate a history of truancy issues or suspensions, or have been affected by violence (as perpetrator, victim or associate thereof) and are at risk of retaliation.

¹³ Cooper, C., Eslinger, D.M., Stolley, P.D., (2006) Hospital-Based Violence Intervention Programs Work. *The Journal of Trauma Injury, Infection and Critical Care*, September, pages 534-540. Retrieved from <http://www.nonviolenceandsocialjustice.org/SiteData/docs/Cooper%20-%20Hospital%20based%20violence%20intervention/c8268f4bd680e7e3cfac8ec7211d7e6a/Cooper%20-%20Hospital%20based%20violence%20intervention.pdf>

Funding models usually involve a Request for Proposals (RFP) or Request for Applications (RFA) process, ensuring the opportunity for a large, diverse group of applicants to be considered for funding. Successful prevention and intervention programs also incorporate elements of *OJJDP's Comprehensive Gang Model*. Applicants outline a comprehensive plan to work in collaborative partnerships to address issues related to gang-affected and gang-involved youth.

The collaborative partnerships are made up of at a minimum one or more local government entities (including recognized tribal governments) and one or more nonprofit, nongovernmental organizations that have a documented history of creating and administering effective youth prevention and intervention programming. These partnerships include parents, youth, the faith community, local residents and other community alliances. The collaborative partnerships are composed of a steering committee representing a spectrum of organizations, as outlined in *OJJDP's Best Practices to Address Community Gang Problems*:

<https://www.ncjrs.gov/pdffiles1/ojjdp/231200.pdf>

A staff person is appointed to oversee the grant project and serve as the point of contact for the program. The program director, along with members of the steering committee, is responsible for developing a shared vision with a common understanding of the risk factors facing gang-affiliated youth and how to address them.

Approaches used take into account the challenges gender, ethnic, cultural, and low income populations in the community encounter when being engaged by program service providers.

Research and evidenced based programs and practices provide the opportunities for maximum return on taxpayer investment and program outcomes.¹⁴ Intervention and prevention strategies, which are evidence-based programs, can be accessed online from the OJJDP Model Program List. <http://www.ojjdp.gov/mpg/>.

Technical Assistance and additional supports in implementing the *OJJDP Comprehensive Gang Model* can be requested, at no cost, through the Office of Juvenile Justice or the National Gang Center.

¹⁴ Anderson, L., Aos, S., Drake, E., Lee, S., Miller, M., Pennucci, A. (2012) Return on Investment: Evidence-Based Options to Improve Statewide Outcomes. Washington State Institute for Public Policy. Retrieved from <http://www.wsipp.wa.gov/rptfiles/12-04-1201.pdf>

OJJDP programs that have been proven to work meet at least one of the following criteria: have multiple convictions and are at high risk of reoffending, attend middle school and have a history of multiple suspensions or truancy, have been affected by violence as perpetrator, victim or associate thereof and are at risk of retaliation.

RECOMMENDATIONS

The Youth Development Council makes the following recommendations regarding the establishment of a funding model to prevent and curtail youth gang violence:

- *Prioritize and make funding available that directly seeks to prevent and reduce the number of gang affected and gang involved youth in Oregon.* These youth are susceptible to risk factors contributing to low educational engagement, school suspension or truancy issues, involvement in the juvenile justice system, and criminal behavior.
- *Require community entities to engage and form collaborative partnerships.* By requiring various community stakeholders and service providers to come together to form collaborative partnerships, a common strategy can be developed to reduce risk factors leading to youth gang involvement. The Stanford Social Innovation Review's *Collective Impact Model*, one of the more successful models of collaboration, uses five key conditions that distinguish collective impact from other types of collaboration: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and the presence of a backbone organization.
- *Require collaborative partnership composition:* Collaborative partnerships requesting funding must be composed of, at a minimum, local government entities (including federally recognized tribal governments) and one or more nonprofit, nongovernmental organizations that have a documented history of creating and administering effective criminal prevention and intervention programs.
- *Require implementation of evidence-based, research-based and practice-based approaches.* Through the utilization of these practice approaches agencies can implement programming that has been proven to be successful, producing positive outcomes and the biggest return on investment.
- *Require utilization of OJJDP Comprehensive Gang Model strategies.* The OJJDP *Comprehensive Gang Model* is provided for free through the Office of Juvenile Justice and Delinquency Prevention. It has been studied, researched, and proven

to be effective in combatting and reducing the presence of gang activity throughout the United States. Technical Assistance in implementation of the model is provided at no cost through the OJJDP and Gang Center. The Council acting as the State Advisory Group for OJJDP federal funding is eligible for specific targeted technical assistance from OJJDP and will request that assistance for Oregon communities in their efforts to confront gang violence.

- *Make targeted, focused investments in identified communities* currently experiencing gang violence in order to suppress and curtail the violence and implement positive program models.
- *Require the completion of a YDC Youth and Gangs Request for Applications form.*

CONCLUSION

Risk factors impacting the lives of youth leading to poor educational outcomes, low job skills, and increased criminal activity *can* be mitigated. Communities that effectively collaborate with partners, leverage resources, and pursue and track common outcomes to meet common goals have demonstrated the ability to keep youth engaged in school, and ready to enter post-secondary education or training, preparing them for living wage jobs. Committed communities working together toward a common agenda can prevent our youth from falling into an abyss of neglect, despair, and failure.

The Youth Development Council recommends communities use a collaborative impact approach to request funds for targeted, focused investments in communities currently experiencing gang violence.

By utilizing the data-gathering component of the *Comprehensive Gang Model*, elevated risk factors that lead to gang involvement will be identified. Communities are then tasked with identifying and targeting those youth most susceptible to risk factors leading to gang involvement. The communities' data will show who is involved in gang-related activity and the history of the gangs, including how many there are, what gender, age group, ethnicity, whether or not the youth is learning disabled, having poor grades, and family dynamics. The data gathered will describe the types of crimes the individuals are committing, when and where the crimes are taking place, and factors contributing to reasons why the criminal activity is happening, such as lack of community youth activities.

Communities will submit their applications to the Youth Development Council. Applications will include a program summary and outline of their proposed program models in accordance with the OJJDP model.

Having already established a gang activity baseline from communities that were awarded federal funds which have been experiencing an influx of gang activity, whether along the gang territories of the I-5 corridor, or in middle schools in rural and frontier communities where gang recruiters are gaining a foothold, the Youth Development Council's funding plan will help communities identify the problem, and learn how to effectively implement strategies to support youth success. These federally funded communities are more closely monitoring, reporting, and helping address youth gang activity, and the strong response is evidence that communities are eager and already engaged in collaboration with partners to produce strong outcomes.

Governor Kitzhaber and the Oregon Legislature have appropriated nearly one million dollars in the 2013-2015 Biennium to empower communities to respond to gangs and gang violence and to successfully divert those who are on the precipice of gang involvement. By making targeted investments in proven intervention and prevention programs, Oregon communities can set these youth on a path of school engagement, career success and civic engagement rather than a life of gang and criminal activity.

For more information on this report, please contact:

Abraham Magaña, Prevention/Intervention Specialist at Abraham.Magaña@state.or.us

Brenda Brooks, Deputy Director at Brenda.Brooks@state.or.us

Iris Bell, Executive Director at Iris.Bell@state.or.us

Healing Hurt People (HHP) Portland: Partnership between Legacy & Cascadia Behavioral Healthcare & CareOregon

PRESENTERS

Dr. Alisha Moreland-Capuia, M.D., Cascadia Healing Hurt People Portland

Dr. Maggie Bennington-Davis, M.D., Cascadia Chief Medical & Operating Officer

Dr. Lori Morgan, M.D., Chief Administrative Officer, Legacy Emanuel, VP of Legacy
Health

Cheryl Johnson, Ed.M, QHMA, Cascadia Healing Hurt People Portland



OUTLINE

- Violence as health concern (**Dr. Alisha Moreland-Capua, M.D.**)
- Healing Hurt People (HHP) Portland: a national public health model and approach to addressing violence (**Dr. Alisha Moreland-Capua, M.D.**)
- HHP Portland is trauma-informed, what does this mean? (**Dr. Maggie-Bennington, Davis, M.D.**)
- HHP Portland, education and increasing employability among opportunity youth
- HHP Portland's economic impact and meeting the triple aims in the era of ACO's & CCO's (**Dr. Lori Morgan, M.D.**)
- HHP Portland's data: meeting and in some cases exceeding the outcome expectation (**Cheryl Johnson, Ed.M, QMHA**)
- Closing thoughts (**Dr. Alisha Moreland-Capua, M.D.**)

THE SOCIAL CONTEXT OF VIOLENCE

According to the Centers for Disease Control Reports

- Homicide accounted for **18,753** deaths in 2006 (18, 124 in 2005)
- Fifteen youth per day were killed in the United States in 2005
- Homicide is the 2nd leading cause of death in people 15–24 years of age & 3rd in ages 25–34
- Homicide is the #1 cause of death in African–Americans aged 10–24 & #2 amongst Hispanics

Violence as ‘health concern’

In 1996, the American Academy of Pediatrics (AAP) published a report pointing out that, while “it has been routine to treat victims of child abuse, suicide attempts, and sexual assault via multidisciplinary care protocols...no such care guidelines exist that address the unique needs of violently injured adolescents”

Violence Treatment Mandate

In 1998—the U.S. Department of Justice’s Office for Victims of Crime took the next step by recommending that hospital-based counseling and prevention programs be established in communities grappling with gang violence

HEALING HURT PEOPLE (HHP)

HHP is a trauma-informed community-focused, hospital-based violence intervention program designed to

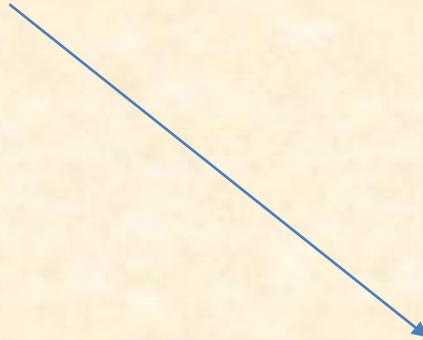
- Reduce repeat emergency room visits
- Reduce re-injury
- Reduce retaliation
- Reduced PTSD & promote healing among individual males of color (ages 10-25) that have suffered from a penetrating trauma
- HHP is a part of the National Network of Hospital-Based Violence Intervention Programs (NNHVIP)



HHP

Shifts the way that health care addresses the needs of young victims of violence

From a criminal based approach



PUBLIC HEALTH FOCUS

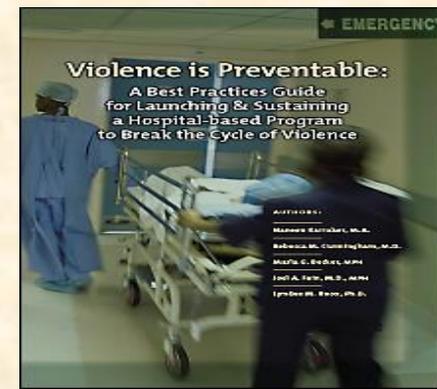
(multidisciplinary approach with a psycho-educational base)

Hospital-Based Violence Intervention Programs (HVIP)

- Successful models across the country: Oakland, San Francisco, Milwaukee, Philadelphia, Baltimore, Chicago, Indianapolis & Boston



- Running conviction of HVIP: Violence is preventable & Emergency rooms have a unique opportunity for a “teachable – golden moment” & meaningful intervention



Fidelity of the HHP model is defined by 3 principles

1. Golden Moment Engagement
2. In Hospital Engagement
3. Post-Discharge Follow Up

“GOLDEN-TEACHABLE MOMENT”

- Instance where injured victims are most poised & ripe for change
- Injured victims are lying in the trauma bay/surgical suite/ICU & they are afraid.
 - Studies suggest that it is at this point, that a decision to change is most likely to be made
- The HHP model seizes this moment & via motivational interviewing techniques, help facilitate a decision to do something different (to heal & not retaliate)

In Hospital Engagement

- Two-throng engagement
- Employs a peer model – peer intervention specialist (person with lived experience) engages young victim of violence
- Rapport and relationship building through a trauma-informed lens reduces the likelihood of retaliation
- Case Manager is engaging the family and loved ones in the midst of the trauma (Masters prepared clinician)

Post Discharge Follow Up

6 months up to 1 year

- Intensive case management and navigation of resources with young victims of violence and their families for 6 months up to a year in the community setting
- Individual, family and group counseling with evidence based S.E.L.F curriculum (evidence based practice)
- Provide resources for housing, access to health insurance, vocational training, GED completion and more...
- Warm hand-off to other community resources (and in our case, partners) at the end of 6-12 month engagement with HHP Portland

HVIP/HHP

HVIP's were developed to promote positive alternatives to violence. HVIP's in other locations have powerfully demonstrated their ability to:

- Reduce repeat hospital visits (reducing health care costs)
- Reduce retaliation
- Reduce re-injury
- Reduce arrest

Why intervene at the hospital?

- 44% of young people hospitalized for violence return with another violent injury within 5 years
- 20% of them eventually die by violence

It Works

Figure 10. Arrest Rates Prior to Intervention Period

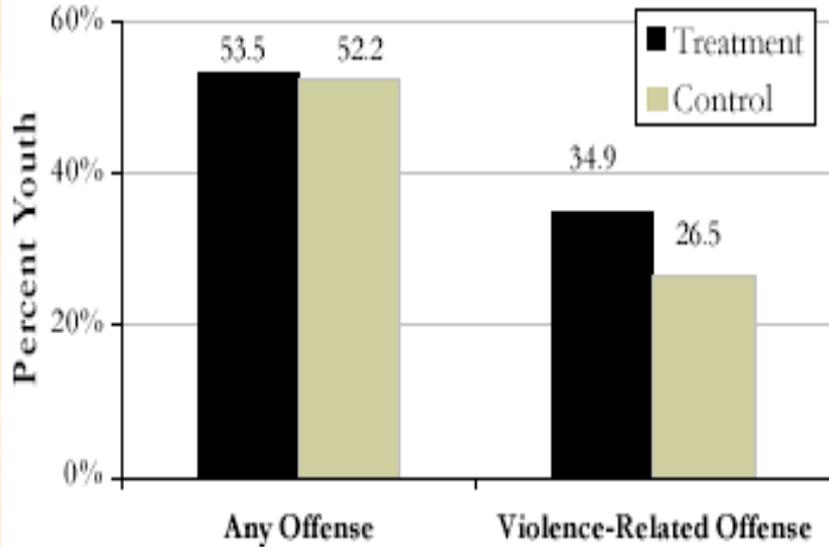
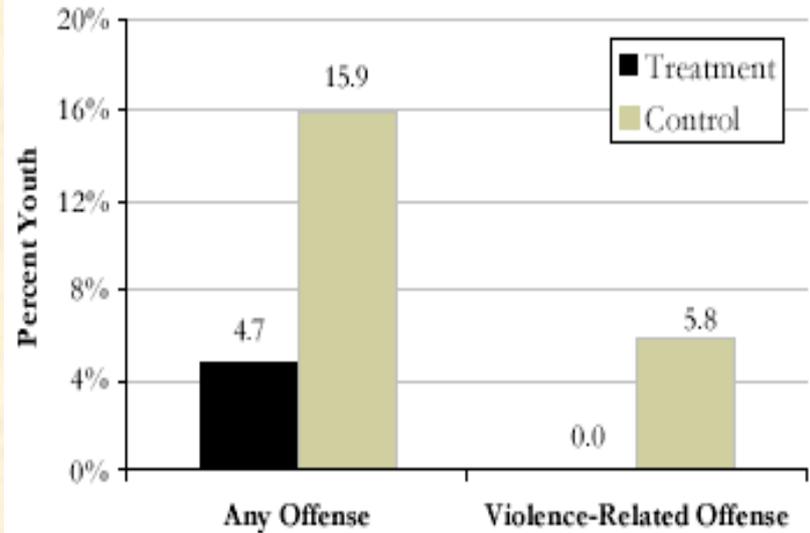


Figure 11. Arrest Rates During 6-month Intervention Period



- 98% of clients remain re-injury free
- Participants are 70% LESS likely to be arrested within 6 months of injury than peers

Milwaukee Study

- Project Ujima, Milwaukee Emergency Department
- 200 pts, age 10–18
- 3% return post 1 year after hospital based intervention program involvement
- No control group

M. Melzer-lange et al 2001

Chicago Study

- Chicago ED
- 12 month evaluation
- Treatment Group 8.1%
- Control group 20.3%

- *Zun et al. (Chicago, IL)*
 - Reduction in re-injury rate

Zun et al 2006

Repeat Victims of Violence: Baltimore VIP

Report of a Large Concurrent Case–Control Study

Arch Surg. 2000; 135:837–843

Carnell Cooper, MD; Dawn Eslinger, MS; Denis Nash, PhD, MPH; Jalal Al Zawahri, MD, Paul Stolley, MD, MPH

Hospital-based Interventions Work!

- Age \geq 18
- Treatment (intervention): violently injured youth
- Control group (non-intervention): non-violently injured, matched for age & gender
- Previous hospitalization
- Blind randomization
- 3 year follow up

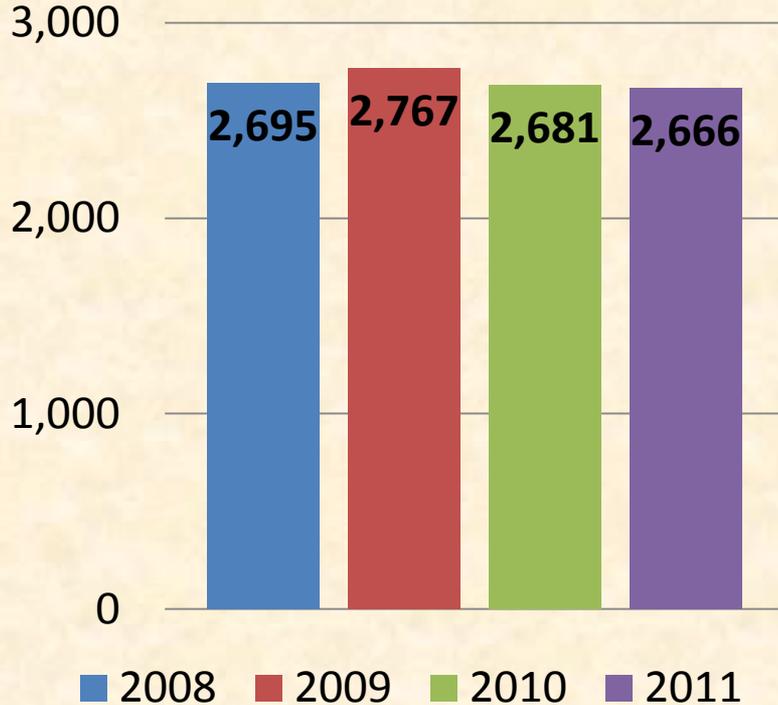
- FINDINGS
- *Cooper et. al. (Baltimore, MD)*
 - Hospital based interventions do work
 - Patients who were not involved in intervention were significantly more likely to be arrested for a violent crime, convicted of a violent crime, involved in repeat violent criminal activity

HHP Portland is data driven

Legacy as our partner in preventing youth violence

LEGACY EMANUEL

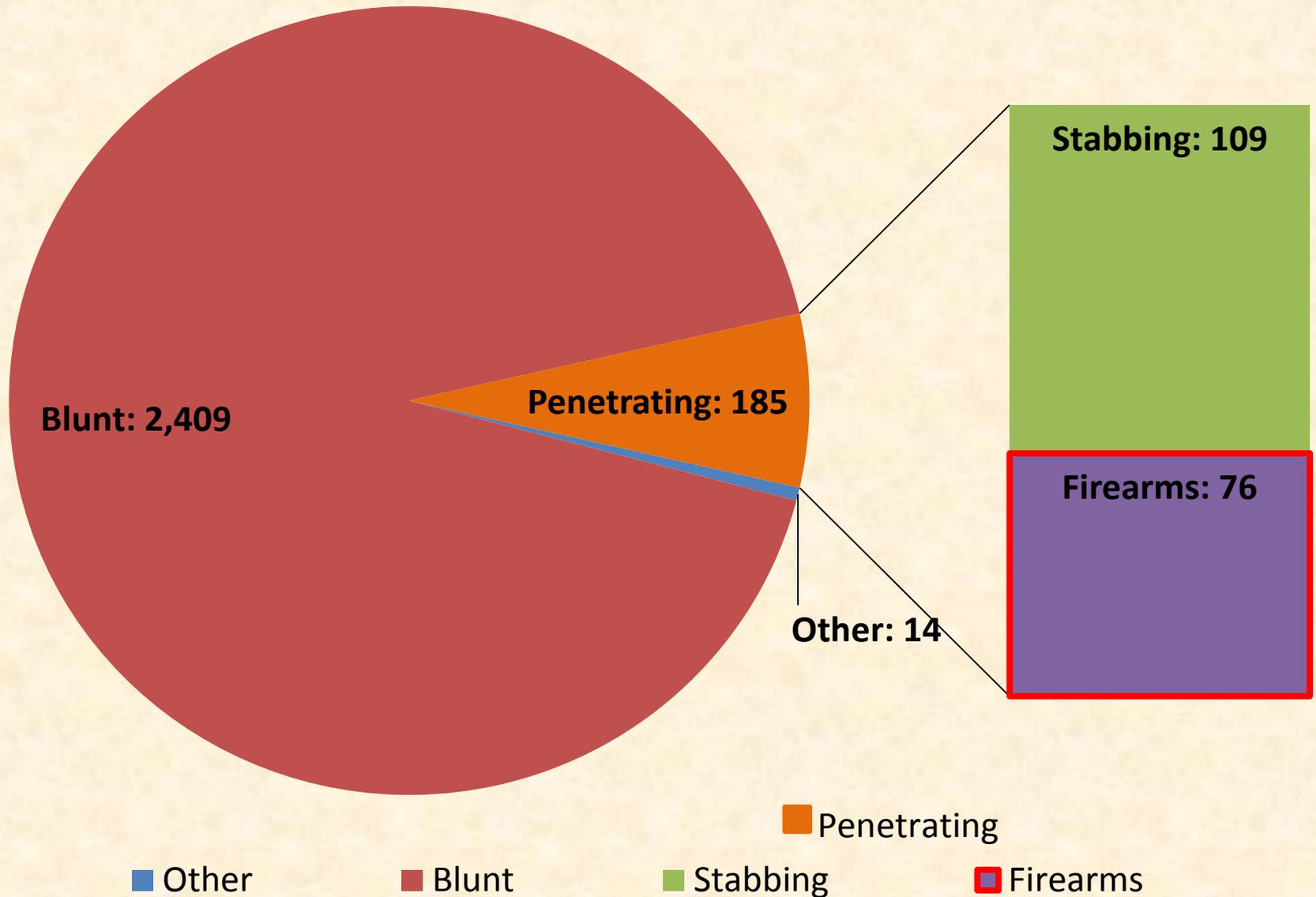
Legacy Emanuel Trauma Volumes



LEMC Patient Demographics (2011)

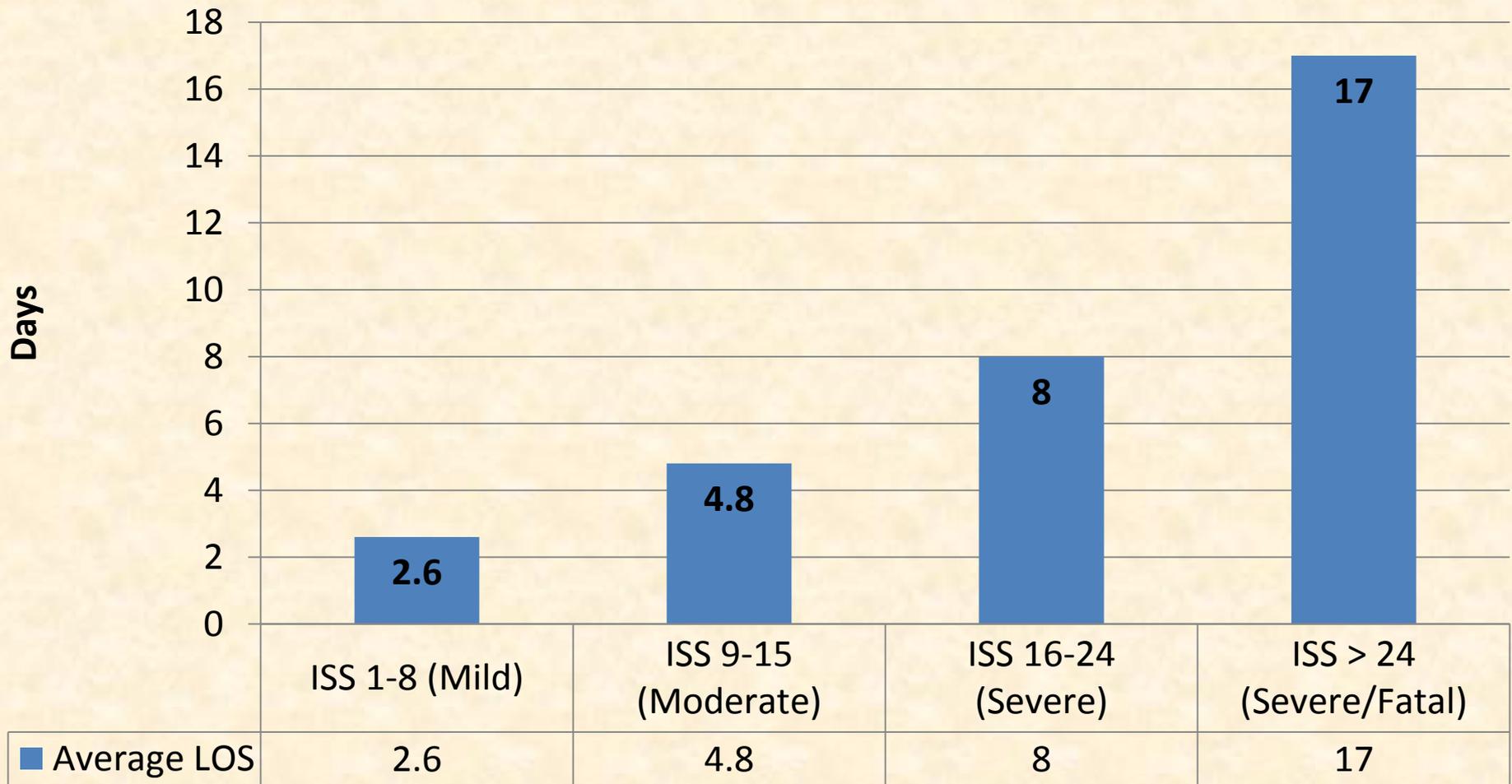
- 22% between 10 – 25
- 60% male
- 60% African-American
- 40% Hispanic/Latino

Mechanism of Injury 2011

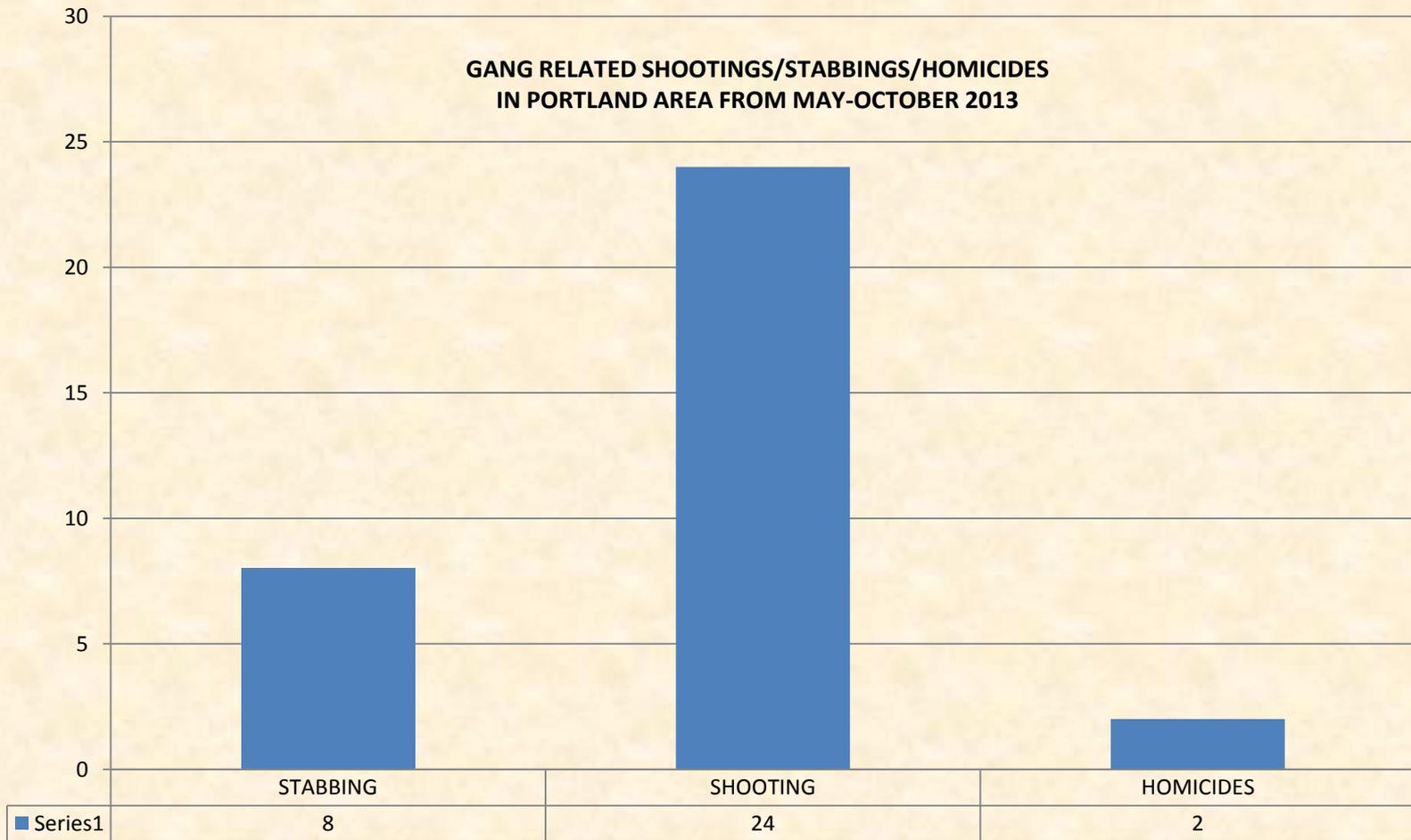


Length of Stay = Opportunity for engagement in hospital

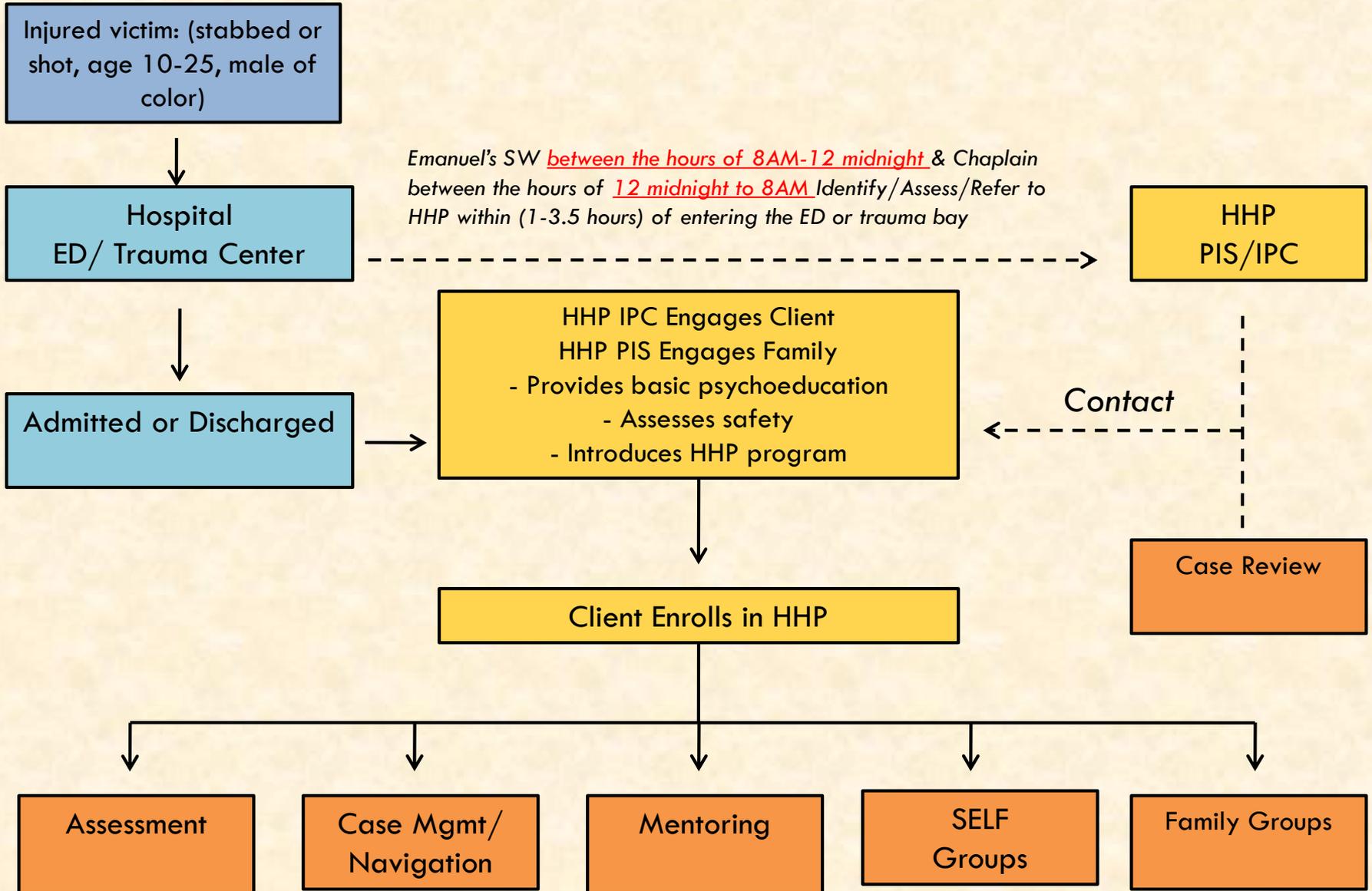
Average LOS (days)



Youth gang-related violence in Portland, Oregon from May-October 2013

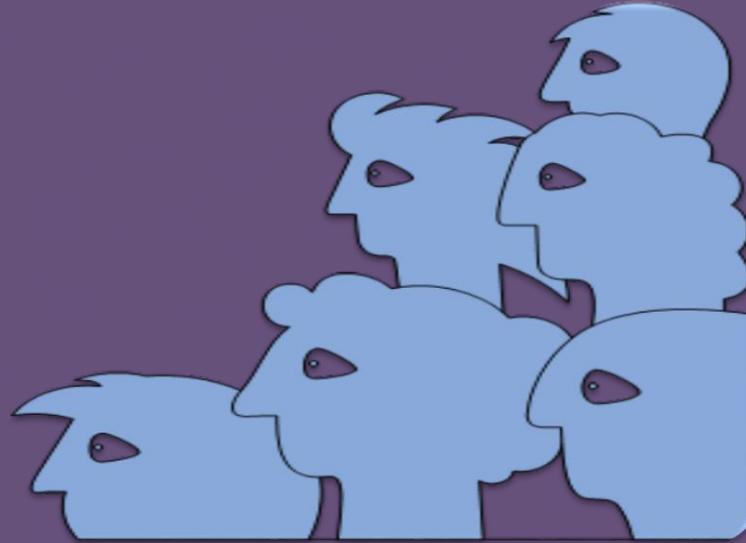


Healing Hurt People Flow Chart



What does it mean to be Trauma – Informed?

Dr. Maggie Bennington-Davis, CMO & COO, Cascadia
Behavioral Healthcare Inc.



Traumatization occurs when both internal and external resources are inadequate to cope with external threat.

Van der Kolk, 1989

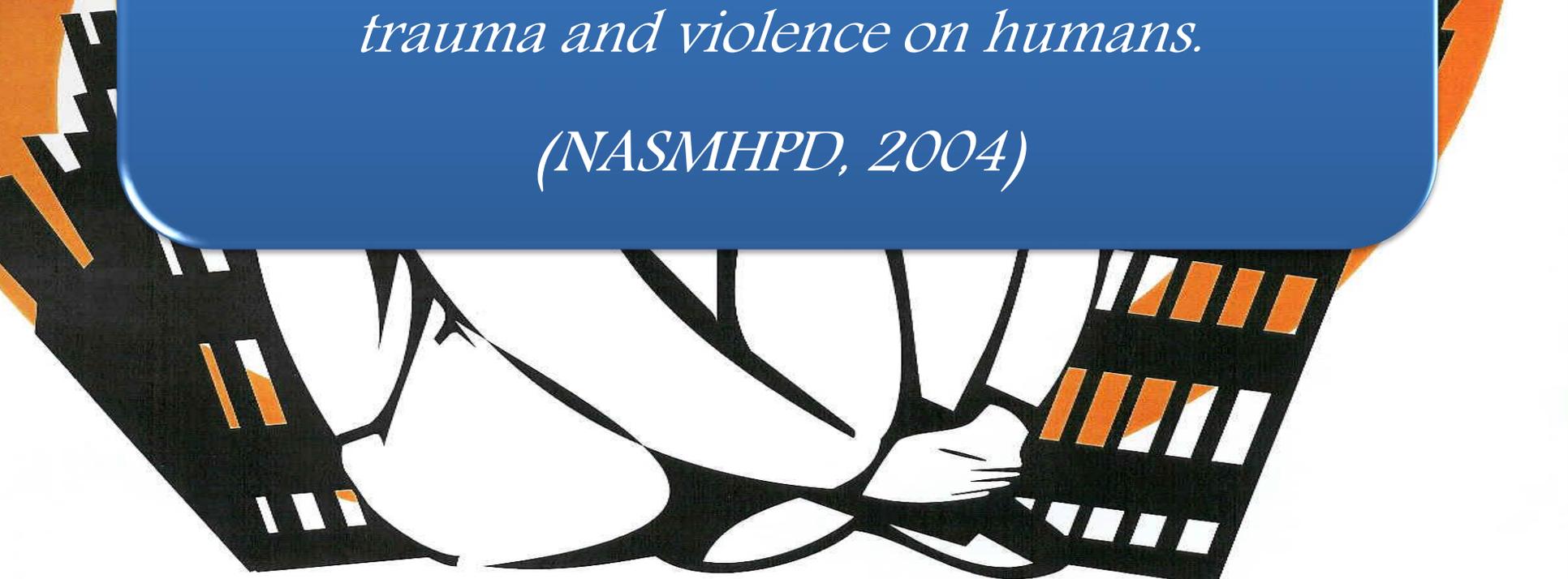
We serve people exposed to trauma, violence, and overwhelming chronic stress, particularly as children, affecting neural development.

These experiences call forth a range of responses, including the easy triggering of fight/flight/freeze, intense feelings of fear, loss of trust in others, chronic hypervigilance, a decreased sense of personal safety, feelings of guilt and shame, and difficulty engaging in traditionally administered healthcare services.

TRAUMA SHATTERS OUR EXPERIENCE OF REALITY AND SHATTERS THE SENSE
THAT WE CAN UNDERSTAND, MANAGE, AND FIND MEANING IN OUR WORLD

Services that are grounded in, and directed by, a thorough understanding of the neurological, biological, psychological, and social effects of trauma and violence on humans.

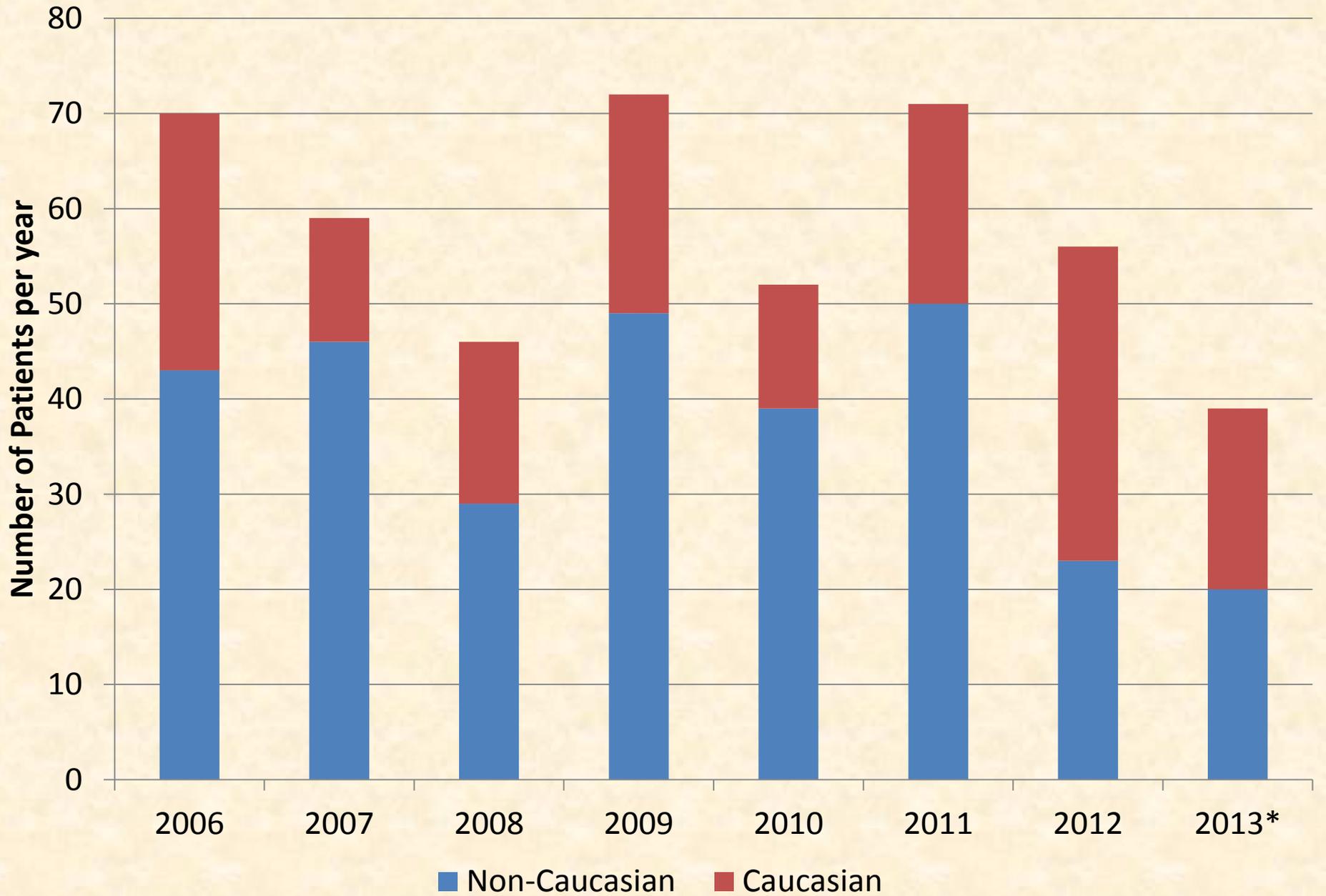
(NASMHPD, 2004)



Economic Impact of Youth Violence

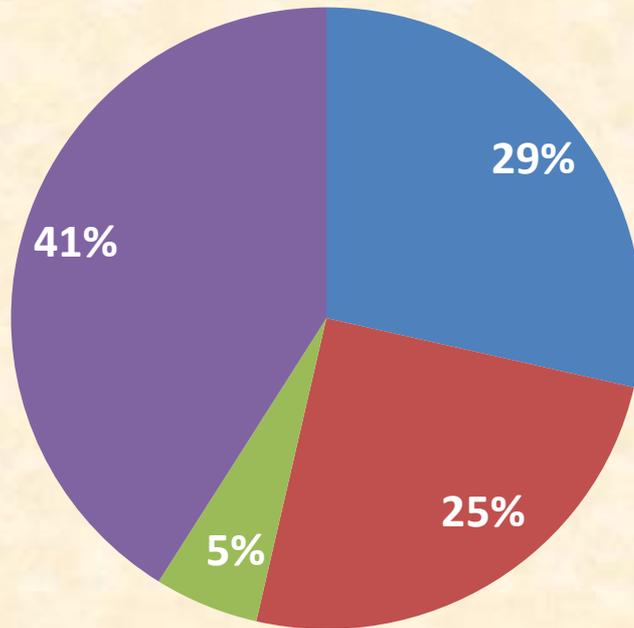
Dr. Lori Morgan, M.D., CAO Legacy Emanuel, VP Legacy Health

LEMC Patients 13- 35 with Penetrating Injury by Year



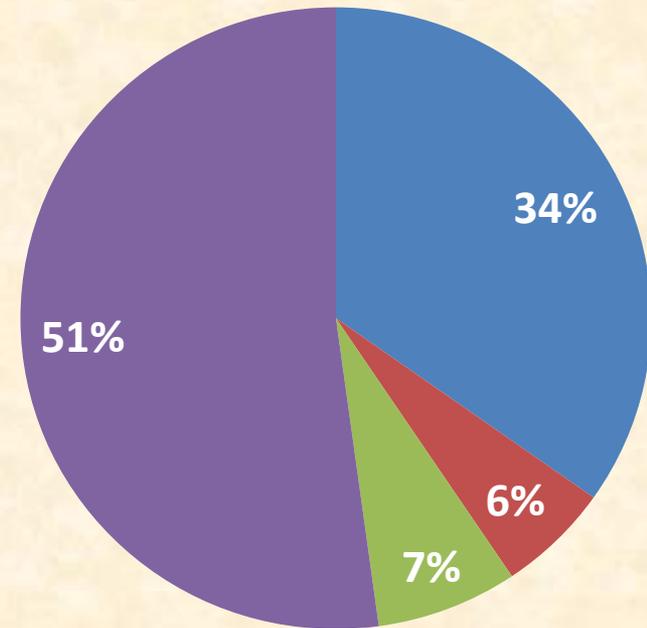
Typical Payor Mix for Penetrating Trauma

2012



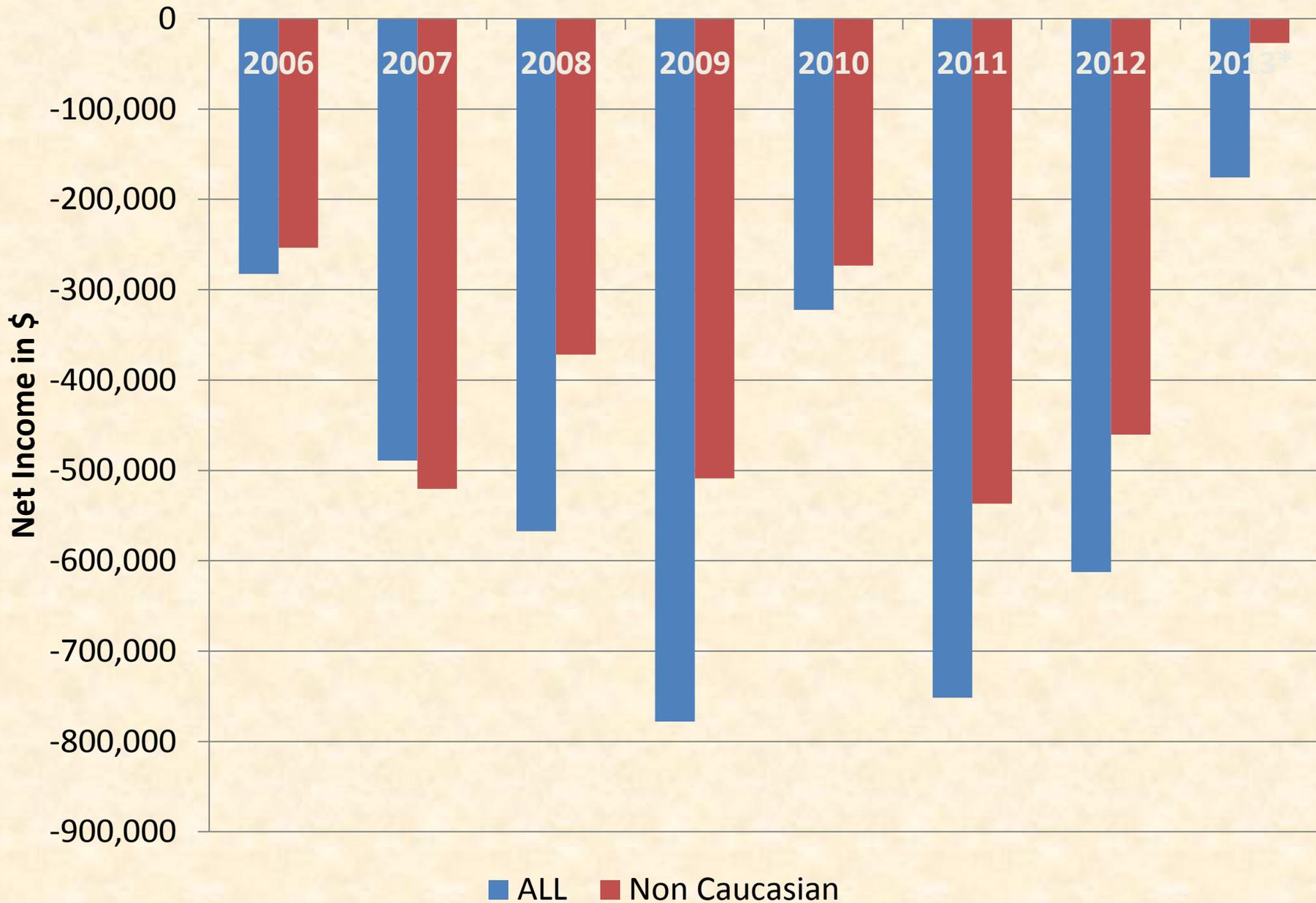
- Commercial
- Medicare/Medicaid
- OHP
- Self Pay

2011



- Commercial
- Medicare/Medicaid
- OHP
- Self Pay

Net (Loss) by Year: Total and Non-Caucasian, GSW and SW

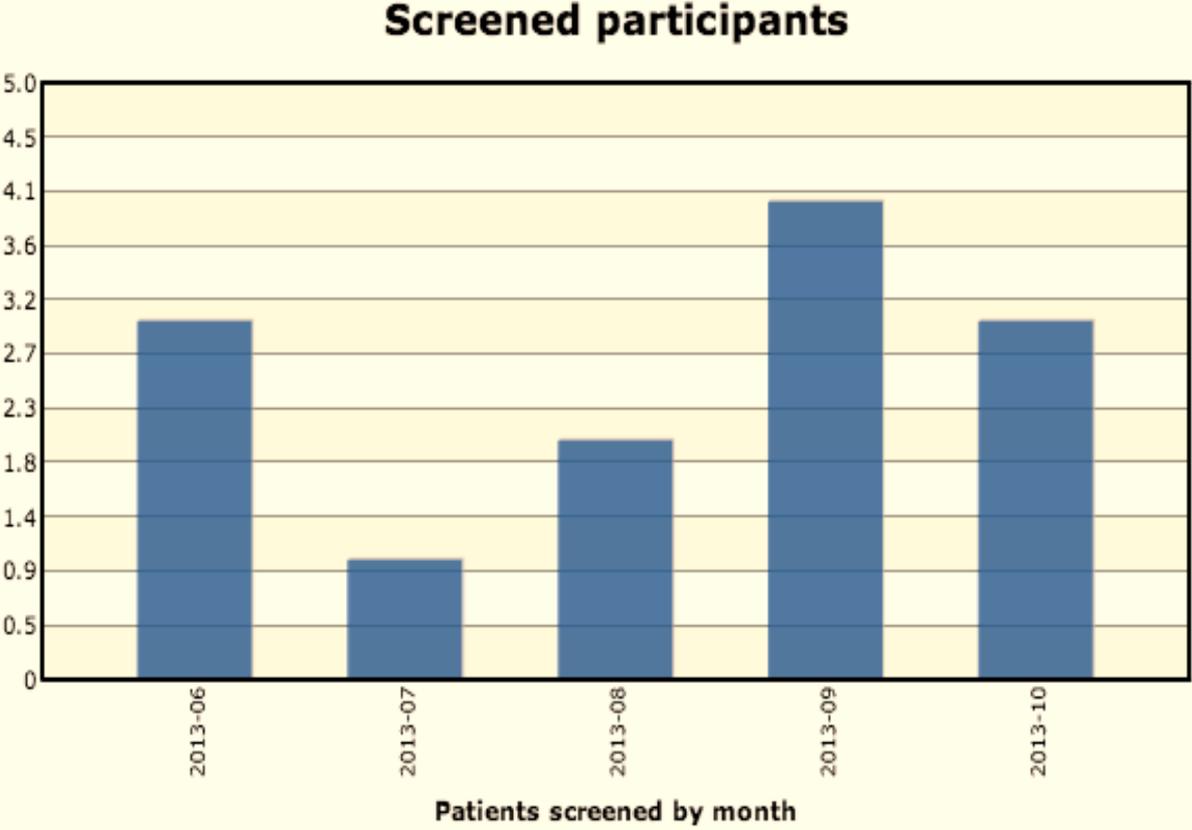


HHP Portland

5 months of Data – are we meeting our intended targets? YES, YES, we are!

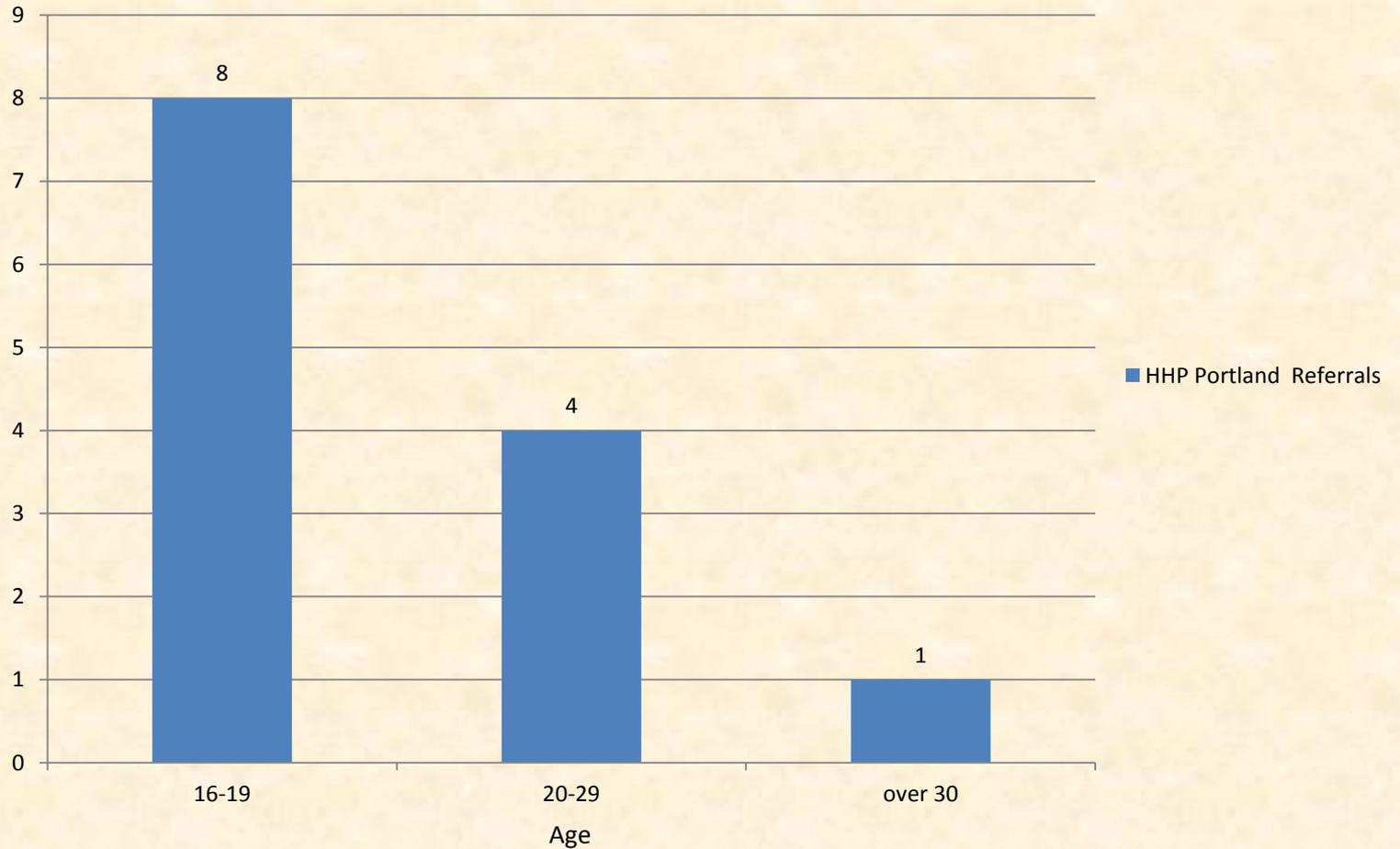
Cheryl Johnson, Ed.M, QMHA, Manager of Cascadia's Healing Hurt People (HHP) Portland

HHP Portland Enrollment Data by month



HHP Portland launched June 7, 2013

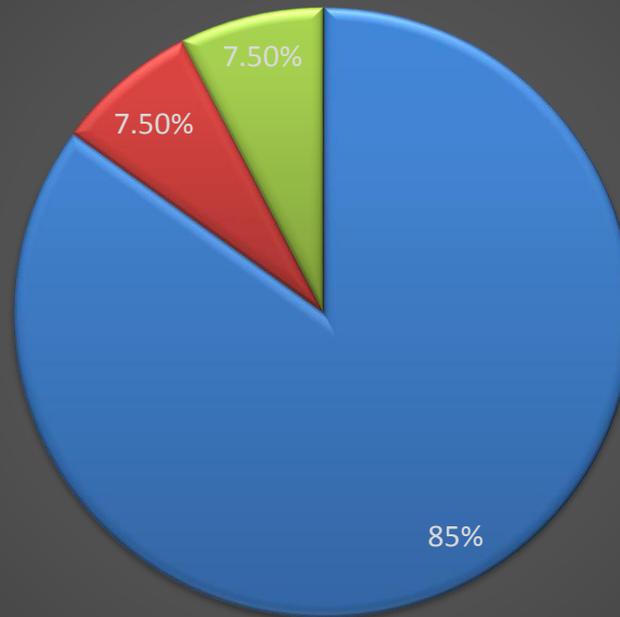
HHP Portland Referrals



9 out of 13 are active and enrolled
2 out of 13 declined services
1 out of 13 outside of age range
1 died shortly after being referred

HHP Portland Demographics

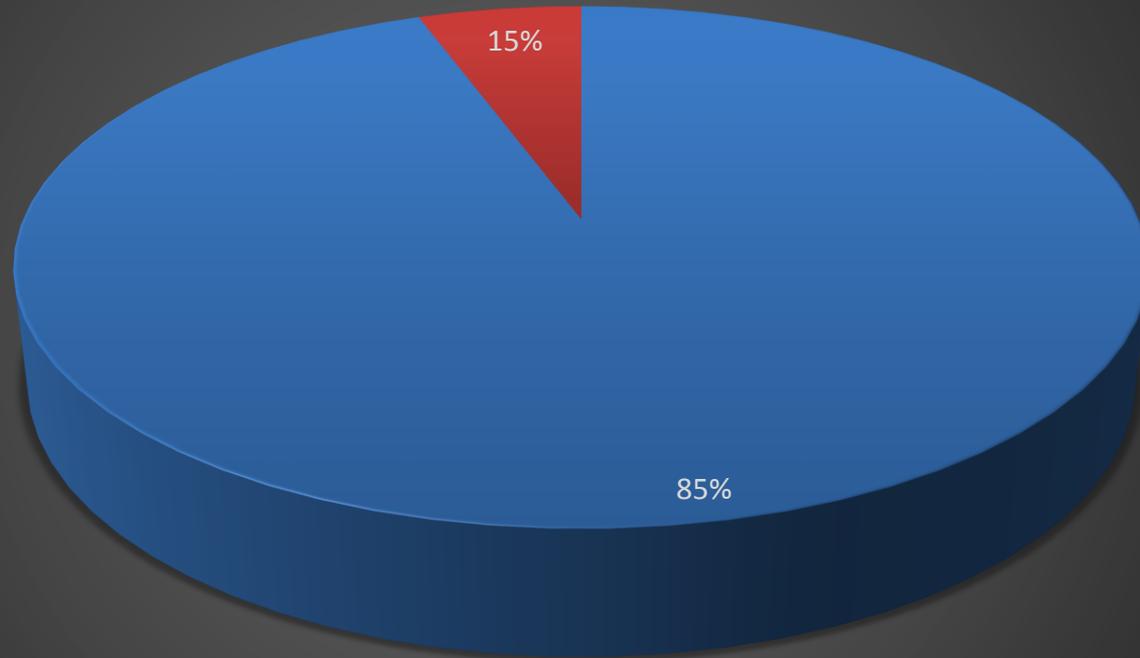
HHP Portland Demographics



■ African American ■ Latino ■ Asian

HHP Mechanism of Injury

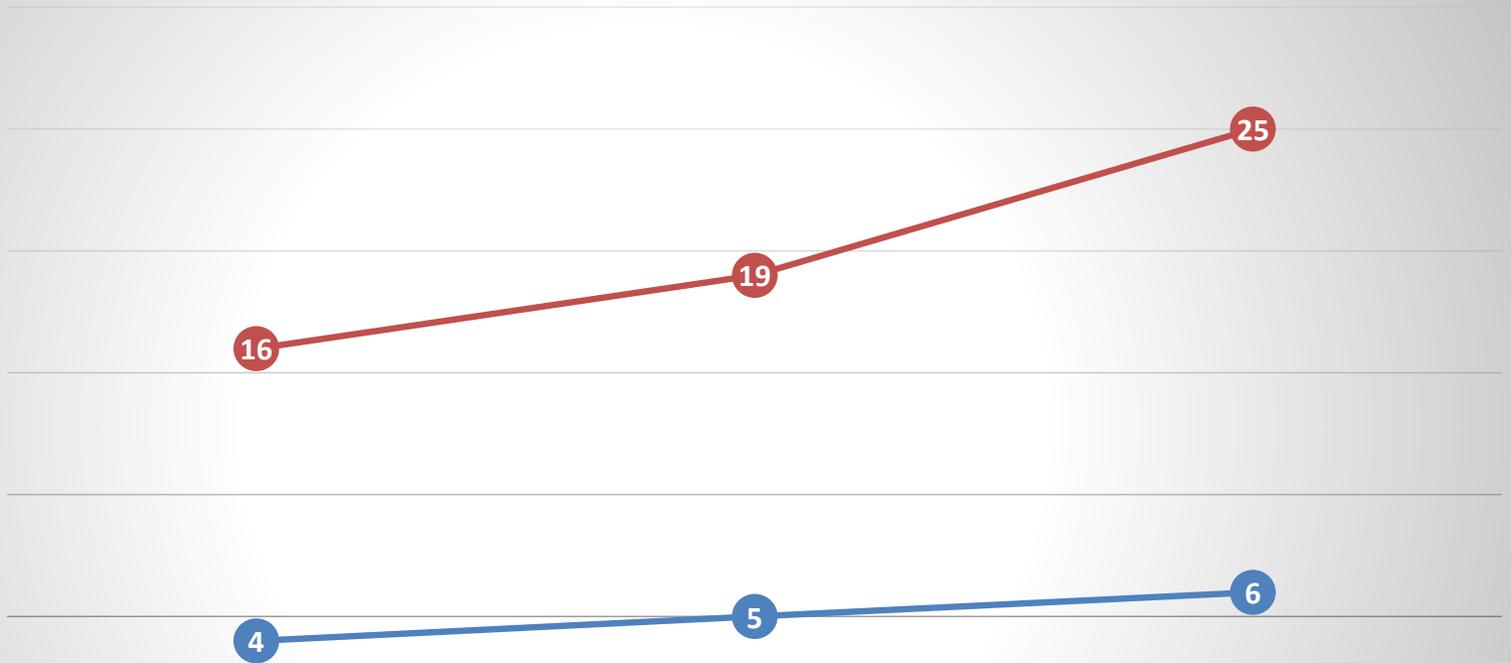
HHP Mechanism of Injury



■ Shooting ■ Stabbing

ACE SCORES

ACE SCORES



	1	2	3
—●— Ace Score	4	5	6
—●— Age	16	19	25

—●— Ace Score —●— Age

Golden Moment/In-Hospital Engagement

- Introduce the Healing Hurt Program to client and family
- Educate client and family about trauma symptoms
- Complete Assessments
 - Safety/Risk
 - Needs
- Complete Questionnaires
 - Trauma History
 - Depression
 - Adverse Childhood Exposures (ACES)
- Offer bedside support and compassion

Post Discharge Follow Up

- Clients are enrolled into HHP 6–12 months depending on their level of need. Below is the suggested minimum level of client contact.
- *Note – some clients may receive more contact depending on their treatment plan and level of engagement.

Enrollment	Telephone	In-Person
Months 1-2	Weekly	Bi-Monthly
Months 3-6	Bi-Weekly	Monthly
Months 7-12	Monthly	Monthly

Services Provided

HHP has assisted currently enrolled clients in the following areas:

Connected clients to the Rent Well Tenant Education Program.

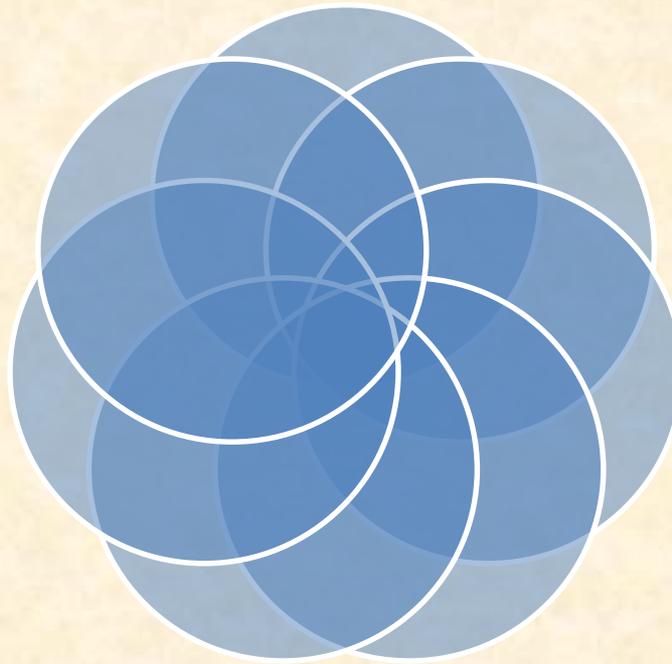
Wrote advocacy letter to support a client's family in requesting a reasonable accommodate to relocate from the area where he was injured.

Assisted clients in obtaining paperwork for victim' assistance services.

Provided gift cards for dinner to moms who spent multiple days at child's bedside.

Transported clients to medical and other appointments.

Provided family counseling to family members.



Services Provided

Paid for short term shelter in a motel.

Regularly uses motivational interviewing to access clients willingness to make changes, keep appointments

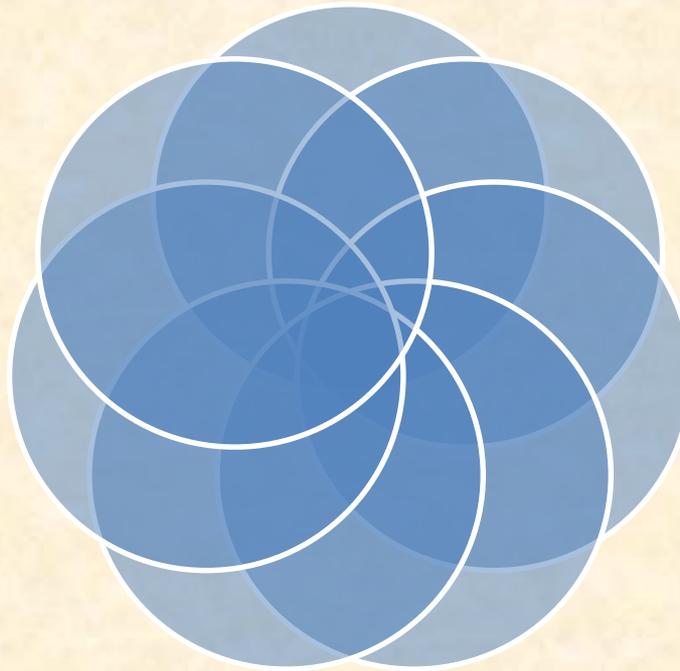
Removed barrier to GED completion- by paying off small fees owed to the institution preventing the client from enrolling into GED classes.

HHP Peer Intervention Specialist, regularly engages clients in pro-social activities, attends family and social activities to offer support – these efforts have helped to strengthen relationships.

Worked with clients to improved employment opportunities through engagement with Work Source and updating resume.

Made a referral to the community warehouse that resulted in the client obtaining a bed and other needed household items. HHP paid to have items delivered to client's home.

Obtained LSAT study materials and mentoring opportunity for client interested in attending law school.



Opportunities for education and economic upward mobility through partnerships

Constructing HOPE – Pre-Apprenticeship Program that offers employment opportunities to interested and eligible clients.

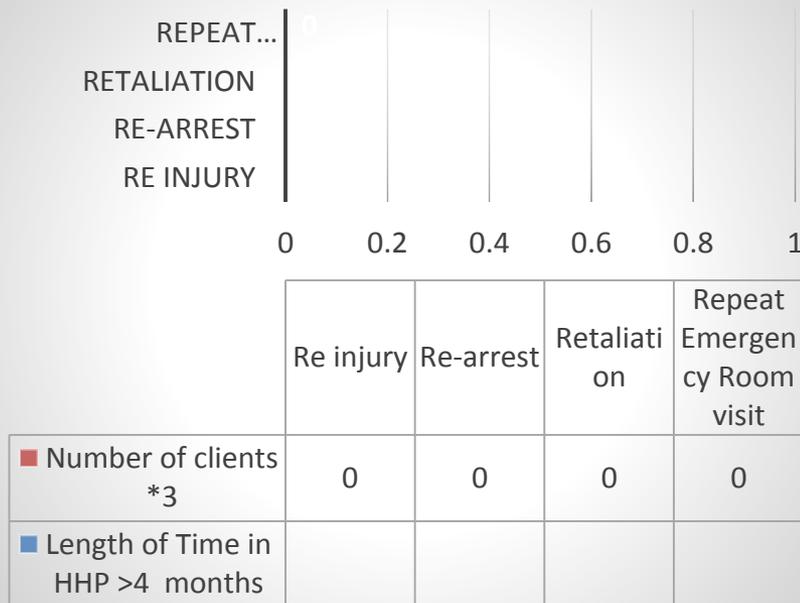
Legacy Emanuel– HHP collaborates with Trauma RN's Talk Tough to deliver trauma education to Alternative Schools such as Rosemary Anderson- POIC and Open Meadows.

HHP clients without **health insurance** are referred to Legacy Emanuel to register for Cover Oregon.

Gang Impacted Family Team (GIFT) – Assures that HHP has followed up with any of their injured clients meeting the program's enrollment criteria. This collaboration also includes GIFT coordinator's leveraging their relationship with the client to strengthen the client's compliance in HHP.

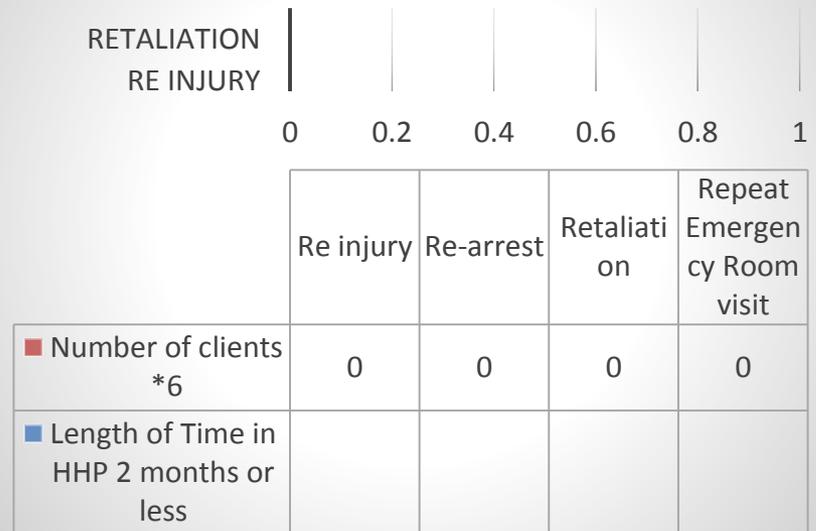
HHP Portland Outcomes thus far...

HHP Portland Data for clients enrolled > 4 months



- Number of clients *3
- Length of Time in HHP >4 months

HHP Portland Data for clients enrolled 2 months or less



- Number of clients *6
- Length of Time in HHP 2 months or less

SUMMARY

HHP Portland

- 1) Is Trauma-informed & evidence based
- 2) Reduces repeat emergency room visits
- 3) Reduces re-injury
- 4) Lowers overall healthcare costs
- 5) Increases economic opportunity and employability for opportunity youth
- 6) Increases access to education for opportunity youth



OREGON EDUCATION INVESTMENT BOARD

ACHIEVEMENT COMPACT RESEARCH PLAN SUMMARY

Purpose

The main purpose of this research plan is to assess our progress on achievement compact targets. This research will answer three key questions:

- 1) What was the process by which achievement compact targets were set?
- 2) Which educational institutions have done better than expected and might offer model strategies to advance our 40-40-20 goal?
- 3) What do the outcomes suggest about how to maximize our return on investment?

The answers to these questions will inform the structure and content of the achievement compacts going forward as well as the Board's budget and policy recommendations. Ultimately, the results will help us move more students along the continuum to successful outcomes.

Process Assessment

Determining the process by which achievement compact targets were set will entail a series of in-depth interviews (IDIs) with a representative group of stakeholders. This approach will allow us to understand the perceived use and effectiveness of the achievement compacts. The following details the number of IDIs to be conducted.

Educational Institution Represented	Number of IDIs
K-12 districts	15
Community colleges (CC)	5
Oregon university system (OUS)	5

The IDIs will be conducted in-person where possible. Each IDI will last about 60 minutes. The key deliverable will be a PowerPoint report complete with an executive summary, conclusions & recommendations, and detailed findings. Observations and recommendations will be supported, in part, with verbatims from interviewees. Target date: Dec. 20th.



OREGON EDUCATION INVESTMENT BOARD

Model Educational Institution Identification

The main purpose of this project is to identify educational institutions that might serve as models. For K-12 districts, the project will utilize a refined version of a model developed by Brian Reeder at the Oregon Department of Education. This model will help us identify how like-districts perform on key metrics and subsequently, allow us to identify those whose students have performed better than projections would suggest based on demographics, funding levels and other pertinent factors. Two-year and four-year institutions will be identified on the basis of achievement compact results, with an emphasis on success among historically underserved students. The Chief Education Officer will then select three to five K-12 districts and up to three community college and OUS institutions from the list of outstanding performers for “deep-dive” research designed to reveal the dispositive approaches to student achievement. Target date: Dec. 20th.

Strategic Investment Assessment

The main thrust of this project is to develop a resource allocation model to help inform future strategic P-20 investments. This project will consist of two distinct phases. In the first phase, we will develop a basic quantitative model that identifies the relationships among key drivers, interim outcomes and target outcomes. Key drivers in this case will consist of curricular interventions like pull-out reading programs. Interim outcomes will consist of progress indicators like third-grade reading proficiency. And target outcomes will consist of essential 40-40-20 outcomes like high school graduation. The model will be developed using structural equation modeling or a related approach such as partial least squares.

The key deliverable in this phase will be a PowerPoint report which maps the relationships among the variables noted above and suggests potential areas for further study, i.e, weak points in the continuum that require improvement in order to achieve 40-40-20. The project will also allow us to identify appropriate state and, if desired, institution-specific targets for future iterations of the achievement compact given the 40-40-20 target by 2025. Target date: Dec. 20th.

The second phase of this project will entail creating a simulator which allows the OEIB to assess progress toward 40-40-20 given different scenarios. These scenarios will be predicated on different inputs pertaining to human capital (teacher effectiveness), curriculum (common core), and engagement (student attendance). The simulator will also take into account barriers to advancement along the education continuum, e.g., college tuition. The key deliverable will be an Excel-based simulator, along with a summary report which captures key takeaways from testing various scenarios, including a prioritization of potential strategic investments. Target date: April 2014.

OEIB Board Meeting
Travel Reimbursement Training
November 12, 2013

Presenter: Sandy Braden

Meal per diem (non-overnight) travel permitted under the following conditions:

- Breakfast – on travel status for two hours or more before the beginning of scheduled work shift (25% of allowed daily meal per diem);
- Lunch – no allowance;
- Dinner – must be on travel status for two hours or more beyond the end of scheduled work shift (50% of allowed daily meal per diem).

Example: to receive breakfast per diem must depart from home/office before 6:00 a.m.
to receive dinner per diem must arrive at home/office after 7:00 p.m.

Meal per diem is based upon the destination visited.

Meal allowances that do not involve an overnight stay are *taxable income* to the traveler.

Mileage reimbursement:

- While on official business mileage is calculated from home/office to event location and return to home/office.

Parking reimbursement:

- Reimbursed with receipt

Overnight travel:

- Lodging – per diem varies depending on location. Room and taxes are reimbursed with receipt based upon State rates.
- Meals – per diem are a percentage determined based upon the initial day of travel departure time and the final day of travel arrival time.
- Mileage – same as for non-overnight travel.
- Parking – reimbursed with receipt.

Oregon Accounting Manual 40.10.00, Statewide Travel Policy

OEIB Best Practices and Student Transitions Subcommittee 2013-14 Scope of Work

Purpose: To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

Mthly Mtgs	Committee Logistics and OEIB Research/Policy Agenda	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion	Rural & Remote Communities
	<ul style="list-style-type: none"> Participate in development of an OEIB research agenda 	<ul style="list-style-type: none"> Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan 	<ul style="list-style-type: none"> Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20 	<ul style="list-style-type: none"> Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce 	<ul style="list-style-type: none"> Participate in development of a statewide strategic plan that leverages technology to create and grow engaging learning environments 	<ul style="list-style-type: none"> Identify and address issues and barriers unique to rural and remote communities that impact their role in supporting student access and achievement of 40/40/20
8-Oct-13	Review/approve charge Discuss/refine 2013-14 scope of work	EL Plan-Review and refine draft outline for EL plan update-Bautista		Review recent Secretary of State Teacher Prep Audit-Blackmer		
31-Oct	Approve 2013-14 scope of work		Student Transitions in Oregon: Defining what we want to know (EL students, Accel Options, access/affordability)	Further discussion on Ed Prep initiatives addressing recruitment, prep and retention-Ankeny, Hitz, Hildick		Initial discussion on rural community needs, barriers,best practices-REL
10-Dec		Overview of Kindergarten Readiness-Review and discussion-Rupley	Postsecondary Transitions for EL students-CCC, PSU, UO Alignment of standards, assessments and credentials across P-20 SBAC workplan-CCWD, ODE, OUS Pillars of the 11-14 design-Mulvihill, Grubbs	TSPC Update-Chamberlain Update on OEIB educator recruitment and retention initiative-Smith, Rosselli		
14-Jan	Requests and recommendations for OEIB Research Agenda Review/update 2013-14 scope of work Relevant legislative updates	Kindergarten Readiness-Discussion of any proposed recommendations	College & Career Readiness Oregon definition and cross sector update-Rosselli Discussion on 11-14 policy agenda-HECC Rep, others		Update on Strategic Plan on Digital Conversion	Rural community needs/barriers-OSSA Update on Rural Network--ODE Role of technology-barriers and potentials-Lewis, others

11-Feb	Receive update from OEIB Research and Policy		Update on College & Career Readiness Action Plan and SBAC Alignment	Update on Perf Indicators in Ed Prep, Minority Teacher Rpt, Supply/Demand Results from study of licensed unemployed minority educators	Discussion of proposed strategic plan related to digital conversion	Additional discussion on rural community needs/barriers
	Relevant legislative updates					
11-Mar	Review relevant legislative updates	Approval of recommendations related to Kindergarten Readiness to forward to OEIB	HS 5th year and redesign-Saxton, Hamilton	Discussion of recommendations needed to support quality educator workforce	Approval of recommendations related to Digital Conversion to forward to OEIB	Discussion of proposed recommendations relative to rural communities
8-Apr	Requests and recommendations for OEIB Research and Policy		Discussion of recommendations needed to improve 11-14 transitions	Approval of recommendations related to Ed Prep to forward to OEIB		
	Relevant legislative updates					
	Review/refine 2013-14 scope of					
13-May	Discussion of 2015-17 strategic investment to submit to OEIB	2013-14 EL report-Bautista Discussion of recommendations related to EL strategic plan		Overview of current School/District Admin Recruitment/Prep/Retention-best practices and Oregon initiatives-Coalition, Others		Approval of recommendations relative to rural communities to forward to OEIB
10-Jun	Update and discussion on OEIB research agenda—David Edwards	Approval of recommendations related to EL strategic plan to forward to OEIB	Approval of recommendations related to 11-14 transitions to forward to OEIB	Further discussion on School/District Admin proposed recommendations Update on TeachOregon Project-Cadez		
	Finalization of 2015-17 strategic investment to submit to OEIB					
8-Jul	Completion of unfinished tasks			Approval of recommendations related to School/District Admin to forward to OEIB		
	Review scope of work for 2013-14					
	Develop draft 2014-15 scope of w					
	Identify items for OEIB Retreat					