



KENTUCKY DEPARTMENT OF EDUCATION
&
SCHOOL READINESS CONSULTING

PRESCHOOL PARTNERSHIP GRANT - TIER 1

JANUARY 20, 2017

AGENDA

- ▶ An Interview with Amy Bornemeier & Nicole Johnson – Sixpence
- ▶ Building and Sustaining Partnerships: Best Practices and Planning for Successful Implementation
- ▶ Questions and Discussion





AN INTERVIEW

SIXPENCE ADMINISTRATOR & PROGRAM COORDINATOR

Amy Bornemeier & Nici Johnson

Sing
a song of
Sixpence

A
pocket full
for life







QUESTIONS & DISCUSSION

WHY ARE DISTRICT-COMMUNITY PARTNERSHIPS IMPORTANT?

“Strong collaborative partnerships between public schools and community programs offer the opportunity to go well beyond expanding the availability of services. Increasingly, educators and policymakers are looking at strategies to align learning experiences, enrich services and family supports and build a unified early education system so that all children benefit equally regardless of setting” (New York)



WHAT SHOULD WE
KNOW ABOUT WHAT IT
TAKES TO ESTABLISH
SUCCESSFUL
DISTRICT-COMMUNITY
PARTNERSHIPS?

In-depth analysis of New York's experience in the early years of the Universal Prekindergarten (UPK) program:

- Planning and initial implementation
- Success based on understanding the community's needs, assets, resources, and capacities.
- Capacities include those within the school district and community partners
- Access to resources, including opportunities for training, mentoring, and technical assistance
- Other equity issues, especially those related to teacher compensation and availability of qualified teachers.



WHAT ARE SOME OF THE
CHALLENGES WE MIGHT
EXPECT RELATED TO
CREATING DISTRICT-
COMMUNITY
PARTNERSHIPS?

“Developing and implementing an integrated, coordinated mixed delivery system is challenging. The two worlds of public education and early childhood development are still far from aligned, operating with complex governance and funding sources, in addition to different strategies and approaches to practice”

BELIEFS AND ATTITUDES THAT PRESENT BARRIERS TO PARTNERSHIP

PERCEPTIONS AND BELIEFS: POTENTIAL BARRIERS TO PLANNING AND IMPLEMENTING A MIXED DELIVERY PREKINDERGARTEN SYSTEM

OFTEN HELD BY SCHOOL OFFICIALS AND STAFF	OFTEN HELD BY COMMUNITY-BASED LEADERS AND STAFF
Related to the other system	
<ul style="list-style-type: none"> • Concerns about the ability of community-based programs to provide consistently high quality early education services • Belief that child care programs in the community do not promote school readiness skills • Concerns about the stability of program capacity among early childhood programs in the community 	<ul style="list-style-type: none"> • Concerns that funding requirements and administration of the program by the school district will mean loss of control over both program and management • Belief that public school culture emphasizes development of academic skills at the expense of other domains of children's development • Concerns that school-based programs will compete with community programs for both children and staff, which will lead to loss of income and budget stability
Related to internal dynamics	
<ul style="list-style-type: none"> • Concerns about additional administrative requirements related to contracts with community programs • Concerns that implementing Pre-K through a mixed delivery model draws both too much attention and resources from K-12 education • K-12 education needs to be the primary focus of public education 	<ul style="list-style-type: none"> • Concerns that tensions may arise because of differences in compensation, benefits, and work schedules among staff, based on funding source • Concerns that financial and program requirements of the state Pre-K program will overburden limited administrative capacities

KNOWLEDGE GAPS THAT PRESENT BARRIERS TO PARTNERSHIP

GAPS IN KNOWLEDGE AND EXPERIENCE: POTENTIAL BARRIERS TO STRONG SCHOOL-COMMUNITY PARTNERSHIPS

OFTEN WITHIN SCHOOL DISTRICTS	OFTEN WITHIN COMMUNITY-BASED PROVIDERS
<ul style="list-style-type: none">• School leaders and staff are not familiar with and therefore do not recognize and appreciate the distinct knowledge and practice appropriate to early education• Staff responsible for implementing and monitoring community programs do not have training or experience in early childhood education• School culture is primarily oriented to the needs of the child, particularly those related to academic success• School leaders, including principals and superintendents, have little experience in supervising and supporting educational services outside of traditional public school settings	<ul style="list-style-type: none">• Community-based programs do not have experience with or recognize many aspects of K-12 practices and accountability• Community-based programs vary widely, some are even multi-service agencies, and this makes it too hard to organize them as effective partners with school districts• Early childhood programs in the community are oriented to both the child and the family and are attuned to a broader range of child and family needs• Community-based providers have limited experience in developing cost-based budgets, particularly in documenting actual costs

HHS OPRE STUDY:

Other common barriers to partnerships include:

- Poor collaboration quality among partners
- Regulatory differences across funding streams
- Discrepancies in standards (Head Start Program Performance Standards, state preschool standards, and child care licensing regulations) across settings
- Insufficient or uncertain funding
- Discrepancies in teacher pay and issues with teacher turnover across settings



~~Problems~~

Solutions





WHAT ARE SOME OF THE
KEY INGREDIENTS FOR
OVERCOMING
CHALLENGES AND
CREATE SUCCESSFUL
DISTRICT-COMMUNITY
PARTNERSHIPS?

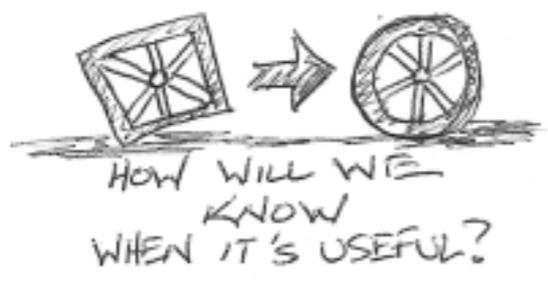
KEY INGREDIENTS FOR SUCCESSFUL PARTNERSHIPS

- Committed leadership
- Strong relationships and trust among program administrators
- Common vision and goals
- Joint training sessions for staff
- A plan for ongoing communication
- Formal partnership agreements
- Strong relationships and trust among teaching and service delivery staff
- Assigning specific staff to oversee the partnership
- Structured planning process
- Solid funding plan
- Maintaining stability among partners
- Process for exploring alignment issues related to regulations, standards, and policies
- Public relations and marketing

PROMISING PRACTICES CONTRIBUTING TO SUCCESS

PROMISING PRACTICES AND PROCEDURES CONTRIBUTING TO SUCCESS OF SCHOOL-COMMUNITY CHILD CARE COLLABORATIONS TO IMPLEMENT PREKINDERGARTEN

Area	Specific Practices & Procedures
Commitment of Staff Resources	<ul style="list-style-type: none">• Facilitator to help guide collaborative planning and decision-making
	<ul style="list-style-type: none">• District staff, with knowledge and experience in early childhood development and education, responsible for implementing and managing Pre-K in all settings
Communication	<ul style="list-style-type: none">• Frequent, regularly scheduled meetings among partners with agendas that provide opportunities for mutual exchange of information
	<ul style="list-style-type: none">• Shared decision-making among both district and community providers
	<ul style="list-style-type: none">• Written agreements that outline specific roles and responsibilities, as well as procedures for conflict resolution, cost allocation of Pre-K funding and a basis for allocating slots, enrollment and other resources



**FROM
IDEA TO
IMPLEMENTATION**



STRATEGIES AND ACTIVITIES

**GETTING STARTED
WITH PARTNERSHIP**

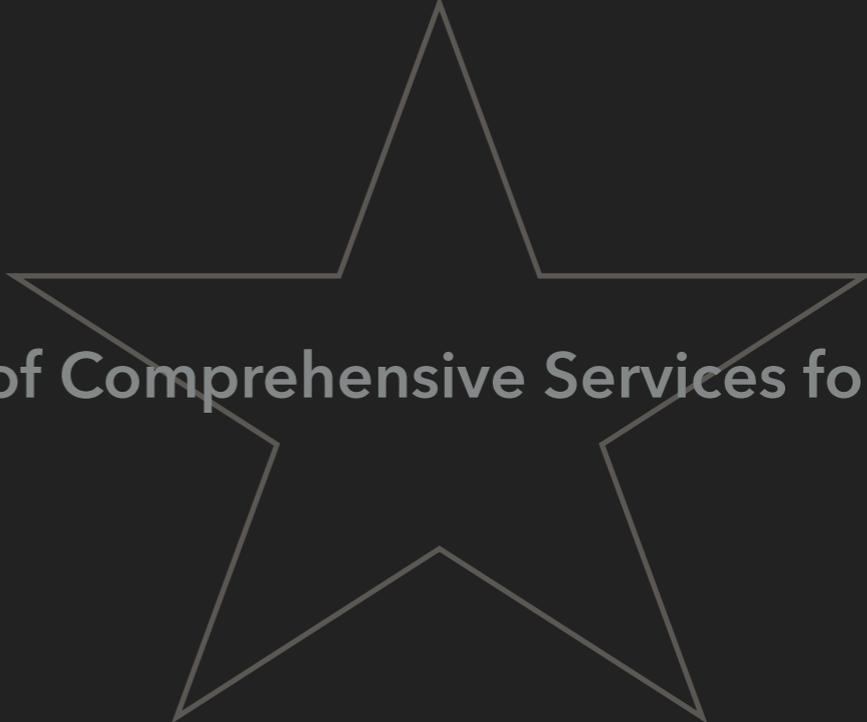
1. Surveying community needs and resources
2. Identifying partners
3. Recruiting partners
4. Clarifying partner expectations
5. Establishing agreements
- 6. *Funding partnerships***

1. Building relationships and maintaining ongoing communication among partners
2. Assessing partner needs
3. Supporting quality improvement
4. Supporting staff development
5. Implementing comprehensive services
6. Monitoring services
7. Implementing systems to promote both continuity of care across home and care settings and communication with families

OUTCOMES AND BENEFITS ACHIEVED THROUGH PARTNERSHIP



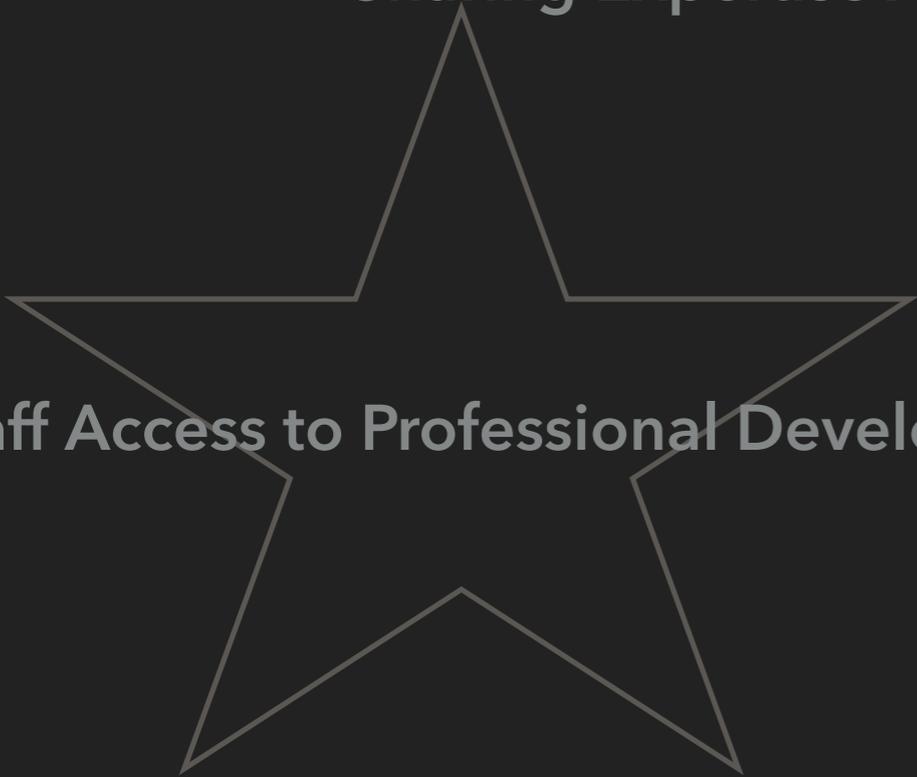
Quality of Care and Services



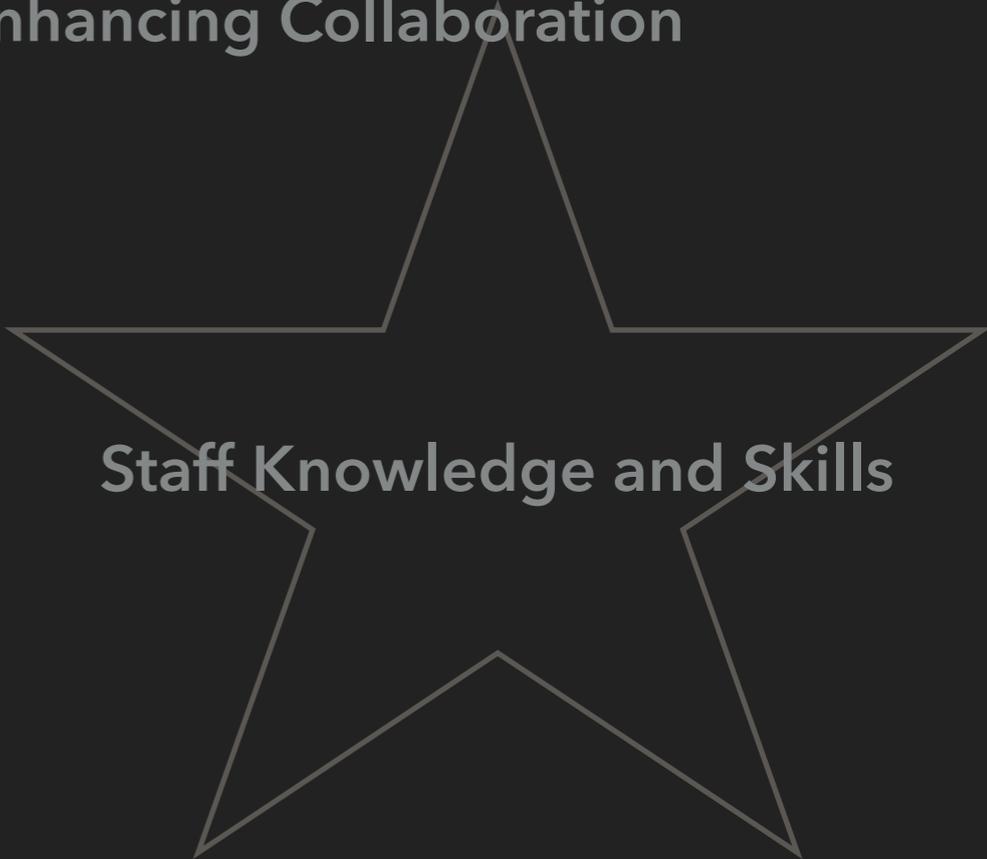
Availability of Comprehensive Services for Families



Sharing Expertise Amongst Partner and Enhancing Collaboration



Staff Access to Professional Development Support



Staff Knowledge and Skills



“Over time, that knowledge of and respect for each other’s strengths and assets are essential as the community seeks to expand capacity and improve the quality of services.”



QUESTIONS & DISCUSSION

RESOURCES

- “Early Care and Education Partnerships: A Review of the Literature.” Del Grosso, P., L. Akers, A. Mraz Esposito, and D. Paulsell. OPRE Report #2014-64. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, 2014. (OPRE)
- Community-Level Challenges in Implementing a Mixed-Delivery Prekindergarten System: A Brief Review of Research and Field Experience (2014) School Community Partnership Project, Policy Brief 1. Center for Children’s Initiatives. Author: Samuel A. Stephens, Center for Assessment and Policy development (NY)
- Moving to a Mixed Delivery System, Voluntary Preschool for Four-Year Olds: An Approach for MN. Prek-3 Design Teams, 2016 (MN)

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