The Early Childhood and Community Schools Linkage Project

Annual Report Narrative
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“Countries with better educational outcomes than the U.S. have better early childhood programs, better health care, better housing, and early home nursing for newborns. America has got to look seriously at these interventions. We have to look at high quality health care, high quality preschool—all the wrap around services, before and after school programs, summer school, extended learning opportunities—if we want to improve educational outcomes.”

– Linda Darling Hammond, to an audience of education grantmakers, February 09

Background

The Early Childhood Community Schools Linkage Project (Linkages Project) seeks to develop—and learn from—three distinct site-based strategies for linking the policies and practices of early childhood and community school systems at the local and state levels. During a three-year funding period project sites are expected to achieve the following goals:

1. Build collaborative relationships among early childhood and community school partners at the state and local level, and reach agreement on long-term results and goals;
2. Design a sustainable linkage strategy;
3. Implement an agreed upon plan by aligning local policies and practices across partners aimed at achieving long-term results;
4. Strengthen and deepen state-level relationships and communication of policy needs;
5. Promote replication and scale-up by sharing experiences and ‘lessons learned’ locally and with other communities, school districts, tribal communities where applicable, and states.

The Linkages Project plan is divided into four phases: Planning and Development; Site Selection; Site-based Work; and Lessons Learned. Through this work, the Linkages Project intends to demonstrate that community schools offer a flexible and efficient vehicle for moving communities toward long-term, positive results for children, families, schools and communities. These results, while not fully achievable within the life of the Linkages Project, are expected to be used by project sites to focus and direct their work. These include:

- That children enter school ready to learn; continue their positive development, and are succeeding academically by 3rd grade.
- That a results-driven, sustainable system at the local level provides continuous high quality services and learning experiences for children and families from birth through the early grades.
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- That supportive state policies and funding mechanisms ensure the sustainability of linkages between early childhood systems and community schools statewide.

The Linkages Project is operated by the Coalition for Community Schools at the Institute for Educational Leadership (CCS-IEL). Recent leadership transitions at IEL have resulted in a change in project coordination. Marty Blank has been named as President of IEL and will continue to serve as director of the Coalition. As a result Sarah Pearson, Deputy Director of the Coalition will take on a greater leadership role with CCS. Kwesi Rollins, IEL’s Director of Leadership Programs, will direct the Linkages Project day to day and serve as the point of contact for the Kellogg Foundation, project sites, as well as the project advisory committee, evaluators and technical assistance providers.

### Activities and Accomplishments

Implementation during this first year has led to a number of accomplishments that have set the stage for achieving project goals.

An Advisory Committee of early childhood and community school leaders, researchers and representatives of elected officials’ organizations has been organized and convened. The advisory committee provided feedback on site selection and helped to develop the approach to the national evaluation of the project. Advisory committee members (a list is attached) will serve as a resource to project sites and CCS-IEL.

With input from our advisory committee and the sites, for an on-the-ground perspective, CCS-IEL developed a Project Framework. This “Framework for Action” summarizes project goals and expected outcomes, research and practice in community schools and early childhood, desired changes in policy and practice between the two, information on existing community school-early childhood relationships and a clear definition of what is expected of local sites. Sites were encouraged to use the Project Framework as a guide for developing goals and expected outcomes while keeping an eye on the unique context of their communities. The Linkages Project Framework is attached.

Three sites were selected after conducting visits to assess readiness based on a range of factors including local capacity and potential for sustaining positive outcomes. Project sites include:

**Albuquerque, NM**
The ABC Community Schools Partnership (Albuquerque Public Schools, Bernalillo County, City of Albuquerque) holds the core value that parents, families and related stakeholders will work as equal partners to share responsibility and accountability for the well-being and educational success of all children. This diverse partnership will
foster the alignment of services and systems that strengthen learning from birth to age eight. The ABC Community Schools Early Childhood Linkages Project will align systems through a process model that is based on collaboration and shared decision-making to support community schools for systemic change.

Multnomah, OR
The Oregon Early Childhood and Community School Linkages Project is an effort co-convened by Multnomah County Department of Human Services SUN Service System and the State Commission on Children & Families. The project will initially focus on a minimum of three sites to strengthen the bridge and connection between early childhood efforts and community school strategies. In Multnomah County, the sites will be in either the David Douglas School District or Portland Public Schools. The third proposed site will be in a tribal community, the Confederated Tribes of the Siletz Indians.

Tulsa, OK
Tulsa Area Community Schools Initiative Linkages Project will connect the Tulsa Community Schools model with the already well established early care and learning system to achieve improved school readiness and success in the early years of school. Over the next three years, the Project will build upon existing strong community collaborations to provide an effective bridge between early childhood experiences and the initial school years at four Community School sites. Focus will be on creating an effective continuum of quality, developmentally appropriate opportunities for children aged 0-8 years in the Tulsa area.

Each site has developed work plans and convened a local leadership group to coordinate implementation, identified other stakeholders that should be involved, and created a preliminary strategy for documentation and evaluation. Guided by the Linkages Project Framework, site work plans address how they will develop a campaign to move their local agenda, inform state policy and, ultimately, educate other communities. Site work plans have been shared with the CCS-IEL Project Team as well as with advisory committee members, the project evaluators and technical assistance providers for feedback.

The Linkages Project Kick-off Meeting was held February 26-27, 2009 in Washington, DC. The meeting was attended by a majority of the project advisory committee, CCS-IEL project staff and teams from each project site. The Kick-off Meeting had three simple objectives: build understanding, build a network, and build a work plan. During the meeting attendees had an opportunity to learn about the Linkages Project and its framework, the role of the advisory committee, and the three project sites. Additionally, attendees were briefed on recent developments in community schools nationwide as well as lessons learned through the Kellogg SPARK initiative and other developments in early childhood education.
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During the Kick-off Meeting, participants unpacked the proposed linkages framework through a number of guiding questions about the framework's strengths and weaknesses, flexibility, potential obstacles for cooperation, availability of resources that should be tapped, and how linkages would be codified and sustained. The Kick-off Meeting also provided sites with the opportunity to give and receive input on their work plans and to learn more about the knowledge and resources individuals from each site, the advisory committee and Linkages Project support team (CCS-IEL, project evaluation and technical assistance staff) offer to the project. The Kick-off Meeting agenda and participants list is attached.

Since the Kick-off Meeting, project sites have worked closely with CCS-IEL to finalize their work plans and budgets and have signed memoranda of understanding that details deliverables for sites and support provided by CCS-IEL. Feedback from the various sources has been incorporated into the project framework and a preliminary schedule of regular conference calls, sites visits and cross-site convenings for the next project year has been established. Funds for year one were disbursed to each project site in May 2009.

The John Gardner Center for Youth and their Communities (JGC) has been engaged as the national evaluator of the Linkages Project. The Children's Aid Society (CAS) will provide sites with technical assistance. Along with CCS-IEL staff, JGC and CAS will comprise a Linkages Project support team. JGC has developed a preliminary project evaluation plan and will work with local evaluators at each site to refine and implement. CAS has developed a preliminary technical assistance plan for the project.

Progress towards achieving Evaluation Questions

One of the outcomes of the Kick-off Meeting was the refinement of overall project goals, indicators, and results on a site by site basis. This is critical to being objective about what specific changes in practice and organizational arrangements, policy and impact on children is reasonable to expect over the life of the project. These initial refinements were largely made possible through guided discussions about internal and external forces impacting implementation plans, identifying local/state initiatives that may help or hinder the work, quantifying relationships that need to be established and resources that need to be leveraged in order to operationalize linkages, and identifying technical assistance and resource needs.

The Linkages Project support team has developed a process for documenting key milestones and lessons learned on a site by site basis which will capture the growth and significance of parent leadership and parent organizations as a result of the project and identify what roles they've played in the emergence of specific changes in practice and policy at the local and/or state level.
Linkages Project sites are just at the beginning of their implementation phase and, as such, it is too early to provide meaningful answers to the project evaluation questions. CCS-IEL, working closely with CAS, JGC and local site teams is putting systems in place to collect all of the relevant data that will enable us to definitively answer each evaluation question. With each site’s newly refined outcomes and indicators as a starting point, the Linkages Project support team will work with each site team and their local evaluators to track progress (and the process) as they work to meet project goals related to connecting local, district, and state policies and practices of early childhood education and community school systems.

**Next Steps**

During August and September 2009, the Linkages Project support team will visit each project site, meeting with project staff, key leaders and community stakeholders and, where possible visit local schools where initial implementation is likely to unfold.

During the second program year CCS-IEL will provide a range of supports to sites including:

1) Semi-annual cross-site convenings in October 2009 and April 2010;
2) Two or more webinars on key topics;
3) Monthly telephone coaching on early childhood and community schools connections;
4) On-site technical assistance (3 visits per year);
5) Listserv; and
6) Biennial briefs on key issues

As we learn more about this work and sites have made meaningful progress towards linkages in their communities, CCS-IEL will share lessons learned and disseminate updates with the community schools field and the early childhood education field through our website and other means as appropriate.
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Attachments

1. Linkages Project Framework
2. Brief Project Description
3. Kick-off meeting agenda
4. Kick-off meeting participants listing
5. Advisory Committee members list
6. Advisory Committee and Site Contact Information and Biographies
7. Site deliverables checklist
8. Technical assistance plan (preliminary)
9. Evaluation plan (preliminary)
The Early Childhood and Community Schools Linkage Project:  
A Framework for Action

Draft for Comment

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Coalition for Community Schools
www.communityschools.org
The Early Childhood and Community Schools Linkage Project: A Framework for Action

“Childhood is a multi-stage process where early investments feed into later investments. Skill begets skill; learning begets learning.”

Overview

The Early Childhood and Community School Linkages Project, created by The Coalition for Community Schools seeks to connect existing early childhood systems to community schools in three different locales. The Project reflects current research that shows a positive relationship between school readiness and student success—particularly when curricula, services, and expectations are well aligned from early childhood into elementary school. It is our hope that as an early education researcher suggests, “We create aligned institutions so children will experience their transitions with greater ease and facility.”

The Coalition’s goal is to show community schools as effective vehicles to promote access to and continuity of high quality curriculum, pedagogy, and expectations across early childhood programs and into the grades. Building on well-developed local capacity, Linkage Project sites will foster improved local, district and state level policies and practices.

Site work will be guided by intentional efforts to move toward broad, long-term results including: 1) improved outcomes for children and families; 2) a sustainable system of 0-8 education and supports; and 3) state level policies and funding mechanisms to ensure statewide linkage across early childhood and community school systems.

This framework outlines the Project and is intended to guide planning and implementation for participating sites. It clarifies project goals and the long-term results that will guide the work; makes the research case for system-wide connections in practice and policy between early childhood programs and community schools; and describes the components of a change strategy to help sites work toward Project goals.

Appendices provide additional guidance on developing a results-based action plan and a set of tools to help sites make choices on how best to move toward long-range results. Because needs and resources differ widely, it is expected that sites will draw on local knowledge and partnerships to develop a range of action plans.

The Challenge

State and local efforts have traditionally considered school readiness and academic achievement as separate and distinct problems. While many communities provide a range of early childhood services including child care, early learning programs, and family support, these services are rarely connected by funding, accountability or standards to the K-12 curriculum. This is true even in states committed to increasing and improving early childhood services. In addition, many children receive no early childhood education or services at all. As a result, up to one-third of the four million children who start school each year are unprepared for academic work. Instead of experiencing joy in learning new things, many struggle daily to catch up. Some never do. Lack of school readiness can place entire schools at risk. By the end of the decade some 5,000 American schools will qualify as chronic failures—where current remedies are not working and children are paying the price.

Current research confirms that it makes little sense to wait until children are six or seven to involve them and their families in environments that actively support and encourage the child’s whole development—social, emotional, physical, and cognitive. Efforts like the W.K. Kellogg’s Spark Initiative and Harvard University’s Pathway Mapping Project have called national attention to the connection between school readiness and achievement. Both are actively
encouraging coordinated state and community efforts to address both issues simultaneously.

Community schools are uniquely positioned to advance this work and many already provide access to a range of early childhood services including family support, child care, and early learning programs. By deepening their connections and relationships with existing early childhood systems, community schools can sustain gains made in early childhood, expand learning environments connected to achievement in the middle grades, and foster a smooth transition to high school and postsecondary success.

Through the Linkages Project, selected community school sites will begin to develop a continuum of learning from 0 to graduation and beyond.

**Project Goals**

The Linkage Project envisions a deliberate integration of policy and practice at the local, district, and state level. It is designed to improve the quality and continuity of practice across early childhood programs and community schools; increase the scale of those efforts; and promote their sustainability.

The Coalition has identified three local jurisdictions with a mature core of community schools to meet this challenge and take advantage of the opportunity for growth and knowledge development it offers. During a 36-month funding period, these sites will work toward achieving:

1. A sustainable, collaborative relationship among early childhood and community school partners at the local and state level;
2. Agreement among partners on project goals and long range results;
3. Implementation of an agreed upon strategic plan to achieve goals and move toward long-term results;
4. State policy that supports early childhood and community school linkages; and
5. Replication and scale up of efforts through shared ‘lessons learned’ locally and with other districts, communities, tribes where applicable, and statewide.

**What is a Community School?**

A community school is a place and a set of partnerships between the school and community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement to improve student learning and to develop stronger families and healthier communities.

Community schools are centers of the community—open to everyone—all day, every day, evenings, and weekends. Families, local government, higher education institutions, businesses, community-based organizations, and local citizens are all involved.

**Long Range Results**

Through this work, the Coalition intends to demonstrate that community schools offer a flexible and efficient vehicle for moving communities toward long-term, positive results at three levels: Child and Family; School and Community; and State Policy.

The ongoing results envisioned are expected to be used by Project sites to focus and direct their work. Specifically these results call for:

- All children entering school ready to learn, continuing their positive development, and succeeding academically by 3rd grade. *(Child and Family Level)*
- A results-driven, sustainable system at the local level that provides continuous high quality services and learning experiences for children and families from birth through the grades. *(School and Community Level)*
- Supportive state policies and funding mechanisms that ensure the sustainability of linkages between early childhood systems and community schools statewide. *(State Policy Level)*

The Coalition for Community Schools (CCS) Project Team and technical assistance providers will help Project sites address results-based goals within the framework. In the back of the framework are worksheets for helping sites move toward linkage.
Coalition Goals
The Coalition for Community Schools is an alliance of national, state and local organizations working to promote long-term, positive results for children, families, schools and communities. Its mission is to develop strong and sustainable networks of community schools by sharing information, building understanding and support, informing public and private sector polices, and developing sustainable sources of support.

The Coalition’s goals for this Project are to:
1. Develop example sites that demonstrate successful and sustainable early childhood linkages to community schools;
2. Promote communication and efforts to develop supportive district and state policy;
3. Contribute to the knowledge base through “lessons learned” about building integrated systems for supporting the academic and non-academic development of children, youth, and families; and
4. Demonstrate that community schools offer a flexible and efficient vehicle for moving communities toward long-term, positive results for children, families, schools and communities.
Rationale

Current research and policy initiatives confirm that coordinating high-quality programming and policy support from early childhood through the elementary grades offers a direct pathway to school improvement. This section notes significant findings and recommendations in both areas and summarizes community school readiness to move toward more effective alignment of services, supports, and learning from early childhood into the grades.

School Improvement: Systemic Change Needed

Since the release of *A Nation at Risk* (1983), a report on the state of the nation’s schools, districts, and states have been working to stem what the National Commission on Excellence in Education described as a “rising tide of mediocrity.” Since then, along with some school reform successes, has come recognition of a widening gap in achievement between minority and disadvantaged students and their white counterparts.

The No Child Left Behind Act of 2001, a federally mandated system of standards, testing, and accountability was enacted to address this disparity based on race and class. While not without serious limitations, test results in some districts have shown that schools can do better and students can succeed.

NCLB has successfully focused national attention on underperforming schools, but its restructuring efforts fall short of a sustainable solution. The Reading First Program, for example, was created under the Act to help states and districts introduce research-based reading programs and provide related professional development and assessments to ensure that all students read at or above grade level by the end of third grade. Interim evaluation after two years showed that, while instructional time improved, on average, students’ reading comprehension did not. After years of implementation, we now know that the nation’s most troubled schools require more than a hyper-focus on standards and piecemeal improvements.

According to the Turnaround Challenge, an initiative funded by the Bill and Melinda Gates Foundation, comprehensive cultural and systemic change—not tinkering at the edges—is what’s needed. Specifically, state requirements and financial support is needed to help districts fundamentally change the conditions under which schools teach and students learn; improve the capacity of school staff to create change through relationships with community partners; and organize clusters of schools within and across districts working with a lead partner to transform their schools.

School Readiness: Part of the Solution

We now know that school performance is affected by the child’s prior development. Neuroscience confirms that from its earliest stages, the infant brain is working to produce neural pathways—the ‘mental maps’—needed to understand and use new information. Early experience, as well as a child’s genetic gifts, provides her with opportunities to develop sophisticated conceptual schemas, enabling her to organize her world, process complexity, and make deeper and richer connections.

Opportunities for learning—or their absence—can make all the difference in how well children develop core skills and abilities. By age three, children of professionals have vocabularies that are nearly 50 percent greater than those of working class children, and twice as large as those of children whose families are on welfare. By the end of fourth grade, disadvantaged students of all races are two years behind their wealthier peers in reading and math. By eighth grade, they have slipped three years behind, and by twelfth grade, four years. Studies show that half of the disparity in reading and math scores between black and white high school students can be explained by skill differences apparent when they started school.

The National Education Goals Panel elaborates dimensions of school readiness that go well beyond academic skills. These include social and emotional development and physical well-being and motor development. A large body of interdisciplinary research shows that children are put at a serious disadvantage when they enter school without the opportunity to develop both cognitive and non-cognitive abilities. Conversely, the ‘architecture’ of the young child’s developing brain, as well as preparation...
for school success, is maximized when social and emotional abilities as well as literacy and cognitive skills are addressed by parents, informal community programs and professionally-staffed early childhood programs.\textsuperscript{22}

Ensuring a child’s readiness to learn has been an explicitly stated national goal.\textsuperscript{xii} In 2007, states were federally mandated to create or designate an advisory council as the first step in creating statewide systems of early education and care. More than 30 states already had such councils and since then many have put in place the components researchers agree should be provided, including health and nutrition, family services and support, early detection and intervention for special needs, and early education and child care. However, often centered in separate systems, these components in most states are not well-linked in terms of finance, policy, or comprehensive delivery. Efforts like the BUILD Initiative\textsuperscript{xiv} and PreK-Now,\textsuperscript{xv} are helping to change that picture so that a system of school readiness services and supports focus on the whole child.

**Seeking Alignment: A Better Way**

Pre-kindergarten intervention alone is not enough to ensure school success. Research shows that the benefit of early childhood programming is unsustainable unless appropriate interventions continue as children transition into the early grades.\textsuperscript{xvi} The same attention to the child’s social and emotional development, family well-being, and opportunities for engaged, experiential learning that prepare children to enter school are needed to ensure that they continue to do well there.

By third grade, high stakes testing begins in earnest. At about the same time, children’s achievement begins to affect their own perception of what they can do as well as others’ expectations for them. Third graders who have not mastered essential literacy skills are greatly at risk of failing to reach academic standards in the middle grades and beyond. In fact, “children’s prospects for school success rise not so much when they enter kindergarten ready to learn, as when they complete third grade with solid school readiness skills—especially in reading and math.”\textsuperscript{xxii} This readiness to continue learning and to build on what they have mastered is supported by the whole child’s positive development—emotionally, socially, and physically as well as cognitively.

Providing remedial help to underperforming students is helpful at any age but it becomes more difficult—and costly—as students grow older and their brain becomes less malleable. The future employability of students whose skills are not improved is seriously diminished. Persistent failure, when multiplied across thousands of underperforming schools, has profound and painful consequences not only for students and their future families, but for our nation’s democracy and economic well-being. Quality programs, opportunities and support services in the early years help build a solid foundation for continued school success.

**Community Schools: A Natural Linkage**

Community schools are grounded in developmental theory. They understand that the most effective way to promote school achievement is to meet the needs of the whole child. They make sure that school age children are ready to learn each day by drawing on a wealth of community resources to support their physical, social, emotional and cognitive development and well-being. And they work with partners and school staff to develop engaging curricula and learning experiences that complement school work and promote academic excellence.

Community schools address both children and families where learning starts. As a result, they provide a variety of development supports and learning activities to family members of all ages—including, in many cases, early education and related services. Working more intentionally with early childhood partners to systemically extend supports to the youngest family members is a natural and logical extension of what community schools are designed to do.

**Community Schools and School Improvement**

The Coalition for Community Schools agrees with the Turnaround Challenge’s call for comprehensive
cultural and systemic change—not tinkering at the edges. Marginal change makes for only marginal improvement. In schools and districts across the country, community schools are already working to transform teaching and learning by creating a set of conditions in which all children can learn and by aiming toward specific results that we expect for all our children.

Partnerships, the core of a community school strategy, have fueled these efforts and steadily increase their capacity for change. As a result, a growing number of districts can point to clusters of successful community schools. Robust relationships with families and community institutions have created a shared motivation to reinvent their schools and help align the assets, resources, and political will to do so.

Community Schools and School Readiness

Community schools promote a life-long learning continuum that begins well before the grades and continues long past graduation. Community school partners explicitly state that the development of the whole child is a critical factor for student success. Children do better when their families do better. In order to achieve the result that children enter school healthy and ready to learn, community schools provide services and supports the span the generations. They intentionally seek out family members; work to provide welcoming, single site sources of services, learning and recreation; and engage them as shared decision-makers. Many community school initiatives already provide — or are connected to a range of early childhood programming including Head Start, day care, infant and well baby clinics, family support groups, intergenerational and pre-literacy programs. All of these help create relationships with young families and create a culture of involvement in their child’s learning throughout the grades.

Community Schools and Effective Alignment

The Coalition’s 2003 review of research and community school practice emphasized the importance of creating comprehensive learning environments throughout a child’s educational career. To call attention to the beneficial alignment between ECE services and school achievement, it highlighted Chicago’s Child-Parent Centers which provided children ages three through nine with sustained educational programming, health and nutrition services as well as family support and parent involvement activities. A 15-year longitudinal study of these children found more parent involvement, lower rates of grade retention and special education placement, and lower rates of early school dropout and delinquent behavior. The Coalition and its members understand the value of linked education and support and the need to build systems equipped to reach every child.

The 5 Conditions for Learning

Community school advocates believe that the present emphasis on academics exemplified by the No Child Left Behind Act is too narrow an approach to public education. We believe that schools together with their communities must work to fulfill five conditions for learning that the Coalition has identified as necessary for every child to succeed, based on an analysis of recent research.

Condition #1: The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Condition #2: Students are motivated and engaged in learning -- both in school and in community settings, during and after school.

Condition #3: The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.

Condition #4: There is mutual respect and effective collaboration among parents, families and school staff.

Condition #5: Community engagement, together with school efforts, promotes a school climate that is safe, supportive and respectful and connects students to a broader learning community.

Learn more about the specific studies that support each of the five conditions for learning in the full Making the Difference report in Chapter 2, page 15.
The W.K. Kellogg SPARK Initiative, designed to promote school readiness and academic success, calls for the alignment of curriculum, expectations and pedagogy both horizontally and vertically across the early learning years and into the grades. Its alignment principles are familiar to community school partners:

- Strong linkages and partnerships;
- Steadfast leadership;
- Informed and engaged parents and caregivers;
- Equitable access to quality care and education; and
- Focused transition efforts across levels of learning.

Community schools are well positioned to create the kind of linked infrastructure that this degree of alignment requires. Despite their diversity, attention to the multiple needs of the young child—as intimately connected to academic success—is one of every community school’s distinguishing features. Similarly their guiding principles promote a capacity that can leverage the demands of both school improvement and school readiness into system-wide change.
The Linkage Process

This section presents two related change strategies (theory of change) to provide initial guidance to sites in meeting Project goals.

Figure 1 shows a 5-Stage Spiral. This method for creating collaborative community change has helped communities across the country use resources more effectively to improve supports and services and achieve better results for children, families, and communities, leading to the development of community schools. Each stage includes a set of milestones that mark progress from one stage to the next. Its stages include: Getting together; building trust; developing a strategic plan; taking action, and going to scale by replicating and expanding successful initiatives.

Figure 2 shows a 5-Stage Linkage Helix—a double spiral. It presents a set of stages similar to those in the 5-Stage Spiral but it highlights the process of linking systems—as the Linkage Project seeks to do. Like the Spiral, the Linkage Helix illustrates a flexible strategy to connect systems through a series of repeating stages. These stages include: Empowering bi-level (top down and grassroots) leadership; engaging an intermediary organizations; organizing around results; using policy to improve practice; and keeping growth or scale and sustainability front and center. It also suggests a related set of milestones—the “cross-talk and cross-talk” that need to occur as systems begin to connect. These milestones are based on current knowledge—which is only just being developed.

The Coalition fully expects that the work of Linkage sites will substantially add to what is known about the cross walk and cross talk needed to link systems. Further refinement of this planning tool will make it easier for others interested in this process to develop their own linkage efforts and constitute a major Linkages accomplishment.

Each stage is composed of a set of milestones that let the collaborative groups (collaboratives) know that it is making progress. Collaboratives should move through these milestones at their own pace, working on some but not others, and in more than one stage at a time. It may be important to repeat stages as new people and partners are engaged and as the collaborative continues to clarify its purpose and intent. Also, “spiraling back” isn’t a sign of failure; instead, recursive looping demonstrates a deepening of efforts. Even after action plans have been successfully launched, the 5-Stage Linkage Helix process (as well as the 5-Stage Spiral) calls for replication and expansion of what works. With each iteration, collaborative efforts move closer to reaching long range results.

Linkages sites should find these planning tools useful in developing their action plans. Each site brings a unique collaborative history, capacity, and set of needs to this work. Communities will make progress toward project goals in their own way. The remainder of this section describes the 5-Stage Linkage Process in more detail.
5-Stage Spiral
Theory of Change
from Together We Can

Stage 1
Getting Together
- Commit to collaborate
- Involve the right people
- Decide to act

Stage 2
Building Trust
- Develop a mission & community presence
- Define shared vision & goals
- Conduct a community assessment
- Develop a base of common knowledge

Stage 3
Developing a Strategic Plan
- Formalize interagency relationships
- Develop technical tools
- Design service delivery prototypes
- Define target outcomes
- Conduct a neighborhood analysis
- Focus on a neighborhood

Stage 4
Taking Action
- Evaluate progress
- Recognize diversity
- Implement outreach strategy
- Formulate staffing strategy

Stage 5
Going to Scale
- Build community constituency
- Build governance structure
- Design a fiscal strategy
- Deepen collaborative culture
- Develop interprofessional training
- Develop collaborative leaders
- Adapt & expand prototype

Repeat the Process

Coalition for Community Schools, 2009
Sarah S. Pearson
5-Stage Linkage Process
Theory of Change
Early Childhood and Community Schools Linkages Project

Stage 1
Empower Bi-Level Leadership
- Identify & convene top down & grassroots leaders
- Create opportunities for dialogue & discussion
- Illuminate strengths & accomplishments at both levels
- Allow for equitable decision-making

Stage 2
Engaging an Intermediary
- Identify potential facilitators
- Assess capacity (communication & skills)
- Identify areas of weakness & plan accordingly

Stage 3
Organize Around Results
- Clarify results at all levels
- Review & evaluate progress on goals and indicators
- Agree on Project focus & identify alternative indicators
- Select & monitor activities

Stage 4
Use Policy to Improve Practice
- Conduct needs assessment
- Select indicators
- Track essential data
- Clarify policy needs; support with data

Stage 5
Going to Scale
- Define early & clearly a results-driven policy & framework for the relationship between early childhood and community schools that will attract funders and policymakers to the group
- Develop a plan that estimates the cost to implement the plan over an extended period & specify potential funding sources & financing strategies to cover cost
- Develop a plan for systematically increasing the scale to serve children district and statewide
- Involve state-level early childhood & education leaders in the design, and implementation of the framework

Coalition for Community Schools, 2009
Sarah S. Pearson
Stage 1: Empower Bi-Level Leadership—Top Down, Bottom Up

Research conducted by the W.K. Kellogg Foundation suggests a framework for change that begins from either the top down, or bottom up. Regardless of where it begins, it links vision with practice and support with action. Top down change begins with a vision. The first task of high-level decision-makers is to sell their vision to others. The power of their position gives them distinct advantages. It enables them to demonstrate to others the importance of their plan, to seek funding for it, and to give permission to implement it.

Grass-roots change can begin with action initiated by stakeholders like parents, teachers, students and others in the community. Bottom up change is fueled by local wisdom and the empowering passion felt by people whose lives will be directly affected by change efforts. It creates a sense of ownership and the readiness to act now and seek permission later.

The most significant challenge for top-down leaders is to inspire and lead change that is enthusiastically embraced by their constituency. The most significant challenge for bottom-up change agents lies in sustaining and expanding their improvements. When top-down and bottom-up efforts influence each other, they can create significant and enduring change within complex systems.

To ensure scope and sustainability, leaders at each level need to tap into each other’s strengths and build trust and mutual respect. Ideally, top-down efforts to change minds will be empowered by grass-roots wisdom, passion and support. Conversely, bottom-up efforts require the knowledge and the institutional, financial, and political support that top-level leadership provides.

Community school initiatives are built on strong stakeholder engagement among both top down and bottom up leaders. Schools, districts, cities, counties, parent organizations, higher education institutions, community-based organizations, and state agencies are all involved. It is expected that the Linkages sites will use the keys to stakeholder engagement that have been well-tested in community schools:

- 1 to 1 dialogue about issues of common concern, such as interaction with concerned parents and community residents and conversations about poverty and race;
- Shared learning experiences focused on data, sites visits, personal stories and experiences, proven programs and practices;
- Realistic operational planning to achieve early successes; and
- Developing local champions with the skills and ability to move the strategy forward.

At the grassroots level, sites will be expected to strengthen leadership skills of parents and community residents whose voice is needed to make changes and the capacity of existing leadership development organizations working with them. To this end, the project will build partnerships with leadership programs rooted in the community, and create new programs only where necessary.

At the institutional level, sites will work through existing partnerships supporting community schools and early childhood programs to identify how leadership behaviors must change and seek to influence leadership development for principals, teachers and early childhood program personnel to enable them to work more effectively together.

Cross-talk
- Identify and convene top down and grass roots leaders;
- Create opportunities for honest dialogue and to air assumptions;
- Illuminate strengths and accomplishments at both levels;
- Allow for equitable decision-making.

Stage 2: Engaging an Intermediary

Complex initiatives—like the Linkages Project—require significant management capacity. Sites are cautioned not to rely solely on school staff, volunteers, or an assortment of consultants to mount this effort. A capable intermediary organization is needed to facilitate the project’s
intended linkage between systems. It should be engaged early on and involved in the earliest stages of planning and development.

This critical partner will most likely be a trusted community-based organization, community foundation, council, agency, or other entity with demonstrated experience in building relationships and in moving and sustaining an agenda. An effective intermediary brings both commitment and skills to the table. Sites should look for seasoned organizations that have a track record of successful involvement in community-based initiatives and in working to sustain, not just initiate, these efforts.

Candid conversations should be conducted up front to ensure that a potential intermediary has the range and depth of skills needed to support this work. They should be able to show evidence of their ability and willingness to supervise a multiyear agenda, provide professional development, seek finance, generate data, participate in research and evaluation, and build community support. Areas in which capacity is absent or weak should be identified and alternative arrangements made to meet these needs.

Ideally, sites will select intermediaries that are familiar with early childhood issues, have already established effective working relationships with key school and community leaders, and, if possible, have ties with decision-makers at the state as well as local level.

**Cross-walk and Cross-talk**
- Identify potential facilitators;
- Assess capacity (commitment and skills);
- Identify areas of weakness and plan accordingly.

**Stage 3: Organize Around Results**
To avoid confusing activity with progress, Linkage sites need to answer three key questions as they begin planning their work: Where do we want to end up? How will we get there? How will we know if we’re making progress? Thinking carefully about results, goals and indicators can help sites choose activities that will keep them focused and productive. In this section, we briefly describe each of these components. Appendices provide more detailed information about developing a results-based action plan and a series of worksheets to help sites target resources toward clear and agreed upon ends.

**Results: Where Do We Want To End Up?**
As used in this framework, results, sometimes called outcomes, are broad statements of what caring communities expect and want to provide for all their children—and the systems that serve them. They are what should exist but in most cases they are major accomplishments that will take years, not weeks or months, to fully attain. Sites are not expected to achieve any one of the broad results but their work must be designed to begin moving toward each of them.

The Linkages Project seeks to advance long range results at three levels including that:
- All children enter school ready to learn; continue their positive development, and succeed academically by 3rd grade. (Child and Family Level)
- A results-driven, sustainable system at the local level provides continuous high quality services and learning experiences for children and families from birth through the grades. (School and Community Level)
- Supportive state policies and funding mechanisms ensure the sustainability of linkages between early childhood systems and community schools statewide. (State Policy Level)

**Goals: Benchmarks on the Way to Results**
Because results are so broad, it helps to break them down into their component parts, called goals. Goals are benchmarks that must all be met to achieve a result—but they do not all have to be tackled at the same time. Sites may be primed and ready to move on one goal but may need more time to acquire the resources or expertise to move on another. Discussing realistic choices in goals ensures that sites move efficiently and do not overextend themselves.
Indicators: How Will We Know If We Have Made Progress?
Indicators are interim measures of advancement toward a specific goal. Typically, any goal will have several indicators. Once sites agree on the goals they want to reach, they will need to decide on the indicators that will show them that progress is being made. It is important for sites to understand that indicators need to be chosen before any action is taken. They are what you will be looking for to tell you how well you’re doing.

Activities: How Do We Get There?
Actions or activities are what sites decide to do to achieve specific indicators. They might involve different partners, target different populations—for example, parents, school and child care staff, health care providers, the media—and be structured and evaluated very differently. The Linkages Project encourages this diversity and local innovation. It also encourages sites to develop and share new ideas and flexible approaches. Sites need to carefully consider which of many activities they will undertake to move specific indicators.

Cross-walk and Cross-talk
- Clarify results at all levels;
- Review and evaluate progress on goals and indicators;
- Agree on Project focus and identify alternative indicators; and
- Select and monitor activities.

Stage 4: Use Policy to Improve Practice
Direct service delivery is only a small part of what is envisioned in this Project. Research on community schools indicates that absent a strong policy foundation, the most promising initiatives are not likely to be replicated or sustained. In order to make a lasting difference, sites must build a coordinated set of services supported by policies, funding, and evaluation at the state as well as district and local levels. The challenge will be to move toward the creation of a seamless, linked, and sustainable system of high quality, early childhood programs and community schools. Local efforts must seek to transform and strengthen current practices rather than simply add to them.

Effective policy, however, must be informed by practice and supported by political will. Collection of relevant data and frequent communication with policymakers with a range of constituencies is necessary to create an environment conducive to policy change. Sites must be clear about their objectives and use data to support them. Through targeted messages, they need to develop receptive relationships with policymakers and organized groups with influence on decision-making bodies. Ongoing communication at all levels of implementation will help identify the barriers preventing progress and help specify the policy actions that can resolve them.

Cross-walk and Cross-talk
- Conduct needs assessment;
- Select indicators;
- Track essential data;
- Package data and develop target messages for specific audiences; and
- Clarify policy needs; support with data.

Stage 5: Keep Scale and Sustainability Front and Center
The Linkages Project is specifically intended to build on and further develop an infrastructure capable of significantly expanding the number of children who can benefit from its improvements. It is expected that efforts to increase the size and scale of interventions will drive the initiative, rather than serve merely as hoped-for ends. Accomplishing these steps will serve as important indicators of progress toward results at both Level 2 and 3. CCS will revisit the sustainability issue at cross-site convenings and offer more in-depth technical assistance on this issue as necessary.

Most Linkages sites have already developed a substantial core of community schools by building bi-level leadership, partnering with an intermediary, strategically focusing on results, and using policy to permanently improve practice and transform systems. Sites are expected to use this fertile ground to grow effective relationships between quality...
early childhood programs and community schools and to embed in each a coherent set of policies and practices. The aim will be to make these consistent across both systems and create a seamless and responsive transition between early childhood and the grades.

**Cross-walk and Cross-talk**

- Define early and clearly a results-driven policy and practice framework for the relationship between early childhood and community schools that will attract funders and policymakers to the work.
- Develop a plan that estimates what it would cost to implement such a plan over an extended period and specify potential funding sources and financing strategies that would be able to cover the cost.
- Develop a plan for systematically increasing the scale of effort such that all children in district & state are served.
- Involve state-level early childhood and education leaders in the design, and implementation of the framework.
Evaluation

Linkage Project sites will benefit from two kinds of evaluation. An external evaluation conducted by The John Gardner Center will look closely at how sites progress toward project goals. The design and implementation of this evaluation has yet to be determined.

The second kind of evaluation will be an on-going, internal self-assessment conducted by the sites themselves. This process is intended to keep sites focused and to keep the CCS Project Team and technical advisors aware of site needs so they may be addressed. Appendices present tools and information that should help sites reflect on their work, and make periodic assessments and mid-course corrections as required. Sites may use these worksheets, supplemented with only as much additional writing as is necessary to justify their conclusions and to identify areas of concern, as the basis of the Project’s twice annual programmatic reporting.
Appendix A: Developing a Results-Based Plan

Creating a linked system with results at three levels is a complex and long term undertaking—not unlike reconstructing a crumbling system of roads into an efficient freeway with multiple lanes, connectors and desirable destinations. But it need not be overwhelming.

This section is designed to help sites first visualize the big picture and then zoom in on the most strategic starting points given their needs, resources and level of development. It lays out a process and provides tools to help sites assess their current status with respect to goals and indicators for each Linkage result, to decide where it makes the most sense to focus their efforts; and to select and monitor the activities that will move their chosen indicators. Taken together, these steps should enable sites to develop their own results-based action plan.

The Big Picture
Systems change occurs at multiple levels simultaneously. Sites are expected to address each of the three results—one at each level—that are at the heart of the Linkage Project. Appendix B: Selecting Goals and Indicators provides a separate work sheet for the key result at each level. It includes some of the component goals for each result and suggests a variety of indicators that sites can use to show interim progress. These goals and indicators, while reflective of current research, are by no means exhaustive. However, this format should make it possible for sites to visualize the breadth of potential work at all three levels, help them review indicators across goals and results, and see useful interconnections among them.

Selecting Goals and Indicators
Linkages sites need to work at all three levels but sites are not expected to tackle every goal—or even most of them—at the same time. Within each level, sites are invited to identify the goal(s) they wish to address and, for each goal, to select the indicators they intend to move. Here, too, it is important for sites to understand that they do not need to work on every—or even most—of these suggested indicators. In addition, sites may choose their indicators from the suggestions provided or develop their own.

Sites are encouraged to think carefully about these lists. Each community has its own history and set of strengths and needs. Sites need to select indicators—or develop ones appropriate for their community—that will move them toward chosen goals and long term results.

The Selecting Goals and Indicators work sheet is also designed to help sites identify which indicators they may already be working on; which ones they are ready to take on; and which others are best left for later. For each indicator the work sheet asks if sites are: 1) Not There 2) On the Way; 3) Achieved 4) Exceeded. Sites have the opportunity to review each indicator and decide whether or not they wish to choose it as a Project Focus. We encourage partners to work through these worksheets together. The process will inevitably air assumptions and expectations. When thoughtfully conducted it will help build trust and ownership. (See below: Using Planning Tools Effectively.)

Selecting and Tracking Activities
Once sites have chosen goals and indicators, they need to decide on the best set of activities, events, or programs they will undertake to make progress toward them. A variety of actions may be targeted on a single indicator. Conversely, some activities may address more than one interim indicator. Appendix C includes a Selecting Activities worksheet. Sites can use this tool to 1) make front-end decisions about which activities to pursue, 2) monitor their implementation, and 3) craft appropriate adjustments and next steps.

Partners bring many creative ideas to the table. Sites need to keep in mind the specific goals and indicators they are intending to change as they make decisions about how they will direct their valuable assets. Relevance, resource, and opportunity costs should be basic considerations. How relevant is each one to your chosen indicators? How costly? What opportunity costs might be entailed by drawing them away from other efforts?
In selecting activities, sites need to clarify responsible partners and specify a timeframe for implementation. Who will oversee the activity and ensure its implementation? At what point should an event have occurred or activities initiated? Partners will also need to stay abreast of whether implementation has occurred within the given timeframe. If it has been, what contribution has been made to the selected goal or indicator and what next steps are called for? If it has not been successfully completed, what mid-course corrections might be indicated?

Recognizing Interconnections
As sites review these worksheets, they will notice an interrelationship in goals and some redundancy in interim indicators across goals at all three levels. It will be helpful if sites realize that efforts at all levels are mutually reinforcing. For example, the goal that "children are enriched by abundant positive early learning experiences and successfully transition into elementary school" is a Level 1 goal. However, it is closely related to the Level 2 goal that "curricula, pedagogy, and expectations are aligned between early childhood programs and community schools." Achievement of both of these goals is greatly facilitated by movement toward the Level 3 goal that state policy calls for "continuity of shared standards, developmental teaching methods, and support services between early childhood programs and the grades." The Linkage process encourages simultaneous effort at all three levels.

Sites will also notice the importance of developing a strong collaborative operating partnership with a seasoned intermediary. The Level 2 goal, "organizational, leadership, and funding ties exist between early childhood programs and community schools" describes the functional heart of the Linkages Project. The strength of these organizational, leadership, and funding connections will determine the degree to which local systems change, sustain, and expand those changes—and children and families benefit.

Using Planning Tools Effectively
A process for honestly reviewing results, goals and interim indicators can help early childhood and community school partners cultivate their partnership and build a vital sense of ownership. Such conversations may also disclose disagreement and tension between early childhood providers and community school staff due to differences in education and training; credentialing requirements, teaching schedules, pay scales, as well as administrative and accountability demands. In regards to this important process, we offer a set of field-tested basic assumptions partners should bear in mind as they begin negotiating the terms of their relationship.

Basic Assumptions for Early Childhood and Community School Partners to Consider

1. Schools and early care providers will benefit from being as specific as possible with each other. It is important to establish a tone of cooperation and trust. Vagueness can undermine agreements over time.

2. A framework for collaboration and partnership enables both sides to pursue multiple strategies, rather than staking everything on one item that may be one on which the other party has no leverage or available resources. A broad agenda ensures a broad set of discussions where there exist possibilities for finding shared goals.

3. While EC systems may be "not well-organized," it also remains true that many public schools systems are fragmented, especially in carrying out early childhood roles which may be scattered across multiple units. Internal negotiations within both EC provider groups and school districts are essential to develop a clear position for these external discussions.

4. Both groups need to be able to win something in the negotiations; neither should assume that the other will easily give up resources without getting a valued benefit in return.

5. Both sides must recognize the natural tensions built into negotiations, which may result in a shift of focus to marginal items, rather than the larger ones that really matter.
## Appendix B: Worksheet - Selecting Goals and Indicators for Child & Family

### Level 1 – Child and Family

**Result**

Children enter school physically, emotionally, cognitively and socially ready and are succeeding academically by 3rd grade.

| GOAL: Healthy, well-timed births. Women receive comprehensive reproductive health services including family planning, prenatal care, adequate nutrition and parenting education. |
|---|---|---|---|---|
| Project Focus? Y/N | Not There Yet | On the Way | ON Target | Exceeds Target |
| | | | | |
| Indicators: | | | | |
| Increased percentage of families who utilize these services; decrease in premature births; decrease in self-reports of unplanned pregnancies. | | | | |

| GOAL: Physical development. Children meet developmental milestones, maintain normal weight and are able to fully use their physical abilities. |
|---|---|---|---|---|
| Project Focus? Y/N | Not There Yet | On the Way | ON Target | Exceeds Target |
| | | | | |
| Indicators: | | | | |
| Children receive health services at recommended developmental intervals. They receive timely and comprehensive care for identified needs. | | | | |

| GOAL: Reduction of chronic absenteeism. Early chronic absence (i.e. missing 10% or more of school per year regardless of excused or unexcused) is defined and chronically absent students are identified and assisted. |
|---|---|---|---|---|
| Project Focus? Y/N | Not There Yet | On the Way | ON Target | Exceeds Target |
| | | | | |
| Indicators: | | | | |
| Schools have developed the capacity to track attendance using a universal student identifier. | | | | |
| Each school has an attendance team, which makes sure that families are contacted and home visits occur. | | | | |
| Schools partner with community agencies and families to understand the factors contributing to early absence to develop appropriate responses tailored to their realities. | | | | |

| GOAL: Parental Involvement. Parents are involved in their child’s school and school work. |
|---|---|---|---|---|
| Project Focus? Y/N | Not There Yet | On the Way | ON Target | Exceeds Target |
| | | | | |
| Indicators: | | | | |
| Parents facilitate learning by arranging for appropriate study time and space, monitoring homework, and/or actively tutoring their children at home. | | | | |
| Parents volunteer at school activities, work in classrooms and participate in school governance. | | | | |
| Parents who need help speaking and reading in English have access to affordable ESL classes. Translators and bilingual material are available at school. | | | | |
| Parents serve as outreach liaisons to other parents on behalf of the school. | | | | |
**GOAL: Supported and supportive families.** Children live in families that support their physical, emotional, cognitive & social development.

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- **Indicator** – Families know where to find multiple kinds of support of and are able to obtain it. Early support is available so that families can address problems early and manage crises.

- **Indicator** – Families gain, share and use knowledge and skills to support their children’s overall development.

**GOAL: High quality early learning continues into the grades.** Children have abundant positive early learning experiences & successfully transition into elementary grades.

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- **Indicator**: Increased number of slots in high quality early learning programs.

- **Indicator**: More children meeting age-appropriate developmental milestones.

**GOAL: Effective teaching and learning in K-3 classrooms.** Children are engaged in learning and master basic reading and writing skills by 3rd grade with achievement differences not explained by race or income.

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- **Indicator**: More children reading and writing at grade level.

- **Indicator**: More children gaining age-appropriate work habits in primary grades (i.e., persistence, task completion)
Appendix C: Worksheet - Selecting Goals and Indicators for School & Community

## Level 2 – School & Community

### Result
A results-driven, sustainable system of community schools provides continuous high quality services and learning experiences from early childhood through the grades.

### GOAL: ECE and CS are operationally connected.
Organizational, leadership, and funding ties exist between early childhood programs and community schools.

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- **Indicator:** Intermediary has strong connections to both ECE and CS.
- **Indicator:** Planning teams consist of ECE and CS staff, family members & community representatives.
- **Indicator:** ECE parents participate in CS leadership positions.
- **Indicator:** Specific ECE and K-3 funding streams are identified and tapped to support joint efforts.
- **Indicator:** Increased space in/near CS for ECE programming.
- **Indicator:** Knowledge of and agreement on CS requirements (health, academic, etc.) for entering ECE students.
- **Indicator:** Methods established for communicating the developmental strengths and needs of students entering CS.

### GOAL: Results-driven.
Agreement on results and indicators drives development across early childhood and community school efforts.

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- **Indicator:** A statement summarizing results and agreement on specific goals and interim indicators developed and used by partners as a planning tool.
- **Indicator:** Proposed activities are routinely vetted on the basis of their direct relationship to moving agreed-upon indicators and reaching goals.
- **Indicator:** Sites design action plans to move indicators and reach goals; specify participants and timeframes; and use them regularly to review and revise progress.

### GOAL: Aligned teaching and learning.
Curricula, pedagogy, and expectations are aligned between early childhood programs and schools.

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- **Indicator:** Continuation of parent participation and parent leadership strategies from ECE into CS.
- **Indicator:** ECE and CS staff respect the differences, similarities, demands and opportunities for mutual support and improvement between high quality early childhood programming and community schools.
- **Indicator:** ECE and CS jointly plan and participate in professional development opportunities.
- **Indicator:** ECE and CS staff share curricula and work to develop age-appropriate continuity in methods and instructional methods.

- **Indicator:** ECE and CS staff share strategies for working with children from diverse cultural and ethnic groups.

**GOAL:** **Scale-up underway.** A district-wide plan is expanding the number of community schools with coherent links to early childhood programming.

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- **Indicator:** A clear policy and practice framework for the relationship between ECE and CS has attracted the interest of funders and policymakers.

- **Indicator:** Data-based maps indicate where and how many children are not currently being served.

- **Indicator:** Plans target expansion to specific groups (all 3 year olds; low performing districts); and are justified based on available research and data.

- **Indicator:** Financing plans anticipate current and phased in costs.

- **Indicator:** State-level early childhood and education leaders are involved in continued planning and implementation.
### Appendix D: Worksheet - Selecting Goals and Indicators for State Policy

#### Level 3 – State Policy

**Result:**
Mutually supportive policies and practices link early childhood systems and public education.

**GOAL: Policy support.** Explicit policy statements by agencies outline the relationship between school readiness and school improvement and continuity of shared standards, developmental teaching methods, and support services between early childhood programs and the grades.

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- **Indicator:** Sites participate in existing state local children’s collaboratives (i.e., Success by Six; Smart Start; Build Initiative).
- **Indicator:** Contact is established with state ECE Advisory Council, Children’s Cabinet, and other federally mandated collaborative education groups.
- **Indicator:** Site districts are represented on the State Advisory Council and its committees.
- **Indicator:** Policymakers are informed by site visits, data, information on prove programs and practices.
- **Indicator:** Linkage partners include state staff experienced in collaborative work.
- **Indicator:** Shared standards for ECE/CS are developed that reflect current research on brain development and learning engagement, social-emotional development, as well as literacy, math and science skill building.
- **Indicator:** Constituents are kept informed; state leaders are held accountable.
- **Indicator:** Key leaders champion ballot initiatives/legislation to support linked ECE/CS.

**GOAL: Redirected resources.** Redirection of existing state resources to support the continuity of early childhood services and supports into the grades at more schools.

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- **Indicator:** Resources from state and federal funding streams including general health, mental health, disabilities services and family support, are identified.
- **Indicator:** Barriers to more flexible use of categorical funding streams across ECE/CS are clarified and communicated to state policymakers.
- **Indicator:** Policymakers are informed of gaps between existing funding streams and all the resources necessary to fund comprehensive systems.
- **Indicator:** Tying pre-k funding into K-12 school funding formula is explored.

**GOAL: Joint professional development.** Revision of professional development programs to promote shared curriculum, pedagogy, and instructional models.

<table>
<thead>
<tr>
<th>Project Focus?</th>
<th>Not There Yet</th>
<th>On the Way</th>
<th>On Target</th>
<th>Exceeds Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- **Indicator:** A plan for professional development includes ongoing training.
## Appendix E: Worksheet - Select and Monitor Activities

**Indicator:**

<table>
<thead>
<tr>
<th>Activity Name:</th>
</tr>
</thead>
</table>

### Guiding Questions

<table>
<thead>
<tr>
<th><strong>Relevance &amp; Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How is this activity relevant to the indicator?</td>
</tr>
<tr>
<td>• What resources are required and what opportunity costs are entailed as a result?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Participants</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who will provide oversight?</td>
</tr>
<tr>
<td>• Who implements the activity?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Timeframe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the estimated completion date?</td>
</tr>
<tr>
<td>• Is an extension required? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is a mid-course corrections required?</td>
</tr>
<tr>
<td>• How has this activity contributed to the indicator?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Next Steps?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we build on this accomplishment to further goals and/or results?</td>
</tr>
<tr>
<td>• What lessons have we learned that we want to share?</td>
</tr>
</tbody>
</table>
Appendix F: Linkage Stories

The following stories illustrate some of the activities already underway to connect early childhood services and supports to elementary education. They show early efforts at all three Linkage levels: Supporting children and families; promoting school level linkage; and introducing state level policy change.

**Level 1: Supporting Children & Families Enabling a Smooth Transition**

Joining Hands is a locally developed model to ensure that children move smoothly and successfully into kindergarten and the elementary grades by creating continuity through partnerships among Head Start, pre-K, public schools and community agencies. The New Mexico SPARK initiative has refined and expanded this transition process in participating schools. Principal-led teams are comprised of early childhood and elementary grade teachers, parents, and community-based service provider. Members receive intensive training in child development, as well as age appropriate curricula and teaching approaches and action plans address ways to align curriculum based on best practices; help teachers provide developmentally and culturally-appropriate early childhood education, help parents assist their children’s learning; and help all children build a strong social, emotional and academic foundation for school success. Changes in school operation have been seen in the introduction of parent liaisons; providing substitute teachers to allow school staff to participate in team meetings; and transfer of assessment data across preschool and kindergarten programs.

**Level 2: Promoting School Level Linkage Overcoming Barriers**

Wisconsin school districts decide if they want to offer state-funded pre-k programs and whether they will work with local partners. Collaboration coaches, paid for by the state, work with district and early childhood providers to facilitate partnership. For example, districts working to create closer ties between Head Start programs and its pre-k initiative came up with three different ways to overcome differences in teaching credentials. The school district requires a BA degree plus certification for teachers; Head Start requires an AA. Some districts hire a public school certified teacher to work in the Head start program; some provide funds to Head Start programs to hire their own; and some encourage team teaching– pairing credentialed district teachers with Head Start teachers.

**Bringing Head Start into Public Schools**

The Montello School District in Wisconsin combines Head Start and school district pre-k funding streams to provide the same high quality early education to more children. 37 percent of enrolled children are not funded by Head Start but monitors could not determine differences in services. Since this funding change, the number of Head Start students enrolled in this program has grown four fold.

**District-wide Scale Up**

The SPARK Initiative (Supporting Partnerships to Assure Ready Kids), funded by the W.K. Kellogg Foundation fosters partnerships among communities, schools, businesses, state agencies and families to ensure that vulnerable children are ready for school and that schools are ready for all children. In 2006, the Miami-Dade School District, under the leadership of Superintendent Rudy Crew, built upon and expanded work begun by Florida’s SPARK efforts. The Ready Schools Miami Initiative uses a comprehensive, systematic strategy to connect the school district, elementary schools, early learning centers, community-based organizations, higher education, the health...
community, and families. A district wide scale up is underway. Partnerships have placed teams of health professionals in each school and professional development sessions and data sharing have been instrumental in creating continuity and quality across education levels. xxiv

**Level 3: State Level Policy Change**  
**Redirected Funding**

Oklahoma legislators approved the Education Reform and Funding Act in 1990, moving pre-k funding into the state school funding formula. Subsequent legislation in 1998 allowed all school districts to receive formula funding to serve all four-year-old children regardless of income. xxv

**Professional Development and Better Classrooms**

New Mexico lawmakers, in an effort to promote qualified teachers, set aside 20% of allocated pre-k funds in 2005 for professional development and higher education scholarships. In 2006 they added $1.5 million in one time costs for developmentally appropriate equipment and classroom safety and $4 million to design and equip pre-k classrooms statewide. xxvi In West Virginia all 4 year-old children must have access to pre-k by the 2012-13 school year. Pre-K is folded in to the state school funding formula and requires county school systems to coordinate their pre-k programs and contracts. xxvii
End Notes


5 The Turnaround Challenge, p.2


14 A multi-state partnership created by a consortium of national and local funders of early childhood programs to assist states to construct a coordinated system of services and supports.

15 An advocacy organization that supports voluntary kindergarten for all 3 and 4 year olds.


19 SPARK Working Paper, p.3.


21 Developed by Sid Gardner, President, Children and Family Futures, San Diego, CA.


23 Better Outcomes for All, Center for Law and Social Policy/Pre K-Now, p.10.


Coalition for Community Schools
www.communityschools.org
The Early Childhood and Community Schools Linkage Project

Overview

The Early Childhood and Community Schools Linkage Project is a partnership with the Coalition for Community Schools (www.communityschools.org) at the Institute for Educational Leadership. The project is being implemented through the generous support of the W.K. Kellogg Foundation. The purpose of the project is to demonstrate strategic linkages between quality comprehensive early childhood opportunities and effective community schools that lead to better results for vulnerable children, and lay a foundation for success in school and life.

The project will focus on several key indicators: parent involvement, early chronic absenteeism, and reading by the third grade. Project sites will share what they learn with other communities, including tribes where applicable, and inform, influence, and inspire the development of a common state legislative framework to support this linkage by, for example, communicating with/presenting to state agency representatives and key state leaders.

Project Goals

The project’s goal is to show community schools as effective vehicles to promote access to and continuity of high quality curriculum, pedagogy, and expectations across early childhood programs and the early grades. Building on well-developed local capacity, Linkage Project sites will foster improved local, district and state level policies and practices.

Site work will be guided by intentional efforts to move toward broad, long-term results including: 1) improved outcomes for children and families; 2) a sustainable system of 0-8 education and supports; and 3) state level policies and funding mechanisms to ensure statewide linkage across early childhood and community school systems.

The Linkage Project envisions a deliberate integration of policy and practice at the local, district, and state level. It is designed to improve the quality and continuity of practice across early childhood programs and community schools; increase the scale of those efforts; and promote their sustainability.

The Coalition has identified three local jurisdictions with a mature core of community schools to meet this challenge and take advantage of the opportunity for growth and knowledge development it offers. During a 36-month funding period, these sites will work toward achieving:

- A sustainable, collaborative relationship among early childhood and community school partners at the local and state level;
- Agreement among partners on project goals and long range results;
- Implementation of an agreed upon strategic plan to achieve goals and move toward long-term results;
- State policy that supports early childhood and community school linkages; and
- Replication and scale up of efforts through shared ‘lessons learned’ locally and with other districts, communities, tribes where applicable, and statewide.
Rationale

Current research and policy initiatives confirm that coordinating high quality programming and policy support from early childhood through the elementary grades offers a direct pathway to school improvement.

Community schools promote a life-long learning continuum that begins well before the grades and continues long past graduation. Community school partners explicitly state that the development of the whole child is a critical factor for student success. Children do better when their families do better. In order to achieve the result that children enter school healthy and ready to learn, community schools provide services and supports the span the generations. They intentionally seek out family members; work to provide welcoming, single site sources of services, learning and recreation; and engage them as shared decision-makers.

Many community school initiatives already provide – or are connected to a range of early childhood programming including Head Start, day care, infant and well baby clinics, family support groups, intergenerational and pre-literacy programs. All of these help create relationships with young families and create a culture of involvement in their child’s learning throughout the grades.

Project Sites

Albuquerque, NM
Albuquerque Public Schools, Bernalillo County, City of Albuquerque (ABC) Community Schools Partnership holds the core value that parents, families and related stakeholders will work as equal partners to share responsibility and accountability for the well-being and educational success of all children. This diverse partnership will foster the alignment of services and systems that strengthen learning from birth to age eight. The ABC Community Schools Early Childhood Linkages Project will align systems through a process model that is based on collaboration and shared decision-making to support community schools for systemic change.

Multnomah, OR
The Oregon Early Childhood and Community School Linkages Project is an effort co-convened by Multnomah County Department of County Human Services SUN Service System and the State Commission on Children & Families. The project will initially focus on a minimum of three sites to strengthen the bridge and connection between early childhood efforts and community school strategies. In Multnomah County, the sites will be in either the David Douglas School District or Portland Public Schools. The third proposed site will be in the tribal community of the Confederated Tribes of the Siletz Indians.

Tulsa, OK
Tulsa Area Community Schools Initiative Linkages Project will connect the Tulsa Community Schools model with the already well established early care and learning system to achieve improved school readiness and success in the early years of school. Over the next three years, the Project will build upon existing strong community collaborations to provide an effective bridge between early childhood experiences and the initial school years at four Community School sites. Focus will be on creating an effective continuum of quality, developmentally appropriate opportunities for children aged 0-8 years in the Tulsa area.
“Countries with better educational outcomes than the U.S. have better early childhood programs, better health care, better housing, and early home nursing for newborns. America has got to look seriously at these interventions. We have to look at high quality health care, high quality preschool—all the wrap around services, before and after school programs, summer school, extended learning opportunities—if we want to improve educational outcomes.

Community Schools integrate many of these necessary interventions without a lot of government funds. Arne Duncan, Secretary of Education, from Chicago has successfully implemented 150 of these community schools, and I suspect this approach will be a feature of his education policy. I am not in a position to forecast the future, but I wouldn't be surprised if community schools become a key piece of the new education agenda.”

– Linda Darling Hammond, to an audience of education grantmakers, 2/09.

Meeting Objectives

❖ **Build Understanding:**
  - Learn about the EC&CS Linkages project, framework, the role of the advisory committee and the three EC&CS sites.
  - Learn about the latest news in community schools nationwide as well as what is happening in early childhood education.

❖ **Build a Network:** Get to know individuals at the meeting—the knowledge/resources they bring.

❖ **Build a Work Plan:** Site teams use input/inspiration from discussions to inform work plan.

**Thursday, February 26**

8:30  **Breakfast** – Network informally

9:00-9:40  **Welcome, opening remarks, and introductions**
Facilitated by Marty Blank, Director and Sarah S. Pearson, Deputy Director, Coalition for Community Schools

- Introduction to community schools.
- Advisory committee members (2 min each) share an update of news from their corner of the world: i.e., new reports, initiatives, research findings.
- Site teams introduce, but save updates for presentations later in the day.

9:40-10:00  **Lessons learned from the Kellogg SPARK Initiative** – Group discussion
Remarks by Mimi Howard, Education Commission of the States and Kwesi Rollins, Institute for Educational Leadership

- Lessons learned on how partnerships and leadership affect change in communities. How does this inform our Linkages Project?
- What were the impacts on children’s learning and on the leaders of schools and communities?
10:00-11:15  **Unpacking the linkages framework – priorities, results, goals, and more**  
Facilitated by Sarah Pearson and Atelia Melaville

**Group discussion – The framework**

*Guiding questions*
What are the framework’s strengths/weaknesses? Is the framework too flexible, not flexible enough? What pitfalls exist for gaining cooperation? What resources are available in these sites or nationally that should be tapped? Who must be brought to the table in the development of linkages at the site levels and eventually reaching statewide? What must happen to codify and sustain linkages between both worlds?

**Group discussion – The Big Picture: Convergence Around Early Childhood & Community Schools**  
Facilitated by Marty Blank

*Guiding questions*
There are multiple names (SB3, P-3, P-10, transition) for similar constructs, so what does the Linkages Project bring that is different? What are the possibilities of aligning various funded efforts around early childhood, ready schools, and community schools?

11:15-11:30  **Break – refreshments provided**

11:30-12:30  **Review of draft work plans from each site**  
Facilitated by Sarah Pearson

Each site team will have 20 minutes, including brief Q&A before moving to next group, to share an overview of their plans. Presentations will provide initial thinking on:

- Scope of plan, reach, capacity for reach, who is involved (partners), activities
- Significant initiatives already in play at the state and local level.
- Challenges or barriers faced.
- How the sub-grant can be used to build/strengthen linkages, identify new relationships, expand capacity, inspire new champions, and leverage existing resources.
- How the advisory committee and the Coalition can help.

12:30-1:30  **Working lunch – Advisory committee discusses site plans**  
Facilitated by Marty Blank

1:30-3:00  **Roaming advisory – Small group breakouts by site (rolling break)**  
Facilitated by Sarah Pearson, Marty Blank, Kwesi Rollins

Site teams meet separately with advisory committee members. Advisory committee members visit at least two site teams to provide intensive individual guidance.

3:00-4:00  **Reconvene for reflection on the day and discussion on next steps**  
Facilitated by Marty Blank and Sarah Pearson

4:00-4:15  **Adjourn after a round-the-table word of encouragement to sites.**
Details about dinner will be provided by Maame Ameyaw.

4:15-6:00  **Free time**

6:00  **Cross-site Networking Dinner at Buca di Beppo**  
1825 Connecticut Ave NW -- [www.bucadibeppo.com](http://www.bucadibeppo.com)  
Advisory committee members also invited.

*The Kellogg SPARK (Supporting Partnerships to Assure Ready Kids) Initiative was launched by the W.K. Kellogg Foundation in 2001, awarding grants to seven states and the District of Columbia to get children ready for school and schools ready for children. Three outcome and impact areas include: ready kids, ready schools, and ready communities. Community-wide partnerships were created through action plans that targeted specific populations of vulnerable children.*
Friday, February 27

8:30  Breakfast – Network informally

9:00-9:05  Welcome site teams and brief review of the previous day
Facilitated by Sarah Pearson

9:05-10:15  Lessons learned from previous day – Group discussion
Facilitated by Sarah Pearson and Jane Quinn, Children’s Aid Society

Guiding questions:

• Are you clear on the project results, goals, indicators?
• What internal and external forces, at your site, will require adjustments to your work plan?
• What local/state initiatives help/hinder the work?
• What technical assistance will you need?
• What relationships need to be established to help move linkages together?
• What resources are available to you that may leverage this work?
• How can the Coalition, Children’s Aid, or others help?

10:15-10:30  Break

10:30-11:30  Planning time with input from Coalition and Children's Aid Society staff
Facilitated by Sarah Pearson, Jane Quinn, and Kwesi Rollins

Sites work in teams on finalizing work plan, MOU, budget, budget narrative

11:30-12:30  Cross-site networking lunch at IEL

12:30  Next steps and adjourn
Coalition for Community Schools

Early Childhood & Community Schools Linkages Project
February 26-27, 2009

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Jorja Armijo-Brasher
Jorja Armijo-Brasher, a native New Mexican, was born in Silver City where her parents, Daniel and Lola Armijo, attended college and became life long teachers in bilingual education. Their dedication to education in New Mexico inspired her to begin her career as one of the first kindergarten teachers in Albuquerque Public Schools.

For the past 40 years she has demonstrated vision, wisdom and dedication in early childhood education in the state of New Mexico. As the current Division Manager of Child and Family Development Services for the City of Albuquerque, Jorja provides leadership for child development programs for low income children and their families. In 1989 she directed a federally funded Comprehensive Child Development Program, a national research project that established the criteria for Early Head Start Programs. In 1990, in partnership with Albuquerque Public Schools, Jorja initiated four Child Development Programs funded by the City. Currently, eight of these programs are state funded PreK programs.

In 1997 the City was awarded, under Jorja’s leadership, one of the first Early Head Start Programs in New Mexico and currently is providing comprehensive services to 64 children birth to age 3 and their families. Jorja’s wide embrace builds relationships among diverse political and administrative groups to ensure that the early care and education system meets the needs of every child in New Mexico.

Currently she services, as the behest of the Lt. Governor, on the Early Childhood Networking Action Committee, is an elected member of the Board of New Mexico Head Start Association and is a member of the New Mexico Early Childhood Alliance. Jorja has written interagency agreements and collaborated with numerous agencies in developing early childhood programs, bringing organizations together for the first time to fund early child care and education.

Jorja is a volunteer for the APS public broadcasting station, KANW-FM, where her interview show, “Concerning New Mexico,” focuses on the currently political and social issues in the state. For 15 years she has co-hosted a popular Saturday morning call-in show which plays traditional music by New Mexican artists.

In 2008 Jorja was awarded the Governor’s Award for Outstanding New Mexico Women.
Dolores Griego
Dolores Griego, a native and lifelong resident of New Mexico, traces her ancestry back to the 1400’s. She has been a community activist on the issues of health care, education and seniors. Mrs. Griego currently sits on the board of Albuquerque Public Schools. She also is on the Community Schools Partnership Board which is a collaborative between APS, Bernalillo County, and the City of Albuquerque. Since 2000, she has been a grassroots activist. She was the first community organizer in New Mexico, advocating for the Healing Healthcare Project. Mrs. Griego belongs to the New Mexico School Boards Association, the National School Boards Association, as well as the National Association of Latino Elected and Appointed Officials. She has been a lifelong advocate for children. She spent her career working in youth homes and has also been involved in prison ministries in the State of New Mexico. She is a mother of 3 and a grandmother of 8. Mrs. Griego has a B.A in Political Science and History from the University of New Mexico, and a M.A. in Public Affairs, specializing in Governmental Policy and Procedures from Highland University.

Richard LaPan
Richard LaPan is a Senior Policy Analyst with the Office of Education Accountability in the New Mexico Department of Finance and Administration. During his tenure in state government he has been responsible for implementing school reform initiatives including New Mexico PreK, Charter Schools, and the Carnegie Middle Grade School State Policy Initiative. He currently serves as a member of the executive committee of the GED Testing Service National Advisory Board and has extensive training and experience in marketing and communications, organizational development and strategic planning. In addition to his work as a teacher, consultant, facilitator and administrator, Richard worked in the Community Mental Health field as a counselor and clinical supervisor. He holds degrees in Early Childhood Education; Language and Perception; and Counseling and Education.

Julie Morgas Baca
Julie Morgas Baca was appointed Deputy County Manager of Community Services in January, 2004. She manages the day-to-day operations and long-term objectives for the following departments: Parks and Recreation, Building Planning, Zoning, Environmental Health and Housing. She also manages Special Projects, Economic Development and Capital Improvement Projects. She worked for the judiciary 17 years and has a high level of experience in the legislative, budget, procurement and finance areas. She was appointed to serve on the New Mexico Worker’s Compensation Pool Board in 2007 and is currently the Chair of the Albuquerque, Bernalillo County Community Schools Partnership.

Ms. Morgas Baca was appointed as the Fiscal Services Director for the Second Judicial District Court in 1995 where she oversaw and monitored the state’s largest court’s operating budget as well as all trust accounts. She managed the day-to-day operations for the following departments: Fiscal Services, Purchasing, Court Interpreters and Pre-Trial Services. She served as the Support Services Manager for the Second Judicial District Court from May 1989 to April 1995 in which she supervised the Purchasing Division. Her career began with the Court in 1987 where she worked as a Financial Specialist.
Heather Vaughn
Heather Vaughn is the Early Childhood Program Coordinator for the Albuquerque Public Schools. She has thirty years of combined teaching/administrative experiences working in the field of early childhood education/intervention and special education. Her professional experience includes positions in North Dakota; Zuni Pueblo; London; Boston, and Albuquerque. She has held key leadership roles in NMAEYC and in the NAEYC’s State Affiliate Council. Her primary responsibilities in serving pre-k-2 in APS’ 87 elementary schools includes overseeing and coordinating the development and implementation of the state’s Pre-K Initiative; providing year-long professional development for lead early childhood teachers to support early childhood best practices within a standards-based system; supporting systems alignment for program development and implementation of national, state, and district initiatives; and facilitating the APS Early Childhood Collaborative, which is comprised of early childhood professionals from the district, private sector, community-at-large, and higher education.

Multnomah County, Oregon

Iris M. DeGruy-Bella
Iris M. DeGruy-Bella has worked in government for many years; she is currently the Deputy Director of the State of Oregon, Commission on Children and Families. Prior to this she served as the Chief Operating Officer for Multnomah County in Multnomah County, Oregon.

Iris holds a Bachelor of Arts Degree in Political Science from the University of California, Santa Barbara and Master's Degree in Government with an emphasis on public policy studies from Claremont Graduate University. She has received additional training from the Harvard Graduate School of Education Interdisciplinary Professional Development Collaborative, Brandeis University Center for Urban Studies, U.S. Congressional Training in Legislative Affairs, Executive Leadership training from the Federal Executive Board, as well as training in the areas of Child Welfare, Youth Investment and Community Economic Development. She has served as a grant reviewer for the federal government and has also worked internationally on rural development projects. She also has an extensive background in working with non-profit / non-governmental organizations (NGO's).

Elana Emlen
Elana Emlen has been the Early Childhood Coordinator at the Multnomah County Commission on Children, Families and Community for the past eight years. In that capacity, Elana has worked on projects and managed contracts to improve the quality of child care, increase access to parent education, reduce childhood obesity, and improve the kindergarten transition. Elana staffs the Early Childhood Council, which is comprised of representatives from a broad array of early childhood organizations, and which advises the Commission on Children, Families and Community and also the County Board of Commissioners. Prior to working in this position, Elana worked in DC in a Congressional office, at the Oregon Legislature, for the State of Oregon and for the City of Portland. Elana has a BA from Brandeis University and a Masters in Public Administration from the University of Washington.
Pat Pitman
Pat Pitman works at the Oregon Commission on Children and Families with Oregon's Healthy Start, a Healthy Families America (HFA) accredited program, Relief Nurseries, Court Appointed Special Advocates (CASA), child care and initiatives such as Early Childhood Systems Development and Runaway and Homeless Youth. Pat facilitates the work of the Early Childhood Matters Council and oversees the continuing implementation of Oregon's Early Childhood Matters framework. Her prior experience includes provision of technical assistance to communities in the implementation of their strategic plans for children and families, and work in one county to develop a Family Resource Center, co-locating a variety of services for families in one non-stigmatizing location.

Peggy Samolinski
Peggy Samolinski is the Division Manager for the SUN Service System, a division within Multnomah County's Department of County Human Services. The SUN Service System is an aligned system of care bringing together key social supports for children and families to support academic success and self-sufficiency. She has worked in the County developing and managing programs and systems of services for 14 years; her social work background goes back over 20 years. Ms. Samolinski has played a key role in developing the policy framework for aligning programs for school age children and their families into systems of care that strengthen collaboration and partnerships across the County. In her current role she is overseeing the implementation of this system, including developing integrated data collection and evaluation processes for the system. Ms. Samolinski holds a Bachelor's degree from the University of Wisconsin-Madison and a Master's in Social Work from Portland State University.

Tulsa, Oklahoma
Jan Creveling
Jan Creveling is the Community Service Council’s senior planner and is responsible for developing the governance, infrastructure, funding and core component resources for the Tulsa Area Community Schools Initiative (TACSI). In 2005, Ms. Creveling was a Community Service Council Consultant to Metropolitan Human Services Commission in which she worked to provide leadership and guidance in the development of the local community schools concept. Ms. Creveling has also worked for the Community Service Council as the Senior Planner for Family Support responsible for directing the implementation and management of the Tulsa Alliance for Families collaborative family support/family preservation federal Department of Health and Human Services grant. Before this she was the Community Service Council Co-Director of Area Prevention Resource Center funded by the Department of Mental Health and Substance Abuse Services.

Ms. Creveling is also a member of the Junior League of Tulsa with extensive volunteer experience in working in the area of child welfare – focus on early childhood development, child abuse and neglect, public affairs and child advocacy. As Community Vice President provided leadership for the development of the Child Abuse Network- a multi-disciplinary approach to the investigation of child abuse and became a founding member and president of the National Network of Child Abuse Centers. Jan was also appointed by Governor Bellmon to serve on the Oklahoma Commission on Children and Youth which oversees all of the Oklahoma children services and reappointed by Governor Keating to service as the Commission’s Chair and participate in the National Governor’s Association planning process.
Jan Figart
Jan Figart is the associate director and senior planner in maternal and child health at the Community Service Council of Greater Tulsa, Inc. This role includes the development of community collaborative, staff support for coalitions, program development, grant writing, program evaluation and analysis of community trends.

Ms. Figart’s career of 30 years includes an Associate Degree from Tulsa Community College, a bachelor degree from Langston University and a master’s degree from the University of Oklahoma. Her major has always been nursing. However, homogenous her education goals, she has had diverse opportunities in her career as educator at Rogers State University and the University of Phoenix, administrator with Northeast Oklahoma Area Health Education Center and the Margaret Hudson Program and finally, as analyst and advocate with the Community Service Council. In the last ten years, Ms. Figart has focused her energies on children’s issues in the Tulsa community. She has provided leadership to the Tulsa Healthy Start Initiative, early childhood initiatives and services for the uninsured.

Ms. Figart’s accomplishments have been acknowledged by Sigma Theta Tau, Zeta Delta Chapter with a Nursing Leadership Award; Tulsa Community College with a Best of TCC Alumni Award; University of Phoenix with the Faculty of the Year Award; and the American Red Cross with a Humanitarian Award.

Janet McKenzie
Janet Jolly McKenzie is a National Board Certified early childhood educator with 31 years experience teaching Pre-K through first grade in a variety of setting, including multi-age, special needs and English language learners. She is currently teaching in a full-inclusion K-1 special needs classroom at Kendall-Whittier Elementary in Tulsa, Oklahoma. She holds a bachelors degree in Special Education and master’s degree in Early Childhood and Elementary Education. Janet has served as an adjunct professor of Early Childhood Education at Oklahoma State University and is an active advocate for early childhood issues locally, and at the state and national levels. Janet serves as a member of Jumpstart Tulsa and on the board of Smart Start Oklahoma and Oklahoma Early Childhood Teacher's Association.

Paige Whalen
Paige Whalen is the Quality Enhancement Initiative Coordinator at the Child Care Resource Center a program of the Community Service Council of Greater Tulsa, Inc. This role includes the development of community collaborations in support of early care and learning programs in achieving the highest quality care and best practices with regard to children and families. The QEI in Tulsa is a model Accreditation Facilitation Project, recognized by the National Association for the Education of Young Children.

Ms. Whalen’s career of over 20 years includes a Bachelor’s degree in Child Development and a multitude of geographically diverse experiences teaching young children, administration of child care programs and program management, coordination and support.
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Sharon Adams-Taylor is the Associate Executive Director in Program and Resource Development for the American Association of School Administrators. She joined AASA in 1990 as the director of a youth development program. Prior to working at AASA she was the senior program associate with the Children’s Defense Fund and she has worked in the University of North Carolina’s Child Health Outcomes Project and for the National Institute of Child Health and Human Development. Sharon Adams-Taylor has also published articles and books on the subjects of children’s health. She holds a Bachelor of Science from Howard University, a Master of Public Health in Maternal and Child Health from the University of North Carolina, and a Master of Arts from the Catholic University of America.

John Bancroft
John Bancroft is the Assistant to the Superintendent for Early Learning at the Puget Sound Educational Service District (PSESD). In that role, John is involved in state and federal public policy and advocacy issues. He also serves as the Executive Director of the Educare Early Learning Hub at Greenbridge, part of the White Center Early Learning Initiative (WCELI). When fully completed in the Fall of 2009, this Hub will provide full day full year Educare/Head Start services to 134 children birth to five and their families. The Educare site will also serve as a training Hub for all early learning providers in White Center and the larger region.

John was Executive Director of PSESD’s Head Start program from 1990 until 2008, providing child development and family support to 1,800 low-income young children at 60 sites in King and Pierce counties. These services are provided primarily through partnerships with school districts, private non-profit agencies, community colleges, and licensed child care centers and homes.

He has served as a consultant to the Bill and Melinda Gates Foundation on financing and program models for early childhood programs and community-based quality improvement initiatives. Prior to coming to Head Start, John worked for the Washington State Office of Child Care Policy, the Seattle Public Schools, and as Director of child care programs in the University of Washington’s family housing.
Helen Blank
Helen Blank is Director of Leadership and Public Policy, working on child care and early education issues, at the National Women’s Law Center. Previously Ms. Blank served 24 years as the director of the Child Care and Development Division at the Children's Defense Fund. While at the Children's Defense Fund, Ms. Blank spearheaded a variety of efforts for improved early learning legislation. In an effort to pass the Act for Better Child Care, the first comprehensive federal child care legislation, she organized the Alliance for Better Child Care. Additionally she developed a guide for the implementation of the legislation that was enacted, the Child Care and Development Block Grant, that was widely used by state policymakers and child care leaders. In 1991, she led an effective campaign to convince the Bush administration to issue regulations for the Child Care and Development Block Grant that allowed states to use the new federal funds in the best interests of children. She was also a leader in efforts to expand and improve the child care provisions in welfare reform, subsequently developing a guide to assist states in implementing the provisions. In addition, she created the Child Care Now!® Campaign, an ongoing initiative, which attempts to focus attention on early care and education.

She has authored and co-authored numerous major studies, articles, and papers on state pre-k and childcare policies. While at CDF, she created and led the Emerging Leaders Program for up and coming leaders in early care and education and at the National Women’s Law Center co-directs PLAN, the Progressive Leadership and Advocacy Network for emerging leaders focusing on issues affecting low-income women and their families.

Prior to her work at the Children’s Defense Fund, she spent two years at the Child Welfare League of America where she was instrumental in the development of child welfare reform legislation. Working with the National Child Nutrition Project, she directed a model food stamp outreach campaign in the Washington Metropolitan area that increased food stamp participation, and resulted in major improvements in the administration of the program in several local jurisdictions. In addition, she helped advocate for replication of this campaign in a number of states.

Ms. Blank is a member of Teach for America’s Early Childhood Advisory Board, the T.E.A.C.H.® Early Childhood Advisory Committee, the Child Care Food Program Sponsors’ Forum, and the Advisory Board for LISC, the Local Initiative Support Corporation.

Charlie Bruner
Charles Bruner serves as Executive Director of the Child and Family Policy Center. He holds an M.A. and Ph.D. in political science from Stanford University, and received his B.A. from Macalester College. He served twelve years as a state legislator in Iowa.

Through the Child and Family Policy Center, Charles provides technical assistance to states, communities, and foundations on child and family issues and heads the technical assistance activities of the federally-established National Center for Service Integration. Through funding from the Ford, Kauffman, and Packard Foundation, Bruner also directs the State Early Childhood Policy Technical Assistance Network, providing evidenced-based assistance to state decision-makers on school readiness issues.

Bruner has written widely on public policy approaches to developing more comprehensive, community-based responses to children, family, and neighborhood needs.
Gary Chapman
Gary Chapman M.S.W., Ed.S, is the Deputy Vice President for Field Operations at the Communities In Schools (CIS) national office. Gary oversees operations for the network of 14 state offices and nearly 200 local affiliates throughout the country reaching more than 1.2 million students annually. He has spent twelve years with CIS serving as an Executive Director of a thriving local affiliate, principal of a small-schools model, and nationally overseeing the expansion of Performance Learning Centers across the CIS network to increase on-time graduation and college readiness for at-risk high school students. His experience includes education, non-profit administration, mental health, domestic violence intervention, family therapy, and sexual abuse counseling.

Richard Clifford
Richard M. Clifford, Ph.D., is a senior scientist at the Frank Porter Graham Child Development Institute at The University of North Carolina at Chapel Hill. Dr. Clifford’s training is in Educational Administration with specializations in Political Science and Research. He began his career teaching and serving as a principal in public schools. For more than 25 years, he has studied public policies and advised government officials and practitioners on policies affecting children and families.

In 1993-94 Dr Clifford took a leave from UNC-CH to help establish and to serve as the first director of the Division of Child Development in the North Carolina Department of Human Resources, and help with the design and implementation of the state’s Smart Start early childhood initiative. He also was instrumental in the establishment of the More at Four Pre-kindergarten program in North Carolina and continues to serve on the Governor appointed advisory board and its executive committee.

Dr. Clifford has served as co-director and principal investigator for the National Center for Early Development and Learning and also as co-director of the State-Wide Early Education Programs (SWEEP) Study. Dr. Clifford is currently co-director of FPG’s FirstSchool initiative, developing new models for children’s first experience in school. He is a past president of the National Association for the Education of Young Children.

Gale Cunningham
Gale Cunningham is the executive director of the Jefferson County Committee for Economic Opportunity, the Community Action Agency based in Birmingham, Alabama. She also directs JCCEO’s Child Development Services Division, which includes Head Start and Early Head Start programs serving nearly 1600 children. All JCCEO Head Start centers are accredited by NAEYC, the National Association for the Education of Young Children, the highest accreditation available to early childhood centers. The program is also recognized as a Program of Excellence by the National Head Start Association. With a staff of nearly 500, JCCEO also operates a wide variety of other programs for low-income families and individuals, including adult day care centers, senior nutrition centers, a substance abuse prevention program, low-income home energy assistance, home weatherization, asset building, family development, housing counseling and revitalization, and youth services. Ms. Cunningham was formerly an assistant professor responsible for coordination of the early childhood associate degree program at Delgado Community College, New Orleans, Louisiana. She also served as senior research associate with the CDA revision and expansion project at Bank Street College, New York City, and as field representative for the Bank Street College Parent Child Development Center Replication Project.
Ms. Cunningham serves on a number of boards and advisory committees in Birmingham, in Alabama, and across the nation. These include the Children’s Hospital of Alabama, Housing Enterprise of Central Alabama, the Birmingham Museum of Art, the Governor’s Pre-K Council, and the national Head Start Advisory Panel on Research and Evaluation. She chaired the NAEYC Commission on Early Childhood Standards and Criteria, and currently serves on NAEYC’s Board of Directors as treasurer.

Reared in Jackson, Mississippi, Ms. Cunningham earned a bachelor’s degree in American history from Connecticut College, New London, Connecticut, and a master’s degree in early childhood education, supervision, and administration from Bank Street College of Education in New York. She was a Fulbright Fellow in Ghana, West Africa, studying child rearing and the transmission of traditional craft skills and she has traveled extensively and developed a unique private collection of African and African-American artwork and literature. She has one daughter, Kelli, who is a business owner and entrepreneur in the Birmingham area.

Libby Doggett
Libby Doggett is a Deputy Director in the Pew Center on the States, a division of The Pew Charitable Trusts. Prior to joining the Trusts, Dr. Doggett directed Pre-K Now, funded by the Trusts and other foundations to secure high quality pre-k for all three and four year olds across the country. Through the success of this campaign and others, Pew hired Doggett to oversee four projects which support state campaigns to advance smart state policies and practices that help young children become healthy, productive adults. These efforts seek to expand high quality pre-k, improve access to dental care for disadvantaged children, expand proven home visiting services for at-risk families, and educate business leaders about the economic returns to investments in children prenatal to age five.

Upon coming to Washington, D.C., in 1995, Dr. Doggett worked in the U.S. Department of Education, where she served as special assistant to the director of special education (OSEP) and as executive director of the Federal Interagency Coordinating Council, coordinating multiple federal services for infants, toddlers, children with disabilities, and their families. She then worked for the National Head Start Association, directing their HeadsUp! Reading program, an innovative, credit-bearing course designed to provide early-childhood professionals the skills needed to help young children learn to read and write.

Dr. Doggett’s public-service record predates her tenure in Washington. In her home state of Texas, she served as the executive director of the Arc of Texas. She also helped found and then chaired the Disability Policy Consortium, a coalition of 20 Texas disability advocacy organizations. Dr. Doggett also co-authored the first book written on child care and the Americans with Disabilities Act.

Mimi Howard
Mimi Howard joined the ECS staff in November 2005. She has worked in the field of early education and development for over 30 years and has been involved in a number of efforts to evaluate and analyze the impact of services and support as they relate to policy recommendations and decisions. Mimi manages and directs all of ECS' policy work on early childhood education, kindergarten and pre-K. Before coming to ECS she held positions in the Office of Governor Roy Romer, First Impressions, the Governor’s Initiative on Early Childhood Education, and at the Center for Education Policy Analysis, Graduate School of Public Affairs, and University of
Colorado Denver. Mimi holds Bachelor’s degrees in Psychology and French Language and Literature from the University of Colorado and a Master’s degree in Child Development from Colorado State University.

**Ayeola Fortune**

Ayeola Fortune serves as the Director of Extended Learning Opportunities and Development Project for the Council of Chief State School Officers, researching extended learning programs and aiding state education agencies. She has also researched summer learning opportunities in high-poverty school districts. She advocates for states to build the infrastructure necessary for extended learning programs and has worked with the Afterschool Technical Assistance Collaborative. She earned her Bachelor’s Degree in Government from Lehigh University and holds a Master’s Degree in Political Science from the University of Pittsburgh.

**Sharon Lynn Kagan**

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Co-Director of the National Center for Children and Families, and Associate Dean for Policy at Teachers College, Columbia University and Professor Adjunct at Yale University's Child Study Center.

Kagan, recognized nationally and internationally for her work related to the care and education of young children and their families, is a frequent consultant to the White House, Congress, the National Governors’ Association, the U.S. Departments of Education and Health and Human Services, numerous states, foundations, corporations, and professional associations, and serves on over 40 national boards or panels. She has been the President of the National Association for the Education of Young Children (NAEYC), the Co-Chair of the National Education Goals Panel on Goal One, Chair of the Family Support America’s Board of Directors, a member of President Clinton’s education transition team, and National Commissions on Head Start and Chapter 1. She is dedicated to early childhood education, having been a Head Start Teacher and Director, as well as an administrator in the public schools and Director of the New York City Mayor’s Office of Early Childhood Education.

In addition to these contributions, Dr. Kagan is globally recognized for her unique scholarship. In over 250 publications including 13 volumes, Kagan’s analytic work has helped the field define school readiness, the early childhood system, dimensions of collaboration, and leadership in early care and education. With scores of grants from America’s leading foundations and the federal government, Kagan has researched early childhood pedagogy, strategies for service integration, and the evaluation of social programs. She is working throughout the world with UNICEF, assisting developing countries develop early learning guidelines. Perhaps most importantly, however, Kagan may be best known as the only woman in the history of American Education to be recognized for these contributions with its most prestigious awards: the 2004 Distinguished Service Award from the Council of Chief State School Officers (CCSSO), the 2005 James Bryant Conant Award for Lifetime Service to Education from the Education Commission of the States (ECS), and the Harold W. McGraw, Jr. Prize in Education.
Karen Mapp
Karen L. Mapp is a lecturer on education at the Harvard Graduate School of Education with a focus on educational leadership and educational partnerships between schools, families, and communities. She has previously worked as the Deputy Superintendent of Family and Community Engagement for the Boston Public Schools and has directed the Institute for Responsive Education. She has researched and advocated for strong school, family, and community partnerships as well as authored several articles and a book. Karen Mapp holds a bachelor’s in psychology from Trinity College, a master’s in Counselor Education from Southern Connecticut State University, and a doctorate and masters of education in Administration, Planning, and Social Policy from the Harvard Graduate School of Education.

Sara Mead
Sara Mead conducts research and writes about early childhood, elementary, and secondary education. Her work has been featured in The Washington Post and USA Today, and on CBS and ABC News. Before joining New America, Ms. Mead was a senior policy analyst with Education Sector, where she focused on issues related to early childhood education and to increasing choice and diversity in public education. She has also worked for the Progressive Policy Institute, where she remains a nonresident fellow, the U.S. Department of Education, and the Gore 2000 presidential campaign. Ms. Mead serves on the boards of Democrats for Education Reform and the Apple Tree Early Learning Public Charter School in Washington, D.C.

Sandra Miller
Sandra Miller is the Director of the Office of Early Learning and School Readiness (OEL&SR), Ohio Department of Education (ODE). Her responsibilities include program and fiscal over-site for four preschool programs: the Early Learning Initiative, Early Childhood Education, Even Start and preschool Special Education. In addition, the OEL&SR responsibilities include guidance and technical assistance related to all aspects of kindergarten services. Currently Dr. Miller serves on the statewide professional development committee and the higher education articulation committee, and is working on a project to bring together individuals conducting research of early childhood initiatives to share their work. She continues to work with the leadership of SPARK Ohio in the Ready Schools initiative.

Adele Robinson
Adele Robinson is the Associate Executive Director of Policy and Public Affairs, directing federal and state policy and public communications efforts. NAEYC is the world’s largest association of early childhood professionals working with and for children from birth through age 8. Prior to joining NAEYC, Ms. Robinson was a Senior Program Associate in the Government Relations division of the National Education Association and was Director of Government Relations for the National Association of State Boards of Education. She was a Legislative Assistant to the U.S. Senate Committee on Labor and Human Resources, responsible for legislation relating to early childhood, elementary and secondary education, and higher education.

NAEYC is considered by Congressional offices as a critical advisor on Head Start, the Child Care & Development Block Grant, provisions in No Child Left Behind particularly regarding literacy and teaching young children, teacher quality provisions of the Higher Education Act, and other legislation that discusses access to and quality of early learning from birth through third grade.
Ms. Robinson is co-author of Advocates in Action: Making a Difference for Young Children, an advocacy guide used by many colleges in policy coursework, and Risky Credit, an article on tuition tax credits in the framework of education and tax equity policy, published in the Stanford Law & Policy Review, as well as other articles.

She earned her undergraduate degree from Yale University and her law degree from Boston University School of Law. Before working in public policy, Ms. Robinson was an attorney in a law firm in Boston.

**Lisbeth Schorr**

Lisbeth B. (Lee) Schorr is Lecturer in Social Medicine at Harvard University and a Senior Fellow of the Center for the Study of Social Policy. She is a member of the Executive Committee of the Aspen Institute's Roundtable on Community Change, and was its founding co-chair.

Ms. Schorr has woven many strands of experience with social policy, community building, education, and human service programs together to become a national authority on “what works” to improve the future of disadvantaged children and their families and neighborhoods. She founded the Pathways Mapping Initiative (PMI) of the Project on Effective Interventions to develop new approaches to building a stronger knowledge base about “what works.” She has held leadership positions in many of the major national efforts on behalf of children and youth, including the National Center for Children in Poverty, City Year, the National Academy of Science's Board on Children and Families, and the Foundation for Child Development. From 1998 to 2007 she was a member of the National Selection Committee of the Ford Foundation/Kennedy School Awards for Innovations in American Government.


**Fasaha Traylor**

Fasaha Traylor has worked to improve social and educational opportunities available to young people and communities of color for more than 25 years. She has worked in philanthropy for 16 years, the last five as a senior program officer for the Foundation for Child Development. She is working on Mapping the PK-3 Continuum (MAP), FCD's new grantmaking program focused on restructuring the pre-kindergarten and early elementary years, and on improving the qualifications of the early childhood workforce to teach and reach diverse student populations with a variety of learning needs. She is vice president of the board of Philadelphia Citizens for Children and Youth and a board member of Grantmakers for Children, Youth, and Families and the Unitarian-Universalist Service Committee. She holds an undergraduate degree in economics from LaSalle University and a M.A. in urban studies from Temple University, where she also completed doctoral coursework in sociology. Throughout her career, and in a variety of settings, she has been passionately devoted to helping people use knowledge to change themselves and their worlds.
Jessica Vick
Dr. Jessica Vick is a developmental psychologist and researcher whose goal is improving the developmental trajectories of children from low-income families. Jessica coordinates National Center for Children on Poverty’s (NCCP) Pathways to Third Grade Success, a project funded by the Kellogg Foundation. This project is designed to promote strategic cross-system community level action to improve outcomes for children and to promote early school success.

Jessica’s research has examined how teacher-child relationships can serve as a protective factor for children living in high-risk family environments. She was also involved in an evaluation of an infant mental health intervention implemented within Early Head Start. Prior to joining NCCP, Jessica taught in the US and Japan, and worked for Child Trends, where she assisted with the coordination of roundtable meetings on measuring quality in early care and education settings and co-authored a Compendium of Child Care Quality Measures.

Marci Young
Marci Young is a deputy director in the Educational Issues department of the American Federation of Teachers (AFT). Marci oversees the early childhood education work of the department and runs the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF). She is responsible for projects and activities that support AFT’s policies and projects related to high-quality early childhood education. Marci oversees the development and expansion of union-sponsored professional development for early childhood members and she provides assistance to AFT national departments and affiliates who represent early childhood staff related to policy, legislation and professional development.

Before its affiliation with AFTEF, Marci Young was Executive Director of the Center for the Child Care Workforce (CCW) when it was an independent nonprofit agency. During her tenure at CCW, Ms. Young oversaw all programmatic and fiscal operations of the organization including the development, production and dissemination of research reports, advocacy tools and training programs to promote leadership and career advancement for early childhood teachers and staff. She has co-authored several research studies about the early childhood education field with specific emphasis on the workforce.

Before joining CCW, Ms. Young taught kindergarten in the Montgomery County, Maryland Public School system. She is the mother of a preschooler and a 2nd grader in Montgomery County public schools.
Craig Baker, Ed.D.
Craig Baker joined the Gardner Center in July, 2005. Just prior to becoming the Executive Director of the John W Gardner Center, he was the Vice President of Learning Experiences and Executive Director of the Robert N. Noyce Center for Learning at The Tech Museum of Innovation, in San Jose, California. Dr. Baker went to The Tech having 22 years experience in public education: as teacher, principal, and assistant superintendent, with both the Pájaro Valley Unified and the Redwood City School Districts. Dr. Baker spent several years as Director of Leadership Schools for the Bay Area School Reform Collaborative (BASRC) and served two years as a Board of Trustee for the Redwood City Elementary School District. He received his Bachelors and Masters of Science degrees in Psychology and Education from the University of California at Santa Cruz; his School Administration Credential from San Jose State University; and his doctorate in education from the University of San Francisco.

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Shelly Masur
Shelly Masur joined the Gardner Center in September 2008. Ms. Masur comes with experience in programs and policy in a variety of positions. Most recently she served as the Sr. Director of After School Programs for Girls Inc. of Alameda County. Prior to Girls Inc., Ms. Masur was a consultant for the ACLU on youth health and policy issues and the Director of the Adolescent Health Collaborative, a public-private partnership that works to improve the health and well-being of teens throughout California. With over 15 years of experience in youth issues, Ms. Masur also serves as an elected member of her local school board and holds a Masters in Public Health from Hunter College/City University of New York and a Bachelor’s degree from Macalester College.

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Atelia Melaville
Atelia Melaville (Tia) is an independent consultant living in Arnold, Maryland. A former early childhood educator and director of a university-based child development center, Tia has been involved with the Coalition for Community Schools as a writer and researcher since its inception.

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Jane Quinn
Jane Quinn is the Assistant Executive Director for Community Schools, For The Children’s Aid Society where she directs work to create partnerships between public schools and communities. She holds more than thirty five years of experience as a social worker and youth worker, facilitating program development, fundraising, grant making, direct services, and research and advocacy. Previously, she served as the Program Director for the Wallace-Reader’s Digest Funds and she directed a national study of community-based youth organizations for the Carnegie Corporation of New York. She co-edited the book *Community Schools in Action: Lessons from a Decade of Practice* with Joy Dryfoos. Jane Quinn earned her bachelor’s degree in economics from the College of New Rochelle and her master’s from the University of Chicago’s School of Social Service Administration.

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**Martin J. Blank**  
Martin Blank is the Director of the Coalition for Community Schools at the Institute for Educational Leadership. The Coalition brings together leaders and networks in education, family support, youth development community development, government and philanthropy behind a shared vision of community schools. Community schools work to improve student learning and development, strengthen families and build stronger communities.

He provides technical assistance to local communities on school and community relationships, working particularly through national alliances such as the United Way of America and the Public Education Network. In Washington, DC, Marty is serves on the Executive Committee of D.C. VOICE a citizen-driven education reform collaborative, and Chair of the management team of the Early Childhood Collaborative. He was a VISTA Volunteer in the Missouri Bootheel.

**Sarah S. Pearson**  
Sarah Pearson serves as the Deputy Director for the Coalition for Community Schools where she works to bring together leaders and networks in education, family support, youth development, community development, government, and philanthropy to support a shared vision of community schools. Community schools serve as the hub of their neighborhoods to improve student learning and development, strengthen families, and build stronger communities.

Before coming to the Coalition and IEL, Sarah worked at the American Youth Policy Forum where she led national level discussions, conducted site visits, and served as the principle investigator on research on education and youth policy. She is a published author of numerous policy briefs and reports.

A convener of professionals in policy, practice, and research, Sarah was nominated to serve as president of the National and Community Service Coalition from 2003 to 2005 to lead an effort of nonprofits across the nation to save AmeriCorps program funding (through 100 hours of testimony to Congress). Sarah’s work with the National Center on Education and the Economy in the late 1990s introduced her to the concepts of comprehensive school reform models, academic standards, reference exams, and school-to-work. Her background and interests in youth policy span across many areas including youth development, juvenile justice, national and community service, service-learning, tribal youth programs, youth with disabilities, after school and out-of-school time, foster care, and more.
Kwesi Rollins
Kwesi Rollins coordinates IEL’s portfolio of programs designed to develop and support leaders including the Education Policy Fellowship Program, which operates in 13 states and the District of Columbia; The Cleveland First Ring Superintendent’s project which entails development and implementation of a professional development curriculum for school leaders in 15 school districts and the Leadership Learning Community DC Learning Circle Initiative.

Additionally, Kwesi is supporting the Kellogg Foundation’s early childhood initiative, SPARK (Supporting Partnerships to Assure Ready Kids), providing assistance in leadership development, parent involvement and community capacity building. Before SPARK, Kwesi supported the Kellogg Leadership for Community Change initiative, an effort designed to develop diverse community leadership that works across boundaries - geographic, racial, cultural, class, or faith - by mobilizing collective action to improve local conditions and the quality of life.

Working with young people is also a personal passion for Kwesi Rollins - he has special expertise in resiliency and youth development. He is President of the Parklands Community Center Board of Directors; he has been recognized as the Big Brother of the Year in the District of Columbia; and is a member of the Board of Directors of Big Brothers/Big Sisters of the National Capitol Area.

Shital C. Shah
Shital Shah is the Research Associate for the Coalition for Community Schools, which she joined in 2008. She is responsible for planning, researching, writing, and implementing a broad array of activities that support the Coalition's mission.

Prior to joining IEL, Shital worked at Innovation Network, Inc, where she was on the Consulting and Evaluation Team. She worked with the team to provide foundations and nonprofit organizations with evaluation support and training. Before she joined Innovation Network, she was the director of an East Harlem Out of School-time program with the New York Road Runners Foundation.

Shital holds a Master's degree in Nonprofit Management and Social Policy from Milano the New School for Management and Urban Policy, in New York City. She obtained her BS in Environmental Studies and BA in Religion at George Washington University in Washington, DC.

Maame Ameyaw
Maame joined the IEL staff in January of 2007. Her primary responsibilities include providing administrative, logistical, and programmatic support for the research, publications, meetings, Web site, and other work of the Coalition.

Maame’s experience includes interning for Michigan State Representative Barbara Farrah in the spring of 2005, where she worked on the district’s bi-weekly newsletter, managed the database, and acted as the first contact for constituent relations. She has also been an after-school community service leader at an elementary school, and she has volunteered for the Ronald McDonald House Charities as well as working as a senior homecare assistant.

Maame received her B.A. in Political Science from Michigan State University. She spent her last semester interning at the Women’s Campaign Forum in Washington D.C.
Early Childhood Community Schools Linkage Project
Deliverables Checklist

Once the Coalition for Community Schools (CCS-IEL) receives a finalized plan, budget, and signed MOU from a site (based on the framework), one-third of a maximum grant of $225,000 will be disbursed (target deadline is ASAP, or before April 15 2009).

The following checklist provides a guide for deliverables for sites and support provided by CCS-IEL for the Linkages Project.

- **Completion of work plan** that addresses how the site will develop a campaign to move a local agenda forward, inform state policy and educate other communities.
- **Share work plans** with the CCS-IEL Project Team for feedback.
- **Implement work** plans with appropriate technical assistance and support.
- **Provide CCS-IEL Project Team with progress updates** bi-annually.
- Participate annually in a major Coalition national conference/regional meeting (i.e., Lincoln, NE in April 2009, Philadelphia, PA in April 2010, and 2011 TBA).
- Participate in cross-site meetings two times during the year, including kick-off meeting February 26/27, 2009. These may be coordinated with Urban Network or other Coalition meetings like the national conference or regional meeting.
- Participate in two TA webinars annually.
- Coordinate with CCS-IEL Project Team to prepare **visit(s)** over the course of the grant.
- Hold a **forum** that connects the local work to state policy efforts (towards end of grant).
- Hold a **state-wide event** that helps other communities adopt this strategy (this should happen towards the end of the grant. Sites might consider reaching out to get local sponsors for the event).
- Work with CCS-IEL contracted **evaluation** staff as they conduct visits and seek information on your site's progress.

The CCS-IEL will provide support to sites in a number of ways, including:

- Semi-annual cross-site **convening**, including kicking off meeting Feb 26/27, 2009.
- Monthly informal **telephone coaching**
- Two **webinars** per year on EC&CS connections. TBS.
- On-site **technical assistance visits**. TBS.
- **Linkages Project Listservs** dedicated to issues that inform early childhood linkages to community schools (parental involvement, reading before 3rd grade, reducing early chronic absenteeism)
- The CCS-IEL will contract with an independent organization for an **evaluation** that will capture the work in individual communities and states and develop cross-site lessons. It will document the processes in each community, as well as specific changes in organizational arrangements and the policies and practices that have been made. The role of parent and community leadership will receive special emphasis. A mid-term report (fall 2010) will assist sites to modify their next stage of work plans and a final report will be completed in the early fall, 2011.
- The CCS-IEL will convene a Linkages Project **Advisory Committee** that will help develop the evaluation and serve as a resource for the sites.

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Year One Technical Assistance Plan
Coalition for Community Schools Linkages Project

Introduction

The Children’s Aid Society’s National Technical Assistance Center for Community Schools is prepared to create a responsive program of technical assistance (consultation, training, materials, meeting planning and facilitation) to the three partner sites, the Coalition for Community Schools and the John Gardner Center for Youth and Their Communities. Based on discussion at the first site convening (February 26-27, 2009), we offer an initial set of ideas, which are subject to modification, based on further consultation with the sites and Coalition/Gardner Center staff.

NTACCS provided assistance even before the first site convening by offering feedback on the grant proposal and project framework. In addition, Children’s Aid hosted a site visit to P.S. 8 for Linkages Project Director Sarah Pearson during Fall 2008, and CAS staff Jane Quinn and Dr. Andrew Seltzer subsequently met with Sarah Pearson to conduct a planning session. Also, Jane Quinn participated in a planning conference call with members of the Project Advisory Team in mid-February.

Proposed Approach to the Work

Co-Host One of the Project Site Convenings: Site teams expressed interest in visiting a Children’s Aid Society community school that offers integrated early childhood programs in an elementary school. A proposed way to respond to this interest is for Children’s Aid to co-host, with the Coalition for Community Schools, one of the site convenings (currently envisioned as occurring on a semi-annual basis). One possibility would be to hold the Fall 2009 project site convening in New York City in conjunction with the Community Schools Practicum (October 22-23) on a pre-conference basis (October 21). The project sites could visit P.S. 5 and/or P.S. 8, see the Early Head Start and Head Start programs in action, and meet with the early childhood and community schools staff for a tailored study visit, which would be co-planned by CAS and CCS. Such a study visit could emphasize the issues of helping young children make a successful transition from early childhood programs to kindergarten, parent engagement, program quality and joint professional development (between early childhood education and elementary school staff). Linkages project site teams could then participate in the two-day Practicum on October 22 and 23.
Conduct On-Site Work: Depending on the needs of the sites, NTACCS can provide training and consultation on specific issues, such as those outlined above (transition, parent engagement, program quality, joint professional development, other integration strategies, policy work). We could also offer meeting planning and on-site facilitation to the sites.

Offer Telephone and E-Mail Consultation: Members of the NTACCS and CAS early childhood team will be available on an as-needed basis to site teams, CCS Linkages project staff and Gardner Center staff.

Provide Written Materials: As part of the technical assistance work, we propose to send each site team a complete package of our TA materials, including our two books, *Building a Community School* and *Community Schools in Action: Lessons from a Decade of Practice* (which has a chapter by Dr. Seltzer on early childhood programs that are integrated in elementary-level community schools).

Scope of Work and Level of Effort

NTACCS charges a daily rate of $1,200. We anticipate spending the equivalent of 40 person-days on the work outlined in this proposal over a one-year period. Members of the project team will include Jane Quinn, NTACCS Director; Dr. Andrew Seltzer, CAS’s Early Childhood Director; and others members of the early childhood and TA teams, as needed.
Linkages Project

Guiding Research Questions & Plan

**JGC Role**

The JGC will guide and track the process and progress across three sites as they work to meet the five project goals related to connecting local, district, and state policies and practices of Early Childhood Education (ECE) with those of Community Schools (CS).

**Guiding Research Question**

To what extent does participation in the Linkages Project affect the nature of the relationship between ECE and CS policies and practices at the local, district, and state levels?

Specifically, throughout the duration of the project, what are the processes of the three sites that allow them to more closely link ECE and community schools? What changes in practice and policy are needed at the local and state level to allow these linkages to be successful and sustainable? What can we say about commonalities across sites in relation to practice and policy and what practice and policy changes are community and site specific?

**Methods & Deliverables**

Members of the JGC will conduct interviews with appropriate staff at each of the three sites both in person and/or via telephone twice a year during the study period (Summer 2009 – Summer 2011) aimed at recording their impressions of conditions and features that promote and hinder progress towards connecting ECE and CS as well as any changes that have occurred in the connection between ECE and CS policies and practices as a result of this project.

JGC will meet with site participants to assist them in developing an evaluation plan in which they will outline the process by which they will document their own progress towards their site-specific outcomes and goals such as helping them connect to a University partner in their local regions.

JGC staff will submit two reports as well as two mid-year updates. The first report will be submitted at the end of the first year (Summer 2010) and will include a summary of preliminary findings specific to each of the three sites as well as any key findings that may have begun to emerge across the sites. The final report, submitted at the end of the project (Summer 2011), will also include site-specific and cross-site findings as well as recommendations related to the sustainability of the connections between ECE and CS. Mid-year updates will include a brief description of all research and evaluation activities as well as any progress that has been made towards the goal of connecting ECE with CS at each site.

JGC will also provide review and comment on additional materials developed by partners in the ECE Linkages Project as needed.
Site-Specific Outcomes

JGC staff will work with each site to develop and refine their outcomes and indicators throughout the length of this project. We will also help them connect with University partners in their region so that they have local support for their evaluation plan in the short and long term. Please refer to each site’s chart for their specific indicators and further details.

- **Tulsa Area Community Schools Initiative (TACSI) Linkages Project:**
  Outcomes: Over the next three years, the TACSI will build upon existing strong community collaborations to provide an effective bridge between early childhood experiences and the initial school years at four Community School sites. Focus will be on creating an effective continuum of quality, developmentally appropriate opportunities for children aged 0-8 years in the Tulsa area.

- **Oregon’s Early Childhood and Community School Linkages Project (Multnomah County):**
  Outcomes: To connect Oregon’s strong community schools model with its well-coordinated early childhood system of supports to achieve improved school readiness and academic success. Oregon’s Linkages Project will explore opportunities for collaboration and access between the two systems at urban and tribal sites in order to better coordinate services and supports along the continuum of learning.

- **New Mexico ABC Community Schools Early Childhood Linkages Project:**
  Outcomes: Five primary outcomes: 1) Build sustainability of alignment of systems serving young children and families. 2) Build sustainability of community and school partnerships through a continuum of services. 3) Develop state policy that supports early childhood and community school linkages. 4) Families will become equal partners within the community school partnership. 5) Promote project replication and “lessons learned”.