ALL CHILDREN LEARN AND THRIVE

Building First 10 Schools and Communities

Funder: Heising-Simons Foundation

David Jacobson
One universal belief has always been integral to EDC’s work: learning is the liberating force in human development.
EDC at a Glance

Education Development Center, Inc. (EDC), is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity. Since 1958, we have been a leader in designing, implementing, and evaluating powerful and innovative programs in more than 80 countries around the world.

EDC was founded by MIT scholars and researchers.

1958

EDC has 1,300 employees.

200+

projects managed annually by EDC.

GLOBAL REACH
EDC has worked in more than 80 countries and in all 50 states in the U.S.

REGENS
» Africa
» Asia
» Europe
» Latin America and the Caribbean
» Middle East
» United States

Funders include USAID, NSF, NIH, MasterCard Foundation, DoEd, and SAMHSA

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What Children NEED

- Consistent quality
- Alignment across the age span
- Coordination at each stage of development
Barrier to Improvement: FRAGMENTATION

- Public / Private
- 0-5 / K-12
- Education / Health Social Services
What Children EXPERIENCE

- **In**consistent quality
- **Gaps** across the age span
- **Lack of** coordination at each stage of development
Prenatal—Grade 3

- Infant and Toddler Care
- Preschool
- Early Elementary

0 year
1 year
2 years
3 years
4 years
5 years
6 years
7 years
8 years
Community Schools and Comprehensive Services
P–3 Plus Comprehensive Services

**P–3 Educational Improvement**
- High-Quality Teaching and Learning
- Transitions and Alignment

**Comprehensive Services**
- Physical Health
- Mental Health
- After-School
- Parent Education
- Basic Needs

**Family Engagement and Support**

**Focus on Equity**
We adopt a broad definition of early childhood as the entire first decade of life, from prenatal development up to age 10.

(Reynolds & Temple, 2019, p. 13)
“First 10” Rationale:
Roughly the First Decade

• Powerful, distinctive combination
• Clear signal: early childhood and elementary school education and care
• Whole school change
# First 10 Schools and Communities

## P–3 Educational Improvement
- High-Quality Teaching and Learning
- Transitions and Alignment

## Comprehensive Services
- Physical Health
- Mental Health
- After-School
- Parent Education
- Basic Needs

## Family Engagement and Support

## Focus on Equity
Leading Edge Communities

- Multnomah County, OR
- Greater Omaha, NE
- Normal, IL
- Boston & Cambridge, MA
- San Francisco, CA
Research Questions

• Strategies to address the full continuum?
• Structures, staffing arrangements, and practices?
• Successes and early evidence of positive change?
• Resources?
• Obstacles and challenges?
First 10 School Hub

- Families with Young Children
- Early Childhood Centers & Head Start Programs
- Health Services
- Social Services
- Family Childcare Providers
First 10 Community Partnership

Local Government

Housing Authorities

Libraries

Health Services

Social Services

Elementary Schools

School Districts

Early Childhood Centers & Head Start Programs

Family Childcare Providers

First 10 Community
First 10 Community Partnership with Hubs

- Local Government
- Elementary Schools
- School Districts
- Early Childhood Centers & Head Start Programs
- Family Childcare Providers
- Social Services
- Health Services
- Libraries
- Housing Authorities

First 10 Community Partnership with Hubs

- Local Government
- Elementary Schools
- School Districts
- Early Childhood Centers & Head Start Programs
- Family Childcare Providers
- Social Services
- Health Services
- Libraries
- Housing Authorities

First 10 Community Partnership with Hubs

- Local Government
- Elementary Schools
- School Districts
- Early Childhood Centers & Head Start Programs
- Family Childcare Providers
- Social Services
- Health Services
- Libraries
- Housing Authorities
Multnomah County: Schools Uniting Neighborhoods Service System
School as Hub for Birth through Grade 3 Pilot

“"Our basic belief, drawn from the research of the past half century, is that persistent efforts in the early years will result in persistence of long-term effects for children.

Samuel J. Meisels, Founding Executive Director, Buffett Early Childhood Institute
Redefining Sandoz Mindset Birth - 5th Grade

- District and School Site Plan
- Shared Leadership
- Instructional Practices
- Family Partnerships
- Dropping Middle Class Mindset
- Responsive Classroom

It’s Not A Separate Program, It’s Just What Sandoz is About
School Hub Design Considerations

**DESIGN CONSIDERATIONS**

- Structure of the role?
- Families or providers or both?
- Which comprehensive supports?
- How to support these positions?

**CHALLENGES**

- Engaging district leaders
- Tailoring to district priorities
- Developmentally-appropriate standards-aligned practices
- Incorporating new roles into schools
- Deepening leadership knowledge
First 10 Community Partnership
Building a City-wide Birth-3rd System

Starting Early: Addressing the Achievement and Opportunity Gaps in Cambridge

Recommendations of the Cambridge Early Childhood Task Force

November 2015
Five Recommended Goals

1. Access and Affordability
2. Program Quality
3. Family Engagement and Partnership
4. Access to Quality Healthcare Services
5. Shared Governance and Leadership
Cambridge’s Birth through Third Grade Partnership

Steering Committee

- Access and Quality
- Health
- Family Engagement and Partnership
Cambridge Implementation: Select Initiatives

- Parenting education
- Home visiting system
- Quality pilot: Family childcare providers
- Quality pilot: Early childhood centers
- Scholarship program
- Citywide Transition to K plan
- Kindergarten curriculum
- Early grades professional development
First 10 Community Partnership
Common Elements

• Clear equity agenda
• Needs assessments and extensive consultation with stakeholders

• Ambitious strategic plans
• New organizing structures
• Implementation benchmarks
First 10 Community Partnership: Challenges

• Staffing variety of committees and sub-committees
• Ensuring ongoing district commitment
• Building school and center capacity to improve quality
• Addressing staff turnover, especially in early childhood centers
Educational Equity

All Children Learn and Thrive
Mutually Reinforcing Collaboration

Effective Schools

All Children Learn and Thrive

Nurturing Families

Strong Communities
The Role of Hubs and Partnerships

Effective Schools

Professional Collaboration to Improve Teaching and Learning

All Children Learn and Thrive

Nurturing Families

Strong Communities
The Role of Hubs and Partnerships

Effective Schools

Professional Collaboration to Improve Teaching and Learning

Coordinated, Comprehensive Services

All Children Learn and Thrive

Nurturing Families

Strong Communities
The Role of Hubs and Partnerships

- Effective Schools
  - Professional Collaboration to Improve Teaching and Learning
  - Coordinated Comprehensive Services

- Culturally Responsive Partnerships with Families

- Nurturing Families

- Strong Communities

All Children Learn and Thrive
THANK YOU

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