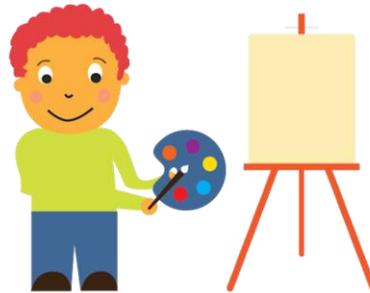




Welcomed: Embracing Students and Families through the Summer and into the Fall





With Appreciation

This four-part webinar series is a part of a research study funded by a Maryland State Department of Education Division of Early Childhood grant to the Center for Early Childhood Education and Intervention (CECEI) at the University of Maryland, and its partner organization, Attendance Works.

The purpose of the research study is to understand and improve attendance and participation in early learning. Given the extraordinary circumstances of this school year, we believe the information collected from this study is more important than ever.

We hope you attend or view all four webinars and that you will consent to respond to the post-webinar surveys. Your responses will inform Pre-K programming statewide and help tailor the webinars to address your priorities.

The remaining webinar will be held in the fall of the 2021-2022 school year.



The Team

The Center for Early Childhood Education and Intervention at the University of Maryland (CECEI) conducts high quality research on early childhood education and early intervention programs.

Attendance Works is a national non-profit that provides technical assistance, training and advocacy to improve student learning and close equity gaps by focusing on student attendance.



Introductions

Please type your answers in the chat box.

- 1. Your Name**
- 2. Your Organization's Name**
- 3. Your role:** Early Education Supervisors, Head Start Coordinators, Head Start Directors, Judy Center Coordinators, Community-based Prekindergarten Directors, or Other Role (please identify)



The Learning Objectives are to...

1. Learn about equity-focused and solidarity-driven family engagement practices.
2. Reflect and share ideas with one another about those practices.
3. Understand how to use enrollment, attendance and participation data to amplify family engagement.



Agenda

I. Welcome, Shannen Coleman-Siciliano, Senior Fellow, Attendance Works

II. Transforming family engagement requires adult learning (and unlearning): working toward a liberatory, equity-focused, and solidarity-driven family engagement practice

- *Eyal Bergman, Doctoral Candidate, Harvard Graduate School of Education*

III. Talk Reflection, small group discussion

IV. Panel Discussion: Equity-focused, and Solidarity-driven Family Engagement

- *Kathleen Kerns Coordinator, The Judy Center, Hagerstown, Washington County, MD*
- *Stacy Henson, Coordinator for Early Learning, Washington County Public Schools*
- *Bobbi Macdonald, Doctoral Resident Education Reimagined*
- *Eyal Bergman, Doctoral Candidate, Harvard Graduate School of Education*

V. Using Your Attendance and Enrollment Data to Inform Your Engagement and Outreach Strategy

- *Sue Fothergill, Director of Strategic Programming Attendance Works*
- *Shannon Burroughs-Campbell, Executive Director, Baltimore City Head Start Mayor's Office of Children & Family Success*
- *Cristina Schweon, Program Compliance Officer for Family & Community Engagement Baltimore City Head Start Mayor's Office of Children & Family Success*

VI. Chat Reflection

VII. Closing



Why this matters...

Researchers found that Pre-K students who attended regularly (missing 0-1 days a month) are more likely to master these kindergarten readiness skills:

- Math
- Letter Recognition
- Pre-Literacy
- Social and Emotional Development



Gottfried, M. (2015). Chronic Absenteeism in the Classroom Context: Effects on Achievement. *Urban Education*, 54 (1), 3-34.

Early grade classrooms are likely to experience higher than normal levels of churn.

Enrollment hesitancy among families is likely to result in some students delaying participation in in-person classrooms.

- *Families may need more assurance of the physical health and safety of in-person settings to send children to class.*

Even more concerning, schools are likely to experience higher levels of chronic absence in the early grades than ever before.

- *Getting accustomed to a new environment, establishing a regular school routine, putting in place transportation and support systems are much harder when young students have not participated in a formal in-person setting for as much as 18 months.*



Implications for Action

- ❖ Center on equity-focused and solidarity-driven family engagement practices
- ❖ Use enrollment and attendance data to allocate resources and to activate early outreach and intervention
- ❖ Use enrollment and attendance data to measure the effectiveness of strategies and to identify good practice

**Transforming family engagement requires adult learning
(and unlearning): working toward a liberatory, equity-
focused, and solidarity-driven family engagement practice**

Eyal Bergman, Doctoral Candidate, Harvard Graduate School of Education

Cultivating a liberatory family engagement practice

1. *Seminal experiences**
2. Collaboration with colleagues
3. Supportive authorizing environment
4. Leaders who marshal the work

* Warren, M. R. (2010). *Fire in the heart: How white activists embrace racial justice*. Oxford University Press.





Talk Reflection, Small Group

What are some ways that we can intentionally flip the power dynamics as a means of building trust with families?

- Each person participates one at a time.
- Choose two ideas that you heard to share with the group.
- One person volunteers to add your group's two ideas on the [Jamboard](#).
- https://jamboard.google.com/d/19LrI2gIt8_VG6XWkLJccXEVPyU2AUyISC8ONb_GrE_4/viewer?f=0

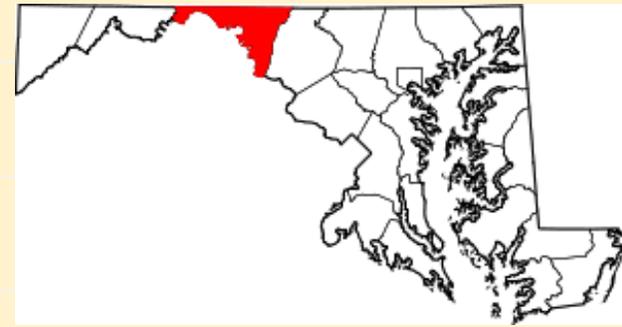
Panel Discussion:

Partnership, Solidarity and Equity in Action

Panelists

- **Stacy Henson**, *Coordinator for Early Learning, Washington County Public Schools*
- **Kathleen Kerns**, *Judy Center Coordinator*
- **Bobbi Macdonald**, *Doctoral Resident, Education Reimagined*
- **Eyal Bergman**, *Doctoral Candidate, Harvard Graduate School of Education*

Washington County Public Schools



Hagerstown: Hub City

References the historical significance of Hagerstown as the gateway to the west through the railroad system.

Diversity

Our 48 schools serving over 23,000 students include urban, suburban, and rural demographics.

Challenges

Growing poverty rates;
21% of citizens have BS degrees or beyond;
EL population expanding;
Opioid Highway (Rtes 70 & 81 intersect)

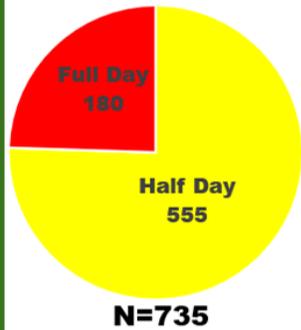
Washington County PUblic Schools Pre-K

We have expanded! Universal Pre-K in WCPS! :)

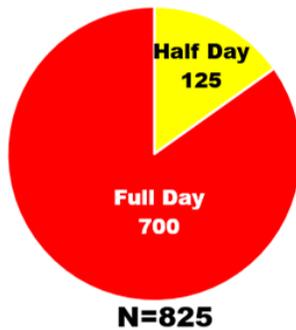
Pre-K Expansion

In 2019-20, full-day Pre-K access was offered to all students, regardless of income, at every elementary school.

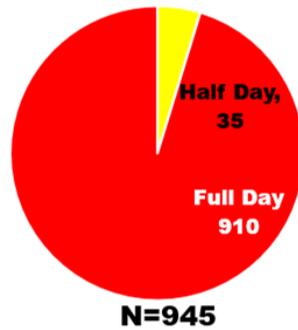
2016/17



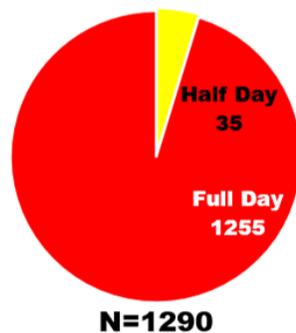
2017/18



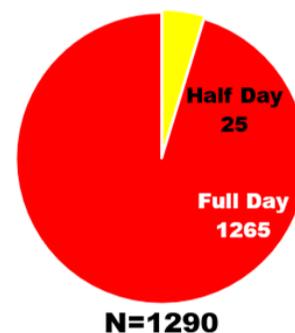
2018/19



2019/20



2020/21



N=Number of PreK Seats Available

From 2018-Present: 25 of the 35 half-day students indicate students in the three-year-old class. The other ten are PreK Life Skills students. This year, we created full-day access for our PreK Life Skills students as well. At this time, all PreK students in Washington County are full-day, five days a week!

Current Enrollment: 821

All about Pre-K

- ❑ 25 Elementary Schools
- ❑ One High School/Pre-K Collaborative
- ❑ Participation in EXCELS
- ❑ One Advanced Learner Pre-K
- ❑ One Behavioral Pre-K Program (Fluid)
- ❑ 4+ Integrated Pre-K Classrooms
- ❑ One Pre-K 3 Classroom
- ❑ Lots of partnerships
- ❑ Incredible staff
- ❑ PD around research based foundational skills

All of that, and our Kindergarten Readiness Assessment rate is only **44%**!

So...what's missing???



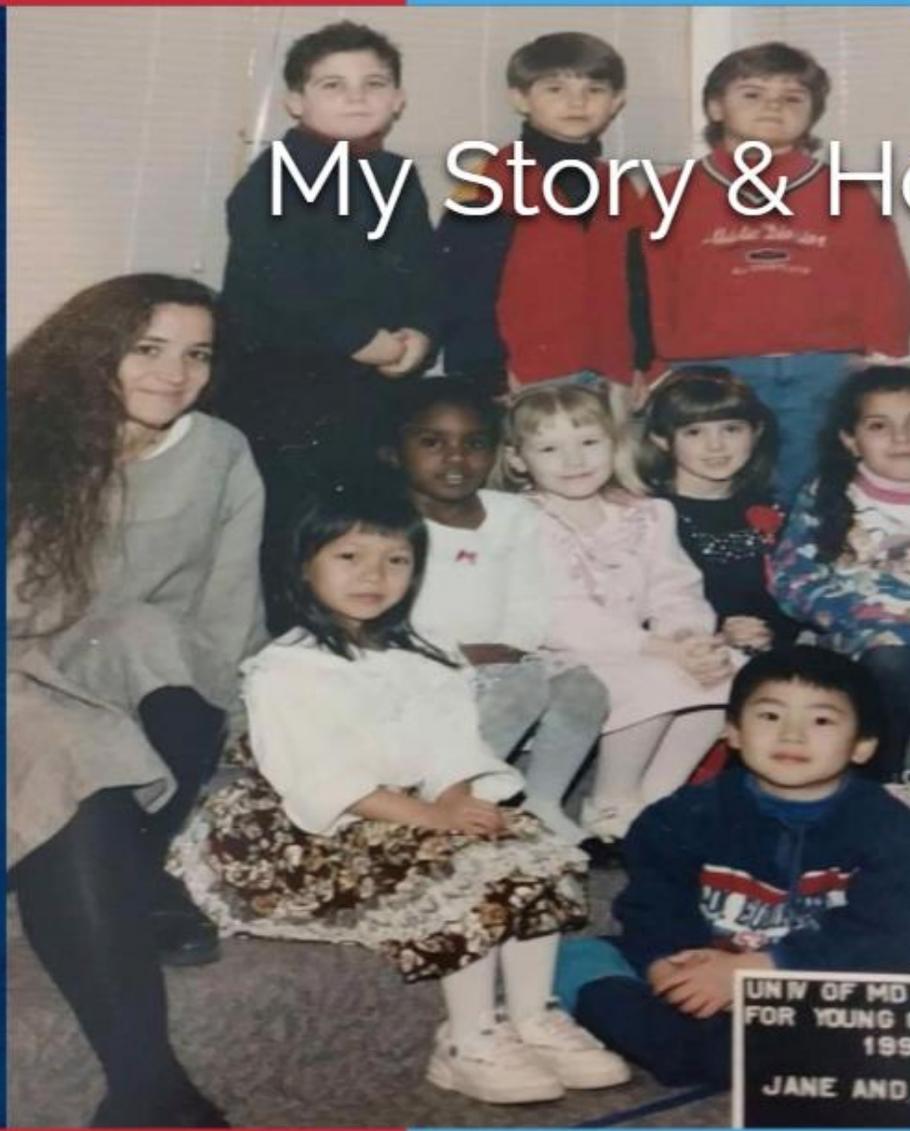
Next Steps!!!!

- Expanding to Kindergarten
- Parents as Decision Makers

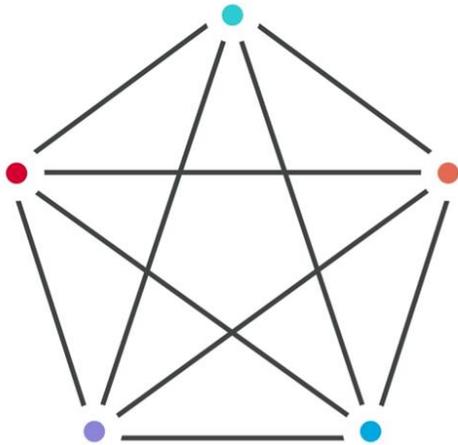
Very special photo I would like to end with...



My Story & How I Came to This Work



education 
reimagined



Learner Agency

Socially Embedded

Personalized, Relevant, & Contextualized

Open-Walled

Competency-Based



Living systems are dynamic, living webs of interdependent relationships—inherently whole, abundant, creative and self-organizing.

—Stephanie Pace Marshall



Thank you!

bobbi@educationreimagined.org



Attendance, Enrollment and Family Engagement

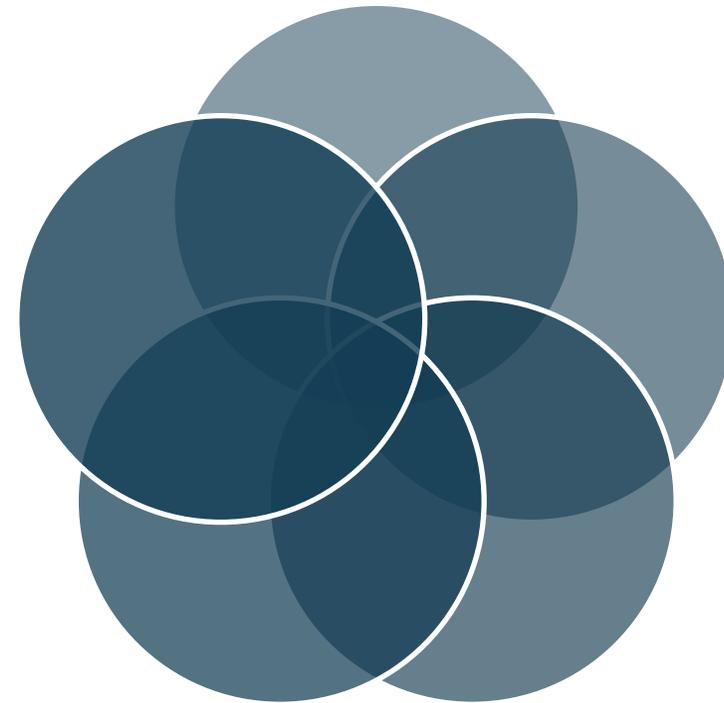


Attendance is a Leading Indicator



Academic
Success

Health and
Well-being



Access

Engagement

Relationships



Relationships are Critical to Supporting Attendance

Why are they important?

- ❖ When students and families have meaningful relationships with school staff, they are more likely to engage in school.

What are the equity implications?

- ❖ Students and families who aren't connected to school are more likely to be those who are challenged by geography, poverty, language and disabilities.

What do we need to know?

- ❖ Does each family and student have an ongoing, positive, and supportive relationship with one or more members of our staff?
- ❖ How to reach each student and their family?
- ❖ Do we have a plan for early outreach when absences start to add up?



Think About....

Attendance and enrollment data for the 2020-2021 SY demonstrate that it will be important to reestablish that prekindergarten and early learning programming are essential.

Using Your Attendance & Enrollment Data to Inform Your Engagement & Outreach Strategy

- **Shannon Burroughs-Campbell**
Executive Director, Baltimore City Head Start
Mayor's Office of Children & Family Success
- **Cristina Schweon**
Program Compliance Officer for Family & Community Engagement
Baltimore City Head Start
Mayor's Office of Children & Family Success



Chat Closing

I used to think about family engagement...
and now I think....

Resources

Attendance Awareness Campaign 2021 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>



Webinar 1: Committed: Supporting Attendance and Participation to the Very Last Day of School, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 2: Engaged: Using Summer to Connect with Students and Families, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 3: Welcomed: Embracing Students, Families and Educators in the New School Year, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

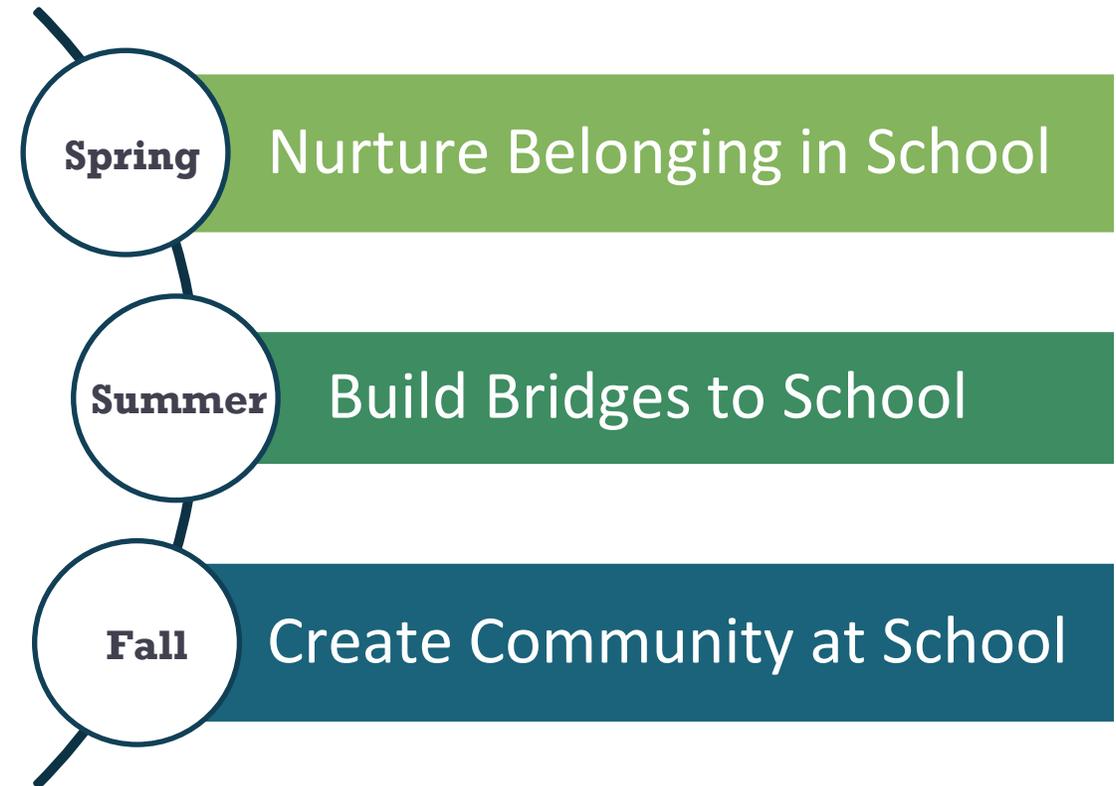
Webinar 4: Fully Present: Leveraging Attendance Data to Ensure Ongoing Success, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

3 Phases of Engagement

Recommended Steps:

1. *Establish your team*
2. *Identify priority groups*
3. *Craft engagement strategies*
4. *Reflect, learn & improve*



Find the toolkit here:

<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>



Build Bridges to Prekindergarten: Engagement

- ✓ Host family engagement activities that are child and family centered and help introduce the children and families to program / school staff and each other
- ✓ Make resources available to children and families through fairs and events
- ✓ Use the virtual platform for small group and one-to-one meet and greets
- ✓ Conduct home and porch visits to greet families to the school/program
- ✓ Create a school climate and family engagement committee that includes families
- ✓ Leverage relationships with families and partners to reach other families
- ✓ Partner with summer program providers to reach families

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic, and social challenges or gaps exist.
- ✓ has developed, trained, and supported thousands of leaders across various networks.
- ✓ works at the local, state, and national level, investing in community leaders of all ages, stages, and sectors.



To learn more visit: www.iel.org



**CONNECTED
TOGETHER
& STRONGER
THAN EVER**

**National Family & Community
Engagement Conference 2021**

June 1-4, 2021

To register visit:

<https://bit.ly/FCEConf21>



Thank you!

- ❖ Shannen Coleman-Siciliano, Senior Fellow
- ❖ Sue Fothergill, Director of Strategic Programming
sue@attendanceworks.org
- ❖ Jane Sundius, Senior Fellow
- ❖ Cathy Wolfenden, Administrative Coordinator



Before you leave...

Please complete the post-webinar survey and help us with the research study!

<https://www.surveymonkey.com/r/msde-may10>