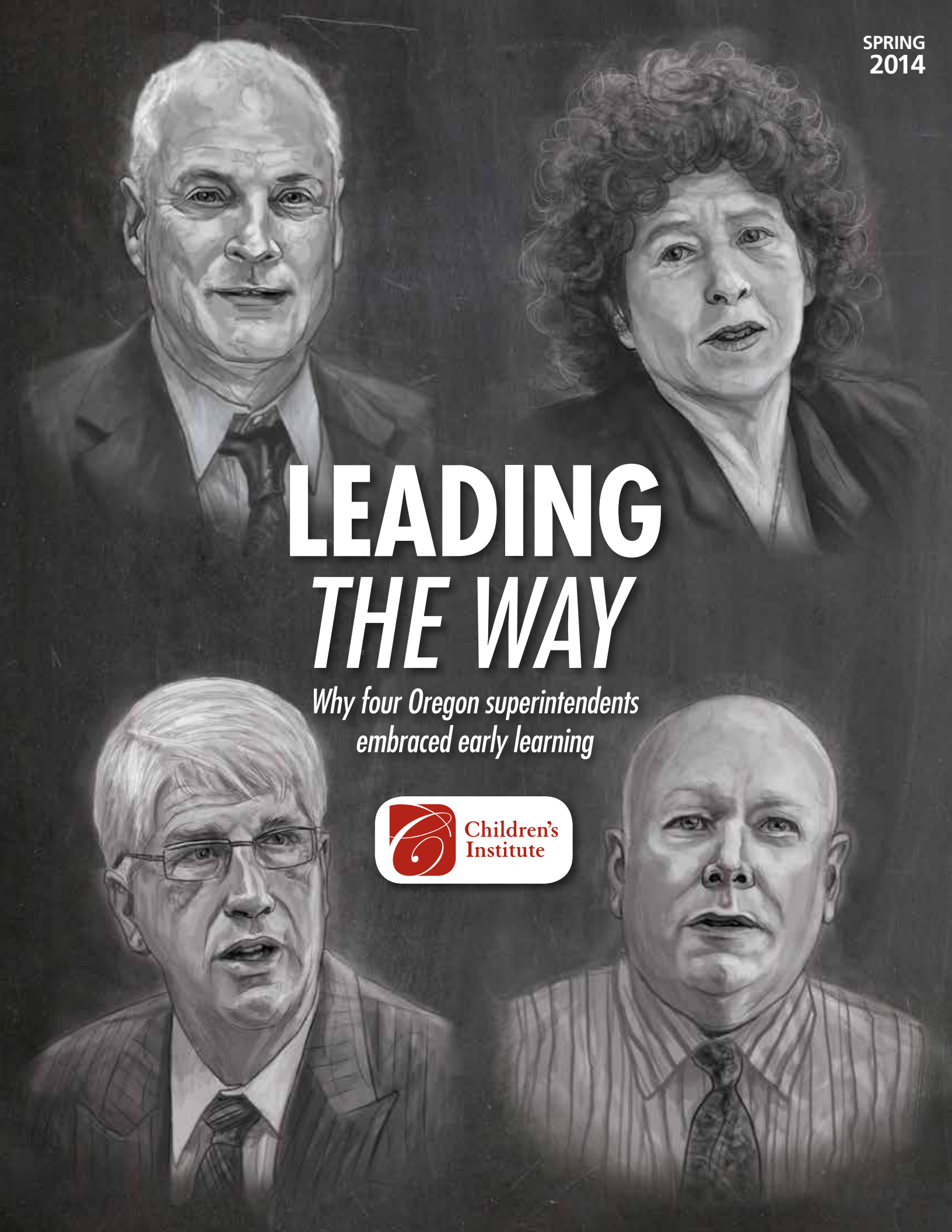


SPRING
2014



LEADING *THE WAY*

*Why four Oregon superintendents
embraced early learning*



CONTENTS

4

WHAT IF?

Bob Stewart

Gladstone
Superintendent



Stewart

8

THE FIGHT FOR TIME

Maryalice Russell

McMinnville
Superintendent



Russell

12

STATEWIDE SNAPSHOT

Districts connecting
to early learning

14

CHANGING DESTINY

Don Grotting

David Douglas
Superintendent



Grotting

18

THE LONG GAME

Jon Peterson

Pendleton
Superintendent



Peterson

21

RECOMMENDATIONS FOR POLICY & PRACTICE

24

FUNDERS, BOARD, AND STAFF

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THE POWER TO TRANSFORM

The Children's Institute is inspired that in Oregon and across the country early learning is gaining new champions as superintendents embrace the early years in real and meaningful ways. Early learning advocates can't succeed without their commitment and the world of early learning has a great deal to offer those in K-12 public education.

We hold a shared vision with these superintendents to change the starting line for education. It must begin long before kindergarten and continue to sustain children's success in school and life well into early adulthood.

In this report, we profile four innovative and risk-taking superintendents: Bob Stewart of Gladstone, Jon Peterson of Pendleton, Maryalice Russell of McMinnville, and Don Grotting of David Douglas. They have pushed themselves and their staff to address this question: How can we best prepare families and children for school before they reach kindergarten so that they become successful learners?

Such is their commitment that all of them are investing resources in early childhood, and all of them hope to build a system in which schools have relationships with families and children long before they reach kindergarten. Their communities have even substantially invested in

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new physical spaces that will help bring residents together and leverage existing resources to best serve our young children. Yet these four superintendents are not only trying to educate children but attempting to meet the basic needs of struggling families.

Superintendents statewide are grappling with a growing student population that is at-risk. In Oregon, almost half our children are low income or live in poverty. Given this, it's not surprising that one-third of our students do not graduate from high school, and that rate can be higher in areas of concentrated poverty. It is also not surprising that 79 percent of our low-income fourth-graders read below proficiency.

There is no silver bullet to address the state's growing poverty, but these superintendents have seized one powerful research-based strategy that has shown to significantly mitigate its effects: early learning. It helps close the achievement gap by giving at-risk children the chance to start school on equal footing with their peers.

While we celebrate these visionaries for helping us to imagine and work toward a brighter and more hopeful future, the truth is no one person or district can create the kind of statewide supports that we need for at-risk children and families in this state. These leaders cannot do it alone. Embracing this new vision at all levels of education is a critical step on the path to achieving it.

We know that the effectiveness of local leaders grows when there is strong leadership across all systems. When federal and state policies are aligned with district and program level visions of reform, leaders have the support necessary for maximum outcomes. It is gratifying to see the growing momentum at federal, state, and local levels to transform siloed educational systems into a learning continuum. Oregon now has a vision of a P-20 education continuum, an Early Learning Division, a recently launched Kindergarten Assessment, and new funding for early learning initiatives such as the Kindergarten Readiness Partnership & Innovation Fund.

But more system alignment is necessary before lasting change will happen. (See policy recommendations, page 21.)

Communities, public officials, and education stakeholders must work together to reimagine public education, where children and families not only have high-quality preschool



The Gladstone Center for Children and Families is a precedent-setting facility that bridges early childhood services to the school district.

but access to quality health care and nutrition starting before birth, where caretakers and parents are engaged in their child's development and preparation for school, and where there is widespread accountability and professional development opportunities for providers and educators.

Our President and Governor have articulated a new vision for education that begins well before kindergarten and takes into account many of these fundamental elements. The path to implementation and the funding commitment are much less clear. It will take vigilance to keep this issue at the forefront.

We applaud Bob, Jon, Maryalice and Don for their courage and willingness to do what is right for kids and set an example for Oregon. As their work continues, the Children's Institute will be there to support them and other leaders as they build the critical bridges between the early years and the early grades. We believe it has the power to transform the lives of all Oregonians. We believe it has the power to change the future of Oregon.

Sincerely,



SWATI ADARKAR
Children's Institute President & CEO

WHAT IF?

*Gladstone Superintendent
Bob Stewart asked that powerful
question about early learning.
Eight years later, the answer is
more than he had hoped.*

Gladstone School District Superintendent Bob Stewart says he'll never forget the meeting where he asked the school board to consider the district buying a former grocery store. "The board chairman, who was a banker, looked at me over the top of his reading glasses," says Stewart, "and then asked me, 'Why in the world would we do that?'"

The answer to that question is self-evident today. Located just across the street from the district's John Wetten Elementary School, there are few signs left of the Gladstone Center for Children and Families' previous life as Danielson's Thriftway. Now a hub of this small community north of Oregon City of about 11,000 people, the building provides critical early learning services to hundreds of families with young children including kindergartners, preschoolers,



infants and toddlers. The center is open to the entire community, but through its publicly funded programs primarily serves high-need and low-income families.

The Gladstone School District has accomplished something unusual not only in Oregon but the rest of the country. It provides a bridge connecting the early years of learning to the early elementary grades — and it does so within the public school system.

With its high ceilings and windows and open spaces, the center is welcoming and calm. Small children in the kindergarten and preschool classes weave in lines through the center's many classrooms and common spaces, and a steady flow of parents and grandparents enter and leave with babies and toddlers. At every turn in this building one finds teachers, practitioners, staff, parents and volunteers purposefully

engaged with the children and each other.

When Stewart looks at this building, however, he sees much more than a thriving community center. It was only eight years ago that he was sitting in a musty grocery store with only four chairs, a table and several key community partners, asking questions that began with “What if?” What if they put all the district’s kindergarten classes in this space? What if they partnered with other early learning providers to bring in other key services?

Today the building has grown even beyond the vision he and his partners had for the space in those early days.

Building it took a significant amount of fortitude and diplomacy and a great deal of risk. One of the first and most significant risks was the one taken by the school board the day it voted to buy the former grocery store. But it is Stewart who has been the center’s primary leader and visionary for nearly a decade.

Though Stewart is tall and well known in this community where he has served as superintendent since 1999, he has a quiet presence. He often speaks in front of many, but it’s his careful listening that many remember. “Bob will sit and listen, but he doesn’t write anything down,” says Mike Buchanan, a former Center Director and someone who watched the initiative take form under Stewart’s direction. “And then several weeks later you’ll hear him recite exactly what you said in a different venue.”

A Powerful Idea Forms

He is also a person who believes in staying the course, a value that’s evident in both his personal and professional life. Stewart, who is 62, has spent almost 35 years working at Gladstone in different roles. A relatively new college grad when he arrived, he worked in a number of jobs at Gladstone including facilities, public information and human resources. During these three decades he was also raising five children with his wife. A gratifying moment was watching his 16-month-old grandson enjoy the center for the first time.

The idea for the center came to Stewart over the course of a few years. Located just 12 miles from downtown



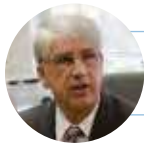
When Gladstone Superintendent Bob Stewart started planning for an early learning initiative in his district he knew very little about how early childhood programs worked in his community. He embarked on a mission to educate himself about the public funding streams that support it. “Eventually I learned,” he says.

Portland, Gladstone has seen a great deal of change in the past decade, in part because of its relationship with Portland. As the cost of living in the city has increased, people have fled to places like Gladstone that have more affordable housing. Free and reduced-price lunch rates in the district have grown from 20 percent in 2000 to more than 50 percent today.

With this changing population, Gladstone's students were increasingly coming to school unprepared. Familiar with early education because of his wife's work as an early childhood intervention specialist, Stewart started thinking about ways to make greater use of the existing early education programs in Gladstone. Co-locating, he thought, would make these resources more visible and accessible.

There was a pivotal event for Stewart when the idea was still forming. One week during parent conferences, he stopped by a third-grade classroom for a chat with one of his veteran teachers. Distraught, the teacher told Stewart that she had just met with a parent whose child — her student — had only been to the doctor once in her life.

“Our goal is that before kids walk through the door of kindergarten we will know them. And not just know their name, but know something about their family. We want to really have a relationship with these kids.”



Bob Stewart
Gladstone School District Superintendent

“She didn't have insurance, she didn't know how to make a doctor's appointment... it was all the things that we know about the health care system,” says Stewart. He realized at that moment that in order to truly help children prepare for school the system had to address all the obstacles a child might face. That meant health care, but it also meant more than just an insurance card. It meant transportation for families. It meant access to systems.

He started small. Stewart and his kindergarten teach-

ers began by partnering with Head Start at the county level to hand out books to young children during the summer. He was working to expand that collaboration to include other early learning programs when the idea of the district purchasing the grocery store emerged and along with it a conversation about what its best use would be. In 2006, the community approved a \$40 million bond that would in part pay for the purchase.

At first, Stewart says early learning was one on a long list of potential uses for the building — everything from fourth- and fifth-grade classrooms to creating a science and technology wing for students. But after talking through the options, early learning emerged as the most promising path to improving student outcomes. “In a matter of about 48 hours, the entire group landed on making this the kindergarten building with an invitation to early childhood programs to join,” he says. “It became No. 1.”

Partnerships Are Key

Stewart and his staff began the search for the right partners. The district's initial relationship with Head Start was critical and remains strong today. In addition to the kindergarten classes, the center now houses more than a dozen regional agencies and service providers including Head Start, Early Head Start and the Clackamas County Relief Nursery. The partners have come to the center slowly over the years rather than all at once. Stewart and his team brokered each agreement individually.

Of course, one of the questions Stewart hears regularly is what the cost is both to the district and to the participating programs. A typical school building of this size costs about \$500,000 a year to operate, and the center is no different. Each program, including the district, pays its own staff and all partners pitch in for shared costs. Head Start might pay the cook, for example, while the Relief Nursery pays for janitorial services. According to Stewart, the additional cost to the district is less than \$50,000 a year, which covers a variety of operational costs. One of the more notable is for a Center Director, whose job is to facilitate agreements and operations at the center.

Stewart knew that there would be an even more critical piece of the equation than financing: governance. Lacking precedent or pre-existing structure, the team wanted agreements that would hold the facility together even as people and relationships came and went. Out of this discussion was born the operating agreement, a 13-page document that each partner signs when they agree to be a part of the center. Among other things, the operating agreement lays out protocols for collaboration and conflict resolution. It also mandates that decisions be made through a democratic process.

Estimates for the number of children the center serves through its combined programs at any given time are in the hundreds if not thousands. A four-school district with only 2,100 students total, Stewart estimates that close to 80 percent of his district's incoming kindergarten students have already interacted with the center — and by extension the Gladstone schools — when they arrive at school.

“Our goal is that before kids walk through the door of kindergarten we will know them” Stewart says. “And not just know their name, but know something about their family. We want to really have a relationship with these kids.”

Using their own assessments, the school staff has seen a 50 percent rise in the last several years in the number of letters and numbers that the average incoming kindergarten student knows before starting school. While he sees these indicators as an encouraging benchmark, Stewart says number and letter retention is not for him the most important indicator of success.

Instead, he tells the story about a kindergarten student at the center several years ago. She was often gone from class. When she did attend, she put her head down on her desk. The girl's teacher finally discovered that she was suffering from a severe dental infection. Within a few hours, the staff at the center worked with their partners to have her seen by a local dentist.

They also worked with the girl's mother. “She was initially concerned that [the Department of Human Services] was going to come and take her baby away,” Stewart says.

“But we explained — no, no, no, that's not what we're calling about. We're sending someone over to pick you up because we have a dentist here in town who is going to see your daughter. We think we can make her well.”

By co-locating services, the center becomes more than the sum of its parts; the providers who handled this girl's case were able to use the relationships they had built with each other to find the services she needed. The relationships



The district has located all the kindergarten classes in the Gladstone Center for Children and Families, which houses programs for parents and young children.

also provided them with information. “This is what I had learned about early childhood,” Stewart says. “You wouldn't even know that some of the supports are there unless you had been exposed to them.” Just by operating under the same roof, says Stewart, the staff at the center learned a tremendous amount about the other existing early education programs and how to collaborate with each other.

Stewart says there have been two critical ingredients for success. The first is his unwavering belief in early learning. The second is the idea that with a project of this nature “it can't be all about you. It has to be about the other partners and people involved. If it's only about the school district, it won't work.”

To this end, his ultimate hope is that the center will long outlast any one person or provider's tenure. One day, he hopes people working at the center will ask, “Who's Bob Stewart?”

McMinnville Superintendent Maryalice Russell says that she has been waiting for years for the right moment to introduce early learning to the elementary system in her district and she thinks that moment is now. "I still believe that we can meet the needs of children," she says. "It's just a matter of the time and resources to do it."



THE FIGHT FOR TIME

It's the need to get to students earlier that pushes McMinnville's Maryalice Russell to connect to the early years.

McMinnville School District Superintendent Maryalice Russell often feels like she is living in two worlds.

She spends a great deal of time in a world in which most people and families are struggling to meet basic needs. All six elementary schools in her district qualify for federal Title 1 funding for disadvantaged children and more than 50 percent of the district's students come from low-income homes. At some elementary schools, free and reduced-price lunch rates are as high as 87 percent. In this world, the everyday struggle for food and shelter is normal. At several elementary schools, the district has partnered with the Yamhill County Food Bank to send backpacks full of food home to children and families in need.

At Newby Elementary that means most of the 500 stu-

dents who attend school receive a backpack. Every Friday, kids happily and without shame compare the food they have received. Parents come into the office asking about the food program. “It’s just part of the culture now,” Russell says. “It’s how we do business.”

Many of the students Russell sees in this world are English-language learners. With just over 30,000 people, McMinnville is the seat of Yamhill County and a hub for vineyards and wineries, which employ seasonal workers who in turn bring their children to the local schools. Thirty-two percent of the district’s 6,500 students are Latino, and 15 percent speak limited English.

In her 12 years as superintendent here, Russell has watched many students make their way through the grades, and she makes a point of shaking the hand of every one of the high school graduates as they walk across the stage. Test scores have climbed significantly since she has been superintendent. At 77 percent, McMinnville’s high school graduation rates are higher than the state average. While she is proud of her students, she is alarmed by how many of them have significant tooth decay when they smile at her.

And then there is the second world she lives in, the much smaller but far more visible world of people who have what they need. McMinnville is home to Linfield College. The school’s professors and administrators — along with managers and owners from the same vineyards who employ seasonal workers — make up the town’s upper class.

“I spend a lot of time with the business leaders, helping to shape community policy, asking for support and volunteers,” Russell says. “And every time I talk about our poverty level it’s a surprise. Because if you just live in the community and you go to lunch on Third Street, you don’t understand it.”

Russell doesn’t blame this group for not understanding more. “We all only know what we live,” she says. But she does take note of one value she sees uniting both worlds: “With rare exception, every parent regardless of their background wants their child to be successful.”

But the children living in poverty in McMinnville are far less likely to be successful, especially when they arrive underprepared for kindergarten. Russell says that in one of the district’s recent kindergarten class, two-thirds of the students could identify fewer than four letters of the alphabet.

Coming to Early Learning

Russell says improving these statistics comes down to a battle for one critical resource: time. “One of the enemies of student success within a K-12 system happens to be the enemy of time,” she says. “Schools are constantly wrestling with how we get more time to catch up and accelerate students who need further learning.”

It was the need for more time that brought Russell to early learning. She considered adding school time to summer and holiday breaks, but recognized that adding preschool to

the curriculum would be a game-changer once she realized what her teachers could do with their students if they had them an entire year before they reached kindergarten. In an effort to reach the neediest population first, Russell several years ago set up a preschool classroom using Title 1 funds from the federal migrant program, which supports schools and districts with children who are frequently moving and transient because of farm work. While this money is not specifically allocated for preschool efforts, Russell felt



McMinnville School District plans to track the progress of the district’s preschool students, like Anthony Martinez, as they continue on through the other elementary grades.



At Sue Buel Elementary School there are two district-funded preschool classes. Russell's goal is to have a preschool classroom in every elementary school, but she lacks funding.

it was the best possible use of her resources.

Recognizing that this one classroom was still only helping a very small percentage of kids in her district arrive prepared for school, two years later Russell expanded her early learning efforts to use a program called READY! for Kindergarten. Created by the Children's Reading Foundation in Kennewick, Wash., the program is designed to help parents and caregivers for children under age 5 understand how to help children meet developmental milestones and prepare for kindergarten.

Three times a year, these parents and caregivers meet with volunteers to talk about parenting strategies and meeting developmental needs. Kyra Donovan, McMinnville's Director of Curriculum, says she has been impressed by the results. In addition to equipping parents with critical parenting tools, she says, she has watched the program help people to build relationships. "We know that our families that live in such dire poverty do not have parenting networks," she says. "But at these classes, I hear them comparing notes, making plans for playdates. It's amazing."

Roughly 100 families are participating in the program, which is paid for through grants and community partnerships.

The move toward early learning was something Russell

had long planned for McMinnville, and her decision to increase resources for preschool was carefully timed. With both a state and local appetite for early learning, she felt this effort was likely to earn support from the state and federal levels. With that in mind, Russell last year redirected some additional one-time-only Title 1 funds to support two new preschool classrooms, bringing the number of classrooms to four and students receiving free preschool in her district to roughly 60. The bulk of the expense is two preschool teachers' total compensation — a little more than \$100,000. She reappropriated the rest of the resources for preschool from kindergarten and other classes. As part of the program, parents are required to volunteer in the classroom, which keeps them involved and helps support the class.

Russell hopes to sustain the same number of preschool classrooms in the 2014-15 school year, but Title 1 funding is not necessarily stable. And there are many more students who are not being served either by this program or through Head Start, a program with which the district has worked closely.

Sending a Clear Message

Russell's goal is to have a preschool classroom in every elementary school, but she doesn't currently have the funding to do so nor does she imagine realizing that goal without additional state or federal support. She hopes that by investing so many resources in preschool, she is sending a clear message to policymakers at all levels that districts such as hers need early learning and that the leadership is ready to embrace it.

"Sometimes you just have to take action," she says, "It's kind of hard for some people to think about what on earth serving children at the pre-K level could even mean. I think it's important to have a model in place so we can show people this is what we're doing as well as show positive results." Since Russell has only recently started this program

the school does not have results at the individual student level. She and her team will continue to measure the progress these children make as they continue on in school.

The project hasn't been without challenges. Questions about curriculum have taken trial and error, for example. In the 2013-14 school year, Russell's staff used a homemade curriculum they adapted for Spanish speakers. Next year they plan to adopt Creative Curriculum, a well-known and proven curriculum for 3- to 5-year-olds. But Russell says she has never questioned the program's value. "The only thing that keeps me up at night, besides inclement weather, is how we are going to find sufficient resources to meet the needs of our children."

A native of New Jersey and California, the 54-year-old Russell came to McMinnville after starting out as a teacher and then moving on to several principalships as well as a previous job as a superintendent in Tigard. She is deeply attached to this community. In part she keeps working in McMinnville because it reminds her why she went into education. "Education isn't glamorous work," she says. "In fact, there's a lot of heartbreak in this field." What is heartening for her is knowing that the school and her staff are providing the best chance for a ticket out of poverty for many kids.

Over her years in McMinnville, Russell has built a loyal and effective staff who say she consistently pushes them to do their best work. She also has built a reputation as a leader with a nearly encyclopedic knowledge of research as it applies to education, and as someone who is not afraid to stand by her position even when it is not popular.

"Sometimes you just have to take action. It's kind of hard for some people to think about what on earth serving children at the pre-K level could even mean."



Maryalice Russell
McMinnville School District Superintendent

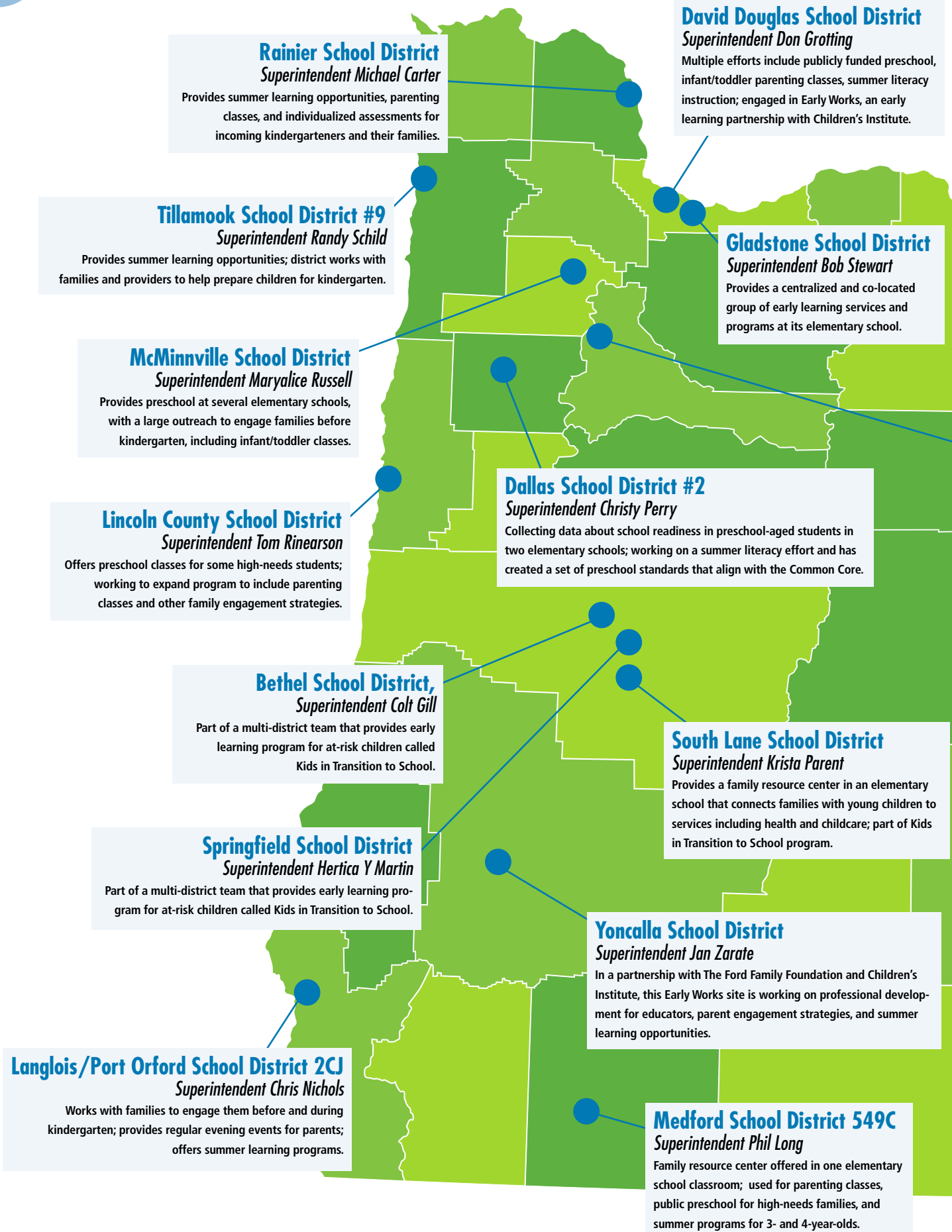
It is this combination of commitment to best practice and tenacity that has helped McMinnville rise to excellence under Russell's leadership, says Larry Volmer, a parent and businessman who has been on the school board for 10 years. "She does things well and with intention. But then she also sustains that over time."

Russell's fierce disposition and strong drive have not gone unnoticed by the state's political leadership. She has been deeply involved in Oregon's education reform and this year is co-chairing an early learning work group as part of her work with the Confederation of Oregon School Administrators. She also has been a vocal advocate and participant in discussions around the implementation of full-day kindergarten in Oregon, which will begin statewide in the fall of 2015.

Russell was Oregon Superintendent of the Year in 2013 and a finalist for the 2013 National Superintendent. Despite her accolades, she doesn't like attention and would rather spend her time improving education than celebrating it — or even talking about it. As she likes to remind her staff, the solutions already exist. The battle is for the time and money to make them happen.



The preschool staff is paid through Title 1 funds. Despite their commitment to the preschool program, Russell is uncertain about how to fund the program long-term.



Rainier School District
Superintendent Michael Carter

Provides summer learning opportunities, parenting classes, and individualized assessments for incoming kindergarteners and their families.

David Douglas School District
Superintendent Don Grotting

Multiple efforts include publicly funded preschool, infant/toddler parenting classes, summer literacy instruction; engaged in Early Works, an early learning partnership with Children's Institute.

Tillamook School District #9
Superintendent Randy Schild

Provides summer learning opportunities; district works with families and providers to help prepare children for kindergarten.

Gladstone School District
Superintendent Bob Stewart

Provides a centralized and co-located group of early learning services and programs at its elementary school.

McMinnville School District
Superintendent Maryalice Russell

Provides preschool at several elementary schools, with a large outreach to engage families before kindergarten, including infant/toddler classes.

Dallas School District #2
Superintendent Christy Perry

Collecting data about school readiness in preschool-aged students in two elementary schools; working on a summer literacy effort and has created a set of preschool standards that align with the Common Core.

Lincoln County School District
Superintendent Tom Rinearson

Offers preschool classes for some high-needs students; working to expand program to include parenting classes and other family engagement strategies.

Bethel School District,
Superintendent Colt Gill

Part of a multi-district team that provides early learning program for at-risk children called Kids in Transition to School.

South Lane School District
Superintendent Krista Parent

Provides a family resource center in an elementary school that connects families with young children to services including health and childcare; part of Kids in Transition to School program.

Springfield School District
Superintendent Hertica Y Martin

Part of a multi-district team that provides early learning program for at-risk children called Kids in Transition to School.

Yoncalla School District
Superintendent Jan Zarate

In a partnership with The Ford Family Foundation and Children's Institute, this Early Works site is working on professional development for educators, parent engagement strategies, and summer learning opportunities.

Langlois/Port Orford School District 2CJ
Superintendent Chris Nichols

Works with families to engage them before and during kindergarten; provides regular evening events for parents; offers summer learning programs.

Medford School District 549C
Superintendent Phil Long

Family resource center offered in one elementary school classroom; used for parenting classes, public preschool for high-needs families, and summer programs for 3- and 4-year-olds.

North Wasco County School District 21
Superintendent Candy Armstrong

Several preschool classes provided for low-income and high-needs families.

Pendleton School District
Superintendent Jon Peterson

Renovating an existing elementary school building to centralize early learning programs such as preschool, full-day kindergarten and Head Start.

Umatilla School District
Superintendent Heidi Sipe

Offers wraparound service teams to help families of young children access resources through school.

Echo School District,
Superintendent Raymon Smith

School district is supporting a full-day preschool classroom.

Wallowa School District #12
Enterprise School District
Joseph Charter School

Superintendents Bret Uptmor, Rhonda Shirley and Brad Roysse have dedicated one classroom each to provide infant/toddler parenting classes, summer learning, a school reading program and an after-school program.

Salem-Keizer School District

Using primarily Title 1 funds, provides eight pre-school classrooms that serve many ELL students.

Baker School District 5J
Superintendent Walt Wegener

Provides a dedicated classroom for infant/toddler parenting classes; summer learning; a school reading program; and an after-school program.

Crook County School District
Superintendent Duane Yecha

Working on plans to increase parent engagement, improve kindergarten readiness, and improve preschool options.

Harney County School District #3
Superintendent Marilyn McBride

Elementary school collaborates with preschool providers to help prepare children for school; also engages with children and families before kindergarten.

EARLY LEARNING CONNECTIONS

Across the state dozens of superintendents, principals, and teachers are connecting to early learning. This map shows just some of those efforts. Many of these initiatives were catalyzed by funding from organizations such as Oregon Community Foundation, United Way and The Ford Family Foundation. We'd love to hear if your school district has an early learning strategy. Email us at Info@childinst.org.

CHANGING DESTINY

*His own impoverished childhood
drives David Douglas Superintendent
Don Grotting to improve the
odds for his students.*



Superintendent Don Grotting hugs Cheryl Scarcelli, David Douglas Board Chair, at the December ground-breaking ceremony for the district's new Early Learning Wing and Neighborhood Center.

Like most superintendents, Don Grotting is no stranger to public speaking.

But this past December, as he addressed the crowd gathered for a ground-breaking ceremony for the Early Learning Wing and Neighborhood Center at Earl Boyles Elementary in Southeast Portland, Grotting seemed to surprise even himself by getting choked up. “This is a little emotional for me,” he said as he looked out over the many dozens of his colleagues, community members, parents and students.

Many in the crowd were ill-prepared for the day’s unusually cold weather. But despite their discomfort, the crowd wasn’t grumbling. They clearly shared in Grotting’s excitement for the project and happily gathered to celebrate on that frigid but sunny day. To his right, a student marimba band played, led enthusiastically by the school’s music teacher. “This is a great day for us to be here,” Grotting said as he looked at the crowd. “It’s a dream that’s coming true for kids.”

Building an early learning wing at an elementary school was not something Grotting had planned when he became superintendent of David Douglas School District. When he took the position in 2010 the district was already part of the early learning project called Early Works, a collaboration between the Children’s Institute, the district, and other community partners. The goal behind the project is to centralize community resources at one high-need elementary school and to reach children long before they enter kindergarten. Ultimately, the aim is to prevent the achievement gap that face at-risk children from ever forming.

Despite inheriting the project, Grotting embraced both Early Works and the overall belief in early childhood education. Plans for the Early Learning Wing were born under his leadership as it became clear that in order to serve more children the school would not only need more space, but space that was appropriate for young children and their families.

Grotting attributes his enthusiasm for Early Works in part to his unique understanding of the obstacles the families in this community face. The oldest of six children, Grotting grew up in what he describes as extreme poverty in Co-



Teacher Brian Modrell works in the preschool classroom at Earl Boyles Elementary School, which is supported by mixed public funding streams, including Head Start. The preschool started two years ago and serves 30 students. With Earl Boyles' preschool classroom open to 3- and 4-year-olds, some of the students will have attended two years of preschool before they reach kindergarten.

quille, a town of just a few thousand people located west of Roseburg. His family did not have indoor plumbing until he was a junior in high school.

"I can really relate to these families," he says. "They want the best for their children, but they may not know what that is or how to get there."

Grotting has packed a lot into his 57 years. After graduating high school, he joined the Army and spent several years abroad. He returned to Coquille and worked in a plywood mill for 13 years before it shut down, a victim of Canadian imports and Oregon's spotted owl controversy in the 1990s. Grotting found himself at the age of 34 without any specialized skills and needing to support a family. "It was both a terrifying and humiliating experience," Grotting says. "My world was turned upside down."

He had coached at his children's school, and some of the teachers there recognized that he had a natural aptitude both for engaging children and leadership. They encouraged him to consider teaching. Grotting started taking some basic classes — he recalls his high school age son helping him with math — and eventually earned a master's in education at Portland State University. He took his first teaching job in the small town of Powers, Oregon, teaching sixth grade for just two years before he was asked to become superinten-

dent. He held that position in several communities before arriving at David Douglas.

Early Learning Champion

Grotting is a person who has beat the odds again and again in life, and his landing the job as superintendent at David Douglas was no exception. The district has 14 schools and more than 10,000 students, but it's close knit. Nearly all the school board members have children or grandchildren in the school system, and superintendents here are historically homegrown, earning their credentials by working their way through the ranks. Many have even grown up and attended school here. Grotting was the first superintendent in recent memory to be hired as an outsider.

"Even though I was holding on to tradition, when he came in to be interviewed I could just see that he was the right person for the job," says Cheryl Scarcelli, David Douglas School Board Chair. Grotting was hired as the economy was derailing, and the board knew it would likely have rocky times ahead including lay-offs and budget cuts. They would need a leader that people could unquestionably believe in. "He could so quickly build trust and change," Scarcelli says.



Preschool teacher Brian Modrell leads students learning to walk in a line. Kindergarten teachers say that students who come in with no formal preschool experience often struggle to learn this skill for months. In the new early learning wing, there will be six preschool classes.

“The whole board saw that in him.”

David Douglas is one of the state’s largest and poorest districts. At least 75 percent of the district qualifies for free or reduced-price lunch. Given these demographics and the impending economic crisis, Grotting could have easily found other things to turn his attention to besides early learning. But he saw it as a unique opportunity to set an example for other districts and level the playing field for kids in poverty by connecting with kids and families long before they reach kindergarten. “Wouldn’t it be neat to be able to provide these kids with the same opportunities everybody else has?”

He quickly became one of the initiative’s champions and architects. It was Grotting who identified Earl Boyles Elementary, with its ambitious and forward-thinking principal, Ericka Guynes, as a good fit for the initiative’s location. There are more than 400 students who speak over a dozen languages, and free and reduced-price lunch rates have been close to 85 percent in recent years. Grotting recognized that both the school’s community and its leadership would be receptive.

One tenet of the Early Works initiative is something Grotting referenced as he and his team broke ground on the new building. “This isn’t only for the kids in this school,” he said, but “for kids all over Oregon.”

When he talks about the initiative, this is a point that

Grotting returns to over and over: helping kids not just at one school, but kids who are growing up in poverty all over the state. “At some point you need to be able to show that this can work on the ground,” he says. “And it doesn’t have to work the same way in every community because every community has different assets and needs. But the big picture here is to show a model that’s serving families birth to 5.”

With that fundamental design in mind, Grotting and the Early Works team have built a robust and creative program. The school now has a large and engaged parent group. Infant and toddler classes are conducted regularly, with teach-

“At some point you need to be able to show that [early learning] can work on the ground,” he says. “And it doesn’t have to work the same way in every community... But the big picture here is to show a model that’s serving families birth to 5.”



Don Grotting
David Douglas School District Superintendent

ers, child care providers, and parents learning together about the critical stages of early development. Using mixed public-funding streams, there are now two preschool classes, where 30 3- and 4-year-olds attend for free. Other students attend literacy classes during the summer. And in 2012, the David Douglas community approved a general obligation bond that earmarked \$3.5 million for the construction of the Earl Boyles Early Learning Wing and Neighborhood Center.

Progress and Questions

The team is also committed to data and measurement. One of the Early Works team's first decisions was to hire researchers from Portland State University to conduct a community needs assessment, which has been the basis for many of the decisions the team has made. The PSU team continues to evaluate both the students and the community so that the Early Works team ultimately will be able to reflect on the project's efficacy and its implications for early learning.

There are early signs that the initiative already has had a positive effect on the Earl Boyles community and in particular the children who attend preschool. Preschool attendance in the 2012-13 school year was 98 percent, significantly higher than the state's average attendance rates for kindergarten. These preschool families have increased the number of books in their homes and the time spent reading to their children. Parents are involved in the classroom and with their children's learning; nearly half the parents regularly volunteer there.

As students arrived for kindergarten after a year of preschool in the fall of 2013, kindergarten teachers were consistently surprised by the level of preparation the students who had attended preschool at Earl Boyles demonstrated. "I was totally shocked on my first day," says Mari Schay, who teaches music to many kindergarteners. "I didn't doubt this initiative would work, but I didn't realize how grown up these kids would seem."

Grotting is the first to admit that every bit of progress also brings unanswered questions. There is the question of future funding for preschool, for example. The early learning wing will contain three preschool and four kindergarten classrooms,

but so far the school has been able to fund only two one-half day classes through its public funding streams, including Mt. Hood Community College Head Start and county funding for early intervention services. Despite the commitment to making resources and programs universally available, students remain on a waitlist. Moreover, Grotting and the rest of the Early Works team know that in order to have real impact in early childhood, they need to go beyond preschool to reach children long before the age of 5, or even 3, with a more comprehensive approach than is currently in place.

Grotting is undeterred. An early measure of success for him, he says, is the great deal of interest that the initiative has already generated from others in the state and across the country. "We get inquiries almost every day about this program," he says. Grotting has fielded questions from people including superintendents, principals, policymakers and people working on health care systems. He has led countless site visits. All of this energy and enthusiasm has already led to more critical thought about how to best serve young children and families in need, and Grotting says that even those who were hard to convince have come around.

"There were a lot of people to include in this effort, including teachers in the K-12 system, folks in the bargaining unit," he says. He admits that with limited money, it can be hard to argue that resources should be allocated outside K-12. "But I believe once it's started, and the teachers in the K-12 system see the advantages and the data, there will be an overwhelming demand."

His commitment shows in his work and is certainly reflected in his being named 2014 Oregon Superintendent of the year. "His determination that all students, regardless of ethnicity or poverty, can and will succeed has transformed not only our practices but our culture," read the nomination letter, written by his assistant superintendents.

Grotting can't pinpoint the reason he has been able to thrive despite the obstacles he's encountered in his own life. But he does know that his experience growing up poor and his ability to relate to his students and families very much inform his decisions.

"Sometimes as folks in education," he says, "we need to get out in the real world and understand what some of these children and families go through."



Superintendent Jon Peterson has led the effort to build an early learning center in Pendleton. He says a lot of K-12 educators have ignored early learning's importance. "We haven't thought outside of that box very well to be quite honest," he says.

THE LONG GAME

Pendleton Superintendent

Jon Peterson led the drive for an early learning center — and for remaking his system around early childhood.

In 2009, Jon Peterson had an epiphany that would shape his work for years to come. As a first-year superintendent of the Pendleton School District, he attended an Oregon School Board Association conference in Portland. Though he knew the conference was a good learning opportunity, he wasn't sure exactly where to begin. "I was so overwhelmed as a starting superintendent," he says, "I kind of dropped my finger on the flyer."

That flyer led him to a presentation about early learning by Gladstone Superintendent Bob Stewart, who had built an early learning center in his own district outside Portland. Though Peterson didn't go to the conference with plans for an early learning initiative, while sitting in that room he had a realization. "I thought: We can do this in Pendleton."

Peterson was new to his position but he was not new to Pendleton. Like many local families, his history with the town is multi-generational. In fact, Jon Peterson is not the first Peterson to hold the superintendent title in Pendleton. His father, Don, held the job more than 20 years ago, after his family moved there when Jon was 10. After graduating high school, Peterson left only for college and to cut his teeth as a new teacher in Portland before returning home to work as a guidance counselor and math teacher. That was 20 years ago. He then became an assistant principal, a position he held in a half dozen of Pendleton's elementary schools, before he was appointed superintendent.

It was an experience that he had in the elementary schools that he was thinking of that day in Portland.

"We had a couple of really amazing kindergarten teachers so I spent a lot of time in the kindergarten classroom," he says. He saw first-hand how devastating the achievement gap was for the kids living in poverty, and watched as these same children stayed behind in the later elementary grades. "When I became a superintendent I think I had kind of an internal vow that I would do what I could in Pendleton to improve our educational program for kids from birth through our system," he says.

That day years later, Peterson knew the problems he had seen were more acute than ever. With several notable businesses in the town and the annual Pendleton Round-Up, it's a community known for entrepreneurship. But like the rest of the state it has suffered economically. Nearly half of the

district’s students are eligible for free or reduced-price lunch, a 20 percent increase over the past 13 years. “It shows in the kids who are coming into our classrooms every day,” says Peterson. “They need more support than they probably ever have.” They need to form more meaningful relationships with adults, he says. They need an earlier start.

Peterson felt he was in a position to create the kind of change that would meet those needs. Over his many years in Pendleton he had earned a reputation as a straight shooter and a man of his word — values that hold up well in most communities but especially in Pendleton, where many in this eastern Oregon town of 16,000 are committed to self-sufficiency.

“I think most of us that are in leadership positions know what our strengths are and also what our weaknesses are,” says Peterson. “I was wise enough to understand that I had spent a lot of years in Pendleton and I have a lot of relationships there.” Those relationships, he knew, would be critical in convincing the voters to open their pocketbooks.

Peterson, 54, is also a parent; he and his wife have two children. “I just think there’s a sense of community pride that you experience in a place like Pendleton,” he says. “I wouldn’t have wanted to raise my kids anywhere else to be honest with you.” That said, he understands the dilemmas that Pendleton families face. For his kids, returning to Pendleton will likely not be as prosperous an option as it was for him. He knew that building a center that would benefit the next generation would appeal to those who want to see Pendleton thrive.

In November 2013, four years after Peterson heard Stewart’s presentation, the voters in Pendleton passed a general obligation bond for \$54 million that included funding for the renovation of an existing school into an early learning facility. It was modeled to some extent after the Center for Children and Families in Gladstone, but will be significantly larger with 10 kindergarten classrooms, six or seven preschool classrooms and a common

gathering space for families. Peterson and his staff are working on plans for an onsite health clinic. The center will in part be funded by the district, but also will be supported by the early learning programs co-located there.

Peterson’s work to get his district to this place has been strategic, with a focus on relationship-building and an understanding of the long game.

After returning from the conference in 2009 he was eager to put forth a bond, but he thought its chances would be better if he waited until an existing bond expired. He set his sights on the 2013 ballot.



Preschool classrooms like this one at Hawthorne School are district-funded and draw from the Head Start waiting list. The school is undergoing a renovation funded by a bond.



Preschool students play outside Hawthorne School, which will be renovated into an early learning center to serve children 5 and younger. Construction is set to begin in the fall of 2014.

The next step was convincing his board. “It just fit,” says Dave Krumbein, the school board chair. Like Peterson, Krumbein felt that a center would match with the character of Pendleton. “It’s the mindset here that we take care of our own,” he says. And like Peterson, Krumbein wanted to see future generations stay in Pendleton. As a person who has lived there 45 years, he still feels like a newcomer among the many families that have been there for four or five generations.

“When I became a superintendent I think I had kind of an internal vow that I would do what I could in Pendleton to improve our educational program for kids from birth through our system.”



Jon Peterson
Pendleton Superintendent

But Pendleton is also a town of businesspeople, and Krumbein and Peterson knew they would need to lay out a persuasive argument to the residents before they cast their votes.

The school board formed a committee of 30 people. Called People for Pendleton Schools, the committee was strategically co-chaired by people of different generations — one a parent in her 30s, one a grandparent. The older generation was Krumbein’s one niggling concern. “I thought the older folks would be harder to convince, that they might say, ‘I did fine, my kids did fine. Why do we need this?’”

In fact, the community took much less convincing than they thought. The early learning center quickly became one of the bond’s most powerful selling points.

“Probably the No. 1 most important thing we did in Pendleton to be successful with a bond that included an early childhood component is we intentionally engaged our community in a conversation around this,” Peterson says. “And we did so repeatedly over a two-year period of time, often times in front of seven to 10 people.”

Early learning sells itself, Peterson realized. He recalls a community hearing in a neighborhood where he was antici-

pating a tough crowd. But after only a short explanation, “I had several people that came to me and said, ‘Thanks for coming, thanks for taking the time to educate us.’ They actually said, ‘Your plan for the community makes good sense and we could support it.’”

The 2013 bond passed with 65 percent approval.

Today in the lobby of Hawthorne School hangs a blueprint for the Hawthorne early learning center. They plan to break ground in fall 2014 and estimate costs at \$9.5 million.

In the meantime, Peterson has begun to work on centralizing services in this building. The county’s Women, Infants and Children program has moved into the building, as well as the Pendleton Educational Service District’s Early Intervention Program. Posters promoting breast feeding line the school’s walls and handwritten signs with arrows point the way to “early intervention assessments.”

Three- and 4-year-olds walk single file down the hall, as Peterson has already installed three preschool programs. Two of them are a collaboration with Umattilla Head Start and Intermountain Educational Service District; the other is paid for with district funds. All of them serve low-income children. Peterson’s goal is to serve as many students from low-income families as possible. He is hopeful that as the effort continues, most of the children who arrive at one of the district’s five elementary schools in the next few years will do so with some preschool experience, especially those living in poverty.

Peterson also hopes that enthusiasm for this project will continue to exceed his expectations, and he says he has learned that there is power in the case for quality early childhood programs. “You have to be willing to courageously step forward and say this early childhood stuff is really very important,” he says.

It’s not about making space for early childhood, he says. It’s about reconfiguring the system around it.



Young children play at Hawthorne School, where six or seven new preschool classrooms are planned.

RECOMMENDATIONS FOR POLICY & PRACTICE

This report highlights four superintendent early learning champions in Oregon. These leaders, fueled by decades of research and their own drive to improve student achievement, embraced the opportunity to build early childhood programs in their districts with little outside support.

These four leaders all understood the critical need for high-quality early education to build the foundation for long-term student success. The research evidence is indisputable that we need to provide earlier, sustained, intensive, and carefully sequenced early learning experiences for at-risk children to overcome the odds stacked against them.¹ In an educational climate of doing more with less, these leaders pulled together the resources to improve educational opportunities for children before they enter kindergarten.

The rapidly changing early learning and education landscape in Oregon and the nation more than ever requires leaders across all levels (schools, early learning programs, districts, state, and federal) to reimagine education and have a greater number of tools in their leadership toolbox. This includes a cultural shift for both early learning leaders and K-12 leaders to create new partnerships in order to align practices across the birth through third grade continuum. The four superintendent leaders in this report had to learn new content and navigate complex socio-cultural and political environments. They worked outside of traditional educational norms by building relationships with early learning providers and by engaging with families earlier and more meaningfully. This required perseverance, fortitude, creativity, and perhaps above all, courage.

What we've learned from these superintendents is that they had to embrace risk to create change and they did so without a fully implemented statewide early learning system that supports the birth through third grade continuum.

Education Leaders Need Empowerment

We applaud the efforts of the superintendents highlighted in this report for taking on early education. However, Oregon cannot achieve statewide impact with isolated pockets of innovation. In order to bring about widespread system change, we need to empower education leaders across all levels to cultivate statewide change.² District

level leaders can't do this hard work alone. Research demonstrates that school and program-level leaders need support and guidance from the federal, state, and local levels to improve the educational outcomes for all children.³ Districts need strong leaders who drive the vision, create a shared purpose, leverage resources, address barriers to implementation, and empower others to do the same. When resources and federal and state policies are aligned with district and program level visions of reform, leaders have the supports needed to be most effective.⁴

This is an auspicious moment for education reform. As states and district leaders face enormous pressure to achieve outcome-based results, stakeholders across the education continuum are increasingly looking to the early years. The importance of connecting to the early years is clear. Decades of research has documented that kindergarten is too late to begin efforts to equalize education opportunities for disadvantaged children. Research demonstrates that by improving learning opportunities for the youngest learners we can save money, reduce school failure, and improve children's long-term success.¹ To maximize the gains made in early education, we need to ensure that early learning is aligned and integrated with K-3, thereby creating a seamless early learning continuum from birth through third grade.⁵

Specifically at the federal level, early learning has gained visibility. Through the federal Race to the Top Early Learning Challenge, many states have recently expanded leadership and professional development opportunities to enhance and sustain early learning gains through the early academic years.⁶ Additionally, the proposed Strong Start for America's Children Act is a 10-year initiative to expand and improve high-quality early learning opportunities for children birth to age 5 with a focus on preschool services. The bill focuses on federal-state partnerships and would provide necessary federal funding matched with state dollars to expand and improve quality early learning with the goal of increasing school readiness.

State Support is Critical

It is critical that Oregon start preparing now to build the infrastructure, including developing early learning program standards required to compete for federal funds. In order to

RECOMMENDATIONS FOR POLICY & PRACTICE

prepare for the Strong Start for America's Children Act and more importantly to improve children's success in school and life, we recommend Oregon policymakers:

- Develop and support strong leaders through the provision of technical assistance to ensure they are informed and educated about early learning and more likely to participate in reform and alignment efforts;
- Develop new preschool program standards that build on Oregon's existing preschool models (Head Start/Oregon Pre-kindergarten) and are appropriate for school and community-based settings. These preschool program standards should be aligned with K-12 Common Core Standards, developmentally appropriate, culturally and linguistically appropriate, and address all domains of school readiness, including physical well-being, motor development, social-emotional development, literacy and language development, approaches to learning, cognition/general knowledge, and early math and scientific development;
- Build capacity to deliver high-quality preschool through developing an adequately trained and compensated workforce;
- Ensure that institutes of higher education that grant degrees in early education produce highly qualified graduates with the skills needed to deliver excellence in a birth through third grade continuum;
- Develop data systems linking birth to 5 data to the K-12 system;
- Build on the preliminary work of the Oregon Kindergarten Assessment and development of the early learning system to guide instruction and ensure quality improvement;
- Create a plan for financing high-quality early learning facilities in schools and community-based settings that includes a needs assessment;
- Maintain and increase the targeted investment in the Kindergarten Readiness Partnership & Innovation Fund. This fund supports partnerships between schools and community-based early learning programs to bridge early learning and K-12 to increase school readiness;
- Support a cadre of early learning demonstration sites that are developing, implementing, and testing new models in the birth through third grade continuum. The state should consider creating local readiness teams or communities of practice modeled after other states to begin developing the standards, build the infrastructure, and support local practice;
- Follow through on the early efforts to connect health and early education. Oregon has taken important steps to bridge health and early learning by focusing health care providers on kindergarten readiness and working to dramatically expand the scope of adults trained to deliver de-

STATES CATALYZE EARLY LEARNING LEADERS

Federal educational priorities have catalyzed greater support for the professional development of education leaders across all levels. The federal Race to the Top Early Learning Challenge has inspired a few states to increase early learning and K-12 instructional leaders' capacity to support high-quality education practices in the early elementary grades.¹

- Pennsylvania has an Early Childhood Executive Leadership Institute, a five-day annual training held in regions across the state focused on helping principals, superintendents, early childhood directors, and other administrators to better support quality instructional practices birth to fourth grade;
- North Carolina has proposed to organize professional development institutes for principals, teachers, and central office staff to increase school and district capacity to implement preschool to third grade reforms;
- Maryland is launching Early Childhood Leadership Academies for preschool through second grade educators, with a focus on instructional practices in areas such as the Common Core, early learning and development standards, assessment and data, transition planning, and health and family engagement;
- Nebraska's Department of Education plans to support the development of school-community partnerships that would provide joint training to help bridge early learning and early elementary systems;
- Nevada has proposed to develop a community of practice to support Common Core implementation that includes both early childhood educators and public school teachers.²

1 Dichter, H. & Wat, A. (2012). *Analysis of Race to the Top: Early Learning Challenge application section on "Sustaining Effects into the Early Elementary Grades."* Chicago, IL: The Ounce of Prevention Fund.

2 Goffin, S.G. (2013) *Building Capacity Through an Early Education Leadership Academy.* New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

developmental screenings. As we take on the expansion of developmental screenings, we must be prepared to follow through and deliver special education services and other developmental supports for at-risk children;

- Take meaningful steps toward including families and parents as full partners in their children's education and development. Oregon must ensure parents are key stakeholders and represented in all education and health system change efforts the state is currently undertaking;
- Incorporate effective local strategies in statewide policies to increase sustainability. District-level initiatives should inform state-level policy when innovative models have proven to be effective in improving student outcomes; and
- Increase state investments in high-quality early learning opportunities to reach more disadvantaged children and address the achievement gap.

Districts Should Embrace Early Learning

Districts ready to expand high-quality early learning opportunities and improve child outcomes should:

- Reach out to local or regional early childhood providers and build a collaborative relationship to prioritize and coordinate early learning efforts, including sharing data, such as the Kindergarten Assessment, to improve shared outcomes;
- Develop a shared vision and strategic plan for early learning that reflects a joint commitment between K-12 and early childhood partners to improve child outcomes;
- Identify what early learning resources can be tapped now through the array of federal, state, local, and private funding sources currently available that include services for children birth to age 8. Maximize existing resources by generating, reallocating, leveraging, and blending or braiding public and private funds to ensure early learning efforts are adequately funded and implemented effectively;
- Embed early learning goals and performance indicators into district policies and practices;
- District leaders demonstrate and articulate early learning

as a priority with both internal and external stakeholders;

- Increase the number and quality of partnerships with community-based programs;
- Support ongoing, high-quality shared professional development between early learning providers and K-3 teachers;
- Establish and implement a comprehensive assessment system that includes the Kindergarten Assessment and diagnostic, formative, and summative data tools to understand student progress and create data teams in which data is shared between early learning programs and schools to inform individual instruction and site-level decisions;
- Require and support the use of research-based common curriculum across the preschool to third grade continuum that is aligned with state standards;
- Incorporate family engagement as a core district priority. Teachers, administrators, and all staff understand the importance of and employ proven strategies for engaging all families before kindergarten.

Summary

Developing early learning initiatives, including committing to establishing preschool programs in school districts, is not easy. It requires school administrators to step outside of traditional K-12 models and adopt a significant shift in thinking about delivering education services to children. As school leaders engage in these efforts it is important to keep the long-term goal in mind: high-quality educational experiences that provide children with the foundation for success they need and deserve.⁷

With leadership coming from the federal and state levels, and local leaders emerging, now is the time for coordinating efforts across the spectrum. It is exciting that early learning is finally a matter of how — not why — and we encourage and support those risk-takers who are finding ways to connect the early years to the early grades so that we can close the achievement gap across Oregon and create a brighter future for our students.

1 Council of Chief State School Officers (CCSSO) (2009). *A Quiet Crisis: The urgent need to build Early Childhood Systems and quality programs birth to age five. A Policy Statement of the Chief State School Officers.* Washington, D.C.

2 Goffin, S.G., & Janke, M. (2013). *Early childhood education leadership development compendium: A view of the landscape (2nd ed).* Washington, D.C.: Goffin Strategy Group

3 Augustine, C. H., Gonzalez, G., & Ikemoto, G., Russell, J., Zellman, G., Constant, L., et al. (2009). *Improving school leadership: The promise of cohesive leadership systems.* Santa Monica, CA: RAND Corporation

4 Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs.* Stanford, CA: Stanford University, Stanford Educational Leadership Institute

5 Kauerz, K. & Coffman, J. (2013). *Framework for planning, implementing, and evaluating Pre-K-3rd grade approaches.* Seattle, WA: College of Education, University of Washington

6 Dichter, H. & Wat, A. (2012). *Analysis of Race to the Top: Early Learning Challenge application section on "Sustaining Effects into the Early Elementary Grades."* Chicago, IL: The Ounce of Prevention Fund

7 Wat, A. & Gayle, C. (2009). *Beyond the School Yard: Pre-K collaborations with community-based partners.* Washington D.C.: PreK Now.

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