

EARLY WORKS

at **Earl Boyles**

An innovative approach to education and healthy development for young children and their families.

A Public **ELEMENTARY SCHOOL** That Offers More



Early Learning

High-quality learning programs and supports from birth.



Engaged Families

Programs and services that empower parents.



Health & Other Social Services

School-based supports and referrals that ensure healthy development for kids.

Envisioning a Different Kind of School

Kids begin learning before they're even born. By the time children start kindergarten, their brains are already 90 percent developed. Children's Institute believes our education system can do more for kids during this critical period of development. Neighborhood schools *can* serve children long before they enter kindergarten and provide meaningful support to parents and families before and during elementary school.

Our Early Works initiative demonstrates what happens when school districts, community partners, parents, and funders come together with a shared vision to support the early learning and healthy development of young children: Kids arrive at kindergarten ready to learn, parents feel welcome at the school and empowered to support their children's learning, and the school community flourishes.

A Peek Inside Earl Boyles

Located in the David Douglas School District in Southeast Portland, Oregon, Earl Boyles Elementary School is one of two Early Works sites. The school serves a culturally and linguistically diverse group of low-income families. Through our comprehensive, community-based Early Works initiative, Earl Boyles now offers high-quality preschool, an Early Kindergarten Transition program, summer literacy programs, infant-toddler play and learn groups, a food pantry, and connections to housing and health care supports. .

Since 2010, children at Earl Boyles have improved their kindergarten readiness and parents have become leaders in the community and empowered participants in their children's learning. Going forward, Early Works aims to increase participation in 0-3 play groups and support children's learning at home, ensuring all children in the area are ready for preschool and beyond.

STRATEGIES That Drive CHANGE

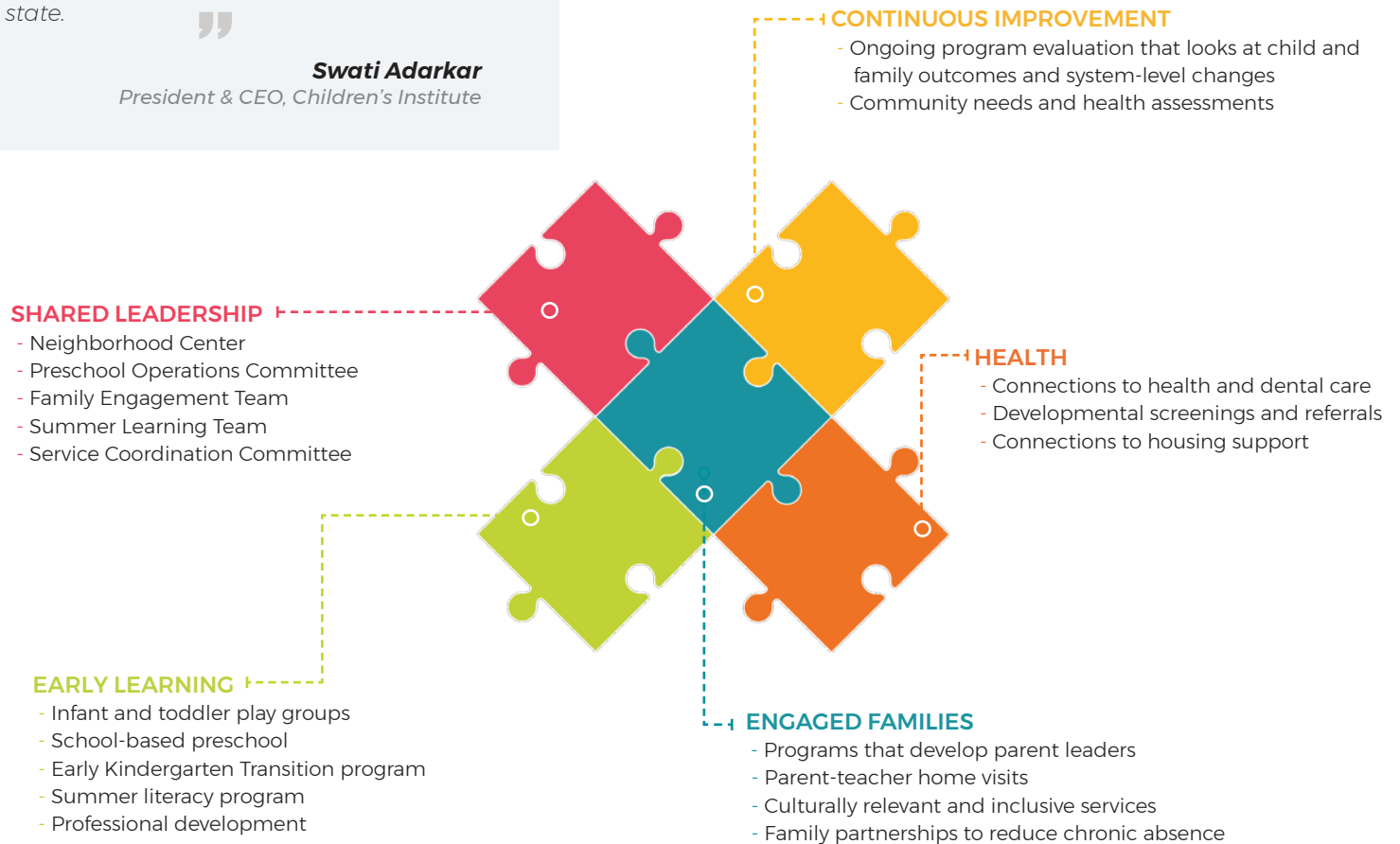
“Early Works is about bringing people together to create solutions for children and their families. We’ve seen that providing a variety of programs and services to kids and families starting at birth can make a difference. We’re using what we’ve learned from Early Works to change the way early learning is delivered across the state.”

Swati Adarkar
President & CEO, Children’s Institute

We know that preschool alone is not enough to close opportunity gaps and prepare all children for success in kindergarten. Informed by research and guided by local data and community input, Early Works demonstrates a new approach to supporting families and young children. This includes offering early learning experiences that are aligned with elementary school so that kids transition seamlessly from preschool into kindergarten and beyond.

The initiative provides early learning and health supports while engaging families and sharing leadership amongst a variety of stakeholders.

Ongoing evaluations and community assessments conducted by Portland State University allow for continuous improvement of the approach.



An Initiative Based On PARTNERSHIPS

The Early Works initiative brings together parents, schools, and communities to meet the needs of children from birth to age 8.

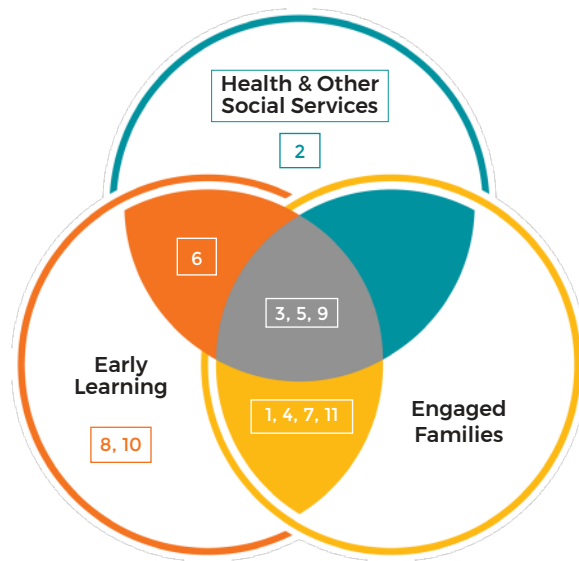
Many partners, including the David Douglas School District, Mt. Hood Community College Head Start, and Multnomah Early Childhood Program, have come together to provide high-quality early learning programs and supports starting at birth, parenting education to engage families, and health supports and other social services for families.

Children's Institute provides the vision and leadership for the initiative and Portland State University conducts ongoing assessments.

“Having rich early learning programs and services in my school means kids are better prepared for kindergarten. This is possible thanks to deeply connected partners, including parents, all working together toward the same goals.”

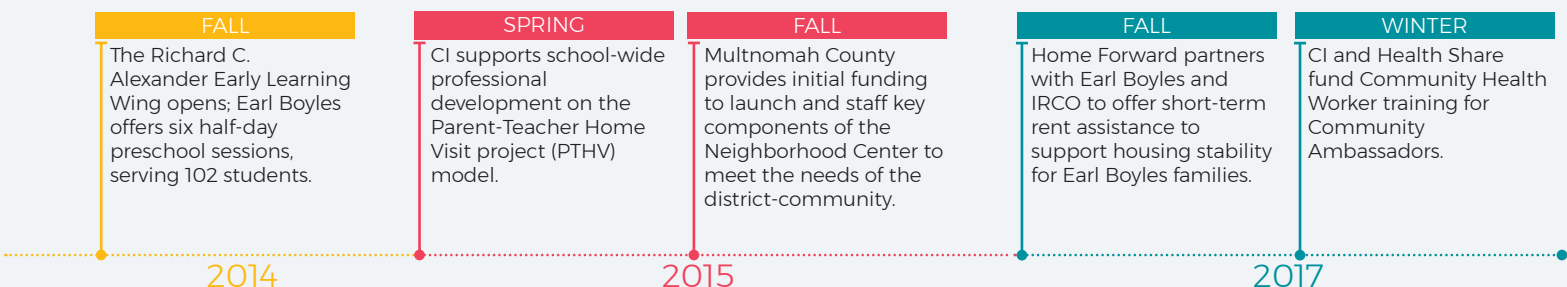
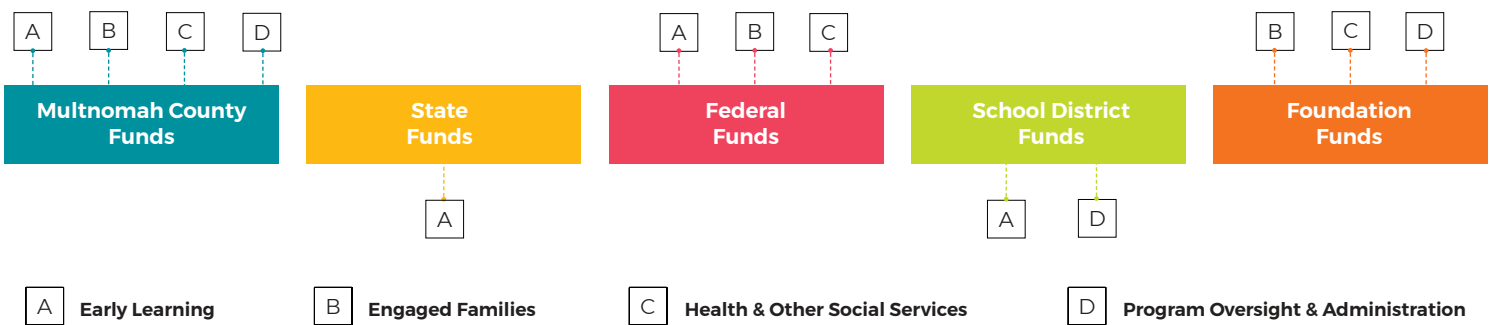
Ericka Guynes

Principal, Earl Boyles Elementary School



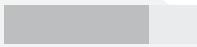
1. Children's Book Bank
2. Home Forward
3. Immigrant & Refugee Community Organization (IRCO)
4. Latino Network
5. Metropolitan Family Services (MFS)
6. Mt. Hood Community College Head Start
7. Multnomah County Library
8. Multnomah Early Childhood Program (MECP)
9. Padres Unidos (Parents United)
10. Reading Results
11. SMART (Start Making a Reader Today)

How is Early Works at Earl Boyles Funded?



A Closer Look at Earl Boyles

75%



of entering kindergarteners had preschool experience.

80%



of students qualify for free or reduced-price lunch.

38%



of students meet third grade math benchmarks.

34%



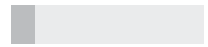
of students meet third grade English benchmarks.

33%



are English language learners.

12%



of students are absent on a regular basis.

The Impact of Early Works: 2011–19 Evaluation Highlights

+ Families at Earl Boyles appear to be increasingly stable and less mobile since the start of Early Works. Students in more recent cohorts were significantly more likely to remain at Earl Boyles for first through third grade.

96% of the 2017 cohort and **98%** of the 2016 cohort returned for first grade while only about **84%** of students returned for first grade in years prior.

+ Children identified earlier for EI/ECSE services and who received two years of EB preschool were less likely to need special education services by first grade.

Only **66%** of former EB Preschoolers who received SPED in kindergarten remained in SPED in first grade, while **82%** of the kindergarteners who did not attend EB preschool remained in SPED in first grade.

+ Stronger early literacy skills at kindergarten entry predicted higher third grade literacy, math, and writing scores, underscoring the effectiveness of preschool.

+ Early literacy skills for children in kindergarten, who attended the Earl Boyles preschool, have improved significantly over time (133% increase over baseline) and exceed those in the district and state.

+ Significant early literacy skill gaps between Asian, Latino, and white kindergarteners at the start of kindergarten are no longer present.

What's next at Earl Boyles



Early Learning

+ More families with children ages 0–3 will have the resources they need to support children's learning at home.

+ Children—and particularly children of color—will arrive at preschool with improved literacy and numeracy skills.



Engaged Families

+ More culturally and linguistically diverse families will feel welcome at the school and communicate more frequently with teachers.

+ More teachers will receive training in culturally responsive teaching and family engagement practices.



Health & Other Social Services

+ Children's Institute and IRCO will document what school-based health services look like in a form that can be shared with other schools.

+ Children's Institute will connect 0–3 programs at Earl Boyles with health services.