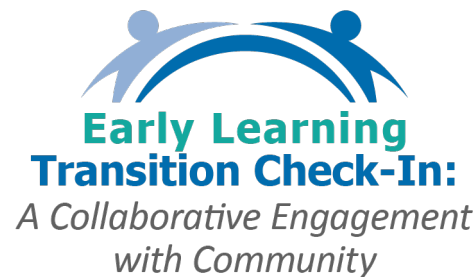


# Family Conversation

Early Learning Transition Check-In: A Collaborative Engagement with Community

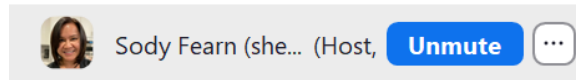
Informational District Session  
October 2024

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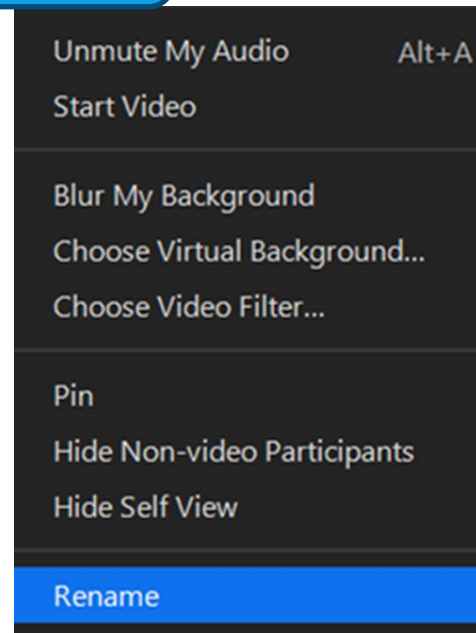


# Renaming Steps

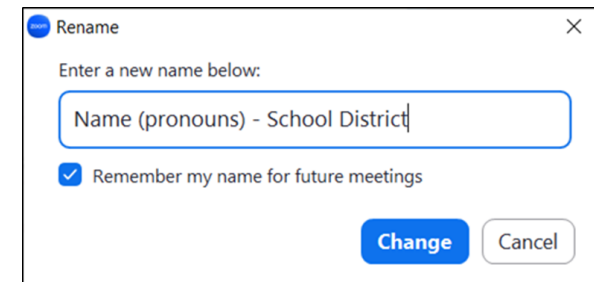
## Step 1



## Step 2



## Step 3



# Engaging Opener



In the chat...

What are you hoping to learn today about the Early Learning Transition Check-In?

# Facilitator's Requests

- Embrace an open mindset
- Support each other
- Remain family-centered
- Focus on equity
- Expect non-closure
  - Explore the issues together
  - Understand the complexities of transition



# About Us



## Oregon Department of Education (ODE)

ODE works in partnership with school districts, education service districts, and community partners.

**MISSION:** Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.



## Department of Early Learning and Care (DELIC)

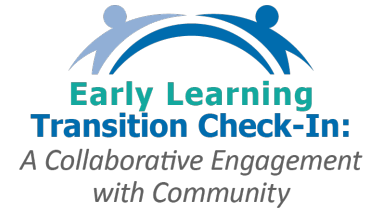
The Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals.

**MISSION:** All children, families, early care and education professionals, and communities are supported and empowered to thrive.



# Introductions ODE and DELC Staff

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**Rachel Elliott**, Head Start Collaboration Specialist, DELC

**Sody Fearn**, K-2 Balanced Assessment Specialist, ODE

**Mindi Helmandollar-Armatas**, PreK-3 Grade Coordinator, ODE

**Karina Guzmán-Ortiz**, Partner Engagement Specialist, DELC

**Andrea Lockard**, Director of Assessment and Student Reporting, ODE

**Lauren Sigman**, Preschool Specialist, DELC

**Corine Tyler**, Survey Analyst, ODE

**Julia Pachicco**, Psychometrician, ODE



# Outcomes

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## **Where have we been?**

- Redesign
- Introduction to the Early Learning Transition Check-In
- Purposes

## **Where are we now?**

- Family Conversation Pilot process
- Links to other Oregon initiatives

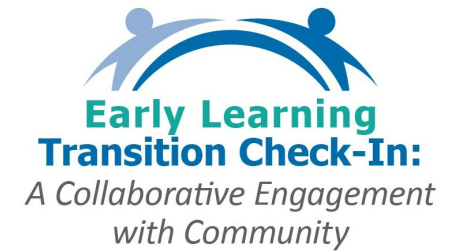
## **Where are we going?**

- Preparing for Statewide Implementation

## **Questions?**



# Early Learning Transition Check-In: A Collaborative Engagement with Community



- Community engagement in **co-creation, a reimagined process**
- ODE and DELC are working in **collaboration** to respond to historical concerns about the former Kindergarten Assessment
- **Shifting focus away** from children's "readiness" for Kindergarten
- Creating a way to look at how **prepared** educators, schools, districts, communities, and **systems** are to support ALL children and families





# Oregon's Growing Diversity

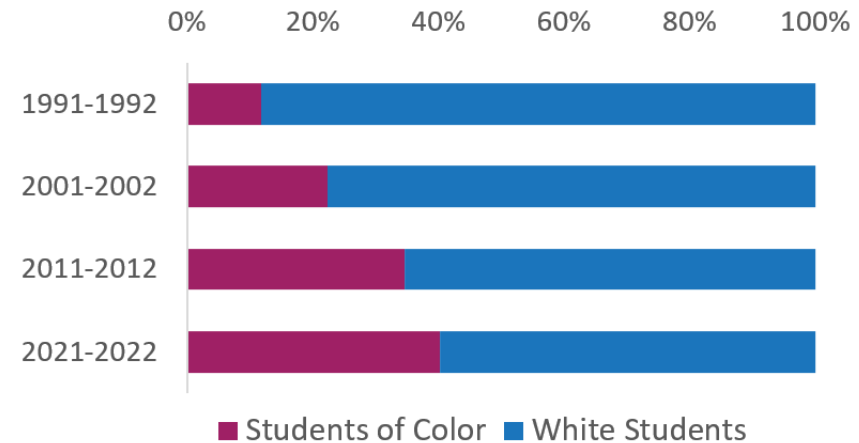
**553,012 K-12 Students and 20,000 PreK\***

More than 300 languages spoken

**~40,000 Kinder Fall 2023**

**17 Early Learning Hubs**

Includes Statewide Tribal EL Hub



**2022-23 Data**

# Family Conversation

- Each fall, Kindergarten educators will meet individually with each family entering their classes.
- The Family Conversation is a tool to support educators' conversations with families.



## What it does:

- Collects information about families' early learning and care experiences
- Builds relationships among educators, parents/caregivers, and children

## How it advances equity:

- Takes a more holistic view of children
- Provides context about families
- Shifts focus off children's "readiness"

# Comparing the Family Conversation to an Interview

## What it is...



Two-way conversation



Dedicated time to listen, and learn from children's first teachers



Creating space for connection with families to school staff and resources



One component of family engagement to support the transition to kindergarten

## What it isn't...



Checklist



Time to complete academic measures



Quick, surface level Interview/Survey



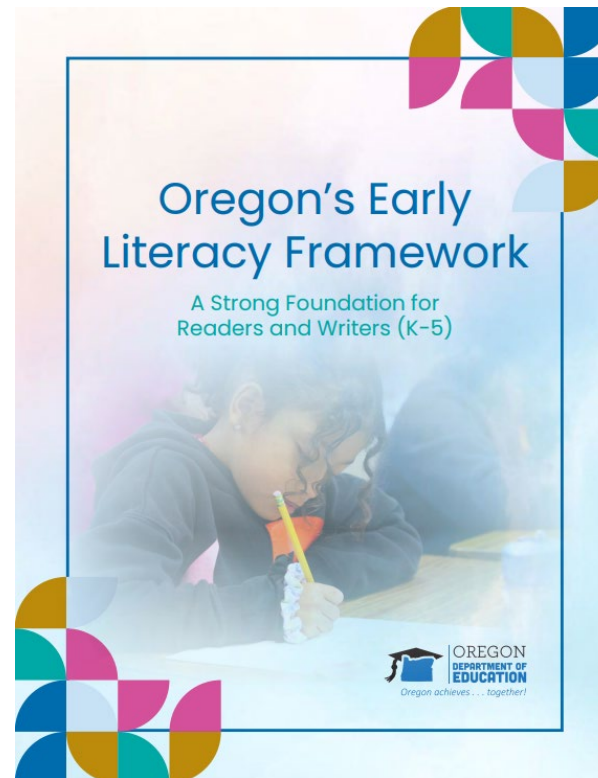
Teacher led discussion



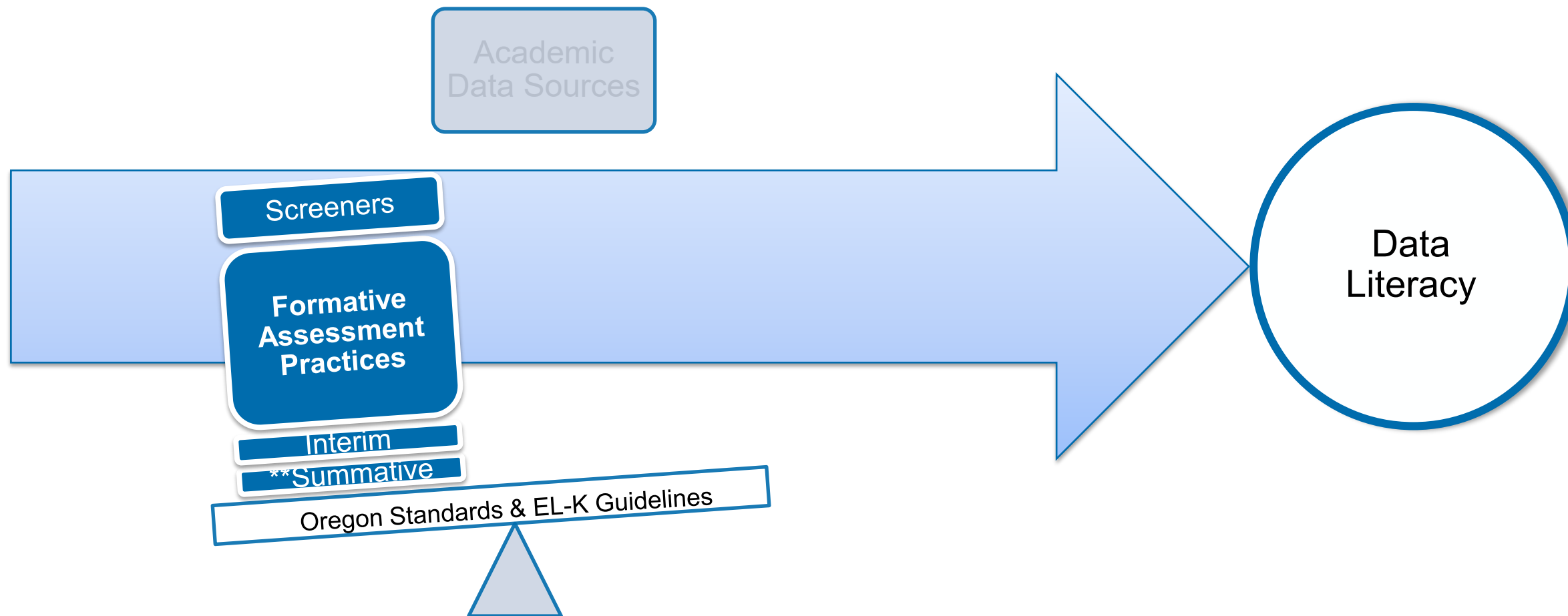
Transactional

# Links to Oregon Initiatives

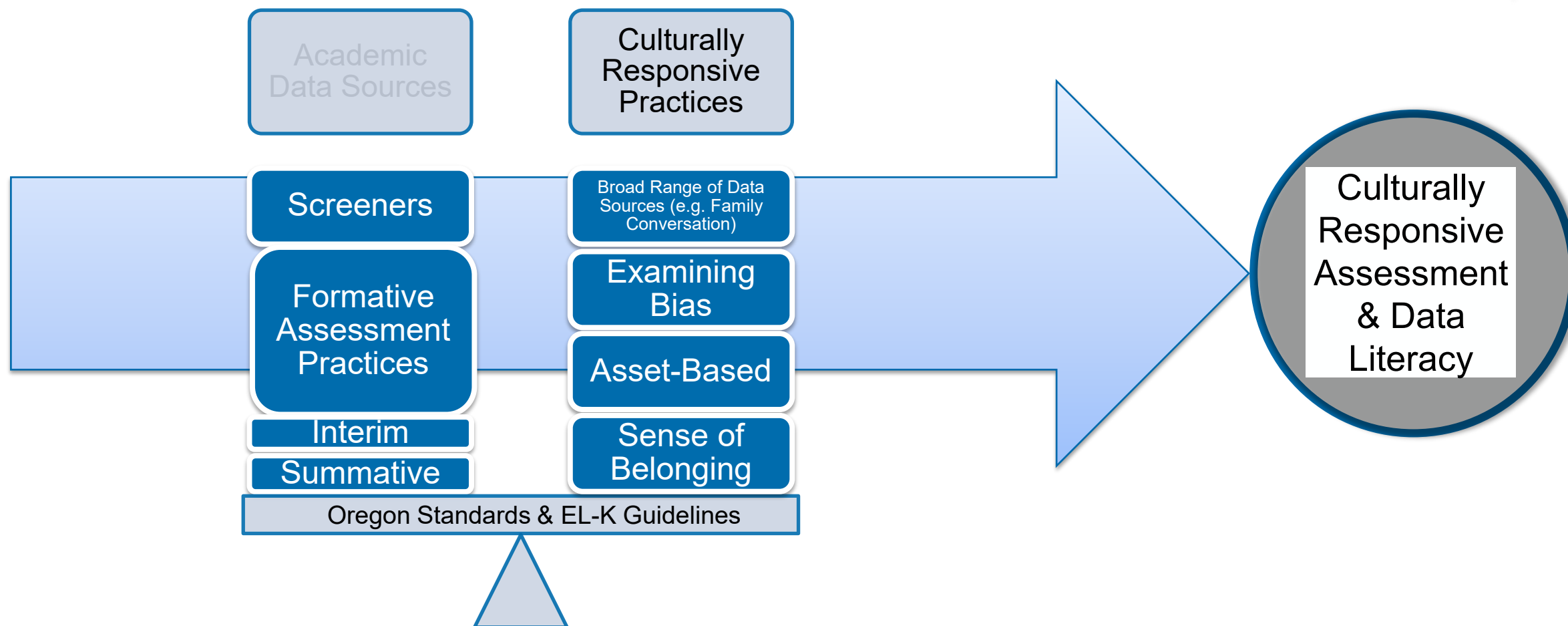
## STUDENT SUCCESS ACT



# School Aged Assessment System



# K-2 Balanced Assessment System





# Family Conversation Questions

The ELTC is designed to:

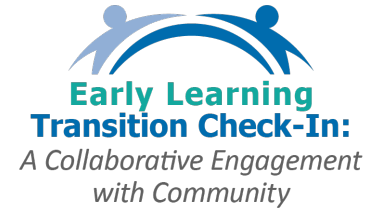
- help educators **connect with and learn about the children and families** entering their class
- **inform DELC and ODE about families' experiences** prior to starting Kindergarten

The ELTC uses two kinds of question types to reach these goals

- Open-ended questions allow for families to share their thoughts and experiences in their own words
  - e.g., “What are your hopes and dreams for your child?”
- Closed-ended questions allow for teachers to select from a list of common responses (informed from previous pilot iterations)
  - e.g., “What experiences, programs and/or services did your child receive or participate in to help them learn and grow?”

# Connecting with and learning about children and families

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## Aspirations

*"To be a kind friend and learn how to work through differences"*

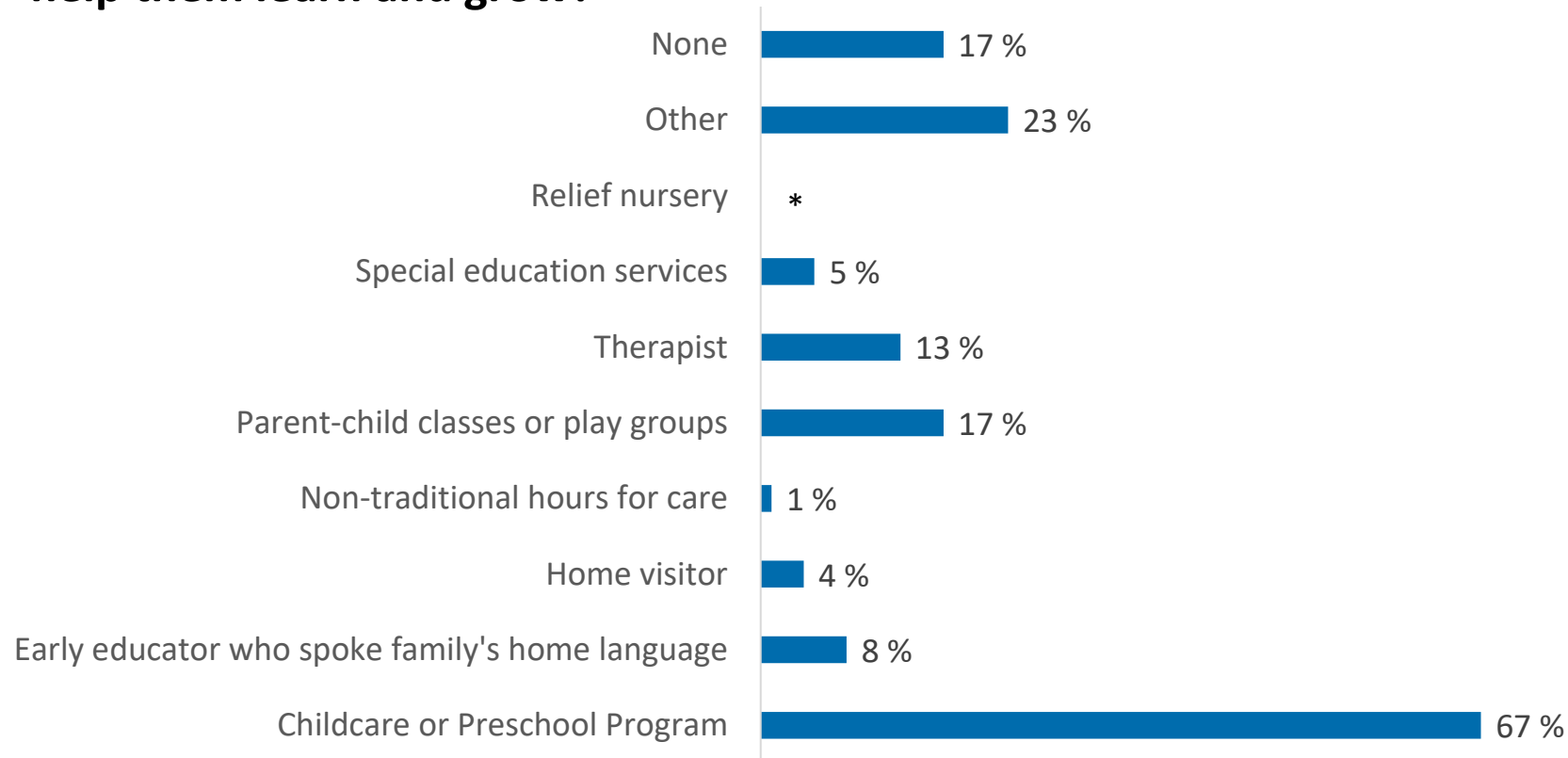
*"Gain strong foundation of all subjects"*

*"We want her to blossom and thrive in this community"*

*"... feel loved at school"*

# Families' experiences prior to kindergarten

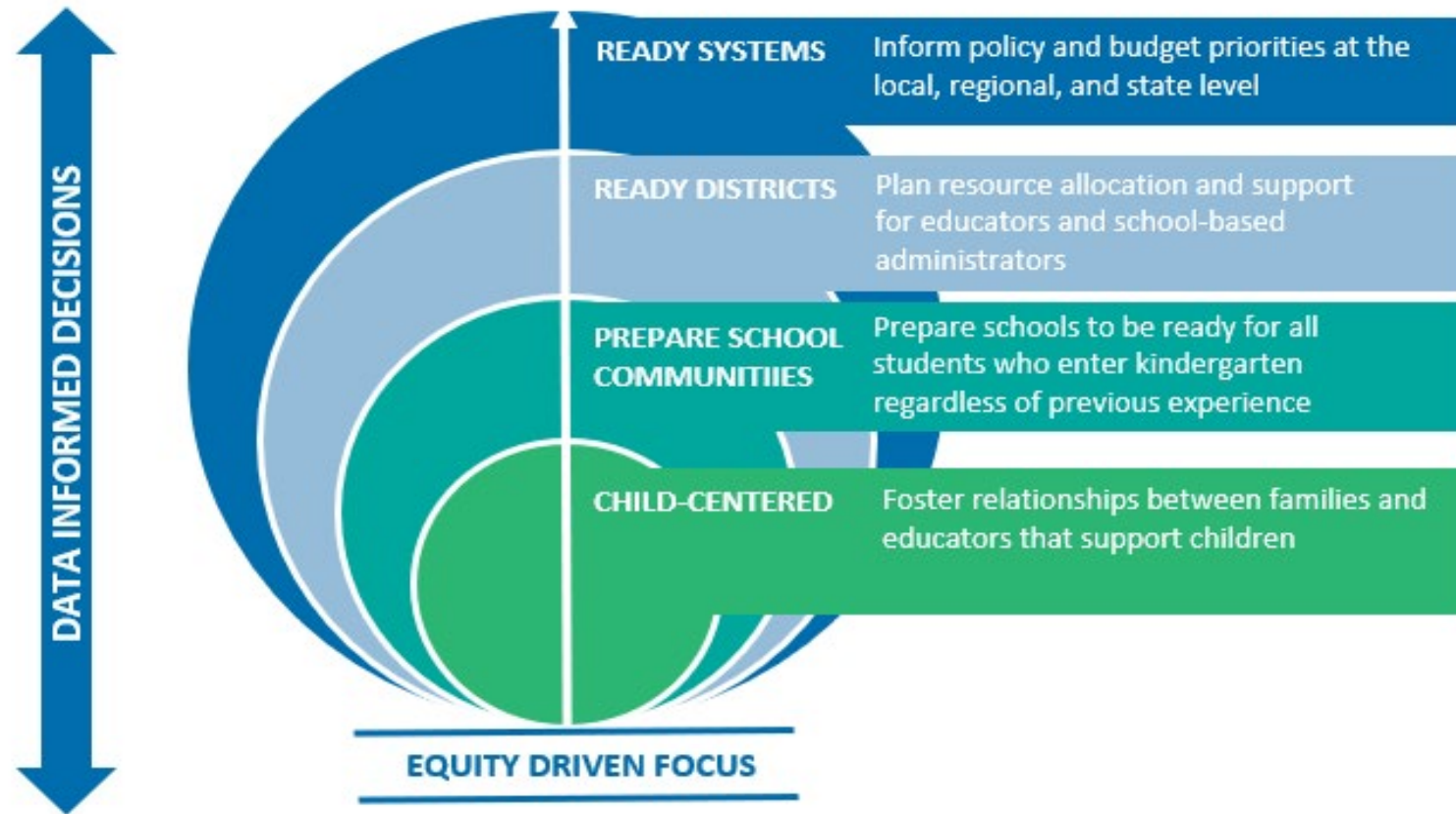
**What experiences, programs or services did your child receive or participate in to help them learn and grow?**



*"He was able to make more friends and gain more independence at preschool."*

*"Speech was the most helpful. He learned about tools that help him express himself."*

# ELTC Data Informed Decisions



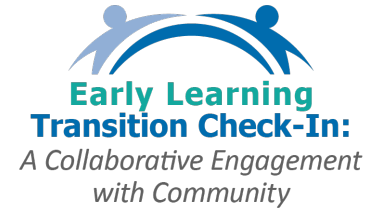
# What story is the data telling us?



- Families value the opportunity to share about their child
- Educators value the opportunity to meet with families
- Transformational shift

# Administrator Quote

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*"I am so excited about this shift. We have done family conversations for years, and the impact it has and tone it sets from the start is incredible. I love listening to families tell us about their hopes and dreams and fears and welcome them to our school family! Can you imagine the cultural shift we could make statewide when all families entering school have an opportunity to meet with their school/teachers one-on-one from the start. So exciting!"*



# Family Quotation

*“Me sorprendio porque con ninguno de mis otros hijos me llamaron para hacerme estas preguntas de parte de un maestro, y este hijo que está en kindergarten es el tercer niño, y aunque ya la conozco a la maestra, nunca había estado tan cerca del niño.” (English: “Also surprised. Hadn’t called me for my other two kids. I know the teacher, but I’ve never been in relationship like this with them.”)*

*“I was nervous, but also excited to meet her and tell her about my child.”*

*“I think the holistic picture is so important to support a child’s ability to learn.”*



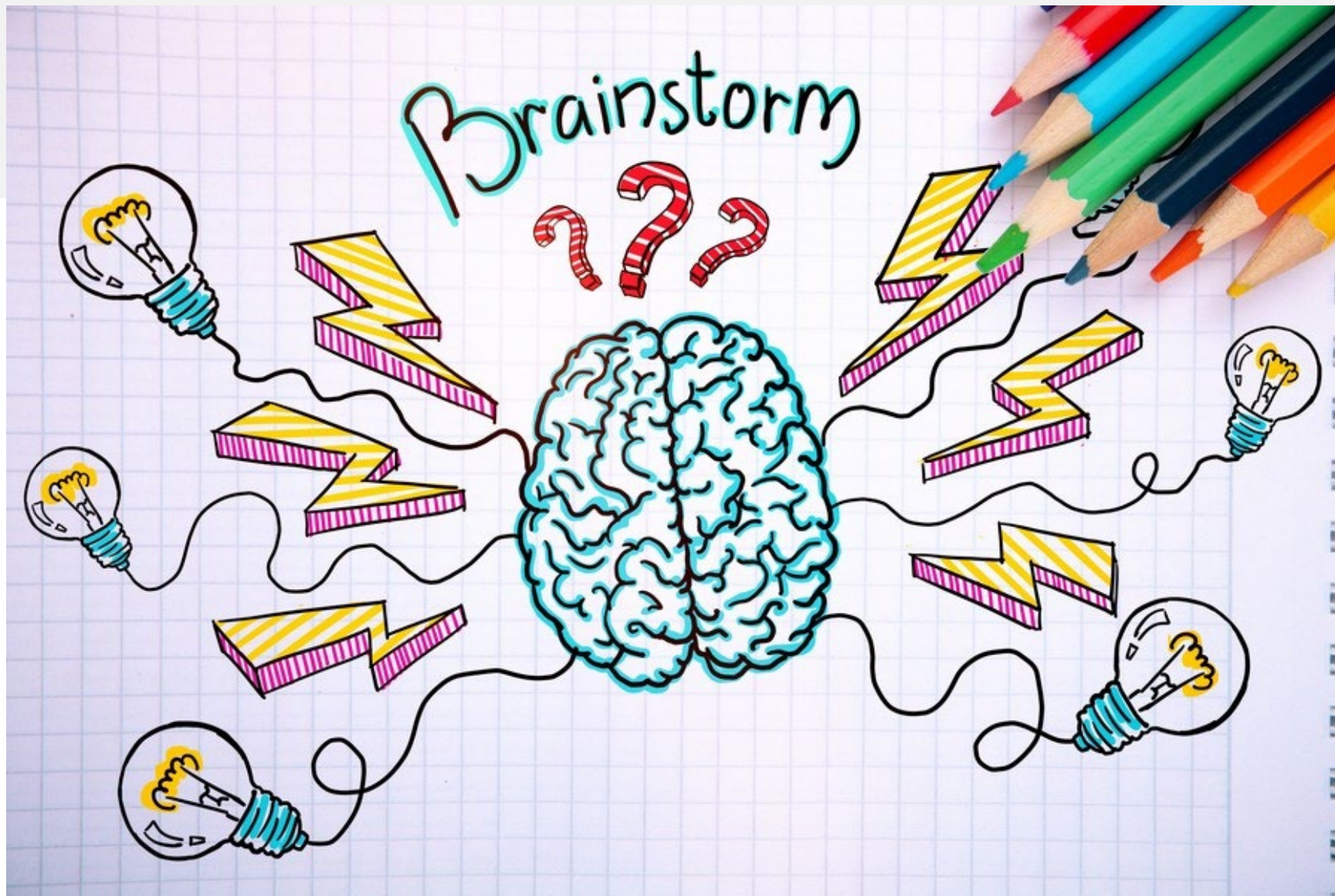


Photo courtesy of Ed4online - pinterest

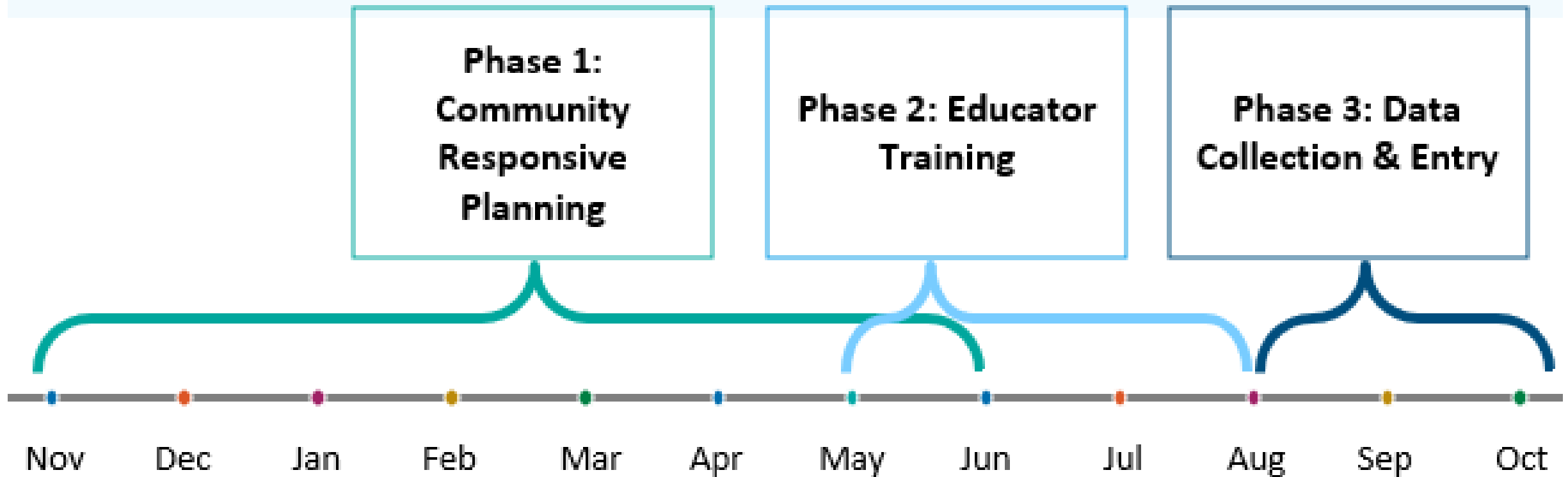


# Set Up for Success

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Three Phases of Implementation of Family Conversation

# 2024-25: Early Learning Transition Check-in Timeline



# Set Your Community up for Success

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## Phase 1: Community Responsive Planning (Fall 2024)

Piece to robust transition into  
kindergarten activities

Form District/School Team

- Define Roles/Responsibilities
- Communicate Often





# Set Your Community up for Success

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## Phase 1: Community Responsive Planning (Fall 2024)

Piece to robust transition into  
kindergarten activities

Involve Community

- Liaisons
- [Hubs](#)/Preschools/Care Centers
- Previous Kinder families





# Set Your Community up for Success

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## Community Responsive Planning (Fall 2024)

Create district-wide schedule

- Communicate with EL partners & Families
- Dedicated time for educators to:
  - read all training materials and practice (2-3 hours)
  - work with interpreter
  - engage with families/caregivers



# Supports

## **For ALL Schools:**

**OAR 581-022-0102 30b**: Instructional time shall include: (B) Time that a student spends in statewide performance assessments

**OAR 581-022-2320 6e**: Upon approval by the local school board, a district may include in its calculation of instructional time, up to...30 hours for parent teacher conferences

## **Title I-A Schoolwide Programs:**

Activity must be identified in the school's needs assessment

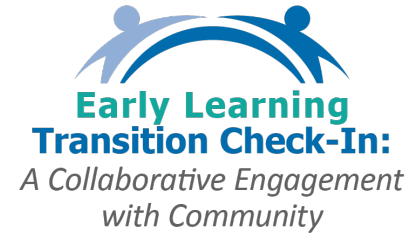
# Set Your Community up for Success

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## Community Responsive Planning (Fall 2024)

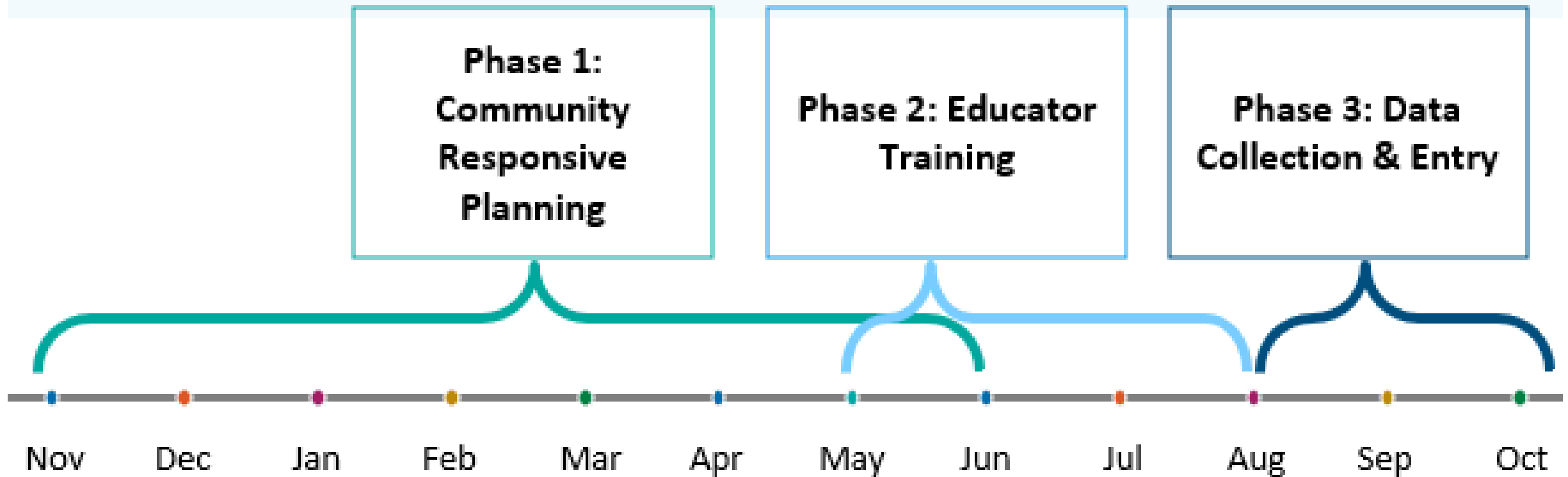
- Advertise at other initiatives
- Power of Word of Mouth
- Culturally Responsive Scheduling
- Scheduling Interpreters
- Send out confirmation with time and questions in English and home language
- Communicate via mail, flyers, website/Communication Apps/phone calls



# District Testimonial

St. Helens School District

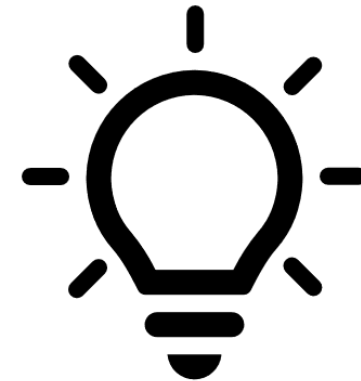
# 2024-25: Early Learning Transition Check-in Timeline



# Set Your Community up for Success

## Phase 2: Educator Training (May- August)

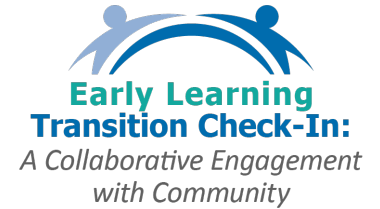
- ☐ Staff Training
  - ☐ ODE's Engaging Equity Module
  - ☐ Webinar: Asynchronous
  - ☐ Review Family Conversation Facilitation Guide
  - ☐ Print out Note Taking Forms
  - ☐ Training Confirmation Form
- ☐ Confirm Family Conversation times
- ☐ Plan activities for children





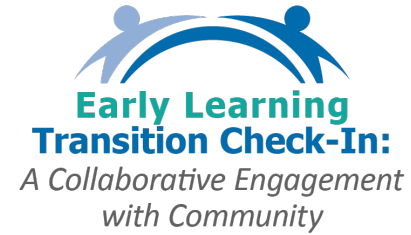
# Set Your Community up for Success

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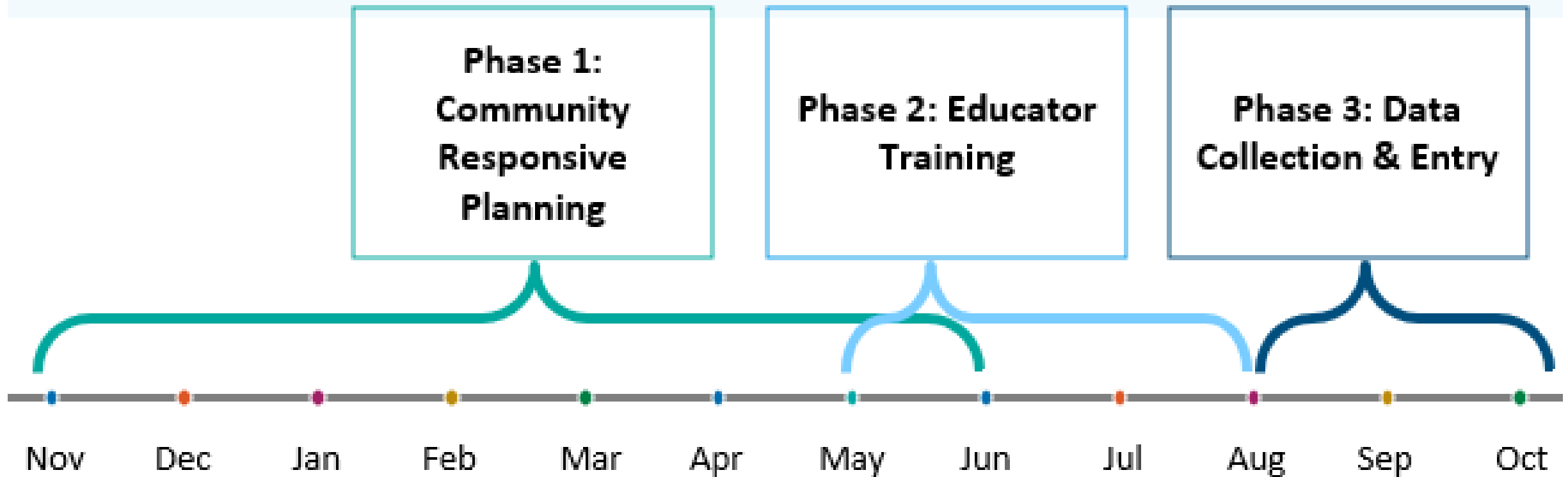
## **Phase 2: Educator Training (May- August)**

- **Who needs to complete the training**
  - Administrators, District Test Coordinator, Kindergarten teachers, Interpreters
- **When will the training occur**
  - Plan for time in Spring or in-service
- **Planning for staff transition/onboarding**
  - Back-ups and points of continuity if there is admin or educator turnover



# District Testimonial

# 2024-25: Early Learning Transition Check-in Timeline

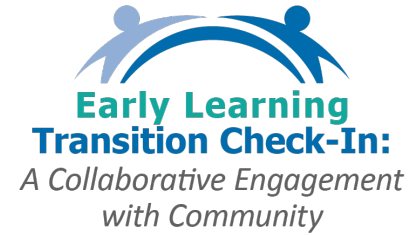


# Set Your Community up for Success

## Phase 3 Data Collection/Entry (August-October)

- Hold Family Conversations
- Seek **8-Digit** State Student Identification (SSID)
- Schedule Time for Data Entry





# District Testimonials

# What to expect from ODE and DELC?

Communication via Assessment and Accountability Listserv

January Communication: Training for District Level Staff (ODE's Point of Contact) & Building Principals

All Training Materials by May 1<sup>st</sup> of each year

Office Hours offered in June and August



# Inquiry

*Before you leave, please complete this brief [Exit Survey](#)*



# Thank you

For more information, contact [PreKCheckIn@ode.oregon.org](mailto:PreKCheckIn@ode.oregon.org)

District Informational materials can be found at [ODE's Community Informed Information Gathering Process at Kindergarten Website](#)

