



Birth to Eight Roadmap: Putting the District's Youngest Learners on a Highway to Success

EXECUTIVE SUMMARY

Introduction

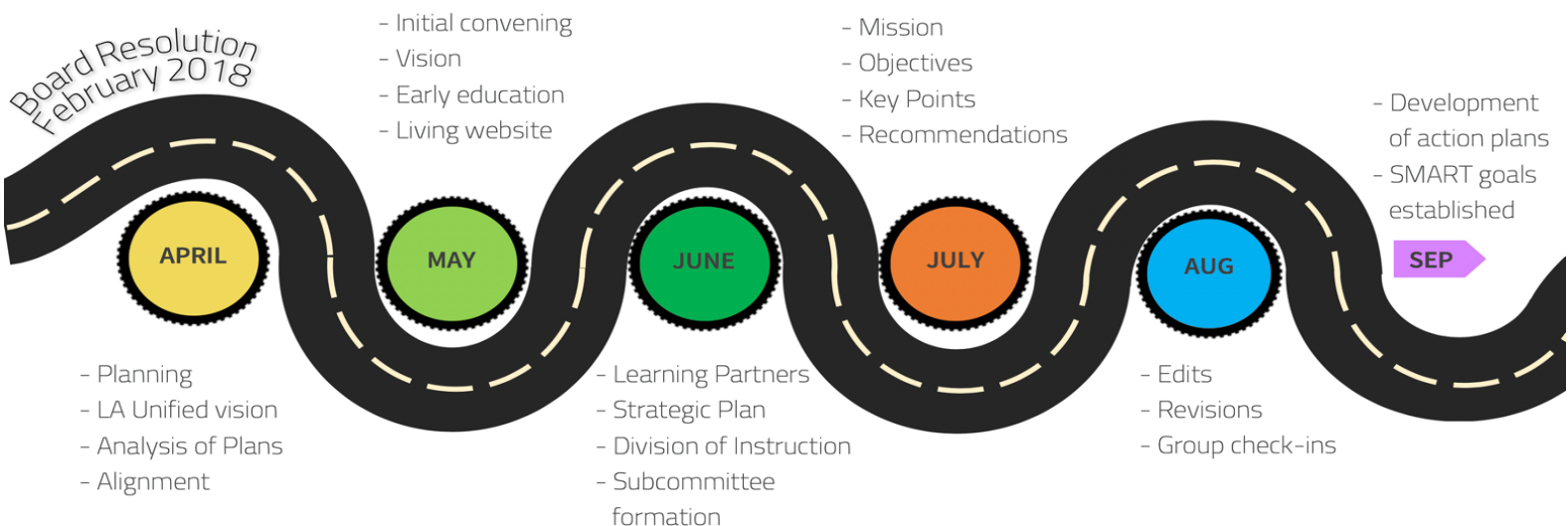
“Understanding that no single organization can achieve success without support, the Roadmap leverages private and public partnerships with an understanding that it is our collective efforts that will bring success for families and young children in the District, city, and state.”

-Austin Beutner
Superintendent of Los Angeles Unified

The “Roadmap” is a plan for the District’s youngest children to be socially and academically successful in the early years. Recognizing the need for children to access high-quality care and education starting at birth and continuing through second grade, this plan will help eliminate achievement gaps before third grade. The creation of the “Roadmap” ensures that focused instructional support and wrap around services are provided for the District’s youngest and most vulnerable students. The “Roadmap” also provides a foundation for funding priorities that are in accord with the District’s Local Control Funding Formula.

Following the February 2018 ratification of the Los Angeles Unified School Board to create the “Roadmap” (Res-020-17/18), a Steering Committee was formed and convened for a period of over six months. During that period, it was apparent how intertwined the instructional, economic and local communities were. This interconnectedness led to the creation of this important document.

The “Roadmap” has been built around the District’s ultimate goal of 100 percent graduation. It leverages existing District and city assets such as the Early Language and Literacy Plan, the Primary Promise, The LA Compact, and the District’s Strategic Plan Objective: Building a Strong Foundation for Early Learners. It also builds on the strengths that exist within the state as California maintains some of the highest preschool and elementary expectations via the California Preschool Learning Foundations and California Content Standards.



BIRTH TO EIGHT ROADMAP

In order to create and implement the “Roadmap,” the process of bringing together city, county, community, and districts to partners could not have been more exciting. Many leaders convened and created actionable recommendations that placed community and student success at the heart of their efforts.

The “Roadmap” reflects the collective efforts of the Steering Committee and provides direction for a wide variety of decisions and actions that can take place over the next three years. This plan recognizes other efforts made by cities such as Boston, Detroit and Denver who have undertaken similar efforts. What makes Los Angeles Unified’s plan unique is that it spans beyond the city of Los Angeles so students across the District and surrounding cities will benefit from its implementation. In addition, the group was intentionally thoughtful and made recommendations that were fiscally responsible and, in many cases, required no additional financial investment.

1 INSTRUCTIONAL RECOMMENDATIONS	Mission: Provide a framework for consistent and effective teaching practices for young students that includes professional development for teachers and leaders, with attention to the needs of all student groups.
2 FAMILY ENGAGEMENT RECOMMENDATIONS	Mission: To involve families and educators in relationships where they work together to foster a nurturing environment for children birth to eight, and in which all partners are valued members as they learn together.
3 DATA RECOMMENDATIONS	Mission: Identify the existing and needed data indicators, measures of success, and timelines for evaluation for children birth to eight years old.
4 WHOLE CHILD RECOMMENDATIONS	Mission: Ensure the overall development of each child’s cognitive, social, emotional, physical, artistic, and talent expression through a culturally and linguistically responsive pedagogy.
5 PUBLIC AND PRIVATE PARTNERSHIPS RECOMMENDATIONS	Mission: Create public and private partnerships that will raise the profile of the Birth to Eight Roadmap and contribute to its successful implementation through policy & advocacy, investments in a high-quality workforce, strategic communications & public relations support, and facilities & infrastructure.

ROADMAP RECOMMENDATIONS TO CREATE EARLY SUCCESS IN LAUSD

The District plan is divided into five main sections with recommendations from each of the representative subcommittees. Each subcommittee developed a mission statement to keep their recommendations focused while building on the District’s goal of 100 percent graduation. The five sections are (1) Instruction, (2) Public and Private Partnerships, (3) Data, (4) Family Engagement, and (5) Whole Child. With over 15 different agencies and 15 District departments, each individual played a significant role in

creating long-term goals that will greatly improve the interconnectivity between the groups while collectively improving outcomes for so many children in Southern California. Through the transparent efforts, over 50 people came together and formed five subcommittees that focused on recommendations that would positively impact young students so they could reach their full developmental and cognitive potential by the third grade. The recommendations of the Birth to Eight Steering Committee are provided below.

INSTRUCTIONAL RECOMMENDATIONS

Recent increases in investments have been made in early education because of the positive affects the programs are having on students' future success in school (U.S. Department of Education and Health and Human Services, 2011). In early childhood classrooms, the focus should be on developmentally appropriate practices (DAP) that incorporate the physical, social, emotional and cultural development of the whole child with diverse populations in relation to instruction (Eggen & Kauchak, 2007). Each of the recommendations were built to strengthen instructional programs.



FAMILY ENGAGEMENT RECOMMENDATIONS

When schools, families and community groups work together to support learning, children do better in school. The long-term effects of early parent involvement are well-documented as students have better attendance, are more likely to graduate and enjoy learning more (Froiland, Peterson, & Davison, 2015). As a District, the Parent and Community Services office supports “school efforts to implement effective family engagement activities that value partnerships with parents for the benefit of children’s learning and achievement.” Along with existing efforts by the District’s Early Childhood Education Division, the Local Control Accountability Plan and its targets emphasize the importance of family engagement in achieving student success.

Engaging families and providing access to high-quality education and care starts at birth and continues through early adulthood. This is not an endeavor that a school District can undertake on its own. Understanding the unique needs of families is the collaborative work of leaders at all levels. Without this collaborative effort, the District, city and state will be unable to reach this goal.

DATA RECOMMENDATIONS

Los Angeles Unified and outside agencies collectively process and report on large volumes of educational data. However, making data useful to educators and instructional decision makers remains a challenge. The District needs to find efficient methods to turn their data into usable information for teachers and educational leadership at all levels. The ability to analyze and act on data is increasingly important because it helps stakeholders make decisions that will have a positive effect on student outcomes. The District has a moral imperative to be able to react quickly to the needs of individual and groups of students who come to school from diverse backgrounds. In many cases, quick action may be required and integrated data systems will help expedite those critical decisions. Having this type of data also helps the District with progress monitoring to ensure that the students are continuing on successful trajectories. Being able to connect the Early Education Student Information System (EESIS) and My Integrated Information System (MISIS) is critical so relevant information could be provided between early education and elementary education.

WHOLE CHILD RECOMMENDATIONS

The aim of a quality educational system is to provide students with a broad, well-rounded education that prepares them for lifelong success academically, socially, emotionally, physically and aesthetically



(artistically). At no time is this more important than at the earliest stages of a child's development, from birth to eight. Educating the whole child means going beyond teaching academic skills. It means giving children opportunities and experiences which develop their social-emotional skills, including empathy, resiliency and social awareness. It means providing children with opportunities to think critically, express themselves creatively and solve complex problems, to successfully interact and collaborate with others, and to be physically healthy and fit in order to reach their full potential and be successful in life.

PUBLIC AND PRIVATE PARTNERSHIP RECOMMENDATIONS

Public institutions, like school districts, are often constrained by how much they can do on their own due to lack of funds or regulatory constraints by federal or state agencies. However, public agencies are finding viable options for filling financial gaps through grants, philanthropy and private partnerships. In addition, shared messages between public and private entities are becoming more common. Public and private partnerships (P3s) within early education offer elected officials and District leadership tangible benefits because of their ability to change legislation, communicate ideas and foster funding changes. Capitalizing on the District's current P3s with school mental health, university programs and linked learning opportunities, the Public and Private Partnership Committee feels that the District has a great deal to gain by leveraging these existing connections and building new ones. Current partnerships exist within early education between entities like First 5LA to provide services to families at the District's health and wellness centers. In addition, Child 360 offers coaching and mentorship programs to the District's early education centers that are participating in the state's QRIS. Within Los Angeles, this QRIS system is called Quality Start Los Angeles. In addition, existing P3s have helped the Early Childhood Education Division and Division of Instruction with social emotional learning training for all of the early education teachers and elementary.

CONCLUSION

The research is clear that high-quality preschool programs contribute to a child's kindergarten readiness and also demonstrate long-term societal gains. In order to generate the holistic impacts desired by the Birth to Eight Roadmap, early education needs to be a priority investment for the District. The instructional experiences need to be developmentally appropriate. Family engagement must happen at the initial time of enrollment whether it be at one of the District's early education centers or at an elementary school. Teachers and administrators must be ready to implement a high-quality educational program from preschool through 2nd grade. In addition, they must be provided on-going professional development and opportunities to design age appropriate curriculum. Furthermore, the data and information systems between early education and elementary must be aligned so teachers have the access they need to provide appropriate instructional strategies from the first days of school. Finally, it is important that the sustained benefits of a high quality early education experience are supported through investments from the District and its various community partners. By addressing each of these areas, the Birth to Eight Roadmap aligns existing resources, departments, and agencies to make a significant impact in the City of Los Angeles.