



My Brother's Keeper Community Challenge
Milestone 1 – Entering School Ready to Learn

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Introduction

NOTE: The content included in this introductory section of the presentation was originally shared as part of the MBK Implementation Webinar hosted on December 18th, 2014.

MBK Webinar Overview

Through early January, MBK Community Challenge Milestone webinars will be conducted by TA Providers and Federal Agency Leaders. Each webinar will cover one milestone and you are invited to attend based on your community focus areas:

MBK Community Challenge Milestones

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1 Entering school ready to learn
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2 Reading at grade level by third grade
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3 Graduating from high school ready for college and career
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4 Completing post-secondary education or training
- 

5 Successfully entering the workforce
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6 Reducing youth violence and providing a second chance

Webinar Objectives

- **Introduce the communities to TA providers and resources available** through the MBK Community Challenge
- **Provide resources for continuing education around implementing milestones** for Mayors and Staffers
- **Enable sharing of leading practices** for community programming / lessons learned from local initiatives undertaken to date
- **Provide opportunity for Q&A** with webinar facilitators and discuss resources coming available through the MBK Community Challenge

Cradle-to-College-to-Career Approach

The disparities between children from poor families and those from non-poor families are significant and pervasive, but targeted, continuous intervention at multiple life stages has the potential to eliminate these disparities across the cradle-to-career continuum.¹



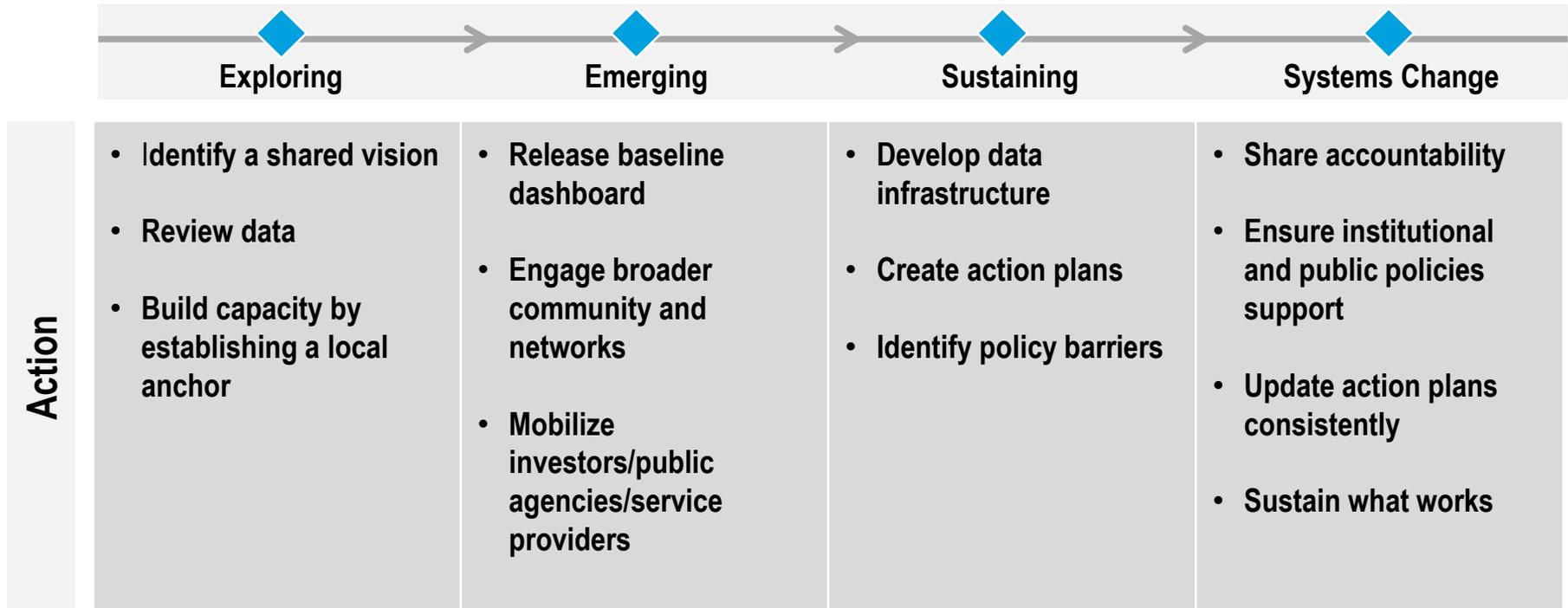
Key Principles for Developing Sustainable Approach ²

1. Engage the Community 
2. Focus on Eliminating Locally Defined Disparities 
3. Develop a Culture of Continuous Improvement 
4. Leverage Existing Assets 

In order to effectively and sustainably implement a cradle-to-college-and-career approach it is important to understand the underlying key principles

Driving Systemic Change in Your Community³

Following your Local Action Summit, you are asked to review existing programs and policies related to MBK and establish a baseline understanding of where gaps and opportunities lie within your community. As you conduct this review, you can reference the below proven model to create a sustainable strategy for your community:



The review should include recommendations for action on your selected areas of focus, standards for tracking and sharing data across public agencies / community partners, and structural recommendations for institutionalizing the effort until goals are reached

Elements of Success

By incorporating some or all key elements of success into your design, you will drive systemic and sustainable change in your community, no matter the issue at hand.⁴ These elements of success include:

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- 1. Clear Goals**
 - 2. Emphasis on Place**
 - 3. Authentic Youth and Community Engagement**
 - 4. Committed Leadership**
 - 5. Support from Political Leaders**
 - 6. Engaging Local Intermediary Organizations**
 - 7. Leveraging Expertise of Organizations / Networks**
 - 8. Policy and Systems Reform**
 - 9. Strategic Use of Data**

MBK Milestone 1:

*Entering School Ready to
Learn*

Milestone Overview: Entering school ready to learn⁵

CHALLENGES

- The earliest years of a child's life are **critical for building the foundation for success** in school and beyond
- During these years, **children's brains develop rapidly**, influenced heavily by their experiences
- Children who live in poverty **face an array of environmental factors that may harm their development and life outcomes**
- Efforts to narrow disparities and facilitate economic mobility must start prenatally and focus on the **two groups of individuals who are most influential in children's lives: parents / caregivers and teachers**

OPPORTUNITIES

- **Close the word gap** and **support enriching home environments**
- **Implement universal early health and developmental screenings**
- **Ensure access to high-quality early care and education**
- **Invest in a high-quality workforce of early childhood teachers**
- **Eliminate suspensions and expulsions** in early learning settings

All children should have a healthy start and enter school ready – cognitively, physically, socially, and emotionally



Build Understanding: Engaging your Community Ecosystem and Key Principles

Engaging Your Community Ecosystem

A key next step toward driving change involves mapping your local community ecosystem, with a focus on engaging and connecting key stakeholders*, including:



*These key stakeholder groups are meant to serve as an illustrative sampling, to be validated and adapted as relevant to your specific community

Key Principles



Parents and guardians are children's first and most important teachers, caregivers, and advocates



Building comprehensive systems and promoting systemic alignment across early childhood service providers require a clear strategy and strong infrastructure



Aligning the disparate suite of early childhood services is important



Family and early care providers need to receive ongoing training and coaching



Ensuring quality early care access to all is important



Early identification and intervention of developmental delays



Help children, families, and early care providers understand what "kindergarten ready" means



Development of children is fostered by efforts to reduce institutionalized racism, class and ethnic prejudice, economic inequality, and gender stereotypes

Identify Leading Practices: Evidence-Based Practices and Programmatic Success

Evidence-Based Practices

1 Maternal, Infant, and Early Childhood Home Visiting

2 Healthy Start

3 Early Head Start

4 Head Start

5 High-Quality Pre-Kindergarten

6 Dual Generation Programs

Programmatic Success in the Field

Success by 6 – Cincinnati, OH

By enabling teachers to get certified and invested in lower class sizes as opposed to new programs, kindergarten readiness rates have improved over 11%



Division for Young Children – Hartford, CT

Overseeing the city's early childhood system for children from birth to age eight, the Mayor's Cabinet produces high-level policy recommendations for the Division while overseeing citywide fiscal allocations for youth programs



EarlyLearn NYC – New York, NY

The program reorganized contracted childcare coverage and raised the quality of both provided care and education, resulting in the finding that professional development and the braiding of funding for early child education and care is a key strength of the program

By tailoring these evidence-based practices to your local context, you can help move the needle in your community

Take Action: Resources for Turning Theory in Action

Close the Word Gap and Support Enriching Home Environments

Talking is Teaching: Talk, Read, Sing Campaign

<http://talkingisteaching.org/>

Supporting Parents: Promising City Efforts to Promote Early Childhood Success report

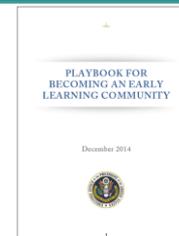
<http://www.nlc.org/Documents/Find%20City%20Solutions/IYEF/Early%20Childhood/supporting-parents-cs-sep08.pdf>



Ensure Access to High-Quality Early Care and Education

Playbook for Becoming an Early Learning Community

http://www.whitehouse.gov/sites/default/files/docs/playbook_for_becoming_an_early_learning_community.pdf



Implement Universal Early Health and Developmental Screenings

Birth to 5: Watch Me Thrive!

<http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive>



Eliminate Suspensions and Expulsions in Early Learning Settings

Eliminate Suspensions and Expulsions in Early Learning Settings policy statement

https://www.acf.hhs.gov/sites/default/files/eecd/expulsion_suspension_final.pdf



Note: These resources include information and examples from nongovernmental sources. These resources are provided for informational purposes only. Inclusion of nongovernmental information and resources does not indicate endorsement by the White House or the U.S. government of entities, their products or services, and the information contained at referenced sites does not necessarily reflect the official views of the U.S. government

Wrap Up

Thank you for reviewing the MBK Community Challenge Webinar presentation. For additional questions, please visit our website at www.mbkchallenge.org

MY BROTHER'S KEEPER *Community Challenge*

Note: MBK Community Action Resource Guides are a project of the National Convening Council, with support and technical assistance from the White House, Federal agencies, and external partner organizations including the National League of Cities, StriveTogether, United Way, PolicyLink, Urban Institute, and Deloitte

Appendix

Speaker Biographies



Jeff Edmonson is the Managing Director of StriveTogether, a subsidiary of KnowledgeWorks. StriveTogether is a national cradle-to-career initiative that brings together leaders in Pre-K-12 schools, higher education, business and industry, community organizations, government leaders, parents and other stakeholders who are committed to helping children succeed from birth through careers.



J. Nadine Gracia, MD, MSCE is the Deputy Assistant Secretary for Minority Health and the Director of the Office of Minority Health at the U.S. Department of Health and Human Services (HHS). The mission of the Office of Minority Health is to improve the health of racial and ethnic minority populations through the development of health policies and programs that will help eliminate health disparities. A pediatrician with epidemiology training, Dr. Gracia previously was the Chief Medical Officer for the HHS Office of the Assistant Secretary for Health.



Shantel Meek, PhD, serves as a Policy Advisor for Early Childhood Development in the Administration for Children and Families at the U.S. Department of Health and Human Services (HHS). Dr. Meek advises the Deputy Assistant Secretary for Early Childhood Development on a wide array of research areas and policy issues, including parent and community engagement, promoting healthy child development, and supporting young children with disabilities. Previously, Dr. Meek served as a Clinical Interventionist for children with autism spectrum disorder (ASD) and their families at the Southwest Autism Research and Resource Center (SARRC). She holds a B.A. in Psychology and a Ph.D. in Family and Human Development from Arizona State University.