PROMISING PRACTICES PORTFOLIO

Strategies for Supporting Boys of Color and their Families for Improved Early Years Outcomes

Oakland Starting Smart & Strong

![Oakland Starting Smart & Strong]

Photo courtesy of **Alameda County Fathers Corps**

Promising Practices Portfolio: Strategies for Supporting Boys of Color and their Families for Improved Early Years Outcomes

Oakland Starting Oakland Starting Smart and Strong (OSSS) aims to ensure that every child has access to high-quality early childhood education, and every adult in a child's life — whether a formal educator like a preschool teacher or an informal caregiver like a family member — has the tools they need to support that child's development every day. OSSS is committed to the development of an early childhood system where all Oakland children and families have full and equal access to opportunities that enable them to reach their full potential. As part of this commitment, OSSS will focus resources and system building efforts towards children and families most impacted by social and economic inequity.

Oakland is one of three California communities funded by the David and Lucile Packard Foundation for the 10-year Starting Smart and Strong Initiative. The initiative brings together public and private supporters to create a strong early learning network, to test and develop solutions, and to take collective action to create lasting change.

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Introduction

Why Should We Be Thinking About Boys of Color in Oakland?

Young boys of color in Oakland bring curiosity, joy, and excitement to learning spaces – the same as their White peers. However, boys of color are disproportionately affected by adverse economic and social circumstances, the result of institutional racism and structural inequalities that persist in the larger system impacting their development. On average, two out of three boys of color in Oakland Unified School District (OUSD) belong to low income families[1] (compared to just 19% of White boys), and more than half of African American, Native American, and Pacific Islander 5th grade boys report that they have had friends or family members die by violence (Urban Strategies Council, 2017).

Photo courtesy of
Alameda County Fathers Corps

As a result of these and other inequities, Oakland boys of color are far more likely to face achievement and opportunity gaps that limit their early growth and potential. Boys of color[2] experience an array of poor outcomes in the earliest years of their lives, including low rates of school readiness, early literacy, and third grade math and reading proficiency (Urban Strategies Council, 2017). This is especially concerning because OUSD serves primarily students of color. In the earliest grades (K-3), the student body is 41% Latinx, 23% African American, 14% Asian, and 6% two or more races.[3] This means that at least 78% of young OUSD students are kids of color.[4]

Oakland is one of the most ethnically diverse cities in the nation, and children of color represent a majority in our public schools.

Oakland is one of the most ethnically diverse cities in the nation.[5] According to the most recent American Community Survey data (2018),[6] White and Latinx residents each account for 27%; and African Americans for 24% of Oakland's population. Asians account for 16%, two or more races for 7%, and American Indian, Alaskan Native, Native Hawaiian and other Pacific Islander populations for 1.5%. This represents a major shift since the last Census in 2010, when

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1 California Department of Education, Dataquest, AY 2018-19. This data does not include charter schools.

2 Boys of color is defined here as any boys who are not white. The term "person of color" encompasses all non-white peoples, emphasizing common experiences of systemic racism. Demographic data for race/ethnicity in the U.S. is most commonly collected in four broad categories: Black/African American, Latino/Hispanic, Asian, and White, although within these larger categories are many other ethnicities for which demographic data is now collected.

3 California Department of Education, Dataquest, 2017-18. The data provided does not include charter schools.

4 Other ethnic groups (American Indian, Alaska Native, Filipino, and Pacific Islander) are also students of color, though each represents less than 1% of the total OUSD K-3 population. (Dataquest).

5 Oakland, California Population, 2019. Retrieved 4.25.19 from http://worldpopulationreview.com/us-cities/oakland-population/.

6 U.S. Census Bureau. Retrieved 5.28.19 from https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia,US/PST045218.

African Americans made up the largest single ethnic group at 28%. The city's demographics have changed as rising housing prices associated with gentrification drive out many longtime African American residents, and as Oakland draws an increasing immigrant population from Latin, Asian, and Arabic-speaking countries. There are now approximately 26,603 children under 5 years old in Oakland, and more than 60% of them are children of color. **The future of our community clearly depends on doing better for and with young boys of color and their families.**

Why Must We Discuss Race/Ethnicity When Examining Educational Outcomes?

Conversations about race/ethnicity are never easy, given the legacy of historical, structural and institutional racism in Oakland and the nation. **But these are conversations we must engage in because academic outcomes in Oakland continue to be the lowest and most disparate for boys of color.** For instance, school readiness assessments reveal that African American and Latino boys are almost three times less likely to be ready for school than White boys, and Asian boys are 1.5 times less likely. (Urban Strategies Council, 2017). Boys of color are also less likely to be ready for school than girls of color. Though families nurture resilience in their sons in the face of ongoing racism in our society, race and ethnicity continue to play a role in educational outcomes from the earliest years onward for our boys of color.

Photo courtesy of
Alameda County Fathers Corps

For decades, Oakland's thriving African American community helped shape black identity for the nation, producing iconic black politicians, activists, educators, and artists. Though African American communities drew strength that came from high levels of resilience and cultural identity, too often they struggled to be heard and included in larger civic settings. Even today, African American children and their families, are considered "at risk" by policy makers, educators, and the media rather than "placed at risk" by a system that has historically viewed them from a deficit paradigm (Boykin, 2013). Their assets and needs have often gone unrecognized in approaches to early learning, and disparate outcomes persisted. This experience of exclusion has been compounded for many Oakland families of color by economic, social, and language barriers. Research has shown that there is also a gender-specific cycle of intergenerational disadvantage for many outcomes, especially for boys of color (Chandler, 2017), and that father engagement – at home and in educational settings – is critically important from birth onward.

For decades, Oakland's thriving African American community helped shape black identity for the nation, producing iconic black politicians, activists, educators, and artists.

We know that we need to employ better, more culturally responsive strategies for supporting school success for young boys of color, and that many of these strategies will work for girls of color too. **This Portfolio explores and explains some of these strategies so that educators and community partners can use them to address opportunity and achievement gaps that are appearing in the earliest years.** For instance, we know that cultural socialization (i.e., teaching children about the norms values and expectations of their cultural group) although important for all children, is particularly important for families of color. Parents' efforts to teach their children about their family's cultural background and children's identification with their culture's norms, values, beliefs, and practices offer protective benefits in the form of higher self-esteem, a sense of belonging and a positive outlook that protects them from the negative effects of discrimination and prejudice (Cabrera, 2013).

Research has found that this protective effect extends to behavior and academic achievement. In one study, African American preschoolers from home environments reflecting elements of African American culture performed better on cognitive tests and exhibited fewer emotional and behavioral problems than those from less African American-centered homes (Caughy et al, 2002). While most studies of cultural socialization as a protective factor have focused on African American children and families, a few have found the same positive effects for Latinx (Constante et al, 2018) and Native American youth (LaFromboise et al, 2006). This correlation makes clear the importance of bringing all cultures – especially non-dominant cultures – into shared learning spaces from the earliest years onward, and also in engaging families – especially fathers of color – in children's learning.

Photo courtesy of **Tandem**

We know that we need to employ better and more culturally responsive strategies for supporting school success for young boys of color, and that many of these strategies will work for girls of color too.

Why is Equity Important in Supporting Boys of Color in Oakland?

In 2017, Oakland Starting Smart and Strong (OSSS) funded an equity analysis of early years health and education outcomes for Oakland children, which found the grave disparities by race and gender mentioned above. The analysis grew out of concern among early childhood leaders that efforts to ensure all Oakland children were ready for kindergarten could not succeed without understanding which children were being let down more than others and how they were being underserved. OSSS wanted to approach solutions with an equity focus. Equity does not mean equal; rather, it takes into account the particular life circumstances and demographic characteristics of students and their families, and applies the resources necessary to address disparities in opportunities and outcomes.

For example, imagine a school surrounded by busy, four-lane roads where many families struggle with getting their children to school on time. Most schools in this district have a single school aide assigned to help children on their way to school, but one aide cannot cover all the busy crossing points at this school. The resource would simply not address the need. An equitable solution would involve gathering information on how many children cross the streets on their way to school, and then determining with families what resources were needed and would be employed to address the problem. Could some families carpool and drop their children off directly at school? Could other parents form a "walking bus," helping children cross the busy streets? Could the school employ additional school aides on the busiest streets? Could the aides meet children arriving by public transportation at bus stops? Together, the families and school can develop an equitable solution identifying additional resources that truly address the need.

Photo courtesy of **Tandem**

Parents play a key role as a child's first teacher and nurturer, and as a school's first partner in a child's academic development.

Building a Promising Practices Portfolio

The Boys of Color (BoC) Early Years Health and Education Workgroup, a table of early health and education providers, practitioners, and advocates from city, county and community-based agencies, was formed soon after the equity analysis was released. The BoC Workgroup's mission has been to identify, recommend, and support the development of effective practices, programs and policies for those working with young boys of color. The workgroup has explored through national and local research, and through community engagement, strategies that address the unique assets, opportunities, and needs of boys of color and their families.

The BoC Workgroup first identified a common set of indicators for young children in Oakland, including those showing the greatest disparities for boys of color. In 2018, the Workgroup published a Call to Action asking public systems leaders and others who touch the lives of young children to hold themselves accountable for a common set of early childhood indicators for health and education. **The outcomes identified for education are: preschool experience, school readiness, regular school attendance, English learner status, and 3rd grade reading proficiency (beginning with early literacy).** (For more information, see Appendix D: Recommended Equity-Focused Indicators for Oakland Children Aged 0-8.) The next step was gathering and reviewing research on promising practices that positively impact these equity-focused indicators, particularly for boys of color.

The BoC Workgroup asked: What local agencies are improving outcomes for boys of color and their families in the identified outcomes area, and how are they doing it? In other words, how are local agencies already working to support

educational success for boys of color and their families? We identified those local agencies and providers, interviewed them, and shared their promising practices in this Portfolio. In this version, we explore two major areas that many Oakland agencies have focused on: **family engagement and trauma informed practices.** The agencies we chose to highlight represent some of the innovative work going on in Oakland to nurture educational joy and success for all children, particularly boys of color.

Who Will Benefit from Using this Portfolio?

All of us can learn and use effective strategies from this Portfolio, but especially county and city agencies, school districts, and community based service providers that work with families of color and their children aged 0-8. The Portfolio is for anyone interested in re-imagining what it means to support and engage with boys of color and their families, especially families living in poverty or with trauma, including the trauma inflicted by racism.

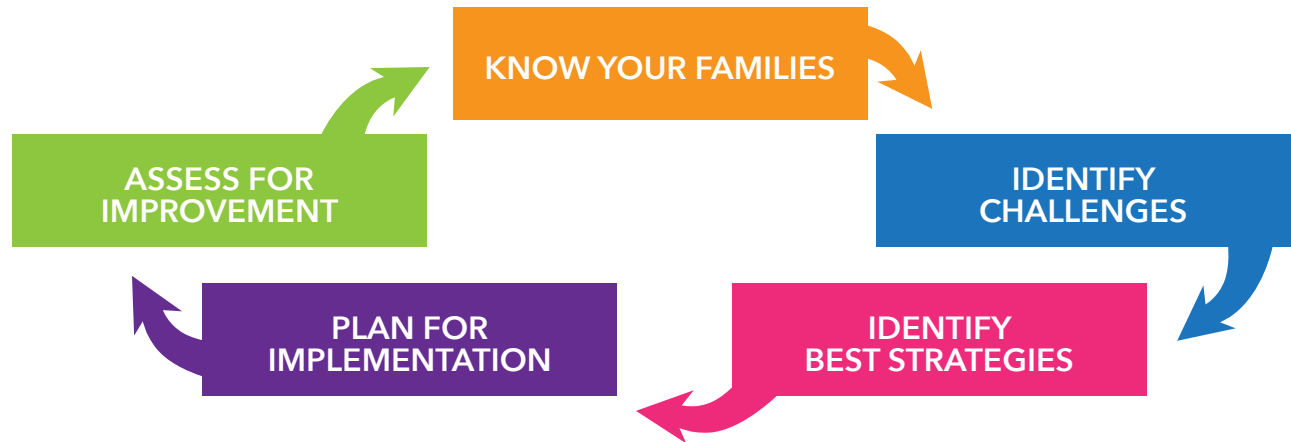## Using Family-School Partnerships as a Model

Parents play a key role as a child's first teacher and nurturer, and as a school's first partner in a child's academic development. Because learning in the early years of a child's life is so closely intertwined with family-school partnerships, we chose the Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) as a way to organize promising practices. The Dual Capacity-Building Framework describes a system for building the capacity of families and school staff so that together they can develop effective family-school partnerships. However, this model can be applied to any family-provider partnership whose goal is supporting the success of young children. The Framework provides a useful way to organize four common promising practices we identified among the agencies that were working successfully with boys of color and their families: cultural responsiveness, family collaboration, teacher collaboration, and systems partnership.

For each agency, you will see a description of what strategies they use to implement the four promising practices. Below is a chart listing examples of effective strategies; you will find many more examples from local agencies on the following pages.

ELEMENTS OF COMMON PROMISING PRACTICES FOR SUPPORTING BOYS OF COLOR AND THEIR FAMILIES			
CULTURAL RESPONSIVENESS	**FAMILY COLLABORATION**	**TEACHER COLLABORATION**	**SYSTEMS PARTNERSHIP**
Use multilingual, multi-channel communication strategies	Include parents in all aspects of project and program planning	Build capacity of teachers and other staff for effective parent outreach and engagement	Partner with school system to provide complementary content and expertise to students and families
Incorporate and build on children's home cultures and experiences, in the classroom	Support parents to develop and lead campaigns	Involve teachers in development of family engagement tools and practices	Work with schools to track student impacts & outcomes
Understand and recognize positive role of family's cultural assets	Develop parent allies who can build bridges with the community	Solicit feedback from teachers on the design and effectiveness of home learning programs/strategies	Develop capacity for effective educator-family partnership at all levels (classroom, school, District)
Encourage parents to filter strategies they're learning through their own community lens	Involve father figures in leadership training and family engagement	Align student home learning curricula with classroom curricula	Learn from and partner with agencies that have effective family engagement practices in place

How to Use the Portfolio with Your Agency

Below are suggestions for using the Portfolio to identify the particular strategies your agency can employ to improve outcomes for boys of color in Oakland. We recommend starting by discussing with the families you serve any outcomes information you have already collected.

KNOW YOUR FAMILIES

ASSESS FOR IMPROVEMENT

IDENTIFY CHALLENGES

PLAN FOR IMPLEMENTATION

IDENTIFY BEST STRATEGIES

1. **Know and engage with the families you serve**
   Whether you promote early literacy or school readiness, your agency is likely tracking the results of your strategies and interventions. With your community's unique demographics in mind, examine impact data by race/ethnicity, gender, socioeconomic status, language, and any other key factors in your service community. Talk to families who are experiencing improved outcomes and families who are not, and ask how you can best serve them.

2. **Use the Portfolio to identify challenges in your outcomes**
   Using the Elements of Common Promising Practices (p. 6) as a starting checklist, examine where your agency is challenged in reaching its goals for boys of color and their families. Select an area (cultural responsiveness, parent collaboration, etc.) that you would like to work on improving.

3. **Use the Portfolio to identify strategies for improvement**
   Read through examples of strategies supporting the four promising practices. Select some practices that you can implement with minimal resources. Contact the agencies in this portfolio (see Appendix C) that have already implemented the strategies for more information.

4. **Plan for implementation**
   Develop a plan for implementation, including any changes you need to make internally before adopting new strategies (e.g. building capacity, developing materials, building cultural competency, adopting assessment tools, etc.)

5. **Assess for continuous improvement**
   Use internal assessments to ensure that you are effectively using the strategies you have adopted. Continue to collect and assess outcomes data, and get feedback from your families. Use the results to adjust and correct as needed. Share your methods for success with others in your network!

HOW THE PORTFOLIO IS ORGANIZED

CITY OF OAKLAND HEAD START

OUTCOMES: PK EXPERIENCE, READINESS

AGENCY TYPE: CITY

FOR AGE GROUP: 0–5 YEARS

EXPERIENCE, READINESS

AGENCY TYPE: CITY

FOR AGE GROUP: 0–5 YEARS

City of Oakland Head Start/Early Head S...
https://www.oaklandca.gov/topics/head-start

City of Oakland Head Start/Early Head Start's mission is to promote sc...
for children aged 0-5 in low-income families by offering free early childh...
and care, prenatal education, and family se...

(OHS/EHS) serves just over 1,200 children
Oakland. Enrollment is more than 90% children
income. Families experiencing homelessness and
children in foster care are automatically eligible, and 10% of slots are reserved for
children with disabilities.

Program Model: Head Start/Early Head Start
OHS/EHS is a family-centered program offering early childhood education;
and physical, mental health, disabilities, and nutrition services. A Family
Advocate at each si... helps families develop and assess goals for their child
and family; identifi... needed services and provide referrals; and ensures
... s. Home-based services are available
... ng list or who prefer home visits to
site enrollment. Family engagement includes parent workshops, site-based
Parent Groups, and a city-wide Policy Council with parents from every site.

Photo courtesy of **Hasain Rasheed Photography**

Promising Practices ✓
Cultural Responsiveness: All communications (written and oral) are translated into languages spoken by enrolled families. Parent
Advocates work with parents to ensure that everyone's culture and ethnicity is recognized, understood, and respected.

Family Collaboration: Parents choose topics for monthly Parent Group meetings, and elect a peer to participate on the central
Policy Council. For children transitioning to kindergarten, parents and teacher complete a form identifying special needs of the
... hild/family has had for the new school.

... n coaches regularly observe and coach teachers on teacher-student and teacher-parent interactions.
... on trauma informed practices and other relevant topics. Every site has a mental health clinician on
... ith teachers (and parents) to support children who are having social-emotional issues.

... partners with many physical and mental health service providers to bring services directly to
... USD to support successful transition to kindergarten through parent/child site visits to their next
school. Some staff have completed Alam... nd plans are underway to recruit father/father
figures from every site for training.

Evidence Based Practices: OHS/EHS ... ily from the Dual Capacity Building Framework for Family-School Partnerships. Every
site is required to use an evidence-based family engagement curriculum.

Evidence Based Results 🔍
School Readiness: DRDP assessment for four-year-olds showed significant gains from fall to spring, with 80% or more of children
meeting school readiness goals in five of eight areas.

Alameda County Fathers Corps

www.first5alameda.org/alameda-county-fathers-corps

Fathers Corps' mission is to promote and support fathers and father figures to be meaningfully engaged with their children and families, and to advocate for family service providers to provide father friendly services and assist fathers in strengthening their parenting skills. Fathers Corps is a collaboration of First 5 Alameda County, Alameda County Health Care Services Agency, and Alameda County Social Services Agency.

Fathers Corps serves primarily Alameda County fathers of color with children aged 0-5, and has trained more than 200 male service providers in father-friendly practices. Father Corps is based in the First 5 offices in Alameda.

Program Model: Service Provider Capacity Building

Fathers Corps has developed a Learning Community for male services providers, offering nine months of training on early childhood topics and topics specific to the needs of fathers/father figures. Learning Community graduates become change agents in their organizations, advocating for father-friendly practices. The Learning Community developed seven Father-Friendly Principles (FFP) in 2014, which have been adopted by the Alameda County Board of Supervisors and more than a dozen 0-5 organizations. Father Corps has also created and disseminated tools to support implementation of the Father-Friendly Principles (FFP), including the Fatherhood Photo Bank, FFP Implementation Tool, and Organizational Self-Assessment of Father-Friendly Services. Father Corps held a Fatherhood Summit in March 2019 with more than 25 workshops on health and wellness, economic success, leadership and social justice, and re-entry/re-connection. Footage and the keynote speakers can be viewed here.

Promising Practices ✔

Cultural Responsiveness: Fathers Corps utilizes facilitation leaders and trainers who are closely matched culturally and ethnically to community participants.

Family Collaboration: Fathers Corps conducted surveys, interviews and listening sessions with nearly three dozen fathers to better understand and identify the thoughts, feelings and experiences of fathers who have become disengaged from their families.

Systems Partnership: Fathers Corps is a collaborative effort of First 5 Alameda County, Alameda County Health Care Services Agency, and Alameda County Social Services Agency. Fathers Corps held a Fatherhood Action Summit with County and community leaders, and has formed an Interagency Fatherhood Workgroup embedded in the county's Interagency Children's Policy Council (now part of ALL IN Alameda County).

Evidence Based Practices: Fathers Corps bases its work on years of research on the critical role of fathers in families, and for children from early childhood onwards. Practices are drawn from the work of leading researchers and trainers in the field.

Photo courtesy of **Alameda County Fathers Corps**

Evidence Based Results 🔍

Father Engagement: Since the Fathers Corps began in 2013, there has been an increased awareness throughout the County of the need to intentionally and effectively serve and support the needs of Alameda County fathers. New father-centered programming has been created by more than a dozen health and education service providers.

Alameda County Office of Education, Family and Community Engagement Program

www.acoe.org/Page/343

OUTCOMES:
SCHOOL READINESS,
REGULAR SCHOOL
ATTENDANCE,
SYSTEMS CHANGE

AGENCY TYPE:
COUNTY OFFICE
OF EDUCATION

FOR AGE GROUP:
GRADES PK–12

The Alameda County Office of Education's (ACOE) mission is to provide, promote, and support leadership and service to ensure the success of every child, in every school, every day. The Family and Community Engagement (FACE) program's mission is delivering professional development, coaching, and technical assistance to a network of educators, parent leaders, and community members to build family, school, and community partnerships across Alameda County. They aim to embed family engagement at every level, including classroom, school and district.

ACOE's Family and Community Engagement Program (FACE) serves the 18 school districts across Alameda County, including OUSD. ACOE is based in Hayward.

Program Model: Family Engagement Capacity Building
ACOE FACE employs several strategies to build capacity for family engagement. ACOE helps school districts develop an Academic Parent Teacher Action Team model that brings together parents and teachers to build community. Parents learn how their child is progressing, do goal-setting, and identify how teachers can better understand family structure, cultural norms, and which family supports work best. ACOE has also infused their professional learning networks – including one for early learning – with family engagement practices.

Promising Practices ✔
Cultural Responsiveness: FACE trains educators to engage with families from diverse backgrounds, beginning with transitional kindergarten teachers.

Photo courtesy of **ACOE FACE**

Family Collaboration: FACE has adopted Alameda County Fathers Corps' Father-Friendly Principles as a strategy, working with schools to infuse father-specific outreach into school day and after school learning settings, as well as at Early Childhood Education sites.

Teacher Collaboration: FACE collaborates with teachers on family engagement approaches through its professional learning networks.

Systems Partnership: FACE provides professional development across all school districts, bringing national promising practices as well as successful models developed at a particular school site or district.

Evidence Based Practices: FACE's family engagement work is grounded in the U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships.

Evidence Based Results 🔍
Family Engagement Capacity: Family engagement is a regular practice at most school districts in the county, from TK-12th grade; and school districts are working to systematize high quality family engagement across their schools, including as part of early childhood education.

Bay Area Parent Leadership Action Network

www.parentactionnet.org

Bay Area Parent Leadership Action Network's (PLAN) mission is building the power of parents to transform schools everywhere through parent training, organizing, and campaigning. PLAN gives parents the tools they need to be active in their child's learning. PLAN's parent organizing connects families who are transforming schools, and its parent-led campaigns challenge and change systems that aren't working for our kids.

PLAN serves primarily families of color and low-income families in the Bay Area, and is based in East Oakland.

OUTCOMES:
LITERACY,
SCHOOL READINESS

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
0–5 YEARS AND
GRADES TK–12

Program Model: Families for Early Success (Parent Leadership Development)

PLAN's Families for Early Success program offers a 6-week workshop series focused on developing leadership, navigation, and advocacy skills for use within a public school system. These workshops for parents with children aged 0-5 and in TK-5th grade are offered at schools and community sites. The workshops also address the importance of and strategies for supporting essential academic skills at home and on-the-go. Curricular options for parents of children aged 0-8 include early literacy, early math, or early science, technology, engineering, and math.

Promising Practices ✔

Cultural Responsiveness: Translation and interpretation are standard for workshops, with the aim of being respectful of community and school demographics.

Family Collaboration: Parents and staff co-develop workshops, academies, and surveys; and co-lead advocacy campaigns. In addition, PLAN builds affinity groups and fosters cross-cultural understanding and projects through a Committee of African American Parents and an Immigrant Family Committee.

Teacher Collaboration: PLAN has begun a Teacher Fellow program, in which a teacher is mentored by a parent leader in how to effectively engage parents.

Photo courtesy of **PLAN**

Systems Partnership: PLAN partners with public school systems, and with community based organizations for training, advocacy and leadership development. PLAN developed its early STEM, literacy and math curriculums with parents and the Discovery Museum, and made sure they aligned with the Common Core curriculum. In collaboration with a school site, PLAN organized a whole school training focused on reading fundamentals, bringing in literacy-focused community organizations to highlight resources.

Evidence Based Practices: PLAN uses a capacity building model that develops parent leadership through several phases, with corresponding and progressive leadership roles where parents can activate and further develop their skills. PLAN uses elements of the Dual Capacity-Building Framework for Family-School Partnerships.

Evidence Based Results 🔍

Literacy Campaign: The early literacy curriculum co-produced by parents and PLAN staff grew into a year-long Reading is Fundamental and Fun Campaign at one elementary school. End-of-year class and school data showed significant gains for TK-5th graders. The principal considered this a transformation of school culture and climate as the result of meaningful family engagement. The early literacy and STEM curriculums have expanded to other OUSD early learning centers and some Early Head Start sites.

City of Oakland Head Start/Early Head Start

https://www.oaklandca.gov/topics/head-start

City of Oakland Head Start/Early Head Start's mission is to promote school readiness for children aged 0-5 in low-income families by offering free early childhood education and care, prenatal education, and family services.

City Oakland Head Start/Early Head Start (OHS/EHS) serves just over 1,200 children and their families at 24 sites across Oakland. Enrollment is more than 90% children and families of color, and 100% low income. Families experiencing homelessness and children in foster care are automatically eligible, and 10% of slots are reserved for children with disabilities.

Program Model: Head Start/Early Head Start

OHS/EHS is a family-centered program offering early childhood education; and physical, mental health, disabilities, and nutrition services. A Family Advocate at each site helps families develop and assess goals for their child and family; identifies needed services and provide referrals; and ensures families can access and utilize services. Home-based services are available to EHS families who are on a site waiting list or who prefer home visits to site enrollment. Family engagement includes parent workshops, site-based Parent Groups, and a city-wide Policy Council with parents from every site.

Photo courtesy of **Hasain Rasheed Photography**

Promising Practices ✔

Cultural Responsiveness: All communications (written and oral) are translated into languages spoken by enrolled families. Parent Advocates work with parents to ensure that everyone's culture and ethnicity is recognized, understood, and respected.

Family Collaboration: Parents choose topics for monthly Parent Group meetings, and elect a peer to participate on the central Policy Council. For children transitioning to kindergarten, parents and teacher complete a form identifying special needs of the child/parents, and preparation child/family has had for the new school.

Teacher Collaboration: Classroom coaches regularly observe and coach teachers on teacher-student and teacher-parent interactions. Teachers receive regular trainings on trauma informed practices and other relevant topics. Every site has a mental health clinician on site twice a week who can meet with teachers (and parents) to support children who are having social-emotional issues.

Systems Partnership: OHS/EHS partners with many physical and mental health service providers to bring services directly to families. OHS/EHS works with OUSD to support successful transition to kindergarten through parent/child site visits to their next school. Some staff have completed Alameda County Fathers Corps training, and plans are underway to recruit father/father figures from every site for training.

Evidence Based Practices: OHS/EHS draws heavily from the Dual Capacity-Building Framework for Family-School Partnerships. Every site is required to use an evidence-based family engagement curriculum.

Evidence Based Results 🔍

School Readiness: DRDP assessment for four-year-olds showed significant gains from fall to spring, with 80% or more of children meeting school readiness goals in five of eight areas.

Family Engagement Lab

http://www.familyengagementlab.org

Family Engagement Lab's mission is ensuring that every student has meaningful at-home learning opportunities that promote their social, emotional, and academic skill development. Family Engagement Lab (FEL) supports high-need families by helping them learn strategies to support learning, including building critical academic skills, cultivating learning mindsets and habits, and practicing social-emotional skills.

Family Engagement Lab serves primarily low income, ethnically diverse schools; focusing locally on elementary classrooms in Oakland Unified and Alameda Unified school districts. FEL was founded in Oakland, and works across the U.S.

OUTCOMES:
EARLY LITERACY,
THIRD GRADE READING

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
GRADES TK–5

Program Model: FASTalk (texting app for parents and teachers)

FASTalk (Families and Schools Talk) is a tool for teachers to send curriculum-aligned literacy activities to parents three times per week. Family Engagement Lab (FEL) designs and pre-schedules messages that contain tips for supporting literacy skills at home through activities and practices. Some messages are also focused on social-emotional learning topics. Literacy messages are aligned with the scope and sequence of the classroom literacy curriculum. Parents engage by responding to teachers about recommended weekly activities; and teachers interact with parents about their home literacy experiences with their children.

Promising Practices ✔

Cultural Responsiveness: FASTalk translates all messages into parents' home language, and parent messages are translated into teacher's spoken language.

Family Collaboration: FEL met with parents during the design phase to learn what communication mode would work best for parents, what parent engagement challenges are, and what they wanted to know about their child's academic development. FEL solicits regular parent feedback via parent polls.

Teacher Collaboration: FEL collects regular feedback on how its app is working, and on teacher satisfaction with the app.

Systems Partnership: FEL works with OUSD to look at student level data and track any impacts the text app is having on parent engagement and student literacy outcomes.

Evidence Based Practices: Literacy messages are designed based on classroom English Language Arts (ELA) curriculum, including Fountas and Pinnell, Collaborative Literacy, Creative Curriculum, and others.

Photo courtesy of **Family Engagement Lab**

Evidence Based Results 🔍

Student literacy growth: Preliminary findings indicate that students with FASTalk-participating parents/caregivers gained ½-1 month more growth in ELA than students with non-participating parents. Students of FASTalk parents who texted back to teachers more frequently (5x or more) showed two months more gains in ELA compared to students with less engaged FASTalk parents. Students whose families did not share a home language with the teacher demonstrated accelerated literacy gains of two to three months compared to similar students whose parents were not enrolled in FASTalk.

Parent Engagement: Teachers say that parents are learning more about what their child is learning, and how they can support skill building at home. They are also talking more in parent-teacher conferences about things they do at home to support their child.

Family Resource Navigators

http://familyresourcenavigators.org

Family Resource Navigators' mission is to make it possible for every family in Alameda County to help their child flourish – regardless of developmental delay, disability or special health care need.

Family Resource Navigators serves primarily Alameda County families with children 0-5 years old who have special needs, but offers services to youth up to age 21. FRN works intensively with between 1,200-1,500 families per year, most of whom are families of color. FRN is located in San Leandro with a satellite office in Oakland.

OUTCOMES:
PK EXPERIENCE,
SCHOOL READINESS

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
0–21 YEARS, WITH A
FOCUS ON 0–5 YEARS

Program Model: Family Resource Center

FRN offers peer support; information and referral; advocacy; and training to families with children who have developmental delays and disabilities. In addition to free workshops to assist families in navigating public systems, FRN provides parent mentors to work one-on-one with families. FRN also hosts a leadership program, training parents to join policy-making bodies; become a mentor; or lead a support and education group.

Photo courtesy of **FRN**

Promising Practices ✔

Cultural Responsiveness: FRN staff are all family members of a person with a complex medical condition, delay or disability, enabling them to share personal experiences and accumulated knowledge with the families they support. Most staff are also graduates of FRN's leadership programs and/or recent clients of the agency. Staff aim to work with families in their home language, and to mirror the racial/ethnic makeup of the communities they serve. Because African American children are underrepresented for referrals and receipt of disability services, FRN is launching an engagement effort to reach African American families sooner, and address barriers such as a mistrust of systems elicited by the legacy of institutional racism.

Family Collaboration: FRN's work is parent-led and parent-driven. Parents are partners in developing training curricula, and comprise the majority of FRN's governing board.

Teacher Collaboration: FRN staff and volunteers participate in trainings for early childhood teachers and Family Advocates. They share the parent perspective on having a child with special needs, and information about system navigation.

Systems Partnership: FRN works with many partners, including the California Department of Developmental Services, First 5 Alameda County, county Office of Education, and county Health Care Services Agency.

Evidence Based Practices: FRN uses a two-generation, capacity building approach and a continuous improvement model based on regular, data-driven feedback from all families who use their programs.

Evidence Based Results 🔍

Family Assistance and Capacity Building: In 2017-18, FRN held 1,833 meetings with families, and made 3,167 calls to therapists, agencies, and schools for families. Nearly 1,000 parents were mentored. 95% of parents surveyed said they are now stronger advocates for their children, and 92% said they are more knowledgeable of service systems for children. 100% of parents said that staff are respectful of their family's culture.

High Expectations Parental Services

http://highexpectationsonline.com

High Expectations' mission is to significantly impact student achievement through increased family engagement in the educational process. High Expectations provides training and professional development to families and school staff to ensure that they are prepared to partner with one another to ensure the academic excellence of all students.

High Expectations serves primarily children of color and their families in the San Francisco Bay area.

Program Model: Oakland Smart & Strong Kids (SSK)

High Expectations (HE) has been a partner since 2016 in SSK, a pilot at four OUSD preschools designed to boost kindergarten readiness. SSK provides targeted services to children and families in response to universal developmental screenings, and builds the capacity of families and teachers to effectively partner in supporting children's success at school and at home. HE develops parent capacity through workshops that help parents understand their role in their child's growth and development, and that build their communication and advocacy skills. HE also builds the capacity of teachers to effectively engage with parents.

Promising Practices ✔

Cultural Responsiveness: Building on the success of parent workshops, HE developed African American Parent Advisory Councils at each SSK preschool. (The four SSK schools serve primarily African American children and families.) In the workshops and the advisories, parents have the chance to filter strategies they are learning through their own community and cultural lens.

Parent Collaboration: HE works with families to create a vision statement for their child's future, and families work collectively to identify ways for their vision to become a reality. Workshops develop communication, presentation, and leadership skills among parents so they can present important content to the school community and to each other. HE also creates opportunities for community building among parents at every workshop and event.

Teacher Collaboration: HE coaches teachers on developing effective family engagement strategies, such as sharing standards and expectations so that parents can monitor and engage with their children's growth.

Systems Partnership: HE performs school culture assessments to identify root causes for challenging school-parent engagement, and works with the school to formulate a plan for addressing challenges.

Evidence Based Practices: High Expectations models its work on the Dual Capacity-Building Framework for Family-School Partnerships.

Evidence Based Results 🔍

Parent Capacity for Engagement: Based on pre- and post-surveys, SSK parents who participated in HE workshops feel more confident in initiating interaction with teachers, in supporting their child at home, and in advocating for their child at school.

Academic Outcomes and Teacher Capacity for Engagement: At other sites in the Bay area where High Expectations programs were administered, 75% of schools saw improvement in student academic outcomes, and teachers reported being more confident in engaging hard to reach families.

Photo courtesy of **High Expectations**

Lotus Bloom Family Resource Center

www.lotusbloomfamily.org

Lotus Bloom's mission is to provide a safe, welcoming, and inclusive space to traditionally underserved populations to come together as a community to provide children with a rich learning foundation.

Lotus Bloom serves primarily low-income families of color, especially those who may feel isolated and would benefit from being part of a community of families and caregivers. Lotus Bloom has sites in East Oakland, San Antonio, Allendale, and downtown Oakland, serving approximately 1,000 children aged 0-5 and their families.

OUTCOMES:
PK EXPERIENCE,
SCHOOL READINESS

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
0–5 YEARS

Program Model: Family Resource Center and Early Learning Center

At Lotus Bloom (LB), children and their parents learn, play, and make connections to other parents, health resources, and education resources. LB sites offer daily playgroups, which are free for households with an annual income below $50,000. LB offers age-based, Multicultural, Afrocentric, and Developmental playgroups. LB aims to build community, self-advocacy, and leadership among parents while developing foundational school readiness skills among their children. LB's goal is a successful transition to preschool (or kindergarten) for children and families.

Promising Practices ✔

Cultural Responsiveness: Lotus Bloom's staff reflect the cultural/ethnic and language populations of each site. Participants' cultures are invited into the classroom through cultural celebrations, food, music, and storytelling. Oral and written translations are available for all parents who need them.

Family Collaboration: LB's programming is feedback-driven; staff regularly check in with parents about what is working or could be enhanced, and does their best to honor the community's needs. For example, when a site in an area with a significant African American population was not drawing many Black families, staff learned families wanted more Afrocentric cultural focus

Photo courtesy of **Lotus Bloom**

in the curriculum. In response, they started an affinity playgroup (Afro Play) that drew in Black families. LB also supports a parent leadership pipeline; more than 50% of staff are former LB participants.

Teacher Collaboration: Staff receive up to five trainings per year, including training on cultural sensitivity. Staff also learn about cultural differences through received knowledge from parents.

Systems Partnership: LB has built relationships with OUSD and other preschools near their sites to support transition, and is working on a parent leadership continuum with OUSD.

Evidence Based Practices: LB draws from the Strengthening Families Protective Factors Framework (Center for Study of Social Policy), and uses a dual-generation as well as a strengths-based approach. They also use the Emergent Curriculum for Early Childhood Education, a play-based, child-focused approach based on each child's skills and needs.

Evidence Based Results 🔍

Transition to Preschool: The majority of children and families who participate in Lotus Bloom's playgroups transition successfully to preschool. Additionally, LB parent leaders often grow their skill sets as leaders, and find related roles and jobs in their communities.

Oakland Promise, Brilliant Baby

https://oaklandpromise.org/programs/brilliantbaby

Oakland Promise's mission is to ensure every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of his or her choice.

Oakland Promise serves low-income parents with new babies and K-12 students in Oakland public and charter schools, with a particular focus on underserved and low-income populations. Brilliant Baby enrolls MediCal-eligible families with newborns. As of early 2019, it had enrolled 360 babies: 49% Latinx, 32% African American, 9% two or more races; 7% Asian, and 2% White.

OUTCOMES:
PK EXPERIENCE,
SCHOOL READINESS

AGENCY TYPE:
CITY

FOR AGE GROUP:
0–5 YEARS

Program Model: Brilliant Baby

Brilliant Baby (BB) is the early childhood strategy for Oakland Promise, engaging parents in the first year of their child's life. The BB program includes a college savings account for baby seeded with $500, financial coaching for parents, and family engagement. The financial coaching program offers up to six sessions with a certified financial coach to support parents' self-identified financial goals, unlimited access to financial workshops, and the opportunity to earn up to $300 in stipends and another $200 as a savings match.

Promising Practices ✔

Cultural Responsiveness: All parent information is printed in English, Spanish and Chinese, and translation headsets are provided at all family events. The financial coaching staff are all people of color, and several speak Spanish in addition to English.

Family Collaboration: Financial coaching is driven by each family's personal goals, with coaches offering support and resources. Coaches also facilitate 4-8 families who choose to collaborate in learning or taking action together. The program holds an annual community event for BB families, communicates through an e-newsletter, and convenes quarterly meetings of the Family Leadership Group (FLG). The FLG provides a forum for collecting feedback on the BB program, and for connection and learning guided by parent interests.

Systems Partnership: BB trains the staff of early childhood programs and pediatric medical care providers to explain BB and sign up families for the program. Partners include Alameda County Public Health Department home visiting programs, City of Oakland Early Head Start, UCSF Benioff Children's Hospital, the Unity Council, Brighter Beginnings, Fruitvale Academy, Bananas, and the Community Child Care Council of Alameda County.

Evidence Based Practices: Using a social determinants of health framework, Brilliant Baby draws on research in the fields of early childhood development, two generation anti-poverty strategies, and asset building. For instance, a

Photo courtesy of **Brilliant Baby**

2017 CFED report (Institute for Higher Education Policy and the Corporation for Enterprise Development) found that children from low-income families who have as little as $500 in a college savings account are three times more likely to attend college and four times more likely to graduate than those without any college savings.

Evidence Based Results 🔍

Child and Family Well Being: After one year of participation in Brilliant Baby, 77% of parents said that the program "brings valuable resources to my family" and 85% that the program "positively influences the way I think about my baby's future."

Oakland Unified School District
Kindergarten Readiness Program

www.ousd.org/domain/92

OUSD's Kindergarten Readiness Program's mission is to create a system that embeds early childhood education into the K-12 system, including family engagement, kindergarten transition practices, and aligned support strategies. The work is developed by building capacity among teachers, community school managers, Family Resource Managers, and service providers at district sites.

The Readiness Program serves all children and families entering OUSD kindergarten (including transitional kindergarten), many of whom are low income and families of color.

Program Model: Kindergarten Readiness Transition Toolkit

The Transition Toolkit developed by OUSD's Kindergarten Readiness Manager includes several strategies to ensure that schools support successful student and family transition from preschool (PK) to transitional kindergarten (TK) and kindergarten (K). PK and TK/K Transition Teacher Leaders are funded to meet three times per year with the District Readiness Manager to coordinate transition activities between TK/K classrooms and PK classrooms, plan joint school wide events, and otherwise prepare for student and family transition. PK teachers complete a Kinder Transition Form for the TK/K teacher, including family and student information, with a focus on sharing student strengths, challenges, personality, and learning style. Elementary school staff work together to engage PK families at several elementary school events starting the spring before they transition to TK/K.

Promising Practices ✔

Cultural Responsiveness: Translators are always on call to support events where there is more than one language group represented among transitioning PK families. For initial outreach to PK sites, elementary schools try to designate a person of similar race/ethnicity as most of the families at the PK site.

Photo courtesy of **Morgan Shidler Photography**

Family Collaboration: The transition events engage parents and allow them to co-partner in preparing their child for TK/K, as well as to raise questions about the transition.

Teacher Collaboration: The Kinder Transition Form was co-designed by PK and K teachers, who identified the most important information to convey about transitioning families and students.

Systems Partnership: The Transition Toolkit strategies were built and rely on collaboration across 0-5 and K-5 teaching staff, as well as Community School Managers, Family Resource Managers, mobile health care providers, and other partners at the elementary school site. The aim is to position elementary schools as a 0-5 resource for families well before their children start TK/K.

Evidence Based Practices: The Transition Toolkit employs evidence-based family engagement, transition, and community school practices drawn from national research, including the Dual Capacity-Building Framework for Family-School Partnerships.

Evidence Based Results 🔍

Family Engagement Improvement: OUSD is starting to see a change in how elementary schools engage with 0-5 families, and family engagement between elementary schools, and 0-5 families and PK centers is starting to become a rooted practice in OUSD.

Parent Voices Oakland

www.pvoakland.org

Parent Voices Oakland's mission is organizing and empowering families with the highest need to build effective campaigns toward economic and educational justice. PVO is a parent-led grassroots organization that currently advocates for affordable, accessible, quality child care and early education.

Parent Voices Oakland (PVO) serves primarily low-income families of color in East Oakland.

OUTCOMES:
SCHOOL READINESS

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
0–8 YEARS

Program Model: Campaign for Accessible, Quality Child Care

This campaign, which resulted in a measure on the 2018 Alameda County ballot, began with a PVO-developed and administered Parent Engagement Study on Informal Care in East Oakland. The study used the community participatory action model, a collaborative approach to research that involves community members or recipients in all phases of the research process, and recognizes the unique strengths that each brings. Campaign leaders came from PVO's Leadership Academy, a 30-hour, stipended program that runs twice a year, building the capacity of parents as advocates for themselves, their families, and their community. Leadership Academy workshops focus on advocacy and public speaking, understanding the history of community issues, and engaging with different public systems.

Promising Practices ✔

Cultural Responsiveness: PVO meets the community where they are, knocking on doors and engaging people at community venues such as bus stops, churches, and social service offices in an effort to reach a representative sample of the community. Translators are present at all meetings. PVO provide resources to support ease of parent participation (e.g. child care, food, transport, gift card incentives, etc.)

Family Collaboration: Parents co-create community engagement tools, and use community-based participatory action research methods. They then co-create solutions to identified community challenges.

Photo courtesy of **Parent Voices Oakland**

Systems Partnership: PVO works with public systems and organizations to design a solution to the central social issue (lack of accessible child care and early education) that meets the expressed needs of families.

Evidence Based Practices: PVO uses community-based participatory action research and research justice frameworks to guide its work in the community.

Evidence Based Results 🔍

Proposed Legislation: PVO parents were the primary community driver for the development of Measure A, Sales Tax for Childcare and Early Education, and its inclusion on the 2018 ballot in Alameda County. They continue to play a role in the identification of childcare and preschool programs, programs for at-risk children, and efforts to add child care and early education locations and employees in Alameda County.

![tandem. Partners in Early Learning]

Tandem, Partners in Early Learning

www.tandembayarea.org

Tandem's mission is to partner with families, educators, and communities to surround young children with interactive learning opportunities that build early language and literacy skills; strengthen social and emotional skills; and foster a lifelong love of learning. Tandem engages the community to ensure *all* families have the resources, skills, and confidence they need to support children to enter kindergarten ready for success.

Tandem serves primarily low-income children of color and their families at Head Starts, Child Development Centers, state Pre-Ks, and licensed family child care centers in Alameda County, Contra Costa County, and San Francisco. They serve 3,300 children and their caregivers in Oakland.

OUTCOMES:
EARLY LITERACY

AGENCY TYPE:
COMMUNITY BASED ORGANIZATION

FOR AGE GROUP:
GRADE PK

Program Model: StoryCycles®

StoryCycles is a weekly school-to-home book bag rotation program offering culturally and linguistically diverse children's books and early literacy skill-building materials and resources for parents.

Promising Practices ✔

Cultural Responsiveness: All StoryCycles materials are printed in English as well as other languages spoken by parents at the school site. Tandem recruits and stipends parents within the community as translators at parent workshops.

Family Collaboration: Tandem provides early literacy workshops for parents at school and neighborhood sites. In addition, Tandem builds parent leadership capacity through its Literacy Champions program, which provides 10 hours of stipended training to parents, and monthly meetings focused on mentoring and coaching. Tandem also developed a Play and Learn group curriculum (Give Me 5) specifically designed to engage fathers in early learning activities with their children. Tandem is forming a Parent Advisory Committee to provide feedback on outreach and programming. A member of the Parent Advisory will be invited to join Tandem's Board of Directors.

Photo courtesy of **Tandem**

Teacher Collaboration: Tandem provides training for teachers on early learning best practices (e.g. effective read-aloud techniques), and shares strategies for engaging families in the StoryCycles program.

Systems Partnership: Tandem works with school districts, early education agencies, and community partners to plan and deliver workshops and identify high needs demographics in their operating areas. Tandem also runs a program that partners with family service professionals to convey the importance of family reading and parent-child communication.

Evidence Based Practices: Tandem bases its strategies on 25 years of academic research and ten years of program evaluation research that show the relationship between the richness of a child's pre-kindergarten exposure to language and books, and academic and life success.

Evidence Based Results 🔍

Frequency of Family Reading: According to 2016-17 data, OUSD families read more frequently with their children because of the StoryCycles program. There was a 25% increase in families reading 3-6 times a day and a 9% increase in families reading every day. Nearly three quarters of OUSD families in the program said they felt more connected with their children because of their participation in StoryCycles.

The Unity Council,
Head Start and Early Head Start

https://unitycouncil.org/program/head-start-early-head-start

The Unity Council's mission is to promote social equity and improve quality of life by building vibrant communities where everyone can work, learn, and thrive. Unity Council programs include early childhood education; youth leadership development; employment services; career readiness training; senior citizen services; affordable housing and neighborhood development; and arts and cultural events.

The Unity Council's Head Start/Early Head Start (HS/EHS) program serves more than 900 low income families and their children at four sites in Oakland and three in Concord. In 2017-18, 44% of families enrolled in Head Start were Latinx, 36% were African American, 9% biracial or multiracial, 4% Asian, and 2% Native American or Pacific Islander.

OUTCOMES:
PK EXPERIENCE,
SCHOOL READINESS

AGENCY TYPE:
COMMUNITY BASED
ORGANIZATION

FOR AGE GROUP:
0–5 YEARS

Program Model: Head Start/Early Head Start

The Unity Council's HS/EHS program is a play-based curriculum designed to meet families where they are on the path to school readiness. It has all of the HS/EHS program components, including Family Advocates, site-based Parent Committees, on-site behavioral health providers, and a home-based option for Early Head Start families. The Unity Council is a contracted partner of Oakland HS/EHS.

Promising Practices ✔

Cultural Responsiveness: The Unity Council aims to employ staff who reflect the cultures of site participants. Artwork and literature are chosen with an eye toward representing cultures in the community. Home culture is brought into the classroom through storytelling, music, food, and special home items that are displayed on site.

Family Collaboration: In addition to engagement through the Parent Advocate and the Parent Committee, the Unity Council uses a family engagement curriculum (Circle of Security) focused on understanding children's challenging behavior, supporting their ability to manage emotions, and building strong attachment. The curriculum, designed for families that have experienced trauma, is offered as a series of eight parent workshops, in English and Spanish.

Teacher Collaboration: Unity Council sites have a School Readiness Committee comprised of parents and teachers who work together on curriculum design, and review and set school readiness goals.

Photo courtesy of **The Unity Council**

Systems Partnership: Unity Council sites partner with healthcare providers, social service agencies, local libraries, food pantries, and immigration and legal aid services. Sites coordinate visits to OUSD elementary schools where parents hear from staff about the transition to kindergarten.

Evidence Based Practices: The Unity Council HS/EHS program is based on national evidence-based practices and family engagement principles, as are all Oakland Head Start sites.

Evidence Based Results 🔍

School Readiness: DRDP assessment for four-year-olds showed significant gains from fall to spring, with 80% or more of children meeting school readiness goals in four of six areas. The other two areas — communication and literacy skills for English speakers and Dual Language Learners — also showed progress, with 60% or more of four-year-olds meeting these goals by spring.

East Bay Agency for Children, Trauma Transformed

https://traumatransformed.org/

EBAC's mission is improving the well-being of children, youth and families by reducing the impact of trauma and social inequities. Trauma Transformed brings together Bay Area communities to change the way we understand, respond to, and heal trauma by fostering healthy, resilient, and safe communities through trustworthy, compassionate, and coordinated public systems.

Trauma Transformed has served approximately 17,000 leaders and staff of community based organizations and county departments in seven Bay Area counties, including Alameda County. Trauma Transformed is based in the San Antonio neighborhood of Oakland.

OUTCOMES:
SYSTEMS CHANGE

AGENCY TYPE:
COMMUNITY BASED ORGANIZATION

FOR AGE GROUP:
0-5 YEARS AND GRADES K-12

Program Model: Trauma Transformed

Trauma Transformed (T2) has three communities of practice: Healing Early Childhood Trauma, Racial Justice and Collective Trauma, and Trauma Informed Systems. T2's primary work is through Trauma Informed Systems (TIS) training. TIS is an organizational change model developed by the San Francisco Department of Public Health to create the context for nurturing and sustaining trauma-informed practices. TIS trainings promote wellness in the workforce through six principles: trauma understanding; safety and stability; cultural humility and responsiveness; compassion and dependability; collaboration and empowerment; and resilience and recovery. The aim is for organizations to build wellness principles into their work in order to better serve their clients. More than 30 Bay Area agencies have adopted the TIS model.

Promising Practices ✔

Cultural Responsiveness: Culture humility and responsiveness is one of the six principles taught as part of the Trauma Informed Systems training.

Family Collaboration: Families and other community stakeholders were included in the design and development process for the TIS curriculum. Trauma Transformed encourages agencies that adopt TIS to collect feedback from their clients–many of whom are families-- on how TIS changes are being received.

Teacher Collaboration: TIS training includes a train-the-trainer model that embeds employee trainers in the agency, as well as a self-selected Champions Team responsible for deciding how to implement, monitor, and assess new policies and practices.

Photo courtesy of **Trauma Transformed**

Systems Partnership: In Alameda County, T2 has worked with Alameda County School Based Services (Behavioral Health), Family Paths, Lincoln, Fred Finch Youth Center, and WestCoast Children's Clinic. T2 also partners with Oakland ReCAST (Resiliency in Communities After Stress and Trauma), Kaiser Permanente, Youth in Mind, UCSF Benioff Children's Hospital Oakland, and Oakland Head Start.

Evidence Based Practices: T2's work and the TIS training model are based on the work of Roger Fallot and Maxine Harris, particularly around creating cultures of trauma-informed care and their five principles of trauma-informed care.

Evidence Based Results 🔍

Trauma Informed Systems: An evaluation report for a pilot cohort of adopters found that participants' attitudes toward trauma informed principles had positively increased, and that 78% of participants were partially or completely successful with their commitments to change goals.

Oakland Starting Smart and Strong, Resilient Oakland Communities & Kids

www.oaklandsmartandstrong.org/rock.html

Oakland Starting Smart and Strong's mission is to ensure that every child has access to high-quality early childhood education, and every adult in a child's life has the tools they need to support that child's development every day.

Resilient Oakland Communities & Kids (ROCK)'s aim is to increase the resilience and healthy social-emotional development of Oakland children in trauma sensitive and trauma informed healing environments. ROCK is a collaborative including Oakland Unified School District, City of Oakland Head Start/Early Head Start, New Teacher Center, West Ed, and local trauma informed practices experts Julie Nicholson, Julie Kurtz, and LaWanda Wesley **ROCK serves** 95 OUSD and Oakland Head Start teachers at 29 preschool sites.

OUTCOMES:
PK EXPERIENCE,
SCHOOL READINESS

AGENCY TYPE:
CITY, SCHOOL, AND
COMMUNITY BASED
ORGANIZATION
COLLABORATIVE

FOR AGE GROUP:
GRADE PK

Program Model: Building Trauma Informed Practices

ROCK builds knowledge among Early Childhood Education (ECE) teachers about trauma and its impact on children's health and learning, protective factors and resiliency, and classroom-based trauma informed practices. The program also supports self-awareness in adults about their own experiences with trauma, and teaches self-care strategies they can use to support their well-being. ROCK has created an ongoing teacher training framework that includes group trainings, monthly Professional Learning Communities (PLCs), and coaching in the classroom. ROCK has also developed tools for teacher self-reflection, including a trigger assessment tool.

Photo courtesy of **OSSS ROCK**

Promising Practices ✔

Cultural Responsiveness: ROCK uses a multifaceted approach, focusing on supporting the resilience and learning of children who have often been marginalized in education. Home culture is acknowledged and supported through ROCK activities. Trainings address race and equity, and are led by people of color with early childhood backgrounds.

Family Collaboration: Plans are underway to integrate trauma informed practices (TIP) into existing strategies shared at family engagement events. ROCK is also developing a Trauma-Informed Family Engagement Toolkit that teachers can use with families.

Teacher Collaboration: ROCK was developed in response to ECE teachers' requests for information on how to utilize TIP in the classroom. Teachers, coaches, and administrators collaborate to develop PLC, training, and agenda content.

Systems Partnership: Next-stage plans for ROCK include scaling TIP throughout OUSD and Oakland Head Start/Early Head Start; sharing learnings on TIP at multi-disciplinary school team meetings and parent advisory boards; and offering trainings for other early childhood and community-based partners.

Evidence Based Practices: ROCK teacher trainings and coaching are based on evidence-based TIP practices for children, adults, and systems as organized in the Trauma Informed Practices for Early Childhood Educators (Nicholson et al, 2019).

Evidence Based Results 🔍

Trauma Informed Practice Use: While ROCK is still in the early stages of implementation, teacher feedback has been consistently positive, along with regular reports of using trauma informed practices in the classroom. Evaluation results will be available in July 2019.

APPENDIX A: **WORKS CITED**

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APPENDIX B: **INTERVIEWS AND REPORTS**

Information on agencies in this portfolio came from interviews, site visits, and the results of individual agency project reports, assessments and surveys.

Interviews

1. Jason Arenas, Family & Community Engagement Specialist and Professional Learning Network Facilitator,
Alameda County Office of Education

2. Luis Arenas, Director of Children and Family Services,
The Unity Council

3. Eileen Crumm, Executive Director; and
Kausha King, Program Manager, Community Empowerment;
Family Resource Navigators

4. Amanda Feinstein, Director,
Oakland Promise, Brilliant Baby

5. Monica Green, Program Director,
Bay Area Parent Leadership Action Network

6. Kira Lewis, Program Director,
Room to Bloom Family Resource Center,
Lotus Bloom

7. Tanisha Payton, Policy & Research Associate,
Parent Voices Oakland

8. Crystal Sand, Program Supervisor for Alameda County,
Tandem, Partners in Early Learning

9. Harold Scoggins, Family Advocate,
Oakland Head Start/Early Head Start

10. Maria Sujo, Kindergarten Readiness Program Manager,
Community Schools & Student Services,
Oakland Unified School District

11. Vidya Sundaram, CEO,
Family Engagement Lab

12. Anh Ta, Regional Practice Coordinator,
Trauma Transformed, East Bay Agency for Children

13. Gary Thompson, Co-Founder,
Alameda County Fathers Corps

14. Teneh Weller, Executive Director,
High Expectations Parental Services

Evidence Based Reports/Assessments

1. Alameda County Fathers Corps Report, 2013-18

2. Loomis, B. and Mora, M. (2017). San Francisco Department of Public Health Trauma Informed Systems Evaluation Report, April 2015-March 2017

3. Family Engagement Lab (December 2017), FASTalk 2017-18 Pilot Status Report

4. Learning for Action (2018). Healing Systems, Reflections on the first four years of Trauma Transformed, Executive Summary

5. Lotus Bloom, Lotus Bloom Annual Report 2018

6. Family Engagement Lab (March 2018), OUSD FASTalk Midyear Update

7. Family Engagement Lab (June 2018), FASTalk Insights from 2017-2018

8. Tandem (2016-17), Impact of Tandem Programs on OUSD Families and Schools.

9. The Unity Council, 2017-18 DRDP Data Analysis

Photo courtesy of **Hasain Rasheed Photography**

APPENDIX C: **CONTACT INFORMATION FOR PROVIDERS IN THIS PORTFOLIO**

Alameda County Fathers Corps
First Five Alameda County
1115 Atlantic Avenue
Alameda, CA 94501
510-227-6932

**Alameda County Office of Education,
Family and Community Engagement
Program (FACE)**
313 West Winton Avenue
Hayward, CA 94544
510-670-4111

**Bay Area Parent Leadership
Action Network**
7200 Bancroft Avenue, #269
(Eastmont Mall)
Oakland, CA 94605
510-444-7526

City of Oakland Head Start/Early Head Start
150 Frank H. Ogawa Plaza
Suite 5352
Oakland, CA 94612
510-238-3165
510-238-6784

**East Bay Agency for Children,
Trauma Transformed**
1035 22nd Avenue, #14
Oakland, CA 94606
510-268-3770

Family Engagement Lab
548 Market Street #42210
San Francisco, CA 94104
650-283-9779

Family Resource Navigators
291 Estudillo Avenue
San Leandro, CA 94577
510-547-7322

High Expectations Parental Services
4263 Wilshire Blvd.
Oakland, CA 94602
510-922-8606

Lotus Bloom
555 19th Street, Suite 131
Oakland, CA 94612
510-878-1778

Oakland Promise, Brilliant Baby
1000 Broadway
Suite 300
Oakland, CA 94612
510-858-6054

**Oakland Unified School District
Kindergarten Readiness Program**
1000 Broadway
Suite 150
Oakland, CA 94607
510-879-2760

Parent Voices Oakland
5232 Claremont Avenue
Oakland, CA 94618
510-338-3049

Tandem, Partners in Early Learning
129 Filbert Street
Oakland, CA 94607
415-683-5460

**Oakland Starting Smart and Strong
Resilient Oakland Communities & Kids**
1025 4th Avenue
Oakland CA 94606
510-273-8277

The Unity Council Head Start/Early Head Start
Children & Family Services Headquarters
1900 Fruitvale Avenue
Oakland, CA 94601
510-535-6102

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APPENDIX D: **RECOMMENDED EQUITY-FOCUSED INDICATORS FOR OAKLAND CHILDREN AGED 0-8**[1]

EDUCATION INDICATORS FOR AGES 0–8

INDICATOR	PRESCHOOL EXPERIENCE	SCHOOL READINESS	REGULAR SCHOOL ATTENDANCE	ENGLISH LEARNER STATUS	3RD GRADE READING PROFICIENCY
MEASURE	% of OUSD kinders who attended any PK	% of children deemed prepared on a kindergarten readiness assessment tool	% TK-3rd graders absent 10% or more of all school days	% TK-3rd graders who are classified as English Learners	% of 3rd graders reading at or above grade level
DATA SOURCES	• OUSD	• First 5 School Readiness Assessment • Early Development Instrument (EDI) • Head Start (DRDP)	• CA Dept. of Education • OUSD • Head Start	• CA Dept. of Education • OUSD • Head Start	• CA Dept. of Education • OUSD

HEALTH INDICATORS FOR AGES 0–8

INDICATOR	LOW BIRTH WEIGHT	AVOIDABLE ER VISITS	FREE FROM ABUSE AND NEGLECT	ASTHMA DIAGNOSIS
MEASURE	% of babies born at low birth weight	% of avoidable ER visits for 0-8 year olds	% of substantiated & unsubstantiated allegations of abuse and neglect for 0-8 year olds	% of PK-3rd grade children with asthma diagnosis
DATA SOURCES	• AC Public Health Dept.	• AC Public Health Dept.	• AC Social Services Agency • AC Child Abuse Prevention Council	• OUSD • Head Start

FAMILY INDICATORS

INDICATOR	HOMELESSNESS	PARENTAL EDUCATION	FAMILY INCOME	INCARCERATION OF A PARENT
MEASURE	% of 0-8 year olds who are homeless	% 0-8 year olds with a parent who has not completed high school	% 0-8 year olds living in low income family	% of 0-8 year olds with an incarcerated parent
DATA SOURCES	• OUSD • Point in Time Count (by Everyone Home and AC Public Health Dept.)	• U.S. Census and American Community Survey (Public Use Microdata Sample)	• U.S. Census and American Community Survey	• Alameda County Children of Incarcerated Parents Partnership

1 Excerpted from: Urban Strategies Council (2018). *Call to Action: Recommendations for Common, Equity-Focused Health and Education Indicators for Young Children in Oakland.* Oakland, CA: Oakland Starting Smart and Strong.

APPENDIX E: BOYS OF COLOR EARLY YEARS HEALTH AND EDUCATION WORKGROUP

Workgroup members listed below participated in one or all phases of the workgroup, which has included developing a call to action and identifying promising practices.

1. India Alarcon, Management Analyst,
    Alameda County Early Care and Education Program
2. Paula Ambrose, Program Officer, Education, Rainin Foundation
3. Christie Anderson, Director of Early Childhood Education,
    Oakland Unified School District
4. Jason Arenas, Family and Community Engagement Specialist,
    Alameda County Office of Education
5. Neva Bandelow, Early Learning Program Manager,
    Alameda County Office of Education
6. Matt Beyers, Epidemiologist,
    ACPHD Community Assessment Planning and Evaluation
7. Jessica Blakemore, Management Analyst, ALL IN Alameda County
8. Ron Bridgeforth, Education Committee Chair,
    Brotherhood of Elders Network
9. Jennifer Caban, Management Analyst,
    Alameda County Social Services Agency
10. Eleazar Cuencas, Early Success Parent Organizer,
    Bay Area Parent Leadership Action Network (PLAN)
11. Clarissa Doutherd, Executive Director, Parent Voices Oakland
12. Larissa Estes, Director, ALL IN Alameda County
13. Amanda Feinstein, Director, Oakland Promise, Brilliant Baby
14. Alison Feldman (workgroup co-chair), AFR Consulting
15. Ignacio Ferrey, School Health Career Pipeline Coordinator,
    Center for Healthy Schools and Communities, HCSA
16. Rinat Fried, Research Associate, 0-8, Oakland Unified School District
17. Jerome Gourdine,
    Director of African American Male Achievement, OUSD
18. Monica Green, Program Director,
    Bay Area Parent Leadership Action Network (PLAN)
19. Carlos Guerrero, Clinical Social Worker III and Early Intervention
    Services/Early Childhood Mental Health /Parent Infant Program,
    UCSF Benioff Children's Hospital Oakland
20. Julie Hadnot, Associate Director, ALL IN Alameda County
21. David Harris, CEO, Urban Strategies Council

22. Tasha Henneman, Adjunct Faculty Instructor, Mills College
23. Chris Hwang, First 5 Alameda County
24. Priya Jagannathan, Manager, Oakland Starting Smart and Strong
25. Fernando Jimenez, Community Literacy Specialist, Tandem
26. Jackie Jimenez-Sabrata, Program Assistant,
    Oakland Starting Smart and Strong
27. Kym Johnson, Executive Director, Bananas
28. Shawn Johnson, Resident and Community Services Coordinator,
    Oakland Housing Authority
29. Carla Keener, Senior Program Administrator, First 5 Alameda County
30. Hannah Lee, Senior Project Manager, Family Engagement Lab
31. Tonya Love, District Director, Assemblyman Robert Bonta's office
32. Tim Marlowe, Project Director for Data and Evaluation,
    Oakland Promise
33. Michael McCree, District Representative,
    Office of Senator Nancy Skinner
34. Tuwe Mehn, Teacher, Oakland Unified School District
35. Caroline Moyer, intern, First 5 Alameda County
36. Ricardo Huerto Nino, Director of Collective Impact,
    Office of the Mayor
37. Tanisha Payton, Policy and Research Associate,
    Parent Voices Oakland
38. Nate Phillip, Research Associate, Urban Strategies Council
39. Le'Ana Powell, Community Engagement,
    Oakland Promise, Brilliant Baby
40. Jethro Rice, Provider Services Manager, BANANAS
41. Omar Runquillo, Oakland Housing Authority
42. Crystal Sand, Program Supervisor, Tandem
43. Tracey Schear, Director, School Health Services,
    Alameda County Health Care Services Agency
44. Harold Scoggins, Family Advocate, City of Oakland Head Start
45. Kim Shipp, Resident & Community Coordinator,
    Oakland Housing Authority
46. Vidya Sundaram, CEO, Family Engagement Lab

47. Erika Takada, Senior Consultant, Engage R+D

48. Gary Thompson (workgroup co-chair), Family Health Services
     Coordinator, Alameda County Public Health Department;
     and co-founder, Alameda County Fathers Corps

49. Teneh Weller, Executive Director,
     High Expectations Parental Services

50. Lawanda Wesley, Director of Quality Enhancement & Professional
     Development, Early Childhood Education Department,
     Oakland Unified School District

51. Darren White, Youth Council Developer, The Mentoring Center

52. Reshonda Williams, Program Associate,
     Oakland Promise, Brilliant Baby

53. Darris Young, Program Associate,
     Boys and Men of Color, Urban Strategies Council

54. Joy Young, Family Partnerships Coordinator,
     Center for Healthy Schools and Communities,
     Alameda County Health Care Services Agency

55. Andrea Youngdahl, Consultant, Packard Foundation

Oakland Starting Smart & Strong

For more information on
Oakland Starting Smart and Strong,
visit http://www.oaklandsmartandstrong.org/

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