

“Every Child Thrives: A Journey in Early Childhood Equity Strategies” A Crucible of Practice Conversation

June 11, 2024

@readingby3rd #GLReading #LearningTuesdays



CRUCIBLE
OF PRACTICE

Reflections on Lessons Learned



MEET THE MOMENT:
FOCUS On The Gap(s)!

GLR WEEK

2024

JULY 22-26

MEET THE MOMENT:
FOCUS On The Gap(s)!

JULY 22–26 GLR WEEK 2024 SAVE THE DATE

THE CAMPAIGN FOR
GRADE-LEVEL READING
3RD GRADE
READING
≡ SUCCESS
MATTERS

Session title: *Ready on Day One: Strategies and Tools to Support CGLR Community Coalitions With School Success*

When: 7/25/24 12:30 ET

What: Breakout room format to share GLR community strategies and tools that others can adapt and adopt.

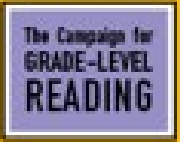
High-dosage tutoring/relational supports

School attendance (Attendance Works)

Community services and supports (health screenings, etc.)

JUNE 11
12:30–2 PM ET ➔

Every Child Thrives: A Journey in Early Childhood Equity Strategies



Conversation Leads



Jenny Borst
Director of Curriculum and Instruction
Watertown Unified School District



Kim Melcher
Chief Impact Officer
Greater Watertown Community Health Foundation



Jessica Johnson
District Administrator
Dodgeland School District



Susan Olson
Social Impact Coordinator
Greater Watertown Community Health Foundation



Abbigail Kuehn
Assistant Director
Watertown Department of Public Health



Carol Quest
Health Officer/Director
Watertown Department of Public Health

Conversation Starter 1:

Choose one of the photos that best reflects your mental model of a “collaborative”.



Photo 1

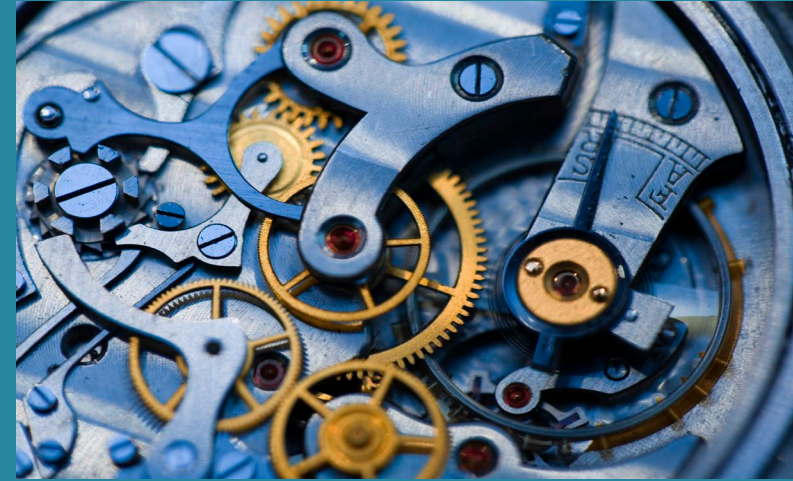


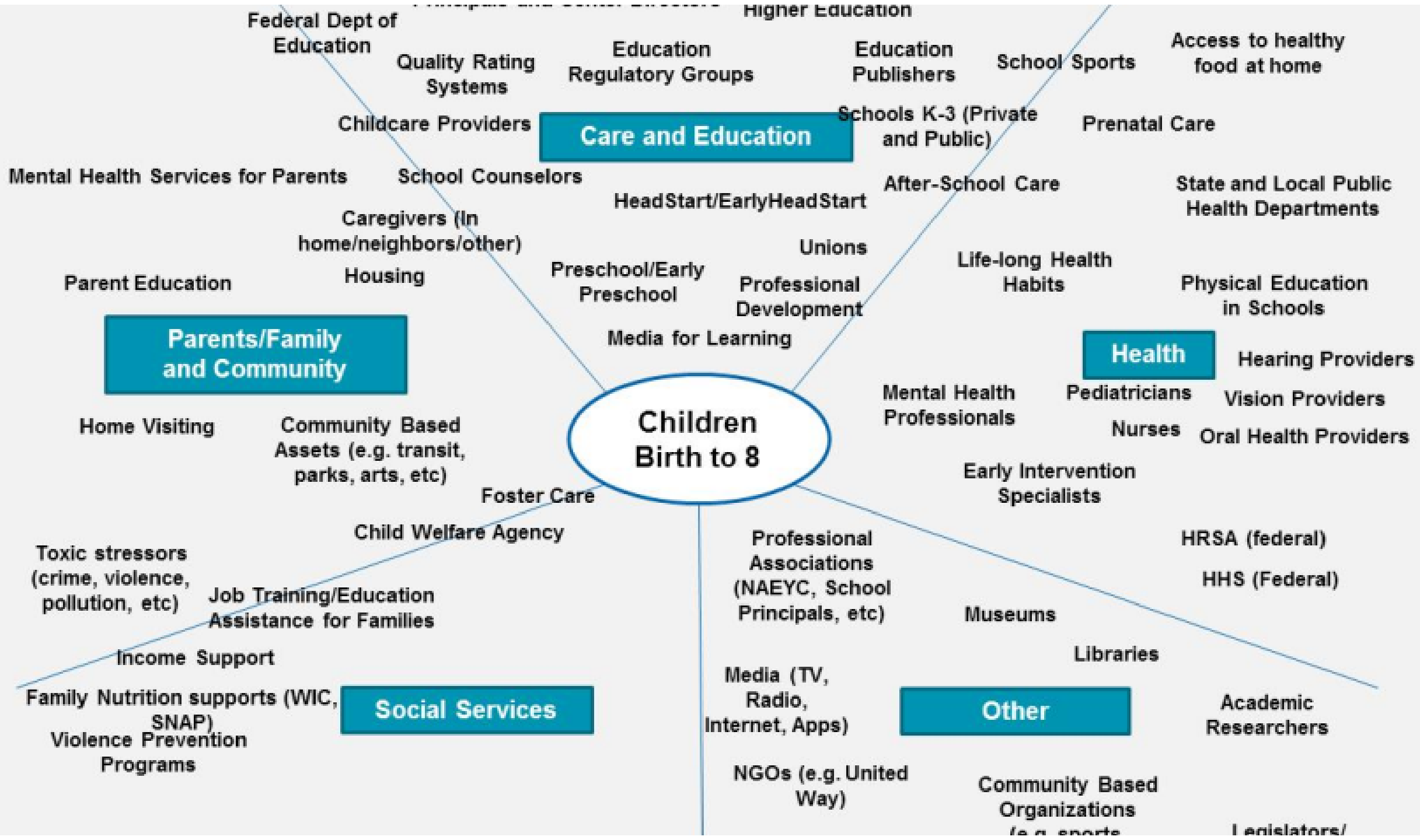
Photo 2



Photo 3



Photo 4



CONVERSATION STARTER:

How have you used disaggregated data in your community?

The Importance of Disaggregated Data

The more granular, the better!

- Can help uncover hidden or little known inequities
- Can help “prompt targeted interventions”(Annie E. Casey) – i.e. can guide action
- Can help build relationships and relevance with “underserved” populations

*“The point of collecting and analyzing disaggregated data is to use data as a mirror and tool to **uncover the drivers** of disparity and inequity and **increase opportunities and outcomes** for all.”*


Centering Equity in Early Childhood





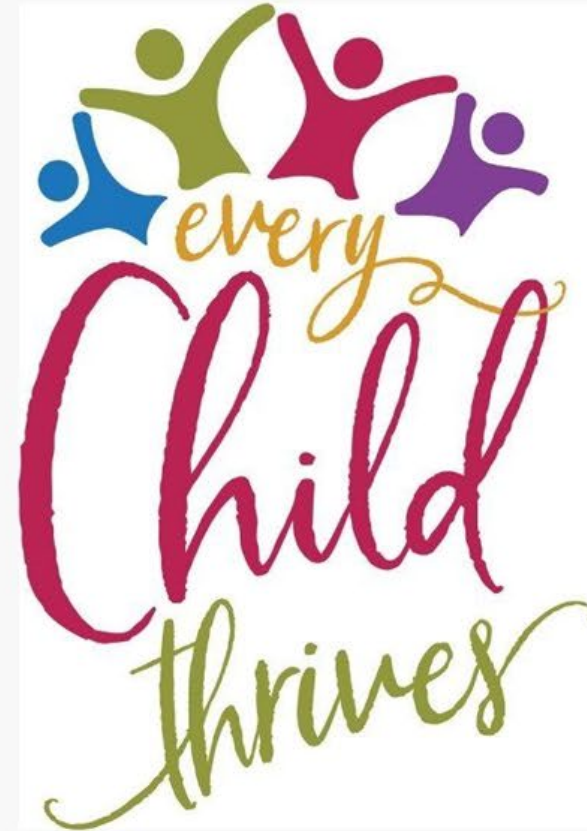
 **Greater Watertown Community
Health Foundation**



 Inspire
Collaboration

 Mobilize and
Align Resources

 Encourage
Innovation



All children thrive in
health, learning and life



Strong
Families



Kindergarten
Readiness



School
Success

All children thrive in health, learning and life



Strong Families



Kindergarten Readiness



School Success



Attendance



Social Emotional Learning



Trauma Informed Care

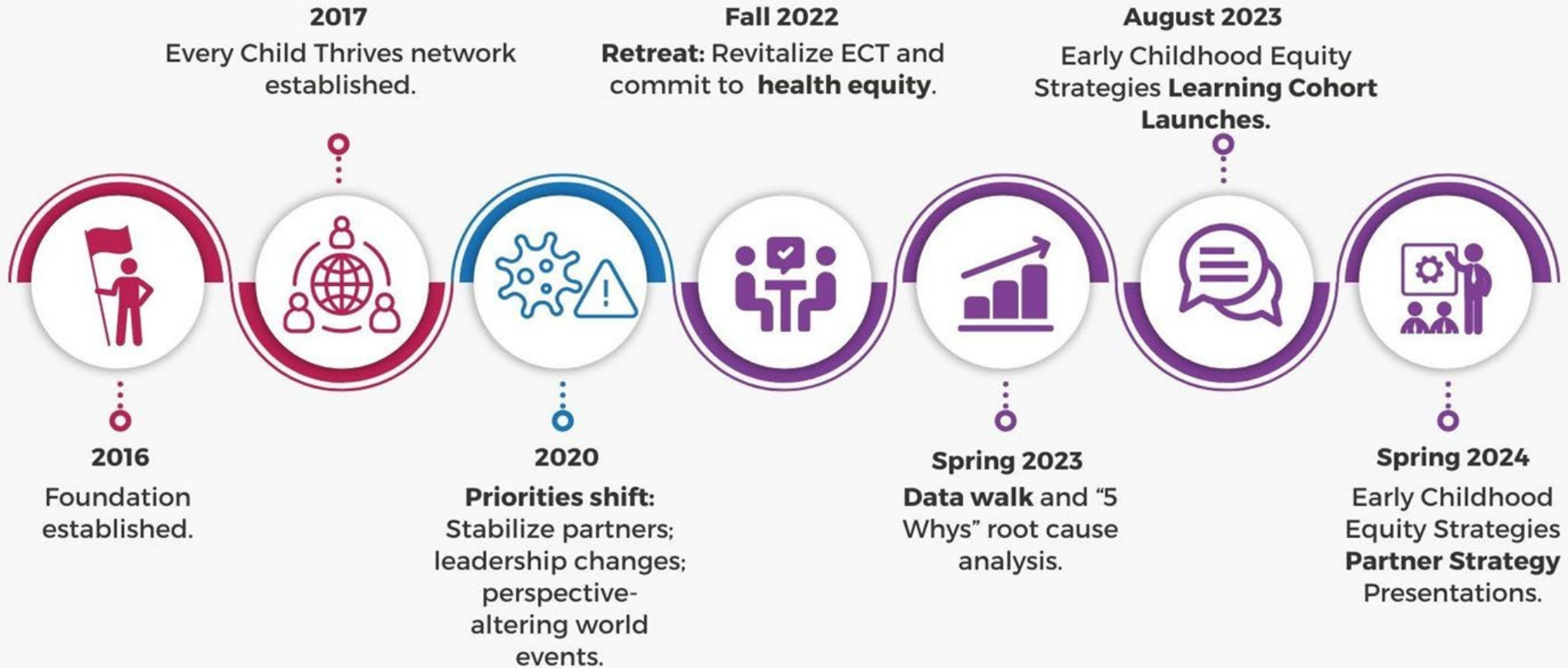


Early Detection & Intervention



Literacy

Every Child Thrives Journey





Early Childhood Equity Strategies Learning Collaborative

Carol Quest, Health Officer/Director
Abbey Kuehn, Assistant Director
Watertown Department of Public Health
Watertown, WI

Mission & Vision

- ▶ **MISSION:** Support a community where all individuals can achieve their best health.
- ▶ **VISION:** To work with and advocate for the community by promoting health, preparing for emergencies, and preventing disease for the health of all generations.

Watertown Health Department Program Background

- ▶ Programs focusing on Maternal Child Health
 - ▶ Prenatal Care Coordination
 - ▶ High risk pregnant people
 - ▶ Connection to resources
 - ▶ Education/Information
 - ▶ TalkReadPlay Home Visiting
 - ▶ Family well-being
 - ▶ Child development
 - ▶ Parent-child interactions

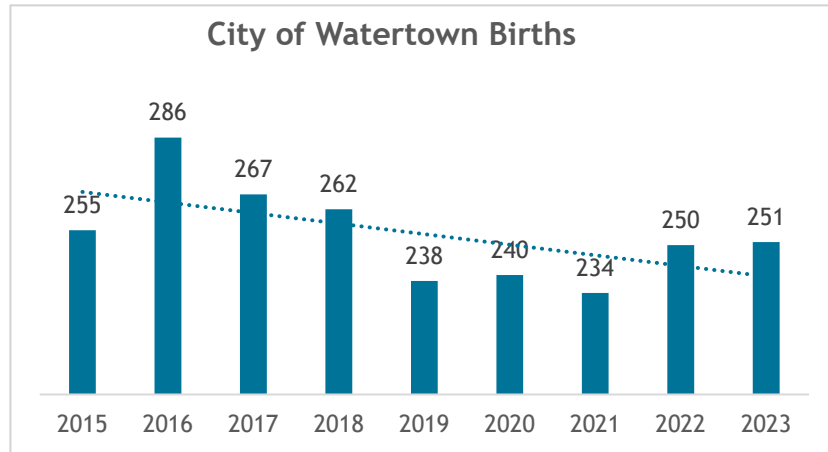
Every Child Thrives to Welcome Baby

- ▶ Every Child Thrives Initiative
 - ▶ June 2017
 - ▶ TalkReadPlay Home Visiting Program
 - ▶ Parents as Teachers Curriculum
- ▶ Welcome Baby Coalition
 - ▶ September 2021
 - ▶ All families have support and the necessary resources to be confident in providing a safe, stable, and supportive environment, prenatal to postpartum and throughout the lifespan.

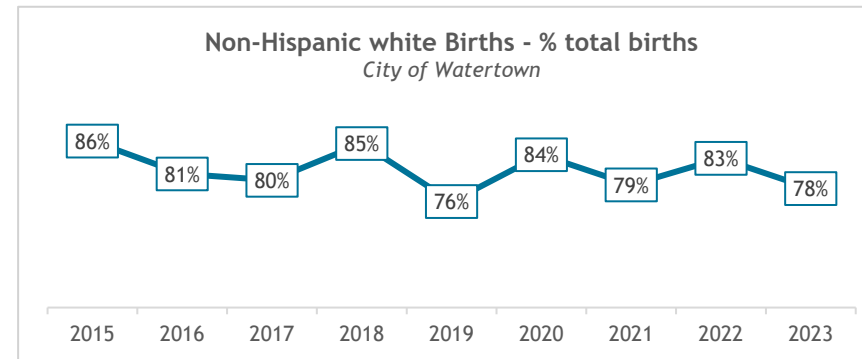
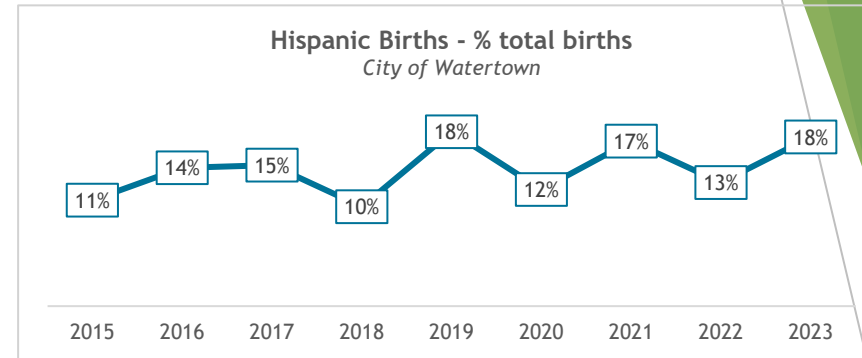
Developing our Equity Strategies

- ▶ Continue to correlate with work already being done
 - ▶ Welcome Baby Coalition
 - ▶ Maternal Child Health Programs
- ▶ Birth Record Data
 - ▶ Set reports
 - ▶ More data needed
 - ▶ WI Vital Records Application

Total Births for City of Watertown

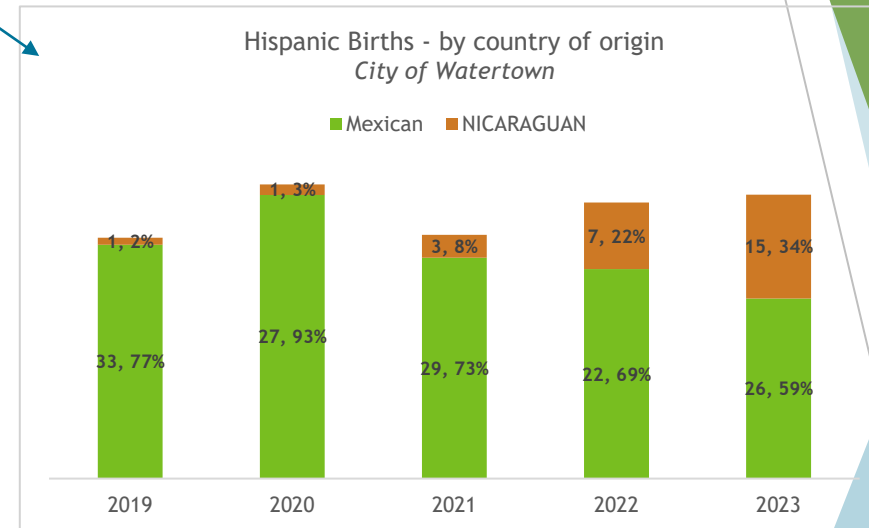
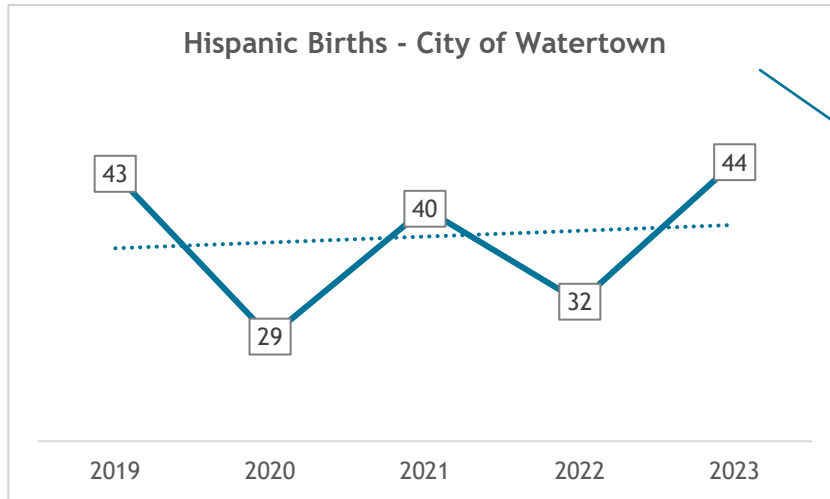


Total births	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hispanic births	28	41	39	27	43	29	40	32	44
Non-Hispanic White births	219	231	213	224	182	201	185	208	197



- City of Watertown has declined by 1.6% in total births between 2015-2023, but has maintained ~250 births over the last two years.
- Hispanic births have increased in the City of Watertown between 2015 and 2023, comprised 11% of births in 2015 and 18% in 2023.

Hispanic Birth Breakdown



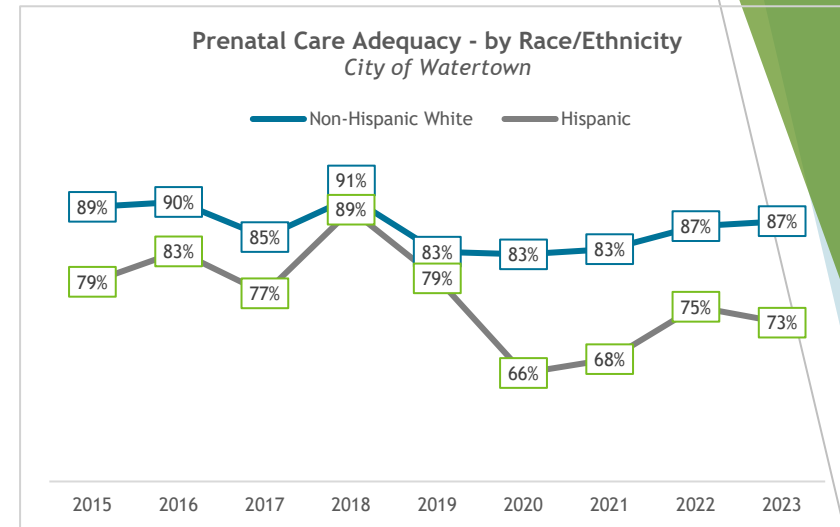
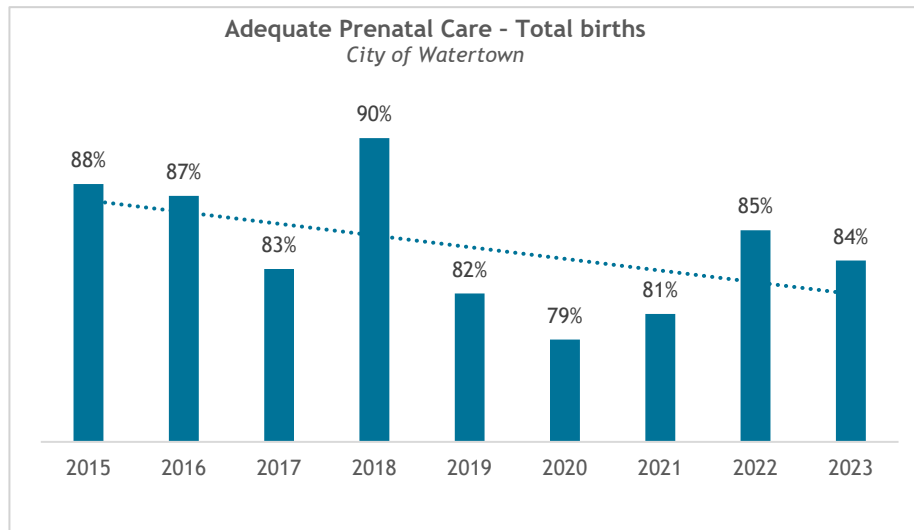
▪ 2023 saw an increase in overall Hispanic births in the City of Watertown, driven by the increase in patients from Nicaragua, which increased from 7 in 2022 to 15 in 2023 (34% of Hispanic births).

Early Childhood Equity Strategy #1

- ▶ Department seeing an increase in new families to the community and department identifying as Hispanic or individuals of color needing connection, support, and education.
 - ▶ Address/prioritize disparity reduction for infants and pregnant people who identify as Hispanic or individuals of color.

Adequate Prenatal Care

- Adequate prenatal care is defined by CDC as pregnancy-related care beginning in the first four months of pregnancy with the appropriate number of visits for the infant's gestational age.
- Ex: One visit per month from weeks 4–28, every two weeks from weeks 28–36, and every week from weeks 36–40.



- Prenatal Care adequacy has fluctuated for the City of Watertown births between 2015-2023, overall declining from 88% in 2015, to 84% in 2023.
- A higher percent of White births have adequate prenatal care overall in the City of Watertown, compared to Hispanic births between 2015-2023. Most notably during the peak COVID years of 2020-2021.

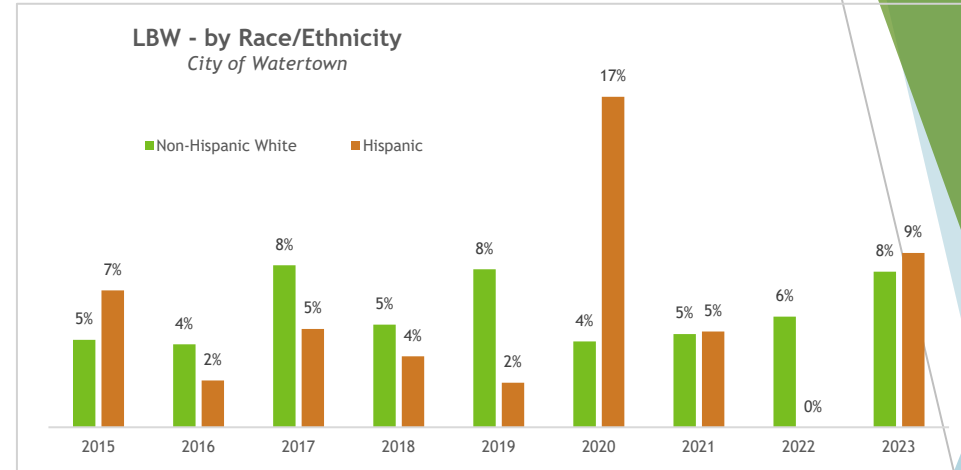
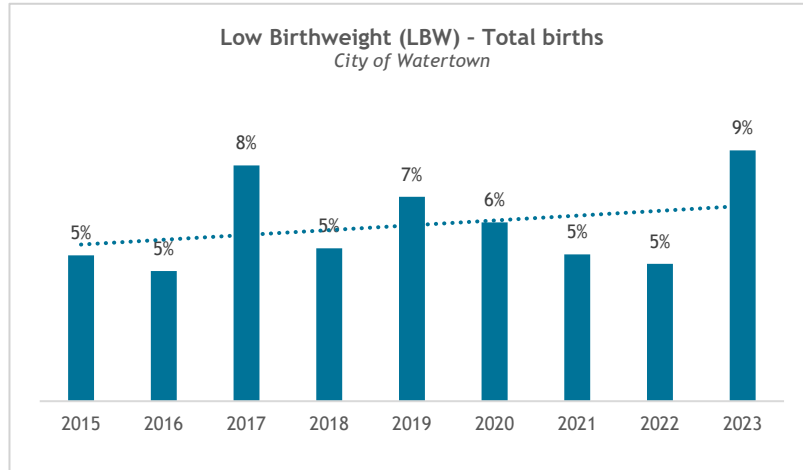
Data Analyzed by: Tom Linder, Greater Watertown Community Health Foundation
Data Source: State of Wisconsin Vital Records

*City of Watertown is defined as birthing mother's listed municipality = Watertown, and municipality type = City.

*Trimester prenatal care began is one factor in assessing prenatal care adequacy

Low Birth Weights

- According to CDC, low birth weight is defined as babies born weighing less than 2,500 grams or 5 lbs. 8oz.



Total Births	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hispanic births	28	41	39	27	43	29	40	32	44
Non-Hispanic White births	219	231	213	224	182	201	185	208	197

- The percent of births in the City of Watertown at Low Birth Weight (LBW) increased between 2015 and 2023 from 5% to 9%.
- The percent of LBW fluctuates among Hispanic births, and aside from 2020, has not been noticeably higher than the percent of LBW among White births.

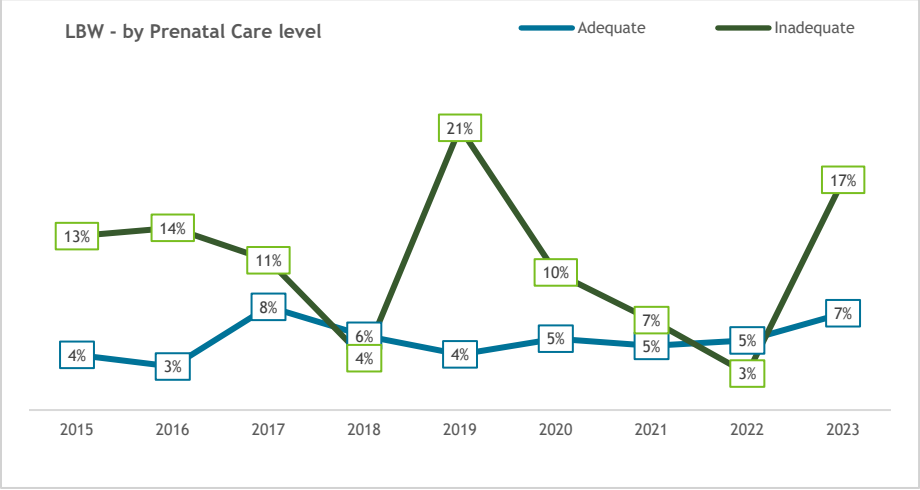
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Low Birth Weight & Adequate Prenatal Care



Prenatal Care	2015	2016	2017	2018	2019	2020	2021	2022	2023
Adequate births	220	248	222	236	194	189	189	213	209
Inadequate births	31	37	45	26	43	49	45	37	41

▪ Prenatal care does seem to have an impact on LBW, as historically there are lower percentages of LBW among mother's receiving adequate prenatal care, compared to mothers receiving inadequate prenatal care.

Data Analyzed by: Tom Linder, Greater Watertown Community Health Foundation
 Data Source: State of Wisconsin Vital Records
 *City of Watertown is defined as birthing mother's listed municipality = Watertown, and municipality type = City.
 †Trimester prenatal care began is one factor in assessing prenatal care adequacy

Low Birth Weight & Adequate Prenatal Care- Overall Region

OVERALL REGION

Prenatal condition	2023 % LBW	LBW % Range 2015-2023
Mother smoked during or 3 months prior to pregnancy	10% (n=99)	8%-12%
Maternal risk factor*	9% (n=572)	9%-12%
Government Insurance	10% (n=493)	6%-10%
Inadequate prenatal care	16% (n=223)	9% - 13%

* Maternal risk factors include chronic diabetes, gestational diabetes, chronic hypertension, pregnancy-related hypertension, eclampsia, previous pre-term birth, previous poor outcome, pregnancy result of infertility treatment, infertility drug or technology usage or prior c-sections.

Data Analyzed by: Tom Linder, Greater Watertown Community Health Foundation
 Data Source: State of Wisconsin Vital Records
 Prenatal Care Adequacy determined by the Kotelchuck index.
 LBW = baby born <2500 g.

OVERALL REGION – Race/ethnicity

Prenatal condition	2023 % LBW Non-Hispanic White	2023 % LBW Hispanic
Mother smoked during or 3 months prior to pregnancy	10% (n=90)	0% (6)
Maternal risk factor*	9% (n=461)	7% (n=84)
Government Insurance	8% (n=312)	11% (n=154)
Inadequate prenatal care	14% (n=150)	20% (n=56)

- Overall, approx 9%-13% of births receiving inadequate prenatal care are born LBW between 2015-2022, which is a similar range as other factors that could impact LBW such as maternal smoking and maternal health risk factors.
- However, in 2023, there was a noticeable increase in the percent of inadequate births who were born LBW – up to 16% which is higher than the other maternal risk factors – which is the same for both Non-Hispanic White and Hispanic births.

Early Childhood Equity Strategy #2

- ▶ Prenatal Care Coordination program supports pregnant people to have a healthy pregnancy and a healthy baby.
 - ▶ Improve birth outcomes by establishing a universal Social Determinants of Health (SDOH) screening and referral network.
 - ▶ Healthy birth weight
 - ▶ Receiving adequate prenatal care
 - ▶ Decreased NICU admissions

Existing Disparities

- ▶ Pregnant people identifying as Hispanic or individuals of color are more likely to have
 - ▶ Unmet social health needs
 - ▶ Receive inadequate prenatal care
 - ▶ Experience higher rates of poor birth outcomes
 - ▶ Low birth weight deliveries
 - ▶ NICU stay

Continuing the Work

- ▶ Continue to work with Vital Records to get yearly birth record data in raw data reports which will allow us to continue our partnership with the Greater Watertown Community Health Foundation to cross analyze data.
- ▶ Assess for disparity reduction and decreases in poor birth outcomes for those who identify as Hispanic or people of color.
- ▶ Refine our understanding and adjust work as needed.

Welcome Baby Goals

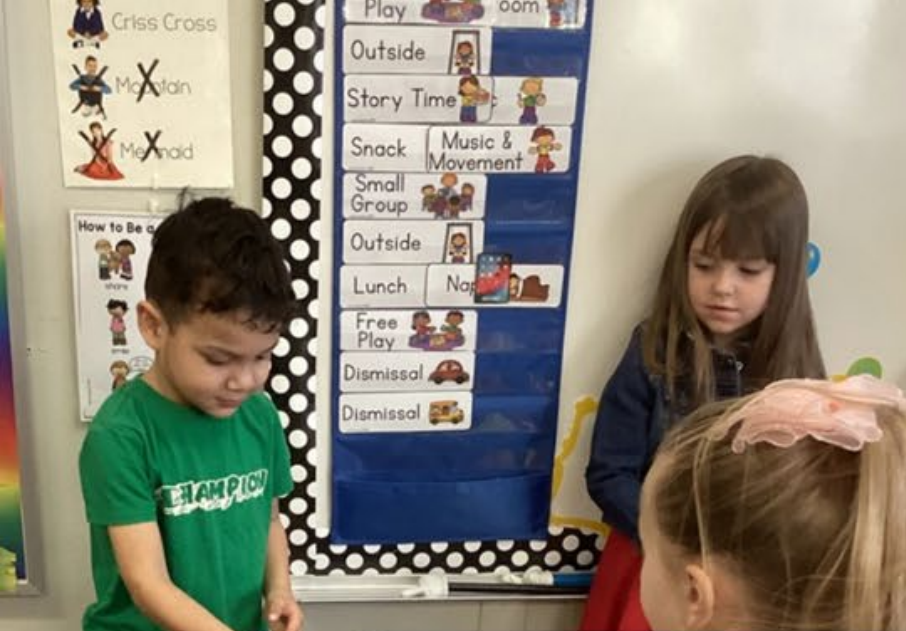
- ▶ Create a process for screening pregnant people/families for unmet social health needs.
- ▶ Establish a process for connecting pregnant people/families with positive screens to community-based resources.
- ▶ Create an agency-to-agency process and designated accountability for "closing the loop" on whether a referred person/family followed up on the resource referral and is/is not receiving services.
- ▶ Work with community partners to enable earlier referral of pregnant people for screening and support.

Successes

- ▶ Referrals from Center for Women's Health
- ▶ Introducing families to community resources in a variety of ways
 - ▶ Warm hand off/ In person introductions
 - ▶ Social connection events
- ▶ Referral slips
- ▶ Car seat & Pack 'N Play Programs
- ▶ Data

Questions?





Early Childhood Equity Work at Dodgeland





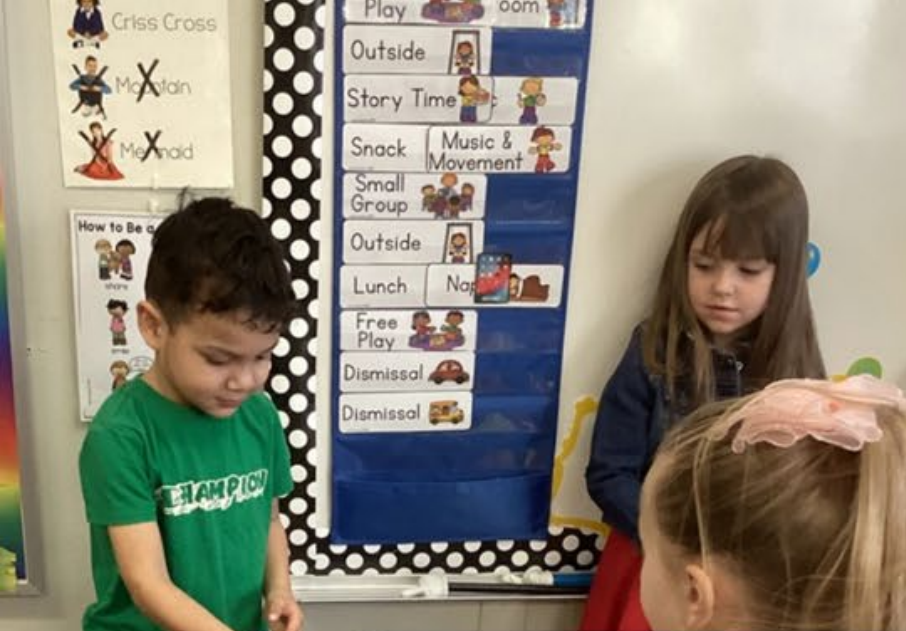
cultivate a
culture
of high expectations and
healthy relationships,

ensure high-quality
instruction
is occurring for every child,

and systematically
improve student
learning.

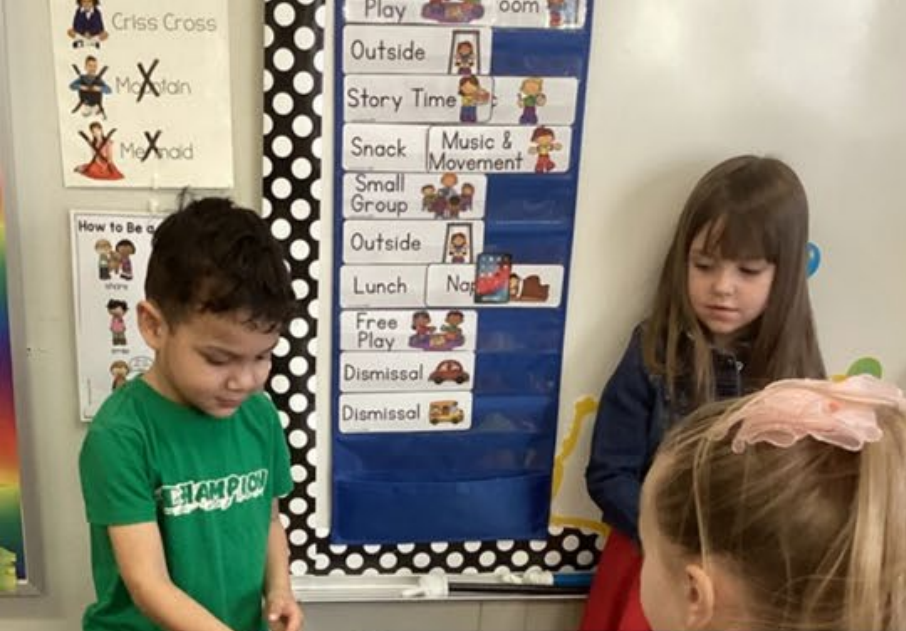


CULTURE	INSTRUCTION	LEARNING
Strengthen adult SEL professional development opportunities to create and nurture emotionally healthy classrooms.	Continue target-based assessment and reporting work system-wide and connect established math, writing, and literacy curricula to the target-based work.	Improve teacher collaboration and collective efficacy to meet the needs of all students.
Utilize tiered socio-emotional instruction and interventions throughout 4K-8 th grade.	Persistently refine learning targets for each subject and grade-level, focusing on high expectations and differentiated supports needed for every student's success.	Continue supporting all students within a Multi-Level System of Support (MLSS) through collaboration with pupil services and intervention teams.
Fortify Academic and Career Planning (ACP) for all students.	Expand STEAM (Science, Technology, Engineering, Art, and Mathematics) programming.	Consistently monitor the status of at-risk students and communicate intervention plans with all stakeholders.
Partner with community agencies to provide mental health therapy to students.	Employ innovative teaching strategies that utilize technology as a tool.	Employ a variety of assessment tools to inform teaching and learning.



Early Childhood Equity Work at Dodgeland





Early Childhood Equity Work at Dodgeland





Ages & Stages Questionnaires®

A Parent-Completed
Child Monitoring System

THIRD EDITION

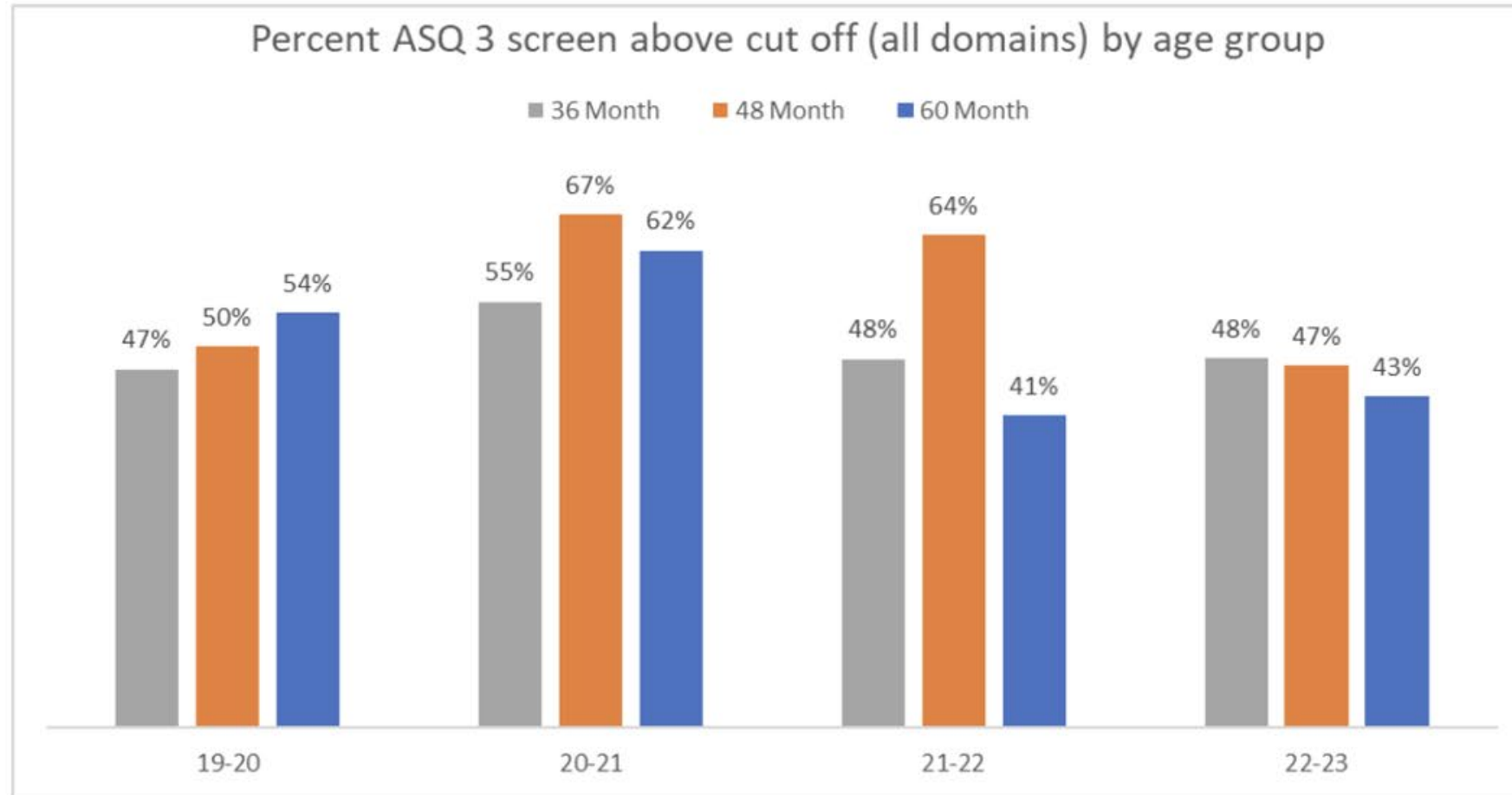
Jane Squires & Diane Bricker

with contributors:

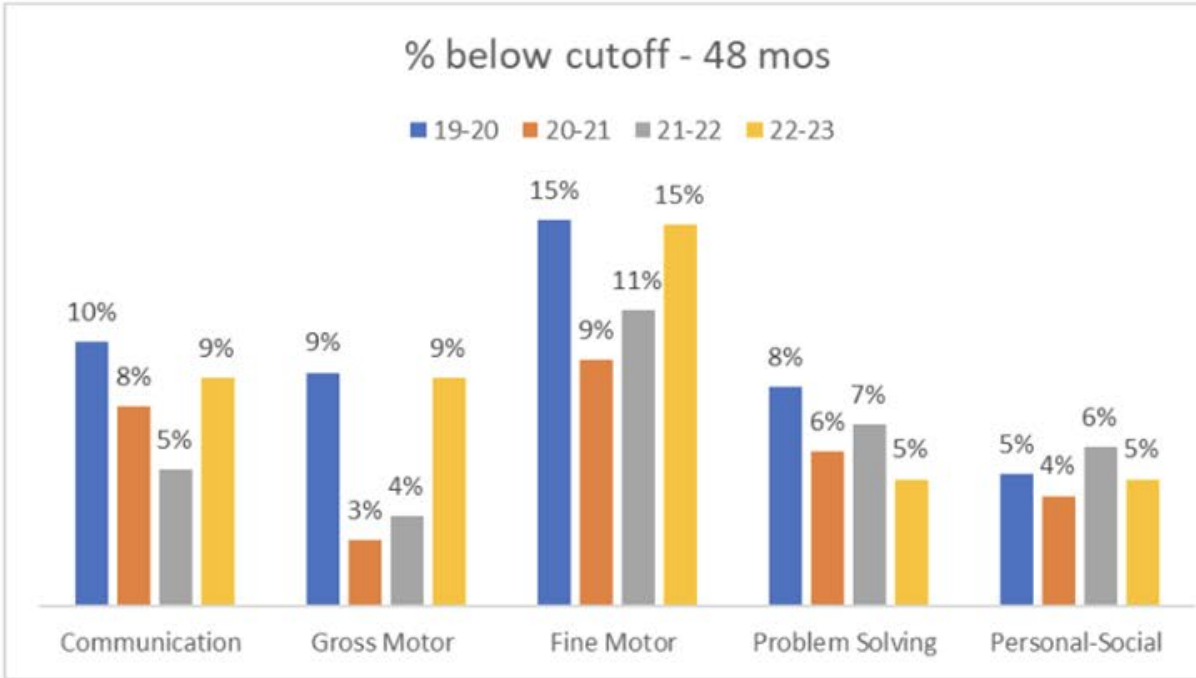
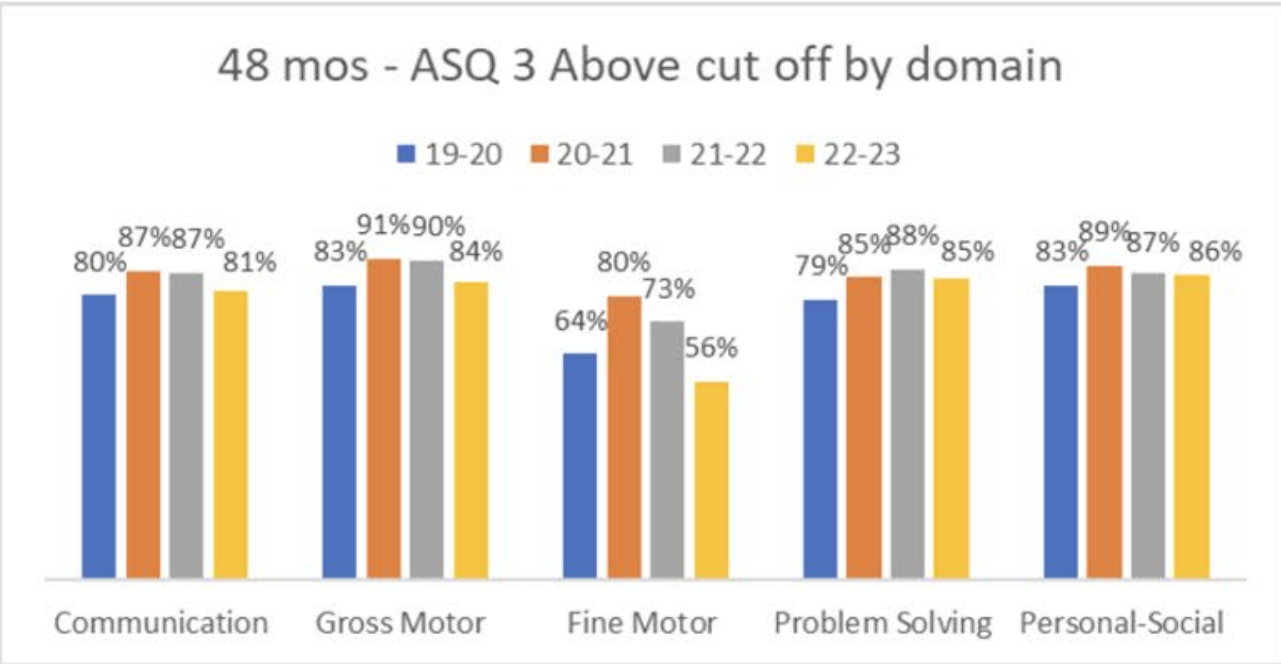
Elizabeth Woodley Robert Hooper Susan Collins Kimberly Murphy
Robert Mueller Lorraine Pomeroy Lisa Moore, Jane Marvel



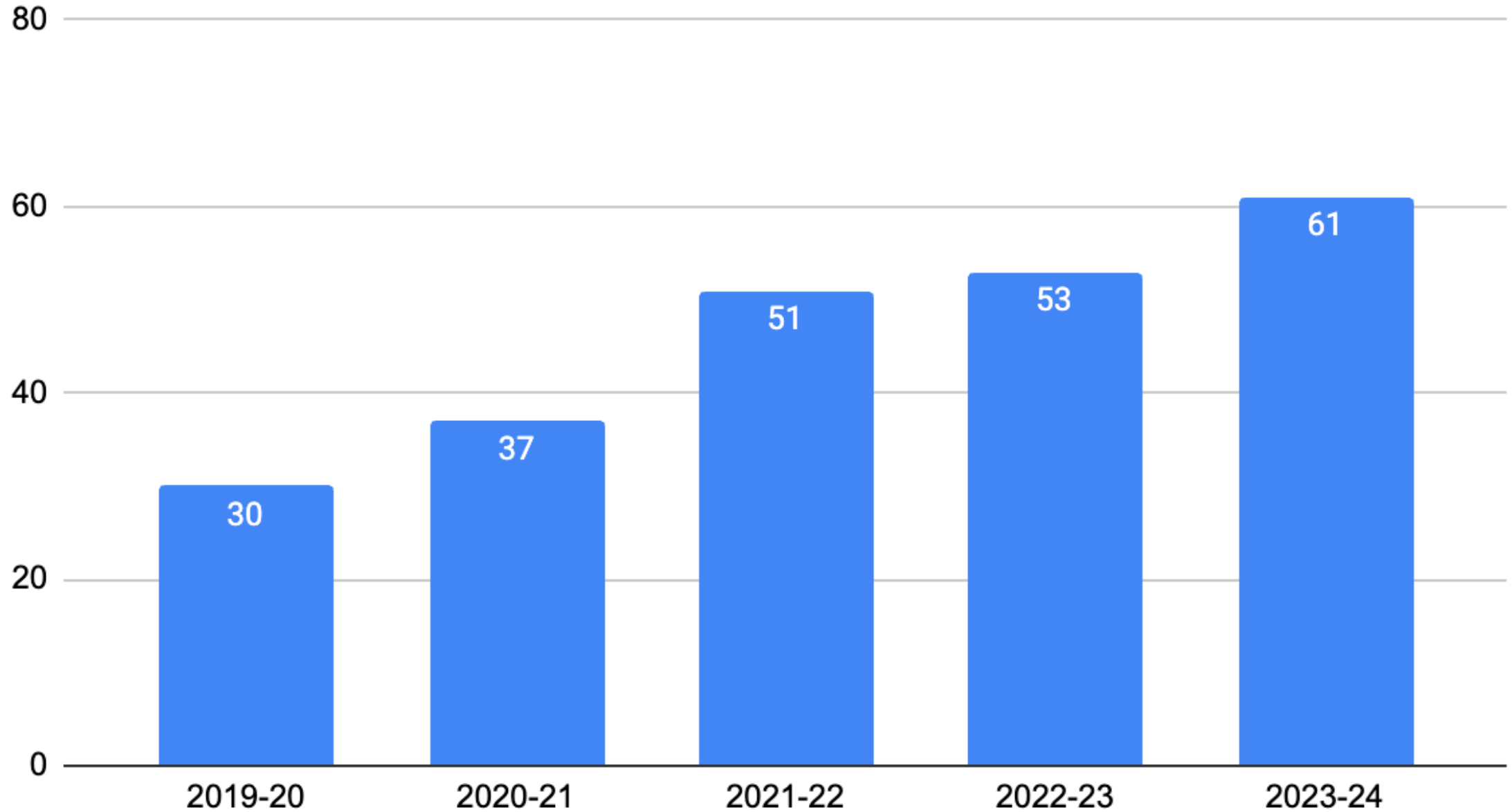
ASQ Developmental Screening - ASQ 3



ASQ Developmental Screening



EL Students





- Screen all!
- Schedule time for teachers to review the data
- Plan for instruction/intervention to meet student needs
- Professional learning for teachers to share results/suggestions with parents.
- Continue to partner with parents

Early Childhood Equity Strategy

Watertown Unified School District



Why?

- Watertown has a long history of investment in Early Childhood - home of the First Kindergarten
- WUSD has invested in full day 4K in collaboration with Head Start as well as fully funded full day in-district 4Ks for four years
- In collaboration with the GWCHF, implemented Pyramid Model in 4K classrooms



What is Pyramid Model?

- The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.

From:

<https://challengingbehavior.org/pyramid-model/overview/basics/>



What is a Pyramid Model Classroom?

A Pyramid Model classroom is an environment that is focused on promoting social emotional development and school readiness for young children.

In a Pyramid Model Classroom, you will find:

- Hands-on, engaging activities that interest children
- Rules and expectations that are posted and reviewed frequently
- Picture schedule and visual supports
- Positive and descriptive feedback to children
- Adults teaching/using feeling words and children using daily emotional check-ins
- Children learning and using strategies to deal with anger, like Tucker Turtle
- Adults teaching and encouraging children in self-directed problem solving solutions using solution cards



What is our data showing us?

- Significant literacy progress for students who are Multilingual Learners who participate in WUSD 4K
- Dual Language program supports literacy in both English and Spanish in grade K-5
- Continued challenges in literacy for students with disabilities
- Increase in referrals for special education for young students
- Social emotional challenges for our youngest learners



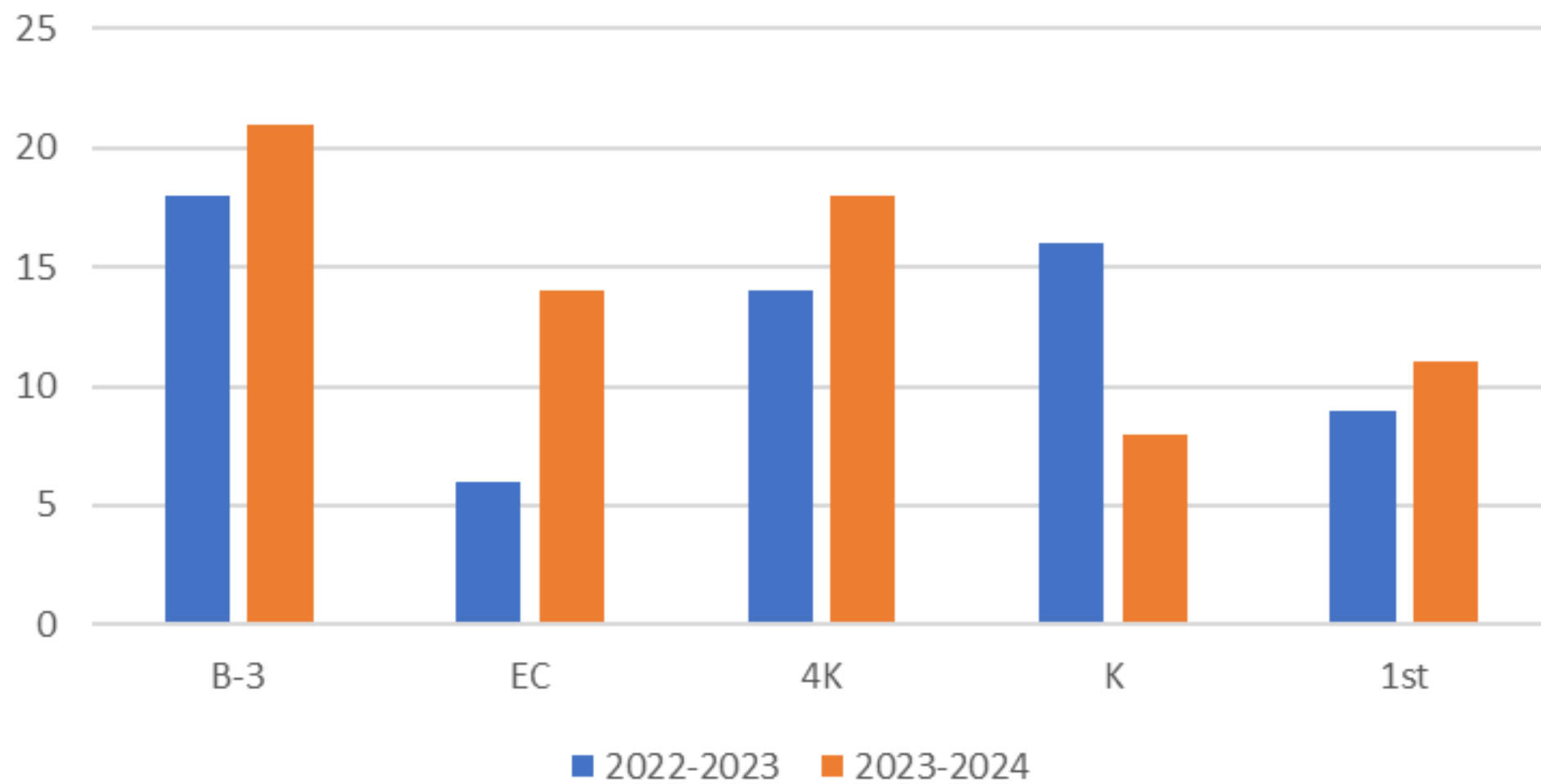
Urgent Intervention

1st grade Reading Assessment

ML Learners	Percent in need of Urgent Intervention in Early Literacy Skills
WUSD 4K Program	19%
NO WUSD 4K Program	50%

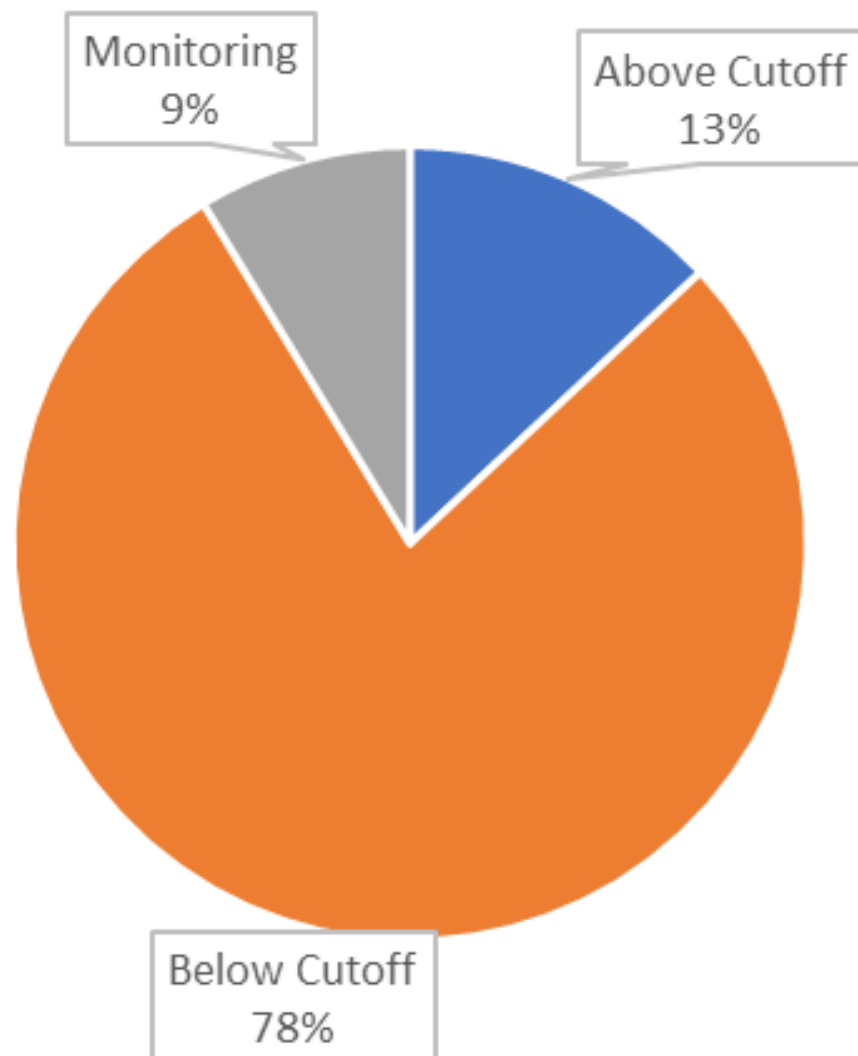
Students with Disabilities	Percent in need of Urgent Intervention in Early Literacy Skills
WUSD 4K Program	27%
NO WUSD 4K Program	54.5%

WUSD Special Ed Referrals for Youngest Learners



Count of Result

2022-2023 4K ASQ-SE Results



Result

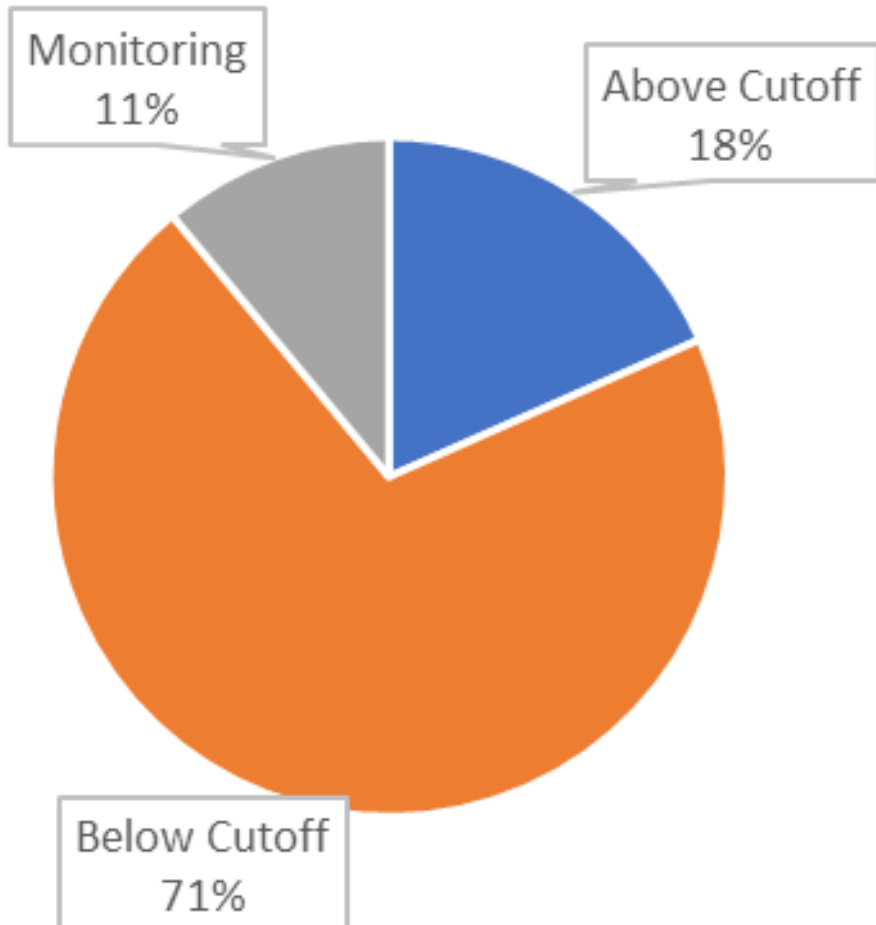
- Above Cutoff
- Below Cutoff
- Monitoring



WUSD

Count of Result

2023-2024 4K ASQ-SE Results



Result

- Above Cutoff
- Below Cutoff
- Monitoring



WUSD

What is the WUSD Equity Strategy?

- Expand Pyramid coaching to all 4K classrooms
- Expand Pyramid coaching into Early Childhood classrooms
- Expand engagement with Multilingual Learners and their families
- Expand inclusive early childhood opportunities to support students with disabilities



How will we do this?

- 0.5 FTE - 1.0 FTE Early Childhood Pyramid Coach/Coordinator Position
- 0.5 FTE Funded through
 - WI DPI School-Based Mental Health Services State Funding
 - Federal Preschool Grant funding (Special Education)
 - Opportunity for community partners to collaborate with district and potentially expand position to 1.0 FTE



Main Roles and Responsibilities

- Pyramid Model Internal Coach for Early Childhood and 4K
- Expansion of Pre-School Options for Inclusive 3-Year-Old Programming
- Network with community to enroll all eligible children, especially children who are English Language Learners or Students with Disabilities
- Support Teachers with Student Behavioral Concerns



Questions?



Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

“Innovative Approaches to Teacher Recruitment & Retention Across Rural & Diverse Regions”
Tuesday, June 11, 3:00 - 4:30 pm ET/12:00 - 1:30 pm PT

BIG BETS WORKING

“Beyond Parent-Teacher Conferences: Partnerships That Maximize Student Learning”
Tuesday, June 18, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

PARTNER WEBINAR

“Early Childhood Workforce: Where and How Can AI Support?”
Tuesday, June 25, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT



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