



OFFICE OF HEAD START AND PUBLIC SCHOOLS COLLABORATION MEETING

AGENDA

TIME PLACE	FACILITATOR NOTES	SPEAKER	KEY RESOURCES OR PROCESS AIDS
LAYING THE FOUNDATION AND RELATIONSHIP BUILDING			
8:30 – 9:00AM	<p>Networking</p> <ul style="list-style-type: none"> Tables will be organized by team names Alternate seating – HS/PS/HS/PS etc. Find your team table and introduce yourself to your teammates using the instructions on your welcome card! <p>FACILITATOR ROLE: Facilitators should be at their tables as members of the team enter the room. Introduce yourself as the facilitator for the day and let them know you are there to support their work and act as a resource over the next two days.</p>	N/A	<ul style="list-style-type: none"> Slide with Head Start Collaboration Directors' Collaboration quote on screen Agendas, resource packets and welcome cards Share your name, role, and one thing you are hoping we will talk about at this event; and ask your partner to share something special or unique about themselves – or about their school district/Head Start program.
9:00 – 9:25AM	<p>Welcome and Opening</p> <p>FACILITATOR ROLE: Be an active listener so that you can help teams make connections to these opening remarks as they work through the next two days. Take notes where you need to in order to spark connections for yourself and the team later on in the agenda.</p>		
9:25-9:30 SPEAKER TRANSITION			
9:30 – 9:48AM	<p>Head Start 101</p> <p>Benefits of Head Start to School Readiness and K Transition</p> <p>FACILITATOR ROLE: Be an active listener so that you can help teams make connections to these opening remarks as they work through the day. Take notes where you need to in order to spark connections for yourself and the team later on in the agenda.</p>		<ul style="list-style-type: none"> Refer to the social and emotional benefits of successful transitions Discuss the importance of parents' and families' voices HS infographic (HS 101) leave at tables or put in info packet. https://eclkc.ohs.acf.hhs.gov/about



TIME PLACE	FACILITATOR NOTES	SPEAKER	KEY RESOURCES OR PROCESS AIDS
LAYING THE FOUNDATION AND RELATIONSHIP BUILDING			
9:50 – 10:25AM	<p>The Research Behind Successful Transitions</p> <p>Why care about transitions? How well are children transitioning? What helps support transitions?</p> <ol style="list-style-type: none"> 1. Sharing Information (e.g., universal enrollment, data sharing) 2. Building Relational Supports (e.g., joint PD) 3. Fostering Alignment Between Settings (e.g., continued comprehensive services) <p>Consider a comprehensive system view of transitions (vs just child to the school)</p> <ol style="list-style-type: none"> 1. Child to School 2. Family to School 3. Program to School 4. School to Community <p>FACILITATOR ROLE:</p> <p>Be an active listener so that you can help teams make connections to the research-based strategies that support successful transitions as they work through the next two days. Take notes where you need to in order to spark connections for yourself and the team.</p>		Presentation slides
10:25-10:40 BREAK			
TRANSITION THE GROUPS TO THEIR FIRST GROUP WORK WITH THEIR FACILITATORS.			
10:40 – 11:00AM	<p>Team Activity</p> <p>Ice Breaker and opening activity for teams to meet/connect at tables.</p> <p>FACILITATOR ROLE:</p> <p>Share the ice breaker instructions and ensure that everyone has a partner for the ice breaker. If there is an uneven number of people on the team, suggest 1 triad.</p> <ul style="list-style-type: none"> ▪ Talk with your partner about why you came to this meeting and share one or two things (your personal goal) you really hope to accomplish for your community related to collaboration across Head Start and Public Schools. ▪ After you share with your partner, write down your one or two personal goals (each on a post it) and be prepared to share about this when you return from lunch. ▪ Remind the teams to record their ice breaker answer(s) on a post it notes(s) so they can share it after the lunch break. Encourage them to eat/dine as a group. ▪ Remind team which room they will be in after lunch. They should return from lunch to that break-out room. 	Facilitator leads ice breaker for team	<p>Instructions for ice breaker and facilitation – start at personal level – their experiences and what they think is necessary in their community to support collaborations between Head Start and Public Schools. Lays groundwork for later work toward shared goal.</p> <p>(This is an opportunity to highlight the social and emotional aspects of transitions for children and families)</p>



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WHAT IS YOUR SHARED GOAL?			
11:00-12:30PM	<p>Shared Goal Setting Activity: PATH Process</p> <p>Part 1: Introduce the activity and connect to morning work</p> <p>Welcome participants back and briefly review the process we will use for this portion of the agenda. This does not need to be lengthy</p> <p>– any time you save here can be added to and used for the activity.</p> <p>FACILITATOR ROLE: Explain the process we will use in this part of the agenda (See PATH Process handout) Answer any questions team members have about the process.</p>	Facilitator	<ul style="list-style-type: none"> PATH Process PowerPoint and Handout
12:30-1:30 LUNCH			
1:30 – 2:30PM	<p>Activity: Developing a Work Plan</p> <p>Teams will develop a work plan and establish group accountability processes (regular meeting schedule, tasks between meetings, etc.).</p> <p>FACILITATOR ROLE:</p> <ul style="list-style-type: none"> Review the Handout Work Plan– including the calendar Explain that they will fill this in for the year with key dates and space for assigning tasks and roles. Workplan should be updated quarterly. Acknowledge that in an hour they won't be able to fill this out completely, but the goal is to establish a time for regular check ins moving forward. 	Facilitator and Team	<p>Handout: Work Plan Template and Sample Work Plan– teams fill in with an outline of expectations for the year with key dates and space for assigning tasks and roles.</p> <p>Workplan should be updated quarterly</p>
CONNECTIONS BY ROLE AND DEVELOPMENT OF WORK PLAN AND ACTION STEPS			
2:30 – 3:30PM	<p>How our Team Works</p> <p>Activity: Developing the Charter</p> <p>How will we work together?</p> <p>Facilitator Role:</p> <ul style="list-style-type: none"> Lead the group through the development of the Charter. Assist with entering charter into the fillable pdf/paper copy provided. Finalize any lingering role or task assignment items. 	Facilitator and Team	<p>Handout: Charter includes how the team will work together and guiding principles.</p> <p>Consider providing both in print and electronic form so that teams and facilitators can write them up during this time.</p>
3:30-4:15PM	<p>Meeting Wrap-Up and Future Communications</p> <p>Post meeting and ongoing work follow up</p> <p>Who is the team point of contact?</p> <p>Facilitator Role: Active listening</p>		
4:15-4:45PM	<p>Concluding Remarks</p> <p>Facilitator Role: Active listening</p>		



ADDITIONAL MEETING INFORMATION & SUGGESTIONS FOR SUPPORTING TEAMS

PURPOSE OF THE MEETING

The purpose of the collaboration meeting is to bring school leaders, Head Start directors, parents, and other program and district level stakeholders together to:

- Examine their existing efforts to support children and families in their communities as they transition from Head Start to a receiving elementary school
- Identify one or two critical goals they can impact in the next year that will build on and enhance connections across their Public School and Head Start settings
- Commit to a process to remain focused on these goals, hold one another accountable, and move meaningful work forward
- Establish relationships and processes to ensure continued collaboration beyond kindergarten transitions work

PARTICIPANTS

Each team, composed of four public school and four Head Start representatives, will work together to establish a common goal - to support the successful transition and ongoing success of children and families from Head Start into school. School leaders, a principal and a parent; HS director, education manager, and a parent are included. Each team will develop a set of strategies to reach this goal in the coming year. By the end of the meeting, each team will have a work plan in place.

Some teams already have transition activities in place and others are still developing them. We wanted a broad range of experiences so that we can learn and build together. Importantly, OHS will gain insight regarding local challenges and successes that will help inform our policy, as well as training and technical assistance.

WORKING ASSUMPTIONS

Several frameworks were used to guide the development of this meeting. We will loosely refer to these as working assumptions that will inform our work over the next year.

RESEARCH- BASED AREAS THAT SUPPORT SUCCESSFUL TRANSITIONS

Information, relationships, and alignment are what contribute to successful school adjustment (Pianta & Kraft-Sayre, 2003). The goal of a smooth transition from Head Start to kindergarten is to create conditions for successful adjustment. The three major contributions to setting up successful adjustment during transitions are:

1. Sharing information (The more you know, the more at ease you feel).
2. Supportive relationships (People to support and guide you along the way is always important).
3. Alignment between settings (The more your new environment is like your old one, the easier your transition will be).



Often school readiness, and its measurement, is thought of as simply a set of skills that kids need, such as knowing the alphabet. However, this perspective ignores the fact that children’s learning is dynamic and heavily influenced by what’s happening and available around them (both cognitively and socially-emotionally) in the classroom or at home. Relationships and alignment between settings are important. The old way of thinking about transitions is inadequate. Research has found that it is more useful to take an interactive view of transitions. In other words, there are both relational and informational links between children and the people and community around them.

ROLES, EXPECTATIONS, AND OTHER HELPFUL INFORMATION

FACILITATOR ROLE

Your primary role is to support the team of school and Head Start leaders as they work through the scheduled activities to arrive at a shared goal that they will work on over the course of a year. As a facilitator, you will follow the instructions on the process agenda to ensure that the teams are engaged and productive during their time together.

Your role as a facilitator is to model the behaviors that you would expect from the participants. You can reflect these behaviors in your teamwork, your respect for participants, your active listening skills, your humble inquiry, and the way you value diversity and accommodate diverse learning styles. Remember that the facilitator is not the ‘change agent’, the people engaged in the demonstration projects are the ‘change agents’. The facilitator can provide a safe space for discussion, provocative questions for participants to consider, and gentle statements to keep the discussion “on track”.

FACILITATION TIPS

Here are a few tips related to this meeting and these educational leaders to keep in mind.

Ensure the participation of each team member. Sometimes you’ll need to use specific strategies such as “round robins” or “writing and sharing with a partner” to ensure that people who are less vocal share their ideas and suggestions so that they can be included in the group work.

It will be important to ensure that parents voices are included. Make sure to create a space the invites their participation by valuing their unique perspectives. Sometimes you may need to explicitly state that – for example, “that’s a really interesting strategy, I wonder how parents would experience that? Would that work for families?” and turn to your team’s parent representative to ask for their perspective. You can also repeat key things you hear parent representatives say to support them so that there is more than one voice reminding the group of that perspective.

We don’t think that participants will have a difficult time sharing – this is a group of leaders who will likely have lots to say. But in the event that conversation stalls or people are quiet, feel free to rely on your experience with the group to bring them back to something they were more energized or passionate about in the agenda. In other words, if the activity isn’t working for your team – mix it up and rely on your instincts as a facilitator. The goal is to move the team toward consensus on a goal and to develop a work plan to accomplish the goal. If you need to employ a different strategy to get there, please do so.

Alternately, you may have team members who are very vocal and use up much of the “airtime” in discussion. If this occurs, it will be important to nip that in the bud quickly since this is a fast-moving agenda and we want all voices on the team to be heard. When something like this occurs it is helpful to simply do a reset with the team using a statement like, “How about others in the group?” or “let’s hear from some others on this issue...” “[team member name] I’m wondering what your thoughts are about this strategy?”



OTHER HELPFUL INFORMATION

Remember that the programs and schools represented on these teams may already have transition plans and strategies in place. Therefore, it will be helpful to begin or add to the team's discussions something like the following background information:

The facilitator says, "I know that the team at this table may already have some transitions plans in place - there is a range represented in this room, some SD and HS are at the beginning stages, some are further along. It may help to remember that there are regulations and legislation that are relevant to our work on transition planning:

HSPPS regulations Part 1302 Subpart G – Transition Services require transition planning for all children, including children who are dual language learners and children with disabilities.

As children transition from Head Start into kindergarten, the program must

- Prepare parents to exercise their rights and responsibilities about their child's education
- Collaborate with LEAs about transferring records, staff communication, joint training, and participation in summer programs
- Create learning environments and activities to familiarize children with kindergarten

ESEA requires LEAs receiving Title I funds to "develop agreements" with Head Start programs and other early childhood "entities" to carry out activities that increase coordination (ESSA, Section 1119(a); 1119(b)). The legislation mandates these agreements with Head Start programs and applies to other early care and education programs in the community "if feasible." The specific coordination activities outlined in the legislation include:

- Receiving and transferring children's records, enrollment, parent communication; Establishing channels of communication between school staff and Head Start staff;
- Conducting parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organizing and participating in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Linking LEA educational services with Head Start agency services (ESEA under NCLB, Section 1120B).

SUGGESTIONS FOR SETTING UP AND SUPPORTING TEAMS

- **Team makeup:** it is important to include equal numbers representing Head Start and their receiving elementary school/school district. A well-balanced team has members with decision making power (e.g. superintendents, executive directors), specialists in early childhood (e.g. classroom educators, early childhood program specialists), and parents. We recommend relatively small core teams of approximately eight people, though this team may inform a larger group.
- **Team building:** within the process agenda and team charter activity, please note that teams should spend ample time developing/identifying a common purpose and shared goal and that these are revisited regularly to ensure they are still valid and that all team members are aware of them. Teams should also engage in relationship building through meaningful discussions and/or activities.
- **Consistency:** Regular meetings are vital to achieving goals as they create the foundation for relationship building and provide accountability for goal progress. We recommend that core teams meet at least monthly.



- Objective Facilitation: Teams are encouraged to engage an objective facilitator to regularly reflect on relationship building and goal achievement. Regular check-ins with a facilitator can also support accountability. Suggestions for the facilitator:
 - Use strategies from reflective supervision to reflect with teams and encourage them to reach goals
 - Establish regular check in questions to start conversations
 - Keep notes from meetings, including action items (responsible person, deadlines)

SOLVE PROBLEMS THAT MAY ARISE

- Using only constructive feedback
- Encouraging every team member to participate in solving the team problem Working to ensure all voices are included in the discussions
- Implementing a process if a team member can't continue on the team
- Deciding as a group when and if outside help is needed (e.g., with software issues)

ESTABLISH TEAM ROLES

Different team members might take on one of these roles in the course of the year

- Point of contact - this person will maintain entry of team score board, set meeting agendas and act as liaison to OHS and DTL team
- Team recorder - summarizes the team's work progress at the OHS facilitated check ins, creates an agenda for team meetings/check-ins, and takes short notes to circulate to others team members
- Team contributors - comes to meetings prepared to share successes and opportunities and works between meetings to accomplish tasks toward WIG
- Other roles - as determined by the team

BUILD TEAM MORALE BY

- Selecting a name for your team that suggests your purpose and acknowledges the partnership of the school district and Head Start. Get creative!
- Celebrating your successes, even small ones. Your team is working hard for a year. At every meeting, take the opportunity to applaud your efforts and cheer each other on.