THRIVE Santa Barbara County
Presented to the Santa Barbara County Curriculum Council
February 5, 2016

Make the System Visible

Complex system map of obesity in the UK. (shiftn, 2006)
Raising Successful Kids: 3 Levels of Complexity

At what scale/level?

City/County Level Policies & Procedures

Community Level – Organizations & Agencies

Individual Level Programs & Services

Healthy Development

Raising Successful Kids: 3 Levels of Complexity

City/County Level Policies & Procedures: Aligned

Community Level – Organizations & Agencies: Networked

Individual Level Programs & Services: Integrated Pathway

Learning System For Collective Impact
• Collaborative
• Inclusive
• Motivational
• Transformative
Santa Barbara County Systems we want to impact:
1. Early Childhood Education (more of it, better funded, high quality)
2. K-12 System (partner with ECE and other community and social agencies)
3. Health System (universal prevention and early intervention, access cradle-to-career)
4. Family Support (currently not a system with universal reach, mini-systems focus on challenging, high-risk behaviors)

Intermediary Kids’ Network (In Department of Social Services, a convener of networks)

Networked Organizations and Agencies

Integrated Pathway to Services

Example of what the Goals, Levers, and Drivers Looks Like Visually for a Complex System Based Project
Our County-wide Drivers, Levers, & Aims

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Levers</th>
<th>Aim, Goal Targets</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Cross-Sector Coordination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families are actively engaged and serve as strong support for their children</td>
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<tr>
<td></td>
<td></td>
<td>Families live in Economically Stable and Safe Conditions</td>
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<td></td>
<td></td>
<td>Children &amp; Families are Healthy and Thriving</td>
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<tr>
<td></td>
<td></td>
<td>Children Enter School Ready to Learn, Prepared to Succeed</td>
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<tr>
<td></td>
<td></td>
<td>Students are Life, Career, and College-Ready</td>
</tr>
</tbody>
</table>

**Children Enter School Ready to Learn, Prepared to Succeed**

**Families are actively engaged and serve as strong support for their children**

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**PRE-K MATTERS**

**ACADEMIC BENEFITS**

- Ready for School at Age 5
- Need Special Education
- Report a Grade
- Committed to School at Age 4
- Basic Achievement at Age 4
- Graduate High School

**10:1**

Nobel economist James Heckman's estimated return to society from high-quality pre-k programs' help in boosting low-income children's cognitive, emotional, behavioral, and social readiness for school and life.

Child care helps mothers keep their jobs.

Mothers who have regular childcare are twice as likely to stay in their job than those without regular care.

Child care creates a route out of poverty.

Former welfare recipients who received child care subsidies are 60% more likely to be employed two years later than those who don't.
The Kindergarten Student Entrance Profile (KSEP)

KSEP principles

<table>
<thead>
<tr>
<th>Is</th>
<th>Is not</th>
</tr>
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<tbody>
<tr>
<td>• Observation based tool in a naturalistic setting</td>
<td>• A test or judgment tool (no-blame approach)</td>
</tr>
<tr>
<td>• Produces a “rating” not a “score”</td>
<td>• An ability measure</td>
</tr>
<tr>
<td>• Sampling key indicators: physical, social-emotional, and school-ready knowledge</td>
<td>• A tracking screener</td>
</tr>
<tr>
<td>• Screener</td>
<td>• Once-and-out</td>
</tr>
<tr>
<td>• Informs follow-up action—linked with district assessment process</td>
<td>• Perfect predictor</td>
</tr>
<tr>
<td></td>
<td>• Disconnected from other assessments/instructional strategies</td>
</tr>
</tbody>
</table>
KSEP research

- Quirk, M., Nylund-Gibson, & Furlong, M. J., (2012). It isn’t as simple as ready or not: A latent class analysis of children’s school readiness profiles. Unpublished manuscript, Department of Counseling, Clinical, and School Psychology, University of California, Santa Barbara, Santa Barbara, CA.
Local Planning & Successes

CSEFEL Social & Emotional Training Carpinteria 2014-15

Mean retrospective pre and post-training ratings for teachers (N=33)

- Dealing with children’s challenging behavior is making teaching very stressful for me: 3.12 (Pre), 2.87 (Post)
- I am confident when talking with parents about their child’s challenging behavior: 3.12 (Pre), 3.75 (Post)
- I am effective in working with children who exhibit consistent and persistent withdrawn behaviors: 3.25 (Pre), 3.79 (Post)
- I am effective in working with children who exhibit severe, consistent, and persistent challenging behaviors: 3.17 (Pre), 3.71 (Post)
- I am effective in arranging my classroom and activities in ways that prevent or reduce children’s challenging behaviors: 3.20 (Pre), 4.00 (Post)
- I am effective in dealing with children’s challenging behavior when it occurs: 3.25 (Pre), 3.91 (Post)

1= I never feel this way; 5= I feel this way all the time
Our Carpinteria Tucker Turtle

Isla Vista Youth Projects
System Change

• WIC agreement to add a digit to the ID number to allow grouped appointments for Isla Vista families.
• Easy Lift agreement to provide group transportation.
Monthly THRIVE Healthy School Pantry
200 families receive healthy food, healthy cooking demonstrations and plenty of family fun!
Outreach from over 20 agencies providing services.
Over 80 volunteers every month from 8th graders to Veterans.
Identifiable results - entering kindergarteners whose parents participated have shown a higher aptitude for school readiness as noted by their Kindergarten Student Entrance Profile.

Sponsored by the Food Bank,
City of Santa Maria,
SMBSD and many others!
### 2014 Kindergarten Student Entrance Profile (KSEP) Ratings

<table>
<thead>
<tr>
<th>Ready to Go 44-48</th>
<th>Quarterly Monitor 36-43</th>
<th>Monthly Monitor 25-35</th>
<th>Immediate Follow-up 12-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten only</td>
<td>No preschool experience</td>
<td>State preschool or</td>
<td>Attended Transitional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head Start experience</td>
<td>Kindergarten and Preschool</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>THRIVE</td>
<td>31.98</td>
<td>39.01</td>
<td>45.81</td>
</tr>
<tr>
<td>SMBSD</td>
<td>34.4</td>
<td>38.7</td>
<td>44.98</td>
</tr>
</tbody>
</table>

### 2014 KSEP ratings of kindergarten students whose parents attended Healthy School Pantry in the Bruce and Fairlawn school boundaries (THRIVE)

<table>
<thead>
<tr>
<th>Pantry attendance 1-2</th>
<th>Pantry attendance 3+ no preschool</th>
<th>Pantry attendance 3+ with preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>THRIVE</td>
<td>36.12</td>
<td>39.71</td>
</tr>
</tbody>
</table>
### Benefit of Integrated Learning Communities

- **Share best practices, lessons learned, resources, community contacts**
- **Advocacy at City, County and State levels**
- **Partnership with UCSB**
- **Support and ideas for developing Local Control Accountability Plan (LCAP)**
QUESTIONS, IDEAS, COMMENTS

Email us at:
Florene Bednersh – flogo@sbcen.org
Karin Dominguez – kdominguez@smbsd.net
Maria Fisk – mfisk@cusd.net
LuAnn Miller – luannm@ivyp.org
Matt Quirk – mquirk@education.ucsb.edu