

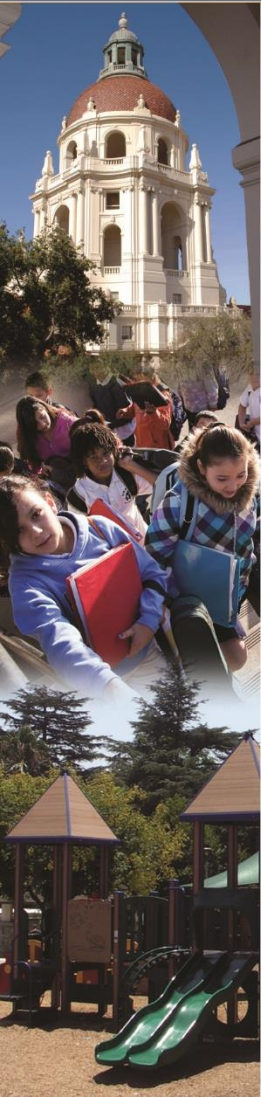


CITY OF PASADENA  
— AND —  
PASADENA UNIFIED SCHOOL DISTRICT



**JOINT MEETING  
OF THE PASADENA CITY COUNCIL  
AND THE PASADENA UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

Carla Hegwood  
March 1, 2021





# CITY OF PASADENA AND PASADENA UNIFIED SCHOOL DISTRICT



**Vision for Pasadena: A City that nurtures every child and creates an environment where young children are healthy, safe, and find early success in school and life.**

## Master Plan for the Young Child

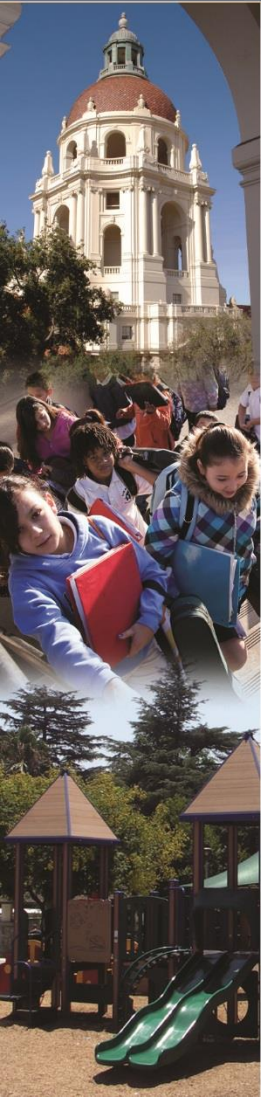


**Early Child Development Policy**

- |                                                                                    |                                                                  |                                                                     |                                                                    |
|------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|
| Elements of An Aligned System for Young Children <b>1</b>                          | Partnerships/ Collaboration <b>2</b>                             | Data Collection - Measure of Success <b>3</b>                       | Health and Wellness Strategies for Infants/Young Children <b>4</b> |
| Access to High-Quality Early Education Experiences in Variety of Settings <b>5</b> | Neighborhood -Based Parent Engagement & Family Supports <b>6</b> | Culturally Specific Programs for English Language Learners <b>7</b> | Transition from Pre-School to Kindergarten <b>8</b>                |



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All Children Thrive  
PASADENA



- Partnership with Public Health Department
- Aims to outline & implement strategic plan for school readiness
- Virtual meetings continue
- NLAPH stakeholder group used human-centered design to conduct interviews re: immediate needs of 0-5 population
  - Themes identified
  - Next: Ideation
  - OYC working to align grant deliverables (e.g. “take and make” activities for families)
- Ongoing alignment with CHIP and 8 Building Blocks

Elements of  
An Aligned  
System for  
Young  
Children

1

Partnerships/  
Collaboration

2

Health and  
Wellness  
Strategies for  
Infants/Young  
Children

4

Transition from  
Pre-School to  
Kindergarten

8



# CITY OF PASADENA AND PASADENA UNIFIED SCHOOL DISTRICT



Growing Together PASadena  
Creciendo Juntos en PASadena  
PASADENA • ALTADENA • SIERRA MADRE

- Community network dedicated to fostering early child development, including 6 physical sites and a centralized community referral database
- Many sites are currently closed to the public, but work continues
- Convening virtually
- Carelink database implementation
  - Warm handoff to families from one organization to another
  - Comprehensive resource / referral list with 211 LA
- Expanded social media strategy (branding, family education)
- GTP Toolkit

Elements of  
An Aligned  
System for  
Young  
Children 1

Partnerships/  
Collaboration 2

Access to  
High-Quality  
Early Education  
Experiences in  
Variety of  
Settings 5

Neighborhood  
-Based Parent  
Engagement &  
Family  
Supports 6



## Toolkit for Getting Started – Lessons from Growing Together PASadena



Many resources can be found for starting a community collaboration addressing early learning and building community partnerships. The toolkit portion of this guide provides some of these key resources and an example framework on how libraries can serve as the connecting agency for early learning communities. Each section concludes with some key lessons learned from the pilot year of GTP, which is led by the Pasadena Public Library.

Creating community change takes time. Relationships with the organizations and community leaders who impact early childhood require investment of staffing time that may be outside of daily library activities. This network model focuses on providing community access sites to connect with young children and families. Additionally, different implementation strategies will likely have to continually be revisited and adapted to meet the needs of children and families, partners and libraries. While the toolkit provides steps for getting started in chronological order, it is helpful to note that in reality steps may be more fluid. Libraries can use this toolkit to help inform their actions in creating an early learning collaborative. The planning stages referenced below may overlap in timeframe or be implemented before/after they are listed below.

### Forming a Collaborative & Community Partner Recruitment

The first step in creating an early childhood network is to form a collaborative workgroup. In order to do this, you should reach out to other organizations and community leaders who care about early childhood. This workgroup will lead the process of getting started on a network approach.



#### Collaborative workgroups should include:

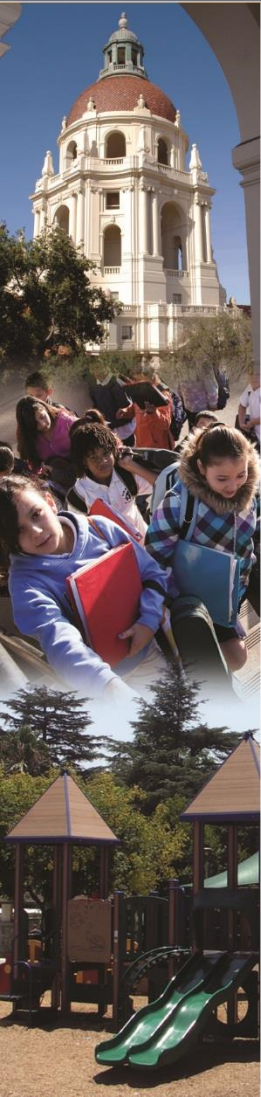
- Library staff (children and youth services)
- Parents/caregivers
- Early care and education providers (Head Start, Early Head Start, preschools, school district)
- Service providers (WIC, maternal mental health)
- Community-based agencies/non-profits that work on issues impacting early childhood
- Other city or county staff (parks and recreation, public health department)

Some collaborative workgroups take time to form. It is perfectly fine to start small and build the number of stakeholders as the project moves forward. Take note that the workgroup may be leading network development, but frequently different steps of the process can be facilitated by different partners or outside facilitators.

As you build the membership of the collaborative, it is important to get a formal commitment from partners beyond attending collaborative meetings. The formal commitment should outline expectations of membership, meeting formats and the structure of the collaborative. At different times members may also take on different roles. A formal memorandum of understanding likely will look different from one year to the next based on progressing work.



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EARLY DEVELOPMENT INSTRUMENT

- Population-level data for kindergarteners, administered in partnership with school district, UCLA, and First 5 LA;
- Results geomapped by neighborhood
- Collected in 2020 before pandemic
- Initial data released
- Planning presentations of findings to stakeholders

Data  
Collection -  
Measure of  
Success

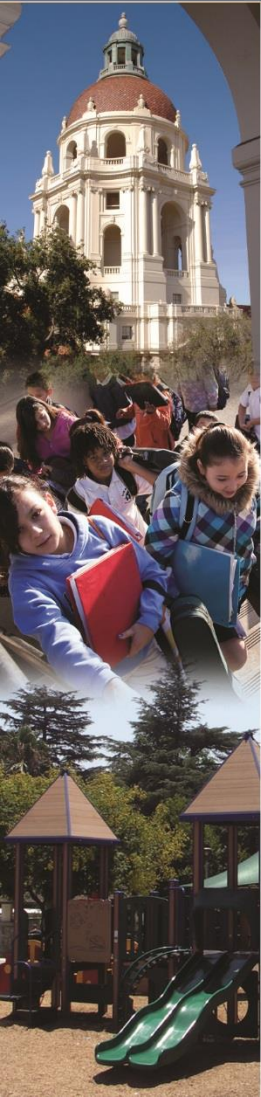
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Transition from  
Pre-School to  
Kindergarten

8



# CITY OF PASADENA AND PASADENA UNIFIED SCHOOL DISTRICT



- Seeking and braiding funding an ongoing priority
  - State Library: \$250k recently awarded to fund Public Health Nurse & GTP
- Master Plan recommends a focus on high-quality bilingual and culturally-appropriate family support services.
  - Planning ongoing for staff training re: supporting parents to administer the **Ages & Stages Questionnaire (ASQ-3 and ASQ-SE)**. We have 11 Spanish kits and 10 English kits.
  - Ongoing storytimes
- Next Steps for Master Plan:
  - Strategic planning to accompany Building Blocks – aligning key drivers with metrics and funding
  - Addressing racism, equity, and diversity throughout planning

Elements of  
An Aligned  
System for  
Young  
Children

1

Partnerships/  
Collaboration

2

Culturally  
Specific  
Programs for  
English  
Language  
Learners

7



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# PASADENA

OFFICE OF THE YOUNG CHILD

*Leading Pasadena to be an Early Learning City by 2025*



**Questions?**

Please contact Carla Hegwood at [chegwood@cityofpasadena.net](mailto:chegwood@cityofpasadena.net).