



Supporting Partnerships to Assure Ready Kids

PRESIDENT'S MESSAGE

Dear Friends,

If you stick around long enough, patterns will emerge. I was fortunate to be around when SPARK Ohio was only an idea, and was excited to be part of a dynamic leadership team that made it into a reality. That leadership team consisted of representatives from local, state, and national agencies and organizations, many of whom are still working with us. Early childhood expert Dr. Sharon Lynn Kagan was part of that team and helped to shape many of the SPARK services and programs that exist today.

In our effort to understand the challenges of replication and how we might better serve other communities, we turned to Dr. Kagan for help again. This time, instead of creating the program from scratch, we're refining its growth process. Over the course of a year, Dr. Kagan and her team visited SPARK sites and interviewed many of those who make a difference every day, to learn how the replication process has affected the children, families, and communities where SPARK has been implemented.

Dr. Kagan shared her findings with us at the recent third annual SPARK networking meeting. Her insights, highlighted on page six, will make SPARK even stronger and more effective as we continue our expansion efforts.

We were happy to learn that the SPARK program has proven to be extraordinarily adaptable. Each SPARK community has unique needs and different educational, political, and philanthropic environments. Yet SPARK in each of these communities

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SPARK is a Success Once Again



For the sixth consecutive year, SPARK Ohio evaluation results show that the program is highly effective.

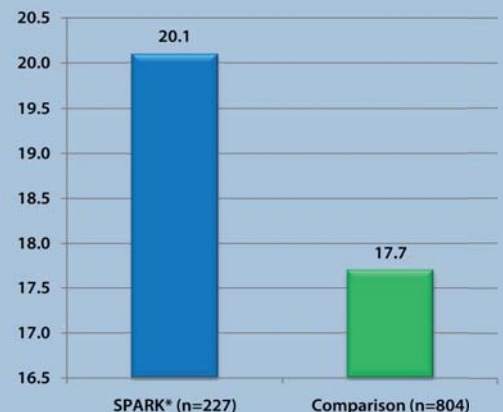
Dr. Peter Leahy presented the results to a packed house of SPARK team members, educators, representatives from community organizations, and funders at the recent SPARK networking meeting.

The latest results show that in 2010, SPARK children again outperformed non-SPARK comparison children on the Kindergarten Readiness Assessment of Literacy, or KRA-L, which is the test that all incoming public school kindergarteners take to assess their literacy-related skills.

Dr. Leahy is collaborating with the the Ohio Department of Education to track the school

outcomes of SPARK and comparison children through third grade, in order to determine if the SPARK advantage documented at kindergarten entry continues through the earliest elementary years.

SPARK Ohio 2010 KRA-L Results



*Statistically significant at $p=.000$

SPARK Ohio 2010 results include Minerva, Alliance, and targeted schools in Canton, Summit, and Trumbull



Continued from page 1

has been effective in helping children and families be ready for school. That's no easy task as SPARK spreads across the state! We are yet again indebted to Dr. Kagan and her team and are grateful for her careful review of our replication efforts.

SPARK Ohio is becoming an incredibly dynamic family of communities that are committed to the common cause of school readiness. With that growth, we're learning to collaborate and connect in many ways. For example, as Mahoning County prepared to implement SPARK, nearby Trumbull County was there to guide the way. We expect that this sort of collaboration will continue to occur, with beneficial results all around.

Communities are also enthusiastically collaborating around the concept of Ready Schools. The Ohio Ready Schools Initiative is growing and developing right alongside SPARK. Participating schools are seeing a cultural shift occur as they become Ready Schools that support the collaborative community engagement necessary for smooth transitions. The goal? Similar to SPARK's—a web of readiness, with threads connecting the entire state. We are all well on our way.

Sincerely,

Joni T. Close, President
Sisters of Charity Foundation of Canton

Again this year, results show that the benefits of SPARK participation are retained and help set children up for success in school and in life. SPARK children who were studied through third grade outperformed their non-SPARK peers on the third grade Ohio Achievement Test.

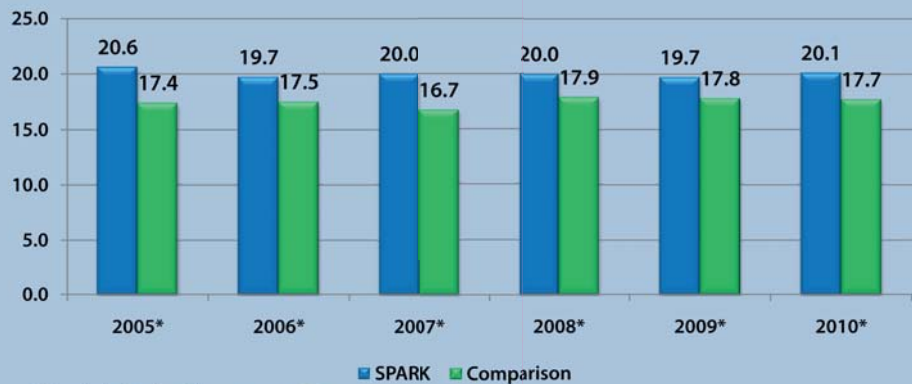
Because we now have six years' worth of evaluation results, we can also see that the difference in KRA-L scores remains essentially constant over time, with SPARK participation giving children a 2.52-point advantage on average. Dr. Leahy called this result "remarkably consistent," especially because the program operates in many different sites with such varied environments. While the results discussed here are based on overall SPARK Ohio data, site-specific data is available upon request.

This year, thanks to data provided by (Alliance City Schools?), Dr. Leahy was able to definitively verify that increased KRA-L scores are an effect of SPARK participation, independent of other predictors of kindergarten readiness such as poverty, preschool attendance before kindergarten, disability, gender, or race. When the effects of these five predictors are controlled, the KRA-L scores of Alliance children participating in SPARK were higher by a statistically significant net of 2.21 points. Once again, the results show that SPARK is an effective school readiness resource for families throughout Ohio.

2010 Statistics

- In 2010, 1,039 children were served throughout Ohio.
- For the second cohort of SPARK children to be studied through third grade, average Ohio Achievement Test math scores were 415.7 for SPARK children, versus 409.1 for non-SPARK children. This is a statistically significant difference.
- There is a correlation between parent engagement and increased KRA-L scores. On average, children of parents who were rated by their parent partners as being highly engaged during SPARK activities, as well as between SPARK visits, scored 21.1 on the KRA-L, versus 18.6 for children of parents who were rated as less engaged.

SPARK Ohio KRA-L Scores
(For Each SPARK Cohort)



*Statistically significant at $p \leq .05$

- 2005, 2006, and 2007: Minerva and targeted schools in Canton
- 2008: Minerva, Alliance, and targeted schools in Canton and Akron
- 2009, 2010, and 2011: Minerva, Alliance, and targeted schools in Canton, Akron, and Warren



What If?

SPARK Ohio's Third Annual Networking Event



On April 12, SPARK Ohio held its third annual networking event. More than 130 attendees gathered at Walsh University in North Canton, including representatives from SPARK sites, educators, key state-level partners, and funders.

Collaboration and networking have always served as powerful tools to strengthen and improve SPARK. Each networking meeting has been well received as a chance for SPARK team members, partners, and supporters from across Ohio



to see the bigger picture and learn from others who are equally as committed to ensuring that children and families are ready for school.

The theme of the day was *What If*. Invitations asked guests to imagine the possibilities in early education in Ohio and asked them to come learn how those concepts were becoming a reality through the work of SPARK Ohio and the Ohio Ready Schools Initiative.



Keynote speaker Dr. Sharon Lynn Kagan praised SPARK's positive evaluation results and benefits that stay with the SPARK child through the third grade. She commended the program for its "spectacular spirit of innovation and creativity" and "proven willingness to use data to improve services."

Dr. Peter Leahy presented the latest evaluation results for the 2010 cohort of SPARK children, as well as longitudinal results showing progress over the past six years.



Midway through the event, Sisters of Charity Foundation of Canton President Joni Close and Foundation Board Member Pat Gramoy surprised Dr. Sandra Miller with a gift. Dr. Miller recently retired from her position as the director of early learning and school readiness at the Ohio Department of Education. She was a member of the original SPARK planning team and has become an enthusiastic advocate and trusted friend of SPARK.

The SPARK networking event has become a pivotal component of the SPARK collaboration throughout Ohio.

The energy and dedication in the room was impressive. Ohio's children and families are fortunate to have such allies working to help them succeed.



Oh, the Thinks You Will Think!

The *What If?* theme was carried straight through to the end of the networking event by closing speaker Kathie Marando, the director of community programs at Community Solutions Association in Warren.

Kathie asked the audience to "think and wonder about the what-ifs...and think about parents in power." She asked those gathered to consider the amazing effects on education in Ohio as a result of SPARK, the Ready Schools Initiative, and so many committed individuals across the state.

"When you think about SPARK, you think about success," she said.

To emphasize her point, Kathie enlisted the help of classic children's book author Dr. Seuss, who often simplifies complicated concepts better than anyone:

**Think left and think right
And think low and think high.**

**Oh, the THINKS
you can think up
if only you try!**





Ready Schools

A Major Cultural Shift

Without schools as partners, our SPARK work would be incomplete.”

**Stark County Ready Schools
Coordinator Jan Webler**

A powerful cultural shift is occurring throughout Ohio as more schools become Ready Schools. According to Stark County Ready Schools Coordinator Jan Webler, “SPARK is about Ready Communities, Ready Children and Families, and Ready Schools. Without schools as partners, our SPARK work would be incomplete.”

During the recent SPARK networking meeting, a Ready Schools panel led by moderator Jan Webler gave compelling testimony to the power of the Ready Schools effort.

Perspectives varied depending on each individual’s role, but all the panelists stated emphatically that participation in the Ready Schools Initiative had influenced a philosophical shift in their schools, and that philosophy had become part of the school’s culture in the process. Below are a few of the panelists’ comments.

Barb Rickenbacker
Early Childhood Coordinator
Office of School Improvement
Akron Public Schools

“The really nice thing for cohort two was that cohort one could mentor them. It wasn’t us doing a staff development for this next cohort, it was the first seven schools taking a team and going out to that building, where teachers and principals talked to other teachers and principals.”

Annie Arvidson
Intervention and Curriculum Coach
McGregor Elementary School

“Ready Schools has just allowed us at McGregor to change the world. Our power is early and it’s with the family.



The Ready Schools panelists discuss their experiences and lessons learned.

We made a family resource center. We have it open two days a week, and about 12-15 families are coming at a time.”

Christine Gibowicz
K-2 Principal
Willard K-8 School

“The Ready Schools philosophy is now embedded in our culture. It has dramatically improved the experiences for all of our children, and this has shown up in our data on our academics and our data on family engagement.”

Dr. Sharon Dorsey
Evaluator
Ohio Ready Schools Initiative

The broadest perspective on the panel came from Dr. Sharon Dorsey, who has just finished evaluating Ready Schools from all over the state.

Dr. Dorsey has found that three distinct sets of connections are being made at each Ready School. Connections are being made by schools to families, by schools to early education and care providers, and by providers to schools.

Dr. Dorsey found that attitudes and perceptions were changed on both sides because of the connections made, especially as schools have reached out to early education and care providers. She stated that what made the difference “...was that personal visit that was made by the principal and by the teachers to early childhood educators; some of them had never seen the principal before.”

Dr. Dorsey feels that the relationships

and connections that were formed could not have been built without the change in the attitudes and perceptions prompted by participation in the Ready Schools Initiative. She sees a cultural shift occurring within the schools as school personnel come to see their role as extending beyond the school walls, into the community. She stated that “some kindergarten teachers said, ‘I’ve never had much of a relationship—I never thought it was my responsibility to meet and talk to the pre-k families. And now I think it’s a very important part of my role.’”

The connections Dr. Dorsey mentioned have been observed by others as well. According to Jan Webler, at the recent statewide Ready Schools networking meeting, many of the participants were making arrangements to visit each others’ schools.

Although many Ohio schools have made progress toward embedding the philosophies of Ready Schools into the culture of their buildings, the effort is still ongoing, with room for constant refinements and growth.

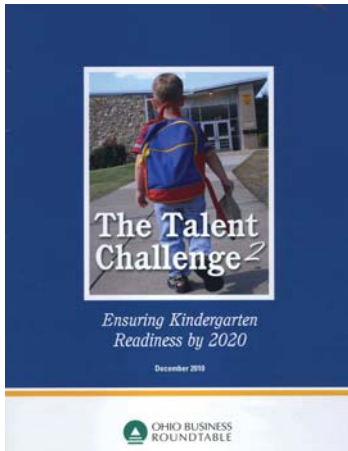
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Dr. Sharon Dorsey



The Ohio Business Roundtable

Helping to Aim a Spotlight on Early Childhood



The Ohio Business Roundtable is an influential coalition of the Chief Executive Officers of the state’s largest companies. The Roundtable advocates for “public policies that foster vigorous, sustained economic growth and an improved standard of living for all Ohioans.”

In 2006, the Roundtable published *The Talent Challenge: What Ohio Must Do to Thrive, Not Merely Survive, in a Flat World*, which stated that Ohio’s “future economic prosperity” depends on a focus on science, technology, engineering, and mathematics, and that it is imperative that Ohio’s high school students take “more rigorous and challenging courses” in order to be prepared to succeed in our new technology-based economy. The state took notice: those recommendations led to changes that strengthened the Ohio public high school core curriculum.¹

The Roundtable has now set its sights on improving early childhood education and school readiness for children from birth to age 6, the period deemed “the most critical years in the pipeline.” Its recently issued follow-up document, *The Talent Challenge 2: Ensuring*

Kindergarten Readiness by 2020, states that “Nearly 60 percent of Ohio children who show up at the schoolhouse door are not ready to succeed in kindergarten.” Because “starting out right” makes all the difference, the Roundtable calls for decisive reform:

America cannot afford to stay on the perilous path it has been following in recent years. This is why business leaders across the country are calling for action to build the nation’s sustained competitiveness. It is the reason why Ohio’s business leaders are challenging the state’s education policy leaders to commit to a bold new goal—to ensure, by 2020, that 90 percent of Ohio children entering school will be ready to succeed in kindergarten. If we are truly committed to developing world-class talent and putting Ohio on a path to economic prosperity and growth, we must invest where the research tells us we can have the biggest impact—the early years.

The Roundtable cited SPARK as one of Ohio’s promising local early childhood initiatives, and stated that:

This initiative gets children ready for school and works closely with families and schools to ensure smooth transitions.

Preliminary results have demonstrated:

- *Improved results on kindergarten assessment tests;*
- *Higher attendance rates and on-time grade promotion in each year through the third grade; and*
- *Higher reading and math scores on Ohio’s third-grade achievement tests.*

The Ohio Business Roundtable clearly sees the connection between a well-educated workforce and business success. **We applaud Ohio’s business leaders for their foresight and determination to make a difference in the lives of all Ohioans.**



1. Ohio STEM Learning Network, “Partner Highlight: Ohio Business Roundtable/BAHEE,” *STEMscape Newsletter* (October 18, 2010), http://www.stemscape.org/devnews/PartnerBAHEE10_18_10.aspx



Lessons From the Past to Guide the Future

The Replication Process, Examined



At the recent SPARK Ohio networking meeting, Keynote Speaker Dr. Sharon Lynn Kagan discussed the results detailed in the recently

released report entitled *Chronicling Ohio SPARK's Replication: Lessons from the Past to Guide the Future*. The report is the product of a full year of research, review, and analysis conducted in order to gain insight into all aspects of the replication process.

SPARK Ohio commissioned the study in order to ensure that the replication process was transparent and productive for all involved, and to help organizations that may be considering replicating similar programs. Dr. Kagan frames the pursuit of hard data as laudable, stating, "that Ohio SPARK made significant change in the lives of children is impressive; that it documented these accomplishments with alacrity and thoroughness has been important in its declared status as a model program worthy of replication."

While some issues encountered were specific to SPARK Ohio replication, many were endemic to the early education field as a whole. Because early childhood programs tend to follow similar growth paths, they tend to encounter similar concerns during replication. Dr. Kagan notes that "the vast majority of early childhood efforts began as small innovations and, once deemed effective, were ballooned up and out to impact larger numbers of children, families, neighborhoods, and districts. The "innovate, evaluate, replicate" model of social change has characterized much of the field's advancement."

In order to learn about each site's

successes, challenges, and lessons learned, Dr. Kagan and her team reviewed numerous documents and visited Ohio to interview 66 people in five locations, including program directors, school personnel, funders, community leaders, responsive services team members, parent partner coordinators, parent partners, and community partners.

Site Selection Rationale

Dr. Kagan selected sites to study with an eye on diversity. Stark County as a whole, Alliance, Warren, Akron, and Cincinnati differ in size, demographics, early childhood context, community leadership structures, funding streams, and age of SPARK program. Stark County is the first and most established SPARK site. Alliance is the first expansion site. The programs in Warren and Akron have been in operation for

Armed with unremitting energy, strategic visioning, creative implementation, and robust data at its core, SPARK Ohio launched one of the most effective and effectively documented early childhood initiatives in the country.

Dr. Sharon Lynn Kagan

some time. Cincinnati is a newer site, still somewhat in process. The team felt that because "...these different approaches, coupled with differences in the sites themselves, might yield diverse experiences and lessons, we systematically sought to capture their full range."

Findings

Dr. Kagan stated that a one-size-fits-all approach to replication site support might be unproductive. Each site is unique and has very different support requirements. Some sites had previously operated programs similar to SPARK. Others had never run a school readiness initiative, and

naturally these sites required more intensive and individually tailored support.

Sites felt that additional networking opportunities would be helpful, in order to discuss best practices and to learn from more experienced sites. Similarly, some sites felt that mentoring by more established sites would be valuable.

Recommendations

Dr. Kagan recommended that the annual networking meeting be redesigned to allow for additional networking opportunities.

In addition, sites hoped to receive more guidance in funding and advocacy matters, and felt that additional technical assistance and materials might be helpful for use during public information sessions.

In the report, Dr. Kagan stated one thing that everyone involved with SPARK already understood: replication is a complicated process. She advised that a formalized replication plan might facilitate wise and controlled program growth. In order to craft an effective plan, she suggested examining the benefits and sustainability of adding replication sites versus expanding within current sites. Either option requires sufficient capacity to support and evaluate further growth, something a plan would help ensure.

In closing, Dr. Kagan praised the Sisters of Charity Foundation of Canton for requesting that a study be conducted. Kagan stated, "to their credit, Sisters of Charity Foundation of Canton and the SPARK Ohio team provisioned for such an analysis.... SPARK Ohio is not only comfortable with self-analysis and data collection/application, but seeks it."

For a copy of *Chronicling Ohio SPARK's Replication: Lessons from the Past to Guide the Future*, visit www.sparkohio.org.



Joining Hands for Readiness



Children's Home Receives Grant

The Children's Home of Cincinnati received a \$55,000.00 grant from the Robert H. Reakirt Foundation, PNC Bank, Trustee. These funds will be used to serve families in Madisonville and Price Hill. This grant will allow the expansion of home visitation services in the Price Hill community, including developmental screenings, learning plans, follow-up assessments, and individual therapies. Previously, these services were available only in the Madisonville community.

Candy Land

In December, one generous donor partnered with SPARK to provide each Cincinnati SPARK child the classic colors and counting game Candy Land. This thoughtful act demonstrates the partnering heart of SPARK. SPARK surrounds the child on many levels. From a generous neighbor to a school administrator, the community is joining hands to get children ready for a successful start in school.



SPARK Children: Making Strides

Gariah is an enthusiastic three-year-old. When she entered SPARK, she had difficulty attending to activities, following directions, and identifying colors. After several months in the program, she is sitting still during her lesson, following directions, and naming her primary colors. She is proud of her work—so proud that she sometimes calls her parent partner to brag about what she is learning!

Alaila entered SPARK on her third birthday. She has multiple social-emotional and physical needs. For Alaila, SPARK is bridging the gap in these years when her development is crucial but early childhood programs are few. Alaila is receiving speech therapy, and her mom and parent partner are working with the school system to identify and begin early school intervention services.

Beginning to Grow

D&E Counseling Center's SPARK Youngstown program began in September 2010, recruiting families whose children will begin attending two Youngstown City Schools: Williamson and Taft Elementary Schools, in September of 2011. There are now 25 families receiving ongoing services from Youngstown Parent Partners Felicia Fuller and Celestine Mayo.

Even after only a few short months, the families and children look forward to the parent partners coming to their homes with books and activities for them to do. Below are just two of the families who are involved in SPARK.

Michael was Felicia's very first SPARK recruit. He attends preschool classes at Kirkmere Elementary. Though he is only four years old, Michael has learned to spell his name as a result of an activity that requires him to save the plastic caps from gallons of milk and put a letter in each cap. He is well on his way to reaching his goal of improving his letter and number recognition.

Kaigh'Den is five years old and attends Renaissance and Williamson preschool classes. When Celestine first met him, he was excited to learn that he would get a new book every time she visited with him and his mother. He said he was going to start his own "library" and keeps his books neatly in a row on a book rack in his room. Kaigh'Den is a very eager learner, and enjoys the lessons and activities he does with Celestine. He is beginning to recognize some words and is looking forward to being able to one day read those books to his family himself.





SPARK is a Family Affair



When SPARK Cuyahoga Parent Partner Tanichia Foster called the Walker-Miller home during a recruitment campaign for families in Cleveland Heights, Mr. Walker answered the phone. After hearing a ten-second pitch for SPARK, his response was unequivocal: “Yes! Can you come this afternoon?”

Both Mr. Walker and Ms. Miller value their involvement in SPARK and arrange their schedules so both can be present for each home visit. In addition to helping their daughter learn specific skills in order to be prepared for kindergarten, they also recognize the important role they play in their daughter’s education. SPARK has taught them that practicing skills is important and has taught the family ways to engage in educational activities together. The parents use SPARK activity cards to plan teachable moments and they look forward to reporting back to Tanichia on their activities at each home visit. In fact, when something goes particularly well, Ms. Miller does not hesitate to pick up the phone and share family victories with Tanichia.

Mr. Walker was happy to learn there was a program in the community that would help his daughter get ready for school.

Mr. Walker and Ms. Miller’s daughter does not attend preschool. Mr. Walker was happy to learn there was a program in the community that would help his daughter get ready for school. He likes that SPARK lessons are hands-on and teach parents concrete ways to work on skills with the child. He said his daughter is doing very well in SPARK and learning all sorts of things, including her colors and how to write the letters in her name. He attributes her success to Tanichia’s visits and to the extra practice and reinforcement the parents give their daughter between home visits.

Both Mr. Walker and Ms. Miller appreciate that SPARK is helping them to discover fun and engaging ways to prepare their daughter for kindergarten and beyond.





Partnering for Lifetime Literacy



SPARK Summit, operated by Greenleaf Family Center in Akron, has teamed with two Summit County agencies to enhance parent recruitment efforts. The Akron Metropolitan Housing Authority and the Summit County Department of Job and Family Services each play significant roles in encouraging the families in four Akron City School District neighborhoods to participate in SPARK.

Akron Metropolitan Housing Authority

In two school neighborhoods where the Housing Authority has developments, Early Learning Specialist and Recruiter Margaret Roberts is invited to share information with potential participants at monthly agency-sponsored family events. This provides her an opportunity to meet one-on-one with parents and promote the benefits of the program.

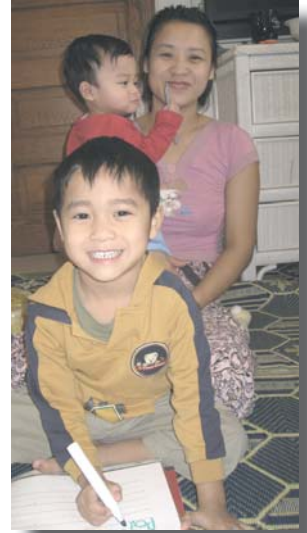
Summit County Department of Job and Family Services

These collaborations are so important to the success of the program. We continue to look for ways to increase our numbers as costs increase.

Judy Joyce, President and CEO of Greenleaf Family Center

The Department of Job and Family Services supports a mass mailing designed to increase SPARK participation. The Department identified 900 of its own client families who reside within the SPARK service area. Each household with preschool-age children received a letter about the importance kindergarten readiness; the letter includes SPARK Summit contact information.

“These collaborations are so important to the success of the program,” said Judy Joyce, President and CEO of Greenleaf Family Center. “We continue to look for ways to increase our numbers as costs increase.”



Celebrating and Recruiting

In May, SPARK Trumbull and Willard K-8 School will host their first SPARK Kindergarten Day. Willard Principal Christine Gibowicz, along with Community Solutions/SPARK staff members Kathie Marando, Kathy LaMarco, Doris Freeman, and Nuri Reed, have invited all SPARK families whose children will attend Willard in the fall to an open house at the school. Parents and children will meet the kindergarten teachers and tour the building. The children will enjoy some time in the kindergarten classrooms with current kindergarten students reading the book *Kindergarten Countdown* by Anna Jane Hays and completing a related activity. Parents will learn more about kindergarten expectations and see what occurs in the classroom. Willard has been an active participant in the Ohio Ready Schools Initiative. This event is designed to promote an easier transition for the entering kindergarteners and assist their parents in preparing for school.

In May, SPARK Trumbull will sponsor two recruitment events at Warren Heights and Hampshire House community centers. SPARK-eligible children and their parents will participate in SPARK-like activities. Parent partners will lead the session and read the children an age-appropriate book. Each family will receive the book to take home.





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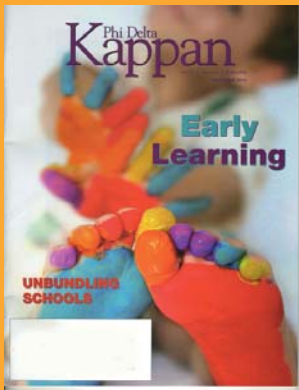
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News Briefs



In a recent issue of *Phi Delta Kappan* magazine, Tony Berkley, deputy director of education and learning at the W.K. Kellogg Foundation, celebrated SPARK's effectiveness. Berkley called SPARK Ohio a "world-class intervention," and called out strong partnerships (such as SPARK Ohio's partnerships with school districts) as one key element of the program, stating that such partnerships "anchored the work in communities." He further wrote, "unlike other initiatives that focus solely on policies or the classroom, SPARK addressed...parent engagement, public will, culture, and coordinated service delivery."

Newspaper articles have also appeared recently about the Mahoning and Cuyahoga SPARK programs. In March, a video segment ran on Cleveland's WEWS news broadcast. Reporter Debora Lee made sure to emphasize that parent involvement is a SPARK requirement, and she spoke with SPARK parents who are very happy with the program. One Cuyahoga SPARK mother felt the program was definitely helping her son, stating that "the one-on-one activity that he receives gives him the opportunity to be more confident in his skills."



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