Pathways to School Readiness: Early Progress and Lessons Learned from Statewide Prenatal-Grade 3 Projects

Oregon Child Care Researcher’s Roundtable 10/21/2015
Portland State University P-3
Research Team

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Presentation Overview

1. Introduction to P3 & Oregon P3 Initiatives

2. What Have We Learned:
   - P3 Governance & Systems
   - Kindergarten Transition
   - Family Engagement
   - Shared Early Learning-K12 Professional Development

• What Next?
Why P-3?

Ready & Supportive Communities

Ready & Successful Children

Ready & Supportive Parents

Ready & Supportive Schools
P-3: Aligning, expanding, & strengthening Prenatal-Grade 3 services & supports…

To improve school readiness & reduce disparities in school success
Current Statewide P3 Projects

KRPI
Kindergarten Partnership & Innovations
ELD-HUBS
16 in 2014-15

P-3
OCF Prenatal-Grade 3
10 School Districts

Early Works
Earl Boyles & Yoncalla
Children’s Institute & Ford Family Foundation, & other partners

Data Collection & Evaluation for Continuous Improvement
4 Major “Buckets” of Work

- Systems Building: Alignment, Coordination, Collaboration, Expansion
- Kindergarten Transition
- Family Engagement
- Professional Development
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<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>16</td>
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<tr>
<td>Leaders/Educators Relationship Building</td>
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<td>Family Activities</td>
<td>15</td>
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<td>Alignment of Standards</td>
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<td>Increased Access to Services</td>
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<td>Communication with Families</td>
<td>13</td>
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<td>Parent/Caregiver Leadership</td>
<td>12</td>
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<tr>
<td>Kindergarten Transition Plans</td>
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<td>Integrated Data Systems</td>
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Data Collection Summary

OCF P-3:
- Entering Kindergarten Caregiver/Parent Survey:
  - 43 schools, 1,784 parent/caregivers (66%)
- Cross-Sector Collaboration Survey
  - 10 grantees, 92 respondents
- Key Stakeholder Interviews
  - 46 key partners (2-5 per grantee)

KRPI:
- Participation surveys (KT, PD, FE events/workshops)
- Outcome Surveys (multi-session workshops)
- Key Stakeholder Interviews
  - 22 interviews, 2 per grantee (11 out of 16 grantees)
- Case studies (5 grantees out of 16 grantees)
What Have We Learned So Far?
What are Systems-Level Goals?

• Connect birth-to-5 and K-12 organizations and develop/strengthen cross-sector relationships
• Establish shared vision and governance structure
• Develop an outcome-focused plan & roadmap
• Develop leaders – Early Learning, K3, Families
• Align goals & work across settings
• Identify and share resources for sustainability
P-3 Planning & Governance: What Worked?

– Committed Leadership
– Supported Leaders
– Inclusive Planning
– Adequate Staff Supports
– Focused Teams
– Clear Priorities
Collaborative Governance Outcomes

- **Relationship Building**: 33%
- **Communication**: 30%
- **Leadership**: 26%
- **Representation**: 26%
- **Equity Focus**: 23%
- **Clear Decision Making**: 22%
- **Shared Goals**: 20%
- **Data Use**: 19%
- **Focus on Sustainability**: 12%
- **Focus on Outcomes**: 10%
- **Roles & Responsibilities**: 7%

% who strongly agreed that governance is doing well in each area.
Key Goals of Kindergarten Transition Strategies

• Ease transitions for children and families
• Build foundation for family engagement early
• Communicate school information & expectations to families
• Provide tools and activities for families to support children’s learning at home
• Increase children’s school readiness skills
Kindergarten Transition Activities

• 10 grantees implemented one-time school based events
• 9 KRPI Grantees implemented Multi-Session Kindergarten Transition Activities – various models, some evidence-informed
• 560 families completed KT outcome surveys
Selected Kindergarten Transition Series Outcomes -- Parent Report

- Child Comfortable at School: 75% After KT, 54% Before KT
- Child Ready for School: 71% After KT, 47% Before KT
- Parent Confidence Supporting Math Skills: 66% After KT, 37% Before KT
What Worked: Kindergarten Readiness Workshops & Parent Education

• Quality Counts
  – **Evidence-based** kindergarten readiness interventions (KITS, Ready! For Kindergarten)
  – **Ongoing, multi-session trainings that:**
    • Culturally responsive, translated
    • Provided interaction opportunities
    • Supported attendance logistics (transport, food, childcare)
    • Had experienced, dynamic facilitators
• **Communication, outreach, and logistical support for attendance**
3 Key Goals for Family Engagement

- Family Support for Learning at Home
- Effective Communication Between School & Home
- Parent-School Partnership Supporting Learning
Identified Strengths & Challenges in Support for Learning at Home – Incoming Kinder Parent Surveys

(n=1783)

- Attended center-based preschool or Head Start: 48%
- Reading to child daily: 33%
- Have 26 or more books in home: 63%
- Provided frequent developmentally supportive...: 63%
- Confident to support reading at home: 61%
- Confident to support writing at home: 53%
- Confident to support math at home: 51%
Identified Disparities in Support for Learning at Home by Race/Ethnicity

- White (N=1121): 40%
- Latino (N=480): 18%
- All Others (N=183): 28%

55% - National Average
Family Engagement Strategies

• **Making schools welcoming** -- Family-friendly policies, families welcomed and invited to be at the school

• **One-time school-based** events, family fun nights

• **Parent education programs and workshops**

• **Evidence-informed strategies:** Parent-Teacher Academic Teams, Parent-Teacher Home Visits

• **Parent Leadership Development:** Traditional (e.g., Site Council, PTA) and non-traditional (Parents United, P3 Governance)
Family Engagement Activities

• 226 family events/activities with over 700 families, and over 30% of participants were Hispanic/Latino

• 9 grantees provided 92 multi-session FE workshops/series

• 156 families completed FE outcomes surveys
Family Engagement Series – Family Outcomes

- Learn to support learning at home: 80%
- Learned about importance of daily reading: 79%
- Feel welcome at school: 79%
- Increased interest in volunteering/helping at school: 52%
- Gained confidence as parent leader: 41%
What Worked: Family Engagement

• One-on-one, personal outreach from professionals and peers

• Multi-modal, frequent, and timely communication about events & opportunities

• Keep it fun but learning-oriented
What Worked: Family Engagement

• Cultural modifications and translation
• Smaller family events that facilitate family-family and family-teacher interactions
• Providing families with helpful “take-aways” (e.g., books/games, activities discussed during event)
Shared Teacher-Early Learning Professional Development Goals

• Increase alignment in practices, approaches, and learning goals from birth-to-5 and K-3

• Develop shared goals around children’s school readiness

• Networking, relationship building

• Increase efficiency, e.g., share training opportunities and resources
Cross-Sector Professional Development Activities

- 165 workshops/trainings for ELDP-K3, with over 500 providers, e.g., one-time events, professional learning communities, shared trainings
- 234 ELDP completed PD outcomes surveys
- 124 K-12 staff completed PD outcomes surveys
Shared PD - Early Learning Provider Outcomes

- **I do things to support school readiness**
  - After PD: 59%
  - Before PD: 35%
- **Understand what K teachers expect**
  - After PD: 37%
  - Before PD: 9%
- **I know about screenings/assessments used by schools**
  - After PD: 28%
  - Before PD: 7%
Shared PD - K-3 Teacher Outcomes

ELDP help children with school readiness

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I understand early learning experiences of incoming kinders

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I know what assessments/screenings are used in ELDP

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What Worked: Administrators & Professionals

- Ask before you do – Get teachers & ELDP input about P-3 strategies
- Provide concrete support for attendance
- Facilitated & ongoing networking/sharing process
- When teacher and early learning professionals had opportunities to see others’ work in practice
- Coaching & mentoring for practice changes
What’s Next For P3 Work?

Strengthen Collaborative Governance & Leadership

• Commit to the long term
• Cultivate Leadership & Buy-In:
  • Champions
  • Training, mentoring & support
• Focus on a few priority goals & strategies -- don’t do too much, but make it matter
• Provide support/TA for implementation planning (resources, TA)
• Integrate School Leadership into Early Learning Hubs
What’s Next For P3 Work?

• Move towards “high impact” strategies:
  • Fewer one-time events/workshops
  • More ongoing events with follow-up support

• Stay focused on goals – learning focused, practice enhancement, relationship development

• More focus on reducing disparities

• Build enhanced understanding of Family Engagement – what, how, why

• Continue to track implementation & outcomes, but have realistic expectations—increase rigor in outcome measurement