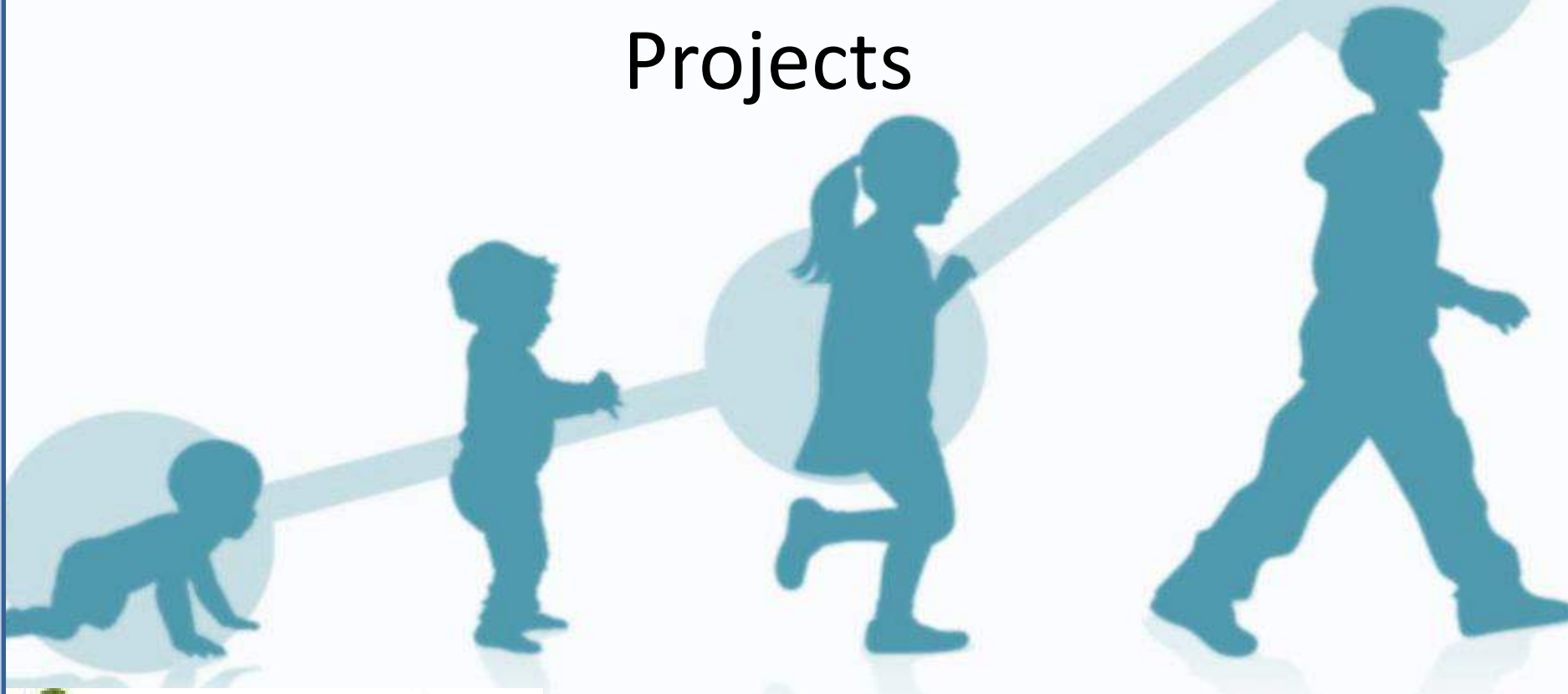


Pathways to School Readiness: Early Progress and Lessons Learned from Statewide Prenatal-Grade 3 Projects



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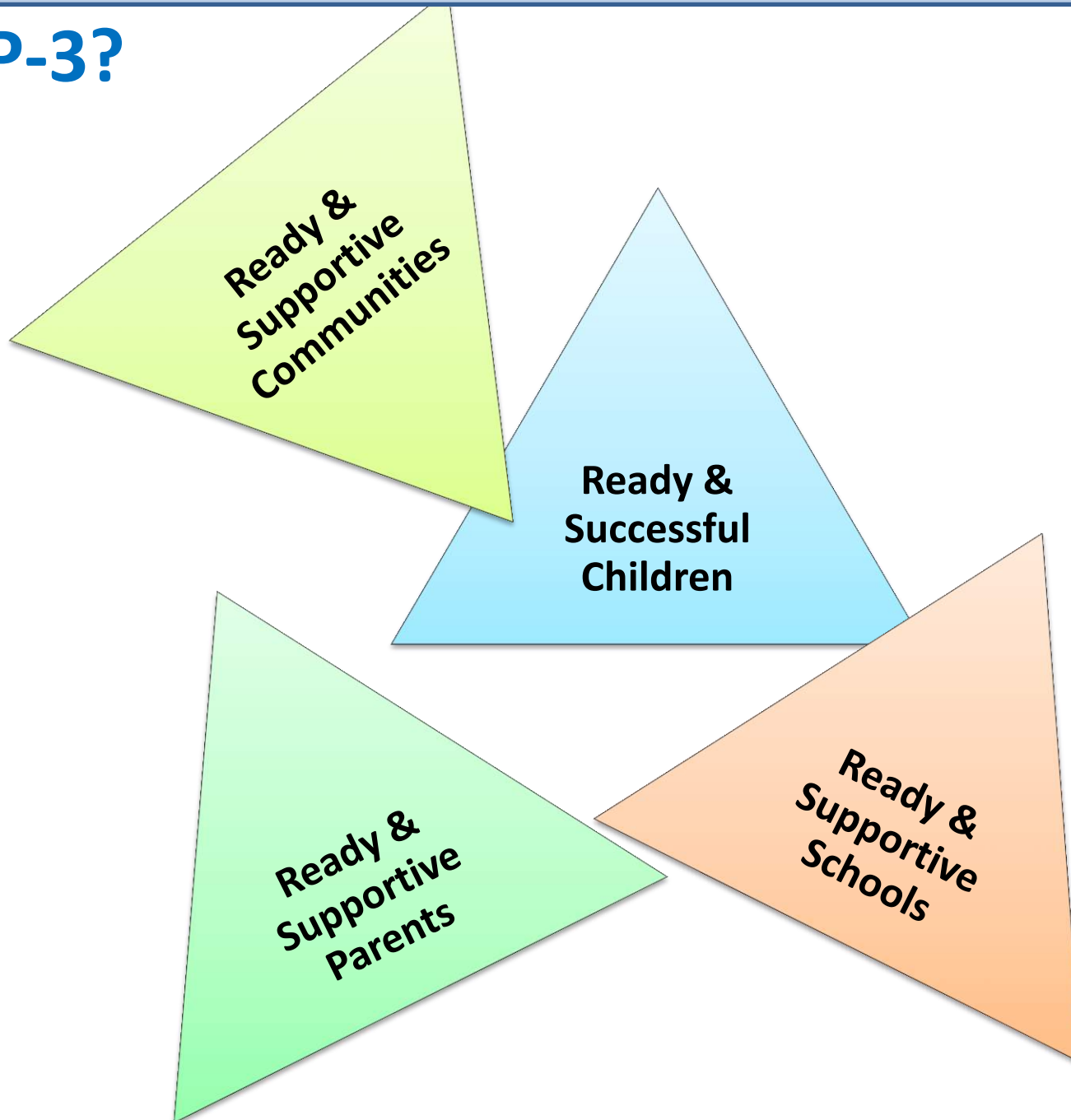
Lindsey Cochran

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?

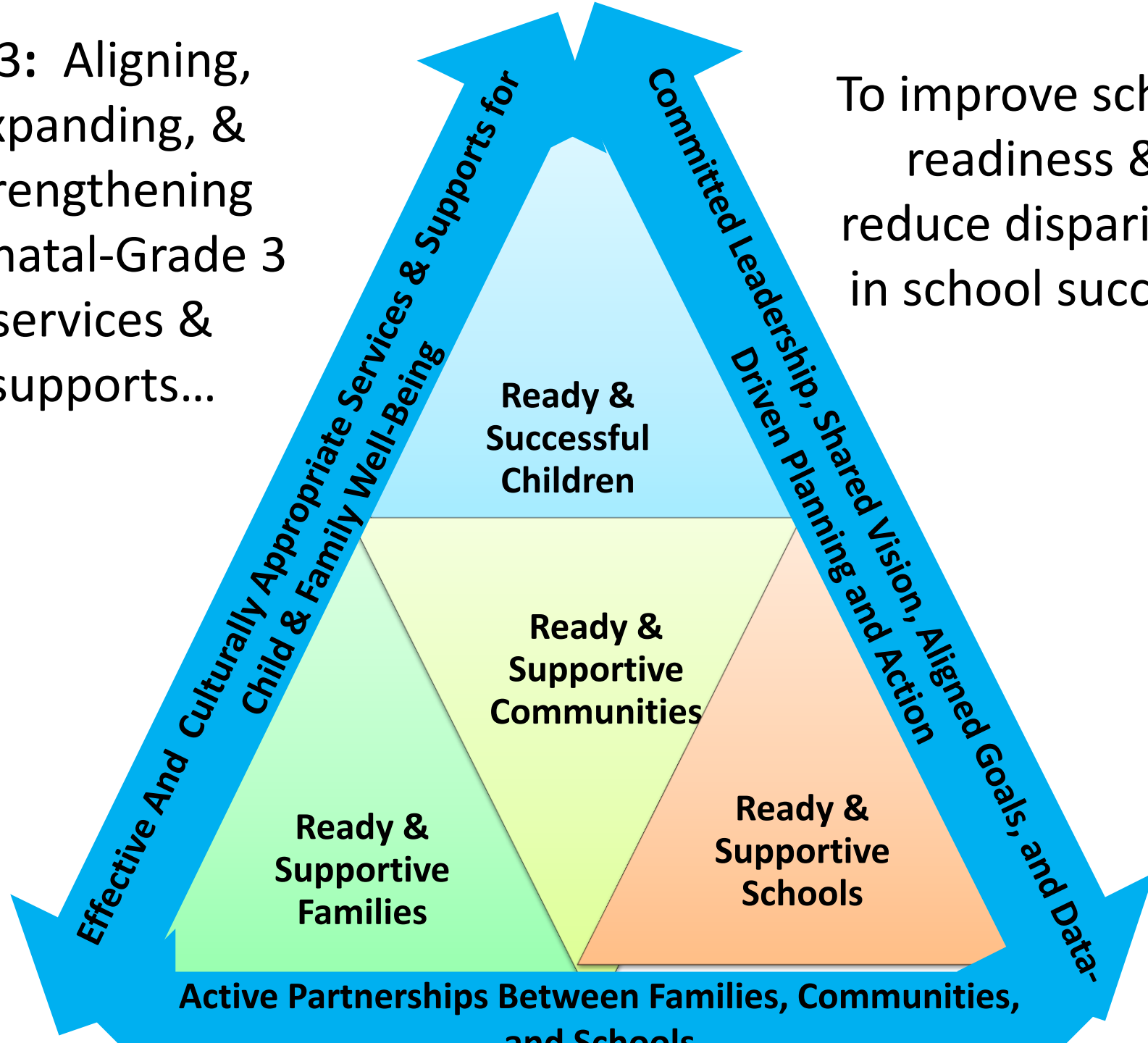


Why P-3?



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

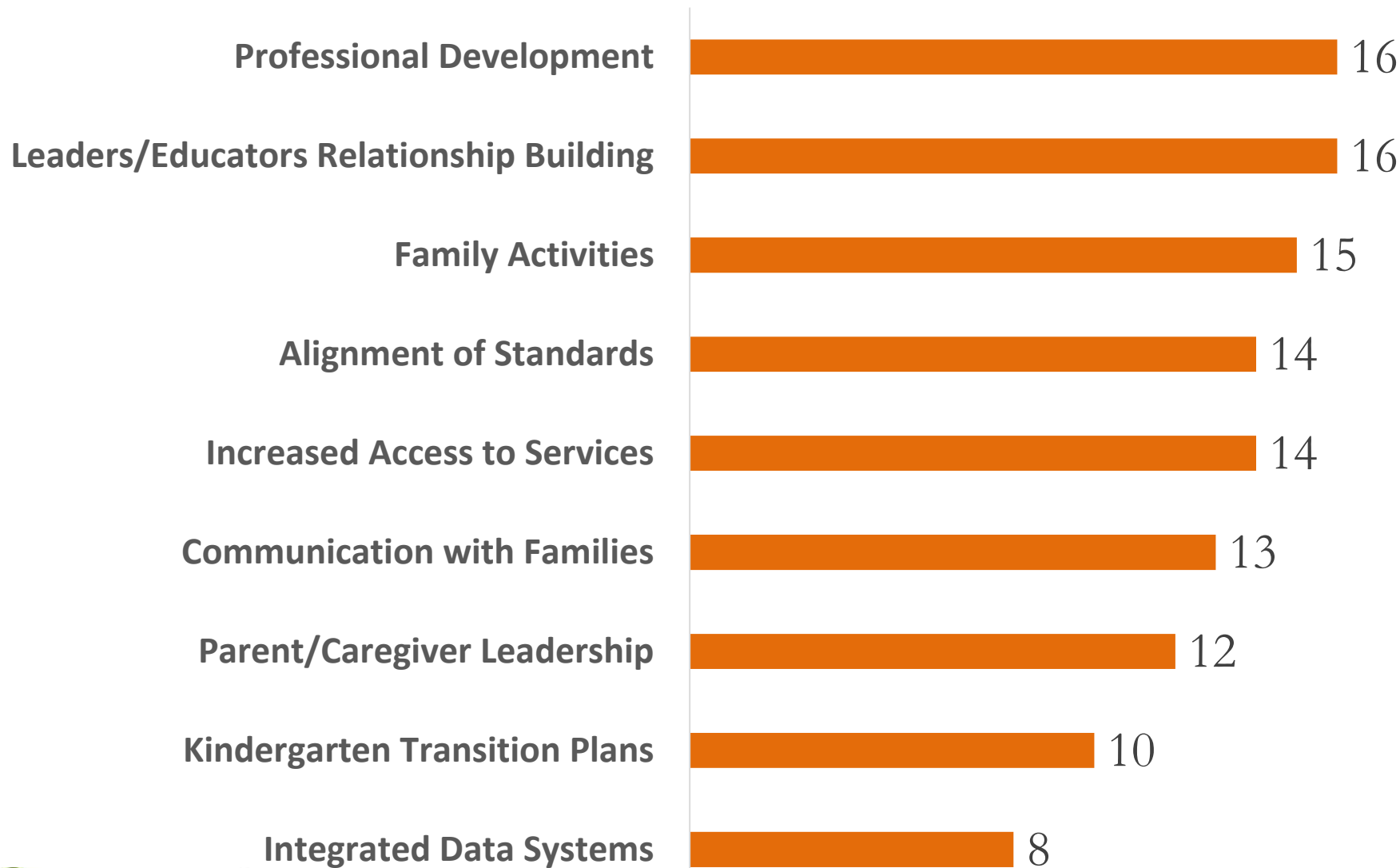
**Kindergarten
Transition**

**Family
Engagement**

**Professional
Development**



KRPI Grantee Activities



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?



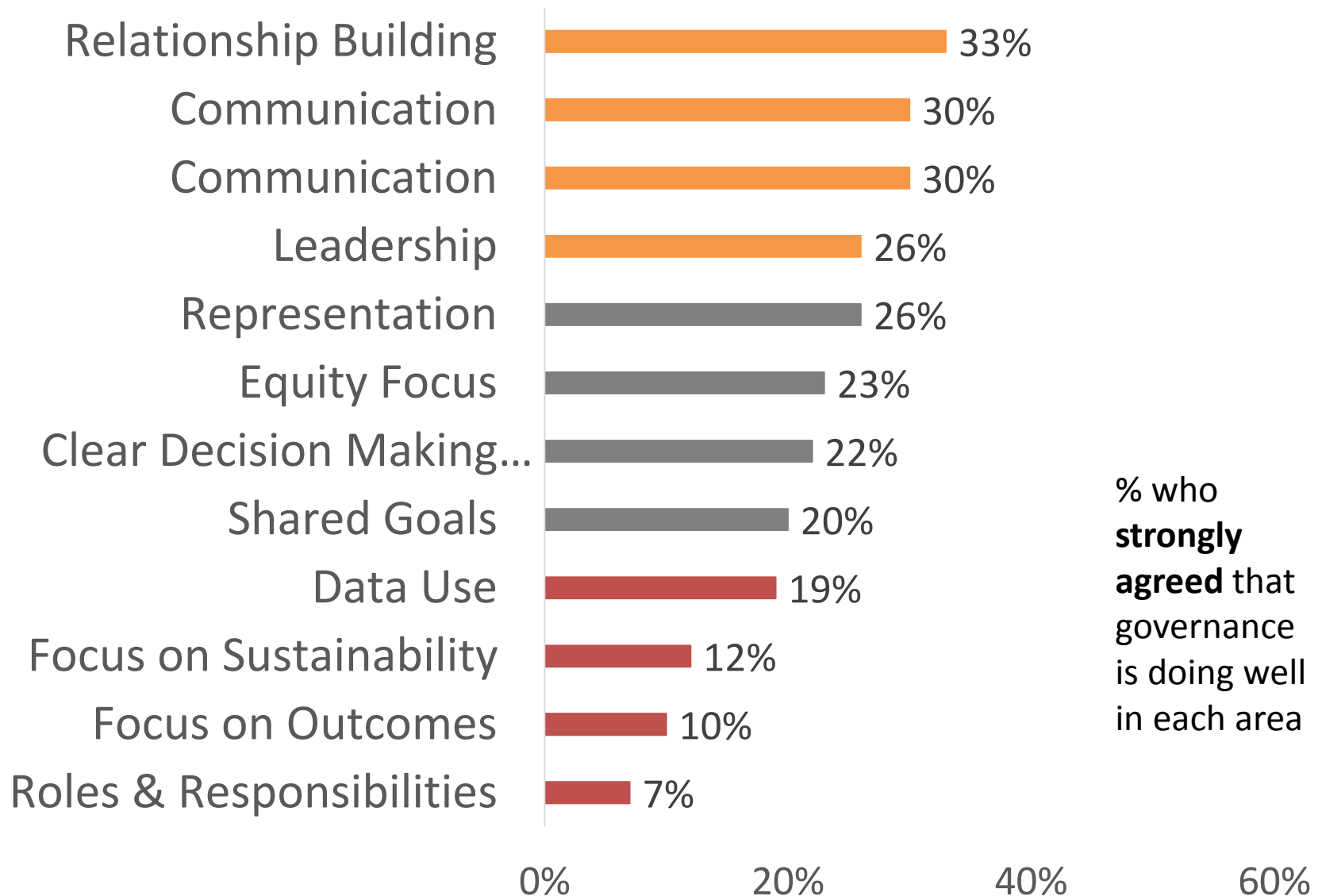
What are Systems-Level Goals?

- **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



% who
**strongly
agreed** that
governance
is doing well
in each area

Key Goals of Kindergarten Transition Strategies

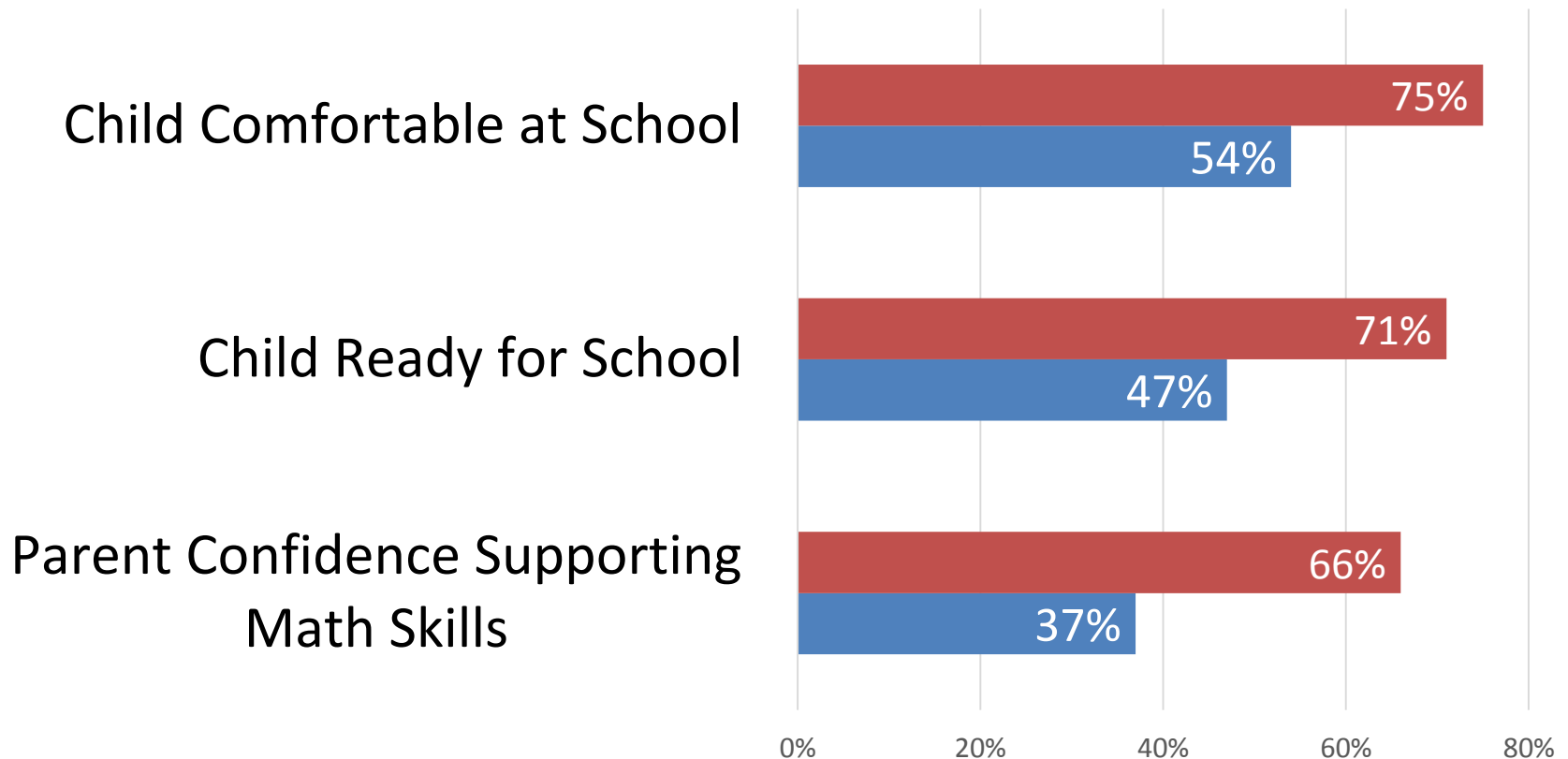
- **Ease transitions** for children and families
- **Build foundation** for family engagement early
- **Communicate** school information & expectations to families
- **Provide tools and activities** for families to support children's learning at home
- **Increase children's school readiness skills**

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

■ After KT ■ 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

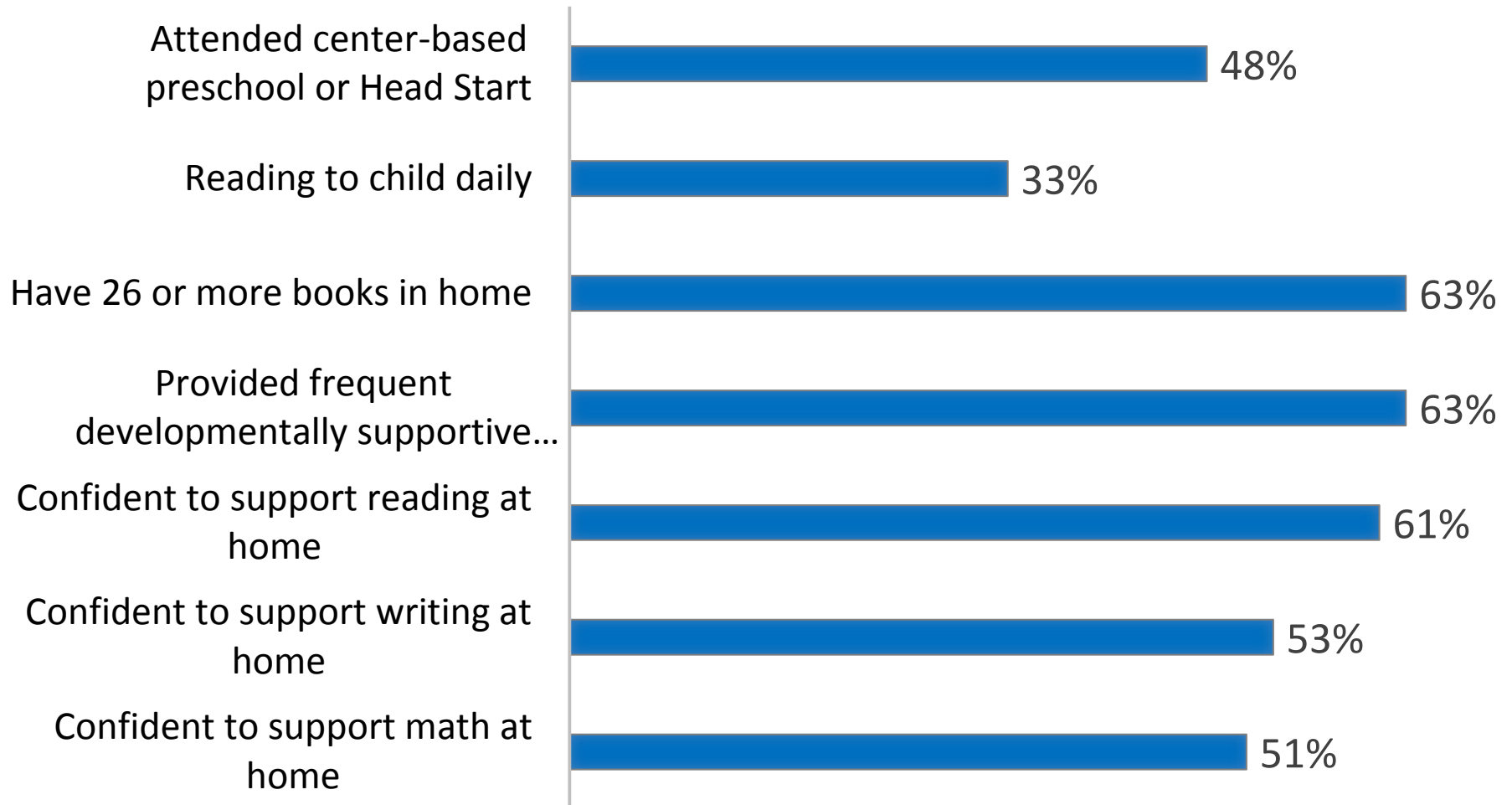
Family
Support for
Learning at
Home



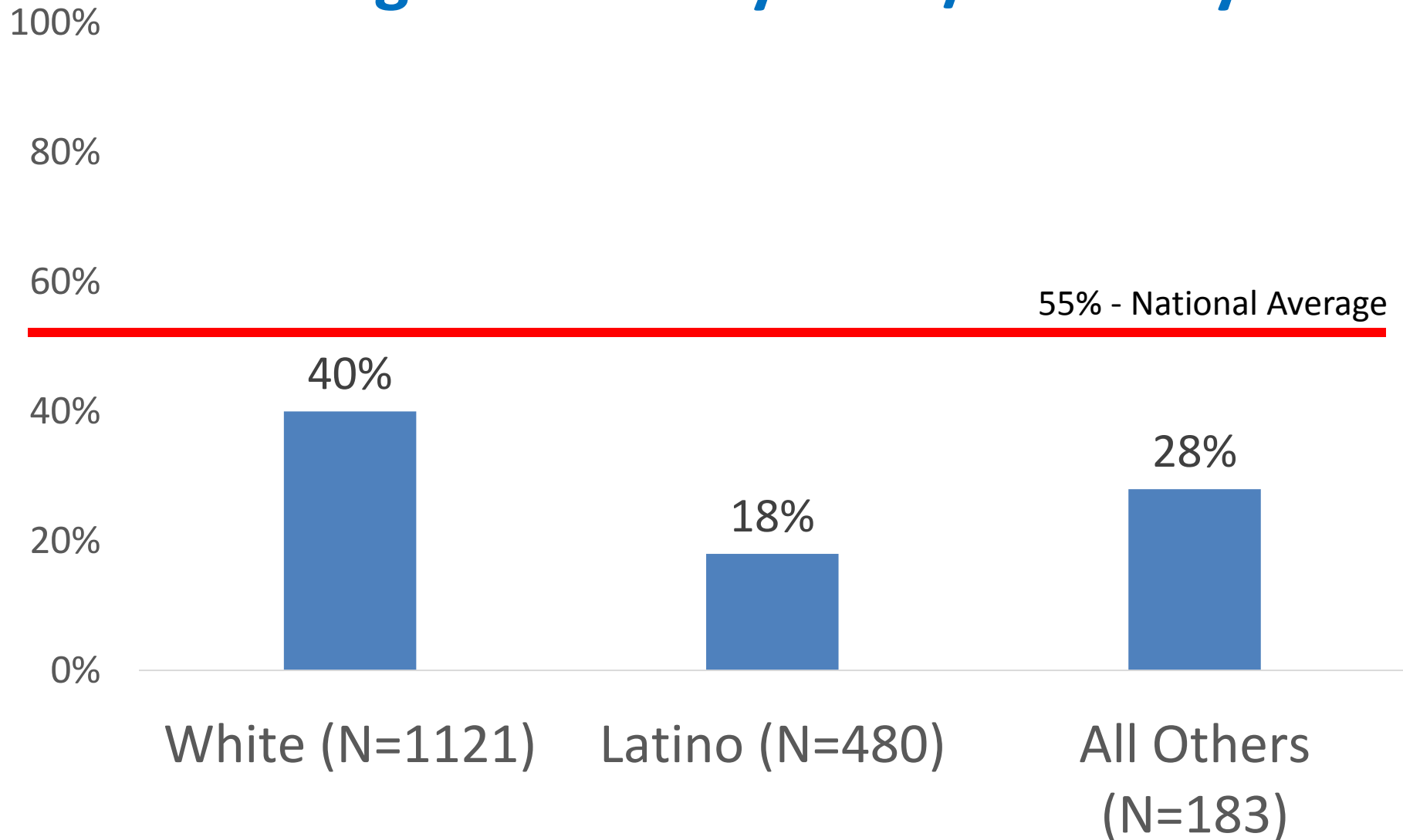
Effective
Communica-
tion Between
School &
Home

Parent-
School
Partnership
Supporting
Learning

Identified Strengths & Challenges in Support for Learning at Home –Incoming Kinder Parent Surveys (n=1783)



Identified Disparities in Support for Learning at Home by Race/Ethnicity



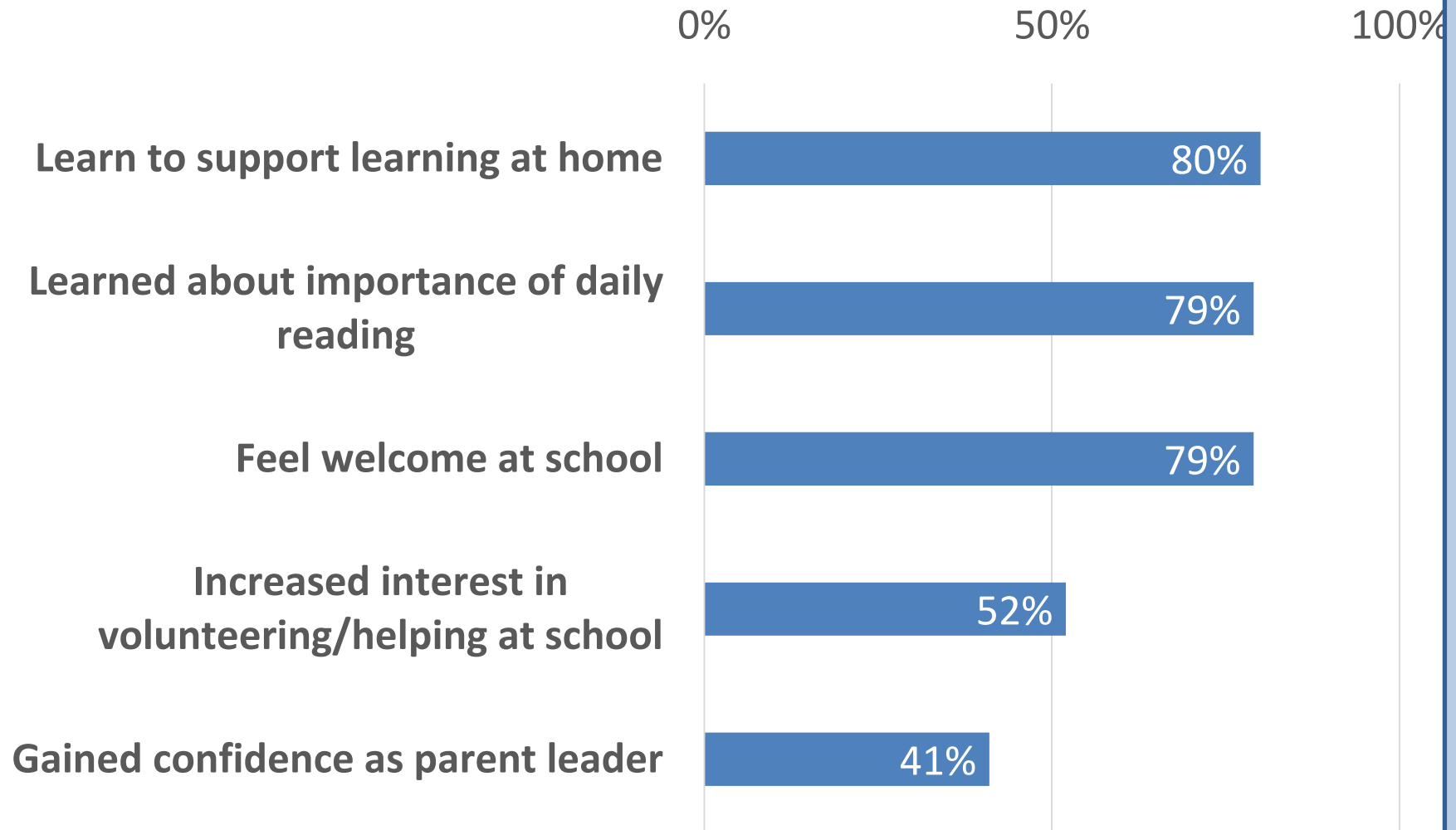
Family Engagement Strategies

- **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



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

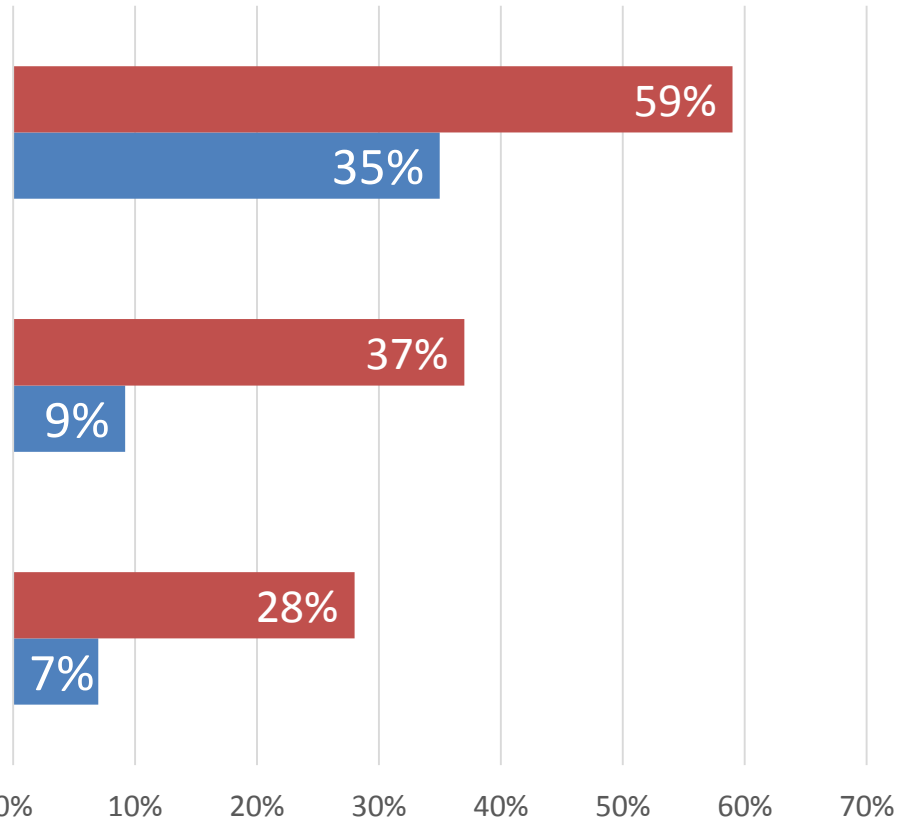
- 165 workshops/trainings for ELDP-K3, with over 500 providers, e.g., one-time events, professional learning communities, shared trainings
- 234 ELDP completed PD outcomes surveys
- 124 K-12 staff completed PD outcomes surveys

Shared PD - Early Learning Provider Outcomes

■ After PD

■ Before PD

I do things to support school readiness



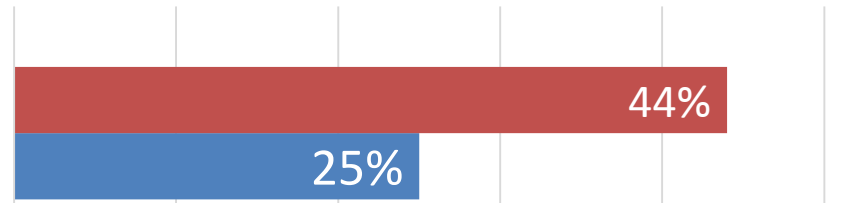
Understand what K teachers expect

I know about screenings/assessments used by schools

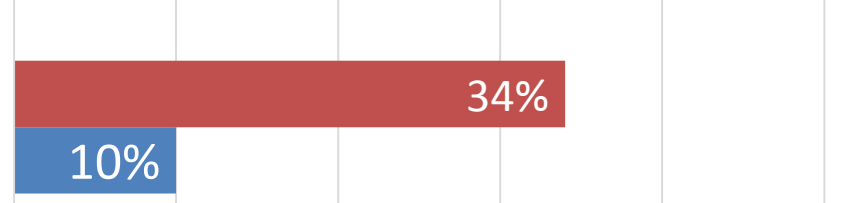
Shared PD - K-3 Teacher Outcomes

■ After PD ■ Before PD

ELDP help children with school readiness



I understand early learning experiences of incoming kinders



I know what assessments/screenings are used in ELDP

0% 10% 20% 30% 40% 50%

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**

