Understanding & Evaluating Prenatal-Grade 3 Systems
Overview

1. Overview of P-3 Systems Investments & Outcomes
2. Evaluation Approach
   – Identifying Cross-Site Outcomes
   – Grantee Capacity Development
   – Tools for Grantees
Elements of Effective Prenatal-Grade 3 Systems

Effective, Aligned Early Learning & K3 Systems
1. Leadership
2. Collaboration
3. Aligned curricula & standards
4. Data driven
5. Shared resources
6. More quality early learning programs

Effective Staff & Teachers
1. Cross-sector PD
2. Aligned practices
3. High quality teaching and learning environments
4. Learning pathways and smooth transitions

Engaged, Supportive Families
1. Support children’s learning from birth
2. Home-school connections
3. Engaged in P-3 leadership & decision-making
4. Access to needed services

Earlier Child Outcomes
1. Children healthy development from birth
2. Early ID & Referral for special needs
3. Children ready for Kindergarten
4. Reduced disparities across racial/ethnic groups

Change Happens Over Time: Early Improvements Lead to Later Outcomes
Examples of P-3 Strategies & Outputs – Early Stage

**Systems**
- Cross sector collaborative governance established (communication, relationship-building, shared vision)
- Data collected to identify needs and prioritize action and planning

**Staff, Teachers, Learning Environments**
- Cross-sector and other professional development opportunities (build relationships, shared practices, instructional quality)

**Families**
- Schools offer education-focused family events, trainings, and workshops (and families participate)
- Change outreach strategies
- Parenting education and training (esp. 0-5)

**Children**
- Enhanced transition activities & programs
- Child data identified and used for planning
- Identify key environments for children before K
Examples of Strategies & Outcomes – Later Stage

**Systems**
- Partners report sharing resources to improve quality and access
- Curricula and standards aligned across Early Learning & K3 systems

**Staff, Teachers, Learning Environments**
- ECE & K3 staff report high levels of cross-system knowledge, shared goals and practices
- Improved instructional quality in EC and K3 settings

**Families**
- Increased % of families reading to children daily
- Increased % of families report regular, effective communication with teachers and schools

**Children**
- Increased % of children meet benchmarks for school readiness
- Increased % of children have access to early childhood programs and services prior to K entry
Evaluation Approach: Building a Data-Driven P-3 System
P-3 Evaluation Approach:
Supporting a Useful Data System

Monitor & Review Data

Identify Needs, Plan for Action, Revise Strategy

Measure Outcomes

Measure Implementation & Outputs
Data Collection Tools for P-3 and/or KRPI

**Systems**
- **PSU Interviews** - key stakeholders/leaders across ECE & K3 systems
- **Collaboration Surveys** - key stakeholders/leaders
- **CNRA** – P3 grantees compile community and school information about demographics, school readiness, and child/family well-being

**Professional Development**
- **Professional Development Participation & Outcome Survey**—cross sector knowledge & understanding

**Families**
- **Kindergarten Family Survey**
- **Family Engagement Participation & Outcome survey**

**Children**
- **Kindergarten Family Survey**
- **Kindergarten Transition Participation & Outcomes**
- **Oregon Kindergarten Assessment**
Evaluation Approaches

OCF P-3:
- Conduct a local community needs assessment
- Building a local P-3 logic model
- Develop a data-driven work plan - Year 1 tasks, timeline, and progress
- Enter data and generate indicators on web-based platform
- Monitor progress over time

KRPI:
- Two-Tiered Approach – Document common outputs & outcomes in 3 areas for all grantees
- “Deeper Look” at lessons learned, specific outcomes for subset of grantees

BOTH:
- Shared progress reporting requirements
- Plans for shared output and outcome data collection
- Shared methods for documenting systems changes