

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



Current Statewide P-3 Investments



October 2014

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
4. Engaged in P-3 leadership & decision-making
5. 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

Children At Benchmark in Grade 3

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

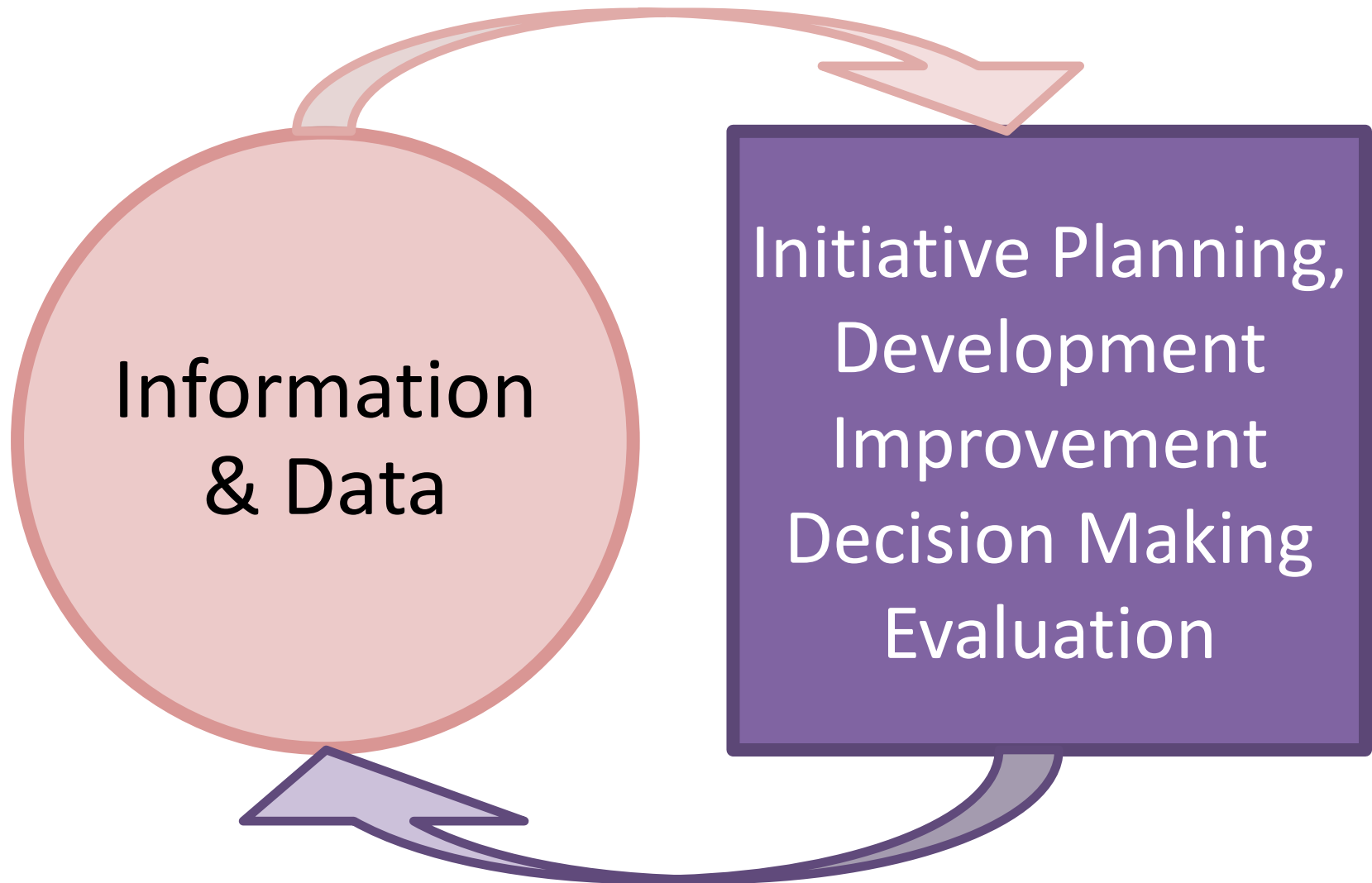
Families

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

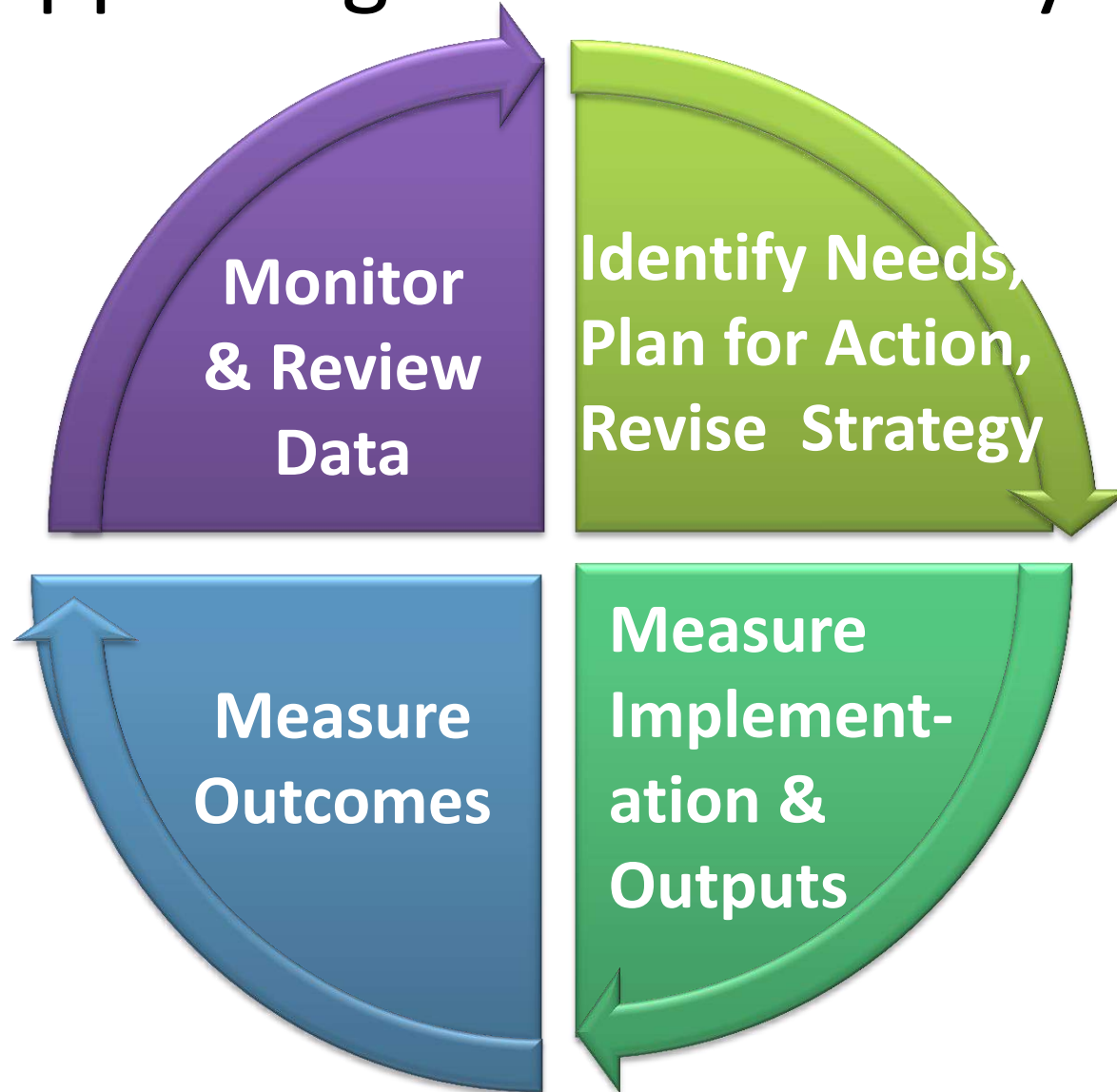
Children

- 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



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

