



# KINDERGARTEN READINESS PARTNERSHIP & INNOVATION (KRPI) FUNDS

## 2016-17 Key Findings: Family Engagement Strategies

With KRPI funding, Early Learning Hubs provide family engagement and kindergarten transition activities to help reduce racial, ethnic, and other disparities in kindergarten readiness.



### OREGON'S KRPI-FUNDED STRATEGIES

- **Family engagement** strategies vary from less intensive involvement (such as attending conferences) to partnership and collaboration that brings schools and families together to work as partners on improving children's educational outcomes.
- **Kindergarten transition** activities and programs work with incoming kindergartners and their families to help orient them to school routines and expectations. Many kindergarten transition programs also help children develop early academic and social-emotional skills.

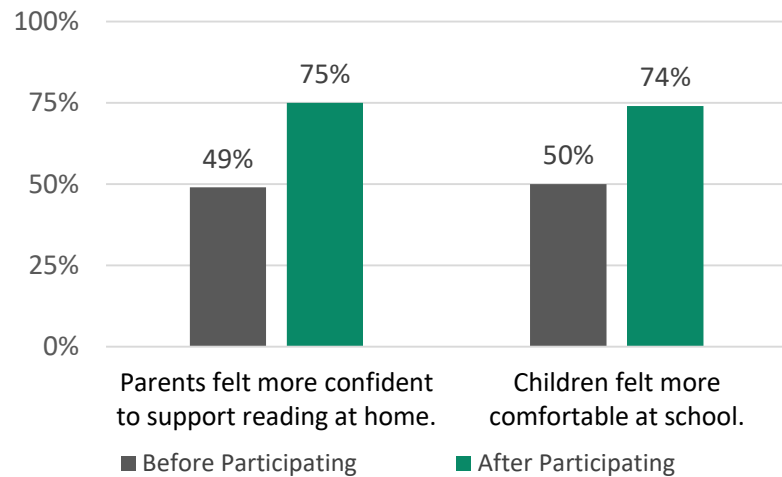
### WHY DOES FAMILY ENGAGEMENT & KINDER TRANSITION MATTER?

- **Parents/caregivers** who understand what children need to know and what preschools and kindergarten teachers expect can more effectively support children's school readiness skills.<sup>1</sup>
- **Children** whose parents/caregivers are more confident in supporting their child's education are more prepared for school.<sup>1</sup>
- **Children** who begin school with important school readiness skills, both academic and social-emotional, have greater long-term academic success.<sup>2</sup>

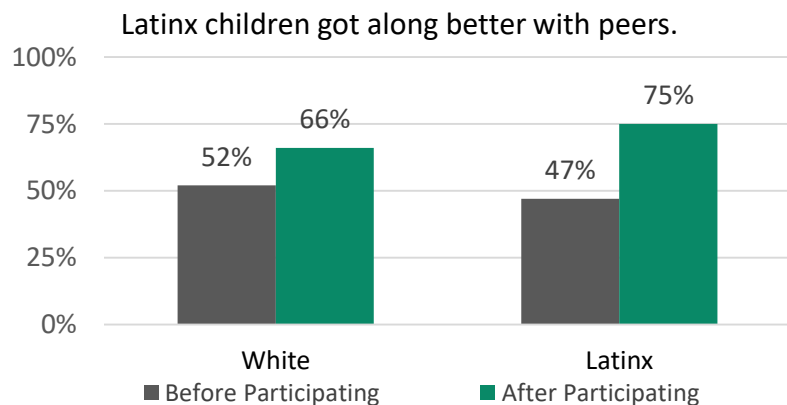
### WHAT ARE THE BENEFITS OF KRPI-FUNDED PROGRAMS?

**After participating in family engagement & kindergarten transition activities:**

- ✓ **Parents** were more confident supporting reading & math.
- ✓ **Parents** felt more prepared to help their child enter kindergarten.
- ✓ **Children & parents** felt comfortable & welcome at school.



**Family engagement & kindergarten transition activities were especially helpful to Latinx & other families of color.**



**On all outcomes, other families of color also reported gains from before to after participation.**

# ABOUT KRPI-FUNDED FAMILY ENGAGEMENT & KINDERGARTEN TRANSITION ACTIVITIES

1623

families participated in multi-session family engagement & kindergarten transition programs in 11 of the 16 Early Learning Hubs in 2016-17

## ACTIVITIES FOCUSED ON



Building families' confidence & skills in **supporting children's learning & development at home.**



Creating **two-way communication** & learning-focused **partnerships** between families, early learning providers & teachers.

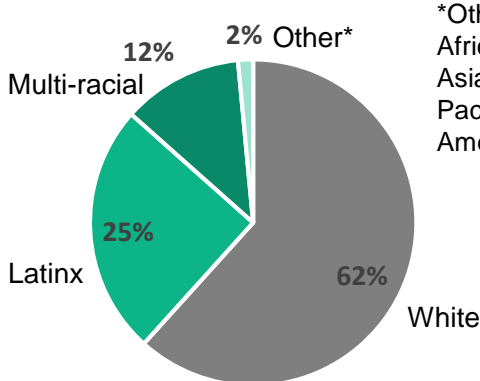


Promoting **family leadership, decision-making, & advocacy** by increasing family voice in schools, programs, & children's learning.



## WHO PARTICIPATED IN ACTIVITIES?

Over one-third of participants were families of color.



\*Other families include: African American/Black, Asian, Native Hawaiian/Pacific Islander, Native American/Alaska Native

71%

of participating families had a child entering kindergarten

## HOW WAS OUTCOME DATA COLLECTED?

- ✓ Programs collected **the Family Events Outcome Survey** for all ongoing (3 or more sessions) family engagement & kindergarten transition activities funded by KRPI
- ✓ **The survey documents parents/caregivers' skills, beliefs, & knowledge** gained through ongoing FE/KT programming.

**For more information about the KRPI evaluation, please visit:**

<https://www.pdx.edu/ccf/current-research-projects-0#currentearlychildhood>

<sup>1</sup> National Academy of Sciences, Engineering, and Medicine (2016). *Parenting Matters: Supporting Parents of Children Ages 0-8*. Washington, DC: The National Academies Press. doi: 10.17226/21868.

<sup>2</sup> Duncan, G.J. et al. (2007). *School readiness and later achievement*. *Developmental Psychology*, 43(6), 1428-1446.  
Raver, C.C. (2003). *Children's emotional development and school readiness*. *ERIC Digest*. Available online at: <https://www.researchgate.net/publication/242095521>