Early Learning Division
Kindergarten Readiness Partnership & Innovation Grants
Annual Outcomes Summary Report: January – September, 2018

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2018 Data Highlights

Professional Development Built Bridges for ELPs & K3 Staff

- 178 Early Learning Providers/182 K-3 Staff participated in shared professional development
- More professionals of color represented this year
- K-3 teachers increased their understanding of what children experience in early learning settings
- Both K-3 and ELP participants increased their understanding of the importance of social/emotional learning skills, with K-3 participants exhibiting a larger attitudinal shift than ELPs
- Almost all participants report that they plan to make changes in their classroom/program to increase alignment

Family Engagement Programs Supported School Readiness in Families & Children

- 1935 families completed surveys
- More families of color represented this year
- Parents feel more comfortable in supporting child's learning in reading & math
- Parents and children feel more welcome and comfortable at school
- Parents feel more prepared to help their child transition to Kindergarten

Latinx Families Reported Larger Increases in School Readiness than did White Families

- Latinx families especially likely to report increased confidence in supporting math and reading at home

KRPI Activities across Hubs

The fourth year of funding of prenatal to third grade (P3) alignment work through the Early Learning Division's Kindergarten Readiness Partnership and Innovation (KRPI) grant program began in January 2018. Most of the work in the new grant year was a continuation of activities from previous years. However, some new programming was offered in various regions (e.g., new PreK-like programming, or programs expanded to serve specific populations). Some professional development (PD) opportunities and family engagement (FE) programming, such as *Ready! for Kindergarten* Workshops and *Play to Learn* groups, were initiated in the 2017-18 school year but didn't conclude until the first quarter of this year. Thus, data regarding these activities were included in the 2018 year summary. At the conclusion of ongoing, multi-session shared PD[1] and FE, program participants were asked to complete a retrospective survey about their experiences in the program or training to assess outcomes.

As shown in Figures 1-2, Early Learning Hubs tracked outcomes for more families and professionals in 2018 than in previous years. Across 19 different programs, shared Professional Development Outcome Surveys were collected from **360 participants** including 178 from early learning providers (ELPs) and 182 from K-3 staff. ***One thousand nine hundred and thirty five (1935) parents/caregivers*** participating in 38 different FE programs completed the Family Events Outcomes Survey. Table 1 summarizes the number and types of outcome surveys submitted to PSU by each Hub through September 2018. What follows is a summary of the results from the Shared PD and Family Events Outcomes Surveys administered during Year 4.[2]

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[1] Shared PD includes Professional Development opportunities where both Early Learning Providers and K-12 Teachers/Staff are present.
[2] Year 1 = 2014, Year 2 = part of 2015 and all of 2016, Year 3 = 2017, Year 4 = 2018, Q1-Q3 included in this report. If data were entered after the close of the data entry period, they were included in the following year.

Table 1. KRPI grantees implemented and tracked outcomes from a variety of Shared PD and FE programs in 2018.

Grantee[3]	PD		FE
	ELP	K-3	
Blue Mountain ELH	PLT - Conscious Discipline (n=15)	PLT - Conscious Discipline (n=38)	Kindergarten Jumpstart (n=61)
Clackamas ELH		Professional Development (n=1)	Family Events Outcomes (n=19) Jump Start (n=41)
Eastern Oregon ELH	P-3 Alignment PLT (n=12)	P-3 Alignment PLT (n=1)	Family engagement events (n=95)
EL Multnomah			Kindergarten Transition (n=48) Fall Meeting (n=2) Winter Meeting (n=20)
EL Washington County	Child Care Symposium (n=11)		Parenting ABCs (n=9) Triple P Spanish (n=7) Nurturing Parents - Arabic (n=8) Hopkins Pre-K (n=4) McKinney Pre-K w/ Adelante (n=4) Juntos Aprendemos (n=7)
ELH of Central Oregon		Kindergarten GEM Series (n=22) Regional P3 Design Team (n=31)	
ELH of Linn, Benton, Lincoln			Lebanon Pre-K (n=16) Sweet Home Pre-K (n=13) Waverly CDC (n=18)
Lane ELA	KITS Program Training (n=4)	KITS Program Training (n=16)	KITS (n=170)
Marion & Polk ELH, Inc.	Brain Changes (n=7) Growing Early Mindset Workshop (n=42) Ready for Kinder (n=17) STEM (n=62)	Growing Early Mindset Workshop (n=21) Kindergarten Nights (n=21) STEM (n=25)	English Family Literacy (n=3) Incredible Years, En (n=16)/Sp (n=31) Leyendo Avanzamos (n=14) Make Parenting a Pleasure, En(n=12)/Sp(n=27) Mind in the Making (n=7) Nurturing Parenting (n=3) Opening Doors (n=16) Ready! For K (n=234)
Northwest Regional ELH			Kindercamp (n=216) Social Skills & Reading Skills (n=2)
South Coast Regional ELH		Ready Set Learn PD Event (n=6)	Kindergarten Success Begins Early (n=7) North Bend Summer Program (n=22) Ready Set Learn Summer Program (n=4)
South-Central Oregon ELH			READY! for Kindergarten (n=156) Play 2 Learn (n=142)
Yamhill ELH	Early Learning and Kindergarten Guidelines Training (n=8)		2017 Kinder Transition Camps (n=205) Kinder Transition Camps (n=237) Ready for Kinder (n=39)
Totals	**Programs: 10 Survey Respondents: 178**	**Programs: 10 Survey Respondents: 182**	**Programs: 38 Survey Respondents: 1935**

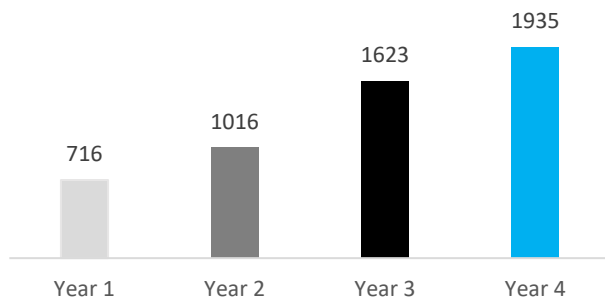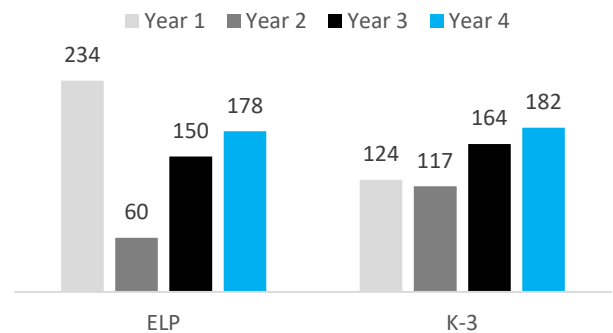**Figure 1. More families participated in FE programs in 2018.[4]**

Figure 2. More staff participated in shared PD in 2018.[4]

[3] No outcomes surveys were submitted by Four River ELH, Frontier ELH, or Southern Oregon.
[4] This may be an undercount since not all participants may have submitted an Outcomes Survey.

Shared Professional Development Outcomes

178 Early Learning Providers

182 K-3 Staff

More professionals of color
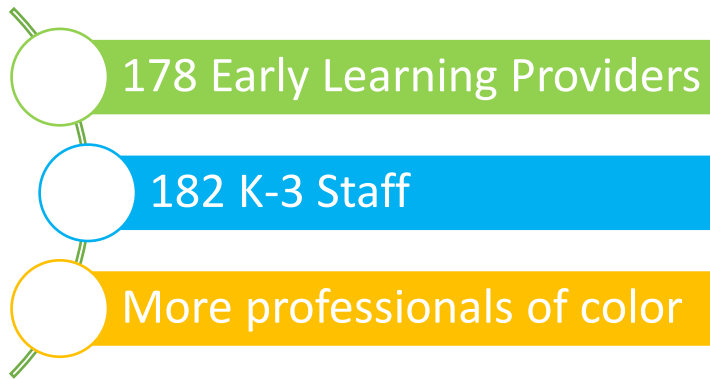
During quarters 1-3 of the 4rd year of KRPI funding, 9 Early Learning Hubs administered outcomes surveys to assess skill and knowledge acquisition, as well as attitudinal change, following participation in professional development activities. The PD events with the highest number of participants included STEM PD (Science, Technology, Engineering & Math), Conscious Discipline, Growing Early Mindsets (GEM), and Kids in Transition to School (KITS).

Over two-thirds (71%) of professionals participating in the PD opportunities self-identified as White; 22% identified as Latinx; 3% identified as multiracial; 2% identified as Asian; 1% identified as African American or Black; and 1% chose to self-identity outside of the racial and ethnic categories provided. Data shows a continued increase in the proportion of professionals of color participating in shared PD events in Year 4 (29%), over Year 3 (22%) and Year 2 (10%) (Figure 3). In large part, this increase reflects the participation of early learning providers of color in activities sponsored by a small handful of Hubs. For example, in Year 4, 48% of participants in shared PD sponsored by the Marion-Polk Early Learning Hub self-identified as persons of color (primarily Latinx).

At the end of shared PD activities, professionals were asked what they knew about the experiences of and expectations for children in preschool and kindergarten *before* and *after* participation. As illustrated in Figure 4, early learning providers significantly increased their understanding of kindergarten teacher expectations for school readiness after participating in the shared PD activity. Likewise, K-3 teachers significantly increased their understanding of what children experience in early learning settings.

Figure 3. The percentage of professionals of color participating in shared PD has increased each year.

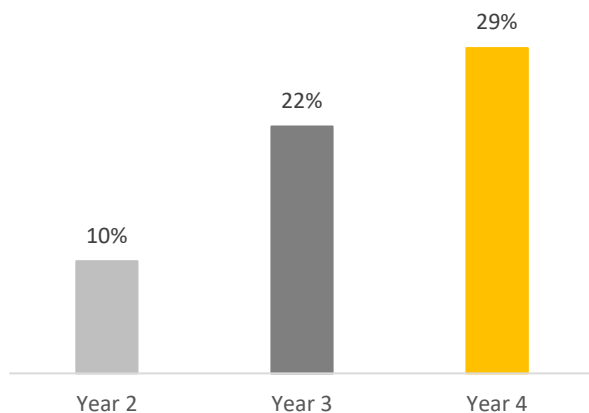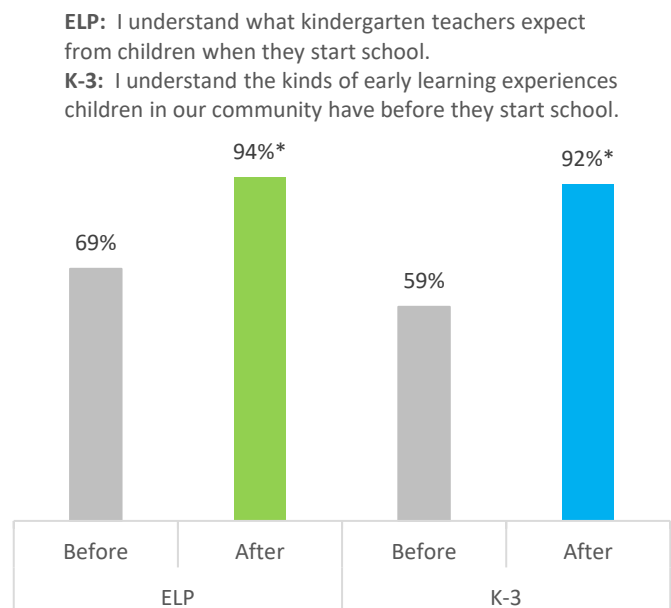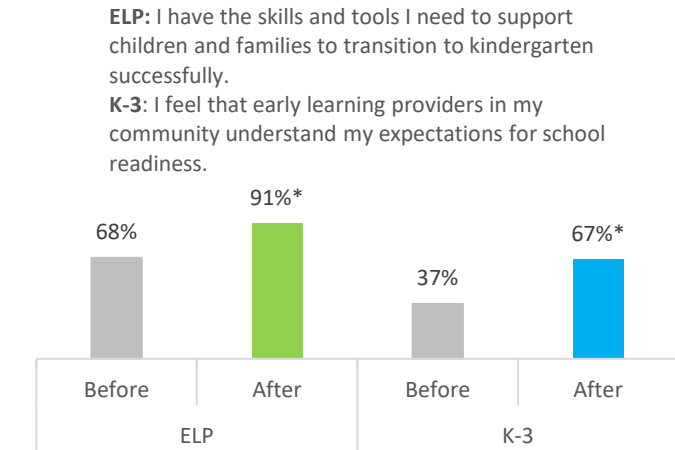**Figure 4. After shared PD, ELPs and K-3 staff show increased understanding of early learning and school expectations.**

ELP: I understand what kindergarten teachers expect from children when they start school.
K-3: I understand the kinds of early learning experiences children in our community have before they start school.

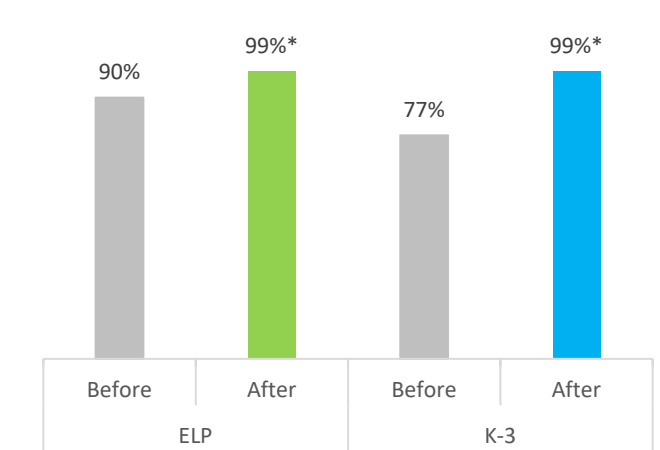*Represents a statistically significant increase.*

After participating in shared PD opportunities, K-3 staff felt that early learning providers had a significantly better understanding of what children need in order to be prepared for kindergarten (Figure 5). These findings are consistent with data from previous years. Early learning providers were also significantly more likely to report feeling equipped to help children develop school readiness skills after participating in the shared PD program. Following participation, both K-3 and ELP participants significantly increased their understanding of the importance of social/emotional learning skills. This was particularly true for K-3 participants who exhibited a larger attitudinal shift than ELP participants, who already were largely in agreement with this statement (Figure 6).

Figure 5. ELPs/K-3 staff have more understanding of each other's work & expectations for school.

ELP: I have the skills and tools I need to support children and families to transition to kindergarten successfully.
K-3: I feel that early learning providers in my community understand my expectations for school readiness.

Represents a statistically significant increase.

Figure 6. K-3 staff improve their understanding of the importance of social/emotional learning.

Represents a statistically significant increase.

Early Learning (EL)/K-3 Alignment & Practice Changes

In 2018, new questions about ELP/K-3 alignment were added to the PD Outcomes Survey. Early Learning Providers and K-3 staff reported more consistency between their practices after participating in shared PD. Likewise, almost all ELPs/K-3 staff agreed on the importance of alignment after shared PD events. All of the findings regarding alignment between ELP/and K-3 staff were statistically significant (Figure 7).

Figure 7. Participants' understanding of alignment increased after shared PD.

(% agree/strongly agree)	Early Learning Providers		K-3	
	Before	After	Before	After
The curriculum and practices I use with children are consistent with kindergarten teachers'/early learning providers' work.	63%	89%*	44%	81%*
The assessment and screening tools I use are consistent with elementary school/early learning providers' tools.	44%	70%*	24%	53%*
Aligning my current curriculum and practices with those of grades k-3/early learning providers is important.	71%	93%*	66%	95%*

Represents a statistically significant increase.

Early learning providers and K-3 staff were asked about program/school leadership's support for shared PD opportunities. **Most ELP (81%) and K-3 staff (85%) said that leadership was supportive of these PD opportunities**. Respondents also said that the activities and practices taught were developmentally appropriate; that they felt empowered to make changes in their classroom/program; and that they plan to make changes to increase alignment with K-3/early learning programs (Table 2).

Table 2. PD events set the stage for practice changes.

% agree/strongly agree	ELPs	K-3
Leadership in my workplace supports professional development opportunities with K-3 teachers/early learning providers.	81%	85%
The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom/program.	96%	97%
I feel empowered to make changes to activities and practices in my classroom/program.	95%	91%
There are changes I will make in my classroom/program to increase alignment with grades K-3/early learning programs.	92%	87%

Planned Practice Changes

In an open-ended question, ELPs (n=133)/K-3 staff (n=160) were asked to share 1 to 2 things they would like to change in their work based on what they learned in the PD activity they attended.

Comments from K-3 Participants (n=160)

Three areas were mentioned most often by K-3 professionals as areas for continued growth:

- Incorporation of more STEM content/science learning/experimentation/exploration into the curriculum;
- Increased attention to and use of social-emotional learning practices;
- Greater focus on the family, including cultivation of better relationships with families, increased parent involvement, greater opportunities for parent education, and more resources for families.

Respondents also highlighted their interest in implementing (and/or continuing to implement) a variety of structured programs/approaches, including:

- KITS positive behavior management practices (e.g., setting expectations, positive reinforcement, ignoring negative behaviors, redirection, using empathy, strengths-based vocabulary, etc.)
- Growth Mindset (GEM) practices (OK to make mistakes, use of hands-on activities, open-ended questions, etc.)
- Conscious Discipline practices (Brain Smart Start, classroom commitments, morning greetings, end of the day reflections, etc.)
- ANTS framework (interrupting "automatic negative thinking")

Less frequently mentioned areas for change included:

- Staff self-care, development, connection and shared language;
- Increased partnership with early learning/facilitation of kindergarten transition;
- Implementation of kindergarten slow start.

Across all areas, the comment was made that additional time, flexibility, and institutional support would be needed to realize this "wish list."

Comments from EL providers (n=133)
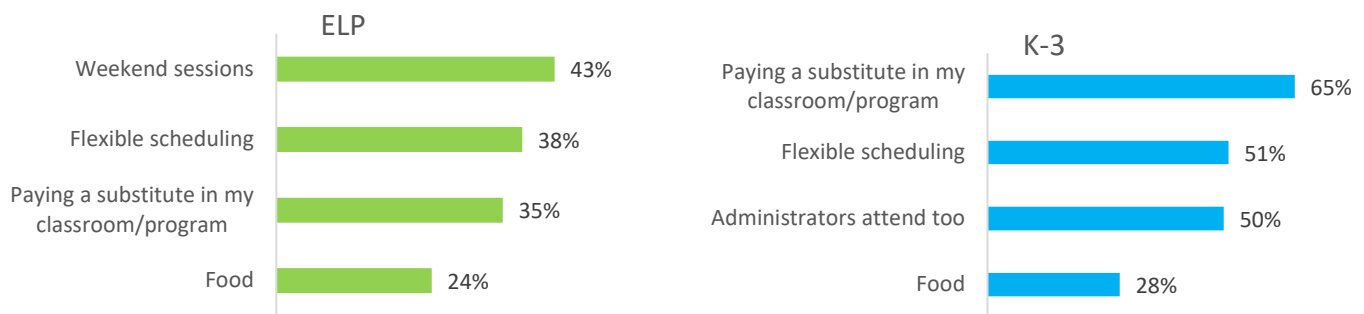
- Even more so than K-3 respondents, ELP respondents indicated that they would like to dedicate more time, attention, and classroom space to STEM-related curriculum and activities.
- ELP also frequently mentioned the importance of adopting a Growing Early Mindsets (GEM) approach, e.g., encouraging open-ended questions, hands-on activities, making mistakes, extension activities.

A smaller number of respondents mentioned the following:

- Working on classroom management and community-building strategies, including: visual aids for classroom expectations, daily greetings, fostering connections, one-on-one check-ins with students, etc.;
- Striving to focus on the positive, using strengths-based language and reinforcing desired behaviors;
- Fostering kindergarten readiness by better understanding expectations, shared professional development, and increased communication with kindergarten partners.

ELPs/K-3 participants were asked to identify the top three resources that they need to be able to participate in PD activities (Figures 13-14). Both ELPs and K-3 staff reported that flexible scheduling, paying a substitute in their classroom/program, and food provided at the activity could help them participate. ELPs also said that weekend sessions would be helpful, and K-3 teachers reported that participation by administrators could support this work. These responses were collected from ELPs/K-3 staff whom were able to participate in PD, so they may or may not reflect the barriers/needs experienced by non-participating ELPs/K-3 staff .

Figure 8. Classroom coverage and flexible scheduling are needed to increase participation in PD activities.

ELP

Weekend sessions	43%
Flexible scheduling	38%
Paying a substitute in my classroom/program	35%
Food	24%

K-3

Paying a substitute in my classroom/program	65%
Flexible scheduling	51%
Administrators attend too	50%
Food	28%

Family Engagement Events Outcomes

1935 families completed surveys

More families of color

Parents feel more confident in supporting reading & math

Parents feel more prepared to help their child transition to Kindergarten

Parents and children feel more welcome/comfortable at school
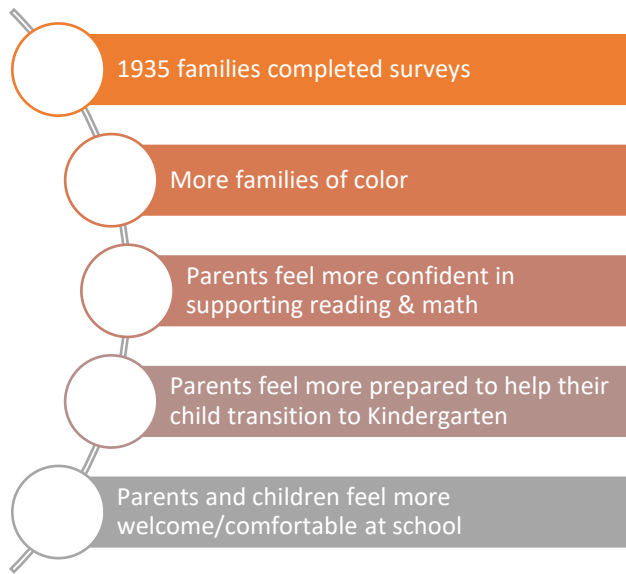
The tables and figures below represent data collected from parents and caregivers participating in FE activities from January through September 2018. ***Almost two thousand families participated in KRPI-funded activities and completed outcome surveys this year.*** The highest proportion of families participated in kindergarten transition programs/camps (n=808), *Ready! for Kindergarten* (n=429), and KITS (n=170).

As shown in Table 3, 1 out of 3 families that attended ongoing KRPI-funded family engagement activities identified as non-White, most of whom self-identified as Latinx. This increase in representation of families of color was primarily due to participation of families of color in 5 Hub regions: Marion and Polk counties (65% participants of color [n=217]), Yamhill County (29% [n=133]), Lane County (27% [n=100]), Multnomah County (70% [n=42]), and Eastern Oregon (40% [n=40]). More detailed demographic information by Early Learning Hub can be found in Appendix **D**. Most families who participated in family engagement events reported speaking English (85%) in the home. Over one-third of families reported speaking languages other than English and/or languages in addition to English. Twenty-four percent (24%) of families reported speaking Spanish in the home, and 13% reporting speaking multiple languages. Because families were asked to report all languages spoken in the home, percentages total greater than 100%.

Table 3. KRPI programs reach families from many different communities.

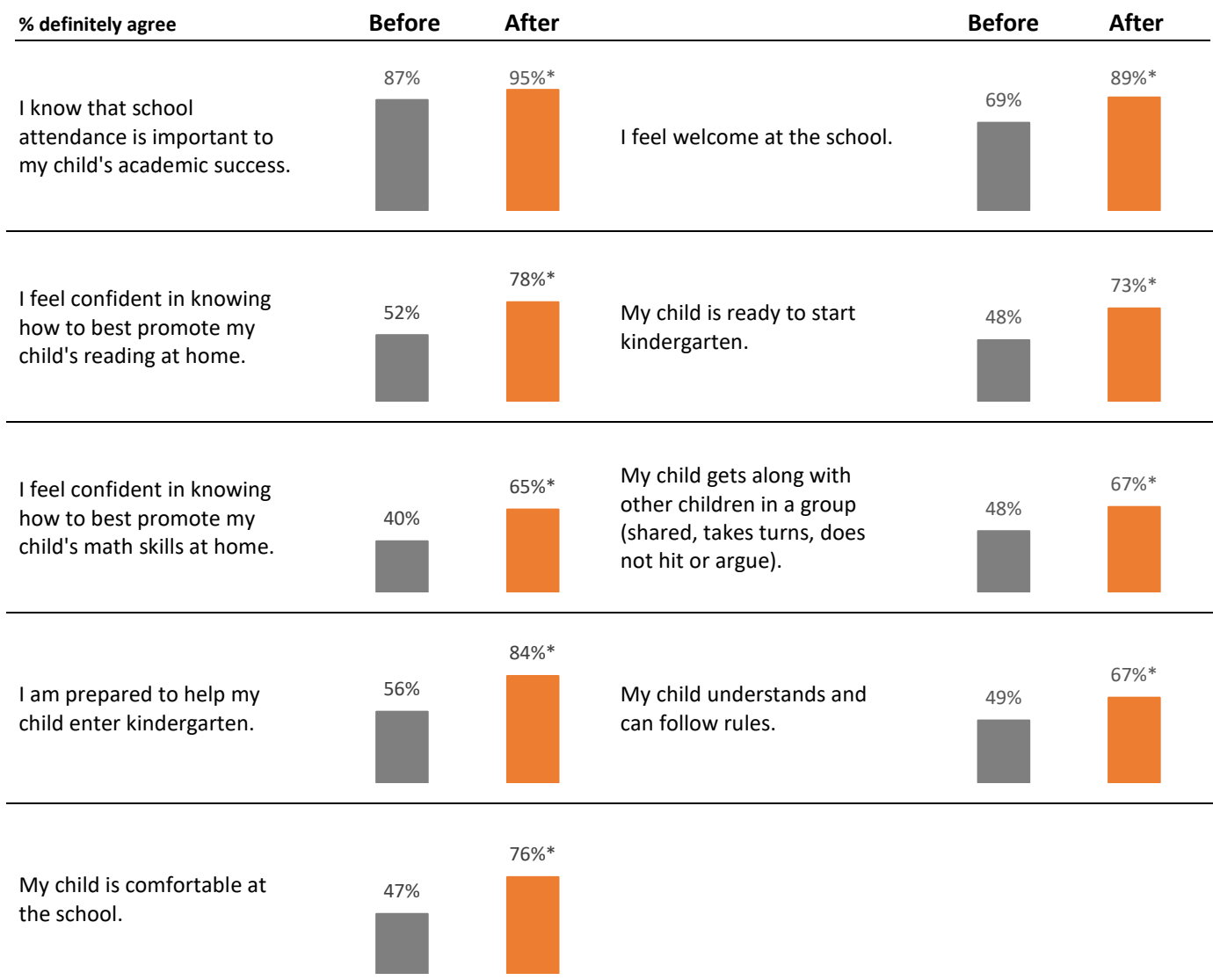| Child's Race/Ethnicity (%)		Language Spoken at Home[5]	
White	61%	English (% Yes)	85%
Latinx	24%	Spanish (% Yes)	24%
More than 1 Race/Ethnicity	12%	Multilingual[6]	13%
Asian	1%	**Ages of Children in the Home (% Yes)**	
African American	1%	Child(ren) 0-3	45%
Self-Identify	0.6%	Child(ren) 4-5	82%
Native Hawaiian/Pacific Islander	0.4%	Child(ren) 6-8	33%
Native American	0.4%	Child(ren) 9-18	34%

At the end of FE series, families were asked to reflect on their skills, knowledge, and beliefs related to school readiness before and after participating in the FE series. After participation in FE, parents/caregivers' perceptions of school readiness improved across a variety of domains (see Figure 8). The greatest improvements were demonstrated in the following domains: child's comfort level at the school (29% increase); parents' confidence to support reading skills at home (26% increase); and parents' sense of preparedness to help their child transition into kindergarten (28% increase). (Note that three-quarters (74%) of families participated in family engagement events related to kindergarten transition. These findings are similar to those reported for previous years of KRPI FE programming.

As shown in Table 4, FE programs were more likely to provide parents/caregivers opportunities to meet and make connections with school staff (56%) than with other parents (41%). However, it should be acknowledged that building school - parent connections may not be a primary function of many of the FE programs, many of which focus more on improving parental support for learning at home or increasing children's comfort with school settings and routines.

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[5] In addition to English and Spanish, families reported speaking these following languages at home: Arabic, ASL, Cantonese, German, Klamath, Korean, Laos, Mandarin, Mixteco, Polish, Portuguese, Punjabi, Russian, Samoan, Vietnamese, Yiddish, Zapateco.
[6] When asked what language their family speaks at home, these responses included 2 or more languages.

Figures 9. Families report improvement in school readiness following participation in FE.

% definitely agree	Before	After		Before	After
I know that school attendance is important to my child's academic success.	87%	95%*	I feel welcome at the school.	69%	89%*
I feel confident in knowing how to best promote my child's reading at home.	52%	78%*	My child is ready to start kindergarten.	48%	73%*
I feel confident in knowing how to best promote my child's math skills at home.	40%	65%*	My child gets along with other children in a group (shared, takes turns, does not hit or argue).	48%	67%*
I am prepared to help my child enter kindergarten.	56%	84%*	My child understands and can follow rules.	49%	67%*
My child is comfortable at the school.	47%	76%*			

Represents a statistically significant difference.

Table 4. FE activities provide opportunities for families to connect with other families and teachers.
% definitely agree

This program helped me make connections with other parents.	41%
This program helped me make connections with teachers and staff.	56%

Family Engagement Outcomes for Latinx Families

Across all of the family engagement measures reported above, larger improvements were observed for Latinx families than for White families (Figure 10). On average, Latinx families rated their pre-FE school readiness slightly lower -- or similar to -- White families, but reported higher levels of school readiness than White families following participation in FE (for more detailed information, see Appendix E).

Figure 10. Latinx families self-report greater growth on average than White families.

Parent reports feeling confident in promoting child's reading at home*

Parent reports feeling confident in promoting child's math at home*

Parent reports feeling welcome at the school*

Parent reports that child is comfortable at the school*

Parent reports that child gets along w/ other children*

Parent reports that child understands and can follows rules*
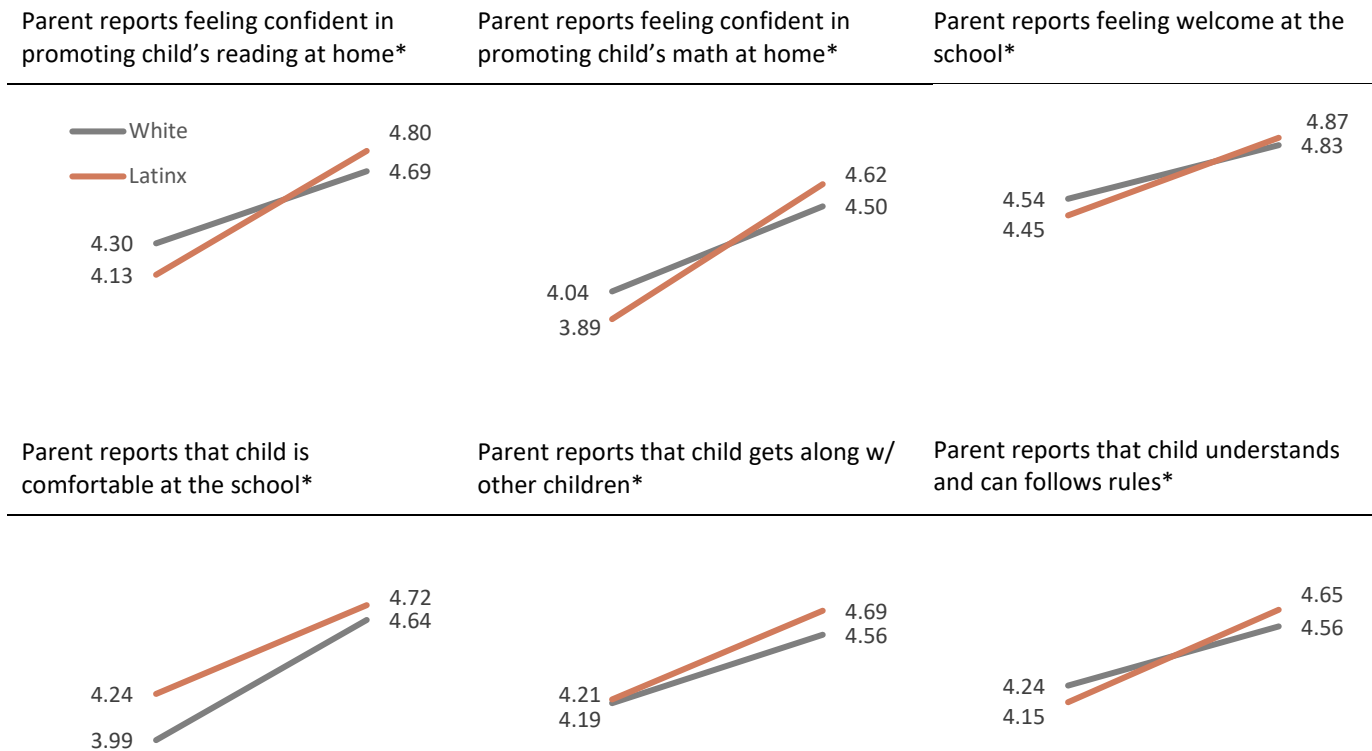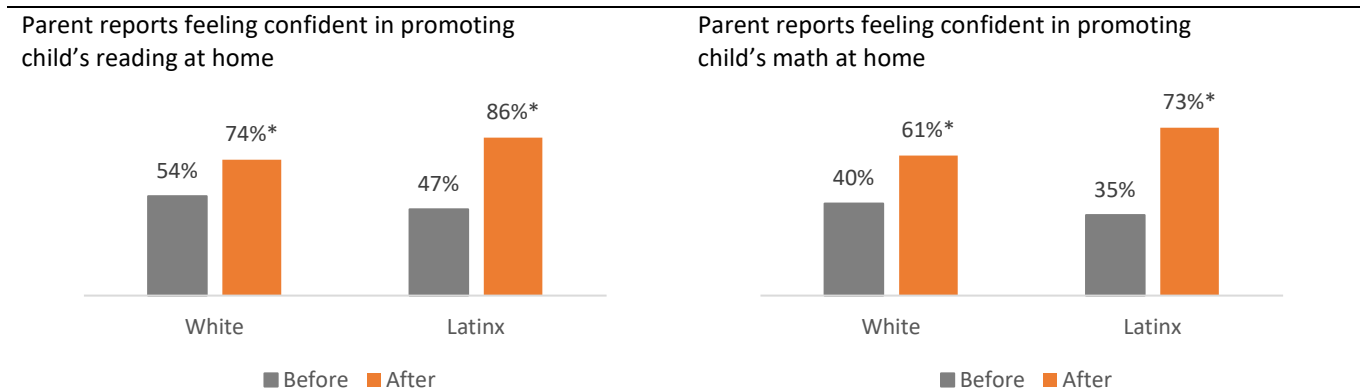

Represents a statistically significant difference.

Figure 10 above displays the average scale scores for Latinx and White families on each school readiness item (rated from 1=definitely disagree to 5=definitely agree). Figure 11 provides additional context for understanding these differences by displaying the percentages of families that "definitely agreed" with two of the school readiness items, before and after participation. Again, both Latinx and White families demonstrated an impressive increase following FE participation, but a higher proportion of Latinx families than White families definitely agreed with each of two items (a pattern that held for all of the school readiness measures).

Figures 11. Latinx families self-report greater growth than White families.
% definitely agree

Parent reports feeling confident in promoting child's reading at home

Parent reports feeling confident in promoting child's math at home

Represents a statistically significant difference.

KRPI Program Characteristics

In Y4, KRPI-funded organizations were asked to complete program surveys to describe key characteristics of the PD and FE strategies being offered through each Hub. This included both the multi-session events (reported above) and 1- or 2-time events (outcome surveys are not collected for these activities). The program survey is intended to provide insight into and context for the types of PD and FE activities available across the state. Because this is first year of KRPI program survey data collection, and Hubs are still in process of implementing new data collection and reporting procedures, the data summarized here likely reflect a yet incomplete snapshot of the full spectrum of PD and FE activities sponsored by the Hubs. In addition, data may not represent the full scale of activities taking place, because Hubs are only asked to report broad PD and FE strategies (rather than every associated activity). For example, one *strategy* might be used across 20 schools with many participants, while a different strategy may only be implemented in one school, with a handful of participants (both would be counted as a single strategy).

Characteristics of KRPI Funded Shared Professional Development Strategies

Twenty nine (29) PD program surveys were submitted (Figure 12). The majority of PD program surveys submitted (19) applied to 1- or 2-time events, and included events like the COSA Conference or trainings on the Oregon Early Learning and Kindergarten Guidelines (For more details on PD program survey data, see Appendix F).[7] Across the Hubs, 647 participants attended series events and an additional 510 participants attended 1- or 2- time events (Figure 13).

Figure 12. Most PD strategies were for 1- or 2-time events.

1- or 2- Time Events ■ Series ■
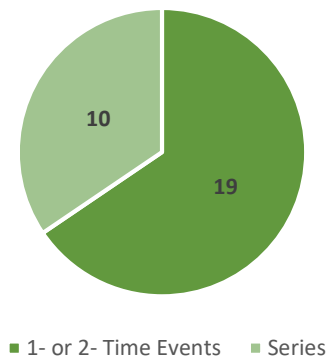
Figure 13. Many ELPs/K-3 staff attended KRPI funded PD events.

647   510

■ 1- or 2-Time Events
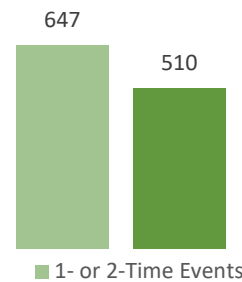
As expected, PD events were most likely to be attended by K-3 teachers (93%) and ELPs (79%). As illustrated in Figure 14, ELP and K-3 leaders/administrators also attended many (66%, 62%) PD events. In addition, almost a third (31%) of the PD strategies had representation from other partners (e.g., P-3 Coordinators, P-3 partners from community-based organizations, other school staff).

Figure 14. In addition to ELPs and K-3 teachers, leaders and administrators attended many PD events.

EL Providers	79%
EL Program leaders/Admin	66%
K-3 Teacher	93%
K-3 Leaders/Administrators	62%
Other partners/stakeholders	31%

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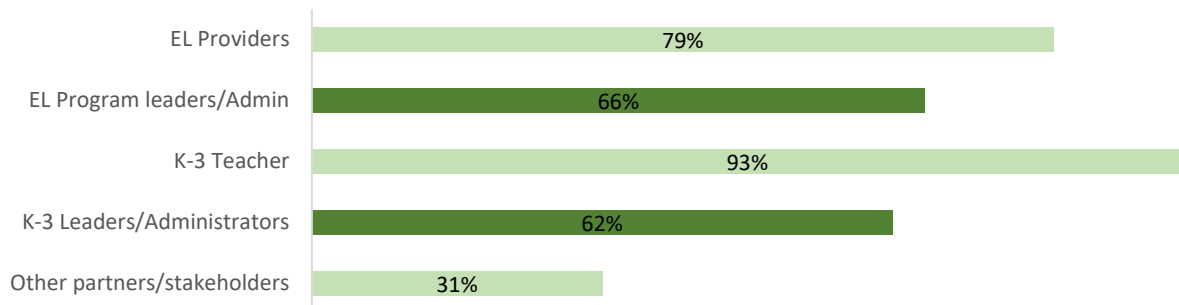
[7] Details on series events are presented in Table 1.

Characteristics of KRPI Funded Family Engagement Strategies

The information summarized here represents the forty-nine (49) FE program surveys submitted. Twenty (41%) of the program surveys applied to 1- or 2- time events (Figure 15). Hub respondents were asked to complete additional questions for events that included 3+ sessions (a "series"), in order to provide information regarding the content and structure of these programs.

As illustrated in Figure 16, Hubs reported that 2417 children and 2584 adults attended FE series events. Note that the number of children and adults in attendance is much larger than the number of FE outcomes surveys submitted (~2000). This is due to two factors: (1) only one Outcomes Survey is completed per family, whereas each individual is counted for the purposes of attendance, and (2) families that did not complete outcomes surveys were still included in the attendance count for series events. An additional 1627 children and 407 adults attended 1- or 2- time events.

Figure 15. Most FE strategies were for ongoing programs.
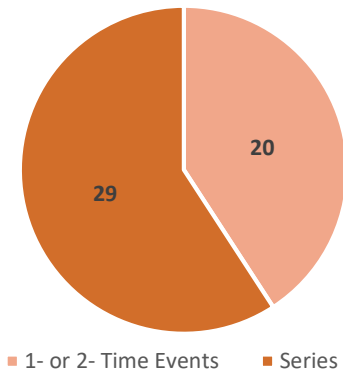
Figure 16. Over 6000 individuals attended KRPI funded FE events.
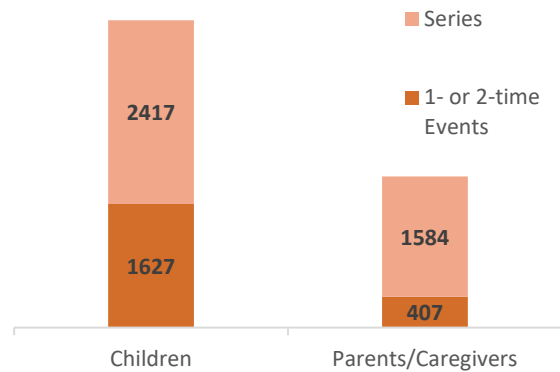
Almost all of the FE series programs were kindergarten transition programs/camps and were geared towards 4-5 year olds (90%). A small propportion (17%) of programs (e.g. Play and Learn, Juntos Apprenemos) were geared towards infants and toddlers (0-3). Repondents reported that a structured curriculum was used by sixty-six percent (66%) of the FE strategies, most commonly Ready! For Kindergarten (47%).[8] Twenty one percent (21%) of the FE programs were specifically targeted toward a priority population. Priority populations for KRPI funding include linguistically and culturally diverse families, families with children with special needs, and lower income families.[9]

Figure 17. Reported characteristics of FE strategies.

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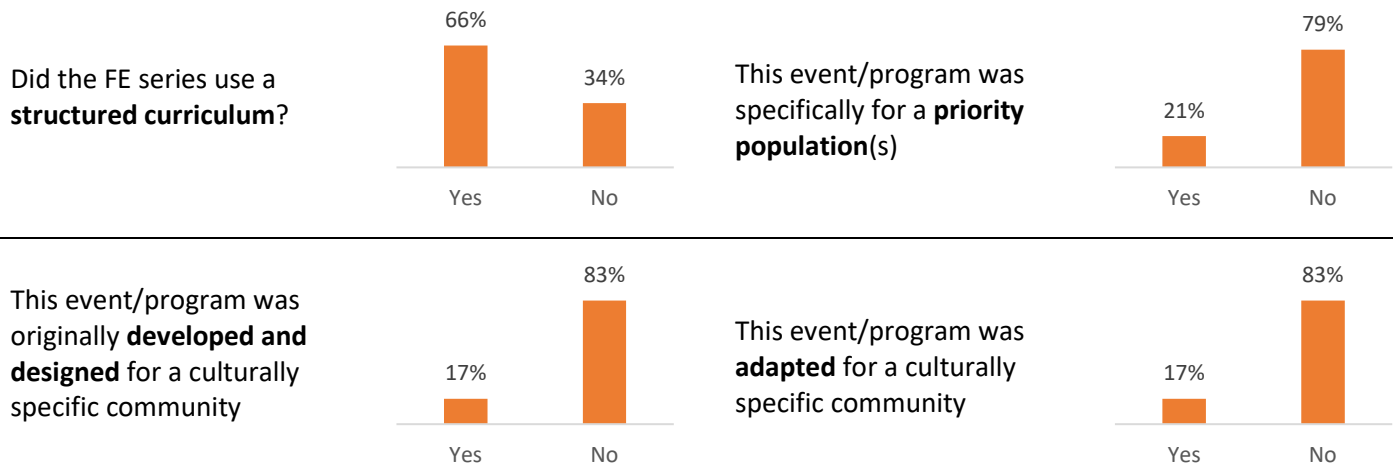
[8] Other curriculum respondes included: Kaliedoscope Play and Learn, Boston Basics, Combination of Abriendo, preschool based on headstart standards & continuing education for parents, reggio emilia approach,Kinderstart, Creative Curriculum, Kindergarten Success Begins Early
[9] For more details about the priority populations data, refer to Appendix G.

While most of the series offered were provided in English without interpreters present, 17% were delivered primarily in a language other than English, and 34% were presented in English and had interpreters available for non-English-speaking participants. [10]

Conclusions & Recommendations

Communities continue to use their KRPI funds to support a variety of activities, programs, and events that are designed to support professionals and families in their ability to contribute positively to children's school readiness and success. The number of programs and events has continued to grow, as has the number of participants. Mostly notably, it appears that family engagement activities are successfully engaging families of color, especially Latinx families whose children may face additional challenges in the transition to kindergarten. Moreover, these families appear to benefit to an even greater extent than do White families, showing substantial improvements in their understanding of kindergarten expectations, feelings of comfort in the school environment, and confidence in their own ability to support their child's transition. FE programming that is being offered by communities appears to be based in structured curricula, which may be important for ensuring high-quality content. At the same time, it is notable that very few programs were specifically designed or adapted in ways that reflect the values, practices, and beliefs of families of color. Additional models that do reflect a more culturally-responsive approach, or adaption of current models to better support these families could lead to even more substantial gains. Finally, it is worth noting that a very large number of both PD and FE activities are "one-time events". While these may have a role in opening initial doors for families, schools, and communities to build positive relationships, it is unlikely that such events will have substantial or lasting impacts on participants' skills or beliefs. Over time, it will be important for local Early Learning Hubs to shift funding priority away from these 1 time events, and focus even more strongly on supports for higher-intensity programs that are more likely to improve desired outcomes.

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[10] Others responses included: "All sessions were in English. The teacher for Boardman was able to use Spanish as well.", "Most were in English but one of the sites it was bilingual Spanish," "Presented in dual Language reflective of audience present. Mostly first in Spanish later in English, some events fully in Spanish." "Some schools provided interprters during parent engagement events"

Appendix A: Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 3 - 2018

Total survey respondents = 178

PD ELP Activities Reported Under Quarters 1 - 3

Blue Mountain ELH (N=15)	Lane ELA (N=4)
Eastern Oregon (N=12)	Marion & Polk ELH, Inc. (N=128)
EL Washington (N=11)	Yamhill ELH (N=8)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 168　Mean = 3.86 AFTER: N = 171　Mean = 4.47	0%	4%	27%	49%	20%	0%	0%	6%	41%	53%
Teaching social/emotional learning skills is important. BEFORE: N = 169　Mean = 4.48 AFTER: N = 173　Mean = 4.87	0%	1%	10%	31%	59%	0%	0%	1%	12%	87%
The curriculum and practices I use with children are consistent with kindergarten teachers' work. BEFORE: N = 167　Mean = 3.68 AFTER: N = 168　Mean = 4.29	1%	7%	31%	49%	14%	1%	2%	8%	46%	43%
I have the skills and tools I need to support children's school readiness. BEFORE: N = 167　Mean = 3.78 AFTER: N = 171　Mean = 4.43	1%	7%	24%	49%	19%	0%	1%	8%	39%	53%
The assessment and screening tools I use are consistent with elementary school tools. BEFORE: N = 164　Mean = 3.36 AFTER: N = 168　Mean = 3.95	4%	13%	38%	32%	12%	2%	11%	17%	30%	40%
Aligning my current curriculum and practices with grades K-3 is important. BEFORE: N = 164　Mean = 4.04 AFTER: N = 167　Mean = 4.60	1%	4%	25%	31%	40%	1%	1%	5%	23%	70%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
Leadership in my workplace supports professional development opportunities with K-3 teachers. N = 174　Mean = 4.13	1%	4%	14%	42%	39%
The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom/program. N = 174　Mean = 4.61	1%	1%	2%	29%	67%
I feel empowered to make changes to activities and practices in my classroom/program. N = 173　Mean = 4.59	1%	2%	2%	28%	67%
There are changes I will make in my classroom/program to increase alignment with grades K-3. N= 171　Mean= 4.50	1%	1%	5%	31%	61%

Appendix A: Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 3 - 2018

Which of the following best describes your role?	N	%
Head Start or preschool teacher	104	61%
Home based child care provider	28	16%
Classroom assistant or aide	22	13%
Early learning program director or	14	8%
Other	3	2%

How long have you worked in this role?	N	%
More than 10 years	45	26%
7-10 years	33	19%
4-6 years	31	18%
1-3 years	50	29%
Less than one year	15	9%

What is your race/ethnicity?	N	%
White	98	59%
Latinx	51	31%
Asian	8	5%
More than one race/ethnicity	5	3%
Self Identify	3	2%
African American	2	1%

What are the top 3 resources that would most likely increase your participation in professional development like this program?	N	% Yes
Paying a substitute in my classroom/program	66	37%
Food	44	25%
Transportation	11	6%
Administrators attend too	35	20%
Child care	30	17%
Evening sessions	42	24%
Weekend sessions	82	46%
Flexible scheduling	71	40%

Appendix B: Shared Professional Development K-3 Outcomes Survey Findings
Quarter 3 - 2018

Total survey respondents = 182

PD K-12 Activities Reported Under Quarters 1-3

Blue Mountain (N=38) Lane (N=16)
Clackamas (N=1) Marion Polk (N=67)
ELH of Central Oregon (N=53) South Coast (6)
Eastern Oregon (N=1)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of early learning experiences children in our community have before they start school. BEFORE: N =157 Mean = 3.41 AFTER: N = 177 Mean = 4.27	3%	12%	27%	59%	0%	1%	2%	5%	54%	38%
Teaching social/emotional learning skills is important. BEFORE: N = 84 Mean = 3.74 AFTER: N = 180 Mean = 4.89	1%	1%	20%	77%	0%	1%	0%	8%	0%	91%
The curriculum and practices I use with children are consistent with early learning providers' work. BEFORE: N = 156 Mean = 3.24 AFTER: N = 176 Mean = 4.05	2%	16%	39%	44%	0%	1%	8%	11%	47%	34%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 161 Mean = 3.02 AFTER: N = 174 Mean = 3.80	3%	21%	40%	37%	0%	1%	8%	25%	45%	22%
The assessment and screening tools I use are consistent with early learning providers' tools. BEFORE: N = 155 Mean = 2.97 AFTER: N = 167 Mean = 3.60	4%	19%	54%	24%	0%	1%	11%	34%	32%	21%
Aligning my current curriculum and practices with those of early learning providers is important. BEFORE: N = 104 Mean = 3.62 AFTER: N = 173 Mean = 4.34	1%	3%	30%	66%	0%	0%	2%	3%	25%	70%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
Leadership in my workplace supports professional development opportunities with early learning providers. N = 181 Mean = 4.23	1%	7%	8%	40%	45%
The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom. N = 180 Mean = 4.67	0%	1%	2%	26%	71%
I feel empowered to make changes to activities and practices in my classroom. N = 179 Mean = 4.54	1%	2%	6%	25%	66%
There are changes I will make in my classroom to increase alignment with early learning providers. N= 179 Mean= 4.43	0%	1%	13%	30%	57%

Appendix B: Shared Professional Development K-3 Outcomes Survey Findings
Quarter 3 - 2018

Which of the following best describes your role?	N	%
K-3 Teacher	114	66%
K-3 Assistant Teacher/Educ. Asst.	26	15%
School Principal	8	5%
School District Administrator	4	2%
Other	22	13%

How long have you worked in this role?	N	%
More than 10 years	54	31%
7-10 years	19	11%
4-6 years	47	27%
1-3 years	40	23%
Less than one year	16	9%

What is your race/ethnicity?	N	%
White	143	82%
Latinx	25	14%
More than one race/ethnicity	4	2%
African American	0	0%
Asian	0	0%
Native Hawaiian/Pacific Islander	0	0%
Self ID	2	1%

What are the top 3 resources that would most likely increase your participation in professional development like this program?	N	%
Paying a substitute in my classroom/program	118	65%
Food	51	28%
Transportation	8	4%
Administrators attend too	91	50%
Child care	7	4%
Evening sessions	20	11%
Weekend sessions	27	15%
Flexible scheduling	93	51%

Appendix C: Family Engagement Outcomes Survey Findings
Quarter 3 - 2018

Total survey respondents = 1935

Blue Mountain (N=61)	Linn, Benton, Lincoln (N=47)
Clackamas (N=60)	Marion Polk (N=363)
Eastern Oregon (N=95)	Northwest Regional ELH (N=218)
Multnomah (N=70)	South-Central (N=298)
EL Washington (N=39)	South Coast (N=33)
Lane ELA (N=170)	Yamhill (N=481)*

* 205 of these surveys were from 2017.

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 1798 Mean = 4.81 AFTER: N = 1668 Mean 4.92	15	1%	1%	3%	9%	87%	1%	0%	1%	4%	95%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 1794 Mean = 4.29 AFTER: N = 1670 Mean = 4.72	10	1%	3%	14%	30%	52%	1%	0%	3%	18%	78%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 1778 Mean = 4.05 AFTER: N = 1659 Mean = 4.53	16	2%	4%	21%	33%	40%	1%	1%	8%	26%	65%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 1752 Mean = 4.31 AFTER: N = 1632 Mean = 4.80	43	2%	4%	12%	26%	56%	1%	0%	2%	14%	84%
5 My child is comfortable at the school. BEFORE: N = 1694 Mean = 4.07 AFTER: N = 1603 Mean = 4.66	83	2%	6%	21%	24%	47%	1%	1%	5%	17%	76%
6 I feel welcome at the school. BEFORE: N = 1702 Mean = 4.53 AFTER: N = 1598 Mean = 4.84	71	1%	1%	11%	18%	69%	1%	0%	2%	8%	89%
7 My child is ready to start kindergarten. BEFORE: N = 1670 Mean = 4.14 AFTER: N = 1583 Mean = 4.62	99	3%	5%	16%	28%	48%	1%	1%	6%	19%	73%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 1777 Mean = 4.20 AFTER: N = 1659 Mean = 4.59	13	2%	4%	14%	32%	48%	1%	1%	5%	27%	67%
9 My child understands and can follow rules. BEFORE: N = 1777 Mean = 4.23 AFTER: N = 1661 Mean = 4.59	8	2%	4%	14%	32%	49%	1%	1%	4%	27%	67%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make	2%	3%	26%	28%	41%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 1831 Mean = 4.34	1%	2%	15%	26%	56%
12 The information shared in the program was useful. N = 1835 Mean = 4.72	1%	1%	5%	15%	80%

Appendix C: Family Engagement Outcomes Survey Findings
Quarter 3 - 2018

What is the race/ethnicity of your child?	N	%
White	1096	61%
Latinx	429	24%
More than one race/ethnicity	213	12%
Asian	16	1%
African American	16	1%
Native Hawaiian/Pacific Islander	7	0%
Native American/Alaskan Native	7	0%
Self-Identify	11	1%

What language(s) do you most often speak at home?	N	%
English	1581	85%
Spanish	451	24%
Russian	10	1%
Ukrainian	2	0%
Vietnamese	6	0%
Cantonese	8	0%
Other	42	2%
Multilingual	231	13%

Family has at least one child in age range	N	%
0-3	582	45%
4-5	1054	81%
6-8	426	33%
9-18	440	34%

In the year before Kindergarten, did your child spent 5+ hours/week in preschool or preschool classroom (such as a school, Head Start, or childcare center)	N	%
Yes	857	74%
No	305	26%

Appendix D: Family Demographic Information by Hub

Child's Race/Ethnicity (%)	Blue Mountain (N=58)	Clackamas (N=57)	Early Learning Washington County (N=29)	Eastern Oregon (N=85)	Early Learning Multnomah (N=67)	Lane Early Learning Alliance (N=166)	Linn, Benton, Lincoln (N=44)	Marion Polk Early Leaning Hub (N=336)	Northwest Regional ELH (N=207)	South Central ELH (N=259)	South Coast Regional ELH (N=30)	Yamhill ELH (N=457)	Total (N=1795)
White	66%	68%	14%	53%	30%	63%	73%	35%	76%	74%	80%	71%	61%
African American	-	-	-	1%	8%	2%	-	1%	1%	1%	3%	<1%	1%
Asian	-	5%	7%	-	6%	1%	2%	-	1%	-	-	1%	1%
Native Hawaiian/ Pacific Islander	-	2%	-	-	3%	-	-	1%	1%	-	-	<1%	<1%
Latinx	21%	11%	76%	32%	49%	11%	9%	52%	14%	12%	7%	15%	24%
Native American or Alaskan Native	-	-	-	-	-	1%	-	-	-	2%	-	-	<1%
Self-Identify	2%	-	-	-	-	3%	-	<1%	1%	-	-	<1%	1%
Multiracial	12%	14%	3%	14%	5%	19%	16%	11%	8%	12%	10%	13%	12%

Language Spoken at Home (n) % Yes	Blue Mountain (N=61)	Clackamas (N=59)	Early Learning Washington County (N=35)	Eastern Oregon (N=89)	Early Learning Multnomah (N=66)	Lane Early Learning Alliance (N=166)	Linn, Benton, Lincoln (N=46)	Marion Polk Early Leaning Hub (N=344)	Northwest Regional ELH (N=213)	South Central ELH (N=275)	South Coast Regional ELH (N=33)	Yamhill ELH (N=471)	Total (N=1858)
English	82%	92%	49%	89%	64%	90%	98%	64%	92%	96%	94%	92%	85%
Spanish	26%	12%	63%	32%	44%	15%	7%	56%	16%	7%	9%	16%	24%
Russian	-	-	-	-	6%	-	-	2%	-	-	-	-	1%
Ukrainian	-	-	-	-	3%	-	-	-	-	-	-	-	<1%
Vietnamese	-	-	-	-	3%	-	-	1%	1%	-	-	<1%	<1%
Cantonese	-	2%	3%	-	3%	1%	-	1%	1%	-	-	-	<1%
Other	1%	3%	20%	-	-	1%	-	4%	3%	1%	3%	1%	2%
Multilingual	10%	8%	28%	19%	24%	7%	4%	23%	11%	4%	6%	10%	13%

Families has at least one child in the age range - % Yes (%)	Blue Mountain (N=55)	Clackamas (N=56)	Early Learning Washington County (N=34)	Eastern Oregon (N=89)	Early Learning Multnomah	Lane Early Learning Alliance (N=156)	Linn, Benton, Lincoln (N=41)	Marion Polk Early Leaning Hub (N=322)	Northwest Regional ELH (N=166)	South Central ELH (N=139)	South Coast Regional ELH (N=19)	Yamhill ELH (N=224)	Total (N=1294)
0-3	60%	50%	59%	54%	-	39%	24%	44%	47%	41%	21%	47%	45%
4-5	62%	77%	44%	86%	-	95%	88%	80%	80%	80%	90%	84%	82%
6-8	26%	23%	32%	39%	-	25%	42%	38%	31%	40%	42%	29%	33%
9-18	15%	45%	44%	25%	-	37%	39%	35%	34%	34%	42%	30%	34%

Appendix E: Family Engagement Survey Outcomes by Latinx/White

		Mixed ANOVA	Means		n's	
		p	White	Latinx	White	Latinx
Attendance is important to child's academic success	Before		4.86	4.67		
	After	**<0.001**	4.93	4.89	907	339
Parent feels confident supporting reading at home	Before		4.30	4.13		
	After	**<0.001**	4.69	4.80	907	331
Parent feels confident supporting math at home	Before		4.04	3.89		
	After	**<0.001**	4.50	4.62	904	325
Parent feels confident in helping child enter kindergarten	Before		4.33	4.10		
	After	**0.002**	4.82	4.77	895	312
Child is comfortable at school	Before		3.99	4.24		
	After	**0.004**	4.64	4.72	873	310
Parent feels welcome at school	Before		4.54	4.45		
	After	**0.005**	4.83	4.87	870	315
Child is ready for kinder	Before		4.12	4.02		
	After	**0.03**	4.62	4.65	871	294
Child gets along with other children in a group	Before		4.19	4.21		
	After	**0.021**	4.56	4.69	901	331
Child can understand and follow rules	Before		4.24	4.15		
	After	**0.001**	4.56	4.65	904	331

Appendix F: 2018 KPI Professional Development Program Survey Data Summary

1. Please tell us **who participated**:

Early learning providers	76% (n=22)
Early learning program leaders or administrators	66% (n=19
K-3 teachers	93% (n=27)
K-3 leaders or administrators	59% (n=17)
Other, please specify:	38% (n=11)

- childcare providers
- K-12 Administrator, Trainers, Consultants
- EAs, SUN Site Managers, P-3 Coordinators, School Counselor, Child Care Resource & Referral, MESD staff, IRCO Supervisor
- P3 Partners
- counselor, SLP
- SCREL Hub Staff and P3 Coordinators
- High School Students. District SPED
- Community Based Organizations
- Parents

2. Was this event/program a one-time event/2-event program or part of a 3 or more event series?
   - One-time or 2-event program   66% (n=19)
   - 3 or more event series (Please collect outcomes surveys)   33% (n=10)

_____

The following questions were asked only for 3 or more event series.

3. Was this series a (% yes):

Professional Learning Team	50% (n=5)	Shared Training	40% (n=4)
P-3 Leadership Team	10% (n=1)		

4. Did the event/program focus on a **specific curriculum**?

    Yes: 60% (n=6)   No: 40% (n=4)

    If yes, please select the specific curriculum:

Gem	66% (n=4)
Conscious Discipline	33% (n=2)
Other	33% (n=2): Oregon's Early Learning & Kindergarten Guidelines, Child Development

5. Did this event/program focus on any **priority populations**?[1]

    Yes: 0% (n=0)   No: 100% (n=10)

6. Did the event/program focus on **alignment of**:

PreK and K curriculum

    Yes: 60% (n=6)   No: 40% (n=4)

    If yes, please specify the PreK and K curriculum topic(s):

Literacy	83% (n=5)	Science	83% (n=5)
Math	83% (n=5)	Other:	17% (n=1): PBIS, OELKG

K and grades 1-3 curriculum

    Yes: 20% (n=2)   No: 80% (n=8)

    If yes, please specify the K and grades 1-3 curriculum topic(s):

Literacy	100% (n=2)	Science	50% (n=1)
Math	100% (n=2)	Social Emotional	100% (n=2)

Early learning and K-3 assessments

    Yes: 50% (n=5)   No: 50% (n=5)

    If yes, please specify the Early Learning and K-3 assessment topic(s):

Literacy	80% (n=4)	Behavioral	100% (n=5)
Math	80% (n=4)	Other	20% (n=1): Approach to
Social Emotional	80% (n=4)		learning, Language and communication

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[1] Priority population examples: Dual Language or English Language Learners, children with special needs

PreK and K classroom practices

Yes: 60% (n=6)   No: 40% (n=4)

If yes, please specify the PreK and K classroom practice topic(s):

Developmentally appropriate practice   83% (n=5)

Culturally responsive classroom practice   50% (n=3)

Social-emotional learning   83% (n=5)

Trauma informed practice   83% (n=5)

Instructional practices   83% (n=5)

K and grades 1-3 classroom practices

Yes: 30% (n=3)   No: 70% (n=7)

If yes, Please specify the K and grades 1-3 classroom practice topic(s):

Developmentally appropriate practice   67% (n=2)

Culturally responsive classroom practice   67% (n=2)

Social-emotional learning   100% (n=3)

Trauma informed practice   100% (n=3)

Instructional practices   100% (n=3)

Other:

Yes: 40% (n=4)

- Use of Growth Mindset using children's literature/SEL
- state regulations, TS Gold
- P3 Leadership and Services/Program Alignment
- New Early Learning and K guidelines

7. Did the event/program include information and/or training about using any **observational assessments** of classroom/teaching practices (e.g., CLASS, ECERS, TPOT)? (% yes)

CLASS   10% (n=1)   Other: 40% (n=4): Curriculum-based measures (2), TSGold

ECERS   10% (n=1)

TPOT   -   N/A   60% (n=6)

8. Did the event/program include opportunities for peer sharing between:

Early learning and K-3 professionals   70% (n=7)

K and grades 1-3 professionals   20% (n=2)

Other: 40% (n=4): PLS, K from different schools (2),)-5 and K-12 Leaders

9. What proportion of the series focused on the following topics:

	Did not include this topic	A Little (1-25%)	Some (26-50%)	Over Half (51-75%)	Almost All/All (76-100%)
Family Engagement: Involvement in classrooms/programs/schools	10%	30%	50%	10%	
Improving Classroom Environments			30%	50%	20%
Improving Transitions to K		30%	30%	10%	30%
Changing Teacher/Provider Instructional Practices	10%		10%	40%	40%
Using Data	40%	20%	10%	20%	10%
Social-Emotional Learning			20%	30%	50%

Number of surveys submitted by Hub:

Grantee	PD	
	1 or 2 time event	Series
Blue Mountain ELH	1	1
Clackamas ELH	2	-
Eastern Oregon ELH	-	-
EL Multnomah	1	-
EL Washington County	-	1
ELH of Central Oregon	-	4
ELH of Linn, Benton, Lincoln	-	-
Four Rivers ELH	-	-
Frontier ELH	-	-
Lane ELA	1	-
Marion & Polk ELH, Inc.	1	3
Northwest Regional ELH	-	-
South Coast Regional ELH	2	
South-Central Oregon ELH	9	1
Southern Oregon ELH	-	-
Yamhill ELH	2	
Totals	19	10

Appendix G: 2018 KPI Family Engagement Program Survey

1. How many people attended the program/event?
    Children: 4044
    Parents/Caregivers: 1991

2. Was this event/program a one-time event, a 2-time event, or a series of 3 or more events?
    One-time event or 2-time event: 20
    Series of 3 or more events: 29

_____

The following questions were asked only for 3 or more event series.

3. If it was indicated that this event/program included children, what was the **target child age group(s)**, if any?
    0-3 (infants/toddlers)   17% (n=5)
    4-5 (PreK+Kinder)   90% (n=26)
    Other   17% (n=5): Children in Child Care

4. Did the event/program use a specific curriculum?[1]
    Yes   66% (n=19)   Did not use a structured curriculum   35% (n=10)

    If yes, what specific curriculum?
    - Ready for Kindergarten (R4K)   47% (n=9)
    - Kids in Transition to School (KITS) 5% (n=1)
    - Abriendo Puertas   5% (n=1)
    - Juntos Aprendemos   5% (n=1)
    - Other: 37% (n=7)
        - Kaleidoscope Play and Learn
        - Boston Basics
        - Combination of Abriendo, preschool based on Head Start standards & continuing education for parents
        - Reggio Emilia approach
        - Kinderstart
        - Creative Curriculum
        - Kindergarten Success Begins Early

5. Was the event/program offered specifically for any **priority populations**?[2]
    Yes   21% (n=6)   No   79% (n=23)

    If yes, what priority population was the event/program for?
    - Dual Language/ELL   50% (n=3)
    - Immigrant/refugee families   66% (n=4)
    - Children with special needs   17% (n=1)
    - Families living in poverty   33% (n=2)
    - African American children/families   17% (n=1)
    - American Indian/Native American children/families   17% (n=1)
    - Asian children/families   17% (n=1)
    - Latino/Hispanic children/families   50% (n=3)
    - Native Hawaiian/Pacific Islander families   17% (n=1)
    - Other: 50% (n=3)
        "Children with little or no preschool experience prior to entering Kindergarten"

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[1] There are outcomes surveys that indicate that some of these curriculum were used, but Program Surveys were not submitted indicating it as a strategy (Triple P, Making parenting a Pleasure, Nurturing Parenting Program, Incredible Years)

[2] Priority population examples: Dual Language or English Language Learners, children with special needs

6. Was the event/program presented or translated into a language other than English?

The program was presented primarily in a language other than English   17% (n=5)

     In which language was the presentation? Spanish   *100% (n=4)*

The program was presented in English, but interpreters were available   34% (n=10)

     In which language(s) was interpretation provided for? Spanish   *100% (n=10)*

The program was only offered in English and no interpreters were present   41% (n=12)

Other   14% (n=4)

- Presented in dual Language reflective of audience present. Mostly first in Spanish later in English, some events fully in Spanish.
- Some schools provided interpreters during parent engagement events
- Most were in English but one of the sites it was bilingual Spanish
- All sessions were in English. The teacher for Boardman was able to use Spanish as well.

7. **Beyond providing translation/interpretation**, was this event/program originally **developed** for a culturally specific community?[3]

Yes   17% (n=5)   No   83% (n=24)

If yes, for which community was this event/program developed?
- Families with a child in foster care   20% (n=1)
- Reflective of audience ex. Latino, African-American, and White. Events are geared towards and reflective of our multicultural/diverse community.   20% (n=1)
- Latino community/parents   60% (n=3)

8. **Beyond providing translation/interpretation**, was this events/program **adapted** for a specific community? [4]

Yes   17% (n=5)   No   83% (n=24)

*If yes, which community was this event/program **adapted** for?*
- Spanish/Spanish Speaking/Latin Families   60% (n=3)
- low income families and dual language learners   20% (n=1)
- Materials were made/created available in Spanish and English Language before event for monolingual Spanish or English families.   20% (n=1)

9. Was the event/program specific to the transition to kindergarten?

Yes   90% (n=26)   No   10% (n=3)

10. Did Elementary school staff attend or facilitate the event/program?

Yes   62% (n=18)   No   38% (n=11)

If yes, which Elementary school staff attended/facilitated the event/program?

Kindergarten teacher(s)   100% (n=18)   Grades 1-3 teacher(s)   17% (n=3)

Principal   17% (n=3)

Other: 55% (n=10)

- Preschool Teacher
- Director of Assessment, Equity and School Improvement
- Title one teacher
- Family Resource Manager
- Some other school staff like counselors, and other partners like librarians, NW parenting
- EI/ECSE
- instructional assistant
- Instructional Aides

11. Did early learning providers attend or facilitate the event/program?

Yes   55% (n=16)   No   45% (n=13)

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[3] By "developed," we mean that the program was originally designed for a specific community - e.g., Abriendo Puertas was designed for Latinx parents/caregivers

[4] By "adapted," we mean that the program was originally designed for one community but materials and content were changed to fit the cultural needs, values, and practices of another community

If yes, which PreK or early learning staff attended/facilitated the event/program?

Head Start teachers   25% (n=4)   Family Childcare Providers   6% (n=1)
P3 Coordinator   6% (n=1)   Early Learning Program Manager/Director   31% (n=5)
Other (non-HS) PreK Teachers   19% (n=3)
Other: 50% (n=8)

- Head Start teacher In addition to the school staff
- Youth Program coordinator
- Todos Juntos Youth Program coordinator, childcare personnel, and support staff
- HFO Home Visitor
- Cow Creek Tribe EL Staff
- CCR&R
- Todos Juntos youth program coordinators teach this and FRC's attend periodically
- Preschool teacher

Number of surveys submitted by Hub:

Grantee	FE	
	1 or 2 time event	Series
Blue Mountain ELH	-	1
Clackamas ELH	9	4
Eastern Oregon ELH	-	-
EL Multnomah	-	-
EL Washington County	4	6
ELH of Central Oregon	3	
ELH of Linn, Benton, Lincoln	-	2
Four Rivers ELH	-	-
Frontier ELH	1	-
Lane ELA	-	1
Marion & Polk ELH, Inc.	-	-
Northwest Regional ELH	-	1
South Coast Regional ELH	1	3
South-Central Oregon ELH	2	9
Southern Oregon ELH	-	1
Yamhill ELH	-	1
Totals	**20**	**29**