

Oregon Early Learning Division Kindergarten Readiness Partnership & Innovation Grants Year 1 Evaluation Report

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Prepared By:

Beth L. Green, Ph.D.
Lindsey Patterson, Ph.D.
Mackenzie Morris, MSW
Lindsey Cochran, B.A.
Callie Lambarth, MSW

Center for Improvement of Child and Family Services
Portland State University

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Executive Summary

Introduction & Background

In July 2014, Oregon's Early Learning Division provided first-time funding for sixteen communities across the state to implement Kindergarten Readiness Partnership & Innovation (KRPI) projects. The KRPI projects share the common goal of improving children's school readiness and, ultimately, improving school success and reducing the achievement gap. To achieve these goals, grantees were given considerable local flexibility to implement innovative approaches in one or more of the following areas:

1. Supporting **kindergarten readiness skills** and smooth transitions to kindergarten;
2. Increasing **family engagement** in children's learning and connecting families and schools;
3. Providing **professional development** to early learning and/or elementary school professionals to improve knowledge and skills; and/or
4. Increasing **alignment, connection, and collaboration** in the prenatal to Grade 3 (P-3) system.

All grantees were also expected to work toward addressing achievement gaps for underrepresented children, including those with special needs, Dual Language Learners, and/or children from low income or racial/ethnic minority backgrounds. Across the sixteen grantees, a variety of different strategies and interventions were selected and implemented. Portland State University was contracted to conduct an evaluation of the KRPI initiative, with a focus on documenting and describing the types of innovations delivered, early program outcomes, and lessons learned from the first year of implementation. The evaluation took a multi-level, mixed-methods approach that included:

- Developing web-based reporting tools, including:
 - Service reporting tools to track the types of events and interventions used;
 - Demographic and background characteristics of participants; and
 - Frequency of participation by early learning and elementary school professionals, families, and community partners;
- Outcome tools designed to capture short-term outcomes for three primary types of interventions:
 - Kindergarten Transition programs;
 - Cross-Sector Professional Development activities; and
 - Family Engagement activities;
- Interviewing 28 key stakeholders representing the 16 communities to document key project successes, challenges, and lessons learned; and
- Conducting five site-specific "mini evaluations" that allowed a more in-depth evaluation of selected grantee projects.

Results from these three components of the evaluation are highlighted in this Executive Summary. The main body of this document includes the following evaluation reports:

1. The **Cross-Site Key Progress Report Summary**, including information about the type, number, and frequency of services delivered and the characteristics and frequency of attendance by families, early learning, and K-12 professionals as well as reported successes, challenges, and lessons learned in the first year of project implementation;
2. The **Outcomes Surveys Results Summary**, including key findings from the Kindergarten Transition, Professional Development, and Family Engagement outcome surveys;
3. The **Cross-Site Key Stakeholder Interview Summary**, including key findings from the cross-site stakeholder interviews;
4. **Site-specific reports and program logic models** for the five more in-depth evaluations, including:
 - a. Yamhill Early Learning Hub (Kindergarten Transition Workshops);
 - b. Frontier Early Learning Hub (Kindergarten Home Visits);
 - c. David Douglas School District (Intensive Family Engagement);
 - d. Early Learning Multnomah (Professional Development & Alignment);
 - e. High Desert Education Service District (Professional Development & Alignment).

Key Findings

Strengths & Successes.

KRPI Created New Opportunities for Families and Staff

During Year 1, grantee communities implemented a large number of activities, events, and programs in support of increased school readiness for children. For example, all sixteen communities implemented some form of professional development for early learning providers and/or elementary school professionals, ultimately providing over 100 one-time workshops/events and at least 65 multi-session trainings for at least 500 professionals. Additionally, grantees hosted 226 family events or workshops, of which almost 100 were multi-session, ongoing trainings or workshops focused on connecting families with schools prior to kindergarten and providing information, resources, and supports to help families better support children's learning at home. Over 700 families participated in multi-session trainings and workshops. At the systems level, grantees invested time and resources to bring early learning providers, K-12 educators, and other community partners together to build connections, plan activities and events, and to address needed changes in policy and practice to improve P-3 systems alignment.

All grantees collected outcome data if they provided ongoing, multi-session Kindergarten Transition, Family Engagement, or Cross-Sector Professional Development activities. These activities varied widely in terms of content, duration, and modality. As a result of this variability, outcome surveys were developed to capture a small set of key indicators of short-term outcomes related to each domain. In all, over 700 family members and 350 early learning and elementary school professionals completed outcome surveys last year.

Parents Gained Skills, Knowledge, and Understanding

Results from Kindergarten Transition and Family Engagement outcome surveys indicated that parents and caregivers reported substantial gains in skills and confidence related to supporting their child's reading and

math at home. An increase in families' understanding about how to prepare their child for kindergarten was reported. For example:

- Before participating in ongoing Kindergarten Transition events, only about one-third (37%) of parents/caregivers felt very confident that they could support children's math skills at home; after participating in Kindergarten Transition-focused events, this figure doubled, with 66% reporting feeling very confident in this area;
- Parents/caregivers also reported that these events helped them feel more comfortable at school (54% before vs. 76% after) and helped children be more ready for kindergarten (48% before vs. 71% after);
- Family members who participated in Family Engagement events also reported benefits, especially in terms of learning ways to support their child's learning at home; 80% "definitely agreed" that the events helped in this area and helped them feel more welcome at the school (78% "definitely agreed").

Grantees Worked to Engage and Support Under-Represented Communities

KRPI grants tended to provide activities predominantly in schools with high populations of children from under-represented and/or underserved communities (e.g., low income, Dual Language Learners, racial/ethnic minorities, and children with special needs). Several grantees made significant strides in engaging and recruiting these families, largely by employing staff who were able to bridge cultural gaps (e.g., bilingual/bicultural), using multiple recruitment attempts and employing a variety of recruitment and engagement strategies (e.g., print, text, social media, face-to-face, telephone) to get information to families, and by offering key supports (child care, meals, translation) to participants. In some communities, family events were extremely well-attended by Spanish-speaking and Latino families in particular. For example, one grantee reported that over two-thirds of participants in a family engagement meeting were Latino. Overall, it is estimated that about 32% of participants in ongoing Family Engagement and Kindergarten Transition workshops were Latino, while 45-50% were White/Caucasian, suggesting success in engaging these families in KRPI events.

Early Learning & Elementary Staff Improved Skills and Improved Relationships

Early learning and elementary school professionals also reported benefits from participating in ongoing, cross-sector learning opportunities. For example, before participating in these events, fewer than 10% of early learning providers "strongly agreed" that they **understood kindergarten teachers' expectations** for children. This increased to 37% after workshop participation. Similarly, early learning teachers felt the workshops increased their skills and tools for **supporting transitions** to kindergarten, from 15% indicating that they "strongly agreed" they had the needed resources and skills to 38%. K-3 teachers, similarly, reported dramatically increased levels of understanding of **childcare environments** before school. They also gained a greater appreciation for work in early childcare where more K-3 teachers (44%) "strongly agreed" that early learning providers are helping children gain school readiness skills at the end of the professional development series compared to before the series (25%). Participants also rated themselves as much more knowledgeable about the types of assessments and screening tools that are used in early learning and elementary schools following the KRPI workshops.

Data collected through interviews with stakeholders also suggested that KRPI activities helped to break down misunderstandings between early learning and elementary teachers, with interviewees reporting examples of how time spent sharing and discussing each other's work, visiting classrooms, and participating in training around a shared framework helped professionals in both sectors. Specific examples include developing appreciation for each other's work, learning about more developmentally appropriate approaches to learning, receiving peer support, and gaining an understanding of kindergarten teachers' expectations for school readiness skills and how early learning providers can support children's growth in these skills.

KRPI Supported P-3 Systems Improved Alignment

Systems changes were also demonstrated in multiple ways by the KRPI projects. Among kindergarten teachers, many reported that the KRPI created **new opportunities** to participate in a professional learning team that included early childhood providers (79%) and about two-thirds (65%) reported meeting with early learning staff to work on alignment of early learning and elementary curricula and standards. Early learning providers reported new opportunities for these interactions as well. Key systems improvements that were reported by stakeholders included:

- Improved cross-sector collaboration through planning and other work supported by KRPI;
- Facilitated conversations and work to improve vertical alignment of standards and curricula;
- Created more opportunities for families to participate in early learning and kindergarten readiness programs prior to school starting;
- Increased rates of on-time kindergarten registration.

Challenges & Lessons Learned

The first year of KRPI projects was not without challenges. First and foremost, it was clear that all grantees struggled to implement their plans given the **limited start-up time** and shortened timeframe for the projects. Limited time for planning was almost universally mentioned by stakeholders as a primary challenge and may have reduced program success, at least in the initial months of the project. The limited amount of time was exacerbated by the fact that initial grant awards were made during the summer, when school staff were largely unavailable to participate in planning efforts. The shortened timeframe led to two major consequences:

1. **Decreasing grantees' ability to engage in more inclusive, collaborative planning efforts.** Building cross-sector collaborations that are inclusive of important community partners, families, and direct service providers as well as administrators takes time, resources, and planning. Pressure to implement activities under KRPI made it difficult for some grantees to spend time building these relationships. Accordingly, communities that had established strong cross-sector partnerships prior to the KRPI grant were better able to "hit the ground running" in terms of implementing P-3 activities.
2. **Problems in creating systems for effective communication** (both across agencies and between agency leadership and staff), **planning, and accountability.** A number of stakeholders described the

lack of time as contributing to problems related to communicating expectations, ensuring that partners followed through on commitments, and ultimately, struggling to implement original plans.

The biggest challenges to implementing successful professional development activities were also related to time (e.g., lack of staff time to attend), scheduling (also related to the lack of planning time), and the need for more in-depth follow up, coaching, and mentoring support for the implementation of practice change. In some sites, it was clear that early learning staff and kindergarten teachers could have benefitted from more support from program directors/principals to participate in opportunities for meeting and sharing with one another. Only about 1 in 5 early learning providers and kindergarten teachers “strongly agreed” that early learning program leadership/principals worked to create these opportunities for cross-sector interactions. However, elementary staff were more regularly provided with paid time off and concrete supports, compared to early learning providers. In fact, 65% of kindergarten teachers “strongly agreed” that principals provided these resources compared to only 19% of early learning program staff. Qualitative data suggested that providing substitutes and paid time off was a “key ingredient” for successful participation by teachers in professional development. Finally, many key stakeholders in communities also noted the need for more sustained support for professional development, noting the need for on-site coaching, mentoring, and supervision in order to provide feedback and change practices. Few grantees this year were able to provide this level of coaching to staff.

In terms of Family Engagement and Kindergarten Transition activities, recruitment emerged as a challenge for many grantees, some of whom struggled with low levels of family participation. Those who were more successful invested significant resources into recruitment efforts, making multiple attempts to get information about events and resources to families through a myriad of approaches (print, social media, school flyers, telephone calls, community bulletin boards, email, text, etc.). Grantees also employed more innovative recruitment methods, such as piquing children’s interest in school-based events in order to entice families’ to attend, hosting culturally-specific groups and events, and enlisting current parents/caregivers as recruiters. Although one grantee specifically focused on engaging families from an array of culturally diverse communities (with some success), many others struggled to reach families beyond the Latino community. Challenges in identifying and recruiting families from diverse cultural backgrounds were often related to language and cultural, and other barriers (e.g., access to the community, community liaison). Another lesson learned was that family events were more successful if they allowed families to bring other, younger children, with them into schools and classrooms as well as facilitated parent/caregiver-child interactions during the event. Overall, however, there was a strong commitment across grantees that family engagement was important and would require more intensive efforts in upcoming years, including providing more opportunities for parents to be involved in P-3 and school-based leadership and planning.

Recommendations & Promising Approaches

Results from the Year 1 evaluation of KRPI projects found evidence of promise, many lessons learned, and a need for ongoing support of successful innovations. Promising innovations delivered by KRPI grantees share a number of characteristics, summarized below.

1. **Strong leadership commitment and support.** Effective projects had school and program leaders who saw the benefits of participation, understood the value of the work, created a “culture of change” in their organizations, and internalized a belief that P-3 work is not just “a good thing to do” but that it is critical to their academic mission.

How does this happen? Committed leaders had formal opportunities to learn about the importance of early childhood (attending conferences, participating in trainings), visited schools implementing successful P-3 work, had school-based support (staff) to help coordinate additional tasks, had high-level support from their organizations (e.g., School District administration, school boards), and had opportunities to learn about specific strategies supporting a P-3 approach from peers who are doing this work. Further, investing resources in KRPI project coordination staff was a critical factor to project success. Staff dedicated to project coordination helped to alleviate some of the burden on schools and early learning programs. Projects that lacked a coordinator, whose coordinator was not closely linked to schools/community partners, and/or who experienced significant coordinator turnover struggled with implementation.

2. **Staff and teacher motivation and buy-in.** Grantees were more successful when early learning providers and elementary staff had time, resources, and concrete support from leadership to participate in P-3 opportunities, felt included in decision-making about P-3 activities, and had multiple opportunities to share and learn from each other in a respectful and supportive environment.

How does this happen? Successful efforts provided paid time for teachers and staff to participate, provided substitute teachers for missed class time, spent time with staff “up front” to talk about project goals, roles, and expectations, worked with school and community leadership to include staff in school-based planning teams, and responded to staff feedback about training content, scheduling, and communication.

3. **Effective family engagement & recruitment Strategies.** Grantees who were more successful in getting families to participate in events and activities invested significant resources into recruitment. These grantees also had a strong commitment to the importance of connecting with families and “meeting families where they are.”

What did they do? Rather than relying on traditional modes of communication (flyers in backpacks, emails to parents) these grantees understood that different families need to get information in different ways and that all families are busy and need multiple points of communication. Additionally, they realized that “face-to-face” and one-to-one recruitment was the most effective strategy for engagement. These grantees made individual phone calls, enlisted teachers to talk with families at drop off/pick up, and even encouraged children to talk with parents/caregivers about upcoming events that they wanted to attend.

4. **Dynamic, skilled trainers & facilitators.** The quality of facilitators and trainers was a key theme across projects with more successful professional development, family engagement, and kindergarten transition activities.

What does this look like? Effective trainers were knowledgeable in core content as well as experienced in implementing the content with the target population (be they kindergarten teachers, child care providers, or families). Trainers also asked for input along the way and adjusted their approaches based on feedback and ideas from participants. Parents/caregivers especially appreciated trainers who were skilled at facilitating interactions and who could easily establish rapport rather than using more didactic approaches. Some trainers were clearly knowledgeable in adult learning approaches, and rather than “teaching” content, they enlisted participants to generate ideas, share strategies, and reflect on their practice. To reach and engage families from cultural and linguistic minority groups, using bilingual (ideally bicultural) trainers/facilitators was essential, although there were examples of successful translation for group-based events.

5. **High quality materials, resources, and curricula.** Workshops and trainings will be more likely to change participants’ knowledge, attitudes, and skills if the content is high quality and includes materials and activities to facilitate hands-on practice and learning. Providing hands-on resources and materials were also seen as important. Parents/caregivers who were interviewed described the importance of receiving books, games, activities, and other interactive materials (rather than just written information) that they could use at home.

How can we tell if its quality? Curricula and materials adopted from evidence-based programs were much more likely to have been carefully pilot-tested for effectiveness with the intended audience. Grantees are encouraged to seek out these existing materials, rather than developing their own. Further, as the project progresses, it will be important for grantees to move beyond providing families with flyers, handouts, and other kinds of written information. While these resources provide a good first step in helping families learn about the importance of supporting school readiness, it is unlikely that they are sufficient to lead to long-term changes in parenting practices. Professionals, too, need opportunities and resources to practice skills in classrooms rather than passively receiving information.

6. **Commitment to a focused, staged, long-term approach.** For most grantees, the KRPI projects provided an opportunity to begin to take steps towards building a more effective system of supports for children beginning before school starts. A number of successful grantees attributed some of their progress to their ability to select a few key goals and strategies rather than trying to “do it all.” The opportunity to prioritize goals and implement focused activities was key, especially given the time constraints inherent in this year’s funding. Looking ahead, many noted the need for more time in order to realize the potential of the initial progress made during Year 1. Thus, many successful grantees saw this as an opportunity to learn from their mistakes and challenges and are already articulating ways in which they will approach the work differently in the future.

What are the next steps? Key next steps for these projects include: (1) revisiting community needs, goals, planned activities, and expected outcomes, as well as spending time prioritizing key strategies and

activities; (2) building on early partnerships by creating additional meaningful opportunities for cross-sector sharing and learning and by engaging in facilitated reflection and planning for future work; (3) deepening and strengthening the family engagement and professional development work to go beyond “one-time” workshops or events and incorporate long-term interventions and activities that are more likely to have substantial impacts on skills and behaviors. While one-time events can be important for building initial excitement about a P-3 approach or for beginning to make families feel more welcome and comfortable in schools, the ability of these efforts to create sustained change in individuals’ behavior is limited. Professionals and parents/caregivers will benefit most from repeated exposure to ideas and strategies. Where possible, individualized coaching and mentoring will provide space for more discussion and reflection on practice change. The final next step is (4) to continue to improve the ways in which projects can best address disparities in educational achievement and to ensure that approaches are informed by families, culturally responsive and specific, and focused on reaching those families and children most in need of support.

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Quarterly Progress Reports
Cross-Site Highlights

Section 1

Early Learning Division

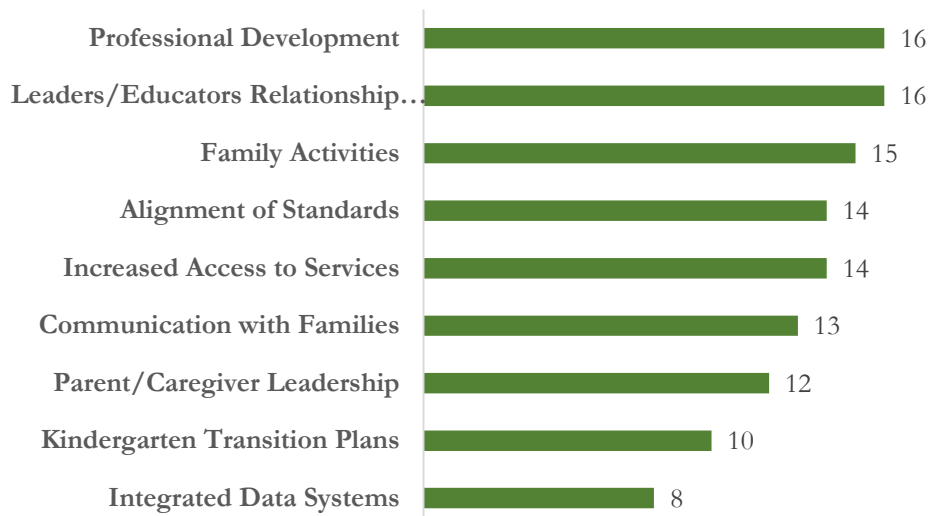
Kindergarten Partnership & Innovations Grants: Cross-Site Quarterly Progress Report Summary

INTRODUCTION

Introduction

Sixteen Kindergarten Readiness Partnership and Innovation (KRPI) Grantees completed Progress Reports in the first year of grant funding (15 submitted reports in the 3rd and 4th quarters). Across these grantees, 113 schools within 67 school districts participated in the KRPI projects. Grantees implemented work in three major priority areas: (1) Prenatal-Grade 3 (P-3) systems alignment and development; (2) early learning and K12 professional development (PD); and (3) supporting and engaging with families and children to achieve school readiness and success (FE). Over the course of the year, grantees worked to build bridges between the early learning and K-12 systems, how to effectively collaborate with community partners, how to establish planning and implementation processes, and how implement activities that fit the needs of their communities, families, and students. In the first year of the grant, grantees implemented a number of trainings, workshops, and other interventions to support professional development and to provide families and children with new and improved services and supports for school readiness. Many of these activities related to cross-sector relationship building and planning. As illustrated in Figure 1 below, a mix of activities took place across the three strategic priorities.

Figure 1. Number of Grantees Implementing Different Activities in the First Year of Funding



Activities Conducted

All grantees provided **professional development (PD)** to early learning providers, K-3 teachers, administrators, or other professionals during the course of the year.

ACTIVITIES CONDUCTED

Many of these activities built connections between the early learning and K-12 systems, providing information and building understanding between the two sectors.

- Over 10,000 Oregon professionals received PD through the KRPI grants during the year, with the majority of trainings aimed at improving classroom instruction and child development and learning;
- Thirteen (13) grantee communities held joint *one-time* trainings for early learning providers and K-12 teachers;
- Twelve (12) grantee communities provided *ongoing, multi-session*, cross-sector PD events and learning communities.

During the course of the year, almost all grantees reported conducting activities designed to engage and support families. Much of the **family engagement (FE)** work this year helped families gain access to early learning and related services and connected families with schools and other community resources.

- Thirteen (13) grantees held 134 *one-time* events, primarily aimed at improving children’s language or literacy;
- Nine (9) grantees held a total of 92 *ongoing, multi-session* family trainings, events, and workshops, many of which were focused on supporting general kindergarten readiness.

Grantees also worked on increasing access to needed early childhood and family support services and improving school-family communication. Engaging parents in project leadership was a focus for 12 grantees who invited family members to hold leadership positions.

Much work at the **systems-level** was aimed at aligning different standards and frameworks across systems. In fact, many of the PD events were used to identify common standards, frameworks, assessments, and/or curricula as well as areas in need of better alignment.

Successes & Challenges

In addition to reporting the number and type of activities conducted, grantees reported successes, challenges, and lessons learned over the year.

Successes. There were a number of successes achieved in all three priority areas. Common **successes** described by grantees this year included:

- Creating new connections with community partners and families, building the foundation for collaborative work;
- Sharing information between sectors and with families that highlighted the importance of early learning and development;
- Providing a number of well-received PD and FE events to professionals and families, including resources/tools to support children in the classroom and at home.

Challenges. Given that this was the first year of funding through the KRPI grants, it is not surprising that many **challenges** surfaced in the first year. Some of the challenges reported across strategic areas included:

- Working with diverse, sometimes new, community partners and navigating competing and/or conflicting agendas/priorities;
- Recruiting and gaining buy-in from some early learning and K-12 educators/administration as well as families;

- Sustaining momentum during leadership and/or staff transitions or turnover;
- Pressing timelines for implementation, with limited time for planning and cross-system collaborative work.

Lessons Learned

Finally, grantees were asked to reflect on lessons learned from planning and implementing strategies at the systems-, professional development-, and family/child-levels. While some of these lessons were specific to a given intervention and/or community, other lessons learned are worth sharing across sites so that the cohort of grantees may learn from one another. Examples of key lessons learned included:

- Assess the extent to which community partners have the capacity for change prior to implementation;
- Invest in the time for local conversations to help create close connections between community partners;
- Allocate resources to a dedicated coordinator or project manager to help minimize the workload of already busy staff;
- Teachers can feel disempowered if/when they are not included in planning and implementation of FE activities;
- Focus on a few carefully selected activities and goals, asking partners to commit to participating in only a few activities each year to help ensure commitment to participation;
- Keep family-focused events smaller to support relationship building; interactions between FE event facilitators and families is much more limited after exceeding 20 people at any event.

**Early Learning Division
Kindergarten Partnership & Innovations Grants:
Outcomes Surveys Highlights**

Section 2

Early Learning Division

Kindergarten Partnership & Innovations Grants: Outcome Survey Highlights 2014-15

HIGHLIGHTS

Highlights

As part of the evaluation of activities funded by the Kindergarten Readiness Partnership and Innovations Grants (KRPI), grantee communities were asked to administer outcomes surveys at the last session of any *ongoing* or *multi-session* event. Surveys were developed to assess what attendees gained from participating in three different kinds of events: (1) ongoing kindergarten transition (KT) activities for children and families; (2) ongoing family engagement (FE) activities; and (3) *shared* professional development (PD) for early learning providers and K-12 teachers and staff. Survey information was collected from a large number of participants across the KRPI grantees as shown in the table below. It is important to note that grantees implemented very different programs and services, even within these general categories.

Outcomes Survey	N	Grantee Communities that Administered the Survey	
KT Outcomes Survey	560	Early Learning Hub, Marion Malheur ESD South Central ESD	Lane ELA Northwest Family Services Yamhill ELH
FE Outcomes Survey	156	Early Learning Hub, Marion Malheur ESD South Central ELH	High Desert ESD Neah-Kah-Nie SD Yamhill ELH
PD Outcomes Survey – Early Learning Providers	234	David Douglas SD Early Learning Multnomah Intermountain ESD Yamhill ELH	Early Learning Hub, Marion Forest Grove Malheur ESD
PD Outcomes Survey – K-12	124	David Douglas SD Early Learning Multnomah Intermountain ESD Yamhill ELH	Early Learning Hub, Marion Forest Grove Malheur ESD

Kindergarten Transitions Outcomes Surveys

The KT Outcomes Survey asked families participating in the six different transition-focused programs/events to report on basic satisfaction and utility of programming. Additionally, a retrospective pre-post format was used to ask parents/caregivers about whether their perception or knowledge about the school had changed and about any perceived changes in their own or their child's readiness for kindergarten.

- The large majority of parents/caregivers found the events to be useful (81%) and were satisfied with the events (89%).
- Parents/caregivers reported gaining the most skills related to **supporting this child's reading and math at home** as well as **how to prepare their child for kindergarten**. While confidence supporting math increased significantly, it was the area in which parents reported the lowest levels of confidence. Only 66% of families reported feeling very confident by the last session of the ongoing KT event.
- Following these programs, parents/caregivers believed that their children were **much more ready to start school**. Fewer than half (47%) of parents believed their children were school ready prior to participating, while 71% saw their children as school-ready after participating.
- At the end of the KT workshops, most parents (about two-thirds) strongly agreed that their child had the **necessary social skills** to succeed in school. At the same time, some parents felt less sure about their children's readiness in these areas, suggesting that providing parents/caregivers with additional resources to help support the development of social-emotional skills and self-regulation may be an area for future improvement of the KT workshops.

Family Engagement Outcomes Surveys

The FE Outcomes Survey asked participating families the same basic questions around satisfaction and usefulness of services as the KT Outcomes Survey. Participating families also answered questions about the kinds of skills and knowledge they gained as well as improvements in their desire and confidence to support their child's learning that may have resulted from the FE events. In addition to these questions, parents/caregivers highlighted barriers to their participation in FE activities.

- Over 90% of families "strongly agreed" that they were satisfied with and enjoyed the program.
- Over two-thirds of the families "definitely agreed" that the FE programming helped in the following areas: increasing their understanding of the importance of school attendance in the early years (68%), helping them feel welcome in the school (79%), and increasing their understanding of the importance of reading daily to their child (79%).
- While FE events had differing structures and purposes, survey results suggested that parents might benefit from having more opportunities to interact with other parents as well as more information about how to make connections with school

teachers and staff. Overall, parents were least likely to report that FE events helped them in these ways.

- Fewer than half of parents reported that FE events increased their parent leadership skills or increased their interest in volunteering. Again, however, it may be that not all FE events focused on creating changes in these areas.
- The biggest barriers to participation in other FE activities were daytime (27%) and/or evening (13%) work or school schedules. This suggests the importance of diversifying the days and times that FE activities are offered in order to help working parents/caregivers to attend.

Shared Professional Development Outcomes Survey

Early learning providers and K-12 teachers and staff who participated in shared ongoing professional development were asked to report on the support for P-3 professional development they received from administrators, the usefulness of time spent with educators and professionals from other sectors, and their perceptions about the extent to which their skills, abilities, and knowledge about the P-3 system had changed. To capture slightly different information from early learning providers and K-12 teachers/staff, two different versions of the Shared Professional Development Outcomes Survey were administered. Highlights from both are included below.

- Early learning providers appeared to benefit more from time spent with cross-sector partners. More early learning providers noted that spending time with kindergarten teachers was useful (79%) and that they learned a lot (71%) compared to K-12 staff (63% and 29%, respectively).
- While 98% of K-12 staff reported that their principal provides resources to allow them to participate in shared PD, only 50% of early learning directors provide similar resources.
- Kindergarten teachers reported increasing their understanding of the importance of quality early learning experiences from 63% at the beginning of the PD series to 85% by the end.
- Kindergarten teachers learned most about the importance of quality learning experiences, and by the end of the PD series, the large majority (85%) of K-12 teachers understood this to be true.
- Early learning providers reported substantial changes in their understanding of what kindergarten teachers expect from children and families when children start school. Only 11% of early learning participants “strongly agreed” that they understood these expectations prior to the series compared to 36% at series end. Further, kindergarten teachers also reported that early learning providers were more knowledgeable about school readiness expectations (only 11% “strongly agreed” that these expectations were understood prior to the workshops compared to 28% afterwards).
- About a quarter of early learning providers as well as K-12 teachers and staff still lack knowledge about assessments and screening tools used by the other educators. It is quite possible that these areas were not targeted by the PD events offered but could be a useful topic in the future.

These preliminary survey results suggest that the KRPI funded efforts to strengthen connections between the early learning and K-12 systems are paying off in terms of changes in the knowledge and attitudes of participants as a result of these ongoing opportunities. Communities should continue to work on establishing a culture of cross-sector communication in order to build relationships, appreciate the work done by other educators, and learn from one another.

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Key Stakeholder Interviews Report

Section 3

Early Learning Division

Kindergarten Partnership & Innovations Grants: Cross-Site Key Stakeholder Interview Summary

HIGHLIGHTS

Highlights

In 2014-2015, the state of Oregon funded 16 local communities to implement innovative approaches to improving children's school readiness. These projects, known as the Kindergarten Partnership and Innovation Grants, were designed to address four key priorities: increasing children's kindergarten readiness; increasing opportunities for shared professional development between early learning and K-3 teachers; creating partnerships between families, schools, and the early learning community; and addressing disparities in school readiness for low income, minority, non-English speaking, and/or rural/remote communities. In order to begin to build a body of evidence about the effectiveness of these innovations, an evaluation was conducted by Portland State University. The evaluation consisted of several components: (1) providing tools for grantees to document the number and type of services and supports provided; (2) documentation of shared short-term outcomes related to kindergarten readiness/transition, family engagement, and shared professional development; (3) qualitative interviews with key stakeholders in each community to learn about successes and challenges; and (4) more in-depth evaluation and documentation of a subset of 5 grantee communities.

To learn about the successes and challenges in implementing the Kindergarten Readiness Partnership and Innovation Grants, interviews were conducted with key stakeholders and project coordinators in each of the 16 funded communities. Twenty-eight interview respondents were asked about progress made towards the overall goals of improving children's kindergarten readiness, building connections across the Early Learning and K-12 systems, and engaging families in supporting children's learning and school success. Through the interviews, it was evident that the majority of the work in the first year of grant funding was focused on meeting the needs of children and families as well as building connections between the early childhood and K-12 systems. A few key themes bridged the interview topics which included goals, 1st year outcomes, and successes. At the child and family-level, themes included:

- The importance of, and project success in, connecting families with young children to schools and teachers;
- Finding effective ways to support children's learning and development at home;
- Working to increase families' access to needed early learning and other resources, especially low income and Spanish-speaking families.

While there was a lot of emphasis on providing supports and resources through school-based family events, many of the first year events were designed primarily to engage families at the school in a family friendly activity. As evidenced by the

interview responses, much of the first year of P-3 work at the child/family-level was intended to build relationships with families as partners in their child's education. During the first year of the grant, it seems that there was less work done to include parents and other caregivers in leadership roles and to engage families in decision-making processes. It is recommended that grantees be encouraged to take this work one step further and engage families in participating in the P-3 partnership in the upcoming year.

Key successes at the educator/professional-level included:

- Working to bridging the early childhood and K-12 systems;
- Fostering cross-sector relationships, communication, and connections.

Many grantees reported successfully facilitating opportunities for cross-sector relationship building and learning, bringing together early learning and K-3 staff who had little or no contact prior to these grants. As the project moves forward in the next two years, continuing to build and deepen these connections, and to engage a broader array of early learning providers (child care and early learning providers focused on children from birth to age 3) will be important.

Interview respondents also discussed challenges encountered in the first year of the grant. Time, money, and limited administrator and teacher staff capacity were commonly mentioned challenges across the board. Additionally, key stakeholders agreed that buy-in from the school district, strong leadership, and a clear project vision, were essential elements to the ongoing success of their P-3 work.

This report details the key stakeholders' perceptions of the KRPI goals, successes, and challenges at the child/family, educator, and systems level. The following word cloud (see below) highlights the key terms stakeholders used during their interviews—the more often a term was used, the larger the visual depiction of that word in the “word cloud.” As can be seen, interview respondents were focused on schools, parents, kindergarten, teachers, and learning – not surprising, given the intended purpose of the KRPI projects.

Introduction

As part of the evaluation of the Kindergarten Partnership and Innovation Grant (KRPI) evaluation, twenty-eight interviews were conducted with key stakeholders across all 16 KRPI sites. The purpose of these interviews was to: (1) describe the short and long term goals of the projects; (2) document initial outcomes achieved by local communities from a qualitative perspective; and (3) assess successes and challenges during the first year of implementation that can inform future investments and technical support and assistance.

Two key stakeholders in each site were invited to participate in the interviews. A total of 28 systems interviews were conducted across the 16 grantee communities. Key stakeholders were identified by the local KRPI project coordinator and/or key staff at the Early Learning Division. Interviewees held a variety of roles across the projects:

8 – Grant coordinator/Project lead	2 – Early learning provider
8 – Other school administrator	1 – K-12 Teacher
6 – Community organization representative	1 – Early learning director
3 – Elementary Principal	

Goals

Key stakeholders were asked to describe the short- and long-term goals for the local KRPI projects. The large majority of stakeholders perceived their projects as focusing on improving outcomes for children and families, primarily through:

- Increasing supports for early learning for children and families (including preschool and quality early learning, family events, and parenting education);
- Communicating with and providing resources to parents to help them support children's school readiness at home;
- Doing better outreach and engagement of families before children enter school;
- Helping families connect with schools and teachers prior to starting kindergarten.

One grantee stated that:

“What we’re trying to do is change the opportunities for kids to have access to early learning programs or early learning at any stage. There’s no real opportunities in our community unless you want to do Head Start, if you even qualify for Head Start. So many folks didn’t have access to these early learning programs. We want to provide opportunities to families who are not eligible for Head Start.”

Several noted the importance of supporting parents as children's first teachers, and providing resources for parents; for example, one key stakeholder reported:

“Biggest thing is providing the clear communication and resources for parents so they have a good idea what it means to be ready for kindergarten and access to those resources like parenting tips on reading to children, how a very simple conversation with children can have a big impact. Informing parents is the biggest goal and provide resources to support their needs.”

Outreach

In addition to these goals, **outreach to families with children not yet in kindergarten** was noted as a long-term goal by four respondents. This outreach was seen as critical to reaching the related goal of connecting families with teachers and/or the school. One interviewee described this goal by stating:

“Another long term program for 2,3,4 year olds – once a month come into the school and we teach to the parent and students hands on things to do with their children to take home and do with their kids to work on things like fine and gross motor skills.”

Engaging families

Although a number of grantees described goals related to **engaging families in supporting children’s learning**, only one respondent mentioned family engagement in a leadership capacity as a project goal. In the first year of funding, it seems that most family engagement activities were focused solely on providing supports and resources to families in order to help their child get ready for school. Across all grantees, it did not appear to be a priority, at least initially, to include family members in the planning, implementation, or decision-making process specific to these projects.

Building relationships

Only a few stakeholders mentioned any key short- or long-term goals related to supporting educators or other professionals. Three respondents noted goals related to helping to **build relationships and connections** between early learning providers and K-12 teachers. This aim was directly related to one of the two systems-level goals. At a higher-level, connections made across the two sectors were intended to foster a **shared understanding** of the way in which early childhood experiences impact and are inherently linked to K-12 educational experiences. One goal of this shared understanding was to help **alleviate tensions between the two sectors**. As one key stakeholder put it:

Shared understanding

Mitigate tensions

“There’s a belief that early learning providers want to work on social emotional skills and the school focuses on academic, and both are on the extreme. We talk about what is developmentally appropriate. We talk about both of these so we can understand things.”

As these projects move forward, increased emphasis on shared professional development, relationship-building, and curricular alignment across the early learning and K-12 systems may be important.

YEAR 1 OUTCOMES

Family-school
connection and
communication

Support for learning
at home

Finally, it is worth noting that, while a number of KRPI projects are being implemented in communities that serve children who may be at higher risk for poor school outcomes, no stakeholder explicitly mentioned reductions in disparities in school readiness as a goal. While work is clearly happening that is likely to address these disparities, it may be important to work with communities to ensure a sustained and explicit focus on addressing the needs of these children and families.

Year 1 Outcomes

Respondents were asked to describe the extent to which the activities implemented during Year 1 began to lead to desired outcomes. Based on the perceptions of these stakeholders, it appears that P-3 work by KRPI grantees has paid off in a number of ways, benefiting children and families, educators and professionals, and the early learning and K-12 systems as a whole.

For children and families, five key stakeholders reported that P-3 activities had helped to **build relationships and connections between families and schools**. Along the same lines, **improved communication** between teachers and/or elementary schools and families with children under 5 years of age was seen as a key outcome of the first year of grant activities. For example, one respondent explained the impacts of their outreach to families with children not yet in school:

“We try to make that connection a positive one for the parents and child. If that connection is negative it can affect their attitude to education. We try to make it welcoming and inviting for everyone. It gives them a better idea of the school and not a prejudiced [one] because of experience.”

Ten key stakeholders also discussed early outcomes of family engagement activities focused on child learning and the elementary school. From the perspective of six respondents, these family engagement activities helped provide needed information, resources, and encouragement to **support their child’s learning and development at home**.

“...it has given us the opportunity to showcase proper school experiences for the kids and how parents can replicate it at home.”

Another respondent explained how they support parents to help children at home:

“We focus on what parents can do with kids through the theme for the night. For example, to get 4-5 year olds to hold a pencil – we share how to do it [properly hold a pencil] and how to reinforce this at home and send home materials to try and use at home – it’s reinforcement that they can do it at home.”

Access to resources

In addition to supports for learning and development in the home, five interviewees noted that P-3 activities have benefited children and families by **increasing their access to resources** including preschool, the library, and other early learning experiences. Together, early learning experiences outside and inside the home are expected to increase a child's preparedness for school.

Cross-sector collaboration & communication

Outcomes related to educators and other professionals were primarily discussed in terms of desired outcomes at the systems level. One of the primary system-level goals, to connect early learning providers and K-12 teachers, was reported by many key stakeholders (12) as a key success of the projects to date. These respondents described how their work with professionals had helped to **build bridges facilitating cross-sector collaboration and communication**. As mentioned by one respondent:

"One of the main things we did was develop a Pre-K alignment team that included staff members from different childhood agencies. Up until that point we had no communication across sectors."

Vertical alignment

Common curriculum

Another key systems-level outcome that was seen as resulting from the improved cross-sector communication and collaboration was **improved vertical alignment** of early childhood, kindergarten, and upper elementary programs. This alignment included establishing **common curriculum and assessments**, as reported by six key stakeholders.

Access to resources

Although reducing disparities was not mentioned as an overall project *goal* by these respondents, they did describe a number of observed benefits of the KRPI projects for underserved communities. Three stakeholders explicitly mentioned benefits to the Latino community; four mentioned the benefits to low-income families; and three mentioned serving more children with special needs. The primary impact of grantee's work in this area was helping families in these communities **gain access to resources**, including preschool and other early learning opportunities that support kindergarten readiness. One stakeholder provided an example of their outreach benefiting two underserved families:

"Going back to the partnership, earlier at the beginning of the school year, we knew of two students not going to the school. We contacted Head start, and they reached the parents. We got those two Spanish students into the school. If we weren't actively recruiting students, those two would have fallen into the cracks."

Connect families from diverse backgrounds

Additionally, respondents in three grant communities reported that their P-3 work with underserved communities allowed families to **connect with families from other cultural and economic backgrounds**. One key stakeholder explained:

“...we know that our families in poverty do not have strong connections in their neighborhood...Our poverty families don’t have the same resources; they don’t have play dates. In Ready for Kindergarten, parents are talking to each other and setting play dates, and they’re building relationships with other adults.”

Implementation Successes

Key stakeholders were also asked to discuss successes related to the P-3 work in their community throughout the first year of KRPI funding. Similar to reports under Year 1 achievements, most of the successes identified were at the family/child- and systems-levels.

At the family level, eleven stakeholders cited successes in implementing family events offered during the current year. While most of these events were fun, “get to know you” events or focused on involvement in school activities (e.g., volunteering in the classroom), some respondents (5) reported success in genuinely **engaging parents and caregivers** in a process of learning how to support their child’s learning and development at home. For example, one interviewed described family engagement in children’s literacy skills:

“And we hand out books we’re reading with kids like Glad Monster Sad Monster...and we want the parents to learn how to read in an interactive way like raising and lowering the tone of voice, and they can see this in the workshop and then take it home – there’s a lot of excitement about that.”

Many key stakeholders also noted that parents and caregivers responded well to the events and activities afforded by the grant. There was clear evidence that families were hungry for knowledge and information, and six interviewees saw this excitement as a major indicator of project success. One respondent remembered this from a STEM oriented event for families and home-based child care providers:

“[Our] biggest success is the excitement I see in teachers and families. A day care teacher said ‘I’ve always been afraid of science because I didn’t know it. But I didn’t realize how easy it is to use things around the house to do experiments. I had no idea it was this easy.’”

As mentioned in the section on Year 1 outcomes, many communities were able to expand services and provide more opportunities for early learning experiences in a number of ways. In addition to the expansion of services, which in and of itself was seen as a success, five stakeholders were optimistic that these **services are impacting kindergarten readiness**. Some communities even have the data to demonstrate effectiveness, as noted by one interviewee:

Cross-sector learning

“The biggest success is that we have 21 students in the program, and 19 have already surpassed the Kindergarten Readiness Assessment.”

Success at the educator/professional-level was reflected in P-3 work bridging the early childhood and K-12 systems. From the perspective of ten respondents, the ability to facilitate these connections and help early learning providers and kindergarten as well as other elementary teachers **learn from one another** was seen as another huge success. These relationships will serve as the foundation for future work aligning the two systems:

“...having professionals from the school system and early learning in the same room hearing the same thing but applying it at different levels, depending on the child. Early learning providers and teachers having time to sit down and talk is simple, but it’s a huge step in developing a collaborative approach. I’ve heard from teachers that this is a great thing we professionals are doing for children and that this isn’t a blame game of who isn’t getting kids ready or if the school isn’t taking the right approach. If any of those things have been misappropriated prior to us partnering, we’ve dispelled that. That’s a huge success for the foundation of what we do next...”

Strong leadership

In addition to the success related to cross-sector communication and collaboration, for some stakeholders (5), success at the systems-level was also attributed to **strong leadership** that advocated for and advanced the P-3 work in their community. Leadership came from a number of individuals, including principals, superintendents, project coordinators, and other influential administrators. Because early childhood has not traditionally been included in the formal educational system prior to their current P-3 work, several interviewees noted the importance of school-based support, from the top of the school hierarchy, as a key to their project’s success. For example:

“One of our huge advantages is the building principals, district admin, and school board is 100% on board with this work and understand it’s a long term investment and are putting in the financial supports to make it happen and are talking about how important we are.”

Resources for underserved families

Another key success, reported by five stakeholders, was their communities’ determination and ability to **provide needed resources and opportunities to underserved children and families** from Latino, low-income, and/or other isolated or marginalized communities. Increased access to these resources including preschool, early learning activities related to science and math, transportation, and special education services, was seen as helping to improve the health and well-being of children and families as well as directly impacted readiness for school. One key

stakeholder attributed their success in serving these communities to their ability to tailor the work to meet the families' needs:

"[P-3 work at Jackson Elementary and at Kids Unlimited Academy] is family-based and attuned to the unique need of children in all demographics – in poverty and at-risk families. They are unique in how they meet the needs of children – the need for mental health, healthcare, all of those elements are part of those projects, and it has made a significant contribution to the success and transition of those students."

CHALLENGES

Challenges

While KRPI grantees realized considerable successes in their P-3 work, they also encountered a number of barriers. As can be expected in the first year of system change work, many of these challenges were related to limited time, capacity, and support from key partners.

Much of the work done through the KRPI grant required participation and collaboration from a variety of community partners. Almost half of the interview respondents (13) reported struggling with conflicting schedules and **limited time** to plan and implement the work within the first year of the grant. Differing timelines and planning processes across systems also limited the amount of time allotted to the P-3 work:

"Another challenge is the district moves fast in decision-making and planning. They already have their plan for next year. As a collaborative we have to keep up, otherwise we won't be a part of their plan next year."

According to some, key partners' ability to devote time to P-3 work was related more to their diverse roles, as the work was seen as an 'add-on' rather than integrated into their current work. This sometimes led to insufficient time from key leadership figures. One interviewee described his challenges in this way:

"Unfortunately for the system, I'm right now the administrator in XX County for this. It has been added to my other duties, and I wish I had more time to focus on it and more time to communicate and be more familiar with the activities...I think we're doing good work here. Don't get me wrong. My frustration is my inability to keep up and process what's going on."

Inherently related to time is the challenge of limited **staff capacity**. An insufficient number of staff people to plan and implement the work as well as staff turnover made it difficult for communities to advance their first year goals. While one key stakeholder

Limited time

Staff capacity

described the community's interest in continuing to expand their reach, she acknowledged the limitation that partners were not providing the necessary staff to do so:

*"The district is feeling like 'how can we add more to our plate?'
'Can we have more home visits, do we have staff time?'"*

Difficulty connecting sectors

The third challenge reported by four key stakeholders was reflected in some of the above quotes. In some communities, there was **difficulty connecting sectors** due to differing priorities, pace of work, and/or the sheer size of partnering organizations. One interviewee expressed her frustration with differing priorities after planning for a cross-sector professional development event:

"The focus of the training was on social emotional. In the end, we had that training prepared, the admins decided 'let's give the teachers some planning time instead of doing this training.'"

Buy-in

While some key stakeholders found great success in cultivating strong leadership for P-3 work in their community, four other grantees experienced challenges in **gaining buy-in** from partners. For some, it was most difficult to gain buy-in from those partners thought to be most essential in advocating and advancing P-3 work – school administration:

"It was a challenge at first – getting admin and the school district onboard. We still have to work on that."

OVERCOMING CHALLENGES & EXPANDING THE WORK

Overcoming Challenges & Expanding the Work

Despite these challenges, interview respondents identified ways in which they have already and/or could overcome these barriers and build on the work completed in the first year. Not surprisingly, the most common response was related to **funding**. In order to work through these challenges and continue the P-3 activities in their community, twelve key stakeholders cited continued and consistent funding from the State and other agencies/community partners.

Funding

Staff availability

In many communities, the challenge around capacity was and/or will be addressed in the upcoming year by **increasing staff availability** to advance the P-3 work. To do so, some grantees will use funds to pay staff for their time on the project, others will hire more staff to conduct the work, while still others decided to revise position descriptions to accommodate needs. For example, one innovative approach was described in the following:

"One thing we are doing next year is changing one of the roles of an instructional coach to have them focus on early learning to make the connection with the families so she can take the burden off some of our kindergarten teachers."

Long-term work

Reflect on data

Continued cross-sector collaboration

Commitment from leaders

REPLICATING WORK

Strong leadership

Committed partners

Clear vision

It was also noted that this kind of systems change work **takes time**. Eight respondents acknowledged that many of their P-3 goals related to building connections, aligning systems, and serving diverse communities will take more than a year or two to achieve. In order to tailor their strategies, grantees recognized that they will need to work hard beyond a single year of planning and initial implementation. Part of their work moving forward will be to reflect on the work done this past year, acknowledging what worked well and generating ideas for continued improvement. Four interviewees acknowledged the importance of taking time to **reflect on their data** in order to advance their work next year. For example:

“I think, initially, it will take a period of analysis for us to determine what about our present design works, what did we accomplish, and where do we want to go from here.”

In order to gain buy-in and continue to build bridges between partners, eight key stakeholders advocated for continued **conversations and collaboration across sectors**. This work will lay the foundation for grantees’ ability to determine the vision of their P-3 work and to achieve their goals:

“I think the main thing to expand the work is that open dialogue between school districts, communities, Head Start, and all those different people to get a feel for where we’re headed.”

These cross-sector conversations will be foundational to what several respondents hope to do next year. In order to advance the P-3 work, four stakeholders discussed the importance of additional **commitment from leaders**, particularly school administration. Without their support, alignment of the early childhood and K-12 systems was thought to be impossible.

Replicating the Work

The final question that key stakeholders were asked to reflect on was about what other communities would need in order to replicate the P-3 work done this year through the KRPI grant. While the responses to this question were diverse, leadership and buy-in arose as two themes. Interview respondents underscored the importance of **strong leadership** from a number of partners, including school administration, K-12 teachers, and early learning providers. It was thought that these leaders should have the skills, knowledge, and abilities to advance the work. Related to strong leadership, interviewees stated that another community should have a set of **committed partners** who are willing to take risks and support the work financially and philosophically.

Other respondents believed that, in order to replicate their work, a **clear vision** must be established. Respondents indicated that it is the vision that guides the work. Without a vision, it would be unclear which community partners should be involved and which goals and actions should take priority. One stakeholder explained:

“The first step is communities need to figure out who they want to partner with and figure out what the needs are, the goals, and what to tackle in the first year.”

Finally, six key stakeholders discussed the importance of **collaboration across sectors** in order to create a successful P-3 initiative in their community. From their perspective, collaborative partners should include early learning providers, K-12 staff, community organizations, and parents/caregivers in the community. One interview respondent summed up the work well by stating:

“It’s a family, community, and district collaboration.”

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Grant-Specific Mini-Evaluations
READY! for Kindergarten Workshops
Yamhill Early Learning Hub

Section 4

Early Learning Division

Kindergarten Partnership & Innovations Grants: Yamhill Early Learning Hub

Evaluation of the READY! For Kindergarten Workshops

HIGHLIGHTS

Highlights

To learn about the successes and challenges in implementing Yamhill Early Learning Hub (ELH) Ready! for Kindergarten workshops, funded by the Kindergarten Readiness Partnership and Innovation Grant (KRPI), interviews were conducted with nine key stakeholders, including coordinators, principals, and facilitators. Interview respondents were asked about the goals of this kindergarten transition strategy, activities done this year to help move the project forward, benefits and/or outcomes after the first year of the Ready! for Kindergarten workshops and about strengths and challenges of the work. In addition to interviews conducted with professionals, nine interviews were conducted in the spring with parents/caregivers participating in the Ready! for Kindergarten workshops in McMinnville and Amity, including 4 Spanish-speaking parents. Through the interviews, it was evident that the majority of the work in the first year of grant funding was focused on recruiting, organizing, and implementing the Ready! for Kindergarten workshops in five new school communities. A few key themes bridged the interview topics:

- The importance of providing resources and materials to parents/caregivers to support learning at home;
- The importance of communication and collaboration between new and experienced coordinators and facilitators;
- The importance of using multiple and diverse family recruitment strategies.

While there was enthusiasm for the Ready! for Kindergarten workshops, there remained challenges related to implementation, fidelity to the Ready! model, and reaching families. Contributing factors included:

- Little time for planning and/or a need for additional training opportunities;
- Setbacks with the curriculum and workshop format;
- Difficulty reaching families not already in the school system;
- Lack of culturally and linguistically responsive materials for families that speak languages other than English and the need for more culturally appropriate materials for Latino families.

Some of these challenges could be overcome by creating more time for planning and training around the model as well as problem-solving according to the needs of each school and each community.

This report details the key stakeholders' perceptions of the Ready! for Kindergarten goals, successes, and challenges. The following word cloud (see below) highlights the key terms stakeholders used during the interviews—the more often a term was used,

the larger the visual depiction of that word in the “word cloud.” As can be seen, interview respondents were focused on families, schools, kids, parents, and time.

Introduction

The purpose of this report is to provide feedback to the state Early Learning Division as well as to Yamhill Early Learning Hub (ELH) and other Kindergarten Readiness Partnership and Innovation (KRPI) Project grantees about the Ready! for Kindergarten workshops conducted in Yamhill County. This briefing paper summarizes key findings from a more in-depth “mini-evaluation” of workshops held within the context of the statewide evaluation of the KRPI projects.

In all, five 2014-15 KRPI grantees were selected for these more in-depth mini-evaluations in order to better understand the types of activities being implemented and the strengths, challenges, and lessons learned in implementing innovative approaches to improving kindergarten readiness and connecting the early learning and elementary school systems. The five projects chosen were selected based on conversations between the KRPI evaluation team at Portland State University and grantee representatives and through discussions between the PSU evaluation team and state Early Learning Division staff. Programs were selected in order to represent the key areas of work being done by grantees across the state, specifically activities focused on: (1) improving kindergarten transitions for children and families (Yamhill County KRPI & Frontier Early Learning Hub KRPI); (2) engaging families in schools and in supporting early learning (David Douglas School District KRPI); and (3) improving and aligning professional development across and among early learning and elementary schools staff (High Desert KRPI & Early Learning Multnomah KRPI). Methods and questions for each grantee were developed in collaboration with grantee representatives, were tailored based on the particular strategies being implemented, and included some or all of the following: (1) key stakeholder interviews; (2) stakeholder quantitative surveys; (3) parent interviews; and/or (4) review of grantee progress and outcome reports.

To evaluate the Ready! for Kindergarten workshops implemented by Yamhill ELH, telephone interviews were conducted with 18 key stakeholders involved in the kindergarten transition strategy this year. At the administrative level, the McMinnville workshop coordinator, the Amity workshop coordinator, four principals, and the English and Spanish facilitators were interviewed. Additionally, nine interviews were conducted at the end of the school year with parents/caregivers participating in these events, including four Spanish-speaking parents.

Interview questions for the professionals asked about:

- Rationale for choosing Ready! for Kindergarten as the primary P-3 strategy;
- Goals of Ready! for Kindergarten workshops;
- Recruitment and implementation;
- Strengths of the work;
- Challenges encountered in the first year.

Interview questions for parents/caregivers asked about:

- Rationale for their participation;
- Perceptions about and utility of the events;

- Barriers to participation.

For analysis purposes, strengths and challenges discussed by interviewees were broken down into five categories:

1. **Organizational drivers**, or those characteristics and processes within *organizations* that support innovation and practice change (e.g., organizational culture, policies and procedures, structures that provide adequate time for training and skill development, etc.):
2. **Competency drivers**, or the factors that develop, support, and sustain *staff knowledge and skills* in implementing practice changes (e.g., supervision, coaching, feedback, training);
3. **Leadership drivers**, or those characteristics of *leadership* that support change, such as leadership vision and understanding of the purpose of practice change, effective communication, inclusive decision-making, and leadership commitment to implementing changes in practice and policy.
4. **Cultural factors and adaptations**, specifically the ways in which communities are shaping their P-3 projects to address the needs of diverse and underserved communities; and
5. Other strengths and challenges.

The first three of these categories are based on National Implementation Research Network (NIRN, Fixsen, Blase, Duda, Naom, & Van Dyke, 2010; Metz, Naom, Halle, & Bartley, 2015) framework, a research-based approach to understanding the process of implementing evidence based and/or innovative human service programs. The fourth category, cultural factors and adaptation, was included in order to capture information related to the ELD's stated priority area for KRPI grantees, that is, to address disparities in school readiness and achievement for minorities and underserved communities. The fifth category accounts for any other strengths and challenges that were mentioned but did not align well with the pre-defined categories. Following a summary of the Yamhill Early Learning Hub Logic Model, common strengths and challenges discussed by interviewees will be reported for each category.

LOGIC MODEL SUMMARY

Logic Model Summary

A logic model, highlighting goals, activities done this year to help achieve these goals, and short- and long-term outcomes of the Ready! for Kindergarten workshops, was created based on interview responses. The logic model is meant to provide a “working draft” of a framework reflecting key stakeholders’ perceptions of the key goals, activities, and intended short- and long-term outcomes of the project. It is important to note that this logic model is provided as a starting point that could serve as facilitating additional conversations within the grantee P-3 communities about the purpose, activities, and desired outcomes for the project. Each section of the logic model (i.e., goals, activities, outcomes) was separated by KRPI focus area, including children and families, educators and professionals, systems, and underserved communities.

Review of the logic model in its present form provides insight into current stakeholder perceptions, and may reflect areas where additional P-3 work to develop shared vision, refine and/or focus key outcomes, or implement new or improved activities could be

beneficial. Not surprisingly, the goals of the Ready! for Kindergarten workshop were focused primarily on children and families as well as on building connections between families and educators. Many of the short-term goals for children and families were achieved in the first year of the project. Parents/caregivers reported receiving and/or achieving the following:

- They gained an understanding of the importance of family support for early learning, and knowledge about how to support their child’s development;
- They received resources and tools to foster learning at home;
- Their child gained important academic readiness skills related to literacy and math;
- They felt their child was more prepared to start kindergarten because of the program.

While several interview respondents highlighted goals and outcomes at the educator/professional- and systems-levels, few activities to address these goals were mentioned. It is likely that activities at these levels are being conducted, and it is not surprising that these activities were not discussed in length during interviews, given that interviews were focused on the workshops for families. For future planning, there could be a benefit to thinking more systematically about how to build on the Ready! workshop model to create opportunities to strengthen early learning and teacher skills and to build more opportunities for teachers to connect directly with families before school starts.

Finally, it should be noted that the program appears to be doing a good job in reaching and engaging many workshop participants from underserved, isolated, and culturally and linguistically diverse communities. However, most key stakeholders did not articulate a common vision nor specific intended outcomes related to supporting these communities and ensuring cultural responsiveness. In the upcoming years, Yamhill ELH should consider aligning goals and outcomes for underserved communities in each of the districts implementing the workshops.

ORGANIZATIONAL DRIVERS

Time for planning

Organizational Drivers

Organizational Strengths. The eight professionals interviewed for the “mini-evaluation” highlighted five primary organizational strengths: (1) planning time; (2) opportunities to learn from the school district that has already implemented the program; (3) autonomy for implementation; (4) data use; and (5) collaboration.

Time dedicated to planning was clearly identified as an organizational strength. One planning strategy that was found to be useful was that coordinators prepared workshop materials for facilitators and held planning meetings for key stakeholders. In particular, several planning meetings were seen as central to helping schools successfully implement the Ready! for Kindergarten workshops, including meetings attended by the Superintendent, pre-implementation presentations done by McMinnville School District (the most experienced in implementing the Ready! model), meetings with Principals, and a meeting to coordinate planning processes with Yamhill ELH. Moreover, it appears that engaging in these meeting before writing the proposal helped to ensure schools were “on board.”

Learning from others

In addition to planning meetings, schools implementing the Ready! for Kindergarten workshops for the first time had a chance to **learn from others**. School districts implementing the workshops for the first time this year had the opportunity to observe the workshops in the McMinnville School District (SD), which has been offering the workshops for a number of years. School districts were also able to borrow registration paperwork, flyers, and timelines from McMinnville SD, which reduced the amount of start-up work required to implement this program.

Autonomy

Although McMinnville SD was used as a resource and a model for new sites, there was also **autonomy** for on-the-ground staff to implement the program in way that best fit their community. Schools implementing the workshops for the first time adapted the curriculum based on facilitator teaching style and parents' needs. One school decided to broaden their participant requirements in order to increase attendance by encouraging families of select, current kindergartners to attend as well. For many interview respondents, families had a better experience in the workshop if attendance was high.

“To boost our numbers we did invite families to join us that had kindergartners that were struggling. There was a lot more adaptation to the curriculum and materials that we used to broaden that stance for a class for 4 and 6 years olds. That felt better. They brought in their kids and met in the middle, so the group was bigger.”

Reflecting on data

Another organizational strength found in Yamhill was the willingness and interest to **reflect on data and lessons learned**. One professional described using the family survey administered at the end of the workshops to see what parents/caregivers enjoyed about their experience. As noted by one coordinator, data was used to evaluate the effectiveness of the Ready! for Kindergarten workshops at a local level:

“One of the things that we’ve been doing in our school district is doing our own little action research program. We’ve been training our Ready! students on what they’ll be doing in school. What does it look like in the State assessments? What does it look like at our district, and where does it compare to the children that have been involved [in the workshops]? Trying to compare apples to apples and comparing the same demographics that didn’t go to the Ready! program...if we intervene early and strong, and what kind of outcomes are we going to see long term?”

Good collaboration

Schools **worked in collaboration** with school staff, community organizations, and the Yamhill ELH in order to find volunteers and to create a seamless transition process for children and their families from early childhood into kindergarten. For example:

Incongruity between
framework and
practice

“The building where it’s held, there is a lot of staff involvement, we have engaged our kinder teacher to make sure they know about this program. They know which families they have who have attended the program. They come and observe the program, so we try and make sure there is a connection there as well.”

Organizational Challenges. Not surprisingly, several challenges were experienced in the effort to expand the Ready! program into five school districts for the first time. Challenges included instances where there was **incongruity between the framework and practice**. Although flexibility in workshop format helped facilitators meet the needs of the community, this flexibility was seen as a concern in terms of the fidelity of the Ready! for Kindergarten model. One example of implementation that may not have met fidelity standards was described by one facilitator:

“Knowing my parents, it’s like I said, it’s nice because I know a lot of the parents going into this. We don’t always do all the activities that are recommended just because they [participants] are adults, and granted that you are supposed to do the activities [with the adults], its kids that you’re supposed to have do it with and parents feel foolish when you ask them to do those kinds of things.”

With additional curriculum training, facilitators might feel more able to engage families in a way that is comfortable and models the activities in a more appropriate way. Program administrators should be aware that fidelity in program delivery may be compromised without additional facilitator training and support.

Not enough planning
time

Despite several planning opportunities, some interviewees found it difficult to **find time in their already busy schedules to plan** for the workshops. This was especially the case for coordinators and facilitators who work in smaller communities and already have a variety of roles and responsibilities outside of the project. One principal explained this challenge:

“I only taught two sessions, and I think if I had done a little more thinking, prepping in a couple places, it would have gone better. I could have been better prepared.”

Reflecting on the data

While some school districts reported using the family surveys to reflect on the workshops this year, other school districts did not have this opportunity. Thus, there wer inconsistencies in how coordinators and facilitators used the data. One interview respondent expressed interest in **reflecting on the data**:

COMPETENCY DRIVERS

Coaching and mentoring opportunities

Facilitators' passion and ability to engage families

"It would have been nice to have more information of how the parents found the information; if it was beneficial."

Facilitating conversations about results and experiences within and across school districts could help strengthen the workshops, ensure comparability and fidelity, and build even more alignment.

Competency Drivers

Competency Strengths. As mentioned under Organizational Strengths, workshop facilitators had the opportunity to attend the Ready! for Kindergarten workshop in the McMinnville SD prior to their implementation this year. The opportunity to learn from others by observing well-seasoned facilitators was viewed as especially helpful in building capacity to run the workshops for the first-time facilitators. In fact, almost all schools highlighted this benefit for their new volunteer facilitators. One interviewee explained:

"Because we are a school that has never used this program before, one of my kinder teachers went and watched a workshop in the McMinnville school district that was really helpful. Even though she had gone through the director's notebook and watched the DVD, watching the workshop was really helpful, and she has just become better with every workshop, and she was the person that implemented ours. It was extremely useful for her."

In addition to opportunities for observations, a few keys stakeholders also mentioned opportunities for **coaching and mentoring** from coordinators and facilitators in the McMinnville SD. One interview respondent noted:

"I have gotten a lot of feedback, especially from McMinnville."

The positive effects of these training opportunities were seen by workshop coordinators and participants. In fact, a few interview participants mentioned that workshop facilitators have received positive feedback from participating families. This feedback highlighted **facilitators' expertise and passion** as well as their **ability to engage families and build relationships** in a short amount of time. Illustrating this point, one workshop coordinator described her impression of the facilitators:

“The biggest factor in my opinion is the trainer, the people that are actually doing the workshops with the parents. If they are a good communicator, if they understand that they have to build relationship with families. I wouldn’t put someone in that role if I didn’t feel that they couldn’t be very collaborative. It’s not a program where [they tell you] this is what you should do, it’s more about [telling you] you are important to your child, and I want to help you do great things with your children.”

Ready! for Kindergarten workshop participants also mentioned facilitator competency. These volunteers were described by families as warm and knowledgeable. The facilitators’ ability to foster a welcoming learning environment has helped families gain strategies to support learning at home. For example, one participating parent/caregiver explained here experience in the program:

“I like the instructors. They seemed friendly and know what they were talking about. The teacher [at the workshop] was good, pointed to books we could get at the library, which were great choices. The teacher talked about how to start teaching the fundamentals...ABC’s and stuff. I didn’t like school as a kid, but she [the child] seems to really like it. I think she is going to surpass, because they [the workshop] gave us things like flashcards. Some other materials they gave us were wooden puzzles, white cards you put Velcro letters and shapes on...And there are stacking boxes with letters on them, and I’ll do things like ask her, ‘Do you start with A?’ She really likes stacking. I wish my oldest could have had this opportunity.”

Competency Challenges. Although many facilitators demonstrated their competence in running workshops for families, several interview respondents noted that there were too **few training opportunities**. The Ready! for Kindergarten materials were new to many of the workshop facilitators. More thorough training on the curriculum and associated learning tools (e.g., flash cards, games), especially how these materials related to readiness skills, would have been useful.

“Actually knowing how to use the program devices would have boosted my confidence going in to the workshops.”

Few training opportunities

The need for additional training, above and beyond observations of the McMinnville SD workshops, was seen by workshop coordinators as well. Reflecting on an observation of one workshop run by a new facilitator, one coordinator explained:

“I think that the presenters need a little more training. She did a good job; she’s a parent. But I think if you’re going to volunteer to present, you need to be more hands-on with parents. I think the trainer needs to be more trained to give [the] presentation...And getting people involved. I like people who pull people in to the presentation, instead of just showing a bunch of slides. Because they [the parents] are given a binder, but a lot of them are not going to look at it.”

The fact that there were **no incentives for facilitators’ participation** was a challenge expressed by a few coordinators, facilitators, and/or principals. Consistency in facilitators across workshops is important to building relationships with families. Lack of incentives for volunteer facilitators to continue to work with the program may detract from this experience for families.

Leadership Drivers

Leadership Strengths. Through these interviews, it was evident that it was important for coordinators and facilitators to have **knowledgeable leadership** from principals and the Superintendent. Some interviewees noted that it was helpful and motivating when leadership presented research about program impacts on long-term academic success and success in other life domains. In particular, the **Superintendent’s support** of the project, shifting to a culture that integrates early childhood into the K-12 system, was meaningful for this community. One interviewee expressed appreciation of the Superintendent’s approach to early childhood:

“Well our superintendent is actively involved in this. She is pretty passionate herself about this birth to five age. I know that she participates in a lot of the meetings where they get together and have conversations about this, and she gives [coordinator] the go-forward, and all of this that [coordinator] is involved in, and she totally supports it. She’s typically here not every meeting that we are here doing Ready!, but she makes an appearance and participates in and sat in on the sessions. She [coordinator] knows that she [the Superintendent] advocates for it, she talks about it in the community.”

Leadership Challenges. In some communities, stakeholders expressed the need for stronger local leadership, especially in terms of having someone who is authorized to make

No incentive for facilitators

LEADERSHIP DRIVERS

Knowledgeable leadership

Support from superintendent

No local leader

decisions about the project. In contrast to the aforementioned Leadership Strength, one interviewee expressed concerns with having **no local leader**:

“I think for our smaller communities, the challenge has been who is going to organize the program, who’s going to order the kits, who’s going to track everything? I think in the smaller districts that’s been really hard. I think in Dayton they have one of the teachers oversee and organize the program and the elementary principal couldn’t do it because she’s also the special education coordinator for the district.”

Lack of communication

There may also be a **lack of communication by higher-level leadership** to principals, coordinators, and facilitators regarding the purpose and utility of the Ready! for Kindergarten program as opposed to other kindergarten readiness curricula. In fact, there was one instance where a principal was unclear about why the Ready! for Kindergarten program was selected as the kindergarten transition strategy:

“In all honesty, I don’t know why it was chosen; that was the one I was told we were using. And I would assume it was because McMinnville was already using this curriculum. My initial reaction was, ‘okay, that’s what we’re using,’ I didn’t know anything else so it was okay.”

CULTURAL FACTORS AND ADAPTATIONS

Tailored outreach strategies

Cultural Factors and Adaptations

Cultural Factors and Adaptation Strengths. Much of Yamhill County’s population is Latino, and Yamhill ELH is dedicated to cultural inclusivity and representation. As a result of their work around cultural responsiveness, coordinators and principals found **tailored outreach strategies** to target some of the underserved communities in their area. Specifically, those working to identify and recruit families already had strong connections in the Latino community.

“I think that it’s critical in Yamhill County, we are primarily Latino and Spanish-speaking. Our migrant recruiter is bilingual/bicultural; their connections with our Latino community is who they are and what they do. They’re involved in our Latino community as a person in our community and we’ve actually just had a change over since our migrant worker liaison moved to a PreK teacher.”

Cultural Factors and Adaptation Challenges. Although staff responsible for family outreach were able to connect with the Latino community, other workshop staff/volunteers as

Incongruence
between workshop
structure & family
needs

well the workshop format did not accommodate this diversity as successfully. For example, one principal reflected on **incongruence between workshop structure and families' needs**.

"...childcare worked for the English speaking families more than the Spanish speaking families; the Spanish speaking families like to keep their children with them."

Flexibility to adapt the workshop format to include children in the session would be particularly useful in these instances where family practices or preferences conflict with the workshop structure.

Lack of translation

Lack of translation of curriculum materials was also seen as a major challenge, especially for family engagement in the materials. Although some materials (e.g., the binder for families) were available in Spanish, not all materials were provided in Spanish (e.g., facilitator notes). Additionally, translated materials for families did not always have cultural meaning. This meant that one Spanish-speaking facilitator needed to be creative in adjusting the format and materials of the workshops in order to supply Spanish-speaking families with useful resources.

"A challenge is that the presenter's notes provided are all in English, so I have to translate my script. Another challenge is that some parent-child materials are available only in English; I've adapted the presentation I give with the aim of making materials more accessible to monolingual Spanish speaking families. For example, there is an English language rhyming activity in the materials kits, a matching game. Many attendees don't have the English vocabulary yet to identify the rhymes and make the matches required in the game. To support family engagement, I created a rhyme translation and pronunciation key so that parents know what goes with what. Finally, there are parts of the class during which families consistently seem to need more in-depth examples than those provided by the Ready! curriculum. In those cases, I have brought in props and added activities to flesh out the ideas."

The Ready! for Kindergarten programs in McMinnville and Amity are fortunate to have such a dedicated volunteer. However, the lack of translated and culturally appropriate materials for facilitators and families in Spanish is a clear gap in the program.

OTHER STRENGTHS
AND CHALLENGES

Other Strengths and Challenges

Other Strengths. In addition to the strengths identified in the previous sections, there were a number of strengths mentioned by interviewees that could not be classified under these categories. Other strengths acknowledged by the interview participants

included: (1) building relationships and connections between families and the school as well as among families and (2) the Ready! for Kindergarten curriculum itself.

Building relationships and connections between families and schools was identified as important component of the Ready! for Kindergarten workshops by principals, coordinators, facilitators, and participating families. There are a couple of ways in which the workshops helped families build relationships. First, the workshops provided an opportunity for families to become familiar with the school and begin to build relationships with school staff. One interviewee illustrated the importance of making family-school connections:

“I will find a way to fund it whether the grant continues or not. It’s well worth it to spend the time to get to know your incoming families, even a couple years out, and to develop that positive relationship between staff and families.”

Participating in the Ready! for Kindergarten workshops also helped families make connections with one another. This helped parents/caregivers build a stronger sense of community and learn from one another.

“...I visit the program, and I sit in the work session with the families. We know that our families in poverty do not have a strong connection in their neighborhood. They don’t have the same resources as a middle class person. I can call my friend and say, ‘pick up my son.’ Our poverty families don’t have the same resources; they don’t have play dates. In Ready! for Kindergarten, parents are talking to each other and setting play dates, and they’re building relationships with other adults. That’s what we want – results for the children and [families] are building relationships, and that’s something that wasn’t expected, and I remember there was a mom that was talking to another mom about resources for young children and without that connection, I don’t think that family would have ever figured it out.”

Participating families echoed this theme. Many parents/caregivers described how they and their children were able to interact with others in the community, building relationships and making new connections. One parent/caregiver explained:

“I would say my son’s favorite part was meeting other kids and playing. We are not from this area, so having kids meet each other is a great thing—as well as us parents. This way, we are all on the same page. We have more conversations, bouncing off ideas with other parents, about disciplining, education and that sort of thing.”

The **curriculum and format of the Ready! for Kindergarten workshops** were seen as another strength to this P-3 strategy. It was noted that the materials were digestible, preventing families from feeling overwhelmed by the information. Regardless of parents'/caregivers' previous education experiences, the curriculum was seen useful because it introduced "everyday things" that families can do with their children to support learning and development. Others described the format as family-friendly, with appropriate pacing and sufficient time for discussion.

"One of the things I really like about the program is that it makes the learning fun, and we want kids to enjoy learning and think about coming to school fun. And if the parents teach in a way that is fun, that will make learning more enjoyable and them [children] more excited about coming to school."

Parents/caregivers also noted that they enjoyed the program. From the perspective of participating families, the program helped to keep their children on track for kindergarten and helped them to support learning at home. One participating parent/caregiver stated:

"I just love how flexible it is. Just taking learning on the road. Even when we are camping, we can take it with us. Learn more patterns. They sent home wooden beads for toddler hands, and they can put different shapes on the thread, and he noticed shapes and colors. And it seemed once he had it in his hands, it was more his level of learning."

Moreover, it was clear that participating families have interest in attending more Ready! for Kindergarten workshops and would **recommend** the workshops to others. When asked if she would recommend the program to others, one parent/caregiver exclaimed:

"I would definitely tell them to go. It's just two hours...and you get to take home cool toys. The "Go Fish!" cards are his favorite. It helps him learn numbers and counting. And it, you know, teaches him sometimes you're going to lose a game. I think if they offered the workshops more often I would attend them more."

As a result of the Ready! for Kindergarten workshops, parents/caregivers reported working with their child more to increase kindergarten readiness. In part, the workshops helped families to recognize the importance of this work at home and **change parenting behaviors** as a result of participating in the workshops. One parent/caregiver explained what kinds of changes she has made at home:

"I'm asking more open-ended questions. You know, sometimes as a parent, you're tired so it can be hard. Sometimes you don't want to explain why they can't climb something or do something they're not supposed to do. But I realize it's important for them to make their own decisions."

Other Challenges. Although attendance fluctuated by school, one major challenge for many schools implementing the Ready! for Kindergarten workshops was **identifying and recruiting families** to participate. Workshop coordinators wanted to reach families that are not connected with child care or other community-based early learning experiences. These families were difficult to connect with:

"I have parents that have come from my preschool and registered daycare providers; that's not necessarily the target population that we really want. Finding that other population – that's the frustrating part. The parent that you can't get ahold of, families that aren't connected to a registered day care provider and not connected to the school in some way, shape, or form already."

Further, it seems that families who are not actively seeking these type of learning opportunities might not come across the Ready! for Kindergarten workshops. For example, one parent explained how she found out about the workshops:

"I only found it because I sought it out. I don't know how other families find out."

Although many involved in the workshops appreciated its flexible, engaging format, the Ready! for Kindergarten workshop relied heavily on technology. The presentation was supposed to be projected on to a screen where participants could watch videos and visual the instructions. However, the **reliance on technology** was a major problem for some facilitators, who found that the school did not have the capacity to run the curriculum's DVD format. Beyond technology challenges, heavy emphasis on the PowerPoint slides and videos was seen as impersonal and formal, especially in workshop sessions where there were few attending families. For example:

"Another challenge for Amity is that we have such a small population of families that the format was a little bit overbearing. To run this whole smart board presentation with 5 families feels a bit awkward. It would be better to sit at a table. It felt too formal to sit in a group."

In some communities, the Ready! for Kindergarten workshops were combined across age groups. Thus, families of three-year olds could attend the same workshop as families of incoming kindergartners. As a result of combining workshop sessions across ages, some families felt that the curriculum was not well-suited to their child's developmental stage. For example, one parent/caregiver expressed desire to have developmentally appropriate activities, feeling that the activities were targeted more towards older children or children who were more advanced. One parent/caregiver said:

"They didn't talk much about the social development...And it was generally very broad. They're trying to do a lot in short amount of time."

"The thing that is hard sometimes is that the activities that they do don't always apply to my son's age. Sometimes they are activities for older children or more advanced children. I would like it if the activities were more for my son's age."

LESSONS LEARNED

Lessons Learned

Through these interviews, several themes emerged as lessons learned during the Ready! for Kindergarten planning and implementation processes. At the organizational-level, two lessons learned could help school districts introducing workshops for the first time better implement the program: (1) start small and (2) plan ahead.

Although the Ready! for Kindergarten program offers curricula at four levels (i.e., 0-1 year olds, 1-2, 2-3, and 4-5 year olds), schools implementing the workshops for the first time should **start small**. Consider implementing just one of the levels and/or combine classes. This will help schools trouble-shoot on a small scale when needed and determine the best recruitment and facilitation strategies for their community.

"You can make the classes bigger and have less sessions that you offer there's a way to scale it down and let it be less overwhelming even if you have one session of a 4-5 whatever age you wanted to start with and then just grow from there instead of feeling like you need to do it all and grow from there."

Principals, coordinators, and facilitators implementing the workshops for the first time this year also learned about the importance of **planning ahead**. Interview respondents highlighted a number of suggestions for new staff, including familiarize oneself with the Ready! materials, create timelines in order to address the most important points during the training, rehearse, prepare all family resources (e.g., binders, games, bags) ahead of time, and collaborate with other facilitators in order to streamline the evening.

Start small

Plan ahead

More trainings and professional support

Along similar lines, many interviewees acknowledged the need for **more trainings and continued professional support** during the school year. One facilitator described the ideal training sequence:

“It would be nice to have a mentor person that you could call and ask questions. Even having somebody who had taught it before and team teaching it with me would have been fabulous. Letting me teaching it and then chime if there was more that needed to be said or more that needed to be done or more elaboration on something.”

In addition to mentors and experienced co-teachers, other interview respondents suggested that workshop coordinators facilitate additional trainings to review all the materials, including family binders and games, additional observations of workshops, and continued discussion with experienced facilitators.

New recruitment strategies

To increase family attendance, **new family identification and recruitment strategies** are needed. Several interviewees, including participating parent/caregivers, suggested a variety of additional strategies, including:

- Provide more flyers/pamphlets;
- Announce workshops at school events (e.g., open house, Kindergarten Roundup);
- Advertise through community-based child care programs;
- Post information on the school webpage for parents/caregivers;
- Offer workshops at different times of the day;
- Combine locations in large school districts;
- Provide transportation;
- Include PreK teachers and community-based child care providers who could provide additional supports and feedback to families throughout the school year;
- Hold the events at a community center or place where isolated or marginalized families tend to congregate/meet up (e.g., church);
- Find community liaisons to advertise within hard to reach communities.

No matter which recruitment strategies coordinators and other workshop organizers choose, the bottom line to reaching a large number of families, as one interviewee noted, is to:

“...advertise it everywhere multiple times.”

Encourage families to attend year-round

Other suggestions were made to **encourage families to attend workshops throughout the year**. For continued family participation, some coordinators and facilitators agreed that programming should be kept informal and personal, especially in small groups. There was some disagreement, however, about combining sessions. From the coordinators’ and facilitators’ perspectives, it seemed practical to combine sessions when few families attended. In contrast, parents/caregivers also expressed

their frustration in these combined sessions when the skills and activities discussed were not developmentally appropriate. In those cases where it makes the most economic and practical sense to combine age groups, a conscious effort should be made to discuss readiness skills and activities at all levels.

Another way to recruit families and encourage continued participation is to provide the Ready! for Kindergarten resources in languages other than English and verify that the activities and materials are culturally meaningful. This should include facilitator notes as well as family materials. The language and cultural limitations of the Ready! materials were acknowledged by a couple of coordinators and facilitators. Both interviewees were proactive in securing culturally and linguistically responsive materials. While one translated materials on her own, the other was resourceful and made connections with a local university:

“George Fox. I have talked to them about translation services and they are amazing about it.”

These materials are critical to expanding the accessibility of the workshops to other communities. Yamhill County has a diversity of communities, and many families are missing out on the opportunity to learn about how to support their child’s learning and development. For example, one interview respondent noted this need in other communities:

“I would say we may need to branch out to more than just English and Spanish. I think there is a potential with Vietnamese and Chinese. I don't know how that would go with the translators. We had a family straight from Vietnam and we needed to make sure they were okay.”

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Early Learning Division Kindergarten Readiness Partnership and Innovation Grant Level 2 Evaluation Logic Model

**YAMHILL EARLY LEARNING HUB: Ready! for Kindergarten Workshops
18 interview respondents¹ 9 coordinators/facilitators/principals & 9 families**

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Family and/or Child	Families	<ul style="list-style-type: none"> • Ongoing workshops for families with children 0-5 – 3 per year at 6 schools • Recruitment of families: <ul style="list-style-type: none"> • Social media • In-person • Mailers – early learning providers • Flyers sent home w/ students for younger siblings • Community partners • District website • Word-of-mouth 	<ul style="list-style-type: none"> • Increased parent involvement in child’s learning (8) • Increased parent skills & resources to support learning at home (6) • Increased literacy skills (5) • Improved transition to &/or preparation for Kindergarten (4) • Increased math skills (3) • Increased connections between families within the community (2) • Increased child socialization & social-emotional skills (1) • Received new information &/or resources (1) 	<ul style="list-style-type: none"> • Improved academic outcomes (4)
	Professionals	<ul style="list-style-type: none"> • Increase parent skills and knowledge for school readiness (3) • Increase knowledge of Kindergarten expectations (2)² • Increase parent confidence (1) <hr/> <ul style="list-style-type: none"> • Support family engagement in child’s education (6) • Connect families to the school <i>before</i> Kindergarten (4) • Foster families’ feelings of comfort within school (1) • Increase early childhood learning opportunities (2) • Connect families with other families (2) • Increase access to resources (2) • Increase child literacy skills (2) • Increase child social-emotional skills (1) • Learn developmental targets (1) • Decrease the achievement gap (1) 	<ul style="list-style-type: none"> • Workshop Activities <ul style="list-style-type: none"> • Free meal • Childcare • Activity binder and accompanying toys • Practice parenting skills/watch example videos • Open dialogue • Standardized curriculum 	<hr/> <ul style="list-style-type: none"> • Improved transition to &/or preparation for Kindergarten (2) • Increased parent engagement/ involvement in child’s education (2) • Increased familiarity/comfort within school (1) • Increased skills & resources to support learning at home (1) • Had a positive experience with the program (1)

¹ Responses are separated by professionals (coordinators, facilitators, and principals) and families.

² Numbers in parentheses indicate the number of persons who provided this information.

		Goals	Activities	Short-term outcomes	Long-term Outcomes
Educator/ Professional	Professionals	<ul style="list-style-type: none"> • Increase opportunities for school staff to meet families before kindergarten (4) • Improve family recruitment strategies (1) • Connect with unknown EC providers (1) 	<ul style="list-style-type: none"> • NONE REPORTED 	<ul style="list-style-type: none"> • Increased knowledge of EC teaching practices (2) • Increased skills, abilities, knowledge of early childhood providers (2) • Changed early childhood classroom practices (1) • Increased knowledge/understanding of student needs (2) 	<ul style="list-style-type: none"> • Increased positive relationships with families (2)
	System	<ul style="list-style-type: none"> • Decrease achievement gap (1) • Support a system of sustainable Ready! programming (1) 	<ul style="list-style-type: none"> • Principal and school staff planning meetings • Coordinators observe existing program 	<ul style="list-style-type: none"> • Aligned goals/standards between parents & early childhood providers (2) • Increased cross-sector collaboration in curriculum delivery (1) 	<ul style="list-style-type: none"> • NONE REPORTED
Underserved Communities	Families	<ul style="list-style-type: none"> • Increase services for Vietnamese and Chinese speaking families (1) <p>-----</p>	<ul style="list-style-type: none"> • Targeted recruitment for families in poverty, migrant worker families, tribes/tribal preschool • Bicultural/bilingual recruitment • Workshops held in Spanish at 2 schools • Culturally relevant/ appropriate curriculum translation 	<ul style="list-style-type: none"> • NONE REPORTED <p>-----</p> <ul style="list-style-type: none"> • Increased access to resources &/or information (1) • Reflect on future adaptations to accommodate all families (1) 	<ul style="list-style-type: none"> • NONE REPORTED <p>-----</p>
	Professionals	<ul style="list-style-type: none"> • Create opportunities for engagement (2) • Connect families from diverse backgrounds (1) • Connect underserved communities to school (1) • Create comfort in the school (1) 			<ul style="list-style-type: none"> • NONE REPORTED

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Grant-Specific Mini-Evaluations
Home Visiting
Frontier Oregon Services Early Learning Hub

Section 5

Early Learning Division

Kindergarten Partnership & Innovations Grants: Frontier Oregon Early Learning Hub Evaluation of the Home Visiting Strategy

HIGHLIGHTS

Highlights

To learn about the successes and challenges in implementing Frontier Early Learning Hub's home visiting strategy under the Kindergarten Readiness Partnership and Innovation Grant (KRPI), interviews were conducted with five key stakeholders, including early learning and K-12 administrators and kindergarten teachers. Interview respondents were asked about the goals of home visiting, activities done this year to help move the project forward, benefits and/or outcomes after the first year of home visits, and about strengths and challenges of the work. Through the interviews, it was evident that the majority of the work in the first year of grant funding was focused on learning how to implement home visits within a pre-existing system. A few key themes bridged the interview topics:

- There was clear support for the home visiting model from all key stakeholders;
- Autonomy for kindergarten teachers to design and implement home visits had some benefits, at least during the start-up phase;
- There is a need to increase families' understanding of the purpose and importance of home visits to improve acceptance and engagement in the model.

While there was enthusiasm for home visits, only five home visits were conducted this year. There were a number of barriers that prevented teachers from conducting more home visits this year, including:

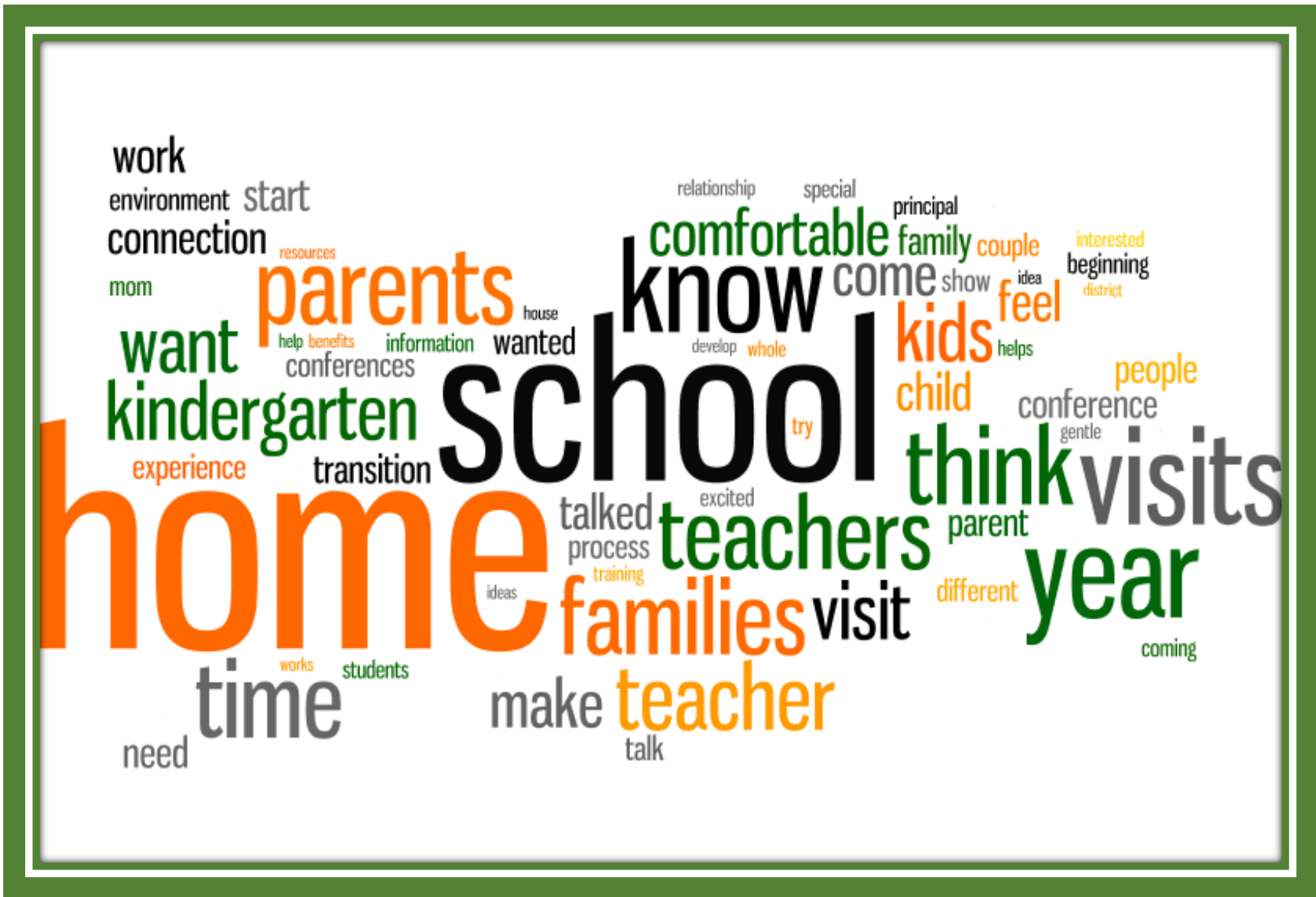
- Time, especially for planning, recruitment, and conducting home visits;
- Staff capacity (teacher workload, training, support);
- Systems barriers (e.g. learning that two staff were required to attend visits, lack of structured time in the teacher work week for home visiting);
- Engaging parents/caregivers in home visits.

In terms of addressing these barriers moving forward, the following "lessons learned" were shared by respondents.

- First, some of the organizational- and competency-related challenges could be overcome by:
 - Instituting more time for joint planning, training, and supervision;
 - Investing more time to build teacher understanding, buy-in, and comfort;
 - Creating time during the workweek for staff to plan and deliver home visits;
- It was also recommended that recruitment strategies and materials be developed so that families are more aware of the rationale and importance of the visit.

Parents who participated in home visits this year might be good partners to "get the word out" to other parents about how the visits were helpful.

This report details the key stakeholders' perceptions of the KRPI goals, successes, and challenges. The following word cloud (see below) highlights the key terms stakeholders used during their interviews—the more often a term was used, the larger the visual depiction of that word in the “word cloud.” As can be seen, interview respondents were focused on home, school, parents, families, visits, and know.



Introduction

The purpose of this report is to provide feedback to the state Early Learning Division as well as to the Frontier Oregon Services Early Learning Hub and other Kindergarten Readiness Partnership and Innovation (KRPI) Project grantees about home visiting being implemented with some incoming kindergarten families in Henry L. Slater Elementary School. This briefing paper summarizes key findings from a more in-depth “mini-evaluation” of home visits being delivered by teachers in the Frontier Early Learning Hub area that was conducted within the context of the statewide evaluation of the KRPI projects.

In all, five 2014-15 KRPI grantees were selected for these more in-depth mini-evaluations in order to better understand the types of activities being implemented and the strengths, challenges, and lessons learned in implementing innovative approaches to improving kindergarten readiness and connecting the early learning and elementary school systems. The five projects chosen were selected based on interviews between the KRPI evaluation team at Portland State University and grantee representatives and through discussions between the PSU evaluation team and state Early Learning Division staff. Programs were selected in order to represent the key areas of work being done by grantees across the state, specifically activities focused on: (1) improving kindergarten transitions for children and families (Yamhill County KRPI & Frontier Early Learning Hub KRPI); (2) engaging families in schools and in supporting early learning (David Douglas School District KRPI); and (3) improving and aligning professional development across and among early learning and elementary schools staff (High Desert KRPI & Early Learning Multnomah KRPI). Methods and questions for each grantee were developed in collaboration with grantee representatives, and were tailored based on the particular strategies being implemented, and included some or all of the following: (1) key stakeholder interviews; (2) stakeholder quantitative surveys; (3) parent interviews; and/or (4) review of grantee progress and outcome reports.

To evaluate the home visiting strategy implemented by Frontier Early Learning Hub, telephone interviews were conducted with 5 key stakeholders working on the home visiting strategy this year. At the administrative level, the grant coordinator from the Frontier Early Learning Hub and the principal of the school implementing home visits were interviewed. Additionally, the three kindergarten teachers implementing home visits were interviewed.

The evaluation team attempted to recruit family members that participated in the home visits to participate, but were unable to secure names and contact information from interested parents/caregivers. Interview recruitment took place at the end of the year when teachers were extremely busy wrapping up the school year. Recruitment depended on the teachers to distribute and collect Release of Information (ROI) forms from parents/caregivers. In some cases, teachers were not able to help in recruitment due to busy schedules. One teacher reported distributing the ROI forms to families that participated in the home visits; however, no forms were returned.

Interview questions for the two administrators and the teachers asked about:

- Rationale for choosing home visits as the primary P-3 strategy;
- Goals of home visits;
- Recruitment and implementation;
- Strengths of the work;
- Challenges encountered in the first year.

For analysis purposes, strengths and challenges discussed by interviewees were broken down into five categories:

1. **Organizational drivers**, or those characteristics and processes within *organizations* that support innovation and practice change (e.g., organizational culture, policies and procedures, structures that provide adequate time for training and skill development, etc.);
2. **Competency drivers**, or the factors that develop, support and sustain *staff knowledge and skills* in implementing practice changes (e.g., supervision, coaching, feedback, training);
3. **Leadership drivers**, or those characteristics of *leadership* that support change, such as leadership vision and understanding of the purpose of practice change, effective communication, inclusive decision-making, and leadership commitment to implementing changes in practice and policy;
4. **Cultural factors and adaptations**, specifically the ways in which communities are shaping their P-3 projects to address the needs of diverse and underserved communities; and
5. Other strengths and challenges.

The first three of these categories are based on National Implementation Research Network (NIRN, Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010; Metz, Naoom, Halle, & Bartley, 2015) framework, a research-based approach to understanding the process of implementing evidence based and/or innovative human service programs. The fourth category, cultural factors and adaptation, was included in order to capture information related to the ELD's stated priority area for KRPI grantees, that is, to address disparities in school readiness and achievement for minorities and underserved communities. The fifth category accounts for any other strengths and challenges that were mentioned but did not align well with the pre-defined categories. Following a summary of the Frontier Early Learning Hub Home Visiting Logic Model, common strengths and challenges discussed by interviewees will be reported for each category.

LOGIC MODEL SUMMARY

Logic Model Summary

Based on the data collected, a logic model was developed for the Frontier ELH Home Visits. The logic model is meant to provide the grantee with a “working draft” of a framework reflecting key stakeholders’ perceptions of the key goals, activities, and intended short- and long-term outcomes of the Frontier ELH KRPI project. It is important to note that this logic model is provided as a starting point that could serve for facilitating additional conversations within the grantee P-3 communities about the purpose, activities, and desired outcomes for the project. Review of the logic model in its present form provides insight into current stakeholder perceptions, and may reflect

areas where additional P-3 work to develop shared vision, refine and/or focus key outcomes, or implement new or improved activities could be beneficial.

In reviewing the Frontier ELH logic model, several things can be noted. Not surprisingly, home visiting goals were focused on children and families as well as creating a better connection between families and teachers. In terms of the interview responses, there was a clear understanding of these goals by all key stakeholders participating in the interviews. On the other hand, interviewees were less able to clearly articulate the specific short- and long-term outcomes that were intended. Outcomes mentioned by interviewees included improved relationships between teachers and families, improved school transition, increased attendance, and augmented supports for learning at home.

While much of the work, understandably, is focused on the child/family- and educator-levels it should be noted that there was no mention of goals, activities, or outcomes related to the systems-level. As discussed in the sections below highlighting challenges, many of the barriers to implementing the home visiting model work occurred at the organizational, system-level. The work may benefit from more focused attention on identifying changes needed at the organizational- and systems-level to support the success of the project and related Prenatal to 3rd grade (P-3) work. Further, given interview responses that suggest somewhat different visions for home visiting from administrators and teachers, joint planning efforts prior to next year might be helpful for ensuring everyone is “on the same page” moving forward.

ORGANIZATIONAL DRIVERS

Autonomy for implementation

Organizational Drivers

Organizational Strengths. Through discussions with administration, it was evident that there was intentionality around allowing the kindergarten teachers to design and implement home visits in a way that worked best for them. It was thought that this **autonomy** would help increase ownership of the project and empower the teachers in making decisions that impacted their work load. One example of the way in which autonomy was supported was described in the following:

“Originally they wanted to do [home visits] when the kids were there after school, but it was too hard. I knew that, but that was something they had to figure out. Then they figured out that they need to do it during school time. I had money for subs, but it had to be their idea.”

While this autonomy was not explicitly recognized by on-the-ground staff, it was clear that teachers felt confident in making changes to the original home visiting vision (e.g., narrowing the scope from visiting all incoming kindergarten families to only those that did not attend Gentle Start and/or the children at highest risk for academic difficulties).

There was also **strong support for the home visiting model** from administration and kindergarten teachers. The home visiting model was seen as beneficial to children, families, and teachers because teachers were able to spend more time with families that

Support for home visits

needed more support and because they were able to make connections with families that they otherwise would not have been able to reach. The benefits of the model were described by one teacher in this way:

“One thing is just getting a good block of time with parents and kids, versus a conference which is 20 minutes, with parents in and out. Just dealing with those few helped me connect. We could bounce ideas off of each other – especially, with the girl with special needs. They had great ideas.”

Lack of time

“Add-on” work

Organizational Challenges. On an organizational level, a major barrier to conducting the home visits was a **lack of time**. All interviewees recognized that there was little **time** devoted to and available for home visiting, especially given that there were other competing priorities such as implementing full-day kindergarten and kindergarten assessments. This limitation was clearly linked to the perspective that home visits were **separate from the work of a kindergarten teacher**. One interviewee described the challenge in this way:

“And it’s not that they didn’t want to or that they didn’t see the value, but they didn’t have time. How do we build in time? It should be just part of the process rather than an add-on.”

Staff capacity

Another challenge at the organizational level was a requirement for two staff to attend visits, and therefore limited **staff capacity** to attend home visits. After learning that kindergarten teachers could not conduct home visits alone, educational assistants were asked to accompany teachers to students’ homes. Finding time and availability for two staff to visit families in their homes was a challenge.

Sustainability

There also seemed to be **mixed interest in continuing home visits**, particularly if funding was discontinued. While teachers clearly identified the benefits of home visits, there were also a lot of costs related to the time it takes to plan for and conduct the visits. When asked if she would conduct home visits next year if there was no funding for the work, one teacher reluctantly responded:

“I would maybe do a few on school time, but it would be difficult to fit it in...I would probably say no.”

Lower levels of commitment to the project may jeopardize the sustainability of home visits in the future.

COMPETENCY DRIVERS

Empathy toward parents/caregivers

Competency Drivers

Competency Strengths. From interview responses, two strengths related to staff competency emerged. The first competency strength was that the kindergarten teachers demonstrated **empathy toward parents/caregivers** and their perspective.

Kindergarten teachers recognized that some family members had negative experiences within school and with teachers and may be hesitant to engage in their child's education at school because of these experiences. Acknowledging this perspective helped the kindergarten teachers attempt to mitigate negative associations with formal education. One teacher explained:

"I know some parents are really threatened. Either they feel uneducated or people are judging...I try to make sure this doesn't happen."

A second competency strength was that two of the three kindergarten teachers felt that they had the **skills, abilities, and knowledge** to implement the home visits given their previous experiences. Although only one of the three teachers had experience in conducting home visits, there was clear confidence expressed by two teachers in their ability to apply teaching experiences to home visits:

"I didn't receive any training. I have 30 years of training in a sense, being a teacher for 30 years. It's a small town. So I've done home visits in a sense, to drop off work if child is sick. If there's an illness, I drop off food. It's not just about school."

Competency Challenges.

Although two teachers were confident in their skills, abilities, and knowledge to successfully conduct home visits, **lack of formal training and supervision** was clearly stated as a challenge. Administrators and one teacher suggested that everyone could benefit from more home visiting training. One teacher admitted that training and supervision would help her feel more comfortable conducting them on her own:

"There was a little bit of training. I think it would've been nice to have me feel more comfortable too. I'm pretty easy going, but it would be nice for me, for all of us I think."

Confidence to
conduct home visits

Lack of formal
training/supervision

LEADERSHIP DRIVERS

Principal

Leadership Drivers

Leadership Strengths. The primary strength in leadership came from the **principal**. All three teachers mentioned their appreciation for her support in planning and implementing the home visits. In particular, the kindergarten teachers noted the significance of conducting a joint home visit (i.e., teacher and principal visiting together) prior to the start of the project this year. In talking about how she prepared for the home visits this year, one teacher stated:

“I’ve talked to a couple of teachers that have done it before. And the principal. Last year, the principal and I went on a home visit together. It usually feels more comfortable to have another person to go with you – at least with me. You can help each other out. Sometimes you might not know what to say.”

Leadership Challenges. While much autonomy was given to staff to design and implement the home visiting strategy, **limited communication** between leaders and between leaders and on-the-ground staff about the project seemed to impact its progress. Between leaders of the work, limited communication made one interviewee feel a bit unclear about the project status. Additionally, one administrator mentioned that she would like to have more face-time with the kindergarten teachers in order to support them in the home visiting process:

“The second [challenge] is to problem solve with the teachers...together we can look at options and more solutions.”

CULTURAL FACTORS AND ADAPTATIONS

Focused support

Cultural Factors and Adaptations

Cultural Factors and Adaptation Strengths. Teachers quickly realized that it was not feasible to implement the home visiting plan as envisioned (i.e., visit all incoming kindergarten families). In their decision to narrow the target of home visits, teachers made an intentional effort to **focus on those kindergarteners and families that needed the most support**. One teacher described her rationale in the following:

“Both kids had special needs; both didn’t go to Gentle Start conferences at beginning of year. So I especially wanted to meet with them. I think it was a good substitute.”

After significantly revising the scope of work, teachers prioritized the time they had available to connect with underserved families in hopes of inviting them into the school in a friendlier way.

Difficulty recruiting struggling caregivers

Cultural Factors and Adaptation Challenges. All interviewees acknowledged that there was limited interest from families in participating in home visits this year. Teachers found it extremely **difficult to recruit parents/caregivers that are currently struggling**. Many of these families had been involved in DHS, had negative experiences with schooling and/or had limited education, and may feel self-conscious about their home-life. When asked why families were not interested in participating, one teacher explained:

“We have lower income students and sometimes I think they might be embarrassed. Also again, they’re not comfortable. If they didn’t do well in school, I think they’re thinking ‘I’m not going to go there again’ and ‘I don’t want to do that.’”

One reason for this, as one teacher implied, is that the families may feel targeted because they are part of only a few families that are being asked to participate in the home visiting program. That said, the teacher had mixed feelings about requiring participation from all students:

“If we make it mandatory then they don’t have an option to opt out. I don’t know if they feel targeted or not. Maybe parents when they enter kindergarten, you may or may not receive notification about it. That way, you’re letting them know upfront and it’s more of a school policy. I don’t know how we could do for every kid.”

OTHER STRENGTHS AND CHALLENGES

Positive feedback

Other Strengths and Challenges

Other Strengths. In addition to the strengths discussed above, teachers found that some families were very receptive to the home visiting process. In fact, the two teachers that conducted the home visits noted receiving **positive feedback from their kindergarten students and parents/caregivers**:

“One family was very excited...one was a single mom. And the other one was one with a special needs child. I really think they appreciated it too – because child is non-verbal so she got to show me her house. Going into the home was important to them.”

Differences in vision

Other Challenges. Comparing responses to questions about current and future home visiting between administration and teachers, it became apparent that there may be **differences in vision** for the upcoming year. While administration hope for an expansion of the home visiting process to all incoming kindergarteners, some teachers talked about continuing to work with a subset of families. It seems that the key to resolving this tension is related to time, work load, and resources (as discussed above).

LESSONS LEARNED

Lessons Learned

Through these five interviews, several themes emerged as lessons learned during the home visiting planning and implementation processes. At the administrative level, three primary themes surfaced: (1) know the organizational systems; (2) establish a process for communication and training; and (3) allow time to develop ownership. A number of systems-level barriers delayed and/or inhibited the design and implementation of the home visiting strategy (e.g., school district rules requiring two home visitors, communication flow/hierarchies, school culture and readiness).

Know the organizational systems

Knowing the organizational systems that impact the work and involving policymakers or others who could help work within the system more efficiently could greatly improve project success. For example, in discussing cultural readiness for home visiting in the school, one interviewee reflected:

“You have to check out the culture of the school. You might have to go way back and have them go on a visit with you and see what it looks like. For some teachers, it’s scary and others it’s marvelous. So you have to check and see how your teachers feel about it and bring them along at a pace that helps them see that it’s valuable.”

Communication and training

A second lesson learned from implementing home visits is the importance of **establishing a process for communication and training**. Although a few interviewees stated that training and support would be beneficial in the upcoming year, it was acknowledged that a system of support was not in place this year and was needed. This communication should include all key stakeholders so that problem-solving can be done from a variety of perspectives.

Project ownership

While it was a strength of the project to allow teachers to design and implement the home visits in a way that best fit their vision and styles, administration realized that the process of **transferring project ownership** takes a lot of time and the vision may shift during this process. Even by the end of the year, it was unclear whether or not teachers took full ownership over the home visits:

“My goal was to transfer the vision, and I tried to, but I didn’t get this done completely. I knew it was going to be a process, but I didn’t think it was going to be this big of process.”

Time for planning and recruitment

Interview respondents also reflected on lessons from recruiting families and conducting the home visits. One lesson that came from this discussion was that **more time for home visiting planning and recruitment** should be incorporated into the project. Almost all interviewees suggested that home visiting planning begin during the summer and recruitment begin before the first week of school or during Gentle Start. Another suggestion was that **clear messaging** around the purpose and benefits of home visits be put together for teachers and for parents/caregivers. Upon reflecting on the importance of messaging to families, one teacher suggested:

Clear messaging

“Maybe if we...planned ahead and had some kind of language about how we’re going to present it. It was, ‘hey, I would like you to do these visits,’ and instead we have some suggestions on what [teachers and families] could do...”

Require participation

Home visiting structure

In addition to clear messaging, other suggestions were made that would help to increase participation. One of the suggestions put forward by several interviewees, including administration and teachers, was to **require participation** by all incoming kindergarten families. In this way, messaging around which families are selected and why would gain clarity: “this is policy.”

Finally, to help teachers and families feel more confident and informed during home visits, it was suggested that the home visits have a little **more structure**. In doing so, the home visiting plan could incorporate the key topics that teachers would like to discuss but also allow teachers to be responsive to families’ needs. One teacher suggested:

“I’ve had the experience [of home visiting], so just having a plan going into it on what you want to cover with parents, and making sure to have some time to spend with just the kids, so having a flexible time with them too. So scheduling enough time is important. Making sure you can fit it all in.”

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Early Learning Division Kindergarten Readiness Partnership and Innovation Grant Level 2 Evaluation Logic Model

FRONTIER: Kindergarten Teacher Home Visits

5 interview respondents (2 admin; 3 teachers)

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Family and/or Child	<ul style="list-style-type: none"> • Build relationships (5)¹ to: • Increase comfort w/teachers (5) • Dispel neg. associations w/in school (4) • Improve School readiness (2) • Support learning at home (2) 	<ul style="list-style-type: none"> • NONE REPORTED (see High Risk Populations HVs) 	<ul style="list-style-type: none"> • Improved family-teacher relationships (4) • Increased parent involved in child’s education (2) • Increased attendance (1) • Easier transition into kindergarten (1) 	<ul style="list-style-type: none"> • SAME AS SHORT-TERM OUTCOMES
Educator/ Professional	<ul style="list-style-type: none"> • Build relationships with families/parents (5) • Gain a better understanding of child by getting to know the family (4) 	<ul style="list-style-type: none"> • Weekly professional learning community (1) • Joint principal-teacher Home Visit (2) • Home visits conducted by 2 of 3 teachers • Family Recruitment: <ul style="list-style-type: none"> • Sent letter home (3) • Phone calls (2) • In-person discussion (1) • Topics discussed during home visits: <ul style="list-style-type: none"> • Basic school policies/procedures (1) • Actual school progress (1) • How to succeed in school (1) • Support for learning at home (1) 	<ul style="list-style-type: none"> • Better able to tailor instruction for specific students (1) • Improved understanding of student (1) 	<ul style="list-style-type: none"> • Gain buy-in for home visits from kindergarten teachers (1)
System	<ul style="list-style-type: none"> • NONE REPORTED 	<ul style="list-style-type: none"> • NONE REPORTED 	<ul style="list-style-type: none"> • NONE REPORTED 	<ul style="list-style-type: none"> • NONE REPORTED

¹ Numbers in parentheses indicate the number of persons who provided this information.

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Underserved Communities	<ul style="list-style-type: none"> NONE REPORTED 	<ul style="list-style-type: none"> Targeted Home Visits: <ul style="list-style-type: none"> Families that didn't attend Gentle Start (1) Lower academic skills (2) 	<ul style="list-style-type: none"> Children learn appropriate school behavior (1) Increased children's learning at home (1) 	<ul style="list-style-type: none"> SAME AS SHORT-TERM OUTCOMES

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Grant-Specific Mini-Evaluations
PreK Family Fun Events (Parent Learning Communities)
David Douglas School District

Section 6

Early Learning Division

Kindergarten Partnership & Innovations Grants: David Douglas School District

Evaluation of the PreK Family Engagement Events (Parent Learning Communities)

HIGHLIGHTS

Highlights

Last year, David Douglas School District (DDSD) was funded by the Kindergarten Readiness Partnership and Innovation Grant (KRPI) to design and implement prenatal to 3rd grade alignment strategies within the district. The focus of this work, was threefold: (1) to identify and reach out to families with children 3 to 5 years old that are not connected to schools or childcare and provide opportunities for shared learning and relationship building; (2) to connect childcare providers, early intervention/early childhood special education providers, and kindergarten and 1st grade teachers and provide shared learning opportunities; and (3) to reach out to DDSD catchment area childcare providers and provide professional development opportunities. Work related to the first of the three focuses, which was aimed at families of 3 to 5 year olds not connect with the school or childcare, was done through Parent Learning Communities or, as families knew them, PreK Family Fun Events. In order to implement this important family engagement work, DDSD partnered with Metropolitan Family Service (MFS). An evaluation of the PreK Family Fun Events was commissioned by the Early Learning Division as part of the KRPI grant evaluation. This report focus on the work done last year as part of these family engagement efforts in DDSD.

To learn about the successes and challenges in implementing the PreK Family Fun Events interviews were conducted with seven key stakeholders, including DDSD and MFS administration, coordinators, and other school staff. Interview respondents were asked about the goals of this family engagement strategy, activities done this year to help move the project forward, benefits and/or outcomes after the first year of the PreK Family Fun Events, and about strengths and challenges of the work. In addition to these interviews, three focus groups were held with 18 families at the end of PreK Family Fun Events in May. Through the interviews and focus groups, it was evident that the majority of the work in the first year of the grant was directed at the primary project goals of engaging culturally diverse families who are not yet connected with the school, and to provide culturally responsive events to support parents with young children. Project successes that were described by interview and focus group participants include:

- Increasing support among professional stakeholders (community partners, teachers, principals, and district staff) for the concept of *early childhood* family engagement with the schools, and the importance of reaching out to families before their children reach kindergarten;
- Shared commitment and passion for serving and/or learning from families of culturally, linguistically, and otherwise marginalized families;

- Considerable success in engaging families not yet connected to the school as a result of extensive and persistent outreach, innovative outreach strategies, and the ability of key staff to build relationships and one-on-one connections with families;
- Providing over 60 diverse events across eight different schools, attended by over 100 families with young children from 19 different cultural/linguistic communities. At some schools, attendance was regularly over 15 family members, sometimes with four or five different cultural/linguistic groups represented at a single event. Content of the events was family-directed and developed specifically in response to parents' documented needs and interests.
- Parents and stakeholders reported a number of benefits of the Family Fun Events, including:
 - Parents learning ways to support their children's learning;
 - Parents developing relationships and connecting with other parents;
 - Having opportunities for children to socialize with peers;
 - Families experiencing the schools as welcoming and friendly places to be with their children.

Implementation was not without challenges, however, including:

- Communication and logistics/scheduling challenges, especially given the number of organizations involved;
- The scope of the work, with implementation of PreK Family Fun Events in eight different schools;
- The need to shift school culture to incorporate a focus on early childhood, especially in terms of understanding the importance of connecting with families whose young children are not yet in school;
- Challenges in identifying and recruiting culturally diverse families who were not yet involved with the schools. Because of the extensive cultural and linguistic diversity among parents in the DDS, highly individualized and culturally-specific approaches were needed. The level of effort to do the work well was extensive.

Additionally the short time-frame for start-up and planning, an issue reported by many of the KRPI grantees, as well as shifts in staffing requested by the project funder, were mentioned as challenging. Moving forward, if the project continues, many DDS stakeholders emphasized the importance of building in additional time for collaborative discussion and planning around vision, roles and responsibilities, availability of resources, and expectations in order to strengthen and solidify the work.

This report details the key stakeholders' perceptions of the DDS KRPI project goals using quotes taken from the interviews and focus groups with parents, community partners, and school-based staff. Key successes and challenges are summarized. Below we present a "word cloud" that is based on the language used by interview and focus group respondents—the more often a term was used, the larger the visual depiction of that word in the "word cloud." As can be seen, interview respondents

talked frequently about the importance of the project and these community events for families, schools, kids, and parents, and about the time needed to successfully do this work.

Introduction

The purpose of this report is to provide feedback to the state Early Learning Division as well as to David Douglas School District (DDSD) and other Kindergarten Readiness Partnership and Innovation (KRPI) Project grantees about the PreK Family Fun Events implemented as part of the KRPI project in DDSD elementary schools. The project focused on outreach to families with young children, birth to five years of age, who were not yet connected to the school. As part of this work, DDSD provided over 60 evening events at schools attended by over 100 families with young children. Families represented 19 different cultural/linguistic communities. This briefing paper summarizes key findings from a more in-depth “mini-evaluation” of the PreK Family Fun Events conducted within the context of the statewide evaluation of the KRPI projects.

In all, five 2014-15 KRPI grantees were selected for these more in-depth mini-evaluations in order to better understand the types of activities being implemented and the strengths, challenges, and lessons learned in implementing innovative approaches to improving kindergarten readiness and connecting the early learning and elementary school systems. The five projects chosen were selected based on conversations between the KRPI evaluation team at Portland State University and grantee representatives and through discussions between the PSU evaluation team and state Early Learning Division staff. Programs were selected in order to represent the key areas of work being done by grantees across the state, specifically activities focused on: (1) improving kindergarten transitions for children and families (Yamhill County KRPI & Frontier Early Learning Hub KRPI); (2) engaging families in schools and in supporting early learning (David Douglas School District KRPI); and (3) improving and aligning professional development across and among early learning and elementary schools staff (High Desert KRPI & Early Learning Multnomah KRPI). Methods and questions for each grantee were developed in collaboration with grantee representatives, were tailored based on the particular strategies being implemented, and included some or all of the following: (1) key stakeholder interviews; (2) stakeholder quantitative surveys; (3) parent interviews; and/or (4) review of grantee progress and outcome reports.

To evaluate the PreK Family Fun Events implemented by DDSD and MFS, telephone interviews were conducted with seven key stakeholders involved in the family engagement work this year. At the administrative level, the grant coordinator from DDSD, the Parent Engagement Coordinator (PEC) and his supervisor from MFS, three SUN site managers, and one principal were interviewed. Additionally, three focus groups were conducted at the end of the school year with 18 families participating in these events.

Interview questions for the professionals asked about:

- Rationale for choosing PreK Family Fun Events as the primary P-3 strategy;
- Goals of PreK Family Fun Events;
- Recruitment and implementation;
- Strengths of the work;

- Challenges encountered in the first year.

Focus group questions for families asked about:

- Rationale for their participation;
- What they did during the events;
- Perceptions about and utility of the events;
- Barriers to participation.

For analysis purposes, strengths and challenges discussed by participants were broken down into five categories:

1. **Organizational drivers**, or those characteristics and processes within *organizations* that support innovation and practice change (e.g., organizational culture, policies and procedures, structures that provide adequate time for training and skill development, etc.);
2. **Competency drivers**, or the factors that develop, support, and sustain *staff knowledge and skills* in implementing practice changes (e.g., supervision, coaching, feedback, training);
3. **Leadership drivers**, or those characteristics of *leadership* that support change, such as leadership vision and understanding of the purpose of practice change, effective communication, inclusive decision-making, and leadership commitment to implementing changes in practice and policy;
4. **Cultural factors and adaptations**, specifically the ways in which communities are shaping their P-3 projects to address the needs of diverse and underserved communities;
5. Other strengths and challenges.

The first three of these categories are based on National Implementation Research Network (NIRN, Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010; Metz, Naoom, Halle, & Bartley, 2015) framework, a research-based approach to understanding the process of implementing evidence based and/or innovative human service programs. The fourth category, cultural factors and adaptation, was included in order to capture information related to the ELD's stated priority area for KRPI grantees, that is, to address disparities in school readiness and achievement for minorities and underserved communities. The fifth category accounts for any other strengths and challenges that were mentioned but did not align well with the pre-defined categories. Following a summary of the DDS D PreK Family Fun Events Logic Model, common strengths and challenges discussed by respondents will be reported for each category.

LOGIC MODEL SUMMARY

Logic Model Summary

The logic model below is meant to provide a “working draft” of a framework reflecting key stakeholders’ perceptions of the key goals, activities, and intended short- and long-term outcomes of the DDS D family engagement project. As a reminder, other activities were conducted under the KRPI grant that pertain to the educator/professional- and systems-levels. Additional goals, activities, and outcomes related to this work were not included in this logic model.

It is important to note that this logic model is provided as a **starting point** that could serve for facilitating additional conversations within the grantee P-3 communities about the purpose, activities, and desired outcomes for the project. Review of the logic model in its present form provides insight into current stakeholder perceptions of, and parents' experiences of, the activities being implemented. At this early stage of the project, review of the logic model may reflect areas where additional P-3 work to develop shared vision, refine and/or focus key outcomes, or implement new or improved activities could be beneficial. It should be noted that some activities that were part of the PreK Family Fun Events were conducted after interviews and focus groups took place, and these activities were not included in the logic model.

In reviewing stakeholder interviews and focus group results to develop this logic model, it was clear that, not surprisingly, stakeholders reported that the primary goals and activities of the PreK Family Fun Event were related to addressing the needs of children and families as well as underserved communities. In particular, stakeholders described the goals as focused on engaging families with children ages 3-5 who were not yet connected to the schools. Based on data collected for the Level 2 evaluation, it appears that many of the stated project outcomes were achieved in the first year of the project. For example, in the family focus groups, many parents/caregivers reported the following:

- They gained more skills to support their child's learning at home;
- Their child spent more time interacting with peers, gaining important social-emotional skills;
- They received new information and/or resources;
- They learned from other families.

If the project is funded for a second year, it appears that DDS is well-positioned to continue to achieve short-term outcomes and begin to address long-term outcomes at the child/family-level.

Given the appropriate first-year focus on families, it is not surprising that stakeholders described fewer activities in the areas of professional development for educators or systems change. Within these domains, stakeholders did describe some goals and related activities, specifically: (1) bringing early childhood and K-1 professionals together to inform curriculum and materials and (2) systems work to foster cross-sector relationships and to shift school culture towards being more supportive of early childhood family engagement. Work at these two levels will be important to focus on, if the project continues, as several of the implementation challenges that were identified were related to organizational and systems level issues. Addressing these challenges may be important to support even greater success at the child/family-level.

Organizational Drivers

Organizational Strengths. Interview respondents mentioned a number of strengths at the organizational-level. First and foremost, there was strong **support for P-3 alignment work aimed at family engagement at all levels of partnering organizations**, from the district down to teachers. One interviewee explained:

ORGANIZATIONAL DRIVERS

Support for early childhood family engagement

"I think that DDS has a strong belief in early intervention and early learning, so they were really motivated to participate in a project that would promote that in their district."

Variety of outreach strategies

Metropolitan Family Service

During the planning and implementation phases of the project, the school district and MFS hired the Parent Engagement Coordinator (PEC), who was responsible for facilitating the PreK Family Fun Events. The coordinator was able to **explore a variety of outreach strategies** and develop recruitment and activity plans that best fit each of the eight school communities. From the schools' perspective, it was helpful that the organization and implementation of the work was done by an **outside organization (MFS)**. This helped minimize stress and feelings of being overwhelmed by "additional" work at the individual elementary school level.

"Many principals are happy to have [the events] scheduled without having to plan and coordinate."

Strong partnerships

Another organizational strength was that **partnerships** were developed with a diverse group of community stakeholders. In particular, the partnership between DDS and MFS was critical to the project. MFS has extensive experience in developing collaborative efforts in DDS to engage underserved and/or hard to reach communities and thus had a good foundation for this type of family outreach in the DDS catchment area. Other partners in the project included SUN, Campfire, Immigrant and Refugee Community Organization (IRCO), the Multnomah County Library, Books to You, the Multnomah Housing Authority, and Teachers on Special Assignment within the district. Without these partnerships, information and resources provided to families during the PreK Family Fun Events would have been much more limited.

No previous model

Clear vision supported by all schools

Organizational Challenges. Despite these strengths, project staff experienced a number of challenges at the organizational-level, many of which stemmed from shortened planning time as a result of delayed grant funding. First, because there was **no previous model** for reaching families of young children not yet in school, it was difficult to realize a **clear vision** and articulate a plan that all partners, including the eight schools, felt "bought in to." While this was one of the innovative aspects of the grant, it led to some confusion at start up for some stakeholders.

“Another challenge was that there was a thought that we were trying to replicate a program that MFS already did, like Ready Set Go, and they do that elsewhere, but it’s not a transition to kindergarten. It’s for any family with a 3-5 year old. We want it to come up organically, and it’s going to feel a little chaotic at first – it sent us into a disequilibrium, and it was a little unsettling, especially for [PEC], and it was hard.”

By the end of the year, it was still not clear that the vision was truly shared by all partners, especially school-based partners. For example, one school-based interviewee suggested that recruitment should be done by staff at the school rather than an outside organization. What seemed to be implied was that recruitment efforts through the school would focus on families that were already connected to the school – a clear misunderstanding of one of the key goals of this project (i.e., to connect with families not already involved with the schools). More time to work with school principals and teachers to ensure that stakeholders understood the project goals and intended outcomes might have helped reduce some of these misunderstandings.

While strong partnerships were mentioned as a key strength (particularly with MFS and SUN), stakeholders reported some challenges in terms of communication.

Communication difficulties were related to a number of factors, including facilitation by an outside organization, the large scope of implementation (eight schools), and the relatively large number of systems and community partners involved (i.e., there were three different SUN lead agencies across the eight schools). There seemed to be lack of communication about when the events took place, despite the use of an online calendar which had been shared with principals, kindergarten teachers, and SUN staff. One school-based interviewee explained:

“I wasn’t even always there because I didn’t know they were even happening...I wanted to be a more integral part of the process so that WE could build relationships with the parents.”

Another interviewee acknowledged difficulties communicating with SUN staff at different schools:

“But it’s a challenge because they’re managed by different agencies, MFS, IRCO, CampFire, and another that I can’t remember – it’s hard to convene all those people.”

As mentioned before, stakeholders also reported that moving schools towards better understanding their role in supporting families prior to school entry was a challenge in at least some schools. Traditionally, schools focus on children and families beginning at age five. All of the eight schools were still

Need for a paradigm shift toward early childhood

developing new programs to help provide needed supports and resources to families with young children who did not yet have a relationship to the school. For example, some of the schools were implementing the SUN program for the first time this year. Within the eight school partnerships, MFS staff quickly realized that a **cultural shift toward early childhood** would be more difficult than previously thought:

“It’s hard to change the culture, especially when they’re trying to figure out how to serve K-5 – this is particularly hard for schools just getting the SUN program this year.”

Logistical challenges

Logistics related to scheduling within the school calendar, ensuring that activities did not overlap, reserving space, and getting access to the building sufficiently early to set up the event were also challenges, as described by one stakeholder:

“Scheduling and communication by internet – [there is] a lot of extra checking on paperwork with different people. Oftentimes, the message doesn’t get shared with somebody or we have to open a 3rd line of communication. [We’ve] requested to have the email of the janitors with the cell phones, but [we] haven’t received this so [we’ve] had to get this on [our] own.”

COMPETENCY DRIVERS

Opportunities for cross-sector learning

Competency Drivers

Competency Strengths. Stakeholders reported positive outcomes related to activities that brought **early childhood and K-12 professionals** together to work collaboratively to develop high quality informational materials for the PreK Family Fun Events. This collaboration helped to build relationships and foster knowledge sharing across sectors. For example:

“...in building the math TOSA content, for our K-12 content specialist, she had to connect with the PreK specialist and learn new manipulatives. And she may have had assumptions about what math learning looks like before, and now she really knows what math is in preschool.”

Direct access to databases

Competency Challenges. One challenge that was identified was the **difficulty of directly accessing family information in school databases**. Because the coordinator was hired by an outside agency, he could not directly access Synergy, the data system in which information related to younger children in the home was stored. While district administrators offered to help provide this information, this proved difficult

logistically, making the database an under-utilized resource. Problem-solving ways to facilitate direct access could help reduce this barrier.

“For example, [we] wanted to do work with the Karen population to find out who the families are in the district and wanted to work with the interpreter to reach out to all the families in the district individually – to target them. But there’s a limitation because [we’re] not able to access the schools database to know who they are.”

LEADERSHIP DRIVERS

Parent Engagement Coordinator

Leadership Drivers

Leadership Strengths. With support and guidance from the cross-organizational grant leadership team, which met on a monthly basis, the PEC was successfully able to lead the on-the-ground family engagement work. The **PEC**, who organized and facilitated the PreK Family Fun Events, was universally mentioned as playing a key role in visioning, organizing, and getting the work done. The coordinator’s clear passion for the work and charisma helped to excite community partners and families. One parent/caregiver described him in this way:

“The kids love [PEC]. [Child’s name] has only been here once a month, but she gets more excited to come here than to see a lot of people that she knows so much better. He actually plays with the kids and gets really involved with them – he gives them his total attention. Someone that’s going to do a program like this has to have that kind of energy.”

Full-time position

Having a full-time employee dedicated to organizing and implementing the PreK Family Fun Events was also essential to the project. Through this **full-time position**, the PEC was able to make connections with partners that would not have otherwise been contacted as well as engage in advocacy for supports and resources that others did not have time to do. This role was described as:

“...an impetus or catalyst to make sure it gets done – simply having [the] position as a full time position...can make sure to get those extra resources or give a little push.”

Challenge defining PEC roles

Leadership Challenges. The PEC was a clear leader in implementing the PreK Family Fun Events; however, as a result of delays in contracting processes, there were challenges related to **defining this role** throughout the year. For the first six months, the PEC was responsible for organizing, scheduling, coordinating partners, creating informational materials, recruiting families, and running programming during the events. About mid-year, partners realized that the PEC was trying to manage too many

roles across too many schools. As a result, efforts were made to provide him with more support and to involve more community partners in preparing and presenting content.

“Time for everything with what’s going on with the grant, like reporting and meetings and that’s not anything that’s during the normal work day of the coordinator – there’s just a lot of extra stuff that takes [PEC] away from outreach, especially up until February when [PEC] was the co-facilitator and had to prep the content and it was difficult to do the outreach – something had to give somewhere – either poor content and more people or few people and better content.”

CULTURAL FACTORS AND ADAPTATIONS

Unique and innovative outreach strategies

Cultural Factors and Adaptations

Cultural Factors and Adaptation Strengths. One of the most innovative aspects of the DDSD project was the explicit focus on engaging families from diverse cultural and linguistic backgrounds, especially those who are isolated and/or do not yet have connections with the elementary school in their neighborhood. As such, the PEC and the coordination team as well as community partners worked extensively to adapt traditional identification, recruitment, and engagement strategies in order to reach these families. These strategies provided important “lessons learned” for other communities seeking to engage more diverse families.

First, the PEC utilized a variety of **unique and innovative outreach strategies**. In addition to common outreach strategies (e.g., flyers, announcements at PTO meetings, Head Start waitlists), the team identified and recruited families through:

- Surveying families in an elementary school;
- Identifying and contacting linguistically diverse providers through the Child Care Resource & Referral network;
- Doing outreach one-on-one to families through telephone calls and texts;
- Going beyond the telephone to do face-to-face and door-to-door contact in neighborhoods;
- Socializing in local parks;
- Attending school-based family events;
- Partnering with SUN Site Managers at the schools to identify families;
- Talking with apartment complex managers;
- Developing relationships with bilingual/bicultural interpreters and seeking their guidance on best ways to work within different cultures;
- Contacting local churches;
- Using personal networks and allies, or “community ambassadors,” to help spread the word in their communities.

As a result of the array of creative strategies, the PreK Family Fun Events were being attended by families from a number of culturally diverse backgrounds:

“He has Spanish speakers, Egyptian, Somali, Russian – our top 5 communities are showing up.”

Provided interpreters

In order to connect with and provide services to families who speak a variety of languages, the project **relied heavily on interpreters** for recruitment and on-site support during the PreK Family Fun Events. During recruitment, many interpreters were able to use their connections in order to spread the word about the events because they live in the same communities in which they work. For example:

“There is a tremendous Cantonese translator from IRCO – she has done a lot of outreach and that group has really taken off.”

Language-specific resources

In addition to these interpreters, most of whom were contracted through IRCO, the PEC speaks 6 languages. His ability to speak with families about these events, as a key representative of the work, was seen as a significant factor in the project’s success. As previously mentioned, he was described as having energy, charisma, and passion, which he was able to convey to families within many communities.

As a result of much of this work, some families have been **connected to language-specific resources**, including the “Cultural Corner” for Cantonese speaking families and Vietnamese story time at Earl Boyles Elementary. Additionally, some resources were made more available to help families support learning in their home language. In describing what has helped her in supporting learning at home, one parent/caregiver noted:

“The bilingual books have also helped her [the child] really well. I didn’t hear about that until here because I didn’t know that they had books like that.”

Relatable topics

Another strength of the PreK Family Fun Events was that **topics covered during the events were not culturally specific**. They related to all families, allowing every family to feel as if there was something for them. One interviewee noted:

“There’s actually five different cultures represented in the five families – Russian, Hispanic, Pacific Islander...we’ve had quite a variety. I feel that it’s been relevant to cultural backgrounds. We’ve focused on the child, and when we’re concentrating on the child, it doesn’t matter what language you speak.”

In addition to providing interpreters at the events, the PEC tried to ensure that there were materials for every family that were culturally responsive. For example:

“A Librarian from Multnomah library came – she was scheduled to do readings in English because it’s hard to know which language is coming. Interpreters teach concepts to families that don’t speak English, for example, change tone of voice. I asked the librarian to pick titles that would be the easiest to teach ELL and families without a culture of literacy.”

Cultural Factors and Adaptation Challenges. As previously stated, a clear focus of the early childhood family engagement work in DDS was on families from diverse backgrounds who were not yet connected to the schools. Working with these populations, who have not historically been well integrated into school systems, presented challenges. The primary challenge in working with these communities was that they were and continue to be **hard to reach** and relatively isolated. Those minority communities with deep roots in the neighborhood, including the Latino and African American communities, were reported to be somewhat easier to connect with. The struggle was to reach communities who are relatively new to the neighborhood, such as the Vietnamese, Karen, and Russian communities. One interview respondent described the challenge in this way:

“And then, it’s just the diversity in the community – it’s a challenge – its one thing to connect with communities that have been here awhile like Spanish-speakers, but it’s more complicated with the [new] groups in the community. You have to figure out who’s the ‘wise man’ for each cultural group and who can I build relationships with to spread the word.”

There are 71 different languages represented within the DDS catchment area. In working within such a linguistically diverse community, challenges relate to **language** are predictable. Language barriers surfaced in three primary areas: (1) providing information in the appropriate languages; (2) providing the appropriate interpreters at events; and (3) connecting families that spoke different languages at the events.

The first of these barriers was related to the need to make information and recruitment materials available in *all* necessary languages. During the family focus groups, several parents/caregivers indicated that their participation was limited by the fact that there was **not enough information in their home-language**. For example, during one focus group that took place in mid-May, three Nepalese families noted that it was their

Level of effort to engage hard-to-reach communities

Language challenges

first time attending the PreK Family Fun Events because they did not know about them previously. The families described their frustrations with the language barrier:

Participant 1: *“Just hearing about this program without speaking English. We know that sometimes information is relayed to the kids, but they don’t always tell us about it. So more Nepali materials/information.”* Participant 2: *“The problem is how do they know about this program, because they barely speak English, so they need an interpreter or something like that.”*

Despite not having sufficient information in all the languages spoken within the school catchment areas, many parents/caregivers noted that they would be happy to spread the word about the events. One parent asked:

“If I can share information with others, how do I do that? Are there flyers?”

Another language challenge was the ability to **provide the appropriate interpreters at each event**. Based on his conversations with families, the PEC only had estimates of the number of families (and which languages they spoke) who would attend the events. When requesting interpreters, the PEC had to make his “best guess” at which languages would be present at the events. Unfortunately, occasionally interpreters came to the events but did not have families to work with and vice versa.

Several respondents involved with coordinating events also worried that language was a barrier to **building connections across families that spoke different languages**. Families that spoke languages other than English primarily worked with the interpreter, and there were fewer opportunities for conversations across language groups. In discussing the benefits of hosting events for families of diverse backgrounds, one interviewee expressed this concern:

“I know that there’s the opportunity for them to connect, because there have been several languages and families from different cultural backgrounds meeting, but I don’t know how much they were able to connect with each other since they had their interpreters there and were probably just focused on the translation process. We are kind of partitioning them off into their language groups, so this may have distracted from their ability to interact with each other.”

Appropriate number of interpreters

Connections across language groups

A number of families, however, noted the benefit of **connecting with other families** in their community, which helped to alleviate some of their feelings of isolation, normalize their struggles in parenthood, and learn from one another. Parents/ caregivers reported chatting with one another simply to make friends as well as discussed more serious topics including parenting strategies and community resources. While talking about the benefit of the PreK Family Fun Events, a parent/caregiver noted:

“The main thing I’ve gotten from it is socializing with other parents about things like behavior and stuff. It’s nice to know you’re not alone as a parent and that other parents are going through the same things. So we were talking about building chore charts and things that work for disciplining. Setting up their sleep and setting up bedtime routines. That is what we were talking about last time.”

This may be an issue that impacts some events and not others. In schools where there were typically 20 families in attendance, it might have been more difficult to generate conversations across language groups.

However, in one school where a smaller number of families typically attended the events, one parent described conversations among parents/caregivers with Russian, Latino, and Pacific Islander heritages as natural and easy:

“[PEC] will get the conversation started and give his input, but then everyone gets involved quickly and [the conversation] flows by itself.”

OTHER STRENGTHS
AND CHALLENGES

Other Strengths and Challenges

Other Strengths. There were a number of other strengths that helped to support and increase family participation in the PreK Family Fun Events, including persistent outreach, tailoring events to families’ needs, providing interesting themes, offering “take-aways,” and providing a space to connect with others in the community.

One of the key factors related to supporting attendance identified by several interviewees was the **persistence in outreach** put forth by the PEC, who made repeated phone calls and text messages to families starting a week before the events all the way up to the moment the events began. In fact, almost every parent that attended the focus groups noted that they heard about the event that evening because the PEC called them.

Another strength that kept families coming back was that the events were **tailored to meet families’ needs**. At their first event, families completed a survey that asked parents/caregivers to note the topics they would be most interested in learning more

Persistence in
outreach

Tailored events

about. Based on these interests, the PEC set the theme for the evening. One parent/caregiver also noted that they had the opportunity to weigh in about the next month's theme:

"[The PEC] gives us options for topics and we choose what we want to do next time. There's been child behavior... I can't remember what the first two were. I think the first one was reading and recognizing the letters. I think the second one was the importance of singing. It's always different."

Further, parents/caregivers and children found the **themes and corresponding activities to be interesting, informative, and exciting**. By making the events fun and interesting for the entire family, they hooked families into coming each month. During a focus group, one parent/caregiver enthusiastically described one of the events:

"Last time there was an obstacle course through the school that involved letters and colors, and there were about six kids. They're simple activities, but the kids are hooked. Yes, they did it right there on the outside of the library. They put different colors and said, 'Oh, you have to run to this color, and then you have to do this,' and they basically run an obstacle course. There were about 6 different kids. Even a baby -- there was a 3-year-old baby in there running around. They are pretty simple activities, but they get the kids hooked in pretty quickly."

Another thing that helped encourage families to come back was that they received food, books, bags, and other prizes that they could take home with them. These **"take-aways"** were seen as important and useful to the parents/caregivers as well as participating children. One mother described what her children do with their new books:

"We get a new book every time we come here. The kids always take the new books and put them up on our bookshelf and move the old ones. They keep the books safe because they value them."

A final strength of the PreK Family Fun Events noted by stakeholders was that there was a **"ripple effect."** The ripple effect was described as changes made to other events that took place within the eight school communities based on what had been learned through efforts of the PreK Family Fun Events. Several interview respondents noted that the PreK Play Groups, which were born out of these events, were beginning to spread to a number of schools. The PreK Family Fun Event model, which emphasized

Exciting themes and activities

"Take-aways"

"Ripple effect"

the *engagement* of families in supporting children’s learning and development also affected other, already-existing programming:

“We have debriefed on wanting to change our connect-to-kindergarten events to smaller groups and ongoing opportunities throughout the year. We have also modeled our EKT program to provide more ongoing opportunities for parent support going into the school year.”

Other Challenges. There were a few other challenges that surfaced during the implementation of the PreK Family Fun Events in the first year. Even though the amount and persistence of outreach was seen as a strength, many interviewees acknowledged that the amount of **outreach time** that was required in order to recruit families was challenging. The challenge was made more difficult with only one staff person recruiting families:

“I think that the hardest thing is the time factor. Because these families aren’t necessarily connected to the school, we have to do reminder phone calls. There’s not a poster that can be up in the hallway. It’s been more labor intensive.”

Planning PreK Family Fun Events around families’ **schedules** was also recognized as a challenge among the professionals interviewed as well as families participating in the focus groups. In fact, most parents/caregivers noted that their schedules were a barrier to their participation. During one focus group, participants explained:

Participant 1: *“I work the day shift, so I rush to come here. Sometimes when my job gets out at 5:30 and the program starts at 6:30, it’s hard to get here.”*... Participant 2: *“Same problem. I work from 7:00 am – 7:00 pm. So it’s hard to get here.”*

Finally, related to the sustainability of the project, several interviewees expressed concerns about the **status of funding and of the PEC position** in the next year. This uncertainty delayed planning for some:

Extensive time for outreach

Trial and error

“In the future, we’d want to look at the community education worker idea and have little contracts with MFS to do this in each community...It’s a hard spot because we’re now in wait mode because we don’t know about next year’s funding. We haven’t been able to act sustainability wise...”

This uncertainty did, however, encourage some school-based stakeholders to start thinking about what they could do to connect with more diverse families before kindergarten entry, although many these families would already have a connection to the school:

“With the family fun nights, we don’t know if [PEC] will be back next year or if we’ll have someone to take that on. I think pieces could be incorporated into the events that we’re already holding at the school. I could see the principal and me rethinking the ways we engage with families. Not sure if we’d be able to have events specifically for our incoming kinders.”

LESSONS LEARNED

Lessons Learned

Through these interviews and focus groups, several themes emerged as lessons learned during the PreK Family Fun Event planning and implementation processes. At the organizational level, three primary themes surfaced:

1. The grant allowed important opportunities for innovation and “trial and error” during year 1;
2. The importance of strong partnerships and collaboration amongst partners;
3. The need for more staff time to successfully engage families and support logistics.

The family engagement work by DDSD was innovative in that it was one of the first Oregon initiatives to attempt to reach culturally and linguistically diverse families with young children who are not yet in school. There were no models or examples available to use while planning and implementing the project. For this reason, this first year was very much **trial and error**, which was seen as appropriate. In talking about what MFS did this year and what other communities could do in the future, one interviewee noted:

“The other thing is the tenacity and drive to keep trying something different. If something isn’t working, stop and think of something else – you don’t have to keep hitting your head on the wall. Let’s try something different and build the capacity for people to say, ‘ok, what’s next?’”

Trial and error

The **importance of partnerships and collaboration** was also mentioned as a key to the work, especially the partnership between the PEC and the SUN site manager at each school. For example, one interviewee highlighted the benefits of this collaboration:

“At the Lincoln Park playgroup, the SUN coordinator had a signup sheet for the playgroup and got more families to be interested and now we have more families. It’s less work for me if we work together to find families [for the] events.”

While it was acknowledged that partnerships and collaboration were essential to coordinating these kinds of school-based events, it was evident that there is still work to be done in this area. In particular, there seems to be more room to grow in the collaboration between MFS, Campfire, IRCO and the schools. From the schools’ perspective:

“A lot of things were planned independent of the school, so sometimes we didn’t know the dates. So there were fewer participants because the school wasn’t putting it on. It would have been more effective if the school sat down with MFS and we collaborated more. Their support would be great for food/structure, but I think the school needs to decide what we need. MFS kind of came in and told us what we were going to do. [PEC] did all the work, which is good, but it wasn’t organic. It wasn’t OUR teachers and OUR school that decided it was a need - so it could have been more successful if we had been on the journey together.”

Furthermore, this quote suggests two things: (1) schools may have benefitted from closer collaboration around event planning and (2) some schools may not have understood the explicit goal of developing event content specifically guided by parent/caregiver input. That said, bringing schools into closer partnerships to understand families’ needs could be important to future work in this area.

Collaboration and partnership related to the struggle to get school staff to attend the events. One interview respondent described the events as “in” the schools but not “with” the schools (at least not yet):

“But there are some schools where it seems like we’re just using the space like any other organization, and we haven’t made good connections with the school just yet.”

Provide additional building-level support staff

Use many and multiple recruitment strategies

One solution offered by an interview respondent located at the school was to flip the framework so that the events were designed in collaboration with MFS and officially presented by the school:

“If we have the grant again next year, I would want to plan the events more side-by-side. Use the resources and expertise of MFS, but make it more of a school event that is supported by [PEC] instead of MFS’s event that is supported by the school.”

Through interviews, it also became apparent that the PEC would have benefited from having a **school building liaison**, or “champion” in each school who could better navigate school scheduling and informational databases as well as help school staff stay in the loop about the PreK Family Fun Events. While the district did provide additional support to connect the PEC and the schools, the emphasis on school-based support was expressed by several respondents:

“It would be good to have a champion inside the building or who knows the district and key players who is able to help plan activities – that would be great.”

At the family-level, one clear lesson emerged. Given that several communities have been hard to reach, the importance of a **diverse array of identification and recruitment strategies** could not be underscored more. While the PEC explored a variety of recruitment tactics, families and professionals had suggestions for additional strategies.

- Ask more families to spread the word or serve as an ambassador;
- Provide more and/or different incentives (e.g., reward families who bring new families);
- Create, print, and translate more recruitment materials into more different languages (flyers, pamphlets);
- Attend other community and school-based events;
- Recruit at the library;
- Post pictures using social media (e.g., Facebook);
- Provide transportation;
- Offer additional information/resources (e.g., resume training, computer skills, language skills, financial supports for preschool/daycare).

One family focus group participant strongly advocated for using social media differently:

“If there were more social media involved (like Facebook pictures posted online), it could help build a relationship outside of these walls. Asking each other if we could be Facebook friends or have a Facebook group. We could also share which activities are coming up easier, also. Getting a phone call is fine, but just having that open area to discuss the group would be good.”

Another suggested way to reach more families is to ask those that frequently attend to spread the word about PreK Family Fun Event dates and times. As previously mentioned, many parents/caregivers would be amenable to this idea, and it coincides with what the coordination team saw as one of the keys to increasing participation in the future:

“I think that finding out the ways to tap into community resources that you have – so finding those key families or community members that are going to be able to get outreach started is really important.”

While it is clear that there is no silver bullet to making connections with families that are not connected with the school, it is apparent that a **personal touch** is the best way to reach families and gain their support. One interviewee put it best:

“It’s the close contact that gets families engaged.”

Connecting with families on a personal level

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Early Learning Division Kindergarten Readiness Partnership and Innovation Grant Level 2 Evaluation Logic Model

DAVID DOUGLAS SCHOOL DISTRICT: PreK Family Events (Parent Learning Communities)¹

7 interview respondents² (3 coordinators/facilitators; 3 SUN site managers; 1 principal) & 3 family focus groups

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Family and/or Child	Families	<ul style="list-style-type: none"> • Ongoing PreK Family Fun Events – 1 per month at 8 schools • Recruitment of families: <ul style="list-style-type: none"> • Flyers • In-person at school • In-person door-to-door • Personal phone calls/texts by PEC and/or IRCO • Community representatives spread the word • Announcements at PTO meetings • Activities <ul style="list-style-type: none"> • Welcome, paperwork, & food • Warm-up, circle time, & present theme • Kids crafting • Parent/caregiver informational session • Wrap-up & gift distribution/raffle 	<ul style="list-style-type: none"> • Increased skills & resources to support learning at home (5) • Increased child socialization & social-emotional skills (5) • Received new information &/or resources (4) • Learned from other families (4) • Increased literacy skills (2) • Increased color identification (2) • Increased motors skills (2) • Gave child special attention (2) • Increased self-regulation (1) • Child understood expectations for school behavior & routines (1) <p align="center">-----</p> <ul style="list-style-type: none"> • Increased familiarity/comfort within school (4) • Increased skills & resources to support learning at home (4) • Increase socialization among families & children (3) • Improved responsiveness to families’ needs/desires (3) • Increased literacy skills (2) • Increased math skills (2) • Increased self-regulation (2) • Improved parent-child relationship (2) • Increased family interest & involvement in other activities (2) • Increased confidence to support learning at home (2) • Increased number of families that register for kindergarten early (2) • Child understood expectations for school behavior & routines (1) 	
	Professionals	<ul style="list-style-type: none"> • Increase general school readiness (5)³ • Encourage children to interact (2) <p align="center">-----</p> <ul style="list-style-type: none"> • Connect families to the school <i>before</i> Kindergarten (7) • Foster families’ feelings of comfort within school (3) • Support family engagement in child’s education (3) • Increase general school readiness (2) • Support learning at home (2) • Encourage children & families to interact (2) 	<ul style="list-style-type: none"> • Preschool play group held at 2 schools – 1-2 hours per week for 5 weeks, 3 times per year • Survey for elementary school families re: younger children at home – 1 school • Schools began to invite young children to school-based family events 	<ul style="list-style-type: none"> • Increased social and academic school readiness (1) • Empowered families to advocate for their child (1) • Increased family engagement in the elementary school (1) • Increased parent leadership (1)

¹ Other activities were conducted under the KRPI grant that pertain to the educator/professional- and systems-levels but were not part of the PreK Family Fun Events. Additional goals, activities, and outcomes related to this work were not included here.

² Responses are separated by professionals (coordinators, facilitator, SUN site managers, principal) and families (focus group participants).

³ Numbers in parentheses indicate the number of persons who provided this information.

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Educator/ Professional Professionals	<ul style="list-style-type: none"> • Increase opportunities for school staff to meet families before kindergarten (1) • Encourage school staff to start thinking about including families of preschoolers in their events (1) • Decrease tension between families and teachers (1) • Increase opportunities to collaborate with families (1) 	<ul style="list-style-type: none"> • Attendance by principals and SUN site managers at some events • Early childhood and K teachers meet to provide input on curriculum, materials 	<ul style="list-style-type: none"> • Improved knowledge about families in the community (2) • Increased connections and collaboration between early learning and K-12 specialists (1) 	<ul style="list-style-type: none"> • NONE REPORTED as part of the PreK Family Fun Events
System Professionals	<ul style="list-style-type: none"> • NONE REPORTED as part of the PreK Family Fun Events 	<ul style="list-style-type: none"> • Coordination/logistical planning with the school district & school (e.g., scheduling, space logistics, on-site support staff, raise program awareness w/in schools) 	<ul style="list-style-type: none"> • NONE REPORTED as part of the PreK Family Fun Events 	<ul style="list-style-type: none"> • NONE REPORTED as part of the PreK Family Fun Events
Underserved Communities Families Professionals	<ul style="list-style-type: none"> • Learn language skills (English & Chinese; 2) <p>-----</p> <ul style="list-style-type: none"> • Connect families to school <i>before</i> Kindergarten (2) • Provide needed resources (1) • Increase general school readiness (1) • Support family engagement in child's education (1) • Connect families from diverse backgrounds (1) 	<ul style="list-style-type: none"> • Meetings ("Cultural Corner") for Cantonese-speaking families 	<ul style="list-style-type: none"> • Connected with families & children from other backgrounds (2) • Learned English language skills (1) <p>-----</p> <ul style="list-style-type: none"> • Increased access to resources &/or information (2) • Connected with families & children from other backgrounds (2) • Received <i>translated</i> information (2) 	<p>-----</p> <ul style="list-style-type: none"> • Reinforced/improved home-language skills (1)

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Grant-Specific Mini-Evaluations
Professional Development in Growth Mindset
High Desert Educational Service District

Section 7

Early Learning Division

Kindergarten Partnership & Innovations Grants: High Desert Educational Service District

Evaluation of the Shared Professional Development Opportunities in Growth Mindset and Social Emotional Learning

HIGHLIGHTS

Highlights

To learn more about the successes and challenges of implementing the Growth Mindset and Social and Emotional Learning (SEL) framework in Deschutes and Crook counties, interviews (n=15) and surveys (n=153) were done with key representatives of the early learning (prekindergarten, child care, early intervention/early childhood special education) and K-12 (teachers, principals, superintendents) systems. Results suggested that the High Desert Educational Service District (ESD, the grant recipient for the Kindergarten Readiness Partnership and Innovations Projects) has done considerable work to lay the foundation for a shared approach to supporting children's school readiness and success through regional, district, and school-based planning and training focused on this model.

It should be noted that some growth mindset and SEL work was part of a pre-existing partnership with Mindset Works. As part of the professional learning model in growth mindset and SEL, PreK-3 teachers had the opportunity to participate in a study of a new literacy-based curriculum called Growing Early Mindsets (GEM). The study was conducted by Mindset Works, a company founded by Psychologist Carol Dweck. Participation in the study provided teachers the opportunity to translate their professional learning in growth mindset and SEL into practice. Growing Early Mindsets (GEM) serves as a resource for PreK-3 teachers as they cultivate a growth mindset and SEL competencies in early learners. Results from this study and from the partnership with Mindset Works were not included in this report.

While prior work in the community had been done to begin to build awareness of growth mindset and SEL across early learning and K-12 systems, substantial new efforts were made with the support of the KRPI funding. For example, 245 early learning and 597 K-12 staff participated in 27 one-time workshops/trainings, and 12 ongoing trainings since July 2014. It is estimated that these staff have the potential to support 1100 young children in their work.

Key factors supporting the project's successes included:

1. *Inclusive Collaborative Planning*

- Building strong, effective, collaborative P-3 planning teams at multiple levels (regional, district, and school-based);
- Focusing on a few specific goals and strategies and empowering local P-3 teams to select these based on local needs;

- Adopting a shared framework (growth mindset and SEL) and effectively building community awareness and buy-in for adopting this approach;
- Finding local champions and using them to “get the word out,” increasing support for reaching children and families before school entry, and adopting growth mindset and SEL as a collaborative approach to building children’s competencies.

2. *Effective Training and Professional Development*

- Creating multiple, well-attended opportunities for early learning and K-12 staff to learn about a growth mindset and SEL, share information with each other, and build relationships across sectors;
- Having effective meeting facilitation that helped workgroups learn from each other, having time for discussion, and making progress towards goals during meetings;
- Supporting early learning and K-3 teachers’ attendance by paying for their time and/or providing substitutes.

Identified primary challenges and areas for future work included:

- Limited time and competing priorities and work responsibilities – this was mentioned in terms of availability and involvement at both the leadership-level and the staff/teacher-level;
- The need to see this work as a long-term process, recognizing that the primary emphasis during this past year was on building awareness and basic knowledge of P-3 and the growth mindset and SEL approach. Stakeholders acknowledged that (and asked for) additional training, coaching, and mentoring in specific strategies and techniques would be needed in order to fully implement the model, change teaching practices, and increase family engagement. Related to this, stakeholders noted that this more intensive work would require additional resources including more trainers and more staff time;
- The need to develop strategies and activities that more specifically target and engage underserved families. Growth mindset and social and emotional learning were almost universally seen as culturally appropriate, using a highly individualized approach that challenges professionals to see all children as capable of high levels of achievement. At the same time, few activities were currently in place to directly involve underserved and/or cultural minority families in planning work or in growth mindset-based activities or strategies.

Overall, the High Desert KRPI project has made significant progress in building support for a P-3 approach among early learning, K-12, and other family service systems. Adopting a shared framework that provides community members with a common vision and approach to supporting children’s development appears to have been beneficial in creating this buy-in. Further, the grant has supported a large number of successful opportunities for shared professional development, and participants in these events have endorsed the model. Additionally, growth mindset and SEL training participants attributed the model to increasing their motivation to improve their practices and to work with other professionals across the early learning and K-12 systems. Moving forward, it will be important to sustain the current levels

of excitement about the approach as well as begin to provide specific skill-focused training and coaching for teachers and families. This training should focus on how to translate the growth mindset “philosophy” into effective practices to support positive child outcomes.

This report details the key stakeholders’ perceptions of the KRPI goals, successes, and challenges. The following word cloud (see below) highlights the key terms stakeholders used during their interviews—the more often a term was used, the larger the visual depiction of that word in the “word cloud.” As can be seen, interview respondents were focused on work, learn, think, and school.

Introduction

The purpose of this report is to provide feedback to the state Early Learning Division as well as to the High Desert Education Service District and other Kindergarten Readiness Partnership and Innovation (KRPI) Project grantees about the Growth Mindset and Social and Emotional Learning Professional Development project being implemented in the Deschutes/Crook County area. This briefing paper summarizes key findings from a more in-depth “mini-evaluation” of the Growth mindset project conducted within the context of the statewide evaluation of the KRPI projects. In all, five 2014-15 KRPI grantees were selected for these more in-depth mini-evaluations in order to better understand the types of activities being implemented and the strengths, challenges, and lessons learned in implementing innovative approaches to improving kindergarten readiness and connecting the early learning and elementary school systems. The five projects chosen were selected based on conversations between the KRPI evaluation team at Portland State University and grantee representatives and through discussions between the PSU evaluation team and state Early Learning Division staff. Programs were selected in order to represent the key areas of work being done by grantees across the state, specifically activities focused on: (1) Improving kindergarten transitions for children and families (Yamhill County KRPI & Frontier Early Learning Hub KRPI); (2) Engaging families in schools and in supporting early learning (David Douglas School District KRPI); and (3) Improving and aligning professional development across and among early learning and elementary schools staff (High Desert KRPI & Portland Public Schools KRPI). Methods and questions for each grantee were developed in collaboration with grantee representatives, were tailored based on the particular strategies being implemented, and included some or all of the following: (1) key stakeholder interviews; (2) stakeholder quantitative surveys; (3) parent interviews; and/or (4) review of grantee progress and outcome reports.

Telephone interviews were conducted with 15 key stakeholders working to implement the High Desert Kindergarten Readiness & Innovation Project, which is focused on implementation of the Growth Mindset and Social and Emotional Learning Professional Development framework. Participants included the grant coordinator from the High Desert ESD, 3 elementary school principals, 3 K-3 teachers, 1 early learning program director, and 7 others (e.g., school district administrators/staff and representatives from the ESD representing Early Intervention/Early Childhood Special Education services). In addition, a survey was conducted with 153 participants in various Growth Mindset and Social and Emotional Learning workshops and/or training events. Survey respondents included 14 (9%) K-3 teachers/staff, 88 (57%) early learning providers, and 51 (34%) other community stakeholders, including school and early learning administrators, other professionals from community based organizations, and others. Detailed survey responses are included (attached); key findings from the survey are integrated in the report narrative below.

Interviews included questions focused on:

- Rationale for choosing the Growth Mindset model as a primary P-3 strategy;
- Stakeholders’ perceptions of the primary goals and intended outcomes of the Growth Mindset model;
- Recruitment strategies and levels of participation in growth mindset activities;

- Strengths, challenges, and lessons learned in implementing growth mindset to date.

For analysis purposes, strengths and challenges discussed by interviewees were broken down into five categories:

1. **Organizational drivers**, or those characteristics and processes within *organizations* that support innovation and practice change (e.g., organizational culture, policies and procedures, structures that provide adequate time for training and skill development, etc.);
2. **Competency drivers**, or the factors that develop, support, and sustain *staff knowledge and skills* in implementing practice changes (e.g., supervision, coaching, feedback, training);
3. **Leadership drivers**, or those characteristics of *leadership* that support change, such as leadership vision and understanding of the purpose of practice change, effective communication, inclusive decision-making, and leadership commitment to implementing changes in practice and policy;
4. **Cultural factors and adaptations**, specifically the ways in which communities are shaping their P-3 projects to address the needs of diverse and higher risk communities; and
5. Other strengths and challenges.

The first three of these categories are based on National Implementation Research Network (NIRN, Finsen, Blase, Duda, Naoom, & Van Dyke, 2010; Metz, Naoom, Halle, & Bartley, 2015) framework, an research based approach to understanding the process of implementing evidence based and/or innovative human service programs. The fourth category, cultural factors and adaptation, was included in order to capture information related to the ELD’s stated priority area for KRPI grantees, that is, to address disparities in school readiness and achievement for minorities and underserved communities. The fifth category accounts for any other strengths and challenges that were mentioned but did not align well with the pre-defined categories. Following a summary of the Frontier Home Visiting Logic Model, common strengths and challenges discussed by interviewees will be reported for each category.

LOGIC MODEL SUMMARY

Logic Model Summary

Based on the data collected, a logic model was developed for the Growth Mindset model in High Desert. The logic model is meant to provide the grantee with a “working draft” of a framework reflecting key stakeholders’ perceptions of the key goals, activities, and intended short and longer term outcomes of the High Desert KRPI project. It is important to note that this logic model is provided as a starting point that could serve for facilitating additional conversations within the grantee P-3 communities about the purpose, activities, and desired outcomes for the project. Review of the logic model in its present form provides insight into current stakeholder perceptions, and may reflect areas where additional P-3 work to develop shared vision, refine and/or focus key outcomes, or implement new or improved activities could be beneficial.

In reviewing the High Desert logic model, several things can be noted. First, in terms of the stakeholders’ understanding of the project, it seems clear that:

- There is good shared understanding of goals related to improving professional development, and indeed, the most frequently mentioned project goals were in this area;
- Stakeholders were more diverse in their perceptions of project goals related to children and families, although many mentioned the emphasis on connecting schools and families and/or family engagement as a primary goal;
- Systems goals focused on increasing cross-sector alignment and strengthening relationships between early learning and elementary school systems, and stakeholders had a good understanding of the project in terms of improving this aspect of the P-3 system.

Interestingly, although many stakeholders talked about growth mindset and SEL goals related to increasing staff capacity to work with diverse communities, no activities specific to this goal were described. This may be because the growth mindset and SEL approach was seen as inherently appropriate in working across diverse communities, as stated by one stakeholder:

“When you’re nurturing a growth mindset, whether it’s your own or others’, you’re focusing on individual strengths and growth and intelligence. Abilities and talents are not aligned with gender, race, SES status, so it [growth mindset] is really a strategy for building capacity around equity.”

The logic model clearly reflects the primary focus on professional development and building a shared framework for understanding and supporting children’s development across the early learning and elementary sectors. As such, there is less emphasis, and fewer activities being implemented, that directly address issues around strengthening other, more academic school readiness skills or providing resources to parents/caregivers to support children’s learning at home. It is also interesting to note that, although many stakeholders discussed the goal of strengthening/improving families’ connections to schools, few discussed specific strategies that have been implemented that seem closely related to this goal. This may be because the primary Year 1 activities focused on educators and providers and in building a shared language and framework for future work. It may also be useful for the grantee to do further work to ensure that participants have a clear, shared understanding of the measurable short- and long-term outcomes that this work is meant to achieve beyond those related to cross-sector alignment.

Finally, it is clear that this year was spent primarily in doing planning work and providing workshops and training to build basic awareness of the Growth Mindset model. For example, 546 individuals representing both early learning and K-12 sectors participated in 27 one-time workshops/trainings, while 618 participated in 12 multi-series events. Survey results from four early learning/K-12 growth mindset and SEL convenings indicated that most respondents (80%) had participated in 3 or fewer opportunities to learn about growth mindset, with about a third (36%) participating in only one growth mindset event. When asked about the outcomes of the growth

ORGANIZATIONAL DRIVERS

Good collaboration

mindset trainings, 66% “strongly agreed” that the model was meaningful to their work, but only about one-fourth (25-27%) felt strongly that they learned specific strategies they could use in their work. Further, 74% indicated a desire for more training and workshops. The most frequently requested follow-up training was for learning specific growth mindset and SEL strategies (64%). Responses from stakeholders (see below) indicated that this was an intentional approach, designed to lay a foundation for more focused work to come. These results suggest that this foundation has been successfully laid and that the task for future P-3 activities is to help implement growth mindset approaches “on the ground” in PreK and early elementary classrooms.

Organizational Drivers

Organizational drivers are those characteristics and processes within organizational settings that help to support successful implementation of practice change. The following strengths and challenges were noted in terms of the organizations involved in the growth mindset and SEL work (including schools, early learning settings, and P-3 governance structure).

Organizational Strengths. Several stakeholders discussed the importance of having had **opportunities for collaborative, cross-sector work** for advancing the P-3 goals:

“The opportunity for collaboration improves our knowledge base in the area of social emotional development. It challenged us to look at our own practices and see if we have room for improvement. It was an opportunity, a sharing of ideas, of things that have worked or not worked at our own school sites.”

Some of the characteristics of these collaborative groups that were mentioned as particularly helpful included:

(1) Ensuring that all participants’ voices were heard:

“It was amazing for me as a first year teacher, for my voice to be valued along with principals who have had a long career; that was really powerful.”

“The minute we got there and the minute we got our voices heard, great work started...even having that first meeting and helping plan how that meeting was going to look.”

(2) Having the ‘right people’ at the table, with a diverse array of knowledge and experiences:

"...seeking out a variety of people...bringing those early learning voices from the community, teachers, administrators, special education, different language backgrounds. That's a key, having variety."

"...they've empowered a lot of different players...they have equipped themselves with a vast variety of people involved in child development, and I think that's going to hasten the learning curve."

(3) Having participants who had some shared history of collaborative work:

"That foundation of establishing trust has helped propel the work forward vs. 15 stakeholders coming together who haven't worked together."

(4) Bringing in new partners, however, was also seen as one of the opportunities created by the KRPI grant; this was especially important to school-based partners. One principal noted that:

"The biggest benefit we saw this year was the opportunity to collaborate with community partners that we wouldn't normally collaborate with...we were able to share our standards as elementary leaders and from the professionals teaching the young children we learned about their standards as well and...how would those align throughout the years."

Interview respondents included both those participating in district and regional P-3 design teams as well as individual school-based planning teams. Having the smaller, **school-specific teams** was seen as important for creating shared commitment and for providing an opportunity for local schools to make decisions about their specific needs and strategies:

"...we were given the freedom to choose what we think our community needed most to help close the gap between 0-5 and kindergarten. Looking at all the data from our incoming kindergarteners and looking at the local preschools we chose an approach that was unique."

School-based
planning teams

School visits

"[Facilitator] says, 'this isn't about me telling you what to do, but it's about me helping you grow. She empowers you with support and feedback and questions, and with a little help from the grant to facilitate your own plan.'"

For P-3 leaders and others, the **opportunity to visit other schools**, classes, early learning facilities was seen as a critical strategy for helping them learn about what P-3 work could look like and why it was important:

"We did a lot of home visitations to other districts who were already implementing these things to get it into your head what it could look like and what the community looks like for PreK there; that helped to provide the basis for discussion."

Change-oriented organizational culture

Having a culture oriented and receptive to the changes needed to implement a P-3 approach was also seen as crucial to success. Stakeholders noted that some of the work that happened locally prior to the KRPI grant had set the stage by creating a **"culture of change"** within schools and early learning programs:

"I think the culture a few years back had been one of 'K12 worries about kids at kindergarten, and whatever happened to them before isn't their business' and early learning had an attitude of 'there's a big behemoth we have to send our kids to, so let's do the best we can.' So, there needs to be a willingness to be open to cultural change."

Organizational flexibility

One example of the importance of **organizational flexibility** was described as a key success of the KRPI grant and attributed to the growth mindset and SEL work having created broader community awareness and support for the importance of early learning to school success. Two stakeholders described the recent district decision to change building redesign plans from developing another K-5 school to using the building for an early learning center, noting:

"The grant and the awareness built in community partners by this grant certainly helped facilitate that because the opportunities brought us to build this; this is big evidence of how this has been influential."

Ensuring key cross sector representation

Organizational Challenges: Stakeholders also described some of the challenges and areas for improvement in terms of the organizational context. One of the most frequently mentioned organizational challenges was ensuring **representation from all sectors** on design teams. In particular, difficulty engaging early learning providers was mentioned as a challenge:

“We haven’t had an attendance issue with K-3, but we haven’t had many early learning providers attending. So we may need to work on that. We need to get them on board and make them feel they’re an integrative part of learning even after students start kindergarten.”

Scheduling/timing

Scheduling/timing of meetings was mentioned as one of the barriers to including early learning providers in school-based design teams:

“One of the challenges is the conflict in scheduling structures. K-12 has built in regular meeting times with teams so an elementary team is embedded at once in that structure. But it conflicts with an early learning provider schedule. So those teams are in general at this stage imbalanced...We’re trying to figure out to maintain sustainability [by working within existing meeting structures and schedules] but increase participation from early learning providers.”

Need more staff

Others highlighted the **need for more teachers and direct service staff** in proportion to administrators:

“We have a lot of administrators but now a lot of kindergarten or first grade teachers. But we’re meeting in the middle of the day so it’s hard to get those people involved.”

Include parents/caregivers in leadership

Several interviewees also talked about the need to **involve parents/caregivers more at the leadership and decision-making level:**

“We originally had parent representation for the [district], and then in the end the two parents who had been tapped to be part of it were not able to attend for the three monthly workshops. So that would be one of our areas for improvement.”

Balancing representation with effective group size

Time and competing priorities

COMPETENCY DRIVERS

Paid time for participation

At the same time, concern was voiced with the need for **broad representation** and the need to keep teams to a **manageable/effective size**:

“How do we bring in more families and how does that look when you’re representing multiple districts? We need partners from each district, race, ethnicity, gender, and for the regional development what does that do to your design team in terms of members? Does it become so large it is no longer a functional group?”

Not surprisingly, **time to participate** in professional development, given other responsibilities, was seen as a general barrier to participation, as mentioned by a number of stakeholders:

“It’s very difficult; the time factor is a problem. It is so hard to keep the work moving without someone to champion it. I have classroom teachers on my team, and they’re already at their limit just preparing classes, meeting standards, and doing their own professional development...we’re trying to run a school at the same time.”

Competency Drivers

Competency drivers are the factors and processes that help staff to develop skills needed to implement practice changes. Key mechanisms for driving staff competency for growth mindset and SEL are the trainings and workshops, coaching, and support for key growth mindset principles.

Competency Strengths. In terms of the strengths of these drivers, respondents mentioned a number of factors. The most frequently mentioned competency driver was the use of **incentives and structures to facilitate participation** in trainings and workshops. Two examples were related to scheduling/program policy decisions and the use of grant funds for providing substitute teachers and paid time off for attendance:

“I partnered with the Head Start program, and we shut down our classes on April 7 so we could all attend the conference together...we needed to learn the same vocabulary and understand substitutes.”

“A lot of professional development has been during the school day, and the grant has provided substitutes.”

Interactive, effective trainings

Effective trainings and workshops were described as **interactive** and provided opportunities for early learning and K-3 staff to meet each other and share/discuss:

“...it [the training] is designed to provide engaged learning so it’s not a ‘sit and get.’ [Facilitator] is very clear that there will be a little bit of that...but then we are put in small teams. We were in structured conversations related to growth mindset, and we realized what we need to be learning more about. [Facilitator] puts the focus on us being engaged learners.”

Additionally, several stakeholders described the importance of having focused, clear, and engaging trainers:

“If a training was a good use of our time from the start, that was a good motivator. [Facilitator] had a lot of skills with providing new information and giving thought time. Once you went to one, you knew your time wasn’t going to be wasted.”

Resources and materials

Stakeholders also mentioned the importance of having been able to provide and receive **concrete resources and materials** to support implementation:

“...resources in terms of professional literature is offered...that’s been purchased for them, and some have received growth mindset teaching kits to help translate the ideas into practice.”

Time and availability

Competency Challenges. Other than the obvious barrier of **lack of time** to participate in trainings and workshops, few significant challenges were mentioned in terms of the strategies currently being used to drive changes in practice for growth mindset. Survey responses from the 158 stakeholders participating in four key growth Mindset events indicated that a third (33%) felt there were “no barriers” to implementing the Growth Mindset model in their work. However, as noted previously, many desired additional training in specific growth mindset strategies (64%) as well as the need for individual coaching/mentoring (33%), more workshops and trainings (78%), and more opportunities to observe other classrooms and/or child care facilities (38%). Moving into the next year, providing these more intensive, implementation-focused supports will be important to moving the work forward.

LEADERSHIP DRIVERS

Leadership Drivers

Leadership drivers are the characteristics and strategies of leaders who are effective in implementing and sustaining changes. Key leadership strengths and challenges in implementing growth mindset are described below.

Motivated and committed leaders

Leadership Strengths. Stakeholders noted that many of the key leaders in the growth mindset P-3 work appear to be intrinsically **motivated to work towards change**:

“For the design team, they are intrinsically motivated and we don’t give those specific things [for attending]; facilitators are given a stipend but the others are at the table because they want to be. I think their goals are aligned with growth mindset and that is why they are interested.”

Another participant noted the dedication conveyed by leaders:

“I got to work alongside all of these people that are so passionate and committed to the work. It’s a big commitment, but it’s in their nature to stay and be part of it because they’re so committed to better education for kids...to me the number one factor is having people that are passionate.”

Leadership skills

Stakeholders described effective leaders as being **organized, goal-focused, and having good facilitation** skills:

“[Design team meetings] are very well organized. So when you leave there, you know what your tasks are and what you need to get done. Everybody has a task, so there’s a lot of equality in what we do.”

“I felt that there wasn’t time wasted because we had a leader that was so connected to what the goals of the day were.”

Good leaders were also seen as knowledgeable about strategies for and the importance of P-3 work:

“Make sure the [point person] has really researched the topic...Many of our [design team members] have gone to other communities where they’ve had some PreK-3 successes...those people that visited shared a great deal of information to our team.”

Getting the word out

Having committed school-based administrators who can lead the work at the school level was also noted as critical to success:

“The principals, the administrators that are part of the school design teams have taken ownership of the leadership of those teams, and that ownership is a huge factor in the success of what each of their teams have been able to put into place and plan for.”

This was also perceived as providing:

“...weight and showing the work is important.”

School and district leadership was also seen as creating a ‘**ripple effect**’ from individual schools to other schools and the district:

“Since we’ve done the growth mindset, it has blossomed in terms of having multiple principals, based on having a couple of them being involved and wanting to do a school roll-out...now two of the districts are look at ‘what would be a district approach to that work? What would it look like for all elementary schools to roll out social emotional learning and growth mindset approaches’?”

Turnover

Leadership Challenges.

The primary challenge that was mentioned in terms of leadership (in addition to the challenges around general lack of time for meeting attendance/participation noted above) was **leadership turnover**:

“High turnover across 0-5 and K-12. That’s always been a challenge. You invest time, energy, and resources into people and building relationships.”

“When you build trust with a stakeholder and that stakeholder moves on, you’re forced to start over.”

CULTURAL FACTORS
AND ADAPTATIONS

Cultural Factors and Adaptations

All KRPI grantees were charged with addressing existing disparities in educational outcomes for racial/ethnic minorities, low income children, and/or children with special needs. As such, the evaluation team included questions for stakeholders about

how they perceived their work as addressing these disparities. The strengths and challenges for the growth mindset and SEL work related to addressing these issues are described below.

Cultural Factors and Adaptation Strengths. Generally speaking, the primary way that stakeholders viewed the growth mindset and SEL model in terms of addressing disparities was reflected in a perception that it is an approach that meets the needs of children ‘regardless of culture.’ A number of stakeholders noted that the **model is about individualization** and seeing children without pre-existing expectations:

“I think the whole growth mindset is culturally sensitive. There’s not that fixed idea that ‘you come from this culture, this is how you’re going to behave/these are your limitations’ – the model itself is culturally sensitive.”

Respondents did, however, provide examples of specific strategies that were being used to increase cultural awareness and sensitivity among workshop and convening participants. For example, the training sessions provided opportunities for participants to do self-reflection about their own family history and personal stories:

“It’s about this idea of self-awareness...not everyone is the same as we are...we started to think about our journey as parents, and our parents. We did a walk through, birth to wherever our kids are currently and we shared that as a collaborative to hear about our experiences as parents. We need to think about people that had different experiences than us, and provide pathways and access to this work that we’re trying to do.”

At least one elementary school administrator saw partnerships with early learning providers as key to addressing disparities in school achievement:

“We can address disparities in school readiness the more early learning providers we have on board, and that’s the key to getting the disparities addressed.”

Cultural Factors and Adaptation Challenges. None mentioned.

Other Strengths and Challenges

Stakeholders noted some successes and challenges that could not be easily classified into the categories used for analysis. These are summarized below.

Other Strengths. One commonly mentioned strength of the growth mindset work was its emphasis on **systematically building awareness** of the importance of the early

childhood period for children’s later academic success and the need for schools to reach out before kindergarten:

“The advantage of this has been to help us recognize, especially in our high poverty area, that we need to reach out to our students much earlier than kindergarten. That we need to meet the toddlers, the very young children and families so they are ready for school. And this means you are supporting parents more than anything else. This has been a highlight for our entire school staff, it has been where we needed to go for our entire school.”

Welcoming schools

More than one stakeholder also described specific changes to make **schools more welcoming** to parents as a part of this work, for example:

“...in March we did our parent workshop and it was about...preparing kids for school, and our principal is right up front meeting parents and making them feel welcome at school. I think that is so important because we have to work together as a team and community in the best interest of parents.”

Feedback

Other Challenges. A few stakeholders described the desire for **more specific feedback** about their progress and where they are “on the continuum”:

“Sometimes I want more explicit feedback, ‘well, here is where you could be and here is where you are’....I’m wanting to calibrate, and that hasn’t been [Facilitator’s] approach.”

Funding

Stakeholders, not surprisingly, also mentioned the challenge of **limited funding** and the sense of insecurity around ongoing funding for the P-3 work:

“It’s going to be an expensive model to pay for these kids to go to these preschools instead of finding an in-kind partnership.”

LESSONS LEARNED

Focus on a few goals

Prioritize work

"I'm trying to get a feel for if this is sustainable. We've got some good momentum right now and it's going to be a bummer if we find out we have no funds. I think the school is figuring out that we're heading in a good direction and the parents are figuring out that we're providing good opportunities, and we want to figure out how we will continue down the road."

"I feel like we have literally just scratched the surface, and while we know some skills and competencies we don't have the set of skills that will propel us moving forward. It takes time and the multiple year piece would be helpful in that respect."

Lessons Learned

Stakeholders were asked about what key lessons they had learned in doing the P-3 work to date and what advice they might share with another communities interested in implementing this kind of approach. These are summarized below.

One key lesson that was mentioned by several stakeholders was the importance of selecting and focusing on **a few goals and/or strategies** in order to be more effective:

"...we can each have our sandwich, but we can't eat it in one bite...With our elementary team we were able to focus in on the goal of communications and looking at how we can communicate and get the word out through families. We came up with a variety of ideas and an action plan to make that happen."

"It's focused and helped us identify what exactly we need to be working on. It's helped center our limited resources on areas we can really make a difference instead of having a really broad spectrum. From my perspective [as an early learning provider], we've focused on building stronger relationships with schools, and we've started to do PreK screenings. For my own program I've seen huge changes in just one year."

Stakeholders advised that **prioritizing the P-3 work** and making choices about what can be addressed will always need to happen, given stakeholders' other responsibilities. Further, school-based participants noted the importance of making sure that the P-3 work:

“...lines up with district and school strategic priorities.”

Lessons learned that were shared by many respondents focused on how to **build successful P-3 collaborative teams**. These stakeholders made the following recommendations:

- Make sure to recognize the importance of each member’s contribution to the work;
- Ensure that team members’ voices are heard;
- Empower local teams to do work that they select and value;
- Ensure that team members understand the ‘big picture’ and purpose of the work. One teacher noted:

“For me as a team member it helped me to have a better idea of the big picture, even though I was only a part of a specific [preschool-related project]...I also got to talk to the teams that were part of the family engagement or full day kindergarten...it makes you feel more invested in the long term for kids and for schools.”

- Make sure that participants understand their role as liaisons and “champions” – that members know that their role is to act as a liaison between the planning group(s) and their ‘peers’ and that members are people who will bring the information back, gather input, and bring it back to the teams for discussion;
- Give careful thought to meeting structure, timing, and frequency;
- Have frequent meetings/convenings especially at first;
- Balance scheduling ease with the importance of diverse cross-sector representation;
- Make sure there are people at the table who have authority to make decisions and can influence work at the school- and district-levels;
- Take time to identify who needs to be on each committee, and why, at the outset;
- Take the time needed to build relationships, common vocabulary, and establish a shared vision, before choosing a strategy or program;
- Make meetings a valuable use of members time by focusing on the goal of the meeting and providing strong facilitation;
- Understand and accept that it’s ok if some people stop participating in the design work and that committed participants will continue; this doesn’t have to be everyone’s priority.

In terms of lessons learned about how best to help change staff knowledge and skills related to growth mindset and SEL and P-3, stakeholders described the following related to **cross-sector structure and supports**:

- Provide multiple opportunities for staff to learn about each other’s work by visiting and observing in early learning programs (for elementary staff) and schools (for early learning staff), noting it is important to:

“...spend time in environments that are not their primary environments.”

- Provide paid time and/or substitutes during the work day for staff to participate in workshops, trainings, and meetings is critical. Leadership, whether early learning or K-12, emphasized that staff are already balancing multiple responsibilities. To be effective, this work has to be viewed as part of their regular professional development system, not as an ‘add-on.’

Another lesson learned through the growth mindset and SEL teams was that this **work is long-term**:

- Approach the work as a long-term process and not as a short-term strategy;
- To build a common understanding and language is just a first step. In order for practice to change, there will need to be more ongoing opportunities for training and coaching to develop and practice skills. This will also take ongoing investment of resources in staff time, training, coaching, and mentoring.

Finally, in terms of leadership, stakeholders shared key lessons learned about **effective leadership** in the P-3 work, as described below.

- Leadership buy-in comes when leaders understand how the work aligns with and supports their own agency/organization goals and can see why it is worth their time/energy;
- Effective leaders show clearly that they respect all stakeholders and are willing to make compromises to support participation, for example, by alternating meeting locations between K-3 and early learning facilities, having meetings co-led by district/school and early learning partners, and ensuring that all members’ voices are heard during meetings;
- Leaders should attend to issues of representation, why those representatives were chosen, and be thoughtful and inclusive about who is (or is not) invited into what groups;
- Leaders who are inclusive of their staff and provide opportunities for participation and input were more successful;
- Providing opportunities to “see the work” by visiting other P-3 programs paid off in terms of leadership feeling more knowledgeable and committed to the project goals;
- Having an external facilitator, someone who was not seen as “allied” with either early learning or K-12, was mentioned by a number of stakeholders as extremely important to the planning work;

Work is long-term

Build effective leadership

Diverse membership

Diverse membership

Include
parents/caregivers in
decision-making

REFERENCES

- Having a dedicated P-3 coordinator was also seen as important in terms of workload and consistent project progress – that is, someone whose explicit job is to do this work.

In terms of lessons learned regarding cultural responsiveness, two themes emerged. First, stakeholders described the need to ensure that planning groups included **diverse membership** and defined diversity in terms of professional roles and demographic characteristics. Second, stakeholders mentioned the importance of **family and parent/caregiver involvement in decision-making** groups as critical to supporting cultural responsiveness and awareness but also noted that this is an area the may need improvement moving forward.

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High Desert: Growth Mindset Professional Development Logic Model

Developed based on the Kindergarten Readiness Partnership & Innovation Project Evaluation

(15 interview respondents included P3 coordinator, 3 Principals, 3 K-3 Teachers, 1 Early Learning Director, and 7 others (e.g., school district administrators, EI/ECSE director/staff, etc.)

	Goals	Activities Implemented	Short-term outcomes	Long-term Outcomes
Family and/or Child	Build positive connections between families and schools &/or engage families (6) ¹ Build self-regulation/social emotional skills in children (3) Help families access resources & supports (3) Support positive transitions to school (3) Instill belief that hard work/effort are key to growth (2) Improve school readiness (2) Improve parenting skills/knowledge (2) Increase parent support for learning at home (1)	6 one-time family activities/fun nights 8 multi-session events including 94 family members Provide resources/information to families (1)	Increase parents' access to early learning resources (2) Make schools more welcoming to parents (1) Increase children's excitement/motivation about school (1)	Increase family engagement in school (2) Increase growth mindset and SEL in children (1) Build self-regulation/social emotional skills in children (1) Increase smooth transitions to kindergarten (1)
Educator/ Professional	Build connections across Early Learning and K-3 staff (6) Create a system for professional development (4) Build educator-family relationships (2) Change/improve teaching practices (3)	27 one-time workshops/trainings to 618 professionals 12 ongoing workshops/trainings to 546 professionals Convene cross-sector planning teams (6; see also Systems) Pay staff to attend trainings/events (5) Provide food/meals to incentivize participation at workshops/trainings (2) Provide substitutes to support teacher attendance at workshops/events (1) Work with/support principals to lead at work at schools (2)	Increase skills/abilities/knowledge of teachers/staff (5) Increase cross-sector learning/understanding (3)	Establish a growth mindset and SEL model in the classroom (1) Increase innovation and creativity in practice (1)

¹ Numbers in parentheses indicate the number of persons who provided this information.

	Goals	Activities Implemented	Short-term outcomes	Long-term Outcomes
System	Create structures for cross-system relationship-building & learning (4) Align Early Learning & K-3 standards and goals (2) Align Early Learning & K-3 curricula (1) Build a shared vision across partners (1) Create shared learning across school districts (1)	Convene cross-sector retreat & planning teams (6; see also Educator/Professional) Work to increase cross-sector knowledge of curricula/standards (2) Change school policy/practice to increase family engagement (1)	Establish process/structure for cross-sector collaboration (2) Establish/maintain an effective governance structure (1) Increase community awareness of growth mindset and SEL model (1)	Increase co-located PreK within K-3 schools (1) Increase public awareness of importance of early childhood (1) Align/coordinate 0-5 and K-3 systems (1) Reduce duplication of services (1)
Underserved Communities	Build relationships with diverse/underserved families (4) Build capacity/improve practices around equity (2) Reduce the achievement gap (1)	NONE REPORTED	NONE REPORTED	Reduce the achievement gap (1)

Early Learning Division

Kindergarten Readiness Partnership & Innovation Grants:

Summary Report for High Desert Ongoing Growth Mindset Professional Development

Professional Development Early Learning Provider/K-3 Teacher Survey

Participants per Event:

N	%	Event
28	18%	Redmond School District PreK-3 Retreat 4/17/15
15	10%	Regional PreK-3 Design Day
94	60%	PBIS Conference Part 2 4/7/15
18	12%	COCC Early Learning Conference 4/25/15

1. I am a:

N	%	Role
88	57%	Early Learning Provider/Preschool Teacher
14	9%	K-3 Teacher
51	34%	Other (i.e. student, parent, staff, administrator, EI/ECSE)

2. I work within:

N	%	District
52	34%	Bend-La Pine School District
22	14%	Redmond School District
4	3%	Crook County School District
75	49%	Other (i.e. Head Start, Relief Nursery, HDESD)

3. In the past year, how many Growth Mindset and/or Social and Emotional Learning (SEL) professional learning opportunities (e.g. workshops, conference sessions, trainings, book study) have you attended (not including PreK-3 Design Team Meetings)?

N	%	# of Opportunities
56	36%	1 opportunity
67	44%	2-3 opportunities
12	8%	4-5 opportunities
13	8%	More than 5

4. Are you a member of an elementary, district, and/or regional PreK-3 Design Team or other Professional Learning Community that discusses the meaning and application of a Growth Mindset and/or Social and Emotional Learning?

N	%	Member?
67	45%	Yes
81	55%	No

5. What interested you about the Growth Mindset and/or Social and Emotional Learning Framework?

N	%	Interest
105	68%	Wanted to learn new strategies for supporting children's learning
72	47%	Attendance was required
46	30%	Have seen research supporting the model
33	21%	Heard good things about the model
25	16%	Other (i.e. Parenting skills, personal interest, develop new opportunities)
20	13%	Recommended to me by other
11	7%	Recommended to me by Principal

6. At this point, how confident are you in being able to actually apply a Growth Mindset to your work?

N	%	Confidence level
29	19%	Very confident
89	59%	Somewhat confident
32	21%	A little confident
1	1%	Not very confident

7. I plan to use Growth Mindset and/or SEL strategies in my work.

N	%	Plan to use?
151	98%	Yes
3	2%	No

8. What additional support and/or training would help you feel more confident to implement Growth Mindset and/or Social and Emotional Learning strategies?

N	%	Supports/Training Needed
99	64%	More opportunities to learn specific Growth Mindset and/or Social and Emotional Learning strategies
74	78%	More workshops/trainings
58	38%	Observations of other classrooms/child care programs
52	34%	Peer support
51	33%	Discussion groups
50	33%	Individual coaching/mentoring
18	12%	More support from administration
9	6%	Other (i.e. how to implement, preschool application, more team planning, assistance by behavior management specialist)
2	1%	No other supports needed

9. Which of the following are barriers to implementing the Growth Mindset and/or Social and Emotional Learning framework in your classroom/program?

N	%	Barriers
50	33%	No barriers at this time
43	28%	Insufficient time to participate in trainings
32	23%	Not enough information on the model yet
24	16%	Insufficient staff in classroom/child care program while in training
22	14%	Other (i.e. not a lead teacher/do not have classroom, specific application, lack of prep time)
21	14%	Insufficient funds to cover substitute teacher costs while in training
17	11%	Release time

10. Using the table below, please tell us how much you agree or disagree with each statement.

<i>Growth Mindset and/or Social and Emotional Learning professional learning opportunities (e.g. trainings and workshops)...</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. Are meaningful to my work. (N=153; mean=4.64)	0%	0%	9%	32%	66%
b. Changed my perception about how I view my own learning and growth. (N=153; mean=4.21)	0%	2%	9%	55%	34%
c. Changed my perception about how I view others' learning and growth. (N=151; mean=4.21)	0%	2%	10%	52%	36%
d. Provided me with new information about the importance of a PreK-3 rd Approach. (N=14; mean=4.57)	0%	0%	0%	43%	57%

<i>Growth Mindset and/or Social and Emotional Learning professional learning opportunities (e.g. trainings and workshops)...</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
e. Provided me with new information about the importance of approaches to learning (growth mindset) and social and emotional learning across the PreK-3 rd continuum. (N=152; mean=4.24)	0%	2%	11%	47%	40%
f. Increased my desire to build better relationships with children and families, including but not limited to those who have different backgrounds from myself. (N=153; mean=4.35)	1%	1%	8%	44%	46%
g. Prompted new ideas for how I can better serve children and families. (N=154; mean=4.21)	2%	2%	10%	46%	40%
h. Provided me with effective strategies for developing children’s growth mindsets (approaches to learning). (N=126; mean=4.01)	1%	5%	12%	55%	27%
i. Provided me with effective strategies for developing children’s social and emotional learning competencies. (N=126; mean=3.89)	2%	5%	22%	46%	25%
j. Provided me with effective strategies for supporting children’s academic learning. (N=123; mean=3.82)	2%	3%	29%	44%	22%
k. Increased my desire to improve my overall teaching practices. (N=152; mean=4.41)	1%	2%	5%	41%	51%
l. Gave me the opportunity to work collaboratively with K-3 teachers. (N=153; mean=3.52)	6%	10%	32%	30%	22%
m. Gave me the opportunity to work collaboratively with early learning providers and/or preschool teachers in my community. (N=152; mean=3.86)	2%	6%	21%	46%	25%
n. Increased my desire to seek out opportunities to collaborate with colleagues across the PreK-3 rd continuum. (N=150; mean=3.92)	2%	4%	24%	40%	30%
o. Addressed issues of developing culturally responsive practices, cultural sensitivity, and equity. (N=153; mean=3.71)	2%	6%	28%	46%	18%
p. Provided me with information about how to address disparities in school readiness or success for children of color or other at-risk children. (N=152; mean=3.62)	1%	9%	34%	40%	16%

11. Are you interested in participating in an Annual PreK-3rd Approach Retreat – 2015-2016? **

N	%	Interest
26	100%	Yes
0	0%	No

12. Are you interested in continuing this learning and participating in up-coming workshops? **

N	%	Interest
24	100%	Yes
0	0%	No

If yes, please prioritize your interest in the following design teams **

N	%	First Choice
11	50%	PreK-'Early Learning Center' concept
10	46%	PreK-3 rd Approach
1	4%	Full Day Kindergarten

N	%	Second Choice
5	41%	Full Day Kindergarten
5	41%	PreK-3 rd Approach
2	17%	PreK-'Early Learning Center' concept

N	%	Third Choice
5	46%	Full Day Kindergarten
3	27%	PreK-3 rd Approach
3	27%	PreK-'Early Learning Center' concept

**Questions 11-12 were only given at Redmond SD PreK-3 Retreat

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Grant-Specific Mini-Evaluations
Professional Development in Early Childhood Positive Behavioral
Interventions & Supports
Early Learning Multnomah

Section 8

Early Learning Division

Kindergarten Partnership & Innovations Grants: Early Learning Multnomah

Evaluation of the Early Childhood Positive Behavioral Intervention & Supports Professional Development

HIGHLIGHTS

Highlights

Early Learning Multnomah utilized Kindergarten Readiness Partnership & Innovation Grant (KRPI) funding to implement professional development using the Early Childhood Positive Behavioral Intervention & Supports (EC-PBIS) model with kindergarten and early learning teachers. Professional development was structured differently in two cohort locations within Multnomah County. Within the Portland Public School (PPS) system, PPS Head Start teachers and kindergarten teachers participated in joint training in EC-PBIS, and then received classroom coaching from EC-PBIS specialists. In East County, child care providers and kindergarten teachers attended separate training sessions and received some additional coaching. All teachers and school staff across both cohorts as well as early learning providers participating in the PPS cohort received paid release and/or compensation for their time in training. Early learning providers in East County did not, however, receive compensation or paid release time during the professional development opportunities. In addition, the project supported new school-based EC-PBIS coaches by training staff who were familiar with the school-aged PBIS model. All coaches were provided with an opportunity to participate in a monthly professional development coaches group.

Coordination and implementation of the EC-PBIS professional development was also structured differently between the two cohorts. In PPS, the KRPI grant funded two coordination/facilitation staff personnel at a total of 1.5 FTE across the early childhood location (Clarendon Head Start) and at participating elementary schools. In contrast, East County did not have funds specifically for a coordinator/facilitator. Instead, staff involved in coordinating and facilitating the EC-PBIS trainings and coaching in East County *added* this responsibility to their work load. In one of the East County elementary schools, the staff person responsible for coaching, however, did not have sufficient training in EC-PBIS to support kindergarten teachers in a coaching role. At this school, an external person was brought in to conduct observations and provide minimal coaching.

As part of the evaluation of the KRPI projects, Portland State University (PSU) evaluation staff conducted interviews with 15 stakeholders working on the ELM KRPI project, including project coordinators, principals, EC-PBIS coaches, kindergarten teachers, and early learning teachers. The purpose of the interviews was to learn more about the goals of this professional development strategy, activities done this year to help move the project forward, benefits and/or outcomes after the first year, and about the strengths and challenges of the work. A few key themes emerged in terms of successes and challenges:

- Kindergarten teachers and early learning providers appreciated opportunities for shared learning around a common framework;
- Reflective, group-based coaching that incorporated peer sharing and learning was one of the most effective aspects of the project;
- Providing individual coaching and feedback to teachers was an important supplement to group-based coaching, and teachers would like to have more one-on-one support from coaches;
- Having experienced, skilled, and organized coaches with appropriate experience in either school or early learning settings was critical to teacher buy-in.

Many of the challenges that were described were largely a function of the limited, up-front time for planning, scheduling, and relationship-building. In particular, the inability to incorporate teacher voice and input initially was seen as a major barrier that could have been addressed with more adequate planning time. Moreover, many stakeholders noted that, given the time demands of the project in terms of teacher time, the project would have benefited from more clarity about expectations for participation and additional compensation for teacher time spent in both training sessions as well as one-on-one meetings with coaches. Coordinators and school/program administrators agreed that more work done “up-front” would have helped the project move forward more smoothly; these stakeholders are clearly building on their first year’s experiences to improve implementation moving forward.

This report summarizes the key stakeholders’ perceptions of the ELM EC-PBIS project goals, successes, and challenges. Key themes were developed based on responses across cohorts. Themes and quotes highlighted below could not be distinguished by cohort due to the small sample size of interviewees per cohort. Interpretations specific to each cohort should be made with caution given that there are known differences in the structure and implementation of EC-PBIS professional development across the two cohorts.

The following word cloud (see below) highlights the key terms stakeholders used during the interviews—the more often a term was used, the larger the visual depiction of that word in the “word cloud.” As can be seen, interview respondents were focused teachers, schools, kids, kindergarten, coaching, and classroom work in their responses.

Introduction

The purpose of this report is to provide feedback to the state Early Learning Division as well as to Early Learning Multnomah (ELM) and other Kindergarten Readiness Partnership and Innovation (KRPI) Project grantees about the EC-PBIS professional development efforts. This briefing paper summarizes key findings from a more in-depth “mini-evaluation” of the EC-PBIS project that was conducted within the context of the statewide evaluation of the KRPI projects. It should also be noted that EC-PBIS was only one of two major initiatives piloted by ELM this year with KRPI funding. The other, the Community Education Worker project, was evaluated separately (see Appendix C).

In all, five 2014-15 KRPI grantees were selected for these more in-depth mini-evaluations in order to better understand the types of activities being implemented and the strengths, challenges, and lessons learned in implementing innovative approaches to improving kindergarten readiness and connecting the early learning and elementary school systems. The five projects chosen were selected based on conversations between the KRPI evaluation team at Portland State University and grantee representatives and through discussions between the PSU evaluation team and state Early Learning Division staff. Programs were selected in order to represent the key areas of work being done by grantees across the state, specifically activities focused on: (1) improving kindergarten transitions for children and families (Yamhill County KRPI & Frontier Early Learning Hub KRPI); (2) engaging families in schools and in supporting early learning (David Douglas School District KRPI); and (3) improving and aligning professional development across and among early learning and elementary schools staff (High Desert KRPI & Early Learning Multnomah KRPI). Methods and questions for each grantee were developed in collaboration with grantee representatives, were tailored based on the particular strategies being implemented, and included some or all of the following: (1) key stakeholder interviews; (2) stakeholder quantitative surveys; (3) parent interviews; and/or (4) review of grantee progress and outcome reports.

To evaluate the EC-PBIS activities implemented by ELM, telephone interviews were conducted with 15 key stakeholders, including 3 coordinators, 4 facilitators/coaches, 4 kindergarten teachers, and 4 early learning teachers.

Interview questions for the professionals asked about:

- Goals of the EC-PIBS professional development project;
- Recruitment and implementation;
- Strengths of the work;
- Challenges encountered in the first year.

For analysis purposes, strengths and challenges discussed by interviewees were broken down into five categories:

1. **Organizational drivers**, or those characteristics and processes within *organizations* that support innovation and practice change (e.g., organizational culture, policies and procedures, structures that provide adequate time for training and skill development, etc.);

2. **Competency drivers**, or the factors that develop, support, and sustain *staff knowledge and skills* in implementing practice changes (e.g., supervision, coaching, feedback, training);
3. **Leadership drivers**, or those characteristics of *leadership* that support change, such as leadership vision and understanding of the purpose of practice change, effective communication, inclusive decision-making, and leadership commitment to implementing changes in practice and policy;
4. **Cultural factors and adaptations**, specifically the ways in which communities are shaping their P-3 projects to address the needs of diverse and underserved communities; and
5. Other strengths and challenges.

The first three of these categories are based on National Implementation Research Network (NIRN, Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010; Metz, Naoom, Halle, & Bartley, 2015) framework, a research-based approach to understanding the process of implementing evidence based and/or innovative human service programs. The fourth category, cultural factors and adaptation, was included in order to capture information related to the ELD’s stated priority area for KRPI grantees, that is, to address disparities in school readiness and achievement for minorities and underserved communities. The fifth category accounts for any other strengths and challenges that were mentioned but did not align well with the pre-defined categories. Following a summary of the ELM EC-PBIS Logic Model, common strengths and challenges discussed by respondents will be reported for each category.

Logic Model Summary

The logic model is meant to provide a “working draft” of a framework reflecting key stakeholders’ perceptions of the key goals, activities, and intended short- and long-term outcomes of the ELM EC-PBIS project. It is important to note that this logic model is provided as a starting point that could serve for facilitating additional conversations within the grantee P-3 communities about the purpose, activities, and desired outcomes for the project. Review of the logic model in its present form provides insight into current stakeholder perceptions and may reflect areas where additional P-3 work to develop shared vision, refine and/or focus key outcomes, or implement new or improved activities could be beneficial. Based on data collected for the Level 2 evaluation, it appears that many of the stated project goals were achieved in the first year of the project. For example, stakeholders reported the following:

- Early learning and kindergarten teachers gained knowledge about social emotional development, learned strategies to support children’s social emotional development, and learned strategies to improve classroom behavior;
- Opportunities for joint meetings between early learning and kindergarten teachers helped to build cross-sector relationships and increase alignment across early learning and K-12 settings;
- There were observable changes in classroom environments to better support positive social behavior;
- Families had opportunities to connect with schools and learn how to support school readiness.

ORGANIZATIONAL DRIVERS

Opportunities for shared dialogue

Organizational support

There appeared to be relatively strong consensus among those interviewed about the primary goals and intended short-term outcomes for the project. Stakeholders were somewhat less able to clearly articulate long-term intended outcomes, especially at the child/family level. Further, as might be expected, stated outcomes focused more on changes in educators and professionals than on the influence of those professionals on children (presumably, a longer-term outcome). While stakeholders saw the EC-PBIS model as appropriate for the needs of culturally diverse children, it seemed clear that the model was not focused specifically on taking a cultural perspective or on providing culturally-specific supports. Given the high proportion of families from under-represented backgrounds, this may be an important area to strengthen in the years to come.

Organizational Drivers

Organizational Strengths. Interview respondents mentioned a number of important organizational-level factors related to EC-PBIS project success. These are described below.

The opportunities created by the grant for professionals to **share information and knowledge** and to build relationships was particularly important to the work:

“We have so few staff meetings this year. It was a time we could sit and talk about professional work in an environment that was relaxed and comfortable and supported by our PBIS coaches. It gave me an opportunity to be reflective of my own teaching and hear strategies that were working for other people that I could implement in my classroom.”

“I think so often in schools that teachers are so separate in their classrooms that they don’t get to see each other teach so to have that professional time built in to share is helpful.”

“We’re meeting more, we’re collaborating, we’re learning from each other, we’ve been provided countless opportunities.”

Another way in which cross-sector learning took place was through classroom observations. Organizational support for staff to **visit other classrooms and schools** to see work “in action” was seen as invaluable to building staff motivation and buy-in:

Incentives

"[Coach] brought us the Mind Up curriculum...and s/he connected us with Maryville school and got us down there so we could observe and meet with the principal and see how it worked for them. It happened so quickly – that was the middle of March and now we have two schools fully on board and convinced the whole school to go in on this curriculum, this is fantastic! We've been thirsting for this so badly, the social emotional curriculum, our kids have been through a lot of trauma."

The grant also helped organizations support early learning and kindergarten teachers participate in EC-PBIS professional development, especially in the evenings and on weekends. Teacher compensation, as well as other **incentives**, was important to attendance:

"I'm not sure we'd get any of us [teachers] there if we weren't paid to come in on the weekends."

"One of the main things is food, they get dinner out of it, and other dynamic stuff, useful things lots of handouts and visuals to use with kids."

"For [child care] centers, the hugest incentive is that the center gets training for free, and for licensing purposes that is huge. They have to have 15 hours each year and they are receiving 12 of 15 through the [EC-PBIS] modules."

Use existing structures

Organizationally, there was also an intentional effort to **integrate the coaching and EC-PBIS framework** into existing structures and schedules:

"It helped that, in PPS, it was all within the same system, the early learning providers that they were recruiting were all PPS Head Start. They were all in the same building and that helped to create a system around setting up a two day training."

Timing & start-up challenges

Organizational Challenges. Stakeholders described multiple challenges related to the need to implement the EC-PBIS work with extremely **limited planning and start up time**. This was seen to impact overall buy-in, effective recruitment especially for child care providers, and clarity of expectations and roles across organizations.

"...the timing, the whole start up, the grant was written and received in the summer when school was out, when it was hard to follow up and [leadership] was all about getting school in place and not about the grant...we wound up getting to only parts of the plan because we only had so much time...if this were a longer grant cycle with more of a start up phase we could have easily avoided this."

Additionally, several commented that the project would have been more successful, especially in the early phases, if there had been more opportunity to proactively engage teachers in developing and planning the EC-PBIS work.

"The way it was presented to us, the teachers, we were not a part of the conversation to move forward with this project."

"There was a challenge with teacher voice and making sure it was built-in early in the process. We had to choose the schools that were participating, and implement in those schools, versus, 'we're offering this resource and it's not mandatory but you're welcome to sign up if you want to.' It sets a different tone....The timing of it didn't allow them, the districts, the schools, to thoroughly vet this at all levels before coming to us and saying, 'yes.'"

"We engaged at the district level and using the district as a liaison, with the timing, I don't think teachers were consulted before we got the grant, and we've had multiple challenges because of that to keep this moving and to get everyone on the same page."

Stakeholders also noted that there was not enough time to recruit Family Child Care providers:

"It was hard to recruit what was originally envisioned as family child care providers – that piece is difficult to do in so short a period of time. We had only this many months of doing outreach before we had to start implementing. We shifted to Plan B which was, let's connect with the child care centers in those areas because they have more capacity to participate with us."

The lack of planning and start up time also may have made it more difficult to build motivation and commitment among teaching and early learning staff:

“It was clear that there were many child care places that served the two schools, but just two centers joined. I don’t know what went wrong there. I imagine it was difficult for people to commit. It takes years to build those relationships so it’s a collaboration, and to understand what they’re getting in to. There was a lot less participation than expected.”

“I talked to my supervisor all the time and s/he had similar frustrations. It’s tough to do collaboration with just one year, and it started late, that has made it tough to implement changes or address relationship issues that need to be addressed.”

Again in part due to the lack of advance planning time, there were multiple challenges related to **scheduling** the EC-PBIS module training sessions.

“The trainings were great. My concerns were the time frame to do them on a Saturday in September. That’s literally the worst weekend in the life of a teacher; that was kind of horrible. But, it was worth going. The second was two weeks later, and we were just going to suck it up and go, but then it was switched at the last minute, which was annoying...so the scheduling piece made it hard to be fully present and I don’t think our focus was as good as it could have been.”

“The timing of the workshop was crazy at the beginning of the year. I think it would be better if there were a calendar over the course of the next nine months and ‘here are two to four opportunities, pick the best one that works for you.’ Having some flexibility so people can pick what is right for them. It’s not critical that members of the same team be at trainings at the same time.”

“It would have been better to have them in August and preservice [training]. I realize that creates an issue of running into vacations, but I remember when I was a teacher, and I was wiped out every weekend in September. It’s just not ideal.”

Scheduling time for individual classroom consultation and coaching was also challenging.

Role clarity

“Coaching is happening far less than I would have wanted. We didn’t set up our routines before the school year. In a perfect world, we would have said, ‘let’s meet the 2cd Tuesday of every month’ and just set that from the start of the school year. Kindergarten teachers have limited schedules.”

Lack of planning time also impacted the **structure of roles, responsibilities, and expectations** within the professional development model. Specifically, stakeholders noted that more time would have helped to better clarify and structure the coaches’ role. This was particularly an issue for the East County cohort, in which EC-PBIS coaching was not a well-established practice prior to this project.

“There wasn’t a lot of clarity about the coaching piece, about frequency or what was expected.”

“Talking with the grade level team and kindergarten teachers, I sense frustration that [the coaching] is not what they expected. They would have loved for [the coaches] to come quarterly and give feedback. They wanted more observations on specific kids.”

“I feel like the coaching could be better, I feel like I wasn’t getting the feedback I wanted. They come in and observe me and once they observed me there was never a conversation about what the problems were. It was more on me to pinpoint the problems and come up with a goal of what I want to work on. It would have been nice to get [coach’s] opinion as well.”

Organizational support

Another structural barriers was the lack of **organizational support for resources for teachers** to be away from the classroom and participate in one-on-one coaching during the work day:

“My [Coach] time is two hours per month for group consultation. There’s no follow-up for individual coaching. I tried to spend a lot of time on the initial TPOT debriefing meeting [teachers] one-on-one, but again, they were without coverage in their classroom.”

Incentives

Finally, as noted above, **incentives** were seen as important, and in particular, paid time off for teachers. However, in the East County location, child care providers were not paid to attend the trainings. This may have been a barrier to their participation.

COMPETENCY DRIVERS

High quality trainers & coaches

"In East County, they didn't budget for their early childhood teachers....CCR&R didn't want to set a precedent for that since they don't offer paid trainings, so they provided puppets and materials. In PPS there is no way we could have done it without having paid release time for kindergarten and Head Start teachers. I think eventually I could see it happening without having to do that, but in the early stages you need that, as an outsider trying to introduce this into a K-12 system. Once the value and buy-in has come, you would hope the schools and district would take that on."

"The only challenge we have here, because these guys are hungry to help and learn, the challenge is availability of getting a substitute teacher in the building for them to do the PD. There's always a lack of subs to cover classrooms."

Competency Drivers

Competency Strengths. A number of respondents identified the importance of **high quality, experienced trainers and coaches** for engaging and motivating participants. Trainers who were perceived as experienced and knowledgeable. Additionally, trainers who sought input into training activities and agendas were seen as particularly effective.

"[The trainer] met with everybody and found out what we needed and helped to construct the workshop around us."

"It was essential that the [trainer] did not go in and tell them what to do but find out what they thought was needed and help them set up a PD structure and process. That's been exciting, and trying to make it move forward slowly and not push, in order to build trust between teachers. A lot of trainings just get put upon them and we tried to do this differently."

"[The trainer] was very knowledgeable, which made me want to continue...I felt like his/her strategies would work with students. As a teacher, sometimes we don't feel like we learn anything new and someone who had this experience and was able to articulate it to us really helped."

"[The coach] understands where teachers are coming from- s/he gets what's on our plate."

Innovative training methods

In addition to experienced, well-respected trainers, **innovative training methods** incorporating reflection and sharing were developed for this project and appear to have been successful in engaging participants:

“We presented the [EC-PBIS] modules differently...we used the same content but used more journaling and inquiry-based models. Rather than just give the teachers the modules and say, ‘here’s what to do and how to do it,’ we had them reflect and share on it, but we still got to the same content.”

“I would say 100% one of the things I liked best was that at all of our trainings and coaching sessions, they gave us the chance to reflect, which I think is a powerful tool to help think about and analyze why things are happening in our classrooms.”

Using data to inform training

The development of trainings was also informed by training participants. Stakeholders reported **using data** collected after the trainings to inform future work and to provide a way to document that the participants benefited:

“There was this assumption when we started that this was relevant for the teachers. Then, we administered surveys after the training, and asked a question on the survey about whether they wanted to delve deeper into this kind of training. We heard back that it was useful and that teachers really saw how practical and useful [EC-PBIS] is. This really validated what we were doing.”

Cross-sector trainings

There were examples of **cross-sector learning** from both the perspective of early childhood providers and kindergarten teachers:

“For child care providers, it was eye opening. Just understanding that kindergarten teachers have to deal with such large class sizes, the demands on their time...they were like, ‘woah, you’ve got 29 kids and it’s just you?’”

“Kindergarten teachers started to see child care providers as a good resource. Instead of just directing their questions to the trainer, the kindergarten teachers would turn to the [providers] and invite them to help problem solve.”

Group coaching & peer support

“What I loved most was that they [EL and Kindergarten teachers] were training together and got to see each other’s roles...the idea of looking at what someone else is doing and what the future looks like for the child, I love that.”

This cross-sector learning was beneficial to participants from both sectors in that it helped educators better understand what their classrooms look like and how strategies can be applied similarly and/or differently.

Within trainings, as previously mentioned, there were many opportunities for cross-sector learning. Both early learning and kindergarten teachers were positive about the **group-based** coaching and opportunities to share and learn from each other that were provided:

“Group coaching was a really good move. What I hear is that teachers appreciated hearing from each other and that may have moved things along more quickly. For teachers to say to each other, ‘I did this and it helped’ is just more powerful and faster for teachers to hear it from each other.”

This **peer support** was noted by both early learning and kindergarten teachers as important, as much for emotional support as for professional development and learning:

“I really like the discussion group. I didn’t think I would – it’s after school and it’s two hours. But it’s really comforting to hear other people from other centers, and feel I am not the only one dealing with the same things...you feel like you’re not alone and what you do is worthwhile.”

“Being able to collaborate with other teachers you get a lot of insight on things. Things you might not have noticed yourself, you’re able to pull from each other’s strengths.”

One-on-one coaching

At the same time, however, individual **one-on-one coaching** was a necessary support to ensure that teachers could make progress implementing EC-PBIS strategies in their classrooms:

Became better advocates

“Eventually almost all the kindergarten teachers agreed to do a TPOT [a classroom assessment done by coaches], and in that process, it came up for all of them that they weren’t intentionally teaching social emotional skills. We looked at the TPOT together and realized what needs to happen, that they’re not talking about social emotional skills. They realized that these things don’t need to be separate, they can be working on literacy, engaging developmentally appropriate instruction, and since all the pieces aren’t separate, you can’t say there’s no time.”

“[The coach] comes in helping you do what you need to do to be successful....very rarely at a grade level do you get a coach to help you focus on your grade level.”

Finally, it is interesting to note that more than one respondent mentioned that the information they gained helped them to become **better advocates** for change within their school:

“[Trainer] gave us the background on why some things aren’t developmentally appropriate for kindergarteners, then we could have that information to discuss with our school wide PBIS team and with our principal....she was an advocate for early childhood.”

Competency Challenges. The majority of the challenges mentioned in implementing the professional development trainings and coaching were related more to organizational and structural issues than to direct supports for staff competency. However, a few competency-linked challenges were identified.

Coaches lacking early childhood experience

While many respondents noted that the EC-PBIS coach was experienced and knowledgeable, the **lack of early childhood experiences** was sometimes a challenge:

“The person who had been assigned to be the coach had no early childhood experience. S/he had experience with PBIS at other levels, so we were concerned. For us, the coaching has not been very effective.”

EC-PBIS in kindergarten

A few respondents struggled to **implement EC-PBIS** because needed more support to translate the early childhood model into the elementary setting.

“Some of the ideas [EC-PBIS] looked really good but I couldn’t do because of the size of my classroom...the tactics they recommend are based on a PreK environment, where in a kindergarten class we have about 25 to 30 students.”

LEADERSHIP DRIVERS

Principal

"I just stopped going to the semi-monthly coaches meetings because they're really not that useful to me [Elementary School Coach]. It's much more preschool and daycares represented at the coaches group, and a lot of the stuff is not applicable."

Leadership Drivers

Leadership Strengths. Not surprisingly, having the support of key leadership was seen as critical. Kindergarten teachers and coaches noted that the support of the **principal** for training and professional development was essential to implementing EC-PBIS in the classroom.

"Principals are so important. At one elementary they are making more progress, and their principal just has a lot of intention and interest in making this happen. They are key stakeholders for teachers, and knowing that their principal is interested and supports the work helps teachers know they are supported."

In turn, principals became more committed to the work when they perceived immediate benefits:

"It is hard to spread yourself across everything, so when you see things going right you don't have to put as much time in that area. I saw this as working, they were doing what needs to be done. They were doing their staff development, so it's one less thing I have to think about. I am not sure if it was PPS's intention to give me this gift, but that's what it is. They've been so organized through the entire process. [On site coach] is very intentional, very back and forth."

"I've just supported their participation, but they [teachers] really were the ones that said they wanted this...I get status updates but I don't need to know exactly what they're working on."

Coaches were leaders

From the perspectives of the principal, **coaches** were also key leaders, accommodating busy schedules as well as bridging the work between early learning and K-12 systems. In fact, principals noted that they too benefited from the support of coaches/facilitators working with the schools:

"It's been a lot of team building and collaboration and so everybody had to get on the same page, building alignment with what was going on in [Head Start]...and here was something where we already had someone to work with us, it didn't have to be just me doing it. [Coach] is a liaison for me."

"[Facilitator] just does what it takes. If the only time I can talk is 7:30 AM, s/he'll be at my school at 7:30. When s/he says s/he'll be there, s/he is."

Leadership Challenges. In terms of leadership challenges, a common theme was the need for more **communication** between leaders in different organizations as well as between leaders and teachers/staff. Related to this, some expressed a concern that there was not enough communication around roles and expectations related to the project:

"The principal hasn't been very involved in this at all; I don't quite understand everyone's roles. I feel bad we haven't done that much, but I would say I don't feel super supported. I don't think it's because someone's falling down on the job, it's just that I don't know everyone's roles."

"There were a lot of players, and the process seemed really cumbersome. There were different expectations that weren't communicated between organizations...we have done lots of collaboration, and if anything, you over-communicate and I didn't see that happen. It was more at the top that communication was going on, and it wasn't making it down to me."

"I didn't have a clear understanding of the grant - who was taking which roles and funding which pieces...it would have been helpful to have that frame. But if there was a document that said, 'here's who's doing what' to know where everybody stands, that would have been nice...I attended the 2 full day trainings, and have attended when I could the coaches meetings. But that part is confusing, and I don't quite understand the ins and outs of who's doing what, the big picture."

Principals need more information

Although some teachers felt strong support from their principal and administration, others felt that **principals needed additional information** and knowledge about early childhood and developmentally appropriate practice:

"[Coach] has gone in to talk with my principal, s/he educates my principal saying 'actually, research says this doesn't really work with five year olds.' I'm more able to do what I know is right than when I'm stuck in academic mode that administration is pushing on me."

"This is applicable to administrators and decision makers, but if you don't have the information on early childhood development, how are you going to support your teachers?"

CULTURAL FACTORS AND ADAPTATIONS

Cultural Factors and Adaptations

The schools and early learning programs involved in the ELM project serve a large number of children from low income and ethnic minority families. There were mixed feelings about how the EC-PBIS model addressed disparities in children's readiness to learn and how it adopted a culturally appropriate and responsive approach. Although several noted strategies that were being used to support underserved populations, many also noted that EC-PBIS, while taking an individualized approach, was not adapted or modified for families with different cultural backgrounds. However, it appeared that important professional development work was happening to facilitate reflection and awareness of ways to improve supports for these children.

Cultural Factors and Adaptation Strengths. Accommodations were made to support professional development in EC-PBIS with staff from diverse cultural and linguistic backgrounds. Specifically, there were **bilingual coaches and trainers**, and materials were provided in both **English and Spanish** and represented children from ethnic backgrounds:

"...teacher-wise, Spanish was the only other language spoken and [coach] is bilingual. So when we meet with [Spanish-speaking] educational assistants, s/he can go back and forth with them."

"One of the first things is to make sure that all the materials are visually culturally appropriate and modeling what kids actually look like in the classrooms using real people in real situations as well. I think that a lot of the modeling of the posters are images of actual children as opposed to cartoon characters. They're all children of color."

Bilingual coaches & trainers

In addition to providing training and materials in multiple languages, there seemed to be a space for educators to begin to **integrate equity** into their understanding of EC-PBIS. For example, teachers noted that coaches facilitated opportunities during their meetings for reflection focused on understanding culture.

“We do a lot of reflection on where our children are coming from and different ways we could respond depending on that. A lot of our reflection on children’s behavior comes from their background. Are they hungry? Did they sleep enough? It’s one of the main things I think about EC-PBIS, it’s about the preventive measures you take when you have this understanding and awareness.”

“We have discussed a lot about how different cultures or students from different backgrounds have more negative outlooks on school and maybe their family has a negative outlook and how can we use that when we are meeting and talking with families? We’ve been looking into doing home visits and how that can create a more welcoming and positive school experience, especially for low income families and families whose children didn’t go to preschool...our community is very diverse so conversations like this come up all the time.”

“In Head Start, EC-PBIS is part of our focus. The teachers have grabbed on to the impact of trauma on kids and how kids are coming in and experienced toxic stress and trauma, and that they are already activated, screaming, punching. PreK teachers can see that now and take a step back instead of having an emotional personal reaction...[the coach] is always pushing with the PBIS, ‘what is it about your practices that can change to address the needs of these kids?’”

“It [EC-PBIS] is just inclusive. Meeting kids where they are and working with that to get them to the next step. Even if it’s a lower step than everyone else, individualizing...being aware of what they’re doing at home and how that can impact them at schools...they mentioned that in different cultures there are different timelines...if during nap time that child is having issues, adjust based on their needs.”

Cultural Factors and Adaptation Challenges. Despite the sense that the EC-PBIS model was generally appropriate across diverse populations, several stakeholders felt that there was **not enough attention to diversity**. Some believed that the work could be

improved by strategic efforts to think about how EC-PBIS applies to children from a variety of cultural and ethnic backgrounds as well as any necessary adaptations for specific communities.

“The training wasn’t really culturally specific; we were just talking about early learnings; there wasn’t a specific cultural group.”

“That is a question we are talking about all the time – ‘are social emotional trainings and EC-PBIS culturally sensitive, or is it white, middle class parenting and teaching?’ That’s an ongoing discussion with us, and we try to be inclusive and sensitive, but I say that with some hesitancy.”

“To avoid the backlash of yet another new thing that was coming in, we built on what was already happening in the community. The next step with this piece would be to take a focused look at how culturally responsive the training is; I don’t think this has been a topic of conversation locally...if you look at the modules themselves, they are race neutral, which we know isn’t as effective, or can be more effective if we’re more specifically and intentionally focused on it and identifying how we may be perpetuating mainstream norms that could negatively impact families.”

LESSONS LEARNED

Lessons Learned

Stakeholders shared a number of observations and “lessons learned” that they felt would improve the project. However, many noted that, given the time constraints in the first year, a significant amount of work was accomplished. It is also clear that key administrators have already begun to incorporate their Year 1 experiences in planning and strategizing for Year 2. The following summarizes a number of the key lessons learned that were shared by respondents.

The need for **more time** building relationships and planning *before* the school year begins was echoed by stakeholders at all levels. This time is needed to build relationships between agency partners as well as between participating staff, who emphasized the need to ensure face-to-face time for relationship building.

“Keep it small enough to keep the personal relationship time to actually meet with teachers, not just with administrators and not just by email. Meet at teachers’ convenience.”

Time for planning &
collaboration

Planning time was seen as important and as something that contributed to some challenges during the first year. Stakeholders advised that others taking on this type of project should allocate adequate time for planning and to clarify roles and expectations from the start.

“Be planful, and not just looking at trainings but also making sure on a monthly basis with check ins and coaching, thinking about how to make it more structured. I love the concept, and this is just the first year, so of course it won’t go perfectly. But I would do it again.”

“...the only real advice I would give is for all the partners that come to do this, have them get together to make sure everyone knows their roles and how to support each other. Just have a better idea how to support each other.”

In addition to more time devoted to planning, several interview respondents noted that it would be helpful if meetings were on a standing day/time. Making training and/or coaching more routine would allow early learning and kindergarten teachers to better plan for and integrate professional development opportunities into their already busy schedules.

Incorporating **teacher voice** throughout professional development was an important lesson learned. Several stakeholders mentioned that including teachers, both kindergarten and early learning providers, during the planning and implementation phases would be beneficial.

“The May workshop will be awesome because they [teachers] designed it, it will be so much better. There was a certain level of resistance in October which was understandable. They get so much training and it’s sort of insulting because of the assumption that low performing schools mean low performing teachers. So to come to yet another training for that was sort of like saying, ‘here we go again, you need this help and we know better.’”

“Try to be dynamic, don’t go in with an agenda, have the teachers develop the agenda. It’s collaborative, that’s really important.”

Several aspects of the training and coaching were reported as strong facilitators of learning and teacher motivation, including providing **adequate time for coaching**, using **experienced and skilled coaches**, and facilitating **peer sharing and learning**.

Use teacher input

Quality training & coaching

Stakeholders emphasized the importance of ensuring adequate time for coaches to spend in teachers' classrooms doing observations.

"More opportunities for classroom coaching, more follow up time, not just the group coaching, but individual and in-classroom coaching."

To optimize this one-on-one coaching time, it is critical to build in paid teacher time for follow up meetings to share and discuss feedback.

Dynamic training and coaching sessions, led by skilled facilitators, provided opportunities for peer sharing and learning and was essential to building teacher motivation and buy-in.

"Just having opportunities to talk to other teachers with the same challenges, knowing I'm not the only one who struggles, that was huge."

Although the original project emphasis was on training early learning and kindergarten teachers in a shared approach (but not necessarily on building relationships across these providers), those who had the opportunity to do the trainings together (cross-sector) appeared to benefit from the opportunity to **connect with each other**:

"Getting a cohort of teachers was super beneficial. The continuity of the learning process from Head Start to Kindergarten teachers – to hear about where kids are coming from and where they're going to, that mix was really good."

A couple of suggestions were made to increase buy-in from key leaders and staff as well as address the sustainability of the work. First, several stakeholders mentioned that participants in last year's project would be good "**champions**" for getting other schools and teachers on board with the EC-PBIS approach:

"Having some ability to hear from other teachers about what they perceive the benefits to be. It would help other teachers feel excited about taking this on...teachers have so many plates they're spinning at once, in order to pick up another plate there has to be a payoff, to know the benefit to students."

Support for cross-sector learning

Sustainability

Additionally, having buy-in from early learning program directors and principals is critical, but they may not be able to lead without **additional support** in facilitating the implementation of EC-PBIS into the kindergarten and PreK classrooms.

“Having [school-based staff person] funded brings in added capacity, and without her position, I think it would have been difficult to implement, because I know at an administrative level, there’s no way they would be able to pay attention, and [staff] is empowered to run it.”

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Early Learning Division Kindergarten Readiness Partnership and Innovation Grant Level 2 Evaluation Logic Model

Early Learning Multnomah: Early Childhood Positive Behavior Intervention Support Professional Development
(15 interview respondents: 3 coordinators, 4 facilitators/coaches, 4 Kindergarten teachers, & 4 early learning teachers)

	Goals	Activities	Short-term outcomes	Long-term Outcomes
Family and/or Child	<ul style="list-style-type: none"> • Support students without PreK experience (4) • Build a strong knowledge base (2) • Ease kindergarten transition (2) • Improve school readiness (1)¹ • Children familiar with curriculum (1) • Engage parents in leadership/decision making role (1) • Increase social emotional skills (1) • Increase learning skills (1) 	<ul style="list-style-type: none"> • One-time workshops • Parent education events • Opportunities for children to interact with each other • Classroom interventions with children • Behavior systems/room arrangements • Specific EC-PBIS activities/materials used in classrooms (e.g., puppets, transition timer, etc.) 	<ul style="list-style-type: none"> • Improved transition to kindergarten (8) • Child’s basic social emotional needs met first (2) • Decreased challenging/aggressive behaviors in the classroom (2) • Increased communication skills (1) 	<ul style="list-style-type: none"> • Increased self-regulation and positive behaviors, leading to increased academic skills (8) • Children with social emotional skills positively impacted their classmates (5) • Children met grade level expectations (3) • Decreased challenging/aggressive behaviors in the classroom (2)
Educator/ Professional	<ul style="list-style-type: none"> • Develop professional knowledge (13) • Learn classroom strategies to improve behavior/child success (11) • Building connections between elementary school/Kindergarten teachers and Early Childhood providers (5) • Aligning teaching strategies (2) • Share strategies & information about specific students and/or problem solve cases (2) • Better understanding of K/EC environment (2) • Connections among K teachers (1) 	<ul style="list-style-type: none"> • East County Cohort • 2 modules – full day with EC and kinder teachers together • Site level coaching/mentoring/ observations • Monthly discussion groups for early childhood providers (3-4 times) • Teacher/assistant EC meetings • Collaborative meeting with EC/K • Portland Public Schools Cohort • 2 modules – full day with EC and kinder teachers (separate) • Site level coaching/mentoring • Classroom observations (TPOTs) • One-on-one coaching as needed • Incentives for participation • Required to participate 	<ul style="list-style-type: none"> • More strategies utilized that teach non-cognitive skills (12) • More effective strategies implemented to create a positive classroom environment (11) • Improved classroom procedures and routines (10) • Increased implementation of teaching strategies due to training, one-on-one, and/or group coaching (10) • Increased knowledge of developmentally appropriate social emotional skills and trauma-informed teaching (6) • Teachers take on more leadership opportunities due to involvement in the professional development (1) • More strategies and information shared about specific students and/or problem cases (1) 	<ul style="list-style-type: none"> • Increased knowledge of social emotional skills and trauma-informed teaching (6) • Social emotional curriculum created from EC-PBIS framework (2) • Increased parent communication with teachers about EC-PBIS teaching approach (1)

¹ Numbers in parentheses indicate the number of persons who provided this information.

	Goals	Activities	Short-term outcomes	Long-term Outcomes
System	<ul style="list-style-type: none"> Align Kindergarten and Early Childhood curriculum (5) Establish a process for cross-sector communication (2) 	<ul style="list-style-type: none"> Meetings with teachers, administration, and stakeholders with coordinator to create structure and process Recruit early childhood programs for participation Change Head Start policy and procedure around challenging behaviors Creating behavior plans for Kindergarten students 	<ul style="list-style-type: none"> Increased collaboration, relationships, and discussion around social emotional skills within and between kindergarten and early childhood teachers (11) Increased familiarity with social-emotional strategies (7) Cross-sector understanding of classroom environments and expectations (6) Increased amount of common language between sectors (4) Developmentally appropriate curriculum successfully applied to Kindergarten setting (3) 	<ul style="list-style-type: none"> Increased shared/common language across sectors (4) Created a system of PBIS (1) Increased quality of child care (1)
Underserved Communities	<ul style="list-style-type: none"> Implement teaching strategies that incorporate students' background (2) 	<ul style="list-style-type: none"> Team discussions about best practices and cultural norms in regards to specific populations TPOs in Indian classroom 	<ul style="list-style-type: none"> Increased supports for high need cases and effective interventions implemented successfully (5) Social emotional skills developed in students without preschool experience (2) 	<ul style="list-style-type: none"> Increased parent engagement/advocacy skills for identified children (1)

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Quarterly Progress Reports
Cross-Site Details

Appendix A

Early Learning Division
Kindergarten Readiness Partnership & Innovation Grants
Quarters 1-4, 2014-2015
ALL SITES PROGRESS REPORT

School/s, District/s, and /or Organization/s Represented in this Progress report:

Site	Submitted by	District(s)	School(s)	Other Organization(s) or Collaborative(s)
David Douglas SD	Nancy Anderson	1	6	7
Early Learning Multnomah	May Cha and Pooja Bhatt	3	5	6
Early Learning, Inc.	Margie Lowe	4	16	6
Echo SD	Raymon Smith	1	1	1
Forest Grove SD	Christina Alquisira	1	6	6
Frontier Oregon Services ELH	Patti Wright/Donna Schnitker	2	2	1
High Desert ESD	Kendra Coates	4	9	9
Intermountain ESD	Lisa Hachquet	14	18	11
Lane Early Learning Alliance	Holly Mar-Conte	4	4	4
Malheur ESD	Mark Redmond/Kelly Poe	6	NA	7
Neah-Kah-Nie SD	Angie Douma	1	5	2
Northwest Family Services	Rose Fuller/Jackie Vargas	2	5	6
Oregon City SD	Carol Kemhus and Mia Jackson	2	7	12
South Central ELH	Cynthia M. Hurkes	10	23	28
Southern Oregon ESD	Susan Fischer/Mary-Curtis Gramley/	6	6	15
Yamhill ELH	Michele Bergeron/Jenn Richter	6	NA	4

Section I: SYSTEMS

Table I. Overall Systems-level Successes/Promising Areas and Challenges

NOTE: Success/Promising Areas and Challenges are across all four quarters. There may be duplication in numbers in those cases where grantees indicated the same success or challenge in more than quarter.

Successes/Promising Areas	Number of Grantees	Challenges	Number of Grantees
Discussed, selected, and/or implemented aligned standards, curriculum, frameworks, and/or assessments between preschool and kindergarten.	12	Lack of time for sufficient collaboration and information sharing with partners, especially due to busy schedules.	3
Shared ideas, information, and strategies across stakeholder groups.	8	Lack of planning time during due to delay in grant.	2
Strengthened connections and exchanged information between EL providers and K-3 staff.	7	Differing commitment levels from stakeholders.	2
Developed/increased practical/useful information sharing system.	3	Lack of EL providers in rural counties.	1
Developed MOUs between community partners.	2	Delay in data transfer from ODE.	1
Validated cross-sector educational data system.	1	Lack of organizational support for change.	1
Developed a schematic illustrating linkages between partner goals & metrics.	1	Concerns that aligned instructions/materials might be seen as “old hat” by incoming kindergartners.	1
Created new partnerships.	1	Little science taught at school.	1
Created a contacts database of community partners.	1	Cost of an integrated data system.	1
Developed a strategic plan for increased collaboration.	1	Decision-making while working with diverse partners.	1
		Creation of a shared data system.	1
		Staff turnover/transitions.	1
		Inclusive and open language/ tone used in trainings.	1
		Preconceived notions about different systems.	1
		Lack of shared databases across systems.	1
		Change in leadership.	1

Lessons Learned	Number of Grantees
Lack of STEM curriculum in preschool and K-3 classrooms provides a great opportunity to build aligned curriculum from the ground up.	1
Need technical assistance or support to create a shared data system for all partners.	1
Assessment instructions, as opposed to student knowledge, can create artificial discrepancies in assessment scores between grades (e.g., preschool to kindergarten).	1
Trainings that include early learning providers and K-12 teachers need to be cautious about the use of language that fits the K-12 context only.	1

A. **Alignment of Standards.** Did your P&I project work on the alignment of educational standards between early childhood educators and K-3 educators?

Yes	14	No	2
David Douglas SD		ELM	
Echo SD		Northwest Family Services	
ELH (Marion)			
Forest Grove SD			
Frontier ELH			
High Desert ESD			
Intermountain			
Lane ELA			
Malheur ESD			
Neah-Kah-Nie SD			
Oregon City SD			
South Central ELH			
Southern Oregon ESD			
Yamhill ELH			

B. **Integrated Data Systems.** Did your P&I project work on the development of an integrated, shared data system (e.g., data sharing agreements between the school district and Head Start or other early childhood providers, planning/implementing data transfer processes between systems)?

Yes	8	No	8
Echo SD		David Douglas SD	
ELH (Marion)		ELM	
Forest Grove SD		High Desert ESD	
Frontier ELH		Intermountain	
Malheur ESD		Lane ELA	
Oregon City SD		Neah-Kah-Nie SD	
South Central ELH		Northwest Family Services	
Southern Oregon ESD		Yamhill ELH	

Section II: PROFESSIONAL DEVELOPMENT, RELATIONSHIP BUILDING, & PLANNING FOR LEADERS, EDUCATORS & SERVICE PROVIDERS

Table II. Overall Professional Development, Relationship Building, and Planning Successes/Promising Areas and Challenges

NOTE: Success/Promising Areas and Challenges are across all four quarters. There may be duplication in numbers in those cases where grantees indicated the same success or challenge in more than quarter.

Successes/Promising Areas	Number of Grantees	Challenges	Number of Grantees
PD opportunities built relationships, trust, communication, and community across sectors.	12	Few common times to hold PD.	11
Training excitement, discussions led to expansion, shaping of future training opportunities.	7	Competing opportunities/priorities for professionals and schools.	8
PD produced common/aligned goals.	7	Lack of planning time.	6
Utilized a strategic recruitment process.	7	Leadership/staff changes and/or turnover.	5
Received positive feedback from teachers, providers, and community partners.	7	Low participation rates.	5
Teachers/EL providers appeared more invested in the work, and shared and collaborated with each other.	6	Teacher, provider, and/or school buy-in.	4
Teachers and providers implemented strategies from PD.	5	Relationship building/connections with child care providers.	2
Training was well attended and/or attendance has increased.	5	Lack of culturally and/or linguistically diverse trainings or curricula.	2
Work/trainings grounded in theory and best practices.	2	Insufficient time in training to cover entire curriculum.	1
Early learning staff and Kindergarten teachers observed classrooms.	2	Applying training to different age ranges.	1
Lead coordinator designated for PD.	1	Recruiting trainers to come to rural areas.	1
Created documents outlining expectations for PD.	1	Hiring family engagement and PreK/K coordinators – not enough qualified individuals with community organizing skills and understanding of early learning systems.	1
Outcomes survey provided a good benchmark for collaboration at the beginning of grant.	1	Rural schools/communities lack range of services and early childhood education professionals.	1
Improved scores on observational tools (IPOT).	1	Relationship building with culturally/linguistically diverse providers.	1
Outreached to child care providers.	1	Differing organizational structures between preschool program and Head Start.	1
Involved the principal.	1	Inaccessible location of PD.	1
School was seen as a community hub.	1	Lack of engagement by Kindergarten teachers.	1

Limited substitute pool.	1
Difficulty changing teacher thinking from concrete- to systems-thinking.	1
Competition between the district and community-based preschools.	1
Buy-in and participation from Grades 1-3 teachers.	1

Lessons Learned	Number of Grantees
Convening a smaller group to build the basic plan to communicate to schools permitted a quicker launch of activities.	1
Grant timing encouraged grantee to offer trainings in flexible format providing multiple opportunities for participation.	1
Expand training times in order to cover content thoroughly.	1
To minimize workload on selected principals a community partner will assume project management lead.	1
When teachers were involved in the planning and development process, they were more willing to make time for professional development.	1
Require a smaller time commitment for in-home providers due to lack of flexibility in schedules.	1
Promote connections between child care providers by providing professional development activities more locally.	1
Start working on PreK to Kinder visits early (e.g., before spring).	1
Professional development opportunities should be voluntary as opposed to mandatory.	1
Survey participants after site visits to incorporate into learning community work.	1
Arrange site visits around outside or recess times.	1
Seek feedback from participants to learn about the best way to communicate with them.	1
Relationship and trust building was easier when there was a staff person dedicated/funded to coordinating.	1
Modify PD plans based on teacher feedback.	1
Cover costs for substitute teachers in order to encourage teacher attendance.	1
In order to maximize participation and inclusivity, it is necessary to provide training for early learning providers in their native language.	1
It's important to assess capacity for change when working with community partners (e.g., child care providers).	1
Group PD participants according to role (e.g., educator, early learning provider) in order to help eliminate "top-down bias" and tensions between educational experience and work experience.	1

A. Professional Development (PD). Did leaders, administrators, educators, teachers, and/or early learning providers participate in any Professional Development funded by your P & I project?

Yes	16	No	0
David Douglas SD			
Echo SD			
ELH (Marion)			
ELM			
Forest Grove SD			
Frontier ELH			
High Desert ESD			
Intermountain			
Lane ELA			
Malheur ESD			
Neah-Kah-Nie SD			
NWFS			
Oregon City SD			
Southern Oregon ESD			
South Central ELH			
Yamhill ELH			

Table IIA1. One-time Leader/Administrator and/or Educator/Service Provider Professional Development Tracking

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Cross Site Summary 13 Grantees offered one-time PD	<u>104</u>	<u>76</u> Building P&I partnerships <u>57</u> Diversity & equity <u>82</u> Engaging families <u>65</u> Improve classroom instruction <u>100</u> Child development & learning <u>28</u> Other	<u>46</u> Dual-Language Learners (DLL) <u>33</u> Students with Special Needs <u>7</u> Other, describe: Program Advisory Committee (1); Students who are at risk (1); (1) N/A; all students (4)	<u>524</u> Early Learning teacher/staff <u>156</u> Early Learning admin/director <u>1128</u> K-12 th teacher/staff <u>155</u> K-12 th administrator <u>290</u> Other, describe: Parent rep; Childcare rep ; N/A; Ameri-corps; Pre-service teachers; Early Learning Hub; Non-Profit; SMART; Higher Ed; CCR&R; ODE Coach; Community partners; Board member; Org Director; Screening Coordinator; Local librarian; Home childcare provider; Family services organization staff Total # of Participants: <u>10246</u>*	<u>81</u> One-time workshop/training <u>18</u> Coaching <u>17</u> Conference <u>17</u> Other, describe: Planning overview of the grant and their role and next steps (2); Planning meeting for grant implementation (1); 1 hour presentation/discussion for Program Advisory Committee (1); Site visits (3); regular mtg turned into workshop (focused on family engagement); Instructional materials provided
David Douglas SD	<u>13</u>	<u>11</u> Improve classroom instruction <u>11</u> Child development & learning <u>2</u> Other	<u>None reported</u>	<u>25</u> Early Learning teacher/staff <u>7</u> Early Learning admin/director <u>126</u> Other, describe: LEHRC, Family Child Care Total # of Participants: <u>158</u>	<u>13</u> One-time workshop/training
ELH (Marion)/Early Learning Inc.	<u>27</u>	<u>27</u> Building P&I partnerships <u>18</u> Diversity & equity <u>25</u> Engaging families <u>22</u> Improve classroom instruction <u>27</u> Child development & learning	<u>6</u> Dual-Language Learners (DLL) <u>1</u> Students with Special Needs	<u>126</u> Early Learning teacher/staff <u>54</u> Early Learning admin/director <u>60</u> K-12 th teacher/staff <u>46</u> K-12 th administrator <u>24</u> Other, describe: Parent rep; Childcare rep; ELH staff; Hospital; WESD; CCR&R; N/A Total # of Participants: <u>310</u>	<u>20</u> One-time workshop/training <u>2</u> Coaching/mentoring <u>6</u> Other, describe: Planning overview of the grant and their role and next steps; Planning meeting for grant implementation; Classroom visit

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Forest Grove SD	<u>16</u>	<u>2</u> Building P&I partnerships <u>7</u> Diversity & equity <u>2</u> Engaging families <u>7</u> Improve classroom instruction <u>12</u> Child development & learning <u>10</u> Other, describe: Curriculum and Assessment; P-3 aligned model; attendance and early intervention	<u>5</u> Dual-Language Learners (DLL) <u>3</u> Students with Special Needs <u>1</u> Other, describe: Students w/ attendance issues	<u>43</u> Early Learning teacher/staff <u>37</u> Early Learning admin/director <u>28</u> K-12 th teacher/staff <u>21</u> K-12 th admin <u>14</u> Other, describe: Community partners Total # of Participants: <u>143</u>	<u>10</u> One-time workshop/training <u>2</u> Coaching/mentoring <u>4</u> Conference <u>1</u> Other
High Desert ESD	<u>27</u>	<u>19</u> Building P&I partnerships <u>26</u> Diversity & equity <u>26</u> Engaging families <u>26</u> Improve classroom instruction <u>23</u> Child development & learning <u>10</u> Other, describe: PreK-3	<u>22</u> Dual-Language Learners (DLL) <u>22</u> Students with Special Needs <u>5</u> Other, describe: Students who are at risk; all students (4)	<u>97</u> Early Learning teacher/staff <u>23</u> Early Learning admin/director <u>422</u> K-12 th teacher/staff <u>24</u> K-12 th administrator <u>52</u> Other, describe: Ameri-corps (12); Pre-service teachers (12); Early Learning Hub/Non-Profit/SMART/Higher Ed/CCR&R/ODE Coach (12); parent (2), college student (2); director of SMART; Regional PreK-3 Coordinator (3); Board member; Org Director; Screening Coordinator Total # of Participants: <u>618</u>	<u>18</u> One-time workshop/training <u>3</u> Coaching <u>2</u> Conference <u>4</u> Other, describe: Site visits (3); regular mtg turned into workshop (focused on family engagement)

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Lane ELA	<u>2</u>	<u>4</u> Building P&I partnerships <u>4</u> Engaging families <u>3</u> Improve classroom instruction <u>5</u> Child development & learning <u>1</u> Other, describe: Curriculum and resource review	<u>2</u> Dual-Language Learners (DLL)	<u>5</u> Early Learning admin/director <u>6</u> K-12 th teacher/staff <u>2</u> K-12 th administrator <u>4</u> Other Total # of Participants: <u>24</u>	<u>3</u> One-time workshop/training <u>1</u> Conference <u>2</u> Other, describe: Instructional materials provided
Malheur ESD	<u>4</u>	<u>4</u> Building P&I partnerships <u>2</u> Diversity & equity <u>3</u> Engaging families <u>3</u> Improve classroom instruction <u>3</u> Child development & learning	<u>4</u> Dual-Language Learners (DLL) <u>4</u> Students with Special Needs	<u>119</u> Early Learning teacher/staff <u>16</u> Early Learning admin/director <u>467</u> K-12 th teacher/staff <u>31</u> K-12 th administrator Total # of Participants: <u>633</u>	<u>1</u> One-time workshop/training <u>1</u> Coaching <u>3</u> Conference

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Neah-Kah-Nie SD	<u>2</u>	<u>2</u> Building P&I partnerships <u>2</u> Diversity & equity <u>2</u> Engaging families <u>1</u> Improve classroom instruction <u>1</u> Child development & learning	<u>None reported</u>	<u>2</u> Early Learning teacher/staff <u>1</u> K-12 th teacher/staff Total # of Participants: <u>3</u>	<u>2</u> Conference
NWFS	<u>2</u>	<u>2</u> Engaging families <u>2</u> Child development	<u>2</u> Dual- Language Learners (DLL)	<u>N/A</u> Other, describe: Parents/Private Child Care Providers	<u>2</u> One-time workshop/training
Oregon City SD	<u>9</u>	<u>5</u> Building P&I partnerships <u>7</u> Improve classroom instruction <u>9</u> Child development & learning <u>5</u> Engaging families <u>4</u> Other, describe: Resources review (3); Curriculum	<u>3</u> Dual-Language Learners (DLL) <u>1</u> Other, describe: Program Advisory Committee	<u>48</u> Early Learning teacher/staff <u>8</u> Early Learning admin/director <u>85</u> K-12 th teacher/staff <u>20</u> K-12 th administrator <u>45</u> Other, describe: Both SEEDS Project Co-Directors (2); NWFS; Local librarian; Home childcare provider; Family services organization staff Total # of Participants: <u>206</u>	<u>4</u> One-time workshop/training <u>2</u> Conference <u>1</u> Other, describe: 1 hour presentation/discussion for Program Advisory Committee <u>4</u> Other

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Frontier ELH	<u>2</u>	<u>2</u> Building P&I partnerships <u>1</u> Engaging families <u>2</u> Improve classroom instruction <u>2</u> Child development & learning	<u>2</u> Dual-Language Learners (DLL) <u>2</u> Students with Special Needs	<u>4</u> Early Learning teacher/staff <u>N/A</u> Early Learning admin/director <u>N/A</u> Other, describe: CCR&R Total # of Participants: <u>40</u>*	<u>2</u> One-time workshop/training
South Central ELH	<u>6</u>	<u>4</u> Engaging families <u>3</u> Building P&I partnerships <u>3</u> Diversity & equity <u>3</u> Improve classroom instruction <u>4</u> Child development & learning <u>1</u> Other, describe: P-3 Alignment, Lifelong Learning, Collaboration, Cross-sector planning	<u>None reported</u>	<u>11</u> Early Learning teacher/staff <u>2</u> Early Learning admin/director <u>48</u> K-12th teacher/staff <u>3</u> K-12th administrator <u>13</u> Other Total # of Participants: <u>153</u>*	<u>4</u> One-time workshop/training <u>2</u> Conference <u>3</u> Coaching/mentoring

ONE-TIME PROFESSIONAL DEVELOPMENT TRACKING					
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?
Southern Oregon ESD	<u>3</u>	<u>1</u> Building P&I partnerships <u>1</u> Diversity & equity <u>1</u> Engaging families <u>1</u> Improve classroom instruction <u>1</u> Child development & learning	<u>1</u> Students with Special Needs	<u>35</u> Early Learning teacher/staff <u>4</u> Early Learning admin/director <u>11</u> K-12th teacher/staff <u>1</u> K-12th administrator <u>12</u> Other Total # of Participants: <u>79</u>*	<u>2</u> One-time workshop/training <u>1</u> Conference
Yamhill ELH	<u>2</u>	<u>1</u> Improve classroom instruction <u>2</u> Child development & learning	<u>None reported</u>	<u>18</u> Early Learning teacher/staff <u>N/A</u> Others, describe: parents Total # of Participants: <u>58</u>*	<u>2</u> One-time workshop/training

*Numbers broken out by sector may not reflect total number of participants due to reporting errors.

Table IIA2. Ongoing Leader/Administrator and/or Educator/Service Provider Professional Development Tracking and Estimated Children Impacted

ONGOING PROFESSIONAL DEVELOPMENT TRACKING								
Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range	
<u>Cross Site Summary</u>	12 Grantees offered ongoing PD	56	33 Building P&I partnerships 27 Diversity & equity 28 Engaging families 47 Improve classroom instruction 48 Child development & learning 15 Other, describe: Beginning discussions around aligning curriculum; Improve Social Emotional Environment, Tiers 2/3 ECPBIS; Attendance and early intervention, Transitions from Pre-K to K; PK-3 connections (2); Head Start curriculum and assessment/PK standards; growth mindset and SEL; P-20 alignment (3); Family stability	20 Dual-Language Learners (DLL) 18 Students with Special Needs 5 Other, describe: Spanish speaking families; families living in poverty; all students	443 Early Learning teacher/staff 79 Early Learning admin/director 783 K-12 th teacher/staff 212 K-12 th administrator 138 Other, describe: Total # of Participants: 1726*	47 Workshop or class series: Number of sessions provided: 87 6 Coaching/mentoring 1 Conference 15 Other: Site Visits to see Early Childhood in Action (2x) Observation w/ specific tool (TPOT); PLC monthly meeting (2); Ongoing professional learning cadre	21071*	2038 0-2 years 6545 3-4 years 12160 5-8 years

ONGOING PROFESSIONAL DEVELOPMENT TRACKING

Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range
David Douglas SD	<u>10</u>	<u>6</u> Building P&I partnerships <u>6</u> Diversity & equity <u>5</u> Engaging families <u>2</u> Improve classroom instruction <u>2</u> Child development & learning <u>1</u> Other, please describe: Beginning discussions around aligning curriculum	<u>None reported</u>	<u>51</u> Early Learning teacher/staff <u>18</u> Early Learning admin/director <u>110</u> K-12 th teacher/staff <u>39</u> Other, describe: Children's Institute Partner, Parents, CCR&R, Family Child Care, Mult. Co Library, Metropolitan Family Services Total # of Participants: <u>218</u>	<u>7</u> Workshop or class series: Number of sessions provided: <u>12</u> <u>5</u> Other, describe: Site visits	<u>5223</u>	<u>220</u> 0-2 years <u>1097</u> 3-4 years <u>3906</u> 5-8 years
Early Learning, Inc.	<u>5</u>	<u>5</u> Building P&I partnerships <u>7</u> Diversity & equity <u>4</u> Engaging families <u>8</u> Improve classroom instruction <u>2</u> Child development & learning	<u>1</u> Dual-Language Learners (DLL) <u>1</u> Students with Special Needs <u>1</u> Other	<u>73</u> Early Learning teacher/staff <u>14</u> Early Learning admin/director <u>41</u> K-12 th teacher/staff <u>5</u> K-12 th administrator <u>8</u> Other, describe: Childcare provider & two non-profit partners Total # of Participants: <u>141</u>	<u>8</u> Workshop or class series: Number of sessions provided: <u>17</u>	<u>2072</u>	<u>72</u> 0-2 years <u>1009</u> 3-4 years <u>658</u> 5-8 years
Echo SD	<u>2</u>	<u>1</u> Engaging families <u>2</u> Improve classroom instruction <u>2</u> Child development & learning	<u>None reported</u>	<u>3</u> Early Learning teacher/staff <u>3</u> K-12 th teacher/staff Total # of Participants: <u>6</u>	<u>1</u> Workshop or class series: Number of sessions provided: <u>2</u> <u>1</u> Other, describe: PLC monthly meeting	<u>134</u>	<u>N/A</u> 0-2 years <u>52</u> 3-4 years <u>82</u> 5-8 years

ONGOING PROFESSIONAL DEVELOPMENT TRACKING

Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range
ELM	<u>8</u>	<u>8</u> Building P&I partnerships <u>1</u> Diversity & equity <u>1</u> Engaging families <u>4</u> Improve classroom instruction <u>4</u> Child development & learning <u>4</u> Other, describe: Improve Social Emotional Environment, Tiers 2/3 ECPBIS	<u>4</u> Dual-Language Learners (DLL) <u>4</u> Students with Special Needs	<u>108</u> Early Learning teacher/staff <u>5</u> Early Learning admin/director <u>57</u> K-12 th teacher/staff <u>22</u> Other, describe: SUN Site Mgr; District ECSE team District ECSE Transition Team Total # of Participants: <u>192</u>	<u>5</u> Workshop or class series: Number of sessions provided: <u>2</u> <u>6</u> Coaching/mentoring <u>6</u> Other, describe: Observation w/ specific tool (TPOT) observation w/specific tool (TPOT)	<u>4339</u>	<u>124</u> 0-2 years <u>580</u> 3-4 years <u>3605</u> 5-8 years
Forest Grove SD	<u>4</u>	<u>3</u> Building P&I partnerships <u>1</u> Diversity & equity <u>3</u> Engaging families <u>3</u> Improve classroom instruction <u>2</u> Child development & learning <u>1</u> Other, describe: Attendance and early intervention, Transitions from Pre-K to K; high quality professional development; PK-3 connections. Head Start curriculum and assessment/PK standards	<u>3</u> Dual-Language Learners (DLL) <u>1</u> Students with Special Needs <u>1</u> Other, describe: Spanish speaking families; families living in poverty	<u>5</u> Early Learning teacher/staff <u>3</u> Early Learning admin/director <u>24</u> K-12 th teacher/staff <u>7</u> K-12 th administrator <u>2</u> Other, describe: Community partners Total # of Participants: <u>41</u>	<u>3</u> Workshop or class series: Number of sessions provided: <u>4</u> <u>1</u> Other, describe: Ongoing professional learning cadre	<u>5000</u>	<u>1400</u> 0-2 years <u>2800</u> 3-4 years <u>800</u> 5-8 years

ONGOING PROFESSIONAL DEVELOPMENT TRACKING

Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range
High Desert ESD	<u>12</u>	<u>2</u> Building P&I partnerships <u>12</u> Diversity & equity <u>12</u> Engaging families <u>12</u> Improve classroom instruction <u>11</u> Child development & learning <u>7</u> Other, describe: PreK-3, growth mindset and SEL, P-20 alignment (3)	<u>10</u> Dual-Language Learners (DLL) <u>2</u> Students with Special Needs <u>3</u> Other, describe: All students	<u>148</u> Early Learning teacher/staff <u>32</u> Early Learning admin/director <u>175</u> K-12 th teacher/staff <u>180</u> K-12 th administrator <u>11</u> Other, describe: School board member; Deschutes Public Library, COCC ECE Program Director, Community Early Learning Advocate; Parent (2); Retired Educator (2); ELH Dev Team Member Total # of Participants: <u>546</u>	<u>10</u> Workshop or class series: Number of sessions provided: <u>19</u> <u>1</u> Conference <u>2</u> Other, describe: Regular PLC Meetings	<u>1100</u>	<u>N/A</u> 0-2 years <u>80</u> 3-4 years <u>1020</u> 5-8 years
Intermountain	<u>4</u>	<u>1</u> Diversity & equity <u>1</u> Engaging families <u>3</u> Improve classroom instruction <u>2</u> Child development & learning	<u>2</u> Dual-Language Learners (DLL) <u>2</u> Students with Special Needs	<u>34</u> Early Learning teacher/staff <u>2</u> Early Learning admin/director <u>66</u> K-12 th teacher/staff <u>7</u> K-12 th administrator Total # of Participants: <u>109</u>	<u>2</u> Workshop or class series: Number of sessions provided: <u>3</u>	<u>2534</u>	<u>138</u> 0-2 years <u>764</u> 3-4 years <u>1632</u> 5-8 years

ONGOING PROFESSIONAL DEVELOPMENT TRACKING

Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range
Malheur ESD	<u>1</u>	<u>1</u> Building P&I partnerships <u>1</u> Improve classroom instruction <u>1</u> Child development & learning	<u>None reported</u>	<u>15</u> Early Learning teacher/staff <u>2</u> Early Learning admin/director <u>295</u> K-12 th teacher/staff <u>12</u> K-12 th administrator Total # of Participants: 324	<u>1</u> Workshop or class series: Number of sessions provided: <u>4 of 7</u>	<u>515</u>	<u>75</u> 0-2 years <u>75</u> 3-4 years <u>400</u> 5-8 years
Neah-Kah-Nie SD	<u>1</u>	<u>1</u> Improve classroom instruction <u>1</u> Child development & learning	<u>1</u> Students with Special Needs	<u>1</u> Early Learning teacher/staff Total # of Participants: 1	<u>1</u> Workshop or class series: Number of sessions provided: <u>3</u>	<u>27</u>	<u>N/A</u> 0-2 years <u>19</u> 3-4 years <u>8</u> 5-8 years
Southern Oregon ESD	<u>1</u>	<u>1</u> Engaging families <u>1</u> Other, describe: Family stability	<u>None reported</u>	<u>5</u> Early learning teacher/staff <u>3</u> Early learning admin/director <u>37</u> Other, describe: Home visitors, DHS, CWP, CCO, CASA Total # of participants: 45	<u>1</u> Workshop or class series: Number of sessions provided: <u>2</u>	<u>N/A</u>	<u>N/A</u> 0-2 years <u>N/A</u> 3-4 years <u>N/A</u> 5-8 years
South Central ELH	<u>1</u>	<u>1</u> Building P&I partnerships <u>1</u> Other	<u>None reported</u>	<u>12</u> K-12 th teacher/staff <u>1</u> K-12 th administrator Total # of Participants: 13	<u>1</u> Workshop or class series: Number of sessions provided: <u>1</u>	<u>N/A</u>	<u>N/A</u> 0-2 years <u>N/A</u> 3-4 years <u>N/A</u> 5-8 years

ONGOING PROFESSIONAL DEVELOPMENT TRACKING

Grantee	# PD Activities	Content Areas Covered	Was this PD about working with specific groups?	# Participants Represented by Sector (Duplicated)	How was PD delivered?	Estimated Total # of Children Impacted	Estimated # of Children Impacted by Age Range
Yamhill ELH	7	4 Improve classroom instruction 7 Child development & learning	<u>None reported</u>	<u>N/A</u> Early Learning teacher/staff <u>N/A</u> Early Learning admin/director <u>N/A</u> K-12 th teacher/staff <u>N/A</u> Other, describe: CCR&R; provider; family childcare; and parent Total # of Participants: 90*	7 Workshop or class series: Number of sessions provided: 11	127	<u>9</u> 0-2 years <u>69</u> 3-4 years <u>49</u> 5-8 years

*Numbers broken out by sector/age range may not reflect total number of participants/children impacted due to reporting errors.

B. Leaders/Administrators and/or Educator/Service Provider Relationship Building. Did your P&I project work on creating new connections *between sectors* or *cross-sector* relationship building between Leaders, Administrators, PreK-3rd grade teachers, Early Childhood Service Providers, and/or family members? This includes *any* planning work related governance, systems coordination, professional development, family engagement, child-specific activities conducted under your P&I grant.

Yes	16	No	0
David Douglas SD			
Echo SD			
ELH (Marion)			
ELM			
Forest Grove SD			
Frontier ELH			
High Desert ESD			
Intermountain			
Lane ELA			
Malheur ESD			
Neah-Kah-Nie			
NWFS			
Oregon City SD			
South Central ELH			
Southern Oregon ESD			
Yamhill ELH			

Level	# of planning activities (e.g., meetings, partnerships made, contracts developed, information gathering)
Total	96
Systems	32
Professional Development	36
Family Engagement	28

C. Project Planning. Did your P&I project work on *planning* events or opportunities for professionals or families that will take place in the upcoming quarter or beyond? Or did your project *plan* for systems alignment or systems change strategies?

Yes	8	No	2	N/A	6
David Douglas SD		Early Learning Multnomah		Forest Grove	
Early Learning, Inc.		Echo SD		Malheur	
Frontier Oregon Services ELH				NWFS	
High Desert ESD				Neah-Kah-Nie SD	
Intermountain ESD				Oregon City SD	
Lane Early Learning Alliance				Yamhill	
South Central ELH					
Southern Oregon ESD					

Section III: FAMILIES & CHILDREN

Table III. Overall Family- and Child-level Activities Successes/Promising Areas and Challenges

NOTE: Success/Promising Areas and Challenges are across all four quarters. There may be duplication in numbers in those cases where grantees indicated the same success or challenge in more than quarter.

Successes/Promising Areas	Number of Grantees	Challenges	Number of Grantees
Increased/high family participation.	16	Low attendance or low family participation.	10
Used diverse/innovative family recruitment and outreach strategies to all families, including isolated, culturally, linguistically, and economically diverse families.	12	Difficulty reaching specific communities/families (e.g., Vietnamese community, isolated families).	8
Parents developed leadership skills and/or held leadership positions.	12	Short time span for planning, scheduling, and implementing plans.	5
Activities were well-received by families.	11	Difficulty scheduling FE programming (e.g., with community partners, with schools, with families' schedules).	4
Target population participated in FE events/diversity in participation.	7	Limited communication/coordination with many community partners.	4
Increased access to programs and materials for Spanish-speaking families and other DLL families.	6	Limited transportation for families to family activities.	3
Families used resources from partnering organizations.	6	Different (early) kindergarten registration processes between schools and schools districts.	2
Increased interest in expanding services/opportunities to more families.	6	Leadership and staff turnover/transitions.	2
Included parent voices (e.g., surveys, leadership positions).	6	Insufficient time for collaboration and information sharing with community partners and/or families.	2
Screened and/or assessed children in the community.	5	Few volunteers/providers to lead parent groups.	2
Expanded programs offered.	4	Lack of processes for family information collection/tracking.	2
Built relationships between parents and the school.	4	Difficulty messaging/promoting events over the phone.	2
Identified/included new/more families.	4	Unknown family needs.	1
Provided materials to support learning at home to families.	4	Time-consuming outreach.	1
Blended funding for FE activities.	2	Unknown or many communication channels with families.	1
Preschoolers visited kindergarten classrooms.	2	Too many qualifications for services.	1
Families graduated from groups.	2	Difficulty expanding services in rural/remote communities in the winter time.	1
Increased opportunities for incoming kindergartners and families to visit the school.	2	Few interpreters for all necessary languages, especially at last minute.	2

Improved early registration processes and timelines.	2	Institutional racism and historical trauma limiting parent leadership.	1
Family engagement integrated into early learning and kindergarten teaching models.	2	Stigma around family events.	1
Increased academic, social-emotional, and/or self-regulation skills.	2	Lack of event prep time when let into school.	1
Expectation management and refreshers integrated into transition programs.	1	Administrative tasks detract from outreach time.	1
Increased comfort in schools.	1	Relying on school staff to plan/implement during already busy school year.	1
Parent training integrated into current, ongoing programs.	1	Cost of catering for all families that attend events.	1
Resource referrals were provided to families.	1	Power outage at the school.	1
Basic necessities and gifts were provided to children during the holidays.	1	Language/cultural barriers.	1
Data collected at key/strategic times.	1	Conveying importance of information to families.	1
Uses consistent interpreters.	1	Limited service area restricting number of families served.	1
Honed skills to effectively work with families/caregivers.	1	Planning during the school year.	1
Met families where they are.	1	Involving kindergarten teachers.	1
Peeked child's interest, encouraging families to attend.	1	Presence of younger children at FE events.	1
Schools committed to engage families.	1		
Trained more facilitators of FE programming.	1		
Challenged oppressive systems.	1		
Introduced new activities for families.	1		
Added FE responsibilities to coordinator role.	1		
Family identification and recruitment materials used by community partners.	1		
Events cross-promoted at different family activities.	1		
Screenings incorporated into events.	1		
Parents/caregivers gained employment as a result of their work with the project.	1		
Hosted culturally-specific groups.	1		
Relationships built with other families.	1		
Increased parent/caregiver confidence to support learning at home.	1		

Lessons Learned	Number of Grantees
Incentives that help promote family participation include: food, child care, drawings for prizes, gas cards, serving parents'/caregivers' favorite school food.	6
Families may need more resources and/or supports than enrollment, tuition assistance, food, and child care in order to participate in classes and other FE events.	2
Including students (e.g., student performances, child-parent interactions) might create greater family event success.	2
Interpreters and culturally competent staff can provide culturally relevant insights on recruitment strategies and provide a welcoming first point of contact.	2
Allow for a long planning period before implementing a kindergarten transition program.	1
Incorporate surveys into school events (e.g., open house, registration paperwork).	1
Trained child care providers at family events can help promote the use of educational tools/toys by children and families.	1
Relationship building with families and partner organizations was an important foundation for family events.	1
High quality child care programs can be the key to family engagement, especially in diverse communities.	1
Involving the entire school community in family events helps to get the broader community on board with the importance of the project.	1
Principal participation during family recruitment (e.g., making phone calls) is effective.	1
In small schools, it may be more effective to involve the entire school in events and activities and allow families bring all their children rather than focus on just one grade.	1
Advertisements for family events should be fun.	1
Child attendance at preschool is related to bus stop proximity.	1
Consistency in interpreters is important in order to build relationships with families.	1
It is important for one-the-ground staff to be adaptable and take on new roles as necessary.	1
While it is ideal to provide full meals to all families during family events, this strategy is not always cost effective.	1
Incorporate screenings into family events for immediate information and feedback to families and the school (e.g., conduct ASQ during an event related to child development).	1
Ask school partners to commit to 1-3 activities each year so that they have a presence but also have the flexibility to determine when they attend.	1
The quality of interaction between presenters, the coordinator, and parents/caregivers falls dramatically after exceeding 20 people at any event.	1
It's important to build a strong relationship with the school so that community events taking place inside the school are not canceled in order to accommodate school functions.	1
Zumba is an excellent way to engage a large group of Latino families.	1
Pick-up time is a good time of the day to host FE activities.	1
Invite Kindergarten teachers to preschool events.	1
Planning/designing FE events and programming must happen before the school year in order to accommodate the school-year planning process, which takes place the year before.	1
Teachers can feel disempowered if/when they are not included in planning and implementation of FE activities.	1
Home visitors can help increase attendance at FE events by accompanying them to the events (e.g., early kindergarten registration).	1

A. **Family Activities.** Did your P&I project provide any new or enhanced school- or community-based family events, workshops, or training?

Yes	15	No	1
David Douglas SD		Echo SD	
ELH (Marion)			
Early Learning Multnomah			
Forest Grove			
Frontier ELH			
High Desert ESD			
Intermountain ESD			
Lane ELA			
Malheur ESD			
Neah-Kah-Nie SD			
NWFS			
Oregon City SD			
SOELS			
South Central ELH			
Yamhill ELH			

Table IIIA1. One-time Family Activity Tracking.

ONE-TIME FAMILY ENGAGEMENT ACTIVITY TRACKING						
	Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home
Cross-Site Summary	13 Grantees offered one-time FE	134	<p>131 One-time event, workshop, or training</p> <p>2 Coaching/1:1 support</p> <p>8 Other, describe: Outreach in the neighborhood/schools/churches (1); Inviting families to the event: calls/texts/local events (2); Re-occurring monthly event at each school with a different topic each month; Meetings to introduce parents and teachers</p>	<p>47 Approaches to Learning/Self-regulation</p> <p>44 Social Skills</p> <p>74 Language/literacy</p> <p>44 Math/numeracy</p> <p>57 General school readiness</p> <p>25 Other, describe: Art & Science (7); PBIS, financial planning, child development/developmental concerns, emotions and brain (2); Positive parenting strategies for mealtime; Introduced family engagement staff, info about grant activities (2); family-school relationship building Benefits of Play for Children; Basic STEM skills of observation, problem solving, inquiry, and communication (2); Health & fitness; summer activities</p>	6303	7712

ONE-TIME FAMILY ENGAGEMENT ACTIVITY TRACKING					
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home
David Douglas SD	<u>6</u>	<u>5</u> One-time event, workshop, or training <u>1</u> Other, describe: Re-occurring monthly event at each school with a different topic each month	<u>2</u> Approaches to Learning/Self-regulation <u>2</u> Social Skills <u>2</u> Language/literacy <u>1</u> Math/numeracy <u>6</u> General school readiness <u>2</u> Other, describe: PBIS, financial planning, child development/developmental concerns, emotions and brain	<u>261</u>	<u>541</u>
Early Learning, Inc.	<u>32</u>	<u>32</u> One-time event, workshop, or training	<u>24</u> Approaches to Learning/Self-regulation <u>22</u> Social Skills <u>31</u> Language/literacy <u>17</u> Math/numeracy <u>32</u> General school readiness	<u>1577</u>	<u>2925</u>
ELM	<u>11</u>	<u>11</u> One-time event, workshop, or training	<u>1</u> General school readiness <u>2</u> Language/literacy <u>4</u> Other, describe: Positive parenting strategies for mealtime; Introduced family engagement staff, info about grant activities; family-school relationship building Benefits of Play for Children. Approaches to Learning/Self-regulation: Emotion Coaching	<u>159</u>	<u>147</u>
Forest Grove	<u>1</u>	<u>1</u> One-time event, workshop, or training	<u>1</u> Social Skills <u>1</u> Language/literacy <u>1</u> Math/numeracy <u>1</u> General school readiness	<u>75</u>	<u>55</u>

ONE-TIME FAMILY ENGAGEMENT ACTIVITY TRACKING					
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home
Frontier ELH	<u>2</u>	<u>2</u> One-time event, workshop, or training	<u>2</u> General school readiness	<u>72</u>	<u>167</u>
High Desert ESD	<u>6</u>	<u>5</u> One-time event, workshop, or training	<u>3</u> Approaches to Learning/Self-regulation <u>3</u> Social Skills <u>3</u> Language/literacy <u>1</u> Math/numeracy <u>2</u> General school readiness <u>1</u> Other, describe: Community resources for families	<u>398</u>	<u>412</u>
Intermountain ESD	<u>1</u>	<u>1</u> One-time event, workshop, or training	<u>1</u> General school readiness	<u>11</u>	<u>24</u>
Lane Early Learning Alliance	<u>5</u>	<u>5</u> One-time event, workshop, or training	<u>5</u> Approaches to Learning/Self-regulation <u>5</u> Social Skills <u>5</u> Language/literacy <u>5</u> Math/numeracy <u>5</u> Other, describe: Basic STEM skills of observation, problem solving, inquiry, and communication (2)	<u>90</u>	<u>120</u>

ONE-TIME FAMILY ENGAGEMENT ACTIVITY TRACKING					
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home
NWFS	<u>6</u>	<u>6</u> One-time event, workshop, or training <u>2</u> Coaching/1:1 support <u>6</u> Other, describe: Outreach in the neighborhood/schools/churches (1); Inviting families to the event: calls/texts/local events (2)	<u>5</u> Other, describe: Art & Science (1); Art (2)	<u>102</u>	<u>265</u>
Oregon City SD	<u>6</u>	<u>6</u> One-time event, workshop, or training	<u>6</u> Approaches to Learning/Self-regulation <u>2</u> Social Skills <u>8</u> Language/literacy <u>6</u> Math/numeracy <u>5</u> Other, describe: Science and engineering (2)	<u>60</u>	<u>114</u>
South Central ELH	<u>19</u>	<u>19</u> One-time event, workshop, or training	<u>6</u> Approaches to Learning/Self-regulation <u>9</u> Social Skills <u>6</u> Language/literacy <u>8</u> Math/numeracy <u>8</u> General school readiness	<u>1086</u>	<u>1210</u>
Southern Oregon ESD	<u>3</u>	<u>2</u> One-time event, workshop, or training <u>1</u> Other, describe: Meetings to introduce parents and teachers	<u>2</u> Language/literacy <u>2</u> General school readiness <u>1</u> Other	<u>126</u>	<u>355</u>

ONE-TIME FAMILY ENGAGEMENT ACTIVITY TRACKING					
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home
Yamhill ELH	<u>36</u>	<u>36</u> One-time event, workshop, or training	<u>1</u> Approaches to Learning/Self-regulation <u>11</u> Language/literacy <u>5</u> Math/numeracy <u>13</u> General school readiness <u>8</u> Other, describe: Health & fitness, art (3), movie, Parent information, science (2); summer activities	<u>2286</u>	<u>1377</u>

Table IIIA2. Ongoing Family Activity Tracking.

FAMILY ENGAGEMENT ONGOING ACTIVITY TRACKING							
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home	Primary Languages Represented	Total # Children Impacted from Each Racial/Ethnic Background (Estimated)
Cross Site Summary	<u>9</u> Grantees offered ongoing FE	<u>92</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>361</u> <u>7</u> Coaching/ 1:1 support <u>1</u> Other, describe: Home Visits	<u>50</u> Approaches to Learning/Self-regulation <u>58</u> Social Skills <u>64</u> Language/literacy <u>48</u> Math/numeracy <u>87</u> General school readiness <u>6</u> Other, describe: Parent engagement in school, home literacy involvement	<u>1953</u>	<u>2523</u>	<u>74</u> English <u>53</u> Spanish <u>1</u> Vietnamese <u>2</u> Other, describe: Gujariti (Indian)	<u>1067</u> White (non-Latino) <u>793</u> Latino/Hispanic <u>62</u> African American <u>12</u> Asian/Pacific Islander <u>12</u> American Indian/Alaska Native <u>2</u> Children from other backgrounds, describe: <u>African Immigrant</u> <u>19</u> Children with more than one race /ethnic background (multi-racial) <u>16</u> Unknown
ELH (Marion)	<u>11</u>	<u>11</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>76</u>	<u>2</u> Approaches to Learning/Self-regulation <u>11</u> Social Skills <u>11</u> Language/literacy <u>4</u> Math/numeracy <u>10</u> General school readiness	<u>206</u>	<u>365</u>	<u>6</u> English <u>11</u> Spanish	<u>72</u> White (non-Latino) <u>293</u> Latino/Hispanic

FAMILY ENGAGEMENT ONGOING ACTIVITY TRACKING

Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home	Primary Languages Represented	Total # Children Impacted from Each Racial/Ethnic Background (Estimated)
ELM	<u>7</u>	<u>8</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>19</u> <u>7</u> Coaching/ 1:1 support	<u>7</u> Approaches to Learning/Self-regulation <u>8</u> Social Skills <u>7</u> Language/literacy <u>7</u> Math/numeracy <u>8</u> General school readiness	<u>121</u>	<u>160</u>	<u>5</u> English <u>3</u> Spanish <u>1</u> Vietnamese <u>1</u> Other, describe: <u>N/A</u>	<u>7</u> White (non-Latino) <u>82</u> Latino/Hispanic <u>50</u> African American <u>3</u> Asian/Pacific Islander <u>1</u> American Indian/Alaska Native <u>1</u> Children from other backgrounds, describe: <u>African Immigrant</u> <u>4</u> Children with more than one race /ethnic background (multi-racial) <u>16</u> Unknown
High Desert ESD	<u>8</u>	<u>8</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>14</u>	<u>2</u> Approaches to Learning/Self-regulation <u>2</u> Social Skills <u>3</u> Language/literacy <u>2</u> General school readiness <u>1</u> Other, describe: Connection with public library	<u>94</u>	<u>151</u>	<u>8</u> English <u>7</u> Spanish	<u>89</u> White (non-Latino) <u>51</u> Latino/Hispanic
Lane ELA	<u>7</u>	<u>7</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>140</u>	<u>7</u> Approaches to Learning/Self-regulation <u>7</u> Social Skills <u>7</u> Language/literacy <u>7</u> Math/numeracy <u>7</u> General school readiness <u>4</u> Other, describe: Parent engagement in school, home literacy involvement	<u>158</u>	<u>155</u>	<u>5</u> English <u>3</u> Spanish	<u>118</u> White (non-Latino) <u>24</u> Latino/Hispanic <u>2</u> Asian/Pacific Islander <u>1</u> American Indian/Alaska Native <u>8</u> Children with more than one race /ethnic background (multi-racial)

FAMILY ENGAGEMENT ONGOING ACTIVITY TRACKING

Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home	Primary Languages Represented	Total # Children Impacted from Each Racial/Ethnic Background (Estimated)
Malheur ESD	<u>14</u>	<u>14</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>53</u>	<u>8</u> Approaches to Learning/Self-regulation <u>11</u> Social Skills <u>11</u> Language/literacy <u>11</u> Math/numeracy <u>3</u> General school readiness	<u>474</u>	<u>448</u>	<u>13</u> English <u>6</u> Spanish	<u>95</u> White (non-Latino) <u>86</u> Latino/Hispanic
Neah-Kah-Nie SD	<u>4</u>	<u>4</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>2</u>	<u>1</u> Social Skills <u>1</u> Language/literacy <u>1</u> Math/numeracy <u>1</u> General school readiness	<u>79</u>	<u>201</u>	<u>3</u> English <u>2</u> Spanish <u>1</u> Other, describe: Gujariti (Indian)	<u>112</u> White (non-Latino) <u>21</u> Latino/Hispanic <u>12</u> African American <u>4</u> Asian/Pacific Islander <u>6</u> Children with more than one race /ethnic background: Indian; (multi-racial)
South Central ELH	<u>21</u>	<u>20</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>30</u> <u>1</u> Other, describe: Home Visits	<u>13</u> Approaches to Learning/Self-regulation <u>14</u> Social Skills <u>20</u> Language/literacy <u>15</u> Math/numeracy <u>9</u> General school readiness <u>1</u> Other, describe: Developing relationships with families	<u>328</u>	<u>537</u>	<u>19</u> English <u>6</u> Spanish	<u>371</u> White (non-Latino) <u>26</u> Latino/Hispanic <u>10</u> American Indian/Alaska Native <u>3</u> Asian/Pacific Islander <u>1</u> Children with more than one race/ethnic background (multi-racial)

FAMILY ENGAGEMENT ONGOING ACTIVITY TRACKING							
Grantee	# Family Activities	What type of activity was it?	What was the focus of the activity?	# Participating Parents/ Caregivers	# Children Participating in Event OR in Home	Primary Languages Represented	Total # Children Impacted from Each Racial/Ethnic Background (Estimated)
Southern Oregon ESD	<u>2</u>	<u>2</u> Multi-session class or series : Number of sessions provided: N/A; 6 weeks	<u>2</u> Approaches to Learning/Self-regulation <u>2</u> Social Skills <u>2</u> Language/literacy <u>1</u> Math/numeracy <u>1</u> General school readiness	<u>14</u>	<u>52</u>	<u>2</u> English <u>2</u> Spanish	<u>12</u> White (non-Latino) <u>36</u> Latino/Hispanic
Yamhill ELH	<u>18</u>	<u>18</u> Multi-session class or <u>series</u> : Number of sessions provided: <u>27</u>	<u>2</u> Approaches to Learning/Self-regulation <u>2</u> Social Skills <u>2</u> Language/literacy <u>2</u> Math/numeracy <u>16</u> General school readiness	<u>479</u>	<u>454</u>	<u>13</u> English <u>13</u> Spanish	<u>191</u> White (non-Latino) <u>174</u> Latino/Hispanic

B. Communication with Families. Did your P&I project implement any new or enhanced mechanisms for communication with families used by school/s, district/s, Hub/s, or community/ies funded by your P&I project?

Yes	13	No	3
David Douglas SD		Forest Grove SD	
Echo SD		Intermountain ESD	
ELH (Marion)		Yamhill ELH	
ELM			
Frontier ELH			
High Desert ESD			
Lane ELA			
Malheur ESD			
Neah-Kah-Nie			
NWFS			
Oregon City SD			
South Central ELH			
Southern Oregon ESD			

1. **If yes**, were any of the new or enhanced communication strategies used to help families communicate with teachers or school staff?

Yes	8	No	8
David Douglas SD		ELM	
Early Learning, Inc.		Echo SD	
Malheur ESD		Forest Grove SD	
Neah-Kah-Nie		Frontier ELH	
NWFS		High Desert ESD	
Oregon City SD		Intermountain ESD	
South Central ELH		Lane ELA	
Southern Oregon ESD		Yamhill ELH	

C. Parent/Caregiver Leadership. Did your P&I project recruit or engage parents in leadership roles related to the P&I project (e.g., additional parents attending advisory or leadership groups, or new roles for parents created and supported)?

Yes	12	# Individuals/ Parents	No	4
David Douglas SD		2	Frontier ELH	
Echo SD		7	Intermountain ESD	
Early Learning, Inc.		76	Neah-Kah-Nie SD	
Early Learning Multnomah		16	NWFS	
Forest Grove SD		9		
High Desert ESD		4		
Lane ELA		1		
Malheur ESD		20		
Oregon City SD		4		
South Central ELH		1		
Southern Oregon ESD		Unknown		
Yamhill ELH		1		
Total		141		

D. Access to Services. Did your P&I project fund any specific activities to increase children’s access to early childhood services and/or education opportunities?

Yes	14	No	2
David Douglas SD		Forest Grove SD	
Echo SD		NWFS	
ELM			
Early Learning, Inc.			
Frontier ELH			
High Desert ESD			
Lane ELA			
Malheur ESD			
Intermountain ESD			
Malheur ESD			
Neah-Kah-Nie SD			
Oregon City SD			
South Central ELH			
Southern Oregon ESD			

E. Early Kindergarten Registration. Did your P&I project implement new or enhanced early kindergarten registration strategies as part of this project?

Yes	10	No	6
David Douglas SD		ELM	
Early Learning, Inc.		Echo SD	
Forest Grove SD		Intermountain ESD	
Frontier ELH		Lane ELA	
High Desert ESD		Neah-Kah-Nie SD	
Malheur ESD		NWFS	
Oregon City SD			
South Central ELH			
Southern Oregon ESD			
Yamhill ELH			

1. Has your early kindergarten registration **criteria** e.g., how your school/district defines early registration, or the registration date) changed due to your P&I project?

Yes	5	No	11
Frontier ELH		David Douglas SD	
High Desert ESD		ELM	
Malheur ESD		Early Learning, Inc.	
South Central ELH		Echo SD	
Southern Oregon ESD		Forest Grove SD	
		Intermountain ESD	
		Lane ELA	
		Neah-Kah-Nie SD	
		NWFS	
		Oregon City SD	
		Yamhill ELH	

F. **Transition Plans.** Did your P&I project fund new or enhanced transition to kindergarten program/s (e.g., summer preschool transition program, kindergarten boot camp or classes) or make changes to your transition to kindergarten processes (e.g., start holding parent-kindergarten teacher meetings prior to school start, ensuring preschool files are transferred to the school, holding individual transition meetings between teachers and preschool providers, etc.)?

Yes	10	No	6
Early Learning, Inc.		Echo SD	
ELM		Forest Grove SD	
David Douglas SD		Intermountain ESD	
Frontier ELH		Neah-Kah-Nie SD	
High Desert ESD		NWFS	
Lane ELA		Oregon City SD	
Malheur ESD			
South Central ELH			
Southern Oregon ESD			
Yamhill ELH			

Early Learning Division
Kindergarten Partnership & Innovations Grants:
Outcomes Surveys Details

Appendix B

**Early Learning Division Kindergarten Readiness Partnership & Innovation Grants:
Kindergarten Transition Parent/Caregiver Survey**

Grantees & activities included in this aggregate report (total respondents=560):

- Early Learning Hub, Inc (Marion): Making Parenting a Pleasure (N=25)
- Lane ELA: Kids in Transition in School (KITS) (N=60)
- Malheur ESD: Kindergarten Readiness Night (N=48)
- Northwest Family Services: Early Learning Innovation Grant (N=94)
- South Central ESD: Ready for Kindergarten (N=114) & ORCCA Great Afternoons Kindergarten Readiness (N=8)
- Yamhill ELH: Kindergarten Camp (N=246)

How would you rate the following:	Before participating in the program					After participating in the program				
	Definitely disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Definitely agree (5)	Definitely disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Definitely agree (5)
1. I know that school attendance is important to my child's academic success. (N=509, BEFORE: mean= 4.8 /AFTER: mean= 5.0)	1.2%	0.6%	0.8%	5.3%	92.1%	0.0%	0.0%	0.2%	1.8%	98.0%
2. I feel confident in knowing how to best promote my child's reading at home. (N=520, BEFORE: mean=4.2 /AFTER: mean= 4.7)	1.5%	2.9%	17.1%	30.8%	47.7%	0.0%	0.6%	2.9%	20.0%	76.5%
3. I feel confident in knowing how to best promote my child's math skills at home. (N=517, BEFORE: mean= 4.0 /AFTER: mean= 4.6)	2.1%	3.3%	21.1%	36.9%	36.6%	0.2%	0.8%	6.6%	26.5%	66.0%
4. I am prepared to help my child enter kindergarten. (N=512, BEFORE: mean= 4.3 /AFTER: mean= 4.8)	1.2%	4.1%	15.0%	24.6%	55.1%	0.0%	0.2%	2.1%	15.8%	81.8%
5. My child is comfortable at the school. (N=507, BEFORE: mean= 4.3/AFTER: mean= 4.7)	1.6%	2.8%	17.9%	23.9%	53.8%	0.2%	0.2%	7.7%	16.4%	75.5%

How would you rate the following:	Before participating in the program					After participating in the program				
	Definitely disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Definitely agree (5)	Definitely disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Definitely agree (5)
6. I am comfortable at the school. (N=507, BEFORE: mean= 4.3/AFTER: mean= 4.7)	1.6%	2.8%	17.9%	23.9%	53.8%	0.2%	0.8%	7.7%	16.4%	75.5%
7. My child is ready to start kindergarten. (N=504, BEFORE: mean= 4.1/AFTER: mean= 4.7)	2.4%	4.2%	21.0%	24.6%	47.8%	0.2%	1.4%	8.1%	19.0%	71.2%
8. My child gets along with other children in a group (shares, take turns, does not hit or argue). (N=516, BEFORE: mean= 4.2/AFTER: mean= 4.6)	0.8%	1.9%	19.0%	27.7%	50.6%	0.0%	0.6%	5.6%	26.2%	67.6%
9. My child understands and can follow rules in the classroom. (N=512, BEFORE: mean= 4.3/AFTER: mean= 4.6)	0.6%	3.3%	15.6%	31.8%	48.6%	0.2%	0.8%	5.7%	25.2%	68.2%
10. I am confident talking with my child's teacher. (N=503 BEFORE: mean= 4.5 /AFTER: mean= 4.7)	0.8%	1.4%	14.3%	14.1%	69.4%	0.2%	0.2%	5.0%	11.5%	83.1%

How would you rate the following:		Strongly disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly agree (5)
11.	The information shared in the program was useful. (N=560, mean= 4.7)	0.5%	1.3%	5.2%	12.1%	80.9%
12.	My child has enjoyed this program. (N=547, mean= 4.8)	0.5%	0.2%	3.7%	9.1%	86.5%
13.	I am very satisfied with this program. (N=557, mean= 4.8)	0.5%	0.5%	3.2%	7.2%	88.5%

**Early Learning Division Kindergarten Readiness Partnership & Innovation Grants:
Family Engagement Outcomes Survey Findings**

Grantees & activities included in this aggregate report (total survey respondents=156):

- Early Learning Hub, Marion: Abriendo Puertas (N=27) & Making Parenting a Pleasure (N=1)
- High Desert ESD: Brain Builders Workshop (N=20)
- Malheur ESD: Kindergarten Innovation (N=11) & Outcomes (N=14)
- Neah-Kah-Nie SD: Family Engagement Activities (N=22)
- South Central ELH: Ready for Kindergarten Family Session (N=3), Play to Learn (N=24) & Pre-K Parent Academy (N=32)
- Yamhill: Think Differently (N=2)

This program or workshop...	Did Not Discuss	Definitely Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Definitely Agree (5)
1. Helped me learn ways to support my child's learning at home. (N=156, mean= 4.7)	1.9%	0.0%	0.0%	1.9%	16.7%	79.5%
2. Helped me to learn how to support my child's skills or interest in math. (N=156, mean= 4.2)	9.0%	0.0%	1.3%	9.0%	16.7%	64.1%
3. Helped me to learn how to support my child's skills or interest in science. (N=153, mean= 3.9)	8.5%	0.7%	0.0%	15.7%	30.1%	45.1%
4. Helped me to learn how to better manage my child's behavior. (N=154, mean= 4.2)	2.6%	0.6%	1.3%	18.2%	20.8%	56.5%

This program or workshop...	Did Not Discuss	Definitely Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Definitely Agree (5)
5. Helped me to learn about my child's development (e.g., physical, social, emotional). (N=153, mean= 4.5)	2.0%	0.0%	0.0%	6.5%	26.1%	65.4%
6. Increased my understanding of the importance of school attendance for my child. (N=155, mean= 4.4)	3.2%	0.0%	0.6%	10.3%	17.4%	68.4%
7. Helped me make connections with other parents. (N=154, mean= 4.2)	2.6%	0.0%	4.5%	19.5%	19.5%	53.9%
8. Helped me make connections with elementary school teachers and school staff (e.g., administrators, school secretary). (N=154, mean=4.2)	5.2%	0.0%	2.6%	13.0%	18.8%	60.4%
9. Helped me to feel welcome in the school. (N=155, mean= 4.7)	0.6%	0.0%	0.6%	4.5%	15.5%	78.7%
10. Helped me to gain confidence to be a parent leader. (N=133, mean= 4.3)	3.0%	0.8%	0.8%	12.8%	24.1%	41.4%
11. Made me more interested in helping or volunteering at the school. (N=153, mean= 4.2)	3.3%	1.3%	0.7%	16.3%	26.1%	52.3%
12. Helped me to learn about how to get in touch with teachers and school staff. (N=155, mean=4.3)	3.8%	0.0%	0.6%	10.3%	23.2%	61.9%
13. Increased my understanding of how important it is to read and talk with my child every day. (N=156, mean=4.7)	1.3%	0.0%	0.6%	3.8%	15.4%	78.8%

To what extent do you agree or disagree with the following:	Definitely Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Definitely Agree (5)
14. The information shared in the program was useful. (N=152, mean= 4.8)	0.0%	0.0%	2.0%	14.5%	83.6%
15. My family (or I) has enjoyed this program. (N=152, mean=4.9)	0.0%	0.0%	0.7%	10.5%	88.8%
16. I am very satisfied with this program. (N=152, mean= 4.8)	0.0%	0.0%	2.6%	6.6%	90.8%

During the school year, what makes it more difficult for you to be involved in activities or events at the school?	Not a barrier (0)	A small barrier (1)	Definitely a barrier (2)
17. Your daytime work or school schedule. (N=147, mean=.84)	42.2%	31.3%	26.5%
18. Your evening work or school schedule. (N=146, mean= 0.47)	65.8%	21.2%	13.0%
19. Lack of transportation to the school. (N=149, mean= 0.17)	88.6%	5.4%	6.0%
20. Presence of younger children in the home. (N=142, mean=0.50)	62.7%	24.6%	12.7%
21. Culture or language differences between your home and the school. (N=148, mean=0.12)	91.9%	3.4%	4.7%
22. Other (N=53, mean= 0.19)	88.7%	3.8%	7.5%



Early Learning Provider
Early Learning Division
Kindergarten Readiness Partnership & Innovation Grants:
Shared Professional Development Participant Survey Outcomes

Grantees & activities included in this aggregate report (total respondents=234):

- David Douglas SD: Prek-K Learning Community (N=12)
- Early Learning Hub, Inc: Kinder Summit (N=28), Getting School Ready (N=42), ASQ Surveys (N=19), SKPS Foundations in Literacy (N=21), Woodburn PLC (N=9), Gervais PLC (N=2), Salem-Keizer PLC (N=11) & PLC (N=3)
- Early Learning Multnomah: East County PBIS Cohort (N=4) & PPS PBIS Cohort (N=4)
- Forest Grove: Early Learning Cadre (N=9)
- Intermountain ESD: Early Learning Innovation Workshop (N=9)
- Malheur ESD: Kindergarten Readiness Night (N=10) & Professional Development (N=42)
- Yamhill ELH: Kinder Readiness (N=30)

1. **Since July 1, 2014**, which of the following have you done that you did not do, or weren't available to you before then?

%	N	Activities
44%	96	I have participated in an ongoing professional learning team that includes K-12 teachers.
36%	79	I have met with early learning providers to work on alignment of curriculum and standards between early childhood/early learning programs and the early grades (K-3).
32%	69	I have met with K-12 teachers to work on alignment of curriculum and standards across early grades (K-3).
28%	62	I have observed early childhood/early learning programs as a way to learn about their programs and approaches.
28%	62	None of the above.
20%	44	I have met with K-12 teachers to discuss specific children and families.
20%	43	I have observed other K-12 teachers' classroom practices as a way to learn and share feedback.
12%	26	Kindergarten or early grade (1st-3rd grade) teachers have visited my classroom to learn more about how we do things.

2. Using the table below, please tell us how much you agree or disagree with each statement.	Strongly Disagree (1)	Disagree (2)	Neutral, No Opinion (3)	Agree (4)	Strongly Agree (5)
a. My director works to create opportunities for me to interact regularly with kindergarten teachers. (N=229, mean=3.5)	5.7%	11.8%	26.2%	36.2%	20.1%
b. My director provides resources (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. (N=229, mean=3.4)	5.7%	15.7%	28.8%	31.0%	18.8%

2. Using the table below, please tell us how much you agree or disagree with each statement.	Strongly Disagree (1)	Disagree (2)	Neutral, No Opinion (3)	Agree (4)	Strongly Agree (5)
c. Spending time meeting with kindergarten teachers is useful to me in my work. (N=234, mean=4.1)	2.1%	3.8%	14.5%	37.6%	41.9%
d. I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. (N=232, mean=4.0)	3.0%	6.0%	19.0%	36.2%	35.8%

3. Using the table below, tell us your level of agreement with each statement, thinking about your knowledge, skills, and attitudes BEFORE and AFTER participating in this professional development opportunity.	BEFORE Participating					AFTER Participating				
	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)
a. I understand what kindergarten teachers expect from children when they start school. (N=218, BEFORE: mean=3.4 /AFTER: mean=4.2)	1.8%	19.7%	24.3%	45.0%	9.2%	0.8%	3.2%	7.8%	51.4%	37.2%
b. I understand what kindergarten teachers expect from families when their children start school. (N=218, BEFORE: mean=3.4 /AFTER: mean=4.1)	1.4%	20.6%	31.7%	34.9%	11.5%	0.5%	4.6%	17.0%	42.2%	35.8%
c. I do things with children in my work to help them develop the skills they need to be ready for school. (N= 215, BEFORE: mean=4.2 /AFTER: mean=4.6)	0.0%	0.9%	12.1%	51.6%	35.3%	0.0%	0.0%	2.8%	38.6%	58.6%
d. I have the skills and tools I need to support children and families to transition to kindergarten successfully. (N=218, BEFORE: mean=3.7 /AFTER: mean=4.2)	0.5%	10.1%	25.7%	48.6%	15.1%	0.0%	2.8%	13.8%	45.4%	38.1%

3. Using the table below, tell us your level of agreement with each statement, thinking about your knowledge, skills, and attitudes BEFORE and AFTER participating in this professional development opportunity.	BEFORE Participating					AFTER Participating				
	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)
e. I know what assessment and screening tools are most commonly used by elementary school/s in my community. (N=219, BEFORE: mean=3.1 /AFTER: mean=3.9)	3.7%	31.5%	29.2%	28.3%	7.3%	0.9%	8.7%	19.6%	42.5%	28.3%
f. Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. (N=215, BEFORE: mean=3.2 /AFTER: mean=3.8)	2.8%	20.9%	39.5%	27.0%	9.8%	0.9%	9.8%	26.0%	40.0%	23.3%

4. Which of the following *best* describes your role (please select only one):

%	N	Role
86.6%	206	Early Learning/Early Childhood Teacher/Staff
10.1%	24	Other:
		Administration/staff support
		Family educator
		Prevention specialist
		Education coordinator
		Focused Family Child Care Network
		CCR&R Director
		Preschool children
		Juvenile Probation Officer
		Child Welfare
		Children’s Librarian
		Bilingual Ed Advisor

5. How long have you worked in this role?

%	N	Time
14.9%	36	Less than one year
19.5%	47	1-3 years
16.2%	39	4-6 years
13.7%	33	7-10 years
35.7%	86	More than 10 years

6. What is your Race/Ethnicity?

%	N	Race/Ethnicity
72.1%	173	White
20.4%	49	Hispanic/Latino
2.9%	7	Asian American/Pacific Islander
0.4%	1	African American/Black
0.8%	2	American Indian/Alaskan Native
1.7%	4	Other



K-12 Teachers/Staff
Early Learning Division
Kindergarten Readiness Partnership & Innovation Grants:
Shared Professional Development Participant Survey Outcomes

Grantees & activities included in this aggregate report (total survey respondents=124):

- David Douglas SD: Prek-K Learning Community (N=30)
- Early Learning Hub, Inc: Kinder Summit (N=16), Foundations in Literacy (N=6) AP/MAP (N=1), & PLC (N=11)
- ELM: East County PBIS Cohort (N=7) & PPS PBIS Cohort (N=5)
- Forest Grove: Early Learning Cadre (N=9)
- Intermountain ESD: Early Learning Innovation Workshop (N=20)
- Malheur ESD: Kindergarten Readiness Night (N=8) & Professional Development (N=14)

1. **Since July 1, 2014**, which of the following have you done that you did not do, or weren't available before then?

%	n	Activities
79%	89	I have participated in an ongoing professional learning team that includes early childhood professionals.
65%	74	I have met with other K-12 teachers to work on alignment of curriculum and standards across early grades (K-3).
62%	70	I have met with early learning providers to work on alignment of curriculum and standards between early childhood/early learning programs and the early grades (K-3).
45%	51	I have observed other K-12 teachers' classroom practices as a way to learn and share feedback.
36%	41	I have met with early learning providers to discuss specific children and families.
41%	46	Early learning providers/teachers have visited my classroom to learn more about how we do things at the school.
36%	41	I have observed early childhood/early learning programs as a way to learn about their programs and approaches.
4%	4	None of the above.

	Strongly Disagree (1)	Disagree (2)	Neutral, No Opinion (3)	Agree (4)	Strongly Agree (5)
2. Using the table below, please tell us how much you agree or disagree with each statement.					
a. My principal works to create opportunities for me to interact regularly with community early childhood providers. (N=121, mean= 3.6)	2.5%	23.5%	26.1%	36.1%	11.8%
b. My principal provides resources (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers (N= 121, mean= 3.6)	0.8%	0.0%	0.8%	33.6%	64.8%
c. Spending time meeting with early childhood/early learning providers is useful to me in my work.	1.7%	9.2%	25.8%	38.3%	25.0%

2. Using the table below, please tell us how much you agree or disagree with each statement. (N= 124, mean= 4.2)	Strongly Disagree (1)	Disagree (2)	Neutral, No Opinion (3)	Agree (4)	Strongly Agree (5)
d. I have learned a lot by having the opportunity to interact with early childhood providers in my community. (N=123, mean= 4.1)	7.5%	33.3%	30.0%	18.3%	10.8%

3. Using the table below, tell us your level of agreement with each statement, thinking about your knowledge, skills, and attitudes BEFORE and AFTER participating in this professional development opportunity.	BEFORE Participating					AFTER Participating				
	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)	Strongly disagree (1)	Disagree (2)	Neutral, no opinion (3)	Agree (4)	Strongly Agree (5)
a. I understand the kinds of child care and early learning experiences children in our community have before they start school. (N=114, BEFORE: mean=3.3 /AFTER: mean=4.2)	2.6%	23.7%	26.3%	36.8%	10.5%	0.9%	2.6%	8.8%	53.5%	34.2%
b. I understand how important it is for children to have good early learning experiences before they start school. (N=116, BEFORE: mean=4.6 /AFTER: mean=4.8)	0.9%	0.0%	0.9%	35.3%	62.9%	0.9%	0.0%	0.0%	1.8%	85.3%
c. Early learning providers in our community help children develop the skills they need to be ready for school. (N=117, BEFORE: mean=3.7 /AFTER: mean=4.3)	0.9%	9.4%	25.6%	39.3%	24.8%	0.9%	4.3%	8.5%	41.9%	44.4%

3. Using the table below, tell us your level of agreement with each statement, thinking about your knowledge, skills, and attitudes BEFORE and AFTER participating in this professional development opportunity.	BEFORE Participating					AFTER Participating				
	Strongly disagree (1)	Disagree (2)	Strongly disagree (1)	Disagree (2)	Strongly disagree (1)	Disagree (2)	Strongly disagree (1)	Disagree (2)	Strongly disagree (1)	Disagree (2)
d. I feel that early learning providers in my community understand my expectations for school readiness. (N=116, BEFORE: mean=2.9 /AFTER: mean=3.7)	6.9%	32.8%	30.2%	19.0%	11.2%	2.6%	10.3%	12.1%	47.4%	27.6%
e. I know what assessment and screening tools are most commonly used by early learning providers in my community. (N=115, BEFORE: mean=2.6 /AFTER: mean=3.8)	13.9%	39.1%	25.2%	15.7%	6.1%	2.6%	11.3%	12.2%	54.8%	19.1%
f. Early learning providers in our community know what assessment and screening tools are used in my school. (N=115, BEFORE: mean=2.6 /AFTER: mean=3.6)	12.2%	40.0%	26.1%	14.8%	7.0%	4.3%	13.0%	20.0%	46.1%	16.5%

4. Which of the following *best* describes your role (please select only one):

%	N	Role
93.7%	118	K-12 Teacher/Staff
6.3%	8	Other
		Principal
		Pre-K
		School Counselor
		District staff
		Executive Director
		Head Start

5. How long have you worked in this role?

%	N	Time
4.0%	5	Less than one year
19.0%	24	1-3 years
11.9%	15	4-6 years
21.4%	27	7-10 years
43.7%	55	More than 10 years

6. What is your Race/Ethnicity?

%	N	Race/Ethnicity
87.9%	109	White
8.1%	10	Hispanic/Latino
4.0%	5	Asian American/Pacific Islander
0.0%	0	African American/Black
0.0%	0	American Indian/Alaskan Native
0.0%	0	Other

Early Learning Division

Kindergarten Partnership & Innovations Grants:

Community Education Worker Model Evaluation

**Provided by: Community Capacitation Center & Multnomah County
Health Department**

Funded by: Social Venture Partners

Appendix C

Community Education Worker Project Pulse Report 1: March 2015



Introduction

The Community Education Worker (CEW) Project is a community-generated response to inequities in kindergarten readiness affecting low income children of color in the Portland metropolitan area. It leverages existing resources such as the Schools Uniting Neighborhoods (SUN) Program and existing models such as *Juntos Aprendemos* (Together We Learn) to improve kindergarten readiness, initially in three elementary school communities (Lynch Wood, Glenfair, and César Chávez).

This pulse report is based on data collected in the first three quarters of the project.

Background

Various factors influenced process and outcome evaluation results in the first three quarters. The most important was the lack of planning time built into Year 1 of the project. Early Learning Multnomah (ELM) funding began in June, and by July we were in the field conducting initial training for the CEWs. By August, CEWs were beginning their work in the three “anchor” school catchment areas. The lack of designated planning time meant that we were simultaneously conducting several essential processes: building relationships on the Steering Team; developing relationships and protocols with SUN Schools and school officials and teachers; building CEW skills; and conducting outreach to families.

Other contextual factors that influenced evaluation results during this period included: limited time and funding for initial training and difficulty of scheduling on-going training; substantial barriers encountered at one anchor school; a transition in organizational location at one of the participating agencies, resulting in a gap in staffing; and delays in finalizing sub-contracts with the three community based organizations (CBOs) caused by new County requirements for organizations working with youth. (For other influencing factors, see “December 2014 Programmatic and Evaluation Update.”) Despite these limitations, important strides forward were made during this period, as detailed below.

CEW Interviews

The most important sources of data for this report are in-depth interviews with the five most active CEWs (Latino Network=3, Urban League=2) conducted during January and February of 2015. These interviews, which lasted between 18 and 50 minutes (average=40 min.), were conducted in the CEWs’ first language by the lead evaluator and transcribed by a professional transcription service. The transcripts were uploaded to Atlas.ti qualitative software and analyzed using a modified form of grounded theory. Translations from Spanish are by the lead evaluator.

As the main purpose of this report is to facilitate program improvement, results of the interviews are presented in a table format (see Table 1). Themes and sub-themes are identified in the left hand column, while quotations or summaries of quotations illustrating those themes are provided in the right-hand column. Major themes included:

1. Capacitation
2. Purpose of the program
3. Program generally
4. Supervision
5. Steering Committee
6. Changes in the CEWs from their own perspectives
7. Additional things CEWs would like to learn
8. Other CHW needs
9. Barriers families face

Overall, CEWs expressed excitement about working in the program and identified important changes in themselves that are related to their work with the project. They offered concrete suggestions for improving the initial training, the Steering Committee, and the supervision they receive. Their observations about why and how the program works, as well as the barriers families in their communities face, are extremely insightful and deserving of careful attention.

It is important to note, when interpreting these results, that all three CEWs at the Latino Network had previous experience in the *Juntos Aprendemos* program. While I made every attempt to limit findings to those associated with the CEW program, there is no question that in some cases the CEWs were generalizing based on their past and current experience, especially in the case of changes they themselves have experienced as a result of working in the program(s).

The CEW In-depth Interview Guide is included as Attachment 1.

CEW Surveys

Surveys were conducted with all the participants in the initial training (N=16). The five most active CEWs completed the survey again in February of 2015 (N=5). Data from the follow-up survey are still being analyzed. Variables measured by the survey include psychological empowerment (an individual-level variable that attempts to take into account the social context), knowledge of early childhood growth and development, self-reported health status, and demographics such as race/ethnicity, country of origin, first language, age, and years of formal schooling. Even though not all 16 of the initial training participants are working actively in the program, most are or have been involved in some way; for example, one was recently hired by the Urban League to work in a similar capacity, and several lead children's groups for the Latino Network. Thus, we report demographic information for the entire cohort. (Not every participant answered every question, so we also report the "n" for each variable.)

Pertinent demographic information from the original training cohort includes the following:

- 1 was male; 14 were female (n=15)

03-09-2015.

- 8 were born outside the US; 7 were born in the US (n=15)
- 5 spoke English as a first language; 10 did not (n=15)
- 8 were married; 6 were single, partnered, or widowed (n=14)
- 6 had a 10th grade education or less; 1 had 12 years of schooling; 7 had more than 12 years of schooling (n=16)
- 10 identified as Latino/a; 2 identified as Asian Pacific Islander; 4 identified as American Indian/Alaskan Native; 3 identified as African American; 1 identified as Moorish American and Asiatic; and 1 identified as a member of the human race. (Participants could choose as many racial/ethnic categories as they wished, so the total n is < 16.)

On the outcome variables, scores were as follows:

- **Knowledge:** Out of a total of 11 questions, participants achieved a mean of 9.3 correct. Number correct ranged between 6 and 11.
- **Psychological Empowerment:** On a Likert scale where 1 is high and 4 is low, participants registered a mean global empowerment score of 1.72, indicating a relatively high level of psychological empowerment at baseline. Not surprisingly given the nature of the group (CEWs), participants expressed their strongest agreement with the statements:
 - By working together, people in my community can influence decisions that affect the community (M=1.31)
 - I feel very motivated to work with others to solve problems in my community (M=1.38)

They expressed strongest disagreement with the statement:

- I am satisfied with the amount of influence I have over decisions that affect my community (M=2.25)
- **Self-reported health status:** On a Likert scale where 1 is “excellent” and 5 is “poor,” the average score for the group was 2.6, indicating an overall sense of personal health in the “good” to “very good” range.

Overall, the baseline survey paints a picture of an empowered group of CEWs who are strongly motivated to solve community problems, and who are not satisfied with their current level of power and influence.

CEW Activities to Date

Following an orientation to a modified form of the program logic model during the initial training, CEWs participated with the lead evaluator in developing a set of data collection forms. The purpose of these forms is to collect the information that will allow us to:

- Support participants in achieving their goals and improving their lives;
- Document the outcomes we have promised to measure; and
- Improve our program.

Data is collected by CEWs in home visits and classes. In accordance with HIPAA regulations, hard copies of forms are made and delivered monthly to the Data Manager at the CCC, who enters the data and runs periodic reports. Data collected to date reveals the following accomplishments:

- Number of families served: 24 (goal=115)
- Number of children served: 33 (goal=287)
- Number of developmental screenings conducted: 0 (goal=115)
- Number of one-on-one encounters: 18 (goal=1,296)
- Number of referrals made: 55 (no goal established)

As these numbers make clear, some goals will be achieved without difficulty, whereas others will not be achieved, either because the original goal was unrealistic, implementation started late, or data is not being tracked completely. During the next quarter, we will continue to make improvements in our data tracking to ensure that all pertinent activities are counted. Further, as the program gets going and builds momentum, our numbers are increasing rapidly. Two recent ASQ trainings will now allow the CEWs to begin to implement ASQs and that change should be seen in the next quarter.

Conclusion

During the first nine months of the CEW project, important milestones were achieved. A group of motivated CEWs was recruited and trained and began their work in the community. Relationships were built between Steering Committee members; school and SUN staff and program staff; and CEWs and families. Processes were put in place to collect, enter and analyze data. CEWs organized and facilitated parent-child support, education and socialization groups, and began to visit families in their homes. These accomplishments are reflected in the data presented above; they will be further reflected in the Key Informant Interviews and Community Focus Groups that will be held during the fourth quarter. We look forward to continuing to track the progress of this exciting and promising project.

Table 1: Community Education Worker In-depth Interviews -- Themes and Sample Quotations

Capacitation	Sample Quotations or Summaries
What worked?	
Cross-cultural, cross-agency training	<p><i>I liked “that Juntos and NAYA and the Urban League were all together . . . I liked that we got to meet each other, and that we got to learn from one another throughout the training. And even though there were language barriers, that didn’t stop us from partnering together and learning together.”</i></p> <p><i>“I liked that we were . . . three different nationalities or races. And that we learned one from another. That we heard that we have almost the same needs in our communities . . .”</i></p> <p><i>“[I liked] learning how the other people are, seeing their way of thinking, the form of suffering of other people, many of which coincide with the real life we live when we come here.”</i></p> <p><i>“I liked that it was people from different backgrounds, it was really diverse”</i></p>
Popular education	<p><i>“[I liked] that [the training] was done with popular education . . . I felt very welcome, very accepted, that my ideas were accepted, that they took me into account. I felt really good.”</i></p> <p><i>“Because when we had the capacitation, you all treated us a people who have experience, who know, who are able to do it. So that ‘injection’ that you gave us in the beginning, well, it is still there. It is like a vitamin in the body that you injected into us and it is still functioning. So when the pressure comes to have to do something, then it is like that vitamin comes to strengthen the body.”</i></p> <p><i>“I liked that it was built on a model that is somewhat understood, so that it allowed my learning curve to be minimal. I liked that it was just a safe environment, that it was welcoming and I felt valued [as] part of the training.”</i></p> <p><i>“I liked it a lot . . . when we put . . . the steps . . . from when all this started and when it started . . . to function, and then, how it went step by step.” (The speaker is referring to an activity used to explain how the evaluation is meant to capture the short and long-term outcomes of the project.)</i></p>

Ways to improve**Initial training should be longer**

"It should've been honestly a 80-hour training. And the reason why I say 80 hours is because we're going out into the community, and we're representing our organizations. And in doing so, our tool belts need to be somewhat full, and right now I feel like our tool belts are not even half way full yet."

"What I didn't like is that it was very little time . . . I think the topics are very extensive, that we needed to say many things we didn't get to say, both for us and for other communities."

"I think we lacked a little more time, because . . . I had never done home visits; I feel like I need . . . to learn more things . . . to be able to help families more, like where I can find resources for the families."

"[I didn't like] that it was really short, difficult to get a firm grasp on, it's almost like you don't know what you don't know."

Training needs to be truly bilingual

"We understand English more or less . . . but I think not the English that was used in those meetings . . . there were many words we didn't understand . . . So yes, maybe in the next training, it can be fully bilingual for everyone. If it is okay with . . . the representatives of the other organizations, well, I would love it if it could be that way so that we could all obtain complete information."

Purpose of the CEW Program

". . . to empower, to enhance, to partner with parents of color, to see them successful in navigating through the school systems."

". . . it is to arrive at the community, understand [the community], understand its problems, its necessities and help it in the sense, not of doing everything for them, but putting them in the path they should follow so that they can do it for themselves."

"To help families to be better parents."

". . . to support . . . and really educate community members to the differences between the . . . quality of education . . . that's accessible and how that is contrasted when you are person of color or person of low income status versus white dominant counterparts and to support families with what I like to kind of [think of as] the social determinants of education, because without addressing those things I don't know that we can effectively address the education itself."

"[The purpose is] education on both sides of the equation, one being community members and marginalized families, these families who are negatively impacted, consciously or unconsciously or naively, and [another being the] educational system, those that are benefiting maybe unconsciously again or naively again to bring that consciousness . . . on both sides to help bridge or decrease the gaps . . ."

" . . . it is to teach parents how to have a different life with their children."

CEW Program Generally

What works/why does it work?

We are from the same commu- nity

"We are people from the community, common and ordinary. Mothers, who have already gone through the same situation of other mothers who have children younger than ours. And . . . when we help them to see that we made it or we found our own way out of problems . . . they are going to find out that they can too. So I think it wouldn't be the same if you would use a person with a title, very well dressed, professional, who would go to the house and tell them, because obviously they are not going to identify with that person."

We meet people where they are at

"[It's about] meeting people where they are at, because if I don't feel that you value me as a person then it's very difficult for me to hear you or to follow you. Some people want to be helped but they just need to know that you care about them . . ."

We learn together

"One can help, and you also learn from the [other] person; the family helps you become a better person, and you give them a little seed. It is like an exchange."

"I explain to my parents that this is a partnership. I'm not going to stand in front of them and teach them the entire time. There are going to be times that they're going to be able to stand in front and tell me what they're getting out of it. There's going to be times that I'm going to ask them, 'Now what do you think? And I want you to be able to give me your honest opinion because we're here to learn from each other. '"

"I'm not a perfect parent by no means whatsoever. I'm learning just as they're learning; this is a journey together."

Parents learn from each other	<i>"I want people to understand . . . this isn't just a regular parenting class. It's a chance for them to meet other African-American families, share their skills, their inheritance, their legacies. They can learn from one another. Because that's what we've gotten away from . . ."</i>
Parents learn new things	<i>"We started with three or four families, I think. And by the last classes, we got to ten or even twelve, I think . . . So I realized that the group grew rapidly . . . because of the information we gave them." "I talked with them about the topic of universities. So, they were very interested, because this is an area that many parents . . . don't start to address, because we think it's 15 or 13 years in the future."</i>
We have a common goal	<i>"I also like the fact that even though we're all people of color, Juntos has his thing that they're doing, Urban League has their thing and NAYA has their thing, but we all have one common goal, and even though we may not teach it the same way, we still get to that same goal . . ."</i>
Problems/ barriers	
More training is needed	<i>"One of the things that everyone said in their training was that we wanted ongoing training, and that hasn't happened. So that's been the hardest part."</i>
Lack of time for planning	<i>"I think more time needs to be dedicated to be able to . . . plan how to reach out to families, because in order to recruit families you need time." "I see the situation was kind of like, we needed to get in and get moving but I also hope that there was a way to kind of mitigate how we got in with how we go, so we are intentional as we go to kind of fill in some of the areas that we didn't get the opportunity to go at that point."</i>
Lack of initial direction	<i>". . . there is a point of time when I didn't know what to do and so I was really slow, I was really kind of stuck, I didn't have what I would say is a clear picture or direction, so I kind of created my own so to speak and when I say that I just made it my business and how would I run my business if this was mine and that allowed me to take off a bit more . . ."</i>
Geographic boundaries	<i>"I have found families that are very interested but can't participate because they aren't within the [geographic] area. So I think that this is something that if it could be opened up a little more, especially in the southeast because there you don't really see programs for Hispanics."</i>
Some schools require more work	<i>"In some schools one has to work . . . a lot more to be able to have contacts, to look for families, to ask for permission . . ."</i>

Sometimes no one has the answer	<i>"I think we are all too busy. It is the only thing I think that sometimes one needs answers to questions and sometimes not even the supervisor knows the answer to that question – but that is all because this is something new."</i>
Discord on teams	<i>CEWs from both programs mentioned discord among team members as an obstacle.</i>
US immigration policy	<i>One CEW mentioned that although the CEWs can share information, families may still face employment instability because of their immigration status. This CEW suggested we need to be working on better immigration policies.</i>
Societal forces opposed to equity	<i>"Our change is so slow and we are fighting really big systems and . . . as soon as we win a long hard victory, it's already innovating on the next opportunity to take advantage of inequities and I think it's constantly [opposing] the change we are trying to make but there are lives in the middle."</i>

Supervision

What works?	<i>"Her way of supervising works well because she doesn't have us imprisoned nor is she watching us all the time. She gives us our freedom . . . so that we can enjoy ourselves and do things in a way that we like, but at the same time she doesn't leave us alone; rather, she looks to see if it's working. And also if we have some doubt and we don't know or we aren't sure how we can do something, she also gives us suggestions."</i>
	<i>"We always trust [the supervisor], about the materials; she tells us what we need, and we communicate with her to be able [to have] the support that we need."</i>
Ways to improve	<i>One CEW commented that a "hands-off" supervisory style initially made her/him uneasy, but "now that I am kind of moving a little bit more, I can see the opportunities to really expand and [that same] supervisory style gives me a lot more latitude to do that.</i>
	<i>Some CEWs felt that they were not receiving all the information they should receive from their supervisors.</i>

Steering Team

What works?	<i>"Well when I attended, I liked it because no matter our race, it was like everyone respected each other, and respected the opinion of each person."</i>
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"I think [the Coordinator] does a good job trying to keep us on target, but I can only imagine how difficult it is to work with 20 different personalities and try to kind of get a singularity kind of focus with all those different folks . . ."

Problems/Ways to improve

Need to talk more about what works

"It would be really nice to hear from the other communities what successes they have had, what changes they have seen in people who have been involved in the program."

More dinámicas

"I still think we need some . . . spicier dinámicas or something. You know I wasn't even a dinámica person at first!"

Formality

"We are kind of stiff"

Treatment of the coordinator

One CEW felt that the coordinator had been attacked in meetings and that this needed to stop. Another felt she had not gotten enough credit for her work.

Changes in CEWs

I am a better person

"It makes you be a better person, it makes you understand people better with the capacitations and your interaction with the families, definitely it changes your life."

Increased confidence

"I can say that for me, I'm able to stand in front of people and talk, and that was like not one of my strongest points. And I can do that and be confident, because this is something that I believe in."

"I'm growing, because before . . . I can honestly say that I would've allowed certain things to just go, and not stand up for myself, or not stand up for what I believe in. And it's not . . . like that anymore for me; like I can say without a shadow of a doubt, this is what I believe, this is how I think, this is what I want to do, and there's no questions about it."

"I feel more capable."

"I discovered that I have other abilities that I didn't know about."

"[I have learned] that I can knock on new doors, that I can advocate for families. Before, I felt a little intimidated to go and look for a resource for a family; if even I needed that resource, then how was I supposed to go ask for that help? Now, for the families yes, I can go, and I feel like I do have the capacity to go and ask for the resource that the family – and I have to look wherever it can be found."

"And because everything happened very fast, that same [dynamic] contributed . . . to motivate me to do it for myself."

". . . before the perspective that I had was that I was a person who worked with my hands, that I didn't use my head so much, right? . . . But, to be able to use my head as much [as I do], I never thought I had that ability."

Increased knowledge and skills

"I'm learning every day; not only I'm learning as a community educator, I'm learning as a community health worker, I'm learning as a person, I'm learning as a parent, I'm learning as a wife. I'm just learning in general that it really truly takes a village."

"I realized that fixing it doesn't always mean I have an answer."

"I didn't know that by the third grade we are setting in motion things that will determine a person's life."

"In addition now on the computer . . . I am doing things I didn't know how to do, that I learned for myself, making documents, attaching photos in the documents. Things that . . . before I didn't know how to do and I think that now, thanks to this [program], I am achieving."

Increased motivation

"I think one of the things that it has done for me is kind of . . . given me some more anxiety to deliver this message and . . . and to deliver a quality product to these families so they can really use [it]."

New aspirations for children

"I realized that in the community where I live . . . last year, the children who graduated from the High School, from . . . the whole neighborhood of Hispanics, I think only one or two went to the university . . . and, of the twenty who I think completed, they are working in McDonald's . . . Some now drink a lot . . . they use . . . drugs . . . So, and more than anything . . . it's the kind of work they have. With wives, with husbands, and going back to live with mom and dad in an apartment. So, I realized that I do not want that for [my son]."

“As I understand it, there are like 28,000 students at [PSU] . . . And how did those 28,000 get to the university? I don’t know how they got there, but what I want is that among those 28,000, I want one of them to be my son . . . I don’t know how they got there. But they are human beings. They are not from Mars.”

Additional things
CEWs would like to
learn

Computer skills	<i>“One of the things I want is to improve my knowledge of how to work on the computer.”</i>
Home visiting skills	<i>“And another thing that I would like is . . . to have a more specific capacitation about home visiting. Because I feel that in the groups . . . we are doing well . . . but the visits are new.”</i>
Child abuse reporting	<i>One CEW expressed a desire for training on how to share the mandatory reporting requirement early in a relationship with families in such a way that it does not impede trust.</i>
Ways to encourage families to express themselves	<i>“There are some mothers who are very quiet. They don’t like to say things, they don’t like to talk. So it makes me like embarrassed to ask them directly – I don’t know, the truth is I don’t know how to do it.”</i>
Parents as Teachers (PAT) Training	<i>One CEW specifically requested to receive training in the Parents as Teachers curriculum.</i>
Work-life boundaries	<i>“I think [I was up until] midnight last night just doing stuff and I think that most people who engage in this work do [similar] things . . . but if it is to be sustained . . . there has to be a healthy way to engage in the work.”</i>
English language skills	<i>“What I would like to learn is English so that I won’t have any barriers to be able to help the families.”</i>
Information about schools and regions	<i>“[I would like to] have more information about the [geographic] area of the school . . . because that area is new for us . . . The more you know about the area, then you know where to go, the clinics, everything about the schools, to get to know the principals, the vice-principals; I think all of this is necessary to be able – when a family asks you for some support, then you know where to go.”</i>
Disparities	<i>“. . . just continue to educate myself on the impacts of what these disparities look like, what they produce, so that I don’t have to send somebody to another person for an answer.”</i>

Other CEW needs

More activities to do with parents and children

One CEW expressed the need for more educational activities and materials to use with parents and young children, both in classes and in home visits.

Barriers families face

Immigration status

“Most of all it’s because of their status, that they are afraid to approach the clinics – they think that to go ask for food, they think they will be asked about their status.”

Unstable employment

“... work is a barrier ... the majority of the families don’t have a social security number, and they are in a job less than a week and the job is taken away again, and that is an obstacle that I see in the families.”

The impact of trauma

“I think our brothers and sisters have been so traumatized socially that it doesn’t dismiss the behaviors but it certainly helps to embrace people when you can think where they have come from.”

Community Education Worker (CEW) Project In-depth Interview Guide

Introduction

Thank you for agreeing to participate in this interview.

The purpose of this interview is to find out more about your experience in the CEW program. We want to understand your perceptions about the training in which you participated and your experience in the program up to now. We want to hear about any changes you perceive in yourself as a result of the training and/or your work with the CEW program. We want to know about the quality of support and supervision you receive in your individual program. And finally, we want to get your thoughts on the Steering Committee and how it is functioning.

Your answers will be completely confidential. I will not report your answers in a way that you could be identified without your permission. You do not have to answer any questions you don't want to answer and you can stop the interview at any time.

I would like to tape record this interview. That way, I will have a record of exactly what you said. A paid transcriptionist will type up the interview. That person is covered by the same confidentiality requirements that I am. Is it okay if I turn on the tape recorder? [If yes, turn on the tape recorder].

Your experience of the training

Okay, first I would like to ask you some general questions about the training that took place back in the summer.

1. What did you like about the training? [Probe: Were there particular aspects of the training that were helpful to you – that enhanced your learning, made you feel good, changed the way you think about things, etc.]
2. What did you NOT like about the training? [Probe: Were there particular aspects of the training that were NOT helpful to you – that impeded your learning, made you feel bad, made you bored, etc.]

Your experience of the CEW Program

Now I want to ask some questions about your experience in the program.

7. In your own words, what is the purpose of the CEW Program?
8. How does the CEW Program work to achieve this purpose?
9. What could we be doing differently to better achieve our purpose?

Attachment A

Your own growth and development in the program

CHW and CEW programs are intended to build the capacity of the CHWs or CEWs themselves. Therefore, I'd like to ask some questions about your own growth and development since you took on this role.

3. Are you aware of any changes in yourself as a result of your involvement in the CEW Program? [Probe: You might also mention changes you perceive in your family.]
4. What are you learning about yourself in the course of your work as a CEW?
5. What is the "growing edge" for you in this work? [Probe: What do you need to focus on in order to continually improve your work?]
6. Have you engaged in any professional development activities since becoming a CEW? If yes, what activities? [Probe: Have you pursued additional training? Have you returned to school or other formal education program?]

Support and supervision

Now, I'd like to ask a question about the support and supervision you receive in your individual program.

7. How would you describe the support and supervision you receive in your individual program? What works about it? What does not work so well or what could be improved?

Steering Team

Now, I'd like to ask about your experience on our Steering Team. As you know, the purpose of the Steering Team is to guide the CEW Project so that it can accomplish our goals.

8. What has been your experience on the Steering Team? [Probe: Does everyone feel comfortable to speak up? What do you think about the topics we discuss? Are they the right topics? What about the facilitation?]

Before we end, we'd like to ask you one last, very important question.

9. Is there anything else about the program that you would like to tell me?

Conclusion

We have asked you a lot of questions. Do you have any questions for me, about the CEW Program or anything else?

Thank you very much for sharing your time and your opinions with me. I want to remind you again that we will do all we can to protect your confidentiality and your individual answers will not be shared with anyone else. Your answers will be very important for us and others as we try to improve the CEW Program. Please feel free to call me if you think of anything else you want to say or have any other questions.

Community Education Work			
Early Learning Multnomah			
August 2014-July 2015			
Submitted by Community Capacitation Center		MCHD	Jul-15
CBO	# of Families	# of Adults	# of Children
Latino Network Total	33	60	51
One on One sessions -duplicate	155 Tot		
Developmental Screenings	0		
Families attending classes	24	44	34
Class sessions -duplicated	135		
Unenrolled families attending classes	5		
Race/Ethnicity			
Hispanic		55	45
Unknown		5	6
Urban League Total	28	31	36
One on One sessions -duplicate	72		
Developmental Screenings	3		
Families attending classes	25	28	33
Class sessions -duplicated	77		
Unenrolled families attending classes	28		
Race/Ethnicity			
African		2	
Black		21	28
2+ Races		2	1
Unknown		6	7
NAYA TOTAL	1	1	1
One on One sessions -duplicate	0		
Developmental Screenings	0		
Families attending classes	0		
Class sessions -duplicated	0		
Unenrolled families attending classes	2		
Race/Ethnicity			
Native American		1	1
Unknown			
CEW PROJECT TOTAL	62	92	88