

OCF P-3 Cross-Site Executive Summary: Year 2

Systems

In Fall 2015, 98 key stakeholders responded to a survey focused on understanding the quality and nature of collaborations that are currently in place for 10 prenatal-grade 3 (P-3) initiatives across Oregon, compared to 92 respondents in Year 1. Stakeholders increasingly reported that collaboratives were functioning better in Year 2, compared to Year 1. All domains measured showed growth in terms of respondents who “Strongly Agreed” that their collaborative was doing well in each area. Respondents (%) strongly agreed that their P-3 collaborative group was doing a good job in the areas of:

- Building relationships (36% in Year 2 compared to 33% in Year 1)
- Establishing leadership (35% in Year 2 compared to 26% in Year 1)
- Communicating within the collaborative (33% in Year 2 compared to 30% in Year 1)
- Developing a shared vision and identifying strategies (33% in Year 2 compared to 20% in Year 1)

Significant improvements were reported in the areas of clearer goals and vision and focus on P-3 outcomes. Substantial improvements were also reported in the areas of continuous program improvement and data use and emphasis on sustainability. However, respondents were still generally less confident about how their collaborative was doing in the areas of sustainability, strengthening systems through service integration and coordination, achieving P-3 outcomes, and establishing and clarifying roles and responsibilities of members.

Early Learning Providers & K-12 Teachers

Three P-3 sites in Year 2 administered a shared professional development (PD) outcome survey at the end of professional development series that involved early learning with K-12 staff and was implemented through their P-3 project. The PD outcome survey was designed as a retrospective-pre/post survey to assess participants’ level of confidence, knowledge, and skills related 8 cross-sector (early learning and K-12 systems) indicators.

A total of 12 early learning providers and 3 K-12 teachers completed PD outcome surveys in Year 2 for three shared PD series, including “Growth Mindset” in Crook County, “Science Technology Engineering Arts Math [STEAM] Instruction” in Lincoln County, and professional learning teams in Pendleton. The areas where early learning providers reported the greatest improvements (% “Strongly Agree”) were related to:

- Understanding what kindergarten teachers expect from children (92% after series, 42% before)
- Understanding what kindergarten teachers expect from families (58% after series, 8% before)
- Having the skills and tools needed to support children and families transition to kindergarten successfully (67% after series, 33% before)

The areas where K-12 teachers reported the greatest improvements (% “Strongly Agree”) were related to:

- Feeling that spending time with early learning providers is useful to their work (33% after series, 0 before)
- Learning a lot by having the opportunity to interact with early learning providers (33% after series, 0 before)
- Understanding the kinds of child care and early learning experiences children in the community have before they start school (33% after series, 0 before).

Parents/Caregivers & Children

Incoming Kindergarten Parent/Caregiver Survey

In Fall 2015, 1,895 parents/caregivers of entering kindergarten children responded to a survey conducted as part of the ongoing community needs and resource assessment process in 10 prenatal-grade 3 (P-3) initiatives across Oregon.

Respondents represented 71% of the parents/caregivers in participating schools, a 4% increase in the response rate over Year 1. Survey results showed:

- A significantly larger percentage of respondents in Year 2 (53% compared to 48% in Year 1) reported that their child participated in Head Start and/or center-based preschool prior to kindergarten;
- While more families reported more books in the home, a significantly smaller percentage of respondents in Year 2 (29% compared to 33% in Year 1) reported reading to their child daily, falling considerably below the national average (55%);
- Exceeding the national average of 70%, 73% of parents in Year 2 reported that they expect their child to achieve a Bachelor's degree or higher;
- Overall, a statistically significantly larger share of respondents were positive about their child's school climate, including feeling welcome at the school (80% compared to 76% in Year 1), hoping to talk with their child's teacher on a weekly basis (55% compared to 51% in Year 1), and hoping to attend all school activities such as parent-teacher conferences, special events, and field trips (74% compared to 67% in Year 1);
- New survey items in Year 2 related to parent leadership, suggest that a majority of parents (61%) are confident they have the skills to be a parent leader, but only 18% have a strong desire to be in a leadership role with the school.

Families who reported speaking a home language other than, or in addition to, English generally reported doing early developmental supportive activities less frequently at home, having lower expectations for communication with their child's teacher, and feeling like they had fewer leadership skills, suggesting that targeted strategies to reach families who speak languages other than or in addition to English may be beneficial.

Kindergarten Transition Parent/Caregiver Outcome Survey

Three P-3 sites in Year 2 administered a kindergarten transition (KT) parent/caregiver outcome survey at the end of a kindergarten transition series that was implemented through their P-3 project. The outcome survey was designed as a retrospective-pre/post survey to assess participants' level of confidence, knowledge, and skills related to 10 kindergarten readiness indicators.

A total of 32 parents/caregivers completed KT outcome surveys in Year 2 for three KT series, including "Kindergarten Smart Start" in Jackson County, "K Welcome Night" in Lincoln County, and "Summer Learning Series" in North Douglas P-3. The areas where parents/caregivers reported the greatest improvements (% "Strongly Agree") were related to:

- Feeling confident in knowing how to promote their child's reading and math skills at home,
- Feeling prepared to help their child enter kindergarten,
- Feeling confident talking to their child's teacher, and
- Reporting that their child feels comfortable at the school.

Implications for Year 3

Collaboration Survey results from Year 2 suggest that in Year 3, many sites might benefit from technical assistance related to helping engage in discussions to clarify roles and responsibilities, to focus work in the upcoming year on integrating systems and services, address issues of equity, strengthen key P-3 outcomes, and plan for sustainability. Sites may also benefit from additional technical assistance to continue engaging a broader range of stakeholders, especially family members and early learning providers.

Results of the parent/caregiver continue to suggest the need for coordinated efforts to increase parents' involvement in supporting learning at home, as well as increased access to quality early learning environments, delivered using strategies that meaningfully engage communities of color and communities who speak languages other than and/or in addition to English.

Although results of the PD and KT outcome series show promising improvements among participants, the P-3 project could benefit from sites increasingly implementing series-based approaches for shared professional development and kindergarten transition activities. This could support professionals and families to increasingly adopt new practices, as well as demonstrate which outcomes are most impacted by P-3 activities in these areas.