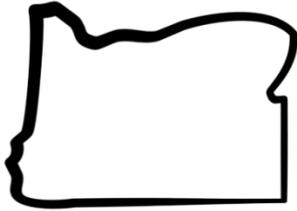


# Prenatal to Grade 3 Alignment Year 1 Summary

## P-3 Grantee Communities

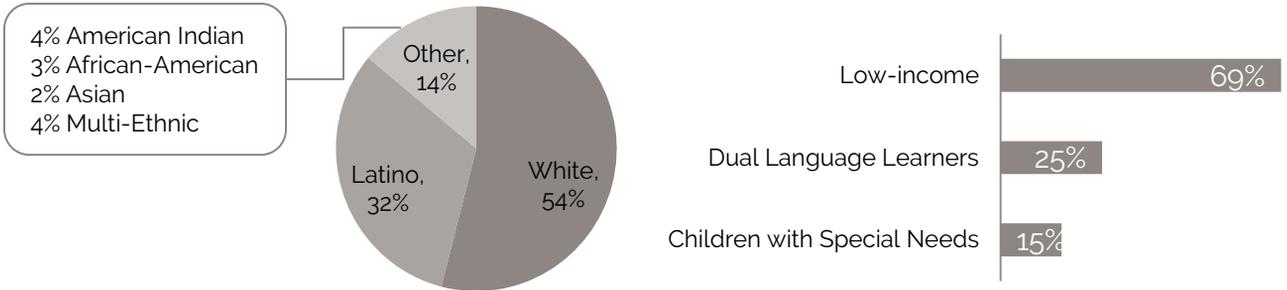
P-3 grantees represent rural and urban communities across Oregon.



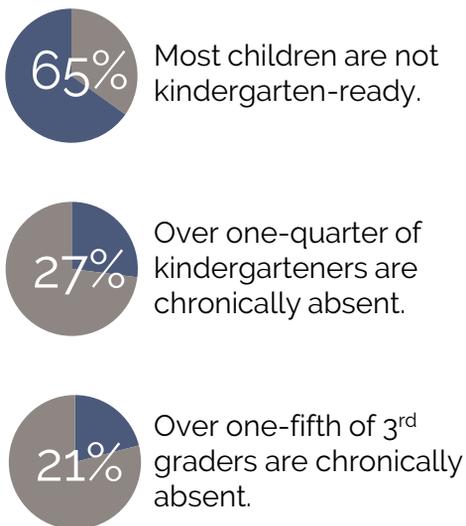
Clatsop County  
 Crook County  
 Lincoln County  
 Medford  
 North Lake

Northern Douglas County  
 Pendleton  
 Polk County  
 Portland  
 Salem-Keizer

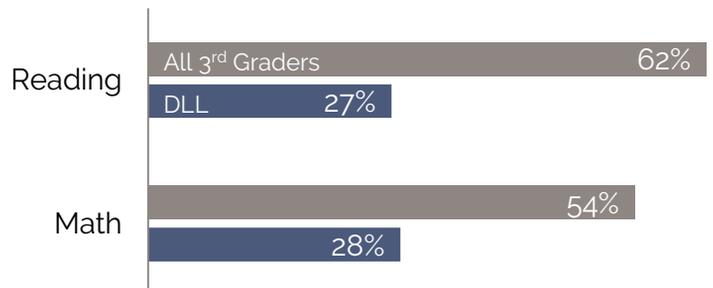
The grantees are serving a diverse population of students.



Students in grantee communities are struggling to reach educational benchmarks.



Just over half of all third-graders and less than a third of dual language learners are meeting benchmarks.



*This initiative is supported, in part, by the Lora L. and Martin N. Kelley Family Foundation Trust, The Ford Family Foundation, and OCF donor advised funds.*

## P-3 Grantee Activities To Date

All sites focused attention on



Professional Development



Alignment of standards across the early childhood and K-3 systems



Relationship Building

*For example: To improve communication between the early childhood sector and K-12 system, the Lincoln County project has kindergarten teachers visiting community-based preschools and child care centers.*

All sites strengthened relationships with families through



Early kindergarten registration



Enhanced communication with teachers



Transition to kindergarten programs



Family literacy nights

*For example, sites have created:*

- *Playgroups for very young children where there is limited opportunity*
- *"Jump Start" workshops for incoming kindergarteners and parents*
- *Food pantries co-located in schools*

Other activities depended on local priorities.



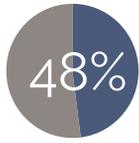
6 projects began the process of developing integrated data systems. For example, some sites are sharing data between school districts, Head Start, and other early childhood programs.



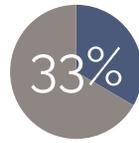
6 projects increased access to early childhood services, including early childhood screenings and referrals, promotion of literacy and library programs, and home visits.

# Characteristics of P-3 Grantee Kindergarten Families

A majority of incoming kindergarteners lacked school-readiness experiences.

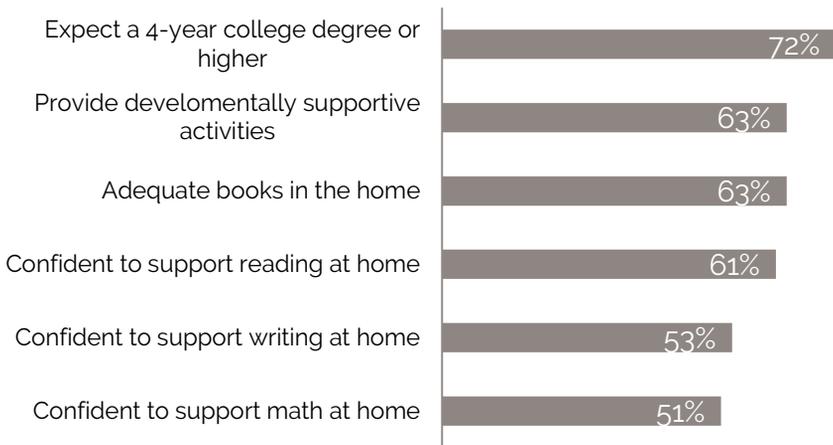


Fewer than half of the children had center-based preschool experiences



Only one-third of parents read to children daily

A majority of families supported learning at home in other ways.



English language learners may need more support at home for early learning, as English-speaking and White families were more likely to:

- Enroll their children in preschool
- Read daily
- Have books at home
- Provide developmentally supportive activities
- Expect their children to graduate from college

P-3 Grantees report that family engagement is a challenge but also a key to success.

Needed strategies for improving school readiness:

- More parent involvement in student learning
- Increased parental understanding of kindergarten expectations
- Stronger relationships between families and schools

*"[Parents] need access to resources... They need tools and strategies to work with kids at all ages and stages, parents need to have those tools to talk to their kids."*

Barriers to family engagement:

- Poverty
- Family discomfort and stigma
- Family lack of awareness of school activities
- Schedule conflicts
- Language and cultural differences

*"There's a level of poverty here...how do we find a way to work with [parents] and have them feel involved when they're struggling with so many other things?"*

**Despite these challenges to parent engagement, most parents (of all race/ethnicity and home language groups) report feeling welcome at their children's schools. However, White parents are significantly more likely to report feeling welcome than other parents.**

## P-3 Grantee Cross-Systems Collaborations

All grantee leadership teams have representation from early childhood education and the K-12 system.

- 8 have representation from child care.
- 6 have representation from home visiting programs.
- 6 have public sector representation.
- 3 or fewer have cultural advisors, representation from the substance abuse or mental health systems, or representation from the faith community.
- 1 has a parent representative.

During Year 1, grantee teams prioritized strengthening relationships, improving communications, and establishing leadership.

However, some team members stated that more work needs to be done regarding role clarification, work planning, and service integration.

*"We just need time to sit down and look at the data and come up with a clear plan on how to move forward."*

Most grantee team members felt that there was a shared vision within the team, but also felt that the early learning and K-12 systems have differing focus areas.



The early learning system was seen as focusing on social-emotional development.



The K-12 system was seen as focusing on developing academic skills.

Team members stated that a shared P-3 vision needs to be communicated to the larger community.

While the P-3 vision was clear within leadership teams, this clarity may not extend beyond the teams.

*"There are some key members of the community who are unaware of the vision and the vision hasn't been clearly articulated outside the original members of the planning team."*