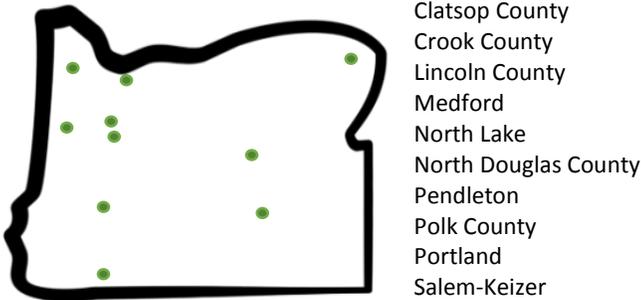


OCF P-3 Year 3 Evaluation Highlights

Ten prenatal-through-3rd grade (P-3) collaboratives funded through the Oregon Community Foundation began implementing P-3 strategies in Spring 2014.

OCF P-3 communities included rural and urban communities across the state



Projects were funded for 3 years and included evaluation components to measure change at the Systems, Teacher/Provider, and Family levels. This brief describes highlights from evaluation findings across the three-year project.

Systems

Key stakeholders involved in OCF P-3 collaboratives across Oregon were invited to participate in an electronic survey in Fall 2014, 2015, and 2106, focused on understanding the quality and nature of the P-3 collaborative. Collaboration Survey respondents represented early learning, K-12, family support programs, funders, local government, health care, faith-based organizations, parents/caregivers, and funders.

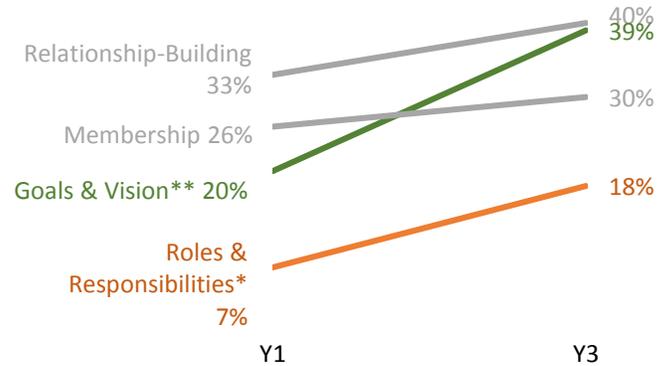
Nearly 100 stakeholders participated in the Collaboration Survey each year of the project and an increasingly larger share are staying involved with P-3 work over time.

	Number of respondents	% respondents involved in P-3 work for 3 or more years
Y1	92	12%
Y2	98	24%
Y3	91	54%

P-3 collaborative work represents a substantial investment of stakeholders' time, with most (64%) participating in meetings at least monthly. In each year of the project, an increasingly larger share of respondents Strongly Agreed that their P-3

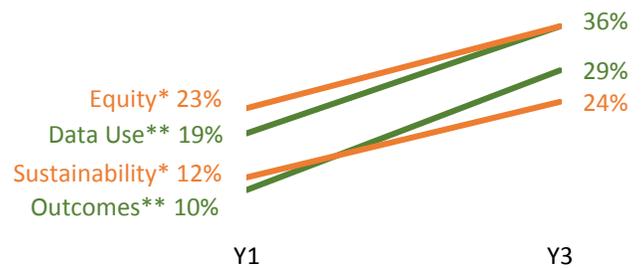
collaborative was functioning effectively across 12 domains assessed.

By Year 3, a significantly larger share of Collaboration Survey respondents Strongly Agreed that their P-3 collaborative had clearly-articulated goals and vision, and members had a clear sense of their roles and responsibilities.¹



More respondents Strongly Agreed that their P-3 collaborative improved in the areas of communication, leadership, decision-making, and systems coordination from Year 1 to Year 3 but this was not statistically significant.

By Year 3, significantly more respondents Strongly Agreed that their P-3 collaborative was addressing issues of equity, using data to guide decision-making, blending funding, and advancing P-3 outcomes through their work.



Early Learning Providers & K-3 Teachers

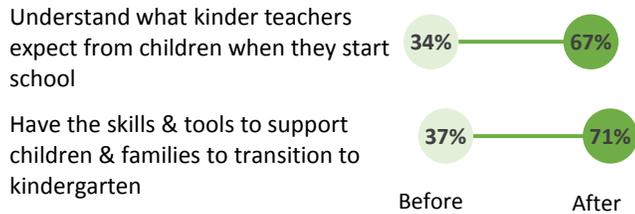
Six P-3 sites in Year 3 administered a shared professional development (PD) outcome survey at the end of professional development series that involved early learning with K-3 staff and was implemented through their P-3 project. The PD outcome survey was designed as a retrospective-pre/post survey to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

¹ *p<.05, **p<.01.
v. 4/5/2017

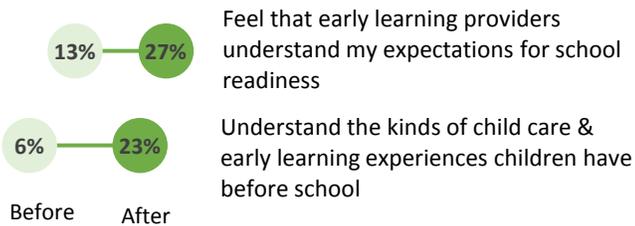
related 6 cross-sector (early learning and K-3 systems) indicators.

A total of 38 early learning providers and 80 K-3 teachers completed PD outcome surveys in Year 3 for 8 shared PD series including professional learning communities, Ready for K workshops, cross-classroom observation and conversation, Trauma-Informed Care, and inclusionary care workshops.

Early learning providers reported large gains in two areas, comparing how much they Strongly Agreed before and after participating in Shared PD.



In contrast, K-3 teachers reported smaller gains in the extent to which they Strongly Agreed with the following areas before and after participating in Shared PD.



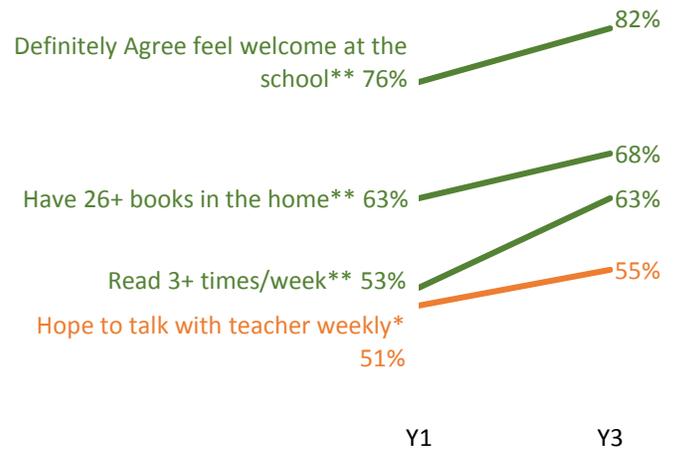
Parents/Caregivers & Children

Incoming Kindergarten Parent/Caregiver Survey

Incoming kindergarten parents/caregivers were invited to participate in an annual survey at OCF P-3 schools. This represented 1,783 families in Fall 2014 (67%), 1,859 families in Fall 2015 (71%), and 1,629 families in Fall 2016 (62%).

Although it was not an OCF P-3-funded strategy, significantly more families reported that their child had participated in center-based preschool or Head Start in Year 3 (58%), compared to Year 1 (48%).

By Year 3, a significantly larger share of incoming kindergarten parents/caregivers also reported they felt more welcome at the school, had more books in the home, read at least 3 times a week or more often, and hoped to talk with their child's teacher at least weekly.

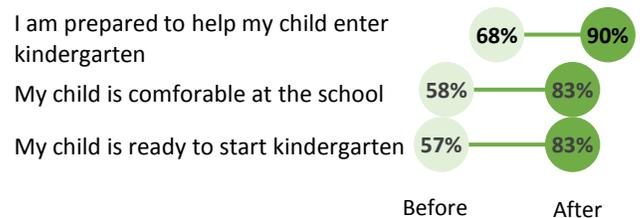


Family Engagement Parent/Caregiver Outcome Survey

Six P-3 sites in Year 3 administered a family engagement (FE) parent/caregiver outcome survey at the end of family engagement series that were 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 9 kindergarten readiness indicators.

A total of 159 parents/caregivers completed FE outcome surveys in Year 3 for 18 FE series, including kindergarten transition programs, family engagement workshops, and parent-teacher home visits.

More families Strongly Agreed they and their child were ready for kindergarten after participating in the FE series.



Implications for Future Work

The OCF P-3 project has helped communities lay and strengthen a foundation for P-3 systems coordination and early indicators of implementation success. These include stronger collaboratives that guide and coordinate strategies, child and family school readiness and success supports, and shared professional development between early learning and K-3 systems. At the statewide level, P-3 collaboratives will benefit from continued investment to deepen communities' work to increase alignment between family engagement and instruction in early learning and K-3 systems to promote school readiness and success for all of Oregon's children.