



# Eight Years of Kindergarten Readiness Partnership and Innovation: Key Findings and Future Directions

Prepared by

**Portland State University**  
Center for Improvement of Child and Family  
Services

Submitted to

**Oregon Early Learning Division**

February 2023

# Introduction

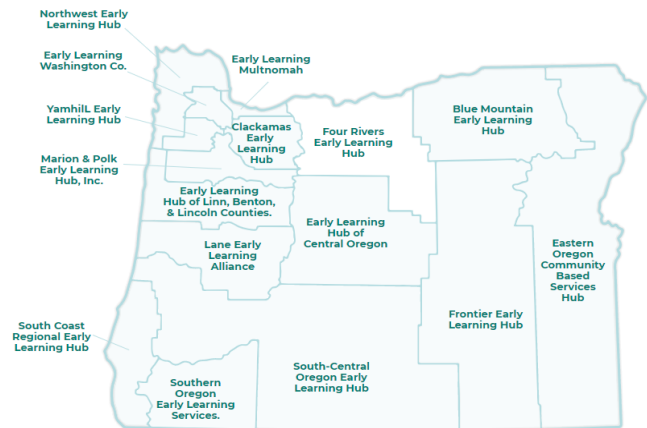
## History of KPI

Oregon’s Kindergarten Readiness Partnership and Innovation Fund (KPI) was first authorized in legislation in 2014 as a means to support innovative and community-driven work aimed to improve children’s school readiness and reduce achievement gaps for those children and families facing the most significant systemic and other barriers to school success.

KPI uses a framework for improving child and family outcomes known as the Prenatal-to-Grade 3 (P3) approach.<sup>1</sup> The P3 approach is based on the assumption that individual interventions or programs, no matter how effective, are necessary but not sufficient to create sustained improvements in children’s school success. Instead, the P3 approach seeks to build a system of aligned, coordinated support from birth through third grade (and ultimately, beyond) that includes the family as a key partner. Third grade is seen as a key benchmark based on the existing research that children who meet academic standards for reading and mathematics in third grade are much more likely to be successful in school and to graduate from high school<sup>2</sup>.

To achieve these goals, the Oregon Early Learning Division (ELD)<sup>3</sup> provides funds to the state’s 16 Early Learning Hubs (“Hubs”)<sup>4</sup>, which are given

Figure 1. Oregon Early Learning Hub Map



considerable local flexibility to implement innovative approaches (often blending and braiding other funding sources) in one or more of the following areas:

- **Supporting kindergarten readiness** skills and smooth transitions to kindergarten;
- **Increasing family engagement** in children’s learning and connecting families and schools as well as families with each other;
- **Providing professional development** to early learning and/or elementary school professionals to improve knowledge and skills; and/or
- **Increasing alignment, connection, and collaboration** in the overall prenatal to Grade 3 (P3) system.

<sup>1</sup> Kauerz, K., & Coffman, J. (2019). Framework for planning, implementing, and evaluating p-3 approaches. Downloaded from <https://nationalp-3center.org/resources/framework-for-planning-implementing-and-evaluating-p-3-approaches/>.

<sup>2</sup> Ensminger, M. E., & Slusarcick, A. L. (1992). Paths to high school graduation or dropout: A longitudinal study of a first-grade cohort. *Sociology of education*, 95-113.

<sup>3</sup> This report references Kindergarten Readiness history and data submitted to the Early Learning Division in February 2023. The Early Learning Division (ELD) has since, as of July 1, 2023, transitioned under the new Department of Early Learning and Care (DELIC). The Department of Early Learning and Care (DELIC) is a new Oregon state agency that supports the development and well-being of all Oregon children and ensures families in every corner of the state have access to high-quality early learning and care. DELIC also supports child care professionals by providing technical assistance, professional development opportunities, business services, licensing, grants, and other resources. For this report and with respect to the timeline referenced in its pages, we will recognize the Early Learning Division with its historical title.

<sup>4</sup> Note that original state funding for KPI did not go through the Early Learning Hubs, and was sometimes provided directly to school districts and other community partners. This funding strategy shifted in FY2016 in an intentional effort to leverage the role of the Early Learning Hubs in strengthening early learning systems.

In the 2022 Rules Advisory Committee process, the purpose of KPI was further refined to specifically support kindergarten readiness for children who are “at risk” and require that KPI funds be invested in “resources for priority populations.” The rule-making process went beyond the legislative criteria to say that the purpose of KPI funds is to support successful kindergarten transition by building cross-sector system alignment between early learning and K-12 using strategies designed to:

- **Facilitate shared professional development** for early learning and care professionals and kindergarten teachers;
- **Promote shared understanding** of culturally responsive and developmentally appropriate programming between early learning and kindergarten;
- **Strengthen alignment of education standards** between early education and kindergarten; *and/or*
- **Strengthen alignment of teaching and guidance practices** between early learning and care professionals and kindergarten teachers.

Alongside the legislative mandate and evolving rules and contractual language, the state has undertaken two major collaborative and iterative processes to elevate, centralize, and strengthen equity and systems change in the state systems supporting Oregon’s families with young children. The first collaboration was in the process of developing [Raise up Oregon](#): A Statewide Early Learning System Plan 2019-2023 (RUO), which is a statewide cross-sector plan that spans the services designed to support young children and their families provided by the Early Learning Division (ELD), Department of Education K-12, Oregon Health Authority, Oregon Department of Human Services, and the Oregon Housing & Community

Services Department. RUO specifies the strategies and supports needed to ensure that the early learning system makes progress toward the ELD’s system goals outlined in the statute:

- Children Arrive Ready for Kindergarten
- Children are Raised in Healthy, Stable, and Attached Families
- The Early Learning System is Aligned, Coordinated, and Family Centered<sup>5</sup>

The first of the five core values outlined in the RUO roadmap is “embed equity throughout.” The plan also articulates a central equity goal, specifically that income, race, and zip code are no longer predictors of experiences, opportunities, or outcomes for children and families.

A second collaboratively developed document that provides a roadmap for working towards early learning systems change is the Hub Theory of Change, developed by the ELD in 2020.<sup>6</sup> This document is grounded heavily in RUO and includes the essential elements, goals, and objectives directly related to successful and effective Hub work. The first tenant of effective Early Learning Hubs is a “shared vision pursuing equity.”

There has always been an intentional focus on equity embedded within KPI and broader Hub work, and this is reinforced, albeit in a broad theoretical way, by these three guidance documents. However, the approach each Hub takes to reach its regionally defined equity goals can vary.

Since its inception in 2014, KPI has had an ongoing statewide evaluation conducted by Portland State University’s Center for Improvement of Child and Family Services (CCF). The purpose of this report is to provide an overview of the past eight years of KPI evaluation work, with the goal of both documenting the key outcomes achieved as well as

---

<sup>5</sup> The Raise Up Oregon full plan and road map can be found here: <https://oregonearlylearning.com/raise-up-oregon>.

<sup>6</sup> The Hub Theory of Change is not currently available online. Please reach out to the Early Learning Division to access this document.

the lessons learned along the way. Finally, we hope to begin to explore how both the KPI funding stream and its associated evaluation can best continue to serve Oregon children and families.

## Data Collection Tools Used Over the Years

Throughout the evaluation process, the CCF research team continually worked with the ELD and Hub partners to revise, refine, and make changes in the data collection tools and procedures to better reflect activities and strategies being used by Hubs and to streamline reporting and data collection systems. In that time, different types of data have been collected to:

- Inform Hub-level programmatic implementation,
- Document the successes, challenges, and impact of KPI programming across Hubs,
- Document innovative strategies and support the dissemination and adoption of successful practices, and
- Look at broad trends and needs across the Hub system.

Below, we describe the major categories of data that we have collected over the years, as well as a high-level review of changes in data collection.

### Outcomes Surveys

Outcomes surveys have been administered for Family Engagement/Kindergarten Transition (FE/KT) and Professional Development (PD) events since 2014. In 2016, the FE and KT tools were combined in response to feedback and the observation that many of the KT programs included a strong emphasis on Family Engagement. The survey uses a retrospective pre/post assessment method in which participants (families or early learning and care professionals or K-12 staff) are asked to reflect on their skills, knowledge, and beliefs related to

either school readiness before and after participating in the FE/KT series or professional alignment after a professional development series. In 2018, PSU convened a committee of Hub staff to review the outcomes survey measures. The committee made small revisions where some items were removed, and only the most useful, as determined by the Hub representatives with ELD approval, were maintained. These surveys are only administered after activities that include a series of 3+ events and are not required or recommended for “one-time” workshops, events, or trainings. See **Appendix A** for the current outcomes surveys. It is important to note that these surveys are meant to capture “high level” outcomes that were identified as common for a diverse array of professional development, family engagement, and

Figure 2: Program Survey Questions

#### Asked of all programs

- Who (unduplicated attendance)
- What
- Where
- When
- Why

#### FE/KT Series

- Who attended?
  - Caregivers, children, both?
  - Priority population(s)?
- Number sessions and length of each session
- Did the program use a structured curriculum?
- Was it culturally-adapted or specific?
- Was it offered in a language other than English?

#### PD Series

- Who attended?
  - ELPS, K-12 Staff, administrators?
  - Priority population(s)?
- Number session and length of each session
- Programmatic focus
- Was it for a priority population or specific to serving a priority population?
- Was it culturally-adapted or specific?

kindergarten transition programs; the diversity of specific interventions and the need for a simple, shared outcomes tool has been an ongoing challenge for the evaluation (discussed further below).

## Program Surveys

In order to streamline Hub reporting requirements and ensure quality data about how KPI funds were being used locally, in 2018, a “KPI Program Survey” was developed. The KPI Program Survey is intended to provide information about the types of activities that KPI funds support across the state. Program Surveys document both multi-session events and one- or two-time events. Hubs are asked to complete these surveys to provide more detailed information about the key characteristics of each program being provided with KPI funds. **Figure 2** shows the information that is collected on all KPI-funded activities as well as the more detailed information provided for a series of events.

While originally, surveys only documented the characteristics of Kindergarten Transition/Family Engagement (FE/KT) and Professional Development (PD) programs, in late 2021, the Program Survey was revised, and an additional survey was created to capture all non-FE or PD KPI funded activities. Examples of other (non-FE/KT/PD) KPI-funded work submitted in 2021-22 include a cross-sector KT planning committee, Ages and Stages Questionnaire (ASQ) software purchases, and an FE/KT marketing plan. This survey was also meant to reduce the burden on the Hubs by replacing other program-related KPI reporting required by the ELD. (Please see Appendix B for the current Program Surveys)

## Case Studies

In addition to collecting ongoing outcomes and program data through surveys, the CCF evaluation team allocated evaluation resources toward a number of case studies. These were focused, mixed-methods evaluations of identified promising innovations and were designed to describe implementation strengths and challenges as well as lessons learned for a small number of promising practices. Specific topics and programs/regions studied through the case studies varied, reflecting emerging issues and areas of interest for the ELD over the years. Please see **Appendix C** for a full list of case studies and KPI reports.

## Statewide Analysis of KPI

The CCF team also conducted two statewide quantitative studies (2017, 2019) to examine the following research questions: 1) whether KPI investments were being made to serve priority populations as intended and 2) the statewide impact of KPI programs on kindergarten readiness as measured by the OKA.<sup>7,8</sup> To answer these research questions, the CCF team created a database including key KPI Program Survey (implementation) data for each implementing school. These data were then linked to information about Oregon Kindergarten Assessment (OKA) data for each school (thus, the analysis was at the school level and not the individual child level). The schools with KPI-funded programming were then matched to comparison schools (non-KPI schools) using a list generated by the Oregon Department of Education (ODE).<sup>9</sup> ODE utilized four demographic variables to calculate school matches: (1) the percentage of students economically

---

<sup>7</sup> Green, B., Patterson, L., Burton, M., Reid, D., & Lambarth, C. (2017) Exploring the Relationship between Oregon’s Prenatal-Grade 3 initiatives and Children’s Kindergarten Readiness: Findings from the 2015-2017 Kindergarten Readiness Partnership & Innovation Evaluation.

<sup>8</sup> Patterson, L., Reid, D., Tremaine, E, Green, B. (2019). Oregon’s Prenatal-Grade 3 Initiative and Kindergarten Readiness: Findings from the 2018-2019 Kindergarten Readiness Partnership & Innovation Evaluation.

<sup>9</sup> <http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Report-Card-Tools.aspx>

disadvantaged; (2) the percentage of students identified as (ever) English Language Learners (ELL); (3) the percentage of students identified as a member of an underserved racial/ethnic group (i.e., all students of color with the exception of students from Asian backgrounds); and (4) the percentage of students identified as mobile during the school year.<sup>7, 8</sup>

### Data Quality and Measure Specificity

In reviewing the high-level findings provided in this report, it is important to note that since the onset of KPI programming and evaluation, consistent and comprehensive data collection has been a challenge. Due to limited funding for the KPI evaluation, the CCF research team provides tools and data-related technical assistance to Hubs, but

both outcome and Program Surveys are collected by Hub staff and/or implementing partners. The Hubs have varying levels of capacity to support and facilitate this data collection and often rely on community-based partners to collect data from participants. Further, the outcomes surveys were developed to capture very broad, high-level program outcomes that were expected to be achieved across a diverse set of specific interventions. Because the evaluation was not resourced to develop tools that were more tailored to individual programs, nuanced information about specific outcomes is generally not captured; further, the tools were an imperfect match to some KPI-funded programming.

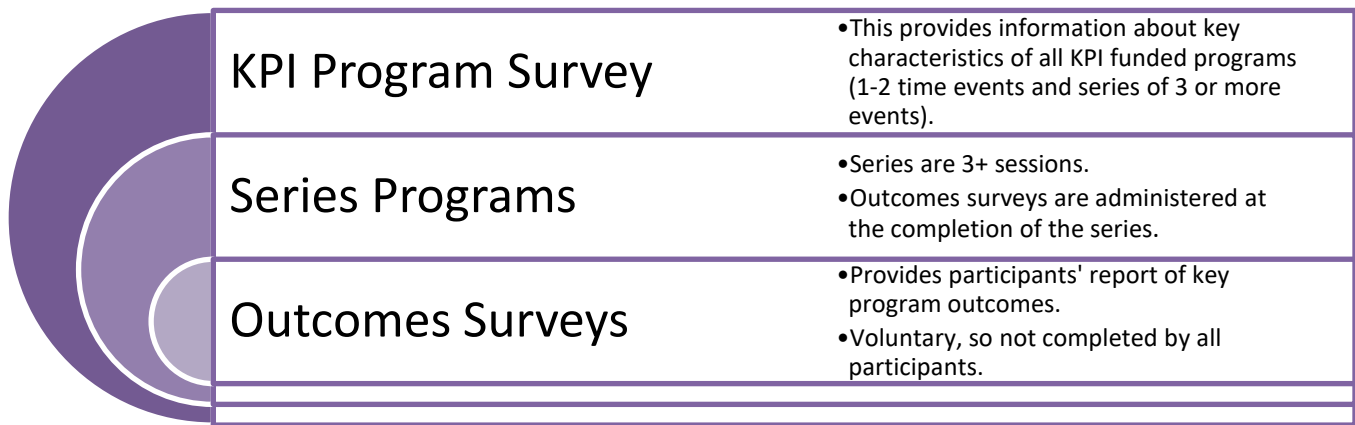
The nuances of data collection and quality will be discussed further later in this report.

# Evaluation Findings

The evaluation findings are presented below for the two program types (FE/KT and PD). Within each program type, we first present the data collected through the KPI Program Surveys, which include attendance and implementation characteristics. This is the most accurate data we have on the population reach of KPI funds. After a review of the

Program Survey data, we present results from the outcomes surveys. It is important to keep in mind that the outcomes surveys were not consistently administered for all KPI programs and, further, that not all program participants completed the survey, so these data reflect a subset of the participants who attended KPI-funded events.

Figure 3: Program Surveys describe the characteristics of the programs being implemented, as well as program attendance. A portion of those programs are series events, where outcomes data is collected.



## Family Engagement and Kindergarten Transition Programs

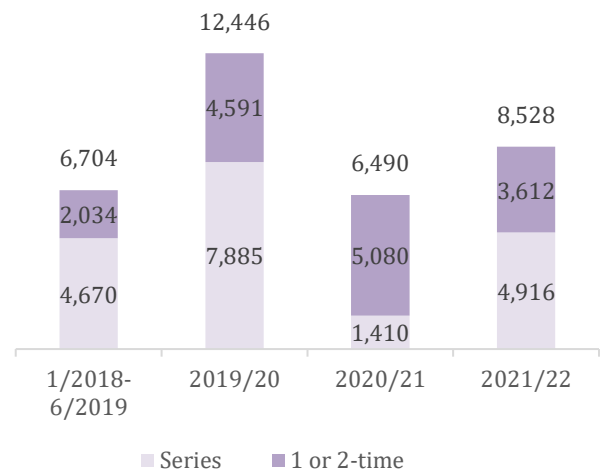
### Program Survey Data – Reach and Design

#### FE/KT Program Reach

Between January 2018 (Program Survey rollout) through June 2022, there have been at least 34,168 children/family members attending KPI-funded Family Engagement and/or Kinder Transition events across the state. Over the four and half years of data collection, this is approximately 7,500 unduplicated families a year. The total number of unduplicated families may be somewhat less, since some families may participate in multiple programs. However, this figure could also be considerably higher, since we know that Program Surveys that track attendance are not consistently completed by Hubs and/or partners. **Figure 4** shows attendance from the start of reporting in 2018. KPI reach was high in 2019, reduced

significantly in 2020 due to COVID, and started to rebound in 2021. The proportion of one- or one-time events increased substantially when the COVID-19 pandemic hit, and Hubs had to reimagine how to meet emergent child and family needs,

Figure 4: FE/KT Attendance Data



primarily through home activity kits and virtual/distance services and programs, while their staff and communities were also reeling from COVID restrictions like stay at home orders, business closures, and illness.

### FE/KT Programs Elements

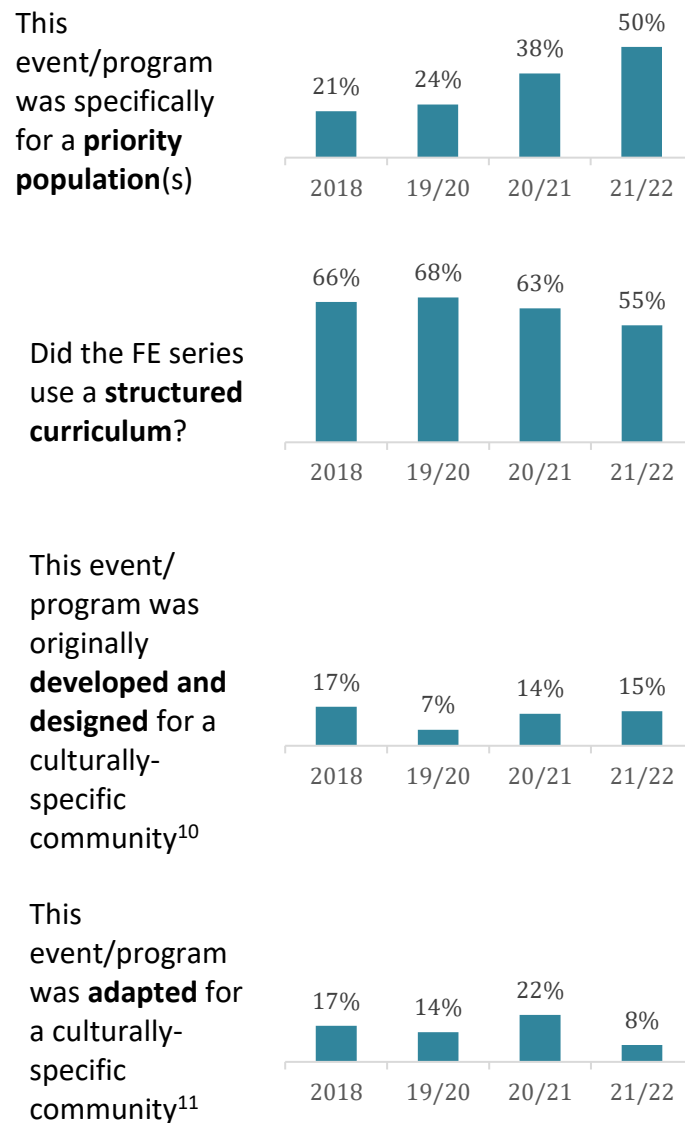
In addition to asking for attendance information, the Program Survey asks several questions about how the program is designed (asked only if the program is a series). See **Appendix B** for the current KPI Program Survey. While considering these data, it is important to remember that the reported individual strategies may be used across several different settings within a given Hub. For example, one strategy might be used across 20 schools with many participants, while a different strategy may only be implemented in one school with a handful of participants. **Figure 5** shows some of the key characteristics of FE/KT programs over the years. These program characteristics emerged through the evaluation process and were defined in partnership between the PSU team, Hubs, and the ELD.

Based on reports from Hub staff and/or community partners, about one-third (34%, n=37) of KPI-funded FE/KT series programs overall have been offered specifically to a priority population since 2018. Most frequently, staff reported that the priority populations were students without PreK/other early learning experiences and/or children and families living in remote rural communities. The proportion of strategies specifically for priority populations has steadily increased since 2018.

The proportion of FE/KT strategies that use a structured curriculum (e.g., Ready! 4 Kindergarten,

Kids in Transition to Kindergarten, Abriendo Puertas) has remained steady over the years, with a slight dip in 2021-22. Since the beginning of KPI, only a few strategies were originally developed and designed or adapted for a culturally-specific community.

Figure 5: Reported characteristics of FE/KT strategies (% Yes)



<sup>10</sup> By "developed," we mean that the program was originally designed for a specific community - e.g., Abriendo Puertas was designed for Latinx parents/caregivers.

<sup>11</sup> By "adapted," we mean that the program was originally designed for one community but materials and content were changed to fit the cultural needs, values, and practices of another community.



## KPI Impact - Outcomes Survey Data

As previously described, KPI FE/KT outcomes surveys are administered after a KPI series (3+ classes/events). In this retrospective pre-post survey, families are asked to reflect on their skills, knowledge, and beliefs related to school readiness before and after participating in the FE/KT series.

**Figure 6** lists some of the measures, and all outcome measures are in **Appendix A**.

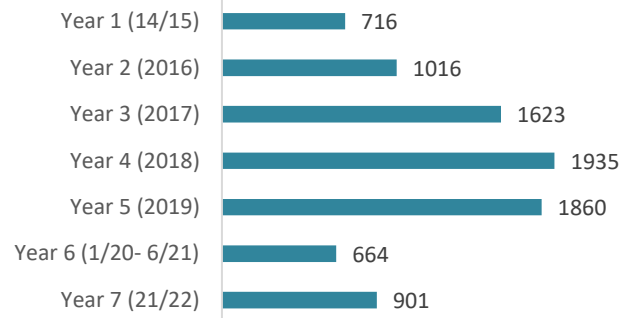
Figure 6: Example FE/KT Survey Items

	I feel confident in knowing how to best promote my child's reading at home.
	I feel confident in knowing how to best promote my child's math skills at home.
	I am prepared to help my child enter kindergarten.
	My child is comfortable at the school.
	I feel welcome at the school.
	My child is ready to start kindergarten.
	My child gets along with other children in a group (shares, take turns, does not hit or argue).

## Outcomes Surveys: Who Attended Multi-Session FE/KT activities?

Since KPI began, almost nine thousand outcomes surveys have been completed by participants and submitted to the evaluation (Figure 7).

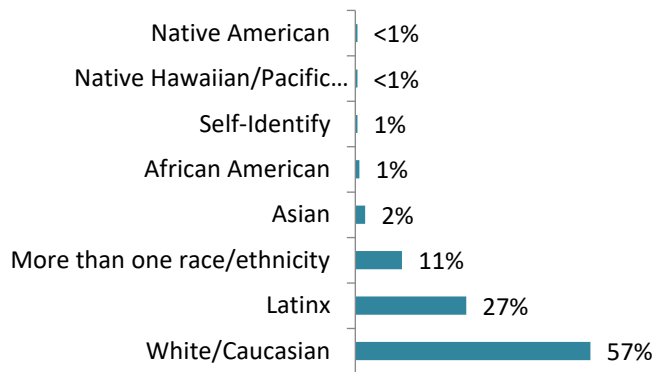
Figure 7: Since the beginning of KPI, 8,715 outcomes surveys have been submitted by OR families.



The racial and/or ethnic identity of KPI program participants is only collected on the outcomes survey. Across the eight years, a little less than half (43%) of the families who participated indicated that their child was a child of color. This is more than the population estimate of Oregon 0-4 children of color (37%), which suggests that KPI dollars are serving children of color at a slightly higher rate relative to the general population.<sup>12</sup> Of the 43% children of color who participated in KPI activities, most identified as Latinx or multi-racial/multi-ethnic. It is important to note that the FE/KT outcomes survey data, while it does provide information about Hubs' success in engaging some specific racial, ethnic, and linguistically-based priority populations, does not speak to other priority populations such as immigrant/refugee or rural families, which may have been identified as important at the local level.

<sup>12</sup> Percent statewide data are from Annie. E. Casey Kids Count Data Center (2021). Child population by race and ethnicity and age in Oregon (ages 0-4), US Census Bureau. Retrieved March 9, 2023 from <https://datacenter.kidscount.org/data/tables/8446-child-population-by-race-and-ethnicity-and-age-group?loc=39&loc=2#detailed/2/39/false/2048/68,69,67,12,70,66,71,13|62/17077,17078>.

Figure 8: Race/Ethnicity as Reported by FE/KT Series Participants from 2016-2022



In addition to these findings from the outcomes surveys, in the two larger quantitative statewide studies, we compared the demographic characteristics of P3 schools to the matched (non-KPI) comparison schools.<sup>6,7</sup> These results showed that KPI-funded schools were significantly more likely to have a larger percentage of economically disadvantaged students, English Language Learners, and Hispanic/Latino children, all groups known to face barriers to accessing high-quality early learning opportunities. This suggests that Hubs were prioritizing investments in schools that may be more likely to be serving these priority populations.

Further, in both years of analysis, we found that KPI-funded schools, on average, had 10% more students who qualified for free and reduced means (i.e., economically disadvantaged) and between 7-8% more students at KPI-funded schools who were English Language Learners and/or of Latino descent than non-P3 schools. This again suggests that KPI investments have been made in a way that prioritized services for children and families most likely to need school readiness support.

### FE/KT Outcomes Survey Findings<sup>13</sup>

Data from the FE/KT Outcome indicate that overall, after participation in FE, parents/caregivers’ perceptions of their own and their child’s school readiness improved across various domains. Key highlights are described below (Figures 9-12).

Figure 9: Percent of parents that definitely feel confident in knowing how to best promote their child’s reading at home before and after the FE/KT series.

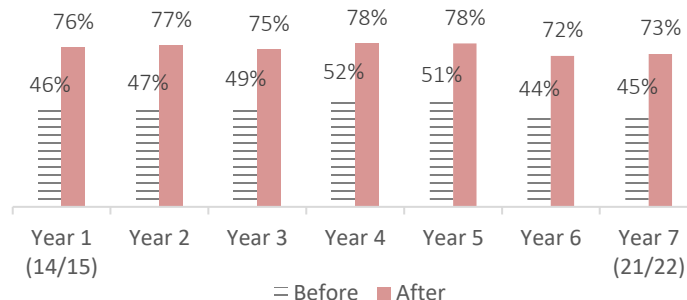


Figure 9 shows the percentage of parents who definitely felt confident in knowing how to promote their children’s reading at home before and after the series is remarkably consistent over the years in the cross-site data. Similarly, Figure 10 shows that the proportion of parents who *definitely agree* that their child feels comfortable at the school is about half before and three-fourths after the FE/KT series year after year.

Figure 10: Percent of parents that definitely agree their child feels comfortable at school before and after FE series.

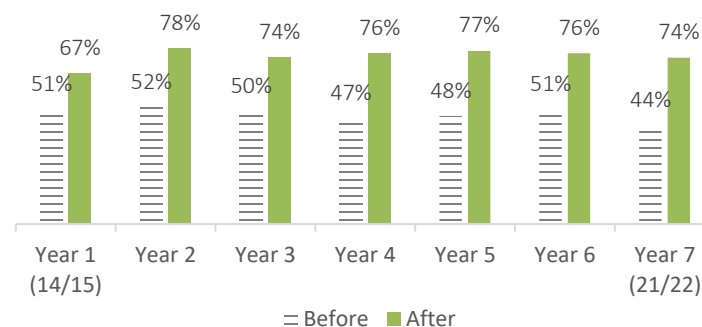


Figure 11 shows that, across the years, the percentage of parents/caregivers who *definitely*

<sup>13</sup> Due to shifts in reporting timeline, all the FE/KT data has been grouped as follows: Y1 (2014-2015), Y2 (2016), Y3 (2017), Y4 (2018), Y5 (7/2019-6/2020), Y6 (7/2020-6/2021), Y7 (7/2021-6/2022).

agree that they feel welcome at the school (Figure 11) increased by 16%-22% for those who participated in FE/KT programs. **Figure 12** shows that over seven years, 78%-87% of the parents/caregivers *definitely agreed* that the information shared in the program was useful.

Figure 11: Percent of parents that definitely feel welcome at school before and after the FE series across years

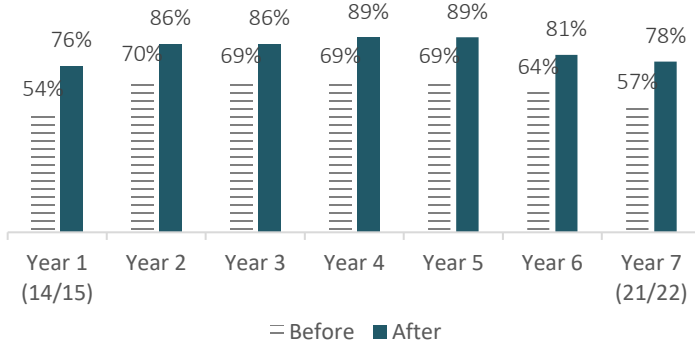
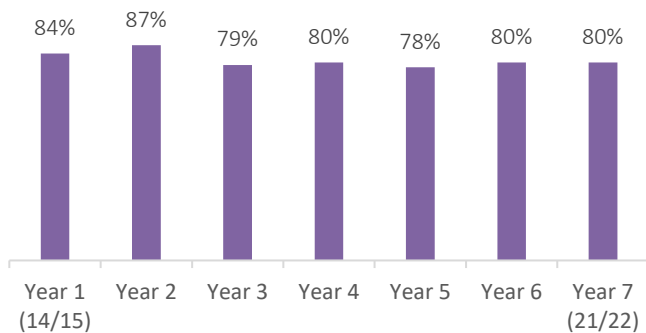


Figure 12: Percent of parents that definitely agree that the information shared in the program was useful across years.



### KPI FE/KT Programs and OKA Scores

As described previously, in 2017 and 2019, we conducted a statewide analysis to evaluate the impacts of KPI programs on children’s scores on the Oregon Kindergarten Assessment (OKA), the standardized kindergarten assessment tool used statewide at that time. These studies compared the average OKA scores of schools implementing KPI-funded programming to a matched group of schools not providing KPI-funded KT/FE services. When reviewing results, it is important to note that other KT/FE type programs funded through other mechanisms were likely to have been provided by at least some of those comparison schools.

In 2017, this analysis provided evidence suggesting that incoming kindergartners in schools that had implemented KPI-funded projects were more prepared for school in terms of early literacy compared to their peers who did not attend a school engaged in KPI-funded work. Specifically, after accounting for demographic differences and prior school-level OKA scores, students in KPI schools identified more upper case letter names, somewhat more (trend) lower case letter names, and knew somewhat more (trend) letter sounds, compared to students in non-KPI matched schools.

In the 2019 report, we examined the association of different characteristics of KPI-funded programs (e.g., whether programs were offered in languages other than English, whether programs used a structured curriculum, etc.) with OKA scores at the school level. The elements of ongoing FE/KT programs that were most strongly related to the OKA are highlighted in **Table 1**. The table is color-coded to highlight the strength of effects on school readiness, such that green indicates a positive association (from dark green for a stronger effect (statistically significant) to light green for a weaker effect (suggesting a trend in the data)) and white indicates that the program element was not statistically related to OKA scores. For example, under the column labeled “Number of ongoing FE/KT programs (second column), the *more* ongoing FE/KT programs offered at the school, the higher students’ tended to score on the OKA measures of knowledge of upper and lowercase letter names and letter sounds. While the overall impact on children’s OKA scores was relatively small, the effects were consistent across the OKA early literacy measures. Children in KPI-funded schools also tended to show higher OKA literacy scores when programs used a structured curriculum.<sup>7</sup>

Finally, findings suggested **that offering FE/KT programs in a language other than English seemed to have the strongest association with early**

**literacy skills overall.** Kindergartners in schools with an FE/KT program offered in a language other than English knew about one letter name and one letter sound more than kindergartners in schools with FE/KT programs in English only. While reasons

for this are unclear, it may be that since students are tested in English only, those that were able to provide dual-language FE/KT programs were more successful in helping students learn these letters.

Table 1: Associations between key characteristics of KPI-funded FE/KT programs and school readiness (OKA) scores.<sup>7</sup>

	More <b>ongoing</b> programs	More <b>culturally-adapted</b> programs	At least one program in a <b>language other than English</b>	More programs using <b>structured curriculum</b>
<i>Upper Case Letters</i>	know more upper case letters <sup>a</sup>	know more upper case letters <sup>b</sup>	know more upper case letters <sup>a</sup>	know more upper case letters <sup>a</sup>
<i>Lower Case Letters</i>	know more lower case letters <sup>b</sup>	--	know more lower case letters <sup>a</sup>	know more lower case letters <sup>b</sup>
<i>Letter Sounds</i>	know more letter sounds <sup>b</sup>	know more letter sounds <sup>b</sup>	know more letter sounds <sup>a</sup>	know more letter sounds <sup>b</sup>

\* The table is color-coded to highlight the strength of effects on school readiness, where green is a positive effect (from dark green for a stronger effect to light green for a weaker effect). White indicates no effect.

<sup>a</sup> Effects are significant at  $p < 0.05$

<sup>b</sup> Effects are marginally significant at  $p < 0.10$

While the results of both these statewide analyses offered support for the effectiveness of KPI-funded programming on students' OKA scores, this type of analysis was not able to be repeated in 2020-21 and beyond for two primary reasons:

1. As more non-KPI schools started to implement kindergarten transition activities, it became increasingly difficult to find appropriate matched comparison schools to duplicate the analysis.

2. Use of the OKA assessment was paused, then discontinued starting in Fall 2021, and is currently being redesigned by ODE and ELD.

Taken together, findings from the self-reported outcomes survey and the more standardized kindergarten readiness skills reflected in the OKA analysis suggest positive benefits from KPI-funded programs in supporting family and child school readiness.

## Shared Professional Development

KPI funding is unique because its focus has always been on bridging work between early learning and K-3. Research suggests that creating smooth transitions and consistent experiences across early learning and kindergarten contributes to student success in 3rd grade and beyond.<sup>14</sup> KPI funds have been used to create opportunities for early learning and early elementary professionals to come together to learn about each other's work

and to participate in shared training and professional development (PD).

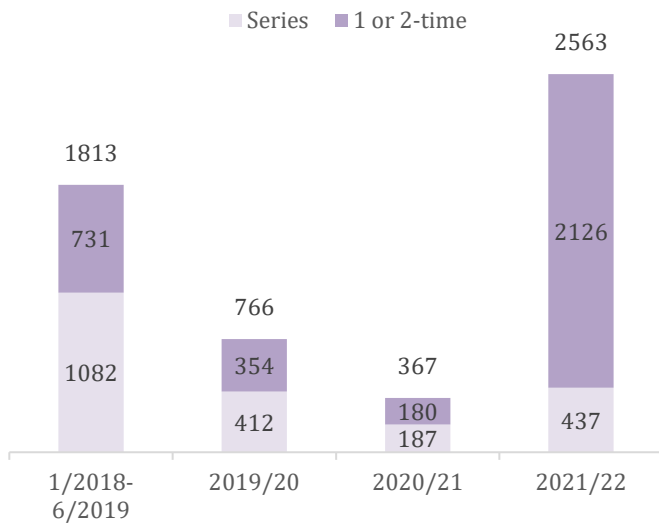
### Program Survey Data – Reach and Design

Since 2018, 105 KPI Program Surveys related to PD have been submitted describing the key elements of shared professional development programs. These KPI-funded programs were attended by as many as 5,509 cross-sector professionals (Figure

<sup>14</sup> Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental psychology*, 41(6), 860.

13). While we believe these to be unduplicated annual counts, a professional may attend more than one KPI-funded PD event in a calendar year. In the most recent data, the number of 1- or 2-time events went up dramatically; notably, however, these events largely do not seem to be **replacing** multi-day series, which continued to be offered at a relatively high rate. This increase is likely due to the availability of online training due to the pandemic and reducing barriers to access.

Figure 13: 5,509 cross-sector professionals attended KPI-funded PD events since 2018.<sup>15</sup>

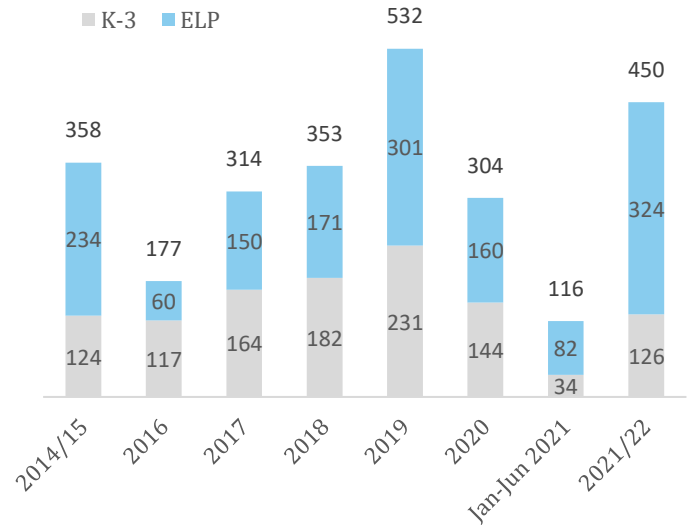


### KPI PD Outcomes Survey Data

Since KPI began, 2,604 PD outcomes surveys have been completed by a subset of program participants. The highest submission year was in 2019, when surveys were submitted for 532 participants. It is important to note that the outcomes data findings represent only a small portion of KPI-funded PD opportunities; while Program Surveys show an average reach of KPI-funded PD of 1,260 professionals/year, outcomes surveys were completed by significantly fewer participants. Thus, it is clear that outcome data

were not collected for many of the KPI-funded PD activities.

Figure 14: Since the beginning of KPI, 2,604 PD outcomes surveys have been submitted by early learning and care professionals and K-12 staff. Breakdown by year and role are presented below.<sup>16</sup>



Over the years, these investments in shared learning have shown promising results in creating intentional pathways from early learning to kindergarten and elevating the importance of social-emotional learning – the essential skills children need to be successful. These findings are summarized below (see Figures 15-17).

### Shared PD Fosters Essential Shared Understanding Between Early Learning and K-3 Staff

Children benefit when early learning and care professionals and early elementary teachers work in partnership to support children’s learning. This requires both sets of educators to understand each

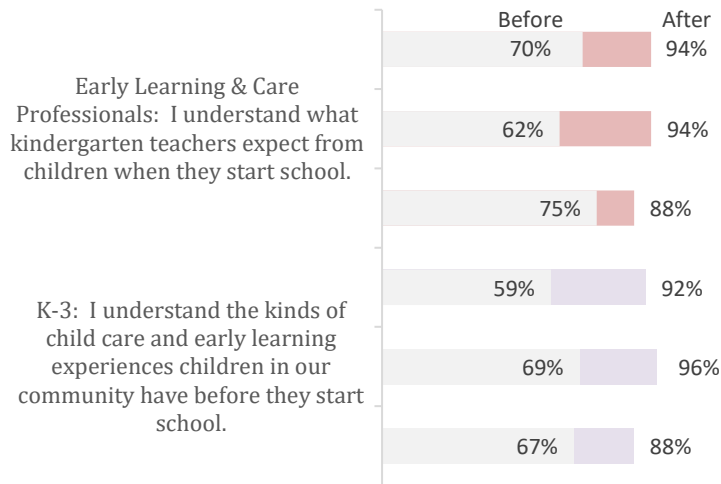
<sup>15</sup> Due to a shift in reporting, the first bar includes all of 2018 and the first 6 months of 2019.

<sup>16</sup> Due to changes in reporting periods, the first bar includes part of 2014 and all 2015 and there is a 6 month period from January-June 2021 when reporting shifted to a June-July period.

other’s goals, curricula, and classroom practices.<sup>17, 18</sup>

Results from outcomes surveys consistently found that KPI-funded shared PD helped early elementary professionals understand the prior learning environments and experiences of children coming into their classrooms; similarly, early learning and care professionals learned about what teachers expect children to be able to know and do at the start of school. Having this knowledge helps these professionals to build more effective, coordinated learning experiences for children.<sup>19</sup> **Figure 15** shows the before and after change in cross-sector understanding from 2018-2020 data; these findings were similar in other years of the evaluation.

Figure 15: 2018-2020 PD outcomes data showed growth in cross-sector understanding before and after participation in the program.



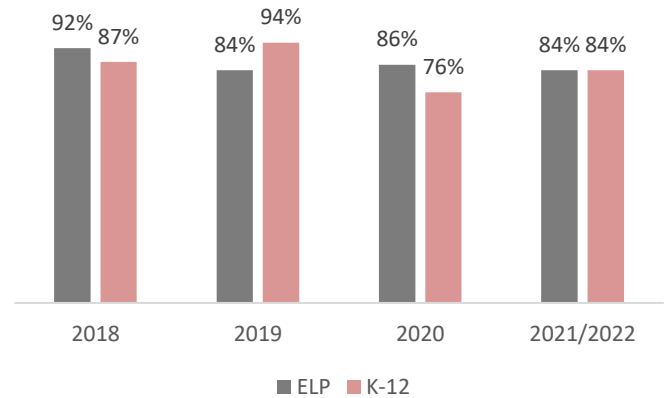
### Shared PD Creates an Intentional Pathway from Early Learning to Elementary

As can be seen in **Figure 16**, KPI data shows that KPI-funded professional development lays the foundation for an intentional pathway between early childhood programs and kindergarten by supporting the alignment of expectations,

curriculum, and screening and assessment tools. As shown in **Figure 16**, most PD program participants reported that they intended to make changes that could improve alignment following participation in the PD opportunity. **Figure 16** shows the total percentage of early learning and care professionals and K-12 staff who “agreed” or “definitely agreed” with the statement that they will “make changes” to “increase alignment” from year to year.

Figure 16: After participating in a shared PD event, most participants planned to make changes to increase alignment.

Early Learning Providers: there are changes I will make in my classroom/program to increase alignment with Grades K-3  
 K-12: There are changes I will make in my classroom to increase alignment with early learning providers.



### Shared PD Elevates the Importance of Social-Emotional Learning

Research shows that one of the biggest challenges for kindergarten teachers is helping children learn the social and emotional skills they need to have positive learning experiences in the classroom. While this is often a primary focus for early learning and preschool providers, research has shown kindergarten teachers want more support in promoting children’s social development, and

<sup>17</sup> Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental psychology*, 41(6), 860.

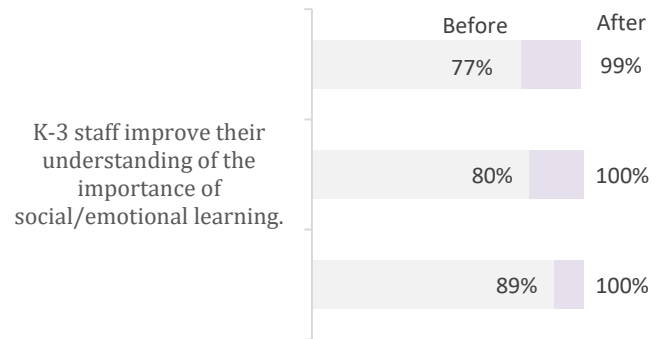
<sup>18</sup> Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental psychology*, 41(6), 860.

<sup>19</sup> Reid, D. & Patterson, L. (2019). Building Bridges Between Early Learning and K-3 Professionals: Outcomes from recent state investments.

many want to learn more about how and why it is important.<sup>20</sup>

The KPI evaluation has shown that shared professional development helps K-3 teachers understand the importance of social-emotional learning for children’s academic success. **Figure 17** shows participants’ growth in understanding the importance of social-emotional learning 2018-2020.<sup>19</sup>

Figure 17: Almost all K-3 staff definitely agree that social emotional learning is essential for children’s academic success after participating in KPI-funded PD.



## Drivers of Quality

One goal of the KPI evaluation is to document and describe the KPI-funded innovative efforts so that it can inform cross-region continuous quality improvement and intervention spread/adoption. During this review of all the data and reports generated over the years, we identified several high-level drivers of quality. These drivers may be important for Hubs to consider when choosing how to spend their KPI dollars. These factors are summarized below.

### Dosage

Program “dosage” – the quantity of service or programs being provided – can be associated with program effectiveness. Research suggests that “light touch” programs that offer few opportunities to fully engage with participants through ongoing training, coaching, or skill-building activities are unlikely to result in substantial changes in knowledge, skills, or behavior. After the initial years of KPI, the ELD began to intentionally emphasize the importance of implementing multi-day series over 1- or 2-time events or workshops. These series showed more promise in supporting desired outcomes for family engagement, kinder transition, and professional development. For

example, most Oregon FE/KT programs with an existing evidence base involve multiple sessions and engage participants in hands-on learning (e.g., Kids in Transition to Kindergarten (KITS)/Ready! 4K). The importance of dosage has been reinforced by the KPI outcomes data, which repeatedly showed a significant difference in pre-post ratings for series-type events, as well as through site-specific studies (e.g., an analysis of OKA data within the Northwest Regional Early Learning Hub) and at the school level in the statewide analysis presented earlier, in which more KPI-funded programs offered at a school was associated with higher OKA scores. (Table 1 above).

At the same time, however, one-time, “light touch” events can be a valuable way for organizations and schools to engage and build relationships with families. Offering these 1- and 2-time events can provide an opportunity to build trust and can open doors for families to participate in more intensive, multi-session events. These events often take the form of social gatherings or activity kit/backpack giveaways. Such activities often use KPI funds to distribute tools, activities, and resources to promote home learning and family connection. Thus, these events often have an important place in the spectrum of services funded with KPI dollars.

<sup>20</sup> Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. J. (2000). Teachers’ judgments of problems in the transition to kindergarten. *Early childhood research quarterly*, 15(2), 147-166.

## Evidence Base

While ensuring that programs meet the needs of specific communities is a key goal of KPI, it is also important to ensure that there is data that supports the effectiveness of programs funded with KPI dollars. Some KPI-funded programs have a long-standing research basis (e.g., KITS). However, many FE/KT programs funded through KPI do not have an evidence base rooted in conventional empirical methods. Some Hubs have invested additional dollars into program-specific evaluation to build the evidence base for some of these “homegrown” programs. For example, in 2019, Northwest Regional Early Learning Hub (NWRELH) evaluated their local Kindercamp programs, which were offered in 12 school districts across their region.<sup>21</sup> NWRELH had been receiving the standard KPI outcomes survey data for some time, but they were curious what they would find if they were able to measure outcomes that were more specific to the goals of their programming. To do this, they hired our team to assess the relationship between Kindercamp participation and OKA scores, as well as between specific implementation elements and child-level outcomes. This site-specific study found that teachers observed increased social-emotional skills during camp, and Kindercamp students had significantly better early numeracy skills at kindergarten entry, compared to non-participants.<sup>21</sup>

Similarly, the Yamhill Case Study showed that Ready for Kindergarten participants scored higher on all OKA indicators of school readiness,

compared to non-participants. Children who had a parent or parents participate in the program the year before kindergarten were able to identify more letter names, knew more letter sounds, had better early numeracy skills, and had better self-regulation skills.<sup>22</sup>

Supporting investments in understanding the effectiveness of locally developed projects may be particularly important for building the evidence base for culturally-adapted and culturally-specific programs, which are less likely to have conventional research to draw from. Additionally, conventional empirical methods are not the only way to determine program effectiveness. In some cases – especially when evaluating culturally specific programs – using a white-dominant conventional approach may not be appropriate.

## Culturally Relevant/Specific

Having programs that are culturally relevant, appropriate, and where teachers reflect students’ racial, ethnic, and linguistic characteristics is important for student success. A recent report found that “programs developed for or intentionally adapted for specific communities as well as facilitated by members of that community are likely to have a greater impact on skills, knowledge, and behaviors of participants.”<sup>23</sup>

In the 2018-2019 school year, one-quarter of schools reported offering at least one culturally-adapted program, and a quarter of schools offered at least one culturally-specific program. As described previously, impacts of KPI-funded,

---

<sup>21</sup> Patterson, L. & Reid, D. (2020). Northwest Early Learning Hub 2019 Kindercamp Evaluation Findings.<sup>21</sup> Patterson, L., Reid, D., Green, B (2019). Oregon’s P-3 Systems: Understanding the Role of the Kindergarten Readiness Partnership & Innovation Program

<sup>22</sup> The Portland State University Center for Improvement of Child and Family Services (2017). Learning from the Yamhill Early Learning Hub: Evidence for Effectiveness of the Ready for Kindergarten Workshops. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

<sup>23</sup> Lambarth, C. H., Cross-Hemmer, A., Mitchell, L., Green, B. L., & Normand, K. (2019). Executive summary: Building the case for culturally-specific P-3 strategies in Oregon: Listening to voices from the field. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.



ongoing FE/KT on school readiness skills illustrated that having culturally-adapted FE/KT programs was associated with higher OKA scores (see Table 1). Additionally, offering FE/KT programs in a language other than English was also relatively strongly associated with children knowing more uppercase letters, lowercase letters, and letter sounds (see Table 1).<sup>7</sup> While the OKA clearly represents a conventional, white-dominant approach to measuring kindergarten readiness, it may be that these culturally and linguistically responsive programs are better able to support minoritized children to learn these skills.

It will be important for Hubs to continue to build capacity to provide more culturally relevant and culturally-specific early learning programming and to work closely with culturally-specific organizations to reach priority populations and do more equitable work as they serve Oregon families.

### Multi-level Interventions

In 2019, the evaluation team conducted a series of interviews with Hub leaders and used this information to examine qualitatively how Hubs were using KPI funds to support and strengthen their Prenatal-Grade 3 (P3) system.<sup>24</sup> Results indicated that Hub investments were being made across various levels of the early learning system. **Figures 18 and 19** describe these levels of investment and provide a P-3 Systems Conceptual Model developed by the evaluation team. The levels of investment included:

- (1) individual-level interventions (for example, KT programs designed to increase individuals' skills and knowledge);
- (2) interpersonal interventions (e.g., those focused on building relationships between individuals, such as some shared professional development activities);

- (3) organizational/community interventions, such as work done to strengthen schools' ability to

Figure 19: P-3 Systems Conceptual Model

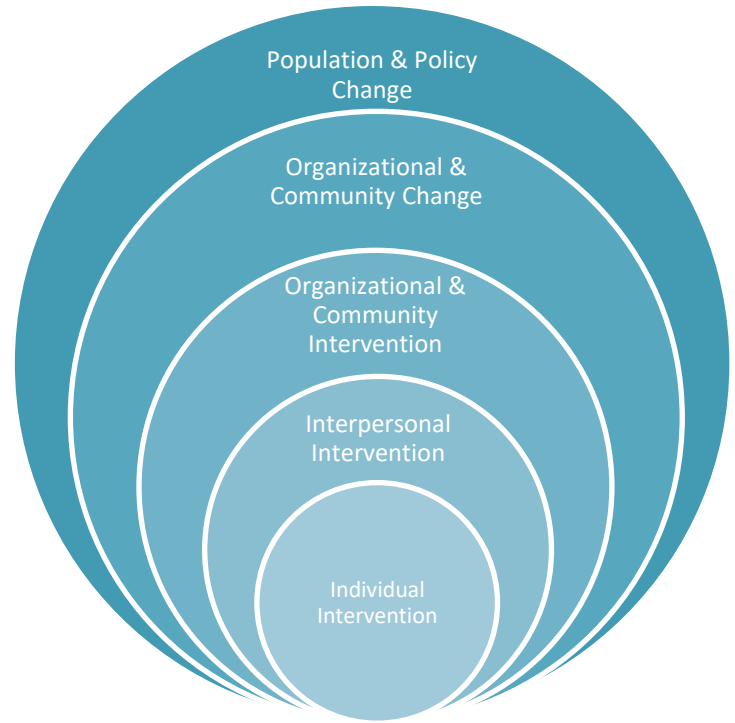


Figure 18: Example School Readiness Strategies by Model

- Population and Policy Change:** Publicly-funded universal preschool.
- Organizational and Community Change:** Embedding early childhood services into the elementary building.
- Organizational or Community Intervention:** Cross-sector effort to improve curriculum alignment.
- Interpersonal Intervention:** Networking opportunities for preschool and elementary teachers.
- Individual Intervention:** Kindergarten transition program to strengthen school readiness skills.

communicate with and welcome families or across early learning and K12 to align curricula;

(4) organizational strategies, such as changes to school funding priorities or policies for engaging family leadership; and

(5) broader policy and population-focused activities, such as bringing school and early learning leadership together to plan braided funding or to do broad community outreach or programs to make changes the population level.

Results of this analysis also demonstrated that the majority of systems work funded by KPI is situated within the innermost levels of the system— funding programs and interventions at the individual level, either through relationship-building or more didactic/educational approaches. The report further noted that while these individual-level interventions are important resources for families and professionals, such programs often do not go deeper to address root causes or to address more systemic, organizational, and structural issues that create barriers for families<sup>25</sup>. The report emphasized the importance of strengthening Hubs' focus on using KPI funds to create deeper and more lasting systems change by focusing work in other levels of the system. Taking an intentionally multi-level approach to building P3 systems is consistent with the vision of the ELD represented in Raise Up Oregon and in the Hub Theory of Change. The specific role of KPI funding to build systems, however, remains less clear and with greater variability from Hub to Hub in whether and how KPI investments are intentionally creating systems change in addition to funding individual-level programs.

## Shared Professional Development

Previous KPI case studies demonstrate drivers of quality for effective professional development that impact practice. For example, findings from the 2017 Blue Mountain case study found that this Hub's ongoing investments in shared PD created a sense of shared purpose or vision and facilitated cross-sector learning and relationship-building for early learning and elementary staff, characterized by honest communication and camaraderie. These outcomes were attributed to the strong and intentional focus within this Hub on shared learning and relationship building between early learning and care professionals and K12 staff, as well as having sufficient Hub staff time dedicated to KPI work focused on ongoing facilitation of shared communities of practice.<sup>26</sup>

In addition, this case study also identified the importance of strong leadership (e.g., principals, early program directors) buy-in and support for professionals to engage in shared learning as important for outcomes. Leadership's ability to provide tangible support such as substitutes for staff to attend PD opportunities and stipends to compensate professionals for their time directly related to professionals' abilities to participate in opportunities to reinforce and practice shared learning consistently. These essential supports were further emphasized in the 2018 KPI evaluation, as classroom coverage and flexible schedules continued to be essential factors allowing professionals to participate in shared professional development opportunities.<sup>19</sup> Finally, results also indicated that shared PD should be encouraged by leadership rather than required to facilitate positive engagement.

---

<sup>25</sup> Patterson, L., Green, B.L., Lambarth, C.H., Burton, M., & Reid, D. (2018). *Building successful P-3 initiatives: Foundations and catalysts for systems change*. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

<sup>26</sup> Mitchell, L., Green, B., Burton, M., Reid, D., & Patterson, L. (2017). Blue Mountain Case Study: Learning about Professional Learning Teams from Participants and Blue Mountain Early Learning Hub Partners

## Opportunities for Cross-Hub Connection and Co-Learning

Another way that quality was supported for KPI investments was by providing opportunities for Hubs and other partners to come together both for training in P3 approaches and, even more importantly, for sharing and learning from each other about effective strategies.

In the early years of KPI, the Oregon Community Foundation and the ELD funded annual convenings in which the Hub staff and others implementing KPI would come together to engage in parallel

professional development and structured, facilitated shared learning sessions. In these meetings (typically 1-2 days) Hub staff could hear firsthand what their counterparts in other regions of the state were implementing, struggling with, and how they were surmounting challenges. When these convenings ended in 2019, these opportunities were widely missed by Hub and other KPI staff. During regular check-ins with the Hubs since that time, the PSU evaluation team has heard over and over again that staff miss these opportunities and that their absence has further siloed work across the state.

# Reaching Priority Populations

A key goal, and one which was made explicit in 2022 legislative rules, is that KPI funds be intentionally focused on communities and families that face more systemic and other barriers to school readiness and success. As described previously, the KPI evaluation has documented that KPI investments appear to be prioritizing these communities and families. However, to further understand the extent to which KPI funds were intentionally and successfully used to support programming for priority populations, in 2019, the CCF research team conducted interviews with 24 Hub staff, including directors, P-3 coordinators, and other staff involved in KPI work. Questions focused on the approaches implemented to identify priority populations, what they were doing to engage these families, and how Hubs were monitoring their success in this area. The evaluation work sought both to describe what was happening at the Hub level, as well as to identify successful strategies being used to address equity goals across Hubs with widely varying definitions of priority populations.

We found that most Hubs used **data in their planning process** to identify priority populations, schools, or communities. For many Hubs, these data have led them to identify priority populations beyond racial, ethnic, and linguistic diversity, focusing on families living in rural communities, families with limited resources, and families without access to PreK or other early learning opportunities. A key finding of these systems interviews was that Hub leadership and staff take a broad view of equity that includes, but is not limited to, addressing the needs of families and providers of color or dual-language learners/non-English speakers.

To reach these identified priority populations, many Hubs reported providing **funding to sub-**

**recipients or funding programs that prioritize enrolling historically underserved communities.**

Often, these funds are allocated through a competitive bid process. Less frequently, Hubs address their equity priority through a funding formula that allocates dollars at a higher proportion to priority populations. A few Hubs strategically partner with and fund organizations that have community relationships to help ensure that priority populations have access to KPI funded opportunities.

However, the evaluation also found that accountability efforts to ensure that priority populations are effectively included in programs are relatively uncommon. Some Hubs **monitor the reach of KPI strategies to their intended populations** by collecting and reviewing family demographic information through the KPI FE/KT and/or Professional Development Outcomes Surveys or other family or provider data. Many Hubs also **review longitudinal Oregon Kindergarten Assessment** data that are disaggregated by race/ethnicity and language learner status to track possible long-term population impacts of their P-3 work. However, while Hub leaders are aware of the need for accountability, there are challenges related to implementing accountability efforts, including:

- Having the staffing capacity and expertise to review and analyze the data;
- Identifying what to do when the programs fall short of the equity goal;
- Addressing unintended consequences if data are misused or misinterpreted to reinforce existing biases.

Moving forward, supporting Hubs to address these challenges and to ensure accountability for equity work will be an important area for growth and one

that might benefit from additional state-level leadership and support.

# Long Standing Project Challenges

Over the course of the KPI funding and related evaluation, a number of on-going challenges and programmatic tensions have been identified. The choices the Hubs make about how to invest KPI funds are driven by contextual factors and each choice brings with it a different set of attributes and challenges. This section summarizes some of those choices, explores these tensions, and raises issues that may warrant additional discussion and strategic decision-making at the state and local levels.

## One Strategy or Many

One of the key tensions for KPI has been around whether to invest heavily in one specific strategy or priority area or to invest widely across a diverse array of programs and activities. Over the years, some Hubs have invested their KPI dollars into one primary strategy. Some examples are:

- The Blue Mountain Early Learning Hub has invested primarily in shared professional development using training, communities of practice, and intentional shared learning.
- Lane County Early Learning Hub County has invested primarily in implementing the Kids in Transition to Kindergarten (KITS) program
- Northwest Regional Early Learning Hub uses KPI dollars to fund Kindercamp programs in multiple school districts.

Other Hubs (e.g., Washington County Early Learning Hub), conversely, have used KPI funds to fund an array of different kinds of programs provided through different community partners and/or schools. These Hubs have seen KPI as a source of flexible funding that can be used to respond to changing community needs, often through a repeated Request for Proposal (RFP) process.

Decisions about which programs to fund in these Hubs seem to reflect changes in the overall financial landscape (e.g., changes in funding for various programs) and governance body priorities.

While diverse programming and investments can lead to new partners, fresh ideas, and innovation, this approach can limit opportunities to focus on any single strategy so that it becomes a reliable and well-integrated community resource.

Whether using KPI funds to support a single strategy is more successful remains an open question, although we have observed that Hubs that provide consistent support for ongoing partnerships and programs may have a greater capacity for developing long-term relationships that are important for more effectively addressing systemic and policy issues.

## Locally Developed vs. Evidence-Based Programs

Since the initial KPI report in 2014-2015, there have been different approaches to selecting and implementing programs. As described previously, some Hubs and grantee partners continue to use evidence-based curricula; others have developed their own programming and, occasionally, gathered data to build an evidence base for these models. One of the original intentions of KPI funding was to allow local innovation to meet community needs. At the same time, given the existing array of evidence-based programs that support successful Kindergarten Transition and Family engagement, “recreating the wheel” for locally developed programs can lead to inefficient use of resources and less effective programming. Developing new materials, curricula, and program content “from the ground up” can take considerable resources

and may not be advantageous, compared to using existing programs that have gone through a process of development and testing for effectiveness.

At the same time, however, even programs that have a solid research base (e.g., KITS, Ready for K!) may not have evidence that shows effectiveness for non-White and/or non-English speaking populations – in fact, few programs have been specifically adapted to ensure cultural responsiveness, let alone to be linguistically or culturally-specific. While it is important not to ignore the existing research and information we do have about program effectiveness, it is equally important to encourage Hubs to carefully consider the extent to which the evidence base applies to their priority populations, and in particular, to ensure that “evidence-based” programs are culturally and linguistically grounded, responsive, and appropriate.

As discussed above in the FE Program Survey data review, very few of the programs offered in Oregon were developed for and by specific priority populations; using such models may be particularly important for Hubs with priority populations that have non-dominant demographic characteristics, although all programs should be offered in ways that are culturally and linguistically responsive and appropriate. Further, other factors such as geography and local political/social context can influence how well an evidence-based model can be used in different Hubs, all of which should be considered when deciding which programs to fund and implement through KPI. Investing in cultural adaptation -- taking an evidence-based program and systematically engaging and learning from linguistically, racially, and ethnically diverse populations about what needs to change to ensure cultural relevance -- is another approach that may help improve the quality of KPI-funded programs.

## Buy-In from Elementary School Systems

While bridging early learning and K-12 is a fundamental goal for KPI investments, Hubs have had different levels of success in engaging with their K-12 partners. Often, the Hubs provide dollars for kindergarten transition programming that is geared towards making the child ready for the school setting; however, in some cases, this work is relatively “siloeed” within either the early learning program system or the K-12 system.

Administrative turnover is one of the key challenges in engaging with K-12 partners. There are some Hubs that have had such a challenge with K-12 administrative turnover that the initiatives they envisioned for KPI dollars have fallen flat year after year. Moreover, more K-12 schools are launching their own early learning programs without working with their regional EL leaders to ensure they are developmentally appropriate, aligned with, and complementary to existing early learning programs. State-level policy, guidance, and direction that comes from both ODE (K-12) and the ELD/DELIC (early learning) are critical for leading the way in setting the expectation that leadership from both systems must work together to ensure children’s success.

## Evaluation Challenges

While evaluation has always been a part of the KPI program investments, the level of funding for the evaluation has limited the scope of direct evaluation support that the PSU team has been able to provide. A key challenge has been that the statewide evaluation was not sufficiently resourced to develop or facilitate program-specific data collection across the wide array of KPI-funded programs and strategies. Instead, evaluation tools were designed to reflect high-level outcomes that were thought to be common across a wide range of programs. Thus, the ELD, Hubs, and implementing partners lack data specific to their local

programming, which might be more useful in fine-tuning and program improvement efforts. What we know about the KPI investments is largely limited to the measures in the outcomes survey, and those measures are general enough to apply to many types of programs and lack programmatic specificity. While this has had usefulness at the state level for showing overall KPI outcomes, these measures can feel less relevant to local partners, which can reduce Hub and Hub partner commitment to the KPI evaluation process.

Another challenge has been ensuring comprehensive and quality data collection. Most Hubs subcontract program implementation to local schools and other community partners; this is often the best way to get programming to racially and linguistically diverse populations and solidifies the Hub role of coordinator and systems-builder, rather than direct program provider. However, the further the implementation staff are from the Hub staff and the state-level contract managers and evaluation staff, the less likely they are to understand the importance of collecting the KPI Program and Outcomes surveys. It is often simply one more thing they are asked to do – additional paperwork for which they receive little in return. Resourcing and creating systems to make data

collection simpler, and to provide more data and/or reports back to local programs could help improve data quality by increasing local buy-in for the evaluation tools. Additionally, when KPI funds are braided/blended with other funding, partners often have multiple reporting requirements, which increases the burden on staff.

Throughout the evaluation, there has been tremendous variability in the extent to which Hubs collect and report the required KPI tools. Hubs that have reported actively using existing KPI data as part of their quality improvement process are much more invested in data collection than those who are collecting it primarily as an obligatory piece of their KPI contracts. If Hub staff are not invested in the data collection, they are not in a place to authentically support their subcontractors in data collection. That said, the revision of KPI Program Surveys in 2020-21 so that ELD reporting requirements could be replaced with information collected on this survey has begun to improve the amount of data available to describe how KPI investments are being used. There remains a need for additional supports to ensure that outcomes surveys are consistently collected by all implementing partners and reported by all Hubs.



# Summary and Recommendations

## Summary of Key Findings

Below we summarize key takeaways from the eight years of KPI evaluation, and offer recommendations from this work for ways that these investments might continue to be strengthened and improved to meet the legislative goals for this unique funding stream.

### Benefits of KPI Investments

KPI funds have been used to support a variety of programs across the state that focus on improving kindergarten transitions, supporting family engagement, and strengthening relationships and shared practices between professionals in early learning and K12 systems. Over 7,500 families per year, on average, have been engaged in multi-session KT/FE programs, and data suggest that programs have been successfully reaching at least some of the key priority populations identified by Hubs. Shared professional development opportunities that include both early learning and K12 staff have been provided to over 600 professionals per year and an estimated 9,000 over the course of the eight-year project.

Results of outcomes surveys completed by families participating in KT/FE programs suggest that parents/caregivers feel that they have improved their ability to support children in their transition to kindergarten. Participating family members have also reported that their children feel more

comfortable and more ready to enter the K-12 system following KPI-funded services. Professionals engaged in shared professional learning experiences have consistently reported that they benefit from learning about each other's systems and strategies and that they learned ways to change their practices to strengthen alignment between the early learning settings and kindergarten classrooms. This alignment is an important contributor to children's success in school.

At the systems level, there have been some notable successes in using KPI funding to intentionally build partnerships between early learning and K12 systems and partners, although this work has not been without challenges. While some Hubs have created longstanding partnerships with K12 leaders that have allowed the blending and braiding of funds and created opportunities to work together to address resource, policy, and other barriers, others have struggled to engage K12 leadership successfully.

Moreover, while statewide data suggests that Hubs are reaching at least some identified priority populations, creating systems within each Hub to ensure that funds are being used to engage these priority families successfully is an area for growth, as few have the capacity to collect and review data that could ensure accountability to this goal.

## Recommendations

Key recommendations for ways that KPI investments and evaluation could be strengthened, expanded, and improved in the future, as well as implications from the KPI evaluation for strengthening Oregon's early learning systems, are provided below.

### Prioritize Program Investments that Reflect Quality Drivers

The evaluation identified key factors that appear to be associated with greater success in implementing effective programs and supporting both individual

outcomes and progress toward systems alignment. Moving forward, both Hubs and the ELD should work to ensure that investments are aligned with these indicators of quality by:

1. Continuing to prioritize program investments in ongoing, longer-term interventions that are likely to be more effective in changing skills and knowledge, and in creating strong relationships between and among children, families, staff, and systems;
2. Providing multiple and varied opportunities for families to engage in activities that support kindergarten readiness;
3. Ensuring that programs attend to existing research and evidence about components of effective programs while balancing this with the need to build evidence for programs that are more likely to reflect the cultural and linguistic needs of Oregon’s increasingly diverse populations;
4. Investing in sufficient resources to provide programs to children and families in their home languages;
5. Supporting early learning and K-12 professionals, including teachers and leadership, with intentional and ongoing opportunities to build relationships, create shared strategies and approaches, and invest the time and resources needed to build these bridges.

### Encourage Hubs to More Intentionally Focus on Cross-System Alignment

While a number of Hubs have strategically used KPI funds in ways that strengthen cross-system partnerships and alignment, others have not done this as intentionally. Investing solely in individually-focused programs that primarily work to change or “fix” parents/caregivers, children, or teachers can overlook root causes that must be addressed to create meaningful change. While such programs

can be useful and supportive for those individuals who participate, KPI funds can also be used to strategically bring systems leaders to the table to facilitate organizational and policy changes. To do this, the ELD and Hubs could:

1. Engage families in leadership roles and support a process to work with them to identify root causes of inequities that could be addressed through KPI investments;
2. Create contracts and agreements with K-12 partners that require collaboration, co-location, and allocation of resources towards supporting kindergarten transition and shared professional development;
3. Build a culture of shared accountability for kindergarten readiness and school success by providing consistent funding for programs over time and that require ongoing partnership and collaboration across systems to implement. Provide resources and time for early learning and K-12 leaders to build relationships that is modeled at every level of leadership.

### Strengthen Accountability for Engaging Priority Populations

As noted previously, there is room for improvement in creating accountability for Hubs to reach priority populations successfully, and to build data systems that allow them to review and understand which families may continue to be marginalized within the systems. Supporting Hubs to develop skills and capacity to seek out and engage the most marginalized families in their programs and systems work will require additional investments of time and funding. Using KPI funds to contract with community-based organizations that work directly with the most marginalized families is a strategy that is increasingly being used and should continue to be prioritized.

While taking a broad view of how to ensure equity that reflects the many social determinants of child

and family well-being is important, it is also important to understand and address the additional systemic barriers faced by children and families of color across the state. Even in areas of Oregon in which the number of children of color and non-English speaking families may be low, these families are even further marginalized and face the challenges of systemic and structural racism in addition to barriers such as poverty and limited access to services faced by White families in those communities. It is important that Hubs not “invisibilize” these families in their work to identify and prioritize investments.

To address this, training and technical assistance may need to be provided to Hubs whose populations include small numbers of families of color and non-English-speaking families so that they can strengthen their strategies for working with these families. Using KPI funds to prioritize funding to culturally specific organizations may be another approach to increasing engagement for priority populations.

## Continue to Review and Improve Evaluation Methods

Reflecting on how the evaluation has served the work over the years, it is clear that different data are useful in different contexts. Outcomes Surveys have provided valuable information for state-level reporting of broad, statewide program outcomes. State evaluation investments into program-specific case studies have been instrumental in documenting and supporting innovation and encouraging Hubs to learn from each other/adopt new strategies that their colleagues in other regions are implementing. Finally, Program Surveys are now used to meet ELD reporting requirements and to be able to provide important information about how KPI funds are being used to ELD leadership and state policy makers and advocates. At the local Hub level, a few Hubs actively use KPI

outcomes survey data both for monitoring and accountability as well as to build buy-in and support from local leaders for KPI-funded programs. Further, data collection of outcomes surveys, in particular, remains an ongoing challenge, limiting usefulness at the local and state levels.

As the Early Learning Division moves forward with KPI and the associated evaluation, it will be important for ELD and the evaluation team to think critically about how we can prioritize collecting useful and meaningful data at the state and local levels, given the available KPI evaluation resources. Key priorities for evaluation improvements, beyond increasing overall funding for evaluation, include:

1. Engage ELD, Hub, and community partners in reviewing and revising the outcomes surveys, considering ways that these surveys could be changed to better reflect KPI-funded program outcomes;
2. Consider how to build more sustainable local and state-level systems for required outcomes survey and Program Survey data, to allow the state-funded evaluation team to engage in more community-rooted learning using different methodologies, such as family listening sessions and/or other types of local case studies.
3. Consider allocating resources to support additional data-sharing, reflective dialogue, and intentional opportunities for the evaluation team to engage around evaluation findings with local and state-level KPI and Hub staff.
4. Support work to improve the cultural and linguistic appropriateness of the evaluation, by working with culturally-specific organizations or family leaders to review evaluation tools and methods.

## Conclusion

This evaluation report provides a retrospective analysis of key findings, lessons learned, and recommendations for moving forward for the KPI funding stream. The results provide support for the importance of KPI funding in supporting desired outcomes related to family and child school readiness, as well as for helping early learning and K-12 staff to build shared understanding for aligning these two systems. At the same time, it seems clear that there are ways in which some Hubs are using KPI investments in these individual-

level programs in ways that more strategically strengthen systems-level partnerships that could be more broadly shared statewide. Providing more state-level guidance or requirements for programs that intentionally create opportunities for systems change may be important to ensuring that KPI investments continue to support deeper cross-system alignment. Finally, the issue of equity and how it is defined, operationalized, and addressed through KPI investments and evaluation work should be a central priority to ensure that KPI investments are used in ways that can benefit Oregon's most marginalized families.

# Appendix A – Outcomes Surveys

## Family Events Outcomes Survey

**Instructions:** Please complete this form at the last session of the Family Events/Programs/Workshops you participated in. By sharing your experiences, and what you learned (or didn't learn), you will help us improve our programs in the future. Thank you! **\*NOTE: Please complete only one survey per family.**

How would you rate the following:	Did Not Discuss or Not Applicable	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1. I know that school attendance is important to my child's academic success.	NA	1	2	3	4	5	1	2	3	4	5
2. I feel confident in knowing how to best promote my child's reading at home.	NA	1	2	3	4	5	1	2	3	4	5
3. I feel confident in knowing how to best promote my child's math skills at home.	NA	1	2	3	4	5	1	2	3	4	5
4. I am prepared to help my child enter kindergarten.	NA	1	2	3	4	5	1	2	3	4	5
5. My child is comfortable at the school.	NA	1	2	3	4	5	1	2	3	4	5
6. I feel welcome at the school.	NA	1	2	3	4	5	1	2	3	4	5
7. My child is ready to start kindergarten.	NA	1	2	3	4	5	1	2	3	4	5
8. My child gets along with other children in a group (shares, take turns, does not hit or argue).	NA	1	2	3	4	5	1	2	3	4	5
9. My child understands and can follow rules.	NA	1	2	3	4	5	1	2	3	4	5

How would you rate the following:		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10.	This program helped me make connections with other parents.	1	2	3	4	5
11.	This program helped me make connections with teachers and staff (e.g., administrators, secretary).	1	2	3	4	5
12.	The information shared in the program was useful.	1	2	3	4	5

13. What was most helpful or useful to you and/or your child in this program?

Please turn over



14. What suggestions do you have to make this program better (for example how often should it be held, what days/times, or things that would help you participate more)?

15. Which of the following would you use to describe your child's race/ethnicity? Check all that apply.

- |                                                           |                                                      |
|-----------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> White                            | <input type="checkbox"/> Asian                       |
| <input type="checkbox"/> African American                 | <input type="checkbox"/> Chinese                     |
| <input type="checkbox"/> Latino/Hispanic                  | <input type="checkbox"/> Vietnamese                  |
| <input type="checkbox"/> Native Hawaiian/Pacific Islander | <input type="checkbox"/> Korean                      |
| <input type="checkbox"/> Alaska Native/American Indian    | <input type="checkbox"/> Hmong                       |
| <input type="checkbox"/> Other, please describe: _____    | <input type="checkbox"/> Other Asian Heritage: _____ |



16. What language(s) do you most often speak at home? Check all that apply.

- |                                                        |                                     |                                    |
|--------------------------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> English                       | <input type="checkbox"/> Spanish    | <input type="checkbox"/> Russian   |
| <input type="checkbox"/> Ukrainian                     | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Cantonese |
| <input type="checkbox"/> Other, please describe: _____ |                                     |                                    |

17. Please **CIRCLE** all the **AGES** of children in your home:

Under 1 year    1    2    3    4    5    6    7    8    9    10    11    12    13    14    15    16    17    18

18. In the year before kindergarten, did your child spend 5 hours or more per week in a preschool or preschool classroom (such as a school, Head Start, or childcare center)?

- |                              |                             |                                       |                                                                         |
|------------------------------|-----------------------------|---------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know | <input type="checkbox"/> Not applicable – my child is not in school yet |
|------------------------------|-----------------------------|---------------------------------------|-------------------------------------------------------------------------|

19. How did you hear about this program?

- |                                                        |                                           |                                                       |
|--------------------------------------------------------|-------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Elementary teacher or staff   | <input type="checkbox"/> Head Start       | <input type="checkbox"/> Sign at school               |
| <input type="checkbox"/> Child care provider           | <input type="checkbox"/> Family or friend | <input type="checkbox"/> Flyer in my child's backpack |
| <input type="checkbox"/> Other, please describe: _____ |                                           |                                                       |

**ADMIN USE ONLY (Please complete all relevant fields below)**

HUB: _____	School District: _____
School/Neighborhood Location: _____	Event Title/Name: _____
Date Form Administered (MM/DD/YYYY): ____/____/____	Participant ID: _____



**Shared Professional Development Participant Survey**

Thank you for taking the time to complete this survey! Because this survey is part of a statewide evaluation of many different projects, your local professional development work may or may not be addressing all of the issues we ask about below. Please answer to the best of your ability, based on your local experiences.


1. 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.

<i>Note: If you have not addressed the topic below, please leave that question BLANK.</i>	BEFORE Participating					AFTER Participating				
	Strongly disagree	Disagree	Neutral, no opinion	Agree	Strongly Agree	Strongly disagree	Disagree	Neutral, no opinion	Agree	Strongly Agree
a. I understand what kindergarten teachers expect from children when they start school.	1	2	3	4	5	1	2	3	4	5
b. Teaching social/emotional learning skills is important.	1	2	3	4	5	1	2	3	4	5
c. The curriculum and practices I use with children are consistent with kindergarten teachers' work.	1	2	3	4	5	1	2	3	4	5
d. I have the skills and tools I need to support children's school readiness.	1	2	3	4	5	1	2	3	4	5
e. The assessment and screening tools I use are consistent with elementary school tools.	1	2	3	4	5	1	2	3	4	5
f. Aligning my current curriculum and practices with grades K-3 is important.	1	2	3	4	5	1	2	3	4	5

2. Using the table below, please tell us your level of agreement with each statement

	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
a. Leadership in my workplace supports professional development opportunities with K-3 teachers.	1	2	3	4	5
b. The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom/program.	1	2	3	4	5
c. I feel empowered to make changes to activities and practices in my classroom/program.	1	2	3	4	5
d. There are changes I will make in my classroom/program to increase alignment with grades K-3.	1	2	3	4	5



3. Tell us the **most important thing(s)** you have learned through this professional development activity?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Tell us 1-2 things you would like to change in your work based on what you have learned: \_\_\_\_\_  
 \_\_\_\_\_
5. What **other** activities, topics, or opportunities would help you to align early learning and K-3 assessments, practices, and standards? \_\_\_\_\_  
 \_\_\_\_\_
6. Spending time with K-3 teachers is useful because: \_\_\_\_\_
7. What are the **top 3** resources that would most likely increase your participation in professional development like this program?  
 paying for a substitute in my classroom/program       administrators attend too       flexible scheduling  
 food       child care       other: \_\_\_\_\_  
 transportation       evening sessions  
 weekend sessions
8. Thinking about this professional development activity, how many sessions/classes/workshops have you attended **this school year?** \_\_\_\_\_sessions
9. How many years have you participated in this program or professional development opportunity? \_\_\_\_\_years
10. Which of the following *best* describes your role (**Please select only one**):  
 Head Start or preschool teacher       Early learning program director or administrator  
 Home based child care provider       Other, please specify: \_\_\_\_\_  
 Classroom assistant or aide
11. How long have you worked in this role?  
 Less than one year       4-6 years       More than 10 years  
 1-3 years       7-10 years
12. Which of the following would you use to describe your race/ethnicity? (**Please mark all that apply**):
- |                                                           |                                                                                     |                                                      |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> White                            |  | <input type="checkbox"/> Asian                       |
| <input type="checkbox"/> African American                 |                                                                                     | <input type="checkbox"/> Chinese                     |
| <input type="checkbox"/> Latino/Hispanic                  |                                                                                     | <input type="checkbox"/> Vietnamese                  |
| <input type="checkbox"/> Native Hawaiian/Pacific Islander |                                                                                     | <input type="checkbox"/> Korean                      |
| <input type="checkbox"/> Alaska Native/American Indian    |                                                                                     | <input type="checkbox"/> Hmong                       |
| <input type="checkbox"/> Other, please describe: _____    |                                                                                     | <input type="checkbox"/> Other Asian Heritage: _____ |
13. What is the name of the child care program/center you work for? (**Optional**) \_\_\_\_\_

**ADMIN USE ONLY (Please complete all relevant fields below)**

HUB: \_\_\_\_\_ School District: \_\_\_\_\_  
 School/Neighborhood Location: \_\_\_\_\_ Event Title/Name: \_\_\_\_\_  
 Date Form Administered (MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_ Participant ID \_\_\_\_\_



**Shared Professional Development Participant Survey**

Thank you for taking the time to complete this survey! Because this survey is part of a statewide evaluation of many different projects, your local professional development work may or may not be addressing all of the issues we ask about below. Please answer to the best of your ability, based on your local experiences.

1. 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.

<i>Note: If you have not addressed the topic below, please leave that question BLANK.</i>	BEFORE Participating					AFTER Participating				
	Strongly disagree	Disagree	Neutral, no opinion	Agree	Strongly Agree	Strongly disagree	Disagree	Neutral, no opinion	Agree	Strongly Agree
a. I understand the kinds of early learning experiences children in our community have before they start school.	1	2	3	4	5	1	2	3	4	5
b. Teaching social/emotional learning skills is important.	1	2	3	4	5	1	2	3	4	5
c. The curriculum and practices I use with children are consistent with early learning providers' work.	1	2	3	4	5	1	2	3	4	5
d. I feel that early learning providers in my community understand my expectations for school readiness.	1	2	3	4	5	1	2	3	4	5
e. The assessment and screening tools I use are consistent with early learning providers' tools.	1	2	3	4	5	1	2	3	4	5
f. Aligning my current curriculum and practices with those of early learning providers is important.	1	2	3	4	5	1	2	3	4	5

2. Using the table below, please tell us your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
a. Leadership in my workplace supports professional development opportunities with early learning providers.	1	2	3	4	5
b. The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom.	1	2	3	4	5
c. I feel empowered to make changes to activities and practices in my classroom.	1	2	3	4	5
d. There are changes I will make in my classroom to increase alignment with early learning providers.	1	2	3	4	5

3. Tell us the **most important thing(s)** you have learned through this professional development activity?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Tell us 1-2 things you would like to change in your work based on what you have learned: \_\_\_\_\_  
 \_\_\_\_\_
5. What **other** activities, topics, or opportunities would help you to align early learning and K-3 assessments, practices, and standards? \_\_\_\_\_  
 \_\_\_\_\_
6. Spending time with early learning providers is useful because: \_\_\_\_\_
7. What are the **top 3** resources that would most likely increase your participation in professional development like this program?  
 paying for a substitute in my classroom/program       administrators attend too       flexible scheduling  
 food       child care       other: \_\_\_\_\_  
 transportation       evening sessions  
 weekend sessions
8. Thinking about this professional development activity, how many sessions/classes/workshops have you attended **this school year?** \_\_\_\_\_sessions
9. How many years have you participated in this program or professional development opportunity? \_\_\_\_\_years
10. Which of the following *best* describes your role (**Please select only one**):  
 K-3 teacher       School District administrator  
 K-3 assistant teacher/Educ. Asst.       Other, please specify: \_\_\_\_\_  
 School principal
11. How long have you worked in this role?  
 Less than one year       4-6 years       More than 10 years  
 1-3 years       7-10 years
12. Which of the following would you use to describe your race/ethnicity? (**Please mark all that apply**):  
 White       Asian  
 African American       Chinese  
 Latino/Hispanic       Vietnamese  
 Native Hawaiian/Pacific Islander       Korean  
 Alaska Native/American Indian       Hmong  
 Other, please describe: \_\_\_\_\_       Other Asian Heritage: \_\_\_\_\_
13. What is the name of the school you work for? (**Optional**) \_\_\_\_\_



<b>ADMIN USE ONLY (Please complete all relevant fields below)</b>	
HUB: _____	School District: _____
School/Neighborhood Location: _____	Event Title/Name: _____
Date Form Administered (MM/DD/YYYY): ____/____/____	Participant ID _____

# Appendix B – Program Surveys

## 2022 KPI FE/KT Program Survey

### Instructions

Thank you for taking a moment to complete this program survey for your KPI Family Engagement and Kindergarten Transition Events! This information is critical for documenting ALL of the KPI funded P3 related FE and KT that is being supported in your community.

- Please complete one survey for **EACH** FE/KT program, including **one-time/2-time events** and a **series** (3 or more) of **sessions**.
- If you have the **same program** being implemented in **multiple sites at the same time**, you can complete this form **ONLY ONCE**, listing all locations.
- If **program implementation varies** (e.g., total number of sessions or the target population is different at each site) or the **program timing is different**, please complete this form for each program.
- When possible, we will link this program information to the outcomes survey data you provide.
- The data provided here will be part of your programmatic reporting to the ELD.

If you have any questions, please contact the PSU evaluation team at [isabelg2@pdx.edu](mailto:isabelg2@pdx.edu) or [dreid@pdx.edu](mailto:dreid@pdx.edu).

1. Hub Name: \_\_\_\_\_
2. Program Name: \_\_\_\_\_
3. In what format was this program delivered?
  - a. In-Person
  - b. Hybrid
  - c. Virtual
4. Program **Start** Date (Please enter date as MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_
5. Program **End** Date (Please enter date as MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_
6. Please list the school catchment areas that participating families represented: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How many people attended the program? (Please provide an unduplicated count.)
  - a. Children: \_\_\_\_\_
  - b. Parents/Caregivers: \_\_\_\_\_
8. KPI fiscal information connected to this program **was** OR **will be** submitted at these times (Circle ALL that apply):
  - a. Fiscal Year 21/22 July-Sept (Quarter 1)
  - b. Fiscal Year 21/22 Oct-Dec (Quarter 2)
  - c. Fiscal Year 21/22 Jan-March (Quarter 3)
  - d. Fiscal Year 21/22 April-June (Quarter 4)
9. Was this program a one-time event, a 2-time event, or a series of 3 or more sessions? (Note: for KPI FE Outcomes Surveys, a series is 3 or more sessions.)
  - a. One-time or 2-event program (If you'd like, you can provide more information about the one-time or 2-event program below. e.g. priority populations)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - b. 3 or more program sessions (Please collect outcomes surveys)

**IF THE EVENT/PROGRAM WAS ONLY A ONE-TIME OR 2-EVENT PROGRAM, SURVEY ENDS**

10. Were families asked to complete an outcomes survey?
- Yes. It was administered on this date (MM/DD/YYYY): \_\_\_\_\_
  - No. Please share why not: \_\_\_\_\_
  - Not sure
11. If the program included **parents/caregivers**:
- How many **sessions/classes/workshops** were for **parents/caregivers**? \_\_\_\_\_
  - How many **hours** per session? \_\_\_\_\_
12. If this program included **children**:
- What was the **target child age group(s)**? (*Circle ALL that apply*)
    - 0-3 (Infants/toddlers)
    - 4-5 (Prek + Kinder)
    - 6-8 (Grade 1-3)
    - 9+ (Older elementary)
    - All
    - Other: \_\_\_\_\_
  - How many **sessions/classes/workshops** were for **children**? \_\_\_\_\_
  - How many **hours** per session? \_\_\_\_\_
13. Were there sessions in which **parents/caregivers** and **children** participated together?
- Yes: All of the sessions were for both parents/caregivers and children.
  - Yes: Some of the sessions were for parents/caregivers and children together.
    - How many sessions were for both?* \_\_\_\_\_
  - No, all sessions for parents/caregivers and children were held separately.
14. Did the program use a **specific curriculum**? (*Ex: Ready for Kindergarten, Ready Set Go, Abriendo Puertas*)
- Yes: \_\_\_\_\_
  - Did not use a structured curriculum
15. Which of the following were the priority population(s) for this program? (*Circle ALL that apply*)
- |                                                                               |                                                                                   |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| a. Dual Language or English Language Learners                                 | j. Children ages 0-3                                                              |
| b. Immigrant/refugee families                                                 | k. Children ages 4-5                                                              |
| c. African American children/families                                         | l. Children of color                                                              |
| d. Latinx/Hispanic children/families                                          | m. Families with mental health challenges                                         |
| e. Children with developmental delay, disability, or chronic health condition | n. Children of teen parents                                                       |
| f. Children from Native American/Tribal Families                              | o. Children with parental incarceration                                           |
| g. Children in geographically isolated communities                            | p. Children with parents in treatment for substance use                           |
| h. Children experiencing homelessness                                         | q. Children with parents who have cognitive limitations/intellectual disabilities |
| i. Children in families engaged with child welfare                            | r. Children with parents who are students                                         |
|                                                                               | s. Other: _____                                                                   |
|                                                                               | t. None - General Population                                                      |
16. In which language(s) was the program presented? \_\_\_\_\_
17. In which language(s) was interpretation provided for? \_\_\_\_\_
18. Beyond **providing translation/interpretation**, was this event/program originally **developed** for a culturally specific community? (*By "developed," we mean that the program was originally designed for a specific community - e.g., Abriendo Puertas was designed for Latinx parents/caregivers.*)
- Yes, it was developed for: \_\_\_\_\_
  - No
  - Not sure

19. **Beyond providing translation/interpretation**, was this events/program **adapted** for a specific community? (By "adapted," we mean that the program was originally designed for one community but materials and content were changed to fit the cultural needs, values, and practices of another community - e.g., revising Ready for Kindergarten workshop content to align with the values and cultural practices of Latinx families. Adaptations could have been made by Hub staff, program facilitators, or others.)

- a. Yes, it was adapted for: \_\_\_\_\_
- b. No
- c. Not sure

20. Was the program specific to the transition to kindergarten?

- a. Yes
- b. No

21. Did elementary school staff attend or facilitate the program?

- a. Yes. If yes, which elementary school staff? (Circle ALL that apply)
  - i. Kindergarten teacher(s)
  - ii. Grades 1-3 teacher (s)
  - iii. Principal
  - iv. Other: \_\_\_\_\_
- b. No

22. Did early learning providers attend or facilitate the program?

- a. Yes. If yes, which PreK or early learning staff? (Circle ALL that apply)
  - i. Head Start teachers
  - ii. Family Childcare Providers
  - iii. P3 Coordinator
  - iv. Early Learning Program Manager/Director
  - v. Other (non-HS) PreK Teachers
  - vi. Other: \_\_\_\_\_
- b. No

23. Is there anything else you'd like to share about this FE/KT series?: \_\_\_\_\_

---

---

# 2022 KPI Shared PD Program Survey

## Important Instructions:

Thank you for taking a moment to complete this program survey for your KPI Shared Professional Development events! This information is critical for documenting ALL of the KPI funded of the P3 related PD that is being supported in your community.

- Please complete one survey for **EACH shared PD** program where early learning providers **and** K-12 staff are expected to be present. This includes **1-time** or **2-time events** and series (3 or more) of events.
- If you have the **same program** being implemented in **multiple sites at the same time**, complete this form **ONLY ONCE**, listing all locations.
- However, if **program implementation varies** (e.g., total number of sessions/hours is different at each site), or the **program timing is different**, please complete this form for each PD program separately.
- When possible, we will link this program information to the outcomes survey data you provide.
- The data provided here will be part of your programmatic reporting to the ELD.

If you have any questions, please contact the PSU evaluation team at isabelg2@pdx.edu or dreid@pdx.edu.

1. Hub Name: \_\_\_\_\_
2. Program Name: \_\_\_\_\_
3. In what format was this program delivered?
  - a. In-Person
  - b. Hybrid
  - c. Virtual
4. Program **Start** Date (Please enter date as MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_
5. Program **End** Date (Please enter date as MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_
6. Please list all Early Learning Programs (ELP) and schools that participated:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Please tell us who participated (*Circle ALL that apply*)
  - a. Early learning providers
  - b. Early learning program leaders or administrators
  - c. K-3 teachers
  - d. K-3 leaders or administrators
  - e. Other, please specify: \_\_\_\_\_
8. How many people attended the program? (*Please provide an unduplicated count*): \_\_\_\_\_
9. KPI fiscal information connected to this program **was** OR **will be** submitted at these times (Circle ALL that apply):
  - a. Fiscal Year 21/22 July-Sept (Quarter 1)
  - b. Fiscal Year 21/22 Oct-Dec (Quarter 2)
  - c. Fiscal Year 21/22 Jan-March (Quarter 3)
  - d. Fiscal Year 21/22 April-June (Quarter 4)
10. Was this event/program a one-time event, a 2-time event, or a series of 3 or more events? (Note: for Outcomes Surveys, a series is 3 or more sessions.)
  - a. One-time or 2-event program (*Please provide priority population information and anything else you would like to share about the one-time or 2-event program below.*)  
\_\_\_\_\_
  - b. A series of 3 or more sessions (Please collect outcomes surveys)

**IF THE EVENT/PROGRAM WAS ONLY A ONE-TIME OR 2-EVENT PROGRAM, SURVEY ENDS**



11. Were staff/providers asked to complete the outcome survey?
- Yes. It was administered on this date (Please enter date as MM/DD/YYYY): \_\_\_\_/\_\_\_\_/\_\_\_\_
  - No. Please share why not: \_\_\_\_\_
12. Total **number of sessions** held: \_\_\_\_\_
- Number of hours** per session: \_\_\_\_\_
13. This program was a:
- Professional Learning Community/Team
  - P-3 Leadership Team
  - Shared Training
  - Multi-day Conference
  - Other: \_\_\_\_\_
14. Did the program focus on a **specific curriculum or approach**? (Ex: *Growing Early Mindsets, Conscious Discipline, KITS*)
- Yes: \_\_\_\_\_
  - No
15. Was this program focused on how to serve a priority population OR were the participants from a priority population? (Ex: *Training on providing culturally specific services to Latinx/Hispanic children/families OR training for Latinx childcare providers*)
- Yes. Please share who: \_\_\_\_\_
  - No
16. In which language(s) was the program presented? \_\_\_\_\_
17. In which language(s) was interpretation provided for? \_\_\_\_\_
18. Beyond **providing translation/interpretation**, was this program originally **developed** for a culturally specific community? (By "developed," we mean that the program was originally designed for a specific community - e.g., *Abriendo Puertas* was designed for Latinx parents/caregivers.)
- Yes, it was developed for: \_\_\_\_\_
  - No
  - Not sure
19. **Beyond providing translation/interpretation**, was this program **adapted** for a specific community? (By "adapted," we mean that the program was originally designed for one community but materials and content were changed to fit the cultural needs, values, and practices of another community - e.g., revising *Ready for Kindergarten* workshop content to align with the values and cultural practices of Latinx families. Adaptations could have been made by Hub staff, program facilitators, or others.)
- Yes, it was adapted for: \_\_\_\_\_
  - No
  - Not sure
20. Did the program focus on **alignment of** (Circle ALL that apply. Please specify the topics: Literacy, math, science, social emotional, Behavioral, Other: \_\_\_\_):
- PreK and K curriculum: \_\_\_\_\_
  - K and grades 1-3 curriculum: \_\_\_\_\_
  - Early learning and K-3 assessments: \_\_\_\_\_
  - Other: \_\_\_\_\_
  - N/A- program did not focus on alignment
21. Did the program focus on **alignment of** (Circle ALL that apply. Please specify the topics: *Developmentally appropriate practice, culturally responsive classroom practice, social-emotional learning, trauma informed practice, instructional practices, Other: \_\_\_\_*):
- PreK and K classroom practices: \_\_\_\_\_
  - K and grades 1-3 classroom practices: \_\_\_\_\_
22. Did the event/program include opportunities for peer sharing between (Circle ALL that apply):
- Early learning and K-3 professionals
  - K and grades 1-3 professionals
  - Other: \_\_\_\_\_
  - N/A- program did not focus on peer sharing

23. What proportion of the program focused on the following topics(Circle your choice for items a-f):

a. Family Engagement	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>
b. Improving Classroom Environments	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>
c. Improving Transitions to K	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>
d. Changing Teacher/ Provider Instructional practices	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>
e. Using Data	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>
f. Social-Emotional Learning	<i>Did not include this topic</i>	<i>A little (1-25%)</i>	<i>Some (26-50%)</i>	<i>Over Half (51%-75%)</i>	<i>Almost All/All (76%-100%)</i>

24. Is there anything else you would like to share about this PD series?

---



---



---



---



---

## 2022 KPI Other Activity Survey

This is for all KPI funded work that is not captured through the shared PD or FE/KT

### Instructions

Thank you for taking a moment to complete this program survey for your KPI funded activity that is NOT family engagement/kinder transition or shared professional development! This information is critical for documenting ALL the KPI funded P3 related work that is being supported in your community.

**Examples** of KPI funded work that you might report here:

- Program planning/workgroups/outreach, etc.
- Service coordination planning/workgroups, etc.
- PD that is not shared by EL/K-12 participants
- Purchase of materials or curriculum
  
- Please complete one survey for **EACH** activity **after it is complete** or at the **end of the year** to summarize any year-long or multi-year efforts.
- If you have the **same activity** being implemented in **multiple sites at the same time**, you can complete this form **ONLY ONCE**, listing all locations.
- The data provided here will be part of your programmatic reporting to the ELD.

If you have any questions, please contact the PSU evaluation team at dreid@pdx.edu.

1. Hub Name: \_\_\_\_\_
2. Activity Name: \_\_\_\_\_
3. Activity **timeframe** \_\_\_/\_\_\_/\_\_\_\_\_ to \_\_\_/\_\_\_/\_\_\_\_\_ (Please enter date as MM/DD/YYYY)
4. If applicable, how many sessions/meetings were there? \_\_\_\_\_
5. Who participated in this activity? \_\_\_\_\_
6. How many people participated? (Please provide an unduplicated count): \_\_\_\_\_
7. Did this activity center around any of your Hub's priority populations?
  - a. Yes. Please share which one(s): \_\_\_\_\_
  - b. No - General Population
8. KPI fiscal information connected to this program was OR will be submitted at these times (Circle ALL that apply):
  - a. Fiscal Year 21/22 July-Sept (Quarter 1)
  - b. Fiscal Year 21/22 Oct-Dec (Quarter 2)
  - c. Fiscal Year 21/22 Jan-March (Quarter 3)
  - d. Fiscal Year 21/22 April-June (Quarter 4)
9. Please briefly describe the activity -- general purpose, who is involved, rhythm of meetings/sessions, etc.:

---

---

---

---

# Appendix C – List of KPI Reports

## Outcomes Reports & Data Summaries

### 2014-2015 KPI Evaluation Report

- Green, B., Patterson, L., Morris, M., Cochran, L. & Lambarth. C. (2015). Oregon Early Learning Division Kindergarten Readiness Partnership and Innovation Grants Year 1 Evaluation report. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2016 Early Learning Hubs Outcomes Survey Summary

- Patterson, L., Morris, M., Winters, K. & Green, B. (2017). Kindergarten Readiness Partnership & Innovation Grants Quarters 1-4: January 1 – December 31, 2016, Early Learning Hubs Outcomes Survey Summary. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2017 Annual Outcomes Survey Summary Report

- Reid, D., Patterson, L., Burton, M. & Green, B. (2018). Early Learning Division Kindergarten Readiness Partnership & Innovation Grants Annual Outcomes Survey Summary Report: January – December, 2017. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2018 KPI PD Outcomes Report

- Reid, D. & Patterson, L. (2019). Building Bridges Between Early Learning and K-3 Professionals: Outcomes from recent state investments. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2018 KPI KT/FE Outcomes Report

- Reid, D., Mitchell. L., & Green, B., (2018). Early Learning Division Kindergarten Readiness Partnership & Innovation Grants Annual Outcomes Summary Report: January – September, 2018. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

## Program Survey Report

### 2019 KPI Program Survey Report

- Reid, D., Ginsberg, I., & Green, B., (2019). Early Learning Division Kindergarten Readiness Partnership & Innovation Grants 2019 Program Survey Summary Report. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2019-2020 KPI Program Survey Report

- Reid, D., Ginsberg, I., & Green, B., (2019). Early Learning Division Kindergarten Readiness Partnership & Innovation Grants FY 2019-2020 Program Survey Summary Report. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### 2020-2021 KPI Program Survey Report

- Reid, D., Ginsberg, I., & Green, B., (2021). Early Learning Division Kindergarten Readiness Partnership & Innovation Grants FY 2020-2021 Program Survey Summary Report. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

## Case Studies

### Early Learning Multnomah P-3 Case Study

- The Portland State University Center for Improvement of Child and Family Services (2017). Early Learning Multnomah's P-3 Focus Schools: Early Insights into What, Why, and How?

### Early Learning Multnomah Play and Learn Case Study

- The Portland State University Center for Improvement of Child and Family Services (2017). Early Learning Multnomah Play and Learn Groups: A Bridge Between Schools & Families

### Yamhill Case Study

- The Portland State University Center for Improvement of Child and Family Services (2017). Learning from the Yamhill Early Learning Hub: Evidence for Effectiveness of the Ready for Kindergarten Workshops. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### Blue Mountain Case Study

- Mitchell, L., Green, B., Burton, M., Reid, D., & Patterson, L. (2017). Blue Mountain Case Study: Learning about Professional Learning Teams from Participants and Blue Mountain Early Learning Hub Partners. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.
- Mitchell, L., Burton, M., Green, B., & Patterson, L. (2017) Research Focus Brief: Building Early Learning-K3 Professional Learning Teams in the Blue Mountain Early Learning Hub. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### KPI Systems Interviews Report

- Patterson, L., Reid, D., Green, B. (2019). Oregon's P-3 Systems: Understanding the Role of the Kindergarten Readiness Partnership & Innovation Program. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

### KPI Systems 2-pager Conceptual Model Report 2019-10-08

- The Portland State University Center for Improvement of Child and Family Services (2019). Oregon's P-3 Systems: Understanding the Role of the Kindergarten Readiness Partnership & Innovation Program

### KPI Systems 2-pager Equity Report

- Reid, D. & Patterson, L. (2019). Equity in KPI funded strategies Across Oregon's Early Learning Hubs: 2019 Systems interview findings. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

## Statewide Analysis of KPI

- Green, B., Patterson, L., Burton, M., Reid, D., & Lambarth, C. (2017) Exploring the Relationship between Oregon's Prenatal-Grade 3 initiatives and Children's Kindergarten Readiness: Findings from the 2015-2017 Kindergarten Readiness Partnership & Innovation Evaluation. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.
- Patterson, L., Green, B.L., Lambarth, C.H., Burton, M., & Reid, D. (2018). *Building successful P-3 initiatives: Foundations and catalysts for systems change*. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

- Patterson, L., Reid, D. Tremaine, E, Green, B. (2019). Oregon's Prenatal-Grade 3 Initiative and Kindergarten Readiness: Findings from the 2018-2019 Kindergarten Readiness Partnership & Innovation Evaluation. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

## Other

### Northwest Early Learning Hub Evaluation

- Patterson, L. & Reid, D. (2020). Northwest Early Learning Hub 2019 Kindercamp Evaluation Findings.