**Purpose Statement**

The purpose of the Early Learning Kindergarten Readiness Partnership & Innovation Program is to:

1. Promote community and school partnerships that improve children’s readiness for kindergarten, in alignment with the goals, objectives, and strategies in [*Raise Up Oregon*.](https://oregonearlylearning.com/raise-up-oregon)

2. Strengthen connections and collaboration between the early care and education sector and local kindergarten-grade 12 (K-12) systems and schools by investing in innovative and promising models for early learning/K-12 integration across the state that can be scaled and replicated; and

3. Build a body of evidence that Oregon can use to create stronger alignment between its early care and education and K-12 sectors.

**Activities and Restrictions**

A. The following are priority areas for KPI funding:

1. Holistic community approaches to supporting successful kindergarten transitions that include at least the following elements:

a. Campaigns to promote early kindergarten registration;

b. Efforts to promote kindergarten attendance, in alignment with the Oregon Department of Education’s *Every Day Matters* campaign;

c. Multi-session transition programs and activities for children which place an emphasis on promoting emotional/behavioral regulation and social-emotional skills, which help orient children to the school facility and learn classroom routines, and which prioritize serving children who have not had access to preschool;

d. Culturally responsive capacity-building opportunities for families and primary care givers to help them support children’s successful transition to kindergarten through promoting learning and social-emotional development at home and which help parents to build capacity and skills for partnering successfully with children’s teachers and others in the K-12 system to support their children’s success;

e. Opportunities for children, families, and kindergarten teachers to build effective partnerships to promote children’s successful transition to kindergarten

f. Strategies that promote continuity between services and meaningful collaboration across early care and education and K-12 settings, such as sharing child-level data and work samples, and which facilitate partnerships across early care and education and K12 professionals;

g. Opportunities for families to share information with kindergarten teachers that will help them better understand children’s skills and assets at kindergarten entry;

h. Other activities that support successful kindergarten transitions, with ELD approval.

2. Systemic, culturally responsive approaches to engaging families as partners in children’s learning and development, which may include:

a. Evidence-based or research-informed culturally responsive parenting education programs designed for families with children ages 0-6;

b. Parent-teacher home visits;

c. Two-generation approaches, such as play and learn groups, that actively engage parents and caregivers in supporting children’s learning and development;

d. Programs designed to strengthen parent leadership and advocacy;

e. Professional development for K-12 administrators and/or kindergarten teachers on topics such as creating a welcoming school environment and sharing student learning data with families; or

f. Other capacity-building strategies that strengthen partnerships between families, schools, and the early care and education sector to support children’s readiness for kindergarten, with ELD approval.

3. Strategies that establish shared professional culture and practices among early care and education and K-12 sectors, which may include:

a. P-3 professional learning teams that are inclusive of early care and education providers and K-3 teachers, and which are designed to promote high quality, culturally responsive, developmentally appropriate classroom practice across settings;

b. P-3 leadership development for early care and education professionals, as well as K-3 teachers and administrators, which aligns with and/or leverages the *Lead, Learn, Excel* model;

c. Implementation of classroom observation protocols and related professional development, coaching or professional learning such as the *Early Development Instrument (EDI)*, *CLASS,* or *EduSnap*, across early care and education settings and kindergarten classrooms;

d. Alignment of curriculum, instructional practices, classroom environments, assessments and use of data across early care and education and K-3 settings in ways that promote high quality, culturally responsive, developmentally appropriate practice;

e. Technical assistance to provide ongoing coaching and/or job-embedded professional development for early care and education and K-3 educators; or

f. Other approaches or strategies designed to establish and strengthen shared professional culture between the early care and education and K-12 sectors, with ELD approval.

**B. Allowable activities include:**

1. Funding for P-3 professional learning teams, consisting of both early care and education and K-12 staff, to attend national, statewide, or regional professional development conferences, in which the content of the conference aligns with the goals and focus areas for local P-3 professional development, family engagement, and/or kindergarten transition initiatives;

2. Site visits to communities investing in comprehensive P-3 approaches;

3. Staffing for local or regional P-3 coordination and facilitation, and/or program implementation;

4. Local or regional P-3 planning or design teams, and/or other types of cross-sector work designed to strengthen local early learning and K-3 connections;

5. Other activities that support Goal 1 of *Raise Up Oregon* and which align with KPI purpose statement and priority areas, with ELD approval

C. All KPI-funded resources and activities shall be targeted to children and families from historically underserved communities, as defined in *Raise Up Oregon* and in alignment with hubs’ demographic analyses included in their equity deliverables.

D. The South Coast Regional Early Learning Hub shall only award KPI funds to education service districts (ESD’s), K-12 school districts, providers of early learning services, non-profit organizations, and post-secondary institutions.

E. Funds awarded may not be used for capital expenses, such as facilities, or to supplant existing federal or state funds. Capital expenses do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.

**Definitions:**

“P-3” means prenatal through third grade. It is the movement to improve outcomes for children through efforts by the adults in their lives to work more closely together and to share knowledge of a child's strengths and challenges.

“Historically Underserved Communities”: Refers to communities that the Early Learning Council Equity Implementation Committee identified as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures.

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