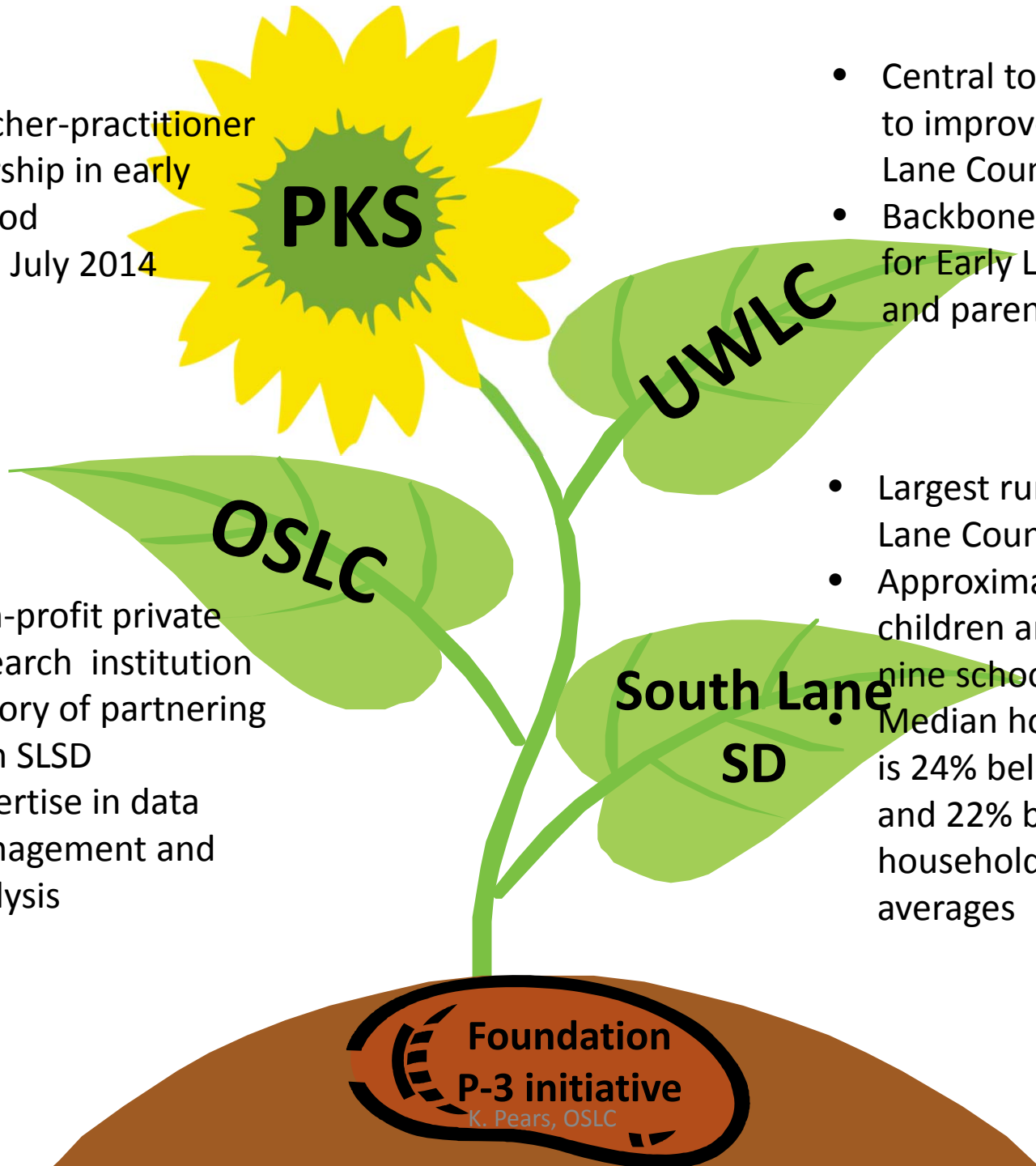


CREATING THE PARTNERSHIP FOR KINDERGARTEN SUCCESS

Katherine Pears, Ph.D.
Oregon Social Learning Center



- Researcher-practitioner partnership in early childhood
- Funded July 2014



- Non-profit private research institution
- History of partnering with SLSD
- Expertise in data management and analysis

- Central to many efforts to improve education of Lane County residents
- Backbone organization for Early Learning hub and parenting hub
- Largest rural district in Lane County Oregon
- Approximately 2,650 children and families in nine schools
- Median household income is 24% below the national and 22% below the state household income averages





PKS

Specific Aims

- Aim 1: To establish a sustainable practitioner-researcher partnership between SLSD, OSLC, and UWLC
- Aim 2 : To better understand incoming kindergartners' early childhood education (ECE) and care experiences and associations with school readiness, academic achievement, and social-emotional outcomes in kindergarten





PKS

Specific Aims

- Aim 3: To explore the school readiness goals, needs, and perspectives on alignment of the providers in the district

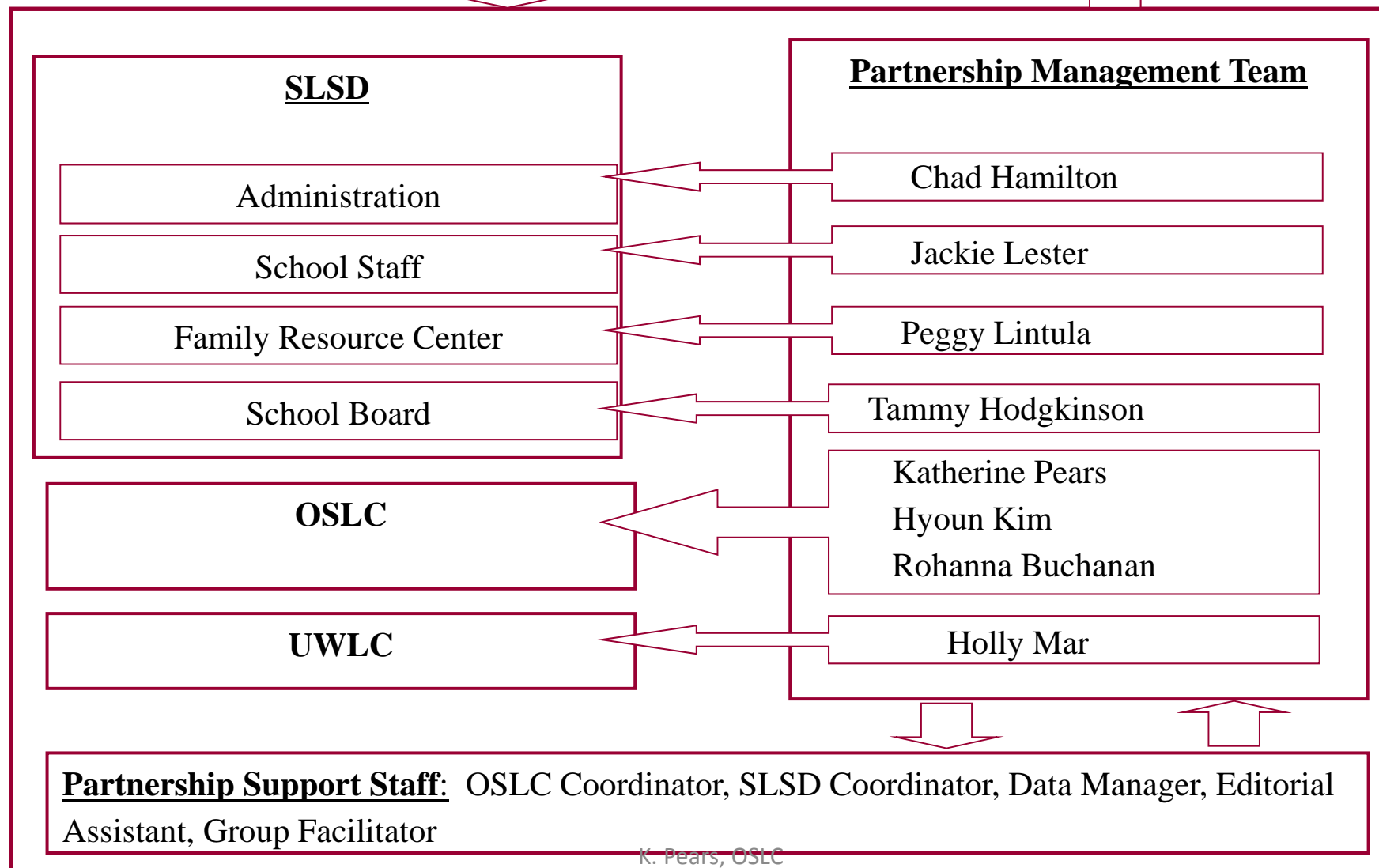


Aim 1: Establish partnership

- Already had a framework



Advisory Board



Partnership Support Staff: OSLC Coordinator, SLSD Coordinator, Data Manager, Editorial Assistant, Group Facilitator

Aim 1: Establish partnership

- Monthly meetings of Management Team (MT)
- Quarterly meetings of the Advisory Board (AB)
- Dissemination to other stakeholders through the MT and AB

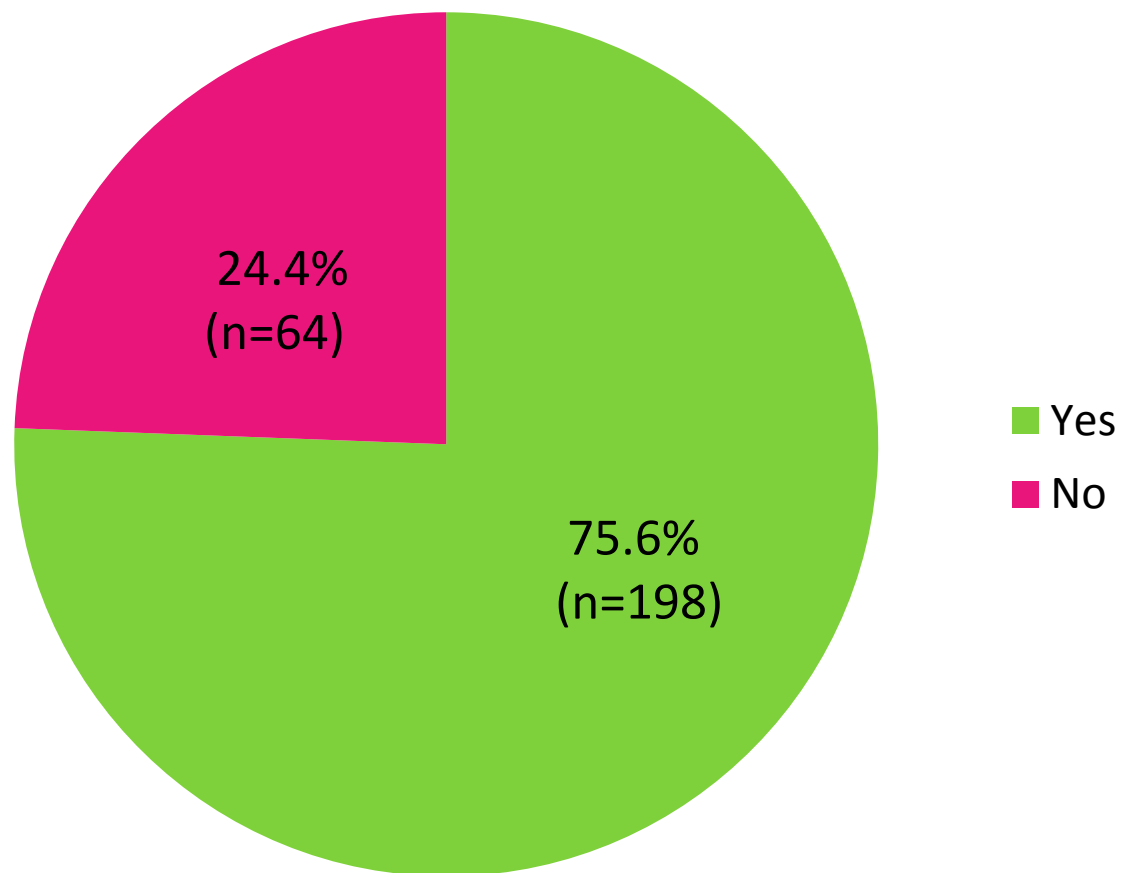


Aim 2: Better understand incoming kindergarteners' ECE experiences and influence on outcomes

- Collected the Kindergarten Questionnaire from all incoming kindergartners
- Will use to predict to fall kindergarten readiness and spring kindergarten outcomes
 - Will examine subgroups as well



How many children had ECE experiences?

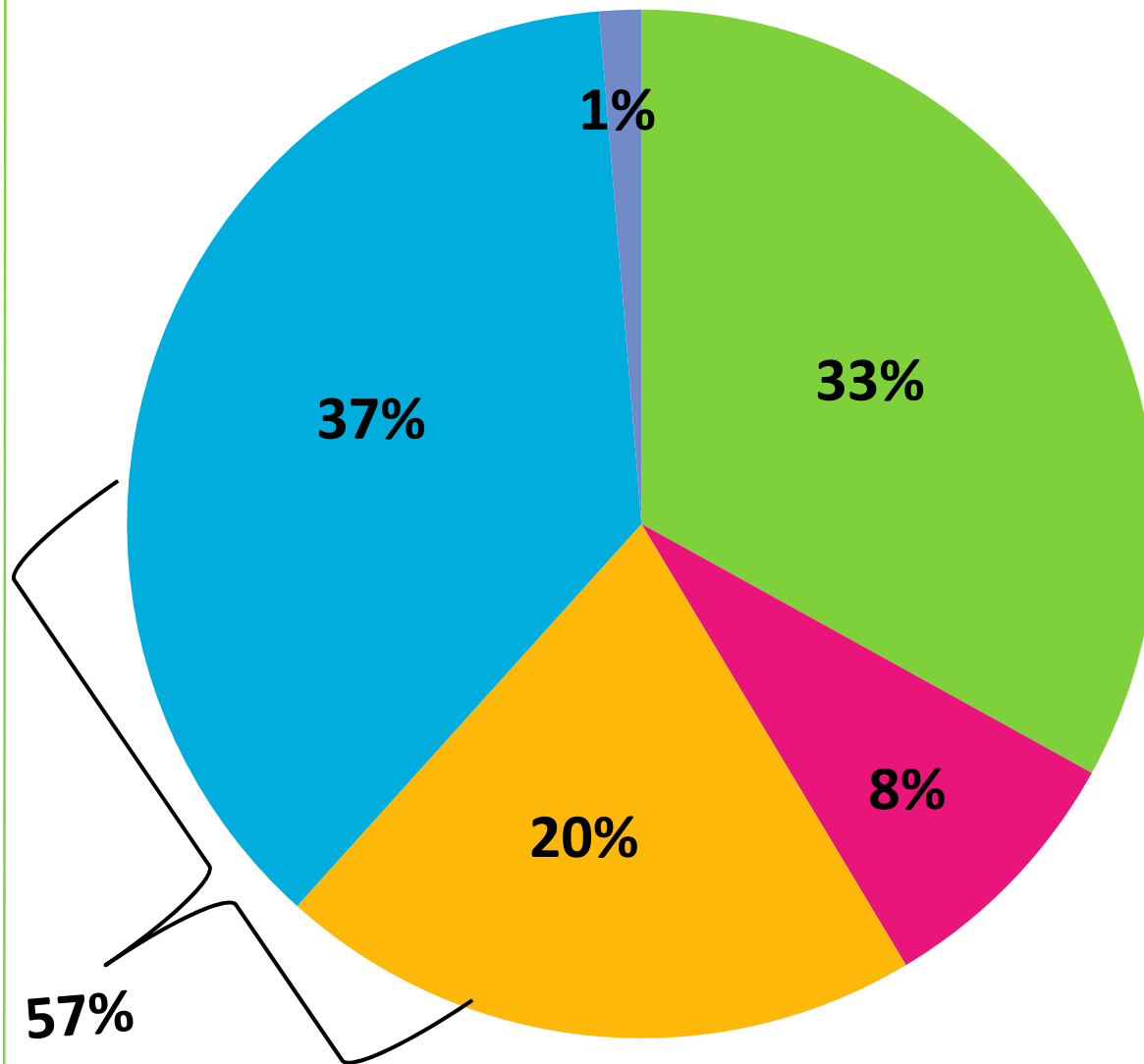


K. Pears, OSLC



Types of ECE

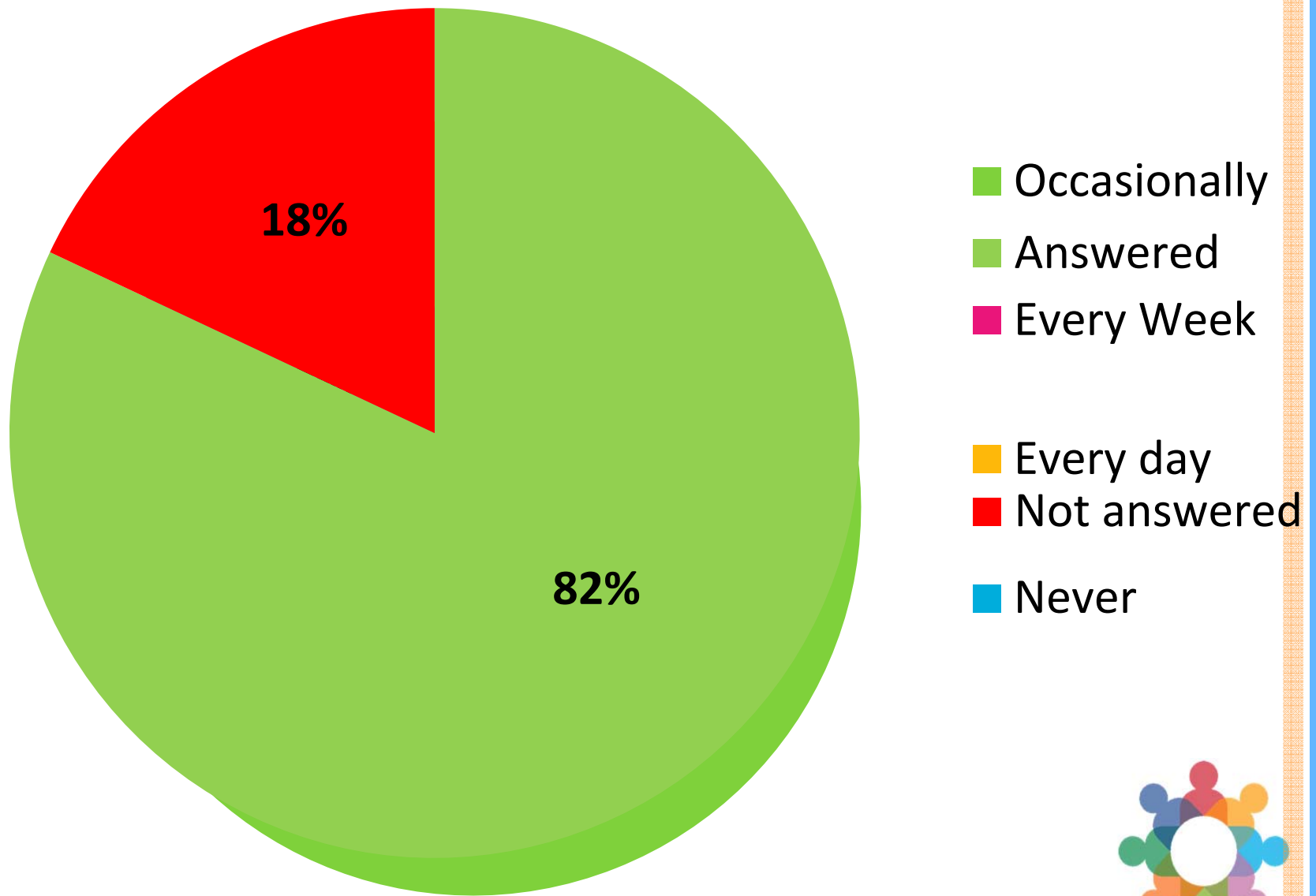
- Headstart/EC Cares
- Home based (multiple children)
- Private Center (Kindercare)
- Community Agency Based (church-based, Relief Nursery)
- Other ("homeschooled")



K. Pears, OSLC



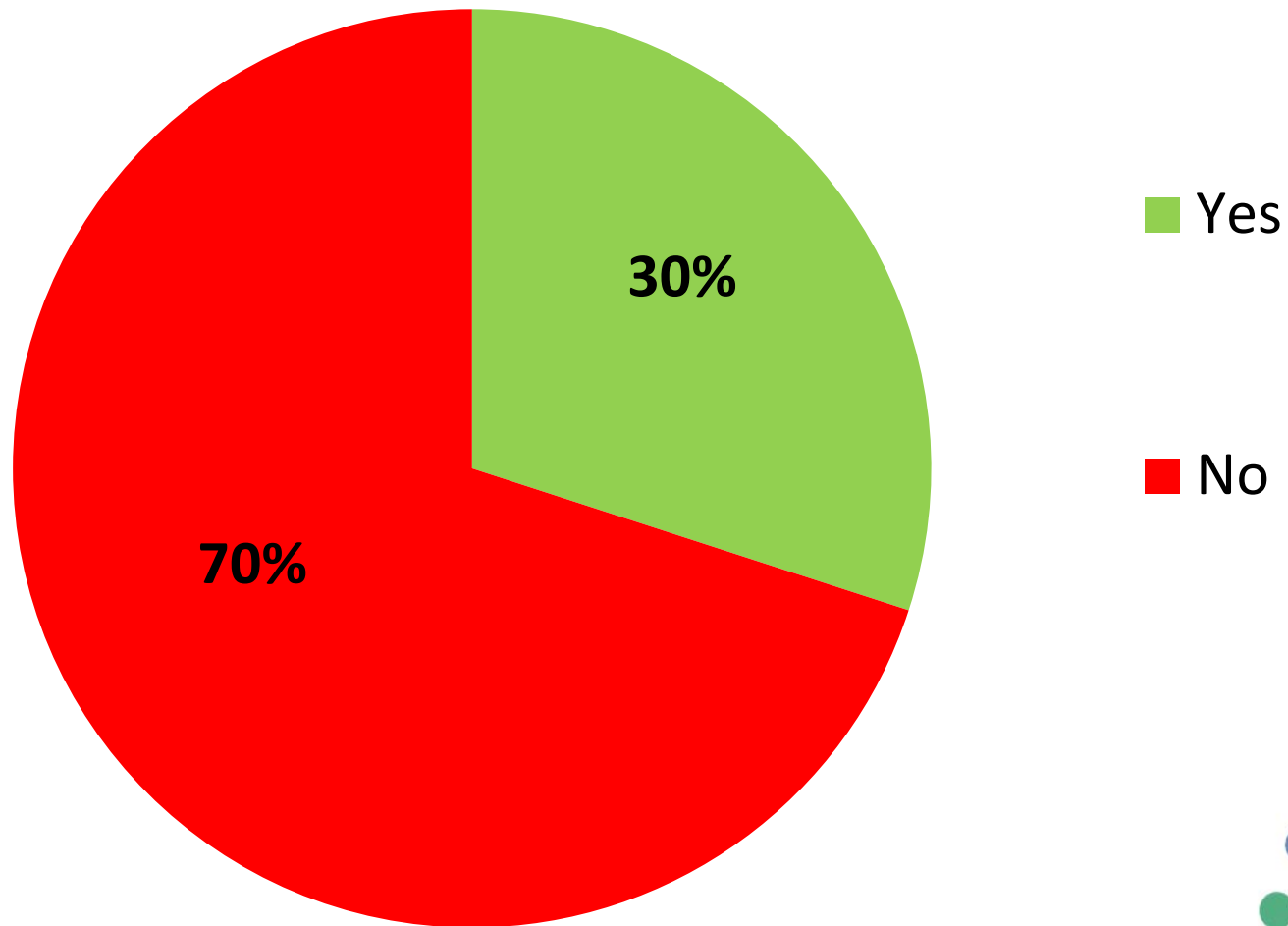
Parents are using community resources



K. Pears, OSLC



But when asked about parenting classes.....



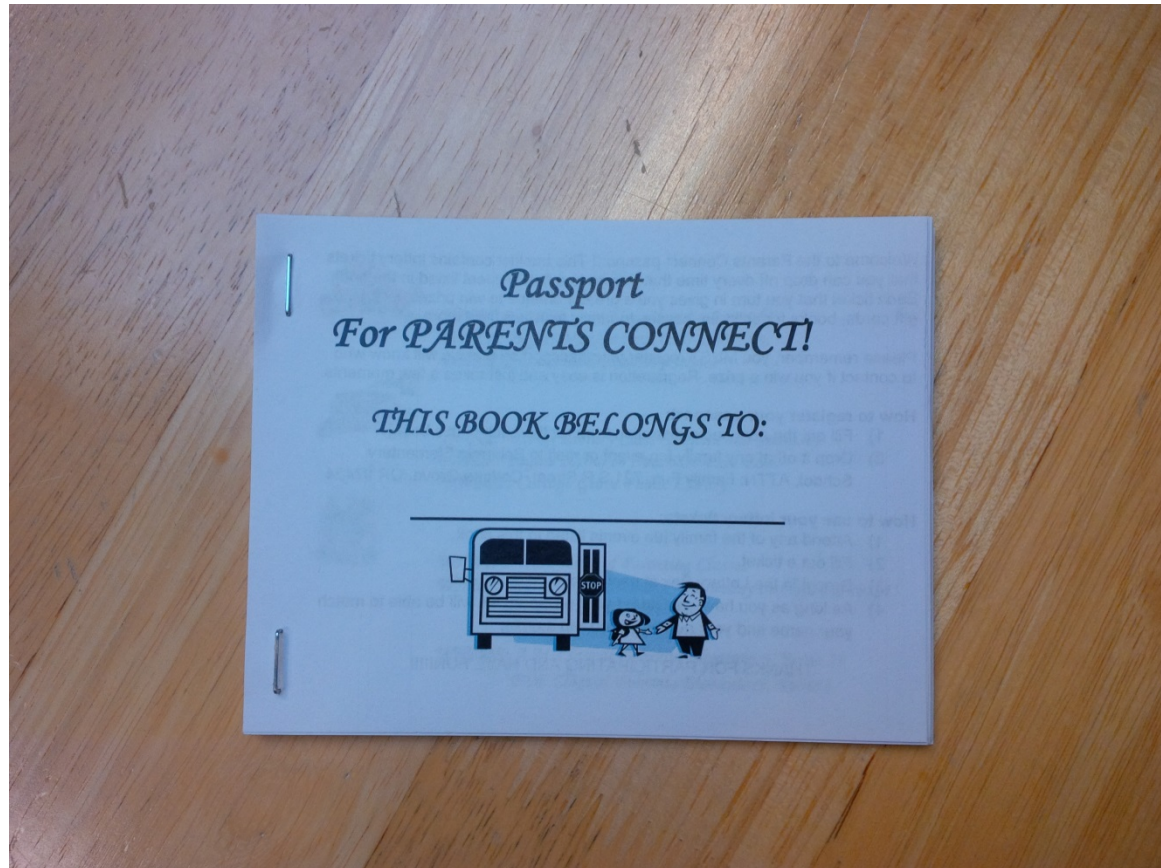
K. Pears, OSLC



Aim 1 Extended.....

- The school district developed a series of parenting supports to add to others that were already in place
- But they wanted to know who attended and how often
- **WITHOUT** a lot of forms, etc.





Parents Connect Passports!

Families had the chance to win prizes by leaving tickets at every event that they attend.

K. Pears, OSLC



Who came to these activities?

Gender	Frequency
Male	18
Female	70
Male/Female	3
Did not answer	38



Who came to these activities?

Highest Education		Household Income	
1-Below 6th Grade	11	1= < than \$4,999	20
2-Partial Junior High (7th-9th)	5	2=\$5-9,999	2
3-Partial High School (9th-11th)	6	3=\$10-14,999	6
4-High School	12	4=\$15-19,999	7
5-GED	6	5=\$20-24,999	9
6-Partial College	28	6=\$25-29,999	5
7-College Degree	10	7=\$30-39,999	9
8-Graduate Degree	5	8=\$40-49,999	4
Did not answer	47	9=\$50-59,999	11
		10=\$60-79,999	7
		11=\$80-99,999	1
		12=\$100,000+	2
		Did not answer	4

Parent
with 2, 4, 6
& 8 y.o.-
med
income-
med ed



10/8 CPS class

Parent
with a 7-
y.o.- low
income-
GED



11/6-Parents
Connect!



1/29-Parents
Connect!

Parent
with 3 y.o.-
low
income-
med ed



10/14
APC



APC



APC



APC



APC



APC



APC



APC

Parent
with 2, 5,
& 7 y.o.



12/9 APC



12/16 APC



1/6 Storytime



1/22 APC



1/29-Parents Connect!

K. Pears, OSLC

Aim 3: Better understand the kindergarten readiness goals and the needs of the ECE providers in the district

- Conducted focus groups with providers
- 3 groups
 - 10 center-based providers
 - 7 home-based providers
- Themes:
 - Providers happy to have voice
 - Interest in training opportunities from SLSD
 - Interest in stronger partnerships with SLSD



To-Do List

- Examine associations between ECE experiences and outcomes in fall and spring
- Analyze parent workshops attendance data to determine if groupings
- Further analyze focus group data



Lessons Learned

- It “pays” to let the partner follow their own questions
- By innovating methods of data collection we can explore pertinent questions in “real-time”



Challenges

- Small district
 - Sample is small
 - But can more easily get cooperation
 - Rural areas little explored



ACKNOWLEDGEMENTS

Collaborators

- Jackie Lester
- Chad Hamilton
- Peggy Lintula
- Hyoun Kim
- Rohanna Buchanan
- Deena Scheidt

Funding

- Institute of Education Sciences

