



Children's Institute

1221 SW Yamhill St.,
Suite 260
Portland, Oregon 97205
503.219.9034
info@childinst.org

www.childinst.org

BOARD OF DIRECTORS

Ken Thrasher, *Board Chair
Chairman of the Board
Compli*

Richard C. Alexander
*Founder
Viking Industries*

Duncan Campbell
*Chairman Emeritus
The Campbell Group*

Lori Flexer
*Senior Vice President
Ferguson Wellman Capital
Management Inc.*

Lynn Lundquist
*Business and
Government Leader*

Meera Mani
*Program Officer
The David and Lucile
Packard Foundation*

Isaac Regenstreif
IHR Consulting, LLC

John Tapogna
*President
ECONorthwest*

Chris Tebben
*Executive Director
Grantmakers for Education*

Nan Waller
*Multnomah County
Circuit Court Judge*

Gary Withers
*Executive Vice President
Concordia University*

Julie Young
Children's Advocate

Swati Adarkar
Executive Director

July 29, 2011

Dear Grants Committee,

We are very grateful for the generous support of the Oscar G. & Elsa S. Mayer Family Foundation, which has been pivotal as we develop our early learning demonstration initiative that will serve as a model of an integrated early education system beginning at birth. The Foundation's partnership has positioned us to move from the planning phase to the pre-implementation phase of our initiative.

We have also built state-level momentum around our systems-change strategy. Children's Institute staff and board members have been at the table every step of the way to ensure that Governor Kitzhaber's bold new vision for early childhood education succeeds. With the Foundation's support, we are helping Oregon become one of the first states to build an aligned and integrated early childhood system. Our initiative beginning at birth at Earl Boyles will be an effective working model to inform decision-makers as they tackle education reform efforts statewide.

The Children's Institute is well-positioned to build this model. Oregon's decision-makers view us as a trusted resource and the focused efforts of our Ready for School campaign continue to result in big wins. In June, the Legislature demonstrated its commitment to early childhood programs by **expanding access to Oregon Head Start Prekindergarten to more than 600 additional children**. In light of the significant budget shortfall, this is a big victory for Oregon's at-risk children.

Such important victories show that momentum around early childhood in Oregon is palpable. Locally, our early learning initiative continues to generate excitement. Our work promoting dialogue on how to ensure children are better prepared for kindergarten has yielded tangible results. A kindergarten home-visiting program will begin at Earl Boyles in the fall of 2011 and the school district has plans to implement the program district-wide. Furthermore, Earl Boyles is adding a prekindergarten classroom in the fall of 2011.

We appreciate the critical early support of the Foundation and would welcome a meeting or phone call to discuss our progress in more detail. We will continue to leverage our partnership with the Foundation to ensure Oregon's children enter kindergarten ready to succeed.

Warm wishes,

Swati Adarkar
Executive Director

Enclosure

OSCAR G. & ELSA S. MAYER FAMILY FOUNDATION INTERIM REPORT
A COMMUNITY APPROACH: BUILDING & SUSTAINING BEST PRACTICES, BIRTH TO EIGHT

PROGRESS TO DATE

Community blueprint

Research: We collaborated with researchers and early childhood experts at Portland State University to conduct family focus groups in Spanish and English, analyze census data, and interview key service providers. This work resulted in an eco-map (Attachment 1), a visual summary of programs, partners, and resources in the community. The eco-map is still changing as we learn more, but it will ultimately be an important tool to help Earl Boyles emerge as the hub of the community and will serve as a baseline of data to help us track our progress.

Service model design: The first version of the service model design is in place (Attachment 2) and has been reviewed by several prominent community groups and members. Our next step will be to conduct focus groups with parents and early childhood providers and incorporate their feedback.

Governance: We garnered expertise from Chris Tebben, board member and Grantmakers for Education executive director, and Lisa Pellegrino, Portland Children's Levy program director. We continue to gather ideas through our research and technical assistance from The Ounce of Prevention.

Evaluation: In May, a group of renowned researchers met to discuss the evaluation design. The collaborative discussion generated ideas about how to: create comparison groups, focus on aggregate outcomes, connect outcomes to their sources within the initiative, and use school climate measures. The participants offered their ongoing support in the evaluation process.

Fundraising: During the grant period, we secured \$282,500 for the initiative and submitted proposals requesting a total of \$565,000 in multi-year funding. The early support of the Foundation also helped us leverage funding from national foundations, including the Annie E. Casey Foundation, the Foundation for Child Development, and the Birth to Five Policy Alliance.

Logic model: We developed a logic model (Attachment 3) which incorporates expert feedback and advice from The Annie E. Casey Foundation.

Facilities: We created a draft of facility-related needs (Attachment 4), with input from stakeholders at Earl Boyles, that is consistent with our service model design. We consulted with Lindley Morton, president of a local design and build firm, on the process of designing a facility, and with The Ounce of Prevention and Marilyn Harrison, Nike Child Development Programs executive director, regarding fundraising for facilities and early childhood facility needs.

Kindergarten readiness assessment tool

In November 2010, the kindergarten readiness survey workgroup's report was received by the Governor's Early Childhood Matters Advisory Council with enthusiasm for and commitment to designing a new assessment tool. In February 2011 Governor Kitzhaber identified this as a top priority. We will use an assessment tool in the Earl Boyles community this fall. Policy and research director David Mandell, in his role as part of the Early Childhood Data Team, will share lessons learned at the state level.

Environmental scan

We completed a survey of Oregon's school districts to determine how they are linking with early childhood programs in their catchment area. 86 districts participated. We also surveyed 7 of Oregon's 9 Education Service Districts, all 31 Oregon Head Start Prekindergarten grantees, and 14 Early Head Start grantees. We are currently analyzing these results and preparing to conduct follow-up interviews.

New champions for integrated early education systems

The Children's Institute led a delegation to Harvard Graduate School of Education's PreK-3rd: The Foundation for Educational Success conference. Our delegation included local school officials, Meyer Memorial Trust, Chalkboard Project, Oregon's Department of Education and Head Start. The Early Childhood Funders Learning Circle invited Swati and other attendees to present lessons learned. In addition, the Gladstone School District has begun conducting regular meetings with the David Douglas School District to share insight on aligning early childhood programs with their districts. As a result of this partnership forged by our initiative Earl Boyles will add a prekindergarten classroom in the fall.

Public awareness campaign and advocacy platform

Staff and board members have given 12 presentations that highlight the need for an integrated early childhood system. Audiences have included: Spirit Mountain Community Fund board of trustees, the United Way Vision Council, the Roseburg Rotary club, and several large national audiences.

In November we provided former Governor Kulongoski's administration with principles to guide them in developing their early education strategy for the proposed 2011-2013 budget framework. This framework was used as a platform as Governor Kitzhaber prepared his recommended budget in early 2011.

Due to the ongoing economic crisis, we focused our 2011 legislative efforts on sustaining investments in programs serving children birth to five. Led by Ready for School campaign chair Dick Alexander, more than 30 meetings were conducted with legislators to build support for early childhood programs. In June 2011, the Legislature demonstrated its commitment to protecting these investments when it expanded access to Oregon Head Start Prekindergarten to more than 600 additional children.

Lessons learned at the community level taken to scale

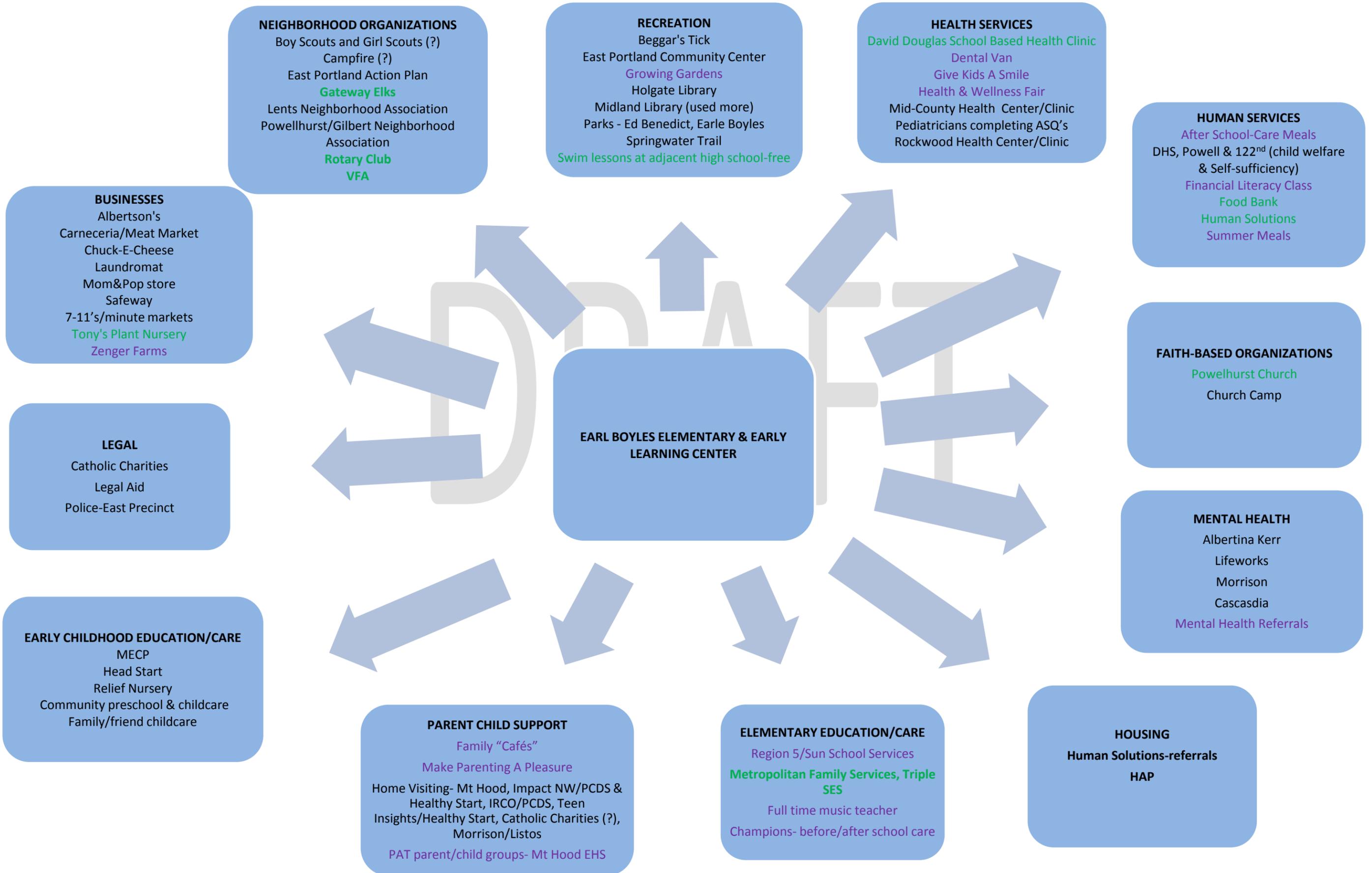
State-wide: Children's Institute staff and board members are involved at every stage in Oregon's work to support early childhood. Swati and Nan Waller, Children's Institute board member and Multnomah County circuit court judge, served on the Governor's Early Childhood and Family Investment Transition team. The team prepared a report that was the basis for Governor Kitzhaber's early childhood plan. David Mandell and Nan Waller served on the Early Learning Design Team, which prepared a detailed action plan to implement the recommendations of the Governor's Early Childhood and Family Transition Report in June 2011. Swati served on the Performance-based Budget Design Team.

The Children's Institute and the Ready for School campaign actively supported SB 909, a bill that creates a new Oregon Education Investment Board and establishes an Early Learning Council to oversee Oregon's early learning programs. We conducted legislative visits, testified at hearings, and sent an e-blast to our supporters, urging them to ask their legislators to support the bill. In June, the Legislature took a decisive step towards building an integrated early education system by passing SB 909.

District-wide (David Douglas): Our catalytic role as the driver of our new initiative has already fostered change in the David Douglas School District. After a site visit in we arranged in Seattle, Earl Boyles principal Ericka Guynes has taken steps to ensure Earl Boyles begins conducting home visits for all incoming kindergartners this fall. The school district plans to implement the idea district-wide.

UNANTICIPATED DEVELOPMENTS, CHANGES OR CHALLENGES

The initiative is taking off faster than we ever anticipated. As we conduct research, forge partnerships, and design key elements, supporters are excited and ready to be involved. We have already fostered change in the Earl Boyles community, including the addition of a pre-kindergarten class and home visiting. We have learned that developing a community blueprint is more complex than first envisioned, but we are inspired by the changes that are already taking place. We have hired Molly Day to serve as our initiative director and are excited to have a staff member devoted full-time to driving the initiative.



Earl Boyle Early Learning Initiative Eco-Map

- Key:**
- **Organizations/Programs in Earl Boyles Neighborhood**
 - **Organization/Program Partnering with Earl Boyles/SUN**
 - **Program Held at Earl Boyles School**

Neighborhood View

- Few sidewalks (grant recently came through to get Sidewalks on 122nd and down Ramona & Holgate?)
- Many stray dogs
- Bars- lottery & strip
- Cash check stores
- Poor lighting
- Lack of community rooms, adequate playground areas at apartment complexes
- Much of EBs boundary is considered to be in a flood plain (mostly around Johnson Creek, but extends up to almost Holgate on most maps)

Neighborhood Organizations

- **Boy Scouts and Girl Scouts (?)**
- **Campfire (?)**
- **East Portland Action Plan-** neighborhood associations, businesses, etc, advocating for equitable services in east county
- **Gateway Elks-**supplies/support for back to school events
- **Lents Neighborhood Association**
- **Powellhurst/Gilbert Neighborhood Association-** Mark White/president, good networker and connected with the neighborhood associations
- **Rotary-** foster kids support?
- **VFA-** 122nd/Market, support/supplies for back to school

Recreation

- **Beggar's Tick-** 112th & Foster, wild refuge
- **East Portland Community Center-** 106th & Cherry Blossom Drive, (503) 823-3450
- **Growing Gardens**
- **Library**
 - Midland- Stark & 122nd, (503) 988-5392, Holgate may be closer for some families but is below 82nd/different neighborhood area
- **Parks**
 - Ed Benedict- skate park and soccer fields
 - Earle Boyles Park: summer movies in the park, summer program through parks and rec
- **Springwater Trail-** paved walking/biking path that runs East-West just south of Harold St.
- **Swim lessons at adjacent high school-**free w/ criteria met, provided by district

Health Services

- **David Douglas School Based Health Clinic-** located on the David Douglas High School Campus, 1034 SE 130th Avenue (between Salmon & Stark), (503) 988-3554
 - The School Based Health Center provides free medical care for students K-12. Services Include:
 - Routine physical exams, diagnosis & treatment of acute & chronic illness, vision, dental, & blood pressure screenings, immunizations, health education, counseling & wellness promotion, nutrition education, prescription medications, mental health screening, information, referral & treatment
- **Dental Vans-** to serve uninsured children, visits couple times/year, scheduled through MESD
- **Give Kids a Smile-** DDSD takes kids from EB and other schools once a year by bus to OHSU for dental services
- **Health & Wellness Fair-** held at EB, May 19, 5:30-7:30, 30 partners/agencies coming
- **Mid-County Health Center-** 12710 SE Division St, Portland, (503) 988-3601, Hours: Monday–Friday, 8am-5pm, Buses: #4, 71
- **Pediatricians completing ASQ's**
- **Rockwood Community Health Center/Clinic-** 2020 SE 182nd Ave, Gresham, (503) 988-5400, Hours: Monday-Friday, 8am-5pm, Bus: #4, new/closer to Gresham but opened services to families in EB area

Human Services

- **After school-**serving meal for children in after school care
- **DHS-** Powell & 122nd (child welfare & Self-sufficiency)
- **Financial Literacy Class-** held at EB through SUN
- **Food Bank location-** through County/ MFS, funded through June possibly longer
- **Human Solutions** (energy/food/shelter)
 - SUN families can receive “enhanced” referral for transitional housing
 - Energy assistance 1 day/year to get utilities paid w/ child age 6 and under
 - Rental assistance
- **Summer Meals-**serving breakfast and lunch for whole family

Faith-Based Organizations

- **Powellhurst Methodist Church-** donate to events/snacks
- **Church camp-** 110th & Holgate

Mental Health

- **Albertina Kerr**
- **Lifeworks**
- **Morrison**
- **Cascadia**
- **Mental Health Referrals**

Housing

- **Human Solutions-**referrals
- **HAP**

Elementary Education/Care

- **Region 5/Sun School Services**
- **Metropolitan Family Services, Triple SES-**provide academic/social case management/support for children ages 6-17
- **Full time music teacher**
- **Champions-** before/after school care

Parent & Child Support

- **Family “Cafés”, Spanish** – size has doubled with Nancy’s support, Tracie will begin African American café next, plan to begin outreach through parents
- **Make Parenting A Pleasure-** parenting class held at EB through Metropolitan Family Services (MFS)
- **Home Visiting-** Mt Hood, Impact NW/PCDS & Healthy Start, IRCO/PCDS, Teen Insights/Healthy Start, Catholic Charities (?), Morrison/Listos
- **PAT parent/child groups-** through Mt Hood EHS, held at EB, Thursday 4-5:30

Early Childhood Education/Care

- **MECP-** Multnomah Early Childhood Program, community placements for children with special needs
- **Head Start-** Mt. Hood Community College
- **Relief Nursery**
- **Community preschool & childcare, Family/friend childcare**

Legal

- **Catholic Charities-** some legal support, Julianna Elegant-sun coord. @ Ron Russell Program also works at Catholic Charities, just passed bar and will be providing some legal assistance
- **Legal Aid**
- **Portland Police East Precinct-** 737 Southeast 106th Avenue, (503) 823-4800

Businesses

- **Albertson's-** 122nd & Division
- **Carneceria/Meat Market**
- **Chuck-E-Cheese-** 92nd & Powell
- **Laundromat** by Albertson's
- **Mom&Pop store-** 112th & Holgate
- **Safeway-** 122nd & Powell
- **7-11's/minute markets-** common place for shopping
- **Tony's Plan Nursery-** 103rd & Holgate, bit supporter of DD school district, donating things for auctions, etc.
- **Zenger Farms-** classes on feeding family on budget, cooking



**Children's
Institute**

**Early Learning Initiative @
Earl Boyles Elementary School**
Program Design

We believe in the power of prevention.

We know which programs and services can
deliver results.

Together we will demonstrate an innovative and
effective approach to ensuring student success.

Along the way, we aspire to change the way
Oregonians view education.

Problem Identified

Prevalence and Impact of the Achievement Gap

Educational success is the key to economic prosperity for individuals and societies, and the relationship between educational attainment and economic well-being becomes more pronounced every year. We know that if children are reading proficiently at third grade, on track in math, functioning well in their relationships with teachers and peers, and attending school consistently they are much more likely to succeed later in school, graduate on time and go to college. That is why educational success by third grade has become such an important and widely recognized target. But we also know that we can't wait until third grade, or even kindergarten, before taking an interest in a child's education. Ensuring that children arrive at kindergarten ready for success is vitally important.

Children from families with identifiable risk factors (e.g., low-income, linguistic or social isolation; parents with less than a high school education; parents with substance abuse or mental health disorder; member of certain racial/ethnic minority groups) are less likely to arrive at kindergarten with the skills needed to succeed in third grade. It is not only individual children and families who are at-risk, but neighborhoods and communities. Children who live in places where there is a high concentration of poverty, unemployment or violence face additional risks and added educational challenges. The achievement gap is rooted in all of these circumstances. Not only is the achievement gap well-established before children ever arrive at kindergarten, it becomes much more difficult and expensive to close as children move through their school years.¹

Oregon's efforts to close the achievement gap begin too late and invest too little when it matters most. Two recent studies prepared by ECONorthwest show that children who start behind generally finish behind. In particular, the Black-White and the Latino-White achievement gaps remain nearly constant between third and tenth grade.² Another national study shows the gaps in scores between low-income and high-income children and between Latino and White children in Oregon on the NAEP fourth grade reading test increased by nine points on both measures from 2003 to 2007.³

Oregon needs a new starting point for closing the achievement gap.

¹ Valerie E. Lee and David T. Burkam, *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*. Economic Policy Institute, 2002, p. 2.

² "A Deeper Look at the Black-White Achievement Gap in Multnomah County: A Report to the Black Parent Initiative. Winter 2009; "The Hispanic-White Achievement Gap in Oregon," Summer 2009.

³ "Gauging the Gaps: A Deeper Look at Student Achievement." The Education Trust. January, 2010.

Challenges We Face

We know which programs/strategies work, but we do a poor job of delivering them.

High-quality early education has been proven to close the achievement gap and put children on the path toward life-long success. Investments in early education produce short-term savings, such as reduced special education costs, as well as long-term benefits, including increased high school graduation rates and reduced use of social services. Yet far too few of the children who would benefit from high-quality early education programs have access to them. Lack of funding is the primary reason.

Nonetheless, simply expanding access by investing more in existing early childhood programs is not enough. We have identified four key challenges in successfully closing the achievement gap in the current system of early childhood and elementary school services.

1. **Peer Effect:** At-risk children are more likely to live in at-risk communities. Consequently, they are more likely to be in classrooms with children who struggle academically. The compounding effect of at-risk children being surrounded by other children who are struggling is an underlying cause of the achievement gap and partially explains why gains children make in early childhood programs sometimes “fade out” when they enter elementary school.
2. **Continuity:** Many of the children/families who could most benefit from these programs/strategies — even when they have access to them — either do not participate or often drop out before the program strategy can be effective. These families struggle to commit to the demands of intensive services such as making appointments, actively engaging at the time of services, and following up on suggested activities or actions after a service has been delivered. The mobility of at-risk families makes it particularly difficult for them to take advantage of early learning programs/strategies and to receive the sustained, integrated supports they need to successfully transition to elementary school.

Furthermore, families often struggle with the notion of “letting someone in” — getting close enough to trust a stranger with personal issues such as mental health, parenting challenges, immigration status, or language and cultural barriers. As a result, the highest risk families are often dropped from programs to fill the slots with families who will actively engage in the services. In the end, the children and families who may need the most support are not receiving it.

3. **Quality:** Even when children/families have access to proven programs/strategies and take advantage of that access, the programs/strategies are not always delivered with sufficient quality to achieve results. Existing accountability systems are often not focused on

outcomes or oriented toward quality improvement. Programs often do not have access to the data needed to guide continuous quality improvement or lack the expertise to effectively make use of data.

4. **Alignment:** The gains children make in early learning programs are not always sustained in elementary school. Children suffer from a lack of communication and connection between early childhood services/education and elementary schools. Families exit one fragmented service world and enter a very different one complete with new terms and expectations and a new approach to working with children and families. Preschool teachers rarely have the opportunity to communicate with elementary school staff regarding individual children's needs, style, and personality in the classroom environment. Furthermore, children who take part in early learning programs frequently end up in schools that lack the support services necessary to sustain their upward trajectory in the face of new challenges in school, at home and sometimes on the streets.

In summary, the current system fails to close the achievement gap.

Solution Identified

Wise Investments in Early Childhood

We know the achievement gap starts before kindergarten, and we know that without an integrated approach from birth through third grade we miss the optimal window for putting children on a path to success in school and life. Fortunately, business and civic leaders, foundations, policymakers, educators and advocates in Oregon and across the country have turned their attention to the early years as never before. This interest and leadership from the public and private sectors have manifested in a unique opportunity to begin building an early education continuum that works effectively with the K-12 system.

The Children’s Institute’s early learning demonstration at **Earl Boyles Elementary School** is Oregon’s finest opportunity to test best practices in a local, high-need setting and use the results to inform practice and policy decisions at all levels. We believe we must first test the effectiveness of our prescribed strategies on a small stage before we can operate on a significant scale. Our intent is that the lessons learned through this demonstration will be applicable to other school districts. These lessons include: how to build shared governance across systems; how to effectively track, manage and share information about children and programs in order to spur continuous quality improvement; how to effectively blend and braid funding and accurately capture the cost of providing quality early educational opportunities; and how to integrate professional development across the birth-to-third-grade spectrum.

In order for all children to arrive at kindergarten ready for success and to achieve school success by third grade, we propose to build an education system that is (a) universally available in a high-need community starting at birth; (b)

Earl Boyles

The Earl Boyles Elementary School and the surrounding neighborhood, all within the David Douglas School District, will be the hub of this community-centered initiative. The children attending Earl Boyles face a host of risk factors related to the achievement gap, most notably poverty, language barriers, high family mobility, and a lack of high-quality early educational experiences. As a result, test scores through fifth grade lag behind state standards.

On the other hand, the staff of Earl Boyles and David Douglas shows great strength and resourcefulness under the leadership of Principal Ericka Guynes and Superintendent Don Grotting. Earl Boyles has also demonstrated a strong approach to school behavioral management through Positive Behavior Supports. Walking through the halls and speaking with staff members, it’s clear that children are welcomed and engaged by teachers and a principal who truly care about them. Earl Boyles is an ideal home for the initiative, a place where motivation and collaboration are already in place to address the challenges facing the community.

neighborhood-based and school-connected; (c) where families are fully engaged and empowered; (d) integrated and aligned around common goals; (e) outcome-focused and data-driven; (f) where early learning is funded proportionately to elementary age; and (g) where local leadership is committed and supportive.

1. *Universally available in high-need communities starting at birth:* *If an entire neighborhood in a high-need community has access to high-quality early learning programs/strategies starting at birth, there will be a bigger impact than if individual children/families are targeted.*
2. *Neighborhood-Based:* *If high-quality early learning programs/strategies are available to an entire neighborhood, similar to the K-12 model, these services will be considered non-stigmatizing, and more families/children (including at-risk families) will participate and do so over a longer period of time.*
3. *School-Connected:* *If high-quality early learning programs are delivered in conjunction with a school, more families/children (including more at-risk) will engage initially and continue to participate.*
4. *Engaged and Empowered Families:* *If families are engaged with and supportive of their children's learning and connected to their neighborhood school before their children enter kindergarten, they will be more likely to engage in their children's learning after they enter kindergarten and be more effective advocates for their children.*
5. *Integrated and Aligned:* *If high quality educational programs/strategies from birth through third grade are better integrated and aligned to achieve common goals, then the collective impacts of these programs/strategies will be enhanced.*
6. *Outcome-Focused and Data-Driven:* *If programs and staff have access to child-level data on outcomes and support in interpreting and using that data, program/teaching quality and outcomes for children will improve.*
7. *Proportionately Funded:* *If early learning is funded proportionately to education for elementary age children, then high-quality early learning programs/strategies can be made available to an entire neighborhood.*
8. *Committed Leadership:* *If local leadership (city, county, superintendent) commits to ensuring that all children are on a path to success at third grade, then the focus, resources and collaboration needed to build this education system will follow.*

Our plan is to intervene early and continuously over a long period of time and build connections that will continue to support children in later years. The demonstration site will begin offering services at birth and continue formally through the third grade, though some services and practices will continue through the fifth grade. Services will be co-located at the school where staff members are committed to creating a seamless transition from early childhood services into the elementary classrooms. The school is also committed to aligning curriculum and child/family support through the fifth grade. Services will focus on engaging families and children in early learning and providing support to families to combat the common risk factors they may be facing. The initiative will also create linkages to other resources in the community that can provide additional services not already offered through the initiative. The initiative will emphasize that parents and caregivers are the child's first teachers and that we have faith in their ability to build a strong foundation for themselves, their children and their community, if given the support they need.

Visualize a Coherent, Community-Based System

Place Yourself at the Beginning of the School Year

It's 8:20 in the morning when you first see the new wing adjoining the Earl Boyles Elementary School. From the outside, it's easy to see why neighbors look upon the building with pride. Inside, you discover an open and welcoming space designed with young children and their families in mind. Classrooms are vibrant. Shelves in the family library are stocked with books and other resources for loan, and a donation closet filled with clothes and supplies awaits families in need.

At 10:00 the building is alive with activity, parents and babies in one room listening to stories and singing songs, and preschoolers in another room experiencing rhythm and math through a dance activity.

In the early afternoon, a babysitter with a little one drops by to read books, and a mom is using a computer to complete her resume. Older children from the elementary wing are coming into the preschool classroom to read to the little ones.

At 3:00 a father picks up his son from preschool before walking down the hall to meet with his daughter and her third grade teacher. Elementary and early childhood staff are taking advantage of professional development opportunities and home visitors from different community programs are coming together to coordinate case management of children.

It's now 6:30 in the evening. Parents are participating in classes that will help them succeed as parents and providers for their families. In the elementary wing families are coming together for a sit-down dinner. A parent educator talks with them about strategies to increase reading in the home.

Outside the school, the initiative is evident as you drive through the neighborhood. Project staff are knocking on doors, ready to drop off library books and check in with families who have yet to visit the center. A small group of moms are getting together at a church to work on parenting skills. Trained home visitors are providing comfort and resources to moms experiencing postpartum depression or other challenges. Inside one home, a nurse consultant weighs a new baby and discusses the benefits of breastfeeding with the parents.

This is the new starting line for education in Oregon.

Program Design

Integrated, Aligned and Welcoming

The overarching program design will provide services from birth through third grade. The Children's Institute will be primarily focused on birth-to-five services while partnering closely with the elementary school to enhance and inform educational support strategies for kindergarten through third grade and beyond. A wing, to be added to the school, will be the hub of the initiative.

The initiative will offer two service models, as well as linkages to community services, to meet the needs of all families. Both models will be voluntary and available to all families in the neighborhood. The **enrolled service model** will provide structured early childhood services to families who choose to and are able to participate. The **open service model** will try to engage those families who are unable or choose not to commit to structured services. Our specific goal with the open service model is to build rapport with higher-needs families who may not engage in more structured services and offer a pathway to the enrolled services. **Community linkages** will build connections with providers in the community, referring families to needed services not offered through the initiative, and providing space at the school for activities offered by other providers in the neighborhood.

Meeting Needs at Different Ages

While the overarching goal of the initiative is to build a fully integrated and aligned birth-to-eight education system, children and families have different needs at different developmental stages. The services for different age groups will reflect these differences.

Birth-to-Three: Early learning builds on the secure attachment between a child and a primary caregiver, and is driven by the intense brain development that occurs in the first three years of life. The initiative will approach birth-to-three services with the goal of facilitating positive parent-child relationships and promoting early learning from the view of the parent as the child's first teacher.

Preschool (Ages 3-5): While the parent-child relationship remains central, a child's desire to explore relationships with other adults and peers becomes stronger. Most children are ready to engage in a classroom setting of their peers and learn the skills necessary to be a positive contributing member of that community. Children continue to learn primarily through play and are ready to take on more advanced academic skills including early math and literacy. While providing classroom-based opportunities for learning, socialization and parent engagement, services to support parent-child relationships in the home will continue.

Early Elementary (Ages 5-8): As children enter full-day kindergarten they are surrounded by peers and teachers for a large portion of their day. Children continue to expand on their academic skills as well as develop the social-emotional skills. Parents must work harder to be involved in their child's daily life, to learn the details of the hours spent away from home and to continue supporting age-appropriate learning at home. Additional services will focus on fostering parent engagement, facilitating consistent attendance, and supporting social-emotional development.

Enrolled Service Model

Children and families will be able to enroll in the program any time there is a child in the home under age 5, and older children will be automatically involved through enrollment in Earl Boyles Elementary School. Families will enter services by meeting with a family support manager to complete a screening process, and to discuss family needs and service options. The family support manager will also link families to other services in the area (e.g. housing, energy assistance).

Home Visiting – Birth-to-three and up to age 5 as needed by the family

Home visiting will be offered to all families in the Earl Boyles catchment area, reaching families that are not already receiving home visiting services. The initiative will use the Parents As Teachers (PAT) curriculum and model as the basis for birth-to-three services. PAT is an evidence-based home visiting model that also incorporates parenting groups and case management. The PAT curriculum supports caregivers' roles in promoting children's school readiness and overall health through discussion, guided parent-child activity, developmental and health information, and regular screenings to monitor overall development. In addition, PAT provides curriculum for parent-child play groups that support topics covered in the home visits and facilitates child-led play, attachment, early literacy and other areas.

In some cases families will already be involved in another home visiting program in the area. In these cases the initiative will partner with the other agency and offer their staff opportunities for professional development such as joining the initiative's staff in case management meetings, completing evaluation paperwork, and participating in trainings.

Potential partners include:

- Mt. Hood Community College
- Metropolitan Family Services
- Impact NW
- IRCO
- El Progreso Hispano
- Morrison Child & Family Services
- Multnomah Education Service District

Preschool – Age 3 to 5/kindergarten entry

A half-day preschool will be offered to all families in the Earl Boyles catchment area. There will be at least four cohorts of students during the year – two morning classes and two afternoon classes, each with a maximum of 20 students.

Teachers will be required to have Bachelor's degrees in early childhood and ideally teaching licenses. They will build strong connections with the elementary teachers by participating in the professional learning communities that are ongoing at Earl Boyles. These professional development opportunities facilitate team cohesion and provide teachers with student-level and school-level data to drive intervention decisions. Preschool teachers will also participate in

the learning communities with early childhood staff for case management, consultation, and professional development.

Research is still being conducted regarding curriculum for the classrooms. The guiding principles in this decision process include providing early learning opportunities through developmentally appropriate activities that address all domains of development (cognitive, social-emotional, motor skills, language). The curriculum will be evidence-based as well as aligned and integrated with elementary school curriculum. The curriculum choice will also reflect the needs of the population, including all risk factors already mentioned, to best support academic success as the children transition into kindergarten.

Consultant Services – Birth to 5

The initiative will enhance the PAT model with additional services to further support the families in this high-risk population. Several consultants will be available to support families with specific issues regarding mental health, child development, and pregnant mother/child health care. These consultants will be available on a part-time basis to meet with families at the school or in the home. Consultants will also provide consultation and trainings for staff.

- *Family Support Manager* – assigned to families as they enter the program, assisting families in navigating systems within the program and community
- *Mental Health Consultant* – direct services to families and consultation to staff, basic support around adult/child mental health issues, referral coordination, case plan support in conjunction with home visitor and family support manager
- *Nurse Consultant* – direct services to families and consultation to staff, support around pregnancy and postpartum mother/child health issues, referral coordination, case plan support in conjunction with home visitors and Family Support Manager
- *Child Development Consultant* – direct services to families and consultation to staff, support around early developmental concerns, referral coordination, case plan support in conjunction with home visitors and Family Support Manager

Early Elementary Services – Ages 5 to 8

Elementary services will reflect the needs of the whole school, through fifth grade. Services will build on the following strategies already in place at Earl Boyles:

- Positive Behavior Interventions and Supports – an evidence-based, school-wide behavior management system
- Professional learning communities – weekly meetings with all teachers for professional development, team-building, and data driven decision-making regarding school practices and student interventions
- SUN Service System – providing additional enrichment activities for children and families outside of regular school hours

Additional strategies will be further developed or added and include:

- Building a birth-elementary school culture – continuous effort to break down silos and build unified community in the school building
- Parent engagement – increased emphasis on strengthening the home/school connection such as beginning of the year home visits
- Student attendance support – striving to increase support for children and families around child attendance
- Social-emotional development – increase school/teacher capacity to respond to child social-emotional needs through professional development
- Curriculum alignment and integration – guided by evidence-based models

Open Service Model

Voluntary services will be available to all families in the Earl Boyles catchment area, including those in the enrolled services, and will take place at the school and in the community. These services will reflect the PAT model of providing parent-child interaction groups, and offer enhanced services to meet the needs of the population and build community connections with the school.

Outreach – Birth to 5

The initiative will offer monthly outreach to families in the area not actively participating in services. Outreach may come in the form of phone calls, text messages, e-mails, traditional mail, or dropping by a family's home or community gathering space. Content of the outreach will be to check in with the family, answer any questions around parenting or community resources, provide developmental screenings, share news of upcoming events, and offer a spectrum of services and resources to the family.

Parenting Groups – Birth to 5

- *Parent-child interaction groups* – held at the school, incorporating essential child development topics including brain development, child-led play, sharing of parenting strategies, conducting parent-led developmental screenings, promoting observation of child temperament and behavior
- *Parent Support Groups* – held at the school, enabling parents to come together without children, share challenges and joys of parenting, build connections with each other
- *Parent Micro-Groups* – Fostering small playgroups throughout community, in homes, churches and other community gathering areas

Health and Development Activities – Birth through elementary school

The initiative and Earl Boyles will work together to offer clinics at the school to provide vision, hearing, developmental screenings, and possibly dental check-ups, fluoride treatments and immunizations

Community Gatherings – Birth through elementary school

Held at the school, large community group events (e.g. dinner, family fun night), drop-in play time for parents and children, school open some evenings/weekends. Additional events for families will be offered at other community gathering areas by partnering with churches, community recreation centers and libraries.

Community Linkage Services

Staff members working for the initiative will build linkages with community providers to facilitate smooth service delivery to families. This will include providing space at the school for activities offered through community organizations.

Literacy Activities and Outreach – Birth through elementary school

Partnership with county library to offer literacy playgroups (Book Babies), outreach literacy programs (Raising A Reader) to homes and child care centers, and a family library of children’s books at the school

Additional Parenting Classes – Birth through elementary school

Partnering with community agencies already providing instructional and supportive classes for parents in the area. For example, Metropolitan Family Services already offers Make Parenting A Pleasure at Earl Boyles.

Adult Education Classes – Birth through elementary school

Partnering with local agencies to offer adult classes at the school, facilitating self-sufficiency and educational advancement for parents (e.g. ESL, literacy, Drivers Education, GED)

Recreation and Summer Extension Activities – Birth through elementary school

Partnering with the school and the SUN Service System to offer activities outside the regular school day and school year



**Children's
Institute**

Early Learning Initiative @ Earl Boyles Elementary School

Logic Model

Goal: All children arrive at kindergarten ready for success and achieve school success by third grade.

Problem Statement: Ensuring that all children achieve school success by third grade is a goal the Children's Institute shares with many other organizations and individuals. We know that if children are reading proficiently at third grade, on-track in math, functioning well in their relationships with teachers and peers, and attending school consistently they are much more likely to succeed later in school, graduate on time and go on to college. But we also know that we can't wait until third grade, or even kindergarten before taking an interest in a child's education. Ensuring that children arrive at kindergarten ready for success is also vitally important. The reasons for investing in early education are well-established and compelling:

1. Children who are academically successful in third grade are more likely to be academically successful throughout their primary school years and to graduate from high school.
2. Children who enter kindergarten ready to learn are more likely to succeed at third grade.
3. Parents who are more actively engaged in their children's learning and school, are more likely to have children who succeed in school.
4. Children from families with identifiable risk factors (e.g., low-income; linguistic or social isolation; parents with less than a high school education; parents with substance abuse or mental health disorders; members of certain racial/ethnic minority groups) are less likely to

arrive at kindergarten with the skills needed to succeed and less likely to be academically successful at third grade.

5. Children from communities with identifiable risk factors (e.g., high concentration of poverty; high levels of unemployment; high levels of community violence) are less likely to arrive at kindergarten with the skills needed to succeed and less likely to be academically successful at third grade.
6. Not only is the achievement gap between children with and without these identifiable risk factors much more difficult to address as children age, it also tends to widen or, at best, remain constant.
7. There are a discrete number of early childhood programs/strategies proven to improve school readiness and to put children on a trajectory for school success.
8. Current funding levels mean that not all children/families who would benefit from these programs/strategies have access to them.

We know that while investing more in existing early childhood programs is crucial, it is not enough. We also need to transform how early education opportunities are delivered and valued. Only by redesigning the system of service delivery will we be able to address the following problems:

1. **Peer Effect:** At-risk children are more likely to live in at-risk communities. The compounding effect of at-risk children being surrounded by other children who are struggling contributes to the achievement gap
2. **Continuity:** Many of the children/families who could most benefit from these programs/strategies – even when they have access to them — either do not participate or often drop out before the program strategy can be effective.
3. **Quality:** Even when children/families have access to proven programs/strategies and take advantage of that access, the programs/strategies are not always delivered with sufficient quality to achieve results.
4. **Alignment:** The gains children make in early learning programs are not always sustained in elementary school.

Solution Statement:

We know which early childhood programs work and we do not need to demonstrate their effectiveness. What we need to demonstrate is how to effectively and efficiently deliver them to children and families, and in doing so, transform our current “non-system” into a system that works for our most vulnerable children, families and communities.

We believe that in order for all children to arrive at kindergarten ready for success and to achieve school success by third grade, we need to build an education system that is (a) universally available in high-need communities starting at birth; (b) neighborhood-based and school-connected; (c) where families are fully engaged and empowered; (d) integrated and aligned around common goals; (e) outcome-focused and data-driven; (f) where early learning is funded proportionately to elementary age; and (g) where local leadership is committed and supportive.

Our belief is driven by the following propositions:

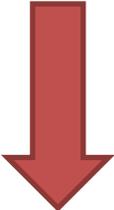
1. *Universally available in high-need communities starting at birth: If an entire neighborhood in a high-need community has access to high-quality early learning programs/strategies starting at birth, there will be a bigger impact than if individual children/families are targeted.*
2. *Neighborhood-Based: If high-quality early learning programs/strategies are available to an entire neighborhood, similar to the K-12 model, these services will be considered non-stigmatizing, and more families/children (including at-risk families) will participate and do so over a longer period of time.*
3. *School-Connected: If high-quality early learning programs are delivered in conjunction with a school, more families/children (including more at-risk) will engage initially and continue to participate.*
4. *Engaged and Empowered Families: If families are engaged with and supportive of their children’s learning and connected to their neighborhood school before their children enter kindergarten, they will be more likely to engage in their children’s learning after they enter kindergarten and be more effective advocates for their children.*
5. *Integrated and Aligned: If high quality educational programs/strategies from birth through third grade are better integrated and aligned to achieve common goals, then the collective impacts of these programs/strategies will be enhanced.*

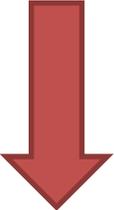
6. Outcome-Focused and Data-Driven: *If programs and staff have access to child-level data on outcomes and support in interpreting and using that data, program/teaching quality and outcomes for children will improve.*
7. Proportionately Funded: *If early learning is funded proportionately to education for elementary age children, then high-quality early learning programs/strategies can be made available to an entire neighborhood.*
8. Committed Leadership: *If local leadership (city, county, superintendent) commits to ensuring that all children are on a path to success at third grade, then the focus, resources and collaboration needed to build this education system will follow.*

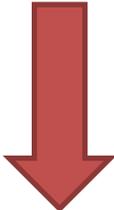
OVERARCHING PROJECT GOAL: In order for all children to arrive at kindergarten ready for success and to achieve school success by third grade, we need to build an education system that is (a) universally available in high-need communities starting at birth; (b) neighborhood-based and school-connected; (c) where families are fully engaged and empowered; (d) integrated and aligned around common goals; (e) outcome-focused and data-driven; (f) where early learning is funded proportionately to elementary age; and (g) where local leadership is committed and supportive.

The initiative will... (strategies)	By doing... (activity)	In order to... (short-term objective)	So that we achieve the following long-term changes
<p>(a) Universally available in high-need communities starting at birth</p> <p><i>If an entire neighborhood in a high-need community has access to high-quality early learning programs/strategies starting at birth, there will be a bigger impact than if individual children/families are targeted.</i></p>	<ol style="list-style-type: none"> 1. Make voluntary, high-quality preschool available to all children age three and four and residing in the neighborhood. 2. Make voluntary evidence-based home-visiting services available to all parents of children under the age of three residing the neighborhood. 	<ol style="list-style-type: none"> 1. Increase the percentage of children in the neighborhood who have participated in high-quality early education programs. 2. Increase the successful engagement of at-risk families in early learning programs. 3. Increase the intensity and duration of families' participation in early learning programs. 	<ol style="list-style-type: none"> 1. Children more likely to achieve third grade benchmarks (and other long term success for children). 2. Children more likely to arrive at kindergarten ready for success. 3. Increased policy and resource support for early learning as key foundation for school success.
<p>(b) Neighborhood-based and school-connected</p> <p><i>If high-quality early learning</i></p>	<ol style="list-style-type: none"> 1. Make school campus a hub through which families access early learning opportunities and connect to early childhood services. 2. Physically locate early 	<ol style="list-style-type: none"> 1. Community support for the importance of parent involvement in children's learning is 	<p>Increased policy and resource support for early learning as key foundation for school success.</p>

<p><i>programs/strategies are available to an entire neighborhood, similar to the K-12 model, these services will be considered non-stigmatizing, and more families/children (including at-risk families) will participate and do so over a longer period of time.</i></p> <p><i>If high-quality early learning programs are delivered in conjunction with a school, more families/children (including more at-risk) will engage initially and continue to participate.</i></p>	<p>childhood programs on school campus.</p> <ol style="list-style-type: none"> 3. Engage key city and county leadership and include them in Initiative’s governance structure 4. Develop strategies to recruit and engage community members in project leadership and governance. 5. Engage community members within a school catchment area to support the development of community norms supportive of positive child development. 	<p>strengthened.</p> <ol style="list-style-type: none"> 2. Community support for the value of 0-5 programs is strengthened. 3. Participation in early education programs is seen as a community norm. 4. Increase the percentage of children in the neighborhood who have participated in high-quality early education programs. 5. Increase the successful engagement of at-risk families in early learning programs. 6. Increase the intensity and duration of families’ participation in early learning programs. 	<ol style="list-style-type: none"> 4. Greater and more effective collaboration between partners. A shared sense of mission and focus. 5. Increased family engagement and involvement in their child’s learning from birth through third grade. 
<p>(c) Engaged and empowered families</p> <p><i>If families are engaged with and supportive of their children’s learning and connected to their neighborhood school before their children enter kindergarten,</i></p>	<ol style="list-style-type: none"> 1. Create a governance structure that includes family representation on all committees in the Initiative. 2. Form a family advisory council to ensure that family voices are heard. 3. Conduct regular focus or discussion groups to 	<ol style="list-style-type: none"> 1. Increase families’ sense of connections to schools. 2. Parents become more effective advocates for their children. 3. Parents are more involved 	

<p><i>they will be more likely to engage in their children's learning after they enter kindergarten and be more effective advocates for their children.</i></p>	<p>solicit parent input on Initiative activities.</p> <ol style="list-style-type: none"> 4. Train Initiative staff/teachers to actively involve parents in early learning opportunities. 5. Implement specific, age-appropriate activities designed to enhance parent's involvement in their child's learning throughout all programs and services from birth to grade 3. 	<p>in their children's learning from birth through grade 3</p>	
<p>(d) Integrated and aligned</p> <p><i>If high-quality educational programs/strategies from birth through third grade are better integrated and aligned to achieve common goals, then the collective impacts of these programs/strategies will be enhanced.</i></p>	<ol style="list-style-type: none"> 1. Use developmental milestones to third grade benchmarks as a tool to help build consensus about goals and expectations. 2. Bring together key agencies and programs involved across the 0-8 developmental span to form a governance body that will enable the development of a shared vision and facilitate cross-sector collaboration to achieve them. 3. Ensure Initiative leadership is trained so they understand how the 0-8 pieces fit together. 4. Execute an intergovernmental agreement that details the shared vision, values, beliefs and expectations for the initiative among stakeholders. 5. Create forum for communication among staff to promote greater alignment of partnering 	<ol style="list-style-type: none"> 1. Shared vision and goals for children and how to achieve them are identified. 2. Increase understanding by school system personnel about how they can support early childhood development. 3. Increase understanding by early childhood providers about how they can work with schools. 4. Increase collaboration and information sharing among early learning providers and between early learning 	

	<p>programs goals and practices.</p> <ol style="list-style-type: none"> 6. Conduct needs assessment within neighborhood to determine gaps in services. 7. Identify which service gaps the Initiative is responsible for and which ones must be met by community referrals or other strategies. 8. Provide effective referral support to services not provided directly by the Initiative. 9. Develop inter-agency transition agreements specifying roles and responsibilities for ensuring smooth transitions. Expand professional development to include both early elementary and 0-5 teachers/providers. 10. Train early care and education providers on elementary education expectations for school readiness. 	<p>providers and the school.</p> <ol style="list-style-type: none"> 5. Create a neighborhood-wide and cross-provider shared focus on asset building and academic success starting prenatally and continuing through 3rd grade 6. Increased likelihood of children having successful transitions between early childhood programs. 7. Increased likelihood of children transitioning successfully to kindergarten. 	
<p>(e) Outcome focused and data-driven</p> <p><i>If programs and staff have access to child-level data on outcomes and support in interpreting and using that data, program/teaching quality and outcomes for children will</i></p>	<ol style="list-style-type: none"> 1. Ensure that all programs and curricula are evidence-based. 2. Implement a common intake process with universal screening. 3. Create a web-based Initiative database that will include key information about children and families, and the services they receive 	<ol style="list-style-type: none"> 1. Quality of educational services children receive are improved across the age spectrum. 2. Providers are better able to identify family/child needs and make 	

<p><i>improve.</i></p>	<p>and/or need that will be accessible by all key Initiative partners.</p> <ol style="list-style-type: none"> 4. Use the Initiative database to track child and family-level outcomes and to provide feedback to programs for continuous quality improvement. 5. Provide technical support and training to help providers, teachers, staff, etc. interpret and use data. 	<p>sure they are referred to appropriate services.</p> <ol style="list-style-type: none"> 3. Providers are actively engaged in using child-level outcome data to individualize learning supports for children from birth through grade 3. 4. Evidence-based programs are implemented with fidelity. 	
<p>(f) Proportionately Funded <i>If early learning is funded proportionately to education for elementary age children, then high-quality early learning programs/strategies can be made available to an entire neighborhood.</i></p>	<p>Raise private and public dollars to fund birth-to-five programs/services at a per child funding level similar to that of K-12.</p>	<ol style="list-style-type: none"> 1. All children in catchment will have access to a basic level of early education programs. 2. Local leadership will make funding for early education a priority. 	
<p>(g) Committed Leadership <i>If local leadership commits to ensuring that all children are on a path to success at third grade, then the focus, resources and collaboration needed to build this education system will follow.</i></p>	<ol style="list-style-type: none"> 1. TBD 	<ol style="list-style-type: none"> 1. TBD 	

Early Learning Initiative @ Earl Boyles

Proposed Facility Needs

Snapshot: 5 – 7 classrooms, 3 meeting/event rooms, plus office space, storage, entryway, outdoor play area. Kitchen, restrooms and other non-programming space not included below.

Classrooms

1 - 2 Kindergarten Classrooms: There are currently two “kinder” classrooms at Earl Boyles, and they should stay close to each other. We have two options: (1) Both “kinder” classrooms could be in the new facility, or (2) assuming the new facility is connected to the elementary school, one kinder classroom could be in the elementary and the other in the new facility. Either way, the two kinder classrooms should be close to one another.

Kinder Classrooms: 33'x30' = 990 sq. feet per classroom
Total Kinder Classroom Sq. Footage = 990 - 1980

2 - 3 Preschool Classrooms: At least two classrooms are needed. A third should be considered in anticipation of population growth in the neighborhood and more families sending their children to preschool due to universal access. The third classroom could be used for other purposes until needed for preschool use.

20 children per classroom/per session (2 sessions per day)
35 sq. feet of useable indoor space required per child* = 700 sq. feet per classroom (not including large structures, such as cubbies, teacher desk, sink, and bathrooms)

Total Classroom Sq. Footage = 1,400 - 2,100
Additional Storage Space

2 Parent-Child Classrooms - space to accommodate 15 adults and 15 infant/toddlers, floor space for families to sit and babies to explore, safe and friendly for infants and toddlers

Meeting Space

1 Large Meeting/Event Room: Space for 30 adults/children at tables or in rows of chairs

- **Ability to divide into 2 smaller meeting rooms** that would accommodate 7-10 adults or 4 adults/4 children. Available for meetings and family consultations

2 Small Meeting/Work Rooms: space for 3 people w/ table, 1-2 computers for parents to use, couch/chairs

Office Space

Staff Office Space: 13 - 21 staff members depending on enrollment (2 - 3 preschool teachers, 2 - 3 case managers, 3 part-time consultants, 5 - 10 home visitors, 1 - 2 Home-Visiting Supervisors) Imagining open floor plan with communal resource area and a semi-private (not shared) workspace for each staff member.

1 Office for Director: space for typical office furniture and table for meetings with 3 - 4 people

Storage

1 Room for Donations – storage for clothes, toys, infant supplies and furniture for donation to families (Family Building Blocks in Salem is a good model.)

Large Closets – Ample space for bulky car seats, riding toys, cribs, craft supplies, etc.

Entrance/Exit

1 Large entry space – open and welcoming area for families to enter the building, space for administrative assistant, small family library, some toys, family-friendly furniture (Gladstone is a good model.)

Outdoor

Covered and Uncovered Outdoor Play Area – including both shade and exposure to sun, For preschool, 75 sq. feet useable play space per child*, total square footage is based on 1/3 amount of total program enrollment being outside at one time (i.e., 1/3 center's capacity at any given time)

$(60 \div 3) \times 75 = 1500$ sq. feet minimum (assuming 3-classroom scenario)
Additional storage for large toys

* Square Footage Standards based on Head Start, National Association for Education of Young Children (NAEYC), and Oregon Childcare Division Standards