

**The Early Learning
Kindergarten Readiness Partnership and Innovation Program**

414-800-0105

Definitions

The following definitions apply to OAR 414-800-0105 to 414-800-0130:

- (1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - (a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - (b) Living in inadequate or unsafe housing; having inadequate nutrition;
 - (c) Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - (d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - (e) Living in circumstances under which there is neglectful or abusive care-giving; or
 - (f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
- (3) “Early childhood services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages 0-6.
- (4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.
- (5) “Elementary school” means any public school that has at least kindergarten, first, second, or third grade classes.
- (6) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.
- (7) “Non-profit organization” means:
 - (a) An organization established as a nonprofit organization under the laws of Oregon; and
 - (b) Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.
- (8) “Postsecondary Institution” means a:
 - (a) A community college operated under ORS chapter 341.
 - (b) The following public universities within the Oregon University System:

- (A) University of Oregon.
- (B) Oregon State University.
- (C) Portland State University.
- (D) Oregon Institute of Technology.
- (E) Western Oregon University.
- (F) Southern Oregon University.
- (G) Eastern Oregon University.
- (c) Oregon Health and Science University.
- (d) An Oregon-based, generally accredited, not-for-profit institution of higher education.

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101

414-800-0110

Establishment, Delegation and Purpose

(1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established as provided under section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013). The Early Learning Council delegates to the Early Learning Division all administrative functions necessary or reasonable in order to administer the program.

(2) This program creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this program to promote community and school partnerships and innovations that result in measurable increase in children's readiness for kindergarten.

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101

414-800-0115

Eligibility

The following types of organizations may apply for funding:

- (1) Early Learning Hubs
- (2) Education Service Districts;
- (3) K-12 school districts;
- (4) Non-profit organizations;
- (5) Post-Secondary institutions; or
- (6) A collaboration of any of the above.

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101

414-800-0120

Criteria

(1) Applicants for grant funds must meet one or more of the following criteria:

- (a) Form a partnership with at least one provider of early learning services, licensed childcare provider or elementary school;
- (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;

- (c) Establish ambitious but meaningful targets for kindergarten readiness;
 - (d) Invest resources in serving a significant number of children in communities with high concentration of poverty, underserved racial groups, non-native English speakers, or rural and remote communities;
 - (e) Align with and supplement federal programs to provide moneys for educational purposes;
 - (f) Agree to report to, and partner with all Early Learning Hubs serving the region.
- (2) Applicants must demonstrate:
- (a) A proven track record of ability to achieve developmental outcomes for children.
 - (b) A clear commitment to equity.
 - (c) The proposed plan is likely to:
 - (A) Result in a demonstrable connection between early learning providers and schools; and
 - (B) Improve kindergarten readiness as measured by the Oregon Kindergarten Assessment.
 - (3) Priority for funding will be given to applicants that:
 - (a) Assist children in becoming ready for kindergarten or being successful in kindergarten;
 - (b) Share professional developments strategies and resources with providers of early learning services, child care providers and kindergarten teachers;
 - (c) Demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families; or
 - (d) Demonstrate the grant funds will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities.

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101

414-800-0125

Funding

- (1) The Early Learning Council shall determine for each fiscal year the portion of the funds available for the early learning kindergarten readiness partnership and innovation fund.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.
- (3) Funds 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.

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101

414-800-0130

Reporting

Recipients of these funds must report on the grant to the Early Learning Council via the Early Learning Division at the end of the grant period. The report must include at least:

- (1) Description of outputs and activities related to implementation of the early learning/K-12 partnership strategy.
- (2) Impact on kindergarten readiness, as measured by the Oregon Kindergarten Assessment.
- (3) Impact on the attitudes, behaviors, and instructional practices of early childhood educators and kindergarten teachers.
- (4) Impact on the attitudes, behaviors, and practices of children's families.

Temporary Rules

Stat. Auth.: ORS 336.101

Stat. Implemented: ORS 336.101