

# KEY RESOURCES FOR EARLY YEARS TO EARLY GRADES WORK IN YOUR COMMUNITY

In order for Oregon to reach our 40-40-20 goal and close opportunity gaps, we must work together to create a truly seamless system of education for all children. This requires early learning, K-12, and health providers to reach out to nontraditional colleagues and identify opportunities to collaborate, align work, and leverage resources to work in partnership with families. These resources will help you identify the best next step for doing this work in your community.

## **COMMUNITY ASSESSMENT AND EVALUATION**

### **Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches**

[http://depts.washington.edu/pthru3/PreK-3rd\\_Framework\\_Legal%20paper.pdf](http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf)

This framework, developed by the University of Washington and the Center for Evaluation and Innovation, articulates 8 areas of shared work, including teacher & principal effectiveness, instructional tools, and family engagement. It provides specific indicators to help schools, districts, early learning programs, and other partners to reflect on and evaluate their current efforts and improve.

### **Community Needs and Resources Assessment Toolkit for Prenatal-Grade 3 Initiatives**

[http://www.oregoncf.org/Templates/media/files/early\\_childhood/p3\\_cnra\\_toolkit\\_web.pdf](http://www.oregoncf.org/Templates/media/files/early_childhood/p3_cnra_toolkit_web.pdf)

This toolkit outlines a process for gathering information about your community in order to make action plans for your work. It is tailored to communities starting to align their efforts with partners prenatal to grade 3. The toolkit was created by Portland State University for the Oregon Community Foundation.

### **Coalition of Communities of Color Tool for Organizational Self-Assessment Related to Racial Equity**

<http://coalitioncommunitiescolor.org/wp-content/uploads/2014/06/Tool-for-Organizational-Self-Assessment-Related-to-Racial-Equity-2014.pdf>

The Coalition of Communities of Color and All Hands Raised offer a guided process for organizations, including schools and early learning partners, to self-evaluate and develop and implement an Equity Action Plan.



### **Community Solutions Action Plan – Grade Level Reading**

[http://gradelevelreading.net/wp-content/uploads/2013/01/CSAP\\_Framework\\_r10\\_1-14-13.pdf](http://gradelevelreading.net/wp-content/uploads/2013/01/CSAP_Framework_r10_1-14-13.pdf)

This framework, from the Campaign for Grade-Level Reading, provides an outline for writing a community plan to improve third grade reading outcomes that involves multiple partners and community-led solutions informed by data about the community's greatest assets and challenges.

Kindergarten! ... here I come!



### **School Readiness Framework – Ready for Kindergarten Collaborative**

<https://dl.dropboxusercontent.com/u/15106924/ReadinessFrameworkPostedVersionApril8R4KCorrected2014-04-11.pdf>

The framework offers a list of possible indicators to choose from to track whether a community is making headway toward increasing kindergarten readiness and third grade reading.

### **School Readiness Indicators – Ready for Kindergarten Collaborative**

<https://dl.dropboxusercontent.com/u/15106924/R4KConsolidatedIndicators2014-04-11.pdf>

A list of specific indicators communities could use to track progress toward their goal of kindergarten readiness and third grade reading.



## **IMPLEMENTATION**

### **Baby Steps**

<http://www.childinst.org/publications/314-baby-steps-into-a-big-world>

This report, from the Children’s Institute, explains the process that went into developing a blended funding preschool at Earl Boyles Elementary in the David Douglas School District. The school district, regional Early Childhood Special Education provider, and Head Start/Oregon Prekindergarten were critical and eager partners in launching this effort.

### **Ready for Kindergarten Transitions Tool Kit – Social Venture Partners**

<https://dl.dropboxusercontent.com/u/15106924/R4KTransitionsToolkit2014-04-24.pdf>

This toolkit offers data driven strategies to increase student readiness for kindergarten – through family involvement, culturally-competent transition practices and school-based experience.

### **A Governor’s Guide to Early Literacy: Getting All Students Reading by Third Grade**

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>

This guide from the National Governor’s Association offers specific policies and practices for closing achievement gaps and ensuring that all students are proficient readers by the end of third grade.

### **Leading Pre-K-3 Learning Communities Competencies for Effective Principal Practice**

<http://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities.pdf>

This guide, developed by the National Association of Elementary School Principals, is designed to help principals and others who care about creating quality Pre-K-3 learning systems by identifying important areas of focus and leadership practices.

### **Oregon’s Child Care Quality Rating and Improvement System (QRIS)**

<http://teachingresearchinstitute.org/projects/qrisc>

Oregon’s Quality Rating and Improvement System (QRIS) is a program that raises the quality and consistency of child care and early learning programs across the state. It helps ensure children in QRIS programs are ready for kindergarten by connecting programs and providers with free tools, financial incentives and professional advice that they can put into practice with confidence.

### **Equity Lens**

<http://education.oregon.gov/Documents/Final%20Equity%20Lens%20Adopted.pdf>

The Equity Lens provides vision and beliefs for making equity the guiding focus of educational decision-making and practice. This document includes key questions for supporting the operationalization of the Equity Lens.

### **StORytime. every day. everywhere.**

<http://storytimeoregon.com/>

StORytime connects parents and families with easy-to-access, culturally relevant resources to eliminate real or perceived barriers to early literacy building. The site offers fun activities that fit into everyday life.

### **Professional Learning Academy: Supporting District Implementation of Early Childhood Policy**

[http://ceelo.org/wp-content/uploads/2014/10/ceelo\\_fast\\_fact\\_ec\\_academy.pdf](http://ceelo.org/wp-content/uploads/2014/10/ceelo_fast_fact_ec_academy.pdf)

The Center on Enhancing Early Learning Outcomes offers a model of professional development for district teams and the initial impacts of this work.



### **ADDITIONAL RESOURCES**

#### **The PreK-3rd Grade National Working Group**

<http://prek-3rdgradenationalworkgroup.org/>

The PreK-3rd Grade National Work Group promotes high-quality learning experiences for children from prekindergarten through third grade. The Work Group is committed to building knowledge and understanding of effective PreK-3rd grade policy and practice, with an emphasis on instruction and engagement in learning.

#### **Foundation for Child Development**

<http://fcd-us.org/>

The Foundation for Child Development (FCD) website offers resources supporting an approach to PreK-3rd Education organized by five core components: alignment, school organization, qualified teachers, classrooms as learning environments, and accountability to parents and communities. The FCD website also offers resources to inform policymakers, educators, researchers, and others about PreK-3rd issues.

#### **Attendance Works Tools & Technical Assistance**

<http://www.attendanceworks.org/tools/>

The Attendance Works website offers resources for monitoring, understanding and addressing chronic absence, beginning in the early grades.

#### **Harvard Family Research Project**

<http://www.hfrp.org/>

Harvard Family Research Project's website Provides a wide range of family engagement resources, tools, and strategies.

#### **Experts Guide – Grade Level Reading**

[http://gradelevelreading.net/wp-content/uploads/2012/01/GLR\\_EWAbrochure-LR.pdf](http://gradelevelreading.net/wp-content/uploads/2012/01/GLR_EWAbrochure-LR.pdf)

The Campaign for Grade-level reading has compiled a list of national experts, research, and resources on chronic absence, school readiness & preschool, summer learning loss, retention, and family engagement.