



Early Learning **Hub**

of Linn, Benton & Lincoln Counties

P-3 Alignment Work Group Handouts

November 19, 2021

District	2019/202 Final ADMw	Base Allocation	Allocation per ADMw	Total Allocation	
Alsea					
Central Linn					%
Corvallis	7847.5	\$ 12,000	\$ 20,833	\$ 32,833	19.19%
Greater Albany	11050.54	\$ 12,000	\$ 29,336	\$ 41,336	27.02%
Harrisburg	1029.48	\$ 12,000	\$ 2,733	\$ 14,733	2.52%
Lebanon	4928.46	\$ 12,000	\$ 13,083	\$ 25,083	12.05%
Lincoln County	7037.45	\$ 12,000	\$ 18,682	\$ 30,682	17.21%
Monroe	531.44	\$ 12,000	\$ 1,411	\$ 13,411	1.30%
Philomath	1939.8	\$ 12,000	\$ 5,150	\$ 17,150	4.74%
Santiam Canyon	5458.03	\$ 12,000	\$ 14,489	\$ 26,489	13.35%
Scio	1072.96	\$ 12,000	\$ 2,848	\$ 14,848	2.62%
Sweet Home					100.00%
Totals	40895.66	\$ 108,000.00	\$ 108,564.43	\$ 216,564.43	

Total Available Funds, FY21/22	\$ 216,564.43
LBCC Indirect, 4%	\$ 8,662.58
Total Allocation	\$ 225,227.01
Base to every district (\$3,000 /quarter)	\$ 108,000.00
To Distribut through Formula	\$ 108,564.43

Enrolled
House Bill 2054

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of Governor Kate Brown for Department of Education)

CHAPTER

AN ACT

Relating to the Early Learning Kindergarten Readiness Partnership and Innovation Program; amending ORS 336.101 and 336.104.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 336.101 is amended to read:

336.101. (1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established for the purpose of improving the readiness of children for kindergarten. The program shall be administered by the Early Learning [Council] **Division** as provided by this section.

[(2) The Early Learning Council shall provide grants under this section based on criteria established by the council by rule. Criteria may include requirements that an applicant must meet one or more of the following criteria:]

[(a) Form a partnership with at least one provider of early learning services, child care 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 students who meet criteria established by the council by rule;]

[(e) Align with, and supplement, federal programs to provide moneys for educational purposes; and]

[(f) Agree to report to, and partner with, any Early Learning Hubs serving the region.]

[(3) Priority for grants provided under this section may be for programs that:]

[(a) Assist children in becoming ready for kindergarten or being successful in kindergarten; or]

[(b) Share professional development strategies and resources with providers of early learning services, child care providers and kindergarten teachers.]

(2) Under the program, the Early Learning Division shall provide grants to Early Learning Hubs based on criteria established by the Early Learning Council by rule. Grants may be used for:

(a) Supporting children to successfully transition into kindergarten;

(b) Engaging families of children who are zero through five years of age in being partners in the learning and development of their children; or

(c) Investing in resources for priority populations and priority geographic areas, as identified in plans developed by Early Learning Hubs to address early care and education.

SECTION 2. ORS 336.104 is amended to read:

336.104. (1) The Early Learning Kindergarten Readiness Partnership and Innovation Account is established within the Early Learning Division Fund. Separate records shall be maintained for moneys in the account. Interest earned by the account shall be credited to the account.

(2) Moneys in the account are continuously appropriated to the [Early Learning Council] Department of Education for the Early Learning Kindergarten Readiness Partnership and Innovation Program described in ORS 336.101.

Passed by House March 16, 2021

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate May 13, 2021

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2021

Approved:

.....M.,....., 2021

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2021

.....
Shemia Fagan, Secretary of State

EXHIBIT A
**PART 3: KPI
AUTHORITY**

Pursuant to ORS 336.101, 336.104 and 329.175, Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

BACKGROUND

The Early Learning Kindergarten Readiness Partnership & Innovation Program (“KPI”) invests in promising models for connecting early learning and K-3 education across the state, and promotes community and school partnerships that result in measurable increases in children’s readiness for kindergarten.

The KPI is designed to establish scalable and replicable models for P-3 alignment at the local level, with a focus on shared professional development for early learning providers and kindergarten teachers, supporting successful transitions into kindergarten for all children, and engaging families as equal partners in children’s learning and development.

ACTIVITIES

Early Learning Hub shall:

- A. Target all KPI-funded resources and activities to children and families from priority populations as defined in the ELD’s Early Care and Education Sector plan.
- B. Include families from priority populations in decision-making related to grant funds.
- C. Use Grant Funds for Agency-approved activities and priority areas for KPI funding, as follows:
 - 1. Ready Schools: Use or promote strategies that establish shared professional culture and practices among educators across P-3 settings, which may include providing:
 - (a) Training and technical assistance that brings together P-3 professionals from early care and education settings and P-3 educators in kindergarten through grade 12 settings (K-12) to increase their ability to implement aligned practices;

- (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) 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;
 - (e) 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; and
 - (f) With Agency approval, other approaches or strategies designed to establish and strengthen shared professional culture between the early care and education and K-12 sectors.
2. Ready Children: Use or promote holistic community approaches to create programs that target kindergarten readiness for children as they enter the kindergarten through third grade settings which may include:
- (a) Multi-session transition programs for children transitioning into kindergarten which promote children's understanding of the school environment, expectations, and other supports;
 - (b) Opportunities for children, families, and kindergarten teachers to build effective partnerships to promote children's successful transition to kindergarten;
 - (c) Strategies that allow educators to understand the children they serve, including collaboration across educators in the early care and education and K-12 settings, such as sharing child-level data and work samples;
 - (d) Opportunities for families to share information with kindergarten teachers that will help them better understand children's skills and assets at kindergarten entry;

(e) With Agency approval, other activities that support children's school readiness.

3. Ready families: Use of 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) Programs or campaigns designed to increase kindergarten attendance; and
- (f) With Agency approval, other capacity-building strategies that strengthen partnerships between families, schools, and the early care and education sector to support children's readiness for kindergarten.

D. Additional allowable activities on which Grant Funds may be expended include:

- 1. Professional development or technical assistance to subgrantees for implementation of activities within the subgrant;
- 2. Communications or evaluation activities related to the ELH's overall KPI strategy or related to individual programs;
- 3. Early Learning Hub staffing necessary to implement KPI activities described in Section C; and

E. Non-allowable activities. Grant Funds may not be used for capital expenditures, such as building new or remodeling facilities, or to supplant existing federal or state funds. Capital expenditures do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.

DELIVERABLES

Early Learning Hub shall:

- A. Include in its Work Plan all Strategies and Key activities related to the successful implementation of Raise Up Oregon and other priorities as identified by the Early Learning Council and/or Early Learning Division and related to paragraph C and D of this Agreement including:
 1. Uses of available data to target funding to children and families in the regions of priority population;
 2. ELH's process for distributing KPI funds to subgrantees, including which stakeholders are involved in the decision-making process;
 3. Appropriate KPI activities based on local needs, community readiness, and leadership and organizational factors;
 4. Clearly articulated key strategies, activities, deliverables, timelines, subgrantees and partner organizations, and number of children, families, and early care education and K-3 professionals KPI-funded activities are anticipated to serve; and
 5. Use of the Hub work plan and budget template provided by the ELD, that addresses each of the required elements.

- B. Execute activities and deliverables identified in the ELD approved work plan, within the specified budget and timelines and/or provide oversight and technical support to subgrantees to ensure that they are able to execute activities and deliverables identified in their work plans and/or memoranda of understanding, within specified budget and timelines. If the grantee or subgrantee(s) cannot execute the activities and deliverables identified in their work plans within the specified budget and timelines, the grantee may amend its work plan, budget, and sub-grants with prior Agency approval.

- C. Participate in program evaluation activities, which may include surveys, collection of community or school level data, focus groups, interviews, document reviews, or other quantitative or qualitative evaluation approach. Program evaluation methods may evolve or change over time. *It is the responsibility of the grantee to ensure that all subgrantees are aware of and able to respond to requests for data and information, including demographic information of program participants, as part of the KPI program evaluation.*

- D. Participate in technical assistance activities, including but not limited to monthly webinars and semi annual in-person meetings and/or as requested by ELD;

- E. Establish written agreements with ELH/KPI subgrantees that include:
 1. Specific deliverables;

2. Timelines in which key activities will take place;
3. Reporting, program evaluation, and data sharing requirements;
4. Project budget;
5. Statement acknowledging the sub-grantee's role and responsibility to participate in data collection and program evaluation; and
6. A description of how KPI funds are being blended or braided with local or other funding sources funding, and furnish copies of all signed agreements to Agency staff.

REPORTING

Early Learning Hub shall:

- A. Submit written quarterly activity reports, on or before the dates indicated below:

Milestone	Due Dates
Work Plan	January 2022 March 2023
Quarterly Reports	60 days following the end of each quarter (February 28, May 30, August 30, November 30)