



Oregon’s P-3 Systems: Understanding the Role of the Kindergarten Readiness Partnership & Innovation Program

The Kindergarten Readiness Partnership and Innovation Program (KPI) provides funding to Early Learning Hubs to develop, implement, scale, and replicate systems of support that strengthen and align early learning opportunities for children and families (a movement known as prenatal-to-grade 3 alignment or P-3). While funds support a number of different programs, KPI also supports changes in this P-3 system in a variety of ways.

To evaluate how KPI funds are used to build and sustain local P-3 systems, the Center for Improvement of Child and Family Services at Portland State University (PSU) conducted 24 interviews with hub staff from all 16 Oregon hubs. Based on interviews, and borrowing from an ecological model¹ and the Health Impact Pyramid², PSU constructed a P-3 Systems Conceptual Model to illustrate the types of P-3 work happening at different levels of impact (Figures 1 & 2).

Figure 1. P-3 Systems Conceptual Model



Figure 2. P-3 Systems Conceptual Model with Examples

Population & Policy Change	<ul style="list-style-type: none"> • State or Regional Policy Change • State or Regional Shifts in Norms and Culture • Population Shifts in Child and Family Well Being
Organizational & Community Change	<ul style="list-style-type: none"> • Local Policy Change • Agency and Organizational Shifts in Norms and Culture • Coordinated Services & Referral Pathways Across/Within Systems • Community or Regional Workforce Pipeline
Organizational & Community Intervention	<ul style="list-style-type: none"> • Aligned Curriculum, Assessments, & Practices • Increased Access to Programs/Services
Interpersonal Intervention	<ul style="list-style-type: none"> • Relationship Building • Community Connections
Individual Intervention	<ul style="list-style-type: none"> • Family Engagement • Kindergarten Transition Programs • Professional Development Events

¹ Bronfenbrenner, U. & Morris, P.A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology, Vol. 1: Theoretical models of human development* (6th ed., 793–828). New York: John Wiley.

² Friedan, T.R. (2010). A framework for public health action: The Health Impact Pyramid. *American Journal of Public Health, 100*(4), 590-595.

KPI is essential to Oregon because it...

- Strengthens P-3 systems alignment
- Supports innovative work
- Responds to community needs
- Allows partners to test new strategies before investing
- Help hubs initiate partnerships

KPI Work Across the P3 Systems Model

Most current KPI work happens at the three intervention levels, with a few hubs specifically targeting Organizational and Community Change. Across hubs, KPI P-3 systems work includes:

Individual Intervention

- Providing or supporting attendance for children, parents/caregivers, or professionals in:
 - Kindergarten transition programs
 - Parent education classes
 - Conferences/trainings

Interpersonal Intervention

- Relationship building between:
 - Families
 - Families and early learning providers/K-3 teachers
 - Early learning and K-3 professionals

Organizational & Community Interventions

- Increasing access to services and programs
- Improving quality in educational settings
- Aligning curriculum, assessments, and practices between sectors
- Expanding early learning opportunities
- Offering developmental screenings and connecting families to follow up resources
- Providing TA to improve ratings through Oregon's Spark or Oregon Registry

Organizational & Community Change

- Shifting organizational culture within elementary schools
- Co-locating preschools for PreK-3 alignment
- Funding school-based P-3 coordinators
- Using developmentally appropriate practices in programs/classrooms
- Strengthening services for families with young children and families historically marginalized by educational institutions
- Professional learning teams to build infrastructure for P-3 work within the community/region

“At the system level, our P-3 work really did focus on shifting K-12 practice by partnering with community-specific organizations. Schools could really see high quality work [underway]. It’s like having an outsider in the school building in a way that pushes the school to think differently.”

Population & Policy Change

Although there were no reports of hubs intentionally working towards statewide changes through KPI, there are examples of regional policy and procedural changes.

Conclusion

KPI is most likely to create lasting systems change when P-3 strategies:

- Aim to impact entire communities or regions
- Are embedded in the policy and practice infrastructure
- Lead to lasting changes in how organizations work with children and families.

Hubs can greatly strengthen Oregon P-3 systems by intentionally balancing work across the five levels of the P-3 Systems Conceptual Model.

P-3 work at all levels is important and impacts systems of support for children, families, and professionals.