

**Division:** Youth & Family Services

**Program Characteristics:**

**Program Description**

Students chronically absent in preschool and kindergarten are much less likely to read and count proficiently by the end of third grade. They are more likely to be chronically absent in later grades. 30% of Oregon kindergartners are chronically absent. This number is higher for immigrants, refugees, and kindergartners of color. The transition between preschool and elementary school needs to be strong and well-supported. Early Learning Programs utilize the Schools Uniting Neighborhoods (SUN) Community School (SUN CS) model. There are two main components: Early Kindergarten Transition (EKT) and Prenatal to 3rd Grade (P-3). EKT is a school-based summer program where children entering kindergarten spend time in a classroom with a teacher, and parents get familiar with the school and build relationships. EKT focuses outreach to children experiencing poverty and from underserved or marginalized communities. P-3 provides early parent engagement at nine SUN CS locations, connecting families to the school before kindergarten, empowering parents as leaders, and linking them to resources and other parents. Program activities include:

- Two weeks of summer kindergarten transition programming for incoming students and family sessions on attendance (EKT).
- Providing kindergarten connections after summer (EKT).
- Engaging families with children ages 0-5 with school readiness activities (P-3).
- Creating opportunities for children not in preschool or kindergarten to connect with others in their neighborhood (P-3).

This offer supports the Youth & Family Services (YFS) Division Outcome of Educational Opportunity and Success by ensuring a successful transition to kindergarten and fostering family engagement through the early elementary years.

**Equity Statement**

The Schools Uniting Neighborhoods (SUN) Service System is an aligned system of care that drives youth educational success, family stability, and prosperity for all, with a focus on equity. System planning and design uses the equity and empowerment lens to address systemic barriers. Strategies include address culturally appropriate and culturally specific services, community engagement, fostering of safety, trust, and belonging, and disaggregation of data to produce outcomes for all.

**Revenue/Expense Detail**

|                         | <b>2026<br/>General Fund</b> | <b>2026<br/>Other Funds</b> | <b>2027<br/>General Fund</b> | <b>2027<br/>Other Funds</b> |
|-------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|
| Personnel               | \$113,923                    | \$43,706                    | \$122,296                    | \$45,072                    |
| Contractual Services    | \$311,237                    | \$792,982                   | \$320,442                    | \$1,188,486                 |
| Materials & Supplies    | \$17,405                     | \$0                         | \$27,480                     | \$0                         |
| Internal Services       | \$20,795                     | \$6,294                     | \$22,418                     | \$4,928                     |
| <b>Total GF/non-GF</b>  | <b>\$463,360</b>             | <b>\$842,982</b>            | <b>\$492,636</b>             | <b>\$1,238,486</b>          |
| <b>Total Expenses:</b>  | <b>\$1,306,342</b>           |                             | <b>\$1,731,122</b>           |                             |
| <b>Program FTE</b>      | 0.72                         | 0.28                        | 0.73                         | 0.27                        |
| <b>Program Revenues</b> |                              |                             |                              |                             |
| Intergovernmental       | \$0                          | \$125,500                   | \$0                          | \$27,600                    |
| Other / Miscellaneous   | \$0                          | \$717,482                   | \$0                          | \$1,210,886                 |
| <b>Total Revenue</b>    | <b>\$0</b>                   | <b>\$842,982</b>            | <b>\$0</b>                   | <b>\$1,238,486</b>          |

**Performance Measures**

| <b>Performance Measure</b>                                                                                        | <b>FY25<br/>Actual</b> | <b>FY26<br/>Estimate</b> | <b>FY27<br/>Target</b> |
|-------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------|------------------------|
| Number of children who participate in summer Early Kindergarten Transition                                        | 781                    | 600                      | 600                    |
| Percent of parents who report comfort with activities they can engage in at home to support their child in school | N/A                    | 90%                      | 90%                    |