

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 kindergarteners 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 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

	2026 General Fund	2026 Other Funds	2027 General Fund	2027 Other Funds
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
Total GF/non-GF	\$463,360	\$842,982	\$492,636	\$1,238,486
Total Expenses:	\$1,306,342		\$1,731,122	
Program FTE	0.72	0.28	0.73	0.27
Program Revenues				
Intergovernmental	\$0	\$125,500	\$0	\$27,600
Other / Miscellaneous	\$0	\$717,482	\$0	\$1,210,886
Total Revenue	\$0	\$842,982	\$0	\$1,238,486

Performance Measures

Performance Measure	FY25 Actual	FY26 Estimate	FY27 Target
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%