

Successful Transitions

Transition to K Summit

February 5, 2009

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First 5 El Dorado





Transition Research*

- n National Center for Early Development and Learning (NCEDL) conducted a national survey of 3,600 kindergarten teachers.
- n NCEDL found that teachers report that 48% of children have moderate or severe problems with transitions.



* SERVE Regional Educational Laboratory

2009 http://www.serve.org/TT/Terrific_Transitions_%2030%20minute_%20reduced_%20size.ppt





Transition Research

Percentage of teachers reporting the majority of their students enter kindergarten with needs:

- Following directions 46%
- Academic skills 36%
- Home Environment 35%
- Working independently 34%
- Working in a group 30%
- Immaturity 20%
- Communication 14%





Transition Research

Teachers reported barriers to improving transitions:

56% class lists generated too late

47% summer work was not supported by salary

43% no transition plans available

37% takes too much time to conduct and plan activities

33% it is dangerous to conduct home visits

32% parents don't bring children to registration or open house

27% couldn't reach parents

25% parents were not interested





Transitions = School Readiness

National Educational Goals Panel



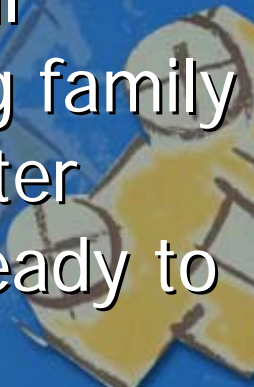
- Ready Children
- Ready Schools
- Ready Communities





First 5 El Dorado: Commission Vision

“The people of El Dorado County will promote nurturing, stable and loving family environments so that all children enter school physically and emotionally, ready to learn.”





First 5 El Dorado: Strategic Plan



Mapping of Strategies in the 2008-13 Strategic Plan, August 2008

Target Population	Strong Families	Children Learning	Healthy Children	Community Collaboration
Child	Together We Grow Developmental screenings for children and supports for parents	Early Education Community based, learning experiences for children	Best Beginnings Connects children and families to medical homes	Mini-Grants Meet child and family needs through community based partners and innovative projects
Family	Parent Support and Education Promotes the healthy development of children through education and support services	School Readiness Plans Connects children and families with educational resources	ACCEL Initiative Connects children and families to medical insurance products	Community Service Directory Connects families with community services
Community	Early Childhood Teams Facilitates communication among parents and providers to support a child's optimal development	High 5 For Quality Develop quality early care and education system	Oral Health Connects children and families to oral health services	Community Strengthening Partnerships to develop local infrastructure promoting collaboration and service integration



Indicates funding for Collaborative Initiative applied for through Community Strengthening Groups



Transitions

- n Leadership
- n School Readiness Transition Strategies
 1. Child
 2. School
 3. Community
- n Emerging Issues





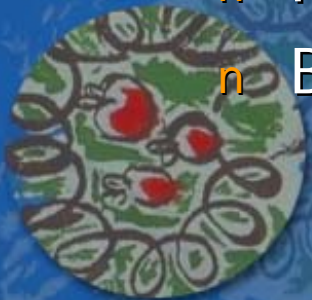
Leadership

Partners:

- n School Readiness Committee
- n Superintendent of Schools
- n Superintendent's Council

Strategies:

- n Countywide vision
- n Regular meetings
- n Broad community support





Ready Children

Strategies:

- n Agreed definition of "Readiness"
- n School Readiness Brochures and Video (English/Spanish)
- n School Readiness Protocols
 - Pre-K Observation Forms
 - ECE Transition Forms
 - Parent Forums
 - ECE/Kinder meetings





Ready Children



2009 PRE-K OBSERVATION FORM

Child's Demographic Information-Parent or Guardian to Complete

1. Child's Name	2. Today's Date
3. School Name	4. Child's Birthday ___/___/___ <input type="checkbox"/> Male <input type="checkbox"/> Female

Family Questions:

6. How many hours of sleep does your child get each night?	<input type="checkbox"/> 0-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11-15
7. How many days a week do you read with your child?	<input type="checkbox"/> 0-3	<input type="checkbox"/> 4-5	<input type="checkbox"/> 6-7
8. What is your child's primary language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____		
9. Names of siblings (ages):	Name: _____ Age: _____	Name: _____ Age: _____	Name: _____ Age: _____
10. What does your child do when she/he is:	Angry: _____ Happy: _____ Frustrated: _____		
11. How do you discipline your child?	_____		

Health Questions:	Yes	No
12. Does your child eat breakfast?		
13. Does your child have health insurance?		
14. Has your child had a developmental screen in the last 12 months?		
15. Do you have any concerns about your child's speech, hearing, or learning? Please describe: _____		
16. Does your child have any special needs or disabilities? Please describe: _____		
17. Does your child have dental insurance?		

Education Care and Education Questions:	Yes	No
18. Has your child participated in any of the following programs?		
A part-time or full-time preschool/daycare		
Head Start or Early Head Start Program		
State Preschool		
Parent Participation Preschool		
Summer Transitional (Kinder Camp)		
Other Program: _____		

Transition Questions:	Yes	No
I give my permission for the Kindergarten Teacher to contact my early care and education teacher. Parent Signature: _____		
Early Care and Education Teacher's Name: _____		
Program Name: _____ Phone Number: _____		

White-Teacher

Pink-Parent

Yellow-EDCOE



2009 PRE-K OBSERVATION FORM

Child's Name _____

How would you rate your child's skill, knowledge, and behaviors in terms of the following:

Fully Mastered -Demonstrates skill, knowledge, behavior consistently and competently.
Almost Mastered – Demonstrates skill, knowledge, and behavior occasionally and somewhat competently but has room for improvement.
Emerging – Child is just beginning to demonstrate skill, knowledge, and behavior.
Not Yet – Child does not demonstrate skill, knowledge, or behavior.
Not observed

	Fully Mastered	Almost Mastered	Emerging	Not Yet	Not Observed
Listens to a story for more than 10 minutes					
Likes to play with other children					
Other children like to play with your child					
Can follow rules and directions					
Shows an interest in new situations, such as toys, books, people					
Shows concerns for others feelings					
Moves from one activity to another without difficulty, such as from playing to meal time					
Can count to 20 or more					
Knows basic shapes					
Knows most letters of the alphabet					
Identifies primary colors					
Can toilet and wash hands by self					
Uses words to describe feelings and communicates needs and wants, verbally in child's primary language					

Thank you for completing this information. Please return all forms to the elementary school with your child's kindergarten enrollment materials.

White-Teacher

Pink-Parent

Yellow-EDCOE

Ready Children

2008 Pre-K Observation Form Results

Attachment 3

Pre-K v. No Pre-K

1,542 Pre-K Observation Forms

		Pre-K Experience Yes - 84% (n=1,290)					Almost Mastered		Emerging		Not Yet		No Response & Not Observed
		Fully Mastered											
		n ¹	#	%	Upper 95% CI	Lower 95% CI	#	%	#	%	#	%	#
1	Listens to a story	1,222	992	81%	86%	76%	197	16%	28	2%	5	0.4%	68
2	Likes to play with other children	1,230	1,073	87%	92%	82%	134	11%	22	2%	1	0.1%	60
3	Other children like to play	1,226	1,053	86%	91%	81%	151	12%	21	2%	1	0.1%	64
4	Can follow rules	1,220	750	62%	67%	56%	418	34%	45	4%	1	0.1%	70
5	Interested in new situations	1,225	1,036	85%	90%	79%	159	13%	30	2%	0	0.0%	65
6	Concern for others feelings	1,225	825	67%	72%	63%	345	28%	49	4%	6	0.5%	65
7	Moves from one activity to another	1,225	703	57%	62%	52%	362	31%	54	4%	6	0.5%	65
8	Count to 20 or more	1,218	707	58%	63%	50%	300	25%	103	8%	25	2.1%	72
9	Basic Shapes	1,220	1,001	82%	87%	77%	174	14%	36	3%	9	0.7%	70
10	Most letters of alphabet	1,217	811	67%	71%	62%	252	21%	119	10%	35	2.9%	73
11	Primary colors	1,221	1,110	91%	96%	86%	68	7%	20	2%	3	0.2%	69
12	Toilet and wash hands	1,229	1,114	91%	96%	85%	108	9%	5	0%	2	0.2%	61
13	Communicates needs & wants in primary language	1,227	987	80%	85%	75%	204	17%	30	2%	6	0.5%	63
Avg.		1,223	948	78%	82%	73%	224	18%	43	4%	8	0.8%	

		Pre-K Experience No - 16% (n=252)					Almost Mastered		Emerging		Not Yet		No Response & Not Observed
		Fully Mastered											
		n ¹	#	%	Upper 95% CI	Lower 95% CI	#	%	#	%	#	%	#
1	Listens to a story	222	166	75%	86%	63%	41	18%	11	5%	4	1.8%	28
2	Likes to play with other children	229	194	85%	91%	73%	28	12%	7	3%	0	0.0%	21
3	Other children like to play	221	180	81%	87%	70%	33	15%	7	3%	1	0.5%	29
4	Can follow rules	227	141	62%	72%	52%	78	33%	9	4%	1	0.4%	23
5	Interested in new situations	229	202	88%	100%	79%	24	10%	3	1%	0	0.0%	21
6	Concern for others feelings	228	155	68%	79%	57%	80	35%	12	5%	1	0.4%	22
7	Moves from one activity to another	227	143	63%	73%	53%	70	31%	13	6%	1	0.4%	23
8	Count to 20 or more	227	95	42%	51%	34%	83	37%	27	12%	21	9.3%	23
9	Basic Shapes	224	150	67%	78%	56%	51	23%	17	8%	6	2.7%	25
10	Most letters of alphabet	225	109	48%	58%	39%	55	24%	42	19%	19	8.4%	25
11	Primary colors	225	185	82%	94%	70%	28	12%	10	4%	2	0.9%	25
12	Toilet and wash hands	228	206	91%	104%	79%	19	8%	1	0%	0	0.0%	22
13	Communicates needs & wants in primary language	225	183	81%	92%	69%	38	17%	5	2%	0	0.0%	24
Avg.		225	162	72%	83%	61%	47	21%	13	6%	4	1.8%	

¹does not include No Response and Not Observed

Indicators in **RED** are those with a statistically significant difference.

This demonstrates a 95% probability that the Pre-K rate of Fully Mastered is higher than the No Pre-K rate or, there is only a 5% probability that the difference in the rates is due to chance or random error.



Ready Children

Next Steps:

Together We Grow

- Child Development Specialists
- Use of Ages and Stages Questionnaires/
Social Emotional (ASQ:SE)
- Use as part of "kindergarten round-up"
- Provides opportunity to work with families prior to
kindergarten entry





Ready Schools

Strategies:

- n School Readiness Transition Plans for each elementary school
- n Early Childhood Educators and Kindergarten Leads for each elementary school



Ready Schools

SCHOOL READINESS TRANSITION PLAN SUMMARY REPORT

Attachment IX

By Activity:

	# of Schools		Activity	# of Children		Successes / Barriers
	C	N		0-2	3-5	
Required			Transition Planning for Children with Disabilities			
			Kindergarten Registration/ First 5 El Dorado Commission, School Readiness Protocols			
			Collaborate with ECE Lead in Plan Development			
			Family Literacy Activities for Children 0-3 years			
Recommended as Best Practice			Reciprocal Teacher Visits (Preschool and Kindergarten)			
			Community Forum on Transitions and School Readiness			
			Generating Class Lists Early			
			Information Packets for Parents			
			Transition Bags for Children			
			Field Trips for Children to their Kindergarten Playground			
			Field Trips for Children to Kindergarten Classrooms			
			School Readiness Camps			
			Welcome to Kindergarten Telephone Calls			
			Welcome Notes Sent to Kindergarteners			
			Home Visits			
			Open House for Families			
			Parent-Child-Teacher Meeting			
	Other School Readiness Options			Practice Bus Rides		
			Move Up Day			
			Playgroups			
			I Can... Books			
			"Welcome to Kindergarten" Book or Video by Kindergarteners			
			Portfolio Presentations			
			Count Down Calendars			
			First Day Activities			
			Big Buddies			
			Parent Partners			
			Make It and Take It Nights – Family Literacy Nights			
			Graduated Attendance for Full Day Kindergarten			
			Totals:			



Ready Schools

Next Steps:

- n Refine the template for successful strategies in school readiness transition plans
- n Re-evaluate the use of stipends in professional development.





Ready Communities

Strategy:

Articulation Meetings

- n Facilitated by County Office of Education in fall and spring
- n Includes kindergarten teachers, early childhood staff and administrators
- n Offer networking and professional development opportunities





Ready Communities

Next Steps:

High 5 for Quality

- n Provides incentives for high quality early childhood environments
- n Incorporates key activities from CARES Program: educational scholarships, mentors, professional development opportunities





Emerging Issues

Strengths:

- n ECE/K Leads model helps to build local leadership
- n Geographic representation of ECE/K Leads and transition plans
- n Inclusion of kindergarten teachers
- n Semi-Annual articulation meetings
- n Second year is better (2008-09)

Challenges:

- n ECE/K Leads are unclear in their objectives and roles
- n Balance of power between ECE/K Leads
- n Communication





Emerging Issues

Recommendations:

- n Continue Leadership as a countywide objective with additional strategies for communication and ECE/K Leads.
- n Continue Semi-Annual Articulation meetings as the primary strategy for professional development.





What's Next

How does the work in El Dorado County Translate to Yolo County?

- Who are your transition leaders?
- Which transition strategies are most successful?
- What new strategies would you like to try?
- How will you communicate and how often?





Transition Planning

For more information:

First 5 El Dorado

www.first5eldorado.org

www.high5forquality.ning.org

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