Learning Conversation Notes	
Name of Partner: Placer Community Action Council, Inc. – KidZKount PCAC Kindergarten Readiness	**Date:** 11-19-08
Conversation Participants: Janice LeRoux, Janice Critchlow, Nancy Baggett, Cathy Ferron, Judy Marston**,** Debbie Blagsvedt, Denyse Cardoza	
Outcome: Children will arrive to their first days of kindergarten with the cognitive, social emotional, language and physical development skills necessary to be successful.	
Performance Measures: • Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. • Pre/Post assessments (derived from DRDP-r and NIPISING) to measure change in participating children's readiness for kindergarten. • Photographs with written observations will be collected capturing the children's interactive activities with their parents and peers showing them reading, writing and getting along well with other children.	
Number of Children Served:	79
When served:	6/25/08 – 8/6/08
Gender:	
- Male	40
- Female	39
- Unknown	
Ages:	
- Prenatal	
- < 1 year	
- 1 year	
- 2 years	
- 3 years	
- 4 years	42
- 5 years	37
- Unknown	
Ethnicity:	
- Alaskan Native/ American Indian	2
- Asian	
- Black/African American	2
- Hispanic/Latino	39
- Pacific Islander	1
- White	35
- Multiracial	
- Other	

What is this data telling us about achievement of outcomes?

Demographics (attached)

- Seventy-nine children ages 4 and 5 were served directly. The program received over 100 applications and 79 children were enrolled and completed the program.
- One of the strategies of the program was to have the parents utilize the materials at home and anecdotally it was noted that siblings were also benefiting from the activities done at home. As a result, thirty-seven children ages prenatal through 5 were served indirectly by the program.
- Forty-four of the children spoke Spanish at home.
- Nine children in the program were eligible for Part B of IDEA. The teachers in the summer readiness program do an assessment of children to determine if a referral for an IEP is needed if the student doesn't already have one.
- Having children attend the summer readiness program at all sites supported two strategies, having children prepared for kindergarten and having the parents comfortable with the school setting.
- There were 96 parents involved in the program.
- At the Lincoln and Sheridan sites 22 family members other than parents participated in the summer readiness program. Two other family members participated at Foresthill.

Pre/Post Assessments (full report attached)

- For 85 to 97% of the children, the program is achieving the outcome of preparing the children for kindergarten.
- Overall, while there are different sub groups of children with different needs (IEP's, English as a second language, children with no prior preschool experience and younger children), the post assessment results from each sub group showed that children who participated in the program possess the skills necessary to be successful in kindergarten.

Photographs with Written Observations (photos attached)

- The photos clearly show the children actively engaged in the activities needed to be prepared for kindergarten (cognitive, social emotional, language and physical development).
- There were a good number of photos showing a diversity of activities and sites.

In what ways will we apply what we have learned from our data?

- A form has been developed to capture all the demographic information and will be used at enrollment for next year's program.
- Continue serving a diverse population through the kindergarten readiness program as the data shows that the program does increase the scores for kindergarten readiness.
- Continue to focus on bringing children without prior preschool experience into the program.
- Continue the curriculum and strategies currently being used.

Other points that were made during the conversation:

- The strong enrollment and parental and familial participation add to the success of the program and achievement of the outcome.

Next Steps:

- KidZKount will prepare a proposal for their 2009-10 Scope of Work and submit to First 5 Placer. KidZKount will suggest a date for the next Learning Conversation.