Learning Conversation Notes	
Name of Partner: Rocklin Unified School District, City of Rocklin	**Date: October 28, 2008**
Conversation Participants: Don Ferretti**,** Nancy Baggett, Judy Marston, Janice Critchlow, Janice LeRoux, Cathy Ferron, Tracey Tapiz, Katherine Magoffin, Michele Young, Cindy Tekus, Betty DiRegolo, Tammy Bocksberger	
Outcome: Children who participate in the inclusive preschool environment will demonstrate emotional, intellectual, physical and social skills needed to succeed in kindergarten.	
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 indirectly and the number of parents/caregivers served. • MDRDP or DRDP pre/post results to document all children's development (emotional, intellectual, physical, and social skills) - breaking out data on children with disabilities and children receiving scholarship assistance. • Video and photographic records with written observations to document the successful integration of children with disabilities in a preschool environment showing all children participating in rich, developmentally appropriate (emotional, intellectual, physical and social skills) activities.	
Number of Children Served:	227 (179 new/48 continuing)
When served:	7/01/08 – 10/27/08
Gender:	
- Male	115
- Female	112
- Unknown	
Ages:	
- Prenatal	
- < 1 year	
- 1 year	
- 2 years	13
- 3 years	93
- 4 years	120
- 5 years	1
- Unknown	
Ethnicity:	
- Alaskan Native/ American Indian	1
- Asian	32
- Black/African American	4
- Hispanic/Latino	16
- Pacific Islander	1
- White	143
- Multiracial	24
- Other	
- Unknown	6

What is this data telling us about achievement of outcomes?

Demographics

- The majority of the children speak English at home.
- There is good ethnic diversity of children attending the program. The numbers are representative of the children previously enrolled in the program.
- Initially language can be a barrier for non-English speaking families but children catch on quickly. The preschool sets the stage for all children to transition into kindergarten and gives the family and the child time to acclimate.
- Nineteen children have been identified as eligible for Part C of IDEA and 208 children do not have special needs.

Pre Results – derived from the DRDP and the MDRDP (data attached)

Four Year Olds

- The integration numbers in the charts represent Parker Whitney and RUSD children with special needs.
- The data from 4 year olds in the indicator for "engages in cooperative pretend play activities with peers" they score in the Almost Mastered or Fully Mastered.
- The scores from the children receiving scholarships do not differ from tuition paying students.
- The indicator for 4 year olds who "pretends to read books" are higher than the previous 2 indicators, but the children get a lot of practice in this type of play.
- When it comes to the fine motor skills indicator the majority of the children are at the Almost Mastered or Fully Mastered level.
- Overall the data indicates most of the 4 year old children are Fully Mastering or Almost Mastering in emotional, physical, intellectual and social skills.
- For the children with special needs they are scoring primarily in the Emerging to Almost Mastered ranges.

Three Year Olds

- A substantial number of 3 year olds are working on mastering "exhibits impulse control and self-regulation".
- The indicator "stays with or repeats a task" shows that many of the typically developing children are working on mastering this indicator. The majority of children with special needs are Emerging with their mastery of this indicator. Structured activities and teachers monitoring both groups of children will assist all children in mastering this indicator.
- A large number of the 3 year olds at Rocklin Preschool have Almost or Fully Mastered the indicator "Pretends to read books".
- The majority of the 3 year olds with disabilities are Emerging on the indicator "Pretends to read books".

Overall

- Overall the data from the MDRDP and DRDP shows that the children can benefit by participating in the preschool program, as the majority of the children have not mastered all the indicators. As expected the three year olds are a little lower in the indicators than the four year olds.

Video and Photographic Records

- The videos and photographs reflect the achievement of the outcome to have children who participate in the inclusive preschool environment demonstrate the emotional, intellectual, physical and social skills needed to succeed in kindergarten.
- The photos also show the improvement of skills in specific children from previous Learning Conversations and how the inclusive preschool environment integrates the children with special needs with the typically developing children.

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

- When parents indicate “other” for race/ethnicity and there is a clear indication of what category they would fall into, it would be appropriate to place them in that category rather than “other”.
- Report verbally on the other ethnicities and languages such as Punjabi or Farsi, when known.
- The preschool staff will continue to monitor the languages to make sure they have the resources needed to translate for the children and their families.
- Because of budget concerns in the next two years the program needs to start planning with RUSD and the City of Rocklin now for the sustainability of the full inclusion program beyond 2010.

Other points that were made during the conversation:

- The preschool has 12 open spots for three year olds and currently is at capacity for four year olds.
- Some parents prefer a full inclusion program as offered at Parker Whitney and as a result the program has a diverse enrollment of children with special needs.

Next Steps:

- Evaluate all children on the MDRDP and DRDP on an indicator related to gross motor skills and report pre and post scores at the next Learning Conversation.
- Use similar indicators for the data on three and four year olds to track progress from year to year.
- For the video and photographic records at the next Learning Conversation use the same indicators as used in the MDRDP and DRDP data and some of the same children to show continuity and growth.
- Next Learning Conversation: Thursday, May 21, 2009, 2-5:30 PM