

Learning Conversation Notes

Name of Partner: TTUSD School Readiness	Date: December 9, 2008
Conversation Participants: Nancy Baggett, Blanca Barrón, Janice Critchlow, Eileen Driscoll, Cathy Ferron, Irene Gómez, Maria Heredia, Amy Kelley, Heidi Kolbe, Janice LeRoux, Teri Randall, and Emilio Vaca	
Outcomes: <ul style="list-style-type: none"> • Children live in home environments supportive of cognitive development. • Children prenatal through 5 are making developmental progress towards school readiness. • Schools are ready for children. 	
Performance Measures: <ul style="list-style-type: none"> • Demographics - broken down by age, gender, ethnicity, and when services were provided utilizing the First 5 Placer Demographic Tool. This will include; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. • Number of families who report reading or telling stories regularly to their children • Parent survey and the number of parents participating in family literacy programs • Ages and Stages Questionnaires • Kinder Camp Assessment • Desired Results Developmental Profile (DRDP-R) • PreK/K Articulation Surveys 	
Number of Children Served:	92
When served:	7/2/08 – 12/2/08
Gender:	
- Male	49
- Female	40
- Unknown	3
Ages:	
- Prenatal	3
- < 1 year	11
- 1 year	7
- 2 years	16
- 3 years	8
- 4 years	11
- 5 years	35
- Unknown	
Ethnicity:	
- Alaskan Native/ American Indian	
- Asian	
- Black/African American	
- Hispanic/Latino	86
- Pacific Islander	
- White	5
- Multiracial	1
- Other	

What is this data telling us about achievement of outcomes?

Demographics

Gender

- There has been an increase in girls participating in the programs.

Ages

- The summer program brings in the four and five year olds.
- For those using the Family Room, the majority of new children are three and under.
- One goal of the program was to have more younger children involved. The less-than-threes have almost doubled, so efforts seem to be paying off.

Ethnicity and primary language

- There are more bilingual and English speaking children. This also seems to be the case with some of the younger parents.

Special needs

- There are two children with identified special needs.

Areas served

- The majority of the children are from Kings Beach.

Parents/caregivers

- There were 59 parents participating during this period.
- There are no teen parents.
- The majority of the parents are in their 20s.
- There were many continuing parents.
- One older sister brings her younger brother to the program.
- The program is still mainly serving Latino families who are native Spanish speakers, who are walking to the programs.
- The majority of the parents are from Kings Beach. There were a few parents from Tahoe Vista and one from Truckee, so outreach efforts are beginning to pay off.

Parent survey and the number of parents participating in family literacy programs

Number of parents participating

- For programs incorporating Family Literacy, there were a total of 173 parents (some parents attended more than one program) participating in all programs. Please see notes for the breakdown by program.

Parent Surveys

- Program has increased the parents' knowledge of child development.
- Nineteen out of twenty parents have increased their support networks. This indicates an increase in resiliency.
- One parent answered "NA" on every question.
- The answers reflect that the Family Room and the Family Resource Center are using strategies related to school readiness and helping parents to create home environments supportive of cognitive development.
- The responses to the Discipline question indicate that parents are being made aware of the connection between discipline and creating a home environment supportive of cognitive development.
- All parents were *Satisfied* or *Very Satisfied* with the characteristics of the Family Room (*Not Satisfied* was an option on the survey).

- Parents are getting the messages about *parents as first teachers, socialization, the importance of reading to children, brain development, etc.*
- There is good communication about the schedules.
- All the parent comments about socialization speak to the second outcome of making developmental progress toward school readiness.
- Parents are putting value on the importance of the home environment, quality time, etc.

Number of families who report reading or telling stories regularly to their children (Family Room Survey – including other data)

- This is a retrospective survey.
- Parents are coming in with a broader range of experiences compared to last year's parents.
- Most parents came in at *A Little* or *Somewhat* on most questions. The post scores show that most parents are scoring at *A lot* or *Always*.
- The most challenging arena for these parents is to read or tell stories daily. Highest scores were for *Acting as my child's first teacher*.
- The survey itself gives hints to parents about what's important in preparing children for school.
- The data supports the achievement of Outcome One: *Children live in home environments supportive of cognitive development*. Parents are increasingly acting as their child's teacher, singing, reading, talking about numbers, etc.
- The trend for the first question addressing daily reading showed movement towards an increase in frequency. Four families reported reading or telling stories to their children daily (answers of *A Lot* or *Always*) before coming to the program. After the program this increased to 14 families (answers of *A Lot* or *Always*).

Ages and Stages Questionnaires (ASQ)

- The children are making developmental progress.

Continuing children

- Communication: The majority of the children scored in the Constant or Increased Categories. Twenty-three percent decreased slightly but were still above the cut-off score.
- Gross Motor: Ninety-two percent scored in the Constant or Increased categories.
- Fine Motor: Seventy-seven percent scored in the Constant or Increased categories. Staff has helped parents create literacy centers in their homes and gave them pencils, paper, etc.
- Problem solving: Sixty-one percent of the children were in Constant or Increased. Two of the children had significant declines. Staff will be creating home packages for them.
- Personal-Social: Sixty-nine percent were in Constant or Increased categories. Thirty-one percent of the children decreased slightly but still above cut-off.
- The learning is not to get too concerned with slight decreases but concentrate on those children showing larger decreases. Also, viewing the scores relative to the cut-off scores.

New children

- These children have received only one screening to date.
- For children less than one year old: All are above the cut-off in all areas and most score close to the maximum score.
- One year olds: The majority are scoring between 45-60 in all areas. One child is scoring between 0-20 in problem-solving and is receiving support. All are shining in the Personal-Social arena.
- Two year olds: The majority are scoring in the 45-60 range. However, two children received referrals for support.
- Three year olds: The majority are scoring in the 45-60 range. However, there are a few in the 0-20 range. One child has special needs.
- Four year olds: The one four year old is screening well.
- The ASQ is a helpful tool to help parents know where their children are and how they might be helped or supported.

Kinder Camp Assessment (Summer School)

- Please see the DRDP-R results comparing preschool and Kinder Camp (Summer School) DRDP-Rs

Desired Results Developmental Profile (DRDP-R) – On Kinder Camp students

- Children participating in the Kinder Camp program made developmental progress over the three week span in all areas measured.

Building Cooperative Relationships with Adults

- Most children moved from Exploring to Building or Integrating.
- The program was able to identify and provide support to two students who had experienced family trauma.

Building Cooperative Play with Other Children

- Most students started at Exploring and then moved to Building or Integrating.

Conflict Negotiations:

- Most moved from Exploring to Building.

Expresses Self through Language

- Most started at Exploring and moved to Developing, Building, or Intergating. Many students are bilingual. Shows increased comfort level.
- Most students made a lot of improvement in the non-academic areas such as relationships.

Shapes

- Most students came in at Not Yet and Exploring. By post assessment, most students had moved to Exploring or higher.

Math

- This area seems more challenging for the students. They came in lower than in other measures but most did make progress.

Letter Recognition

- Students are making developmental progress in readiness for school. Six of the students are in Building and Integrating.

Emerging Writing

- Students made huge progress in this area. Most shifted from Exploring or Developing to Building.

Fine Motor

- The majority of students came in fairly high, Developing, and progressed higher. May have to do with measurement of using scissors and manipulating beads. Also, TTUSD had shared the Handwriting without Tears curriculum with the preschool teachers.

Personal Safety

- Seeing a shift from Exploring or Developing to Building and Integrating.
- Looks as though there are more children who have an awareness of personal safety issues than at the beginning of the program.

PreK/K Articulation Surveys

- For this school year, there have been monthly meetings.
- These comments seem more rich than in the previous surveys. The attitude seems to be: *There seems to be a give and take for the kids and we all have something to learn.*
- Meetings have focused on the needs of individual students in making the transition from preschool to Kindergarten. Indicates that *Schools are Ready for Children.*
- The culture shift is significant. There's more of a partnership overall. The participants see a reason to attend and feel their time is well-spent. Now a truly preschool – Grade 6 program and preschools are part of TTUSD.
- Schools are getting information about students ahead of time, which affects class lists, the curriculum, continuity of curriculum, supporting children's transition from preschool to kindergarten, and the schools are shifting to meet the needs of individual children.
- Lessons in culture shift: It takes time and sticking with it. Having preschools on the TTUSD campuses has helped. Have institutionalized this activity.

How will we apply what we have learned from our data?

Family Room Parent Surveys

- One question is asking two questions at once. Part of the issue is accessibility. Consider asking the question in a different way or asking separate questions. What information about the Outcomes are the questions trying to tease out? Ask: As a result of participating, have you attended trainings? Or, 1) Have you attended a training? 2) If so, which training? 3) What did you learn?
- The questions may be working in Spanish but need to be changed in the English version.

Next Steps:

The next Learning Conversation is scheduled for Wednesday, June 24, 2009, from 10 am – 2 pm.