State Agency Collaboration on Early Childhood Education/Preschool to Kindergarten Transition Pilot Phases I, II, and III
B-3 Interagency Council Meeting
October 16, 2019
Objectives for Today

1. Understand “why” this project is happening
2. Review Progress of Transition Pilot
3. Planning for Phase III of Transition Pilot
4. Review objectives and implementation timelines of the project
5. Discussion of “What we’ve learned so far”
Why a Pre-K to Kindergarten Pilot?

- 2016-2017 Budget
- Senate Bill 740
- Pilot program
Legislation Requirements

(1) Methods to standardize student transition information such that it is quantifiable.

(2) Recommendations for sharing data contained in a student’s transition plan between preschool teachers, and either kindergarten teachers or the schools that receive the incoming kindergarten students.

(3) Recommendations for sharing data contained in a student's transition plan between preschool teachers, and the parents or guardians of the child who is transitioning to kindergarten.

(4) Recommendations for preschool teacher training and continuing education to support their role in completing transition plans for preschool children.

(5) Recommendations for baseline information that should be compiled in transition plans for students transitioning to kindergarten.

(6) Procedures for the management of transition plan documents, including recommendations for the length of records retention, provisions for confidentiality, and proper disposal.

(7) Any other components the department deems appropriate in the provision of information between preschools, students' families and kindergartens.
Phase I Pilot

- Pilot Counties
  - Craven County
  - Davidson County
  - Iredell County
- Six Classrooms
  - Private Child Care PreK Classroom
  - Public School PreK Classroom
- Support provided State Leadership Team and ELN Consultants
Components of Phase I Pilot

Child Development Information Form

North Carolina Preschool to Kindergarten Transition
Child Development Information

<table>
<thead>
<tr>
<th>Child:</th>
<th>Date of Birth:</th>
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<table>
<thead>
<tr>
<th>Preschool Teacher:</th>
<th>Age at Assessment:</th>
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<table>
<thead>
<tr>
<th>Preschool Program:</th>
<th>Kindergarten Program:</th>
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Please use the NC Early Learning and Development Progressions [https://earlylearningprogressions.fpg.unc.edu/age/18](https://earlylearningprogressions.fpg.unc.edu/age/18) to assist in rating the following developmental skills, which are appropriate for a child between the ages of 48 to 60 months of age. Descriptions for listed behaviors may be found by pressing CTRL and click. A description of the ratings can be found at the end of this document. To view Kindergarten Entry Assessment (KEA) construct progressions, [click here.](#)

Emotional and Social Development

<table>
<thead>
<tr>
<th>Skill &amp; Behavior</th>
<th>KEA Skill</th>
<th>Completely</th>
<th>Somewhat</th>
<th>Nearly</th>
<th>Not Yet</th>
<th>Not Observed</th>
<th>Please provide additional information if something other than &quot;completely&quot;.</th>
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<tbody>
<tr>
<td>Awareness of self through emotional expression and verbalization</td>
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<td>Uses language to explain, justify, and argue own actions and beliefs</td>
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<tr>
<td>Positive social interactions</td>
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<td>Carries on long conversations with friends related to a wide range of topics</td>
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<tr>
<td>plans complex activities with friends</td>
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<tr>
<td>Behavioral regulation</td>
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<td>Demonstrates a strong sense of right and wrong for self and others</td>
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<td>Demonstrates knowledge of relationships &amp; roles</td>
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<tr>
<td>Participates well in groups, raises hand to talk, takes turns, listens to others</td>
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Family Engagement

The development of an "All About Me" and "Getting to Know Your Family" forms for families to share information about their children with kindergarten teachers.
Resources and Support

- Communication, virtual training and on-site support for Pre-K and Kindergarten teachers by the ELN Consultants and State Leadership Team
- Collected feedback from pilot participants
- Convened a work group of pilot Pre-K and K sites to capture additional input from Pre-K and K teachers and families
- Made revisions to the Child Development Information Form to capture requested data
- Finalized a draft transition planning template
Preschool Development Grant

• Secured PDG Funding of $4.5 million
• Hired a Transition Coordinator
• Worked with Early Learning Network to develop trainings
  • Formative Assessment
  • Family Engagement
• Monetary Support for PreK and K Teachers
  • Cover travel
  • Cover substitutes
• Connection with Family Engagement work, Universal Enrollment and Translation Services
• State Data Sharing Platform
Phase II Pilot

- Surveyed all NC Pre-K Contractors – 31 Applications
- Selected 16 additional counties for Phase II Pilot
- 3 Classrooms in each community
  - Private Setting
  - Public School Setting
  - Head Start Setting
Phase II: Pilot Counties

- Buncombe County
- Caldwell County
- Craven County
- Davidson County
- Guilford County
- Henderson County
- Iredell County
- Lincoln County
- Montgomery County
- Nash/Edgecombe Counties
- Northampton County
- Onslow County
- Pender County
- Randolph County
- Rockingham County
- Sampson County
- Transylvania County
- Wake County
Components of Phase II Pilot

- PreK teachers completed Child Information Form and shared with families
- Family Engagement “All About Me Forms” and shared with families
- Engaged Local Leadership Teams (NC PreK Advisory Committees)
- Leadership Team created Community Transition Plans
Resources and Support

- **Two face-to-face Regional Meetings** for training and touchpoints
- Communication, virtual training and on-site support for Pre-K and Kindergarten teachers by the **ELN Consultants, NC PreK Consultants**, and State Leadership Team
- **OEL Consultants (DPI) added to support local leadership teams**
- Collected feedback from pilot participants
- Convened a work group of pilot Pre-K and K sites to capture additional input from Pre-K and K teachers and families
- **Piloted a draft transition planning template**
- **Advanced Trainings**
  - Formative Assessment
  - Family Engagement
Resources and Support

Added **Translation Services** and currently translating materials and documents

Created **Family-Friendly Language Document** to help teachers explain developmental progressions to families
Commitment and Engagement

Convening Local Leadership Teams to create plan

- Community Transition Plan
- Assurance Document of Expectations adopted
- Creation of Data Sharing Mechanism
- Creation of Communication Plan

Assurances Document signed by local NC PreK Advisory Committees
Phase III – Transition Pilot

17 counties continuing the work (lost Nash/Edgecombe) → No new communities being added this year

Focus of Transition shifts to entire 4-year-old school year → More intentional coaching and technical assistance provided for PreK teachers, Kindergarten teachers, and local Leadership Teams

Focus on training of Administrators/Community Leaders → Pilot communities to develop Scale-Up Plans

Implementation of Community Transition Plans
- Development of Communication Plan as component of overall transition plan
Next Steps

• State Leadership Team Planning meeting
  • Summer 2019
  • Consultant Training – August 30, 2019
  • Regional Meetings – September and October 2019

• Letter to Local Superintendents about Transition Pilot

• More intentional opportunities for PreK and K Teachers to work together
  • October 25, 2019 – Meeting with PreK and K Teachers
Next Steps (continued)

Regional Meetings
- West – September 27, 2019 – First Baptist Church, Asheville
- Southeast – October 4, 2019 – Onslow County Partnership, Jacksonville
- Northeast – October 8, 2019 – Rocky Mount
- Central – October 11, 2019 – His Glory Child Development Center, Greensboro

Continue state-level work to secure a data sharing platform

Link work of other teams and committees

Develop application for PDG 2-4 Year Grant to continue transitions work
### Pre-K Transition Plan
#### Scale-up Timeline

<table>
<thead>
<tr>
<th>Transition Plans</th>
<th>School Year</th>
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<tbody>
<tr>
<td></td>
<td>2018-19</td>
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<tr>
<td>NC Pre-K classrooms in 10 counties</td>
<td>NC Pre-K classrooms in 30 counties</td>
</tr>
</tbody>
</table>
What have we learned?

• Kindergarten teachers want more social/emotional information
• Families need to be more engaged in the transition process
• Use family-friendly language when sharing skill progression with parents
• Pre-K and Kindergarten Teachers need opportunities to work together
• Pre-K paperwork can be overwhelming
• At present, no consistent way to share child specific data
• Must build local capacity to support transition work
• Need local autonomy for transition strategies
What have we learned?

• Create an onboarding process for interested parties
• Intentional about Communication with Key Partners
• Choices for Kindergarten and Early Care and Education create challenges for transition work
• PreK and K Teachers are excited about collaboration
Key Considerations for Scaling Transition Activities

• Pre-K to K transition activities will potentially require:
  – Rule/legislative changes – if transition planning should be required
  – Enabling data system
  – Resource analysis – for data system and teacher/school needs
  – Transition plan activity development for K-3
Questions
Contact Information

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