



Santa Clara County
Office of Education

Transitional Kindergarten



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California Kindergarten Conference

Agenda

- Overview of SB 1381
- Statewide Efforts
 - Strategic Planning Group and PLC
 - Supports for broad-based information sharing and learning
 - Examples of “Early Adopters”
- Selected Resources



Overview of SB 1381

- Created SB 1381 (Simitian, Chapter 705, Statutes of 2010) - Kindergarten Readiness Act of 2010
 - What did SB 1381 do?
 - Transitional Kindergarten (TK) to better prepare California's children for success in kindergarten and beyond.
 - Changed kindergarten entry date from Dec. 2 to Sept. 1.



Why is SB 1381 a Win-Win-Win?

- Children will be better prepared to succeed in kindergarten and beyond
- TK gives parents an additional option to help their children enter kindergarten with the maturity and skills needed to excel
- Schools will be able to do more with what they have because TK will help ensure children enter kindergarten more prepared to learn and succeed



Benefits

- Year of kindergarten readiness provides strong, early start to help children read proficiently in third grade—critical milestone predicts whether a student will graduate from high school
- Research shows that beginning kindergarten at an older age:
 - Improves social, emotional, academic development
 - Boosts test scores
 - Increases likelihood of attending college and earning higher wages
- TK will save state money from reduced rates of grade retention and special education placement



What is Transitional Kindergarten?

CHILDREN ENTERING K-12 SYSTEM IN FALL



4 YEAR OLDS



YEAR 1
TRANSITIONAL KINDERGARTEN



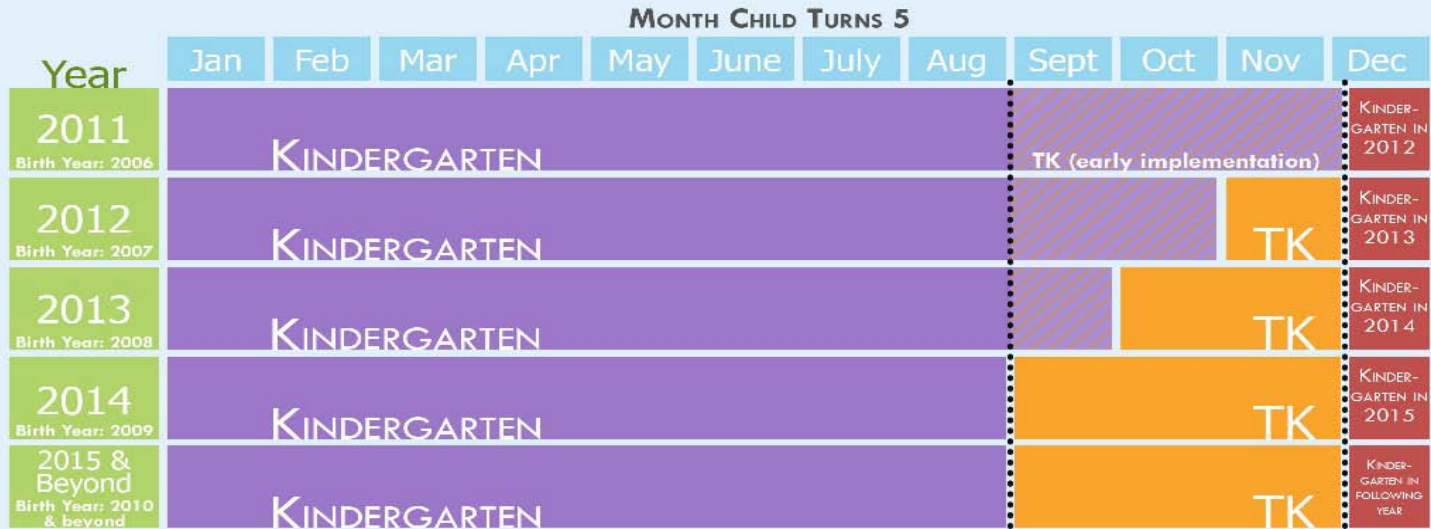
YEAR 2
KINDERGARTEN




What is Transitional Kindergarten?

WHAT IS REQUIRED OF SCHOOL DISTRICTS UNDER THE KINDERGARTEN READINESS ACT?

The Kindergarten Readiness Act mandates that school districts implement transitional kindergarten by this schedule, but districts may opt for earlier implementation.



 TK may be available prior to legislative mandate in certain districts that choose to implement early.

Sept. 1 - New Traditional Kindergarten Entry Date Cutoff, Effective 2014

Dec. 2 - Transitional Kindergarten Entry Date Cutoff*

* Dec. 2 continues to be the cutoff date for Average Daily Attendance (ADA) funding.



What is Transitional Kindergarten? (cont.)

- Transitional Kindergarten (TK) is the first year of a two year kindergarten experience for students born between Sept. 1 and Dec. 2
- When fully implemented, 120,000 more children will receive an additional year of preparation to boost K-12 success
 - Includes 49,000 English Language Learners
 - 74,000 children in Title I schools



What is Transitional Kindergarten? (cont.)

- Enrollment is voluntary; child born between Sep. 1 and Dec. 2 can be admitted to kindergarten on case-by-case basis
- Requires district to offer TK to any age-eligible child
- SB 1381 requires the district provide a “developmentally appropriate curriculum; aligned with Kindergarten standards; taught by credentialed teachers.”



Features of Transitional Kindergarten

- Redirects existing Average Daily Attendance (ADA) funding for children with fall birthdays who would have been entering kindergarten to TK
- TK classes will be taught by credentialed K-12 teachers
- Curriculum must be age and developmentally appropriate and aligned with kindergarten standards
- Offered on school sites



Statewide Efforts

- Strategic Planning Group and PLC
- Supports for broad-based information sharing and learning
 - TK monthly calls
 - TK digital library
- “Early Adopters”



Statewide Efforts

- Statewide Strategic Planning Group
 - Brings together partners to develop strategies and practices that can be shared statewide
 - Partners include, but are not limited to, the following:
 - CCSESA
 - CDE
 - Preschool California
 - County Offices of Education
- Professional Learning Community (PLC)
 - Districts across the state serving as “early adopters”



Information Sharing and Learning

- TK digital library (www.tkcalifornia.org)
 - General Information
 - Communication and Outreach
 - Start Up and Administration
 - Standards, Curriculum and Instruction
 - Articulation and Alignment
 - Assessments and Evaluation



The screenshot shows the homepage of 'The Transitional Kindergarten LIBRARY'. The header includes the site title and a search bar. Navigation tabs include 'About Transitional Kindergarten', 'Communication & Outreach', 'Start Up & Administration', 'Standards, Curriculum & Instruction', 'Articulation & Alignment', and 'Assessments & Evaluation'. A 'Search the Library' box is present. The main content area features a 'Welcome to the Transitional Kindergarten Library' section with introductory text and a photo of children reading. To the right, there is a 'Connect With Us' section with a 'Transitional Kindergarten Monthly Call' announcement and a 'Materials, Presentations, and Videos from the Transitional Kindergarten Implementation Summit' link. Below this is an 'Updates' section with a list of recent news items. The footer contains 'Home / Contact Us / Sitemap / Privacy Policy' and 'Managed by Preschool California'.



Supports for Broad-Based Information Sharing and Learning

- TK monthly calls
 - Next one scheduled for January 17, 2012,
3:00 – 4:00 p.m.
 - Contact Kendall Parker at Preschool California to
RSVP (kparker@preschoolcalifornia.org)



Districts Implementing TK

School districts across California have already been implementing a similar reform.

- **Sacramento City Unified:**
 - Pilot program: “Early Kinder”
- **Kingsburg Elementary Charter School District**
 - Pilot program: “Transition Kindergarten”
 - Includes focused instruction and hands-on activities to develop skills and concepts at students’ own pace

Districts Implementing TK

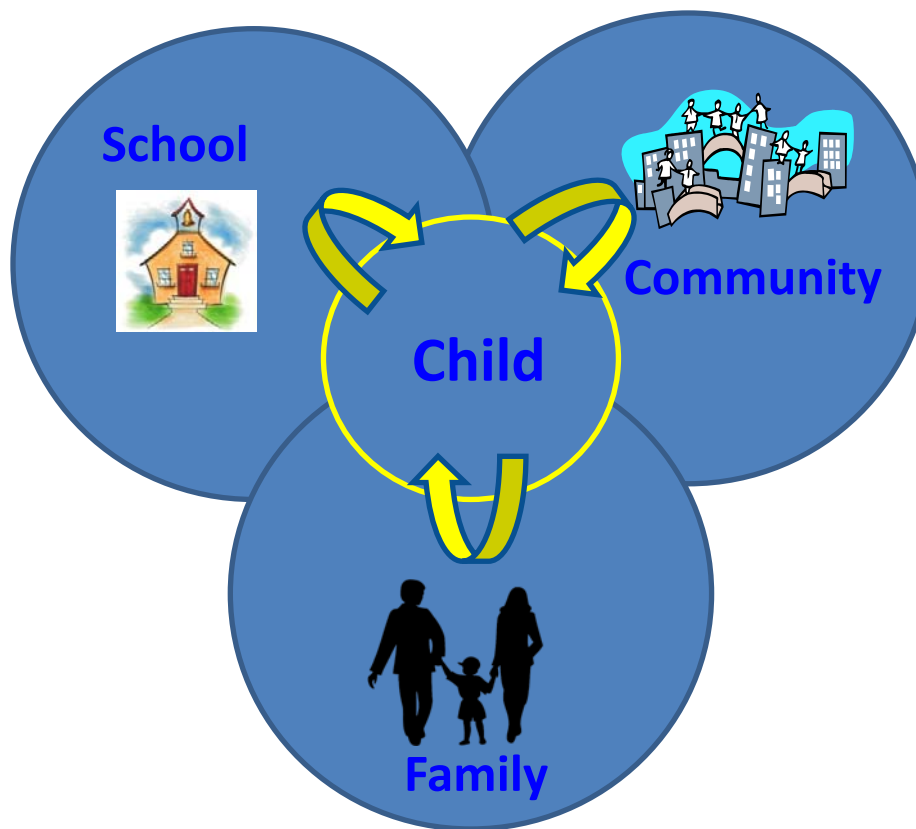
- **Torrance Unified:**
 - “Preppy K” began 20 years ago
 - Students have same teacher for Preppy K and K
- **Soquel Union Elementary:**
 - Pilot program: “Junior Kindergarten”
 - Shares playground with school’s preschool and students interact with Kindergarteners
- **Additional programs in Palo Alto, Anaheim, Gilroy, Huntington Beach, Los Alamitos and Long Beach, among others**



Early Adopter Highlight

LAUSD TK Implementation

LAUSD has designed a strengths-based TK program



Early Adopter Highlight

LAUSD TK Implementation

Curriculum

- The curriculum uses the *Preschool Learning Foundations* (beginning at 60 months) and moves through the *Kindergarten Content Standards*
 - Instruction places a **strong focus** on oral language vocabulary development and home language support for dual language learners
- These improvements in the child's home language support English language development, build self-esteem, and improve family-school partnerships

Early Adopter Highlight

LAUSD TK Implementation

Assessments

- LAUSD's TK program's emphasis on supporting a child's oral language, in both their home language and English, requires the usage of multiple assessment tools
- Developmentally and age appropriate assessments to measure social, emotional, cognitive and language development, including:
 - California English Language Development Test (CELDT)
 - Children's Progress Academic Assessment (CPAA)
 - Pre-LAS 2000 English & Español pre & post enrollment
 - DIBELS Next

Early Adopter Highlight

LAUSD TK Implementation

Family and Community Outreach

- Initial implementation work includes partnership with Abriendo Puertas
- Parent outreach methods, such as:
 - Family literacy nights and workshops
 - “Love to Read” (Me Gusta Leer) program
 - Road to College Field Trips (UCLA, USC, Loyola Marymount)
- Materials and verbal communication provided in student population’s home language

Selected Resources

- Parent Engagement Toolkit
 - www.tkcalifornia.org
- CCSESA TK Implementation Guide
 - www.ccsesa.org



Purpose: To provide local education agencies (LEA's) with tools and resources that communicate the benefits of Transitional Kindergarten (TK) and support parent outreach



Parent Engagement Toolkit:

Overview of Parent Focus Groups

- **Goal:** Identify best ways to reach out to parents, especially low-income parents, to communicate benefits of TK
- Conducted six parent focus groups, two each in:
 - Orange Cove (Fresno County)
 - One focus group with Spanish-speaking Latino parents
 - Bay Area (Oakland)
 - One focus group with African-American parents
 - Los Angeles
 - One focus group with Spanish-speaking Latino parents
- Majority of parents had children who had attended or are attending preschool



Parent Engagement Toolkit: TK Messaging for Parents

- TK provides children with the **gift of time** to learn skills that will help them build a **strong foundation for success** in elementary school
- California's kindergarten curriculum and standards have **changed over the years**, and many of the skills children were once taught in first grade are now taught in kindergarten. TK is the **right program at the right time**
- TK serves as a **bridge between preschool and kindergarten**, giving children more time for **hands-on, interactive learning**



Parent Engagement Toolkit:

TK Messaging for Parents

- TK gives children the opportunity to spend time learning important **social, emotional and academic skills** that will help them succeed in kindergarten **and beyond**
- TK provides young learners with a high-quality early education **at no cost to parents**, to ensure that they have an opportunity to **continue learning**
- It helps children **adjust** to the school environment & develop **strong learning skill**
- TK provides young 5 year olds with an opportunity to start their kindergarten experience with **children their own age**, and with teachers that can tailor lesson plans to their needs



Parent Engagement Toolkit: Developing & Using Consistent Messaging

Consistent messaging is critical to successful outreach

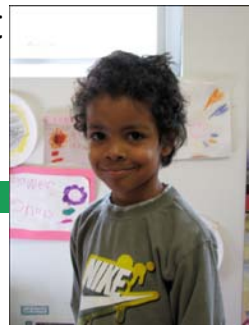
- Work with your communications office to develop messaging that articulates the benefits of TK
- Adapt messaging for use in outreach materials, staff trainings, talking points, brochures, etc.
- Provide talking points on benefits of TK to potential messengers, including front office staff at elementary school, school faculty, school administrators, school board members and district administrators



Parent Engagement Toolkit:

TK Messengers: Teachers, Principals & School Staff

- **Teachers**
 - Serve as most direct link to education system for most parents
- **Principals**
 - Less direct contact with families, but still important messengers in TK outreach efforts
- **School staff**
 - Interact regularly with families (particularly front office staff)
- **TIPS**
 - Make information and resources available to all elementary school staff, teachers and principals
 - Offer communications training on new law and TK program to all elementary school staff
 - Make sure teachers are accessible to parents to answer questions about TK, particularly during height of school registration



Parent Engagement Toolkit: TK Messengers: Parent Ambassadors

- **Parent Ambassadors**
 - Parents trust other parents when it comes to information about their children's education
 - Peer-to-peer perspective validates school information
 - Parents have been one of the strongest assets in recruitment efforts across the state
- **TIPS**
 - Identify potential parent ambassadors, offer them personalized briefing with principal or teachers
 - Provide materials and resources on TK to distribute to other parents
 - Give them formal opportunities to be involved (e.g. participating in parent info meetings, providing quotes for parent bulletin endorsing TK)
 - Involve them in planning and outreach efforts



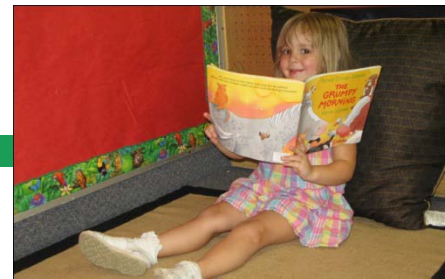
TK Messengers: Working with ECE Community

- **Local Child Care & Child Development Centers**
 - Very effective messengers because of their direct access and frequent interaction with families
 - Trusted by many families when it comes to information about their children
- **TIPS**
 - Start talking to ECE community as soon as possible
 - Designate a contact who can be available to answer questions as they come up during implementation
 - Work to build relations between pre-k, TK and K teachers
 - Schedule regular articulation discussions on connecting zero to five to early elementary, and invite local child care providers to participate
 - Local planning councils
 - Share corresponding local child care options for local TK school sites



TK Messengers: Child Care Resource & Referral Programs (R&Rs)

- **Child Care Resource & Referral Programs**
 - Funded in every county to provide free counseling to parents about child care and family resources in their area
 - Educate and inform the community partners about child care concerns, parent needs, and available resources
- **TIPS**
 - Share information about TK and implementation plans with your local R&R
 - Give information on TK program hours of operation, class size, curriculum, and staff education/training that can be shared with parents
 - Contact R&Rs to include TK updates in their community newsletters and on their websites
 - Website: <http://www.rrnetwork.org/rr-in-every-county/parents/find-child-care-in-california-1.html>



TK Messengers: Community Organizations

- **Local Community Organizations**
 - Includes community centers, child care resource & referral programs, community-based organizations (CBOs), churches, etc.
 - Seen as advocates for their community and trusted source for accessing new and critical information
- **TIPS**
 - Schedule meeting or TK classroom tour with local community organizations in your area to provide information about TK
 - Have a TK “point person” available as designated contact for organizations
 - Have some asks ready, such as including information about TK in their newsletter or on their website, or presenting at community meetings about the benefits of TK



Parent Engagement Toolkit:

TK Messengers – Media

- **Media**

- Most families use some form of media to get information about changes in laws, issues in education
- Some parents have already heard about TK from media coverage, interested to find out more
- For diverse communities, ethnic media (i.e. print, TV, radio) highly trusted source of information

- **TIPS**

- Make positive newspaper clips about TK and other positive media coverage available to parents during meetings, in packets
- Incorporate video clips in presentations on the benefits of TK where possible
- Work with communications office to engage local media on TK, email or call reporters to tell them about program, invite them to visit classroom
- Send press release about launch to local media outlets during back to school time



Methods for Parent Engagement

- **One-on-one conversations**
 - Gives school staff opportunity to provide information, address misinformation and concerns, discuss parents questions in depth
- **Meetings**
 - Small group meetings (3 to 5 parents) best, creates welcoming environment for parents to ask questions, share their thoughts
- **Classroom Tours**
 - A tour of a nearby program with a small group of parents can help them understand what happens in the classroom
 - Provide time after tour for questions and discussion
- **Parent Help Line and TK Liaison**
 - Having designated person or team of people available to answer questions will help parents build relationships, feel more comfortable with the program
 - Establish bilingual help center with phone number parents can call





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Thank you!

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