

5Partnership: Edgecombe County Public Schools
Activity Name: Preschool/Kindergarten Transition
EC Profile ID: KEA 10
PSC: 3122

FY21 Logic Model

Need Statement	Target Population	Program Components	EB/ EI	Outputs	Outcomes	Required County Level Indicators/ Strategic Framework Targets
<p>Based upon available research, several factors present before a child’s first day of school can have a positive impact on later student performance. These include: positive transitions into kindergarten, the establishment of positive communications and relationships between school setting and families prior to the first day, strong relationships between</p>	Technical Assistance for Elementary Schools and School District					
	<p>6 elementary schools</p>	<p>6 elementary schools will form their school transition team. Each team will meet to develop a school transition plan/calendar and detail responsibilities related to each planned event. A school representative, designated by each school’s principal, will attend district meetings.</p> <p>Transition staff will support the coordination of district level transition planning through regular meetings during the school year. Representatives from each school’s transition team as well as school administration staff and child care staff may participate. These meetings are designed to assist in consistent, year- long transition planning implementation by reviewing relevant data and sharing of innovative transition activities/events across teams. The transition facilitator will maintain</p>	<p>Evidence Informed</p>	<p>2 district level preschool/ kindergarten transition meetings will occur</p> <p>Track the number of school representative that attend district/school level transition meetings</p> <p>6 elem. schools will</p>	<p>80% of elementary principals will indicate that coordination with the transition staff resulted in effective transition as evidenced by principal survey</p>	<p>An increase in the percentage of families that report that their child had a smooth transition to kindergarten, from 81% in 2016 to 83% in 2020</p> <p>KEA10- Kindergarten Entrance Assessment Measure*</p>



child care settings and elementary schools, among others.

	<p>meeting minutes and attendance rosters as evidence of district meetings.</p> <p>The transition facilitator and specialist will assess the quality of submitted plans and provide technical assistance as needed to ensure plans and related transition events are of high quality and align with best practice recommendations for school based preschool/kindergarten transition activities.</p> <p>Kindergarten family surveys will be distributed to assess their K transition experience and results reviewed to strengthen future transition planning.</p>		<p>develop a preschool/ kindergarten transition plan</p>		
Technical Assistance for Child Care Settings					
<p>According to Early Childhood Research Quarterly, (2011), transition activities for children and families are associated with increased family involvement improved academic growth, reduction in stress, and higher ratings of social emotional competence at the beginning of the Kindergarten school year.</p>	<p>10 child care centers, rising kindergarteners and their families</p> <p>Transition staff will support a minimum of 10 child care centers, with a focus on NC-Pre-K sites, in the development and implementation of transition plans including collaborative activities with elementary schools as well as transition activities provided for children and families on-site at the child care setting. Technical assistance will be provided through group meetings and individual discussions.</p> <p>In an effort to increase early registration and engagement of families through transition event participation, transition staff will also work with child care staff to ensure all families of rising kindergarteners know their home school, the early registration dates for their school, and parents are informed of upcoming transition activities at their child’s home school. To do this, transition staff will work with child care</p>	<p>Evidence-Informed</p>	<p>The Transition Facilitator will evaluate the quality of 10 child care transition plans.</p> <p>Track the number of child care staff receiving TA</p> <p>200 families of rising kindergartener</p>	<p>100% of child care centers receiving technical assistance will develop a preschool/ kindergarten transition plan as evidenced by completed plans</p> <p>90% of targeted child care providers will report an effective working</p>	



<p>According to Edgecombe County Public Schools 2019 Kindergarten Family Survey the following information was reported:</p> <p>26% of families did not meet their child's teacher or visit a Kindergarten class prior to the first day of school.</p> <p>49.0 % of families did not report receiving information in the mail about kindergarten preparation.</p>		<p>staff to collect address information on each 4 year old. Transition staff will contact ECPS transportation department to identify the home school for each child. Each child's home school information will be shared with child care staff and families including school specific registration dates and transition events.</p> <p>Targeted childcare centers will be provided I'm Pawsome Posters to be completed with rising Kindergarten students. These completed documents, which include child specific information, will be collected by the Transition Facilitator and/or volunteer(s) and shared with the receiving home school.</p>		<p>s in child care settings and public Pre-K will receive home school information</p>	<p>relationship with elementary schools as evidenced by provider survey</p> <p>80% of targeted childcare centers will collect child-specific information on rising Kindergarteners within their facility.</p> <p>90% children will register for Kindergarten prior to the 1st day of school</p>	
Elementary School Based Transition Events						
<p>11% of families did not registered prior to the first day of school. In addition, many did not participate in early registration in the month of March. In</p>	<p>Incoming kindergarten children and their families</p>	<p>The transition facilitator and school based teams will coordinate transition activities designed to increase kindergarten registration and connect children/families to school prior to the first day.</p> <p>Activities may include:</p>		<p>300 Incoming Kindergarten children will participate in transition activities prior to school.</p>	<p>75% of children will meet their teacher or visit a Kindergarten classroom before school begins as</p>	



order to promote family engagement and build relationships with families more families need to register in April.
[DEPC-Kindergarten Family Survey](#)

POPULATION
 Edgecombe County has an estimated population of 52,747 as of 2017.
[US Census](#)

UNEMPLOYMENT
 Edgecombe County's unemployment rate was 7% in May 2018; or 2.8% higher than the state at 4.2%.
[NC Commerce](#)

POVERTY
 23.9% of the county's residents (Estimated Population of

	<p>1) Parent workshops in school or community settings in-person or remote. 2) Kindergarten canvassing/registration events 3) Visits in-person or remote by families to school settings to begin establishing relationships with kindergarten teachers and principals before the first day of school 4) Opportunities for children to become familiar with the school environment by eating in the cafeteria, visiting the media center, and visiting kindergarten classrooms and Outdoor Learning Environments in-person or remote 5) Visits in-person or remote by elementary staff to child care settings.</p> <p>Transition activities will be publicized through a variety of channels, including local cable channel, local newspapers, radio stations, posters, flyers, Connect Ed school notification system and through community partners, organizations' newsletters, and calendars</p>		<p>18 Kindergarten transition events will be coordinated by 6 elementary schools.</p>	<p>evidenced by Kindergarten Family Survey. 8</p>	
Transition Outreach and Communications					
<p>Incoming kindergarten children and their families</p>	<p>Families of incoming registered kindergarteners will receive one transition related mailing in June (not including school-planned mailings such as teacher assignments and school start dates). The focus of the mailings will include ideas or activities that help in preparing for kindergarten. Information will also be shared regarding documentation requirements prior to the first day of school</p>		<p>Track the number of families of incoming kindergarten children that receive materials designed to strengthen kindergarten transition.</p>	<p>80% of parents with children registered for kindergarten before the 1st day of school will report receiving communication from their child's school.</p>	



53.318) lived in poverty in 2016; the state poverty rate was 15.4%.
[US Census](#)

	If funding is available from DEPC Smart Start, our agency provides materials to our families designed to improve transition.			80% of families will report their child had a smooth transition to Kindergarten	
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Transition Alignment Meetings

EDUCATION
 The 4 year cohort graduation rate in 2016-2017 was 80.7%. Rates by Ethnicity were as follows:
 African-Americans =81.6%;
 Hispanic=81.8%;
 White=77.6%.
[NC Report Cards](#)

NRMPS and ECPS transition staff, early care providers, DEPC staff	Transition alignment meetings will be held between NRMPS, Edgecombe County Public Schools, and Down East Partnership for Children to share transition practices and explore opportunities for collaboration. These meetings will serve as an opportunity for shared training on kindergarten transition and best practices to improve program delivery, development of aligned processes, and creation of shared implementation and measurement tools.				
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Based upon Edgecombe County Public Schools' 2016- 2017 Child Nutrition Free and Reduced Application Data, 5 of 5 elementary schools provide 100% free and reduced meals.



[NC DPI - Free & Reduced Lunches](#)

Given these elevated risk factors for poor kindergarten transition, an increased focus on successful transition into kindergarten is needed.

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Worksheet 1

Program Components	Documented Research	Written Guidelines
<p>Technical Assistance for Elementary Schools and School District (Development of district level transition team and plans, local transition teams and plan)</p> <p>Technical Assistance for Child Care Settings (Support of childcare transition plans, Homeschool connection)</p> <p>Elementary School Based Transition Events (kindergarten)</p>	<ul style="list-style-type: none"> ● Little, M. H., Cohen-Vogel, L., & Curran, F. C. (2016). Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now. <i>This article provides information about the importance of school readiness data to assist teachers in individualizing student education.</i> ● Lam, M. & Pollard, A. (2007). A conceptual framework for understanding children as agents in the transition from home to kindergarten. Early Years Journal. <i>This research highlights the relationships between layers of context, stages of transition, and adaptation outcomes for children transitioning into kindergarten.</i> ● Continuity for Success: Transition Planning Guide.(1999). National PTA, Chicago, IL. National Head Start Association. <i>Evidence provided to support the benefits of a joint transition advisory team made up of child cares and elementary schools. Supports development of local and district transition teams and plans. Also support development of childcare plans that align with school transition plans.</i> ● Pianta, R., & Cox, M. (2002). Early Childhood Research and Policy Briefs: Transition to Kindergarten. National Center for Early Development & Learning. <i>The article speaks to the need for development of local transition planning teams such as the ones in ECPS.</i> ● Abenavoli, R., Greenberg, M., & Bierman, K. (2016) Identification and validation of school readiness profiles among high-risk kindergartners. <i>Highlights the need for increased personalized intense transition interventions, such as those provided through this activity, in high-need low-income areas.</i> 	<p><u>Technical Assistance for Elementary Schools and School District</u></p> <p>Development of local school teams follows the following process:</p> <ol style="list-style-type: none"> 1) Identify team members which may include a principal, kindergarten teachers, preschool teachers, childcare rep, and parent for each team 2) Each team meets to develop a school transition plan using a template 3) Template dictate the inclusion of parent workshops, kindergarten registration, and additional transition activities. 4) Plan is approved and submitted to transition facilitator. 5) Plan for each is implemented over the course of the school year. <p>Development of district level teams follows the following process:</p>



<p>registration, Visits to schools for childcare, families, and children, events focusing on providing families with transition information, meeting kindergarten teachers, etc.)</p> <p>Transition Outreach and Communication (Outgoing communications from elementary schools to parents of incoming kindergarteners intended to ease transition for families and children)</p> <p>Transition Alignment Meetings (shared training and discussions across agencies engaged in preschool/</p>	<ul style="list-style-type: none"> Bohan-Baker, M., & Little, P. (2002). The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families. Harvard Family Research Project. <i>This article supports the need to establish connections early between families and schools and recommends such activities as invitations to visit kindergarten prior to enter school, dissemination of info to families on transition via flyers and other info, home visits, family meetings prior to kindergarten, meeting teachers. All of these activities are supported through the Early Childhood Transition program.</i> Chan, B. (2011). Resource Guide for Early Childhood Transitions: Annotated Bibliography. Harvard Family Research Project. <i>This guide highlights a number of recommended practices involving families and school connections to support transition.</i> Kreider, H. (2002). Getting Parents “Ready” for Kindergarten: The Role of Early Childhood Education. Family Involvement Network of Educators, Harvard Family Research Project. <i>This article encourages providing host of family activities prior to kindergarten to better ensure long term family engagement. Examples include early visits to classrooms.</i> Jolly, Y., & Orbach, S. Smoothing The Transition To Kindergarten: Toward a Coordinated Statewide Policy. Harvard University. John F. Kennedy School of Government. <i>This policy guide recommends some specific things that school/districts should do to encourage smooth transitions including ensuring alignment between childcare and elementary, developing transition alignment committees, transition tools/communications to provide to parents.</i> <p>Boethel, M. (2004). Readiness: School, Family, & Community Connections (Annual Synthesis 2004). National Center for Family & Community Connections with Schools. <i>The review includes recommendations for providing strong transition activities and interventions within low-income communities as a way to encourage long term parent engagement. Stronger parent engagement equals stronger chance of child success. Examples of recommended activities include early visits to school, communications between schools and incoming kindergarten families.</i></p>	<ol style="list-style-type: none"> 1) A representative from each schools transition team is identified; the representative attends meetings. 2) The team meets regularly (at least twice a year) to share plans across schools and support each other on implementation of plans 3) Issues in implementation are identified and group support is provided to resolve any barriers 4) Celebration occurs in October to share successes. <p><u>Technical Assistance for Child Care Settings</u></p> <ol style="list-style-type: none"> 1) Centers are recruited as partners. 2) Child care community partner meeting held with ECPS transition staff. 3) Child care transition plans developed 4) Transition staff follow up with child care staff to review transition plans and coordinate transition activities. <p><u>Elementary School Based Transition Events</u></p> <p>Best practices for transition activities are identified through research and may include:</p>
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<p>kindergarten transition)</p>		<ol style="list-style-type: none"> 1) Kindergarten registration events 2) School visits by parents and children 3) Coordinated events with child care facilities <p><u>Transition Outreach and Communications</u></p> <ol style="list-style-type: none"> 1) Best practice documents are identified and selected for dissemination to families by the transition facilitator 2) List of incoming kindergarteners are maintained and that information is used for mailings 3) Schools receive materials and mail documents to incoming parents 4) Contact information is provided on communications if further support is needed by parents.
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Additional Information

A. For each unique Program Component listed in the above Logic Model provide a narrative description.

Technical Assistance for Elementary Schools and School District

This activity is designed to provide a smooth transition into kindergarten for children and families. Addressed activities have been shown to smooth this transition for entering kindergarten children and their families. These activities include early kindergarten registration and implementation of transition events that expose children and families to the school environment prior to the first day of school. Additionally, best practices for smooth transition dictate the establishment of positive relationships between families and elementary school staff through meetings and ongoing communication before the first day of school, and strong alignment of transition planning between early childcare settings and the elementary school. ECPS seeks to meet these objectives through the implementation of the Preschool/ Kindergarten Transition activity.

Initially during the first weeks after school begins, transition staff will facilitate recruitment for and development of 6 elementary school transition teams. Team members customarily include preschool staff, kindergarten staff, school administrators, and child care provider representation. Each of these 6 school committees will meet multiple times to develop a school transition plan/calendar and detail responsibilities related to each event. The transition facilitator and specialist will assess the quality of plans, provide feedback and request updated plans as needed. Transition staff will plan cooperatively with each team, reviewing needed supplies, volunteer support needs, etc. to ensure the success of each event.

The transition facilitator will also separately communicate with elementary school administration regularly regarding the transition efforts of the school. This will include both sharing information regarding the activities the school has planned and soliciting information and suggestions from administration regarding future transition needs. The administration will be surveyed annually regarding the effectiveness of transition staff in delivering effective transition activities for families and the school. Components may occur remotely as necessary due to COVID.

Technical Assistance for Child Care Settings

ECPS transition staff, with the support of DEPC staff, will support a minimum of 10 childcare centers in the development and implementation of transition plans. Transition staff will facilitate communications between child care staff and elementary school staff in an effort to align child care and elementary school transition plans. Activities may include opportunities for child care visits to elementary schools and elementary staff visits to child care facilities. Transition staff will work with each participating child care center to gather address information on each 4 year old eligible for kindergarten in the coming year. Transition staff will facilitate sharing school assignment information with child care staff and families. The child care center will also provide families with information on transition events specific to the school to which each 4 year old will be assigned. Items will occur remotely as necessary due to COVID.

District Transition Team

To further ensure the quality of transition efforts and develop a support system for those committed to transition planning, the transition facilitator and specialist will coordinate the ECPS district transition planning committee, with a representative from each school's transition team. The district team will hold a minimum of 2 district meetings, beginning in the second quarter. Sharing of transition ideas and success stories, training on best practices, and group

troubleshooting will be prioritized during these meetings. Transition staff will maintain meeting minutes and attendance rosters as evidence of district meetings. To ensure further alignment across school districts and across K-2, ECPS transition staff will participate with DEPC and Nash Rocky Mount Public Schools in Transition Alignment meetings and Ready Schools Committee meetings. Teams will meet remotely as necessary due to COVID.

Elementary School Based Transition Events/Activities

Transition activities developed cooperatively by school transition teams and ECPS transition staff are designed with the goals of increasing early kindergarten registration and connecting children/families to school prior to the first day of school, will be coordinated by the transition facilitator and specialist. Targeted groups for participation in events include children registered or eligible for kindergarten registration into kindergarten, their families, and child care centers serving these families.

Three transition activities will be provided by each of 6 elementary schools with support from the transition facilitator and specialist. Utilizing best practices for transition these events may include the following activities:

- 1) Parent workshops in school or community settings
- 2) Kindergarten canvassing/registration events
- 3) Visits by families to school settings to begin establishing relationships with kindergarten teachers and principals before the first day of school
- 6) Opportunities for children to get used to the school environment by eating in the cafeteria, visiting the media center, and visiting to kindergarten classrooms
- 7) Visits by elementary staff to child care settings

Transition activities will be publicized through a variety of channels, including local cable channel, local newspapers, radio stations, posters, flyers, Connect Ed school notification system and through community partners, organizations' newsletters, and calendars. Child care centers will also provide families with transition event information specific to the school to which each 4 year old will be assigned. Components may occur remotely/virtually as necessary due to COVID.

Transition Outreach and Communication

The transition communication component of this activity is designed to ease transition through increased communication between schools and families before the first day of school. The transition facilitator and specialist will prepare at least one communication to be disseminated to incoming kindergarteners in July from their assigned elementary school or the district. The transition facilitator will assist in the development of the mailing list and will coordinate with the schools to address communications. Families of children who enroll throughout the summer will be given this communication at the time they register. If future grant funding is available from DEPC Smart Start, our agency would provide the readiness packets to our families again as a valuable resource.

Transition Alignment Meetings

Transition alignment meetings will be held between NCPS, Edgecombe County Public Schools, and Down East Partnership for Children to share transition practices and explore opportunities for collaboration. These meetings will serve as an opportunity for shared training on kindergarten transition and best practices to improve program delivery, development of aligned processes, and creation of shared implementation and measurement tools

B. Staff

Job Title	FTE	Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model)
Transition facilitator	1FTE (partially funded through SS)	Bachelor's Degree in early childhood field
Transition specialist	1FTE (partially funded through SS)	No specific educational requirements. Experience in child-related field required.

C. Does this activity contain grants of any kind or incentives to participants?

Yes No

What is given to participants? If you have checked yes, describe in detail and attach a copy of any associated grant agreement(s).

D. Is any portion of this activity Medicaid reimbursable?

Yes No

If you have checked yes, describe in detail.

E. Community Collaborations:

The ECPS early childhood transition activity collaborates with a number of organizations in the planning and delivery of services focusing on Kindergarten registration and Preschool/Kindergarten transition events.

For planning of events, the transition facilitator and specialist will collaborate with the DEPC Ready Schools Committee to ensure K-2 alignment and the NCPS transition facilitator to ensure transition alignment across the two school districts. Within the school system, collaboration will be required with the district transition alignment team to allow sharing of ideas between schools and group troubleshooting. The transition facilitator will need to communicate regularly with each elementary school's administration regarding the effectiveness of ongoing transition efforts and needs of their individual school.



To ensure success of transition activities, the transition facilitator and specialist will collaborate with DEPC's Ready Communities staff for recruitment of leaders/volunteers to host and promote events within and outside school settings, kindergarten canvassing, and other Kindergarten registration and transition outreach efforts. Collaboration with local early care providers and DEPC staff will be required to assist in the identification and registration of kindergarteners as well as participation in and publicizing of transition events for providers and/or families. The transition facilitator and specialist will collaborate with school administrators, kindergarten teachers, counselors, and community agency representatives in the collaborative delivery of events.

F. History of Results

For the FY20 year:

- 18 kindergarten transition events were provided
- 11 targeted early care providers developed a transition plan
- 80% of surveyed principals indicated that the staff funded through this project improved transition activities for their school
- 396 families attended transition events
- More than 400 books related to Kindergarten Transition were distributed to transitioning children during Open House events.

G. Cash/In-Kind Contributions Plan:

Edgecombe County Public Schools local funding to provide:

- Office space for the Smart Start-funded transition facilitator and specialist
- Storage space for all supplies and materials for the 4-year-old transition program
- Indirect costs

H. Contract Activity Description (CAD)

The Preschool Kindergarten Transition activity is designed to facilitate planning for the transitional needs with children and families and to assist in the coordination of transition activities and communications. The transition facilitator and specialist will coordinate transition planning with elementary school sites in collaboration with the childcare centers and school representatives. Transition activities/events, focused on preparing and registering children for kindergarten, and introducing children and families to the school environment will be provided. A transition communication will be sent to parents during the Spring prior to kindergarten entry. If resources are available, families may receive transition/reference materials. The transition facilitator will work with community partners in transition efforts and Ready Schools planning across school districts. Activities/events will occur remotely as needed. The transition facilitator will be responsible for the coordination of this activity.

