**Partnership:** Down East Partnership for Children

**Activity Name**: NCPS Early Childhood Transition

**PBIS ID:** DEPC will complete

**PSC:** DEPC will complete

Logic Model

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| --- | --- | --- | --- | --- | --- | --- |
| Need Statement | Target Population | Program Components | Evidence-Based/ Informed Practice | Outputs | Outcomes | Required County Level Indicators/ Strategic Framework Indicators |
| *Nash County is a Tier 1 county and has an estimated population of 94,970 as of July 1, 2021.*[*US Census*](http://www.census.gov) *and NCPS serve both (/Edgecombe & Nash) of these counties.**11.3 % under the age of 5; 37.4% living in poverty* *According to Nash RCounty Public Schools 2020 Kindergarten Family Survey the following information was reported: Due to COVID-19 numbers decreased for the 20-21 school year:**16% of families did not meet their child’s teacher or visit a Kindergarten class**prior to the first day of school.**44% of families did not report receiving information in the mail about kindergarten preparation.**4% of families did not register prior to the first day of school. In addition, many did not participate in early registration in the month of April. In order to promote family engagement and build relationships with families more families need to register in April.* *DEPC-Kindergarten Family Survey**UNEMPLOYMENT**Nash County’s unemployment rate was 4.6% in November 2021; compared to 5.20% last month and 7.60% last year. This is lower than the long-term average of 7.02%.**POVERTY**14.9% of the county’s residents (Estimated Population of 94, 970) lived in poverty in 2021; the United States poverty rate was 11.4%.*[*US Census*](https://www.census.gov/quickfacts/fact/table/nashcountynorthcarolina/POP060210)*EDUCATION**Nash County Public Schools’ four-year cohort graduation rate was 89.1% higher than the state average of 86.9%. The 2020-21 end-of-grade and end-of-course grade level proficiency rates were as follows. Nash County Public Schools grades 3-8 reading proficiency was 30.5%, grades 3-8 math proficiency was 18.7% and fifth and eighth-grade science proficiency was 44.5%.*Given these elevated risk factors for poor kindergarten transition, an increased focus on successful transition into kindergarten is needed. | *13 Elementary Schools**10 child care centers, rising kindergarteners and their families* *Incoming kindergarten children and families* | *13 elementary schools will form their school transition team. A school representative, designated by each school’s principal, will attend district meetings.**The transition facilitator will support the coordination of district level transition planning through regular meetings during the school year. Representatives from each school’s transition team, school administration, 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 trans*ition activities/ events across teams. The transition facilitator will maintain meetings’ minutes and attendance rosters as evidence of district meetings. Meetings will occur in person or remote as necessary. Each team will meet to develop a school transition plan which will include detailed responsibilities related to each planned event.Kindergarten family surveys will be distributed to assess the strengths and areas for growth from previous year’s transition efforts. The results will be reviewed to strengthen transition planning for the current year.  The transition facilitator will assess the quality of submitted plans and provide technical assistance as needed to ensure that the plans as well as related transition events are of high quality and align with best practice recommendations for school- based kindergarten transition activities*Transition facilitator will support a minimum of 10 child care centers, with a focus on NC-Pre-K sites, regarding 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 he child care setting. technical assistance will be provided through group meetings and individual discussions. In an effort to increase early registration and engagement of families through the participation of transition events, the transition facilitator will work with child care staff to incur all families of rising kindergarteners know their home school, early registration dates for their school, and upcoming transition activities at their child’s home school. To do this, the transition facilitator will work with childcare staff to collect address information on each 4-year-old. Letters will be completed and delivered to each family via child care settings with information on the home school including the school’s specific registration dates and transition events.**Targeted childcare centers will be provided “i’m Pawsom'' 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.* *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.* *Activities may include:**1) Parent workshops in school or community settings (in person or remote)**2) Kindergarten canvassing/registration events (in person or remote)**3) Visits by families to school settings to begin establishing relationships with kindergarten teachers and principals before the first day of school (in person or remote)**4) Opportunities for children to become familiar with the school environment by eating in the cafeteria, visiting the media center, the school’s outdoor learning environment, and visiting kindergarten classrooms (in person or remote)**5) Visits by elementary staff to child care settings (in person or remote)**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 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 required documents prior to the first day of school.**If funding is available from DEPC Smart Start, our agency provides materials to families designed to improve transition.* | *Evidence-informed* | 2 district level transition meetings will occurTrack the number of school representatives that attend district/school level transition meetings13 elementary schools will develop a kindergarten transition planThe Transition Facilitator will evaluate the quality of 10 child care transition plans.Track the number of child care staff receiving TA700 families of rising kindergarteners in child care settings and public Pre-K will receive home school information.13 kindergarten transition events will be coordinated by elementary schools700 incoming Kindergarten children/families will participate in transition activities Track the number of families of incoming kindergarten children will receive materials designed to strengthen kindergarten transition.           | 80% of elementary principals will indicate that coordination with the school transition team resulted in effective transition as evidenced by the principal survey.Track the number of families of incoming kindergarten children will receive materials designed to strengthen kindergarten transition.80% of parents with children registered for kindergarten before the 1st day of school will report receiving communication from their child’s school.80% of families will report that their child had a smooth transition to Kindergarten.100% of child care centers receiving technical assistance will develop a transition plan as evidenced by completed plans.90% of targeted child care providers will report an effective working relationship with elementary schools as evidenced by provider survey.80% of the targeted centers will collect child-specific information on rising Kindergarteners within their facility.90% children will register for Kindergarten prior to the 1st day of school75% of children will meet their teacher or visit a Kindergarten classroom before school begins as evidence by Kindergarten Family survey  | An increase in the percentage of families reporting their child had a smooth transition to kindergarten, from 81% in 2016 to 83% in 2020. KEA10- Kindergarten Entrance Assessment Measure |
|  |  |  |  |  |  |  |
|  |  |  | *See Above* | *See Above* | *See Above* | *See Above* |

Worksheet 1

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| ProgramComponents | Documented Research | Written Guidelines |
|  **Technical Assistance for Elementary Schools and School District**(Development of district level transition team and plans, local transition teams and plan)**Technical Assistance for Child Care Settings**(Support of child care transition plans, Homeschool connection) **Elementary School Based Transition Events** (kindergarten registration, Visits to schools for childcare, families, and children, events focusing on providing families with transition information, meeting kindergarten teachers, etc.) **Transition Outreach and Communication** (Outgoing communications from elementary schools to parents of incoming kindergarteners intended to ease transition for families and children)**Transition Alignment Meetings** (shared training and discussions across agencies engaged in kindergarten transition)    | ● 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.  *This article provides information about the importance of school readiness data to assist teachers in individualizing student education.*● Lam, M. & Pollard, A. (2007). A conceptual framework for understanding children as agents in the transition from home to kindergarten. Early Years Journal. *This research highlights the relationships between layers of context, stages of transition, and adaptation outcomes for children transitioning into kindergarten.*● Continuity for Success: Transition Planning Guide. (1999). National PTA, Chicago, IL. National Head Start Association. *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 the development of childcare plans that align with school transition plans.*● Pianta, R., & Cox, M. (2002). Early Childhood Research and Policy Briefs: Transition to Kindergarten. National Center for Early Development & Learning. *The article speaks to the need for development of local transition planning teams such as the ones in ECPS.* ● Abenavoli, R., Greenberg, M., & Bierman, K. (2016). Identification and validation of school readiness profiles among high-risk kindergartners. *Highlights the need for increased personalized intense transition interventions, such as those provided through this activity, in high-need low-income areas.*● 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. *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.*● Chan, B. (2011). Resource Guide for Early Childhood Transitions: Annotated Bibliography. Harvard Family Research Project. *This guide highlights a number of recommended practices involving families and school connections to support transition.*● Kreider, H. (2002). Getting Parents “Ready” for Kindergarten: The Role of Early Childhood Education. Family Involvement Network of Educators, Harvard Family Research Project*. This article encourages providing host of family activities prior to kindergarten to better ensure long term family engagement. Examples include early visits to classrooms.*● Jolly, Y., & Orbach, S. Smoothing The Transition To Kindergarten: Toward a Coordinated Statewide Policy. Harvard University. John F. Kennedy School of Government*. 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.** Boethel, M. (2004). Readiness: School, Family, & Community Connections (Annual Synthesis 2004). National Center for Family & Community Connections with Schools. *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.*
 | **Technical Assistance for Elementary Schools and School District**Development of local school teams follows the following process:1. Principal designates a school’ transition representative. Both, principal and transition rep., chair and decide membership for their school transition team
2. Each team meets to develop a school transition plan using a template
3. Template dictates the inclusion of parent workshops, kindergarten registration, and additional transition activities.
4. Plan is approved by principal, submitted to transition facilitator, and shared with preschool coordinator.
5. Plan for each is implemented over the course of the school year

Development of district level teams follows the following process:1. Transition rep from each school represents and attends district meetings
2. The team meets at least twice during the school 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 at end of year occurs to share successes

**Technical Assistance for Child Care Settings**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.

**Transition Activities**Best practices for transition activities are identified through research and may include:1. Kindergarten registration events
2. School visits by parents and children
3. Parent workshops on transitio
4. Coordinated events with child care facilities

**Transition Communications**1. Best practice documents are identified and selected for dissemination to families by the transition facilitator
2. List of incoming kindergarteners are maintained and shared with schools transition teams and child care providers accordingly
3. Schools receive materials, and Kindergarten registration packages,
4. Contact info is provided on communications if further support is needed by parents.
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**Additional Program Information and Guidelines**

1. 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. Activities noted in the plan have been shown to help ease the transition for entering Kindergarten for our children and their families. These activities include early kindergarten registration and implementation of transition events that expose children and their 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 as well as strong alignment of transition planning between child care settings and the elementary school.

Nash County Public Schools seek to meet these objectives through the implementation of its Early Childhood Transition with support from the Preschool Coordinator.

The Transition Facilitator will communicate regularly with each elementary school transition team and local early childhood programs. The Transition Facilitator will participate in Down East Partnership for Children’s (DEPC) Ready Schools Committee and Transition Alignment meetings. The Transition Facilitator with facilitate the Nash Rocky Mount Public Schools’ Transition Planning Committee, which consists of a representative from each school, child care providers and community leaders, will conduct a minimum of 2 meetings. Members will report school-based site activities at meetings as evidenced by meeting minutes and attendance rosters. The Transition Facilitator will also communicate at least every other month with elementary school principals regarding the transition efforts at their school. This will include both sharing information regarding the activities the school has planned and soliciting information as well as suggestions from the principal regarding future needs of the school. Based upon planning discussions with the principal and school -based transition committee, a transition plan will be developed by each school, approved by the school principal, and shared with the Preschool Coordinator (not funded through this activity). This correlates to Title I guidelines supporting parental involvement. \*\* Components may occur remotely as necessary due to COVID.

The Transition Facilitator will work with DEPC staff to ensure alignment between the activities and events included in the transition plans of the elementary schools and childcares. The Transition Facilitator will also participate in transition alignment meetings between Nash Rocky Mount Public Schools, Edgecombe County Public Schools, and Down East Partnership for Children to share transition practices and explore opportunities for collaboration.

**Technical Assistance for Child Care Settings**

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

**Elementary School Based Transition Events/Activities**

Transition activities developed by school transition teams are designed to address the goals of increasing early kindergarten registration, connecting children/families to their assigned school prior to the first day of school. Targeted groups for participation in events include registered children or those children eligible for registration into kindergarten.

Three transition activities will be provided by each of the 13 elementary schools with support from the Transition Facilitator. Best practices for transition 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
4. Opportunities for children to get used to the school environment by eating in the cafeteria, visiting the media center, visiting the outdoor learning environments, and visiting kindergarten classrooms
5. Visits by elementary staff to child care settings

Transition activities will be publicized through a variety of channels, including the local cable channel, local newspapers, radio stations, posters, flyers, Connect Ed school notification system, community partners, organizations’ newsletters, and calendars. Additionally, child care centers will also provide families with transition event information specific to the school in which each 4 year old will be assigned. \*\* Components may occur remotely 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 will prepare at least one communication to be disseminated to incoming kindergarteners in the spring/summer 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. Due to additional grant funding provided by DEPC Smart Start during the 2017- 2018 school year, our agency provided “Getting Ready for Kindergarten” Calendars to parents, local childcare centers and currently enrolled Pre-K students. If future grant funding is available from DEPC Smart Start, our agency would provide the calendars to our families again as a valuable resource.

**Transition Alignment Meetings**

Transition Alignment meetings will be held between Nash Countyublic Schools, 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. The transition facilitator and preschool coordinator, not funded through this activity, will attend these meetings.

1. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| Transition Facilitator | 1 FTE (partially funded through SS) |  Bachelor’s Degree in Early Childhood Field |

1. 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).

1. Is any portion of this activity Medicaid reimbursable?

 Yes ☐ No☐

 If you have checked yes, describe in detail.

1. Community Collaborations:

The Nash County Public Schools’ 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 collaborates with the DEPC Ready Schools Committee and Edgecombe County Public Schools to ensure K-2 alignment as well as 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 at least every other month 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 will collaborate with DEPC’s Ready Communities staff for recruitment of leaders/volunteers to host and promote events. The events may occur within school settings, outside school settings such as 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 will collaborate with school administrators, kindergarten teachers, counselors, and community agency representatives regarding delivery of events.

1. History of Results

The Early Childhood Transition Activity has a history of producing effective results for families and children. The program has encouraged strengthening of the connections between parents, child cares, church preschool programs, elementary schools, and the larger community in an effort to smooth transitions to kindergarten. A few of the examples of successes for the program in 2017-2018 school year are included below.

1) All elementary schools as well as several childcare centers had representatives participating on the district level transition team. These members attended multiple district level meetings and each of the school representatives chaired their local school transition team as well

2) Each elementary school developed a transition plan through their participation and coordination with the Transition Facilitator funded through this grant. There has been a significant increase parent participation in transition activities as well as an increase in early Kindergarten registration as a result of the Transition Facilitators leadership over the past years.

3) Families participated in family nights/parent workshops designed to assist participants in understanding early childhood transition needs and focusing on providing parents and children an opportunity to gain exposure to the school prior to starting kindergarten.

4) Over 78% of parents reported that they met their child’s kindergarten teacher or toured the school before the first day of school in 2018.

1. Cash/In-Kind Contributions Plan:

NCPS local funding will provide:

● Office space for the Smart Start-funded transition facilitator

● Storage space for all supplies and materials for the 4-year-old transition program

● Indirect costs

1. Contract Activity Description (CAD)

The Early Childhood Transition activity is designed to help smooth the transition of children and families into kindergarten through the coordination and implementation of transition focused activities and communications. The transition facilitator will coordinate planning and connections between elementary schools, childcare centers, communities, and families. The transition strategies, including the facilitation of early kindergarten registration efforts and provision of transition activities/events, including the introduction of children and families to the school environment, will be provided. If resources are available, families may receive transition/reference materials. The transition facilitator will work with community partners in support of kindergarten transition and participate in Ready Schools and Transition Alignment planning across local school districts. Activities/events will occur remotely as needed.