Getting School Ready

Neighborhood/School Transition Teams Handbook
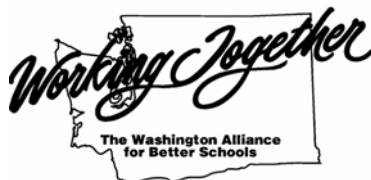
Version 1.0, September 2005

" I want to be ready for kindergarten."

" How can kindergarten be ready for me?"
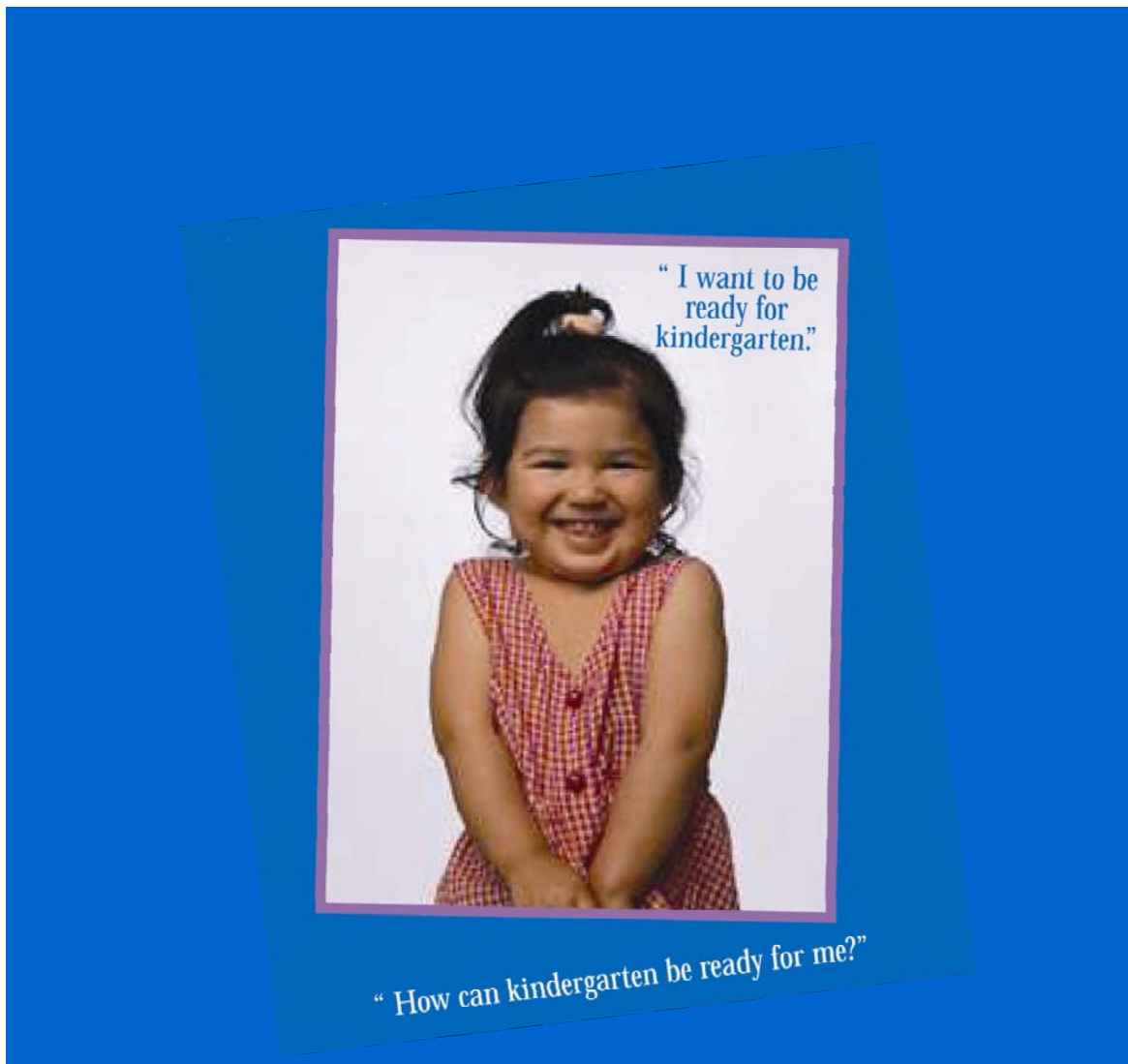
SOAR,
helping kids reach
for the sky

Getting School Ready Action Team

Seattle/King County, Washington

Prepared by:

Washington Alliance for Better Schools

and

Cedar River Group

Acknowledgements

The Getting School Ready Action Team expresses its deepest appreciation to the funders who believed in the vision for the Getting School Ready Neighborhood/School Transition Teams and made the pilot teams possible: The Boeing Company, City of Seattle and SOAR Opportunity Fund.

In addition, the Action Team would like to thank the project partners, participating school districts, elementary schools and all the members of the pilot teams whose collaboration, ingenuity and effort made the pilot teams a successful reality.

Contents

List of Tables

Appendix: Templates
1. Project Description
2. Preliminary Meeting Schedule for Start-Up and Year One
3. Parent Ambassador Recruitment Flyer (job description)
4. Plan for First Team Meeting
5. Agenda for First Team Meeting
6. Code of Cooperation
7. Team Meeting Evaluation
8. Sample Plan and Materials for a Parent Event
9. Sample Plan and Materials for a Child Care Provider Event

Getting School Ready

Neighborhood/School Transition Teams Handbook

I. Introduction

The purpose of this handbook is to assist communities that are interested in improving school readiness by using the Getting School Ready Neighborhood/School Transition Teams model. This handbook describes the pilot teams and their learnings, and provides samples of their plans and handouts. It represents the experience of putting the model to use for one year. But there is certainly more to be learned!

The Getting School Ready Neighborhood/School Transition Teams Pilot Project took place in 2004/05 in King County, Washington, and was sponsored by the Getting School Ready Action Team of *SOAR, helping kids reach for the sky*. The Project included three pilot teams. They were funded through grants from the City of Seattle and the SOAR Opportunity Fund to the Washington Alliance for Better Schools. Other partners included: Child Care Resources; Kent School District and Park Orchard Elementary School; King County Library System; Powerful Schools; Public Health – Seattle & King County; Puget Sound Educational Service District; Seattle Public Library; Seattle Public Schools and Hawthorne, John Muir and Rainier View Elementary Schools; and Shoreline School District, Meridian Park Elementary School and Shoreline Children's Center.

> *"The school is now communicating more with parents and the community. Parents of four-year-olds are more involved with the school and have a better understanding of the expectations for kindergarten."*
>
> —School staff member on a pilot team

The pilot Getting School Ready Neighborhood/School Transition Teams were at Hawthorne and John Muir Elementary Schools in Seattle's Mount Baker neighborhood (one team for these two nearby schools), Rainier View Elementary in Seattle's south Beacon Hill neighborhood, Park Orchard Elementary in Kent's East Hill area, and Meridian Park Elementary with Shoreline Children's Center. These are Title I schools, with more than 50 percent of the students eligible for the free-and-reduced-price lunch program, and more than 30 percent English language learners.

The long-term vision for this project was to: (1) build a replicable partnership model for improving children's readiness for school; and (2) demonstrate to school districts, community organizations, local government, and funders that effective partnerships among schools, community organizations and families can lead to changes in adult behaviors that research has shown tend to improve children's readiness for kindergarten. Closing the readiness gap could be a powerful strategy for closing the achievement gap.

The pilot project provided a good start in using and learning from the Getting School Ready Neighborhood/School Transition Teams model.

II.   Philosophy and Rationale

What Are Getting School Ready Teams?

Getting School Ready Neighborhood/School Transition Teams (GSR Teams) is a project to improve school readiness, and support successful transitions of children and their families into kindergarten. Each team works on a neighborhood or school level. The teams aim to:

1) foster communication and build relationships among families, child care providers and early educators, and schools in order to promote successful transition into kindergarten;
2) align (match up) children's learning and development experiences in the home, in early education and care, and in school, in order to boost children's confidence and learning;
3) assess local needs; and
4) implement neighborhood-specific strategies to enhance children's early literacy and reduce nonacademic barriers to early learning (e.g., language and translation) for children who are most at risk and their families.

This approach links families, child care providers, early childhood educators and community-based agencies with local schools.

Why Teams?

Coordinate and Link

The systems of early childhood education and K-12 schools in our nation are not well connected. In fact, they have little ongoing contact. This lack of coordination greatly impacts successful transitions, particularly for children from low-income households and families who are English language learners. What is lacking is a method for coordinating and linking schools, neighborhood residents and early learning resources.

Scientific Evidence

National research indicates that very few schools currently have any form of transition plan linking school to home and preschool settings. (Pianta, 2003) Scientific evidence and community wisdom both affirm that children who have a poor early transition to school are those most likely to become inattentive and disruptive, to drop out, and to have other poor social outcomes, such as delinquent behavior. (Ewing Marion Kauffman Foundation, 2002; Bowman, 2002) Waiting until children fail, then providing remedial, pull-out or compensatory programs, does not help.

Community Evidence

The pilot GSR Teams in King County, Washington, grew from the Getting School Ready project, which held community conversations about school readiness in 2002 in 17 of the county's 19 school districts, and in seven languages. (See www.gettingschoolready.org.)

More than 300 parents, child care providers and kindergarten teachers participated. Several important points emerged:

1) Parents reported that they did not know what would be expected from their children in kindergarten or how to prepare them.
2) Child care providers varied widely in their understanding of what children need to know and be able to do to be ready for kindergarten.
3) Schools generally were not in contact with child care providers or the parents of young children before school assignments were made for kindergarten.

Connect the People Who Shape a Child's Life

Kindergarten transition is local. Success depends on a child's parents, child care provider, preschool teacher, kindergarten teacher and school. These are the people who shape the child's life. They need to talk with each other to help prepare for a successful transition to kindergarten.

> *"[Team members now see] each child as a child with a family, in a community, in a child care setting, growing and nearing school age. There's a bigger picture we are each a part of."*
> —Child care provider on a pilot team

The Getting School Ready Teams bring together, at the neighborhood level, the adults who shape a child's life, plus community resources and schools. The hope is that school districts will build the teams into their school improvement plans to become an ongoing part of each elementary school's work.

What Is the Research Behind this Model?

The model is based on research in three areas:

1) brain research showing the importance of early learning;
2) research on making smooth transitions from home and child care into school; and
3) research on using partnerships of families, community and schools to promote school success.

Importance of Early Learning

Brain Development and Nurturing

The National Research Council and Institute of Medicine's report, *From Neurons to Neighborhoods* (Shonkoff, 2000), and other sources cite scientific research from recent decades that tells us that the first few years of life are crucial for a child's brain development, and that the quality of development in these early years sets the stage for the child's future. (Carnegie Corporation, 1994; Shore, 1997) Further, research indicates that the nurturing a child receives and the learning he or she does in the first years of life shape that child's ability to learn, to relate to others, and to be successful in school and in life. (Child Trends, 2000; Public Health – Seattle & King County, 2002) In other words, school readiness begins at birth.

Link with Child's Future Success

Research has also documented the link between children's readiness for kindergarten and their future success. (Boethel, 2004) For example, Storch and Whitehurst (2001) found that a child's pre-literacy level when starting school predicts his or her reading ability

throughout school. A number of studies have shown that children whose early experiences—at home and in care settings—do *not* help them get ready for kindergarten are more likely to fail or repeat grades, be placed in special education classes or drop out entirely. (Ewing Marion Kauffman Foundation, 2002; Bowman, 2002)

Smooth Transitions

School Readiness Definition

The National Education Goals Panel in 1997 published a report that defined school readiness as having three parts: (1) the child's readiness, (2) the school's readiness and (3) the supports available in the community.

Home-Child Care-School Connections

Pianta and Kraft-Sayre (2003) suggest that improving school readiness requires the concerted action of parents, early childhood teachers, schools and communities working together to support children's learning and schools' readiness for children. The importance of making connections among the home, school and community has also been cited by Ahearn, Nalley and Cabson (2000). They found that these connections create a critical continuity of experience that eases the transition into school for young children and their families.

> *"I have gained the perspectives of each of the people on the team, . . understand their work and struggles, and really appreciate what they do. I feel less isolated and more connected."*
>
> —Community member on a pilot team

The research clearly points out that when there is continuity between early childhood programs and kindergarten, and the transition actively involves kindergarten teachers, early childhood teachers and parents, the transition of children to school is more successful. (Resnick, 1994) This research notes that transitions are accomplished in an ecological context.

Partnerships

Attention to Community Needs

The research in the area of building community partnerships to promote learning and school success focuses on engaging the community with schools and connecting families with their local schools. A key finding, as noted by Henderson and Mapp (2002), is that effective strategies for involving families and communities are respectful of the character and unique needs of the community the school serves. Other studies describe effective partnerships as broad-based and integrated into a comprehensive approach designed to accomplish a specific goal. (Wang, Oates and Weishew, 1995) This finding supports the Getting School Ready Teams and their tactic of developing neighborhood-specific strategies that the team members design to promote successful school transition.

Parents' Involvement with the School

Another component of partnerships addressed by the teams is parents' connection to schools. In the high-need neighborhoods targeted in this project, many families are not connected to their local schools. Research indicates that parent involvement, both at home and at school, is positively related to student achievement. The Chicago Longitudinal Study looked at whether parent involvement in early childhood programs

affects children's later achievement in school. In this study, 704 low-income parents of eighth graders were interviewed about their involvement when their children were in preschool. Miedel and Reynolds (1999) found that the more activities parents reported taking part in, the better their children did in reading, the more likely the children were to be promoted, and the less likely they were to be placed in special education classes. Miedel and Reynolds concluded that "parent involvement is an important component of successful early intervention and should be emphasized in both new and established programs."

Building Relationships

Pianta and Kraft-Sayre (2003) emphasize the importance of partnership and collaboration to build relationships among all players in making the transition to school work. They established collaborative teams of preschool teachers, kindergarten teachers, family workers, principals, parents and community representatives at the school district level to create a community-wide kindergarten transition plan. Equally important was a similar team at the school level, which adapted the district's plan to meet the unique needs of the neighborhoods from which the school drew its students.

☀ III. Getting School Ready Teams Model

What Does It Look Like?

The Getting School Ready Teams are a partnership model. The teams are formed through a partnership of agencies and organizations: school districts, local schools, education-related nonprofits and community-based agencies. Each team is a partnership among representatives of these groups, plus child care providers, teachers and parents.

Project Partners

The agencies that organized and participated in the pilot project, and their respective roles, are shown below.

Table 1: Participating Agencies and Roles

Agency/Organization	Type of Organization	Role in the Project
Getting School Ready Action Team	Action Team (coalition) of *SOAR, helping kids reach for the sky*, a partnership to advance early care and after-school opportunities	• Helped to develop the model • Sponsored the pilot project • Reviewed the teams' progress
Washington Alliance for Better Schools	Nonprofit alliance of school districts	• Fiscal agent for the project • Liaison with the school districts • Facilitator/Co-facilitator for three local teams
Child Care Resources	Nonprofit child care resource and referral agency in King County	• Participated in the Muir/Hawthorne Team • Provided all pilot teams with lists of child care providers in their area • Assisted with promoting team activities and trainings for child care providers • Arranged for STARS credits for all teams' educational events for providers
Puget Sound Educational Service District	Nonprofit educational services provider to school districts in King and Pierce Counties	• Provided information and resource materials for the teams
Powerful Schools	Nonprofit that promotes school excellence	• Helped to form Muir/Hawthorne Team • Facilitator for one of the local teams
Kent School District, Seattle Public Schools, Shoreline School District	Public school districts	• Endorsed pilot project • Agreed to have a school principal and kindergarten teacher participate in each team

		• Agreed to provide meeting space for team meetings and events
Hawthorne, John Muir, Meridian, Park Orchard, and Rainier View Elementary Schools, and Shoreline Children's Center	Public elementary schools in Kent, Seattle and Shoreline, and a public preschool and pre-K center in Shoreline	• Participated as the school base for pilot teams • Provided meeting space for the teams and team-sponsored events • Provided staff time, support and participation in the teams • Helped to identify and invite team members
King County Library System and Seattle Public Library	Public libraries for King County and Seattle	• Agreed to have a children's librarian participate in each team • Provided information, materials and programs as requested for team parent and child care provider events
Public Health – Seattle & King County	Public health agency	• Provided information for the teams • Provided staff representatives to serve on some of the teams
FACES groups	Regional coalitions to support families and young children	• Provided information on early childhood education and local resources • Provided assistance with outreach for the teams

Participation Requirements for the Individual School

There was a very specific request for participation to each school that hosted a Getting School Ready Team. They were asked to:

1) Provide the location for monthly team meetings and up to six events for parents and child care providers.
2) Provide a kindergarten teacher to participate on the team (for whom the project provided a stipend).
3) Provide one school representative to participate in the team (family support worker, school counselor, a second kindergarten teacher, etc.).
4) Commit the school principal or assistant principal to attend team meetings, review the strengths and gaps assessment, and help create the outreach plan.

Getting School Ready Team Membership and Roles

Each team had between eight and 13 members. The membership was chosen to represent the key adults in the lives of young children—parents and family, community, child care providers, early childhood educators, kindergarten teachers, and schools. The membership of each team was confirmed jointly by the participating school and the regional Family and Child Early Support (FACES) Group, a coalition of organizations serving children in the community.

Some of the team members were recruited to carry out specific "jobs" for the team. In recognition of this work, they received a small stipend. Other team members provided connections, information and resources according to their background, professional position, and interests. Table 2 below lists the members of the team, the time required and stipend paid (if applicable), and the member's role on the team.

Table 2: Local Team Members and Roles

Representative	Time Commitment and Stipend	Role
Parents (2)	Approx. 10 hrs/month $600 stipend	"Parent Ambassador" — • Participates in local team meetings and in carrying out team activities • Helps the team understand what families' interests and concerns are • Helps the team connect with local families • Conducts outreach to local families to learn their needs related to school readiness, and help them connect to the team and the school
Child Care Providers (2)	Approx. 10 hrs/month $500 reimbursement for literacy materials	• Participates in local team meetings and in carrying out team activities • Helps the team understand what child care providers' interests and concerns are • Helps the team connect with local child care providers • Conducts outreach to local child care providers to learn their needs related to school readiness, and help them connect to the team and the school
Kindergarten Teacher (1)	Approx. 35 to 60 hours for the year Paid time	• Participates in local team meetings and in carrying out team activities • Helps the team understand the kindergarten curriculum • Helps the team understand the range of abilities of entering kindergarten students, and typical concerns of their parents • Provides information and materials to the team for activities, as appropriate
School staff (1 to 2)	Approx. 4 hrs/month No Stipend	May be Literacy Coach, Counselor, Family Advocate, Bilingual Education Specialist • Participates in local team meetings and in carrying out team activities • Helps the team understand the school and its programs and resources • Connects the team to information and resources in the school and community, as appropriate
School Principal or Assistant Principal	Approx. 2 hrs/month	• Helps the team identify and recruit members for the team • Participates in local team meetings and in carrying out

	No Stipend	team activities, as possible • Provides support for the team from the school, such as by ensuring that meeting space is reserved, staff are available as requested, etc.
Representatives from community organizations and agencies (2 to 4) (*Note:* All the pilot teams included library representatives)	Average 4 hrs/month per agency No Stipend	Organizations may include: local libraries, public health clinics, nonprofits serving children, faith-based groups, family support services, etc. • Participates in local team meetings and in carrying out team activities • Helps the team understand the programs and resources their organization can offer • Helps the team understand the needs of the neighborhood, as identified by their organization • Provides information, materials and connections, as appropriate, for team activities
Team facilitator(s) (1 to 2)	Approx. 10 hrs/month No Stipend	• Facilitates team strategy and planning • Plans and facilitates local team meetings • Arranges for training and speakers • Helps the team plan and carry out activities • Provides information, materials and connections, as appropriate, for team activities • Reports on the team's progress to the project partners
Staff support from project partners (1 to 2)	Approx. 5 hrs/month No Stipend	• Helps the team plan and carry out activities • Provides information, materials and connections, as appropriate, for team activities • Documents the team's work

Goal and Activities of Each Team

Goal and Objectives

Each of the initial Getting School Ready Teams had as its goals to improve school readiness, and support successful transitions of children and their families into kindergarten. The teams aimed to focus on three- and four-year-old children who lived within a mile or two of the school and who are most at risk for *not* making a smooth transition into school. These were ambitious goals. In one year it was not possible to achieve all of them. But realistically, teams were able to achieve one to two goals.

To work toward these goals, each of the pilot teams had the following objectives:

1) Foster communication, by building relationships among families, child care providers, early educators and schools to promote successful transition into kindergarten.

2) Work to align (match up) children's learning and development experiences among home, early education and care, and school to boost children's confidence and learning.

3) Plan and implement strategies to enhance early literacy and reduce nonacademic barriers to early learning (e.g., language and translation) for families most at risk.

Activities

Each pilot team conducted the following activities:

1) Discussed ways that families, child care providers, early educators, community resources and schools can work together to help children and families get a strong start in school.

2) Assessed the strengths and issues in the community's support for early learning, school readiness and successful transitions into school.

3) Developed a "Getting School Ready Connections" outreach plan with effective ways to reach out to the community's families, licensed and informal caregivers, community agencies, and teachers.

> *"I saw a serious effort to communicate with each other [on the team] concerning 'getting school ready,' and to plan concrete actions and strategies to help fulfill the goals we identified earlier."*
>
> —Librarian on a pilot team

4) Implemented three activities to:

   a) Educate and support parents/families, child care providers, and early educators in carrying out simple, everyday activities to promote early childhood literacy and developmentally appropriate early learning, and prepare for smooth transition into kindergarten; and

   b) Align early learning in home, care settings and kindergarten.

5) Developed a plan for how families, child care providers, early educators, community resources and schools can maintain the work of the team over time.

Budget

The budget for each pilot team under the grant is shown in Table 3. Note that the sample budget is for one year, but we recommend that this be a two-year project.

Table 3: Sample Initial Year Budget for Pilot Team

Item	Rate	Total
Parent "ambassador" stipends	2 ambassadors @ $600/ea.	$1,200
Literacy kits for the child care programs providing release time for team members	Kits for 2 child care programs @ $500/ea.	$1,000
Kindergarten teacher stipend	35 – 60 hours @ $30/hr.	$1,050 – $1,800
School staff	48 hours each, in-kind	$0
School principal	24 hours, in-kind	$0
Community partners	48 hours each, in-kind	$0
Team facilitator	120 hours, in-kind	$0

Staff support	60 hours, in-kind	$0
Team orientation, training, meeting expenses	@ average $50/mo.	$600
Child care and interpretation services for events	20 hours @ $20/hr.	$400
Funds to implement outreach strategies and activities	3 – 4 strategies @ $460/ea.	$1,380 – $1,840
Total		**$5,630 – $6,840**

What Results Might You Expect?

Long-Term Outcomes

The Getting School Ready Neighborhood/School Transition Teams project is designed to achieve the following long-term outcomes and benefits:

1) Parents, child care providers, early childhood educators, schools and community agencies have increased knowledge, skills and commitment to promote early learning and school readiness.
2) Schools work in partnership with parents, child care providers, early educators and the community to close the readiness gap and prepare young children for a successful start in school.
3) Child care providers and early educators know how to help children and their families prepare for kindergarten, and work in partnership with schools and families to do so.
4) An increased number of children enter school confident and ready to succeed.

Results in First Year

The following results were documented from the initial schools involved and reported by team members during the school year. These results are primarily in the realms of increased understanding of early learning, and increased connections—and willingness to connect—with the other adults who teach or care for young children.

Overall

1. **Increased communication, understanding and focus on school readiness**. The simple act of bringing together a school, parents of young children, child care providers and community representatives around improving *school readiness* helped to open lines of communication and increase understanding of how to help children make a successful transition into school. Specific results are as follows:
   a) Parents, child care providers and schools on the teams have an increased focus on school readiness and promoting smooth transitions for children.
   b) Parents and child care providers became acquainted with one of the participating schools, and began to view the school as a resource and connection to other community resources.
   c) Kindergarten teachers and child care providers on the teams learned from each other about the work they do with children and the challenges they each face. In some cases, this contact changed the assumptions they had about what the children are learning and doing in each of these settings.

d) The participating schools and child care providers increased their connections with each other and have started to create ongoing learning partnerships, such as reading buddies (where preschoolers come to the school and are matched with fourth- or fifth-graders for read-alouds).

e) The schools broadened their thinking about the parents they serve—to now include the parents of children who are not yet old enough for kindergarten.

f) There is now a greater connection between community resources, such as the public libraries, and the schools.

g) All team members have an increased knowledge of neighborhood strengths and resources for promoting early learning, and some of the challenges to doing so.

Results for Schools

2. **Increased understanding of the information gap.** Participating on the team shone a spotlight for the school staff on the questions and challenges that child care providers and parents face in preparing children for school, the big information gap about expectations for entering kindergarteners, and ways the schools might help.

3. **New outreach focus.** The participating schools have an increased focus on reaching out to the parents of three- to five-year-olds in their community, whether or not the children will be attending the school. This outreach included holding literacy events for the parents of preschoolers, and offering resources such as library cards for the school library, and an information packet on early learning activities parents can do with their children. The schools also invited the parents of preschoolers to school events.

> *"It's been great to have a window into the world of child care providers. It helps to understand what their perspectives are regarding education, and to know what their needs are."*
>
> —Kindergarten teacher in a pilot team

4. **More family friendly.** By working to reach families not yet connected with the school, the schools were encouraged to examine some of their practices and traditions, and to modify them to be more family friendly. For example, one school changed its fall "Back to School" night from a panel of speakers informing parents about the curriculum, into a resource fair with different stations where families could move at their own pace and get information about school programs and activities, and from community resources.

5. **New connections with child care providers.** The schools held Saturday morning training events for providers, with STARS credit, about preparing children for kindergarten. The schools are now giving providers opportunities to visit kindergarten and to bring children to visit the school. The schools are also using these connections as a way of reaching out to parents. For example, the pilot schools gave information to providers about kindergarten registration and expectations, and encouraged them to pass this information on to the parents.

6. **Insight into incoming student demographics.** The schools know more about the three- and four-year-olds in their neighborhood and the rich diversity of their families.

7. **Better continuity with child care.** The kindergarten teachers on the team now know more about the learning settings that child care providers offer, and the types of information they have (and would like to have) to help assist with smoother transitions and better continuity for children.

Results for Child Care Providers

8. **Better understanding of school readiness.** Participating child care providers and those attending GSR events have a better understanding of what children need to know and be able to do to be ready for kindergarten, how providers can foster readiness in the children they serve, and how they can help parents foster early learning.

9. **New connections with schools and kindergarten teachers.** The child care providers have new or increased connections with teachers and staff at the local school. For example, participating providers arranged visits to the school with the four- and five-year-olds they serve to help introduce them to the school and classroom settings. Providers attending events know whom to call at school if they or the families they serve have questions.

> *"[The school is now] utilizing school functions to promote school readiness activities."*
> —Principal on a pilot team

10. **Training opportunities.** More than 260 child care providers attended the events offered at by the pilot GSR teams.

Results for Parents

11. **Increased understanding of early learning and school readiness.** Participating parents and those attending GSR events have an increased understanding of the importance of early learning, what children need to know and be able to do to be ready for kindergarten, and how they can help their children. For example, parents learned several activities they can do at home to promote early literacy.

12. **New connections with school and teachers.** These parents have new or increased connections with teachers and staff at the local school, by meeting them at events, taking the opportunity to visit the school, or making use of the use library or other school resources.

13. **Opportunities to learn how to support children's learning.** More than 93 families of 3- and 4-year-olds attended GSR parent events or received home visits to learn more about early literacy, and ways to encourage and support children's learning. Many more parents had informal contact with team members or heard presentations they gave at meetings of other community groups.

What Did the Pilot Teams Learn?

The following represent overall learnings from the pilot teams. These were gathered from the coordinating agencies and from GSR evaluation surveys during the final all-team celebration held in June 2005. See IV. Nuts and Bolts, below, for learnings about specific activities.

Team Members and Operation

1. **Active support for the GSR Team by the school principal or assistant principal, and the school district, is crucial.** In three of the pilot teams, the principal or assistant principal was a member of the team and attended the team's monthly meetings. The principal/assistant principal brought to the team an important overview of the school's staff resources, goals, and school district procedures and resources. In addition, since the job of the team was to conduct outreach that the schools had not done before, it was very useful to have the school's decision-maker on the team to streamline approval for team activities. This requires a principal/assistant principal who is committed to working to improve school readiness, and who is able to think outside the box. Likewise, the school district's support is needed to approve devoting staff time and resources to the project, and to be flexible if the team proposes new ways of doing things.

> *"I gained a better understanding of preschool students and the experiences child care providers are offering."*
> —School staff member on a pilot team

2. **The parent ambassadors and child care provider representatives were also crucial** to the success of the teams. The parent ambassadors and child care provider representatives brought the parent and provider perspectives to the team's work. They provided a connection to other parents and providers and gave the team some credibility with them. The individuals in these roles needed to be outgoing and able to explain the purpose of the GSR Team and of the teams' events. Only one of the pilot teams had trouble recruiting and keeping parent ambassadors and child care representatives.

3. **Additional training and/or staff assistance would be useful for the parent ambassadors** in conducting their outreach work. It was challenging for the parent ambassadors to make contact with parents of three- and four-year-olds, since there is no one gathering place nor one source to identify these parents. The teams identified parents of preschoolers by asking the classroom teachers to survey their students as to who had younger siblings at home. But this method reached parents already connected with the school, not parents with only preschool children. It was hoped that the parent ambassadors could identify more parents by networking in their neighborhood, faith organization, or other groups. The parent ambassadors who were able to do this tended to have experience in community outreach work. For most parent ambassadors, it would be helpful to have a specific curriculum for leadership and communication training, and staff assistance with outreach methods, along with a longer time frame to accomplish the outreach.

4. **It is very helpful for the GSR Team to have a facilitator outside the school staff** to give energy and attention to the project. For the pilot project, the team facilitators were from one of the partner agencies. It was important to have someone designated to be the organizing force for the team, to follow up on tasks, and to be a central point of contact. Using a partner outside the school helped to equalize power among the participants, emphasize the collaborative nature of the teams and broaden the team's outreach.

5. **Partnerships with and connections to other organizations were key.** The connections to people and resources that each team member brought made a huge difference in what the team was able to accomplish. The teams drew on their members' connections with community, neighborhood and faith groups to publicize team events, arrange to give presentations, and seek donations of books. In seeking team members, it would be useful to ask about their membership in or familiarity with community resources, local organizations, faith groups, service clubs, co-op preschools, etc. In addition, partnering with local libraries and nonprofits gave the teams access to a wealth of resources and information.

6. **A longer time frame is needed.** GSR Teams can have some impact in a year (increasing the understanding and opening the lines of communication), but a period of two or three years would be optimal. The longer time frame would help to facilitate the networking needed to do a good job of reaching the parents of preschoolers. The timeline for this project was very ambitious, since the original plan was to conduct the project within one school year in seven meetings! Instead, what the teams did was to start in the late spring in one school year to do the recruitment of team members and hold an orientation meeting, but began the actual team meetings the following September. So instead of 12 months and seven meetings, there was a two-month break over summer to recruit. Each GSR Team had 10 meetings, meeting monthly for two hours. Given this short contact time, the GSR teams did an amazing job with their outreach strategies.

> *"There are a lot of people willing to help, if we just ask."*
> —Parent on a pilot team

Outreach and Team Activities

Resources and Publicity

7. **Many resources are available in the community for the asking—and some legwork.** The community representatives and school staff on the teams were especially helpful in identifying free or low-cost sources for materials for the parent and child care provider packets that the teams assembled and handed out. For example, the teams got free or low-cost books from a variety of sources, including: nonprofits who give away books (e.g., Volunteers of America), gently-used books bought at Goodwill, and a neighborhood church who agreed to hold a preschool book drive. Pamphlets on safety procedures were donated by local fire departments and hospitals. Toothbrushes and toothpaste were donated by local dentists and hospitals. Pamphlets on reading to young children, nutrition, and learning activities were donated by the library and community service agencies. The GSR Teams packaged

these resources in colorful bags and gave them to parents and child care providers as an "outreach and first connection" strategy. In addition, the library and Educational Service District provided speakers for events and training sessions with both child care providers and parents.

8. **Tap community organizations to promote team activities and distribute information.** Libraries, community centers and faith organizations are good sources. A librarian on one of the pilot teams, for example, said that whenever a group of adults of parent age gathered at the library, she let them know about the GSR Team's upcoming events and information.

Reaching Parents

9. **Identifying and reaching parents of three- and four-year-olds is extremely difficult** unless they have older children in school. The main direct source that schools have for identifying parents is their current students and families. All the participating schools had the teachers ask their students if they had a younger sibling at home. The parents of these students were then invited to the GSR Team parent events. The teams hoped to expand their reach through networking by these parents— asking them to bring to the next event their friends who also had young children. But that method was slow and somewhat random.

10. **One successful outreach approach was to seek places where the parents of young children already go.** Methods the pilot teams used included:

    - Providing information to libraries that hold story times and community centers that have activities for preschoolers. Health clinics in the neighborhood might also be a good place to place flyers and information.
    - Connecting with other groups that have relationships with parents of young children (neighborhood centers, faith organizations, health clinics, ESL classes), and arranging to go there to present information to parents. This also had the advantage of bringing information to parents in a location where they were comfortable, rather than asking them to come to someplace new (the school).
    - Delivering information packets directly to interested parents. When parents had left their names at community presentations, the parent ambassadors on the Rainier View team called them and then dropped off a packet at their home. This allowed the parent ambassador to answer individual questions and find out what other information the parents wanted. At Park Orchard, the school provided a packet to parents who registered their child for kindergarten after the Kindergarten Roundup. At Meridian Park, parent ambassadors provided flyers with contact information on how to receive a free "book bag full of great books and helpful information."

> *"Parents are more involved with the school and with expectations of their preschooler."*
> —Community-based organization member on a pilot team

11. **Reaching families through child care providers was not effective for event attendance, but was useful for sharing information.** One of the teams gave flyers about a parent event (a dinner and introduction to kindergarten) to the child care

providers who attended the team's very successful child care provider event, asking them to give the flyers to the families they serve. This approach resulted in a low turn-out. However, child care providers attending GSR events asked for information about kindergarten readiness and registration that they could pass along to the families of the children they served.

12. **Parent outreach done in conjunction with existing school events was successful.**
    The teams used several methods for identifying these parents:
    - The teams had information tables or made presentations at school events such as parent night, a parent resource fair and a literacy night, and a PTA meeting.
    - Expanding Kindergarten Round-Up to include an evening session (at Park Orchard and in Shoreline) was very successful, brought in fathers as well as mothers, and doubled the number of parents attending.
    - The evening Kindergarten Round-Ups at Park Orchard and Meridian Park was also announced in the community as open to the parents of three- and four-year-olds who were interested in finding out about kindergarten.

13. **Getting good attendance at parent events was challenging, even with personal contacts**. The teams were not able to attract as many parents for parent events as they were providers for child care provider events. Among the teams, there were several starting times tried, and food ranging from coffee/juice and dessert, to a dinner. These variations did not seem to have a significant effect on turnout. One of the teams surveyed parents and found that challenges in attending evening events included: lack of transportation, lack of familiarity with the school or how to get there, limited physical mobility, differing work hours, limited time, and language barriers. The experience of the pilot teams regarding attendance was as follows:

    > *"[Because of the team,] our school changed some of our school practices so that we could reach more working parents."*
    > —School staff member on a pilot team

    - Muir/Hawthorne held a parent dinner at each school on a weekday evening in February. Flyers were distributed to the child care providers who had attended the team's successful training in the fall and posted at the library. However, this approach resulted in a very low turn-out. In May and June the team hosted a literacy and kindergarten readiness session as part of the Family Literacy Night for school-age children that Powerful Schools already hosts at the school. This was much more successful in reaching parents.
    - Rainier View held a holiday event for parents on a weekday evening in December, which included a read-aloud lesson and gingerbread decorating for parents and their children to do together. More than 20 children and adults participated. Since there was low interest in other events, the team conducted a survey of parents to find out what their questions are about helping children get ready for school and what kind of information they would find helpful. This survey was done by mail, followed up with phone calls and visits to deliver information packets. The team reached another dozen families with this method.
    - Park Orchard held a weekday evening parent event at the school in February on early literacy strategies and promoted it by sending flyers to the parents of Park Orchard students who also have younger children. Advance sign-ups were

requested, and the parent ambassadors on the GSR Team made reminder phone calls. Still, of the 28 parents who signed up, only 12 attended. The team also sponsored an evening session of Kindergarten Round-up in May, and provided refreshments and crafts activities for children. The team gave each family a book bag that included several books and pamphlets. More parents attended this evening Round-up session, especially fathers, than attended in the daytime.

- Meridian Park and Shoreline Children's Center offered an evening literacy program called "Come Read with Me!" This event offered literacy strategies for preschool parents, workshops where they engaged one-on-one with their children, and free books. More than 38 parents attended this training, which included snacks and babysitting.

14. **Events that featured learning activities for parents and their preschool children to do together attracted the best attendance.** These included sessions in how to do a read-aloud, with the parents reading to their children while learning, and a parent/child gingerbread decorating event combined with a holiday story. This opportunity for hands-on learning with their own child seemed to be a powerful draw for parents. The GSR Teams also provided craft activities for older children in a separate room, so no one was left out.

15. **Maps, directions and greeters are needed for events at schools.** People are less likely to come to an event in a location they're not familiar with. Elementary schools tend to be located off of main streets, so parents who don't have children in school may not know the location or the best place to park. Providing a map and directions in the event flyer was helpful. Also, on the day/evening of the event, directional signs at the school entrances and greeters at the door helped people find the meeting room.

Reaching Child Care Providers

16. **Identifying child care providers near a school was made easy through access to the list of licensed providers from the child care resource and referral agency**. In King County, Child Care Resources' (CCR) list of providers includes both center providers and family home providers. The list can be sorted by zip code to identify providers in the vicinity of a school. The list was helpful in recruiting child care providers to be on the GSR Teams and in inviting providers to GSR events. CCR printed mailing labels and phone lists, which the GSR Teams used for event invitations and follow-up calls. CCR also posted notices about the GSR Teams' events/trainings on their Web site and took registrations for the sessions.

17. **Identify and invite child care providers who have sent children to the school, whether the provider is near the school or not.** There's not necessarily a match by geography between providers and schools. For example, parents may choose a provider convenient to their workplace, rather than in their neighborhood. This is a challenge in the GSR Team model, since it is neighborhood-based. It was useful to identify the child care providers who have cared for the children currently in kindergarten and 1st grade, and to invite them to the GSR events for providers. A kindergarten teacher on one of the GSR Teams asks parents of incoming students for the names of child care centers they have used.

18. **Child care providers are hungry for information on how to prepare children for kindergarten and what school is like for children.** Their attendance at the GSR Teams' trainings was high. Providers were very appreciative of the information about kindergarten expectations and ways they could help prepare children for school. They also appreciated getting to know the kindergarten teachers and seeing the classrooms to understand how a typical kindergarten day is structured. Other topics of great interest were ways to build literacy skills and how to identify learning disabilities.

19. **Child care providers are also very interested in knowing what is on the schools' kindergarten assessment** so they can prepare the children in their care. For one of the districts, this was a challenge because the assessment is used to make decisions on which children to assign to all-day versus half-day kindergarten. Although this district couldn't give the child care providers the actual assessment, the kindergarten teacher on the GSR Team created an information sheet giving the *type* of information on the assessment and an example of the kinds of activities that might help a child learn this skill. This information seemed to satisfy the providers.

20. **Offering free STARS training was a big draw for child care providers** to attend Getting School Ready Team events. In addition, listing the events on Child Care Resources Web site where other trainings are listed was helpful in promoting the events. Licensed child care providers in Washington are required to have 10 clock hours each year of training to improve and update their professional skills. This professional development is registered through the State Training and Registry System (STARS). Each GSR Team event for child care providers provided five STARS hours. The experience of the teams regarding providers' attendance was as follows:

> *"I encourage families in my child care to share concerns and issues with the school. We can work together to find a resolution."*
> —Child care provider on a pilot team

- Muir/Hawthorne held two Saturday morning child care provider events at the school, one in October and one in January. The topics were how the school and providers can work together to help children prepare for kindergarten, and an introduction to kindergarten classrooms and expectations. Invitations were mailed to 150 providers in the area around the school. GSR Team members made follow-up phone calls to as many of the providers as possible. A total of 30 providers attended the first event, and 38 attended the second.
- Rainier View held a Saturday morning child care provider event at the school in June around successful transitions to kindergarten. A total of 20 providers attended.
- Park Orchard held a Saturday morning child care provider event at the school in January around successful transitions to kindergarten, a StoryQuest early literacy event in April, and a presentation on understanding learning disabilities in June. For each event, invitations were mailed to 108 providers in the area around the school. GSR Team members made follow-up phone calls to as many of the providers as possible. A total of 48 providers attended the January event, 43 the April event, and 44 the June event.

- Meridian Park held one Saturday child care provider event at the school in April to share successful transition strategies to kindergarten. A total of 34 child care providers attended.

IV. Nuts and Bolts

Six Steps for Implementation

There are six essential steps for setting up and running a Getting School Ready Team:
1. Select the school(s)
2. Recruit the team members
3. Conduct an orientation meeting with the team
4. Implement the team
5. Conduct outreach and activities
6. Evaluate progress and celebrate

The following sections detail these steps and provide sample documents from the pilot teams. Following the steps is a timeline to show the flow of activity by month, and a sample outreach calendar.

Step 1. Select the School(s)

The pilot schools were chosen based on:
- Demonstrated interest of the school district and school in school readiness and parent involvement
- Need (Title I schools, number of students eligible for the free and reduced-price lunch program, neighborhood location, high number of English language learner students, etc.)
- School principal's interest in participating and committing staff time to a Getting School Ready Neighborhood/School Team
- Capacity and interest of community partners (pilot teams included Powerful Schools, Washington Alliance for Better Schools, Child Care Resources, Children's Home Society, public libraries, and the health department)

When talking with the school district and principal, make clear the benefits to the school and the participation requested of the school and principal, listed below.

- *Benefits to the school:*
  - Increased outreach to and connection with child care providers and families during kindergarten enrollment;
  - Strengthen the involvement of the families of entering kindergarteners in their child's education; and
  - Entering kindergarteners are better prepared and know what to expect.

- *Participation requested of the principal and school:*
  - Provide location for GSR Team monthly meetings and up to four community events;
  - Provide a kindergarten teacher to participate in the team (receives a stipend);
  - Provide one other school representative to participate in the team (no stipend); and

o School principal or assistant principal attends team meetings and other events as possible, and reviews the team's neighborhood strengths/gaps assessment and outreach plan.

See Sample 1: Getting School Ready Neighborhood/School Team (information sheet about the project).

Getting School Ready Neighborhood/School Team

Purpose: The Getting School Ready Team strategy is a pilot project to improve school readiness and support successful transitions of children and their families into kindergarten by: (1) fostering communication, building relationships among families, caregivers and schools that promote successful transition into kindergarten; (2) working to align—or match up—children's learning and development experiences among home, early education and care and school to boost children's confidence and learning, and (3) implementing strategies to enhance early literacy and reduce nonacademic barriers to early learning (e.g., language and translation) for families most at risk. We propose that this pilot focus on 3-4 year old children that experience and research indicate are most vulnerable and who live within a mile or two of the school.

The team for John Muir and Hawthorne Elementary school/neighborhoods will:
1. Participate in training and discussions to learn how families, caregivers, community resources and schools can work together to support children's early literacy, social-emotional and cognitive development, and successful transitions.
2. Assess strengths and gaps in their community's support for early learning, school readiness and successful transitions into school.
3. Develop a "Getting School Ready Connections" outreach plan that documents effective ways to reach and communicate with the community's families, licensed and informal caregivers, community agencies, and teachers.
4. Select and implement three strategies using existing community resources throughout the year to:
   ❑ Educate, train and support parents/families, caregivers and educators in simple, everyday ways to promote early childhood literacy and developmentally appropriate early learning, and
   ❑ Build on neighborhood/school strengths, and better coordinate home and care settings with school
   ❑ Develop a plan for how families, caregivers, community resources and schools can maintain the work of the team over time.

Partners: This pilot project is funded by a Project Lift-Off Opportunity Fund grant from the City of Seattle to the Washington Alliance for Better Schools. Other partners are: Powerful Schools, Child Care Resources, Puget Sound Educational Service District and the Getting School Ready Project.

Benefits to the School: This project is a practical resourceful way to connect with the wider community which may yield long term benefits to the school including: :
   1. Increase outreach to, and connection with, child care providers and families during 2004 and 2005 kindergarten enrollment.
   2. Strengthen involvement of families of entering kindergarteners in their child's education.
   3. Entering kindergarteners are better prepared and know what to expect of kindergarten in 2005.

Neighborhood/School Team membership/representation: The membership of the Getting School Ready Team, to be confirmed jointly by participating schools and the Seattle Family and Child Early Support (FACES) coalition, will consist of at least the following representatives:
- One school representative each from Muir and Hawthorne Elementary Schools in addition to a kindergarten teacher (stipend provided) from one of the elementary schools.
- Two early care/education teachers/providers;
- Two parent "community ambassadors" representing communities whose children are getting left behind, who will both participate in the Team and serve as a liaison to their community;
- Four representatives from community organizations (Seattle Public Library, family support services, faith-based groups, etc.) and/or informal community leaders

Participation requested of the school and principal
1. Provide location for team meetings (seven in all) and possibly one to two larger community events.

2. Provide one school representative to participate in the team (family support worker, kindergarten teacher, school counselor, etc.) in addition to a kindergarten teacher from either Muir or Hawthorne for whom a stipend will be provided
3. School principal attends the first and last team meetings and others as possible and reviews strengths and gaps assessment and outreach plan.

Timeline (Work to be conducted between meetings will be identified at each team meeting.)

January/February 2004:
- Recruit and meet with team members; Develop orientation and materials for first team meeting
- Outreach to child care programs in surrounding neighborhood for proposed February Open House for parents of prospective 2004-05 kindergarteners.

March – Meeting 1
- Orientation: Purpose of the Getting School Ready Team, ages and stages development birth to six, team-building activity and agree upon team structure (roles and responsibilities etc.)
- Brainstorm ideas for conducting a simple strengths and gaps assessment and outreach plan.

April – Meeting 2
- Begin strengths and gaps analysis and outreach plan discussion
- Introduce, discuss and add to starter School Readiness Community Strategies (provided). Prepare to adopt one strategy at May meeting.

May – Meeting 3
- Agree on first strategy, implementation roles and timeline.
- Continue strengths and gaps analysis and outreach plan discussion

June – Meeting 4
- Adopt strengths and gaps assessment and outreach plans as living documents.
- Progress report on first strategy, adjust as needed.
- Discuss and adopt second strategy, implementation roles and timeline.

September – Meeting 5
- Progress report on strategies, adjust as needed.
- Discuss/adopt third strategy, implementation roles and timeline.

October/November – Meeting 6
- Progress report on strategies, adjust as needed.
- Discussion of how work of the team can be maintained over time.

January/February – Meeting 7 and Celebration
- Complete work and plan for maintaining work of the team over time
- Reflection on neighborhood team strategy what worked, what didn't and what should be changed.

Budget. Grant funds provide for the following budget: Kindergarten teacher stipend (Muir or Hawthorne): $2,160: 1 teacher/ 72 hours @ $30\hr.; Literacy kits for the child care programs providing release time for team members $1,000, 2 kits @ $500 ea.; parent "ambassador" stipends: $1,200: 2 ambassadors @ $600 ea.; team orientation/meeting materials $600; child care and interpretation services for meetings $700; Funds to implement identified education/outreach strategies $1,840).

Staff support provided by Powerful Schools (Rebecca Sadinsky) and Getting School Ready (Bea Kelleigh).
End of sample

Step 2. Recruit the Team Members

The partner agencies, team facilitator and school principal recruit the team members. Team members should be people who care about the community, school, children and school readiness, and who are comfortable doing outreach and skilled in relationship building. They should understand that this is a leadership opportunity, and will require some time and commitment.

The sources for names and recruiting responsibilities are as follows:

- **Kindergarten teacher and school staff:** The principal of the selected school is key for recruiting these team members.
- **Parent ambassadors:** The school principal and community agency partners suggest names. For the pilot teams, these partners included the FACES Groups (regional coalitions of agencies working on family and child issues), and *SOAR, helping children reach for the sky* (a countywide partnership).
- **Child care providers:** Get a list from the child care resource and referral agency of providers within a three-mile radius of the school. Ask the school principal to share names of providers who have cared for children who now attend the school, if she/he knows them.
- **Community agencies:** Explain the project to the head or a senior staff person of the public library, the health department, and agencies that serve children. Ask them to recommend staff members to serve on the team who are connected with the school's neighborhood and the early learning community.

The responsible person calls the recommended individuals and explains the opportunity, requirements and benefits, using the documents listed below.

◨ See:
- Sample 2: John Muir and Hawthorne Getting School Ready Neighborhood/School Team (information sheet on one team)
- Sample 3: Become a Parent Ambassador on a Getting School Ready Team! (parent recruitment flyer and job description)
- Sample 4: School Readiness Backgrounder (general information sheet)

John Muir and Hawthorne
Getting School Ready Neighborhood/School Team

Purpose

The Getting School Ready Team is a pilot project to improve school readiness and support successful transitions of children and their families into kindergarten by:

1. fostering communication, building relationships among families, caregivers and schools that promote successful transition into kindergarten;

2. working to align--or match up--children's learning and development experiences among home, early education and care and school to boost children's confidence and learning, and

3. implementing strategies to enhance early literacy and reduce nonacademic barriers to early learning (e.g., language and translation) for families most at risk.

We will focus on 3-4 year old children that are the most vulnerable and who live within a mile or two of John Muir and Hawthorne Elementary Schools.

Activities

The initial team (John Muir and Hawthorne Elementary school/neighborhoods) will:

1. Discuss ways that families, caregivers, community resources and schools can work together to help children and families get a strong start in school.

2. Assess strengths and issues in our community's support for early learning, school readiness and successful transitions into school.

3. Develop a "Getting School Ready Connections" outreach plan with effective ways to reach out to the community's families, licensed and informal caregivers, community agencies, and teachers.

4. Implement three activities to:

5. Educate, and support parents/families, caregivers and educators in simple, everyday ways to promote early childhood literacy and developmentally appropriate early learning,

6. Coordinate early learning between home and care settings and kindergarten.

7. Develop a plan for how families, caregivers, community resources and schools can maintain the work of the team over time.

Team members

The Getting School Ready team will include:

- Parent "community ambassadors."

- Early care/education teachers/providers

- Kindergarten teachers

- School staff from John Muir and Hawthorne Elementary Schools

- ;Representatives from community organizations such as Seattle Public Library and Public health Seattle-King County.

Questions? Contact Team Facilitator: Rebecca Sadinsky, Powerful Schools (206) 722-5543 x 102; rsadinsky@powerfulschools.org

⬛ End of sample ⬛

✿ *Do you enjoy talking with people in your community?*

✿ *Would you like to help young children get a strong start in school?*

✿ *Do you want to build relationships between your community and your children's school?*

Become a Parent Ambassador
on a
Getting School Ready Team!

Are you the right person for a Getting School Ready Team? We are seeking one parent from the African American community and one parent from the Vietnamese or Cambodian community) to serve as parent ambassadors. They will join in a new Getting School Ready Team in Southeast Seattle's John Muir and Hawthorne Elementary School neighborhoods.

What is a Getting School Ready Team? The purpose of the Getting School Ready Team is to help all children make a strong start in school. The Team will include kindergarten teachers, child care providers, parent ambassadors and community resource people.

What will the Getting School Ready Team do? Together the Getting School Ready Team will:
1. Receive training, discuss school readiness questions.
2. Build relationships among parents, communities and schools.
3. Create and carry out ways to prepare children for a strong start in school.
4. Create and carry out ways to help the schools welcome their youngest students and their families.

What will the Parent Ambassadors do? Parent Ambassadors will:
- Provide outreach and listen to families about schools and their children, so schools can know more and do more to help children make a strong start in school.
- Participate in Getting School Ready Team meetings and in carrying out Getting School Ready activities.

Time Commitment: The Getting School Ready pilot project will take place between April 2004 and March 2005. We believe that the Getting School Ready Team will take about 80 hours of your time over the coming year (close to 7 hours/month).

Stipend: We can offer a stipend of $600 in recognition of your contribution to the Getting School Ready Project. The stipend can be paid in cash or gift certificates or possibly other ways that would be useful to you.

Partners: This pilot project is sponsored by Washington Alliance for Better Schools, Powerful Schools and the Getting School Ready Project. Funding is provided by a Project Lift-Off Opportunity Fund grant from the City of Seattle to the Washington Alliance for Better Schools.

Interested?
Contact: Bea Kelleigh, Getting School Ready: (206) 223-7660 x103; bea@cedarrivergroup.com

Getting School Ready!

Getting School Ready

Getting School Ready is a project in King County to:

- Help parents, caregivers, early childhood educators and kindergarten teachers support children to get ready for school, and
- Help schools be ready to meet the needs of their students.

An Action Team of more than 40 parents, early learning experts, community-based organizations, school representatives and others guides the Getting School Ready Project.

Children do better when parents, early education and care providers, and schools all work together to support each young child's learning and development. Over the past two years, the Getting School Ready Community Partnership has held community conversations, developed the *Getting School Ready Guide* and provided Getting School Ready training. We are now creating and piloting the Getting School Ready Team as a way to build relationships among parents, caregivers and schools.

Questions? Contact: Cheri Stefani, Puget Sound Educational Service District, (206) 439-6910 x3922; cstefani@psesd.org
Website: www.gettingschoolready.org

Washington Alliance for Better Schools

The Washington Alliance for Better Schools is a non-profit organization with the educational purpose to improve student achievement in schools in the State of Washington. The Washington Alliance partnership was formed in 1995 to meet the needs of all students in our member school districts in their quest for academic achievement. The Washington Alliance focuses on four major areas: Standards and Assessments, Instructional Systems and Learning Environments, Community Partnerships and Parent Engagement. The Washington Alliance is a partnership of 12 school districts serving over 286,000 students. The districts include: Edmonds, Everett, Federal Way, Highline, Kent, Lake Washington, Marysville, Mukilteo, Northshore, Seattle, Shoreline, Tukwila and the College of Education, University of Washington.

Questions? Contact: Jonelle Adams, Executive Director, (425) 489-6041jadams@nsd.org
Website: www.newhorizons.org/ofc_wabs.html

Powerful Schools

Powerful Schools is a nonprofit organization that promotes and supports high-quality educational enrichment among coalitions of public elementary schools in Seattle with high percentages of students in need. Powerful Schools marshals a wide range of financial and educational resources, sponsors programs that encourage their collaborative use and involve the entire community in the schools through partnerships, volunteer programs, and creative after-school enrichment programs. Powerful Schools is based in Rainier Valley, which has the most racially and economically diverse students in Seattle. Powerful Schools unites students, teachers, parents, volunteers and neighborhood resources into a powerful community dedicated to helping all children succeed in school.

Questions? Contact: Rebecca Sadinsky, Executive Director (206) 722-5543 x 102; sadinsky@powerfulschools.org
Website: www.powerfulschools.org

⧚ End of sample ⧚

Getting School Ready!

SCHOOL READINESS BACKGROUNDER

What is school readiness?

According to the National Education Goals Panel, school readiness means:

1. **Children's** readiness to enter school,
2. **Schools'** readiness for children, and
3. **Family and community** supports that contribute to the readiness of children.

Why is getting school ready important?

Children who are ready to enter school tend to do better in school—and in life. Children who are *not* prepared are at high risk for early school problems, poor later school performance and difficulties in the workplace in their adult lives. As Barbara Bowman of the Erikson Institute told us at the first Getting School Ready Conference in 2002, children who are not school-ready tend to have lower test scores, and are more likely to fail and repeat grades, be placed in special education classes and drop out of school.

Why is it urgent to address school readiness?

1. There has been increasing pressure in recent years for schoolchildren to pass high-stakes tests to document their school achievement. Children who are behind when they start school have a hard time catching up. Some never do.
2. We have a serious problem. National research shows that nearly 50 percent of entering kindergartners experience moderate to serious problems in making a successful transition into kindergarten. In Washington state, we don't track information on children's school readiness. But the national research is consistent with estimates from local school districts.
3. New scientific research has told us that children's brains develop faster than we ever imagined. What children learn in the first years of life lays the foundation for all later learning. Perhaps more surprising, a child's early experiences that are enriching directly affect the neurological development of the brain in a positive way. And the reverse also seems to be the case. Either way, nurturing and early experiences shape a child's ability to learn and relate to others for the rest of his or her life.
4. School readiness is a need for all children. As the chief for child development at the National Institutes of Health has explained: "Ensuring that all our children are cognitively, socially, emotionally, and physically ready for school respects no economic, racial or ethnic boundaries."

What do we know about school readiness?

A child's learning starts at birth, and so does school readiness.

School readiness is the culmination of the experiences and care a child receives from birth to five years of age. A child's school readiness depends on his or her well-being. Two conditions are essential:

1. Stable and loving relationships with a limited number of adults– These adults respond to and interact with the child. They protect the child from harm. They encourage the child's exploration and learning. And they transmit cultural values.
2. A safe, predictable environment that stimulates the child's growth– In this environment, the child has a range of experiences that promote all aspects of development (cognitive, linguistic,

social, emotional, moral, physical), as well as good health.

However, many children experience conditions that undermine their well-being. These include: stress, understimulation, abuse, neglect, lack of stable and nurturing relationships, violent communities, neurotoxic environments, and poverty.

In short, children's school readiness is about much more than learning the alphabet and how to count. It's about all aspects of their development. It's about learning to share, to express feelings, to communicate with others, to run and jump, to use their hands to draw pictures or build with blocks—and more.

Children do better when we work together.

Helping children make smooth transitions between home, child care and kindergarten is critical to their learning and future success. Parents, families, caregivers, child care providers, early childhood educators, kindergarten teachers and elementary school principals all need to work together and communicate with each other. When they do, children will do better in school and in life.

Schools, along with the family and community supports that are available, play a big role in creating smooth transitions for children.

1. Ready schools support the learning and development of every child in their community. This includes showing sensitivity to the child's and family's culture and language, and reaching out to parents and children as they enter school.
2. Key family and community supports include: (a) training and support for parents, (b) high-quality and developmentally appropriate child care and early education programs, and (c) the nutrition, health care and physical activity children need to arrive at school with healthy minds and bodies.

What can we do to improve school readiness?

For Ready Children:
- Promote more secure and nurturing parent-child relationships.
- Provide good nutrition, physical activity and health care so that children develop strong minds *and* strong bodies.
- Ensure that children have high-quality care and early education, whether at home with parents or in a child care program or preschool.
- Focus on the transition to kindergarten—an important opportunity to support children's natural joy of learning.

For Ready Schools:
- Learn about and prepare for the cultures and languages of the children and families who enter the school. Make an effort to welcome all families. Invite them to participate in the school.
- Strive for continuity between early care and education programs, and elementary school. Establish communication with local child care providers and preschool programs.
- Demonstrate commitment to the success of every child *and* every teacher and adult who interacts with children during the school day.

To Improve Family and Community Supports:
- Provide education, support and training for parents.
- Link parents and caregivers to the social services they need.
- Improve the quality of child care and preschool programs—such as by boosting the training of teachers, reducing staff turnover, and ensuring that activities are geared to the child's age and stage of development.

⧉ End of sample ⧉

Step 3. Conduct an Orientation Meeting with the Team

The first meeting with the team is an orientation to introduce the members to the project and to each other. The meeting introduces the members to the project's goals, what the team is to accomplish, the timeline, and any procedures, such as time logs and invoicing. For the pilot teams, the orientation meeting also included getting a start on the community assessment. One of the teams began work on a Code of Cooperation, which they reviewed and finalized at the next meeting.

▤ See:
- Samples 2, 3 and 4, listed above.
- Sample 5: Initial Meeting Plan and Agenda
- Sample 6: Team Roster
- Sample 7: Preliminary Meeting Schedule (Note: This schedule was based on our initial and very optimistic plan to carry out the activities in seven months. Instead, we needed a year.)
- Sample 8: Code of Cooperation
- Sample 9: Individual (child care provider) Invoice form
- Sample 10: Teacher Invoice form
- Sample 11: Meeting Evaluation (form)

Getting School Ready Team
INITIAL MEETING PLAN AND AGENDA
April 27, 2004

Time	Agenda Item	Lead
5:15-5:30	**Socializing and dinner** *Need: nametags (R), food and paperware (B)*	
5:30-5:35	**Welcome and Introductions (5 min.)** Launching an exciting pilot *Need: folders (R), with: agenda and roster (R) and Team Meeting Scheduler (B), Pilot Overview and Partners (B) Getting School Ready Fact Sheet (B) SOAR info-if available (B)*	Carmen?
5:35-5:40	**Quick Round Robin Introductions (5 min)** We come from many perspectives	Rebecca
5:40-5:50	**Why we are here -big picture purpose (30 min)** ▪ We know how important <u>early learning</u> is to future success in school, in life. ▪ We believe <u>community</u> is key to effective early learning, and even successful schools – it takes many resources and perspectives: to support families, to enrich and enlarge child care opportunities, to utilize the resources of neighborhood schools and bring other neighborhood resources to bear. ▪ We believe that the <u>transition to kindergarten is a key developmental and educational landmark</u> that needs good attention. ▪ We believe some children are <u>particularly challenged</u> by this transition and we can work together with the resources we have to make that transition successful for all children, without exception. ▪ We will focus on <u>3-4 year old children</u> that experience and research indicate are most vulnerable and who live within a mile or two of the school. ▪ We are a <u>pilot</u> project; we are in kind of a fishbowl, demonstrating to others how a community can come together to address kindergarten transition.	Rebecca
5:50-6:20	**Ice breaker: It takes a community exercise (30 min)** (small groups with storytelling report out) Aim: Demonstrate the "takes a community" point above. Every year in April <Check Date> families learn where their child will go to school. This is the form that they get. In September, most kindergarten teachers meet these young children—their new students for the first time. We are going to put ourselves in the spot that parents, caregivers and kindergarten teachers are in every year. *Continued-next page*	Rebecca/Bea

	Ice breaker: It takes a community exercise (Con,t) Let's take one family. Two parents are both working and struggling mightily to make ends meet. Five year old Van will be their first child to go to kindergarten. Imagine for the next several minutes that you are the person written on your card. What questions do you have –in your role--? What ideas do you have that can help Van's parents, caregivers, teachers and school make sure that Van gets a strong start in school? Break into groups for 15 minutes. Ask someone to take notes. Ask someone to report the questions and ideas that your group's "parents, caregivers and kindergarten teacher" had to help Van get a good start in school. *Need: Scenario instructions, Cards with roles, Kindergarten school enrollment printouts (J) easel/ paper for group notetakers. (R/B)*	
6:20-6:30	**Background and Context (10 min)** Three minutes each to introduce definition of school readiness, project partners, Getting School Ready (context and history) and SPS Kindergarten Transition Initiative Jonelle (WA Alliance. Why sponsoring the GSR Teams School Readiness = children's readiness, schools readiness and community supports. School readiness starts at birth. However, we will start by focusing on helping the 3 and 4 year olds get ready for kindergarten and helping schools reach out to families. Bea-Getting School Ready Project: Countywide coalition working to improve school readiness. Community conversations led to Getting School Ready Guide. Teams grew out of Community Conversations. SOAR Julia-(SPS/ initiative to improve school readiness and kindergarten transition) Need handouts from Getting School Ready, SOAR,(B) Project Partners (B) and perhaps SPS (JM)??	Rebecca-Introduces Jonelle, Bea &, Julia
6:30-6:40	**The Pilot: Background and Context (10 min)** ▪ Three Spring meetings for surveying, planning and selecting: outreach plan and first activities. ▪ Do-able activities, local resources applied to local issues. Perhaps advocacy for bigger issues. Ideas of kind of activities we might do?	Rebecca

6:30-7:15	**Strengths and Issues Brainstorming (45 min)**	
	<u>Instructions for Brainstorm</u>	

Strengths and Issues Brainstorming (45 min)

<u>Instructions for Brainstorm</u>

Next we'll begin to share information and ideas that we can use to:
- A) Develop Outreach Plan-ways to reach and communicate with families, licensed and informal caregivers, community agencies, and teachers and
- B) Guide selection of our activity

Tonight we will start with brainstorming-asking each of us to share information and ideas to 4 questions.

Aim for tonight: list <u>all</u> your thoughts and good ideas. Next meeting-add to and discuss.

Bea plus volunteers (or Jonelle and Julia?) to write ideas on Poster paper.(four questions -4 notetakers??)

<u>Brainstorming ground rules</u>: All ideas are good ideas. List thoughts and ideas, rather than comment on or discuss ideas-we will get into that at our next meeting.

<u>Introduce parking lot:</u> If you have a question or idea that isn't related to this brainstorming, write it down on the post-it note and put it on the "parking lot." At the end of the meeting we will look at the parking lot and decide how to address the comments/issues made.

<u>Questions</u>
1. What do we know about the families and children in our neighborhood and school? (Who are they?) Start with school data? Handout?

2. What are the issues facing children and families in our community?

3. What do schools currently do to outreach to families of 3 and 4 year olds? To licensed and informal care givers? What could be done more effectively to reach <u>all</u> the families and children in our community?

4. What neighborhood/ school community resources and strengths can we build upon for our outreach plan and school readiness strategies in our activities?
Need – continued next page
Need: Parking Lot, Big Issues and Further Information flipcharts. And flipcharts for brainstorm notes headed with topics 1-4 below. (R)

7:15-7:25	**Next steps (what who when)** Confirm any activities/commitments made during the meeting. Write up brainstorm notes – Bea Other?	Rebecca Bea from notes
7:25-7:35	**Set Meeting dates** *Need: Scheduler Sheet (B)*	Rebecca
7:35-7:45	**What worked well? What can we improve?** • Ask everyone to share their thoughts with the group or in writing (See Form)	Rebecca

Greeter at Outside Door-Rebecca
Child care- Rebecca (Reimbursed by Jonelle?)

Room Set Up
1. Table(s) chairs - Rebecca
2. Easels- Rebecca and Bea (1)
3. Big Poster Post-it pads with sheets labeled Rebecca
4. Small post its for parking lot - Rebecca
5. Name tags-Rebecca
6. Food-pizza and salad/veggies, paperware, forks? bottled water, cups-Bea
   (Reimbursed by Jonelle)

At Participant Places
Meeting Packets 20 to be on the safe side
   1. Folders - Rebecca
   2. Agenda-Rebecca
   3. Roster- Rebecca
   4. What Helps Children Get a Good Start in School?- (diagram) Julia?
   5. GSR Team Purpose-simple-Bea
   6. GSR Team Partners - Bea
   7. Preliminary meeting Plan with lines for dates to be set - Bea
   8. GSR Fact Sheet – Bea
   9. SOAR Information Sheet? - Bea
   10. Evaluation Sheet- Bea
   11. Bunches of Getting School Ready Guides in 7 languages - Bea

Scenario
1. Index cards with roles : parent, child care provider (3 days per week) , grandmother (2 days/week while mother is at work), kindergarten teacher -Bea
2. 25 copies Kindergarten enrollment notice to families - Julia

Administrative
Contracts with parent ambassadors, kindergarten teacher stipends, literacy materials for child care providers - Jonelle

⌨ End of sample ⌨

GETTING SCHOOL READY TEAM
PARK ORCHARD ELEMENTARY
Kent School District
Updated 11/3/04

ROSTER

	NAME	ORGANIZATION	ADDRESS	PHONE	E-MAIL
1.	Aguirre, Maria	Park Orchard – Parent representative	xxxxxx. Kent, WA 98031	253-xxx-xxxx 206-xxx-xxxx (cell)	[None].
2.	Dormaier, Cathy	Park Orchard Elementary Principal	xxxxxx Kent, WA 98031-3400	253-xxx-xxxx	
3.	Garcha, Hardeep	Child Care Provider	xxxxx Kent, WA 98031	253-xxx-xxxx 253-xxx-xxxx (cell)	
4.	Garcha, Kinder K.	Park Orchard – Parent representative	xxxxx Kent, WA 98031	253-xxx-xxxx	
5.	Garland, Cathy	Children's Home Society of Washington	xxxxxx Auburn, WA 98002-1309	253-xxx-xxxx ext. 1xx	
6.	Howe, Robin	Kent Regional Library King County Library System	xxxxxx Kent, WA 98032	253-xxx-xxxx	
7.	Morfitt, Margee	Park Orchard Elementary Literacy Coach	xxxxxx Kent, WA 98031-3400	253-xxx-xxxx	

	NAME	ORGANIZATION	ADDRESS	PHONE	E-MAIL
8.	Santiago, Melissa	Family Advocate Park Orchard Elementary	xxxxxx Kent, WA 98031	253-xxx-xxxx (work) 253-xxx-xxxx (fax) 253-xxx-xxxx (voicemail)	
9.	Shultis, Robin	Park Orchard Elementary Kindergarten Teacher	xxxxxx Black Diamond, WA 98010	360-xxx-xxxx	
10.	Tang, Michele	Park Orchard Elementary Asst. Principal	xxxxxx Kent, WA 98031-3400	253-xxx-xxxx	
11.	Twitty, Diane	Children's Home Society of Washington	xxxxxx Auburn, WA 98002	253-xxx-xxxx, ext. 1xx	
12.	Warfield, Theresa	Family Child Care Head Start	xxxxx Kent, WA 98031	253-xxx-xxxx	

STAFF:

	Jonelle Adams	Washington Alliance for Better Schools	3330 Montevilla Parkway Bothell, WA 98021	425-489-6041	jadams@nsd.org
	Bea Kelleigh	Cedar River Group	500 Union Street Suite 1045 Seattle, WA 98101	206-223-7660, ext. 103	Bea@CedarRiverGroup.com
	Peterson, Rhonda	Cedar River Group	500 Union Street Suite 1045 Seattle, WA 98101	206-223-7660, ext. 104	Rhonda@CedarRiverGroup.com

▤ End of sample ▤

**John Muir and Hawthorne
Getting School Ready Neighborhood/School Team**

Preliminary Meeting Schedule

April – Meeting 1   **Date:** April 27, 2004 from 5:15 to 7:45pm
- Introductions, orientation and team building.
- Begin community strengths and issues brainstorming.

May – Meeting 2   **Date:**_____
- Continue strengths and issues discussion.
- Introduce, discuss and add to starter School Readiness Community Strategies. Prepare to adopt one strategy at May meeting.
- Begin outreach plan brainstorming.

May/June – Meeting 3   **Date:**_____
- Adopt strengths and issues assessment as a working document.
- Agree on first activity- What? Why? When? Who?
- Develop outreach plan for first activity.

September – Meeting 4   **Date:**_____
- Progress report on first activity .
- Discuss and adopt second activity What? Why? When? Who?
- Brainstorm ideas for third activity.

October – Meeting 5   **Date:**_____
- Progress report on activities.
- Discuss/adopt third strategy: What, Why? When? Who?
- Continue discussion of outreach plan.

November – Meeting 6   **Date:**_____
- Progress report on strategies, adjust as needed.
- Adopt Outreach Plan as a working document.
- Brainstorm ideas of how the work of the team can be maintained over time.

January/February – Meeting 7 Celebration   **Date:**_____
- Complete work and discuss ways to maintain work of the team over time.
- Reflection on the pilot neighborhood team. Is this a good idea? What worked? What could be improved?

▤ End of sample ▤

Muir Hawthorne
Getting School Ready Team

Code of Cooperation

1. Mutual respect for each other through communications and actions.

2. Have pertinent information (data/politics/type) to make decisions.

3. Be clear on expectations (individually/group).

4. Author of issue/concern is not automatically assigned the task.

5. Attendance is a priority.

6. Start on time, end on time (inclusion of breaks).

7. An agenda, including expectation of results, is to be provided prior to every meeting.

8. Every member is responsible for the team's progress/success.

9. Always strive for win-win situations.

10. Keep a sense of humor, have fun.

11. If you make a commitment, follow through.

12. Honor confidentiality.

13. Strive for regular attendance at meetings or send an alternate.

14. Decisions will be made by consensus. Consensus is defined as the vast majority of committee members concurring, with the remaining members able to accept the decision.

📄 End of sample 📄

Individual Invoice For
Getting School Ready Events

Jonelle Adams   3330 Monte Villa Parkway
425-489-6041   Bothell, WA 98021

Bill to:	Address to mail check to:

Washington Alliance for Better Schools
3330 Monte Villa Parkway
Bothell, WA 98012
 	
    ◯ **Cash or**
    ◯ **Gift Certificate**
	Name_____
	Address _____
	_____
	_____
	Social Security No.
	_____
	Phone _____

Date	Hours Worked	Description of Activity	Pay per Hr.	Total Amount

FINAL TOTAL $ _____

Signature_____

SUBMIT THIS INVOICE FOR PAY TO THE ABOVE ADDRESS OF the WASHINGTON ALLIANCE FOR BETTER SCHOOLS.

Teacher Invoice For Getting School Ready Program

Jonelle Adams   3330 Monte Villa Parkway
425-489-6041   Bothell, WA 98021

January 2005 - June 2005

Bill to: Washington Alliance for Better Schools 3330 Monte Villa Parkway Bothell, WA 98012	Address to mail check to: Name_____ Address _____ _____ _____ Social Security No. _____ Phone _____

Date	Hours Worked at $30.00 an hour	Description of Activity

Total Invoice_____

Teacher Signature_____

▤ Sample 11: Meeting Evaluation Form ▤

John Muir and Hawthorne
Getting School Ready Neighborhood/School Team

<u>Meeting Evaluation</u>

What worked well?

What can we improve?

▤ End of sample ▤

Step 4. Implement the Team

The pilot teams met monthly, with the meetings planned and led by a facilitator from one of the partner agencies. Between meetings, most communication was done by e-mail.

In the first meeting, the team completed the community assessment they began during the orientation, reviewed a list of Transition Practices (from Pianta and Kraft-Sayre, *Successful Kindergarten Transition,* 2003) and began to choose outreach activities. Once underway, each team was simultaneously planning a child care provider and a parent event or outreach strategy.

◢ See:
- Sample 12: Agenda (team meeting to complete the community assessment and begin strategy selection)
- Sample 13: Menu of Transition Practices
- Sample 14: Activity Selection Worksheet
- Sample 15: Agenda (typical meeting showing dual-track planning for child care provider and parent outreach)
- Sample 16: Meetings and Outreach Events 2005 (calendar for one team, updated every month)
- Sample 17: Meeting summary (from one team, showing clear action list)

Getting School Ready!

Working Together
The Washington Alliance for Better Schools

Powerful Schools℠
building strong communities

__Agenda__

Monday, May 10, 2004

5:30.......... Welcome & Introductions

   Round Robin Intros
   Ground Rules

5:50.......... Strength & Issues Revisited:
   Our Community & Getting School Ready

6:15.......... Families for our GSR Team's Focus

6:45.......... First look at Strategy Selection

7:20.......... Wrap-up

Next Steps
Meeting Review

⬛ End of sample ⬛

Type of connection	Menu activity	How	Who initiates	When
Family-School Connections	1. Contact families during first few days of preschool and kindergarten	Telephone calls, visits	Teacher, principal	First week of preschool and kindergarten
	2. Assess family needs	Interviews	Transition coordinator	First 2 weeks of preschool and kindergarten
	3. Maintain periodic contact with the family	Telephone calls, notes, newsletters, home visits	Teacher, transition coordinator	Ongoing
	4. Connect the family to community resources	Telephone calls, notes, newsletters, home visits	Family, teacher, transition coordinator	As needed
	5. Encourage family participation in home learning activities	Materials and/or instructions sent home	Teacher, transition coordinator	Ongoing, particularly summer between preschool and K
	6. Encourage family participation in the classroom and at school events	Telephone calls, notes, newsletters, home visits	Family, teacher, principal, transition coordinator	Ongoing, particularly at the start of the school year
	7. Conduct regular family meetings at school	Lunches, family nights	Teacher, principal, transition coordinator	Ongoing and at regular intervals
	8. Conduct family meetings about transition issues	Family nights, workshops	Transition coordinator	Preschool spring, summer, and kindergarten fall
	9. Coordinate sharing of information about individual children among the family, preschool teacher, and kindergarten teacher	Conferences	Transition coordinator	Preschool spring or summer
	10. Create newsletters and resource materials	Transition packets, tips handouts	Transition coordinator	Ongoing
	11. Conduct parent orientation after preschool and kindergarten start	Back-to-School nights	Principal, transition coordinator	First 2 weeks of preschool and kindergarten

Type of Connection	Menu Activity	How	Who initiates	When
Child School Connections	1. Establish a connection between the preschool child and kindergarten teacher	Visits to the kindergarten classroom by the child, or by kindergarten teacher to the preschool classroom	Teachers, transition coordinator	Preschool spring
	2. Create a connection between the child and the kindergarten using special school functions	School fairs, assemblies, playground parties	Principals, transition coordinator	Preschool spring and summer
	3. Have children practice kindergarten rituals in preschool	Practice behaviors, sing songs, read stories	Preschool teacher	Preschool spring
	4. Incorporate preschool activities into the kindergarten year	Read favorite book, have similar centers	Kindergarten teacher	Kindergarten fall
	5. Encourage the preschool teachers to stay in contact with their former students	Letters, school visits	Teachers	Kindergarten fall
	6. Encourage kindergarten support staff to visit preschool children	School or home visits	School social workers, guidance counselors, transition coordinator	Preschool spring or summer
Child-Child Connections	1. Establish peer connections within the preschool class	Purposeful classroom assignments	Principal, transition coordinator	Summers before preschool and kindergarten
	2. Establish peer connections outside of school	Play dates	Family, teachers, transition coordinator	Ongoing, particularly during the summer
	3. Establish connections with peers who will be in kindergarten	Activities with other preschools	Transition coordinator	Ongoing, particularly during the preschool spring and summer
	4. Establish preschool peer connections with kindergarten peers	School visits, summer school	Teachers, transition coordinator,	Preschool spring and summer
	5. Coordinate group-based peer connections	Social skills groups	Guidance counselor, transition coordinator	Kindergarten fall

Type of Connection	Menu Activity	How	Who initiates	When
Community Connections	1. Build useful policies related to transition	Policy coordination, discussion of classroom practices	Transition coordinator administrators	Ongoing
	2. Foster inter-school collaboration about programs and classroom practices	Policy coordination, discussion of classroom practices	Policy makers, administrators	Ongoing
	3. Identify and communicate curriculum and community expectations for children	Development of goals and definition of skills	School administrators, transition coordinator	Ongoing
	4. Create inter-school connections about a specific child	Telephone calls, conferences	Teachers, transition coordinator	Preschool spring, summer, and kindergarten fall
	5. Establish policy coordination through inter-agency connections	Policy coordination, service coordination	School administrators, transition coordinator	Ongoing
	6. Establish child-specific coordination through inter-agency connections	Policy coordination, service coordination	School administrators, transition coordinator	Ongoing

From: Robert C. Pianta & Marcia Kraft-Sayre, *Successful Kindergarten Transition: Yours Guide to Connecting Children, Families & Schools* (Baltimore, Paul H. Brookes Publishing Co. 2003)

⌨ End of sample ⌨

Getting School Ready Team
Draft Activity Selection Worksheet

What is our goal?
    A. Improve transitions? If so, what type of relationships will we focus on?
        1. Family-school?
        2. Child-school?
        3. Child-Child?
        4. Community connections that can support strong transitions?

    B. Improve literacy?

    C. Other?

With, or for, which community(ies) or population(s)?
Describe the communities that the activity will focus on, for example the Cambodian community or families with young children who live within two miles of the school.

What activity will we use to reach our goal?
Describe Activity:

Check: Is there additional information we need to feel comfortable that we are selecting the best strategy to reach our goal? If so make a plan to get this information.

How will we carry out this activity?
Who will do what and when?

How will we know if the activity is successful?

▤ End of sample ▤

John Muir and Hawthorne
Getting School Ready Neighborhood/School Team

September 29, 2004

Agenda

1. Announcements

2. Recap of plans and ideas from the August meeting

3. Planning
   - October 16 Event with Kindergarten Teachers and Child Care Providers
   - Parent event (Set date and plan)

4. Reports and discussion of other ideas
   - Kindergarten picnic for new kindergarten families
   - Reading field trips for neighborhood child care centers with 4th and 5th grade classrooms.

5. Meeting Dates

▤ End of sample ▤

Park Orchard Getting School Ready Team
Meetings and Outreach Events 2005
As of 4/6/05

	January	February	March	April	May	June
Week 1	Wed. 1/5 – Team meeting	Wed. 2/2 – Team meeting	Wed. 3/2 – Team meeting	Sat. 4/2, 9:30 AM – 12 noon – Child care provider event (Story Quest) Wed. 4/6 – Team meeting	Wed. 5/4 – Team meeting	Wed. 6/1 – Team meeting Sat., 6/4, 9:30 AM – 12 noon – Child care provider event ("Learning Disabilities 101")
Week 2		Tues., 2/8, 7 – 8 PM – Parent event (Early Literacy)				
Week 3	Sat. 1/22, 9:30 AM – 12 noon – Child care provider event (Intro. to Kindergarten)				Thurs., 5/19, 6:30 – 8 PM – Parent event (Kindergarten Round-up)	
Week 4						
Week 5						

▤ End of sample ▤

GETTING SCHOOL READY TEAM
PARK ORCHARD

Meeting Summary
January 5, 2005

Team Members Present: Maria Aguirre, Hardeep Garcha, Kinder Garcha, Robin Howe, Robin Shultis, Michele Tang, Diane Twitty, Theresa Warfield. *Staff:* Jonelle Adams, Rhonda Peterson

ACTION LIST

	What	Who	By When
Child Care Provider January 22 Event:			
1.	Mail the invitations.	Theresa	1/6/05
2.	E-mail/mail the invitation to Team members	Jonelle, Rhonda	1/6
3.	Make follow-up calls to invite the child care providers and let them know to bring their STARS number in order to receive STARS hours credit.	Theresa and Kinder	1/12 – 1/18
4.	Give invitations to child care providers you know.	ALL	1/18
5.	Take advance registrations.	Park Orchard (Michele); Jonelle to coordinate with CCR	1/21
6.	Call Tully's and ask for donated coffee service for the 1/22 event.	Michele	1/7?
7.	Create the agenda for the day.	Jonelle	1/21
8.	Get the food (bagels, cream cheese, muffins, juices).	Jonelle	1/21
9.	Make slips for door prize drawing.	Hardeep	1/21
10.	Help set up on 1/22.	ALL	1/22, arrive at 9 AM
11.	Staff registration table.	Hardeep	1/22
12.	Coordinate door prize drawing.	Hardeep, Michele	1/22
13.	Staff STARS registration.	Theresa	1/22
14.	Coordinate kindergarten classroom tour and discussion.	Robin Shultis	1/22
15.	Bring sample registration packet and the absolutely essential forms.	Michele	1/22
16.	Clean up.	Jonelle, Michele and whoever can stay	1/22

	Parent Outreach:		
17.	Continue contacting parents on the list from the fall Information fair, and distribute parent packets to them.	Kinder, Maria	2/2/05
	Parent Outreach February 8 Event:		
18.	Revise flyer/invitation to the Feb. 8 literacy event for parents.	Michele, Melissa	1/14
19.	Translate the flyer into Spanish, Hindi, Russian, Ukrainian, Vietnamese	Michele to coordinate Spanish – Maria, Hindi – Hardeep, Russian, Ukrainian – school staff Vietnamese – parent?	1/21
20.	Send the flyer to the 120 Park Orchard parents whose children identified them as having preschoolers	Michele, Melissa	Mail by 1/24
21.	Contact Tully's and ask for coffee service for 2/8 event?	Michele	1/18
22.	Find Valentine-related story for the story reading/telling demonstration	Robin Howe	2/2
23.	Ask TA if she can do the story telling at the event	Michele	2/2
24.	Ask Margie if she can present the literacy reading strategy at the event	Michele	2/2
25.	Check video in the Getting School Ready kit for literacy strategies	Rhonda	2/2
26.	Plan agenda and assemble parent packets	Team	2/2 meeting
27.	Assign open tasks	Team	2/2 meeting
28.	Get Valentine cookies	Melissa	2/8 event
29.	Get Valentine cake, bottled water from Costco	Theresa	2/8 event

The meeting was called to order at 5:35 PM.

Child Care Provider Jan. 22 Event
Invitations and follow-up calls: The Team assembled the mailing of invitations to the child care provider breakfast event on Saturday, January 22. The mailing list, from Child Care Resources, included 108 child care providers in the school's area. Theresa Warfield volunteered to mail the invitations.

Hardeep Garcha and Theresa Warfield volunteered to make follow-up phone calls to the child care providers to extend a personal invitation. They will also tell the providers that they will need to bring their STARS number in order to get STARS hours credit for attending the event.

Everyone on the Team should e-mail or give the invitation to child care providers you know. Hardeep will take copies to a child care provider meetings she is attending this month. Rhonda will e-mail the flyer to everyone (and mail copies to Maria).

Follow-up:
 ➢ Theresa will mail the invitations.
 ➢ Theresa and Hardeep will phone all the providers invited.
 ➢ Rhonda will e-mail/mail the flyer to all Team members.
 ➢ Everyone will give invitations to providers they know.

Agenda and day-of assignments: The event is from 9:30 AM to 12:00 PM, and will begin in the Park Orchard library. Margee Morfitt and Diane Twitty can't attend the event, but the rest of the Team members plan to be there.

The agenda for the day and the tasks Team members agreed to do are as follows:

9:00 - 9:30 AM: Set up in the library, register participants (All Team members who can attend)
Specific tasks:
 ➢ Jonelle – ***Agenda:*** Make agenda for the day.
 ➢ Jonelle – ***Food:*** Get bagels, cream cheese, muffins, mini-juices.
 ➢ Michele – ***Coffee:*** Ask Tully's to provide coffee service.
 ➢ Hardeep – ***Registration:*** Help people register, fill out name tag, get a packet.
 ➢ Hardeep (and Michele) – ***Door prize drawing:*** Make slips for the drawing in advance; ask all participants to fill out a slip, and keep in a safe place until the drawing; coordinate the drawing and handing out of the prizes.
 ➢ Theresa – ***STARS:*** Help people sign up for STARS credit.

9:30 – 10:00 AM: Welcome and Introductions (Jonelle)
 • GSR Team and child care providers introduce themselves.
 • Introduction to the Getting School Ready project and the agenda for the day

10:00 – 10:20 AM: Introduce Kindergarten Expectations (Robin Shultis)
 • Explain Kent School District kindergarten expectations (in packet)
 • Explain what kindergarten teachers look for in an assessment of the students

10:20 – 11:00 AM: Kindergarten Classroom Tour (Robin Shultis)
 • Explore different areas of the room and typical activities
 • Talk about classroom management

11:00 – 11:45 AM: Group Discussion (in library) (Jonelle, Robin, Michele)
 • Observations from the classroom tour

- What child care providers are doing and can do to help children and parents get ready for kindergarten
- What Kindergarten Round-up is, how to help parents with registration, which forms are absolutely required

11:45 – Noon: Door Prize Drawing and Closing Thoughts (Hardeep, Jonelle)
- Drawing
- Ideas for other GSR events for child care providers
- Closing

12:00 – 12:30 PM: Clean Up (All)

Packets: The Team assembled 30 child care provider information packets to give out at the event, although the supply of some items ran out before all 30 were assembled.

Parent Outreach
Maria Aguirre and Kinder Garcha reported that they each have contacted some of the parents on the list from the fall information fair, and have distributed parent packets to them. They had difficulty connecting with some families because of busy schedules during the holidays. However, they will try again this month to reach the parents.

Planning for Parent Outreach February 8 Event
Invitations: Melissa has drafted a flyer for the school newsletter that lets parents of preschoolers know about the February 8 event and also that a parent kit is available. There's a form at the bottom of the page for parents to return to get a kit or more information. The flyer language needs to be revised to emphasize the focus of the February 8 event on techniques parents can use to help their child build early literacy skills. It should also note that there will be an activity for parents to do with their child, free books, and dessert.

The Team decided that the invitation should invite the whole family, and to provide an activity or video for the older children while the parents and preschoolers work on literacy activities.

Michele recommended and the Team agreed that the flyer should go only to the 120 parents who were identified (by their children at school) as having preschool children, rather than going in the newsletter to all parents. Since the school cannot give out parents' phone numbers to people who are not school district employees, the Team will have to send information to them and let them reply, rather than phoning them.

The flyer will also need to be translated into the major languages represented at Park Orchard: Spanish, Hindi, Russian, Ukrainian and Vietnamese.

The Team decided to have an RSVP date of February 1 for the event. Since the Team meets on February 2, we can assess the results then.

Follow-up tasks:
➢ Michele and Melissa will revise the flyer.

- Michele will coordinate getting the translations of the flyer done: Maria will translate into Spanish; Hardeep will translate into Hindi; a school staff person will translate into Russian and Ukrainian; Michele will also ask a Vietnamese parent to translate.
- Michele and Melissa will coordinate sending the flyer/invitation out to the 120 parents who have preschool-aged children.

Event activities and format: The main activities of the event will be a presentation for the parents of reading strategies to promote early literacy, with a story reading/telling demonstration using a Valentine-theme story if possible. The parents and preschoolers will also make and decorate Valentine hearts together. The activities will be set up in different rooms (story in library or gym, Valentine making in cafeteria). Half the parents will start with one activity, half with the other; then they will switch.

The Team decided not to have a dinner because a low-cost food service is not available. Instead, this will be a dessert/snacks, and the event will be from 7:00 to 8:00 PM. Refreshments will be Valentine cookies and/or sheet cake, coffee, water and milk.

The parents will also receive a Getting School Ready parent packet at the event.

Tasks: Team members volunteered for tasks as follows:
- Invitations – Michele and Melissa
- Valentine cookies – Melissa
- Cake and bottled water from Costco – Theresa
- Milk – ??
- Coffee service from Tully's – Michele
- Agenda and activities coordination – Jonelle
- Valentine story– Robin Howe
- Story reader/teller – Michele will check with TA
- Literacy reading strategy presentation – Michele will ask Margie, or Robin Shultis; Rhonda will check the Getting School Ready kit video to see if it has reading strategies
- Valentine-making supplies – ??
- Activity/video for older children – ??

At the next meeting, the Team will assess how many parents have RSVPed, and will plan the more detailed agenda and assemble parent packets to distribute.

The meeting adjourned at 8:00 PM.

⁋ End of sample ⁋

Step 5. Conduct Outreach and Activities

The teams each conducted outreach and activities for child care providers and parents. The following are descriptions of these activities, including the results and lessons learned. Behind each description are samples of relevant materials.

Parents: 1. Getting School Ready – Early Literacy

Type:	Event
Description:	An evening gathering where a teacher modeled a read-aloud (story time) with the children who attended while parents observed. Then parents had a question-and-answer session with the teachers while the children went to another room for a craft activity. One team conducted this event around gingerbread decorating, with parents working with their preschool child. One of the teams held this event as a dinner; the others offered coffee and refreshments. The teams offered crafts activities to older children who attended with their parents. Parents received an information packet or handouts about school readiness and how to do a read-aloud.
Results:	Role modeling a read-aloud and providing a handout with simple instructions were very well-received. Parents were very interested in ways they could help their children prepare for kindergarten.
Tips and Lessons:	Publicity placed at convenient locations that families of young children frequent (family centers, libraries, health clinics, community centers, park kiosks, summer parks programs) and parent ambassador outreach were effective. Advertising this as a "community-wide event" made it clear that it wasn't just for families who were already a part of the particular school. Offering refreshments and child care was important. If the school is the location, provide a map, parking information, directional signs and greeters at the door.
▤ See:	- Sample 18: Let's Make Ginger Bread Cookies Together (flyer/invitation) - Sample 19: Getting School Ready (parent event invitation, English and Spanish) - Sample 20: Community Wide Getting School Ready Rally and Free Dinner (flyer/invitation) - Sample 21: Getting School Ready Rally and Dinner Program - Sample 22: Come Read With Me! event materials - Sample 23: Handout – Reading with Your Child - Sample 24: Handout – Family Support: Preconventional Reader, Ages 3-5

	- Sample 25: Handout – Tips To Help Children Build Skills for Literacy, from "I Am Your Child – Ready To Learn" Video - Sample 26: Event evaluation form - Sample 27: Summary of evaluations from parent event at John Muir Elementary

Lets Make Ginger Bread Cookies Together
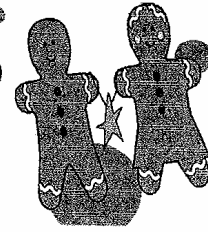
- Please join us as we kick off our Getting School Ready Neighborhood Program.
- We will be making ginger bread cookies and story-telling for kids 3—4 years old only.
- There will be a continental breakfast served.
- Please RSVP so we can have enough Ginger Bread Cookies for everyone.

Date: 12/04/2004
Saturday December 4, 2004

Time: 10:00am to 12:00 noon

Rainer View Elementary School
Getting School Ready
Serving Children 3-4 years of age

11650 Beacon Avenue So.
Seattle, WA 98178

Contact person: 206-252-7420
Email: lottakids5@hotmail.com
Mention Preschool Ginger Bread Kick Off

📑 End of sample 📑
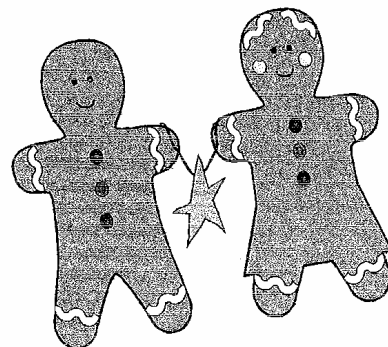
Getting School Ready
Feb. 8th, 2005
7:00 – 8:00 pm
In the Gym

Park Orchard will be sponsoring a family event just for families with children ages 4 and under.

Come join us for a night of family fun!
- **Dessert and Coffee**
- **Story Time**
- **Craft Time**
- **Parent tips to prepare children for Kindergarten**

Each family will receive a free packet of small gifts including a book.
If you have any questions feel free to call Melissa Santiago or Michele Tang at 253-373-7473.

Please fill this out, printing your name and phone # and return it to the main office or to your child's teacher by Feb. 1st, 2005

Parent Name:_____

Phone Number: _____

__Yes, our family will attend the event on Feb. 8th. The following number of family members will attend: _____ adults _____ children 4 and under
 _____children 5 and over

__No, our family can not attend but we would like to have the "Getting School Ready Packet."

Preparandonos Para La Escuela
El 8 De Febrero Del 2005
7-8 PM
En El Gimnacio

La escuela Park Orchard va a estar ofreciendo un evento para familias con ninos de 4 anos o menos

Bengan a disfrutar una noche de familia y diversion
- Postre y café
- Cuentos
- Manuales
- Ideas para padres de como preparar a los ninos para el kinder

Cada familia recibira un paquete con regalos y un libro
Si ustedes tienen preguntas, llamen a Melissa o Michele al 253-373-7473

Por favor llene esto con su nombre y telefono y regreselo a la oficina o al maestro de su hija/o para el 1 de Febrero 2005

Nombre del Padre:_____

Numero de Telefono:_____

_____ Si Nuestra familia va a atender al evento del 8 de Febrero

El numero de miembros de mi familia que atendera el evento es:
_____adultos
_____ninos 4 anos o menor
_____ninos 5 anos o mayor

_____ No nuestra familia no atendera pero nos gustaria tener el paquete de regalos con el libro.

⬙ End of sample ⬙

Community Wide Getting School Ready Rally & Free Dinner

Getting School Ready Program

Serving Children 0 to 4 years old

Early Childhood Development

Preschool Enrichment

Date: Tuesday, January 25, 2005

**Time: Dinner 6:30pm to 7:00pm
Program 7:00pm to 8:00pm**

**Located At:
Rainier View Elementary School
11650 Beacon Ave So
Seattle, WA 98178**

- Kindergarten readiness
- Door Prizes
- View Library – Story Time
- Visit Kindergarten Class Rooms
- Meet A Kindergarten Teacher
- Seattle Pub School Enrollment Information
- Childcare & Interpreters Available

All Welcome

Parents

Childcare Providers

Sponsors:

- Seattle Public Schools
- Washington Alliance For Better Schools
- Getting School Ready
- Seattle Public Schools Head Start
- The Seattle Public School Library (Rainier Branch)
- Empowering Youth & Families Outreach
- Atlantic Street Center
- People to People Consulting
- Help Mom Work At Home (Home Childcare Support Grp)

**Please let us know if you will attend
Call: 206-252-7420
e-mail: lottakids5@hotmail.com**
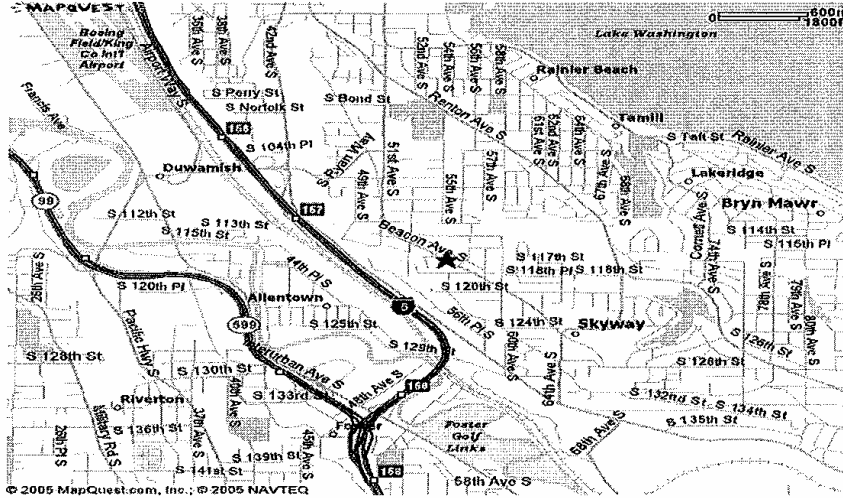
Rainier View Elementary
11650 Beacon Ave So
Seattle, WA 98178
206-252-7420

From Downtown Seattle

Take I-5 South toward TACOMA/PORTLAND. Take BOEING ACCESS RD also
called E MARGINAL WAY Exit off of freeway. Stay in your right lane and turn Left at
the light. When you come to the next light continue straight up the hill. The road
becomes S. RYAN WAY. Turn Right on to 51st Ave South. 51st AVE So becomes
BEACON AVE So.   End at Rainier View Elementary School on your left hand side.

From Southcenter Mall

Take I-5 North to Seattle. Take the M.L.KIN WAY exit 157. The first light off freeway
turn Right onto S. RYAN WAY. Turn Right onto 51st AVE S. 51st AVE So. Becomes
BEACON AVE So. End at Rainier View Elementary School on your left hand side.

Bus Route
From Down Town Seattle
2nd Ave & James ST catch the #42 Bus at 5:31PM
Arrive at Beacon Ave So & 56 Ave So at 6:13PM (Rainier View Elementary)

Note: the #42 Bus at Rainier Ave So and Henderson Comes every 15 to 20 minutes.

End of sample

Getting School Ready Team

presents

Getting School Ready Rally and Dinner Program

January 25, 2005

Dates To Remember

Special Thanks To...

Scholastic, Inc. & Volunteers of America Family & Children's Services for their generous contribution of children's books

2801 Lombard Street

Everett, WA 98201

All the parents, providers, community members, who came out tonight to support the children you care for and love.

Notes

Order of Events

6:30 PM Dinner

7:00 PM Welcoming Remarks Cathy Thompson, Principal and Others

7:10 PM Walk, Talk and Learn About:

- Enrolling your child in kindergarten (Ron McGlone, Seattle Public Schools Enrollment Specialist)

- A day in a kindergarten classroom (Paula Steinke, Rainer View Elementary kindergarten teacher)

- The Rainer View Elementary School Library (Jill Franz, Rainer View 2nd grade teacher)

- Helping your child get ready for kindergarten (Julia Matthews, Seattle Public Schools Kindergarten Transition Co-ordinator)

7:55   Getting School Ready Gift Packets

8:00   Appreciation and Closing

Drawings for Door Prizes through out the evening

Brought to you by the
Getting School Ready Team

End of sample

Getting School Ready
Come Read With Me!
Parent/Child Activity
March 16, 23, 30

Why:
- Parents become a positive force in their child's reading.
- Children have a positive early reading experience
- Families engage in workshops one on one with their children to learn strategies to guide early reading.

How advertised:
- Flyers were made in 3 languages---English, Spanish, Korean
- Flyers handed out at Kinderfest
- Members of committee visited area community centers, churches, family support services and got families to sign up.

What:
- 3 workshops for families---6 p.m. to 7:30
- Pizza dinner provided at 6 p.m. providing family and group time to meet and socialize around a shared topic.
- Parent workshop on the last evening event to provide support with ideas as well as answer questions.
- Books given to families at the conclusion of each event.

Families Served:
- March 16---34 parents and children.
  Families of ethnicity attending---6 (total of 14)
- March 23---27 parents and children.
  Families of ethnicity attending---2 (total of 4)
- March 30---22 parents and children.
  Families of ethnicity---1 (total of 2)

Come Read With Me!
Reach out and Read
Be a reading partner with your child.
For early readers ages 3-6

Join in "Partners in Print"
at the Shoreline Children's Center
1900 N 170th Street

What can "Partners in Print" do for families?
- Parents become a positive force in their child's reading
- Children have a positive early reading experience
- Families engage in workshops one on one with their children to learn strategies to guide early reading.

When: Wednesday evenings, March 16, 23, 30

Enjoy: A complimentary pizza dinner at 6:00 p.m.

Workshops begin at 6:30 concluding by 7:30 p.m.

How to Register: Please mail form below to Shoreline Children's Center, 1900 N. 170th St. Shoreline, WA. 98133 OR call (206)361-4256 OR email: marilyn.enloe@shorelineschools.org RSVP by March 11th.

_____

Adult(s) Attending Workshop:_____Phone _____

Children(s) Names:_____

Will you need childcare for children under 3?   Yes/No

If so, for how many children? _____

Dinner Reservations: # of adults _____ # of children _____

📑 End of sample 📑

Reading With Your Child

Before reading:
- Preview the book. Talk about the cover, title, author, headings, chapter, titles, captions, pictures, etc.
- Use predictions based both on information learned during the book preview and on your child's background knowledge. (Ask, "What do you think is going to happen in this story? What makes you think that?)
- Help your child make real life connections. Is there something in the preview that reminds her of something in her own life?
- Help your child form questions about the book that give him a purpose for reading

During reading:
- If you're reading aloud, have your child sit next to you or on your lap to help him with print awareness and to make reading a special time in the day.
- If your child's reading to you, pay attention to her reading; show interest.
- Help your child figure out difficult words based on phonics, context clues, and picture clues.
- Ask questions and discuss the book throughout the reading.

After reading:
- Discuss the story or what was learned from a non-fiction book or article.
- Retell or summarize the story or information.
- Ask your child how she might behave or react in a similar situation.
- Talk about what your child learned from the book and if there is anything he might like to learn more about.

Family Support: Preconventional Reader (Ages 3–5)

◆ Read books with appealing pictures that match your child's age and interests. Children at this age like books with rhythm, rhyme, and repetition.

◆ Have a cozy reading corner that invites reading.

◆ Read aloud daily, even if it's only for 10 minutes. Snuggle up on the couch or hold your child in your lap.

◆ Reading at bedtime is a wonderful way to end the day.

◆ Talk about the story and pictures in the books you read together. This time together should be natural and fun.

◆ Encourage risk-taking as children learn to read and memorize their first books. Have your child chime in on repeated lines or a chorus.

◆ Respond enthusiastically to early attempts at reading. Never say, "She's not reading. She has just memorized the book." Memorizing is one of the first steps in learning to read.

◆ Play with magnetic letters on the refrigerator or plastic letters in the tub.

◆ Encourage children to notice words in their world, such as signs, logos, and labels.

◆ Help your child learn to recognize his or her name in print.

◆ Share your love of books and reading.

◆ Sing together to develop an ear for the sounds of language and rhyme.

◆ Tell stories together.

◆ Visit bookstores and libraries with your child.

◆ Take your child to hear authors or storytellers at bookstores or the library.

◆ Make singing and talking together part of your daily routine.

◆ Watch TV shows together, such as *Sesame Street*, that incorporate reading and books.

◆ Buy or make tapes of favorite songs and books to listen to at home or in the car.

✒ End of sample ✒

Tips To Help Children Build Skills for Literacy
From
"I Am Your Child – Ready To Learn" Video[*]

Babies

1. Talk to your baby. Describe what you're doing, what you're feeling, how much you love your baby. Name things in the room. Babies learn by hearing the sounds and rhythms of language.

2. Listen and respond to your baby when he coos and babbles. Babies will learn the give-and-take pattern of communication.

3. Sing to your baby. Babies love music. Songs are a good way to teach the rhythm and meaning of language.

4. Read to your baby. Snuggle up with her and introduce her to the wonderful world of words and pictures. Even if she doesn't understand the words, she will understand the feeling of comfort, security and love. And she'll connect reading with these good feelings.

5. Choose books with simple pictures. Identify things and point to the pictures. Encourage your baby to point, too.

6. Look for soft cloth books, or washable plastic or board books that your baby can handle himself.

7. Do you speak more than one language in your household? Use them all! Babies can learn more than one language from birth.

Toddlers

1. Talk to your toddler about the things you see and feel while doing everyday activities—in the car, in the story, on the playground.

2. Create routines and rituals around reading, such as special stories and songs at bedtime.

3. Make reading aloud fun. Use different voices for different characters. Make faces and funny sounds that are part of the story. Talk about the different sounds in the words.

4. Get your toddler involved in reading. Have him repeat sentences or words after you. Ask questions about the story—such as what he thinks is going to happen next, or how a character feels and why.

5. Be prepared to read favorite books over and over! Children love to hear the same story. Iit comforts them and helps them learn.

6. Let her turn the pages, too. If she skips a page or goes back and forth, don't worry. What's important at this age is creating a feeling of fun around reading.

7. Create your child's own bookshelf on a low shelf where he can get the books himself.

---

[*] This video is part of the *Getting School Ready Resource Kit,* which is in all King County public libraries. The video may also be ordered for from Parents Action for Children, 888-477-3400, www.parentsaction.org. The cost is $14.95 plus shipping

8. Toddlers like books about animals or things familiar to them, like taking a bath or going to the grocery store.

9. Look for books with lines that rhyme or that repeat the same words over and over. Have your toddler join in.

10. Look for books that let the child touch and feel the pictures—such as books that are fuzzy or squeezable, have pull-out tabs, or make sounds when you push a button.

11. Take your child to the storytimes at your local public library.

12. Put magnetic letters on the refrigerator. Create simple words and your child's name. Show and read each word to your child.

13. Make up songs with your toddler about everyday things, like getting dressed. Use your toddler's name in the song. Make up silly rhymes.

Preschoolers

1. Talk to your child—it's even more important at this age.

2. Talk with your child about what you're seeing when you go to the zoo or the store or other places. Ask him questions about what he sees there, and what the people or animals are doing. Show him how his life relates to the world of others.

3. Take turns telling a favorite story. As you read, move your finger under the words so your child can follow along.

4. Look for books that match your child's special interests. Let your child have the chance to read lots of different kinds of books. Take her to the library and let her pick out her own books.

5. Find books about children and families in your culture and language. It will give him a sense of identity. Read to him in your native language.

6. Help her create her own books and draw pictures for them.

7. Show your child how you use reading and writing in your everyday life—such as marking dates on the calendar, writing checks to pay bills.

8. Let your child help with household chores, liking cooking. As you're working, talk about what you're doing and why. It gives your preschooler the tools to work out problems.

⟐ *End of sample* ⟐

Getting School Ready!

Evaluation

1. How helpful was this event in helping you learn more about successful kindergarten readiness and transitions?

1	2	3	4
not helpful	somewhat helpful	helpful	very helpful

2. What was most beneficial to you today?

3. What could we have done better to meet your needs?

4. As a parent, would you be interested in attending another event to help you learn more about how to help your child be successful at school?

   If yes – what topics would you like to focus on?

5. Comments:

▤ End of sample ▤

Getting School Ready: John Muir Elementary
Parent Event
May 19, 2005

Summary of Evaluations

1. How helpful was this event in helping you learn more about kindergarten readiness?

   Not helpful: 0
   Somewhat helpful: 3
   Helpful: 6
   Very Helpful: 10

2. What was most beneficial to you today? (Note: numbers after a comment below indicate similar responses)

   - Learning what children do in kindergarten, what is expected: 3
   - Learning about Powerful Schools and its function
   - I liked how the teacher read the story for the kids, and then asking them questions about it. It taught me how to involve the children in reading with me: 5
   - The most beneficial things I observed today was getting a chance to check out the environment
   - Meet with teachers and tutors: 2
   - Kids seeing the classroom and having reading activity: 5
   - Meeting other parents and future classmates: 2

3. What could we have done better to meet your needs?

   - More information
   - I'd like to know what's expected of incoming kindergarteners
   - Helping kids to read and write: 4
   - Meet my child's teacher. However, I understand that she just had a baby boy.
   - Explain different learning tools around the room
   - Condense the time!
   - Take us through the day's routine, expectations and goals
   - Teach my kid to have self-confidence

4. As a parent, would you be interested in attending another event?

   Yes: 18
   No: 1

   If yes – what topics would you like to focus on?

   - Talking to the parent

- I'd like ideas on how to help the children at home: step-by-step techniques
- Reading: 6
- For me an important topic is finding out more about after-school activities
- Children's communication
- Read, write, how to help child do well in school
- Writing and math: 2
- Type of work the children are going to do
- Curriculum: 2
- Multicultural, parent involvement
- What a normal day might be like – collapse it down

5. Comments:

- Good to come to the school for the first time.
- Children's reading clubs—is that a possibility?
- I liked it because I saw the teacher and new parents for kindergarten: 2
- Great, enjoyed the evening: 3
- I enjoyed tonight and I'm positive my daughter did, too: 2
- Have a preschooler so seeing that room would be great before the program starts.
- This is a great idea to "break the ice" and to meet other families.
- See you in September!

▤ End of sample ▤

Outreach and Activities, cont.

Parents: 2. Kindergarten Round-Up Sessions

Type:	Information session and kindergarten registration
Description:	An evening session of Kindergarten Round-Up, including the opportunity to register for kindergarten and information about the kindergarten curriculum. Parents of three- and four-year-olds also were invited to attend to get information about kindergarten, even though their children are not yet old enough to attend. The team provided refreshments, crafts activities for the children, and a book bag of information for each family.
Results:	Good attendance, with more fathers attending in the evening than in daytime Round-Up sessions. The event also brought in some parents of three- and four-year-olds, since the publicity specifically invited them.
Tips and Lessons:	The school staff helping for the evening sessions need to be knowledgeable about the various school services (such as school nurse, family support, after-school programs), since many of the school staff could not attend in the evening.

Outreach and Activities, cont.

Parents: 3. Parent Information Packets

Type:	Materials
Description:	A bag of information, resource materials and books was given to parents at one of the parent events and/or delivered by GSR Team Parent Ambassadors or by the participating school. The materials differed somewhat by team, but, for example, the Park Orchard bag contained: • Kent School District booklet, "Preparing for Kindergarten Parent Guide" • *Getting School Ready* booklet • U.S. Dept. of Education booklets on helping your preschool child • Alphabet cards (created by school district print shop) • Public library brochures on books for young children and library story times • Brochure on developmentally appropriate toys for young children • Immunization information • CHILD Profile brochure • Crayons (donated) • Drawing booklets (created by the school from newsprint sheets) • Early literacy/library bookmarks, key chains, stickers (donated) • Toothbrushes and toothpaste (donated) • Two picture books (gently used, donated or from low-cost sources)
Results:	This was a low-cost activity, since most of the materials were free or donated. While collecting the materials required some phone calls and legwork, the results were plentiful. The bags were very well received by parents.
Tips and Lessons:	The GSR Teams either assembled the contents of the bags at the end of one of their meetings, or the school asked for sixth-graders to volunteer to assemble them. When bags were handed out at a parent literacy night, one of the GSR Team members showcased and explained how to use some of the items in the bag.
📄 See:	• Sample 28: Shoreline "gift bag" flyer • Sample 29: Kent School District booklet, "Preparing for Kindergarten Parent Guide" Also see Sources for Free and Low-Cost Materials and Books in Section V, below.

The Shoreline School District
"Getting School Ready" Team
Has a Gift Bag for You!

IF YOU ARE INTERESTED IN
RECEIVING A
"SCHOOL READY" BAG
FILLED WITH GOODIES
TO HELP YOUR CHILD GET READY
FOR KINDERGARTEN

Just Give Us A Call And....
We Will Deliver!

206-361-4256

숀어라인 "학교 준비" 팀이 선물을 준비했습니다!

자녀가 킨더가튼을 준비할 수 있도록 돕는 여러 가지 선물이 들어 있는 "학교 준비" 가방을 받고 싶지 않으세요?

학교 준비 해 야죠! "Getting School Ready"

전화를 해주세요.

저희 팀이 집까지 배달해 드립니다.

206 - 361 - 4256
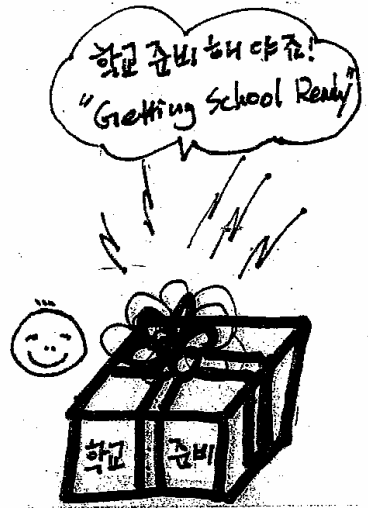
El grupo "Getting School Ready",
(Preparando Para La Escuela)
del Distrito Escolar de Shoreline tiene
un obsequio para usted.

SI LE INTERESA RECIBIR UNA BOLSITA
LLENA DE REGALOS PARA AYUDAR A SU
NIÑO O NIÑA PREPARAR PARA EL
INGRESO AL JARDÍN DE INFANTES

Simplemente llámenos y....
Nosotros vendremos a entregárselo.

206-361-4256

📖 End of sample 📖

Preparing
for
Kindergarten

Parent Guide

A resource for parents, educators, and
the Kent School District community.

**KENT
SCHOOL
DISTRICT**

Welcome to Kent School District

By now you and your child may already be talking about kindergarten. Your child may seem enthusiastic one day, then curious or uncertain the next. As a parent, you may also have mixed emotions about your child's first public education experience.

The information in this guide is provided to help you and your child look forward to school with confidence and enthusiasm. As you prepare for the coming year, imagine kindergarten as a place to expand upon your child's education rather than begin it. Working together, at home and at school, we can help your child develop a love for learning that will last a lifetime.

How Will I Know My Child Is Ready for Kindergarten?

There is no single test that guarantees that a child is ready for kindergarten. In general, if your child is five years old by August 31st of the school year, s/he is ready to begin school. In addition, the information listed below describes where most students are developmentally before beginning kindergarten.

Keep in mind that each child will come to school with a variety of skills and strengths. Think of the list below as a way to identify your child's strengths, rather than using it to decide whether s/he is behind or ahead of other children. If you want to help your child prepare for success in kindergarten, try the activities suggested in this guide. And once the school year begins, know that his or her teacher will create a learning environment that gives each individual student an opportunity to thrive and learn new skills throughout the school year.

Good Health and Physical Well-Being
My child:
- Runs, jumps, plays outdoors, and does other activities to help develop large muscle skills.
- Works puzzles, scribbles, colors, paints, cuts, pastes, and does other activities to help develop small muscle skills.
- Has bathroom and self-help skills.
- Eats a balanced diet and gets plenty of rest.
- Receives regular medical and dental care, and has had all necessary immunizations.

Social and Emotional Preparation
My child:
- Is curious and motivated to learn.
- Spends short periods away from family.
- Enjoys being with other children.
- Can follow simple instructions.
- Helps with family chores.
- Respects adult leadership.
- Is encouraged to think of ideas for solving a problem.
- Is learning to share and to wait a turn.
- Is learning to finish tasks.
- Is learning to use self-control.

General Knowledge
My child:
- Plays counting games and enjoys counting.
- Is learning to identify shapes and colors.
- Is encouraged to sort and classify things.
- Is learning name, address, and phone number.

General Knowledge (continued)
My child:
- Can identify 10 alphabet letters, especially those from his or her own name.
- Recognizes and "reads" the print s/he sees daily, such as signs, logos, and advertising.
- Shows an interest in books and reading.
- "Writes" by scribbling messages when playing.
- Likes to show off his or her "reading" and "writing" attempts.
- Knows the difference between pictures and print in a book, and knows that print is what a person reads.
- Pays attention to the sequences of events in stories, by asking or thinking about what happens next in a story.
- Connects information and events to life experiences, when s/he hears a story.
- Asks questions and makes comments that show s/he understands the literal meaning of a story being told.
- Is beginning to recognize beginning or rhyming sounds in words, such as words that begin with "B" or words that rhyme with "cat."
- Pays attention to repeating sounds in language, such as those heard in rhymes and songs.
- Uses new vocabulary and grammar in his or her own speech.
- Understands and follows verbal directions.
- Knows that alphabet letters make words.
- Understands that different writing is used for different reasons, such as "lists are used for groceries."

Notes to Post on Your Refrigerator

The Basics of Kindergarten in the Kent School District

- Students attend either a morning or afternoon half-day session. Full-day kindergarten is offered at some schools in the district.
- Bus transportation is generally provided if walking distance to school exceeds 1.3 miles for a kindergarten age student.
- In most cases, your child will attend the school within your neighborhood's school boundary. If you do not know your neighborhood school, call the Kent School District at (253) 373-7209.

Admission Requirements

Age eligibility - The State Board of Education has adopted a common entry age for kindergarten and first grade students.

- A child must be 5 years old by August 31st to enter kindergarten.
- A child must be 6 years old by August 31st to enter first grade.

A birth certificate is required to verify your child's birth date. The Kent School District does not test for early entrance.

Immunizations - Washington state law requires students to be immunized, before enrolling in school, as follows:

Diphtheria / Tetanus / Pertussis
4 doses of DTP or DT, with the last dose after age 4.
Polio
3 doses - last dose after age 4.
Measles / Mumps / Rubella (MMR)
Two doses required after age one. Given at least one month apart.
Hepatitis B
3 doses.

Roundup Events & Registration

Kindergarten Roundup is an information meeting for parents to meet school staff and learn about programs available at the school. It also provides an opportunity for children to get a "small taste" of kindergarten and their new school.

Most roundups take place in the spring. To find out when roundup and registration takes place at your school, contact your neighborhood school.

Enrolling Outside Your Neighborhood School Boundary

Flexible Enrollment

The Kent School District flexible enrollment process allows students to attend a school other than their neighborhood school, if space is available.

Requests are generally accepted from early February until the beginning of April, and applications must be completed in person at the school you wish your child to attend.

Day Care Waivers

For daily child care purposes, students, kindergarten through sixth grade, may be approved to attend a school outside the neighborhood school boundary. Both parents, or the only parent, must be employed or attending school full time, and in need of child care outside the residential service area.

Approval is based on space available at the school requested. Contact both schools affected to apply for a waiver.

Other Educational Programs in the Kent School District

Full-Day Kindergarten

Full-day kindergarten is an optional program provided on a limited, space-available basis. The program is funded by a tuition fee covering the difference between the state funded half-day program and the full-day session. While the curriculum remains the same in both full and half-day programs, the general pace in the full day is more relaxed with additional activities provided.

If you have questions concerning this program and which schools offer it, call (253) 373-7235.

Special Education

Special education services are available for children who have a disability. Eligibility is determined by standardized evaluation and a district team decision. If you have concerns regarding your child's development, call (253) 373-7513 to schedule a Child Find screening with the district.

English Language Learners

Children whose primary language is not English may attend a school, other than their neighborhood school, to receive English language assistance. For more information, call (253) 373-7269.

AC-01-04 Rev'd 2/04

Suggested Books To Read To Your Preschooler

The following books are available at the library and are favorites among preschool age children. Your child may even see some of these books in kindergarten as well.

- *A House is for Me,* by Mary Ann Hoberman
- *A is for Aloha,* by Stephanie Feeney
- *Afro-Bets Colors Book,* by Cheryl Hudson
- *Anno's Counting Book,* by Mitsumasa Anno
- *Barn Dance,* by Bill Martin, Jr.
- *Brown, Bear, Brown Bear,* by Bill Martin, Jr.
- *Caps, Hats, Socks, and Mittens,* by Louise Borden
- *Chicka Chicka Boom Boom,* by Bill Martin, Jr.
- *The Chinese Mother Goose,* by Robert Wyndham
- *Town Mouse and Country Mouse,* by Jan Brett
- *Down By the Bay,* by Raffi
- *Fix It,* by David McPhail
- *The Giant Jam Sandwich,* by John Lord

- *Harry the Dirty Dog,* by Gene Zion
- *How the Stars Fell Into the Sky* by Jerrie Oughton
- *If You Give a Mouse a Cookie,* Laura Numeroff
- *Leo the Late Bloomer,* by Robert Kraus
- *Miss Tizzy,* by Libba Moore Gray
- *The Napping House,* by Audrey Wood
- *No Jumping on the Bed,* by Tedd Arnold
- *1, 2, 3 to the Zoo,* by Eric Carle
- *Over in the Meadow,* by John Langstaff
- *Red Leaf, Yellow Leaf,* by Lois Ehlert
- *Sing a Song of Popcorn,* Selected Poetry Titles
- *Stone Soup,* by Marcia Brown
- *Will I Have A Friend?,* by Miriam Cohen

Safety First

Any discussion about going to kindergarten should include how to be safe while away from home. Here are just a few ideas of what you can do to make your child's first year a safe one.

☺ Help your child to know his or her complete name, address, parents' names, phone number, and where to go or call in an emergency. If your child cannot remember this information yet, write it down and choose a place for your child to keep it and find it at all times, such as inside a backpack or jacket.

☺ If your child will be riding the bus, talk about the importance of staying seated and sitting quietly on the bus. In the spring before kindergarten begins, walk to a bus stop with your child and watch children getting on or off the bus. Talk about the things you see that children are doing to be safe.

☺ If your child will be walking to school, your child should know about traffic lights and how to cross streets. Other important messages include, "Walk, don't run," "Cross only in crosswalks," and "Wait for a green light or safety patrols to stop traffic before walking."

☺ Practice walking or driving the route from home to school or bus stop before the school year begins. Time your trip to arrive at school no more than 5 minutes before the start of class.

☺ Help your child make personal safety decisions by role playing "What would you do if..." Make sure your child understands what a potentially dangerous situation might be, how to protect him/herself, how to say no, and how to find help in an emergency.

Other Tips To Ease The Transition To Kindergarten

Whether your child is excited or reluctant to begin kindergarten, you can help make the transition from home, preschool, or child care a successful one by doing the following:

☺ Visit the school playground with your child during the summer. Encourage your child to imagine kindergarten. How will it be like home, preschool, or child care? How will it be different?

☺ If you know other children who will be attending kindergarten at your child's school, try to get them together in the summer. Your child will enjoy knowing a friend at school.

☺ If your child has health care needs that require advance planning, be sure to share that information with the school nurse when you register.

☺ Provide your child's kindergarten teacher with any transition information you have from home, preschool, or child care.

☺ Bring your child's social security number, two emergency contacts (work and home phone number), and doctor and daycare information to complete your child's enrollment form. Inform the school as names and/or phone numbers change throughout the year.

☺ Before kindergarten begins in the fall, visit the school with your child. Meet the secretary, principal, custodian. On your way home, talk about how much fun kindergarten will be!

When I Play I Am Learning

When I paint at the easel, I am learning...

- to develop my imagination and creativity.
- eye-hand coordination, helpful for learning to write.
- the names of colors and how to make new colors.
- to distinguish shapes, and purposely create shapes.
- to notice patterns from background, necessary for learning to read.
- to express my feelings and ideas.
- that my ideas have value.
- relationships of space and size, necessary for mathematics.
- concepts of symmetry, balance, and design.

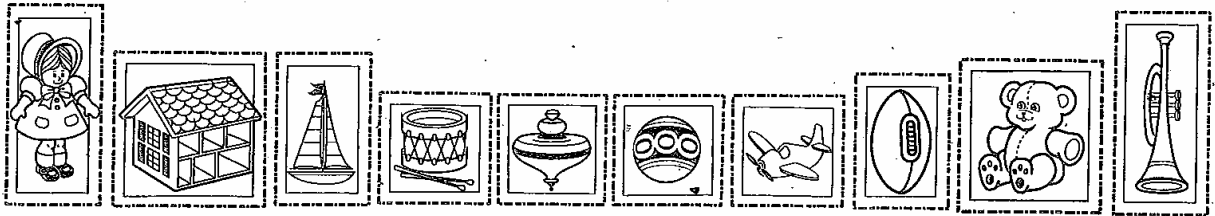## When I play with playdough, I am learning...

- to see the shape against the background of the table, a reading skill.
- concepts of shapes, relative sizes, big, small, length, height, etc.
- to see negative space when cookie cutter shapes are taken away.
- to express feelings, squeezing and pounding.
- to exercise my imagination and creativity.
- that the amount of a substance remains the same, even when the shape changes.

When I play with water, I am learning...

- that some things sink and some things float.
- to observe changes as water takes different form in different containers.
- about different temperatures.
- about wet, dry, and evaporation.
- what happens when you add soap.
- eye-hand coordination as I learn to pour.
- concepts of empty and full, volume and weight, relevant to mathematics.

When I sort things, I am learning...

- to notice details and similarities and differences in objects.
- to form categories, essential concepts for reading and mathematics.
- concepts of color, size, and shape.
- numerical concepts or more and less.
- logical reasoning.

When I **play with blocks, cars and trucks**, I am learning...

- concepts of shape, size, length, and location, all relative to learning to reason and do mathematics.
- to create and repeat patterns, a math skill.
- to exercise my imagination.
- to express my ideas.
- to cooperate with others.
- to solve problems.
- about the properties of wood.
- to see myself from a different perspective, that of a giant.

When I **play on the climbing equipment**, I am learning...

- self confidence as I develop new skills.
- physical strength, coordination and balance.
- to use my imagination.
- to cooperate with others when involved in some dramatic play.
- to solve problems.

When I **play in the dress up corner**, I am learning...

- to be flexible in my thinking.
- to express myself in sentences.
- to try on different adult roles.
- to solve problems, especially socially, through negotiation with friends.
- to sort and organize play things.
- to make decisions.
- to improvise and use things in a symbolic way to represent something else... a form of abstract thinking.
- to carry out my ideas, with the cooperation of others.
- to exercise my imagination and creativity.

When I **participate in circle time activities**, I am learning...

- to listen, sit still, and understand spoken language.
- to add my ideas to the discussion. My ideas have value.
- to wait when others are talking.
- new vocabulary connected with the topic of discussion.
- to remember the words of songs and poems.
- the names of others in the group.
- to cooperate and be considerate of the needs of others.
- to help plan what we will do and what items we will need to do it.

Reprinted from WHEN I PLAY I AM LEARNING
Written by Karen Miller
Children's World National Director of Education

What Can I Do To Prepare My Child For Kindergarten?

In kindergarten, your child will develop skills in each of the following areas below. However, kindergarten makes up only a small part of each day. The key to a successful school year is a strong partnership between home and school.

Review the activities below and congratulate yourself on how much you are already doing to prepare your child for kindergarten. Then select a few new activities you can introduce to your child. Place emphasis on trying a new activity rather than mastering the skill. By emphasizing that you can learn by playing, you will show your child that learning is fun as well as important!

Reading Readiness and Language

◊ Read to your child every day.
◊ Read by yourself to set a good example.
◊ Give your child many reading materials to explore and writing materials to use.
◊ Visit the library often, and participate in story times and other activities there.
◊ Read aloud signs like "No Parking" and "Exit" and talk about what the signs mean.
◊ Sing songs & say nursery rhymes together.
◊ Play with alphabet letters, and help your child to identify letter names and words that begin with the sound the letter makes.
◊ Use new and different words to describe what you see, hear, and feel. Do this to help your child develop language skills.
◊ Encourage your child to write notes using scribble writing and pretend spelling.
◊ Turn a shoe box into a mail box and use it to send notes to each other. Take turns reading what you have "written."

Math Readiness

◊ Make a simple recipe together. Count and measure ingredients. Note how long it takes to complete your creation.
◊ Use a calendar to plan special events. Count the days until an event happens.
◊ Use a growth chart to measure height.
◊ Play simple math games with dice, cards, and dominoes.
◊ Practice saying your phone number and address together.
◊ Count forward and backward with your child. For example, "Three, two, one, let's go!"
◊ Find things to count with your child, such as...
  - How many bites does it takes to eat a banana?
  - How many things at home are shaped like a circle? a square? a triangle?
  - How many shoes or books are in your home?
  - How many steps does it takes to cross a room?
  - How many steps does it take to climb up stairs?

Add to the fun, by stapling paper together and making a "How Many?" book to keep track of what you have counted.

Health Education

◊ Make hand washing and tooth brushing a regular part of your family's routine.
◊ Use Mr. Yuk stickers on dangerous items in your home. Talk about what the sticker means.

Physical Fitness

◊ Practice fastening clothes and shoes with snaps, buttons, zippers, and laces.
◊ Visit parks, playgrounds & swimming pools.
◊ Play games that encourage your child to move different body parts on command.

Music

◊ Sing songs together. Try humming or clapping to the music as well.
◊ Make up songs with your child. Take turns singing verses.

Visual Arts

◊ Experiment with Play Dough, crayons, paints, paper and scissors to develop small muscles in the fingers and eye-hand coordination.
◊ Pick a place to display "masterpiece" creations at home.
◊ Ask your child to tell you all about his or her artistic creations.

Social Studies

◊ Practice taking turns and listening respectfully with your child by playing "I Wonder." For example, start with "I wonder what it would be like to be a bird." Ask your child to answer. Then take your turn answering. If your child wants to say more, encourage him or her to wait until your turn is finished.
◊ Look at family photos together, and talk about what makes your family special.
◊ Practice problem solving together by asking "What would you do if..."

Science

◊ Play "Sink or Float" with your child by finding a number of small items. Predict which will sink, and which will float. Try each one and write down what you learn. Collect items such as stones, leaves, buttons, or shells, and sort by color, shape, size or any other characteristic your child selects.

Elementary Schools

Carriage Crest 18235 140th Ave. SE, Renton, 98058	373-7597
Cedar Valley 26500 Timberlane Way SE, Covington, 98042	373-7649
Covington 17070 SE Wax Road, Covington , 98042	373-7652
Crestwood 25225 180th SE, Covington, 98042	373-7634
Daniel 11310 SE 248th, Kent, 98030	373-7615
East Hill 9825 South 240th, Kent, 98031	373-7455
Emerald Park 11800 SE 216th St., Kent, 98031	373-3850
Fairwood 16600 148th SE, Renton, 98058	373-7491
Glenridge 19405 120th Ave. SE, Renton 98058	373-7494
Grass Lake 28700 191st Pl. SE, Kent, 98042	373-7661
Horizon 27641 144th Ave. SE, Kent, 98042	373-7313
Jenkins Creek 26915 186th Ave. SE, Covington, 98042	373-7331
Kent Elementary 24700 64th Ave. South, Kent, 98032	373-7497
Lake Youngs 19660 142nd Ave. SE, Kent, 98042	373-7646
Martin Sortun 12711 SE 248th, Kent, 98030	373-7314
Meadow Ridge 27710 108th Ave. SE, Kent, 98030	373-7870
Meridian Elementary 25621 140th SE, Kent, 98042	373-7664
Millennium Elementary 11919 SE 270th St., Kent, 98031	373-3900
Neely-O'Brien 6300 South 236th St., Kent, 98032	373-7434
Panther Lake 20831 108th SE, Kent, 98031	373-7470
Park Orchard 11010 SE 232nd, Kent, 98031	373-7473
Pine Tree 27825 118th SE, Kent, 98030	373-7687
Ridgewood 18030 162nd Pl. SE, Renton, 98058	373-7482
Sawyer Woods 31135 228th Ave. SE, Kent 98010	373-7750
Scenic Hill 26025 Woodland Way S., Kent, 98030	373-7479
Soos Creek 12651 SE 218th Pl., Kent 98031	373-7690
Springbrook 20035 100th SE, Kent, 98031	373-7485
Sunrise 22300 132nd Ave. SE, Kent, 98042	373-7630

**The mission of the Kent School District is to
successfully prepare all students for their future.**

Kent School District

12033 SE 256th Street ◆ Kent, WA 98030-6643
(253) 373-7000 ◆ http://www.kent.k12.wa.us

Barbara Grohe, Ph.D., Superintendent
Board of Directors
William A. Boyce ◆ Sandy Collins ◆ Scott Floyd ◆ Lisa Holliday ◆ Michael D. Jensen

AC-01-04 Rev'd 2/04

▤ End of sample ▤

Outreach and Activities, cont.

Parents: 4. Hosting an Information Table at a Community Event

Type:	Outreach and materials
Description:	The teams hosted an information table at school and community events. The parent ambassadors staffed the table, and gave out copies of the *Getting School Ready Guide.* They talked with parents about the project, and asked parents with young children to put their names and contact information (address, phone, e-mail) on a sign-up list for more information or to be invited to events.
Results:	Provided one-to-one contact with parents, and a list of families interested in more information. This list became one of the sources the teams used for invitations to parent events and follow-up contacts.
Tips and Lessons:	Simple to do since the resource fair and community events were organized by others (such as schools, school district, community groups, farmer's market). Information tables at summertime events could give the team a list of parents to invite to the team's first activity in the fall. Gave the team a way to plug into exciting and fun events with a ready-made audience.

Outreach and Activities, cont.

Parents: 5. Survey and Follow-up

Type:	Outreach, home visits
Description:	One of the teams mailed a brief survey to parents, with the parent ambassadors making follow-up phone calls. The ambassadors then made personal visits to deliver parent information packets. The survey explained the purpose of the Getting School Ready Team, and asked what questions the parents had about getting their child ready for school, what kinds of events and literature they have found helpful, and whether they would like more information on school readiness. The team developed the survey in light of low turnout for their parent/community events.
Results:	The team reached a variety of parents and was able to provide information at the parents' convenience. The team learned that attending events presented a number of challenges to parents, including: • Lack of transportation; • Not familiar with where the school is or how to get there; • Limited physical mobility (grandmother taking care of her grandchildren); • Differing work hours; • Limited time; and • Language barriers (for those who are English language learners).
Tips and Lessons:	The parent ambassadors on the team had good interpersonal skills, were accustomed to contacting the public and had a good understanding of their community. Talking to parents one-on-one by phone and in-person was a great way to connect with them, and to find out their questions and provide information.
📄 See:	• Sample 30: Parent Survey

Dear Family:

We have mailed out ahead of time the following survey to prepare you for a follow up phone call that we will be making to you within the next week or so. Please be prepared to answer the three questions listed below regarding your needs in getting your child ready for school. You **do not** have to mail in the following form, but if you choose to do so please mail it to the following address.

Rainier View Elementary School
Attn: Getting School Ready Team
11650 Beacon Ave So
Seattle, WA   98178

If you have any questions about this information please call: (206) 252-7420

Participant Name:		
Address:		
City:	Zip/Postal Code:	State:
Telephone:		

Parent Survey

	My Questions:	Comments/Suggestions:
1. What Questions Do You Have about getting your child ready for school?		
2. Have you ever attended an event or received literature you thought was helpful?	What Was Helpful?	Comments/Suggestions:
3. Do you want more information?	Yes/No	Specific Information:

Who We Are and What We Are Doing
Getting School Ready Neighborhood/School Team

Purpose: Getting School Ready Teams are pilot project to *improve school readiness and support successful transitions of children and their families into kindergarten* by:
1. fostering communication, building relationships among families, caregivers and schools that promote successful transition into kindergarten;
2. working to align--or match up--children's learning and development experiences among home, early education and care and school to boost children's confidence and learning, and
3. implementing strategies to enhance early literacy and reduce nonacademic barriers to early learning (e.g., language and translation) for families most at risk.

Focus: Pilot teams will focus on vulnerable 3-4 year old children and their families who live within a mile or two of the school.

Activities: The pilot teams will:
1. Participate in training and discussions to learn how families, caregivers, community resources and schools can work together to support children's early literacy, social-emotional and cognitive development, and successful transitions.
2. Assess strengths and gaps in their community's support for early learning, school readiness and successful transitions into school.
3. Develop a "Getting School Ready Connections" outreach plan that documents effective ways to reach and communicate with the community's families, licensed and informal caregivers, community agencies, and teachers.
4. Select and implement three strategies using existing community resources throughout the year to:
   - ❑ Educate, train and support parents/families, caregivers and educators in simple, everyday ways to promote early childhood literacy and developmentally appropriate early learning, and
   - ❑ Build on neighborhood/school strengths, and help to coordinate activities between home, early care and education settings with school.
   - ❑ Develop a plan for how families, caregivers, community resources and schools can maintain the work of the team over time.

Rainier View Getting School Ready Team
What We Current Have To Offer

1. Rainier View Library Card
2. Rainier View Elementary School Library Card
   a. Parents can call Kim Pierce the Liberian to make an appointment for a library card.
3. Information in different languages.
4. Head Start Program for low-income families of pre-school age children.
5. Wednesday morning coffee time for parents, neighborhood friends or family are welcome.

Partners/Participants: Three pilot teams are funded by City of Seattle and SOAR Opportunity Fund grants to the Washington Alliance for Better Schools. Other partners include: Getting School Ready, Child Care Resources, Puget Sound Educational Service District, Seattle Public Schools, Hawthorne and John Muir Elementary Schools, Powerful Schools, Rainer View Elementary, the Kent School District, Park Orchard Elementary School, Seattle and King County Libraries and Public Health-Seattle & King County, People to People consulting, Empowering Youth & Families Outreach, Atlantic Street Center, SPS Family Support Worker Program.

📄 End of sample 📄

Outreach and Activities, cont.

Parents: 6. Presentations at Community Meetings

Type:	Outreach, presentations
Description:	Team members got on the agendas for meetings of community organizations where parents might be present, to make presentations about school readiness and hand out information. The organizations included Empowering Youth and Families, the PTA, a local community center, a Head Start family night, and a meeting of a local group for child care providers.
Results:	The team made presentations at five meetings to approximately 75 parents and families, and a group of child care providers. In addition, materials were distributed at four other meetings with attendance ranging from 15 to 65 parents each.
Tips and Lessons:	The connection to local organizations was facilitated by the fact that team members contacted organizations with which they were already involved. Presenting at meetings of other organizations provided a ready-made audience.

Outreach and Activities, cont.

Child Care Providers: 1. Successful Kindergarten Transition

Type:	Training event
Description:	A Saturday morning training (for STARS credit) where the providers learned about the kindergarten curriculum, met the kindergarten teacher(s) and toured their classrooms, and discussed ways to help children make a smooth transition into school, and ways providers and schools can work together to connect with families. The teams provided continental breakfast. Door prizes included classroom materials (flannel board, puppets, etc.) and a bookstore gift certificate. Providers attending received an information packet.
Results:	Attendance was excellent, ranging from 30 to 48 providers (nearly 45 percent of the list mailed to) at each session. Providers were very enthusiastic about what they learned. The connections between child care providers and schools in these sessions have led to ongoing learning partnerships, such as reading buddies (where a child care provider brings preschoolers to the school and fourth and/or fifth graders are matched up to read aloud to the youngsters), and tours of the school and kindergarten classroom offered at child care providers' request. The Assistant Principal at one of the schools also e-mailed other school principals to let them know that child care providers are interested in bringing preschoolers to visit the schools and the kindergarten classrooms. Additionally, child care providers now have contacts at the school they can call if they have questions.
Tips and Lessons:	Offering STARS credit was absolutely critical in the turnout. Child care providers were also hungry for this information, and said they have not found it in other trainings. The opportunities to speak with a kindergarten teacher, see the classroom, and learn about the kindergarten curriculum were particularly important to the providers. One challenge is that child care and preschools are not aligned geographically with the school so there is no certain progression from their programs into the school. This is a challenge in the GSR Team model, since it is neighborhood-based.
📑 See:	• Sample 31: Child Care Provider Event Invitation • Sample 32: Child Care Provider Event Plan/ Detailed Agenda • Sample 33: Child Care Provider Event Sign-In Sheet • Sample 34: Agenda for Successful Kindergarten Transition session • Sample 35: Brainstorm Sheet (how school district can help)

	• Sample 36: Child Care Providers' Questions for Kindergarten Teachers (compiled from one training)
	• Sample 37: Brainstorm: How Providers Help Prepare Children for Kindergarten (from one training)
	• Sample 38: Ways the School District Could Help Child Care Providers Prepare Children for Kindergarten (from one training)
	• Sample 39: Event evaluation form

Successful Kindergarten Transitions

Free 2 hours of S.T.A.R.S. Training!!!
FREE DRAWINGS for $100 worth of educational materials!!!

The Getting School Ready Team
from Park Orchard Elementary would like to invite you to breakfast

What: Talk with Kindergarten Teachers about strategies you can use to help children prepare for school. Learn about what is required in Kindergarten and be a part of the Kent School District's outreach to   our local early learning community and childcare providers.

When: Saturday, January 22, 2005

9:30a.m. - 12:00p.m. Continental Breakfast will be served!

Where: Park Orchard Elementary (in the school library)
 11010 S.E. 232nd St.
 Kent, WA 98031

To register go to www.childcare.org
or
contact Child Care Resources (206) 329-1011
or
Park Orchard Elementary (253) 373-7473

✐ End of sample ✐

Getting School Ready
Rainier View Elementary
Team's Detailed Agenda

Child Care Provider Event
June 11, 2005

8:30 AM (45 min)	Set up	All who can
9:15 AM (15 min)	Registration table open	Selena & Carlotta
9:30 AM (15 min)	Start introductions & Ice Breakers with child care providers	Selena
9:45 AM (5 min)	Welcome and explain GSR goals and outcomes	Kathy
9:50 AM (10 min)	Index card process: pass out cards Please write what 3 questions you have about kindergarten readiness. Cards are collected and given to kindergarten teachers to answer during their session	Kathy
10:00 AM (15 min)	Introduce kindergarten enrollment process @ Seattle Schools • Handouts- school calendar with all enrollment dates	Julia Mathews Or contact SPS enrollment specialist
10:15 AM (10 Min)	How to read aloud to young children (handout & modeling)	Kathy Thompson
10:25 AM (10 min)	Introduce kindergarten teachers • break into 2 groups • go to kindergarten rooms	Kathy Thompson
10:35 AM (55 min)	Kindergarten Expectations and Assessments • Classroom management and skills • What a morning looks like for a kindergarten student?	Paula Chantel Regina Carter
11:30 AM (5 min)	Return to Library	
11:35 AM (20 min)	Brainstorm Session Action #1 Have groups of 4 at a table. Brainstorm their answers to this question: 1) What can Seattle Public Schools do to help child care providers prepare children for a smooth and successful transition to school? (handout attached) 　a) Assign a facilitator & recorder. Each table reports out their top two items from their list 　b) Collect 8 1/2 X 11 forms when report out is over	Ida

	Brainstorm Session Action #2
	    1) Evaluation and survey
	    2) Have each child care provider fill out the questionnaire/evaluation	

11:55 AM (1 min)	Closing remarks	Kathy
11:56 AM (2 min)	STARS Credit certificates are passed out when the evaluations are turned in (STARS & GSR evaluation)	Selena
11:58 AM (2 min)	Pass out book bags when people turn in their evaluation forms	Carlotta

Rainier View Elementary
Tasks for June 11, 2005
School Opens at 8:30 AM

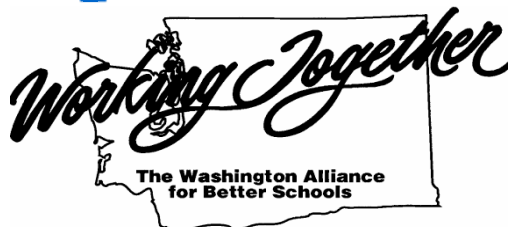|	
Prepare agenda	Jonelle will e-mail to everyone
Bring food, plates, coffee, cups, etc	Bea will purchase and bring Saturday morning
Emcee for event	Kathy Thompson
Registration, name tags, star credit	Selena and Carlotta
Clean up & set up (food, table, chairs)	Bea, Kathy, Ida and Carlotta (arrive at 8:30AM)
Bring kindergarten information & enrollment	Julia to bring this material from district office (someone needs to call her)
Bring immunization schedules	Ida
Ensure kindergarten teachers are ready	Paula Chantel Regina Carter Kathy
Bring How to Read to Children handout	Kathy
Bring Kindergarten Readiness Materials	Julia Matthews
Bring GSR Booklets (need more English versions)	Bea
Get book bags for giveaway	Kathy
Handle drawing for prizes	Kathy
Get index cards for 11:35 activity	Kathy
Make and post signs on building	Michael
Send in Star credits, reg & evaluations to Child Care Resources	Kathy
Send Star registration packet with registration forms and certificates to Kathy	Jonelle
Make coffee (cups, coffee will be purchased by Bea)	Michael
Print forms from collecting input	Ida
Print agenda & evaluation forms for event	Kathy

✍ End of sample ✍

Hawthorne Muir Getting School Ready Team
October 16 Saturday Workshop
<u>Sign -In Sheet</u>

	NAME	ORGANIZATION	ADDRESS	PHONE	E-MAIL	
1						
2						
3						
4						
5					**5**
6					**6**
7					**7**

▤ End of sample ▤

Getting School Ready!

The Washington Alliance for Better Schools

Agenda

Successful Kindergarten Transition

June 11, 2005

9:30 a.m.   **Welcome and Introductions**

9:45 a.m.   **What is the Getting School Ready Team Project?**

           Why is today important?

           Sharing expectations for today- Questions for index cards

10:00 a.m. **Kindergarten registration information**

10:15 a.m. **Tips from a Principal- Read Alouds**

 10:25 a.m. **Understanding Kindergarten requirements**

                -Social and emotional readiness

                -Early learning expectations

                 -Tips and strategies to help children be ready for

               Kindergarten

11:30 a.m.   **Next Steps:**

            - **Brainstorm Activity: How can our GSR team help Child   Care Providers ensure successful transitions to school?**

      -   **Evaluations**

                - **Free Materials**
                - **Drawing**

12:00 **End of session**

▤ End of sample ▤

Getting School Ready!

Child Care Providers Event
Rainer View Elementary
June 11, 2005
Brainstorm Sheet

Please list your responses to the question:

What could Seattle Public Schools do to help child care providers prepare children for a successful transition to school?

Getting School Ready: Rainier View Elementary
Child Care Provider Event
June 11, 2005

Child Care Providers' Questions
for Kindergarten Teachers

Note: At the beginning of the training, child care providers were asked to write on an index card up to three questions they have about kindergarten readiness. The most frequently asked questions were:

- *What do you expect children to know and be able to do when they come to kindergarten?*
- *What can parents and providers do to help children get ready?*

The cards are transcribed below.

1. Is it possible to come in and observe your class? For tips on curriculum, style etc.
2. How do you get parents involved with structured learning for the children?

1. Can you tell which kids come from a "quality" program?
2. How do you feel about early entry?
3. What is the MOST important thing we can do before the children leave us?

1. How do you deal with the size of the class?
2. How do you deal with different cultures and backgrounds?

1. What do the kids learn?
2. Can they go before five?

1. What are your expectations of a child ready for kindergarten?
2. What areas would you want the pre-K teachers to work more on with the children?

1. What is the expectation of the teachers on the kids' first day?
2. What size is the class?
3. How do the teachers deal with the different cultures on the first day?

1. What the kids are taught other than play time?
2. Are they taught colors, shapes and numbers?
3. Reading – recognizing – please and thank you?

1. What are your expectations of the child?
2. How can you tell if a child is ready for kindergarten?
3. What if there are social issues?

1. What is expected of child when he/she enters the classroom?

1. How do you handle controlling parents?
2. What do you want all new children coming to your classroom to have?
3. What do your children who leave your classroom have that they did not have when they entered your classroom?

1. What are you expecting the child to be able to do?
2. How do you deal with problem solving?
3. How do you incorporate the child's questions into the curriculum?

1. What do you expect a child to already know before kindergarten?
   - Tie his/her shoelace?
   - Know the sounds and forms letters of the alphabet?
   - Writer his/her name legibly?

1. What is the basic expectation for a child to enter kindergarten?
2. What should providers do if the child does not seem to be ready for kindergarten?

1. What expecting for education site?
2. What does the curriculum look like?

1. What do you do to calm the kids or assure them coming into a different environment?
2. Do you find most children have good social skills?

1. How do you keep the child's attention when it's something they don't really want to learn?
2. What are the requirements or expectations for children entering kindergarten?

1. What are your expectations?
2. How can parents/provider help?
3. What if the student doesn't meet expectations or requirements?

1. What do you do when a child gets up and starts doing something else during teaching time, and you tell them to sit down and they say "No"?

⧉ End of sample ⧉

Getting School Ready: Rainier View Elementary
Child Care Provider Event
June 11, 2005

Brainstorm:
How Providers Help Prepare Children for Kindergarten

What Providers Are Doing To Build Children's School Readiness Skills

- Writing and spelling names
- Letter and number recognition games
- Show and tell
- Story Time
- Listening to stories, singing songs
- Reading to know the ABCs, and the sounds of the words
- Teaching them to follow instructions by showing them how to
- Build self-esteem so that they are able to say anything or speak confidently
- Help build motor skills for writing and drawing
- Routines such as free playing, coat hanging, washing their hands
- Motivation: visit schools at lunch time, walk with kids to school bus, etc.
- Learn how to take turns
- Learn to raise their hands when they have a question
- Listening to instructor/teacher
- Interactive story telling
- Repetitive writing
- Acting out a story
- Being a role model
- Challenge the children to be focused when reading stories (by teacher or other students)
- Teaching by incorporating music and physical activities
- Make sure you have all the tools needed to encourage writing
- Allowing the children to tell stories
- Encouraging the kids to use names instead of boy or girl

1. Routine
   a. hanging up coats in the morning
   b. free play
   c. toileting/hand washing
2. Lay out the day
   a. Circle time
      * explain the day
      * stories
      * theme
      * review class rules

3. Table activities
  * art
  * handwriting
  * counting
  * puzzles
  * playdough
4. Free Choice
  * working in teams
5. Outdoor time
  * partner line up

Samples of Activities by Kindergarten Expectations

Note: Poster sheets had skill categories; child care providers added sticky notes with activities they are doing that help to develop that skill.

Geometric Sense
- Shape Game

Data Collection
- They can count how many kids chose to eat fruit each day
- Groundhog Day news report

Measurement
- Cooking is very important for measuring and sensory
- Writing down their height when they have grown between those years. Measuring their height and sharing with them.
- Making together with playdough and measuring
- Measure table length with pencils

Number Sense
- Toe counting using lines, and fingers
- Assorted shapes and colors
- Have them group shapes and colors
- Models of more than/less than filling of containers
- Unifix cubes

Algebraic Sense
- Clap patterns using names
- Number song i.e., five little monkeys
- Calendar: Counting days and patterns

Social Skills
- Everything has a place, so teaching the kids order is very important. There is a time and place for everything.
- Practice in the home, role-playing in the home responsibility
- How was your weekend (during circle time)

- Show and tell (circle time)
- Reading a book about school
- Solve problems
- Teamwork with others daily routine
- Teach them responsibility
- Games, playing school, practice
- Being responsible for putting daily work in their own folder

📄 End of sample 📄

Getting School Ready: Rainier View Elementary
Child Care Provider Event
June 11, 2005

Ways the School District Could Help Child Care Providers
Prepare Children for Kindergarten

Note: Child care providers were asked to write their response to the question: "What could Seattle Public Schools do to help child care providers prepare children for a successful transition to school?"

- To know what is expected for kindergarten.
- To know what is expected for kindergarten entry and requirements.
- Provide smaller classroom and more help for teacher.
- Make parents more aware of the child's education and needs.
- Invite us to visit, both as a group and also teachers separately, so we can share diaglogue concerning our children with kindergarten teachers.
- Prepare parents for what is expected for kindergarten.
- Training from the school district
- I believe it would be helpful for the providers to receive updates regarding curriculum; also supplies for preparing the children.
- Have at least two orientations for parent(s)—one the year before child is to enter school, the second six months before registration.
- Training workshops
- Curriculum and books
- Have training for child care providers.
- Training workshop
- Children need to help read.
- Teacher need to help child care providers prepare children for a successful transition to school.
- Provide a non-fee summer program for all children.
- Training workshops such as this one, child-based.

▤ End of sample ▤

Getting School Ready!

Rainier View Elementary
June 11, 2005
Evaluation

1. How helpful was this event in helping you learn more about Kindergarten
   expectations and successful transitions to school?

1	2	3	4
not helpful	somewhat helpful	helpful	very helpful

2. What was most beneficial to you today?

3. What could we have done better to meet your needs?

4. As a child care provider , would you be interested in attending another event?

   If yes – what topics would you like to focus on?

5. Comments:

▤ End of sample ▤

Outreach and Activities, cont.

Child Care Providers: 2. "StoryQuest" Early Literacy Presentation

Type:	Training event
Description:	An early literacy training event presented by Head Start (through the Puget Sound Educational Service District), with STARS credit offered. The team provided continental breakfast. The presentation, "Celebrating Beginning Language and Literacy," demonstrates a research-based method to enhance early language and literacy experiences for infants and toddlers. Door prizes: gift certificates at the local children's bookstore.
Results:	Good attendance; evaluations were positive.
Tips and Lessons:	Providers especially liked the hands-on activities and exercises, and requested more. They also liked hearing a short explanation of each of the resource materials presented so they could determine if it might be helpful to them. This presentation was easy for the GSR Team, since the StoryQuest presenters were responsible for the content.
▤ **See:**	• Sample 40: Invitation flyer for StoryQuest
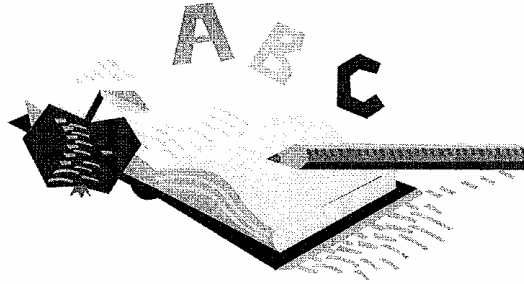
Successful Kindergarten Transitions

Free 2 hours of S.T.A.R.S. Training!!!
FREE DRAWINGS for educational materials!!!

The Getting School Ready Team
from Park Orchard ELEMENTARY would like to invite you to
join us for a fun learning opportunity

What: Learn about StoryQuest: "Celebrating Beginning Language and
Literacy " a research –based method to enhance early language and
literacy experiences for infants and toddlers.

When: Saturday, April 2, 2005
9:30a.m. - 12:00p.m. Continental Breakfast will be served!
Where: Park Orchard Elementary in Kent School district
(we will meet in the school library)
11010 S.E. 232nd St. Kent, WA 98031

To register go to www.childcare.org
or contact
Child Care Resources (206) 329-1011
or
Park Orchard Elementary (253) 373- 7473

📖 *End of sample* 📖

Outreach and Activities, cont.

Child Care Providers: 3. Understanding Learning Disabilities

Type:	Training event
Description:	Presentation, "Learning Disabilities and ADHD 101," by a speaker from the state Learning Disabilities Association. After the team submitted the presenter's outline, the program was qualified for STARS credit. The training provided an overview of learning disabilities in early childhood, behaviors that result, and accommodation strategies that child care providers can use. The team provided continental breakfast.
Results:	Good attendance. Child care providers gained a better understanding and experienced what children with learning disabilities go through when doing daily tasks of life. Child care providers learned several strategies to help improve their approach with ADHD children.
Tips and Lessons:	While it was important to bring in a knowledgeable speaker, the team members needed to brief the speaker in advance about the audience, the school readiness context, and what the audience was likely to want to know. In addition, the team had to get the speaker's bio and outline in advance in order to submit them for STARS eligibility. So the team's work was on the coordination end, not on the content.
🗐 **See:**	• Sample 41: Training description and agenda (from Learning Disabilities Association of Washington)

The Learning Disabilities Association of Washington

Learning Disabilities and Attention Deficit Hyperactivity Disorder
LD & ADHD 101 Training

This training will provide overview information about Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD). Participants will obtain a better understanding of LD/ADHD, how it presents, and how to use simple accommodations, strategies, and techniques. Special focus will be on early childhood LD/ADHD

LD 101 Training Objectives:

Participants will learn behavioral manifestations of both learning disabilities and Attention Deficit Hyperactivity Disorder individuals.

Participants will build an understanding of accommodations, strategies, and techniques.

Provide participants with practical consultation on service delivery problems associated LDs and ADHD

Agenda Topics:
- Definitions
- Causes
- Various kinds of learning disabilities (LD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Behaviors that can result from LD and ADHD
- Simple accommodations strategies, and techniques for childcare providers
- Risk factors related to LD and ADHD

▨ End of sample ▨

Outreach and Activities, cont.

Child Care Providers: 4. Provider Information Packets

Type:	Materials
Description:	A bag of information, resource materials and books given to providers during at least one of the events for child care providers. As an example, the Park Orchard bag contained: • School district booklet about kindergarten • U.S. Department of Education publication on promoting literacy in early childhood • *Getting School Ready* booklet • Alphabet cards (created by school district print shop) • Public library brochures on books for young children and about library story times • Brochure on developmentally appropriate toys for young children • Crayons (donated) • Early literacy/library bookmarks, key chains, stickers (donated) • Three soft-cover picture books (gently used, donated or from low-cost sources)
Results:	Child care providers left with ready-made materials and ideas to implement in their child care program.
Tips and Lessons:	As with the parent packets, this was a low-cost activity, since most of the materials were free or donated.
See:	Sources for Free and Low-Cost Materials and Books in Section V, below.

Step 6. Evaluate Progress and Celebrate

The pilot teams each had an evaluation discussion as part of their last meeting for the school year. In addition, all the teams gathered as a group for a celebration dinner and evaluation brainstorming. The key questions discussed were:

- What went well?
    - o In reaching parents?
    - o In reaching child care providers?
    - o In the teams?
- What could be improved?
- What ideas do you have for the teams in the future?

⧉ See:
- Sample 42: Agenda for final meeting of one team
- Sample 43: Agenda for celebration dinner of all teams

Getting School Ready!

Working Together

The Washington Alliance for Better Schools

Shoreline Children's Center and Meridian Park
Agenda
Monday
June 6, 2005

5:30 p.m.   **Welcome and Introductions**

                    Review minutes and agenda

5:40 p.m.   **Evaluation of the GSR strategies for improving transitions to kindergarten**

- **Review what the GSR team did over the year by strategies**
- **Discuss what worked well and why**
- **Discuss what we could have improved or done differently**
- **Discuss lessons learned and plans for next year**

                    Celebration and THANK YOU!

7:30 p.m.   **End of meeting**

▤ End of sample ▤

Getting School Ready!

The Washington Alliance for Better Schools

Getting School Ready
Neighborhood/School Teams Pilot Project
Celebration Dinner
June 2, 2005

I. Welcome – Jonelle Adams

II. Round-Robin Introductions – Everyone
   o Your name
   o GSR Team(s) you participated in
   o The funniest or most surprising thing that happened in your Getting School Ready work this year

** *Dinner* **

III. What have we learned? – Discussion
   o What went well?
   o What could be improved?
   o What advice do you have for future teams?

IV. Appreciation!

▨ End of sample ▨

Timeline

The timeline under which this project operated turned out to be very optimistic—conducting the project in seven months. A more realistic timeline would be a three-month start-up period, plus two full school years, as shown in Table 4 below.

The schedule below suggests beginning to organize and holding one meeting in the spring, then beginning in earnest for the school year starting that fall. This is to allow enough time for recruiting team members and to gather the team once before summer break.

The schedule also includes having the first outreach activity take place right away in the fall, so as to give the team members an immediate sense of accomplishment and action. In order to start right away, this first activity will need to be fairly simple to organize. One way to accomplish this is to tie it to an existing activity that the school does for parents—such as a back-to-school night, fall festival, fall open house, etc.

Table 4: Suggested (Possible) Timeline and Steps

Date	Activity
Start-Up Period	
March	Approach principal and get agreement to coordinate and host a GSR Team.
April–May	Principal and organizers recruit team members.
June	**Meeting 1 (Orientation)**. Agenda: - Introductions, team building, and orientation to the value of a GSR Team and how it might work. - Begin community strengths and issues brainstorming. - Set meeting schedule for next school year (Sept. – June)
July and August	Summer break – complete team recruitment if needed.
School Year One	
Date	Activity
September	**Meeting 2**. Agenda: - Complete strengths and issues discussion. - Discuss and add to Menu of Transition Practices (Sample #13 under Step 4 above). - Identify outreach opportunities presented by existing fall school events for parents, and plan first outreach activity for parents—What? When? Who? Why? How?
Between Sept. and Nov.	Conduct **outreach activity for parents** as part of an existing school or community event.
October	**Meeting 3**. Agenda: - Detailed planning for first outreach activity for parents, if it hasn't happened yet, or evaluation, if it has. - Review and add to Transition Practices ideas, and discuss possible

	outreach methods to use for parents and child care providers. • Begin planning first outreach activity for child care providers.
Between Oct. and Nov. meetings	Team members collect sample informational materials and resources to bring to November meeting.
November	**Meeting 4**. Agenda: • Share sample informational materials to consider including in information packets for parents and child care providers. • Decide on materials for the information packets, and make assignments to collect/create. • Identify outreach activity for child care providers, and create plan—What? When? Who? Why? How?
Between Nov. and Dec. meetings	Team members order/collect informational materials and resources for packets, and bring to Dec. meeting.
December	**Meeting 5**. Agenda: • Assemble information packets. • Construct outreach calendar for Jan. – June and identify possible activities.
January	**Meeting 6**. Agenda: • Detailed planning for child care provider outreach activity. Do invitation mailing, as needed. • Begin planning next parent outreach activity—What? When? Who? Why? How? • Assemble more information packets if needed.
January	Conduct **outreach activity for child care providers.**
February	**Meeting 7**. Agenda: • Evaluate child care provider outreach activity. • Detailed planning for next parent outreach activity. Invitation mailing as needed.
Feb. or March	Conduct **parent outreach activity**.
March	**Meeting 8**. Agenda: • Evaluate parent outreach activity if it has occurred. Continue planning if not. • Review and reassess outreach plan for the school year. Identify opportunities to tie in activities with kindergarten registration or year-end school activities. • Begin planning next child care provider outreach activity—What? When? Who? Why? How?
April	**Meeting 9**. Agenda: • Detailed planning for child care provider outreach activity. • Begin planning for any parent outreach to tie-in to year-end school activities or kindergarten registration.
April or May	Conduct **child care provider outreach activity**.

May	**Meeting 10**. Agenda:
	• Evaluate child care provider outreach activity.
	• Detailed planning for parent outreach for year-end or kindergarten registration.
May or June	Conduct **parent outreach activity** in conjunction with end-of-school-year activities or kindergarten registration.
June	**Meeting 11**. Agenda:
	• Celebration of accomplishments
	• Reflections on and evaluation of GSR Team experience. What worked? What could be improved?
	• Sign-ups for next year's team and/or recommendations for new people to invite.
June – August	Summer break – recruit new team members as needed.
School Year Two	
Date	**Activity**
September	**Meeting 12**. Agenda:
	• Review and update the community strengths and issues discussion from prior September.
	• Review prior year's list of outreach strategies, the activities conducted and evaluation from last year.
	• Identify outreach strategies to pursue this year (2 – 3 parent strategies and 2 – 3 child care provider activities) and draw up outreach calendar. (See Table 5 below.) There will be one outreach activity nearly every month from October through April.
Oct. – April	**Meetings 13. – 19**. Continue as in prior year with monthly meetings planning on a dual track for parent and child care provider outreach, and conducting two to three outreach activities for parents and two to three for child care providers.
May	**Meeting 20**. Agenda:
	• Review year's activities and draw out lessons learned and recommendations.
	• Discuss ideas and begin creating a plan for continuing the team's work over time.
June	**Meeting 21**. Agenda:
	• Adoption of the GSR continuation plan.
	• Celebration of accomplishments and awards for service.

Table 5. Sample Outreach Calendar (second year)

Month	Activity
Sept./Oct.	Parent outreach in conjunction with existing school or community event
Nov.	Child care provider outreach activity
Dec.	Parent outreach activity
Jan.	Child care provider outreach activity
Feb.	Parent outreach activity
March	Child care provider outreach activity
April/May	Parent outreach activity in conjunction with end-of-school or kindergarten registration

☀ V.   Resource Materials

Sources for Free or Low-Cost Materials and Books

Books

- **Goodwill stores** – The book section usually has a good selection of gently used children's books for $0.50 each.

- **U.S. Department of Education** – Free booklets on early learning. Titles include: *Helping Your Preschool Child,* and *Helping Your Child Become a Reader.* Download or order online at http://www.ed.gov/pubs/edpubs.html. Or order from Ed Pubs toll-free at 1-877-4ED-Pubs (433-7827).

- **Volunteers of America Family & Children's Services** – Provides free books for *non-school use* (i.e., early childhood programs, three- and four-year-olds). Books need to be picked up in person. Volunteers of America, 2801 Lombard Street, Everett, WA 98201; (425) 259 -3191.

Pamphlets, Bookmarks

- **CHILD Profile** – Brochure on how parents can sign up for the immunization registry, and receive free monthly health and safety mailings. 1-800-325-5599.

- **Children's Hospital and Regional Medical Center** – Brochures on child health and development; can provide materials for health fairs and events. (206) 987-5797; Community Education Program, Children's Hospital and Regional Medical Center, PO Box 50020/S-217, Seattle, WA 98145.

- **King County Library System** and **Seattle Public Libraries** – Pamphlets on books for young children, information on the story times they conduct. Contact your local library.

Suggested Web Sites

✓ **Child Care Resources**, http://www.childcare.org/
The nonprofit child care resource and referral for King County, Wash. Site includes information for parents about choosing child care and for providers on operating a high-quality child care program. Also includes information about community resources.

✓ **Early Literacy Outreach Project**, http://earlyliteracy.psesd.org/
A project of the Puget Sound Educational Service District. Offers information, classes and workshops for teachers and parents, and an e-newsletter.

✓ **Foundation for Early Learning**, http://www.earlylearning.org/
A statewide foundation supporting the profound learning children experience from birth through age five. Includes school readiness resources, information about local projects across the state, and resource information for parents and child care providers. Offers an e-newsletter on school readiness.

✓ **Getting School Ready**, http://www.gettingschoolready.org
A collaborative project in King County, coordinated by the Foundation for Early Learning, to help children get ready for kindergarten and schools get ready for the children in their community. Site includes the *Getting School Ready Guide,* information and presentations on school readiness, highlights of local projects, and links to other sources. Sign up for the Getting School Ready e-news at http://www.childrenshub.org/fel/E-message_Join.html?content_preview=e5uw3217tbj3j

✓ **SOAR, helping kids reach for the sky**
http://www.uwkc.org/ourcommunity/initiatives/children/default.asp
A community partnership in King County working to ensure that children succeed in school and in life. Site includes news and information about SOAR's work in four areas: (1) Supporting parents; (2) Improving early education and child care; (3) Helping kids prepare for success in school; and (4) Guiding youth. Includes the *King County Early Childhood and School Readiness Action Agenda.*

✓ **Talaris Research Institute**, http://www.talaris.org/
Provides parent materials on early childhood development based on the latest scientific studies.

✓ **Washington State Child Care Resource and Referral Network**,
http://childcarenet.org/
A network of 18 local child care resource and referral programs serving every county in Washington state. Site includes information for parents on choosing child care and for providers on operating a high-quality child care program. Site also includes all the materials from the Washington School Readiness Summit held in November 2004.

VI. Sources

Ahearn, Charles, Donna Nalley and Christy Cabson, eds. 2000. *Continuity in Early Childhood: A Framework for Home, School, and Community Linkages.* Regional Educational Laboratories' Early Childhood Collaboration Network.

Boethel, Martha. 2004. *Readiness: School, Family, and Community Connections.* National Center for Family and Community Connections with Schools. Annual Synthesis 2004. Austin, Texas: Southwest Educational Development Laboratory.

Bowman, Barbara T. 2002. "Ready to Learn in School," remarks to Getting School Ready Conference 2002. www.gettingschoolready.org.

Carnegie Corporation of New York. 1994. *Starting Points: Meeting the Needs of Our Youngest Children.* New York, NY: Carnegie Corporation.

Child Trends. December 2000. *Background for Community-Level Work on School Readiness: A Review of Definitions, Assessments and Investment Strategies.* Summary of recommendations from the National Education Goals Panel.

Ewing Marion Kauffman Foundation. 2002. *Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children.* http://www.kauffman.org/

Henderson, A. T. and K. L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement.* National Center for Family and Community Connections with Schools. Annual Synthesis 2002. Austin, Texas: Southwest Educational Development Laboratory.

Miedel, W. T. and A. J. Reynolds. 1999. "Parent Involvement in Early Intervention for Disadvantaged Children: Does It Matter?" *Journal of School Psychology*. 37(4), 379-402.

National Education Goals Panel. 1997. *Getting a Good Start in School.* Washington, D.C.: National Education Goals Panel.

Pianta, Robert. 2003. "Ready Schools." National Governors' Association Conference Presentation.

Pianta, Robert C. and Marcia Kraft-Sayre. 2003. *Successful Kindergarten Transition: Your Guide to Connecting Children, Families and Schools.* Baltimore, Md.: Paul H. Brookes Publishing Co.

Public Health – Seattle & King County. 2002. "The Science of Early Childhood Development: A Summary Report of From Neurons to Neighborhoods."

Resnick, L. B. 1994. *The Importance of Transitions.*

Shonkoff, Jack. 2000. *From Neurons to Neighborhoods: The Science of Early Childhood Development.* Institute of Medicine, National Research Council. Washington, D.C.: National Academy Press.

Shore, Rima. 1997. *Rethinking the Brain: New Insights into Early Development.* New York, NY: Families and Work Institute.

Storch, S. A. and G. J. Whitehurst. 2001. "The Role of Family and Home in the Literacy Development of Children from Low-Income Backgrounds," in P. R. Britto and J. Brooks-Gunn, eds., *The Role of Family Literacy Environments in Promoting Young Children's Emerging Literacy Skills.* New Directions for Child and Adolescent Development, No. 92. San Francisco, Cal.: Jossey-Bass.

Wang, M. C., J. Oates and N. L. Weishew. 1995. "Effective School Responses to Student Diversity in Inner-City Schools: A Coordinated Approach." *Education and Urban Society*, 27 (4), 484-503.

Wells, C. B. 1985. "Preschool Literacy-Related Activities and Success in School," in M. P. Olson, D. N. Terrance and A. Haldyard, eds., *Literacy, Language and Learning: The Nature and Consequences of Literacy.* Cambridge, England: Cambridge University Press.

F:\Getting School Ready\Pilot GSR Team\Local Teams Handbook\handbook final.doc