



Pilot Study: Preschool to Kindergarten Connections

Rose Fienman, MT-BC & Alex Zepeda, MPH



Pilot Study: Preschool to Kindergarten Connections

Prepared by Rose Fienman, MT-BC & Alex Zepeda, MPH
Research and Evaluation Department
Los Angeles Universal Preschool

July 2014

Overview

Transition to kindergarten is one of the first major events in a young child's life, and it sets the stage for the child's elementary school education. Research has shown that early academic performance and social skills development are indicative of a child's later success; therefore, a successful kindergarten transition is important (Patton & Wang, 2012). The modest positive effects on academic achievement and social performance shown in students who have participated in transition activities are magnified for students from low-income families (Patton & Wang, 2012). Research has also indicated that children are at greater risk for low academic performance and poor socialization if they do not experience a successful transition (LoCasale-Crouch, Mashburn, Downer, & Pianta, 2008). Rapid adjustment to kindergarten also allows the students to take advantage of learning opportunities and students who adjust quickly may have higher levels of academic performance than peers who took longer to become comfortable in the kindergarten environment (LoCasale-Crouch, Mashburn, Downer, & Pianta, 2008). Successful kindergarten transitions begin before the kindergarten school year (Patton & Wang, 2012). The characteristics of a successful kindergarten transition include a preschool visit to a kindergarten classroom, a kindergarten teacher visiting the preschool classroom, individualized communication between families and schools, and a collaborative approach to transition among the various adults in a child's life (Patton & Wang, 2012).

However, this transition to kindergarten can be difficult for both children and parents. Children must go from receiving social and emotional support from parents and teachers in preschool to "the academic rigor and expectations of a school setting" (Patton & Wang, 2012). Parents and families may have the desire to educate themselves more about their child's academics, while navigating the new school system and potentially dealing with transportation challenges to get their child to and from school (Patton & Wang, 2012).

Los Angeles Universal Preschool (LAUP) has encouraged and assisted preschools in the network to provide kindergarten transition support to children and families. LAUP is a non-profit organization funded by First 5 Los Angeles and First 5 California, whose mission is to provide access to quality preschool to four-year-old children in Los Angeles County. Since 2004, LAUP's network of preschools has served more than 100,000 children by preparing them for kindergarten and later success.

During the 2014 program year, LAUP's Parent Engagement and Resource Specialists (PERS) conducted Transition to Kindergarten workshops for preschool providers, who, in turn, presented the workshop to parents at their site. These workshops included what children are expected to know upon kindergarten entry, tips for parents for a smooth transition, and information and options on choosing an elementary school. Prior to this new program, PERS presented these workshops directly to parents when requested by the preschool providers. Also, LAUP Quality Support Coaches have guided interested providers on collaborating with local kindergarten programs to develop transition activities. As a result, the types of transition activities can vary greatly from site to site. In an effort to begin to understand the transition activities among the preschools within LAUP's Provider Network and feeder kindergarten programs, LAUP conducted a pilot study.

Evaluation Approach

The Quality Enhancement (QE) preschool sites under the Child Signature Program (CSP) were used in the pilot study to investigate the supports for transition to kindergarten that exist in the field. CSP is an eight-county initiative funded by First 5 California. CSP includes 12 QE sites, which are preschools that were already a part of LAUP's Provider Network. With CSP, these sites receive enhanced services through LAUP. Each site has at least one Family Support Specialist (FSS) assigned to the site and also receives coaching support from an Early Education Expert (EEE). The appendices provide a detailed description of data collection and analysis procedures.

This pilot study focused on the following research questions:

1. What supports exist to help families transition from LAUP to kindergarten?
2. How has LAUP contributed to establishing and maintaining these supports?
3. What differences are observed between LAUP and non-LAUP families upon entering kindergarten?
4. How can LAUP improve the kindergarten readiness of children and families/ improve the transition from preschool to kindergarten?

In terms of the supports that currently existed in the field, all 12 of the QE sites have some type of transition plan in place to help families transition from LAUP to kindergarten.

All 12 sites provide information on local schools, information on registration dates for school, and support for parents in the process of enrollment. This support may take on different forms, from language assistance to explaining the options for kindergarten education. Ten of the sites provide one or more transition workshops for parents, and two of these providers indicated that these workshops are provided by LAUP. Eight of the sites offer kindergarten visits for the children, and seven of those sites welcome the parents on those visits, as well. Seven of the QE sites offer all six of the supports: kindergarten visit for children, kindergarten visit for parents, provide information on registration dates, provide school information, support for parents, and provide transition workshops. On average the sites provide five types of transition support. Results are summarized in Table 1.

Table 1. Transition Supports at the QE Sites

Types of Transition Supports	# of Preschool QE Sites	% of Preschool QE Sites
Kindergarten visit for children	8	67%
Kindergarten visit for parents	7	58%
Provide registration dates	12	100%
Provide school information	12	100%
Support for parents	12	100%
Provide transition workshop	10	83%
Transition workshop by LAUP	2	2%

Eleven of the 12 sites had a transition relationship with at least one local elementary school, and three sites described transition relationships with multiple schools.

Six of the sites reported that the preschool teachers had a relationship with the kindergarten teachers regarding curriculum and standards. Key informants also reported on the relationships before becoming an LAUP site and at the present time. Four of the sites reported positive changes since becoming an LAUP site, two reported negative changes, five reported no change and one was unable to report as the teacher had not been at the site prior to LAUP. The results are summarized in Table 2.

Table 2. Transition Relationships at the QE sites

	Number of Preschool QE Sites	Percent of Preschool QE Sites
Relationship with elementary school	11	92%
Relationship regarding curriculum	6	50%
Positive change with LAUP	4	33%
Negative change with LAUP	2	17%
No change with LAUP	5	42%
Transition plan	12	100%

As relationships are multifaceted and difficult to quantify, the data can be enhanced by reading the key informants’ own explanations of the various relationship themes. The majority of the interview questions were

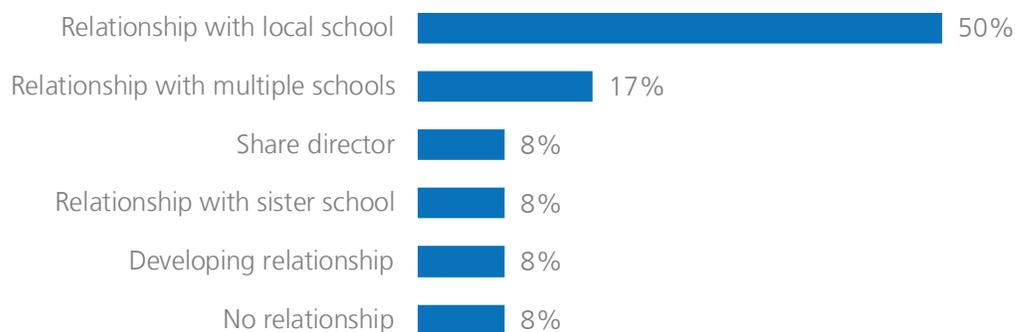
open-ended, and the in-person format allowed for in-depth descriptions of the relationships between the QE sites and the elementary schools, as well as descriptions of the relationships between the preschool teachers and the kindergarten teachers. The interviews also captured information about these relationships both before and after becoming an LAUP site. A selection of quotations from the field appears in Table 3.

Table 3. Quotations from QE Providers about Relationships

Relationship Themes	In The Field
Relationship with Elementary Schools	"We have an informal relationship with one official meeting about common core standards."
Relationship Regarding Curriculum	"The school uses common core, so the preschool will transition their instruction as well."
Positive Change with LAUP	"...has enhanced, parents are more informed than before." "LAUP staff has provided guidance on what to ask for the teachers." "There wasn't any [relationship with the school]. Before LAUP, this was just a childcare."
Negative Change with LAUP	"Used to have a school-readiness staff member..."
No Change with LAUP	"[site] has longevity in the community, schools would do outreach."

The nature of these relationships is described in Figure 1, which shows the differences among sites. The preschool that does not have a relationship with a local school reported that the local school district is "hostile" to independent preschool providers. Interestingly, the FSS placed at this preschool site has had some success forging a relationship with the district in the last few months.

Figure 1. Descriptions of Relationship between QE Site and Local Elementary School



Six of the sites reported that they have relationships with kindergarten teachers regarding curriculum and standards.

In addition to this, preschool and kindergarten teachers at one of these six sites discuss children’s Individualized Education Plans (IEPs). These kindergarten teachers observe children in preschool and preschool teachers

observe children in kindergarten. The nature of these relationships is described in Table 4, which shows the variety of relationships that exist within the LAUP provider network.

Table 4. Descriptions of Relationships with Kindergarten Teachers Regarding Curriculum and Standards

	Number of Preschool QE Sites	Percent of Preschool QE Sites
No direct relationship	3	25%
No direct communication	1	8%
Developing relationship	1	8%
Direct communication	5	42%
Teacher observations across classrooms	1	8%
Preschool children visit kindergarten often	1	8%

There were mixed reports regarding LAUP’s role in changing the nature of site’s relationships with elementary schools.

Eleven schools were able to report on this; one key informant was not as she had not been at the site prior to LAUP’s involvement. Four sites reported positive change with LAUP, two reported negative change with LAUP, and five reported no change with LAUP. Positive changes included the ability to become a preschool site from a childcare site, more access to schools, and guidance on how to work with schools. The negative change stemmed from the fact that these two sites had had a transition specialist through First 5 LA prior to LAUP’s involvement and that this role no longer exists.

Two of the four kindergarten teachers in the study reported that they had a relationship with the current preschool teachers and aides at their elementary school.

To learn about the kindergarten teachers’ perspective about existing supports for children and families transitioning from preschool to kindergarten, they were asked about their relationship with the LAUP preschool teachers as well as about the types of activities they are involved in with the preschool teachers. One kindergarten teacher indicated that the LAUP teacher consults her about what children will be learning in the following year, while the other said their relationship is limited to the preschool class transition visit to her kindergarten class, with communication occurring primarily through their principal. Another kindergarten teacher stated she had a relationship with the previous preschool teacher at her elementary school but does not have a relationship with the current preschool teaching staff. One of the kindergarten teachers did not have a relationship with the onsite preschool teaching staff. Also, none of the kindergarten teachers report having a relationship with any of the local preschools outside of their elementary school. However, one kindergarten teacher said that a small group of children from a local preschool did visit her classroom; unfortunately, she did not know the name of the preschool or teacher that led this group.

Table 5. Kindergarten Teachers’ Relationship with Onsite Preschool Teachers

	Number of Kindergarten Teachers	Percent of Kindergarten Teachers
No relationship	1	25%
Past relationship	1	25%
Current relationship	2	50%

Kindergarten teachers reported that communication regarding curriculum and standards with the preschool teachers was limited in the two cases where it did occur.

At one school, kindergarten teachers share their matrix that determines what children will be learning throughout the school year with the preschool teacher, however, there is no formal communication. Another communicates information on standards through their principal. The remaining two kindergarten teachers do not communicate with the preschool teachers regarding curriculum and standards.

Table 6. Communication Regarding Curriculum and Standards

	Number of Kindergarten Teachers	Percent of Kindergarten Teachers
No communication	2	50%
Communication via principal	1	25%
Informal direct communication	1	25%

Kindergarten teachers reported that transition activities were also limited.

At one school, kindergarten teachers share their matrix that determines what children will be learning throughout the school year with the preschool teacher, however, there is no formal communication. Another communicates information on standards through their principal. The remaining two kindergarten teachers do not communicate with the preschool teachers regarding curriculum and standards.

Table 7. Transition Visits from LAUP Preschool

	Number of Kindergarten Teachers	Percent of Kindergarten Teachers
Current transition visit	1	25%
Past transition visit	1	25%
No transition visit	2	50%

The four kindergarten teachers in the study indicated that they have not received any information on the LAUP children prior to having them in their classes.

This would be one way to ensure a smoother transition for children. However, one teacher said that the kindergarten teachers at her school had recently asked the principal if the preschool teachers can complete a short profile on the children entering their classes. The profile would include information about what the child knows, what he was taught, his behavior and any concerns about the child. This is similar to what the kindergarten teachers provide the students' first grade teachers. The principal has ensured the teachers that they will receive profiles of the students entering their classes this fall. Another teacher mentioned that it would be helpful for her to know about the children's school readiness and experience with preschool at the beginning of the year.

Although the teachers were generally able to distinguish which children attended LAUP, it was difficult to recall the differences in kindergarten readiness.

In order to learn about kindergarten readiness of the LAUP children, kindergarten teachers were asked about whether they can distinguish the children who attended LAUP preschool from the other children, and talk about differences in kindergarten readiness among those children and families who participated in LAUP and those who did not. Two kindergarten teachers felt that LAUP children and families are well prepared for kindergarten. Specifically, they felt that "LAUP parents understand what the kindergarten teachers are asking for" and that parents are expected to help their children learn and complete their homework. In addition, they

expressed that LAUP parents are very responsible when it comes to ensuring that their children do their assigned work. On the other hand, one teacher said she did not notice a difference because many of her parents are not involved.

Two kindergarten teachers noticed that children with preschool experience (LAUP or other preschool) do come in to kindergarten more prepared than other children because they know some skills, such as how to hold pencils, crayons and scissors, and they understand the classroom structure and are able to socialize more easily and appropriately. When kindergarten teachers compared LAUP children to other children with preschool experience, two noted that LAUP children were better prepared. One kindergarten teacher indicated that she felt LAUP children were a little better prepared and that parents prefer that their child to go to the LAUP preschool; in addition, she felt the LAUP children who are dual language learners enter kindergarten with a better understanding of their first language, Spanish. Research shows that children with strong first language skills are more ready and able to learn a second language. (August & Shanahan, 2006). However, this seemed to create a challenge for the kindergarten teacher in the sense that she has to teach the Spanish-speaking children English. Another kindergarten teacher noticed that the most recent group of LAUP children in her kindergarten came in with a strong number sense and excelled in math concepts.

One teacher noted that LAUP children may come in more well prepared than other children, however, in order for children to keep up with the quick learning pace of kindergarten parents need to work with their children. She felt that the child's success is dependent on whether the parent dedicates time to help their child learn. Similarly, another teacher felt that those children from LAUP whose parents are involved in their education do enter kindergarten better prepared. Those with uninvolved parents are not as ready.

The kindergarten teachers identified the following needs among the children and families they work with:

- 1. Expectations of children in kindergarten.** Two teachers mentioned the need to provide parents with updated information about what children are expected to do in kindergarten prior to starting kindergarten. Parents are often surprised at the first kindergarten parent meeting when they learn what is expected. Some parents express concern about their children's ability to perform all the new skills.
- 2. Importance of preschool and kindergarten.** Two teachers also identified the need to educate parents on the importance of preschool and kindergarten. Teachers felt that parents do not understand that preschool and kindergarten provide a foundation for children's future education. Children who fall behind in kindergarten continue to struggle in school.
- 3. Parent involvement.** Parents also need to learn about the importance of parent involvement in their children's education. This includes being involved in the school, knowing what is occurring and helping their children with their homework. Specifically, one teacher said that parents need to learn that they should guide their children so that they learn the skills and discipline to do their homework.
- 4. Parenting classes.** One teacher felt the problem was that parents did not know how to discipline their children so that they do their homework and practice their reading. She suggested that parents may need parenting classes.
- 5. English language classes for parents.** Two teachers identified the need for English language classes for parents. They felt that language is sometimes a barrier to parents understanding what is expected of them and their children. Also, this is a barrier to parents who would like to help their children with homework but are not proficient in English.

All four kindergarten teachers seemed interested in improving the communication and relationship with the preschool teachers.

All thought that formal meetings with the preschool teachers to discuss their curriculum and standards would be helpful and would help the children and parents transition to kindergarten. The frequency and timing of these meetings, if they occurred, varied from teacher to teacher.

Discussion

The results show that there are varying levels of support for LAUP families transitioning to kindergarten. Ideally, all LAUP families would have access to a high level of kindergarten transition support on the site of their child's preschool program.

It is encouraging to see that all 12 of the QE sites provide information on local schools, information on registration dates for school, and support for parents in the process of enrollment. Support for parents generally took the form of language assistance and explaining school options (e.g., the difference between charter and public schools). Ten of the 12 sites also have transition workshops, and the two that do not responded that the LAUP Family Support Specialists plan to hold workshops this coming year. Eight of the sites provide the opportunity for their students to visit kindergarten classrooms, and seven of those sites also include the parents on the kindergarten visit experience.

From the perspective of the four kindergarten teachers at one school district, transition activities vary from school to school. Little to no transition supports were reported among the four teachers. Two kindergarten teachers had relationships with the preschool teachers on the same campus, two teachers had some communication about curriculum and standards with the preschool teachers, and only one teacher participates in transition visits. However, the relationship between the preschool teachers and kindergarten teachers seemed to be dependent on the preschool teacher. Evidence of this can be observed in the case where the kindergarten teacher had a relationship with the previous preschool teacher but not the current preschool teacher. While the kindergarten teachers were open to a relationship with the preschool teachers, kindergarten teachers may not think about initiating relationships with the preschool teachers. In fact, one teacher at the end of the interview said, "I didn't know how important it is for us to communicate with them, too...If they know what we're looking for, then when we get the kids they will come in with higher skills."

Parent involvement emerged as an important factor in children's kindergarten readiness and success in kindergarten. It is one of the areas of need among parents, according to kindergarten teachers. It is somewhat tied to the other areas mentioned, knowledge of kindergarten expectations and understanding the importance of preschool and kindergarten. Parents who have a high level of involvement in their child's education are more likely to be aware both of kindergarten expectations and the importance of early education and kindergarten. As such, it seems like a key area to focus on as LAUP plans on how to improve preschool to kindergarten connections.

Recommendations

Program staff should continue to encourage preschool teachers to develop a relationship with kindergarten teachers. Although most preschools had relationships with the local elementary schools, the level of communication varied. The most common transition activities did not require direct collaboration and communication with kindergarten teachers. Kindergarten teachers in the study seemed open to building relationships with preschool staff and were interested in meeting about curriculum and standards, but are not likely to initiate a relationship.

The Train the Trainer workshops on Kindergarten Transition and School Choice should also emphasize the importance of preschool and kindergarten as a foundation for their education. In addition to reviewing the expectations for kindergarten readiness, the workshop should mention how the expectations will change once their children are in kindergarten. Connections between the kindergarten readiness benchmarks and the skills children will be gaining in kindergarten may need to be more explicit. This will assist parents in understanding that preschool is laying the foundation for kindergarten and preparing them for the expectations for the kindergarten readiness of their children. Messages about the importance and effect of parent involvement should also be included in the workshops.

Program staff should consider developing a workshop for preschool staff on parent involvement in order to address the need kindergarten teachers identified. Research shows that parent involvement is linked to improved student academic achievement (Loucks, 1992). Parent involvement in preschool programs is likely to influence their involvement in kindergarten and possibly beyond. One study found that preschool programs not only prepare children for transition to kindergarten but also prepare parents. It noted the

following three processes by which parents become involved in their child's education (Kreider, 2002):

- 1. Leadership.** Leadership and learning opportunities in preschool programs can build parents' confidence in getting involved once their child is in elementary school.
- 2. Patterns of practice.** Routines of parent involvement established in preschool can carry over to kindergarten.
- 3. Trusting relationships.** "Comfort and skills communicating with educators and the educational system can be fostered among parents through meaningful relationships" with preschool staff.

In addition to these processes, the importance of parent involvement in their children's school success should be emphasized and communicated throughout the preschool program. This may be a key way to encourage parent involvement and improve kindergarten transition.

An online study may reduce the time and effort needed to expand this study to the LAUP provider network. The providers and teachers in this study served as a pilot group for investigating the kindergarten transition support within the LAUP network as a whole. As the data collection for this portion of the study took a considerable amount of time and effort, due to interviews taking place at the provider sites, another method of data collection may be more effective in reaching the LAUP provider network at large. An online survey based on the structured interview form would be an option, as it can be completed in a short period of time. This method could also include an incentive to encourage informants to complete the survey.

Differentiating surveys by work position would provide a more complete picture of what supports are occurring. One additional aspect that could provide interesting and beneficial information would be to complete parallel surveys for each preschool site: one completed by the site owners, administrators and directors, and one completed by teachers. This study could even go one step further and inquire with a selection of parents at each site to see if all kindergarten transition services are visible and accessible to LAUP families. An additional component could be to survey one kindergarten teacher with which each preschool has a connection.

Because facilitating successful transition to kindergarten is an important aspect of an LAUP preschool education, it is necessary to continue examining the kindergarten transition supports currently available in the field. Examining how the relationships between the preschool and kindergarten teachers have been initiated and developed may provide important information to help preschools in building connections with kindergarten teachers. By understanding the current picture, LAUP can work to improve the kindergarten transition supports across the network and help start children off on the right foot as they enter kindergarten.

References

- August, D. and Shanahan, T. (2006). *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kreider, H. (2002). *Getting Parents "Ready" for Kindergarten: The Role of Early Childhood Education*. Harvard Family Research Project. Retrieved from: <http://www.hfrp.org/content/download/1164/48669/file/kreider.pdf>
- LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T., and Pianta, R. C. (2008). *Transition practices from preschool to kindergarten*. University of Virginia: Curry School of Education. Retrieved from: http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Transitions.pdf
- Loucks, H. (1992). Increasing family/ parent involvement: Ten ideas that work. *NASS Bulletin*, 76(543), 19-23.
- Patton, C. and Wang, J. (2012). *Ready for success: Creating collaborative and thoughtful transitions into kindergarten*. Harvard Family Research Project. Retrieved from: <http://www.hfrp.org/content/download/4287/116636/file/ReadyForSuccess.pdf>

Appendix A

Methodology

The Quality Enhancement (QE) preschool sites under the Child Signature Program (CSP) were used in the pilot study to investigate the supports for transition to kindergarten that exist in the field. CSP is an eight-county initiative funded by First 5 California. CSP includes 13 QE sites, which are preschools that were already a part of LAUP's Provider Network. With CSP, these sites receive enhanced services through LAUP. Each site has at least one Family Support Specialist (FSS) assigned to the site and also receives coaching support from an Early Education Expert (EEE).

In the study, preschool staff at LAUP preschool programs and kindergarten teachers was interviewed. The CSP intern conducted 12 on-site in-person interviews with preschool teachers or preschool administrators at 12 of the QE sites. Only 12 sites were included because the final QE site is an infant/toddler program and does not have a need for kindergarten transition supports. The majority of these sites were non-profit preschool centers (8). Two were family child care homes, one was a for-profit preschool center and one was a preschool program within a school district.

In addition, four kindergarten teachers at elementary schools where LAUP has preschool programs were interviewed. Due to the challenges of recruiting kindergarten teachers, teachers interviewed were from one school district. Interviews were done in person or on the phone. The qualitative data obtained from the preschool and kindergarten interviews was analyzed for themes using Atlas.ti. Quantitative tables were also exported from the qualitative data. Full results are included in this report.

In fall 2013, the study participants from the QE sites were recruited by the CSP intern with the assistance of the FSSs assigned to each site. The data was collected at each of the 12 preschool sites through structured interviews with key informants. These informants included 9 preschool administrators and 3 preschool lead teachers from the QE sites.

In January 2014, attempts were made to recruit the kindergarten teachers from the elementary schools where preschool informants had connections. Due to a lack of response, kindergarten teachers were recruited from the school districts that have several LAUP preschool programs. LAUP's primary contacts, the preschool administrators, were asked to assist LAUP in recruiting kindergarten teachers in order to get kindergarten contacts and gain the buy-in of the school districts. Because responses and time were limited, data was only collected from four kindergarten teachers, each at different schools within the same school district. Structured interviews were conducted with the four kindergarten teachers. Kindergarten teachers received a \$35 gift card to Lakeshore Learning Store to thank them for their time.

The preschool interviews were structured by five questions. The interview questions are included in Appendix A. The interviews were all conducted in person at the preschool sites by the CSP intern. The intern took notes while the key informants were speaking but did not obtain audio recordings of the interviews. The notes were then entered into Word documents for analysis.

Similarly, kindergarten teacher interviews were structured by nine questions. The interview questions are included in Appendix B. The interviews were conducted in person or on the phone and were recorded. The audio recordings were transcribed.

The notes and transcriptions of the interviews were imported into Atlas.ti for coding. The 16 primary documents were coded and some of the qualitative data was exported into quantitative tables, which are included in the results section.

Appendix B



Kindergarten Articulation/Transition Questionnaire For Preschool Administrator/ Teacher

1. Does the site currently have a plan for transition?

Yes No

If yes, please describe:

2. Does the site have a relationship with the local elementary school and/or school district?

Yes No

If yes, please describe:

3. Do you have any of the following available?

- Information on local elementary schools
- Information about registration dates for school
- Kindergarten visit/tour for children
- Kindergarten visit/tour for parents
- Transition workshop for parents
- Support for parents in the process of enrollment (paperwork, etc)
- Other : _____

4. What is the relationship between the preschool teacher(s) and kindergarten teacher(s) regarding curriculum and standards?

5. What was the relationship between the preschool and the elementary school(s) prior to becoming an LAUP site?

What is the relationship between the preschool and the elementary school(s) at present?

Appendix C



Kindergarten Transition/Articulation Interview Questionnaire For Kindergarten Teacher

Name: _____ Date: _____

Thank you for agreeing to speak with me about your connections to LAUP. This interview should take about 30 minutes. Please know that you do not need to answer any question you are not comfortable answering, and you may end the interview at any point. Your identity will not be revealed except to key staff in our office. I will be tape-recording our conversation so that I can accurately capture what you share with me. I will leave my business card in case you have any questions after the interview.

[Start recorder]

Do I have your permission to tape record?

1. Please describe your relationship with _____ (LAUP QE site).

The length of the relationship:

Communication regarding transition/articulation:

Activities you are involved in:

Do you have a relationship with any other preschool sites?

2. What communication exists between the kindergarten teacher(s) and _____ (LAUP QE site) preschool teacher(s) regarding curriculum and standards?

3. Do you have ideas for how communication and relationships between your school and (LAUP QE site) might be improved?

4. Describe the information you receive prior to a child's arrival in kindergarten. (e.g., DRDP scores, ASQ scores, other tests, parent survey, communication with families, etc.)

What records do you keep while children are in kindergarten?

5. Are LAUP children and families well-prepared for kindergarten?

Do you notice any differences between LAUP families and those that are not?

With regard to level of engagement with the school, school experience

6. Describe any differences in developmental gains between LAUP children and non-LAUP children throughout the kindergarten year.

Those who have been identified for IEPs:

Those who are dual language learners:

7. What needs do you see among children/families entering kindergarten?

8. What do you think LAUP could do to improve the kindergarten readiness of children and families?

9. Do you have any additional comments?