

SECOND ANNUAL



Ohio Family Engagement

— LEADERSHIP SUMMIT —



*CHARTING NEW
TERRITORIES*
in Family Engagement



THE OHIO STATE
UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
Family
Engagement
Center

— at The Ohio State University —



The Schoenbaum Family Center *and*
Crane Center for Early Childhood Research and Policy

.....

Bridging early childhood education and kindergarten transition: Best practices for preschool, elementary school and family partnerships

Anneliese Johnson, M.S.
A. Sophie Rogers School for Early Learning



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

The Schoenbaum Family Center and Crane Center for

Early Childhood Research and Policy:

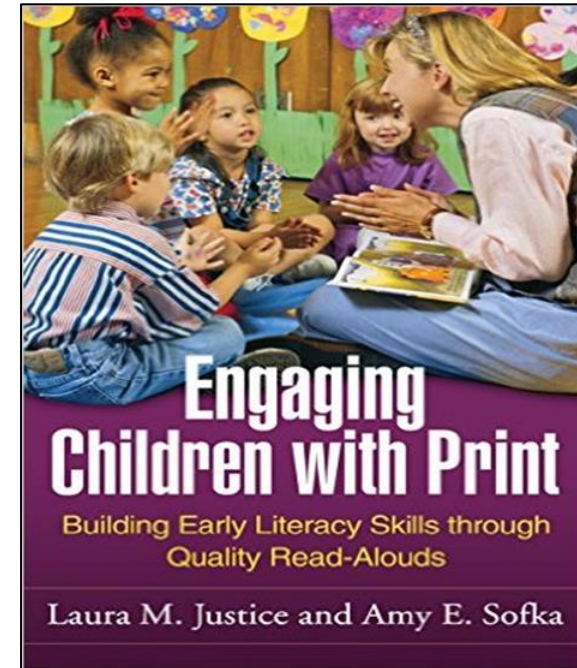
*Partnering to improve children's well-being through research, practice and
policy*



A. Sophie Rogers
School for Early
Learning



SFC Community
Programs



Crane Center for Early
Childhood Research
and Policy



A. Sophie Rogers School for Early Learning

- Located in the Weinland Park neighborhood of Columbus
- Mixed-income model of early education
- Student field placements
- Research opportunities
- Archival and active research projects





Objectives for our discussion today

- Reflect on the varied experiences of children and families prior to kindergarten?
- Examine data for the following:
 - What is readiness for children?
 - What is readiness for families?
 - What is readiness for elementary schools?
- Review evidence-based ways to support/prepare for kindergarten transition?
- Learn from each other
 - What works, what needs growth





Early Care and Education (ECE) in Franklin County: The ECE Landscape Study (2021)

- About half of children 0-5 had care outside of the home
- Of that half, about 85% were in an ECE program
- Remaining 15% were in private home care
- Remaining half were cared for in own home





Readiness for Children

- Based on chronological age
- “Redshirting”
- May be a vast developmental difference in 60 months vs 72 months
- ‘Readiness’ not a property of the child, but a reflection of the preschool preparation of a child, the kindergarten preparedness to welcome that child, the family recognition of the transition and their ability to manage those differences (Pianta & Kraft-Sayre, 2003)





Readiness for Children

Social foundations

- Perspective-taking
- Following routines
- Working with others
- Organization

Language and literacy

- Vocabulary
- Print awareness
- Phonological awareness





Readiness for families

- Recognition of the differences between home and K and school and K
- Emotional significance of transition to K
- Loss of daily communication with school/teachers
- Stress of determining before/after care, transportation
- New school calendars
- Age-appropriate conversations





Family Experiences

Participation in transition activities

Barrier	Percentage of parents reporting the barrier
Have a work schedule that interferes	74
Choose not to participate	17
Need child care	17
Lack transportation	16
Have a school schedule that interferes	14
Do not know others at school	14
Feel uncomfortable at school	9
Have health problems	9





Family Experiences

Impressions of transition activities

Table 5.2. Transition activities that families participated in and found useful

Transition activity	Percentage of families participating	Percentage of families who used the activity and found it helpful
Having the child visit a kindergarten classroom	96	99
Meeting with a kindergarten teacher who is going to be the child's teacher	80	89
Meeting with the elementary school principal	79	95
Taking a tour of the school	78	100
Talking with preschool staff about kindergarten	76	99
Visiting the kindergarten classroom	68	97
Talking with other parents of the child's classmates	68	97
Participating in elementary schoolwide activities	58	100





Readiness for elementary schools

- It is schools' job to be “ready” for a child if they are age-eligible
- KRA data, lots of different district screeners, teacher individual screeners
- Supporting that wide developmental range with high-stakes
- Informational night or fairs about school choice in winter prior to entry
- School orientations for K, social events, school supplies in the weeks/days before school starts





Readiness for elementary schools

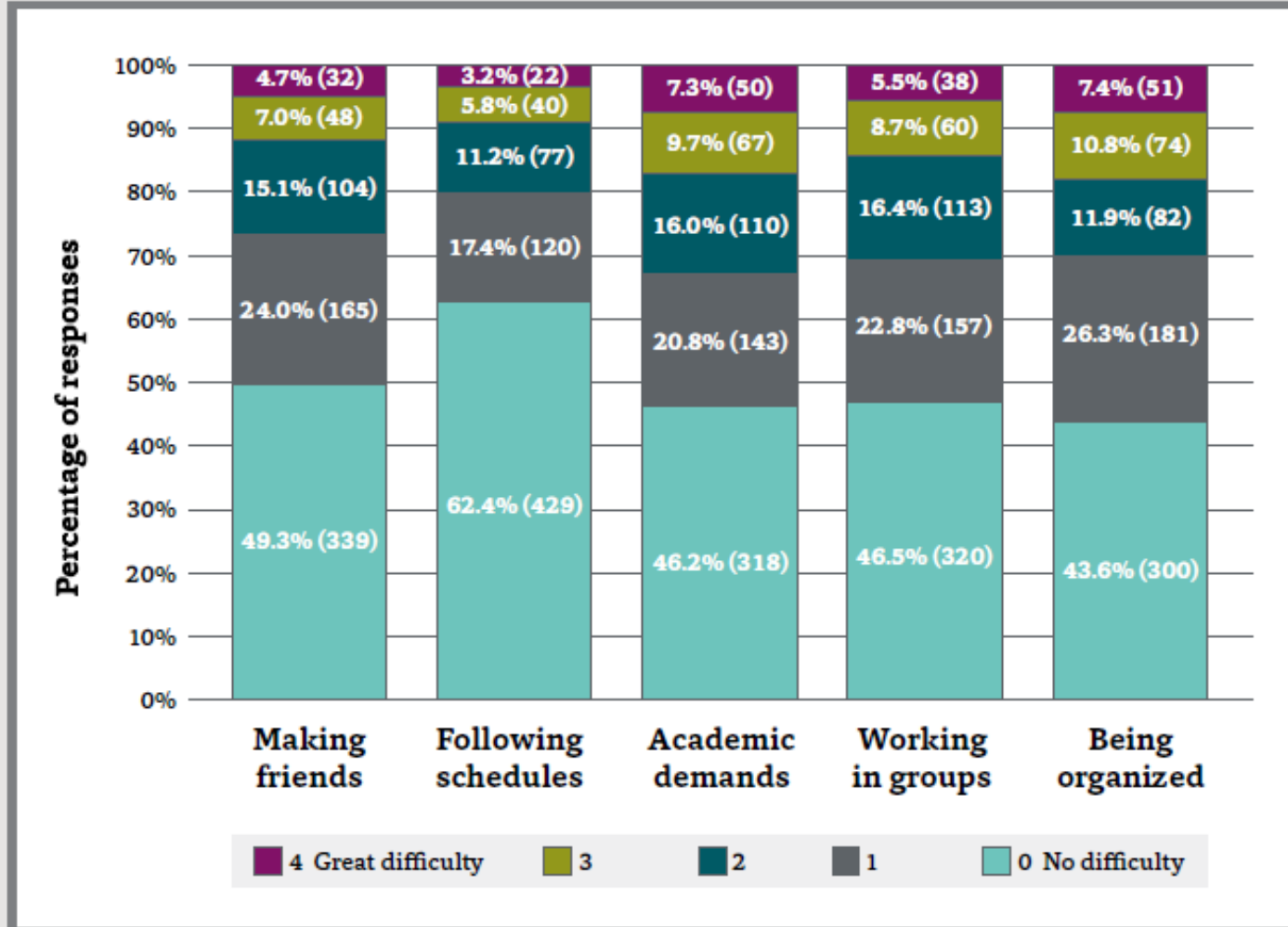
Table 2.2 Teachers' barriers to participation in transition activities

Barrier	Percentage of teachers reporting the barrier
Activity requires work in summer that is not supported by salary	43
Class lists were generated too late	38
Parents are not interested or able to participate	30
Activity takes too much time	22
Transition practices plan is not available in the school/district	16
Funds are not available	14
Most parents who need the activity cannot be reached	14
Concerned about creating negative expectations	8
Visiting students' homes is dangerous	8
Choose not to do it	8
Contact with parents prior to the start of school is discouraged	3



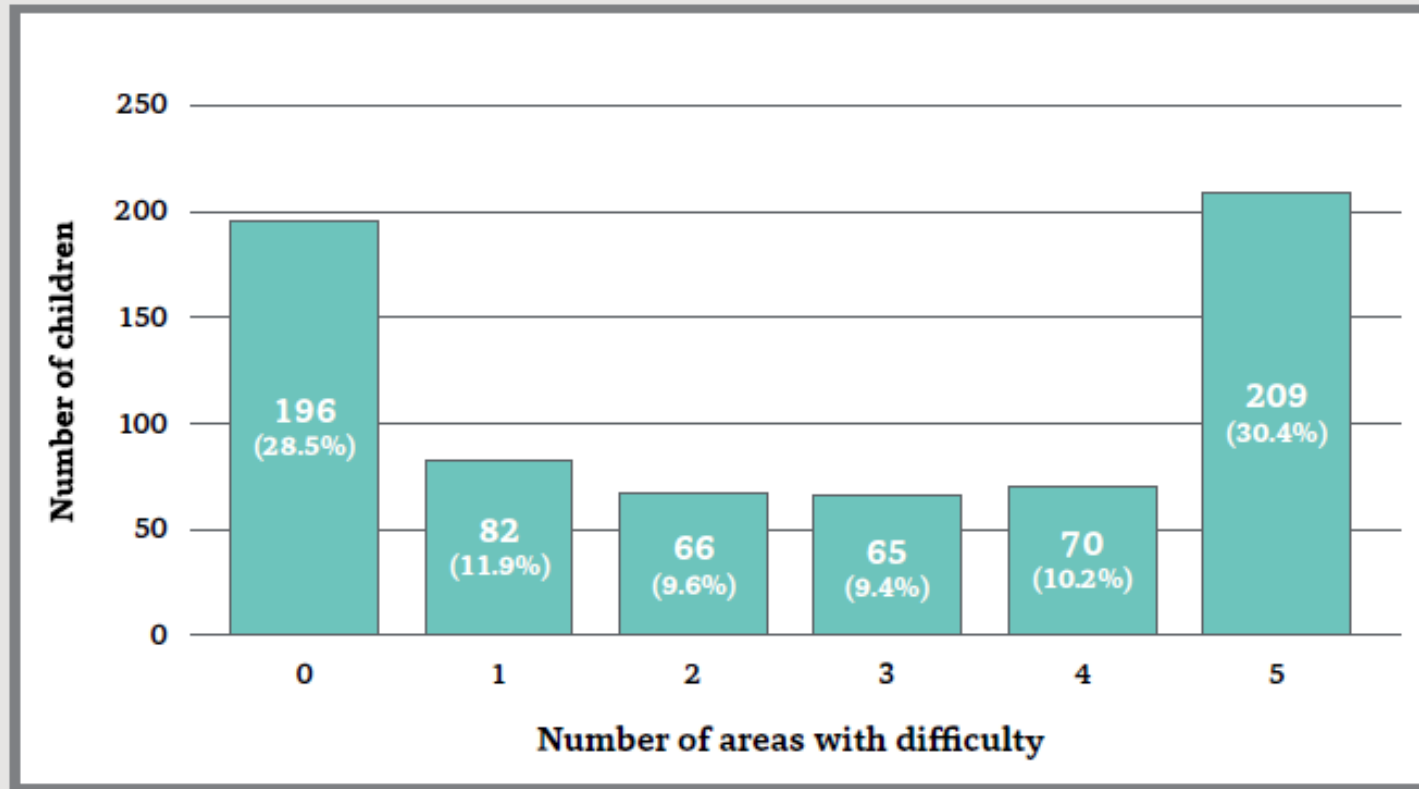


▼ **Figure 1:** Teacher-reported challenges in transitioning to kindergarten: Percentage (counts)





▼ **Figure 2:** Percentage of children experiencing 1 to 5 areas of difficulty





Best Practices in Kindergarten Transition

- Family-school connections
 - Assess family needs, family meetings at school, orientation sessions
- Child-school connections
 - Practice K routines in preK, K teachers visit preK, visit K
- Peer connections
 - Purposeful classroom assignments, connections with future peers
- Community connections
 - Interschool collaboration about programs/practices, build policies related to transition





The Schoenbaum Family Center *and*
Crane Center for Early Childhood Research and Policy

Additional tools and resources for families?

Tools available in at CETE's website: ohiofamiliesengage.osu.edu

[Our Guide to Choosing a School in Ohio](#)

[Back to School Planning Tool for Families](#)

[Children's books about kindergarten and transition](#)

Family Engagement Center and Schoenbaum Family Center's
[RealTalk](#) series



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY



Recommendations

- Investment in transition coordinator role or responsibilities
- Investment in time to coordinate a plan that works for your school/community
- Link early childhood education to later child outcomes and investment in school for families and educators
- What has worked for your area?
- What did you hope to learn from others?





The Schoenbaum Family Center *and*
Crane Center for Early Childhood Research and Policy

Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, & schools*. PH Brookes.

Purtell, K. M., Valauri, A., Rhoad-Drogalis, A., Jiang, H., Justice, L. M., Lin, T. J., & Logan, J. A. (2020). Understanding policies and practices that support successful transitions to kindergarten. *Early Childhood Research Quarterly*, 52, 5-14.

Purtell, K., Jiang, H., Justice, L. M., Lin, T.-J., Logan, J., (2020). It's a struggle: Transitioning children into kindergarten. Columbus, Ohio: Crane Center for Early Childhood Research and Policy & The Ohio State University.

Schanzenbach, D. W., & Larson, S. H. (2017). Is your child ready for kindergarten. *Education Next*, 17(3), 18-24.

Early Care and Education (ECE) in Franklin County: The ECE Landscape Study (2021).



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY



THANK YOU FOR WATCHING!

OhioFamiliesEngage.osu.edu



Ohio Statewide
**Family
Engagement
Center**

—at The Ohio State University—



Ohio Statewide Family
Engagement Center



OhioSFEC@osu.edu



[@OhioEngage](https://twitter.com/OhioEngage)



[@OhioEngage](https://www.instagram.com/OhioEngage)

