

Early Learning Division

Kindergarten Readiness Partnership & Innovation Grants

Annual Outcomes Survey Summary Report: January – December, 2017

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Key Findings

Shared Professional Development

↑ More [professionals of color](#) participated in Shared PD in year 3

After participating in shared PD...

- ↑ Consistent increase in:
- Understanding expectations for school readiness
 - Understanding early learning experiences
 - Appreciation for early learning providers' (ELPs) role in school readiness

↑ ELPs feel more equipped to help children develop school readiness skills

↑ ELPs & K-12 staff strongly agree that time spent together is useful

Family Engagement

↑ More [families of color](#) participated in family engagement events in year 3

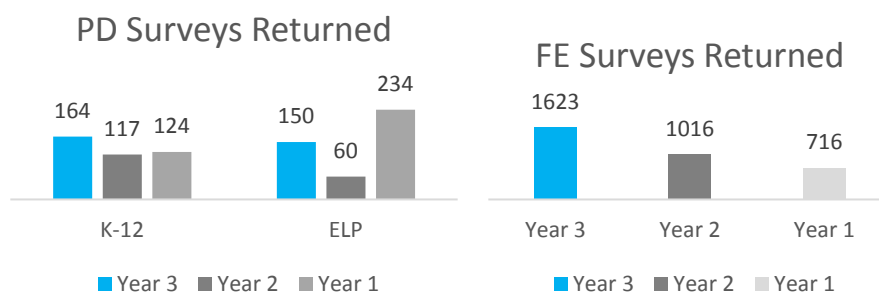
After participating in FE events...

- ↑ Consistent increase in:
- Parents' confidence to support reading and math
 - Parents feeling prepared to help their child transition to kindergarten

Activities across Hubs

The third full year of funding of prenatal to third grade (P3) alignment work through the Early Learning Division's Kindergarten Readiness Partnership and Innovation (KRPI) grant program began in January 2017. Much of the work in the new grant year was a continuation of activities from 2016. However, some new programming opportunities emerged in different regions across the state (e.g., new Play and Learn groups, new professional learning teams). Some professional development (PD) opportunities, including Professional Learning Teams (PLTs), and family engagement (FE) programming, such as Ready for Kindergarten Workshops and Play to Learn groups, began earlier in the 2016-17 school year and wrapped up during the first quarter of this year. Thus, responses from these types of activities were included in the 2017 year. At the conclusion of ongoing, multi-session shared PD¹ and FE offered around the state, program participants were asked to complete a retrospective survey about their experiences in the program or training. As evidenced by Figures 1 and 2, Early Learning Hubs are either offering more ongoing programming for professionals (with the exception of year 1 for early learning providers) or the Outcomes Surveys are being collected from more participants, or both. Across 22 different programs, 314 Shared PD Outcomes Surveys were completed, 150 from early learning providers and 164 from K-12 staff. One thousand six hundred and twenty three (1623) parents/caregivers participating in 33 different FE programs completed the Family Events Outcomes Survey. Table 1 illustrates the breakdown of Outcome Surveys submitted by each Hub through December 2017. What follows is a summary of the results from the Shared PD and Family Events Outcomes Surveys administered during Year 3 compared to results from Year 1 and Year 2 of KRPI funding.²

Figure 1. Number of Outcomes Surveys Administered by Early Learning Hubs.



¹ Shared PD includes Professional Development opportunities where both Early Learning Providers and K-12 Teachers/Staff are present.

² Year 1 = 2014, Year 2 = part of 2015 and all of 2016, Year 3= 2017. If data were entered after the close of the data entry period, they were included in the following year.

Table 1. Year 3 Shared PD and FE Outcomes Surveys Submitted by Early Learning Hubs

Grantee	PD		FE
	ELP	K-12	
Blue Mountain ELH	PLT - Conscious Discipline (13) Total: 13	PLT - Conscious Discipline (27) Total: 27	
Clackamas ELH	Opal School Visitation Days (1) Opal School Symposium (4) Opal School Reading the World (1) Emotional Regulation (4) Intro to Early Literacy Strategies (7) KPI Programming (15) Language and Literacy (59) Total: 91	Guided Demonstration Site Visit (9) Emotional Regulation (4) In Service Story Workshop for K Teachers (5) Total: 18	Winter Playgroup Sessions (7) Parent Education-Emotional Regulation (9) Kinder Playdate (73) Parent workshop (2) Intro to Early Literacy Strategies (5) Jumpstart to Kinder (44) KPI Programming (8) Little Chippers for School Success (5) Aprende & Disfruta en Familia (17) Total: 170
Eastern Oregon ELH			Parent Engagement Session (84) Total: 84
EL Multnomah			EKT (5) Total: 5
EL Washington County			ABC Nurturing Parenting (5) Abreindo Puertas (12) Juntos Aprendemos (26) Ready for Kindergarten (8) Ready, Set, Kindergarten (21) Total: 72
ELH of Central Oregon		Regional PreK-3 Leadership Team (7) Elementary Design Team (18) Total: 25	Kindergarten Spaghetti Feed (26) Total: 26
ELH of Linn, Benton, Lincoln			
Four Rivers ELH			
Frontier ELH			
Lane ELA			KITS (389) Total (389)
Marion & Polk ELH, Inc.	PLC (4) Early Learning Division (17) Total: 21	Early Learning Division (11) Total: 11	Nurturing Parenting (17) Abriendo Puertas (28) Ready for K (153) Family Literacy Class (4) Opening Doors (2) Kindergarten Readiness (14) Making Parenting a Pleasure (42) Total: 260
Northwest Regional ELH			Kinder Camp (89) Mrs. Laura LaMarsh (1) Total: 90
South Coast Regional ELH			
South-Central Oregon ELH			Play to Learn (124) PreK Academy (16) Ready for K (198) Total: 338
Southern Oregon ELH	PAX Training (4) Total: 4	PAX Training (65) Total: 65	Kaleidoscope (9) Spring Family Night (5) Family Celebration (5) Total: 19
Yamhill ELH	Growing Early Mindsets (21) Total: 21	Growing Early Mindsets (18) Total: 18	Transition Camps (29) Kinder Jump Start (103) Ready for Kinder (38) Total: 170
Totals	Programs: 13 Survey Respondents: 150	Programs: 9 Survey Respondents: 164	Programs: 33 Survey Respondents: 1623

Shared Professional Development Outcomes Survey Results

In year 3...

✓ 150 ELPs & 164 K-12 staff completed surveys

↑ More professionals of color participated in Shared PD

↑ Consistent increase in understanding of:

- School readiness expectations
- Children's early learning experiences

During quarters 1-4 of the 3rd year of KRPI funding, 6 Early Learning Hubs administered the Shared PD Outcomes Survey to assess what skills and knowledge were gained through programming as well as attitude changes made as a result of participation. A total of 314 surveys were completed by early learning providers and K-12 staff. The results are summarized below.

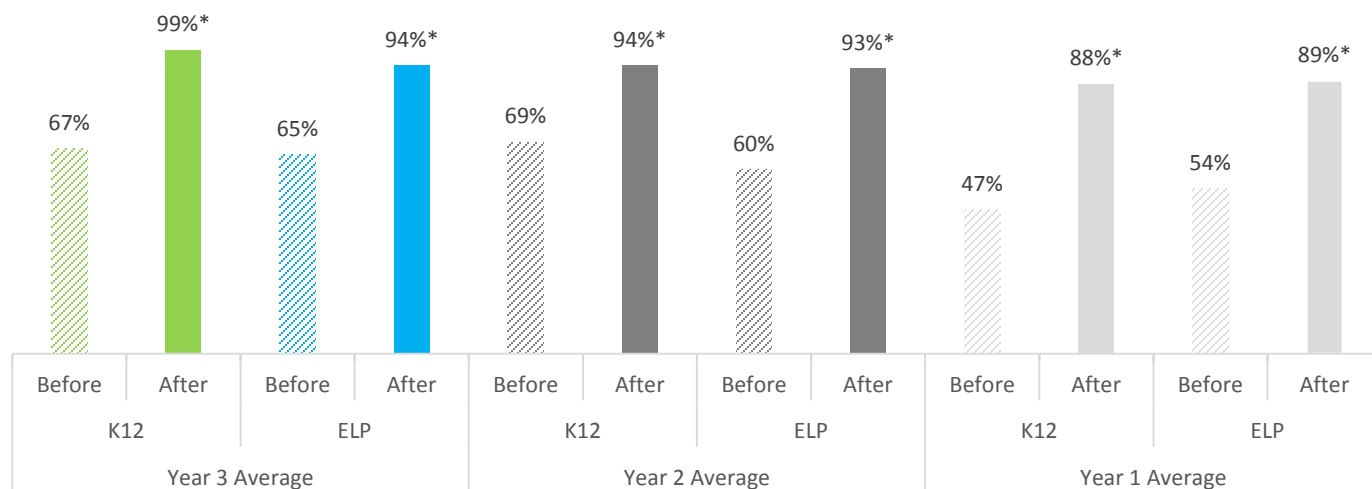
The majority (77%) of professionals participating in the PD opportunities self-identified as White, 20% identified as more than one race/ethnicity, and 2% identified as African American. Data shows an increase in professionals of color participating in shared PD events in Year 3 (22%) over Year 2 (10%). This increase is primarily from more participation of early learning providers of color in Clackamas (n=37 providers of color, 44%) and Marion (n=14 providers of color, 65%) counties (refer to Appendices A and B). Early learning providers and K-12 staff reported working with children from diverse backgrounds and with different needs, including children from low socio-economic backgrounds, dual language learners, children with developmental disabilities and behavioral issues, and children who have experienced trauma.

Results from Years 1 and 2 of KRPI funded shared PD were compared to results from this funding year. First, participating professionals were asked about what they knew about experiences and expectations for children in preschool and kindergarten *before* participating (pre-test) in the PD activity and *after* participating (post-test; see Figure 2). There were no significant differences in the amount of change in attitudes between the three years, suggesting that there was similar growth across years. As illustrated in Figure 2, across all three years, early learning providers knew significantly more about expectations for school readiness after participating in the PD activity where K-12 teachers were present. Additionally, there was much growth, nearly 50% increase, in K-12 teachers' understanding of children's early learning experiences *after* participating in the shared PD program. This increase was also statistically significant for all three years of data.

Figure 2. Percent of Early Learning Providers/K-12 Staff that somewhat agree and strongly agree on early learning experiences and expectations for school readiness.

ELP: I understand what kindergarten teachers expect from children when they start school.

K-12: I understand the kinds of child care and early learning experiences children in our community have before they start school.



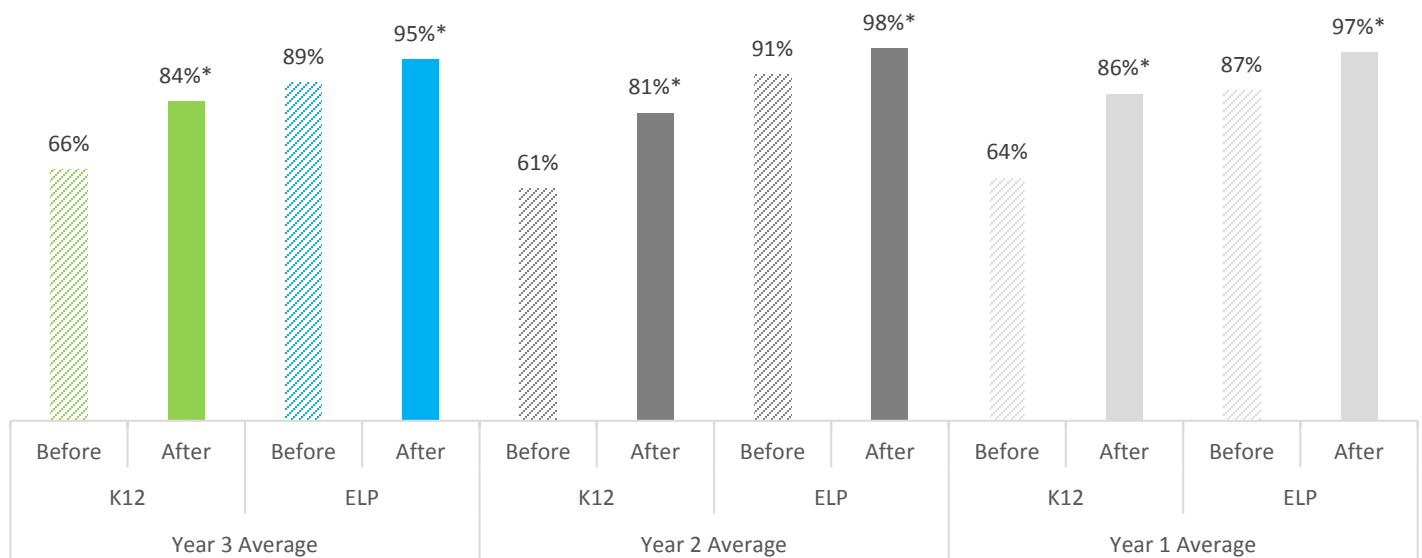
*There was a significant increase from pre- to post-test.

Participants were also asked about their attitudes related to the work of early learning providers preparing children for elementary school. *After* participating in shared PD, there was significantly greater recognition by K-12 staff that early learning providers work with children in ways that help develop skills needed in elementary school (see Figure 3). There is also a small but statistically significant increase in early learning providers who agree that the work they do with children is geared towards developing skills to prepare children for kindergarten; however, the large majority (89%) of early learning providers already believed that they were preparing children for kindergarten prior participating in the shared PD. There were no significant differences in growth from year to year for early learning providers and K-12 staff; growth in this area has stayed fairly consistent over the three years.

Similar to previous years...
 ↑ Increase in appreciation of ELPs role in developing school readiness skills

Figure 3. Percent of Early Learning Providers/K-12 Staff that somewhat agree and strongly agree on skill development through early learning experiences.

ELP: I do things with children in my work to help them develop the skills they need to be ready for school.
K-12: Early learning providers in our community help children develop the skills they need to be ready for school.



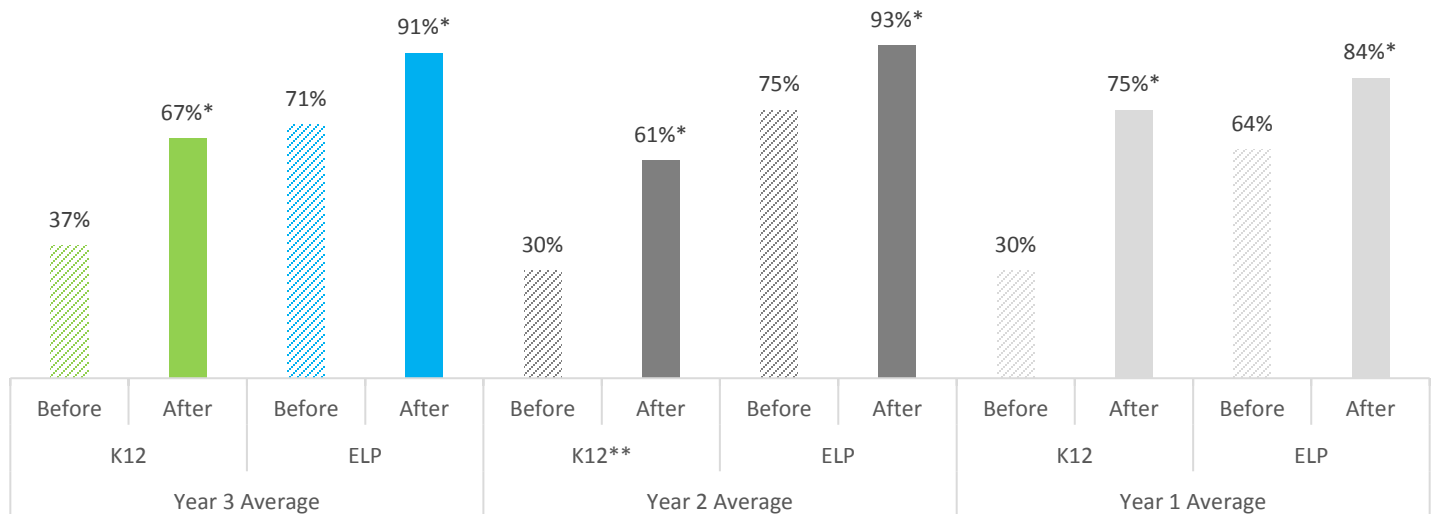
*There was a significant increase from pre- to post-test.

Similar to previous years...
 ↑ ELPs felt more equipped to help children develop school readiness skills

Through shared PD opportunities over the last 3 years, K-12 staff feel that early learning providers know significantly more about what children need in order to be prepared for kindergarten *after* having participated in shared PD. As seen in Figure 4, while year 1 showed significantly more increase from pre- to post-test, significant gains were also made in years 2 and 3. Early learning providers also reported feeling significantly more equipped to help children develop school readiness skills *after* participating in the PD program. For early learning providers, there was no difference in growth from pre- to post-test between the three years of data collection.

Figure 4. Percent of Early Learning Providers/K-12 Staff that somewhat agree and strongly agree on meeting school readiness expectations.

ELP: I have the skills and tools I need to support children and families to transition to kindergarten successfully.
K-12: I feel that early learning providers in my community understand my expectations for school readiness.



*There was a significant increase from pre- to post-test.
 **Year 1 showed significantly more growth for K-12 staff compared to years 2 and 3.

Early learning providers and K-12 staff were also asked about the frequency of opportunities to meet with each other for P3 alignment work and how useful they felt it was to their work. About half of K-12 staff from Years 2 and 3 reported having opportunities to meet with early learning providers; this was only a slight decrease from Year 1 (see Figure 5). As seen in Figure 5, 53% of early learning providers reported having opportunities to interact with kindergarten teachers in their community in year 3. While differences were not statistically significant, this is an improvement over reports in Year 1 (48%). Reflecting improvements in early learning providers' understanding of expectations for school readiness, 76% of early learning providers found that spending time with kindergarten teachers was useful to their work (see Figure 6). Many K-12 teachers (73%) also felt that interacting with early learning providers was useful to their work.

🔄 About half of ELPs and K-12 have opportunities to interact

🔄 ELPs & K-12 staff agree that time spent together is useful

Figure 5. Percent of Early Learning Providers/K-12 Staff that somewhat agree and strongly agree on having opportunities to interact with one another.

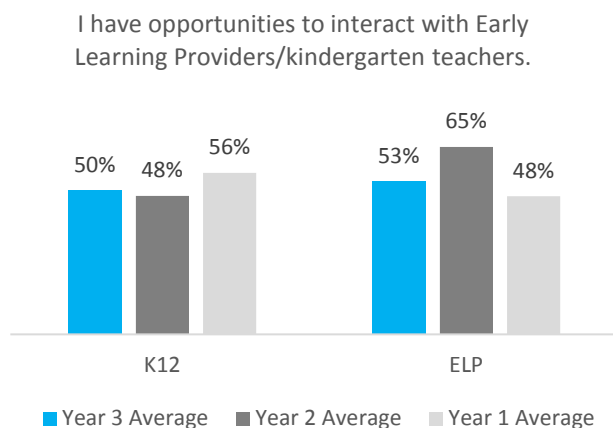
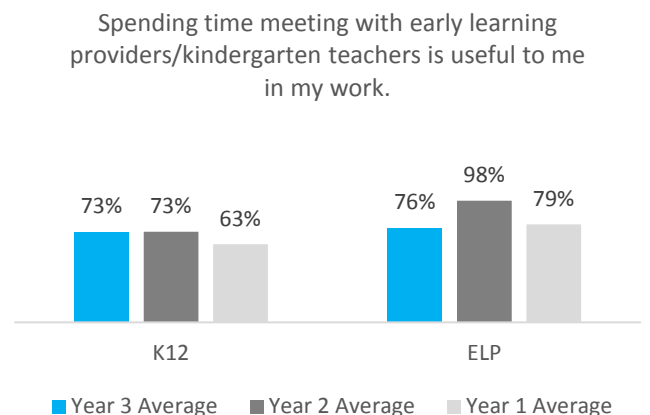


Figure 6. Percent of Early Learning Providers/K-12 Staff that somewhat agree and strongly agree on benefits to spending time with one another.



Detailed survey responses for early learning providers and K-12 teachers/staff by Early Learning Hub can be found in Appendices A and B, respectively.

Family Events Outcomes Survey Results

In year 3...

✓ 1623 families completed surveys

↑ More families of color participated in FE events

The tables and figures below represent data collected from parents and caregivers participating in FE activities in January through December 2017.

As seen in Table 2, KRPI funding supported ongoing family engagement activities that served about 2 out of 5 families that identified as non-White, most of which self-identified as Latino. This increase was primarily from more participation of families of color in Clackamas County (n=50 participants of color, 37%), Eastern Oregon (n=46 participants of color, 55%), Lane County (n=100 participants of color, 27%), Washington County (n=58 participants of color, 83%), and Marion & Polk Counties (n=137 participants of color, 78%). More information on demographics by Early Learning Hub

can be found in Appendix C. Most families who participated in family engagement events spoke English (73%) in the home; however, over one quarter of families spoke languages other than English. Sixteen percent (16%) of families spoke Spanish in the home, and 11% spoke multiple languages. Only 6% of families served reported that they are on a waitlist for early education opportunities such as Head Start or Early Head Start.

Table 2. Demographic Information for Participating Families.

Child's Race/ Ethnicity (%)		Language Spoken at Home (%)	
White	62%	English	73%
Latino/Hispanic	25%	Spanish	16%
More than 1 Race/Ethnicity	12%	Multi-Lingual	11%
Asian	0.5%	Families on Early Head Start/ Head Start Waitlist (%)	
African American	0.4%	No	94%
Native Hawaiian/Pacific Islander	0.3%	Yes	6%
Other	0.1%		
Native American	0.2%		

In addition to basic demographic information, the FE Outcomes Survey asked families to reflect on skills, knowledge, and beliefs related to school readiness *before* (pre-test) and *after* (post-test) participating in the FE series. The percentage of parents/caregivers that “definitely agreed” to survey items in Year 3 (on a 5-point scale from 1 “Definitely Disagree” to 5 “Definitely Agree”) can be found in Table 3 below. As can be seen in Table 3, parents/caregivers endorsed all survey items *after* participation, suggesting that they and their child are more prepared for school entry after participating in the events. The most growth was made in relation to parents’ confidence to support reading and math skills at home as well as general preparedness to help their child transition into kindergarten. This finding is not a surprising as nearly half (46%) of all ongoing family engagement events this year were related to the transition to kindergarten.

As seen in Table 4, 60% of parents/caregivers strongly agreed that the FE program provided them with opportunities to meet and make connections with school staff. However, fewer than half (41%) of participating families across the state strongly agreed that they had the opportunity to make connections with other parents during the ongoing FE events. Connections made with teachers/school staff and other families varied by FE activity; some FE programs were not aimed at facilitating these kinds of connections and instead focused on working with parents to support learning and development in the home.

In year 3...

↑ Increase in parents’ confidence to support reading and math

↑ Increase in parents feeling prepared to help their child transition to Kindergarten

	Before	After
I know that school attendance is important to my child's academic success.	84%	93%*
I feel confident in knowing how to best promote my child's reading at home.	49%	75%*
I feel confident in knowing how to best promote my child's math skills at home.	39%	62%*
I am prepared to help my child enter kindergarten.	57%	82%*
My child is comfortable at the school.	50%	74%*
I feel welcome at the school.	69%	86%*
My child is ready to start kindergarten.	45%	70%*
My child gets along with other children in a group (shared, takes turns, does not hit or argue).	49%	68%*
My child understands and can follow rules.	50%	68%*

*There was a significant increase from pre- to post-test.

Table 4. Family engagement connections made by Early Learning Hub.

This program helped me make connections with other parents.	41%
This program helped me make connections with teachers and staff.	60%

Similar to previous years...

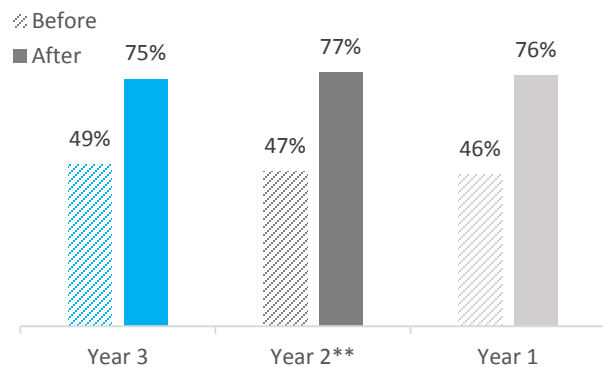
↑ Increase in children feeling comfortable at school

↑ Parents feeling welcome at school

Year 3 parent/caregiver responses on the FE Outcomes Survey were compared to data collected in years 1 and 2 of KRPI grant funding. Some differences in survey responses across years can be seen. While families participating in ongoing events/activities across all three years of data collection reported feeling more confident in their ability to best promote their child’s reading at home *after* participating in the family engagement series, the increase from pre- to post-test was significantly higher in year 2 compared to year 3 (Figure 7). Across all three years, more families also strongly agreed that their child more felt comfortable at the school *after* participating in a FE series (Figure 8). Year 2 showed the most amount of growth in the child’s comfort from pre- to post-test.

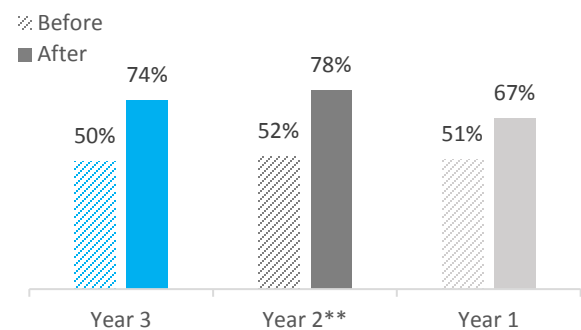
When looking across the three years of parent/caregiver FE Outcomes Survey data, parents and caregivers reported feeling more welcome at their local school as a result of participating in the ongoing FE program/series (see Figure 9).

Figure 7. Percent of parents in that definitely feel confident in knowing how to best promote their child's reading at home before & after the FE series.



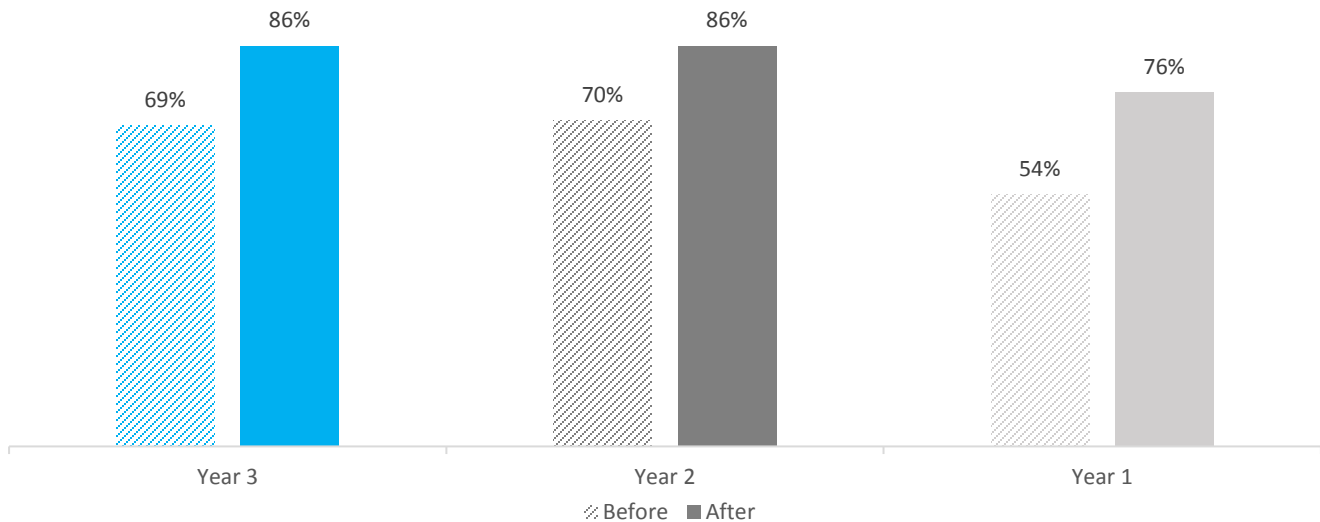
**Year 2 showed significantly more growth compared to year 3.

Figure 8. Percent of parents that definitely agree their child feels comfortable at school before & after FE series.



**Year 2 showed significantly more growth compared to years 1 and 3.

Figure 9. Percent of parents that definitely feel welcome at school before & after the FE series across years.



Conclusion

Year 3 data showed continued growth for early learning providers and K-12 staff through shared professional development opportunities. Early learning providers reported greater understanding of what kindergarten teachers expect from children and reported that they are better equipped to support children and families transition to kindergarten. K-12 staff reported a greater understanding of the types of early learning experiences children have before kindergarten and the role that early learning providers play in child development and skill building prior to school. Families also continue to report a greater sense of comfort at the school, more confidence in their ability to support their child's learning, and an increase in opportunities to connect with teachers and staff after participating in an ongoing family engagement series. While there are some slight differences in growth from pre- to post-test between years, these findings generally reflect the increase in skills, abilities, knowledge, and attitudes found in previous years.

Appendix A:
Early Learning Provider Shared PD Outcomes Survey Summary

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Cross-site

Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 150

PD ELP Activities Reported Under Quarters 1 - 4

Blue Mountain ELH (N=13)
Clackamas ELH (n=91)
Marion & Polk ELH, Inc. (N=21)
Southern Oregon ELH (N=4)
Yamhill ELH (N=21)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 143 Mean = 3.71 AFTER: N = 141 Mean = 4.42	11%	0%	24%	48%	18%	1%	0%	5%	44%	50%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 143 Mean = 3.57 AFTER: N = 139 Mean = 4.28	1%	11%	32%	42%	14%	1%	1%	10%	45%	43%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 143 Mean = 4.20 AFTER: N = 139 Mean = 4.55	2%	1%	8%	50%	39%	1%	0%	4%	33%	62%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 143 Mean = 3.79 AFTER: N = 137 Mean = 4.42	3%	8%	19%	49%	22%	1%	0%	9%	37%	53%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 144 Mean = 3.39 AFTER: N = 141 Mean = 3.95	4%	19%	29%	33%	16%	1%	6%	23%	37%	33%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 143 Mean = 3.50 AFTER: N = 138 Mean = 3.92	4%	10%	39%	26%	21%	1%	7%	26%	30%	36%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 146 Mean = 3.37	8%	21%	18%	31%	22%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 147 Mean = 3.27	14%	17%	18%	33%	19%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 146 Mean = 4.03	5%	3%	16%	36%	40%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 144 Mean = 3.98	5%	6%	19%	27%	43%

Which of the following best describes your role?	N	%
Early Learning/Early Childhood Teacher/Staff	125	93%
Director/Teacher	0	0%
Early Childhood Special Education	0	0%
Other	9	7%
How long have you worked in this role?	N	%
More than 10 years	47	34%
7-10 years	17	12%
4-6 years	19	14%
1-3 years	38	27%
Less than one year	19	14%
What is your race/ethnicity?	N	%
White	86	61%
African American	6	4%
Latino	1	1%
More than one race/ethnicity	47	34%

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Blue Mountain ELH

Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 13

PD ELP Activities Reported Under Quarters 1-4
PLT (N=13)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 13 Mean = 3.69 AFTER: N = 13 Mean = 4.85	0%	23%	8%	46%	23%	0%	0%	0%	15%	85%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 13 Mean = 3.31 AFTER: N = 13 Mean = 4.54	0%	15%	46%	31%	8%	0%	0%	0%	46%	54%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 13 Mean = 4.38 AFTER: N = 13 Mean = 5.00	0%	0%	0%	62%	38%	0%	0%	0%	0%	100%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 13 Mean = 3.38 AFTER: N = 13 Mean = 4.34	0%	15%	38%	39%	8%	0%	0%	0%	46%	54%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 13 Mean = 3.00 AFTER: N = 13 Mean = 3.77	8%	23%	46%	8%	15%	0%	0%	46%	31%	23%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 13 Mean = 2.46 AFTER: N = 13 Mean = 3.15	23%	23%	39%	15%	0%	8%	23%	23%	38%	8%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 13 Mean = 4.08	0%	8%	15%	39%	39%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 13 Mean = 3.62	0%	15%	15%	62%	8%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 13 Mean = 4.85	0%	0%	0%	15%	85%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 13 Mean = 4.92	0%	0%	0%	8%	92%

Which of the following best describes your role?	N	%
Early Learning/Early Childhood Teacher/Staff	11	85%
Director/Teacher	1	8%
Early Childhood Special Education	1	8%
How long have you worked in this role?	N	%
More than 10 years	5	38%
7-10 years	4	31%
4-6 years	1	8%
1-3 years	3	23%
Less than one year	0	0%
What is your race/ethnicity?	N	%
White	12	100%

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

- Collaboration with other educators and professionals is crucial to improve learning.
- Connections with kinder and how I can help it.
- Conscious discipline has been amazing with change to my inner self as well as children verbiage
- Everything conscious discipline, the importance of social/emotional health
- General knowledge of CD
- How to incorporate feeling buddies into safe place and correct wording to use.
- It helped me to realize it's important to lay the foundation for their future education and lives.
- New strategies, places to go for help, things I can do to help myself be more prepared.
- The collaboration across programs and grade levels is very useful and important.
- We are not an island - we have connections with k-2 grade teachers in the school district. Love them!

Based on your work in the PLT, can you give us some examples of any ways in which you have changed what you do with children or families in your early learning program this year?

- Helping families learn conscious discipline and investing by telling it is us and kinder so they can use it at home too.
- I am better able to share with families the expectations of kindergarten teachers.
- I am focused more on academic progress than I was in the past.
- I am more conscious of what is "school ready" and what my students need to know for k. more Conscious Discipline
- I have changed how I talk with children and families. I have removed the use of rewards and punishments entirely. I have learned to regulate myself and in turn help them regulate also.
- I have conducted B parent workshops for self-regulation skills based on conscious discipline principles.
- I have tried to take the info from k teachers back to help the children get ready for school, scaffolding their learning, etc.
- Implemented conscious discipline structures. Shared parent resources presented from PLT members for families.
- Implemented the big words and what they mean and how to use them (Assertive, composure, etc.)
- Implemented Cons. Disp., more communication between us (preschool) and kinder teachers to prepare children.
- We are beginning to redo our ECSE curriculum, focusing on the social/emotional growth first

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

- Coaching within schools and support opportunities.
- Complete staff class together - to help each other share ideas.
- For them to understand DAP and establish a transition plan that is stronger.
- funding wrap to get more elementary teachers willign to get involved in order to share
- Have a tour of centers in the evening to see how classrooms are set up and using Cons. Disp.
- I enjoy our monthly PLT, conscious discipline
- K teachers visit my classroom in May
- More time for connection
- The meetings and trainings have been wonderful.
- The monthly meetings are manageable as far as a time commitment goes. More involvement would be great. (More grades represented).

Please list any other demographic characteristics of the children you work with (e.g. special needs):

- Autism, non verbal
- Lower ses, English & Spanish speaking students
- Mainly English
- Non specifically at our preschool
- Spanish, learning disabilities, Islander
- Spanish/English (both or only), special needs, emotional mayhem at home
- Special needs
- Special needs - all HI, OHI, DD, CD, ASD, typical, monolingual (sign/spanish)
- Special needs, Spanish as preferred language

**Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 4 - 2017**

Clackamas ELH

Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 91

PD ELP Activities Reported Under Quarters 1-4

Opal School Visitation Days (1) Intro to Early Literacy Strategies (7)
Opal School Symposium (4) KPI Programming (15)
Opal School Reading the World (1) Language and Literacy (59)
Emotional Regulation (4)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 87 Mean = 3.89 AFTER: N = 84 Mean = 4.42	0%	8%	18%	51%	23%	0%	1%	5%	45%	49%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 87 Mean = 3.67 AFTER: N = 83 Mean = 4.27	2%	7%	30%	44%	17%	1%	0%	15%	40%	45%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 88 Mean = 4.24 AFTER: N = 82 Mean = 4.49	3%	1%	6%	48%	42%	1%	0%	6%	34%	59%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 87 Mean = 3.92 AFTER: N = 80 Mean = 4.44	5%	5%	13%	51%	28%	1%	0%	10%	31%	58%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 89 Mean = 3.61 AFTER: N = 84 Mean = 4.04	2%	15%	24%	39%	20%	0%	4%	23%	41%	33%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 88 Mean = 3.72 AFTER: N = 82 Mean = 3.98	3%	8%	32%	27%	30%	1%	6%	24%	31%	38%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 88 Mean = 3.19	0%	7%	15%	39%	39%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 88 Mean = 3.10	0%	15%	15%	62%	8%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 87 Mean = 3.80	0%	0%	0%	15%	85%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 86 Mean = 3.70	0%	0%	0%	8%	92%

Which of the following best describes your role?	N	%
Early Learning/Early Childhood Teacher/Staff	77	95%
Other:	4	5%
How long have you worked in this role?	N	%
More than 10 years	33	38%
7-10 years	9	10%
4-6 years	12	14%
1-3 years	25	29%
Less than one year	7	8%
What is your race/ethnicity?	N	%
White	48	56%
African American	6	7%
Latino	1	1%
More than one race/ethnicity	30	35%

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

About Vroom website
Age appropriate expectations for reading.
All the resources that are available online.
Book referral More classes
Conoci mas informacion y me gusto que sea en español, ellos fueron muy amables (proveedores)
conocimiento sobre programa
Different websites to check on about kindergarten readiness and guidelines.
doctor-school-family has to be on progressive plan
Everything was important to know regarding preparing children for kinder.
Exactly what Kindergarten teachers expect.
Excellent
Excellent resources
Great activities
Great resources.
Helpful tools, apps, and online content that outline state regulations.
How reading can be encouraged and supported.
How to help them succeed.
How to look up what is expected of kids and different ages.
How to make learning meaningful.
How to make reading more interesting.
How to read books and other literacy strategies
How to use books to help teach areas of development they may need support in.
I am an in home provider and was not really aware of needs until today.
I have learned that each child learns in a different way and I need to be prepared to support each one.
I have learned that it is now a requirement for kindergartens to read at the end of the year.
I know of more resources and how to find them online.
I learned what kids should/need to know before preschool and kindergarten.
I love seeing the interactions with children and their families.
I love the idea about letting the kids "tell" a story and your write down exactly what they say.
I think very important to be aware of language and literacy for young children.
It has all been very good for me to know what is necessary to prepare children for Kindergarten.
It is all necessary for them to learn.
Keep reading and keep children engaged.
Kindergarten Readiness
Knowledge is power. I'm excited to see where I can help children in my program improve.
Let kids "fail"; ok to have conflict, do not stop it right away
Me ha ayudado grandemente a refrescar los terminus y las tecnicas que se necesitan para trabajar con los niños con autismo
Networking with others for ideas
Otros recursos para niños autism que no conocia
Poder aplicar lo aprendido en la escuela con los niños y los padres
resources available mostly stressing individualness
Resources can give me information.
Some new songs to teach kids.
That I don't know how to speak Spanish.
That language and literacy are more than just reading and writing, but also include speaking and asking kids questions and singing.
The challenge of time with culturally responsive work in institutions
The connection between materials/ideas/communication
The different learning techniques and what the children need to be at before kindergarten.
The expectation print out for kindergarten.
The importance of early reading and the skills children pick up from early read alouds.
The importance of Kinder readiness
The importance of making learning meaningful. I worry K teachers make it un-engaging because of all of the worry about reading tests.
The importance of the way we teach children early literacy.
The most important thing I have learned from this activity is promoting literacy and how important my work is to engage children in story times.
The names of organizations in the help these two organization provided
The opportunities to have children learn, explore, and develop skills in communication and language.
The resources available, i.e. the Head Start Early Learning Framework.
The resources on Oregonearlylearning.com
The website with the Head Start outcomes
Tiene conocimiento del tema
Todo fue muy importante en todas las actividades
Vroom will be good to tell parents about.
Websites for Kindergarten guidelines; book referrals
What are the expectations of kindergarten teachers and how can we help the kids meet these expectations.
What is expected from us to teach children before kindergarten.
Where I can find resources and information on preparing children for kinder.
Where my students should be for their ages.
Where to access info.
Where to find info.
Yo no sabia de las ayudas

In what ways, if any, has what you have learned changed the way you do your work?

A few different ways to teach colors
Ayuda a manejar la conducta que presentan los niños con autismo
Books, activities.
Continue to reflect on building equity practices into P-3 work
Early literacy is the best program to help kids.
Every day I learn new things and it always surprises me how many influences there are on development.
Giving the kids new learning tools.
He aprendido a tartar de conoser major a los niños porque cada niño es diferente
How to help the children to succeed.
I can now add more activities with developmental goals
I continue to follow the guidelines.
I have a better knowledge of how I can help education my children.

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

I have a better understanding of what children need academically.
I have gained great ideas along with support for our preschoolers.
I incorporate songs and questions in learning situations.
I know I have resources to get help
I want to change Kindergarten to make it more engaging, like inquiry preschool
I was reminded again to present ideas in many different ways to connect with all children.
I will be more informed in my teaching.
I will download Vroom App
I will use the headstart guidelines to develop next year's lesson plans.
I will watch for body language what works what not
I won't change anything other than the websites for coworkers and Vroom for parents.
I would like to add some more interactivity to my story times.
I wouldn't change anything, but I would refer parents to Vroom website.
I'd like to get more involved in story time, have them retell stories, etc.
Interaccion con los niños
It gave me great ideas
It has made me think/rethink of ways to help kids get ready for school.
It has taught me the importance of reading early on even before a child knows their letters or how to read and reading aloud is very beneficial.
It is common sense that if you teach children the basics when they learn you see the light.
Keep up with talking to teachers, read up more on websites
Keep up with talking to the teachers and read up on website.
Learning to communicate with staff, parents, and children.
Makes me really narrow down on what I want to focus on with children.
More communication.
More emphasis on the aesthetic
N/A Thank you!
No
None
None. I do very well already. A few nice activities were discussed.
Not a lot. I used to teach K, 1st, and 2nd grades- however reviewing information is exciting and refreshing.
Not changed so much as enhanced. I love getting new ideas.
nothing changed
Proporcionar mas entrenamientos
Spend more time reading with the toddlers and asking questions about the book.
Step back a little and let kids explore. Add lots of materials, gives more chance to find opportunities
tengo mas informacion y mas ayuda del condado
Trabajar con pasión y dedicación
True learning happens when children have true engagement because they are invested and care about their community and what they are exploring.
Will do more research to make sure we are meeting and encouraging proper transitions to kindergarten.
Yes

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

Any opportunities would be great!
Chances to do into an elementary school and have the K teachers come in and see us in action.
Continued opportunities to connect
dialoguing w/ teachers and sharing ideas
Getting preschool and kindergarten teachers together to learn the expectations.
I like Vroom, to share with parents
I would like to see one of the Story Workshops in one of the Kindergarten classrooms in my building. I saw one last year, but it would be nice to see another.
I would like to visit the K classrooms in my building to see if we can collaborate more.
I would love to have a kindergarten teacher visit our classroom.
Ideas of current standards teachers prefer children to know.
If Kindergarten teachers and Pre K teachers in the community.
If you could share information or daily connections.
Interaction
Jointly attending Opal School workshops
let them know how kids usually just need a tiny adjustment (drink of water) (send on errand)
Mas talleres
Me gustaria tener mas conocimiento de ejemplos situaciones reales con niños autistas
Meeting with kindergarten teacher to better know what the expect (more specific) from preschoolers.
More free training
More information on what they would like for us to work in to be kindergarten ready.
More meetings and workshop for all (P-5 teachers together)
More of the same!
More online and printable guidelines to follow.
More opportunities; time constraints due to work.
N/A
Teachers come to our class
Teaching what tools are not useful.
They come to my home. I don't have time or funding to hire a sub so I can visit with Kindergarten teachers.
To know what the state expectations for children who has been in preschool.
Todas
Trabajar juntos
Walk through a kindergarten class.
Ways to teach reading so that they are ready when they get to school.
We should be given more time and opportunities to interact with kindergarten teachers.

Please list any other demographic characteristics of the children you work with (e.g. special needs):

13th Chromosome
4 year old with 13th chromosome
6 children ages 1 year to 5 years
A lot of ethnic diversity.
ADHD
ADHD, Autism
Autism
Autism spectrum.

**Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 4 - 2017**

Autismo
Autistic
Children from low income families, children w special needs, children learning English as a second language
Children with no access to resources, latino/hispanic children, children ages 1-5
Country kids.
Deafness
e.g. special needs I have 5 to 6 kindergartners everyday from every developmental level.
He trabajado con niños, autism, ciegos, no lenguaje
hearing censoring disorder
I have a child with SPD. Still learning about this
I volunteer with a friend with children with different learning levels.
Infant to preschool
Infants/Toddlers
Language barriers
Latino/Hispano
low income minorites
low income, priority populations
low income, special needs
Mostly typically developing children in our school.
Multi-age groups
N/A
None
One child with SPD
Preschoolers ages 3 - 5, autistic children.
Religious
Single parent families, Dual parent families, children in foster placement.
Slow speech, ADD, ADHD, Social issues
Smiles
Special Needs
Special needs, and all kinds of kids.
special needs, children in trauma, children living in poverty
special needs, children living in poverty
special needs, living in poverty, children living in trauma
Special needs.
Young children/ Teen parents/ Autistic / Communication delays/
Spanish Speakers

**Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 4 - 2017**

Marion & Polk ELH, Inc.

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 21

PD ELP Activities Reported Under Quarters 1-4

PLC (4)

Early Learning Division (17)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 19 Mean = 3.12 AFTER: N = 19 Mean = 4.63	0%	21%	474%	32%	0%	0%	0%	0%	37%	63%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 19 Mean = 3.26 AFTER: N = 18 Mean = 4.56	0%	21%	37%	37%	5%	0%	0%	0%	44%	56%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 18 Mean = 3.94 AFTER: N = 19 Mean = 4.63	0%	0%	28%	50%	22%	0%	0%	0%	37%	63%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 19 Mean = 3.42 AFTER: N = 19 Mean = 4.58	0%	21%	26%	42%	11%	0%	0%	5%	32%	63%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 19 Mean = 2.95 AFTER: N = 19 Mean = 4.21	0%	32%	42%	26%	0%	0%	5%	16%	32%	47%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 18 Mean = 3.33 AFTER: N = 18 Mean = 4.39	0%	11%	50%	33%	6%	0%	0%	17%	28%	56%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 21 Mean = 3.95	0%	10%	29%	19%	43%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 21 Mean = 3.71	5%	14%	24%	19%	38%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 21 Mean = 4.57	0%	0%	5%	33%	62%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 21 Mean = 4.81	0%	0%	0%	19%	81%

Which of the following best describes your role?

Early Learning/Early Childhood Teacher/Staff	N	%
	14	93%
Other	1	7%

How long have you worked in this role?

More than 10 years	N	%
	3	19%
7-10 years	1	6%
4-6 years	3	19%
1-3 years	4	25%
Less than one year	5	31%

What is your race/ethnicity?

White	N	%
	6	35%
More than one race/ethnicity	11	65%

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

alignment/ skills in transition- fine motor- pencil grip
how closely linked p.k and kinder teachers can support one another in helping the children and families.
I got to talk to our pre school teacher about strategies she was using and how to get students ready for kinder.
I learn about what is the spectatine for the teacher when the kids grown to kindergartner.
I really enjoy seeing student work so i can picture what abilities will be entering my classroom- i like to hear how their time at school is structured to better understand their knowledge about school.
Kindergarten expectations and academic and social; opportunity to plan with kindergarten teachers
Making connections and relationships with pre school teachers
social development is crucial in pre-k
the ideas on how to prepare children and families socio-emotionally for kinder
the importance of prek. the ongoing training teachers need
to help kinder

In what ways, if any, has what you have learned changed the way you do your work?

Higher academic and behavioral expectations
how to connect with the families
I have a better idea of what students have been working on. we have realistic expectations of students coming in.
in a positive way. i am using techniques i have learned here and using them.
It greatly benefits my expectations of incoming students and helps me adjust my plans accordingly.
reinforced what we're doing (given assurance that research backs it.)
strategies to help families
to be more aware that we can have relationships with kinder teachers to help families and children.
we talk about getting ready to learn in kindergarten with our preschoolers "now youre working like a kindergartner!"

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

continue this collaboration with PRACTICAL ways of devel.approp. practice in teaching.
Continue to have Highland/Pre K and Washington Pre K PLC's and field trip to visit kindergarten.
have more visits to kinder
more connecting
more of this workshop/sharing activities
none I could think of
online blog-connection- question-answer/ ideas to try

**Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 4 - 2017**

Southern Oregon ELH

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 4

PD ELP Activities Reported Under Quarters 1-4

PAX Training (4)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 3 Mean = 3.33 AFTER: N = 4 Mean = 4.00	0%	0%	67%	33%	0%	0%	0%	0%	100%	0%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 3 Mean = 3.67 AFTER: N = 4 Mean = 4.00	0%	0%	33%	67%	0%	0%	0%	0%	100%	0%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 3 Mean = 4.00 AFTER: N = 4 Mean = 4.75	0%	0%	33%	33%	33%	0%	0%	0%	25%	75%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 3 Mean = 3.67 AFTER: N = 4 Mean = 4.00	0%	0%	33%	67%	0%	0%	0%	25%	50%	25%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 3 Mean = 3.00 AFTER: N = 4 Mean = 3.50	33%	0%	0%	67%	0%	25%	0%	0%	50%	25%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 3 Mean = 2.33 AFTER: N = 4 Mean = 3.25	0%	67%	33%	0%	0%	0%	25%	50%	0%	25%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 4 Mean = 4.00	0%	0%	25%	50%	25%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 4 Mean = 3.00	0%	25%	50%	25%	0%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 4 Mean = 4.25	0%	0%	0%	75%	25%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 4 Mean = 4.25	0%	0%	0%	75%	25%

Which of the following best describes your role?	N	%
Early Learning/Early Childhood Teacher/Staff	3	75%
Other:	1	25%

How long have you worked in this role?	N	%
More than 10 years	2	50%
7-10 years	0	0%
4-6 years	0	0%
1-3 years	1	25%
Less than one year	1	25%

What is your race/ethnicity?	N	%
White	4	100%

**Shared Professional Development Early Learning Provider Outcomes Survey Findings
Quarter 4 - 2017**

Tell us the most important thing(s) you have learned through this professional development activity?

How to empower the students.

PAX gives the children responsibility for their choices and actions,
rewards positive actions w/appropriate experiences, and helps create a
nurturing environment.

That all my kids have a chance to change!

In what ways, if any, has what you have learned changed the way you do your work?

By using PAX cues.

I will be able to help students/teachers implement this program

I'll begin introducing PAX to my children!!

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

I love everything about PAX.

Learning about becoming a PAX leader.

Please list any other demographic characteristics of the children you work with (e.g. special needs):

low SES, poverty

Our children are all A&D children.

Special education

Trauma backgrounds - families going through

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Yamhill ELH

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - Early Learning Providers

Total survey respondents = 21

PD ELP Activities Reported Under Quarters 1-4

Growing Early Mindsets (21)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand what kindergarten teachers expect from children when they start school. BEFORE: N = 21 Mean = 3.62 AFTER: N = 21 Mean = 4.05	0%	10%	29%	52%	10%	0%	5%	14%	52%	29%
I understand what kindergarten teachers expect from families when their children start school. BEFORE: N = 21 Mean = 3.57 AFTER: N = 21 Mean = 4.00	0%	14%	29%	43%	14%	0%	10%	10%	52%	29%
I do things with children in my work to help them develop the skills they need to be ready for school. BEFORE: N = 21 Mean = 4.33 AFTER: N = 21 Mean = 4.43	0%	0%	5%	57%	38%	0%	0%	5%	48%	48%
I have the skills and tools I need to support children and families to transition to kindergarten successfully. BEFORE: N = 21 Mean = 3.86 AFTER: N = 21 Mean = 4.24	0%	5%	24%	52%	19%	0%	0%	10%	57%	33%
I know what assessment and screening tools are most commonly used by elementary school/s in my community. BEFORE: N = 20 Mean = 3.15 AFTER: N = 21 Mean = 3.57	5%	25%	35%	20%	15%	5%	19%	19%	29%	29%
Kindergarten teachers in our community know what assessment and screening tools are commonly used in early childhood education programs. BEFORE: N = 21 Mean = 3.52 AFTER: N = 21 Mean = 3.90	0%	0%	62%	24%	14%	0%	0%	38%	33%	29%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with kindergarten teachers. N = 20 Mean = 2.95	20%	20%	20%	25%	15%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with kindergarten teachers. N = 21 Mean = 3.33	14%	10%	24%	33%	19%
Spending time meeting with kindergarten teachers is useful to me in my work. N = 21 Mean = 3.90	0%	0%	33%	43%	24%
I have learned a lot by having the opportunity to interact with kindergarten teachers in my community. N = 20 Mean = 3.65	0%	5%	45%	30%	20%

Which of the following best describes your role?	N	%
Early Learning/Early Childhood Teacher/Staff	20	95%
Other	1	5%

How long have you worked in this role?	N	%
More than 10 years	5	24%
7-10 years	1	5%
4-6 years	1	5%
1-3 years	8	38%
Less than one year	6	29%

What is your race/ethnicity?	N	%
White	15	71%
More than one race/ethnicity	6	29%

Shared Professional Development Early Learning Provider Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

A whole new way to encourage learning and specific language and tools to do that.
brain/neuroscience is always changing.
Children don't have to be on a fix mindset.
Different strategies to ask and practice especially with the SEL.
GEM mindset is very important.
How simple it can be to be a better teacher for my students. It isn't just about telling but teaching and applying myself.
How to foster learning about the brain and how intelligence works.
How to implement this into our program.
I didn't really understand how any of this applied in head start. We do encourage and praise but this training was on a different map.
I have learned a lot about GEM.
I have learned some of the language for GEM.
I honestly feel like this information I already knew and was trained on. Even though it wasn't GEM it was the same concepts.
I will use more flexible to learning.
One way to help kids to expand their learning experiences.
Our mind is growing daily! it's important to not have a fixed mind set.
there are a lot of materials and new ways to help my students.
This is my introduction to Early Mindsets and GEM. It was great intro, well done.
to use a more reflexibe approach to learning and teaching.
Using specific language with children
Ways to help strengthen the learning opportunities for myself and the children in my class.
wording/phrases to encourage a growth mindset -also strategies.

In what ways, if any, has what you have learned changed the way you do your work?

as a teacher I feel like the growth mindset is an organic thing.
Changing the language that we as teachers use with our children and families.
Definitely given me tools and language that I will implement in my classroom. Opens up dialogue between students, families and teachers and staff.
enhance what I do
fixed mind set doesn't get you as far as having more liberal.
I feel like I have new technique, to try and implement.
I have some ideas of how to teach neuroscience of psychology in the classroom.
I like the idea of teaching our brains can grow.
I need to work on language used to help kids in my class, think and learn, as they grow through out the year. New material to use in class settings and that can be used with families.
I will definitely be researching and implementing the praise, feedback, and encouragement growth mindset section.
I'm looking forward to trying out the new mindset and language. I love the idea of using everyday books to teach the concepts.
It changed how I look at my own life.
It didn't change it but made it richer.
it made it better
Keep encouraging the kids.
n/a
That kids can do what you are teaching as long as give them a chance.
this is my 2nd time taking this training. always nice to see/hear again -to see what's new, what's different, etc.
this is similar to the PCIT/TCIT trainings where we encourage positive behavior etc. GEM does a good focus on teaching kids their potential is (not legible writing) and how not to give up.
to be more mindful of my word choices.
Very excellent and such an enjoyable class. I will do some of the lessons.

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

GEM is great :) it should be used every where!
Have kinder teacher attend a staff meeting.
Having access to Youtube videos are very helpful as well as the free resource page.
I can't think of it.
I would like to meet elementary teachers in the community to start an open collaboration.
I'm lucky enough to be in an MSD preschool in a school where all of my students will attend as kindergarten kiddos. Wish everybody had this.
I've been to the kindergarten readiness sessions, but a more regular interaction would be great.
Learning what kinder teachers want their students to know.
learning what teachers want from their student
n/a
not sure; maybe participate in a play day together.
Opportunities like trainings to connect.
The activities of how to use neurons.
the connection and what skills/words would be helpful to preteach the kids.
to find a way to connect with them more and see what they are looking for.

Please list any other demographic characteristics of the children you work with (e.g. special needs):

"high risk"; low-income, ESL
3, 4 an 5 year olds, with and without special needs.
3, 4, 5 years.
Family daycare, so all ages of children ever day.
Head Start 4 year olds
I work with all ages, so thank you.
Kids from India, Japan, Korea, China, Pacific Island, Micronesia
low income, special needs
n/a
N/A re: special needs at this time.
pre k 98% only have 2 special needs.
runners, behavior issues, autistic etc.
spacial needs, trauma students/fams.
Spanish speaking, which can create a language barrier in the class.
Spanish-speaking, low socio-economic status, childhood trauma
Special needs, and low income.
speech and language, autism

Appendix B:
K-12 Shared PD Outcomes Survey Summary

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

Cross-site

Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 164

PD K-12 Activities Reported Under Quarters 1-4

Blue Mountain (N=27) Marion Polk (N=11)
Clackamas (N=18) Southern Oregon ELH (N=65)
ELH of Central Oregon (N=2) Yamhill (N=18)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 159 Mean = 3.55 AFTER: N = 158 Mean = 4.20	6%	15%	13%	54%	13%	1%	2%	8%	54%	35%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 160 Mean = 4.39 AFTER: N = 158 Mean = 4.77	1%	3%	8%	34%	55%	1%	0%	0%	21%	79%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 157 Mean = 3.80 AFTER: N = 156 Mean = 4.21	2%	5%	27%	42%	24%	0%	3%	14%	44%	40%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 158 Mean = 3.12 AFTER: N = 159 Mean = 3.79	5%	19%	39%	32%	4%	1%	4%	28%	50%	18%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 160 Mean = 2.65 AFTER: N = 159 Mean = 3.30	14%	36%	27%	18%	6%	5%	22%	25%	34%	14%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 158 Mean = 2.73 AFTER: N = 156 Mean = 3.37	9%	31%	42%	13%	4%	1%	16%	42%	26%	15%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 161 Mean = 3.21	10%	25%	16%	34%	16%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 161 Mean = 2.98	11%	29%	21%	27%	11%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 156 Mean = 3.99	3%	3%	21%	38%	35%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 158 Mean = 3.79	4%	6%	32%	25%	34%

Which of the following best describes your role?

	N	%
K-12 Teacher/Staff	147	97%
Other	5	3%

What is your race/ethnicity?

	N	%
White	139	91%
More than one race/ethnicity	12	8%
Latino	0	0%
African American	1	1%
Asian	0	0%
Native Hawaiian/Pacific Islander	0	0%

How long have you worked in this role?

	N	%
More than 10 years	46	30%
7-10 years	26	17%
4-6 years	34	22%
1-3 years	32	21%
Less than one year	14	9%

Blue Mountain ELH

Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 27

PD K-12 Activities Reported Under Quarters 1-4
PLT (N=27)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 26 Mean = 2.73 AFTER: N = 26 Mean = 4.31	19%	27%	19%	31%	4%	0%	0%	8%	54%	39%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 27 Mean = 4.22 AFTER: N = 27 Mean = 4.89	0%	7%	0%	56%	37%	0%	0%	0%	11%	89%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 25 Mean = 3.28 AFTER: N = 25 Mean = 4.28	12%	4%	35%	42%	8%	0%	0%	8%	56%	36%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 27 Mean = 2.63 AFTER: N = 27 Mean = 4.26	22%	22%	30%	22%	4%	0%	0%	15%	44%	41%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 27 Mean = 2.15 AFTER: N = 27 Mean = 3.74	33%	37%	19%	4%	7%	0%	19%	7%	56%	19%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 26 Mean = 2.23 AFTER: N = 26 Mean = 3.69	23%	46%	19%	8%	4%	0%	19%	19%	35%	27%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 257 Mean = 4.19	3.7%	0.0%	0.0%	66.7%	29.6%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 27 Mean = 3.85	0.0%	11.1%	11.1%	59.3%	18.5%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 27 Mean = 4.63	0.0%	0.0%	7.4%	22.2%	70.4%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 27 Mean = 4.59	0.0%	0.0%	7.4%	25.9%	66.7%

Which of the following best describes your role?	N	%
K-12 Teacher/Staff	26	96%
Child Development Specialist	1	4%
How long have you worked in this role?	N	%
More than 10 years	12	44%
7-10 years	2	7%
4-6 years	7	26%
1-3 years	4	15%
Less than one year	2	7%
What is your race/ethnicity?	N	%
White	26	100%

Tell us the most important thing(s) you have learned through this professional development activity?

CD

Change me first

Collaboration and communication are key to successful programs.

Community connections with other schools

Concrete ways to help my students develop self regulation skills so academic success can be focused on

Connecting activities, calming activities, reminder of language we want to use

Conscious Discipline - I'm excited to start more structures and songs!

Conscious Discipline, I am not alone on my struggles, gaining new insight and strategies to try. Sharing successes.

Everyone is struggling with the same things. No one has a fix but we are all working so hard to make a difference.

Feeling buddies more how to teach. Daily activities to add to my daily routine. Safe keeper.

How to help emotionally struggling students.

I have a better understanding of all of the program.

I have a better understanding of what happens at preschool so I can have realistic expectations for incoming K students.

I have learned how to improve student learning by helping them regulate their emotions.

It has broadened my understanding of CD, the purpose and importance of building structures

Kids aren't "trying to push your buttons". They need support with feelings. Reflecting on my own upbringing and how it affects how I parent/teach.

More exposure with CD

More understanding of Conscious Discipline.

Networking and support of others in our group, and the change conscious discipline has made in me.

One step at a time; it feels awkward at first accept mistakes; continue the work

Self-reflection - letting kids experience and own their feelings.

That having a chance to exchange ideas with teachers from other schools and grade levels is very helpful

That my coworkers are very supportive!

The importance of having the PLT opportunity!

The power of collaborative learning - bouncing ideas off each other - in a supportive environment

There is a community out there that needs to unite so our children can be successful.

In what ways, if any, has what you have learned changed the way you do your work?

Added math activities, and more parts to conscious discipline

Awareness of experiences before attending kindergarten referring back to this prior knowledge for the children

Calm

CD has been more of a focus with parents and kids.

Children - I have a better understanding of where to begin at the first of the year. Families - better relations since they know we have a relationship with early learning providers.

Communicated more with parents regarding conscious discipline.

Conscious Discipline - breathing techniques, no more "steps" discipline. Get to the root of the problem.

Conscious Discipline has

Conscious discipline implementation - more small group work!

Created a school wide safe room - changed how we do our family preschool nights - family assemblies for students

Explaining breathing and safe place

I have changed the way I help students problem solve and negotiate emotionally in the classroom

I have implemented more Conscious Discipline strategies

I have slowly started implementing CD, this has already changed my classroom community.

I just started using wish well, kindness tree and greetings/connections

Implementation of Conscious Discipline.

Implemented more readiness activities at beginning of year, consciously spent more time on skills needed in next grade.

Learning emotional states how to deal.

More calming, different phrasing

More focus on early childhood instruction

My classroom and community practices are always enhanced by researched based supports .

Spent more time reviewing previously taught skills at beginning of year, consciously spending more time on skills needed for next grade.

The way I see my students and their parents has changed. I use the changes made in myself through conscious discipline to help communicate to students and families.

Used Shubert books to reinforce concepts and strategies.

Using Conscious Discipline

Yes, understanding through empathy and positive intent to help others understand they are an important part of our classroom family.

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

Academic pressures trickle down, I'd like to see K-1 teachers get a better understanding of the trauma and what it looks like at lower levels. Our early childhood educators are often the last defenders of childhood. Just because k-12 teachers are pressured to perform doesn't mean (ECE) people should abandon what's best for kids. I'd like to see less blame trickle down - and more understanding and trust among professionals.

Actually using the observations to see them.

Classroom observations.

Classroom visits, coaching for Conscious Discipline

Classroom visits, coaching, para's

Classroom visits, facility open house

Continue these PLT groups - encourage others to attend

Continued PLT opportunities, times to meet with PLT members in other school districts.

Facebook interactions or a more consistent way to reach all early childcare providers.

Facility open houses for staff/PLT members classroom visits, email directory of members

Head start has to be academically involved with all schools. There has to be a better way to track and know of the difficult students coming.

I feel we should have a local conference to honor birth to 5 aged children. I feel we need to network with new parents in some creative and supportive ways.

I'm not sure.

Monthly make and takes to prepare tools for my classroom with other teachers.

More CD training. Work with state to assist in schools with high behavior needs, work with counselors to implement.

More professional developments

On going PLT meetings.

Parent/community sharing on CD continues rainings, PLT book studies

Share assessments

Time to meet with team members that are just my grade level.

Use the observations

Workshops during the summer. Opportunities to meet and plan.

Please list any other demographic characteristics of the children you work with (e.g. special needs):

4 ELL students, 1 student on an IEP for academics

Shared Professional Development K-12 Outcomes Survey Findings
Quarter 1 - 2017

Autism, speech IEP, 2nd language learners, free & reduced lunch, medical protocols
ELL Spanish, speech, anxiety, adhd (non medicated), emotional
English spoken and special needs
High poverty - low income migrant farm workers - Spanish
High poverty, ELL
High poverty, ESL-migrant, special needs, Spanish speakers traumatized
High poverty, migrant, special needs, Spanish speakers, traumatized
Hispanic
Kindergarten, Languages: Spanish, Dari, high Native American population, low socio-economic
Low socio-economic
Mostly non-hispanic white, lots of low income
poverty, migrant, special needs, Spanish speakers
poverty, special needs, emotionally traumatized
Spanish speaking, ASD, social commun.
SPED, ADHD, learning disabilities, severe behavior, other psychological behavior - mental illness, divorce/seperationg, ADD, PTSD, anxiety, ESOL
This year 1 special needs, 2 speech IEPs
Title I
Traumatized, Hispanic/Spanish/Speech/ADHD/Poverty

**Shared Professional Development K-12 Outcomes Survey Findings
Quarter 4 - 2017**

ELH of Central Oregon

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 25

PD K-12 Activities Reported Under Quarters 1-4

Elementary Design Team (7)

Regional PreK-Leadership Team (18)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 25 Mean = 2.84 AFTER: N = 25 Mean = 4.44	12%	32%	16%	40%	0%	0%	0%	8%	40%	52%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 25 Mean = 3.72 AFTER: N = 25 Mean = 4.84	4%	4%	28%	44%	20%	0%	0%	0%	16%	84%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 24 Mean = 3.29 AFTER: N = 24 Mean = 4.25	0%	17%	42%	38%	4%	0%	4%	4%	54%	38%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 24 Mean = 2.54 AFTER: N = 25 Mean = 3.60	4%	46%	42%	8%	0%	4%	4%	24%	64%	4%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 25 Mean = 2.40 AFTER: N = 25 Mean = 3.72	20%	44%	20%	8%	8%	0%	12%	28%	36%	24%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 25 Mean = 2.04 AFTER: N = 25 Mean = 3.52	24%	48%	28%	0%	0%	0%	8%	44%	36%	12%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 25 Mean = 3.40	0.0%	28.0%	16.0%	44.0%	12.0%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 24 Mean = 3.33	0.0%	21.0%	33.0%	38.0%	8.0%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 25 Mean = 4.44	0.0%	0.0%	4.0%	48.0%	48.0%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 25 Mean = 4.48	0.0%	0.0%	16.0%	20.0%	64.0%

Which of the following best describes your role?	N	%
K-12 Teacher/Staff	21	84%
Director	1	4%
Librarian	1	4%
Office Manager	1	4%
Student Services	1	4%
How long have you worked in this role?	N	%
More than 10 years	11	44%
7-10 years	4	16%
4-6 years	5	20%
1-3 years	3	12%
Less than one year	2	8%
What is your race/ethnicity?	N	%
White	25	100%

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

Collaborating across the region
Collaboration across the continuum - developing a shared language and strategies.
Design Process - using empathy to create a plan
Discussed schedule revision, discussed community outreach, discussed parent outreach
Early Learning Standards
Early Learning standards, research perspective
Family and Community engagement.
Gained better understanding of continuity and pathways to ease transitions between PreK and K-12. More ideas for engaging families in authentic ways.
Hearing from K-12 representatives.
How much brain development happens early and how trauma affects development
How to engage families, how to make PK-3 relevant to MS and HS
I have learned about ways to incorporate SEL into my classroom.
I have learned all about ways to create quality early learning experiences that span 0-12.
Kinder/Early Learning Standards
Kindergarten teachers appreciate our services
Networking with Early Learning providers and agencies.
Planning for next year, k guidelines, budget concerns
Positive approaches to early learning.
Pre-K is super important and we need to work together to provide the best for our incoming families.
Takes time to develop systems
The importance of social emotional learning and play!
The importance of the work we are doing here and what ways we and our community are contributing to PreK-3 development.
Time to work with team to plan.

In what ways, if any, has what you have learned changed the way you do your work?

great ideas
I have further incorporated SEL into my lessons.
I take more time for prefrontal cortex time and practicing social skills.
I think of ways to incorporate more prefrontal cortex (choices) opportunities into my day.
I'm much more aware and purposeful about the SEL learning going on in my class.
Increased collaboration
It has been easier to access children
It has changed how I involve families - having engaged families vs. "family engagement" I integrate SEL into everything I do now and have an empathy based approach.
It has opened my eyes to things I can do everyday to help kids and families.
Looking forward to trying gradual increase in core subject areas for schedule next year/trimester schedule.
More collaborative, collective impact work
More empathy and including GEM into my daily lessons
More empathy for families and more authentic ideas to engage families in the classroom. Strong commitment to incorporating SEL and mindset in the classroom.
More prefrontal cortex time, teaching more SEL skills
More thoughtful about SEL and Early Learning Focus
more thoughtful about SEL and Early Learning focus.
SEL curriculum and targeting trauma informed practice
Shared development in SEL valuable.
Thinking of the before and after of each grade importance of engaging/leading with empathy - seeking to understand vs. change or input ideas.
Use empathy a lot and appreciate the value of it.
We have a much more SEL focused team at school - putting in time in bld. schedule for mindfulness was big.
with this work we have incorporated pre-k-3 in all aspects of our school - meaning we are always thinking about how we can connect PreK to our K-5 events, learning and community.

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

Common understanding of expectations.
continue this work
Continue to build networking relationships and partnerships.
Continue with gatherings of focused PD, collaborating with other schools.
Continue with gathers of focused PD of schools.
District work on PreK-3 instead of just the 4 schools who are closely involved with this initiative.
I'd like time to visit early learning providers in my community.
Love our design days as it is so powerful to get ideas from other schools/teachers.
Meeting times to connect with the preschools and daycares in our attendance area.
More interaction with head start teachers and curriculum - behavior curriculum for pre-k
More plan time with team and other K/PreK teachers, GEM training
more resources for staff and parents.
social gatherings
This model has been amazing!

Please list any other demographic characteristics of the children you work with (e.g. special needs):

~440 kids
All children.
ELL, Special Ed, 60% Poverty
ELL, special needs, low income, poverty
ELL/district behavior program, special needs - students on IEPs range of disabilities.
High ELL%, Low SES, SPED
high poverty
K-5 high poverty (generational), special needs, high mobility, childhood trauma
K-5, Title 1
low income, special needs
Low income, special needs
low socioeconomic
Poverty
Special Needs
Title 1

**Shared Professional Development K- 12 Outcomes Survey Findings
Quarter 4 - 2017**

Clackamas ELH
Year: 2017
Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 18

PD K-12 Activities Reported Under Quarters 1-4

Emotion Regulation Training (N=4)
Guided Demonstration Site Visit at Prescott Elementary (N=9)
Guided In-service story workshop for K teachers (5)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 18 Mean = 3.94 AFTER: N = 18 Mean = 4.11	0%	6%	11%	67%	17%	6%	0%	11%	44%	39%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 18 Mean = 4.67 AFTER: N = 18 Mean = 4.61	0%	0%	11%	11%	78%	6%	0%	0%	17%	78%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 18 Mean = 4.00 AFTER: N = 18 Mean = 4.17	0%	0%	17%	67%	17%	0%	0%	11%	61%	28%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 18 Mean = 3.33 AFTER: N = 18 Mean = 3.67	6%	11%	28%	56%	0%	0%	6%	22%	72%	0%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 18 Mean = 2.94 AFTER: N = 18 Mean = 3.06	0%	33%	39%	28%	0%	0%	33%	28%	39%	0%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 18 Mean = 2.94 AFTER: N = 18 Mean = 3.00	0%	28%	56%	11%	6%	0%	17%	67%	17%	0%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 18 Mean = 3.06	17%	17%	17%	44%	6%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 18 Mean = 2.56	17%	39%	17%	28%	0%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 16 Mean = 3.75	6%	0%	25%	50%	19%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 17 Mean = 3.88	0%	0%	29%	53%	18%

Which of the following best describes your role?	N	%
K-12 Teacher/Staff	12	80%
Coach	2	13%
Counselor	1	7%
How long have you worked in this role?	N	%
More than 10 years	4	27%
7-10 years	3	20%
4-6 years	2	13%
1-3 years	6	40%
Less than one year	0	0%
What is your race/ethnicity?	N	%
White	15	100%

Shared Professional Development K- 12 Outcomes Survey Findings Quarter 4 - 2017

Tell us the most important thing(s) you have learned through this professional development activity?

Concept is good but I still have a hard time seeing how it works with K schedule
Full implementation of Story Workshop is not necessary to make this work
Ideas on how I can structure my room to provide more Story Workshop time
Possible ways to include Story Workshop in our Discovery Time
Seeing how Story Workshop is facilitated in the PreK and K classrooms - it is evident these students understand expectations (surrounding materials and writing)
Some ideas to share to see if/when we use
Students are engaged when they get to drive their own learning
That a produced story does not have to occur in the cyclical format of Story Workshop
The Kindergarten at Prescott is doing Story Workshop 2x a week
The routines established in these classrooms that make Story Workshop successful
These comments reflect the individual school perspective - where the primary objective was teaching the Feeling Buddies curriculum - and which had very little to do with interaction with community early childhood education providers. Working through the curriculum and meeting with parents did heighten awareness of the importance of collaboration with early childhood education providers - and that teaching self-regulation needs to begin in preschool, with a focus on continuing this kind of education in Kindergarten. It has also heightened teachers' and staff's awareness of the importance of Social Emotional Learning - especially to create a stable foundation from which all other learning can continue in a more productive and efficient manner.
This is a totally different philosophy/style than what we do w RTI, direct instruction and our curriculum adoptions. There are pieces of their program and Story Workshop I will take, but it is not our reality.

In what ways, if any, has what you have learned changed the way you do your work?

Discovery Time could offer more opportunities to build stories
I am not sure it has
I LOVED that the classrooms were made of student work/art and not materials created by the teacher. Shows they value the students. I will advocate for more time for Story Workshop and do it differently than I originally tried (less small parts and more watercolor and other materials). I learned how to better manage it. And will add some of the language I heard ("show you care", "practice patience" and teach those in
I think I will go back and try to provide more meaningful learning/creating opportunities for my students during discovery time
I will be able to use an early learning provider to facilitate Story Workshop
I'm better prepared to support our K teachers as a coach as they try to integrate Story Workshop
It has been useful to see Story Workshop implemented in a K classroom, can visualize aspects of it working in our classrooms
See the level of possible engagement in preschool and K
Teaching self-regulation, and overall - focusing on Social Emotional Learning, has changed my perspective. I now understand how imperative it is to have collaboration not only between teachers and counselors - but also to include all school staff - as we all contribute to the emotional well being of each child -- which is key to the student being ready to learn and meet the educational goals of each grade. Therefore, the concepts of self-regulation and (in general) social-emotional learning need to be taught not only in the classroom, but to all staff so there is consistent support for this type of learning throughout the school, on the bus, in after school activities, etc. Therefore, as counselor, in addition to working closely with students, my job needs to expand to do more interaction and training with all staff. I have also learned that some children process "self-regulation learning" better than others, and that more individualized and small group learning opportunities need to be provided for some students.

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

connect more with preschool and 1st grade to bridge activities
Having early learning providers visit our classrooms
I would enjoy having early learning providers come in to observe our day
It might be helpful for early learning providers to see firsthand our classroom restraints
Learning about their assessments and the data to support this PreK-3rd
Other than what I have already written above, I think it is important to have regular meetings among grade-level teachers (such as kindergarten) to insure a common goal and commitment to teach self-regulation curriculum with fidelity. I also think it would be helpful to create more opportunities for early childhood educators to come to schools to dialog with kindergarten teachers - especially in the spring when there is the anticipation of students moving from preschool to kindergarten in the fall. In general, it seems like it would be helpful to have preschools and elementary schools not see themselves as separate entities, but to have them work to create a smooth means of transition from one educational setting to the other.
preschool seeing K rooms
Seeing how Story Workshop is done at the start of the year
Support with creating resources that can be prepared and brought into the classroom as ready to use Story Workshop centers
Time to plan with my own team
Time to schedule my day

Please list any other demographic characteristics of the children you work with (e.g. special needs):

1 IEP, 13 boys/10 girls, 0 ELL, 50% Free & Reduced Lunch
autism, sensory issues, speech communication needs, occupational needs, ELL
class not in session yet
Demographic numbers for Jennings Lodge Elementary: White - 54% Hispanic/Latino - 37% Two or more - 4% African-American/Black - 3% Asian - 1% American Indian/Alaska Native - 1% Special Education - 12%
Students on 504 plans - 4% Note: Jennings Lodge Elementary only houses Kindergarten, 1st Grade and 2nd Grade
K classroom in Gladstone - 50% low income, 20% children of color
K classroom in Gladstone - children are approx 50% low income, 20% children of color
K classroom, 1 speech IEP, communications needs, autism, developmentally delayed

**Shared Professional Development K-12 Outcomes Survey Findings
Quarter 4 - 2017**

Marion & Polk ELH, Inc.

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 11

PD K-12 Activities Reported Under Quarters 1-4

Early Learning Division (11)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 9 Mean = 3.78 AFTER: N = 11 Mean = 4.45	0%	22%	11%	33%	33%	0%	0%	0%	55%	46%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 8 Mean = 3.67 AFTER: N = 11 Mean = 4.55	0%	22%	22%	22%	33%	0%	0%	0%	46%	55%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 8 Mean = 4.13 AFTER: N = 11 Mean = 4.55	0%	0%	25%	38%	38%	0%	0%	0%	56%	55%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 9 Mean = 3.22 AFTER: N = 11 Mean = 4.64	0%	33%	22%	33%	11%	0%	0%	0%	36%	64%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 9 Mean = 3.56 AFTER: N = 11 Mean = 4.18	0%	33%	11%	22%	33%	0%	0%	27%	27%	46%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 8 Mean = 3.50 AFTER: N = 11 Mean = 4.50	0%	25%	13%	50%	13%	0%	0%	10%	30%	60%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 11 Mean = 4.18	0%	9%	27%	0%	64%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 11 Mean = 3.82	0%	27%	9%	18%	46%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 11 Mean = 4.73	0%	0%	0%	27%	73%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 11 Mean = 4.91	0%	0%	0%	9%	91%

Which of the following best describes your role?

	N	%
K-12 Teacher/Staff	4	100%

How long have you worked in this role?

	N	%
More than 10 years	1	25%
7-10 years	0	0%
4-6 years	0	0%
1-3 years	1	25%
Less than one year	2	50%

What is your race/ethnicity?

	N	%
White	2	40%

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

More than one Race/Ethnicity 3 60%

Tell us the most important thing(s) you have learned through this professional development activity?

How closely linked p.k and kinder teachers can support one another in helping then children and families.
it can help show kinder
IT is very important to work on curriculum alignment to help our students in the community.
The connection between pre school and kinder.
The connections and transitions from pre-k to kinder
the ideas on how to prepare children and families socio-emotionally for kinder
The importance of making a person to person communication/relationship between pre-k and k.

In what ways, if any, has what you have learned changed the way you do your work?

I have applied different strategies that I learned through the process of the professional development
I like to share my knowledge with my co-workers and also learn from them and apply new knowledge in my classroom. I have changed the way I teach on behalf of my students.
Inuiting pre-k teachers to classroom
more oral language
Parent involvement is very important to introduce to our system.
to be more aware that we can have relationships with kinder teachers to help families and children.
to help children and their families
we talk about getting ready to learn in kindergarten with our preschoolers "now youre working like a kindergartner!"

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

continue this collaboration with practical ways of devel. approp. practive in teaching.
have more visits to kinder
more of this workshop/sharing activities
resources

**Shared Professional Development K-12 Outcomes Survey Findings
Quarter 4 - 2017**

Southern Oregon ELH

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 65

PD K-12 Activities Reported Under Quarters 1-4

PAX Training (65)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 64 Mean = 3.97 AFTER: N = 61 Mean = 4.13	2%	3%	11%	66%	19%	2%	0%	8%	64%	26%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 64 Mean = 4.67 AFTER: N = 61 Mean = 4.74	0%	0%	2%	30%	69%	0%	0%	0%	26%	74%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 64 Mean = 4.03 AFTER: N = 61 Mean = 4.11	0%	3%	25%	38%	34%	0%	3%	23%	33%	41%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 63 Mean = 3.67 AFTER: N = 61 Mean = 3.54	0%	8%	54%	32%	6%	0%	7%	44%	38%	12%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 64 Mean = 2.75 AFTER: N = 61 Mean = 2.93	9%	33%	34%	20%	3%	10%	26%	33%	23%	8%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 64 Mean = 3.00 AFTER: N = 60 Mean = 3.15	2%	17%	66%	11%	5%	2%	15%	58%	17%	8%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 63 Mean = 2.62	14%	38%	24%	19%	5%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 63 Mean = 2.54	16%	40%	27%	10%	8%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 60 Mean = 3.47	7%	7%	35%	37%	15%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 63 Mean = 3.05	8%	11%	57%	16%	8%

Which of the following best describes your role?	N	%
K-12 Teacher/Staff	62	98%
PBIS	1	2%
How long have you worked in this role?	N	%
More than 10 years	23	37%
7-10 years	12	19%
4-6 years	7	11%
1-3 years	13	21%
Less than one year	8	13%
What is your race/ethnicity?	N	%
White	54	86%

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

African American	1	2%
More than one race/ethnicity	8	13%

Tell us the most important thing(s) you have learned through this professional development activity?

-Children will learn to self regulate -consistency w/the program even when it might be challenging -more time to teach
 A non-punitive way of creating a peaceful, effective classroom.
 A nurturing environment can change a child's brain.
 A system for helping children learn self-regulation.
 All kids are PAX leaders. Assign special jobs to particularly high flyers...they need it most! Students take ownership of PAX through student directed vision and through defining what PAX and spleems look like
 Clear expectations with small celebration breaks can help kids focus.
 Community building methods, importance, intrinsic rewards.
 Continuation of the idea of positive reinforcement
 Having resources given to us.
 Honestly, this what not new information. This was the same things I've done in the classroom just titled as something different.
 How to apply a predictable nurturing game to increase focus & pos. behavior
 How to create a more nurturing self-regulating environment
 How to manage this system in my class.
 How to streamline successful strategies used by others successfully.
 How to teach kids life long self regulation skills.
 How to use PAX effectively.
 I have learned about the trauma students come with to school each day and how their experiences can be triggered throughout the day. I've learned the importance of providing a nurturing environment.
 I have learned how to help students build self-regulation skills and how to bring fun back into my classroom.
 I now have a strategy to help my students become more successful.
 It will help me to create a positive learning environment.
 More strategies that can be incorporated into our present system.
 One of the most important things I learned is that PAX is all about students making choices based on self regulation to create a positive learning environment.
 Other ways to help with positive behavior
 PAX directly relates to PBIS-the nuts and bolts to implement in a classroom to build healthy sustainable PBIS systems. The PAX nurturing classroom changes brains and future outcomes.
 PAX gave me...tools to develop a new way of thinking, self-regulation of self/others and awareness/respect.
 PAX is a great way to keep students engaged w/out paying attention to negatives.
 PAX should be classroom norms that support a peaceful and productive class.
 PAX teaches students to self-regulate, work together and creates a safe environment for all learners.
 Power of positivity in classroom/teachers
 self regulation
 Self regulation.
 Strategies to promote positive behaviors and self-regulation in my classroom.
 That 1 year of PAX has long-term impact
 That there is a well organized "map" to begin PAX.
 The benefits of PAX school wide
 The herd mentality
 The major components to what this program entails....wish I had this training over the summer!
 The PAX system as a means to increase self regulation.
 This has been a very valuable training. I have learned some very practical tools which I truly believe can be used to change the lives of children.
 This was a fabulous professional development - PAX. I think there is so much to take back to my class and school.
 This was a wonderful training - a great mix of heart and practical use - I'm excited.
 To empower students to become PAX leaders.
 Tools for creating a nurturing environment that will support students.
 Turning the culture of behavior into a more positive focus approach so that the children can actually internalize it.
 Using off task behaviors in a good way
 Using the harmonica to get children's attention.
 ways to implement as a counselor and support staff
 We can increase student learning through using PAX B.G.
 what happens in the brain during times of stress
 What PAX means & its impact
 You can use little pieces of it.

In what ways, if any, has what you have learned changed the way you do your work?

-Misbehaviors will now be called spleems -Students will be creating their more/less working document.
 By learning the Good Behavior Games.
 creating a more pro-social classroom
 Easier to do workshops.
 focus on PAX behaviors
 Greatly! I plan on implementing all these Monday.
 Hopefully providing more classroom work time.
 I am excited to start PAX in my room. I think my students will love it!
 I am now willing to give children more ownership in what occurs in the class.
 I believe it will allow me to be more light hearted.
 I can't wait to implement this positive change in my classroom.
 I do a lot of what I heard but there is always more to add.
 I do a lot of what we learned but it will be more consistent and consistent among grades.
 I hope many! I am excited to go back to work and implement PAX into the classroom.
 I learned that when delivering PD, I need to engage my audience by using strategies that they can use in their day-to-day activities.
 I will add in the tools I learned that fit into our school culture.
 I will be on the same page with the other teachers at my school
 I will be using the PAX program and incorporating the Granny's Wacky Prizes.
 I will be using the PAX program in all my future teaching.
 I will become more purposeful in my interactions and have the data to back up the why.
 I will care more for my creativity
 I will focus on using the PAX language.
 I will see how it changes my classroom and school
 I will try to be consistent w/my approach
 I'm excited to see how my class embraces this program.
 I'm motivated to put the steps I need in place to be a PAX teacher.
 I'm so excited for this positive program to be at my school.
 I've learned the importance of teaching repetitively PAX behaviors to rewire the rewire the brain. I also learned how important cues are-appropriate cues-to not trigger past traumas.

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

It has given me tools to build teamwork
It is a good reminder to focus on what I want to see more of.
It made me realize that I should focus more on the positive and not worry too much about the negative.
It will provide a common vocabulary and structure to things I already do.
It won't change, but it gave me the specific knowledge to support & accelerate PAX implementation in the classrooms I have access to in my role as a sch psych.
Make behaving well more of a game.
More intentionality of practice
More tools in my teacher toolbox to present and monitor behavior.
More ways to help be successful with management
New framework for undesired behaviors
PAX = PBIS My hope is that all teachers will use pax
reinforcement of best practices
Teaching children to self regulate.
The ways I approach non-PAX behaviors
There will be more positive reinforcement with Toodles and granny prizes. We will have more fun!
This makes/facilitates school-wide processes for dealing with behaviors.
This training has opened my eyes to being more sensitive to riggers that some of my students may have and I can easily avoid in my classroom management.
This will be a new way to teach all the things I know to be good in my room
This will help me reset and re-evaluate practices that unknowingly add negativity or doesn't create a nurturing environment.
Yes. I am excited about getting the PAX hands and feet work started.

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

"Tea" with early childhood educators.
A guide to implement PAX
A meet and greet: So expectations for incoming kindergarten students knowledge base can be aligned.
A shorter-refresher technique building sharing session reviewing solidifying PAX
A trainer who did a more effective job presenting the information. PAX is very beneficial, however, I will need to do extensive self study in order to implement effectively.
Any at all. I don't have any now.
I love the facebook page and the idea of Pax partners.
I think early childhood educators should take this training.
I will be meeting w/a Head Start manager to plan a preschool visit to our Kindergarten classrooms
I'd love a coordinated effort b/w K/1 teachers and support staff (psychs, SCP's, sped tchrs) and EC staff for better vertical alignment of instructional practices & curriculum.
Is there a data spreadsheet to calculate and manage data that is easy to use and not time consuming?
It would be great to train Head Start teachers in PAX!
It would be helpful for myself, child development sp., Principal & kinder teachers had an intentional way to meet regularly, by years end to connect about incoming children
Just knowing what early learning providers do?
Make it in Spanish, please.
n/a
neutral
Not sure how to answer this question.
Partner with local pre-K for "Kindergarten Launch" readiness.
PAX training would be very beneficial to EC providers.
Planning time, practicing time
School-wide PAX training for school and early childhood providers.
support group
This applies more to K-1 teachers. I would like more opportunities to communicate with those teachers.
Unknown
visiting preschools

Please list any other demographic characteristics of the children you work with (e.g. special needs):

3/5 are Hispanic, 8 resource/speech, 28 total students, 3 with major behavior
ADHD, autism, ODD, 504 (medical-life threatening), high poverty
all
All kids - general ed thru all elig categories & levels of intensity of sped
All kids in school, gen-ed, ASD, special needs...
An increase in ADHD and spectrum identified students.
Anxiety issues, poverty, speech issues, low level academics, language barriers, behavioral issues, compliance issues, lack of parental support.
Autism, profoundly deaf/hard of hearing/Title I school
autistic, speech, adhd
Bilingual, poverty. lots of mental health issues.
Conduct disorders, autism spectrum, minorities, children in poverty, special needs, parents incarcerated.
Dual-language kinder
ELL, low income
ELL, several w/SLDs (specific learning disabilities) , ASD, ADHD
Gen ed, Sped, low income, trauma
General population
high-poverty, Title I, 98% free & reduced lunch
IEP, 504, special needs
IEP, 504, speech, hearing impaired
IEP/Tier 1/not IEP, but high need
K-5
Kids on the spectrum, kids in poverty.
Kinders and first graders
large Hispanic/poverty
Latinas
Low income, autism, speech, 504s
Low income, high trauma, ADHD, emotional disturbance, 504, speech
Low S.E.S., behavioral needs.
low SES
Low socio-economic area, IEP's, 504's
poverty
Poverty based
poverty, ethnic minority, special needs.
Primary, mid ses to low. Not Title I
Rural, free & reduced lunch

**Shared Professional Development K-12 Outcomes Survey Findings
Quarter 4 - 2017**

second language learners
special needs
Special needs, ELL
special needs, high poverty
Speech needs, second lang. learners
Title 1.
Title I
Title I school - low income families
Title I- 50/50 white & Hispanic split

**Shared Professional Development K-12 Outcomes Survey Findings
Quarter 4 - 2017**

Yamhill ELH

Year: 2017

Quarter: 4

Shared Professional Development Outcomes Surveys Summary - K-12 Teachers

Total survey respondents = 18

PD K-12 Activities Reported Under Quarters 1-4

Growing Early Mindsets (18)

	Before participating in the program					After participating in the program				
	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I understand the kinds of child care and early learning experiences children in our community have before they start school. BEFORE: N = 17 Mean = 3.71 AFTER: N = 17 Mean = 3.82	0%	18%	6%	65%	12%	0%	18%	6%	53%	24%
I understand how important it is for children to have good early learning experiences before they start school. BEFORE: N = 17 Mean = 4.71 AFTER: N = 16 Mean = 4.88	0%	0%	0%	29%	71%	0%	0%	0%	13%	88%
Early learning providers in our community help children develop the skills they need to be ready for school. BEFORE: N = 17 Mean = 4.06 AFTER: N = 17 Mean = 4.24	0%	6%	18%	41%	35%	0%	6%	12%	35%	47%
I feel that early learning providers in my community understand my expectations for school readiness. BEFORE: N = 17 Mean = 3.53 AFTER: N = 17 Mean = 3.82	0%	18%	18%	59%	6%	0%	6%	18%	65%	12%
I know what assessment and screening tools are most commonly used by early learning providers in my community. BEFORE: N = 17 Mean = 2.65 AFTER: N = 17 Mean = 2.94	12%	41%	18%	29%	0%	12%	29%	18%	35%	6%
Early learning providers in our community know what assessment and screening tools are used in my school. BEFORE: N = 17 Mean = 2.94 AFTER: N = 17 Mean = 3.12	6%	41%	12%	35%	6%	6%	35%	12%	35%	12%

	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
I have opportunities to interact regularly with community early learning providers. N = 17 Mean = 3.06	18%	29%	0%	35%	18%
I have the resources I need (space, time, substitutes, etc.) so that I can spend time meeting with early childhood providers. N = 18 Mean = 2.67	28%	22%	11%	33%	6%
Spending time meeting with early childhood/early learning providers is useful to me in my work. N = 17 Mean = 3.88	0%	6%	24%	47%	24%
I have learned a lot by having the opportunity to interact with early childhood providers in my community. N = 15 Mean = 3.40	7%	13%	20%	53%	7%

Which of the following best describes your role?	N	%
K-12 Teacher/Staff	18	100%
How long have you worked in this role?	N	%
More than 10 years	5	28%
7-10 years	0	0%
4-6 years	4	22%
1-3 years	7	39%
Less than one year	2	11%
What is your race/ethnicity?	N	%
White	17	94%

Shared Professional Development K-12 Outcomes Survey Findings Quarter 4 - 2017

More than one race/ethnicity 1 6%

Tell us the most important thing(s) you have learned through this professional development activity?

Fixed vs. Growth mindset
GEM is not a curriculum and just because these lessons have already been taught does not mean it shouldn't be taught again.
How the growth mindset affects us! How to apply this.
How to implement and use the GEM curriculum.
How to implement material in a meaningful way.
how to make learning hands-on for students.
How wonderfully this will connect to what our school is doing with SEL.
I learned how to navigate GEM. I cannot wait to try this out.
I've learned about ways to implement Growth Mindset in my classroom.
it is a gradual process
It was a great review of GEM being an approach/belief and not curriculum, fostering ways to connect with parents!
SEL is connected to GEM. Is taught all year long and continued through each grade but slowly going deeper.
start anywhere
teaching GEM to kids as a belief not a lesson.
the importance of establishing growth mindset strategies from an early age/birth.
The language of growth mindset.
Where to find activities in GEM books.

In what ways, if any, has what you have learned changed the way you do your work?

Add growth mindset through the day to expand their knowledge.
Connect growth mindset in each subject :)
how to plan GEM lessons
I already believe in a growth mindset but this will push me to begin using it.
I am excited to apply this to my counseling effort and the kids will so ready to learn.
I am going to try to connect growth mindset more with my parents so kids get the same messages at home.
I feel like once I implement it, it will change how I go about teaching my students.
I have learned how to interact with material in a way that can be integrated with other content.
I like having a sample schedule and template. The book lists are great!
I need to give more mindful support in the classroom. Comments, encourage, etc.
I will encourage mistakes and help students work through on more of an independent level.
my familiarity with Growth mindset
not just in my lesson planning, but in myself as a teacher. Her example of replacing the word "intelligence" with "teacher" really resonated with me.
that I come in with a mix of fixed and growth mindset
The importance of SEL and growth mindset instruction. This could be incredibly powerful in the lives of my students and their future success.
use pieces of GEM

What other activities or opportunities to share information/build connections with elementary teachers/staff would be helpful to you?

?
? Share google drive resources
Family, neuron brain growth
I am good.
in GLAD trainings, you get to go observe in classrooms (the implementation).
It would have been cool to mix up the groups.
Meeting weekly to discuss what we are doing.
More training
n/a
parent classes
Talking about the academic requirements at school age and how to prepare that.

Please list any other demographic characteristics of the children you work with (e.g. special needs):

1 student with IEP. 1 student with behavior IEP. 12 girls and 12 boys, 4 Title one, 4 tribal tutor
17 students, 10 boys, 7 girls, 5 ELLs
Behavioral issues
high poverty / majority hispanic
IEP, ELL
kinder
low income, homeless, trauma impacted, traumatic brain injury, special ed., autism
low poverty, high parent drug use
Low-income, trauma impacted, brain injury, special ed
special needs -autism
special needs economically disadvantaged
special needs, high behavior needs, low income, Title 1
SPED, ELD

Appendix C:
Family Events Outcomes Survey Summary

Shared Professional Development Family Engagement Outcomes Survey Findings Quarter 4 - 2017

FE Outcomes Across Hubs

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 1623

FE Activities Reported Under Quarters 1-4

Clackamas (N=170) Marion Polk (N=260)
 Eastern Oregon (N=84) Northwest Regional ELH (N=90)
 Multnomah (N=5) South-Central (N=338)
 EL Washington (N=72) Southern Oregon (N=19)
 ELH Central Oregon (N=26) Yamhill (N=170)
 Lane ELA (N=389)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 1158 Mean = 4.73 AFTER: N = 1059 Mean = 4.91	22	2%	1%	4%	101%	84%	0%	0%	1%	5%	93%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 1531 Mean = 4.22 AFTER: N = 1398 Mean = 4.68	22	2%	4%	15%	30%	49%	0%	1%	4%	21%	75%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 1507 Mean = 4.05 AFTER: N = 1385 Mean = 4.52	37	2%	4%	20%	36%	39%	1%	1%	6%	30%	62%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 1506 Mean = 4.33 AFTER: N = 1377 Mean = 4.77	42	2%	3%	12%	26%	57%	1%	0%	3%	14%	82%
5 My child is comfortable at the school. BEFORE: N = 1468 Mean = 4.16 AFTER: N = 1364 Mean = 4.65	59	3%	5%	16%	27%	50%	1%	1%	5%	19%	74%
6 I feel welcome at the school. BEFORE: N = 1470 Mean = 4.50 AFTER: N = 1362 Mean = 4.80	49	2%	2%	10%	18%	69%	1%	1%	2%	11%	86%
7 My child is ready to start kindergarten. BEFORE: N = 1477 Mean = 4.06 AFTER: N = 1015 Mean = 4.59	59	4%	6%	17%	29%	45%	1%	1%	6%	22%	70%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 1523 Mean = 4.23 AFTER: N = 1402 Mean = 4.58	18	2%	4%	12%	33%	49%	1%	2%	5%	25%	68%
9 My child understands and can follow rules. BEFORE: N = 1526 Mean = 4.27 AFTER: N = 1399 Mean = 4.60	15	2%	4%	10%	34%	50%	1%	1%	5%	25%	68%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 1140 Mean = 4.03	2%	4%	24%	29%	41%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 1121 Mean = 4.39	1%	2%	13%	25%	60%
12 The information shared in the program was useful. N = 1143 Mean = 4.71	1%	1%	4%	15%	79%
13 I am very satisfied with this program. N = 1140 Mean = 4.78	1%	0%	2%	14%	83%

What is your relationship to this child?	N	%
Mother	1168	79%
Father	177	12%
Other	49	3%
Grandmother	10	1%
Grandfather	70	5%

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
No	1299	92%
Yes	104	7%

What is your marital status?	N	%
Married	1063	78%
Single	161	12%
Divorced/Separated/Widowed	97	7%
Living with Partner	41	3%

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%
No	1321	94%
Yes	78	6%

Shared Professional Development Family Engagement Outcomes Survey Findings Quarter 4 - 2017

What is the race/ethnicity of your child?	N	%
White/Caucasian	907	62%
Latino	359	25%
More than one race/ethnicity	173	12%
Asian	8	1%
African American	6	0%
Native Hawaiian/Pacific Islander	4	0%
Native American	3	0%
What language(s) do you most often speak at home?	N	%
English	1084	73%
Spanish	234	16%
Cantonese	1	0%
More than one language	159	11%
How old are the children in your household?	N	
6 years or older	814	
4-5	1145	
0-3	664	

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

ELH of Central Oregon

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 26

FE Activities Reported Under Quarter 1-4

Kindergarten Spaghetti Feed (26)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 24 Mean = 4.96 AFTER: N = 16 Mean = 4.94	1	0%	0%	0%	4%	96%	0%	0%	0%	6%	94%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 24 Mean = 4.63 AFTER: N = 16 Mean = 4.94	1	0%	0%	13%	13%	75%	0%	0%	0%	6%	94%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 24 Mean = 4.38 AFTER: N = 16 Mean = 4.56	1	0%	0%	21%	21%	58%	0%	0%	13%	19%	69%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 24 Mean = 4.75 AFTER: N = 16 Mean = 4.89	1	0%	0%	4%	17%	79%	0%	0%	0%	13%	88%
5 My child is comfortable at the school. BEFORE: N = 24 Mean = 4.75 AFTER: N = 16 Mean = 4.88	0	0%	0%	4%	17%	79%	0%	0%	0%	13%	88%
6 I feel welcome at the school. BEFORE: N = 24 Mean = 4.79 AFTER: N = 16 Mean = 4.94	0	0%	0%	4%	13%	83%	0%	0%	0%	6%	94%
7 My child is ready to start kindergarten. BEFORE: N = 25 Mean = 4.48 AFTER: N = 16 Mean = 4.75	0	0%	4%	8%	24%	64%	0%	6%	0%	6%	89%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 25 Mean = 4.16 AFTER: N = 16 Mean = 4.38	0	4%	4%	8%	40%	44%	0%	6%	6%	31%	56%
9 My child understands and can follow rules. BEFORE: N = 24 Mean = 4.50 AFTER: N = 6 Mean = 4.50	0	0%	4%	4%	29%	63%	0%	5%	57%	5%	33%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 21 Mean = 3.67	0%	5%	57%	5%	33%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 22 Mean = 4.82	0%	0%	5%	9%	86%
12 The information shared in the program was useful. N = 22 Mean = 4.77	0%	0%	5%	14%	82%
13 I am very satisfied with this program. N = 22 Mean = 4.86	0%	0%	0%	14%	86%

What is your relationship to this child?	N	%
Mother	22	88%
Father	3	12%
What is your marital status?	N	%
Married	17	71%
Single	3	13%
Divorced/Separated/Widowed	4	17%
What is the race/ethnicity of your child?	N	%
Latino/Hispanic	0	0%
White	19	76%
More than one race/ethnicity	6	24%
African American	0	0%
Asian	0	0%
What language(s) do you most often speak at home?	N	%
Spanish	0	0%
English	24	96%
More than one language	1	4%
How old are the children in your household?	N	%
0-3 years old	8	69%
4-5 years old	18	69%
6 years or older	15	68%
Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
No	25	96%
Yes	1	4%

Family Events Outcomes Survey Findings
Quarter 4 - 2017

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?

	N	%
No	24	96%
Yes	1	4%

What was most helpful or useful to you and/or your child in this program?

ABC Chart

Hearing how my child is participating, learning, and interacting at school/in an educational and social environment.
I was able to get a good understanding of where my daughter is at in class and got to see her work as well as progress.

Making connections with other kindergarten families.

Making good choices when playing or working with others.

Meeting with his teacher.

N/A

What suggestions do you have to make this program better?

Did not participate in program.

I think this program is doing great.

More snacks :)

More ways for parents to connect at they learn what children their child is friends with.

N/A

None

Provide more info on the program

Family Events Outcomes Survey Findings Quarter 4 - 2017

Clackamas ELH

Year: 2017
Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 170

FE Activities Reported Under Quarter 1-4

Winter Playgroup Sessions (N=7) Jumpstart to Kinder (N=44)
 Parent Education-Emotional Regulation (N=9) KPI Programming (N=8)
 Kinder Playdate (N=73) Little Chippers for School Success (N=5)
 Parent workshop (N=2) Aprende & Disfruta en Familia (N=17)
 Intro to Early Literacy Strategies (N=5)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 151 Mean = 4.65 AFTER: N = 140 Mean = 4.82	9	1%	1%	6%	16%	76%	0%	1%	1%	13%	85%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 151 Mean = 4.19 AFTER: N = 142 Mean = 4.55	9	1%	1%	17%	38%	42%	0%	1%	6%	30%	63%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 146 Mean = 4.11 AFTER: N = 138 Mean = 4.32	13	1%	1%	18%	44%	36%	0%	1%	12%	41%	46%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 149 Mean = 4.32 AFTER: N = 140 Mean = 4.70	11	0%	2%	14%	34%	50%	0%	0%	3%	25%	72%
5 My child is comfortable at the school. BEFORE: N = 144 Mean = 3.95 AFTER: N = 141 Mean = 4.69	12	3%	4%	27%	27%	39%	0%	0%	4%	36%	60%
6 I feel welcome at the school. BEFORE: N = 146 Mean = 4.38 AFTER: N = 140 Mean = 4.79	12	1%	1%	16%	22%	60%	0%	1%	3%	13%	84%
7 My child is ready to start kindergarten. BEFORE: N = 146 Mean = 4.24 AFTER: N = 135 Mean = 4.63	12	2%	3%	16%	31%	49%	0%	1%	4%	27%	68%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 148 Mean = 4.29 AFTER: N = 141 Mean = 4.55	8	1%	2%	13%	37%	48%	0%	2%	4%	31%	63%
9 My child understands and can follow rules. BEFORE: N = 151 Mean = 4.34 AFTER: N = 144 Mean = 4.61	7	1%	2%	11%	36%	51%	0%	1%	4%	30%	66%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 154 Mean = 3.85	1%	4%	33%	35%	28%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 154 Mean = 4.20	1%	3%	16%	36%	45%
12 The information shared in the program was useful. N = 163 Mean = 4.53	1%	1%	6%	28%	64%
13 I am very satisfied with this program. N = 163 Mean = 4.60	1%	0%	3%	29%	67%

What is your relationship to this child?	N	%	Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
Mother	125	77%	No	136	94%
Father	21	13%	Yes	8	6%
Grandmother	8	5%	I don't know	0	0%
Grandfather	2	1%			
Other	7	4%			
What is your marital status?	N	%	Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%
Married	125	87%	No	130	92%
Single	12	8%	Yes	11	8%
Divorced/Separated/Widowed	7	5%	I don't know	0	0%
What is the race/ethnicity of your child?	N	%			
White	108	68%			
Latino/Hispanic	33	21%			
More than one race/ethnicity	12	8%			
Asian	3	2%			
African American	2	1%			
What language(s) do you most often speak at home?	N	%			
English	119	75%			
Spanish	27	17%			
More than one language	13	8%			
How old are the children in your household? (Y)	N	%			
0-3 years old	59	35%			
4-5 years old	123	72%			
6 years or older	70	41%			

What was most helpful or useful to you and/or your child in this program?

Advice from the 1st grade teacher to encourage our children to write every day during the summer so they don't forget the skills they learned.

Family Events Outcomes Survey Findings Quarter 4 - 2017

Attitude of staff
Becoming comfortable at school.
Beginning to learn school rules on play structure, when in a group, in cafeteria.
Being able to check out the different parts of the school so the kids had a chance to become more familiar with the building.
Being able to connect/meet the other kindergarten students. Learning to ride the bus.
Being able to meet the other children going into Kindergarten and their parents, also being able to further speak with staff and teachers, having questions answered.
Being with teachers and other students
Child feeling comfortable.
Conocer mas sobre como funcionan los servicios de ayuda
Daily structure, following directions, and child interaction
Didn't interact with any of the teachers.
Everything
Everything was good
Everything was great. Thank you
Experience
Explore for my child.
Feeling comfortable with the building and knowing what to expect.
For her to feel comfortable in the school surrounding.
For me it was nice to have my son be able to spend more time at the school and get comfortable with being there. I already have older children at the school, so I knew a lot of the information that parents with their first child starting kindergarten might not know. However, I still felt it was valuable for my child and me to be there.
For my daughter it was probably helpful to be at her new school more than once. to see the spaces she would be able to use, to familiarize herself more with teachers and staff. For me the same, but also having an idea in advance of what the daily routine/school hours would be and what the school year would be like.
Gentling acquainted with the school prior to starting school next fall.
Getting comfortable with lunch process and the bus
Getting familiar with the school, staff and other kids helped alleviate some fear of the unknown.
Getting her familiar with the school and teachers.
Getting more comfortable with the school staff.
Getting my child comfortable with school in general
Getting them acquainted with the staff and learning how to do daily activities within the school
getting to be in a kinder classroom
Getting to know teachers and the rules associated with KG.
Getting to know the teachers before the 1st day.
Getting to meet and play with others in the class before the fall. It has already made my daughter feel much more comfortable.
Giving him the chance to learn where everything is in the school.
Going through a dry run of activities so the kids know what to expect on day 1.
going through the lunch room
Great program my son was sad about leaving his preschool and this has helped him get excited for next year. It was great to familiarize him with the school
Hands on activities and interactions with other kids.
Having someone knowledgeable to answer questions.
Help him with new school, and getting him ready for this school.
Helping her be comfortable and acclimating to her environment. Helping her understand how school works - the process.
I currently have a first and second grader at the school. This was the first time kinder kick off was offered. I wish it was offered when my older two started school.
I discovered she learns well through music and song.
I feel much better being here with my child before I let him come alone.
I learned some great activities to do at home.
I like that the parents and children can feel out the school and be more comfortable with the school.
I liked to hear about the more emotional side of learning and that it is a priority in this program. It was helpful to my daughters comfort just spending time at the school.
I loved being able to talk to Kindergarten Teachers.
I only attended the first one and it was a lot of info about emotional regulation. I appreciated the emphasis but I am in a preschool community currently that fosters this, and have read books on the subjects. For me it wasn't that info on riding the bus
information for kindergarten
It was great to let the kids get comfortable with the school and expectations in different areas!
It was wonderful to let my student become familiar with the school, routines, especially for my child who benefits from having a parent present initially.
Just the whole experience of going through parts of their day has eased her nerves.
Kindergarten readiness
Knowing my kids have a safe place in their classrooms and are learning to name and express feelings. I like that they're learning techniques to release stress and calm themselves. I like that there are loving, listening adults in the bldg
La información y el apoyo que brinda despues de esto
learning about kindergarten
Learning about the programs being used in the classrooms.
Learning more how the brain works. Tips on breathing.
Learning the different ways to help my child with literacy.
Learning the rules for different areas of school
Learning to use the facilities
Learning what the inside of the school was like. Getting integrated with what to expect and what is expected of the children both in classrooms and in hallways on the bus.
Letting the kids get a good idea of what to expect when school starts and the bus program was great.
Letting the kids get to know one another and show them how school is.
Local services that are provided for me
Lunch and bus rules was very valuable in preparation for kindergarten.
Making my child comfortable before his first day of school.
Making my child feel more prepared/welcome!
Me pareció genial y pude ayudar más a mi hijo como niño autista
Meeting a kinder teacher
meeting teacher
Meeting the current Kinder teachers.
My child was able to become familiar with the school environment, some of the staff and feel more safe being there. Meeting other parents, getting to talk one on one with some of the staff and feel like my queries mattered and that
N/A
Practice sitting and listening, raising hand.
Preparing him for KG setting next year.
Realizing how much we need to foster independence this summer by seeing what is expected.
Refresher on school bus rules and expectation
Saber el espectro autismo algunos comportamientos
Seeing classroom
Seeing my kid in a kinder classroom.
Some feedback from the kinder teachers.
The easy ways to teach my child to learn.
The emotional intelligence information was most useful to me. My daughter loved learning the breathing/calming exercises and still use them.
The information and games for children
The multisensory interaction with storytime - love it! Words, smells, touch, taste, sight and moving.
The plate game
The social interaction with peers his age. The bus ride made perfect attendance so easy. We love this program.
This was so helpful and such an awesome program.
To make friends and feel comfortable in his new school
Todo
We only attended the last session but it was great. Did not know we would be attending Redland until last week. Wished we had known sooner to attend other session. Thank you
What suggestions do you have to make this program better?
A little more info on academic readiness would be helpful.
Advertising to the community
Better communication on the date and time.
Change the times. Mid-afternoon after a day a preschool with a younger sibling that needs to nap, made it challenging to attend, which is why we only attended the one session. Evenings would have been greatly preferred. I know not everyone feels this way, as some folks will be bumping up against bed time. But if the point is to impact wisdom to parents, then evenings would be preferred by our family. I would have also liked to have seen a syllabus. Honestly, I had no idea what to expect, and after the first class didn't think I needed to prioritize it because I thought it was going to be more of the same re: developments psychology/emotional regulation. Per the survey it seems like there were classes on reading preparedness and math preparedness. I would have liked to have heard more about both of those things.
Couldn't make it at all. Different time? It was during preschool hours.
Do again before school starts.
Explanation of classroom rules and etiquette.

Family Events Outcomes Survey Findings
Quarter 4 - 2017

Fue un programa muy completo

Give more handouts to adults.

Hablar mas sobre comportamientos que yo pueda darme cuenta que no es normal que puede tener autismo

Had a day for learning to check out at the library and maybe visit to music room and gym

Handouts so I know what they did during the day.

Have kinder see a school bus, go into a classroom.

I currently can't think of anything to change or add, it helped out a lot and seemed well run.

I don't have more You guys are doing great

I feel everyone is doing a great job with it.

I have none

I really appreciate all the work that went into this program.

I thought it was going to be in one of the classrooms. It would have been comforting to my daughter to have met the teachers again. I thought they were going to be involved so I had told her she would meet them.

I was only able to attend 2 of the 4 sessions but coming twice my child was a great opportunity for him to become more familiar with his new school. While I appreciated the intent to educate parents I would have liked the focus to be more on actively introducing the children to the school- showing them around or engaging with them in creative ways. My son was not very interested in the table coloring activities provided or story telling. Regarding the topics covered for the parents - in the short amount of time allowed I would have preferred the focus for the parents to have been more on practical understanding of how a day at kindergarten looks, info on the cafeteria, after school program, etc. I thought that some of the topics discussed such as emotional regulation were way too big to cover in such a short amount of time and would be better offered during the course of the year as an evening class. Thanks so much for offering what you do- all the work the school does is greatly appreciated.

It could be nice for them to have "lunch"

It seemed like it wasn't well attended. so maybe focusing on getting the word out about it more so hopefully more people would come might be a good improvement.

It was pretty flawless

It was wonderful!

longer

Love it! It's perfect!

marketing for the first few, They were all great but many friends missed the first few

Maybe an activity where we can socialize between us

Maybe include more small group activities so parents and kids get a chance to meeting and make school connections.

Me gustaría que algun doctor pediatra impartiera una clase sobre los sintomas de autismo y como poder ayudar

Meet other parents more, and these are the KG teachers so I would have liked to talk more with them so they know me too.

Meeting 1st grade teachers

More advanced notice via email and weekly emails about the next activities.

more child to child interaction

More communication to the parents about what the kids re learning during the program.

More events

More of these.

more time.

My son truly enjoyed the program! I can't think of anything that would improve it. Thank you!

N/A

N/A It's great

None

None that I know of. Wonderful and very helpful.

Nothing

Nothing it was great

Perhaps a focus on what a day in the life of kindergarten look like, would help both myself, parent as well as my child to alleviate fears. Having a tour of the school for the pretend while parents tag along to better give them an idea of the space. Having their potential teachers sit with them and engage for a few minutes would be beneficial.

Possibly communicate better in e-mail

Que fueran en español totalmente

The counseling program seems great. There's a lot to it and I like the attention and time given to kids' mental health. The night I went to the meeting was only about the counseling program.

Ukulele Lessons for Ms. Deborah. lol

Would love to hear from 1st grade teachers.

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Eastern Oregon ELH

Year: 2017
Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 84

FE Activities Reported Under Quarter 1-4

Parent Engagement Session (N=84)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 80 Mean = 4.76 AFTER: N = 79 Mean = 4.96	0	3%	0%	5%	4%	89%	0%	0%	0%	4%	96%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 79 Mean = 4.34 AFTER: N = 79 Mean = 4.81	0	1%	5%	11%	23%	60%	0%	0%	3%	14%	84%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 77 Mean = 4.23 AFTER: N = 77 Mean = 4.79	3	4%	3%	13%	27%	53%	0%	0%	4%	13%	83%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 80 Mean = 4.28 AFTER: N = 79 Mean = 4.86	0	5%	1%	11%	26%	56%	0%	0%	1%	11%	87%
5 My child is comfortable at the school. BEFORE: N = 73 Mean = 4.36 AFTER: N = 71 Mean = 4.86	7	3%	3%	11%	23%	60%	0%	0%	0%	14%	86%
6 I feel welcome at the school. BEFORE: N = 73 Mean = 4.73 AFTER: N = 70 Mean = 4.91	7	3%	1%	4%	4%	88%	1%	0%	0%	4%	94%
7 My child is ready to start kindergarten. BEFORE: N = 78 Mean = 4.10 AFTER: N = 77 Mean = 4.78	2	6%	4%	14%	24%	51%	0%	0%	0%	22%	78%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 80 Mean = 4.26 AFTER: N = 77 Mean = 4.88	0	3%	3%	6%	28%	61%	0%	0%	0%	12%	88%
9 My child understands and can follow rules. BEFORE: N = 80 Mean = 4.26 AFTER: N = 77 Mean = 4.73	0	1%	4%	11%	35%	49%	0%	0%	1%	25%	74%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 82 Mean = 4.26	1%	4%	12%	34%	49%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 73 Mean = 4.59	3%	0%	7%	16%	74%
12 The information shared in the program was useful. N = 82 Mean = 4.82	1%	0%	2%	9%	88%
13 I am very satisfied with this program. N = 82 Mean = 4.85	1%	0%	2%	9%	88%

What is your relationship to this child?	N	%	Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
Mother	61	73%	No	72	88%
Father	15	18%	Yes	10	12%
Other	2	2%	I don't know	0	0%
Grandfather	2	2%			
Grandmother	4	5%			
What is your marital status?	N	%	Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%
Married	43	58%	No	82	99%
Single	19	26%	Yes	1	1%
Divorced/Separated/Widowed	12	16%	I don't know	0	0%
What is the race/ethnicity of your child?	N	%			
White	37	45%			
Latino/Hispanic	29	35%			
More than one race/ethnicity	17	20%			
What language(s) do you most often speak at home?	N	%			
English	62	74%			
Spanish	9	11%			
More than one language	13	15%			
How old are the children in your household?	N	%			
0-3 years old	38	42%			
4-5 years old	59	87%			
6 years or older	35	56%			

What was most helpful or useful to you and/or your child in this program?

All material provided to is to get them ready for kinder
All of the helpful tips and tools as well as the grocery store excursion. Wonderful!
All the program teachers support and care. Their wonderful teachers. And it gave me the opportunity to meet other parents.
Conocer alas maestras y los ninos conociendo as os nuevos companeros.
El aprender como esenar a mi hija a pintar, recortar, y cunuluir con los demas ninos.
Everyone was very helpful and caring.
everything
Focusing on fun reading skills.
Games to work with my child
Getting to see the classroom and meet teachers, see schedules
Helping with my daughters speech
Home activities

Family Events Outcomes Survey Findings
Quarter 4 - 2017

I realize now that he needs to know how to sound out letters.
Knowing how love she was. Being there for her and us. Teaching her.
Knowing the teachers care for the well-being of my family.
las actividades que hicieron los ninos en grup.
las reuniones con los padres de los ninos
learning about kindergarten
Learning ways to make learning info fun activities
Learning what she needs to know for school
los actividades que isimos
los durebtes centros y actividades
los letres and sonides
Los materiales que proporcionan junto con las actividades
Mainly just helping my child being comfortable to enter kindergarten.
Materials-helpful
Meeting in classroom and working on the little things every month.
Meeting in classroom they will recognize in the fall Learning projects that are fun to teach with
My child now calls Brooklyn her school, she calls herself a kindergartener and we are ready to go to school- feels comfortable with teacher.
My children learned structure and socializing. I got time to finish tasks I couldn't before.
Observar y comprender en que necesita mas ayuda y cuales son sus puntos debiles.
Progress notes and activities for home.
Que cada junta los ninos aprenden mas,
She was able to socialize and become part of a group which she needed.
Social aspect of it; knowing how to act in school.
Socializing with her disabiiltes
take home activities
teaching my kids and getting them ready for school and helping with manners
The activites that we get to take home helps learn a lot more.
The activities that we could take with us and use at home.
The activities we can do at home
The games helped learning fun. He really enjoys the games and the time he gets to spend with his classmates.
The hands on learning.
The information about how to be ready for school
The social worker discussion and having dinner. Nice to not have to go home and make dinner.
The social worker discussion. And having dinner- nice to not have to go home and make dinner.
They are always helping me to accomplish anything I am trying to do
They made it so easy!
They showed us what my daughter needed to learn for kindergarten
This program allowed my child to make connections with his future teachers and peers! Great program! Also awesome job Sra Brito and Mrs. McDowall!
This program helped my child get acquainted with the school and teachers. This familiarity helped make school something to look forward to instead of it being a scary unknown. This program also was useful in showing the areas I
need to work on with my child to prepare him for kinder.
This program helped my child get ready for kinder and see what to expect.
todas las altibidades
We were given many tools and activities to help ready our kids for kindergarten.
What Nursery Relief represents for are community need more class/teachers for more children in community so other children do not have be a waiting list so long and can serve more children in our community.

What to expect on the test.

What suggestions do you have to make this program better?

better advertising because we are not at a preschool, more time to meet and talk to teachers
better promotion we missed the 1st session because we didn't know about it
Continue program!
Continue the program
Continue this program.
I personally don't. You guys are amazing.
It has been so useful that it is hard to make suggestions.
It was fabulous. Only suggest this be a continued program.
Keep it going we are thankful.
Keep teachers longer!
love it very awesome
Make more referrals.
Me parece muy Bueno. Pienso que el tiempo es muy corto.
More information like what we had at the last on.
More information like what we had at the last one.
More parent input in curriculum.
n-a
N/A
NA
NA Great Job!
nada
no
No more 3 year olds in the program.
No suggestions, the program is great.
none
None at this time.
not anything
nothing
Para me es de lo mejor
para mi esda todo perfecto lo que nos a yudan con nuestros hijos
Scheduling conflicts with other SJ events. Board Meetings
This program is the best. Need more.
todo esta bien
Todo me parecio muy bien.

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Lane Early Learning Alliance

Year: 2017
Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 389

FE Activities Reported Under Quarter 1-4
KITS (N=389)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success.	389	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N =377 Mean = 4.24 AFTER: N = 346 Mean = 4.46	0	1%	3%	14%	34%	48%	1%	2%	6%	33%	58%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 377 Mean = 4.04 AFTER: N = 346 Mean = 4.25	0	1%	6%	16%	41%	36%	2%	3%	8%	43%	45%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 377 Mean = 4.65 AFTER: N = 346 Mean = 4.73	0	1%	1%	6%	18%	75%	1%	0%	3%	17%	80%
5 My child is comfortable at the school. BEFORE: N = 376 Mean = 4.33 AFTER: N = 345 Mean = 4.56	0	2%	3%	12%	28%	56%	2%	2%	6%	20%	70%
6 I feel welcome at the school. BEFORE: N = 376 Mean = 4.66 AFTER: N = 345 Mean = 4.75	0	1%	1%	5%	17%	76%	1%	1%	2%	15%	82%
7 My child is ready to start kindergarten. BEFORE: N = 377 Mean = 4.36 AFTER: N = Mean =	0	1%	3%	10%	30%	56%	n/a	n/a	n/a	n/a	n/a
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 375 Mean = 4.31 AFTER: N = 345 Mean = 4.52	0	1%	4%	10%	34%	51%	1%	2%	5%	26%	66%
9 My child understands and can follow rules. BEFORE: N = 376 Mean = 4.39 AFTER: N = 345 Mean = 4.54	0	1%	3%	7%	34%	55%	1%	1%	5%	25%	67%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents.	n/a	n/a	n/a	n/a	n/a
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary).	n/a	n/a	n/a	n/a	n/a
12 The information shared in the program was useful.	n/a	n/a	n/a	n/a	n/a
13 I am very satisfied with this program.	n/a	n/a	n/a	n/a	n/a

What is your relationship to this child?	N	%
Mother	321	85%
Father	33	9%
Other	13	3%
Grandmother	8	2%
Grandfather	1	0%
What is your marital status?	N	%
Married	262	70%
Living w/ Partner	41	11%
Single	40	11%
Divorced/Separated/Widowed	29	8%
What is the race/ethnicity of your child?	N	%
White	274	73%
Latino/Hispanic	52	14%
More than one race/ethnicity	42	11%
African American	2	1%
Asian	1	0%
Native American	3	1%
What language(s) do you most often speak at home?	N	%
English	317	85%
Spanish	32	9%
Cantonese	1	0%
More than one language	26	7%
How old are the children in your household?	N	%
0-3 years old	173	47%
4-5 years old	325	89%
6 years or older	207	57%

Family Events Outcomes Survey Findings
Quarter 4 - 2017

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?		N	%
	No	345	94%
	Yes	22	6%
Is your family currently on a waitlist for any other preschool, early learning program, or child care program?		N	%
	No	350	96%
	Yes	13	4%

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Early Learning Multnomah

Year: 2017
Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 5

FE Activities Reported Under Quarter 1-4

Early Kindergarten Transition (N=5)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 5 Mean = 4.80 AFTER: N = 5 Mean = 4.80	0	0%	0%	0%	20%	80%	0%	0%	0%	20%	80%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 5 Mean = 4.60 AFTER: N = 5 Mean = 5.00	0	0%	0%	0%	20%	80%	0%	0%	0%	0%	100%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 5 Mean = 4.40 AFTER: N = 5 Mean = 4.60	0	0%	0%	20%	0%	80%	0%	0%	0%	40%	60%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 5 Mean = 4.60 AFTER: N = 5 Mean = 4.60	0	0%	0%	0%	40%	60%	0%	0%	0%	40%	60%
5 My child is comfortable at the school. BEFORE: N = 4 Mean = 4.50 AFTER: N = 5 Mean = 4.60	1	0%	0%	0%	50%	50%	0%	0%	0%	60%	40%
6 I feel welcome at the school. BEFORE: N = 5 Mean = 4.60 AFTER: N = 5 Mean = 5.00	0	0%	0%	20%	0%	80%	0%	0%	0%	0%	100%
7 My child is ready to start kindergarten. BEFORE: N = 4 Mean = 5.00 AFTER: N = 5 Mean = 4.40	1	0%	0%	0%	0%	100%	0%	0%	20%	20%	60%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 5 Mean = 4.40 AFTER: N = 5 Mean = 4.60	0	0%	0%	20%	20%	60%	0%	0%	0%	40%	60%
9 My child understands and can follow rules. BEFORE: N = 4 Mean = 4.00 AFTER: N = 4 Mean = 4.25	0	0%	0%	25%	50%	25%	0%	0%	0%	75%	25%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 5 Mean = 4.40	0%	0%	20%	20%	60%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 5 Mean = 4.60	0%	0%	0%	40%	60%
12 The information shared in the program was useful. N = 5 Mean = 5.00	0%	0%	0%	0%	100%
13 I am very satisfied with this program. N = 5 Mean = 5.00	0%	0%	0%	0%	100%

What is your relationship to this child?	N	%	Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
Mother	4	80%	No	5	100%
Father	1	20%	Yes	0	0%
Grandmother	0	0%	I don't know	0	0%
Other	0	0%			
Grandfather	0	0%			
What is your marital status? (none entered)	N	%	Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%
Married	0	0%	No	5	89%
Single	0	0%	Yes	0	11%
Living with Partner	0	0%	I don't know	0	0%
Divorced/Separated/Widowed	0	0%			
What is the race/ethnicity of your child?	N	%			
White	4	80%			
Latino/Hispanic	1	20%			
African American	0	0%			
What language(s) do you most often speak at home?	N	%			
English	4	80%			
Spanish	1	20%			
How old are the children in your household?	N	%			
4-5 years old	5				
0-3 years old	2				
6 years or older	5				

What was most helpful or useful to you and/or your child in this program?

Meeting staff and other parents and learning general rules.
I made a lot of personal friends and was able to meet my daughters future teacher.
Good information, active listening and lots of orientating
The whole program was helpful. Prepared me for when my child starts kindergarten. I know the parents and teachers and that makes me feel comfortable.

What suggestions do you have to make this program better?

I was satisfied, and I felt like relationships were made with staff.
More parents involved

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Marion Polk ELH, Inc.
Year: 2017
Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 260

FE Activities Reported Under Quarter 1-4

Nurturing Parenting (N=17) Kindergarten Readiness (N=14)
Abriendo Puertas (N=28) Making Parenting a Pleasure (N=42)
Ready for K (N=153)
Family Literacy Class (N=4)
Opening Doors (N=2)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 247 Mean = 4.56 AFTER: N = 252 Mean = 4.85	6	3%	2%	5%	16%	75%	1%	1%	1%	5%	92%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 246 Mean = 4.08 AFTER: N = 246 Mean = 4.82	4	3%	4%	19%	30%	44%	1%	0%	2%	11%	86%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 242 Mean = 3.84 AFTER: N = 245 Mean = 4.62	7	4%	5%	26%	35%	31%	1%	0%	4%	24%	70%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 233 Mean = 3.89 AFTER: N = 236 Mean = 4.73	17	3%	9%	20%	32%	36%	1%	0%	4%	12%	82%
5 My child is comfortable at the school. BEFORE: N = 235 Mean = 4.12 AFTER: N = 242 Mean = 4.67	10	4%	6%	12%	29%	49%	1%	1%	4%	17%	77%
6 I feel welcome at the school. BEFORE: N = 227 Mean = 4.19 AFTER: N = 232 Mean = 4.71	8	3%	5%	13%	27%	52%	2%	0%	4%	12%	82%
7 My child is ready to start kindergarten. BEFORE: N = 220 Mean = 3.75 AFTER: N = 228 Mean = 4.58	22	8%	6%	21%	34%	31%	1%	1%	6%	21%	71%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 246 Mean = 4.06 AFTER: N = 246 Mean = 4.58	5	4%	5%	15%	32%	44%	1%	1%	6%	22%	70%
9 My child understands and can follow rules. BEFORE: N = 243 Mean = 4.09 AFTER: N = 243 Mean = 4.63	2	3%	5%	16%	32%	44%	2%	0%	6%	19%	73%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 255 Mean = 4.45	2%	2%	7%	26%	63%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 251 Mean = 4.55	2%	1%	8%	18%	71%
12 The information shared in the program was useful. N = 256 Mean = 4.79	2%	1%	1%	10%	86%
13 I am very satisfied with this program. N = 255 Mean = 4.77	2%	0%	2%	10%	86%

What is your relationship to this child?	N	%
Mother	115	66%
Father	21	12%
Grandmother	9	5%
Other	29	17%
What is your marital status?	N	%
Married	137	87%
Single	14	9%
Divorced/Separated/Widowed	6	4%
What is the race/ethnicity of your child?	N	%
Latino/Hispanic	120	76%
White	34	22%
More than one race/ethnicity	14	9%
African American	2	1%
Asian	1	1%
What language(s) do you most often speak at home?	N	%
Spanish	97	54%
English	51	28%
More than one language	32	18%
How old are the children in your household?	N	%
0-3 years old	8	72%
4-5 years old	94	36%
6 years or older	113	44%

Family Events Outcomes Survey Findings Quarter 4 - 2017

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
No	150	91%
Yes	15	9%

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%
No	147	89%
Yes	18	11%

What was most helpful or useful to you and/or your child in this program?

A communication more beautiful
age appropriate expectations and activities
All because they taught us how to teach them from the beginning so that the children grabbed vocaleys and sialbos and start reading knowing the sounds of the abdicate the patience that has to have one with the children

All but I learned that I should spend more time with them
All of it, great ideas!
all of the great tools for fun learning
all parenting advices
All the activities
all the class was great
all the information
All the information
All the information I acquired in this course was very useful to understand the composition
All the information is useful
all the information provided
All the information that they gave us was very valuable. Thank you.
All the material provided my child learned a lot about everything with the alphabet toy and more
All the material that was given to us is going to help us a lot
All the material were very helpful to my child and we can go over and over. Every time that she wants to play.
All the material, the teachings all perfect I liked it a lot
All the materials
all the materials that were provided along with the lessons we learned, I liked it a lot
all the materials that were provided and the explanation of how to use them effectively
all was very helpful
all was very interesting
all went great
all, especially learning to respect my children's time
Answering questions and reasuring me (parent) that his transition is going to be successful.
Be in communication with the teachers
Being able to see the tools and have them demonstrate during our time here to better understand how you use them
Being aware of our habits and having more "time-in" with our family
communication understand the child. All the information was useful to me I learned a lot
Continue to support parents
Different strategies to try
easy to understand
Everything
everything because we learned how to use the materials
Everything but more of how to connect with the children
Everything in general was good and useful
Everything was helpful. During the program my daughter i learned all the colors, counts till 12 and she knows how to write her name. my 2 year old is learning from hearing me and my daughter.
Everything was useful
Everything was useful everything that they taught us
Everything was very useful to teach us how to help our children to explain them better
explaining how to use hand on, how to interact
Family activities
Finding other ways to problem solve
first time attending a program regarding help with child's learning and loved it
For me all the themes were very important
For my daughter, and pora my very useful feu the help of the teacher, and the agreement with the parents of fomila
Great resources
Have a better relation
Hearing other mothers parenting skills and improvements with their kids and how alike most the kids are in age and how they act the same or different
hes not in kinder yet. still has about 3 years. so im not sure yet.
How to communicate and under my child better
how to incorporate the items today with curriculum to prepare children for kindergarten
How to keep learning with the children
How to plan activities for learning and development of the children
I have to say the alphabet train he loves this activity "playing" learning his alphabet this way
I learned a lot from the children's sharing
I learned the importance of communication
I liked all the activities my daughter learned a lot with the cover and uncover and with the bingo
I've improved my knowledge in all subjects also my daughter has learned a lot since we first started
Information about how kids learn to read. The things to take home and practice. Phonies activities & games that we play at home.
interacting with other children
It served him more to read
It taught me how to interact with learning
Just pretty much everything cus im still learning how to parent as well
Just the little activities that were shown.
know how to better help my child
knowing the process
learn how to use the tools
Learn the point of views of the parents about education
Learned a lot of things
learned more about the school activities and that may be able to help my children for them to have success in school
Learning how to communicate effectively
Learning how to use tools provided.
Learning to have patience and how to talk to them
Learning ways to communicate and learning ways to help my child's brain grow!
Lots of good ideas for learning at home
Making connections with other parents/school staff
making learning a game is a great tip for learning
Math and behavior methods
My child conuiuio with all its components. Other things like aleer has written a lot of apprendio
My son liked to play with the colorful teddy bears
Networking with other teachers
parent discussions
Practice with cards
Preparation before school, nutrition, self-esteem, development of the child
Reflect better about how educated my children and have better relation between us.

Family Events Outcomes Survey Findings Quarter 4 - 2017

resources and tools (educational supplies offered/given)
Rhyming came
Rules for the age of the children
Setting rules, values and morals
social ad emotional info
talking and practicing how to talk and not yell at your children.
Tamar time to do homework and learn more about what you do in your classes
Tanar handouts! Info written for what you learn
thank you for the great tools
That are more disposals
that we learned how to use the toys properly
that we were able to get together with other parents and learn together
The access to new materials. Books, games, papers with kinder skills like ABC's and shapes
the activities provided- the presenter was very nice and informative
The advice given by teachers on how to teach them to read
the alphabet board with magnets
The alphabet the train
The alphabet, the activities and material
The cards that used very useful for the learning of my son
The class of the teachers was very well explained with words and materials.
The course of math and social emotional was very useful for me.
The different learning games and different ways to approach their learning
the different tools provided and various ways to implement to make learning fun and effective
The ergonomic bingo game all the information was useful
The examples used and given by other parents and teacher
the experience of being in a classroom and having a teacher to listen to and school rules to follow. great information provided for parents!!
the games and activities we are given to do in our home are a huge help they are great and easy activities to do with my child that i know it will help him to be prepared for kindergarten.
The ideas and materials
the ideas provided, I have used them to help him and myself as well
The importance of valuing our children
the information
The information and tools are in general very helpful
the information on what we can do as teachers to help our children be ready for kindergarten socially, mathematically and with literacy.
The information the tools and explanation of how to work in the home with the children
The instructors make the class enjoyable and help to learn
the kit was really useful. learned new things.
the letter strip, the kids also love the beginning middle and end
the letters, numbers, shapes, cards that was provided to help my child match and recognize them. Also the fun activities and games that was given.
The material
The material and information
The material that was sent to us
The materials
the materials and especially I like the number and letter posters. I put them up with my child so he can see them constantly. he even likes to play with them on occasions
The materials completely focused in a specific area of development.
The math
The most useful that my child learned to read with all his. Recommendations I felcito to all thank you very much for all your great support
The most useful thing was to have more time together to learn
The most useful was that I have a lot of ideas on how to approach my child on how to study words with her. I loved this program especially the teachers we had.
The order and the way to help my daughter prepare for school
The powerpoint on screen and in front of me
the resources that were provided at the end of each course
The theme of communication, the school and health
The tools and games to make the learning fun and interesting.
The tools provided
the way how the presenters presented the information
The way it was presented, because it gave lots of questions to meditate
To communicate better
To know more the letters and numbers
Todos los temas fueron Buenos (all the themes were good)
Toolkit.thank you very much!!
We learned more houses for my misjas
we liked everything, thank you for this opportunity
Well for my daughter was very useful because I progressed in reading to write liked to participate in the program. I liked it because She focused more on studying and learning.
what was offered to us to help our kids learn in a more fun and more learning enriching, with the games.

What suggestions do you have to make this program better?

A more comfortable place and near in Woodburn
Add at least an hour to the program
Add more things in Spanish
Advertise more
All the information was so useful, understandable and comprehensive that I cannot find something that is missing
all was excellent
All year around.
Apply all the themes in different ways
Better information about the program prior to the meetings.
Bring more things to learn more
Continue to do this program
Continue to promote it
Do activities with kids.
evaluation confusing (wording) one for teachers/providers
Everything is good
Everything was good
everything was great
Everything was very good, to improve the program for more months. For the children
For me I really liked everything that my daughter learned in the program I like to follow it is very good for parents and for our children
For the moment all that offer you are very well worked very well thanks
great job!
Have it as a summer class!
Have more classes
have play interactions times between the adults present.
hold it on a Saturday or all of them at the same time so that both parents can attend. Other parent does not really listen when you share what you learned from class, it's better when you attend the class to learn

I can't think of anything, everything was great and very useful
I don't think there is something to improve.
I feel this person was exceptional-thank you
I liked everything, lost topics very well organized and explained
I need a higher level course
I think to give more time for the classes
I would have liked more subjects to have been given, for example; Layers greetings
I would offer that while the presentation was great and helpful it could be cut down a little in time. I understand some parents benefit from this based on their level, but others may loose interest if over done
I wouldn't change anything

Family Events Outcomes Survey Findings
Quarter 4 - 2017

If it was longer.
If you could have it as a summer class
Invite more parents
It is good because we share with a mother was the teacher
It was great
it was really great
It will be helpful to have our child in the class
It's perfect
Let EL keep presenting awesome having a Kinder teacher from this school.
make the sessions longer
maybe put flyers up or advertise in local papers very small attendance
Maybe to just keep the same instructor to teach the class.
Maybe use some technology like videos day posts projections
more class time
more classes
More classes
more classes offered
more interactions with toys and how to use
more programs like this one
More structure?
More topics of discipline or how to discipline the children
NA
none
None
none :)
none is the nest program ever
none, i feel they do a lot already
nothing
Nothing
Nothing because I was very well liked a lot of information
Nothing everything went good
nothing its already a great program
nothing really i liked it
nothing, every hopefully
Nothing, excellent.
Offer it to child care providers in the area because they are now going to be required to help prepare kids for kindergarten.
Only tell the parents to be punctual
overall it was great!! love it. thank you!!
perhaps a microphone for the facilitators, because at times it was too loud and couldn't hear well
Please give more classes, they are very interesting
Salem Keizer Benchmark
Spread out more I think will help
Spread the word so that more children come to the program very happy with everything. Ivana is the last daughter of the three children who have passed through this program at the beginning of the school year many. Thank you for everyt
spreading out more during class, I think it will help
That children are present
That hajja always funds and not setermine because I help our children a lot
That there be more programs like this
That they offer more of these educational trainings
The punctuality of the parents
this was wonderful program which the kids were able to meet other students while we participated in the class
to have class start at 7pm
to have more parents in the class
Update the material used in the videos
week nights are really hard for working families. my only suggestions would be to not have the class in the middle of a school/work week
write goals for each day and write now your children react to your actions.
x

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Northwest Regional ELH

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 90

FE Activities Reported Under Quarter 1-4

Kinder Camp (N=89)

Mrs. Laura LaMarsh (N=1)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 85 Mean = 4.94 AFTER: N = 83 Mean = 4.98	2	0%	0%	0%	6%	94%	0%	0%	0%	2%	98%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 86 Mean = 4.51 AFTER: N = 84 Mean = 4.80	1	1%	0%	11%	23%	65%	0%	0%	0%	20%	80%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 82 Mean = 4.27 AFTER: N = 82 Mean = 4.60	4	2%	0%	20%	24%	54%	0%	0%	6%	28%	66%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 83 Mean = 4.54 AFTER: N = 82 Mean = 4.89	2	1%	1%	7%	23%	68%	0%	0%	1%	9%	90%
5 My child is comfortable at the school. BEFORE: N = 80 Mean = 4.10 AFTER: N = 87 Mean = 4.72	2	3%	8%	20%	18%	53%	1%	1%	6%	8%	84%
6 I feel welcome at the school. BEFORE: N = 81 Mean = 4.62 AFTER: N = 86 Mean = 4.92	4	0%	3%	11%	9%	78%	0%	0%	1%	6%	93%
7 My child is ready to start kindergarten. BEFORE: N = 83 Mean = 4.36 AFTER: N = 86 Mean = 4.86	2	1%	5%	10%	25%	59%	0%	1%	1%	8%	90%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 82 Mean = 4.39 AFTER: N = 85 Mean = 4.68	3	1%	2%	13%	22%	61%	0%	1%	5%	19%	75%
9 My child understands and can follow rules. BEFORE: N = 82 Mean = 4.48 AFTER: N = 84 Mean = 4.67	3	1%	1%	6%	32%	60%	0%	0%	5%	24%	71%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 90 Mean = 3.51	7%	6%	44%	17%	27%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 90 Mean = 4.42	1%	0%	16%	22%	61%
12 The information shared in the program was useful. N = 90 Mean = 4.69	0%	0%	9%	13%	78%
13 I am very satisfied with this program. N = 89 Mean = 4.85	0%	0%	5%	6%	90%

What is your relationship to this child?	N	%	Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
Mother	72	80%	No	83	95%
Father	9	10%	Yes	4	5%
Grandmother	4	4%			
Grandfather	1	1%			
Other	4	4%			
What is your marital status?	N	%	Is your family currently on a waitlist for any other preschool, early learning program, or child	N	%
Married	64	78%	No	86	99%
Single	11	13%	Yes	1	1%
Divorced/Separated/Widowed	7	9%			
What is the race/ethnicity of your child?	N	%			
White	58	65%			
Latino/Hispanic	12	13%			
More than one race/ethnicity	18	20%			
African American	0	0%			
Asian	1	1%			
What language(s) do you most often speak at home?	N	%			
English	73	81%			
Spanish	5	6%			
More than one language	12	13%			
How old are the children in your household?	N	%			
0-3 years old	35	39%			
4-5 years old	71	79%			
6 years or older	46	51%			

Family Events Outcomes Survey Findings Quarter 4 - 2017

What was most helpful or useful to you and/or your child in this program?

Being a new student it helped him get to know staff and students.

child getting more independent

Connecting school and home with the take home reading. Also appreciated teachers contact w/ parents with concerns and informations

Extra help in reading, bringing books home and practicing fluency

Familiarizing with the bus and lunch routine along with the rules of the school and playground without the entire student body there overwhelming them. We like that he got to spend individual time with both teachers. He like the Blue Jays and wore a blue shirt everyday for his team. Fun that there was a theme (camping). And I love, love, loved the daily emails with pictures of what the kids did. It helped so much to get my son to start talking, I knew what to hint at then he would start telling about his day.

feeling comfortable with the school and meeting staff and school support

For my child it was to be able to be in a small group setting to feel comfortable in the school. Before starting kindergarten.

For my child, the most important part was overcoming shyness and resistance to change. These 2 weeks made his first day of Kindergarten a breeze! He felt so comfortable @ the school and was ready to learn.

Getting acquainted with the teacher and school prior to actually starting school when older children are present.

Getting comfortable at school for a longer period.

Getting him excited for school to start

Getting my child to feel comfortable at the school and ready to enter kindergarten

Getting to know staff and other students before school began

Getting to know the school routines and the teacher.

Getting to know what it was going to be like before starting school

Getting us prepared for what him going to school will look like. Helping us get prepared for kindergarten and riding the bus.

Getting used to classroom/playground/meal rules. Learning to ride the bus.

getting used to routines

Getting used to school routines

Great work as always!

Having Kindercamp helped to reinforce what was learned in preschool. It has helped to make the transition to Kindergarten smoother.

Having transportation that picked him up at our home.

He was able to meet some other kids that will be going to the same school.

Her being able to have a chance to get used to the school before it was full of other/older kids.

I felt she was ready and confident on the first day of school

I really appreciated the chance for my daughter to get some knowledge of the school and kindergarten routine before school actually started.

It is good to know that the staff is willing to go the extra mile to make Alex more successful.

It made my daughter feel very comfortable to start kinder. Letting them go early without all the students was a great transition.

it really helped my daughter

just getting her transitioned into going to school and getting to know kids she will be in school with

Las referencias de como hacerle divertido el eprendiseja.

Learning classroom expectations, getting to know his teachers and fellow students/friends.

Meeting the teachers.

My child had a very good experience! Thanks!!

My child is more comfortable w/ school atmosphere and seems to be less nervous. I enjoy the opportunities to connect w/ other parents & staff as I am not from this area & it made it easier to approach them and staff.

My child was able to make friends and get acquainted with school.

Preparing them for kindergarten.

prepping her to schedule with swim

Sam now feels comfortable at school and is ready to start kindergarten.

She knows where the bathroom is. Also she can't push a child on the swings.

She liked that she got to meet her teachers before school started.

She was very scared to start school and I was scared for her from the very start when we met the bus driver things went absolutely amazingly! She is now so excited to go back and learn things from her teacher and play with her friends!

She now knows what to expect. I love this program.

Thankful to this program. My kid met some new friends and now knows lots more rules for kindergarten. He has been reading at home and feeling way more confident now. Love the program.

The books the children received was amazing and useful. Leo felt more confident to attend kindergarten. I feel his overall experience was better because of this program.

The daily reading school environment and school structure.

The daily routine of the class activities, the positive feedback from my daughter game me a warmth of letting my daughter go to school.

The exposure to a regular kindergarten setting was very important and although I am concerned about my child's readiness I'm glad that he received some exposure before the actual school year starts.

The most helpful was the interaction with the school staff. The parenting meetings also were very helpful. Thank you.

The most useful was helping her get use to going to a new school without a bunch of kids being there

The program helped Emma ease into kindergarten

The program itself. Thanks.

The program provided a first, same - age peer, social experience for my child before official kindergarten in the fall.

This has really helped him and myself feel confident in starting kindergarten. Thanks

To help my child understand what would happen during the school day and to not be afraid or nervous about starting school, but excited instead.

We were debating having Maxwell start school this year. This help ed us see how Maxwell did with other kids and school. It was a great intro and we plan to enroll him now.

Written information and teacher individual

What suggestions do you have to make this program better?

A little bit more time, maybe until 1.

Communication between teachers and secretaries and the program lead was lacking. I would ask the teachers, secretaries questions and they didn't know answers because they didn't have the proper information. I don't think it was their fault either.

Continue it.

Continue to provide these opportunities for our community.

getting used to kindergarten peers & routines

Go full day

help more in writing, my son is very shy

I am pleased with the experience my child received.

I liked the workshops but the second one on how to help prepare your child for kindergarten was too rushed. I would suggest scheduling more time for it. It was still good but more time would make it better

I really don't have any.

I think it's a great program

I think that parent chats could be more helpful with different topics. A chance to have the actual kindergarten chat during one would be awesome.

I think you are doing a great job.

I wish the interactive workshop had been longer. The material was great but the time crunch was hard b/c it was rushed.

Involve parents to help/participate.

It was fantastic.

It was great, but it started early.

longer school time

More correspondence with parents.

More help in math

My son was happy.

N/A

none

None

None - the program is great

None at this time

None, it's a wonderful program.

none. this was a great program

One thing needs correcting is the bus system children were bullied

Only time we met with other parents was when waiting for the bus. I am ok with that but there was a question about parents meeting other parents.

To go a week longer and add in swimming lessons.

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

South-Central Oregon ELH

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 338

FE Activities Reported Under Quarter 1-4

Play to Learn (N=124)

PreK Academy (N=16)

Ready! for K (N=198)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 315 Mean = 4.83 AFTER: N = 242 Mean = 4.98	1	1%	2%	2%	5%	91%	0%	0%	0%	1%	98%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 316 Mean = 4.18 AFTER: N = 242 Mean = 4.78	0	1%	4%	16%	34%	45%	0%	0%	3%	17%	81%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 314 Mean = 4.04 AFTER: N = 242 Mean = 4.73	0	2%	4%	19%	38%	37%	0%	0%	3%	22%	75%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 310 Mean = 4.27 AFTER: N = 237 Mean = 4.83	3	2%	3%	15%	27%	54%	0%	0%	3%	11%	86%
5 My child is comfortable at the school. BEFORE: N = 298 Mean = 4.14 AFTER: N = 229 Mean = 4.62	15	2%	5%	16%	29%	47%	0%	1%	6%	20%	72%
6 I feel welcome at the school. BEFORE: N = 302 Mean = 4.58 AFTER: N = 234 Mean = 4.90	8	1%	2%	8%	17%	73%	0%	0%	2%	6%	92%
7 My child is ready to start kindergarten. BEFORE: N = 307 Mean = 3.68 AFTER: N = 236 Mean = 4.39	8	5%	12%	23%	30%	30%	1%	2%	11%	29%	57%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 311 Mean = 4.15 AFTER: N = 242 Mean = 4.52	0	3%	5%	12%	37%	44%	0%	2%	7%	28%	64%
9 My child understands and can follow rules. BEFORE: N = 315 Mean = 4.18 AFTER: N = 242 Mean = 4.51	0	1%	7%	10%	39%	44%	0%	1%	7%	31%	60%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 275 Mean = 3.99	3%	4%	23%	32%	38%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 272 Mean = 4.45	0%	2%	12%	25%	61%
12 The information shared in the program was useful. N = 267 Mean = 4.82	0%	0%	1%	15%	84%
13 I am very satisfied with this program. N = 266 Mean = 4.84	0%	0%	1%	14%	85%

What is your relationship to this child?	N	%
Mother	224	74%
Father	39	13%
Grandmother	7	2%
Grandfather	1	0%
Other	10	3%

What is your marital status?	N	%
Married	220	79%
Single	41	15%
Divorced/Separated/Widowed	16	6%

What is the race/ethnicity of your child?	N	%
White	226	75%
More than one race/ethnicity	41	14%
Latino/Hispanic	27	9%
Native Hawaiian/Pacific Islander	4	1%
Asian	2	1%

What language(s) do you most often speak at home?	N	%
English	272	90%
More than one language	18	6%
Spanish	12	4%

How old are the children in your household?	N	%
0-3 years old	150	44%
4-5 years old	228	68%
6 years or older	159	47%

Family Events Outcomes Survey Findings Quarter 4 - 2017

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?

	N	%
No	262	93%
Yes	21	7%

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?

	N	%
No	262	92%
Yes	23	8%

What was most helpful or useful to you and/or your child in this program?

5 basic concepts. I have never heard of these concepts prior to this program.

All of it was helpful.

All of the games and activities are so helpful in my daughter's learning and preparedness.

All of this was amazing, fun and enjoyable. Very interactive. Love the games you learn to do with the kids.

All the activities were helpful and fun for the kids.

All the different activities and how to games to help my daughters the best chances.

All the different ways to be patient with children as they learn new things and ways to help prepare them.

All the helpful learning tools.

All the materials were useful and helpful. Gave me more confidence in the fact that I am doing well with my daughters.

All the new tools to help her learn ways to teach differently with things we have at home.

All the tools he needs to learn before kindergarten and during the school year. All the helping tools and activities for our child to learn.

All the tools/techniques teachers and parents share for learning. Examples teachers and parents gave for games, etc.

Assistance with writing skill building.

Being able to interact well they played was most helpful because it allowed me to see that just basic things like Hulu hoops can be a great deal of fun.

Being able to interact with teachers and children before they actually start school.

Being given the tools to prepare my daughter for kindergarten. I love that the teachers gave me creative ideas and games that we can play and learn but also have fun doing it.

Being in the classroom.

Block and building.

Books, child care.

Boston Basic Video Resources.

Child learning skills.

Connecting with other providers.

Creative ways to learn.

Different suggestions on introducing skills to kids.

El material que te dar para jugar con nvestros hijos y aprendan feal

El material quenos propionron fue mugutil para elaprenizuje demihijo y sobre todo laspersonas encargers queno exolicaron romo ulilizal el material.

el material ylos ejemplos que nos dieron para ayudar a nuetros hijos.

Encouragement to do better.

Everything - enjoyed.

Everything provided is so amazing. Thank you so much!

Everything!

Fine motor activities that help with writing.

Flash cards.

Following directions

Games and books.

Games, activities to work on at home with my son, info explaining what he needs to know next year.

Getting my son comfortable in the classroom and participating in activities.

Getting new ideas for learning activities. I look forward to watching my son grow and learn with new learning materials.

Getting the time to interact with my child in the school setting.

Getting tools and information for my child.

Giving examples and explaining games to help our children learn. That really helped me to help my daughter with areas she needed help with.

Giving us tools to work with our children and the teachers going over the materials and letting us know what they need them to know.

Great class.

Great prep for me and my son.

Hard to say one thing, everything was useful.

Having facilitators demonstrate teaching techniques.

Having my child see that moving and playing is a part of school made her even more excited to start school.

Having my child see that moving and playing is part of school made her even more excited to start school.

Having the instructor help navigate the book and demonstrate the tools given was very useful.

How to help and motivate him so he can do something new and also learn.

How to sit down and play and teach them letters and counting.

I appreciate the tools we received and how the instructors taught us to use them.

I feel she has learned a lot and enjoys her class.

i like how the different activities were in the classrooms in the 2nd class.

I liked the games and just overall talk of what we should be ready for.

I love that they show games and explain how to teach the letter shapes at first, not sounds. Things I would not have known.

I loved getting the songs to sing and learn with him.

I loved this! This program is so great for the kids and their families. I'm very excited that this program is here for our children. Well Done! I will always support this!

I really enjoyed the program. Already knew the information but good to be reminded. Also getting to play with other kids. Great event.

Ideas for activities to learn

Ideas on how to prepare my son.

Interacting with teachers and other kids.

Interaction / Fun with Science

It exposed my son to the school environment and makes him excited about school.

It got me to do alot more learning activities with my child.

It has given me great tools and ideas on how to work with my daughter to get ready for kindergarten.

Items given.

Just reminding me that so many small daily interactions that seem insignificant are actually very important. the culmination of such small things creates eager learners.

Knowing bench mark goals.

Knowing my child enjoys to read, play, sing, dance and it is helpful for her upbringing early education and brain development.

Knowing what is needed for kinder readiness.

Knowing what we need to help her with to be ready for kindergarten, she has learned to write her name and associate the letters with her name in the alphabet on the alphabet strips.

Knowing where to start working with her and what she need to know.

las habilidades yDestrezas

Las letras el diferenciarlas

Learn the easy way to help the math fact easy.

Learning about the different tools to use to prepare my child for kindergarten.

Learning activities provided to work with.

Learning differences teaching ways.

Learning fun ways to introduce and learn different topics especially ones that my child is still having difficulty with understanding.

Learning how I can help with my child's education.

Learning how to use the tools provided in a fun way to get my child interested in school.

Learning math techniques.

Learning new tools for teaching my son.

Family Events Outcomes Survey Findings Quarter 4 - 2017

Learning new ways to work with my child at home.
Learning tools for homework.
Learning what is expected from my daughter at the start of school.
Learning what our child need to know before starting school. So that he is up with the rest of the class.
los numeros, los colores los tomecabeanos, las letras.
Make learning fun.
Manage stress.
Matching and rhyming games
material asi como toda la informacion que ne recibido
Material sent home to reinforce what is presented.
Materials to help encourage my son to want to learn. It is hard sometimes because of his developmental delay.
Materials.
Meeting - watching other children.
Meeting new kids and parents, meeting teachers. New ways to get through to kids in helping them learn.
More detailed direction
More play 2 learn nights. The introductions should have something to entertain the children while adults talk.
My child being around other kids.
My child really enjoyed the interaction with the other children. All of the educational toys were a great help.
My son feeling excited about school.
My son loved the bags. Your website.
Need for verbal directions.
New ideas to encourage learning through play.
New techniques on teaching math.
number/ writing concepts
Opening her up to new things. Learning obstacle course. Very helpful. Thank you.
Otras formas de enseñar cosas a los niños
Parent interaction participation from parents sharing suggestions
Participating with other kids.
Que el nina aprendo mejor los colores
que le an ayudado mucho aprender los colores, numeros, letras etc.
Remembering to spend just 10-20 minutes a day with them playing and learning.
Reminders of the most important things to work on.
Seeing coming home with activities to do with my child.
Seeing different ways to teach my child at home.
Showing how to tell them how to say words.
Special one on one nights with my prek child working on academics.
Take home crafts were amazing.
Take home packet.
Teaching ideas
The activities: some were things we already did, but lots were new to me, and I liked how easy they were to incorporate into our daily activities. I liked how it also gave age appropriate activities for young siblings. All the activities
The activities/toys handed out at each class.
The amazing variety of activities.
The at home activity ideas were very helpful.
The bags of learning tools for home was awesome.
The binder was very useful, it is full of great ideas.
The demonstration about how to use materials.
The different examples of counting, grouping and comparing.
The different exercises.
The discussion.
The discussions.
the fun interactive science experiments
The games to help teach.
The ideas for practicing number recognition and counting.
The ideas given on how to help my child succeed.
The individual activities and instructions on how to use them were the most useful. The educational tools provided were really helpful.
The information along with the supplies.
The information in each area.
The information on how to encourage my child's growth through games.
The interaction.
The interactive activities we were given and showed how to use with our children.
The learning packages.
The learning tools we received and information helped our family.
The learning tools, games, books and such.
The materials and activity suggestions.
The materials and different ideas.
The materials given to work on skills.
The materials given will be very helpful in preparing my son.
The most helpful thing to me and my child was the program offered many ways to make learning fun.
The take home materials that allow me to work with my child and the staff who explained how to use the materials.
The tools and games we received. Also the tools being explained.
The tools and ideas for learning.
The tools sent home and the explanation in class on how to use them helped the most.
The tools to make the learning fun.
the unique activities that made her want to do more at home.
The vast variety of options for engaging my children ie. songs, games, wordplay.
They provided great resources to use at home. My child really liked the Play through movement.
Tips and ideas to help me with my kids at home. Learning what is to be expected of them when they start kindergarten.
To be in the environment of his school to be and meet the staff.
To do estubo muy bien
Tode estubo muy bien. Los materiales fueron de mucha ayuda ya que en veces es difícil.
todo fue muy útil
Understanding the 5 pillars and how easy it is to accomplish them. I like that they emphasize not just reading the story but engaging in it.
Understanding what they expect kids to be ready for when entering kindergarten and how to help get them there.
Very family friendly.
Very good program.
Visiting classrooms and teachers, child participation in activities with other children.
Writing
You guys had it laid out great!

What suggestions do you have to make this program better?

Advertise better - great program.
Be more informed about the time of the program.
Begin a class for 3 year olds.
Break the sessions over fall and winter.
Dedicarles mastiempo a nuestro hisos
Different locations in the community to have staggered times/days of the week.

Family Events Outcomes Survey Findings Quarter 4 - 2017

Equal group sizes.
Esta muy bien organizado me encasto
Everything was amazing. All the tools, etc. Very happy.
Excelente programa. Gracias!
Fridays make it hard to make it
Fue bueno
Going through the book was a bit confusing as we bounced around alot and it was difficult to navigate.
Great program, thanks Mark.
Have an earlier age class so skills can be learned early or know more what to expect.
Have school staff introduce themselves.
He loved the obstacle coarse and physical activities. More of that would be great.
He loved the obstacle course and physical activities. More of that would be great.
Healthy foods.
I can not think of any
I enjoyed the program.
I love the different steps and skills.
I really enjoyed this program. Thanks so much!
I think it is wonderful, doing a great job.
I think that if we had more time to be more engaged in how to use the games. Like role play.
I thought it was great. I cannot think of changes.
I was pleased and amazed with the program.
Include children.
introduce families that are going to the same school
It could be a little longer. My daughter wanted to play more.
It was good.
It was great.
Keep this program going and if you need volunteers, the Stearn's parent club could help.
Keep up the good work.
Larger area for centers.
Larger room for intro part.
Make it slightly longer.
mas clases, como por ejemplo dos veces al mes
Maybe a bit more time with the stations. But then might take too long.
Maybe add more younger children activities.
Maybe do a class with parents and kids first to let the kids who are younger get used to being here.
Maybe music station. Other than that very pleased.
Maybe try reaching more people by advertising at the WIC office or doctor office in order to have more participation.
more class participation
More classes, more often.
More interaction with parents and tools.
More sessions
Need an activity for the kids at the beginning so parents can listen to the presentation better. Just need more promotion.
Ninguna sujeta espero que este programa siga adelante!
ninguno todo estuvo muy bien
Ninguna sugerencia OGracias!
No changes, it is great!
No suggestions is a great program.
No.
None
None.
None. The program is great.
None. Thoroughly enjoyed.
not sure filling this out before the program started. I will have a better idea suggestions after all 3 sessions.
Nothing it's a great program to help educate parents on how to prepare their children for kindergarten.
Nothing to change it is perfect.
Nothing.
Nothing. Maybe having UCAN help prepare the kids with math and alphabet more than games.
Only do it in Hawaii and provide transportation and lodging.
Place for coats.
Please keep it for other parents.
Possibly separate kids from parents. Asking the kids between 3-5 to go in the hall while parents stay in room to listen with no designated supervision is inappropriate.
Program was more organized the second class when the class was broken into groups.
Promote it more! It's a great program.
Que continuen así trayendo con los niños
que tienen obligaciones de tareas.
Scheduling was a little challenging to attend all the sessions. Navigating the binder wasn't very easy during the session, but material was very good.
School tour with kids
Smaller Groups
Smaller groups - disperse better and think parents need to follow instructions.
Start program when child is younger.
The only suggestion would be to expand it to every KCS D elementary school.
Try to get more people involved.
Updated videos.
Updates as they come.
Was great.
Wn verdude minguos pues son gente muy preparada especial en el tema muy agradecidos con su trabajo.
Would love to have the community more involved. Also, there was little to no parent engagement with each other.

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Southern Oregon ELH

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 19

FE Activities Reported Under Quarter 1-4

Kaleidoscope (N=9)

Spring Family Night (N=5)

Family Celebration (N=5)

How would you rate the following:	Did not discuss or not applicable (N)	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 19 Mean = 5.00 AFTER: N = 15 Mean = 5.00	0	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 19 Mean = 4.58 AFTER: N = 15 Mean = 4.53	0	0%	11%	5%	0%	84%	0%	7%	13%	0%	80%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 17 Mean = 4.24 AFTER: N = 13 Mean = 4.62	0	0%	12%	6%	29%	53%	0%	0%	8%	23%	69%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 14 Mean = 4.56 AFTER: N = 10 Mean = 4.60	5	0%	14%	7%	7%	71%	0%	10%	0%	10%	80%
5 My child is comfortable at the school. BEFORE: N = 19 Mean = 4.37 AFTER: N = 14 Mean = 4.71	0	0%	5%	16%	16%	63%	0%	0%	7%	14%	79%
6 I feel welcome at the school. BEFORE: N = 18 Mean = 4.83 AFTER: N = 14 Mean = 4.93	1	0%	0%	0%	17%	83%	0%	0%	0%	7%	93%
7 My child is ready to start kindergarten. BEFORE: N = 14 Mean = 3.56 AFTER: N = 10 Mean = 4.20	5	14%	0%	14%	7%	64%	0%	0%	30%	20%	50%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 19 Mean = 4.07 AFTER: N = 14 Mean = 4.71	0	0%	0%	5%	32%	63%	0%	0%	0%	29%	71%
9 My child understands and can follow rules. BEFORE: N = 19 Mean = 4.53 AFTER: N = 14 Mean = 4.64	0	0%	0%	11%	26%	63%	0%	0%	0%	36%	64%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 19 Mean = 4.00	0%	5%	16%	53%	26%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 19 Mean = 4.47	0%	0%	11%	32%	58%
12 The information shared in the program was useful. N = 19 Mean = 4.58	0%	0%	0%	42%	58%
13 I am very satisfied with this program. N = 19 Mean = 4.84	0%	0%	0%	16%	84%

What is your relationship to this child?	N	%
Mother	14	74%
Father	4	21%
Grandmother	1	5%
What is your marital status?	N	%
Married	13	93%
Single	1	7%
What is the race/ethnicity of your child?	N	%
White	19	100%
What language(s) do you most often speak at home?	N	%
English	9	100%
How old are the children in your household?	N	%
6 years or older	15	79%
4-5 years old	11	58%
0-3 years old	9	47%
Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?	N	%
Yes	13	68%
No	6	32%
Is your family currently on a waitlist for any other preschool, early learning program, or child care program?	N	%

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

No	16	89%
Yes	2	11%

What was most helpful or useful to you and/or your child in this program?

Arts and crafts, working together with others/interacting
Doing all the family things feels welcome
Everything
finding new ways to teach and learn
Gives us something awesome to do together!
Making the Alphabet Book
See my child graduate to kindergarten
Social and learning time away from home.
social aspect
Structure, school experience
The recognition of the importance of academic success, and encouragement to move onto the next step! Thank you for being such a wonderful part of my child's life.

What suggestions do you have to make this program better?

Keep it going it's fun and enjoyable for all
Learn to write letters
More music playing in background - singing together.
More science and art exploration
None!
Nothing its great!

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

EL Washington County

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 72

FE Activities Reported Under Quarter 1-4

ABC Nurturing Parenting (N=5)

Abreindo Puertas (N=12)

Juntos Aprendemos (N=26)

Ready for Kindergarten (N=8)

Ready, Set, Kindergarten (N=21)

How would you rate the following:	Did not discuss or not applicable*	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 70 Mean = 4.09 AFTER: N = 70 Mean = 4.80	1	3%	6%	20%	23%	49%	0%	1%	0%	16%	83%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 71 Mean = 3.54 AFTER: N = 71 Mean = 4.85	0	7%	16%	23%	27%	28%	0%	0%	1%	13%	86%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 69 Mean = 3.45 AFTER: N = 70 Mean = 4.60	1	7%	10%	35%	26%	22%	0%	0%	9%	23%	69%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 69 Mean = 3.70 AFTER: N = 69 Mean = 4.71	0	6%	10%	23%	30%	30%	0%	3%	3%	15%	80%
5 My child is comfortable at the school. BEFORE: N = 61 Mean = 3.90 AFTER: N = 62 Mean = 4.73	2	3%	13%	16%	25%	43%	2%	0%	5%	11%	82%
6 I feel welcome at the school. BEFORE: N = 64 Mean = 3.88 AFTER: N = 65 Mean = 4.72	1	5%	11%	19%	23%	42%	0%	2%	3%	17%	79%
7 My child is ready to start kindergarten. BEFORE: N = 65 Mean = 3.57 AFTER: N = 67 Mean = 4.46	3	9%	11%	25%	25%	31%	2%	5%	6%	22%	66%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 68 Mean = 3.71 AFTER: N = 70 Mean = 4.47	2	10%	12%	12%	29%	37%	3%	3%	1%	30%	63%
9 My child understands and can follow rules. BEFORE: N = 68 Mean = 3.68 AFTER: N = 71 Mean = 4.68	2	9%	10%	18%	31%	32%	0%	1%	1%	25%	72%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 70 Mean = 4.51	1%	1%	11%	16%	70%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 69 Mean = 4.33	3%	4%	13%	16%	64%
12 The information shared in the program was useful. N = 70 Mean = 4.87	1%	0%	0%	9%	90%
13 I am very satisfied with this program. N = 70 Mean = 4.86	0%	0%	1%	4%	95%

What is your relationship to this child?	N	%
Mother	61	87%
Father	8	11%
Grandmother	1	1%
What is your marital status?	N	%
Married	51	82%
Single	10	16%
Divorced/Separated/Widowed	1	2%
What is the race/ethnicity of your child?	N	%
Latino/Hispanic	52	74%
White	12	17%
More than one race/ethnicity	6	9%
What language(s) do you most often speak at home?	N	%
Spanish	35	49%
English	14	20%
More than one language	22	31%
How old are the children in your household?	N	%
0-3 years old	35	49%
4-5 years old	61	85%
6 years or older	45	63%

**Family Events Outcomes Survey Findings
Quarter 4 - 2017**

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?		N	%
	No	50	81%
	Yes	12	19%

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?		N	%
	No	57	92%
	Yes	5	8%

What was most helpful or useful to you and/or your child in this program?

- being able to connect and talk with other parents about common problems
- Being introduced to new parents, resources, and parenting ideas
- Connecting with other parents to socialize with. Getting ideas on how to help my child learn their numbers and counting
- Helping me understand how to deal with my child when he is being difficult and also better support good behavior
- How children develop
- How to be a better mother and play a bigger role in supporting my family
- How to interact with others in his age range
- Instructor was very knowledgeable and personable
- Learning about colors and numbers
- Learning how I can support my child and meeting other parents
- Learning how to help my child communicate better
- Learning new behavior modifications. Learning about resources for reading/math
- Lots of new academic ideas
- Positive behavior reinforcement techniques
- Speaking with other parents about strategies for parenting and preparing kids for schools
- Take home activities were useful
- Take home assignments and activities
- Time for my child to interact with other incoming students
- Useful teaching tools

What suggestions do you have to make this program better?

- Allow time for us to work with kids in class
- free books
- More classes
- More days
- More days of the program
- More discussions
- More time together
- Reach out earlier, age 3 not Pre-K

Family Events Outcomes Survey Findings Quarter 4 - 2017

Yamhill ELH

Year: 2017

Quarter: 4

Family Events Outcomes Surveys Summary

Total survey respondents = 170

FE Activities Reported Under Quarter 1-4

Transition Camps (N=29)

Kinder Jump Start (N=103)

Ready for Kinder (N=38)

How would you rate the following:	Did not discuss or not applicable (N)	Before participating in the program					After participating in the program				
		Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
1 I know that school attendance is important to my child's academic success. BEFORE: N = 162 Mean = 4.94 AFTER: N = 157 Mean = 4.97	2	0%	0%	1%	4%	95%	0%	0%	0%	3%	97%
2 I feel confident in knowing how to best promote my child's reading at home. BEFORE: N = 157 Mean = 4.49 AFTER: N = 152 Mean = 4.73	7	1%	1%	11%	23%	64%	0%	1%	4%	17%	78%
3 I feel confident in knowing how to best promote my child's math skills at home. BEFORE: N = 154 Mean = 4.29 AFTER: N = 151 Mean = 4.58	8	0%	3%	18%	28%	52%	0%	1%	7%	23%	68%
4 I am prepared to help my child enter kindergarten. BEFORE: N = 162 Mean = 4.50 AFTER: N = 157 Mean = 4.87	3	1%	3%	5%	30%	62%	0%	0%	1%	12%	88%
5 My child is comfortable at the school. BEFORE: N = 154 Mean = 3.95 AFTER: N = 152 Mean = 4.74	10	5%	6%	21%	23%	44%	1%	1%	3%	16%	80%
6 I feel welcome at the school. BEFORE: N = 154 Mean = 4.53 AFTER: N = 155 Mean = 4.81	8	0%	1%	14%	16%	70%	1%	0%	4%	8%	87%
7 My child is ready to start kindergarten. BEFORE: N = 158 Mean = 4.27 AFTER: N = 155 Mean = 4.67	4	1%	1%	20%	29%	50%	1%	0%	5%	19%	76%
8 My child gets along with other children in a group (shared, takes turns, does not hit or argue). BEFORE: N = 164 Mean = 4.45 AFTER: N = 161 Mean = 4.66	0	1%	1%	10%	30%	59%	0%	0%	6%	22%	72%
9 My child understands and can follow rules. BEFORE: N = 164 Mean = 4.48 AFTER: N = 159 Mean = 4.67	1	0%	2%	9%	29%	60%	1%	0%	4%	23%	73%

*Did not discuss/not applicable is not included in final percentages

How would you rate the following:	Definitely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Definitely Agree
10 This program helped me make connections with other parents. N = 169 Mean = 3.60	2%	6%	37%	34%	18%
11 This program helped me make connections with teachers and staff (e.g., administrators, secretary). N = 166 Mean = 4.12	2%	3%	21%	32%	43%
12 The information shared in the program was useful. N = 169 Mean = 4.51	1%	2%	13%	15%	69%
13 I am very satisfied with this program. N = 169 Mean = 4.75	0%	1%	5%	12%	82%

What is your relationship to this child?

	N	%
Mother	129	77%
Father	24	14%
Grandmother	6	4%
Grandfather	3	2%
Other	5	3%

How old are the children in your household?

	N	%
0-3 years old	85	50%
4-5 years old	136	90%
6 years or older	92	65%

What is your marital status?

	N	%
Married	131	84%
Single	10	6%
Divorced/Separated/Widowed	15	10%

Is your family currently on a waitlist for Early Head Start, Head Start, or a Relief Nursery?

	N	%
No	158	96%
Yes	6	4%

What is the race/ethnicity of your child?

	N	%
White	116	70%
Latino/Hispanic	33	20%
More than one race/ethnicity	17	10%

Is your family currently on a waitlist for any other preschool, early learning program, or child care program?

	N	%
No	162	98%
Yes	3	2%

What language(s) do you most often speak at home?

	N	%
English	129	77%
Spanish	16	10%
More than one language	22	13%

What was most helpful or useful to you and/or your child in this program?

Activity ideas- Knowledge of what is most important

Adjusting to the new big school surroundings without all the extra chaos & meeting other kids

Allowing him to be able to experience the structure of school, layout of the school and go through the motions.

Allowing my child to get over his fears prior to starting. Getting to see the building, teachers, and principal was great

Being able for my child to see the school and get adjusted without the overwhelming feeling of the first day

Family Events Outcomes Survey Findings Quarter 4 - 2017

Being able to ask questions & Learn routines
Building confidence and comfort for the 1st day of school with teachers, school and new friends.
Building confidence in the kids
Bus and pick-up
Convivir con los nuevos niños
El aprendizaje de como saber en senar y a lludar a mi hijo estar listo para kinder y claro los materiales exelentes
El saber como enseñar divertido a estudiar a mi hijo siempre aprendo algo nuevo
Ensenarles con canciones orimas
Es mi primera clase
Familiarization
Feeling confident in the routines of the school/kindergarten
Friendly and helpful staff
Getting a feel for the school before there are big kids around. Making connections with other kids.
Getting acquainted with school is helping him feel more comfortable and not so nervous about being here
Getting acquainted with the school and student meeting teachers and peers
Getting comfortable in a new setting and meeting teacher & classmates prior to starting kindergarten
Getting comfortable with the school and routine
Getting comfortable with the surrounding at school prior to school start. Now his confidence will be improved because he knows his teachers, classmates and surroundings
Getting familiar with the routine of school
Getting her comfortable being in an environment with new kids and activities
Getting him used to being away from me (Mom) and letting him experience school first hand.
Getting him used to teacher, classroom, and schedule
Getting my child a smooth start without all the commotion of the first day of school
Getting my child ready for school
Getting my son familiar in the classroom setting because he didn't go to preschool
Getting to explore the school & classmates in a low pressure environment without the older kids
Getting to introduce my child to school. Thank you for the effort put into this program
Getting to know her school and where she will be has helped her anxiety about school
Getting to know routines with less children and focus just on them
Getting to know school, teacher and principal
Getting to know teachers and other kids. Helping my child feel comfortable at school
getting to know the locations in school so he knows the routine
Getting to know the school and staff. Helping special that she got to do a special program before all the other students
Getting to know the staff and classrooms
Getting to know the teachers and routine. Not much info was shared about the program though. I wasn't even sure it was important or what was occurring the first day
Getting to know the teachers and staff. Letting the student be at the school, know where to go & what to expect in September. His fears of being in a big scary brick building are now gone, it's an exciting place!
Getting to see the school helped him feel more comfortable
Giving him an idea of what it's all about. He's so excited!
Giving my daughter a chance to get used to it before it was all day
Having a chance for a trail run without other kids & having shorter day so child could get a taste of it and be successful
Having days to get used to the school before the big day!
Having my child get acquainted with teachers, school layout, rules, classmates and schedule.
Having the chance to be in the school before the rest of the student body is present
Helped with establishing her morning routine in getting ready for school. Increased her confidence and anticipation. Eliminated her anxiety
Helping my child feel confident & excited for his new school
I don't feel the above topics were discussed with parents
I loved the materials and games we learned to play with our children to help them learn
I think it really took the butterflies out of her first day of school
I was very grateful that my son had an opportunity to get to know the school & his teachers before all the children arrived
I'm grateful that my son was able to learn about the school and classrooms
Ideas and visuals from the presenters. Learning expectations for Kindergarten
Ideas for fun learning at home
Instructions on teaching
It helped my child see what kindergarten was going to be like before it started
Knowing how school will be.
La diversidad de actividades que puedo realizar, con el material obtenido
La forma de como tenemos que enseñar a nuestros hijos
Las figuras para practicar con ellas juntos
le ayudo a vencer el miedo
Learning about new school
Learning targets for incoming kindergartners
Learning the games and activities I can do with my child at home to prepare them.
Letting the child get to know the school and other students & teachers
Los consejos y el material para las actividades
Los tipos de juegos de mesa que podemos jugar con nuestros hijos para alludar los
Made her feel very comfortable going into kinder!
Making kindergarten less scary. My child is very introverted
Making right choices in her education
material que regalan para llevar a casa
Meeting teachers, meeting friends and explaining school.
Mostly just for my son to get used to the school before being there all day. There was little to no information communicated to the parents about what the kids were actually doing while they were there.
My child getting to know the school, teachers and students. Giving me a chance to learn drop off/ pick up etc.
My child getting used to school a week before it starts
My child is disabled so it was good to help with training on how to take care of her before the school was really busy with other kids
My child never attended preschool or childcare so being able to go half days before full days is very helpful with setting used to the flow of school
My child was able to experience school independent of her parents and siblings.
My child was able to get used to school and teacher. Very helpful in making the first day of school easier
My child was excited to practice going to school & it gave him confidence to be in the school with his new teachers in a small group before the full academic year begins
My child was ready and excited to start school. The right tools were provided to help us help him
New ideas on how to help her be ready! reminder to me to read to her more
Orienting her to a new school was important
Picking up and dropping off my child before there were so many students
Preparation for kindergarten before 1st day of school
Preparing her for kindergarten
Preparing her for the first day. All worries she had about the first day were addressed through this program- it was very helpful
Preparing my child for school
Pues en que a mi hijo ya le gusta la escuela y ya no tiene miedo
Que uno papa tiene que pasar mas tiempo con sus hijos
Schedule
School Tour
Seeing where they are academically & having tools to continue their growth
Setting acclimated
She is no longer nervous about starting school
She loves the teachers!
She was a lot more confident about starting
She was able to get to know the teachers, classrooms, and the principal. This is super important because there is no specific kinder orientation.
She's comfortable with the school and teachers now
Talking with the principal- he was very available to us. Our daughter loved coming and is eager to start

Family Events Outcomes Survey Findings Quarter 4 - 2017

Teacher/parent interaction
Tener pasiencia, no desesperarse
That it was available! It's a great way to get them comfortable without the rest of the students.
That my child got to experience Kindergarten before the long day begins
That my child had the opportunity to get to know the school before she starts kinder
That my child was able to meet his peers before the start of school and that he was able to get used to the feel of school
That she felt comfortable and gave her a chance to meet her teacher and classmates
That they got to meet staff and students and learn the school routine
The activities and tips on how and what to learn
The information on what my child needs to have learned before entering kindergarten
The introduction to school
The kinder goodie bag
The math and pattern discussion
The opportunity for my child to become familiar with the building, meet teachers and administrators and other children
The opportunity for my child to spend time in the school without the bustle of other students. Also, the chance to see what school morning schedules at home will look like
The resources were helpful and fun!
The take home materials
The teachers there were their teachers for the year. And the principal being around
There was no parent education or connection to staff. The opportunity to reach parents has been missed. Great for getting kids comfortable with school before the masses arrive.
This program was great for making us feel comfortable with the school. Very impressed!
This was huge in helping our child prepare for kindergarten. He had anxiety about it before. Please keep this program, it's amazing
Time for my son to adjust to school
Time spent at school with teachers & students
Todo la informacion
Tools to teach, ideas, knowledge of what to expect in kindergarten.
Understanding kindergarten routine, short time frame to ease into time away from mommy, meeting the teachers
Was able to ask questions and seek advice without feeling like a bother to staff. Helped my child become comfortable with getting up and adjusting to structured schedule

What suggestions do you have to make this program better?

A flyer with answers to questions we had during the session given out on the first day
A group activity with parents and kids at beginning to widen the comfort and community
A letter to parents on the first explaining pick up and drop off. Also any other info needed for the first week
An interactive parent & child session
An orientation just for parents
aplicar todo lo que repusamos
Better car pick up during program and all year long. Other schools I've been to have a number match system that is very quick and safe. Care has number card in dashboard and same number is attached to child's backpack.
Better communication about the whole point of it and what parents can do at home to support and supplement what the teachers are doing
Better parent outreach
Bus ride (last jump start) and and fire drills were helpful to go over when my older daughter did this program
Bus ride to school with parent
canciones de ritmos
Cant think of anything. It's a great program for the kids!
dar estas classes con mas frecuencia
Dont put an entire week between Jump Start and first day of school. Kids get adjusted, then go back to normal routine
Feedback
Feedback regarding my child
Getting mailers out to parents who dont know to look for this program
Getting the word out better. Better explanation to parents as to what is being said to children and communication so we aware
hacer mas propagabda para que los padres sepan. La imporanci de preparar a nuestras hijos para Kinder
Handouts for parents
Have all your Is dotted and Ts crossed. And never assume when it comes to kids and parents. Look at first names instead of middle names.
Have kids line up in the gym like they will on the first day
Have parents in classroom with teacher to go over math and reading skills that could be used at home
Having a report on how your individual child is adapting to school would be relieving
Having children for those families that cant commit to a half day before school year starts so more kids can participate
I am very happy about this program and wouldn't change anything.
I didn't realize it was for ALL kindergartners, I thought it was only for low-income/disadvantaged students. Perhaps more communication at registration about the program
Keep it fun! Thank you!
Kindergarten orientation for parents one morning of the Jump Start
Let parents attend at least half of the time on the first day of Jump Start, so that parents can see what will be happening
Make the program a requirement.
Mas clases
Maybe handing out a sample schedule ahead of time and what material, snacks, etc. to bring to the program.
Me gusto en general
More info for new parents. Pick up/ drop off routine and more
More info for parents about process and starting school
More information about kindergarten in general. Teacher bio, schedule, activities.
More parent connection
More parent involvement
More program info
More substantial snack, more parent info prior
Muchas gracias por aser este tipo de programas
ninguno asi asta bien
None - my son is super excited with how things are going.
Not sure if they went over the breakfast and lunch line procedure but that would be helpful
Nothing to add- thank you teachers and staff for the time you invest!
One day doing lunch
option of a small tour of the school for new families. Tour of the facilities
Optional transportation for students who will ride a bus regularly to help prepare kids for the bus
Parents seeing a full day. From what they do in the morning to leaving for the day
Please send out a flyer with info before the camp starts!
Practice eating lunch and choosing hot lunch items. (My child is worried about lunch time)
Promote it more!
Que participe los ninos
serve breakfast and lunch
Share some of the curriculum covered during JumpStart - my son only mentioned recess :)
Take info from each day
Teacher introduction
This was excellent! :)
Time fore setup before the kids go to the classroom that parents could meet the teachers. At least some sort of introduction
Time to answer parent questions
Todo esta bien no tengo ninguna alternativa
Todo esta muy bien gracias por el programa
When starting at the end of the program, the game and learning resources from earlier sessions need to be included
Wonderfully organized, good promotion. Thank you so much for the experience