Transitional Kindergarten Awareness

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Capstone

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Abstract

The main concern for this Capstone is that there is a lack of parent awareness of the Transitional Kindergarten (TK) program in first-time school parents. If a parent doesn't already have a child enrolled in the school district to come home with a flyer about the TK enrollment dates, there is no way for them to find out about the program except word of mouth. This project set out to bring awareness to those first-time school parents. An informational Prezi was created and presented in the gym of one of the schools offering TK classrooms. The presentation was publicized outside of the schools in places such as the local WIC office, health clinics, grocery stores, and laundry mats where first-time school parents with age eligible children frequent. The Prezi included why the cutoff date for kindergarten has changed, what TK is, what the classroom is like, the benefits of their child attending TK before kindergarten, and the details on enrolling their child into the program. There were also informational pamphlets for them to take with them, as well as questionnaires given before and after to measure the success of the presentation. The presentation was an overall success with the parents reporting that they left the presentation feeling fully informed on the TK program.
Literature Review

This literature review will contain literature on the transitional kindergarten (TK) program as well as the Head Start Program. Because TK implementation is so new, there is little academic research on the subject and because of this, an analogous approach will be taken by likening Head Start to the TK program. The transitional kindergarten program lacks in the area of parent outreach and recruitment, whereas the Head Start program is strong in this area. In adopting strategies similar to Head Start's, transitional kindergarten could increase parent awareness of the program.

Both the Head Start and transitional kindergarten programs are aimed at getting children prepared for kindergarten. As well as promoting literacy and academics, Head Start helps the children build the social skills that are important to obtain before entering kindergarten (Head Start Program Performance Measures: Second Progress Report, 1998, p. 9). This is the direct link between these two programs. Being in the transitional kindergarten classroom helps the children mature emotionally, socially, and academically before they enter kindergarten (Fellows, 2013, p. 15). It is important for the children to have reached this developmental maturity. This maturity lessens behavior and academic issues in the kindergarten classroom (Study of California's Transitional Kindergarten Program: Report on the First Year of Implementation, 2014, p. 105-106). Having less behavior issues to correct, the class is able to stay focused on learning and the teacher is able to stay on task. Another benefit is the fact that TK is a combination of the end of preschool and the beginning of kindergarten (2014). This smooth
transition increases the likelihood that the students not only are ready, but feel ready to advance to kindergarten.

Recruitment strategies are essential for filling spots in programs such as TK and Head Start. The Head Start program has recruitment practices in place that have proved to be successful. Rather than being handled at the district level, most of the parent outreach is carried out by the field staff (*Reaching out to Families*, 2001). Unlike most programs that advertise only right before enrollment, Head Start works on outreach and recruitment year-round. Head Start reaches out both formally and informally. The formal activities include other local community agencies, such as the WIC program or community clinics, referring parents with young children to the Head Start Program. Another formal recruitment effort is manning a booth at community events, such as Kids in the Park and the farmer's market (2001). In the 2013-2014 school year, Head Start served 84,951 children in their program by actively engaging in their recruiting practices (*2013-2014 Head Start Data Report*, 2014). This is because the field staff of Head Start works even when they are not getting paid and informally reach out to parents of Head Start eligible children. This informal recruiting includes soliciting the program to families in areas such as the park or grocery stores (*Reaching out to Families*, 2001). A unique strategy that Head Start uses is their dedication with assisting in the application process. In some instances, the field staff will go so far as to go to the homes of the applicants to assist in the application process (2001). Putting some of these strategies to use may be beneficial to the transitional kindergarten program.

While most parents have heard of the Head Start Program, the same cannot be said about transitional kindergarten. TK is having the same issues now, in its second run, which it had during its first implementation. In 1990, Donna Johnson found that, at a particular school, 50%
of TK eligible parents opted out of enrolling their child into the program because they did not feel as though they were informed enough to make the decision to place their child into TK (Johnson, 1990). In 2014, the majority of California's registered voters had not heard of the existence of the transitional kindergarten program (*The Field Poll, 2014*). Of the registered voters who had a child between the ages of 0-5, only 47% had heard of the transitional kindergarten program (2014). That means that half of the parents who have children that could be age eligible for TK were missing out on this opportunity because districts were unable to reach them. During the 2012-2013 school year, only about 70% of TK eligible children were enrolled in the program ("Transitional Kindergarten in California," 2014). Both of these recent studies highlight the fact that outreach and TK recruitment need improvement. The American Institutes of Research did an extensive study on transitional kindergarten's first year of implementation in California. A reoccurring observation that was found throughout the study was that there was a lack of parent awareness about the TK program in California school districts (*Study of California's Transitional Kindergarten Program: Report on the First Year of Implementation, 2014*). In this study, districts reported that the biggest challenges in TK recruitment were that parents had never heard of the program, or opted out of the program because they did not understand what transitional kindergarten was (2014, p. 111). In an interview with the Coordinator of Attendance and Parent Involvement in the Hollister School District, it was admitted that because TK is in its third year of implementation, districts in California have decreased outreach with the assumption that the word was put out enough in the first year. The outreach now consists of students bringing home enrollment flyers to their parents (Elvia Teixeira). Parents who only have a TK eligible child and no other child in school most likely miss this outreach. The proportion of TK eligible children in the 2013-14 school year was
"one sixth of the kindergarten population" with the population increasing to one fourth in the 2014-15 school year (p. 15). With the population of TK eligible students increasing, it is crucial that outreach strategies be improved so that there is not a large population of eligible students unaware of their educational opportunity. California school districts served 57,534 TK students in the 2013-14 school year (California Department of Education, 2014). Districts will have to increase available classes to be able to serve the substantial increase that will be taking place in the next school year. If transitional kindergarten put some of Head Start's strategies, or some that are similar, into action, they might benefit in the lines of outreach and enrollment.

Being that the few pieces of academic literature on transitional kindergarten mention a lack in parent awareness and outreach, and the numbers support this deficit, one can see that some sort of action needs to be taken. Because of the lack of outreach to parents with TK eligible children, there are children missing a beneficial stepping stone. The TK program would benefit from reaching out to parents outside of the school setting and taking note on Head Start's practices. Making themselves known through local agencies such as the WIC office, health clinics, and grocery stores, as the Head Start program does, might help TK reach more of that untapped population of first-time school parents who do not receive enrollment flyers from an older student's school.

Community Partner

Because this issue is so important to me, I decided to work with people who also felt strongly about this issue. Those people were Mary Allemand, one of the two transitional kindergarten teachers at Sunnyslope Elementary School in Hollister, Ca and my son's current teacher, and Bill Sachau, principal of Sunnyslope Elementary School in Hollister, Ca. When I
came to Mrs. Allemand with the issue that I planned to address for my Capstone, she was instantly drawn in. Being that she is a TK teacher, she felt that the program is important for children to be a part of. She thought that the idea of reaching the untapped population of first-time school parents was great. Mr. Sachau felt the same about my outreach idea. They both agreed to play a part in helping me complete my Capstone.

I spoke with both of them at different times, but both discussions revolved around my main concern: the untapped population of TK eligible children not receiving the education they should be because of a lack of awareness of the program. I told them of what I had learned from a few District employees, which was that parent outreach had been decreased because TK is in its third year of implementation. The assumption was made that there was not a need for more rigorous outreach. However, both Mr. Sachau and Mrs. Allemand agree that there is always a need for effective parent outreach. They both asked what services I needed from them for the implementation of my Capstone project.

Both Mr. Sachau and Mrs. Allemand assisted me through my project, but did so in different ways. Mr. Sachau helped me set a date and time for my project. He also agreed to allow me to use the school's gym as a location for my informational presentation for parents. Mr. Sachau also provided the technology for me to use for the presentation, such as the projector and laptop with Wi-Fi. Mrs. Allemand provided me with photos of the children to add to my Prezi. After I had created my Prezi presentation and notes, I sent them to Mrs. Allemand so that she could review them for any errors, or add anything that she felt would be important to tell the parents. Mrs. Allemand was in attendance the night I presented to the parents. She contributed to the event by telling the parents about the daily schedule for the TK classroom and a bit about the curriculum. She also stayed for a Q&A and answered every question posed by the parents.
The benefits of this partnership go both ways. Working together with Mrs. Allemand ensured that I was getting the right, and most updated, information out to parents because she is so involved in the curriculum being used. In helping me fulfill my goal of reaching parents who had previously not had knowledge of the transitional kindergarten program, both Mr. Sachau and Mrs. Allemand benefited as well. Mr. Sachau was able to show off his school and promote the upcoming open house, inviting the parents to attend and view the campus and classrooms, as well as meet the teachers. Mrs. Allemand felt deeply about informing parents about transitional kindergarten and by participating in this partnership, she was able to do that.

Project Plan

The end result of my project is to have the parents of 4-5 year olds, who do not have an older child already in school, be notified and educated about the Transitional Kindergarten (TK) program in the Hollister School District. Currently, word gets out about the TK program when students bring home a flyer telling parents the enrollment dates for kindergarten and TK. However, if you do not already have a child attending school, then you do not receive this notification from the district. I plan to change this.

My overall plan is to create a presentation that I can deliver to first time school parents. This will hopefully be taking place in a local school gym. I am currently speaking to my community partner Lonna Martinez, who is the Director of Educational Services in the Hollister School District, about the specifics of when and where this will take place. My presentation will include a Prezi, and there will be an informational pamphlet and flyer for the parents to take home. Before the presentation begins, I will ask the parents to fill out a short questionnaire which will tell me their knowledge and feelings about the TK program. Then, after the presentation, I
will have them fill out another one which will tell me their feelings and what they're walking away with in regards to the TK program. With this, I can measure the success of my Capstone project. The TK presentation will tell parents what exactly Transitional Kindergarten is, why it is beneficial for their child to attend TK, when and where they can enroll, and what they need to bring with them to enroll their child. A question and answer segment will follow.

Seeing as my concern is that there is an untapped population of parents with TK eligible students not being notified of the program, I will be going beyond merely sending home students with a flyer. My plan is to spread the word by posting the enrollment information and time and place for the informational presentation in places where parents of young children will see them. Such places include grocery stores, laundromats, the WIC office, local health clinics, and preschools. An ad will also be placed in the local newspaper. In the WIC office, health clinics, and preschools, informational pamphlets will be left with the districts information on them. In these places, I will ask the person manning the desks to mention the program and hand the pamphlets to parents with eligible children.

List of Deliverables

Included in my Capstone folder will be: the link to my Prezi that I will present to the parents (what exactly Transitional Kindergarten is, why it is beneficial for their child to attend TK, when and where they can enroll, and what they need to bring with them to enroll their child), an informational pamphlet (tkcalifornia.org offers a customizable pamphlet that districts tailor with their contact information), an informational flyer (this will include the home schools that the parents need to register their children at, what they need to bring when they register, and a list of the schools offering a TK classroom), and a questionnaire that measures the knowledge
and feelings that the parents had about TK going into the presentation and what the parents took with them leaving the presentation.

Capstone Timeline

*March 8-14:* I will work on researching information for my Prezi, as well add information to the Prezi.

*March 15-21:* I will speak with my community partner and figure out the when and where my presentation will take place. I will modify TK pamphlet with Hollister School District information and make copies of pamphlets and create flyers to post in businesses.

*March 22-28:* I will visit the WIC office, local clinics, and preschools and ask if I can advertise my workshop there, as well as ask them if they can bring attention to it and hand out pamphlets when they deal with parents with TK eligible children. I will also hang my flyers in laundromats and grocery stores and visit the local newspaper office.

*March 29- April 4:* I will create the informational flyers with enrollment information that the parents will take home from the workshop, as well as the questionnaires.

*April 5-11:* Copies will be made of the materials that parents will take home. I will prepare for the presentation taking place the following week.

*April 12-18:* The informative presentation will take place and questionnaires will be collected.

*April 19-25:* The data collected by the questionnaire will be added to my Capstone notebook.

*April 26- May 9:* My Capstone notebook will be polished up to be ready for the festival.

*May 9-16:* Capstone festival! Yay!
Results

There were eight parents that showed up for the TK presentation. The parents reported seeing the flyers for the presentation at Nob Hill, Savemart, Hollister Super Market, the WIC office, and from other family members who had heard about the presentation. The parents were quite active during the Q&A with Mrs. Allemand, my community partner and current TK teacher in the Hollister School District. The Q&A lasted until no more questions were posed by the parents. When asked in the questionnaire about their knowledge of the TK program before and after the presentation, all the parents reported a sufficient increase in knowledge, rating themselves a 5 with 5 being the highest and meaning "very knowledgeable." The questionnaire also asked them, pre-presentation, what they were hoping to learn from the presentation and what questions would they like answered. All of the parents reported that their questions had been answered either in the presentation, or during the Q&A. The last question in my assessment questionnaire asked what could be done to improve the presentation. One parent suggested adding video clips of what it was like in the TK classroom, and one suggested more advertising. The remaining 6 parents thought that the presentation was fine the way it was. Overall, the presentation was a success. I would like to continue doing this presentation around enrollment time. My community partners were very supportive. I will start putting the word out sooner next time and increase my advertising by putting and ad in the newspaper and reaching out to the local radio stations to see if they will let me use air time for a public service announcement.
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Elvia Teixeira (Coordinator of Attendance and Parent Involvement) in discussion with the
author, March 2015.

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D.C.]: Research, Demonstration, and Evaluation Branch, Head Start Bureau,
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Appendix A

Interview with Elvia Teixeira, Coordinator of Attendance and Parent Involvement in the Hollister School District.

Conducted by Danielle Caltabiano, CSUMB Capstone student

ET: In terms of parent involvement and the Hollister School District . . . this position I have part of . . . it is parent involvement and it has never existed before. It started this year. It started with the beginning of the school year as a result of the new LCAP plans. The Local Control, uh, accountability plans. All districts in California had one for the first time. Taking a look at the accountability plans, it includes, uh, a position for promoting parent involvement.

DC: How do you feel about the current parent outreach success in the district?

ET: In terms of its success . . . so what I did was go through the plan and other documents that the district had in order to identify what the district's priorities were. The primary priority was promoting positive student attendance. So the idea was that there must have been data to support that student attendance was something that needed attention, therefore, one of the main priorities has been to create a positive attendance campaign. So that has been part of what I've done. So my title is parent involvement and student attendance coordinator. In addition to that, I also coordinate homeless and foster youth. So that priority is to get parents involved in their education and attendance. If the students aren't in class, then they aren't receiving instruction. Instruction is essential. I reach out to the homeless and migrant parents and teach them how they can help with the work that their child brings home. One of our sets of parent populations that is difficult to bring in are our Spanish speaking parents because language is the barrier.

DC: Is it hard to reach the homeless community? Do you go to the shelter, or . . . ?

ET: Homeless can mean many things. Based on the definition through the McKinney Vento Act, it can be a family that is sharing a dwelling with another family where they are "doubling up" which is what some people call it. They don't have the financial means to be on their own, uh, and they would prefer to be on their own. Um, and it's, it's temporary- meaning it will be for less than a year. So we would consider that family homeless. A family living in a car, in a shelter, in a campground . . . uh, we have the San Benito Migrant Camp that converts into a homeless shelter during this part of the school year. So we have some families there. So it depends. The parents fill out a form at the beginning of the year and they can identify as homeless.

DC: What is the current outreach procedure?
ET: I don't know of a procedure that's in place. There are approaches to reaching out to parents. It could be a postcard from the teacher at the beginning of the school year. As soon as they get their class rosters, they send out that welcome postcard to the new student. It could be the principal mailing out a start of the school year welcome back letter. Um, it could be the principal's presentation at back to school night, it could be the principal's communication through the newsletter- whether it is weekly or monthly. So, parent outreach occurs through other parents- so, parent outreach isn't defined, uh, I haven't found one document that says, "This is parent outreach. This is what it looks like." But based on my experience in education in California, it looks many ways and it comes at many levels. You know, if the school's going to put on an event, the principal will send out and "all-call." So, in terms of having a outreach procedure, um, I, I don't know that there is such a thing, but there are all those levels and all those approaches.

DC: What do you think is the hardest obstacle in reaching parents?

ET: Um, I wrote down lifestyle. Where things are in terms of how busy families are with, you know, um, everybody working one or two jobs, um, families being busy, kids having sports and things after school. In the past twenty to thirty years, school has stopped being the top priority in the minds of some. That has probably been one of the bigger obstacles. Another one we see here in Hollister is language, but then again, we're not the only one. We take a look at the statistics across the state. . . Most districts have to fold in, or, um, respond to, language needs where it is many languages. Here, it is primarily Spanish.

DC: In your experience, what is the best way to reach parents?

ET: Face-to-face. . . phone calls, one-to-one communication, flyers, connect-ed, conferences are set up with the families. Some families don't show up, and then they get rescheduled, and then after the third time they don't show up, they're mine. I start calling and conducting home visits trying to connect with them and when I ask them why they didn't respond to the paper, they say, 'one- I don't read what comes home, and 2- they schedule meetings, but don't take my schedule into consideration. . . if they were to call me and schedule with me, I would find a time that I could go meet with them. But if you just send me a date and time, if I'm not available, I'm not even going to call you back.' So. . . so having more face-to-face. . . I see you in the parking lot, I see you dropping off your child, um, you know, I see you walking out to whatever . . . the. . . the playground, I'm gonna reach out to you. Other parents reach out to other parents. Or phone calls when it's one voice to one voice. If I call you and invite you to the thinking maps session, then you might come because I invited you and because you said yes to me and there's that, I don't know . . . more of a social connection.
DC: Which populations are more challenging to reach, and how does one bridge that communication gap?

ET: I think that it is any parent that is not directly interacting with the school. That is the most challenging parent. It isn't language, and it isn't lack of education because as I'm going out into the community where they would be considered poor, neither one of those barriers is really preventing collaboration with the school. I think the hardest group to reach is, um, is that one who is just not interested.

DC: Is there someone that you work with that helps you reach the varied populations and cultures? If so, what is their role in helping you (translation, etc)?

ET: Um, what helps me is I'm bilingual. So, I'm able to give presentations in both English and Spanish. I also work with parent liaisons. We have migrant parent liaisons who work at all the schools. Sometimes I work with them so they can support me around communication with parents.

DC: How do you think that our district’s parent awareness (by awareness I mean knowledge of what is going on in the schools and things like enrollment dates) and involvement differs from other districts?

ET: Ummm, I see it as fairly similar to other districts. I've worked with many districts in Southern and Northern California. I see it as very similar, um, in terms of. . . because when we spoke on the phone you had questions about TK and about how the community receives information about TK and when I spoke to individuals here who are part of the whole enrollment process they shared about, um, how things have changed in the last three years. You know TK has been in place. . . this is our third year. So, year one, it was a legislative mandate. It was a great deal of parent outreach. Um, we were able to fill classes; it went well. The second year, there was parent outreach, but the community had gotten the word out and classes filled up. There used to be ads in the newspaper and flyers like these. . .

DC: But these came home with the students right?

ET: They were also shared with preschools the first few years, but because the word got out after the first year, then the outreach was changed. Because as families were becoming more and more familiar with TK, what it meant, how it works, how it was an offer, um, the classes started filling. So, the classes are full now for the most part. So, there isn't the same need that there was when this was a new law. That's very similar to other districts that I've worked with. For instance, year one they only had one class at R.O. Hardin, and in year two there were two classes. So this year, year three, they have three classes with two at Sunnyslope and one at Calaveras.
DC: I still wonder if there would be a need for more classrooms if like... I wonder if there are more eligible children out there whose parents don't know about it. I know of 2 acquaintances that had eligible children during the second year that missed out because they had no idea about it.

ET: Well, that can be true, but we only have so much funding. We have three classrooms now. We will have to cap it at some point.

DC: Does the fact that Hollister is more rural than big city have anything to do with our awareness and involvement rates?

ET: I don't think so because I've worked with urban, suburban, rural. Also, this is a blend of rural and suburban because I see a lot of people driving in and out every day. Meaning, for some, this is a bedroom community. They come here to sleep and for their weekends. They go out to work every day. So, um, as it... as it's changing in moving from rural to suburban. Uh, I don't see a difference in the involvement of parents. I think Hollister is typical when it comes to urban, suburban, rural.

DC: If you were able to implement any procedure of your choice to reach parents, what would it be? Why do you think this would work?

ET: I'm really reaching out to the Piqe program because for students with parents who don't know how to navigate the school system or how the school system works have the ability to receive information they need in order for them to be a full player in their child's education. We're going to start to see things change in a big way. And the notion is to get children who will be the first to go to college in their families. So we would support their parents through their training. Their parents would be more involved in school, more involved with their child's classroom in terms of day in day out activities.

So, I think that for what you want to do specifically- go out into the community and reach this untapped population- I think that you need to do it on a community level, not district. Go out on your own, maybe present at a local preschool.

DC: Thank you so much for your time Ms Teixeira.

ET: Please, if you have any more information that you need, or something else that I can do for you, please call me. Good luck with your project.
Appendix B

Questionnaires provided for the parents to complete pre- and post presentation.

Transitional Kindergarten Informational Presentation Survey
(pre-presentation)

1. How would you rate your current knowledge of the Transitional Kindergarten Program? (5 being “very knowledgeable” and 1 being “I’ve never heard of it”)

   1     2     3     4     5
   □     □     □     □     □

2. How interested are you in enrolling your child in transitional kindergarten? (5 being “very interested” and 1 being “not interested”)

   1     2     3     4     5
   □     □     □     □     □

3. What are you hoping to learn from this presentation? What questions would you like answered?

4. Where did you hear about this presentation?
Transitional Kindergarten Informational Presentation Survey
(post-presentation)

1. After hearing the TK presentation, how would you rate your current knowledge of the Transitional Kindergarten Program? (5 being “very knowledgeable” and 1 being “I’ve never heard of it”)

   1  2  3  4  5
   ☐  ☐  ☐  ☐  ☐

2. After hearing the presentation, how interested are you in enrolling your child in transitional kindergarten? (5 being “very interested” and 1 being “not interested”)

   1  2  3  4  5
   ☐  ☐  ☐  ☐  ☐

3. Were your questions answered during the presentation or Q and A?

4. What can be done to improve this presentation?
El kinder de transición encuesta presentación informative

(antes de la presentación)

1. ¿Cómo calificaría Su conocimiento actual del programa kindergarten de transición? (5 estar muy bien informada y 1 nunca he oído hablar de programa)

☐ ☐ ☐ ☐ ☐

2. ¿Que tan interesado esta usted en inscribir a su hijo/a en el kinder de transición? (5 estar muy bien informada y 1 nunca he oído hablar de programa)

☐ ☐ ☐ ☐ ☐

3. ¿Que el gustaría a aprender de esta presentación? Que preguntas le gustaría contestado?

4. ¿Donde se entero de este presentación?
El kinder de transición encuesta presentación informative

(despues de la presentación)

1. ¿Después de escuchar a la presentación de TK cómo calificaría su conocimiento actual del programa kindergarten de transición? (5 estar muy bien informada y 1 nunca he oído hablar de programa)

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

2. ¿Después de escuchar a la presentación de TK cuánto interesado está usted en inscribir a su hijo/a en el kinder de transición? (5 estar muy bien informada y 1 nunca he oído hablar de programa)

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

3. ¿Se le respondió su preguntas durante la presentación o P y R?

4. ¿Qué se puede hacer para mejorar esta presentación?
Appendix C

The Prezi presentation is public and can be viewed by visiting:

http://prezi.com/3yrrynceqfws/?utm_campaign=share&utm_medium=copy
Appendix D

Informational brochures provided for parents the night of the presentation

*Attached below*
What Happens in a Transitional Kindergarten Classroom?

In transitional kindergarten, teachers help children develop social skills through activities that build confidence and communication. They also expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns.

Why is Transitional Kindergarten Good for Kids?

Transitional kindergarten provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures their growth. Research shows that children who attend kindergarten readiness programs like transitional kindergarten are more likely to do well in school and attend college.

Parents all over California recognize the benefits of transitional kindergarten, and many parents have already been enrolling their children in similar programs, public and private, for years. Offering transitional kindergarten will help all of our kids get the best start possible, with curriculum that is designed just for them.

How Can I Learn More?

To learn more about transitional kindergarten in your area call

Lonna Martinez, 831.630.6324

For answers to some frequently asked questions on transitional kindergarten, visit

www.hesd.org
What is Transitional Kindergarten?

Transitional kindergarten is a bridge between preschool and kindergarten for children turning 5 years old between September and December. It gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social needs.

Transitional kindergarten:
- Is part of the public school system and is free for families
- Uses a unique, specialized curriculum that is based on the kindergarten standards and is designed to support young 5 year olds
- Is taught by credentialed teachers with extra training to teach young kindergarteners

"Transitional kindergarten gives the gift of time to children who are smart and capable but need another year to grow."

- Transitional Kindergarten Teacher

Starting school is a very exciting time for children and their families! It begins a new chapter in their lives and sets the tone for children’s future. But California’s kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten. This can make the transition into kindergarten difficult for some children, and the youngest children entering the kindergarten classroom often struggle to adjust.

The good news is that California recently passed a law to create transitional kindergarten, giving children an opportunity to learn in a hands-on, interactive way that supports their development, while still maintaining the rigor and high standards of kindergarten.

In our district and throughout the state, transitional kindergarten will be offered to children turning 5 years old between September 1 and December 2 to give them an opportunity develop the social and academic skills and the confidence that will help them succeed in kindergarten and beyond.

When Ryan first began transitional kindergarten, he had trouble focusing in class and struggled to write many words. After just a few months, Ryan’s focus is much better and he is now able to write sentences. “He feels so much more confident now,” says his mother, Monica. “Transitional kindergarten was a perfect fit for him.”

Who Attends Transitional Kindergarten?

A new law was recently passed in California to change the age when children can begin kindergarten. Under this new law, children must turn 5 years old on or before September 1 to enroll in kindergarten. Previously, children could be enrolled in kindergarten if they turned 5 years old by December 2. While this change of a few months may seem small, it can mean a big difference during these early years when children are rapidly growing and developing.

The law also created transitional kindergarten, so the children who will be affected by this change – those with birthdays between September and December – will have an opportunity to continue building their skills and abilities. Their time in transitional kindergarten will help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine.
¿Qué pasa dentro de un salón de kindergarten de transición?
En el kindergarten de transición, los maestros ayudan a los niños a desarrollar habilidades sociales por medio de actividades que les ayudan a tener confianza en ellos mismos y en su comunicación. También expone a los niños a actividades de matemáticas y de lectura de una manera emocionante e interactiva, utilizando juegos educativos para enseñarles palabras y oraciones y ayudarles a comprender conceptos matemáticos como patrones y a contar.

¿Por qué el kindergarten de transición es bueno para los niños?
El kindergarten de transición ofrece a los niños la oportunidad de aprender dentro de un entorno lleno de retos académicos y de enriquecimiento que fomenta su progreso intelectual. Estudios han demostrado que los niños que asisten a los programas de preparación para kindergarten, tal como el kindergarten de transición, tienen más probabilidades de obtener mejores resultados en la escuela y de asistir a la universidad.

Padres de toda California reconocen los beneficios del kindergarten de transición y muchos de ellos ya han inscrito a sus hijos en programas similares, públicos y particulares, por años. Ofrecer kindergarten de transición ayudará a todos nuestros hijos a obtener el mejor comienzo posible, con un currículo que es diseñado exclusivamente para ellos.

¿Cómo puedo obtener más información?
Para obtener más información acerca del kindergarten de transición, llame a la escuela de su vecindario To

Lonna Martinez, 831.630.6324
Para respuestas de algunas preguntas frecuentes sobre el kindergarten de transición, vaya a www.hesd.org
¿Qué es el kindergarten de transición?
El kindergarten de transición es un puente entre la preescuela y kindergarten para niños que cumplen 5 años entre los meses de septiembre y diciembre. Este da un gran comienzo a los estudiantes y les provee oportunidad para aprender y crecer dentro de un entorno que es ideal para satisfacer sus necesidades sociales y académicas.

Kindergarten de transición
- Forma parte de la educación pública y es gratuito para las familias.
- Utiliza un currículo único y especializado que está basado en las normas para kindergarten y está diseñado para apoyar a los pequeños de 5 años.
- Este programa es impartido por maestros titulados con especialidad para enseñar a pequeños de kindergarten.

“El kindergarten de transición da el regalo del tiempo a los niños que son inteligentes y capaces, pero que necesitan un año más para crecer.”

¿Quién asiste a kindergarten de transición?
Una nueva ley fue aprobada recientemente en California para cambiar el requisito de la edad cuando los niños pueden comenzar en kindergarten. Con esta nueva ley, los niños deben cumplir 5 años de edad antes o para el 1º de septiembre, para poderlos inscribir en kindergarten. Anteriormente, los niños podían ser inscritos en kindergarten si cumplían 5 años de edad antes del 2 de diciembre. Aunque este cambio de unos pocos meses parece insignificante, puede hacer una gran diferencia durante estos primeros años cuando los niños están creciendo y desarrollándose rápidamente.

Esta ley también creó el kindergarten de transición, para que los niños que serán afectados por este cambio, aquellos quienes cumplen años entre septiembre y diciembre tengan la oportunidad de continuar formando sus habilidades y aptitudes. Su asistencia a kindergarten de transición les ayudará a tener éxito en kindergarten, a convertirse en líderes de la clase y acostumbrarse a la rutina escolar diaria con confianza.

Cuando Ryan empezó a asistir al kindergarten de transición tenía dificultad para concentrarse en la clase y le era difícil escribir muchas palabras. Después de algunos meses, la concentración de Ryan es mucho mejor y ahora puede escribir oraciones. “Ahora, él tiene mucha más confianza en sí mismo” dice su mamá, Mónica. “El kínder de transición fue la mejor opción para el.”

El sistema nuevo del kindergarten: Preparando los niños para tener éxito.