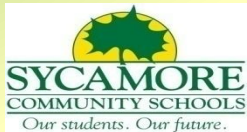


Sycamore Advisory Commission Pre-School Survey



March 2015

Sub-Committee

Jill Branam (Co-Chair)

Kate Pinckert (Co-Chair)

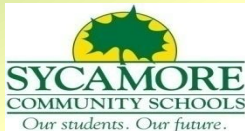
Yvette Hayes

Barb Snyder

Rhonda Starghill

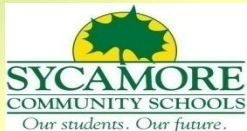
Karen Van Wagenen

Sarita Zilch



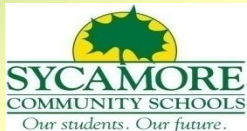
Agenda

- **Project Background and Objectives**
- **Research Methodology**
- **Key Findings**
- **Recommended Next Steps**



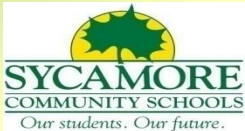
Project Background

- Sycamore Community Schools was awarded an **Early Learning Grant**. The grant requires partnerships with pre-schools to:
 - Share Ideas
 - Provide Training
 - Provide Support
 - Help with Curriculum Development

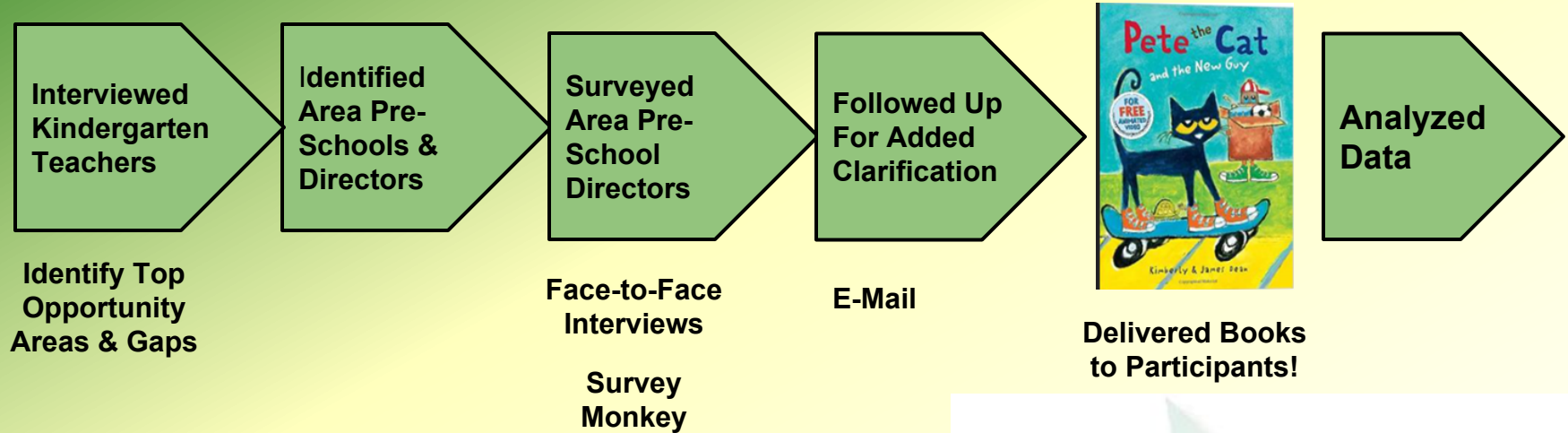


Project Objectives

- Understand area pre-school's interest in partnering with Sycamore Schools via the Early Learning Grant
- Assess which topic areas would be most relevant trainings for area pre-schools
 - Preschool Curriculum
 - Measuring Progress
 - Parent Communication



Research Methodology

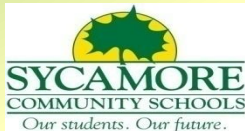


Top Opportunity Areas

The Transition From Pre-School to Kindergarten

As Identified By Kindergarten Teachers:

- Social - turn taking, raising hand, zipping/buttoning coat
- Academic
 - Writing workshop
 - Math - counting to 20, number sense
 - Language arts - concepts of print, read aloud, vocabulary/language
- Responsive classroom

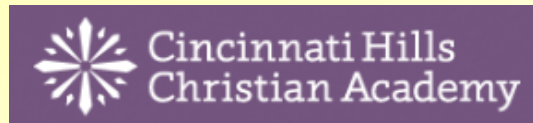
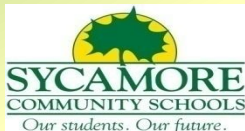


Pre-School Survey Respondents

- 11 of 19 area pre-schools responded to the survey
- Good mix of large, medium and small size schools
- 9 of the 11 respondents had 7+ years of experience as a pre-school director



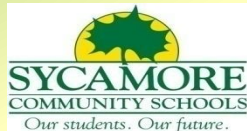
The Children's House



Key Findings - Do Schools Want To Partner?

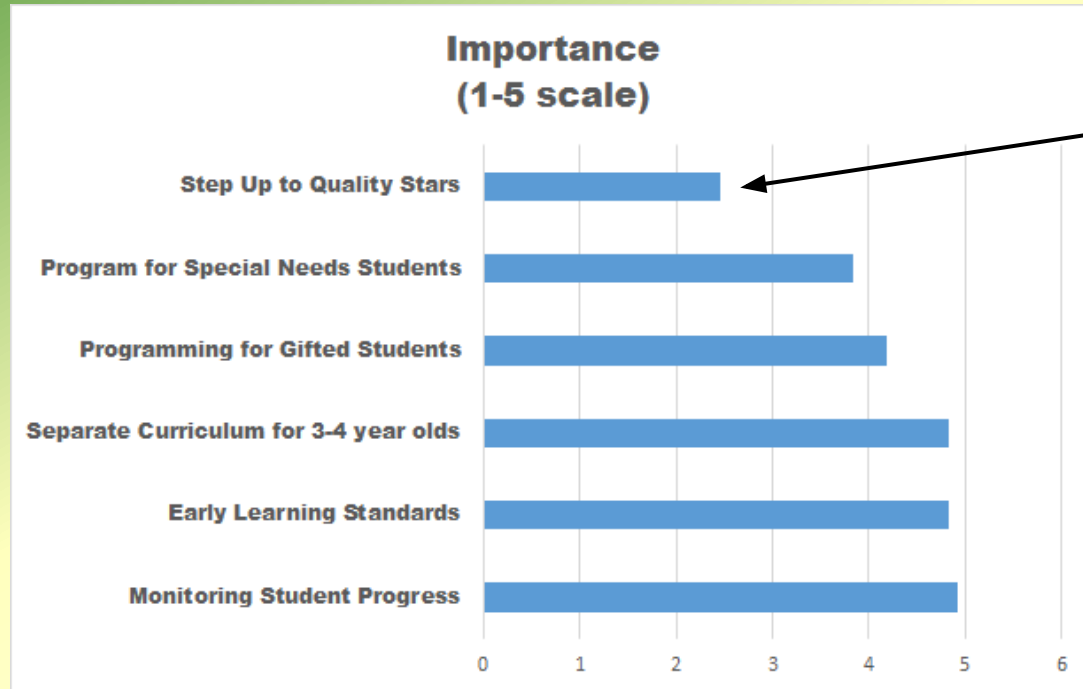
YES! Area pre-schools ARE interested in partnering with Sycamore

**9 of the 11 schools were
“Extremely Interested” or “Very
Interested” in partnering with
Sycamore**



Key Findings - What's Important to Area Schools

Appropriate Curriculum and Monitoring Progress Top the List

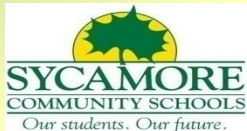


Step Up to Quality Accreditation was least important to the sample

Key Findings - Accreditation

Step Up To Quality

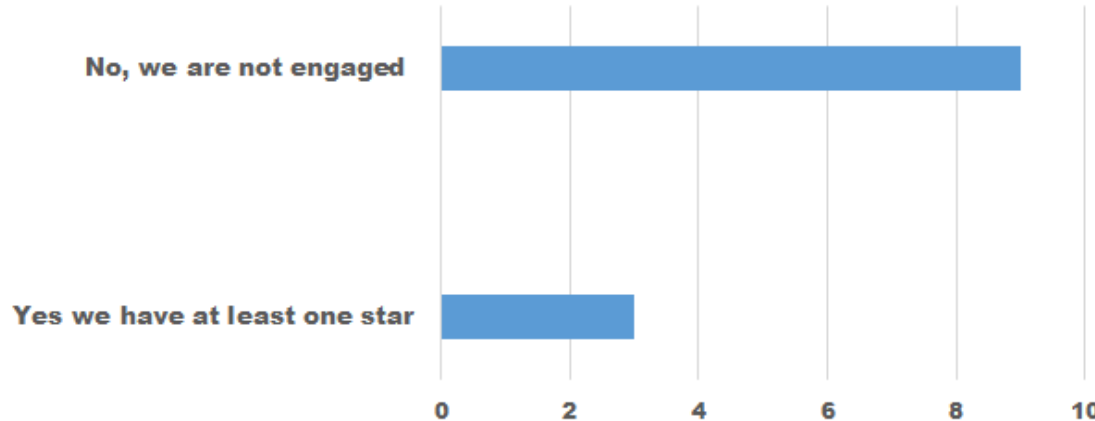
- 5-star quality rating administered by the Ohio Department of Job and Family Services and the Ohio Department of Education.
- Recognizes programs that meet quality benchmarks over and above minimum health and safety licensing standards, including:
 - Low child:staff ratios
 - Smaller group size
 - Higher staff education
 - Specialized training
 - Improved workplace characteristics and learning standards



Key Findings - Accreditation

Most area pre-schools are not engaged in the Step Up To Quality Accreditation

Are you engaged in Step Up to Quality?

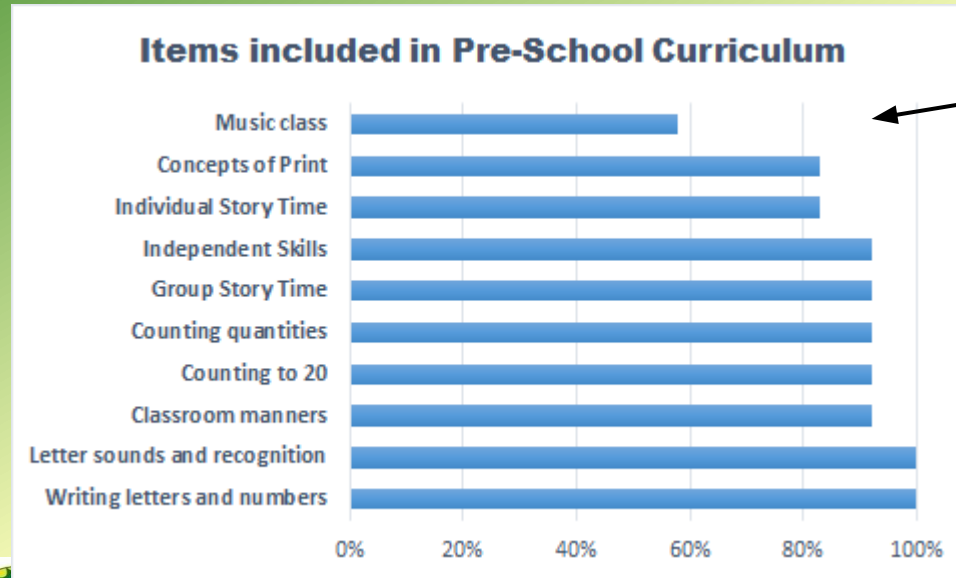


"We have taken all the education pieces of "Step Up to Quality" and done some additional workshops, but I have not wanted to burden the teachers with all the record keeping that is involved."

- Pre-School Director

Key Findings

Preschools include most key concepts in their curriculum



Music education is the only topic not consistently included in area pre-school's curriculum.

Key Findings

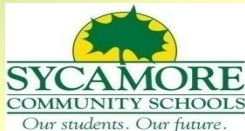
Pre-schools don't have a consistent approach to gifted and special needs children

- Over half of the respondents did not provide resources in either area.
- Of the schools that did approach gifted or special needs children, they used a variety of methods to meet the needs of these children:
 - Individual or small group classes tailored to the students needs
 - Separate materials or educational toys
 - Curriculum developed by a teacher with specialized training in this area.

Key Findings

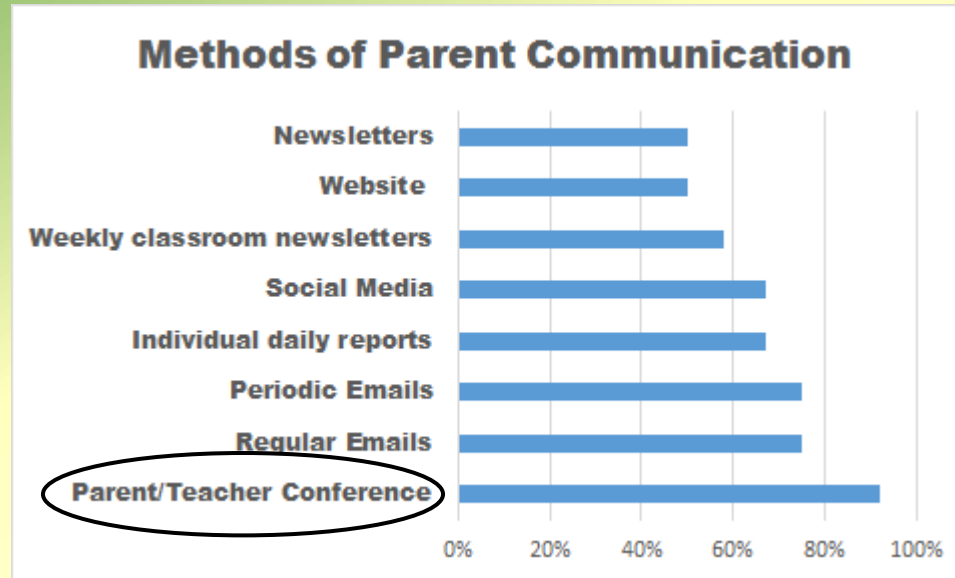
How They Monitor Progress

- Portfolios with samples of child's work
- Formal report cards
- Daily observation
- Check lists
- Monthly goals
- Social/emotional assessment
- Individual goals per child
- Testing



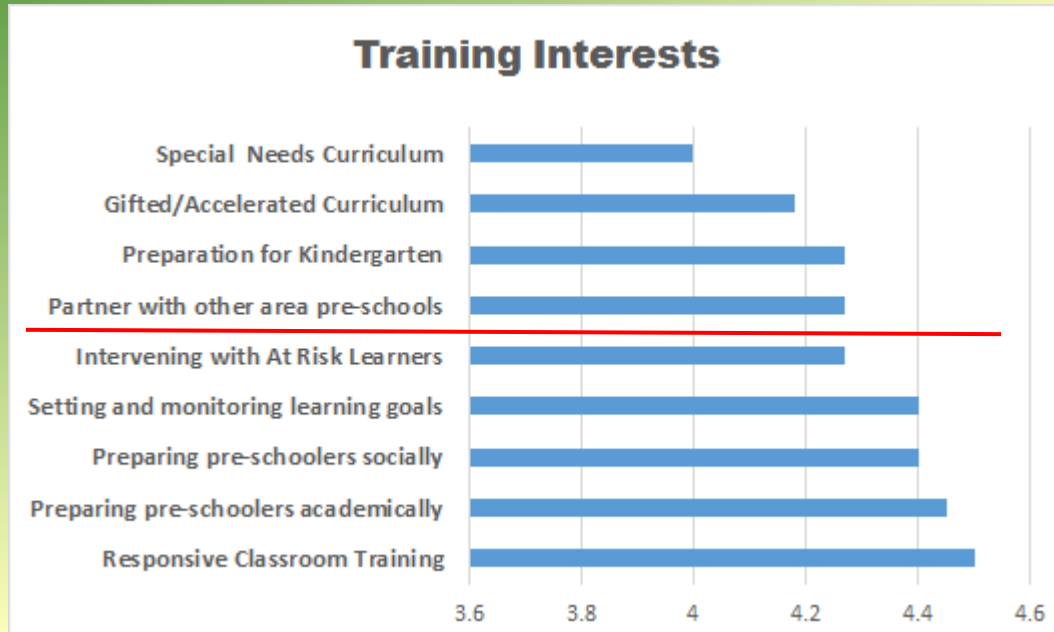
Key Findings

Parent/teacher conference are the most common method of parent communication.



Key Findings

Respondents are interested in ALL suggested training topics, with all scoring at least 4 out of 5 on a 5 point scale.



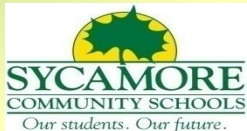
Respondents also mentioned **Pre-School Safety and Classroom management skills/ideas** as potential topics.

Key Findings

There is some excitement from pre-school directors!

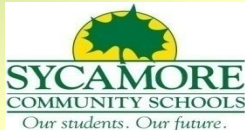
“I wanted to let you know that we are excited for the opportunities and communication that this council has to offer. Thank you for including us!”

-Area Preschool Director



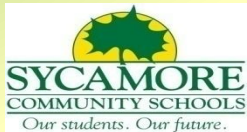
Recommended Next Steps

- Develop the following trainings based on top areas of interest among both pre-school directors and kindergarten teachers
 - Setting & Monitoring Learning Goals
 - Preparing Pre-Schoolers Socially
 - Preparing Pre-Schoolers Academically
 - Responsive Classroom



Recommended Next Steps

- Follow-up to more deeply probe and understand training needs within each topic area
- Engage/involve pre-school directors and kindergarten teachers in the development of the trainings
- Consider Orton Gillingham training



Questions?

