

EVIDENCE-BASED DATA EXCHANGE

Strengthening Relationships, Supporting Transitions, Advancing Equity

A First 5 Marin funded initiative led by the Marin County Office of Education

Impact Brief

OVERVIEW

The Evidence-Based Data Exchange is a relationship-centered transition strategy that supports children as they move from preschool into Transitional Kindergarten and Kindergarten.

The model brings together preschool teachers, TK/K teachers, and families in structured conversations grounded in evidence from the Desired Results Developmental Profile (DRDP) and family perspectives. Through these strengths-based conversations, educators and families build shared understanding of each child's strengths, interests, developmental progress, and support needs.

The Data Exchange was created in 2020 to address the absence of a countywide transition process connecting preschool educators, elementary educators, and families. Today, it serves as a model for continuity of care, family engagement, and equitable school transitions.

2-YEAR IMPACT SNAPSHOT

299

Children supported

96

Families attended meetings, while 299 families participated

33

Preschool Teachers - unduplicated

82

TK/K Teachers - unduplicated

25

Elementary Schools across 10 Districts





WHY IT MATTERS

Key Outcomes

STRONGER RELATIONSHIPS

- 100% of TK/K teachers reported strengthened relationships with families, preschool teachers, and/or children.
- 90% of preschool teachers reported stronger relationships with TK/K teachers.
- 71% of families reported stronger relationships with their child's new teacher.

"This helped bridge the gap between home and school and show that we are all working together for the benefit of the children."— TK/K Teacher

"It was a great introduction to the teacher. Having one-on-one time so early put me at ease."— Family

SEEING THE WHOLE CHILD

- 93% of TK/K teachers reported that the Data Exchange helped them better understand who the child truly is.
- 54% reported shifts in their expectations of children after participating.
- 95% of families reported that their child was viewed as a whole person rather than solely through academic skills or behaviors.

"My expectations shifted because I was able to learn who he was last year and what he was capable of." — TK Teacher

FAMILIES AS VALUED PARTNERS

- 100% of families reported feeling valued and respected.
- 86% reported feeling more comfortable communicating with their child's teacher.
- 62% reported feeling more connected to their new school community.

Families consistently identified relationship-building and early communication as the most valuable aspects of participation.

What was most valuable...

"Talking about strengths instead of just challenges." — Family

"Feeling heard and valued..." — Family



WHY IT MATTERS

Key Outcomes

EDUCATOR GROWTH & PROFESSIONAL COLLABORATION

- 100% of preschool teachers reported increased confidence in their teaching effectiveness.
- 80% of TK/K teachers reported gaining a deeper understanding of DRDP as an evidence-based developmental assessment tool.

The project elevates educator expertise across systems and creates opportunities for ongoing collaboration between preschool and elementary educators.

"Knowing that the information we shared truly helps TK/K teachers made me feel useful and connected to the process." — Preschool Teacher

ADVANCING EQUITY & REDUCING BIAS

- Over 90% of educators and 100% of families agreed that the Data Exchange reduces misunderstandings and bias during school transitions.
- 72% of Spanish-speaking families met their child's teacher for the first time through the Data Exchange process, compared with 33% of English-speaking families.
- The combination of objective developmental information and family perspectives helps educators understand children through strengths and evidence rather than assumptions.

"Being able to share what each child contributes, what makes them unique and special, transforms the way they are welcomed and supported on their educational journey. It fills me with hope to know that we are cultivating a more positive and respectful perspective toward childhood." — Preschool Teacher

Looking Ahead

Building Sustainability

The 2026-27 school year was always intended to serve as the final year of First 5 Marin funding while local sustainability structures were developed.

That transition is already underway.

In 2026, MCOE launched additional sustainability activities, in the form of Classroom Visits & Connections, designed to strengthen transition practices and build local ownership.

- Preschool children visit TK/K classrooms and meet future teachers before the school year begins.
- TK/K teachers visit preschool classrooms to learn directly about children's learning experiences, interests, and strengths.

TK/K teachers reported:

- Increased excitement about incoming students
- Greater understanding of children's interests and strengths
- New instructional and classroom environment ideas
- Strong alignment between preschool and TK programs

Preschool teachers reported:

- Reduced anxiety about the transition process
- Increased confidence in TK environments
- Stronger relationships with elementary educators
- Greater comfort answering children's questions about school

Educators highlighted the value of continuing these visits because they provide children with security, comfort, and confidence as they transition into elementary school.

