

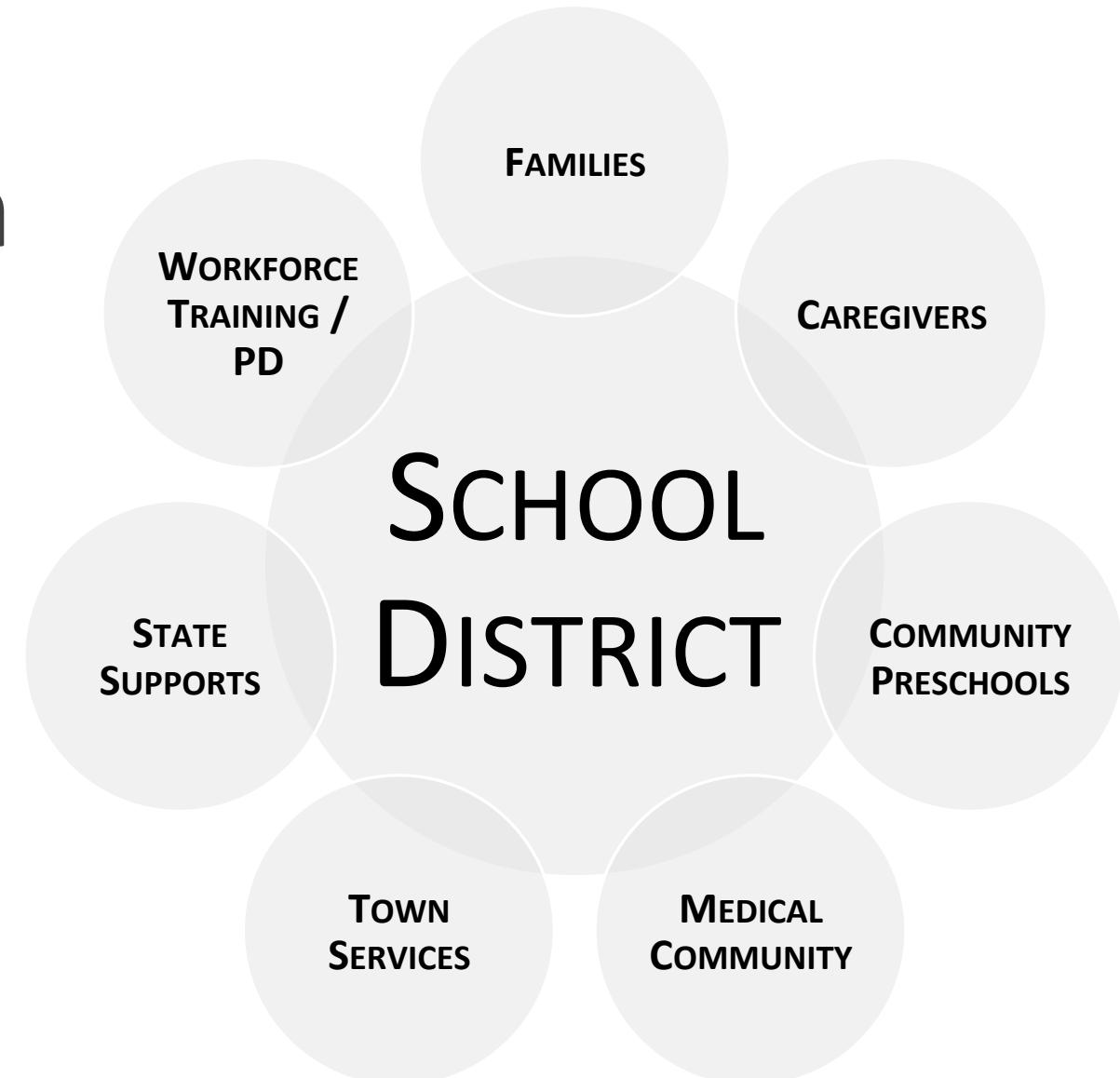
The Start of School

*Using Population-level Data for System Change
Outcomes of the EDI*

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Consider the System



The EDI

A WEST HARTFORD PILOT PROJECT

A DETAILED LOOK AT THE EDI

Defining Readiness for School	Related EDI Questions
PHYSICAL HEALTH & WELL BEING	
<p>Physical readiness for school day Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.</p>	<p>Since the start of school in the fall, has this child sometimes (more than once) arrived :</p> <ul style="list-style-type: none"> • over- or underdressed for school-related activities • too tired/sick to do school work • late • hungry
<p>Physical independence Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is independent in washroom habits most of the time • shows an established hand preference (right vs. left or vice versa) • is well coordinated (i.e., moves without running into or tripping over things) • sucks a thumb/finger
<p>Gross and fine motor skills Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> • level of energy throughout the school day • proficiency at holding a pen, crayons, or a brush • ability to manipulate objects • ability to climb stairs • overall physical development
SOCIAL COMPETENCE	
<p>Overall social competence Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> • overall social/emotional development • ability to get along with peers <p>Would you say that this child:</p> <ul style="list-style-type: none"> • plays and works cooperatively with other children at the level appropriate for his/her age • is able to play with various children • shows self-confidence
<p>Responsibility and respect Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • respects the property of others • follows rules and instructions • demonstrates self-control • demonstrates respect for adults • demonstrates respect for other children • accepts responsibility for actions • takes care of school materials • shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)
<p>Approaches to learning Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • listens attentively • follows directions • completes work on time • works independently • works neatly and carefully • is able to solve day-to-day problems by him/herself • is able to follow one-step instructions • is able to follow class routines without reminders • is able to adjust to changes in routines
<p>Readiness to explore new things Children who are curious about the surrounding environment and ask questions about the world.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is curious about the world

EDI RESULTS FOR ALL WEST HARTFORD KINDERGARTENERS

Domain	Subdomain	Count	% Not Ready	% Somewhat Ready	% Ready
Social Competence	Approaches to learning	683	16%	37%	48%
	Overall social competence	683	15%	47%	38%
	Readiness to explore new things	683	4%	25%	71%
	Responsibility and respect	683	10%	24%	66%
Physical Health & Well-being	Gross and fine motor skills	683	40%	20%	41%
	Physical independence	683	19%	0%	81%
	Physical readiness for school day	683	3%	0%	97%
Language & Cognition	Advanced literacy skills	683	9%	5%	86%
	Basic literacy skills	683	5%	13%	83%
	Basic numeracy skills	683	13%	8%	79%
	Interest literacy/numeracy and memory	683	12%	12%	76%
Emotional Maturity	Aggressive behavior	683	6%	7%	87%
	Anxious and fearful behavior	683	2%	11%	86%
	Hyperactivity and inattention	683	17%	18%	65%
	Prosocial and helping behavior	683	43%	31%	26%
	Communication and general knowledge	683	42%	24%	35%

Discussion

- 1. What would you predict to be the EDI outcomes in your community?**
 - Short term
 - Long term
- 2. What are the barriers to EDI implementation in your community?**

EDI: What did West Hartford tell us?

HELPING AND PROSOCIAL BEHAVIOR



- Formalize social skills curricula in PK and K
- Create opportunities for child-to-child mentoring
- Create opportunities for parent-to-parent mentoring
- Create weekend family field trips with an educator chaperone
- Offer supervision for students after school on the school playgrounds
- Connect universities with early childhood programs to the town's recreational programs
- Provide transportation to recreational activities

EDI: What did West Hartford tell us?

GROSS AND FINE MOTOR SKILLS



- Keep play in kindergarten classrooms
- Make school playgrounds accessible to young children
- Integrate the arts more deeply in preschool and kindergarten classrooms (music, poetry, beading, clay)
- Increase access to full-day preschool
- Prepare gross and fine motor activities for pediatricians' offices
- Create boxes of toys that build fine motor skills at the library for sign out
- Distribute scissors to parents of preschoolers

EDI: What did West Hartford tell us?

COMMUNICATION AND GENERAL KNOWLEDGE



- Allow children more time for socialization
- Promote young children's autonomy and independence;
- Focus on the arts for communication (music, visual arts)
- Distribute books to encourage literacy and communication;
- Encourage adults to let children speak;
- Encourage parents to read to and speak with their children in any language;
- Offer two-generation support to families learning English

EDI: What did West Hartford tell us? BIG Ideas



- 1. Children need unstructured play**
Child-to-child interactions in unstructured settings foster development, especially in the WH growth areas.
- 2. Parents need to better understand early learning and development**
Parents need specific strategies for skill improvement, in addition to information about developmental milestones.
- 3. The community must offer programs and services to accommodate working families.**
Census data showed that 74% of children in West Hartford have two working parents.

EDI: What did West Hartford tell us? BIG Ideas



Children need unstructured play

Child-to-child interactions in unstructured settings foster development, especially in the WH growth areas.

- ✓ *Increased access to full-day PK with opening of Charter Oak International Academy (COIA) – 5 classes for 3 & 4 year olds*
- ✓ *Leadership – hired a Department Supervisor for Early Childhood in 2016-17 – critical instructional practice shifts towards more developmentally appropriate practice, social emotional learning, play-based learning, and oral language development*



Parents need to better understand early learning and development

Parents need specific strategies for skill improvement, in addition to information about developmental milestones.

- ✓ *Great by 8 organized a brain-based development family/community all day Saturday workshop*
- ✓ *District-wide Parent Teacher Council session on PreK readiness*
- ✓ *Student-led parent conferences*

EDI: What did West Hartford tell us? BIG Ideas



The community must offer programs and services to accommodate working families.

Census data showed that 74% of children in West Hartford have two working parents.

The Family Resource Center is a partnership with The Bridge Family Center. The FRC's PEACE Place provides wrap around high quality child care for 3 and 4 year olds at Charter Oak International Academy

The FRC also provides the following:

- Circle of Security Parenting Program
- 1,2,3 Read with Me – summer programming
- Family Academy
- Parent Leadership (PLTI) and People Empowering People (PEP) training

Charter Oak International Academy
an intradistrict magnet school



Preschool Program for 3 – 4 year olds

Discussion

Is a profile of preparedness useful for communities?

Does your community have an infrastructure to facilitate cross-sector conversations about EDI results?

QUESTIONS...

