“Making School Readiness/Enrollment a Priority in Your District and Elementary Schools”

Early Learning Webinar

March 23, 2022

Presenters: Meghan McNail and Brandy Woolridge
## Instructions

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<th>Step 1:</th>
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Learning Objectives

✓ Georgia Pre-K expectations and GELDS Standards

✓ DECAL Summer Transition Program to Kindergarten

✓ School enrollment data trends

✓ How to collect and use parent/family feedback to make informed decisions to improve school enrollment

✓ Messaging the importance of early childhood education
  • Families
  • Community

✓ Pre-K Longitudinal Study
Georgia's Pre-K Program

Georgia’s Pre-K Program is a state lottery funded educational program in Georgia

- Must be four years of age by September 1st
- Must be a resident of the state
- Located in 159 counties
- Private and public settings
- Universal program

The purpose is to prepare children for success in Kindergarten and later school years.
Georgia's Pre-K Program

• Most meaningful memory of Pre-K or Kindergarten

• Teachers Focus on:
  • Building relationships
  • Helping students feel safe
  • Teaching routines, transitions, schedules

• Strong emphasis on the whole child

• Learning through play
  • Interactive centers
  • Play based interactions between teachers and students
Your Turn!😊

• When you hear someone refer to an environment or teaching practice as “developmentally appropriate,” what does that mean to you?

• What words come to mind?
Expectations for Pre-K Teachers

Pre-K is grounded in research and DAP

Developmental differences among Pre-K students
  • Take time to get to know the students and their families
  • Knowing what is socially and culturally important

Individualize instruction based on the needs of the students
  • Meet child where they are at and help them reach their goals
  • Use a variety of teaching methods

Be intentional in planning
  • Use assessment data to plan instruction/group children
Pre-K GELDS

• Georgia's Pre-K classrooms use the GELDS to plan instruction.

• Bright from the Start: GELDS (ga.gov)
Bridging the Gap

• DECAL offers two Summer Transition Programs

• Six-week academic program offered in June and July

Rising Kindergarten:
• Children must be age eligible to attend kindergarten in August and a resident of the state of Georgia

• Children who can attend:
  ✓ Did not attend a formal four-year-old setting
  ✓ Attended part of the school year
  ✓ Attended all year but needs additional academic support
Rising Kindergarten Classes

- Smaller class sizes
- LT and AT
- Transition coach position
  - Workshops
  - Family Engagement Activities
  - Resources in the community
  - Kindergarten transition
- Student Transition Materials
- HATCH Ignite assessment program
Rising Pre-K Classes

Preparing students for Georgia's Pre-K

- Bilingual Class
- Small class sizes
- Bilingual teacher
- Bilingual Transition Coach
Summer Transition Program

Pre-K Summer Transition Program (ga.gov)

PRE-K SUMMER TRANSITION PROGRAM

The Georgia Department of Early Care and Learning offers two types of Summer Transition Programs which operate during the months of June and July. Each program offers high-quality instruction with a focus on language, literacy and math and are designed to reduce the achievement gap.

- Rising Pre-K – for students who are age eligible for Georgia’s Pre-K in the fall (4 years of age by September 1st) and whose home language is Spanish.
- Rising Kindergarten – for students who are age eligible for Kindergarten (5 years of age by September 1st) in the fall.

For a list of the current Summer Transition Program locations, click here.

Questions or comments email: SummerSchool@decal.ga.gov
Statewide Enrollment Data: 2007-2021

Change in Georgia's Public School Student Enrollment (2007-2021)

y = 795.4x + 154383

Difference -38,760
Percent Difference 2.22%
## Pre/Current COVID Enrollment Data: % Drops

<table>
<thead>
<tr>
<th></th>
<th>Pre-K</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td>Drops</td>
<td>-12.79%</td>
<td>-4.7% (-10.7% KK)</td>
<td>-0.77%</td>
<td>+2.15%**</td>
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### Why?

1. Many parents **likely** decided to wait a year and will put their students in Kindergarten next year. *Especially for students who just turned 5.*
2. Families **likely** opted to home-school their children. (Numbers steady)
3. More families **likely** enrolled their kids in private schools.
4. Online delivery of instruction deemed to be inappropriate for some parents of younger children, but reverse being true for High School.

### Regional Comparison
- **Virginia:** number of enrolled in K12 -45,000
- **Florida:** -90,000
- **Tennessee:** -33,000 (*3.5% overall*)

23% of total unenrolled are from **PK-Kindergarten**
Statewide GA Pre-K Enrollment Data Trends

- SY2020: 79944
- SY2021: 63289
- SY2022: 73192
School Districts Pre-K and Kindergarten Enrollment Data: 2017-2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-K</th>
<th>K</th>
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<tr>
<td>2017</td>
<td>47,726</td>
<td>125,400</td>
</tr>
<tr>
<td>2018</td>
<td>49,315</td>
<td>125,301</td>
</tr>
<tr>
<td>2019</td>
<td>50,048</td>
<td>126,350</td>
</tr>
<tr>
<td>2020</td>
<td>43,841</td>
<td>114,444</td>
</tr>
<tr>
<td>2021</td>
<td>46,841</td>
<td>122,076</td>
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Enrollment in Pre-K/K

Why are families choosing not to send their child to Pre-K/Kindergarten?

• Holding children back a year – the Redshirting Trend
• COVID and COVID restrictions
• Parents lost their jobs and kept children home with them
• Higher expectations for what children need to know – fearful for parents
• What their friends, neighbors are doing
• Homeschooling
• More learning options available
• Pre-K and Kindergarten not mandatory in Georgia
What strategies do you currently use to gather feedback from families?

Please type your answer in the chat box.
Feedback from Families

What can schools do to get feedback from families?

• Forums/Round tables/Surveys/Feedback pages (multiple languages)
  • Determine family priorities
• Visit communities, attend events where families gather
• Attend local childcare centers, churches, preschools, parks, places where families go
  • Conversations about what they are doing around early education, where do their young children go during the day
• Interviews with families who have chosen to keep their child at home
• Have a parent representative (bilingual) in the communities who can report back
• Exit interviews with families that choose to leave
Strategies to Improve Student Enrollment

• Use data to determine which families need more supports and targeted communications from schools
• Make early and frequent connections with families of rising Pre-K and kindergarten students (home visits, child center visits)
• Have a strong online presence to share your school's story
  ✓ Social media, website, parent groups, billboards
• Use current families to promote your school and teachers to others
• Use an online system for registration (the easier the better)
• Kindercamps
• Have teachers share/speak at community events
• Learn how to make families feel secure, comfortable, and safe (both physically and emotionally)
Continuum of Early Childhood Education
“Best Practices”

Early Learning Programs

Elementary Schools
Benefits of Early Childhood Education

- Exploring Brain Capacity
- Acquiring Social Skills
- Understanding the Fun of Learning
- Improving Concentration
- Investing In Health

Adapted from Wonderschool.com
Pre-K Research Study

• In 2011, DECAL commissioned national experts at the FPG Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of our state’s Pre-K program.

• Research Study findings Evaluation of Georgia's Pre-K Program (ga.gov)
This study found that participation in Georgia’s Pre-K Program resulted in:

• Significantly better school readiness skills across domains of learning.
• Improvements were found across a wide range of skills, including measures of language and literacy (letter knowledge, letter-word identification, phonological awareness, phonemic awareness), math (math problem-solving, counting), and general knowledge (basic self-knowledge).
• The effect sizes for these results were in the moderate to large range, suggesting that these are meaningful differences.
(2013-2019) Longitudinal Study. This study is designed to examine the short- and long-term learning outcomes for children who attended Georgia’s Pre-K as well as the quality of their preschool and early elementary school experiences.

This study, begun in 2013-2014, involves a longitudinal design to follow a sample of 1,169 children from 199 randomly selected Pre-K classrooms through third grade.
Pre-K Longitudinal Study

This study found:

• Children showed significant growth from pre-k through kindergarten on most measures across all domains of learning.

• Children who attended Georgia’s Pre-K made significant gains in the areas of language/literacy skills, math skills, self-knowledge, and social skills.

• Children’s growth on most of these measures indicated that they progressed at a greater rate than would be expected for normal developmental growth.
Enrolling in Georgia's Pre-K

• Enrolling for the 2022-2023 school year
• Waiting lists
• Provide proof of age and residency
• Families can locate schools through [Find Pre-K Provider](ga.gov)
Early Learning School Climate and School Readiness

The GaDOE and DECAL developed PBIS Classroom Early Learning Modules for Pre-K through third grade elementary school teachers. The modules are designed to help teachers structure positive supportive learning environments by embedding early learning and social-emotional practices into Tier 1 PBIS systems of support. Based on the Pyramid Model framework designed for young children (The National Center for Pyramid Model Innovations), these modules will equip educators in elementary environments with a toolkit of age and developmentally appropriate strategies to prevent challenging behaviors from occurring in the classroom and support the whole child.

Elementary School PBIS Sample Artifacts
- TFI Action Plan
- PBIS Behavior Flow Chart
- PBIS School-wide Behavior Expectation Matrix
- PBIS Communication Plan
- PBIS Acknowledgement System
- PBIS Lesson Plans and Teaching Schedule
- PBIS Minor and Major Behavior Definitions
- PBIS Minor Office Referral Form
- PBIS Major Office Referral Form

Elementary Schools Classroom Observation and Coaching Tools
- PBIS Classroom Observation Tool
- Aligned Early Childhood Classroom Assistance Tool
- Teacher Action Plan

Elementary Schools Systems Coaching and Fidelity Tools
- Elementary School TFI Walkthrough
- EC-Box Addendum Scoring Form
- EC-Box Addendum Scoring Rubric
- SWIS Drill Down Worksheet

Contact Information

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Please contact the PBIS Team for more information on PBIS Implementation gpbis@dcoe.k12.ga.us

Connect with GaPBIS @

www.gadoe.org/pbis/earlylearning

Our new GaDOE Early Learning webpage is available for users to access!
GaDOE Classroom Climate and School Readiness Resources

- **Georgia Home Classroom-Digital Learning Plans**: [https://www.gpb.org/education/learn/k-12-learning-plans](https://www.gpb.org/education/learn/k-12-learning-plans)

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### Getting Ready for Kindergarten

**Want to prepare for the next school year?**

Keep the learning going over the summer. Below are suggestions of skills families might explore together during the school break.

#### Physical Health and Wellness
- Identifies basic emotions by looking at others’ faces and/ or faces in books and television (e.g., happy, mad, sad, scared)
- Identifies ways to calm when upset
- Knows how to ask a friend to play
- Is learning how to wait for a turn
- Listens quietly for 5-10 minutes during a story
- Participates and follows rules during structured (organized games) or unstructured (unstructured play) indoor and outdoor activities
- Understands movement concepts (how their body moves and how to move in coordination with other people or objects)
- Runs, jumps, skips, climbs, and uses big muscles while playing

#### Language Arts
- Identifies basic emotions by looking at others’ faces and/ or faces in books and television (e.g., happy, mad, sad, scared)
- Identifies ways to calm when upset
- Knows how to ask a friend to play
- Is learning how to wait for a turn
- Listens quietly for 5-10 minutes during a story
- Participates and follows rules during structured (organized games) or unstructured (unstructured play) indoor and outdoor activities
- Understands movement concepts (how their body moves and how to move in coordination with other people or objects)
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### Grades K-2

**Sample Learning Plan**

- **Big Idea/Topic**: Transitions

**Standard Alignment**

- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

**Instructional Design**

**Define Simply**

Introduce students to the routine for classroom transitions. The routine needs to be adaptable to different scenarios (e.g., going to the library, moving from math to science). You can use the steps below as a guide. You can use the same prompts but substitute music, singing, call & response, counts, or just loud & firm if you wish.

Steps:
1. In a moment, we will be transitioning from ___ to ___.
2. When I say “smooth”, I want you to...
3. Really smooth!
4. Observe to ensure everyone follows the directions.

“We suggest “smooth” (likely messages/calms) as opposed to “spo” (potentially messages rushing)"

**Model/Demonstrate with Examples**

Model an example for students during each step of the process. At the beginning of the day, identify who will be your “Transition Helper”. One way to incorporate student choice is to have multiple transition routines listed on popsicle sticks and have your identified “Transition Helper” select a stick.

**Practice in All Relevant Settings**

Practice the transition routine for all different scenarios throughout the day. Follow the same steps so they become used to the routine.

**Monitor & Provide Positive Feedback and Reinforcement**

Monitor student progress and offer group specific praise after the transition is complete. For example, “Thank you class for this smooth transition. I noticed you put your things away and joined me on the carpet quickly and quietly. Great job!”

**Based on Data, Adjust Instruction & Reteach**

Teachers should monitor how well the class demonstrates the transition routine and increase practice whenever necessary.
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<tr>
<th>Topic</th>
<th>Descriptions</th>
<th>Date &amp; Time</th>
<th>Registration Link</th>
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<tbody>
<tr>
<td>School Readiness and Family Resources</td>
<td>Learn about developmentally appropriate strategies to improve school readiness, preparation practices in districts and elementary schools. DECAL and GaDOE school readiness resources for families will be shared during this presentation.</td>
<td>October 20, 2021 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/21263984928158">https://form.jotform.com/21263984928158</a></td>
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<td>Understanding Developmentally Appropriate Learning and Behavior Expectations for PreK/Kindergarten Students</td>
<td>Explore developmentally appropriate learning and behavior expectations to enhance practitioners' knowledge on how to support each child's optimal growth and development.</td>
<td>November 17, 2021 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/212635428297159">https://form.jotform.com/212635428297159</a></td>
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<td>Replacing Suspension and Expulsion with Classroom Climate Support Practices</td>
<td>Gain knowledge of how social emotional competence among children, staff, and families can contribute to replacing school suspension/expulsion with implementation of effective classroom strategies that support the behavior needs of learners.</td>
<td>December 15, 2021 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/212636925843150">https://form.jotform.com/212636925843150</a></td>
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<td>Communication Strategies to Address Parents' School Readiness Concerns</td>
<td>Learn effective strategies to address and alleviate parents' school readiness concerns. Resources will be shared.</td>
<td>January 26, 2022 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/212635579136158">https://form.jotform.com/212635579136158</a></td>
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<td>How to Forge Community Partnerships to Improve Georgia Pre-K and Kindergarten School Enrollment</td>
<td>Provide guidance on how to connect and strengthen relationships with community stakeholders and bring awareness about improving school enrollment.</td>
<td>February 16, 2022 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/212636460149152">https://form.jotform.com/212636460149152</a></td>
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<td>Making School Readiness/Enrollment a Priority in Your District and Elementary Schools</td>
<td>Understand developmentally appropriate expectations for school preparation and the impact of enrollment and data trends. Learn strategies on how to message the importance of early education to families and the community.</td>
<td>March 23, 2022 10:00-11:00 a.m.</td>
<td>Webinar Registration Link: <a href="https://form.jotform.com/212636405746162">https://form.jotform.com/212636405746162</a></td>
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*Click GaDOE/DECAL Early Learning Webinar Training*
Happy to answer your questions! 😊
Contact Information

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## Evaluation QR Code

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**Presenters:**  
*Meghan McNail and Brandy Woolridge*

Thank you!
All kids need is a little help, a little hope and somebody who believes in them.

Magic Johnson