



Kindergarten Transition Practices (KTP) Year 1 Stakeholder Summary

report by the Crane Center for Early Childhood Research and Policy

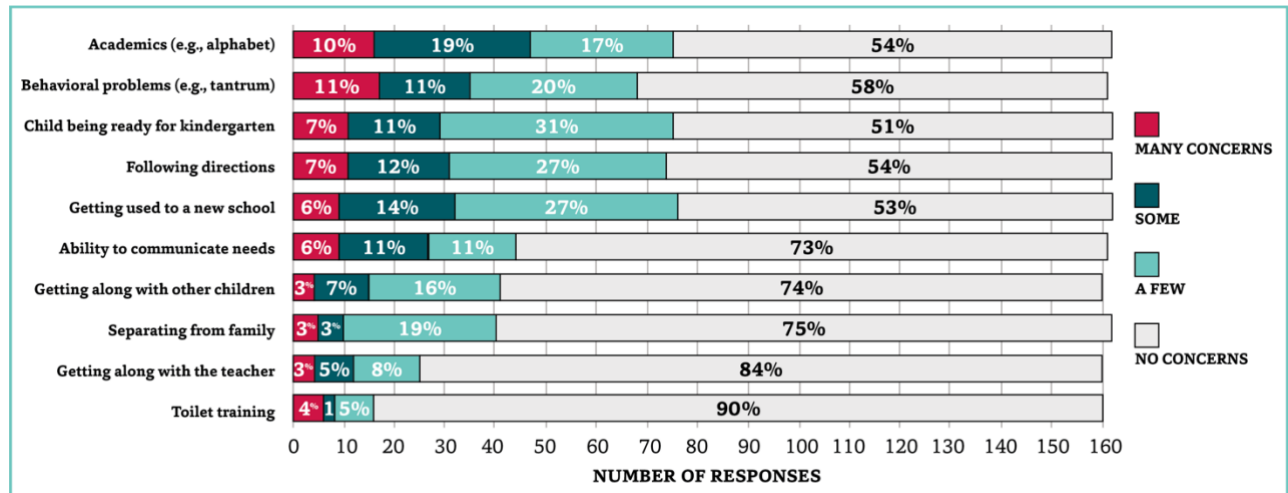
YEAR 1 COHORT LOCATIONS: Dayton and Cleveland, Ohio
STUDY INVESTIGATORS: Rebecca Dore, Hui Jiang, Laura Justice, Kelly Purtell
PROJECT COORDINATORS: Jennifer Filipkowski, Logan Pelfrey

1. WHO IS IN THE STUDY? (PARTICIPANT DEMOGRAPHICS)

The first cohort comprised 391 children within 52 preschool classrooms spanning 29 schools. The average class size during year 1 was 13 children. The majority of teachers were female (98%), white (84%), and had at least a bachelor’s degree (87%).

Among all children within the first cohort being followed through the end of first grade, 55% are boys; 45% are black, and 11% are Hispanic. 17% of these children have IEPs. The average participating household size is four (two adults, two children) with an annual income of \$20,001–\$30,000.

2. HOW DO PARENTS’ CONCERNS ABOUT THE TRANSITION TO KINDERGARTEN RELATE TO DEMOGRAPHICS?



Parents were asked to identify the level of concern they had regarding their child’s transition from preschool to kindergarten. Of the ten concerns shown in the table above, caregivers of boys tended to have more concerns about their child’s transition (3 concerns on average) compared to caregivers of girls (2 concerns on average). Caregivers of boys also rated concerns at a higher level than those of girls.

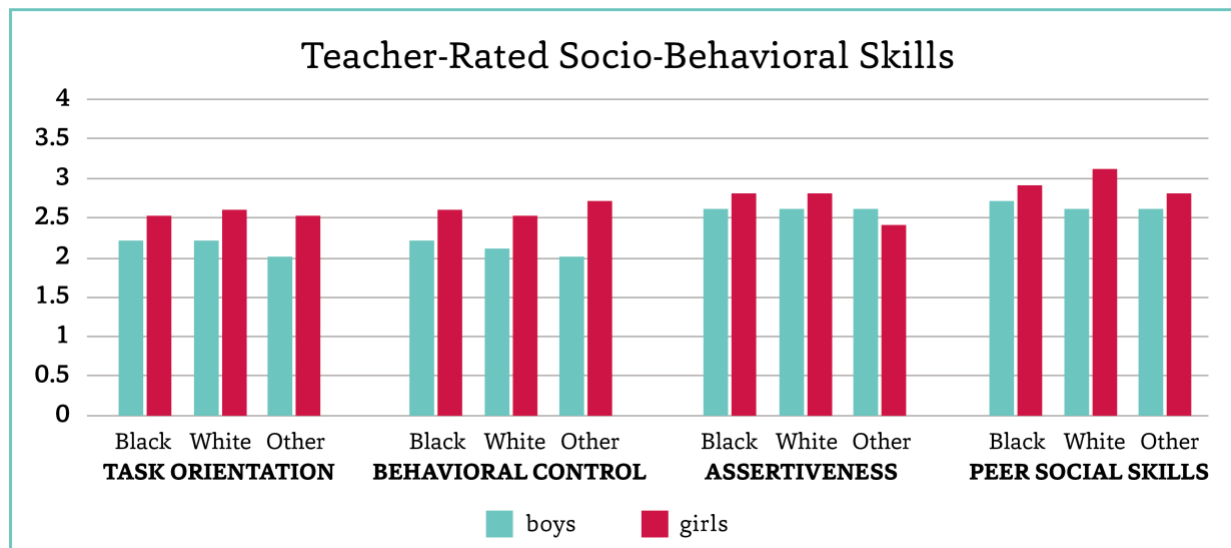
Non-native English-speaking families expressed greater concerns regarding their children’s “ability to communicate needs” (English: 26%, Spanish/other: 60%, multilingual: 37%). Multilingual families reported more concerns regarding their children “getting along with the teacher” (English: 14%, Spanish/other: 20%, multilingual: 37%).

Caregivers of white children reported higher concerns about “getting along with other children” (white: 32%, black: 13%, other: 28%)

3. HOW DOES PARENTAL CLOSENESS AND COMFORT WITH THEIR CHILD'S PRESCHOOL AND TEACHER RELATE TO DEMOGRAPHICS?

When asked to rate their closeness and comfort with their child's school and teachers on a five-point scale (0-Not At All, 1-A Little, 2-Some, 3-A Lot, 4-A Great Deal), participating parents rated both closeness and comfort as generally high. Notably, in the fall of the school year, parents of Black children reported lower closeness and comfort levels with their children's school (Black = 3.4, White = 3.7, other = 3.6) and teacher (Black = 2.5, White = 2.7, other = 2.6) than other demographic groups.

4. HOW DO TEACHER REPORTS OF CHILDREN'S SOCIAL AND BEHAVIORAL SKILLS VARY BY DEMOGRAPHICS?

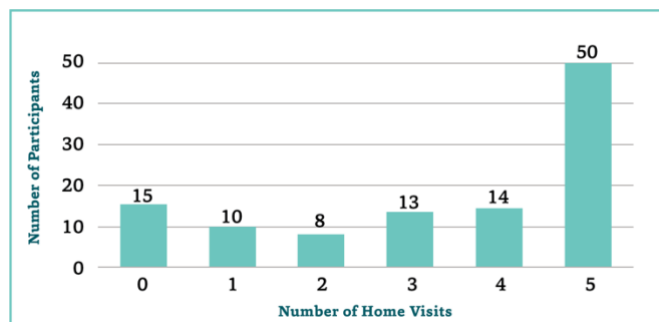


For these items related to socio-behavioral skills, teachers were asked to rate the extent to which they agree or disagree with a series of statements about the child's behavior at school in the areas of task orientation, behavioral control, assertiveness, and peer social skills. Response options were 0-Strongly Disagree, 1-Disagree, 2-Neither Agree nor Disagree, 3-Agree, and 4-Strongly Agree.

Teachers rated female students higher on task orientation, behavioral control, and peer social skills than male students. Teacher ratings did not differ by race.

5. WHO IS PARTICIPATING IN HOME VISITS BY DEMOGRAPHICS?

On average, families completed 4 out of 5 total visits between November 2018 and June 2019.



Families with younger children completed more home visits. Families of Black children tended to complete fewer visits during the first year of the study (Black = 2.7, White = 3.8, other = 4.0).

Households in which the mother has a bachelor's degree completed the most visits (less than high school = 3.6, high school = 3.0, associate's degree = 3.4, bachelor's degree or higher = 4.5).

Families with income levels of \$40,000 or higher completed the most visits (<\$10K = 3.3, \$10-20K = 3.0, \$20-40K = 2.8, >\$40K 4.4).