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Study of California's Transitional Kindergarten Program: Report on the First Year of Implementation

Study of California's Transitional Kindergarten Program: Report on the First Year of Implementation

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Executive Summary

In 2010, Governor Arnold Schwarzenegger signed the Kindergarten Readiness Act (Senate Bill [S.B.] 1381) into law. The law changed the date by which children must turn 5 to enter kindergarten from December 2 to September 1, phasing in the new age requirement by moving the cutoff date back one month per year for three years, beginning in fall 2012. S.B. 1381 also established a new grade level—transitional kindergarten (TK)—which is the first year of a two-year kindergarten experience for students born between September 2 and December 2. When fully implemented, TK is intended to provide an additional year of early education to this group of children, with the goal of promoting their school readiness.

Investigating the Implementation of TK in its First Year

With the support of the Heising-Simons Foundation and the David and Lucile Packard Foundation, American Institutes for Research (AIR) conducted an investigation of the planning and implementation of TK in the 2012–13 school year. The study addressed the following broad research questions:

1. What was the landscape of TK programs in California in the program’s first year?
2. How did districts and schools plan for, structure, and support their TK programs?
3. How was TK implemented at the classroom level, and how did TK differ from kindergarten?
4. Are districts using TK as an opportunity to build greater articulation between preschool and grades K–3? If so, how?
5. What were the challenges and lessons learned in planning for and implementing TK?

To address these questions and the complexities of the implementation of a statewide policy initiative, AIR conducted a mixed-methods study examining these issues at multiple levels of the system. Data collection strategies included surveys of district administrators (both a short-form census survey and a longer survey for a sample of districts), principals, and TK and kindergarten teachers; classroom observations; case study interviews; and parent focus groups.

This summary highlights key findings from the study.

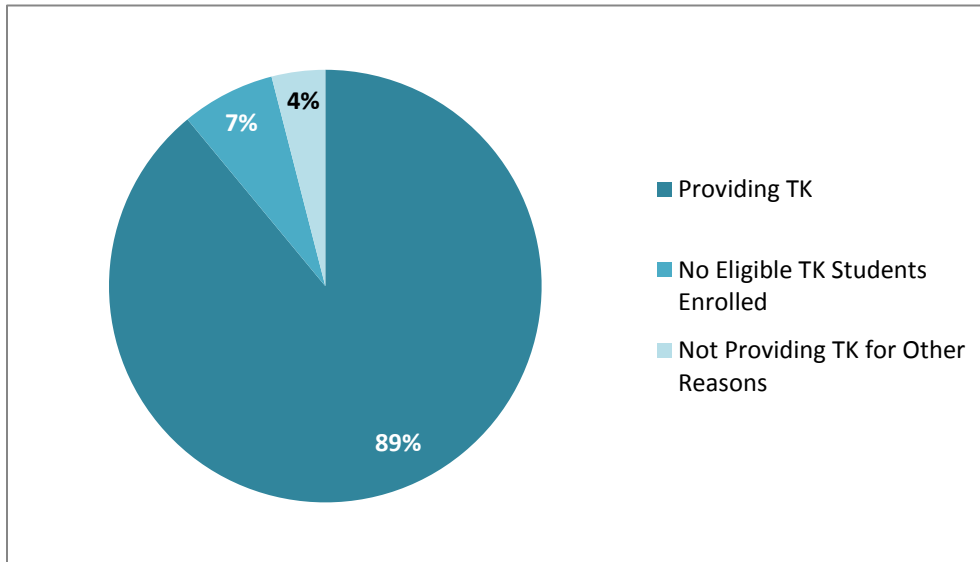
Key Findings

In the first year of transitional kindergarten implementation, California school districts overcame challenges and learned important lessons that can be applied in future years of the program.

Most School Districts Offered TK in 2012–13

Overall, 89 percent of districts reported, through a survey of administrators in all elementary and unified school districts conducted by AIR, that they offered TK in 2012–13. An additional 7 percent of districts indicated that no students were eligible for TK or no families were interested in enrolling their eligible child in TK, and therefore they did not offer the program (Exhibit A). The 89 percent of districts offering TK served 96 percent of the state’s kindergarten population—so a very small percentage of students eligible for TK were located in districts that were not yet implementing the program. The majority of districts implemented TK for the first time in the 2012–13 school year, although approximately 15 percent initiated a TK or similar program prior to the statewide program becoming law. Overall, we estimate approximately 39,000 students were enrolled in TK in its first year of statewide implementation.

Exhibit A. Percentage of California Districts Providing TK in 2012–13



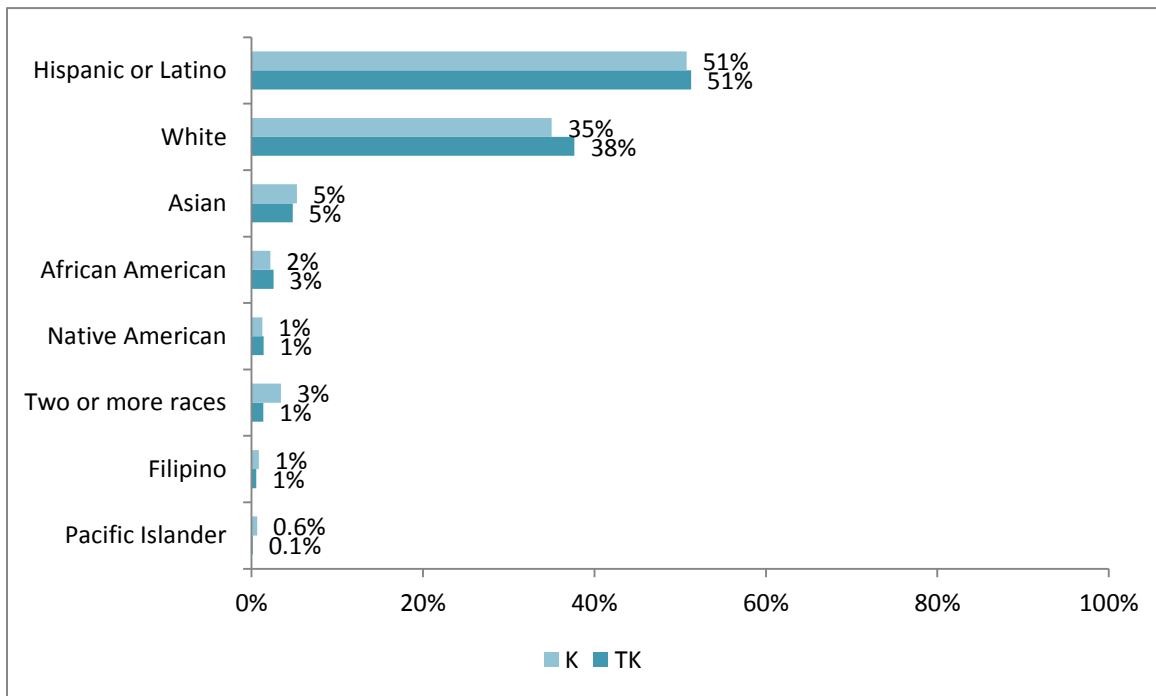
Source: Short-form district census survey ($n = 629$)

Students Enrolled in TK Mirror the Population

To determine whether particular groups of students were more or less likely to enroll in TK, we compared the demographic characteristics of students enrolled in TK with the demographic characteristics of the overall kindergarten population in those same districts.¹

TK students and kindergarten students appeared statistically similar in terms of gender, ethnicity, eligibility for free or reduced-price lunch (FRPL), and English learner (EL) status (see Exhibits B and C).

Exhibit B. Comparisons of TK and Kindergarten Enrollment Overall, by Race/Ethnicity, 2012–13 School Year

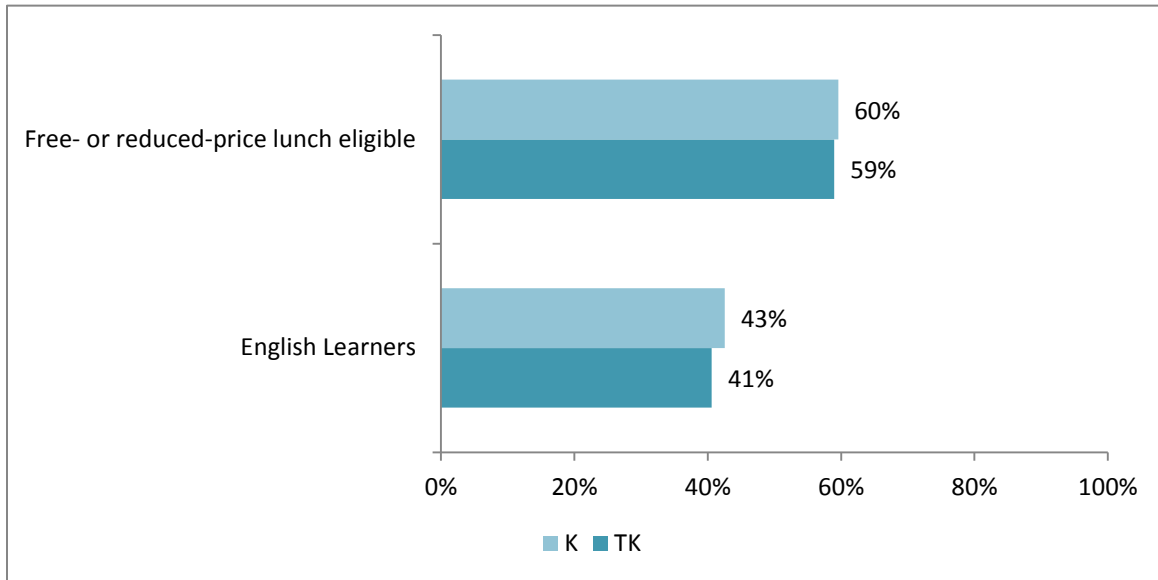


Note: Differences are not statistically significant unless noted.

Sources: In-depth district survey ($n = 75$), California Department of Education

¹ The district surveys provided figures for TK enrollment. District respondents were asked to report the total number of TK students in their districts, as well as the number of TK students by gender, EL status, FRPL eligibility, and race/ethnicity. Kindergarten figures for EL status and race/ethnicity come from kindergarten enrollment records from the California Department of Education (CDE) for the 2012–13 school year. FRPL eligibility is not available from CDE by grade level, and therefore kindergarten rates reflect the overall FRPL rate for the district. Analyses compare demographic characteristics for a district's TK students with the characteristics of its kindergarten population overall (TK plus kindergarten).

Exhibit C. Comparisons of TK and Kindergarten Enrollment by FRPL Eligibility and EL Status, 2012–13 School Year



Note: Differences are not statistically significant unless noted.

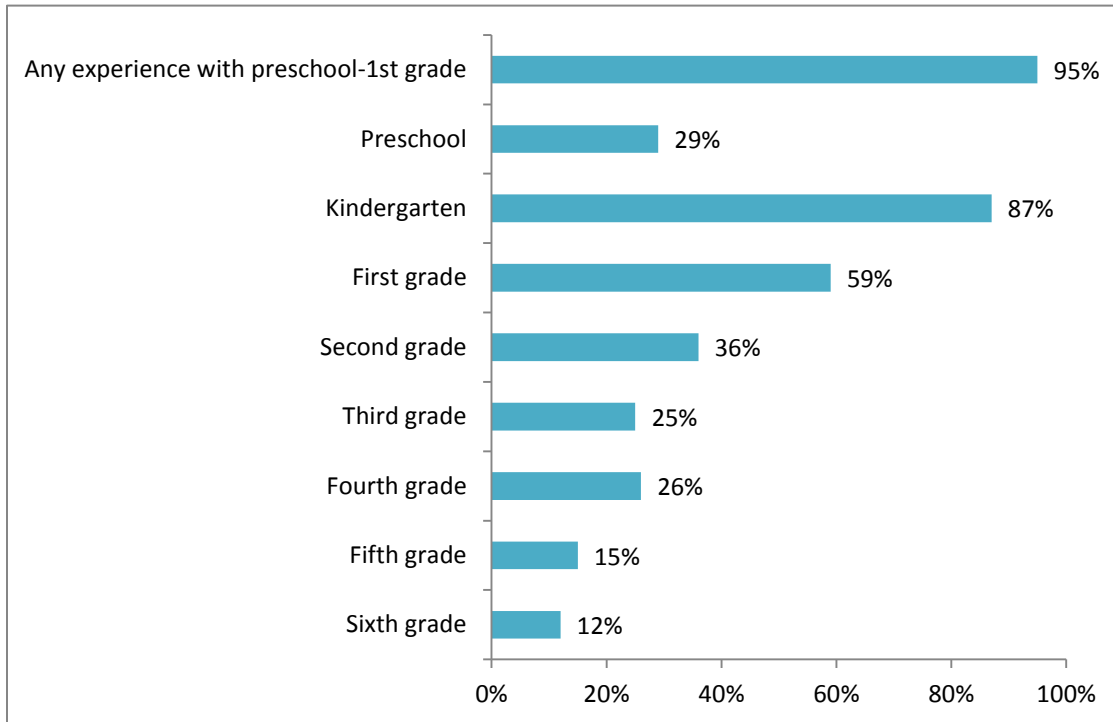
Source: In-depth district survey ($n = 74$).

Nearly All TK Teachers Had Early Education Experience

95 percent of TK teachers had experience teaching preschool, kindergarten, or first grade, and they have over 14 years of teaching experience on average.

To staff TK classrooms, most districts reported reassigning teachers already teaching in the district, for example, by moving a kindergarten teacher into a newly established TK classroom in each school. The qualifications most principals reported looking for in selecting a TK teacher were experience teaching kindergarten and experience teaching preschool. Most TK teachers reported having early education teaching experience; 95 percent of teachers had taught preschool, kindergarten, or first grade. The largest group of teachers came from kindergarten teaching backgrounds—87 percent of teachers surveyed reported they had taught kindergarten previously. In addition, 29 percent had taught preschool previously (Exhibit D).

Exhibit D. Proportion of TK Teachers With Previous Experience Teaching Other Grade Levels, 2012–13



Source: TK teacher survey ($n = 96$)

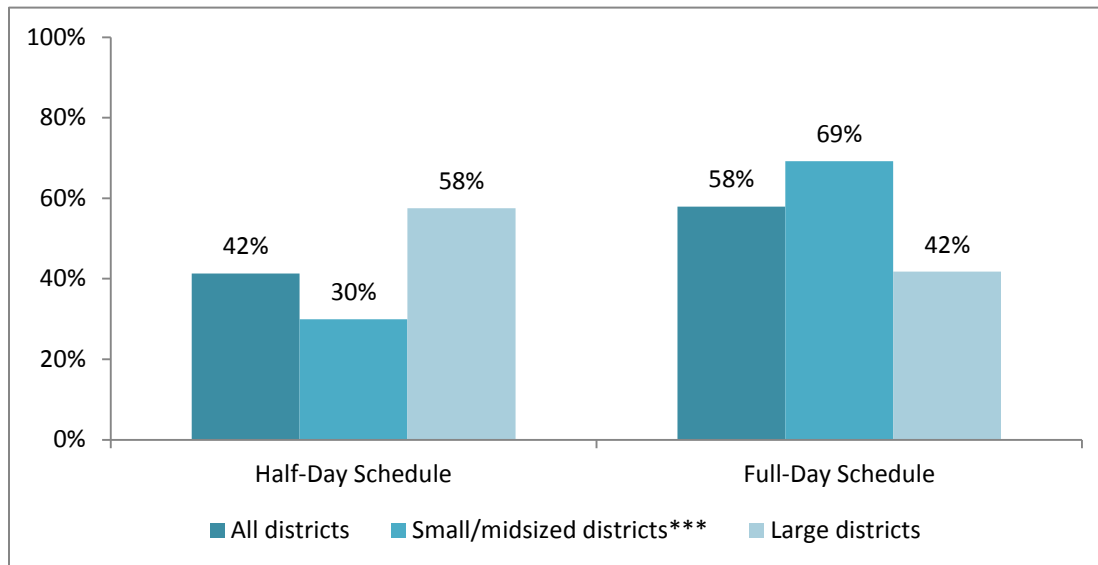
TK teachers also were relatively experienced, reporting an average of approximately 15 years of teaching experience. This is comparable with K–12 teachers in California overall, who have an average of 14.2 years of experience (California Department of Education, n.d.).

TK Structure Varied Across Districts

More than Half of Districts Offered Full-Day TK

Over half of districts reported offering full-day TK classrooms (more than four hours per day), although more than 40 percent offered half-day schedules (four hours per day or fewer). Large districts were more likely than small and mid-sized districts to offer half-day schedules (Exhibit E).

Exhibit E. Percentage of TK Classrooms With Half-Day Versus Full-Day Schedules, by District Size



*** $p < .001$.

Notes: Percentages may not sum to 100 percent as a result of rounding. Large districts include those with 350 or more kindergartners; small/mid-sized districts have fewer than 350 kindergartners. Large districts served as the reference group for significance testing.

Source: In-depth district survey ($n = 99$)

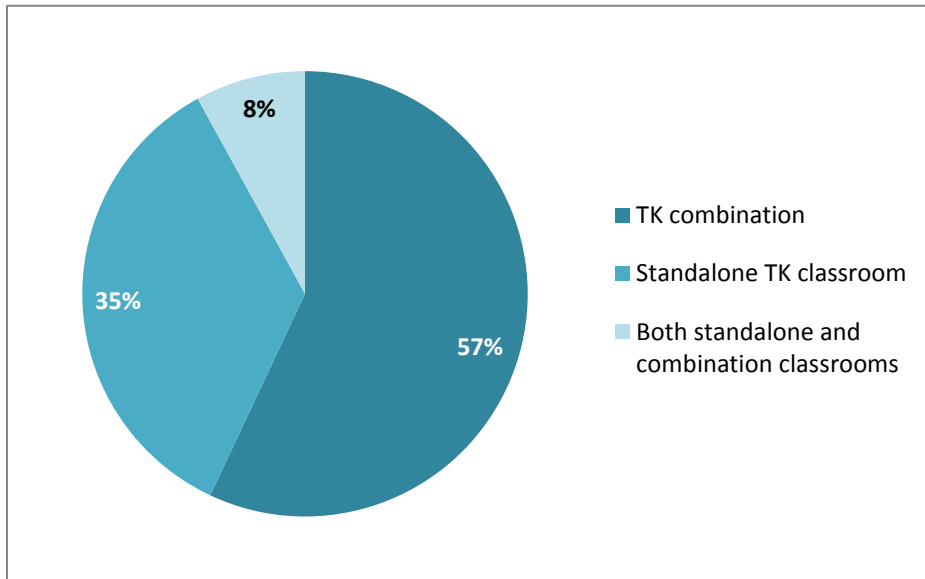
“Hubs” Were More Common in Large Districts

Just fewer than half of districts offered TK in one or more “hub” schools, in which eligible students from across the district attend TK and then return to their home school for kindergarten. Large districts were more likely to have used TK hubs in the program’s first year.

Combination Classes Were Common

Classrooms in which TK students were combined with other grades—mostly kindergarten—were prevalent throughout the state (Exhibit F). With only one twelfth of the kindergarten population eligible for TK in the first year (under the minimum eligibility guidelines), TK combination classrooms were the only option for many districts that did not have enough TK students to justify creating a standalone classroom for them. As expected, small and mid-sized districts were more likely than large districts to combine TK with other grades as a strategy for serving TK students.

Exhibit F. Classroom Configurations Used in 2012–13



Source: Short-form district census survey ($n = 629$).

TK Looks Different from Kindergarten

Nearly two thirds of principals and teachers reported that they received guidance from the district that TK should resemble kindergarten; however, teacher responses suggest that the TK and kindergarten classrooms are different, as the law intended.

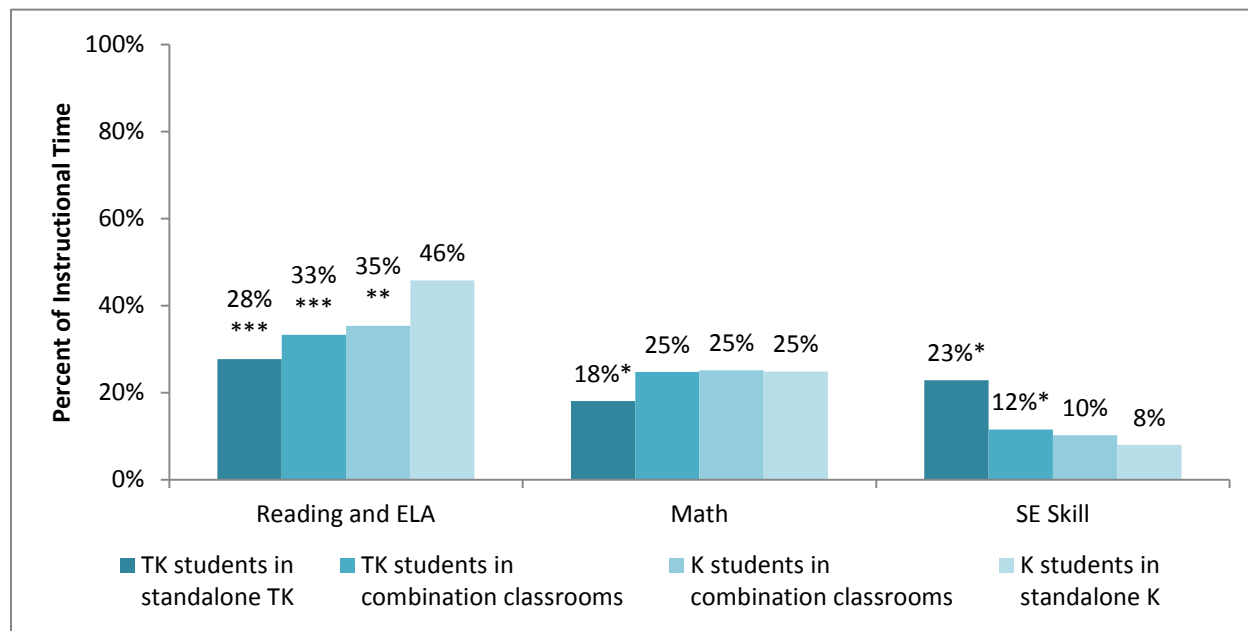
Curricula Varied Widely with No Single Curriculum Standing out as Most Common

TK and kindergarten teachers both reported using a wide variety of curricula to guide their classroom instruction; no single curriculum was used by a majority of teachers in any content area. In addition to academic curricula, most standalone TK teachers reported using some type of social-emotional curriculum, although fewer kindergarten and TK combination teachers did so. Most standalone TK teachers used a social-emotional curriculum they designed themselves.

TK Teachers Focused More on Social-Emotional Instruction

Kindergarten teachers reported that their students spent significantly more time on reading and English language arts (ELA) lessons or projects than TK teachers in standalone or combination classrooms reported for their students (Exhibit G). Additionally, TK teachers in standalone classrooms reported that their students spent a significantly smaller proportion of time on mathematics lessons or projects than kindergarten teachers reported. On the other hand, the proportion of time spent on social-emotional skill development reported by standalone TK teachers was nearly three times as great as the proportion of time reported by standalone kindergarten teachers.

Exhibit G. Percentage of Instructional Time Teachers Reported Spending on Reading and English/Language Arts (ELA), Math, and Social-Emotional Skills, by Student and Classroom Type



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .1$

Note: Kindergarten students in standalone classrooms served as the reference group for significance testing.

Source: TK teacher survey and kindergarten teacher survey ($n = 158$)

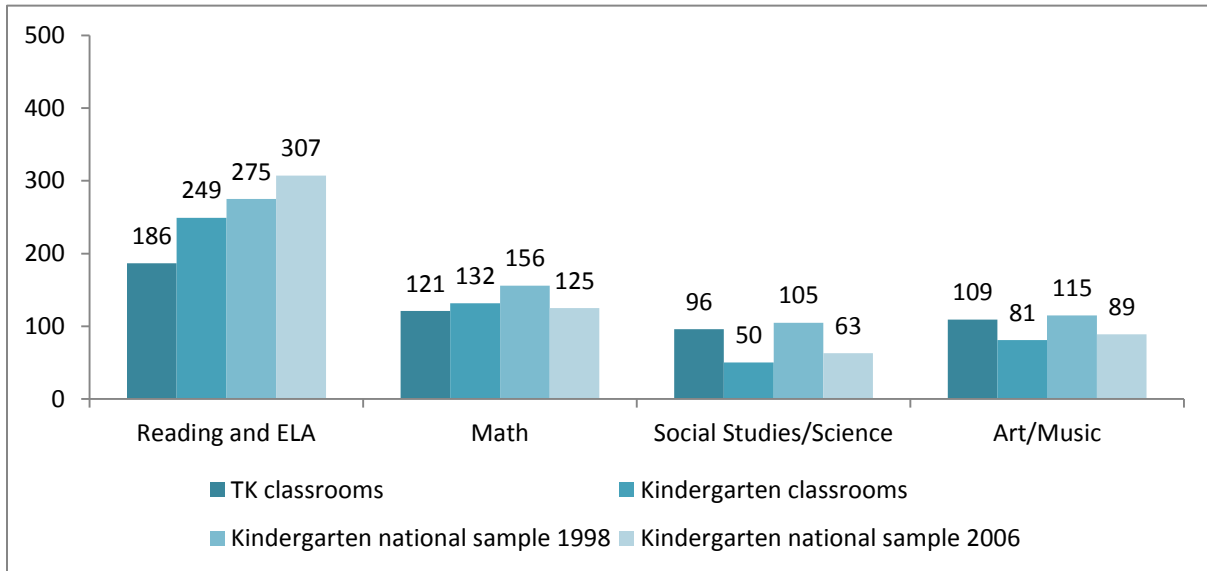
In national kindergarten studies, the amount of instructional time spent on reading and language arts increased and the amount of time spent on social studies/science and art/music decreased from 1998 to 2006, in both half-day and full-day classrooms. In half-day TK programs in California, students spent approximately 96 minutes per week on social studies and science activities, and 81 minutes per week on art and music activities. These time reports more closely resemble reports from kindergarten teachers nationally in 1998 than in 2006 (Exhibit H).² In contrast, California kindergarten teachers in 2012–13 reported instructional practices that were more similar to the 2006 national sample for sciences and arts. In other words, California’s TK classrooms, according to teacher reports, looked more like kindergarten looked 15 years earlier with respect to time spent on science, social studies, art, and music.

Large Group Instruction was Less Prevalent in TK

In terms of format, TK teachers reported using more small-group and child-directed instruction than kindergarten teachers did (Exhibit I).

² Testing for statistically significant differences was not performed.

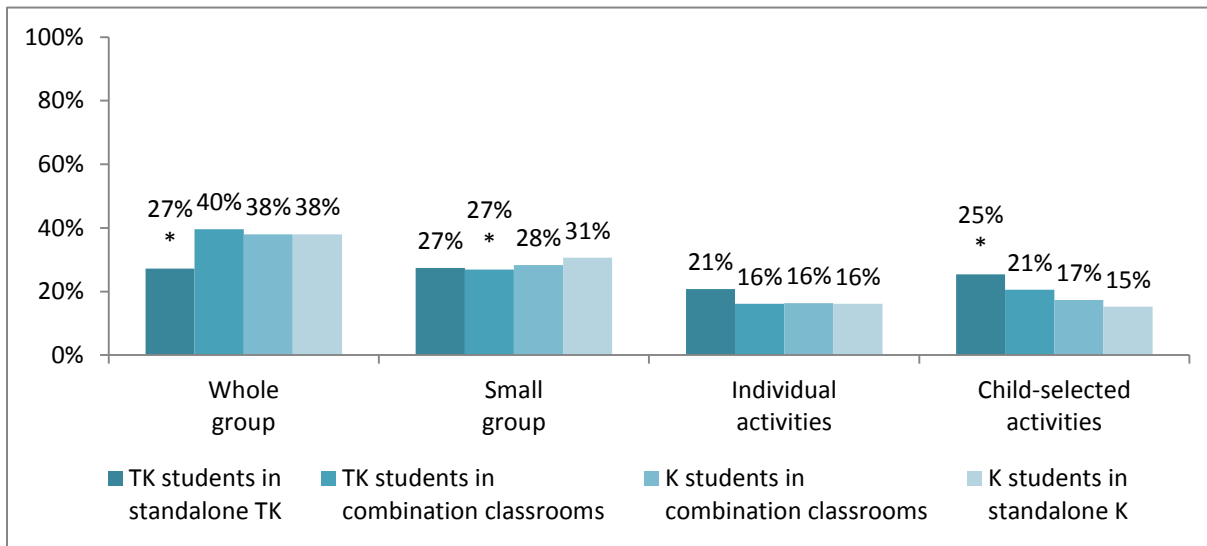
Exhibit H. Reported Minutes per Week Spent Focusing on Specific Content Areas in Half-Day Programs, by Classroom Type



Note: TK classroom category includes responses from standalone TK and TK combination classroom teachers. National kindergarten sample estimates are based on calculations using data from the fall 1998 wave of the ECLS-K and the fall 2006 wave of the ECLS-B (Bassok & Rorem, 2013). The results presented are descriptive; statistical comparisons were not conducted.

Source: TK teacher survey and kindergarten teacher survey ($n = 48$)

Exhibit I. Portion of the Day Spent in Various Activity Formats in TK and Kindergarten Standalone/Combination Classrooms



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .1$

Note: Kindergarten students in standalone kindergarten classrooms served as the reference group for significance testing.

Source: TK teacher survey and kindergarten teacher survey ($n = 96$)

Adult–Child Interactions were of Moderate Quality

The Classroom Assessment Scoring System (CLASS) tool was used to assess the quality of teacher–child interactions in TK classrooms with different formats (e.g., standalone TK classrooms or combination TK classrooms). The quality of teacher–child interactions, in the Emotional Support and Classroom Organization domains, was typically moderately high in TK classrooms. However, scores for the Instructional Support domain were low, which is similar to those of a national sample of preschool classrooms and lower than those of a comparison group of kindergarten classrooms³. Standalone TK classrooms were more likely than combination classrooms to earn higher CLASS scores in the Productivity, Behavior Management, and (lack of) Negative Climate dimensions.

District Planning and Implementation Processes Varied

With only a few months between the release of the governor’s revised budget in May 2012—which made clear that the requirement to implement TK was not eliminated—and the start of the 2012–13 school year, most districts had a short time to develop their TK programs.

Teachers and District Staff Often Collaborated to Plan TK in Small Districts

The type of staff involved in this quick planning differed by district size, likely because larger districts typically have more specialized staff positions. In most large districts, directors of curriculum and instruction led or were actively involved in planning efforts, and in most small and mid-sized districts, superintendents typically led planning efforts. Small and mid-sized districts also had higher rates of teacher involvement in TK planning efforts.

Districts and Schools Needed More Guidance

Principals and teachers differed in their reports about the district support they received for TK planning and implementation; most principals reported that their districts provided a clear plan for TK implementation, but only about a third of teachers reported the same. Eight out of ten principals and teachers reported that districts gave their schools flexibility in planning their own TK program.

The most common resource district and school administrators reported using to plan their TK programs was guidance from CDE, even though they also reported not receiving sufficient guidance overall.

Eligibility and Promotion Policies Varied

Although the Kindergarten Readiness Act specifies the intended age cutoff for kindergarten and TK in each year of implementation, administrators had some flexibility in how they applied the law in their district. Although most districts providing TK in 2012–13 reported offering TK only

³ Comparison kindergarten classrooms come from a study of 36 rural classrooms in the Southeast (Ponitz, Rimm-Kaufman, Grimm, & Curby, 2009).

to students who would turn 5 years old between November 2 and December 2, as required by law, 5 percent reported also offering TK to students who turned 5 in October, and 19 percent said they included September and October birthdays.

About half of districts reported that their district policy allowed for younger-than-age-eligible children to enroll in TK. These exceptions, however, were typically not made frequently. When younger children were allowed to enroll in TK, the most common factors considered were the child's specific age and availability of space in the TK classroom.

About one third of districts reported that they allowed some TK students to be promoted to first grade the following year.

Approximately one third of districts reported that they allowed some TK students to be promoted to first grade the following year.

Many Successes, But Some Challenges Remain

Parents and districts reported many successes with TK. But as with any new program, districts and schools also faced challenges as they implemented TK in its first statewide year.

Districts and Parents Reported Benefits of TK

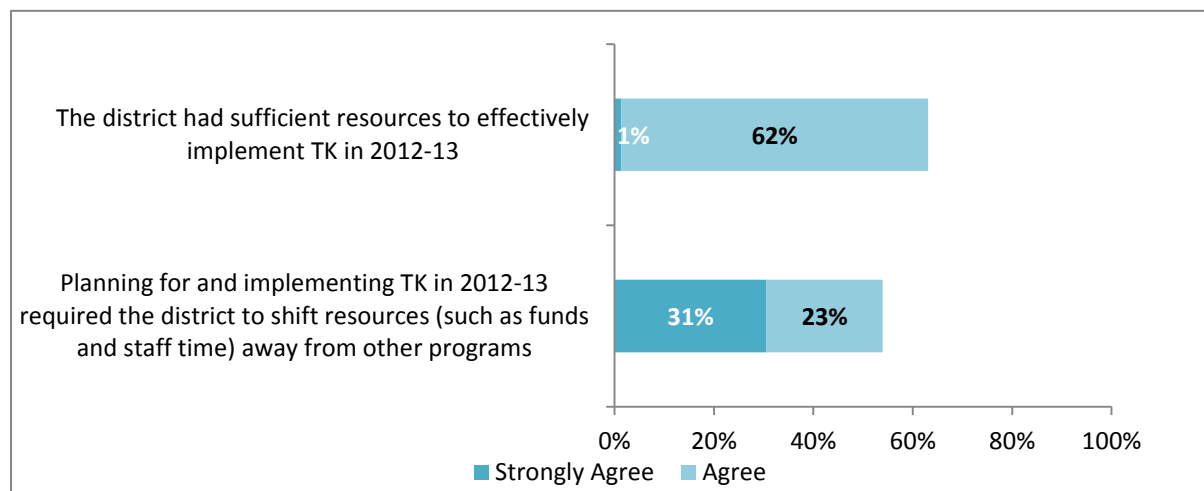
Interviews and focus groups with school staff, district staff, and parents in case study districts suggested that many parents were pleased with the program and felt their children were benefitting from the additional support prior to kindergarten. Focus groups yielded some suggestions that TK was benefitting kindergarten by exposing kindergarten teachers to resources such as the *Preschool Learning Foundations*, as reported by one school, or as in another school, by removing the youngest students from the kindergarten classroom, thereby enabling the kindergarten teacher to focus more on the kindergarten content with fewer behavioral disruptions.

District and School Leaders Have Concerns About Funding

Districts identified finding resources for implementation as a primary challenge in 2012–13, and many reported that they had to shift resources away from other programs to implement TK (Exhibit J).

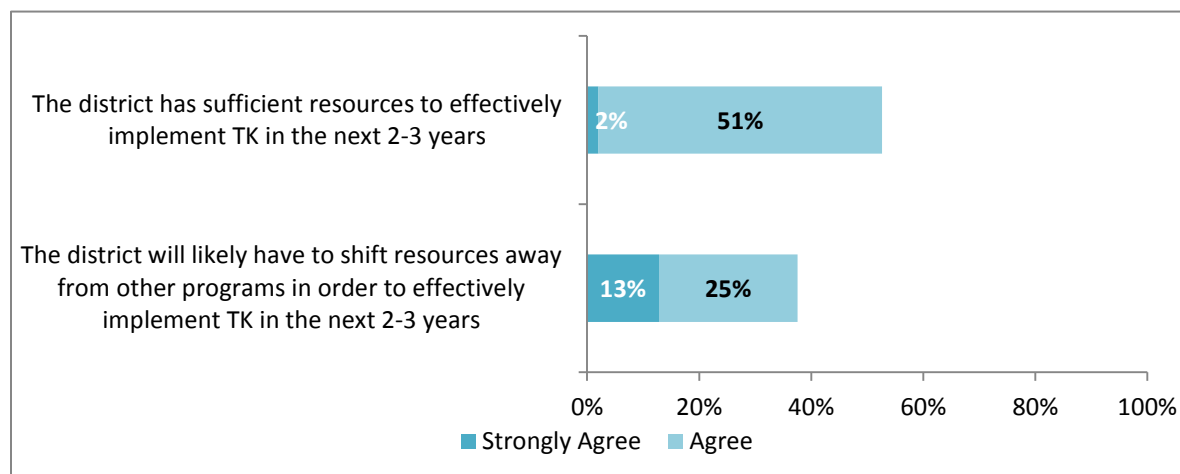
Thinking ahead, administrators reported that they anticipated that finding resources for the program would be less of a challenge in 2013–14, once state funding was no longer in question, and fewer anticipated having to shift resources from other programs. However, only half agreed that their district would have sufficient resources to effectively implement TK in the next two or three years (Exhibit K).

Exhibit J. Proportion of District TK Administrators Who Agreed or Strongly Agreed With Various Statements About the Availability of Resources for TK Implementation, 2012–13



Note: “Disagree” and “Strongly Disagree” response categories are not shown.
Source: In-depth district survey (*n* = 118)

Exhibit K. Proportion of District TK Administrators Who Agreed or Strongly Agreed With Various Statements About the Availability of Resources for TK Implementation in the Next Two to Three Years



Note: “Disagree” and “Strongly Disagree” response categories are not shown.
Source: In-depth district survey (*n* = 117)

Not All TK Teachers Received TK-Specific Training

TK teachers reported that they received an average of 42 hours of professional development (PD) in 2012–13, of which approximately 11 hours on average were specifically focused on TK. More than half of TK teachers, however, reported receiving no PD specifically related to TK.

The five most common topics emphasized in TK teachers' PD were ELA, mathematics, instruction for ELs, differentiating instruction for individual students, and the use of developmentally appropriate practice. Just under two thirds of TK teachers reported receiving PD with a major or moderate emphasis on social-emotional development.

Coordination between TK and Kindergarten Was Relatively Common; Broader Articulation Was Not

One indirect benefit of TK anticipated by some was that it would provide an opportunity for more collaboration among teachers and alignment of curricula in Grades PK–3, considered an appropriate practice in sustaining the benefits of early education (e.g., Kagan & Kauerz, 2007). There is some evidence that TK teachers were collaborating with kindergarten teachers—more than half reported having common planning time, sharing curriculum materials and content standards, and participating in joint professional development with kindergarten teachers.

However, few TK teachers reported collaboration with other TK teachers, and articulation with other early elementary grades also seemed to be limited, with few TK teachers reporting planning, sharing materials, or attending training with first- through third-grade teachers. Similarly, TK teachers reported little coordination with preschool programs.

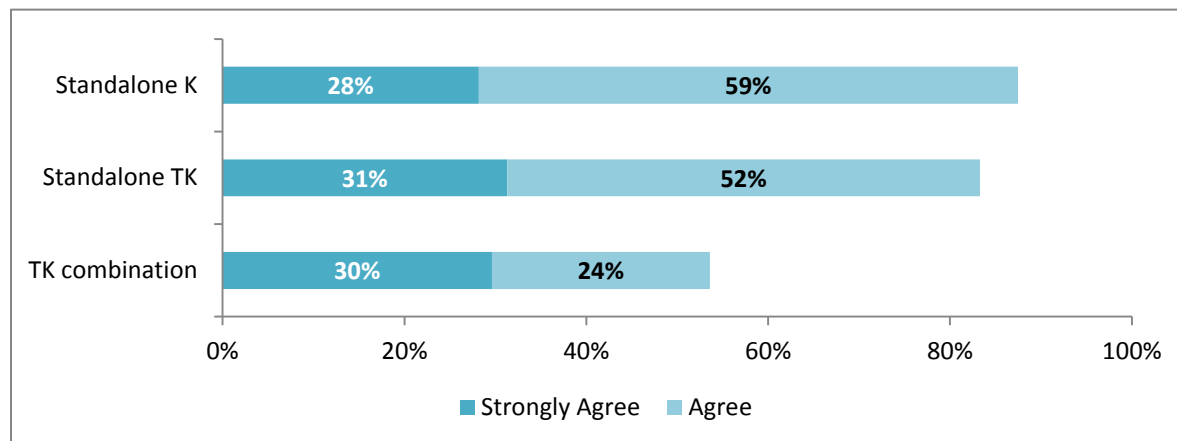
Additional Challenges Were Identified

After funding, the most common challenge reported by district administrators was developing an appropriate report card for TK students, which was also the most frequently reported challenge expressed by both principals and TK teachers. Other basic resources and practices, such as selecting curricula and assessments and providing professional development, also were big challenges reported by district survey respondents. Teacher recruitment and securing appropriate facilities and furniture were not identified as major challenges overall, although large districts were more likely than small or mid-sized districts to report them as challenges.

District administrators were asked about challenges they had faced when recruiting families for TK enrollment. The most commonly reported challenges were parents' desire to enroll their children in kindergarten instead of TK, parents' lack of awareness of the existence of the TK program, their hesitation to send their children to a program that they did not understand, and their concern that TK was a remedial program.

Teachers also reported challenges including differentiating instruction (particularly in combination classrooms) (Exhibit L).

Exhibit L. Proportion of Teachers Who Agreed That Differentiating Instruction for All Students Was Possible Given the Range of Needs or Class Size, by Class Type



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .1$

Note: Scale reversed for exhibit. “Disagree” and “Strongly Disagree” response categories are not shown.

Source: TK teacher survey and kindergarten teacher survey ($n = 137$)

Recommendations

Although it is early in the statewide implementation of TK, several recommendations emerge from these experiences of districts and schools in the first year.

1. Further Attention to Expanding Enrollment Within Implementing Districts Is Needed.

Although most districts served children in TK or reported having no children to serve in the program (because of small student populations sometimes combined with lack of interest or awareness among parents), a small percentage of districts did not offer TK to their eligible students. Thus, there is room for further expansion of the program.

Districts and schools reported a range of strategies for reaching out and recruiting families to enroll their children in TK, but it is clear from parent focus groups and estimated participation rates that some families remained unaware of TK or opted out of participation in the program. Most districts reported that parents’ preference to have their TK-eligible child enroll in kindergarten instead of TK was a challenge for recruitment. More information about the program and its benefits may be needed before enrollment levels match those of kindergarten. Districts and schools could improve outreach efforts by engaging in more active advertising of the program, such as by reaching out to preschool programs and family service programs, and by posting notices in the community where parents who are unaware that their child is eligible for TK might see them. A coordinated statewide effort, such as a public awareness campaign, also could be effective in spreading the word about TK. Over time, enrollment rates will likely improve as more students go through the program and overall awareness increases. Additional outreach efforts may be warranted in the meantime, however.

2. A Focus on Efficiently and Sufficiently Funding TK Is Warranted.

Late decisions at the state level to provide state Average Daily Attendance (ADA) funding for TK created a challenge for districts because they had no dedicated resources for program planning until the fall. Districts identified finding resources for implementation as a primary challenge in 2012–13, and many reported that they had to shift resources away from other programs to implement TK. Administrators reported that they anticipated that finding resources for the program would be less of a challenge in the future, but they still have concerns. Districts might be able to allocate resources more effectively to TK under California’s new Local Control Funding Formula (LCFF), and more resources may be available in future years given the state’s improved fiscal condition beginning in 2013–14. How districts draw on different funding sources for TK should continue to be a focus for examination, as the new LCFF is implemented and TK enrollment grows.

3. Substantial Variability Exists in Districts’ Approaches to TK, and More Guidance on Best Practices Is Needed.

It is not surprising that in its first year of statewide implementation, there is significant variation in TK programs across districts and schools. With minimal guidelines from the state for implementation, districts have had substantial discretion in the structure and emphasis of the program. This has resulted in some innovative approaches to TK as well as some frustration and uncertainty among district and school staff.

More guidance on what an “age and developmentally appropriate” program might look like and how to differentiate instruction effectively would support better decision making at the district and school levels. The TK outcomes study, begun in November 2013 (see Next Steps section), will provide additional information about the relationship between particular TK classroom practices and social-emotional and academic outcomes for participating children.

In addition, guidance on identifying or developing basic resources like curricula, assessments, and a TK report card are needed. Most district and school staff reported that identifying these basic building blocks was a challenge.

4. Further Guidance on How to Implement Combination Classrooms Effectively Is Needed.

Because many of the districts not implementing the program reported having few eligible students, further guidance from the CDE on providing an effective program when there are very few students to enroll may be warranted.

As a result of these low student numbers in some districts, TK combination classrooms were prevalent throughout the state. Although the proportion of students eligible for TK is increasing over time (with one sixth of the kindergarten population eligible for TK in 2013–14 and one fourth eligible in 2014–15), many districts will still not have the number of students needed to support standalone TK classrooms in each school at full implementation.

Substantial variation was found in how districts and schools approached combination classrooms, but it appears that combination classrooms resembled kindergarten more closely than did standalone TK classrooms. If TK is to be developmentally appropriate and provide a qualitatively different experience from a one-year kindergarten experience, then districts, schools, and teachers will likely need additional guidance on how to provide the highest quality instructional environments within TK combination classrooms. More information, guidance, mentoring, and ongoing professional development on how best to differentiate instruction, in particular, could help strengthen these programs.

5. Additional Support and Professional Development for TK Teachers Is Needed.

Many TK teachers reported receiving little to no PD focused on TK specifically. However, with the bulk of the responsibility on teachers for providing a TK program that supports students' learning and development, attention to this kind of targeted professional development for teachers is critical. In addition to providing guidance on differentiating instruction for TK and kindergarten students in combination classrooms, TK standalone teachers also need support for differentiating their instruction to meet the individual needs of their TK students. Although most principals reported that their districts provided guidance on differentiating instruction, few teachers reported receiving such guidance.

In addition, relatively low scores on the CLASS Instructional Support scale (which has been found to be linked to student outcomes) and the lower attention paid to academic content, such as reading and language arts and mathematics, in TK classrooms compared with kindergarten suggest that some attention to teacher practice and strategies for integrating reading and math in a developmentally appropriate way would be beneficial. Professional development on developmentally appropriate practice, the *California Preschool Learning Foundations*, and instructional practices that support children's concept development and extend their language development could support teachers' ability to provide effective TK instruction that supports later outcomes for students.

Providing opportunities for teachers to engage with each other—to learn, plan lessons, and collaborate—also can enhance their ability to provide an effective TK experience for students. Many TK teachers reported collaborating with their kindergarten colleagues, but far fewer reported having other TK teachers with whom to engage in shared learning opportunities. TK teachers often were alone in their schools, and in small districts, a TK teacher may have no other TK colleagues districtwide. Developing and encouraging communities of practice among TK teachers could facilitate the sharing of ideas, strategies, and lessons learned as educators work together to improve TK programs.

6. More Attention to Preschool-to-Grade 3 Alignment and Articulation Is Needed.

Even less common than TK teachers partnering with other TK teachers are opportunities for TK teachers to plan and participate in professional learning experiences with preschool teachers or other early elementary teachers beyond kindergarten. Anecdotal evidence suggests that the divide between preschool and the K–12 system is being bridged by TK in some contexts, but there is still relatively little communication and coordination between the two systems. Also, although principals reported some articulation from preschool to Grade 3, few TK teachers

reported having common curricular materials or meeting in person with preschool teachers to align curricula. If a seamless system from preschool to K–12 is the goal, then more work must be done to integrate and align preschool with TK, kindergarten, and the early elementary grades. More guidance on best practices for alignment and outreach by districts to preschool programs to develop coordinated plans could support these efforts.

Next Steps

The full report presents results from the statewide study of the implementation of the Kindergarten Readiness Act (S.B. 1381) in its first year. We expect to see changes in implementation as district and school administrators as well as teachers refine their approaches to carrying out this program. The next phase of this study, currently underway, will examine the impacts of the TK program on student learning and development, and continue to track and document implementation of the program over time.

Chapter 1: Introduction

In 2010, Governor Arnold Schwarzenegger signed the Kindergarten Readiness Act (S.B. 1381) into law. The law changed the kindergarten admission deadline from December 2 to September 1, phasing in the new age requirement by moving the cutoff date back one month per year for three years, beginning in fall 2012. S.B. 1381 also established a new grade level—transitional kindergarten (TK)—which is the first year of a two-year kindergarten experience for students born between September 2 and December 2; when fully implemented, TK is intended to provide an additional year of early education to 120,000 of California’s youngest children each year, with the goal of promoting their school readiness and achievement.

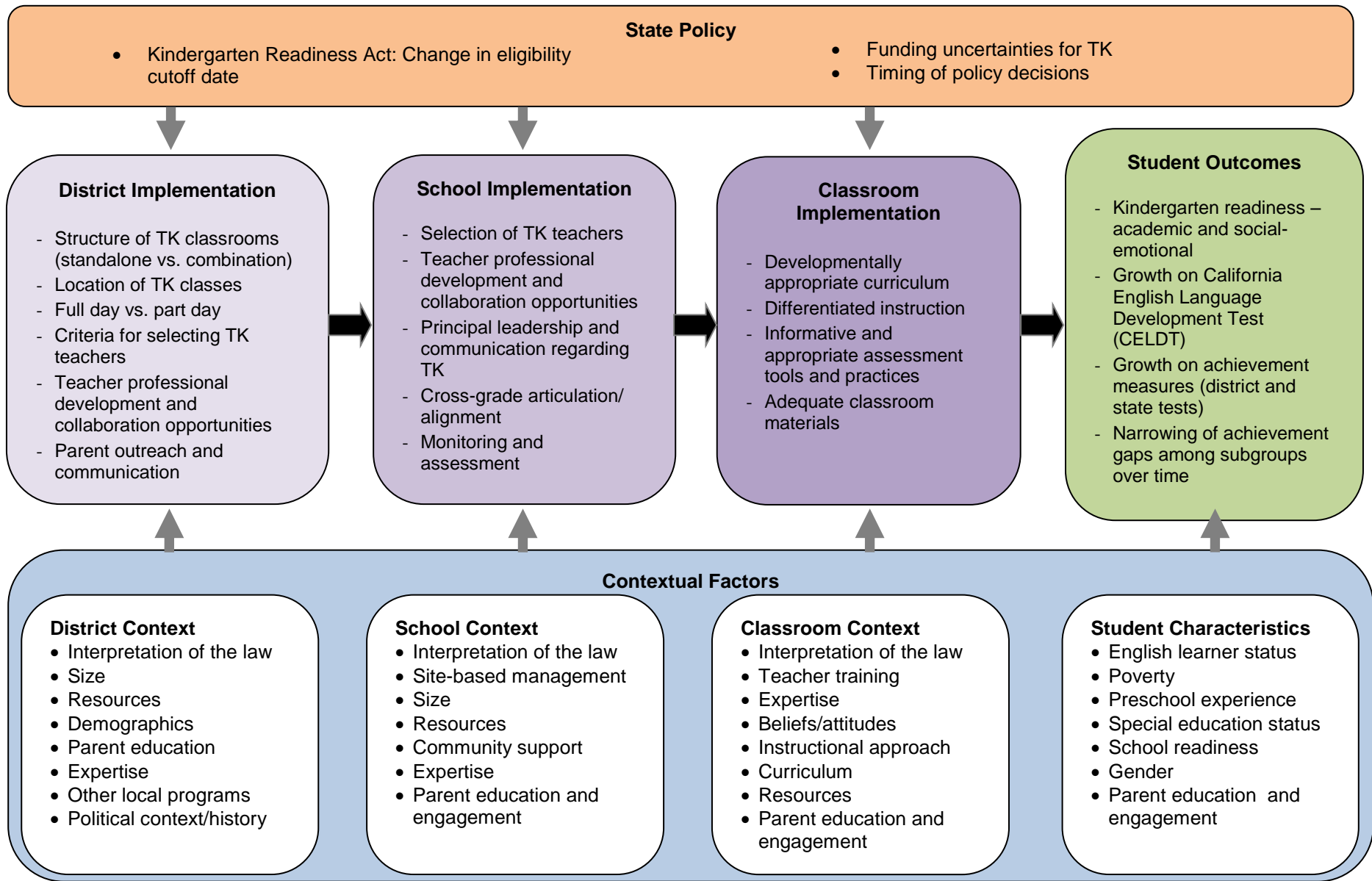
Although the law clearly spells out the new age requirements for kindergarten, districts received little specific guidance on how to implement TK, for example guidance on program structure, curriculum, professional development, assessment, or family engagement. In addition, because of budget cuts and political uncertainty, districts were unsure whether they would receive the state average daily attendance (ADA) funding to support TK until a few months before the start of the 2012–13 school year, and some put planning for TK on hold until funding was certain.

Some initial work was done to document districts’ approaches to planning and implementing TK (e.g., Cross, 2011; Wright, 2011), and this study builds on these preliminary research activities to provide a more complete assessment of the status of TK in the first year of implementation. With the support of the Heising-Simons Foundation and the David and Lucile Packard Foundation, the American Institutes for Research (AIR) conducted this investigation of the planning for and implementation of TK in the 2012–13 school year. This report describes the results of that study in detail.

Focus of the Study

The study design was guided by a theoretical model for understanding policy implementation and outcomes that specifies that the implementation and impact of state legal provisions are heavily influenced by contextual factors at various levels of the educational system. A model that assumes that state laws directly or uniformly affect program implementation and student outcomes does not adequately account for the diversity of California’s school districts, and the complexities of educational policy, practice, and student learning. For example, the state department of education is the first lens through which an educational policy is interpreted and communicated to local districts. Districts, in turn, interpret and respond to the education department’s interpretation of the policy. A district’s interpretation and response may be affected by the resources available in the district or by a multitude of other mitigating factors, such as demographic, geographic, and political attributes. Thus, the state policy may lead to a variety of practices across districts. This process of interpretation and response, shaped by various contextual factors, occurs again at the school (by the principal and other leaders) and then at the classroom level (by teachers). Finally, the ultimate link between classroom practice and student outcomes may be affected by teacher training, experiences, beliefs, and attitudes, as well as student characteristics such as English language learner status, socioeconomic status, and level of family engagement. These interactions and multiple levels of implementation are illustrated in the conceptual model presented graphically in Exhibit 1.1.

Exhibit 1.1. Conceptual Framework for the Evaluation of California’s TK Program



The study addresses the following broad research questions⁴:

1. What is the current landscape of TK programs in California?
2. How have districts and schools planned for, structured, and supported their TK programs?
3. How is TK being implemented at the classroom level, and how does TK differ from kindergarten?
4. Are districts using TK as an opportunity to build greater articulation between preschool and K–3? If so, how?
5. What are the challenges and lessons learned in planning for and implementing TK?

To address these questions and the complexities of the implementation of a statewide policy initiative, AIR conducted a mixed-methods study examining these issues on multiple levels of the system. The methodology for the study is described in Chapter 2.

Overview of the Report

This report is presented in nine chapters:

Chapter 2 presents a discussion of the methodology used in the study.

Chapter 3 describes the rollout of TK in 2012–13 from the district perspective and includes a discussion of the statewide landscape of TK implementation, planning and support for TK, and funding resources used by districts.

Chapter 4 focuses on TK structure and administration. This chapter examines the structure of TK classrooms (e.g., half-day versus full-day settings), approaches to staffing TK classrooms, and district support and guidance provided to school staff.

Chapter 5 examines student eligibility and enrollment policies, numbers and characteristics of students served in TK, outreach to parents, and district promotion policies.

Chapter 6 focuses on classroom-level implementation, summarizing Classroom Assessment Scoring System (CLASS) scores during classroom observations and results from teacher surveys.

Chapter 7 examines articulation and connections between TK and other grades and provides results on the degree to which teachers have shared planning time, joint professional development, alignment of practice, and transition activities from TK to kindergarten.

Chapter 8 presents parent perspectives and school and district staff reports of perceived benefits, challenges, and unanticipated outcomes related to TK.

Finally, we present a summary of key findings and conclusions and recommendations in Chapter 9.

⁴ AIR also addressed a sixth research question regarding the feasibility of an outcome evaluation of TK; the results of this investigation are not included in this report.

Chapter 2: Methodology

In this implementation study, AIR gathered information at various levels of TK implementation from multiple sources, using multiple complementary methodologies. Study decisions were guided by a technical advisory group (TAG), made up of three researchers with expertise in early learning in literacy and mathematics, classroom quality, and measurement. At the beginning of the study, we also consulted with a group of stakeholders from organizations involved and interested in TK, to inform them about the study and gather advice about how best to collect information from schools and districts. Appendix A lists the study’s technical advisory group and stakeholder group members. Exhibit 2.1 summarizes each data collection strategy in terms of the target respondent group and the purpose for each strategy. Surveys and other data collection protocols are included in Appendix B.

Exhibit 2.1. Data Collection Strategies

Data Collection Strategy	Respondents	Purpose
Short district census survey	Administrators from all districts with kindergarten enrollment	To gather broad information about which districts were implementing TK in 2012–13, in which schools, in what format(s), and for how many students
In-depth district survey	Administrators from a sample of districts offering TK	To examine planning and decision-making processes, TK policies, district-level professional learning opportunities for teachers, and funding sources
Principal survey	Principals at a sample of schools with TK classrooms within surveyed districts	To gather information on strategies for TK–3 alignment, teacher hiring and placement, professional development, and schoolwide parent engagement strategies
Teacher survey	TK teachers and 1 kindergarten teacher from each sampled school	To collect information on TK teachers’ instructional practices and strategies to differentiate instruction for TK students, and on TK teachers’ qualifications and background, professional development, and strategies for parent engagement at the classroom level Kindergarten teachers completed the teacher survey to provide information on instructional practices in kindergarten classrooms, for comparison with TK classrooms.
CLASS observations	TK teachers from a subsample of surveyed schools	The Classroom Assessment Scoring System (CLASS) tool was used to collect the quality of teacher–child interactions in TK classrooms with different formats (e.g., dedicated TK classrooms, combination TK/kindergarten classrooms).

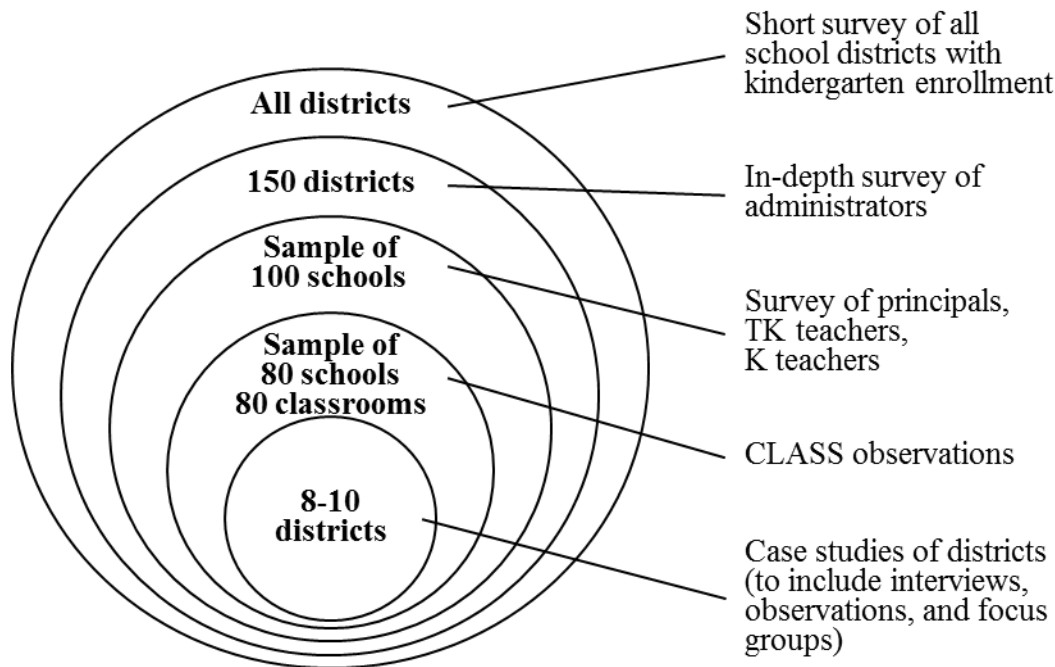
Data Collection Strategy	Respondents	Purpose
Case study interviews, observations, and parent focus groups	District administrators (TK administrators, budget officers) Principals TK teachers Kindergarten teachers Parents	<p>In-depth interviews in case study districts provided more details from district and school staff on TK policies, resources used, decision-making processes, professional development, alignment, parent outreach and engagement activities, and classroom practices.</p> <p>Additional observations, conducted in TK and kindergarten classrooms in case study districts, further documented structure, curriculum, and practices for differentiating instruction.</p> <p>Parent focus groups gathered information from parents on how they decided whether to enroll their child in TK, what their child’s experiences have been in TK, and how they received information about TK.</p>

Sampling Strategy

As a first step in documenting the implementation of TK in the state, AIR surveyed administrators in all California districts with kindergarten enrollment (*N* = 868). The aims of this short survey were to determine how many districts were implementing TK and how many students were being served and to gather some basic information about how districts were implementing this new program.

All remaining data collection activities focused on representative samples of districts and schools. The research team used a nested sampling design such that each stage of data collection provided additional detail for a successively more focused sample of respondents. This strategy was chosen for two reasons. First, we were able to gather a substantial amount of information about a subsample of districts, schools, and classrooms to understand TK in a range of contexts. Second, because we have multiple data sources from the same set of respondents (e.g., surveys from district and school respondents and observations of classrooms), we were able in some cases to triangulate our findings for a clearer picture. Data were thus collected at five levels (see Exhibit 2.2) in order to understand the multiple influences on implementation across districts.

Exhibit 2.2. Target Study Sample



Several steps were involved in drawing a sample of districts. First, the state was divided into four large regions (North, Greater Bay Area, Inland Central, and South). Twenty counties were selected from these regions, using stratified random sampling with probability proportional to size, and two additional counties were included with certainty because such a large proportion of the state’s students reside in those counties. Second, we selected all districts in those 22 counties that implemented a TK program prior to the mandated statewide implementation date (“early implementers”). This approach ensures that we have sufficient representation from this relatively small group of districts. Third, additional districts from within these 22 counties were selected, stratified by a composite measure of student disadvantage (i.e., proportion of students who are English learners or eligible for free or reduced-price lunch) and a measure of district urbanicity, for a total of 200 districts. The probability of selection was weighted so that districts with more TK-eligible students had a greater likelihood of inclusion in the sample. To select the school sample within these districts, we again stratified by region and drew a sample of 10 counties from the group of 22 in the district survey sample. From within the 10 counties, we drew a sample of 60 districts, with probability proportional to the number of TK-eligible students. We selected up to 10 schools per district, with 2.4 schools per district on average, for a total of 135 schools. We invited principals and teachers in 135 schools to complete the surveys and participate in the classroom observations because we expected some districts, principals, and teachers to decide not to participate in the study. Response rates are presented in Exhibit 2-3.

We then used simple random sampling to select 100 of the 135 schools sampled for surveys for CLASS observations. To increase the number of classrooms observed, we later invited all 135 programs to participate in classroom observations.

Due to the data collection timeline, we did not close higher level surveys and redefine our sampling frame before drawing samples for our lower level survey samples. More specifically, the in-depth survey of district administrators was still in the field at the time that the principal and teacher samples were drawn, and principal and teacher surveys were administered at approximately the same time. As a result, our initial target samples are nested, but the respondent samples are not nested in all districts. For example, we may have principal and teacher respondents from a district without a district-level respondent, or we may have responses from teachers whose principal did not respond. All exhibits in this report note the total number of respondents (*n*) to the survey from which that information was drawn; however, the number of respondents who gave an answer to any particular question shown in a figure may be lower than that total because of item nonresponse. Also note that estimates from analyses of subsamples with small numbers or survey items with fewer respondents (less than 40) should be interpreted with caution as variances may be large.

Survey Data Collection and Analysis

Surveys were one of the primary tools used to collect data in this study. We administered surveys to district administrators, principals, TK teachers, and kindergarten teachers in order to understand TK implementation at each level. These survey data allowed the research team to characterize TK implementation across the state, estimating how many districts are implementing TK, describing TK classroom configurations that exist, and characterizing TK classroom practices.

Short District Census Survey

To describe the landscape of TK in the state, AIR first reviewed extant data sources to determine what data were available on TK enrollment. For example, to address basic questions about eligibility for TK, the AIR team gathered data on the number of kindergartners in 2011–12, and, using this as a proxy for the number of kindergartners in 2012–13, we divided this number by 12 to estimate the number of children eligible for TK (i.e., one month of birthdays—November—only). We also explored the availability of relevant data from the California Department of Education (CDE). In 2012–13, the CDE did not require districts to report on TK enrollment in the state longitudinal data system (CalPADS). Though TK enrollment data will be collected beginning in 2013–14, enrollment data were unavailable for 2012–13. Therefore, the short census survey of districts captured enrollment data not available through other extant data sources. In addition, this short census survey gathered information on how many and which districts implemented TK in 2012–13, when they began implementing TK, what birthday cutoff they used, and how many students enrolled in TK.

Surveys primarily were administered electronically via an online survey platform and were distributed in several batches according to district size and other factors. The larger districts—those with at least 25 schools (with a range of 25–584 schools)—received a different version of the survey that did not contain school-level questions; instead, these districts received both the electronic survey and a spreadsheet with a list of the district schools. This was done to facilitate the response process because districts with more than 25 schools would find it easier to respond to the school-level questions in a spreadsheet layout than in the online survey layout. District

personnel unable to receive the automated survey notifications were contacted via e-mail, and survey responses were collected through e-mail.

After the survey was closed, the research team conducted intensive follow-up to obtain responses from a random subsample of nonrespondents. Follow-up included reminder e-mails, phone calls, and voice messages encouraging respondents to participate. These responses were used to create survey weights that correct for nonresponse bias. The survey had a final response rate of 72 percent ($n = 629$). The weighted analyses presented in this research brief are representative of the state.

In-Depth District- and School-Level Surveys

Using the short district census survey information, a sample of districts and schools implementing TK was drawn for inclusion in the subsequent study activities. (See the earlier description of details about the sampling process.) From this sample, we collected information through surveys of district TK administrators (or superintendents), principals, TK teachers, and kindergarten teachers.

Survey Development

First, in consultation with the study's technical advisory group, AIR identified a core set of constructs to measure in the evaluation. We then reviewed existing surveys used in other national and regional studies that addressed early childhood teaching environments to identify survey items and groups of items that address the constructs of interest and had already been tested or validated. The team also developed new survey items and modified many preexisting survey items from evaluations of other programs with similar goals in order to create items that were appropriate for district administrators, TK and kindergarten teachers, and their principals. The draft survey was reviewed by members of the technical advisory group and further refined.

In December 2012 and March 2013, AIR pilot-tested the surveys with three district administrators, two TK teachers, and one principal. After completing the survey, pilot-test participants were asked about the content of survey questions to identify areas where items might have been misinterpreted. In addition to discussing the content of the questions, the study team tracked how long it took participants to complete the survey to ensure that the survey was not overly burdensome. Pilot-test results were used to modify or eliminate items and finalize the surveys.

Administration of the In-Depth District Survey

In contrast to the short census survey of districts, the in-depth district survey was used to collect more detailed information from districts about their practices and policies related to TK. Participants completed all surveys online. AIR e-mailed each participant an invitation to complete the survey with a link to that participant's survey. All 200 sampled district administrators were sent a district survey in March 2013. To encourage district administrator participation, survey respondents were entered into a drawing for four \$500 awards they could use in their district for completing the survey. Three districts refused to participate after they were sent a survey. The study team followed up with respondents by phone and through e-mail

reminders to encourage a high response rate. In total, 125 district administrators responded to the survey, for a response rate of 63 percent.

Administration of the Principal and Teacher Surveys

In May 2013, the research team contacted principals of sampled schools about their participation in the TK evaluation and sent a survey link. Eight schools refused to participate after they were sent a survey. As participating schools were recruited, teacher contact information was collected and TK and kindergarten teachers were sent online surveys. To encourage principal and teacher participation, survey respondents received a \$25 incentive with their survey invitation and all participating schools were entered into a drawing for one \$500 award to be used in their school. The study team followed up with e-mail reminders and phone calls to encourage a high response rate. Totals and response rates for principal and teacher surveys are presented in Exhibit 2.3.

Exhibit 2.3. Survey Response Rates

Survey Type	Total Administered	Completed	Response Rate
Short-form census of districts	868	629	72%
In-depth district survey	200	125	63%
TK teacher survey	116	100	86%
Kindergarten teacher survey	72	51	71%
Principal survey	111	71	64%

Survey Analysis

After the survey data collection, we examined initial basic descriptive statistics for each item. The first objective was to describe TK implementation—practices, successes, and challenges—throughout the state. We also explored whether variability in implementation was related to district size. Small, medium, and large districts were defined using a tertile split on kindergarten enrollment records from CDE for the 2011–12 school year. Small districts enrolled 50 or fewer kindergartners, medium-sized districts enrolled 51 to 350, and large districts enrolled more than 350 kindergartners. Because the number of respondents for the in-depth district survey was small, we combined small and mid-sized districts in order to provide statistical comparisons. We present results of statistical comparisons where differences in practice or policy were detected by district size.

Analysis of teacher and principal survey data also were primarily descriptive in nature. Data from principal and teacher surveys allowed us to describe TK curricula, classroom arrangements, instructional practices, teacher perspectives, and other key factors. Because surveys were administered to TK and kindergarten teachers in the same schools, we compared differences in some instructional practices between the two grades, as well as differences between standalone TK classrooms and TK combination classrooms. We present results of statistical comparisons where differences in practice were detected by classroom type.

For all survey analyses, weights were applied to adjust for the stratified sampling design and survey nonresponse. We present unweighted n 's in all figures, but the data have been weighted for analysis. Nonresponse varied by item; we present the highest n in a series when multiple items are presented together in a single graphic.

Classroom Observation Data Collection and Analysis

All 135 schools from the sample of schools selected for school-level surveys were invited to participate in the classroom observation portion of the study. Our team visited and observed 68 classrooms where principals and teachers agreed to participate; we conducted observations using the CLASS observation tool.

In order to become certified as a CLASS observer, each observer was required to participate in a two-day training and pass a reliability test. Our study team included 13 trained and certified observers. All observers passed the same rigorous reliability test given by the CLASS Teachstone online system. Newly certified CLASS observers had an experienced observer code with them during one of their first three observations to provide an additional check on reliability. Throughout the data collection process, data were monitored to ensure that observers' scoring patterns were not consistently different from others' on any particular dimension. In one instance, a second observer was sent to co-code with an observer whose scores appeared to be higher than others in one dimension to ensure that coding rules were being applied consistently; no inconsistencies were found.

In order for an observation to be considered valid, the CLASS tool requires that an observer observe a classroom for a minimum of four cycles. Each cycle consists of a 20-minute observation period and a 10-minute coding period. During the observation period, the observer watches as many behaviors, interactions, and conversations as possible between teachers and children, as well as among children. The observer takes notes on the interactions for 20 minutes and then ends the observation period. After observing, the observer carefully reviews his or her notes, as well as the guidance in the CLASS manual for each dimension, for approximately 10 minutes. During this period, the observer assigns a score from 1 to 7 for each CLASS dimension.

From time to time, unforeseen circumstances may require that a cycle be eliminated. For example, if an observer begins a cycle at 10:00 a.m. and the class goes to recess at 10:08 a.m., that cycle cannot be used. To ensure that each classroom in our sample included the required four cycles, we asked observers to aim to observe at least six cycles. The result was that each of our 68 classrooms was observed for four to seven cycles.

Classroom observers also recorded some basic information about the classroom's resources and structure using a supplemental observation checklist. This checklist prompted the observer to note whether particular materials (such as mathematics manipulatives and computers) were available in the classroom and whether any formal centers (such as for reading or science) were used.

Analyses of classroom observation were descriptive. Mean scores for each domain and dimension of the CLASS were calculated, and scores for standalone classes were compared with combination classes. Analyses of supplemental observation checklist data also were descriptive in nature. Weights were not used to analyze classroom observation data; information presented is intended to be a snapshot of quality and classroom structure in the sample of classrooms that participated.

Case Study Data Collection and Analysis

In-depth case studies in nine districts supplemented the survey data by providing additional information about TK planning, communication, and implementation processes in the districts, which enabled a more in-depth examination of the contextual factors (challenges and facilitators)

that affect implementation and are expected ultimately to moderate program effects on student outcomes. Case studies aimed to gain a more thorough understanding of these issues from the perspective of multiple stakeholders. To identify schools and districts for case studies, AIR began by reviewing the data for the districts sampled for school-level surveys (principals and teachers) and classroom observations. We sought diversity along eight dimensions: (1) region/geography (i.e., greater Bay Area, inland central, north, south); (2) urbanicity (i.e., urban, rural, suburban); (3) student demographics (i.e., percentages of English learners, percentages of children eligible for free or reduced-price lunch); (4) school performance (i.e., Academic Performance Index); (5) school site (i.e., whether TK was located at an elementary school or an early education site); (6) TK model (i.e., standalone or TK–K combination); (7) type of funding (i.e., basic aid district or nonbasic aid district); and (8) year of implementation (i.e., SY2012–13 or early implementers who implemented TK prior to SY2012–13). From this analysis, the research team chose nine school districts and 12 schools within those districts. The characteristics of these nine case study districts are presented in Exhibit 2.4.

Each district’s case study was informed by both a site visit to the school and interviews with district-level staff. The site visit included a parent focus group and interviews with the principal, the TK teacher, and the kindergarten teacher to learn about TK implementation on the campus, including understanding how decisions about planning and enrollment were made and the successes and challenges that schools, teachers, and families had encountered with TK. Case studies also took into account classroom observation data guided by the CLASS tool and the supplemental observation checklist in the TK classroom. Additional, lengthier classroom observations also were conducted in one TK classroom and one kindergarten classroom (or one TK and one preschool classroom, in the case of a district where TK was housed in early education centers) to observe differences in learning strategies, curriculum, and physical environment between the two grades. AIR staff also interviewed district administrators about TK implementation and collected information about funding sources, actual and projected expenses, and sustainability from district budget officers.

Site visitors subsequently summarized what was learned through case studies by completing a field summary questionnaire, in which staff described the instructional practices and physical environment characterizing TK classrooms and summarized the experiences of families, teachers, and administrators at the site level. The research team then identified common themes across sites and explored contextual factors that differentiated district, school, and classroom-level experiences.

Study findings arising from these data collection and analysis activities are presented in subsequent chapters of this report.

Exhibit 2.4. Characteristics of Nine Case Study Districts

School District	Region	Urbanicity	District Size	Demographics*		Average Academic Performance Index (API) Range for Elementary Schools, 2011	TK Model	Basic Aid/ Nonbasic Aid	Implementation Timing
				English Learners (ELs)	Free/ Reduced-Price Lunch Eligible (FRPL)				
School District 1	Greater Bay Area	Suburban	Large (>350 kindergartners)	Mid (14–40%)	Low (0–41%)	Mid API (5–7)	Standalone	Nonbasic Aid	Standard
School District 2	South	Urban	Large (>350 kindergartners)	High (40–100%)	High (63–100%)	Mid API (5–7)	Standalone	Nonbasic Aid	Early
School District 3	Inland Central	Suburban	Large (>350 kindergartners)	High (40–100%)	Mid (41–63%)	Mid API (5–7)	Standalone	Nonbasic Aid	Standard
School District 4	Inland Central	Suburban	Medium (51–350 kindergartners)	High (40–100%)	High (63–100%)	Low API (1–4)	Standalone	Nonbasic Aid	Early
School District 5	North	Rural	Medium (51–350 kindergartners)	Mid (14–40%)	High (63–100%)	Mid API (5–7)	Standalone	Nonbasic Aid	Standard
School District 6	Greater Bay Area	Urban	Large (>350 kindergartners)	High (40–100%)	Mid (41–63%)	Mid API (5–7)	Standalone	Basic Aid	Standard
School District 7	South	Urban	Large (>350 kindergartners)	Mid (14–40%)	Mid (41–63%)	Mid API (5–7)	TK Combination	Nonbasic Aid	Early
School District 8	Greater Bay Area	Urban	Large (>350 kindergartners)	High (40–100%)	Mid (41–63%)	Mid API (5–7)	Standalone	Nonbasic Aid	Standard

School District	Region	Urbanicity	District Size	Demographics*		Average Academic Performance Index (API) Range for Elementary Schools, 2011	TK Model	Basic Aid/ Nonbasic Aid	Implementation Timing
				English Learners (ELs)	Free/ Reduced-Price Lunch Eligible (FRPL)				
School District 9	North	Rural	Medium (51–350 kindergartners)	High (40–100%)	High (63–100%)	Low API (1–4)	TK Combination	Nonbasic Aid	Standard

*To determine whether a district had low, middle, or high levels of EL or FRPL students, a tertile split was conducted using the percentage of students in the district who were EL or FRPL eligible, respectively, for all districts in the state eligible for TK (i.e., elementary school districts and unified school districts).

Chapter 3: Rollout of TK in 2012–13

There was notable uncertainty about the TK program’s funding as a result of state budget deficits and budget negotiations as late as May 2012. Because of this late uncertainty, some districts began planning for the program only a few months before the school year started. Other districts began planning earlier, knowing the program had already been created by law. Still other districts had developed a pilot program in anticipation of the law or had a preexisting TK (or Young Fives) program in place well before the law was passed.

This chapter presents results from the short district census survey, the in-depth district survey, and the principal survey to describe an overview of how the TK program was rolled out, including how many districts implemented TK, what departments were involved in planning and overseeing TK, and what funding resources were utilized.

Statewide Landscape of TK Implementation

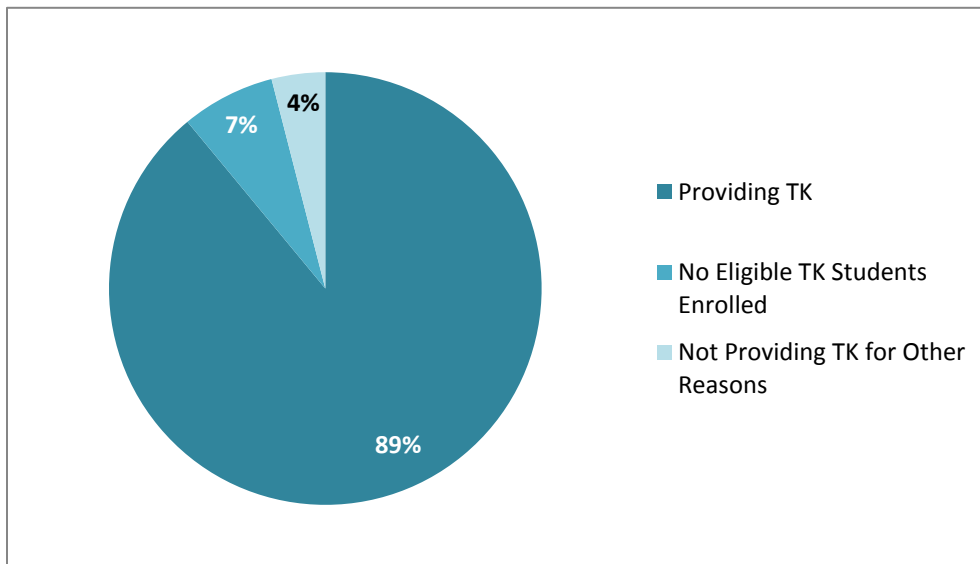
First, we look at a statewide snapshot of TK implementation—the number of districts implementing and the timing of the program’s first implementation across districts. Using data from the short form district census survey, this section presents a description of the overall landscape of TK in its first year.

How Many Districts Provided TK in 2012–13?

Most of the districts that serve kindergarten students across the state reported providing TK to students in 2012–13. Overall, 89 percent of districts reported that they offered TK during this school year (see Exhibit 3.1). An additional 7 percent of districts indicated that no students were eligible for TK or no families were interested in enrolling their eligible child in TK and therefore did not offer the program. Data from CDE on kindergarten enrollment from previous years for these districts revealed very small enrollment numbers overall, confirming that it is very plausible that districts had no TK-eligible students enroll in 2012–13.⁵

⁵ From CDE enrollment data for the 2011–12 school year, we estimate that these districts would have had an average of 1.5 TK-eligible students in 2012–13 if enrollment had been stable from year to year; analyses of kindergarten enrollment trend data indicate, however, that enrollment can vary significantly year to year in small, rural counties. Thus, it is possible that there were no TK-eligible students in these districts or the families of the few students who were eligible chose not to enroll their child in TK in 2012–13.

Exhibit 3.1. Percentage of California Districts Providing TK in 2012–13



Source: Short-form district census survey ($n = 629$)

The remaining 4 percent of districts cited a variety of reasons for not implementing TK in 2012–2013. Some of these respondents indicated that their district was too small or had too few (e.g., one or two) TK-eligible students to warrant establishing a TK program; eligible students were enrolled in kindergarten instead. For example, one district offered this explanation: “We only have one student who qualifies for TK, and he was determined to be fully ready for kindergarten.” Another cited the small size of the district and said, “We will enroll students in the traditional [kindergarten] classroom and provide additional service when needed.”

Other non-implementing districts cited a lack of funding or resources or the uncertainty about funding for the program. For example, when asked why the district was not providing TK, one respondent cited “funding and lack of specific and appropriate instructional materials” as the chief concerns. A basic aid district (whose base funding comes entirely from local property taxes and which does not receive per-pupil funding from the state) indicated that the district had “no space, no additional funding coming to the district” to support implementation.

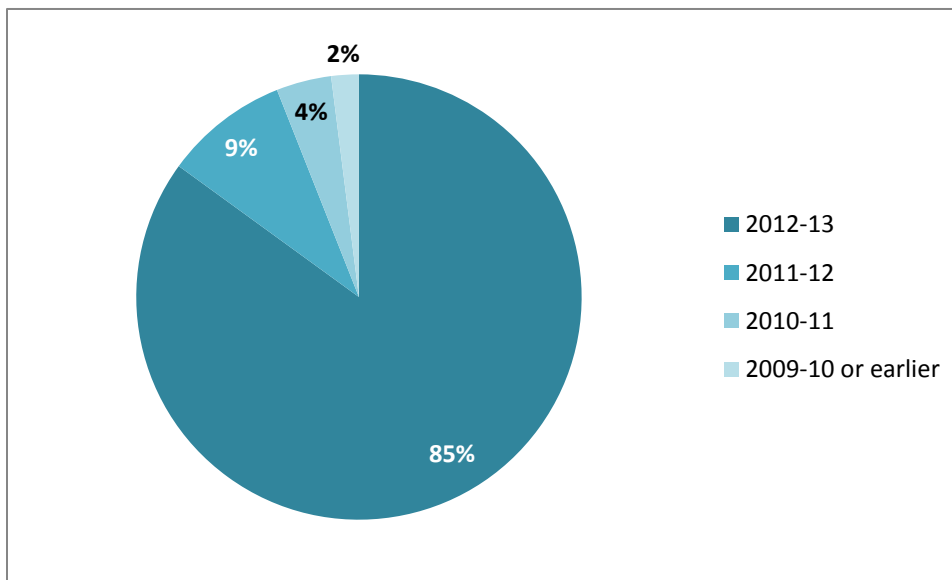
Finally, a few districts also expressed some confusion about the requirements for the program. One administrator from a small district not implementing TK commented, “We only have one student that is eligible, and at the time, our understanding was that we had to provide a TK class. We have come to understand that we can enroll TK students in an existing kindergarten class, which is our intention in the 2013–14 school year.”

Overall, most districts that reported not serving students in TK were small districts (84 percent) or rural districts (91 percent). The 89 percent of districts offering TK serve 96 percent of the state’s kindergarten population, and so only a very small percentage of students eligible for TK are located in districts that were not yet implementing the program. (Please see Chapter 5 for a discussion of the number of students actually served in TK programs across the state.)

When Did Districts Begin Offering TK?

The majority of districts implementing TK in California (85 percent) reported first offering TK in the 2012–13 school year (see Exhibit 3.2). About 15 percent, however, reported implementing the program earlier—some in anticipation of the new law, but others had offered TK or “Young Fives” programs for students eligible, but not quite ready, for kindergarten for years. About 6 percent of districts are in this latter category, first offering TK in 2010–11 (4 percent) or earlier (2 percent). These early implementers served as models for districts as they planned their own TK programs. An additional 9 percent began implementation in 2011–12—just one year earlier than required by law.

Exhibit 3.2. Timing of TK Implementation Among Districts Offering TK in 2012–13



Source: Short-form district census survey ($n = 629$)

Planning and Support for TK

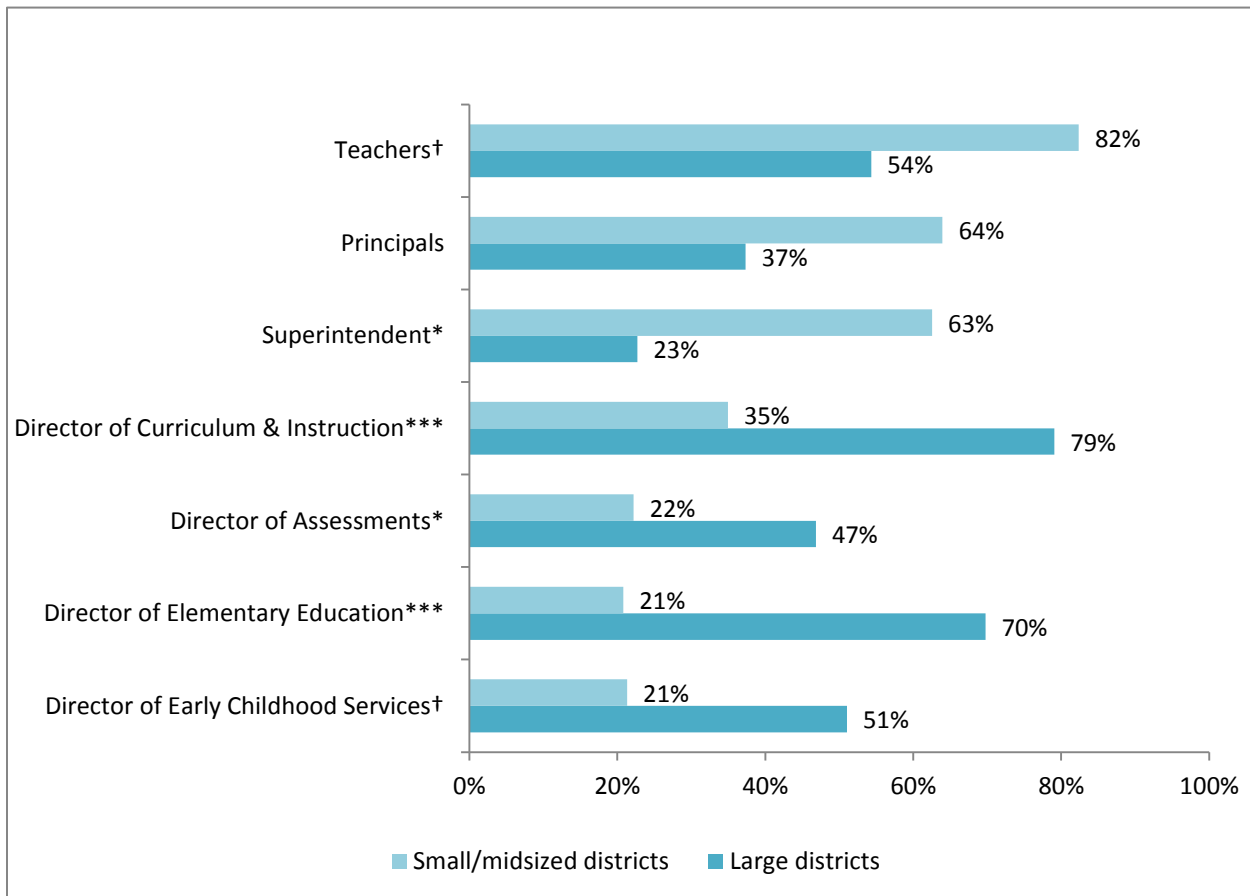
With only a few months between the release of the governor’s revised budget in May 2012—which made clear that the requirement to implement TK was not eliminated—and the start of the 2012–13 school year, most districts had a short time to develop their TK programs. In this section, we describe who was involved in the planning process for TK, who had overall responsibility for the administration of TK, and what planning resources districts utilized leading up to the first year of implementation.

Who Was Involved in the Planning Process for TK?

District survey respondents reported on staff’s level of involvement in planning activities for TK. The types of staff involved in planning efforts differed by district size (Exhibit 3.3). For example, in 79 percent of large districts (those with more than 350 kindergarten students enrolled in 2011–12), directors of curriculum and instruction led or were actively involved in planning efforts, in comparison with 35 percent in small and mid-sized districts (those with 350 or fewer

kindergarten students). In contrast, 63 percent of superintendents in small or mid-sized districts led or were actively involved in planning efforts in comparison with only 23 percent of superintendents in large districts. This difference may occur because in large districts with larger administrative structures, there are more opportunities for specialized staff to take the lead on implementation; in smaller districts, superintendents are more likely to take on this role.

Exhibit 3.3. Percentage of Districts Reporting Which Staff “Led” or Were “Actively Involved” in the Planning of TK in 2012–13, by District Size



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

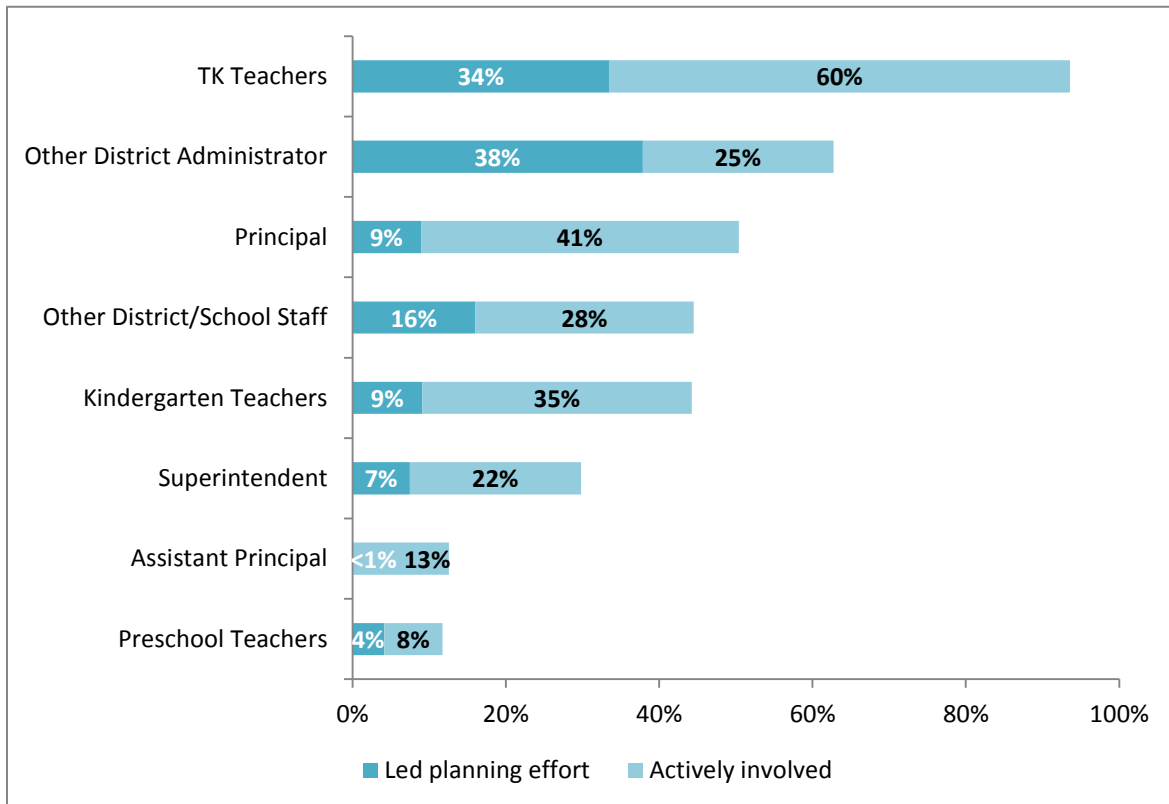
Source: In-depth district survey ($n = 38$ for small/mid-sized district; $n = 82$ for large district)

Small or mid-sized districts had higher rates of teacher involvement in planning efforts, with 82 percent of small or mid-sized districts versus 54 percent of large districts reporting that teachers led or were actively involved in planning TK. In small or mid-sized districts teachers were the most common staff group identified by district administrators surveyed as leading or being actively involved in planning.

When principals were asked about planning for TK at the school level, an even higher percentage reported high levels of involvement among teachers. An overwhelming majority (94 percent) of principals reported that TK teachers led or were actively involved in planning efforts at their schools (see Exhibit 3.4). In many schools, district administrators maintained an active role in school-level planning too. Nearly two thirds of principals (63 percent) reported that district

administrators other than the superintendent had an active or leading role in TK planning. Less involved in school-level planning were preschool teachers (only 12 percent of principals reported that preschool teachers led or were actively involved in TK planning)—not surprising when considering that many schools do not have preschool programs on-site.

Exhibit 3.4. Staff Involvement in the Planning of School Level Implementation of TK in 2012–13



Note: Response options of “somewhat involved in planning,” “involved only in an advisory/sign-off capacity,” and “not involved” are not shown.

Source: Principal survey (n = 65)

The degree to which TK planning was a shared activity among district-level and school-level staff varied. In some of the case study districts we visited, the planning process was collaborative and participatory. For example, one district convened a planning group with leadership from each of its hub schools charged with discussing the rollout of TK in the district.⁶ Another district’s TK planning was led by a teacher on special assignment, who worked on identifying developmentally appropriate curricula and materials to ensure that they were distinct from those of kindergarten. In a third district, one school’s leadership presented the idea of piloting TK to the school board in 2011–12, prior to mandatory implementation in 2012–13. In two other districts, schools were given the opportunity to choose whether they wanted to be a TK hub in the 2012–13 school year.

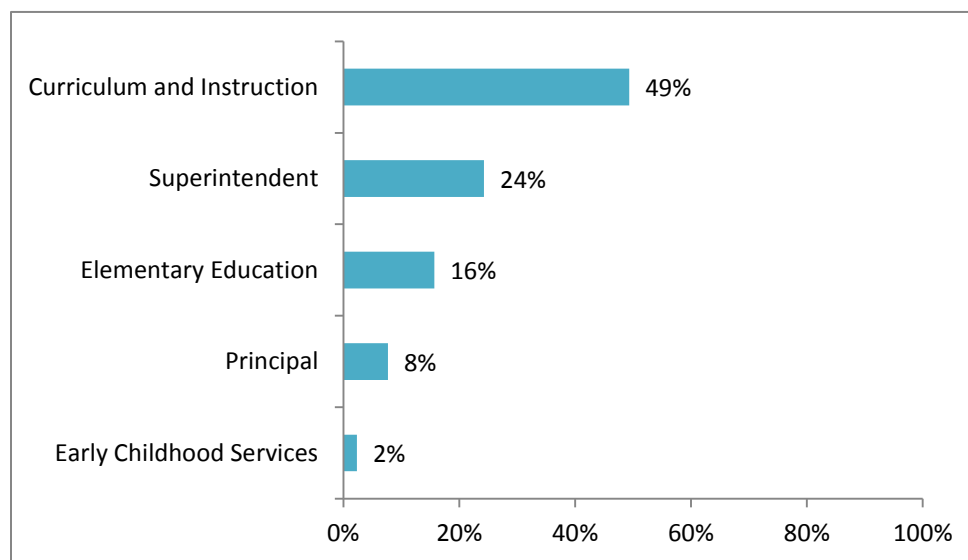
⁶ A hub school is a centralized school in a district that offers TK to students throughout the district catchment area.

In other case study districts, school site staff had little or no involvement or choice in the planning process. For example, respondents at one school noted that their district gave them very little notice and did not ask for input on decisions about implementation. Instead, according to one principal, the district told them, “This will happen. You’re doing it.”

Which Department Had Responsibility for the TK Program?

Consistent with the findings related to staff involvement in planning activities, we find that many districts assigned responsibility for the oversight of TK to departments of curriculum and instruction (49 percent) or departments of elementary education (16 percent; see Exhibit 3.5). In about a quarter of districts (24 percent), the superintendent was chiefly responsible for the TK program. Only a small number of districts (2 percent) housed their TK programs in the department of early childhood services. This is likely due in part to the fact that many districts, especially smaller ones, do not have an early education department. Even among large districts, however, only 7 percent reported that the early childhood services department was responsible for the operation of the TK program.

Exhibit 3.5. District Departments or Administrators Responsible for TK Implementation



Source: In-depth district survey (n = 124)

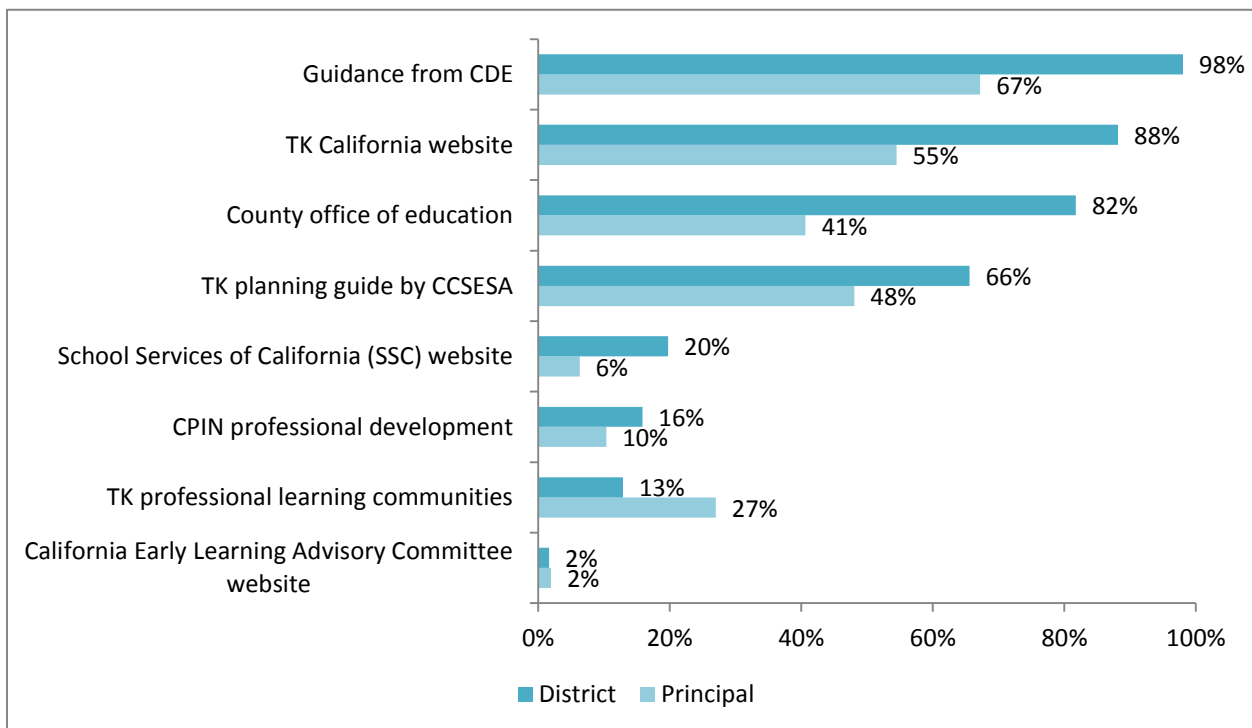
What Resources Were Used to Plan TK?

As noted previously, school and district administrators reported receiving little direction from the state on how to administer a TK program. However, almost all district administrators (98 percent) and many principals (67 percent) reported using what guidance was available from CDE (such as the language of the law itself and documents providing answers to common questions produced by CDE) in planning for TK implementation (see Exhibit 3.6). The TK California website⁷ also was identified as a prime source of information for planning a TK program—

⁷ <http://tkcalifornia.org/>

reportedly used by 88 percent of district administrators and 55 percent of principals. Many district and school administrators also reported using resources from county offices of education, such as guidance from their own county office of education (82 percent and 41 percent, respectively) and the TK Planning Guide developed by the California County Superintendents Educational Services Association (CCSESA; 66 percent and 48 percent, respectively). Professional learning communities served as resources more for principals (27 percent) than for districts (13 percent). In addition, 32 percent of principals also reported using other schools or districts with TK as a resource, and 49 percent reported using the Kindergarten Common Core State Standards as a resource (results not shown).

Exhibit 3.6. External Resources Used to Plan for TK Implementation, by Districts and Principals



Note: Results presented are descriptive; statistical comparisons were not conducted.
Source: In-depth district survey and principal survey (*n* = 120 for district survey, *n* = 65 for principal survey)

Funding Resources

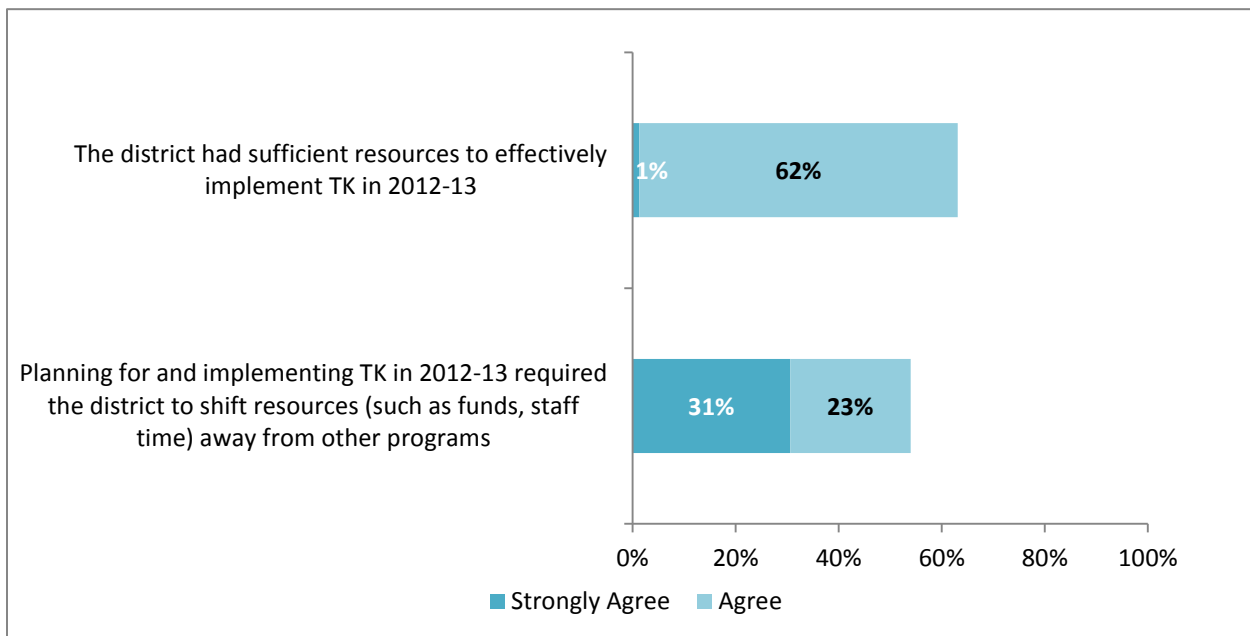
Funding for TK was uncertain during the state budget revisions in spring 2012, leading up to the first year of implementation. At the time, districts were unclear about whether and how they would be able to fund their TK programs. This section describes districts’ use of funds to support TK, challenges in identifying sources of funding, and ongoing funding issues.

Did Districts Have the Funding Resources Needed for TK Implementation?

Overall, almost two thirds of district respondents reported having sufficient resources to effectively implement TK in 2012–13 (63 percent of districts; see Exhibit 3.7); 62 percent agreed

with a statement to this effect and 1 percent *strongly* agreed. Many districts, however, reported needing to shift resources (such as funding and staff time) from other programs to plan for and implement TK in 2012–13 (54 percent), which may explain why so few districts *strongly* endorsed the more global statement about having sufficient funds. Moreover, most districts (87 percent) reported that it was a challenge to identify resources such as funds and staff time to implement TK for the 2012–13 school year (see Exhibit 8.1 in Chapter 8).

Exhibit 3.7. Proportion of District TK Administrators Who Agreed or Strongly Agreed With Various Statements About the Availability of Resources for TK Implementation, 2012–13

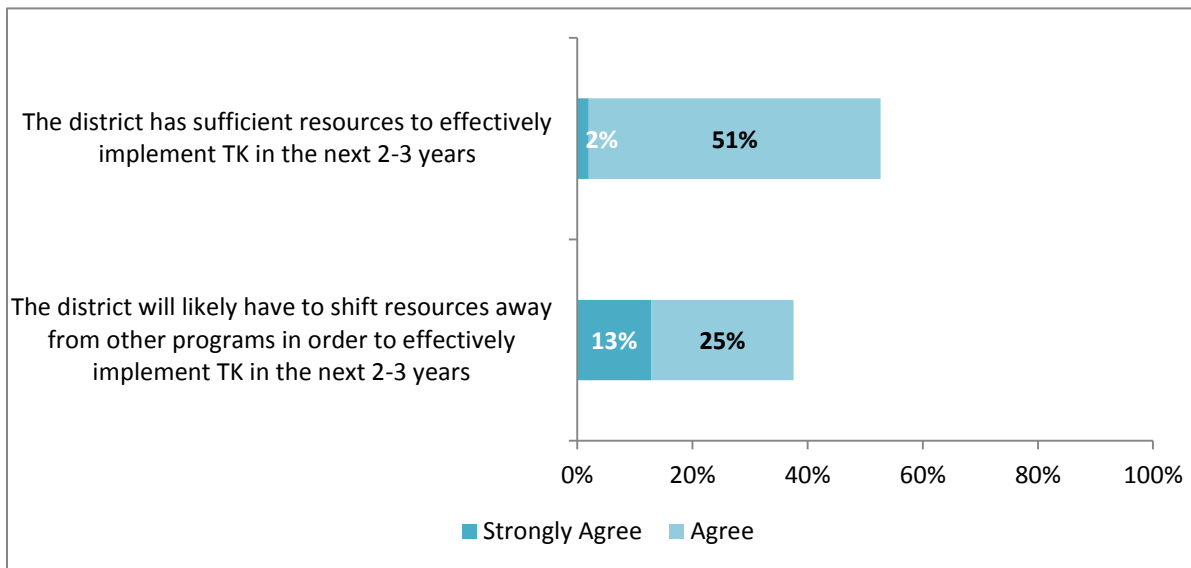


Note: “Disagree” and “Strongly Disagree” response categories are not shown.
 Source: In-depth district survey (n = 118)

What Ongoing Funding Issues Did Districts Anticipate?

When districts were asked for their forecast of TK funding for the next two to three years, fewer districts than in 2012–13 (38 percent) anticipated that they would have to shift resources away from other programs to fund TK in the future, but only approximately half (53 percent) anticipated that they would have sufficient resources to implement it effectively (see Exhibit 3.8). Therefore, some concerns about funding remain. Specifically, more than half of all districts (52 percent) reported that identifying resources for TK implementation, such as funds and staff time, was likely to be a challenge in the next two to three years.

Exhibit 3.8. Proportion of District TK Administrators Who Agreed or Strongly Agreed With Various Statements About the Availability of Resources for TK Implementation in the Next Two to Three Years



Note: “Disagree” and “Strongly Disagree” response categories are not shown.

Source: In-depth district survey (n = 117)

What Funding Sources Did Districts Use to Implement TK?

A point of confusion prior to the implementation of TK concerned the use of average daily attendance (ADA) funds—the per-pupil dollars provided to districts by the state—to support TK implementation. The state clarified that districts would indeed receive ADA for TK students. About a third of district respondents (31 percent) reported that they *only* used ADA or local base unrestricted funding for TK-related expenses in the 2012–13 school year.

District respondents who indicated using sources of funds other than base unrestricted funding for TK-related expenses reported a range of funding sources. The most commonly reported funding source other than base unrestricted funding was unspecified “other local sources of funding” (see Exhibit 3.9). Although no one funding source was used by most districts, 41 percent reported using Title I (non-ARRA) funds and 40 percent of districts reported using Title II, Part A⁸, funds, and 32 percent reported using Tier III program state funds (including the Instructional Materials fund, School/ Library Improvement Block Grant, and/or SB 472/AB 430)⁹, and 25 percent reported using other state categorical funds.

⁸ Title II, Part A, funds are federal funds supporting teacher and principal training and recruitment.

⁹ Tier III programs are state categorical funding streams that were made flexible (i.e., restrictions on what the funds could be used for were substantially lessened) from 2008–09 to 2013–14.

Exhibit 3.9. Funding Sources, Other Than Base Unrestricted Funding, Used for TK-Related Expenses

Type of Funding Source	Percentage of Districts
Other local sources of funding	43%
Federal: Title I, regular ¹⁰	41%
Federal: Title II, Part A ¹¹	40%
State: Tier III programs ¹²	32%
State: other categorical funds	25%
Other grants	16%
Federal: Title I, ARRA ¹³	13%
State: Economic Impact Aid—State Compensatory Education ¹⁴	12%
Federal: Title I, Professional Development set-aside ¹⁵	5%
Federal: Title II, Part D ¹⁶	3%
State: Economic Impact Aid—limited English proficient ¹⁰	3%
Federal: Title III English Language Acquisition Program (ELAP) ¹⁷	1%
Federal: School Improvement Grants ¹⁸	1%

Source: In-depth district survey ($n = 92$)

Similarly, the funding sources most commonly reported by the case study districts as being used to supplement base funding for TK were Tier III state funding (including the Instructional Materials fund, School/Library Improvement Block Grant, or SB 472/AB 430; three districts) and other unspecified local sources (three districts). Two districts also reported using federal Title I funds to support TK, and two districts reported using federal Title II, Part A (Teacher and Principal Training and Recruiting Fund).

¹⁰ Federal funding to support low-income students and schools with high concentrations of low-income students

¹¹ Federal teacher and principal training and recruiting fund

¹² Tier III programs are California state categorical funding streams that were given flexibility to be used for “any educational purpose” from 2008–09 through 2012–13.

¹³ The American Recovery and Reinvestment Act (ARRA) of 2009 provided additional Title I funding to some districts.

¹⁴ Economic Impact Aid is a California state categorical funding source supporting compensatory educational services for educationally disadvantaged students and bilingual education services for English language learners.

¹⁵ If a school district has teachers who are not considered “highly qualified” under the Elementary and Secondary Education Act of 2001, the district is required to set aside 5 percent of its Title I, Part A, allocation for professional development to assist these teachers in meeting those requirements. If a district has been identified as “LEA improvement,” it is required to set aside 10 percent of its Title I, Part A, allocation to be used for professional development in areas directly related to factors that caused the district to be identified as “LEA improvement.”

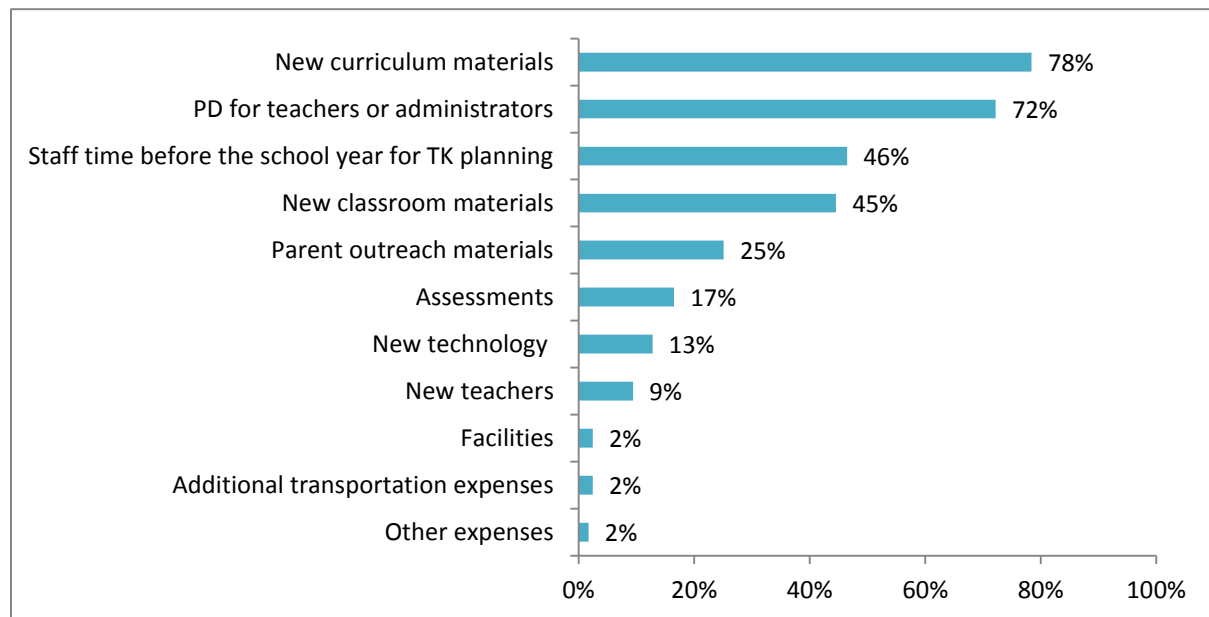
¹⁶ Federal funding source supporting educational technology

¹⁷ This program is designed to improve the education of limited-English-proficient (LEP) children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youth. Funds are distributed to states based on a formula that takes into account the number of immigrant and LEP students in each state. (see <http://www2.ed.gov/programs/sfgp/index.html>).

¹⁸ School Improvement Grants are federal funds awarded primarily from ARRA funds to support the nation’s lowest performing schools in improving their performance.

Of the districts reporting using resources beyond base unrestricted funding for particular TK-related expenditures, more than three quarters reported using these supplemental funds for new curriculum materials (reported by 78 percent of district administrators; Exhibit 3.10). Other common TK-related expenses funded through sources other than base unrestricted funding were professional development for teachers and administrators (72 percent) and staff planning time before the school year (46 percent).

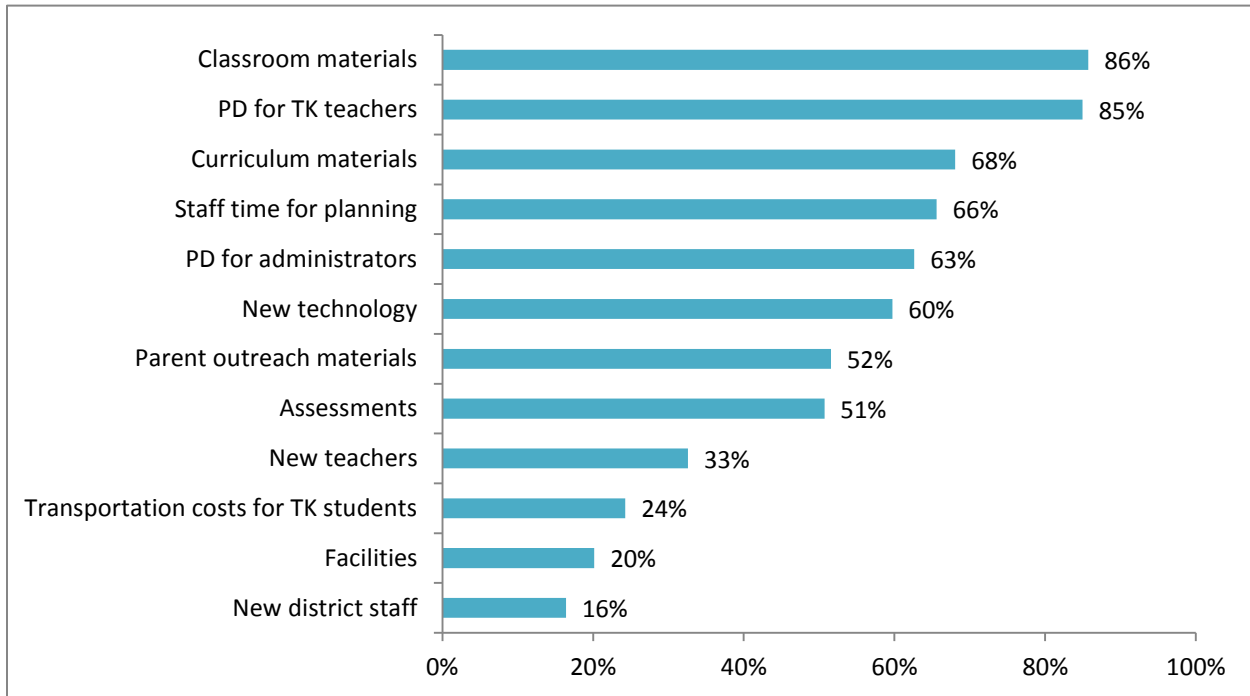
Exhibit 3.10. Proportion of District TK Administrators Reporting TK-Related Expenses That Were Funded Through Sources Other Than Base Unrestricted Funding, 2012–13 School Year



Source: In-depth district survey ($n = 92$)

When district respondents were asked about TK-related expenses for which additional funds would be needed to effectively implement TK in the next two to three years (see Exhibit 3.11), most districts cited needing additional teacher- and classroom-level supports. For example, the majority of districts reported that they anticipated needing additional funds for classroom materials (86 percent), professional development for TK teachers (85 percent), curriculum materials (68 percent), and staff time for planning (66 percent). Other school and classroom supports needed included TK-related professional development for administrators (63 percent) and new classroom technology for TK classrooms (60 percent). Only a small proportion of districts reported that they anticipated needing additional funds for facilities (20 percent) or new district staff to oversee or manage TK (16 percent) in future years.

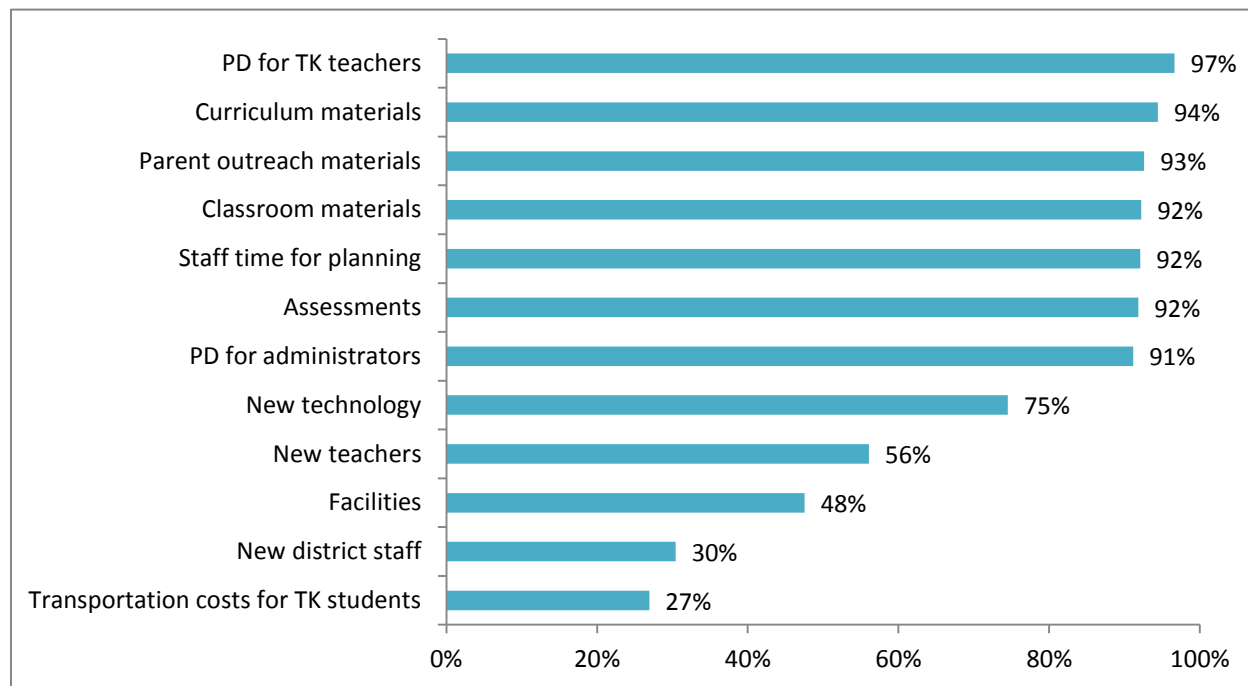
Exhibit 3.11. Proportion of District Administrators Reporting the Need for Additional Funds for Various TK-Related Expenses in the Next Two to Three Years



Source: In-depth district survey ($n = 118$)

Principals highlighted the importance of these resources for TK as well. When asked about the importance of various TK-related expenses to effectively implement TK in their schools in the next two to three years, virtually all principals (97 percent) reported that professional development for TK teachers was very or somewhat important to do (see Exhibit 3.12). Curriculum materials (94 percent), parent outreach materials (93 percent), classroom materials (92 percent), staff time for planning (92 percent), assessments (92 percent), and professional development for administrators (91 percent) also were very frequently cited as important for effectively implementing TK. These principal-identified needs are consistent with the list of expenses districts identified as needing additional resources for the coming two to three years (see Exhibit 3.11).

Exhibit 3.12. Principal-Reported Importance of TK-Related Expenses to Implement TK Effectively in the Next Two to Three Years



Note: “Not Very Important” and “Not Important at All” response categories are not shown.

Source: Principal survey (*n* = 65)

Summary

Most of the districts that serve kindergarten students across the state reported providing TK to students in 2012–13. Overall, 89 percent of districts reported that they offered TK during this school year. An additional 7 percent of districts indicated that no students were eligible for TK or no families were interested in enrolling their eligible child in TK, and therefore they did not offer the program. The majority of districts implemented TK for the first time in the 2012-13 school year, although about 15 percent were early implementers, beginning the program before it was required by law.

With only a few months between the release of the governor’s revised budget in May 2012—which made clear that the requirement to implement TK was not eliminated—and the start of the 2012–13 school year, most districts had a short time to develop their TK programs. The type of staff involved in this quick planning differed by district size, likely because larger districts typically have more specialized staff positions. In most large districts, directors of curriculum and instruction led or were actively involved in planning efforts, and in most small and midsized districts, superintendents typically led planning efforts. Small and midsized districts also had higher rates of teacher involvement in TK planning efforts. The most common resource district and school administrators reported using to plan their TK programs was guidance from CDE, even though they also reported not receiving sufficient guidance overall.

Once implemented, responsibility for the oversight of TK was most often assigned to departments of curriculum and instruction or departments of elementary education, and less often

to early education departments, most likely because many districts, especially smaller ones, do not have an early education department.

To support their new TK programs, many districts reported drawing on resources beyond base unrestricted funding (local or ADA), including federal and state categorical funding sources. Overall, most districts reported having sufficient resources to effectively implement TK in 2012–13, but many also reported needing to shift resources (such as funding and staff time) from other programs to plan for and implement the program. When districts were asked for their forecast of TK funding for the next two to three years, about half of district administrators anticipated that they would have sufficient resources to effectively implement TK programs, but some also anticipated that they would still have to shift resources away from other programs to fund TK in the future. Both district and school administrators reported anticipating needs for additional funds in the future to cover classroom materials and professional development for TK teachers.

Chapter 4: TK Structure and Management

This chapter describes the structure and management of districts' TK programs. Results draw on multiple sources—the short district census survey, the in-depth district survey, the principal survey, the teacher surveys, and case studies—to provide a snapshot of program structure, staffing of TK, monitoring of the program, eligibility and enrollment, parent outreach, student demographics, and district promotion policies.

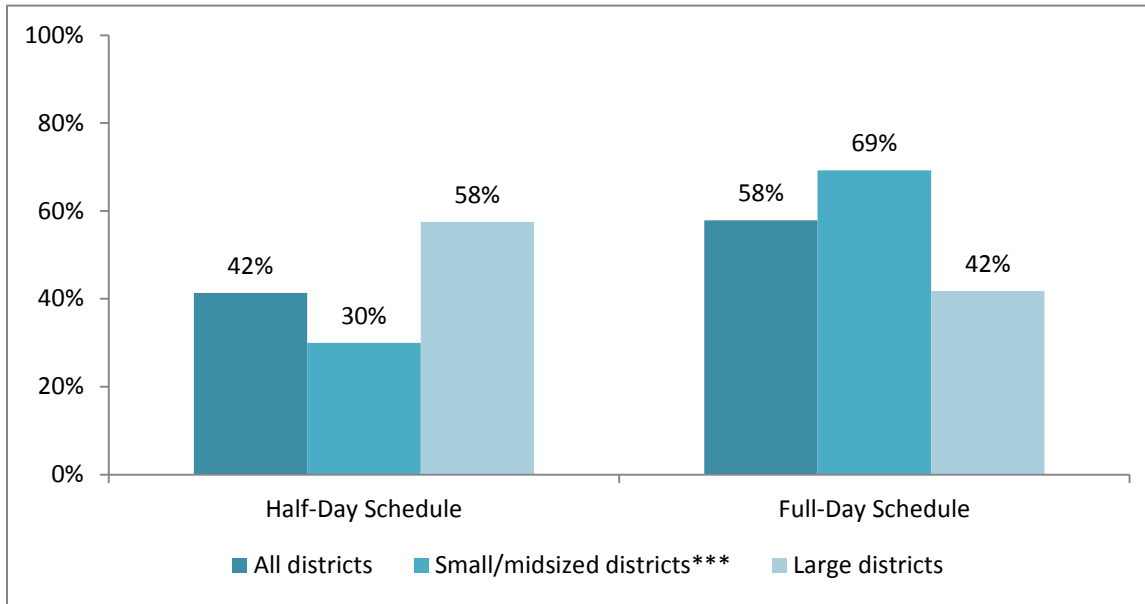
Program Structure

Districts varied in their approach to structuring their TK program; though state law required a minimum of 36,000 minutes (600 hours) per year of TK, half-day or full-day structure was left to district discretion, as with kindergarten. Some implemented half-day schedules, and others created full-day programs. Some districts assigned one or more schools in their district to be TK hub schools, and students from all around the district attended TK at those schools. Others created TK/kindergarten combination classes at every school. This section describes these variations in TK implementation.

To What Extent Was TK Offered in Half-Day Versus Full-Day Settings?

More districts provided full-day TK than half-day; approximately 41 percent of classrooms had half-day schedules, and 58 percent had full-day schedules. Differences in schedule, however, can be seen by district size. Small to midsized districts had more full-day classrooms (69 percent) than did large districts (42 percent) (Exhibit 4.1). The percentage of full-day TK programs in 2012–13, overall and especially for small to midsized districts, is somewhat higher than prior estimates of the percentage of full-day kindergarten programs in California, which was 43 percent in the 2007–08 school year and is on the rise (Public Policy Institute of California, 2009).

Exhibit 4.1. Percentage of TK Classrooms with Half-Day Versus Full-Day Schedules, by District Size



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

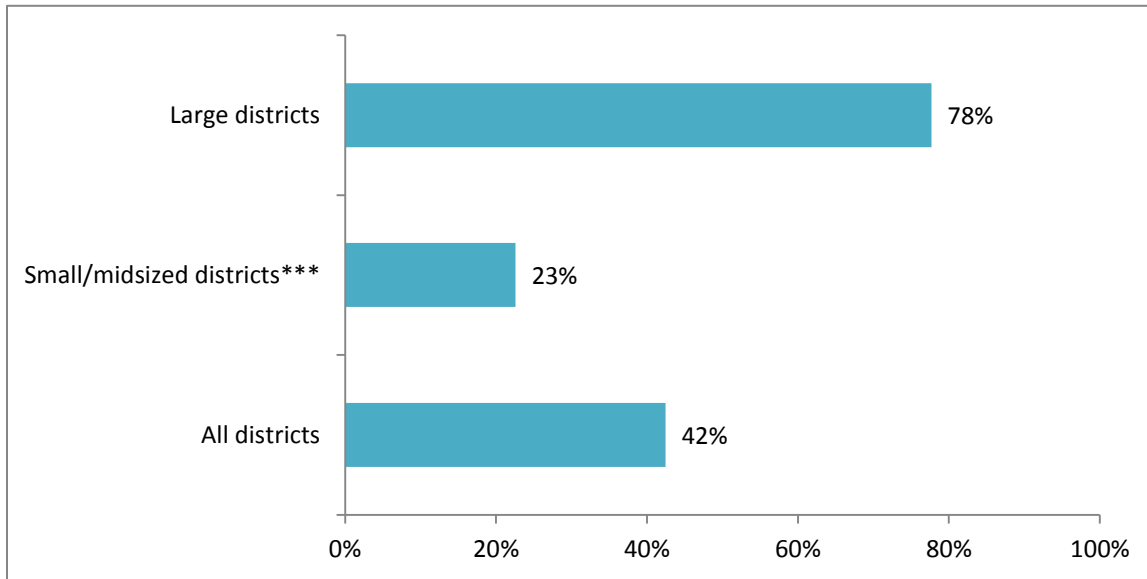
Notes: Percentages may not sum to 100 percent as a result of rounding. Large districts served as the reference group for significance testing.

Source: In-depth district survey ($n = 32$ for small/midsized districts, $n = 67$ for large districts)

How Many Districts Offered Transitional Kindergarten in a Hub School?

The small number of students with birthdays in the month of November could make it difficult for an individual school to fill a standalone TK classroom on its own. One option for districts is to establish one or more schools in the district as a TK hub, in which eligible students from across the district attend TK and then return to their home school for kindergarten. Four out of 10 district respondents reported offering one or more TK hubs within their districts (42 percent; Exhibit 4.2). Large districts were far more likely to report offering one or more TK hubs (78 percent) than small or midsized districts (23 percent). Given their more densely populated catchment areas and potentially fewer transportation challenges, making it more feasible for families to attend a school other than in their neighborhood, large districts may have had more flexibility to offer hub arrangements to their students.

Exhibit 4.2. Percentage of Districts Offering One or More TK Hubs, by District Size



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

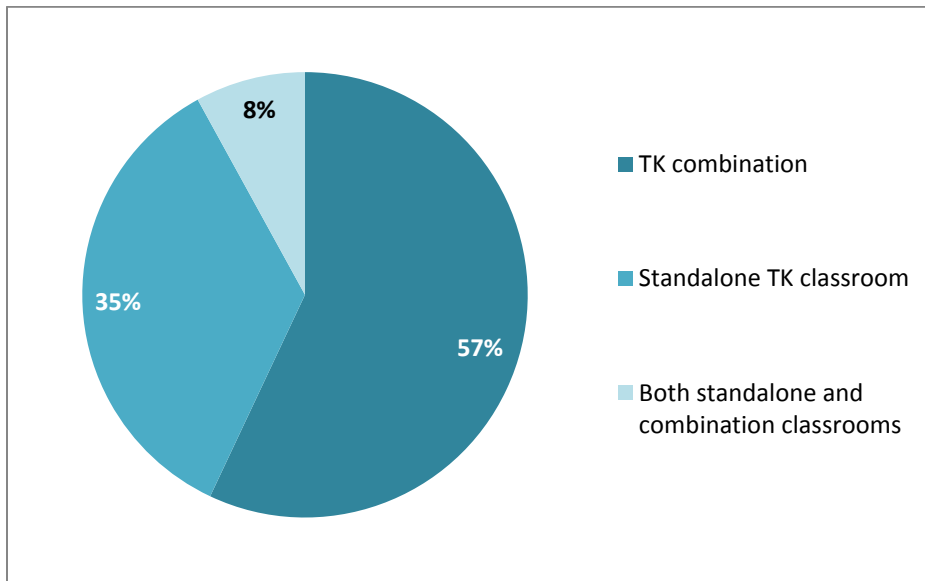
Note: Large districts served as the reference group for significance testing.

Source: In-depth district survey ($n = 41$ for small/midsized districts, $n = 83$ for large districts)

To What Extent Were TK Students in Classrooms Combined With Other Grades?

An alternative to creating hubs in districts without sufficient TK-eligible students to fill a classroom is creating combined-grade classrooms, typically TK combined with kindergarten. Slightly more than half (57 percent) of districts reported serving TK students solely in combination classrooms in 2012–13 (Exhibit 4.3). The remaining 43 percent reported having standalone TK classrooms at one or more of their schools—35 percent reported having only standalone TK classrooms and 8 percent reported having both standalone and combination classrooms among their schools.

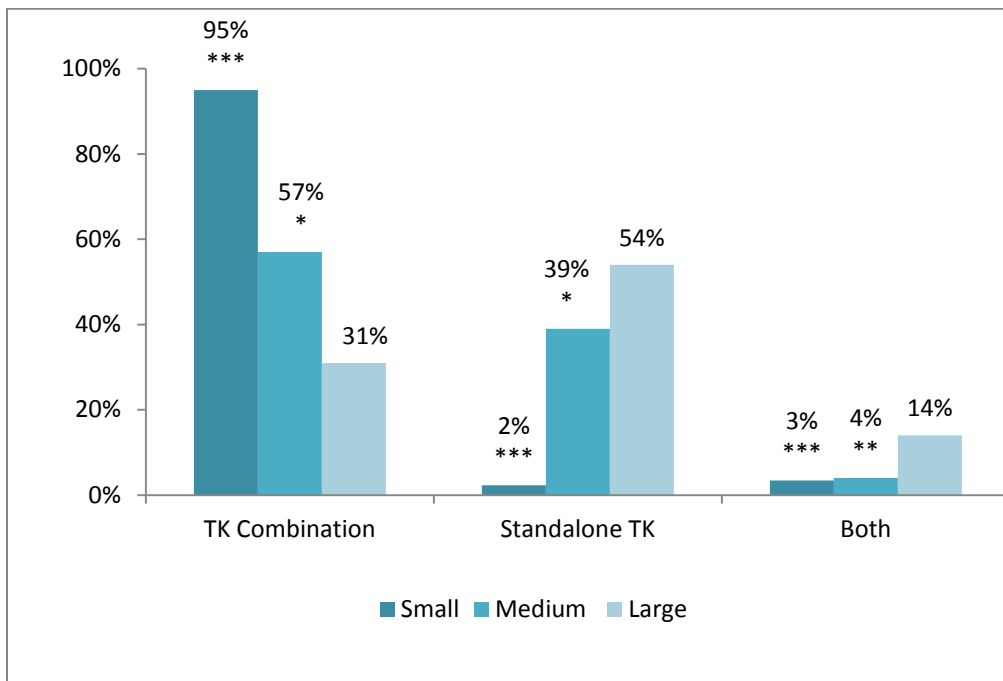
Exhibit 4.3. Classroom Configurations Used in 2012–13



Source: Short district census survey (n = 629)

District size is associated with TK classroom configuration ($p < .001$). The vast majority (95 percent) of small districts reported offering TK only in combination classrooms. In contrast, 54 percent of large school districts offered TK only in standalone classrooms, as shown in Exhibit 4.4.

Exhibit 4.4. Classroom Configuration by District Size



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Notes: Percentages may not sum to 100 percent as a result of rounding. Large districts served as the reference group for significance testing.

Source: Short district census survey (n = 629)

Year of TK implementation also is associated with districts' choice of classroom configuration. Early adopters—those that implemented TK prior to 2012–13, when it became required—were more likely to offer standalone TK classrooms (56 percent) than districts that began offering TK during the 2012–13 school year (24 percent). Within the next two years, as more districts expand the age-eligibility window for TK and enrollment increases, it is likely that more districts will have the numbers to support standalone TK classrooms.

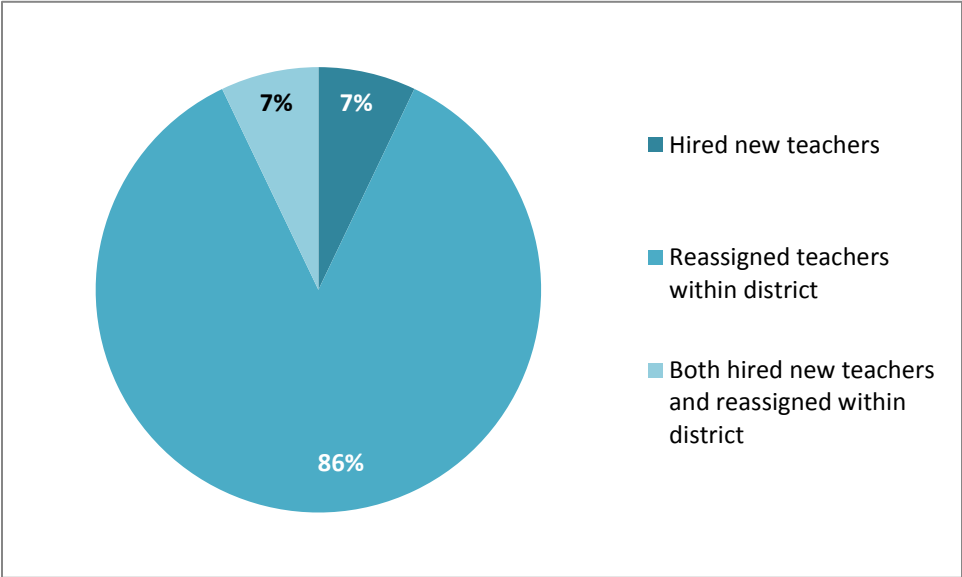
In most cases, TK was combined with kindergarten. According to respondents to the in-depth district survey, 96 percent of combination classrooms were TK combinations, 4 percent combined TK with other grades or multiple grades (for example, TK/K/1 combination classrooms in small rural districts), and 0.2 percent combined TK with preschool.

Staffing TK Classrooms

Setting up new classrooms (as in standalone TK classrooms) or restructuring preexisting classrooms (as in combination classrooms) involves decisions about who should staff these classrooms. Given no explicit guidance from the law, administrators may choose, for example, to reassign teachers with the most early education experience to teach TK, they may ask for volunteers from among existing staff, or union rules may require them to place certain teachers in open positions. These staffing decisions are critical for the successful rollout of TK. The following section examines the criteria district administrators and principals used when staffing TK classrooms. We also present TK teacher reports of their prior teaching experience.

When asked about these staffing decisions, most district administrators reported the district reassigned teachers within the district (86 percent) rather than hire new teachers (7 percent; see Exhibit 4.5). Seven percent of respondents reported using a combination of these two strategies—hiring some new teachers and reassigning other teachers from within the district to fill TK teaching positions.

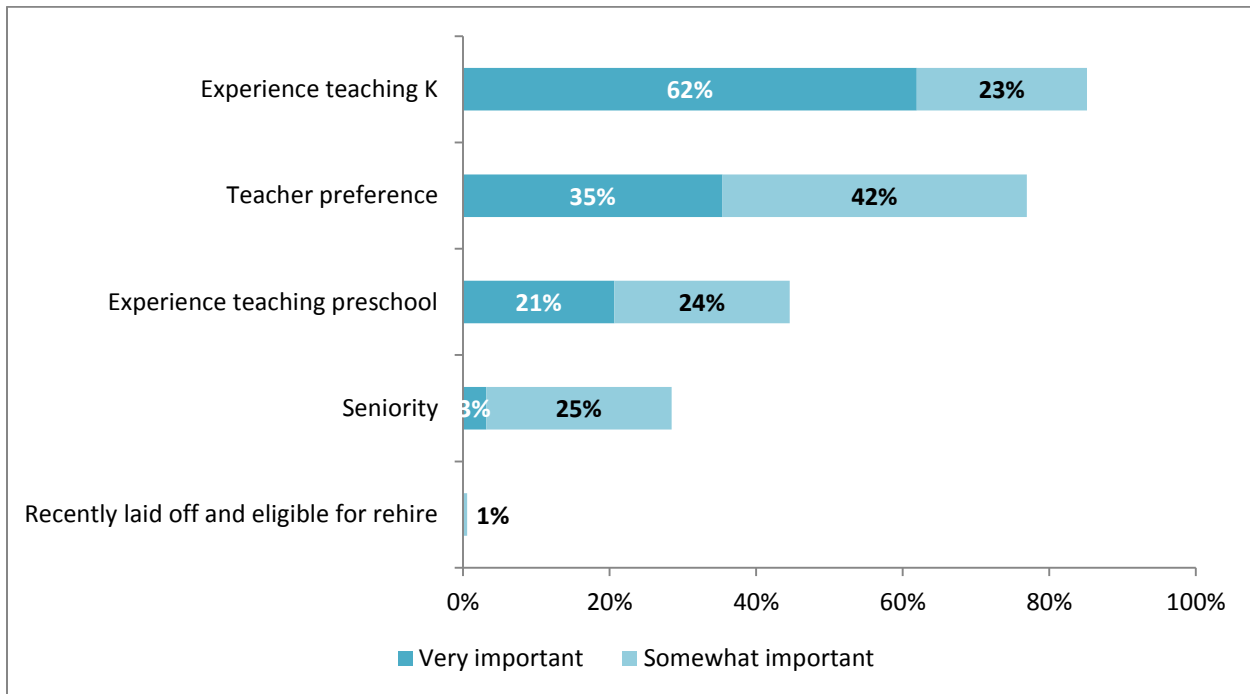
Exhibit 4.5. District Selection of TK Teacher Assignment



Source: In-depth district survey (n = 111)

Principals often make direct hiring decisions for their school. Through surveys, principals were asked to indicate how important various criteria were for selecting teachers to hire or for reassignment to teach TK in their school (Exhibit 4.6). Most principal respondents reported experience teaching kindergarten was a very or somewhat important factor when selecting TK teachers (85 percent). In addition, 77 percent of principal respondents reported that a teacher’s own interest in teaching TK was a very important or somewhat important factor in selecting a TK teacher. Slightly less than half of principals reported experience teaching preschool was a very important or somewhat important factor (45 percent). Seniority was not as important, with slightly less than a third (28 percent) of principals reporting that it was a very or somewhat important criterion in selecting TK teachers.

Exhibit 4.6. Criteria Considered by Principals When Selecting TK Teachers

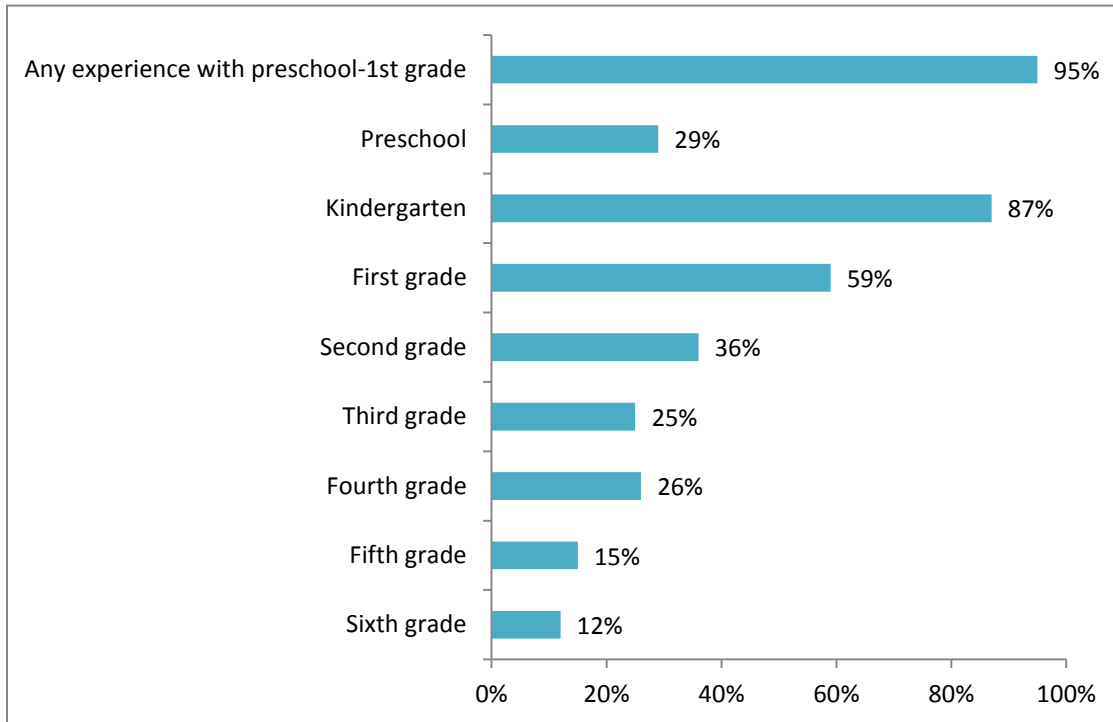


Note: “Not Very Important,” “Not Important at All,” and “Don’t Know—Decision Made at District Level” response categories are not reported.

Source: Principal survey ($n = 65$)

Administrator priorities seem to be borne out in teacher reports of their own prior teaching experience: 91 percent of TK teachers reported having taught TK or kindergarten during the previous school year. Looking at the entirety of teachers’ experience, we saw that the largest group of teachers came from kindergarten teaching backgrounds—87 percent of teachers surveyed reported they had taught kindergarten before. In addition, 29 percent had taught preschool previously (Exhibit 4.7). The vast majority (95 percent) had taught in early grades, including preschool, kindergarten, or first grade. TK teachers also were relatively experienced, reporting approximately 15 years of teaching experience, on average. This is comparable to K–12 teachers in California, who have, on average, 14.2 years of experience (California Department of Education, n.d.). Only 15 percent of TK teachers had fewer than 5 years of teaching experience, and 37 percent had more than 20 years.

Exhibit 4.7. Proportion of TK Teachers With Previous Experience Teaching Other Grade Levels, 2012–13



Source: TK teacher survey ($n = 96$)

TK Implementation Support and Guidance for Schools and Teachers

One key question about how TK is being implemented centers on the support and guidance districts provided to schools. This section provides principal and teacher reports of their district’s support for school planning and implementation of TK, PD for teachers, and staff support provided to teachers.

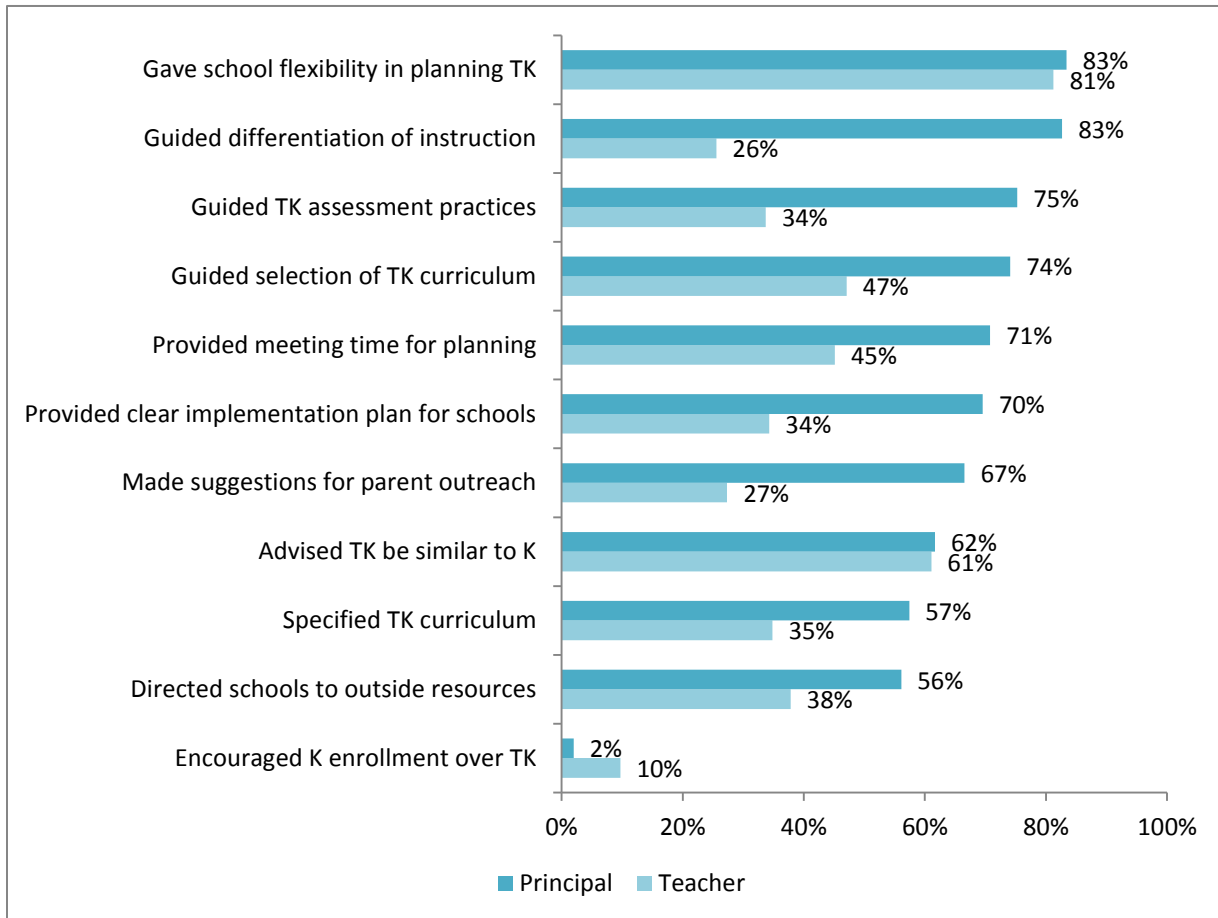
What Level of Guidance Did Schools Receive From Districts?

Principals and teachers differed in their reports about the district support they received for TK planning and implementation (see Exhibit 4.8). For example, many principals reported that districts provided guidance on differentiation strategies¹⁹ (83 percent), TK student assessment practices (75 percent), and selecting the TK curriculum (74 percent). A small number of teachers, however, reported that districts provided guidance on differentiating instruction (26 percent) and assessment practices (34 percent). Seventy percent of principals reported that their districts provided a clear plan for TK implementation, while 34 percent of teachers reported the same. It may be that some principals received guidance from their districts but did not effectively communicate this guidance to teachers, or that teachers felt they needed more specific guidance

¹⁹ Differentiation strategies refer to practices to provide children with different activities or levels of assistance based on their individual skills and needs.

than principals needed. Nonetheless, a large majority of both principals and teachers reported that districts gave their schools flexibility in planning their own TK program (83 percent and 81 percent, respectively).

Exhibit 4.8. Principal and Teacher Reports of District Support for School Planning and Implementation of TK

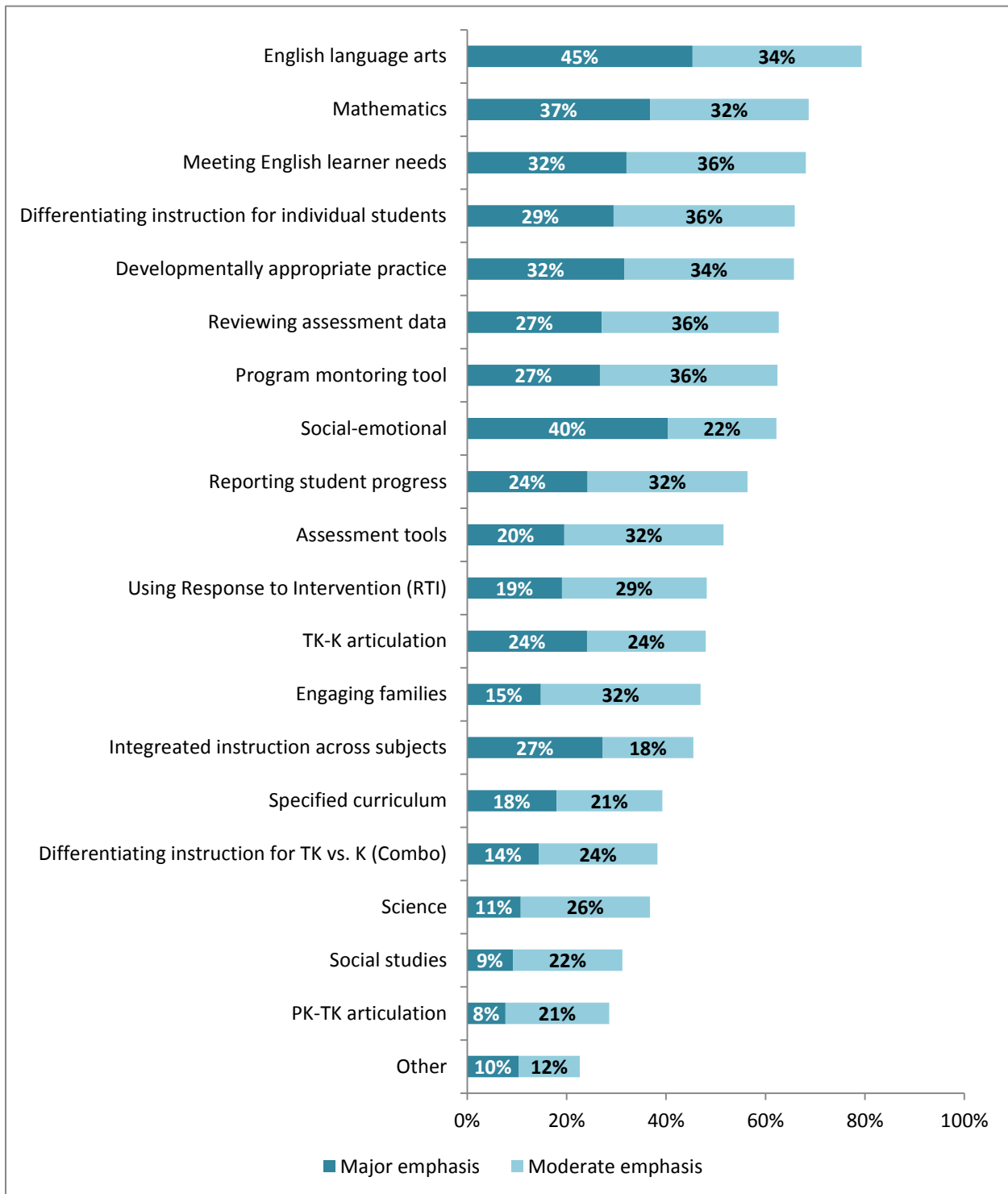


Note: Results presented are descriptive; statistical comparisons were not conducted.
Source: TK principal survey and TK teacher survey (*n* = 67 for principals, *n* = 93 for TK teachers)

What Professional Development Opportunities Were Provided to TK Teachers?

Ongoing professional development (PD) opportunities are one avenue through which guidance is provided to teachers. TK teachers reported that they received an average of 42 hours of PD in 2012–13, of which approximately 11 hours on average was specifically focused on TK. Fifty-two percent of TK teachers, however, reported receiving no PD specifically related to TK. The five most common topics emphasized in TK teachers’ PD were English language arts—rated as given “major” or “moderate” emphasis by 79 percent of teachers—mathematics (69 percent), instruction for English learners (68 percent), differentiating instruction for individual students (65 percent), and the use of developmentally appropriate practice (66 percent; see Exhibit 4.9). Just under two thirds of TK teachers reported receiving PD with a major or moderate emphasis on social-emotional development (62 percent).

Exhibit 4.9. Percentage of TK Teachers Reporting Attending PD Sessions Focused on Specific Topics

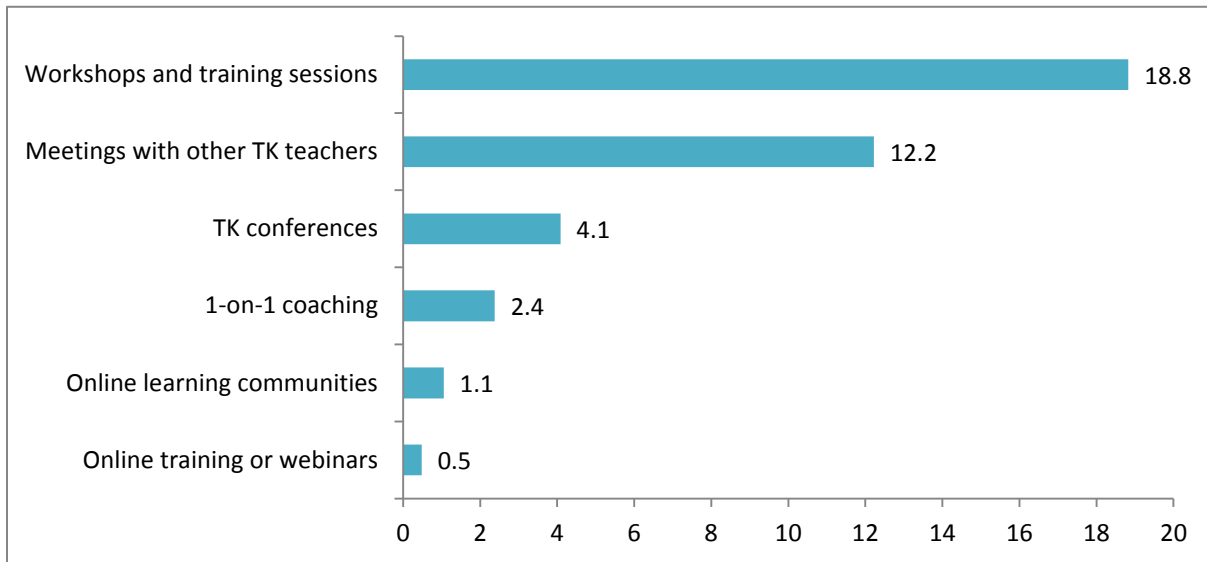


Notes: “Minor Emphasis” and “No Emphasis/NA” were not reported. Response to intervention (RTI) is defined as a system to integrate assessment and intervention within a multilevel prevention system to maximize student achievement and reduce behavior problems. Additional information is available at <http://www.rti4success.org/>.

Source: TK teacher survey ($n = 97$)

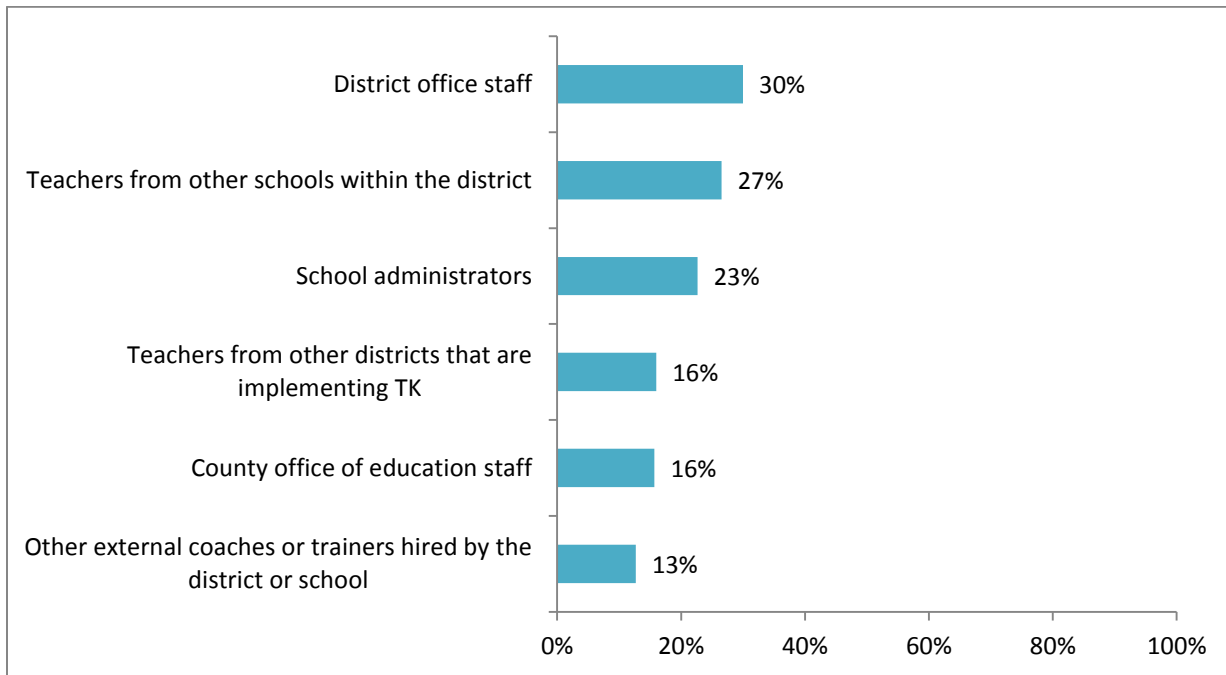
Nearly half of TK-related training occurred through in-person workshops or training sessions (reported by teachers as 18.8 hours of their total annual PD, out of 42 reported, on average). In-person meetings with other TK teachers—from their school or other schools—represented 12.2 hours of their PD, on average (see Exhibit 4.10). TK conferences accounted for 4.1 hours of TK teachers’ PD time and one-on-one coaching sessions represented 2.4 hours, on average. PD through online training sessions or webinars (for example, those sponsored by Early Edge California) accounted for only 0.5 hours, on average. Personnel from school districts and teachers from other schools within the same district were the most common trainers that TK teachers encountered (see Exhibit 4.11).

Exhibit 4.10. Average Hours TK Teachers Reported Spending in Various Types of PD Sessions, 2013–14



Source: TK teacher survey (n = 62)

Exhibit 4.11. Sources of PD Training for TK Teachers and Their Proportions



Source: TK teacher survey ($n = 93$)

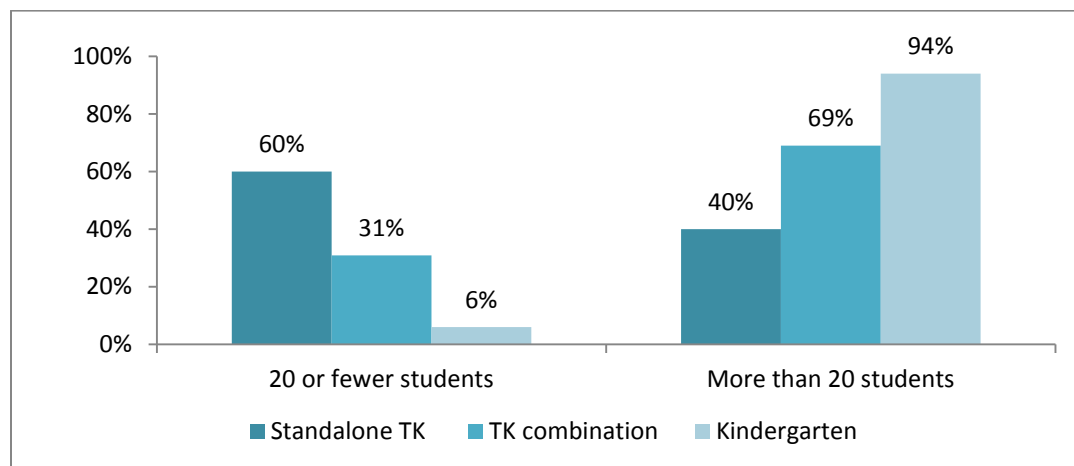
How Big Were TK Classes and What Type of Staff Support Was Available to TK Teachers in Their Classrooms?

In California, the maximum class size for TK and kindergarten is 33 students, although districts participating in California’s Class Size Reduction program must keep classes to no more than 20 students. Regardless of class size, TK and kindergarten classrooms are not required to have aides or other additional support staff in the classroom. In contrast, four-year-old children enrolled in California’s State Preschool program are in classrooms with no more than 24 students and a required staff-child ratio of at least 1:8. Given the differences in these requirements and the overlap in age eligibility for TK and State Preschool, we explored actual class sizes and support levels in TK classrooms.

On average, we found class sizes of 20 students in standalone TK classrooms, 23 in TK combination classrooms, and 25 in kindergarten classrooms. In addition, 60 percent of standalone TK teachers and 31 percent of TK combination classroom teachers reported having 20 or fewer students, while 6 percent of kindergarten teachers reported having class sizes this small (see Exhibit 4.12); these differences are not statistically significant.

Although TK class sizes are not as large as they could be under the law, additional adult support can be helpful to implement a quality TK program. To learn about this extra assistance, we asked teachers through surveys about other teachers and teaching aides who supported their classrooms. A majority of teachers surveyed reported having an aide or another teacher in the classroom for at least some portion of the day, including 83 percent of teachers in TK combination classrooms, 61 percent of teachers in standalone TK classrooms, and 78 percent of teachers in kindergarten classrooms (see Exhibit 4.13).

Exhibit 4.12. Class Sizes for Standalone TK, TK Combination, and Kindergarten Classrooms

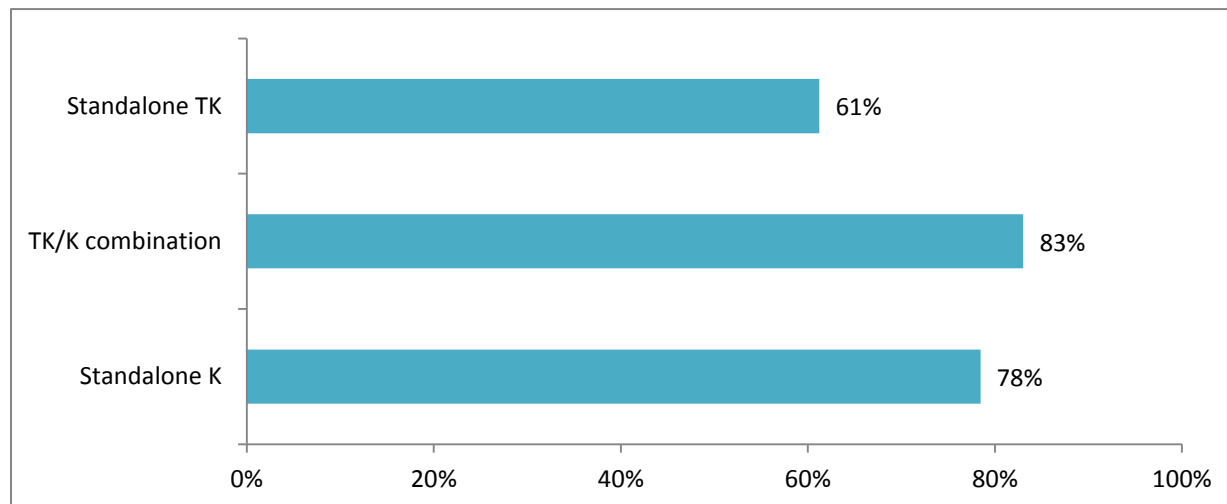


*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: Differences between groups are not statistically significant.

Source: TK teacher survey and kindergarten teacher survey ($n = 41$ for standalone TK teachers, $n = 36$ for TK combination teachers, $n = 28$ for kindergarten teachers)

Exhibit 4.13. Percentage of TK and Kindergarten Teachers Receiving General Classroom Staff Support (Teachers or Teaching Aides), by Classroom Type, 2012–13



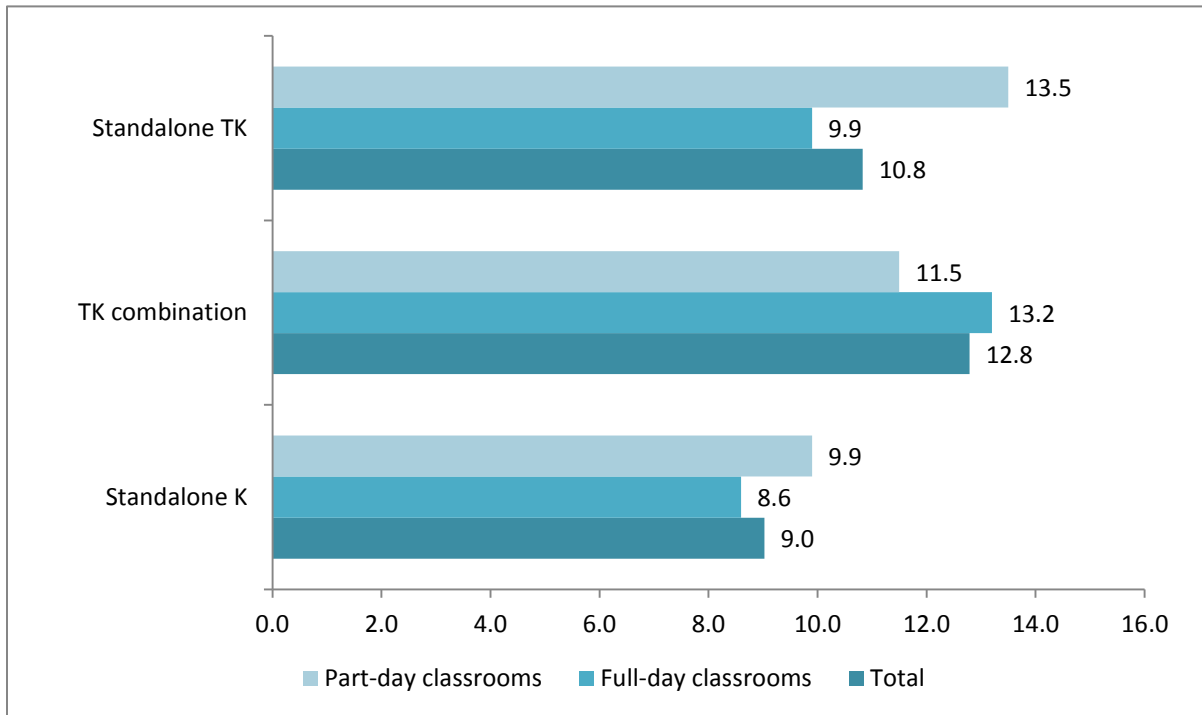
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: Differences between groups are not statistically significant.

Source: TK teacher survey and kindergarten teacher survey ($n = 50$ for standalone TK teachers, $n = 43$ for TK combination teachers, $n = 47$ for standalone kindergarten teachers)

In addition, we asked teachers who reported having help in their classrooms about the number of hours of support provided by other adults in their classrooms. Exhibit 4.14 displays the average hours of support teachers reported receiving from other teachers and teaching assistants per week if they did receive this support. TK combination teachers reported receiving nearly 13 hours of support each week; standalone TK teachers reported receiving almost 11 hours of support, on average (see Exhibit 4.14).

Exhibit 4.14. Average Number of Hours Per Week TK and Kindergarten Teachers Reported Receiving General Classroom Staff Support (Among Those Who Reported Receiving Help), by Classroom Type, 2012–13



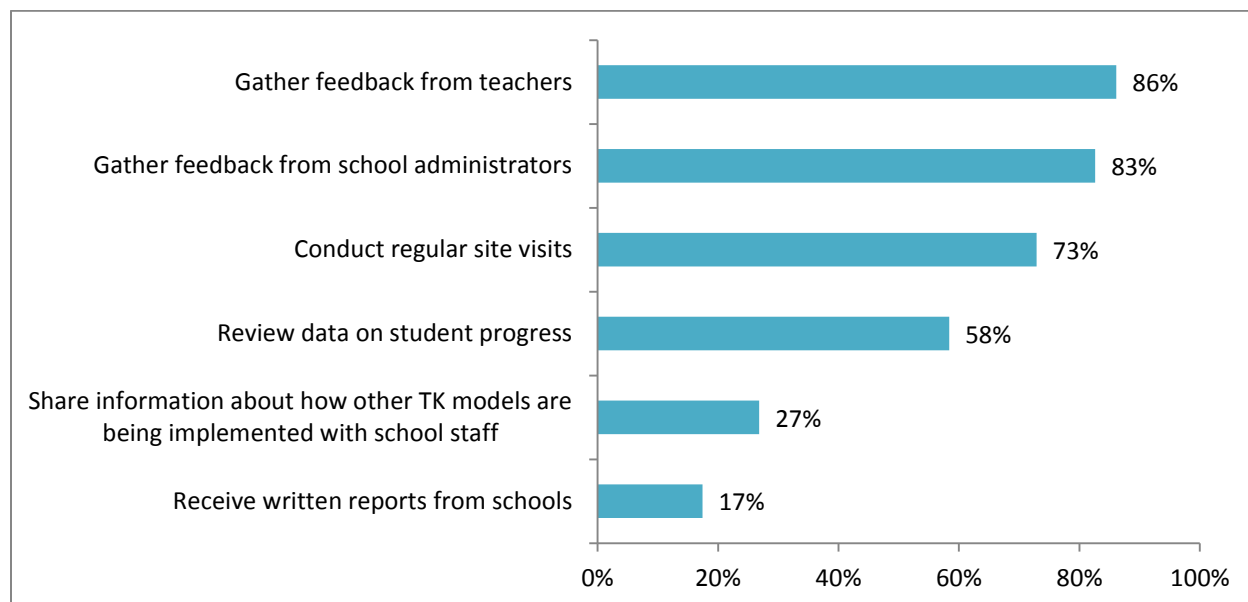
Note: Means are calculated for teachers who reported receiving classroom support. (Teachers who received zero hours of assistance are excluded.)

Source: TK teacher survey and the kindergarten teacher survey ($n = 94$).

Monitoring of TK by Districts

Because the time for planning was short as a result of the very recent implementation of TK in most districts, many districts planned to monitor the progress of the program and make modifications along the way. District respondents were asked to report how they monitored implementation of TK in their districts in 2012–13 (see Exhibit 4.15). Most districts reported gathering feedback from teachers (86 percent), gathering feedback from school administrators (83 percent), conducting regular site visits to monitor implementation (73 percent), or some combination. Only 17 percent of districts indicated receiving actual written reports from schools, and less than a third (27 percent) reported sharing information with school staff about how different approaches to TK were working in the district.

Exhibit 4.15. Method Used by Districts to Monitor TK Implementation



Source: In-depth district survey (n = 116)

Summary

In terms of structure, most districts chose to create full-day TK classrooms, although more than 40 percent still used half-day schedules. Large districts were more likely than small and mid-sized districts to use half-day schedules and also more likely to create TK hubs in their districts. Small and mid-sized districts were more likely than large districts to use TK-kindergarten combination classrooms as a strategy to serve TK students.

To staff TK classrooms, most districts reassigned teachers already teaching in the district. The qualifications most principals reported looking for in selecting a TK teacher were experience teaching kindergarten and experience teaching preschool. Consistently, 95 percent of TK teachers reported having experience teaching in preschool, kindergarten, or first grade.

TK teachers have younger students than kindergarten teachers, and additional adult support can be helpful. TK-K combination teachers reported high levels of support from other adults in their classrooms, but reports from standalone TK teachers were mixed.

Principals and teachers differed in their reports about the district support they received for TK planning and implementation. Most principals reported that their districts provided a clear plan for TK implementation, but only about one third of teachers agreed. Ongoing PD opportunities are one avenue through which guidance is provided to teachers. TK teachers reported that they received an average of 42 hours of PD in 2012–13, and less than one third specifically focused on TK. Perhaps more notably, more than half of TK teachers reported receiving no PD at all specifically related to TK. Topics that PD focused on varied, and it was most often provided through in-person workshops or teacher meetings. In addition to support, districts reported monitoring TK implementation primarily through gathering feedback from teachers and principals.

Chapter 5: Student Eligibility, Outreach, and Enrollment in TK

The goal of the TK program is to support the learning needs of young kindergartners. This chapter explores the policies districts have enacted to determine which children are eligible for enrollment and how they are promoted, outreach practices to ensure that TK classrooms are filled, and parent responses to those practices. Finally, we estimate the actual number of children served in TK in the 2012–13 school year.

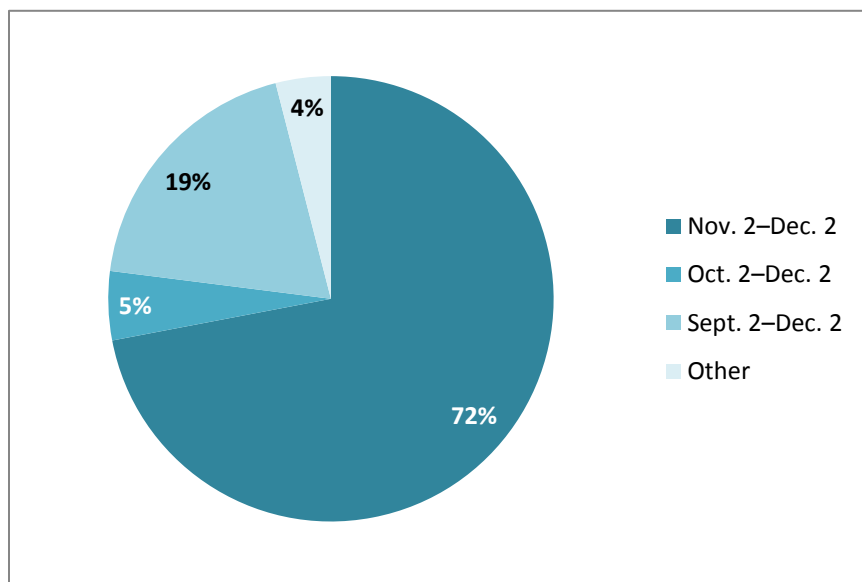
Eligibility and Enrollment Policies

First, although the Kindergarten Readiness Act specifies the intended age cutoff for kindergarten and TK in each year of implementation, districts had some flexibility in how they applied the law in their district. This section examines the specific enrollment policies reported by districts.

What Birthday Cutoff Did Districts Use?

In the first year of official statewide implementation of TK, districts were required to offer TK to all students who would reach their fifth birthday between November 2 and December 2. One strategy allowed under the law for addressing the issue of districts having a small number of students with November birthdays was to expand the eligibility window to include October and even September birthdays as well (thereby accelerating implementation of the program). Although the majority (72 percent) of districts providing TK in 2012–13 reported serving in TK only students who would become 5 years old between November 2 and December 2, 5 percent reported also serving students who turned 5 in October, and 19 percent said they included September and October birthdays (Exhibit 5.1). The remaining districts reported that they used a different date range or eligibility rules altogether, such as admitting students into TK with birthdays ranging from July 1 to December 31. Small districts were no more likely than larger districts to expand the age-eligibility window for TK, however.

Exhibit 5.1. Birthday Cutoffs Used by Districts in 2012–13

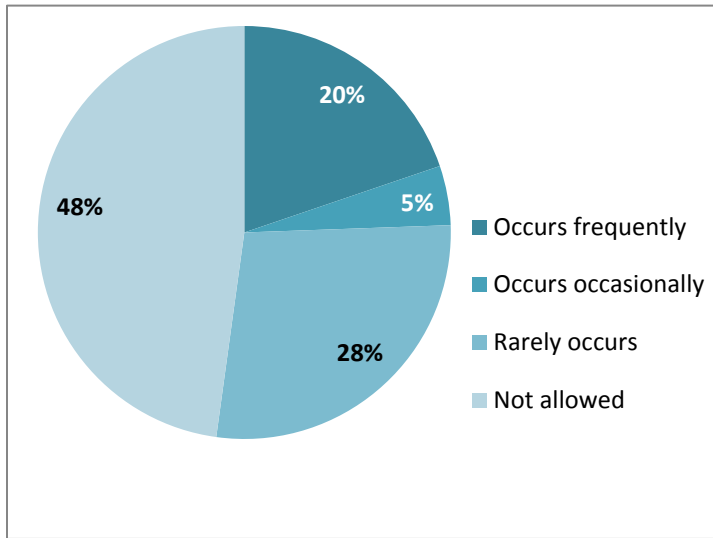


Source: Short-form district census survey ($n = 629$)

Administrators in only three of the nine case study districts reported in interviews that they strictly adhered to the cutoff dates of enrolling children who became 5 between November 2 and December 2, 2013. The other six case study districts either extended the eligibility window one month or more at the beginning of the school year or allowed for reassessments of children later in the school year. For example, in one district, official eligibility at the beginning of the school year was limited to children who became five between November 2 and December 2, 2012. If a teacher or parent believed, however, that a child born between August and November 2 was struggling in kindergarten, the child was appointed a student study team to assess the student and determine whether he or she should be allowed to transfer into TK. Through this process, one boy in this district, for example, who became 5 in October 2013 was allowed to transfer back into TK after he had experienced some challenges in kindergarten.

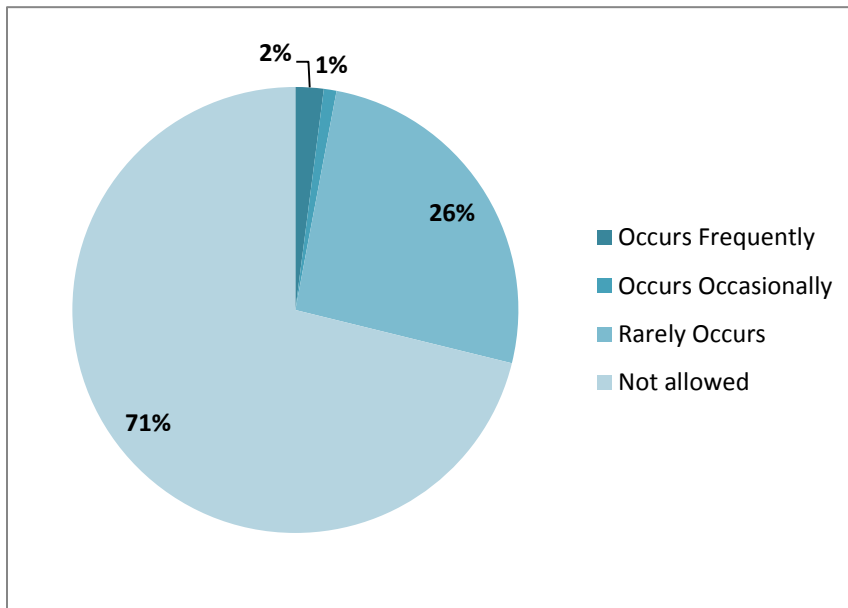
As was discussed earlier, it was not uncommon for districts to open up enrollment in TK to students who were technically eligible for kindergarten (those born in October, September, and even earlier in some cases). We also asked districts in the in-depth survey about district policies that allowed for students *younger* than technically eligible for TK (those who became 5 after December 2) to enter TK as well. And similarly, we asked whether they allowed students who were younger than technically eligible for *kindergarten* (those who turned 5 after November 1) to enter kindergarten. Only about half of all districts (48 percent) reported that their district policy did not allow children below age eligibility to enroll in TK (see Exhibit 5.2). Only about 20 percent of districts, however, reported that children born after December 2 were *frequently* allowed to enter TK; others reported that exceptions were made occasionally or rarely. Exceptions were less common for kindergarten enrollment; 71 percent of districts reported that they did not allow age-ineligible children (i.e., children born in November and therefore eligible for TK) to enroll in kindergarten, and only 2 percent of districts reported that such exceptions are frequently made (see Exhibit 5.3).

Exhibit 5.2. Proportion of Districts Reporting That They Allowed Children Below TK Age Eligibility to Enter TK at the Beginning of the Year



Source: In-depth district survey (n = 117)

Exhibit 5.3. Proportion of Districts Reporting That They Allowed TK-Eligible Children to Enter Kindergarten at the Beginning of the Year



Source: In-depth district survey (n = 117)

District administrators who reported that their district policy allows children below the TK eligibility age to enroll in TK at least rarely were asked about factors considered when determining whether to enroll them. The most common factors considered were specific age (78 percent), availability of space in the TK classroom (60 percent), readiness assessment (51 percent), and parent requests (49 percent). Other factors districts considered included special

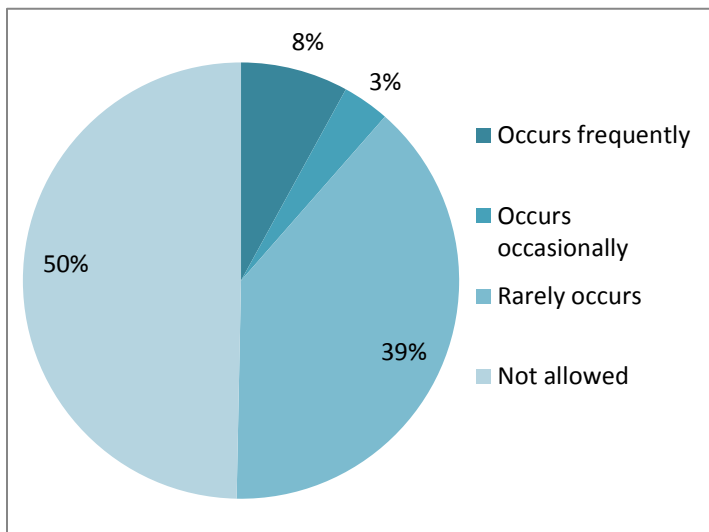
needs of the child (27 percent), English language development (25 percent), and prior preschool experience (20 percent).

District administrators who reported that their district policy allowed TK-eligible children to enroll in kindergarten also were asked which factors were considered when determining whether a child would be allowed to enroll in kindergarten. The most common factors considered were parent requests (88 percent) and kindergarten-readiness assessments (84 percent). Four in 10 reported they considered recommendations by a TK teacher (41 percent) and about a third (34 percent) reported considering the availability of space in the kindergarten classroom. Only 9 percent of district administrators reported that they considered recommendations made by a child’s preschool teacher.

Did Districts Allow for Rolling Enrollment?

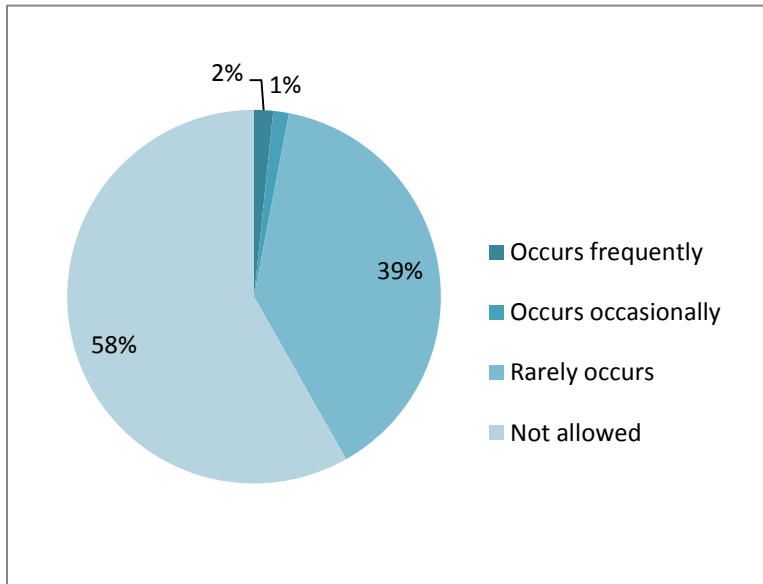
District administrators also were asked whether they allowed rolling enrollment in TK and kindergarten; that is, allowing a child to enroll in these grades midyear after the child becomes 5 years old (see Exhibit 5.4). Half of all districts (50 percent) reported that their district policy did not allow for rolling admission to TK, and 58 percent of districts did not allow for rolling admission to kindergarten (see Exhibit 5.5). Only 8 percent of districts said that enrolling students in TK after they became 5 midyear occurred frequently (Exhibit 5.4), and very few (2 percent) reported that enrolling these students in kindergarten after they became five occurred frequently (Exhibit 5.5).

Exhibit 5.4. Proportions of Districts Reporting That They Allowed Children Below TK Age Eligibility to Enter TK Midyear When They Become 5



Source: In-depth district survey (n = 117)

Exhibit 5.5. Proportions of Districts Reporting That They Allowed TK-Eligible Children to Enter Kindergarten Midyear When They Become 5



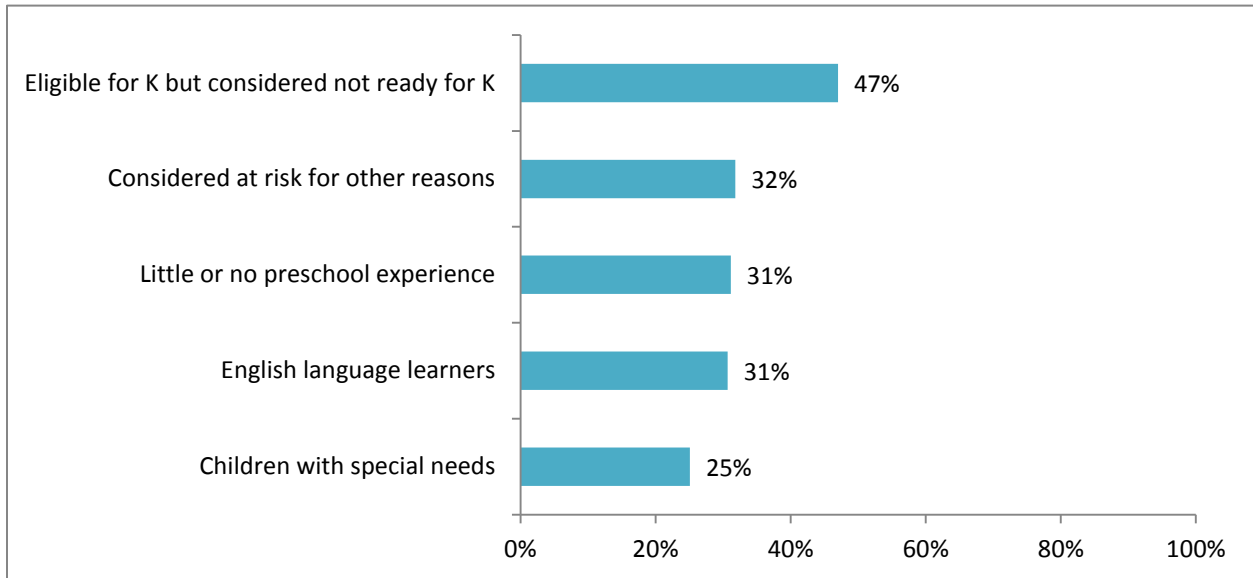
Source: In-depth district survey (n = 117)

Did Districts Target Particular Groups for TK Enrollment?

Though the law clearly specifies that TK is intended for students with fall birthdays, some districts chose to invite other children to enroll in TK as noted earlier, and some took extra measures to recruit particular types of children who might especially benefit from an extra year of kindergarten. When asked whether their districts targeted specific students for TK enrollment, slightly less than half of administrators (47 percent) reported targeting students viewed as not ready for kindergarten; and less than a third reported targeting students with little or no preschool experience (31 percent), English language learners (31 percent), or students with special needs (25 percent; Exhibit 5.6). About a third (32 percent) reported targeting students considered at risk for other reasons.

For example, in one case study district, children with November birthdays were enrolled in TK as a general rule, but the district also invited children who had not gone to preschool to enroll, regardless of birth date. The parents of most of these children accepted the invitation to enroll in TK, even though they were age-eligible for kindergarten. The district noted that in addition to having limited or no preschool, the vast majority of these additional enrollees were boys.

Exhibit 5.6. Percentage of Districts Reporting That They Informally Targeted Certain Types of Students for TK Enrollment, 2012–13



Source: In-depth district survey ($n = 121$)

Student Enrollment in TK

To understand how this variation in district enrollment policies affected the overall enrollment rates for TK across the state, we used data gathered through the district census survey to estimate the total enrollment in TK statewide. We also used data from a sample of districts to examine variation in enrollment rates by student characteristics.

How Many Students Were Served in TK?

Because districts were not yet required to report separate TK and kindergarten enrollment numbers when reporting to the state in 2012–13, it is not possible to report with precision the total number of students being served in TK that year. On the basis of enrollment figures reported by districts responding to the district census survey, however, we estimated that approximately 39,000 students were enrolled in TK in 2012–13.²⁰

As a point of reference, using kindergarten enrollment data from 2011–12 and taking the proportion of students expected to have birthdays between November 2 and December 2 (approximately 1/12 of the kindergarten population), we estimated that approximately 41,500 children were eligible for TK during this first year of statewide implementation (2012–13) using

²⁰ A small number of districts implementing TK did not provide information through the census survey on the number of students enrolled; therefore, we imputed the mean enrollment rates within survey strata for districts with missing information. The number of children enrolled was then estimated by multiplying the imputed enrollment rate by the number of children eligible according to district policy.

the law’s birthday cutoff.²¹ As described earlier, however, some districts offered TK to students outside the November 2–December 2 birthday range, and therefore it is not possible to determine the proportion of eligible students being served if this is used to determine the total number eligible.

Instead, we estimated the number of eligible students *in each district*, on the basis of individual districts’ enrollment policies, by applying the birthday cutoff dates reported by districts to the prior year’s kindergarten enrollment numbers.²² For example, if a district reported serving children with birthdays between October 2 and December 2 (approximately two out of 12 months of birthdays), we estimated the number of children eligible to be approximately 2/12 of the prior year’s kindergarten enrollment in that district (assuming the number of children eligible for kindergarten this year would be similar). We totaled these district estimates of eligible students and divided the total enrolled (reported by districts) by this number. Using this method, we estimated that approximately 70 percent of students who were age-eligible for TK according to local criteria were enrolled in TK in 2012–13.²³

Thus, it appears that, although the vast majority of eligible students resided in districts that were offering TK, not all TK-eligible students were enrolled in the program for the 2012–13 school year. Some of these TK-eligible students may have been enrolled in kindergarten instead of TK. This may be especially true in districts that offered TK to students with September and October birthdays—those still technically eligible by state law to enroll in kindergarten. Some parents may have opted out of TK, however, or may not have been aware of the program. For example, one district reported that “There was only one parent who wanted to enroll [her child in TK], and she ended up [taking her child] back to preschool.”

Did Enrollment in TK Differ by Student Characteristics?

To determine whether particular groups of students were more or less likely to enroll in TK, we compared the demographic characteristics of students enrolled in TK with the demographic characteristics of the overall kindergarten population in those same districts.^{24,25}

²¹ We calculated this figure using 2011–12 enrollment data from CDE’s DataQuest (<http://dq.cde.ca.gov/dataquest/>), adjusted to account for a small number of districts that did not respond to the DataQuest survey. This number excludes the small proportion (5–10 percent) of students whose families opted out of kindergarten because it is not a compulsory grade in California. We assume these families also would opt out of TK, and thus the number eligible is limited to likely enrollees.

²² We estimated the number of children eligible for TK by taking a proportion of the previous year’s kindergarten enrollment in accordance with local policy: 1/12 for districts with a November 1 cutoff, 2/12 for districts with an October 1 cutoff, and 3/12 for districts with a September 1 cutoff. If districts did not report their birthdate cutoff, we assumed a November 1 cutoff in accordance with S.B. 1381.

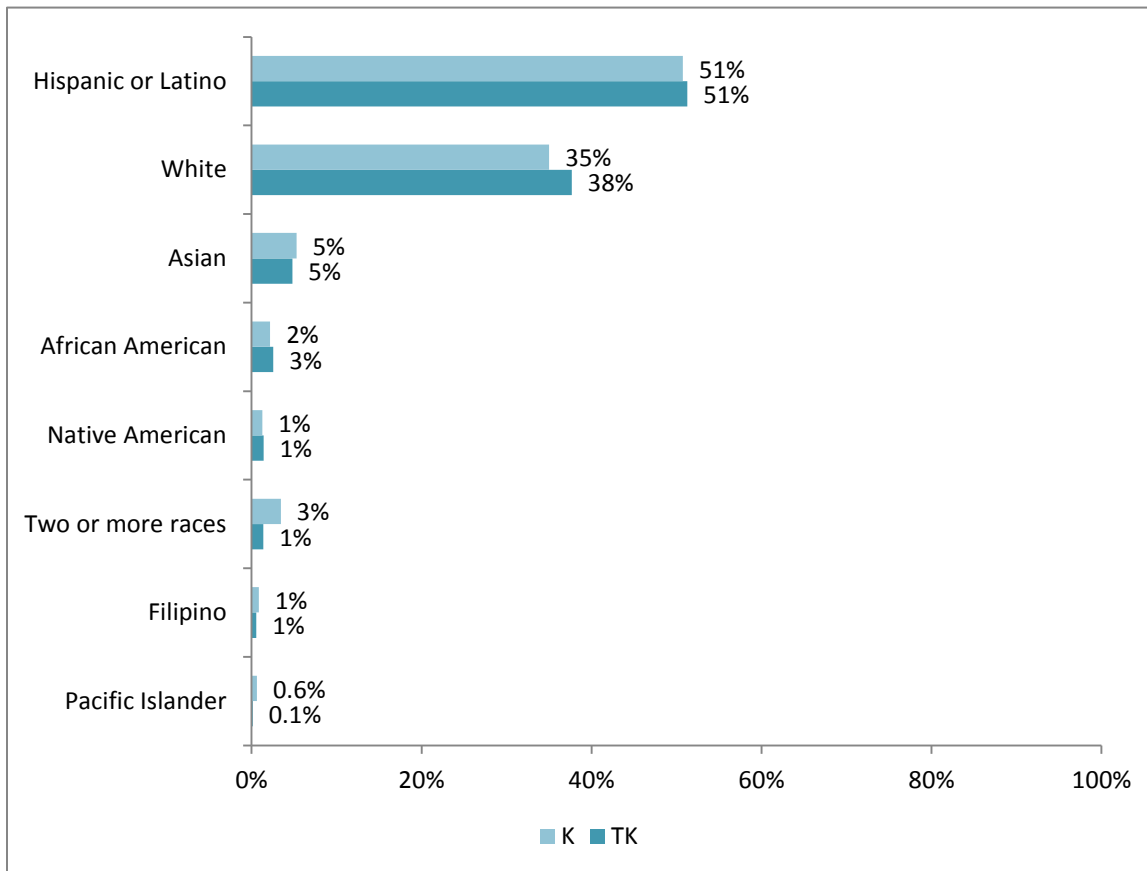
²³ The numerator and denominator used to calculate the statewide enrollment rate are both estimates. See footnotes 17 and 19 for details.

²⁴ District surveys provide figures for TK enrollment. District respondents were asked to report the total number of TK students in their districts, as well as the number of TK students by gender, EL status, FRPL eligibility, and race/ethnicity. Kindergarten figures for EL status and race/ethnicity come from kindergarten enrollment records from CDE for the 2012–13 school year. FRPL status is not available from CDE by grade level; therefore, kindergarten rates reflect the overall FRPL rate for the district. Analyses compare demographic characteristics for a district’s TK students with the characteristics of its kindergarten population overall (TK plus kindergarten).

²⁵ District surveys provide figures for TK enrollment. District respondents were asked to report the total number of TK students in their districts, as well as the number of TK students by gender, EL status, FRPL eligibility, and race/ethnicity. Kindergarten

Although we hypothesized that boys would be differentially enrolled in TK, we found no statistically significant difference in enrollment by gender. Almost half of the students in TK (45 percent) and in the overall kindergarten population (49 percent) are boys. We also found no significant differences in ethnicity, FRPL, or EL status rates between students in TK and those in kindergarten (see Exhibits 5.7 and 5.8).

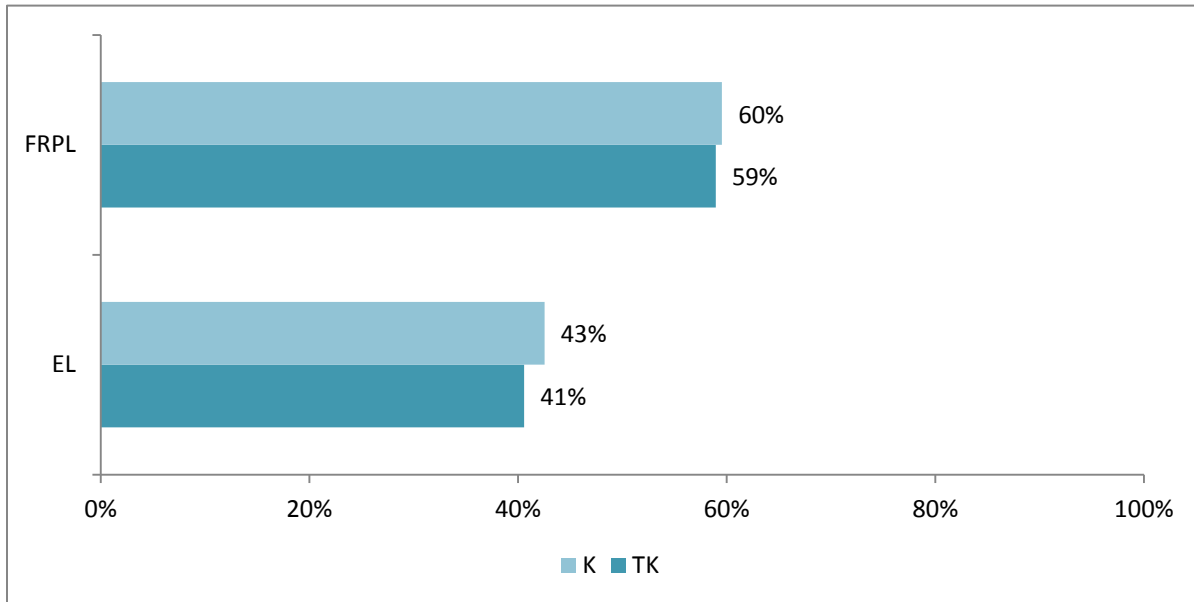
Exhibit 5.7. Comparisons of TK and Kindergarten Enrollment by Race/Ethnicity, 2012–13 School Year



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$
 Source: In-depth district survey ($n = 75$)

figures for EL status and race/ethnicity come from kindergarten enrollment records from CDE for the 2012–13 school year. FRPL status is not available from CDE by grade level; therefore, kindergarten rates presented here reflect the overall FRPL rate for the district. Analyses compare demographic characteristics for a district’s TK students with the characteristics of its kindergarten population overall (TK plus kindergarten).

Exhibit 5.8. Comparisons of TK and Kindergarten Enrollment by FRPL Eligibility and EL Status, 2012–13 School Year



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$
Source: In-depth district survey ($n = 74$)

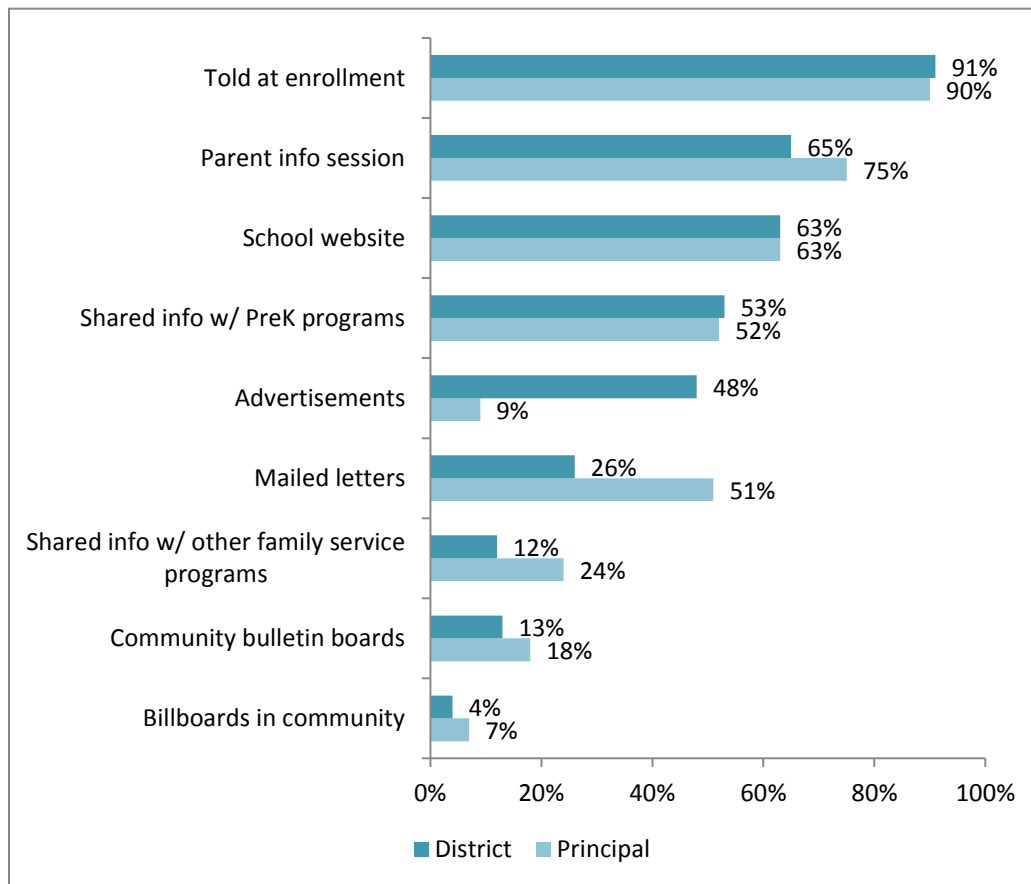
Parent Outreach

Because 2012–13 was the first year of TK in most districts, some parents were likely to be unfamiliar with the program. The district and principal surveys aimed to capture the level of outreach to parents by district and school personnel. In addition, the district survey captured district perspectives on challenges in recruiting students for TK. Parent focus groups conducted during case studies also captured parent perspectives: specifically, how parents learned about TK and their reasons for enrolling their child.

How Did Districts Reach Out to Families of Eligible Children?

Principals and districts reported using a variety of outreach strategies to inform families with eligible children about TK (Exhibit 5.9). Almost all districts (91 percent) and schools (90 percent) reported that they told parents about TK when parents arrived to enroll their children in kindergarten. Some districts went beyond this basic provision of information; the next two most common outreach strategies used by districts and schools were holding parent information sessions (65 percent) and posting information on the school or district website (63 percent). Principals also took additional responsibility for some parent outreach that included sharing information with preschool programs (52 percent) and mailing letters to families’ homes (51 percent). In addition, half of all districts reported doing some advertising, but very few shared information on TK with family service providers in the community (12 percent) or posted notices in the community (13 percent). These active outreach efforts might be more likely to reach parents who are unaware that their child is eligible for TK and therefore would not show up to a parent information session or visit the school’s website.

Exhibit 5.9. Parent Outreach Strategies Reported by Districts and Principals



Note: Results presented are descriptive; statistical comparisons were not conducted.

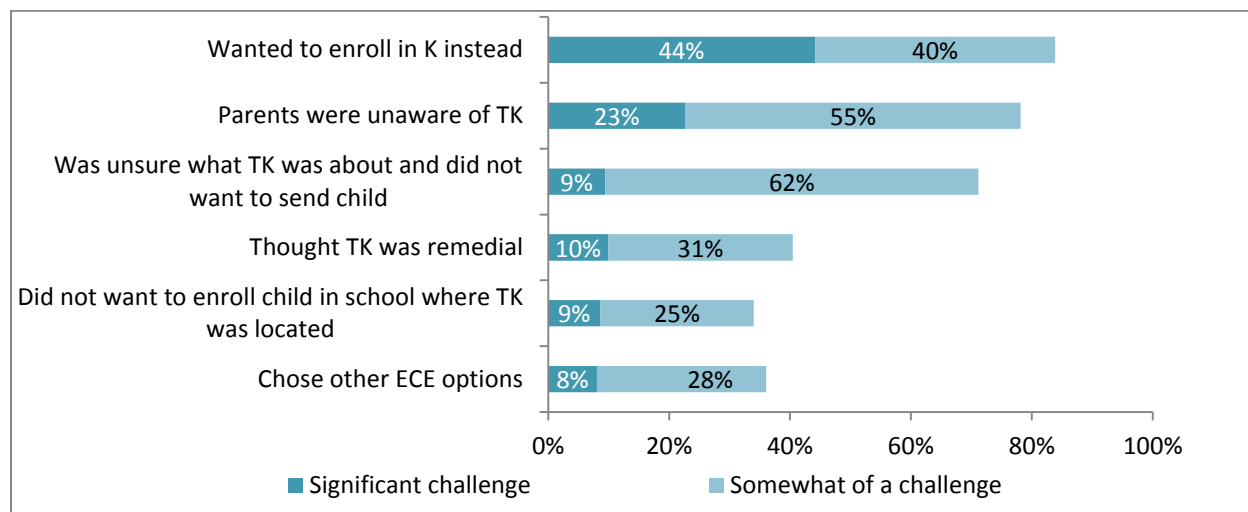
Source: In-depth district survey ($n = 120$) and principal survey ($n = 68$)

We also examined differences in outreach efforts by district size. Publishing information on school or district websites was a strategy used more by large districts (86 percent) than by small to mid-sized districts (52 percent).²⁶

District administrators also were asked about challenges they had faced when recruiting families for TK enrollment (Exhibit 5.10). The most commonly reported challenge was parents’ desire to enroll their children in kindergarten instead of TK; 84 percent of district respondents cited this as a significant challenge or somewhat of a challenge. Other challenges districts reported in recruiting students were parents’ lack of awareness of the existence of the TK program (78 percent), their hesitation to send their children to a program that they did not understand (71 percent), and their concern that TK was a remedial program (40 percent).

²⁶ Chi-square tests compared outreach strategies by district size. For this comparison, $p < .10$.

Exhibit 5.10. Challenges When Recruiting Students for TK



Note: “Not a Challenge” response category is not shown.

Source: In-depth district survey (n = 120)

What Were Parent Perspectives on Information and Outreach by Districts and Schools?

Parents participating in focus groups across the 12 case study schools also discussed how they learned about TK, and they reported finding out about the program in various formal and informal ways. Formally, parents in the majority of case study districts had heard about the TK program on the news or through informational brochures. Several districts had held meetings or events about TK for parents. District administrators interviewed during case studies also described their outreach efforts. In one district, district office staff “did a promo” for TK during the annual school orientation. An overview of TK was followed by breakout sessions for each school, which were facilitated by the campus principal, kindergarten teacher, and TK teacher. In 2012, before the program started, staff from this district also talked to parent and PTA groups. In another district, the principal of the school held an informational meeting with parents of TK-eligible students in summer 2012.

In a few case study districts, parents said that they heard about the program when they went to the school to enroll their children in TK. A mother in one of these districts explained that she learned about TK the day she went to the school to register her daughter for kindergarten. She was told that her daughter missed the cutoff date for kindergarten but that the school might have a good “offer” for her, if TK ended up “being approved.” The family was put on a waiting list, and the mother was told not long before school started that her daughter would be enrolled in TK.

In several of the districts, at least one parent was not aware of any formal methods the district had used to share information; one parent said she had initially learned about TK through word of mouth—either from fellow parents or friends or relatives who happened to work at the school site or in the district office. In another focus group, although one parent noted that information about TK was available on the district’s website, another parent in that same focus group shared that she had heard about TK through parents in another district—adding that “otherwise, I would not have known.”

Some parents in the focus groups were proactive about getting more information about TK. For example, one parent noted that her school district’s website listed the schools that would be offering TK in 2012–13. She chose a school from that list and subsequently met with its principal four or five times before she felt confident about sending her child to that school. Another parent had heard about TK from a relative who had formerly taught at her child’s school. She followed up with the district to determine whether her child would be eligible. She added, “We didn’t want him to start in kindergarten, because of how we are. We just want him to be ahead. And so I called the district office and talked to a [staff person], who gave me information and kept in contact with me.”

How Did Parents Make the Decision to Enroll Their Children in TK?

Parents in focus groups generally expressed appreciation for having the option to send their children to TK. Because of the change in kindergarten age eligibility, the options for parents of children born in November would otherwise be limited to preschool, keeping their children at home, or another care arrangement. Parents in two case study districts shared that they were relieved that they could send their children to TK, because otherwise they would “lose a year” of schooling while at home or in daycare. In one district in which parents had the choice of TK or district-sponsored preschool, one parent said he chose TK because he thought “his daughter was ready for the next thing.”

Parents in a district that opened up TK enrollment to all fall birthdays and gave children with September and October birthdays a choice between TK and kindergarten found this choice appealing. One parent from this district with a child born in November, however, shared that she would have preferred to be allowed to choose as well. As she explained, “I kind of wish I was given that option. They told us our son would be going into TK, not kindergarten. We weren’t aware if we had a choice between TK and kindergarten.”

Parents in three focus groups noted that they deliberately chose TK over kindergarten because they felt it would ultimately give their child an advantage. As a mother in one focus group explained, “It was a good idea to have this program because they put him with other children who have the same maturity level...and he has developed very well socially. The truth is that it has been a very good experience to have this option for these children who are small. I was one of the smallest [children] when I started school and my whole life, I didn’t like school. So when your son goes to school and likes it, it’s a good thing.” Another parent shared that one of the reasons he chose TK was that it would give his child an advantage when he entered kindergarten. He explained that because the TK teacher has an elementary teacher credential, she was more aware of the content that the students would be exposed to in later grades.

Financial considerations also were a key factor for some parents’ decisions. One district with a hub model had one school with a half-day TK classroom and another school with two full-day TK classrooms; assignment to one school or another depended on the parents’ residential address, but they could apply for a transfer to the other school. As one parent explained, “I thought it was such a good opportunity, because basically it’s free pre-K. And you know how expensive those [programs] are. So we grabbed the opportunity, and we told our friends about it.” The full-day program also appealed to some parents because it provided more hours of

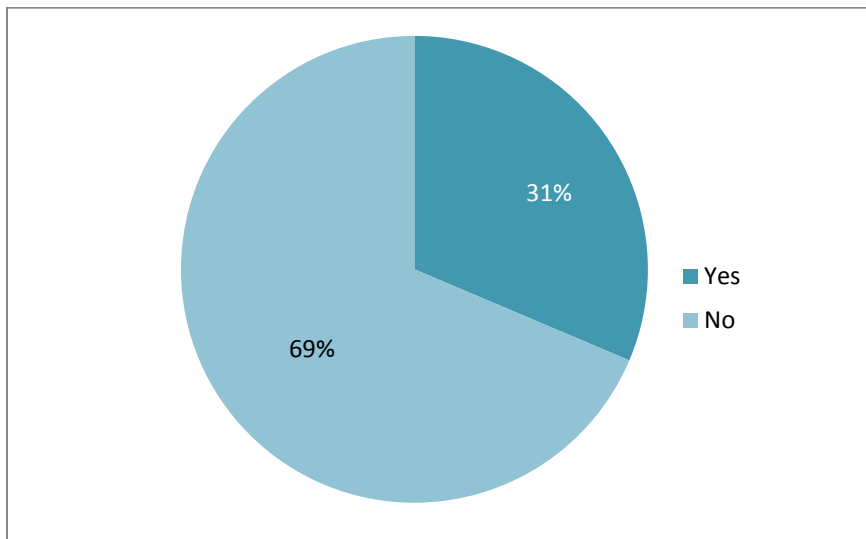
schooling. A few parents shared that they wanted their children to have more time in the classroom and experience less of an adjustment when they started full-day kindergarten.

Although all the parents in the focus groups had children in TK, some participating parents knew of other parents who had chosen not to enroll their children in TK. For example, one parent shared that he knew a family who chose not to enroll their TK-eligible child because “they thought it was going to be too academic and they didn’t want academics. They wanted more play, more [socialization]. They did not want papers. They thought it was going to be papers and worksheets. They wanted more of the preschool.”

District Promotion Policies

District policies on promotion pathways from TK varied in the first year of the program’s implementation. About a third (31 percent) of district administrators reported that some TK students were allowed to be promoted to first grade after TK without attending kindergarten (Exhibit 5.11). The remainder indicated that “skipping kindergarten” is not allowed. Districts that allow TK students to be promoted to first grade were asked about factors considered when determining readiness for promotion to first grade from TK. Almost all these districts (99 percent) reported using an assessment when determining readiness for first grade, with 97 percent of these districts reporting using a first-grade readiness assessment. Teacher recommendation (98 percent), principal approval (97 percent), parent request (90 percent), and to a lesser degree district approval (63 percent) also were common factors considered when promoting students to first grade from TK.

Exhibit 5.11. Percentage of Districts That Allowed TK Students to be Promoted Directly to First Grade



Source: In-depth district survey ($n = 121$)

Data collected from case study schools suggest how promotion policies from TK to first grade may work out in practice. The majority of the case study schools (8 of the 12) allowed for promotions from TK to first grade; most interviewees noted, however, that these decisions were based most often upon requests from parents or recommendations by teachers, followed by

subsequent assessments by and discussions among school site or district staff. In one district, requests for promotion from TK to first grade had to be considered at the district level. Despite this possibility of promotions, only one of these eight case study school principals said that they planned to promote students from TK directly to first grade. Most parents in the focus groups reported they were certain in their decisions to send their children to kindergarten after TK. As a parent in one focus group explained, “I want [my son] to stay in kindergarten. He knows a lot, but I feel that he wouldn’t be ready for first grade. I would like him to take it slow.” In another district, however, a parent felt that it was unfair that some students would be “retained” and “forced” to stay in kindergarten. Other parents in this same focus group noted that there was a stigma associated with “repeating” a year of kindergarten, and they were happy when they found out that their children would be moving on to first grade instead of kindergarten the following school year. In contrast, the policy in 4 of the 12 case study schools was that all TK students would go on to kindergarten—and according to respondents, there would be no exceptions.

Summary

Although the Kindergarten Readiness Act specifies the intended age cutoff for kindergarten and TK in each year of implementation, districts had some flexibility in how they applied the law in their district. Although the majority (72 percent) of districts providing TK in 2012–13 reported offering TK only to students who would become 5 years old between November 2 and December 2, as required by law, 5 percent reported also offering it to students who became 5 in October, and 19 percent said they included September and October birthdays. Only about half of all districts (48 percent) reported that their district policy did not allow for younger than age-eligible children to enroll in TK. These exceptions, however, were typically not made frequently. When younger children were allowed to enroll in TK, the most common factors considered were the child’s specific age and availability of space in the TK classroom. It was even rarer for age-ineligible children to be allowed to enroll in kindergarten, but when this did happen, the most common factors considered were parent requests and kindergarten-readiness assessments. About one third of districts reported that they allowed some TK students to be promoted to first grade the next year.

Some districts took extra measures to recruit into TK particular types of children who might especially benefit from an extra year of kindergarten, most commonly students who were age-eligible for kindergarten but identified as not yet ready for kindergarten. Though some districts “targeted” TK in this way, students in TK in 2011–12 were demographically similar to students in kindergarten. Overall, we estimate approximately 39,000 students were enrolled in TK in its first statewide year.

District administrators and principals both took various measures to reach out to parents to let them know about TK, but principals reporting taking actions that were more proactive. The most commonly reported challenges in recruiting families for TK was parents’ desire to enroll their children in kindergarten instead of TK and their lack of awareness or understanding of the program. In focus groups, parents described hearing about the program in different ways, not always through formal communication channels. Overall, parents described positive experiences their children had in TK.

Chapter 6: Classroom-Level Implementation

Perhaps the most important questions about TK implementation concern what it looks like at the classroom level. What is the experience of students in the classroom? This chapter describes characteristics of TK classrooms in 2012–13 and, where possible, includes comparisons with kindergarten classrooms. Drawing on teacher reports of their classroom practices as well as firsthand observations of a sample of classrooms throughout the state, we examine TK curricula, classroom resources and organization, instructional practice, and teacher–student interactions.

Classroom Curricula, Resources, and Organization

In this section, we describe the curricula teachers reported using and the availability of materials and resources for their classrooms. We also report on how individual TK classrooms were organized, such as teachers’ use of centers to structure their classrooms.

What Curricula Were Used in TK Classrooms, and How Does This Compare With Kindergarten?

Teachers reported using a wide variety of curricula to guide their classroom instruction; no single curriculum was used by a majority of teachers in any content area. Exhibit 6.1 presents the most common curricula used in each subject area and illustrates that standalone TK teachers reported using a somewhat different set of curricula than TK combination teachers or kindergarten teachers. Forty-two percent of teachers in standalone TK classrooms reported using *Handwriting Without Tears* for their English language arts (ELA) curriculum, and only 25 percent of TK combination teachers and 22 percent of kindergarten teachers reported using this curriculum. The ELA curriculum/curricular approach most commonly reported by kindergarten teachers was *Guided Reading*²⁷ (53 percent), which also was reportedly used by many TK combination classroom teachers (41 percent). The most common curriculum used in TK combination classrooms was *Hands-On Alphabet Activities* (42 percent).

Only for mathematics and social studies did all three groups of teachers report the same curriculum most frequently. About one third of standalone TK teachers (35 percent) and TK combination teachers (34 percent) and slightly fewer kindergarten teachers (27 percent) reported using *Math Their Way*. *Scott Foresman History-Social Science for California* was the most commonly reported curriculum for social studies by teachers in all three classroom types. Seventeen percent of standalone TK teachers, 15 percent of combination teachers, and 48 percent of kindergarten teachers used this curriculum.

Like ELA curricula, science curricula also varied across classroom types. *Activities Integrating Math and Science* (AIMS), was the most common science curriculum in standalone TK classrooms, reported by 16 percent of teachers. The *FOSS Science K* program was the most

²⁷ *Guided Reading* is more of a general approach than a specific curriculum. Still, teachers commonly reported using it in TK classrooms.

common curriculum reported by TK combination and kindergarten teachers (26 percent and 35 percent, respectively) but was used by only 10 percent of standalone TK teachers.

Exhibit 6.1. Percentage of Teachers Reporting the Use of Various Curricula by Subject Area and Classroom Type

	Standalone TK	TK Combination	Kindergarten
English Language Arts			
<i>Handwriting Without Tears</i>	42%	25%	22%
<i>Hands-On Alphabet Activities</i>	32%	42%	34%
<i>Alpha Chants</i>	26%	24%	23%
<i>Open Court</i>	20%	10%	25%
<i>Guided Reading</i>	18%	41%	53%
<i>Houghton Mifflin Kindergarten Curriculum</i>	16%	30%	45%
<i>Alpha-Friends Kit</i>	16%	32%	37%
<i>Leveled Readers Preschool</i>	13%	0%	0%
Mathematics			
<i>Math Their Way</i>	35%	34%	27%
<i>Everyday Math</i>	23%	16%	25%
<i>Activities Integrating Math and Science (AIMS)</i>	18%	7%	17%
<i>Envision It</i>	18%	19%	22%
<i>Every Day Counts</i>	11%	0%	3%
<i>Scholastic Big Day</i>	10%	0%	0%
Science			
<i>Activities Integrating Math and Science (AIMS)</i>	16%	5%	17%
<i>Treasures and Little Treasures</i>	13%	7%	6%
<i>Scholastic Big Day</i>	10%	0%	0%
Science program designed by the district	10%	0%	8%
<i>FOSS Science K program</i>	10%	26%	35%
Social Studies			
<i>Scott Foresman History-Social Science for California</i>	17%	15%	48%
<i>High/Scope</i>	8%	0%	0%
Social Studies program designed by the district	7%	11%	11%
<i>Houghton Mifflin History-Social Science</i>	6%	9%	34%
<i>California Vistas (Macmillan/McGraw Hill)</i>	3%	1%	9%

Exhibit 6.1. Percentage of Teachers Reporting the Use of Various Curricula by Subject Area and Classroom Type (Continued)

	Standalone TK	TK Combination	Kindergarten
Social-Emotional			
Social-emotional program designed by the teacher(s)	41%	18%	15%
<i>Second Step</i>	33%	41%	27%
<i>Social Skills in Pictures, Stories, and Songs</i>	26%	5%	8%
<i>Positive Behavioral Interventions and Supports (PBIS)</i>	21%	14%	9%
Social-emotional program designed by the district	3%	3%	8%

Notes: Teachers could select multiple curricula for each topic, so percentages will not sum to 100 percent. Percentages represent the group of teachers who said they used any curriculum in the subject area. Results presented are descriptive; statistical comparisons were not conducted. Additional information about the evidence base for some early childhood curricula is available at the U.S. Department of Education’s What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=4>).

Source: TK teacher survey and kindergarten teacher survey ($n = 145$)

In addition to academic curricula, approximately 88 percent of standalone TK teachers reported using some type of social-emotional curriculum; although only 66 percent of kindergarten teachers and 56 percent of TK combination teachers did so. The majority of standalone TK teachers used a social-emotional curriculum they designed themselves. The most common commercially developed social-emotional curriculum reported by TK combination and kindergarten teachers was *Second Step* (41 percent and 27 percent, respectively).

How Were TK Classrooms Organized?

To learn about the organization of TK classrooms (both standalone and combination), the study team conducted 68 classroom observations in spring 2013 to look at the furniture, centers, and other areas available to students in both standalone TK and TK combination classrooms. All classrooms observed had child-sized furniture and most students sat at tables with other students rather than having individual desks. Nearly all TK classrooms observed also had clearly designated circle areas for whole-group activities.

Two thirds of the classrooms featured displays of student work, and more than 80 percent of classrooms were considered print-rich environments, with plentiful labels, posters, and other types of environmental print displayed throughout the classroom. Ninety percent of standalone TK classes had print-rich environments, whereas 70 percent of combination classrooms did (Exhibit 6.2).

Considered an important practice in preschool but also important for kindergarten, many classrooms had a variety of centers available to students in the classroom, which give students opportunities to follow their interests and explore during free-choice time. Most standalone and combination TK classrooms had book centers or library corners (85 percent and 80 percent, respectively). Having a drama or dress-up center also was common; 85 percent of the observed standalone TK classrooms had these centers and 60 percent of combination classrooms did. About two thirds of classrooms had block centers, and half had writing centers. Somewhat less

common were mathematics centers—observed in 35 percent of standalone TK classrooms and 30 percent of combination classrooms—and music and movement centers—observed in 25 percent of standalone TK and 20 percent of combination classrooms.

What Classroom Resources and Materials Were Available to TK Students?

In addition to noting the organization of resources and materials into centers, study team observers also documented the availability of various learning materials in the classrooms. Materials that were most often available to students were fine motor materials, writing materials, art materials, mathematics and numeracy activities, blocks, and dramatic play props. Although formal center structures were not always found (Exhibit 6.2), many classrooms still had materials usually found in such centers available for student use (Exhibit 6.3). For instance, only 34 percent of classrooms had mathematics centers, but 71 percent of classrooms had mathematics materials available.

Exhibit 6.2. Resources Observed in TK Classrooms, by Classroom Type

	Standalone TK Classrooms	TK Combination Classrooms	All
Child-sized furniture	100%	100%	100%
Students sit at tables	98%	90%	96%
Students sit at desks	6%	10%	7%
Circle area	96%	95%	96%
Print-rich environment	90%	70%	84%
Student artwork displayed	67%	65%	66%
Centers			
Book center	85%	80%	84%
Drama center	85%	60%	78%
Block center	69%	60%	66%
Writing center	52%	45%	50%
Art center	46%	50%	47%
Science and nature center	40%	30%	37%
Mathematics center	35%	30%	34%
Cozy area	29%	30%	29%
Music and movement center	25%	20%	24%
Other center	8%	35%	16%

Note: Results presented are descriptive; statistical comparisons were not conducted.

Source: Classroom observations (Supplemental Observation Form) ($n = 68$)

Nearly a third of standalone TK classrooms had sand or water play areas, but no combination classrooms among those we observed had sand or water available for sensory play. Books were generally plentiful in the TK classrooms observed. Sixty-four percent of all observed classrooms had more than 80 books, 25 percent had between 40 and 79 books, and 11 percent had fewer than

40 books available to students. The differences seen in these descriptive data suggest that standalone TK and TK combination classrooms may look different across the state. However, our small sample size does not allow us to generalize to classrooms statewide or to perform statistical significance testing.

Exhibit 6.3. Materials Available in TK Classrooms

	Standalone TK Classrooms	TK Combination Classrooms	All
Materials in the Classroom			
Fine motor	91%	85%	90%
Art	89%	90%	88%
Music and movement	36%	35%	37%
Blocks	83%	75%	79%
Sand and water	31%	0%	22%
Dramatic play	79%	65%	73%
Nature and science	39%	45%	42%
Mathematics and numeracy	79%	80%	81%
Writing	92%	90%	90%
Computers	62%	75%	64%
Books in the Classroom			
Fewer than 40 books	9%	15%	11%
40–79 books	28%	20%	25%
80 or more books	63%	65%	64%

Note: Results presented are descriptive; statistical comparisons were not conducted.

Source: Classroom observations (Supplemental Observation Form) ($n = 68$)

Instructional Practices in TK

In addition to examining the resources and materials available in classrooms, we asked teachers about their instructional practices. The information they provided allowed us to examine the extent to which these practices varied between TK and kindergarten classrooms. The guidance from the state is that TK is to be “the first of a two-year kindergarten program,” using all the same state kindergarten standards. This section outlines how teachers’ instructional approaches differed, and how TK and kindergarten students were taught differently in combination classes.

How Much Instructional Time Was Spent on Various Content Areas?

First, we examined the content of instructional time, drawing comparisons between teacher practices used with students in kindergarten classrooms and practices used with students in standalone TK and TK combination classrooms. To differentiate between practices used with TK and kindergarten students in combination classrooms, teachers in combination classrooms were asked about their instructional practices with their TK and kindergarten students separately. All statistical comparisons were made using kindergarten teachers as the reference group. We found

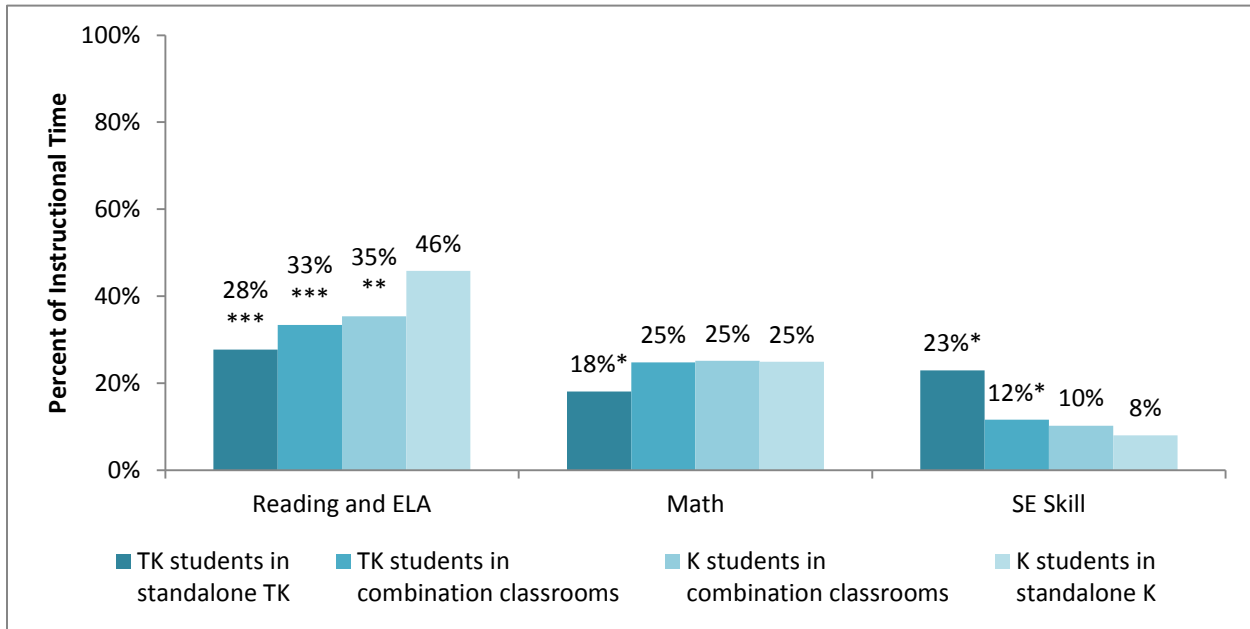
differences between the content of lessons and projects that teachers reported their TK students spent time on and the content that teachers reported their kindergarten students spent time on. All in all, results suggest that TK students in standalone classrooms spent time on lessons and projects that were more differentiated from kindergarten than the activities of TK students in combination classrooms. In other words, TK combination classrooms looked more like kindergarten than standalone TK classrooms did.

As shown in Exhibit 6.4, kindergarten teachers reported that their students spent significantly more time on reading and language arts (ELA) lessons or projects than TK teachers in standalone or combination classrooms reported for their students. More specifically, on average, standalone TK teachers reported that their students spent 28 percent of their time on reading and language arts lessons or projects and TK combination teachers reported their students spent 33 percent of their time on reading and language arts; this is lower than the 46 percent of time spent on reading and language arts reported by kindergarten teachers. Teachers in combination classes also reported that their kindergarten students spent significantly less time on reading and language arts lessons or projects than teachers of traditional, standalone kindergarten classrooms reported for their students (35 percent versus 46 percent).

TK teachers in standalone classrooms also reported that their students spent a significantly smaller proportion of time on mathematics lessons or projects than kindergarten teachers in standalone classrooms reported (18 percent versus 25 percent). Teachers in combination classrooms reported that their kindergarten and TK students spent the same proportion of time on mathematics as teachers in standalone kindergarten classrooms reported.

A different pattern emerged for time spent on social-emotional skills. The proportion of time spent on social-emotional skill development reported by standalone TK teachers was three times as great as the proportion of time reported by standalone kindergarten teachers (25 percent versus 8 percent). TK combination teachers also reported significantly more time spent on social-emotional skills with their TK students, as compared with teachers in standalone kindergarten classrooms (12 percent versus 8 percent).

Exhibit 6.4. Percentage of Instructional Time Teachers Reported Spending on Content Areas, by Student and Classroom Type



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: Kindergarten students in standalone classrooms served as the reference group for significance testing.

Source: TK teacher survey and kindergarten teacher survey ($n = 158$)

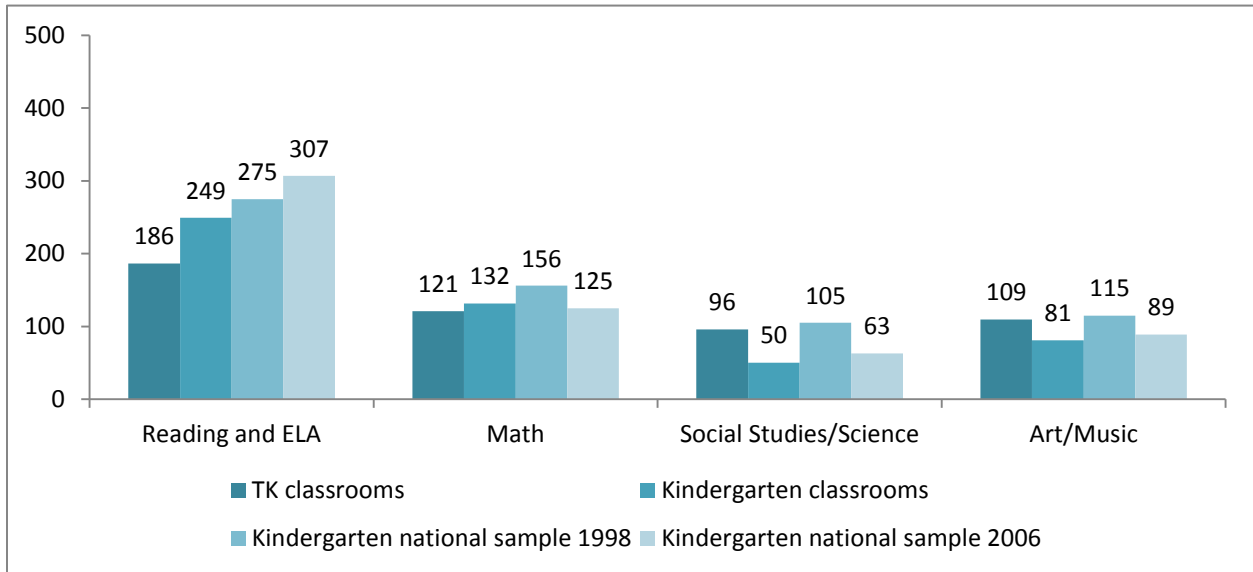
In addition, to provide some context for our analyses, we compared the amount of time spent on various content areas in California TK and kindergarten classrooms with national kindergarten teacher samples from the 1998 wave of the Early Childhood Longitudinal Study–Kindergarten Cohort (ECLS-K) and the 2006 wave of the Early Childhood Longitudinal Study–Birth Cohort (ECLS-B). These comparisons allow us to see trends in kindergarten classroom instruction and compare TK with kindergarten over time. We display results for half-day classrooms (Exhibit 6.5) and full-day classrooms (Exhibit 6.6) separately. Results are shown for reading and language arts, mathematics, social studies/science, and art/music.

In the national kindergarten samples, the amount of instructional time spent on reading and language arts increased and the amount of time spent on social studies/science and art/music decreased from 1998 to 2006. This trend is evident in both half-day and full-day classrooms. The amount of time spent on mathematics also decreased from 1998 to 2006, although the trend is more evident in half-day classrooms. In half-day TK programs in California, students spent approximately 96 minutes per week on social studies and science activities, and 81 minutes per week on art and music activities, time reports that more closely resemble reports from kindergarten teachers nationally in 1998 than in 2006.²⁸ In contrast, California kindergarten teachers in 2012–13 reported instructional practices that were more similar to the 2006 national sample for social studies/sciences and arts. In other words, California’s half-day TK classrooms,

²⁸ Testing for statistically significant differences was not done.

according to teacher reports, in some ways looked more like kindergarten prior to the implementation of the 2001 reauthorization of the Elementary and Secondary Education Act (No Child Left Behind [NCLB]). This may be due to the increased focus on accountability and early elementary test scores, and thus a greater emphasis on reading and ELA in kindergarten after the law's implementation.

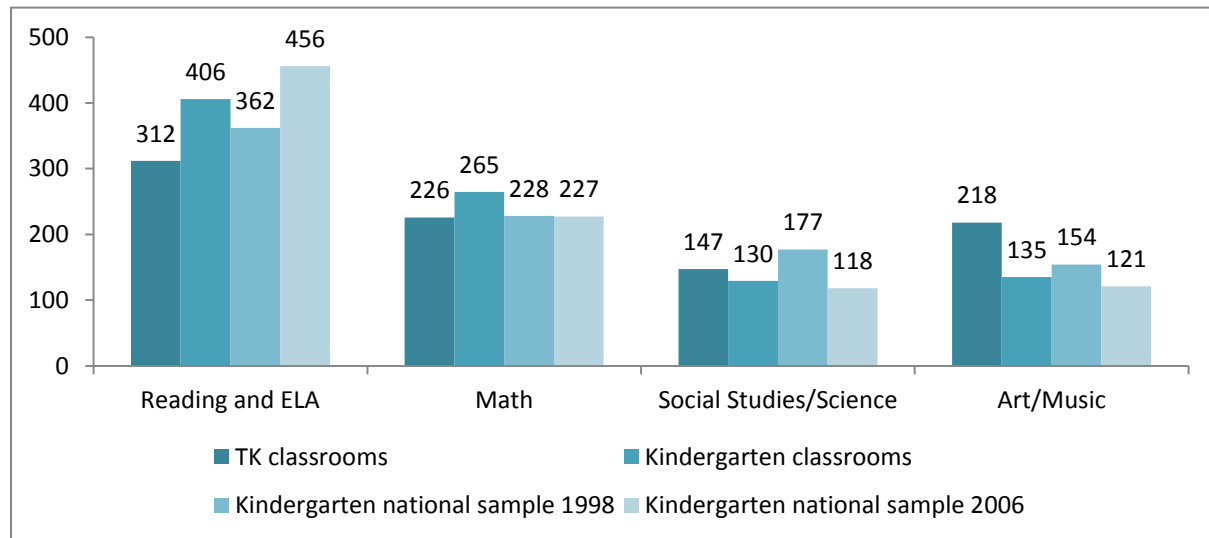
Exhibit 6.5. Reported Minutes per Week Spent Focusing on Specific Content Areas in Half-Day Programs, by Classroom Type



Notes: TK classroom category includes responses from standalone TK and TK combination classroom teachers. National kindergarten sample estimates are based on calculations using data from the fall 1998 wave of the ECLS-K and the fall 2006 wave of the ECLS-B (Bassok & Rorem, 2013). Results presented are descriptive; statistical comparisons were not conducted.

Source: TK teacher survey and kindergarten teacher survey ($n = 48$)

Exhibit 6.6. Reported Minutes per Week Spent Focusing on Specific Content Areas in Full-Day Programs, by Classroom Type



Notes: TK classroom category includes responses from standalone TK and TK combination classroom teachers. National kindergarten sample estimates are based on calculations using data from the fall 1998 wave of the ECLS-K and the fall 2006 wave of the ECLS-B (Bassok & Rorem, 2013). Results presented are descriptive; statistical comparisons were not conducted.

Source: TK teacher survey and kindergarten teacher survey ($n = 68$)

How Did Teachers Structure Their Classroom Activities?

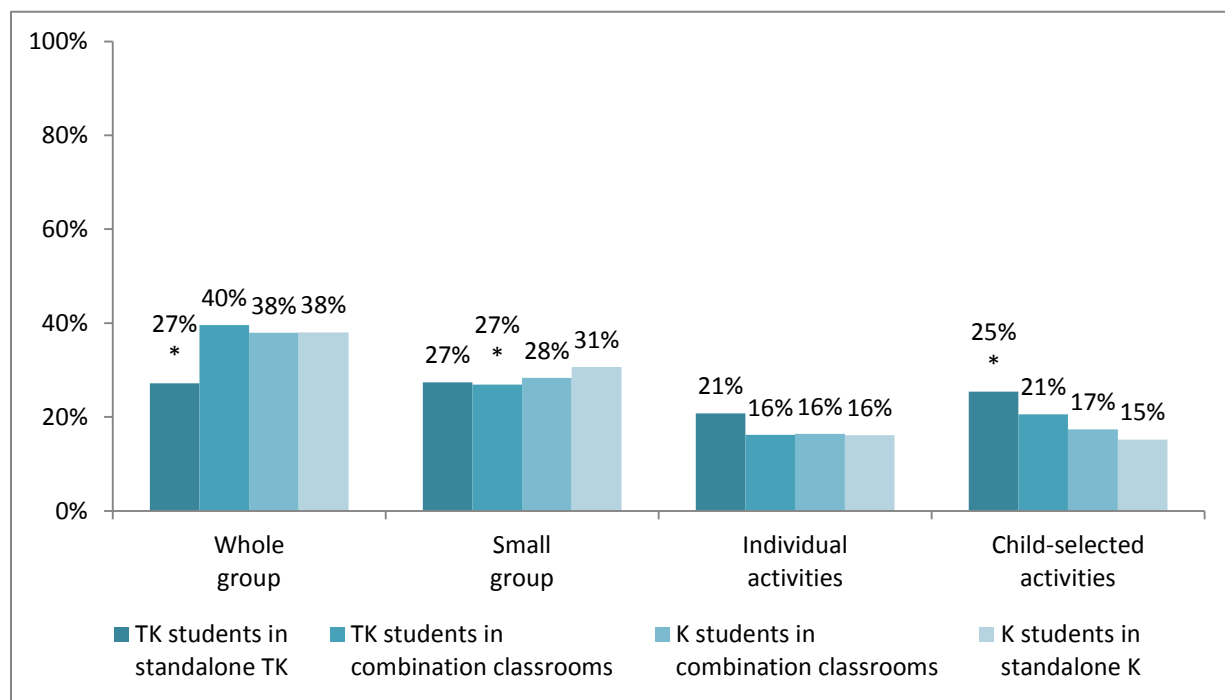
We also explored the extent to which TK and kindergarten teachers structured their instruction differently. In one large case study district, for example, TK was intentionally designed to be a transition between preschool and kindergarten. Both classroom structure and instruction were more like preschool during the first half of the year, with more child-directed exploration and centers set up in the classroom. At the midyear break, the classroom structure changed so that students sat at tables more often and there were fewer centers. Materials from the centers were still available, and children still had a small amount of exploration time during class, but instruction in the second half of the year focused more on writing, worksheets, and whole-group instruction.

Surveyed teachers in each type of classroom reported how much they used four formats of instruction throughout their day: whole-group, in which activities were completed with the whole class; small-group, in which activities were completed with a subset of students; individual activities, in which the teacher directed an individual student in an activity; and child-selected activities, in which the student was free to choose an activity that was of interest to him or her. Teachers in combination classrooms answered separately for their TK students and kindergarten students, which allowed us to examine how TK combination teachers differentiated instruction.

Although there appears to be a direct relationship between time spent and group size for kindergarten (with the most time spent in whole-group activities and the least time spent in individual and child-directed activities), TK students in standalone TK classrooms appeared to spend comparable amounts of time in the four activity types (Exhibit 6.7). TK students in

standalone TK classrooms spent significantly less time than students in kindergarten classrooms engaged in whole-group activities (27 percent versus 38 percent). They also spent significantly more time than students in kindergarten classrooms in child-selected activities (25 percent versus 15 percent). Thus, it appears that standalone TK classrooms were structured more like preschool classrooms than kindergarten classrooms, with more free-choice or exploration time. In one case study district, this difference was particularly dramatic. TK students in one school spent the bulk of their time in exploration, moving from activity center to activity center, engaging in hands-on activities and learning through play. In contrast, the kindergarten classroom in the same school lacked centers and students moved primarily between whole-group and small-group activities, with some independent work (on worksheets). The kindergarten teacher said they had very little time for exploration, but she tried to “squeeze it in” once a week. For the most part, TK students in combination classrooms spent amounts of time in whole-group, small-group, individual, and child-selected activities similar to that spent by their peers in standalone kindergarten classrooms.

Exhibit 6.7. Portion of the Day Spent in Various Activity Formats in TK and Kindergarten Standalone/Combination Classrooms



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: Kindergarten students in standalone kindergarten classrooms served as the reference group for significance testing.

Source: TK teacher survey and kindergarten teacher survey ($n = 96$)

To better understand factors associated with TK teachers’ use of child-directed activities, we ran ordinary least-squares (OLS) regression predicting the percentage of classroom time allocated to child-directed activities. The model included variables in five categories: classroom type, district approach to TK, teacher professional development, articulation with preschool, and teacher experience. Variables in each of these categories are:

1. *Classroom type*
 - Whether the classroom is a standalone TK classroom or a TK combination classroom
2. *District approach to TK*
 - Whether the district provided guidance that TK should resemble kindergarten
 - Whether the district's director of ECE led the TK planning effort
3. *Teacher professional development*
 - Total number of hours of TK-related professional development received since June 2012
 - Whether developmentally appropriate practice was a major emphasis in the teacher's professional development
4. *Articulation with preschool*
 - Whether the teacher used the *California Preschool Learning Foundations* for planning classroom activities
 - Whether the teacher collaborated with preschool teachers
5. *Teacher experience*
 - Years of experience teaching preschool or Head Start
 - Years of experience teaching any grade

Results are shown in Exhibit 6.8. Teachers in standalone TK classrooms spent more time in child-directed activities than teachers in TK combination classrooms. This association was evident despite controlling for teaching experience, professional development experiences, teachers' level of articulation with preschool, and district approach to TK. Receipt of professional development focused on developmentally appropriate practice was significantly associated with more time spent in child-directed activities. Receiving guidance from the district that TK should resemble kindergarten, in contrast, was associated with less in time spent in child-directed activities.

Exhibit 6.8. Factors Predicting Percentage of Class Time Spent in Child-Directed Activities in TK Classrooms

Variable	β
Standalone classroom	0.6305†
District advised that TK should resemble kindergarten	-0.7388*
Director of ECE led planning effort	-0.2334
Total TK-focused PD hours (z-score)	-0.0033
PD focused on developmentally appropriate practice	0.5965*
Use of <i>Preschool Learning Foundations</i>	0.0224
Collaborated with preschool teachers	0.2048
Years of teaching experience (z-score)	0.0090
Years of preschool teaching experience (z-score)	0.0186
Intercept	-0.6430
<i>N</i>	52
<i>R</i> ²	0.3397

*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

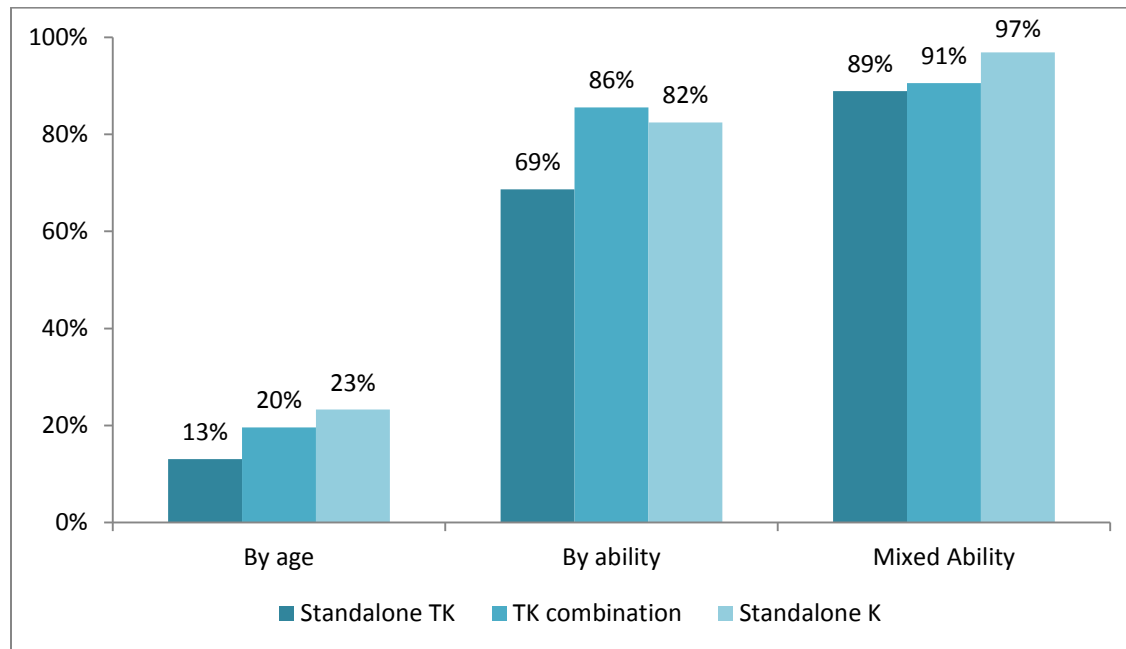
Notes: Outcome variable standardized (mean = 0; standard deviation = 1). Regression model employs robust standard errors clustered on school districts to account for the nesting of schools and classrooms within districts.

Source: Short-form district census survey and TK teacher survey

How Did Teachers Group Students for Instruction?

Teachers also reported on factors used to group students. The most common approach reported by teachers in all three classroom types was mixed-ability grouping (where children performing at different levels work on activities together); 89 percent of standalone TK teachers, 91 percent of TK combination teachers, and 97 percent of kindergarten teachers reported using this grouping strategy to a large or moderate extent (Exhibit 6.9). Instructional groups based on ability also were very common in all classroom types, although somewhat less prevalent in standalone TK classrooms. Sixty-nine percent of standalone TK teachers used this strategy to a large or moderate extent versus 86 percent of TK combination teachers and 82 percent of kindergarten teachers. Teachers were least likely to group students by age. Thirteen percent of standalone TK teachers, 20 percent of TK combination, and 23 percent of kindergarten teachers used this grouping strategy to a large or moderate extent.

Exhibit 6.9. Percentage of Teachers Utilizing Various Student Grouping Strategies, by Classroom Type



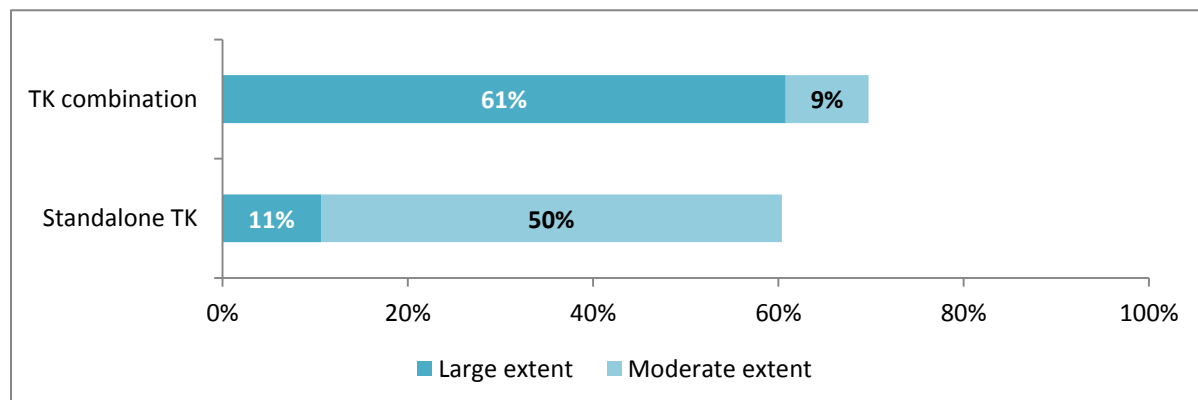
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: “Small Extent” and “Not at All” responses are excluded.

Source: TK teacher survey and kindergarten teacher survey ($n = 140$)

Teachers in TK combination classrooms reported they used assessments to determine student instructional groups to a greater extent than standalone TK teachers. As shown in Exhibit 6.10, 70 percent of TK combination teachers reported using this practice a large or moderate extent, as compared with 61 percent of standalone TK teachers.

Exhibit 6.10. Extent to Which Teachers Reported Using Assessments to Determine Student Grouping, by Classroom Type



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

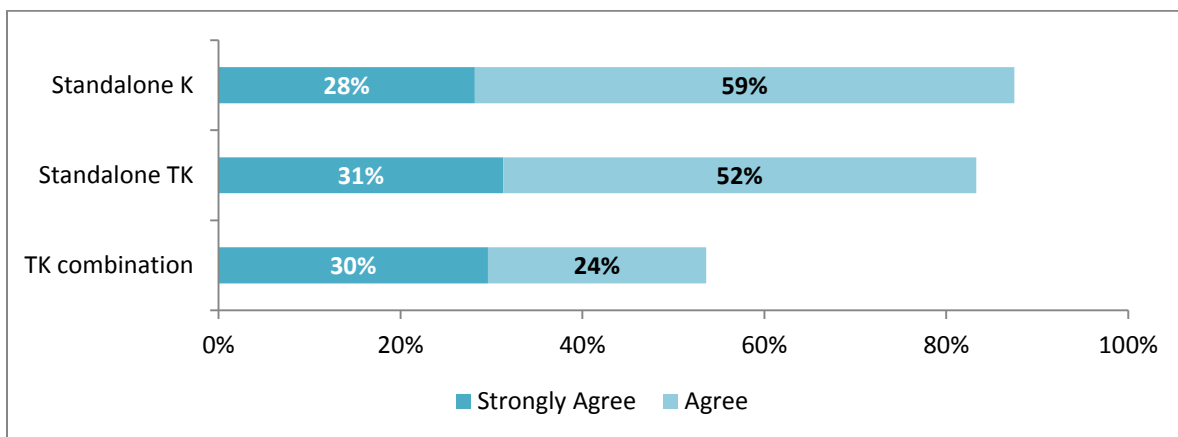
Note: “Small Extent” and “Not at All” response categories are not shown.

Source: TK teacher survey ($n = 50$)

How Did TK Teachers Differentiate Instruction?

We asked standalone TK, TK combination, and standalone kindergarten teachers to report on practices related to differentiating instruction. Nearly all standalone TK teachers, TK combination teachers, and kindergarten teachers reported that they individualized instruction to meet students' needs. When asked about the challenges in differentiating instruction for a diverse range of needs and class size, most teachers agreed that differentiating instruction for all students was possible despite the range of needs in their class or the size of their class (Exhibit 6.11). Only 54 percent of TK combination teachers, however, agreed that differentiation is possible, evidence of the challenge of teaching multigrade classrooms.

Exhibit 6.11. Proportion of Teachers Who Agreed That Differentiating Instruction for All Students Was Possible Given the Range of Needs or Class Size, by Class Type



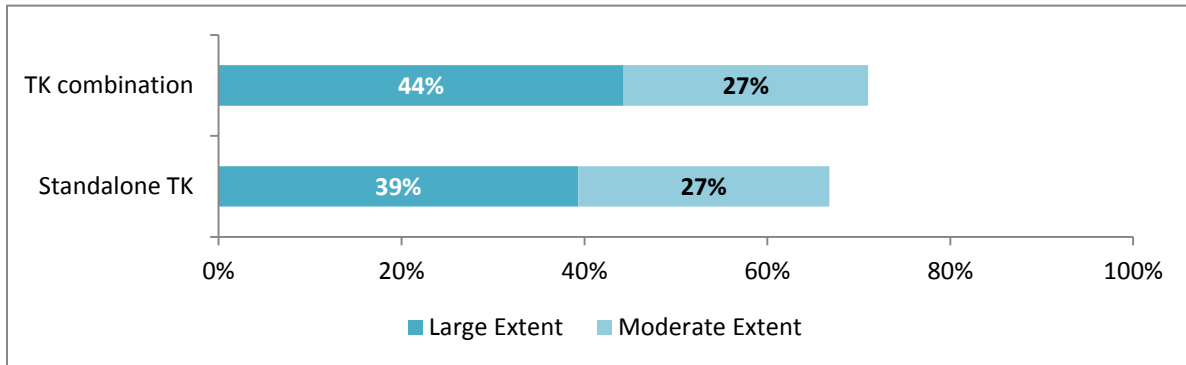
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: Scale reversed for exhibit. “Disagree” and “Strongly Disagree” response categories are not shown.

Source: TK teacher survey and kindergarten teacher survey ($n = 137$)

We also asked teachers about the extent to which they used assessments to tailor their instruction to students' individual needs. Two thirds of teachers in standalone TK classrooms reported using assessments to individualize instruction, and 71 percent of teachers in TK combination classrooms did (Exhibit 6.12).

Exhibit 6.12. Extent to Which Teachers Used Assessments to Individualize Instruction, by Classroom Type



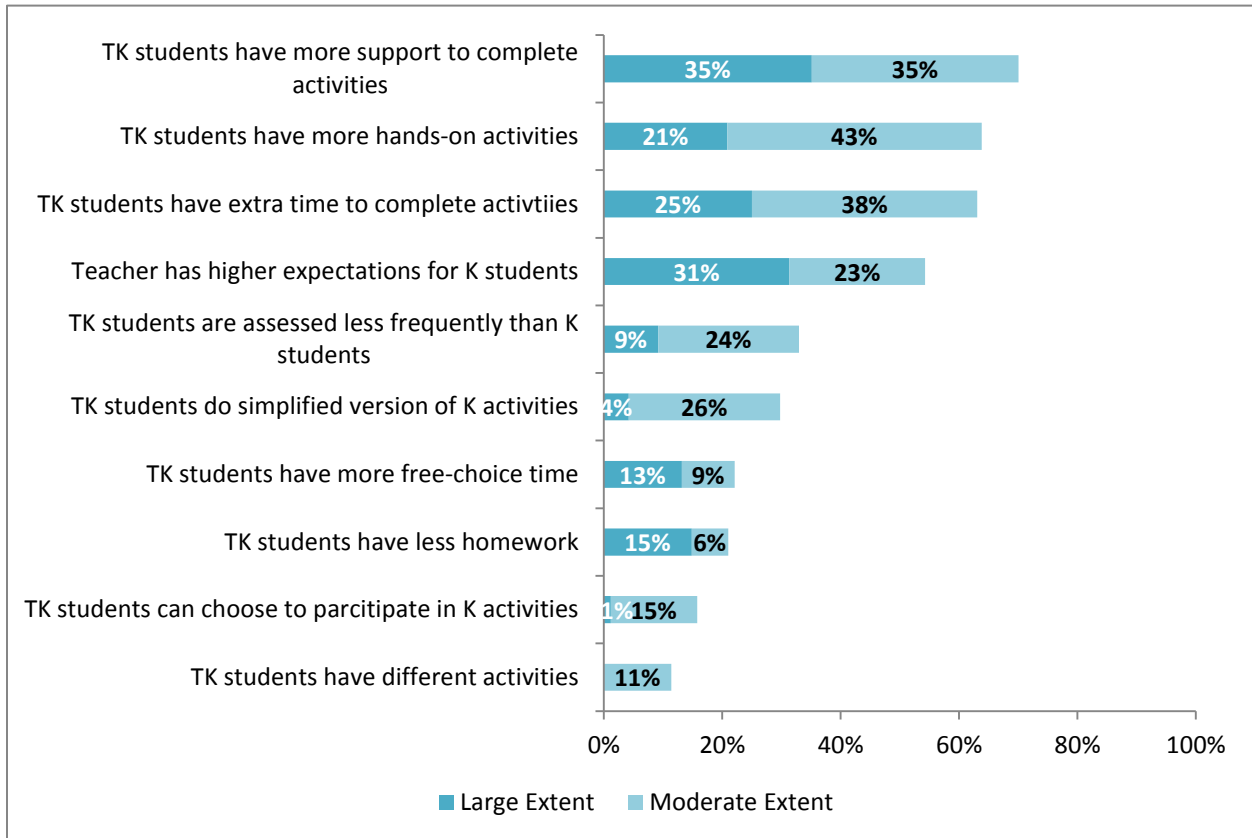
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Note: “Small Extent” and “Not at All” response categories are not shown.

Source: TK teacher survey ($n = 51$)

We asked teachers of combination classrooms how they differentiated instruction for their TK versus kindergarten students. Seventy percent of teachers said they gave TK students more support to complete activities to a large or moderate extent (Exhibit 6.13). Using a similar strategy, 63 percent of teachers said they gave their TK students more time to complete activities to a large or moderate extent. Thirty percent of teachers said that TK students did simplified versions of kindergarten activities to a large or moderate extent, but 16 percent of teachers said TK students could choose whether they wanted to do kindergarten activities.

Exhibit 6.13. Extent to Which TK/K Combination Teachers Used Various Approaches to Differentiate Instruction for TK Versus Kindergarten Students



Note: “Small Extent” and “Not at All” response categories are not shown.

Source: TK teacher survey (n = 40)

Teachers also were asked about supports for their children designated as English learners. The majority of both TK (79 percent) and kindergarten (81 percent) teachers reported that English learners in their classrooms received at least some instruction in their home language.

What Is the Quality of Teacher–Student Interactions in TK Classrooms?

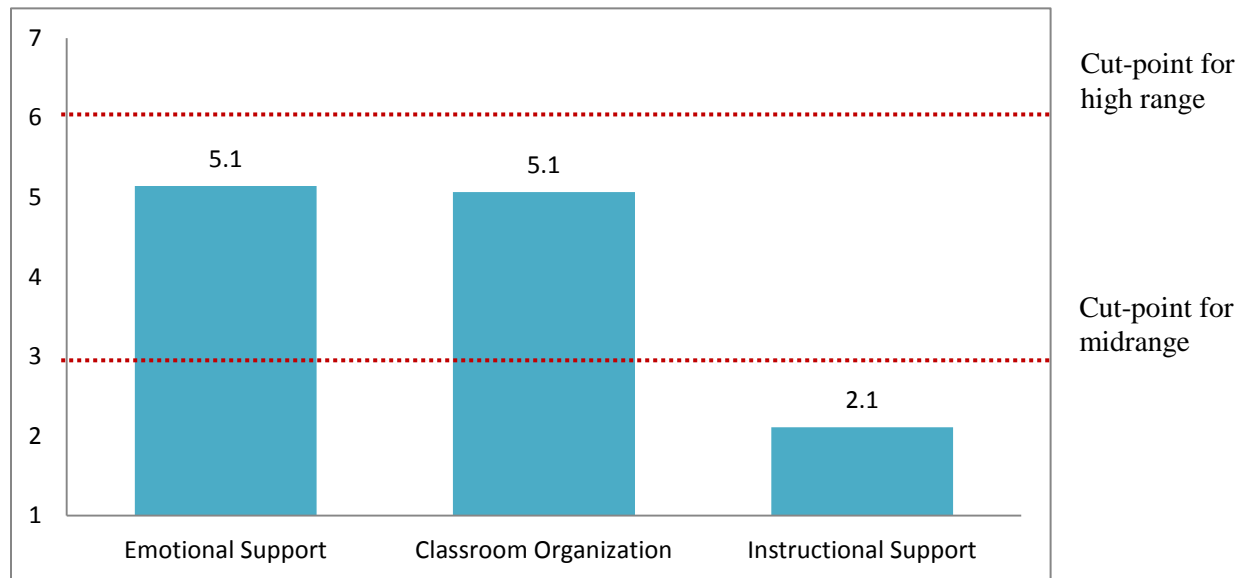
A sample of 68 TK classrooms was observed using the CLASS observation tool. This tool is made up of 10 dimensions, which fall into three domains. All dimensions are scored on a scale of 1 through 7. Trained and certified observers observed each classroom on average for six cycles;²⁹ each cycle consists of 20 minutes of observation and 10 minutes of scoring. During each cycle, observers pay close attention to the behaviors, interactions, and relationships between teachers and students and among students.

Exhibit 6.14 shows CLASS scores by domain for this sample of TK classrooms (both standalone and combination). The 68 classrooms scored in the middle range for the Emotional Support and

²⁹ The number of cycles completed ranged from four to seven, in accordance with the structure of TK classrooms, the school schedule, and teachers’ availability.

Classroom Organization domains and in the low range for the Instructional Support domain. On the Emotional Support and Classroom Organization domains, TK classrooms have higher scores than a sample of 36 kindergarten classrooms recently studied in the southeastern United States, but lower scores than preschool classrooms in the Multi-State Study of Pre-K/State-Wide Early Education Programs (MS/SWEEP) study (see Exhibit 6.15). On the Instructional Support domain, TK classrooms earned scores comparable to those for the MS/SWEEP preschool classrooms but lower than those for the kindergarten classrooms.

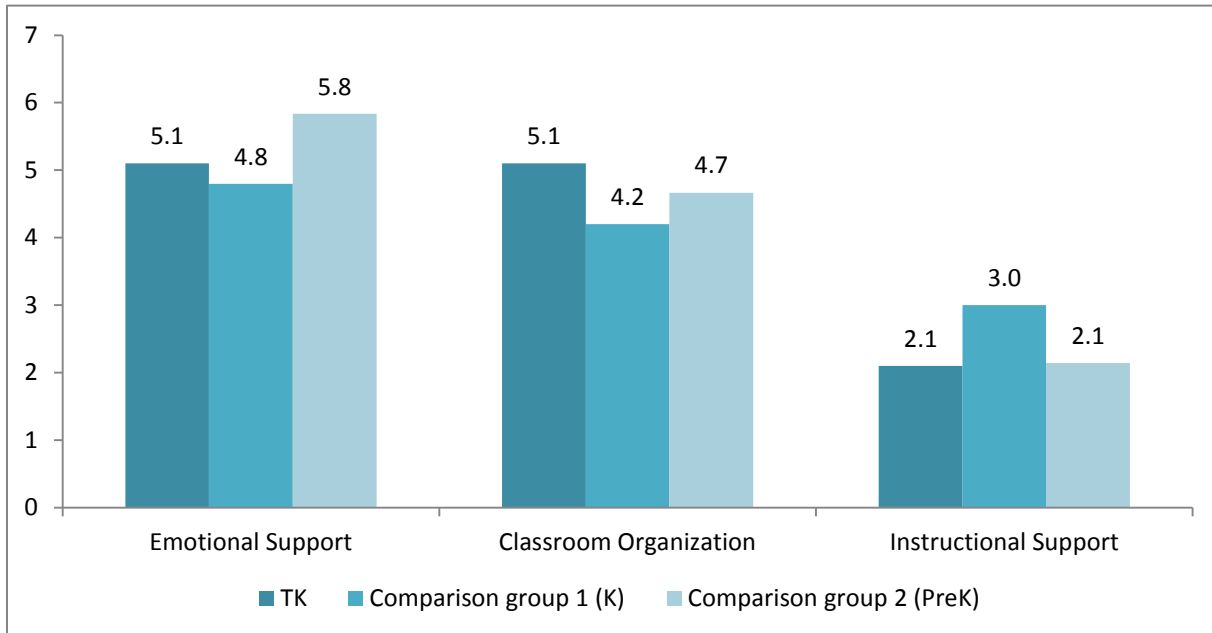
Exhibit 6.14. CLASS Scores by Domain



Source: CLASS observation

The Emotional Support domain includes four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. Classrooms in our sample rated an average of 5.6 on Positive Climate, indicating that, for the most part, the observed classrooms were characterized by good relationships, positive affect such as smiling and enthusiasm, a good degree of positive communication, and respect. The average score on Negative Climate was 6.6, which indicates that there were almost no observed instances of negativity, irritability, aggression, bullying, yelling, or punishment. Classrooms scored an average of 4.5 on Teacher Sensitivity, which means that teachers sometimes showed elements of awareness and responsiveness but other times did not. Teachers were effective in addressing problems at times and less so at other times. Students sometimes sought support from, shared their ideas with, and responded to questions from the teacher. On the Regard for Student Perspectives dimension, classrooms scored an average of 3.9. This is an indication that teachers followed students' lead at some times but were more controlling at other times. Students were sometimes allowed choice, leadership, and autonomy but other times not. There was some student expression and some freedom of movement, but on average it was not enough to justify scores higher than the middle range for this dimension.

Exhibit 6.15. CLASS Scores for TK Classrooms and Comparison Samples From a National Study of Publicly Funded PK and a Study of Kindergarten in Low-Income Rural Schools



Note: Results presented are descriptive; statistical comparisons were not conducted.

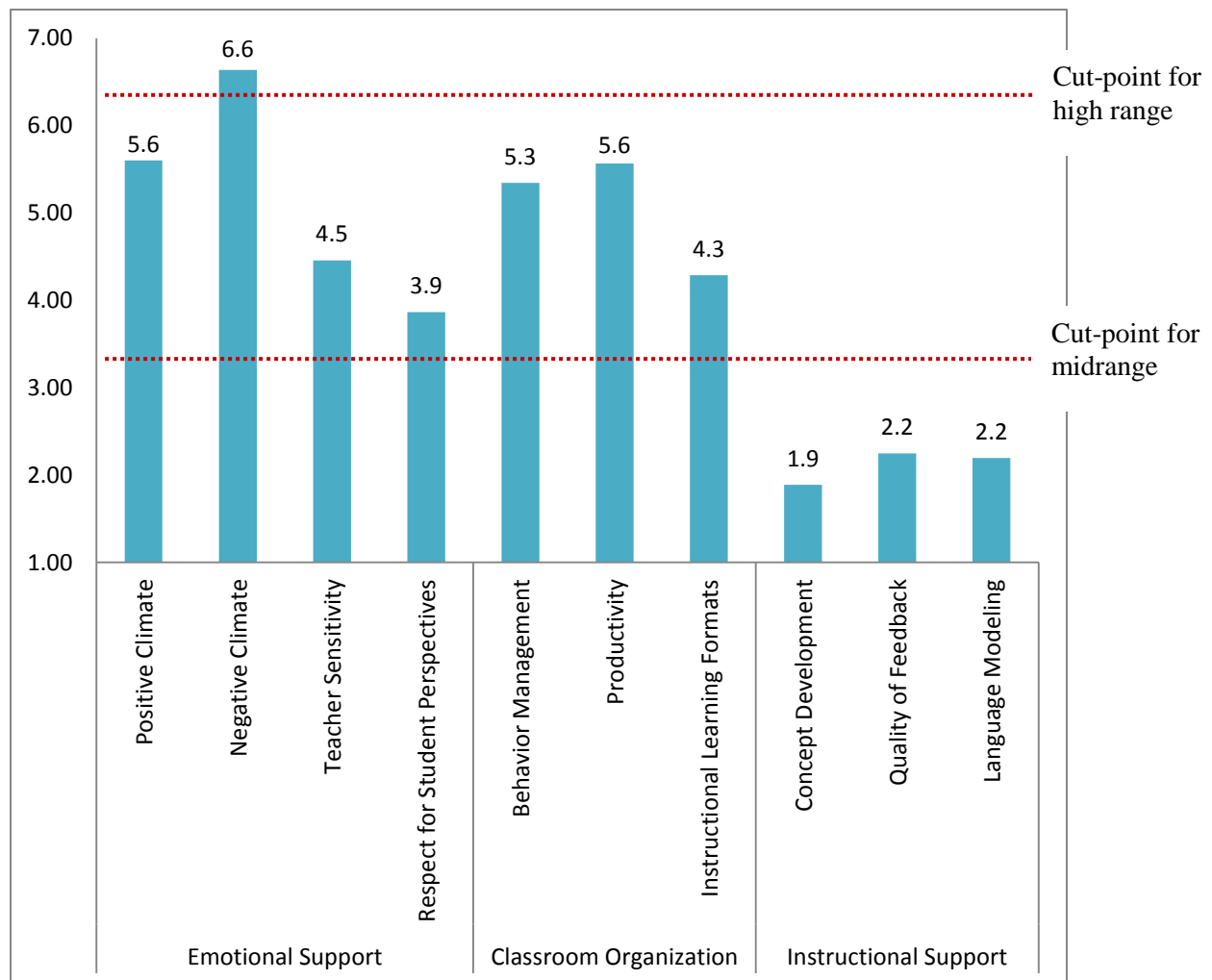
Source: CLASS observations; kindergarten comparison group from a study of 36 rural classrooms in the Southeast (Ponitz, Rimm-Kaufman, Grimm, & Curby, 2009); prekindergarten comparison group from 693 classrooms from the Multi-State Study of Pre-K/State-Wide Early Education Programs study (MS/SWEEP) and recoded to better match the revised CLASS structure in Curby, Grimm, & Pianta, 2010).

The Classroom Organization domain includes three dimensions: Behavior Management, Productivity, and Instructional Learning Formats. Classrooms in our sample scored an average of 5.3 on Behavior Management, indicating that classrooms were mostly characterized by fairly clear behavior expectations, proactive behavior monitoring, fairly effective redirection of misbehavior, and good student behavior in general. For the Productivity dimension, classrooms averaged a score of 5.6, indicating that teachers maximized learning time fairly well, students had established routines and knew what to do, teachers were prepared, and transitions were fairly brief at most times. The average score for Instructional Learning Formats was 4.3; meaning that teachers sometimes facilitated sessions effectively, sometimes used a variety of modalities and materials in their lessons, and sometimes established clear learning objectives but other times did not. Students were engaged and interested at some times and less so at others.

The Instructional Support domain includes three dimensions: Concept Development, Quality of Feedback, and Language Modeling. The average score on the Concept Development dimension was 1.9, indicating that teachers rarely used discussions and activities that encouraged analysis and reasoning through problem solving, prediction, classification, evaluation, and why and how questions. Teachers rarely provided opportunities for brainstorming and planning, and they rarely integrated ideas with students’ previous knowledge or connected concepts to each other or to students’ lives. The average Quality of Feedback score was 2.2, which means that there were only rare instances of scaffolding, back-and-forth exchanges, follow-up questions, expansion on students’ ideas, clarification questions, and reinforcement. The Language Modeling dimension

captures the quality and amount of the teacher’s use of language-stimulation and language-facilitation techniques, which has been shown to be related to children’s language proficiency and later academic outcomes. The average score on the Language Modeling dimension also was 2.2, indicating that there were only rare instances of back-and-forth exchanges, open-ended questions, self/parallel talk, advanced language, and repetition and extension of student talk. A higher scoring classroom would exhibit more instances of teachers asking open-ended questions, extending children’s responses, verbally mapping their own actions and the children’s actions through language and description, and using advanced language with students. Exhibit 6.16 illustrates average scores on all 10 CLASS dimensions.

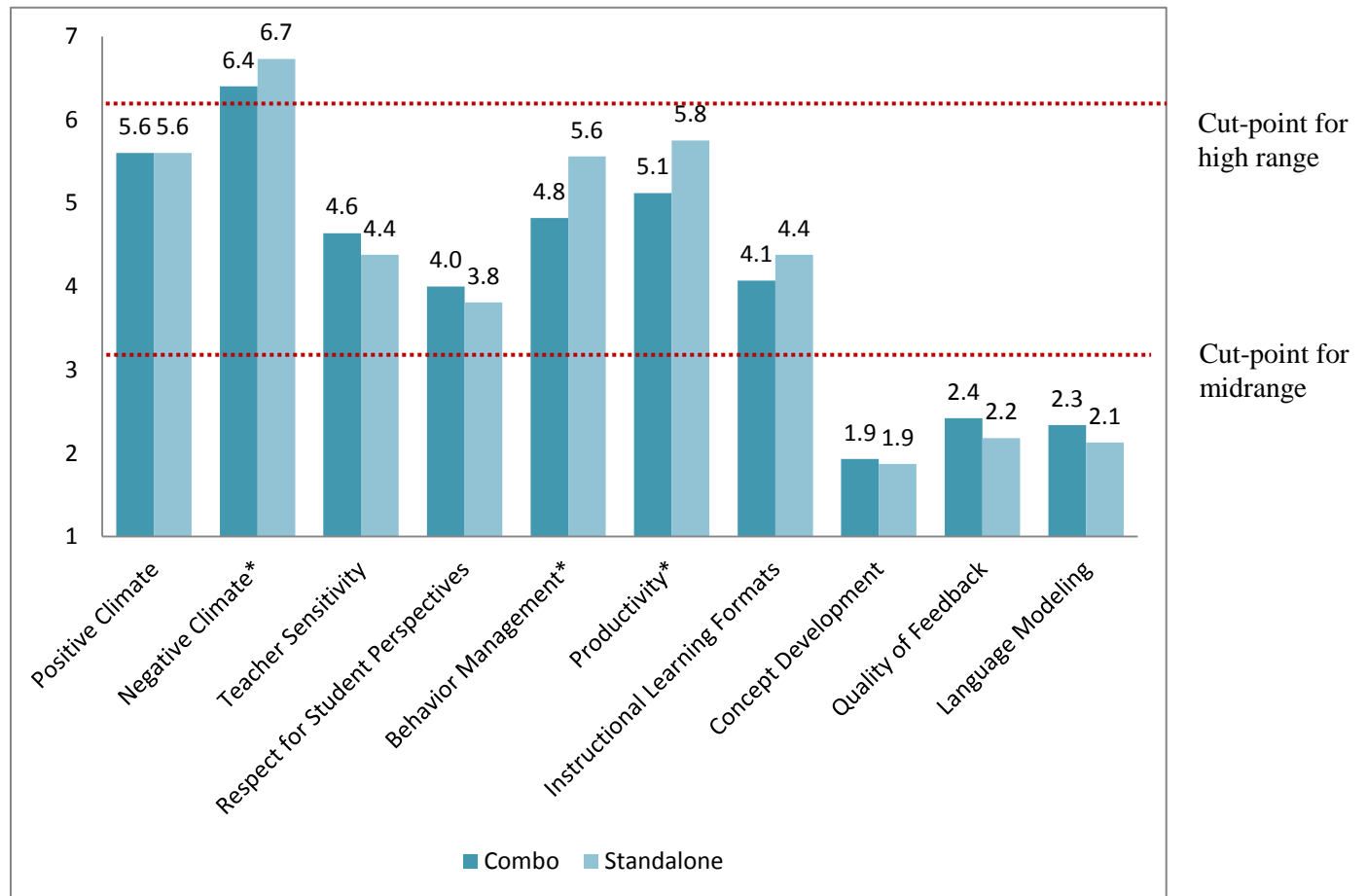
Exhibit 6.16. CLASS Scores by Dimension



Source: CLASS observations ($n = 68$)

We also compared CLASS scores for standalone TK classrooms and TK combination classrooms (see Exhibit 6.17). Standalone TK classrooms ($N = 48$) showed a small but statistically significant advantage over combination classes ($N = 20$) in Negative Climate, Behavior Management, and Productivity. There were no other statistically significant differences.

Exhibit 6.17. CLASS Scores by Dimension, Combination Versus Standalone TK Class



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$
 Source: CLASS observations ($n = 68$)

To explore factors associated with CLASS scores, we ran a series of OLS regressions predicting Emotional Support, Classroom Organization, and Instructional Support scores. Model variables included classroom type, reports of whether the district provided guidance that TK should look similar to kindergarten, number of hours of TK teacher professional development, and teacher experience. None of the predictor variables was significantly associated with CLASS scale scores, perhaps due to the small sample size available to test this association. Results are shown in Appendix C.

Summary

Teachers used a variety of curricula in TK classrooms, including a focus on social-emotional learning, with such curricula often developed by teachers themselves. In terms of format, TK teachers used more small-group and child-directed instruction than kindergarten teachers did. In terms of content, TK teachers spent less time on reading and language arts than did kindergarten teachers. Teachers typically reported that they grouped students more by ability than age. The quality of teacher-child interactions was also typically high, particularly in the Emotional Support and Classroom Organization domains; scores for Instructional Support were low similar

to those of a national sample of preschool classrooms and lower than those of a comparison group of kindergarten classrooms.

There were several notable differences between standalone TK classrooms and TK combination classrooms. Standalone TK classrooms were more likely to focus on social-emotional instruction, to use child-directed instructional formats, and to earn higher CLASS scores in the (lack of) Negative Climate, Productivity, and Behavior Management dimensions.

Overall, we find that California TK teachers' instructional practices, as reported by teachers, are generally similar to the national sample of kindergarten teachers surveyed in 1998, and California kindergarten teachers' instructional practices are more similar to the 2006 national sample, particularly with regard to time spent on social studies/sciences and arts. In other words, California's TK classrooms in their first year looked more like kindergarten did 15 years earlier.

Chapter 7: Articulation and Collaboration, Preschool–Grade 3

TK, as a new grade between preschool and kindergarten, can enhance opportunities for articulation and collaboration between preschool and early elementary programs. This chapter explores the extent to which communication, collaboration, and articulation across the preschool-to-Grade 3 span occurred in the first year of TK’s implementation, drawing on data from district, principal, and teacher surveys.

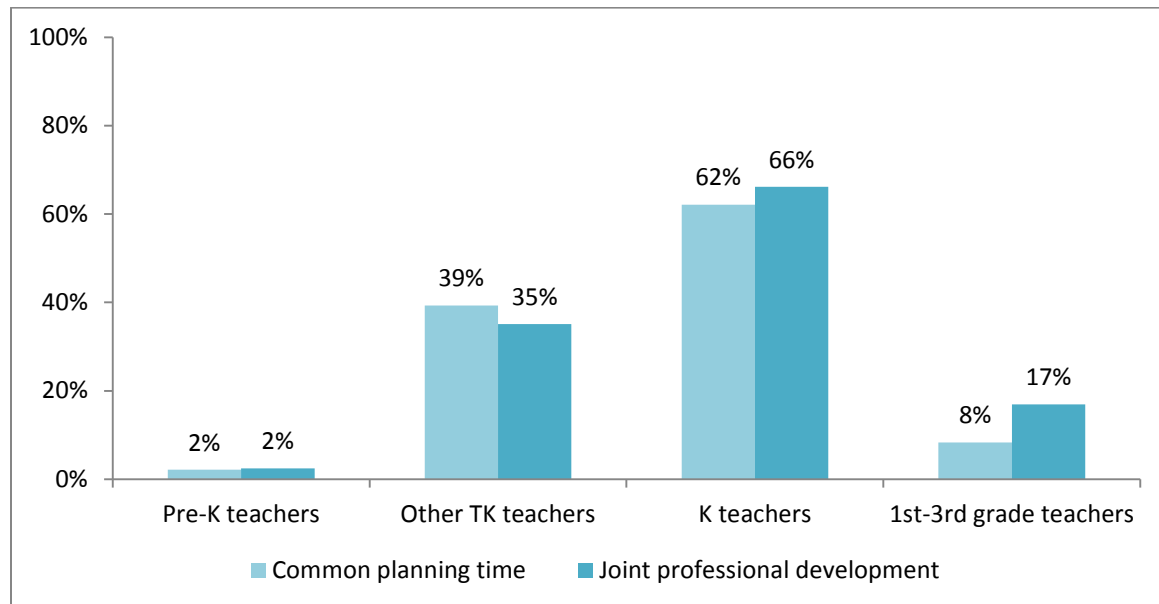
Cross-Grade Collaboration and Alignment

One indirect benefit of TK anticipated by some was that it would create a space for more collaboration among teachers and alignment of curricula from preschool through Grade 3, also encouraged by the federal Race to the Top Early Learning Challenge Grant (RTT-ELC) grant that California recently received. Preschool-to-Grade 3 articulation can help sustain the effects of early education into elementary school and beyond (Kauerz, 2006; Sadowski, 2006). This section describes opportunities for collaboration reported by teachers and reports principals’ and teachers’ perceptions of alignment across grades.

Did Teachers Have Opportunities for Collaboration?

In order to effectively implement TK, particularly in the first year, teachers would ideally collaborate with both kindergarten and if possible, preschool teachers, to ensure that curriculum and instruction across the age span are appropriately aligned. To better understand this collaboration, we asked TK teachers about other teachers who were involved in their common planning time and PD activities at their school or district. Many TK teachers reported that they had regular common planning time and joint PD with kindergarten teachers (62 percent and 66 percent, respectively; see Exhibit 7.1). More than a third of TK teachers reported having regular common planning time and joint PD with other TK teachers (39 percent and 35 percent, respectively). Eight percent of TK teachers reported having common planning time with first-, second-, or third-grade teachers, or some combination; for reported joint PD time with the same teachers, however, more than double this amount of time was reported (17 percent). Only 2 percent of TK teachers reported they had common planning time and PD with preschool teachers in the school or district.

Exhibit 7.1. Percentage of TK Teachers Reporting Having Joint PD Activities or Regular Common Planning Time With Teachers From Other Grades



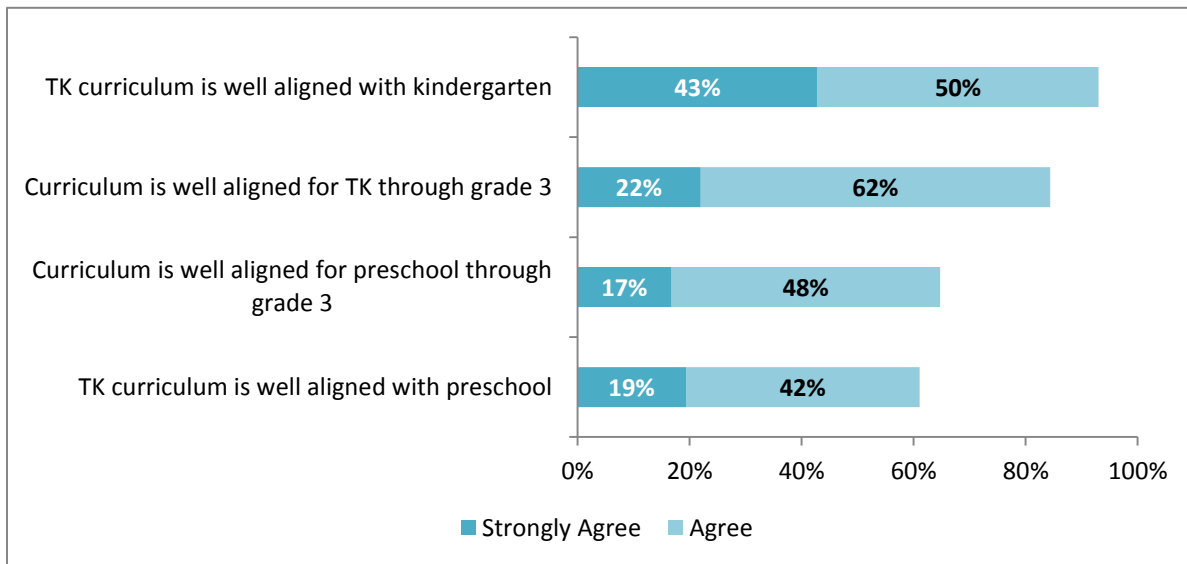
Note: Results presented are descriptive; statistical comparisons were not conducted.

Source: TK teacher survey ($n = 98$)

How Were Curricula, Assessments, and Instructional Practices Aligned?

In addition to opportunities to learn and collaborate together through shared planning time and PD, we asked about perceptions of the alignment of curricula, assessments, and instructional practices across grades to further support the continuity of learning experiences for students over time. As shown in Exhibit 7.2, a large majority of principals reported alignment between TK and kindergarten—93 percent agreed or strongly agreed with the statement “The TK curriculum is well aligned with the kindergarten curriculum”—and more broadly from TK through Grade 3—84 percent of principals agreed or strongly agreed with the statement “The curriculum is well aligned for TK through Grade 3.” Somewhat fewer principals reported alignment with preschool—61 percent agreed or strongly agreed with the statement “The TK curriculum is well aligned with the preschool curriculum”—and similarly for preschool through Grade 3—65 percent agreed or strongly agreed with the statement, “The curriculum is well aligned for preschool through grade 3.”

Exhibit 7.2. Principal Perceptions of TK Alignment Across Grades

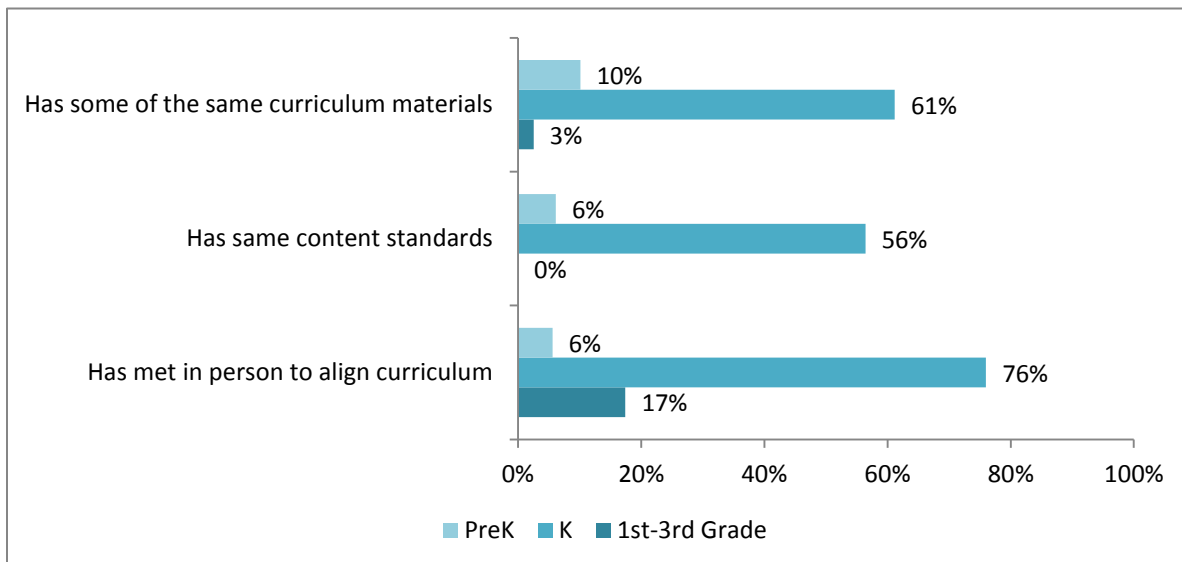


Note: “Disagree” and “Strongly Disagree” response categories are not shown.

Source: Principal survey (n = 65)

Teachers also were asked about the ways they align curriculum and content with those of teachers in other grades in their school or district. Many TK teachers reported having some of the same curricular materials as kindergarten teachers (61 percent) and reported meeting with kindergarten teachers regularly to align curricula (76 percent; see Exhibit 7.3). More than half of TK teachers also reported having the same content standards for their TK students as kindergarten teachers had for their kindergarten students (56 percent).

Exhibit 7.3. Percentage of TK Teachers Who Reported Aligning Curriculum and Content With Teachers From Other Grades in Various Ways



Note: Results presented are descriptive; statistical comparisons were not conducted.

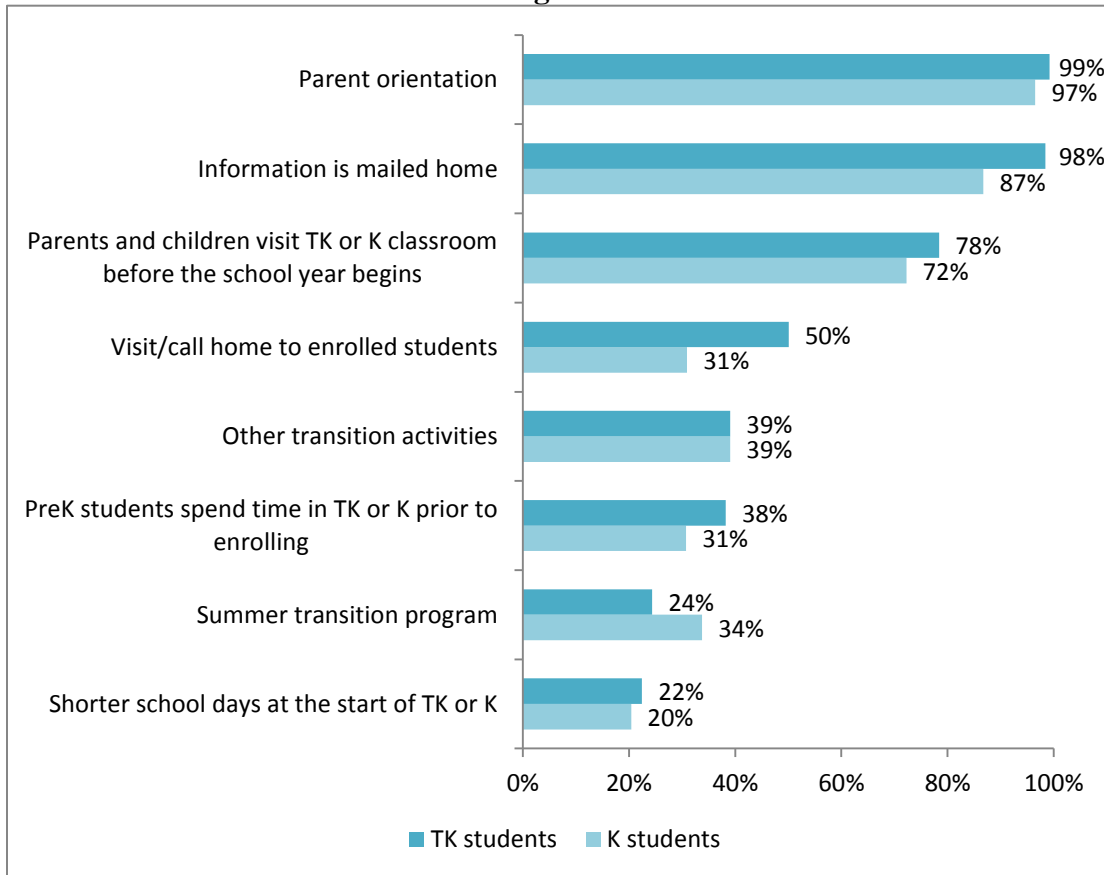
Source: TK teacher survey (n = 98)

Support for Transitions From Preschool to TK and Kindergarten

Entering school is a critical transition for children and may be particularly important for the younger students entering TK. This section describes principal reports of how schools supported transitions to kindergarten for both TK and kindergarten students and parent perspectives on transition activities.

Principals were asked to report on their use of various transition activities for TK and kindergarten students. The majority of principals reported that they used three transition activities for TK and kindergarten students: hosting parent orientations (99 percent and 97 percent, respectively), mailing information about TK home (98 percent and 87 percent, respectively), and allowing parents and children to visit the classroom before the start of the school year (78 percent and 72 percent, respectively) (Exhibit 7.4). Parents in most focus groups did not describe transition activities; in one district, parents did describe an orientation meeting that was held for TK families but said the information presented (particularly about promotion to first grade) was confusing. (For an additional discussion of districts’ outreach efforts to parents, see Chapter 5.)

Exhibit 7.4. Percentage of Principals Reporting Their School Engages in Various Transition Activities for TK or Kindergarten Students



Note: Results presented are descriptive; statistical comparisons were not conducted.

Source: Principal survey ($n = 66$)

Summary

On average, principals reported that the highest levels of alignment were between TK and kindergarten, with moderate levels between preschool and third grade. Likewise, TK teachers reported more collaboration time with kindergarten teachers than with teachers of other grades.

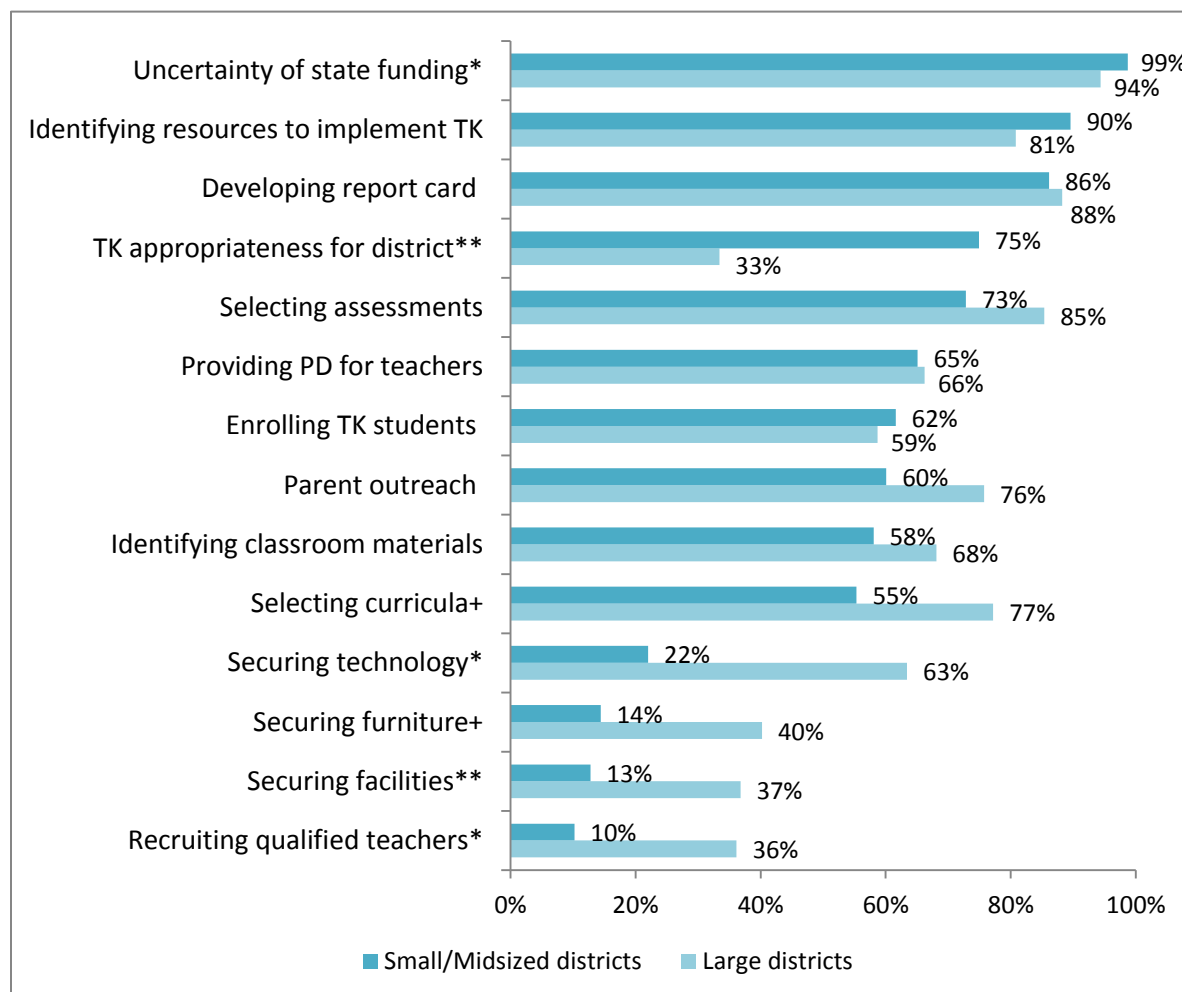
Chapter 8: Successes and Challenges in the First Year of TK

As with any new program, there were challenges to overcome as the program was rolled out, but there were success stories to acknowledge as well. This chapter explores the challenges to TK implementation as reported by district administrators, principals, and teachers. In addition, we present a discussion of opportunities, unanticipated benefits, and the perceived value of TK as reported by various stakeholders from case study districts and schools.

Challenges in Implementing TK

Districts reported facing a number of challenges during the implementation of TK in their district, with funding concerns at the top of the list. The most frequently cited challenge—reported by nearly all districts: 99 percent of small and mid-sized districts and 94 percent of large districts—was the uncertainty of state funding for TK for the 2012–13 school year (see Exhibit 8.1). Without clear guidance from the state until the late spring in 2012, many districts were left wondering whether they would receive funding for enrolling students in TK. Most districts—90 percent of small and mid-sized districts and 81 percent of large districts—also reported that identifying the resources needed to implement TK (such as funds and staff time) was a challenge. Many of the basic structures and practices, such as developing a TK report card, selecting assessments, providing PD for teachers, and reaching out to parents (65 percent), also were identified by districts as challenges. More small and mid-sized districts (75 percent) than large districts (33 percent) expressed concerns about the general appropriateness of TK for their districts. On the other hand, large districts were more likely to identify securing technology, securing facilities for TK, and recruiting qualified teachers as challenges.

Exhibit 8.1. Challenges Districts Encountered When Implementing TK in 2012–13, by District Size



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

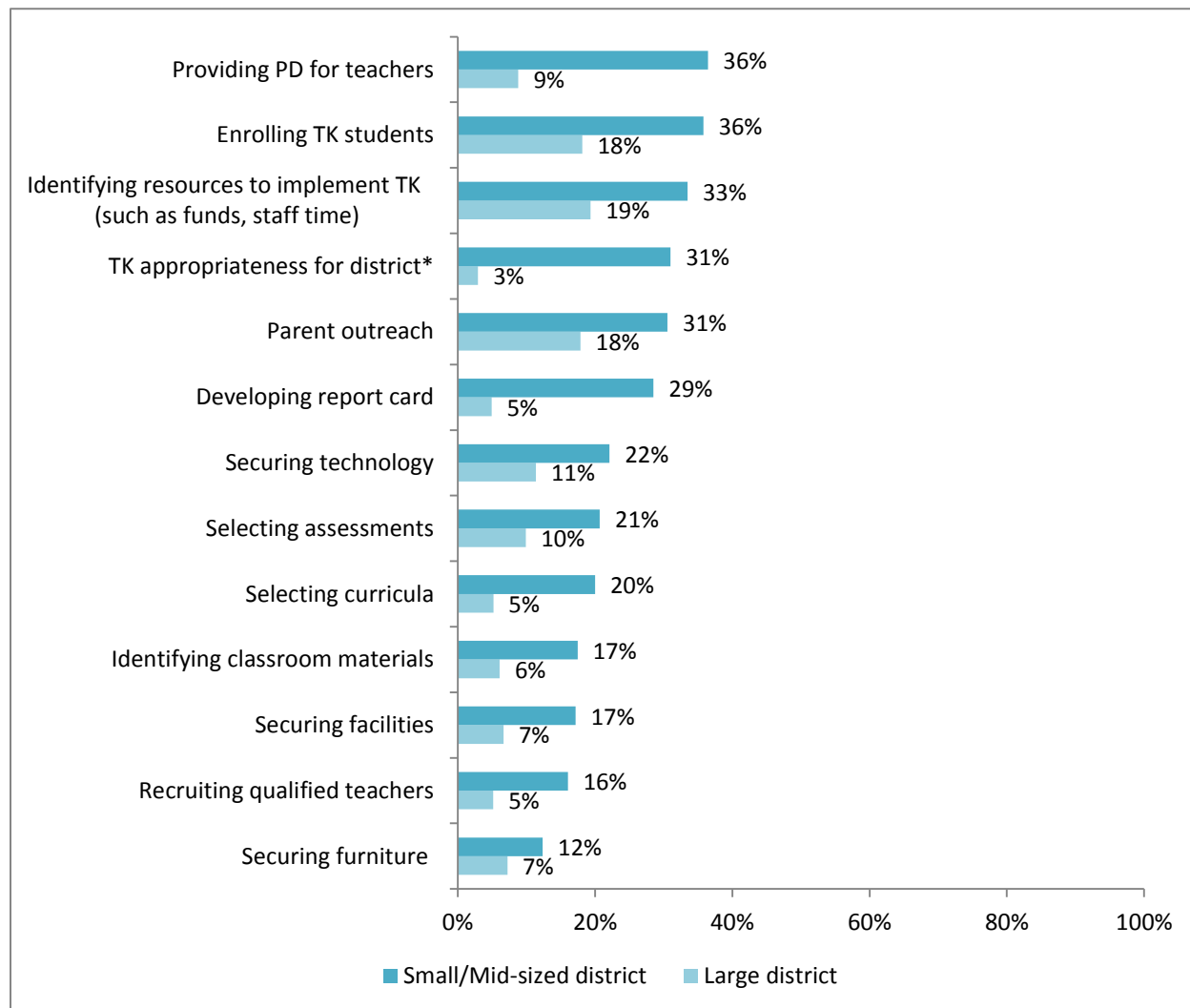
Notes: “Not a Challenge” response category is not shown. *P*-values represent differences by district size (i.e., large versus small to midsized districts).

Source: In-depth district survey ($n = 120$)

District survey respondents also identified their anticipated challenges in TK implementation for the 2013–14 school year (see Exhibit 8.2). Overall, with a year of TK under their belts, districts anticipated fewer challenges in the second year of statewide implementation of TK. Many districts, however, reported that they anticipate that identifying resources to implement TK will continue to be a challenge in 2013–14. Parent outreach and enrolling TK students also were identified as anticipated challenges by about half of districts. Recruiting qualified teachers continues to be infrequently cited, however, with only 16 percent of small and midsized districts and 5 percent of large districts reporting that this will be challenging during the second year of implementation. Similarly, securing furniture was not anticipated to be a challenge in 2013–14 by many districts, regardless of size. Administrators in small to midsized districts again reported that they anticipated that making decisions given concerns about the appropriateness of TK for

the district would continue to be a challenge—3 percent of large districts and 31 percent of small and midsized districts.

Exhibit 8.2. Anticipated District Challenges in TK Implementation in 2013–14, by District Size



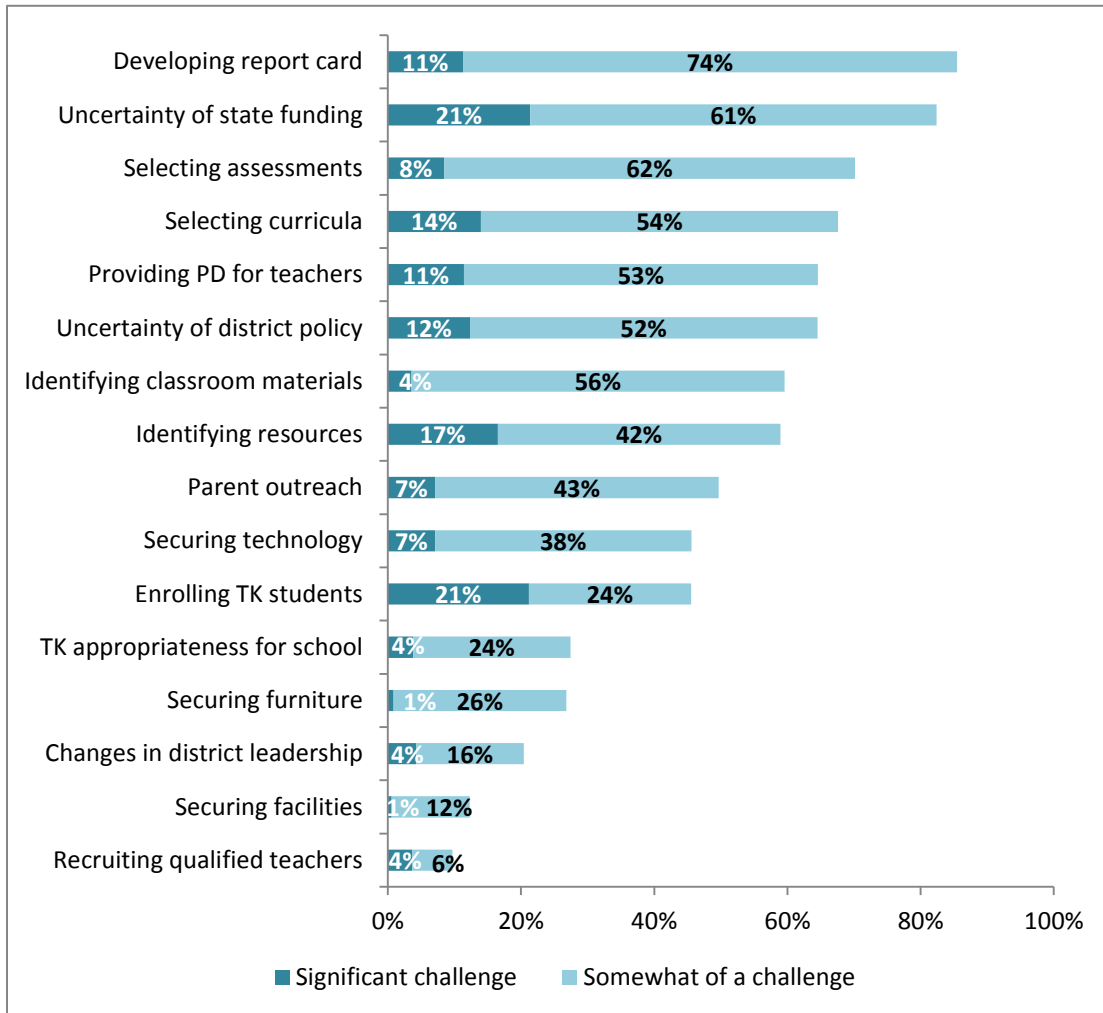
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$

Notes: “Not a Challenge” response category not shown. *P*-values represent differences by district size (i.e., large versus small to midsized districts).

Source: In-depth district survey ($n = 117$)

When asked about challenges faced in the first year of implementation, principals reported many of the same challenges as district administrators (see Exhibit 8.3). For example, 85 percent of principals reported that developing TK report cards was a significant challenge or somewhat of a challenge, and 82 percent cited the uncertainty of state funding as a challenge. Selecting appropriate assessments and curricula for TK students also were commonly identified as challenges. Also, similar to district administrators overall, few principals reported that recruiting qualified teachers (10 percent) or securing facilities (13 percent) were challenges for effective TK implementation in 2012–13.

Exhibit 8.3. Challenges Principals Encountered When Implementing TK in 2012–13

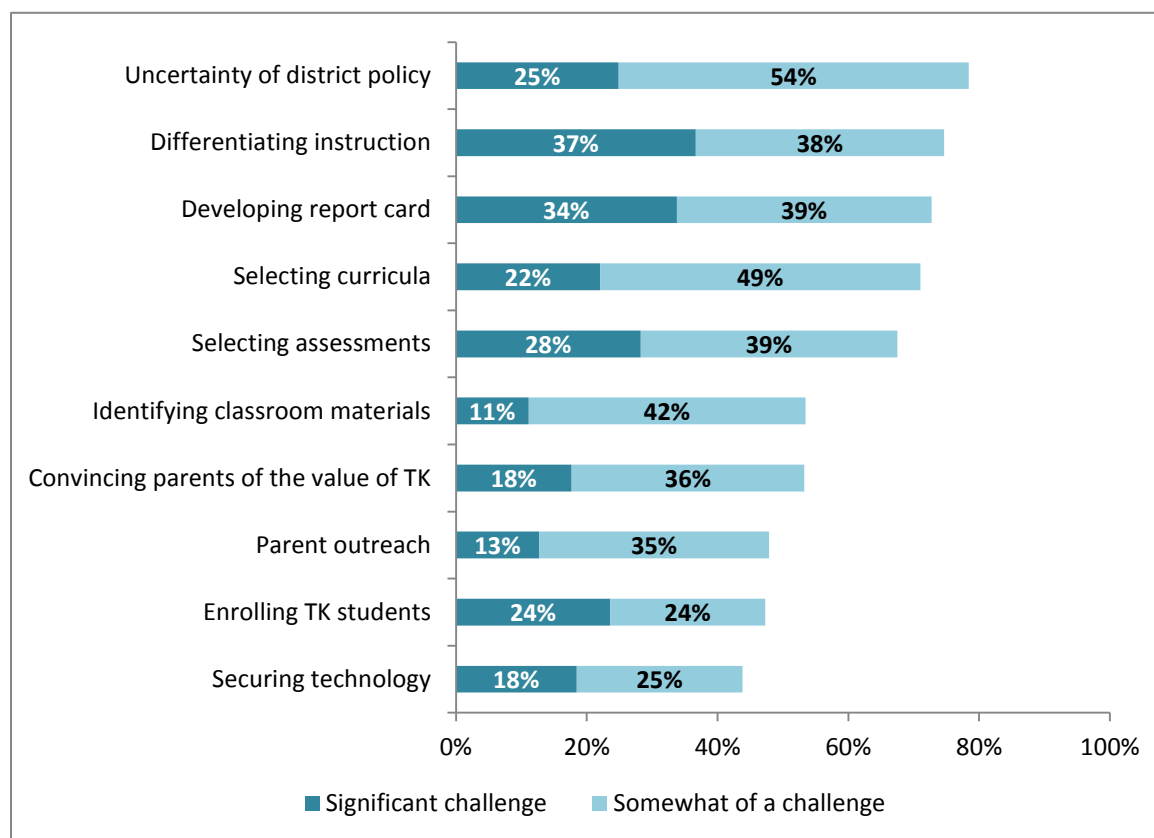


Note: “Not a Challenge” response category is not shown.

Source: Principal survey ($n = 65$)

Teachers face many unique challenges in the implementation of TK in their classrooms. Teachers reported many of the same challenges as district and school administrators, including developing a TK report card (91 percent), selecting assessments (77 percent), and selecting curricula (71 percent; see Exhibit 8.4). The most commonly reported significant challenge for TK teachers was differentiating instruction—52 percent reported this as a significant challenge, and another 24 percent said it was somewhat of a challenge. Teachers also were asked about challenges in any uncertainty in their district’s policies, and 80 percent identified this as a challenge.

Exhibit 8.4. Challenges TK Teachers Encountered When Implementing TK in 2012–13



Notes: “Not Applicable” response category recoded to missing. “Not a Significant Challenge” response category is not shown.

Source: TK teacher survey ($n = 96$)

Perceived Value of TK

Despite the implementation challenges experienced by school and district staff, reports from parents, principals, and administrators in case study districts suggest that, once it got started, the program was generally well received.

In a few case study districts, parents reported having initial reservations about TK. For example, two parents in one district shared that they were uncertain about the potential benefits of the program at the beginning of the school year, because they did not have much information about TK and how it differed from kindergarten. As one parent explained, “I didn’t know what it was, so that was something that I was worried about. [My son] went to preschool and he just excelled. He just did awesome in preschool. So I didn’t know whether this was going to be like kindergarten or what. But then once they did explain it, [they said] it is going to be somewhat like kindergarten. But they said the kindergarten would be focused more on ‘Learning! Learning! Learning!’ and not so much through play. So TK is a good thing; it offers a transition. It slowly pushes [children] into what will be the norm as they grow older. As they grow older, they focus more on learning and not so much on play.” Focus group participants in another district noted how initially, some parents had said, “Oh, [TK] is just preschool.” One father in this focus group

rejoined, “But it isn’t. It’s something above and beyond.” A parent in this same district explained how he compared the TK program to the preschool program on the campus, adding, “I thought [TK] was going to be more like preschool, where they play all day. But I feel like [my son] has learned a lot.”

As of spring 2013, the parents in all the focus groups were overwhelmingly positive about TK, in all areas of development. Several parents made note of their children’s academic progress. For example, one parent explained: “I believe that the level of learning has been at the kindergarten level. They’ve learned numbers, letters, shapes, colors, a great deal. To me, it was formidable.” Parents in another district noted that an extra year of instruction would position their children to be at the top of their kindergarten class the following year. In another district, a father said, “I think it’s given [my son] a jump start on mathematics and reading—so that when he does transition into kindergarten, he will be much [further] ahead.”

Parents also mentioned gains in their children’s social and emotional development. For example, a parent shared that her son has “learned quite a bit—especially the social part. He loves going to school.” Another parent in that same focus group added, “The children learned a great deal about how to be responsible in the classroom. For example, ‘It’s your turn to do this. Let’s clean this up.’” Parents in another focus group noted that their children’s patience and focus have improved, and the students are able to sit in one place for a long time as well.

Opportunities and Unanticipated Benefits Resulting From TK

TK was intended to support the learning and development of children who would previously have entered kindergarten before turning 5 years old, though case study respondents suggested that TK may be having an impact on other aspects of the system, such as kindergarten, as well. Case study participants reported benefits, such as an increased awareness of developmentally appropriate practice, fewer behavior problems in kindergarten classrooms (as the youngest students were in TK instead), greater socioeconomic integration of schools, and greater alignment between preschool and kindergarten. They also reported a few drawbacks including increases in class sizes.

In one district, awareness of developmentally appropriate curricular and assessment resources increased after implementation of TK. In this district, prior to TK implementation, the kindergarten teachers in the district were not familiar with tools and resources more commonly used in preschool contexts, such as the *California Preschool Learning Foundations* and the *Desired Results Developmental Profiles* (School Readiness version; DRDP-SR). During the first year of TK, however, one staff person showed the *Foundations* to several kindergarten teachers, who were, according to one interviewee, “very excited about it because of the developmental appropriateness of it and the milestones.” The interviewee said that “a lot of them commented that they wonder why it’s not used in kindergarten.”

In another case study district, the kindergarten teacher reported during an interview that her class has benefitted somewhat from having the youngest students in the TK classroom instead of in her kindergarten classroom, as they would have been the prior year. Although there have been behavior challenges in her class, she attributes fewer of them to developmental issues. And overall, she has been able to keep the class more focused and do much more with her students to

extend their learning. She felt that her kindergarten students have benefited greatly from the existence of the TK classroom in her school.

Respondents in one district reported some benefits of TK to their preschool programs, such as greater alignment with kindergarten. One administrator of the district's preschool program explained: "Learning about the K–12 world was actually beneficial to us, in that we're seeing ways in which to align now.... We're looking at 'What does the end of pre-K look like? What does the beginning of kindergarten look like?' We probably wouldn't really have explored it in as much depth without TK, because TK is really building that bridge for alignment."

In another district, an unexpected benefit of TK was that schools became more socioeconomically integrated. In this district, several schools were identified as hubs where TK was offered to all eligible students in the district. A school leader in one of the hub schools in that district said that initially, some families seemed to have reservations about bringing their child to the site because it was in a neighborhood with a lower socioeconomic demographic, but they now have children from different backgrounds working and playing together—something viewed as an added benefit of TK.

In contrast, in one rural district, both the principal and teacher interviewed reported that implementation of TK has had a negative impact on the class sizes of the kindergarten classrooms in the school. Prior to the existence of TK, there were four kindergarten teachers with approximately the same number of students per class; now, there is one TK teacher with 12 students in the morning session and 8 in the afternoon, and three kindergarten teachers with 28 or more students per class. Over time, however, the distribution of students across classrooms may even out, once the anticipated broader group of students is eligible for TK.

Summary

Overall, parents reported being pleased with their children's experience in TK. Although survey and case study respondents reported some challenges in initial implementation, most anticipated and unanticipated results were positive, including increased awareness of developmentally appropriate practices. Administrators expected that challenges would be fewer in 2013–14.

Chapter 9: Summary and Conclusions

The Study of Transitional Kindergarten in California examined the first year of implementation of the Kindergarten Readiness Act (S.B. 1381), which was signed into law in 2010 and required statewide implementation of TK to begin in 2012. Drawing on data primarily from surveys of district and school administrators and TK and kindergarten teachers, observations of TK classrooms, and case studies of nine districts, the study addressed the following overarching research questions:

1. What is the current landscape of TK programs in California?
2. How have districts and schools planned for, structured, and supported their TK programs?
3. How is TK being implemented at the classroom level, and how does TK differ from kindergarten?
4. Are districts using TK as an opportunity to build greater articulation between preschool and K–3? If so, how?
5. What are the challenges and lessons learned in planning for and implementing TK?

This chapter presents a brief summary of key findings and conclusions from the first year of statewide TK implementation.

Summary of Key Findings

The discussion that follows provides a summary of the key findings from the study organized by the overarching research questions.

1. What Is the Current Landscape of TK Programs in California?

Results from the survey of administrators in all elementary and unified districts in California indicate that despite the short timeframe for implementation, 89 percent of districts reported providing TK in 2012–13, and an additional 7 percent reported they had no students enroll. The remaining 4 percent of districts cited a variety of reasons for not implementing, including having too few students to warrant establishing a program and lack of resources or uncertainty about funding for the program. The 89 percent of districts offering TK, however, serve 96 percent of the state’s kindergarten population, and so a very small percentage of students eligible for TK are located in districts that were not yet implementing the program. Eighty-five percent of districts offering TK reported implementing the program for the first time in 2012–13; the remaining districts had preexisting TK or similar young-fives programs, thus providing models for districts establishing new programs. Most districts implementing TK (72 percent) reported serving students with birthdays between November 2 and December 2 as outlined in the law, and others expanded eligibility to include a broader age range.

Districts implementing TK reportedly served approximately 39,000 TK students in 2012–13, representing approximately 70 percent of eligible students (with eligibility determined by local policy). Overall, there do not seem to be differential rates of enrollment among demographic

groups, though there may be some room to improve outreach to families. District administrators and principals completing in-depth surveys reported taking various measures to reach out to parents to let them know about TK, but they faced a number of challenges. The most commonly reported challenges in recruiting families for TK were parents' desire to enroll their children in kindergarten instead of TK and their lack of awareness or understanding of the program. In focus groups, parents described hearing about the program in different ways, not always through formal communication channels.

2. How Have Districts and Schools Planned for, Structured, and Supported Their TK Programs?

With the uncertainty about the future of TK lingering well into the spring of 2012, many districts had little time to plan and implement their TK programs. Planning was typically led by district administrators in departments of curriculum and instruction or elementary education in large districts, but in half of these districts, directors of early childhood services were actively involved or even led the planning efforts. Though early childhood service departments often were involved in planning, only a very small percentage of districts (2 percent overall; 7 percent of large districts) assigned administrative responsibility to early childhood services. School staff also were often involved in planning. Many districts, including more than 80 percent of small or midsized districts, included teachers in active or lead roles in planning TK. Frequently used planning resources were CDE guidance, the TK California website, county offices of education, and the California County Superintendents Educational Services Association (CCSESA) TK Planning Guide.

Overall, almost two thirds of district respondents reported having sufficient resources to effectively implement TK in 2012–13, but more than half reported needing to shift resources (such as funding and staff time) from other programs to plan for and implement TK. Although a third of all districts reported using only base unrestricted funding (i.e., ADA in most districts) for TK, the remainder drew on additional funding sources such as Title I and Title II, Part A, funds.

TK program structures varied widely with no overwhelmingly prevalent model. Although 42 percent of districts offered TK in one or more hub schools, 58 percent had no TK hubs; 43 percent offered standalone TK classrooms and 57 percent had only combination classrooms; and 58 percent of TK classrooms were designated as full-day but 42 percent were half-day programs. Large districts, however, were more likely than small to midsized districts to have hubs (78 percent of large districts), offer one or more standalone classroom (68 percent of large districts), and offer half-day schedules (58 percent of classrooms in large districts).

TK classrooms were typically staffed with teachers who were reassigned from other positions in the school or district—most often from kindergarten classrooms—rather than new hires. Districts provided a range of professional developmental (PD) opportunities to support their TK instruction. On average, TK teachers reported receiving 11 hours of PD related to TK, though half of all teachers reported receiving no TK-related PD during the year. Teachers also reported receiving guidance from the district about implementing TK, including guidance on selecting curricula for TK. More than 80 percent of teachers and principals, however, reported substantial flexibility in creating their TK programs, and slightly more than 60 percent of both groups indicated that they were advised that TK should be similar to their kindergarten programs.

Guidance on practice was less available to teachers. Although 83 percent of principals reported that districts provided guidance on differentiating instruction in the TK classroom, only 26 percent of teachers reported receiving support for this.

3. How Is TK Being Implemented at the Classroom Level, and How Does TK Differ From Kindergarten?

Just as district approaches to structuring TK varied, TK teachers varied in their approach to classroom structures and practices. For example, teachers varied widely in their use of curricula; no single curriculum was used by a majority of teachers in any content area. Standalone TK classrooms and TK combination classrooms also differed in some ways. For example, many classrooms had a variety of interest centers; this was especially true in standalone TK classrooms. Having centers available in the classroom provides students with opportunities to follow their interests and explore during free-choice time—considered an important practice in preschool but also important for kindergarten (National Association for the Education of Young Children, 2009).³⁰

In addition, we observed a number of differences between TK and kindergarten classrooms, suggesting that, especially for standalone TK classrooms, TK is not simply a duplication of a standard kindergarten experience. In comparison with students in kindergarten classrooms, for example, TK students in standalone TK classrooms spent significantly less time engaged in whole-group activities and more time in child-selected activities. Thus, it appears that standalone TK classrooms were structured more like high-quality preschool classrooms than kindergarten classrooms, with more free-choice or exploration time.

In terms of the content of instruction, teachers in kindergarten classrooms reported a larger amount of time that their students spent on reading and language arts lessons or projects than TK teachers reported, regardless of whether they taught in standalone TK or TK combination classrooms. Kindergarten teachers also reported a larger amount of time that their students spent in mathematics instruction than standalone TK teachers reported. TK teachers, in contrast, reported more time spent on developing the social-emotional skills of their TK students, as TK students (in standalone and combination contexts alike) spent more time in activities to support social-emotional skill development than kindergarten students in standalone classrooms.

TK-kindergarten combination teachers also endeavored to differentiate instruction for their TK and kindergarten students. Teachers of combination classrooms most commonly reported giving their TK students more support (70 percent) or extra time (63 percent) to complete activities, and 64 percent reported providing TK students with more hands-on activities. Differentiation within grade level also is important. Nearly all standalone TK teachers, TK combination teachers, and kindergarten teachers reported that they individualized instruction to meet students' needs.

³⁰ The National Association for the Education of Young Children's position statement on developmentally appropriate practice encourages teachers to, among other practices, "help children develop initiative, [by encouraging] them to choose and plan their own learning activities" (2009, p. 18).

Observations of teacher–child interactions in TK classrooms suggest comparable levels of emotional support, instructional support, and classroom organization (as measured by the CLASS tool) for standalone and combination TK classrooms. Overall, teachers scored in the midrange for emotional support and classroom organization, but, like many teachers in state and national studies, scored in the low range for instructional support—the measure most associated with children’s learning outcomes.

4. Are Districts Using TK as an Opportunity to Build Greater Articulation Between Preschool and K–3? If So, How?

One indirect benefit of TK anticipated by some was that it would create a space for more collaboration among teachers and alignment of curricula from preschool to Grade 3, considered an appropriate practice in sustaining the benefits of early education (e.g., Kagan & Kauerz, 2007). There is some evidence that TK teachers are collaborating with kindergarten teachers—62 percent reported having common planning time with kindergarten teachers and 66 percent reported participating in joint professional development with kindergarten teachers. But only 2 percent of TK teachers indicated such collaboration with other TK teachers, most likely because they are the only TK teacher in their school. Articulation with other early elementary grades also appears to be limited, with few TK teachers reporting planning with (8 percent) or attending PD with (17 percent) first- through third-grade teachers. Similarly, whereas more than half of teachers reported sharing curriculum materials (61 percent) and content standards (56 percent) with kindergarten, few reported these connections with preschool (10 percent and 6 percent, respectively) or first through third grade (3 percent and 0 percent, respectively).

5. What Are the Challenges and Lessons Learned in Planning for and Implementing TK?

As with any new program, districts and schools faced challenges as they implemented TK in its first official year. Funding issues topped the list of challenges for districts, with the uncertainty of funding from the state (also a primary concern of principals) and identifying resources to implement TK identified as concerns by the vast majority of districts. After funding, the most common challenge reported by district administrators was developing an appropriate report card for TK students. Developing a TK report card was also the most frequently reported challenge expressed by both principals and TK teachers. Other basic resources and practices, such as selecting curricula and assessments and providing professional development, also were big challenges reported by survey respondents. Teacher recruitment and securing appropriate facilities and furniture were not identified as major challenges overall, though large districts were more likely than small or mid-sized districts to report them as challenges.

But there were success stories as well. Interviews and focus groups with school staff, district staff, and parents in case study districts suggested that many parents were pleased with the program and felt their children were benefitting from the additional support prior to kindergarten. We also heard some suggestions that TK was benefitting kindergarten by exposing kindergarten teachers to resources such as the *Preschool Learning Foundations*, as reported by one school, or, as in another school, by removing the youngest students from the kindergarten classroom, thereby enabling the kindergarten teacher to focus more on the kindergarten content with fewer behavioral disruptions.

Conclusions and Recommendations

Though it is early in the statewide implementation of S.B. 1381, several conclusions from 2012–13 can be drawn. The following discussion highlights conclusions and recommendations from the study, which are summarized in Exhibit 9.1.

7. Transitional Kindergarten Served Many, but not all, Eligible Students in its First Year of Statewide Implementation in 2012–13.

Although most districts served children in TK or reported having no children to serve in the program (due to small student populations sometimes combined with lack of interest or awareness among parents), a small percentage of districts did not offer TK to their eligible students. Thus, there is room for further expansion of the program. Because many of the districts not implementing reported having few eligible students, further guidance from the CDE on providing an effective program when there are very few students to enroll may be warranted.

Further attention to expanding enrollment within implementing districts also is needed. Districts and schools reported a range of strategies for reaching out and recruiting families to enroll their children in TK, but it is clear that some families remained unaware of TK or opted out of participation in the program. Most districts reported that parents' preference to have their TK eligible child enroll in kindergarten instead of TK was a challenge for recruitment. More information about the program and its benefits may be needed before enrollment levels match those of kindergarten. Districts and schools could improve outreach efforts by engaging in more active advertising of the program, such as by reaching out to preschool programs and family service programs, and posting notices in the community where parents who are unaware that their child is eligible for TK might see them. Some coordinated statewide effort, such as a public awareness campaign, also could prove effective in spreading the word about TK. Over time, enrollment rates will likely improve as more students go through the program and overall awareness increases. Additional outreach efforts may be warranted in the meantime, however.

8. Funding Was a Particular Challenge in 2012–13, and Finding Sufficient Dedicated Resources for TK in Future Years May Continue to Be a Challenge.

Sufficiently funding school programs is always a challenge for districts and schools. TK is no different. Late decisions at the state level to provide ADA funding for TK created a challenge for districts because they had no dedicated resources for program planning until the fall. Districts identified finding resources for implementation as a primary challenge in 2012–13, and many reported that they had to shift resources away from other programs in order to implement TK. Administrators reported that they anticipate that finding resources for the program will be less of a challenge in 2013–14, now that state funding is not in question, and fewer anticipated having to shift resources from other programs. Still, however, only half agreed that their district will have sufficient resources to implement TK in the next two or three years. Districts may be able to allocate resources more effectively to TK under California's new Local Control Funding Formula (LCFF) (although it is unclear exactly how this will play out), and more resources may be available in future years given the state's improved fiscal condition beginning in 2013–14. How districts draw on different funding sources for TK should continue to be a focus for examination, as the new LCFF is implemented and TK enrollment grows.

9. There Is Substantial Variability in Districts’ Approaches to TK and More Guidance on Best Practices Is Needed.

It is not surprising that in its first year of statewide implementation, there is significant variation in TK programs across districts and schools. With minimal guidelines from the state for implementation, districts have had substantial discretion in the structure and emphasis of the program. This has likely resulted in some innovative approaches to TK but also some frustration and uncertainty among district and school staff.

In the first year, districts chose to structure their programs in different ways. Four in 10 districts offered hub programs, 58 percent provided TK in a full-day setting, and 57 percent offered TK only in combination with other grades (e.g., TK/kindergarten combination). And structure varied by district size, with large districts more likely to have hubs, half-day programs, and standalone classrooms. Further investigation of the benefits of different approaches is needed and will be explored in the next phase of the study (see Next Steps), though smaller districts with fewer students and resources have fewer choices about how to structure their programs.

TK programs also varied in terms of their emphasis, with some programs resembling kindergarten quite closely and others emphasizing child-directed activities with classrooms organized into activity centers much as high-quality preschool programs do. Nearly two thirds of principals and teachers reported that they received guidance from the district that TK should resemble kindergarten. In general, it appears that TK classrooms, especially standalone TK classrooms, differ from kindergarten in that they offer more opportunities for child-directed activities; students spend more time engaged in activities designed to support their social-emotional learning, and less time engaged in “academic” content such as reading and language arts and mathematics. More guidance on what an “age and developmentally appropriate” program might look like and how to effectively differentiate instruction would support better decision making at the district and school levels. The TK outcomes study, now under way, will provide additional information about the relationship between particular TK classroom practices and social-emotional and academic outcomes for participating children.

In addition, guidance on identifying or developing basic resources like curricula, assessments, and a TK report card are needed. Most district and school staff reported that identifying these basic building blocks was a challenge.

10. Many Districts Use TK/Kindergarten Combination Classrooms, but Further Guidance on How to Implement Combination Classrooms Effectively Is Needed.

As noted, TK combination classrooms were prevalent throughout the state. With only one twelfth of the kindergarten population eligible for TK in the first year (under the minimum eligibility guidelines), TK combination classrooms were the only option for many districts, especially small and/or rural districts. Although the proportion of students eligible for TK is increasing over time (with one sixth of the kindergarten population eligible for TK in 2013–14 and one fourth eligible in 2014–15), many districts will still not have the number of students needed to support standalone TK classrooms in each school at full implementation.

There is substantial variation in how districts and schools approach combination classrooms, but it appears that combination classrooms resemble kindergarten more closely than standalone TK classrooms do. If TK is to be developmentally appropriate and provide a qualitatively different experience from kindergarten, districts, schools, and teachers will likely need additional guidance on how to provide the highest quality instructional environments within TK combination classrooms. In particular, three quarters of combination classroom teachers reported that differentiating instruction for their TK and kindergarten students was a challenge. More information, guidance, mentoring, and ongoing professional development on how best to do this could help strengthen these programs.

11. There Is a Need for Additional Support and Professional Development for TK Teachers.

With the bulk of the responsibility on teachers for providing a TK program that supports students' learning and development, attention to targeted professional development for teachers will be critical. In addition to providing guidance on differentiating instruction for TK and kindergarten students in combination classrooms, teachers also need support for differentiating their instruction to meet the individual needs of their TK students. As noted, although most principals reported that their districts provided guidance on differentiating instruction, very few teachers reported receiving such guidance.

In addition, relatively low scores on the CLASS Instructional Support scale (which has been found to be linked to student outcomes) and the lower attention paid to academic content, such as reading and language arts and mathematics, compared with kindergarten suggest that some attention to teacher practice and strategies for integrating reading and math in a developmentally appropriate way would be beneficial. Professional development on developmentally appropriate practice, linkages to the *California Preschool Learning Foundations*,³¹ and instructional practices that support children's concept development and extend their language development could support teachers' ability to provide TK in developmentally appropriate instructional environments that ultimately improve outcomes for students.

Providing opportunities for teachers to engage with each other—to learn, plan lessons, and collaborate—also can enhance their ability to provide an effective TK experience for students. Many TK teachers report collaborating with their kindergarten colleagues, but far fewer reported having other TK teachers with whom to engage in shared learning opportunities. TK teachers are often alone in their schools, and in small districts, a TK teacher may have no other TK colleagues districtwide. Developing communities of practice among TK teachers could facilitate the sharing of ideas, strategies, and lessons learned as educators work together to improve TK programs.

³¹ For example, the newly developed Transitional Kindergarten *Frameworks* in mathematics include the Preschool Foundation (60 months) and the corresponding kindergarten standard from the California Common Core State Standards for Mathematics (CA CCSSM).

12. More Attention to Preschool-to-Grade 3 Alignment and Articulation Is Needed.

Even less common than TK teachers partnering with other TK teachers are opportunities for TK teachers to plan and participate in professional learning experiences with preschool teachers. Anecdotal evidence suggests that the divide between preschool and the K–12 system is being bridged by TK in some contexts, but there is still relatively little communication and coordination between the two systems. Although principals report some articulation from preschool to Grade 3, very few TK teachers reported having common curricular materials or meeting in person with preschool teachers to align curricula. If a seamless system from preschool to K–12 is the goal, there is more work to be done to better integrate and align preschool with TK, kindergarten, and the early elementary grades. More guidance on best practices for alignment and outreach by districts to preschool programs to develop coordinated plans could support these efforts.

Exhibit 9.1 Summary of TK Recommendations for the State and Field and for Districts and Schools

Role for the State and/or the Field	Role for Districts and/or Schools
Enrollment and Outreach	
<ul style="list-style-type: none"> • Provide guidance on implementing an effective TK program with few eligible students • Support a public awareness campaign to inform families about the benefits of TK 	<ul style="list-style-type: none"> • Improve awareness of TK by reaching out to parents in the community and actively engaging preschools and community service agencies in outreach efforts • Learn from existing district- and school-level models of effective outreach
Funding and Resources	
<ul style="list-style-type: none"> • Provide guidance to districts regarding how the Local Control Funding Formula will impact local funding and resource allocation for TK programs 	<ul style="list-style-type: none"> • Share effective resource allocation strategies for TK programs among districts and schools
TK Program Structure	
<ul style="list-style-type: none"> • Investigate further the costs and benefits of different approaches (e.g., hubs, full day/part day, standalone/combination) • Provide guidance on implementing an “age and developmentally appropriate” TK program • Provide guidance on identifying or developing basic resources, such as curricula, assessments, and a TK report card • Provide guidance to districts, schools, and teachers on providing high-quality instructional programs in combination settings, and on effective differentiation practices overall 	<ul style="list-style-type: none"> • Share information across schools and districts on lessons learned in implementing effective TK structures • Provide guidance to schools and teachers on best practices for instruction and differentiation in combination classrooms
Professional development for TK teachers	
<ul style="list-style-type: none"> • Consider the dissemination of <i>California Preschool Learning Foundations</i> to all TK teachers, with opportunities for TK teachers to participate in related training and technical assistance • Develop and support communities of practice for TK teachers • Consider a statewide mentoring program for new TK teachers 	<ul style="list-style-type: none"> • Provide professional development to TK teachers on: <ul style="list-style-type: none"> ○ differentiating instruction for TK students ○ developmentally appropriate practice ○ the <i>California Preschool Learning Foundations</i> ○ instructional practices that support students’ concept development and extend their language development • Provide opportunities for TK teachers to engage with each other to learn, plan lessons, and collaborate, such as participation in communities of practice
PreK–3 articulation and alignment	
<ul style="list-style-type: none"> • Provide guidance and technical assistance on effective practices for Prek–3 alignment within districts 	<ul style="list-style-type: none"> • Reach out to preschool programs in the community and develop coordinated plans for better articulation and alignment with TK programs • Share models of effective Prek-3 articulation and alignment across schools and districts

Next Steps

This report has presented results from the statewide study of the implementation of the Kindergarten Readiness Act (S.B. 1381) in its first year. We expect to see changes in implementation as district and school administrators as well as teachers refine their approaches to carrying out this program. The next phase of this study, currently under way, will examine the impacts of the TK program on student learning and development, and continue to track and document implementation of the program over time.

Building on findings from the implementation study, the second phase of the study will specifically examine: (1) outcomes for students who participated in TK compared with their similarly aged peers who did not attend TK, and (2) how these outcomes differ by TK classroom characteristics and practices. Two cohorts of students will be included in the study: (1) students who enter kindergarten in fall 2014, and (2) students who enter kindergarten in fall 2015. In each cohort, approximately half of the students will have attended TK and half will not have attended TK.

The study relies on a regression discontinuity (RD) approach to understanding program impacts by comparing outcomes for children on either side of the December 2 cutoff date for TK eligibility. Children born between October 2 and December 2, who are age eligible for TK, serve as the treatment group. Children who are too young to qualify for TK (i.e., those born between December 3 and February 2) are the comparison group. These younger children will enter kindergarten at the same time as the TK children but without the TK experience. This rigorous study design will enable us to estimate program impacts without needing to randomly assign some eligible students to receive TK and deny services to other eligible students.

Data collection activities for the new study will include a survey of district TK administrators; observations of TK classrooms; surveys of TK teachers regarding their classroom practices; surveys of kindergarten teachers regarding their classroom practices and assessment of their students' social skills; developmentally appropriate direct assessments of students; and, pending the availability of funding, an analysis of follow-up data on student progress and outcomes beyond kindergarten.

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Appendix A: Stakeholder Group and Technical Advisory Group Members

Stakeholder Group Members

Shelia Arnold

Orange County TK Network

Celia Ayala

Los Angeles Universal Preschool

Teri Burns

California School Boards Association

Nina Buthee

California Child Development Administrators Association

Ruthie Fagerstrom

California Teachers Association

Sandra Giarde

California Association for the Education of Young Children

Nancy Herota

California County Superintendents Educational Services Association (CCSESA)

Cory Jaspersen

Senator Simitian's Office

Moira Kenney

First 5 Association of California

Moonyene Lew

California Kindergarten Association

Laura Lystrup

Robla Unified School District in Sacramento County

Diana MacDonald

California State PTA

Adonai Mack

Association of California School Administrators, Elementary Education Council

Deb Meng

California Kindergarten Association

Elaine Merriweather

California Federation of Teachers

Scott Moore

Early Edge California

Dave Murphy

California Association of Latino Superintendents and Administrators (CALSA)

Patricia Rucker

California Teachers Association

Lisa Simao

California Teachers of English to Speakers of Other Languages

Kathy Thompson

California Association for the Education of Young Children

Technical Advisory Group Members

Margaret Burchinal

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Megan Franke

University California, Los Angeles

Timothy Shanahan

University of Illinois at Chicago

Appendix B: Protocols and Surveys

District Census Survey

Thank you for taking a few minutes to complete this survey for the Transitional Kindergarten (TK) Study. Your response, along with others statewide, will help educators and policymakers understand the landscape of TK in California. Results of this survey will not be reported by district.

If you have any questions, please contact us at TK.study@air.org or call (650) 843-8123.

1. Is your district offering transitional kindergarten in the 2012-13 school year?

Yes → If yes, go to *Question 3*

No

2. What are the main reasons why your district is not implementing transitional kindergarten in the 2012-13 school year?

Enter response here: → *Please go to Question 7*

3. Which of the following statements best describes the timing of your district's implementation of transitional kindergarten (TK)?

Transitional kindergarten **began this school year (2012-13)**, and students are currently enrolled and attending TK (or TK combination classes) in our district.

Transitional kindergarten **will begin later this school year (2012-13)**, and students are NOT currently attending TK (or TK combination classes) in our district. → *Go to Question 6*

Transitional kindergarten **began in the 2011-12 school year** in our district and has been continuously offered since then.

Transitional kindergarten **began in the 2010-11 school year** in our district and has been continuously offered since then.

Transitional kindergarten **began prior to 2010-11** in our district and has been continuously offered since then.

4. **What is the total number of students currently enrolled in transitional kindergarten in your district?**

Enter number here:

5. **Which children are eligible to attend TK in your district in the 2012-13 school year? Children who turn 5... (choose one)**

Between November 1 and December 2

Between October 1 and December 2

Between September 1 and December 2

Other (Please describe: _____)

Please go to Question 7

6. **What are the main reasons why your district did not begin implementing transitional kindergarten at the start of the 2012-13 school year?**

Enter response here:

7. **Who is the best person to contact in your district if we have additional questions regarding your district's transitional kindergarten program?**

First and Last name:

Job title:

Email address:

Telephone number:

Thank you for completing this survey! Please review your answers carefully. If you need to forward this survey to a district colleague for input, please do so.

Please also review the spreadsheet listing all elementary schools in your district that we sent to you. We would like to know what format your district is using for TK classrooms (e.g., combination classrooms vs. straight TK classrooms) at each school that offers TK. When you have completed the spreadsheet, please send it back to us at TK.study@air.org. Thank you!

TK Study

In-Depth District Administrator Survey

Thank you for taking a few moments to complete a survey for the Study of California's Transitional Kindergarten (TK) Program.

This is a statewide study being conducted by the American Institutes for Research (AIR) with funding from the Heising-Simons Foundation and The David and Lucille Packard Foundation. The purpose of the study is to learn about how districts and schools across the state planned for and are implementing TK.

Please review the following details before getting started:

- Your **participation in this study is voluntary**. You may choose not to participate or to skip questions you do not wish to answer, without penalty.
- However, we encourage you to participate, as completing the survey gives you the opportunity to share your experiences with TK and **inform future efforts to support schools and districts to improve early education**.
- There are **no foreseeable risks** to participating in this study.
- The survey should take **no more than 30-45 minutes**.
- Districts that complete this survey will be entered into a drawing to **win one of four \$500 gift-card prizes** to use in your district as you deem appropriate.
- **Your answers to the questions in this survey will be kept confidential** and will only be used for research purposes. Your individual answers will not be shared with other staff from your district or anyone other than the researchers working on this study. Results from this survey will never be presented in a way that would identify you or your district.
- For more information about the study, you may contact Mark Garibaldi, Project Coordinator, at 650-843-8132 or tk.study@air.org.

By completing this survey, you indicate that you have read and understood the information above and agree to participate in this study.

Thank you for participating!

If an item does not have skip specifications, go to the very next item, unless a previous skip specification indicates otherwise.

If a respondent does not answer an item, go to the very next item, unless otherwise specified.

History of Transitional Kindergarten (TK) in Your District

1. When did your district first implement transitional kindergarten (TK) or another similar program for young fives?
 - This school year, 2012-13 (Go to instructions before Q4)
 - Prior to this school year (Go to Q2)

If Q1=missing, go to instructions before Q4.

2. Prior to this school year, which groups of children were **targeted** for enrollment in your TK program?

	Yes	No
a. Children meeting the same age criteria as stated in the current law (e.g., September, October, and/or November birthdays)	<input type="checkbox"/>	<input type="checkbox"/>
b. Children eligible for kindergarten but considered “not ready” for kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
c. English language learners	<input type="checkbox"/>	<input type="checkbox"/>
d. Children with little or no preschool experience	<input type="checkbox"/>	<input type="checkbox"/>
e. Children with special needs	<input type="checkbox"/>	<input type="checkbox"/>
f. Children considered “at risk” for other reasons	<input type="checkbox"/>	<input type="checkbox"/>

3. How much of a challenge was each of the following as your district prepared to implement TK in the first year it was implemented in your district?

	A significant challenge	Somewhat of a challenge	Not a challenge	Don't know – too long ago
a. Making decisions or progress on planning given concerns about the appropriateness of TK for your district or student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Recruiting and/or selecting well-qualified teachers to teach TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Securing appropriate facilities for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Securing appropriate classroom furniture for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Securing appropriate technology for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying or developing appropriate curricula for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying appropriate classroom materials or manipulatives for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying appropriate assessments for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Identifying or providing appropriate professional development for TK teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Reaching parents of eligible students to provide information about TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Enrolling enough TK students to fill a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A significant challenge	Somewhat of a challenge	Not a challenge	Don't know – too long ago
m. Identifying resources (such as funds, staff time, etc.) to implement TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q3n="A significant challenge" or Q3n="Somewhat of a challenge", go to Q3Other.

Else go to the next section.

3Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

For the remainder of the survey, please tell us about planning and implementing your TK program for the **2012-13 school year**.

Structure of Your District's TK Program

4. Which department or administrator in your district has overall responsibility for the TK program?
 - Curriculum/instruction department or administrator
 - Elementary education department or administrator
 - Early childhood services department or administrator
 - Another department or administrator (Specify _____)

5. How many classrooms in your district have one or more TK students enrolled in them?

6. How many of the classrooms that enroll TK students are structured in each of the following ways? Please enter the number of classrooms below. Please enter "0" if there are no classrooms in the category.

	Number of classrooms with TK students
a. Half-day schedule	
b. Full-day schedule	
c. TK only (non-combination classroom)	
d. Combination of TK with regular kindergarten	
e. Combination of TK with preschool	
f. Combination of TK with other grades or multiple grades (specify)	
g. Other	

If Q6g > 0, then go to Q6Other.

Else:

If Q6c > 0, go to Q7.

If Q6c = 0 or missing & 6d > 0, go to Q8.

Else go to Q9.

6Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

If Q6c > 0, go to Q7.

If Q6c = 0 or missing & Q6d > 0, go to Q8.

Else go to Q9.

7. [IF 6C. ABOVE IS NON-ZERO]: What is the maximum class size for **TK only** (non-combination) classrooms in your district? _____ (If Q6d > 0, go to Q8; else go to Q9)
8. [IF 6D. ABOVE IS NON-ZERO]: What is the maximum class size for **TK/Kindergarten combination** classrooms in your district? _____ (Go to Q9)
9. Does your district offer one or more "TK Hub(s)" where TK students from across the district are enrolled in one centralized school for TK and then return to their home school for kindergarten and beyond?
 Yes
 No

For the remainder of the survey, please include all classrooms in your district that have one or more TK students enrolled in them (TK only **and** TK combination classrooms) when answering the questions.

Enrollment and Promotion Policies

10. Does your district **target** any of the following groups of children for enrollment in your TK program?

	Yes	No
a. Children eligible for kindergarten but considered “not ready” for kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
b. English language learners	<input type="checkbox"/>	<input type="checkbox"/>
c. Children with little or no preschool experience	<input type="checkbox"/>	<input type="checkbox"/>
d. Children with special needs	<input type="checkbox"/>	<input type="checkbox"/>
e. Children considered “at risk” for other reasons	<input type="checkbox"/>	<input type="checkbox"/>

11. According to your district’s policy, are children who turn 5 **between December 2 and the end of the school year** allowed to:

	YES, this is allowed and occurs frequently	YES, this is allowed and occurs occasionally	YES, this is allowed but rarely occurs	NO, this is not allowed
a. Enter TK at the beginning of the school year (before they turn 5)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Enter TK when they turn 5 (mid-year)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Enter kindergarten when they turn 5 (mid-year)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If (Q11a NE “No, this is not allowed” and NE missing) OR (Q11b NE “No, this is not allowed” and NE missing), go to Q12. Else, go to Q13.

12. [IF YES FOR 11A. OR 11B. above]: Which of the following factors are considered when determining eligibility for TK for children who turn 5 between December 2 and the end of the school year? (Check all that apply.)

- Age
- English language development
- Readiness assessment
- Prior preschool experience
- Special needs
- Parent request
- Availability of space in the TK classroom
- Other (specify) _____
- Other (specify) _____

13. According to your district’s policy, were children who turned 5 **between November 2 and December 2** (during the 2012-13 school year) allowed to:

	YES, this was allowed and occurred frequently	YES, this was allowed and occurred occasionally	YES, this was allowed but rarely occurred	NO, this was not allowed
a. Enter kindergarten at the beginning of the school year (before they turned 5)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Enter kindergarten when they turned 5 (mid-year)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q13a NE (“No, this is not allowed” and NE missing) OR Q13B NE (“No, this is not allowed” and NE missing), go to Q14. Else go to Q15.

14. [IF YES FOR 13A. OR 13B. above]: Which of the following factors were considered when determining whether children who turned 5 **between November 2 and December 2, 2012** could enroll in kindergarten during the 2012-13 school year? (Check all that apply)
- Kindergarten readiness assessment
 - Recommendation by preschool teacher
 - Recommendation by TK teacher
 - Parent request
 - Availability of space in the kindergarten classroom
 - Other (specify) _____
 - Other (specify) _____
15. Does your district allow students who have completed one year of TK to be promoted to first grade without attending regular kindergarten?
- Yes (Go to Q16)
 - No (Go to Q17)

If Q15 = missing, go to Q17.

16. [IF YES]: What factors are considered when determining readiness for promotion to first grade from TK? (Check all that apply)
- First grade readiness assessment
 - Other assessment results
 - Teacher recommendation
 - Parent request
 - Principal approval
 - District approval
 - Other assessment (specify) _____
 - Other method (specify) _____

Planning for Your District's 2012-13 TK Program

For the following questions on **TK planning**, please think about the work your district did to prepare for TK to be implemented in the **2012-13 school year**.

17. To what extent was each of the following staff involved in your district's TK planning efforts for the 2012-13 school year? Please select one response category for each type of staff.

	Led planning effort	Actively involved in planning	Somewhat involved in planning	Involved only in an advisory/sign-off capacity	Not involved
a. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District staff in charge of curriculum/instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District staff in charge of elementary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. District staff in charge of early childhood services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. District staff in charge of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School principal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other district or school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q17h NE "Not involved" and NE "missing" go to Q17Other. Else go to Q18.

17Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

18. What external resources did your district use when planning for TK implementation? (Check all that apply)

- California Department of Education guidance
- Preschool California website and/or webinars
- TK California website
- Transitional Kindergarten Planning Guide (by CCSESA)
- County Office of Education guidance, materials, trainings, or other resources
- California Early Learning Advisory Council (CALELAC) website
- California Preschool Instructional Network (CPIN) professional development sessions
- School Services of California (SSC) website
- TK Professional Learning Community organized by the Packard Foundation
- Other TK Learning Communities
- Other resources (specify) _____

19. In order to staff your district's TK (and TK combination) classrooms, did your district:

	Yes	No
a. Hire new teachers (not already employed by the district) specifically to teach TK?	<input type="checkbox"/>	<input type="checkbox"/>
b. Assign teachers to teach TK who were already on staff in the district?	<input type="checkbox"/>	<input type="checkbox"/>
c. Other	<input type="checkbox"/>	<input type="checkbox"/>

If Q19c = "Yes" go to Q19Other. Else, see box below 19other.

19Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

If 19a = "Yes" go to Q20. Else go to Q21.

20. [IF YES TO 19A. ABOVE]: How many new teachers (not already employed by the district) did you hire for your TK program? _____

21. How important was each of the following criteria for selecting teachers (for hire or re-assignment) to teach in your district's TK program?

	Very important	Somewhat important	Not very important	Not important at all	Don't Know - Decision made at school level
a. Previous experience teaching preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Previous experience teaching kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Seniority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Status as a recently laid off teacher eligible for re-hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q21e = "Very important" or Q21e = "Somewhat important" or Q21e = "Not very important", go to Q21Other. Else go to Q22.

21Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

22. How much of a challenge was each of the following as your district prepared to implement TK this year?

	A significant challenge	Somewhat of a challenge	Not a challenge
a. Making decisions or progress on planning amid the uncertainty around the state budget and funding for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Making decisions or progress on planning given concerns about the appropriateness of TK for your district or student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting and/or selecting well-qualified teachers to teach TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Securing appropriate facilities for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Securing appropriate classroom furniture for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Securing appropriate technology for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying or developing appropriate curricula for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying appropriate classroom materials or manipulatives for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identifying appropriate assessments for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Identifying or providing appropriate professional development for TK teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Reaching parents of eligible students to provide information about TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Enrolling enough TK students to fill a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Identifying resources (such as funds, staff time, etc.) to implement TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q22o NE missing and 22o NE “not a challenge”, go to 22Other. Else go to Q23.

22Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

23. Which of the following are or will be challenges as your district plans for TK next year?

	A challenge	Not a challenge
a. Making decisions or progress on planning given concerns about the appropriateness of TK for your district or student population	<input type="checkbox"/>	<input type="checkbox"/>
b. Recruiting and/or selecting well-qualified teachers to teach TK	<input type="checkbox"/>	<input type="checkbox"/>
c. Securing appropriate facilities for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>
d. Securing appropriate classroom furniture for TK	<input type="checkbox"/>	<input type="checkbox"/>
e. Securing appropriate technology for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying or developing appropriate curricula for TK	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying appropriate classroom materials or manipulatives for TK	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying appropriate assessments for TK students	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>
j. Identifying or providing appropriate professional development for TK teachers	<input type="checkbox"/>	<input type="checkbox"/>
k. Reaching parents of eligible students to provide information about TK	<input type="checkbox"/>	<input type="checkbox"/>
l. Enrolling enough TK students to fill a classroom	<input type="checkbox"/>	<input type="checkbox"/>
m. Identifying resources (such as funds, staff time, etc.) to implement TK	<input type="checkbox"/>	<input type="checkbox"/>
n. Other	<input type="checkbox"/>	<input type="checkbox"/>

If Q23n NE missing and NE “not at challenge”, go to Q23Other. Else go to Q24.

23Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Funding

24expense. For which of the following TK-related expenses did your district use funding sources other than base unrestricted funding? (Check all that apply)

- Staff time *before* the school year began dedicated to planning for TK
- Salaries and benefits for new teachers that had to be hired for TK
- Salaries and benefits for new district office staff that had to be hired to plan or oversee TK
- Upgrading or building new facilities for TK classrooms
- New classroom technology for TK classrooms
- New curriculum materials for TK
- New classroom materials for TK
- New assessments for TK
- Professional development related to TK for teachers or administrators
- Outreach materials for parents regarding TK
- Additional transportation costs for TK students
- Other (specify) _____
- Did not use other funding sources than base unrestricted funding

If respondent selects “did not use other funding sources” for 24expense, they should not be able to select any other response options for 24expense, and vice-versa.

ASK Q24a-I ONLY FOR THE EXPENSES A RESPONDENT CHECKED IN 24expense (i.e., if a respondent only selected the second response option in 24expense, show only response option b in 24). IF 24expense = “Did not use other funding sources...” or NO RESPONSE OPTIONS WAS SELECTED IN 24expense, SKIP TO Q25.

24. Select a primary, second, or third funding source your district used to cover the following TK-related expenses.

TK-related expenses	Primary funding source	Second funding source	Third funding source
a. Staff time <i>before</i> the school year began dedicated to planning for TK			
b. Salaries and benefits for new teachers that had to be hired for TK			
c. Salaries and benefits for new district office staff that had to be hired to plan or oversee TK			
d. Upgrading or building new facilities for TK classrooms			
e. New classroom technology for TK classrooms			
f. New curriculum materials for TK			
g. New classroom materials for TK			
h. New assessments for TK			
i. Professional development related to TK for teachers or administrators			
j. Outreach materials for parents regarding TK			

TK-related expenses	Primary funding source	Second funding source	Third funding source
k. Additional transportation costs for TK students			
l. Other			

25. Please indicate how much you agree or disagree with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree
a. Planning for and implementing TK in 2012-13 required the district to shift resources (such as funds, staff time, etc.) away from other programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has sufficient resources to effectively implement TK in 2012-13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has sufficient resources to effectively implement TK in the next 2-3 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district will likely have to shift resources away from other programs in order to effectively implement TK in the next 2-3 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district will likely not have the resources needed for effectively implementing TK in the next 2-3 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. For which of the following TK-related expenses are additional funds needed to effectively implement TK in your district in the next 2-3 years?

TK-related expenses	Yes	No
a. Staff time dedicated to planning for TK		
b. Salaries and benefits for new teachers to be hired to teach TK		
c. Salaries and benefits for new district office staff to be hired to oversee or manage TK		
d. Upgrading or building new facilities for TK classrooms		
e. New classroom technology for TK classrooms		
f. New curriculum materials for TK		
g. New classroom materials for TK		
h. New assessments for TK		

TK-related expenses	Yes	No
i. Professional development related to TK for teachers		
j. Professional development related to TK for administrators		
k. Outreach materials for parents related to TK		
l. Additional transportation costs for TK students		
m. Other		

If Q26m = “Yes”, go to Q26Other. Else go to Q27.

26Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Family Outreach

27. How did your district inform families with eligible children about the TK program for the 2012-13 school year? (Check all that apply)
- Told parents about TK when they came to the school/district to enroll their children in regular/traditional kindergarten
 - Discussed TK in parent information/orientation sessions for families who anticipated enrolling their children in kindergarten (e.g. a “Kindergarten Round-up” event)
 - Published information about TK on the district or school websites
 - Kept district office staff informed about TK policies and procedures in order to answer questions from parents
 - Kept school staff informed about TK policies and procedures in order to answer questions from parents
 - Ran advertisements or stories with local media outlets, such as newspaper or television
 - Mailed letters to families’ homes
 - Posted on community bulletin boards
 - Put up billboards or banners in the community
 - Shared information about TK with local preschool programs
 - Shared information about TK with other family service providers, such as posting flyers in medical clinics or community assistance programs
 - Other (specify)_____

28. How much of a challenge was each of the following for recruiting students for your district's 2012-13 TK program?

	A significant challenge	Somewhat of a challenge	Not a challenge
a. Parents chose other early childhood education options for their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parents did not know TK existed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents thought TK was a remedial program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents were unsure of what TK was about and did not want to send their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents wanted their child enrolled in kindergarten instead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents did not want their children to attend the school where TK was located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q28g NE missing and Q28g NE "Not a challenge", go to Q28Other. Else go to Q29.

28Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Professional Development

29. Thinking about the professional development activities that your district provides for TK teachers during the 2012-13 school year, how much emphasis is placed on the following topics?

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/NA
a. Using developmentally appropriate practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supporting children's social-emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supporting children's learning in English language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supporting children's learning in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting children's learning in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supporting children's learning in history-social science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Integrating instruction across subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meeting the needs of English learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/NA
i. Learning about tools for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student progress monitoring tools				
k. Reviewing student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Differentiating instruction for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Differentiating instruction for students enrolled in TK versus regular kindergarten in combination classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Using response to intervention (RTI) strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Reporting student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Engaging families to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Articulation between preschool and TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Articulation between TK and kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q29s NE “No emphasis/NA” and Q29s NE missing, go to Q29Other. Else go to Q30

29Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Articulation Between Preschool, TK and K-3

30. With which teachers of other grades do TK teachers share each of the following? (Check all that apply)

	Preschool Teachers	Kindergarten Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	No other teachers
a. TK teachers have regularly-scheduled common planning time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. TK teachers meet periodically to discuss what they are teaching and how it aligns across grades with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. TK teachers have joint professional development time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. TK teachers use some of the same curricular materials as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. TK teachers teach the same content standards as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q30a-e: If respondent selects “no other teachers”, they should not be able to select any other response options for that item, and vice-versa.

Monitoring Implementation of TK

31. Does your district do any of the following to monitor the implementation of TK in your schools?

	Yes	No	Don't Know
a. District office staff conduct regular site visits to schools to monitor implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District office staff gather feedback from teachers on how TK is going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District office staff gather feedback from school administrators on how TK is going at their school sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district receives written reports from schools that are implementing TK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. District office staff review data on student progress and outcomes for TK students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district shares information with school staff about how different TK models are working in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q31g = "Yes", go to Q31Other. Else go to Q32

31Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Data and Assessments

32. Are any children who are eligible or potentially eligible for TK given a readiness or placement assessment before or shortly after the beginning of the school year?

- Yes **(Go to Q33)**
- No **(Go to Q35)**

If Q32=missing, go to Q35.

33. [IF YES IN Q32]: What measures are used for these initial child assessments? (Check all that apply)

- Boehm 3-Test of Basic Concepts
- California English Language Development Test (CELDT)
- Children's Progress Academic Assessment (CPAA)
- Desired Results Developmental Profile –School Readiness (DRDP-SR)
- Developmental Reading Assessment 2 (DRA2)
- Dynamic Indicators of Basic Early Literacy Skills - Next (DIBELS)
- Emerging Literacy Survey – Houghton-Mifflin Reading
- Educational Software for Guiding Instruction (ESGI)
- Gesell Developmental Observation
- GOLD by Teaching Strategies
- Houghton/Mifflin Pre-K Splash
- Listening & Speaking Rubric
- Maturation Assessment Test (MAT)
- Peabody Picture Vocabulary Test (PPVT or Spanish version, TVIP)
- Phonological Awareness Literacy Screening (PALS)
- Pre-LAS
- Writing Rubric
- Pre-K assessment designed by the county, district, or school
- TK assessment designed by the county, district, or school
- Kindergarten assessment designed by the county, district, or school
- Other (specify) _____
- Other (specify) _____

34. [IF YES in Q32]: How are these initial assessments used? (Check all that apply)
- To determine eligibility for enrollment in TK for children born after December 2
 - To determine eligibility for enrollment in TK for children born between November 2 and December 2
 - To determine eligibility for enrollment in kindergarten
 - To help schools determine which students should be grouped together in classrooms.
 - To identify children who may need additional evaluation (for example, for a learning problem)
 - To help teachers individualize instruction
 - Other (specify) _____
35. In the current school year (2012-13), are schools in your district administering **progress assessments** (also called “interim,” “benchmark,” or “diagnostic” assessments) for TK students? *By progress assessments, we mean required tests administered periodically to monitor students’ progress. We do not mean the annual state assessment nor the tests or quizzes teachers administer on their own.*
- Yes (**Go to Q36**)
 - No (**Go to Q41**)
36. [IF YES in Q35]: On average, how often are children given progress assessments?
- Once a year
 - Twice a year
 - Three times a year
 - Four or more times a year
 - Don’t Know
37. Does the district require that a specific progress assessment tool or tools be used in all TK classrooms?
- Yes (**Go to Q38**)
 - No (**Go to Q39**)
38. [IF YES in Q37]: Is the same assessment tool required for TK and regular kindergarten students?
- Yes
 - No
39. What measures does the district use to assess the academic progress of TK students during the school year? (Check all that apply)
- Boehm 3-Test of Basic Concepts
 - Children’s Progress Academic Assessment (CPAA)
 - Desired Results Developmental Profile –School Readiness (DRDP-SR)
 - Developmental Reading Assessment 2 (DRA2)
 - Dynamic Indicators of Basic Early Literacy Skills - Next (DIBELS)
 - Emerging Literacy Survey – Houghton-Mifflin Reading
 - Gesell Developmental Observation
 - GOLD by Teaching Strategies
 - Houghton/Mifflin Pre-K Splash
 - Listening & Speaking Rubric
 - Maturation Assessment Test (MAT)
 - Peabody Picture Vocabulary Test (PPVT)
 - Phonological Awareness Literacy Screening (PALS)
 - Pre-LAS (PPVT)
 - Writing Rubric
 - TK assessment designed by the county, district, or school
 - Kindergarten assessment designed by the county, district, or school
 - Other (specify) _____
 - Other (specify) _____

40. With whom are progress assessment results shared? (Check all that apply)

- District office staff
- TK teachers
- Kindergarten teachers
- School administrators
- Parents
- Other (specify) _____

41. Which of the following types of student data are recorded and maintained for TK students in an electronic data system by the district? (Check all that apply)

- Student readiness assessment results
- Student progress assessment results
- TK enrollment
- TK student demographics
- None of the above

If respondent selects “none of the above” for Q41, they should not be able to select any other response options for Q41, and vice-versa.

Enrollment

42total: What is the total number of students currently enrolled in transitional kindergarten in your district? _____

42. How many of the children enrolled in your TK program are in the following demographic groups? Please enter the number of TK children on each line. Please enter "0" if there are no TK children in the demographic group.

	Number of TK children
a. Male:	
b. Female:	
c. English language learners (ELLs)	
d. Special education	
e. Eligible for free or reduced-price lunch	
f. Hispanic or Latino (of any race)	
g. American Indian or Alaskan Native	
h. Asian	
i. Native Hawaiian or other Pacific Islander	
j. Filipino	
k. Black or African American	

l. White	
m. Two or More Races	
n. Other racial/ethnic group	

If Q42n NE 0 or missing, go to Q42Other. Else go to Q43.

42Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Contact

43. In the event we have any questions, please record your name and email address below:

Name: _____

Email: _____

Your responses have been received. Thank you for participating in The Study of California’s Transitional Kindergarten Program! Your district will be entered into a drawing to win one of four \$500 gift card prizes. We will let you know the winners of that drawing as soon as all district responses are in.

TK Principal Questionnaire

Thank you for taking the time to complete a survey for the Study of California's Transitional Kindergarten (TK) Program.

This is a statewide study being conducted by the American Institutes for Research (AIR) with funding from the Heising-Simons Foundation and The David and Lucile Packard Foundation. The purpose of the study is to learn about how districts and schools across the state planned for and are implementing TK.

Please review the following details before getting started:

- Your **participation in this study is voluntary**. You may choose not to participate or to skip questions you do not wish to answer, without penalty.
- However, we encourage you to participate, as completing the survey gives you the opportunity to share your experiences with TK and **inform future efforts to support schools and districts to improve early education**.
- There are **no foreseeable risks** to participating in this study.
- The survey should take **about 30 minutes**.
- To thank you for your time and contributions, **we sent a \$25 gift card code to you** with the invitation to complete this survey. Please let us know if you have any trouble using the gift card code.
- **Your answers to the questions in this survey will be kept confidential** and will only be used for research purposes. Your individual answers will not be shared with other staff from your school or district or anyone other than the researchers working on this study. Results from this survey will never be presented in a way that would identify you or your school.
- **For more information** about the study, you may contact Mark Garibaldi, Project Coordinator, at 650-843-8132 or tk.study@air.org. For more information about your rights as a participant in this study, you may contact AIR's Institutional Review Board at IRBChair@AIR.org or 800-634-0797.

By completing this survey, you indicate that you have read and understood the information above and agree to participate in this study.

Thank you for participating!

History of Transitional Kindergarten (TK) in Your School

1. When did your school first implement transitional kindergarten (TK) or another similar program for young fives?
 - This school year, 2012-13
 - Prior to this school year (year TK was first implemented in your school: _____)

Enrollment

2. How many of each of the following types of classrooms do you currently have at your school?

	Number of Classrooms
a. Dedicated TK classrooms (all TK students)	
b. TK/kindergarten combination classrooms	
c. Other TK combination classrooms where TK is combined with other grades (e.g., TK/PreK or TK/K/1)	
d. Dedicated kindergarten classrooms (all K students)	
e. Dedicated PreK (4 year-old) classrooms	

3. What is the total number of students currently enrolled in transitional kindergarten in your school? *Please include all students classified as TK whether they are enrolled in a dedicated TK classroom or a combination classroom (such as a TK/K combo classroom)* _____

4. (1.3)How many of the students enrolled in TK in your school are in the following demographic groups? Please enter the number of TK students on each line. Please enter "0" if there are no TK students in the demographic group.

	Number of TK students
a. Male	
b. Female	
c. English learners (ELs)	
d. Special education	
e. Eligible for free or reduced-price lunch	
f. Hispanic or Latino (of any race)	
g. American Indian or Alaskan Native	
h. Asian	
i. Native Hawaiian or other Pacific Islander	
j. Filipino	
k. Black or African American	
l. White	
m. Two or More Races	
n. Other racial/ethnic group	

5. Which children are eligible to attend TK in your district in the 2012-13 school year? Children who turn 5...

- Between November 1 and December 2
- Between October 1 and December 2
- Between September 1 and December 2
- Other (Please describe: _____)

6. Although they may meet the eligibility criteria based on their age, some students who are eligible for kindergarten may be deemed not ready for kindergarten, and some students who are eligible for TK may be deemed ready for kindergarten. Please tell us about the exceptions to your district’s TK and kindergarten enrollment policies that have been made at your school by answering the following questions.

	Number of TK students
a. How many students who are currently enrolled in TK in your school are age eligible for kindergarten based on your district’s enrollment policy?	
b. How many students who are currently enrolled in TK in your school are younger than typically eligible for TK based on your district’s enrollment policy (for example, students who turned 5 after December 2)?	
c. How many students who are currently enrolled in kindergarten in your school are age eligible for TK based on your district’s enrollment policy?	

7. Is your school a “TK Hub” for the district? That is, does your school enroll students in TK who live outside of your school attendance area and would ordinarily attend another school in the district, with the expectation that these students would return to their “home school” after they attend TK at your school?

- Yes
- No
- Don’t know

Family Outreach

8. How did your school inform families with eligible children about the TK program for the 2012-13 school year? (Check all that apply)

- Told parents about TK when they came to the school/district to enroll their children in regular/traditional kindergarten
- Discussed TK in parent information/orientation sessions for families who anticipated enrolling their children in kindergarten (e.g., a “Kindergarten Round-up” event)
- Published information about TK on the school website
- Kept school staff informed about TK policies and procedures in order to answer questions from parents
- Ran advertisements or stories with local media outlets, such as newspaper or television
- Mailed letters to families’ homes
- Posted on community bulletin boards
- Put up billboards or banners in the community
- Shared information about TK with local preschool programs
- Shared information about TK with other family service providers, such as posting flyers in medical clinics or community assistance programs
- Other (specify)_____
- The district or county office was responsible for outreach to parents; my school was not involved.

If respondent selects “The district or county office was responsible...”, they may not select any other items in the list. If the respondent selects any other items in the list, they may not select “The district or county office was responsible...”.

Planning for Your School’s 2012-13 TK Program

For the following questions on **TK planning**, please think about the work your school did to prepare for TK to be implemented in the **2012-13 school year**.

9. What external resources did your school use when planning for TK implementation? (Check all that apply)

- California Department of Education guidance
- Preschool California website and/or webinars
- TK California website
- Transitional Kindergarten Planning Guide (by CCSESA)
- County Office of Education guidance, materials, trainings, or other resources
- California Early Learning Advisory Council (CALELAC) website
- California Preschool Instructional Network (CPIN) professional development sessions
- California Preschool Learning Foundations
- School Services of California (SSC) website
- Kindergarten Common Core State Standards
- TK Professional Learning Community organized by the Packard Foundation
- Meetings organized by CCSESA and sponsored by the Packard Foundation
- Other TK Learning Communities
- Other schools or districts implementing TK
- Other resources (specify) _____
- Other resources (specify) _____

10. Which, if any, of the following did your district do to support your school’s planning and implementation of TK in the 2012-13 school year?

	Yes	No
a. Provided a clear plan for how TK should be implemented at the school level	<input type="checkbox"/>	<input type="checkbox"/>
b. Gave your school the flexibility to plan and implement TK as the school deemed appropriate for your students	<input type="checkbox"/>	<input type="checkbox"/>
c. Advised your school that your TK classroom(s) and instructional practices should closely resemble your kindergarten classroom(s) and instructional practices	<input type="checkbox"/>	<input type="checkbox"/>
d. Specified a required curriculum in one or more content areas for TK students	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided guidance on selecting a curriculum for TK students	<input type="checkbox"/>	<input type="checkbox"/>
f. Provided guidance on assessment practices for TK students	<input type="checkbox"/>	<input type="checkbox"/>

g. Provided guidance for differentiating instruction for TK students	<input type="checkbox"/>	<input type="checkbox"/>
h. Encouraged your school to serve TK eligible students by enrolling them as kindergarteners rather than as TK students	<input type="checkbox"/>	<input type="checkbox"/>
i. Directed school staff to outside resources for guidance on how to implement TK	<input type="checkbox"/>	<input type="checkbox"/>
j. Provided suggestions for outreach to parents to encourage enrollment in TK	<input type="checkbox"/>	<input type="checkbox"/>
k. Provided meeting time for TK teachers to get together to help plan for TK implementation	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

If Q10L="Yes", go to Q10Other. If Q10L="No" or Q10L=missing, go to Q11.

10Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

11. To what extent was each of the following staff involved in your school's TK planning efforts for the 2012-13 school year? Please select one response category for each type of staff.

	Led planning effort	Actively involved in planning	Somewhat involved in planning	Involved only in an advisory/sign-off capacity	Not involved
a. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assistant principal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. TK teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Kindergarten teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Preschool teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other district or school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How much of a challenge was each of the following as your school prepared to implement TK this year?

	A significant challenge	Somewhat of a challenge	Not a challenge
a. Making decisions or progress on planning amid the uncertainty around the state budget and funding for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Making decisions or progress on planning given uncertainty about district policies regarding TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Making decisions or progress on planning given changes in district leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making decisions or progress on planning given concerns about the appropriateness of TK for your school or student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recruiting and/or selecting well-qualified teachers to teach TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Securing appropriate facilities for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Securing appropriate classroom furniture for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Securing appropriate technology for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identifying or developing appropriate curricula for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Identifying appropriate classroom materials or manipulatives for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Identifying or developing appropriate assessments for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Identifying or providing appropriate professional development for TK teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Reaching parents of eligible students to provide information about TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Enrolling enough TK students to fill a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Identifying resources (such as funds, staff time, etc.) to implement TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If Q12q="A significant challenge" or Q12q="Somewhat of a challenge", go to Q12Other.
If Q12q="not a challenge" or Q12q=missing, go to Q13.**

12Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

TK Staff

13. How important was each of the following criteria for selecting teachers (for hire or re-assignment) to teach TK in your school?

	Very important	Somewhat important	Not very important	Not important at all	Don't Know - Decision made at district level
a. Previous experience teaching preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Previous experience teaching kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Seniority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Status as a recently laid off teacher eligible for re-hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q13f="Very important" or Q13f="Somewhat important" or Q13f="not very important, go to Q13Other. If Q13f="not important at all", Q13f="don't know" or Q13f="missing, go to Q14.

13Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Articulation Between Preschool, TK and K-3

14. Please indicate your level of agreement with the following statements about TK at your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. It is clear to me what TK students are expected to know and be able to do upon completion of TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In my school, the TK curriculum is well aligned with the preschool curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In my school, the TK curriculum is well aligned with the kindergarten curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In my school, the curriculum is well aligned for TK through grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. In my school, the curriculum is well aligned for preschool through grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In our school, TK teachers adjust instruction to the differing needs of their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. In our school, TK instruction looks much the same as preschool instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. In our school, TK instruction looks much the same as kindergarten instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. TK teachers were well-prepared for this school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Our TK teachers need more training in the differences in instruction of TK versus K students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students who complete a year of TK should be well prepared for success in kindergarten the next school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Students who complete a year of TK should be able to move to first grade the next school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In some schools, special efforts are made to make the transition into elementary school less difficult for children. Which of the following are done for entering TK and/or kindergarten students in your school?

	For both entering TK and entering K students	For entering TK students only	For entering K students only	For neither entering TK nor entering K students
a. A teacher or other school staff sends home information about the TK or K program to parents prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A teacher or other school staff visits or calls the homes of the children enrolled in TK or K at the beginning of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Preschoolers spend some time in the TK or K classroom prior to entering TK or K.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents and children visit the TK or K classroom together prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents come to the school for orientation prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school days are shortened at the beginning of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. We offer a summer transition program for students the summer before they enter TK or K.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other transition activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring Implementation of TK

16. Does your **school** do any of the following to monitor the implementation of TK in your school?

	Yes	No	Don't Know
a. School administrators conduct classroom walk-throughs to monitor implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School administrators gather feedback from teachers on how TK is going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrators review data on student progress for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School administrators review data on student outcomes for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers review data on student progress and outcomes for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School administrators and teachers have regular meetings to discuss TK implementation in our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district shares information with school staff about how different TK models are working in other schools to help us reflect on our implementation of TK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding

17. How important are each of the following TK-related expenses to effectively implement TK in your district in the next 2-3 years?

TK-related expenses	Very important	Somewhat important	Not very important	Not important at all
a. Staff time dedicated to planning for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Salaries and benefits for new teachers to be hired to teach TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Salaries and benefits for new district office staff to be hired to oversee or manage TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Upgrading or building new facilities for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. New classroom technology for TK classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. New curriculum materials for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. New classroom materials for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. New assessments for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Professional development related to TK for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Professional development related to TK for administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Outreach materials for parents related to TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Additional transportation services for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q17m="Very important" or Q17m="Somewhat important" or Q17m="Not very important", go to Q17Other. If Q17m="Not important at all" or missing, go to Q18.

17Other. In the previous question, you selected "other." Please describe below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Assessments

18. Are any children who are eligible or potentially eligible for TK given a readiness or placement assessment before or shortly after the beginning of the school year?

- Yes → go to Q19
- No → skip to Q20

IF Q18=missing, go to Q20.

19.)[[IF Q18=YES]: How are these initial assessments used? (Check all that apply)

- To determine eligibility for enrollment in TK for children born after December 2
- To determine eligibility for enrollment in TK for children born between November 2 and December 2
- To determine eligibility for enrollment in TK for children born before November 1
- To determine eligibility for enrollment in kindergarten for children born after November 1
- To help the school determine which students should be grouped together in classrooms
- To identify students who may need additional evaluation (for example, for a learning or behavior issue)
- To help teachers individualize instruction
- Other (specify) _____

20. Are there any assessments used to test TK students at the end of the year to determine kindergarten readiness?

- Yes → go to Q21
- No → skip to submit page

IF Q20=missing, go to submit page.

21. [IF YES] What measures does the school use to assess kindergarten readiness? (Check all that apply)

- Teacher created assessments
- Boehm 3- Test of Basic Concepts
- California English Language Development Test (CELDT)
- Children’s Progress Academic Assessment (CPAA)
- Desired Results Developmental Profile –School Readiness (DRDP-SR)
- Developmental Reading Assessment 2 (DRA2)
- Dynamic Indicators of Basic Early Literacy Skills - Next (DIBELS)
- Emerging Literacy Survey – Houghton-Mifflin Reading
- GOLD by Teaching Strategies
- Listening & Speaking Rubric
- Writing Rubric
- Other _____

Your responses have been received. Thank you for participating in The Study of California’s Transitional Kindergarten Program!

TK Teacher Questionnaire

Thank you for taking the time to complete a survey for the Study of California's Transitional Kindergarten (TK) Program.

This is a statewide study being conducted by the American Institutes for Research (AIR) with funding from the Heising-Simons Foundation and The David and Lucile Packard Foundation. The purpose of the study is to learn about how districts and schools across the state planned for and are implementing TK.

Please review the following details before getting started:

- Your **participation in this study is voluntary**. You may choose not to participate or to skip questions you do not wish to answer, without penalty.
- However, we encourage you to participate, as completing the survey gives you the opportunity to share your experiences with TK and **inform future efforts to support schools and districts to improve early education**.
- There are **no foreseeable risks** to participating in this study.
- The survey should take **about 30 minutes**.
- To thank you for your time and contributions, **we sent a \$25 gift card code to you** with the invitation to complete this survey. Please let us know if you have any trouble using the gift card code.
- **Your answers to the questions in this survey will be kept confidential** and will only be used for research purposes. Your individual answers will not be shared with other staff from your school or district or anyone other than the researchers working on this study. Results from this survey will never be presented in a way that would identify you or your school.
- **For more information** about the study, you may contact Mark Garibaldi, Project Coordinator, at 650-843-8132 or tk.study@air.org. For more information about your rights as a participant in this study, you may contact AIR's Institutional Review Board at IRBChair@AIR.org or 800-634-0797.

By completing this survey, you indicate that you have read and understood the information above and agree to participate in this study.

Thank you for participating!

If an item does not have skip specifications, go to the very next item, unless a previous skip specification indicates otherwise.

If a respondent does not answer an item, go to the very next item, unless otherwise specified.

Structure of Your Classroom

1. Which of the following do you currently teach? (Check all that apply.)
 - Dedicated TK class (only TK students) → GO TO Q2
 - Combination of TK and kindergarten → GO TO Q2
 - Combination of TK, kindergarten, and one or more other grades (e.g., TK/K/1) → GO TO Q2
 - Combination of TK with grades other than kindergarten (e.g., TK/PreK) → GO TO Q2
 - Dedicated kindergarten class (only K students) → IF ONLY THIS OPTION SELECTED GO TO INELIGIBLE PAGE; IF OTHER OPTIONS ALSO SELECTED GO TO Q2

Response to q1 is required; respondent cannot proceed if it is blank.

2. Please tell us more about the grades you teach by completing the table below. For each session you teach, please enter the total number of students and the number of students in each grade level. If you do not teach the session or grade level, leave the cell blank.

	Total number of students	PreK	TK	K	1st grade	2nd grade	3rd grade	4th grade	5th grade	Other
a. Half-day session #1 (e.g., morning class)										
b. Half-day session #2 (e.g., afternoon class)										
c. Full-day session										
d. Other										

If any cell in row D is greater than 0, go to Q2Other. Otherwise, go to Q3.

2Other. In the previous question, you selected "other." Please describe the other session you teach below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

3. (2.2) How many hours per week do your TK students attend class? _____

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q4. Else skip to instructions before Q5.

4. (2.2) How many hours per week do your kindergarten students attend class? _____

If you teach multiple sessions, please answer all remaining questions about the session with the most TK students.

5. (1.3, 2.2) How many of the students enrolled in your classroom are in the following demographic groups? Please enter the number of TK and kindergarten students (if applicable) on each line. Please enter "0" if there are no students in the demographic group.

	Number of TK Students	Number of K students
a. Male		
b. Female		
c. English learners (ELs)		
d. Special education		
e. Hispanic or Latino (of any race)		
f. American Indian or Alaska Native		

g. Asian		
h. Native Hawaiian or other Pacific Islander		
i. Filipino		
j. Black or African American		
k. White		
l. Two or more races		
m. Other racial/ethnic group		

6. How many hours per week do different types of staff usually assist **in your classroom** in the following ways? Write the number of hours in the appropriate boxes below.

	Teachers (other than you)	Regular Teachers' Assistants or Aides	Special Education Aides	ESL or Bilingual Education Aides
a. Hours per week spent working directly with students on instructional tasks				
b. Hours per week spent doing non-instructional work (such as photocopying, preparing materials, etc.)				

7. (3.2, 5.2) How often do you have parent volunteers in your classroom working directly with students?
- Every day
 - 2-3 times per week
 - Once a week
 - Once a month
 - Only occasionally
 - Never

Planning for TK

8. To what extent were you involved in each of the following aspects of your school's **TK planning efforts** for the 2012-13 school year?

	Large extent	Moderate extent	Small extent	Not at all
a. Developing or choosing the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting TK students to come to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Describing the TK program to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Setting up the TK or TK combo classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How much of a challenge was each of the following as you prepared to implement TK in your classroom this year?

	A significant challenge	Somewhat of a challenge	Not a challenge	Not applicable
a. Making decisions or progress on planning given uncertainty about district policies regarding TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Securing appropriate technology for my TK classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying or developing appropriate curricula for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying or developing appropriate assessments for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying appropriate classroom materials or manipulatives for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Figuring out how to differentiate instruction for TK and K students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reaching parents of eligible students to provide information about TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Convincing parents of the value of TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Enrolling enough TK students to fill a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q9K="A significant challenge" or "Somewhat of a challenge", go to Q9Other. If Q9K="Not a challenge", "Not applicable", or missing, go to Q10.

9Other. In the previous question, you selected "other." Please describe the other challenges below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

10. Which, if any, of the following did your district do to support your school's planning and implementation of TK in the 2012-13 school year?

	Yes	No	Don't know
a. Provided a clear plan for how TK should be implemented at the school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Gave your school the flexibility to plan and implement TK as your school deemed appropriate for your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Advised your school that your TK classroom(s) and instructional practices should closely resemble your kindergarten classroom(s) and instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Specified a required curriculum in one or more content areas for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided guidance on selecting a curriculum for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provided guidance on assessment practices for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provided guidance for differentiating instruction for TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Encouraged your school to serve TK eligible students by enrolling them as kindergarteners rather than as TK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Directed school staff to outside resources for guidance on how to implement TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provided suggestions for outreach to parents to encourage enrollment in TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provided meeting time for TK teachers to get together to help plan for TK implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration and Professional Development

11. With which teachers in your school or district do you share each of the following? (Check all that apply.)

	Preschool Teachers	Other TK Teachers	Kindergarten Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	No other teachers
a. I have regularly-scheduled common planning time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I meet periodically to discuss what teachers are teaching and how it aligns across grades with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Preschool Teachers	Other TK Teachers	Kindergarten Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	No other teachers
c. I collaborate online to discuss what teachers are teaching and how it aligns across grades with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have joint professional development time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I use some of the same curricular materials for my TK students as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I teach the same content standards to my TK students as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11A-F: If “No other teachers” selected, no other responses may be selected for that item. If any other responses have been selected, “No other teachers” may not also be selected for that item.

12. Think about all the professional development (PD) experiences you have had since June 2012. This can include PD offered by any provider on any topic, and can be in many formats, for example as part of staff meetings, formal trainings, conferences, webinars or coaching.

Thinking about all the professional development activities that you have participated in since June 2012, how much emphasis was placed on the following topics?

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/ NA
a. Using developmentally appropriate practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supporting students’ social-emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supporting students’ learning in English language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supporting students’ learning in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting students’ learning in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supporting students’ learning in history-social science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Integrating instruction across subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meeting the needs of English learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learning a specific published curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/ NA
j. Learning about tools for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Using student progress monitoring tools for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Reviewing student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Differentiating instruction for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Differentiating instruction for students enrolled in TK versus regular kindergarten in combination classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Using Response to Intervention (RTI) strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Reporting student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Engaging families to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Articulation between preschool and TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Articulation between TK and kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. (3.1) Altogether, how many hours of professional development have you received since June 2012?

14. (3.1) How many of these professional development hours were specifically focused on TK?

15. (3.1) Thinking about the professional development specifically focused on TK that you have received since June 2012, approximately how much of this time was spent in the following formats?

	Hours spent in TK-focused professional development since June 2012
a. Workshops or training sessions	
b. Online training sessions or webinars	
c. One-on-one coaching	
d. In-person meetings with other TK teachers from your school or other schools	
e. Online learning communities or discussion groups	
f. In-person conferences related to TK	

16. (2.3; 3.1) Which of the following types of individuals have provided professional development or technical assistance to you related to implementing TK? (Check all that apply.)

- School administrators
- District office staff
- County office of education staff
- Teachers from other schools within the district
- Teachers from other districts that are implementing TK
- Other external coaches or trainers hired by the district or school
- Other: _____

Curriculum

17. To what extent do you use the following resources when planning classroom instruction?

	I am not at all familiar with this.	I am familiar with this but do not use it to plan classroom activities.	I use this to plan classroom activities.	Not applicable
a. Preschool California website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. TK California website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. TK monthly calls/webinars (sponsored by Preschool California)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. California Kindergarten Association website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. California Preschool Learning Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. California Preschool Curriculum Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Common Core State Standards for Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I am not at all familiar with this.	I am familiar with this but do not use it to plan classroom activities.	I use this to plan classroom activities.	Not applicable
h. California Kindergarten Content Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. District or County Office of Education standards or frameworks for TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. California Department of Education's <i>Alignment of the California Preschool Learning Foundations with Key Early Education Resources</i> (which shows alignment between preschool guidelines and kindergarten standards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please select the English Language Arts curricula you use for TK **and** K students (if applicable) in your classroom. (Check all that apply.)

English Language Arts curricula	TK curriculum	K curriculum
Alpha Chants	<input type="checkbox"/>	<input type="checkbox"/>
Alpha-Friends Kit	<input type="checkbox"/>	<input type="checkbox"/>
Avenues	<input type="checkbox"/>	<input type="checkbox"/>
Born to Learn	<input type="checkbox"/>	<input type="checkbox"/>
California Treasures Kindergarten Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Circle Strategies for Language and Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Creative Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity Corner	<input type="checkbox"/>	<input type="checkbox"/>
DLM Early Childhood Express	<input type="checkbox"/>	<input type="checkbox"/>
Doors to Discovery	<input type="checkbox"/>	<input type="checkbox"/>
Gilroy Core Literature	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading	<input type="checkbox"/>	<input type="checkbox"/>
Hands-On Alphabet Activities	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting without Tears	<input type="checkbox"/>	<input type="checkbox"/>
High/Scope	<input type="checkbox"/>	<input type="checkbox"/>
Houghton Mifflin Preschool Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Houghton Mifflin Kindergarten Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Imaginet	<input type="checkbox"/>	<input type="checkbox"/>
Leveled Readers Preschool	<input type="checkbox"/>	<input type="checkbox"/>
Leveled Readers Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Little Reader for Little Readers	<input type="checkbox"/>	<input type="checkbox"/>
Open Court	<input type="checkbox"/>	<input type="checkbox"/>
Opening the World of Learning (OWL)	<input type="checkbox"/>	<input type="checkbox"/>
P.O.L.L. strategies	<input type="checkbox"/>	<input type="checkbox"/>
Play for Social Studies (Scott Foresman program)	<input type="checkbox"/>	<input type="checkbox"/>
Reader's Theater	<input type="checkbox"/>	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>	<input type="checkbox"/>
Scholastic Everyday Counts	<input type="checkbox"/>	<input type="checkbox"/>
Treasures and Little Treasures	<input type="checkbox"/>	<input type="checkbox"/>

English Language Arts curricula	TK curriculum	K curriculum
Virtual Pre-K (VPK)	<input type="checkbox"/>	<input type="checkbox"/>
Writer's Workshop	<input type="checkbox"/>	<input type="checkbox"/>
ELA program designed by our district	<input type="checkbox"/>	<input type="checkbox"/>
Other ELA curriculum	<input type="checkbox"/>	<input type="checkbox"/>

Q18: If "Other ELA curriculum" is selected, go to Q18Other. If it is not selected, go to Q19.

18Other. In the previous question, you selected "other." Please describe the other TK and/or K curriculum below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

19. Please select the Math curricula you use for TK **and** K students (if applicable) in your classroom. (Check all that apply.)

Math curricula	TK curriculum	K curriculum
Activities that Incorporate Math and Science (AIMS)	<input type="checkbox"/>	<input type="checkbox"/>
Big Math for Little Kids	<input type="checkbox"/>	<input type="checkbox"/>
Building Blocks	<input type="checkbox"/>	<input type="checkbox"/>
Envision It	<input type="checkbox"/>	<input type="checkbox"/>
Every Day Counts	<input type="checkbox"/>	<input type="checkbox"/>
Everyday Math	<input type="checkbox"/>	<input type="checkbox"/>
Family Math	<input type="checkbox"/>	<input type="checkbox"/>
Go Math	<input type="checkbox"/>	<input type="checkbox"/>
Growing with Math (McGraw Hill)	<input type="checkbox"/>	<input type="checkbox"/>
Harcourt Math	<input type="checkbox"/>	<input type="checkbox"/>
Math Their Way	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics: The Creative Curriculum Approach	<input type="checkbox"/>	<input type="checkbox"/>
Mountain Math	<input type="checkbox"/>	<input type="checkbox"/>
Numbers Plus (High/Scope)	<input type="checkbox"/>	<input type="checkbox"/>
Number Worlds	<input type="checkbox"/>	<input type="checkbox"/>
Pre-K Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Touch Math	<input type="checkbox"/>	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>	<input type="checkbox"/>
Math program designed by our district	<input type="checkbox"/>	<input type="checkbox"/>
Other math curriculum	<input type="checkbox"/>	<input type="checkbox"/>

Q19: If "Other math curriculum" is selected, go to Q19Other. If it is not selected, go to Q20.

19Other. In the previous question, you selected "other." Please describe the other TK and/or K curriculum below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

20. Please select the Science curricula you use for TK **and** K students (if applicable) in your classroom. (Check all that apply.)

Science curricula	TK curriculum	K curriculum
Activities that Incorporate Math and Science (AIMS)	<input type="checkbox"/>	<input type="checkbox"/>
FOSS Science K program	<input type="checkbox"/>	<input type="checkbox"/>
Headstart on Science	<input type="checkbox"/>	<input type="checkbox"/>
McMillan	<input type="checkbox"/>	<input type="checkbox"/>
Treasures and Little Treasures	<input type="checkbox"/>	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>	<input type="checkbox"/>
Science program designed by our district	<input type="checkbox"/>	<input type="checkbox"/>
Other science curriculum	<input type="checkbox"/>	<input type="checkbox"/>

Q20: If “Other science curriculum” is selected, go to Q20Other. If it is not selected, go to Q21.

20Other. In the previous question, you selected "other." Please describe the other TK and/or K curriculum below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

21. Please select the Social Studies curricula you use for TK **and** K students (if applicable) in your classroom. (Check all that apply.)

Social Studies curricula	TK curriculum	K curriculum
California Vistas (McMillan/McGraw Hill)	<input type="checkbox"/>	<input type="checkbox"/>
High/Scope	<input type="checkbox"/>	<input type="checkbox"/>
Houghton Mifflin History-Social Science	<input type="checkbox"/>	<input type="checkbox"/>
Reflections California Series (Houghton Mifflin Harcourt)	<input type="checkbox"/>	<input type="checkbox"/>
Scott Foresman History-Social Science for California	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies program designed by our district	<input type="checkbox"/>	<input type="checkbox"/>
Other social studies curriculum	<input type="checkbox"/>	<input type="checkbox"/>

Q21: If “Other social studies curriculum” is selected, go to Q21Other. If it is not selected, go to Q22.

21Other. In the previous question, you selected "other." Please describe the other TK and/or K curriculum below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

Please select the Social-Emotional curricula you use, if any, for TK **and** K students (if applicable) in your classroom. (Check all that apply.)

Social-Emotional curriculum	TK curriculum	K curriculum
First Step to Success	<input type="checkbox"/>	<input type="checkbox"/>
Families and Schools Together (FAST)	<input type="checkbox"/>	<input type="checkbox"/>
AI's Pals	<input type="checkbox"/>	<input type="checkbox"/>
Emotions Course	<input type="checkbox"/>	<input type="checkbox"/>
Incredible Years: Dina Dinosaur Classroom Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Positive Behavioral Interventions & Supports (PBIS)	<input type="checkbox"/>	<input type="checkbox"/>
Second Step	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills in Pictures, Stories, and Songs	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional program designed by our district	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional program designed by the teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
Other social-emotional curriculum	<input type="checkbox"/>	<input type="checkbox"/>

Q22: If "Other social-emotional curriculum" is selected, go to Q22Other. If it is not selected, go to Q23.

Q22Other. In the previous question, you selected "other." Please describe the other TK and/or K curriculum below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

22. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. In my school, the TK curriculum is well aligned with the preschool curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In my school, the TK curriculum is well aligned with the kindergarten curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In my school, the curriculum is well aligned for preschool through grade 3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In my school, the curriculum is well aligned for TK through grade 3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies

23. How **often** AND **how much time** do your **TK students** usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How often					How much time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts									
b. Mathematics									
c. Social studies									
d. Science									
e. Music and/or dance									
f. Art									
g. Social-emotional skills									

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q25. Else skip to Q26.

24. How **often** AND **how much time** do your **kindergarten students** usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How often					How much time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts									
b. Mathematics									
c. Social studies									
d. Science									
e. Music and/or dance									
f. Art									
g. Social-emotional skills									

25. In a typical **day**, how much time do your **TK students** spend in the following activities? Do not include lunch or recess breaks.

	No time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher-directed small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher-directed individual activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Child-selected activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q27. Else skip to Q28.

26. In a typical **day**, how much time do your **kindergarten students** spend in the following activities? Do not include lunch or recess breaks.

	No time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher-directed small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher-directed individual activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Child-selected activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what extent do you use the following instructional strategies in your classroom?

	Large extent	Moderate extent	Small extent	Not at all
a. Group students according to ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Group students according to age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use mixed ability groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Please indicate your level of agreement with the following statements about your teaching?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I individualize instruction to ensure that I meet individual student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know how to provide instruction in English so it can be understood by English learners (ELs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction for all my students is impossible, given the range of needs or size of my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I use developmentally appropriate practice with all of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I use student ability level rather than age to guide my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I use Response to Intervention (RTI) strategies for students who are having difficulty learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Do your **TK students** who are English learners (ELs) receive instruction in their home language at school?
- Yes
 - No
 - None of my TK students are ELs.

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q31. Else skip to Q32.

30. (3.3) Do your **kindergarten** students who are English learners (ELs) receive instruction in their home language at school?
- Yes
 - No
 - None of my kindergarten students are ELs.

31. To what extent do you agree or disagree with each of the following statements about teaching **TK students**?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. TK is a worthwhile and necessary grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. TK provides a good opportunity to spend extra time on social and emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. TK instruction in my classroom is mostly play-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is clear to me what is expected of students upon completion of TK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. TK instruction looks much the same as kindergarten instruction in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Children who do not meet the age cutoff for kindergarten should be in preschool rather than TK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. TK students should not be expected to learn about academic subjects such as reading and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. TK students are too young for homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. TK students learn best through play-based activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning about math in TK is as important as literacy for supporting student's future school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I use assessment results to individualize instruction for my TK students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I use kindergarten activities for TK students who are more advanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q33. Else skip to Q36.

32. To what extent do you agree or disagree with each of the following statements about teaching **kindergarten students**?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Kindergarten provides a good opportunity to spend extra time on social and emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Kindergarten instruction in my classroom is mostly play-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is clear to me what is expected of students upon completion of kindergarten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Kindergarten students should not be expected to learn about academic subjects such as reading and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Kindergarten students are too young for homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Kindergarten students learn best through play-based activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Learning about math in kindergarten is as important as literacy for supporting student's future school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I use assessment results to help individualize instruction for my kindergarten students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I use TK activities for kindergarten students who need extra support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33.

34. To what extent do you do each of the following to differentiate instruction for TK versus K students?

	Large extent	Moderate extent	Small extent	Not at all
a. I give TK students more hands-on activities than my kindergarten students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I assess TK students less frequently than my kindergarten students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I allow TK students to choose whether they want to do the kindergarten activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I give TK students extra time to complete a given activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I give TK students more support to complete a given activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. TK students have more free-choice time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I give TK students less homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. TK students do simplified versions of the kindergarten activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. TK students do completely different activities from kindergarten students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My expectations are higher for my kindergarten students than my TK students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Please describe any other strategies you use to differentiate instruction for TK and kindergarten students.

Transitions

36. At the end of this school year, how many of your TK students do you think will be ready for first grade? _____

If Q1="Combination of TK and kindergarten", "Combo of TK, kindergarten, and one or more other grades" or "Dedicated kindergarten class", go to Q37. Else skip to Q38.

37. At the end of this school year, how many of your kindergarten students do you think will be recommended to repeat kindergarten? _____

Assessment

38. In the current school year (2012-13), is your school administering progress assessments (also called "interim", "benchmark", or "diagnostic" assessments) for TK students? By progress assessments, we mean required tests administered periodically to monitor students' progress. We do not mean the annual state assessment nor the tests or quizzes teachers administer on their own.

- Yes → GO TO Q39
- No → SKIP TO Q41

If Q38=missing, go to Q41.

39. [IF Q38=YES]: On average, how often are children given progress assessments?

- Once a year
- Twice a year
- Three times a year
- Four or more times a year
- Don't know

40. To what extent have you used the results from these progress assessments for the following activities?

	Large extent	Moderate extent	Small extent	Not at all
a. Identify individual TK students who need additional instructional support such as tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tailor instruction to individual TK students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identify and correct gaps in the TK curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improve or increase the involvement of parents in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Group students for instruction (either within or across grade levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provide information to parents on how their child is doing in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family Engagement

41. To what extent do you use the following strategies to engage parents of students in your classroom?

	Large extent	Moderate extent	Small extent	Not at all
a. Talk with parents about the skills their child must learn to succeed in the next grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide specific activities for parents to do with their child in the home to support their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Share with parents what children are doing and learning in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review resources designed to promote family involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Encourage parents to volunteer in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicate with parents in their home language about their child's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Background

42. What is the highest level of education that you have completed?
- High school diploma or GED
 - Some college
 - 2 year college degree (AA or AS)
 - 4 year college degree (BA or BS)
 - Some graduate school
 - MA or MS degree
 - PhD
 - Specialist degree
43. What certificates and/or credentials, if any, do you hold? (Check all that apply.)
- Multiple subject credential
 - Single subject credential (Specify Subject): _____
 - CLAD -Cross-cultural, Language, and Academic Development
 - BCLAD – Bilingual Cross-cultural, Language, and Academic Development
 - Special Education Certification
 - Substitute Credential
 - Emergency Credential
 - California Child Development Teacher Permit
 - Child Development Associate Credential (CDA)
 - Other
44. Counting this school year, how many years have you taught in any grade? _____

**Provided response may NOT be 0.
If Q44="1", skip to Q47. If Q44>1 or missing, go to Q45.**

45. Counting this school year, how many years have you taught each of the following grades or programs? Please enter "0" for the grades and programs you have never taught full- or part-time.

	Years
a. Preschool or Head Start	
b. Transitional Kindergarten	
c. Kindergarten	
d. Transitional/Pre-1st Grade	
e. 1st Grade	
f. 2nd grade	
g. 3rd grade	
h. 4th grade	
i. 5th grade	
j. 6th grade or higher	
k. English as a Second Language (ESL) Program	
l. Bilingual Education Program	
m. Special Education Program	

46. Which grade(s) or program(s) did you teach last year (in 2011-2012)? (Check all that apply.)

- Preschool or Head Start
- Transitional Kindergarten
- Kindergarten
- Transitional/Pre-1st Grade
- 1st Grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade or higher
- English as a Second Language (ESL) Program
- Bilingual Education Program
- Special Education Program

47. Do you speak a language other than English in your home?

- No → GO TO “SUBMIT SURVEY” PAGE
- Yes → GO TO Q48

If Q47=missing, go to “submit survey” page.

48. What other language(s) do you speak at home? (Check all that apply.)

- Spanish
- Cantonese
- Mandarin
- Tagalog
- Vietnamese
- Other (specify): _____

Your responses have been received. Thank you for participating in The Study of California’s Transitional Kindergarten Program!

Kindergarten Teacher Questionnaire

Thank you for taking the time to complete the Kindergarten Teacher survey for the Study of California's Transitional Kindergarten (TK) Program.

This is a statewide study being conducted by the American Institutes for Research (AIR) with funding from the Heising-Simons Foundation and The David and Lucile Packard Foundation. The purpose of the study is to learn about how districts and schools across the state planned for and are implementing TK. As part of this study, we are surveying TK teachers and kindergarten teachers to better understand the early learning experiences of students across the state.

Please review the following details before getting started:

- Your **participation in this study is voluntary**. You may choose not to participate or to skip questions you do not wish to answer, without penalty.
- However, we encourage you to participate, as completing the survey gives you the opportunity to share your experiences with TK and kindergarten and **inform future efforts to support schools and districts to improve early education**.
- There are **no foreseeable risks** to participating in this study.
- The survey should take **about 30 minutes**.
- To thank you for your time and contributions, **we sent a \$25 gift card code to you** with the invitation to complete this survey. Please let us know if you have any trouble using the gift card code.
- **Your answers to the questions in this survey will be kept confidential** and will only be used for research purposes. Your individual answers will not be shared with other staff from your school or district or anyone other than the researchers working on this study. Results from this survey will never be presented in a way that would identify you or your school.
- **For more information** about the study, you may contact Mark Garibaldi, Project Coordinator, at 650-843-8132 or tk.study@air.org. For more information about your rights as a participant in this study, you may contact AIR's Institutional Review Board at IRBChair@AIR.org or 800-634-0797.

By completing this survey, you indicate that you have read and understood the information above and agree to participate in this study.

Thank you for participating!

If an item does not have skip specifications, go to the very next item, unless a previous skip specification indicates otherwise.

If a respondent does not answer an item, go to the very next item, unless otherwise specified.

Structure of Your Classroom

- Which of the following do you currently teach? (Check all that apply.)
 - Dedicated TK class (only TK students) → GO TO “INELIGIBLE” PAGE
 - Combination of TK and kindergarten → GO TO “INELIGIBLE” PAGE
 - Combination of TK, kindergarten, and one or more other grades (e.g., TK/K/1) → GO TO “INELIGIBLE” PAGE
 - Combination of TK with grades other than kindergarten (e.g., TK/PreK) → GO TO “INELIGIBLE” PAGE
 - Dedicated kindergarten class (only K students) → IF ONLY THIS OPTION IS SELECTED, GO TO Q2; IF THIS OPTION AND ANOTHER OPTION ARE SELECTED, GO TO “INELIGIBLE” PAGE

Response to q1 is required; respondent cannot proceed if it is blank

- Please tell us more about the grades you teach by completing the table below. For each session you teach, please enter the total number of students and the number of students in each grade level. If you do not teach the session or grade level, leave the cell blank.

	Total number of students	PreK	TK	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	Other
a. Half-day session #1 (e.g., morning class)										
b. Half-day session #2 (e.g., afternoon class)										
c. Full-day session										
d. Other										

If any cell in row D is greater than 0, go to Q2Other. Otherwise, go to Q3.

2Other. In the previous question, you selected "other." Please describe the other session you teach below.

[ADD TEXT FIELD FOR WRITE-IN ANSWER]

- How many hours per week do your kindergarten students attend class? _____

If you teach multiple sessions, please answer all remaining questions about the first session of the day.

4. How many of the students enrolled in your classroom are in the following demographic groups? Please enter the number of kindergarten students on each line. Please enter "0" if there are no students in the demographic group.

	Number of K students
a. Male	
b. Female	
c. English learners (ELs)	
d. Special education	
e. Hispanic or Latino (of any race)	
f. American Indian or Alaska Native	
g. Asian	
h. Native Hawaiian or other Pacific Islander	
i. Filipino	
j. Black or African American	
k. White	
l. Two or more races	
m. Other racial/ethnic group	

5. How many hours per week do different types of staff usually assist **in your classroom** in the following ways? Write the number of hours in the appropriate boxes below.

	Teachers (other than you)	Regular Teachers' Assistants or Aides	Special Education Aides	ESL or Bilingual Education Aides
a. Hours per week spent working directly with students on instructional tasks				
b. Hours per week spent doing non-instructional work (such as photocopying, preparing materials, etc.)				

6. How often do you have parent volunteers in your classroom working directly with students?
- Every day
 - 2-3 times per week
 - Once a week
 - Once a month
 - Only occasionally
 - Never

Planning for TK

7. To what extent were you involved in each of the following aspects of your school's **TK planning efforts** for the 2012-13 school year?

	Large extent	Moderate extent	Small extent	Not at all
a. Developing or choosing the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a TK report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting TK students to come to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Describing the TK program to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Setting up the TK or TK combo classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration and Professional Development

8. With which teachers in your school or district do you share each of the following? (Check all that apply.)

	Preschool Teachers	TK Teachers	Other Kindergarten Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	No other teachers
a. I have regularly-scheduled common planning time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I meet periodically to discuss what teachers are teaching and how it aligns across grades with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I collaborate online to discuss what teachers are teaching and how it aligns across grades with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have joint professional development time with...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I use some of the same curricular materials for my K students as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I teach the same content standards to my K students as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8A-F: If "No other teachers" selected, no other responses may be selected for that item. If any other responses have been selected, "No other teachers" may not also be selected for that item.

Think about all the professional development (PD) experiences you have had since June 2012. This can include PD offered by any provider on any topic, and can be in many formats, for example as part of staff meetings, formal trainings, conferences, webinars or coaching.

9. Thinking about all the professional development activities that you have participated in since June 2012, how much emphasis was placed on the following topics?

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/NA
a. Using developmentally appropriate practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supporting students' social-emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supporting students' learning in English language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supporting students' learning in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting students' learning in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supporting students' learning in history-social science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Integrating instruction across subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meeting the needs of English learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learning a specific published curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning about tools for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Using student progress monitoring tools for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Reviewing student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Differentiating instruction for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Differentiating instruction for students enrolled in TK versus regular kindergarten in combination classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Using Response to Intervention (RTI) strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Reporting student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Engaging families to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Articulation between preschool and TK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Major emphasis	Moderate emphasis	Minor emphasis	No emphasis/ NA
s. Articulation between TK and kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. (3.1) All together, how many hours of professional development have you received since June 2012?

Curriculum

11. Please select the English Language Arts curricula you use in your classroom. (Check all that apply.)

English Language Arts curricula:	K curriculum
Alpha Chants	<input type="checkbox"/>
Alpha-Friends Kit	<input type="checkbox"/>
Avenues	<input type="checkbox"/>
Born to Learn	<input type="checkbox"/>
California Treasures Kindergarten Curriculum	<input type="checkbox"/>
Circle Strategies for Language and Literacy	<input type="checkbox"/>
Creative Curriculum	<input type="checkbox"/>
Curiosity Corner	<input type="checkbox"/>
DLM Early Childhood Express	<input type="checkbox"/>
Doors to Discovery	<input type="checkbox"/>
Gilroy Core Literature	<input type="checkbox"/>
Guided Reading	<input type="checkbox"/>
Hands-On Alphabet Activities	<input type="checkbox"/>
Handwriting without Tears	<input type="checkbox"/>
High/Scope	<input type="checkbox"/>
Houghton Mifflin Preschool Curriculum	<input type="checkbox"/>
Houghton Mifflin Kindergarten Curriculum	<input type="checkbox"/>
Imaginet	<input type="checkbox"/>
Leveled Readers Preschool	<input type="checkbox"/>
Leveled Readers Kindergarten	<input type="checkbox"/>
Little Reader for Little Readers	<input type="checkbox"/>
Open Court	<input type="checkbox"/>
Opening the World of Learning (OWL)	<input type="checkbox"/>
P.O.L.L. strategies	<input type="checkbox"/>
Play for Social Studies (Scott Foresman program)	<input type="checkbox"/>
Reader's Theater	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>
Scholastic Everyday Counts	<input type="checkbox"/>
Treasures and Little Treasures	<input type="checkbox"/>
Virtual Pre-K (VPK)	<input type="checkbox"/>
Writer's Workshop	<input type="checkbox"/>
ELA program designed by our district	<input type="checkbox"/>
Other ELA curriculum (specify):	<input type="checkbox"/>

12. Please select the Math curricula you use in your classroom. (Check all that apply.)

Math curricula:	K curriculum
Activities that Incorporate Math and Science (AIMS)	<input type="checkbox"/>
Big Math for Little Kids	<input type="checkbox"/>
Building Blocks	<input type="checkbox"/>
Envision It	<input type="checkbox"/>
Every Day Counts	<input type="checkbox"/>
Everyday Math	<input type="checkbox"/>
Family Math	<input type="checkbox"/>
Go Math	<input type="checkbox"/>
Growing with Math (McGraw Hill)	<input type="checkbox"/>
Harcourt Math	<input type="checkbox"/>
Math Their Way	<input type="checkbox"/>
Mathematics: The Creative Curriculum Approach	<input type="checkbox"/>
Mountain Math	<input type="checkbox"/>
Numbers Plus (High/Scope)	<input type="checkbox"/>
Number Worlds	<input type="checkbox"/>
Pre-K Mathematics	<input type="checkbox"/>
Touch Math	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>
Math program designed by our district	<input type="checkbox"/>
Other math curriculum (specify):	<input type="checkbox"/>

13. Please select the Science curricula you use in your classroom. (Check all that apply.)

Science curricula:	K curriculum
Activities that Incorporate Math and Science (AIMS)	<input type="checkbox"/>
FOSS Science K program	<input type="checkbox"/>
Headstart on Science	<input type="checkbox"/>
McMillan	<input type="checkbox"/>
Treasures and Little Treasures	<input type="checkbox"/>
Scholastic Big Day	<input type="checkbox"/>
Science program designed by our district	<input type="checkbox"/>
Other science curriculum (specify):	<input type="checkbox"/>

14. Please select the Social Studies curricula you use in your classroom. (Check all that apply.)

Social Studies curricula:	K curriculum
California Vistas (McMillan/McGraw Hill)	<input type="checkbox"/>
High/Scope	<input type="checkbox"/>
Houghton Mifflin History-Social Science	<input type="checkbox"/>
Reflections California Series (Houghton Mifflin Harcourt)	<input type="checkbox"/>
Scott Foresman History-Social Science for California	<input type="checkbox"/>
Social Studies program designed by our district	<input type="checkbox"/>
Other social science curriculum (specify):	<input type="checkbox"/>

15. Please select the Social-Emotional curricula you use, if any, in your classroom. (Check all that apply.)

Social-Emotional curriculum:	K curriculum
First Step to Success	<input type="checkbox"/>
Families and Schools Together (FAST)	<input type="checkbox"/>
AI's Pals	<input type="checkbox"/>
Emotions Course	<input type="checkbox"/>
Incredible Years: Dina Dinosaur Classroom Curriculum	<input type="checkbox"/>
Positive Behavioral Interventions & Supports (PBIS)	<input type="checkbox"/>
Second Step	<input type="checkbox"/>
Social Skills in Pictures, Stories, and Songs	<input type="checkbox"/>
Social-Emotional program designed by our district	<input type="checkbox"/>
Social-Emotional program designed by the teacher(s)	<input type="checkbox"/>
Other social-emotional curriculum (specify):	<input type="checkbox"/>

Instructional Strategies

16. How often AND how much time do your kindergarten students usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How often					How much time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts									
b. Mathematics									
c. Social studies									
d. Science									
e. Music and/or dance									
f. Art									
g. Social-emotional skills									

17. In a typical **day**, how much time do your kindergarten students spend in the following activities? Do not include lunch or recess breaks.

	No time	Half hour or less	About one hour	About two hours	Three hours or more
e. Teacher-directed whole class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher-directed small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher-directed individual activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Child-selected activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. To what extent do you use the following instructional strategies in your classroom?

	Large extent	Moderate extent	Small extent	Not at all
d. Group students according to ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Group students according to age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use mixed ability groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Please indicate your level of agreement with the following statements about your teaching.

	Strongly Agree	Agree	Disagree	Strongly Disagree
g. I individualize instruction to ensure that I meet individual student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I know how to provide instruction in English so it can be understood by English learners (ELs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Differentiating instruction for all my students is impossible, given the range of needs or size of my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I use developmentally appropriate practice with all of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I use student ability level rather than age to guide my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I use Response to Intervention (RTI) strategies for students who are having difficulty learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Do your kindergarten students who are English learners (ELs) receive instruction in their home language at school?

- Yes
- No
- None of my kindergarten students are ELs.

21. To what extent do you agree or disagree with each of the following statements about teaching kindergarten students?

	Strongly Agree	Agree	Disagree	Strongly Disagree
j. Kindergarten provides a good opportunity to spend extra time on social and emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Kindergarten instruction in my classroom is mostly play-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. It is clear to me what is expected of students upon completion of kindergarten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Kindergarten students should not be expected to learn about academic subjects such as reading and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Kindergarten students are too young for homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Kindergarten students learn best through play-based activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Learning about math in kindergarten is as important as literacy for supporting student's future school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I use assessment results to help individualize instruction for my kindergarten students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I use TK activities for kindergarten students who need extra support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. At the end of this school year, how many of your kindergarten students do you think will be recommended to repeat kindergarten? _____

Family Engagement

23. To what extent do you use the following strategies to engage parents of students in your classroom?

	Large extent	Moderate extent	Small extent	Not at all
g. Talk with parents about the skills their child must learn to succeed in the next grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Provide specific activities for parents to do with their child in the home to support their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Share with parents what children are doing and learning in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Review resources designed to promote family involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Encourage parents to volunteer in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Communicate with parents in their home language about their child's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Background

24. What is the highest level of education you have completed?

- High school diploma or GED
- Some college
- 2 year college degree (AA or AS)
- 4 year college degree (BA or BS)
- Some graduate school
- MA or MS degree
- PhD
- Specialist degree

25. What certificates and/or credentials, if any, do you hold? (Check all that apply.)

- Multiple subject credential
- Single subject credential (Specify Subject): _____
- CLAD - Cross-cultural, Language, and Academic Development
- BCLAD – Bilingual Cross-cultural, Language, and Academic Development
- Special Education Certification
- Substitute Credential
- Emergency Credential
- California Child Development Teacher Permit
- Child Development Associate Credential (CDA)
- Other

26. Counting this school year, how many years have you taught in any grade? _____

Provided response may NOT be 0.

If q26="1", skip to q29; if q26 greater than 1 or missing, go to q27.

27. Counting this school year, how many years have you taught each of the following grades or programs? Please enter "0" for the grades and programs you have never taught full- or part-time.

	Years
n. Preschool or Head Start	
o. Transitional Kindergarten	
p. Kindergarten	
q. Transitional/Pre-1st Grade	
r. 1st Grade	
s. 2nd grade	
t. 3rd grade	
u. 4th grade	
v. 5th grade	
w. 6th grade or higher	
x. English as a Second Language (ESL) Program	
y. Bilingual Education Program	
z. Special Education Program	

28. Which grade(s) or program(s) did you teach last year (in 2011-2012)? (Check all that apply.)

- Preschool or Head Start
- Transitional Kindergarten
- Kindergarten
- Transitional/Pre-1st grade
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade or higher
- English as a Second Language (ESL) Program
- Bilingual Education Program
- Special Education Program

29. Do you speak a language other than English in your home?

- No → GO TO “SUBMIT SURVEY” PAGE
- Yes → GO TO Q30

If Q29=missing, go to “submit survey” page.

30. What other language(s) do you speak at home? (Check all that apply.)

- Spanish
- Cantonese
- Mandarin
- Tagalog
- Vietnamese
- Other (specify): _____

Your responses have been received. Thank you for participating in The Study of California’s Transitional Kindergarten Program!

Official Use Only—Do not write in this box

Supplemental Observation Checklist

Teacher _____ School _____ Date _____

		Yes	No	Notes
Furniture	Most furniture is child-sized	<input type="checkbox"/>	<input type="checkbox"/>	
	Most students sit at tables	<input type="checkbox"/>	<input type="checkbox"/>	
	Most students sit at individual desks	<input type="checkbox"/>	<input type="checkbox"/>	
Relaxation and Comfort	A “cozy” area is accessible to students ³²	<input type="checkbox"/>	<input type="checkbox"/>	
Interest Centers	Does the classroom have the following interest centers:	Yes	No	
	Art	<input type="checkbox"/>	<input type="checkbox"/>	
	Science/nature	<input type="checkbox"/>	<input type="checkbox"/>	
	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
	Blocks	<input type="checkbox"/>	<input type="checkbox"/>	
	Books/literacy (e.g., library corner)	<input type="checkbox"/>	<input type="checkbox"/>	
	Dramatic play	<input type="checkbox"/>	<input type="checkbox"/>	
	Music/movement	<input type="checkbox"/>	<input type="checkbox"/>	
	Writing	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Other: specify</i>	<input type="checkbox"/>	—	
Display	Most of the display (art or classwork) is work done by students	<input type="checkbox"/>	<input type="checkbox"/>	
Circle Area	The classroom has a clearly designated area for whole group activities or “circle time” with a rug	<input type="checkbox"/>	<input type="checkbox"/>	
Literacy	The room offers a “print-rich” environment (e.g., names on cubbies, posters on walls, labels on objects).	<input type="checkbox"/>	<input type="checkbox"/>	

³² A cozy area is a clearly defined space with a substantial amount of softness, where students may lounge, daydream, read, or play quietly, such as a soft rug with several cushions. One small thing, in itself, does not create a cozy area.

		Accessible to Students	Visible But Not Accessible	Not Visible	Notes
Fine motor	Fine motor materials (e.g., small building toys, art materials, manipulatives such as beads of different sizes, and puzzles) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Art	Art materials are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Music & movement	Music materials (e.g., music center w/instruments, tape player, dance props) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Blocks	Enough space, blocks, and accessories for three or more students to build at the same time are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sand and water	Sand play or equivalent (e.g., cornmeal, rice) OR water play are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dramatic play	Dramatic play materials (e.g., dress up clothes, housekeeping props, dolls) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nature and science	Nature/science games, materials, and activities (e.g., collections of natural objects, rocks, insects, seed pods, living things, books, games or toys, activities such as cooking and experiments with magnets, magnifying glasses, sink-and-float) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mathematics and numeracy	Mathematics-related materials (e.g., counting materials, measuring, learning shape & size, balance scales, number puzzles, puzzles w/different geometric shapes, games such as dominoes or number lotto, and shapes/manipulatives) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing	Writing materials (e.g., cans of pencils, erasers, dry erase boards; high frequency or “sight” word charts) and/or evidence of students’ writing activities (worksheets to practice letters) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Computers	Computers, iPads, or similar are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Books	Students <u>have access</u> to (circle one):	Less than 40 books	Between 40 and 80 books	More than 80 books	

District TK Administrator Interview Protocol

Spring 2013

Name of District	
Name of Administrator	
Title of Administrator	
Name of School(s) in District that will be part of Site Visit	
Name of Senior Site Visitor	
Name of Junior Site Visitor	
Date of Interview	
Duration of Interview	

District TK Administrator Interview Protocol

The District TK Administrator interview should take approximately 60 minutes.

You should be able to cover all the questions in 60 minutes. However, if you have less time, make sure you cover the questions marked in bold.

Interview tips:

- *Before the site visit, review the school information form about the district's demographics, TK model(s), and any other information pertinent to this district and its schools that are implementing TK.*
- *Tailor the interview protocol to this particular district and the school(s) within that district that will be visited.*
- *Prior to the interview, review the consent form and ask the district budget officer to sign it. **If interviewing by phone, read the consent information and ask for his/her verbal agreement.***
- *Record the interview using a DVR (be sure to bring extra batteries and test out the device prior to the visit).*
- *Notify Raquel that the audio file can be sent for transcription.*
- *After the interview, add information from this interview to the site visit summary form.*

Materials for the interview:

- *Signed consent form*
- *Interview protocol*
- *Interview summary form*

The following is a suggested introduction. When you begin the interview, make these points, but use your own words for a more personal introduction.

Introduction

Thanks again for taking the time to speak with my colleague [insert name of junior site visitor, if applicable] and me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for us.

Evaluation of California's Transitional Kindergarten Program

We work for an independent non-profit research organization called the American Institutes for Research, and we are conducting research under a grant from the Heising-Simons Foundation and the David and Lucile Packard Foundation. The purpose of the study is to learn about how TK is being implemented in California, including understanding decision-making processes, challenges, and successes that selected districts, schools and teachers have encountered with TK. We have been surveying teachers, principals and district administrators throughout the state to explore these issues, and we are now visiting 8-10 districts within the state of California to learn about TK in more depth [*Don't mention other districts'/schools' names.*]

Our discussion should take about an hour, and we will be asking you questions about your district's approach to transitional kindergarten. Participation in the study is voluntary. You may choose not to participate or stop participating at any time without penalty.

Confidentiality

Before we start, I want to assure you that all information you share today will be kept confidential and will only be used for research purposes. We will not use your name or your district's name in any of our reports. We also will not share what you and I discuss with other people in this district.

I would also like to give you a chance to read and sign the consent form. This consent form describes the evaluation in more detail and explains that we will keep your identity and the information you supply private. The form also provides a phone number you can call should you have any questions.

Recording

If you don't mind, we would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording; it would just be for our own reference. If you would like us to turn off the recorder at any point, just let us know. Would that be OK?

[Wait for the recording to start.] Do you have any questions before we begin?

A. Administrator's Role

1. I'd like to start by asking you to tell me about your role in the district and how transitional kindergarten fits in.
 - a. What percentage of your time is focused on work related to TK?
2. Are there other staff in the district who do work related to TK?
 - a. If yes: Who are these colleagues and what is/are their specific role(s)?

B. Early Implementers

Ask if district implemented prior to 2012-13:

3. When did your district decide to implement transitional kindergarten?
 - a. When did TK actually begin in your district?
4. Tell me about the decision to implement TK early. How was the decision made? What were the main motivating factors?

5. How has your program changed this year, if at all, given the legislation requiring districts implement TK?

C. Standard Implementers

Ask if district implemented in 2012-13:

6. Tell me about the decision to implement TK. Who made the decision? Was it a clear-cut decision, or were there concerns?
 - a. *[If not discussed]* How did the uncertainty around the Governor’s budget and whether TK would be funded influence your district’s decision?
 - b. Was moving forward with implementing TK a good decision? Why or why not?
 - c. *[If the respondent is NOT the superintendent:]* How supportive of TK was (and is) the superintendent?
7. How supportive were principals and teachers of the decision to implement transitional kindergarten in your district?
 - a. What were their concerns?
 - b. Have their views changed since the beginning of the school year? What do you hear from principals and teachers about TK now? What do you think influenced the change, if there was one?

D. Planning/Structure

8. When you and your staff were planning your TK program, what sources of information or guidance about implementation did you draw on?
9. How did you decide how to structure your TK program? That is, how did you decide whether to offer TK combination classrooms, a straight TK classroom, or a TK hub—where students from across the district would attend TK in one or more centralized schools and then return to their home school after TK?

E. Staffing and Professional Development

10. How were teachers selected (or hired) to teach TK? *Possible probes: Were decisions about the selection of TK teachers made at the district or school level? What factors were considered in selection/hiring?*
11. What information or guidance were teachers given about how to implement TK?
12. Were professional development opportunities offered to TK teachers about how to implement TK? *If yes, probe for specifics.*
13. Is PD for TK teachers different in any way from PD offered to K or other teachers? If so, how?

F. Student Demographics and Outreach to Families

14. Tell me about the students enrolled in transitional kindergarten in your district. Do they reflect the demographics of the rest of your student population? Or are they different in some way?
 - a. Did you target certain populations or types of students? If so, who?
 - b. Did certain types of parents opt in or out at higher rates than others? If so, who? Why do you think this happened?
15. How do you share information about TK with families? How did most families who enrolled find out about TK?
16. Did you try to recruit families for TK? How? Or, were there families who wanted to enroll in TK whose children were ineligible?

G. Enrollment and Promotion Policies

17. I understand in your district, children who turned five between [TIMEFRAME] were eligible for TK in 2012-13, is that correct? Why did you decide to use this timeframe instead of [NOVEMBER ONLY/SEP-NOV]?
18. Are any other factors used for determining eligibility? For example, are other students who are older but deemed not yet ready for kindergarten sometimes placed in TK? How do you make this decision?
 - a. Are some students who are age-eligible for TK but otherwise developmentally ready for kindergarten sometimes placed directly into kindergarten? How do you make this decision?
 - b. And what about children who are younger—those born after December 2—does your district allow these children into TK? Under what circumstances?
19. Do you have a policy for promoting students from TK to first grade? If so, what is the policy? What criteria are used for this decision? Are any exceptions made?

H. Curricula

20. Are teachers using a formal curriculum for TK? Are decisions about curriculum made at the district or school level?
[If district decision or if district had any oversight:]
21. What factors were considered when selecting the TK curriculum?
22. Were teachers given any training on using the curriculum? *[If yes,]* What was involved in this training?

I. Assessment and Data Tracking

23. How is student progress in TK assessed?
 - a. What assessment is used and how was it developed?

- b. How are assessment results used?
24. Are assessment results maintained in a data system at the district?
25. Do you have assessment results—for example, a report of fall-spring assessment results—that you could share with us?

J. Budget and Staffing Implications

26. Did you have to hire additional teachers to implement TK?
27. How many students are in your TK classrooms? How many in your kindergarten classrooms? Did this change as a result of TK implementation? If so, how?

Note: Only ask these questions if you are NOT interviewing the District Budget Officer separately.

28. In general, how has TK implementation impacted your budget? *Probes: what elements of TK had the biggest impact on the budget, and why? Were you able to use for TK materials, furniture, and space that the district already had?*
29. What funding sources did you use to cover materials, space, professional development, and staff salaries for TK?
30. How will TK impact the district's budget in future years?

K. Articulation across TK, K, and Primary Grades

31. How has the introduction of TK supported articulation between PreK and K-3, if at all?
32. Has TK implementation impacted interactions between TK, K and other elementary grade teachers—and if so, how?
33. Do you have processes or structures in place to encourage alignment in curricula, assessment, and practice between Prek, TK, and K-3? If so, what does this look like?
34. What processes are in place to support students' transition from Prek to TK or from TK to kindergarten?

35. Were combined professional development opportunities offered to Prek, TK, and K-3 teachers? *If yes, probe for specifics.*

L. TK Successes, Challenges, and Opportunities

36. What do you think the value of TK is for students? For your district?

37. In your district, what is the biggest difference between TK and K?

38. What challenges have you faced so far with TK implementation?

39. What successes have you experienced with TK implementation?

40. Has your district experienced any unanticipated benefits of having transitional kindergarten in your schools?

41. Since implementation of TK, has your district made any changes based on lessons learned? *Probe for examples of changes in model, instructional approach(es), staffing, and/or professional development.*

M. Closing

42. Is there anything else you'd like to share with us about TK in your district?

Before you finish the interview, be sure to thank the district administrator for his/her time.

District Budget Officer Interview Protocol

Spring 2013

Name of District	
Name of District Budget Officer	
Title of District Budget Officer	
Name of School(s) in District that will be part of Site Visit	
Name of Senior Site Visitor	
Name of Junior Site Visitor	
Date of Interview	
Duration of Interview	

District Budget Officer Interview Protocol

The District Budget Officer interview should take approximately 30-45 minutes.

You should be able to cover all the questions in 30-45 minutes. However, if you have less time, make sure you cover the questions marked in bold.

Interview tips:

- ***Before the interview, send the budget officer the budget worksheet** (saved on the LAN in the same folder as this interview protocol) and ask for them to send it back to you prior to the interview if possible.*
- *Before the interview, review the school information form about the district's demographics, TK model(s), and any other information pertinent to this district (e.g., if it's a Basic Aid district) and its schools that are implementing TK.*
- *Tailor the interview protocol to this particular district and the school(s) within that district that will be visited.*
- *Prior to the interview, review the consent form and ask the district budget officer to sign it. **If interviewing by phone, read the consent information and ask for his/her verbal agreement.***
- *Record the interview using a DVR (be sure to bring extra batteries and test out the device prior to the visit).*
- *Notify Raquel that the audio file can be sent for transcription.*
- *After the interview, add information from this interview to the site visit summary form.*

Materials for the interview:

- *Budget officer worksheet*
- *Signed consent form (if in person)*
- *Interview protocol*
- *Interview summary form*

The following is a suggested introduction. When you begin the interview, make these points, but use your own words for a more personal introduction.

Introduction

Thanks again for taking the time to speak with my colleague [insert name of junior site visitor, if applicable] and me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for us.

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Our discussion should take about 30-45 minutes, and we will be asking you questions about your district’s approach to funding transitional kindergarten. Participation in the study is voluntary. You may choose not to participate or stop participating at any time without penalty.

Confidentiality

Before we start, I want to assure you that all information you share today will be kept confidential and will only be used for research purposes. We will not use your name, or your district’s name in any of our reports. We also will not share what you and I discuss with other people in this district.

I would also like to give you a chance to read and sign the consent form. This consent form describes the evaluation in more detail and explains that we will keep your identity and the information you supply private. The form also provides a phone number you can call should you have any questions.

Recording

If you don’t mind, we would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording; it would just be for our own reference. If you would like us to turn off the recorder at any point, just let us know. Would that be OK?

[Wait for the recording to start.] Do you have any questions before we begin?

A. Role and Background

1. I’d like to start by asking you to tell me a bit about your role in the district. What is your position, and, briefly, what are your job responsibilities?
2. As the district was planning to implement TK, how much were you involved in those planning conversations? What role did you play?

B. Planning

3. Did your district have to draw on resources other than base ADA (or basic aid) funding to *plan for* TK? I’ll ask some questions later about funding used to implement TK—but right now, we are interested in the planning phase. If yes, which sources?

C. Implementation

4. Did your district have to draw on funding sources other than base ADA (or basic aid) funding to *implement* TK? If yes, which sources were used to fund TK activities? *Probe for funding sources used to fund a) hiring of teachers, b) curriculum, c) other classroom materials, d) planning activities?*
5. *If a Basic Aid District (e.g., Campbell):* How does implementing TK as a Basic Aid district differ from if you had received ADA from the state?

6. How has your district's budgeting changed as a result of TK implementation, if at all? Did you have to move resources from other district programs in order to fund TK? *Probe: If line items were changed, how were these decisions made?*

D. Funding Sources

7. We had asked you to fill out a worksheet that indicates how much was drawn from each revenue source to support TK implementation... were you able to complete that?
[Ask any clarifying questions]

E. Sustainability

8. Do you have enough resources to sustain the TK program in your district over the long-term? Why or why not?
9. Are there challenges in funding TK adequately? What other resources are needed, if any?

F. Closing

10. Is there anything else you'd like to share with us about funding TK in your district?

Before you finish the interview, be sure to thank the district budget officer for his/her time.

Case Study District Budget Officer Interview Supplemental Questionnaire

Thank you for taking the time to talk with us about how TK has been funded and how it has impacted your district’s finances. We would like to better understand what resources districts have used to implement TK. Please take a moment to answer the brief questions below regarding expenditures and funding sources. All information will be kept confidential; it will be seen only by AIR’s research team. Results will be reported only in aggregate, and you and your district will never be identified in any report.

If your interview is scheduled in person, you may return this survey to the interviewer at that time. If your interview is by phone, you may return this survey to us by email at tk.study@air.org by fax at 650-843-8200.

Thank you very much for your participation in the study!

1. In addition to average daily attendance state funding (or basic aid funds), have you used funding or resources from any of the following sources to support the day-to-day activities of running your transitional kindergarten program this year? Check Yes, No, or Don’t Know on each line.

	Yes	No	Don’t Know
a. Title I, regular			
b. Title I, ARRA (American Recovery and Reinvestment Act)			
c. Title I, Professional Development set-aside			
d. Title II, Part A (Teacher and Principal Training and Recruiting Fund)			
e. Title II, Part D (Enhancing Education through Technology)			
f. Title III English Language Acquisition Program (ELAP)			
g. Economic Impact Aid - State Compensatory Education			
h. Economic Impact Aid - Limited English Proficient			
i. School Improvement Grants			
j. Tier III programs, including Instructional Materials, School and Library Improvement Block Grant, and/or Senate Bill (SB) 472/Assembly Bill (AB) 430			
k. State categorical funding (Please specify: _____)			
l. Other local sources of funding (e.g., district education foundation, PTA) (Please specify: _____)			
m. Other grants? (Please specify _____)			

2. *Aside from district staff time for planning*, what other costs has your district incurred to get your TK program up and running? Please give your best estimate of the cost of the following in the 2012-13 school year, and then indicate if the amount you had available to spend on each was sufficient.

TK-related expenses	Estimated cost you have incurred for the 2012-13 school year	Were available resources sufficient?		
		No	Yes	Don't Know
Hiring additional teachers (salaries and benefits)				
Hiring additional aides/paraprofessionals (salaries and benefits)				
New curriculum materials				
New classroom materials				
New classroom technology				
New assessments				
Fees for external trainers to provide training related to TK for teachers or administrators				
Outreach materials for parents				
Additional transportation costs				
Upgrading or building new facilities				
Other (Specify _____)				
Other (Specify _____)				

3. Please give your best estimate below of how much your district will need to spend over the next two school years to reach full implementation of TK.

TK-related expenses	Estimated costs you anticipate for:	
	2013-14 school year	2014-15 school year
Hiring additional teachers (<i>salaries and benefits over and above salary/benefit costs you are paying in 2012-13</i>)		
Hiring additional aides/paraprofessionals		
New curriculum materials		
New classroom materials		
New classroom technology		
New assessments		
Fees for external trainers to provide training related to TK for teachers or administrators		
Outreach materials for parents		
Additional transportation costs		
Upgrading or building new facilities		
Other (Specify _____)		
Other (Specify _____)		

Kindergarten Teacher Interview Protocol

Spring 2013

Name of District	
Name of School	
Name of Teacher	
Name of Senior Site Visitor	
Name of Junior Site Visitor	
Date of Interview	
Duration of Interview	

K Teacher Interview Protocol

A. Teacher's Tenure and Background

1. I'd like to start by asking you to tell me a bit about yourself.
 - a. How long have you been teaching at this school? And overall?
 - b. How long have you been teaching kindergarten?

2. What experience, if any, do you have teaching at the preschool level?

3. How were teachers chosen to teach TK at this school?

B. Classroom Demographics

Let's talk a bit about the students in your class. *Note: If the teacher has a morning and afternoon session, ask about both sessions.*

4. How many total students do you have in your class?

5. What is the age range of students in your class?
 - a. Did any of your students turn 5 between [TK ELIGIBILITY TIMEFRAME ACCORDING TO DISTRICT]?
 - b. How many were age eligible for kindergarten last year (that is, turned 6 by Dec 2 of 2012)?

6. How many of your students are:
 - c. Boys and how many are girls?
 - d. English learners?
 - e. Students with disabilities or special needs?

7. Aside from age, do your kindergarten students look like the TK students in this school in terms of these characteristics—gender, ELs, students with disabilities—or other characteristics?
 - a. *[If they differ,]* How are they different? Why do you think that is?
-

C. Curricula and Teaching Strategies

8. Tell me about kindergarten in your school. What is your approach to teaching kindergarten, and how is this different, if at all, from TK?
 - a. What are kindergarten students expected to know and be able to do by the end of the year? Is this different from TK expectations?
 - b. How does the experience of the kindergarten students in your classroom differ, if at all, from the experience of the TK students?
9. What guidance were you given from your district or school administrators about how kindergarten should look different from TK?
10. How do you decide what to teach in kindergarten?
 - a. What curricula do you use?
 - b. *[if using multiple curricula or some hybrid approach, probe for details.]*
 - c. Has this curriculum or approach changed since TK was introduced?
11. Are you using the Common Core State Standards for kindergarten to guide your instruction?
 - a. *[if yes,]* How?
12. Do you group students for instruction? *[if needed, probe: by ability, by age, or do you use mixed ability groups?]*
 - a. *[if yes,]* How do you group students?
 - b. What do you hope to achieve by grouping students this way?
13. To what extent are you able to differentiate instruction for your students—that is, to adjust your instruction to meet the individual learning needs of your students? How do you do this? Can you give me an example—perhaps from the session I observed?
14. Do you ever use TK or preschool curriculum activities for struggling kindergarten students?
If yes, probe for an example.

15. How does free choice or free play time fit into your approach to kindergarten? How does it fit into TK teachers' approach to TK?

16. How has your approach changed since the beginning of the year, if at all? Why?

D. Follow-up on Observation

17. Let's talk about the lessons I observed this morning/afternoon. Was this a typical day in your classroom? *[If not typical,]* What was different about today?

18. [Pick out a lesson you observed and ask]: Tell me a little more about [DESCRIBE THE ACTIVITY BRIEFLY]—tell me about your goal for that activity.

a. How do you feel this went?

E. Professional Development

19. What professional development experiences have you received this year to help you teach kindergarten? *Probe for a description of these opportunities.*

20. Of these professional development opportunities, which were most helpful, and why?

21. What additional support or professional development would be helpful for you in terms of teaching your kindergarten class?

F. Articulation Across TK, K, and Primary Grades

We're interested in articulation—or alignment—between preK, TK, kindergarten, and 1st-3rd grades.

22. Tell me about how you communicate and/or coordinate with the TK teachers in your school. In your view, are TK and K well aligned?

23. How much interaction, if any, do you have with preschool teachers in your district or in your community? With TK teachers in your school? Has TK helped to increase communication or improve alignment between preK and primary grades (including K)? How?

24. How much interaction, if any, do you have with 1st through 3rd grade teachers in your school? Are TK, K and K-3 well aligned?

G. Assessment and Promotion

25. How is student progress in kindergarten assessed?

- a. What assessments are used?
- b. *[If a formal assessment,]* Are these assessments used in kindergarten districtwide?
- c. Are these the same assessments used in TK classrooms?
- d. How are assessment results used?
- e. Are assessment results maintained in a data system at the school or district level?

26. How will you determine whether your students will be retained or promoted to first grade?

- a. Who makes these decisions?
- b. If children are retained, what criteria are used for retention? *Probe for what (e.g., assessment) and who (e.g., teacher, teacher-parent) informs these decisions.*

H. Outreach to Families

27. Did you have a role in sharing information about TK with families? How did you do so?

28. How involved in your classroom are parents, if at all?

29. How do you encourage parent involvement in your classroom?

30. Are there any strategies that you use to encourage parents to support their child's learning at home? Can you give me some examples?

I. TK Implementation: Successes, Challenges, and Lessons Learned

31. What do you think the value of TK is?

- a. for students?
- b. for your school?
- c. for the district?

32. In your school, what is the biggest difference between TK and K?
33. What challenges has your school faced so far with TK implementation?
34. What successes have you or your school experienced with TK implementation?
35. Has your school experienced any unanticipated benefits of having TK?
36. Since implementation of TK, has your school made any changes based on what you've learned? *Probe for examples of changes in model, instructional approach(es), staffing, and/or professional development.*

J. Closing

37. Is there anything else you'd like to share with us about TK in your school?

Thank you very much for your time!

TK Teacher Interview Protocol

Spring 2013

Name of District	
Name of School	
Name of Teacher	
Name of Senior Site Visitor	
Name of Junior Site Visitor	
Date of Interview	
Duration of Interview	

TK Teacher Interview

Thanks again for taking the time to speak with my colleague [insert name of junior site visitor] and me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for us.

Study of California's Transitional Kindergarten Program

We work for an independent non-profit research organization called the American Institutes for Research, and we are conducting research under a grant from the Heising-Simons Foundation and the David and Lucile Packard Foundation. The purpose of the study is to learn about how TK is being implemented in California, including understanding decision-making processes, challenges, and successes that selected districts, schools and teachers have encountered with TK. We have been surveying teachers, principals and district administrators throughout the state to explore these issues, and we are now visiting 8-10 districts within the state of California to learn about TK in more depth [*Don't mention other districts'/schools' names.*]

Our discussion should take about an hour, and we will be asking you questions about [YOUR DISTRICT'S/YOUR SCHOOL'S/YOUR] approach to transitional kindergarten. Participation in the study is voluntary. You may choose not to participate or stop participating at any time without penalty.

Confidentiality

Before we start, I want to assure you that all information you share today will be kept confidential and will only be used for research purposes. We will not use your name or your [SCHOOL'S/DISTRICT'S] name in any of our reports. We also will not share what you and I discuss with other people in this district/school.

I would also like to give you a chance to read and sign the consent form. This consent form describes the evaluation in more detail and explains that we will keep your identity and the information you supply private. The form also provides a phone number you can call should you have any questions.

Recording

If you don't mind, we would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording; it would just be for our own reference. If you would like us to turn off the recorder at any point, just let us know. Would that be OK?

[Wait for the recording to start.] Do you have any questions before we begin?

TK Teacher Interview Protocol

A. Teacher's Tenure and Background

1. I'd like to start by asking you to tell me a bit about yourself.
 - a. How long have you been teaching at this school? And overall?
 - b. What grade levels have you taught?
 - c. *Probe for how many years taught kindergarten and/or TK (young fives).*

2. What experience, if any, do you have teaching at the preschool level?

3. How did you come to be the TK teacher at this school? *Probe for interest, experience, seniority issues.*

B. Classroom Demographics

Let's talk a bit about the students in your class. *Note: If the teacher has a morning and afternoon session and both have TK students, ask about both sessions.*

4. How many total students do you have in your class?
 - a. *[If a TK combo class:]* How many of your students are classified as TK students?

5. What is the age range of TK students in your class? Did they all turn 5 between [TK ELIGIBILITY TIMEFRAME ACCORDING TO DISTRICT]?
[If no]
 - a. How many are older than this? (i.e., born before the eligibility timeframe, e.g., before September 1)
 - b. How many are younger than this? (i.e., born after the eligibility timeframe, e.g., after December 2)

6. How many of your TK students are:
 - a. Boys and how many are girls?
 - b. English learners?
 - c. Students with disabilities or special needs?

7. Aside from age, do your TK students look like [YOUR K STUDENTS/THE OTHER K STUDENTS IN THE SCHOOL] in terms of these characteristics—gender, ELs, students with disabilities—or other characteristics?
- [If they differ,]* How are they different? Why do you think that is?

C. Curricula

8. Tell me about TK in your school. What is your approach to teaching TK, and how is this different, if at all, from kindergarten?
- What are TK students expected to know and be able to do by the end of the year? Is this different from kindergarten expectations?
 - How does the experience of the TK students in your classroom differ, if at all, from the experience of the kindergarten students?
9. What guidance were you given from your district or school administrators on what TK should look like?
10. How do you decide what to teach in TK?
- Do you follow the kindergarten curriculum, or do you use a different curriculum for TK students? What curricula do you use?
 - [if using multiple curricula or some hybrid approach, probe for details.]*
11. *[If not mentioned,]* Were you involved in the decision regarding which curricula to use?
- [If yes,]* What factors were considered when choosing the TK curriculum?
 - [If no,]* Who made the decisions about which TK curriculum is used? *Probe whether the decision was made at the district or school level.*
12. Are you using the Common Core State Standards for kindergarten to guide your TK instruction?
- [If yes,]* How?
 - [For TK/K combination classes]* Are you using the Common Core State Standards to guide kindergarten instruction?
13. Are you using the California Preschool Learning Foundations to guide your TK instruction?
- [If yes,]* How?

D. Teaching Strategies

14. I'd like to ask you a little more about instruction for TK students, and how this may be different from kindergarten. For each content area, can you tell me whether your approach to teaching TK students is essentially the same as kindergarten, or how it differs:
- Language arts (i.e., early literacy skills, writing)

- b. English language development (for English learners)
- c. Mathematics
- d. Social-emotional development (e.g., self-regulation, behavior, social competence, sharing)
- e. Approaches to learning (e.g., ability to remain on task, problem solving, working independently)

15. Do you group students for instruction? *[if needed, probe: by ability, by age, or do you use mixed ability groups?]*

- a. *[if yes,]* How do you group students?
- b. What do you hope to achieve by grouping students this way?
- c. *[For TK/K combination classes, if not mentioned]* Do you group TK students together and K students together in order to provide separate instruction? If so:
- d. *[If TK/K combination, and group TK and K separately,]* Are all TK students always together?

16. To what extent are you able to differentiate instruction for your students—that is, to adjust your instruction to meet the individual learning needs of your students? How do you do this? Can you give me an example—perhaps from the session I observed?

- a. *[If TK combo,]* Do you differentiate instruction from your TK versus kindergarten students? How do you do this? Can you give me an example—perhaps from the session I observed?

17. Do you ever use kindergarten curriculum activities for TK students who seem ready for them? In what circumstances? *If yes, probe for an example.*

- a. *[If the teacher has a TK/K combo class]:* Do you ever use TK curriculum activities for struggling kindergarten students? *If yes, probe for an example.*

18. How does free choice or free play time fit into your approach to TK? How does it fit into [YOUR APPROACH/OTHER TEACHERS' APPROACH] to kindergarten?

19. How has your approach changed since the beginning of the year? Why?

E. Follow-up on Observation

20. Let's talk about the lessons I observed this morning/afternoon. Was this a typical day in your classroom? *[If not typical,]* What was different about today?

21. *[if TK combo,]* Tell me about what you were doing with your TK students and what you were doing with your TK students.

22. [Pick out a lesson you observed and ask]: Tell me a little more about [DESCRIBE THE ACTIVITY BRIEFLY]—tell me about your goal for that activity.
- a. How do you feel this went?

F. Professional Development

23. What professional development experiences have you received to help you prepare for teaching TK? *Probe for a description of these opportunities.*
24. What other professional development opportunities have informed your TK instruction? *Probe for ECE units, professional degrees in child development.*
25. Of these professional development opportunities, which were most helpful, and why?
26. What additional support or professional development would be helpful for you in terms of teaching your [TK/TK COMBINATION] class?

G. Resources

27. What new resources have you needed that are specific to TK? Probe for specifics (e.g., materials, curricula)? Were these resources available?

H. Articulation Across TK, K, and Primary Grades

We're interested in articulation—or alignment—between preK, TK, kindergarten, and 1st-3rd grades.

28. How much interaction, if any, do you have with preschool teachers in your district or in your community?
- a. Has TK helped to increase communication or improve alignment between preK and primary grades (TK, K, 1-3)? How?
29. Tell me about how you communicate and/or coordinate with the *[other]* kindergarten teachers in your school.
- a. In your view, are TK and K well aligned?

30. How much interaction, if any, do you have with 1st through 3rd grade teachers in your school? Are TK and K-3 well aligned?

I. Assessment and Promotion

31. How is student progress in TK assessed?

- a. What assessments are used?
- b. *[If a formal assessment,] Are these assessments used districtwide?*
- c. How are assessment results used?
- d. Are assessment results maintained in a data system at the school or district level?

32. Will any of your TK students be promoted to first grade without enrolling in kindergarten?

- a. *[If yes,] How are these decisions made? Probe for what (e.g., assessment) and who (e.g., teacher, teacher-parent) informs these decisions.*

J. Outreach to Families

33. How do you share information about TK with families? Were you involved in helping the school recruit families for TK? How?

34. How involved in your classroom are TK parents, if at all?

35. How do you encourage parent involvement in your classroom?

36. Are there any strategies that you use to encourage parents to support their child's learning at home? Can you give me some examples?

K. TK Implementation: Successes, Challenges, and Lessons Learned

37. What do you think the value of TK is?

- a. For students?
- b. For your school?
- c. For the district?

38. *[If not already addressed,] In your school, what is the biggest difference between TK and K?*

39. What challenges have you faced so far with TK implementation?

40. What successes have you or your school experienced with TK implementation?

41. Has your school experienced any unanticipated benefits of having transitional kindergarten?

42. Since implementation of TK, has your school made any changes based on what you've learned?
Probe for examples of changes in model, instructional approach(es), staffing, and/or professional development.

L. Closing

43. Is there anything else you'd like to share with us about TK in your school?

Before you finish the call, be sure to thank the teacher for his/her time.

Principal Interview Protocol

Spring 2013

Name of District	
Name of School	
Name of Principal	
Name of Senior Site Visitor	
Name of Junior Site Visitor	
Date of Interview	
Duration of Interview	

TK Principal Interview Protocol

A. Principal's Tenure and Background

1. I'd like to start by asking you to tell me a bit about yourself. How long have you been a principal at this school?
2. Did you work at other schools before you came to [insert name of school]? Were you a teacher before becoming a principal? For which grades? *If yes, probe for more details on education-related work experience.*

B. School's Goals for TK and Timing

3. When did your school first have students enrolled in TK? *Probe for school year if early implementer, or month during this school year if they delayed starting the TK class.*
4. What are the primary goals of TK in your school? *Probe for specific populations who are expected to benefit from TK.*
 - a. *[for early implementers,] How has this changed over time?*
5. How was the decision made to have TK at your school?
 - a. Were you supportive of this decision?
 - b. Now, after nearly a year *[or whatever the timeframe]*, do you think it was a good idea? Why or why not?

C. Planning/Degree of Guidance and Autonomy in Implementation

6. Who makes/made the decisions about TK implementation at your school? Were decisions made at the school or district level about:
 - a. *Whether TK would be a standalone or combination class with K (or other grades)?*
 - b. *Which teachers would teach TK?*
 - c. *What professional development opportunities teachers would get?*
 - d. *What curriculum would be used?*
 - e. *What assessments would be used?*
7. How much guidance and support regarding TK implementation have you received from the district? *Probe for examples of guidance and resources (e.g., meetings, training sessions, information packets).* In what areas have they provided support?

8. What *new* resources have you needed, that the district did not already have available, to implement TK? *Probe for specifics (e.g., materials, curricula)?* Has the district supported your need for these resources, and if so, how? Did you receive the resources you need?

D. TK/K Staff

Now I wanted to talk a bit about your staff who teach TK.

9. Did you have to hire additional teachers to implement TK?
10. How were teachers selected (or hired) to teach TK? *Possible probes: Were decisions about the selection of TK teachers made at the district or school level? What factors were considered in selection/hiring?*
11. *[If school selected TK teachers,]* Did you experience any challenges selecting or hiring staff to teach TK? *If yes, probe for specific challenges and how the principal addressed these challenges.*

E. Professional Development

12. Did you receive any professional development regarding the implementation of TK at your school? If so, how helpful were these?
13. What information or guidance were teachers given about how to implement TK and how it should differ from kindergarten? Who provided the guidance? *[Probe for district, principal, county office, other?]*
14. Were professional development opportunities offered to TK teachers about how to implement TK? *If yes, probe for specifics.*
15. Is PD for TK teachers different in any way from PD offered to K or other teachers? If so, how?

F. Student Demographics

Let's talk a bit about the students in your school.

16. How many K students are enrolled on your campus? How many TK students are enrolled on your campus? I understand this school has [TK-K/standalone TK] classrooms, is that correct?
17. Did kindergarten class size change as a result of TK implementation? If so, how?
18. Tell me about the students enrolled in transitional kindergarten in your school. Do they reflect the demographics of the rest of the school? Or are they different in some way?
- Do they all come from this school's attendance area, or do they come from all over the district?

G. Outreach to Families

19. How do you share information about TK with families? How did most families who enrolled find out about TK?
20. Did you actively recruit families for the TK program here? If so, how, and why did you choose to do so?
21. Did you have any parents who had reservations about TK? If yes, how did you address these reservations?
22. Did you have any parents who decided against enrolling their children in TK? If yes, why? What did they choose for their children instead of TK?
23. Did certain types of parents opt in or out at higher rates than others? If so, who? Why do you think this happened?
24. Were there families who wanted to enroll in TK whose children were ineligible?

H. Policies

25. I understand in your district, children who turned five between [TIMEFRAME] were eligible for TK in 2012-13, is that correct? Why did you decide to use this timeframe instead of [NOVEMBER ONLY/SEP-NOV]?
26. Are any other factors used for determining eligibility? For example, are other students who are older but deemed not yet ready for kindergarten sometimes placed in TK? How do you make this decision?
- Are some students who are age-eligible for TK but otherwise developmentally ready for kindergarten sometimes placed directly into kindergarten? How do you make this decision?

- b. And what about children who are younger—those born after December 2—does your district allow these children into TK? Under what circumstances?
27. Will any TK students be promoted to first grade? If so, how are these decisions made, and by whom? *Probe for what (e.g., assessment) and who (e.g., teacher, teacher-parent) informs these decisions.*

I. Curriculum and Teaching Strategies

28. Are teachers using a formal curriculum for TK? Are decisions about curriculum made at the district or school level?

[If school decision:]

29. What factors were considered when selecting the TK curriculum?
30. Were teachers given any training on using the curriculum? *[If yes,] What was involved in this training?*
31. How do TK classrooms on your campus differ from kindergarten classrooms?
32. How does the instruction for TK students differ from instruction for K students?
Possible probes: How does it differ for the following content areas:
- i. Language Arts (i.e., early literacy, writing)*
 - ii. English language development*
 - iii. Mathematics*
 - iv. Social-emotional development (e.g., self-regulation, behavior, social competence, sharing)*
 - v. Approaches to learning (e.g., ability to remain on task, problem solving, working independently)*
33. Are TK teachers in your school using the Common Core State Standards for kindergarten to guide their TK instruction? *[If yes,] How?*
- a. Are kindergarten teachers in your school using the Common Core State Standards to guide kindergarten instruction?*

J. Assessment and Data Tracking

34. How is student progress in TK assessed?
- a. What assessment is used, and how was it developed?*

b. How are assessment results used?

35. Are assessment results maintained in a data system at the school or district level?
36. Do you have assessment results- for example, a report of fall-spring assessment results- that you could share with us?

K. Articulation across TK, K, and Primary Grades

37. How has the introduction of TK supported articulation between PreK and K-3, if at all?
38. Has TK implementation impacted interactions between TK, kindergarten and other elementary grade teachers on this campus? If so, how?
39. What processes has your district put into place to support children's transition from Prek to TK or from TK to kindergarten?
40. What processes and structures, if any, are in place to ensure alignment in curricula, assessment, and practice between Prek, TK, and K-3?
41. Were combined professional development opportunities offered to Prek, TK, and K-3 teachers? *If yes, probe for specifics.*

L. TK Implementation: Successes, Challenges, and Lessons Learned

42. What do you think the value of TK is?
- a. for students?
 - b. for your school?
 - c. for the district?
43. How has the implementation of TK affected kindergarten, if at all?
44. In your school, what is the biggest difference between TK and K?
45. What challenges have you faced so far with TK implementation?
46. What successes have you experienced with TK implementation?
47. Has your school experienced any unanticipated benefits of having transitional kindergarten in your schools?

48. Since implementing TK, has your school made any changes based on lessons learned? *Probe for examples of changes in model, instructional approach(es), staffing, and/or professional development.*

M. Closing

49. Is there anything else you'd like to share with us about TK in your school?

Before you finish the call, be sure to thank the principal for his/her time.

Parent Focus Group Protocol

Spring 2013

Parent Focus Group Protocol

Introduction for the Interviewer

Text below is provided as a suggestion for what to say. Your goal here is to build rapport, so avoid reading verbatim from this sheet.

Give an explanation of the purpose of the group

Hi, everyone. My name is [INSERT NAME] and this is my colleague [INSERT NAME]. We are researchers from AIR, an organization that conducts research about education. Thanks for helping with our study. The purpose of the study is to learn about TK implementation in California, including understanding how decisions about planning and enrollment were made and the successes and challenges that districts, schools, teachers and families have encountered with TK. We are visiting 8-10 districts within the state of California.

Today's focus group will take about an hour and will give you a chance to express your opinions about TK and how well you feel this new program is working for your child. There are no right or wrong answers. You can disagree with each other and you can change your mind. I'd like you to feel comfortable saying what you really think and what you really feel. We hope all of you will give us your ideas, since each of your opinions is important to us.

It's important to us that we all be respectful. There may be times when you disagree with what someone say—which is fine. We want this to be a group discussion, so feel free to respond to me and to other members in the group without waiting to be called on. There is just one ground rule: it's important that only one person talk at a time. Our note taker has a hard time writing two sentences at once. This discussion will last about an hour. There's a lot I want to discuss, so at times I may move us along a bit.

Before we start, I want to make sure that each of you has time to read and sign the consent form. This form describes the study in more detail and provides a phone number you can call if you have any questions. The form explains that everything is confidential, and your name and the name of your school will not be included in our report. No one will know who said what. We will not repeat what you've said here, and we'd also like to ask you not to share what you hear today with others. The form also explains that this study is voluntary, so you can choose not to participate or stop participating at any time without penalty. And if there's a question you don't want to answer, you can skip it.

Are there any questions before we get started?

[INSERT NAME] will be taking notes. Also, if you don't mind, we would like to record this interview simply for note-taking purposes, so that I don't miss anything you have to say. No one outside of our research team would hear the recording; it would just be for our own reference. If you would like us to turn off the recorder at any point, just let us know. Would that be OK?

A. Rapport Building

1. Now, let's start by going around the room so you can each introduce yourself by giving me your first name and telling us how many children you have and what grades they are in.

Notetaker: Be sure to note the following: First name, grade of child (confirm child is in TK), and gender.

(Skip if time is short)

2. Now I want each of you to think about what you've liked best about your child's education at this school so far, and what has been a challenge.

Note: Do not probe parents any further after their initial comments. Just take notes on the types of things parents identify and come back to them later in the protocol if time allows.

B. TK Information

3. Now let's talk about Transitional Kindergarten, or TK.

➤ How did you hear about TK? *Probe for whether parents heard about TK from the school, other parents, or other sources.*

➤ Did the school provide any information about TK? If so, what resources were provided and how? Info sheets or brochures? Information on a website? Did you call someone at the school or district office? Were there information nights or tours of TK classrooms?

C. Initial Impressions of TK

In this section, we cover parents' initial impressions of the program, and their concerns or reservations.

4. Now I want you tell me your initial thoughts about and impressions of TK.

- After hearing about TK, what were your initial thoughts about the program?
- Did you have any concerns about the TK program? If so, what were those concerns? If you shared them with the school or district, how did the school or district address them, if at all?

D. Degree of Choice

In this section, we cover the options that schools offered to parents regarding TK enrollment.

5. Now I want you to think about decisions regarding TK enrollment.

- Why did you choose to enroll your child in TK?
- What kinds of options did the school provide you in terms of TK enrollment? In other words, did you get to choose whether or not you wanted to enroll your child in TK? Did you get to choose what type of class or schedule, like half or full day?
- If you wanted to do so, could you have enrolled your child in another year of preschool instead of TK?
- Did you get to choose the school your child attended?
- Did you or any parents you know decide to not to enroll their child in TK? Why or why not? Where are their children in school now?
- Did you know any parents who wanted to enroll their child in TK but could not? Why weren't they able to? What did they choose to do instead? *Probe for reasons (e.g., not enough space, school was located far away from home).*

F. Overall Feelings about TK

In this section, we cover parents' current impressions of the program.

6. Now I'd like to hear about how you feel TK is going and how well it is working for your child.

- What do you think of your child's teacher? The classroom activities?
- What are the main things your child has been learning this year?
- Does your child have homework in TK?
- What do you think the value of TK is for your child, if at all?
- Has there been anything about TK that has surprised you or that you didn't expect?
- What would you like to see done differently?
- Do you think TK is developmentally appropriate for your child? In other words, do you feel that the things they are learning are right for their age or does it feel "too young" or "too challenging"?
- If there wasn't a TK program—where would your child be during the day? Probes: Would your child be at your home or with a relative or friend? Enrolled in a preschool? In a family child care home?
- Will your child go to kindergarten next year or on to first grade? What do you think of this transition? [*probe about the idea of repeating K, being the youngest in 1st, etc.*]

E. Family Engagement

In this section, we discuss the extent to which parents help in the TK classroom.

7. Now I want to discuss volunteer work in the classroom.

- Does anyone help out in their child's TK classroom? *Probe for reasons why/why not.*
- [For those parents who do help out], What has been your experience in the classroom? What kinds of activities do you help with? How often? *Possible probes: Discuss a typical experience in the classroom.*
- Has your child's teacher given you suggestions about things you could be doing at home to support their learning at school? *Probe for an example.*

Be sure to thank the parents for their participation and valuable feedback.

Case Study Observation Form

Teacher: ____ School: _____ Observer: _____	CLASSROOM TYPE <input type="checkbox"/> TK only <input type="checkbox"/> Kindergarten only <input type="checkbox"/> TK combo (specify grades): _____	NUMBER OF STUDENTS # of TK students: _____ # of K students: _____ # of other grade students: _____	NUMBER OF ADULTS # of teachers: _____ # of aides: _____ # of other adults: _____	Start time: _____ End time: _____
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DAILY SCHEDULE:	SEATING ARRANGEMENT: Describe how students are seated (e.g., at desks or at tables? In assigned seats?). If a TK combo class, describe how TK vs. other students are grouped.
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DESCRIBE CLASSROOM ACTIVITIES:

Time:	Subject: <input type="checkbox"/> Literacy/ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Stud. <input type="checkbox"/> Art/Music <input type="checkbox"/> Other:	Grouping: <input type="checkbox"/> Tchr-directed whole class <input type="checkbox"/> Tchr-directed small group <input type="checkbox"/> Tchr-directed individual <input type="checkbox"/> Stud-selected	Describe Activity (note evidence of differentiation):	Level of student engagement: <input type="checkbox"/> High (all or most Ss engaged) <input type="checkbox"/> Mid (50-75% of Ss engaged) <input type="checkbox"/> Low (<50% of Ss engaged) Notes re engagement:
Students: <input type="checkbox"/> TK <input type="checkbox"/> other				
Time:	Subject: <input type="checkbox"/> Literacy/ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Stud. <input type="checkbox"/> Art/Music <input type="checkbox"/> Other:	Grouping: <input type="checkbox"/> Tchr-directed whole class <input type="checkbox"/> Tchr-directed small group <input type="checkbox"/> Tchr-directed individual <input type="checkbox"/> Stud-selected	Describe Activity (note evidence of differentiation):	Level of student engagement: <input type="checkbox"/> High (all or most Ss engaged) <input type="checkbox"/> Mid (50-75% of Ss engaged) <input type="checkbox"/> Low (<50% of Ss engaged) Notes re engagement:
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Time:	Subject: <input type="checkbox"/> Literacy/ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Stud. <input type="checkbox"/> Art/Music <input type="checkbox"/> Other:	Grouping: <input type="checkbox"/> Tchr-directed whole class <input type="checkbox"/> Tchr-directed small group <input type="checkbox"/> Tchr-directed individual <input type="checkbox"/> Stud-selected		Level of student engagement: <input type="checkbox"/> High (all or most Ss engaged) <input type="checkbox"/> Mid (50-75% of Ss engaged) <input type="checkbox"/> Low (<50% of Ss engaged) Notes re engagement:
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Students: <input type="checkbox"/> TK <input type="checkbox"/> other				

DESCRIBE STRATEGIES USED TO DIFFERENTIATE INSTRUCTION FOR... (e.g., grouped by ability level; materials of different readability or interest; different homework; choices about how to work (alone, in groups); students produce different products (writing, drawing); additional/different help or scaffolding)

A. INDIVIDUAL STUDENTS ACCORDING TO DEVELOPMENTAL/LEARNING NEEDS:

B. TK STUDENTS IN A COMBO CLASSROOM (How does the teacher provide a different experience for TK students?):

Appendix C: CLASS Regression Model Table

Exhibit C.1. OLS Regression Models Factors, Predicting CLASS Scale Scores

	Instructional Support	Emotional Support	Classroom Organization
Standalone	-0.1920	-0.0301	0.2855
District advised that TK should resemble kindergarten	0.3206	0.1372	0.3145
Director of ECE led planning effort	0.4125	0.8842	0.9799
PD on developmentally appropriate practice	-0.0016	0.1674	-0.0569
Total PD hours (z-score)	0.2878	0.0446	-0.2867
Years of teaching experience (z-score)	-0.0401	-0.0407	-0.0493
Years of PK teaching experience (z-score)	0.0963	-0.0019	-0.2246
Intercept	1.8381	4.2930	3.9050
<i>N</i>	39	39	39
<i>R</i> ²	0.1278	0.2939	0.3309

****p* < .001, ***p* < .01, **p* < .05, †*p* < .10

Note: Models use robust standard errors clustered on school districts to account for the nesting of schools and classrooms within districts.

Source: Short district census survey, TK teacher survey, and CLASS observation

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