



**Atlanta Public Schools:  
Early Learning Partnerships & Transition**

Atlanta Early Education Leadership Council  
April 2018

# What Are the Big Picture Shifts We're Seeking to Make?



# What Vision Are We Seeking to Build for Atlanta's Children?

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A seamless high-quality pathway from birth to college and career for **every** child born into the city of Atlanta.

Path-changing, consistent, and strategic wraparound supports for families and children, starting from birth.

# How Do Students Arrive in APS?

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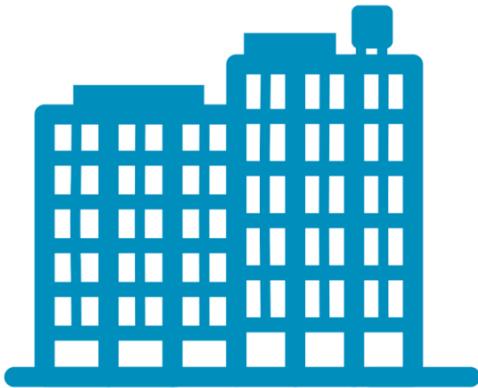
There is a lot we *don't* know...

**We *do* know that in both Pre-K and Kindergarten, children come in with a broad range of experiences and preparedness:**

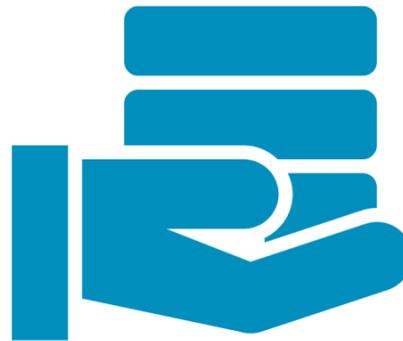
- Students have experienced a diverse range of pre-school care and learning
- Average Pre-K STAR scores up to 150 points apart by school
- Significant unidentified developmental and emotional needs found in Pre-K and K

# Our Approach to Early Learning Partnerships:

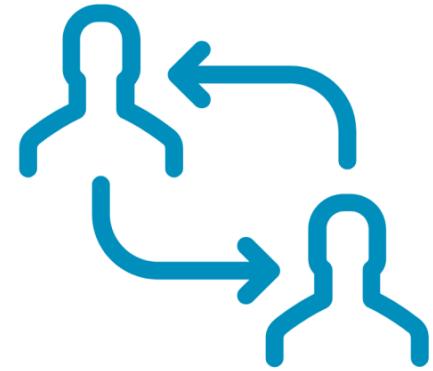
- ❑ Multiple pathways to partnership
- ❑ Outcomes-focused & research-informed
- ❑ Flexible and adaptive approach
- ❑ Difference-making for children and families



Shared Space/  
Colocation



Shared  
Resources



Collaborative  
Practice

# How Do We Think of School Transition?

Is the **student** ready to thrive in Kindergarten?



Does the **parent** know how to support their Kindergartener? Do they feel welcome?

Is the Kindergarten **teacher** prepared to support students with a range of backgrounds and abilities?



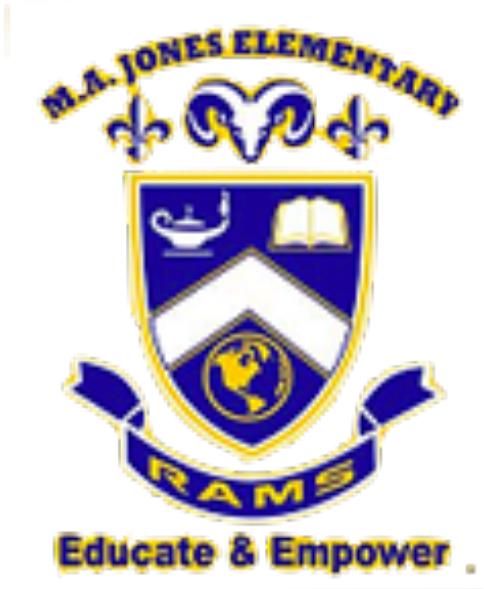
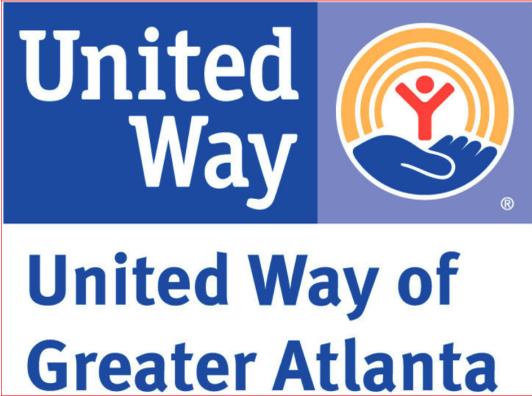
Does the ECE **teacher** get to share and receive feedback about students' strengths and gaps?

Does the **school** understand and support the developmental growth of ECE students?



Is the **community** equipped with wrap-around resources to support families and students?

# Spotlight on Effective School Transition Partnerships:



# What Barriers Do We Face?

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- ❑ Parents have inconsistent access to information about school readiness (enrollment dates, developmental milestones, etc.)
- ❑ Data on incoming students can be inconsistent; teacher capacity to use data effectively also varies.
- ❑ We have limited formal feedback loops to share information with ECE providers on student successes and opportunities.
- ❑ Principals and Center Directors, as well as teachers, have many competing demands and full schedules.
- ❑ This work is driven by relationships, and can be undermined by personnel instability.

# How Are We Seeking to Encourage Effective Transition?

## Adding Capacity

- Hired a School Transition Specialist
- Distributing transition mini-grants to schools and centers

## Building Relationships

- Created cluster maps including ECE providers
- Connecting in cluster transition meetings, working groups, & more

## Creating New Opportunities

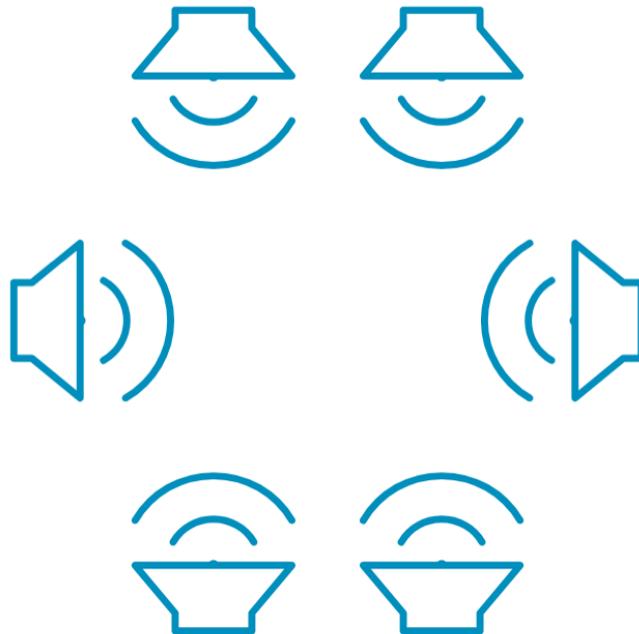
- Supporting KinderCamps in more schools
- Rising Pre-K & K transition event
- Explore parent-focused apps and/or messaging

## Tracking Progress

- Evaluating matriculation rates & readiness metrics
- Partnering with GSU on Atlanta 323 project to track progress across agencies

## Potential Next Step:

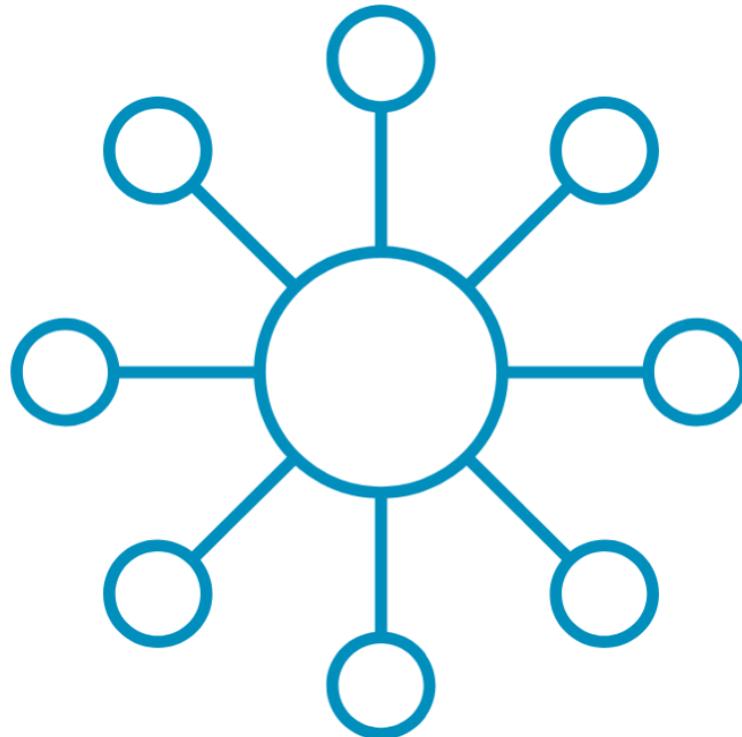
- ❑ **City-wide Messaging Campaign** including a “Countdown to Kindergarten”, early learning access information, and parent engagement app (e.g. Vroom, Sparkler, etc.)



## Potential Next Step:

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- ❑ **Create Formal Structures for ECE Engagement at APS** including encouraging an ECE representative on the Cluster Advisory Teams, including ECE providers on cluster maps, and encouraging 'transition teams' at schools



## Potential Next Step:

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- ❑ **Support a P-3 Literacy Institute** including vertical team learning across providers and grade levels to support enhanced understanding of developmentally-appropriate and rigorous instruction, as well as facilitating enhanced collaboration.



# Questions?



[www.atlantapublicschools.us/pre-k](http://www.atlantapublicschools.us/pre-k)