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| **Initiative Inventory: This tool can be used to guide your team’s review of past and current programs to get a clear picture of existing initiatives. Information and data collected can be used by the organization to explore the fit of initiatives with current work; guide decision making for new work; and assist with alignment of initiatives.** |
| **Part 1: Information About Early Childhood Programs** |
| Standard | Implementation Status(Describe what the district has in place to meet the standard) | Leadership of Initiative(Team/ Coordinator/Community Partner) | Scale of Intended Use(Targeted population) | Measures of Outcomes & Fidelity | Evidence of Outcomes? (What has happened thus far?)  |
| District personnel know the names and locations of early childhood programs/providers in the district that serve children in the year prior to kindergarten entry and have established a contact at each site.  |  |  |  |  |  |
| District has contacts with local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. (knowledge of programs supporting families helps locate children). |  |  |  |  |  |
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| District provides opportunities (such as emails and meetings) for directors and teachers from programs serving children in the year prior to kindergarten entry and kindergarten teachers and administrators to share information regarding effective transitions.  |  |  |  |  |  |
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| **Part 2: Information About Incoming Kindergarteners and Their Families** |
| Standard | Implementation Status(Describe what the district has in place to meet the standard) | Leadership of Initiative(Team/ Coordinator/Community Partner) | Scale of Intended Use(Tiered, targeted population) | Measures of Outcomes & Fidelity | Evidence of Outcomes? (What has happened thus far?)  |
| District has a system to obtain information from families about their children who are entering kindergarten, including children’s preschool/pre kindergarten experiences. |  |  |  |  |  |
| Representatives from the district are knowledgeable of each family’s socioeconomic background, the status of mother’s education, language spoken at home and the child’s preschool experience, including special education services. |  |  |  |  |  |
| The district has a procedure in place for obtaining and reviewing screening and assessment information for students who attended an early childhood program prior to kindergarten. |  |  |  |  |  |
| For kindergarten entrants who attended an early childhood program in the previous year, the district has a plan for how it will use information and data obtained from families and/or the prior program to identify a child’s strengths. |  |  |  |  |  |
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| **Part 3: Family Engagement Plan and Activities** |
| Standard | Implementation Status(Describe what the district has in place to meet the standard) | Leadership of Initiative(Team/ Coordinator/Community Partner) | Scale of Intended Use(Tiered, targeted population) | Measures of Outcomes & Fidelity | Evidence of Outcomes? (What has happened thus far?)  |
| Communications from the district are written to support the culture, home languages, and reading levels of the families of incoming children. |  |  |  |  |  |
| The district has a process and procedures for engaging parents and families in the transition of their children to kindergarten that are clearly communicated within the community. |  |  |  |  |  |
| Families are provided the opportunity to learn about district/school routines, the school calendar, the kindergarten learning standards and curricula before the first day of kindergarten. |  |  |  |  |  |
| Families and their kindergarten student can meet school staff before the first day of kindergarten either in person or by virtual experiences such as a classroom tour, a ride on the bus, and/or a school tour. |  |  |  |  |  |
| District has procedures to facilitate outreach and enrollment of children eligible for the district’s kindergarten program. |  |  |  |  |  |
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