

# Appendix A: Summer Phase Stakeholder Interview Protocols

**KITS Year 1 Feasibility & Implementation Study**  
**KEY STAKEHOLDER INTERVIEW #1 - KITS Administrative Coordinators & KITS Site Supervisors**

**August 2016**  
**Rev: 4/27/2017**

**Section to be completed by interviewer prior to call:**

**1. Person Being Interviewed (ID#):** \_\_\_\_\_

**2. Title:** \_\_\_\_\_

**3. Organization or School Name:** \_\_\_\_\_

**4. Interview Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**5. Interview conducted by:** \_\_\_\_\_

**6. Interviewer:** Check stakeholders' **primary role or roles** in KITS prior to starting interview:

\_\_\_\_ KITS coordinator

\_\_\_\_ KITS site supervisor

\_\_\_\_ School principal

\_\_\_\_ Other, specify: \_\_\_\_\_

**Introduction:** *Thank you for taking the time to talk with me today. I am from Portland State University and we are working with the United Way of Lane County and all of the schools involved with the KITS program to help learn more about the initial start up and recruitment phase of the KITS project this year. We will be talking to lots of individuals who have been involved in KITS so far, and will use this information to document what happened during the first year of implementation and to help shape the process for Year 2. I'll be taking notes today, but I won't include your name in the notes. We won't share any of the information you share with me today with anyone outside of the PSU evaluation team. Instead, we'll group responses together and identify common issues or topics across the interviews.*

***[Review Consent Form, receive verbal consent, complete required fields]***

Do you have any questions before we start? \_\_\_\_\_

- A. Let's start by talking about your knowledge of the KITS Program prior to this project. Were you familiar with the KITS Program, or was it new to you?
  - 1. What were your impressions of the program?
  - 2. What surprised you most about KITS? What else would you like to have known about the program prior to implementation?
  
- B. Thinking about communication with United Way and/or OSLC Developments Inc. (ODI), do you feel you have gotten the information you need, in a timely fashion?
  - 1. What if anything, would you do to improve this communication?
  - 2. Did you receive a KITS Program manual(s)? How has that been helpful? How could it be more helpful?

- C. Were you involved in the recruitment process for this year's KITS program(s) in your school/district? [*Interviewer - if not involved, and no knowledge of the process, skip to question E*].

Let's talk about the process for recruiting families in your school district/neighborhood.

1. When did your recruitment efforts begin?
2. How did you identify potentially interested families? Did you target a particular group of families, e.g., high need families?
3. How did you 'get the word out' to families about KITS? Did you use different strategies for reaching different groups of families? What seemed to work best?
4. Are there families in your school for whom English is a second language? If so, how effective were your recruitment efforts for these families? What went well? What were the challenges?
5. What do you think was most appealing to families about KITS? What was the best way to "sell" the program to families?
6. How did you follow up with interested families? What were the challenges in doing this follow up? What worked best for this next phase of follow up and recruitment?
7. Were the materials you received from the United Way, ODI (OSLC), and/or PSU helpful in recruitment? What was most/least helpful?
8. Were the other supports you received from the United Way, ODI (OSLC), your KITS coach, and/or PSU helpful in recruitment? (e.g., consultation, trouble-shooting issues, on-site assistance, etc.) What was most/least helpful?

- D. Was your program able to recruit sufficient families to fill your KITS program(s)? If not, what were the barriers?

1. What were the biggest barriers for your program in terms of filling slots? [Probe if not mentioned – family barriers/reasons for not participating; structural barriers like not enough resources, staff time, difficulty connecting with/finding parents, materials, etc.]
2. How might your strategy be different next year?
3. Did you feel like you were able to recruit the families you hoped to reach with KITS? If yes, what helped? If not, why not?
4. Is there anything else that United Way, ODI (OSLC), or PSU could do to help with recruitment?

- E. Were you involved in the hiring process for this year's KITS program(s) in your school/district? [*Interviewer - if not involved, and no knowledge of the process, skip to question G*].

Can you tell me about the process used to staff your KITS program [KITS programs]?

1. Do you feel like you ended up with the "right" staff for the program?
2. What staffing challenges did you have, if any?
3. How might the process be improved next year?
4. Do you think your KITS staff will be returning in Year 2? Why or why not? Do you think there is anything that would help encourage them to return?

- F. Thinking about the other aspects of KITS start-up that you were involved with, what would you say went well this year? e.g., finding/setting up facilities, arranging transportation, ordering supplies, etc. [*interviewer, probe for why it went well, what helped it work*]

1. What would you say were the most challenging aspects of start-up for your school/KITS programs?

- G. Were you involved in talking with families about the research component associated with KITS?  
*[Interviewer - if not involved, and no knowledge of the process, skip to Question K].*
1. How did you talk to or approach families about the research related to KITS?
  2. How did the consent to contact process go, i.e., getting permission to allow PSU to follow up directly with parents?
  3. Was the research a problem or concern for many families?
  4. If so, what do you think would help make families more comfortable with participating in the research?
- H. What suggestions do you have for improving the recruitment and start up process for next year?
1. Is there anything that United Way, ODI (OSLC), or PSU could do to help?
  2. Are there any other supports and/or training that you think would be helpful to you in your role in regards to KITS?
- I. What do you think were the biggest successes for your KITS programs/your District in terms of implementing KITS so far?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me?\_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions. Thank you!*

# Appendix B: KITS Coach & Teacher Surveys

Welcome to the KITS Evaluation!

In partnership with the United Way of Lane County, the Center for Improvement of Child and Family Services at Portland State University is conducting an evaluation of the KITS Program. Through this research, we hope to learn about the implementation of the KITS Program and the impact on KITS outcomes. You were selected as a participant in the study because you are a KITS Coach. If you decide to participate, you will be asked to complete this brief, online survey about your background and experience.

Before you begin the survey, it is important that you understand your rights as a research participant. First of all, your participation is voluntary. Whether or not you decide to participate will not affect your employment with KITS. You may also withdraw from this study at any time without affecting your employment with KITS. All the information you provide will be kept confidential. PSU will not inform anyone of your individual responses. All the data we collect will be aggregated and reported with all identifying information removed.

You may decide not to answer any of the questions asked. You may also discontinue the survey at any time. While you will not benefit directly from taking part in this study, the study will provide important knowledge that could improve kindergarten readiness programs for children and families in Oregon and nationally.

If you have any concerns or problems about your participation in this study or your rights as a research subject, please contact the PSU Office of Research Integrity, Market Center Building (1600 SW Fourth Ave), Suite 620, Portland, OR 97201; phone (503) 725-2227 or 1-(877) 480-4400. If you have any questions about the study itself, contact Beth Green at (503) 725-9904.

If you are willing to participate, please click on the arrow below to begin now!

First name \_\_\_\_\_ Last Name \_\_\_\_\_

KITS schools for which you provide coaching *[drop down menu here...choose all that apply]*

What is your age? \_\_\_\_\_

What gender identity do you most identify with?

- Man
- Woman
- Not listed, please specify: \_\_\_\_\_
- Prefer not to answer

Do you consider yourself to be: (check all that apply):

- White/Caucasian
- African American
- Hispanic/Latino
- Asian/Pacific Islander

- Native American/Alaska Native
- Not listed please specify: \_\_\_\_\_
- Prefer not to answer

**What is your primary language (the language you speak most often)?** *(Mark one box only.)*

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> English         | <input type="checkbox"/> Chinese   |
| <input type="checkbox"/> Spanish         | <input type="checkbox"/> Russian   |
| <input type="checkbox"/> Vietnamese      | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Other, specify: |                                    |

\_\_\_\_\_

**What is the highest level of education that you have ever completed?** *(Mark one box only.)*

- |   |  |
|---|--|
| <input type="checkbox"/> 8th grade or less                    | <input type="checkbox"/> Some college credit but no degree |
| <input type="checkbox"/> 9-12 <sup>th</sup> grade, no diploma | <input type="checkbox"/> Community college certificate     |
| <input type="checkbox"/> GED or high school equivalency       | <input type="checkbox"/> Associate Degree (AA, AS, etc.)   |
| <input type="checkbox"/> High school graduate                 | <input type="checkbox"/> Bachelor's Degree (BA, BS, etc.)  |
|   | <input type="checkbox"/> Graduate Degree                   |

**If you have an Associate's and/or Bachelor's degree, what was your Major?** \_\_\_\_\_

**If you have a Graduate degree, what was your field of study?** \_\_\_\_\_

**Are you currently enrolled in school?** YES NO

**If YES, what degree are you working toward?**

- GED or high school equivalency
- Community college certificate
- Associate Degree (AA, AS, etc.)
- Bachelor's Degree (BA, BS, etc.)
- Graduate Degree
- Other \_\_\_\_\_

**Aside from KITS, have you ever worked as a...(check all that apply)**

- Head Start teacher?
- Preschool teacher?
- Kindergarten teacher?
- Teaching assistant?
- Childcare provider?
- Other type of teacher/provider? Please specify: \_\_\_\_\_
- None of the above

**Did you have experience working with teachers or early learning providers prior to becoming a KITS coach?**      YES      NO

**Prior to becoming a KITS coach, were you employed by KITS in another role?**

- YES
- NO

**If YES, in what role? (check all that apply).**

- Lead School Readiness Group Teacher
- Assistant School Readiness Group Teacher
- Parent Group Facilitator
- Parent Group Translator
- Child Care Provider
- Assessor/Coder
- Not listed, please specify: \_\_\_\_\_

**How long have you worked as a KITS coach?**

- Less than one year       4-6 years       More than 10 years  
 1-3 years       7-10 years

**Are you currently employed outside of KITS?**      YES      NO

If yes, please describe your other employment:

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**Please tell us how important you think each of these KITS elements is to *Program success*:**

	Not at all important	Somewhat important	Important	Very important
Emphasis on structure/routine				
Attention to transitions				
Strengths-based				
Balancing of group with individual needs				
Approach to teaching social-emotional skills				
Approach to teaching self-regulation skills				
Approach to teaching early literacy skills				
Approach to behavior management				
Use of homework assignments				
Concurrent parent group/curriculum				



Provision of transportation				
Provision of child care				
Emphasis on model fidelity				
Videotaping and feedback				
Clinical team approach				
Coaching support throughout the program				

Comments:

**In general, knowing that each classroom is unique, what implementation successes and challenges are you seeing in the KITS School Readiness Groups for which you provide coaching?**

	Very challenging	Somewhat challenging	Somewhat successful	Very successful
Classroom and materials organization				
Lesson preparation				
Consistency of attendance				
Transportation, pick-ups & drop-offs				
Transitions between activities				
Balancing group and individual needs				
Behavior management				
Early literacy lessons				
Social-emotional lessons				
Circle time				
Snack time				
Project time				
Point chart/incentives				
Weekly home letter and homework				
Teacher forms/paperwork				
Videotaping				
Clinical meetings				

Comments:

**In general, knowing that each Parent Group is unique, what implementation successes and challenges are you seeing in the KITS Parent Groups for which you provide coaching?**

	Very challenging	Somewhat challenging	Somewhat successful	Very successful
Meeting area and materials organization				

Lesson preparation				
Consistency of attendance				
Make-up sessions with parents (by telephone or home visit)				
Balancing group and individual needs				
Review of weekly home letter and (child) homework assignments				
Weekly topic (instruction)				
Weekly topic (group discussion)				
Language translation				
Parent home practice activities				
Weekly raffle/incentives				
Facilitator forms/paperwork				
Videotaping				
Clinical meetings				

Comments:

**Are any of the KITS programs for which you provide coaching, providing language translation services for parents? YES NO**

**If YES, please tell us more about how that is structured and seems to be working:**

**What do you think is the most important aspect of your role as a KITS coach?**

**What is most challenging about being a KITS coach?**

**What suggestions do you have for improving the KITS program?**

**Anything else you'd like to share?**

[TEXT FOR QUALTRICS SURVEY -- KITS PROGRAM STAFF] -- DRAFT, 8/8/16

Welcome to the KITS Evaluation!

In partnership with the United Way of Lane County, the Center for Improvement of Child and Family Services at Portland State University is conducting an evaluation of the KITS Program. Through this research, we hope to learn about the implementation of the KITS Program and the impact on KITS outcomes. You were selected as a participant in the study because you are a member of the KITS Team at your school. If you decide to participate, you will be asked to complete this brief, online survey about your background and experience, and your initial impressions of the KITS model. It should take no longer than 10-15 minutes of your time. **As a thank-you for your participation, we will mail you a \$15 Amazon gift card.**

Before you begin the survey, it is important that you understand your rights as a research participant. First of all, your participation is voluntary. Whether or not you decide to participate will not affect your employment with KITS, and/or your school/district. You may also withdraw from this study at any time without affecting your employment with KITS and/or your school/district. All the information you provide will be kept confidential. PSU will not inform anyone of your individual responses. All the data we collect will be aggregated and reported with all identifying information removed.

You may decide not to answer any of the questions asked. You may also stop the survey or choose not to answer specific questions. While you will not benefit directly from taking part in this study the study will provide important knowledge which will improve kindergarten readiness programs like KITS for children and families in Oregon and nationally.

If you have any concerns or problems about your participation in this study or your rights as a research subject, please contact the PSU Office of Research Integrity, Market Center Building (1600 SW Fourth Ave), Suite 620, Portland, OR 97201; phone (503) 725-2227 or 1-(877) 480-4400. If you have any questions about the study itself, contact Beth Green at (503) 725-9904.

If you are willing to participate, please click on the arrow below to begin now!

First name \_\_\_\_\_ Last Name \_\_\_\_\_

Best mailing address (for gift card): \_\_\_\_\_

KITS School [*Drop-down menu here; check all that apply*]

What is your current position with the KITS program? (check all that apply)

- Lead School Readiness Group Teacher
- Assistant School Readiness Group Teacher
- Parent Group Facilitator
- Parent Group Translator
- Not listed, please specify: \_\_\_\_\_

What is your age? \_\_\_\_\_

What gender identity do you most identify with?

- Man
- Woman
- Not listed, please specify: \_\_\_\_\_
- Prefer not to answer

Do you consider yourself to be: (check all that apply):

- White/Caucasian
- African American
- Hispanic/Latino
- Asian/Pacific Islander
- Native American/Alaska Native
- Not listed, please specify: \_\_\_\_\_
- Prefer not to answer

What is your primary language (the language you speak the most often)? *(Mark one box only.)*

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> English               | <input type="checkbox"/> Chinese   |
| <input type="checkbox"/> Spanish               | <input type="checkbox"/> Russian   |
| <input type="checkbox"/> Vietnamese            | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Other, specify: _____ |                                    |

What is the highest level of education that you have completed? *(Mark one box only.)*

- |   |  |
|---|--|
| <input type="checkbox"/> 8th grade or less                    | <input type="checkbox"/> Some college credit but no degree |
| <input type="checkbox"/> 9-12 <sup>th</sup> grade, no diploma | <input type="checkbox"/> Community college certificate     |
| <input type="checkbox"/> GED or high school equivalency       | <input type="checkbox"/> Associate Degree (AA, AS, etc.)   |
| <input type="checkbox"/> High school graduate                 | <input type="checkbox"/> Bachelor's Degree (BA, BS, etc.)  |
|   | <input type="checkbox"/> Graduate Degree                   |

If you have an Associate's and/or Bachelor's degree, what was your Major? (skip if not applicable)

\_\_\_\_\_

If you have a Graduate degree, what was your field of study? \_\_\_\_\_

Are you currently enrolled in school? YES NO

If YES, what degree are you working toward?

- GED or high school equivalency
- Community college certificate
- Associate Degree (AA, AS, etc.)
- Bachelor's Degree (BA, BS, etc.)
- Graduate Degree
- Not listed, please specify: \_\_\_\_\_

Do you have any of the following certifications or credentials for early care and education or school-age care? *(Check all that apply.)*

- Infant-Toddler Credential
- School Age Credential
- Director's Credential
- Child Development Associate (CDA) certificate
- Some other early childhood/child care credential or certificate, please specify:
  
- None of the above

Not including KITS, which of the following *best* describes your occupation: (please select only one):

- Home-based child care provider
- Center-based preschool teacher/staff/child care provider (children ages 0-5)
- Kindergarten Teacher
- 1st-12th grade Teacher
- Teaching assistant
- Special education teacher/assistant
- Not listed, please specify: \_\_\_\_\_

How long have you worked in the above role?

- Less than one year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

Were you familiar with the KITS Program prior to your current position with KITS?

- YES
- NO

Have you previously worked with the KITS Program?

- YES
- NO

If YES, in what role? (check all that apply).

- Lead School Readiness Group Teacher

- Assistant School Readiness Group Teacher
- Parent Group Facilitator
- Parent Group Translator
- Child Care Provider
- Assessor/Coder
- Not listed, please specify: \_\_\_\_\_

How did you hear that the KITS Program was hiring?

- School district job posting
- Newspaper
- Word of mouth
- Not listed, please specify: \_\_\_\_\_

Do you hope to return as KITS staff in subsequent years?

- YES
- NO
- MAYBE

If NO, why not? \_\_\_\_\_

Are you interested in becoming a KITS trainer?

- YES
- NO
- MAYBE

If NO, why not? \_\_\_\_\_

Did you attend the KITS training offered this past summer?

- YES -- ALL
- YES --PART
- NONE

To what extent would you say the KITS model/approach is consistent with your previous education and training?

- Not at all consistent
- Somewhat consistent
- Consistent
- Very consistent

If not consistent, please tell us a little bit about the differences between the KITS model/approach and your previous education and training:

If you currently work in an early learning or K-12 school setting, to what extent would you say the KITS model/approach is consistent with that school's approach to educating children?

- Not at consistent
- Somewhat consistent
- Consistent
- Very consistent
- *Not applicable*

If not consistent, please tell us a little bit about the differences between the KITS model/approach and the approach taken by the early learning or K-12 school setting you currently work in:

**With any new program, there may be aspects of the program that feel like a good fit for you personally. Other aspects of the program may feel unfamiliar or uncomfortable, at least at first. Thinking about KITS, please indicate how you feel, so far, about each element of the KITS Program listed below:**

	Really Dislike	Dislike	Neutral	Like	Really Like
Emphasis on structure/routine					
Attention to transitions					
Strengths-based approach					
Balancing of group with individual needs					
Approach to teaching social-emotional skills					
Approach to teaching self-regulation skills					
Approach to teaching early literacy skills					
Approach to behavior management					
Use of homework assignments					
Concurrent parent group/curriculum					
Provision of transportation					
Provision of child care					
Emphasis on model fidelity					

Comments:



**Now please tell us how important you think each of these KITS elements is to *Program success*:**

	Not at all important	Somewhat important	Important	Very important
Emphasis on structure/routine				
Attention to transitions				
Strengths-based				
Balancing of group with individual needs				
Approach to teaching social-emotional skills				
Approach to teaching self-regulation skills				
Approach to teaching early literacy skills				
Approach to behavior management				
Use of homework assignments				
Concurrent parent group/curriculum				
Provision of transportation				
Provision of child care				
Emphasis on model fidelity				
Videotaping and feedback				
Clinical team approach				
Coaching support throughout the program				

Comments:

**KITS follows a specific protocol for behavior management in the classroom. From your perspective, please rate the effectiveness of the strategies listed below:**

	Very ineffective	Somewhat ineffective	Somewhat effective	Very effective
Ignoring or redirecting non-compliant behaviors				
Inclusionary approach to using "time out" (having a child take a break in the classroom)				
"Room clears" in the case of highly disruptive behavior				
5:1 ratio of positive reinforcement to corrective feedback				
Classroom incentive system				
Physical/nonverbal positive reinforcement (e.g., pat on the back, thumbs up)				
"Praise a peer" strategy for noncompliance				
Specific praise (more than "good job")				

Tangible rewards (e.g., stickers)				
"Special jobs" as rewards				
Individual attention to support on-task behavior				

Comments:

*[For School Readiness Group Lead Teachers/Assistant Teachers only]* **Please indicate below the successes and challenges you've encountered in implementing KITS School Readiness Groups to date:**

	Very challenging	Somewhat challenging	Somewhat successful	Very successful
Classroom and materials organization				
Lesson preparation				
Consistency of attendance				
Transportation, pick-ups & drop-offs				
Transitions between activities				
Balancing group and individual needs				
Behavior management				
Early literacy lessons				
Social-emotional lessons				
Circle time				
Snack time				
Project time				
Point chart/incentives				
Weekly home letter and homework				
Teacher forms/paperwork				

Comments:

*[For Parent Group Facilitators only]* **Please indicate below the successes and challenges you've encountered in implementing KITS Parent Groups to date:**

	Very challenging	Somewhat challenging	Somewhat successful	Very successful
Meeting area and materials organization				
Lesson preparation				

Consistency of attendance				
Make-up sessions with parents (by telephone or home visit)				
Balancing group and individual needs				
Review of weekly home letter and (child) homework assignments				
Weekly topic (instruction)				
Weekly topic (group discussion)				
Language translation				
Parent home practice activities				
Weekly raffle/incentives				
Facilitator forms/paperwork				

Comments:

**Is your KITS program providing language translation services for parents? YES NO**

**If YES, please tell us more about how that is structured and seems to be working:**

**Please tell us about your experience with your KITS coach:**

	Never	Rarely	Sometimes	Almost Always	Always
My coach is readily available to me					
My coach has useful information/skills to offer					
My coach is emotionally supportive					
My coach has a positive approach					
My coach offers useful feedback					
My coach is good at problem-solving					
My coach is skilled at facilitating clinical meetings					

Comments:

**To what extent do you agree with the statements below?**

	Strongly agree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
The weekly clinical meetings have been useful for me					
The videotaping and feedback process has been useful for me					
The teacher/facilitator forms and clinical tracking log have been useful for me					
Overall, I have learned a lot through the coaching process					
My skills have improved through the coaching process					
Our team has been strengthened through the coaching process					

Comments:

**How often do you read the KITS newsletter?**

Never	Rarely	Sometimes	Almost Always	Always

**How useful is the KITS newsletter to you?**

Not useful at all	Not very useful	Somewhat useful	Very useful	N/A - do not read

**How often do you access the KITS Facebook page?**

Never	Rarely	Sometimes	Almost Always	Always

**How useful is the KITS Facebook page to you?**

Not useful at all	Not very useful	Somewhat useful	Very useful	N/A - do not look at

--	--	--	--	--

**What suggestions do you have for improving the KITS program?**

**Anything else you'd like to share?**

Thank you for completing this Survey! Your input is important to help us learn about the KITS program. You will receive your gift card in about 2-3 weeks!

# Appendix C: Parent Focus Group Protocols

**KITS FEASIBILITY PARENT FOCUS GROUP PROTOCOL**  
**VERSION FOR KITS PARTICIPANTS**  
**Summer 2016**  
**Rev: 4/27/2017**

**Section to be completed prior to group:**

1. **Focus Group Type:**   x   KITS Participants        Control Participants
2. **Location of Focus Group:** \_\_\_\_\_
3. **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_
5. **Facilitator Name:** \_\_\_\_\_
6. **Language Used:**     English     Spanish
7. **Number of participants:** \_\_\_\_\_

**Materials Checklist**

- Consent form- two per person
- Gift cards and receipts – one per family
- “Ground Rules” on large post it
- Recorder

**Introduction (Facilitator) (5 minutes)**

Thank you all for coming today to participate in this discussion about your experience with the Kids in Transition to School project. My name is \_\_\_\_\_.

- I am with Portland State University. We are working with the United Way of Lane County and your neighborhood schools to learn more from parents about their experiences with the KITS project this year.
- The purpose of the discussion today is to find out from you how you learned about the KITS program, your experiences in the KITS groups and activities, and how you think the program could be strengthened. We are especially interested in learning about how you found out about KITS and what ideas you have for “getting the word out” next year to families who might want to be in KITS.

**Complete & Collect Consent Forms (Facilitator) (5 minutes)**

Before we start, we need to make sure you all know your rights and understand that participation is voluntary. You all should have a Consent Form that tells you more about the project and by signing, you are agreeing to **voluntarily participate**. I also want you to know that everything you share with us today will be **kept confidential**—we may share quotes in reports, but we won’t identify who said what during our time together.

[Have parents sign consent forms and collect]. Please let me know if you have any questions about the consent form.

### **Ground Rules (Facilitator)**

**(5 minutes)**

To help our group run as smoothly as possible and to maximize our chance to learn from each other, we'll use the following to guide our time together:

### **Ground Rules (Already written and taped to wall)**

- No right or wrong answer
- Listen respectfully to others
- We want to hear from everyone
- Please silence cell phones (step out to take a call if urgent)
- Facilitator role is to guide the discussion
- What is said in this group, stays in this group (maintain confidentiality).

### **Gift Cards**

The focus group will take about one hour. When we're done, each of you will receive a \$20 gift card as a "thank you" for taking the time to participate.

Do you have any questions before we start?

### **Introductions (Facilitator)**

Before we jump into the discussion, why don't we go around the room and please share your name and tell us briefly about your family—for example how many kids you have and what grade they are in. I'd also like for each of you to tell me one thing that you learned from the KITS program.

- A. How did you first hear about the KITS program? [Prompt: Did you...Receive a post card or flyer? See a poster or banner? See a bus billboard? Hear a radio spot? What else?]
  - What else would work to 'get the word out' about KITS to more families?
- B. When you first heard about KITS, what was interesting to you or seemed valuable to you about the Program?
  - Did you have any concerns about participating, and if so what were they?
- C. How did you go about enrolling in KITS? What was that process like?
  - Were there things that the school or the KITS Program did that made it possible or easier for you and your child to participate?
- D. The KITS Program also involves a research component in which families may or may not choose to participate – you may remember getting a packet in the mail or at your parent group that contained a consent form and a survey?
  - What concerns, if any, did you have about participating in the research and data collection?
  - Is there anything we could do to make families more comfortable with the research?
- E. How often have you and/or your child been able to attend KITS? Let's talk about the summer first, and then the fall.



- Was there anything that got in the way of attending during the summer? What might help?
  - Was there anything that got in the way of attending during the fall? What might help?
- F. What did your child like best about participating in KITS? What were the greatest benefits for him/her? What were the greatest challenges?
- G. What did you like best about participating in the Parent Group? What were the greatest benefits for you? What were the greatest challenges?
- H. Do you think your child was better prepared for kindergarten after participating in KITS? In what ways?
- I. Do you think you were better prepared to support your child in kindergarten after participating in KITS? In what ways?
- J. Can you tell me a little bit about your involvement with your child's classroom, school, and/or homework activities at home, now that she/he is in kindergarten?
- K. What suggestions do you have for how the KITS program might be improved for children? For parents?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me?\_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions.*

*Thank you!*

# Appendix D: Spring Parent Interview Protocols

**KITS Year 1 Feasibility & Implementation Study  
DRAFT Parent Interview (No participation)**

**Winter 2017  
Rev: 4/27/2017**

**Section to be completed by interviewer prior to call:**

- 1. Person Being Interviewed (ID#):** \_\_\_\_\_
- 3. KITS School Name:** \_\_\_\_\_
- 4. Interview Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_
- 5. Interview conducted by:** \_\_\_\_\_

**Introduction:** *Thank you for taking the time to talk with me today. I am from Portland State University and we are working with the United Way of Lane County and all of the schools involved with the Kids in Transition to School (KITS) program to help learn more about how the KITS program went this year. We will be talking to lots of people who have been involved with KITS in different ways, and will use this information to help improve the program next year. We know that you weren't actually able to participate in KITS this year, but we're hoping to learn more about what the barriers might have been so that we can engage more families next year.*

*I'll be taking notes today, but I won't include your name in the notes. We won't share any of the information you share with me today with anyone outside of the PSU evaluation team. Instead, we'll group responses together and identify common issues or topics across the interviews.*

***[Review Consent Form, receive verbal consent, complete required fields]***

Do you have any questions before we start? \_\_\_\_\_

**Introduction**

- A. When you first heard about KITS, what was interesting to you or seemed valuable to you about the Program?
  - A1. Did you have any concerns or questions about being in the program, and if so what were they?
- B. Did you ever connect with anyone at the school or school district about the KITS program? If so, please tell me about this:
  - B1. How did you make contact --was it by telephone, email, or some other way?
  - B2. To what extent were your questions addressed?
  - B3. What else would you liked to have known about the program at the beginning?
- C. Did you ever enroll in KITS?
  - C1. NO: If not, why not?
  - C2. YES: If you did enroll, what happened so that you were not able to participate?

- D. What could the school or the KITS Program have done to [increase your interest in participating] or [make it possible or easier for you and your child to participate?] *(Depending on how parent answers C-- may not be relevant if school told parent they had no more room or were not eligible).*
- E. Did you and/or your child participate in any OTHER program or activities (besides KITS) that were intended to help children and families be ready for kindergarten? *[Probe for preschool/Head Start, Safety Town, kindergarten camp, kindergarten orientation, etc.]*
- E1. Tell me a little about that – what was it like?
  - E2. Where was it located?
  - E3. What kinds of things did you/your child learn?
- F. How did the transition to kindergarten go for you and your child?
- F1. Is there anything that you think could have made it easier or smoother for you and/or your child?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me?\_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions.*

*As a thank you for your time today, we would like to send you a \$20 gift card. What is the best mailing address for you?*

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*Thank you!*

**KITS Year 1 Feasibility & Implementation Study  
FINAL Parent Interview (Spanish speaking)**

**Winter 2017  
Rev: 4/27/17**

**Section to be completed by interviewer prior to call:**

1. Person Being Interviewed (ID#): \_\_\_\_\_
3. KITS School Name: \_\_\_\_\_
4. Interview Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
5. Interview conducted by: \_\_\_\_\_

**Introduction:** *Gracias por tomar el tiempo para hablar conmigo hoy. Yo soy de La Universidad Estatal de Portland o Portland State University y estamos trabajando con el United Way del Condado de Lane y todas las escuelas involucradas con los niños en el programa se llama Kids in Transition to School o KITS para ayudarlos aprender más sobre como estuvo el programa de KITS este año. Estaremos hablando con mucha gente que ha estado involucrada con KITS y usaremos esta información para ayudar mejorar el programa en el próximo año. Estamos especialmente interesados en hablar con ustedes para entender mejor como funcionó — o no funcionó el programa para las familias latinas y los niños cuya lengua materna es el español. Déjeme saber si tiene alguna pregunta sobre eso, ok?*

*Estaré tomando notas hoy, pero no voy a incluir su nombre en las notas. Tambien, tengo un grabador para que no me olvida ningún pensamiento suya que comparte conmigo hoy. ¿Está bien grabar nuestra conversación? No compartiremos ninguna de la información que compartes conmigo hoy con nadie fuera del equipo de evaluación de PSU.*

**[Review Consent Form, receive verbal consent, complete required fields]**

¿Tiene alguna pregunta antes de que empecemos? \_\_\_\_\_

**Introduction**

- A. Cuando se enteró por primera vez de KITS, ¿Qué fue interesante para usted o le pareció valioso para usted acerca del programa?
  - A1. ¿Tenía alguna preocupación o pregunta acerca de estar en el programa? Y si es así ¿qué eran?
  - A2. ¿Qué más le hubiera gustado saber sobre el programa antes de que usted decidió a participar?
  
- B. ¿Cuáles fueron los mayores beneficios para su hijo/a por estar en KITS?

- B1. ¿Cuáles fueron los mayores retos?
- C. ¿Se proporcionó traducción en español a los niños que hablan español en las clases de KITS?
- \_\_\_\_ NO. Si no fue así, piensa que la traducción en el salón de clases le habría ayudado a su hijo(a)? ¿de qué manera?
  - \_\_\_\_ SI: ¿Cómo funcionó eso?
  - C1. ¿Había algo más que pudiera haber ayudado a su hijo estar más cómodo en el aula?
- D. ¿En que maneras, si las hay, fueron las actividades en el aula de KITS de su hijo(a) consistentes con su cultura? [*Probe — Escuchó de los maestros de su niño(a) o de su niño(a) sobre cualquier juego, canciones o actividades que eran similares a lo que usted hace en casa?*]
- E. ¿Cuáles fueron los mayores beneficios para usted por participar en el grupo de padres?
- E1. ¿Cuáles fueron los mayores retos?
- F. ¿Cómo fue la traducción al español proporcionada en su grupo de padres?
- F1. ¿Fue eficaz/útil para usted?
  - F2. ¿Qué podría ayudar a facilitar la traducción?
- G. ¿Hasta qué punto se sintió incluido(a) y acogido(a) en el grupo de padres?
- G1. ¿Qué tan cómodo(a) se sintió hablando con otros padres de su grupo acerca de sus pensamientos, ideas y situaciones diferentes en casa con su hijo(a)?
  - G2. ¿De qué manera, si la hubo, fue consistente con su cultura la información sobre la crianza que recibió en el grupo de padres? ¿De qué manera, si la hubo, fue diferente?
  - G3. ¿Hasta qué punto se sintió que su cultura fue reconocida y respetada en el grupo de padres?
- H. ¿Cómo fue la transición al jardín de niños/kinder para usted y su hijo(a)?
- H1. ¿Hay algo que usted piensa que podría haber hecho el proceso más fácil o más suave para usted y/o su hijo(a)?
- I. ¿Cuáles sugerencias tiene para cómo el programa de KITS puede ser mejorado para los niños?
- I1. ¿Para los padres?
  - I2. ¿Tiene alguna sugerencia sobre cómo el programa podría llegar a incluir más familias latinas e hispanohablantes?

*Wrap Up, Close, Muchas gracias por su tiempo. ¿Tiene algunas otras preguntas para mí?* \_\_\_\_\_

*Por favor llámeme a mi número [number] si le gustaría incluir cualquier otra cosa o si tiene alguna pregunta.*

*Para darle las gracias por su tiempo hoy, nos gustaría mandarles una tarjeta de regalo de \$20. ¿Qué es la mejor dirección para usted?*

*¡Gracias!*

**KITS Year 1 Feasibility & Implementation Study  
DRAFT Parent Interview (Low Participating)**

**Winter 2017  
Rev: 4/27/2017**

**Section to be completed by interviewer prior to call:**

- 1. Person Being Interviewed (ID#):** \_\_\_\_\_
- 3. KITS School Name:** \_\_\_\_\_
- 4. Interview Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_
- 5. Interview conducted by:** \_\_\_\_\_

**Introduction:** *Thank you for taking the time to talk with me today. I am from Portland State University and we are working with the United Way of Lane County and all of the schools involved with the Kids in Transition to School (KITS) program to help learn more about how the KITS program went this year. We will be talking to lots of people who have been involved in different ways with KITS and will use this information to help improve the program next year. I'll be taking notes today, but I won't include your name in the notes. We won't share any of the information you share with me today with anyone outside of the PSU evaluation team. Instead, we'll group responses together and identify common issues or topics across the interviews.*

***[Review Consent Form, receive verbal consent, complete required fields]***

Do you have any questions before we start? \_\_\_\_\_

**Introduction**

- A. When you first heard about KITS, what was interesting to you or seemed valuable to you about the Program?
  - A1. Did you have any concerns or questions about being in the program, and if so what were they?
  - A2. What else would you like to have known about the program before you agreed to participate?
  
- B. We are interested to learn more about why families may not have been able to attend some of the scheduled KITS classes and/or parent groups . Let's talk about the summer classes first, and then the fall.
  - B1. Was there anything that got in the way of your child being able to attend classes during the summer? What might have helped him/her attend more?
  - B2. Was there anything that got in the way of you being able to attend parent workshops during the summer? What might have helped you attend more?
  - B3. Was there anything that got in the way of your child attending KITS classes during the fall? What might have helped him/her attend more?
  - B4. Was there anything that got in the way of you attending parenting workshops during the fall? What might have helped you attend more?

- C. What were the greatest benefits for your child from being in KITS?
  - C1. What were the greatest challenges?
- D. What were the biggest benefits for you from being in the Parent Group?
  - D1. What were the greatest challenges?
- E. Was there anything you were hoping to get out of being in KITS that you didn't get?
  - E1. \_\_\_\_ NO.
  - E2. \_\_\_\_ Yes: If so, what was it?
- F. How did the transition to kindergarten go for you and your child?
  - F1. Is there anything that you think could have made it easier or smoother for you and/or your child?
- G. What suggestions do you have for how the KITS program might be improved for children?
- H. What suggestions do you have for improving the parent groups? Anything else you would suggest to make the program better, or make it easier for families to participate?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me? \_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions.*

*As a thank you for your time today, we would like to send you a \$20 gift card. What is the best mailing address for you?*

---

*Thank you!*



# Appendix E: Spring Stakeholder Interview Protocols

(Teacher, PG Facilitator, PG Translator)

**KITS Year 1 Feasibility & Implementation Study  
KITS Teacher/Facilitator Interview**

Jan/Feb 2017  
Rev: 4/27/2017

**Section to be completed by interviewer prior to call:**

**1. Person Being Interviewed (ID#):** \_\_\_\_\_

**2. Title:** \_\_\_\_\_

**3. Organization or School Name:** \_\_\_\_\_

**4. Interview Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**5. Interview conducted by:** \_\_\_\_\_

**6. Interviewer:** Check staff's **primary role or roles** in KITS prior to starting interview:

\_\_\_\_ Lead teacher for School Readiness Group

\_\_\_\_ Assistant teacher for School Readiness Group

\_\_\_\_ Parent Group Facilitator

\_\_\_\_ Parent Group Translator

\_\_\_\_ Other, specify: \_\_\_\_\_

**Introduction:** *Thank you for taking the time to talk with me today. I am from Portland State University and we are working with the United Way of Lane County and all of the schools involved with the KITS program to help learn more how the KITS project went this past year. We will be talking to lots of individuals who have been involved in KITS so far, and will use this information to document what happened during the first year of implementation and to help shape the process for Year 2. I'll be taking notes today, but I won't include your name in the notes. We won't share any of the information you share with me today with anyone outside of the PSU evaluation team. Instead, we'll group responses together and identify common issues or topics across the interviews.*

**[Review Consent Form, receive verbal consent, complete required fields]**

Do you have any questions before we start? \_\_\_\_\_

**Introduction**

**A. Let's start by talking about your knowledge of KITS prior to this summer . Were you familiar with the KITS program, or was it new to you?**

- A1. \_\_\_NEW
- A2. \_\_\_ Familiar
- A3. What surprised you most about KITS?
- A4. What else would you like to have known about the program prior to implementation?

**B. KITS offers a comprehensive training for Teachers and Facilitators. To what extent was this training helpful to you?**

- B1. What was most helpful?
- B2. What was less helpful?
- B3. Do you have any suggestions for how the training could be improved?

**C. As you know, KITS is a manualized, evidence-based program that is designed to be implemented according to particular fidelity guidelines.**

- C1. What did it feel like to implement this kind of a program?
- C2. What was helpful about the fidelity guidelines?
- C3. What was challenging?

**D. How did you know whether or not you/your team was implementing with fidelity to the KITS model?**

- D1. What kind of feedback did you/your team get from your Coach regarding fidelity?
- D2. How did you/your team use that feedback?

**E. To what extent did you utilize the KITS Manual in preparing for class/group and delivering curriculum?**

- E1. What was most useful about the Manual?
- E2. What was less useful?
- E3. Do you have any suggestions for how the Manual could be improved?

**F. Is there anything else that OSLC or your school or District could have done to help you with implementing the program?**

**G. In what ways, if any, do you think the children in your class were more "kindergarten ready" by the end of the KITS program this fall? *[For Parent Group Leaders – In what ways do you think the parents in your class were better prepared to support their children in kindergarten, by the conclusion of KITS?]***

- G1. Can you provide specific examples?
- G2. Is there anything else that KITS could do to help them to be more ready?

**H. Did you encounter any challenges in meeting the needs of particular subgroups of children and/or families (like children with special needs or English Language Learners)?**

- H1. If yes, can you provide specific examples?
- H2. How did you work to address those needs?
- H3. What might you do differently next time?
- H4. Is there anything that OSLC or your KITS coach could provide to help you work more effectively with these groups of children and families?

**I. Have you incorporated any aspects of the KITS model into your work with children or families in other contexts outside of the KITS classes/workshops?** (If applicable) Tell me about what that looks like....

**J. Have you shared the KITS approach with other teachers, staff or administrators in your school or where you work? (if applicable)?**

- J1. If yes, what aspects have you shared or talked about?
- J2. If not, do you think other teachers or leaders where you work could benefit from learning more about KITS approaches
  - J2a. If so, what specifically/why would this be helpful?

**K. What suggestions do you have for improving the KITS program next year?**

- Knowing what you know now, what might you do differently?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me?\_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions.*

*As a thank you for your time today, we would like to send you a \$20 gift card. What is the best mailing address for you?*

---

*Thank you!*

**KITS Year 1 Feasibility & Implementation Study  
KITS Parent Group Translator Interview**

Jan/Feb 2017  
Rev: 4/27/2017

**Section to be completed by interviewer prior to call:**

**1. Person Being Interviewed (ID#):** \_\_\_\_\_

**2. Title:** \_\_\_\_\_

**3. Organization or School Name:** \_\_\_\_\_

**4. Interview Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**5. Interview conducted by:** \_\_\_\_\_

**6. Interviewer:** Check staff's **primary role or roles** in KITS prior to starting interview:

\_\_\_\_ Lead teacher for School Readiness Group

\_\_\_\_ Assistant teacher for School Readiness Group

\_\_\_\_ Parent Group Facilitator

\_\_\_\_ Parent Group Translator

\_\_\_\_ Other, specify: \_\_\_\_\_

**Introduction:** *Thank you for taking the time to talk with me today. I am from Portland State University and we are working with the United Way of Lane County and all of the schools involved with the KITS program to help learn more how the KITS project went this past year. We will be talking to lots of individuals who have been involved in KITS so far, and will use this information to document what happened during the first year of implementation and to help shape the process for Year 2. I'll be taking notes today, but I won't include your name in the notes. We won't share any of the information you share with me today with anyone outside of the PSU evaluation team. Instead, we'll group responses together and identify common issues or topics across the interviews.*

**[Review Consent Form, receive verbal consent, complete required fields]**

Do you have any questions before we start? \_\_\_\_\_

**Introduction**

**A. Let's start by talking about your knowledge of KITS prior to this summer . Were you familiar with the KITS program, or was it new to you?**

- A1. \_\_\_NEW
- A2. \_\_\_ Familiar
- A3. What surprised you most about KITS?
- A4. What else would you like to have known about the program prior to implementation?

**B. KITS offers a comprehensive training for Teachers and Facilitators. Did you attend this training?**

- B1. \_\_\_NO
- B2. \_\_\_YES
- B3. If YES, to what extent was this training helpful to you?
  - B3a. What was most helpful?
  - B3b. What was less helpful?
  - B3c. Do you have any suggestions for how the training could be improved?

**C. Did you receive a copy of the KITS Parent Group Manual?**

- C1. \_\_\_NO
- C2. \_\_\_YES
- C3. If YES, was the Manual you received translated into Spanish?
  - C3a. To what extent, if at all, did you utilize the KITS Manual in preparing for the Parent Group?
  - C3b. Do you have any suggestions for how the Manual could be improved?

**D. How was Spanish language translation provided in the Parent Group?**

- D1. How effective was this method of translation for the Spanish-speaking parents in your parent group?
- D2. What might help make the translation easier?
- D3. To what extent did you adapt/modify Parent Group content during translation, in order to meet the needs of Spanish-speaking parents?

**E. To what extent do you feel Latino culture was acknowledged and respected within the Parent Group?**

- E1. In what ways, if any, do you think the activities in the Parent Group were consistent with Latino culture?
- E2. In what ways, if any, do you think the parenting information conveyed to the Parent Group was consistent with Latino culture? In what ways, if any, was it different?
- E3. How do you think the Parent Group might better reflect Latino culture?

**F. To what extent do you think Spanish-speaking parents felt included and welcomed in the group?**

- F1. How comfortable did parents seem to feel, sharing their thoughts, feelings and experiences with other parents in the group?
- F2. What do you think might help Spanish-speaking parents feel more respected and/or comfortable in the Parent Group?
- F3. *[If group was run with English and Spanish speakers together]* In your opinion, did Spanish-speaking parents get the same amount of “talking time” that other families got?

**G. What do you think were the biggest benefits for Spanish-speaking parents of participating in the Parent Group?**

- H1. What were the greatest challenges?

**H. In what ways do you think the Spanish-speaking parents in your class were better prepared to support their children in kindergarten, by the conclusion of KITS?**

- I1. Can you provide specific examples?
- I2. Is there anything else that KITS could have done to help Spanish-speaking parents be more ready?

**I. What other suggestions do you have for how the KITS program might be improved for Spanish-speaking families?**

- J1. Do you have any suggestions for how the program might reach out to and include more Latino and Spanish speaking families?

*Wrap Up, Close, thank you so much for your time.*

*Do you have any other questions for me? \_\_\_\_\_*

*Please reach me at [number] if you would like to add anything else or have any questions.*

*As a thank you for your time today, we would like to send you a \$20 gift card. What is the best mailing address for you?*

---

*Thank you!*

# Appendix F: Brief Reports and CPI Documents



## Kids in Transition to School Highlights from Summer 2016

Prepared by **Beth Green, Lindsey Patterson & Lorelei Mitchell**  
Portland State University

### What is the KITS Program?



In June and July 2016, Lane County launched an ambitious project to expand the evidence-based Kids in Transition to School (KITS) Program in 12 school districts. KITS is an intensive, 16 week program that provides biweekly group-based kindergarten readiness activities to children (“School Readiness Groups”) and weekly parenting groups for family members. As part of this effort, Portland State University is conducting an evaluation of the KITS implementation and outcomes. Information presented here includes data from: (1) KITS teacher and facilitator surveys; (2) Baseline surveys with 256 participating parents; (3) Qualitative interviews with school and district

staff; (4) Parent focus groups held in four participating schools. Some key early learnings from these sources are summarized below. Program outcomes will be shared in Spring 2017.

### Baseline Parent Survey Findings

**Multiple Ways of “Getting the Word Out” are Important.** Families heard about KITS a number of different ways:

- 56% of families learned about KITS at their local kindergarten round up
- 26% learned from their Head Start or PreK partner
- 23% got flyers or other information from the elementary school
- 13% heard about it from other parents,
- 4-10% heard about it from other community advertisements (e.g., radio, Facebook, community flyers, posters, etc.)

### WHAT WE HEARD FROM PARENTS ABOUT BENEFITS TO CHILDREN

*“My daughter was in Head Start, which was a great school as well. I think this just pushed her even farther because she had the summer off. Having that extra time in KITS before school started made the transition really easy. It just kind of opened up the door and made it easier to just walk in school and she is ready to go!”*

*“My daughter had high anxiety. Because of what [KITS] was teaching, her anxiety lessened and she was able to open up more around the class...it was awesome to see her not be afraid”.*

*“Riding the bus was a huge thing. He loves that. He will not let me take him to school. He loves the independence and he knows what he is doing. It really boosted his confidence”.*

*“Before this, because both me and my husband are stay-at-home, [my son] never got much socialization....so I was very happy with the program”.*

## PARENTS BENEFITED FROM KITS AS WELL

### **Programs Recruited Families with Relatively Diverse Experiences & Characteristics**

- 83% of children were white; 17% were Latino/Hispanic, 6% Alaska Native/Native American, and 5% African American
- About half (54%) of children had participated in Head Start or another Preschool prior to KITS
- About a quarter (24%) had experienced no regular childcare from persons other than the parent/guardian
- 30% of parents had a high school diploma or less education; 22% had a bachelor's degree or higher
- Two thirds (62%) of parents were married

### **At Enrollment, Many Children Would Benefit from Additional Support for Kindergarten Readiness**

Parents varied in how much developmental support they provided in the home before the KITS Program:

- One in four parents (24%) engaged in relatively few developmentally supportive activities with children (e.g., singing, reading, doing shopping, playing games)
- 30% reported reading to the child 1-2 times per week or less, and only 35% reported daily reading to their child
- Most families have access to books, although 1 in 5 had fewer than 25 books at home, and 5% had fewer than 10 books at home
- Only about half of parents felt their child was “very ready” to start school, and 37% reported being worried about their child starting school
- Parents were least confident in their own ability to support children’s math learning at home; more felt confident supporting reading and most reported understanding the importance of attendance
- About 25% of parents reported challenges setting boundaries for children and using consistent discipline



### **At Enrollment, Many Children Could Benefit from Support to Develop Self-Regulation and Social Skills**

- Parents were most likely to report that children had problems with self-control and paying attention. These critical dimensions of self-regulation are a central focus of the KITS program

*“Just approaching her more gently versus getting frustrated myself. That just helped remind me of everything I’ve already learned, and to use those strategies versus getting frustrated.”*

*“Being with other parents and hearing everybody’s struggles and achievements in a safe place, and knowing we are all in the same boat together and we are not alone in this...”*

*“Getting ideas from advice from other parents helped me a lot, because [my son] can be a little difficult”.*

*“There were things I said, ‘oh, this isn’t going to work’, but I gave it a shot. One of them was time outs – this isn’t going to work, we’ve tried this.*

*Within two days of doing it, it was like, ‘wow, this is working and we are still implementing that now. Wow, it worked!’*

- Most children had relatively strong social skills, however, and relatively infrequent externalizing behaviors (e.g., tantrums, hitting, etc.)

**Teachers in the child School Readiness Groups were generally very positive about the KITS model. The more beneficial parts of the program were it's:**

- Strengths-based approach,
- Strategies and approach to teaching social-emotional skills,
- Emphasis on supporting structure and routine,
- Support for and attention to transitions, and
- Strategies for teaching self-regulation skills.

**Consistent attendance was the challenge most often reported:** close to half of teachers reported that consistent attendance had been very challenging or somewhat challenging.

### KITS Teacher & Facilitator Survey Findings

**Parent Group Facilitators were likewise enthusiastic about the program, and saw the biggest success in terms of:**

- The content and strategies for weekly topic instruction,
- The weekly group discussions,
- Use of raffles and incentives for parent participation.

**Teachers and Facilitators reported that consistent attendance was the biggest challenge, especially for KITS workshops in the Fall.**

**Over three-quarters (78%) of KITS staff would like to return in Year 2.**

## TEACHERS LEARNED NEW SKILLS

*"I'm really grateful to have the opportunity to be a part of such a fantastic program! I have learned so much in the short time I've been involved with KITS, and I am truly a better teacher for it!"*

*"I feel the KITS training and approach has given the school staff involved better skills for managing student behavior and for supporting students to help them with self-regulation skills. I like that it gives them skills to encourage positive behavior rather than working from a deficit model"*

*"I was involved in KITS several years ago, and it's actually what convinced me to go into teaching. The behavior management strategies really work, and I love how structured the program is. It's really hard to fail when you have so much structure and support."*

*"KITS has given me tools to support student learning and manage group and classroom behavior. I am much more effective in my school district job since participating in KITS training."*



## KITS Teacher and Facilitator Survey Summer 2016

In June and July 2016, Lane County launched an ambitious project to expand the evidence-based Kids In Transition to School (KITS) program in 12 school districts. KITS is an intensive, 16 week program that provides biweekly group-based kindergarten readiness activities to children (“School Readiness Groups”) and weekly parenting groups for family members. As part of this effort, Portland State University is conducting an evaluation of the KITS implementation and outcomes.

As one part of the evaluation, KITS School Readiness Group Lead Teachers, Assistant Teachers, and Parent Group Facilitators completed a web-based survey in August, 2016. The purpose of the survey was to describe the characteristics of KITS staff and their perceptions of the nature and quality of KITS implementation after the first 8-week summer session. Ninety-one percent (91%, n=59) of KITS Teachers and Facilitators participated in the survey.

### Survey Findings

#### ***KITS staff characteristics***

Respondents were predominantly white, English-speaking, women, with at least some college education.

- Most SRG Lead Teachers were kindergarten teachers (57%) or 1st-12th teachers (14%).
- Most SRG Assistant teachers were Teaching Assistants (31%) or preschool/childcare teachers (31%).
- Parent Group Facilitators were primarily from social service/therapeutic occupations, including Family Resource Coordinators, Parent Educators, School Counselors, and Psychologists.

#### ***KITS staff expressed strong support for the KITS model***

KITS Teachers and Facilitators indicated their comfort with various components of the KITS model on a scale of 1 (“Really Dislike”) to 5 (“Really Like”). Overall, respondents were very positive about the model:

- 12 out of 15 model components received a “Like” to “Really Like” rating.
- Staff were most positive about the following aspects of the program:
  - the strengths-based approach,
  - the KITS approach to teaching social-emotional skills,
  - the emphasis on structure/ routine, and
  - the support for and attention to transitions
- Only 3 model components fell into the “Neutral” to “Like” range, including the number and length of child and parent sessions and the use of homework assignments. Many staff felt that 8 weeks of additional KITS sessions after the start of school was challenging, especially with full-day kindergarten.

#### ***Social-emotional and self-regulation components of KITS seen as more important than academic***

KITS Teachers and Facilitators also indicated how important they felt each of the model components was to *program success*, on a scale of 1 (“Not at all important”) to 4 (“Very Important”).

- Staff felt that the most important aspects of KITS were the model’s emphasis on:
  - teaching social-emotional skills (76% said this is *very important*),
  - structure/routine,
  - strengths-based strategies,

- teaching self-regulation skills, and
- strategies for behavior management
- Homework assignments were seen as least important to success of the program (40% said *not at all* or *somewhat important*).

### ***KITS approach to behavior management seen as effective***

KITS follows a specific protocol for behavior management in the classroom. SRG Lead and Assistant Teachers rated the perceived effectiveness of the behavior management techniques on a scale of 1 ("Very ineffective") to 4 ("Very effective").

- Overall, SRG Teachers seemed to find the KITS approach to behavior management effective, with all items receiving a mean rating in the somewhat effective to very effective range.
- Teachers saw the following components as most effective:
  - using specific praise,
  - providing individual attention to support on-task behavior, and
  - providing a 5:1 ratio of positive reinforcement to corrective feedback
- Incentives and rewards received slightly lower mean ratings, as did the two strategies for "time out."

### ***Overall SRG implementation successes & challenges***

SRG Lead and Assistant Teachers were asked about the relative ease/difficulty with which they were able to carry out various elements of the KITS program.

- Teachers reported the greatest success in executing: (1) snack time, (2) social-emotional lessons, and (3) the use of point chart/incentives.
- Some areas of implementation were rated as more challenging: (1) weekly home letter and homework, (2) early literacy lessons, and (3) transportation.
- Consistent attendance was the challenge most often reported: close to half of teachers reported that consistent attendance had been very challenging or somewhat challenging.

### ***Overall PG implementation successes & challenges***

Parent Group Facilitators were likewise asked to indicate the relative ease/difficulty with which they were able to implement elements of the KITS Parent Group program.

- PG Facilitators reported the greatest success in executing: (1) weekly topic instruction, (2) weekly topic group discussion, and (3) weekly raffle/incentives.
- Greatest reported challenges were in the areas of attendance and make-up sessions with parents, with 30% of Facilitators reporting that consistency of attendance was very or somewhat challenging, and almost half of Facilitators reporting that make-up sessions with parents were very or somewhat challenging.
- Facilitators likewise reported challenges in carrying out the parent home practice activities, with the majority (71%) reporting that execution was somewhat challenging or only somewhat successful.

### ***KITS Coaching experienced as helpful***

Ongoing coaching is a crucial component of the KITS model, intended to support program implementation with high fidelity. Coaches meet with teaching teams weekly to review implementation and provide feedback, as well as act as a resource for emerging questions and support. SRG Teachers and PG Facilitators were asked to indicate how often their Coach utilized a variety of KITS coaching strategies, on a scale of 1 ("Never") to 5 ("Always"). Overall, KITS Coaches received very high ratings from both Teachers and Facilitators, with 92%-100% of Teachers and Facilitators indicating that their Coach *almost always* or *always* engaged in each of 6 different coaching behaviors.

- Coaches received highest rating for having a positive attitude, being emotionally supportive, and being readily available.

- Respondents said the coaching process had been useful in supporting team development, skill improvement, and the learning process.
- More challenges were reported in terms of the weekly clinical meetings, the videotaping process, and the program-required paperwork.

***Most KITS Staff would like to return in Year 2***

Respondents indicated their interest in returning as KITS staff, as well as in becoming a KITS trainer.

- Most (78%) of Teachers and Facilitators said they would like to return.
- Fewer indicated interest in becoming a KITS trainer (36%), although a sizeable number (42%) put themselves in the "Maybe" category.

Overall, survey results point to generally high levels of buy-in and support from KITS staff for the KITS curriculum and approach. A few areas were identified for potential improvement for next summer, and modifications to ensure fidelity to KITS content while adapting where possible to strengthen participation and implementation are being incorporated.

## **KITS Key Stakeholder Interviews**

### Summary of Issues Related to Recruitment

10-18-16

Telephone interviews were conducted in Fall 2016 with 24 persons involved in the start up phase of the KITS expansion in Lane County. Those interviewed included 13 KITS site supervisors, 7 District Coordinators, and 4 KITS Coaches. To provide timely feedback related to planning for recruitment for 2017, PSU staff did a preliminary review of the qualitative data to identify key challenges and barriers encountered during Year 1 recruitment efforts. These findings are summarized below.

### **Identified Barriers to Recruitment**

#### **Timing of recruitment**

- Late start in Year 1.
- Overlap with very busy end-of-school-year period.
- In many cases, key staff were not yet hired/trained prior to recruitment efforts.

#### **Lack of understanding of the recruitment process**

- Most sites didn't realize how much effort and staff time it would take.
- Most sites lacked a comprehensive recruitment strategy or plan.
- There were some sites with a basic misunderstanding of the role of the schools/districts in recruitment (e.g., some sites thought OSLC would do the recruitment).

#### **Inadequate staffing**

- Most sites did not have designated recruitment staff.
- For most staff, KITS recruitment efforts were layered on top of full-time job responsibilities, limiting the time available for recruitment and reducing the effectiveness of recruitment efforts .
- Staff were not yet trained in KITS and therefore, many struggled to answer parent questions and successfully convey messages about program benefits.
- Delays in hiring KITS staff meant that interim staff often "filled in" on a temporary basis, resulting in some disorganization and lack of ownership around recruitment efforts.
- In some cases, staff felt they had no time to follow up on OSLC's offers of support.

#### **Confusion re: eligibility for KITS & appropriate target population**

- Varying perceptions of KITS as a "universal" program vs. intervention for high-need families.
- Sites used different eligibility criteria to screen families in/out, e.g., SES, race/ethnicity, preschool participation, special needs, etc.
- In many cases, stakeholders expressed the belief that that the children /families who ended up in KITS were the ones who needed it least.

#### **Lack of district support**

- Many sites reported insufficient district involvement in/support for recruitment.

- Would have liked to have seen district “higher-ups” facilitating coordinated efforts and relationships with relevant community-based agencies.
- Would have liked to have seen “higher-ups” building support for the program internally, "selling" it to schools and teachers -- need more buy-in because KITS requires "a lot of effort on everybody's part."

### **Length, frequency and timing of KITS**

- Widespread perceptions that:
  - Summer is a very hard time to engage families.
  - KITS is "too long" - requires too long of a commitment, both during the summer and especially during the fall.
  - KITS is too infrequent to meet the needs of working families (who need more full time child care/activities).
  - Many families are interested in KITS but unwilling/unable to make such a commitment.
- Multiple recommendations to shorten and/or compress KITS.
  - Many sites reporting as much as 50% attrition this fall (children and parents).
  - Widespread perception that the KITS fall session is incompatible with full-day kindergarten.

### **Lack of interest in the parent education component**

- A number of sites reported that parents were not interested in participating in the parent education component and thus passed on KITS.

### **Recommendations from Key Stakeholders:**

- Start early - Jan/Feb.
- Work with Family Resource Centers/Early Learning Alliance/Housing/Head Start/DHS foster care/Libraries/Other partners.
- Provide designated staff for recruitment.
- Use face-to-face contact; home visits.
- Use familiar faces, both in recruiting and staffing.
- Ensure that staff (recruitment and program) reflect the community.
- Utilize creative approaches, customized to the community.
- Ask parents:
  - What are convenient times for KITS?
  - What would work for them in terms of program length/frequency?
  - What would work best for bilingual parents?
- Put more effort into customizing the program for bilingual/bicultural parents
- Work toward a culture shift in messaging - all families benefit from KITS - make it "normal."
- Adapt the model to:
  - Eliminate the fall session, adding more class meetings in the summer, or;
  - Move KITS to August and compress, e.g., meet 4x/week, and/or make it a longer day, or;
  - Significantly shorten the fall session.



- Ensure more effort by “higher-ups” to sell the program to the community, including schools/teachers and external partners.

## **KITS Parent Interview Themes**

SUMMARY for ODI & UWLC

3/16/17

**Total interviews: n=18**

**English-speaking parents: 14**

- Non-enrolling: 5
- Low child and low parent attendance: 3
- Low parent attendance: 6

**Spanish-speaking parents: 4**

### **English-speaking families**

**Where did you hear about KITS?**

- Kindergarten round-up: 6 (43%)
- Unsure: 2
- Unspecified: 2
- School mailing: 1
- School poster: 1
- Early intervention: 1
- Head Start: 1

**What was appealing about KITS?**

Opportunity to:

- Practice kindergarten (routines, bus)
- Become familiar with the school
- Meet other parents and kids prior to kindergarten
- Enhance social skills
- Provide extra support/practice for kids with disabilities
- Make sure child is at grade level (only 1 parent)

**Concerns about enrolling**

- Very few concerns expressed overall
- Lack of clarity regarding eligibility
  - *I initially wasn't sure if we qualified based on our income and where we live. I wasn't sure if it was district wise or just a couple of schools.*
  - *I guess I didn't know what the population, what families it was set up for. My son had already had experience in preschool for two or three years. I wasn't sure if it was meant for kids who hadn't had any preschool prior to kindergarten.*
- Riding the bus
  - *About the transportation. Being a kindergartener, the bus picking him up, I just wasn't ready to let go on that. And then the school was 20 minutes away, so it was just a long commute time for a short time.*

## What else would you liked to have known about KITS?

### That the program continued into the fall

- *Going into the fall, I didn't know that. But that's the only thing I didn't know. I thought it was just 8 weeks in summer, but still would have signed up if I'd known it was for fall too.*
- *I didn't know that it went into the fall until we'd already started. We didn't necessarily get to every Saturday during the fall because school was during the week, and we couldn't keep up with his attendance like I would have liked to just because we weren't prepared for it.*
- *I didn't know it ran into the fall, so I wasn't expecting that, but that ended up working out great.*
- *The only thing that got in the way was that I didn't know that they were continuing to go into the school year. He missed a couple classes and then I got an email letting me know that he needed to be there on Monday, so after that email he kept going. I just wasn't initially aware that it continued after school started.*

### More about the target population and benefits

- *I didn't feel like I had a good understanding of what it was and how it could benefit us..What would be beneficial for participating in the program? I would want to know if for kids and families who haven't had any kind of school yet or preschool or kindergarten readiness or if it was more social and meeting other kids or help with parenting. I just wasn't sure.*

### The purpose of the parent group

- *I didn't know much about the parent meetings either. I knew that there was something about a parent group in there, but I didn't know the extent of the parent group.*

### Appropriateness for children with disabilities

- *It didn't work for him so much because it's really structured on what you've got to do and when you've got to do it. That didn't work so well with him.*

### Options other than KITS to support the kindergarten transition

- *At that point I didn't know if there were any other options. That just kind of ended there. I didn't know if there was a KITS program somewhere else that I could participate in or if that was still relevant to participate. I wasn't given any other options or information.*

### Other types of early learning experiences

All but two children had at least some preschool experience (mostly center-based/more than a third in Head Start); many had been enrolled full-time and/or for a period of years:

- *He was going full time for the full year prior to entering kindergarten. I felt like he was very ready for kindergarten.*
- *She did two years of Prek at the Lane Community College child care center. We also had to have a parent group where we had like parent group therapy. She did that for two years and I did that for two years. We had parent meetings and we talked a lot about what you should do and provide to your kid while they are the age that they are.*
- *He's been in preschool for years. He started when he was little. Last summer, he did swimming lessons and that was pretty much it, but he's been in preschool. He was in a Montessori school and then he was in the child development program at the local high school.*
- *We lived in Alaska before we moved here, and I worked out of the home. So from the time my daughter was about four months to three and a half, she went to in home daycare that had a preschool curriculum.*

One stay-at-home mom mentioned a number of efforts to access early learning experiences in the community:

- *Programs for stay-at-home moms, such as "Learning Littles" (3-4 times) bilingual drop-in playgroup; preschool program at the library/science and story time.*

Another parent mentioned using a parenting app that sends daily text messages:

- *I signed up for those text messages. It tells you ideas on how to incorporate learning in everyday activities around the house or how often you should read to your kid...It's been almost a year. It's free. Each age had a different number to text. It follows you for what they should be learning. You get a tip, a growth, and a fact every week.*

One parent reported that her child had attended a week-long kindergarten orientation prior to the beginning of the school year.

### **Non-enrolling Parents (n=5)**

#### **Reasons for not enrolling (multiple reasons/respondent)**

- Summer trips/ commitments (2)
- Work conflict (1)
- Parent group conflict (1)
- Long commute time not worth short time in KITS (1)
- Enrolled in a different (private) school (1)
- Not offered in neighborhood (1)

#### **How KITS could have made participation possible**

- Offering different sessions at different times during the summer, e.g., early summer vs. late summer
- Extending the length (number of hours/day) of KITS
- Letting families know the dates far in advance, to facilitate planning
- Offering KITS in more locations
- Offering incentives for rural families
  - *I do think I would have enrolled him if the program had been closer to our house....Honestly, I would have thought about it more and tried to figure it out and said maybe we can make this work if there was some kind of incentive that I could justify by putting towards gas or groceries. I really have a special place in my heart for people who live in rural areas and the challenges they have in getting to school.*

#### **Kindergarten transition for non-enrolled children**

Went well (4)

- *Him being in preschool and a learning environment like that for so long really helped. It also helped that I had already put two other kids through kindergarten. So I knew what was expected of us and our son, so we did prep him for it. He also was acclimated to being away from us so that wasn't a challenge.*
- *She was ready for it because she had two years of Prek. It was a schedule and it wasn't as long as kindergarten as now but she did really good. There was no issues. It was exciting, I was excited.*

Some challenges (1)

- *The first couple of months were a little challenging for him....I think there is a very big difference between where he was at his other programs in terms of expectations from his younger time period to kindergarten. It's really rigorous now. I don't think it was a transition as much for him in going all-day, 5-days a week, but more that he's just in a more challenging environment. Basically listening and amount of attention span required, having self-control, those kinds of things. In his previous programs, there was more activity built in, and now it's very academic. There's more sitting and more worksheets.*

### **Low participating families (n=9)**

Some KITS groups were better attended than others. In order to better understand the reasons for low attendance, interviews were conducted with two groups of parents: 1) parents who were themselves low-attending (attended less than 5 of 13 PG meetings) and whose children were low-attending (attended less than 8 of 24 KITS classes) (n=3), and 2) parents who were low attending but whose children attended a higher proportion of KITS classes (n=6). It should be noted that two of the three low child/low parent attendance respondents identified that their child had special needs, as did two of the six low parent attendance respondents. Parents of children with special needs (e.g., autism spectrum disorders) represent close to half of the sample. Findings are summarized below.

### **Reasons for missing summer SRG sessions:**

The primary reason given for missing summer SRG sessions was family vacation:

- *Vacation was an issue in the summer, but that was about it.*
- *The only times that I can think of that he missed was when he was on a vacation with his dad. So that wasn't anything to do with the program.*
- *I don't recall but there may have been because we did quite a bit this last summer with family vacation times on the week-ends.*

In some instances, the child her/himself was reluctant to attend:

- *It was kind of hard some days to get him to want to go because he'd rather be at grandma's house playing with all his brothers and cousins.*

One family encountered inconsistent bus service:

- *We had a little bit of trouble with the bus driver in the summer. It wasn't the program. It was more the bus driver. Our bus driver wasn't consistent. I don't know if it was something personal with the bus driver or miscommunication. But my son missed KITS several times because the bus came late or way early, and we missed it.*

One child was asked by the program to leave, due to the child's disruptive behavior:

- *He did really well for the first two weeks and then his issues started and they had to do room clears. There was one time he took off out the back door. He ran through to the high school before they got him to come back...They were just like it's not really working and we're almost done so why don't we just have next Thursday be his last day.*

### **Reasons for missing fall SRG sessions:**

In many cases, SRG attendance decreased dramatically for the fall portion of KITS. The primary reason given by parents was conflicts with other (usually weekend) activities:

- *I usually do my work on the weekends, and we have other kids that are in sporting events and things like that. So it threw a little bit of kink in the schedule to get kids everywhere they needed to be.*

- *She couldn't attend because her dad came back into the picture, and she was going over to his house on week-ends. They only did KITS on Saturdays and that made it hard for her to be in 2 places at once.*

Parents also reported that their children were tired from attending full-time kindergarten and reluctant to attend additional "school":

- *My son also wasn't interested in going back to school on Saturdays. It wasn't anything about the program. He always came home excited about what he was he learning, he liked the other kids. That was fine. It was just mentally he needed a break from school.*
- *She would say she was tired. She just didn't want to go. In the fall she started refusing a lot it was too much school, it was six days a week.*

Some families were unaware of the fall portion of KITS:

- *I think he went in just the summer and then started kindergarten. Then he just started kindergarten. I believe it was just the summer part. They either didn't have it or they didn't inform me if they did.*
- *I think he went in just the summer and then started kindergarten. Then he just started kindergarten. I believe it was just the summer part. They either didn't have it or they didn't inform me if they did.*

One child started kindergarten at another school:

- *He ended up going to another school in the fall so that's reason why we didn't go to fall program. It was too complicated for me at the time to keep him in KITS at the other school.*

Another family was facing a family crisis:

- *We were going through some family health issues with my grandmother and my mom who got into a bike accident and was paralyzed. So I was taking care of my mother while my grandmother ended up passing away. So our life was upside down and backwards. The program couldn't have done anything to help, it was our family.*

### **Reasons for missing Parent Group sessions:**

**Statement here about parent attendance overall?** By far, the primary reason given for low parent attendance (both summer and fall) was conflict with work:

- *The reason I didn't attend is I work night shifts so was sleeping during day. The parent group classes were held at the same time kids were in class. I knew about the parent group classes and let them know I wasn't going to be able to make it to classes very often because of time classes were.*
- *I wasn't able to participate in the parent group. They were held at the same time I was at work, and I couldn't participate. I think it could have helped if they would have offered more on the weekends or evenings. I wasn't working the type of position where I had the luxury to ask for three hours off every Thursday.*
- *I wasn't able to attend the parent groups. I worked during those times. They were on Saturdays from 1-3, and I work Saturdays from 9-5. The kids had their program at that same time, and every other Saturday parents could come too. I worked 2 full-time jobs, so my only day off was Friday, so there was no way I could have attended. I knew there was a parent part, and I explained I wouldn't be able to attend.*
- *Not KITS related, I just work full time so it's really hard for me to take extra time out of my day.*

Although childcare was provided by KITS, it did not always work out for families:

- *Mainly my son wouldn't stay in the other group. He wasn't super comfortable in the adult group. He'd be there for a minute and they'd try to encourage him to stay but it's a lot of adults around him. He usually just wanted to be out in the hallway the whole time.*

- *My oldest daughter, she's 12, and she didn't want to go to the daycare section with the little kids, so that was my biggest barrier. I was trying to find a place for her either with her grandma or a place for her to hang out while I was in the parent group. If I had something set up for her, that would have helped.*

One parent with a special-needs child found herself repeatedly asked to leave the Parent Group and intervene in the classroom:

- *Some days I was sitting in the parent group and they would come get me. You got to get him and take him home because he's hiding under a table. I missed a lot after, I think I only went to the parent group for the first three weeks because after that I was with him.*

### **Benefits of KITS for child**

Parents reported numerous benefits of KITS participation for their children.

- Familiarity with school and staff
  - *And, getting a better idea of what his school looked like, then he knew some of the staff and knew his way around, so it helped him build relationships before he was there all day every week.*
- Gaining social skills
  - *I think he really benefited socially. He just needed to get out of the environment of just being at home in his comfort zone with me. He needed to be around other kids. He's the baby of the family so being around other children, learning how to be polite and have manners and patience, and all of those kinds of things that he wasn't used to necessarily at home. I think that was a huge part for us just socially and his being able to adapt to those types of situations before being thrown into school full-time.*
  - *She picked up a lot of social skills that helped her in kindergarten and the kits was specifically at the school she was going to so her transition into the school was a lot smoother than her transition into other schools in the past. She'd been to four or five schools by the time she started kindergarten. Preschools, head starts, a few private preschools, head start, and two different schools here through EC Cares.*
- Learning routines (getting up in the morning, homework, etc.)
  - *I also think he benefited from just getting in a routine of getting up, getting ready, getting on the bus, going to school. They would also have some work sent home, so there was also a good routine of doing some after-school study and things like that.*
  - *Her being able to go was a routine for her, so when she started going to school 5 days a week, it wasn't that big of a deal. She didn't even really care. She didn't have any melt-downs when school started.*
- Making friends
  - *I would say meeting friends that he has continued to grow friendships with into the school year. He actually met his best friend in the KITS program.*
  - *She had a great time, made a lot of good friends, and it was very fun to get to know all the different teachers.*
- Gaining confidence
  - *The whole school experience - being in the classroom, and going through the motions of school - she loved that. She gained a lot of confidence and made some new friends.*
- Generating excitement for starting school
  - *Oh yes, I would say she benefited from being in KITS. I don't necessarily think - when I think back I don't think anything educationally necessarily. It was more that she was excited to go to school.*

- *I think it helped her overall, in general, to be prepared her for school. She was prepared and excited to go to school full-time*

The primary benefit reported specifically by low child/low parent attending respondents, was the early identification of special needs:

- *The people that work at the school and would be working with him full-time once he got into kindergarten got to see the issues that he was going to have. So we were able to build a plan before he even started school. They got to see the issues especially because the school psychologist was involved with it. She got to see what was going on and what his issues were, what his triggers were and what worked and what didn't. That was super helpful.*
- *I definitely think he benefitted. Part of it was the fact that he was in same classroom. He got in the same classroom when he started kindergarten that KITS was held in. So that definitely helped his transition because he knew the room. That was amazing. The psychologist at the school had already met him because we did his evaluation for an IEP, and she was part of the KITS program, so that really helped. So when kindergarten started, it went pretty good.*

One parent likewise mentioned getting connected to appropriate community resources:

- *And then because of the issues he did have in KITS, [he was referred] to the Spirit program and now we're involved with that. So they're working with him which has been great.*

### **Benefits of KITS for parent(s)**

Parents likewise reported a variety of benefits of participation in the Parent Group:

- Connections with other parents
  - *There were great parents in the Parent Group, so I made a lot of good connections with parents of other kindergarteners. A lot of times you're with those same parents for 6 years, so that was good.*
  - *It was kind of fun to watch how all the kids were at the beginning and how much the kids were learning at the end. And it was nice to compare with all the other parents.*
  - *And as a stay at home mom, it was really nice to talk to other adults and not just children!*
  - *Having other parents that knew what was going on when the school was kind of disorganized.*
- Information
  - *There was a lot of good information. I did feel like I benefitted from the parent group.*
  - *And then also, just the ideas and suggestions that were made throughout to help with reading and different aspects. So other parent suggestions were super helpful.*
  - *I did like the reminders on how to set up a homework routine. I have a 17 and 15 year old and then a 5 and 3 year old so some of the stuff was good reminders for getting back into the habit of all that. I*
- Validation
  - *I LOVED the parent group. I loved being able to hear that other people were having the same difficulties that I was with my child.*
  - *I don't know if this is going to sound weird or not but also hearing the other parents talk about things that weren't so great with their kids and where the frustrations were and realizing that my son's not the only one that can totally piss me off in about five seconds. That's completely normal to every parent.*



- Familiarity with the school and staff
  - *I got to see the kindergarten building and feel more comfortable in that building and feel comfortable with all the teachers. So when they went to pick the teacher for my daughter, and I didn't know who it was, I was okay because I knew all those teachers, and I felt comfortable with them all. So no matter what teacher she got, I knew it was going to be okay because I felt like I knew them all at that point.*
- Sense of reassurance
  - *I think it's just that confidence that I had that she's okay, she feels comfortable there, she's going to do okay. That was good for me.*

### **Parent Group Challenges**

A few parents also reported challenges associated with the Parent Group:

- Homework
  - *I felt like the homework was a problem for me because I was busy. I couldn't always do my homework, and then when I came back to class the next time, and you don't have your homework then you don't know what to write. It felt like the teacher was a little disappointed and that fellow parents were disappointed. For me, the group took on a little more sour note, so I ended up skipping every other session so I didn't have to go through that...I didn't realize there would be homework for the parents when I enrolled.*
- Sense of exclusion
  - *I felt like maybe they all knew each other [the other parents in the group]. I'm new to the state and new to the area. They were talking a lot more about their more personal stuff. I didn't really get engaged a lot. There were times during the group conversation at the beginning where I'd want to walk out of the room because it seemed like friends catching up.*
- Over-representation of first-time parents
  - *A lot of them seemed like maybe first time parents to so there was a bit of gap between me and them because I've raised teenagers. Some of them seemed like they were just learning how to raise children so their questions were kind of basic. A lot of bonding over cute kids stories. Stuff like that wasn't interesting to me or really relevant all the time.*
- Insufficient understanding of child disability issues
  - *But I know that anytime I would bring up specifics with my child it seemed like my child was the only that had any sort of disabilities so there was kind of cookie cutter answers for things. The other parents weren't really able to offer support on things for my child. The facilitator wasn't really well versed with Special Ed it seemed like so it wasn't really inclusive to me specifically. I wanted more substance to the material.*

### **Kindergarten transition for low child participation/low parent participation**

All but one of the parents interviewed indicated that the transition to kindergarten had gone well for their child:

- *She actually ended up going to the same classroom that she was in KITS, so I think that was exciting for her. She already knew the teacher, she already knew the classroom and a little bit of*

*the routine. There were quite a few of the KITS kids in that class as well, so she already knew quite a few kids coming into the class. It was very cool.*

- *It was smooth. We didn't have any problems.*
- *It actually went a lot better than I thought it was going to. Since they are full days, some of the days are still a bit long for my son, but I would say transition wise we did really well and didn't really have a lot of issues. We both did well with it.*
- *So it actually went AMAZING. My daughter jumped right in. The transition for me was also AMAZING. It was really good.*

In particular, the parents of the three children with special needs reported that KITS participation had eased the transition:

- *Because of the KITS experience we started off with only an hour and they knew what his issues were so they were a little bit more prepared for him. So I think it actually went better than if he had not done KITS and he would have went straight into the regular classroom.*
- *The transition went good. He ended up in the same class that he was in for KITS, so that was a great transition, knowing that already and just the fact that he was aware of his school a little bit. It was actually a lot less of an issue or stress or challenge than I expected it to be for him to start kindergarten, and I really feel like KITS was a big part of that. The school had arranged with his IEP which teacher he would have so he doesn't have the same teacher he had in KITS, but he still sees her and loves the fact that he sees her.*
- *Pretty smooth. She seemed to enjoy going to school. She was excited about stuff most days. We didn't have any issues trying to run out which was good. She finally started learning her friend's names which is nice. She's never been able to pick up people's names before. It was just somebody at school or my friend but she doesn't normally talk to them that much. KITS had such a team aspect to a lot of the tasks that it got her forcibly engaged with other kids. (Child with autism)*

One parent reported a challenging transition for her son:

- *It has been rough. He will just flat out tell me he doesn't like school - it's way too long, it's too boring, it takes too long. He's kind of my home body anyway, so I think part of it is just his personality. He really likes just to be at home. He likes to be with me, and with his family, or playing with his toys. He's not a real big let's go out and do anything kid, so I kind of already knew that it was going to be a struggle. It's just such a hard thing to get him off to school in the mornings. I didn't have that problem with my other kids, although they didn't go to full-day kindergarten either, so we haven't been through the whole day thing before.*

### **Suggestions for improving KITS**

#### *School Readiness Group*

Parents made a number of suggestions for improvement of the SRG group, most notably in the area of scheduling. Several parents suggested providing more options to accommodate different schedules, as well as extending the KITS day and/or number of days in KITS, to better prepare children for full-day kindergarten:

- *The only thing I had thought is maybe if there's any way to start out going 2 days a week and then maybe go 3 days a week and start out going 2 hours and then start going 3 hours - easing into it. KITS was just 2 days a week, 2 hours a day, so going from that to 5 days a week and 6-7 hours a day, it was just so much for him.*
- *Since they don't have part-time kindergarten (it's full-day) I think increasing the hours of the KITS program might help with the children transitioning into kindergarten.*

Several parents mentioned the importance of recess, a possibility that might be more feasible were the KITS day extended:

- *I'm not sure what activities they did with them specifically but she likes recess and outdoor play. Maybe if there was more outdoor play or the outdoor play came earlier in the session or something like that. I think that would have probably motivated her to go more.*
- *The other thing (I know they didn't do it because of the limited amount of time they were in the program), but I think giving that outside time is important for the kids especially when they're younger and they're used to having that.*

One parent suggested decreasing the amount of homework:

- *In my opinion, with my son, they sent home a lot of homework each week. At his age, they don't like to go home and do a ton of homework. More than 2 pages is a little overwhelming for the little ones. It took my son, he has ADHD, it took him probably for more than 2 pages – 1.5-2 hours just to get the homework done.*

Another parent would like to see more accommodations for children with disabilities:

- *I would have liked to of had more resources for me and my son to participate more fully.*

#### *Parent Group*

Many parents likewise suggested offering different scheduling options for Parent Group participants:

- *Work with the parents. Some parents work in the mornings when they have KITS. If they could have afternoon or evening classes, that would be really good.*
- *I just think generally speaking most of our kids have soccer or basketball games somewhere from mid-morning to afternoon, so maybe if the parent group was offered during the evening when there wasn't all the sporting events during the day, maybe that was something that would have helped.*
- *Aside from different meeting times, there was nothing the program could have done. I really could have only gone if they were evening meetings.*

One parent also suggested less homework associated with Parent Group:

- *I think the paperwork and the homework were a little much. I know we tried to stay on topic a lot, but I also felt like it held us back from getting into some good conversations. I prefer a little more organic kind of meeting, not so structured. That's my preference. I thought it just felt like every time we got there, there were lots of papers and things to fill out. And we're supposed to take notes on what we're talking about.*

Another parent would like to see separate Parent Groups for English and Spanish speakers:

- *Maybe, not that this was a problem, but it did take a lot longer because it was bilingual. We had to translate everything so it took a lot longer. So maybe separate the English and the Spanish groups for time purposes.*

Finally, one parent asked for more information regarding children with special needs:

- *I don't think it would take too much to add with there being so many kids with different spectrum disorders. I do think it would take too much to have a little basic information on those kids and say well sometimes with kids on the spectrum this might work better than this. Not like a whole ADA level of awareness but adding some sort of component in there that addresses special needs kids specifically ones that are on the spectrum and with sensory issues given that we have so many.*

## **Spanish-speaking parents (n=4)**

### **What was appealing about KITS?**

Similar to English-speaking parents, Spanish-speaking parents reported that they were interested in KITS as a way to prepare their child for kindergarten. In particular, Spanish-speaking parents seemed concerned about their child's social skills. Three out of four parents reported having a "very shy" child.

- *It was interesting to me because my first son, who went to the program four years ago, was very shy and the program helped him a little, and it took away the fear of the school, and he became more confident, and felt more comfortable with the teachers.*
- *That my son was going to get to know other kids. I was worried about my son because he's very shy, and I knew that if he participated in the program he would feel well about school.*
- *I found very interesting what they were going to be learning, like how to adapt to kindergarten, and what the parents were going to be learning too.*
- *Because I knew my son was going to start kindergarten, I needed to know how to help him. My son is very shy. I was very concerned about my son because he is so shy and because he did not have any interest in the letters.*

### **What else would you liked to have known about KITS?**

One parent reported that she did not initially understand that there was a parent component. Participation in the Parent Group was challenging for her, due to two other children at home. Another parent said that she wished she had known that there would be other parents who spoke Spanish in the group.

### **Benefits of KITS for child**

Spanish-speaking parents reported a number of benefits of KITS participation for their child, including learning routines, social skills, and gaining confidence regarding school. Distinct from the English-speaking parents, Spanish-speaking parents also emphasized the importance of learning to respect the teacher, and gaining academic skills such as reading and writing.

- *There were many good benefits. My son learned to get used to a schedule to go to bed, to share and get along with peers, to be nice to his peers, to respect his teachers, and to do his homework. He learned much.*
- *The fact that they taught him how to share with peers and work with the teachers too. Also, to learn to get along with other kids, and to learn to read and write.*
- *I think it helped my son to be prepared for kindergarten, especially because the program started in the summer. Normally most kids forget much of what they have learned in pre-school during the summer. Also, the fact that he got used to doing his homework.*
- *When he started school, he was not afraid of school anymore.*

One parent reported that the greatest benefit of KITS was opportunity to learn English:

- *The greatest benefit is to learn English, so that when he gets to kindergarten he doesn't struggle so much.*

### **Challenges of being in KITS**

Two of the four parents reported no challenges associated with KITS:

- *It was not hard at all! We had an interpreter, and this made everything easier.*

One parent reported that her son initially struggled with following teacher directions, but, " By the end of the program, he was co-operating with the teachers, they had to work very hard with him."

Another parent reported that her child struggled to get into the routine of doing homework. This parent likewise described the effort she put into applying the Parent Group curriculum to her own parenting:

- *For me as a parent, my greatest challenge was to learn what was being taught and to put into practice. I knew the importance of learning all the good things they were teaching us, and I knew that I needed to get used to these things for my son's wellbeing.*

### **Spanish-language interpretation in the classroom**

Three of the four parents interviews reported that their child had had at least one Spanish-speaking teacher (or at least they thought so) in their KITS classroom.

- *They had a teacher's assistant who spoke Spanish, it helped that the assistant explained everything to the kids in Spanish, so they knew what to do and could follow the teacher's instructions.*
- *I think they had a teacher who spoke Spanish in the classroom, but I am not sure. I was never in the class with my son.*
- *I think they had a teacher assistant who spoke Spanish. I am not very sure about this because I did not attend the class with my son. I know the teacher spoke a little Spanish, because on one occasion I spoke to her in Spanish. When I spoke to the teacher on said occasion, the teacher understood what I was saying, and I could understand her too.*

The fourth parent reported that her child was one of only two Spanish-speaking children in the class and none of the staff spoke Spanish:

- *My son had already attended the Head Start Program so he spoke a little bit of English. They had a teacher and a teacher's assistant, but none of them spoke Spanish.*

Most of the parents indicated that having Spanish-speaking staff was important to their child's success and comfort:

- *I think it worked very well with the assistant speaking Spanish.*
- *I believe [having someone who speaks Spanish in the classroom] is important, so that the children can understand the teacher's instructions and not feel lost.*
- *I think it would have been helpful if they had had someone who Spoke Spanish to help my son, when he didn't understand something. My son would have been able to express himself better in Spanish.*

### **Consistency of classroom with Latino culture**

Spanish-speaking parents were asked about the ways, if any, KITS activities reflected their family's culture. Most parents reported that they did not see Latino culture represented in the KITS classroom:

- *No, the activities did not have anything to do with our Hispanic culture. There were about 18 kids in the classroom and only about 6 or 8 of the kids were Hispanic kids, and I never heard any of our traditional Spanish songs.*
- *No. All the activities were in English. My son did not tell me, but in the parent group, they showed us all the activities they were doing so we could learn to do them at home too.*
- *No, there was nothing consistent with my culture. I would have enjoyed if they had even taught them at least one Spanish song.*
- *The only thing I noticed similar to our culture, was a song they sang, this song is the elephant song in Spanish, and in English they sing it with monkeys instead of elephants.*

### **Benefits of Parent Group**

Three of the four parents reported that participation in the Parent Group had been helpful. Parents mentioned learning strategies for managing their own anger; for responding to child misbehavior; for encouraging clean-up; and for supporting homework. One parent also mentioned the camaraderie and support offered by the group:

- *I also enjoyed to share with other parents, and to know that we have the same situations at home. I really enjoyed the parents group.*

One parent who studied early childhood education found the group redundant, but felt it was helpful for the other participants:

- *Almost everything they taught I already knew. I felt that I went to lose my time. I studied early childhood education, and I already knew about all the topics. Other parents who have not taken early childhood education do need the class.*

### **Challenges of participating in PG**

Two parents reported no challenges associated with participation in the KITS Parent Group, noting, "In Spanish, it was easy." One parent reiterated that it had been difficult for her to attend the Parent Group, due to her two other children at home. One parent found it difficult to participate due to issues with interpretation and her sense of being an outsider in the group.

### **Addressing language needs in the Parent Group**

Two different methods of addressing the language needs of Spanish-speaking parents in the Parent Group were reported by respondents: 1) providing separate English-only and Spanish-only groups, and 2) providing an interpreter for Spanish-speaking parents in the context of a predominantly English-speaking group. In one case, the parent was the only Spanish-speaking person in the Parent Group:

- *The hardest part was that I was the only Hispanic who did not speak English. I felt that sometimes the interpreter wasn't focused on what we were doing.*

All four parents expressed a preference for separate English-only and Spanish-only groups, reporting that this approach was/would be more efficient, comfortable, and effective for them:

- *For my part, I really enjoyed it this way. It doesn't take as long when they only do it in one language. It takes too long when they do it in the two languages.*
- *Yes. I think it takes too long when they present everything in English and then in Spanish. I also feel it's more uncomfortable and difficult for the parents who don't speak English.*
- *The translator was very good at her job. I realize that this worked because there were only two of us who spoke Spanish, I don't think this would have worked if there had been more persons who spoke Spanish. I think that this system works for small groups, but I can't imagine doing this with a larger group. I think with a larger group it would be best to have two separate parent groups, one in English and another one in Spanish.*
- *I think, it would be better to have the class in Spanish and include more Hispanic families.*

In particular, the parent who was the only Spanish-speaking person in the Parent Group reported a negative experience with this method of interpretation:

- *The interpreter was next to me, and she didn't translate everything that was being said. I lost much of the information given because of the translation.*

Other parents noted similar issues with the interpretation provided in their groups:

- *I also noticed that when the class was being translated there was quite a bit lost in the translation. It's better to have all the presentation in Spanish for those who can't understand English.*

With the exception of one parent, the parents reported feeling welcome in their Parent Groups:

- *I felt very welcome from the beginning to the end.*
- *I always felt welcomed and included.*
- *I always felt welcomed and included. They all were very nice.*

However, the Spanish-speaking parent in the primarily English-speaking group did not have the same experience:

- *I felt uncomfortable because of the English. I did not feel accepted by the other parents because I was the only Hispanic who did not know English.*

Similarly, the parents who felt welcome also reported feeling comfortable sharing their thoughts and experiences in the Parent Group, while the parent who did not feel comfortable reporting sometimes avoiding the group:

- *Sometimes I felt comfortable, but for the most part, I felt uncomfortable. I even stopped going for a while because I did not feel comfortable due to the language barrier.*

### **Consistency of PG curriculum with Latino culture**

When asked the extent to which the parenting information they received in the KITS Parent Group was consistent with their culture, three of the four parents reported that there were some similarities as well as differences:

- *You would think, that it would be the same, but it's not. The mentality of Hispanics when it comes to treating the kids-- it's very different.*
- *When it comes to differences, the Hispanics-- we are not used to doing time out, this was different for me. Some things I found in common were the fact that in both cultures, we struggle to make kids eat some things that are healthy for them, but they don't want to eat them.*
- *The only thing I found consistent with our culture is when they taught about how to teach the kids where to place their bag pack and their shoes.*

One parent did not perceive any differences between the KITS and Latino approaches to parenting:

- *I think that when it comes to raising children, what they taught us is the same in our culture too. The basic principles for raising kids are the same.*

Several parents expressed appreciation for the parenting information they received in the KITS group that may have been new or different for them:

- *I think in general the rules in English are different, but they are good rules when we put them into practice.*
- *Most Hispanics when it comes to discipline, we don't do what we need to do that's so important, like helping the kids with their homework, reading to them daily, and giving them rewards when they do something right.*

### **Acknowledgement of Latino culture**

When asked about the extent to which their culture was acknowledged and respected within the Parent Group, Spanish-speaking parents gave a variety of responses, perhaps reflecting different interpretations of "acknowledged and respected."

For example, one parent highlighted the delivery in Spanish, *"To the extent that they provided everything in Spanish"* (basic adequacy). Another parent explained that she never *"heard any bad comments about [her] culture,"* (absence of negativity) whereas a different parent stated, *"I did not see anything where my culture was acknowledged"* (invisibility). Only one parent reported specifically being asked about her background and active efforts to support inclusion:

- *I felt my culture was acknowledge because the American parents took the time to ask us questions, like where we came from, how we lived there, and took the time to make us feel included and supported in the parent group.*

### **Transition to kindergarten**

All four parents reported that the transition to kindergarten had gone very well for their child. Similar to the English-speaking parents, they often mentioned the child's familiarity with the school as a major factor in supporting the transition:

- *Very well because he made friends by the time he went to kindergarten, and because he was already used to the school. I was really surprised to see how happy he was to go to school*
- *It was fine how they taught me to prepare him for kindergarten. They had an open house, and it was not hard for him to go to kindergarten, the school where they had the program was the same school where he was going to attend for kindergarten, this helped. I was not afraid anymore for him.*

### **Suggestions**

#### **For SRG**

Several parents suggested including some components of Hispanic culture:

- *I would like to see some other activities included of the Hispanic culture too, traditional Hispanic songs for kids, games, and crafts.*
- *If this was a perfect world, I would have included a few songs in Spanish. I realize there are other kids from other cultures, and maybe they wouldn't have liked it.*

#### **For PG**

*Similarly, parents suggested both recruiting more Hispanic families, and facilitating Parent Groups in Spanish:*

- *To include more Hispanic families, I don't understand why there were only two of us in our group. I found out about the program because of my daughter's school, an elementary school.*
- *For parents like me who do not speak English, to have someone who speaks Spanish, so we don't have to be guessing what's being said and taught.*

### **Recruitment of Spanish-speaking families**

Many KITS sites struggled in Year 1 to attract Latino families. As one parent observed, *"I don't think many families know about the program. I noticed signs in English around the community, but I didn't see any in Spanish."*

All four parents suggested recruiting Hispanic families via Hispanic churches and businesses.



- *I think that informing the local churches would be a good way and local Hispanic businesses too, because many families do not know about the program, like I didn't with my first daughter.*
- *Maybe if they placed signs at the Hispanic churches and at the only Hispanic store we have here in Cottage Grove.*
- *Sending the information to the Hispanic churches and Hispanic businesses.*
- *Taking the information to local Hispanic churches and local Hispanic businesses.*

Several also mentioned connecting with Head Start programs that serve large numbers of Latino children:

- *Also, taking the information to the head start program. I asked at the Head Start program about KITS, and they did not have any information. I had to call the program to find out more information. The Head Start program has many Hispanic kids, they need to have this information there.*
- *Maybe having a meeting in the head start program where they tell us about the program*

Respondents also suggested providing transportation, which KITS does provide, suggesting there may have been a breakdown in communication somewhere:

- *I don't know if transportation was offered or not. I believe transportation would help more families to attend the program.*
- *The program did not provide transportation, maybe providing transportation.*

### **Meeting the needs of Spanish-speaking families**

Historically, KITS has addressed the language needs of participating Spanish-speaking parents by providing simultaneous translation, delivered by an interpreter (not the Group facilitator), within the context of an integrated English-speaking/Spanish-speaking group. For the purposes of this project, however, some sites requested and were permitted to deliver language translation services using an alternate approach, most notably: 1) hosting separate English-only and Spanish-only groups, or 2) delivering all content sequentially, first in Spanish, then in English.

Feedback from district/school staff, teachers/facilitators, and KITS Coaches regarding the various methods of providing translation revealed some differences of opinion. Some expressed support for the separate, Spanish-only approach:

- *My partner/facilitator is also Spanish speaking, our parent group was done all in Spanish. Culturally appropriate, able to manage the many issues of raising bilingual and bicultural children. Thank you for allowing us to do it all in Spanish!!*
- *The two woman who do the Spanish parent group are doing a wonderful job with the families. It makes our part (Readiness group) much smoother with the Hispanic children.*
- *Spanish only group. I [Coach] don't watch the video - someone else does. From what I've heard, I think for these specific families where even Spanish may be a second language, the group has helped them feel more comfortable.*
- *I like the idea of having a Spanish speaking parent group if the demand is great enough. I feel the non-English speaking families would get more out of the session because they are not trying to navigate two conversations.*

Several respondents described the OSLC approach as adequate, but potentially open to improvement. In particular, it seems that the slight physical separation of the Spanish-speakers from the rest of the group may introduce an element of distance and/or distraction:

- *Our group has two Spanish-speaking parents. We have a Spanish-speaking translator ...the three typically sit next to each other at some distance from the Parent Group Facilitator. The translator reports that the Spanish-speaking parents are able to access the material quite well and feel integrated with the group.*
- *Interpreter sets up seating so as to not make the interpreting too conspicuous. This setup can be slightly distracting at times, but seemed to cause no issues for other participants.*
- *The translator/interpreter sits with them [the Spanish-speaking family]. Most of the time they seem to be involved in a private conversation. I will ask specific questions to the family to try and draw them into the group discussion. I can tell that the family is not always sure where to focus their attention. I feel like this is an area that needs improvement.*

In at least one site, there appeared to be some disagreement between the KITS Coaching staff and school/district and teaching staff regarding the effectiveness of the particular approach to translation adopted at that site:

- *The Family Resource Coordinator who is bilingual/bicultural facilitated the parent groups. She would say the information first in Spanish and then in English. She translated the material herself. OSLC felt like this was too time consuming but we didn't feel it took up too much time.*

*The Parent Group Facilitator had some conflict with the KITS Coach and won't be returning in this role next year. She didn't feel supported by the Coach.*

- *At my site, they presented all of the material in both English and Spanish. It felt didactic and wasn't great for group participation. It took so long to present the information in both languages that by the time they finished the Spanish version, they'd lost the English speakers.*

In at least one classroom, interpretation for KITS students was provided by a Spanish-speaking Assistant Teacher, although such interpretation is not necessarily a component of the KITS model:

- *For English Language Learners - we go back and forth on this. Need to do more research into this. On the one hand, all of these kids are going to be put into monolingual classrooms, so KITS gives them a chance to practice that, but with a lot more support than they would ordinarily get. So I feel conflicted about it.*

There was also a perception in this case that the Spanish-speaking Teacher and children were less integrated into the broader classroom:

- *She worked well with the children but didn't share what the children were saying with the other teachers. That resulted in a lack of connection between the children and the class. It wasn't a matter of hiring but of training.*

Research is likewise underway regarding the potential benefits and drawbacks of providing separate, Spanish-only Parent Groups:

- *For parents, we've always provided materials and translation, but [one school] wanted to do an all-Spanish group this year. We never would have said yes in the past, but they had 17 Spanish speaking parents, so we let them. And a lot of good ideas came out of that group.*

Culturally speaking, one respondent reported some differences between the KITS approach to behavior management and the attitudes expressed by Spanish-speaking families:

- *Culturally, they have a lens about behavior management that is different from English speaking. They were really opposed to time-out. They viewed it as a punishment, so trying to work around that. We did get a few people that remained skeptical but others that would try it. Some of the cultural differences were a little off with the instruction. They didn't buy into some of it, but it was a good learning experience to be more culturally sensitive.*

Finally, although homework assignments and letters were provided in Spanish for Spanish-speaking families, one respondent reported that the assignments didn't always make sense when translated into Spanish, e.g., rhyming exercises do not necessarily translate meaningfully. The Parent Group curriculum is currently in the process of being translated into Spanish, so that may be an opportunity to review materials for any such errors.

Interviews with Parent Group translators as well as Spanish-speaking parents are currently underway, in order to explore additional perspectives on the various approaches to translation, as well as other issues related to culture/language. As one school/district staff commented, "If they want bilingual families at the table, they should ask them what works best for them."

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*Recruitment of Spanish-speaking families*

A number of respondents described specific efforts to reach Latino families, including having interpreters available at kindergarten roundups, making Spanish-language materials available, identifying Spanish-speaking staff to answer calls from and follow up with interested, Spanish-speaking families, attending events for Spanish-speaking families, and partnering with Family Resource Centers.

Such efforts, however, were not always successful, often for reasons not well understood:

- *I would say [our efforts to reach Latino families] were not really effective. We're looking at eight percent [Latino] in our community and we got one kid.*
- *None of the Latino families enrolled in KITS despite the fact that I'm bilingual and attended the kindergarten open house and explained KITS to them in Spanish.*
- *We need to ask more questions. Did they not know about it? Were they not interested? Why are families reticent?*