Appendix D

Stakeholder Feedback

Parent Surveys

During the 2015-16 school year, the Office of Planning and Evaluation administered three parent surveys as part of the evaluation of the Early Childhood Program. Two surveys were administered in the fall to parents of current kindergartners who fell into either of the following two groups:

- Did not attend any pre-K program (private or public)
- Had previously been enrolled in an APS primary Montessori class but discontinued Montessori for their kindergarten year

In the spring, a survey was administered to parents of all current APS pre-K students, as well as primary Montessori students in their kindergarten year.

Surveys were translated into Amharic, Arabic, Mongolian, and Spanish. The English, Arabic, and Spanish versions were available online and the Amharic and Mongolian versions were available via paper survey only. Parents were invited to take the survey first via a letter sent by US mail, and then – if an email address was available for the parent – via an email with a direct link to the online survey. Parents who indicated that they spoke Mongolian or Amharic received a paper survey in the mail as well as instructions on how to access the English-language version online.

The response rate for the spring survey was 25%, with a margin of error of 4.81. The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

The response rate for the Montessori discontinuation survey was 37%, with a margin of error of 17.55.

The response rate for the survey of parents of kindergartners who did not attend pre-K at all was impossible to calculate due to a lack of reliable information about which students attended private Pre-K providers. About half of all respondents replied "no" to a filtering question, "Does this description accurately describe your child?" indicating that the survey was sent to many parents whose children had attended a private pre-K program. This left just 20 responses overall. Due to these low numbers, data from this survey has not been included in this report.

Table 1: Response Rates for Parent Surveys

Parent Group	Time	Population Size	Response Rate	Margin of Error
Current kindergartners who discontinued Montessori during their kindergarten year	Fall 2015	54	37%	17.55
Current pre-K students	Spring 2016	1,279	25%	4.81

Parents of Current Pre-K Students

Application and Registration Process

Figure 1: Please rate the ease or difficulty of the application/registration process for an APS Pre-K program. (n=289-307)
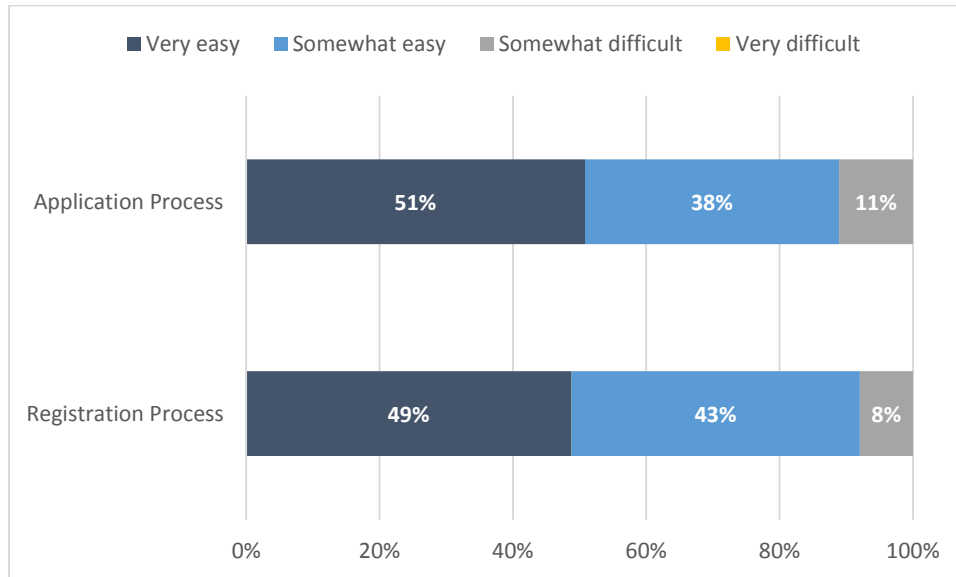

■ Very easy   ■ Somewhat easy   ■ Somewhat difficult   ■ Very difficult

Process	Very easy	Somewhat easy	Somewhat difficult
Application Process	51%	38%	11%
Registration Process	49%	43%	8%

Table 2: Please rate the ease or difficulty of the application/registration process for an APS Pre-K program, disaggregated by demographic groups

Group	N	Please rate the ease or difficulty of the **application** process for an APS Pre-K program.				Please rate the ease or difficulty of the **registration** process for an APS Pre-K program.			
		Very easy	Somewhat easy	Somewhat difficult	Very difficult	Very easy	Somewhat easy	Somewhat difficult	Very difficult
Pre-K Program									
VPI	95-108	64%	26%	10%	0%	60%	33%	7%	0%
Montessori	134-137	45%	45%	9%	0%	41%	51%	8%	0%
Special Education	60-61	39%	44%	16%	0%	48%	43%	8%	0%
Language Spoken at Home									
English Only	129-132	46%	38%	16%	0%	45%	43%	12%	0%
Language other than English	150-162	52%	40%	8%	0%	50%	45%	5%	0%

Group	N	Please rate the ease or difficulty of the **application** process for an APS Pre-K program.				Please rate the ease or difficulty of the **registration** process for an APS Pre-K program.			
		Very easy	**Somewhat easy**	**Somewhat difficult**	**Very difficult**	**Very easy**	**Somewhat easy**	**Somewhat difficult**	**Very difficult**
$150,001 or higher	74-76	45%	38%	17%	0%	41%	54%	5%	0%
$86,001 to $150,000	45-46	33%	53%	13%	0%	39%	50%	11%	0%
$51,001 to $86,000	64-65	58%	29%	12%	0%	59%	30%	11%	0%
$0 to $51,000	85-99	59%	36%	5%	0%	54%	39%	7%	0%
Highest Level of Education in Household									
Advanced degree	141-146	36%	47%	17%	0%	40%	54%	6%	0%
Bachelor's/ associate's degree	80-83	60%	31%	8%	0%	54%	35%	11%	0%
Less than associates or bachelor's degree	60-68	66%	31%	3%	0%	62%	30%	8%	0%
Race/Ethnicity									
Asian	40-42	45%	45%	10%	0%	33%	60%	8%	0%
Black	41-42	69%	31%	0%	0%	73%	20%	7%	0%
Hispanic	66-74	57%	36%	7%	0%	52%	42%	6%	0%
White	123-129	43%	40%	17%	0%	44%	48%	8%	0%
Other	11	45%	36%	18%	0%	55%	18%	27%	0%

Table 3: What would have made the APS pre-K application and/or registration process easier for you?

Response Category	N	Sample Response
It was easy/ Nothing	43	• Nothing. I think APS does an excellent job in this regard. • I think both processes were straight-forward and not difficult to complete.
Make forms available online	27	• It would be much more convenient if there was an online option. You have to figure out which schools are within your zone. Complete up to 3 applications - one for each school. Mail or deliver them to the school and keep your fingers crossed they arrive if using mail. And then each school handles it differently. One school mailed a confirmation postcard that the application arrived. The others didn't. One school notified us right away, others didn't. • There should a single electronic application.
Centralized process	24	• Centralized registration location and a single waitlist for all programs of a similar type. • I had to submit seven different applications to different schools during regular work hours. It was extremely difficult for me to make it during those hours. Not to mention the hassle of filing out the same applications seven times.

Difficulty/ time-consuming/bur densome/ cumbersome	20	• A lot of required documents make it difficult
		• Registration was more difficult only because it required more details/paperwork.
		• Special education parents:
		    ○ Fewer evaluations. Evaluation appointments earlier in the day. I had to take a lot of time off work to complete the process. The whole process was hard to understand. A one-page summary of the steps would have been helpful.
		    ○ The application process for us was difficult because my daughter needed to go through the screening process to qualify for the special education program, so I'm not sure how you would have made that easier.
		    ○ It was difficult getting in touch with the right person APS who could help us. We moved from out of state, had not yet closed on our house and our son had an IEP. We were passed around from residency, special education, and Pre-K quite a bit before getting any help.

Communication /Outreach	18	• Very few administrators seemed capable of articulating the various programs to us being new APS system. Between Montessori, VPI, Pre-K, paid or not paid etc... it was complicated. After some (somewhat complicated) transferring of schools, we are right where we need to be. • Provide a better understanding of how lottery process works • Provide a better understanding of how lottery process works • Having a to-do list for the parents • Knowing when to expect responses from schools (at least when the lottery would be held and when you would hear from the school).
Timing	9	• We had to put money down at a private program to ensure he got a Montessori slot. An earlier lottery date similar to the deadline of local private Montessori schools would have helped. • Parents know that the deadline is April 15, but there is not clarity about when the lottery is held after that and when parents will be notified. EARLIER REGISTRATION - private preschools require application and deposits much earlier.
More slots	5	• The Pre-K program should be available to *ALL* 4 and 5 year olds in the entire

Response Category	N	Sample Response
		county.
Errors occurred	4	• My daughter's application was placed in the incorrect pool at first. Luckily I knew to follow up to make sure that it was in the correct place so I was able to catch this error before the lottery.
Don't know	2	
Other	11	

Satisfaction with Programs/Services

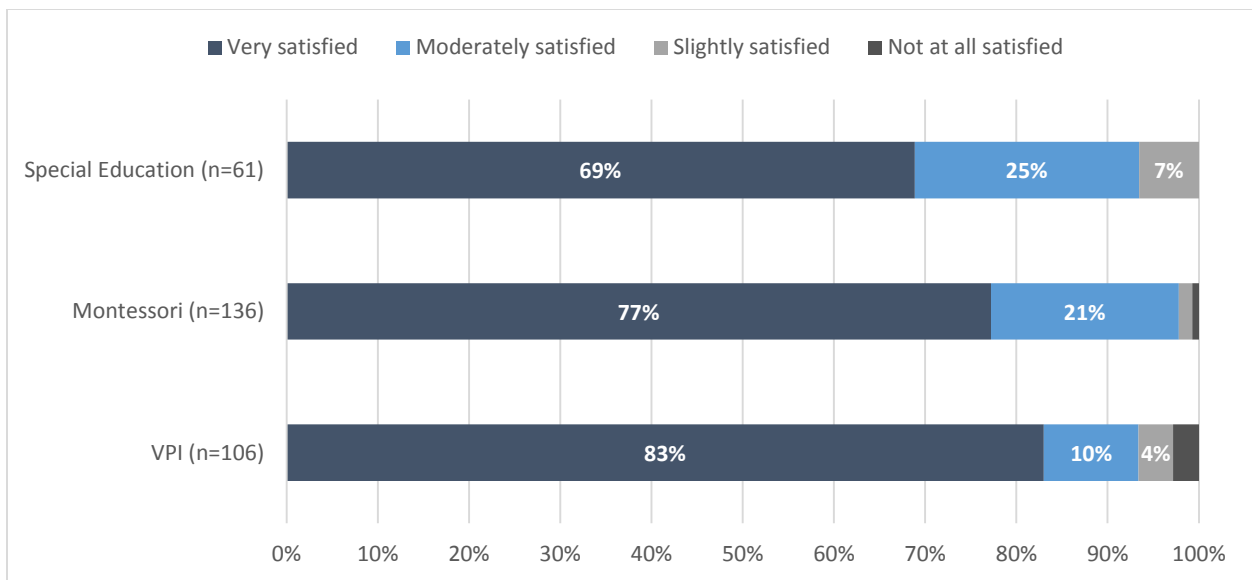*Figure 2: Satisfaction with quality of education child is receiving, by program*

Legend: Very satisfied, Moderately satisfied, Slightly satisfied, Not at all satisfied

- Special Education (n=61): Very satisfied 69%, Moderately satisfied 25%, Slightly satisfied 7%
- Montessori (n=136): Very satisfied 77%, Moderately satisfied 21%
- VPI (n=106): Very satisfied 83%, Moderately satisfied 10%, Slightly satisfied 4%

Figure 3: Satisfaction with child's Pre-K teacher, by program

Legend: Very Satisfied, Moderately Satisfied, Slightly Satisfied, Not at All Satisfied, I don't know

- Special Education (n=64): Very Satisfied 78%, Moderately Satisfied 13%, I don't know 8%
- Montessori (n=139): Very Satisfied 83%, Moderately Satisfied 13%
- VPI (n=111): Very Satisfied 90%, Moderately Satisfied 6%

Figure 4: Satisfaction with Early Childhood Office, by program

Very Satisfied ■ **Moderately Satisfied** ■ **Slightly Satisfied** ■ **Not at All Satisfied** ■ **I don't know**

Program	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Not at All Satisfied	I don't know
Special Education (n=63)	48%	21%	5%	5%	22%
Montessori (n=136)	48%	13%	4%		33%
VPI (n=108)	71%	16%			9%
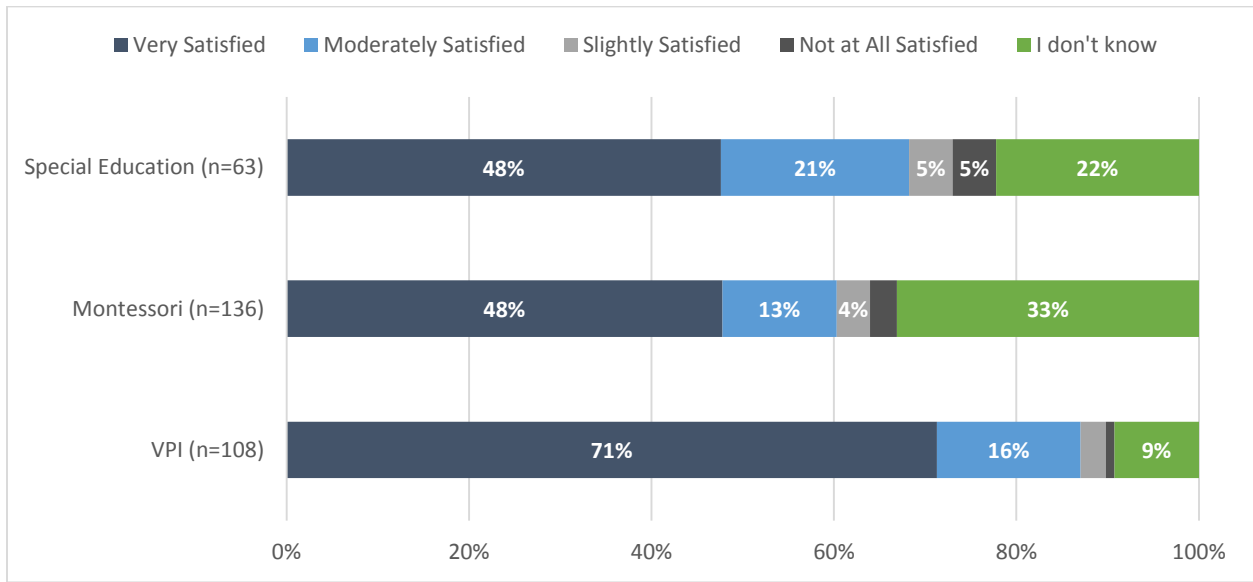
Figure 5: Montessori and VPI: Satisfaction with Art Teacher, by program[1]

Very Satisfied ■ **Moderately Satisfied** ■ **Slightly Satisfied** ■ **Not at All Satisfied** ■ **I don't know**

Program	Very Satisfied	Moderately Satisfied	I don't know
Montessori (n=134)	71%	13%	13%
VPI (n=104)	85%	11%	5%

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[1] Responses from parents of students in the special education program were removed for analysis of questions about specials teachers because they included responses from parents of dual enrolled students, who do not take specials in APS.

Figure 6: Montessori and VPI: Satisfaction with Music Teacher, by program
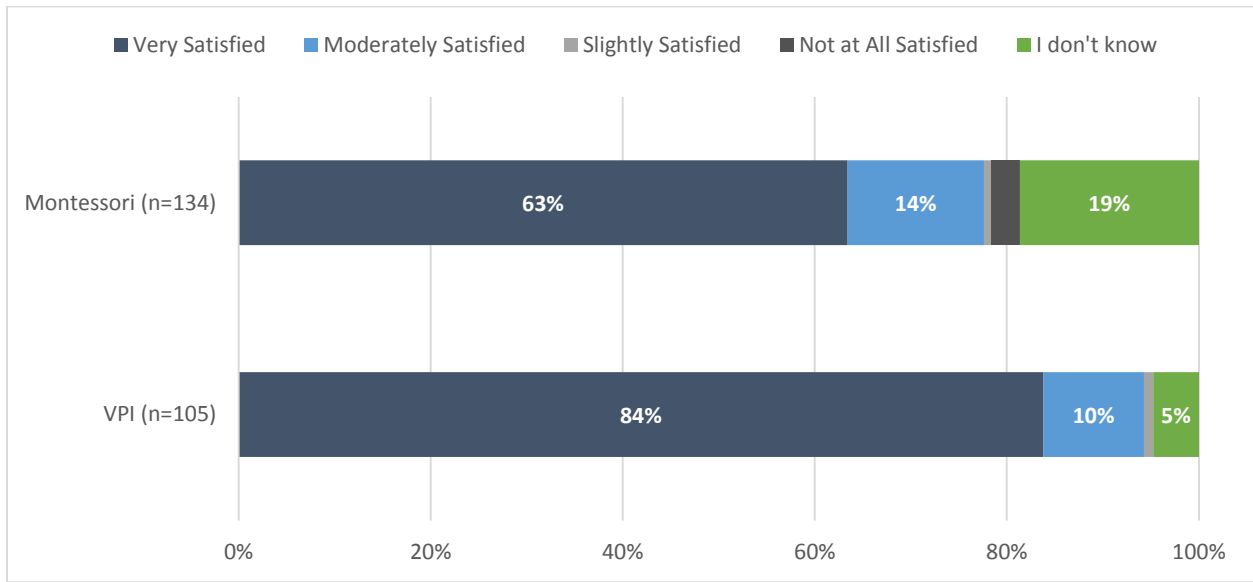
Figure 7: Montessori and VPI: Satisfaction with PE Teacher, by program
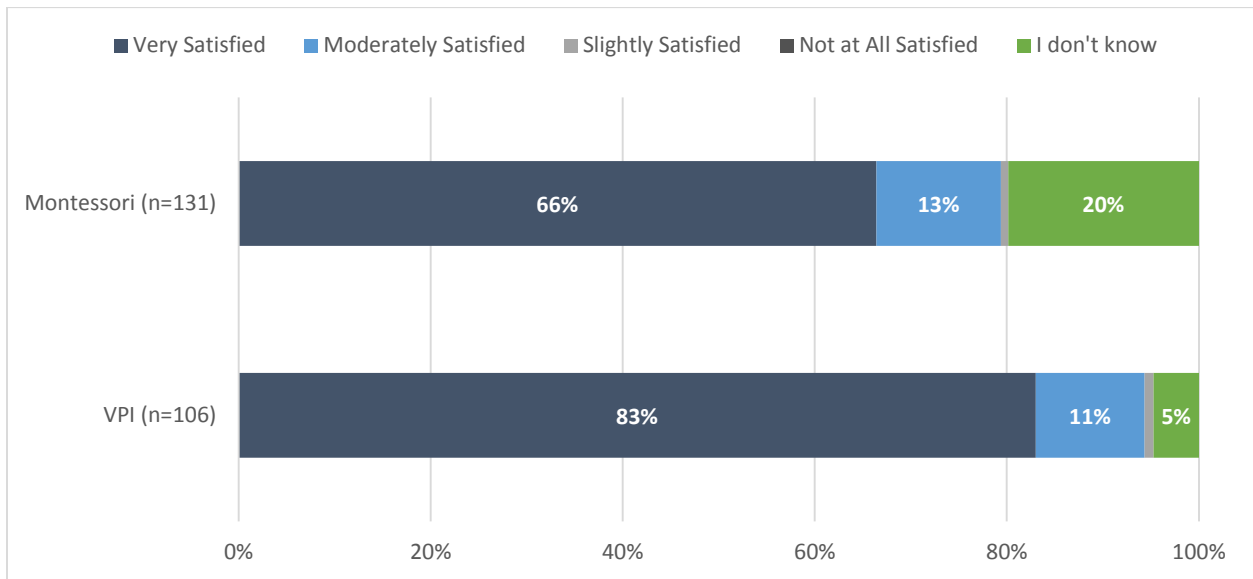
Child's Progress

Figure 8: How satisfied are you with your child's growth in the following areas during the 2015-16 school year (n=299-301)
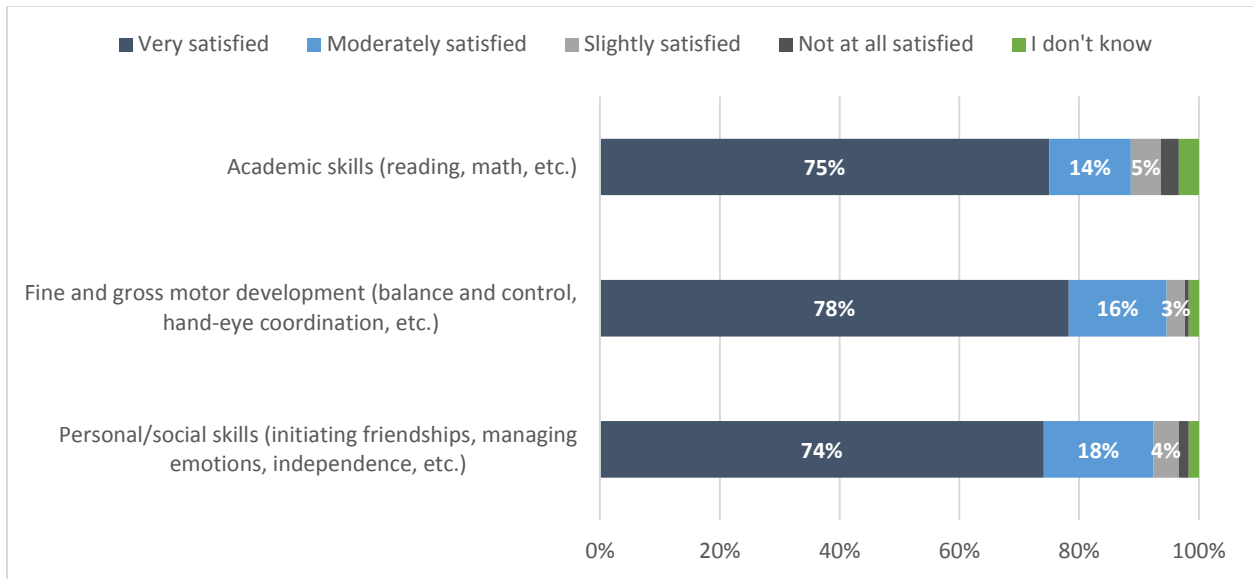

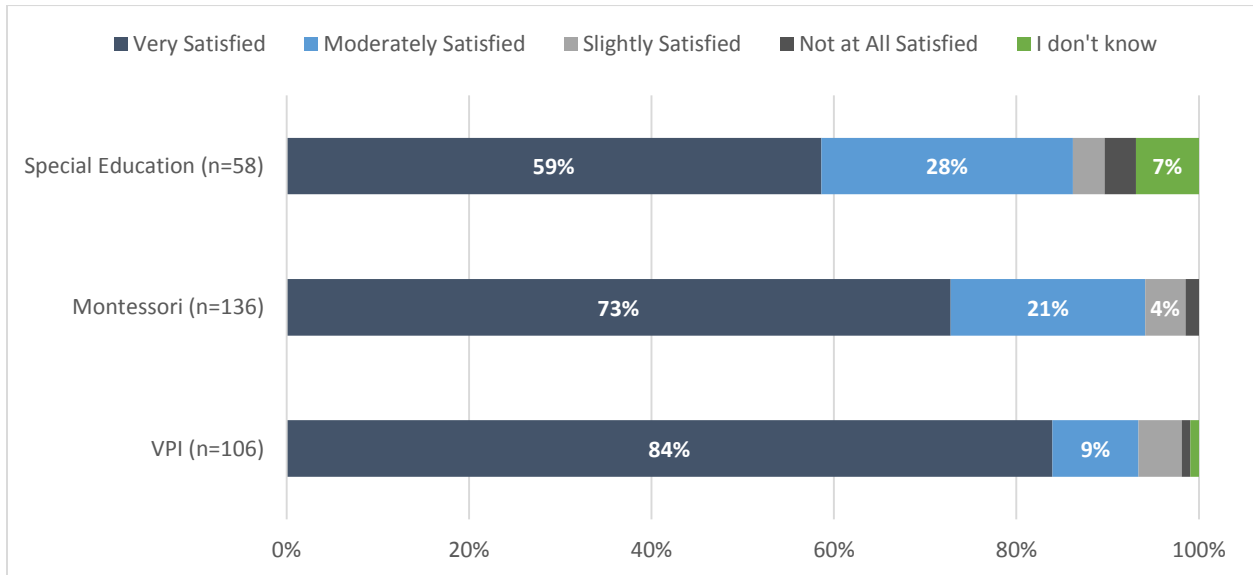*Figure 9: Satisfaction with growth in personal/social skills, by program*

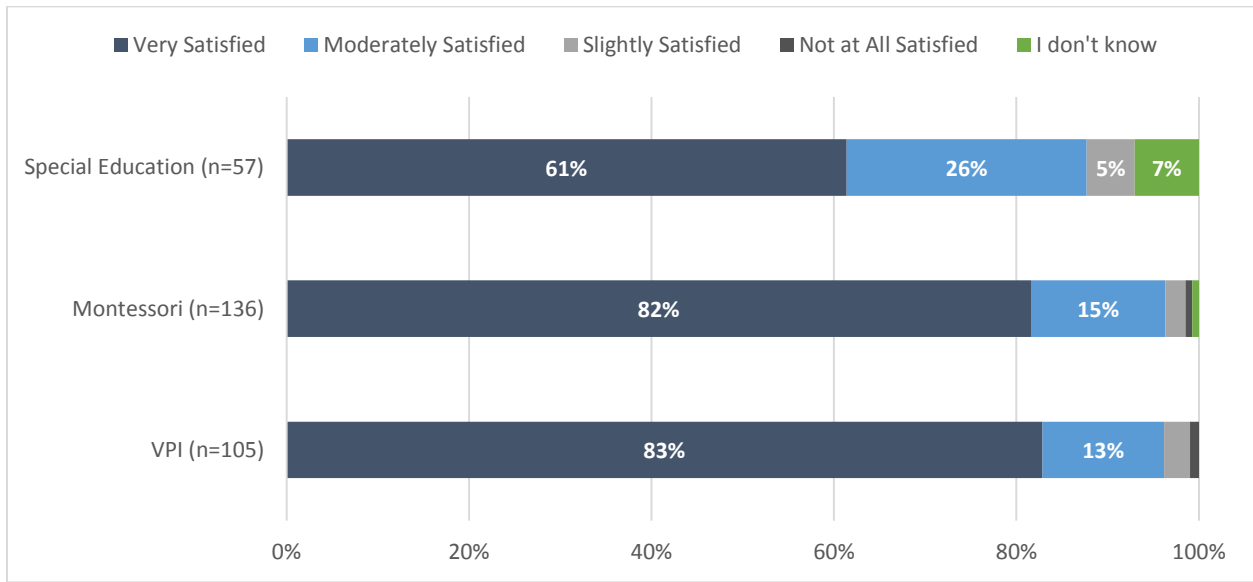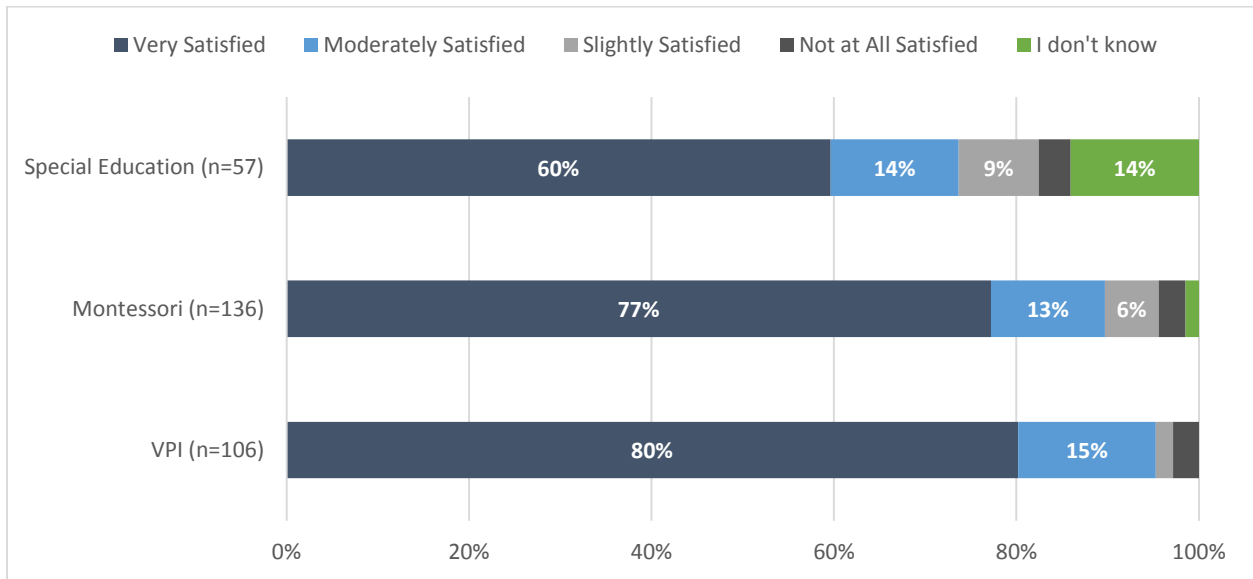*Figure 10: Satisfaction with growth in fine/gross motor development, by program*

Figure 11: Satisfaction with growth in academic skills, by program

Figure 12: Have you noticed any increase in your child's willingness to try new foods, especially fruit and vegetables, since entering pre-K? (n=306)
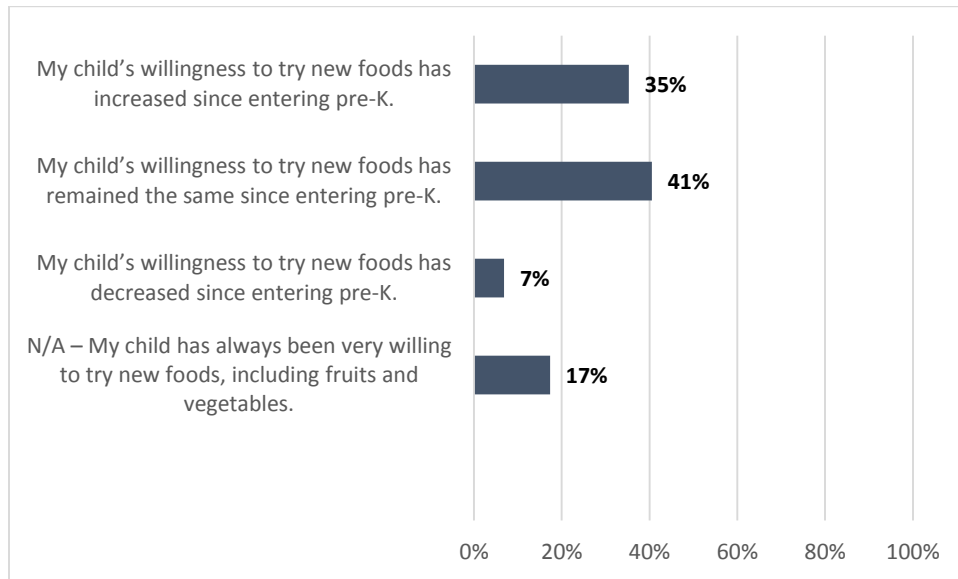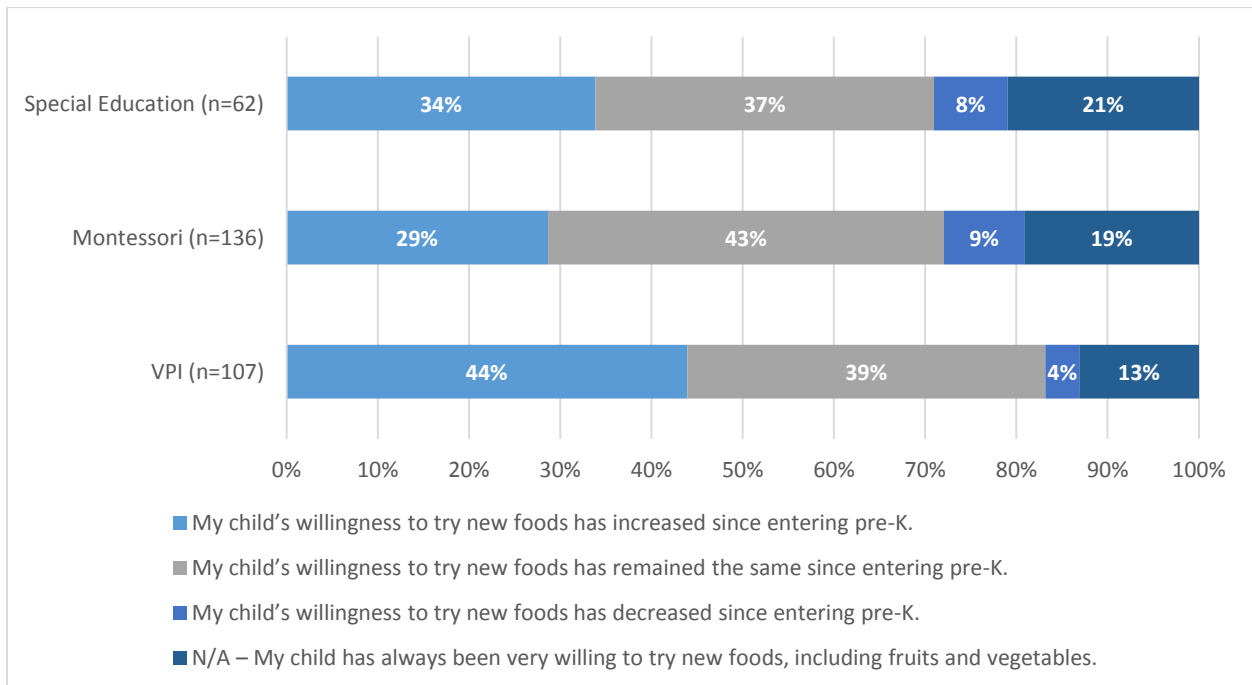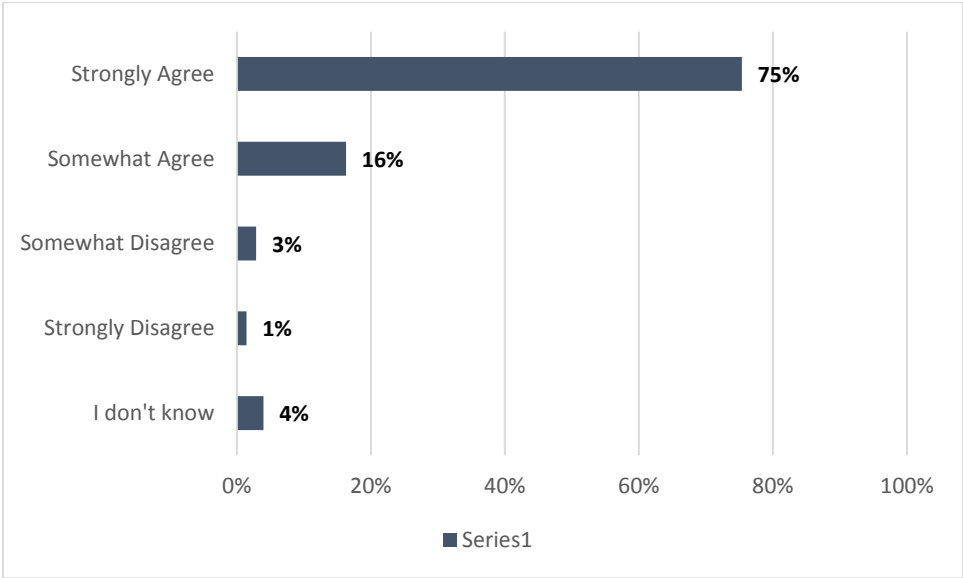

Figure 13: Have you noticed any increase in your child's willingness to try new foods, especially fruit and vegetables, since entering pre-K? By program

*Figure 14: Please indicate how much you agree or disagree with the following statement: **My child will be ready for kindergarten.** (n=276)**

*Parents of kindergarten students in the Montessori program did not answer this question.

Table 4: My child will be ready for kindergarten, disaggregated by demographic groups

Group	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know
Pre-K Program						
VPI	106	92%	6%	0%	0%	2%
Montessori	106	75%	16%	5%	0%	4%
Special Education	63	46%	35%	5%	6%	8%
Language Spoken at Home						
English Only	116	63%	23%	5%	2%	7%
Language other than English	148	84%	11%	1%	1%	2%
Household Income						
$150,001 or higher	68	69%	19%	1%	1%	9%
$86,001 to $150,000	40	50%	38%	8%	3%	3%
$51,001 to $86,000	60	80%	12%	0%	3%	0%
$0 to $51,000	88	88%	8%	3%	0%	0%
Highest Level of Education in Household						
Advanced degree	128	70%	20%	2%	1%	6%
Bachelor's/associate's degree	81	69%	19%	5%	4%	4%
Less than associates or bachelor's degree	59	93%	5%	2%	0%	0%
Race/Ethnicity						
Asian	38	76%	21%	0%	0%	3%
Black	40	85%	8%	8%	0%	0%
Hispanic	69	88%	4%	1%	3%	3%
White	111	64%	24%	4%	1%	7%
Other	11	73%	18%	0%	9%	0%

Parent Engagement

Figure 15: Please indicate how much you agree or disagree with the following statements. (n=283-286)
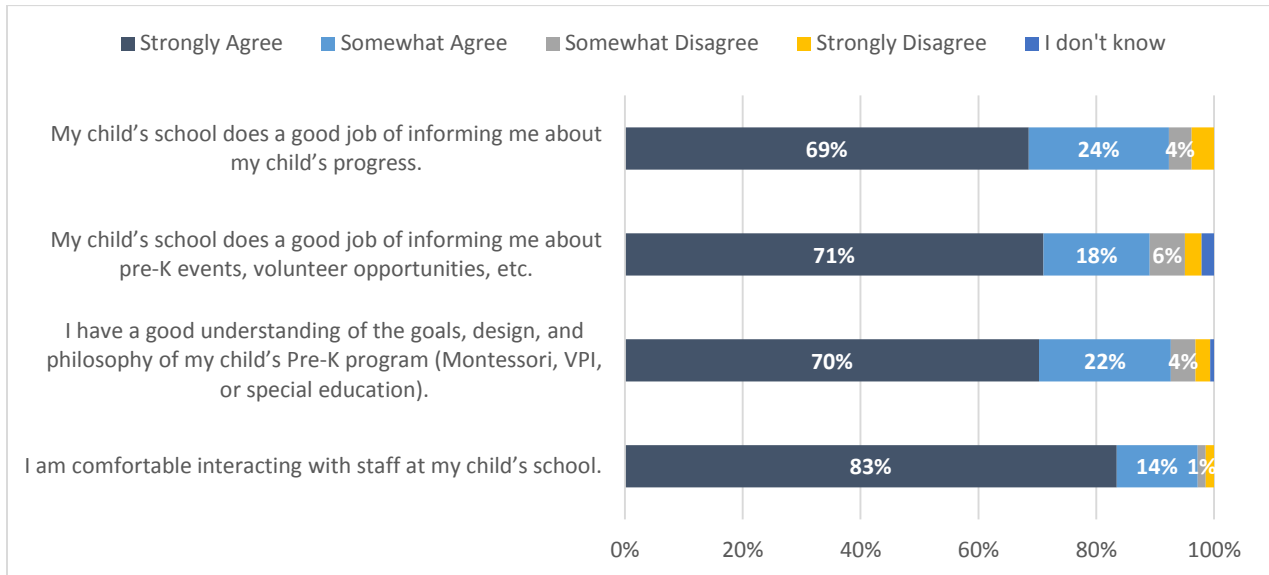
Table 5: My child's school does a good job of informing me about my child's progress, disaggregated by demographic groups

Group	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know
Pre-K Program						
VPI	94	78%	16%	3%	3%	0%
Montessori	131	66%	26%	2%	6%	0%
Special Education	61	61%	31%	8%	0%	0%
Language Spoken at Home						
English Only	131	59%	31%	5%	5%	0
Language other than English	146	76%	18%	3%	3%	0
Household Income						
$150,001 or higher	78	54%	40%	3%	4%	0
$86,001 to $150,000	45	64%	22%	7%	7%	0
$51,001 to $86,000	63	76%	16%	5%	3%	0
$0 to $51,000	82	80%	15%	2%	2%	0
Highest Level of Education in Household						
Advanced degree	145	61%	30%	3%	6%	0%
Bachelor's/associate's degree	80	69%	21%	6%	4%	0%
Less than associates or bachelor's degree	55	87%	11%	2%	0%	0%
Race/Ethnicity						
Asian	41	73%	20%	2%	5%	0%
Black	37	81%	14%	5%	0%	0%
Hispanic	63	79%	16%	5%	0%	0%
White	128	59%	32%	2%	6%	0%
Other	11	45%	27%	18%	9%	0%

Table 6: My child's school does a good job of informing me about pre-K events, volunteer opportunities, etc., disaggregated by demographic groups

Group	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know
Pre-K Program						
VPI	93	81%	13%	2%	4%	0%
Montessori	129	69%	19%	9%	2%	2%
Special Education	61	61%	25%	7%	3%	5%
Language Spoken at Home						
English Only	129	57%	27%	9%	4%	3%
Language other than English	145	83%	10%	3%	2%	1%
Household Income						
$150,001 or higher	78	54%	28%	10%	3%	5%
$86,001 to $150,000	45	69%	20%	7%	2%	2%
$51,001 to $86,000	63	83%	10%	5%	3%	0%
$0 to $51,000	80	80%	15%	3%	3%	0%
Highest Level of Education in Household						
Advanced degree	144	66%	19%	7%	4%	3%
Bachelor's/associate's degree	80	71%	19%	6%	3%	1%
Less than associates or bachelor's degree	54	81%	15%	4%	0%	0%
Race/Ethnicity						
Asian	40	80%	8%	0%	8%	0%
Black	36	86%	6%	8%	0%	0%
Hispanic	63	79%	14%	3%	2%	2%
White	128	60%	27%	8%	3%	2%
Other	11	55%	27%	18%	0%	0%

Table 7: I have a good understanding of the goals, design, and philosophy of my child's Pre-K program (Montessori, VPI, or special education), disaggregated by demographic groups

Group	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know
Pre-K Program						
VPI (n=94)	94	77%	17%	4%	2%	0%
Montessori (n=131)	131	69%	22%	4%	3%	2%
Special Education (n=61)	61	62%	31%	5%	2%	0%
Language Spoken at Home						
English Only (n=131)	131	63%	27%	5%	3%	1%
Language other than English (n=146)	146	75%	19%	3%	2%	1%
Household Income						
$0 to $51,000 (n=82)	82	77%	17%	4%	2%	0%
$51,001 to $86,000 (n=63)	63	78%	17%	2%	3%	0%
$86,001 to $150,000 (n=45)	45	62%	22%	11%	4%	0%
$150,001 or higher (n=78)	78	59%	35%	3%	1%	3%
Highest Level of Education in Household						
Less than associates or bachelor's degree (n=56)	56	82%	14%	2%	2%	0%
Bachelor's/associate's degree (N=80)	80	66%	26%	5%	3%	0%
Advanced degree (n=144)	144	67%	24%	5%	3%	1%
Race/Ethnicity						
Asian	40	80%	15%	3%	3%	0%
Black	37	73%	24%	3%	0%	0%
Hispanic	64	78%	17%	3%	2%	0%
White	128	63%	28%	3%	4%	2%
Other	11	55%	9%	36%	0%	0%

Table 8: I am comfortable interacting with staff at my child's school, disaggregated by demographic groups

Group	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know
Pre-K Program						
VPI	93	85%	11%	1%	3%	0%
Montessori	130	82%	15%	2%	1%	0%
Special Education	61	85%	15%	0%	0%	0%
Language Spoken at Home						
English Only	130	80%	17%	1%	2%	0%
Language other than English	145	86%	11%	2%	1%	0%
Household Income						
$0 to $51,000	81	88%	9%	1%	2%	0%
$51,001 to $86,000	63	87%	11%	0%	2%	0%
$86,001 to $150,000	45	76%	20%	4%	0%	0%
$150,001 or higher	78	82%	17%	0%	1%	0%
Highest Level of Education in Household						
Less than associates or bachelor's degree	55	91%	9%	0%	0%	0%
Bachelor's/associate's degree	80	83%	15%	1%	1%	0%
Advanced degree	144	81%	15%	2%	2%	0%
Race/Ethnicity						
Asian	40	88%	8%	3%	3%	0%
Black	37	89%	8%	3%	0%	0%
Hispanic	63	89%	10%	2%	0%	0%
White	128	80%	18%	0%	2%	0%
Other	11	64%	27%	9%	0%	0%

Figure 16: Have you participated in any of the following activities? **Select all that apply.** *(n=316)*
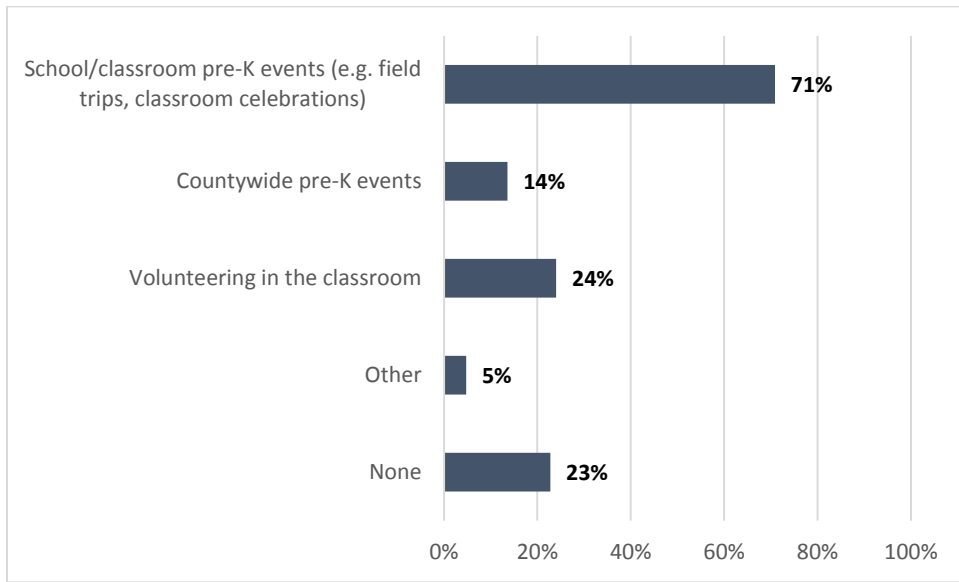
Figure 17: Have you participated in any of the following activities? By Pre-K Program
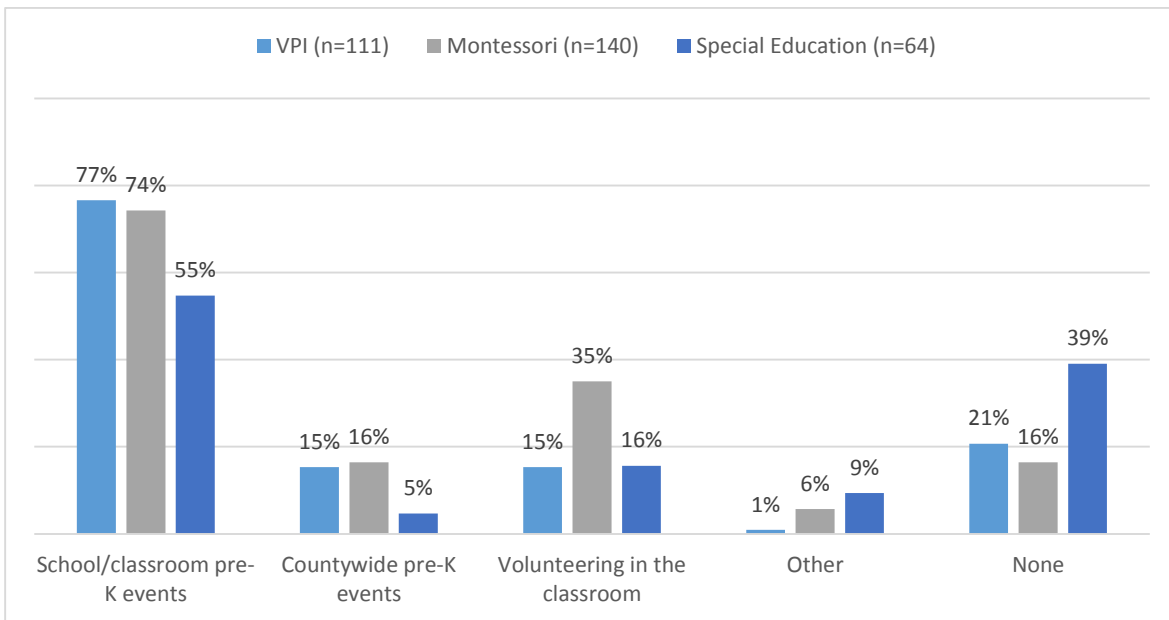
Figure 18: Have you participated in any of the following activities? By Language Spoken at Home
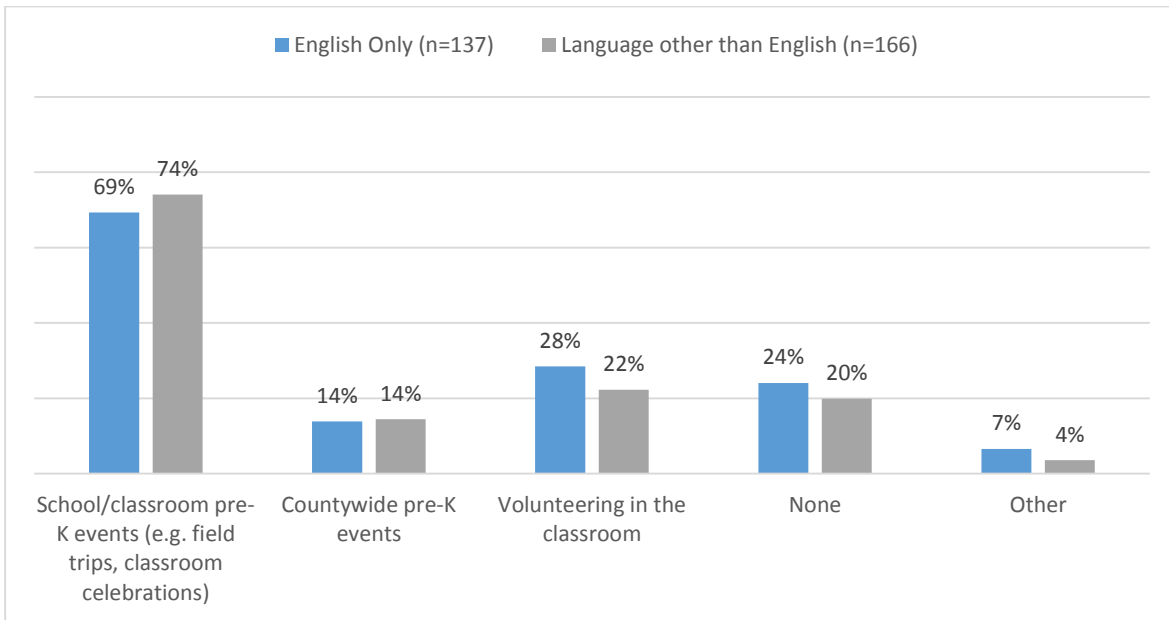
Figure 19: Have you participated in any of the following activities? By Household Income
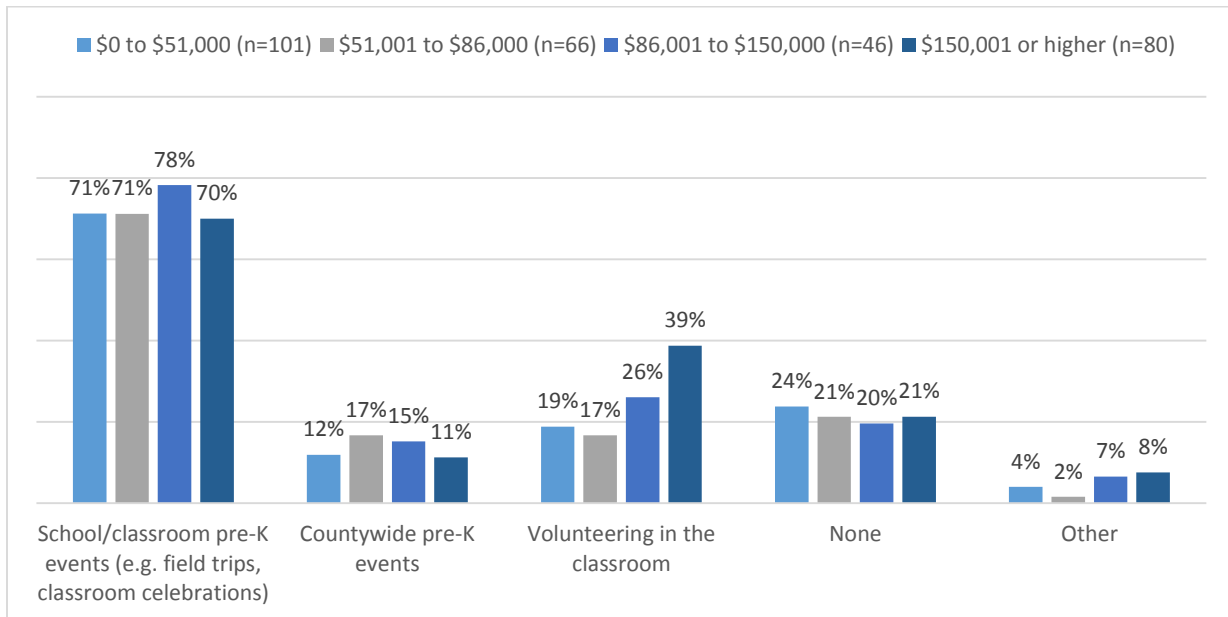
Figure 20: Have you participated in any of the following activities? By Highest Level of Education in Household
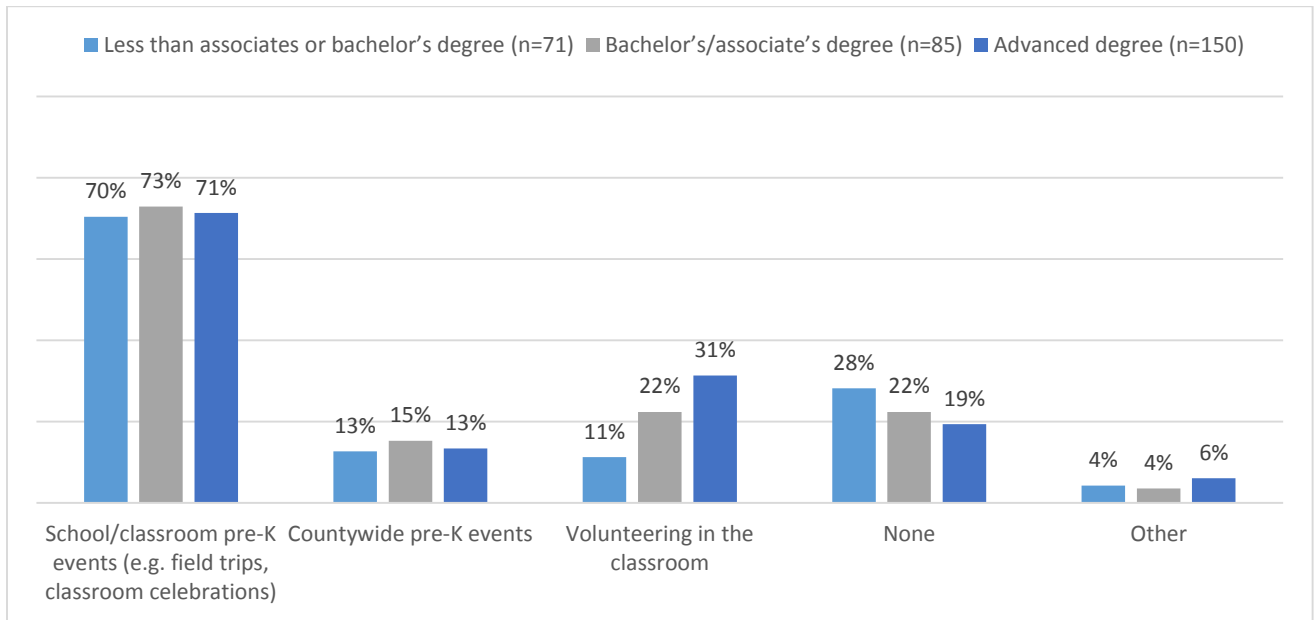
Figure 21: Have you participated in any of the following activities? By Race/Ethnicity
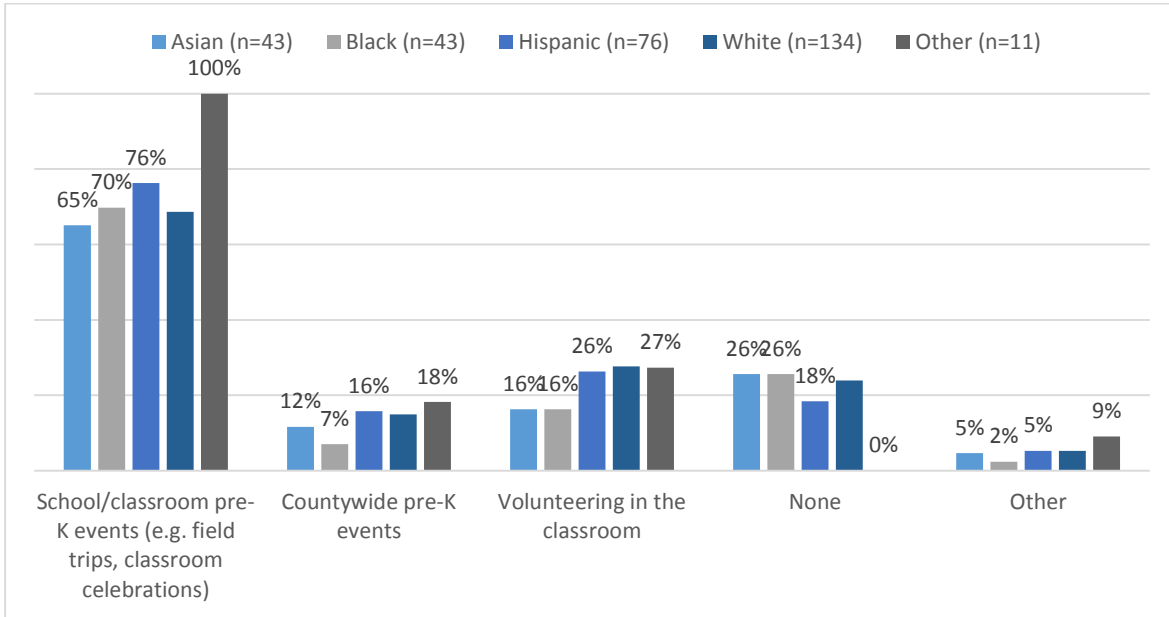
Table 9: What would make it easier for you to be involved in your child's pre-K experience?

Response Category	N	Sample Response
Factors in personal life/Not something APS can control	29	• It's really a matter of personal schedule not allowing me to attend events • I have a toddler at home, which makes it difficult to commit time to volunteer for school activities. • Not much; the difficult part is that I work full-time.
Happy with participation experience	23	• My son's teacher has always welcomed my younger son to attend class field trips with me, and this has been very helpful in allowing me to participate in my pre-K student's events. • [School] does a fantastic job of involving pre-K parents. Lots of age-appropriate events, lots of talking it up in the classroom, stickers going home on the shirts, text notifications. My children's teachers have invited parents in for observation, obviously held conferences, had two classroom potlucks, and a garden work day, and a field trip, with parents invited to all. A+ on this front!
Clearer/More Communication	19	• I'm available to help out in the mornings, someone just needs to ask me • Better communication with what is going on in the classroom, esp with specials like art and music • Getting regular feedback from the teacher. So far I rarely get any information. • More information about how to be involved.
More/different types of opportunities	16	• Thus far, not many opportunities have been presented. • Allowing for younger siblings to be included. • More sign up opportunities and more activities throughout the year. • Having special learning opportunities for parents to be with the kids - maybe demonstrations or visitors, maybe parents to come in and talk about what they do for work, places they're from (learning about different cultures) could be a fun too
Timing of communication /more advanced notice	11	• 2-4 weeks of advanced notice for any events, volunteer opportunities, etc. My job is such that I cannot take off from work on short notice (1 -2 weeks) to attend events in my child's classroom. • Details about classroom activities where parents can be involved come out too late. For working parents (especially if there are other children), several weeks' notice is necessary to make work or other childcare arrangements.
Timing of opportunities	9	• Maybe some summer activities • To make some events available during weekends • Flexible hours considering working parents
Parental Involvement Discouraged	4	• I wish I could have spent time in my child's classroom this year. His teacher said she really didn't need or want parent volunteers.
Other	11	•

Montessori Program

Responses about the Montessori program were compared across two groups of parents of APS **kindergartners**:

- Those who were currently enrolled in a primary Montessori program
- Those who had previously been enrolled in a primary Montessori program but who discontinued Montessori for their kindergarten year

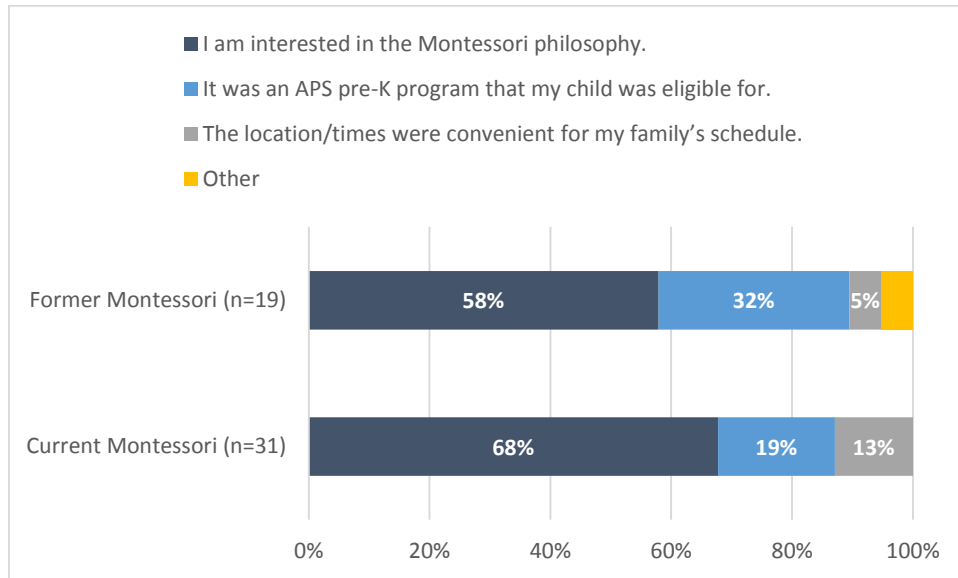*Figure 22: What is the primary reason you enrolled your child in the primary Montessori program?*

Figure 23: When you researched Pre-K options for your child, did you consider private pre-K providers?
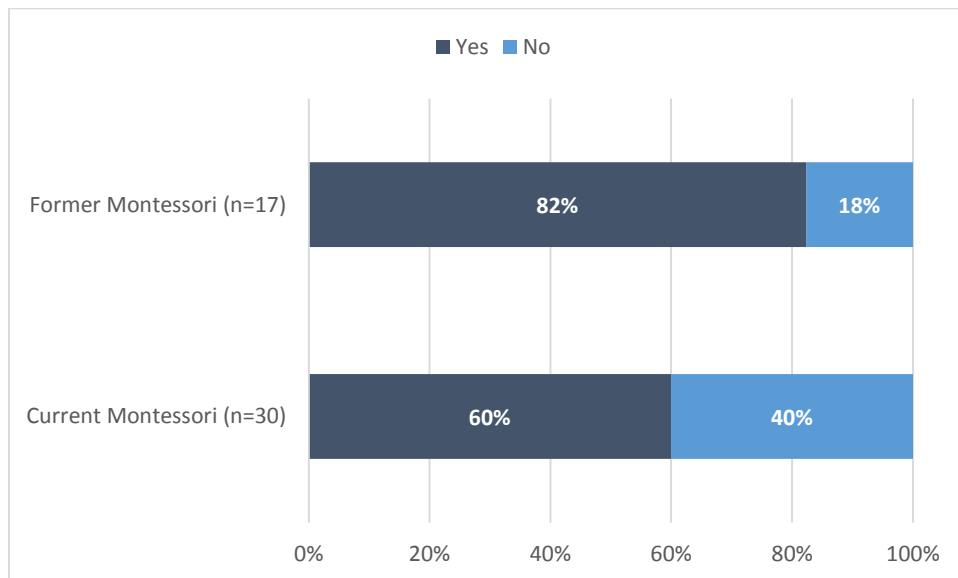
Figure 24: Please select up to three factors that led you to ultimately choose the APS primary Montessori program.
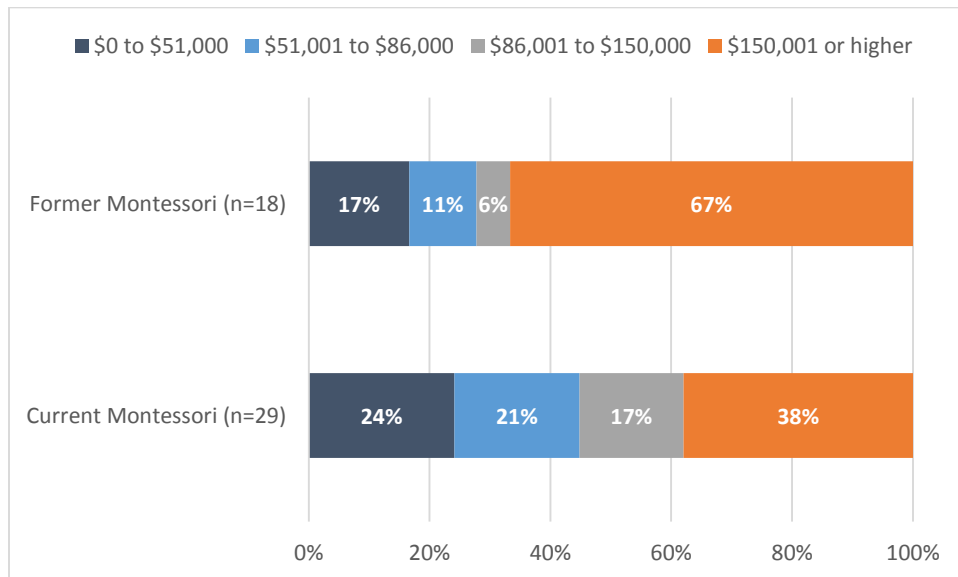

Legend: ■ Former Montessori Student (n=19) ■ Current Montessori Student (n=31)

Factor	Former Montessori Student	Current Montessori Student
Cost/Fees	26%	45%
Reputation of program	21%	65%
Convenience	47%	32%
Interest in Montessori	74%	71%
Older child attended program	26%	19%
Recommended by family member/friend	16%	26%
Other	21%	16%
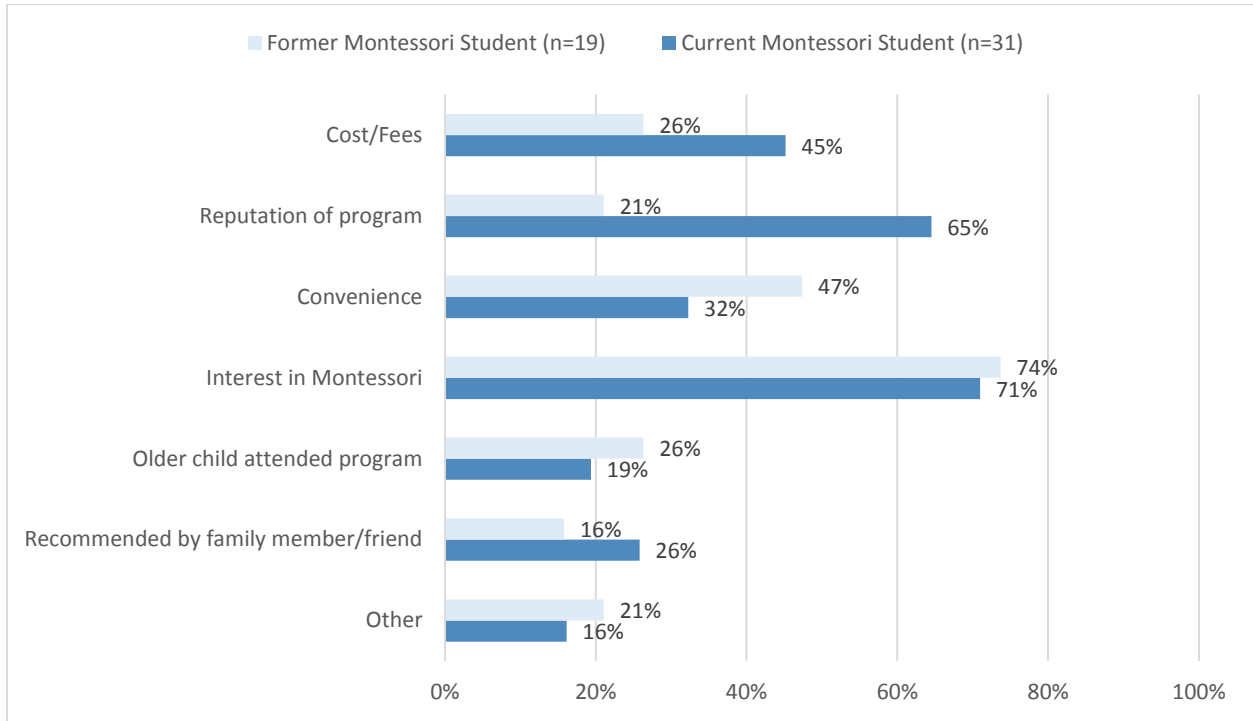
Figure 25: Household Income

Legend: ■ $0 to $51,000 ■ $51,001 to $86,000 ■ $86,001 to $150,000 ■ $150,001 or higher

	$0 to $51,000	$51,001 to $86,000	$86,001 to $150,000	$150,001 or higher
Former Montessori (n=18)	17%	11%	6%	67%
Current Montessori (n=29)	24%	21%	17%	38%

Figure 26: Please select up to three reasons for discontinuing Montessori for your child's kindergarten year. (n=19)
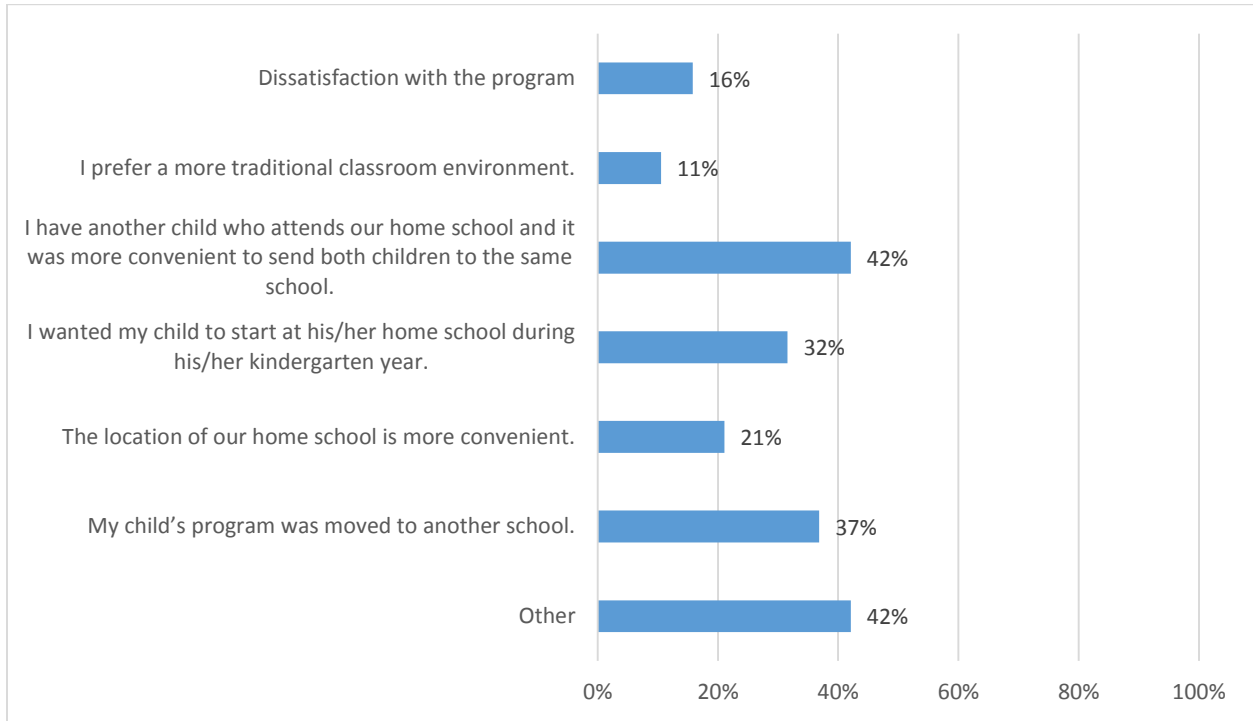
Table 10: You selected "other" as one of your reasons for discontinuing Montessori for your child's kindergarten year. What was your other reason?

Response Category	N
Dissatisfaction with school	2
Conflict with lottery system at other schools	2
Program was moved	2
Dissatisfaction with program	1
Other	1

Staff Survey

In the fall of 2015, a survey was administered to school staff involved with the implementation of the Early Childhood program (Pre-K teachers, assistants, specials teachers, principals and assistant principals, and front office staff who are involved with Pre-K applications and registration).

Table 1 *shows response rates for each group as well as the margin of error.* The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

Table 1: Staff Survey Response Rates

Position	# Invitations	# Responses	% of Population	Margin of Error
Primary Montessori teacher	19	15	79%	11.93
Primary Montessori assistant	18	5	28%	38.33
VPI teacher	34	29	85%	7.08
VPI assistant	36	8	22%	30.99
Special education pre-K teacher	38	28	74%	9.63
Special education pre-K assistant	67	14	21%	23.47
Elementary art teacher	43	19	44%	17
Elementary music teacher	47	26	55%	12.99
Elementary PE teacher	55	28	51%	13.1
Principal or assistant principal	46	30	65%	10.67
Front office staff (registrar, administrative assistant, treasurer)	19	15	79%	11.93
Total Responses	**422**	**217**	51%	4.64

Montessori Discontinuation (Montessori Teachers and Assistants Only)

Figure 1: Which of the following most closely describes how frequently Primary Montessori program students do not stay for their kindergarten year in your classroom?
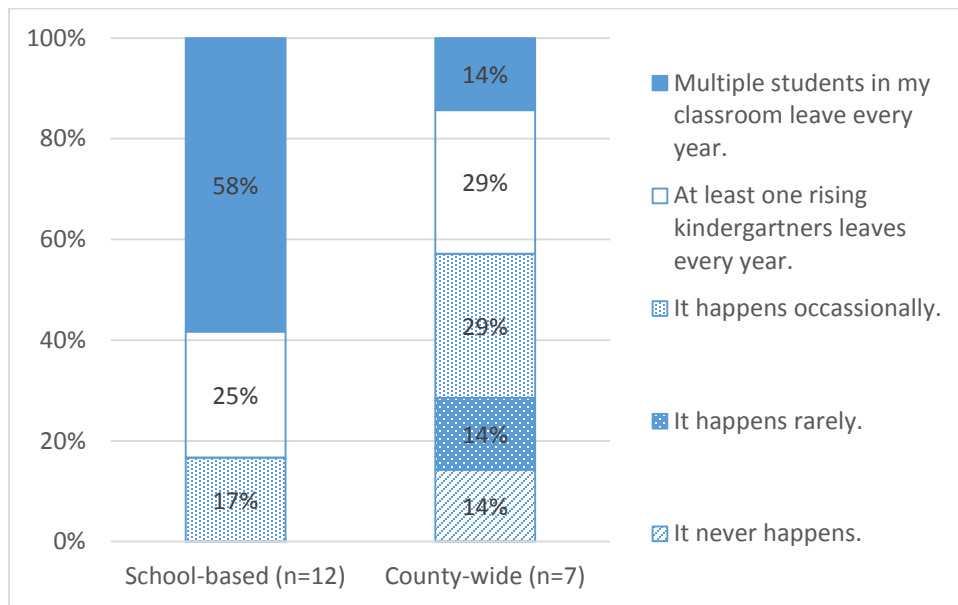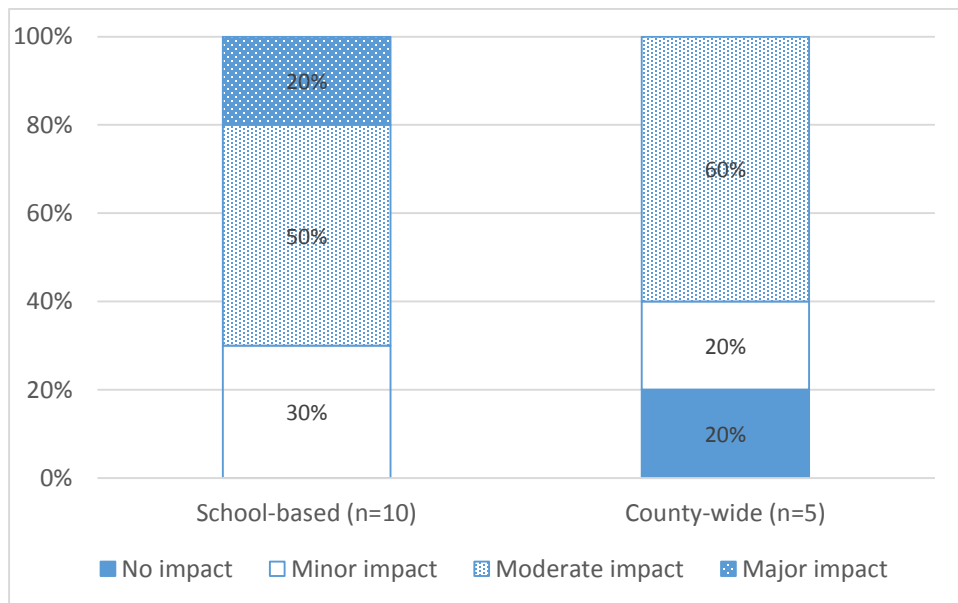

Figure 2: How much of an impact does kindergarten attrition have on your ability to implement the Montessori program with fidelity?

Support and Services for Students

Figure 3: Pre-K Students in my class/school and their families receive the social-emotional/behavioral support and services they need for success in school.

Group	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly Agree	I don't know
Principals and Assistant Principals (n=30)	3%	3%	23%	67%	3%
Special education teachers (n=27)	4%	19%	59%	15%	4%
VPI teachers (n=28)	7%	18%	32%	36%	7%
Montessori teachers (n=15)	20%	7%	47%	27%	
Special education assistants (n=5)		40%	20%	40%	
VPI assistants (n=14)	7%	43%	43%	7%	
Montessori assistants (n=8)	13%	13%	75%		

■ Strongly disagree　□ Somewhat disagree　▨ Somewhat agree
▨ Strongly Agree　▨ I don't know

Figure 4: Pre-K students in my class/school and their families receive the practical/social support and services they need for success in school.

Group	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly Agree	I don't know
Principals and assstant Principals (n=30)	3%	20%	70%	7%	
Principals and assstant Principals (n=30)	3%	20%	70%	7%	
Special education teachers (n=27)	7%	30%	48%		14%
VPI teachers (n=29)	7%	28%	66%		
Montessori teachers (n=15)	7%	20%	20%	47%	7%
Special education assistants (n=13)		23%	54%		23%
VPI assistants (n=8)	13%	50%	25%		13%
Montessori assistants (n=2)*					

■ Strongly disagree　□ Somewhat disagree　▨ Somewhat agree
▨ Strongly Agree　▨ I don't know
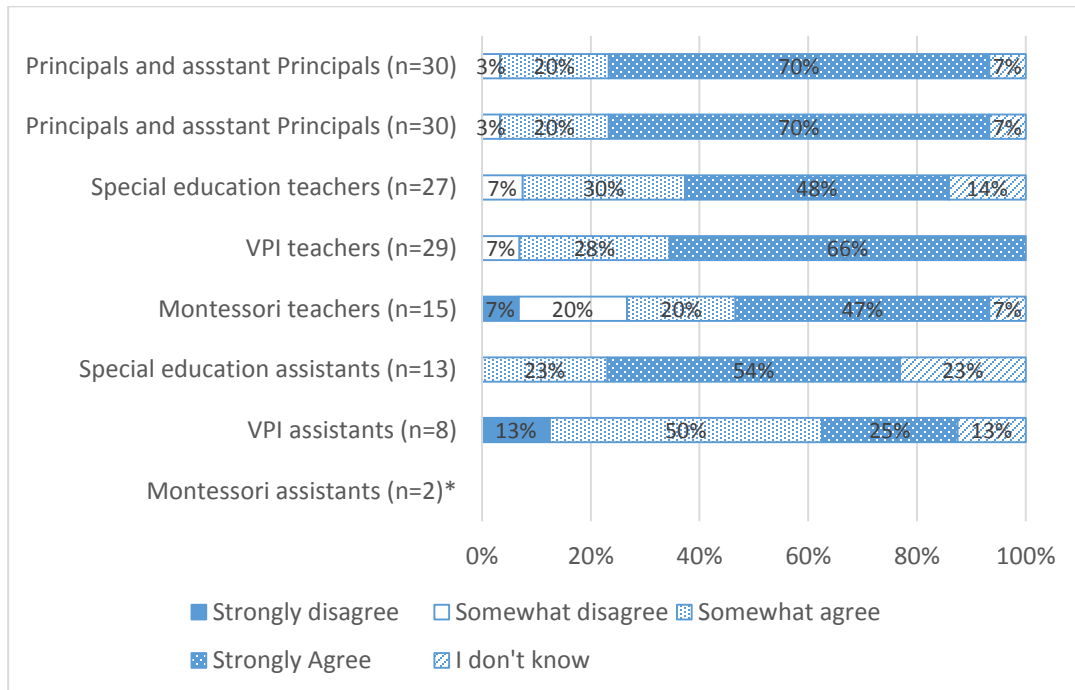
*Response groups smaller than 5 are not reported

Table 2: Montessori Teachers- What, if any, additional types of social-emotional/behavioral supports are needed?

Number of responses	Response theme	Examples
3	Support for parents through meetings or workshops	"Parenting classes on county-wide level" "Parent workshops and seminars from specialists such as the counselor and special education teachers."
3	Counseling services for students	"A school counselor, or visiting behavioral specialist teaching an age-appropriate lesson once a month would be very nice." "Counselors need to be involved and an outreaching plan implemented"
3	Other	"Children, especially 3 or 4 years old, rarely get testing. For children with challenges, unless the situation is glaring, and even then only if the child is a safety threat to themselves or classmates, then testing might be considered. This leaves the child for a year or more without any intervention. On top of that because our classes are generally larger, the child is at a further disadvantage, often needing more personal or specialized attention that is logistically impossible" "I attended a PD taught by APS staff on children's self-regulatory skills and learned some techniques for the students to do to assist/self-management. However, I do not have the expertise and background to introduce and teach those without support."

Table 3: Special Education Teachers- What, if any, additional types of social-emotional/behavioral supports are needed?

Number of responses	Response theme	Examples
4	Support for parents through meetings or workshops	"Countywide parenting classes on basics of sleep, eating, etc for all young children that are well advertised and available at multiple times would be great." "I would like to have more opportunities to meet with my parents to explain how we use the different supports and behavioral tools"
3	Parent support/counseling	"I would like to have more opportunities to meet with my parents to explain how we use the different supports and behavioral tools" "More support for the parents"
3	More in-home support	"It would be helpful to have some type of home visit portion to the program. I often wish that our program ended at 2 PM with some time for home visits after school." "Regular time for home visits"
3	More support/time for teaching	"More specific strategies for teaching social emotional skills" "Time for teachers to collaborate with specialists and visit or watch

Number of responses	Response theme	Examples
	specific strategies	videos of model classrooms where positive behavioral supports and social-emotional planning (e.g. Conscious Discipline) are being used."
3	Other	"More community support groups and mental health services." "Preschool behavior specialists or master teachers who can provide on-going support to preschool teachers in addition to collaborating with other school professionals (e.g. social worker, psychologist)."

Table 4: VPI teachers- What, if any, additional types of social-emotional/behavioral supports are needed?

Number of responses	Response theme	Examples
7	Support for parents through meetings or workshops	"Many would benefit from parenting class as it pertains to addressing best practices for social emotional/ behavioral classes." "Many of the parents would benefit from some workshops in Conscious Discipline."
3	Counseling services for students	"Closer relationship and direct work with the school counselor." "Counseling services for students"
2	Other	"We need to share IEP's of the students who are coming into the classroom" "Less concentration on academic success and more opportunities for providing childhood experiences to expand social and emotional health such as more free play, field trips, guest speakers, etc..."

Table 5: Principals/Assistant Principals- What, if any, additional types of social-emotional/behavioral supports are needed?

Number of responses	Response theme	Examples
5	Counseling services for students	"The Pre-K students need to be part of the planning factor for counselor allocation to schools." "Additional staffing for counselors to support Pre-K."
3	Social worker available for students	"The school social worker needs to work with preschoolers."
1	Other	"Some students need behavior plans. The counselor does whole class counseling lessons. Many students need to learn independent skills prior to going to K (putting on coats, feeding themselves, etc.)."

Physical and Health Well-being

Open ended responses were collected from teachers and instructional assistants regarding physical activity and healthy habits. Responses were coded to identify common themes amongst responses. Respondents often provided more than one responses to each question.

Tables 6: Montessori Teachers- How do you incorporate physical activity into the day for your students?

Number of responses	Response theme	Examples
7	Recess/playground/outside time	"We have a playground and recess daily" "Playground activities during recess"
5	Yoga/Stretching	"Yoga and daily stretching." "There are works on the shelf available to the students such as a yoga mat and picture cards."
4	Physical Education class	"P.E. twice a week" "My students have PE twice a week."
4	Exercise/movement activities as games or incorporated through the day	"We do structured movements after work period." "They do the activity "Walking on the Line" to develop controlled movements"

Table 7: Montessori Assistants- How do you incorporate physical activity into the day for your students?

Number of responses	Response theme	Examples
4	Exercise/movement activities as games or incorporated through the day	"We do games for 20 minutes that includes physical movement" "Singing movement songs"
3	Recess/playground/outside time	"Recess everyday" "Playground"
2	Physical Education class	"PE twice a week"

Table 8: Special Education Teachers- How do you incorporate physical activity into the day for your students?

Number of responses	Response theme	Examples
19	Recess/playground/outside time	"We try to let students go outside daily (outside recess or to the open field) so that they have large muscle movements." "We do outdoor play for 30 minutes each day."
11	Exercise/movement activities as games or incorporated through the day	"We have movement during our circle and music activities." "Movement breaks during seated activities, gross motor activities embedded within small group or play center."
10	Physical Education class	"They also have P.E. twice per week for 30 minutes." "PE 2 times a week."
7	Dancing	"Active songs and dance opportunities as part of the daily routine" "We dance in circle time."

Table 9: Special Education Assistants- How do you incorporate physical activity into the day for your students?

Number of responses	Response theme	Examples
7	Recess/playground/outside time	"We plan for an hour of outside time on the playground." "Students spend time playing outdoors."
6	Exercise/movement activities as games or incorporated through the day	"During transition time we like to have them do simple exercise to get their body moving before the next activity." "We play various games in the classroom and use many Smart Board activities to promote physical play in the classroom."
5	Physical Education class	"Make a schedule including, Physical Education" "We have 20 minutes of scheduled PE time twice a week."
3	Dancing	"Having dance activities to show them that it is fun."

Table 10: VPI Teachers- How do you incorporate physical activity into the day for your students?

VPI teachers		
Number of responses	**Response theme**	**Examples**
24	Recess/playground/outside time	"We provide a 25 minute recess." "My students go to the playground daily."
23	Exercise/movement activities as games or incorporated through the day	"I incorporate movement activities throughout the day (through song and play)." "We do Go Noodle and other movement activities throughout the day."
15	Physical Education class	"We have P.E. twice a week." "P.E. twice a week."
7	Dancing	"Preschoolers dance, and stretch as they transition between activities." "We sing and dance to keep the body moving and active."
2	Yoga/stretching	"During morning meeting there are stretching exercises." "Breaks and stretches between literacy groups."

Table 11: VPI Assistants- How do you incorporate physical activity into the day for your students?

VPI Assistants		
Number of responses	**Response theme**	**Examples**
4	Recess/playground/outside time	"Recess is given twice per day." "We go outside for 35 min."
4	Exercise/movement activities as games or incorporated through the day	"We have movement in the morning before literacy and whenever it is needed." "I try to make my students move a much a possible in the classroom by doing movement activities."
2	Physical Education class	"We have P.E. every day." "We go to P.E. twice a week."

Table 12: Montessori Teachers- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
7	Provide lessons or activities focused on nutrition	"I do a unit on food and health." "Group lessons"
5	Provide healthy snacks/meal	"Provide healthy snacks and encourage parents to pack healthy food in their child's lunch." "Snacks we serve in class are all healthy."
2	Encourage students to try new and healthy foods.	"Encouragement at lunch to try foods." "Encourage children to be food explorers, take a "no thank-you" bite."
2	Model healthy eating	"I often model healthy eating." "Modeling and providing healthy snacks."

Table 13: Montessori Assistants- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
4	Provide healthy snacks/meal	"We have a healthy snack." "By giving appropriate healthy meal."
1	Encourage students to try new and healthy foods.	"We encourage child to eat a healthy lunch including trying new foods.

Table 14: Special Education Teachers- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
10	Discuss healthy foods	"We talk about healthy food at lunch." "We discuss why we eat certain foods only sometimes (junk) and why we eat healthy foods frequently."
8	Encourage students to try new and healthy foods.	"Encouraging them to try all the foods in their lunches." "We also have a fairly strong stance on tasting foods, using a "kiss it", "lick it", "bite it" strategy. After one bite, if they don't like it, they don't have to eat it."
7	Provide healthy snacks/meal	"We provide a balanced meal and snacks with fruit, veggies, etc." "Providing healthy snacks. Give choices of snacks, limiting offerings of low nutrient free filler foods."
5	Provide lessons or activities focused on nutrition	"Reading books about healthy eating and trying new foods, cooking demonstrations…" "We are learning about fruits and vegetables now and the children hear stories, see videos and try various fruits and vegetables at snack and in cooking."
4	Model healthy eating	"In my classroom we model good eating habits."

Table 15: Special Education Assistants- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
4	Provide lessons or activities focused on nutrition	"We also read stories about farms, fruits, and vegetables growers. Then we create markets/produce areas in the classroom for pretend play." "Doing different activities to show them the effects of eating healthy."
3	Provide healthy snacks/meal	"I give them choices of healthy foods to eat during snack time." "Snack time :Increase fruits and vegetables"
3	Encourage students to try new and healthy foods.	"Encourage them to eat the nutritious parts of their lunches before eating any sweets they might have" "At lunch, highlighting the importance of eating the veggies and fruits prior to other (bad) starches/sweets."
1	Model healthy eating	"We model healthy choices through our own eating habits."

Table 16: VPI Teachers- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
12	Discuss healthy foods	"We talk about snack choices and what is healthy vs. unhealthy and why. We also have materials provided for us in the home-school connection where we discuss healthy eating habits." "I teach them by talking about healthy foods and the benefits these foods give us. "
8	Provide healthy snacks/meal	"We only purchase fruit and some type of cracker and since we have a lot of lactose intolerant students, provide water for them. We try to keep the processed sugar down to a minimum by suggesting mini cupcakes for birthday treats etc." "Serve only healthy snacks."
8	Model healthy eating	"We model good eating habits during snack and lunch times." "Modeling and eating healthy myself."
5	Encourage students to try new and healthy foods.	"During lunch each student is offered a vegetable and fruit. If the student says no to either or both, we will encourage him/her to try a small piece. Usually students will eat a smaller piece but not all the time." "Encouraging them to eat the fruits and vegetables and drink the milk."
5	Provide lessons or activities focused on nutrition	"We use both books and games to teach the students how to make healthy choices." "During our unit Things that Grow, we discuss what healthy eating looks like. We create healthy plates in our house center. We also sort vegetables and fruits. "

Table 17: VPI Assistants- How do you teach your students healthy eating habits?

Number of responses	Response theme	Examples
5	Discuss healthy foods	"Talk about fruits and vegetables, make sure they make a healthy choice for lunch, talk about how healthy eating habits make their bodies strong and healthy." "We talk about healthy foods."
3	Provide healthy snacks/meal	"We provide healthy snacks and teach them about the 4 food groups." "Fresh fruit and vegetables are served 3 times per day in the classroom."
1	Provide lessons or activities focused on nutrition	"Poems, songs, and stories often feature healthy eating."

Specials Classes

Figure 5: How many classes of Pre-K students do you generally work with (Specials teachers)?
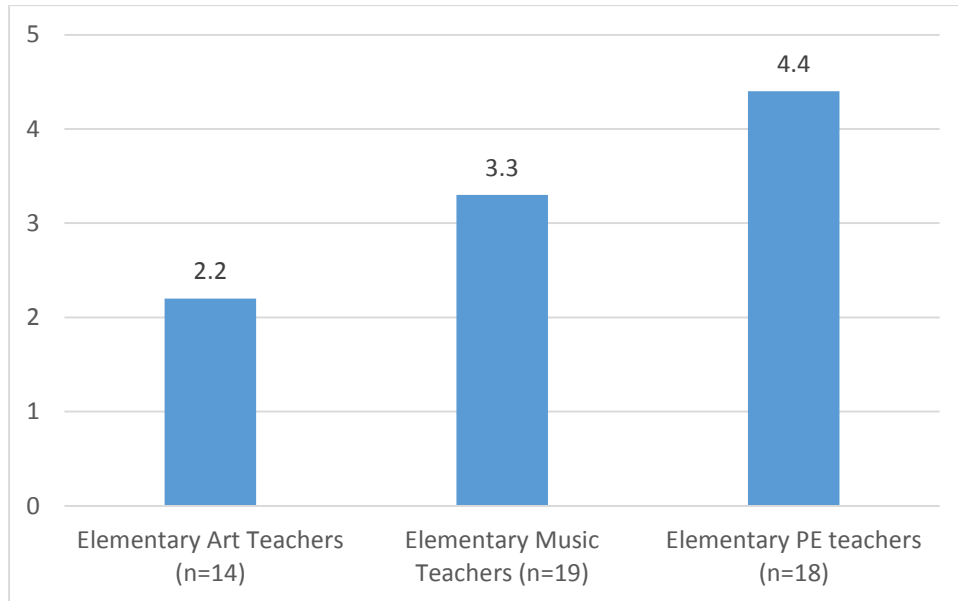
Figure 6: How would you rate your level of confidence in providing developmentally appropriate instruction to Pre-K students (Specials teachers)?
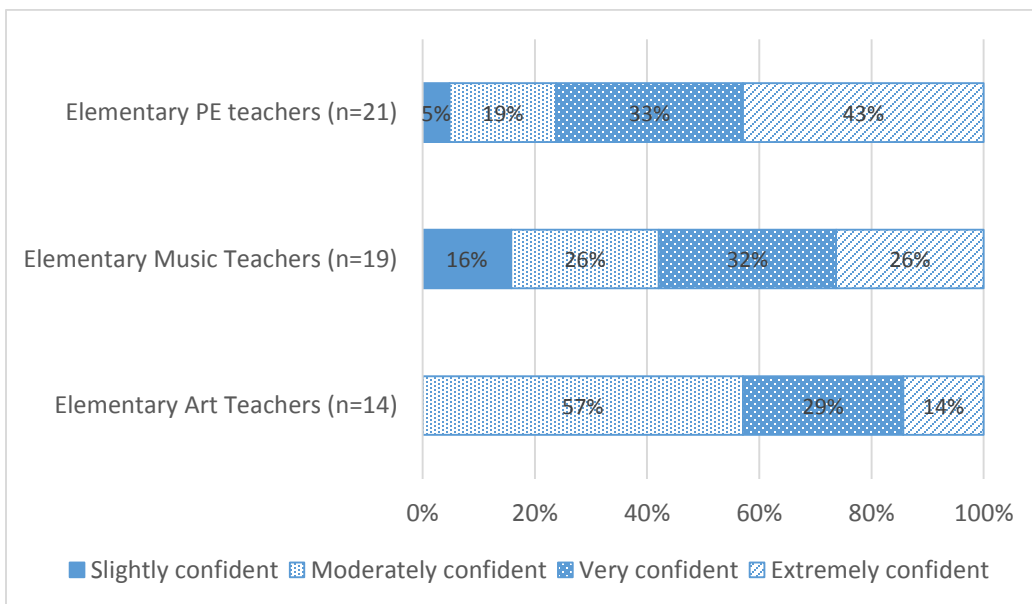
Teacher Collaboration
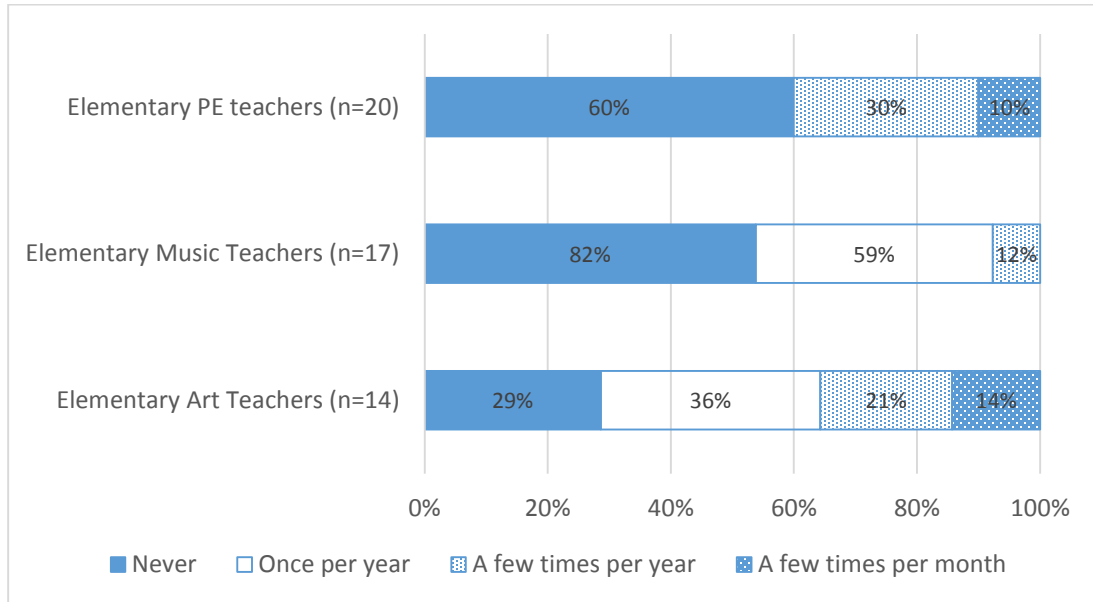
Figure 7: How frequently do Specials teachers collaborate with pre-k teachers at your school through <u>team meetings</u>?
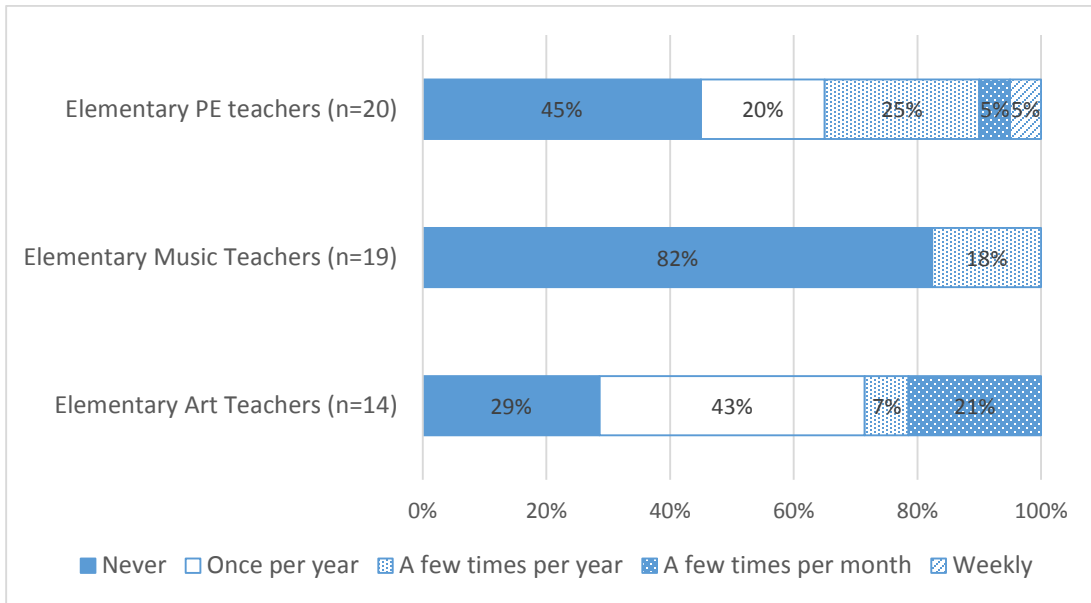
Figure 8: How frequently do Specials teachers collaborate with pre-K teachers at your school by <u>sharing ideas</u>?
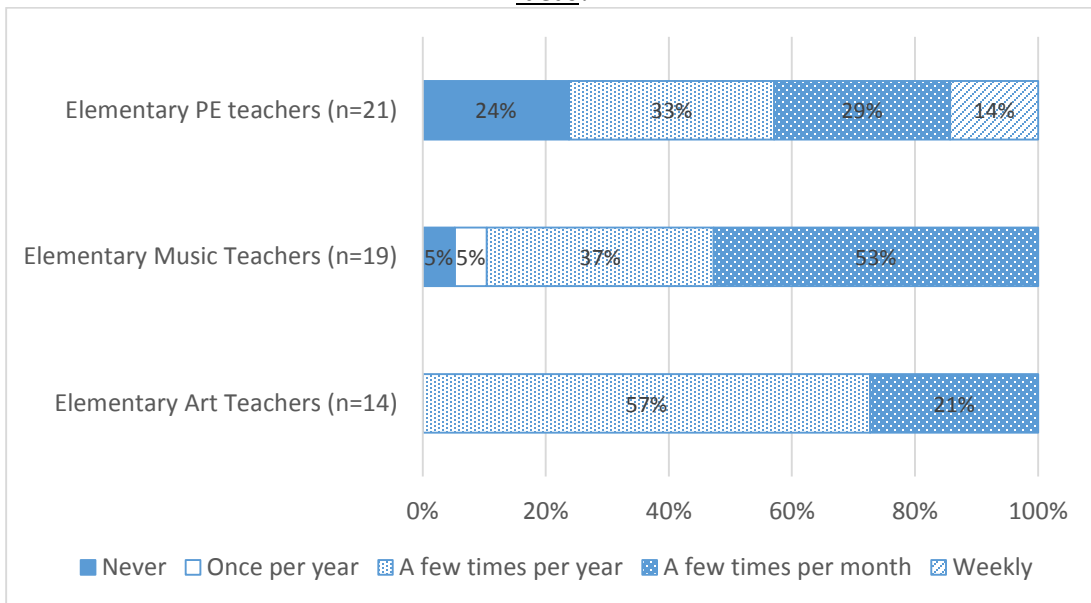
Figure 9: How frequently do Specials teachers collaborate with pre-K teachers at your school by co-planning?

Figure 10: How frequently do Special teachers collaborate with pre-K teachers at your school by co-teaching?
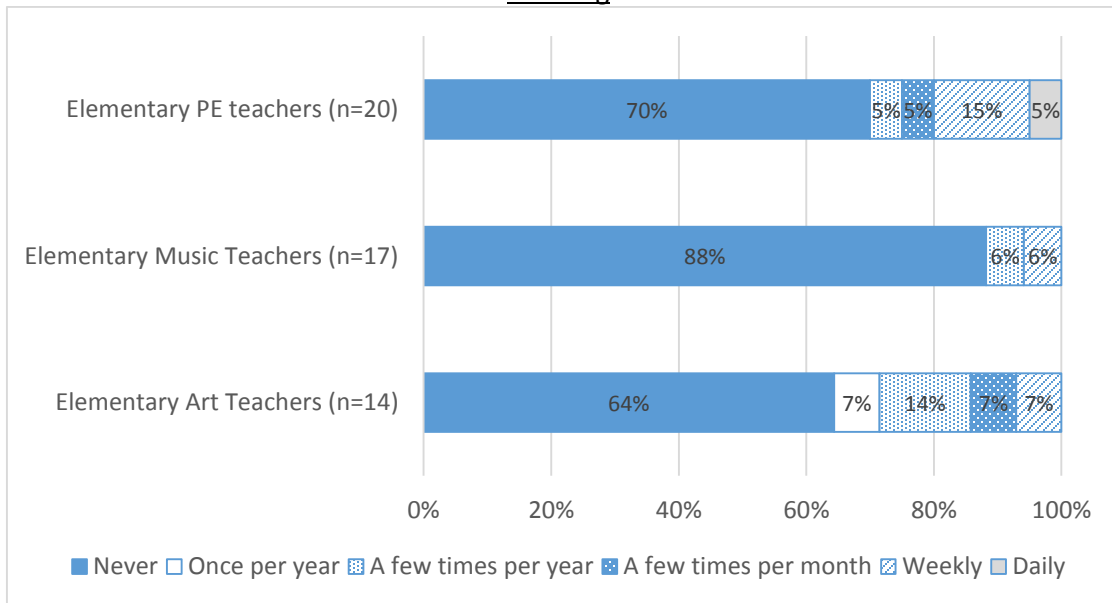
Figure 11: How frequently do VPI teachers collaborate with Specials teachers at their school?
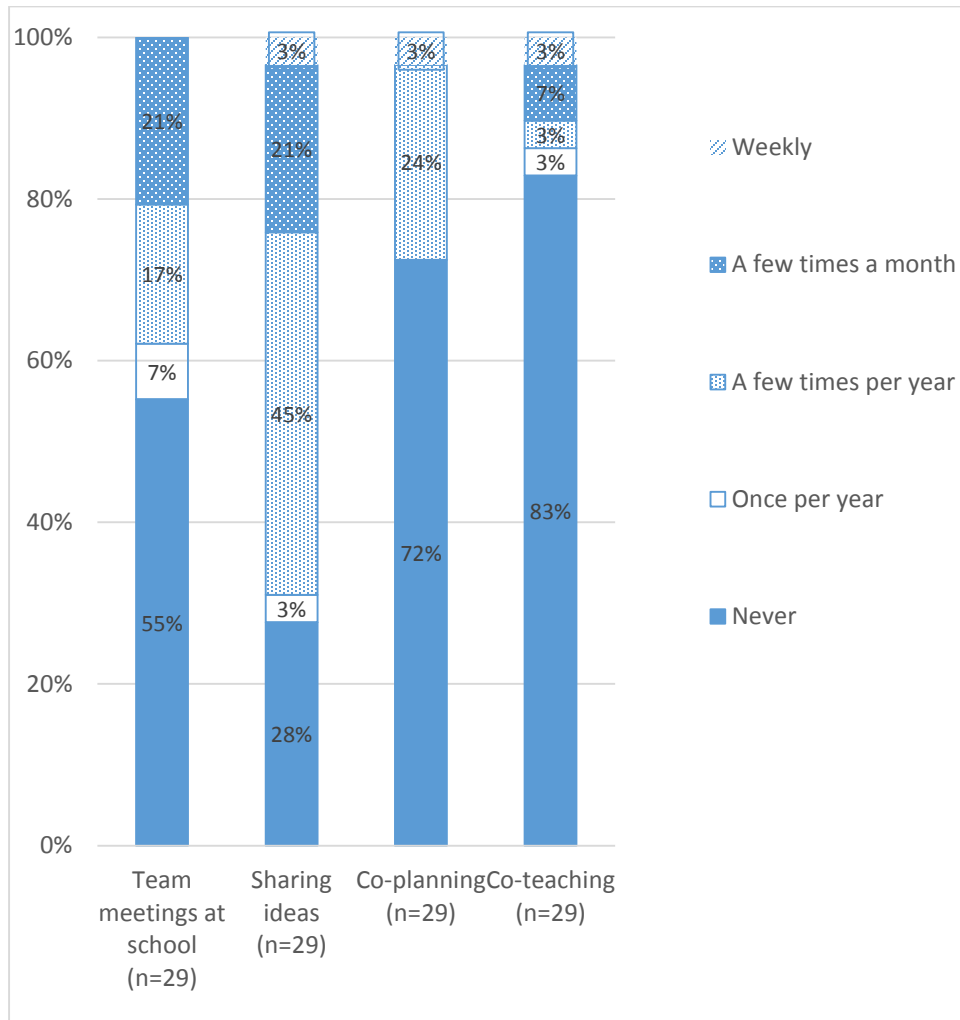
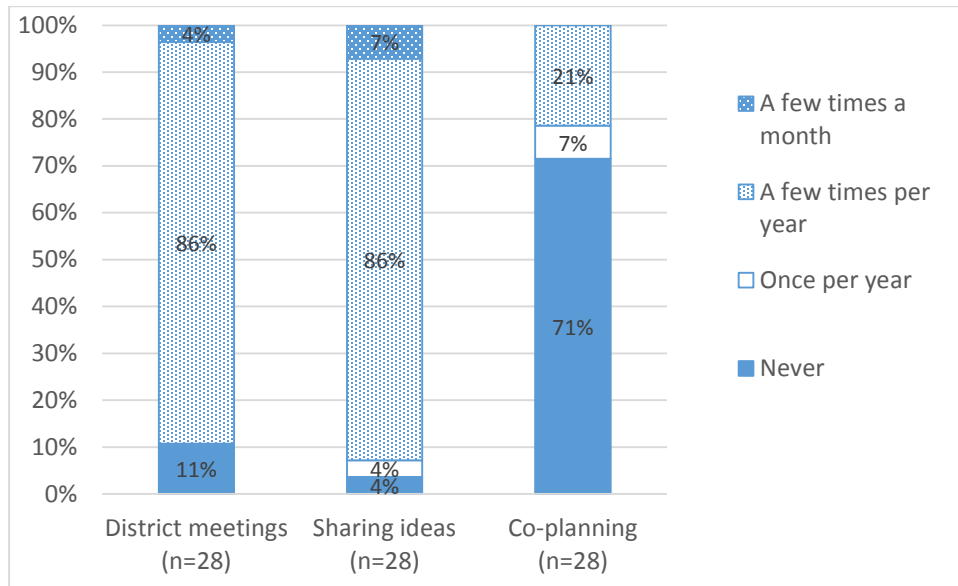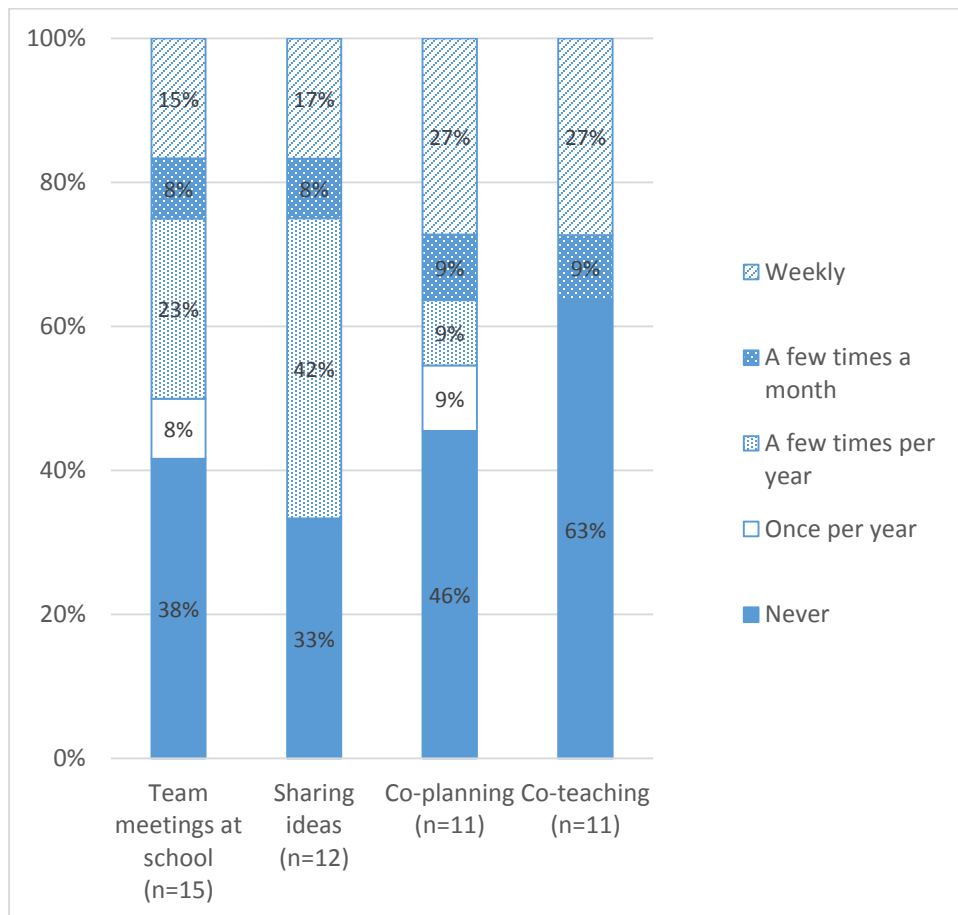Figure 12: How frequently do Primary Montessori teachers collaborate with Specials teachers at their school?
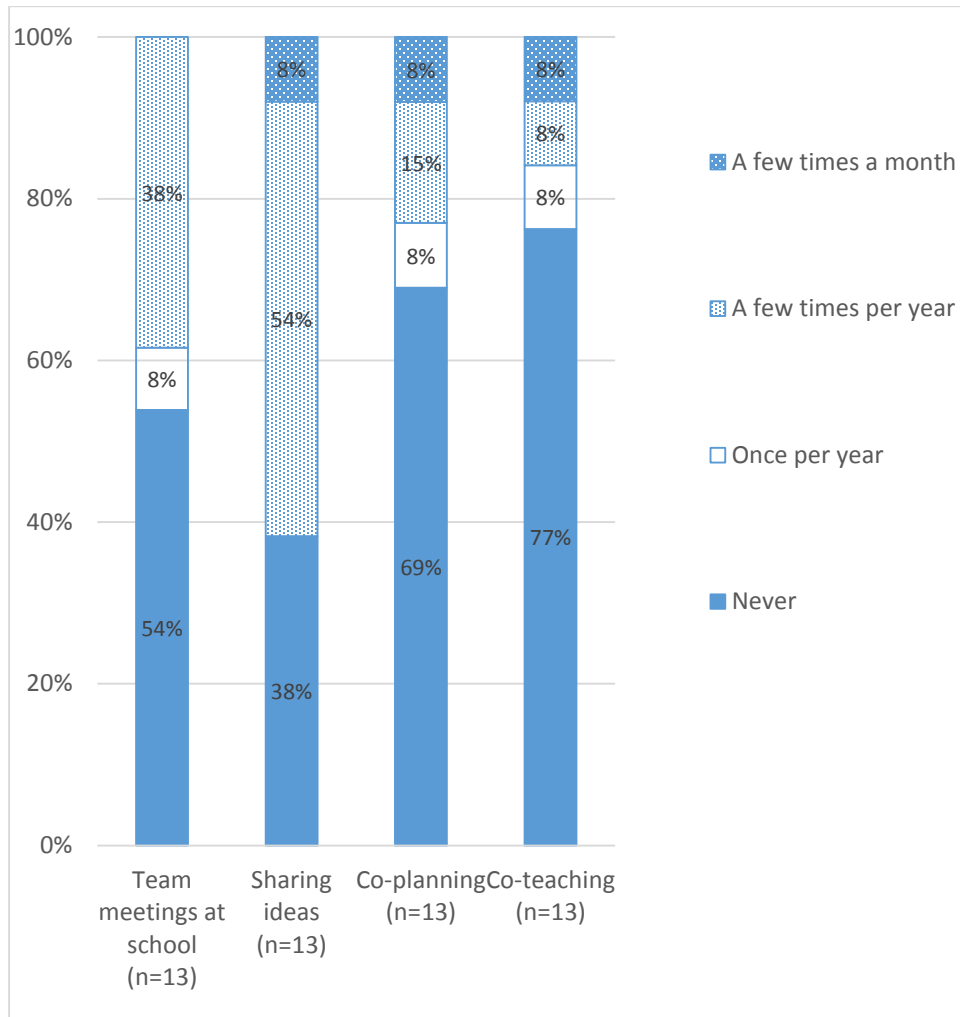
Figure 13: How frequently do Pre-K Special education teachers collaborate with Specials teachers at their school?
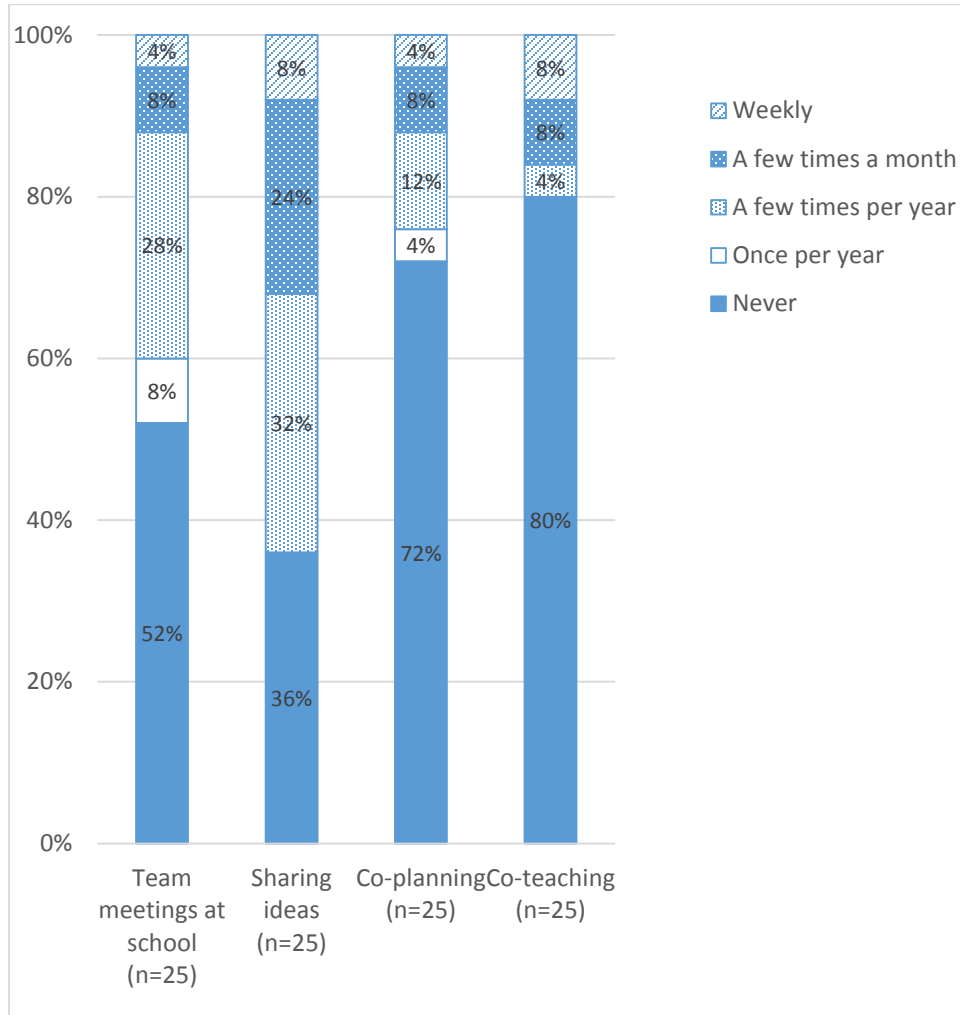
Figure 14: How frequently do VPI teachers collaborate with other VPI teachers at their school?
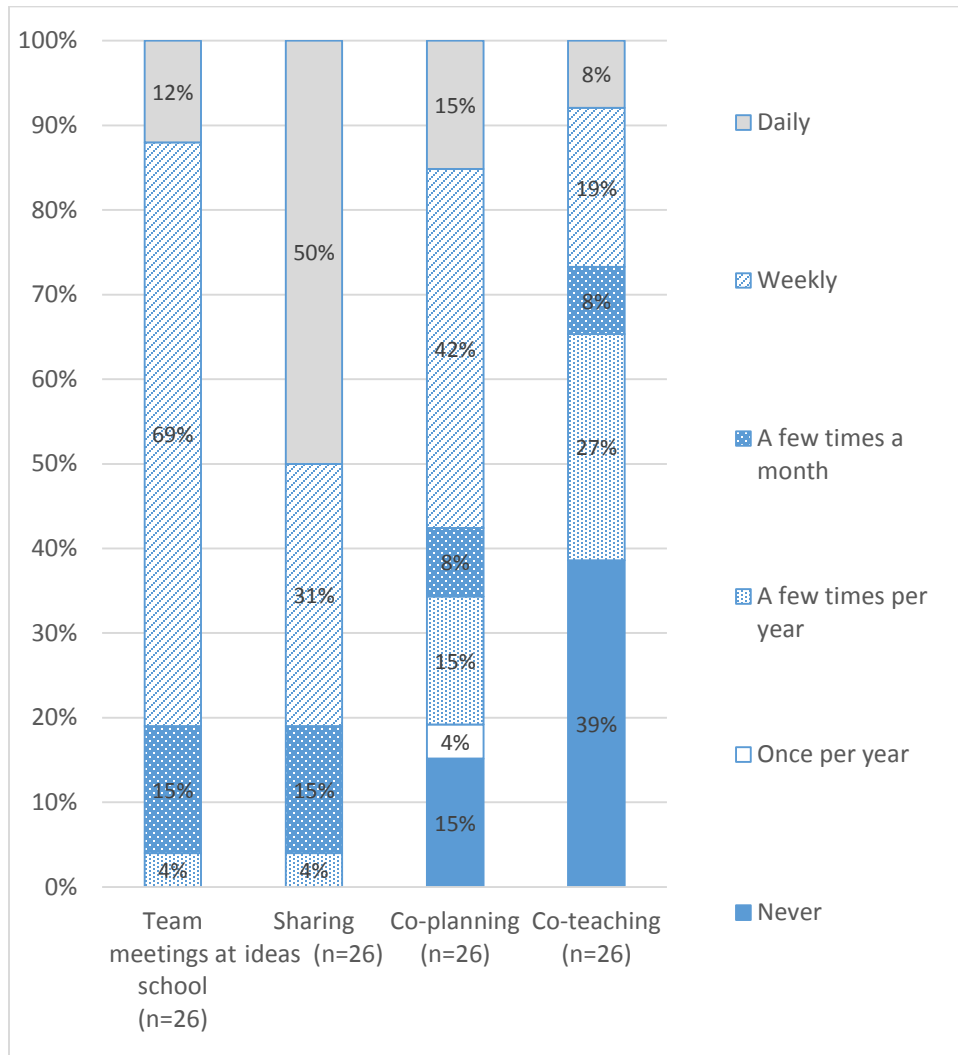
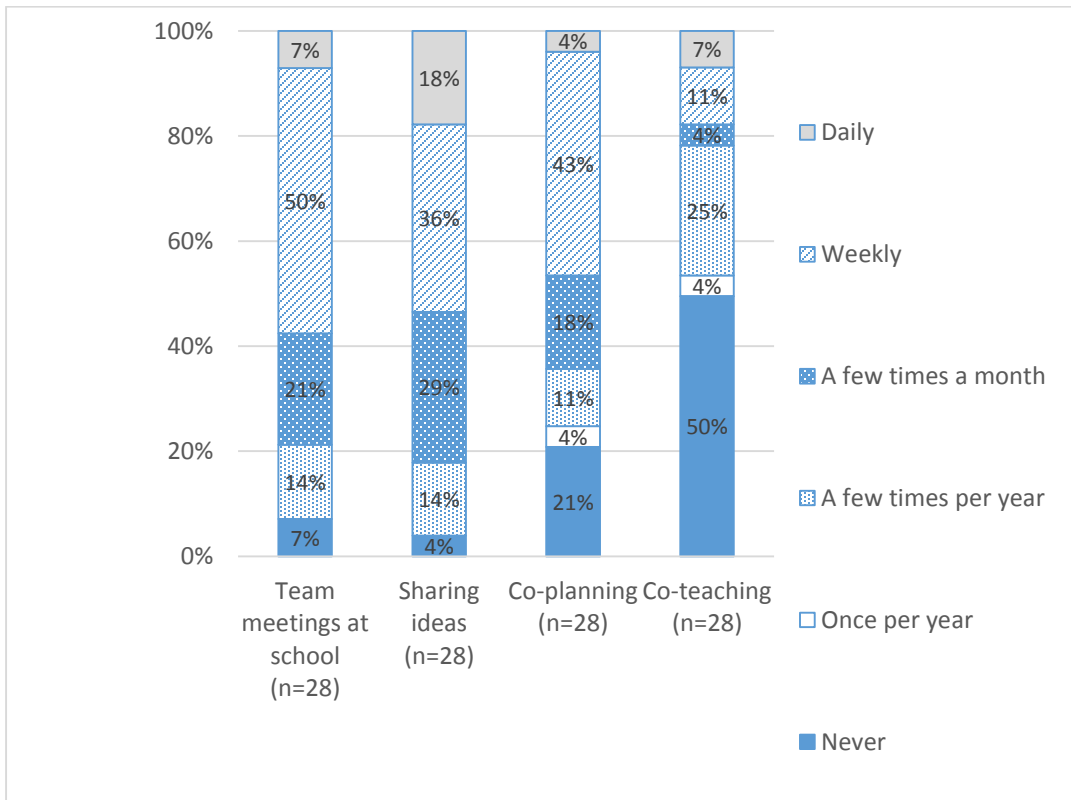Figure 15: How frequently do VPI teacher collaborate with other VPI teacher at other schools?
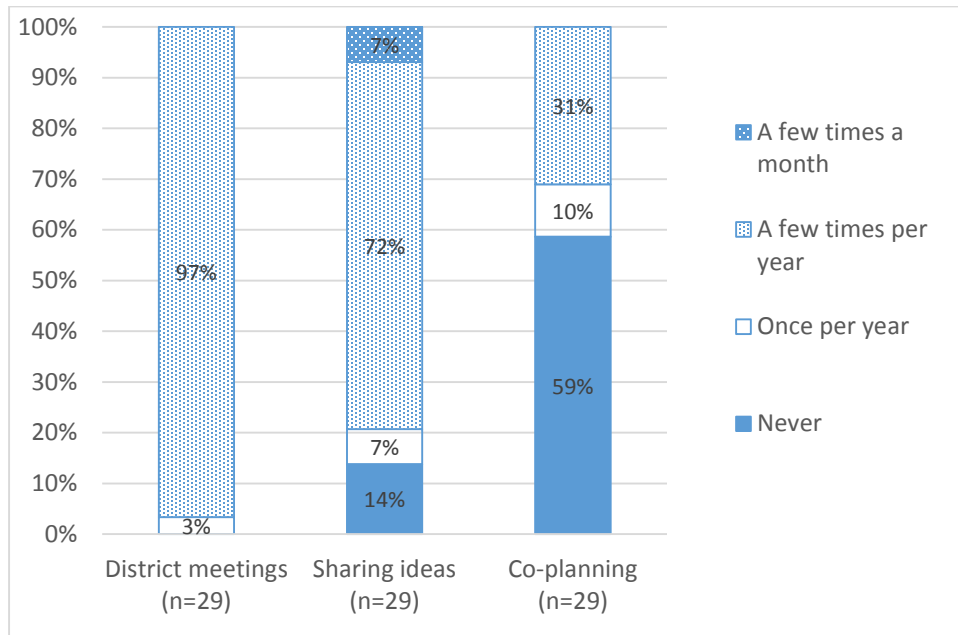
Figure 16: How frequently do Montessori teachers collaborate with other Montessori teachers at their school?
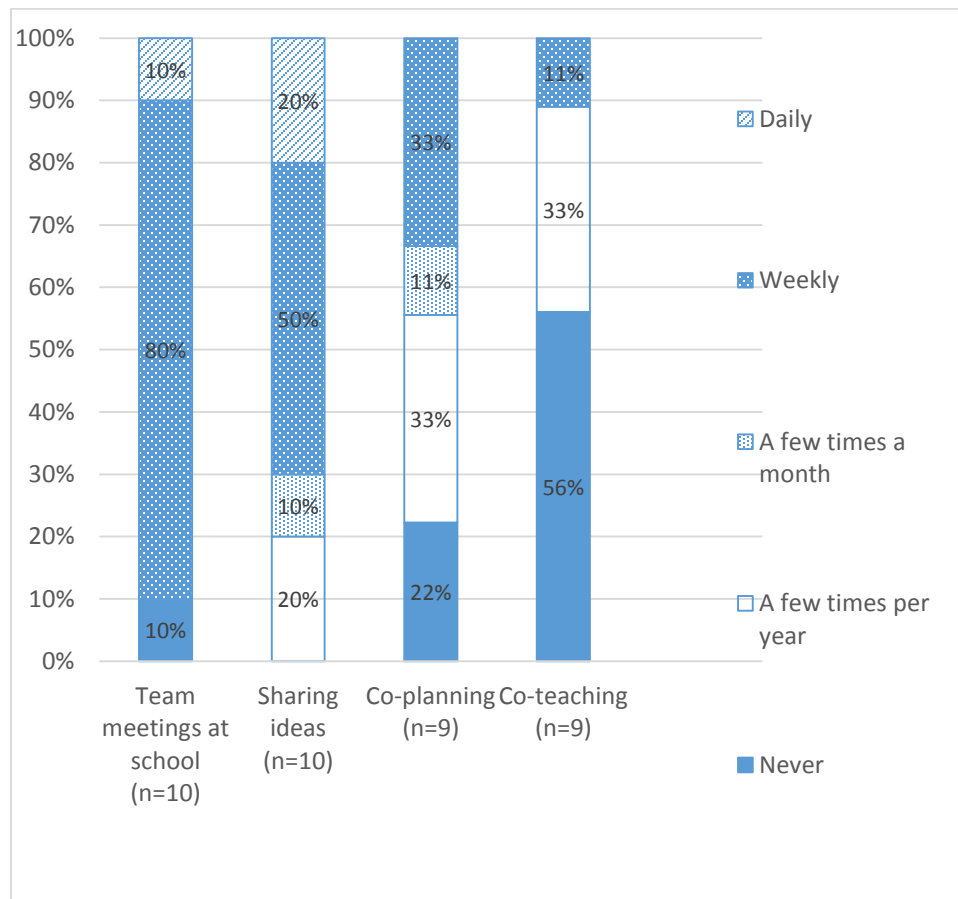
Figure 17: How frequently do Montessori teachers collaborate with other Montessori teachers at other school?
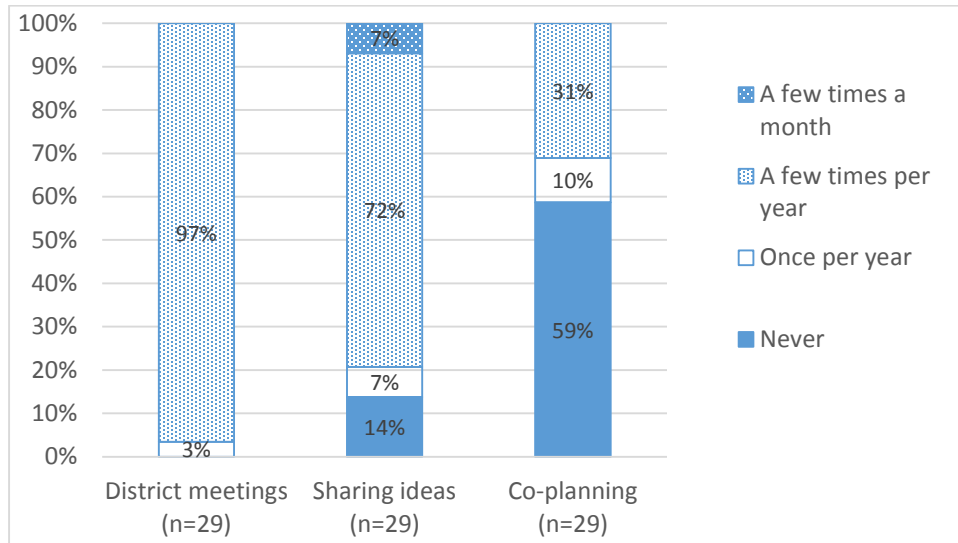
Figure 18: How frequently do Pre-k Special Education teachers collaborate with other Pre-k Special Education teachers at their school?
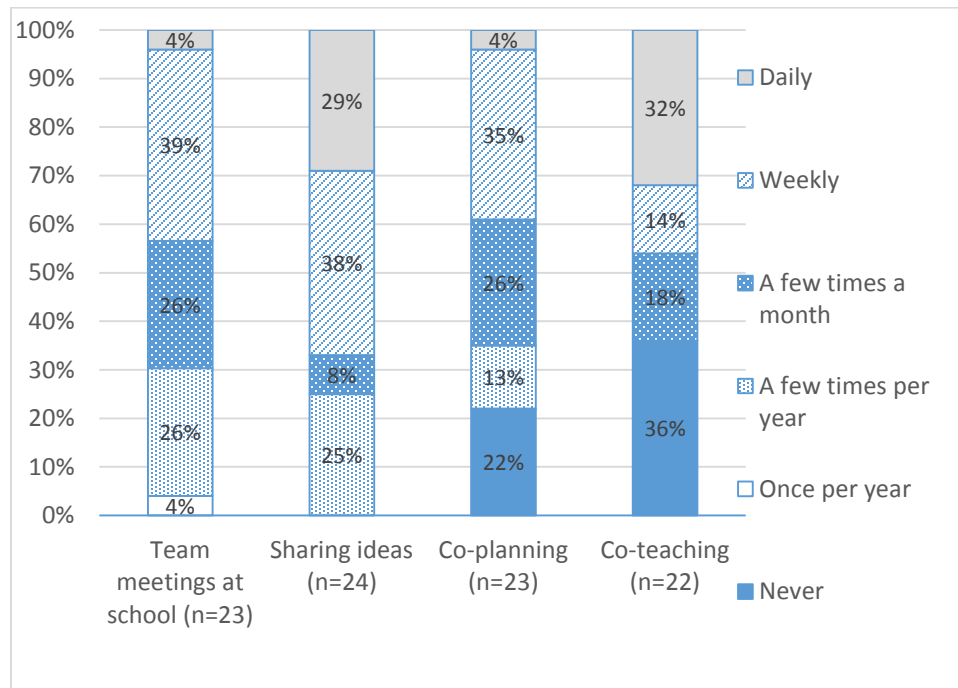
Figure 19: How frequently do Pre-k Special Education teachers collaborate with other Pre-k Special Education teachers at other schools?

Figure 20: How frequently do Montessori teachers collaborate with Pre-k Special Education teachers at their school?

Figure 21: How frequently do VPI teachers collaborate with Pre-k Special Education teachers at their school?
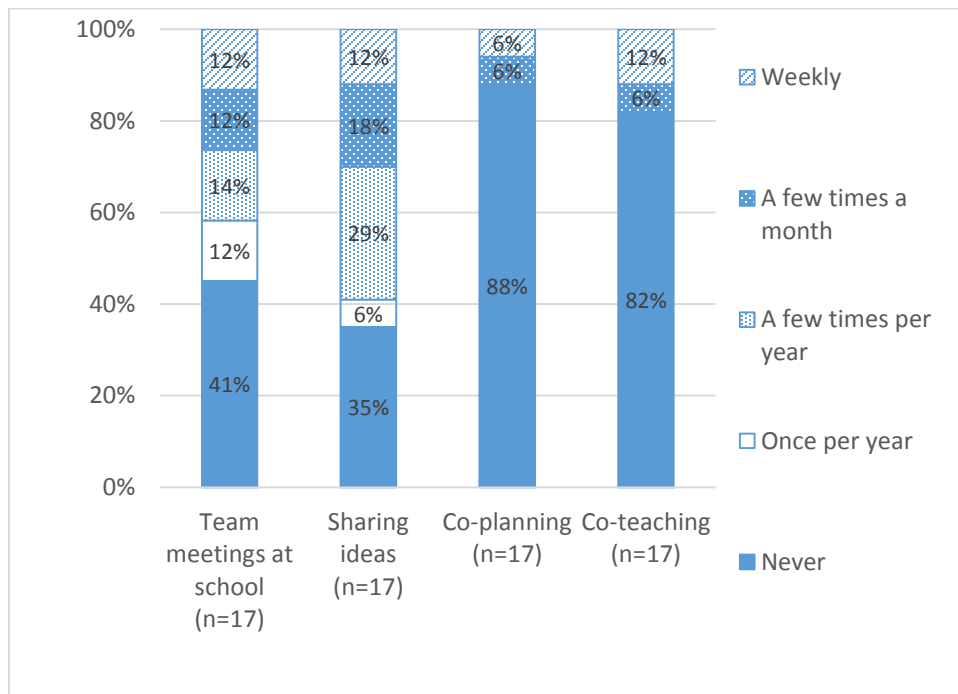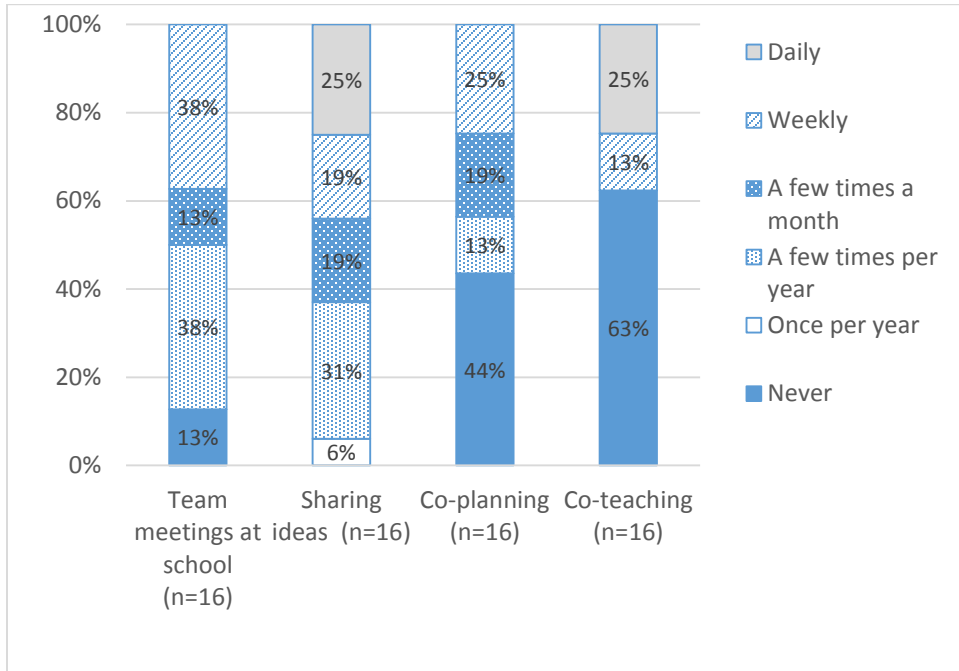

Figure 22: How frequently do Pre-K Special Education teachers collaborate with Primary Montessori teachers at their school?

Figure 23: How frequently do Pre-K Special Education teachers collaborate with VPI teachers at their school?

Registration
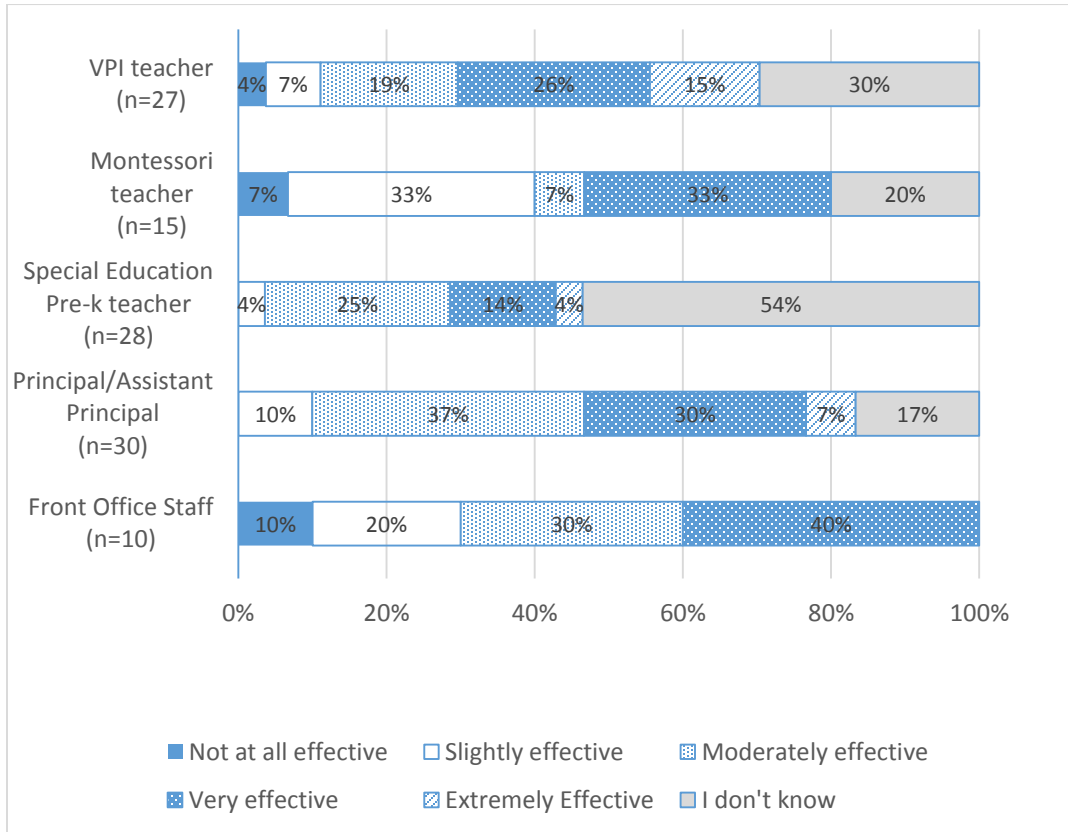
Figure 24: Effectiveness of the registration process

Table 18: Montessori Teachers:What components of the registration process do you feel work well?

Number of responses	Response theme	Examples
3	Annual PreK Registration Night	"The annual prek registration night seems to work well. Parents are able to drop off the registration forms without driving from one site to another site." "Preschool registration night."
2	Balancing Classes	"Working closely with the registrar to maintain balanced age group." "Balancing of classes."
2	Other	"Having a lottery." "Online forms to download."

Table 19: Special Education Teachers- What components of the registration process do you feel work well?

Number of responses	Response theme	Examples
3	Assistance provided to parents	"When Child Find assists parents in completing the registration paperwork before sending the student's file to the school." "When ChildFind explains the special education process."
2	Awareness of program	"The availability of the program is well advertised." "Teacher involvement and presentations.."
1	Annual PreK Registration Night	"Preschool registration nights (e.g. Kenmore) and information distributed at the PRC and Child Find"

Table 20: VPI Teachers- What components of the registration process do you feel work well?

Number of responses	Response theme	Examples
7	Annual PreK Registration Night	"The VPI programs offers "Registration Night" for all upcoming VPI students' parents (and children) months prior to registration. There is plenty of help offered from VPI teachers in Arlington and many questions and concerns are answered." "I think the PreK registration night is a great way for families to meet teachers and receive answers to questions they may have."
3	The registrar	"Our registrar works very hard to ensure our spaces are filled." "Our registrar is Spanish speaking and has a good relationship with most parents. She follows up with parents to get the paper work in."
2	Centralization of the registration process	"Having registration at the central office will eliminate the possibility of individual schools sharing different information." "Changes in recent years to centralize registration have made the process SO MUCH BETTER!!!"
2	Registration at the school	"I think it is important that families come directly to their enrolling school so that they can begin to meet the staff that they will be working with while their child is at school." "I think allowing the parents to register at the school site is helpful because for many families it is difficult to find time and transportation to get to the main APS buildings."

Table 21: Principals and Assistant Principals- What components of the registration process do you feel work well?

Number of responses	Response theme	Examples
6	Registration at the school	"The ability for our families to register at the location where they would like to enroll their child gives us an opportunity to welcome prospective families." "I think the registration and lottery process taking place at the school worked well."
4	Centralization of the registration process	"The centralization of the registration process has made it for an extremely effective way to get our families the information they need and registration guidance." "Central registration where all documents are considered carefully by one person (one department)"
2	Registration/Application info is clear	"Information regarding criteria is very clear and available for parents and schools." "Easy to complete application"
1	The registrar	"We have an amazing registrar."
1	Annual Pre-K Registration Night	"The registration nights are very helpful."

Table 22: Montessori Teachers- How can the registration process be improved in APS schools?

Number of responses	Response theme	Examples
3	Provide parents with registration and program expectations	"Some families don't understand to come to the school right after LSRC-and wait months (we had such a situation-waited 3 months) and they no longer had a position in the program" "Provide Montessori parents with tuition fees numbers prior to enrollment"
1	Registration at the school	"Registration should be at the school and not centrally."
1	Centralization of the registration process	"Registration should be centralized and remain central."

Table 23: VPI Teachers- How can the registration process be improved in APS schools?

Number of responses	Response theme	Examples
7	Centralization of the registration process	"Centralized registration particularly for sites that provide services to students across the county." "centralized registration instead of having to register at each school"
2	Registration at the school	"Have the VPI registration and lottery take place at the school." "Allow the school to register the students for the slots at their site."
2	Increase awareness	"Common webpages on all school websites explaining the programs and translated in English and in Spanish" "1) Short presentations at each elementary school's Back to School nights, 2) Presentations for PIE, 3) Presentations for pediatricians, 4) Displays at schools including registration forms, 5) Displays at public libraries, DHS, and Project Family"
1	Provide parents with registration and program expectations	"Giving parents correct information on program: tuition, bus, 3-year program, toileting policies, before/after school care, school hours, making sure all forms are correct and up to date."

Table 24: Principals and Assistant Principals- How can the registration process be improved in APS schools?

Number of responses	Response theme	Examples
5	Provide parents with registration and program expectations	"Parents need to be better informed about what is expected of them during the VPI year. When they register, they should be given a packet about having a home visit, what children should wear to school, details about breakfast/lunch, details about transportation, parent meetings/events that they need to attend throughout the year, including parent-teacher conferences" "Let parents know what their fees will be much earlier so they can decline the child's spot in the class so they are not pulling out as school is starting."
3	Centralization of the registration process	"Perhaps all forms can be turned in to one location as opposed to individual schools. Parents would only have to submit one form." "Making a centralized registration for VPI and Montessori would ensure all spots are full at all sites"
2	Maintain consistent registration policy	"Make sure that every school is following APS registration policy i.e. - residence documents (mortgage bank statement is not acceptable)." "It can and should be improved by reviewing/revising the existing procedures or lack thereof and making sure that the new process is implemented consistently across the county."
1	Registration at the school	"Keep the registration at the individual school."

Parent/Community Engagement

Figure 25: My school does a good job of informing parents about their Pre-K students' progress.
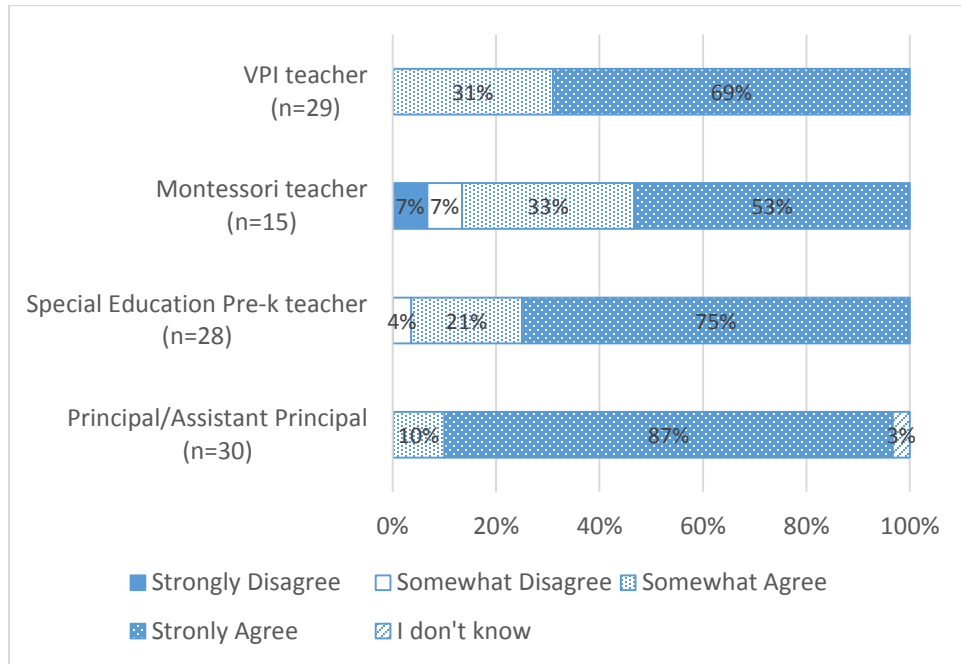

Figure 26: My school does a good job of informing parents of pre-k students about events, volunteer opportunities etc.
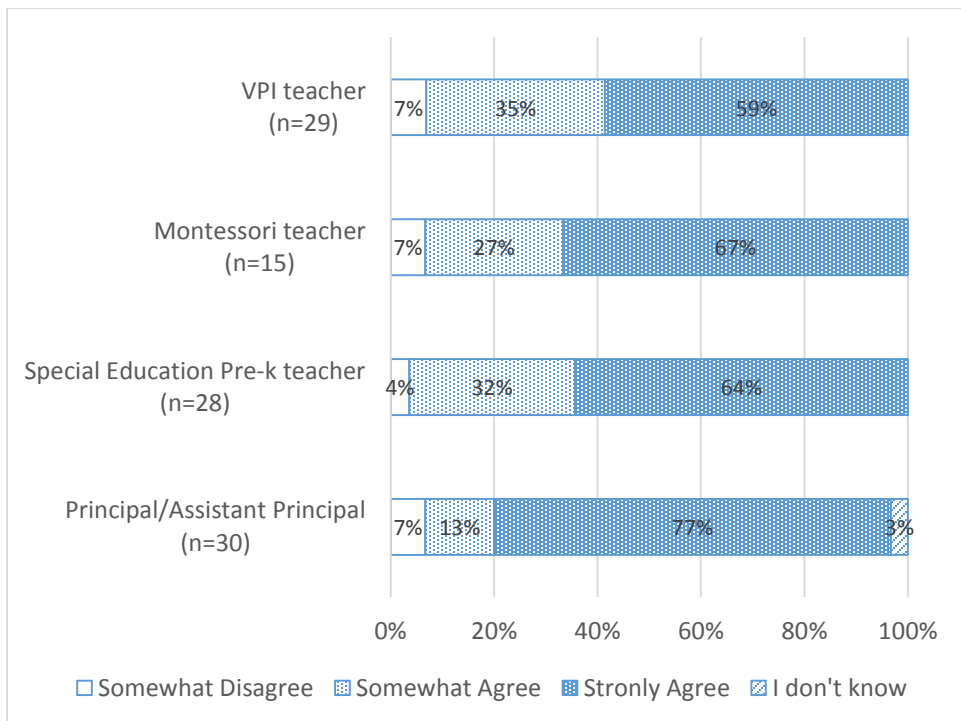
Figure 27: Parents have a good understanding of the goals, design and philosophy of their child's Pre-K program.
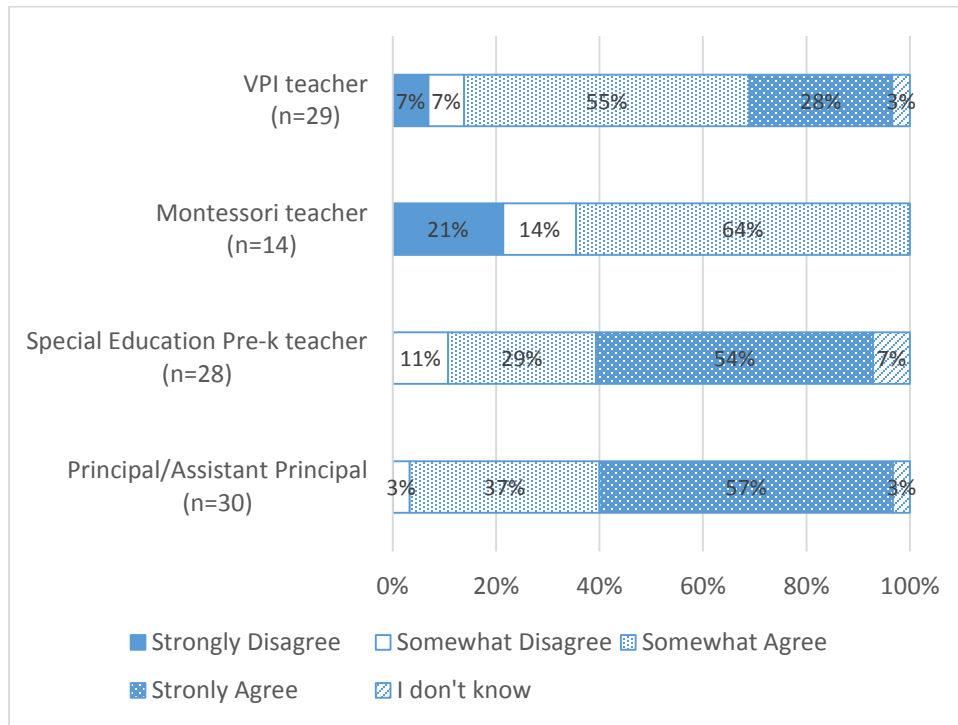

Figure 28: How many of your Pre-K parents participate in parent/teacher conferences?
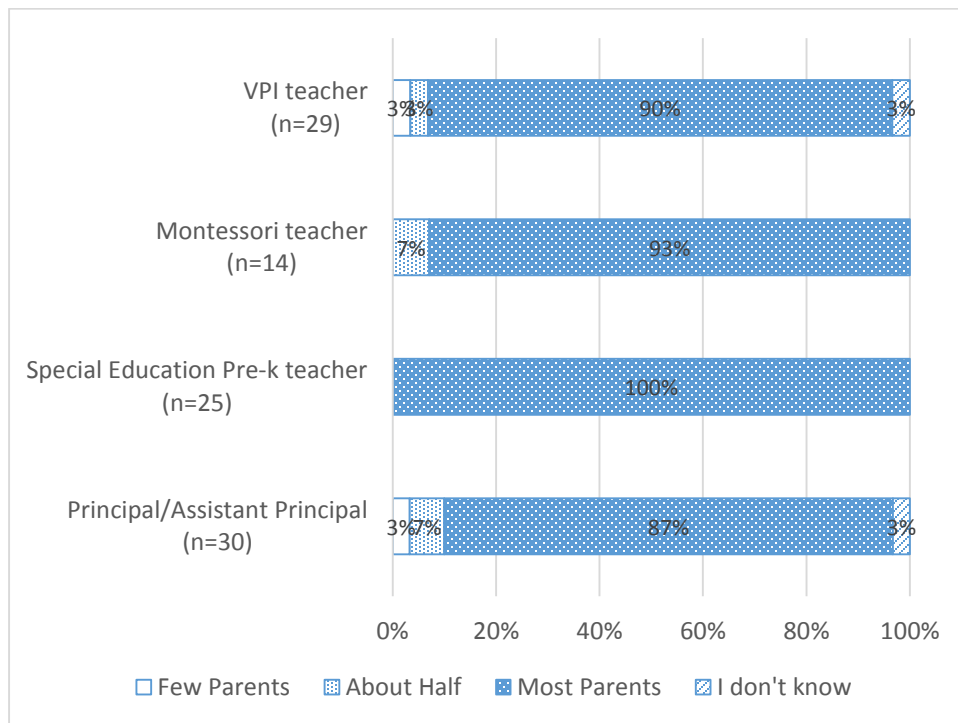
Figure 29: How many of your Pre-K parents participate in school/classroom pre-k events
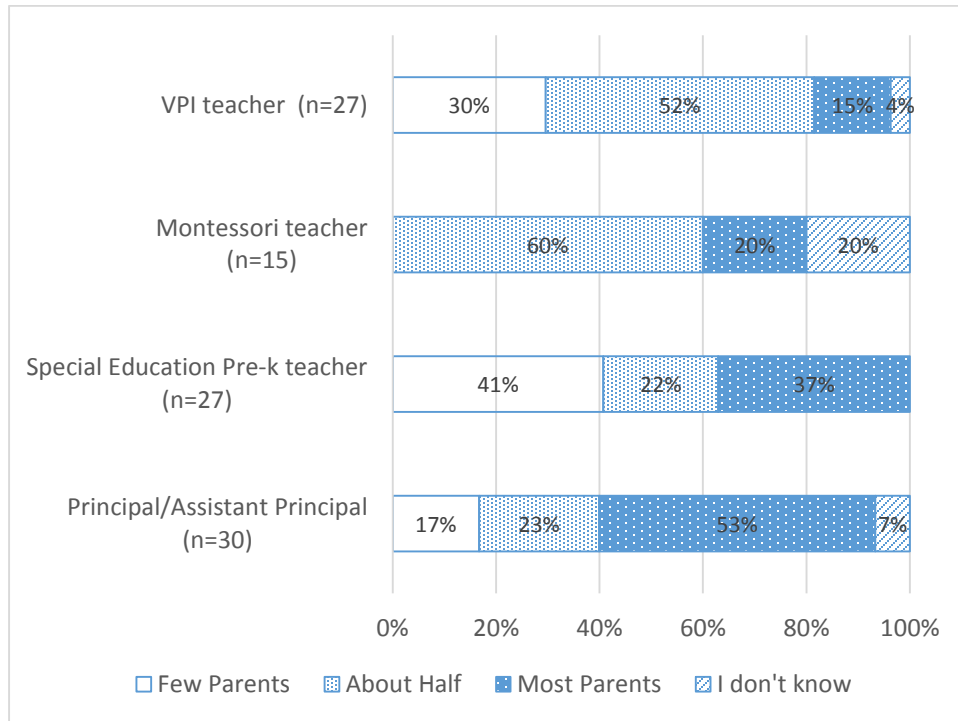

Figure 30: How many of your Pre-K parents participate in countywide pre-K events?
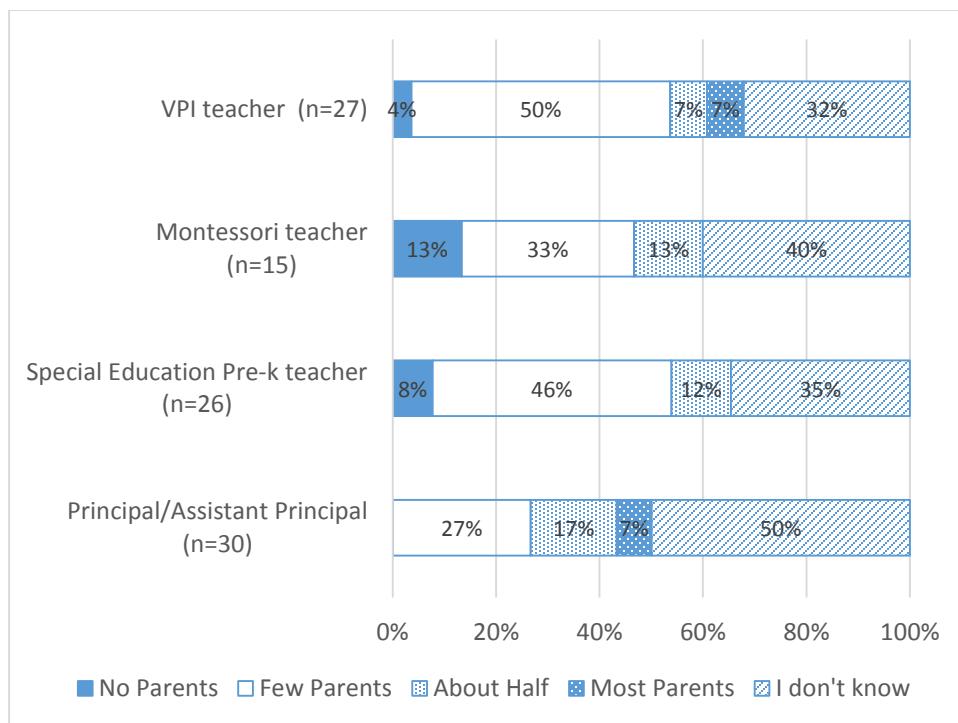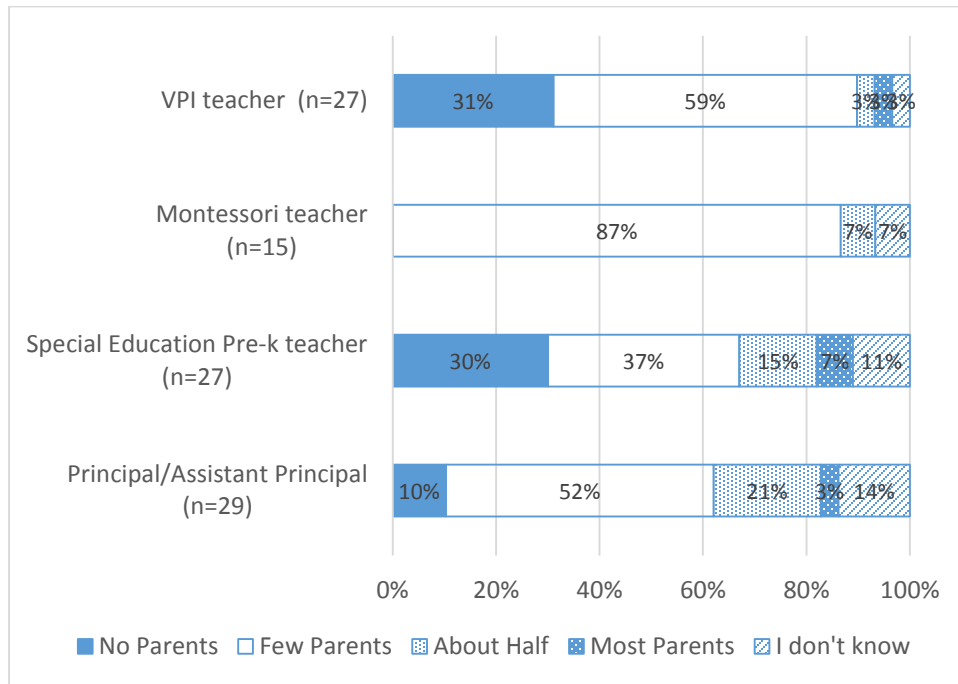
Figure 31: How many of your Pre-K parents participate in volunteering in the classroom?

Legend: ■ No Parents ☐ Few Parents ▦ About Half ▨ Most Parents ▨ I don't know

VPI teacher (n=27): 31%, 59%, 3%, 3%, 3%
Montessori teacher (n=15): 87%, 7%, 7%
Special Education Pre-k teacher (n=27): 30%, 37%, 15%, 7%, 11%
Principal/Assistant Principal (n=29): 10%, 52%, 21%, 3%, 14%

Recruitment of Teachers

Figure 32: Principals and Assistant Principals level of difficulty for hiring and recruiting teachers

Legend: ■ Very Difficult ☐ Somewhat Difficult ▦ Somewhat Easy ▨ Very Easy ▨ ☐

Recruiting/hiring for VPI (n=21): 5%, 14%, 43%, 38%
Recruiting/hiring for Primary Montessori (n=11): 64%, 9%, 27%
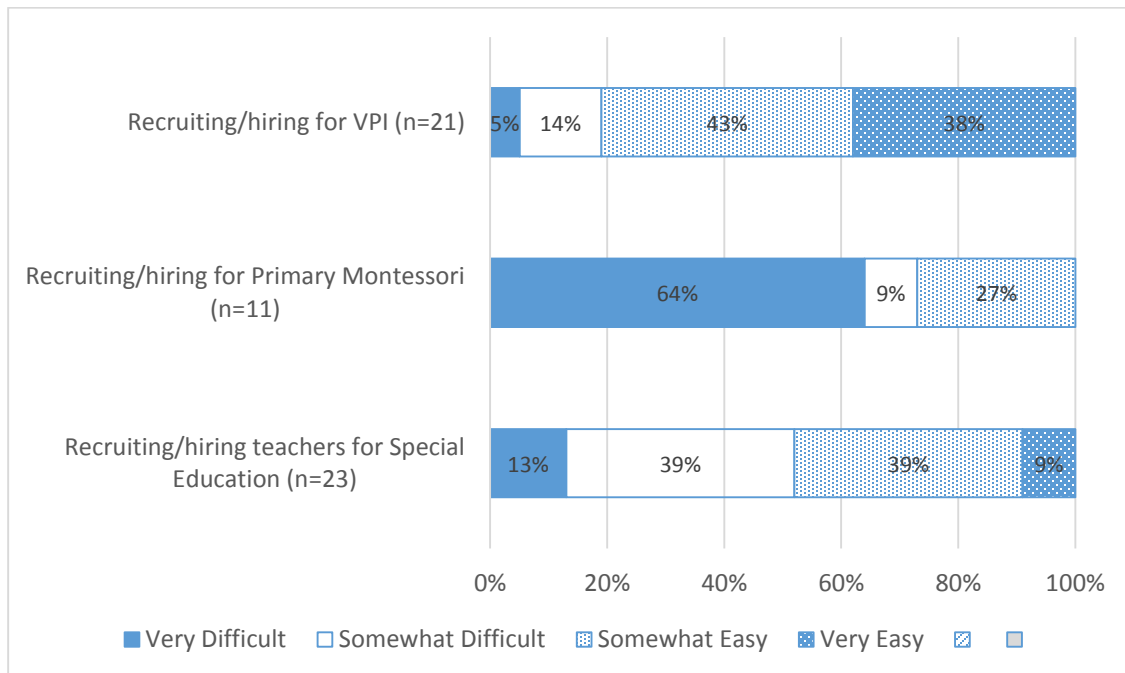Recruiting/hiring teachers for Special Education (n=23): 13%, 39%, 39%, 9%

Table 25: Principals and Assistant Principals- What challenges do you encounter in recruiting and hiring qualified teachers for primary Montessori?

Number of responses	Response theme	Examples
6	Limited applicants/limited number of applicants with necessary certification and experience.	"Montessori certification AND elem. certification is the major challenge." "Certification requirements for Montessori teachers."
2	Hard to find Montessori teachers who feel comfortable with the public school mandates	"I think it is difficult to find Montessori teachers who work well in the public school environment." "Willingness to teach Montessori in a public school when too many mandates interfere with the Montessori Instructional philosophy."

Table 26: Principals and Assistant Principals- What challenges do you encounter in recruiting and hiring qualified teachers for special education pre-K?

Number of responses	Response theme	Examples
5	Limited applicants with experience in specified areas.	"Difficult finding teachers of the deaf/hard of hearing." "Enough training and willingness to work in non-categorical classrooms or with very young children (2 year-olds)." "Finding dedicated staff who wish to support the needs of the MIPA program." "Knowledge of low incidence disabilities. Experience with very young students." "Certified teachers with SPED early childhood experience."
3	No challenges	"I have had no challenges hiring for this position."

Table 27: Principals and Assistant Principals- What challenges do you encounter in recruiting and hiring qualified teachers for VPI?

Number of responses	Response theme	Examples
2	Finding a bilingual applicant	"Not only do I want certified and talented teachers I want them to be bilingual." "Difficulty finding highly qualified Spanish speaking teachers."
2	No challenges in hiring	"I have not faced any challenges hiring for VPI." "No challenges- very low turnover in this area."
2	Other	"It is challenging to find qualified MIPA teachers." "Enough experience and training in addressing the needs of younger students."

Table 28: Principals and Assistant Principals- How do you recruit qualified applicants for pre-K teaching positions at your school?

Number of responses	Response theme	Examples
7	APS Human Resources	"I use the APS online employment resources." "Through APS Human Resources."
4	Word of mouth	"We rely on the APS applicant pool and word of mouth." "Word of mouth, our reputation."
3	Job fairs	"Arlington Job fair, interviewing a large pool of candidates."
2	Other	"APS posting and additional postings in Montessori organizations such as AMI/AMS and NAMTA." "School webpage"

Sheltered Instruction Observation Protocol (SIOP)
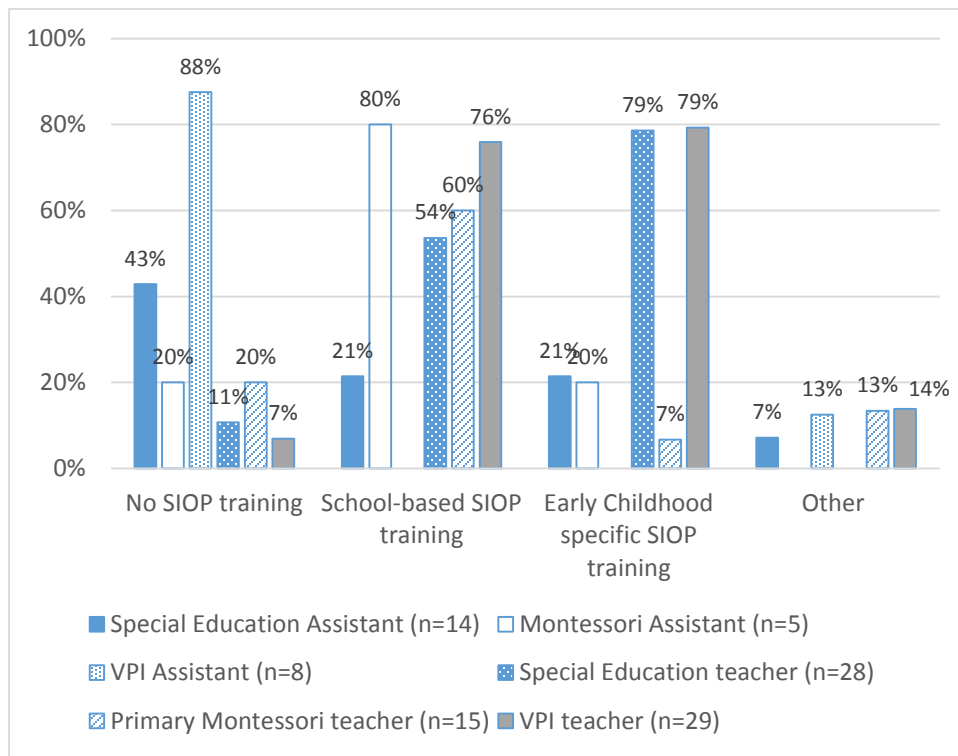
Figure 33: Participation in SIOP training

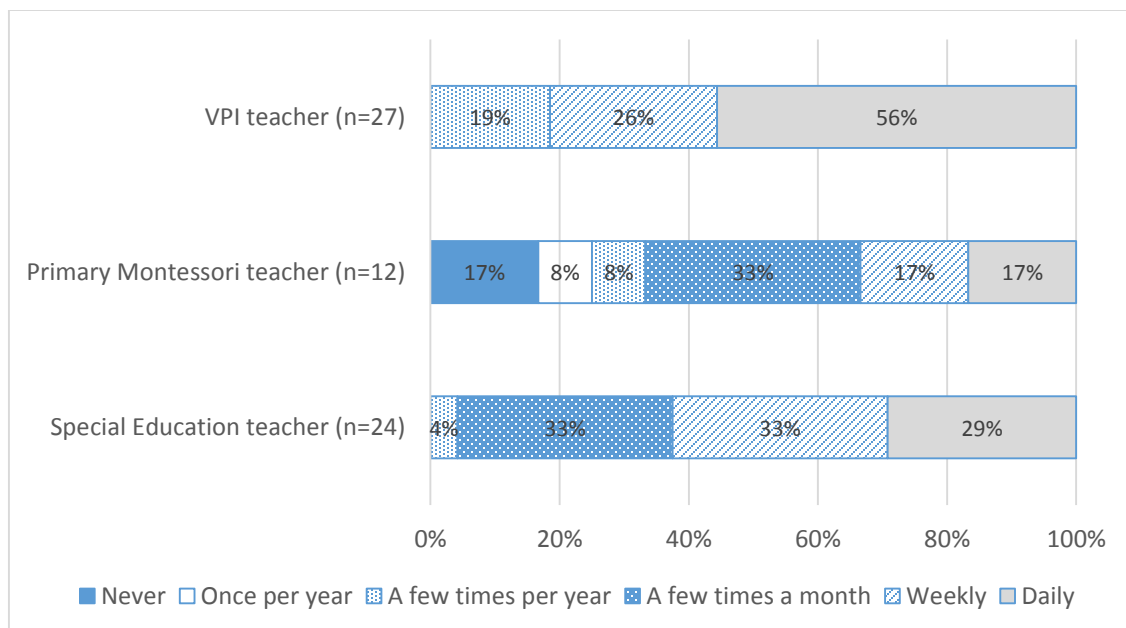Figure 34: How frequently do you use SIOP strategies in your classroom?

Figure 35: How helpful has the school-based SIOP training been in your work with Pre-K students who are English language learners?
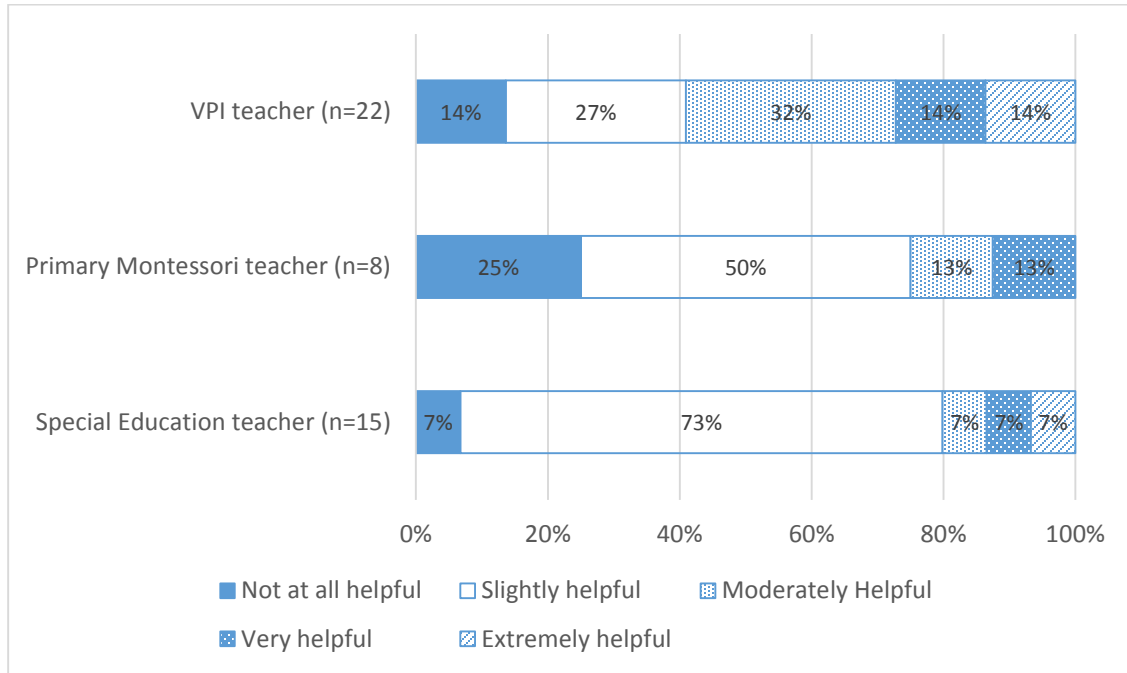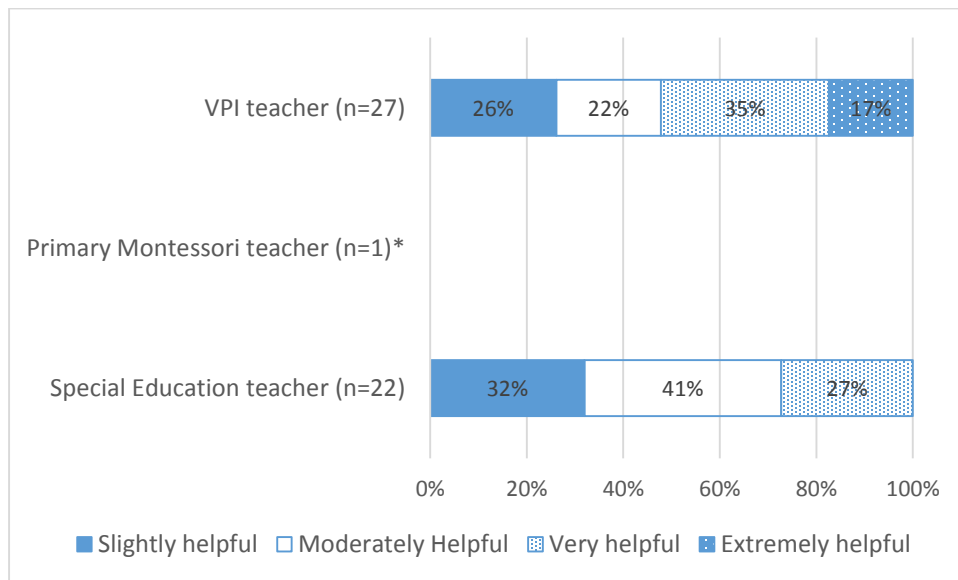

Figure 36: How helpful has the Early Childhood SIOP training been in your work with Pre-K students who are English language learners?

Professional Development

Figure 37: How relevant to your work with pre-K students is the professional development provided by your school?

Legend:
- I have never participated in PD offered by this site
- Extremely Relevant
- Very Relevant
- Moderately Relevant
- Slightly Relevant
- Not at all relevant

Figure 38: How relevant to your work with pre-K students is the professional development provided by the Early Childhood Office?

Legend:
- I have never participated in PD offered by this site
- Extremely Relevant
- Very Relevant
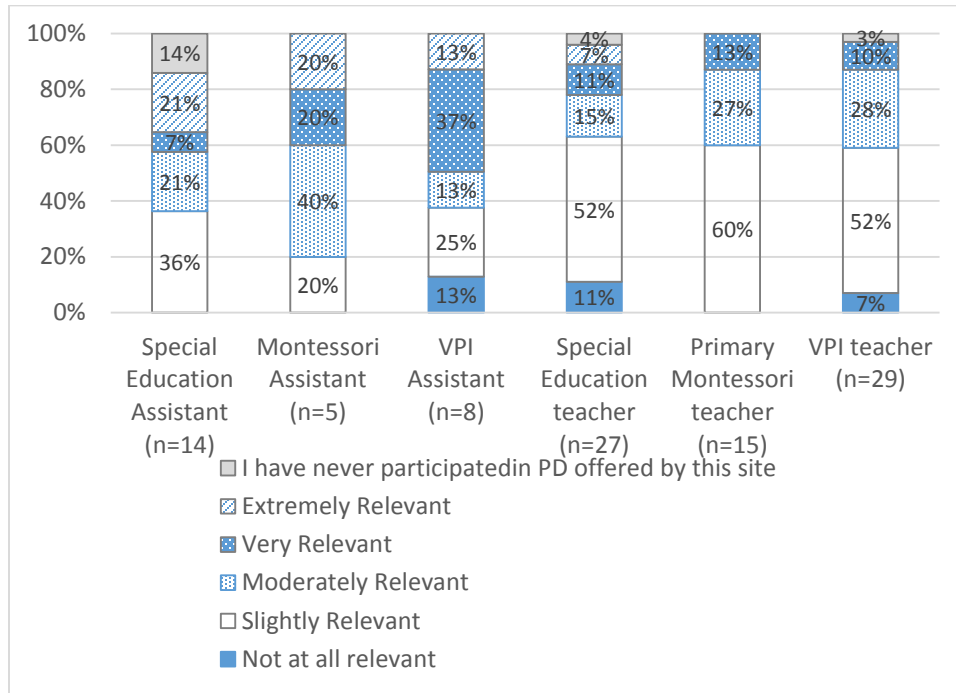- Moderately Relevant

*Response groups smaller than 5 are not reported

Figure 39: How relevant to your work with pre-K students is the professional development provided by other central offices

*Response groups smaller than 5 are not reported

Table 29: Specials Teachers- How relevant to your work with pre-K students is the professional development provided by your school?
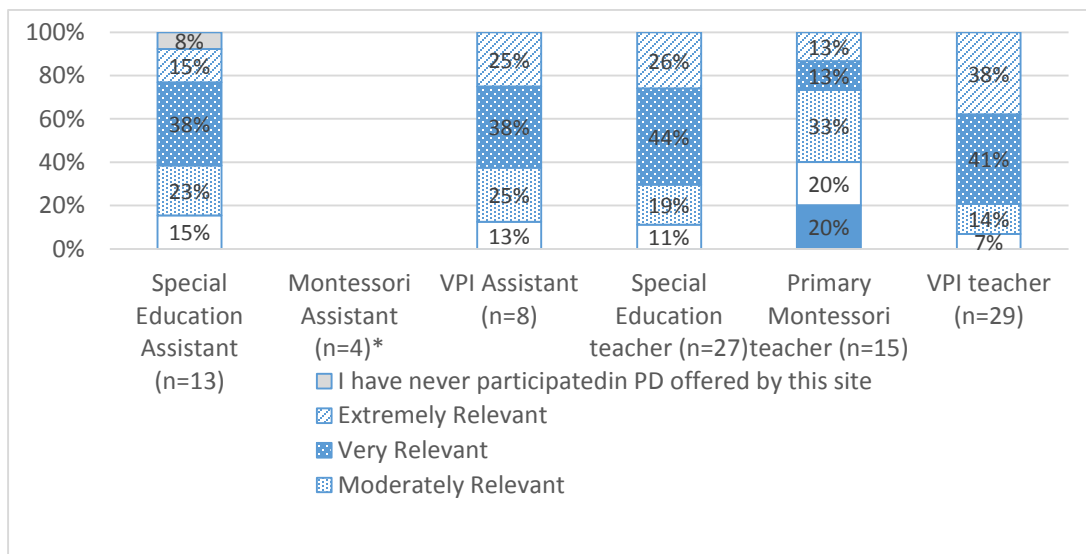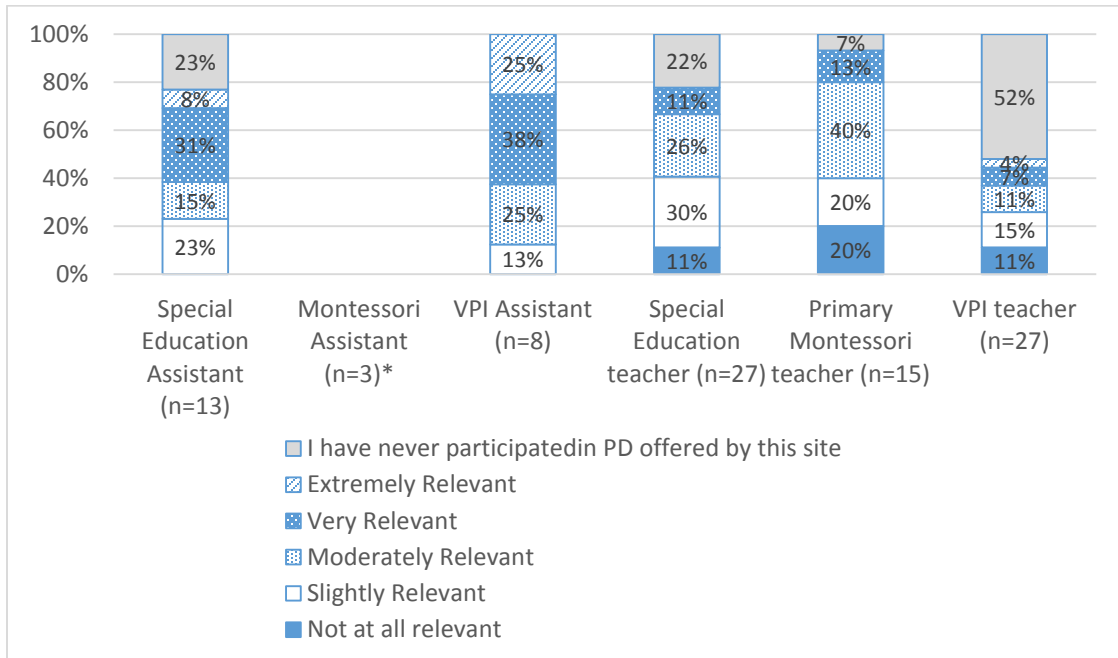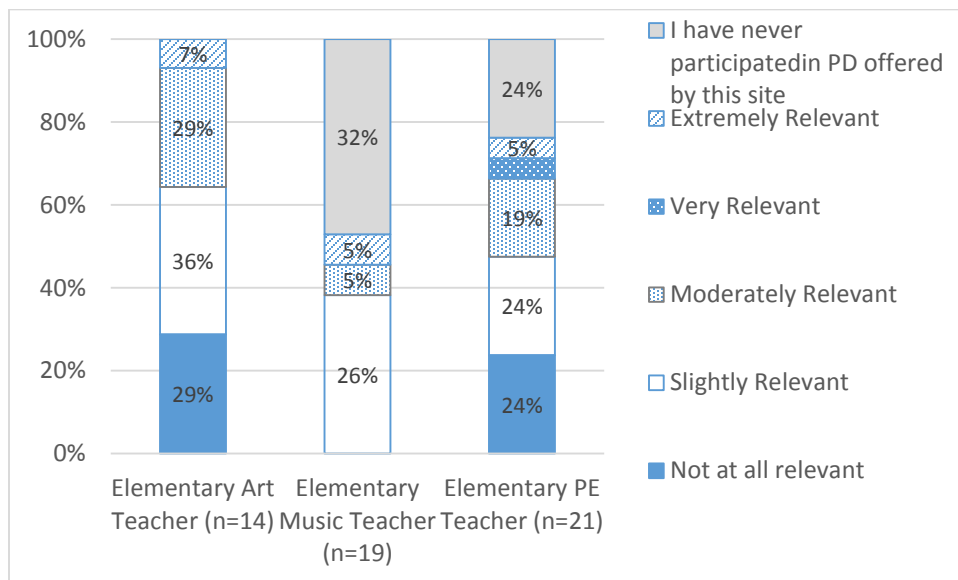
Table 30: Specials Teachers- How relevant to your work with pre-K students is the professional development provided by the Early Childhood Office?
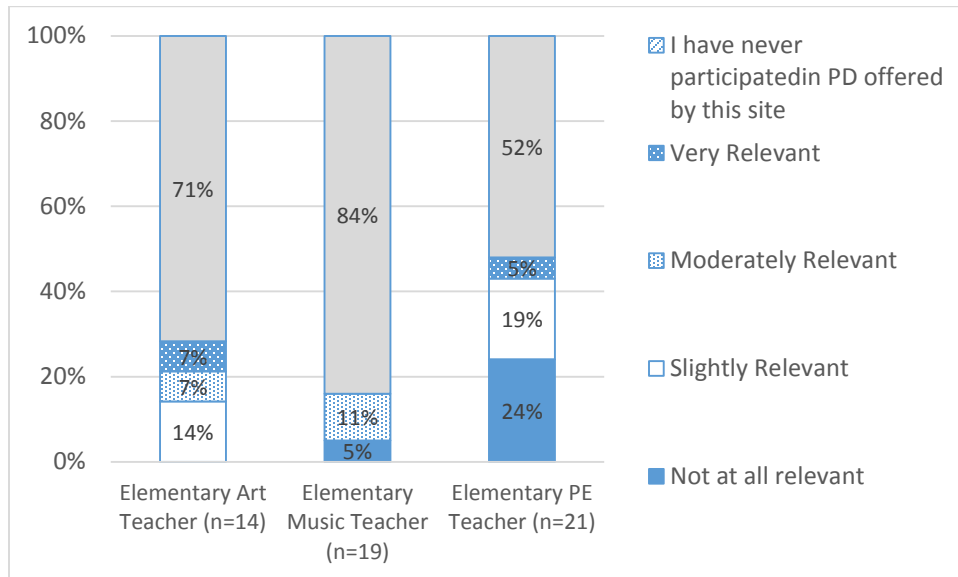
Table 31: Specials Teachers- How relevant to your work with pre-K students is the professional development provided by other central offices
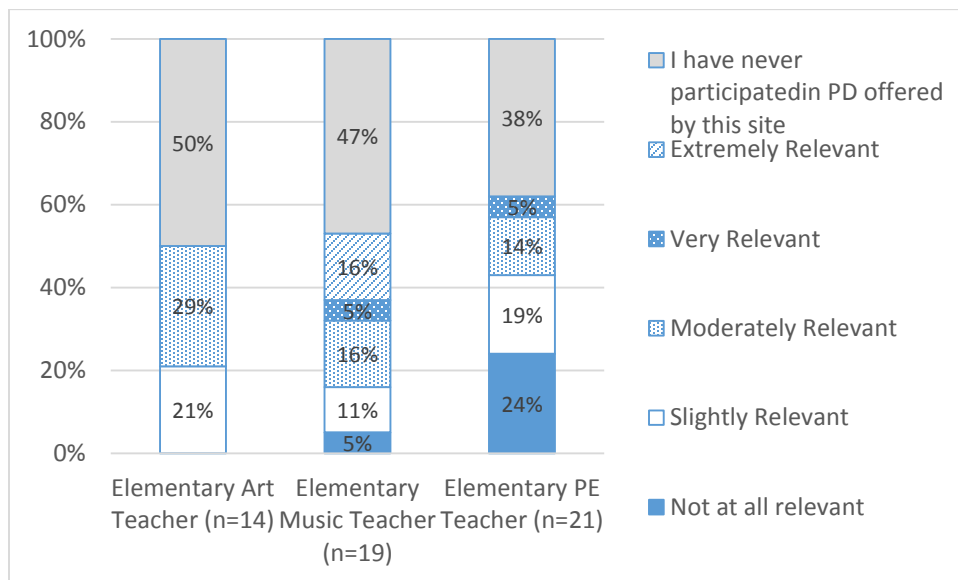
Figure 40: How frequently would you say you apply what you learn in professional development provided by your school, to your work with pre-k students
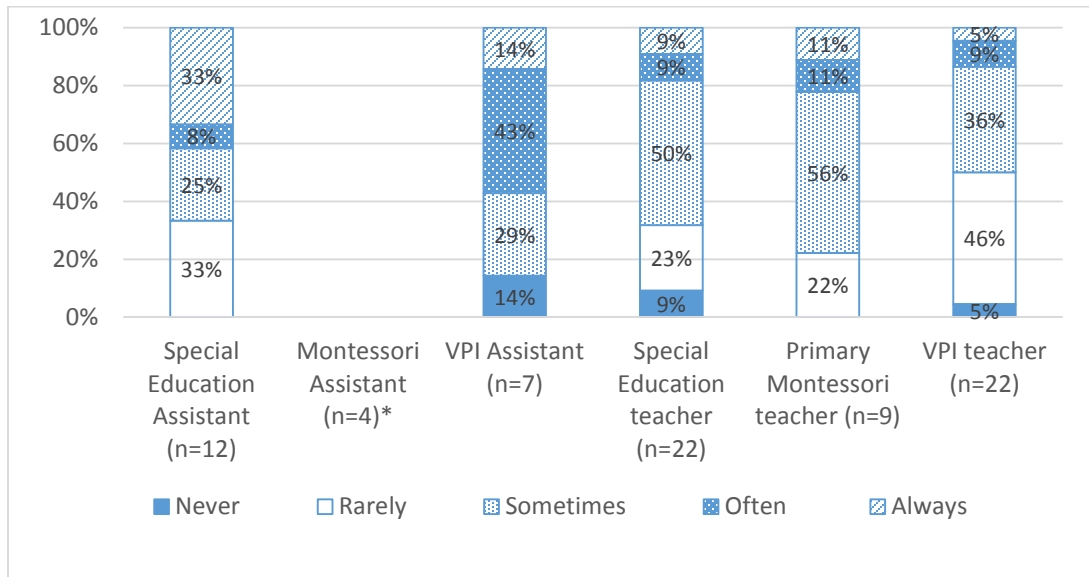
*Response groups smaller than 5 are not reported

Figure 41: How frequently would you say you apply what you learn in professional development provided by the Early Childhood Office, to your work with pre-k students
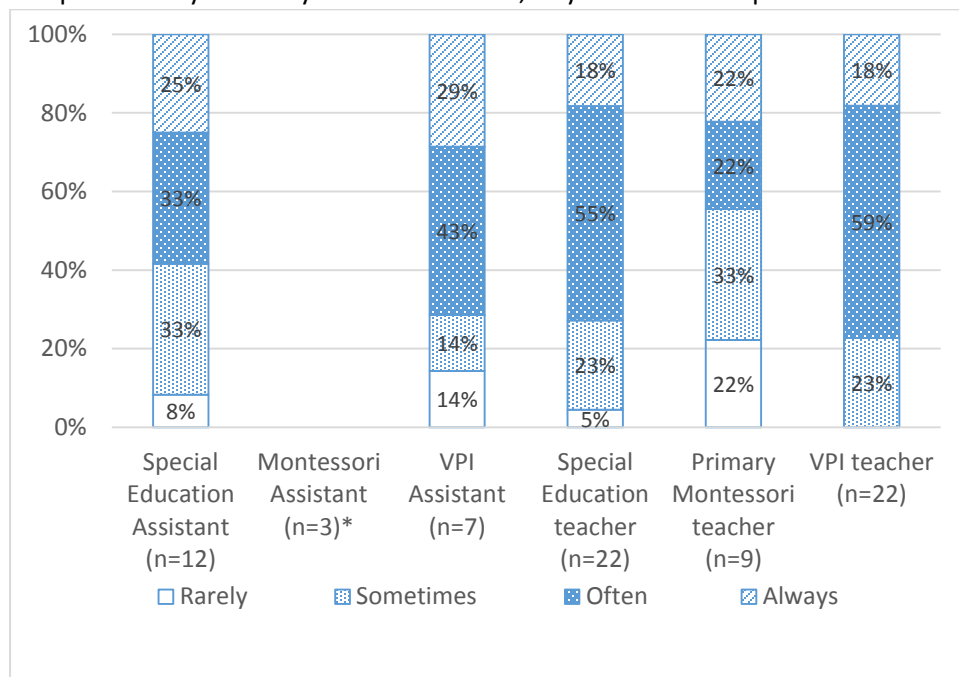
*Response groups smaller than 5 are not reported

Figure 42: How frequently would you say you apply what you learn in professional development provided by other Central Offices, to your work with pre-k students
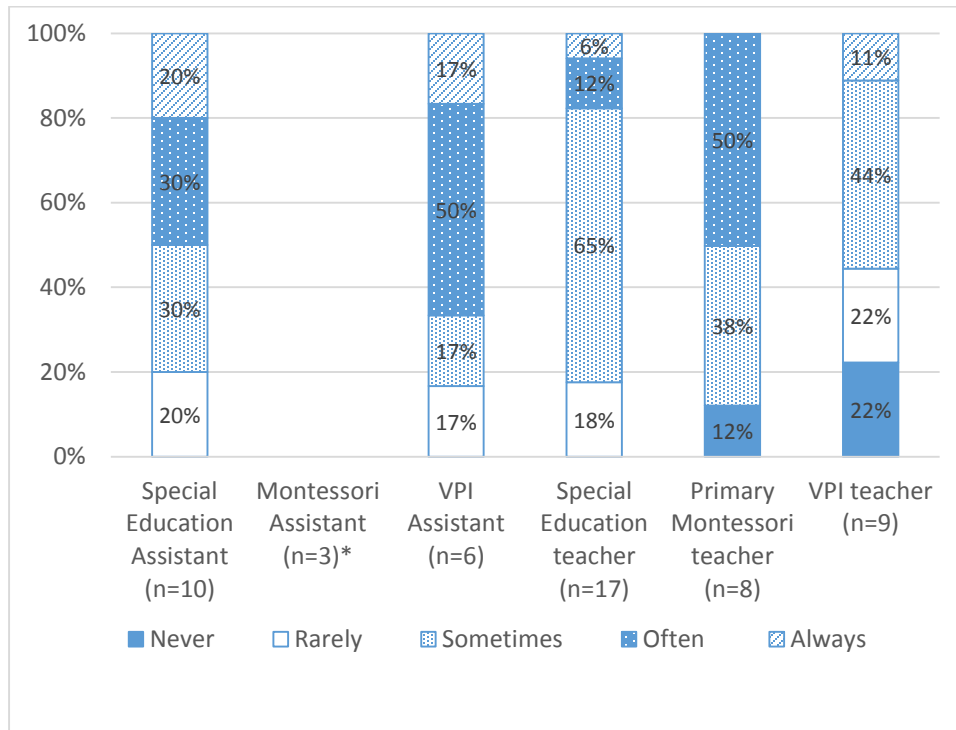
*Response groups smaller than 5 are not reported

Table 32: Montessori Teacher- Please share your suggestions for how PD for early childhood staff could be improved.

| Number of responses	Response theme	Examples
6	Montessori-specific Professional Development	"More Montessori related PD session." "I firmly think that as teachers using a specific method, "Montessori", we need training from Montessori professionals to build a strong and consistent foundation of the Montessori philosophy and present a clear vision to our parents."
2	More time to collaborate with other Montessori teachers	"Discussion time together." "Collaboration with peers."
1	Individual PD selection	I like the idea of giving us the freedom to select PDs that will compliment and/or enhance my practice.

Table 33: Special Education- Please share your suggestions for how PD for early childhood staff could be improved.

Number of responses	Response theme	Examples
4	Professional development that focuses on implementation and implementation strategies	"When directing a new program to be initiated, provide emphasis on how to implement training not just why it is proven/researched." "I think it would be better to have this time be a workshop of strategies and ideas to actually work through problems and learn new ways to help integration."
2	More time to collaborate/observe with other Special Education teachers	"PD where staff are allowed time to collaborate." "I'd like to observe some student work time in other teachers' class, such as how the teachers deliver math and literacy lessons, how the morning meeting looks like, how some conscious discipline lessons are taught, etc."
2	Continued participation in the early Childhood Professional Development	"I like when the early childhood staff runs professional development workshops on early release Wednesdays AND professional learning days to replace early childhood teachers going to workshops at their individual schools. The trainings offered by the early childhood staff are MUCH more relevant to our jobs than the trainings offered at our schools." "Continue with having EC PD's to make what we are involved in learning is TRULY appropriate to what we teach."
2	Other	"Instead of having PD that we already know or are using have some PD that is useful such as how to deal with mental health issues, brain development research, language development, physical development." "More thorough development on the IEP process and child find process. What is timeline and our role."

Table 34: VPI teachers- Please share your suggestions for how PD for early childhood staff could be improved.

Number of responses	Response theme	Examples
4	Professional development that focuses on implementation and implementation strategies	"Instead of PD that adds more to our curriculum I think PD on how to teach the curriculum we are already using better would be more appropriate." "I would like our trainers to build on books or curriculum we use so they can give us specific ideas or strategies we can apply in the classroom."
4	More time to	"Providing more opportunities to visit pre-k classrooms at other

Number of responses	Response theme	Examples
	collaborate/observe with other Special Education teachers	schools." "To have more time to delve into how other teachers are delivering their lessons and choosing activities. In years past, when we had more frequent meetings, it was helpful to meet with other teachers especially for islands."
2	Professional development focused on learning through play	"I would love to refocus some of our training and program on the extremely important ways we can extend children's play. It feels as if we have become academic with a little play thrown in rather than academic AND play based." "It's best practice that preschoolers are provided with ample opportunities to learn through play versus sit and listen. Some teachers struggle with translating content into fun and engaging activities."
2	Individual professional development selection	"If we had academic choice, like we sometimes do, for all our PD, I think teachers would get more out of PD based on their identified needs." "Allow us to take graduate classes for PD instead of meetings/training"
2	Other	"It would have to be PD that's geared specifically toward social/emotional development, early literacy and math skills, etc." "It might also help to have PD with K level so we both understand the children's needs and what do we want to accomplish."

Table 35: Elementary Art teacher- What, if any, types of support do you receive in providing developmentally appropriate instruction to Pre-K students?

Number of responses	Response theme	Examples
7	Support from Pre-K teachers/meeting with Pre-K teachers	"Support from pre-K teachers." "The Pre-K teachers and I met before school began to discuss planning ideas. I've also emailed them questions about my lesson plans and how to best incorporate elements, seeking out their input about the children's skill level. The Pre-K teachers sometimes come in with the class into art, offer support, but do not co-teach."
2	Professional Development/workshops	"Professional Development Workshops at County Art teacher Meetings (1-2 per year)." "I'm going to a workshop about incorporating the arts into the pre-K curriculum."
2	Pre-K instructional assistants	"The assistants for each class let me know which students need additional assistance and how they're doing in their class." "Most support comes from their teacher aides or teacher assistants. They are also very willing to share content information so that if/when I can coordinate the prescribed SOL art education content with their Pre-K classroom content."
2	No support	"No support."

Table 36: Elementary Music teacher- What, if any, types of support do you receive in providing developmentally appropriate instruction to Pre-K students?

Number of responses	Response theme	Examples
4	Curriculum materials for Pre-K from Arts Office	"Curriculum resource books provided by Arts Department." "I am given Pre-K curriculum materials from the Arts Department."
3	Professional Development/workshops	"I've had some fantastic Pre-K elementary school training sessions." "Arts Ed occasionally offers professional development courses that focus on Pre-K."
3	Pre-K instructional assistants	"Support from Pre-K assistant." "Pre-K assistant attends and participates in each class."
3	Support from Pre-K teachers/meeting with Pre-K teachers	"I am in communication with classroom teachers." "Support from the Pre-K teacher."

Table 37: Elementary PE teachers- What, if any, types of support do you receive in providing developmentally appropriate instruction to Pre-K students?

Number of responses	Response theme	Examples
5	No support.	"I do not receive any support but I have had 9 years of experience of teaching PE." "None."
3	Support from Pre-K teachers/meeting with Pre-K teachers	"The Pre-K teacher and collaborate on changes that would aid in the students growth and development." "Collaboration with Pre-K to integrate classroom content with activities. We also collaborate on the development/discipline/success of many students during the year."
2	Pre-K instructional assistants	"We also have support from the teacher assistant in each class." "There is always an assistant who attends class with the kids."
1	Support from other PE teachers	"support from other PE teachers."

Table 38: Elementary Art teacher- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students? Professional development

Number of responses	Response theme	Examples
3	Training on developmental stages/abilities	"Classes on developmental stages." "Training on developmental levels and abilities of Pre-K."
2	Pre-K focused PD	"Any professional development would be great in aligning art standards with Pre-K." "Workshops on teaching PreK."
1	"Planning time with Pre-K teachers."	

Table 39: Elementary Music teacher- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students?: Professional development

Number of responses	Response theme	Examples
4	Pre-K focused PD	"PD opportunities geared towards teaching Pre-K music would definitely be beneficial." "Music ed. specific prof. development for Pre-K students."
2	Pre-K focused PD specific to special population	"Any and all, perhaps focused on second language learners and IEP students." "Strategies for working with students with disabilities in the music classroom."
1	Time to observe other music teachers	"Time to observe other music teachers in county who teach PreK music classes."

Table 40: Elementary PE teachers- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students? Professional development

Number of responses	Response theme	Examples
5	Pre-K focused PD	"It would be helpful to have an inservice dedicated to PE instruction with preschool students." "Would love to go to some trainings on developmentally appropriate instruction for pre-k students."
1	Continued conscious discipline training	"Continued workshops that we are now engaged in about Conscious Discipline."

Table 41: Elementary Art Teachers- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students? Resources

Number of responses	Response theme	Examples
3	Scope/sequence and or standards and benchmarks	"Year at a glance, or scope and sequence to create interdisciplinary lessons." "Standards/benchmarks from the classroom to tie in to learning activities."
1	Websites	"Suggested websites"
1	Activity ideas	"Ideas for activities."

Table 42: Elementary Music Teachers- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students? Resources

Number of responses	Response theme	Examples
3	Pre-k curriculum content	"Pre-K curriculum, or at least a list of vocabulary/skills that they should know by the end of the year." "Month by month outlines of the content Pre-K teachers will be covering in their classrooms so that I may initiate coordination with their SOLs with the art education SOLs."
3	Music materials	"dedicated instruments and movement props for PreK music classes" "Montessori materials related to sound and music."
1	Online resources	"Online resources are always helpful."

Table 43: Elementary PE teachers- What, if any additional supports would help you in providing developmentally appropriate instruction to Pre-K students? Resources

Number of responses	Response theme	Examples
3	Lesson ideas/activities	"Maybe some age appropriate activities directly related to p.e that can be used in class." "Activity ideas"
2	Pre-k curriculum content	"Pre-K curriculum." "Standards and benchmarks"

Support from the Early Childhood Office

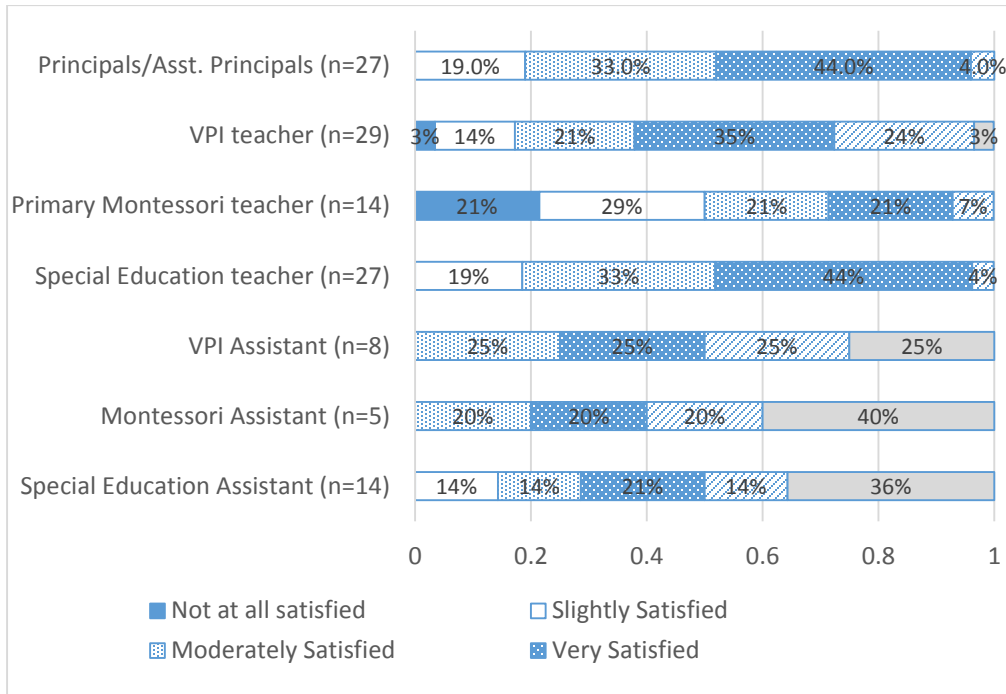Figure 43: Please rate your level of satisfaction with division-level support for curriculum

Figure 44: Please rate your level of satisfaction with division-level support for professional development
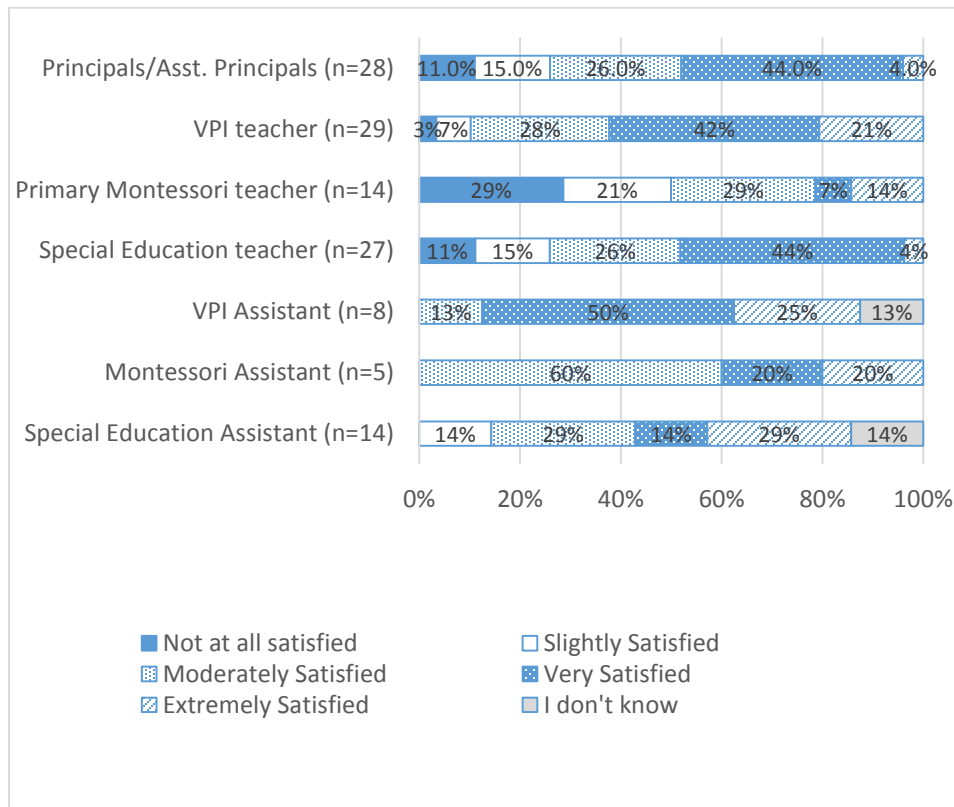
Figure 45: Please rate your level of satisfaction with division-level support for communication
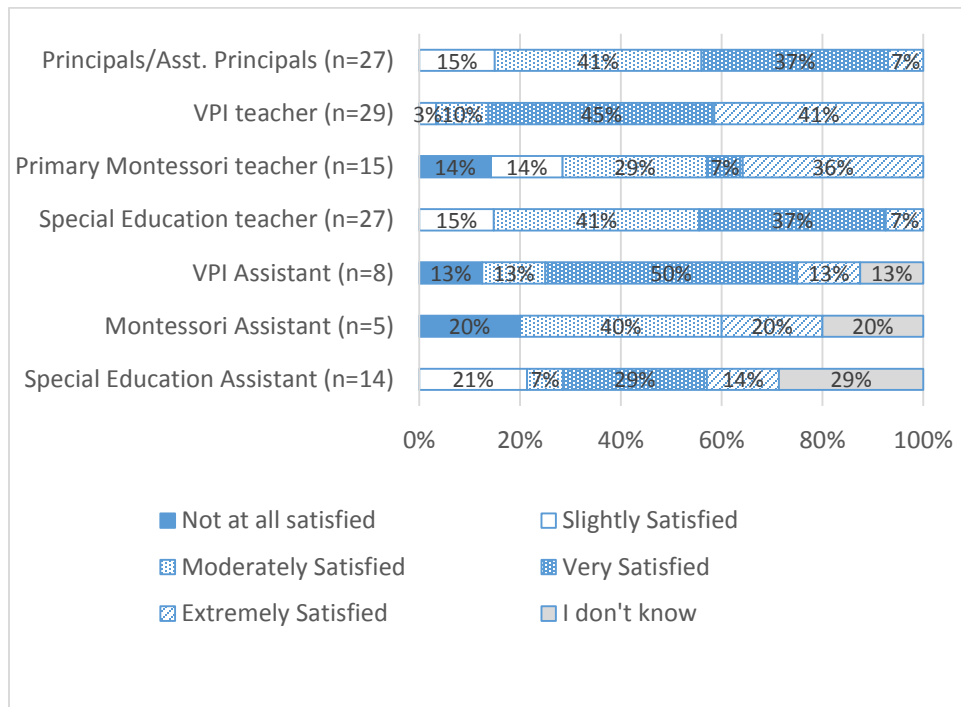
	Not at all satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied	I don't know
Principals/Asst. Principals (n=27)		15%	41%	37%	7%	
VPI teacher (n=29)	3%	10%	45%		41%	
Primary Montessori teacher (n=15)	14%	14%	29%	7%	36%	
Special Education teacher (n=27)		15%	41%	37%	7%	
VPI Assistant (n=8)	13%	13%	50%		13%	13%
Montessori Assistant (n=5)		20%	40%	20%		20%
Special Education Assistant (n=14)		21%	7%	29%	14%	29%

Figure 46: Please rate your level of satisfaction with division-level support for advocacy

	Not at all satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied	I don't know
Principals/Asst. Principals (n=27)	7%	19%	26%	37%	4%	7%
VPI teacher (n=28)	11%	14%	18%	50%		7%
Primary Montessori teacher (n=15)	33%	33%	7%	13%	13%	
Special Education teacher (n=27)	7%	19%	26%	37%	4%	7%
VPI Assistant (n=8)		13%	38%	25%		25%
Montessori Assistant (n=5)		20%	40%	20%		20%
Special Education Assistant (n=14)	14%	7%	29%	14%		36%

Figure 47: Please rate your level of satisfaction with division-level support for resources

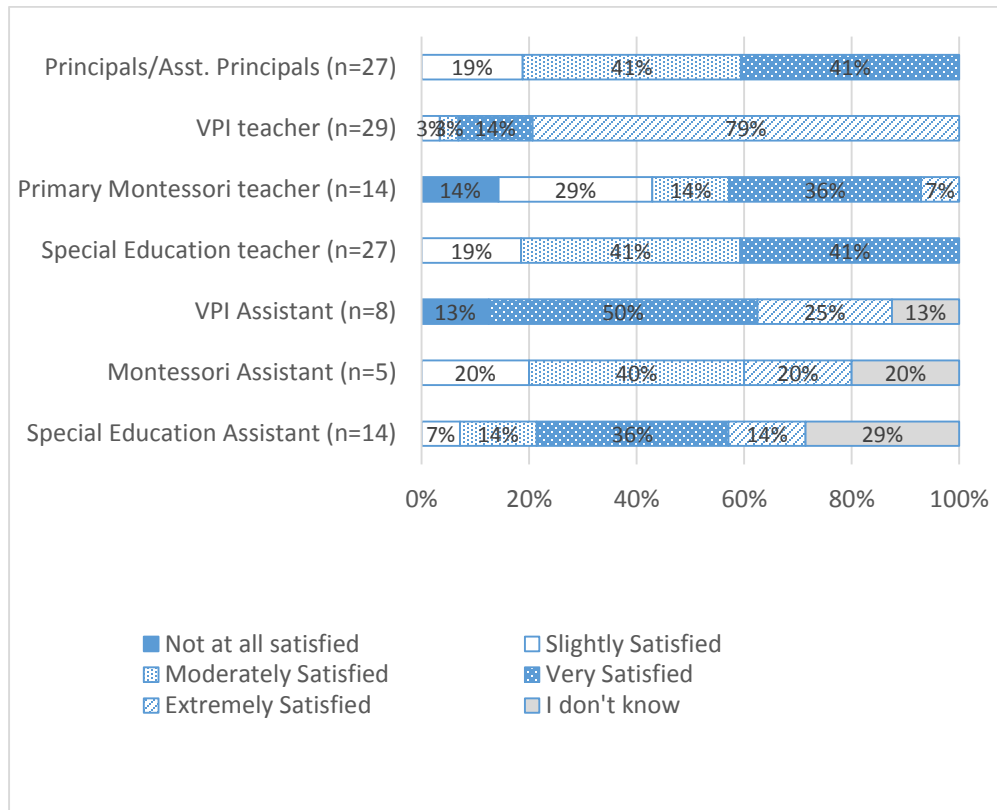|	Not at all satisfied	Slightly Satisfied
	Moderately Satisfied	Very Satisfied
	Extremely Satisfied	I don't know

Table 44: Montessori teachers- What other supports would you like to receive from the Early Childhood Office?

Number of responses	Response theme	Examples
3	Use of funds	"Budget is a very nebulous topic as a teacher at Drew. It is difficult to plan enhancements or improvements not knowing if or when funding may or may not be available. Prior to Drew I had a budget framework to work with annually. I really miss that." "Advocacy for Montessori classrooms to know how much money APS allocates for each classroom and to have control of its use."
3	More support/advocacy aligned with Montessori best practices and beliefs	"We would like someone to advocate for our program the way the other programs are supported." "I would like the office to adhere to the "Montessori Best Practice Document.""
2	Balanced classes	"Balanced classes with equal age groups." "I would like the support in making sure the classrooms maintain a balanced age group and not filling up classes with three year olds."

Number of responses	Response theme	Examples
2	Other	"Advocacy for having more than one Montessori class at a school. We are totally isolated - having a PLC with VPI is not helpful." "I would like to participate in more Montessori PD sessions."

Table 45: Special Education Teachers: What other supports would you like to receive from the Early Childhood Office?

Number of responses	Response theme	Examples
3	Professional development	"Continued training on the programs used for academics." "More QUALITY professional development."
2	More information/awareness on the peer model program	"A streamlined application process for Peer Models for those special education programs who do not have the ability to integrate with typically developing children. Also, stating to administration the high importance and scientific research that proves that students both with and without disabilities learn at higher levels when educated together." "More info about the specifics of peer model program."
2	More time to plan	"Advocate for Early Childhood Educators at the school level so we can have joint planning time built into our schedules in the afternoon--this is absolutely not happening during school hours because the schedules at the school level do not support it. There is a need for more support staff during the afternoon so Lead Teachers can plan." "Allocate more planning time each day."
2	More funding	"Increase annual classroom budget "Additional funding offered to Pre-K sped programs."
2	Other	"I would like to feel supported by the Early Childhood Office." "LOVE the support we get from the EC Office."

Table 46: VPI Teachers- What other supports would you like to receive from the Early Childhood Office?

Number of responses	Response theme	Examples
6	Happy with support from Early Childhood Office	"We are truly fortunate to have division level support of this amazingly high quality!" "The Early Childhood Office is GREAT! They see to it that we have everything we need. They will get supplies for us BEFORE we need them!"
3	More training/curriculum support	"Deeper thorough training to new teachers." "More connection with Kindergarten in terms of preparing students for K in APS with inline behavior expectation, curriculum, and academic language.
2	Opportunities to meet with other VPI teachers	"We need to have more opportunities to work with one another and talk with one another."
2	Other	"I would like to see more support and communication when it comes to Teacher's Evaluation. At this moment the Early Childhood Office plays absolutely no part in their VPI Teacher's Evaluations." "In terms of resources, materials like laminating machines would be useful to have in each school that is dedicated to VPI."

Table 47: Principals and Assistant Principals- What other supports would you like to receive from the Early Childhood Office?

Number of responses	Response theme	Examples
3	Happy with support from Early Childhood Office	"The VPI programs and Montessori are well supported by their coordinator who is very attentive and very involved in all in areas of the programs including observations, identifying additional opportunities (Woo Woo Pumpkin Patch, Dental Day), professional development for teachers and assistants and on time feedback to teachers, and admintrators." "The Early Childhood Office has been very responsive."
2	Less professional development during the school day	"There is almost "too much" PD - teachers are gone a lot, and we have huge sub shortages. Is it possible to pay them to attend Saturday PD?" "My only complaint is the amount of subs required to cover teacher and assistant PD. PD could be arranged on days without students."
4	Other	"I would like to see the department offer a larger variety of training to the staff in the program, particularly knowing that some staff have worked in this role for many years." "Guidance on parental involvement." "Additional support with registration process." "Observations and input into evaluations."