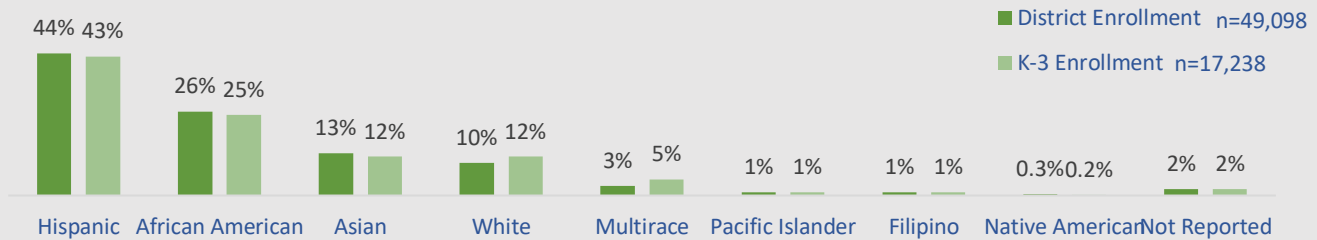


# Oakland Smart and Strong Kids (SSK) Quick Data

## Demographics and Assessments

### District Enrollment by Race/Ethnicity in OUSD



### Smart and Strong Kids (SSK) Participants

**40**

At-risk boys of color and their families, at 3 OUSD Preschools\*

**18**

Early educators

**4**

Classrooms

\*Emerson, King, Tubman Preschools

### QRIS

(Quality Rating Improvement System)

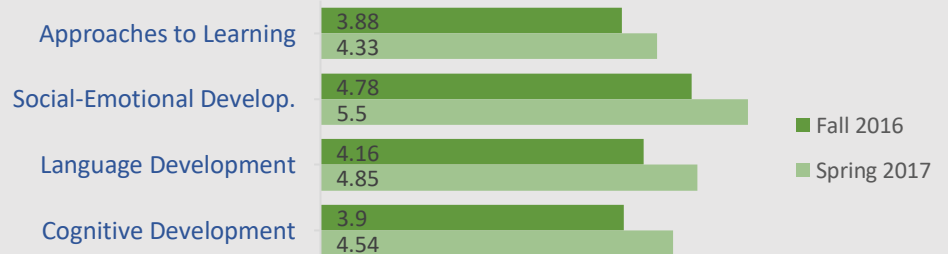
Tier

**4**

average rating

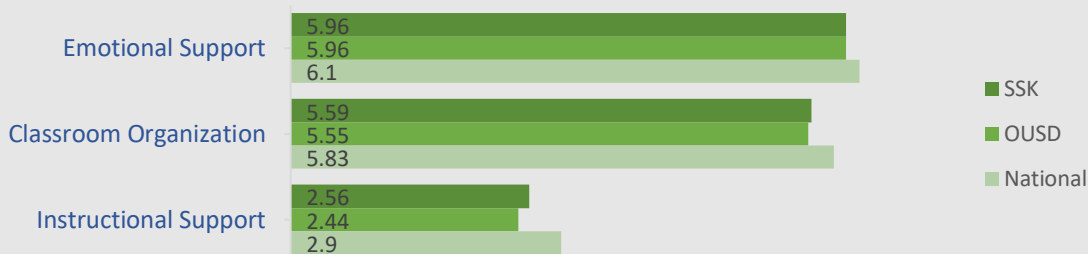
Source: OUSD, 2015-2017, 3 SSK sites

### DRDP (Desired Results Developmental Profile) n=40 SSK children



Source: OUSD, 2016/17

### CLASS (Classroom Assessment Scoring System) n=4 classrooms



Source: OUSD, 2016/17

### ASQ/SE (Ages and Stages Questionnaire and Social-Emotional)

56% screened across 3 SSK sites

100% SSK children screened

Among SSK Children

49% were identified with ASQ concerns

29% were identified with ASQ-SE concerns

Source: First 5 Alameda County, 2016

# Oakland Smart and Strong Kids Quick Data: Program Implementation

## Implementation Interview Findings

Phone interviews were conducted with the SSK Implementation Team - clinical consultants, family partner, New Teacher Center coach, Kindergarten Transition Program Manager, Site Administrator, and *High Expectations* parent workshop leader - to learn about each partner's experience implementing the SSK program. Key highlights include:

### Successes

Notable changes observed in teaching practices and the environment.

Engaging, well-received parent workshops conducted by *High Expectations*.

Therapeutic playgroups allowed clinical consultants to address behaviors in small group settings.

Family Partner built authentic relationships with families

### Opportunities

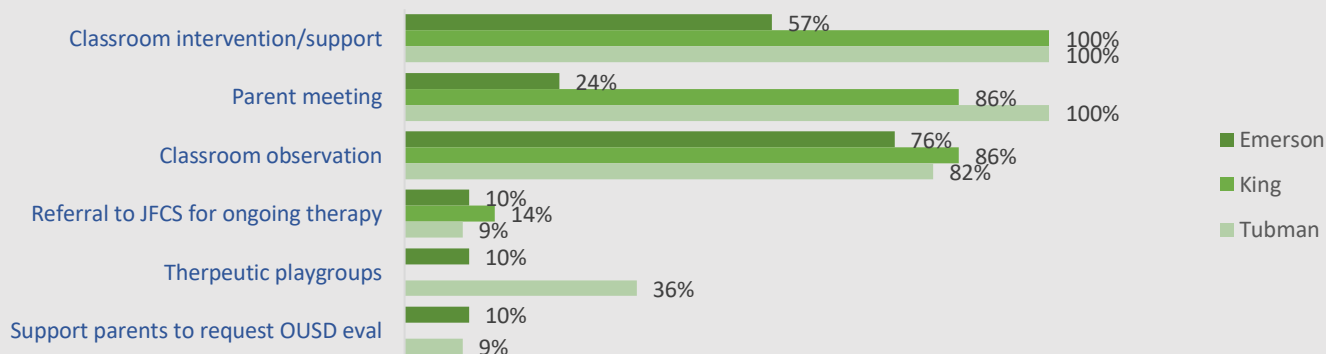
Build trusting relationships with teachers and include partners that are reflective of target audience.

Involve teachers in the planning process in order to improve on their buy-in and participation.

Include instructional assistants in the planning and implementation of SSK activities.

Streamline implementation to minimize disruptions.

## Clinical Intervention n=39 SKK children



## Intervention Dosages

168

Hours the behaviorist spent providing behavior management and social skill support to students at Tubman

96

Hours of site-based coaching across 3 SSK sites by New Teacher Center

## Kindergarten Transition

- Series of Kindergarten Readiness Workshops at MLK throughout the school year
- All preschool students visited TK/K classrooms and participated in kindergarten morning routines
- Preschool teachers at all 3 SSK sites piloted Kindergarten Transition Plans that were shared with incoming kindergarten teachers

## Professional Development

Preschool teacher professional development workshop topics:

- Trauma
- Dual Language Learners
- Sensory Integration
- Autism & Early Intervention Tools
- Teaching Pyramid/Behavior Observation Records
- SST & IEP Purpose and Process
- ASQ
- Positive Descriptive Acknowledgements

Partners: New Teacher Center, mental health consultants, OUSD, child development specialists/experts

## Family Engagement – High Expectations

Preschool parents at Emerson and Tubman were invited to participate in a 7-week workshop series. Parents provided feedback about the workshops.

Parents reported they feel prepared to:

“...support my child during her first years of primary school.”

“...help my son develop skills to prepare him for the next school year.”

