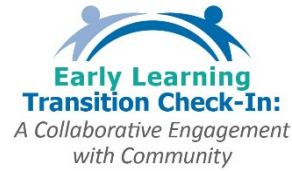


2023-2024 Early Learning Transition Check-In (ELTC)

High-level Overview of Data Analysis



As part of the ELTC 2023 pilot, teachers from 30 participating schools submitted data from over 1,000 check-in conversations with families of entering kindergarteners.

In a joint effort between the Oregon Department of Education (ODE) and the Department of Early Learning and Care (DELIC), research analysts from both agencies partnered to analyze the data in a way that aligns with the goals and values of the broader ELTC project¹. The analysis process developed for the 2023 pilot data will guide the approach to analyzing the ELTC data as it is implemented in more schools and districts.

Goals of the ELTC

The ELTC is designed to 1) help educators connect with and learn about the children and families entering their class and 2) inform DELIC and ODE about families' experiences prior to starting Kindergarten.

The ELTC uses two types of questions to reach these goals:

1. Open-ended questions which allow for families to share their thoughts and experiences in their own words (e.g., "What are your hopes and dreams for your child?")
2. Closed-ended questions which allow for teachers to select from a list of common responses (e.g., "What experiences, programs and/or services did your child receive or participate in to help them learn and grow?")



Approach to Analyzing the ELTC 2023 Pilot Data

Given the richness of the ELTC data, the ELTC Data Analysis Team is taking a *mixed methods* approach to analyzing data from the 2023 pilot. A *mixed methods* approach includes

- *Qualitative methods* (i.e., analyzing answers to open-ended responses to identify patterns and themes in what was shared by families),
- *Quantitative methods* (i.e., analyzing answers to close-ended questions, such as counting the number of families that selected a particular response), and
- A combination of qualitative and quantitative methods, where qualitative patterns and themes are described in a quantitative way (e.g., counting the number of responses that fall into each identified theme, or describing how often themes overlap with each other)

Current State of the Analysis

Analysis of the 2023 pilot data is ongoing. To date, the Analysis Team has conducted quantitative analysis of close-ended questions, developed a codebook for the qualitative analysis of open-ended questions, coded all open-ended responses, and begun integrating the qualitative and quantitative analyses into meaningful themes.

At a high-level, the preliminary analysis of the ELTC data provides insights into

1. **Families' experiences with early learning supports, services, and systems** – this includes understanding the types of services families and children accessed prior to kindergarten, barriers to accessing these services, and the ways in which families found these services to be helpful (or unhelpful).
2. **The strengths of entering kindergarteners and their families** – this includes positioning entering kindergarteners as whole, complex people with interests, personal strengths, and opportunities to grow; understanding families' connections with their children; and recognizing how families advocate for their children early in the kindergarten transition by directly communicating their kindergartener's needs.
3. **Families' aspirations for their children, in kindergarten and beyond** – this includes aspirations related to how their entering kindergartener will develop as a learner (e.g., the skills they will develop, how they will approach learning and school) and a whole person (e.g., understanding their culture and identity), the relationships their entering kindergartener will develop with their peers and teachers, and how the kindergarten context and broader education system will support their child (e.g., wanting their child to be safe, have their needs met).

The Analysis Team is in the process of refining the themes, and more detailed results will be shared in an upcoming full report.

ⁱ ELTC Project Goals:

- Intentionally **incorporating anti-racist practices** (e.g., professional learning around culturally responsive educator practices and implicit bias).
- Reaching out and **elevating voices from communities** whose voices have largely been ignored in our current educational system. It is essential that we listen to our diverse advisory panel for guidance, seek feedback from families who participated in listening sessions, and more importantly implement those suggestions to the best of our abilities to make positive systemic changes.
- Establish a platform where families can begin to **build meaningful relationships with kindergarten educators**.
- The tool will need to also **inform early learning and care systems** about their programs, practices and policies.
- And most importantly, **improve efforts** to meet the needs of Oregon students and their families.