

## Early Childhood Research-Based Practices

### Model Name: Toppenish Early Learning Partnerships

#### Description and Background:

In 2003, Toppenish School District (TSD) began investigating how to systematically increase the number of children entering kindergarten with the basic readiness skills to become successful readers. A first step in achieving this goal was to form a partnership with existing preschool and Head Start providers in Toppenish. In fall of 2004, TSD partnered with Enterprise for Progress in the Community and the Yakama Nation and moved four EPIC Head Start classrooms and four Yakama Nation Head Start (YNHS) classrooms onto the school district campus. The district provided them with a full time Early Literacy Coach and paraprofessionals for the classrooms. While mentoring and modeling for teachers, the Early Literacy coach is able to perform job embedded professional development and provide a vertical capacity link between preschool and kindergarten. The coach supports Creative Curriculum for Preschool in both EPIC and YNHS classrooms and supports Open Court Pre-K in YNHS classrooms that aligns to the district K-6 reading curriculum. Readiness skills in the area of phonological awareness and alphabetic knowledge prove to be the key to successful reading levels in kindergarten; therefore, the Early Literacy Coach and district paraprofessionals concentrate their efforts in this area.

#### Outcomes:

Following are the early outcomes from this partnership as measured by September 2005 kindergarten DIBELS assessments:

- Children who attended EPIC or YNHS Toppenish Centers scored 14 % higher in alphabetic knowledge and 5 % higher in phonological awareness skills than students who did not attend the partnership programs.

#### Projected Outcomes:

The goal for the 2006-2007 school year is to have a 15% increase of the number of students (who participated in the Headstart Partnership Preschools) entering kindergarten on benchmark in alphabetic knowledge and phonological awareness

The long-term goal is for all third grade students to be reading on grade level.

#### Research and/or Bibliographies:

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Durkin, D. (1996). *Children who read early: Two longitudinal studies*. New York: Teachers College Press.

#### The Model:

is currently being used by (program name): Toppenish School District, EPIC and Yakama Nation Head Start.

is not currently in use but with additional funding would be considered for use by

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