Transition to Kindergarten for Preschoolers with Multilingual Abilities: Do Parents and Professionals See Eye to Eye?

Marisa Macy
University of Wyoming

Ehichoya Edokhamhen
Tennessee State University

Kelcie Burke
University of Nebraska

ABSTRACT

Many traditional assessment approaches lack specific strategies for supporting preschoolers who are multilingual learners during their transition to kindergarten. Our mixed method study sought to understand parental and professional assessment collaboration during transition to kindergarten for preschoolers who are learning multiple languages. Specifically, we examined the congruency between teachers and families of children who speak Spanish at home who are enrolled in rural Head Start preschool and transitioning into kindergarten. Overall, parents and professionals had similar views on child development for adaptive, cognitive, fine motor, gross motor, literacy, and social emotional domains. However, there were meaningful discrepancies between parent and teacher ratings for math and social communication domains. Results of this reliability study have implications for creating positive and supportive transitions for preschoolers using an authentic and collaborative assessment approach with prioritizing individualized strategies for children, their families, and professionals during the move to kindergarten.

KEYWORDS
Authentic assessment, multilingual, Head Start, kindergarten, rural

Children who speak multiple languages may have special needs during transitions from preschool to kindergarten. Assessment could be one of the needs they have that requires thoughtful consideration. Gathering information to understand each child's abilities and determining what is necessary from their early childhood education program for children to thrive are some of the purposes of assessment for transition to kindergarten (Bagnato et al., 2024; D'Amico et al., 2024; Zyskind & Macy, 2024). Traditional assessments can be problematic because they can lack specific attention for supporting the child, their family, and professional(s) during educational and

environmental transitions (Beasley et al., 2023; Daley et al., 2011; Murphy et al., 2013; Nakajima et al., 2019; Sheridan et al., 2020).

There is added complexity for children who are multilingual and their families to access linguistically valid assessment services (Carotta et al., 2023; Macy et al., 2019b; Smith & Clegg, 2021). For example, rural areas may not have as many services compared to metropolitan areas that have more density in population and services. There could also be a lack of assessment practices that foster collaboration between professionals and families. Young children from rural areas, and their families, whose home language is not English might have distinct needs from the assessment system (Carotta et al., 2023; Smith & Clegg, 2021; Teleki & Buck-Gomez, 2002).

This transitional period is an important time for children and parents when they are particularly vulnerable to the limitations of the assessment system (Early et al., 2001; Ramey & Ramey, 2004). Careful planning can help a child and their family transition from preschool to kindergarten, however challenges exist (Bassok et al., 2016; Gordon et al., 2015; La Paro et al., 2000; Miller & Goldsmith, 2017; Sands et al., 2024). Transition practices may lack individualization for children and their families (Bassok & Latham, 2017; Cook, & Coley, 2017; Sands et al., 2024; Shaul & Schwartz, 2014). Many transition practices focus on groups rather than individuals (Macy et al., 2022). Another problem with some transition practices is that they are not started early enough to make a difference (Curby et al., 2015; Denham et al., 2014; Pianta, Cox, & Snow, 2007).

There is frequently a lack of collaborative transition services where the family and professionals are working together as a team. Oftentimes assessment is fragmented and not connected to other parts of a service delivery system. For example, a professional team conducts traditional assessments, however, the assessment results may not be used to create developmental and/or academic goals for children, inform the curriculum, and/or used for instruction (Macy et al., 2005). Authentic assessment should have treatment validity and lead to instruction or interventions (Bagnato et al., 2011; Snyder et al., 2015; Xu et al., 2022)

Authentic assessment involves the practice of assessing children under naturalistic conditions and settings, like with their familiar caregivers and their peers (Bagnato & Macy, 2010, forthcoming; de Sam Lazaro, 2017; Washington-Nortey et al., 2022). An assessment that is authentic happens in places that are familiar to the child and doing the things they would typically do (e.g., play, routines, etc.). Parents and teachers support children when they collaborate during the authentic assessment process (Bagnato & Macy, forthcoming; Crane et al., 2011; Harvey & Wennerstrom, 2023). Professional organizations in early childhood education have determined that inclusive practices provide children with the right to: (a) access, (b) participation, and (c) supports (DEC/NAEYC, 2009). Authentic assessment can support all three of these organizing principles for inclusion of children and their families in preschool and kindergarten. While lots of professionals would agree that authentic assessment is a favorable way to collect meaningful information about children's growth and learning, conventional testing is still the typical process for assessing children (Bagnato et al., 2024; Bagnato & Macy, in press   ).

The current study examined an authentic assessment process that incorporated input from both parents and professionals who were working together for the transition of children, who are multilingual, from rural Head Start program to kindergarten. Head Start is a preschool program in the United States that started in the 1960s and serves children and their families who are eligible based on an economic need, and/or the child has a delay/disability (Zigler & Styfco,1993, 2000). A component of Head Start programs, assessment is typically initiated by teachers and staff that may also include parents in the process. Head Start has a comprehensive curriculum that focuses on the academic and developmental outcomes of the child, as well as a strong family component (Zigler & Styfco,1993, 2000). Our primary research question was: What is the agreement between professionals and parents on children's skills across 8 domains (math, literacy, adaptive, cognitive, fine motor, gross motor, social emotional, and social communication) when the home language of preschoolers is Spanish?

Method

To address the research question, we chose to use a mixed method design with both quantitative and qualitative features. The reason we chose this design had to do with capturing observations from parents and professionals with both numbers and words from their comments about children's skills. Our study incorporated correlations between parent and professional ratings of child development across 8 areas/domains. We designed the study to explore parent and professional assessment of preschoolers who are Spanish speakers in rural Head Start programs who were in the process of transitioning to kindergarten settings.

The current study was part of a bigger study that took place in the spring of 2022 with the first cohort of children, parents, and teachers (Macy, Reid, & Macy, 2023), and then the second cohort of children and adults in the spring of 2023. The current study examined children who were multilingual from both cohorts (2022 and 2023). Our study took place in a rural and midwestern area of the United States. There are about 27% (approximately 529,000) of the population in this state who are from rural communities (U.S. Census, 2020). Participants, procedures, instruments, and data analysis are discussed next.

Participants

The participants in this study were comprised of nine Head Start teachers and nine parents of preschoolers who spoke Spanish at home. Teachers in this study work in rural Head Start settings. Families had a preschool student at the time of the study (i.e., spring 2022 and spring 2023) that would be transitioning to kindergarten in the fall of the same year.

Teachers. A demographic form was completed by the teachers in this study. All participants identified as female and worked in rural Head Start programs. Teachers averaged approximately 16.9 years working with young children and their families (range was 1 to 30 years). Teacher experience with Head Start averaged 8.7 years (range was 0 to 24 years with Head Start).

Of the teachers included in this study, their level of education included 5 teachers holding a bachelor's degree, 2 teachers holding an associate degree, and 2 teachers having some college or CDA. The teachers majored in the following areas: Elementary Education, Early Childhood Education, Family Studies, Organizational Communication, Criminal Justice and Family Studies, and Graphic Design. Both teachers with degrees in Elementary Education had a minor or endorsement in Early Childhood Education. Of the nine teachers, seven indicated that most of their coursework or training was related to working with preschool. The remaining two teachers indicated that half of their coursework or training was related to working in preschool settings. Selected demographic data for teacher participants are reported in Table 1.

Family and children. A total of 9 families were identified from the past two year's group of participants that spoke Spanish at home that were enrolled in a rural Head Start program. All the parent participants identified as female (n = 9), and family participants were mothers and/or grandmothers of the preschoolers in the study. The reported family income for families ranged from below $10,000 to $50,000-$100,000 with over half of the families being in the below $10,000 to $10,000-$50,000 range or declining to answer.

This study focused on preschool children in rural Head Start settings that speak Spanish at home. Children ranged in age from 55 to 68 months, and the average age was 62.7 months old. Most of the children in this study did not have a history or diagnosis of a developmental delay (n = 77.8%). However, two of the children in this study had a history or diagnosis of a developmental delay or disability (n = 22.2%). This percentage of children (i.e., 22%) that fit the criteria to be included in this study is well over the requirement that at least 10% of placements for children who are eligible due to a disability in Head Start programs. The two children that were identified as having a delay or disability did receive special services.

Written materials for this study were available in both Spanish and English. The home language of children was Spanish, and there was 66.7% of the families who spoke solely Spanish and there were 33.3% of the families who spoke both English and Spanish at home. The materials (i.e., consent form and demographic form) were translated into Spanish by the Head Start program. The assessment materials we used in this study with families was pub-

TABLE 1
Overall Agreement (mean) Between Parents and Professionals Ratings for the 9 Spanish Speaking Children

Factor	Year 1 n=7	Y1 %	Year 2 n=2	Y2 %
Ethnicity				
African American	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Caucasian (Non-Hispanic)	7	100	2	100
Latino or Hispanic	-	-	-	-
Native American/Aleut	-	-	-	-
Other	-	-	-	-
Age				
20-30	-	-	-	-
30-40	3	42.9	1	50
40-50	2	28.6	1	50
Over 50	2	28.6	-	-
Did not answer	-	-	-	-
Educational Background				
High School	-	-	-	-
Some college/CDA	2	29	-	-
AA degree	1	14	1	50
Bachelor's degree	4	57	1	50
Graduate degree and above	-	-	-	-
Skill level with assessment				
Very low	-	-	-	-
Low	1	14	-	-
High	2	29	2	100
Very high	4	57	-	-
Did not answer	-	-	-	-

-lished into Spanish by the publisher of the assessment. The ethnicity composition for the students in this study was 88.9% Latino and 11.1% both Caucasian and Latino. Table 2 shows the demographic data for the children and their families.

TABLE 2
Children and their Family Demographics

Factor	Year 1 *n*=5	Y1 %	Year 2 *n*=4	Y2 %
Ethnicity (children)				
African American	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Caucasian (Non-Hispanic)	-	-	-	-
Latino or Hispanic	4	80	4	100
Native American/Aleut	-	-	-	-
More than 1	1	20	-	-
Did not answer	-	-	-	-
Gender				
Female	1	20	3	75
Male	4	80	1	25
Developmental Status				
No history or indication of developmental delay	3	60	4	100
Suspected developmental delay or disability	-	-	-	-
Identified delay or disability	2	40	-	-
Did not answer	-	-	-	-
Receives special services				
Yes	2	40	-	-
No	3	60	4	100
Did not answer	-	-	-	-
If yes, what type?	Language, IEP/ Therapy	-	-	-
Family Income				
Below $10K	2	40	-	-
$10-50K	2	40	1	25
$50-100K	-	-	1	25
Did not answer	1	20	2	50

Procedures

Recruitment. Approval of this study was granted by the University Institutional Review Board. The researchers contacted directors/principals of Head Start to invite them to participate in the study. The study purpose and procedures were explained, and permission was requested to recruit from their program classrooms. Teachers that were interested in participating were contacted by the researchers and those that were eligible (i.e., have preschool-age children who were scheduled to enter kindergarten next year in their classes) were given a consent form to review and sign. Researchers provided teachers with consent forms to be sent home to parents of eligible children. Parents that agreed to participate, signed the letter of informed consent, and returned it to the researchers. Teachers were recruited through the community action network for Head Start in a rural community in the Midwestern part of the United States. Parents were recruited from the Head Start teachers that sent letters home to families about the study. Participation was voluntary for all participants (i.e., teachers and parents/grandparents).

Training. Teachers participated in a 2-hour

training on the use of the *AESP-3 Ready-Set* and parental use of the *AESP-3 Family Assessment of Child Skills (FACS)*. Training was focused on teachers; however parents/grandparents did not receive the 2-hour training. Training consisted of presentation of assessment content, case study discussions, and role play. A $25 gift card was given to the Head Start program teachers that participated in the training.

Data collection. This study utilized an authentic and curriculum-based assessment called the *Assessment, Evaluation, & Programming System* (AEPS-3; Bricker et al., 2022). Teachers were provided with a hard copy and digital copy of all the materials of the *AEPS-3 Ready Set* protocol for completing the assessment, and a parent packet that included the *AEPS-3 FACS* protocol and demographic form for families. Teachers completed the *AEPS-3 Ready Set* and collected the parent packet from families. All protocols and packets were picked up from the Head Start office by the researcher(s). Teachers received a $20 gift card for each *AEPS-3 Ready Set* protocol they completed. Parents received a $15 gift card for each *AEPS-3 FACS* completed.

Assessment Tools/Instruments

The *AEPS* is an evidence-based measure (Grisham et al., 2021; Macy et al., 2015) and is currently in its third edition. *AEPS* started in the 1970s and several studies have been done on the *AEPS* that the reader can review summary at Macy, Chen, and Macy (2019). The *AEPS* measures child development via natural observations in familiar settings across eight areas including: adaptive, cognitive, fine motor, gross motor, social, social communication, math (new in the third edition), and literacy (new in the third edition).

The *AEPS* uses graduated scoring where a three-point rating scale contains 2, 1, and 0 ratings. These scores translate into 2 representing a mastery of that skill, a 1 indicating an emerging skill, and a 0 means that the skill has not yet emerged. *AEPS* can be used as an initial assessment, and/or can be an evaluation over time. The third edition of the *AEPS* has two components that were examined in this study to include: *AEPS-3 Ready Set* and the *AEPS-3 Family Assessment of Child Skills* (FACS)

that are described next.

AEPS-3 Ready Set. One of the new components in the third edition includes the *AEPS-3 Ready Set* tool that was used in this study. The Ready Set focuses on assessing kindergarten readiness skill of preschoolers who have a developmental age of four to six years. This teacher-completed assessment tool is comprised of 40 items that have been extracted from the *AEPS-3* in the following areas: two items in fine motor (5%), three items in gross motor (8%), two items in adaptive (5%), eight items in social emotional (20%), three items in social communication (7%), six items in cognitive (15%), ten items in literacy (25%), and six items in math (15%). The areas of social emotional, cognitive, literacy and math have more items and make up 75% of the Ready Set tool because they address many of the skills that children will encounter in kindergarten.

These items were selected and reviewed by a panel of experts who specialize in child development and early childhood assessments, based on the readiness skills children should possess when entering kindergarten. The *AEPS-3 Ready Set* uses a graduated scoring system to show where children are at in mastering a skill (i.e., skill is mastered gets a 2, skill that is emerging gets a 1, and a skill that has not yet started gets a 0). An emerging skill (i.e., score of 1) can be further explained by using an "A" or "I" that stand for assistance or incomplete, respectively. At the end of the assessment the raw score is totaled and converted into a percentage by dividing the raw score by 40 to show a child's progress in kindergarten readiness across the eight domains.

AEPS-3 FACS. The other component added to the third edition of the *AEPS* is the *Family Assessment of Child Skills (FACS)* of *Ready Set*. If filled out by a family member, parent, or guardian of the child, the *AEPS-3 FACS* allows them to provide input for the assessment of their child's skills. The *AEPS-3 FACS* includes a demographic form that obtains basic information (i.e., name and address, contact information, language is spoken at home) from the family. There is a page that explains the purpose of the *AEPS-3 FACS* and provides instructions for scoring. The *AEPS-3 FACS* items measure

a child's skills, and there is a section for recording family concerns and priorities for instruction/intervention.

Families and professionals may use the *AEPS-3 FACS* to identify skills and needs of children, set goals, and monitor progress. The *AEPS-3 FACS* has 30 items that correspond to the items on the *AEPS-3 Ready Set.* The items on the *AEPS-3 FACS* are written in family friendly language as compared to the technical language on the *AEPS-3 Ready Set* that is meant for teachers. For example, on the *Ready Set* one of the items in the social emotional domain is written "segments CVC words into individual sounds," whereas the corresponding item on the *AEPS-3 FACS* is written "Does your child break words into its individual sounds? For example, your child says 'c-a-t' when you ask what all the sounds are in cat."

In the *AEPS-3 FACS,* each area begins with a brief definition of the domain, followed by the items. Some items contain an illustration to accompany the skill. A 3-point rating scale is used for each item (Yes, Sometimes, and Not Yet) that a family member scores based on their observations of the child. If they are not able to observe the skill that they are assessing, they can select "Cannot Observe."

The *AEPS-3 Ready Set* assessment and *AEPS-3 FACS* can be used together or separately. For example, *AEPS-3 Ready Set* and *AEPS-3 FACS* can be used together to facilitate parent teacher conferences where each person completes their assessment of the child's skills and then meets to discuss the child's abilities and possible areas of need/supports.

AEPS-3 FACS has an open-ended section after each area/domain that asks parents what they would like their child to learn. At the end of the *AEPS-3 FACS* there is a section after all domains have been completed labeled "intervention priorities" where the family member can list what skills they would like their child to learn overall. These are reported in the results section.

Demographic information forms. Teacher and parent participants completed separate demographic forms. Teachers provided information about gender and age, years of experience, educational attainment, coursework, and assessment skill level. Families were asked to share information about their child's gender, ethnicity/race, developmental status, special services received, as well as family income and marital status. All participants could skip any questions they were uncomfortable answering.

Data Analysis

The three instruments used in this study were the *AEPS-3 Ready Set, AEPS-3 FACS,* and demographic information forms. Two independent observations were completed (i.e. families and professionals) to assess a child's skill level across eight areas/domains (i.e. adaptive, cognitive, fine motor, gross motor, social emotional, social communication, reading, and math). Inter-rater reliability between professionals and families was measured by examining the development of the nine children in this study with Spanish as their home language. Agreements across average raw score and developmental areas/domains were calculated using Pearson's Product Moment Correlation Coefficient.

Results

Parents of children who speak Spanish and their Head Start teachers observed 9 children using two versions of the *AEPS-3:* (a) *Ready Set,* and (b) *FACS.* Reported results are presented for the dyads showing their assessments. Next, we will share correlations and overall agreement between parents of Spanish speaking children and their teachers, and then by domains. (Figure 1).

FIGURE 1
Overall Agreement (mean) Between Parents and Professionals Ratings for the 9 Spanish
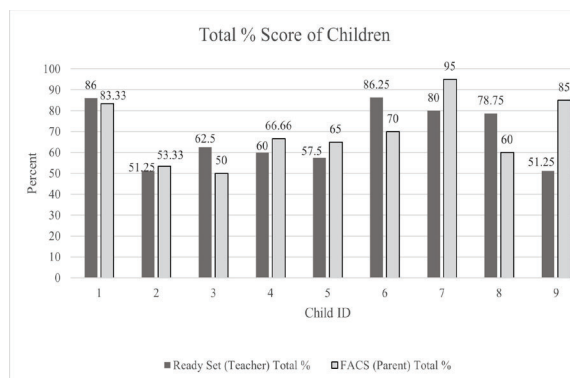
Basic Agreements Between Parents and Professionals by Domains

Here are data (Figure 2) reported for children's development by domains when both parents and professionals rated children's skills. The biggest discrepancy (56.5% difference) seen between parents and teachers across all eight domains was in math. Parents were rating their children significantly higher than teachers. This domain discrepancy was distantly followed by the social communication domain in which teachers were scoring children higher than parents (16.75% difference).

FIGURE 2
Mean Scores of Teachers and Parents'
Agreement on 8 Child Developmental
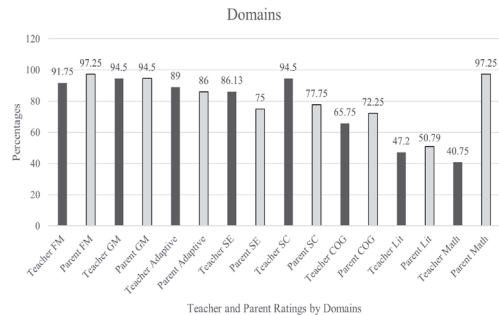
Next, children's skills rated by both parents and professionals are reported for the following 8 domains: adaptive, cognitive, fine motor, gross motor, social emotional, social communication, literacy, and math.

Adaptive. Means for items from the adaptive areas of the AEPS-3 Ready Set and AEPS-3 FACS were 1.78 and 1.72 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a strong positive, statistically significant correlation between adaptive items on the AEPS-3 Ready Set (teachers) and AEPS-3 FACS (parents), r = 0.81, p = 0.008. This suggests that as scores increased for one AEPS-3 measure, they also increased for the other measure. See Table 3.

TABLE 3
Adaptive Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers)
and AEPS-3 FACS (Parents)

Variables	M	SD	1	2
1. AEPS-3 Ready Set (Teachers)	1.78	.36	---	
2. AEPS-3 FACS (Parents)	1.72	.51	.81	---

Cognitive. Means for items from the cognitive areas of the AEPS-3 Ready Set and AEPS-3 FACS were 1.31 and 1.51 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a weak positive, statistically insignificant correlation between cognitive items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = 0.10$, $p = 0.794$. This suggests that there is not enough evidence to conclude that scores on one AEPS-3 measure increase as scores on the other measure increase.

TABLE 4
Cognitive Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	1.31	.30	---	
2. AEPS-3 FACS (Parents)	1.51	.49	.10	---

Fine motor. Means for items from the fine motor areas of the AEPS-3 Ready Set and AEPS-3 FACS were 1.83 and 1.94 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a weak negative, statistically insignificant correlation between fine motor items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents, $r = -0.25$, $p = 0.516$. This suggests that there is not enough evidence to conclude that as scores increase for one AEPS-3 measure, they decrease for the other measure.

TABLE 5
Fine Motor Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	1.83	.25	---	
2. AEPS-3 FACS (Parents)	1.94	.17	-.25	---

Gross motor. Means for items from the gross motor areas of the AEPS-3 Ready Set and AEPS-3 FACS were both 1.89 (based on the AEPS-3 rating scale of 0-2.00). There was a strong positive, statistically significant correlation between gross motor items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents $r = 0.81$, $p = 0.008$. This suggests that as scores increased for one AEPS-3 measure, they increased for the other measure.

TABLE 6
Gross Motor Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	1.89	.24	---	
2. AEPS-3 FACS (Parents)	1.89	.24	.81	---

Social emotional. Means for items from the social emotional areas of the AEPS-3 Ready Set and AEPS-3 FACS were both 1.73 and 1.60 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a moderate positive, statistically insignificant correlation between social emotional items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents $r = 0.51$, $p = 0.159$. This suggests that there is not enough evidence to conclude that scores on one AEPS-3 measure increase as scores on the other measure increase.

TABLE 7
Social Emotional Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	1.73	.23	---	
2. AEPS-3 FACS (Parents)	1.60	.46	.51	---

Social communication. Means for items from the social communication areas of the AEPS-3 Ready Set and AEPS-3 FACS were both 1.89 and 1.56 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a weak positive, statistically insignificant correlation between social communication items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents r = 0.28, p = 0.458. This suggests that there is not enough evidence to conclude that as scores increase for one AEPS-3 measure, they also increase for the other measure.

TABLE 8
Social Communication Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	1.89	.24	---	
2. AEPS-3 FACS (Parents)	1.56	.46	.28	---

Literacy. Means for items from the literacy areas of the AEPS-3 Ready Set and AEPS-3 FACS were both 0.94 and 1.03 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a weak positive, statistically insignificant correlation between literacy items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents r = 0.43, p = 0.244. This suggests that there is not enough evidence to suggest that scores on one AEPS-3 measure increase as scores on the other measure increase.

TABLE 9
Literacy Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	.94	.49	---	
2. AEPS-3 FACS (Parents)	1.03	.56	.43	---

Math. Means for items from the math areas of the AEPS-3 Ready Set and AEPS-3 FACS were both 0.81 and 1.01 respectively (based on the AEPS-3 rating scale of 0-2.00). There was a moderate positive, statistically significant correlation between math items on the AEPS-3 Ready Set and AEPS-3 FACS when scored by teachers and parents r = 0.67, p = 0.048. This suggests that as scores increased for one AEPS-3 measure, they also increased for the other measure.

TABLE 10
Math Skills Mean, Standard Deviation, and Pearson Correlation for AEPS-3 Ready Set (Teachers) and AEPS-3 FACS (Parents)

Variables	*M*	*SD*	1	2
1. AEPS-3 Ready Set (Teachers)	.81	.71	---	
2. AEPS-3 FACS (Parents)	1.01	.64	.67	---

Parental Responses to Open-ended Questions

Parental wishes for their child matter. Transition assessments can help teachers and parents create meaning from the results that might include: identify child strengths, identify needs of the child, design learning goals for the child, and more. The *AEPS-3 FACS* incorporates the opportunity for parents to provide information in each domain about what skills they want their child to learn. The final page of the *FACS* is called, Intervention Priorities. Here is where parents can give more information about overall skills they would like their child to develop. The qualitative responses from these open-ended prompts and parental hopes for their children are described next.

Parental wishes for adaptive skills. The A*EPS-3 FACS* defines this domain as, "Adaptive skills are those that involve being able to care for yourself. These skills include eating, drinking, preparing and serving food, using the toilet independently, dressing, and undressing./ Las habilidades adaptativas son aquellas que incluyen el poder cuidar de si mismo/a. Estas habilidades incluyen comer, beber, preparer y server alimentos, usar el baño de manera independiente, vestirse y desvestirse" (Bricker et al., 2022, p. 3). One of the nine parents in this study provided a written response in the open-ended section of the adaptive skills domain. They wished to see their child, "be less social, she's quite the little butterfly and loves to talk. It often concerns me when she is out with me how easy it is to talk to strangers even though we have had that talk."

Parental wishes for cognitive skills. The *AEPS-3 FACS* defines this domain as, "Cognitive skills are those that involve the mental processes and reasoning. These skills include imitating, recalling, categorizing, problem solving, and making observations and predictions. / Las habilidades cognitivas son aquellas que comprenden los procesos mentales y el razonamiento. Estas habilidades incluyen el limitar, recorder, clasificar, resolver problemas y hacer observaciones y predicciones" (Bricker et al., 2022, p. 6). Two of the nine parents in this study provided a written response in the open-ended section of the cognitive skills domain. One parent indicated they wished for their child, "to do more

experiments to help widen and expand her ideas and mind." Another parent wrote that they wished their child would be able to "reconocer las letras del A, B, C y los numeros" (recognize the letters A, B, C and numbers).

Parental wishes for fine motor skills. The *AEPS-3 FACS* defines this domain as, "Fine motor skills are those that involve the movement and use of the hands. These skills include grasping and releasing, using the index finger and thumb, using scissors and writing implements, drawing shapes, and printing letters. / Las habilidades de motricidad fina son aquellas que implican el movimiento y uso de las manos. Estas habilidades incluyen el agarrar y soltar, usar el dedo índice y el pulgar, usar las tijeras y herramientas de escritura, dibujar figuras y escribir letras" (Bricker et al., 2022, p. 1). Two of the nine parents in this study provided a written response in the open-ended section of the fine motor skills domain. One parent responded that they wanted their child to, "write or draw with both hands." Another parent wrote, "escribir los numeros y letras" (write the numbers and letter).

Parental wishes for gross motor skills. The AEPS-3 FACS defines this domain as, "Gross motor skills involve moving and getting around in your surroundings. These skills include rolling, crawling, walking, running, jumping, skipping, and riding a bike. / Las habilidades de la motricidad gruesa comprenden el poder moverse y desplazarse alrededor de todo aquello que nos rodeo. Estas habilidades incluyen poder rodar/voltearse, gatear, caminar, corer, saltar, saltar en un solo pie y andar en bicicleta" (Bricker et al., 2022, p. 2). Two of the nine parents in this study provided a written response in the open-ended section of the gross motor skills domain. One parent wanted their child, "to learn to jump rope." Another parent wished to see their child, "omolar en bicicleta" (ride on bicycle).

Parental wishes for social emotional skills. The AEPS-3 FACS defines this domain as, "Social skills are those that involve interacting and participating with others. These skills include showing affection, playing with others, choosing activities, sharing, managing conflict, identifying emotions, and knowing personal information.

/ Las habilidades sociales son aquellas que implican el poder interactuar y participar con otras personas. Estas habilidades incluyen el demostrar afecto, jugar con otros, escoger actividades, compartir, resolver conflictos o problemas, identificar emociones y tener conocimiento de información personal (de sí mismo/a)" (Bricker et al., 2022, p. 4). Two of the nine parents in this study provided a written response in the open-ended section of the social emotional skills domain. One parent indicated her child knew her full name, but she would like her child to, "work on her address, phone number, and city." The other parent wanted their child to learn their "direcion, numero de telefono (address, telephone number).

Parental wishes for social communication skills. The *AEPS-3 FACS* defines this domain as, "Social communication skills are those that involve communicating with others. These skills include listening, speaking, and understanding conversational rules and the use of grammar. / Las habilidades de la comunicación social son aquellas que implican el comunicarse con otros. Estas habilidades incluyen escuchar, hablar y entender las reglas que se siguen en uan conversación y el uso de la gramática" (Bricker et al., 2022, p. 5). One of the nine parents in this study provided a written response in the open-ended section of the social communication skills domain. The parent wished to see their child, "be more precise and exact."

Parental wishes for literacy skills. The *AEPS-3 FACS* defines this domain as, "Literacy skills are those that involve prereading and reading skills. These skills include page and book orientation, matching sounds with letters, recognizing letters and words, and writing letters and words. / Las habilidades de lectoescritura son aquellas que implican las habilidades prelectoras y lectoras. Estas habilidades incluyen la orientación de la página y el libro, el asignar a cada letra el sonido que le corresponde y el reconocer y escribir letras y palabras" (Bricker et al., 2022, p. 7). Two of the nine parents in this study provided a written response in the open-ended section of the social emotional skills domain. One parent wrote that she would, "like her to continue to break down words & continue to practice reading." Another parent would like to see

their child, "escribir y dibyar los letras y numeros" (write and draw letters and numbers).

Parental wishes for math skills. The *AEPS-3 FACS* defines this domain as, "Math skills are those that address numbers and number manipulation. These skills include counting, comparing numbers of items, and recognizing and writing numbers. / Las habilidades en matemáticas son aquellas que abordan los números y la manipulacion de los mismos. Estas habilidades incluyen el contar, comparer el numeró de cosas o articulos y el reconocer y escribir los número" (Bricker et al., 2022, p. 8). Two of the nine parents in this study provided a written response in the open-ended section of the social emotional skills domain. One parent wished for their child to, "work on learning bigger numbers." Another parent wished for their child to learn to, "contor y reconocer los numeros" (count and recognize numbers).

Overall Intervention Priorities Parents Want for their Child

A total of three of the nine parents in this study completed the overall 'Intervention Priorities' section of the *AEPS-3 FACS*. This was an open-ended section with the direction stating: "Please list the next skills you would like your child to learn." Parental comments from the three participating parents are displayed in Table 11.

Conclusion

Special linguistic and cultural considerations are needed to effectively serve children and families (Brown et al., 2023; Crowe et al., 2021; Li, 2019; Steed et al., 2023). Access, participation, and supports are principles that can be applied in the authentic assessment of children who are multilingual (DEC/NAEYC, 2009; Xu & Kuti, 2024; Zyskind & Macy, 2024). In addition to child and family support considerations, early childhood professionals benefit from supportive assessment practices that foster smooth transitions from preschool to kin-

"*Access, participation, and supports are principles that can be applied in the authentic assessment of children who are multilingual.*"

TABLE 11	
Parent	Response
1	1. To learn more Spanish 2. To learn to write her last name 3. Clearly enunciate with her vocabulary & not my words 4. To write out all letters and numbers 5. To put sounds together to be able to read 6. To learn bigger numbers 7. Continue with science 8. Make more art and mix colors 9. Better colorings/more inside the lines 10. Cut in straight lines 11. Pick out her own clothes & get dressed by herself 12. Clean & organize on her own by sorting.
19	Counting, language, and writing.
23	1. Escribir y reconocer los numeros (Write and recognize numbers) 2. Escribir y reconocer las letras (Write and recognize letters) 3. Aprenda a socializar mas con sus cmpaneritos y maestras (Learn to socialize more with your classmates and teachers).

Parents and professionals contribute to understanding child development (Hardin et al., 2009; McFarland & Laird, 2018; Xu, 2020). Research on the AEPS tools for transition (i.e., Ready Set and FACS) are underway to learn more about parental and professional collaboration during assessment. In 2019, Stevenson examined kindergarten teachers' experiences related to authentic assessment and the use of the AEPS for transition (Stevenson, 2019). Another study explored preschool teachers from Montessori programs in Florida and Idaho and their collaborative assessment experiences with parents using AEPS transition measures (Macy et al., 2022). Head Start educators and parents in rural part of America were part of a study using AEPS for transition to kindergarten (Macy et al., 2023), and this current study is an extension of that initial exploration with children who are multilingual and enrolled in Head Start program.

The small sample size of participants is a limitation of the study that needs to be considered when generalizing findings. Future directions for this research could examine training for early childhood professionals to facilitate smooth transitions for inclusion. Preschoolers from rural areas may have unique assessment needs that warrant future research (Bipartisan Policy Center, 2023; Grisham-Brown & McCormick, 2013; Hawkins-Lear & Grisham-Brown, 2019; Prusinski et al., 2023). Use of online assessment tools during transitions from preschool to kindergarten could help better understand children and families' needs (Rahn et al., 2024). It would be helpful to study outcomes from collaborative authentic assessments for multilingual learners compared to their monolingual peers with the parental/professional assessment approach (Bagnato & Macy, forthcoming).

Aldous Huxley wrote, "Words form the thread on which we string our experiences." This line from The Olive Tree punctuates the importance of words that can serve as a way to think about professional and parental engagement when children are multi-language learners. Words and experiences matter during times of transition.

Acknowledgements

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