School Readiness in San Mateo County













Results of the 2008 Assessment

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Table of Contents

Table of Figures

Acknowledgements

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Figure 1: Participating Districts, Schools and Teachers

District	Schools	Teachers
Belmont-Redwood Shores Elementary	Nesbit Elementary	Rebecca Bianchi
Brisbane Elementary	Panorama Elementary	Rose Caceres
Burlingame Elementary	Franklin Elementary	Nicole Byrne
	Lincoln Elementary	Serelle Galant
Cabrillo Unified	Hatch Elementary	Misty Belmonte
Jefferson Elementary	Westlake Elementary	Alicia Golembiewski
	Roosevelt (Franklin Delano) Elementary	Debi Zabel
	Anthony (Susan B) Elementary	Ernestine Flores
Hillsborough City Elementary	North Hillsborough	Sarah Vaughn
Menlo Park City Elementary	Laurel Elementary	Kristen Foley
	Oak Knoll Elementary	Trish Stella
Millbrae Elementary	Meadows Elementary	Myra Cody
Pacifica	Ocean Shore Elementary	Jennifer Mitchell
	Ortega Elementary	Robin Blaise
Ravenswood	Edison-Brentwood Academy	Jaclynn Johnson
	Willow Oaks Elementary	Anne Husty
	Green Oaks Elementary	Melanie Bang
Redwood City Elementary	Clifford Elementary	Michelle Edelstein
	Cloud Roy Elementary	Celeste May
	Ford (Henry) Elementary	Gabriela Simon
	Hawes Elementary	Julietta Efigenio
	Selby Lane Elementary	Katie Evans
	Taft Elementary	Nicole Sprinkle
San Bruno Park Elementary	Rolllingwood Elementary	Christine Sonnenberg
	Portola Elementary	Ann Nore
San Carlos Elementary	Charter Learning Center	Marianne Peterson
	Arundel Elementary	Julie Polati
San Mateo-Foster City Elementary	Horrall (Albion H.) Elementary	Valerie Abby
	Laurel Elementary	Andrea Wong

District	Schools	Teachers
	Foster City Elementary	Judi Ngov
	Meadow Heights Elementary	Keir Blades
	North Shoreview Montessori	Jeanne Schwartz
	San Mateo Park Elementary	Amberlynn Treadway
South San Francisco Unified	Sunshine Gardens Elementary	Sarah Cavoto
	Ponderosa Elementary	Amy Mansoori
	Monte Verde Elementary	Kristen Firenze
	Junipero Serra Elementary	Jane Change

Executive Summary

Background

In 2008, more than 7,500 kindergarten students entered school in San Mateo County, representing a diverse mix of ethnic, linguistic, and socioeconomic backgrounds. Since 2001, San Mateo County has gathered data to examine the readiness skills that these students bring with them as they begin their school careers, while also investigating the factors that play a role in promoting (or inhibiting) students' readiness levels and monitoring trends in student (and family) characteristics and school readiness levels across time. The fall 2008 school readiness assessment in San Mateo focused on addressing four primary questions:

- *What is the profile of the children and families entering kindergarten in 2008? What are the key characteristics of these children's teachers and schools?*
- *How do children experience the transition to kindergarten, and how do parents and teachers prepare them for it?*
- *What is the state of kindergarten readiness in San Mateo County in 2008, and what factors play a role in enhancing children's readiness?*
- *How have children's readiness levels changed over time, and for whom?*
- *What can communities do to impact the readiness levels of future kindergarten students?*

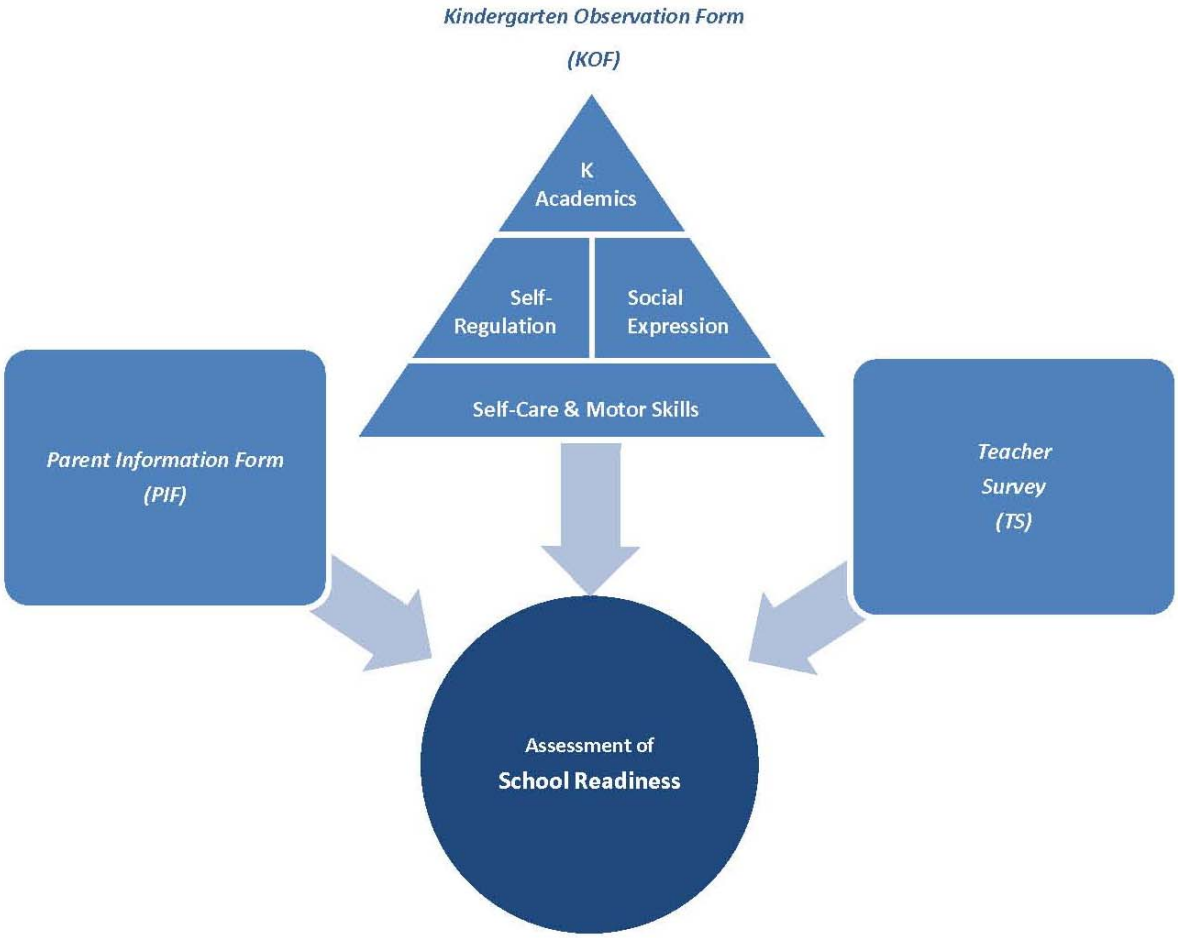
Overview of the Assessment Method

Nine years ago, Applied Survey Research (ASR) created a method of school readiness assessment that has since been used in San Mateo County in 2001, 2002, 2003, and 2005, as well as in other Bay Area counties, other parts of California, and in other states. ASR implemented the fifth year of this best-practice methodology in San Mateo County in fall 2008, selecting a random sample of county elementary schools and classrooms to participate. Trained kindergarten teachers served as the expert observers. Over ninety percent of parents agreed to have their children assessed (consent rate = 92%), yielding observations of 732 children.

Teachers considered the proficiency of each student across 24 readiness skills. These readiness skills include both social-emotional dimensions, as well as academic dimensions, sorting into four *Basic Building Blocks of School Readiness: Self-Care & Motor Skills, Self-Regulation, Social Expression,* and *Kindergarten Academics.* Using the *Kindergarten Observation Form (KOF),* teachers assigned each student a rating of *not yet, just beginning, in progress,* or *proficient* on each skill, depending on how much assistance children need to execute each skill. These observations delivered very detailed information about children's readiness as they entered kindergarten in 2008 – both the areas in which children were well-skilled, as well as the areas in which they needed extra supports.

Detailed observations of the children were enriched by information gathered on each child's family. Parents of those children in the assessment were asked to complete a survey that provided a window into the family and community factors that are associated with children who arrive ready (and not) for kindergarten. The response rate for the *Parent Information Form* was solid – 78 percent of families returned a completed form. In addition, all participating teachers reported their viewpoints on and priorities for readiness via a *Teacher Survey*. ASR drew upon these sources of information – child assessments as measured by the *Kindergarten Observation Form (I and II)*, family information as measured by the *Parent Information Form*, and teacher viewpoints gathered via the *Teacher Survey* – to construct a comprehensive picture of children's readiness for school in San Mateo County.

Figure 2: Sources of Information to Assess the Readiness of Incoming Kindergarten Students



What is the profile of the children, families, and schools of the students entering kindergarten in 2008?

Most children arrived at school healthy and with solid primary language development

To be ready to learn, children must first be physically healthy with age-appropriate development in their primary languages. On these two dimensions, children entering San Mateo County kindergarten classrooms appear well-prepared.

- The basic physical needs of almost all children seem to be met – children appeared healthy to teachers, the majority had access to pediatricians and dentists, and many have had developmental screenings.
- More than half (59%) of entering students in 2008 spoke English as their primary language, with the balance of children (41%) speaking a primary language other than English.
- Teachers were asked to ascertain language development in children's primary languages when possible. According to teachers, the language development of most children was solid – 85 percent of children were rated as "on track" or "advanced" in their primary language. (Teachers were unable to make an assessment for just five percent of children in the sample).

There were a few shifts in the profile of children who entered kindergarten in 2008 compared to those who entered in 2005

- More children had been identified as having special needs (11% in 2008 vs. 6% in 2005).
- More English Learners entered kindergarten in 2008 (41%) than in 2005 (37%).
- Importantly, there were far more children with preschool experience in 2008 than in 2005; in 2008, 83 percent had graduated from a preschool program (vs. 70% in 2005).

Families of new kindergarten students seemed to provide, by and large, a healthy foundation for their children

- Parents reported confidence in helping their children grow and develop (80%). More than two-thirds reported coping well with parenting demands. Just four percent of parents indicated that they are not coping well with the day-to-day demands of parenting.
- Most families had access to social support, easily finding someone to talk to about parenting (64%), to ask for help (62%), or respite care (57%);
- Most parents reported a strong relationship with their children; 87 percent reported their relationship with their child as "very positive;"
- Family members were engaged with one another, with most eating at least one meal together every day, following a bedtime routine, and reading with their children at least five times per week.

- Family climates were reportedly happy (59% were "generally happy" and 37% report being mostly happy despite some problems).

There were many families who had hefty challenges, however:

- One in five parents have struggled with depression during the five years since their child was born;
- One in five families reported that money and paying bills were "a big concern;" in comparison, health-and work-related issues were big concerns for less than 10 percent of families;
- Screen time was fairly high (1.77 hours a day), although still within American Academy of Pediatric guidelines of 2 hours or less per day;
- 14 percent had received none of the parenting programs, services or supports that were listed, which includes help from extended family, neighbors and friends;
- Some children were still less likely to go to preschool than were others. Children from Latino families, from low-income families, and of mothers with lower educational attainment were less likely to go to preschool than their counterparts.

Although general economic conditions have declined since 2005, there was no evidence of a major economic toll on families with new kindergarten students. For example:

- There were no major down-shifts in income levels between 2005 and 2008;
- About the same percentage of families reported that a primary caregiver had lost a job in the previous year (14% in 2005 and 15% in 2008); and
- There was a far lower percentage of parents reporting that they consider themselves to be single-parents in 2008 (13%) than in 2005 (31%), which may indicate that parents were staying together in light of the economy, or that many single-parents, who tend to have less resources to weather a financial maelstrom, relocated to lower-cost areas.

The kindergarten teachers who participated in the Fall 2008 assessment were well-trained

- 31 of 36 teachers had their Bachelor's degrees;
- All had full teaching credentials; and
- Almost all had had special training to work with English Learners; the majority also had training with children with special needs and in early childhood development;

When it comes to their beliefs about readiness, teachers are in agreement

- Teachers underscored the importance of self-care and social-emotional skills, placing a priority on *Self-Care & Motor Skills* and *Self-Regulation Skills.*
- Teachers tended to focus the most classroom time on teaching skills within the *Kindergarten Academics* and *Self-Regulation* clusters.
- Most frequently, teachers experienced classroom challenges around developmental immaturity, lack of academic preparation, and diversity of skills.

How do children experience the transition to kindergarten, and how do parents and teachers prepare them for it?

Almost 8 out of 10 parents have received information about kindergarten readiness before their child entered school

San Mateo County is doing a good job at informing parents about kindergarten and school readiness: 78 percent of parents reported receiving general information about school readiness, and 72 percent reported receiving readiness information specific to their child.

Parents clearly have a central role to play in readying their children for school. Families were engaged in helping their children transition into school, now more than ever

- Prior to the start of school, almost all families talked with their child about school, and almost 90 percent visited their child's elementary school.
- In fact, more parents were engaged in transition activities in 2008 than in 2005, with higher percentages visiting schools, talking to teachers, attending orientations, and reading books about kindergarten entry.

By and large, children had a smooth transition into kindergarten

According to their teachers, almost three in four children had a smooth or somewhat smooth transition into school, few were nervous, and a majority of children participated often or very often in class. Some children transitioned into kindergarten more easily than others. However:

- *All-Stars* – those children who are well-rounded and most ready for school across all *Basic Building Blocks* – tended to transition into school more easily than children from other portraits.
- Teachers identified children who attended preschool as having much smoother transitions into kindergarten; preschool graduates also participated more, were less nervous in the classroom, and enjoyed school more.
- Although English Learners had an equally smooth transition into kindergarten, in the early weeks of school they were less likely to participate than children who were proficient in English. Teachers perceived English Learners as more nervous and as expressing less enjoyment of school.

What is the state of kindergarten readiness in San Mateo County in 2008?

Overall, children were "in progress" on their school readiness skills by the time they entered kindergarten

- In 2008, children's average score across all readiness skills was 3.35, representing a score between "in progress" (3.00), and "proficient" (4.00).
- Children tended to be most proficient in *Self-Care & Motor Skills* and least proficient in *Kindergarten Academics* and *Self-Regulation*.
- As was true in 2005, children sorted into one of four school readiness profiles. Over half (57%) of the children entered school as *All-Stars* in 2008, meaning that they were well-rounded and near-proficient across all readiness skills.
- Longitudinal work shows that these *All-Stars* are most likely to be academically successful in third grade and beyond, which highlights the importance of delivering children to kindergarten well-rounded, with strengths in social-emotional dimensions, as well as *Kindergarten Academics.*

There was alignment between teachers' desired levels of proficiency and children's actual readiness levels

- Teachers indicated that children should be most proficient in *Self-Care & Motor Skills* and least proficient in *Kindergarten Academics* in order to have a smooth transition into school. Children's actual readiness scores were highest in *Self-Care & Motor Skills* and lower in *Kindergarten Academics*.
- Nonetheless, placing children's readiness in the context of their teachers' desires for proficiency highlighted some needs for improvement. Eighteen percent of children were significantly below their teachers' desires in *Self-Regulation*.

Children's readiness was also compared to a standard that was created from the kindergarten readiness levels of children who went on to perform at the desired Proficient or Advanced levels on their English Language Arts and Math standardized tests in third grade. Results show that about half of 2008 kindergarten students met this standard in Overall Readiness, suggesting that about half of children entering kindergarten in 2008 may be on track to meet academic expectations in third grade.

By and large, school readiness has remained stable since 2005

Because San Mateo County has a long tradition of assessing kindergarten readiness, it is possible to examine trends over time. Current data shows that since 2005, there has been little change in overall scores in school readiness. In light of the changing demographics, however, stability could be viewed as success. Because the population of children who typically score lower on school readiness swelled between 2005 and 2008 [e.g., far more children spoke English as their primary language in 2005 (69%) than in 2008 (58%)], the fact that school readiness did not decline is a success.

However, some trends deserve careful monitoring. For example, in comparison to 2005, there was a significantly higher percentage of *Needs-Prep* children this year (11% vs. 7% from 2005). This profile includes children with the deepest readiness needs.

There are some exciting trends as well. For example, children's early literacy skills have improved since 2005. Children were significantly more proficient in *Engaging with books* and *Recognizes rhyming words*. Importantly, a higher percentage of children were being read to daily in 2008. Parents who read daily to their children are not only bolstering key early literacy skills, but they are modeling the joy of reading and communicating the importance of enjoying books together.

What factors play a role in enhancing children's readiness?

It is important to understand the key links to readiness – those factors that are associated with higher readiness scores – for some direction on what 'levers to pull' at the community-level. Although these findings are based on correlational data (and therefore, claims cannot be made that any of these factors cause improved school readiness), results do point to important clues about the kinds of investments and interventions that would most likely lead to increased school readiness. Analysis showed that several child and family characteristics were related to higher readiness scores (some more mutable than others), including:

- Having no special needs;
- Being older;
- Being healthy, well-fed, and well-rested;
- Having attended a curriculum-based preschool;
- Being a girl;
- Having parents who received information about their own child's readiness for school;
- Being proficient in English; and
- Being from a family with lower risk-scores. (Families were assigned "risk points" for having a teen mother, having a single parent, having a parent who lost a job in the last year, having moved frequently since birth, and having parents with few supports).

Preschool appears to be an important way to ready children for school and to ensure that they have a smooth transition into kindergarten

- Children who went to preschool scored much higher on readiness than did those with no preschool experience.
- Preschool graduates transitioned more smoothly, participated more frequently, were less nervous, and enjoyed school more.

Preschool was also associated with a big boost in language skills for English Learners

- English Learners (ELs) with preschool experience were more advanced in their English skills than ELs without preschool; whereas 60 percent of ELs with no preschool were rated at the beginning level for receptive skills in English, just 22 percent of ELs with preschool experience were rated at the beginning level. Results were even more striking for expressive skills in English.
- Preschool for ELs was also associated with boosts in their primary language development. One in four ELs who attended preschool was rated as advanced in their primary language, in comparison to just eight percent of those without preschool.

Preschool makes a difference; it can narrow and even eliminate the readiness gap between higher risk children and children without such risk. However, it does not have quite the potency it did in 2005

In 2005, preschool in San Mateo County appeared to be a very potent intervention, "leveling the playing field" for many children at risk of lower readiness scores. By 2008, we see many more children in the county's preschools. Perhaps because of a more diverse population, preschool in 2008 doesn't quite have the potency that it did in 2005; however, preschool lifted many at-risk children (e.g., ELs, Latino children, children with special needs, lower income children) above their non-preschooled peers. Preschool also "leveled the playing field" for younger children and boys; as long as they had preschool, younger children and boys entered kindergarten just as ready as older children and girls – and much more ready than younger children and boys with no preschool experience. Additional data from a separate investigation of the Preschool For All (PFA) program in San Mateo County revealed that – after adjusting for a set of family risk variables that also play a role in children's readiness -- PFA children were significantly more ready for school than children who did not attend preschool (except in the area of *Social Expression*). In addition (also after controlling for family risk), PFA graduates were just as ready for school as children who attended other preschools. However, PFA graduates' unadjusted scores were still below the scores of other children who have attended non-PFA preschools, reminding us of the significant impact that family background dimensions have on children's development.

How Can the Community Best Support Readiness?

The key links to readiness reviewed above do point to some important community investments - investments that could encourage the growth of school readiness community-wide

Based on the profile of who enters school more ready than others, community partners should:

- Ensure that all children are screened for special needs early on: with appropriate screening, monitoring, assessment, and services beginning in infancy, children's special needs could be prevented or ameliorated.

- Ensure basic health needs are met: though few children lacked this important foundation, those identified as being inadequately rested, nourished, and less healthy were much less ready for school.
- Offer quality preschool: early childhood education providers should receive supports to enable them to provide high quality care and transition supports to children and families – the data shows this important work pays off in terms of higher readiness levels for children and smoother transitions.
- Provide family support: families with higher levels of parenting support and who received a greater level of help from extended family, neighbors, and more formal services had children who were more ready for school.
- Provide parents with specific readiness information about their own child: families and children can benefit from receiving more readiness information and opportunities from their elementary schools.

Introduction

School Readiness: What Is It?

In recent years, the issue of children's readiness for school has received increasing attention from policymakers, professionals, researchers, the media, and caregivers. Broadly conceived, school readiness is easy to define; it suggests the existence of a variety of skills that facilitate a child's ability to succeed in school. However, coming to a consensus on the skills that are essential for school success has been more challenging, and a number of research efforts have focused on identifying the specific skills that are critical components of school readiness.

In 1995, the National Education Goals Panel (NEGP) defined school readiness as involving three critical components: (1) readiness of children for the social and academic institution of school; (2) readiness of families and communities to prepare children for school; and (3) readiness of schools to meet the diverse needs of incoming students and their families. With respect to the first component – children's readiness for school – the NEGP conceptualized five dimensions of development and skills that are critical to a child's readiness for school: *Physical Well-Being & Motor Development, Social & Emotional Development, Approaches Toward Learning, Communication and Language Usage,* and *Cognition & General Knowledge.* In different communities throughout the country, these NEGP dimensions of readiness have become the foundation for the development of school readiness measurement tools attempting to quantify children's school readiness.

NATIONAL EDUCATION GOALS PANEL
Definition of School Readiness:

- **Readiness of children** for the social and academic institution of school
  - Physical Well-Being & Motor Development
  - Social & Emotional Development
  - Approaches Toward Learning
  - Communication & Language Usage
  - Cognition & General Knowledge
- **Readiness of families and communities** to prepare children for school
- **Readiness of schools** to meet the diverse needs of incoming students and their families

Why Does School Readiness Matter?

Why should we study children's readiness for school? A growing body of research supports the notion that children learn more complex concepts by building upon early skills. In the domain of school readiness, this suggests that children's social and cognitive readiness for school acts as a "springboard" for later success in school. The five NEGP dimensions of readiness have all been found to contribute to a child's school success (Kagan, et. al., 1995). In particular, children who have competence across these five dimensions are more likely to succeed academically in first grade than are those who are competent in only one or two dimensions (Hair, et. al., 2003). A number of other studies have found linkages between early school readiness and later success in school. For example:

- Mastery of basic numerical concepts prepares children to learn more complex math problems and problem-solving approaches (Baroody, 2003).
- Both academic and nonacademic school readiness skills at entry to kindergarten were found to be significantly related to eventual reading and mathematics achievement in fifth grade (Le, Kirby, Barney, Setodji, & Gershwin, 2006).
- Children who have difficulty paying attention, following directions, getting along with others, and controlling negative emotions of anger and distress tend to do less well in school (Raver & Knitzer, 2002; Raver, 2003).
- The ability to control and sustain attention and participate in classroom activities is associated with achievement test scores in the early elementary grades (Alexander, Entwisle, & Dauber, 1993).
- Students who performed less well on standardized tests in second and third grades also trailed on both cognitive and socioemotional readiness measures early in their kindergarten year (Cannon & Karoly, 2007).

Perhaps one of the most comprehensive examinations of the impact of school readiness comes from a recently-published meta-analysis of six longitudinal, non-experimental data sets exploring the connections between readiness and later achievement. These researchers found that the strongest predictors of later achievement were school-entry math, reading, and attention skills (in that order). To the authors' surprise, however, measures of socio-emotional behaviors were generally insignificant predictors of later academic performance (Duncan, Claessens, Huston, Pagani, Engel, Sexton, Dowsett, Magnuson, Klebanov, Feinstein, Brooks-Gunn, Duckworth & Japel, 2007)

These studies confirm that school readiness matters; however, their results are not entirely consistent in telling us exactly which readiness skills matter most. Local efforts exploring this question have examined non-experimental, longitudinal school readiness data and later third grade achievement test data of children that had participated in the kindergarten readiness assessments in San Mateo County in 2001-2003 (ASR, 2008). This local study of the connections between readiness and later academic performance also clearly showed that readiness matters. In particular, the following findings emerged:

- Children who entered school most ready-to-go were those who were most successful on academic tests at third grade. In fact, gaps that were seen in kindergarten readiness were still present in third grade. Specifically, gaps based on preschool experience, English Learner status, and different ethnicities remained robust in third grade.
- The skills in the *Kindergarten Academics* category (discussed more in the next subsection) were most closely associated with later academic success – children who entered school high on *Kindergarten Academics* tended to have the highest third grade test scores, but children who were high in both *Kindergarten Academics* and *Social Expression* were those who did best.

- Having attended a preschool during the year before kindergarten was strongly associated with those readiness skills that mattered most – improved *Kindergarten Academics* and *Social Expression* skills, and improved focused-attention.

Results such as these emphasize the importance of school readiness, with early education important to delivering every child to kindergarten ready to learn.

History of the Bay Area School Readiness Assessments

Development of a Local School Readiness Measure

In 2000, stakeholders in San Mateo County helped to develop and implement the first large-scale kindergarten school readiness assessment in the Bay Area. Applied Survey Research (ASR) was contracted to develop the research materials and protocol and conduct the assessment. ASR launched a comprehensive process to arrive at a set of tools that had local relevance, as well as a foundation in the wider body of early education and K-12 literature.

With input from a variety of subject matter experts – including community stakeholders, child development and education experts, preschool teachers, and kindergarten teachers – ASR developed and pilot-tested a 19-item *Kindergarten Observation Form* to measure children's school readiness skills. After this pilot test, modifications were made to refine the tool, education experts again weighed in, and a more advanced skill representing phonemic awareness was added (i.e., recognition of rhyming words), resulting in a 20-item tool in which skills were organized according to the five NEGP-designated categories of school readiness.

Since that initial assessment, school readiness assessments have been conducted in San Mateo County (2001, 2002, 2003, 2005, 2008), Santa Clara County (2004, 2005, 2006, 2008), Lake County, Illinois (2005, 2006), San Francisco County, (2007), Alameda County (2008), Santa Cruz County (2008), and in Los Angeles Unified Preschool (2008). During this time, the tools and methods have been continually refined and enhanced. For example, in 2004, a *Parent Information Form* was added to measure family factors that may play a role in enhancing readiness, and four additional skills have been added to the *Kindergarten Observation Form* to measure social-emotional dimensions of readiness that had not been previously captured.

Shifting from NEGP to the Basic Building Blocks of Readiness

For several years, the set of skills measured by the *Kindergarten Observation Form (KOF)* was organized and reported according to the five categories established by the National Education Goals Panel (NEGP), including: *Physical Well-Being & Motor Development, Social & Emotional Development, Approaches Toward Learning, Communication and Language Usage,* and *Cognition & General Knowledge.*

In 2005, ASR took another look at the readiness data to determine whether the pattern of results observed in the data supported the NEGP categories as most appropriate "sorting" of the readiness skills. Using an approach called factor analysis, ASR examined the readiness data that had been collected that year to see if the observed patterns of children's skill proficiency sorted according to NEGP categories, or if perhaps the pattern suggested a different set of readiness categories.

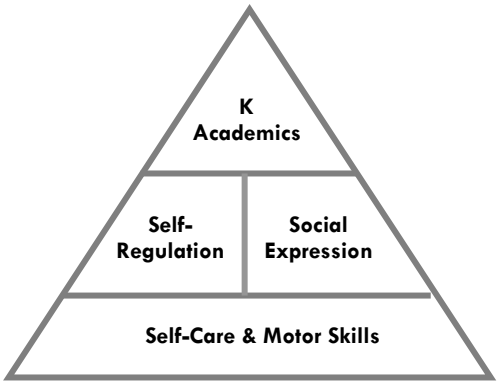
Results of the factor analysis showed that the readiness skills actually tended to group into four primary dimensions of readiness that were different from the NEGP categories. Those four dimensions were labeled the *Basic Building Blocks of Readiness*, and each contained between three and seven items. They are described as follows:

- *Self-Care & Motor Skills* include those skills needed for taking care of one's basic needs and skills showing fine/ gross motor coordination;
- *Self-Regulation* skills include basic emotion regulation and self-control skills that are needed to be able to perform well in the classroom;
- *Social Expression* skills include measures related to interacting with others and engagement with play and learning;
- *Kindergarten Academics* skills represent the "nuts and bolts" skills that are more academic in nature and tend to be explicitly taught to children at home, in early care settings, and in kindergarten.

Indeed, every readiness assessment ASR has conducted since 2005 has supported these four basic components of readiness – even with the addition of four new readiness skills since the original factor analysis was conducted. Feedback from teachers and other early education experts and stakeholders has indicated that these categories have intuitive appeal as well – people quickly understand what is meant by these four skill groups, and they see children's skills sorting along these lines. Thus, in line with this compelling support for the *Basic Building Blocks* of readiness, recent school readiness assessments (including the current report) have focused on this sorting of the skills.[1]

[1] Appendix 1 includes more information on the "crosswalking" of *Kindergarten Observation Form* skill items from the NEGP categories to the *Basic Building Blocks*.

Figure 3: Basic Building Blocks of Readiness



Assessing School Readiness in San Mateo

The Peninsula Partnership for Children, Youth and Families commissioned ASR in 2001 to conduct the first-ever local School Readiness Assessment in eight districts in San Mateo County. The first assessment was followed by assessments in 2002 and 2003, all focused on the same eight school districts of special interest to the Peninsula Partnership for Children, Youth and Families.

In 2005, San Mateo County joined forces with neighboring Santa Clara County and embarked on the first bi-county collaboration of school readiness assessment in the Bay Area, and possibly the state. The same methodology and tools were launched in both counties so that the state of readiness of a much larger group of children could be described. Kindergarten classrooms in San Mateo and Santa Clara counties were randomly sampled so that assessment findings would generalize to each county as a whole within a small margin of error (+/-3.7%). In order to situate findings regarding children's readiness in their broader family, and school contexts, parents were asked to complete a *Parent Information Form* and teachers were asked to record their readiness expectations and classroom profiles on the *Kindergarten Teacher Survey on Importance of Readiness Skills*. A sample of ECE teachers was also surveyed to juxtapose their expectations regarding children's development vis-à-vis the expectations of kindergarten teachers.

The 2008 School Readiness Assessment in San Mateo County, spearheaded by the Silicon Valley Community Foundation, marked the second county-wide assessment. The methodology and tools used in the 2008 assessment paralleled those used in 2005 (with the exception of the ECE survey, which was not administered in 2008). This report summarizes the results of the 2008 assessment, focusing on research questions that fall within four primary areas of interest:[2]

- Consistent with NEGP conceptualizations of readiness, the assessment examines the **children, families, and schools** who participated in the study.

[2] A more comprehensive data binder has been produced to catalog additional analyses not covered in this summary report. For inquiries or further information, please contact Erica Wood at the Silicon Valley Community Foundation.

- Parent and teacher efforts to ensure students' **smooth transition to kindergarten** are explored, along with the outcome of those efforts.
- Comprising the core of this research effort, results related to the **state of kindergarten readiness in San Mateo County** are described.
- Finally, the report concludes with a set of **implications for community interventions** that may hold the most promise for impacting the readiness levels of future kindergarten students.

Methodology

Section Overview

This section provides a brief summary of the methods, tools, and completion metrics for 2008 readiness assessment. A more comprehensive description of the methodology can be found in Appendix 1 of this report.

Method

Assessment of school readiness in San Mateo County was conducted among children entering kindergarten in the fall of 2008. A random sample of schools – and classrooms within schools – was drawn from all San Mateo County schools. Chosen teachers were trained on the four assessment forms described in Figure 4. These teachers served as the expert observers, assessing the proficiency of each of their students across 24 readiness skills. Teachers recorded their observations approximately four weeks after classes began so that children were fairly comfortable in their new surroundings, but their skills still reflected the proficiency with which they entered kindergarten.

Data Collection Instruments

Four key instruments were used in this assessment. Three forms were completed by teachers: *Kindergarten Observation Form*, *Kindergarten Observation Form II,* and *Teacher Survey on Importance of Readiness Skills*. Parents provided information about their child and family circumstances on the *Parent Information Form*. The figure below provides examples of what data were collected on each instrument.

Figure 4: Data Collection Instruments

Instrument	What Key Data Are Assessed?	Who Completes It?
Kindergarten Observation Form (KOF I)	24 school readiness skills of children in selected classrooms	Kindergarten teachers from randomly selected classrooms in San Mateo County
Kindergarten Observation Form II (KOF II)	Enjoyment of school, quality of the school transition, participation and anxiety at school of children in selected classrooms	Kindergarten teachers from randomly selected classrooms in San Mateo County
Parent Information Form (PIF)	Pre-K childcare, kindergarten transition activities, activities in the home, demographics, parental supports	Parents of children assessed by KOFs
Teacher Survey on Importance of Readiness Skills	Expected levels of children's proficiency on skills required for successful transition to kindergarten	Kindergarten teachers who completed KOFs

Response and Consent Rates

The figure below presents a summary of the number of classrooms, children, and parents assessed overall, as well as consent rates and response rates. Ninety-two percent (*N*=675) of the children across 37 classrooms were assessed via the *KOF* and *KOF II*. On average, just over three in four parents completed and returned a *Parent Information Form* as requested (*N*=526). The margin of error for this study is no greater than +/- 3.60 percent. Taking just sampling error into account, the margin of error means that we are 95 percent confident that the true finding in the population would vary by no more than +/- 3.60 percent from the corresponding finding based on the sample.

Figure 5: Completion Metrics – Santa Mateo County School Readiness Assessment

	County-wide
Number of participating classrooms	37
Number of children in these classrooms	732
Number of parents consenting	675
Consent rate	92%
Number of PIFs returned that were matched to a KOF	526
Parent PIF response rate	78%
(# PIFs received/ # consents)	+/- 3.60%

Note: Numbers above are unweighted. In the analyses that follow, data were weighted for English Learner status to match the population. According to DataQuest, 7,528 students were enrolled in kindergarten during the 2008-2009 academic year. Therefore, a population size of 7,528 was used to calculate the margin of error above.

More Detailed Information About Assessment Methodology

More information about the methodology used for this assessment can be found in Appendix 1: Additional Methodology Information, including:

- Sample selection;
- Instruments and administration;
- Implementation, including obtaining consent and teacher training; and
- Analysis, including cleaning, weighting, statistical analyses, and statistical notation.

Who Are San Mateo County's 2008 Kindergarten Students and Families?

Section Overview

Before describing how ready for school children are, it is important to know who is coming into San Mateo County's kindergarten classrooms. What are their ethnic backgrounds? How many children start school with identified special needs? In what kinds of family environments have they spent their early years? The *Kindergarten Observation Form* and the *Parent Information Form* gathered information on a number of demographic and socioeconomic characteristics of children and families, as well as measures of what their home and family environments were like. This section describes the students and families who were involved in the readiness assessment.

Students

Gender and Age

In our sample, 52 percent of children entering kindergarten were boys, and 48 percent were girls. About three in four children were at least five years old when they entered kindergarten. Figure 6 shows the percentage of children falling into each age category as of their first day of their kindergarten year.

Ethnicity, English Learner Status, and Language

Kindergarten teachers were asked a series of questions on the *KOF* that collected information on children's ethnicity, primary language, progress in their primary language – whether English or a language other than English, and English Learner status. Reflecting the diversity in the county, the children in our sample represented an array of ethnicities. Figure 6 presents the percentage of entering kindergarten students who fell into each ethnic group (as reported by their teachers on the *KOF*). The ethnicities most represented include Hispanic/Latino (34%), Caucasian (29%), and Asian (16%).

English and Spanish were by far the most common first languages spoken by entering children: 58 percent spoke English, while 27 percent spoke Spanish as their primary language. This represents a significant shift since 2005; far more children spoke English as their primary language in 2005 (69%) than in 2008 (58%). It follows that the percentage of English Learners would also be higher in 2008, and it is; there has been a four point increase in the percentage of English Learners since 2005 (37% to 41%). Because the shift in English Language Learners was not as drastic as the shift in primary languages, it suggests that more children are entering kindergarten proficient in more than one language.

According to teachers, the primary language development of 85 percent of children was "on track" or "advanced," while 11 percent was "delayed."

Figure 6: Profile of Children Assessed in 2005 and 2008

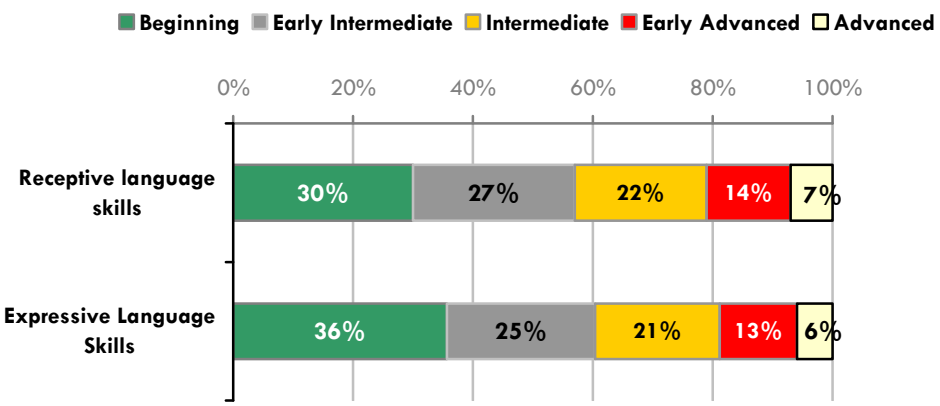
Child Dimension	2005 Assessment Results	2008 Assessment Results
Percent of girls *	47%	48%
Age		
Between 4.5 and less than 5	24%	23%
Between 5 and less than 5.5	51%	48%
5.5 and older	25%	29%
Ethnicity		
Hispanic / Latino	31%	34%
Asian	18%	16%
Pacific Islander	6%	5%
African American	5%	2%
White / Caucasian	32%	29%
Multi-ethnic	7%	6%
Other / Don't know	1%	7%
Child's primary language		
English	69%	58%
Spanish	21%	27%
Other	10%	15%
Percent of English Learners	37%	41%
Primary language development	n/a	
Delayed		11%
On track		61%
Advanced		24%
Cannot determine		5%

Source: Kindergarten Observation Form (2008).

Note: Data are weighted for English Learner status. Percentages may not sum to 100% due to rounding. Sample sizes for 2005 range from 647-666. Sample sizes for 2008 range from 665-670.

For those students who spoke a language other than English as their primary language, teachers provided their assessment of students' receptive English skills (their ability to understand English), as well as their expressive language skills (their English-speaking ability). Many students were still struggling to acquire both types of English skills, with 61 percent at the "beginning" or "early intermediate" levels on their expressive skills and 57 percent at these levels on their receptive skills.

Figure 7: Teachers' Assessment of English Skills of Children Whose Primary Language Is Not English



Source: Kindergarten Observation Form (2008).

Note: Percentages are based on 267 English Learners. Data are weighted for English Learner status. Percentages may not sum to 100% due to rounding.

Physical Health and Access to Care

In order to get a basic sense for the physical health of entering kindergarten students, teachers were asked to use their best judgment when providing information about whether children appeared well-rested, well-fed, and generally healthy. It would appear that the basic physical needs for most children are being met. According to teachers:

- 98 percent of students appeared well-rested (N=688);
- 97 percent of students appeared well-fed (N=669); and
- 98 percent of students appeared generally healthy (N=668).

According to parents, many children are doing well on important health outcomes. For example:

- Few children (8%) were born at a low birth weight (N=517).
- Almost all children in the sample have health insurance (99%, N=506).
- Over three in four children (78%) had a place for usual medical care, other than an emergency room or urgent care center according to parents (N=508).
- A large majority (91%) had seen a regular dentist in the past year (N=516).
- 93 percent of children had been to a dentist (N=517);
- 43 percent had received a developmental screening in the past year (N=508).

Children with Special Needs

Information about children's special needs comes from two sources in our assessment: either from teachers (as reported on the *Kindergarten Observation Form*), or from parent reports on the *Parent Information Form*. According to parents and/or kindergarten teachers, 11 percent of children were identified as having special needs at the time they entered school.[3] This percentage is considerably higher than in 2005, when 6 percent of entering children had a special need at kindergarten entry. The recent emphasis and investments in developmental screenings in San Mateo County's early childhood settings could at least partially explain the two-fold increase in the percentage of children with special needs.

Parents and teachers who indicated that a child had a special need were asked to describe that special need and to provide more information. (**Important Note:** Because there were relatively few children with special needs in the sample, sample sizes for the percentages that follow are small. Therefore, findings may not be stable, and findings are presented for descriptive purposes only).

- Problems with "speech and language" were by far the most common special needs mentioned, affecting 73 percent of the children with special needs in the sample.
- An additional 26 percent of children had a "physical disability" or "Autism/PDD/Sensory Integration Disorder" (about eight children with each type of special need).
- Children's special needs were most frequently diagnosed when children were between the ages of two and four; 63 percent of children had their special need identified within this age range (N=37). Fourteen percent were over four years of age at first identification, and few (6%) were a year or less.

Portrait of Families and Households

As children's school readiness can be impacted by a host of socioeconomic and family characteristics, several questions on the *Parent Information Form* sought to learn more about the children's family contexts. Several key factors relating to children's family circumstances are described in this section.

Family Demographics

Forty-six percent of families reported annual family incomes of more than $85,000, while 29 percent made from $32,000 to $85,000, and an additional 25 percent made less than $32,000. With regard to maternal education, about nine in ten mothers were at least high school graduates, and almost half (48%) had an undergraduate or graduate degree.

[3] Source: Kindergarten Observation Form and Parent Information Form (2008). Note: These percentages are based on 669 and 467 responses, respectively (weighted n). Data are weighted for English Learner status.

Comparisons with 2005 assessment, results showed stability and/or improvement in family risk factors. For instance, there were far fewer single-parent households in 2008 as compared with families in the 2005 assessment. Perhaps this trend could be explained by the housing crisis, which has caused many families with fewer resources to migrate to lower-cost areas or to move-in with extended family outside the area.

Figure 8: Overview of Family Dimensions

Family Dimension	2005 Assessment Results	2008 Assessment Results
Mobility – three or more addresses since child was born	23%	27%
Family income Less than $32K $32K-less than $85K $85K+	 28% 30% 42%	 25% 29% 46%
Percent of mothers with post-high school education	66%	66%
Struggled with depression since child was born? % yes	n/a	21%
Job loss in the past year? % yes	14%	15%
Single parent % yes	31%	13%
Teenage mother? -- % yes	8%	7%

Source: Parent Information Form.

Note: Sample sizes for 2005 range 478-543. Sample sizes for 2008 range 458 to 514. Data are weighted for EL status.

Languages Spoken in the Home

Parents were asked to indicate the language they used most often at home with their child. English (64%) and Spanish (23%) were the most commonly cited home languages, mirroring the home language characteristics of families who partook in the 2005 readiness assessment in San Mateo County. On the *Parent Information Form*, parents were asked to assess their own proficiency in English. About three in four parents said they spoke English "very well." Few (11%) said they spoke English "not very well" or "not at all."

Home Environment

Several items on the *Parent Information Form* assessed children's general household environment. For example, ASR found that:

- According to parents, children spent, on average, about 1 hour and 46 minutes each day watching TV or videos, or playing video or computer games. In 2005, children watched

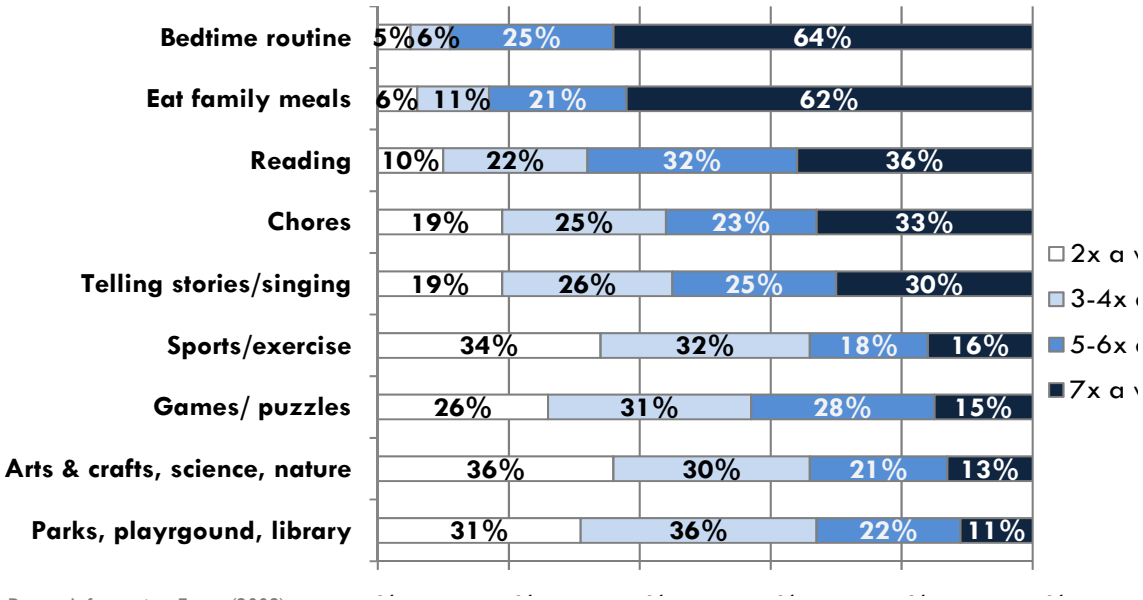
just over 2 hours a day. Seventy-nine percent of the children had daily screen time that was within American Academy of Pediatrics guidelines of 2 hours or less per day;

- Most parents described their homes as calm and happy – 59 percent said "Generally calm and happy" and 37 percent said "Some problems, but mostly calm and happy." Just 3 percent reported frequent problems (N=512).
- Virtually, all parents described the relationship with their child as either "Very positive" (87%) or "Somewhat positive" (12%) (N=513).

A Picture of Family Activities

To get a better picture of the activities in which families of new kindergarten students engage, the *Parent Information Form* asked parents to report how often they spent time doing a variety of activities with their child during a typical week. As the figure below shows, most children have an established routine prior to bedtime and eat at least one meal with their families each day. About one-third are involved in chores and reading on a daily basis. In comparison to results from the 2005 assessment, there was a sizeable increase in the percentage of families following a bedtime routine and reading with their children, and a slight increase in children doing games and arts and crafts. Children's involvement in chores, sports, and stories has been pretty stable over time.

Figure 9: Frequency of Family Activities



Source: Parent Information Form (2008).

Note: Percentages are based on between 510 and 515 families (weighted n's). Percentages may not add up to 100 due to rounding. Data are weighted for English Learner status.

Use of Parenting Programs, Services, and Supports

The *Parent Information Form* included a series of questions to ascertain the types of educational, health-related, and interpersonal supports parents had used to assist them in their parenting. Parents typically reported using between two and three of the supports listed below (average=2.67). Well over half of parents reported using at least one of the more informal sources of support listed, including help from extended family, help from neighbors, or participation in a play group (61%). A comparison of results from the 2005 and 2008 assessments show a six percentage point drop in the percentage of parents who had received regular medical check-ups while pregnant (68% in 2008 vs. 74% in 2005).

Figure 10: Receipt of Parenting Programs, Services, and Supports

Parenting Programs, Services, and Supports	Percentage
Regular medical check-ups while pregnant	68%
Help from extended family	49%
Help from neighbors and/or friends	37%
Play group	27%
Parent education classes	22%
WIC	22%
Mommy and Me group	13%
Parent support groups	11%
Parenting support from a church or other religious organization	10%
Home visits from a nurse, community worker, or other provider	8%
Touchpoints support group	1%
None of the above	14%

Source: Parent Information Form (2008).

Note: Percentages are based on data for 494 families (weighted n). Data are weighted for English Learner status. Percentages do not add up to 100% because respondents could select as many options as applied.

Social Support and Coping with Parenting

The *Parent Information Form* also included a set of items to assess parents' perceptions of being supported in their parenting and having the resources to parent effectively. The figure below illustrates that many parents felt confident in their ability to help their children grow, manage parenting demands, and secure external support. For instance, eighty percent of parents reported feeling confident in their ability to help their child grow and develop, and 67 percent felt they were coping well with the day-to-day demands of parenting.

Figure 11: Parents' Perceptions of Parenting Confidence, Social Support, and Coping

Parent Confidence, Social Support & Coping	Definitely true for me	Somewhat true for me	Not very true for me	Not at all true for me
I feel confident in my ability to help my child grow and develop	80%	17%	1%	1%
I am coping well with the day-to-day demands of parenting	67%	29%	3%	1%
I can easily find someone to talk to when I need advice about how to raise my child	64%	22%	9%	5%
When I need help with problems in my family, I am able to ask for help from others	62%	28%	6%	4%
There is someone I can count on to watch my child when I need a break	57%	26%	8%	9%

Source: Parent Information Form (2008).

Note: Percentages are based on the following sample sizes (from top to bottom): 496, 486, 484, 480, 488 (weighted n's). Data were weighted for English Learner status.

Sadness and Depression

Studies have found that maternal depression is a significant risk-factor affecting the well-being and school readiness of children (Johnson, Knitzer & Theberge, 2008). The *Parent Information Form* asked parents whether they had struggled with sadness or depression since the birth of their child, and whether those who did, had sought help: Twenty-one percent of parents had struggled with sadness or depression (N=514), and most (64%) had sought help.

Potential Sources of Stress

A number of questions answered by parents assessed the degree to which they were facing challenging family circumstances. Results showed that families in this assessment coped with a number of potential sources of stress. For example:

- Families were mobile; more than one in four (27%) families had moved at least three times since the child was born.
- Thirteen percent of children lived in single-parent households (N=506).
- Many parents expressed at least some concern over money and paying the bills – 45 percent felt such worries were "Somewhat of a concern" and 19 percent felt they were "A big concern" (N=498).
- Approximately one-third of parents felt at least somewhat concerned about "Health or health care issues" (N=493).
- Fourteen percent of the parents reported that they had not received any of ten possible parent programs, services, and supports, including regular medical check-ups while

pregnant, help from extended family, neighbors, or friends, or other parent resources like home visits or education classes (N=494).

Section Summary

About three in four children in the assessment were at least five years old when they began kindergarten. The ethnicities most represented among entering children were Hispanic/Latino (34%), Caucasian (29%), and Asian (16%). English and Spanish were by far the most common languages spoken by entering students. The primary language development of 85 percent of children was "on track" or "advanced," according to teachers. Just over one in ten children had identified special needs at the time of kindergarten entry, most of which were related to speech and language issues.

The population of kindergarten students has changed a bit since 2005. By 2008, we see more English Learners and children with identified special needs, and far more children with preschool experience.

The basic physical needs of most children seem to be met – children appeared healthy to teachers, the majority have a medical home and regular dentist, and many (43%) have received a developmental screening. Most children have an established routine prior to bedtime and eat at least one meal with their families each night. About one-third are involved in chores and reading on a daily basis.

Generally, parents reported good levels of coping and social support for their parenting needs, and described their home environments as favorable. Parents had accessed an average of 2.67 parenting supports and services, but 14 percent had never accessed any supports out of ten possible types.

Preschool and Other Early Care Experiences

Section Overview

How many children were exposed to preschool prior to kindergarten? What other types of early care experiences did children have? Parents and teachers both provided information about each child's care in the year before entry into kindergarten. This section summarizes children's experiences in different early care environments prior to entering kindergarten.

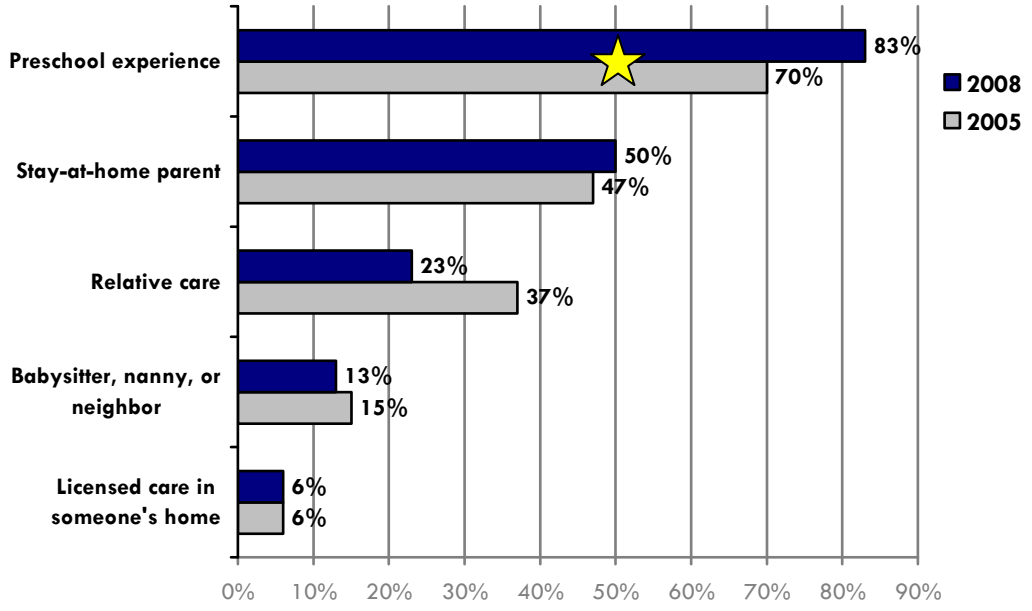
Types of Early Care Experiences

The figure below shows the percent of children who spent time in a variety of early care environments prior to kindergarten entry for each assessment year. About half of children across both years were primarily cared for by a stay-at home parent, and preschool remained the most common type of child care arrangement for children. (Data regarding preschool experience were represented using a combination of parent-reported and teacher-reported information[4]). The number of children involved in preschool has risen significantly since 2005. At that time, 70 percent of children were enrolled in formal, curriculum-based preschool during the year before kindergarten. By fall 2008, 83 percent of the sampled children had had preschool experience – an increase of 13 percentage points over the three years. It would appear that children who in the past were cared for by relatives are now involved in preschool, as there has been a downward shift in the percentage of children in relative care in 2008.[5]

[4] More information about the calculation of preschool rates is included in Appendix 7: Defining Preschool Experience.

[5] According to the California Child Care Portfolio, there were 10,793 preschool slots in centers in 2005, and 11,476 preschool slots in centers in 2007. We see a much higher percentage of children in preschool in 2008 and, indeed, the number of preschool slots county-wide had increased over a similar period of time.

Figure 12: Percent of Children in Various Early Care Environments in 2005 and 2008



Source: Kindergarten Observation Form and Parent Information Form (2008).

Note: 2008 Percentages are based on the following sample sizes (weighted n): 612, 514, 515, 516. Data are weighted for English Learner status. Percentages sum to more than 100% because many children were cared for in more than one environment (i.e., multiple responses were allowed). Children were counted as having preschool experience if their teacher marked that they had attended preschool, or if their parent wrote in the name of a (verified) licensed child care center. Preschool rates for earlier years (2000 through 2003) are not shown because 1) the data were not based on county-wide random samples, and 2) information was not collected from parents, which comprises a critical part of our 2005 and 2008 assessment of preschool attendance. Now that several years of data have been collected, ASR has been able to apply a consistent approach to preschool identification when trending these numbers. There has been no change in the criteria used to verify a child's preschool attendance. However, in 2006 ASR refined the criteria used to determine whether a child did not have preschool experience (vs. a "cannot determine" designation). Because of the change in "cannot determine" status, preschool rates prior to 2006 have been recalculated using a slight different base. Therefore, the 2005 preschool rate above (70%) differs from the preschool rate published in the 2005 report (66%).

Who Attends Preschool?

In previous readiness assessments conducted in San Mateo and other California counties, preschool attendance has been strongly related to enhanced school readiness skills. Among children in this sample, 83 percent of children had attended preschool. Who were the children in San Mateo County who were being exposed to preschool? The bullets below describe what groups of children are more likely to have attended preschool.

- Generally, as family income increases, so does preschool attendance. One notable exception shows a slight dip in preschool rates among middle-income families. This may be an example of a phenomenon discussed by some ECE experts who have argued that a gap in child care coverage exists for middle-income families, such that working class families earn too much money to qualify for child care subsidies, but still cannot afford to enroll their children in preschool on their own salaries.
- Caucasian children were much more likely to have attended preschool than were Asian or Hispanic/Latino children (96% versus 88% and 74% respectively, N=177, 93 and 213).

- Students in schools with high Academic Performance Index (API) scores were much more likely to have attended preschool than were students from schools with middle and low API scores who had similar rates of preschool attendance (93% versus 76% and 75% respectively, N=269, 243, 101)

Figure 13 shows what percent of children attend preschool for each listed child and family characteristic. Several of the groups listed in Figure 13 have much lower percentages in the "Attended Preschool" column, meaning that those children are less likely to attend preschool than their counterparts. For example, whereas 83 percent of girls and 84 percent of children 5 years or older attended preschool, just 74 percent of Latino children, 72 percent of English Learners, and 70 percent of low-income children attended preschool during the year prior to kindergarten. The groups with preschool attendance rates well above the overall rate included children who are read to daily (94%), children of mothers that have post-high-school education (92%), and children with special needs (91%).

Figure 13: Likelihood of Preschool Experience, by Child and Family Characteristics

Child & Family Characteristics	Did Not Attend Preschool	Attended Preschool	Total
Percent of all children in the study	17%	83%	100%
Percent of girls	17%	83%	100%
Percent of boys	16%	84%	100%
Percent 5 years or older	16%	84%	100%
Percent Latino***	26%	74%	100%
Percent English Learners***	28%	72%	100%
Child has special needs (parent or teacher report)*	9%	91%	100%
Mother has post-high-school education***	9%	92%	100%
Family earns less than $32,000 per year***	30%	70%	100%
Percent read to daily***	6%	94%	100%

Source: Kindergarten Observation Form I and Parent Information Form (2008).

Note: Sample sizes range from 72-103 for children without preschool and 383-508 for children with preschool. Significant differences according to chi-square tests are indicated as follows: * $p < .05$; *** $p < .0005$.

Is There a Link Between Preschool Experience and Language Development?

A series of analyses compared the language development of children who had and had not attended preschool. These analyses examined children's progress in their primary language, and they also looked at the language development of the 41 percent of students who did not speak English as their primary language.

Exposure to English

Parents were asked how often English was spoken by adults who cared for their children during the year before kindergarten. Most parents (69%) said English was spoken "always or almost always." One in five parents (21%) said English was spoken "often" or "sometimes." Few parents (9%) said English was "rarely" or "never" spoken (N=509).

Interestingly, the frequency of exposure to English varied considerably among English Learner children depending on the type of early care experience they had the year before kindergarten. As the figure below illustrates, English Learners were much more likely to be exposed to English in preschool as compared to other early care experience contexts. For instance, more than a third of English Learners in preschool (36%) were exposed to English "always or almost always" versus just 18 percent of English Learners in other early care settings.

Figure 14: Frequency of English Being Spoken by Adults Caring for English Learners in the Year Before Kindergarten

Frequency of English Being Spoken	English Learners in Preschool	English Learners in other ECE Contexts
Sample Size	129	49
Always or almost always	36%	18%
Often	21%	10%
Sometimes	25%	31%
Rarely	9%	22%
Never	9%	18%
Total	100%	100%

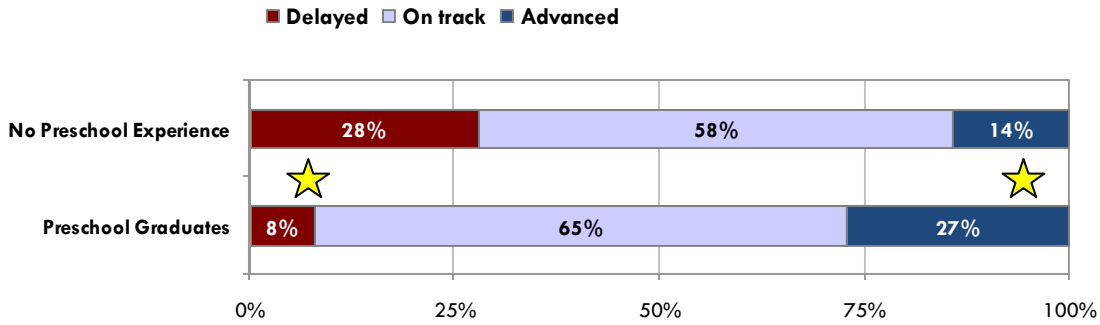
Source: Parent Information Form (2008).

Note: Percentages may not add up to 100 due to rounding. Data are weighted for English Learner status.

Primary Language Development, by Preschool Attendance

Children with no preschool experience were over three times as likely to be rated by teachers as "Delayed" in their primary language development then were preschool graduates. Such a dramatic finding suggests there may be an association between preschool experience and improved language development in children's primary language (see Figure 15).

Figure 15: Primary Language Development, by Preschool Attendance

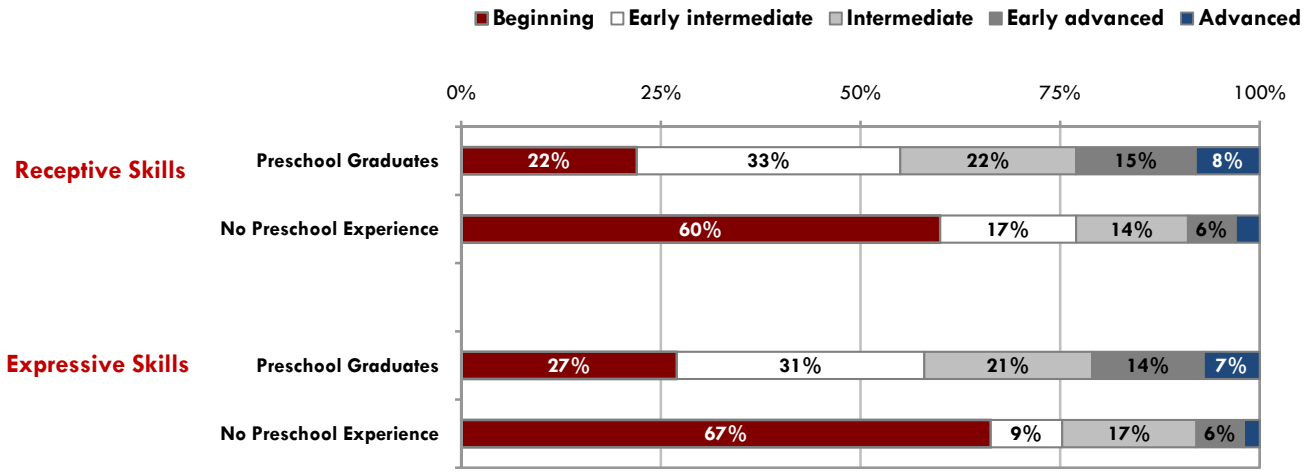


Source: Kindergarten Observation Form (2008).

Note: Percentages are based on 480 children with preschool experience and 93 children without preschool experience. Data are weighted for English Learner status. A chi-square analysis was significant at $p < .0005$. Yellow stars highlight percentages that differ significantly.

Figure 16 shows that English Learners who had attended preschool tended to be further along in their English skills than their counterparts with no preschool experience. Over 40 percent of English Learner preschool graduates were rated by their teachers as either intermediate or stronger in their receptive and expressive English skills as compared to less than a quarter of English Learners who had not attended preschool.

Figure 16: English Learners' Proficiency in English, by Preschool Attendance



Source: Kindergarten Observation Form (2008).

Note: Data are weighted for English Learner status. Findings of less than 3% are not labeled. Chi-square analyses for receptive and expressive skills were both significant, $p < .0005$.

Section Summary

About half of the children across both years were primarily cared for by a stay-at home parent, and preschool remained the most common type of child care arrangement for children. The number of children involved in preschool rose significantly since 2005. At that time, 70 percent of children were enrolled in formal, curriculum-based preschool during the year before kindergarten. By Fall 2008, 83 percent of the sampled children had had preschool experience.

Several groups of children do not attend preschool as frequently as their counterparts. For example, just 74 percent of Latino children, 72 percent of English Learners, and 70 percent of low-income children attended preschool during the year prior to kindergarten. The groups with preschool attendance rates well above the overall rate, included children who are read to daily (94%), children of mothers that have post-high-school education (92%), and children with special needs (91%).

Preschool was associated with a big boost in language skills for English Learners – ELs with preschool experience had more advanced language skills than other ELs – both in English as well as their primary languages.

Portrait of Kindergarten Classrooms & Teachers

Section Overview

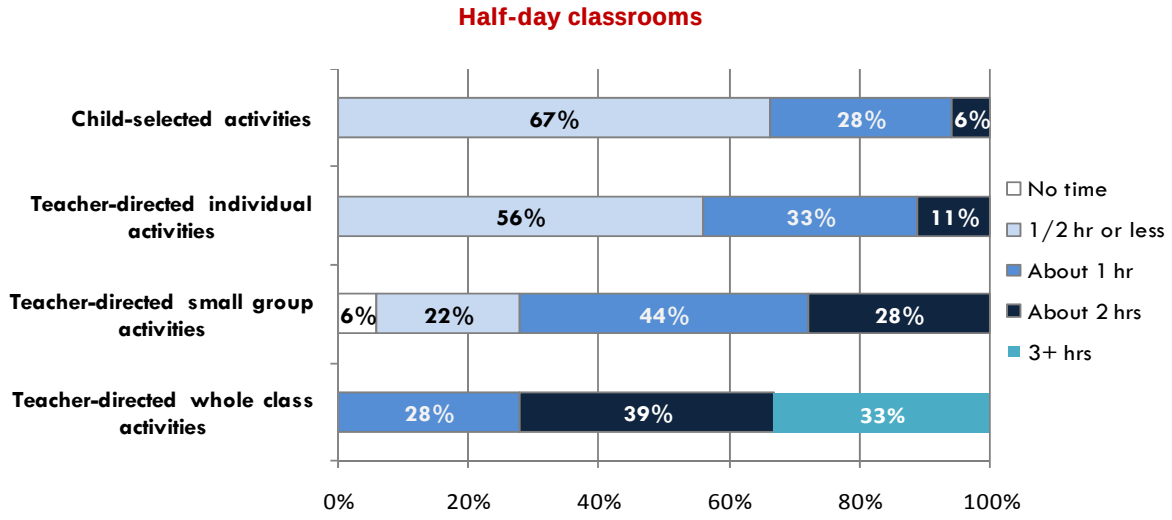
This section highlights findings from the *Teacher Survey on Importance of Readiness Skills.* The primary purpose of this survey was to learn how teachers view students' readiness for school – including what proficiency levels they think are required for success in school, as well as the skills that they think are most important for school entry, the skills they believe are easiest to impact, and on which skills they spend the most time. However, this survey also included some basic information about the students' kindergarten classrooms and teachers.

Kindergarten Teacher & Classroom Characteristics

The findings below describe the general classroom characteristics of participating teachers.

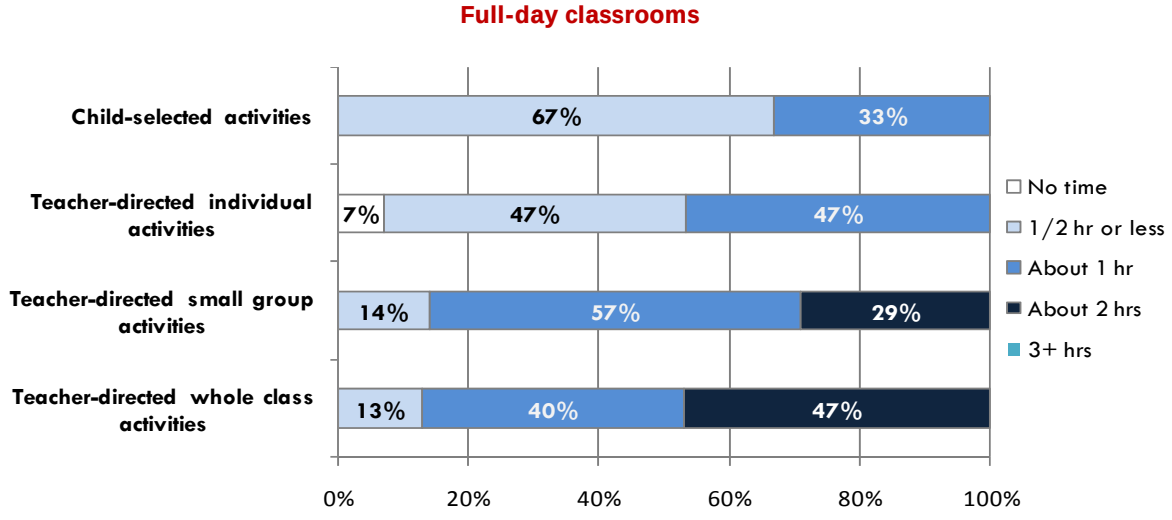
- Forty-nine percent of teachers taught full-day kindergarten classes, while 40 percent taught half-day kindergarten classes (N=35). The balance of teachers taught some combination of half-, full-, and/or extended-day classes.
- Teachers were asked which sources they drew from when designing their classroom instruction, and were provided with a list of possible options from which they could choose as many as applied. Many of the 35 teachers who responded to the question based their instruction on various sources, including "Self-created curriculum," (N=28 or 80%), a "District-curriculum," (N=28 or 80%), and a "School-wide curriculum" (N=20 or 57%).
- Teachers were asked to report the time they dedicate each day to a variety of teacher-directed activities (individual, small group, and whole class), as well as to child-selected activities. Figure 17 presents data separately for full-day kindergarten classrooms and half-day kindergarten classrooms because the amount of available teaching time is different in each case. Similar to findings from the 2005 assessment, children in both full-day and half-day classrooms spent the bulk of their time engaged in teacher-directed whole class activities and small group activities. Also similar to 2005, teachers in half-day classrooms are even more likely to direct whole-class activities.

Figure 17: Time Spent on Child-Selected and Teacher-Directed Activities, by Classroom Type



Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Percentages are based on 18 teachers. Percentages may not add up to 100 due to rounding. This chart includes half-day classrooms as well as half-day classrooms with just one extended day per week.



Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Percentages are based on 14-15 teachers. Percentages may not add up to 100 due to rounding. This chart includes full-day and extended-day classrooms.

- Because self-regulation and language skills are critical to readiness for school, ASR examined how many classrooms included special programs and activities that would address those needs. Most teachers (84%) reported using a curriculum that addressed the needs of English Learners. Close to two-thirds (65%) of teachers reported having activities that focused on assisting students with special needs, and more than half (59%) indicated they had programs or activities addressing the development of children's self-regulation skills (N=34-37).
- Only one teacher indicated that she teaches using a bilingual program.

Teacher Characteristics

- Three in four (75%) participating teachers were Caucasian (N=36). The next most common racial/ethnic background was East Asian with four teachers falling into this category. The remaining five teachers spread evenly across a range of racial and ethnic groups.
- Almost a third of the teachers in the assessment were bilingual – most of them spoke Spanish as their second language.
- Teachers participating in the assessment had taught elementary school for an average of 10.56 years, whereas more specifically, teachers had taught kindergarten for an average of 7.37 years. (Recall that first-year teachers were not eligible to participate in the assessment).
- Thirty-six teachers indicated all levels of education they had completed. Of them, 86 percent had at least completed a bachelor's degree, and 39 percent had gotten an advanced degree. Eight teachers had obtained an Associate's degree.
- All participating teachers had a full teaching credential; in addition, the majority (between 74 percent and 94 percent) had taken classes, workshops, or trainings in early childhood education, and on working with English Learners and children with special needs (N=25-33).

Figure 18: Characteristics of Participating Kindergarten Teachers

Teacher Characteristic	Number of teachers	Percent of teachers
Ethnicity		
Caucasian	27	75%
East Asian	4	11%
Mexican	1	3%
Middle Eastern	1	3%
Filipino	1	3%
Multi-ethnic	1	3%
Other	1	3%

Teacher Characteristic	Number of teachers	Percent of teachers
Percent bilingual	12	32%
Levels of education achieved (multiple response)		
Associates degree Bachelor's degree Advanced degree Other degree	8 31 14 3	22% 86% 39% 8%
Percent with a full teaching credential	36	100%
Teachers who have taken classes, workshops, or trainings in early childhood education	28	82%
Teachers who have taken classes, workshops, or trainings on working with children with special needs	25	74%
Teachers who have taken classes, workshops, or trainings on working with students who are English Learners	33	94%

Source: Teacher Survey on Importance of Readiness Skills (2008).

Note sample sizes are as follows (from top to bottom): 36, 37, 36, 36, 34, 34, and 35. Percentages may not sum to 100% due to rounding.

Kindergarten Teachers' Beliefs about School Readiness

Desired Levels of Proficiency for Incoming Kindergarten Students

As described previously, the bulk of the teacher survey focused on teachers' beliefs about readiness; in particular, for each of the 24 readiness skills on which they had rated their students' skills, teachers were asked to rate how proficient they thought children should be in order to have a successful transition to kindergarten.

Results suggest that teachers expect children to be most proficient on skills relating to self-help and self-care (average desired proficiency = 3.78) and recognizing eight primary colors (3.46), as well as being able to express their needs and wants (3.32), following directions (3.22), and use of small manipulatives (3.30). Teachers expect the least from their students mainly in *Kindergarten Academics*; three of the skills with the lowest expected proficiency levels come from that group of skills, including recognizing rhyming words (2.22) and letters (2.70), and engaging with books (2.73). Teachers also felt that children did not need to have advanced skills in their expressive abilities before starting kindergarten (2.73), or in their ability to negotiate with peers to resolve social conflicts (2.81). A summary of teachers' average ratings of proficiency follows in Figure 19 on the next page.

Figure 19: Teachers' Expectations for Proficiency Across 24 Readiness Skills

Basic Building Block	School Readiness Skills	Overall Scores
Self-Care & Motor Skills	Performs basic self-help/ self-care tasks	3.78 ●
	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	3.30 ●
	Has general coordination on playground	2.92
Self-Regulation Skills	Controls impulses and self-regulates	3.22
	Follows one- to two-step directions	3.22 ●
	Stays focused/ pays attention during activities	3.19
	Participates successfully in circle time	3.14
	Works and plays cooperatively with peers	3.03
	Comforts self with adult guidance	2.95
	Handles frustration well	2.89
	Negotiates with peers to resolve social conflicts with adult guidance	2.81 ■
Social Expression	Appropriately expresses needs and wants verbally in primary language	3.32 ●
	Engages in symbolic/ imaginative play with self or peers	3.19
	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	3.16
	Expresses curiosity and eagerness for learning	2.97
	Expresses empathy or caring for others	2.81
	Has expressive abilities	2.73 ■
Kindergarten Academics	Recognizes eight primary colors	3.46 ●
	Recognizes three primary shapes (circle, triangle square)	3.11
	Writes own first name	3.08
	Can count 10 objects correctly	2.95
	Engages with books	2.73 ■
	Recognizes the letters of the alphabet	2.70 ■
	Can recognize rhyming words	2.22 ■

Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Means are based on 36-37 teacher responses. Green circles flag the five items with the highest scores; red squares flag the five items with the lowest scores.

An Overview of Teacher Priorities

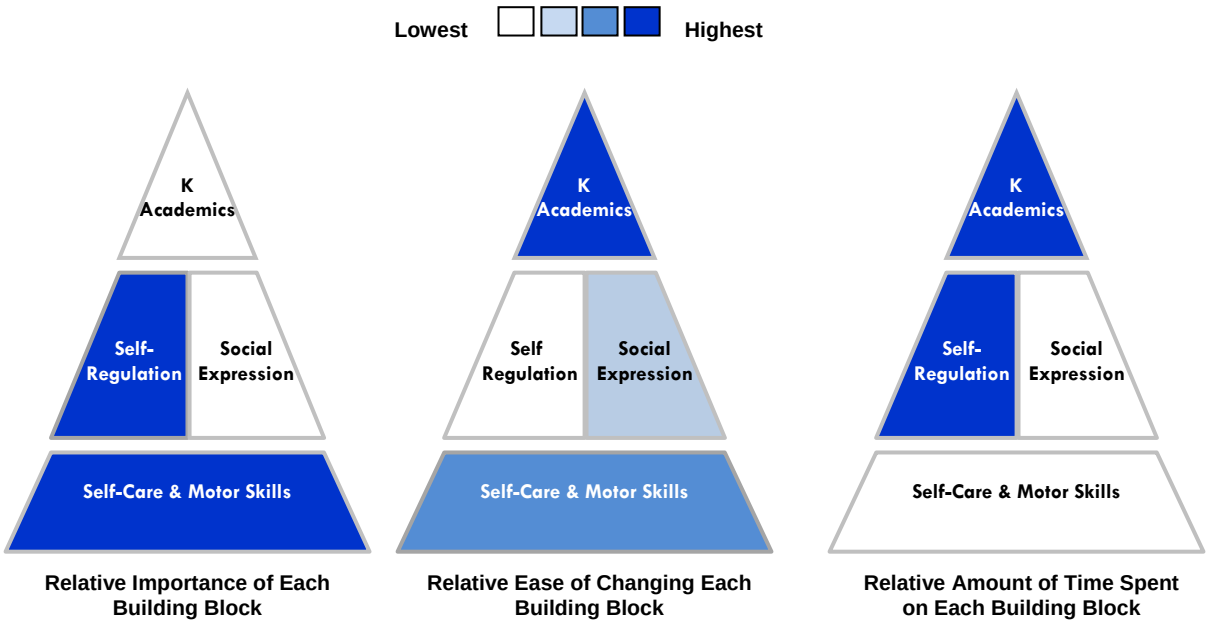
In addition to teachers indicating the levels of proficiency they believed children should have in order to successfully transition to kindergarten, teachers also reported the following:

- Which five readiness skills they considered to be most important to ensure a smooth transition into kindergarten;
- Which five readiness skills were easiest to impact during the course of the school year; and
- On which five skills they spent most of their time during the school year.

The *Basic Building Blocks* pyramids shown in Figure 20 are shaded to indicate teachers' differing priorities. Darker shading is used to highlight dimensions on which teachers placed a higher priority, whereas lighter shading is used to show dimensions on which teachers placed less of a priority. The story told by these pyramids is largely consistent with findings from the 2005 assessment in San Mateo, although there were some differences in the shading of dimensions. Specifically:

- When thinking about which readiness skills are most important to kindergarten entry, teachers placed the highest importance on *Self-Care & Motor Skills* and *Self-Regulation* skills.
- Impacting children's proficiency in *Self-Regulation* (and *Social Expression*) during the kindergarten year, however, was a tall task in teachers' eyes – at least within their current curricula. Skills in the *Kindergarten Academics* cluster were seen by teachers as the most amenable to change over the course of the academic year, followed by *Self-Care & Motor Skills*.
- Perhaps because the *Self-Regulation* skills are difficult to impact – or perhaps because so many children enter school below their teachers' desired levels of proficiency – teachers reported spending more classroom time on *Self-Regulation* (along with teaching *Kindergarten Academics*) than they did on skills in the other two clusters.

Figure 20: Teacher Priorities for Skill Importance, Ease-of-Changing, and Amount of Time Spent



Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Ratings were based on 36-37 teachers. Significant group differences, according to paired t-tests were as follows: Importance ratings: = (Self-Care & Motor Skills = Self-Regulation) > (Social Expression = Kindergarten Academics); Ease of Changing ratings: Kindergarten Academics > Self-Care & Motor Skills > Social Expression > Self-Regulation. Amount of Time Spent ratings: (Self-Regulation = Kindergarten Academics) > (Social Expression = Self-Care & Motor Skills).

A Closer Look at Teacher Priorities

Figure 21 presents a summary of the top five individual skills teachers chose as most critical for a smooth transition into kindergarten, easiest to change during the kindergarten year, and requiring the most amount of class time follows.

Figure 21: Teachers' Top-Rated Skills

School Readiness Skills	Number of teachers selecting	Percent of teachers selecting
Most important for K entry:		
Performs basic self-help/ self-care tasks (toileting, eating, washing hands)	26	70%
Controls impulses and self-regulates (is not disruptive of others or class)	20	54%
Follows one- to two-step directions	17	46%
Stays focused/ pays attention during activities	14	38%
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	13	35%
Easiest to impact:		
Can count 10 objects correctly	20	54%
Recognizes primary colors	18	49%
Recognizes primary shapes (circle, triangle, square)	18	49%
Engages with books	15	41%
Writes own first name (spelling and writing all letters correctly)	14	38%
Require the most time:		
Recognizes the letters of the alphabet	23	62%
Stays focused/ pays attention during activities	16	43%
Has expressive abilities	14	38%
Works and plays cooperatively with peers	14	38%
Can recognize rhyming words	13	35%

Source: Teacher Survey on Importance of Readiness Skills (2008).

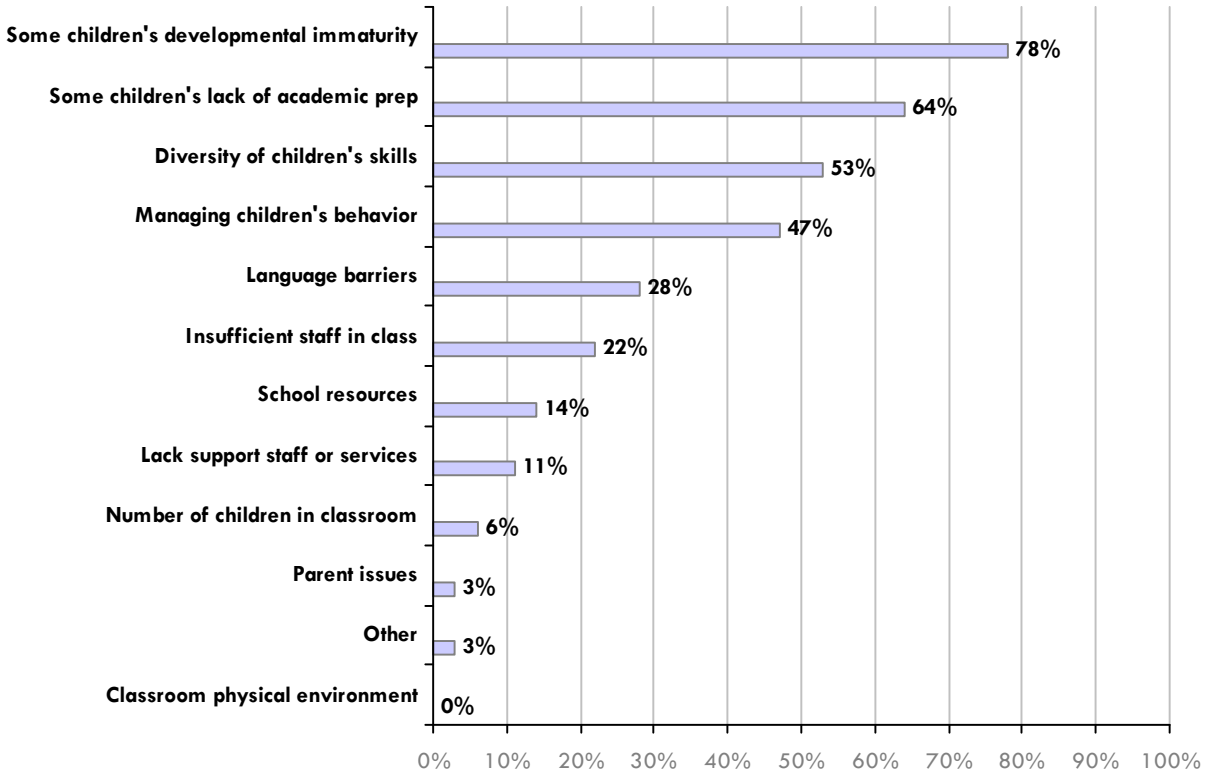
Note: Responses are based on 36-37 teacher responses.

Kindergarten Classroom Challenges

To better understand the specific classroom challenges that teachers face, teachers were asked what have been their top four challenges with this classroom. Teachers could check a variety of response options, including student-level (e.g., diversity of student's skill levels, language barriers), classroom-level (e.g., the physical environment), and school-level (e.g., school resources) issues. If the categories provided did not match their experiences, teachers recorded open-ended responses. A list of these verbatim responses can be found in Appendix 9: Teachers' Open-Ended Responses.

Figure 22 shows the percentage of teachers identifying each issue as a top challenge. The top four challenges for teachers overall were: "Some children's developmental immaturity" (78%), "Some children's lack of academic preparation" (64%), "Diversity of children's' skills" (53%), and "Managing children's behavior" (47%).

Figure 22: Teachers' Top Classroom Challenges



Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Percentages are based on 36 teacher responses.

Section Summary

Three in four participating teachers (75%) were Caucasian, and 32 percent were bilingual. The teachers were an experienced group – they had taught elementary school for an average of 10.56 years, seven of which were in kindergarten specifically. All had their full teaching credential. In addition, the majority had taken classes, workshops or trainings in early childhood education and on working with English Learners and children with special needs.

When asked which skills are most critical to a smooth transition into kindergarten, teachers placed the highest importance on *Self-Care & Motor Skills* and *Self-Regulation* skills. As in previous assessment results, teachers found *Self-Regulation* skills to be the hardest skills for them to impact, despite the fact that they also felt they spent the most time in the classroom on those types of skills (along with *Kindergarten Academics*).

How Do Children Transition into Kindergarten?

Section Overview

This section first examines families' preparations for school prior to their child's kindergarten entry. This is followed by an examination of teacher reports of the quality of children's transitions into kindergarten, including whether their transitions were smooth, whether they were nervous at school, how often they participated in the classroom, and how much they enjoyed school.

Families' Exposure to Kindergarten Information and Opportunities

On the *Parent Information Form*, parents were asked about the types of information and opportunities they received to better prepare their family for entering kindergarten and from whom it was received. The figure below shows that child care providers are doing a good job at providing parents with general readiness information, specific information about their children's readiness, and referrals for developmental screenings if there was a concern. Similarly, elementary schools are doing well at providing parents with the opportunity to meet their child's kindergarten teacher and to obtain information on how to get involved with their child's school or classroom.

Moreover, the vast majority of parents (95%) found the information they received as helpful in preparing their family for the new school year. Those who said that the information provided was <u>not</u> helpful were asked why. Their responses pointed to the desire for <u>more</u> information, as well as more timely information.

Figure 23: Receipt of Information or Opportunities Related to Kindergarten Transition

Type of information/opportunity	Percent who received	*Among those who received it, the percent who got it from…*		
		Child care provider	Elementary school	Other source
General information about how to develop skills children need for kindergarten	78%	79%	13%	19%
Specific information about readiness of own child	72%	87%	11%	9%
Where to go for developmental screenings if parent or teacher had a concern	35%	61%	17%	31%
Information about how and when to register child for school	80%	38%	48%	22%
Opportunity to meet child's kindergarten teacher before school	72%	15%	80%	6%
Information about how parents could get involved with school/ classroom	80%	22%	77%	5%
Other information or opportunities	5%	30%	54%	23%

Source: Parent Information Form (2008).

Note: Percentages who received information/ opportunities are based on sample sizes that range from 484 families (weighted n). Percentages for the different sources of information are based on families who indicated that they did receive a particular type of information. Percentages sum to more than 100% because multiple responses were allowed. Data are weighted for English Learner status.

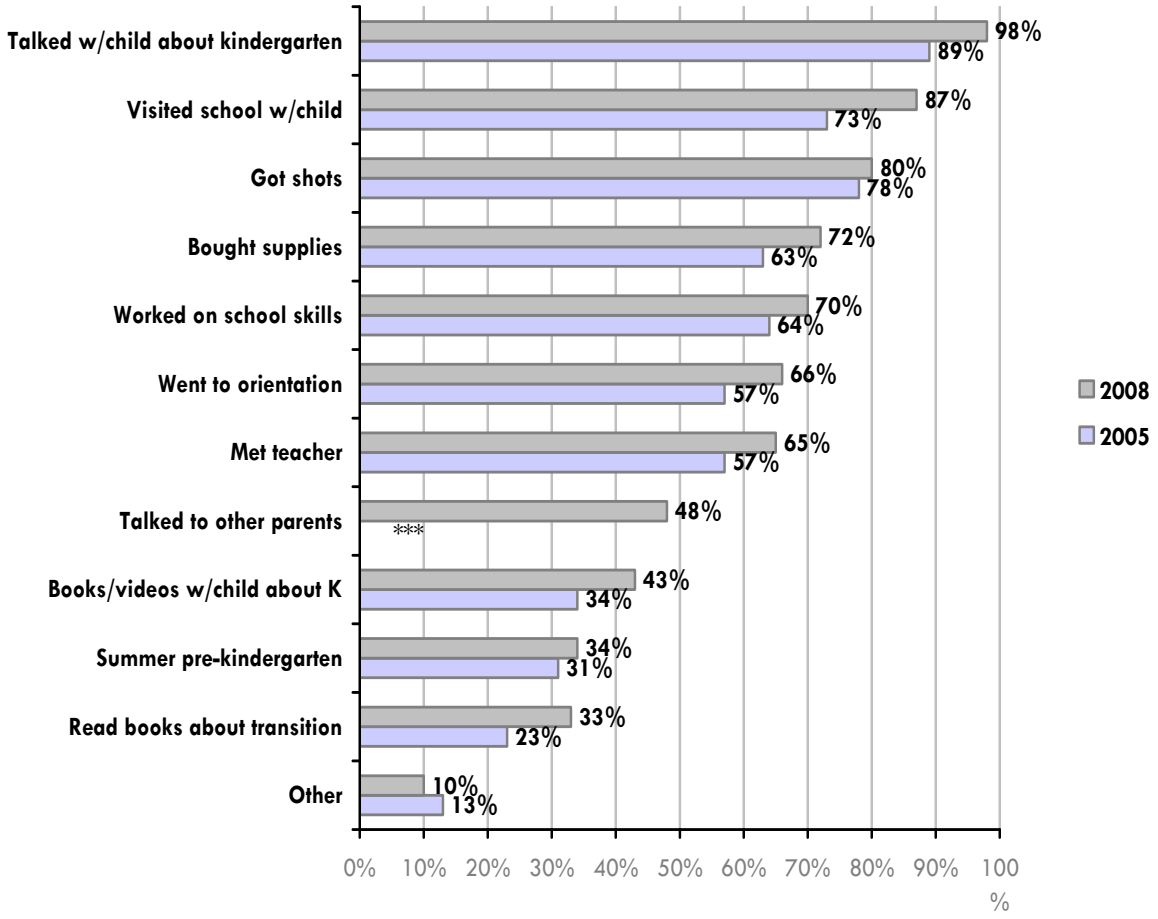
How Do Parents Support Children's Transition into Kindergarten?

Parents' Engagement in Transition Activities

On the *Parent Information Form,* parents were asked to report whether they had engaged in any of several kindergarten transition activities. Figure 24 shows the percentage of parents who indicated that they had helped their child get ready for school in the listed ways. Data are included from the 2005 and 2008 readiness assessments.

As illustrated in the figure below, San Mateo County parents appear to be an engaged group. Moreover, parental engagement increased across virtually every transition activity asked about on the *Parent Information Form* since 2005. The top three transition activities were similar across both assessment years, and included parents talking about school with their child, visiting their child's school with them, and taking their child to the doctors to get required shots.

Figure 24: Percentage of Parents Engaging in Transition Activities



Source: Parent Information Form (2008).

Note: Percentages are based on 517 parents (weighted n). Data are weighted for English Learner status. *** "Talked to other parents" was not included as a response option to the transition activity question on the Parent Information Form in 2005.

Teachers' Efforts to Ensure a Smooth Transition into Kindergarten

The teacher survey asked about teachers' efforts with both ECE providers and parents to help students in the transition to school. The vast majority of teachers (94%) had not worked with ECE providers prior to the beginning of the school year to plan for students' school transitions (N=35). After school had started, all teachers had spent at least some time in the first three weeks of school communicating with parents about their child's transition to school: they spent on average 3.66 hours per week on this.

Figure 25: Hours per Week Teachers Spent Communicating with Parents about Students' School Transitions (First Three Weeks of School)

Hours per week	Number	Percent
0	0	0%
1-2	18	51%
3-5	12	34%
6 or more	5	14%
Total	35	100%

Source: Teacher Survey on Importance of Readiness Skills (2008).

Note: Total may not add up to 100 due to rounding.

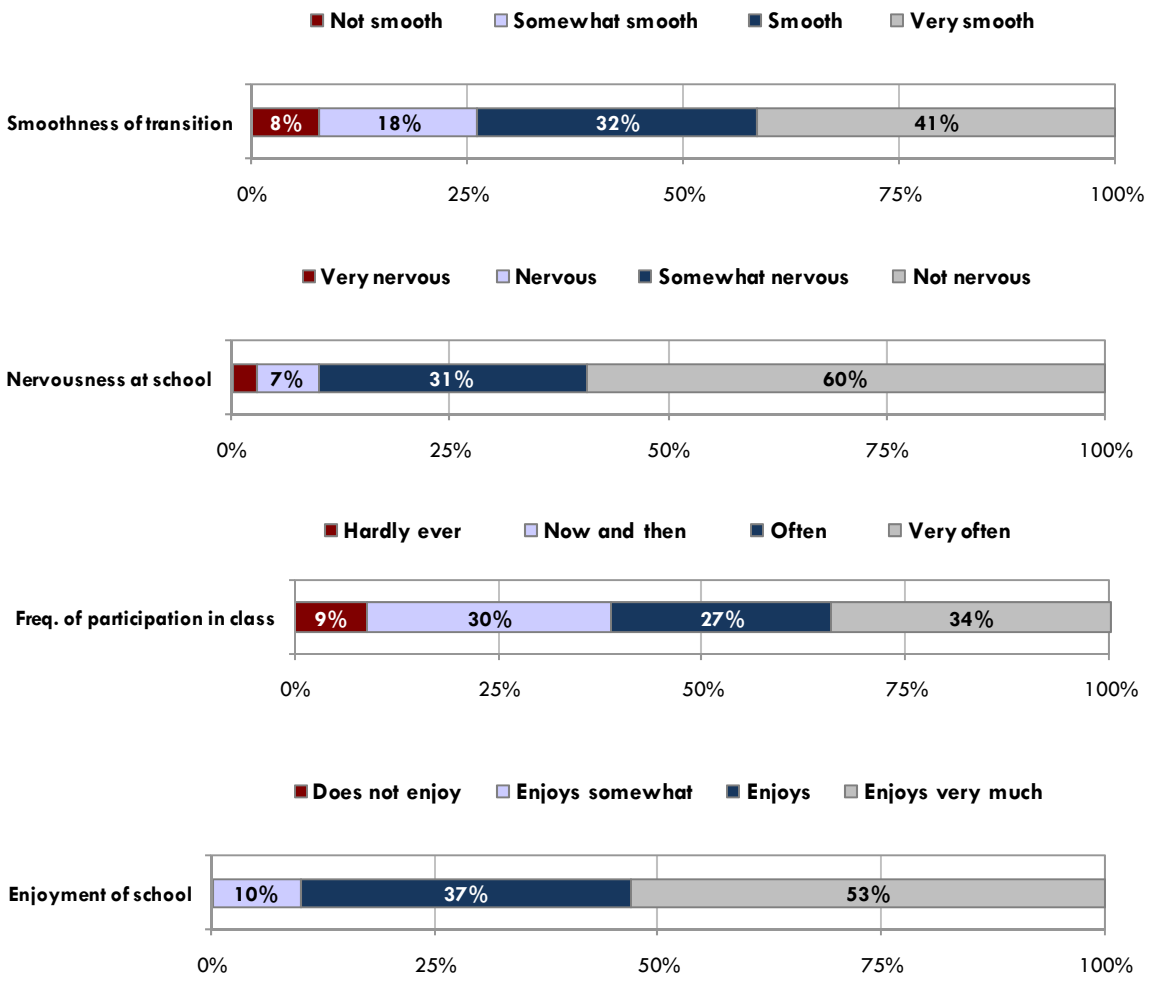
How Smoothly Do Children Transition Into Kindergarten?

The 2008 readiness study marked the first time that San Mateo County teachers were explicitly asked to report on how well children transitioned into kindergarten. To learn more about how well children transitioned into kindergarten, teachers were asked to complete the *Kindergarten Observation Form II* once their assessment of children's skills was complete. Aside from the skills that children possessed upon kindergarten entry, these measures tapped into children's progress in adjusting to the new demands of school life. Teachers provided information on four dimensions of children's school transitions, including the following:

- The smoothness of each child's transition into school;
- How nervous each child seemed at school;
- How often each child participated in class discussions; and
- How much each child seemed to enjoy school.

Results revealed that most children (73%) experienced a "smooth" or "very smooth" transition to school. Moreover, teachers characterized 60 percent of students as not nervous at school, with the rest showing some amount of nervousness ranging from "somewhat nervous" (31%) to "very nervous" (2%). Sixty-one percent of students participated "often" or "very often" in school, with 27 percent participating "now and then." By and large, children seemed to enjoy school. More than half (53%) seemed to enjoy school very much, with an additional 37 percent who enjoyed school.

Figure 26: Students' Transitions into Kindergarten



Source: Kindergarten Observation Form II (2008).

Note: Percentages are based on 639-646 students (weighted n). Data are weighted for English Learner status. Findings less than 4% are not labeled.

Who Transitions More and Less Easily?

ASR examined the smoothness of transition across several groups of children to see who tended to experience smoother transitions into kindergarten. A few groupings did reveal significant differences in how children transition into kindergarten. For example:

- Children experienced very different transitions depending on their *Readiness Portrait* (see Figure 27). *All-Stars* – those children who are well-rounded and most ready for school across all *Basic Building Blocks* – experienced the smoothest transitions, were the least anxious, participated the most frequently in class discussions, and found school most enjoyable. In contrast, *Needs-Prep* children – those who were least prepared across all *Basic Building Blocks* – transitioned the least easily.

Figure 27: Transition Outcomes Across the *Readiness Portraits*

Transition Outcome	Overall	All-Stars	Needs-Prep	Social-Stars	Focused-on-the-Facts
		A	B	C	D
How smooth was this child's transition into school?	3.07	3.40 B,C,D	2.38 A,C	2.84 A,B	2.61 A
How often does this child participate in classroom discussion?	2.86	3.24 B,C,D	2.24 A	2.48 A	2.44 A
How much does this child seem to enjoy school?	3.42	3.65 B,C,D	3.07 A	3.11 A	3.14 A
How nervous does this child seem in school? (reverse coded: higher = better)	3.48	3.65 B,C,D	3.08 AD	3.15 AD	3.38 ABC
Sample Size	639-646	357-365	73	57	134-135

Source: Kindergarten Observation Forms I and II (2008).

Note: Scales are as follows: 1=not smooth and 4=very smooth; 1=hardly ever and 4=very often; 1=does not enjoy and 4=enjoys very much; 1=very anxious and 4=not anxious. Please note that the anxiety item is reverse-scored so that higher scores indicate more beneficial outcomes (i.e., less anxiety). Omnibus analyses of variance for each variable were highly significant, $p < .0005$. Capital letters signify which means are significantly different from each other according to post hoc tests.

- Children who attended preschool during the year prior to kindergarten had significantly smoother transitions into kindergarten than did children who had no preschool experience (see Figure 28). Preschool graduates were less nervous in the classroom, participated more frequently in class discussions, and seemed to enjoy school more.

Figure 28: Transition Outcomes of Children With and Without Preschool Experience

Transition Outcome	Preschool Experience	No Preschool Experience	Significance level
How smooth was this child's transition into school?	3.16	2.63	p < .0005
How often does this child participate in classroom discussion?	3.00	2.35	p < .0005
How much does this child seem to enjoy school?	3.50	3.08	p < .0005
How nervous does this child seem in school? (reverse coded)	3.55	3.14	p < .0005
Sample Size	480-488	99	

Source: Kindergarten Observation Forms I and II (2008).

Note: Scales are as follows: 1=not smooth and 4=very smooth; 1=hardly ever and 4=very often; 1=does not enjoy and 4=enjoys very much; 1=very anxious and 4=not anxious. Please note that the anxiety item is reverse-scored so that higher scores indicate more beneficial outcomes (i.e., less anxiety).

- According to their teachers, students who were English Learners transitioned into school just as smoothly as did children who were not English Learners. However, English Learners participated less often in classroom discussions, were more nervous in the classroom, and enjoyed school less than did students proficient in English (*t*-tests were significant at $p < .002$). This difference may be due to differing preschool rates among these groups of students.
- Students from low-income families transitioned into school just as smoothly as did their higher-income classmates. However, students from low-income families were more nervous in school and did not enjoy school as much as did their higher-income classmates. When it comes to participating in the classroom, children from the middle-income bracket participated significantly less than did children from the highest-income bracket (analyses of variance were significant at *p*'s< .02). Again, this difference may be due to greater preschool experience among children from higher-income families.
- Boys and girls also differed. Girls had smoother transitions into kindergarten and seemed to enjoy school more, according to their teachers (t-tests were significant at $p < .005$). However, boys and girls were just as likely to participate in classroom discussions and to seem comfortable (i.e., not nervous) at school.

Section Summary

Child care providers in San Mateo County are doing a good job of providing parents with general readiness information, specific information about their children's readiness, and referrals for developmental screenings if there was a concern. Similarly, elementary schools are doing well at providing parents with the opportunity to meet their child's kindergarten teacher and information on how to get involved with their child's school or classroom.

Most parents did a number of things to assist their child in having a smooth transition to school. The vast majority of parents talked about school with their child, visited the school with their child, and got their child's shots. Parental engagement in transition activities increased markedly since 2005.

While few teachers had worked with ECE providers prior to the school year to plan for students' school transitions, all had spent at least some time (an average of 3.66 hours per week) in the first three weeks of school communicating with parents about their students' transitions into school. Teachers' reports of children's transition to school showed that most children adjusted well to their new school settings. Children with a preschool experience, girls and *All-Stars* – those children who are well-rounded and most ready for school across all *Basic Building Blocks* – tended to have easier transition experiences.

State of Kindergarten Readiness in 2008

Section Overview

This section describes in detail the skills that children in the assessment possessed as they entered kindergarten in Fall 2008, including the following:

- An item-by-item summary of all 24 readiness skills, as measured by children's teachers;
- Children's readiness levels according to four underlying skill dimensions;
- Readiness in the context of different benchmarks, including teachers' expectations and a standard that predicts third grade success;
- How children sort into four "readiness portraits" that represent different patterns of readiness strengths and needs; and
- Parents' perceptions of their children's general readiness levels.

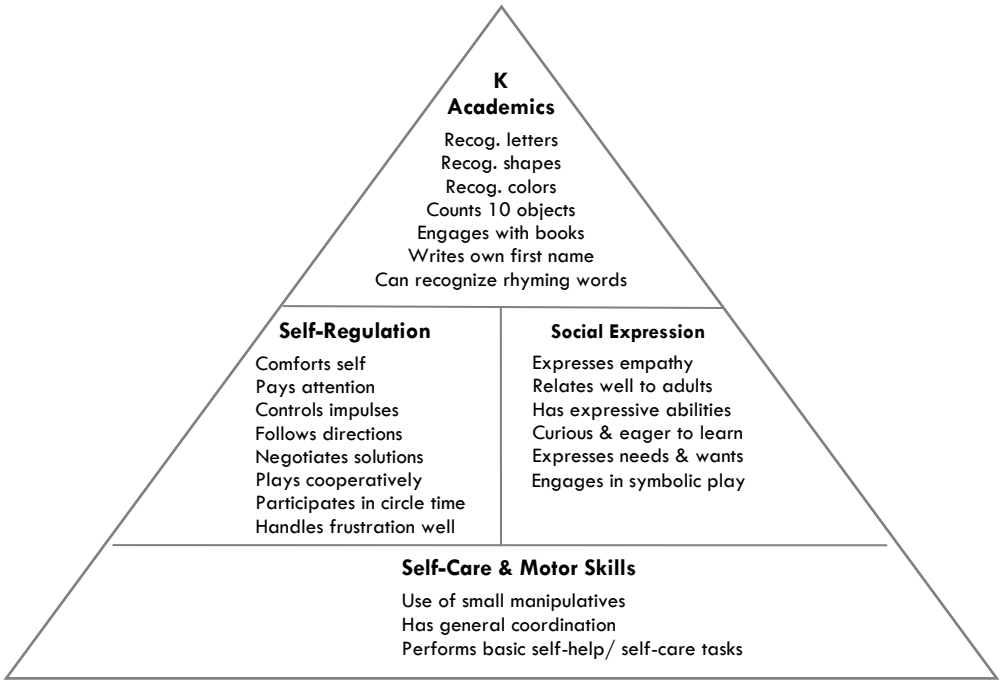
Teachers used the *Kindergarten Observation Form I* to rate each of their students across a broad range of school readiness skills. On each of 24 skills, teachers rated their students' proficiency to be at one of four levels: (1) "Not yet;" (2) "Beginning;" (3) In progress;" or (4) "Proficient."

The *Basic Building Blocks* include the following components: *Self-Care & Motor Skills, Self-Regulation, Social Expression,* and *Kindergarten Academics*. Reliability analyses conducted with data collected in this assessment again revealed strong interrelationships among the items within each *Basic Building Blocks*, with Cronbach's alpha coefficients ranging from 0.88 to 0.95:

- *Self-Care & Motor Skills*: Alpha = 0.88
- *Self-Regulation*: Alpha = 0.95
- *Social Expression*: Alpha = 0.94
- *Kindergarten Academics*: Alpha = 0.91

The 24 skills assessed in 2008 can be viewed in detail on the *Kindergarten Observation Form* (see Appendix2: Kindergarten Observation Form). A summary of the readiness skills comprising each *Basic Building Block* is displayed in the face of the pyramid shown in Figure 29. This pyramid was developed and used in previous readiness assessments to depict in simple, visual terms the 24 skills and where they "fall" in the *Basic Building Blocks* framework. Although we strongly believe that all of these skill dimensions are essential components of readiness, the pyramid does suggest a framework of skill progression, with basic skills related to taking care of oneself as a foundation, upon which rest key social-emotional components of readiness. The apex of the pyramid contains the beginnings of the more academically-oriented skills that provide children a foundation for the content covered in kindergarten and beyond.

Figure 29: Basic Building Blocks of Readiness



Presentation of the data in this section begins with a detailed look at children's proficiency levels on each of the 24 readiness skills. The remainder of this section (and of the report sections that follow) will summarize findings according to the four *Basic Building Blocks* of readiness.

Children's Levels of School Readiness Upon Kindergarten Entry

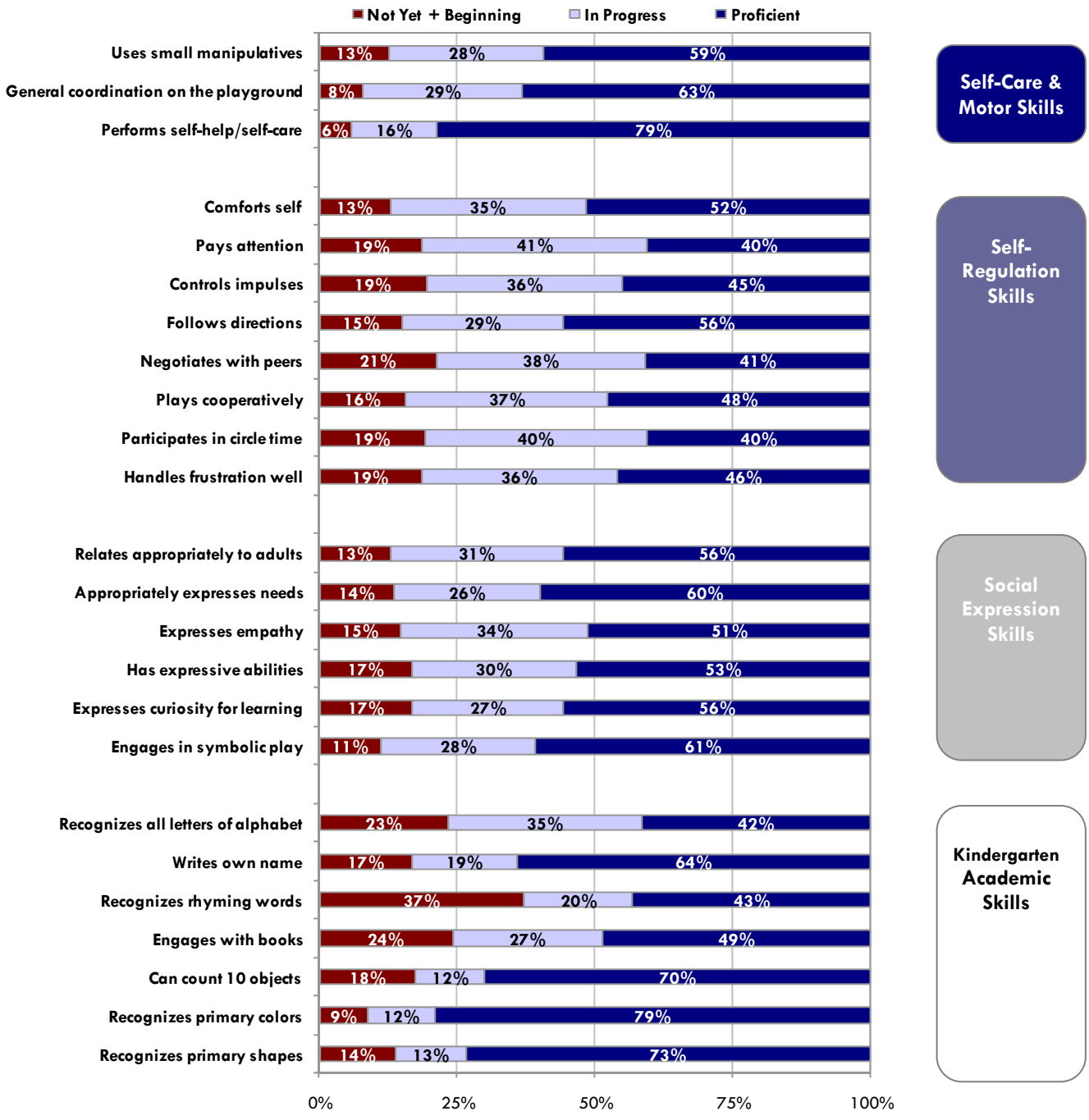
The figure on the next page (Figure 30) shows the percent of children who scored at each level of readiness (*Not yet, Just beginning, In progress,* and *Proficient)* across all 24 readiness skills. Children's top readiness strengths include:

- Performs self-help/ self-care (average=3.73)
- Recognizes primary colors (average=3.68)
- Recognizes primary shapes (average=3.57)
- General coordination on the playground (average=3.55)
- Engages in symbolic play (average=3.48)

Children's top readiness challenges include:

- Recognizes rhyming words (average=2.86)
- Recognizes letters of the alphabet (average=3.13)
- Negotiates with peers (average=3.15)
- Participates in circle time (average=3.19)
- Pays attention (average=3.20)

Figure 30: Students' Proficiency Levels Across 24 School Readiness Skills

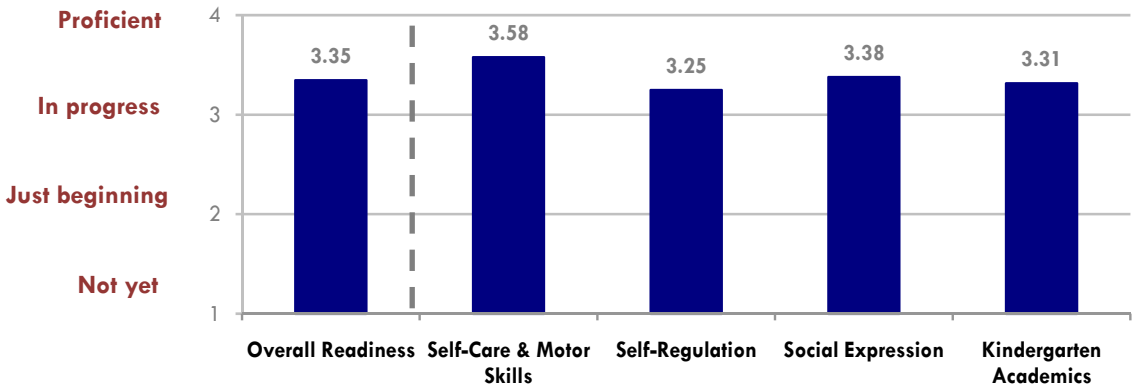


Source: Kindergarten Observation Form I (2008).

Note: Percentages are based on 534-649 students (weighted n). Data are weighted for English Learner status. Don't know/ Not observed responses are not included.

Figure 31 presents children's average scores on each *Basic Building Block*. Scores can range from 1.0, indicating that a child had not yet started any of the skills in a dimension, to 4.0, indicating that a child was proficient on all skills. As Figure 31 shows, students score between the *In progress* and *Proficient* levels; they tend to be more proficient in *Self-Care & Motor Skills* and less proficient in *Self-Regulation* and *Kindergarten Academics.*

Figure 31: Students' Proficiency Across Four *Basic Building Blocks* of Readiness



Source: Kindergarten Observation Form I (2008).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 646-654 county-wide students (weighted n). Data are weighted for English Learner status.

Four Portraits of School Readiness

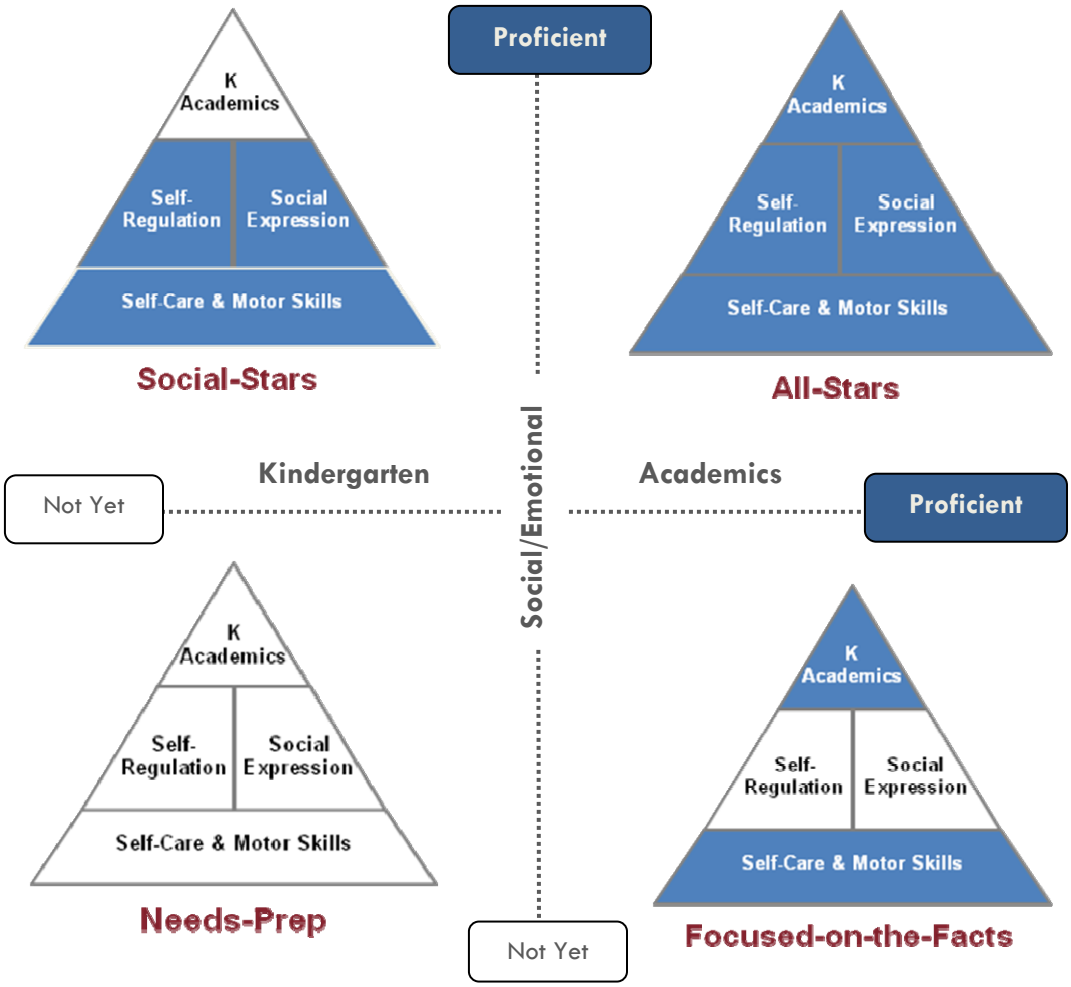
The overall readiness data just reviewed gives a very broad picture of children's strengths and challenges as they enter kindergarten. But as any kindergarten teacher well knows, children's skills and abilities are very diverse at this age. Not only do children reach developmental milestones at different times, but some have had early education experiences, like preschool, that enhance readiness for school. In an effort to better identify and describe the diversity of children entering school, ASR used a technique called cluster analysis to identify different groupings of children based on their patterns of readiness across the *Basic Building Blocks*.

In 2004, ASR first introduced four *Readiness Portraits* that provided a richer understanding of readiness patterns. Since 2004, ASR has validated the four distinct readiness profiles across several years of assessment in San Mateo County, Santa Clara County, and also in San Francisco County. The four readiness portraits of children include:

- *All-Stars*;
- *Needs-Prep*;
- *Social-Stars*; and
- *Focused-on-the-Facts*.

Each portrait reflects a different pattern of developmental strengths and challenges, basic student and family characteristics, and prevalence rates. The dark shading in Figure 32 shows where children in each portrait are near-proficient on the associated skills. *All-Stars* were ready for kindergarten across most dimensions, whereas *Needs-Prep* children needed to catch up across almost all dimensions. The *Social-Stars* and *Focused-on-the-Facts* profiles were proficient in some *Basic Building Blocks,* but not others. *Social-Stars* were skilled when it came to the foundational *Self-Care & Motor Skills* and critical social-emotional skills, whereas *Focused-on-the-Facts* children were skilled at the nuts and bolts of learning – the *Kindergarten Academics* – but had more challenges in the social-emotional arenas.

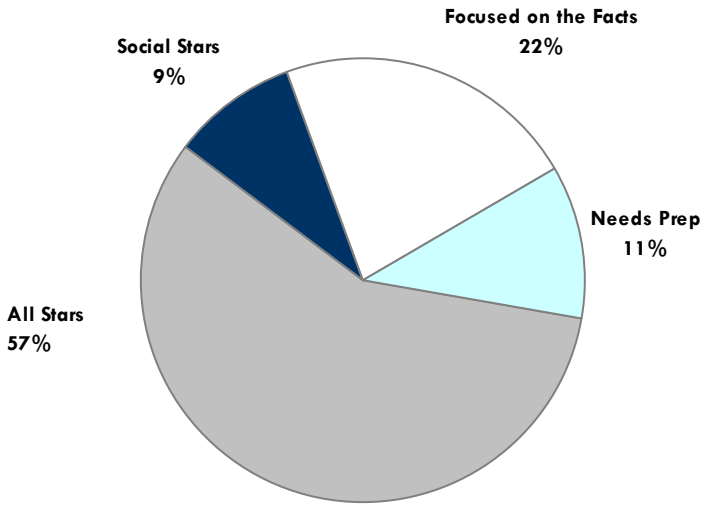
Figure 32: Four Readiness Portraits



How Prevalent is Each Portrait?

In 2008, more than half of students sorted into the well-rounded *All-Star* portrait of readiness, and 11 percent of students were categorized into the *Needs-Prep* portrait of readiness. Just nine percent could be considered *Social-Stars,* with the balance sorting into the *Focused-on-the-Facts* group (see Figure 33). These prevalence rates suggest what skills need to be bolstered in children entering kindergarten. Based on the rates in Figure 33, about one in three children need stronger social-emotional skills (*Needs-Prep* children + *Focused-on-the-Facts* children), whereas just 20 percent of children need development in *Kindergarten Academics* (*Needs-Prep* children + *Social-Stars*).

Figure 33: Prevalence of Four Portraits of Students' Readiness



Source: Kindergarten Observation Form I (2008).

Note: This chart is based on 636 students (weighted n). Data were weighted for English Learner status. So that Readiness Portrait could be examined across time and across counties, Readiness Portrait membership was determined using the same algorithm as was used in 2005 in both San Mateo and Santa Clara counties.

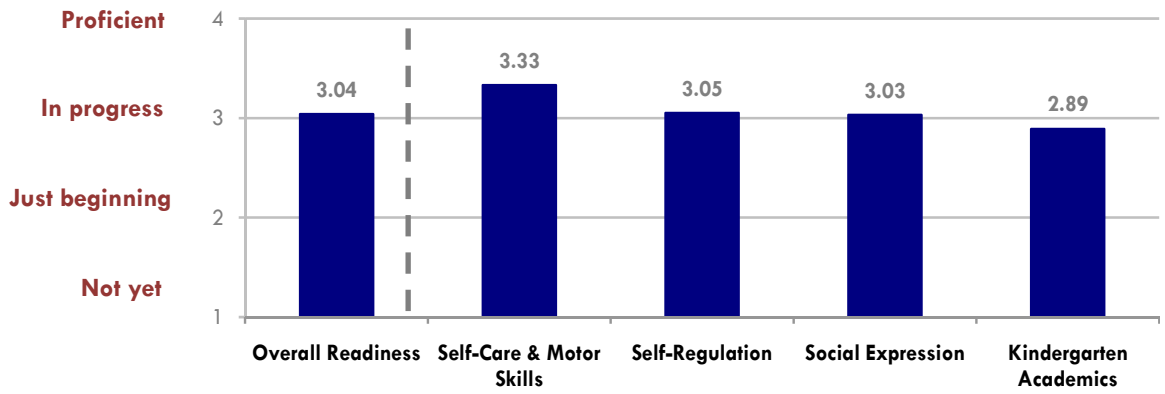
Placing Children's Readiness in Context

Knowing the level of children's readiness is informative, but without additional information about where those skills should be, our ability to understand children's readiness is limited. This section discusses the readiness levels of students in the assessment using two different benchmarks: (1) teachers' beliefs about how ready students should be to have a successful transition to kindergarten; and (2) average levels of readiness observed at kindergarten entry among children who later scored highly on their third grade standardized test scores.

The Teacher Standard – Kindergarten Teachers' Desired Proficiency Levels

It can be interesting to place children's readiness for kindergarten in the context of how proficient teachers would like their children to be across the *Basic Building Blocks*. Recall that teachers were asked to report how proficient children should be in each readiness skill in order to have a smooth transition into kindergarten. Figure 34 illustrates how proficient teachers, on average, think children should be in each *Basic Building Block* in order to enjoy a smooth transition into school. Teachers desire greater proficiency in *Self-Regulation* (3.33) than they do in *Kindergarten Academics* (2.89).

Figure 34: Teachers' Desires for Proficiency on the *Basic Building Blocks* of Readiness

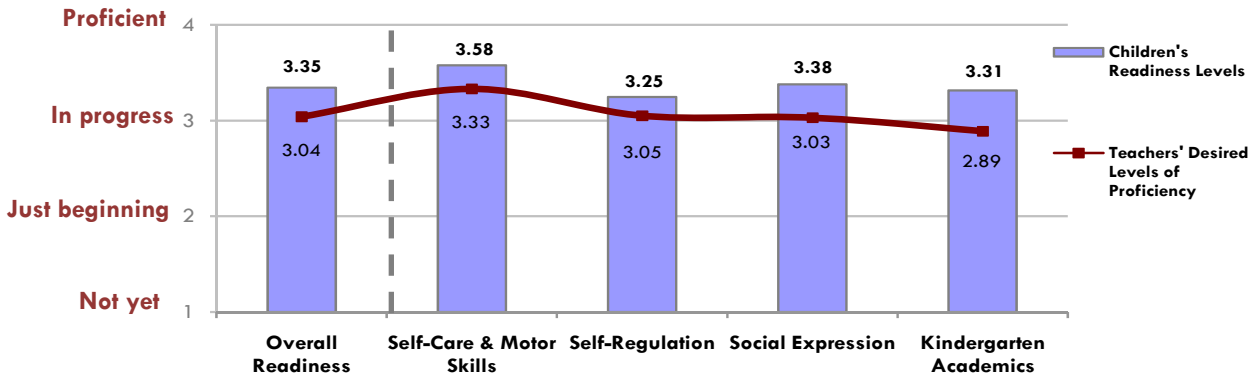


Source: Teacher Survey of the Importance of Readiness Skills (2008).

Note: This chart is based on 37 teachers. Scores can range from 1.0 (*Not yet*) to 4.0 (*Proficient*).

Figure 35 presents children's actual readiness skills (depicted in the blue columns), as well as how proficient sampled teachers in San Mateo County would like children to be when they enter kindergarten (depicted by the red line). On average, children's readiness levels are above teachers' desires. Importantly, children's readiness levels and teachers' desired levels of proficiency walk in tandem, as has been true in earlier assessments in San Mateo. Where children's levels of readiness were higher, teachers' desired levels of proficiency were also higher (e.g., *Self-Care & Motor Skills*). Where children's levels of readiness were lower, teachers' expectations were also lower (e.g., *Kindergarten Academics*).

Figure 35: Putting It All Together – Students' Skill Levels in the Context of Teachers' Desired Proficiencies

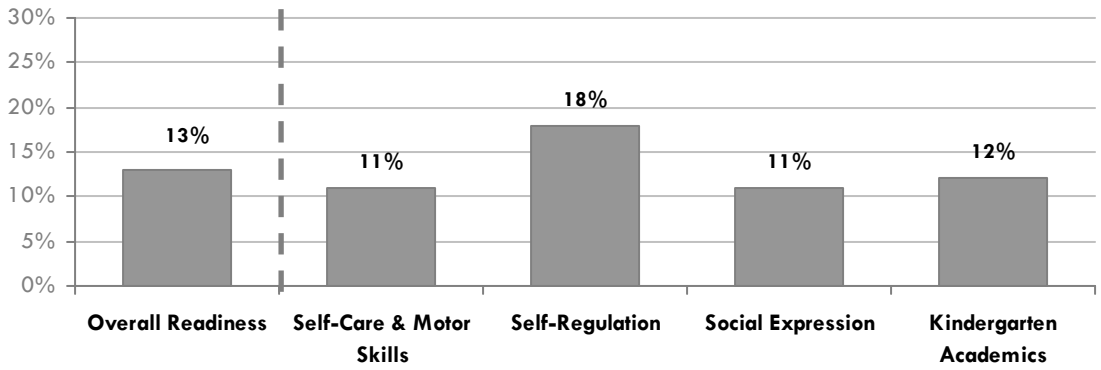


Source: Kindergarten Observation Form I (2008) and Teacher Survey of the Importance of Readiness Skills (2008).

Note: This chart is based on 37 teacher responses and 646-654 county-wide students (weighted n). Children's data are weighted for English Learner status.

Another way of contextualizing children's readiness is to determine how many children were performing far below their teacher's desired proficiency levels. To compute this, children were flagged if their readiness score in each *Basic Building Block* was more than one standard deviation below teachers' desired proficiency levels. This pulls out only those students whose performance was much lower than what teachers think it needs to be in order to be successful in school. The figure that follows shows the percentage of students performing far below teacher expectations in each of the *Basic Building Blocks*. This benchmark underscores the gap that exists for *Self-Regulation* skills; almost one in five children (18%) performed far below teacher expectations for this set of skills, with fewer children who were far below expectations in the other *Basic Building Blocks*. Taken together, 13 percent of students had readiness skills that were far below the level at which teachers think children should be performing.

Figure 36: Percent of Children Significantly Below Teachers' Desired Levels of Proficiency



Source: Kindergarten Observation Form I and Teacher Survey on Importance of Readiness Skills

Note: Means are based on 646-654 students (weighted n's). Data are weighted for English Learner status.

The Longitudinal Study Standard

In addition to a teacher-calibrated standard of readiness, ASR has also developed a standard that is based not on teacher perceptions, but on the actual kindergarten readiness levels of children who went on to be academically successful in third grade. This standard is dubbed the **Longitudinal Study Standard** because the data come from ASR's analysis of non-experimental, longitudinal readiness and achievement data of children who had participated in the kindergarten readiness assessments in San Mateo County in 2001-2003.[6] Linking the kindergarten readiness scores of these children to their third-grade STAR test scores showed strong connections between children's kindergarten readiness and their later academic success. To create the Longitudinal Study Standard, third-grade children who scored at the *Proficient* or *Advanced* levels on their English Language Arts and Mathematics STAR tests were first identified. ASR then calculated the kindergarten readiness scores for this group of academically successful children. These readiness scores represent the Longitudinal Study Standard (shown in Figure 37 below), reflecting the kindergarten readiness of children who went on to academic success in third grade.

Figure 37 shows the average readiness levels for each standard. The San Mateo Teacher Standard is much lower than Longitudinal Study Standard.

Figure 37: Two Standards of Readiness

Basic Building Blocks	San Mateo Teacher Standard	Longitudinal Study Standard
Overall Readiness	3.04	3.53
Self-Care & Motor Skills	3.33	3.66
Self-Regulation	3.05	3.42
Social Expression	3.03	3.49
Kindergarten Academics	2.89	3.52

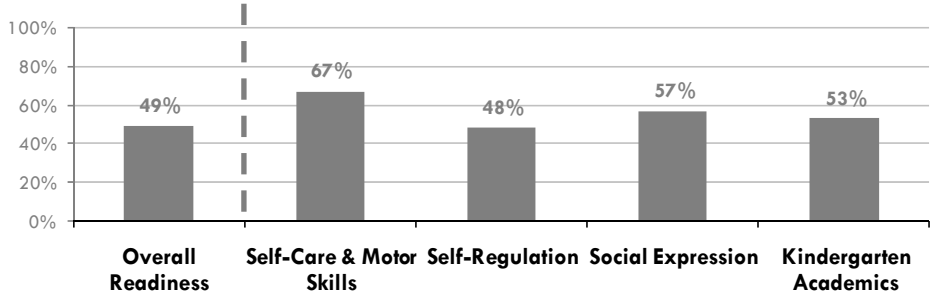
Source: Teacher Survey of Importance of Readiness Skills 2004-2007 and ASR's Longitudinal Study 2008

Note: The San Mateo Teacher Standard is based on 37 teachers who participated in the San Mateo County readiness assessment in Fall 2008. The Longitudinal Study Standard is based on the kindergarten readiness scores of 277 children (of a possible 719 children) who: (a) participated in the 2001, 2002, or 2003 readiness assessments in San Mateo County, and (b) scored at the *Proficient* or *Advanced* levels on both their English and Math STAR tests in third grade.

According to Figure 38, about half of the children entering San Mateo County kindergarten classrooms in 2008 met the Longitudinal Study Standard; in other words, about half of new kindergarten students were as ready as kindergarten students who went on to be academically successful in third grade. A higher percentage of children met the standard in *Self-Care & Motor Skills,* with a lower percentage meeting the standard in *Self-Regulation.*

[6] The full report entitled *Does Readiness Matter? How Kindergarten Readiness Translates Into Academic Success* can be downloaded from www.appliedsurveyresearch.org.

Figure 38: Percentage of Children Meeting or Exceeding the "Longitudinal Study Standard"



Source: Kindergarten Observation Form I (2008).

Note: Percentages are based 646-654 county-wide students (weighted n). County data are weighted for English Learner status.

Section Summary

Children's overall readiness was well above the "In progress" level; their average readiness score was 3.35 on a one to four scale where four was "Proficient." Children were most ready in *Self-Care & Motor Skills*, and they were least ready in their *Self-Regulation* skills.

As with previous assessments, children's patterns of readiness sorted into four profiles, including *All Stars* who were ready for school across the board, *Focused on the Facts* students who were ready in *Kindergarten Academics* but had needs in social-emotional domains of readiness, *Social Stars* who were social and emotionally ready but did not have strong academics skills, and *Needs Prep* students who were struggling across the spectrum of readiness skills. Data revealed that more than half of students (57%) were *All Stars*, whereas just over one in ten were *Needs Prep* students.

ASR used two different benchmarks to contextualize students' readiness levels: (1) teachers' beliefs about how ready students should be to have a successful transition to kindergarten; and (2) average levels of readiness observed at kindergarten entry among children who later scored highly on their third grade standardized test scores. Comparisons against the above benchmarks showed that;

- Students were generally on track with what their teachers expected at kindergarten entry; their average scores were above teachers' average expectations on all skill dimensions. Nonetheless, there are some needs for improvement – nearly one in five children (18%) were significantly below their teachers' desires in *Self-Regulation*; and
- About 49 percent of students are on track for success at third grade using the "longitudinal study standard" (a loose benchmark the average readiness scores of students who later achieve "Proficient" or "Advanced" status on their third grade STAR tests).

Trends in School Readiness Over Time

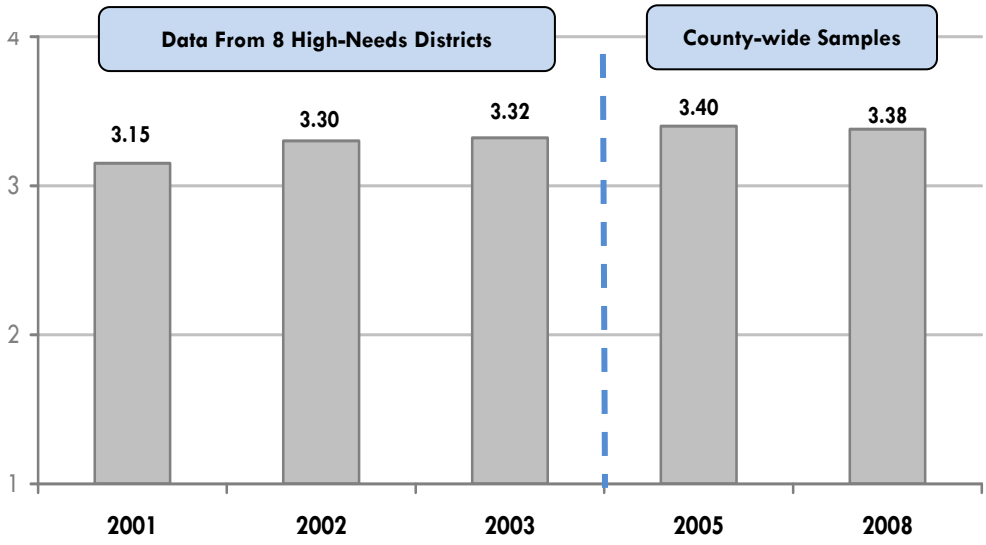
Section Overview

San Mateo County has had a long tradition of measuring the school readiness of its incoming kindergarten students. In this section, ASR primarily reviews findings from the county-wide 2005 and 2008 assessments.

School Readiness Remains Similar to 2005 Levels

In the early years, assessments were conducted in eight high-needs school districts, and readiness ranged from 3.15 in 2001 to 3.32 in 2003. Starting in 2005, county-wide samples of kindergarten classrooms were drawn so that the data collected were representative at the county level. In 2008, as in 2005, children overall scored between the *In progress* and *Proficient* levels. There was little change in readiness between 2008 and 2005.

Figure 39: Average Overall Readiness Scores Across Time

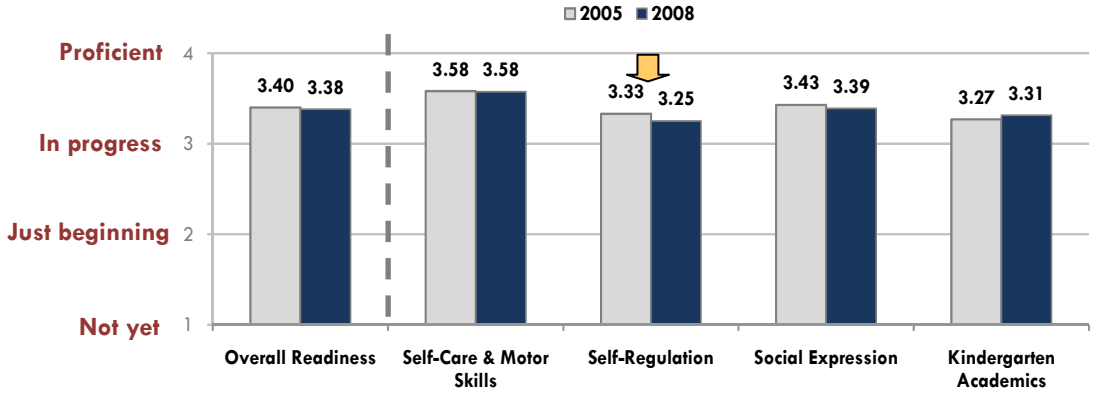


Source: *Kindergarten Observation Forms* from each assessment year

Note: Scores are based on a 1-4 scale (1 = not yet, 2 = beginning, 3 = in progress, 4 = proficient). Don't know / Not observed responses are not included. Scores from 2001, 2002 and 2003 are based on eight school districts that were assessed in those waves: Cabrillo Unified District, Jefferson School District, La Honda-Pescadero Unified District, Pacifica School District, Ravenswood City School District, Redwood City Elementary District, San Mateo-Foster City School District, and South San Francisco Unified District. Scores from 2005 and 2008 are based on county-wide random samples. Scores from 2005 and 2008 include an item, *Can recognize rhyming words,* that was not included in previous years. So that 2005 and 2008 scores are comparable, 2008 scores do not include four social-emotional skills that were added in 2008. Means from recent years are based on the following sample sizes: 670 for 2005 data, and 654 for 2008 data (weighted n's). Scores from 2005 and 2008 are weighted for English Learner status. Data from earlier years are weighted to district-by-district enrollment figures.

Figure 40 provides more detail about how readiness levels have remained largely stable across each *Basic Building Block.* For most readiness dimensions, there has been very little fluctuation since 2005. The only significant change is a decrease in readiness for *Self-Regulation.*

Figure 40: Students' Proficiency Across Four *Basic Building Blocks* of Readiness, Over Time

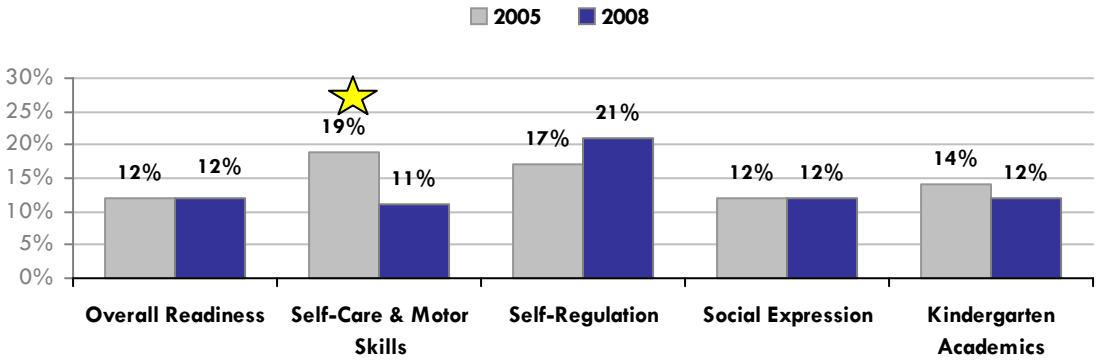


Source: Kindergarten Observation Form I (2008).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. 2005 scores are based on 669-670 county-wide students (weighted n). 2008 scores are based on 646-654 county-wide students (weighted n). Data are weighted for English Learner status. So that 2005 and 2008 scores are comparable, 2008 scores in this figure do not include four social-emotional skills that were added in 2008. The drop in scores for *Self-Regulation* is significant, according to a t-test ($p < .05$).

Figure 41 shows the percent of children who scored significantly below (i.e., at least one standard deviation below) teachers' desired levels of proficiency. There has been some fluctuation in the percentage of children who don't quite meet the teacher standard, with specific improvements in the *Self-Care & Motor Skills* domain. In 2005, 19 percent of children were significantly below their teachers' desires on this dimension; in comparison, just 11 percent were significantly below their teachers' desires in 2008. A somewhat higher percentage of children were significantly below teacher desires on *Self-Regulation* this past fall (21% vs. 17%), but the difference did not reach statistical significance.

Figure 41: Percent of Children Significantly Below Teachers' Desired Levels of Proficiency



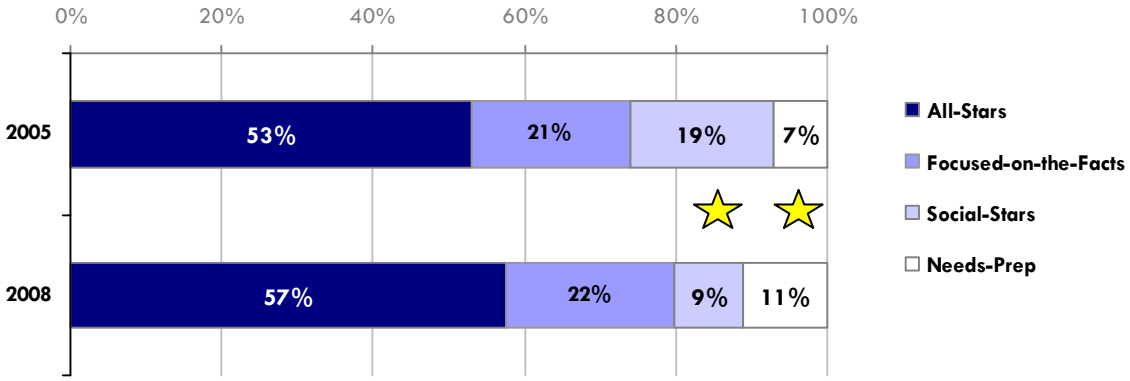
Source: Kindergarten Observation Forms and Teacher Surveys on Importance of Readiness Skills from 2005 and 2008

Note: Percentages are based on sample sizes that range from 669-670 for 2005 data and 646-654 for 2008 data (weighted n's). Data are weighted for English Learner status. The star indicates a significant drop for *Self-Care & Motor Skills* between 2005 and 2008, according to a chi-square test, $p < .0005$. Four items that were not included in 2005 – *Comforts self with adult guidance, Negotiates with peers to resolve social conflicts with adult guidance,* and *Handles frustration well* in the *Self-Regulation* block, and *Expresses empathy or caring for others* in the *Social Expression* block – have been stripped out of the 2008 data presented above. For this reason, the 2008 data may differ from those presented in Figure 36. The increase in *Self-Regulation* percentages is marginally significant, $p < .10$.

There Are More Needs-Prep Children in 2008

As shown in Figure 42, over half of children entering schools in 2008 sorted into the well-rounded *All-Star* portrait, a rate slightly higher than in 2005. Despite slightly more *All-Stars* entering school in 2008, there were significantly more children with needs across the *Basic Building Blocks.* In 2005, just seven percent of children sorted into the *Needs-Prep* portrait; 2008 saw a significant increase in the number of *Needs-Prep* children entering school. This past fall, there was also a significantly decrease in the percentage of *Social-Stars* entering kindergarten. It may be that the *Social-Star* cluster has migrated in two directions: some children may have beefed up their *Kindergarten Academics* and, therefore, qualified as an *All-Star,* whereas other children didn't receive bolstering in the social-emotional arena and, therefore, qualified as *Needs-Prep* children.

Figure 42: The Prevalence of Each Portrait Across Time



Source: Kindergarten Observation Forms from 2005 and 2008.

Note: This chart is based on 669 students in 2005 and 636 students in 2008 (weighted n's). Data are weighted for English Learner status. Stars indicate a significant drop in the number of *Social-Stars* between 2005 and 2008 ($p < .0005$), as well as a significant increase in the number of *Needs-Prep* students ($p < .02$), according to chi-square tests.

Has Readiness Increased Within any Particular Subgroups?

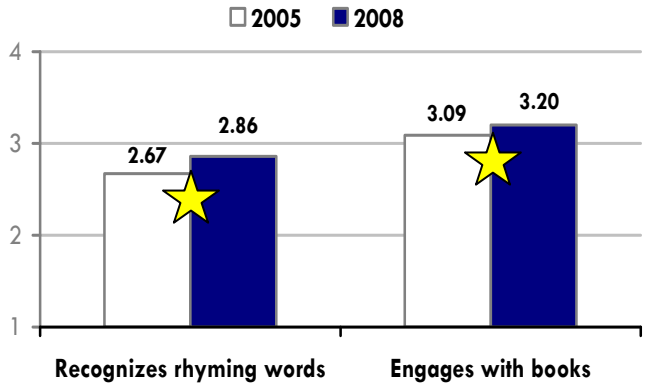
Although overall readiness remained stable between 2005 and 2008, ASR examined whether the readiness levels of particular subgroups of interest, such as ELs and children from low-income families, had improved over the three years. The results of this investigation showed no significant improvements in readiness across the *Basic Building Blocks* for English Learners, children with preschool experience, or children from low-income families. In fact, children with no preschool experience entered school at significantly lower readiness levels in 2008 than did their non-preschooled counterparts in 2005.[7]

[7] It may be that the characteristics and family backgrounds of non-preschooled children in 2005 and 2008 are different, and that these differences are driving the observed readiness patterns. For example, the non-preschooled students in 2008 may have greater family risks than non-preschooled students in 2004. Examinations of the readiness trends over time among non-preschooled children that control for certain risk factors have not yet been conducted, but this is a fruitful area for further exploration of readiness trends over time.

Children's Early Literacy Skills Have Improved Since 2005

Although readiness overall may have remained stable since 2005, there have been some notable improvements in specific readiness skills. Importantly, children's early literacy skills have improved since 2005. Figure 43 shows that children in 2008 are more proficient at recognizing rhyming words and engaging with books than were children in 2005.

Figure 43: Early Literacy Skills Across Time

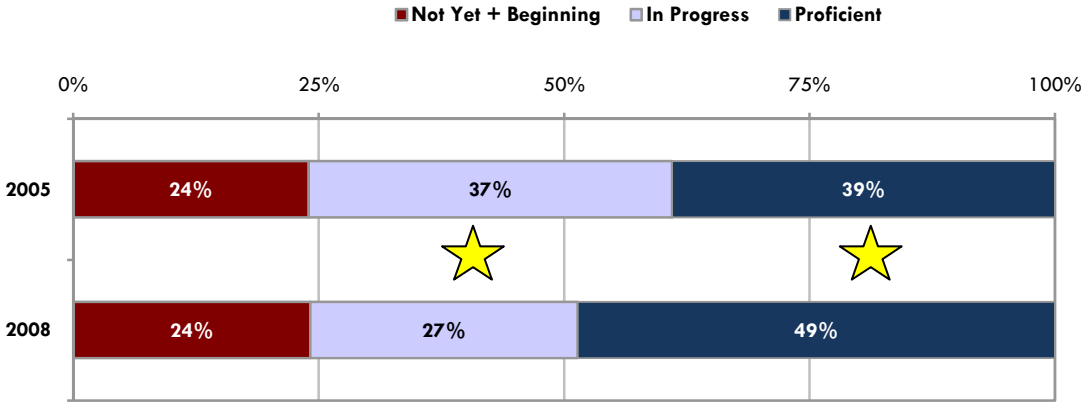


Source: Kindergarten Observation Form.

Note: Scores are based on a 1-4 scale (1 = not yet, 2 = beginning, 3 = in progress, 4 = proficient). Don't know / Not observed responses are not included. Means are based on the following sample sizes: 615/662 for 2005 data, 545/631 for 2008 data (weighted n's). Data are weighted for EL status. 2008 scores are significantly higher than 2005 scores for both items, according to t-tests, $p < .05$.

For example, by 2008, almost half of children in San Mateo County were proficient at engaging with books. Between 2005 and 2008, the ranks of those proficient at engaging with books swelled from 39 percent to 49 percent (a statistically significant increase).

Figure 44: Percent of Children Engaged with Books Across Time



Source: Kindergarten Observation Form.

Note: Data for both years are weighted for English Learner status. The decrease in "in progress" percentages and the increase in "proficient" percentages were significant, according to chi-square tests ($p < .01$).

Section Summary

By and large, school readiness has remained stable since 2005. There are, however, some exciting trends. For example, children's early literacy skills have improved since 2005, and a higher percentage of children were also being read to daily in 2008. However, there were a few trends that deserve careful monitoring. For example, in comparison to 2005, there was a significantly higher percentage of *Needs-Prep* children this year (11% vs. 7% from 2005) – the profile that includes children with the deepest readiness needs.

Student and Family Factors Most Associated with School Readiness

Section Overview

The analyses reported to this point primarily have primarily served a descriptive function. They provide an understanding of just how ready children are to enter kindergarten, and who tends to be more or less ready for school. For example, when we examine the characteristics of *children from single-parent homes* versus *those from two-parent households*, we focus on student or family characteristics one by one, without taking into account other (perhaps) related variables. Whereas this univariate approach -- looking at one variable at a time -- is critical to understanding who is "how ready" for school; univariate analyses cannot inform us about how the multitude of variables interact together to influence readiness scores. The underlying reasons children are more or less prepared for school need to be examined using a **multivariate approach.**

In this report section, we take a multivariate approach — simultaneously taking into account all important measured variables — in order to better understand how variables interact to influence children's readiness for kindergarten. Often, we isolate the same variables described earlier (e.g., preschool experience), but in the analyses that follow we examine the differences of children with and without preschool experience, for example, **after ironing out children's differences on a wide range of other family, student, and school-level factors.**

One important thing to note with these multivariate analyses is that they cannot tell us why children vary; these analyses are correlational and cannot be used to infer that these variables cause greater school readiness. The only way to truly determine what causes increased readiness is by conducting a well-controlled experiment. It is also important to note that there are likely many other variables that could affect readiness that are beyond the scope of this assessment. Variables like temperament, parenting practices, sheer intelligence, and style of attachment to parents/ guardians, for example, are not measured in this study.

Factors Associated with Overall Readiness

Across numerous regional school readiness assessments, a core set of key student, family, and environmental factors has been identified that may play a role in promoting or inhibiting readiness. For example, three years worth of readiness assessment data in Santa Clara County have shown that children who are older at kindergarten entry, who are girls, who have no special needs, who have had a preschool experience, who are not English Learners, and who are read-aloud to more frequently at home are also those children who tend to have higher readiness scores (ASR, 2005; ASR, 2006; ASR, 2007). Variables like maternal education level and family income have also been important in previous assessment years.

Using regression analysis, ASR has simultaneously examined all of these factors to determine which ones are independently associated with school readiness in San Mateo County— above

and beyond their associations with other factors. The following variables were included in the regression analysis to explain overall readiness scores:

- Child variables: Child's age at enrollment, gender, special needs status, and English Learner status;
- Family background variables: Income and maternal education level;
- Child health variables: Low birth weight, possession of a medical home (other than urgent care or the ER), and a wellbeing index (whether children are generally healthy, well-fed, and well-rested);
- Family stressors and support/ coping resources: abridged index of family risk (including being a teen mother, being a single parent, having lost a job in the last year, having moved frequently since the child was born, and having few parent supports), perceived life concerns, parent social support and coping, and history of caregiver sadness/ depression;
- Direct school readiness preparedness variables: preschool attendance, frequency of reading in the home, number of kindergarten preparation activities the parents had engaged in, having received general information prior to kindergarten about how to develop children's school readiness skills, and having received specific feedback about their own child's readiness for school prior to kindergarten.

In addition, a few variables were added into the regression equation to control for any additional influence they might have on readiness scores. These included 2008 API scores, the number of days between school start date and observation date, whether children were in full- or half-day kindergarten classrooms, teachers' experience levels, and teachers' desired proficiency levels.

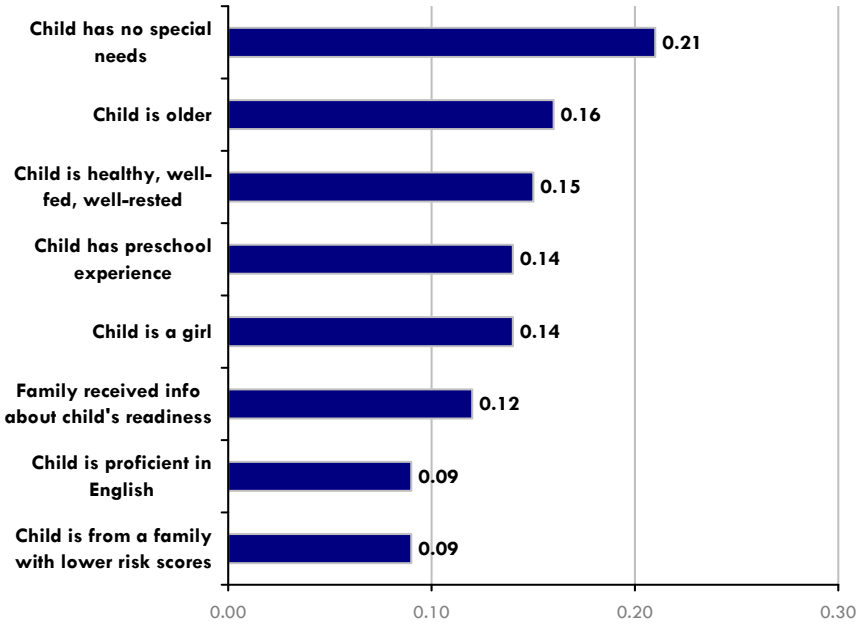
Figure 45 shows the results of this regression analysis; depicted are those factors that are significantly related to overall kindergarten readiness after taking into account all of the other variables. Before discussing the specific results, however, it may be helpful to provide background information regarding regression analysis. Regression analysis results in a set of what are called "beta coefficients." Each bar in Figure 45 represents the size of a beta coefficient.

- Beta coefficients are a measure of the strength of association between each factor and overall readiness, over and above all of the other variables in the model. For example, this analysis shows the pure and independent relation between age and school readiness, taking out any association that age might share with other variables like preschool experience (i.e., those who went to preschool tend to be older when they start kindergarten).
- The magnitude of each beta coefficient signals whether the factor in question is strongly or weakly associated with school readiness. All of the factors depicted in Figure 45 are statistically significant and, therefore, associations with readiness are statistically strong.
- All coefficients can be compared to one another to determine their relative strengths. A coefficient of .20, for example, is twice as strong as is a coefficient of .10.

Regression results indicated that eight factors explained 46 percent of the variation in children's readiness scores.

- The strongest predictors of readiness were basic child-level factors, including not having special needs, being older at kindergarten entry, and being a girl.
- These data also speak to the importance of physical health; children who were healthy, well-fed, and well-rested (according to teachers' perceptions) tended to be much more ready for school than were children who did not have this basic foundation.
- Children who had attended preschool had higher readiness levels than did children who had not been exposed to preschool.
- Children whose parents had received specific information about their own child's readiness for school were more ready than children whose parents had not received such information.
- Children who were proficient in English entered school at higher readiness levels than children who were still learning English.
- Children of families with fewer family risk factors (being born to a teen mother, having a single parent, having a parent who lost a job in the last year, having moved frequently since birth, and having parents with few supports) also tended to be more ready for school than their counterparts.

Figure 45: Relative Strength of Factors Significantly Associated with Overall School Readiness



Source: *Kindergarten Observation Form* (2008) and *Parent Information Form* (2008).

Note: The regression is based on 447 students (weighted n). Data are weighted for EL status. Adjusted R^2 with all variables in the model is .46. In addition to these factors, maternal education and family income were marginally significant, $p < .10$.

The previous figure shows the factors that were associated with overall readiness scores. To see how each individual *Basic Building Block* readiness dimension was related to the different factors, ASR performed a regression on each *Building Block* using the same set variables described previously. Figure 46 shows beta coefficients for each important factor across the *Basic Building Blocks.* Figure 46 also displays how much of the readiness variance within each *Building Bock* is explained by the predictors (as indicated by the adjusted R^2 statistics in the first row). The predictors did a particularly good job of explaining *Kindergarten Academics* (*Adj* R^2= .42) and *Social Expression* (*Adj* R^2=.41).

Five of the child-level factors were significant predictors across all four *Basic Building Blocks:* (1) Children with no special needs were more proficient in each *Basic Building Block* than were children who had special needs; (2) Older children were more proficient across all BBBs than were younger children; (3) Children with a solid foundation of physical health scored higher on all readiness dimensions than children who did not appear healthy, well-rested, and/or well-fed; (4) Girls entered school at higher levels of readiness across the board than did boys; and (5) Children with preschool experience were more proficient in all *Basic Building Blocks* than were children who did not graduate from preschool.

It is also interesting to note the largest predictor of each *Basic Building Block.* Special needs was the strongest factor for *Self-Care & Motor Skills*, *Self-Regulation*, and *Social Expression*, whereas family income was strongest for *Kindergarten Academics.*

Figure 46: Relative Strength of Factors Associated with Each *Basic Building Block*

Factors	Overall Readiness	Self-Care & Motor Skills	Self-Regulation	Social Expression	Kindergarten Academics
Adjusted R^2	.46	.28	.36	.41	.42
Child has no special needs	**.21**	**.23**	**.19**	**.24**	**.13**
Child is older	**.16**	**.21**	**.13**	**.14**	**.14**
Child is healthy, well-fed, well-rested	**.15**	**.14**	**.13**	**.12**	**.15**
Child is a girl	**.14**	**.11**	**.17**	**.09**	**.08**
Child has preschool experience	**.14**	**.11**	**.10**	**.17**	**.15**
Family received information about own child's readiness	.12	--	.14	--	.10
Child is proficient in English	.09	--	--	.11	.09
Child is from a family with lower risk scores	.09	--	.11	--	.09
Family income*	--	.15	--	--	.18
Maternal education level*	--	--	--	.15	.13

Source: Kindergarten Observation Form (2008) and Parent Information Form (2008).

Note: Regressions are based on 447 students (weighted n). Data are weighted for EL status. All coefficients included above are significant at the $p < .05$ level. *Family income and maternal education were explored because they each yielded a marginally significant association with overall readiness, $p < .10$.

A Closer Look at Preschool and Non-Preschool Graduates

The regression analysis reported above is helpful because it shows which variables are related to readiness above and beyond all others in the model. Based on this analysis, we see that children who attended preschool outscore those who didn't – independent of the many ways in which we know that preschoolers and non-preschoolers differ. Sometimes it is instructive to examine simple average readiness scores of children with and without preschool experience because those simple scores – unadjusted for family background – reflect what teachers see when children walk through their doors. In this spirit, the figure below shows that children with preschool experience score near the proficient level on most *Basic Building Blocks*, whereas their peers without preschool experience are far behind.

Figure 47: Readiness Scores by Preschool Attendance

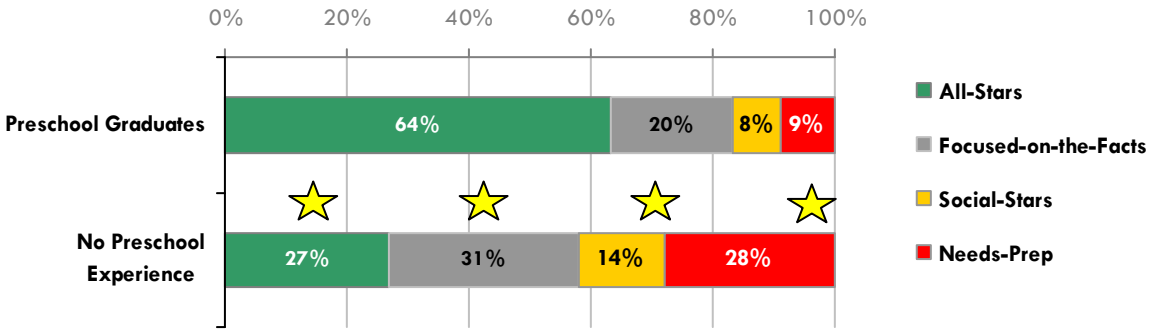
	Did not attend preschool	Attended preschool
Overall Readiness	2.88	3.44***
Self-Care & Motor Skills	3.24	3.63***
Self-Regulation	2.82	3.33***
Social Expression	2.87	3.47***
Kindergarten Academics	2.74	3.44***

Source: Kindergarten Observation Form (2008).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 100-101 non-attenders and 485-492 preschool attenders (weighted n's). Data are weighted for English Learner status. Students who did and did not attend preschool had significantly different readiness scores, according to t-tests (all p's < .0005).

Figure 48 shows that preschool experience plays an important role in determining which readiness portraits children sort into. For instance, 64 percent of children with preschool experience sorted into the *All Stars* portrait, whereas this was the case for just 27 percent of children with no preschool experience.

Figure 48: Readiness Portraits as a Function of Preschool Experience



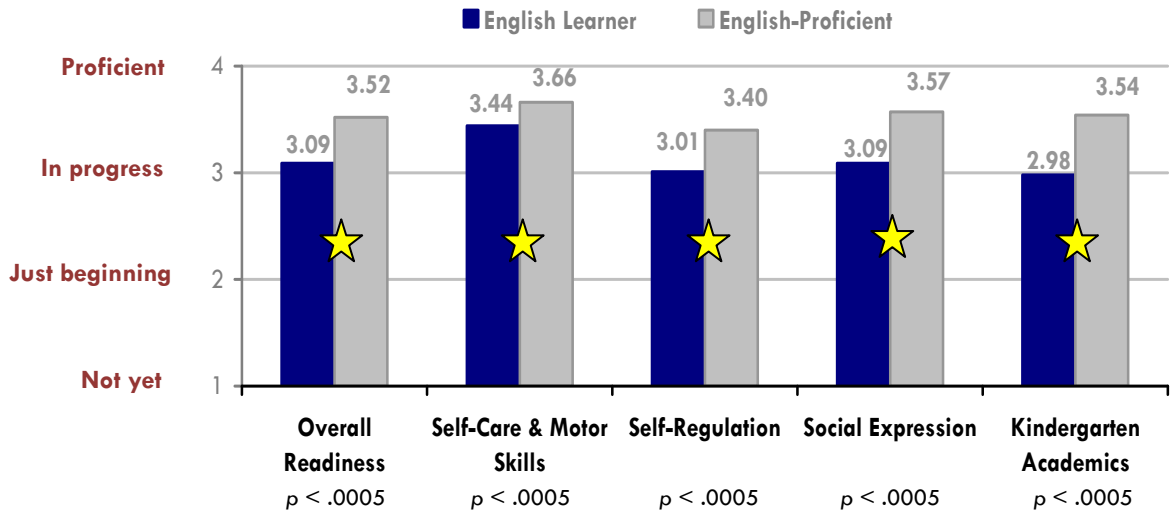
Source: Kindergarten Observation Form I (2008).

Note: This chart is based on 481 students with preschool experience and 97 students without preschool experience (weighted n's). Data are weighted for English Learner status. Stars indicate significant differences in percentages of each Readiness Portrait between preschoolers and non-preschoolers, according to chi-square tests, p< .0005

A Closer Look at English Learners and English-Proficient Children

As it did for preschool experience, the regression analysis also showed that children who speak English proficiently also enter school more ready than their peers still learning English, above and beyond the other variables in the model. Again, it can be instructive to examine simple average readiness scores of children who are English Learners and children who are English-proficient because those simple scores – unadjusted for family background – reflect what teachers see when children walk through their doors. The figure below shows that English Learners and English-proficient children differ on overall readiness, as well on each of the *Basic Building Blocks*.

Figure 49: Students' Readiness as a Function of English Learner Status

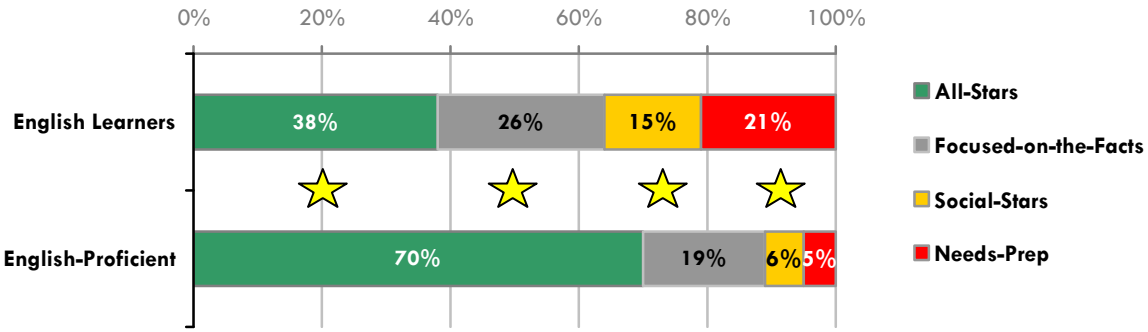


Source: Kindergarten Observation Form I (2008).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 255-262 English Learners and 386-388 English Proficient children (weighted n's). Data are weighted for English Learner status. Stars indicate means that are significantly different from each other, according to t-tests. Significance levels are indicated below each set of columns.

Over one-third of the English Learners starting kindergarten are well-rounded and sort into the *All-Star* category – about half the rate for children who are English-proficient (70%). Four times as many English Learners sort into the *Needs-Prep* category (21%) as compared to children who speak English proficiently (5%).

Figure 50: Readiness Portraits as a Function of English Learner Status



Source: Kindergarten Observation Form I (2008).

Note: This chart is based on 246 English Learners and 387 children who are English-proficient (weighted n's). Data are weighted for English Learner status. Stars indicate significant differences in percentages of each Readiness Portrait between English Learners and English-proficients, according to chi-square tests, p>.0005.

Section Summary

Regression results indicated that eight factors explained 46 percent of the variation in children's readiness scores. The strongest set of readiness predictors were child-level variables– including being healthy, not having special needs, being older, and being a girl—but skills in a number of domains emerged as significant predictors of readiness. As in previous assessments, preschool experience emerged as an important predictor of students' overall readiness for school. Also noteworthy in the findings were results showing that two health-related variables played a role in students' readiness; these included whether children had a medical home and whether children had any indications that their basic needs (being well-fed, well-rested, and generally healthy) were not being met.

How Can the Community Best Support Readiness?

Section Overview

In the previous report section, regression analyses pointed to several predictors of readiness among San Mateo County kindergarten students. In this section, the implications of these findings are explored in greater depth, focusing on the following question: Given what these analyses have shown, what should the county be doing to ensure that every student enters kindergarten prepared to succeed? Regression results suggest four different ways that the community can support its future kindergarten students to begin school with all of the skills they need to thrive. Readiness data suggest that county-wide efforts should be made to:

- Ensure that children's basic health needs are met;
- Provide support for families in the community who may be struggling;
- Offer quality preschool experiences to all children; and
- Provide information to parents to help them develop their children's school readiness prior to kindergarten entry.

Ensure Basic Health Needs Are Met

The vast majority of children in San Mateo County start school with a basic foundation of physical health – they appear well-rested, well-fed, and generally healthy to their teachers. However, there are children who lack these fundamentals. Three percent of children fall short in on at least one of these markers, and regression analyses show that children who have a shaky foundation in physical health are among the least ready for school. Such striking results point to the importance of ensuring that all children enter school with a solid foundation of physical health. Identifying children at-risk on these dimensions – and meeting those needs – before they reach kindergarten age is vital.

Offer Quality Preschool

The data reviewed in this report point to the importance of preschool. Sending a child to preschool is associated with real and powerful increases in readiness, above and beyond all other measured child, and family factors. Other researchers have also found that preschool experience is particularly important for children of lower socio-economic backgrounds, those who do not speak English proficiently, and children facing other disadvantages. And still other research has shown that children who start school behind their peers tend to remain behind on measures of academic performance years later (e.g., ASR, 2008). Taken together, these findings show that preschool can be one important intervention, among others, for readying children of all backgrounds for the rigors of school. In the analyses that follow, we take a closer look at how preschool experience may help to level the playing field among children who face challenges as they enter kindergarten.

Can Preschool Help to "Even the Playing Field"?

First, ASR used a data-driven approach to identify "readiness at-risk" groups. A group of children was identified as "at-risk" if the children scored significantly below their not-at-risk peers across at least some *Basic Building Blocks* dimensions. "Readiness at-risk groups" that scored significantly below their peers included children who were:

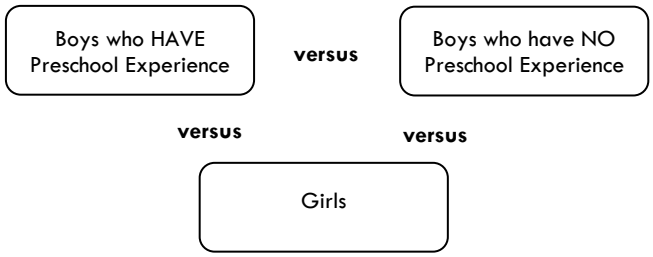
- Boys;
- Younger than 5 years old when they entered kindergarten;
- Hispanic/ Latino;
- African American;
- English Learners;
- Designated as having special needs by their teachers and/or parents; and
- Read aloud to at home fewer than 5 times a week.

Other family-level risk factors associated with lower levels of readiness included:

- Mothers who did not have post-high school education;
- Families eligible for the free and reduced lunch program; and
- Parents who reported relatively low levels of social support and coping.

After identifying the "readiness risk factors" listed above, at-risk children who did have preschool experience were compared to at-risk children who did not have preschool experience. To determine whether preschool helped to "even the playing field," we compared these two at-risk groups to the group of children that did not possess the particular challenge. For example, boys were identified as an "at-risk" group because they scored significantly below girls for all *Basic Building Blocks*. To determine whether preschool was associated with increased readiness for boys, we examined skills across the three groups depicted in Figure 51.

Figure 51: Comparison Groups for "Preschool as a Buffer" Analyses



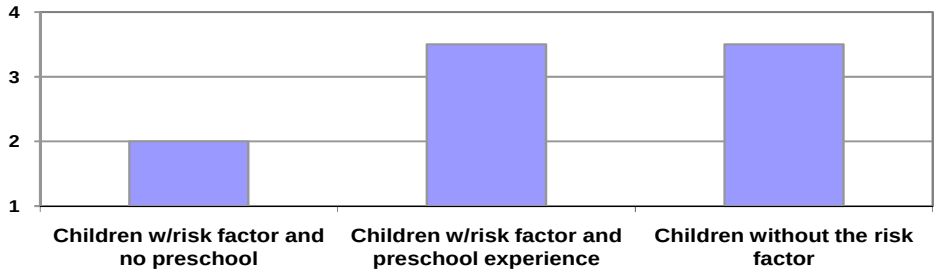
We considered preschool to have a protective, or "buffering," impact when two conditions were true:

1. Children in the challenged group who had preschool experience (i.e., "Boys who HAVE preschool experience" in Figure 51) scored higher than their at-risk peers without preschool experience (e.g., "Boys who have NO preschool experience"); and

2. Children in the challenged group who had preschool experience (i.e., "Boys who HAVE preschool experience") scored as highly as did children without the particular challenge (i.e., "Girls").

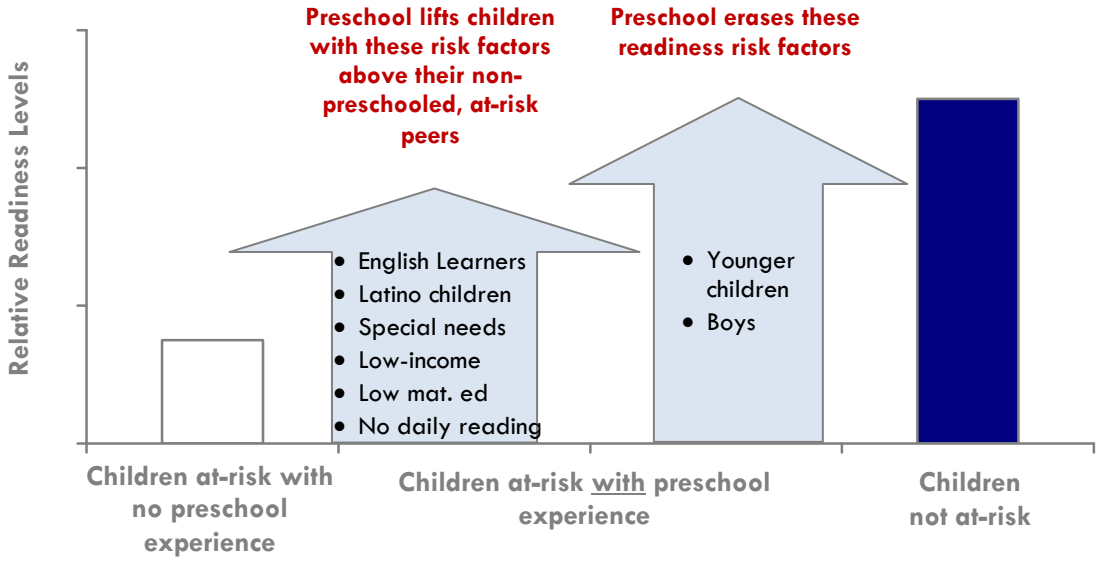
In other words, when preschool has a protective or buffering impact, we expect to see the hypothetical pattern of results shown below.

Figure 52: Hypothetical Pattern of Readiness Results When Preschool May Be a Buffer



Preschool appeared to erase the risk for younger children and for boys in at least two of the *Basic Building Blocks.* As long as these at-risk children had attended preschool, they entered kindergarten just as ready as children without the risk factor (see figure below). Preschool also appeared to be particularly helpful for English Learners, Hispanic/ Latino children, children with special needs, children from low-income families, children whose mothers had not pursued post-high school education, and children who were not read to daily at home (not pictured below). Preschool raised these children above their at-risk peers without preschool, but they didn't quite reach the readiness levels of children not at-risk.

Figure 53: Summary of Findings for "Preschool As A Buffer" Analyses



Provide Family Support

In addition to traditional measures of family health (e.g., family income and maternal education), regression analyses shows that children of families with fewer family risk factors (being born to a teen mother, having a single parent, having a parent who lost a job in the last year, having moved frequently since birth, and having parents with few supports) tended to be more ready for school than their counterparts. Moreover, parents who had utilized more services had children with greater proficiencies across the *Basic Building Blocks*. The economic downturn has intensified since these data were collected, suggesting that even more families may be in distress, having lost jobs and/or stable housing. The links between readiness and family support underline the importance of providing a safety net for families, perhaps especially for young or single mothers.

Provide Information to Parents About How to Support School Readiness

Educating parents about what actions can bolster their children's readiness for school is important, and San Mateo County seems to be getting the word out on three important fronts.

1. Parents were also more engaged in transition activities than in 2005, with higher percentages visiting schools, talking to teachers, and so on. Parents who model a strong connection to school and education communicate these values to their children.

Parents also seem to be getting the message that reading to their children is very important. In comparison to 2005, a higher percentage of children were being read to daily in 2008. Parents who read daily to their children are not only bolstering key early literacy skills, but they are modeling the joy of reading and communicating the importance of enjoying books together.

As the regression analysis indicated, parents who received information about the specific school readiness of their child had children who were more ready for school. If parents are provided with information about where their child needs strengthening – as well as specific ways to enhance their child's skills – those children may make up needed ground before walking into the classroom. San Mateo County is already doing a very good job at providing families with information about kindergarten. Almost 8 in 10 families received information about readiness in general, and 72 percent received readiness information about their specific child. The data reviewed in this report underscores the importance of such efforts. Continuing to provide readiness information, expanding the number of families receiving such information, and ensuring that assessment information is coupled with specific tactics for improving readiness is advised.

Section Summary

Results of the 2008 assessment point to four directions for focusing community efforts, including offering quality preschool experiences to all, continued information campaigns to inform parents about how to support their children's readiness, ensuring all students have their basic health needs met, and maintaining community services that support the optimal well-being of families.

Appendix 1: Additional Methodology Information

Section Overview

In this section, the study tools and procedures are described in greater depth, including a more comprehensive description of the tools used, the recruitment and training of teachers, the data collection methods and timelines for completion, and preparation and analysis of the data received. In addition, notes regarding the reporting of the data are explained.

Data Collection Instruments and Administration

Kindergarten Observation Form (KOF)

The *Kindergarten Observation Form* (see Appendix 2) was originally developed in 2001 using guidelines from the National Education Goals Panel (NEGP) framework of readiness. Readiness items reflect a range of skills, from minimum competencies, such as *Performs basic self-help / self-care tasks*, to higher-level competencies that help provide a baseline for teachers at the beginning of the year, such as *Can recognize rhyming words*. Since 2001, four additional skills have been added to better capture children's skills at negotiation, coping, empathy, and handling frustration. Thus, *Kindergarten Observation Form 2008* assesses children across 24 readiness skills.

The *Kindergarten Observation Form* uses teacher observation as the method of assessment. Given the research setting, this is the most appropriate, valid, and reliable method of assessment for the following reasons:

- Because student behavior can change from day to day, teachers are in a better position than outside observers to assess their students, as teachers can draw on the knowledge gained through four weeks of daily interactions.
- Teacher observation is less obtrusive and, therefore, less intimidating for students than assessment by outside observers.
- Teachers are entrusted by the school system to be children's "assessors" in other respects, such as grading, and, therefore, it is presumed that they are aware of the need for assessments to be carried out in a fair manner.

The caveat of teacher observations is that there is some risk of natural variability between teacher observers and/or risk of biased observation. To minimize variability, the assessment tool included measurable indicators (items), a clearly defined response scale, clear assessment instructions, and a thorough teacher training (see "Implementation" section for details on the trainings conducted).

Teachers were asked to observe and score each child according to his or her level of proficiency in each skill, using the following response options: *Not Yet* (1), *Beginning* (2), *In Progress* (3), and *Proficient* (4). An option of *Don't Know/ Not Observed* was provided as well.

Teachers were able to complete most of the items on the *KOF* through simple, passive observation of the children in their classrooms. A few items, however, did require one-on-one, teacher-child interaction. Additionally, teachers were requested to use passive response rather than on-demand testing techniques on several items in order to reduce anxiety for students during assessments, thereby enhancing the reliability and validity of skill assessment. If teachers could not speak the primary language of a student, they were asked to indicate this and were instructed not to assess children on a subset of skill items that required verbal interaction with the student. Consequently, there were more skills marked *Don't Know/ Not Observed* or left blank for English Learner students than there were for their classmates.

The *Kindergarten Observation Form* also includes fields to capture students' basic demographic information. Such information helps us understand who took part in the study. The collection of demographic information is also important because data are collected for key variables that have been shown to be associated with children's development (e.g., experience in curriculum-based early education settings, child age, child gender, child's presence of special needs).

As previously noted, the *Kindergarten Observation Form* was piloted in 2001, and refined for the 2002 assessment to enhance reliability. A test of interrater reliability and validity was conducted during the fall 2003 assessment, with results indicating that the instrument has good reliability and validity. Several years of additional assessments in different regions in and beyond the Bay Area have provided further evidence of the validity of the *KOF,* including similar results from year to year, consistent patterns observed between and across readiness constructs from year to year, and the emergence of the same readiness correlates that have been demonstrated in other research efforts (e.g., preschool experience, levels of read-aloud activity at home, English proficiency, socioeconomic status). Ongoing validity and reliability studies are currently in process, including an effort to conduct a more comprehensive test of interrater reliability, as well as an examination of the KOF's convergent validity with other school readiness measurement tools.

Kindergarten Observation Form II (KOF II)

To gather a clearer picture of children's actual adjustment to the kindergarten classroom, teachers were also asked to complete the *Kindergarten Observation Form II* (see Appendix 3) after all of their *KOF I* assessments had been completed. *KOF II* asked teachers to rate: (1) the smoothness of children's transition into kindergarten, (2) children's anxiety levels at school, (3) children's participation in class discussion, and (4) children's enjoyment of school. Each rating was made on a four-point scale (e.g., not smooth, somewhat smooth, smooth, very smooth).

Parent Information Form (PIF)

To better understand how family factors are related to children's levels of readiness, a *Parent Information Form* (see Appendix 4) was developed for completion by parents. The *Parent Information Form* collected a wide variety of information, including: types of child care arrangements they had used during the year before kindergarten entry, ways in which families

and children prepared for the transition to kindergarten, weekly number of times different activities occur in the household (e.g., reading aloud), measures of access to and use of health care, usage of several local supports and family resources, levels of parents' social support and coping, and several demographic and socioeconomic measures. Care was taken to ensure that the questions were understandable at a sixth grade reading level. Versions of the form were offered in English, Spanish, and Vietnamese. Because the form was lengthy, parents were offered a hard backed children's book upon completion of the form. To enhance their privacy, parents were provided with an envelope in which they could seal their completed survey prior to returning them to their child's teacher.

Kindergarten Teacher Survey on Importance of Readiness Skills

After teachers had completed all of their student assessments, they completed the *Kindergarten Teacher Survey on Importance of Readiness Skills 2008* (see Appendix 5). For this survey, teachers rated the level of proficiency that they think students need for each of the 24 *KOF I* skills in order to have a successful transition into kindergarten. Kindergarten teachers were also asked to identify the five readiness skills that they considered most important for a child to possess in order to be school-ready, the five skills that are easiest to affect during the school year, and the five skills on which they spend the most time. In addition, teachers provided some information about their classroom (i.e., whether they taught full or half-day kindergarten, whether they taught in a language other than English), and their own backgrounds. The survey was designed to take no more than 15 minutes to complete.

Implementation

Obtaining Participation Agreement

In Spring and early Summer of 2008, superintendents, principals, and teachers associated with randomly sampled classrooms were contacted to gain their agreements to participate. The importance of the project was described to all parties, and they were notified that stipends of $200 would be provided to participating teachers, once their observations had been completed. At times, principals declined to participate due to various reasons (e.g., too little time to conduct the assessment). When this occurred, a replacement school was found that matched the original school's API level and geographic area.

Teacher Trainings

In August and September of 2008, ASR conducted thorough trainings to orient the participating kindergarten teachers to the data collection forms and process. Some trainings were conducted in person in small group settings in various county locations. Teachers who were unable to attend any of the in-person trainings were trained by telephone. A total of 40 teachers were trained to carry out the assessment; 37 of those teachers completed the study.

Trainings lasted approximately 60 minutes. After hearing a general overview of the project and study purpose, kindergarten teachers were given all project materials, including: (1) written

instructions on how to complete the assessment; (2) consent letters for parents that explained the study purpose and asked parents to sign and return the form if they did not want their child to participate in the study (English, Spanish, and Vietnamese versions were available); (3) *Parent Information Forms* in English, Spanish, and Vietnamese; (4) *Kindergarten Observation Forms I* and *II*; (5) a sheet to track teachers' progress during the assessment (e.g., a record of parental consent, children observed and yet to be observed, *PIF*s returned); and (6) pre-addressed, pre-paid FedEx envelopes for the return of study materials to ASR. All of these materials were fully reviewed with teachers so that they were familiar with both the teacher-completed instruments and the parent-completed instruments.

The focal point of the training was an item-by-item description of the readiness skill information to be collected via the *Kindergarten Observation Form I*. This section of the training helped ensure that different observers used the *KOF I* in a consistent way. During the review of the 24 readiness skills, particular emphasis was placed on clarifying:

- The distinction between assessing the recognition of letters of the alphabet, shapes, colors, and rhyming words (the skills assessed in this project) versus assessing the production of letters, shape names, color names, and rhyming words (skills not assessed in this project). Suggestions were provided as to how to capture recognition information (e.g., "Will you please pass me the green crayon?" and "Please point to the triangle.");
- The need for children to be assessed in their primary languages. Teachers unable to communicate with children in their primary languages were instructed to skip a set of flagged language-dependent items; and
- The administration of those items that required teacher-child interaction.

All of the teachers' questions were answered during the training sessions; teachers were encouraged to contact the researchers at any time with comments or questions about the project.

Obtaining Parental Consent

At the beginning of the school year, teachers distributed the parent consent letters and *Parent Information Forms* (see Appendix 6 for consent forms). A passive consent process was utilized such that parents were asked to sign and return a form only if they did not want data collected on their child; teachers did not provide assessments for children whose parents returned this form. Teachers collected all completed *Parent Information Forms* (in sealed envelopes for enhanced privacy) and consent forms from the parents.

Conducting Student Observations

Teachers were asked to conduct their student assessments approximately three to four weeks after the start of the school year, drawing upon their knowledge and observations of children during the first few weeks of school. The majority of participating teachers carried out their observations three to five weeks after their classes had started, each taking about one week to

complete his/her observations. Completed *Kindergarten Observation Forms I* and *II*, *Parent Information Forms,* and *Teacher Surveys on Importance of Readiness Skills* were returned to ASR using pre-addressed, FedEx envelopes.

Disbursement of Stipends

After teacher observers had assessed all of their students and had returned study materials to ASR, they were sent a "thank you" letter and a $200 stipend in appreciation of their participation.

Data preparation

Cleaning

Data were entered into the Statistical Package for the Social Sciences (SPSS). Following entry, the data were cleaned, using selected techniques to enhance data integrity. For instance:

- Frequencies were run on all variables to ensure that all responses fell into the appropriate ranges;
- Scores on the readiness items were examined for students with whom teachers indicated they could not communicate. If teachers inappropriately provided ratings for the language-dependent items, those ratings were deleted; and
- Several items on the *Parent Information Form* asked parents to fill in a number (e.g., the number of times they read books each week, the number of times they tell stories or sing songs each week). For these items, outlying values were identified and, when such values would inappropriately skew an average score, the top one percent of the distributions were trimmed.

Missing Values

Sometimes teachers or parents did not provide answers to specific items. None of these missing values were replaced; typically, cases with missing data were dropped from analysis. All composite scores were calculated without including missing items.

An Overview of Statistical Analyses Conducted

After data were cleaned, numerous statistical analyses were conducted to answer the research questions, as follows:

- Percentages were calculated and chi-square tests were run to test whether differences in percentages reached statistical significance.
- Average scores were calculated for all continuous measures and scaled items. For example, an average score was generated for each of the readiness items, excluding blank responses or responses of *Don't Know/ Not Observed*.

- Composite scores (averages across multiple items) were calculated for each of the four *Basic Building Blocks* dimensions. Reliability analyses were first conducted (using Cronbach's alphas) to ensure that reliability was high before composite scores were calculated. Cronbach's alphas for each *Basic Building Blocks* scales are listed below:
  - *Self-Care & Motor Skills*: Alpha=0.88
  - *Self-Regulation*: Alpha=0.95
  - *Social Expression*: Alpha=0.94
  - *Kindergarten Academics*: Alpha=0.91
- Independent t-tests were used to test whether differences in average scores were statistically significant between two groups.
- One-way analyses of variance were conducted to test whether differences in scores were statistically significant across more than two groups; if significant overall differences were found, post hoc LSD tests were used to determine which groups were significantly different from each other.
- Paired t-tests were used to test whether individuals' scores on one readiness dimension were significantly higher or lower than their scores on other readiness dimensions.
- Analyses of covariance were used to test whether differences in average scores across groups were significantly different after controlling for key background variables (e.g., family income, maternal education).
- Regression analyses were conducted to explore the strength of relations between readiness items and various student, family, and teacher characteristics.

Statistical Notation

Throughout this report, ASR uses the following standard abbreviations:

- *N* is used when noting the sample size for a chart or an analysis.
- *P*-values (e.g., $p < .01$) are used to note whether certain analyses are statistically significant. *P*-values that are less than .05 are statistically significant; *p*-values that are between .06 and .10 are marginally significant. All significance tests were two-tailed tests (more conservative) rather than one-tailed tests (less conservative).
- The abbreviation "*ns*" is used to flag analyses that did not reach statistical significance.
- When noting statistically significant differences in mean scores or percentages among multiple groups, we place capital letters beneath tabled means/ percentages to show which means/percentages are significantly different from one another. In the example below, readers will note that there is a "BC" beneath the Low-Income percentage for "Read for more than 5 minutes." This notation means that the percentage of Low-Income children who were read to for more than 5 minutes differs significantly from that of Middle- or High Income children (columns B and C, respectively). Lower case letters mean that differences are marginally significant ($p < .10$).

Figure 54: Example of Noting Statistical Significance Across Multiple Groups

Activity	Low-Income A	Middle-Income B	High-Income C
Read for more than 5 minutes***	3.78 B,C	4.40 A,C	6.22 A,B
Told stories or sang songs*	4.23 C	4.79	5.12 A

Appendix 2: Kindergarten Observation Form

Kindergarten Observation Form 2008

a component of the ASR School Readiness Assessment Model TM

(SAN MATEO)

Class #-Child# ☐☐☐☐ SSID# ☐☐☐☐☐☐☐☐☐☐

PART 1- CHILD DEMOGRAPHIC INFORMATION

Today's Date (MM-DD-YYYY): ☐☐-☐☐-☐☐☐☐

Start date of instruction (MM-DD-YYYY): ☐☐-☐☐-☐☐☐☐

Child's date of birth (MM-DD-YYYY): ☐☐-☐☐-☐☐☐☐

School name: ☐☐☐☐☐☐☐☐☐☐

Teacher's last name: ☐☐☐☐☐☐☐☐☐☐

Mother's first name: ☐☐☐☐☐☐☐☐☐☐

Child's Sex:
- ☐ Male
- ☐ Female

Child's initials (First, Middle, Last): ☐☐☐

		Yes	No	Info not available/ Don't Know
Q1	Has the child participated in a curriculum-based preschool/ part day enrichment or full day center-based program?	☐	☐	☐
Q2	Has the child participated in a Head Start?	☐	☐	☐
Q3	Has the child participated in other publicly subsidized child education program (e.g. state funded preschool)?	☐	☐	☐
Q4	Has the child participated in Kickoff to Kindergarten (KTK)?	☐	☐	☐
Q5	Does this child generally come to school well-rested?	☐	☐	☐
Q6	Does this child generally come to school well-fed?	☐	☐	☐
Q7	Does this child seem generally healthy?	☐	☐	☐
Q8	Does this child have Special Needs Status or an IEP?	☐	☐	☐
Q8a	*If yes, please specify* ☐☐☐☐☐☐☐☐☐☐			

Q9 What is the child's primary race/ethnicity?

- ☐ Hispanic/Latino
- ☐ Asian
- ☐ Pacific Islander
- ☐ Black
- ☐ White/Caucasian
- ☐ Alaskan Native or American Indian
- ☐ Multi-ethnic
- ☐ Other
- ☐ Don't know

Q10 Is this child an English Language Learner?

- ☐ Yes
- ☐ No
- ☐ Information not available

Q11 What is the child's primary language?

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Filipino
- ☐ Punjabi or Hindi
- ☐ Chinese/Cantonese/Mandarin
- ☐ Other

Q12 For a child of his/her age, how would you describe this child's progress in his/her primary language?

- ☐ Delayed
- ☐ On track
- ☐ Advanced
- ☐ Cannot determine

If the child's primary language is English please turn the sheet over to continue. If the child's primary language in NOT English please answer Q13-Q14.

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Q13	How would you rate this child's skills in understanding English (receptive language skills)?	☐	☐	☐	☐	☐
Q14	How would you rate this child's skills in speaking English (expressive language skills)?	☐	☐	☐	☐	☐

Q15 Do you speak this child's primary language well enough to communicate with the child?

- ☐ Yes
- ☐ No

If "NO" do not assess the child on FLAGGED items on the reverse side (Q:19, 22, 27, 28 30, 31, 33, 35, 37, 38, 39).

Class #-Child#

PART 2 - CHILD ASSESSMENT

How would you rate this child's competency in terms of the following skills, knowledge and behaviors?

Not yet (NOT YET): Child does not demonstrate skill, knowledge, or behavior yet; **cannot perform without assistance**
Beginning (BEGIN.) : Child is just beginning to demonstrate skill, knowledge, behavior; needs significant or **frequent assistance**
In Progress (IN PROG.): Demonstrates skill, knowledge, behavior occasionally and somewhat competently; has room for improvement and needs minor or **occasional assistance**
Proficient (PROF.): Demonstrates skill, knowledge, behavior, consistently and competently; **performs independently**
Don't know (DK): Not observed/unable to provide answer

Remember: If you do not speak the child's primary language well enough to communicate with him/her, please skip the FLAGGED items.

SELF-CARE & MOTOR SKILLS

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q16	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	☐	☐	☐	☐	☐
Q17	Has general coordination on playground (kicking balls, running, climbing)	☐	☐	☐	☐	☐
Q18	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	☐	☐	☐	☐	☐

SELF-REGULATION

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q19	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	☐	☐	☐	☐	☐
Q20	Stays focused / pays attention during activities	☐	☐	☐	☐	☐
Q21	Controls impulses and self-regulates (is not disruptive of others or class)	☐	☐	☐	☐	☐
Q22	Follows one- to two-step directions	☐	☐	☐	☐	☐
Q23	Negotiates with peers to resolve social conflicts with adult guidance (e.g.,engages in problem-solving)	☐	☐	☐	☐	☐
Q24	Works and plays cooperatively with peers (takes turns and shares, helps others)	☐	☐	☐	☐	☐
Q25	Participates successfully in circle time (listens, focuses, sits still, engages)	☐	☐	☐	☐	☐
Q26	Handles frustration well/works through difficulties constructively	☐	☐	☐	☐	☐

SOCIAL EXPRESSION

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q27	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	☐	☐	☐	☐	☐
Q28	Appropriately expresses needs and wants verbally in primary language	☐	☐	☐	☐	☐
Q29	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	☐	☐	☐	☐	☐
Q30	Has expressive abilities (tells about a story or experience in response to a prompt)	☐	☐	☐	☐	☐
Q31	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	☐	☐	☐	☐	☐
Q32	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	☐	☐	☐	☐	☐

KINDERGARTEN ACADEMICS

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q33	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	☐	☐	☐	☐	☐
Q34	Writes own first name (spelling and writing all letters correctly)	☐	☐	☐	☐	☐
Q35	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	☐	☐	☐	☐	☐
Q36	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	☐	☐	☐	☐	☐
Q37	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	☐	☐	☐	☐	☐
Q38	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	☐	☐	☐	☐	☐
Q39	Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	☐	☐	☐	☐	☐

Notes:

Appendix 3: Kindergarten Observation Form II

Class #_____

Kindergarten Observation Form II 2008

Please complete the questions below for each child in your classroom for whom you completed a yellow Kindergarten Observation Form I.
When we say "school," we mean the whole school environment (e.g., the classroom, the playground, the cafeteria).

Child ID	Child Initials	How SMOOTH was this child's transition into school?				How NERVOUS does this child seem at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat Smooth	Not smooth	Not Nervous	Somewhat Nervous	Nervous	Very Nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys	Enjoys somewhat	Does not enjoy
01																	
02																	
03																	
04																	
05																	
06																	
07																	
08																	
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20																	

Appendix 4: Parent Information Form

Parent Information Form 2008

a component of the ASR School Readiness Assessment Model TM

(SAN MATEO)

Class #-Child#

The following survey asks you questions about your son or daughter who just started kindergarten. This information will be used to understand how preschools and elementary schools can better support new students. This information will not be shared with your child's teacher.

- *This survey is confidential - please do not write your child's name on it.*
- *Please write in blue or black only, and write as legibly as possible.*
- *When you are finished , please fold your survey , seal it in the envelope provided, and return it to your child's teacher. To thank you for you participation, your child's teacher will give your child a new children's book to keep.*

Q1 **What is your relationship to this child?**

☐ *Mother* ☐ *Father* ☐ *Grandparent* ☐ *Foster Parent* ☐ *Other*

Q2 **Is your child a boy or a girl?**

☐ *Boy* ☐ *Girl*

Q3 What is your child's birth date? (MM-DD-YYYY):

Q4 What are his or her initials? (First, Middle, Last):

We would like to ask you some questions about the year before your child started kindergarten.

Q5 **In the year before your child started kindergarten, was there a "stay-at-home" parent who took care of this child most of the time?**

☐ *Yes* ☐ *No*

In the year before your child started kindergarten, did your regular child care or preschool arrangements for the child include care from...

		No	Yes	If yes: How many hours per week?	1-20	21-30	31 or more
Q6	A relative other than the child's parent?	☐	☐	If yes: How many hours per week?	☐	☐	☐
Q7	A babysitter, nanny or neighbor?	☐	☐	If yes: How many hours per week?	☐	☐	☐
Q8	Licensed care in someone's home?	☐	☐	If yes: How many hours per week?	☐	☐	☐
Q9	Licensed care in a center?	☐	☐	If yes: How many hours per week?	☐	☐	☐
	Name of center:						
Q10	Formal preschool program	☐	☐	If yes: How many hours per week?	☐	☐	☐
	Name of preschool:						

Q10a **Did you receive a discount or a scholarship to this preschool program based on your income?**

☐ *No* ☐ *Yes*

Q11 **Did your child's preschool, center, or family child care home have a book-borrowing program on-site?**

☐ *No* ☐ *Yes* ☐ *Not applicable*

Q11a **If yes, what was the program name?**

☐ *Bring Me A Book* ☐ *Raising a Reader* ☐ *Other* ☐ *Don't know*

Q12 **How often was English spoken by the adult(s) who cared for your child during the year before kindergarten?**

☐ *Always or almost always* ☐ *Often* ☐ *Sometimes* ☐ *Rarely* ☐ *Never*

Below are some questions about your family's experiences getting ready for kindergarten.

We would like to know whether you received the following kinds of information or opportunities prior to your child going to kindergarten, and who provided the information/opportunities.

		No	Yes	If yes: Who provided?	Pre-school/ child care provider	Elementary School	Another source
Q13	General information about how to develop the skills children need for kindergarten	☐	☐	If yes: Who provided?	☐	☐	☐
Q14	Specific information about how ready your child was for kindergarten	☐	☐	If yes: Who provided?	☐	☐	☐
Q15	Where to go for developmental screenings (e.g., cognitive speech/language, or behavioral) if you or your child's teacher had a concern about your child	☐	☐	If yes: Who provided?	☐	☐	☐
Q16	Information about how and when to register you child for school	☐	☐	If yes: Who provided?	☐	☐	☐
Q17	An opportunity to meet your child's kindergarten teacher before school started	☐	☐	If yes: Who provided?	☐	☐	☐
Q18	Information about how parents could get involved with the school/classroom	☐	☐	If yes: Who provided?	☐	☐	☐
Q19	Other:_____	☐	☐	If yes: Who provided?	☐	☐	☐

Class #-Child# ☐

Q20 **Did the information you received help you and your family feel prepared for the new school year?**

☐ *Yes* ☐ *No*

If NO, why not? ☐

Q21 **Before the first day of school, which of these things did you do to prepare your child for kindergarten? (Please check all that apply)**

- ☐ *Bought or collected school supplies*
- ☐ *Went to a parent meeting or orientation*
- ☐ *Visited the school with your child*
- ☐ *Met your child's kindergarten teacher*
- ☐ *Took your child to the doctor for shots*
- ☐ *Talked about school with your child*
- ☐ *Talked to other parents about what to expect*
- ☐ *Worked with your child on school skills*
- ☐ *Had child go to summer pre-kindergarten program*
- ☐ *Read books or watched videos about kindergarten with your child*
- ☐ *Read books or articles about your child's transition to school*
- ☐ *Other*
- ☐ *None of the above*

How would you rate your child's readiness for kindergarten in terms of his or her...

		Far below average	*A little below average*	*Average*	*A little above average*	*Far above average*
Q22	Physical well-being and motor skills	☐	☐	☐	☐	☐
Q23	Language development (speaking and listening)	☐	☐	☐	☐	☐
Q24	Academic readiness (colors, numbers, shapes, letters, reading readiness)	☐	☐	☐	☐	☐
Q25	Social and emotional readiness	☐	☐	☐	☐	☐

Below are some questions about how your family spends time together.

In a typical week, how often do you or any other family member do the following things with your child? Your child may do these things in school or elsewhere, but please tell us the number of times per week these activities happen in your family.

		Number of times per week
Q26	Read more than 5 minutes	☐
Q27	Tell stories or sing songs together	☐
Q28	Help your child do arts and crafts, science projects or talk about nature	☐
Q29	Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets	☐
Q30	Play games or do puzzles with your child	☐
Q31	Play a sport or exercise together	☐
Q32	Follow a routine when putting your child to bed at night	☐
Q33	Eat family meals together	☐
Q34	Take your child out to places like the park, a playground, or the library	☐

Q35 **About how many total hours a day does your child watch television, watch videos, or play video-or computer games? Please round to the nearest half hour (e.g., 1 hour, 1.5 hours, etc.)** ☐

Now we have a few health-related questions about your child.

Q36 **When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?**

☐ *No* ☐ *Yes* ☐ *Don't know*

Q37 **What type of health insurance does your child have?**

☐ *No insurance* ☐ *Medi-Cal* ☐ *Healthy Families* ☐ *Healthy Kids* ☐ *Other private insurance*

Q38 **Is there a place, other than an emergency room or urgent care center where your child usually goes to receive health care (e.g., medical check-up, immunizations, health-related advice, diagnosis/treatment for an illness)?**

☐ *Yes* ☐ *No*

Q39 **Does your child have a regular dentist?**

☐ *No* ☐ *Yes*

Q40 **In the past year, has your child had a dental exam?**

☐ *No* ☐ *Yes*

Q41 **In the past year, has you child received what doctors call a "developmental screening" or a "developmental assessment"? This is a screening that checks for problems in development, such as speech/communication, motor skills, problem solving and/or social behavioral skills.**

☐ *No* ☐ *Yes*

Class #-Child#

Q42 Has a doctor or professional ever told you that your child has a developmental delay, disability or some other kind of special need (including behavior problems/concerns)?

☐ No ☐ Yes

If yes, please complete Q43,Q44,Q45,Q46 below

Q43 If yes, what developmental delay/disability/special need does your child have?

Q44 How old was your child when this developmental delay/disability/special need was first identified?

☐ Up to 1 year old ☐ Just over 1 year to 2 years old ☐ Just over 2 years to 3 years old ☐ Just over 3 years to 4 years old ☐ Just over 4 years to 5 years old ☐ Just over 5 years to 6 years old

Q45 Was your child referred to services to address this delay/disability or special need?

☐ No ☐ Yes

Q46 Which of the following statements best describes your ability to obtain services you need to care for your child's special health needs?

☐ I have been able to obtain all services I need for him/her

☐ I have been able to obtain some of the services I need for him/her

☐ I have not been able to obtain any of the services I need for him/her

Q47 Do you believe that your child might have a developmental delay/disability or special need that has NOT YET been identified by a professional?

☐ No ☐ Yes ☐ Possibly

If yes, please describe your concern:

Now we have some questions about how your family is doing and the community support and resources available to help you.

Q48 What kinds of parenting programs, services, or supports have you received? (Please check all that apply)

☐ Parent education class
☐ Parent support groups
☐ Touchpoints support group
☐ WIC (Women, Infants and Children)
☐ Regular medical check-ups while pregnant
☐ Home visits from a nurse, community worker, or other provider
☐ Parenting support from a church or other religious organization
☐ Help from extended family
☐ Help from neighbors and/or friends
☐ Play group
☐ Mommy and Me group
☐ None of the above

Please tell us the extent to which the following statements are true for you by making one mark for each item below.

		Definitely true for me	Somewhat true for me	Not very true for me	Not at all true for me
Q49	When I need help with problems in my family, I am able to ask for help from others.	☐	☐	☐	☐
Q50	There is someone I can count on to watch my child when I need a break.	☐	☐	☐	☐
Q51	I can easily find someone to talk to when I need advice about how to raise my child.	☐	☐	☐	☐
Q52	I am coping well with the day-to-day demands of parenting.	☐	☐	☐	☐
Q53	I feel confident in my ability to help my child grow and develop.	☐	☐	☐	☐

Q54 Overall, in the past three months, how would you describe your family life?

☐ Generally happy ☐ Some problems but mostly happy ☐ Frequent problems, but not all the time ☐ Problems nearly all the time

Q55 Overall, in the past three months, how would you describe your relationship with you child?

☐ Very positive ☐ Somewhat positive ☐ Somewhat negative ☐ Very negative

Q56 Since this child was born, have you ever struggled with sadness or depression?

☐ No ☐ Yes

Q56a If yes, did you seek help?

☐ No ☐ Yes

How much have the following things been a concern for you in the last year?

		Not a concern	Somewhat of a concern	A big concern
Q57	Money and paying the bills	☐	☐	☐
Q58	Health or health care issues	☐	☐	☐
Q59	Work-related problems	☐	☐	☐
Q60	Problems with your spouse or partner	☐	☐	☐

Class #-Child#

Q61 Have you or any other primary parent/guardian lost your job during the past year?

☐ *No* ☐ *Yes*

Below are some background questions about your family.

Q62 Do you consider yourself to be a single parent?

☐ *No* ☐ *Yes*

Q63 How many children ages 0-5 live in your household?

Q64 How many children ages 6-17 live in your household?

Q65 How many adults (18+) live in your household including you?

Q66 How many different addresses/places have you lived in since your child was born?

Q67 Were you born in the United States?

☐ *No* ☐ *Yes*

Q68 What is the ONE language you use MOST often with your child at home?

☐ *English* ☐ *Spanish* ☐ *Chinese/Cantonese/ Mandarin* ☐ *Vietnamese* ☐ *Filipino (Pilipino or Tagalog)* ☐ *Punjabi or Hindi* ☐ *Other*

Other: please specify

Q69 How well do YOU speak English?

☐ *Very well; English is my primary language*
☐ *Very well; but English in not my first language*
☐ *Somewhat well; I usually - but not always - can communicate what I want to say in English*
☐ *Not very well; I know some words in English, but often not enough to communicate what I want to say*
☐ *Not at all; I know very few or no English words*

Q70 What is the child's <u>mother's</u> year of birth?

Q71 What is the highest education level the child's mother has completed?

☐ *Less than 8th grade*
☐ *8th grade*
☐ *High School*
☐ *2 years of college (including AA/AS degree)*
☐ *Bachelor's degree (BA or BS)*
☐ *Advanced degree (MA/MS, PhD, JD, MD)*
☐ *Don't know*
☐ *Other*

Q72 What is your approximate family income per year?

☐ *$0-$15,999* ☐ *$16,000-$31,999* ☐ *$32,000-$52,999* ☐ *$53,000-$84,999* ☐ *$85,000-$104,999* ☐ *$105,000-$125,999* ☐ *$126,000-$157,999* ☐ *$158,000 or more*

Q73 What is your child's primary ethnicity?

☐ *Mexican*
☐ *Cuban/Puerto Rican*
☐ *Central American*
☐ *Other Hispanic or Latino*
☐ *Caucasian/White*
☐ *Middle Eastern*
☐ *African American*
☐ *Native American*
☐ *African*
☐ *Filipino*
☐ *Multi-ethnic*
☐ *Other*
☐ *Pacific Islander: Please circle Samoan Tongan Fijian Other*
☐ *East Asian: Please circle Japanese Chinese Korean Taiwanese Other*
☐ *Other Southeast Asian: Please circle: Thai Vietnamese Other*
☐ *South Asian: Indian Pakistani Bangladeshi Other*

Other: please specify

If you would be willing to speak with us more as a part of a parent focus group, please write your name and phone number below so that we can contact you.

Q74 Name:

Q75 Phone number:

Q76 Best days and times to reach you at this number:

THANK YOU!!! Please fold your survey into the envelope provided, seal it and return to your child's teacher.

Forma de Información Para los Padres 2008

Un componente del Modelo de Asesoramiento Escolar de ASR TM
(SAN MATEO)

Class# - Child# ☐☐☐☐

La siguiente encuesta le hará preguntas con respecto a su niño o niña que acaba de ingresar a kindergarten. Esta información nos ayudara a entender como el pre-escolar y el kindergarten pueden mejorar en brindarles el mejor apoyo a nuevos alumnos. Esta información no será compartida con elamaestra o el maestro de su niño/a.

- *Esta encuesta será confidencial - por favor no escribir el nombre de su niño/a .*
- *Por favor, sírvase llenar la encuesta con boligrafo de color azul o negro y escriba lo mas legible posible.*
- *Cuando termine de llenar la encuesta, le pedimos por favor no doblar este documento; insértelo en el sobre que le será provisto y devuélvaselo a la maestra o al maestro. Como agradecimiento por su participación, la maestra o el maestro de su niño/a le obsequiara un cuento para niños.*

Q1 ¿Cuál es su parentesco con el niño/a?
☐ *Madre* ☐ *Abuelo/a* ☐ *Otros*
☐ *Padre* ☐ *Padres Adoptivos*

Q2 ¿El menor que irá a kindergarten es niño o niña?
☐ *Niño* ☐ *Niña*

Q3 ¿Cuál es la fecha de nacimiento del niño/a? (MM-DD-AAAA): ☐☐☐☐☐☐☐☐

Q4 ¿Cuáles son las iniciales de su niño/a? (Nombre, Segundo nombre, Apellido): ☐☐☐

Nos gustaría hacerle algunas preguntas sobre el año antes que su niño/a ingresara al kindergarten.

Q5 Antes que su niño/a ingresar a kindergarten, eran ustedes padres que permanecían en casa y cuidaban de su niño/a la mayor parte del tiempo?
☐ *No* ☐ *Si*

Antes que su niño/a ingresara a kindergarten, el pre-escolar o la guardería infantil donde su niño/a asistía regularmente incluía el cuidado de...

		No	*Si*		*1-20*	*21-30*	*31 o mas*
Q6	¿Un familiar a parte de los padres?	☐	☐	**Si es que Si:** ¿Cuántas horas a la semana?	☐	☐	☐
Q7	¿Una niñera o vecino?	☐	☐	**Si es que Si:** ¿Cuántas horas a la semana?	☐	☐	☐
Q8	¿Una guardería infantil en casa de alguien con licencia?	☐	☐	**Si es que Si:** ¿Cuántas horas a la semana?	☐	☐	☐
Q9	¿Una guardería infantil en un centro con licencia?	☐	☐	**Si es que Si:** ¿Cuántas horas a la semana?	☐	☐	☐
	Nombre del Centro :						
Q10	¿Un programa pre-escolar formal?	☐	☐	**Si es que Si:** ¿Cuántas horas a la semana?	☐		☐
	Nombre del Pre-escolar:						

Q10a Basado en sus ingresos, ¿recibió alguna beca o descuento para el programa pre-escolar de su niño/a?
☐ *No* ☐ *Si*

Q11 ¿El pre-escolar, centro de guardería infantil o el cuidado infantil familiar en casa le ofreció el programa de préstamo de libros?
☐ *No* ☐ *Si* ☐ *No aplicable*

Q11a Si es que Si, ¿Cuál era el nombre del programa?
☐ *Bring Me A Book* ☐ *Raising A Reader* ☐ *Otro* ☐ *No Sabe*

Q12 ¿Con cuanta frecuencia hablaban Inglés los adultos que cuidaban a su niño/a un año antes que ingresara a kindergarten?
☐ *Siempre o casi siempre* ☐ *A menudo* ☐ *Algunas veces* ☐ *Casi nunca* ☐ *Nunca*

Las siguientes preguntas son para conocer su experiencia y la de su familia con respecto a la preparación para el kindergarten.

Nos gustaría saber qué clase de información u oportunidad recibió antes que su niño/a ingresara a kindergarten y quién le brindo la información y oportunidad.

		No	*Si*		*Pre-escolar/ Guardería Infantil*	*Escuela de Inicial o Primaria*	*Otras fuentes*
Q13	Información general acerca de cómo desarrollar las habilidades necesarias en los niños que van a ingresar a kindergarten	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q14	Información especifica de cuán preparado esta su niño/a para el kindergarten	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q15	Donde ir para que su niño/a reciba un escaneo de desarrollo (ej., cognitivo, habla/lenguaje o de comportamiento) en el caso que usted o el maestro de su niño/a tenga alguna inquietud	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q16	Información acerca de cómo y cuándo debe registrar a su niño/a en la escuela	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q17	La oportunidad de conocer a la maestra o al maestro de kindergarten de su niño/a antes de empezar el año escolar	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q18	Información para los padres acerca de cómo podrían involucrarse con la escuela y el salón de clase	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐
Q19	Otros:_____	☐	☐	Si es que Si: ¿Quién le brindo la información?	☐	☐	☐

Class# - Child# ☐☐☐☐

Q20 **¿La información que recibió le ayudó a usted y a su familia sentirse preparados para el año escolar?**

☐ *Si* ☐ *No*

Si es que No, ¿Porqué no? ☐

Q21 **Antes del primer día de clase, ¿cuál de las siguientes cosas hizo con su niño/a para prepararlo/a para kindergarten? (Por favor marque todas las opciones que apliquen)**

- ☐ *Compró o recolectó útiles escolares*
- ☐ *Asistió a una entrevista u orientación familiar*
- ☐ *Visitó la escuela con su niño/a*
- ☐ *Conoció a la maestra o maestro de kindergarten de su niño/a*
- ☐ *Llevo a su niño/a a vacunarse*
- ☐ *Le habló a su niño/a de la escuela*
- ☐ *Habló con otros padres sobre lo que deberían esperar*
- ☐ *Trabajó con su niño/a a desarrollar sus habilidades escolares*
- ☐ *Su niño/a asistió a un programa de verano o pre-kindergarten*
- ☐ *Leyó libros y/o vio videos sobre kindergarten con su niño/a*
- ☐ *Leyó libros o artículos acerca de la transición de su niño/a a la escuela*
- ☐ *Otros*
- ☐ *Ninguno de los anteriores*

Cómo calificaría la preparación de su niño/a para kindergarten basándose en lo siguiente...

		Muy por debajo del promedio	*Un poco por debajo del promedio*	*Promedio*	*Un poco sobre el promedio*	*Muy por encima del promedio*
Q22	El bienestar físico de su niño/a y sus habilidades loco motoras	☐	☐	☐	☐	☐
Q23	El desarrollo del lenguaje (el hablar y escuchar)	☐	☐	☐	☐	☐
Q24	La preparación académica de su niño/a (colores, números, formas, letras y en lectura)	☐	☐	☐	☐	☐
Q25	La preparación social y emocional de su niño/a	☐	☐	☐	☐	☐

Las siguientes preguntas son para saber como usted y su familia pasan el tiempo juntos...

En una semana típica, ¿cuán a menudo usted y su familia hacen las siguientes actividades con su niño/a? De pronto su niño/a hace las siguientes actividades en la escuela o en algún otro lugar, pero por favor díganos cuantas veces a la semana hacen las actividades en su familia.

		Número de veces a la semana
Q26	Leer más de cinco minutos	☐
Q27	Contarles cuentos o cantar juntos	☐
Q28	Ayudar a su niño/a hacer manualidades proyectos de ciencias o hablar sobre la naturaleza	☐
Q29	Involucrar a su niño/a en los quehaceres domésticos tales como, cocinar, limpiar, poner la mesa o cuidar de alguna mascota	☐
Q30	Jugar con juegos o armar rompecabezas con su niño/a	☐
Q31	Hacer algún deporte o hacer ejercicios con su niño/a	☐
Q32	Seguir una rutina al acostar a su niño/a	☐
Q33	Comer juntos en familia	☐
Q34	Llevar a su niño/a a lugares como el parque, a la librería o a la zona de juegos	☐

Q35 **Aproximadamente, ¿cuántas horas al día (en total) ve su niño/a televisión, videos o juega video juegos o juegos de computadora? Por favor, redondear a la media hora (ej., 1 hora, 1.5 horas, etc.)** ☐

Ahora le haremos preguntas relacionadas con la salud de su niño/a.

Q36 **Cuando nació su niño, ¿pesó menos de 5 libras 8 onzas (2,500 gramos)?**

☐ *No* ☐ *Si* ☐ *No Sabe*

Q37 **¿Qué clase de seguro medico tiene su niño/a?**

☐ *No tiene seguro* ☐ *Medi-Cal* ☐ *Familias Sanas* ☐ *Niños Sanos* ☐ *Seguro Privado*

Q38 **Aparte de la sala de emergencia o del centro de atención de urgencias, ¿su niño/a tiene otro lugar donde pueda recibir cuidado médico (ej., rutina de chequeo médico, inmunización, consejos relacionados con salud, diagnostico/tratamiento para alguna enfermedad)?**

☐ *No* ☐ *Si*

Q39 **¿Su niño/a tiene un dentista donde va regularmente?**

☐ *No* ☐ *Si*

Q40 **¿Su niño/a ha recibido algún examen dental en el último año?**

☐ *No* ☐ *Si*

Q41 **En el ultimo año, ¿su niño/a ha recibido, a lo que llaman los doctores, un "escaneo o evaluación de desarrollo?" Este es un tipo de escaneo o evaluación que ve si hay problemas en el desarrollo del niño/a, tales como problemas con el habla o comunicación, habilidades motoras, solución de problemas y/o habilidades de comportamiento social.**

☐ *No* ☐ *Si*

Class# - Child# ☐☐☐☐

Q42 **¿Algún doctor o profesional le ha dicho alguna vez que su niño/a tiene retraso en el desarrollo, discapacidad o algún tipo de necesidad especial (incluyendo problemas de comportamiento y/o preocupaciones)?**

☐ *No* ☐ *Si*

Si es que Si, por favor completar las preguntas Q43, Q44, Q45, Q46

Q43 **Si es que si, ¿qué clase de retraso en el desarrollo, discapacidad o necesidad especial tiene su niño/a?** ☐

Q44 **¿Cuántos años tenia su niño/a cuando descubrieron el retraso en el desarrollo, discapacidad o necesidad especial?**

☐ *Hasta el primer año*
☐ *Un poco mas de 1 año de edad hasta los 2 años de edad*
☐ *Un poco mas de 2 años de edad hasta los 3 años de edad*
☐ *Un poco mas de 3 años de edad hasta los 4 años de edad*
☐ *Un poco mas de 4 años de edad hasta los 5 años de edad*
☐ *Un poco mas de 5 años de edad hasta los 6 años de edad*

Q45 **¿Su niño/a fue referido/a a algún servicio para tratar su retraso, discapacidad o necesidad especial?**

☐ *No* ☐ *Si*

Q46 **¿Cuál de las siguientes declaraciones mejor describe su habilidad para obtener los servicios necesarios para el cuidado de la salud de su niño/a?**

☐ *He sido capaz de obtener todos los servicios necesarios para él/ella*
☐ *He sido capaz de obtener algunos servicios necesarios para él/ella*
☐ *No he sido capaz de obtener ningún tipo de servicios necesarios para él/ella*

Q47 **¿Cree usted que su niño/a pueda tener algún tipo de retraso en el desarrollo, discapacidad, o necesidad especial que AUN NO ha sido identificada por un profesional?**

☐ *No* ☐ *Si* ☐ *Probablemente*

Si es que si , por favor describa su inquietud ☐

Ahora le haremos algunas preguntas sobre cómo le está yendo a su familia y la ayuda comunitaria y recursos disponibles para ayudarles.

Q48 **¿Qué clase de programa para padres, servicios o ayuda ha recibido? (Por favor marque todas las que apliquen)**

☐ *Clase de educación para padres de familia*
☐ *Grupo de ayuda para los padres*
☐ *Touchpoints, grupo de apoyo*
☐ *WIC (Programa para Mujeres Lactantes y Niños)*
☐ *Chequeos periódicos durante el embarazo*
☐ *Visitas a domicilio de enfermeras, trabajadores sociales u otros proveedores*
☐ *Ayuda para la crianza de su niño/a de una iglesia u otra organización religiosa*
☐ *Ayuda de algún familiar*
☐ *Ayuda de vecinos y/o amigos*
☐ *Grupos de Juego*
☐ *Grupo Mi Mami y yo*
☐ *Ninguno de los anteriores*

Por favor, déjenos saber cuál de las siguientes declaraciones son verdaderas para usted.

		Definitivamente cierto	*Algo cierto*	*No muy cierto*	*Nada cierto*
Q49	**Puedo pedir ayuda cuando tengo problemas familiares.**	☐	☐	☐	☐
Q50	**Puedo dejarle a mi niño/a cuando necesito un descanso a una persona de confianza.**	☐	☐	☐	☐
Q51	**Tengo a alguien a quien le puedo pedir algún consejo sobre como criar a mi niño/a.**	☐	☐	☐	☐
Q52	**Estoy afrontando, de la mejor manera, las exigencias de la crianza de los niños día a día.**	☐	☐	☐	☐
Q53	**Tengo la seguridad y capacidad de ayudar a mi niño/a a crecer y desarrollarse.**	☐	☐	☐	☐

Q54 **En términos generales, ¿cómo describiría su vida familiar en estos últimos tres meses?**

☐ *Generalmente feliz* ☐ *Con algunos problemas pero sobre todo feliz* ☐ *Con problemas frecuentemente pero no siempre feliz* ☐ *Casi siempre con problemas*

Q55 **En términos generales, ¿cómo describiría la relación con su niño/a en estos últimos tres meses?**

☐ *Muy positiva* ☐ *Algo positiva* ☐ *Algo negativa* ☐ *Muy negativa*

Q56 **Desde que nació su niño/a ¿ha tenido algún episodio de depresión o tristeza?**

☐ *No* ☐ *Si*

Q56a Si es que Si, ¿buscó ayuda?

☐ *No* ☐ *Si*

En el último año, ¿cuánto le preocuparon los siguientes acontecimientos?

		Sin motivo de preocupación	*Algo de preocupación*	*Una gran preocupación*
Q57	**Dinero y pagar las cuentas**	☐	☐	☐
Q58	**Salud o problemas del cuidado de la salud**	☐	☐	☐
Q59	**Problemas relacionados con el trabajo**	☐	☐	☐
Q60	**Problemas con su esposo/a o pareja**	☐	☐	☐

Class# - Child# ☐☐☐☐

Q61 En el ultimo año usted o algún familiar o guardián perdió su trabajo?

☐ No ☐ Si

Las siguientes preguntas son para conocer el origen de su familia.

Q62 ¿Se considera madre o padre soltera/o?

☐ No ☐ Si

Q63 ¿Cuántos niños de edades entre 0-5 viven con usted? ☐☐

Q64 ¿Cuántos niños de edades entre 6-17 viven con usted? ☐☐

Q65 ¿Cuántos adultos (18+) viven con usted? ☐☐

Q66 Desde que nació su niño/a, ¿en cuántas direcciones/lugares diferentes ha vivido usted? ☐☐

Q67 ¿Nació en los Estados Unidos?

☐ No ☐ Si

Q68 ¿Cuál es el idioma que más utiliza en casa para hablar con su niño/a?

☐ Inglés ☐ Español ☐ Chino/Cantones/ Mandarín ☐ Vietnamés ☐ Filipino (Pilipino o Tagalo ☐ Punjabi o Hindi ☐ Otros

Otro: por favor especificar ☐

Q69 ¿Qué tan bien habla usted el Inglés?

☐ Muy bien; Inglés es mi primer idioma
☐ Muy bien; pero Inglés no es mi primer idioma
☐ Mas o menos bien; usualmente, pero no siempre, puedo comunicar lo que quiero decir en Inglés
☐ No muy bien; se unas palabras en Inglés, pero a menudo no es suficiente para comunicar lo que quiero decir
☐ No hablo Inglés; solo conozco algunas palabras en Inglés

Q70 ¿Cuál es la fecha de nacimiento de la madre del niño/a? ☐☐☐☐

Q71 ¿Cuál es el grado de educación más alto que ha completado la madre del niño/a?

☐ Menos de Octavo grado
☐ Octavo grado
☐ Secundaria
☐ 2 años de estudios generales (incluyendo el grado de Asociado en Artes o Ciencias)
☐ Bachillerato en Arte o Ciencias (BA o BS)
☐ Grado Avanzado (MA/MS, Doctorado, JD, MD)
☐ No Sabe
☐ Otros

Q72 ¿Cuánto es su ingreso familiar anual?

☐ $0-$15,999 ☐ $16,000-$31,999 ☐ $32,000-$52,999 ☐ $53,000-$84,999 ☐ $85,000-$104,999 ☐ $105,000-$125,999 ☐ $126,000-$157,999 ☐ $158,000 o mas

Q73 ¿Cuál es el origen étnico primario de su niño/a?

☐ Mexicano
☐ Cubano/Puerto Riqueño
☐ América Central
☐ Otro Hispano o Latino
☐ Caucásico/Blanco
☐ Del Medio Este
☐ Afro-Americano
☐ Nativo Americano
☐ Africano
☐ Filipino
☐ Multiétnico
☐ Otros
☐ Islas del Pacifico: Por favor haga un circula en la opción que le corresponda: Samoano, Tongano, Fiyiano, Otros
☐ Asia del Este: Por favor, haga un circulo en la opción que le corresponda: Japonés, Chino, Coreano, Taiwanés, Otro
☐ Otros del Sud-Este Asiático: Por favor haga un circulo en la opción que le corresponda: Tailandés, Vietnamés, Otros
☐ Asia del Sur: Indio/a, Pakistaní Bangladeshí, Otro

Otro: por favor especificar ☐

Si estuviera dispuesta/o a hablar con nosotros como parte de un focus group, por favor escriba su nombre y número de teléfono donde podamos contactarle.

Q74 Nombre: ☐

Q75 Numero de Teléfono: ☐

Q76 Los días y horas que podamos ubicarle: ☐

GRACIAS!!! Por favor doblar esta encuesta y colocarlo en el sobre provisto. Selle el sobre y entréguelo a la maestra y al maestro de su niño/a.

Appendix 5: Teacher Survey on Importance of Readiness Skills

Teacher Survey on Importance of Readiness Skills 2008

a component of the ASR School Readiness Assessment Model TM

(SAN MATEO)

Class # ___

PART 1 - Please rate the LEVEL OF PROFICIENCY students must have in the following skills in order to have a successful transition into kindergarten, e.g. for them to be "school ready" by placing an "X" in one of the boxes for each item below.

SELF-CARE & MOTOR SKILLS

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT
Q1	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	❑	❑	❑	❑
Q2	Has general coordination on playground (kicking balls, running, climbing)	❑	❑	❑	❑
Q3	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	❑	❑	❑	❑

SELF-REGULATION

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT
Q4	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	❑	❑	❑	❑
Q5	Stays focused / pays attention during activities	❑	❑	❑	❑
Q6	Controls impulses and self-regulates (is not disruptive of others or class)	❑	❑	❑	❑
Q7	Follows one- to two-step directions	❑	❑	❑	❑
Q8	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	❑	❑	❑	❑
Q9	Works and plays cooperatively with peers (takes turns and shares, helps others)	❑	❑	❑	❑
Q10	Participates successfully in circle time (listens, focuses, sits still, engages)	❑	❑	❑	❑
Q11	Handles frustration well/works through difficulties constructively	❑	❑	❑	❑

SOCIAL EXPRESSION

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT
Q12	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	❑	❑	❑	❑
Q13	Appropriately expresses needs and wants verbally in primary language	❑	❑	❑	❑
Q14	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	❑	❑	❑	❑
Q15	Has expressive abilities (tells about a story or experience in response to a prompt)	❑	❑	❑	❑
Q16	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	❑	❑	❑	❑
Q17	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	❑	❑	❑	❑

KINDERGARTEN ACADEMICS

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT
Q18	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	❑	❑	❑	❑
Q19	Writes own first name (spelling and writing all letters correctly)	❑	❑	❑	❑
Q20	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	❑	❑	❑	❑
Q21	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	❑	❑	❑	❑
Q22	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, All 10 objects=Proficient)	❑	❑	❑	❑
Q23	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, All 8 colors=Proficient)	❑	❑	❑	❑
Q24	Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes= Proficient)	❑	❑	❑	❑

Class # ____

Please read through the same list of 24 skills in the table below when answering these three questions:
A: Which skills are **most important** for entry into kindergarten? In the 1st column, please mark only 5 of the following skills with an "X".
B: Which 5 skills are **easiest to impact** during the school year? In the 2nd column, please mark only 5 of following skills with an "X".
C. On which 5 skills do you spend **most of your time** during the school year? In the 3rd column, please mark 5 of the following skills with an "X".

		A: 5 most important for k entry	B: 5 easiest to impact	C: 5 spend most time
Q25	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	❑	❑	❑
Q26	Has general coordination on playground (kicking balls, running, climbing)	❑	❑	❑
Q27	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	❑	❑	❑
Q28	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	❑	❑	❑
Q29	Stays focused / pays attention during activities	❑	❑	❑
Q30	Controls impulses and self-regulates (is not disruptive of others or class)	❑	❑	❑
Q31	Follows one- to two-step directions	❑	❑	❑
Q32	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	❑	❑	❑
Q33	Works and plays cooperatively with peers (takes turns and shares, helps others)	❑	❑	❑
Q34	Participates successfully in circle time (listens, focuses, sits still, engages)	❑	❑	❑
Q35	Handles frustration well/works through difficulties constructively	❑	❑	❑
Q36	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	❑	❑	❑
Q37	Appropriately expresses needs and wants verbally in primary language	❑	❑	❑
Q38	Expresses empathy or caring for others (e.g., consoles a friend who is crying)	❑	❑	❑
Q39	Has expressive abilities (tells about a story or experience in response to a prompt)	❑	❑	❑
Q40	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	❑	❑	❑
Q41	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	❑	❑	❑
Q42	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	❑	❑	❑
Q43	Writes own first name (spelling and writing all letters correctly)	❑	❑	❑
Q44	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	❑	❑	❑
Q45	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	❑	❑	❑
Q46	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	❑	❑	❑
Q47	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black)	❑	❑	❑
Q48	Recognizes primary shapes (circle, triangle, square)	❑	❑	❑

PART 2 - Please take a moment to tell us more about your classroom

Q49 **Is your kindergarten class full-day or half-day?**
❑ *Full-day* ❑ *Half-day*

Q50 **Which statement or statements below describe how you plan your lessons for your kindergarten classroom? (Please check all that apply) My classroom instruction is based on a curriculum that...**
❑ *I have created* ❑ *is used school-wide* ❑ *is used district-wide* ❑ *Other*

In a typical day, how much time do your students spend in the following activities?

		No time	*1/2 hour or less*	*About 1 hour*	*About 2 hours*	*3+ hours*
Q51	**Teacher-directed whole class activities**	❑	❑	❑	❑	❑
Q52	**Teacher-directed small group activities**	❑	❑	❑	❑	❑
Q53	**Teacher-directed individual activities**	❑	❑	❑	❑	❑
Q54	**Child-selected activities**	❑	❑	❑	❑	❑

Class # ____

Do you have any special programs or activities in your curriculum that directly addresses any of the following?

		No	Yes
Q55	Development of children's self-regulation skills?	❑	❑
Q56	Assisting English Language Learners?	❑	❑
Q57	Assisting children with special needs?	❑	❑

If yes, please describe briefly:

_____

Q58 What percent of your curriculum instruction is done in a language other than English?
(Please write in a percentage 0-100) _____

Q59 Do you teach using a bilingual program?

❑ *No* ❑ *Yes*

Q60 Since the start of school, what have been your top FOUR challenges with this classroom? (Check up to 4 options... or feel free to write in an answer, if you prefer)

- ❑ *Diversity of children's skill levels*
- ❑ *Language barriers*
- ❑ *Some children's lack of academic preparation*
- ❑ *Some children's developmental immaturity*
- ❑ *Issues with managing the children's behavior*
- ❑ *Issues with the parents*
- ❑ *Number of children in the classroom*
- ❑ *The physical environment of the classroom*
- ❑ *School resources (e.g., materials or supplies)*
- ❑ *Lack of support staff or services*
- ❑ *Insufficient staff in the classroom*
- ❑ *Other*

Other: Please explain:

_____

Q61 In your experience, what are the primary reasons children are held back to repeat kindergarten? (Please check all that apply)

- ❑ *Lack of academic preparation*
- ❑ *Behavior problems*
- ❑ *Special needs status*
- ❑ *Language skills*
- ❑ *Developmental immaturity*
- ❑ *Parental request*
- ❑ *Too young*
- ❑ *Social/emotional skills*
- ❑ *Other*

Other: Please explain:

_____

Part 3 - Finally, please tell us more about yourself.

Q62 Are you bilingual?

❑ *No* ❑ *Yes*

Q63 If yes, in what language other than English?

- ❑ *Spanish*
- ❑ *Chinese/Cantonese/Mandarin*
- ❑ *Vietnamese*
- ❑ *Filipino*
- ❑ *Korean*
- ❑ *Farsi or Dari*
- ❑ *Other*

Class # ____

Q64 **Including this year, how many years have you taught elementary school?** _____

Q65 **Of these years, how many years have you spent teaching kindergarten?** _____

Q66 **Please indicate below ALL of the levels of education you have completed. For example, if you have both an AA degree and a BA degree, please check both boxes.**

- ☐ *Associates degree (e.g., AA/AS)*
- ☐ *Bachelor's degree (e.g., BA/BS)*
- ☐ *Advanced degree (e.g., MA/PhD)*
- ☐ *Other*

Q67 **What type of teaching credential do you have?**

- ☐ *Full credential*
- ☐ *University internship*
- ☐ *Pre-internship*
- ☐ *District internship*
- ☐ *Emergency Permit*
- ☐ *Waiver*

Have you taken classes, workshops, or trainings on any of the following topics?

		No	Yes		No	Yes	
Q68a	Early childhood education	☐	☐	**If yes**: Did you receive credits/units for this?	☐	☐	**If yes:** how many credits/units? ____
Q68b	Working with children with special needs	☐	☐	**If yes:** Did you receive credits/units for this?	☐	☐	**If yes**: how many credits/units? ____
Q68c	Working with students who are English Learners	☐	☐	**If yes**: Did you receive credits/units for this?	☐	☐	**If yes:** how many credits/units? ____

Q69 **Prior to the beginning of school year, did you work with any ECE providers to plan for your students' school transitions?**

- ☐ *No*
- ☐ *Yes*

Q70 **In the first three weeks of school, approximately how much time did you spend communicating with your students' parents about their child's transition to school? (Please provide your answer in hours per week)** _____

Q71 **What race/ethnicity do you consider yourself to be? (Please check ONE response)**

- ☐ *Mexican*
- ☐ *Cuban/Puerto Rican*
- ☐ *Central American*
- ☐ *Other Hispanic or Latino*
- ☐ *Caucasian/White*
- ☐ *Middle Eastern*
- ☐ *Native American*
- ☐ *African American*
- ☐ *African*
- ☐ *Filipino*
- ☐ *Multi-ethnic*
- ☐ *Pacific Islander: Please circle **Samoan Tongan Fijian Other***
- ☐ *East Asian: Please circle **Japanese Chinese Korean Taiwanese Other***
- ☐ *Other Southeast Asian : Please circle **Thai Vietnamese Other***
- ☐ *South Asian : Please circle **Indian Pakistani Bangladeshi Other***
- ☐ *Other*

THANK YOU!

Appendix 6: Consent Letters

Class#_____ Child#_____

San Mateo County School Readiness Project

Dear Parent,

Your child's classroom has been **randomly selected** for participation in a scientific study of children's school readiness. The study is being conducted in randomly selected schools all over San Mateo County. The study's findings will be used to create new programs to help children and their families prepare for entering kindergarten.

The study consists of your child's teacher completing a short 2 page **observation form** regarding your child. (The teacher will complete these forms for the other children in the class too). On the observation form, the teacher notes how well your child can do such things as participate in circle time, ask questions in class, count to 10, and recognize their letters.

In order to understand the other characteristics of your child and the other children in the study, the teacher will give you a **parent survey** to complete. Please complete this survey immediately and return it to your child's teacher. To thank you for your time, your child will be given a hardcover children's book to keep once he or she returns your parent survey.

Your child's information in the study is very confidential. **Your child's assessment information will not be used against her or him in any way by the teacher or school, and will not be a part of their student grade in the class**. Their observation form will not become part of their student file, but will be given back to the researchers for analysis. **Further, the researchers do NOT know the name of your child or any other personal information to identify your family**. (The only reason your child's birthdate is required is so that we can match your parent survey to the teacher's assessment of your child). **Finally, the researchers will never release your child's information to anyone**. **The information for all the children in your child's classroom will be summarized together and released confidentially ONLY to your child's school principal and his/her staff**. It will not be released anywhere else.

If you do not wish to have your child participate in this study, please sign the form below and return it to your child's teacher within one week after you receive this form. **If you do not return this form to your child's teacher, we will assume that you agree to have your child be included in the study**.

_____**No, I DO NOT want my child to participate in this study**. *Please sign here:* _____

Thank you for your participation!

For more information about the study, contact:
Silicon Valley Community Foundation: Erica Wood 650-450-5536
Applied Survey Research: Angie Aguirre or Kristi Kelly 408-247-8319

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SERVING SAN MATEO AND SANTA CLARA COUNTIES

Clase #____Niño #_____

San Mateo County School Readiness Project

Estimado Padre de familia,

El salón de clase de su hijo/a ha sido **seleccionado al azar** para participar en un estudio científico acerca del aprestamiento de los niños a la escuela. El estudio se estará llevando a cabo en una serie de escuelas seleccionadas al azar en todo el condado de San Mateo. Los resultados de este estudio serán utilizados para el desarrollo de nuevos programas que ayuden a los niños y sus familias a prepararse para el ingreso a la escuela al grado de kinder.

El estudio consiste en que el profesor de kinder de su hijo diligencie tanto para su hijo/a como para el resto de estudiantes del salón un **formato de observación** corto de dos páginas sobre el comportamiento de cada uno de ellos durante las clases. En el formato de observación el profesor anotará que tan bien los niños pueden realizar ciertas cosas tales como participar en actividades de grupo, hacer preguntas en clase, contar hasta 10, reconocer las letras de sus nombres, etc.

Con el fin de entender otras características tanto de su hijo como de los demás niños en este estudio, el profesor le entregará a Ud. un **cuestionario para padres** para que lo responda. Por favor complete este cuestionario lo mas pronto posible y devuélvalo al profesor de su hijo. Para agradecerle por su tiempo, su hijo va recibir su propio libro de niños una vez que regrese el cuestionario de padres.

La información de su hijo dentro del estudio es confidencial. **Las respuestas que se obtengan de su hijo no serán utilizadas contra él o ella de ninguna manera por el profesor o la escuela, como tampoco serán parte de las calificaciones regulares de evaluación que realiza la escuela.** Estos formatos de observación tampoco serán parte del archivo del estudiante, y solamente serán utilizados por los investigadores de este proyecto para su análisis. **Por otro lado, los investigadores no conocerán el nombre de su hijo o cualquier otra información personal que lo identifique a él o ella o su familia.** (Solo se pide la edad de su hijo para poder combinar las respuestas del formato diligenciado por el profesor acerca de su hijo con las proporcionadas por Ud. en el formato para padres). **Finalmente, los investigadores nunca facilitarán la información específica de su hijo a nadie. Los resultados de todos los niños del salón de clase de su hijo serán resumidos en datos estadísticos y de esta manera serán facilitados únicamente y de manera confidencial al director de la escuela y su personal.** Dicha información no será compartida con nadie mas.

Si no desea que su hijo participe en este estudio, por favor firme al final de este formato y devuélvalo al profesor de su hijo de kinder durante la semana siguiente a la que recibió esta forma. **Si no devuelve esta forma en este tiempo al profesor de kinder de su hijo, asumiremos que esta de acuerdo a que su hijo sea incluido dentro de este estudio .**

_____No, Yo no deseo que mi hijo participe en este estudio. *Por favor firme aquí:* _____

Gracias por su participación!

Para mayor información acerca de este estudio, por favor contacte a:
Silicon Valley Community Foundation: Erica Wood 650-450-5536
Applied Survey Research: Angie Aguirre o Kristi Kelly 408-247-8319

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SERVING SAN MATEO AND SANTA CLARA COUNTIES

Appendix 7: Defining Preschool Experience

For purposes of this report, the term "preschool" is used to indicate that children had regular experience in a formal, curriculum-based, child care center during the year prior to kindergarten. A child was considered to have preschool experience if at least one of the following were true: (1) the kindergarten teacher indicated that the child had participated in an state preschool or district Child Development Center (CDC), a Head Start program, or another licensed preschool/ child care center; and / or (2) parents listed a preschool or child care center that was checked and verified against a 4Cs list of valid, licensed, child care centers. It is important to note that a measure of the quality of the preschool was not included in this study. In addition, we recognize that there are high-quality Family Child Care Homes (FCCH) that provide preschool-like experiences and that use quality curricula. However, because we could not validate which children were exposed to preschool-like settings within their Family Child Care Homes, children with FCCH experience were not included in the preschooler category. (Recall too that a small percentage of the sample attended a FCCH during the year prior to kindergarten entry.)

Any child who was not confirmed as having preschool experience in one of these ways was not included in the calculation of the sample's preschool rate. Thus, as the figure below shows, approximately nine percent of the sample did not have enough information from either a teacher or parent report with which to determine their preschool status. Some calculations of preschool rates assume that any student whose status cannot be verified becomes part of the "no preschool" group of students; using this highly conservative calculation method, the preschool attendance rate would be 76%. However, this method is likely excessively conservative for this data, given the relatively large proportion of students for whom preschool experience could not be determined.

Figure 55: Preschool Attendance

Attended preschool?	Frequency	Percent of total	Percent of known
No	103	15%	17%
Yes	510	76%	83%
Cannot determine	63	9%	
Total	675	100%	100%

Source: Kindergarten Observation Form and Parent Information Form (2008).

Note: Data are weighted for English Learner status. Children were counted as having preschool experience if their teacher marked that they had attended preschool, or if their parent wrote in the name of a (verified) licensed child care center.

Appendix 8: Summary of Responses for All Assessment Forms

Kindergarten Observation Form

TOPLINES (with weighted n's)

Kindergarten Observation Form 2008

a component of the ASR School Readiness Assessment Model TM

(San Mateo)

Class #-Child# _____ SSID# _____

PART 1- CHILD DEMOGRAPHIC INFORMATION

Today's Date (MM-DD-YYYY): _____

Start date of instruction (MM-DD-YYYY) : _____

Child's DOB (MM-DD-YYYY): mean = 5.29; N=669

School name: _____

Teacher's last name: _____

Mother's first name _____

Child's Sex: (n = 670)

52% *Male*

48% *Female*

Child's initials (First, Middle, Last): _____

		Yes	*No*	*Don't know*	*N*
Q1	Has the child participated in a curriculum-based preschool/ part day enrichment or full day center-based program?	83%	17%	--	675
Q2	Has the child participated in a Head Start?	4%	73%	23%	670
Q3	Has the child participated in other publicly subsidized child education program (e.g. state funded preschool)?	9%	62%	29%	668
Q4	Has the child participated in Kickoff to Kindergarten (KTK)?	3%	71%	25%	669
Q5	Does this child generally come to school well-rested?	98%	2%	0%	668
Q6	Does this child generally come to school well-fed?	97%	2%	1%	669
Q7	Does this child seem generally healthy?	98%	2%	1%	668
Q8	Does this child have Special Needs Status or an IEP?	8%	88%	4%	667
Q8a	*If yes, please specify*				

Q9 What is the child's primary race/ethnicity? (N = 668)

34%	*Hispanic/Latino*	2%	*Black*	6%	*Multi-ethnic*
16%	*Asian*	29%	*White/Caucasian*	7%	*Other/ don't know*
5%	*Pacific Islander*	<1%	*Alaskan Native or American Indian*		

Q10 Is this child an English Language Learner? (N = 665)

41%	*Yes*	59%	*No*	--	*Information not available*

Q11 What is the child's primary language? (N = 669)

58%	*English*	2%	*Filipino*	6%	*Other*
27%	*Spanish*	1%	*Punjabi or Hindi*	<1%	Sp/Eng both checked
		6%	*Chinese/Cantonese/Mandarin*		

Q12 For a child of his/her age, how would you describe this child's progress in his/her primary language? (N = 665)

11%	*Delayed*	61%	*On track*	24%	*Advanced*	5%	*Cannot determine*

If the child's primary language is English please turn the sheet over to continue. If the child's primary language is NOT English please answer Q12-Q13.

		Beginning	*Early intermediate*	*Intermediate*	*Early Advanced*	*Advanced*
Q13	How would you rate this child's skills in understanding English (receptive language skills)? N = 267	30%	27%	22%	14%	7%
Q14	How would you rate this child's skills in speaking English (expressive language skills)? N = 267	36%	25%	21%	13%	6%

Q15 Do you speak this child's primary language well enough to communicate with the child? N=271

55% *Yes* 45% *No*

If "NO" do not assess the child on FLAGGED items on the reverse side (Q: 18, 21, 26, 27 29, 30, 32, 34, 36, 37, 38).

Class #-Child# _____

PART 2 - CHILD ASSESSMENT

How would you rate this child's competency in terms of the following skills, knowledge and behaviors?

Not yet (NOT YET): Child does not demonstrate skill, knowledge, or behavior yet; **cannot perform without assistance**
Beginning (BEGIN.) : Child is just beginning to demonstrate skill, knowledge, behavior; needs significant or **frequent assistance**
In Progress (IN PROG.): Demonstrates skill, knowledge, behavior occasionally and somewhat competently; has room for improvement and needs minor or **occasional assistance**
Proficient (PROF.): Demonstrates skill, knowledge, behavior, consistently and competently; **performs independently**
Don't know (DK): Not observed/unable to provide answer

Remember: If you do not speak the child's primary language well enough to communicate with him/her, please skip the FLAGGED items.

SELF-CARE & MOTOR SKILLS

		NOT YET + BEGIN.	IN PROG.	PROF.	N
Q16	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	13%	28%	59%	644
Q17	Has general coordination on playground (kicking balls, running, climbing)	8%	29%	63%	647
Q18	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	6%	16%	79%	646

SELF-REGULATION

		NOT YET + BEGIN.	IN PROG.	PROF.	N
Q19	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	13%	35%	52%	534
Q20	Stays focused / pays attention during activities	19%	41%	40%	646
Q21	Controls impulses and self-regulates (is not disruptive of others or class)	19%	36%	45%	645
Q22	Follows one- to two-step directions	15%	29%	56%	558
Q23	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	21%	38%	41%	632
Q24	Works and plays cooperatively with peers (takes turns and shares, helps others)	16%	37%	48%	649
Q25	Participates successfully in circle time (listens, focuses, sits still, engages)	19%	40%	40%	648
Q26	Handles frustration well/works through difficulties constructively	19%	36%	46%	610

SOCIAL EXPRESSION

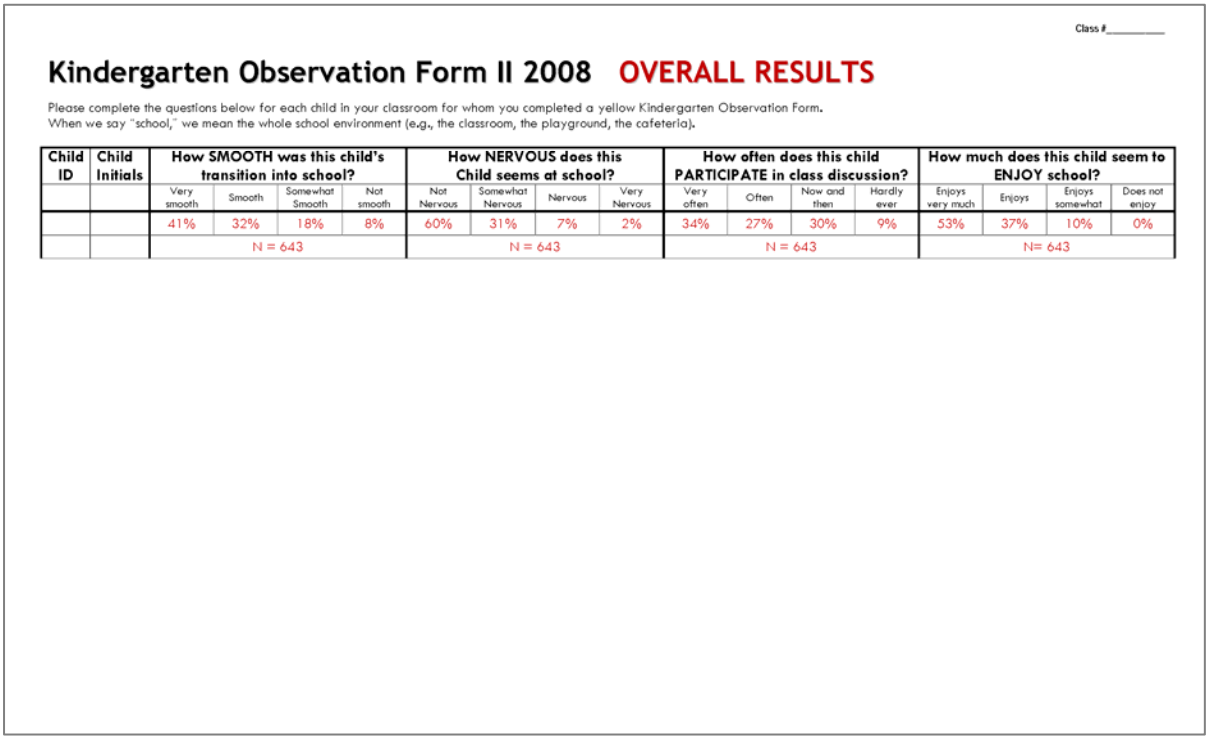
		NOT YET + BEGIN.	IN PROG.	PROF.	DK
Q27	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	10%	31%	56%	557
Q28	Appropriately expresses needs and wants verbally in primary language	14%	26%	60%	555
Q29	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	15%	34%	51%	613
Q30	Has expressive abilities (tells about a story or experience in response to a prompt)	17%	30%	53%	553
Q31	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	17%	27%	56%	558
Q32	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	11%	28%	61%	604

KINDERGARTEN ACADEMICS

		NOT YET + BEGIN.	IN PROG.	PROF.	DK
Q33	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	23%	35%	42%	553
Q34	Writes own first name (spelling and writing all letters correctly)	17%	19%	64%	646
Q35	Can recognize rhyming words ("'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	37%	20%	43%	545
Q36	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	24%	27%	49%	631
Q37	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	18%	12%	70%	557
Q38	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	9%	12%	79%	556
Q39	Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	14%	13%	73%	557

Notes:

Kindergarten Observation Form II



Class #_____

Kindergarten Observation Form II 2008 OVERALL RESULTS

Please complete the questions below for each child in your classroom for whom you completed a yellow Kindergarten Observation Form.
When we say "school," we mean the whole school environment (e.g., the classroom, the playground, the cafeteria).

Child ID	Child Initials	How SMOOTH was this child's transition into school?				How NERVOUS does this Child seems at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat Smooth	Not smooth	Not Nervous	Somewhat Nervous	Nervous	Very Nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys	Enjoys somewhat	Does not enjoy
		41%	32%	18%	8%	60%	31%	7%	2%	34%	27%	30%	9%	53%	37%	10%	0%
		N = 643				N = 643				N = 643				N= 643			

Parent Information Form

TOPLINES (with weighted n's)

Parent Information Form 2008

a component of the ASR School Readiness Assessment Model TM

(SAN MATEO)

forms in English = 424; # forms in Spanish = 99

The following survey asks you questions about your son or daughter who just started kindergarten. This information will be used to understand how preschools and elementary schools can better support new students. This information will not be shared with your child's teacher.

- *This survey is confidential - please do not write your child's name on it.*
- *Please write in blue or black only, and write as legibly as possible.*
- *When you are finished, please fold your survey, seal it in the envelope provided, and return it to your child's teacher. To thank you for you participation, your child's teacher will give your child a new children's book to keep.*

Q1 What is your relationship to this child? (N =519)

86% *Mother* 11% *Father* <1% *Grandparent* 0% *Foster Parent* 1% *Other* 2 % *Mother & father checked*

Q2 Is your child a boy or a girl? (N = 506)

52% *Boy* 48% *Girl*

What is your child's birth date? (MM-DD-YYYY): _____

What are his or her initials? (First, Middle, Last): _____

We would like to ask you some questions about the year before your child started kindergarten.

Q5 In the year before your child started kindergarten, was there a "stay-at-home" parent who took care of this child most of the time?

50% *Yes* 50% *No* (N = 514)

In the year before your child started kindergarten, did your regular child care or preschool arrangements for the child include care from...

		No	Yes	N	N	If yes: How many hours per week?	1-20	21-30	31 or more	N
Q6	A relative other than the child's parent?	77%	23%	515	588	If yes: How many hours per week?	65%	13%	22%	108
Q7	A babysitter, nanny or neighbor?	87%	13%	516	588	If yes: How many hours per week?	58%	23%	19%	62
Q8	Licensed care in someone's home?	94%	6%	516	588	If yes: How many hours per week?	28%	14%	59%	26
Q9	Licensed care in a center?	--	--	--	--	er week?	--	--	--	
Q10	Formal pre					er week?	--	--	--	

See combined preschool variables in report in lieu of these data

Name of preschool: _____

Q10a Did you receive a discount or a scholarship to this preschool program based on your income? N = 390

82% *No* 18% *Yes*

Q11 Did your child's preschool, center, or family child care home have a book-borrowing program on-site? N = 388

53% *No* 47% *Yes* -- *Not applicable*

Q11a If yes, what was the program name? N = 175

3% *Bring Me A Book* 45% *Raising a Reader* 17% *Other* 35% *Don't know*

Q12 How often was English spoken by the adults(s) who cared for your child during the year before kindergarten? N = 509

69% *Always or almost always* 10% *Often* 11% *Sometimes* 5% *Rarely* 4% *Never*

Below are some questions about your family's experiences getting ready for kindergarten

We would like to know whether you received the following kinds of information or opportunities prior to your child going to kindergarten, and who provided the information/opportunities.

		No	Yes	N		Pre-school/ child care provider	Elementary School	Another source	N
Q13	General information about how to develop the skills children need for kindergarten	22%	78%	377	If yes: Who provided?	79%	13%	19%	402
Q14	Specific information about how ready your child was for kindergarten	28%	72%	349	If yes: Who provided?	87%	11%	9%	358
Q15	Where to go for developmental screenings (e.g., cognitive speech/language, or behavioral) if you or your child's teacher had a concern about your child	65%	35%	167	If yes: Who provided?	61%	17%	31%	171
Q16	Information about how and when to register you child for school	20%	80%	386	If yes: Who provided?	38%	48%	22%	396
Q17	An opportunity to meet your child's kindergarten teacher before school started	28%	72%	348	If yes: Who provided?	15%	80%	6%	336
Q18	Information about how parents could get involved with the school/classroom	20%	80%	387	If yes: Who provided?	22%	77%	5%	381
Q19	Other:_____	95%	5%	24	If yes: Who provided?	30%	54%	23%	19

Class #-Child# _____

Q20 **Did the information you received help you and your family feel prepared for the new school year?** N = 470

95% *Yes* 5% *No*

If NO, why not? _____

Q21 **Before the first day of school, which of these things did you do to prepare your child for kindergarten? (Please check all that apply)** N=517

- 72% *Bought or collected school supplies*
- 66% *Went to a parent meeting or orientation*
- 87% *Visited the school with your child*
- 65% *Met your child's kindergarten teacher*
- 80% *Took your child to the doctor for shots*
- 98% *Talked about school with your child*
- 48% *Talked to other parents about what to expect*
- 70% *Worked with your child on school skills*
- 34% *Had child go to summer pre-kindergarten program*
- 43% *Read books or watched videos about kindergarten with your child*
- 33% *Read books or articles about your child's transition to school*
- 10% *Other*
- -- *None of the above*

How would you rate your child's readiness for kindergarten in terms of his or her...?

		Far below average	*A little below average*	*Average*	*A little above average*	*Far above average*
Q22	Physical well-being and motor skills (N = 490)	2%	7%	37%	29%	26%
Q23	Language development (speaking and listening) (N = 497)	3%	9%	30%	33%	25%
Q24	Academic readiness (colors, numbers, shapes, letters, reading readiness) (N = 491)	2%	7%	33%	31%	27%
Q25	Social and emotional readiness(N = 490)	3%	7%	39%	30%	22%

Below are some questions about how your family spends time together.

In a typical week, how often do you or any other family member do the following things with your child? Your child may do these things in school or elsewhere, but please tell us the number of times per week how often these activities happen in your family.

		Number of times per week
Q26	Read more than 5 minutes	mean=5.60, N=506
Q27	Tell stories or sing songs together	mean=4.94, N=503
Q28	Help your child do arts and crafts, science projects or talk about nature	mean=3.64, N=501
Q29	Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets	mean=4.92, N=499
Q30	Play games or do puzzles with your child	mean=4.05, N=502
Q31	Play a sport or exercise together	mean=3.72, N=502
Q32	Follow a routine when putting your child to bed at night	mean=6.10, N=500
Q33	Eat family meals together	mean=6.58, N=502
Q34	Take your child out to places like the park, a playground, or the library	mean=3.70, N=503

Q35 **About how many total hours a day does your child watch television, watch videos, or play video-or computer games? Please round to the nearest half hour (e.g., 1 hour, 1.5 hours, etc.)** mean = 1.77 (N =488)

Now we have a few health-related questions about your child.

Q36 **When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?** N = 517

89% *No* 8% *Yes* 2% *Don't know*

Q37 **What type of health insurance does your child have?** N =506

1% *No insurance* 20% *Medi-Cal* 6% *Healthy Families* 2% *Healthy Kids* 71% *Other private insurance* -- [both MC + HF checked]

Q38 **Is there a place, other than an emergency room or urgent care center where your child usually goes to receive health care (e.g., medical check-up, immunizations, health-related advice, diagnosis/treatment for an illness)?** N = 513

78% *Yes* 22% *No*

Q39 **Does your child have a regular dentist?** N = 513

9% *No* 91% *Yes*

Q40 **In the past year, has your child had a dental exam?** N = 513

7% *No* 93% *Yes*

Q41 **In the past year, has you child received what doctors call a "developmental screening" or a "developmental assessment"? This is a screening that checks for problems in development, such as speech/communication, motor skills, problem solving and/or social behavioral skills.** N = 508

57% *No* 43% *Yes*

Class #-Child#

Q42 **Has a doctor or professional ever told you that your child has a developmental delay, disability or some other kind of special need (including behavior problems/concerns)?** N = 512

92% *No* 8% *Yes*

If yes, please complete Q43,44,45,46 below

Q43 **If yes, what developmental delay/disability/special need does your child have?** ___[see report]_____

Q44 **How old was your child when this developmental delay/disability/special need was first identified?**

N=2 *Up to 1 year old* N=12 *Just over 2 years to 3 years old* N=5 *Just over 4 years to 5 years old*
N=6 *Just over 1 year to 2 years old* N=11 *Just over 3 years to 4 years old* N=1 *Just over 5 years to 6 years old*

Q45 **Was your child referred to services to address this delay/disability or special need?**

N=5 *No* N=35 *Yes*

Q46 **Which of the following statements best describes your ability to obtain services you need to care for your child's special health needs?**

N=27 *I have been able to obtain all services I need for him/her*
N=13 *I have been able to obtain some of the services I need for him/her*
N=3 *I have not been able to obtain any of the services I need for him/her*

Q47 **Do you believe that your child might have a developmental delay/disability or special need that has NOT YET been identified by a professional?** N = 467

95% *No* 1% *Yes* 4% *Possibly*

If yes, please describe your concern: _____

Now we have some questions about how your family is doing and the community support and resources available to help you.

Q48 **What kinds of parenting programs, services, or supports have you received? (Please check all that apply)** N= 494

22% *Parent education class*
11% *Parent support groups*
1% *Touch-points support group*
22% *WIC (Women, Infants and Children)*
68% *Regular medical check-ups while pregnant*
8% *Home visits from a nurse, community worker, or other provider*
10% *Parenting support from a church or other religious organization*
49% *Help from extended family*
37% *Help from neighbors and/or friends*
27% *Play group*
13% *Mommy and Me group*
14% *None of the above*

Please tell us the extent to which the following statements are true for you by making one mark for each item below.

		Definitely true for me	*Somewhat true for me*	*Not very true for me*	*Not at all true for me*
Q49	**When I need help with problems in my family, I am able to ask for help from others.** N = 480	62%	28%	6%	4%
Q50	**There is someone I can count on to watch my child when I need a break.** N = 488	57%	26%	8%	9%
Q51	**I can easily find someone to talk to when I need advice about how to raise my child.** N = 484	64%	22%	9%	5%
Q52	**I am coping well with the day-to-day demands of parenting.** N = 486	67%	29%	3%	1%
Q53	**I feel confident in my ability to help my child grow and develop.** N = 496	80%	17%	1%	1%

Q54 **Overall, in the past three months, how would you describe your family life?** N = 512

59% *Generally happy* 37% *Some problems but mostly happy* 3% *Frequent problems, but not all the time* <1% *Problems nearly all the time*

Q55 **Overall, in the past three months, how would you describe your relationship with you child?** N = 513

87% *Very positive* 12% *Somewhat positive* 1% *Somewhat negative* -- *Very negative*

Q56 **Since this child was born, have you ever struggled with sadness or depression?** N = 514

79% *No* 21% *Yes*

Q56a If yes, did you seek help? N = 105

36% *No* 64% *Yes*

How much have the following things been a concern for you in the last year?

		Not a concern	*Somewhat of a concern*	*A big concern*
Q57	**Money and paying the bills** N = 498	37%	45%	19%
Q58	**Health or health care issues** N = 493	67%	24%	9%
Q59	**Work-related problems** N = 487	65%	27%	8%
Q60	**Problems with your spouse or partner** N = 491	77%	17%	6%

Class #-Child# _____

Q61 Have you or any other primary parent/guardian lost your job during the past year? N = 504

85% *No* 15% *Yes*

Below are some background questions about your family.

Q62 Do you consider yourself to be a single parent? N = 506

87% *No* 13% *Yes*

Q63 How many children ages 0-5 live in your household? mean = 1.60 (N=501)

Q64 How many children ages 6-17 live in your household? mean = .84 (N=444)

Q65 How many adults (18+) live in your household including you? mean = 2.15 (N=479)

Q66 How many different addresses/places have you lived in since your child was born? mean =1.97 (N=458)

Q67 Were you born in the United States? N = 493

44% *No* 56% *Yes*

Q68 What is the ONE language you use MOST often with your child at home? N = 476

64% *English*
23% *Spanish*
5% *Chinese/Cantonese/ Mandarin*
-- *Vietnamese*
2% *Filipino (Pilipino or Tagalog)*
<1% *Punjabi or Hindi*
6% *Other*

Other: please specify

Q69 How well do YOU speak English? N = 507

51% *Very well; English is my primary language*
25% *Very well; but English in not my first language*
13% *Somewhat well; I usually - but not always - can communicate what I want to say in English*
6% *Not very well; I know some words in English, but often not enough to communicate what I want to say*
5% *Not at all; I know very few or no English words*

Q70 What is the child's mother's year of birth? Range = 1952-1987 (N =499)

Q71 What is the highest education level the child's mother has completed? N = 489

6% *Less than 8th grade*
4% *8th grade*
25% *High School*
18% *2 years of college (including AA/AS degree)*
31% *Bachelor's degree (BA or BS)*
17% *Advanced degree (MA/MS, PhD, JD, MD)*
-- *Don't know*
-- *Other*

Q72 What is your approximate family income per year? N = 474

11% *$0-$15,999*
14% *$16,000-$31,999*
15% *$32,000-$52,999*
14% *$53,000-$84,999*
8% *$85,000-$104,999*
9% *$105,000-$125,999*
6% *$126,000-$157,999*
23% *$158,000 or more*

Q73 What is your child's primary ethnicity? N = 506

18% *Mexican*
0% *Cuban/Puerto Rican*
1% *Central American*
9% *Other Hispanic or Latino*
28% *Caucasian/White*
2% *Middle Eastern*
1% *African American*
<1% *Native American*
0% *African*
10% *Filipino*
14% *Multi-ethnic*
1% *Other*
3% *Pacific Islander: Please circle Samoan Tongan Fijian Other*
12% *East Asian: Please circle Japanese Chinese Korean Taiwanese Other*
<1% *Other Southeast Asian: Please circle: Thai Vietnamese Other*
2% *South Asian: Indian Pakistani Bangladeshi Other*

Other: please specify

_____

If you would be willing to speak with us more as a part of a parent focus group, please write your name and phone number below so that we can contact you.

Q74 Name: _____

Q75 Phone number: _____

Q76 Best days and times to reach you at this number:

_____

THANK YOU!!! Please fold your survey into the envelope provided, seal it and return to your child's teacher.

Teacher Survey on Importance of Readiness Skills

Teacher Survey on Importance of Readiness Skills 2008

a component of the ASR School Readiness Assessment Model TM

(San Mateo)

Class # ___

PART 1 - Please rate the LEVEL OF PROFICIENCY students must have in the following skills in order to have a successful transition into kindergarten, e.g. for them to be "school ready" by placing an "X" in one of the boxes for each item below.

SELF-CARE & MOTOR SKILLS

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	N
Q1	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	0%	5%	60%	35%	37
Q2	Has general coordination on playground (kicking balls, running, climbing)	3%	24%	51%	22%	37
Q3	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	0%	0%	22%	78%	37

SELF-REGULATION

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	N
Q4	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	0%	22%	62%	16%	37
Q5	Stays focused / pays attention during activities	0%	11%	60%	30%	37
Q6	Controls impulses and self-regulates (is not disruptive of others or class)	0%	11%	57%	32%	37
Q7	Follows one- to two-step directions	0%	16%	46%	38%	37
Q8	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	0%	27%	65%	8%	37
Q9	Works and plays cooperatively with peers (takes turns and shares, helps others)	0%	14%	70%	16%	37
Q10	Participates successfully in circle time (listens, focuses, sits still, engages)	0%	16%	54%	30%	37
Q11	Handles frustration well/works through difficulties constructively	0%	19%	73%	8%	37

SOCIAL EXPRESSION

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	N
Q12	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	0%	11%	62%	27%	37
Q13	Appropriately expresses needs and wants verbally in primary language	0%	14%	41%	46%	37
Q14	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	0%	30%	60%	11%	37
Q15	Has expressive abilities (tells about a story or experience in response to a prompt)	0%	43%	41%	16%	37
Q16	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	0%	24%	54%	22%	37
Q17	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	0%	19%	42%	39%	37

KINDERGARTEN ACADEMICS

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	N
Q18	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	0%	41%	49%	11%	37
Q19	Writes own first name (spelling and writing all letters correctly)	0%	32%	27%	41%	37
Q20	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	11%	60%	27%	3%	37
Q21	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	5%	32%	46%	16%	37
Q22	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=not yet, 1-5 objects= Beginning, 6-9 objects=In progress, All 10 objects=Proficient)	0%	35%	35%	30%	37
Q23	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, All 8 colors=Proficient)	0%	8%	38%	54%	37
Q24	Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes= Proficient)	0%	27%	35%	38%	37

Class # ___

Please read through the same list of 24 skills in the table below when answering these three questions:
A: Which skills are **most important** for entry into kindergarten? In the 1st column, please mark only 5 of the following skills with an "X".
B: Which 5 skills are **easiest to impact** during the school year? In the 2nd column, please mark only 5 of following skills with an "X".
C. On which 5 skills do you spend **most of your time** during the school year? In the 3rd column, please mark 5 of the following skills with an "X".

		A: 5 most important for k entry N = 37	B: 5 easiest to impact N = 37	C: 5 spend most time N = 37
Q25	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	35%	35%	19%
Q26	Has general coordination on playground (kicking balls, running, climbing)	0%	22%	3%
Q27	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	70%	14%	5%
Q28	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	22%	8%	5%
Q29	Stays focused / pays attention during activities	38%	5%	43%
Q30	Controls impulses and self-regulates (is not disruptive of others or class)	54%	0%	24%
Q31	Follows one- to two-step directions	46%	11%	30%
Q32	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	0%	8%	32%
Q33	Works and plays cooperatively with peers (takes turns and shares, helps others)	35%	11%	38%
Q34	Participates successfully in circle time (listens, focuses, sits still, engages)	30%	11%	35%
Q35	Handles frustration well/works through difficulties constructively	8%	3%	11%
Q36	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	11%	8%	5%
Q37	Appropriately expresses needs and wants verbally in primary language	35%	16%	5%
Q38	Expresses empathy or caring for others (e.g., consoles a friend who is crying)	11%	11%	5%
Q39	Has expressive abilities (tells about a story or experience in response to a prompt)	22%	14%	38%
Q40	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	14%	8%	8%
Q41	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	16%	27%	0%
Q42	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	35%	32%	62%
Q43	Writes own first name (spelling and writing all letters correctly)	19%	38%	16%
Q44	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	0%	24%	35%
Q45	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	5%	41%	27%
Q46	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	5%	54%	24%
Q47	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black)	8%	49%	3%
Q48	Recognizes primary shapes (circle, triangle, square)	0%	49%	3%

PART 2 - Please take a moment to tell us more about your classroom

Q49 **Is your kindergarten class full-day or half-day?** N = 35

49% *Full-day* 40% *Half-day day* 3% *Extended day* 3% *Half-day with all children in one extended day period*
6% *Part of year is half-day, second part is full-day*

Q50 **Which statement or statements below describe how you plan your lessons for your kindergarten classroom? (Please check all that apply) My classroom instruction is based on a curriculum that...** N = 35

80% *I have created* 57% *is used school-wide* 80% *is used district-wide* 9% *Other*

In a typical day, how much time do your students spend in the following activities?

		No time	1/2 hour or less	About 1 hour	About 2 hours	3+ hours
Q51	**Teacher-directed whole class activities** N = 18	0%	0%	28%	39%	33%
Q52	**Teacher-directed small group activities** N = 18	6%	22%	44%	28%	0%
Q53	**Teacher-directed individual activities** N = 18	0%	56%	33%	11%	0%
Q54	**Child-selected activities** N = 18	0%	67%	28%	6%	0%

Class # ___

Do you have any special programs or activities in your curriculum that directly addresses any of the following?

		No	Yes
Q55	Development of children's self-regulation skills? N = 34	41%	59%
Q56	Assisting English Language Learners? N = 37	16%	84%
Q57	Assisting children with special needs? N = 37	35%	65%

If yes, please describe briefly:

Q58 What percent of your curriculum instruction is done in a language other than English? N =37 0-3 = 8% 10-90 = 8%
(Please write in a percentage 0-100)

Q59 Do you teach using a bilingual program? *N = 37 97% = NO 3% = YES*

Q60 Since the start of school, what have been your top FOUR challenges with this classroom? (Check up to 4 options... or feel free to write in an answer, if you prefer) N = 36

53%	*Diversity of children's skill levels*	6%	*Number of children in the classroom*
28%	*Language barriers*	0%	*The physical environment of the classroom*
64%	*Some children's lack of academic preparation*	14%	*School resources (e.g., materials or supplies)*
78%	*Some children's developmental immaturity*	11%	*Lack of support staff or services*
47%	*Issues with managing the children's behavior*	22%	*Insufficient staff in the classroom*
3%	*Issues with the parents*	3%	*Other*

Other: Please explain:

Q61 In your experience, what are the primary reasons children are held back to repeat kindergarten? (Please check all that apply) N = 37

70%	*Lack of academic preparation*	8%	*Language skills*	60%	*Too young*
24%	*Behavior problems*	95%	*Developmental immaturity*	65%	*Social/emotional skills*
5%	*Special needs status*	14%	*Parental request*	0%	*Other*

Other: Please explain:

Part 3 - Finally, please tell us more about yourself.

Q62 Are you bilingual? N = 37
25% *No* 12% *Yes*

Q63 If yes, in what language other than English? N = 11

N = 8	*Spanish*	--	*Filipino*	N = 1	*Other*
N = 2	*Chinese/Cantonese/Mandarin*	--	*Korean*		
--	*Vietnamese*	N = 1	*Farsi or Dari*		

Class # ____

Q64 **Including this year, how many years have you taught elementary school?** N = 36 Mean = 10.56

Q65 **Of these years, how many years have you spent teaching kindergarten?** N = 35 Mean = 7.37

Q66 **Please indicate below ALL of the levels of education you have completed. For example, if you have both an AA degree and a BA degree, please check both boxes.** N = 36

22% *Associates degree (e.g., AA/AS)* 86% *Bachelor's degree (e.g., BA/BS)* 39% *Advanced degree (e.g., MA/PhD)* 8% *Other*

Q67 **What type of teaching credential do you have?** N = 36

100% *Full credential* -- *University internship* -- *Pre-internship*

-- *District internship* -- *Emergency Permit* -- *Waiver*

Have you taken classes, workshops, or trainings on any of the following topics?

		No	Yes			No	Yes		
Q68a	Early childhood education N = 28	18%	82%	Q68a1	**If yes**: Did you receive credits/units for this? N=29	28%	72%	**If yes:** how many credits/units?	deleted
Q68b	Working with children with special needs N = 25	26%	74%	Q68b1	**If yes:** Did you receive credits/units for this? N=27	33%	67%	**If yes**: how many credits/units?	deleted
Q68c	Working with students who are English Learners N = 33	6%	94%	Q68c1	**If yes**: Did you receive credits/units for this? N=33	30%	70%	**If yes:** how many credits/units?	deleted

Q69 **Prior to the beginning of school year, did you work with any ECE providers to plan for your students' school transitions?**

No -- 94% *Yes*--6% (N=35)

Q70 **In the first three weeks of school, approximately how much time did you spend communicating with your students' parents about their child's transition to school? (Please provide your answer in hours per week)** N= 35, M= 3.66

Q71 **What race/ethnicity do you consider yourself to be? (Please check ONE response)** N = 36

3% *Mexican*
5% *Cuban/Puerto Rican*
Central American
Other Hispanic or Latino
75% *Caucasian/White*
3% *Middle Eastern*
-- *Native American*
-- *African American*
-- *African*
3% *Filipino*
3% *Multi-ethnic*
-- *Pacific Islander: Please circle **Samoan Tongan Fijian Other***
11% *East Asian: Please circle **Japanese Chinese Korean Taiwanese Other***
-- *Other Southeast Asian : Please circle **Thai Vietnamese Other***
-- *South Asian : Please circle **Indian Pakistani Bangladeshi Other***
3% *Other*

THANK YOU!

Appendix 9: Teachers' Open-Ended Responses

On the Teacher Survey of Importance of Readiness Skills, teachers were asked: Since the start of school, what have been your top FOUR challenges with this classroom? (Check up to 4 options... or feel free to write in an answer, if you prefer). Four teachers recorded the following open-ended (and verbatim) responses:

- The start date for Kindergarten should be rolled back so they are 5 on entry if we are expected to teach the current standards.
- Medical issues, severe peanut allergy, blindness, and diabetes.
- It has been a great year so far.
- I have one child that should be in a Special Ed program. Child never went to preschool and hasn't been identified with system.
- Did not have math books for the first 3 weeks (new adoption).

Teachers were also asked: In your experience, what are the primary reasons children are held back to repeat kindergarten? Three teachers offered the following verbatim responses:

- Often wonder why parents insist on sending their children to first grade even if teacher STRONGLY recommends for the child to stay in kindergarten, because of the above reasons. (Teacher cited *Lack of academic preparation*, *Developmental immaturity*, and *Social/emotional skills* in the close-ended portion of the question).
- I rarely hold back in Kindergarten. All 3 reasons together would make me consider having a student repeat. I've had a student repeat K with me 4 times in 27 years. (Teacher cited *Lack of academic preparation*, *Developmental immaturity*, and *Too young* in the close-ended portion of the question).
- A combination of these has been the result. (Teacher cited *Lack of academic preparation*, *Developmental immaturity*, *Parental request,* and *Social/emotional skills* in the close-ended portion of the question).