

2018



School Readiness

FINDINGS FROM THE FALL 2018 ASSESSMENT IN
Santa Clara County



CONDUCTED BY:



Acknowledgements

This report is dedicated to Robert C. Kirkwood (1939-2017) for his steadfast contributions in building support for community assessments of kindergarten readiness in Santa Clara and San Mateo counties. Bob recognized that these assessments can guide investments that strengthen community support for families that will improve outcomes for children.

Applied Survey Research (ASR) would like to acknowledge the following individuals for their support and assistance in the planning and implementation of the 2018 School Readiness Assessment in Santa Clara County: Dana Bunnett, Executive Director, Kids in Common; Mary Ann Dewan, Superintendent of Schools, Santa Clara County Office of Education; and Jolene Smith, Executive Director, FIRST 5 Santa Clara County. ASR would also like to express appreciation for the study sponsors:

- FIRST 5 Santa Clara County
- Santa Clara County Office of Education
- Kids in Common
- Silicon Valley Community Foundation
- Heising-Simons Foundation
- Morgan Family Foundation

Of course, this assessment would not be possible without the support of the participating kindergarten teachers who generously gave their time and energy to help us better understand the skills of the children entering their classrooms. ASR gratefully acknowledges the assistance of the many individuals listed in the following table.

Participating Schools and Teachers

School	Teacher
Adelante I	Elizabeth Alfaro
	Rosamaria Garcia
Almaden	Kelly Cantlen
Anne Darling	Crissy McGuire
Anthony Spangler	Lydia Adidjaja
Aptitud	Gabriela Quezada
Capri	Denise Kanazawa
	Nichole Deitsch
Cassell	Lisa Rodriguez
Castlemont	Victoria "Tori" Urzi
Cesar Chavez	Jane De Jesus
	Sandra Rivera
Cumberland	Ellen Loebner
Cureton	Catalina Nichols
	Cris Cordova
Dahl	Carolyn Sumida
	Jessica Steiner
	Lisa Lipinski
Dorsa	Catherine Villarreal
	Yolanda Villarreal
Eisenhower	Vijenti Davis
Forest Hill	Honora Hannan
George Payne	Mariah Flanagan
	Samantha Solis
Glen View	Dyane Alcantar
Hellyer	Anh Bui
	Diana Louly
Hubbard	Lisa Dries
John Muir	Lisa Neyens
Joseph Weller	Kristi Hirano
	Susan Von Tersch
Katherine Smith	Meghna Venkatesh
Laurelwood	Adelizza De Jesus-Brown

School	Teacher
Linda Vista	Lily Chang
	Vivianne Nguyen
Los Alamitos	Caitlin Goldman
	Elise Tchelepi
	Juanita Locker
Los Paseos	Victoria "Tori" Moore
	Kendall Knutsen
LUCHA	Kimi Hiroshima
	Maria (Lolita) Ortega
Lyndale	Elena Barron
Majestic Way	Kim Pastor
McCollam	Arlene Rodriguez
	Mary Fuchs
Noddin	Helen Kamali
	Jackie Knudson
Northwood	Mary Helfenberger
	Gail Hybarger
Robert Randall	Adelina Vargas
	Leslie Singh
Russo/McEntee	Bertha Galvan
	Saul Delgado
San Antonio	Lourdes Morales
San Miguel	Amy Angeles
	Karen Dazols
	Melanie Alvarez
Santee	Julie Muonio
	Kimberly Leonhardt
	Tina Aberg
Sedgwick	Anna Akimoto
Springer	Linda Mooers
	Michelle Hayden/Malia Lammay (co-teachers)
Stocklmeir	Jo Ann Lu-Carino
Terrell	Esther Bacoccina

Table of Contents

Acknowledgements..... 2

Table of Figures..... 5

Snapshot of the 2018 School Readiness Assessment..... 7

Introduction 12

Methodology..... 14

School Readiness in Santa Clara County..... 21

Student and Family Factors Associated with School Readiness 26

Special Section: Benefits of FIRST 5 36

Students and Families in the Readiness Study 39

The Positive Impact of Family Engagement..... 54

Summary and Discussion 58

About the Researcher 62

References 63

Appendix 65

Table of Figures

Figure 1.	<i>Basic Building Blocks of Readiness and Motor Skills Items</i>	7
Figure 2.	Percent <i>Fully Ready</i> for Kindergarten	8
Figure 3.	Key Predictors of Overall School Readiness (in Order of Strength)	9
Figure 4.	An Overview of Participation in 2018, by School	14
Figure 5.	Years of Teaching Experience.....	16
Figure 6.	Teacher ECE Training and Bilingualism	16
Figure 7.	Teacher Race/Ethnicity	16
Figure 8.	Overview of Data Collection Instruments	17
Figure 9.	How Many Completed the Study?	18
Figure 10.	Students' Proficiency Levels across 20 School Readiness Skills	22
Figure 11.	Percent <i>Fully Ready</i> for Kindergarten	23
Figure 12.	Percent <i>Ready</i> Within Each <i>Building Block</i>	24
Figure 13.	Average Readiness Scores, 2008 and 2018.....	24
Figure 14.	Key Predictors of Overall School Readiness (in Order of Strength)	27
Figure 15.	Readiness, by Demographics	29
Figure 16.	Readiness, by Socioeconomic Status, Family Structure, and Homelessness	30
Figure 17.	Readiness, by ECE, Bedtime, Well-Being, and Resilience.....	31
Figure 18.	Average Readiness Scores and Assets, by Zip Code.....	32
Figure 19.	Percent Ready, by Race/Ethnicity and Gender	33
Figure 21.	Percent Ready among Latino Boys, by Number of Assets	34
Figure 22.	Characteristics of Children who are <i>Not Ready</i>	34
Figure 23.	Average Readiness Scores, by QUALITY MATTERS ECE.....	36
Figure 24.	Preparation for Kindergarten and Screenings, by FIRST 5 Participation.....	37
Figure 25.	Average Readiness Scores, by FIRST 5 Participation.....	38
Figure 26.	Students' Gender and Age	39
Figure 27.	Students' English Learner Status and Race/Ethnicity	40
Figure 28.	Teacher Reports of Children's Health and Well-being (Hungry and Tired).....	40
Figure 29.	Maternal Educational Attainment	41
Figure 30.	Family Income	41
Figure 31.	Students' Early Care Experiences	42

Figure 32.	Single Parenthood and Job Loss.....	42
Figure 33.	Students' Bedtime.....	43
Figure 34.	Parents/Caregivers' Perceptions of Child Resilience	43
Figure 35.	Home Languages	44
Figure 36.	Frequency of Attendance Concerns.....	45
Figure 37.	Teacher Reports of Children's Health and Well-Being (Sick)	45
Figure 38.	Special Needs	46
Figure 39.	Types of Special Needs, as Reported by Parents/Caregivers*	46
Figure 40.	Children's Access to and Use of Health Care	47
Figure 41.	Job Loss and Number of Addresses Since Child's Birth.....	48
Figure 42.	Parents/Caregivers' Reports of Family and Domestic Concerns.....	48
Figure 43.	Parents/Caregivers' Perceptions of Support, Knowledge, and Efficacy.....	49
Figure 44.	Frequency of Family Activities per Week.....	50
Figure 45.	Percent of Families Using Local Resources	50
Figure 46.	Percent of Families Using Parenting Programs, Services, and Supports.....	51
Figure 47.	Receipt of Information Related to Kindergarten Transition	51
Figure 48.	Percent of Families Engaging in Transition Activities.....	52
Figure 49.	Family Engagement Factors, by Cluster Membership.....	54
Figure 50.	Family Demographics, by Level of Family Engagement	55
Figure 51.	Child Demographics, by Level of Family Engagement.....	55
Figure 52.	Knowledge, Concerns, and Routines, by Level of Family Engagement.....	56
Figure 53.	Receipt of Readiness Information, by Level of Family Engagement	56
Figure 54.	Adjusted Readiness, by Level of Family Engagement	57

Snapshot of the 2018 School Readiness Assessment

Background

This report describes the state of school readiness and related findings for kindergarten students across Santa Clara County who started school in Fall 2018. This is the first countywide assessment conducted in the county since 2008.

The report is based on data collected about children and families at 42 schools in the county. Teachers at these schools rated their students' proficiency levels on 20 kindergarten readiness skills on a scale from 1 (*Not Yet demonstrating the skill*) to 4 (*Fully Proficient in the skill*). These readiness skills are sorted into three *Building Blocks: Self-Regulation, Social Expression, and Kindergarten Academics*. A fourth area includes two items related to fine and gross motor skills, which serve as a foundation for these *Building Blocks*. The pyramid below illustrates the theoretical progression of readiness skills, with foundational motor skills preceding the more advanced self-regulation and social-emotional skills. The top of the pyramid contains early academic skills, like counting and shape and letter recognition.

Figure 1. *Basic Building Blocks of Readiness and Motor Skills Items*



In addition to the teacher ratings, the study involved a survey of parents/caregivers pertaining to their child's demographics, family background, and child care experiences. Please note that the information presented in this report describes only those students and families who participated in the assessment.

Key Findings

How ready for school were children assessed in Santa Clara County?

Students were considered *Fully Ready* for kindergarten in all areas if they scored at or above 3.25 out of 4 on the three *Building Blocks* – that is, if they were *Proficient* or nearing proficiency in *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*.

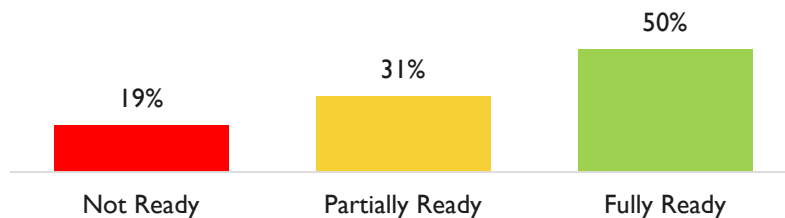


1 in 5

Children is *Not Ready* for K

Students were considered *Partially Ready* if they were *Proficient* or nearly proficient in one or two *Building Blocks*, and considered *Not Ready* if they were still progressing in all three areas. Using these criteria, **50%** of children in the sample were *Fully Ready* for kindergarten. Close to one in five children was *Not Ready* on any of the *Building Blocks of Readiness*. These children are at risk for a poor transition to kindergarten, as well as academic difficulties later in elementary school.

Figure 2. Percent *Fully Ready* for Kindergarten



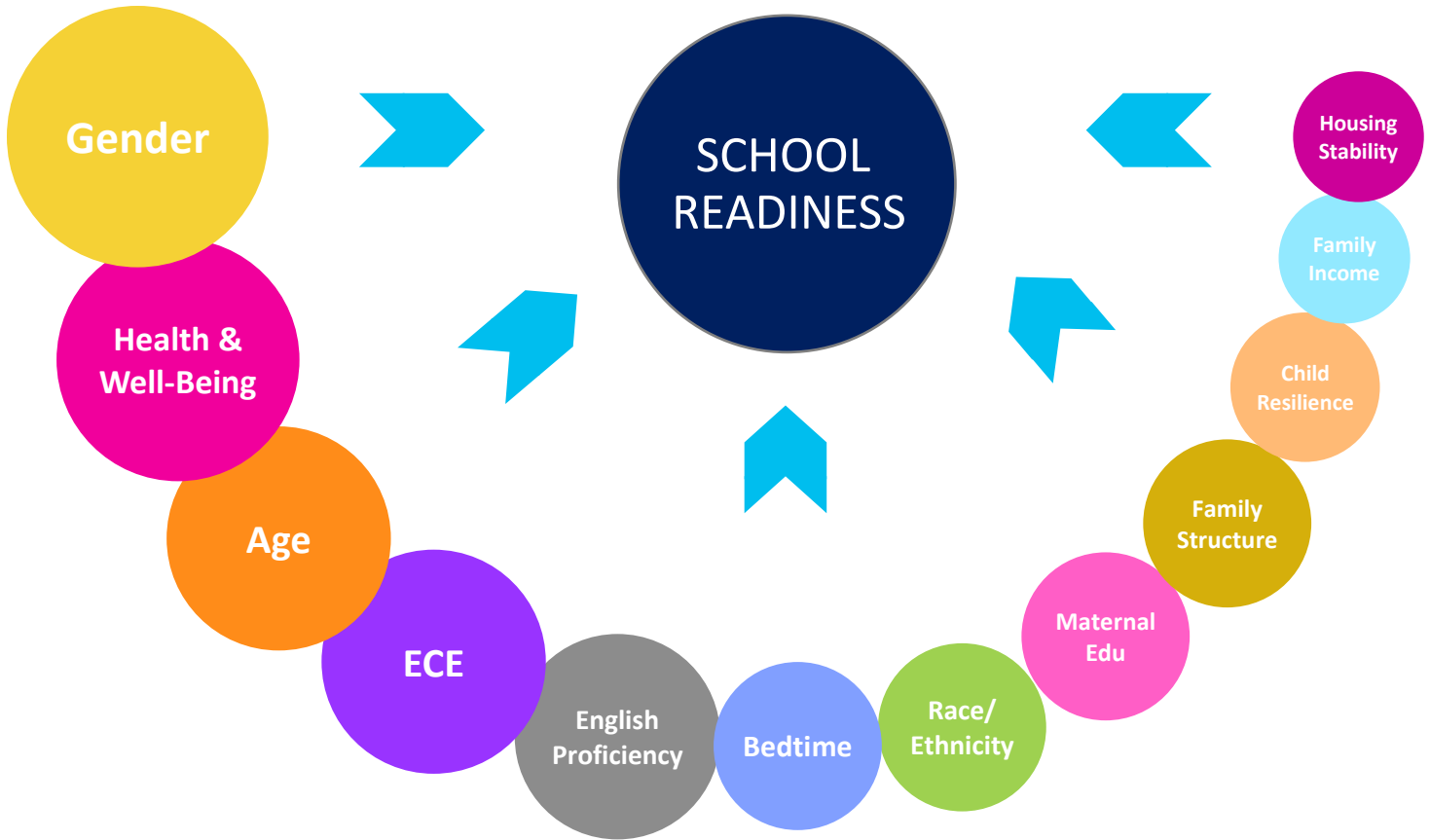
Source: Kindergarten Observation Form (2018).

Note: N=1,184. Sampling weights were applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County, and the clustering effects of districts and schools were adjusted for.

What family factors and child characteristics are associated with higher levels of school readiness?

The factors that were strongly and independently associated with readiness are illustrated in the following diagram. Although many of these predictors are related to one another, each factor in the diagram contributes to readiness even after taking into account the contributions of the other factors. For example, the impact of preschool on readiness is significant, regardless of the child's age, race/ethnicity, or gender. The size of the circle corresponds to the strength of the relationship between the factor and readiness, after holding constant all other child and family characteristics.

Figure 3. Key Predictors of Overall School Readiness (in Order of Strength)



Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=729. Multi-level linear model was used to control for the clustering effects of districts and schools. All variables were significant at $p < .05$. Not shown: presence of special needs; although this factor was correlated with lower readiness, there is significant variability in the types of needs students with disabilities have at kindergarten entry and therefore we do not make generalizable conclusions about their readiness.

What types of experiences and family backgrounds were characteristic of the incoming kindergarten students?

53%

of children were female, and girls had higher readiness scores than boys.

25%

of children came to school with at least one health and well-being concern (i.e., either tired or hungry) on at least some days, and these children had lower levels of readiness than their healthy peers.

5.6

years old: children's average age when they entered school. Older children had higher readiness levels.

81%

of children attended preschool, licensed family child care, or Transitional Kindergarten (TK) in the prior year; these experiences predicted higher readiness.

34%

of children were English Learners and they had lower readiness scores than children who were proficient in English.

28%

of children tended to go to bed after 9:00 PM; children who went to bed later had lower readiness scores.

34%

of children were Latino/a, and they had lower readiness scores than children of other races/ethnicities.

23%

of mothers had no more than a high school education. Lower maternal educational attainment was related to lower readiness.

13%

of parents/caregivers considered themselves to be single. Overall, children of single parents/caregivers had lower readiness than children with more than one parent/caregiver in the home.

85%

of children showed an average resilience score indicating that the child is able to adapt well to challenges and regulate their emotions. Children with higher resilience had higher readiness scores.

30%

of families made under \$50,000 per year. Children from lower income families had lower readiness scores than children from higher income families.

7%

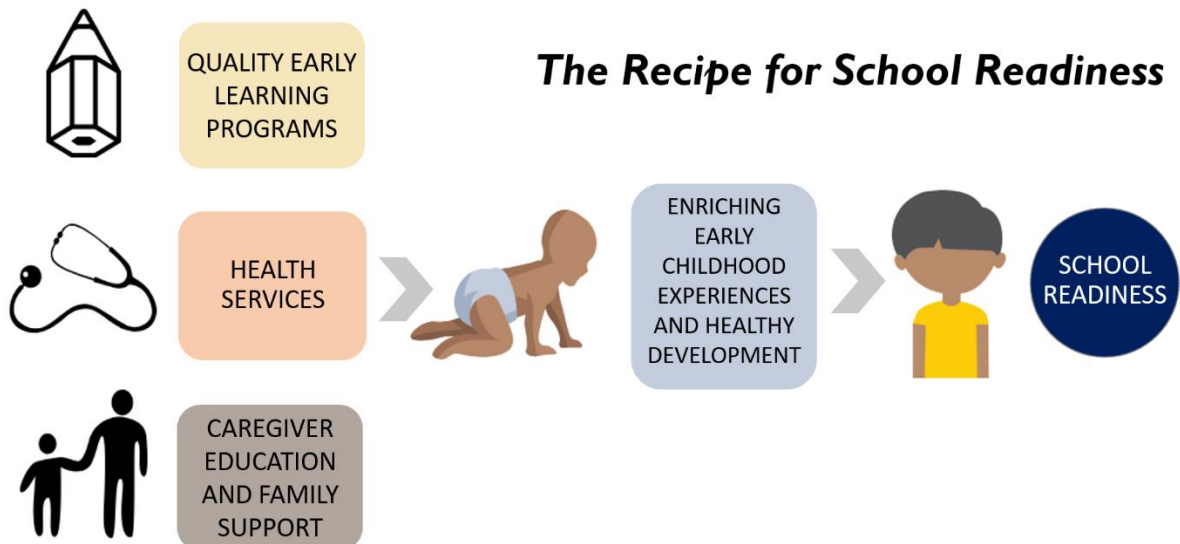
of children had experienced homelessness at some point in their life. These children had lower readiness scores.

What will it take to “turn the curve” on school readiness in Santa Clara County?

The findings inform approaches the community can take to help address gaps in school readiness in the county, including – but not limited to – the following:

- Quality early childhood education experiences for all children.
- Health services that promote optimal development and well-being, including developmental screenings, referrals to early intervention, and responsive early intervention systems.
- Caregiver education and family support services to help parents/caregivers provide their children with healthy, enriching early experiences.
- Regular kindergarten readiness assessments in the county to inform early childhood policies and services, determine the effectiveness of community efforts to improve readiness, and help schools be ready to receive young children.
- A K-12 system that engages in high-quality, evidence-based, and inclusive practices to meet diverse learning needs and is committed to the success of each child who enters kindergarten.

Partners in all sectors have a role to play in addressing readiness gaps, which can be partly traced to community factors, like neighborhood poverty and disinvestment and structural racism. Community partners have a responsibility to implement policies and practices that promote universal access to high-quality early childhood experiences and achieve more equitable outcomes for all children. The efforts of education, health, and family support providers, in collaboration with communities and parents/caregivers, should ensure each child in Santa Clara County enters school ready to learn.



Introduction

What is School Readiness and Why Does it Matter?

School readiness is broadly defined as the set of physical, socio-emotional, and academic skills students need to make a successful transition to kindergarten. In one of the early large-scale efforts to establish a common framework for addressing school readiness issues, the National Education Goals Panel (NEGP) organized school readiness skills into five domains: *Physical Well-Being & Motor Development*, *Social & Emotional Development*, *Approaches Toward Learning*, *Communication & Language Usage*, and *Cognition and General Knowledge* (NEGP, 1995). More recent research conducted by Applied Survey Research (ASR) found that readiness skills measured by the *Kindergarten Observation Form (KOF)* reliably sort into three primary domains, termed the *Basic Building Blocks of Readiness (Building Blocks)*. These *Building Blocks*, comprised of *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*, overlap with, but are distinct from, the *NEGP* dimensions. Additionally, motor skills are included on the *KOF* as a foundational element of readiness.



Interest in assessing children's school readiness is based on research connecting readiness to an array of long-term outcomes. Research shows that cognitive and social-emotional readiness skills predict children's ability to smoothly transition into and through elementary school (Pianta, Cox, & Snow, 2007). Children who demonstrate proficiency across multiple readiness dimensions are more likely to succeed academically in first grade than are those who are competent in only one or two dimensions (Hair, Halle, Terry-Humen, & Calkins, 2003). Other linkages between readiness and later school success show that children's patterns of readiness just prior to kindergarten, particularly possessing social competence or advanced memory skills, predict fifth grade achievement (Sabol & Pianta, 2012).

Longitudinal studies have demonstrated that kindergarten readiness has an impact beyond elementary school as well. For example, kindergarten readiness skills have been shown to predict academic achievement in early adolescence (Duncan et al., 2007). Furthermore, children who demonstrate poor achievement early in their school careers are more likely to be held back in a grade, which puts them at greater risk for school dropout, even if the retention occurs during elementary school (Alexander, Entwisle, & Kabani, 2001; Roderick, 1994). Additionally, kindergartners with prosocial skills at school entry are significantly more likely to have positive outcomes as young adults on a range of indicators (Jones, Greenberg, & Crowley, 2015). Jones and colleagues (2015) gathered teachers' assessments of children's social interactions at kindergarten and then measured educational attainment, employment status, receipt of public assistance, criminal activity, substance use, and mental health outcomes when the study participants were teenagers and young adults. Higher social competence skills in kindergarten significantly predicted positive outcomes across all of these measured domains later in life.

To a great extent, readiness skills are cultivated through the experiences and environments children have been exposed to over their first four to five years of life. This understanding of readiness highlights

the importance of taking into account not only children’s readiness as they begin kindergarten, but the readiness of families and communities to support those children. As stated in a widely cited study of readiness:

Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school (Maxwell & Clifford, 2004).

This perspective on readiness argues that young children should have access to high-quality and developmentally appropriate early education programs, as well as nutrition, physical activity, and health care, and that parents/caregivers should be trained and supported to help their children learn and develop optimally.

Finally, the *NEGP* definition of readiness considers the capacity of schools to receive young children entering kindergarten. “Ready” schools smooth the transition between home and school, demonstrating sensitivity to cultural differences and reaching out and engaging parents in the education of their children. They are also committed to the success of each child. They acknowledge the effects of poverty, race, and disability, and engage in inclusive practices that meet diverse learning needs. Additionally, ready schools utilize high-quality instruction that has been shown to improve achievement. However, they also take responsibility for student outcomes and alter their approaches if they are not benefiting children.

This ecological framework of school readiness recognizes the effects of neighborhood poverty and structural racism on children’s outcomes and argues for policies, programs, and practices in schools and communities that produce more equitable outcomes for children. Given that research conducted to date clearly demonstrates that kindergarten readiness has wide-ranging implications for a child’s long-term outcomes, it is critical to implement strategies that close readiness gaps and promote equity.

Assessing School Readiness in Santa Clara County – Key Questions

This is the first countywide assessment of readiness conducted in Santa Clara County since 2008. The key research questions examined in this year’s study and discussed in this report are the following:

- 1. How ready for school were children assessed in Santa Clara County?**
- 2. What family factors and child characteristics are associated with higher levels of school readiness?**
- 3. What will it take to “turn the curve” on school readiness in Santa Clara County? That is, what do the findings suggest is needed to improve readiness and reduce readiness disparities?**

Methodology

This section first describes the sample, instruments, and procedures used for data collection in the Santa Clara County 2018 School Readiness Assessment. It also includes information on how the data presented in this report were prepared, analyzed, and interpreted.

Who Completed the Study?

In all, 1,253 kindergarten students from 66 classrooms were included in the study. In addition, 9 students were enrolled as Transitional Kindergarten (TK) students. However, TK students are not included in the overall sample described in this report, as they tend to be younger and have had different early education experiences compared to their peers in kindergarten.

The table below shows the number of classrooms and study participants represented by each school. In order to investigate the relationship between FIRST 5 Santa Clara services and readiness, schools near Family Resource Centers were oversampled. The table below indicates these schools with an asterisk (*). Likewise, schools in Alum Rock Union School District (ARUSD) were oversampled as part of an evaluation of the Alum Rock Prenatal to 3rd Grade Initiative. All analyses in this report adjust for the overrepresentation of these schools.

Figure 4. An Overview of Participation in 2018, by School

District	School	Number of Classrooms	Number of Students
ARUSD	Adelante I	2	41
	Aptitud	1	24
	Cassell	1	23
	Cesar Chavez*	2	42
	Cureton	2	37
	Dorsa	2	48
	Hubbard*	1	16
	Linda Vista	2	42
	LUCHA	2	45
	Lyndale	1	20
	McCollam	2	45
	Russo/McEntee	2	40
San Antonio	1	21	
Berryessa Union	Majestic Way	1	23
	Northwood*	2	46
Campbell Union	Capri	2	39
	Castlemont	1	23

District	School	Number of Classrooms	Number of Students
	Forest Hill	1	22
Cupertino Union	Eisenhower	1	22
	John Muir	1	22
	Sedgwick	1	21
	Stocklmeir	1	20
Evergreen	Katherine Smith*	1	18
	Laurelwood	1	20
Franklin McKinley	Dahl*	3	65
	Hellyer	2	22
	Santee*	3	50
Gilroy Unified	Glen View	1	23
Los Altos	Springer	2	43
Milpitas Unified	Anthony Spangler	1	21
	Joseph Weller*	2	38
	Robert Randall*	2	38
Morgan Hill Unified	Los Paseos	1	3
Moreland	George Payne	2	30
SJUSD	Almaden	1	12
	Anne Darling	1	6
	Los Alamitos	4	43
	Terrell	1	12
Sunnyvale	Cumberland	1	16
	San Miguel*	3	68
Union	Noddin	2	43
Total		66	1,253

Source: Kindergarten Observation Form (2018), *FIRST 5 Family Resource Center oversample.

Teacher Characteristics

Teachers were asked to fill out a short survey about their background and experience. On average, teachers had close to 16 years of teaching experience, including nearly 10 years of teaching kindergarten.

Figure 5. Years of Teaching Experience



Source: Teacher Profile (2018).

Note: N=56.

Over half of teachers (57%) stated that they had early childhood education (ECE) training, and 54% reported that they were bilingual. Of the teachers who were bilingual, 73% spoke Spanish.

Figure 6. Teacher ECE Training and Bilingualism

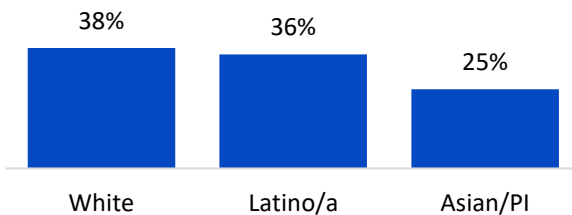
	Percent
Had ECE training	57%
Bilingual	54%

Source: Teacher Profile (2018).

Note: N=53-56.

The teachers in the sample were primarily white (38%) or Latino/a (36%), while 25% were Asian/PI.

Figure 7. Teacher Race/Ethnicity



Source: Teacher Profile (2018).

Note: N=56.

Data Collection Instruments and Administration

Two instruments were used to collect data for this assessment. Kindergarten teachers completed the *Kindergarten Observation Form (KOF)*, while parents/caregivers provided information about their child

and family circumstances on the *Parent Information Form (PIF)*. The figure that follows provides a summary of each of the instruments, their content, and who completed each one.

Figure 8. Overview of Data Collection Instruments

Instrument	What Key Data Are Assessed?	Who Completes It?
<i>Kindergarten Observation Form (KOF)</i>	20 school readiness skills; basic well-being; demographics.	Participating kindergarten teachers
<i>Parent Information Form (PIF)</i>	Preschool experiences; kindergarten transition activities; activities and routines in the home; parental supports, attitudes, and stressors; demographics.	Consenting parents/caregivers of children in the assessment

Kindergarten Observation Form (KOF)

The *Kindergarten Observation Form* was originally developed in 2001 using guidelines from the *National Education Goals Panel (NEGP)* framework of readiness. The *KOF* uses teacher observation as the method of assessment across 20 readiness skills. This is a valid and reliable method of assessment for the following reasons:

Kindergarten teachers assessed their students using a valid, reliable instrument: the Kindergarten Observation Form.

- 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 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.

Although teacher observation is valid and reliable, there is some risk of natural variability between teacher observers. To minimize variability, the assessment tool includes measurable indicators (items), clear assessment instructions, a clearly defined response scale, a comprehensive scoring guide describing appropriate proficiency levels for each of the 20 readiness skills, and a thorough teacher training (see “Implementation” for details on the trainings conducted).

Teachers are 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* is provided as well. If teachers feel they cannot provide an accurate assessment on items that require oral communication due to language barriers, they are instructed not to assess students on these items and instead mark *Don’t Know/Not Observed* or leave those items blank.

Teachers are able to complete most of the items on the *KOF* through simple, passive observation of the children in their classrooms. A few items, however, require one-on-one, teacher-child interaction.

The *KOF* also includes fields to capture students’ basic demographic information to understand who took part in the study and to examine what characteristics are associated with children’s skill development (e.g., experience in curriculum-based early education settings, child age, child gender, and presence of special needs).

Parent Information Form (PIF)

To better understand how family factors are related to children’s levels of readiness, a *Parent Information Form* survey is completed by parents/caregivers. The *PIF* collects a wide variety of information, including:

- Types of child care arrangements for children during the year before kindergarten entry;
- Ways in which families and children prepared for the transition to kindergarten;
- Engagement in family activities and daily routines;
- Use of parenting supports and family resources;
- Parenting social support, attitudes, and stressors;
- Health and health care measures; and
- Several demographic and socioeconomic measures.

Care was taken to ensure that the questions could be read at a sixth grade reading level. Versions of the form are offered in English and Spanish. Parents/caregivers are given a children’s book as an incentive for their completion of the *PIF*. To enhance their privacy, parents/caregivers are provided with envelopes in which they seal their completed surveys prior to returning them to their child’s teacher.

KOF and PIF Completion

Overall, 84% of families consented to have their child participate in the study. Among those parents/caregivers who agreed to have their child take part in the study, 78% also completed and returned the *PIF*. Readiness data on all 1,253 students are included in this report, however, even if their parent/caregiver did not complete a *PIF*.

Figure 9. How Many Completed the Study?

	Number/percent
Number of children in the classrooms of participating teachers*	1,486
Number of <i>KOFs</i> returned*	1,253
Parent/caregiver consent rate	84%
Number of <i>PIFs</i> that were matched to a <i>KOF</i>	983
Parent/caregiver <i>PIF</i> response rate (# <i>PIFs</i> received/# consents)	78%

*Excluding all known TK students (N=9).

Implementation

Obtaining Participation Agreement

School and district administrators were provided with information about the assessment, including its purpose, what participation would involve on the part of the kindergarten teachers, the timeline for completion of the study tasks, and how the data might benefit participating teachers, schools, and the district.

Teacher Trainings

All teachers participated in a 75-minute training prior to conducting the assessment. At these trainings, ASR staff reviewed the scoring rubric and detailed scoring guide, and allowed teachers to practice assigning ratings based on pictures and scenarios. These trainings and the specific skill descriptions provided in the scoring guide were designed to minimize the possibility of teacher bias. After the trainings, kindergarten teachers were given all project materials, including: (1) written instructions on how to complete the assessment; (2) consent letters for parents/caregivers that explained the study purpose and asked parents/caregivers to indicate whether or not their child would participate in the study; (3) *PIFs*; (4) *KOFs* and the accompanying *Scoring Guide*; (5) a sheet to track teachers' progress during the assessment; (6) return envelopes for teachers to post in their classrooms to facilitate the collection of parental consent forms; and (7) an envelope for the return of study materials to ASR. All of these materials were reviewed with teachers so that they were familiar with both the teacher-completed instruments and the parent/caregiver-completed instruments.

Obtaining Parent/Caregiver Consent

At the beginning of the school year, teachers distributed and then monitored collection of the parent/caregiver consent letters and *PIFs*. Consent from a parent/caregiver was required for a student to be eligible to participate in the study. As an incentive to encourage participation by families, a children's book was given to every child in each participating classroom.

Conducting Student Assessments

Teachers were asked to conduct their student assessments approximately three to five weeks after the start of the school year, drawing upon their knowledge and observations of children during the first few weeks of school. Teachers then returned all completed forms to ASR for processing. Each teacher was provided with an incentive of \$200 for his or her participation.

An Overview of Statistical Analyses Conducted

After data were cleaned, numerous statistical analyses were conducted to answer the research questions, including the following:

- Percentages were calculated and chi-square tests were run to test whether differences in percentages reached statistical significance. Chi-square tests determine whether the differences in percentages for two or more groups are likely real differences or are instead due to chance.

- 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*.
- Independent *t*-tests were used to test whether differences in average scores were statistically significant between two groups.
- Regression analyses were used to estimate the strength of relations between readiness items and various student and family characteristics. This regression method helps determine the independent contribution of each of the factors to readiness scores.

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. All significance tests were two-tailed tests (more conservative) rather than one-tailed tests (less conservative).

A Note about How to Interpret the Data in This Report

Teachers and parents/caregivers participated in the readiness study voluntarily. This means that the information presented in this report describes only the students and families assessed, who may differ in important ways from students and families who did not participate. Caution should be used when applying the findings to the entire population.

Section Summary

In the months leading up to the start of the 2018-19 school year, district and school administrators had schools take part in an assessment of the school readiness of their students entering kindergarten. Teachers from the participating schools attended a training session in the summer or very beginning of the school year. They then secured consent from the parents/caregivers of their students and distributed surveys that parents/caregivers completed and returned in sealed envelopes. Shortly after obtaining parental consent and within the first four weeks of school on average (when children were fairly comfortable in their new surroundings, but their skills had not yet grown significantly since kindergarten entry), teachers assessed the proficiency of participating students across 20 readiness skills and recorded their observations. Teachers returned all of their forms to ASR for processing and analysis and received incentives for their participation.

School Readiness in Santa Clara County

This section presents the following information on the readiness levels of students entering kindergarten in Fall 2018:

- An item-by-item summary of all 20 readiness skills measured by the *Kindergarten Observation Form*
- Percentage of students *Fully Ready*, *Partially Ready*, and *Not Ready* for kindergarten
- Percentage of students *Proficient* or nearly proficient on the three *Basic Building Blocks of Readiness*

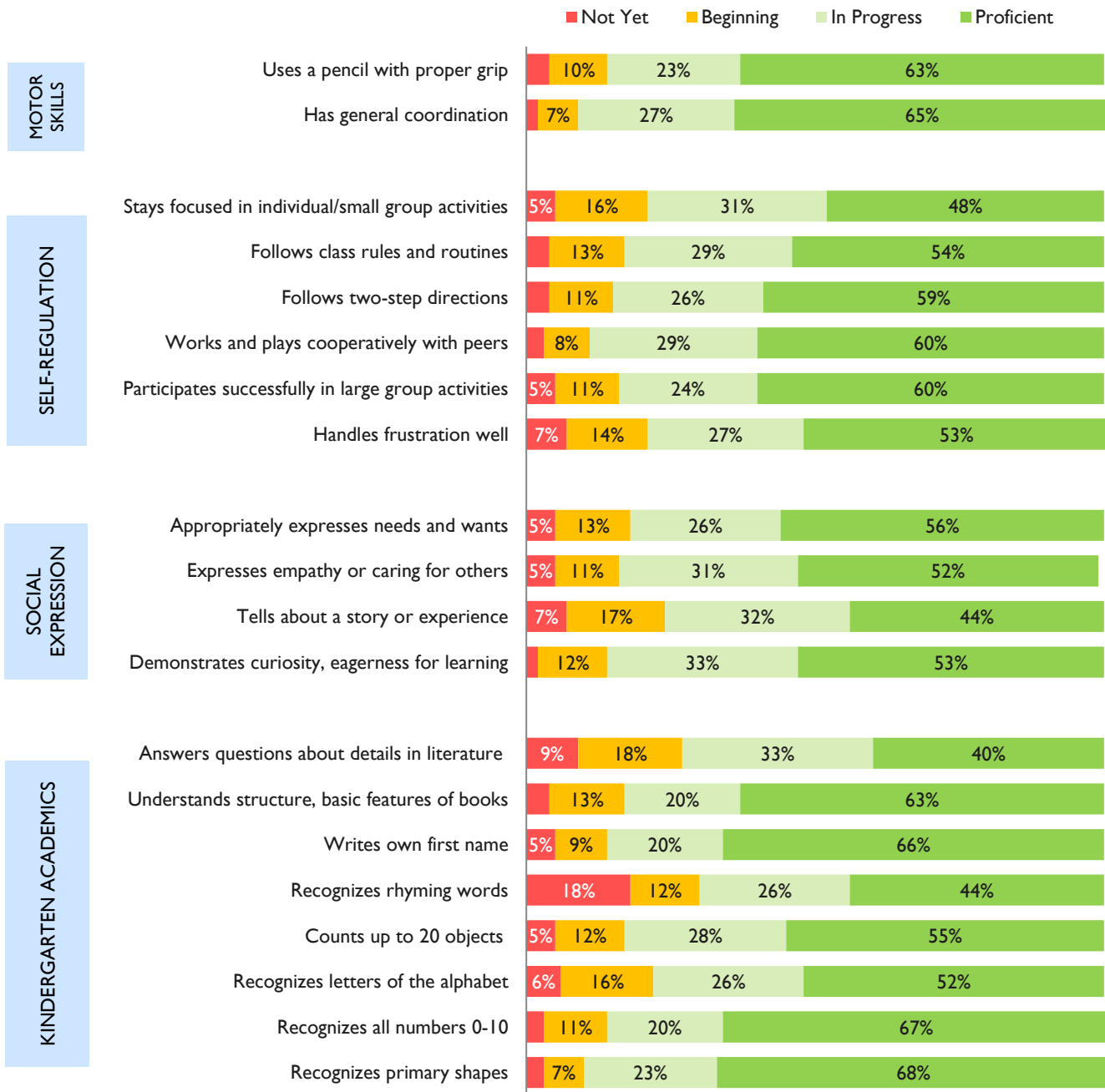
Readiness Levels According to the Kindergarten Observation Form

Previous analysis of readiness data has shown that the underlying dimensions of readiness on the *KOF* are best represented by three main skill groups that have been labeled the *Basic Building Blocks of Readiness*. The sorting of the 20 readiness skills into the three primary *Basic Building Blocks* – *Self-Regulation*, *Social Expression*, and *Kindergarten Academics* – are depicted in the figure at right. A fourth area includes two items related to fine and gross motor skills, but internal research conducted by ASR found they are not correlated as strongly with long-term outcomes (i.e., third grade English and math achievement) as the other domains. Low scores on these two items are also highly correlated with the presence of special needs, and the literature is mixed on whether they are critical measures of school readiness. Therefore, they are included in the assessment and within the overall average readiness score, but not measured as a separate *Building Block*.



The figure that follows illustrates the distribution of scores for each of the 20 items on the *KOF*. Students entered kindergarten strongest on recognizing basic numbers and shapes and writing their own names. The skills they were still developing included recognizing rhyming words, telling about a story or experience, and answering questions about key details in literature.

Figure 10. Students' Proficiency Levels across 20 School Readiness Skills



Source: Kindergarten Observation Form (2018). N=1,073-1,244. Note: Scores range from 1 (Not Yet) to 4 (Proficient). Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled. Scores were omitted for students for whom language barriers were a concern. Weights are applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County.

How Many Students Were Ready for Kindergarten?

Students' average scores overall and on each of the *Basic Building Blocks* dimensions were calculated (scores could range from 1=*Not Yet* to 4=*Proficient*). Students were considered *Fully Ready* for kindergarten in all areas if they scored at or above 3.25 out of 4 on the three *Building Blocks* – that is, if they were *Proficient* or nearing proficiency on *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. Students were considered *Partially Ready* if they were *Proficient* or nearly proficient on one or two *Building Blocks*, and considered *Not Ready* if they were still progressing in all three areas. Full descriptions of each profile are below:



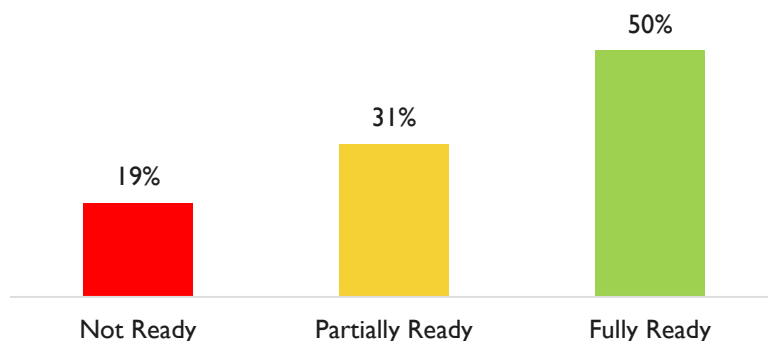
FULLY READY: Students who are socially and academically well-prepared for school. Their average scores within three *Building Blocks* – *Self-Regulation*, *Social Expression*, and *Kindergarten Academics* – were between 3.25 and 4.00 (on a scale of 1-4).

PARTIALLY READY: Students who had an average *Building Block* score of 3.25 or higher in one or two blocks, but not all three. Students in this group tend to have a variety of skill combinations. For example, a student may be proficient in academics and self-regulation, but lack social expression skills.

NOT READY: Students who are not well-prepared for school in any of the three areas. Their average scores within each of the *Self-Regulation*, *Social Expression*, and *Kindergarten Academics* domains were all below 3.25.

Using these criteria, **50%** of the sample were *Fully Ready* for kindergarten, while another 31% were *Partially Ready*, having scored at or above 3.25 on some but not all of the *Building Blocks*. The remaining 19% were *Not Ready*, having scored below 3.25 on all three *Building Blocks*.

Figure 11. Percent *Fully Ready* for Kindergarten

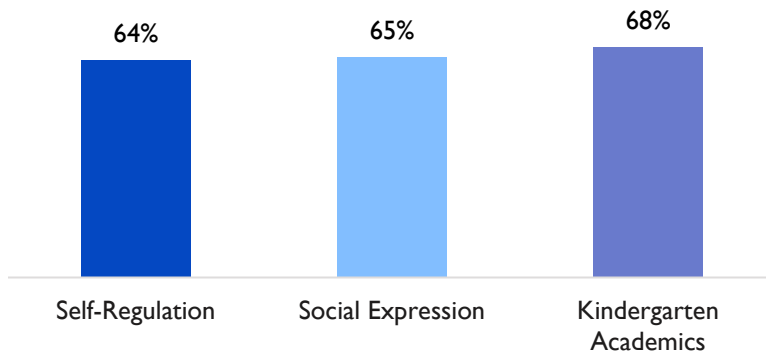


Source: Kindergarten Observation Form (2018).

Note: N=1,184. Sampling weights are applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County, and the clustering effects of districts and schools were adjusted for.

When each *Building Block* is considered separately, we find that the highest percentage of children were *Ready* (scored at least 3.25 out of 4) on the *Kindergarten Academics* domain (68%), while somewhat fewer children were ready on the *Self-Regulation* (64%) and *Social Expression* (65%) domains. As described earlier, half of the sample was *Fully Ready* in all three of these areas.

Figure 12. Percent Ready Within Each Building Block



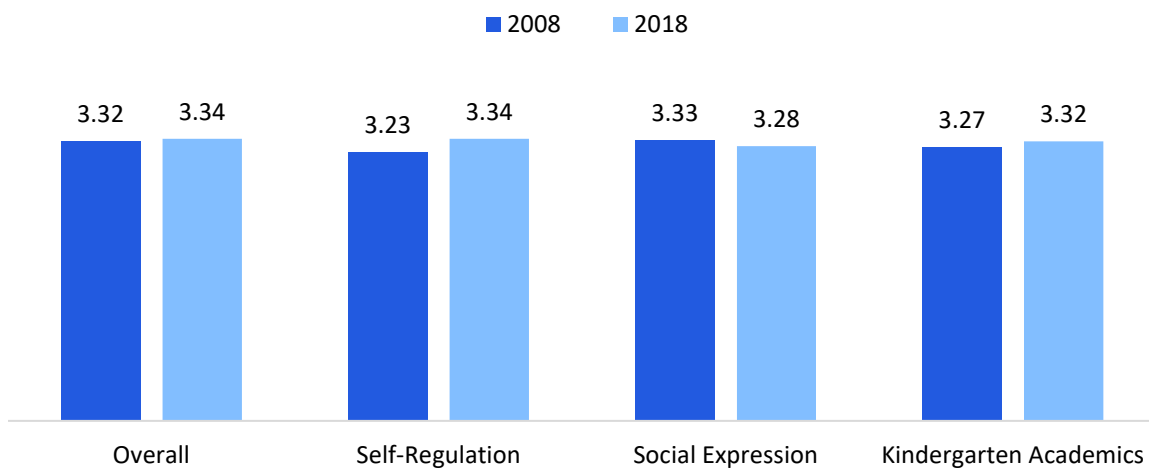
Source: Kindergarten Observation Form (2018).

Note: N=1,186-1,249.

Readiness Scores in 2008

The last countywide readiness assessment in Santa Clara County was conducted 10 years ago. As shown below, there were small differences in overall readiness, but children in 2018 had higher scores in *Self-Regulation* and *Kindergarten Academics* than children assessed in 2008. In contrast, the children in the current study had slightly lower scores in the *Social Expression* domain than children in the 2008 study.

Figure 13. Average Readiness Scores, 2008 and 2018



Source: Kindergarten Observation Form (2008, 2018).

Note: N=710-718 (2008); 1,184-1,249 (2018). Scale of 1 = Not proficient to 4 = Proficient.

Section Summary

- The greatest number of students were proficient in recognizing basic shapes and numbers from 0 to 10, and writing their own names. The skills most students were still developing included answering questions about key details in literature, recognizing rhyming words, and telling about a story or experience.
- Half of students (50%) had readiness profiles indicating they were *Fully Ready* across all three *Building Blocks* (i.e., scoring at least 3.25 in the *Self-Regulation*, *Social Expression*, and *Kindergarten Academics* domains). Close to one-fifth of students were *Not Ready* for school in any of the readiness domains.
- Children in the 2018 sample had higher *Self-Regulation* and *Kindergarten Academics* scores than children in the 2008 study.

Student and Family Factors Associated with School Readiness

As part of the comprehensive readiness study, an additional analysis called *multiple regression* was conducted to examine the possible child and family characteristics and experiences that contribute to children’s preparedness for school. The techniques used allowed us to look at how selected variables are uniquely related to readiness levels, holding constant any other factors. For example, it allowed us to examine how preschool experience is related to readiness levels above and beyond the contribution to readiness from other factors, like family income and maternal education level. In addition, the analysis helped account for similarities that exist among students within a classroom and for the fact that classrooms differ from one another in a variety of ways that are not always measured (e.g., different teachers, different classroom environments, and different groups of peers).

Factors associated with readiness were examined using techniques that control for (hold constant) a range of child and family characteristics.

It is important to keep in mind that the analyses conducted here can help us better understand why children vary, but these are ultimately correlational – *not causal* – analyses. 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, intelligence, and style of attachment to parents/caregivers, for example, were not measured in this study, but may play an important role in children’s readiness for school.

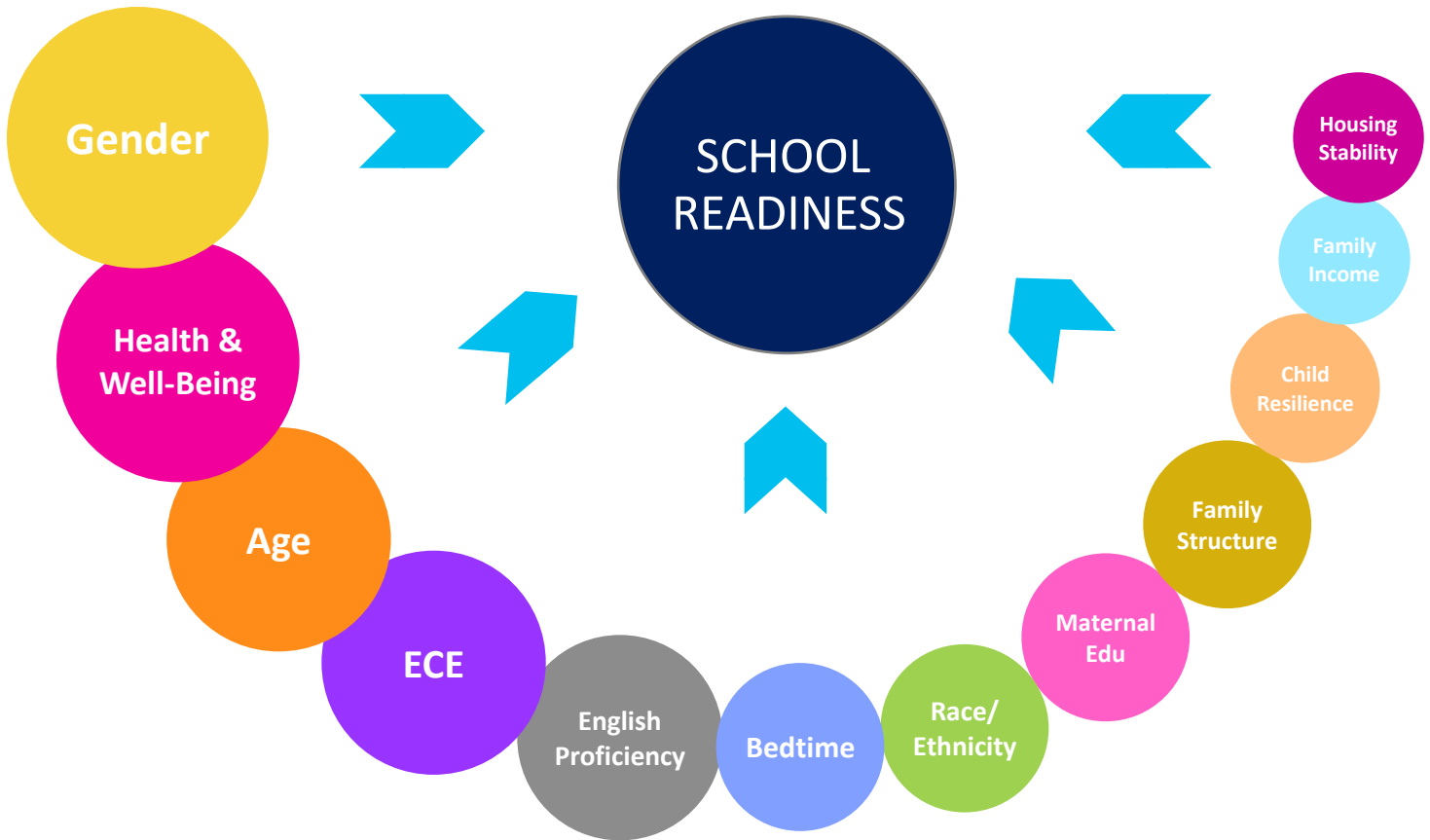
Predictors of Overall Readiness

The following figure shows the factors that have a unique and significant contribution to readiness, even after holding constant various other important child and family factors.^{1,2} This means that, although the predictors are related to one another, they each contribute to readiness even after taking into account other predictors. For example, children who attend preschool have significantly higher readiness regardless of their demographic backgrounds. The size of the circle represents the relative strength of the association between the factor and readiness.

¹ The following variables were examined in this analysis, with the variables in italics included in the final model: *age at enrollment; gender; special needs status; race/ethnicity; preschool, licensed family child care, or TK attendance; child came to school tired or hungry or tired; maternal education; family income; homelessness; number of days per week families read together; English Learner status; child’s bedtime; child resilience; single parenthood; child was often absent or tardy; child came to school sick; hours of screen time exposure on weekdays or weekends; child born low birth weight; parents/caregivers’ perceptions of domestic stress; parents/caregivers’ attitudes about caring for their child; information parents/caregivers received about readiness (e.g., how to help prepare their child for kindergarten); parents/caregivers’ knowledge of where to go for concrete support; parents/caregivers’ engagement in readiness activities with their child.*

² Not shown in the diagram is the presence of special needs. Although this factor was correlated with lower readiness, there is significant variability in the types of needs students with disabilities have at kindergarten entry, precluding generalizable conclusions about their readiness levels.

Figure 14. Key Predictors of Overall School Readiness (in Order of Strength)



Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=729. Multi-level linear model was used to control for the clustering effects of districts and schools. All variables were significant at $p < .05$.

-  The strongest predictor of readiness for Santa Clara County was **gender**. Girls tended to be more ready for school than boys.
-  Children who had **higher levels of health and well-being** (i.e., rarely tired or hungry) had better readiness scores than children with lower levels of health and well-being.
-  **Age** was also a strong predictor of readiness. Older students were more likely to be prepared for school than their younger peers.
-  **Early Childhood Education (ECE)** was a strong predictor of readiness. Children whose parents/caregivers or teachers said they had at least some formal ECE experience in the prior year had higher readiness than children without any experience.
-  Children who **spoke English** as their primary language tended to have higher readiness scores than English Learners.
-  Children who **went to bed earlier** tended to have higher readiness scores than children who went to bed later.
-  **Non-Latino/a children** showed better readiness outcomes than Latino/a children.
-  Children whose **mothers had more education** had higher readiness than children from families in which the mother had less education.
-  In the overall sample, **children of single parents/caregivers** tended to have lower readiness scores than children with more than one parent/caregiver.
-  Children with **higher resiliency** tended to have higher readiness scores.
-  **Higher family income** predicted higher readiness scores.
-  Children who had experienced **homelessness** showed lower readiness scores compared to those who did not.

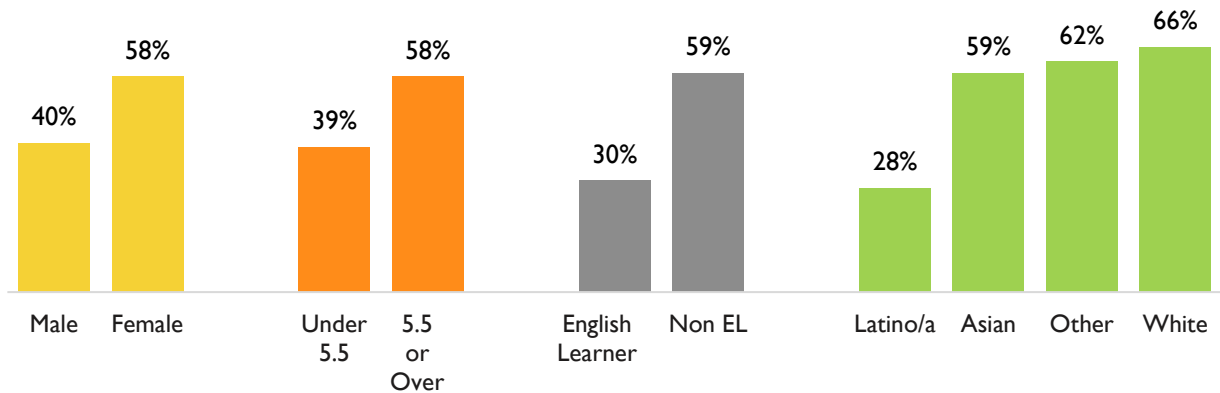
Readiness Gains Associated with Each Predictor

Using multivariate regression, one can estimate students' readiness levels as predicted by individual factors, while holding other associated factors constant. Below, a series of charts highlights the extent to which the above factors were associated with likelihood of being *Fully Ready*.

Among individual demographic characteristics measured, gender, age, English Learner status, and race/ethnicity were important predictors of readiness. About 40% of boys were *Fully Ready*, in contrast

to 58% of girls. A similar difference was found between children younger than 5.5 years (39% *Fully Ready*) and children older than 5.5 years (58%). Every three out of 10 English Learners were *Fully Ready*, whereas almost six out of 10 children who spoke English fluently were *Fully Ready*. In addition, Latino/a children were the least likely to be *Fully Ready* (28%), whereas children of other race/ethnicities were more likely to be *Fully Ready*.

Figure 15. Readiness, by Demographics

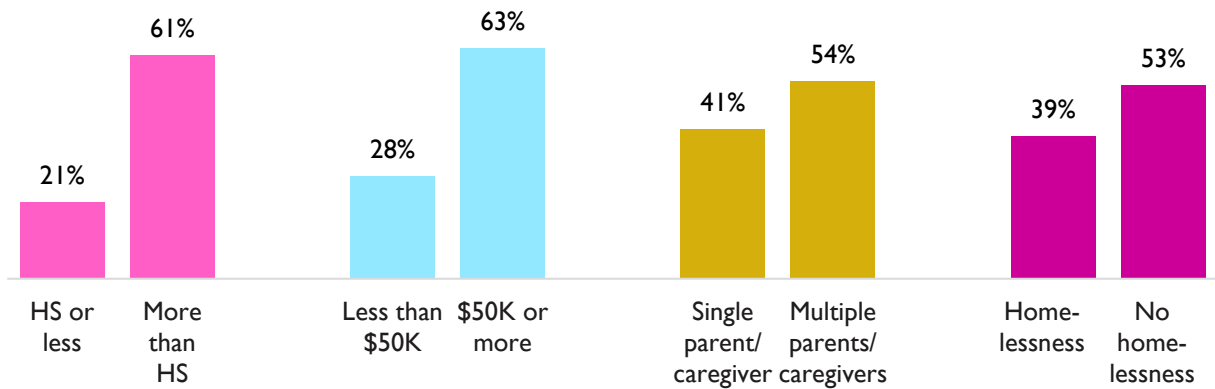


Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=1,117-1,184. Sampling weights are applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County, and the clustering effects of districts and schools were for adjusted for.

Readiness for kindergarten was determined by family characteristics as well. Approximately 21% of children whose mothers completed no more than high school were *Fully Ready*, in contrast to 61% of children whose mothers had completed more education. In addition, just 28% of children whose family income was less than \$50,000 were *Fully Ready*, while 63% of children from higher income families were *Fully Ready*. Children living with single parents/caregivers and those who had experienced homelessness were less likely to be *Fully Ready* (41% and 39%, respectively) than children living with multiple parents/caregivers (54%) and who had not experienced homelessness (53%).

Figure 16. Readiness, by Socioeconomic Status, Family Structure, and Homelessness

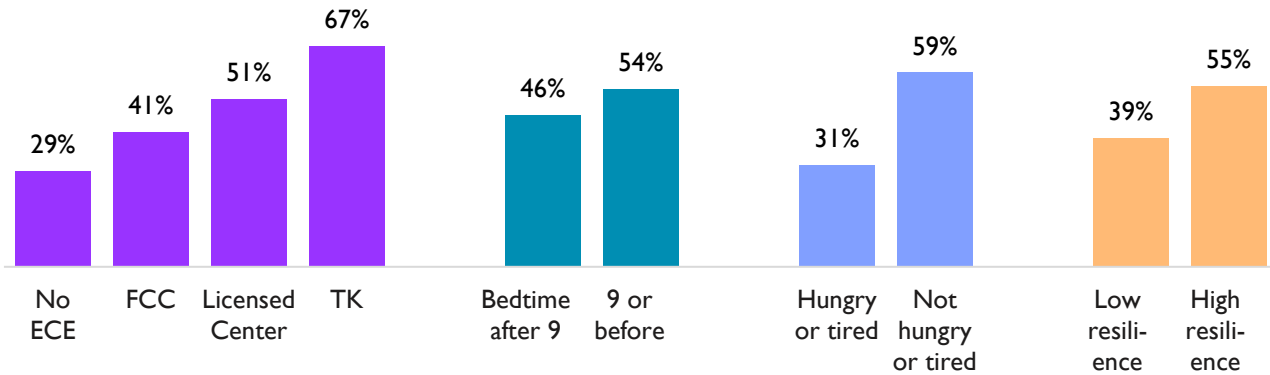


Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=882-913. Sampling weights are applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County, and the clustering effects of districts and schools were adjusted for.

In addition to individual and familial factors, several factors predicting readiness were "malleable" in that they can be modified with interventions. These factors included formal early childhood education (ECE), bedtime, not having health and well-being concerns, and resilience. While just 29% of children who did not have any formal ECE experiences were *Fully Ready*, children who attended licensed family child care (41%), licensed center-based preschool (51%), and Transitional Kindergarten (67%) were more likely to be *Fully Ready*. Going to bed early and not showing up with health and well-being concerns at school were also key factors predicting readiness. Over half of children (54%) who went to bed by 9:00 PM were *Fully Ready*, in contrast to less than half of children (46%) who went to bed later. In addition, only three in 10 children who had health and well-being concerns (either tired or hungry) were *Fully Ready*, whereas 59% of children who were well-rested and well-fed were *Fully Ready*. Finally, children who can regulate their emotions well and adapt well to changes were more likely to be *Fully Ready* (55%) compared to their counterparts (39%).

Figure 17. Readiness, by ECE, Bedtime, Well-Being, and Resilience



Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=896-1,170. Sampling weights are applied to approximate the distributions of race/ethnicity, socioeconomic status, and English Learner status of Santa Clara County, and the clustering effects of districts and schools were adjusted for.

Geographic Differences in Readiness

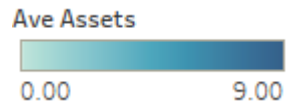
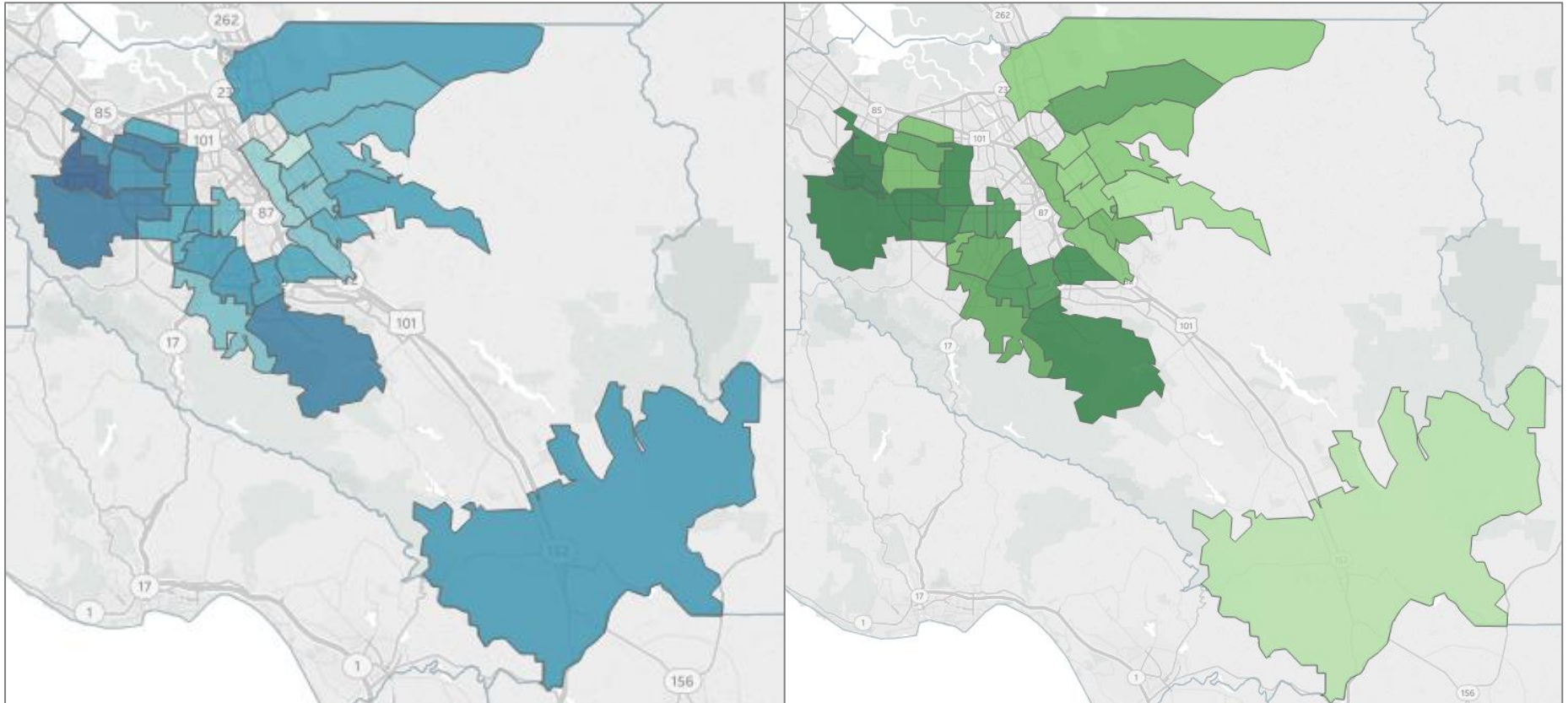
There were geographic differences in readiness as well. Readiness scores tended to be highest in Cupertino (Zip Codes 95014 and 94024) and in 95120 in San Jose (near Almaden Park). Children in these regions of the county had average readiness scores close to 4 out of 4. In contrast, readiness scores were a full point lower (3 out of 4) in Gilroy (95020) and east San Jose (95133, 95116, 95122, and 95148).

As illustrated in the two maps that follow, average readiness levels in a Zip Code tended to correlate with the average number of assets children had (i.e., the presence of malleable predictors of readiness, including ECE attendance, secure housing, and engaged families). For instance, children in Cupertino and in 95120 in San Jose had at least 7 out of 9 possible assets on average, whereas children in east San Jose had an average of 5 assets.

Figure 18. Average Readiness Scores and Assets, by Zip Code

ASSETS

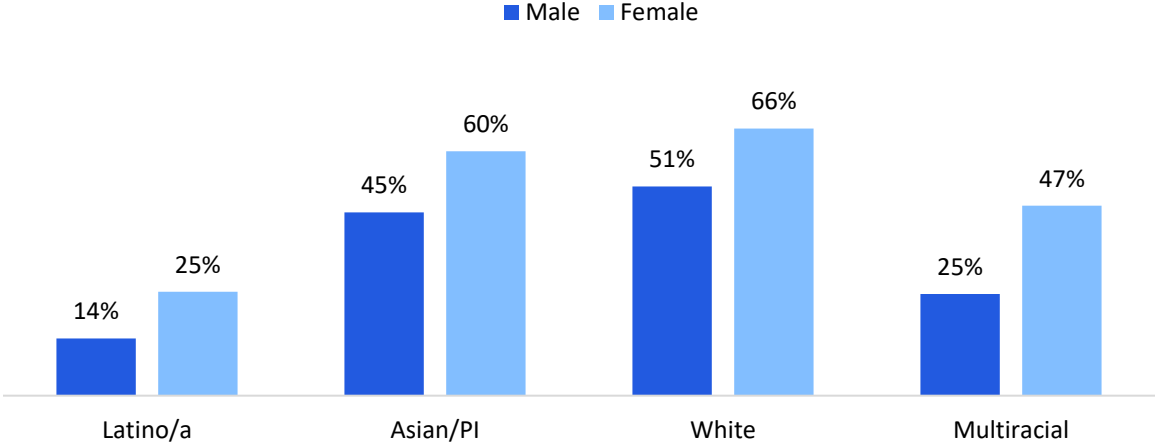
READINESS



Readiness by Race/Ethnicity and Gender

Race/ethnicity and gender were both strong predictors of readiness in Santa Clara County in 2018. The chart below shows how readiness differed by these two characteristics. Across all races/ethnicities, girls had higher readiness than boys. Latino boys were the least likely to be *Fully Ready* (14%), but the greatest gender difference was found for children who were multiracial.

Figure 19. Percent Ready, by Race/Ethnicity and Gender



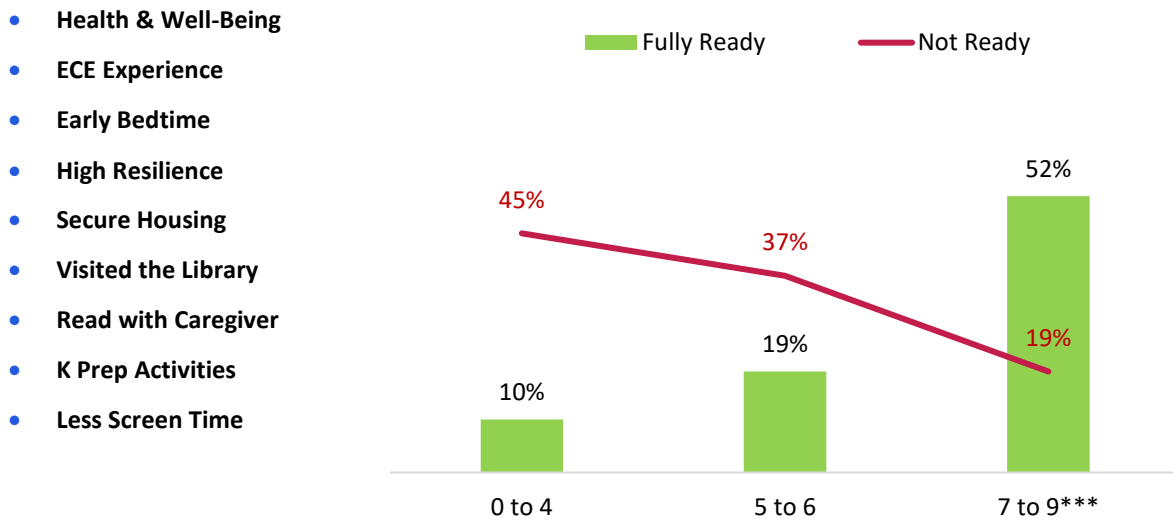
Source: Kindergarten Observation Form (2018).

Note: N=818. Differences are statistically significant, $p < .001$.

Cumulative Effect of Assets for Latino Boys

Although Latino boys had the lowest readiness levels in the study, the following chart shows how the presence of malleable assets can significantly improve their readiness for kindergarten. The nine assets included in this analysis were characteristics and experiences amenable to intervention and correlated with higher readiness: child well-being, ECE experience, secure housing, utilizing the library, reading with parent/caregiver, demonstrating resiliency, exposed to less screen time, family engagement in kindergarten preparation activities, and an early bedtime. Just 10% of Latino boys who had fewer than five of these assets were *Fully Ready*, while over half of Latino boys who had at least seven assets were *Fully Ready* in all domains. Considering 50% of the overall sample was *Fully Ready*, this suggests that the presence of malleable assets can close the readiness gap between Latino boys and their peers.

Figure 21. Percent Ready among Latino Boys, by Number of Assets



Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=107. *** $p < .001$.

Who is Not Ready?

Approximately one in five children in Santa Clara was *Not Ready* on any of the *Building Blocks of Readiness*. These children are at significant risk for poor outcomes later in school. An analysis of the characteristics of these children revealed that they were significantly more likely to come to school tired or hungry, have experienced homelessness, have had no formal ECE experience, and have engaged in fewer literacy enrichment activities with their parents. In addition, children who were *Not Ready* were more likely to be Latino/a, younger, male, and from low socioeconomic status families.

Figure 22. Characteristics of Children who are Not Ready

Factor	Classification	All Students	Students Not Ready
HEALTH AND WELL-BEING***	Tired or hungry on at least some days	25%	33%
HOUSING***	Experienced homelessness	7%	17%
EARLY CHILDHOOD EDUCATION***	No formal ECE	19%	26%
FAMILY ACTIVITIES***	Read with parent/caregiver under five times per week	39%	59%
COMMUNITY RESOURCES***	Did not visit library	28%	44%
RACE/ETHNICITY***	Latino/a	34%	60%
AGE***	Under 5.5 years old	44%	61%
GENDER***	Male	47%	63%
ENGLISH PROFICIENCY***	English Learner	34%	51%

Factor	Classification	All Students	Students Not Ready
INCOME***	Under \$35,000	21%	40%
MATERNAL EDUCATION***	No more than high school	23%	49%

Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

Note: N=861-1,103. *** $p < .001$.

Section Summary

- The following factors were most predictive of children’s readiness for school:
 - Gender (boys had lower readiness)
 - Well-Being (not being tired or hungry)
 - Age
 - Preschool, licensed family child care, or Transitional Kindergarten (TK)
 - Speaking English fluently
 - Going to bed early
 - Race/ethnicity (Latino/a children had lower readiness)
 - Higher maternal education
 - Single parenthood
 - Higher resilience
 - Higher family income
 - Not experiencing homelessness
- Readiness varied by geographic location, with readiness higher in Cupertino and in San Jose near Almaden Park and lower in Gilroy and east San Jose. Readiness differences by Zip Code also correlated with geographic differences in average asset levels (i.e., the presence of malleable factors like ECE attendance and housing stability).
- Latino boys had the lowest readiness levels, but the presence of malleable assets, like ECE attendance, family engagement in literacy activities, and child well-being, significantly improved the likelihood that they came to school *Fully Ready*.
- Children who were *Not Ready* were more likely to come to with health and well-being concerns, have experienced homelessness, have had no formal ECE experience, have engaged in fewer literacy enrichment activities with their parents, be Latino/a, younger, male, and from low socioeconomic status families.

Special Section: Benefits of FIRST 5

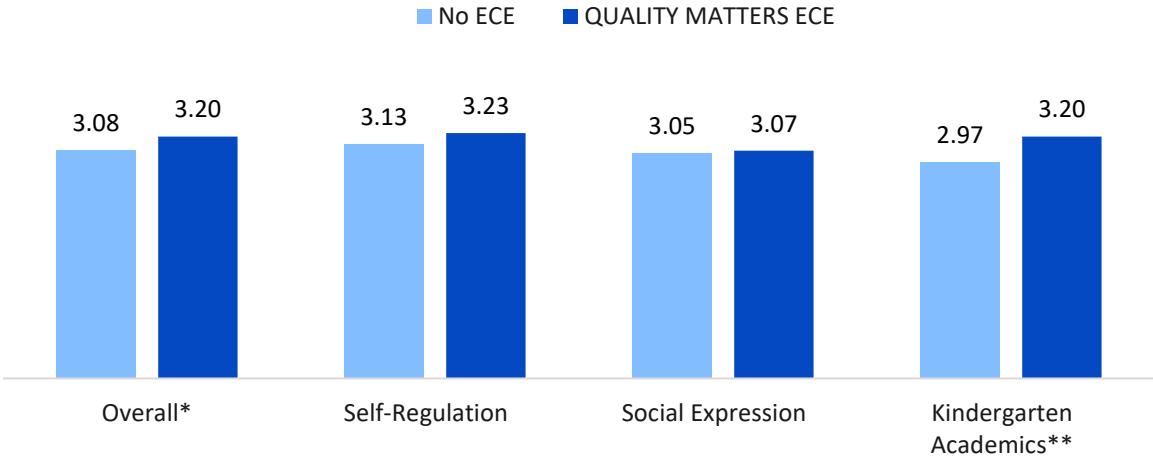
FIRST 5 Santa Clara provides a range of services and supports to children from birth to age five and their families. These services include quality improvement supports for early education; developmental screenings for children; home visiting; parent/caregiver workshops on health, child development, and parenting; parent/caregiver leadership and advocacy training; and literacy programs. Research has demonstrated wide-ranging positive effects of such early childhood interventions, including parent/caregiver education and training (e.g., Landry, Smith, Swank, & Guttentag, 2008; Zevenbergen, Whitehurst, & Zevenbergen, 2003) and high quality preschool programs (Heckman, 2006; Heckman & Raut, 2013; Zhai, Brooks-Gunn, & Waldfogel, 2011). This section explores the relationship between participation in FIRST 5 Santa Clara services and child and parent/caregiver outcomes measured in the school readiness assessment.

FIRST 5 / Santa Clara County Office of Education QUALITY MATTERS ECE

FIRST 5 Santa Clara has been involved in early learning program quality rating and improvement since 2011. The local quality rating and improvement system (QRIS), known as QUALITY MATTERS, is a partnership between FIRST 5 and the Santa Clara County Office of Education that supports early educators through professional development, coaching, and assessment. In the current study, 20% of children had attended an ECE site receiving QUALITY MATTERS quality improvement supports.

The current assessment found strong associations between attendance at an ECE site receiving QUALITY MATTERS supports and readiness. Average readiness scores overall and in *Kindergarten Academics* were significantly higher among children attending a QUALITY MATTERS site than among children without ECE experience.

Figure 23. Average Readiness Scores, by QUALITY MATTERS ECE



Source: Kindergarten Observation Form (2018), Parent Information Form (2018), Child Care Provider Databases/FIRST 5 Santa Clara QRIS Rating Data (2018).

Note: N=610-649. *p < .05; **p < .01. Scale: 1 = Not proficient to 4 = Proficient. Estimates are adjusted for age, sex, race/ethnicity, special needs, English Learner status, maternal education, family income, and single parenthood.

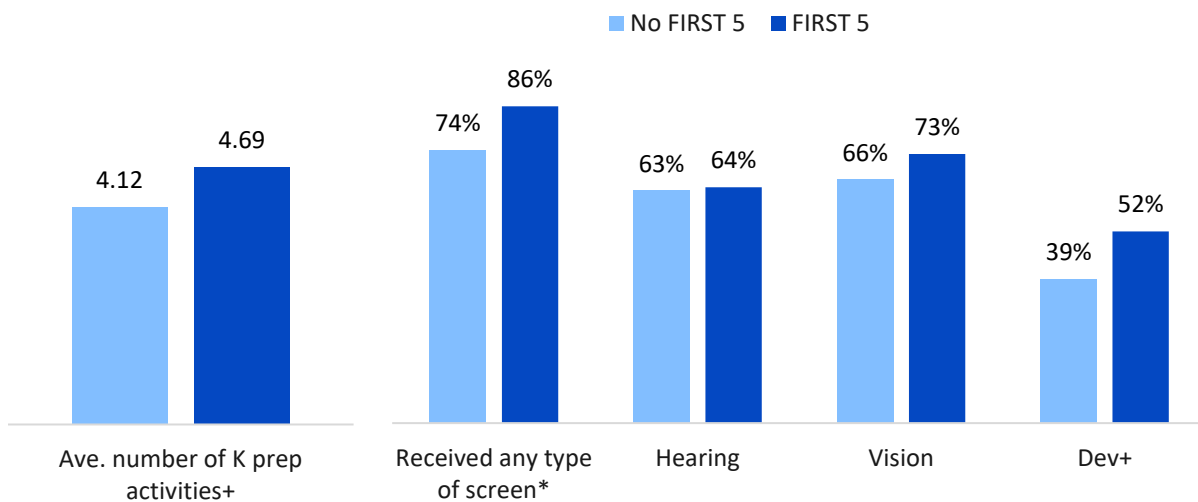
QUALITY MATTERS programs are also rated on the degree to which they provide quality care. We examined associations between child readiness and the QUALITY MATTERS site ratings received, but found no significant relationships.

FIRST 5 Family Resource Centers

In order to more deeply explore the link between Family Resource Center (FRC) services and child and family outcomes, we oversampled nine schools that were co-located with or near an FRC site (see Methodology for a list of the schools). Families received FIRST 5 FRC services that included developmental screenings, parent/caregiver workshops, SEEDS (an early literacy program), and parent leadership programs. Within these nine schools, 13% of children had received at least one service from FIRST 5.

Among the sample who attended schools co-located with or near an FRC site, families who received FIRST 5 FRC services engaged in a greater number of kindergarten preparation activities with their children compared to families who did not receive these services. Such kindergarten preparation activities included working on school skills, visiting the child’s kindergarten teacher, and attending parent meetings or orientations. In addition, children in families who received FIRST 5 FRC services were significantly more likely to have received a health and developmental screening.

Figure 24. Preparation for Kindergarten and Screenings, by FIRST 5 Participation

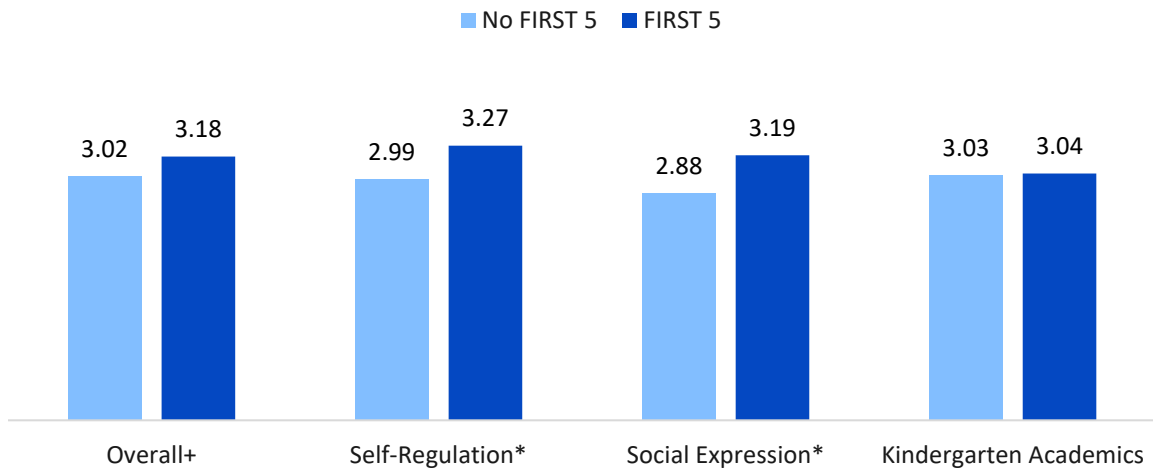


Source: Kindergarten Observation Form (2018), Parent Information Form (2018), FIRST 5 Santa Clara service records.

Note: N=248. +p < .10; *p < .05.

FIRST 5 services were also associated with higher readiness among students attending schools co-located with or near an FRC site. Readiness was particularly high for FIRST 5 participants in the *Self-Regulation* and *Social Expression* domains.

Figure 25. Average Readiness Scores, by FIRST 5 Participation



Source: Kindergarten Observation Form (2018), Parent Information Form (2018), FIRST 5 Santa Clara service records.

Note: N=248. + $p < .10$; * $p < .05$. Scale: 1 = Not proficient to 4 = Proficient. Estimates are adjusted for age, sex, race/ethnicity (Hispanic or not), special needs, English Learner status, maternal education, family income, and single parenthood.

Section Summary

- Attendance at a preschool receiving FIRST 5 Santa Clara / Santa Clara County Office of Education quality improvement supports through QUALITY MATTERS ECE was associated with significantly higher readiness scores.
- FIRST 5 Santa Clara participants were more likely to have received a developmental screening, and their parents/caregivers were more likely to have engaged in kindergarten preparation activities with their children.
- FIRST 5 Santa Clara participants had higher readiness scores, particularly in the areas of *Self-Regulation* and *Social Expression*.

Students and Families in the Readiness Study

The 2018 Readiness Study Sample: Predictors of Readiness

The charts in this section describe the sample in terms of the significant predictors of readiness: gender and age; race/ethnicity and English Learner status; health and well-being; family socioeconomic status (maternal education and family income); preschool, licensed family child care, and Transitional Kindergarten attendance; single parenthood and homelessness; bedtime; and resilience.



Demographics

The sample had slightly more females than males, and children were 5.6 years old on average at the time of the assessment.

Figure 26. Students' Gender and Age

	Percent
Gender	
Boys	47%
Girls	53%
Age (average age = 5.6 yrs)	
Under 5.5 years	44%
At least 5.5 and less than 6 years	52%
6 years and older	4%

Source: Kindergarten Observation Form (2018), Parent Information Form (2018).

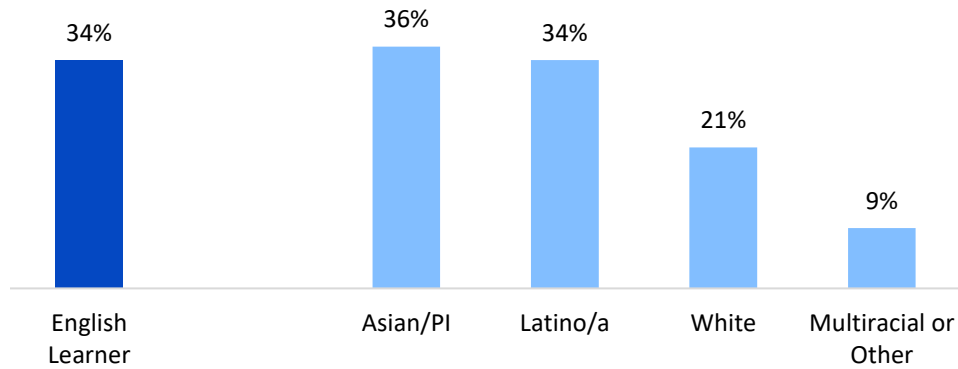
Note: N=1,247-1,253.

English Learner Status and Race/Ethnicity

According to teachers, about one-third of students were English Learners. The majority of these students spoke Spanish as their preferred language.

About 36% of the sample was Asian/Pacific Islander and over one-third of the sample was Latino/a. About one-fifth of the sample was white (21%), and 9% were multiracial or of another race/ethnicity.

Figure 27. Students' English Learner Status and Race/Ethnicity



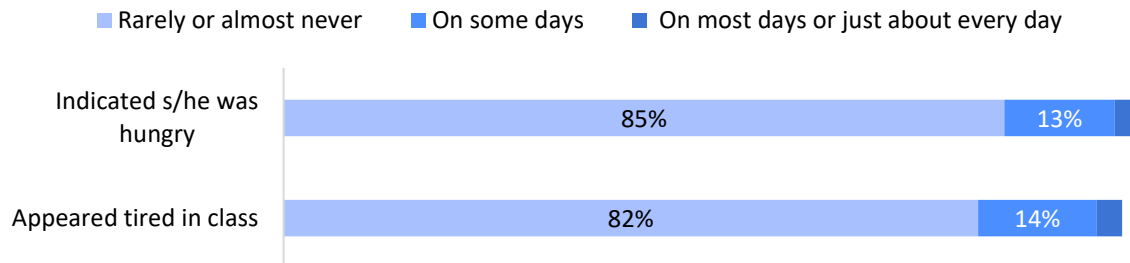
Source: Kindergarten Observation Form (2018); Parent Information Form (2018).

Note: N=1,186-1,244.

Child Well-Being

Another significant positive predictor of readiness was coming to school well-rested and well-fed, according to the child's teacher. Most children were well-rested and well-fed, but about 18% of children appeared tired and 15% were hungry on at least some days. One-quarter of children demonstrated one of these concerns on at least some days.

Figure 28. Teacher Reports of Children's Health and Well-being (Hungry and Tired)



Source: Kindergarten Observation Form (2018).

Note: N=1,238. Proportions under 5% are not labeled.

Family Socioeconomic Status (Maternal Education and Family Income)

Previous research has identified a school readiness gap based on family socioeconomic status that often widens over time (e.g., Crosnoe & Cooper, 2010; Ryan, Fauth, & Brooks-Gunn, 2006). Similarly, in the current study, children born to less educated mothers had significantly lower readiness levels than their peers with more educated mothers. About 23% of mothers in the sample had no more than a high school education, including 12% who had not completed high school. More than half (57%) of mothers had a bachelor's degree or higher including 28% who had achieved an advanced degree such as a master's or a doctoral degree.

Figure 29. Maternal Educational Attainment

	Percent
Less than High School	12%
High School Diploma	11%
Some College	14%
Associate's Degree	7%
Bachelor's Degree	29%
Advanced Degree	28%

Source: Parent Information Form (2018).

Note: N=945.

Family income was also strongly correlated with readiness. Whereas 56% of families in the sample earned at least \$100,000, 30% of families earned less than \$50,000. About three out of 10 children qualified for free or reduced-price lunch (i.e., the family earned up to 185% of the federal poverty line or \$46,435 for a family of four; US Department of Agriculture, 2018).

Figure 30. Family Income

	Percent
Under \$15,000	8%
\$15,000-\$34,999	13%
\$35,000-\$49,999	9%
\$50,000-\$74,999	8%
\$75,000-\$99,999	7%
\$100,000 or more	56%
Qualified for free or reduced-price lunch	29%

Source: Parent Information Form (2018).

Note: N=884-931.

Preschool and Other Early Care Experiences

Rigorous reviews of quality early childhood education programs have found that they contribute to significant gains in cognitive and social-emotional skills, particularly for children from low socioeconomic backgrounds (Duncan & Magnuson, 2013; Elango, Garcia, Heckman, & Hojman, 2015; Karoly, Kilburn, & Cannon, 2005). Likewise, children in the current study demonstrated significantly higher readiness scores if they had attended preschool, Transitional Kindergarten (TK), or other licensed care.

As the next table shows, about eight out of 10 children (81%) attended either licensed preschool, licensed family child care, or TK in the year prior to kindergarten. Sixty percent attended preschool or a

child care center and 26% attended TK. In addition, 4% of students received licensed family child care. About 10% of the sample used some form of informal care (with a family, friend, or neighbor).

Figure 31. Students' Early Care Experiences

	Percent
Preschool, licensed family care, or TK	81%
Licensed preschool or childcare center (e.g., Head Start, State Preschool, private)	60%
Transitional Kindergarten	26%
Licensed family child care	4%
Family, friend, or neighbor care	10%

Source: Kindergarten Observation Form (2018), Parent Information Form (2018), Partner Preschool Databases.

Note: N=941-1,183. Percentages sum to more than 100 because more than one source of care could be selected.

Family Hardship

Two family stressors associated with readiness included single parenthood and homelessness. Thirteen percent of parents/caregivers indicated on the *PIF* that they considered themselves a single parent/caregiver. In addition, 7% reported homelessness at some point in the child's life. Among those who had been homeless, 86% had stayed temporarily with friends or family; 25% had stayed in a hotel or motel; 8% had stayed in a shelter or transitional housing program; and 6% had stayed in a car or RV, or a public place.

Figure 32. Single Parenthood and Job Loss

	Percent
Single parent/caregiver	13%
Homelessness since birth	7%

Source: Parent Information Form (2018).

Note: N=934-965.

Bedtime

Parents/caregivers reported the usual time their child went to bed and earlier bedtimes were associated with higher readiness. About half (47%) of children went to bed before 9:00 PM, and another 26% went to bed at 9:00 PM. Just 28% of children went to bed later than 9:00 PM.

Figure 33. Students' Bedtime

	Percent
Before 8:00 PM	6%
8:00 PM	16%
8:30 PM	25%
9:00 PM	26%
9:30 PM	18%
10:00 PM	7%
10:30 PM	2%
11:00 PM	1%
After 11:00 PM	0%

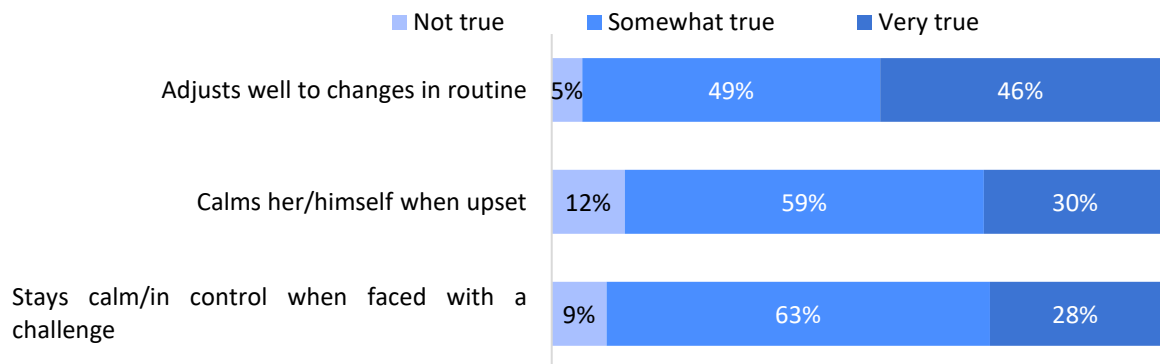
Source: Parent Information Form (2018).

Note: N=931. Percentages may not sum to 100 due to rounding.

Resilience

Resilience, which was positively associated with readiness, was measured by three items on the parent survey: the child adjusts well to changes in routine, can calm her/himself, and stay calm and in control when faced with a challenge. The majority of parents/caregivers reported that these markers of resilience were at least *somewhat true* of their child. When scores on the three items (i.e., 1=*Not true*, 2=*Somewhat true*, and 3=*Very true*) were averaged, 85% of the children scored 2 or higher out of 3.

Figure 34. Parents/Caregivers' Perceptions of Child Resilience



Source: Parent Information Form (2018).

Note: N=945-947.

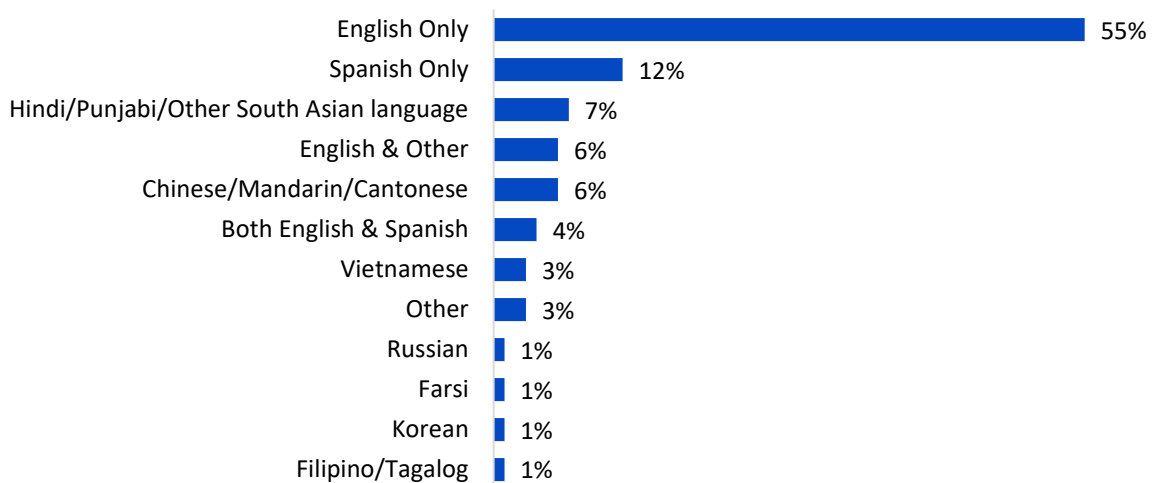
The 2018 Readiness Study Sample: Other Key Characteristics of Children and Families

In addition to the characteristics of children and families that were predictive of readiness, the *Kindergarten Observation Form* and *Parent Information Form* gathered information on other important child and family characteristics and experiences, described below.

Home Languages

Parents/caregivers were asked on the *Parent Information Form* to indicate the language they used most often at home with their child (this language sometimes differed from the child’s preferred language as reported by the teacher). English (55%) was the most commonly spoken home language, but about 12% of parents/caregivers reported speaking Spanish; 7% spoke Hindi or other South Asian language; 6% spoke Chinese; and 3% spoke Vietnamese. Other languages were less common.

Figure 35. Home Languages



Source: Parent Information Form (2018).

Note: N=957. Weights have been applied.

Amount of “Screen Time”

The American Academy of Pediatrics (AAP, 2016) recommends that young children aged 2-5 get no more than one hour of “screen time” per day, which includes time spent watching television or videos or playing video or computer games. This recommended limit is to allow children ample time for other activities, like playing outdoors and engaging with books.

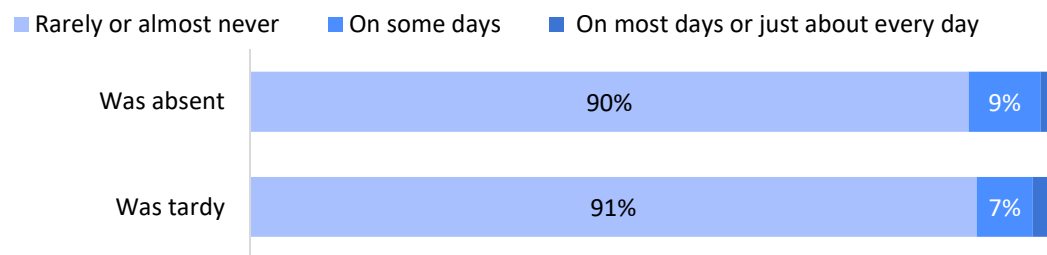
76% of children spent more time watching TV or playing video games on weekends than recommended by American Academy of Pediatrics.

Among children in this assessment, the average amount of screen time children had on weekdays was 86 minutes per day (1.4 hours), while they were exposed to 135 minutes (2.3 hours) on weekends. Just under half of children in this sample (47%) were spending more than the recommended one hour per day on screen time activities during weekdays, but over three-fourths of children were spending more than the recommended one hour on weekends.

Attendance Concerns

Teachers indicated the extent to which children were absent or tardy in the first few weeks of school. Approximately 10% of children in the sample were absent on at least some days, while 9% were tardy frequently.

Figure 36. Frequency of Attendance Concerns



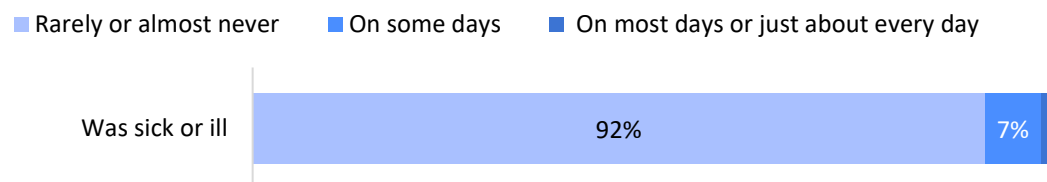
Source: Kindergarten Observation Form (2018).

Note: N=1,229-1,230. Proportions under 5% are not labeled.

Physical Health and Well-Being

To better understand the health and well-being of entering kindergarten students, teachers were asked to report how frequently each child indicated s/he was hungry, appeared tired in class, and was sick or ill. Data on the percent of children who appeared hungry and tired in class are detailed in the previous section. As the figure below shows, 8% appeared ill on at least some days.

Figure 37. Teacher Reports of Children's Health and Well-Being (Sick)



Source: Kindergarten Observation Form (2018).

Note: N=1,227-1,230. Proportions under 5% are not labeled.

Special Needs

Both parents/caregivers and teachers were asked about children's special needs.³ According to parents/caregivers and/or kindergarten teachers, 6% of children had a special need diagnosed by a professional. Among children with special needs, 81% of their parents/caregivers had sought treatment for their children with diagnosed special needs. Among those who did not have a diagnosed special need, 7% were suspected by a parent/caregiver or teacher to have a special need.

³ Parents/caregivers were asked whether the child had a special need that had been diagnosed by a professional, while teachers were asked whether the child had an IEP or designated special need. If the child did not have a diagnosed special need or IEP, parents/caregivers and teachers were asked to indicate whether they believed the child had a special need.

Figure 38. Special Needs

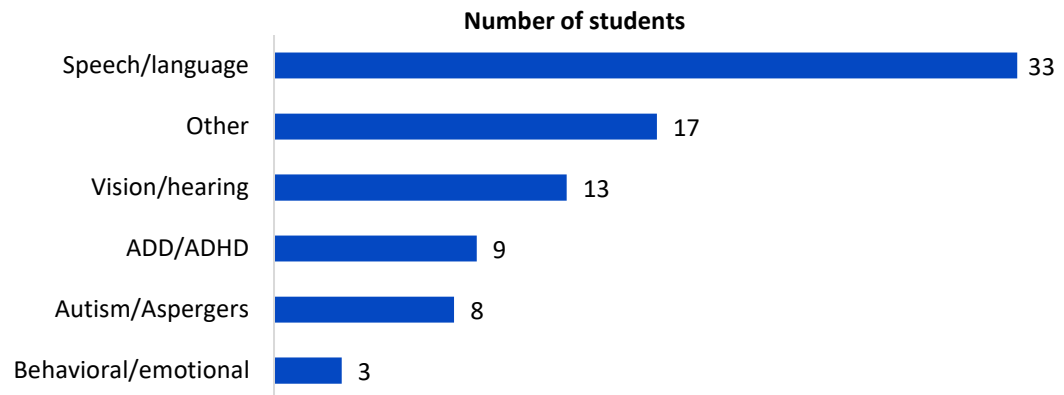
	Percent
Diagnosed with special need	6%
Percent of children with a diagnosed special need who received professional help	81%
Parent/caregiver or teacher suspects special need, but no diagnosis	7%

Source: Kindergarten Observation Form (2018); Parent Information Form (2018).

Note: N=1,247.

Parents/caregivers who indicated that a child had a special need were asked to describe that special need. As shown in the figure, speech and language challenges were the most common concerns among children with diagnosed special needs, affecting 33 students. Other less common concerns included vision or hearing problems, attention deficit and/or hyperactivity challenges, autism-related challenges, and behavioral and emotional difficulties.

Figure 39. Types of Special Needs, as Reported by Parents/Caregivers*



Source: Parent Information Form (2018).

Note: N=76 children with diagnosed special needs. *Among students considered to have a special need, based on diagnosis or IEP. Parents/caregivers could indicate more than one special need.

Health Access and Outcomes

Although low birth weight did not emerge as a significant predictor of readiness in this sample, previous research has shown an association between low birth weight and early school difficulties and grade retention (e.g., Byrd & Weitzman, 1994). Therefore, a question about low birth weight was included on the *Parent Information Form*. Among the children in the assessment, 8% had qualified as low birth weight, having weighed less than five pounds, eight ounces at birth.

The *Parent Information Form* also contained several questions relating to children’s access to and use of various health services. Nearly all students had health insurance of some form; 28% were covered by Medi-Cal, while about 70% were covered by private insurance.

Parents/caregivers were also asked if their child had a regular source of medical care and a dentist. Almost all children (98%) had a regular doctor, pediatric provider, or clinic, and 92% had a regular dentist. Ninety-two percent of children had been to a dentist in the last year. In addition, 18% of children had complained of a toothache according to the parent/caregiver.

Parents/caregivers also reported whether the child had received a hearing, vision, or developmental screening in the prior year. Over 60% had received a vision or hearing screening, but just 47% had received a developmental screening. About a quarter of students had not received any of these screenings.

Figure 40. Children’s Access to and Use of Health Care

	Percent
Health Insurance	
Medi-Cal	28%
Covered California	2%
Private insurance	70%
No insurance	<1%
Has a regular doctor, pediatric provider, or clinic	98%
Has a regular dentist	92%
Has had a dental exam in the past year	92%
Has ever complained of mouth ache or toothache	18%
Has had a vision exam in the past year	67%
Has had a hearing exam in the past year	60%
Has received a developmental screening in the past year	47%
Has not received any of these screenings	24%

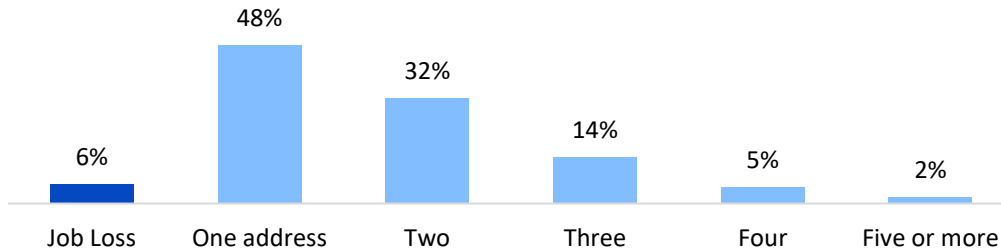
Source: Parent Information Form (2018).

Note: N=894-983.

Job Loss and Housing Instability

Just 6% of respondents said they or another primary parent/caregiver had lost a job in the last year. Housing instability was more common, with over half of families having lived at more than one address since the child was born.

Figure 41. Job Loss and Number of Addresses Since Child's Birth

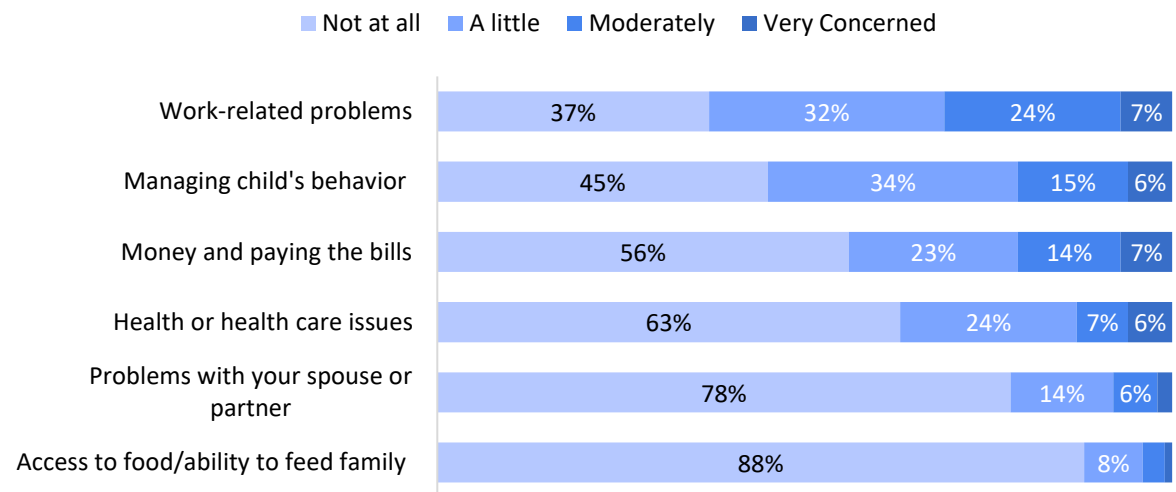


Source: Parent Information Form (2018).

Note: N=945. Percentages may not sum to 100 due to rounding.

Parents/caregivers also indicated their experiences with various types of family concerns. The greatest degree of concern was for work-related problems. Nearly 31% of parents/caregivers reported being either “moderately” or “very concerned” about work-related problems. In addition, 21% of parents/caregivers reported being “moderately” or “very concerned” about managing their child’s behavior, or about money and paying the bills. Health concerns, problems with a spouse or partner, and access to food were of less concern to parents/caregivers in comparison to other family and domestic issues.

Figure 42. Parents/Caregivers’ Reports of Family and Domestic Concerns



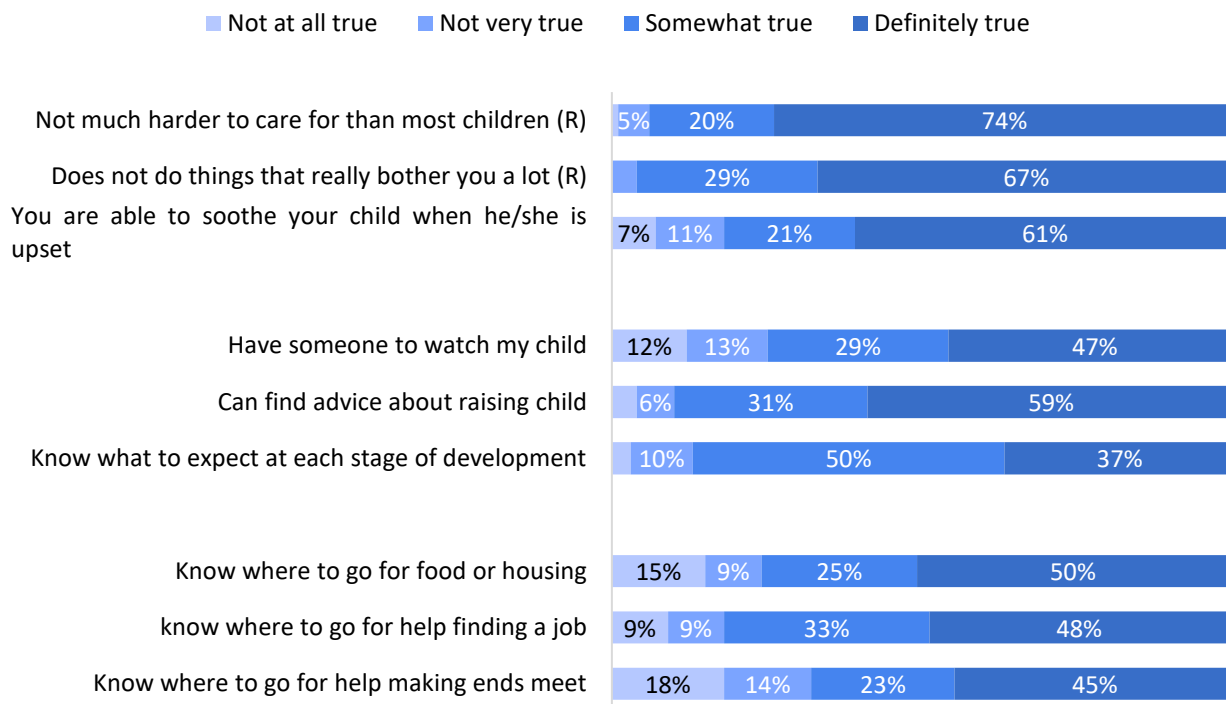
Source: Parent Information Form (2018).

Note: N=916-927. Proportions under 5% are not labeled.

The *Parent Information Form* included a set of questions to assess parenting self-efficacy, perceptions of parenting support, and knowledge about where to go for concrete support. The next figure shows that the vast majority of parents/caregivers did not feel their child was harder to care for than most children, nor did things that bothered them. At least 87% of parents/caregivers also said they knew what to

expect about their child’s development and they have someone to talk to for advice about child rearing. However, about one in four parents/caregivers felt there was *not* usually someone to watch their child when they needed to run an errand (25%). A significant majority knew where to go for concrete support, including support for paying bills, getting a job, and food or housing.

Figure 43. Parents/Caregivers’ Perceptions of Support, Knowledge, and Efficacy



Source: Parent Information Form (2018).

Note: N=926-945. (R) indicates item was reversed coded. Proportions under 5% are not labeled. Percentages may not sum to 100 due to rounding.

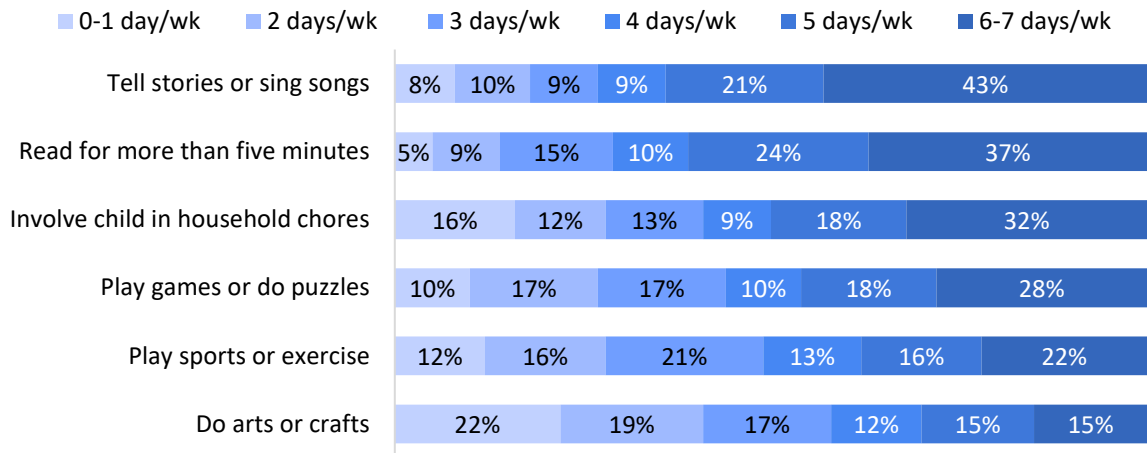
Family Activities & Routines

To better understand family routines and activities, the *PIF* asked parents/caregivers to report how often they spent time doing a variety of activities with their child during a typical week, including reading, telling stories or singing songs, doing household chores, playing games or doing puzzles, doing arts or crafts, and playing sports or exercising.

The majority of families reported that they told stories or sang songs to the child, read to the child, and involved the child in household chores at least five days per week. Most families engaged in other activities (e.g., playing games/doing puzzles, playing sports or exercising, or doing arts and crafts together) less frequently.



Figure 44. Frequency of Family Activities per Week



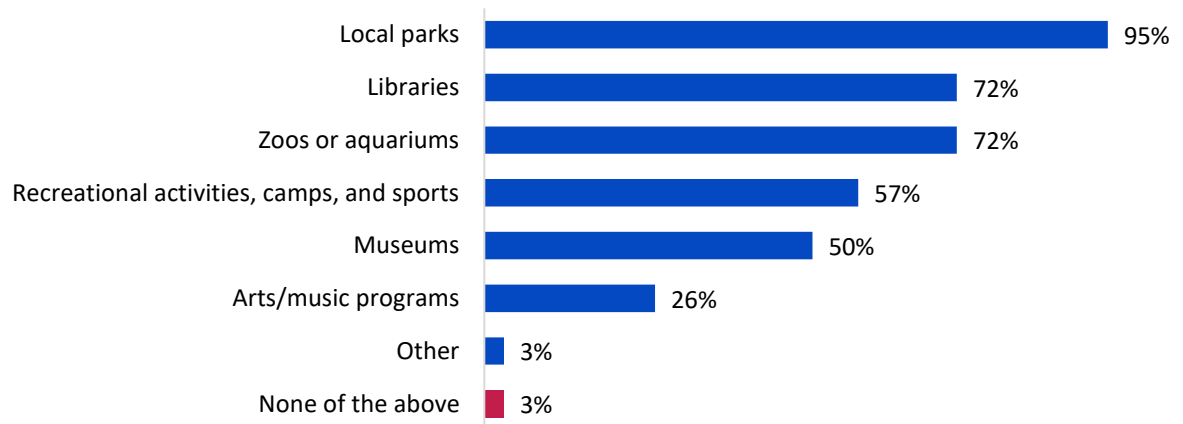
Source: Parent Information Form (2018).

Note: N=871-915. Proportions under 5% are not labeled. Percentages may not sum to 100 due to rounding.

Use of Local Family Resources

Parents/caregivers indicated whether they had ever used the local family resources listed on the *PIF*, including local parks; libraries; recreational activities, camps, and sports; local museums; zoos; and arts/music programs. The most widely used resources were local parks (reported by 95% of families), followed by libraries and zoos (72%). A majority of the families did recreational activities, camps, or sports (57%) and went to museums (50%). Far fewer families reported attending arts and music programs (26%).

Figure 45. Percent of Families Using Local Resources



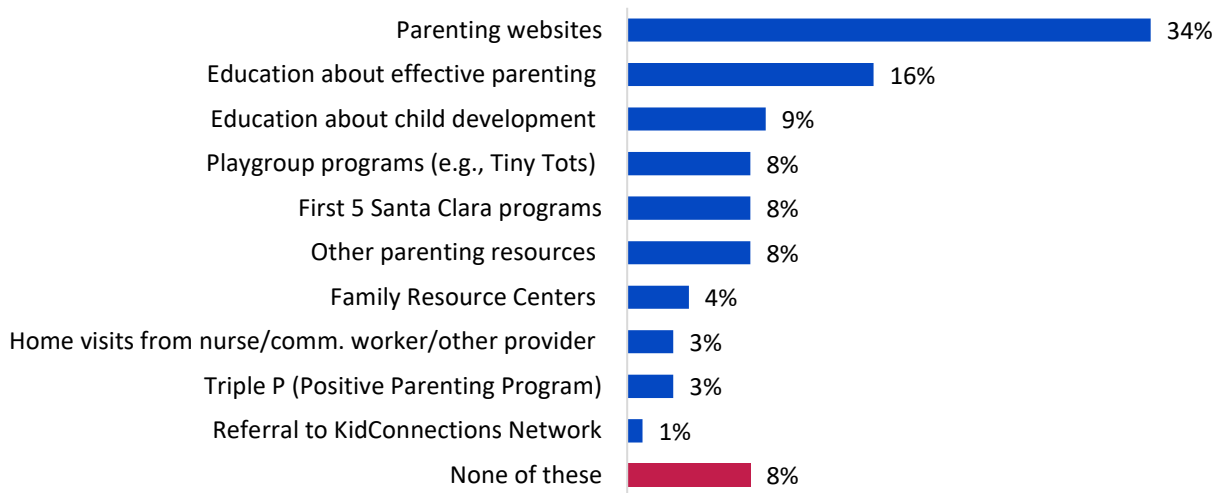
Source: Parent Information Form (2018).

Note: N=947.

Use of Parenting Programs, Services, and Supports

Parents/caregivers were also surveyed about their use of a variety of parent/caregiver programs and services. The most commonly used parenting resources were parenting websites (34%) and education about effective parenting (16%) and child development (9%). Fewer parents/caregivers had used other parenting programs or supports, but only 8% of the sample reported not using any of the services listed.

Figure 46. Percent of Families Using Parenting Programs, Services, and Supports



Source: Parent Information Form (2018).

Note: N=890.

Families' Exposure to Kindergarten Information and Opportunities

Parents/caregivers were asked about the types of information they received to better prepare their child for entering kindergarten. Approximately four out of five parents/caregivers received information about how and when to register their child for school. Three out of four received general information about the skills children need for kindergarten, 71% received information about how they could help their children develop such skills, and 66% received information about how ready their child was for school.

Figure 47. Receipt of Information Related to Kindergarten Transition

	Percent
Information about how and when to register child for school	81%
General information about the skills all children need for kindergarten	75%
Specific information about how you could help your child develop skills to be ready for kindergarten	71%
Specific information about how ready your child was for kindergarten	66%

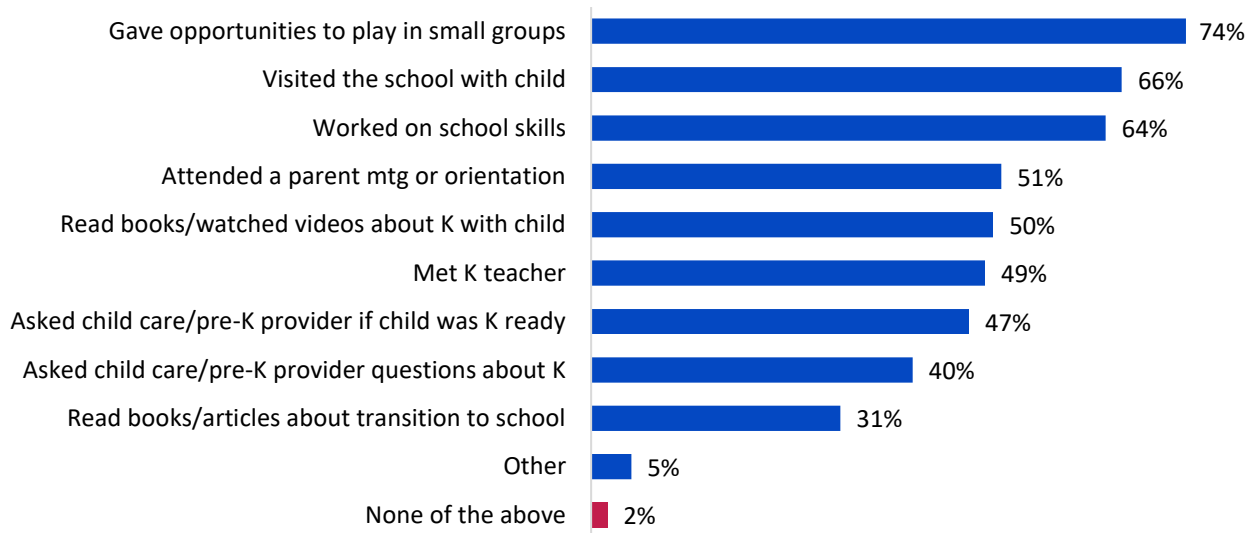
Source: Parent Information Form (2018).

Note: N=960-967.

Families' Engagement in Transition Activities

Parents/caregivers were also asked to report on kindergarten transition activities they had engaged in prior to the start of school. The majority of parents/caregivers had provided opportunities for their children to play with others (74%), visited the school with the child (66%), worked on school skills with their child (64%), attended a parent meeting or orientation (51%), and read books or watched videos about kindergarten with the child (50%). Fewer than half had engaged in other kindergarten transition activities.

Figure 48. Percent of Families Engaging in Transition Activities



Source: Parent Information Form (2018).

Note: N=969.

Section Summary

- Children were 5.6 years old on average and the sample was 47% male.
- About a third of children were English Learners; 36% were Asian/PI and 34% were Latino/a.
- 18% of children came to school tired and 15% said they were hungry on at least some days.
- Over half of families made at least \$100,000 annually, and over half of mothers had attained at least a bachelor's degree.
- 81% of children attended formal ECE, including preschool, licensed family care, or TK.
- 13% of the parents/caregivers considered themselves to be a single parent/caregiver, and 7% of the children had experienced homelessness.
- About three-quarters of children went to bed at or before 9:00 PM.

- About half of children had an average resilience score indicating that they adjusted well to changes and could calm themselves when upset.
- The most frequently used languages at home were English and Spanish.
- Although less than half of the children spent one hour or less exposed to screens (TV, video games, computers, etc.) during weekdays, over three quarters of children had this much screen time on weekends.
- About one out of 10 children were absent or tardy on at least some days. Eight percent were sick or ill this often.
- 6% of children had a special need diagnosed by a professional.
- Nearly all children had health insurance (99%), a regular doctor (98%), and a regular dentist (92%).
- Although at least 60% of children had received a vision or hearing exam in the past year, only 47% had received a developmental screening.
- 6% of parents/caregivers had lost a job in the prior year, and more than half (52%) had moved at least once.
- Over 30% of families reported some concerns about work; fewer families were concerned about problems with their spouse or partner or access to food.
- Most parents/caregivers felt confident in their ability to care for their child and said they had access to support for basic needs.
- The majority of families reported that they frequently told stories or sang songs, and read to the child.
- Resources most frequently used by parents/caregivers included parks, libraries, and zoos or aquariums.
- Most parents/caregivers received information about preparing for their child's transition to school.
- Parents/caregivers engaged in a variety of activities to help their child transition smoothly to school. Over half had provided opportunities for the child to play in small groups with other children, visited the elementary school with the child, or worked on school skills with the child.

The Positive Impact of Family Engagement

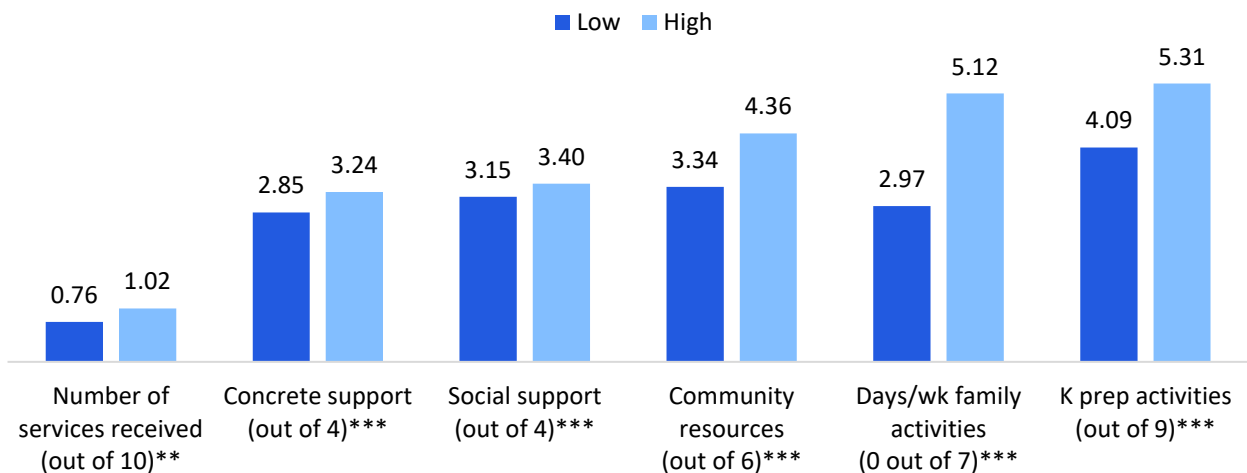
A cluster analysis of items on the *Parent Information Form* was conducted to identify families highly engaged with their communities and social networks, as well as those who were less engaged. The analysis accounted for a wide range of practices, services received, and perceptions of support. The factors considered included:

- Engagement with services to meet family needs
- Knowledge of where to go for concrete support
- Engagement with community resources
- Engagement with child’s ECE providers and kindergarten teacher and school
- Engagement in family activities with child, including those to help the child prepare for kindergarten
- Engagement with social support for child rearing

Cluster Analysis Results

The analysis resulted in two clusters of families: those who were highly engaged and those low in engagement. Of the 778 families who had complete data to be included in one of these groups, 55% were considered highly engaged and 45% had low levels of engagement in their communities. The chart below illustrates how these groups differed on the factors included in the cluster analysis.

Figure 49. Family Engagement Factors, by Cluster Membership



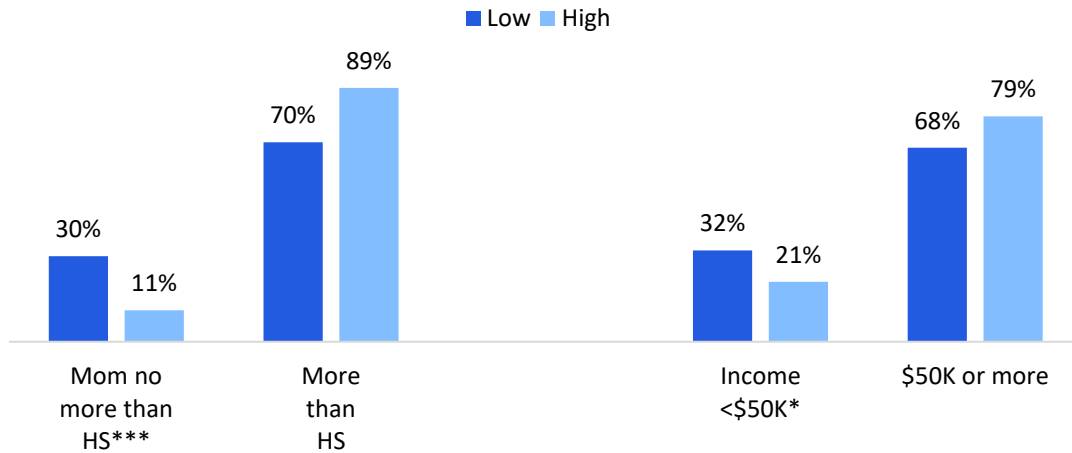
Source: Parent Information Form 2018.

Note: N=744. ** $p < .01$; *** $p < .001$.

Characteristics Associated with Family Engagement

These two groups of families differed on demographic factors, including socioeconomic status. Highly engaged families were characterized by higher maternal education levels and higher incomes than low engagement families.

Figure 50. Family Demographics, by Level of Family Engagement

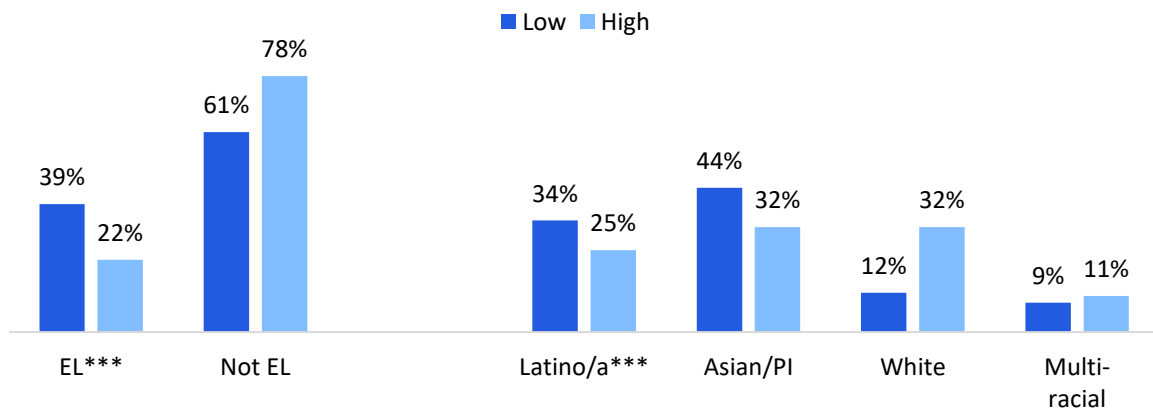


Source: Kindergarten Observation Form, Parent Information Form 2018.

Note: N=713-744. * $p < .05$; *** $p < .001$.

Children in highly engaged families were less likely to be English Learners and they were somewhat less likely to be Latino/a or Asian/PI and more likely to be white, compared to children from less engaged families.

Figure 51. Child Demographics, by Level of Family Engagement



Source: Kindergarten Observation Form, Parent Information Form 2018.

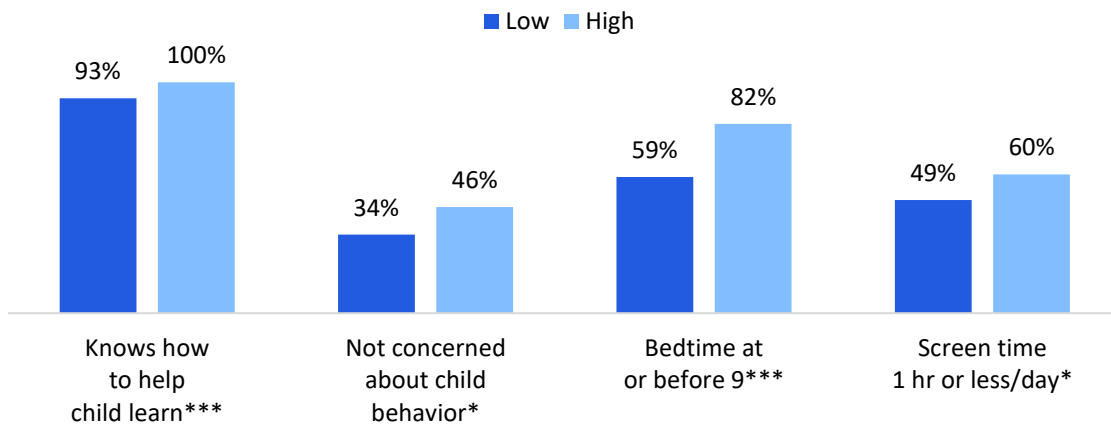
Note: N=713-744. *** $p < .001$.

In addition, highly engaged and less engaged families differed in their belief that they could help their child learn and in reported concerns about their child's behavior, as well as in the child's bedtime and

screen time exposure. For example, families with low levels of engagement were significantly more likely to say that they do not know how to help their child learn and to be concerned about their child’s behavior. In comparison to children from low engagement families, children from high engagement families tended to go to bed earlier and spend less time watching TV or playing video games.



Figure 52. Knowledge, Concerns, and Routines, by Level of Family Engagement

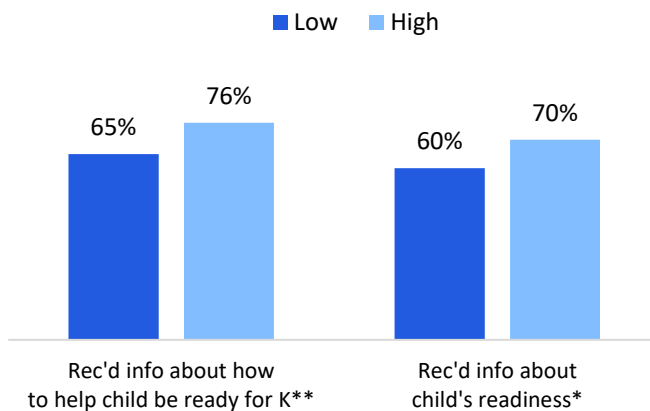


Source: Parent Information Form 2018.

Note: N=739-740. * $p < .05$; *** $p < .001$.

As shown below, highly engaged families were also significantly more likely to say they received readiness information.

Figure 53. Receipt of Readiness Information, by Level of Family Engagement

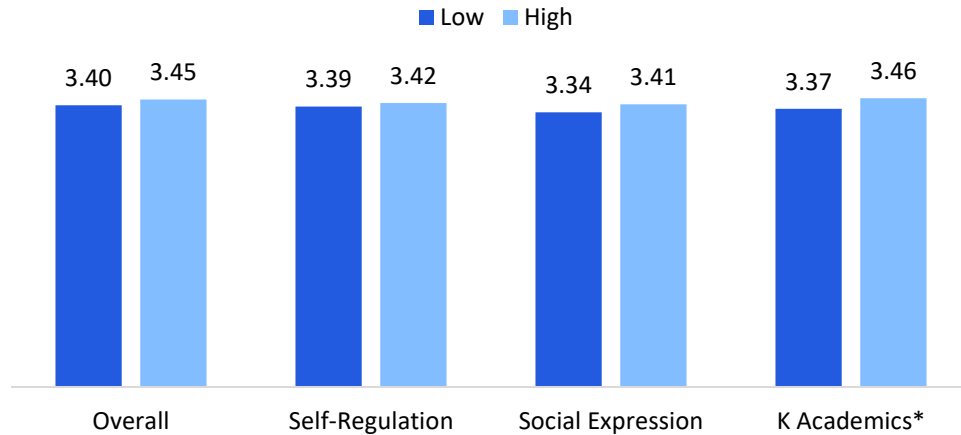


Source: Parent Information Form 2018.

Note: N=735-740. * $p < .05$; ** $p < .01$.

Families that were highly engaged also tended to have children with higher *Kindergarten Academics* scores.

Figure 54. Adjusted Readiness, by Level of Family Engagement



Source: Kindergarten Observation Form, Parent Information Form 2018.

Note: N=707-741. * $p < .05$.

Section Summary

- Families in the Santa Clara County sample were categorized into two groups based on their level of engagement in services, supports, and activities in the community.
- Highly engaged families tended to have higher incomes and higher levels of maternal education, and their children were less likely to be English Learners.
- Highly engaged families also were more likely to say they knew how to help their child learn and were less likely to report problems with their child's behavior.
- Family engagement was also positively correlated with receiving readiness information of all types.
- Children from highly engaged families had higher *Kindergarten Academics* scores than children from less engaged families.

Summary and Discussion

The 2018 Santa Clara County school readiness assessment offers the first snapshot in 10 years of the readiness levels of children in the county. It also identified factors most strongly associated with higher readiness, including experiences in early learning, health, and family support programs. The assessment can be used to build partnerships and guide interventions to support children not yet demonstrating the academic, social-emotional, and self-regulation skills needed to be ready for kindergarten. The key findings from this study and their implications are discussed below.

How ready for school were children assessed in Santa Clara County?

Half of children in Santa Clara County were *Fully Ready* for kindergarten, whereas close to one in five children was *Not Ready* on any of the *Building Blocks of Readiness*. Children who are *Not Ready* may have difficulty transitioning



to kindergarten and are less likely to be performing at grade level later in elementary school. While some families and schools may want to delay school entry for children who are not yet ready, research suggests this generally does not benefit children (Marshall, 2003; Stipek, 2002). These children instead benefit from additional individualized supports in kindergarten to catch up to their peers.

What family factors and child characteristics are associated with higher levels of school readiness?

After accounting for other potential contributors to school readiness, the following child and family factors emerged as the strongest independent predictors of readiness:

Demographic

- **Gender** – girls had higher readiness than boys
 - **Age** – children who were older had higher readiness than younger children
 - **English Learner** – children who were proficient in English had higher readiness than English Learners
 - **Race/ethnicity** – non-Latino/a children had higher readiness than Latino/a children
 - **Maternal education** – maternal educational attainment was positively associated with children’s readiness
 - **Family income** – children from families with higher incomes were more likely to be ready
-

Early Education

- **ECE** – attending TK, preschool, or licensed family child care was associated with higher readiness levels

Physical and Early Childhood Mental Health

- **Well-Being** – children who came to school well-fed and well-rested were more likely to be ready
- **Resilience** – children who demonstrated the ability to regulate their emotions and adjust well to changes in routine were more likely to be ready

Family Activities and Home Environment

- **Bedtime** – children who went to bed earlier had higher readiness
- **Single parenthood** – children with more than one parent/caregiver in the home had higher readiness
- **Homelessness** – children who had never experienced homelessness had higher readiness

Some of the factors associated with readiness are demographic, including gender, age, English Learner status, race/ethnicity, and family socioeconomic status. Although boys, younger children, English Learners, Latino/a children, and children from lower socioeconomic status families are less likely to be ready, it is important to remember that there is variation within these groups; some children with these characteristics have strong readiness skills. Thus, assumptions should not be made about a child's readiness based on their membership in a particular demographic group.

Furthermore, as mentioned in the introduction, readiness is not only about the skills of the individual child, but also about the structures and supports in the community and school system that impact children's outcomes. Understanding group differences and their root causes, including poverty and structural racism, can help early childhood service providers design targeted approaches to reduce inequities. It is likewise up to the community and early childhood system to provide a robust early intervention system to address developmental delays and universal early childhood education to ensure each child has the opportunity to develop to his or her potential. Finally, it is important for educators in the K-12 system to tailor their approaches and offer high-quality, inclusive, and developmentally appropriate educational opportunities that meet the learning needs of each child entering kindergarten, including children with disabilities.

The study also showed that services and supports in the first five years can boost readiness for children who are otherwise at risk for coming to school unprepared. For example, Latino boys had the lowest readiness levels, but the presence of malleable assets, like ECE experience, secure housing, and engaged parents/caregivers, significantly lifted their performance, so that it was on par with the overall sample. Additionally, attendance at ECE sites receiving QUALITY MATTERS quality improvement supports and receiving services at FIRST 5 Family Resource Centers was associated with improved readiness. Likewise, children from families who engaged in a range of formal and informal services and supports had higher *Kindergarten Academics* scores than children from less engaged families.

What will it take to “turn the curve” on school readiness in Santa Clara County? That is, what do the findings suggest is needed to improve readiness and reduce readiness disparities?

The findings from the current study point to several strategies that partners in the community can undertake to improve the readiness of each child in Santa Clara County. More specifically, investment should be aligned with the predictors of readiness:

Quality early learning programs – Investment in high quality ECE builds the readiness of children in the community, but it also has benefits that go beyond kindergarten; ECE attendance is associated with improved educational attainment, earnings, and employment in adulthood (Heckman & Raut, 2013).

Partners for this work include:

- Santa Clara County Office of Education
- ECE providers (center-based and family child care)
- FIRST 5 Santa Clara
- Joint Childcare Committee
- Local Child Care Planning Council
- Santa Clara County school districts
- Strong Start Coalition

Health services – Children need access to a medical home, health and developmental screenings, and developmental and behavioral health services, to address several of the factors linked to readiness in Santa Clara County, including health and well-being and emotional resiliency. The results from the current study support research that has found that a child’s health in the early years significantly contributes to kindergarten readiness (Currie, 2005). This research suggests that children must have their mental and physical health care needs met to develop social, emotional, and academic readiness skills, and calls for a robust early identification and intervention service system to address the developmental needs of children in the county. Partners for this work include:

- Community clinics
- Community-based behavioral health programs
- Santa Clara County Behavioral Health Services
- Santa Clara County Office of Education
- Santa Clara County Public Health
- FIRST 5 Santa Clara
- Regional Center
- Santa Clara County school districts

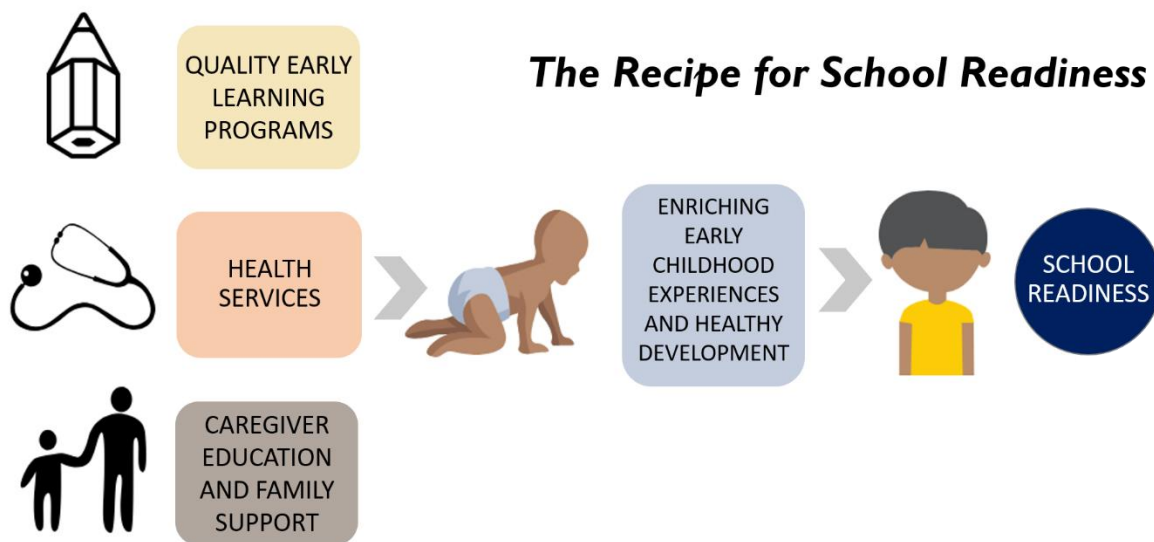
Caregiver education and family support – Parents/caregivers need education and supports to provide their children with healthy, enriching environments. In order to be in a position to support their children’s readiness, some families, including low income families and those experiencing homelessness,

need to first be connected to basic needs supports. Parents/caregivers also benefit from education about how they can help prepare their children for school, including working on school skills and setting a regular bedtime. Partners for this work include:

- Community-based family support and parent/caregiver education programs
- Santa Clara County Office of Education
- Santa Clara County Office of Supportive Housing
- Santa Clara County Social Services Agency
- FIRST 5 Santa Clara
- Santa Clara County school districts
- Shelters and supportive housing providers

Continue to conduct kindergarten readiness assessments – Assessing kindergarten readiness regularly can help partners in the county better understand the needs of young children and their families, gauge the effectiveness of their investments, and inform changes to policies and services to improve children’s readiness for kindergarten. Additionally, the data gathered from kindergarten readiness assessments help districts, schools, and teachers in the K-12 system prepare to educate each child who enters their classrooms.

It is clear from the assessment that there is a role for partners from across multiple sectors to play in helping Santa Clara County children enter school ready for kindergarten and beyond.



About the Researcher

Applied Survey Research (ASR) is a social research firm dedicated to helping people build better communities by creating meaningful evaluative and assessment data, facilitating information-based planning, and developing custom strategies. The firm has more than 30 years of experience working with public and private agencies, health and human service organizations, city and county offices, school districts, institutions of higher learning, and charitable foundations. Through community assessments, program evaluations, and related studies, ASR provides the information that communities need for effective strategic planning and community interventions.

For questions about this report, please contact:

Applied Survey Research

Lisa Colvig-Niclai, MA, Vice President of Evaluation

Christina Branom, MSW, Ph.D., Project Manager

San Jose Office

408.247.8319

www.appliedsurveyresearch.org

References

- Alexander, K., Entwisle, D., & Kabbani, N. (2001). The dropout process in life course perspective: Early risk factors at home and school. *The Teachers College Record*, 103(5), 760-822.
- American Academy of Pediatrics. (2016). Media and young minds. *Pediatrics*, 138(5). Retrieved from <http://pediatrics.aappublications.org/content/138/5/e20162591>
- Byrd R. S., & Weitzman, M. L. (1994). Predictors of early grade retention among children in the United States. *Pediatrics*, 93, 481-487.
- Crosnoe, R., & Cooper, C. E. (2010). Economically disadvantaged children's transitions into elementary school: Linking family processes, school contexts, and educational policy. *American Educational Research Journal*, 47(2), 258-291. doi:10.3102/0002831209351564
- Currie, J. M. (2005). Health disparities and gaps in school readiness. *The Future of Children*, 15(1), 117-138.
- Duncan, G. D., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., ...& Sexton, H. (2007). School readiness and later achievement. *Developmental Psychology*, 43, 1428-1446.
- Duncan, G. J., & Magnuson, K. (2013). Investing in preschool programs. *Journal of Economic Perspectives* 27(2), 109-32.
- Elango, S., Garcia, J. L., Heckman, J. J., & Hojman, A. (2015). *Early childhood education* (NBER Working Paper No. 21766). Cambridge, MA: National Bureau of Economic Research.
- Hair, E. C., Halle, T., Terry-Humen, E., & Calkins, J. (2003). *Naturally occurring patterns of school readiness: How the multiple dimensions of school readiness fit together*. Paper presented at the 2003 Biennial Meeting for the Society for Research in Child Development: Tampa, FL.
- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902. doi:10.1126/science.1128898
- Heckman, J. J., & Raut, L. K. (2013). *Intergenerational long term effects of preschool-Structural estimates from a discrete dynamic programming model* (NBER Working Paper No. 19077). Cambridge, MA: National Bureau of Economic Research.
- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290.
- Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005). *Early childhood intervention: Proven results, future promise*. Santa Monica, CA: RAND Corporation.
- Landry, S. H., Smith, K. E., Swank, P. R., & Guttentag, C. (2008). A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. *Developmental Psychology*, 44, 1335-1353.

- Marshall, H. H. (2003). Opportunity deferred or opportunity taken? An updated look at delaying kindergarten entry. *Young Children, 58*(5), 84-93.
- Maxwell, K. L., & Clifford, R. M. (2004). School readiness assessment. *Young Children, 59*, 42-49.
- National Education Goals Panel. (1995). *1995 National Education Goals Report*. Washington, DC: Author. Retrieved from <http://govinfo.library.unt.edu/negp/reports/goalsv1.pdf>.
- Pianta, R. C., Cox, M. J., & Snow, K. L. (Eds.) (2007). *School readiness and the transition to kindergarten in the era of accountability*. Baltimore, MD: Paul H Brookes Publishing.
- Roderick, M. (1994). Grade retention and school dropout: Investigating the association. *American Educational Research Journal, 31*(4), 729-759. doi:10.3102/00028312031004729
- Ryan, R. M., Fauth, R. C., & Brooks-Gunn, J. (2006). Childhood poverty: Implications for school readiness and early childhood education. In B. Spodek & O. N. Saracho (Eds.), *Handbook of research on the education of children* (2nd edition) (pp. 323-346). Mahwah, NJ: Erlbaum Associates.
- Sabol, T. J., & Pianta, R. C. (2012). Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development, 83*(1), 282-299. doi:10.1111/j.1467-8624.2011.01678.x
- Stipek, D. (2002). At what age should children enter kindergarten? A question for policy makers and parents. *Social Policy Report, 16*(2), 1-20.
- US Department of Agriculture, Food and Nutrition Service. (2018). Child nutrition programs – income eligibility guidelines. Retrieved from <https://www.govinfo.gov/content/pkg/FR-2018-05-08/pdf/2018-09679.pdf>
- Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Journal of Applied Developmental Psychology, 24*(1), 1-15.
- Zhai, F., Brooks-Gunn, J., & Waldfogel, J. (2011). Head Start and urban children's school readiness: A birth cohort study in 18 cities. *Developmental Psychology, 47*(1), 134.

Appendix

SRA Santa Clara PIF Frequencies (Weighted)

4. What is your relationship to this child?

Response	Frequency	Percent
Mother	790	82%
Father	158	16%
Grandparent	4	0%
Foster Parent	0	0%
Other	3	0%
Both parents	4	0%
Weighted Total	960	100%

5. In the last 12 months, what kinds of regular childcare/preschool experiences did your child have?

Response	Frequency	Percent
Transitional Kindergarten	245	26%
Head Start or other free/low cost preschool	137	15%
Other licensed preschool or child care center	433	46%
Licensed family child care home	40	4%
Short-term summer pre-K program	39	4%
Other	88	9%
Family/friend/neighbor	89	10%
At home with parent	57	6%
Weighted Total	936	100%

Note. Parents/Caregivers could choose multiple responses.

6. Did you get the following kinds of information prior to your child entering kindergarten?

6a. General information about the skills all children need for kindergarten

Response	Frequency	Percent
Yes	712	75%
No	241	25%
Weighted Total	953	100%

6b. Specific information about how you could help your child develop the skills to be ready for kindergarten

Response	Frequency	Percent
Yes	674	71%
No	279	29%
Weighted Total	953	100%

6c. Specific information about how ready your child was for kindergarten

Response	Frequency	Percent
Yes	629	66%
No	324	34%
Weighted Total	952	100%

6d. Information about how and when to register your child for school

Response	Frequency	Percent
Yes	765	81%
No	183	19%
Weighted Total	948	100%

7. In the last 12 months, which of the following did you do to help your child prepare for kindergarten?

Response	Frequency	Percent
Attended a parent meeting or orientation regarding the transition to kindergarten	488	51%
Visited the elementary school with your child	632	66%
Met your child's kindergarten teacher	462	49%
Worked with your child on school skills	606	64%
Read books or watched videos about kindergarten with your child	478	50%
Read books or articles about your child's transition to school	295	31%
Asked child's child care provider/preschool provider about kindergarten	377	40%
Asked child's child care provider/preschool whether child was ready for kindergarten	449	47%
Provided opportunities for your child to play with other children in small groups on a regular basis	703	74%
Other	47	5%
None of these	19	2%
Weighted Total	954	100%

Note. Parents/Caregivers could choose multiple responses.

8. In a typical week, how often do you or any other family member do the following things with your child?

8a. Read for more than five minutes

Response	Frequency	Percent
0 days	9	1%
1 day	31	3%
2 days	82	9%
3 days	140	15%
4 days	94	10%

5 days	215	24%
6 days	64	7%
7 days	278	30%
Weighted Total	913	100%

8b. Tell stories or sing songs

Response	Frequency	Percent
0 days	24	3%
1 day	53	6%
2 days	86	10%
3 days	84	9%
4 days	78	9%
5 days	187	21%
6 days	45	5%
7 days	336	38%
Weighted Total	892	100%

8c. Household chores or pet care

Response	Frequency	Percent
0 days	68	8%
1 day	71	8%
2 days	104	12%
3 days	111	13%
4 days	82	9%
5 days	160	18%
6 days	24	3%
7 days	256	29%
Weighted Total	875	100%

8d. Play games or do puzzles

Response	Frequency	Percent
0 days	24	3%
1 day	67	7%
2 days	151	17%
3 days	148	17%
4 days	89	10%
5 days	164	18%
6 days	40	4%
7 days	209	23%
Weighted Total	891	100%

8e. Do arts or crafts

Response	Frequency	Percent
0 days	59	7%
1 day	130	15%
2 days	166	19%
3 days	150	17%
4 days	106	12%
5 days	126	15%
6 days	27	3%
7 days	99	11%
Weighted Total	863	100%

8f. Play a sport or exercise

Response	Frequency	Percent
0 days	35	4%
1 day	61	7%
2 days	149	16%
3 days	192	21%
4 days	118	13%
5 days	145	16%
6 days	46	5%
7 days	157	17%
Weighted Total	903	100%

9. What time does your child usually go to bed on a week night?

Response	Frequency	Percent
Before 8:00 PM	52	6%
8:00 PM	150	16%
8:30 PM	231	25%
9:00 PM	244	26%
9:30 PM	170	18%
10:00 PM	65	7%
10:30 PM	18	2%
11:00 PM	5	1%
After 11:00 PM	1	0%
Weighted Total	937	100%

10. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer?

10a. On a typical weeknight

Response	Frequency	Percent
1 hour or less	510	55%
Up to 2 hours	279	30%
Up to 3 hours	77	8%
Up to 4 hours	24	3%
More than 4 hours	31	3%
Weighted Total	921	100%

10b. On a typical Saturday or Sunday

Response	Frequency	Percent
1 hour or less	216	24%
Up to 2 hours	362	39%
Up to 3 hours	189	21%
Up to 4 hours	89	10%
More than 4 hours	62	7%
Weighted Total	918	100%

11. What kind of parenting activities or services have you received?

Response	Frequency	Percent
Home visits	28	3%
Family Resource Center	38	4%
Playgroup programs	69	8%
Triple P (Positive Parenting Program)	27	3%
Referral to KidConnections Network for developmental/behavioral services	9	1%
Information, trainings, or classes about good parenting practices	139	16%
Information, trainings, or classes about how about what to expect at each stage of your child's development	82	9%
First 5 Santa Clara programs	73	8%
Parenting information on the internet	297	34%
Other parenting resources	74	8%
None of these	440	50%
Weighted Total	886	100%

Note. Parents/Caregivers could choose multiple responses.

12. In the past year, what types of local community resources have you used with your child?

Response	Frequency	Percent
Arts/music programs	246	26%
Museums	470	50%
Libraries	670	72%
Parks	886	95%
Zoos or aquariums	673	72%
Recreational activities, camps, or sports	529	57%
Other	30	3%
None of these	25	3%
Weighted Total	935	100%

Note. Parents/Caregivers could choose multiple responses.

13. In the past 12 months, how concerned have you been about the following things?

13a. Health or health care issues

Response	Frequency	Percent
Not at all	571	63%
A little	221	24%
Moderately	64	7%
Very	56	6%
Weighted Total	912	100%

13b. Money and paying the bills

Response	Frequency	Percent
Not at all	516	56%
A little	210	23%
Moderately	131	14%
Very	59	6%
Weighted Total	915	100%

13c. Work-related problems

Response	Frequency	Percent
Not at all	339	37%
A little	290	32%
Moderately	218	24%
Very	62	7%
Weighted Total	910	100%

13d. Problems with your spouse or partner

Response	Frequency	Percent
Not at all	708	78%
A little	126	14%
Moderately	55	6%
Very	17	2%
Weighted Total	906	100%

13e. Access to food or ability to feed your child/family

Response	Frequency	Percent
Not at all	803	88%
A little	70	8%
Moderately	27	3%
Very	12	1%
Weighted Total	911	100%

13f. Managing my child's behavior

Response	Frequency	Percent
Not at all	412	45%
A little	316	34%
Moderately	134	15%
Very	55	6%
Weighted Total	917	100%

14. Please tell us the extent to which the following statements are true for you?

14a. I have someone who can watch my child when I need to run an errand

Response	Frequency	Percent
Not at all true for me	109	12%
Not very true for me	119	13%
Somewhat true for me	264	29%
Definitely true for me	433	47%
Weighted Total	925	100%

15b. I can find someone to talk to when I need advice about how to raise my child

Response	Frequency	Percent
Not at all true for me	36	4%
Not very true for me	59	6%
Somewhat true for me	283	31%
Definitely true for me	548	59%
Weighted Total	925	100%

14c. I know what to expect at each age and stage of my child's development

Response	Frequency	Percent
Not at all true for me	25	3%
Not very true for me	94	10%
Somewhat true for me	462	50%
Definitely true for me	345	37%
Weighted Total	926	100%

14d. I would know where to go for help if my family needed food or housing

Response	Frequency	Percent
Not at all true for me	142	15%
Not very true for me	87	9%
Somewhat true for me	232	25%
Definitely true for me	458	50%
Weighted Total	919	100%

14e. I would know where to go for help if I had trouble making ends meet (e.g., paying bills, rent)

Response	Frequency	Percent
Not at all true for me	163	18%
Not very true for me	132	14%
Somewhat true for me	210	23%
Definitely true for me	410	45%
Weighted Total	915	100%

14f. I would know where to go for help if I needed help finding a job

Response	Frequency	Percent
Not at all true for me	87	9%
Not very true for me	84	9%
Somewhat true for me	308	33%
Definitely true for me	441	48%
Weighted Total	919	100%

15. Please tell us the extent to which the following statements are true for your child.

15a. Your child stays calm and in control when faced with a challenge

Response	Frequency	Percent
Not true	82	9%
Somewhat true	584	63%
Very true	264	28%
Weighted Total	930	100%

15b. Your child calms her/himself when upset

Response	Frequency	Percent
Not true	108	12%
Somewhat true	546	59%
Very true	278	30%
Weighted Total	932	100%

15c. Your child adjusts well to changes in routine

Response	Frequency	Percent
Not true	50	5%
Somewhat true	452	48%
Very true	431	46%
Weighted Total	932	100%

16. Thinking about the past month, how much of the time have you felt...

16a. Your child was much harder to care for than most children

Response	Frequency	Percent
Rarely	693	74%
Sometimes	184	20%
Often	44	5%
Almost always	13	1%
Weighted Total	935	100%

16b. Your child does things that really bother you a lot

Response	Frequency	Percent
Rarely	617	67%
Sometimes	272	29%
Often	33	4%
Almost always	4	0%
Weighted Total	927	100%

16c. You are able to soothe your child when he/she is upset

Response	Frequency	Percent
Rarely	67	7%
Sometimes	102	11%
Often	193	21%
Almost always	571	61%
Weighted Total	933	100%

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

Response	Frequency	Percent
Yes	78	8%
No	843	92%
Weighted Total	921	100%

18. In the past year, has your child received any of the following screens?

Response	Frequency	Percent
Hearing	553	60%
Vision	613	67%
Developmental	437	47%
None of these	225	24%
Weighted Total	921	100%

19. If your child has a special need, please mark all physical or developmental special needs that your child has below.

Response	Frequency	Percent
Speech or language impairment	33	43%
Autism	8	11%
Emotional/behavior disorder or “disturbance”	3	4%
Attention Deficit and/or Hyperactivity Disorder – ADD or ADHD	9	12%
Visual or hearing impairment	13	17%
Other special need/impairment	17	22%
None	4	5%
Total (Unweighted)	76	100%

Note. Parents/Caregivers could choose multiple responses. The frequencies are not weighted and calculated only when the child has any diagnosed special needs reported by the parent/caregiver or the teacher.

20. How did you learn that your child has special need(s)?

Response	Frequency	Percent
Professional diagnosis / assessment (e.g., by a doctor)	62	84%
Your own diagnosis / assessment	12	16%
Total (Unweighted)	63	100%

Note. The frequencies are not weighted and calculated only when the child has any special needs reported by the parent/caregiver.

21. Has your child received professional help for any special need?

Response	Frequency	Percent
Yes	63	81%
No	15	19%
Total (Unweighted)	78	100%

Note. The frequencies are not weighted and calculated only when the child has any special needs reported by the parent/caregiver.

22. What type of health insurance does your child have?

Response	Frequency	Percent
Medi-Cal	249	28%
Covered California	19	2%
Private insurance (e.g., from employer)	627	70%
No insurance	5	1%
Weighted Total	894	100%

Note. Parents/Caregivers could choose multiple responses.

23. Does your child have a regular doctor, pediatric provider or clinic?

Response	Frequency	Percent
Yes	934	98%
No	18	2%
Weighted Total	951	100%

24. Does your child have a regular dentist?

Response	Frequency	Percent
Yes	878	92%
No	73	8%
Weighted Total	951	100%

25. In the past year, has your child had a dental exam?

Response	Frequency	Percent
Yes	867	92%
No	79	8%
Weighted Total	945	100%

26. Has your child ever complained of mouth ache or toothache?

Response	Frequency	Percent
Yes	166	18%
No	782	82%
Weighted Total	949	100%

27. What is your child's ethnicity?

Response	Frequency	Percent
Hispanic/Latino	299	31%
White	328	34%
Black/African American	20	2%
Alaskan Native/American Indian	5	1%
Filipino	57	6%
Native Hawaiian/Pacific Islander	15	2%
East Asian	173	18%
Other Southeast Asian	85	9%
South Asian	136	14%
Arab/Middle Eastern	15	2%
Other	4	0%
Weighted Total	954	100%

Note. Parents/Caregivers could choose multiple responses.

28. What is the language your child hears MOST often at home?

Response	Frequency	Percent
English	614	65%
Spanish	159	17%
Vietnamese	38	4%
Russian	9	1%
Hmong	0	0%
Korean	10	1%
Tagalog or other Filipino language	20	2%
Cantonese, Mandarin, or other Chinese language	58	6%
Hindi, Punjabi, or other South Asian language	90	9%
Farsi, Dari, Arabic, or other Middle Eastern language	14	1%
Other	32	3%
Weighted Total	945	100%

Note. Parents/Caregivers could choose multiple responses.

29. Do you consider yourself to be a single parent/guardian?

Response	Frequency	Percent
Yes	122	13%
No	829	87%
Weighted Total	951	100%

30. Who lives with your child?

Response	Frequency	Percent
Mother(s)	900	95%
Father(s)	840	89%
Grandparent(s)	192	20%
Foster Parent(s)	2	0%
Other children 0-5	361	38%
Other children 6 or older	379	40%
Other	59	6%
Weighted Total	948	100%

Note. Parents/Caregivers could choose multiple responses.

31. What is the Zip Code of your child's primary residence?

Response	Frequency	Percent
93035	1	0%
94024	5	1%
94040	27	3%
94062	2	0%
94081	4	0%
94085	29	3%

94086	7	1%
94087	53	6%
94089	1	0%
94303	1	0%
95008	47	5%
95014	31	3%
95020	43	5%
95023	1	0%
95032	10	1%
95035	59	6%
95037	5	1%
95051	31	3%
95070	2	0%
95085	2	0%
95110	1	0%
95111	45	5%
95112	6	1%
95113	6	1%
95116	28	3%
95117	19	2%
95118	59	6%
95120	76	8%
95121	23	2%
95122	65	7%
95123	11	1%
95124	39	4%
95125	2	0%
95126	3	0%
95127	27	3%
95128	14	1%
95129	20	2%
95130	19	2%
95131	5	1%
95132	46	5%
95133	3	0%
95135	11	1%
95136	26	3%
95139	11	1%
95148	13	1%
95322	1	0%
96136	2	0%
Weighted Total	943	100%

32. Have you or any other primary parent / guardian lost your job during the in the last 12 months?

Response	Frequency	Percent
Yes	59	6%
No	885	94%
Weighted Total	944	100%

33. How many home addresses have you had since your kindergarten child was born (including where you are currently living)?

Response	Frequency	Percent
1	447	48%
2	298	32%
3	130	14%
4	45	5%
5 or more	17	2%
Weighted Total	936	100%

34. Have you and your kindergarten child ever stayed in any of the following locations due to loss of housing, economic hardship, or because there was no alternative?

Response	Frequency	Percent
Temporarily with friends or family, in a house or apartment	60	6%
In a hotel or motel	17	2%
In a shelter or transitional housing program	10	1%
In a car or RV, in a campground, park, or public place	6	1%
Other	4	0%
NO, none of these	869	93%
Weighted Total	934	100%

Note. Parents/Caregivers could choose multiple responses.

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

Response	Frequency	Percent
Less than 6th grade	25	3%
Middle school (6th, 7th, or 8th)	47	5%
Some high school	41	4%
High school (earned diploma or GED)	102	11%
Some college	128	14%
Associate's degree (AA or AS)	64	7%
Bachelor's degree (BA or BS)	274	29%
Advanced degree	260	28%
Weighted Total	940	100%

37. Does your child qualify for free or reduced lunch?

Response	Frequency	Percent
Yes	264	29%
No	639	71%
Weighted Total	903	100%

38. What is your approximate family income per year?

Response	Frequency	Percent
\$0 - \$14,999	74	8%
\$15,000 - \$34,999	120	13%
\$35,000 - \$49,999	84	9%
\$50,000 - \$74,999	72	8%
\$75,000 - \$99,999	64	7%
\$100,000 or more	519	56%
Weighted Total	933	100%