School Readiness in Alameda County

Results of the 2008 Pilot Assessment

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Acknowledgements

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Executive Summary

Background

In 2008, over 16,000 children began kindergarten in Alameda County, entering school settings that ranged from the urban neighborhoods of Oakland to the suburban settings of outlying Livermore. Although the students in Alameda County represent a disparate mix of demographic and socioeconomic backgrounds, a large portion of them come from households that are struggling; according to American Community Survey estimates, 15 percent of children under 18 in Alameda County are living in poverty.   First 5 Alameda County (F5AC) delivers services and support to many of these families in need, providing community support to enhance the health and well-being of children through their first five years. In 2008, F5AC commissioned Applied Survey Research (ASR) to conduct a pilot research project to assess how ready for school new kindergarten students were in three targeted school districts with low Academic Performance Index (API) scores. These districts have been the focus of many F5AC services, as schools with Low API scores tend to be located in neighborhoods with higher than average levels of poverty, neighborhood violence, and poor health outcomes, as well as less access to formal ECE experiences. The Fall 2008 readiness assessment investigated three primary questions:

1. How – and to what extent – are the sampled kindergarten students ready for school?

2. What family factors and child characteristics are associated with heightened school readiness?

3. What is the relationship between participation in F5AC programs and children's school readiness?

Overview of the Assessment Method

Nine years ago, ASR created a method of school readiness assessment that has since been used in several Bay Area counties, as well as other parts of California and in other states. F5AC contracted with ASR to implement a pilot assessment in Alameda County in 2008, inviting schools and classrooms in three districts – San Lorenzo Unified School District, Livermore Valley Joint Unified School District, and Oakland Unified School District – to participate. Participating kindergarten teachers were trained to serve as expert observers, rating the proficiency of each child in their classroom across 24 readiness skills. Over eighty percent of parents agreed to have their children assessed (consent rate = 81%), yielding observations of 577 children. These observations delivered very detailed information about the sampled children's readiness as they entered kindergarten– both the areas in which children were well-skilled, as well as the areas in which they needed extra supports.

Detailed observations of the children were enriched by information gathered on each child's family; parents of those children in the assessment were asked to complete a survey that provided a window into the family and community factors that are associated with children who arrive ready (and not) for kindergarten. The response rate for the *Parent Information Form* was very high – 93 percent of families returned a completed form. In addition, all participating teachers reported their viewpoints on and priorities for readiness via a *Teacher Survey*. ASR drew upon these sources of

information – child assessments as measured by the *Kindergarten Observation Form (I and II)*, family information as measured by the *Parent Information Form*, and teacher viewpoints gathered via the *Teacher Survey* – to construct a comprehensive picture of children's readiness for school, as well as the factors associated with higher readiness levels. An additional source of data came from F5AC's ECChange database, which contains records of those who have received F5AC services. Children in the assessment were matched to this database in order to examine the association between their readiness levels and their participation in F5AC programs and services.

Figure A. **Sources of Information to Assess the Readiness of Incoming Kindergarten Students**
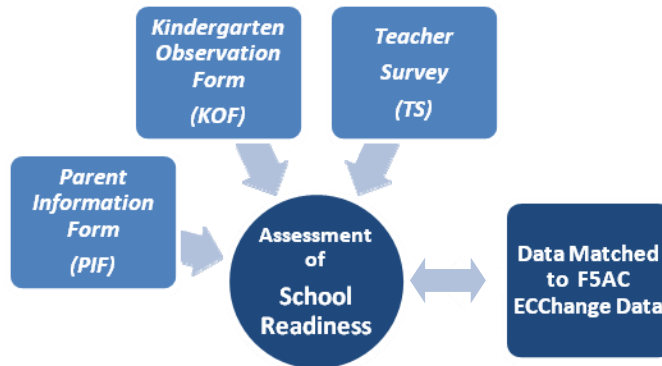
Findings

Students and families in the assessment

Information collected in the Alameda County school readiness assessment underscores the challenges that are present both in these low API schools and among many of the families of the students, including the following:

- Sixty-three percent of the students were English Learners.

- Forty-nine percent of students spoke Spanish as their primary language, 36 percent spoke English, and six percent spoke Chinese. Small percentages spoke Filipino/Tagalog, Vietnamese, Farsi/ Dari, or another language as their primary language.

- Fifty-two percent of children had a mother whose highest level of education was high school or less.

- Many families were struggling financially; 51 percent indicated that their household income was less than $35,000, 39% were on Medi-Cal, and 10% were receiving insurance through Healthy Families.

- Almost one in ten students (9%) had been born to a teen mother; almost one in four (23%) were from single parent households, and another 23 percent of parents had lost a job in the past year.

Figure B.   Portrait of Students

Child/ Family Characteristic	Percent of students
Ethnicity	
Hispanic/Latino	56%
Asian	13%
Caucasian	15%
African American	8%
Pacific Islander	2%
Alaskan Native or American Indian	<1%
Multi-racial	6%
Other / don't know	2%
Percent English Learners	63%
Primary language	
Spanish	49%
English	36%
Chinese/ Mandarin/ Cantonese	6%
Filipino/ Tagalog	3%
Vietnamese	2%
Farsi or Dari	1%
Korean	0%
Other language	4%
Mother has no education post high school	52%
Markers of low income	
Household income is less than $35,000	51%
Receive Medi-Cal	39%
Receive Healthy Families	10%
Child was born to a teen mother	9%
Single parent household	23%
Parent lost job in the last year	23%

Source: *Kindergarten Observation Form (2008).*

Note: Percentages may not sum to 100% due to rounding. Sample sizes range from 422-568.

How – and to what extent – are children ready for kindergarten?

To be well-prepared for kindergarten, children need to know much more than their ABCs. This assessment, as well as several previous readiness assessments in the region, has demonstrated that there are multiple dimensions to kindergarten readiness. Statistical exploration of children's performance across 24 readiness skills revealed that skills reliably sort into four *Basic Building Blocks* of readiness:

1. *Self-Care & Motor Skills;*

2. *Social Expression;*

3. *Self-Regulation*; and

4. *Kindergarten Academics*

Figure C shows the 24 individual skills on which children were assessed, as well as how the skills sort into the four *Basic Building Blocks*.

Figure C.   ***Basic Building Blocks* of Readiness**

**K
Academics**

Recognizes letters
Recognizes shapes
Recognizes colors
Counts 10 objects
Engages with books
Writes own first name
Can recognize rhyming words

Self-Regulation

Comforts self
Pays attention
Controls impulses
Follows directions
Negotiates solutions
Plays cooperatively
Participates in circle time
Handles frustration well

Social Expression

Expresses empathy
Relates well to adults
Has expressive abilities
Curious & eager to learn
Expresses needs & wants
Engages in symbolic play

Self-Care & Motor Skills

Use of small manipulatives
Has general coordination
Performs basic self-help / self-care tasks

The chart that follows shows children's readiness levels across the *Basic Building Blocks.* Overall, children scored between the "In progress" and "Proficient" levels. Children tended to score highest on *Self-Care & Motor Skills* (average score = 3.51) and to have the greatest room to grow in *Kindergarten Academics* (average score = 3.01).

Figure D. **Average Readiness Scores, Overall and for Each *Basic Building Block***
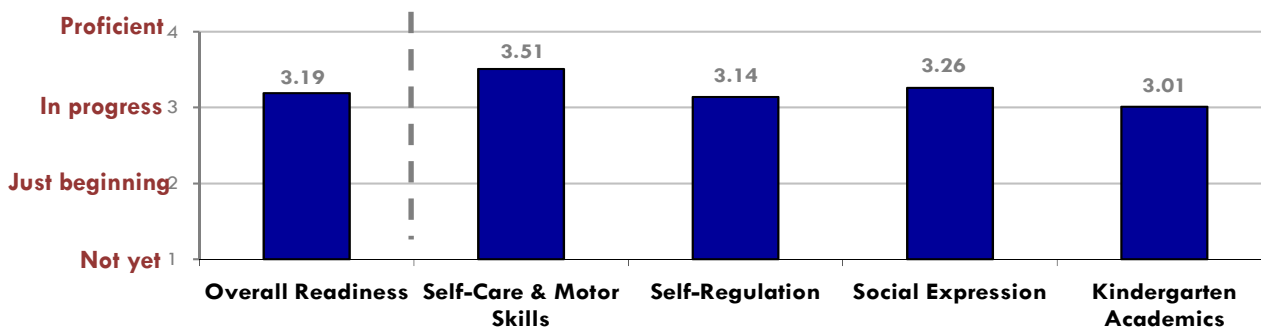
Source: *Kindergarten Observation Form I (2008)*

Note: Scores are based on 537-540 students. Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient.

Children assessed in Alameda County exhibited different patterns of readiness strengths and challenges. For a more detailed look at different patterns of readiness, children were sorted into one of four *Readiness Portraits – All Stars, Social Stars, Focused-on-the-Facts,* and *Needs Prep* students – based on their pattern of proficiency across the readiness skills.[1]

- Just about half (49%) half of children entered kindergarten classrooms as *All Stars* – near-proficient across the board in all four *Basic Building Blocks* of readiness. These children were well-prepared to succeed in school.

- Who demonstrated the greatest readiness needs? Children in the *Needs Prep* group had not yet learned – or were just beginning to learn – almost all of the 24 readiness skills. Approximately one in ten children (11%) sorted into the *Needs Prep* group, which is a level comparable to that found in neighboring counties.

- The remaining children exhibited mixed patterns of readiness. *Social Stars* (17% of children) were well-equipped on the social-emotional dimensions of readiness, but they had needs in the realm of *Kindergarten Academics* – learning their letters, numbers, shapes, and colors. In contrast, the *Focused-on-the-Facts* children (22% of children) had mastered their early academics; however, they demonstrated greater challenges in the social-emotional areas of readiness (skills within the *Self-Regulation* and *Social Expression* dimensions).

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[1] Children were sorted into one of the four *Readiness Portraits* via a data-driven technique called cluster analysis.

Figure E.   The Prevalence of Each Readiness Portrait

All Stars
49%

Focused on the Facts
22%

Social Stars
17%

Needs Prep
11%
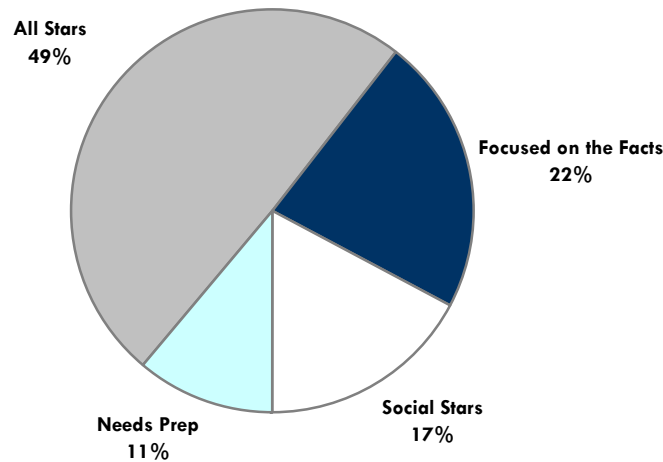
Source: *Kindergarten Observation Form I (2008).*

Note: This chart is based on 540 students.

What family factors and child characteristics are associated with heightened school readiness?

A set of analyses was conducted to examine what factors were associated with greater school readiness. These analyses allowed us to take into account all important measured variables <u>simultaneously,</u> so that the relationship between readiness and particular family, student, and school-level factors could be examined after "ironing out" the influence of other, related factors.

Results indicated that five factors explained nearly one third of the assessed Alameda County students' readiness scores. The strongest predictor of readiness was whether children scored highly on an index of well-being. This three-item index gave children a score based on whether teachers indicated that they seemed well-rested, well-fed, and generally healthy. Most children scored highly on this index, but there were a small number of children who did not appear to their teachers to have optimal levels of well-being; these children also tended to struggle with their readiness skills. This index should be interpreted with some caution, as it was a subjective assessment provided by children's teachers.

As found in many other readiness assessments, results also showed that older children tended to be more ready for school than were younger children, and girls were typically more ready than boys. Children with special needs were not as ready for school as were children who did not have special needs. And, finally, children who had attended preschool had higher readiness levels than did children who had not been exposed to preschool.

Figure F.   Relative Strength of Factors Significantly Associated with Overall School Readiness
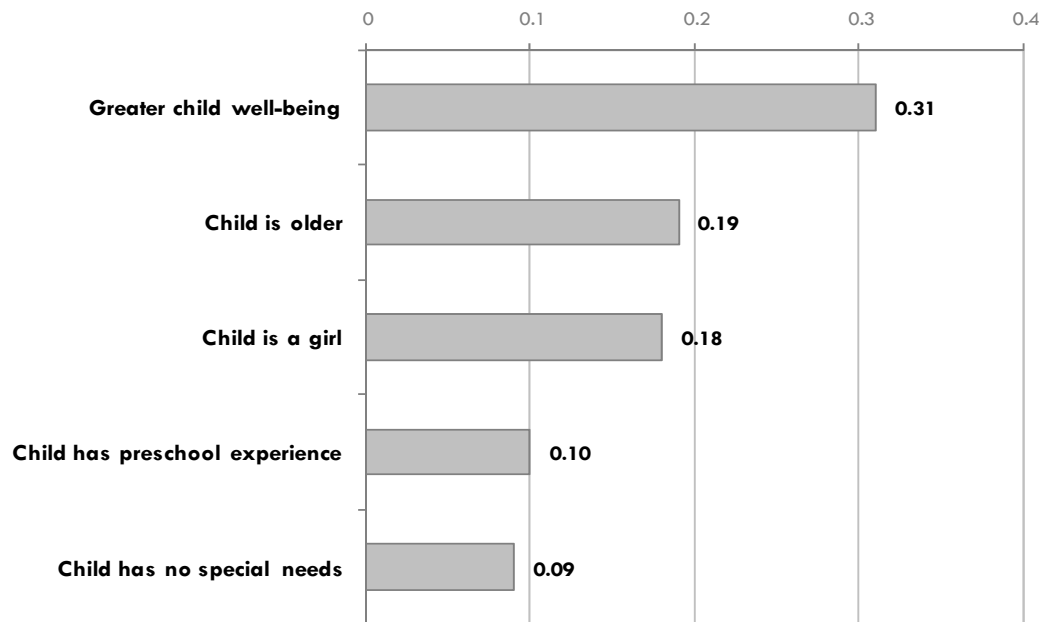
Source: Kindergarten Observation Form I and Parent Information Form (2008)

Note: Values for each factor listed above represent standardized beta coefficients that were significant ($p < .05$). For a full listing of all variables entered into the model, see text. The overall regression model was highly significant, $F = 9.58$, $p < .001$, explaining 30% of the variance in kindergarten readiness ($R^2 = .34$; Adj. $R^2 = .30$).

What is the relationship between participation in F5AC programs and children's school readiness?

Analyses looking at the individual *Basic Building Blocks* of readiness found that enrollment in F5AC's Summer Pre-K was a significant predictor of enhanced *Self-Care & Motor Skills* as well as stronger *Self-Regulation* skills. In another set of analyses, ASR compared the average readiness levels of participants in F5AC's Summer Pre-K program to their peers' readiness, after adjusting for several differences across the groups of children. Children were divided into three groups: (1) those without preschool experience of any kind; (2) those who were verified through the F5AC database as having attended the Summer Pre-K program; and (3) those who had attended full (verified) preschool.

Significant readiness differences were found among the three groups. Across the spectrum of school readiness skills, Summer Pre-K students had higher readiness scores than students with no pre-K experience. This difference was statistically significant for *Self-Care & Motor Skills* and *Self-Regulation*; for *Social Expression,* the Summer Pre-K students scored higher than their no-pre-K counterparts, but the difference was not significant. There was a slight boost in the *Kindergarten Academics* scores of Summer Pre-K students, but the difference was fairly small, as might be expected given that the program focuses on social and emotional skill development more than academics. Moreover, on *Self-Care & Motor Skills*, *Self-Regulation*, and *Social Expression*, Summer Pre-K students were performing nearly at the levels of children who had attended full preschool. On *Kindergarten Academics* (which were not a core component of the Summer Pre-K) they were still significantly below students with preschool experience.

Figure G. **Students' Readiness as a Function of Pre-K Experience (Means Adjusted for Family Risk, Special Needs Status, and District)**

	$p < .001$	$p < .01$	$p < .05$	$p < .10$	$p < .001$
	No Pre-K, SPK < Presch	No Pre-K < SPK, Presch	No Pre-K < SPK, Presch	No Pre-K < Presch No Pre-K = SPK SPK = Presch	No Pre-K, SPK < Preschool

Source: Kindergarten Observation Form I (2008)

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 172-174 "No Pre-K" students, 85 "Summer Pre-K" students, and 213-214 "Preschool" students. Differences in mean scores are indicated above, according to oneway analyses of covariance, controlling for district, special needs status, and average family risk score on a 10-item risk index; post-hoc tests revealed marginal or significant group differences as indicated above.

Summary

Data from the Fall 2008 readiness assessment in Alameda County revealed a group of children and families that came from diverse racial and ethnic backgrounds, with almost two thirds speaking a language other than English as their primary language. Many of these families were also struggling financially.

Despite these challenges, however, children were entering kindergarten generally well-prepared for school. Average levels of readiness were well above the "In progress" level, and almost half of students were nearly proficient across the full spectrum of readiness skills. Some children – about one in ten – did enter kindergarten with strong readiness needs across the board.

Examinations of the impacts on children's readiness showed some areas where family and community supports may be able to make a difference in enhancing school readiness levels. Greater child well-being, being older, and having preschool experience are associated with higher levels of readiness upon kindergarten entry. In addition, data revealed that short-term programs like F5AC's Summer Pre-K program is a promising intervention for enhancing children's readiness for those who have not had the benefit of a longer-term preschool experience.

Introduction

School Readiness: What Is It?

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

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

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

Why Does School Readiness Matter?

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

- Mastery of basic numerical concepts prepares children to learn more complex math problems and problem-solving approaches (e.g., Baroody, 2003).

- Children who have difficulty paying attention, following directions, getting along with others, and controlling negative emotions of anger and distress tend to do less well in school (e.g., Raver & Knitzer, 2002; Raver, 2003).

- The ability to control and sustain attention and participate in classroom activities is associated with achievement test scores in the early elementary grades (e.g., Alexander, Entwisle, & Dauber, 1993).

- Researchers from the RAND Corporation found that groups that performed less well on standardized tests in second and third grades also trailed on both cognitive and socioemotional readiness measures early in their kindergarten year (Cannon & Karoly, 2007).

- Both academic and nonacademic school readiness skills at entry to kindergarten were found to be significantly related to eventual reading and mathematics achievement in fifth grade (Le, Kirby, Barney, Setodji, & Gershwin, 2006)

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

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

- Children who entered school most ready-to-go were those who were most successful on academic tests at third grade. In fact, gaps that were seen in kindergarten readiness were still present in third grade. Specifically, gaps based on different profiles of readiness, preschool experience, English Learner status, and different ethnicities remained robust in third grade.

- The *Kindergarten Academics* types of skills (discussed more in the next subsection) was most closely associated with later academic success – children who entered school high on *Kindergarten Academics* tended to have the highest third grade test scores, but children who were high in both *Kindergarten Academics* and *Social Expression* were those who did best.

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

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

History of the Bay Area School Readiness Assessments

Development of a Local School Readiness Measure

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

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

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

Shifting from NEGP to the Basic Building Blocks of Readiness

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

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

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

- *Self-Care & Motor Skills* include those skills needed for taking care of one's basic needs or skills showing fine/ gross motor coordination;

- *Self-Regulation* skills include basic emotion regulation and self-control skills that are needed to be able to perform well in the classroom;

- *Social Expression* skills include measures related to interacting with others and engagement with play and learning;

- *Kindergarten Academics* skills represent the "nuts and bolts" skills that are more academic in nature and tend to be explicitly taught to children at home, in early care settings, and in kindergarten.

Indeed, every readiness assessment ASR has conducted since 2005 has supported these four basic components of readiness – even with the addition of four new readiness skills since the original factor analysis was conducted. Feedback from teachers and other early education experts and stakeholders has indicated that these categories have intuitive appeal as well – people quickly understand what is meant by these four skill groups, and they see children's skills sorting along these lines. Thus, in line with this compelling support for the Basic Building Blocks of readiness, recent school readiness assessments (including the current report) have focused on this sorting of the skills. [2]

Figure 1. **Basic Building Blocks of Readiness**
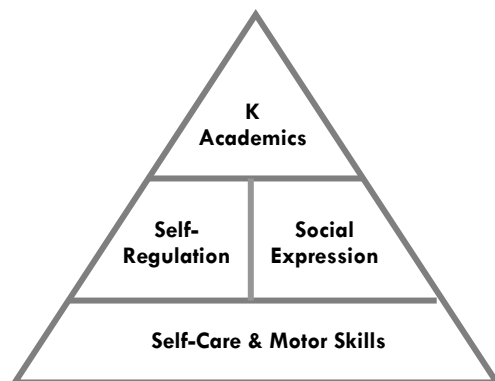
Assessing School Readiness in Alameda County

In 2008, F5AC contracted with ASR to conduct a pilot assessment of children's school readiness in the county. This initial effort was focused in three school districts with low API scores. These districts have been the focus of many F5AC services, as schools with Low API scores tend to be located in neighborhoods with higher than average levels of poverty, poor health outcomes, and neighborhood violence, as well as less access to formal ECE experiences. These schools also face

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[2] The report section "School Readiness in Alameda County – 2008" includes more information on the "crosswalking" of *Kindergarten Observation Form* skill items from the NEGP categories to the *Basic Building Blocks*.

additional challenges associated with high levels of ethnic and linguistic diversity among their student populations.

The pilot assessment's purposes were to explore the feasibility and appropriateness of conducting a readiness assessment in Alameda County, to get an initial snapshot of readiness levels of children entering kindergarten, and to examine associations between participation in F5AC programs and readiness for school. The assessment focused on three key research questions:

- How – and to what extent – are the sampled kindergarten students ready for school?

- What family factors and child characteristics are associated with heightened school readiness?

- What is the relationship between participation in F5AC programs and children's school readiness?

Answers to these questions – as well as detailed information on the children, families, teachers, and classrooms that make up the sample targeted for this pilot study – are described in detail in the following sections of this report.

Methodology

Section Overview

In this section, the study tools and procedures are described, including recruitment and training of teachers, types of data collected and timelines for completion, and preparation and analysis of the data received. In addition, the study's consent and response rates are described, and notes regarding the reporting of the data are explained.

Data Collection Instruments and Administration

Four key instruments were used in this assessment. Three forms were completed by teachers: *Kindergarten Observation Form I*, *Kindergarten Observation Form II* and *Teacher Survey on Importance of Readiness Skills*. Parents provided information about their child and family circumstances on the *Parent Information Form*. The figure that follows provides a summary of each of the tool names, their content, and who completed each one.

Figure 2.   **Overview of Data Collection Instruments**

Instrument	What Key Data Are Assessed?	Who Completes It?
Kindergarten Observation Form I (KOF I)	24 school readiness skills of children in selected classrooms	Participating kindergarten teachers. Includes teachers from San Lorenzo Unified School District, Marilyn Avenue Elementary School (Livermore Valley Joint Unified), and Allendale Elementary (Oakland Unified)
Kindergarten Observation Form II (KOF II)	Enjoyment of school, quality of the school transition, participation and anxiety at school of children in selected classrooms	Participating kindergarten teachers
Parent Information Form (PIF)	Pre-K childcare, kindergarten transition activities, activities in the home, demographics, parental supports	Consenting parents of children in the assessment
Teacher Survey on Importance of Readiness Skills	Expected levels of children's proficiency on skills required for successful transition to kindergarten	Participating kindergarten teachers

Kindergarten Observation Form I (KOF I)

The *Kindergarten Observation Form* was originally developed in 2001 using guidelines from the National Education Goals Panel (NEGP) framework of readiness. Readiness items reflect a range of skills, from minimum competencies, such as *Performs basic self-help / self-care tasks*, to higher-level competencies that help provide a baseline for teachers at the beginning of the year, such as *Can recognize rhyming words*. Since 2001, four additional skills have been added to better capture children's skills at negotiation, coping, empathy, and handling frustration. Thus, *Kindergarten Observation Form I 2008* assesses children across 24 readiness skills (See Appendix 1).

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

- Because student behavior can change from day to day, teachers are in a better position than outside observers to assess their students, as teachers can draw on the knowledge gained through four weeks of daily interactions.

- Teacher observation is less obtrusive and, therefore, less intimidating for students than assessment by outside observers.

- Teachers are entrusted by the school system to be children's "assessors" in other respects, such as grading, and, therefore, it is presumed that they are aware of the need for assessments to be carried out in a fair manner.

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

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

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

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

As previously noted, the *Kindergarten Observation Form I* was piloted in 2001, and refined for the 2002 assessment to enhance reliability. A test of interrater reliability and validity was conducted during the Fall 2003 assessment, with results indicating that the instrument has good reliability and validity. Several years of additional assessments in different regions in and beyond the Bay Area have provided further evidence of the validity of the *KOF I*, including similar results from year to year, consistent patterns observed between and across readiness constructs from year to year, and the emergence of the same readiness correlates that have been demonstrated in other research

efforts (e.g., preschool experience, levels of read-aloud activity at home, English proficiency, socioeconomic status).

Kindergarten Observation Form II (KOF II)

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

Parent Information Form (PIF)

To better understand how family factors are related to children's levels of readiness, a *Parent Information Form* (see Appendix 3) was developed for completion by parents. The *Parent Information Form* collected a wide variety of information, including: types of child care arrangements they had used during the year before kindergarten entry, ways in which families and children prepared for the transition to kindergarten, weekly number of times different activities occur in the household (e.g., reading aloud), measures of access to and use of health care, usage of several local supports and family resources, levels of parents' social support and coping, and several demographic and socioeconomic measures. Care was taken to ensure that the questions were understandable at a sixth grade reading level. Versions of the form were offered in English, Spanish, Tagalog, Chinese and Vietnamese. Because the form was lengthy, parents were offered a hard backed children's book (in their preferred language) upon completion of the form. To enhance their privacy, parents were provided with an envelope in which they could seal their completed survey prior to returning them to their child's teacher.

Kindergarten Teacher Survey on Importance of Readiness Skills

After teachers had completed all of their student assessments, they completed the *Kindergarten Teacher Survey on Importance of Readiness Skills 2008* (see Appendix 4). For this survey, teachers rated the level of proficiency that they think students need for each of the 24 *KOF I* skills in order to have a successful transition into kindergarten. Kindergarten teachers were also asked to identify the five readiness skills that they considered most important for a child to possess in order to be school-ready, the five skills that are easiest to affect during the school year, and the five skills on which they spend the most time. In addition, teachers provided some information about their classroom (i.e., whether they taught full or half-day kindergarten, whether they taught in a language other than English) and their own backgrounds. The survey was designed to take no more than 15 minutes to complete.

Implementation

Obtaining Participation Agreement

In Spring 2008, F5AC began approaching school administrators in San Lorenzo Unified School District, Livermore Valley Joint Unified School District, and Oakland Unified School District to take part in a pilot readiness assessment in Fall 2008. The three districts were targeted for the pilot because they were all high-need school districts where F5AC programs and services also tend to be concentrated. As this was a pilot year, attempts were made to secure as many participating schools

as possible within the initial group selected, and efforts were <u>not</u> intended to secure a sample that was generalizable to the county level.

School administrators from fourteen schools in the targeted districts were provided with information about the assessment, including its purpose, what participation would involve on the part of the kindergarten teachers, and the timeline for completion of the study tasks. Ultimately, eleven schools agreed to participate in the pilot assessment. Of those, all nine elementary schools in the San Lorenzo district signaled their agreement to participate. The one school from Livermore that was invited to participate agreed to do so, and just one of four invited schools in Oakland Unified agreed to take part.

Teacher Trainings

Prior to the start of the Fall 2008 school year, ASR conducted thorough trainings to orient the participating kindergarten teachers to the data collection forms and process. Two in-person teacher trainings were held in the latter half of August. One took place at San Lorenzo Unified's district offices, and another was held at Marilyn Avenue Elementary in Livermore. Once district-level agreement was secured from Oakland Unified, a third in-person training was held in early September with the one teacher from Allendale Elementary whose participation was secured. A total of 40 teachers – representing 39 classrooms – were trained to carry out the assessment.

Trainings lasted approximately 60 minutes. After hearing a general overview of the project and study purpose, kindergarten teachers were given all project materials, including: (1) written instructions on how to complete the assessment; (2) consent letters for parents that explained the study purpose and asked parents to indicate whether or not their child would participate in the study (English, Spanish, Tagalog, Chinese, and Vietnamese versions were available); (3) *Parent Information Forms* in English, Spanish, Tagalog, Chinese, and Vietnamese; (4) *Kindergarten Observation Forms I* and *II*; (5) a sheet to track teachers' progress during the assessment (e.g., a record of parental consent, children observed and yet to be observed, *PIF*s returned); and (6) pre-addressed, pre-paid FedEx envelopes for the return of study materials to ASR. All of these materials were fully reviewed with teachers so that they were familiar with both the teacher-completed instruments and the parent-completed instruments.

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

- The distinction between assessing the <u>recognition</u> of letters of the alphabet, shapes, colors, and rhyming words (the skills assessed in this project) versus assessing the <u>production</u> of letters, shape names, color names, and rhyming words (skills not assessed in this project). Suggestions were provided as to how to capture recognition information (e.g., "Will you please pass me the green crayon?" and "Please point to the triangle.");

- The need for children to be assessed in their primary languages. Teachers unable to communicate with children in their primary languages were instructed to skip a set of flagged language-dependent items; and

- The administration of those items that required teacher-child interaction.

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

Obtaining Parental Consent

At the beginning of the school year, teachers distributed the parent consent letters and *Parent Information Forms* (see Appendix 5 for consent forms). Teachers collected all completed *Parent Information Forms* (in sealed envelopes for enhanced privacy) and consent forms from the parents. Consent from a parent was required for a student to be able to participate in the study; if a parent did not consent, teachers did not assess the child. If parents did not return a consent form indicating consent or refusal, teachers were asked to make a reasonable effort to get them to return the form; if parents still did not return a consent form despite these efforts, teachers were instructed to assume that they declined to participate, and thus teachers did not assess those parents' children.

Conducting Student Observations

Teachers were asked to conduct their student assessments approximately three to four weeks after the start of the school year, drawing upon their knowledge and observations of children during the first few weeks of school. The majority of participating teachers carried out their observations three to five weeks after their classes had started, each taking about one week to complete his/her observations. Completed *Kindergarten Observation Forms I* and *II*, *Parent Information Forms* and *Teacher Surveys on Importance of Readiness Skills* were returned to ASR using pre-addressed, FedEx envelopes.

Disbursement of Stipends

After teacher observers had assessed all of their students and had returned study materials to ASR, they were sent a "thank you" letter, their names were forwarded to F5AC, and F5AC mailed them a stipend in appreciation of their participation.

Completion Metrics

Schools

Figure 3 presents a summary of the completion metrics overall and for each of the three participating districts. Overall, there were eleven participating schools. Teachers from all nine elementary schools in the San Lorenzo Unified School District participated in the study; four of the nine schools' participants included <u>all</u> kindergarten teachers in the school, while in five schools one or more teachers did not participate. Livermore Valley Joint Unified had one participating school (Marilyn Avenue Elementary), as did Oakland Unified (Allendale Elementary).

Classrooms

Thirty-seven classrooms took part in the assessment. Of the 34 teachers trained from San Lorenzo Unified, 31 teachers completed and returned assessment packets (one teacher decided later not to participate, one teacher misplaced her completed packet of forms, and one teacher was a co-teacher who decided to let her partner conduct the assessment) . At Marilyn Avenue Elementary in Livermore, five (out of five) of their kindergarten classrooms participated, and, at Allendale Elementary (in Oakland), one teacher took part in the study.

Parent Consent and Response Rates

Overall, the parental consent rate was 81%. Consent rates were high across all three districts, ranging from 71 percent in Oakland to 94% at Marilyn Avenue Elementary in Livermore. Parent response rates on the PIF were also high; overall, more than nine of every ten consenting parents returned a parent survey (response rate = 93%).

Figure 3.   Completion Metrics – Alameda County School Readiness Assessment

	TOTAL	San Lorenzo Unified	Livermore Valley Joint Unified	Oakland Unified
Number of schools approached	14	9	1	4
Number of participating schools	11	9	1	1
Number of participating classrooms	37	31	5	1
Number of children in these classrooms	720	600	99	21
Number of parents consenting	583	475	93	15
Parent consent rate	81%	79%	94%	71%
Number of KOFs returned	577	469	93	15
Number of PIFs returned that were matched to a KOF	536	445	76	15
Parent PIF response rate (# PIFs received/ # consents)	93%	95%	82%	100%

Data preparation

Cleaning

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

- Frequencies were run on all variables to ensure that all responses fell into the appropriate ranges;

- Scores on the readiness items were examined for students with whom teachers indicated they could not communicate. If teachers inappropriately provided ratings for the language-dependent items, those ratings were deleted; and

- Several items on the *Parent Information Form* asked parents to fill in a number (e.g., the number of times they read books each week, the number of times they tell stories or sing songs each week). For these items, outlying values were identified and, when such values would inappropriately skew an average score, the top one percent of the distributions were trimmed.

Missing Values

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

One of the key research questions in this assessment involved looking at the association between readiness levels and receipt of F5AC programs and services. To conduct this analysis, ASR was provided with information from F5AC's databases that allowed for matching of students' data across datasets. Specifically, F5AC provided ASR with a dataset of service recipients that included – only for children who were within the likely age range of the assessment – children's initials, date of birth, sex, and mother's first name, along with variables indicating which of five targeted F5AC services they had received. No names were included in the data, and adequate precautions were taken to ensure the security of the data transfer between F5AC and ASR.

Once ASR received this data, matches were sought by looking across the two data sets for matches on date of birth, sex, and mother's first name. One hundred sixty three of the assessed children were found to have received one or more F5AC services.

An Overview of Statistical Analyses Conducted

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

- Percentages were calculated and chi-square tests were run to test whether differences in percentages reached statistical significance.

- Average scores were calculated for all continuous measures and scaled items. For example, an average score was generated for each of the readiness items, excluding blank responses or responses of *Don't Know / Not Observed*.

- Composite scores (averages across multiple items) were calculated for each of the four *Basic Building Blocks* dimensions. Reliability analyses were first conducted (using Cronbach's alphas) to ensure that reliability was high before composite scores were calculated. Cronbach's alphas for each *Basic Building Blocks* scales are listed below:

  o *Self-Care & Motor Skills*: Alpha=0.87

  o *Self-Regulation*: Alpha=0.95

  o *Social Expression*: Alpha=0.93

  o *Kindergarten Academics*: Alpha=0.93

- Independent t-tests were used to test whether differences in average scores were statistically significant between two groups.

- One-way analyses of variance were conducted to test whether differences in scores were statistically significant across more than two groups; if significant overall differences were found, post hoc LSD tests were used to determine which groups were significantly different from each other.

- Paired t-tests were used to test whether individuals' scores on one readiness dimension were significantly higher or lower than their scores on other readiness dimensions.

- Analyses of covariance were used to test whether differences in average scores across groups were significantly different after controlling for key background variables (e.g., family income, maternal education).

- Regression analyses were conducted to explore the strength of relations between readiness items and various student, family, and teacher characteristics.

- Cluster analysis was used to explore whether children in Alameda County manifested different readiness profiles than have been seen in previous assessments.

Statistical Notation

Throughout this report, ASR uses the following standard abbreviations:

- *N* is used when noting the sample size for a chart or an analysis.

- *P*-values (e.g., *p* < .01) are used to note whether certain analyses are statistically significant. *P*-values that are less than .05 are statistically significant; *p*-values that are between .06 and .10 are marginally significant. All significance tests were two-tailed tests (more conservative) rather than one-tailed tests (less conservative).

- The abbreviation "*ns*" is used to flag analyses that did not reach statistical significance.

- When noting statistically significant differences in mean scores or percentages among multiple groups, we place capital letters beneath tabled means/percentages to show which means/percentages are significantly different from one another. In the example below, readers will note that there is a "CD" beneath the *All-Star* percentage for "Percent of children 5 years or older" (87%). This notation means that the percentage of *All-Star* children 5 or older differs significantly from the percentage among *Social Stars* (column C) and *Needs-Prep* children (column D). Lower case letters –as in the "Percent who are read to daily" row below – mean that differences are marginally significant (*p* < .10).

Figure 4.   Example of Noting Statistical Significance Across Multiple Groups

Child and Family Characteristics	All-Stars	Focused-on-the-Facts	Social-Stars	Needs-Prep
	A	B	C	D
Percent of children 5 years or older***	87% CD	85% CD	63% AB	68% AB
Percent who are read to daily+	15% cd	15% cd	6% ab	5% ab

A Note about Who Is (and Is Not) Represented in this Sample

As previously noted, this was a pilot year for this assessment; in addition to collecting some initial descriptive data on children's readiness and the factors associated with greater (or lesser) levels of readiness, one of the primary goals of this effort was to examine the general feasibility and appropriateness of conducting readiness assessments in Alameda County. As such, schools and teachers participated at will, and recruitment requirements were not established with the goal of

achieving representativeness at the district or county level.[3] Thus, the information presented in this report describes only the students and families assessed; although it may hint at the broader picture of readiness in the county, the findings cannot be extrapolated to any district or county-level populations.

Section Summary

In Spring 2008, school administrators in three targeted school districts – San Lorenzo Unified School District, Livermore Valley Joint Unified School District, and Oakland Unified School District – were approached by F5AC and invited to have selected schools take part in a pilot assessment of the school readiness of their students entering kindergarten in Fall 2008. Teachers from the participating schools attended a training session in August 2008 – prior to the start of the school year – in which they were given information about the purpose of the study, full instructions and a timeline for completion of the study tasks, and copies of the four assessment forms to be completed.

Teachers secured consent from the parents of their students and distributed surveys that parents completed and returned in sealed envelopes. After about three to four weeks of school (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 each of their students across 24 readiness skills and recorded their observations. Upon completion of all the student assessments, teachers next completed a form that measured the smoothness of each child's entry into kindergarten. Finally, teachers completed a survey that asked them about their beliefs about the kinds and levels of skills children need to be well-prepared for school success. Teachers returned all of their forms to ASR and received participation stipends from F5AC. Data were processed and analyzed, and F5AC program and service recipient data were merged with the assessment data collected to examine associations between receipt of F5AC services and readiness levels. Completion metrics indicated good consent and response rates.

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[3] There are, however, subgroups within the data that have been represented completely, such as Marilyn Avenue Elementary students. Please see the region-level reports for more specific findings for classrooms within the three districts that participated in the assessment. For schools where complete participation was obtained, this year's data will serve as a baseline for tracking progress in children's school readiness over time.

Who Are Alameda County's 2008 Kindergarten Students?

Section Overview

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

Students

Basic Demographics

There were slightly more girls than boys in the pilot assessment (52% versus 48% respectively).[4] Children's average age was five years and four months, with almost one of five children (19%) having not yet reached their fifth birthday. Only three percent of children were six years or older when they began kindergarten.

Figure 5.   Students' Sex and Age Upon Kindergarten Entry

Sex	Percent of students
Sex	
Boys	48%
Girls	52%
Age	
Between 4 1/2 and less than 5	19%
At least 5 and less than 5 1/2	47%
At least 5 1/2 and less than 6	31%
6 and older	3%

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

Note: Sample size = 580 and 581.

Students of Hispanic/ Latino backgrounds were by far the most common race/ethnicity among the assessed children, representing more than half (56%) of the students. Caucasian students and Asian students were the next largest racial groups, with 15 percent and 13 percent of students, respectively; African American students and children of multi-racial backgrounds each also made up more than 5 percent of the sample.

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[4]   This slight imbalance (as well as other findings throughout the report) mirrors the demographics of San Lorenzo Unified School District as a whole – where most of the children in the assessment are from.

Figure 6.   Percent of Kindergarten Students Representing Each Ethnicity

Ethnicity	Percent
Hispanic/Latino	56%
Asian	13%
Caucasian	15%
African American	8%
Pacific Islander	2%
Alaskan Native or American Indian	<1%
Multi-racial	6%
Other	1%
Don't know	1%

Source: *Kindergarten Observation Form I (2008).*

Note: Sample size = 568. Percentages may not sum to 100 due to rounding.

Language Variables

Information gathered in the assessment suggests that there is great linguistic diversity among kindergarten students; in fact, English was <u>not</u> the primary language of most of the students included in the assessment. Almost two thirds of students (63%) were English Learners.

Figure 7.   Students' English Learner Status

Children's Language Status	Percent
English Learners	63%
English Proficient	37%

Source: *Kindergarten Observation Form I (2008).*

Note: Sample size = 564.

About half of students spoke Spanish as their primary language (49%), and 36 percent of children used English as their primary language. Chinese was the next most commonly spoken language, with six percent of children speaking it as their primary language. Reflecting the diversity of Alameda County, small percentages of children spoke Filipino/Tagalog, Vietnamese, or Farsi or Dari, and four percent spoke a primary language other than one of the seven that tend to be most common in the Bay Area region.

Figure 8.   Students' Primary Languages

Primary Language	Percent
Spanish	49%
English	36%
Chinese/ Mandarin/ Cantonese	6%
Filipino/ Tagalog	3%
Vietnamese	2%
Farsi or Dari	1%
Korean	0%
Other language	4%

Source: *Kindergarten Observation Form I (2008).*

Note: Sample size = 559. Percentages may not sum to 100 due to rounding.

Teachers who were able to speak the primary language of their students were asked to rate each one's progress in his or her primary language. Results are shown in the figure below.   Although most children (63%) were believed by their teachers to be "on track" with their use of language, nine percent were rated to be "delayed," and 12 percent were described as "advanced."

Figure 9.   Teachers' Assessment of Children's Use of Primary Language

Children's Use of Primary Language	Percent
Delayed	9%
On track	63%
Advanced	12%
Cannot determine	15%

Source: *Kindergarten Observation Form (2008).*

Note: Sample size = 566. Percentages may not sum to 100 due to rounding.

For those students who spoke a language other than English as their primary language, teachers provided their assessment of students' receptive English skills (their ability to understand English), as well as their expressive language skills (their English-speaking ability). Most of these students were still struggling to acquire both types of English skills, with almost three in four students at the "beginning" or "early intermediate" levels on their expressive (74%) and/ or receptive (71%) English skills.

Figure 10.   Teachers' Assessment of English Skills of Children Whose Primary Language Is Not English

Children's English Skills	Beginning	Early intermediate	Intermediate	Early advanced	Advanced
Receptive language skills	41%	30%	15%	9%	5%
Expressive language skills	47%	27%	13%	8%	5%

Source: *Kindergarten Observation Form I (2008).*

Note: Percentages are based on 353 students. Percentages may not sum to 100 due to rounding.

Physical Health, Screenings, and Access to Health Providers

In order to get a very basic sense for the physical health of entering kindergarten students, teachers were asked to use their best judgment when providing information about whether children appeared well-rested, well-fed, and generally healthy.

It would appear that the basic physical needs for most children are being met. According to teachers:

- Ninety-four percent of students appeared well-rested;

- Ninety-seven percent of students appeared well-fed; and

- Ninety-seven percent of students appeared generally healthy.

Figure 11.   Teacher Reports of Children's Well-Being

Well-Being Measures	Percent
Come to school well-rested	94%
Come to school well-fed	97%
Seem generally healthy	97%

Source: *Kindergarten Observation Form I (2008).*

Note: Percentages are based on 571, 568, and 568 students, respectively.

A question about low birth weight was included on the *Parent Information Form* because low birth weight has been associated in previous research with later cognitive difficulties. Among the children in the assessment, seven percent had been born weighing less than five pounds, eight ounces.

Figure 12. Percentage of children with low birth weight

Birth Weight	Percent
Child weighed less than 5 lbs 8 ounces	7%
Child did not weigh less than 5 lbs 8 ounces	93%
Don't know	1%

Source: Parent Information Form (2008).

Note: Sample size = 530. Percentages may not sum to 100 due to rounding.

The *Parent Information Form* also contained questions relating to children's access to and use of various health services. Not quite half of the children (46%) were insured by their parents' private insurance. A large portion (39%) was covered by Medi-Cal, and one in ten was insured through Healthy Families. Three percent of children in the sample had no health care coverage.

Figure 13. Sources of Children's Health Insurance

Types of Insurance	Percent
Private insurance	46%
Medi-Cal	39%
Healthy Families	10%
Both Medi-Cal and other private insurance checked	2%
Child has no health insurance	3%

Source: *Parent Information Form (2008).*

Note: Sample size = 525. Percentages may not sum to 100 due to rounding.

On the *Parent Information Form,* parents were also asked if their child had a regular source of medical care and a dentist. Almost all children (97%) had a regular doctor, pediatric provider, or clinic, and almost nine in ten had a regular dentist.

In terms of care received during the last year, 93 percent of children had been to a dentist; 41 percent had received a developmental screening in the past year.

Figure 14. Children's Access to and Use of Health Care

Health Care	Percent
Has a regular doctor, pediatric provider, or clinic	97%
Has a regular dentist	89%
Has had a dental exam in the past year	93%
Has received a developmental screening or developmental assessment in the past year	41%

Source: *Parent Information Form (2008).*

Note: Sample sizes are as follows: 532, 533, 532, 461.

Special Needs

Information about children's special needs comes from two sources in our assessment: either from teachers (as reported on the *Kindergarten Observation Form I*), or from parent reports on the *Parent Information Form*. According to parents and/or kindergarten teachers, eleven percent of children were identified as having special needs at the time they entered school.

Figure 15. Presence of Special Needs

Special Needs	Percent
Child has special needs, according to parent or teacher	11%
Child does not have a diagnosed special need	89%

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

Note: Sample size = 578.

Parents and teachers who indicated that a child had a special need were asked to describe that special need and to provide more information. For this data, a cautionary note is in order; because there were relatively few children with special needs in the sample, sample sizes for the figures that follow are small (e.g., 34 parents provided more detailed information about how they learned about their child's special need). Therefore, findings may not be stable, and findings are presented for descriptive purposes only.

Parents most often learned about their child's special need from a pediatrician or other doctor (74%). Twenty-nine percent of parents had identified their child's special need themselves.

Figure 16.   How Parents Learned of Special Need

Source of Diagnosis/ Assessment of Special Needs	Frequency	Percent
Child's pediatrician or other doctor	25	74%
Another professional	11	32%
Own diagnosis/ assessment	10	29%
Other	1	3%

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

Note: These percentages are based on responses of 34 parents who indicated that a child had a special need and also answered questions about how they learned about it. Percentages sum to more than 100% because a parent could mark more than one source. Please note that sample sizes are low; therefore, findings may not be stable.

Problems with speech and language were by far the most common special needs mentioned, affecting 51 percent of the children with special needs in the sample.

Figure 17.   Types of Special Needs, as Reported by Parents and Teachers

Types of Special Needs	Frequency	Percent
Speech and language	25	51%
Learning delays	6	12%
Asthma / bronchitis / allergies	5	10%
Vision	5	10%
Behavioral problems	4	8%
Attention deficit and/or hyperactivity disorders	4	8%
Hearing	4	8%
Autism	1	2%
Other	2	4%
Unspecified write-in ("Retained in K")	2	4%

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

Note: These percentages are based on write-in responses of 49 teachers and/ or parents who indicated that a child had a special need and provided a response. Percentages sum to more than 100% because a child could have more than one special need. Please note that sample sizes are low; therefore, findings may not be stable.

Children's special needs were most frequently diagnosed when children were relatively old; 39 percent of children had been diagnosed sometime after they had turned four.

Figure 18. Age at Identification of Special Need

Age at First Identification	Frequency	Percent
Birth to 2 years old	7	23%
Just over 2 years to 3 years old	9	29%
Just over 3 years to 4 years old	3	10%
Just over 4 years or older	12	39%

Source: *Parent Information Form (2008)*

Note: These percentages are based on 31 parents whose children have special needs who completed information on the age their child was diagnosed; percentages sum to more than 100% due to rounding. Please note that sample sizes are low; therefore, findings may not be stable.

Most – but not all – children with special needs had received help; among the group of children with special needs, 18 percent had not received professional help.

Figure 19. Receipt of Services for Special Needs

	Frequency	Percent
Child received help for special need	27	82%
Child did _not_ receive help for special need	6	18%

Source: *Parent Information Form (2008)*

Note: These percentages are based on 33 parents whose children have special needs who completed information on receipt of services. Please note that sample sizes are low; therefore, findings may not be stable.

Families and Households

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

Maternal Education

Local and national readiness assessments have found strong linkages between maternal education levels and children's school readiness. In the current sample of assessment participants, 16 percent of mothers had not graduated from high school. Thirty-seven percent had completed high school, but had not pursued higher education. Another 15 percent had completed a bachelor's or advanced degree.

Figure 20.   Highest Level of Education Completed by Child's Mother

Education	Percent of mothers
Less than 6 grade	3%
6th grade	6%
7th or 8th grade	7%
High school graduate	37%
Some college	25%
Associates degree (AA/AS)	8%
Bachelor's degree (BA/BS)	12%
Advanced degree	3%
Don't know	1%

Source: *Parent Information Form (2008)*

Note: Sample size = 516. Percentages may not sum to 100 due to rounding.

Family Income

Parents completing the *Parent Information Form* were asked an optional question regarding their annual household income. Most parents (79% of those returning a form) provided a response to this question. Results revealed that incomes were very low for a fair number of these families; just over half of them made less than $35,000 per year.

Figure 21.   Yearly Household Income

Income range	Percent
Less than $15,000	23%
$15,000 - $34,999	28%
$35,000 - $49,999	17%
$50,000 - $74,999	15%
$75,000 - $99,999	10%
$100,000 or more	8%

Source: *Parent Information Form (2008)*

Note: Sample size = 422. Percentages may not sum to 100 due to rounding.

Family Mobility

Parents were asked how many addresses they had lived at since the birth of their child. On average, families had lived at just over two addresses (mean = 2.11), with answers that ranged from one to ten different addresses. Responses are displayed in the figure that follows.

Figure 22.   Number of Addresses Since Child's Birth
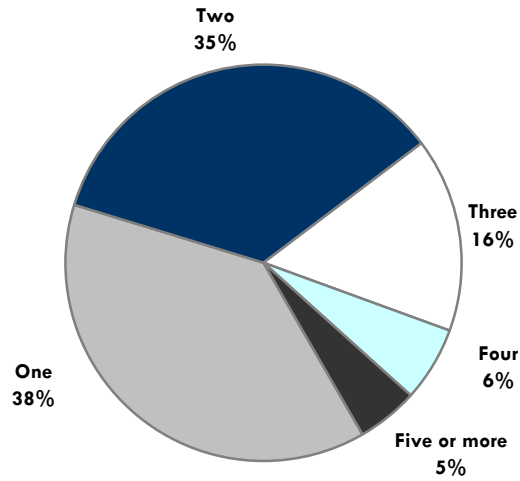
Source: *Parent Information Form (2008)*

Note: Percentages are based on 504 responses. Percentages may not sum to 100 due to rounding.

Other Indicators of Possible Family Risk

Some families in the assessment reported challenging life circumstances. Almost one in ten children (9%) was born to a teenage mother. In addition, 23 percent of parents reported being a single parent, and 23 percent also had lost a job in the past year.

Figure 23.   Indicators of Possible Family Risk

Risk Variable	Percent
Teen mother when child was born	9%
Single parent	23%
Parent lost job in the last year	23%

Source: *Parent Information Form (2008).*

Note: Sample sizes are as follows: 513, 513, 508.

Home Languages

Parents were asked to indicate the language they used most often at home with their child. English (38%) and Spanish (39%) were most commonly cited – as well as both languages together (9%). (Despite having asked for just one language, many parents checked off more than one response.) English and Tagalog were also checked together as well; three percent of parents indicated that the combination of these was spoken most often at home.

Figure 24. Language Used Most Often at Home

Language	Percent
English	38%
Spanish	39%
Chinese/ Mandarin/ Cantonese	5%
Vietnamese	2%
Filipino/ Tagalog	1%
Farsi or Dari	<1%
Korean	0%
Other language	3%
English and Spanish both checked	9%
English and Tagalog both checked	3%
English and Vietnamese both checked	1%
English and Chinese both checked	<1%

Source: *Parent Information Form (2008).*

Note: Sample size = 511. Percentages may not sum to 100 due to rounding.

More than half of parents (57%) indicated they spoke English very well, whether or not it was their primary language. More than one fourth reported that they did not speak English well or at all (27%)

Figure 25. Parents' Self-Reported Level of English-Speaking Proficiency

English Speaking Proficiency	Percent
Very well; English is my primary language	36%
Very well, but English is not my first language	21%
Somewhat well; I usually- but not always- can communicate what I want to say in English	16%
Not very well; I know some words in English, but often not enough to communicate what I want to say	14%
Not at all; I know very few or no English words	13%

Source: *Parent Information Form (2008)*

Note: Sample size = 509. Percentages may not sum to 100 due to rounding.

A Picture of Family Activities

To get a better picture of the activities in which families of new kindergarten students engage, the *Parent Information Form* asked parents to report how often they spent time doing a variety of activities with their child during a typical week, including:

- Reading for more than five minutes;

- Telling stories or singing songs;

- Involving children in household chores;

- Playing games or doing puzzles;

- Doing arts and crafts;

- Taking children outside to play or do sports together;

- Taking children out to places like the park, a playground, or the library; and

- Eating family meals together.

Forty-six percent of families read with their children and 42 percent told stories or sang songs with them five or more times per week. Forty-five percent involved their children in chores five or more times per week. Doing arts and crafts with children and taking them to a park, playground, or library were less common; most parents did these things twice a week or less.

Figure 26.   Frequency of Family Activities
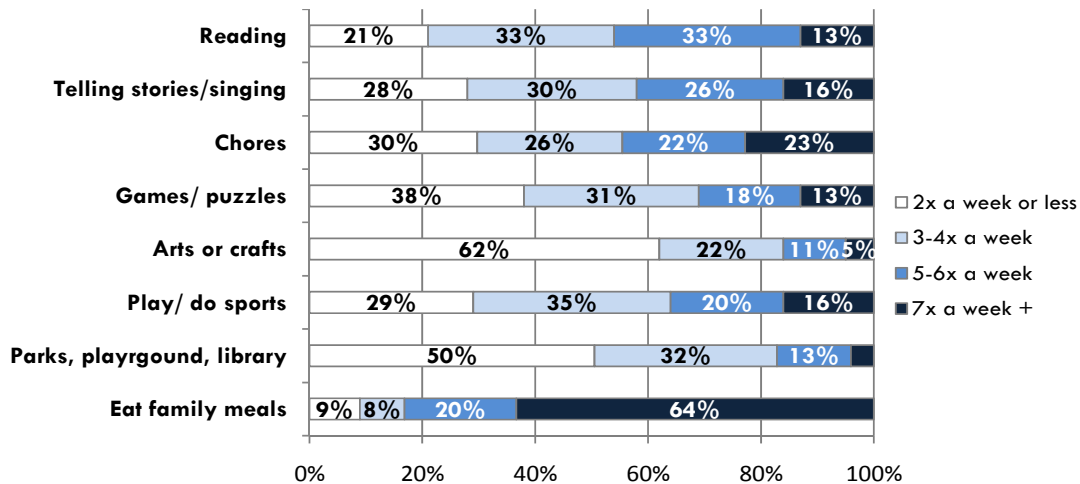
Source: Parent Information Form (2008)

Note: Percentages are based on between 533-535 families. Percentages may not sum to 100 due to rounding. Findings less than 5% are not labeled.

Amount of "Screen Time"

The American Academy of Pediatrics recommends that young children watch no more than two hours of television per day. To determine how much television children were watching – and more generally, how much overall "screen time" exposure they had – parents were asked to report the amount of time their child spent watching televisions or videos or paying video or computer games. They also reported how much of this time was spent on learning activities.

On average, children in this assessment spent two hours and 21 minutes per day on "screen time" activities; approximately 1 1/2 hours of this time was spent on learning activities. Forty three percent of the children were spending more than the recommended two hours per day, according to parent reports.

Figure 27. Overall Screen Time Spent by Children per Day

| Screen Time	Overall Percent
0 – ½ hour	5%
More than ½ - 1 hour	12%
More than 1 - 1½ hours	16%
More than 1½ hours - 2 hours	26%
More than 2 hours - 3 hours	24%
More than 3 hours - 4 hours	10%
More than 4 hours	9%

Source: *Parent Information Form (2008)*

Note: Sample size = 513. Percentages may not sum to 100 due to rounding.

Use of Local Family Resources

Parents were also asked to indicate whether they had ever used any of six local family resources, including local parks; libraries; recreational activities, camps and sports; local museums; community clinics; art/music programs, or anything else. Local parks and libraries were the most likely to have been used by families (71% and 68%, respectively). However, few families had used the other local resources. About one-third had engaged in recreational activities, camps, and sports; about one in five had been to local museums or used a community clinic (20% and 19% of respondents, respectively). Eight percent had been involved in an arts or music program. Families had, on average, used 2.23 family resources.

Figure 28. **Local Family Resources Used**

Local Resources	Percentage
Local parks	71%
Libraries	68%
Recreational activities, camps, and sports	33%
Local museums	20%
Community clinic	19%
Arts/ music program	8%
Other	4%
None of the above	12%

Source: *Parent Information Form (2008)*

Note: Sample size = 504. Percentages may not sum to 100 due to rounding.

Use of Parenting Programs, Services and Supports

The *Parent Information Form* included a list of nine programs, services, and supports for families with children; parents were asked to indicate which they had used. On average, parents had used only two to three of the supports (mean = 2.55). The most commonly used was regular medical check-ups while pregnant; however, while this is recommended for all pregnant women, only about two out of three women in this sample (68%) had received such check-ups. About half of families (51%) had received assistance from WIC (Women, Infants, Children). Twelve percent of the families had accessed none of the parenting supports listed.

Figure 29. Receipt of Parenting Programs, Services and Supports

Parenting Programs, Services and Supports	Percentage
Regular medical check-ups while pregnant	68%
WIC	51%
Help from extended family	39%
Help from neighbors and/or friends	28%
Information from your child's child care provider	22%
Parent education classes	17%
Information or programs at your church/ religious organization	16%
Home visits from a nurse, community worker, or other provider	10%
Parent support groups	5%
None of the above	12%

Source: *Parent Information Form (2008)*

Note: Sample size = 510.

Social Support and Coping with Parenting

The *Parent Information Form* included a set of questions to assess parents' perceptions of being supported in their parenting and having social resources to parent effectively. Parents were asked if:

- They could ask for help from others when they had problems in their family;

- There was someone they could count on to watch their child when they needed a break;

- They felt confident in their ability to help their child grow and develop;

- They could easily find someone to talk to when they needed advice about how to raise their child; and

- They were coping well with the day-to-day demands of parenting.

Figure 30 shows that parents felt very confident in their ability to help their child grow and develop, and between 63 and 69 percent of parents felt that they were coping well and could definitely find support from others with parenting and family issues.

The biggest need among parents was having someone who would watch their child when they needed a break, with one in five saying this was "not very" or "not at all" true for them.

A composite measure of parent's levels of support and coping was created (alpha = .71), and parents' average level of coping and support across the four items was examined. Parent-reported average support and coping levels were high – the average score was 3.56 on a scale of 1 to 4.

Figure 30.   Parents' Perceptions of Parenting Confidence, Social Support, and Coping
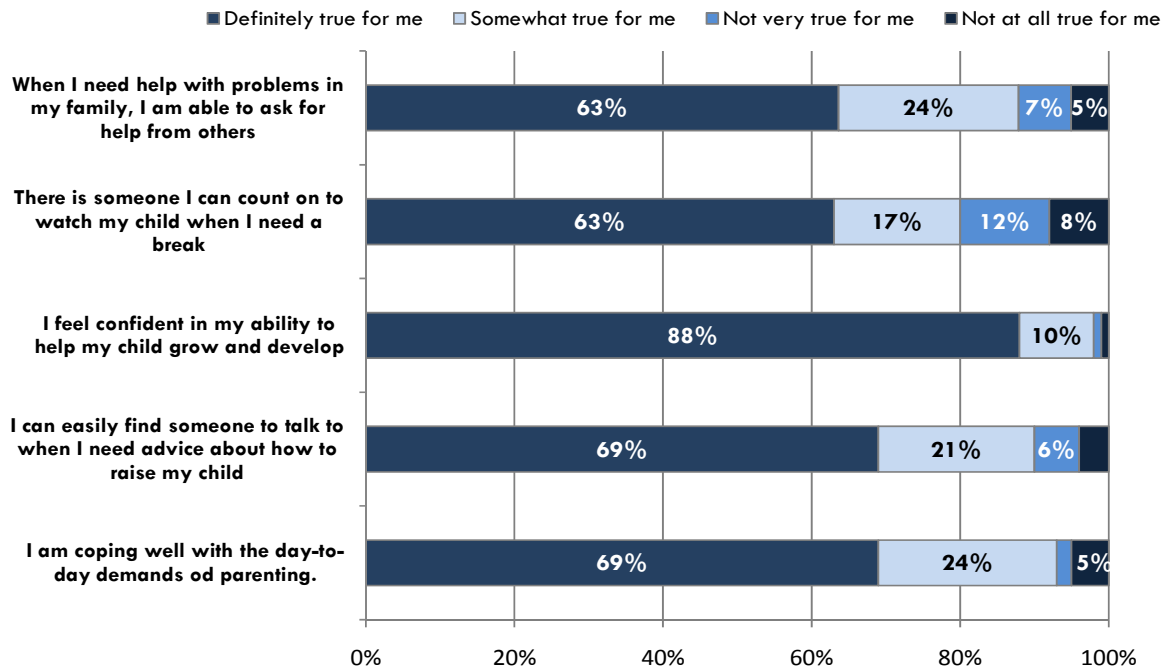
Source: *Parent Information Form* (2008)

Note: Sample sizes are as follows (from top to bottom): 505, 510, 499, 504, 473. Percentages may not sum to 100 due to rounding. Findings less than 5% are not labeled.

Section Summary

Children in the assessment were on average about five years and four months old when they began kindergarten. More than half were from Hispanic/ Latino backgrounds, and almost two thirds were English Learners. Just over one in ten children had identified special needs at the time of kindergarten entry, most of which were related to speech and language issues.

Sixteen percent of the sample had mothers who had not graduated from high school, and incomes were generally somewhat low, with about half of households earning less than $35,000 per year. Almost one in ten students (9%) had been born to a teen mother. Twenty-three percent lived in a single-parent household, and 23% had a parent who had lost a job in the past year.

Thirteen percent of parents reported reading with their children an average of once a day or more, and 57 percent of parents reported that their children were spending an average of two hours or less per day in front of a computer or television. Parents had accessed an average of 2.55 of a list of nine parenting supports and services. Generally, parents reported good levels of coping and social support for their parenting needs.

Preschool and Other Early Care Experiences

Section Overview

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

Types of Early Care Experiences

As the figure shows, more than two-thirds of children (68%) had a stay-at-home parent who cared for them during the year prior to kindergarten. Twenty-nine percent were cared for regularly by a relative or neighbor, eight percent by a babysitter or nanny, and six percent had attended a family child care home.

Data regarding preschool experience was represented using a combination of parent-reported and teacher-reported information. By combining these two data sources, it was determined that 50 percent of students in the assessment had attended preschool.[5]

Figure 31. Students' Early Care Experiences

Type of Child Care Arrangements	Percent of students
Stay-at-home parent who took care of child most of the time	68%
Relative or neighbor	29%
Babysitter or nanny	8%
Licensed care in someone's home	6%
Preschool	50%

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

Note: Percentages are based on the following sample sizes: 484, 532, 530, 528, 535, and 554.

In addition, 20 percent of students attended a short-term summer pre-K program. Sixteen percent went to a F5AC-sponsored summer pre-K, and four percent attended a different summer pre-K program.

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[5] More information about the calculation of preschool rates is included in Appendix 6. The percentage of students attending preschool was calculated without including 29 students for whom preschool attendance (or non-attendance) could not be determined. Some calculations of preschool rates assume that any student whose status cannot be verified becomes part of the "no preschool" group of students. Using this calculation method, the preschool attendance rate would be 47%.

Figure 32. Attendance at a Summer Pre-K Program

Attended Summer Pre-K	Percent
F5AC Summer Pre-K	16%
Other Summer Pre-K	4%

Source: *Kindergarten Observation Form (2008)* and ECChange database.

Note: Sample sizes are as follows: 583 and 407 respectively. Children were counted as attending F5AC's Summer Pre-K if they were able to be matched to F5AC database records.

Amount of Time Spent and Languages Spoken

How much time were children spending in these early care settings? Children who were cared for by a relative or neighbor most often spent 20 or fewer hours with them per week, although a sizable percentage spent more than 30 hours per week with them. More than half of those cared for by a babysitter or nanny were with them 20 hours or less weekly. Among the small number of children in family care homes, the largest number spent more than 30 hours a week there. Almost half of preschoolers spent 20 hours or less there per week, although more than one-third were there for more than 30 hours a week.

Figure 33. Students' Weekly Hours in Different Early Care Settings

Type of Child Care Arrangements	Percent spending 1-20 hours per week	Percent spending 21-30 hours per week	Percent spending 31+ hours per week
Relative or neighbor	42%	20%	38%
Babysitter or nanny	55%	18%	26%
Licensed care in someone's home	37%	19%	44%
Preschool	47%	16%	36%

Source: *Parent Information Form (2008)*.

Note: Percentages are based on the following sample sizes: 147, 38, 27, 140. Percentages may not add up to 100 due to rounding. Percentages may no be stable due to small sample sizes.

Parents were asked to indicate the languages spoken in the child care settings where their children spent time. English (69%) and Spanish (48%) were by far the most common languages spoken in these child care settings.

Figure 34.   Languages Spoken in Children's Child Care Settings

Languages in Child Care Arrangements	Percent of students
English	69%
Spanish	48%
Chinese/ Cantonese/ Mandarin	5%
Filipino	4%
Vietnamese	3%
Farsi or Dari	<1%
Korean	0%
Other	4%

Source: *Parent Information Form (2008).*

Note: Sample size = 502. Percentages sum to more than 100 because respondents could check more than one language.

Who Attends Preschool?

Preschool attendance has been shown in countless studies to be strongly related to enhanced school readiness skills. Among children in this sample, 50 percent of children had attended preschool. Who are the children in Alameda County who are being exposed to preschool? In this section, various child and family background factors are examined to see what groups of children are more likely to have attended preschool.

The figure that follows breaks down preschool attendance as a function of families' household income. As the figure shows, there is a general trend showing that as income increases, so does preschool attendance. One notable exception – which has been mirrored in Santa Clara County and San Mateo County data as well – shows a slight dip in preschool rates among middle-income families earning $35,000 - $49,000 per year. This may be an example of a phenomenon discussed by some ECE experts who have argued that a gap in child care coverage exists for middle-income families, such that working class families earn too much money to qualify for child care subsidies, but still cannot afford to enroll their children in preschool on their own salaries.

Figure 35. Preschool Attendance by Income Level
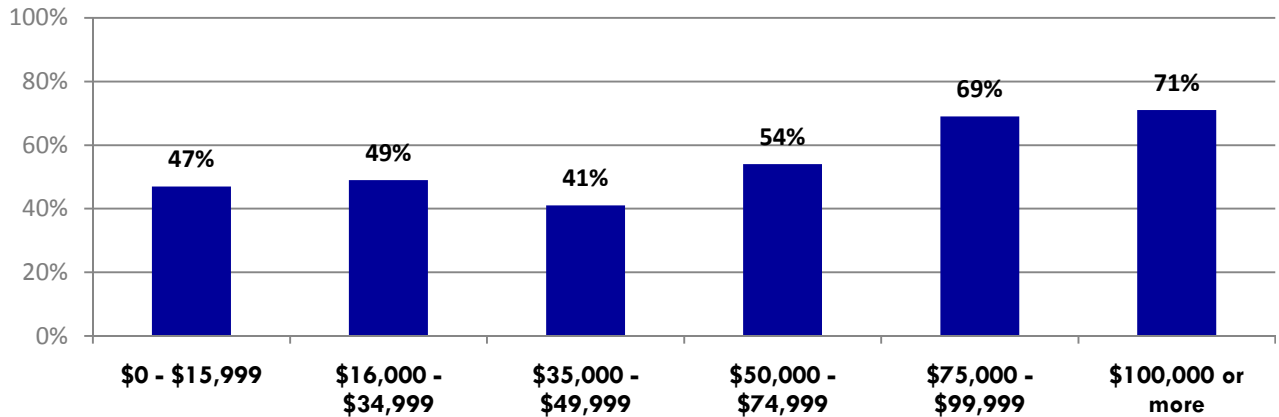
Source: *Kindergarten Observation Form I* and *Parent Information Form (2008)*.

Note: Total sample size = 415. Preschool rates differ across the income groups according to chi-square tests, $p < .05$.

Preschool rates were also examined within the three largest racial/ethnic groups in the sample. As the figure shows, Hispanic/Latino children were much less likely to have attended preschool than were Asian or Caucasian children, who had similar rates of preschool attendance.

Figure 36. Preschool Attendance by the Three Primary Racial/Ethnic Groups
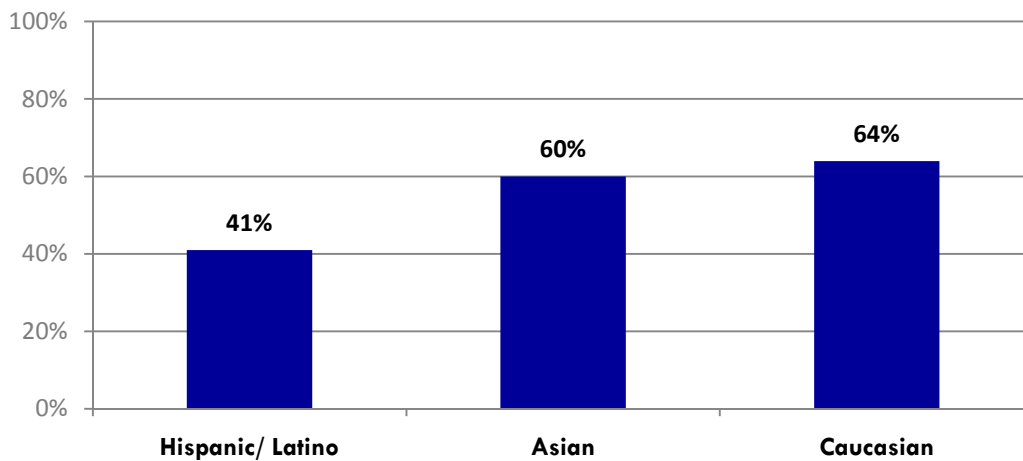
Source: *Kindergarten Observation Form I* and *Parent Information Form (2008)*.

Note: Percentages are based on 301 Hispanic/ Latino students, 67 Asian students, and 80 White students. Preschool attendance rates for Asian and white students were similar, but both were significantly higher than Hispanic/Latino preschool rates, according to chi-square tests (p's < .01).

Were students with preschool experience different in any other ways from students without preschool experience? The figure that follows compares the composition of the preschooler and non-preschooler groups. Several differences between the two groups are apparent. First, English Learners made up a much bigger portion of the non-preschooler group than the group who had

been to preschool. In addition, 38 percent of children without preschool experience came from a family where the mother had more than a high school education, whereas 57 percent of children with preschool experience had a mother whose highest education level was beyond high school.

There were other group differences in family practices and experiences as well. Parents of preschoolers engaged in significantly more kindergarten transition activities than did parents of non-preschoolers, and they had used more parenting programs, supports, and services. Finally, perhaps showing the potential for preschool to teach parents as well as students, almost one in five preschoolers were read to daily, whereas only seven percent of non-preschoolers were.

Figure 37.   How Do Preschoolers and Non-Preschoolers Differ?

Child & Family Characteristics	Non-preschoolers	Preschoolers
Percent 5 years or older	80%	83%
Sex (% girls)	55%	51%
Percent English Learners***	72%	52%
Have special needs (parent or teacher report)	10%	14%
Mother educated beyond high school***	38%	57%
Percent who are read to daily***	7%	19%
Number of weekly family activities	30.40	31.62
Number of K transition activities***	3.66	4.70
Average parent coping and social support	3.57	3.55
Parent programs, services, supports received**	2.34	2.74

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

Note: Sample sizes range from 201-279 for children without preschool and 214-275 for children with preschool. Significant differences according to chi-square tests or t-tests are indicated as follows: * $p < .05$; ** $p < .01$; *** $p < .001$.

Section Summary

More than two thirds of children had had a stay-at-home parent taking care of them during the year before kindergarten. Fifty percent of children had attended preschool, and another 20 percent had attended a short-term summer pre-K program.

Preschool attendance rates generally increased as household income increased, and Asian and Caucasian students were more likely to have attended preschool than Hispanic/Latino students. Compared to those without preschool experience, preschoolers also had more educated mothers, were read to more often, and had parents who accessed more supports and services and engaged in more kindergarten transition activities.

Transitions to Kindergarten

Section Overview

The *Parent Information Form* included a set of questions to determine the number and types of activities parents did to assist with their child's transition into kindergarten, as well as how comfortable parents felt with their child starting school. Teachers, in turn, reported on several dimensions of the smoothness of their students' transition to school. This section reports on the efforts of parents to ensure a smooth transition, the outcomes of those efforts (i.e., the smoothness of children's transitions, as seen by their teachers), and factors that were associated with children having a smooth transition into school.

Parent Transition Activities

The vast majority of parents had visited their child's school with them (81%) and had met their kindergarten teacher prior to school starting (70%). Two thirds (67%) had worked on children's school skills. In all, parents had engaged in slightly more than four transition activities, on average (mean = 4.17).

Figure 38. Percentage of Parents Engaging in Transition Activities
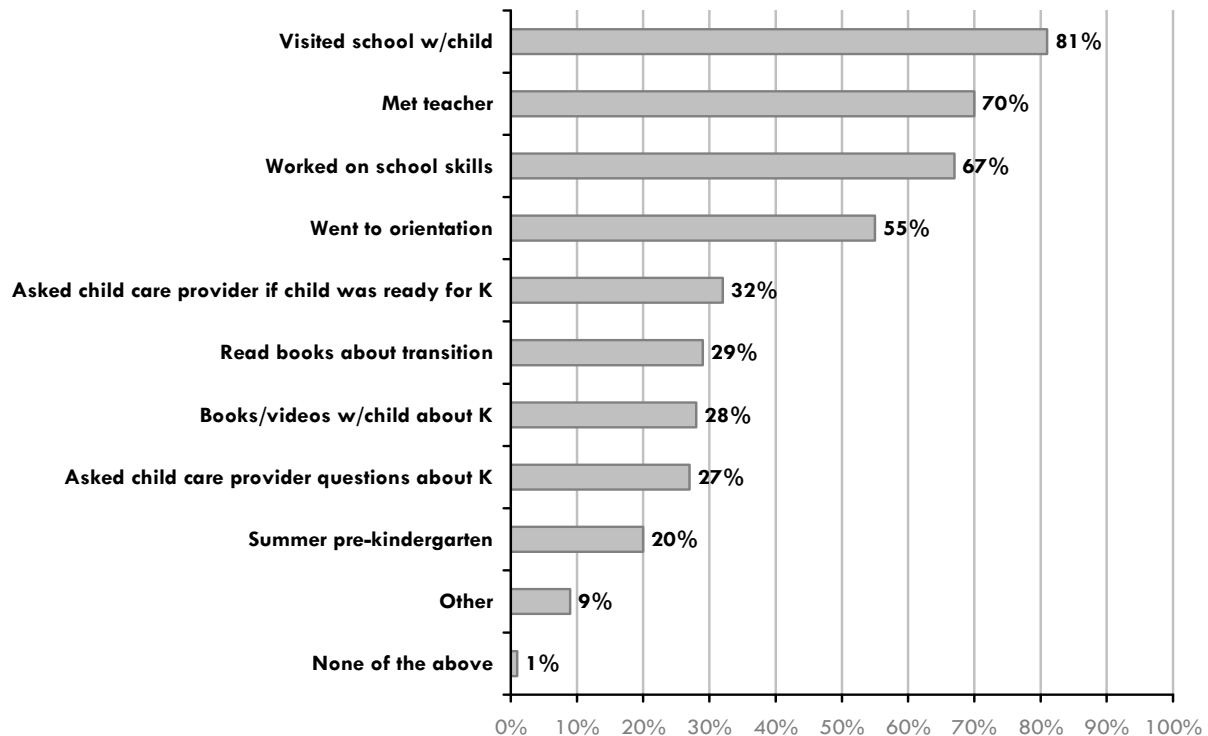
Source: *Parent Information Form (2008).*

Note: Percentages are based on 536 parents.

Parent Comfort with Child Starting School

Such transition activities may serve to better prepare children to have a smooth start in school, and they also may enhance parents' own comfort with having their child enter school. Parents reported how comfortable they themselves felt with having their child start kindergarten. They were generally quite comfortable with having their child start school; 91 percent were "very" or "mostly" comfortable. Their comfort level was moderately associated with having engaged in transition activities as well (r = .12, p < .01); the more transition activities they had engaged in, the more comfortable they were with their child starting school.

Figure 39.   Parents' Comfort with Child Starting School
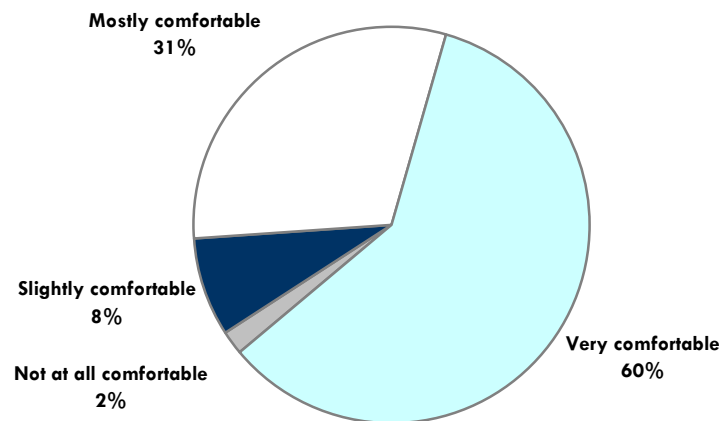
Source: *Parent Information Form (2008)*

Note: Percentages are based on 535 responses.

Smoothness of Children's Transition

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

- The smoothness of each child's transition into school;

- How nervous each child seemed at school;

- How often each child participated in class discussions; and

- How much each child seemed to enjoy school.

Results revealed that most children experienced a "smooth" or "very smooth" transition to school (33% and 36% of students, respectively). However, about one in ten (11%) did not have a smooth

transition. Teachers characterized 61 percent of students as not nervous at school, with the rest showing some amount of nervousness, ranging from being "somewhat nervous" (26%) to "very nervous" (6%). Fifty-four percent of students participated "often" or "very often" at school, but some children were quiet in class; 16 percent "hardly ever" participated. Nearly half (46%) of students were seen by teachers as enjoying school "very much," and only one percent were seen as not enjoying school at all.[6]

Figure 40. Students' Transitions into Kindergarten

■ **Not smooth**   ☐ **Somewhat smooth**   ■ **Smooth**   ☐ **Very smooth**

Smoothness of transition	11%	21%	33%	36%

■ **Very nervous**   ☐ **Nervous**   ■ **Somewhat nervous**   ☐ **Not nervous**

Nervousness at school	6%	8%	26%	61%

■ **Hardly ever**   ☐ **Now and then**   ■ **Often**   ☐ **Very often**

Freq. of participation in class	16%	30%	25%	29%

■ **Does not enjoy**   ☐ **Enjoys somewhat**   ■ **Enjoys**   ☐ **Enjoys very much**

Enjoyment of school	12%	41%	46%
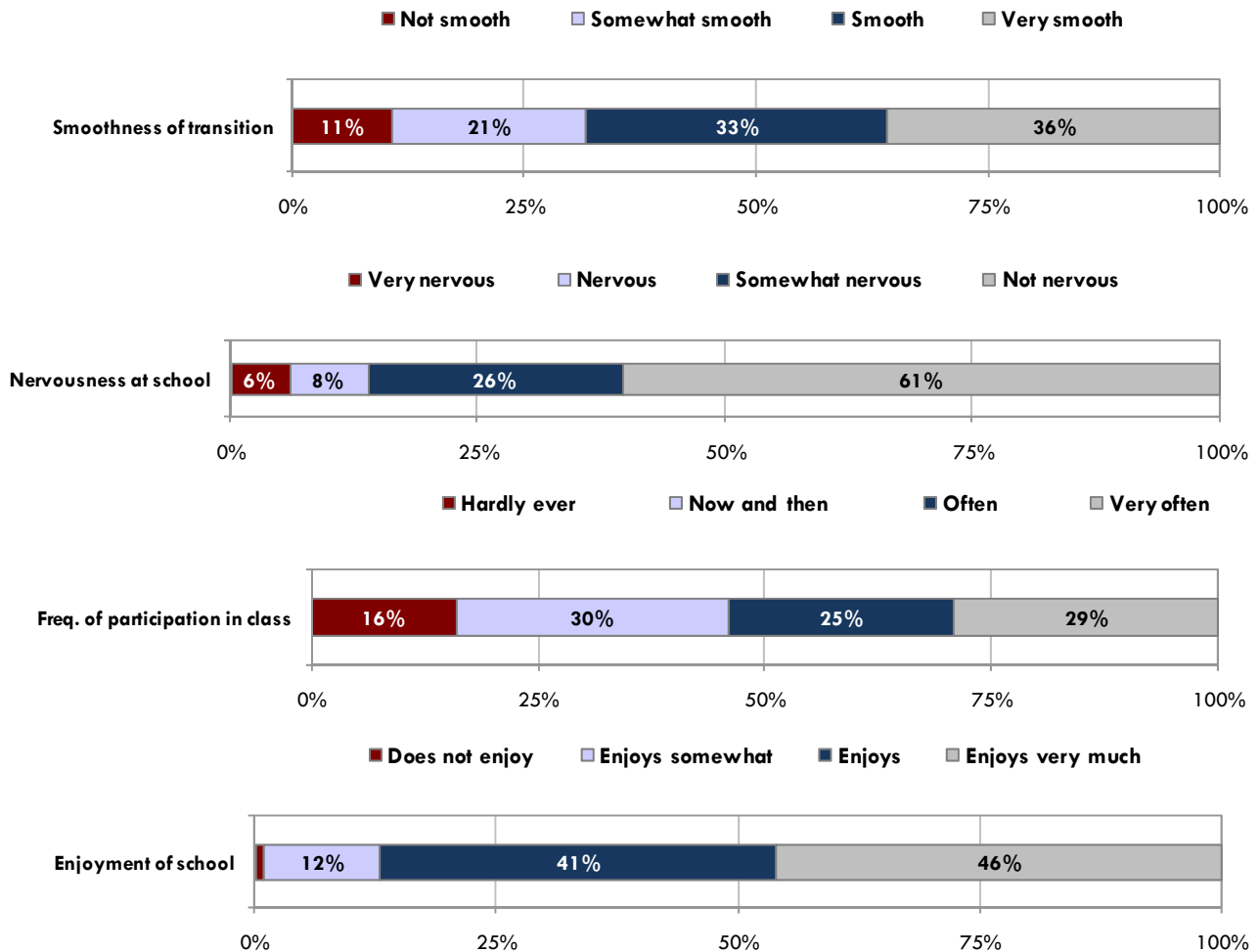
Source: *Kindergarten Observation Form II (2008)*

Note: Percentages are based on 565-571 students. Findings 5% or less are not labeled.

Which children experienced easier transitions to school? A host of variables were correlated with having a smooth school start. Figure 41 shows the correlations between several key child-level factors and the four transition measures; the statistically significant correlations are displayed in

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[6]   Average levels of smoothness, nervousness, participation, and enjoyment of school were similar to but slightly less positive than those seen in county-wide assessments in Santa Clara County and San Mateo County in 2008. This is likely due to lower preschool attendance rates in the assessed Alameda County students (relative to the other regions), as preschool attendance was significantly correlated with smoother transitions.

bold. In particular, being proficient in English, having had preschool experience, and having a parent who had engaged in many transition activities prior to their child starting school were associated with children having smoother transition experiences.

Figure 41. Strength of Correlations between Various Child Characteristics and Smooth Kindergarten Transitions

Child Characteristics	Smoothness	No nervousness	Participation	Enjoyment
Age	**.09***	.08+	**.09***	.01
Being a girl	**.11***	.05	.01	**.14***
Not having special needs	.05	.05	.07+	.05
Being proficient in English	**.10***	**.10***	**.33***	**.11***
Having preschool experience	**.13***	**.13***	**.24***	.08+
Family engaged in more transition activities	**.12***	**.10***	**.16***	.05

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

Note: Sample sizes range from 536-563. Significant correlations are indicated as follows: $^+ p < .10$; $* p < .05$; $** p < .01$; $*** p < .001$.

Section Summary

Most parents did a number of things to assist their child in having a smooth transition to school. The vast majority of parents visited the school with their child, met their child's kindergarten teacher before school started, and worked on school skills with their child. Six out of ten parents were very comfortable with their child starting school, and engagement in more transition-related activities was associated with both greater parent comfort with children going to school as well as better school transitions in children.

Teachers' reports of children's transition to school showed that most children adjusted well to their new school settings. Children who were learning English tended to have more difficult transition experiences, as did children who had not had preschool experience.

School Readiness in Alameda County – 2008

Section Overview

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

- Children's readiness by the five NEGP readiness skill groups;

- Readiness levels according to an alternate set of four skill groups, based on <u>data-driven</u> sorting of the skills;

- An item-by-item summary of all 24 readiness skills, as measured by children's teachers;

- Readiness in the context of different benchmarks, including teachers' expectations and a standard that predicts third grade success;

- How children sort into four "readiness portraits" that represent different patterns of readiness strengths and needs; and

- Parents' perceptions of their children's general readiness levels.

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

Readiness According to the NEGP

As described in the "Introduction" section of this report, the original *Kindergarten Observation Form* sorted (and reported) skills according to five NEGP categories, including:

- *Physical Well-Being & Motor Development;*

- *Social & Emotional Development;*

- *Approaches Toward Learning;*

- *Communication & Language Usage*; and

- *Cognition & General Knowledge.*

The figure that follows uses these NEGP readiness dimensions to examine children's readiness scores (plus a newer set of four items reflecting children's coping skills). Children's scores were the lowest on *Communication & Language Usage*; children scored the highest on *Physical Well-Being & Motor Development*.

Figure 42. Students' Proficiency across the Five NEGP Readiness Dimensions
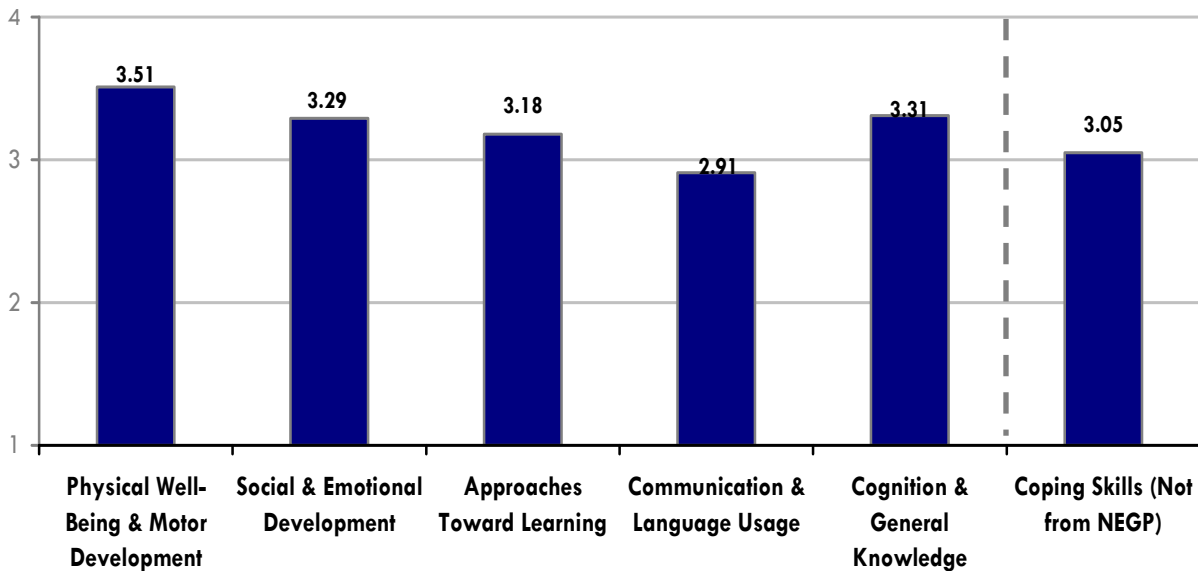
Source: *Kindergarten Observation Form I (2008)*

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 524-540 students.

Moving from the NEGP to the Basic Building Blocks

There is certainly a strong rationale for continuing to report on readiness using this classification system; the NEGP is still widely used among many researchers and school readiness experts. However, a more recent data-driven sorting of the skills – based on a statistical procedure called factor analysis that has been conducted on multiple years of assessment data – has shown that the underlying dimensions of readiness are actually better represented by four skill groups that have been labeled the *Basic Building Blocks* of readiness. This new way of classifying the readiness skills has been used more recently both because it is data-driven and because it has an intuitive appeal; school readiness experts and practitioners have responded very positively to these groups and support their use to advance discussions about how to define and address school readiness issues.

The sorting of the 24 readiness skills into these four dimensions is shown in Figure 43 that follows. As the figure shows, the *Basic Building Blocks* include the following components: *Self-Care & Motor Skills, Self-Regulation, Social Expression,* and *Kindergarten Academics*. Reliability analyses conducted with data collected in this assessment again revealed strong interrelationships among the items within each *Basic Building Blocks*, with Cronbach's alpha coefficients ranging from 0.87 to 0.95:

- *Self-Care & Motor Skills*: Alpha = 0.87

- *Self-Regulation*: Alpha = 0.95

- *Social Expression*: Alpha = 0.93

- *Kindergarten Academics*: Alpha = 0.93

Notably, the *Basic Building Blocks* have been represented in the figure below and in previous assessments as a pyramid. Although we strongly believe that all the skill dimensions are essential components of readiness, the pyramid representation has been deliberately chosen to suggest a framework of skill progression. Basic skills related to taking care of oneself are the foundation, upon which rest key social-emotional component of readiness. The apex of the pyramid contains the beginnings of the more academically-oriented skills that will in turn provide children with a foundation for the content covered in kindergarten and beyond.

Figure 43. Basic Building Blocks of Readiness

K
Academics
Recog. letters
Recog. shapes
Recog. colors
Counts 10 objects
Engages with books
Writes own first name
Can recognize rhyming words

Self-Regulation
Comforts self
Pays attention
Controls impulses
Follows directions
Negotiates solutions
Plays cooperatively
Participates in circle time
Handles frustration well

Social Expression
Expresses empathy
Relates well to adults
Has expressive abilities
Curious & eager to learn
Expresses needs & wants
Engages in symbolic play

Self-Care & Motor Skills
Use of small manipulatives
Has general coordination
Performs basic self-help / self-care tasks

A summary table on the next page provides a "crosswalking" of skills across the two different sorting methods. Each of the 24 readiness items is shown according to which of the five NEGP dimensions of readiness it sorts into, as well as in which one of the four *Basic Building Blocks* of readiness it belongs.

The NEGP *Physical Well-Being & Motor Development* category maps perfectly onto the *Basic Building Block* dimension of *Self-Care & Motor Skills*. *Approaches to Learning* skills mostly sort into the *Self-Regulation* skills in the *Basic Building Blocks* (with one skill going into *Social Expression),* whereas *Social & Emotional Development* divides evenly into the *Basic Building Blocks* categories of *Self-Regulation* and *Social Expression. Communication & Language Usage* and *Cognition & General Knowledge* largely map onto the *Kindergarten Academics* dimension, with two skills in the *Social Expression* group.

Figure 44.   Crosswalking Readiness Items from NEGP to Basic Building Blocks

Skill Items	NEGP Dimensions	Basic Building Blocks
Uses small manipulatives	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Has general coordination on the playground	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Performs self-help/self-care tasks	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Relates appropriately to adults other than parent / primary caregiver	Social & Emotional Dev	Social Expression
Appropriately expresses needs and wants verbally in primary language	Social & Emotional Dev	Social Expression
Works and plays cooperatively with peers	Social & Emotional Del	Self-Regulation
Controls impulses and self-regulates	Social & Emotional Dev	Self-Regulation
Expresses curiosity and eagerness for learning	Approaches to Learning	Social Expression
Stays focused / pays attention during activities	Approaches to Learning	Self-Regulation
Follows one- to two-step directions	Approaches to Learning	Self-Regulation
Participates successfully in circle time	Approaches to Learning	Self-Regulation
Has expressive abilities	Communication & Lang	Social Expression
Recognizes the letters of the alphabet	Communication & Lang	Kindergarten Academics
Writes own name	Communication & Lang	Kindergarten Academics
Can recognize rhyming words	Communication & Lang	Kindergarten Academics
Engages with books	Communication & Lang	Kindergarten Academics
Engages in symbolic/imaginative play	Cognition & Gen'l Knowledge	Social Expression
Can count 10 objects correctly	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes primary colors	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes primary shapes	Cognition & Gen'l Knowledge	Kindergarten Academics
Comforts self with adult guidance	N/A	Self-Regulation
Negotiates with peers to resolve social conflicts with adult guidance	N/A	Self-Regulation
Expresses empathy or caring for others	N/A	Social Expression
Handles frustration well	N/A	Self-Regulation

Proficiency on the Basic Building Blocks

The figure that follows displays students' average scores – overall and on each of the four *Basic Building Blocks* dimensions – on a scale ranging from 1 ("Not yet") to 4 ("Proficient"). The figure shows that children's overall readiness level was 3.19 out of 4 possible, which corresponds to a score that is well above the "In progress" level of 3.00. Children's *Self-Care & Motor Skills* were the most advanced; on this dimension of readiness, children's scores averaged 3.51. Students were next most proficient on their *Social Expression* skills (with an average score of 3.26), followed by *Self-Regulation* (average score = 3.14). Students were the least proficient in their *Kindergarten Academics* skills; they scored roughly at the "In progress" level on these skills (average score = 3.01).

Figure 45. Students' Proficiency across Four *Basic Building Blocks* of Readiness
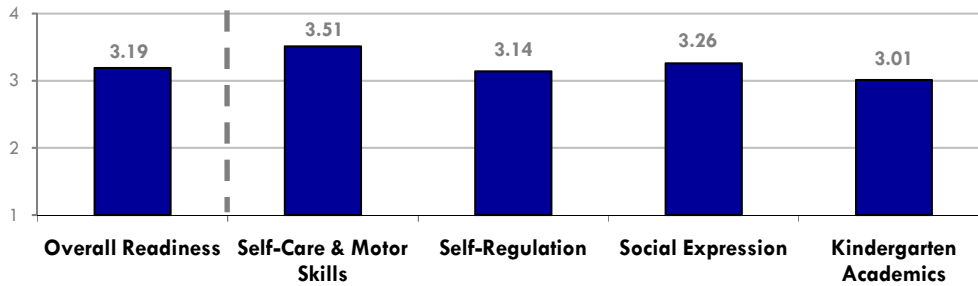
Source: *Kindergarten Observation Form I (2008)*

Note: Scores are based on 537-540 students. Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient.

Proficiency Levels for the 24 Readiness Skills

Figure 46 on the following page shows the percentage of children at each level of readiness on the individual skills.

Figure 46. Students' Proficiency Levels Across 24 School Readiness Skills

Legend: ■ Not Yet + Beginning □ In Progress ■ Proficient

Self-Care & Motor Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Uses small manipulatives	16%	30%	54%
General coordination on the playground	9%	32%	59%
Performs self-help/self-care	6%	19%	75%

Self-Regulation Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Comforts self	16%	46%	38%
Pays attention	23%	36%	41%
Controls impulses	20%	36%	44%
Follows directions	17%	29%	54%
Negotiates with peers	29%	42%	29%
Plays cooperatively	16%	34%	50%
Participates in circle time	23%	36%	41%
Handles frustration well	24%	40%	36%

Social Expression Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Relates appropriately to adults	13%	33%	55%
Appropriately expresses needs	15%	28%	57%
Expresses empathy	21%	38%	41%
Has expressive abilities	22%	39%	39%
Expresses curiosity for learning	14%	29%	57%
Engages in symbolic play	12%	34%	54%

Kindergarten Academics Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Recognizes all letters of alphabet	44%	30%	26%
Writes own name	27%	27%	46%
Recognizes rhyming words	51%	30%	19%
Engages with books	29%	37%	34%
Can count 10 objects	28%	17%	55%
Recognizes primary colors	16%	16%	68%
Recognizes primary shapes	23%	22%	55%

Source: *Kindergarten Observation Form I (2008)*

Note: Percentages are based on 338-540 students. Don't know/ Not observed responses are not included.

As the figure below shows, students were most proficient on the following skills:

- Performs self-help / self-care;

- General coordination on playground;

- Recognizes primary colors;

- Appropriately expresses needs; and

- Expresses curiosity for learning.

Average scores for all of these items were well above the "In progress" level; for the most part, most students were at or close to proficiency on these skills.

Figure 47. Students' Top Five Readiness Strengths

Top five strengths	Students' average score (out of 4.00 possible)
1. Performs self-help/ self-care	3.69
2. General coordination on the playground	3.50
3. Recognizes primary colors	3.46
4. Appropriately expresses needs	3.39
5. Expresses curiosity for learning	3.38

Source: Kindergarten Observation Form I (2008)

Note: Means are based on 353-538 students. Don't know/ Not observed responses are not included.

In contrast, students had the greatest needs on the following five items:

- Recognizes rhyming words;

- Recognizes letters of the alphabet;

- Negotiates with peers;

- Engages with books; and

- Handles frustration well.

On all of those skills but "Handles frustration well," children's average proficiency score did not reach the "In progress" level.

Figure 48.   Students' Top Five Readiness Challenges

Top five challenges	Students' average score (out of 4.00 possible)
1. Recognizes rhyming words	2.33
2. Recognizes letters of the alphabet	2.66
3. Negotiates with peers	2.91
4. Engages with books	2.95
5. Handles frustration well	3.06

Source: Kindergarten Observation Form I (2008)

Note: Means are based on 353-528 students. Don't know/ Not observed responses are not included.

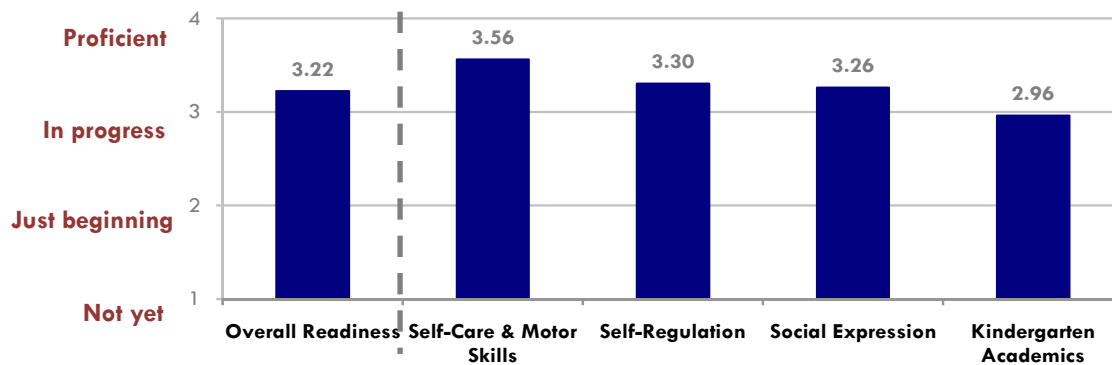## Providing a Context for Understanding Children's Readiness Levels

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

Readiness in the Context of Teachers' Desired Proficiency Levels

An important component of the Fall 2008 school readiness assessment in Alameda County involved getting feedback from participating teachers to help contextualize the readiness levels observed in their entering kindergarten students. Teachers completed a form called the *Teacher Survey of the Importance of Readiness Skills* after they had completed all of their assessment measures. Part of this form included having teachers provide their opinion about the level at which children should be performing on each of the 24 skills to ensure a smooth transition into school.

The figure that follows displays average scores for teachers' desired levels of proficiency for their students as they enter kindergarten. Notably, these expectations follow the same pattern as the actual proficiency levels of children; teachers expect the highest proficiency in *Self-Care & Motor Skills*, and they expect the lowest proficiency on children's *Kindergarten Academics* skills.

Figure 49.   Teachers' _Desired_ Levels of Proficiency on the _Basic Building Blocks_ of Readiness

Note: Scores are based on 37 teachers.

The following figure maps students' observed skill levels on the _Basic Building Blocks_ against their teachers' expectations about what their desired proficiency levels should be. As the figure shows, children's scores are generally close to what their teachers think they should be. Children's skill levels are on average slightly higher than their teachers' expectations for _Self-Care & Motor Skills_ and _Kindergarten Academics_, and they are exactly the same as what teachers expect for _Social Expression_ skills. On _Self-Regulation_, however, there is a slight gap in children's skills; children's average skill levels on this readiness dimension are somewhat lower than what their teachers think they should be to ensure school success. Combining all skills together, children's readiness levels are just slightly lower than – but very close to – their teachers' overall desired level of proficiency.

Figure 50.   Putting It All Together – Students' Skill Levels in the Context of Teachers' Desired Proficiencies
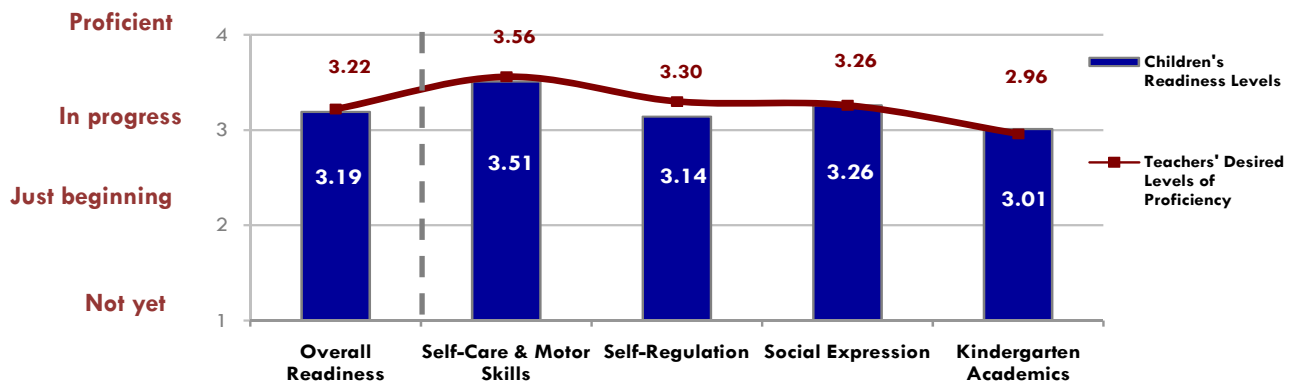
Note: Scores are based on 537-540 students and 37 teachers.

Another way of contextualizing children's readiness is to determine how many children were performing far below their teacher's desired proficiency levels. To compute this, children were

flagged if their readiness score in each *Basic Building Block* was more than one standard deviation below teachers' desired proficiency levels. This pulls out only those students whose performance was <u>much</u> lower than what teachers think it needs to be in order to be successful in school. The figure that follows shows the percentage of students performing far below teacher expectations in each of the *Basic Building Blocks*. In *Self-Care & Motor Skills* and *Self-Regulation*, about one in four children was performing far below teacher expectations; for *Social Expression* and *Kindergarten Academics*, it was about one in five children. Taken together, this amounted to 22 percent of students whose skills were far below the level at which teachers think children should be performing to be successful when they enter school.

Figure 51. Percent of Children Significantly Below Teachers' Proficiency Expectations

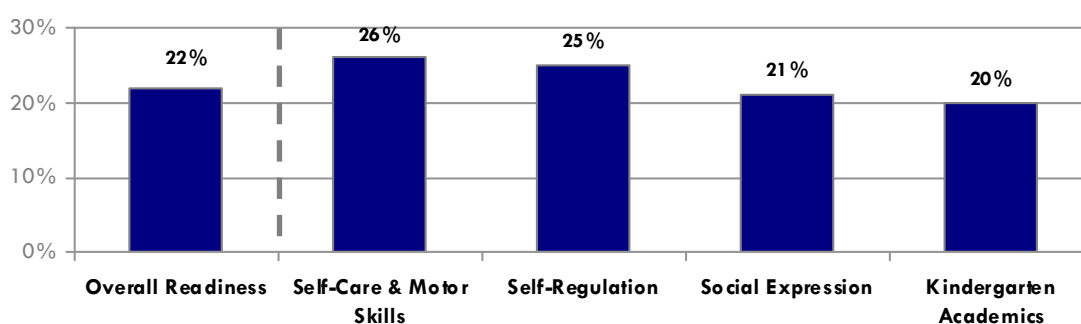Source: *Kindergarten Observation Form I* and *Teacher Survey on Importance of Readiness Skills (2008).*

Note: Means are based on 537-540 students.

Introducing the "Longitudinal Study Standard" of School Readiness

In addition to these teacher-calibrated standards of readiness, ASR also has developed a standard that is based <u>not</u> on teacher perceptions, but on the actual kindergarten readiness levels of children who went on to be academically successful in third grade. This standard is dubbed the **Longitudinal Study Standard** because the data come from ASR's recent analysis of non-experimental, longitudinal readiness and achievement data of children who had participated in the kindergarten readiness assessments in San Mateo County in 2001-2003.[7] Linking the kindergarten readiness scores of these children to their third-grade STAR test scores showed strong connections between children's kindergarten readiness and their later academic success.

To create the Longitudinal Study Standard, third-grade children who scored at the *Proficient* or *Advanced* levels on their English Language Arts and Mathematics STAR tests were first identified. The average kindergarten readiness scores for this group of academically successful children were calculated, and these average readiness scores were used as the benchmark defining "kindergarten readiness of children who went on to academic success in third grade." It should be noted that this

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

standard has <u>not</u> been verified for children in Alameda County, and that many children who did not meet or exceed this standard still went on to achieve success in third grade. The standard is merely offered as a loose reference point for defining how many children may be "at risk" based on their skills at entry into kindergarten.

The average readiness scores that serve as the longitudinal benchmark for each readiness dimension are shown in the figure that follows.

Figure 52. Mean Readiness Scores for Students Who Went on to Be Successful at Third Grade

Basic Building Blocks	Longitudinal Study Standard
Overall Readiness	3.53
Self-Care & Motor Skills	3.66
Self-Regulation	3.42
Social Expression	3.49
Kindergarten Academics	3.52

Source: ASR Longitudinal Study 2008

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

Figure 53 shows the percentage of children who met or exceeded the Longitudinal Study Standard. Thirty-nine percent of incoming kindergarten students were as ready as (or more ready than) the group of academically successful children had been at kindergarten. A larger proportion of children met the Longitudinal Study Standard in *Self-Care & Motor Skills*, *Social Expression*, and *Self-Regulation*; and fewer met the standard in *Kindergarten Academics.*

Figure 53. Percentage of Children Meeting or Exceeding the "Longitudinal Study Standard"
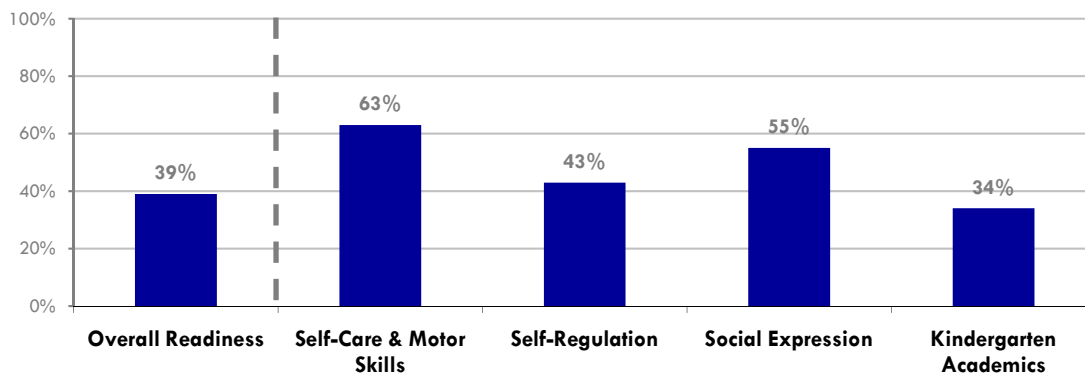
Source: *Kindergarten Observation Form I (2008)*

Note: Percentages are based 537-540 students.

Identifying Patterns of School Readiness Skills

Background

The overall readiness data give a very broad picture of children's strengths and challenges as they enter kindergarten. The data presented thus far tell us about children's general levels of proficiency within different types of readiness skills. But as any kindergarten teacher well knows, the mix of children's skills and abilities are very diverse at this age – each child may be strong in some areas, and in need of greater development in others. In an effort to better identify and describe the diversity of children entering school, ASR used a technique called cluster analysis to identify different groupings of children based on their underlined patterns of readiness across the *Basic Building Blocks*.

In 2004, ASR first introduced four *Readiness Portraits* that provided a richer understanding of readiness patterns. Since 2004, ASR has validated the four distinct readiness profiles in both 2005 and 2006 in Santa Clara County (ASR, 2005; ASR, 2006, ASR, 2007). The same *Readiness Portraits* have also been found across four years of assessment in San Mateo County, and in ASR's assessment with San Francisco Unified School District students in 2007 (ASR, 2007).

Because 2008 represents the first readiness assessment using the *Kindergarten Observation Form I* in Alameda County, ASR started from "scratch," exploring whether children in this region would sort into different groupings based on different patterns of readiness. In fact, the results of an exploratory cluster analysis perfectly matched the patterns that ASR had found among the *Readiness Portraits* in other counties. For consistency, we have labeled these portraits as follows:

- *All Stars*;

- *Needs Prep* students;

- *Social Stars*; and

- *Focused-on-the-Facts* students.

Each portrait reflects a different pattern of developmental strengths and challenges, basic student and family characteristics, and prevalence rates. A complete discussion of the attributes of each portrait follows.

Proficiency Patterns

The dark shading in Figure 54 shows where children in each portrait are near-proficient on the associated skills. *All Stars* are ready for kindergarten across all dimensions, whereas *Needs Prep* children need to catch up across all dimensions. The *Social Stars* and *Focused-on-the-Facts* profiles were proficient in some *Basic Building Blocks* but not others. *Social Stars* were skilled when it came to the foundational *Self-Care & Motor Skills* and critical social-emotional skills, whereas *Focused-on-the-Facts* children were skilled at the nuts and bolts of learning – the *Kindergarten Academics* (as well as *Self-Care & Motor Skills*) – but had more challenges in the social-emotional arenas.

Figure 54.   Four Readiness Portraits
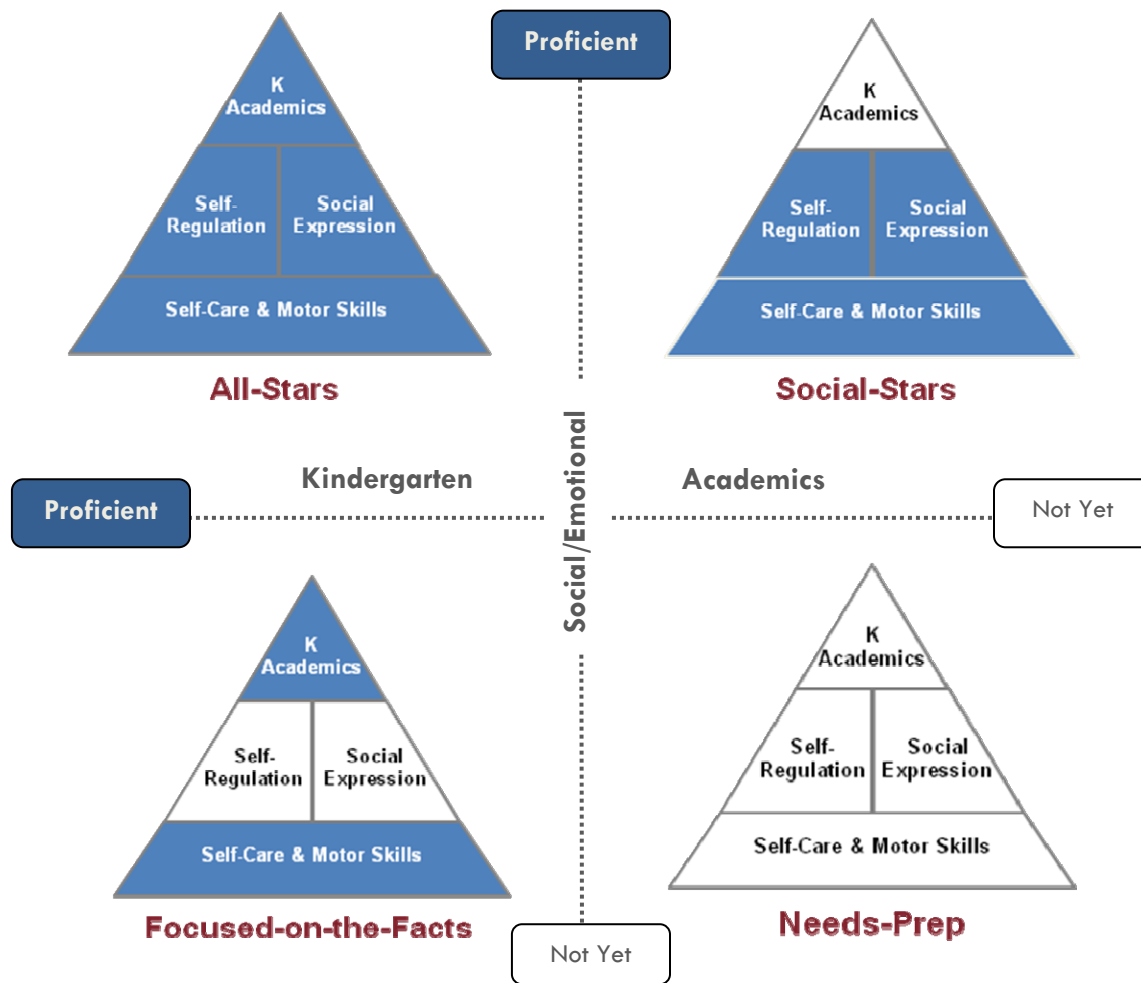
Prevalence of the *Readiness Portraits* in Alameda County

In Alameda County in 2008, just under half of the sampled children fell into the *All Star* profile, entering kindergarten well-rounded across the four dimensions of readiness (49%). Twenty-two percent of new kindergarten students were *Focused-on-the-Facts* students who were solid on their *Kindergarten Academics* skills, but who needed to make some progress on their social-emotional skills. About 17 percent of new kindergarten students showed the opposite pattern of readiness; these *Social Stars* were strong on *Self-Regulation* and *Social Expression*, but had some needs in the area of *Kindergarten Academics* skills. And finally, about 11 percent of children sorted into the *Needs Prep* profile; these children have readiness needs across all *Basic Building Blocks.* (See Figure 55.)

Figure 55.   Prevalence of Four Portraits of Students' Readiness
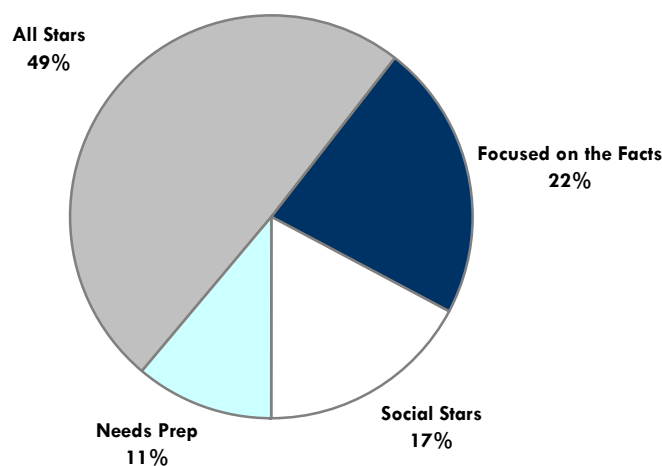
Source: *Kindergarten Observation Form I (2008).*

Note: This chart is based on 540 students.

Readiness Scores Across the Portraits

Figure 56 shows the *Basic Building Blocks* scores across the *Readiness Portraits*.[8] All of the means differ significantly from one another (according to one-way analyses of variance, *p*'s <.001). For each *Basic Building Block*, *All Stars* received the highest scores. Almost half the sampled children entering Alameda County schools are well-poised at this point for learning success. They possess the skills needed to focus and manage their behavior in the classroom, their language skills would appear to be on track in terms of their expressiveness, and they are familiar with the basics of kindergarten content. In contrast, *Needs Prep* students may struggle as they enter school. They are just beginning to build skills in all important areas. *Social Stars* and *Focused-on-the-Facts* children score in the middle, with *Social Stars* exhibiting social-emotional strengths and *Focused-on-the-Facts* exhibiting strengths in *Kindergarten Academics*, although they are not as strong in these skills as the *All Stars*.

Figure 56.   Basic Building Blocks Scores, by Readiness Portrait

Basic Building Blocks **Scores**	Overall	All Stars	Focused-on-the-Facts	Social Stars	Needs Prep
Sample sizes	*537-540*	*265-267*	*119-120*	*94*	*59*
Self-Care & Motor Skills	3.51	3.86	3.37	3.47	2.29
Self-Regulation Skills	3.14	3.67	2.70	3.06	1.73
Social Expression	3.26	3.79	2.78	3.27	1.82
Kindergarten Academics	3.01	3.60	3.13	2.01	1.73

Source: *Kindergarten Observation Form I (2008).*

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8   NEGP scores by *Readiness Portrait* are available in Appendix 7.

Who Are the Children in Each *Readiness Portrait*?

Figure 57 summarizes the many child and family differences across the portraits:

- *Needs Prep* and *Focused-on-the-Facts* are more likely to have special needs than the *Social Stars* or *All Stars*.

- Hispanic/Latino students are concentrated in the *Social Star* category.

- *All Stars* and *Focused-on-the-Facts* students seemed to look similar in many ways, as did the *Social Stars* and *Needs Prep*. Specifically, *All Stars* and *Focused-on-the-Facts* students were more likely than *Social Stars* and *Needs Prep* students to:

  o Be five years old or older;

  o Be proficient in English;

  o Have mothers with post-high school education;

  o Have household incomes of $35,000 or more per year;

  o Have attended preschool;

  o Have been read to daily, on average; and

  o Have done more kindergarten transition activities.

Children in the four portraits did <u>not</u> differ in terms of the number of family activities they engaged in weekly; the number of programs, services, and supports they received; nor their levels of parenting coping and resources.

Figure 57.   Child and Family Characteristics, By *Readiness Portrait*

Child and Family Characteristics	All-Stars	Focused-on-the-Facts	Social-Stars	Needs-Prep
	A	B	C	D
Percent of children 5 years or older***	87% CD	85% CD	63% AB	68% AB
Sex (% girls)**	60% BCD	48% A	47% A	36% A
Percent English Learners**	55% CD	59% CD	76% AB	75% AB
Percent Hispanic/Latino***	52% C	49% C	79% ABD	59% C
Child has special needs (parent or teacher report)*	10% BD	17% AC	7% BD	19% AC
Mother has post-high-school education***	52% CD	55% CD	34% AB	32% AB
Household earns $35,000 or more/year**	51% CD	54% CD	34% AB	29% AB
Child attended preschool***	56% CD	59% CD	26% AB	32% AB
Percent who are read to daily+	15% cd	15% cd	6% ab	5% ab
Number of weekly family activities	31.66	31.77	29.04	29.25
Number of K transition activities***	4.40 CD	4.45 CD	3.48 AB	3.73 AB
Average parent coping and social support	3.58	3.53	3.59	3.54
Parent programs, services, supports received	2.67	2.65	2.36	2.44

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

Note: Sample sizes range from 189-267 for All-Stars, 93-120 for Focused-on-the-Facts, 61-94 for Social-Stars, and 48-59 for Needs-Prep students. Significant differences according to appropriate statistical tests (chi-square tests or oneway ANOVAs) are indicated as follows: + $p <$ .10; * $p < .05$; ** $p < .01$; *** $p < .001$. Capital letters below mean scores and percentages signify which means are significantly different from one another; lower-case letters indicate marginal differences. See "Statistical Notation" in Methodology section for an explanation of this notation.

Parents' Perceptions of their Children's Readiness

How ready did <u>parents</u> think their children were for school? On a set of four general types of school skills, including physical, social/emotional, language, and academic skills – most parents evaluated their child's skill level as "average" or "a little above average." Parents were most likely to rate their child as being below average on academic skills; they believed their children were strongest on their physical well-being and motor skills.

Figure 58. Parents' Perceptions of Their Child' Readiness for Kindergarten
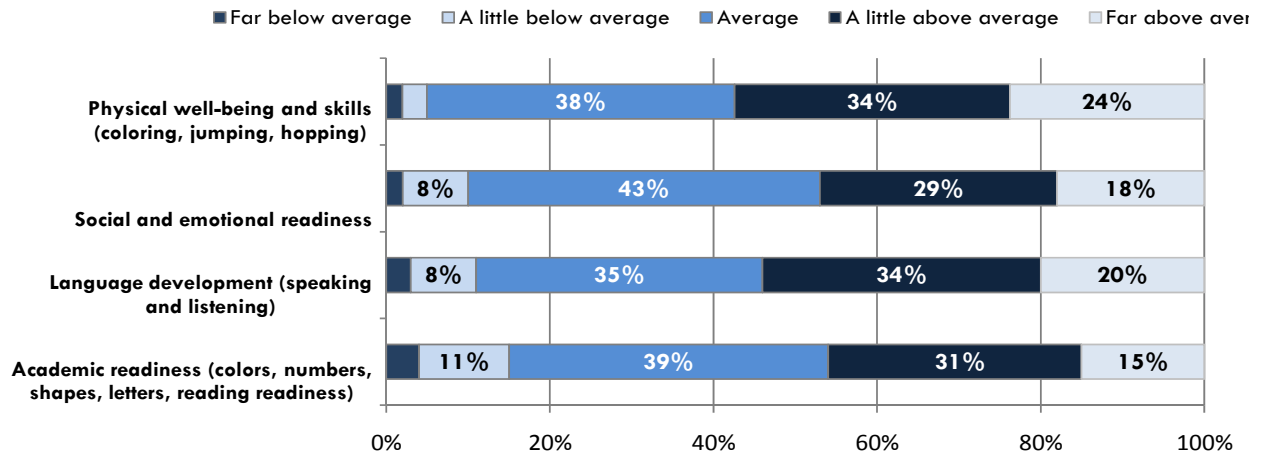
Legend: ■ Far below average □ A little below average ■ Average ■ A little above average □ Far above aver

Category				
Physical well-being and skills (coloring, jumping, hopping)		38%	34%	24%
Social and emotional readiness	8%	43%	29%	18%
Language development (speaking and listening)	8%	35%	34%	20%
Academic readiness (colors, numbers, shapes, letters, reading readiness)	11%	39%	31%	15%

Source: *Parent Information Form* (2008)

Note: Percentages are based on the following sample sizes (from top to bottom): 533, 527, 528, and 522. Percentages less than 5% are not labeled.

Section Summary

Children's overall readiness was well above the "In progress" level; their average readiness score was 3.19 on a one to four scale where four was "Proficient." Children were most ready in the NEGP skill dimension of *Physical Well-Being & Motor Skills* (*Self-Care & Motor Skills* in the *Basic Building Blocks* framework). They were least ready in the NEGP area of *Communication & Language Usage*; according to the *Basic Building Blocks* groupings of skills, children were least ready in their *Kindergarten Academics* skills.

A comparison of students' proficiency levels in relation to their teachers' expectations revealed that students were generally on track with what their teachers expected, but they were entering school somewhat less prepared in *Self-Regulation* skills than their teachers would like, and about one in five students entered kindergarten significantly below their teacher's desired levels of overall skill proficiency. Using the "longitudinal study standard," which uses as a loose benchmark the average readiness scores of students who later achieve "Proficient" or "Advanced" status on their third grade STAR tests, about 39% of students are on track for success at third grade.

As with previous assessments, children's patterns of readiness sorted into four profiles, including *All Stars* who were ready for school across the board, *Focused on the Facts* students who were ready in *Kindergarten Academics* but had needs in social-emotional domains of readiness, *Social Stars* who were social and emotionally ready but did not have strong academics skills, and *Needs Prep* students who were struggling across the spectrum of readiness skills. Data revealed that about half of students (49%) were *All Stars*, whereas about one in ten (11%) were *Needs Prep* students.

Most parents evaluated their child's skill level on a set of four skill types as being "average" or "a little above average." Parents were most likely to rate their child as being below average on their academic skills.

Student and Family Factors Associated with School Readiness

Section Overview

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

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

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

Factors Associated with Overall Readiness

In each readiness assessment conducted by ASR, a core set of key student, family, and environmental factors that may play a role in promoting or inhibiting readiness has been compiled and submitted to a regression analysis to simultaneously examine all of these factors to determine which ones are independently associated with school readiness — above and beyond their associations with other factors. Some trends have clearly emerged; for example, several years worth of readiness assessment data have shown that children who are older at kindergarten entry, who are girls, who have no special needs, and who have had preschool experience are also those children who tend to have higher readiness scores (ASR, 2005; ASR, 2006; ASR, 2007; ASR, 2008). Variables like maternal education level have also frequently been important in previous assessment years. These variables, as well as several others, were included in this exploratory regression analysis. The possible readiness predictors for Alameda County students included:

- Child variables: Child's age at enrollment, gender, special needs status, and English Learner status.

- Family background variables: Income and maternal education level.

- Child health variables: A 3-item index of child well-being (child is well-fed, well-rested, generally healthy), low birth weight and having a regular medical provider.

- Family stressors and support/coping resources: index of family risk (including being a teen mother, being a single parent, having lost a job in the last year, having moved frequently since the child was born, and having few parent supports); number of local family resources used; and parental social support and coping.

- Direct school readiness-related variables: preschool attendance, attendance at F5AC's Summer Pre-K, frequency of reading in the home, and number of kindergarten preparation activities in which parents had engaged.

In addition, a few variables were added into the regression equation to control for any additional influence they might have on readiness scores. These included the number of days between school start date and observation date, whether children were in a full or half day kindergarten classroom, teachers' experience level, and teachers' expectations about the readiness levels children need to be successful.

Figure 59 shows the results of this regression analysis; depicted are those factors that are significantly related to overall kindergarten school readiness after taking into account all of the other variables. Before discussing the specific results, however, it may be helpful to provide background information regarding regression analysis. Regression analysis results in a set of what are called "beta coefficients." Each bar in Figure 59 represents the size of a beta coefficient.

- Beta coefficients are a measure of the strength of association between each factor and overall readiness, over and above all of the other variables in the model. For example, this analysis shows the pure and independent relation between age and school readiness, taking out any association that age might share with other variables like preschool experience (i.e., those who went to preschool tend to be older when they start kindergarten).

- The magnitude of each beta coefficient signals whether the factor in question is strongly or weakly associated with school readiness. All of the factors depicted in Figure 59 are statistically significant and, therefore, associations with readiness are statistically strong.

- All coefficients can be compared to one another to determine their relative strengths. A coefficient of .20, for example, is twice as strong as is a coefficient of .10.

Regression results indicated that five factors explained nearly one third of children's readiness scores. The strongest predictor of readiness was whether children scored highly on an index of well-being. This three-item index gave children a score based on whether teachers indicated that they seemed well-rested, well-fed, and generally healthy. Most children scored highly on this index, but there were a small number of children who did not appear to their teachers to have optimal levels of well-being; these children also tended to struggle with their readiness skills. This index should be interpreted with some caution, as it was a subjective assessment provided by children's teachers.

Three other child-level variables emerged as significant predictors of readiness as well. Older children tended to be more ready for school than were younger children, and girls were typically

more ready than boys. Children with special needs were not as ready for school as were children who did not have special needs. And, finally, children who had attended preschool had higher readiness levels than did children who had not been exposed to preschool.

Figure 59. Relative Strength of Factors Significantly Associated with Overall School Readiness
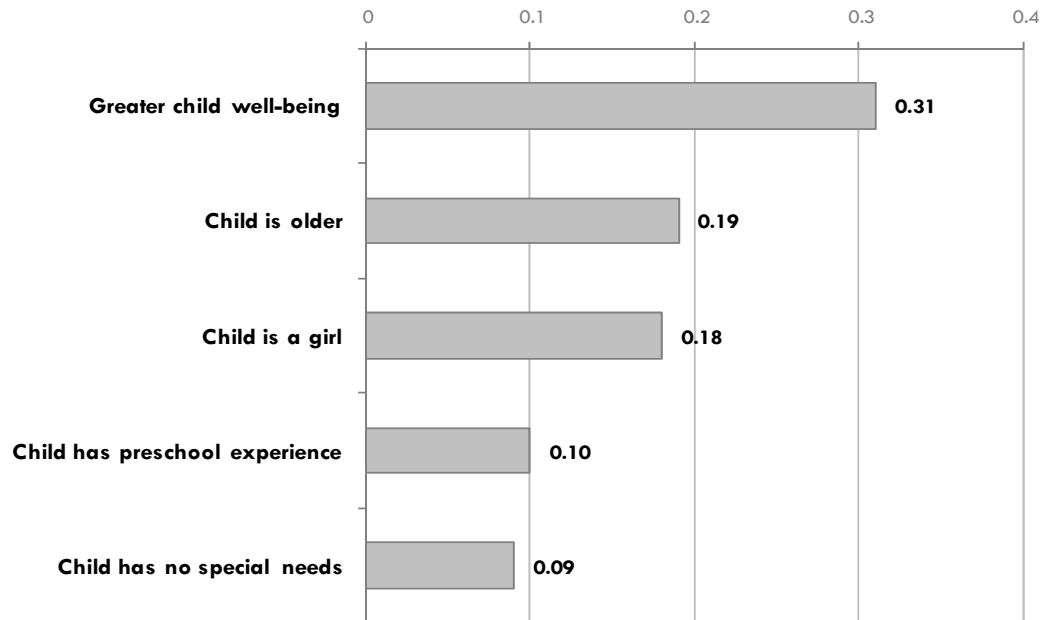
Source: Kindergarten Observation Form I and Parent Information Form (2008)

Note: Values for each factor listed above represent standardized beta coefficients that were significant ($p < .05$)). For a full listing of all variables entered into the model, see text. The overall regression model was highly significant, $F = 9.58$, $p < .001$, explaining 30% of the variance in kindergarten readiness ($R^2 = .34$; Adj. $R^2 = .30$).

Factors Associated with Each *Basic Building Blocks* Dimension of Readiness

The previous figure shows the factors that were associated with overall readiness scores. To see how each individual *Basic Building Block* readiness dimension was related to the different factors, ASR performed a regression on each skill dimension, using the same set variables described previously. Figure 60 shows which factors emerged as significant or marginally significant predictors of each *Basic Building Block*, and it displays how much of the readiness dimensions were explained by the predictors (as indicated by the R^2 and adjusted R^2 statistics at the bottom of the table). It is particularly noteworthy that the predictors did a very good job of explaining *Kindergarten Academics* (*Adj R^2*= .33), but in comparison, they explained much less of the variability in *Social Expression* skills (*Adj R^2* = .18).

Figure 60. Beta Weights of Factors Significantly Associated with the _Basic Building Blocks_ of School Readiness

Predictors	Overall Readiness	Self-Care & Motor Skills	Self Regulation	Social Expression	Kindergarten Academics
Greater child well-being	.30	.34	.31	.28	.18
Is older	.19	.22	.12	.09	.27
Is a girl	.18	.12	.20	.15	.11
No special needs	.09	.09	.10	.10	
Preschool experience	.10	.12			.17
F5AC Summer Pre-K experience		.11	.08		
Greater use of local family resources			.08		
Greater maternal education					.10
Is not an English Learner				.11	
Have engaged in more K transition activities					.10
Overall R^2/Adjusted R^2	.34/.30	.25/.21	.29/.25	.22/.18	.37/.33

Figure 61.   Source: Kindergarten Observation Form I and Parent Information Form (2007)

Note: Factors with a beta weight listed were significant or marginally significant predictors of readiness when all other variables were simultaneously entered into the model. The regression models for all the _Basic Building Blocks_ and overall readiness were statistically significant.

As the figure shows, several factors – child well-being, age, and sex – were related to <u>all</u> dimensions of readiness. Preschool attendance was associated with significant boosts in _Self-Care & Motor Skills_ and _Kindergarten Academics_, but was not a significant predictor of the social-emotional and expressive dimensions of readiness when all of the other child and family factors were taken into account. Notably, experience in F5AC's Summer Pre-K program was associated with enhanced readiness in _Self-Care & Motor Skills_ and _Self-Regulation_, a point that will be discussed in greater detail in the section that follows.

Section Summary

Five factors explained nearly one third of children's readiness scores in Alameda County. By far, the strongest predictor of readiness was whether children scored highly on an index of well-being. Children who were not well-rested, well-fed, or generally healthy trailed significantly in their readiness for school. In addition, older children, girls, and children who did not have special needs were most ready for school. Preschool experience also emerged as an important predictor of students' overall readiness for school.

Children's well-being, age, and sex were important in explaining each of the _Basic Building Blocks_ as well. Preschool experience was strongly related to _Self-Care & Motor Skills_ and _Kindergarten Academics_, and enrollment in F5AC's Summer Pre-K was associated with greater readiness in _Self-Care & Motor Skills_ and _Self-Regulation_.

Special Section: A Closer Look at Participation in F5AC Programs and School Readiness

Section Overview

A key research question examined in this pilot assessment was the following: To what extent is exposure to F5AC programs and services associated with enhanced school readiness? The previous section's regression results revealed a significant relationship between participation in F5AC's Summer Pre-K and enhanced skills in some domains of readiness. This section delves further into this question, examining who received F5AC services and providing a more comprehensive analysis of the readiness levels of F5AC program recipients.

Background

F5AC Programs Examined

F5AC database records were merged with the assessment data to: (1) identify those children who had received F5AC intervention(s); and (2) compare their readiness levels to those of their peers who had not received F5AC services. For purposes of this research effort, F5AC provided participation data on five core programs. The "Methodology" section of this report describes that matching process in greater detail; in sum, that effort led to 163 matches to the F5AC database. In other words, 28 percent of the consenting families who participated in the assessment had been touched by one or more of the five F5AC programs targeted for examination in this study. The five programs included the following (the number of children in the assessment matched to the program is listed in parentheses):

- **Post-partum home visits:** This program includes up to three home postpartum visits for medical/ weight checks, basic anticipatory guidance for parents, and resource referral (66 matches).

- **Intensive Family Support Case Management:** The program involves up to three years of home-based case management. The program targets populations at very high social and/or medical risk (e.g., infants discharged from NICU, children of teen parents, families with calls to Child Protective Services). The case management focuses on caregiver-child relationships, maternal depression and developmental screenings and providing parents with support in navigating community resources (9 matches).

- **Pediatric Development Screening Support - Healthy Steps**: This program provides developmental screening of children referred for potential development concerns (10 matches)

- **Preschool with Mental Health Consultations:** Preschool teachers receive consultation from mental health specialists on classroom management and addressing challenging behaviors (5 matches).

- **Summer Pre-K:** This program is a five-to-six week Summer Pre-K program for children with no prior preschool or licensed childcare experience. The program is designed to provide children with an opportunity to learn in a developmentally appropriate classroom environment and expose them to social experiences and develop various skills necessary for success in Kindergarten. Parents and children are introduced to the school setting easing the transition to Kindergarten.

Participants in F5AC Programs

Initial analyses divided the sample of children assessed into those who did versus did not received one or more of these F5AC interventions. As Figure 62 reveals, the group of families receiving F5AC services was clearly a high-need group. For example, as compared with those who did not receive F5AC services, those who did:

- Were more likely to have a teen mother;

- Have been more mobile since their child was born;

- Were more likely to have a parent who lost a job in the last year;

- Came from families with lower income and education levels;

- Engaged in fewer family activities; and

- Had less social support and coping resources.

In sum, F5AC was certainly targeting an appropriate group to receive its services. These were families who had many needs and were facing difficult life circumstances. Moreover, the presence of these differences between F5AC program recipients and non-recipients should not be taken as evidence that the F5AC services they were receiving were not effective; in fact, on some dimensions that were related to the services delivered, the two groups showed no significant differences. For example, the two groups had used similar numbers of parenting services and supports, and they had done similar amounts of kindergarten transition activities. Also noteworthy is the fact that the rate of special needs among the two groups of children was significantly <u>higher</u> for those receiving F5AC services than those who did not (15% versus 10% respectively, $p < .05$ according to chi-square tests); this is likely because children with special needs were a target of these services, but it also may indicate that children were being screened for these needs at higher rates and thus their special needs were more likely to have been detected. In general, however, it is beyond the scope of this assessment data to determine the effectiveness of these programs for these types of variables, as it is not possible to know what these levels would have been <u>without</u> the interventions delivered by F5AC.

Figure 62. How Do F5AC Program Recipients Differ from Non-Recipients?

Child & Family Characteristics	Non-recipients	Recipients
Teen mom+	7%	13%
Single parent	22%	26%
Number of addresses since child's birth***	1.97	2.47
Lost job last year+	22%	28%
Mother has post-high-school education***	53%	33%
Household earns $35,000 or more/year***	55%	32%
Number of K transition activities	4.23	4.03
Number of weekly family activities**	31.91	28.56
Average parent coping and social support**	3.59	3.47
Parent programs, services, supports received	2.58	2.47

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

Note: Sample sizes range from 308-415 for F5AC non-recipients and 114-163 for recipients. Significant differences according to chi-square tests or t-tests are indicated as follows: * $p < .05$; ** $p < .01$; *** $p < .001$.

Initial Exploration of Links between Readiness and Receipt of F5AC Services

Given that families receiving F5AC services were clearly higher in need than families who did not receive F5AC services, any examinations of readiness must first attempt to "even out" the many differences between these two groups that could also have an impact on children being prepared to succeed in school. Thus, before comparisons of children's readiness levels were made, a 10-item "risk index" variable was computed and used to control for the considerable differences between those who did and did not receive F5AC services. Even with this correction, however, analyses showed no readiness boosts among those who had received any of the five targeted F5AC programs.

Given the nature of most of these programs, this is not necessarily troubling. In theory, any of these programs could lead to enhanced readiness skills, but for some programs the connection to readiness is more direct than it is for others. For example, it is possible that receiving one to three postpartum visits after the birth of a child might lay the foundation for a family context that facilitates development of the child's school skills. But there are also many other intervening factors – as well as the passage of a great deal of time – that make this connection less strong than would be expected in a program like the F5AC Summer Pre-K, which directly addresses development of school readiness skills.

With this in mind, ASR followed up these general, exploratory analyses with a much more focused set of analyses. Specifically, the following set of questions was examined:

- How do the readiness levels of children who participated in F5AC's Summer Pre-K program compare to those of children who had not had any preschool experience?

- How do children who have participated in the F5AC Summer Pre-K compare to children who attended preschool?

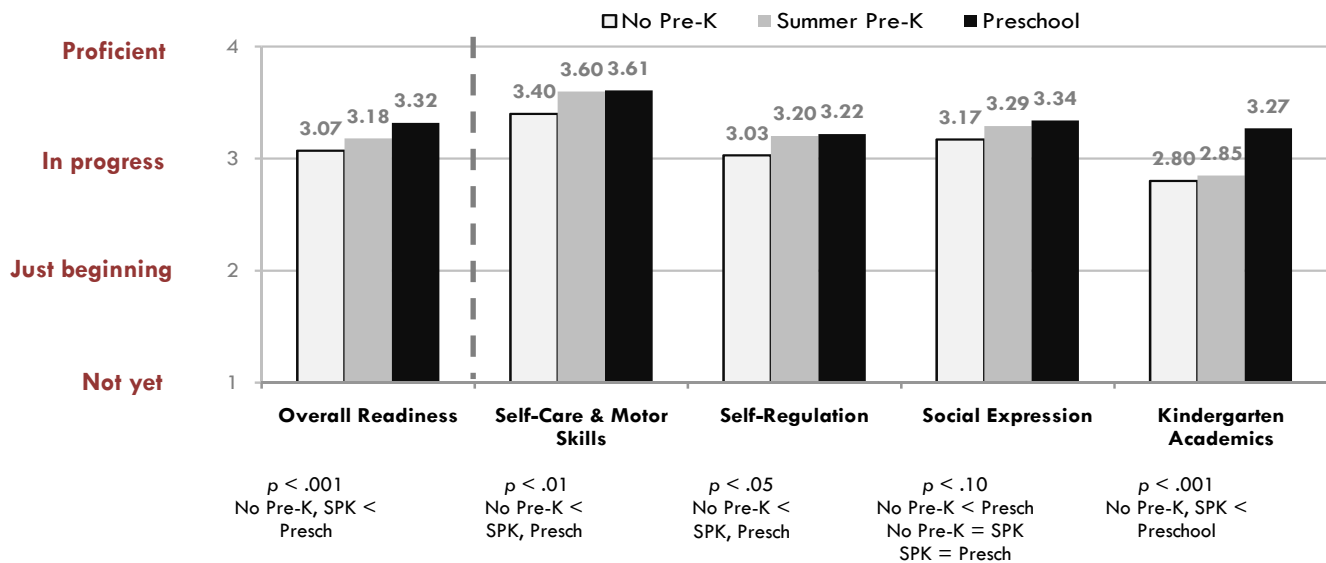## Do Children Who Attend the Summer Pre-K Program Show Enhanced Readiness Skills?

In conjunction with the regression analyses suggesting benefits to children who participated in F5AC's Summer Pre-K program, ASR used analysis of covariance techniques to examine average readiness levels of participants in F5AC's Summer Pre-K program, paying particular attention to social-emotional domains where the program concentrates its efforts. To conduct this analysis, children were divided into three groups: (1) those without preschool experience of any kind; (2) those who were verified through the F5AC database as having attended the Summer Pre-K program; and (3) those who had attended full (verified) preschool. ASR compared the three groups on their overall readiness levels, as well as each of the individual *Basic Building Blocks*.

Significant readiness differences were found among the three groups, according to an analysis of covariance that controlled for initial differences in the groups' make-up – including a composite "family risk" measure as well as children's special needs status and the district in which children were enrolled. The adjusted means for each of the three groups is displayed in Figure 63. In addition to confirming findings shown across all readiness assessments conducted to date that students with preschool experience outperform students who have had no preschool experience, there was also support for the benefits of shorter-term pre-K programs, as described further below.

Were Summer Pre-K students more ready for school than children with no preschool experience, particularly in social-emotional readiness domains that are targeted in the program? Yes. Across the spectrum of school readiness skills, Summer Pre-K students had higher readiness scores than students with no pre-K experience. This difference was statistically significant for *Self-Care & Motor Skills* and *Self-Regulation*; for *Social Expression,* the Summer Pre-K students scored higher than their no-pre-K counterparts, but the difference was not significant. There was a slight boost in the *Kindergarten Academics* scores of Summer Pre-K students, but the difference was fairly small, as might be expected given that the program did not focus its efforts on those types of skills.

How do children who have participated in the F5AC Summer Pre-K compare to children who attended preschool? As the figure on the next page shows, students who attended Summer Pre-K made the most of their short time in the program. On *Self-Care & Motor Skills*, *Self-Regulation*, and *Social Expression*, they were performing nearly at the levels of children who had attended full preschool. On *Kindergarten Academics* (which were not a core component of the Summer Pre-K) they were still significantly below students with preschool experience. (This difference drove their overall readiness scores to be significantly lower than that of children with full preschool experience.)

Figure 63. Students' Readiness as a Function of Pre-K Experience (Means Adjusted for Family Risk, Special Needs Status, and District)

Legend: □ No Pre-K   ▨ Summer Pre-K   ■ Preschool

	Overall Readiness	Self-Care & Motor Skills	Self-Regulation	Social Expression	Kindergarten Academics
No Pre-K	3.07	3.40	3.03	3.17	2.80
Summer Pre-K	3.18	3.60	3.20	3.29	2.85
Preschool	3.32	3.61	3.22	3.34	3.27

$p < .001$
No Pre-K, SPK < Presch

$p < .01$
No Pre-K < SPK, Presch

$p < .05$
No Pre-K < SPK, Presch

$p < .10$
No Pre-K < Presch
No Pre-K = SPK
SPK = Presch

$p < .001$
No Pre-K, SPK < Preschool

Source: Kindergarten Observation Form I (2008)

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 172-174 "No Pre-K" students, 85 "Summer Pre-K" students, and 213-214 "Preschool" students. Differences in mean scores are indicated above, according to oneway analyses of covariance, controlling for district, special needs status, and average family risk score on a 10-item risk index; post-hoc tests revealed marginal or significant group differences as indicated above.

ASR next examined whether Summer Pre-K students were more likely than children without any pre-K experience to be in the *All Star* category of students, i.e., those students who arrived very prepared for school, across the full spectrum of readiness skills. As Figure 64 shows, 42 percent of children without any pre-K experience were *All Stars*; for those in the Summer Pre-K, this percentage was 47% -- higher, but not statistically significant. Given that the program focuses on social-emotional skills, it may be that some children who started out as *Focused-on-the-Facts* children are moving out of that category and into the *All Stars*, as there are more *Focused-on-the-Facts* students in the "No Pre-K" group than the "Summer Pre-K" group. Similar shifts from *Needs Prep* to *Social Stars* may be occurring as well. However, both groups still trail the preschool group in the number of *All Stars*, with well over half of the preschoolers falling into that category of readiness.

Figure 64. Readiness Portraits as a Function of Pre-K Experience
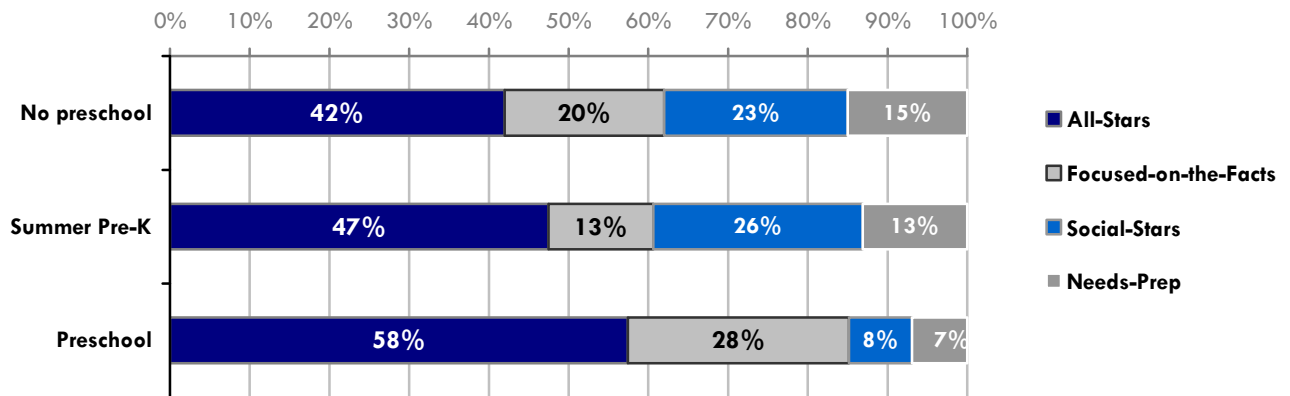
Source: Kindergarten Observation Form I (2008)

Note: This chart is based on 194 No Preschool students, 91 Summer Pre-K students, and 231 Preschool students.

Section Summary

Comparisons of those who had and had not received F5AC services showed that F5AC was truly targeting the neediest families in the county regions where the assessment was conducted. Compared to those who did not receive F5AC services, recipients were more likely to have been born to a teen mother and were from families that were less stable in their jobs, less-educated and had lower incomes. The families engaged in fewer activities together and the parents reported less social support and resources for coping with parenting.

Focused examinations comparing children who had no preschool or pre-K experience to F5AC Summer Pre-K and preschool students revealed that Summer Pre-K students were more ready for school than children with no preschool experience, particularly in the areas of *Self-Care & Motor Skills* and *Self-Regulation.* Moreover, on *Self-Care & Motor Skills*, *Self-Regulation*, and *Social Expression*, Summer Pre-K students were performing nearly at the levels of children who had attended full preschool. *Kindergarten Academics* skills did not show much of a boost from attendance at a summer Pre-K, but those skills are not focal parts of the program. Examinations of the readiness portraits of children in each group showed some movement toward increasing numbers of *All Stars* among students who had attended Summer Pre-K as well.

A Portrait of Teachers and Classrooms

Section Overview

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

Kindergarten Classroom and Teacher Characteristics

To gain a better understanding of the classrooms that new kindergarten students enter – as well as the teachers who are so integral to their successful transition into school – all kindergarten teachers participating in the assessment answered a series of questions about their kindergarten classroom and their own background on the teacher survey.

Most classrooms in the assessment were half-day kindergarten classrooms, but three teachers indicated that they taught for a full day.

Figure 65. Type of Kindergarten Classrooms

Classroom type	Number	Percentage
Half-day	31	91%
Full day	3	9%

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

Note: Sample size = 34.

Despite the high percentage of English Learners among their students, more than three fourths of the classrooms (77%) did not include any instruction in a language other than English. Four teachers (12%) indicated that up to ten percent of their instruction was done in a language other than English, and in another four classrooms (those teaching with a bilingual program), more than 50 percent of instruction was conducted in a language other than English.

Figure 66. Use of Languages Other than English for Classroom Instruction

	Number	Percentage
Percentage of instruction in language other than English		
0%	27	77%
1-10%	4	12%
More than 50%	4	12%
Percent teaching with a bilingual program	4	11%

Note: Sample sizes are as follows: 35, 36.

Most of the teachers participating in the assessment were Caucasian (69%). The next most common racial/ethnic background was Hispanic/Latino, with three teachers falling into this category.

Figure 67. Race/Ethnicity of Participating Kindergarten Teachers

Ethnicity	Number	Percentage
Caucasian	25	69%
Hispanic/Latino	3	9%
East Asian	2	6%
African American	2	6%
Filipino	1	3%
Multi-ethnic	1	3%
Other	2	6%

Note: Sample size = 36. Total does not sum to 100 due to rounding.

As Figures 68 and 69 show, almost one third of the teachers in the assessment were bilingual – most of them spoke Spanish as their second language.

Figure 68. Bilingual Status of Participating Kindergarten Teachers

Language Status	Number	Percentage
Bilingual	11	32%
Not bilingual	23	68%

Note: Sample size = 34.

Figure 69. Languages Spoken by Bilingual Teachers

Language	Number	Percentage
Spanish	8	80%
Chinese	1	10%
Other	1	10%

Note: Sample size = 10 of 11 teachers who indicated they were bilingual and provided a response to the question.

Teachers had a wide range of experience teaching elementary school and kindergarten. Figure 70 shows the number of years teachers have taught elementary school (mean = 15.83 years), whereas Figure 71 shows the number of years teachers have taught kindergarten (mean = 9.17 years).
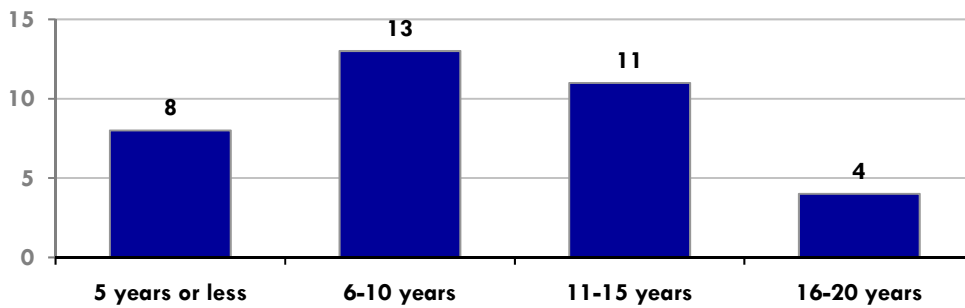
Figure 70.   Number of Teachers with Different Levels of Experience Teaching Elementary School
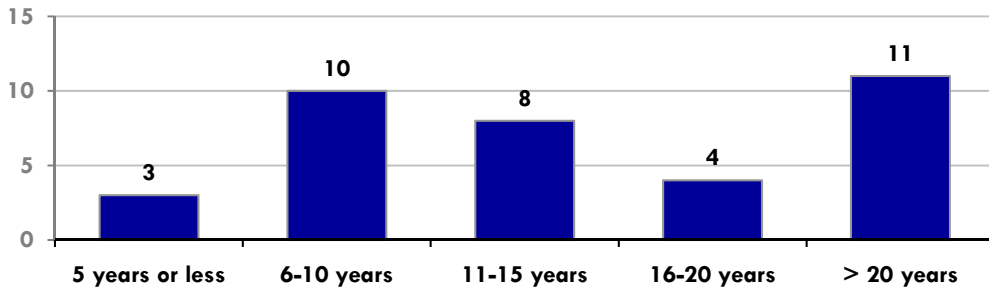
Note: Sample size = 36.

Figure 71.   Number of Teachers with Different Levels of Experience Teaching Kindergarten

Note: Sample size = 36.

Teachers indicated all levels of education they had completed. All teachers had at least completed a bachelor's degree, and another one third had gotten an advanced degree.

Figure 72. Teachers' Descriptions of Their Levels of Education Completed

Education Level	Number	Percentage
Associates degree	10	28%
Bachelor's degree	29	81%
Advanced degree	12	33%
Other degree	3	8%

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

Note: Sample size = 36. Total exceeds 100% because teachers were instructed to choose all that applied.

All teachers in the assessment had a full teaching credential; in addition, almost one fourth had taught early childhood education in addition to their elementary school experience.

Figure 73. Other Teacher Background and Training

Experience	Number	Percentage
Teachers who have a full credential	36	100%
Teachers who have taught early childhood education	8	24%

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

Note: Sample sizes are as follows: 36, 33.

Teacher Beliefs about School Readiness

Desired Levels of Proficiency for Incoming Kindergarten Students

As described previously, the bulk of the teacher survey focused on teachers' beliefs about readiness; in particular, on each of the 24 readiness skills that they had previously rated their students' skills on, teachers were asked to rate how proficient they thought children should be in order to have a successful transition to kindergarten. Those desired proficiency levels were bundled according to the *Basic Building Blocks* and presented alongside children's actual readiness levels in the section entitled "School Readiness in Alameda County – 2008."

The figure on the following page provides a more detailed look at those desired proficiency levels – this time looking at teachers' average desired proficiency ratings for each individual readiness skill. As the figure shows, teachers expect children to be most proficient on skills relating to self-help and use of small manipulatives, as well as basic impulse control/self-regulation, following directions, and being able to express their needs and wants. Teachers expect the least from their students mainly in *Kindergarten Academics*; four of the skills with the lowest expected proficiency levels come from that group of skills, including recognizing letters and rhyming words, engaging with books, and counting 10 objects. Teachers also felt that children did not need to have advanced skills in their expressive abilities before starting kindergarten.

Figure 74. Teachers' Desired Levels of Proficiency Across 24 Readiness Skills

School Readiness Skills	Overall Scores
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	3.51
Has general coordination on playground (kicking balls, running, climbing)	3.27
Performs basic self-help/self-care tasks (toileting, eating, washing hands)	3.89
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	3.25
Stays focused / pays attention during activities	3.38
Controls impulses and self-regulates (is not disruptive of others or class)	3.44
Follows one- to two-step directions	3.46
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	3.11
Works and plays cooperatively with peers (takes turns and shares, helps others)	3.30
Participates successfully in circle time (listens, focuses, sits still, engages)	3.27
Handles frustration well	3.28
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	3.38
Appropriately expresses needs and wants verbally in primary language	3.49
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	3.14
Has expressive abilities (tells about a story or experience in response to a prompt)	2.89
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	3.32
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	3.31
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	2.92
Writes own first name (spelling and writing all letters correctly)	3.32
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	2.38
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	2.89
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	2.95
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	3.16
Recognizes three primary shapes (circle, triangle square)	3.08

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

Note: Scores are based on 35-37 teachers.

An Overview of Teacher Priorities

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

- Which five readiness skills they considered to be <u>most</u> important to ensure a smooth transition into kindergarten;

- Which five readiness skills were <u>easiest to impact</u> during the course of the school year; and

- On which five skills they <u>spent most of their time</u> during the school year.

A summary of teachers' priorities follows. This section first presents teacher beliefs about skill importance, ease-of-change, and time spent on the different *Basic Building Blocks* of readiness. This summary information is then followed by a more specific look at the individual skills that teachers prioritized.

The *Basic Building Blocks* pyramids shown in Figure 75 are shaded to indicate teachers' differing priorities. Darker shading is used to highlight dimensions on which teachers placed a higher priority, whereas lighter shading is used to show dimensions on which teachers placed less of a priority. The story told by these pyramids is largely consistent with findings from all previous regional assessments. Specifically:

- When thinking about which readiness skills are most important to kindergarten entry, teachers placed the highest importance on *Self-Care & Motor Skills*, followed closely by *Self-Regulation* skills.

- Impacting children's proficiency in *Self-Regulation* (and *Social Expression*) during the kindergarten year, however, was a tall task in teachers' eyes – at least within their current curricula. Skills in the *Kindergarten Academics* cluster were seen by teachers as the most amenable to change over the course of the academic year, followed by *Self-Care & Motor Skills*.

- Perhaps because the *Self-Regulation* skills are difficult to impact – or perhaps because so many children enter school below their teachers' desired levels of proficiency – teachers reported spending more classroom time on *Self-Regulation* (along with teaching *Kindergarten Academics*) than they did on skills in the other two clusters.

Figure 75. Teacher Priorities for Skill Importance, Ease-of-Changing, and Amount of Time Spent
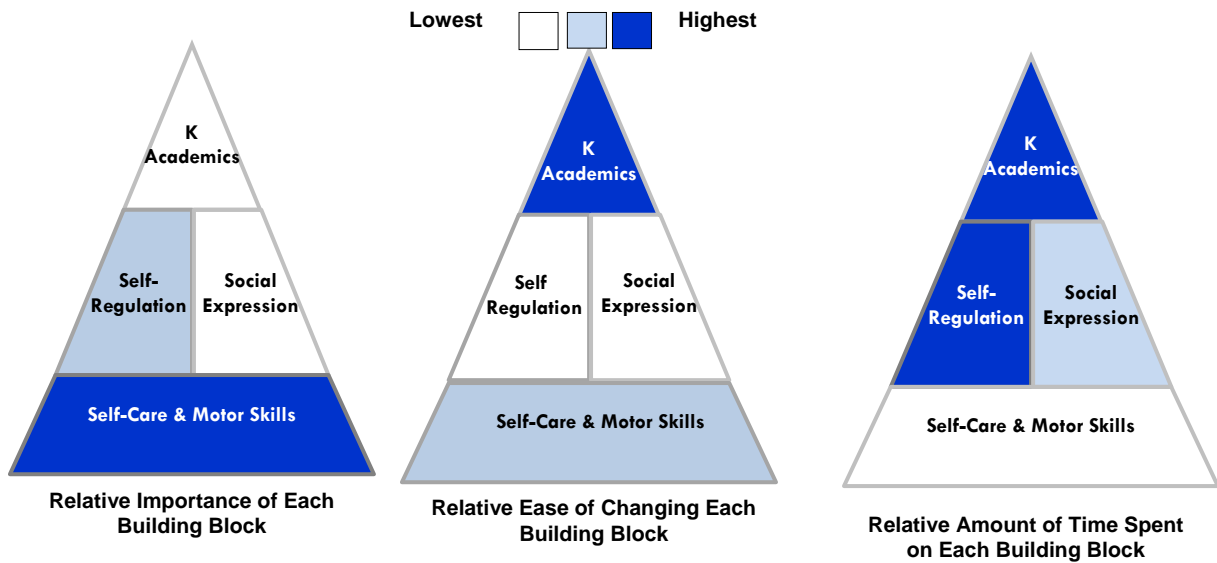
Source: *Teacher Survey on Importance of Readiness Skills (2008)*

Note: Ratings were based on 35, 32, and 33 teachers, respectively. Significant or marginal group differences, according to paired t-tests were as follows: Importance ratings: = Self-Care & Motor Skills > Self-Regulation > (Social Expression = Kindergarten Academics); Ease of Changing ratings: Kindergarten Academics > Self-Care & Motor Skills > (Self-Regulation = Social Expression); Amount of Time Spent ratings: (Self-Regulation = Kindergarten Academics) > Social Expression > Self-Care & Motor Skills.

A Closer Look at What Skills Are Most Important to Teachers

Teachers were asked to check five skills that they considered to be most critical for a smooth transition into kindergarten. The highest number of teachers prioritized the following skills: *Performs basic self-help/self-care tasks*, *Controls impulses and self-regulates,* and *Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.* No teachers believed that rhyming skills, engagement with books, or knowing shapes were important skills that children needed upon kindergarten entry.

Figure 76.   Skills Selected as a Top-Five Important Skill

School Readiness Skills	Number of teachers selecting
Performs basic self-help/self-care tasks (toileting, eating, washing hands)	31
Controls impulses and self-regulates (is not disruptive of others or class)	19
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	17
Stays focused / pays attention during activities	14
Follows one- to two-step directions	12
Works and plays cooperatively with peers (takes turns and shares, helps others)	9
Participates successfully in circle time (listens, focuses, sits still, engages)	9
Handles frustration well	9
Writes own first name (spelling and writing all letters correctly)	9
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	7
Appropriately expresses needs and wants verbally in primary language	7
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	6
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	5
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	5
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	4
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	3
Has general coordination on playground (kicking balls, running, climbing)	2
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	2
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	1
Has expressive abilities (tells about a story or experience in response to a prompt)	1
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	1
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	0
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	0
Recognizes three primary shapes (circle, triangle square)	0

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

Note: Scores are based on 35 teachers.

A Closer Look at What Skills Are Easiest to Impact

Teachers were also asked to check the five skills that they considered to be easiest to impact during the kindergarten year. Skills in the *Kindergarten Academics* cluster received the most top ratings, with teachers identifying the following skills as easiest to impact: *Engages with books*, *Recognizes three primary shapes,* and *Writes own first name*. No teachers felt it was easy to impact skills related to comforting oneself, handling frustration, or having expressive abilities.

Figure 77. Skills Selected as a Top Five Easiest Skill to Impact

School Readiness Skills	Number of teachers selecting
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	17
Recognizes three primary shapes (circle, triangle square)	17
Writes own first name (spelling and writing all letters correctly)	15
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	13
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	13
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	11
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	9
Participates successfully in circle time (listens, focuses, sits still, engages)	8
Follows one- to two-step directions	7
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	7
Works and plays cooperatively with peers (takes turns and shares, helps others)	6
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	5
Stays focused / pays attention during activities	4
Controls impulses and self-regulates (is not disruptive of others or class)	4
Appropriately expresses needs and wants verbally in primary language	4
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	4
Has general coordination on playground (kicking balls, running, climbing)	3
Performs basic self-help/self-care tasks (toileting, eating, washing hands)	3
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	3
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	3
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	3
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	0
Handles frustration well	0
Has expressive abilities (tells about a story or experience in response to a prompt)	0

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

Note: Scores are based on 32 teachers.

A Closer Look at Where Teachers Spend the Most Time

Teachers were also asked to check the five skills on which they spent the most classroom time. The highest number of teachers reported spending most of their time on the following skills: *Recognizes the letters of the alphabet, Negotiates with peers to resolve social conflicts with adult guidance,* and *Can recognize rhyming words*. A number of skills in the *Self-Care & Motor Skills* and *Social Expression* domains were not chosen by any teachers as requiring a great deal of time from them.

Figure 78. Skills Selected as a Top Five on Which Teachers Spend the Most Time

School Readiness Skills	Number of teachers selecting
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	26
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	18
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	18
Stays focused / pays attention during activities	15
Has expressive abilities (tells about a story or experience in response to a prompt)	14
Works and plays cooperatively with peers (takes turns and shares, helps others)	13
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	13
Participates successfully in circle time (listens, focuses, sits still, engages)	11
Controls impulses and self-regulates (is not disruptive of others or class)	8
Follows one- to two-step directions	8
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	8
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	4
Handles frustration well	3
Appropriately expresses needs and wants verbally in primary language	2
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	1
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	1
Writes own first name (spelling and writing all letters correctly)	1
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	1
Has general coordination on playground (kicking balls, running, climbing)	0
Performs basic self-help/self-care tasks (toileting, eating, washing hands)	0
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	0
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	0
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	0
Recognizes three primary shapes (circle, triangle square)	0

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

Note: Scores are based on 33 teachers.

Section Summary

Most teachers in the assessment were teaching in full-day monolingual English-speaking classrooms. The majority were Caucasian, and almost one third were bilingual. The teachers were an experienced group, with an average of over 15 years in elementary education, nine of which was in kindergarten specifically.

When teachers were asked to choose the five skills they felt were most important for kindergarten entry, skills in the Self-Care & Motor Skills group were most often chosen, followed closely by Self-Regulation skills. Teachers found *Self-Regulation* skills -- along with and *Social Expression* skills – to be the hardest for them to impact, despite the fact that they felt they spent the most time on *Self-Regulation*, in addition to the *Kindergarten Academics* skills that were closer to their regular classroom curriculum.

About the Researcher

ASR is a nonprofit, 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. Incorporated in 1981, the firm has over twenty-seven 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.

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Appendix 1 — Kindergarten Observation Form

Kindergarten Observation Form 2008

a component of the ASR School Readiness Assessment Model TM

(ALAMEDA COUNTY)

Class #-Child#

SSID#

PART 1- CHILD DEMOGRAPHIC INFORMATION

Today's Date (n=
(MM-DD-YYYY):

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

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

Child's Sex:
☐ Male
☐ Female

School name:

Teacher's last name:

Mother's first name:

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

		Yes	No	Info not available/ Don't Know
Q1	Has the child participated in a state preschool or district Child Development Center (CDC)?	☐	☐	☐
Q2	Has the child participated in a Head Start program?	☐	☐	☐
Q3	Has the child participated in another licensed preschool/child care center?	☐	☐	☐
Q4	Has the child participated in a licensed family child care program?	☐	☐	☐
Q5	Has the child participated in a Summer Pre-K program?	☐	☐	☐
Q5a	If yes , was this child enrolled in a Summer Pre-K program that YOU taught?	☐	☐	☐
Q6	Does this child generally come to school well-rested?	☐	☐	☐
Q7	Does this child generally come to school well-fed?	☐	☐	☐
Q8	Does this child seem generally healthy?	☐	☐	☐
Q9	Does this child have Special Needs Status or an IEP?	☐	☐	☐
Q9a	If yes, please specify			

Q10 What is the child's primary race/ethnicity?
☐ Hispanic/Latino ☐ Black ☐ Multi-racial
☐ Asian ☐ Alaskan Native or American Indian ☐ Other
☐ Pacific Islander ☐ Caucasian/White (including Arabic/ Middle Eastern) ☐ Don't know

Q11 What is the child's primary language?
☐ English ☐ Chinese/Cantonese/Mandarin ☐ Farsi or Dari
☐ Spanish ☐ Filipino ☐ Other
☐ Vietnamese ☐ Korean

Q12 For a child of his/her age, how would you describe this child's progress in his/her primary language?
☐ Delayed ☐ On track ☐ Advanced ☐ Cannot determine

Q13 Is this child an English Language Learner?
☐ Yes ☐ No ☐ Information not available

If the child's primary language is English please turn the sheet over to continue. If the child's primary language in NOT English please answer Q14-Q16.

		Beginning	Early intermediate	Intermediate	Early Advanced	Advanced
Q14	How would you rate this child's skills in understanding English (receptive language skills)?	☐	☐	☐	☐	☐
Q15	How would you rate this child's skills in speaking English (expressive language skills)?	☐	☐	☐	☐	☐

Q16 Do you speak this child's primary language well enough to communicate with the child?
☐ Yes ☐ No

➥ If "NO" do not assess the child on FLAGGED items on the reverse side (Q:20, 21, 24, 26 28, 29, 31, 34, 35, 36, 37).

Class #-Child#

PART 2 - CHILD ASSESSMENT
How would you rate this child's competency in terms of the following skills, knowledge and behaviors?

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

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

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q17	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	☐	☐	☐	☐	☐
Q18	Has general coordination on playground (kicking balls, running, climbing)	☐	☐	☐	☐	☐
Q19	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	☐	☐	☐	☐	☐

SOCIAL & EMOTIONAL DEVELOPMENT

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q20	☛ Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	☐	☐	☐	☐	☐
Q21	☛ Appropriately expresses needs and wants verbally in primary language	☐	☐	☐	☐	☐
Q22	Works and plays cooperatively with peers (takes turns and shares, helps others)	☐	☐	☐	☐	☐
Q23	Controls impulses and self-regulates (is not disruptive of others or class)	☐	☐	☐	☐	☐

APPROACHES TOWARD LEARNING

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q24	☛ Expresses curiosity and eagerness for learning (tries new activities, asks questions)	☐	☐	☐	☐	☐
Q25	Stays focused / pays attention during activities	☐	☐	☐	☐	☐
Q26	☛ Follows one- to two-step directions	☐	☐	☐	☐	☐
Q27	Participates successfully in circle time (listens, focuses, sits still, engages)	☐	☐	☐	☐	☐

COMMUNICATION & LANGUAGE USAGE

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q28	☛ Has expressive abilities (tells about a story or experience in response to a prompt)	☐	☐	☐	☐	☐
Q29	☛ Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	☐	☐	☐	☐	☐
Q30	Writes own first name (spelling and writing all letters correctly)	☐	☐	☐	☐	☐
Q31	☛ Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	☐	☐	☐	☐	☐
Q32	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	☐	☐	☐	☐	☐

COGNITION & GENERAL KNOWLEDGE

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q33	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	☐	☐	☐	☐	☐
Q34	☛ Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	☐	☐	☐	☐	☐
Q35	☛ Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	☐	☐	☐	☐	☐
Q36	☛ Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	☐	☐	☐	☐	☐

COPING SKILLS

		NOT YET	BEGIN.	IN PROG.	PROF.	DK
Q37	☛ Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotions s/he is feeling)	☐	☐	☐	☐	☐
Q38	Negotiates with peers to resolve social conflicts with adult guidance (e.g.,engages in problem-solving)	☐	☐	☐	☐	☐
Q39	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	☐	☐	☐	☐	☐
Q40	Handles frustration well (e.g., does not act out, asks for help, does not withdraw / become unresponsive)	☐	☐	☐	☐	☐

Notes:

Appendix 2 — Kindergarten Observation Form II

Class #_____

Kindergarten Observation Form II 2008

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

Child ID	Child Initials	How SMOOTH was this child's transition into school?				How NERVOUS does this child seem at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat Smooth	Not smooth	Not Nervous	Somewhat Nervous	Nervous	Very Nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys	Enjoys somewhat	Does not enjoy
01																	
02																	
03																	
04																	
05																	
06																	
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Appendix 3 – Parent Information Form

Parent Information Form 2008

Class #_____   Child #_____

The following survey asks you questions about your son or daughter who just started kindergarten. To thank you for your time, your child's teacher will give your child a new book to keep. When you are finished, please return this form to your child's teacher in the envelope provided. This survey is confidential – please do not write your child's name on it. This information will be used to understand how preschools and elementary schools can better support new students. Thank you very much!

1. **What is your relationship to this child?** ❏ Mother ❏ Father ❏ Grandparent ❏ Foster Parent ❏ Other: _____

2. **What is your child's birth date?** Month____Day____Year ____   **What are his or her initials?** First ___ Middle ___ Last ___

3. **Is this child a boy or a girl?** ❏ Boy   ❏ Girl

4. **In the past year, who usually provided child care for your child?**

A relative or neighbor?	❏ Yes ➔ If yes ➔	a. How many hours per week?
	❏ No	❏ 1-20 ❏ 21-30 ❏ 31 +
A babysitter or nanny?	❏ Yes ➔ If yes ➔	a. How many hours per week?
	❏ No	❏ 1-20 ❏ 21-30 ❏ 31 +
Licensed child care in someone's home?	❏ Yes ➔ If yes ➔	a. How many hours per week?
	❏ No	❏ 1-20 ❏ 21-30 ❏ 31 +
Licensed child care in a center or preschool?	❏ Yes ➔ If yes ➔	a. How many hours per week?
	❏ No	❏ 1-20 ❏ 21-30 ❏ 31 +

What was the name of the center or preschool? (*Please be as specific as possible*)

_____

A 'stay-at-home' parent?	❏ Yes
	❏ No

5. **In the past year, what language(s) were spoken in the places where your child received child care?**

❏ English ❏ Spanish ❏ Chinese/Cantonese/Mandarin ❏ Vietnamese ❏ Filipino ❏ Korean ❏ Farsi or Dari ❏ Other

6. **Which of these things did you do before the first day of school?** *Please check all that apply.*

- ❏ Attended a parent meeting or orientation
- ❏ Visited the school with your child
- ❏ Met your child's kindergarten teacher
- ❏ Worked with your child on school skills
- ❏ Had child attend summer pre-kindergarten program
- ❏ Read books or watched videos about kindergarten with your child
- ❏ Read books or articles about your child's transition to school
- ❏ Asked child's child care provider/preschool questions about kindergarten
- ❏ Asked child's child care provider/preschool whether child was ready for kindergarten
- ❏ Other
- ❏ None of the above

7. **How comfortable did you feel about your child starting school?** *Please check one.*

❏ Not at all comfortable   ❏ Slightly comfortable   ❏ Mostly comfortable   ❏ Very comfortable

8. **How would you rate your child's readiness for kindergarten in terms of…**

	Far below average	A little below average	Average	A little above average	Far above average
Your child's physical well-being and skills (coloring, jumping, hopping)	❏	❏	❏	❏	❏
Your child's language development (speaking and listening)	❏	❏	❏	❏	❏
Your child's academic readiness (colors, numbers, shapes, letters, reading readiness)	❏	❏	❏	❏	❏
Your child's social and emotional readiness	❏	❏	❏	❏	❏

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

Read for more than five minutes	About _____ times per week
Tell stories or sing songs together	About _____ times per week
Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets	About _____ times per week
Play games or do puzzles with your child	About _____ times per week
Do arts or crafts with your child	About _____ times per week
Take your child outside to play or do sports together	About _____ times per week
Take your child out to places like the park, a playground, or the library	About _____ times per week
Eat family meals together	About _____ times per week

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

About ____ hours and ____ minutes per day ➔ **Of this time, how much time is spent on learning activities?** (*e.g., watching Sesame Street, playing video or computer games to learn letters or colors*)

About _____ hours and ____ minutes per day

Below are a few health-related questions about your child.

11. When your child was born, did he/she weigh <u>less</u> than 5 pounds 8 ounces (2,500 grams)? ❑ No ❑ Yes ❑ Don't know

12. Does your child have a regular doctor, pediatric provider or clinic? ❑ Yes ❑ No

13. Does your child have a regular dentist? ❑ Yes ❑ No

14. In the past year, has your child had a dental exam? ❑ Yes ❑ No

15. What type of health insurance does your child have? ❑ No insurance ❑ Medi-Cal ❑ Healthy Families ❑ Other private insurance

16. In the past year, has your child had a developmental screening? ❑ Yes ❑ No

17. Does your child have any special needs that might affect his or her participation in kindergarten, such as vision, hearing, chronic illness, behavioral problems, ADHD? ❑ No ❑ Yes → If yes, please complete items 17a-17d below.

    17a. If yes, what special need does your child have? _____

    17b. How did you learn that your child had this special need?

        ❑ Diagnosis/assessment by your child's pediatrician or other doctor   ❑ Diagnosis/assessment by another professional
        ❑ Your own diagnosis/assessment   ❑ Other:_____

    17c. How old was your child when this need was first identified? _____ years and _____ months

    17d. Has your child received professional help for this special need (e.g., help from a pediatrician, school professional, therapist, regional center services)? ❑ No ❑ Yes → If yes, what type of help did you receive? _____

Now we have a few questions about you!

18. What kinds of parenting programs, services, or supports have you received? *Please check all that apply.*

    ❑ Parent education classes   ❑ Information or programs at your church/religious organization
    ❑ Information from your child's child care provider   ❑ Regular medical check-ups while pregnant
    ❑ Home visits from a nurse, community worker, or other   ❑ Help from extended family
        provider   ❑ Help from neighbors and/or friends
    ❑ Parent support groups   ❑ None of the above
    ❑ WIC (Women, Infants, and Children)

19. What types of local family resources have you used? *Please check all that apply.*

    ❑ Community clinic   ❑ Local museum(s)   ❑ Libraries   ❑ Other: _____
    ❑ Arts/music programs   ❑ Local parks   ❑ Recreational activities, camps,   ❑ None of the above
                    and sports

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

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

21. What is the child's <u>mother's</u> date of birth? Month _____ Day _____ Year _____

22. Do you consider yourself to be a single parent? ❑ Yes ❑ No

23. How many people live in your household, including you? Children ages 0-5 ___ Children ages 6-17 ___ Adults (ages 18+) ___

24. At how many different addresses / places have you lived since your kindergarten child was born? _____ Addresses / places

25. Have you or any other primary parent / guardian lost your job during the past year? ❑ Yes ❑ No

26. What is the language you use MOST often with your child at home?

    ❑ English   ❑ Vietnamese   ❑ Farsi or Dari
    ❑ Spanish   ❑ Filipino (Pilipino or Tagalog)   ❑ Other: _____
    ❑ Chinese/Cantonese/ Mandarin   ❑ Korean

27. **How well do YOU speak English?**

   ❑ Very well; English is my primary language
   ❑ Very well, but English is not my first language
   ❑ Somewhat well; I usually – but not always – can communicate what I want to say in English

   ❑ Not very well; I know some words in English, but often not enough to communicate what I want to say
   ❑ Not at all; I know very few or no English words

28. **What is the highest education level the child's <u>mother</u> has <u>completed</u>?**

   ❑ Less than 6th grade
   ❑ 6th grade
   ❑ 7th or 8th grade

   ❑ High school
   ❑ Some college
   ❑ Associate's degree (AA or AS)

   ❑ Bachelor's degree (BA or BS)
   ❑ Advanced degree
   ❑ Don't know

29. **What is your child's primary ethnicity?**

   ❑ Mexican
   ❑ Cuban / Puerto Rican
   ❑ Central American
   ❑ Other Hispanic or Latino
   ❑ Caucasian / White
   ❑ Middle Eastern
   ❑ African American
   ❑ Native American

   ❑ African
   ❑ Pacific Islander (Please mark: ❑ Samoan ❑ Tongan ❑ Fijian ❑ Other)
   ❑ East Asian (Please mark: ❑ Japanese ❑ Chinese ❑ Korean ❑ Taiwanese ❑ Other)
   ❑ Filipino
   ❑ Other Southeast Asian (Please mark: ❑ Thai ❑ Vietnamese ❑ Other)
   ❑ South Asian (Please mark: ❑ Indian ❑ Pakistani ❑ Bangladeshi ❑ Other)
   ❑ Multi-ethnic
   ❑ Other: _____

30. **What is your approximate <u>household</u> income per year (optional)?**

   ❑ $0 – $14,999
   ❑ $15,000 – $34,999

   ❑ $35,000 - $49,999
   ❑ $50,000 - $74,999

   ❑ $75,000 – $99,999
   ❑ $100,000 or more

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

Forma de información Para los Padres 2008

Class #_____   Child #_____

La siguiente encuesta le hará preguntas con respecto a su hijo/a que acaba de ingresar a kindergarten. Como agradecimiento por su tiempo, la profesora o profesor de su hijo/a le obsequiara un cuento para niños. Cuando termine la encuesta, por favor, sírvase entregar el formulario a la profesora o profesor de su hijo/a en el sobre provisto. Esta encuesta es confidencial- por favor, no escriba el nombre de su hijo/a. Esta información será utilizada para saber cómo el pre-escolar y el inicial pueda mejorar en brindarles mejor ayuda a sus alumnos. <u>Muchas</u> gracias!

1. ¿Cuál es su parentesco con el niño/a? ❑ Madre ❑ Padre ❑ Abuelo ❑ Padres Adoptivos ❑ Otro: _____

2a. ¿Cuál es la fecha de nacimiento del niño/a? Mes____ Día____ Año ____

2b. ¿Cuáles son las primeras iníciales del niño/a? Nombre ___ Segundo nombre ___ Apellido___

3. ¿El menor que irá a kindergarten es niño o niña? ❑ Niño   ❑ Niña

4. En el último año, ¿quien solía cuidar a su niño/a?

¿Un familiar o vecino?	❑ Si	→Si es que	a. ¿Cuántas horas a la semana?
	❑ No	Si→	❑ 1-20 ❑ 21-30 ❑ 31 +
¿Una niñera?	❑ Si	→Si es que	a. ¿Cuántas horas a la semana?
	❑ No	Si→	❑ 1-20 ❑ 21-30 ❑ 31 +
¿Una guardería en casa de alguien con licencia?	❑ Si	→ Si es que	a. ¿Cuántas horas a la semana?
	❑ No	Si →	❑ 1-20 ❑ 21-30 ❑ 31 +
¿Un centro de guardería con licencia?	❑ Si	→Si es que	a. ¿Cuántas horas a la semana?
	❑ No	si →	❑ 1-20 ❑ 21-30 ❑ 31 +

¿Cuál era el nombre del pre-escolar o del centro de cuidado infantil? (*Por favor, sea lo más especifico posible*)

_____

Es usted madre o padre de tiempo completo?   ❑ Si
                                               ❑ No

5. ¿Qué idioma/s se habló o hablaron en el lugar donde su hijo/a recibió cuidado infantil?

❑ Inglés ❑ Español ❑ Chino/Cantones/Mandarín ❑ Vietnamés ❑ Filipino ❑ Coreano ❑ Farsi o Darii ❑ Otros

6. ¿Cuál de las siguientes cosas hizo antes del primer día de clase de su hijo/a? *Por favor marque todas las que apliquen.*

❑ Asistir a una orientación o reunión de padres de familia
❑ Visito la escuela con su hijo/a
❑ Conoció a la maestra o maestro de kindergarten de su hijo/a
❑ Trabajo con su hijo/a a desarrollar sus habilidades escolares
   Su hijo/a asistió a un programa de verano pre-kindergarten
   Leyó libros o vio videos de kindergarten <u>con</u> su hijo/a

❑ Leyó libros o artículos acerca de la transición de su hijo/a a la escuela.
❑ Le pregunto al proveedor del cuidado infantil de su hijo/a preguntas sobre el kindergarten
❑ Le pregunto al proveedor del cuidado infantil de su hijo/a o al pre-escolar si es que su hijo/a esta preparado/a para el ingreso a kindergarten
❑ Otro
❑ Ninguno de los anteriores

7. ¿Qué tan cómodo se sintió en relación al ingreso de su hijo/a a la escuela? *Por favor marque una respuesta.*

❑ Incomodo   ❑ Ligeramente cómodo   ❑ Cómodo   ❑ Muy cómodo

8. Cómo calificaría la preparación de su hijo/a a kindergarten basándose en las siguientes alternativas…

	Muy por debajo del promedio	Un poco debajo del promedio	Promedio	Sobre el promedio	Muy por encima del promedio
El bienestar fisico de su hijo/a y sus habilidades (coloreando, jugando, Brincando)	❑	❑	❑	❑	❑
El desarrollo del lenguaje de su hijo/a (en el habla y al escuchar)	❑	❑	❑	❑	❑
La preparación <u>académica</u> de su hijo/a (colores, números, figuras, letras, y en la lectura)	❑	❑	❑	❑	❑
La preparación <u>social y emocional</u> de su hijo/a	❑	❑	❑	❑	❑

9. En una semana típica, ¿qué tan a menudo usted y su familia hacen las siguientes cosas con su hijo/a? *De pronto su hijo/a hace las siguientes actividades en la escuela o en algún otro lugar, pero por favor, nos gustaría saber que tan a menudo hacen las actividades en su familia.*

Leer por más de cinco minutos	Aproximadamente_____ veces por semana
Contarles cuentos o cantar juntos	Aproximadamente_____ veces por semana
Involucrar a su hijo/a en los quehaceres domésticos, tales como: cocinar, limpiar, poner la mesa o cuidar de alguna mascota	Aproximadamente_____ veces por semana
Jugar con juegos o armar rompecabezas con su hijo/a	Aproximadamente _____ veces por semana
Hacer manualidades con su hijo/a	Aproximadamente_____ veces por semana
Llevar a su hijo/a a jugar a la calle o hacer algún deporte juntos	Aproximadamente _____ veces por semana

Llevar a su hijo/a al parque , a la zona de juegos o a la biblioteca	Aproximadamente _____ veces por semana
Comer juntos en familia	Aproximadamente _____ veces por semana

10. **Aproximadamente, ¿cuántas horas al día en total ve su hijo/a televisión, videos o juega video juegos o juegos de computadora?**

Aproximadamente _____ horas y _____ minutos por día → **En base a este tiempo, ¿Cuántas tiempo se dedica su hijo/a en actividades de aprendizaje?** *(ej., viendo Plaza Sésamo, jugando video juegos o juegos de computadora para aprender las letras o los colores)*

Aproximadamente _____ horas y _____ minutos por día

Las siguientes preguntas están relacionadas con la salud de su hijo/a.

11. **¿Cuándo nació su hijo/a peso menos de 5 libras 8 onzas (2,500 gramos)?** ❏ No   ❏ Si   ❏ No Se

12. **¿Su hijo/a tiene un doctor, pediatra o clínica donde va regularmente?**   ❏ Si   ❏ No

13. **¿Su hijo/a tiene un dentista donde va regularmente?**   ❏ Si   ❏ No

14. **¿Su hijo/a recibió un examen dental este año?**   ❏ Si   ❏ No

15. **¿Qué tipo de seguro medico tiene su hijo/a?** ❏ No tiene seguro medico   ❏ Medi-Cal   ❏ Familias Sanas   ❏ Seguro privado

16. **En el último año, su hijo/a ha recibido un escaneo de desarrollo?**   ❏ Si   ❏ No

17. **¿Su hijo/a tiene alguna necesidad especial que pueda afectar su participación en kindergarten? Estas pueden ser: Problemas de la vista, problemas del oído, enfermedad crónica, problemas de comportamiento o DDAH (Desorden de deficiencia de atención e hiperactividad)?** ❏ No   ❏ Si   → Si es que Si, por favor, completar las preguntas 17a – 17d.

    17a. Si es que Si, ¿qué necesidad especial tiene su hijo/a?
    _____

    17b. ¿Cómo se entero de la necesidad especial de su hijo/a?

      ❏ Diagnostico o asesoramiento por su pediatra o doctor general   ❏ Diagnostico/asesoramiento por algún profesional
      ❏ Su propio diagnostico/asesoramiento   ❏ Otros:_____

    17c. ¿Cuántos años tenía su hijo/a cuando esta necesidad fue identificada por primera vez? _____ años y _____ meses

    17d. ¿Su hijo/a ha recibido ayuda profesional para este tipo de necesidad especial? (ej., ayuda de algún pediatra, profesional de la escuela, terapista, centro de servicios regionales)? ❏ No   ❏ Si   → Si es que Si, ¿qué clase de ayuda recibió?
    _____

Ahora le haremos algunas preguntas a usted!

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

    ❏ Clases para educar a los padres   ❏ Información o programas en su iglesia u organización religiosa
    ❏ Información del cuidado infantil de su hijo/a   ❏ Chequeos médicos regulares durante el embarazo
    ❏ Visitas a domicilio de enfermeras, trabajadores sociales y otro proveedor   ❏ Ayuda de algún familiar
    ❏ Grupo de apoyo para padres de familia   ❏ Ayuda de algún vecino y/o amigos
    ❏ WIC (Mujeres Lactantes y Niños)   ❏ Ninguno de los anteriores

19. **¿Qué clase de recursos de familias locales ha usado?**

    ❏ Clinica Comunitaria   ❏ Museo(s) locales   ❏ Bibliotecas   ❏ Otros: _____
    ❏ Programas de Artes/música   ❏ Parques locales   ❏ Actividades recreativas, campamento y deportes   ❏ Ninguno de los anteriores

20. **Por favor, déjenos saber cuál de las siguientes declaraciones son ciertas para usted...**

	Cierto	Algo cierto	No muy cierto	No es cierto
Cuando tengo algún problema familiar y necesito ayuda, puedo contar con alguien que pueda ayudarme.				
Tengo a alguien a quien puedo contar en dejarle a mi hijo/a cuando necesito un descanso.				
Estoy segura/o de mi capacidad para ayudar a mi hijo/a en su desarrollo y crecimiento.				
Puedo encontrar a alguien con quien puedo hablar con facilidad cuando necesito algún consejo de cómo criar a mi hijo/a.				
Estoy afrontando las demandas de criar a mi hijo/a bien.				

21. **¿Cuál es la fecha de nacimiento de la madre del niño/a?**   Mes _____ Día _____ Año _____

22. **¿Se considera madre o padre soltera/o?**   ❏ Si   ❏ No

23. **¿Cuántas personas viven en su casa incluyendo usted?** Niños de edades entre 0-5 ___ Niños de edades entre 6-17 ___ Adultos (edades18+) ___

24. **¿En cuántos lugares o direcciones diferentes ha vivido desde que nació su hijo/a?** ____ Direcciones / Lugares

25. **¿En el último año usted, algún familiar o guardián perdió su trabajo?** ❑ Si   ❑ No

26. **¿Qué idioma utiliza mas para hablar con su hijo/a en casa?**

   ❑ Inglés   ❑ Vietnamés   ❑ Farsi o Darii
   ❑ Español   ❑ Filipino (Pilipino o Tagalo)   ❑ Otro: _____
   ❑ Chino/Cantones/ Mandarín   ❑ Coreano

27. **¿Qué tan bien habla USTED Inglés?**

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

28. **¿Cuál es el grado educativo más alto que ha <u>completado la madre</u> del niño?**

   ❑ Menos de sexto   ❑ Secundaria   ❑ Grado de Bachiller en Arte o
      grado   ❑ Estudios Generales   Ciencias (BA o BC)
   ❑ Sexto grado   ❑ Grado de Asociado en Arte o Ciencias (AA ❑ Grado Avanzado
   ❑ Séptimo u Octavo   o AC)   ❑ No se
      grado

29. **¿Cuál es el origen étnico principal de su hijo/a?**

   ❑ Mexicano   ❑ Africano
   ❑ Cubano / Puerto Riqueño   ❑ De Las Islas del Pacifico (Por favor marcar: ❑ Samoano   ❑ Tongano ❑ Fiyiano
   ❑ Centro Americano   ❑ Otro)
   ❑ Otro Hispano o Latino   ❑ Asia del Este (Por favor marcar: ❑ Japonés   ❑ Chino   ❑ Coreano ❑ Taiwanés
   ❑ Caucásico /Blanco   ❑ Otro)
   ❑ Del Medio Este   ❑ Filipino
   ❑ Afro- Americano   ❑ Otros del Sud-Este Asiático (Por favor marcar: ❑ Tailandés   ❑ Vietnamés
   ❑ Nativo Americano   ❑ Otros)
                                 ❑ Asia del Sur (Por favor marcar: ❑ Indio   ❑ Pakistaní ❑ Bangladesí ❑ Otro)
                                 ❑ Multiétnico
                                 ❑ Otro: _____

30. **¿Cuánto es su ingreso familiar anual por año - aproximadamente (opcional)?**

   ❑ $0 – $14,999   ❑ $35,000 - $49,999   ❑ $75,000 – $99,999
   ❑ $15,000 – $34,999   ❑ $50,000 - $74,999   ❑ $100,000 o mas

Gracias! Por favor doble esta encuesta y colóquela en el sobre provisto. Selle el sobre y entrégueselo a la profesora o profesor de su hijo/a.

Maãu Ñôn Thoâng Tin Phuï Huynh 2008

Lôùp #_____   Hoïc sinh #_____

Baûn khaûo saùt döôùi ñaây seõ hoûi quyù vò veà con trai hoaëc con gaùi quyù vò vöøa baét ñaàu hoïc lôùp maãu giaùo. Neá caûm ôn quyù vò ñaõ daønh thôøi gian ñieàn baûn khaûo saùt naøy, giaùo vieân seõ göûi cho em moät cuoán saùch môùi. Khi quyù vò hoaøn taát maãu ñôn, vui loøng boû vaøo bao thö vaø ñöa laïi cho giaùo vieân. Baûn khaûo saùt naøy ñöôïc baûo maät – vui loøng khoâng vieát teân con quyù vò. Thoâng tin naøy seõ ñöôïc söû duïng ñeå giuùp caùc tröôøng maãu giaùo vaø tröôøng tieåu hoïc hoã trôï caùc em hoïc sinh môùi. Caûm ôn quyù vò <u>raát nhieàu</u>!

1. **Quan heä cuûa quyù vò vôùi hoïc sinh naøy laø gì?** ☐ Meï ☐ Cha ☐ OÂng Baø ☐ Cha Meï Nuoâi ☐ Khaùc: _____

2. **Ngaøy sinh cuûa con quyù vò?** Thaùng____Ngaøy____Naêm ____   **Chöõ ñaàu tieân cuûa teân em laø gì?** Teân ___ Teân Loùt ___ Hoï ___

3. **Hoïc sinh naøy laø con trai hay con gaùi?** ☐ Con Trai   ☐ Con Gaùi

4. **Trong naêm vöøa roài, ai thöôøng xuyeân chaêm soùc cho con quyù vò?**

Ngöôøi baø con hay haøng xoùm?	☐ Coù ☐ Khoâng	→ Neáu coù →	a. Maáy giôø moãi tuaàn? ☐ 1-20 ☐ 21-30 ☐ 31 +
Ngöôøi giöõ treû hay vuù em?	☐ Coù ☐ Khoâng	→ Neáu coù →	a. Maáy giôø moãi tuaàn? ☐ 1-20 ☐ 21-30 ☐ 31 +
Dòch vuï giöõ treû coù giaáy pheùp taïi nhaø?	☐ Coù ☐ Khoâng	→ Neáu coù →	a. Maáy giôø moãi tuaàn? ☐ 1-20 ☐ 21-30 ☐ 31 +
Dòch vuï giöõ treû ñöôïc caáp giaáy pheùp taïi trung taâm hoaëc nhaø treû?	☐ Coù ☐ Khoâng	→ Neáu coù →	a. Maáy giôø moãi tuaàn? ☐ 1-20 ☐ 21-30 ☐ 31 +

Teân trung taâm hoaëc tröôøng daønh cho treû chöa ñuû tuoåi ñi hoïc? (*Vui loøng cho bieát caøng cuï theå caøng toát*)

_____

Phuï huynh ôû nhaø?	☐ Coù ☐ Khoâng

5. **Trong naêm vöøa qua, (caùc) ngoân ngöõ naøo ñöôïc noùi ôû nhöõng nôi quyù vò göûi beù?**

☐ Tieáng Anh ☐ Tieáng Taây Ban Nha ☐ Tieáng Hoa/Quaûng Ñoâng/Quan Thoaïi ☐ Tieáng Vieät ☐ Tieáng Philippine ☐ Tieáng Haøn ☐ Tieáng Farsi hoaëc Dari ☐ Khaùc

6. **Nhöõng vieäc naøo sau ñaây quyù vò ñaõ laøm tröôùc ngaøy ñaàu tieân ñi hoïc?** (*Xin ñaùnh daáu vaøo taát caû caùc oâ phuø hôïp*):

☐ Tham döï moät buoåi hoïp phuï huynh hoaëc buoåi hoïp ñònh höôùng
☐ Tham quan tröôøng hoïc cuøng con quyù vò
☐ Gaëp giaùo vieân maãu giaùo cuûa em
☐ Giuùp em hoïc nhöõng kyõ naêng ñeå chuaån bò vaøo lôùp
☐ Ñöa con quyù vò ñeán tham döï chöông trình tieàn-maãu giaùo vaøo muøa heø
☐ Ñoïc saùch vaø xem baêng video veà lôùp maãu giaùo <u>cuøng vôùi</u> con quyù vò
☐ Ñoïc saùch hoaëc baùo veà vieäc chuyeån tieáp sang ñi hoïc cho con quyù vò
☐ Hoûi ngöôøi cung caáp dòch vuï chaêm soùc treû cuûa con quyù vò/hoaëc nhaø treû nhöõng caâu hoûi veà tröôøng maãu giaùo
☐ Hoûi ngöôøi cung caáp dòch vuï chaêm soùc treû cuûa con quyù vò/hoaëc nhaø treû veà vieäc con quyù vò ñaõ saün saøng ñi maãu giaùo hay chöa
☐ Khaùc
☐ Khoâng ñieàu naøo trong soá treân

7. **<u>Quyù vò</u> thaáy an taâm ra sao veà vieäc con mình baét ñaàu ñi hoïc?** *Xin ñaùnh daáu moät oâ:*

☐ Hoaøn toaøn khoâng an taâm   ☐ Hôi an taâm   ☐ An taâm   ☐ Raát an taâm

8. **Quyù vò ñaùnh giaù nhö theá naøo veà möùc ñoä saün saøng ñi hoïc maãu giaùo cuûa con quyù vò …**

	Döôùi xa möùc trung bình	Döôùi trung bình moät ít	Trung bình	Treân trung bình moät ít	Treân trung bình raát nhieàu
Theå traïng vaø nhöõng kyõ naêng cuûa con quyù vò (toâ maøu, chaïy nhaûy, ñi laïi)	☐	☐	☐	☐	☐
Söï phaùt trieån ngoân ngöõ cuûa con quyù vò (noùi vaø nghe)	☐	☐	☐	☐	☐
Söï tieáp thu veà <u>hoïc haønh</u> cuûa con quyù vò (maøu saéc, soá hoïc, hình, chöõ caùi, ñoïc chöõ)	☐	☐	☐	☐	☐
Söï saün saøng veà <u>maët xaõ hoäi vaø tình caûm</u> cuûa con quyù vò	☐	☐	☐	☐	☐

9. **Trong moät tuaàn bình thöôøng, quyù vò vaø baát kyø thaønh vieân trong gia ñình laøm nhöõng vieäc sau ñaây vôùi con quyù vò thöôøng xuyeân nhö theá naøo?** *Con quyù vò coù theå laøm nhöõng vieäc naøy ôû tröôøng hoaëc moät nôi naøo khaùc, nhöng vui loøng cho chuùng toâi bieát nhöõng hoaït ñoäng naøy dieãn ra thöôøng xuyeân nhö theá naøo ôû <u>gia ñình</u> quyù vò.*

Ñoïc saùch hôn 5 phuùt	Khoaûng _____ laàn moãi tuaàn
Keå chuyeän hoaëc cuøng nhau haùt	Khoaûng _____ laàn moãi tuaàn
Cho em tham gia nhöõng vieäc vaët trong gia ñình nhö naáu aên, röûa cheùn, doïn baøn, hoaëc chaêm soùc vaät nuoâi	Khoaûng _____ laàn moãi tuaàn

Chôi troø chôi hoaëc ñoå vui	Khoaûng _____ laàn moãi tuaàn
Cuøng laøm thuû coâng vôùi nhau	Khoaûng _____ laàn moãi tuaàn
Ñöa em ra ngoaøi chôi hoaëc cuøng nhau chôi theå thao	Khoaûng _____ laàn moãi tuaàn
Ñöa em ñi ñeán nhöõng nôi nhö coâng vieän, saân chôi, hoaëc thö vieän	Khoaûng _____ laàn moãi tuaàn
Cuøng aên nhöõng böõa côm gia ñình	Khoaûng _____ laàn moãi tuaàn

10. <u>Toång coäng</u> khoaûng bao nhieâu giôø con quyù vò xem tivi, xem video, hoaëc chôi game treân maùy vi tính hoaëc maùy game?

Khoaûng _____ giôø vaø _____ phuùt moãi ngaøy → **Trong soá thôøi gian naøy, bao nhieâu giôø daønh cho hoaït ñoäng hoïc taäp?** *(ví duï, xem Sesame Street, chôi game treân maùy vi tính hoaëc maùy game ñeå hoïc veà nhöõng kyù töï vaø maøu saéc)*

Khoaûng _____ giôø vaø _____ phuùt moãi ngaøy

Beân döôùi laø moät vaøi caâu hoûi lieân quan ñeán söùc khoûe cuûa con quyù vò.

11. Khi em môùi sinh, em caân naëng ít hôn 5 pounds 8 ounces (2,500 grams)? ❑ Khoâng (Coù (Khoâng bieát

12. Con quyù vò coù ñi khaùm ôû baùc só, baùc só nhi khoa hoaëc beänh vieän ñeàu ñaën khoâng? (Coù   (Khoâng

13. Con quyù vò coù ñi khaùm ôû nha só ñeàu ñaën khoâng? ❑ Coù   ❑ Khoâng

14. Trong naêm vöøa qua, em coù ñi khaùm raêng khoâng? ❑ Coù   ❑ Khoâng

15. Em ñang coù loaïi baûo hieåm y teá naøo? ❑ Khoâng coù baûo hieåm ❑ Medi-Cal ❑ Healthy Families ❑ Baûo hieåm caù nhaân khaùc

16. Trong naêm vöøa qua, em coù ñöôïc kieåm tra phaùt trieån chöa? ❑ Coù   ❑ Khoâng

17. Con quyù vò coù baát kyø nhu caàu ñaëc bieät naøo maø coù theå aûnh höôûng ñeán vieäc ñi hoïc maãu giaùo, ví duï nhö thò giaùc, thính giaùc, beänh maõn tính, nhöõng vaán ñeà veà haønh vi, ADHD? ❑ Khoâng   ❑ Coù → Neáu coù, vui loøng hoaøn taát muïc17a-17d beân döôùi.

17a. Neáu coù, treû caàn nhöõng nhu caàu ñaëc bieät naøo?
_____

17b. Laøm sao quyù vò bieát con quyù vò coù nhöõng nhu caàu ñaëc bieät naøy?

❑ Chaån ñoaùn/ñaùnh giaù bôûi baùc só nhi khoa hoaëc baùc só khaùc cuûa con quyù vò   ❑ Chaån ñoaùn/ñaùnh giaù bôûi chuyeân gia khaùc
❑ Chaån ñoaùn/ñaùnh giaù cuûa rieâng quyù vò   ❑ Khaùc:_____

17c. Con quyù vò bao nhieâu tuoåi luùc nhu caàu naøy ñöôïc nhaän thaáy ñaàu tieân? _____ naêm vaø _____ thaùng

17d. Con quyù vò ñaõ nhaän ñöôïc söï giuùp ñôõ chuyeân gia cho nhu caàu ñaëc bieät naøy chöa? (ví duï, giuùp ñôõ töø baùc só nhi khoa, chuyeân gia hoïc ñöôøng, baùc só chuyeân khoa, nhöõng dòch vuï cuûa trung taâm trong vuøng)? ❑ Khoâng   ❑ Coù → Neáu coù, quyù vò ñaõ nhaän loaïi giuùp ñôõ naøo? _____

Baây giôø chuùng toâi coù moät vaøi caâu hoûi veà quyù vò!

18. Quyù vò ñaõ nhaän ñöôïc nhöõng chöông trình, dòch vuï, hoaëc söï hoã trôï daønh cho phuï huynh naøo? *Xin ñaùnh daáu taát caû caùc oâ phuø hôïp.*

❑ Caùc lôùp hoïc hoaëc giaùo duïc daønh cho phuï huynh   ❑ Thoâng tin hoaëc nhöõng chöông trình taïi nhaø thôø/toå chöùc toân giaùo
❑ Thoâng tin töø ngöôøi cung caáp dòch vuï chaêm soùc treû cuûa con quyù vò   ❑ Nhöõng cuoäc kieåm tra y teá ñònh kyø khi quyù vò mang thai
❑ Y taù, nhaân vieân coâng ñoàng, hoaëc ngöôøi cung caáp khaùc ñeán thaêm nhaø   ❑ Giuùp ñôõ töø hoï haøng
❑ Caùc nhoùm hoã trôï phuï huynh   ❑ Giuùp ñôõ töø haøng xoùm vaø/hoaëc baïn beø
❑ Phuï Nöõ, Treû Sô Sinh vaø Treû Em – Chöông Trình WIC   ❑ Khoâng ñieàu naøo trong soá treân

19. Quyù vò ñaõ söû duïng nhöõng nguoàn taøi nguyeân ñòa phöông daønh cho gia ñình naøo? *Xin ñaùnh daáu taát caû caùc oâ phuø hôïp.*

❑ Beänh vieän coäng ñoàng   ❑ (Caùc) vieän baûo taøng ñòa phöông   ❑ Thö vieän   ❑ Khaùc: _____
❑ Chöông trình ngheä thuaät/aâm nhaïc   ❑ Coâng vieân ñòa phöông   ❑ Nhöõng hoaït ñoäng saùng taïo, caém traïi, vaø theå thao   ❑ Khoâng ñieàu naøo trong soá treân

20. Vui loøng cho chuùng toâi bieát möùc ñoä chính xaùc cuûa nhöõng lôøi phaùt bieåu sau ñaây ñoái vôùi quyù vò baèng caùch ñaùnh daáu töông möùc beân döôùi.

	Hoaøn toaøn ñuùng ñoái vôùi toâi	Töông ñoái ñuùng ñoái vôùi toâi	Khoâng ñuùng ñoái vôùi toâi	Hoaøn toaøn khoâng ñuùng ñoái vôùi toâi

Khi toâi caàn giuùp ñôõ vôùi nhöõng vaán ñeà trong gia ñình toâi, toâi coù theå xin söï giuùp ñôõ töø ngöôøi khaùc.				
Coù ai ñoù maø toâi coù theå nhôø caäy ñeå troâng giuùp con toâi khi toâi caàn nghæ ngôi.				
Toâi caûm thaáy tin töôûng vaøo mình ñeå giuùp con toâi lôùn leân vaø phaùt trieån.				
Toâi coù theå deã daøng tìm moät ngöôøi naøo ñoù ñeå noùi chuyeän khi toâi caàn lôøi khuyeân veà caùch nuoâi con toâi.				
Toâi ñang coù theå ñöông ñaàu vôùi nhöõng yeâu caàu haøng ngaøy vaø vieäc laøm cha meï.				

21. **Ngaøy sinh cuûa <u>meï</u> em beù laø ngaøy maáy?** Thaùng _____ Ngaøy _____ Naêm _____

22. **Quyù vò coù phaûi laø moät cha/meï ñôn ñoäc?** ❑ Coù ❑ Khoâng

23. **Coù bao nhieâu ngöôøi soáng trong nhaø quyù vò, bao goàm caû quyù vò?** Treû em tuoåi 0-5 ____ Treû em tuoåi 6-17 ____
Ngöôøi lôùn (treân 18 tuoåi) ____

24. **Quyù vò ñaõ soáng taïi bao nhieâu nôi/ñòa chæ khaùc nhau keå töø khi ñöùa con ñang hoïc maãu giaùo cuûa quyù vò ra ñôøi?** _____ Ñòa chæ / nôi

25. **Quyù vò hoaëc baát kyø cha meï / ngöôøi giaùm hoä chính coù bò maát vieäc trong naêm vöøa qua?** ❑ Coù ❑ Khoâng

26. **Quyù vò duøng ngoân ngöõ naøo thöôøng xuyeân NHAÁT vôùi con mình khi ôû nhaø?**

❑ Tieáng Anh
❑ Tieáng Taây Ban Nha
❑ Tieáng Hoa/Quaûng Ñoâng/Quan Thoaïi
❑ Tieáng Vieät
❑ Filipino (Pilipino hoaëc Tagalog)
❑ Tieáng Haøn
❑ Farsi hoaëc Dari
❑ Khaùc: _____

27. **QUYÙ VÒ noùi tieáng Anh toát nhö theá naøo?**

❑ Raát toát; tieáng Anh laø ngoân ngöõ thöù nhaát cuûa toâi
❑ Raát toát, nhöng tieáng Anh khoâng laø ngoân ngöõ thöù nhaát cuûa toâi
❑ Hôi toát; toâi thöôøng xuyeân – nhöng khoâng luoân luoân – coù theå giao tieáp nhöõng gì maø toâi muoán noùi baèng tieáng Anh
❑ Khoâng toát laém; toâi bieát moät soá töø baèng tieáng Anh, nhöng thöôøng khoâng ñuû ñeå giao tieáp nhöõng gì toâi muoán noùi
❑ Khoâng toát; toâi bieát raát ít töø hoaëc khoâng bieát töø tieáng Anh naøo

28. **Möùc hoïc vaán cao nhaát maø <u>meï</u> cuûa em beù <u>ñaït</u> ñöôïc laø gì?**

❑ Chöa heát lôùp 6
❑ Lôùp 6
❑ Lôùp 7 hoaëc 8
❑ Trung hoïc
❑ Vaøi naêm ñaïi hoïc
❑ Baèng Associate (AA hoaëc AS)
❑ Baèng ñaïi hoïc (BA hoaëc BS)
❑ Baèng cao caáp
❑ Khoâng bieát

29. **Saéc toäc chính cuûa con quyù vò laø gì?**

❑ Ngöôøi Meâhicoâ
❑ Ngöôøi Cuba / Puerto Ricoâ
❑ Trung Myõ
❑ Ngöôøi Taây Ban Nha hoaëc Latin khaùc
❑ Ngöôøi Caùp-ca / Da Traéng
❑ Trung Ñoâng
❑ Ngöôøi Myõ goác Phi
❑ Ngöôøi Myõ Da Ñoû
❑ Ngöôøi Chaâu Phi
❑ Ngöôøi ôû ñaûo Thaùi Bình Döông (Vui loøng ñaùnh daáu: ❑ Samoan ❑ Tongan ❑ Fijian ❑ Khaùc)
❑ Ngöôøi Ñoâng AÙ (Vui loøng ñaùnh daáu: ❑ Ngöôøi Nhaät Baûn ❑ Ngöôøi Trung Quoác ❑ Ngöôøi Haøn Quoác ❑ Ngöôøi Ñaøi Loan ❑ Khaùc)
❑ Ngöôøi Philippine
❑ Ñoâng Nam AÙ khaùc (Vui loøng ñaùnh daáu: ❑ Ngöôøi Thaùi ❑ Ngöôøi Vieät ❑ Khaùc)
❑ Nam AÙ (Vui loøng ñaùnh daáu: ❑ Ngöôøi AÁn Ñoä ❑ Ngöôøi Pakistan ❑ Ngöôøi Bangladesh ❑ Khaùc)
❑ Ngöôøi ña chuûng toäc
❑ Khaùc: _____

30. **Khoaûng lôïi töùc <u>hoä gia ñình</u> moät naêm cuûa quyù vò laø bao nhieâu (tuøy choïn)?**

❑ $0 – $14,999
❑ $15,000 – $34,999
❑ $35,000 - $49,999
❑ $50,000 - $74,999
❑ $75,000 – $99,999
❑ $100.000 hoaëc cao hôn

Xin caùm ôn! Vui loøng gaáp baûn khaûo saùt cuûa quyù vò boû vaøo phong bì goûi keøm saün, daùn laïi, vaø göûi cho giaùo vieân cuûa con quyù vò.

Porma para sa Impormasyon sa Magulang 2008

Class #_____   Child #_____

Ang sumusunod na survey ay may mga tanong sa inyo tungkol sa inyong anak na lalaki o babae na kapapasok pa lang sa kindergarten. **Para magpasalamat sa inyong oras, magbibigay ang guro ng inyong anak ng bagong libro sa inyong anak.** Kapag tapos na kayo, mangyaring ibalik ang porma na ito sa guro ng inyong anak sa kalakip na sobre. Kompidensyal ang survey na ito — mangyaring huwag isulat ang pangalan ng inyong anak dito. Ang impormasyong ito ay gagamitin upang maunawaan kung paano ang mga paaralan sa preschool at elementarya ay mas mabuting masuportahan ang mga bagong mag-aaral. <u>Maraming</u> salamat!

1. **Ano ang inyong relasyon sa batang ito?** ❑ Ina ❑ Ama ❑ Lolo o Lola ❑ Foster Parent ❑ Iba pa: _____

2. **Ano ang petsa ng kapanganakan ng inyong anak?** Buwan____Araw___Taon ___ **Ano ang kanyang mga inisyal?** Una ___ Gitna ___ Huli ___

3. **Ang batang ito ba ay lalaki o babae?** ❑ Lalaki   ❑ Babae

4. **Nitong nakaraang taon, sino ang karaniwang nag-aalaga sa inyong anak?**

Kamag-anak o kapit-bahay?	❑ Oo ❑ Hindi	→ *Kung oo* →	a. Ilang oras bawat linggo? ❑ 1-20 ❑ 21-30 ❑ 31 +
Isang tagabantay o yaya?	❑ Oo ❑ Hindi	→ *Kung oo* →	a. Ilang oras bawat linggo? ❑ 1-20 ❑ 21-30 ❑ 31 +
Lisensyadong tagapangalaga ng bata sa bahay ng ibang tao?	❑ Oo ❑ Hindi	→ *Kung oo* →	a. Ilang oras bawat linggo? ❑ 1-20 ❑ 21-30 ❑ 31 +
Lisensyadong tagapangalaga ng bata sa isang center o preschool?	❑ Oo ❑ Hindi	→ *Kung oo* →	a. Ilang oras bawat linggo? ❑ 1-20 ❑ 21-30 ❑ 31 +

Ano ang pangalan ng senter o preschool? (*Mangyaring maging tiyak hangga't maaari*)
_____

Isang "nasa bahay' na magulang?	❑ Oo ❑ Hindi

5. **Nitong nakaraang taon, anong (mga) wika ang sinasalita sa mga lugar kung saan nakatanggap ng pangangalaga sa bata ang inyong anak?**

❑ Ingles ❑ Espanyol ❑ Chinese/Cantonese/Mandarin ❑ Vietnamese ❑ Tagalog ❑ Korean ❑ Farsi o Dari ❑ Iba pa

6. **Alin sa mga bagay na ito ang ginawa ninyo bago ang unang araw sa paaralan?** *Mangyaring lagyan ng tsek lahat ng naaangkop.*

❑ Dumalo sa isang pulong o oryentasyon para sa magulang
❑ Binisita ang paaralan kasama ang inyong anak
❑ Nakipagkita sa guro sa kindergarten ng inyong anak
❑ Tinuruan ang inyong anak sa mga gawain sa paaralan
❑ Pinadalo ang anak sa isang programa noong tag-init para sa pre-kindergarten
❑ Nagbasa ng mga libro o nanood ng video tungkol <u>sa</u> kindergarten kasama ang inyong anak
❑ Nagbasa ng mga libro o artikulo tungkol sa transisyon ng inyong anak sa paaralan
❑ Nagtanong sa mga tagabigay sa pangangalaga sa bata/preschool tungkol sa kindergarten ng inyong anak
❑ Nagtanong sa mga tagabigay sa pangangalaga sa bata/kindergarten kung ang bata ay handa na para sa kindergarten
❑ Iba pa
❑ Wala sa nabanggit sa itaas

7. **Gaano kakomportable ang <u>inyong</u> pakiramdam sa pagsisimula ng inyong anak sa paaralan?** *Manyaring lagyan ng tsek ang isa.*

❑ Hindi komportable   ❑ Bahagyang komportable   ❑ Komportable   ❑ Talagang komportable

8. **Paano ninyo susukatin ang kahandaan ng inyong anak para sa kindergarten sa mga...**

	Lubhang Mababa sa karaniwan	Medyo mababa sa karaniwan	Karaniwan	Medyo mataas sa karaniwan	Lubhang mataas sa karaniwan
Ang pisikal na kasapatan at kakayahan ng inyong anak (pagkulay, pagtalon, paglukso)	❑	❑	❑	❑	❑
Ang pag-unlad sa wika ng inyong anak (pagsasalita at pakikinig)	❑	❑	❑	❑	❑
Ang kahandaan sa <u>pag-aaral</u> ng inyong anak (mga kulay, numero, hugis, letra, kahandaan sa pagbasa)	❑	❑	❑	❑	❑
Ang <u>sosyal at emosyonal</u> na kahandaan ng inyong anak	❑	❑	❑	❑	❑

9. **Sa isang karaniwang linggo, gaano kadalas ka o sinumang miyembro ng pamilya ang ginagawa ang sumusunod na mga bagay kasama ang inyong anak?** *Maaaring gawin ng inyong anak ang mga bagay na ito sa paaralan o kahit saan, ngunit mangyaring sabihin sa amin gaano kadalas nangyayari ang mga aktibidad na ito sa inyong <u>pamilya.</u>*

Magbasa ng higit sa limang minuto	Mga _____ beses bawat linggo
Magkuwento ng mga istorya o kumanta ng sabay	Mga_____ beses bawat linggo
Isama ang inyong anak sa mga gawaing-bahay tulad ng pagluluto, paglilinis, paghahanda ng mesa, o pag-aalaga sa mga alagang hayop.	Mga _____ beses bawat linggo
Maglaro o mag-puzzle kasama ang inyong anak	Mga_____ beses bawat linggo
Gumawa ng arts o crafts kasama ang inyong anak	Mga _____ beses bawat linggo
Dalhin ang inyong anak sa labas para maglaro o sabay na mag-isports	Mga _____ beses bawat linggo
Dalhin ang inyong anak sa mga lugar tulad ng parke, palaruan, o silid-aklatan	Mga _____ beses bawat linggo

Magkasabay na kumain ang pamilya	Mga_____ beses bawat linggo

10. Sa <u>kabuuan</u> mga ilang oras sa isang araw ang inyong anak nanonood sa telebisyon, nanonood ng video, o naglalaro ng video o computer na laro?

Mga ____ oras at ____ minuto bawat araw → Sa oras na ito, ilang oras ang ginugol sa mga gawain sa pag-aaral? *(hal., nanonood ng Sesame Street, naglalaro ng video o computer para matutunan ang mga letra o mga kulay)*

Mga _____ oras at ____ minuto bawat araw

Sa ibaba ay ang ilang may-kaugnayan sa kalusugan na mga tanong tungkol sa inyong anak.

11. Nang ipinanganak ang inyong anak, siya ba ay tumitimbang nang <u>mababa</u> sa 5 libra at 8 onsa (2,500 grams)? ❑ Hindi ❑ Oo ❑ Hindi alam

12. Mayroong bang regular na doktor, tagabigay na pediatric o klinika ang inyong anak? ❑ Oo ❑ Wala

13. Mayroon bang regular na dentista ang inyong anak? ❑ Oo ❑ Wala

14. Nitong nakaraang taon, nagkaroon ba ng pag-eksamin sa ngipin ang inyong anak? ❑ Oo ❑ Wala

15. Anong uri ng insurance sa kalusugan mayroon ang inyong anak? ❑ Walang insurance ❑ Medi-Cal ❑ Healthy Families ❑ Iba pang pribadong insurance

16. Nitong nakaraang taon, nagkaroon ba ng developmental screening ang inyong anak? ❑ Oo ❑ Wala

17. Mayroon ba ang inyong anak ng anumang espesyal na pangangailangan na maaaring makaapekto sa kanyang pagsali sa kindergarten, tulad ng paningin, pandinig, paulit-ulit na sakit, mga problema sa pag-uugali, ADHD? ❑ Wala ❑ Oo → Kung oo, mangyaring sagutan ang mga item 17a-17d sa ibaba.

    17a. Kung oo, anong espesyal na pangangailangan mayroon ang inyong anak?
    _____

    17b. Paano ninyo nalaman na mayroong ganitong espesyal na pangangailangan ang inyong anak?

    ❑ Diyagnosis/pagtatasa ng pediatrician ng anak ninyo o ibang doktor   ❑ Diyagnosis/pagtatasa ng ibang propesyunal
    ❑ Sarili ninyong diyagnosis/pagtatasa   ❑ Iba pa:_____

    17c. Ilang taon ang inyong anak nang unang matukoy ang pangangailangan na ito? _____ taon at _____ buwan

    17d. Nakatanggap na ba kayo ng propesyunal na tulong para sa inyong anak para sa espesyal na pangangailangan na ito (hal., tulong mula sa isang pediatrician, propesyunal sa paaralan na therapist, regional center services)? ❑ Hindi ❑ Oo → Kung oo, anong uri ng tulong ang inyong natanggap? _____

Mayroon kami ngayong ilang tanong tungkol sa inyo!

18. Anong mga uri ng mga programa sa pagiging magulang, serbisyo, o suporta ang inyong natanggap? *Mangyaring lagyan ng tsek lahat ng naaangkop.*

❑ Mga klase para sa edukasyon ng magulang
❑ Impormasyon mula sa inyong tagabigay sa pangangalaga ng inyong anak
❑ Mga pagbisita sa bahay ng nars, manggagawa sa komunidad, o iba pang tagabigay
❑ Mga grupo para sa suporta sa magulang
❑ WIC (Mga Babae, Sanggol at Bata)

❑ Impormasyon o mga programa sa inyong simbahan/pang-relihiyon na organisasyon
❑ Regular na medikal na pagpapatingin habang nagdadalang-tao
❑ Tulong mula sa ibang pamilya
❑ Tulong mula sa mga kapit-bahay at/o mga kaibigan
❑ Wala sa nabanggit sa itaas

19. Anong mga uri ng mga mapagkukunan para sa lokal na pamilya ang nagamit na ninyo? *Mangyaring lagyan ng tsek lahat ng naaangkop.*

❑ Klinika sa komunidad
❑ Mga programa sa sining/musika

❑ (Mga) Lokal na museo
❑ Mga Lokal na parke

❑ Mga Silid-aklatan
❑ Mga gawain sa paglilibang, kamping, at isports o palakasan

❑ Iba pa: _____
❑ Wala sa nabanggit sa itaas

20. Mangyaring sabihin sa amin kung gaano katotoo ang sumusunod na mga pahayag sa inyo sa pag-marka sa bawat isang item sa ibaba.

	Talagang totoo para sa akin	Bahagyang totoo para sa akin	Hindi ganoon totoo sa akin	Talagang hindi totoo para sa akin
Kapag kailangan ko ng tulong sa mga problema sa aking pamilya, nakahihingi ako ng tulong mula sa ibang tao.				
May isang tao akong maaasahan na tumingin sa aking anak kapag kailangan ko ng pahinga.				
May kumpiyansa ako sa aking kakayahan na tulungan ang aking anak sa paglaki at pag-unlad.				
Madali akong makahanap ng isang taong makakausap kung kailangan ko ng payo tungkol sa kung paano ko palalakihin ang aking anak				
Ako ay nakakasabay ng maigi sa pang-araw-araw na pagiging magulang.				

21. **Ano ang petsa ng kapanganakan ng ina ng bata?**   Buwan _____ Araw _____ Taon _____

22. **Ipinalalagay mo ba ang iyong sarilina nag-iisang magulang?**   ❏ Oo ❏ Hindi

23. **Gaano karaming tao ang nakatira sa inyong bahay, kabilang ka?** Mga batang edad 0-5 ____ Mga batang edad 6-17 ____ Mga nakatatanda (edad 18+) ____

24. **Ilang magkaka-ibang address/lugar na ang natirhan ninyo mula ng ipinanganak ang inyong anak?** ____ Mga address /mga lugar

25. **Ikaw ba o sinumang pangunahing magulang/tagapag-alaga ang nawalan ng trabaho nitong nakaraang taon?**   ❏ Oo ❏ Wala

26. **Ano ang wika na LAGI ninyong ginagamit kapag nasa bahay ang inyong anak?**

❏ Ingles	❏ Vietnamese	❏ Farsi o Dari
❏ Espanyol	❏ Filipino (Pilipino o Tagalog)	❏ Iba pa: _____
❏ Chinese/Cantonese/ Mandarin	❏ Korean	

27. **Gaano KA kagaling magsalita ng Ingles?**

❏ Napakagaling; Ingles ang pangunahin kong wika
❏ Napakagaling, ngunit hindi Ingles ang pangunahin kong wika
❏ Bahagyang magaling; Kadalasan ako ay – ngunit hindi lagi– maaaring ipaalam ang nais kong sabihin sa Ingles

❏ Hindi ganoon kagaling; Alam ko ang ibang salita sa Ingles, pero madalas hindi sapat para masabi kung ano ang gusto o nais kong sabihin
❏ Hindi talaga; Kaunti lang ang alam kong Ingles o walang alam na salitang Ingles

28. **Ano ang pinakamataas na antas na pinag-aralan ang natapos ng ina ng bata?**

❏ Mababa sa ika- 6 na grado	❏ High school	❏ Bachelor's degree (BA o BS)
❏ Ika- 6 na grado	❏ Ibang kolehiyo	❏ Advanced degree
❏ Ika- 7 o 8 na grado	❏ Associate's degree (AA o AS)	❏ Hindi alam

29. **Ano ang pangunahing pagka-etniko ng inyong anak?**

❏ Mexican
❏ Cuban / Puerto Rican
❏ Central American
❏ Ibang Hispaniko o Latino
❏ Caucasian / White
❏ Middle Eastern
❏ African American
❏ Native American

❏ African
❏ Pacific Islander (Mangyaring markahan: ❏ Samoan   ❏ Tongan ❏ Fijian ❏ Iba pa)
❏ East Asian (Mangyaring markahan: ❏ Japanese   ❏ Chinese ❏ Korean ❏ Taiwanese ❏ Iba pa)
❏ Filipino
❏ Iba pang Southeast Asian (Mangyaring markahan: ❏ Thai   ❏ Vietnamese   ❏ Iba pa)
❏ South Asian (Mangyaring markahan: ❏ Indian   ❏ Pakistani ❏ Bangladeshi ❏ Iba pa)
❏ Multi-ethnic
❏ Iba pa: _____

30. **Magkano humigit-kumulang ang inyong kinikita sa household bawat taon (opsiyonal) ?**

❏ $0 – $14,999	❏ $35,000 - $49,999	❏ $75,000 – $99,999
❏ $15,000 – $34,999	❏ $50,000 - $74,999	❏ $100,000 o mas malaki

Salamat! Mangyaring tupiin at ilagay ang inyong survey sa kalakip na sobre, isara ito, at ibalik sa guro ng inyong anak.

2008 年家長資料表格

以下調查問卷是詢問有關您子女入幼稚園就讀的問題。為感謝您花時間填寫表格，您子女的老師將送他或她一本新書。當您完成問卷後，請放入所提供的信封後交回給子女的老師。這項調查是保密的，請不要將子女姓名寫在上面。這些資訊將用來協助幼兒園和小學，了解如何更有效幫助入學的新生。**非常感謝您！**

1. **您跟此學童的關係為何？**□ 母親　□ 父親　□ 祖父母　□ 養父母　□ 其他：＿＿＿＿＿＿＿

2. **您子女的出生日期？**月＿＿日＿＿年＿＿＿　　**他或她的名字縮寫字母？** 首名 ＿＿ 中間名 ＿＿ 姓 ＿＿

3. **學童為男孩或女孩？**□ 男孩　　□ 女孩

4. **過去一年中，您子女在通常由誰照顧？**

親戚或鄰居？	□ 是 □ 否	➜ **若是：** 每週幾個小時？ □ 1-20　□ 21-30　□ 31 +
代看小孩者或保母？	□ 是 □ 否	➜ **若是：** 每週幾個小時？ □ 1-20　□ 21-30　□ 31 +
其他有執照的家庭托兒所？	□ 是 □ 否	➜ **若是：** 每週幾個小時？ □ 1-20　□ 21-30　□ 31 +
有執照的托兒中心或幼兒園？	□ 是 □ 否	➜ **若是：** 每週幾個小時？ □ 1-20　□ 21-30　□ 31 +

   托兒中心或幼兒園的名稱？(請盡量詳細)

   ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

在家中照顧的父親或母親？	□ 是 □ 否

5. **過去一年中，您子女在受托的地方講哪種(些)語言？**

   □ 英語　□ 西班牙話　□ 華語/廣東話/國語　□ 越南話　□ 菲律賓話　□ 韓語　□ 波斯話或達利話　□ 其他

6. **您在開學前有做過下列哪些事項？** *請勾選所有合適的答案*

   □　參加家長會議或說明會
   □　**和子女一起去參觀學校**
   □　與幼稚園老師會面
   □　與子女一起做些學校的活動
   □　為子女報名參加暑期幼稚園學前班
   □　與子女一起看有關幼稚園的書或影片

   □　閱讀有關子女入學過渡期的書或文章
   □　詢問子女的托兒服務提供者/幼兒園有關幼稚園事宜
   □　詢問子女的托兒服務提供者/幼兒園有關子女是否已準備好就讀幼稚園
   □　其他
   □　**以上皆無**

7. **您對子女開始上學感覺有多放心？** *請勾選一項*

   □ 完全不放心　　　　□ 有點放心　　　　□ 很放心　　　　□ 非常放心

8. **就下列各方面而言，您如何評估子女就讀幼稚園的程度…**

	遠低於一般程度	略低於一般程度	一般程度	略高於一般程度	遠高於一般程度
子女的身體健康與能力(著色、跳、躍)。	□	□	□	□	□
子女的語言發展 (說與聽)。	□	□	□	□	□
子女的學術程度 (顏色、數字、形狀、字母、閱讀等程度)。	□	□	□	□	□
子女的社交與情緒能力。	□	□	□	□	□

9. **不常在一個星期中，您或其他家人有多常與子女做過下列事情？** *您子女可能在學校或其他地方做過這些事，但請告訴我們，您們在家中有多常進行這些活動。*

閱讀超過五分鐘	大約一星期＿＿＿次
一起唱歌或講故事	大約一星期＿＿＿次
與子女一起做家事，如烹調、清掃、擺設飯桌、或照顧寵物	大約一星期＿＿＿次
與子女一起玩遊戲或解謎題	大約一星期＿＿＿次
與子女一起做手工藝	大約一星期＿＿＿次
帶子女到戶外一起遊玩或運動	大約一星期＿＿＿次

帶子女一起到公園、遊樂場或圖書館	大約一星期____次
全家一起進餐	大約一星期____次

10. 您子女一天中總共花多少時間看電視、看錄影帶、玩電動遊戲或電腦遊戲？

   一天大約____ 小時又 ____ 分鐘 ➔ 在這些時間中，有多少時間是用在學習活動？*(例如，看芝麻街、用電玩或電腦遊戲來學習字母或顏色)*

   一天大約_____小時又 ____ 分鐘

以下是有關您子女的健康問題。

11. 當您子女出生時，他/她的體重低於 5 磅又 8 盎司 (2,500 公克) 嗎？❏ 否　❏ 是　❏ 不清楚

12. 您子女有固定的醫生或小兒科醫院或診所嗎？❏ 是　 ❏ 否

13. 您子女有固定的牙醫嗎？❏ 是　 ❏ 否

14. 在過去一年中，您子女有做過牙齒檢查嗎？❏ 是　 ❏ 否

15. 您子女有哪種健康保險？❏ 沒保險　❏ 加州醫療保險 (Medi-Cal)　❏ 健康家庭計劃 (Healthy Families)　❏ 其他私人保險

16. 在過去一年中，您子女有做過行為發展篩選檢測嗎？❏ 是　 ❏ 否

17. 您子女有什麼特別的需求會影響到他在幼稚園的學習嗎？例如視力、聽力、慢性病、行為問題或注意力不足過動症 (ADHD) 等。❏ 否
   ❏ 是　➔ 如果是，請完成下面 17a-17d 項的問題。

   17a。 如果是，您子女有什麼特別的需求？_____

   17b. 您如何得知子女有這些特別的需求？

   ❏　您子女的小兒科醫生或其他醫生的診斷或評估　　　　❏　其他專家的診斷或評估
   ❏　您自己的診斷或評估　　　　　　　　　　　　　　　❏　其他_____

   17c. 您子女幾歲時被第一次確認有這方面的需要？_____ 歲又 _____ 個月

   17d. 您子女有得到專家針對這方面需求提供的協助嗎？(例如來自小兒科，學校專家，治療師，區域中心服務等協助)。❏ 否　 ❏ 是　➔
   如果有，您獲得哪類型的協助？ _____

現在我們要問有關您本人的問題！

18. 您有接受或獲得哪些養育課程、服務或支持？*請勾選所有合適的答案*

   ❏　家長教育課程　　　　　　　　　　　　　　　　　❏　教堂/宗教團體的資訊或課程
   ❏　您子女托兒服務提供者的資訊　　　　　　　　　　❏　懷孕時的定期醫療檢查
   ❏　護士、社區工作人員或其他來源的家庭訪問　　　　❏　大家庭的協助
   ❏　家長支援團體　　　　　　　　　　　　　　　　　❏　鄰居及/或朋友的協助。
   ❏　婦女、嬰兒及兒童 (WIC) 營養計劃　　　　　　　　❏　**以上皆無**

19. 您曾經用過哪些地方家庭資源？*請勾選所有合適的答案*

   ❏　社區診所　　　　　　❏　本地博物館　　　❏　圖書館　　　　　　　　❏　其他：_____
   ❏　藝術/音樂計劃　　　　❏　本地公園　　　　❏　休閒活動、露營、運動　❏　**以上皆無**

20. 請告訴我們，下列的陳述對您而言有多真實？一項只限勾選一個。

	對我而言絕對正確	對我而言有些正確	對我而言不太正確	對我而言完全不正確
當我有家庭問題需要幫助時，我可以請朋友幫忙。				
當我需要休息時，我有可以信賴的人幫我照顧小孩。				
我對我的能力有信心，可以幫助小孩成長和發展。				
當我對如何養育子女需要建議時，我很容易可以找到共同商量的人。				
我對平日的養育需求可以處理地很好。				

21. 學童母親的出生日期？月 ____ 日 ____ 年 ____

22. 您認為自己是單親家長嗎？❏ 是　 ❏ 否

23. 您家中住了多少人 (包括您)？ 0-5 歲兒童＿＿ 6-17 歲兒童＿＿ 大人 (18 歲以上)＿＿

24. 您這名就讀幼稚園的子女出生後，您們一共住過幾個住址/地方？＿＿ 住址/地方

25. 您或主要負責的家長/監護人在去年曾經失業過嗎？❏ 是　　　❏ 否

26. 您與子女在家中最常用哪種語言？

- ❏　英語
- ❏　西班牙話
- ❏　華語/廣東話/國語
- ❏　越南話
- ❏　菲律賓話 (菲律賓語或塔加拉族語)
- ❏　**韓語**
- ❏　波斯話或達利話
- ❏　其他：＿＿＿＿＿＿＿＿＿＿＿＿

27. 您英語的說話程度如何？

- ❏　非常好，英語是我的主要語言
- ❏　非常好，但英語不是我的第一語言
- ❏　還不錯，我通常 (但非總是) 能以英語傳達想要表達的事情
- ❏　不是很好，我懂一點英文，但還不足以表達自己
- ❏　完全不行，我懂不了幾個英文字

28. 學童母親的最高教育程度是什麼？

- ❏　六年級以下
- ❏　六年級
- ❏　七或八年級
- ❏　高中
- ❏　讀過一些大學課程
- ❏　副學位 (藝術副學位或理科副學位)
- ❏　學士學位 (藝術學士學位或理科學士學位)
- ❏　學士學位以上
- ❏　不清楚

29. 您小孩主要屬於哪一種族？

- ❏　墨西哥人
- ❏　古巴人/波多黎各人
- ❏　中美洲人
- ❏　其他的西班牙裔或拉丁美洲裔
- ❏　高加索/白人
- ❏　**中東人**
- ❏　**非裔美國人**
- ❏　**美國原住民**
- ❏　非洲人
- ❏　太平洋島嶼 (請註明：❏ 薩摩亞人　❏ 東加人　❏ 斐濟人　❏ 其他)
- ❏　東亞 (請註明：❏ 日本人　❏ 中國人　❏ 韓國人　❏ 台灣人　❏ 其他)
- ❏　**菲律賓人**
- ❏　其他東南亞 (請註明：❏ 泰國人　❏ 越南人　❏ 其他)
- ❏　南亞 (請註明：❏ 印度人　❏ 巴基斯坦人　❏ 孟加拉人　❏ 其他)
- ❏
- ❏　其他：＿＿＿＿＿＿＿＿＿

30. 您的家庭年收入大約是多少 (選答)？

- ❏　$0 – $14,999
- ❏　$15,000 – $34,999
- ❏　$35,000 - $49,999
- ❏　$50,000 - $74,999
- ❏　$75,000 – $99,999
- ❏　$100,000 或更多

謝謝您！請將調查問卷摺好放入所提供的信封中，密封後交給子女的老師。

Appendix 4 – Kindergarten Teacher Survey

Teacher Survey on Importance of Readiness Skills 2008

a component of the ASR School Readiness Assessment Model TM

(ALAMEDA COUNTY)

Class # ☐

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

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

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

SOCIAL & EMOTIONAL DEVELOPMENT

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	DON'T KNOW
Q4	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	☐	☐	☐	☐	☐
Q5	Appropriately expresses needs and wants verbally in primary language	☐	☐	☐	☐	☐
Q6	Works and plays cooperatively with peers (takes turns and shares, helps others)	☐	☐	☐	☐	☐
Q7	Controls impulses and self-regulates (is not disruptive of others or class)	☐	☐	☐	☐	☐

APPROACHES TOWARD LEARNING

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	DON'T KNOW
Q8	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	☐	☐	☐	☐	☐
Q9	Stays focused / pays attention during activities	☐	☐	☐	☐	☐
Q10	Follows one- to two-step directions	☐	☐	☐	☐	☐
Q11	Participates successfully in circle time (listens, focuses, sits still, engages)	☐	☐	☐	☐	☐

COMMUNICATION & LANGUAGE USAGE

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	DON'T KNOW
Q12	Has expressive abilities (tells about a story or experience in response to a prompt)	☐	☐	☐	☐	☐
Q13	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	☐	☐	☐	☐	☐
Q14	Writes own first name (spelling and writing all letters correctly)	☐	☐	☐	☐	☐
Q15	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	☐	☐	☐	☐	☐
Q16	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	☐	☐	☐	☐	☐

COGNITION & GENERAL KNOWLEDGE

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	DON'T KNOW
Q17	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	☐	☐	☐	☐	☐
Q18	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	☐	☐	☐	☐	☐
Q19	Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	☐	☐	☐	☐	☐
Q20	Recognizes three primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	☐	☐	☐	☐	☐

Applied Survey Research

Class #

COPING SKILLS

		NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	DON'T KNOW
Q21	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	☐	☐	☐	☐	☐
Q22	Negotiates with peers to resolve social conflicts with adult guidance (e.g.,engages in problem-solving)	☐	☐	☐	☐	☐
Q23	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	☐	☐	☐	☐	☐
Q24	Handles frustration well (e.g., does not act out, asks for help, does not withdraw / become unresponsive)	☐	☐	☐	☐	☐

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

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

Class #

PART 2 - Please take a moment to fill out the information below.

Q49 Is your kindergarten class full-day or half-day?

☐ Full-day   ☐ Half-day

Q50 What percent of your curriculum instruction is done in a language other than English? (Please write in a percentage 0-100)

Q51 Do you teach using a bilingual program?

☐ Yes   ☐ No

Q52 Are you bilingual?

☐ No   ☐ Yes

Q52a If yes, in what language other than English?

☐ Spanish   ☐ Filipino   ☐ Other

☐ Chinese/Cantonese/Mandarin   ☐ Korean

☐ Vietnamese   ☐ Farsi or Dari

Q53 Including this year, how many years have you taught _elementary school_?

Q54 Of these years, how many years have you spent teaching _kindergarten_?

Q55 Please indicate below ALL of the levels of education you have _completed._ If, for example, if you have both an AA degree and a BA degree, please check both boxes.

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

Q56 What type of teaching credential do you have?

☐ Full credential   ☐ University internship   ☐ Pre-internship

☐ District internship   ☐ Emergency Permit   ☐ Waiver

Q57 How many years have you taught Early Childhood Education (ECE), _not_ Including kindergarten?

Q58 How many ECE units have you earned?

Q59 What race/ethnicity do you consider yourself to be? (Please check ONE response)

☐ Mexican   ☐ Native American   ☐ East Asian: Please circle **Japanese Chinese Korean Taiwanese Other**

☐ Cuban/Puerto Rican   ☐ African American   ☐ Other Southeast Asian : Please circle **Thai Vietnamese Other**

☐ Central American   ☐ African   ☐ South Asian : Please circle **Indian Pakistani Bangladeshi Other**

☐ Other Hispanic or Latino   ☐ Filipino   ☐ Other

☐ Caucasian/White   ☐ Multi-ethnic

☐ Middle Eastern   ☐ Pacific Islander: Please circle **Samoan Tongan Fijian Other**

THANK YOU!!

Appendix 5 — Consent Letters

Class#_____ Child#_____

First 5 Alameda County School Readiness Study

Dear Parent,

We have selected your child's class to be in a study of children as they enter kindergarten. The study will take place in several schools in Alameda County. The study results will help Alameda County learn more about how ready children are for school, and what kind of activities and supports may help children to be more ready for kindergarten.

Your child's teacher will complete a short, 2-page observation form **for your child and all children in the class. On the observation form, the teacher notes how your child participates in activities such as circle time, classroom discussions and various learning activities.**

In order to understand the backgrounds of the children in the study, the teacher will give you a parent survey **to complete. Please fill in this survey immediately and return it to your child's teacher. To thank you for your time, your child will get a children's book to keep when you return your parent survey.**

Your child's information in the study is very confidential. For instance:

- The observation form that the teacher completes for your child will <u>NOT</u> be used as part of your child's grade in the class.

- The observation form will <u>NOT</u> become part of your child's student record. It will be given back to the researchers.

- The researchers will NOT know the name of your child or any other personal information to identify your family, because there will be no names on any forms. (We will only collect your child's birthdate so that we can match your parent survey to the teacher's observation form on your child.)

- Finally, the researchers will never release your child's information to anyone.

- The information for the hundreds of children in the study will be looked at and summarized together in any reports.

If you agree to have your child be in this study, please sign this form below and return it to your child's teacher**. If you agree to let your child's teacher fill out a form for your child, but do not want to fill out the parent survey, we would still like you to sign this form to show that you agree to let your child be observed by the teacher.**

☐ **YES,** I give my permission to have my child participate in the study and be observed by his/her teacher.

☐ **NO,** I do NOT give my permission to have my child participate in the study and be observed by his/her teacher.

Sign Below:

_____   _____

Signature   Date

Thank you for your help!
For more information about the study, please contact Applied Survey Research:
 Kristi Kelly or Angie Aguirre, 408-247-8319

Revised May 29, 2008

Class#_____   Child#_____

First 5 y el Condado de Alameda-Estudio para School Readiness

Estimados Padres de Familia,

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

El estudio consiste en que la profesora o el profesor de kindergarten diligencie tanto para su hijo/a como para el resto de estudiantes del salón un **formulario de observación.** En el formulario de observación, la profesora o el profesor anotará que tan bien los niños pueden realizar ciertas cosas tales como: participar en actividades de grupo, hacer preguntas en clase y diferentes actividades de aprendizaje.

Con el fin de entender otras características, tanto de su hijo como de los demás niños, la profesora o el profesor le entregará a Ud. un cuestionario para padres**. Por favor complete este cuestionario lo más pronto posible y devuélvalo a la profesora o profesor de su hijo. Como agradecimiento por su tiempo, su hijo recibirá un cuento para niños una vez que regrese el cuestionario de padres.**

La información de su hijo/a será confidencial. Por ejemplo:

- **El formulario de información que será llenado por la profesora o profesor para su hijo/a, NO será usado como parte de su nota.**

- **EL formulario de información NO será parte del registro de notas de su hijo/a ni de los estudiantes. Será entregado directamente a los investigadores.**

- **Los investigadores NO sabrán el nombre de su hijo/a y tampoco ninguna información personal que pueda identificar a su familia; recuerde que no habrán nombres en ninguna de las formas (solamente necesitaremos la fecha de nacimiento de su hijo/a para poder identificar el cuestionario de padres y adjuntarlo con el formulario de observación de la profesora o del profesor de su hijo/a).**

- **Finalmente, la información de su hijo/a provista a los investigadores, no será divulgada a nadie.**

- **La información de los cientos de niños que participaran en el estudio será analizada y resumida en un reporte.**

Si está de acuerdo en que su hijo/a participe en este estudio, por favor sírvase a firmar este formulario y devuélvaselo a la profesora o profesor de su hijo/a. Si accede a que la profesora o profesor de su hijo/a llene el formulario pero no desea llenar el formulario de los padres, de igual manera nos gustaría que firmara este formulario para confirmar su consentimiento para que la profesora o profesor de su hijo/a la/o observe.

☐ **SI,** autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

☐ **NO** autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

Firme a continuación:

---   ---------------------------
Firma   Fecha

GRACIAS POR SU AYUDA Y COLABORACION!
Para más información sobre este estudio, por favor sírvase contactar a Applied Survey Research: Kristi Kelly o Angie Aguirre, 408-247-8319

Class#_____   Child#_____

First 5 Alameda County School Readiness Study

Kính göûi Quyù Vò Phuï Huynh:

Chuùng toâi ñaõ choïn lôùp hoïc cuûa con quyù vò ñeå thöïc hieän nghieân cöùu veà treû em böôùc vaøo maãu giaùo. Cuoäc nghieân cöùu seõ ñöôïc thöïc hieän ôû moät soá tröôøng taïi Quaän Haït Alameda. Keát quaû cuoäc nghieân cöùu seõ giuùp Quaän Haït Alameda tìm hieåu theâm veà möùc ñoä saün saøng ñeå ñi hoïc cuûa treû nhö theá naøo, vaø nhöõng hoaït ñoäng vaø söï hoã trôï naøo coù theå giuùp caùc em saün saøng hôn ñeå ñi hoïc maãu giaùo.

Giaùo vieân cuûa con quyù vò seõ hoaøn thaønh moät maãu quan saùt **ngaén goàm 2 trang veà con quyù vò vaø cuøng nhö caùc em khaùc trong lôùp. Treân maãu quan saùt naøy, giaùo vieân seõ ghi laïi caùch em tham gia nhöõng hoaït ñoäng nhö taäp trung sinh hoaït theo voøng troøn, thaûo luaän trong lôùp vaø nhieàu hoaït ñoäng hoïc taäp khaùc nhö theá naøo.**

Ñeå hieåu theâm veà lai lòch baûn thaân caùc em trong cuoäc nghieân cöùu naøy, giaùo vieân seõ göûi cho quyù vò moät baûn khaûo saùt phuï huynh **ñeå hoaøn taát. Xin vui loøng ñieàn ngay vaøo baûn khaûo saùt naøy vaø göûi laïi cho giaùo vieân cuûa con quyù vò. Caùc em seõ nhaän ñöôïc moät quyeån saùch thieáu nhi khi quyù vò göûi laïi baûn khaûo saùt phuï huynh cuûa mình.**

Thoâng tin veà con quyù vò trong cuoäc nghieân cöùu naøy seõ ñöôïc baûo maät. Chaúng haïn nhö:

- Maãu quan saùt maø giaùo vieân hoaøn taát seõ <u>KHOÂNG</u> ñöôïc söû duïng laøm ñieåm ñeå chaám caùc em trong lôùp hoïc.

- **Maãu quan saùt seõ <u>KHOÂNG</u> trôû thaønh moät phaàn hoà sô hoïc sinh cuûa con quyù vò. Noù chæ ñöôïc göûi laïi cho nhaø nghieân cöùu.**

- Caùc nhaø nghieân cöùu seõ KHOÂNG bieát ñöôïc teân cuûa caùc em hoaëc baát kyø thoâng tin caù thaân naøo khaùc ñeå nhaän daïng gia ñình cuûa quyù vò, bôûi vì seõ khoâng coù teân treân baát kyø maãu ñôn naøo. (Chuùng toâi seõ chæ thu thaäp ngaøy sinh cuûa caùc em ñeå coù theå saép xeáp töông öùng baûn khaûo saùt phuï huynh vôùi maãu quan saùt cuûa giaùo vieân.)

- Cuoái cuøng, caùc nhaø nghieân cöùu seõ khoâng bao giôø cung caáp thoâng tin veà con quyù vò cho baát kyø ngöôøi naøo khaùc.

- Thoâng tin cho caû haøng traêm treû em trong cuoäc nghieân cöùu seõ ñöôïc tham khaûo vaø ñuùc keát chung laïi trong caùc baûn töôøng trình.

Neáu quyù vò ñoàng yù cho pheùp con mình tham gia cuoäc nghieân cöùu naøy, vui loøng kyù teân phía beân döôùi vaø göûi laïi cho giaùo vieân cuûa con quyù vò. **Neáu quyù vò ñoàng yù ñeå giaùo vieân ñieàn baûn khaûo saùt cho con quyù vò, nhöng khoâng muoán ñieàn vaøo baûn khaûo saùt phuï huynh, chuùng toâi vaãn caàn quyù vò kyù teân beân döôùi ñeå chöùng toû raèng quyù vò ñoàng yù ñeå giaùo vieân thöïc hieän vieäc quan saùt.**

☐   **VAÂNG, toâi cho pheùp con toâi tham gia cuoäc nghieân cöùu vaø ñöôïc quan saùt bôûi giaùo vieân cuûa em.**

☐   **KHOÂNG, toâi KHOÂNG cho pheùp con toâi tham gia cuoäc nghieân cöùu vaø ñöôïc quan saùt bôûi giaùo vieân cuûa em.**

Kyù Teân Beân Döôùi:

_____   _____
Chöõ kyù   **Ngaøy**
Caùm ôn söï giuùp ñôõ cuûa quyù vò!

Ñeå bieát theâm thoâng tin veà cuoäc nghieân cöùu, vui loøng lieân heä Boä Phaän Applied Survey Research:
Kristi Kelly hoaëc Angie Aguirre, 408-247-8319

Parent Consent Form   *Revised May 29, 2008*
(Vietnamese)

First 5 Alameda County School Readiness Study

Mahal naming Magulang,

Pinili namin ang klase ng inyong anak para sa pag-aaral sa mga bata sa kanilang pagpasok sa kindergarten. Isasagawa ang pag-aaral sa ilang mga paaralan sa Alameda County. Ang mga resulta sa pag-aaral ay makatutulong sa Alameda County na malaman ang maraming bagay tungkol sa kung gaano kahanda ang mga bata sa paaralan, at anong uri ng mga gawain at mga suporta ang maaaring makatulong sa mga bata na mas maging handa para sa kindergarten.

Ang guro ng inyong anak ay kukumpletuhin ang isang maikli, 2-pahinang form ng obserbasyon **para sa inyong anak at sa lahat ng mga bata sa klase. Sa form ng obserbasyon, ilalagay ng guro paano sumasali ang inyong anak sa mga gawain tulad ng circle time, mga pag-uusap sa klase at iba't-ibang mga gawain sa pag-aaral.**

Para maunawaan ang pinanggalingan ng mga batang pinag-aaralan, bibigyan kayo ng guro ng survey para sa magulang **para sagutan. Mangyaring sagutan kaagad ang survey na ito at ibalik ito sa guro ng inyong anak. Para magpasalamat sa inyong oras, makatatanggap ang inyong anak ng pambatang libro kapag ibinalik na ninyo ang survey para sa magulang.**

Ang impormasyon ng inyong anak na pinag-aaralan ay lubos na kompidensyal. Gaya ng:

- Ang form ng obserbasyon na kinumpleto ng guro para sa inyong anak ay <u>HINDI</u> gagamitin bilang bahagi ng grado ng inyong anak sa klase.

- Ang form ng obserbasyon ay <u>HINDI</u> magiging bahagi ng talaan sa pag-aaral ng inyong anak. Ibabalik ito sa mga tagapagsaliksik.

- Ang mga tagapagsaliksik ay HINDI malalaman ang pangalan ng inyong anak o anumang personal na impormasyon upang matukoy ang inyong pamilya, sapagkat walang mga pangalan sa anumang mga porma. (Kokolektahin lamang namin ang araw ng kapanganakan ng inyong anak upang maitugma namin ang inyong survey para sa magulang sa form ng obserbasyon ng guro sa inyong anak.)

- Sa huli, ang mga tagapagsaliksik ay hind kailanman ilalabas ang impormasyon ng inyong anak kaninuman.

- Ang impormasyon para sa daan-daang mga batang pinag-aaralan ay titingnan at ibubuod ng sama-sama sa anumang mga ulat.

Kung sumang-ayon kayo na mapasama ang inyong anak sa pag-aaral na ito, mangyaring lagdaan ang form na ito sa ibaba at ibalik sa guro ng inyong anak. **Kung sumang-ayon kayo na payagan ang guro ng inyong anak na sagutan ang form para sa inyong anak, ngunit hindi nais na sagutan ang survey para sa magulang, nais pa rin namin na lagdaan ninyo ang form na ito upang ipakita na sumang-ayon kayo na ma-obserbahan ng guro ang inyong anak.**

☐   **OO,** binibigay ko ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

☐   **HINDI,** HINDI ko binibigay ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

Lumagda sa Ibaba:

_____   _____

Lagda   Petsa

Salamat sa inyong pagtulong !

Para sa karagdagang impormasyon tungkol sa pag-aaral, mangyaring makipag-ugnayan sa Applied Survey Research: Kristi Kelly o Angie Aguirre, 408-247-8319

Parent Consent Form
(Tagalog)

Revised May 29, 2008

班級號碼_____ 學童編號_____

First 5 阿拉米達縣入學就讀研究

親愛的家長：

我們會正在進行學童就讀幼稚園的研究，您子女的班級獲選為研究對象。我們將在阿拉米達縣多個學校進行這項研究。其結果將有助於阿拉米達縣了解更多孩童準備就讀的程度，以及何種活動和支持可能有助於幫助孩童更進一步準備就讀幼稚園。

您子女的導師會為他們做好一份簡短的2頁觀察表，全班的孩子都有一份。在這觀察表上，導師會記錄您的孩子在團體活動、課堂討論和各種學習課程的參與表現。

為了解孩童的學習背景，導師會請您完成一份家長調查表。請立即填寫此表並交回給子女的導師。為了感謝您抽空填寫，當您交回家長調查表時，您的子女會得到一本兒童書籍

您子女的資料是絕對保密。譬如：

- 班導師為您子女完成的觀察表<u>不會</u>做為在班級成績的一部份。

- 此觀察表<u>不會</u>變成您孩子學生記錄的一部份我們會直接將該表交回給研究人員。

- 研究人員將<u>無法</u>得知您孩子的名字，也不能用其他個人資料來辨識您的家庭，因為任何表單上都不會有名字。(我們會只收集您孩子的生日，以便比對您的家長調查表與教師對您子女的觀察表。)

- 最後，研究人員將不會透露您子女的資料給任何人。

- 研究中將集中檢視上百名學童的資料，並在任何報告中提出總結式的資料。

如果您同意讓您的子女參加此項研究，請在這表格下方簽名，並交回給子女的導師。**如果您同意班導師為您的子女填表，但不願填寫家長調查，我們依然需要您簽名，以表示您同意導師觀察您的子女。.**

☐ **是的**，我允許讓子女參與研究，並讓他/她的老師觀察。

☐ **不**，我不允許讓子女參與研究，或讓他/她的老師觀察。

請在下方簽名：

簽名	日期

感謝您的協助！

想了解更多有關此研究的資訊請連絡Applied Survey Research：
Kristi Kelly或Angie Aguirre，電話為408-247-8319

Revised May 29, 2008

Parent Consent Form
(Chinese)

Appendix 6 – Defining Preschool in this Report

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

Any child who was not confirmed as having preschool experience in one of these ways was not included in the calculation of the sample's preschool rate. Thus, as the figure below shows, approximately five percent of the sample did not have enough information from either a teacher or parent report with which to determine their preschool status.

Figure 79.   Preschool Attendance

Attended preschool?	Frequency	Percent of total	Percent of known
No	279	48%	50%
Yes	275	47%	50%
Cannot determine	29	5%	
Total	583	100%	100%

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

Note: Children were counted as having preschool experience if their teacher marked that they had attended preschool, or if their parent wrote in the name of a licensed child care center.

Appendix 7 – NEGP Scores for Each *Readiness Portrait*

Figure 80 shows the NEGP readiness scores as a function of children's readiness portrait that.

Figure 80. NEGP Scores by Readiness Portrait

NEGP Dimension	All Stars	Focused on the Facts	Social Stars	Needs Prep
Physical Well-Being & Motor Development	3.86	3.37	3.47	2.29
Social & Emotional Development	3.78	2.83	3.37	1.90
Approaches to Learning	3.72	2.79	3.07	1.68
Communication & Language Usage	3.51	2.92	1.99	1.63
Cognition & General Knowledge	3.84	3.26	2.72	1.94
Coping Skills (Not from NEGP)	3.60	2.54	2.98	1.74

Source: *Kindergarten Observation Form I (2008)*

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 261-267 All Stars, 114-120 Focused on the Facts students, 91-94 Social Stars, and 58-59 Needs Prep students. Means for all four groups are significantly different form each other for each NEGP category, according to oneway ANOVAs and post hoc LSD tests ($p < .05$).

Appendix 8 – Summary of Responses for All Assessment Forms

Kindergarten Observation Form 2008
a component of the ASR School Readiness Assessment Model TM
(ALAMEDA COUNTY)

Class #-Child# _____   SSID# _____
. |

PART 1- CHILD DEMOGRAPHIC INFORMATION

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

Start date of instruction (MM-DD-YYYY) : _____   Teacher's last name: _____

Child's date of birth (MM-DD-YYYY): _____   Mother's first name: _____

Child's Sex:

47%   Male
53%   Female   N = 563   Child's initials (First, Middle, Last): _____

		Yes	No	N
Q1	Has the child participated in a state preschool or district Child Development Center (CDC)?	10%	90%	370
Q2	Has the child participated in a Head Start program?	9%	91%	362
Q3	Has the child participated in another licensed preschool/child care center?	37%	63%	378
Q4	Has the child participated in a licensed family child care program?	8%	92%	335
Q5	Has the child participated in a Summer Pre-K program?	19%	81%	381
	Q5a If yes , was this child enrolled in a Summer Pre-K program that YOU taught?	49%	51%	65
Q6	Does this child generally come to school well-rested?	94%	6%	571
Q7	Does this child generally come to school well-fed?	97%	3%	568
Q8	Does this child seem generally healthy?	97%	3%	568
Q9	Does this child have Special Needs Status or an IEP?	8%	92%	548

Q9a If yes, please specify
_____

Q10   What is the child's primary race/ethnicity? N= 568

56%	Hispanic/Latino	8% Black	6% Multi-racial
13%	Asian	<1% Alaskan Native or American Indian	1% Other
2%	Pacific Islander	15% Caucasian/White (including Arabic/ Middle Eastern)	1% Don't know

Q11   What is the child's primary language? N=559

36%	English	6% Chinese/Cantonese/Mandarin	1% Farsi or Dari
49%	Spanish	3% Filipino	4% Other
2%	Vietnamese	0% Korean	

Q12   For a child of his/her age, how would you describe this child's progress in his/her primary language? N= 566
9% Delayed   63% On track   12% Advanced   15% Cannot determine

Q13   Is this child an English Language Learner? N=564
63% Yes   37% No

If the child's primary language is English please turn the sheet over to continue. If the child's primary language in NOT English please answer Q14-Q16.

		Beginning	Early intermediate	Intermediate	Early Advanced	Advanced
Q14	How would you rate this child's skills in understanding English (receptive language skills)? N=353	41%	30%	15%	9%	5%
Q15	How would you rate this child's skills in speaking English (expressive language skills)? N=353	47%	27%	13%	8%	5%

Q16   Do you speak this child's primary language well enough to communicate with the child? N=229
47% Yes   53% No

If "NO" do not assess the child on FLAGGED items on the reverse side (Q:20, 21, 24, 26 28, 29, 31, 34, 35, 36, 37).

Class #-Child# _____

PART 2 - CHILD ASSESSMENT
How would you rate this child's competency in terms of the following skills, knowledge and behaviors?

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

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

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q17	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	3%	13%	30%	54%	540
Q18	Has general coordination on playground (kicking balls, running, climbing)	1%	8%	32%	59%	535
Q19	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	<1%	6%	19%	75%	538

SOCIAL & EMOTIONAL DEVELOPMENT

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q20	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	4%	9%	33%	55%	360
Q21	Appropriately expresses needs and wants verbally in primary language	4%	11%	28%	57%	353
Q22	Works and plays cooperatively with peers (takes turns and shares, helps others)	3%	13%	34%	50%	538
Q23	Controls impulses and self-regulates (is not disruptive of others or class)	5%	15%	36%	44%	538

APPROACHES TOWARD LEARNING

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q24	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	4%	10%	29%	57%	359
Q25	Stays focused / pays attention during activities	6%	17%	36%	41%	522
Q26	Follows one- to two-step directions	4%	13%	29%	54%	358
Q27	Participates successfully in circle time (listens, focuses, sits still, engages)	5%	18%	36%	41%	535

COMMUNICATION & LANGUAGE USAGE

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q28	Has expressive abilities (tells about a story or experience in response to a prompt)	8%	14%	39%	39%	361
Q29	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	16%	27%	30%	26%	352
Q30	Writes own first name (spelling and writing all letters correctly)	10%	17%	27%	46%	533
Q31	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	35%	17%	30%	19%	338
Q32	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	9%	20%	37%	34%	521

COGNITION & GENERAL KNOWLEDGE

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q33	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	3%	9%	34%	54%	513
Q34	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	12%	16%	17%	55%	366
Q35	Recognizes primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	5%	11%	16%	68%	367
Q36	Recognizes primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	8%	15%	22%	55%	368

COPING SKILLS

		NOT YET	BEGIN.	IN PROG.	PROF.	N
Q37	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	6%	10%	46%	38%	349
Q38	Negotiates with peers to resolve social conflicts with adult guidance (e.g.,engages in problem-solving)	10%	19%	42%	29%	522
Q39	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	6%	15%	38%	41%	516
Q40	Handles frustration well (e.g., does not act out, asks for help, does not withdraw / become unresponsive)	6%	17%	40%	36%	528

Parent Information Form 2008   OVERALL RESULTS

Class #_____   Child #_____

The following survey asks you questions about your son or daughter who just started kindergarten. To thank you for your time, your child's teacher will give your child a new book to keep. When you are finished, please return this form to your child's teacher in the envelope provided. This survey is confidential – please do not write your child's name on it. This information will be used to understand how preschools and elementary schools can better support new students. Thank you very much!

1. **What is your relationship to this child?** 82% Mother 10% Father 1% Grandparent <1% Foster Parent 1% Other: _____
   6% mother &father together (write-in) *N=537*

2. **What is your child's birth date?** Month____Day____Year____ **What are his or her initials?** First ___ Middle ___ Last ___

3. **Is this child a boy or a girl?** 47% Boy 53% Girl *(N= 518)*

4. **In the past year, who usually provided child care for your child?**

A relative or neighbor? *(N=532)*	29% Yes	→ If yes →	a. How many hours per week?
	71% No		42% 1-20 20% 21-30 38% 31 + *(N = 147)*

A babysitter or nanny? *(N=530)*	8% Yes	→ If yes →	a. How many hours per week?
	92% No		55% 1-20 18% 21-30 26% 31 + *(N = 38)*

Licensed child care in someone's home? *(N=528)*	6% Yes	→ If yes →	a. How many hours per week?
	94% No		37% 1-20 19% 21-30 44% 31 + *(N = 27)*

Licensed child care in a center or preschool? *(N=535) – yes does not include Kiddie Kollege*	38%Yes	→ If yes →	a. How many hours per week?
	62% No		47% 1-20 16% 21-30 36% 31 + *(N=140)*

   What was the name of the center or preschool? (*Please be as specific as possible*) _____

A 'stay-at-home' parent? *(N = 484)*	68%Yes
	32% No

5. **In the past year, what language(s) were spoken in the places where your child received child care?** *N = 502*

   69% English 48% Spanish 5%Chinese/Cantonese/Mandarin 3% Vietnamese 4% Filipino 0% Korean <1% Farsi or Dari 4%Other

6. **Which of these things did you do before the first day of school?** *Please check all that apply. N = 536*

55% Attended a parent meeting or orientation	29% Read books or articles about your child's transition to school
81% Visited the school with your child	27% Asked child's child care provider/preschool questions about kindergarten
70% Met your child's kindergarten teacher	
67% Worked with your child on school skills	32% Asked child's child care provider/preschool whether child was ready for kindergarten
20% Had child attend summer pre-kindergarten program	
28% Read books or watched videos about kindergarten with your child	9% Other
	1% None of the above

7. **How comfortable did you feel about your child starting school?** *Please check one. N = 535*

   2% Not at all comfortable 8% Slightly comfortable 31% Mostly comfortable 60% Very comfortable

8. **How would you rate your child's readiness for kindergarten in terms of…**

	Far below average	A little below average	Average	A little above average	Far above average
Your child's physical well-being and skills (coloring, jumping, hopping) *N=533*	2%	3%	38%	34%	24%
Your child's language development (speaking and listening) *N=527*	3%	8%	35%	34%	20%
Your child's academic readiness (colors, numbers, shapes, letters, reading readiness) *N=528*	4%	11%	39%	31%	15%
Your child's social and emotional readiness *N=522*	2%	8%	43%	29%	18%

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

Read for more than five minutes *N = 535*	About __4.19__ times per week
Tell stories or sing songs together *N = 534*	About __4.10__ times per week
Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets *N = 535*	About __4.11__ times per week
Play games or do puzzles with your child *N = 535*	About __3.64__ times per week
Do arts or crafts with your child *N = 535*	About __2.40__ times per week
Take your child outside to play or do sports together *N = 534*	About __3.90__ times per week
Take your child out to places like the park, a playground, or the library *N = 533*	About __2.89__ times per week
Eat family meals together *N = 533*	About __6.56__ times per week

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

    About _2__ hrs and __21___ min/day *(N= 513)* → **Of this time, how much time is spent on learning activities?** *(e.g., watching Sesame Street, playing video or computer games to learn letters or colors)*
    About ___1___ hours and __27___ minutes per day *N =419*

Below are a few health-related questions about your child.

11. **When your child was born, did he/she weigh _less_ than 5 pounds 8 ounces (2,500 grams)?** 93% No 7% Yes 1% Don't know (N =530)

12. **Does your child have a regular doctor, pediatric provider or clinic?** 97% Yes 3% No *N = 532*

13. **Does your child have a regular dentist?** 89% Yes 11% No *N = 533*

14. **In the past year, has your child had a dental exam?** 93% Yes 7% No *N = 532*

15. **What type of health insurance does your child have?** 3% No insurance 39% Medi-Cal 10% Healthy Families 46% Other private insurance (2% Medi-Cal + other private both checked) *N = 525*

16. **In the past year, has your child had a developmental screening?** 41% Yes 59% No *N = 461*

17. **Does your child have any special needs that might affect his or her participation in kindergarten, such as vision, hearing, chronic illness, behavioral problems, ADHD?** 93% No 7% Yes → If yes, please complete items 17a-17d below. *N = 521*

   17a. **If yes, what special need does your child have?** _____

   17b. **How did you learn that your child had this special need?** *N = 34*

   N=25 Diagnosis/assessment by your child's pediatrician or other doctor   N = 11 Diagnosis/assessment by another professional
   N = 10 Your own diagnosis/assessment   N = 1 Other:_____

   17c. **How old was your child when this need was first identified?** Under 2yrs n= 7; 2- less than 3 yrs n = 9; 3-less than 4 yrs n= 3; 4 yrs + n= 12

   17d. **Has your child received professional help for this special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?** N = 6 No n = 27 Yes → If yes, what type of help did you receive?

Now we have a few questions about you!

18. **What kinds of parenting programs, services, or supports have you received?** *Please check all that apply.* *N = 510*

   17% Parent education classes
   22% Information from your child's child care provider
   10% Home visits from a nurse, community worker, or other provider
   5% Parent support groups
   51% WIC (Women, Infants, and Children)

   16% Information or programs at your church/religious organization
   68% Regular medical check-ups while pregnant
   39% Help from extended family
   28% Help from neighbors and/or friends
   12% None of the above

19. **What types of local family resources have you used?** *Please check all that apply.* *N = 504*

   19% Community clinic   20% Local museum(s)   68% Libraries   4% Other: _____
   8% Arts/music programs   71% Local parks   33% Recreational activities, camps,   12% None of the above
                                                           and sports

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

	Definitely true for me	Somewhat true for me	Not very true for me	Not at all true for me
When I need help with problems in my family, I am able to ask for help from others. *N = 505*	63%	24%	7%	5%
There is someone I can count on to watch my child when I need a break. *N = 510*	63%	17%	12%	8%
I feel confident in my ability to help my child grow and develop. *N = 499*	88%	10%	1%	1%
I can easily find someone to talk to when I need advice about how to raise my child. *N = 504*	69%	21%	6%	4%
I am coping well with the day-to-day demands of parenting. *N = 473*	69%	24%	2%	5%

21. **What is the child's _mother's_ date of birth?** Month _____ Day _____ Year _____

22. **Do you consider yourself to be a single parent?** 23% Yes 77% No *N = 513*

23. **How many people live in your household, including you?** Children ages 0-5 ___ Children ages 6-17 ___ Adults (ages 18+) ___

24. **At how many different addresses / places have you lived since your kindergarten child was born?** _____ Addresses / places

25. **Have you or any other primary parent / guardian lost your job during the past year?** 23% Yes 77% No *N = 508*

26. **What is the language you use MOST often with your child at home?** *N = 511*

   38% English   2% Vietnamese   <1% Farsi or Dari
   39% Spanish   1% Filipino (Pilipino or Tagalog) 3% Other: _____
   5% Chinese/Cantonese/ Mandarin 0% Korean   9% Eng and Span both checked
                                                                     3% Eng and Tagalog/ 1% Eng & Viet/ <1% Eng & Chinese

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27. How well do YOU speak English? *N = 509*

36% Very well; English is my primary language
21% Very well, but English is not my first language
16% Somewhat well; I usually – but not always – can communicate what I want to say in English

14% Not very well; I know some words in English, but often not enough to communicate what I want to say
13% Not at all; I know very few or no English words

28. What is the highest education level the child's <u>mother</u> has <u>completed</u>? *N = 516*

3% Less than 6th grade
6% 6th grade
7% 7th or 8th grade

37% High school
25% Some college
8% Associate's degree (AA or AS)

12% Bachelor's degree (BA or BS)
3% Advanced degree
1% Don't know

29. What is your child's primary ethnicity? *N = 515*

40% Mexican
<1% Cuban / Puerto Rican
2% Central American
10% Other Hispanic or Latino
9% Caucasian / White
1% Middle Eastern
5% African American
2% Native American

2% African
1% Pacific Islander (Please mark: ❑ Samoan   ❑ Tongan ❑ Fijian ❑ Other)
5% East Asian (Please mark: ❑ Japanese   ❑ Chinese ❑ Korean ❑ Taiwanese ❑ Other)
6% Filipino
3% Other Southeast Asian (Please mark: ❑ Thai   ❑ Vietnamese   ❑ Other)
< 1% South Asian (Please mark: ❑ Indian   ❑ Pakistani ❑ Bangladeshi   ❑ Other)
12% Multi-ethnic
3% Other: _____

30. What is your approximate <u>household</u> income per year (optional)? *N = 422*

23% $0 – $14,999
28% $15,000 – $34,999

17% $35,000 - $49,999
15% $50,000 - $74,999

10% $75,000 – $99,999
8% $100,000 or more

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

Class #_____

Kindergarten Observation Form II 2008   OVERALL RESULTS

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

Child ID	Child Initials	How SMOOTH was this child's transition into school?				How NERVOUS does this child seem at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat Smooth	Not smooth	Not Nervous	Somewhat Nervous	Nervous	Very Nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys	Enjoys somewhat	Does not enjoy
		36%	33%	21%	11%	61%	26%	8%	6%	29%	25%	30%	16%	46%	41%	12%	1%
		N = 571				N = 568				N = 568				N= 565			

Teacher Survey on Importance of Readiness Skills 2008
a component of the ASR School Readiness Assessment Model TM
(ALAMEDA COUNTY)

Class # ____

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

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q1	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	37	0%	3%	43%	54%	3.51
Q2	Has general coordination on playground (kicking balls, running, climbing)	37	0%	5%	62%	32%	3.27
Q3	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	37	0%	0%	11%	89%	3.89

SOCIAL & EMOTIONAL DEVELOPMENT

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q4	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	37	0%	5%	51%	43%	3.38
Q5	Appropriately expresses needs and wants verbally in primary language	37	0%	5%	41%	54%	3.49
Q6	Works and plays cooperatively with peers (takes turns and shares, helps others)	37	0%	11%	49%	41%	3.30
Q7	Controls impulses and self-regulates (is not disruptive of others or class)	36	0%	6%	44%	50%	3.44

APPROACHES TOWARD LEARNING

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q8	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	37	0%	11%	46%	43%	3.32
Q9	Stays focused / pays attention during activities	37	0%	8%	46%	46%	3.38
Q10	Follows one- to two-step directions	37	0%	8%	38%	54%	3.46
Q11	Participates successfully in circle time (listens, focuses, sits still, engages)	37	0%	16%	41%	43%	3.27

COMMUNICATION & LANGUAGE USAGE

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q12	Has expressive abilities (tells about a story or experience in response to a prompt)	37	3%	24%	54%	19%	2.89
Q13	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (None=Not yet, 1-12 letters=Beginning, 13-25 letters=In progress, All 26 letters=Proficient)	37	3%	24%	51%	22%	2.92
Q14	Writes own first name (spelling and writing all letters correctly)	37	0%	16%	35%	49%	3.32
Q15	Can recognize rhyming words (" 'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	37	19%	27%	51%	3%	2.38
Q16	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	37	5%	22%	51%	22%	2.89

COGNITION & GENERAL KNOWLEDGE

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q17	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	36	0%	14%	42%	44%	3.31
Q18	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket") (None=Not yet, 1-5 objects= Beginning, 6-9 objects=In progress, all 10 objects= Proficient)	37	3%	27%	43%	27%	2.95
Q19	Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black) (None= Not yet, 1-4 colors=Beginning, 5-7 colors=In progress, all 8 colors =Proficient)	37	5%	14%	41%	41%	3.16
Q20	Recognizes three primary shapes (circle, triangle, square) (None=Not yet, 1 shape=Beginning, 2 shapes=In progress, All 3 shapes=Proficient)	37	5%	22%	32%	41%	3.08

Class # ____

COPING SKILLS

		N	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	AVERAGE
Q21	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	36	3%	8%	50%	39%	3.25
Q22	Negotiates with peers to resolve social conflicts with adult guidance (e.g.,engages in problem-solving)	36	3%	14%	53%	31%	3.11
Q23	Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	35	3%	11%	54%	31%	3.14
Q24	Handles frustration well (e.g., does not act out, asks for help, does not withdraw / become unresponsive)	36	3%	8%	47%	42%	3.28

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

		A: 5 most important for k entry	B: 5 easiest to impact	C: 5 spend most time
Q25	Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	49%	41%	3%
Q26	Has general coordination on playground (kicking balls, running, climbing)	6%	9%	0%
Q27	Performs basic self-help/self-care tasks (toileting, eating, washing hands)	89%	9%	0%
Q28	Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	20%	16%	0%
Q29	Appropriately expresses needs and wants verbally in primary language	20%	13%	6%
Q30	Works and plays cooperatively with peers (takes turns and shares, helps others)	26%	19%	39%
Q31	Controls impulses and self-regulates (is not disruptive of others or class)	54%	13%	24%
Q32	Expresses curiosity and eagerness for learning (tries new activities, asks questions)	14%	22%	12%
Q33	Stays focused / pays attention during activities	40%	13%	45%
Q34	Follows one- to two-step directions	34%	22%	24%
Q35	Participates successfully in circle time (listens, focuses, sits still, engages)	26%	25%	33%
Q36	Has expressive abilities (tells about a story or experience in response to a prompt)	3%	0%	42%
Q37	Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	17%	34%	79%
Q38	Can recognize rhyming words ("'Shoe' rhymes with 'Glue.' Does 'Blue'? Does 'Dog'?")	0%	9%	55%
Q39	Writes own first name (spelling and writing all letters correctly)	26%	47%	3%
Q40	Engages with books (knows where a book starts, associates print with storyline, pretends to read)	0%	53%	24%
Q41	Engages in symbolic / imaginative play with self or peers (plays house, fire station)	6%	13%	0%
Q42	Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	14%	28%	39%
Q43	Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, and black)	3%	41%	3%
Q44	Recognizes three primary shapes (circle, triangle, square)	0%	53%	0%
Q45	Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	9%	0%	3%
Q46	Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	11%	9%	55%
Q47	Expresses empathy or caring for others (e.g., consoles a friend who is crying)	3%	9%	0%
Q48	Handles frustration well (e.g., does not act out, asks for help, does not withdraw / become unresponsive)	26%	0%	9%

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Class # ____

PART 2 - Please take a moment to fill out the information below.

Q49   Is your kindergarten class full-day or half-day? *N=34*
     91% *Full-day*   9% *Half-day*

Q50   What percent of your curriculum instruction is done in a language other than   mean= 9.17%
English? (Please write in a percentage 0-100) *N= 35*

Q51   Do you teach using a bilingual program? *N=36*
     11% *Yes*   89% *No*

Q52   Are you bilingual? *N=34*
     68% *No*   32% *Yes*

Q52a   If yes, in what language other than English? *N=10*
     80% *Spanish*   0% *Filipino*   10% *Other*
     10% *Chinese/Cantonese/Mandarin*   0% *Korean*
     0% *Vietnamese*   0% *Farsi or Dari*

Q53   **Q54**

Including this year, how many   Mean = 15.83   Of these years, how many   Mean = 9.17 years
years have you taught   years   years have you spent
elementary school? *N=36*   teaching kindergarten? *N=36*

Q55   Please indicate below ALL of the levels of education you have completed. If, for example, if you have both an AA
degree and a BA degree, please check both boxes. *N=36*
     28% *Associates degree*   81% *Bachelor's degree*   33% *Advanced degree*   8% *Other*
     (e.g., AA/AS)   *(e.g., BA/BS)*   *(e.g., MA/PhD)*

Q56   What type of teaching credential do you have? *N=36*
     100% *Full credential*   0% *University internship*   0% *Pre-internship*
     0% *District internship*   0% *Emergency Permit*   0% *Waiver*

Q57   **Q58**

How many years have you   Mean = 3.82 years   How many ECE units have   _XX_(bad q)
taught Early Childhood   you earned?
Education (ECE), not Including
kindergarten? *N= 33*

Q59   What race/ethnicity do you consider yourself to be? (Please check ONE response) *N= 36*
     6% *Mexican*   0% *Native American*   6% *East Asian: Please circle*
               Japanese Chinese Korean
               Taiwanese Other
     3% *Cuban/Puerto Rican*   6% *African American*   0% *Other Southeast Asian : Please*
               circle Thai Vietnamese Other
     0% *Central American*   0% *African*   0% *South Asian : Please circle*
               Indian Pakistani Bangladeshi
               Other
     0% *Other Hispanic or Latino*   3% *Filipino*   6% *Other*
     69% *Caucasian/White*   3% *Multi-ethnic*
     0% *Middle Eastern*   0% *Pacific Islander: Please circle*
               Samoan Tongan   Fijian Other

THANK YOU!!