Moving from Insights to Action on School Readiness in the Bay Area

Christina Branom, ASR

Kim Carpenter, ASR

Chris Hwang, First 5 Alameda

Sarah Crow, First 5 Contra Costa

Theresa Zighera, First 5 San Francisco

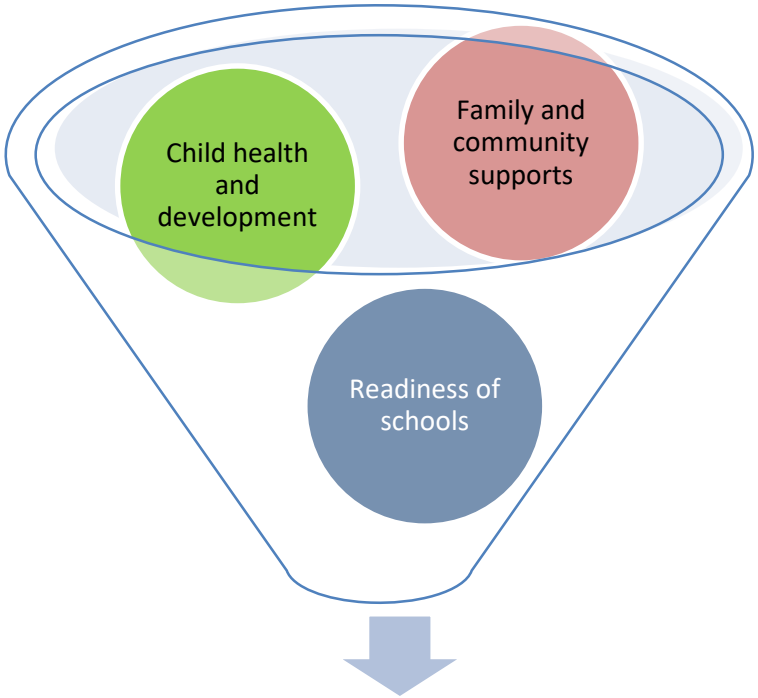
Agenda

- Introduction to School Readiness
  - What is school readiness and why do we assess it?
  - How do we assess school readiness?
- Bay Area Regional School Readiness Assessment
  - Sample characteristics
  - Readiness levels
  - Factors contributing to readiness, including interventions
- How do we use data to turn the curve on school readiness?
  - How communities have used school readiness data to inform action
  - Group discussion
    - Your main takeaways from the presentation
    - Successful strategies you have seen in your community to improve school readiness
    - Implications for local policy and practice
- Q&A

What is school readiness and why do we measure it?

What is school readiness?

- Child health and development
  - Physical well-being and motor development
  - Social and emotional development, curiosity and eagerness for learning
  - Language, cognition, and general knowledge
- Family and community supports for children's readiness
  - Access to high-quality early childhood education programs
  - Support for parents to help their child learn
  - Children have access to the nutrition, physical activity, and health care they need
- Readiness of schools
  - Smooth transition between home and school
  - Continuity between early childhood education and K-12
  - Schools committed to the success of every child

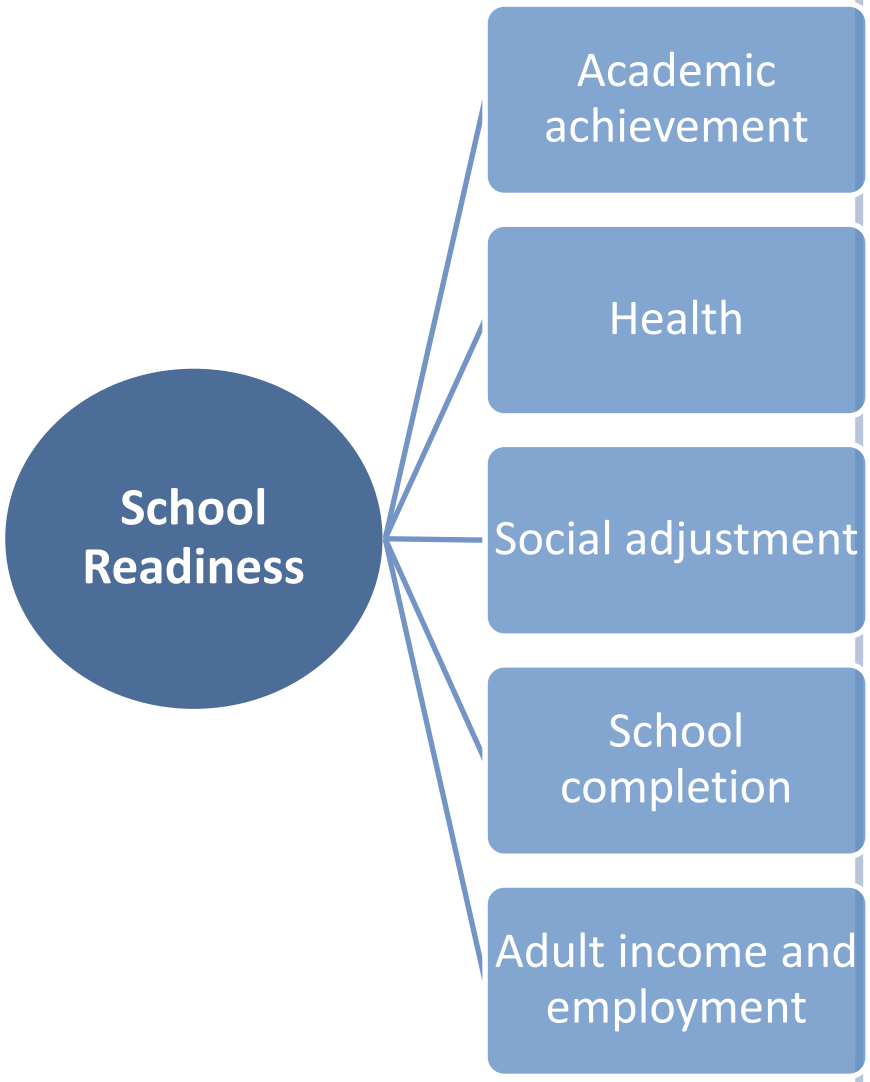


School Readiness

National Education Goals Panel. (1995). 1995 National Education Goals Report. Washington, DC: Author.

Why does school readiness matter?

- Comprehensive set of readiness skills predicts
  - 1st grade achievement in math and reading and
  - Teacher and parent assessments of work ethic, social adjustment, and health
- School entry numeracy, literacy, and attention skills predict
  - Reading and math achievement in 3rd grade, 5th grade, and early adolescence
- Poor school readiness is linked to
  - Grade retention
  - Chronic disease rates and disability
  - Engagement in risky behaviors
  - Lower socioeconomic status

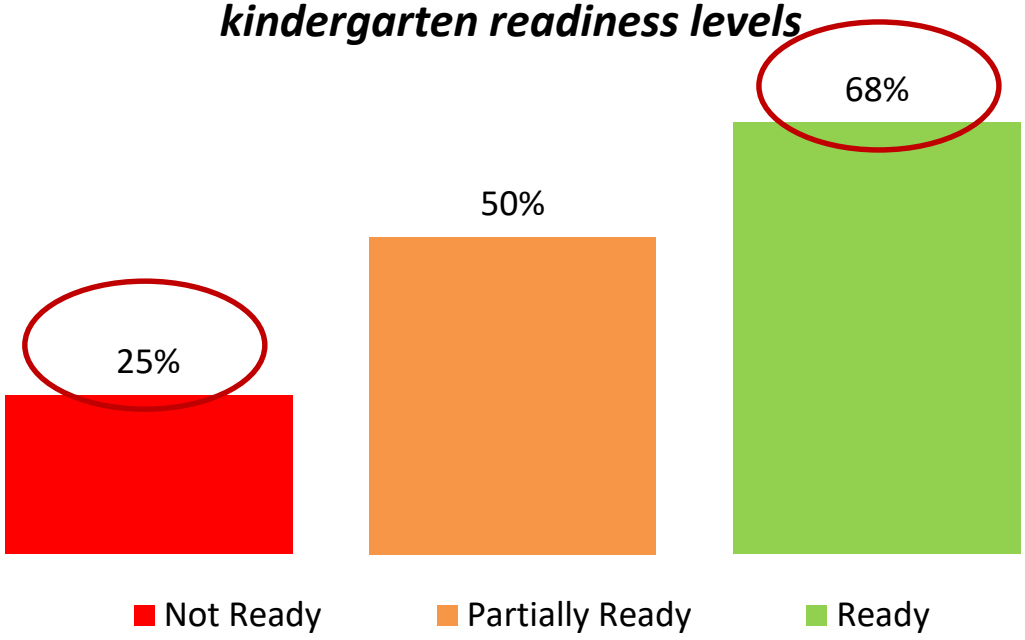


Alexander, Entwisle, & Kabani, 2001; Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006; Jones, Greenberg, & Crowley, 2015; Karoly, Kilburn, & Cannon, 2005; Pianta, Cox, & Snow, 2007; Roderick, 1994; Sabol & Pianta, 2012

Why does school readiness matter?

- Longitudinal studies in the Bay Area have found school readiness to be a strong predictor of 3rd grade achievement
  - In San Francisco for example, close to 70% of children who are ready for kindergarten are proficient in 3rd grade, compared to 25% of children who are not ready

Proportion of students achieving 3rd grade proficiency by kindergarten readiness levels



Source: *Kindergarten Observation Form*, Ns = 3rd grade: 882. SFUSD

Why assess school readiness?

- To create a portrait of readiness for a population of children
  - Which children are more ready…and less ready?
  - Which child and family factors are linked to greater readiness?
  - Track trends in readiness over time
- To "look backward" to evaluate interventions for program participants
- To "look forward" to provide formative data to guide K-3 interventions
- To build bridges between ECE and K-12 with common framework and indicators for readiness…a platform for coordinated intervention

How do we measure school readiness?

Child Health and Development

- The Kindergarten Observation Form
  - Holistic view of readiness
  - 20 items based on NEGP framework, with distinct readiness dimensions or "Basic Building Blocks of Readiness"
  - Teacher-generated, researcher-refined
  - Common Core-aligned
  - Validated against standardized measures of child development
  - Predicts 3rd grade test scores
  - Administered by trained K teachers in the first month of school

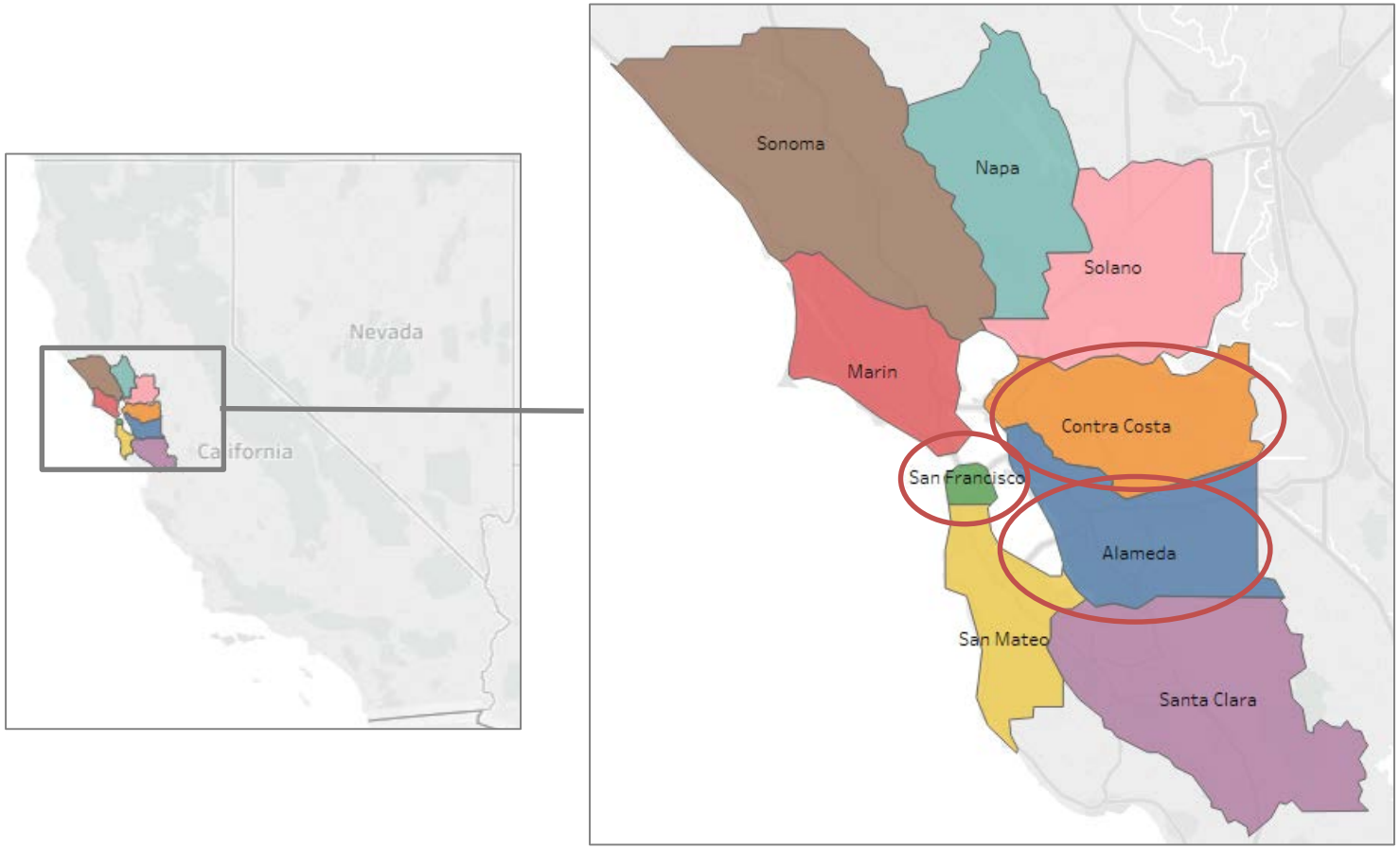
Family and Community Supports for Children

- Parent Information Form
  - Self-administered parent survey
  - Research-based predictors of readiness, such as:
    - Early education experience of child
    - Transition activities
    - Family activities like reading-aloud, arts/crafts, exercise
    - Protective factors
    - Background and demographic information
  - Provided in languages commonly spoken in the region, including Spanish and Chinese
- Secondary program/service data (program or school records)

Bay Area Regional School Readiness Assessment

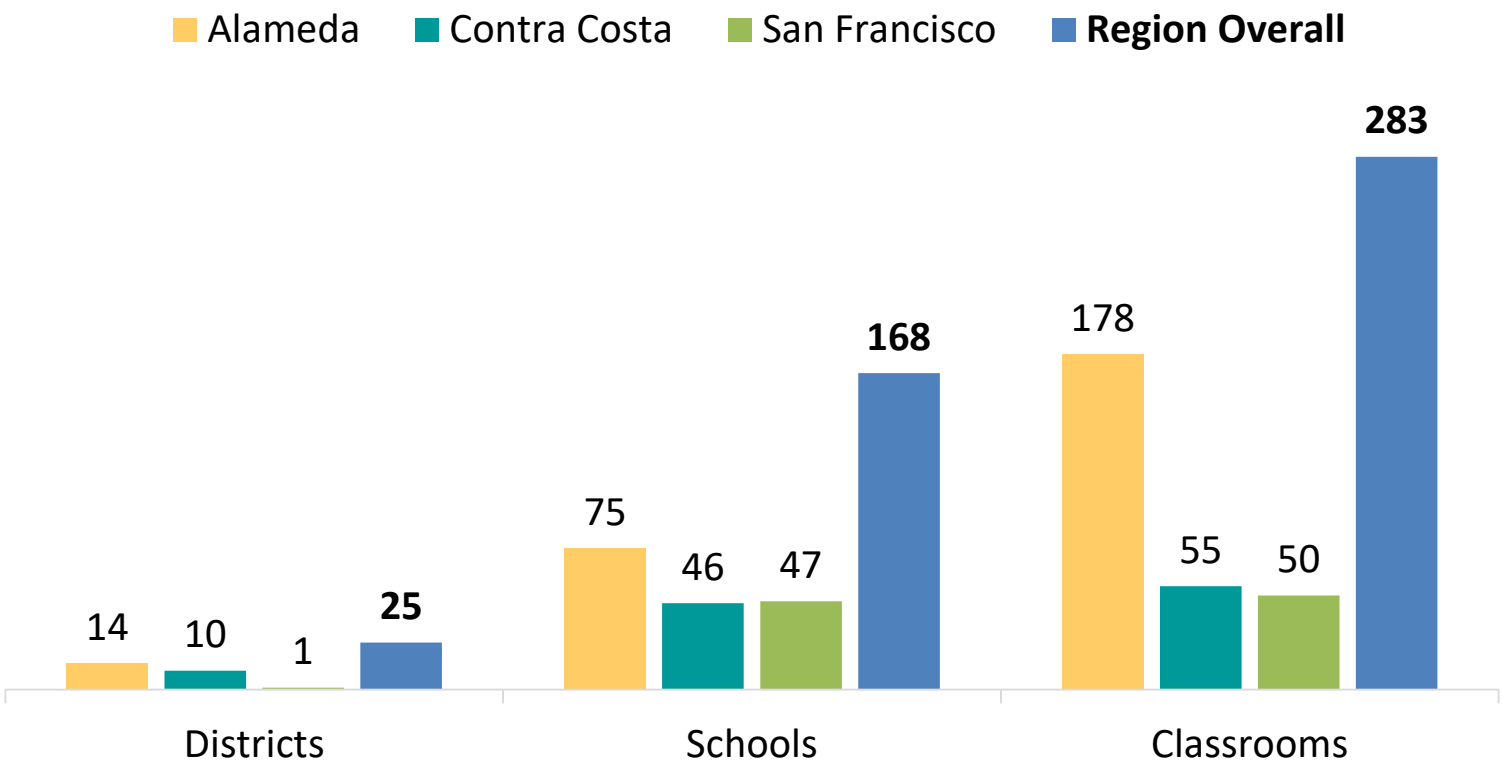
Study Location: San Francisco Bay Area

- 9-county region home to over 500,000 children 0-5
- Large countywide samples drawn from Alameda, Contra Costa, and San Francisco



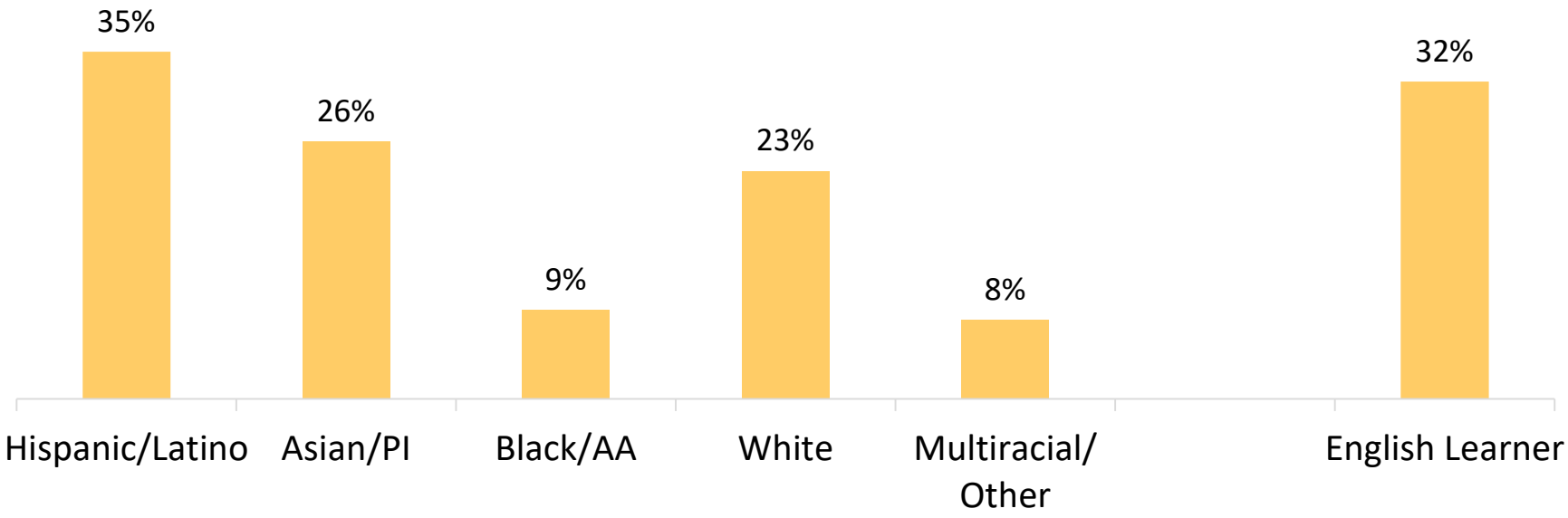
Study Sample

- Assessments were conducted in 283 classrooms in Fall of 2015 (Alameda and SF) and 2017 (Alameda and CC)



Sample Demographics

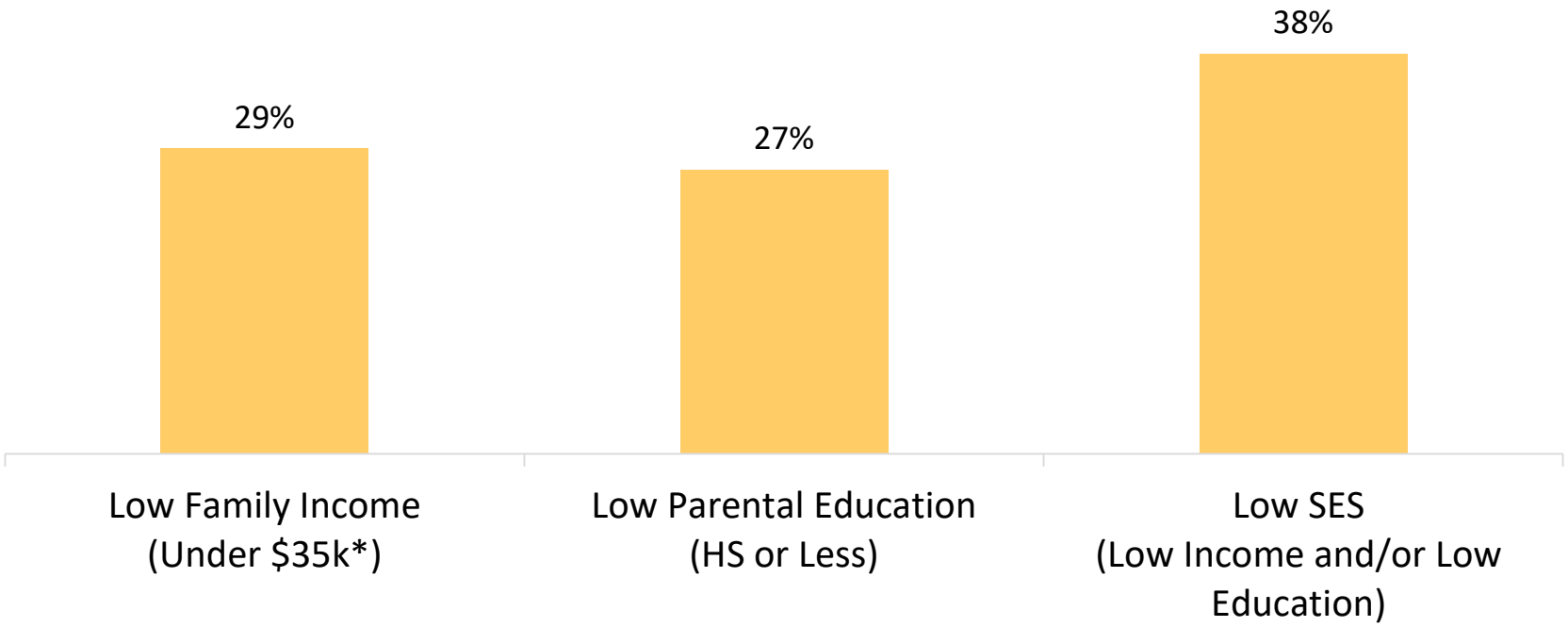
- Over 5,000 students were assessed on the KOF
  - 2,974 in Alameda
  - 1,154 in Contra Costa
  - 893 San Francisco
- Statistical weights were applied to the sample so that the results are representative of the region



N=4,980-4,996 (25-41 missing cases). Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

Socioeconomic Status

- About 30% of families were very low income
  - Median household income in the region is about $83,000 per year
  - Fair market rent for one-bedroom apartment averages over $2,000 per month
- 27% of mothers had no more than high school education

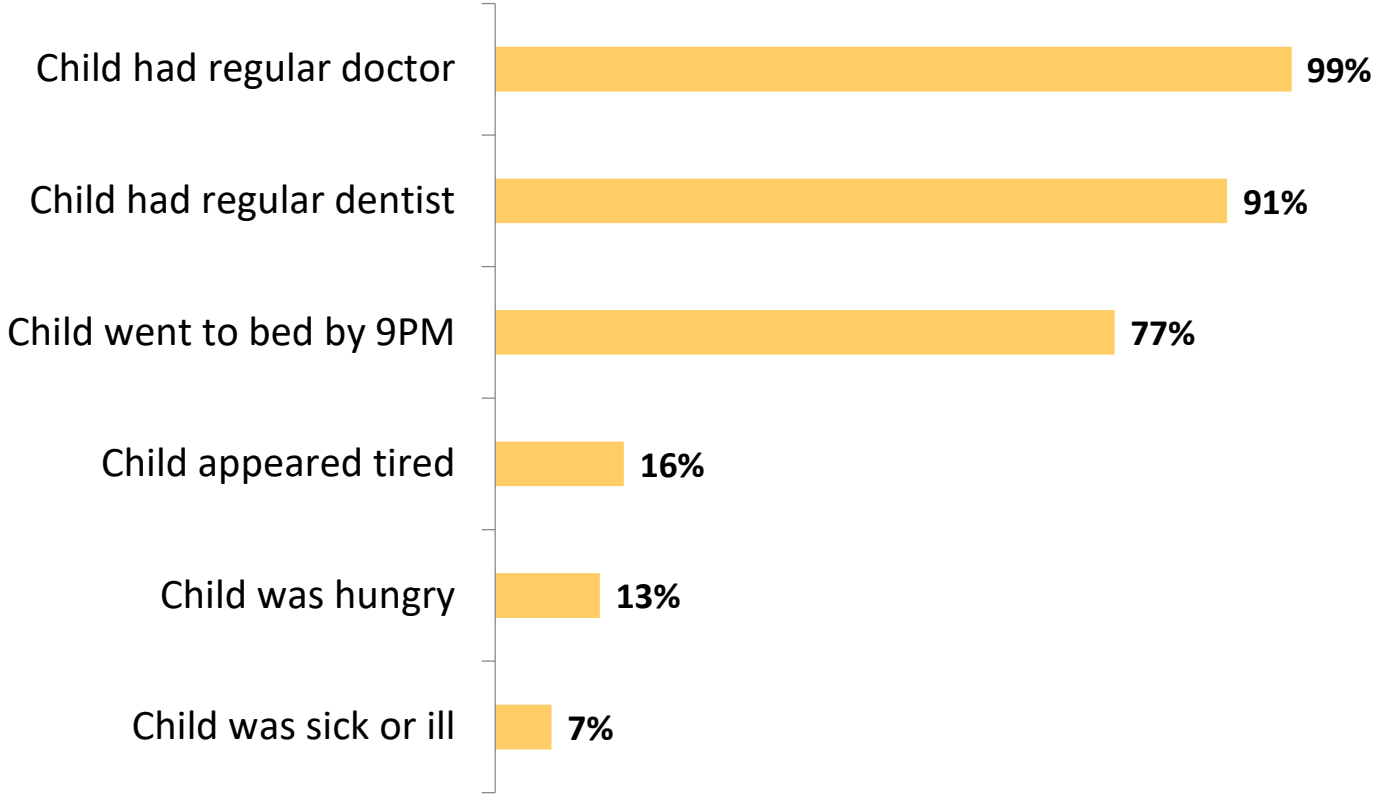


N=4155-4314. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties. *Due to differences in the parent survey question about family income, percentage for San Francisco represents percent earning below $32,000

Regional economic data from U.S. Census American Community Survey and Department of Housing and Urban Development.

Health and Well-Being

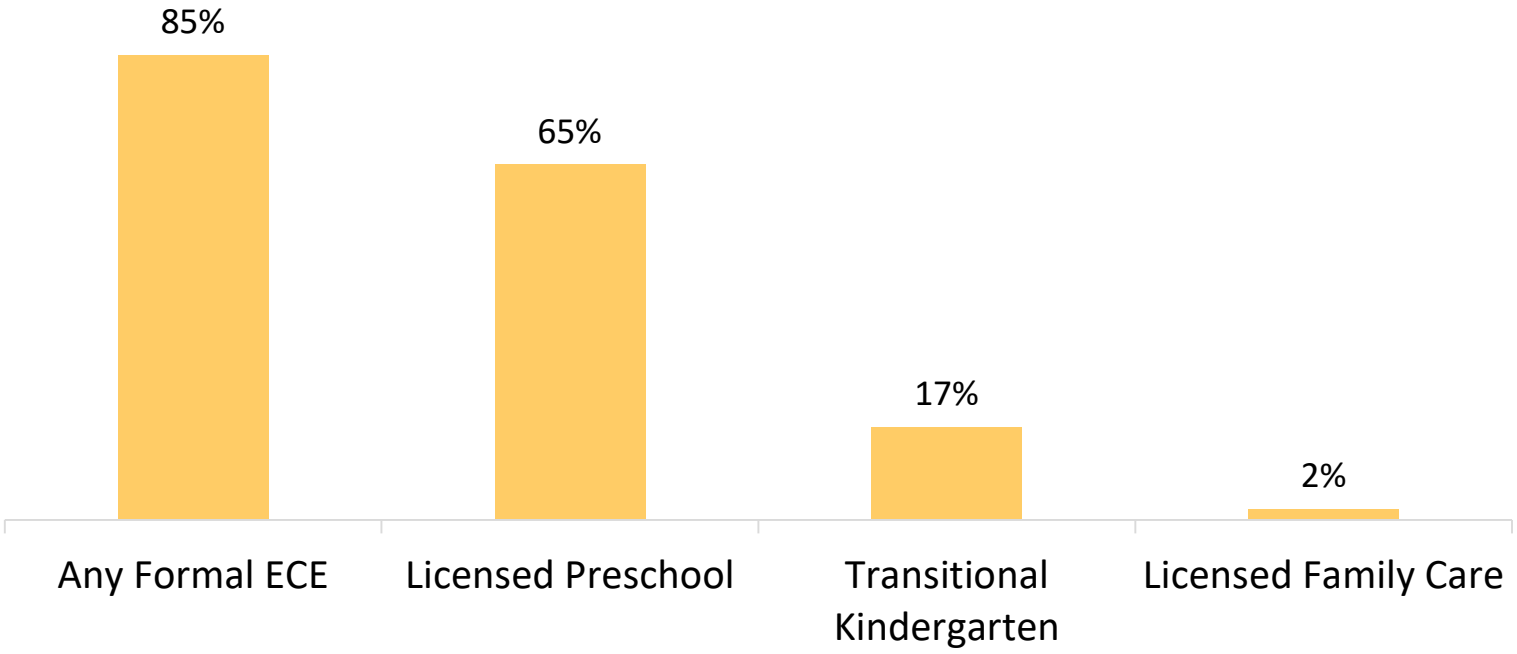
- Most children had access to regular health care, went to bed by 9 PM, and did not show signs of health and well-being concerns



N=4282-4999. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties. Child tired/sick/hungry items reflect percentage of students who "On some days," "On most days," or "Just about every day" exhibited these concerns.

Early Childhood Education

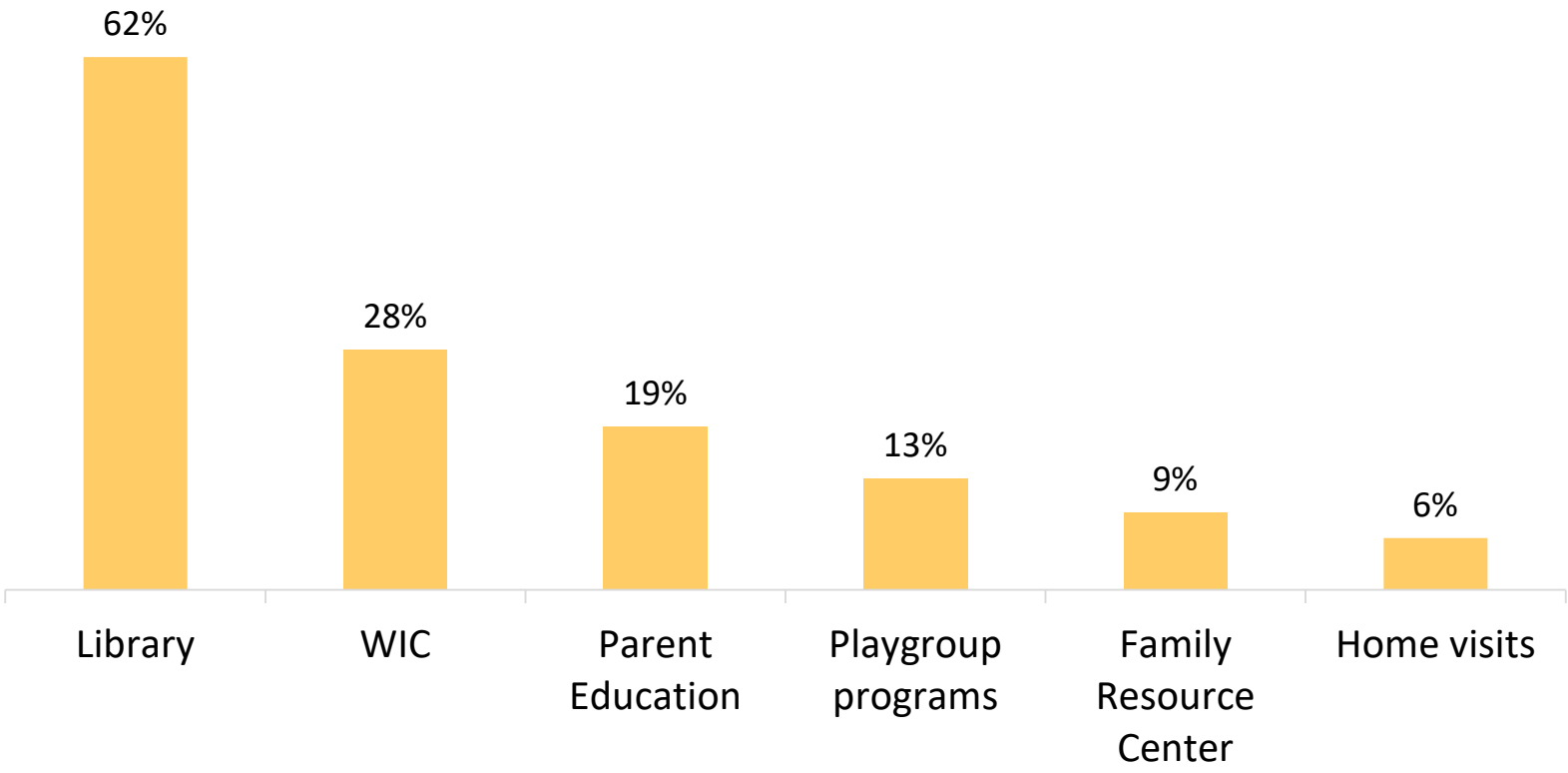
- 85% had formal ECE experience, including licensed preschool (65%), Transitional Kindergarten (17%), or licensed family care (2%)



N=4812. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

Family Use of Community Resources

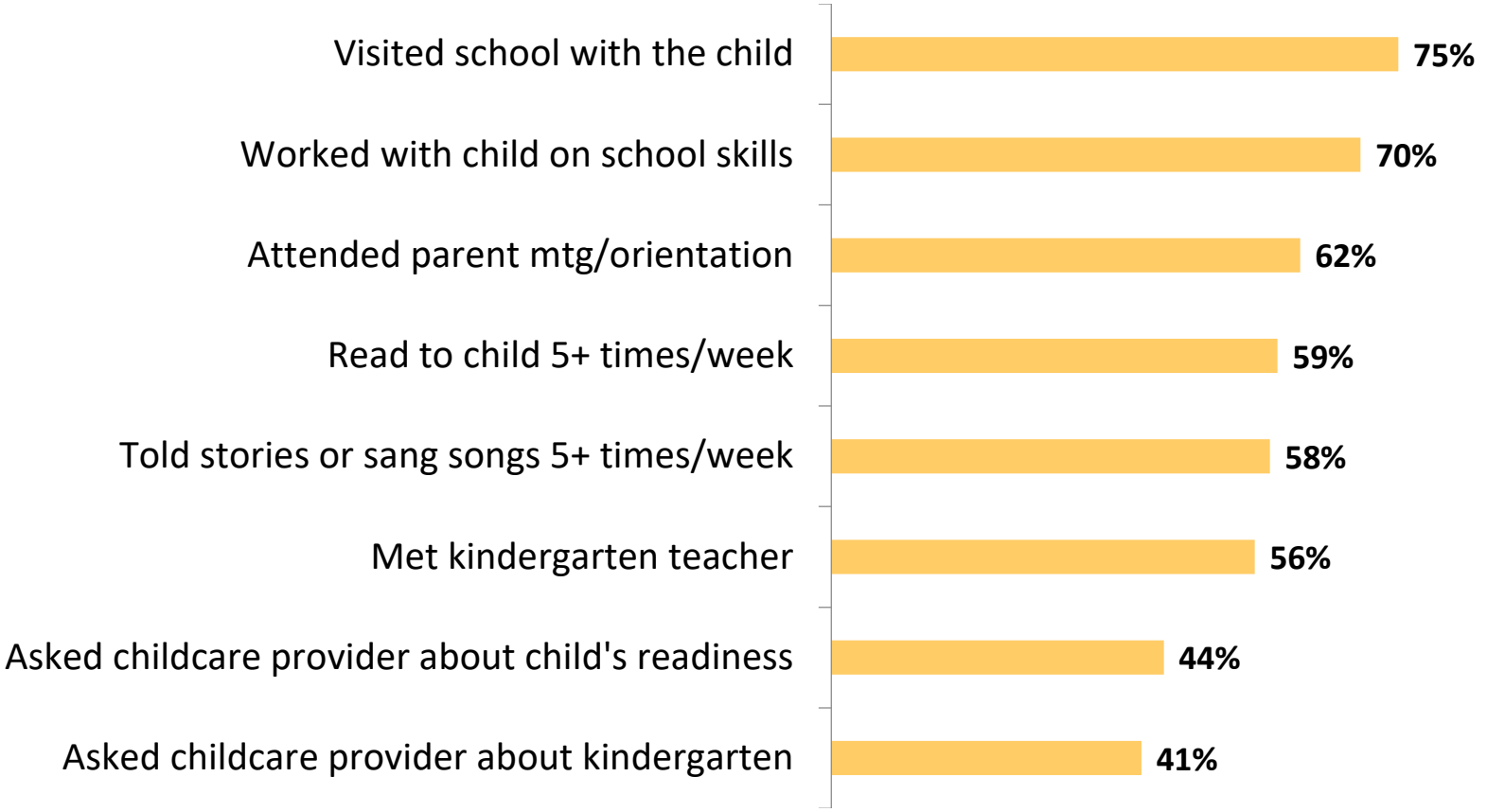
- Most commonly used services included the local library and Women, Infants, and Children (WIC)



N=3641-4376. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

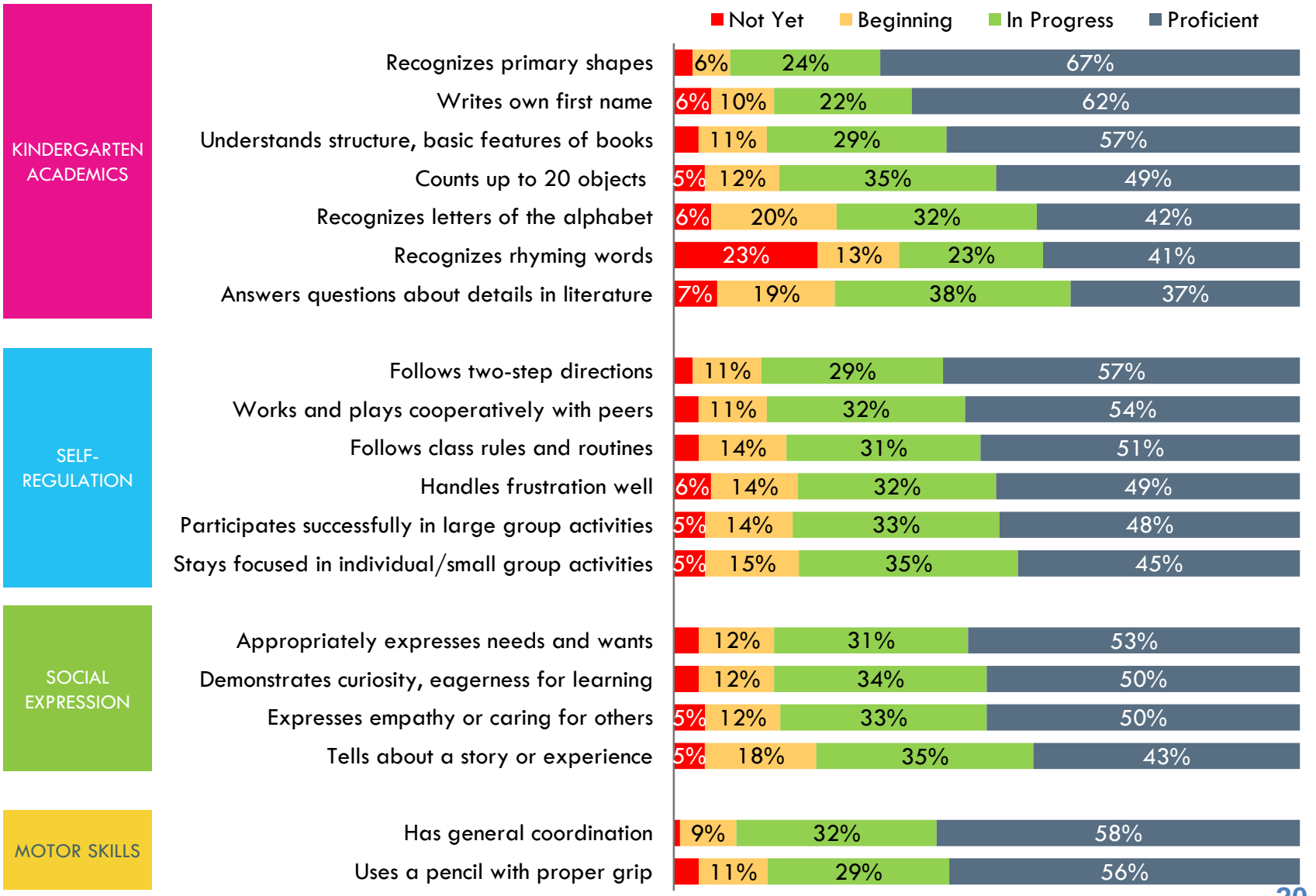
Family Engagement in School Readiness Activities

- Most common school readiness activities included visiting the elementary school with the child and working on school skills



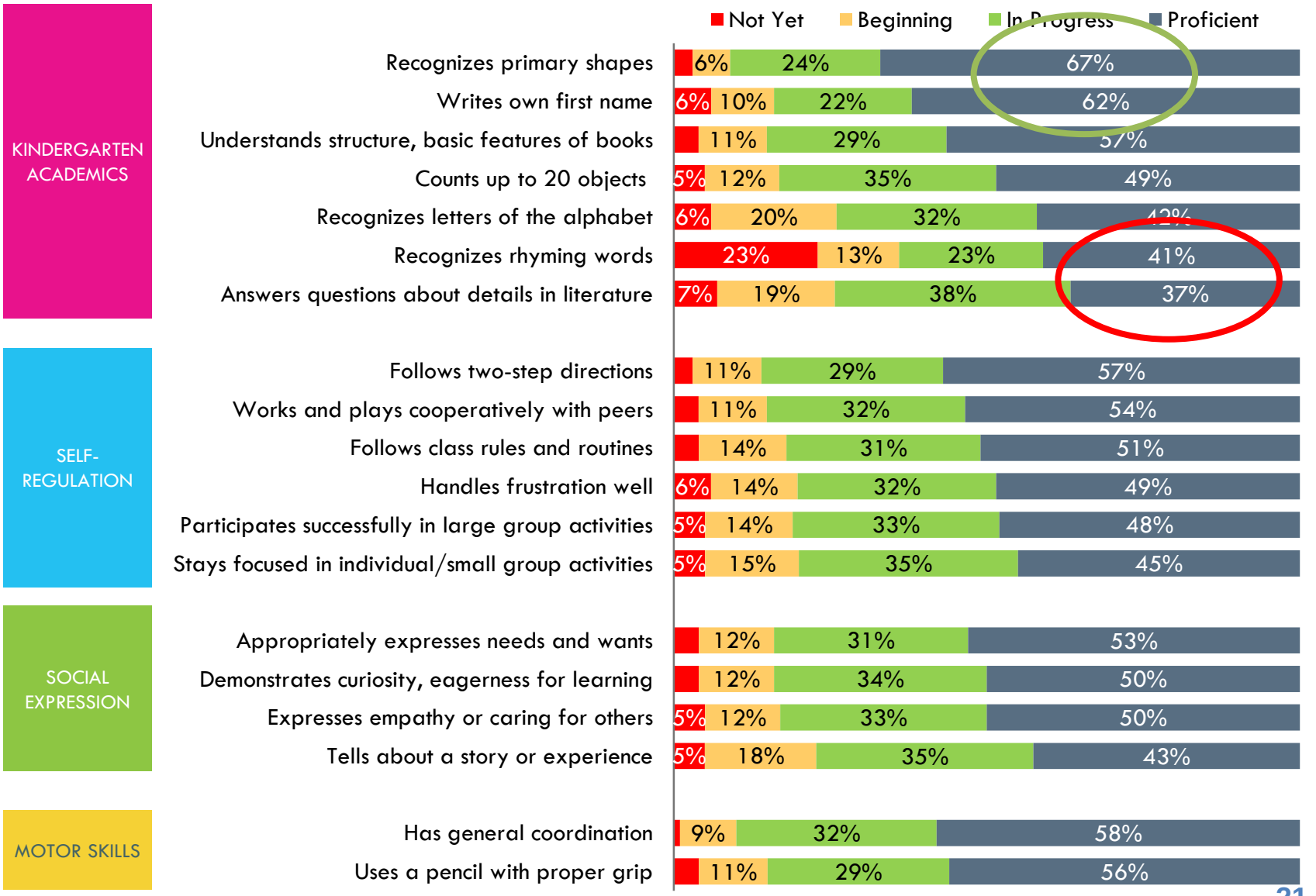
N=4086-4217. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

Readiness across Individual Skills



N=4590-5002. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

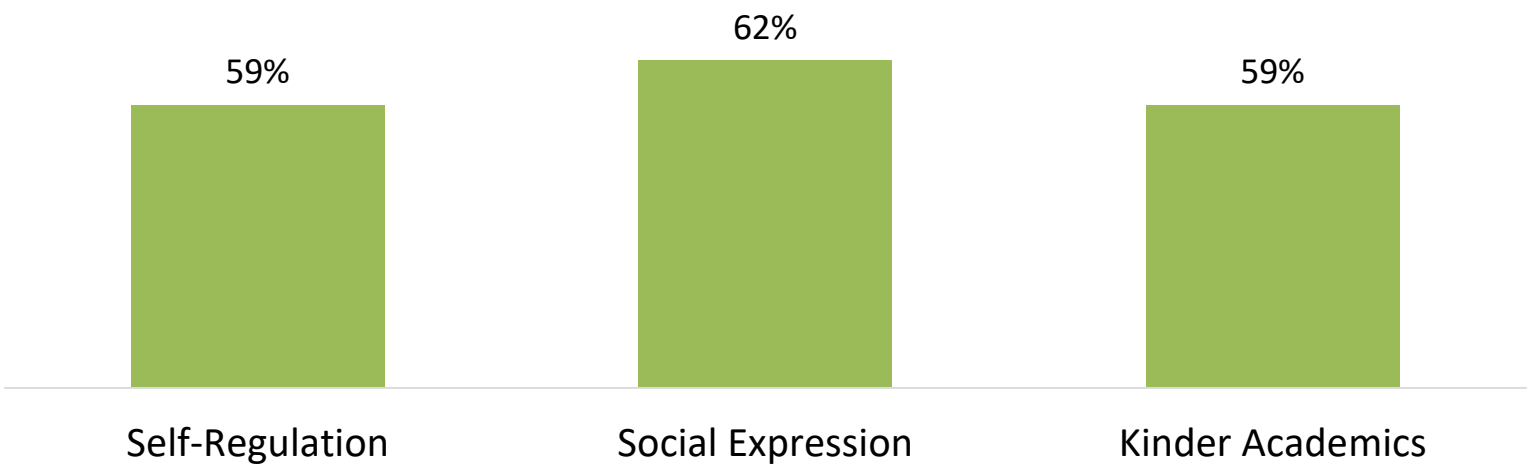
Readiness across Individual Skills



N=4590-5002. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.

Percentage of Students Ready for School By Building Blocks

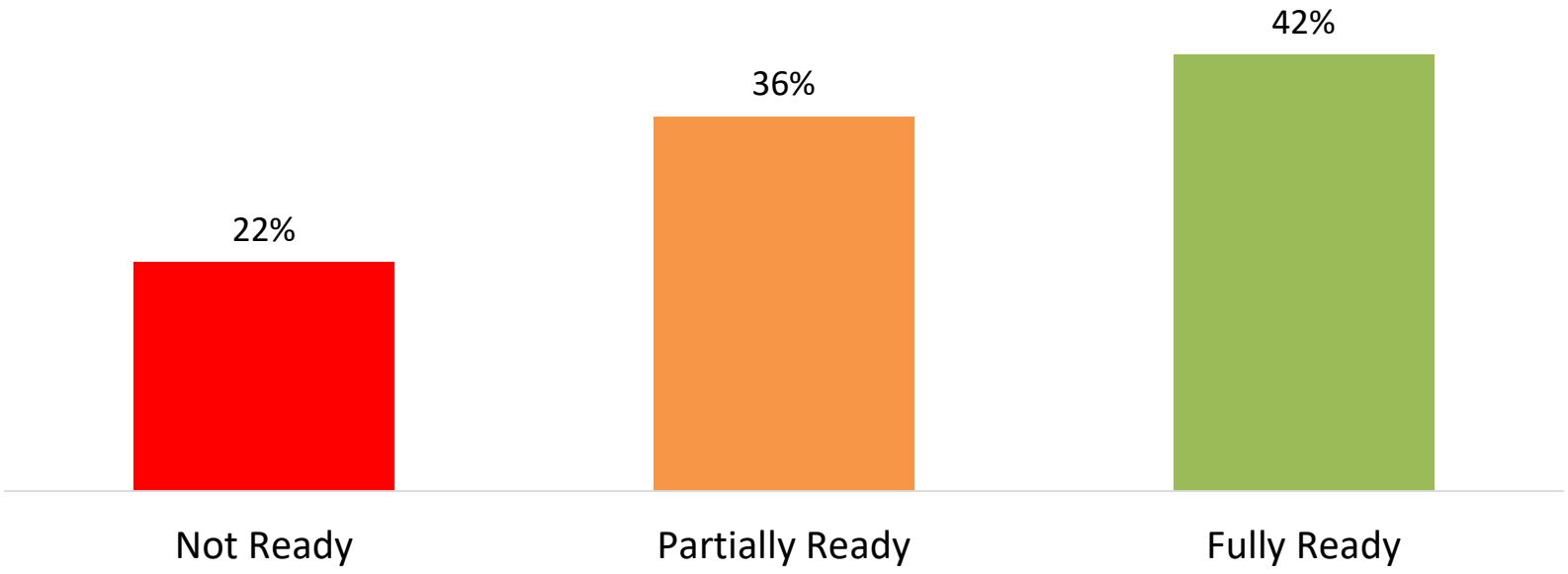
- Children most likely to be proficient in social expression abilities (e.g., expressing empathy and demonstrating curiosity and eagerness for learning)



N=4803-5011. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.
Ready: Mean score of 3.25 or higher

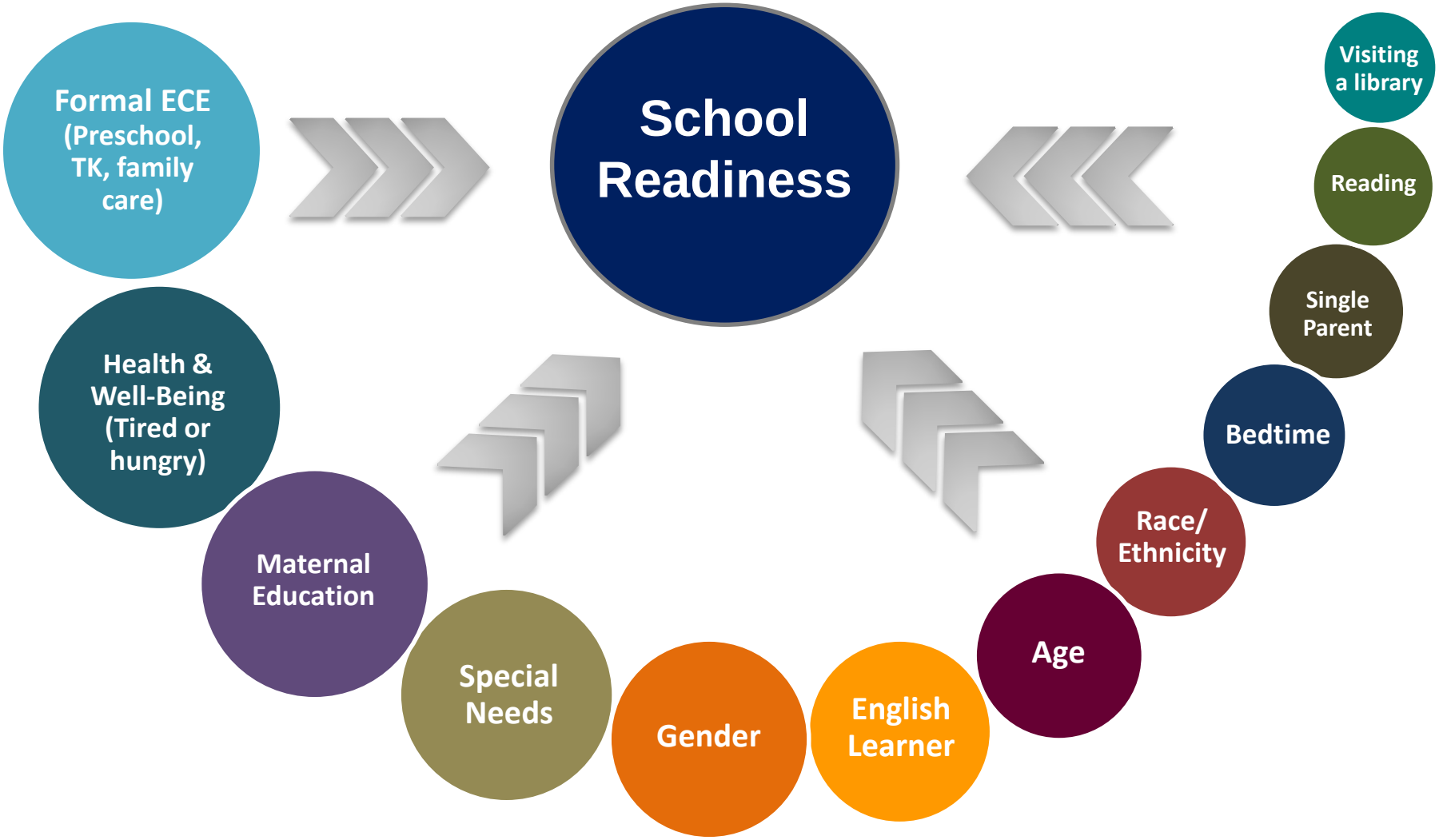
Percentage of Students Ready for School Across Building Blocks

- Just over 40% of children demonstrated proficiency across school readiness domains
- Just over one in five was still developing skills in all readiness domains



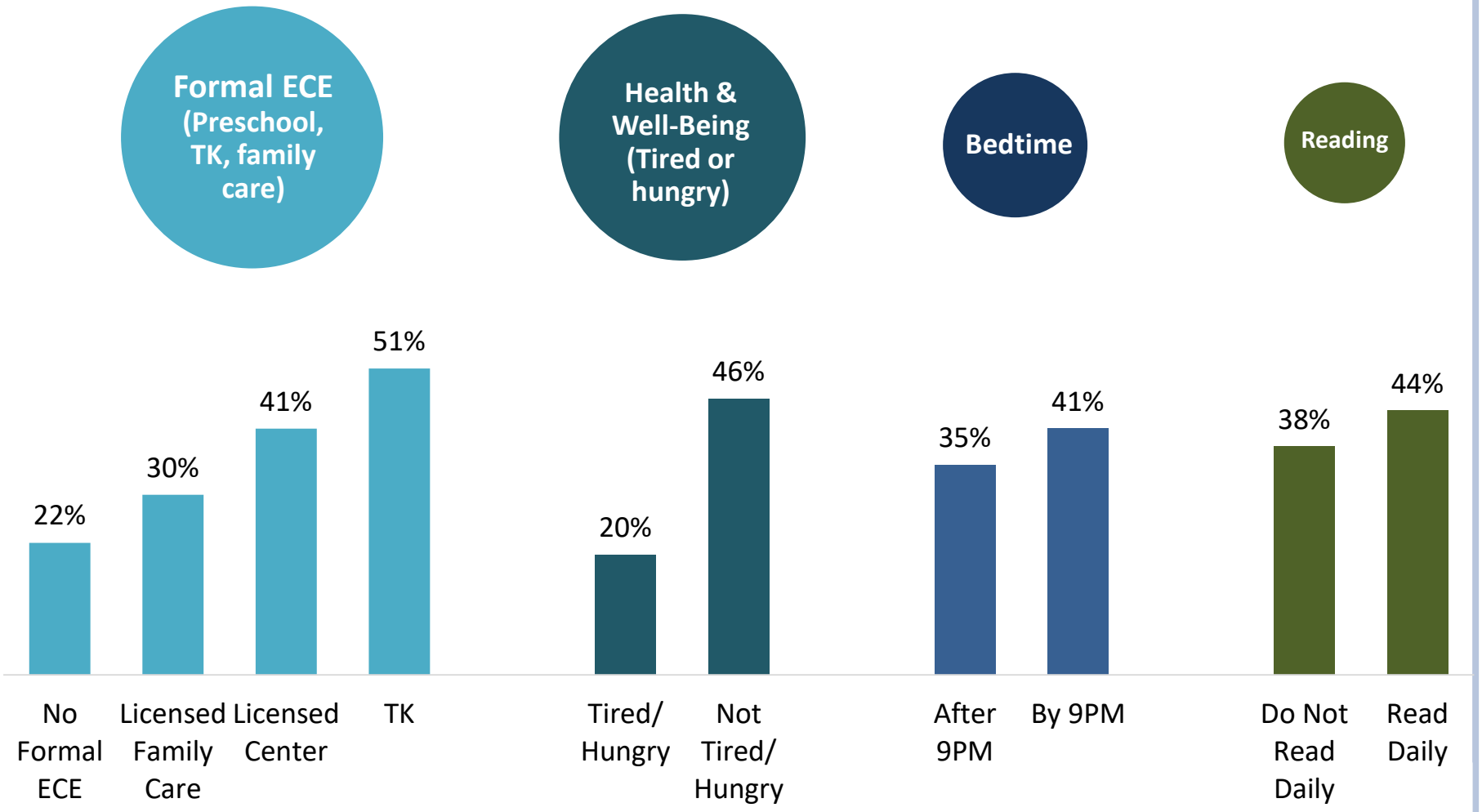
N=4803-5011. Note: Data were weighted to approximate county (kindergartener population), race/ethnicity, and English Learner status of all three counties.
Fully Ready: Mean score of 3.25 or higher in all three domains: Self-Regulation, Social Expression and K. Academics.
Partially Ready: Mean score of 3.25 or higher in one or two domains.
Not Ready: Mean score below 3.25 in all three domains.

What Factors Predict Readiness?



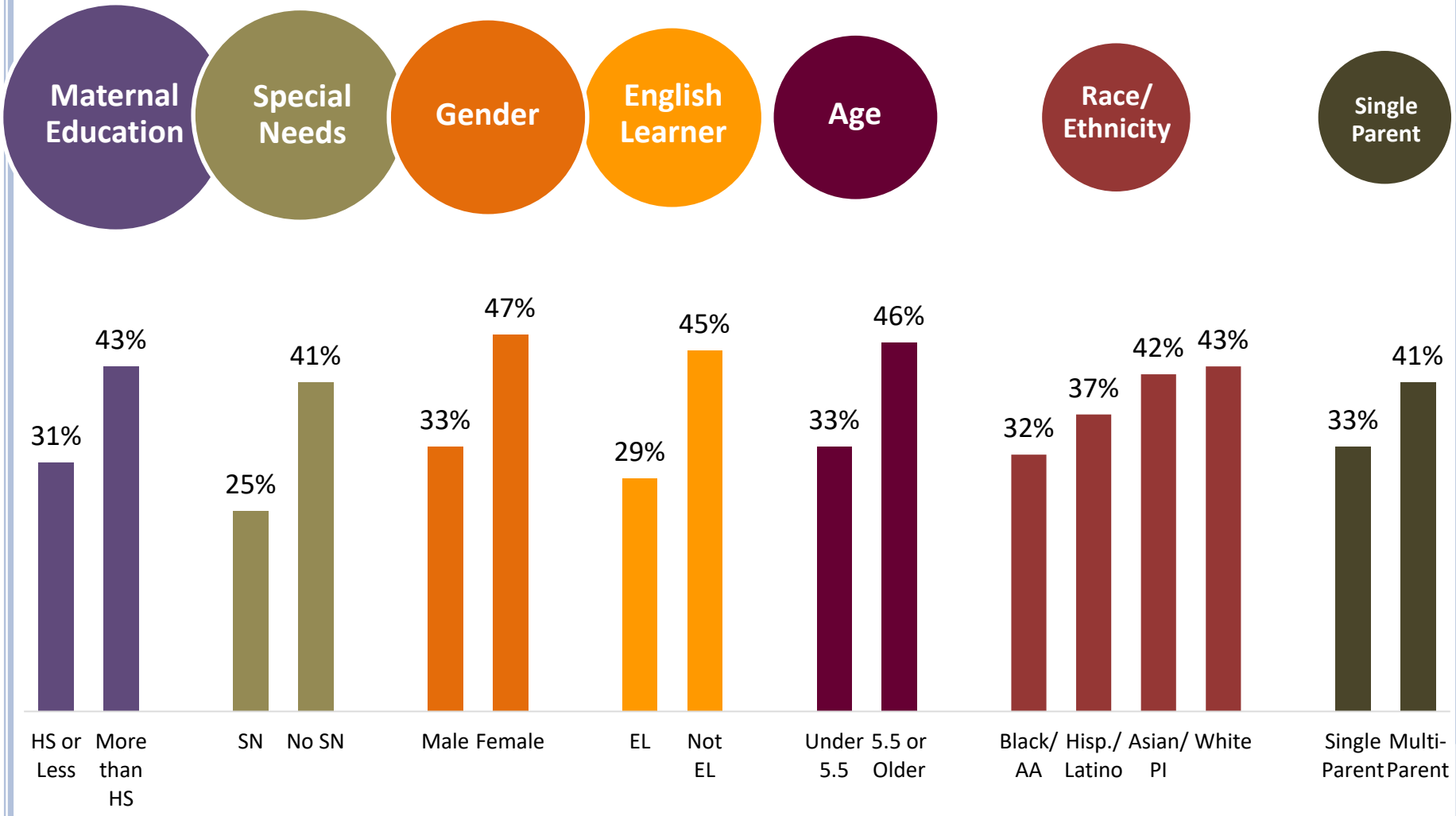
N=3717. Note: All variables in the chart are statistically significant ($p<.05$). The overall regression model was significant ($p<.001$), explaining 33% of the variance in kindergarten readiness ($R^2 = .33$).

Adjusted Percent Fully Ready, By Key Predictor (Malleable Predictors)



Note: N=3717. *All differences were statistically significant ($p<.05$). Adjusted for the other key predictors. Visiting a library not shown as it was associated with overall readiness scores, but not percent fully ready.

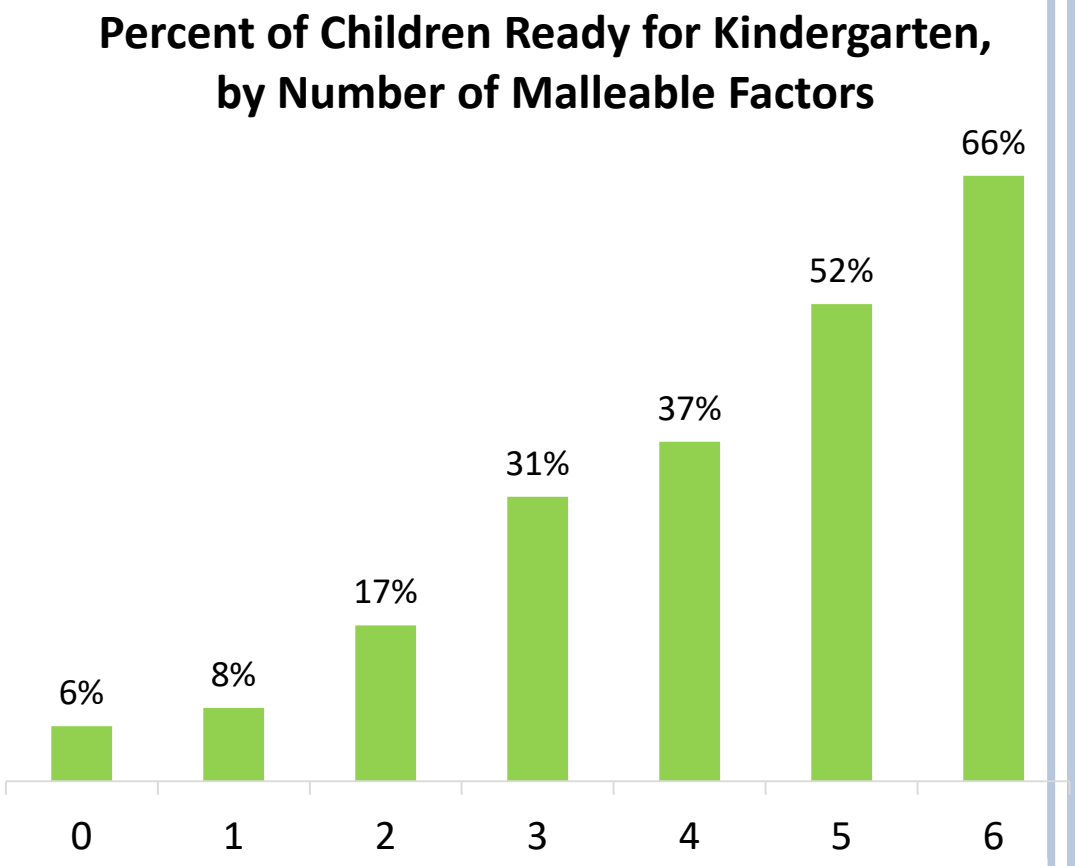
Adjusted Percent Fully Ready, By Key Predictor (Demographic Predictors)



Note: N=3717. *All differences were statistically significant ($p<.05$). Adjusted for the other key predictors. Not shown: Multiracial/other = 38% Fully Ready.

Cumulative Effect of Malleable Factors

- Not Hungry
- Not Tired
- Attended ECE
- Daily Reading
- Visiting Library
- Early Bedtime

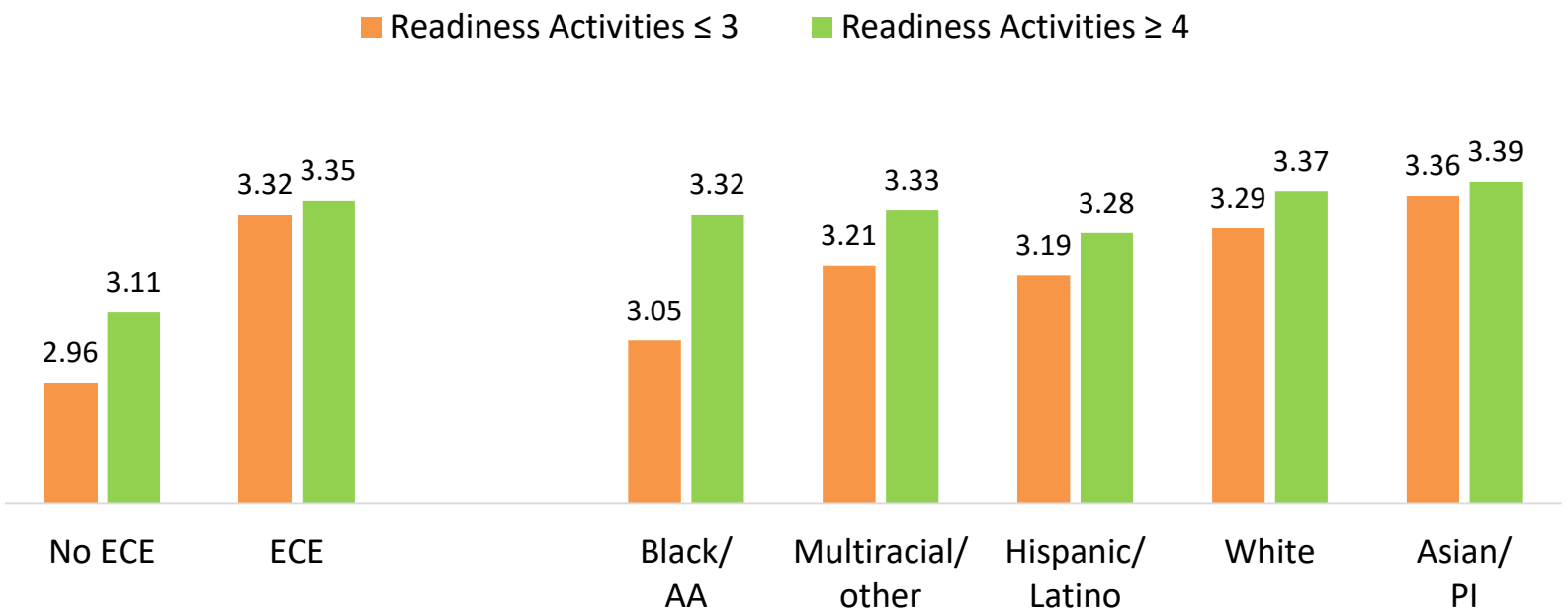


N=4795. ***Statistically significant, p<.001.

Note: Malleable factors included visiting a library, reading with child daily, attending formal ECE, going to bed at or before 9, and not going to school hungry or tired.

Who Benefits Most from Readiness Activities?

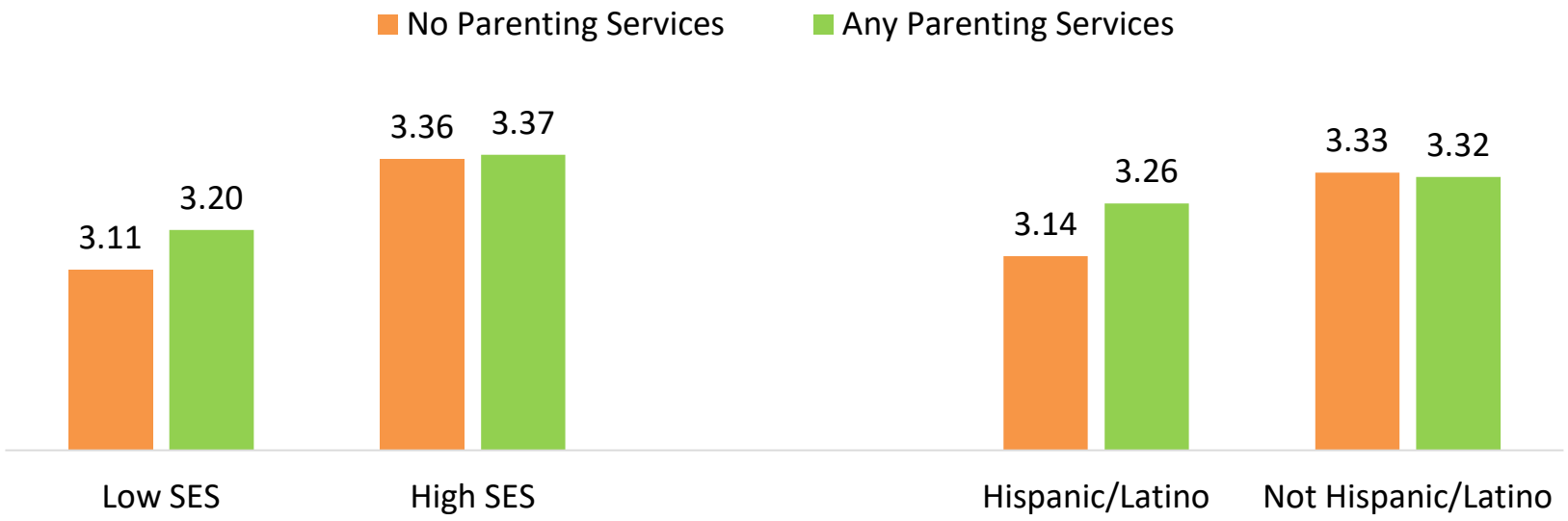
- **Parent engagement in school readiness activities** (e.g., attending parent orientation, meeting K teacher, working on school skills) improved average readiness scores, particularly for
  - Children who did not attend any formal ECE
  - Children who were Hispanic/Latino, Black/African American, multiracial, or other race/ethnicity



Note: N=3902-3906. Scores range from 1 to 4. *All differences were statistically significant (p<.05). Adjusted for age, gender, race/ethnicity (ECE chart only), Special Needs, English Learners, single parenthood, and family SES.

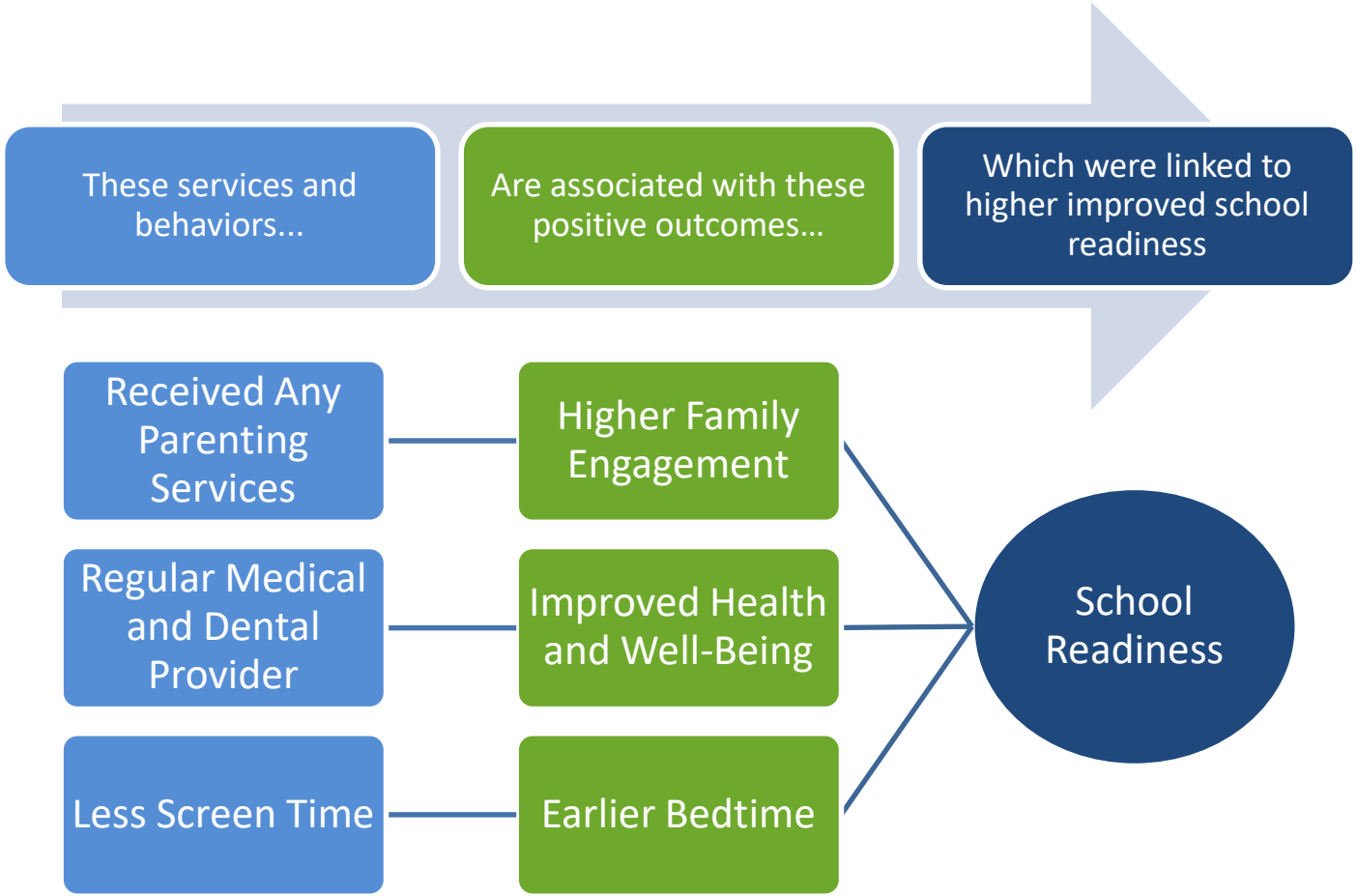
Who Benefits Most from Parenting Services?

- **Receiving any parenting services** (e.g., WIC, parent education, playgroup programs) improved average readiness scores, particularly for
  - Children from low SES families
  - Children who were Hispanic/Latino



Note: N=3302. Scores range from 1 to 4. *All differences were statistically significant ($p<.05$). Adjusted for age, gender, race/ethnicity (SES chart only), Special Needs, English Learners, single parenthood, and family SES (race/ethnicity chart only). Low SES=low income (under $35,000 for Alameda and Contra Costa, under $32,000 for San Francisco) and/or maternal low education (no more than high school).

How Other Services and Behaviors Indirectly Improve Readiness



Note: N=3153-3962. *All indirect paths were statistically significant ($p<.05$). Adjusted for age, gender, race/ethnicity, Special Needs, English Learners, single parenthood, and family SES.

Summary

- School readiness is multifaceted
  - Children's health and development are cultivated in enriching environments provided by schools, families, and communities
- School readiness is multidimensional
  - Children are ready for school when they demonstrate optimal motor, social-emotional, language, and cognitive development
- School readiness predicts long-term outcomes
  - Children who are ready for school demonstrate more positive academic performance and social adjustment later in elementary school and even in adolescence and early adulthood

Summary

- Over 5,000 children were assessed on the KOF in Alameda, Contra Costa, and San Francisco Counties
- Just over 40% of this large, diverse sample was Fully Ready in all domains
- The strongest predictors of readiness were attending formal ECE and child health and well-being
- In addition to demographics, other significant factors predicting readiness included going to bed earlier, reading more frequently, and visiting the library

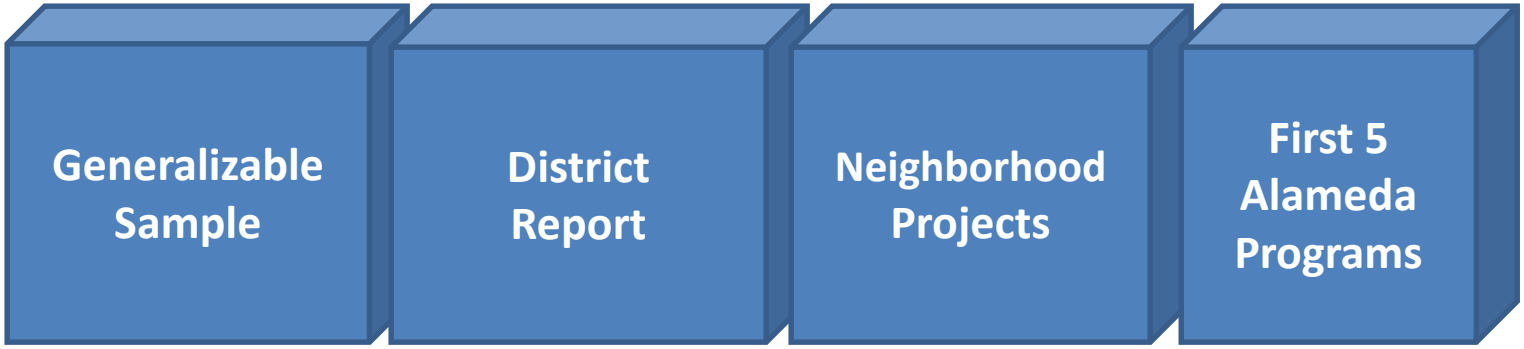
Summary

- Other factors significantly predicted readiness levels for particular subgroups:
  - Parent engagement in school readiness activities linked to higher readiness for children without ECE and children who were Hispanic/Latino, Black/African-American, multiracial, or other race/ethnicity
  - Parenting services linked to higher readiness for children in low SES families and who were Hispanic/Latino
- Several services and behaviors also predicted improved readiness for the overall sample:
  - Receiving parenting services (which was associated with improved parent engagement)
  - Having a regular doctor and dentist for the child (which was associated with improved health and well-being)
  - Exposure to less screen time (which was linked to earlier bedtimes)
- ***These findings suggest various points of intervention to improve readiness among children in the Bay Area region***

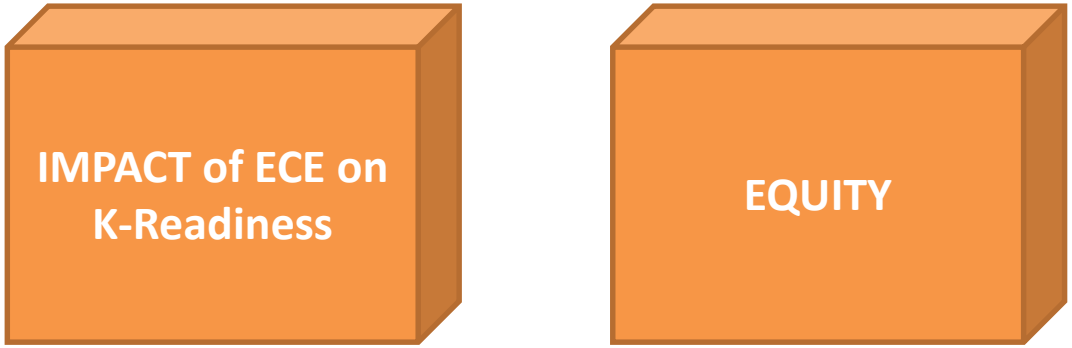
How do we use data to turn the curve on school readiness?

First 5 Alameda

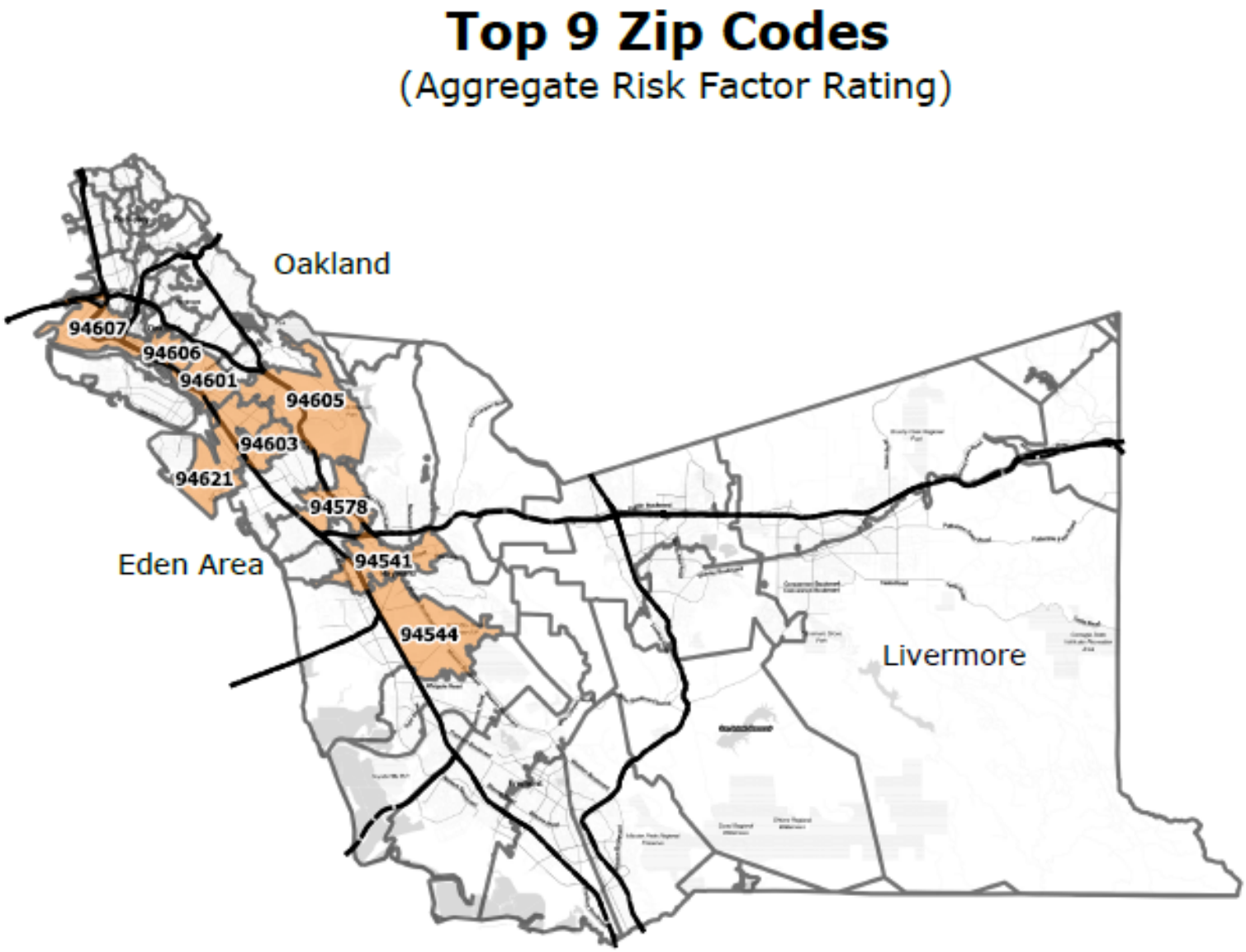
Main objectives – Baseline Snapshots



Emerging needs



Alameda County - Overview

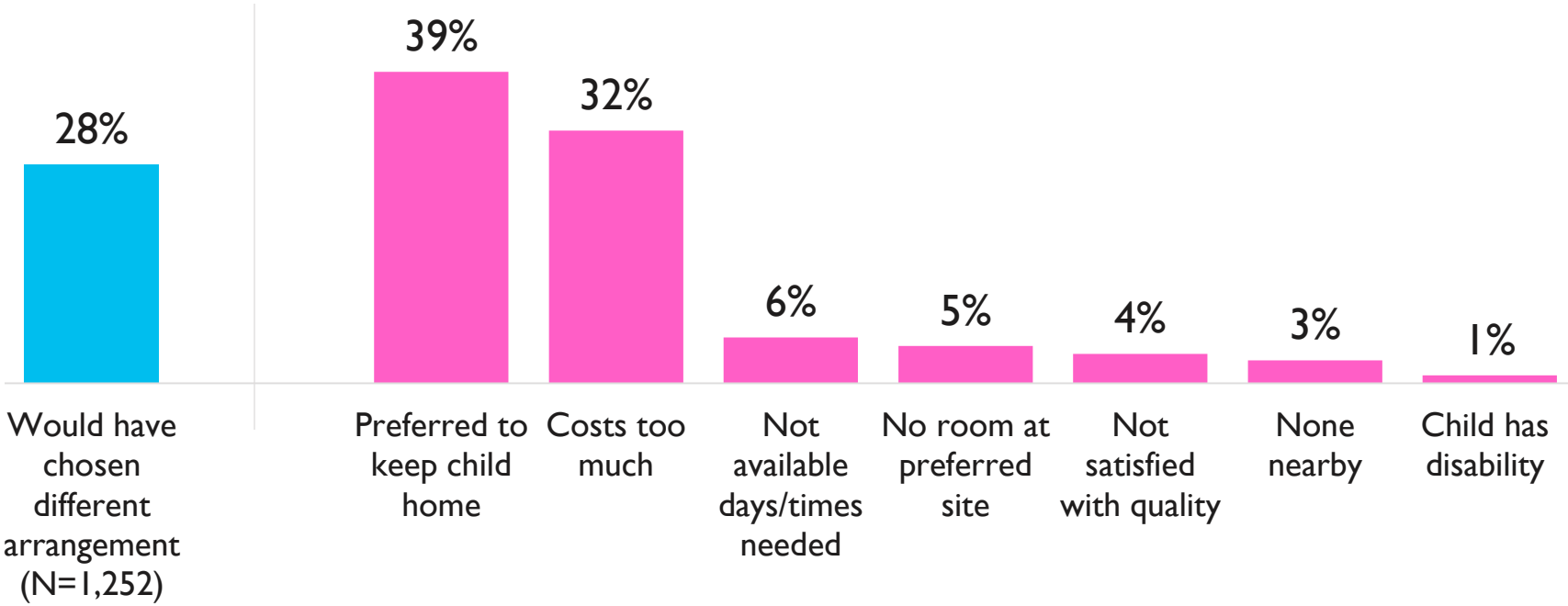


First 5 Alameda 2015-2017

Relative rank of predictive factors of K-Readiness

	2015	2017
Child attended formal early childhood education	2	1
Child did not come to school tired or hungry	1	2
Child does not have special needs	4	3
Family is higher SES	7	4
Child is older	3	5
Child is not an English Learner	5	6
Child is a girl	6	7
Family used more community resources		8
Parent reported less parenting stress		9
Family read more frequently with child		10
Child race/ethnicity (not black/AA)	8	
Child exposed to less screen time	9	
Parent is not a single parent	10	

First 5 Alameda – Preschool/Child Care Experiences



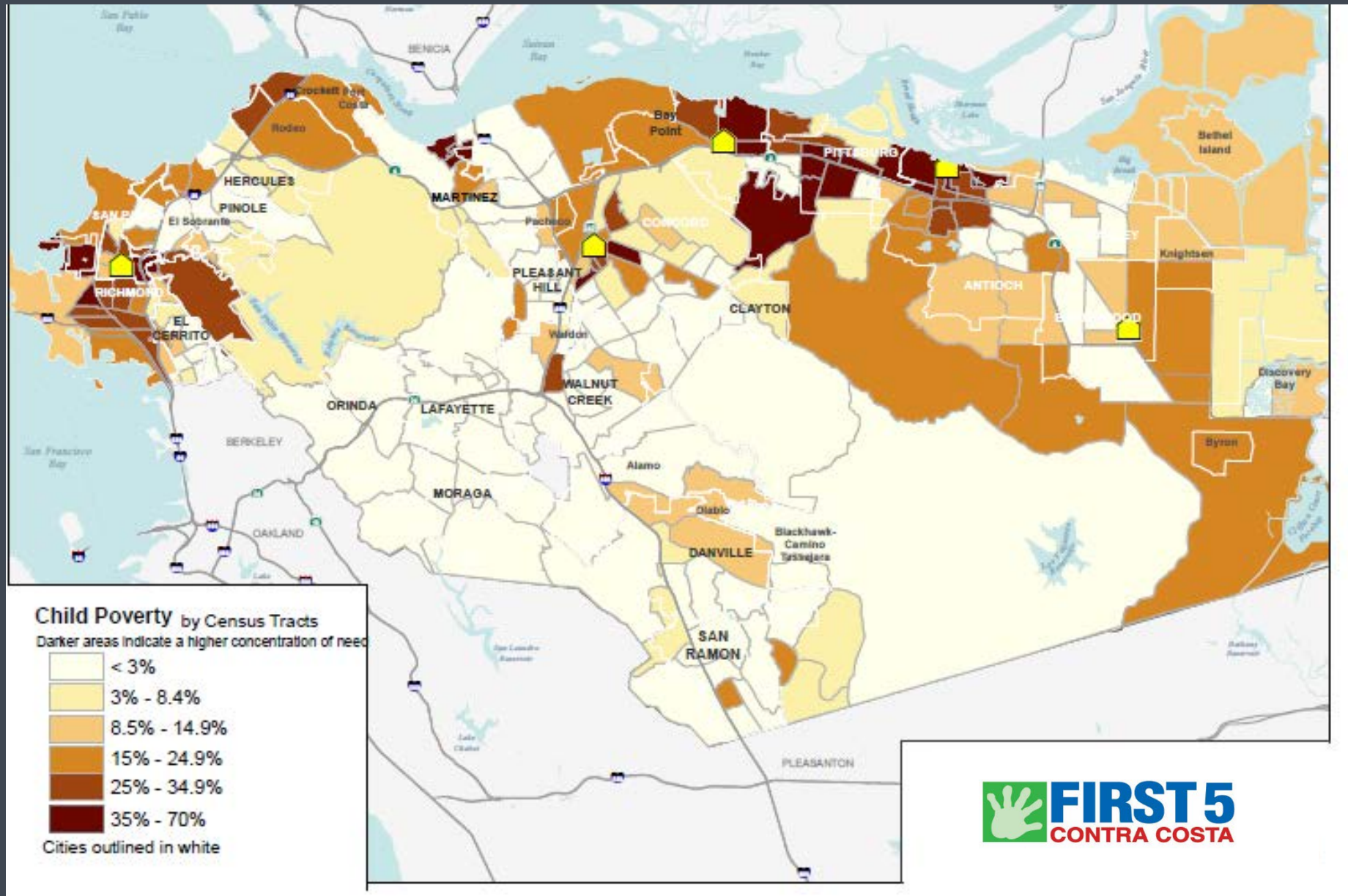
Reasons Child Not in Care
(% of Children Not in Care--Infant/Toddler or Pre [N=382])

N=1,252 (different arrangement); 382 (reasons not in child care)

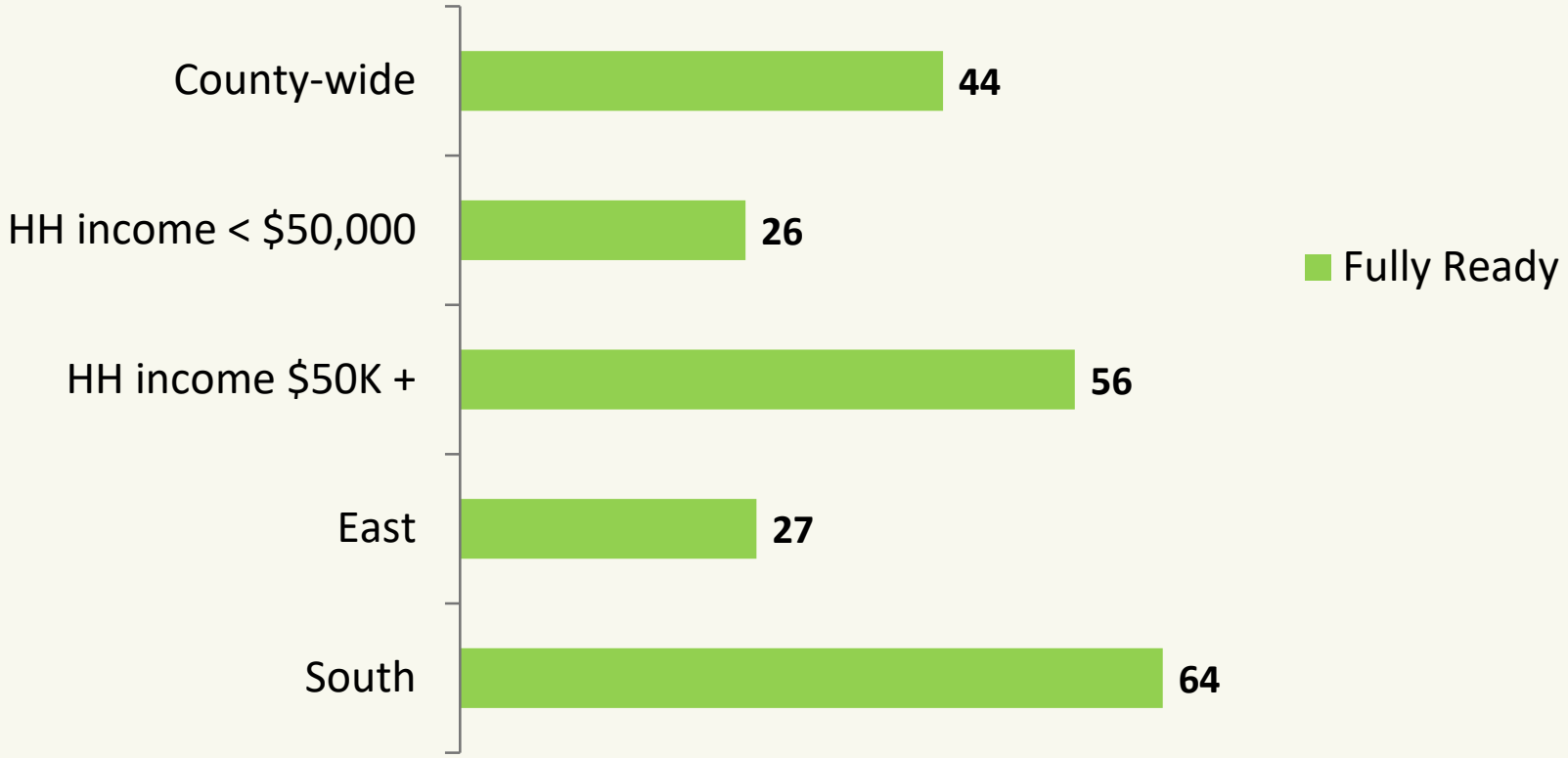
First 5 Alameda

- Countywide sales tax ($0.05) to increase wages of child care workers, higher reimbursement for eligible children and new slots with priority for homeless families, provision of quality supports for participating educators and programs
- City / School District use of K-Readiness as an important early age indicator
- Exploring how Early Learning, using K-Readiness data, can be included in Local Control Accountability Plan

CONTRA COSTA COUNTY



CONTRA COSTA COUNTY KRA



FIRST COUNTY-WIDE KRA

10 DISTRICTS

1,154 CHILDREN

44% FULLY READY

HOW DO WE USE THE DATA?

1. Deepen relationship with school districts.
2. New data to describe long-standing issues.
3. Convene and plan solutions.

FIRST 5 CONTRA COSTA

SCHOOLS

Access to ECE
Connect K & PreK
LCAPs

CITIES

New facilities
Outreach
Safe spaces

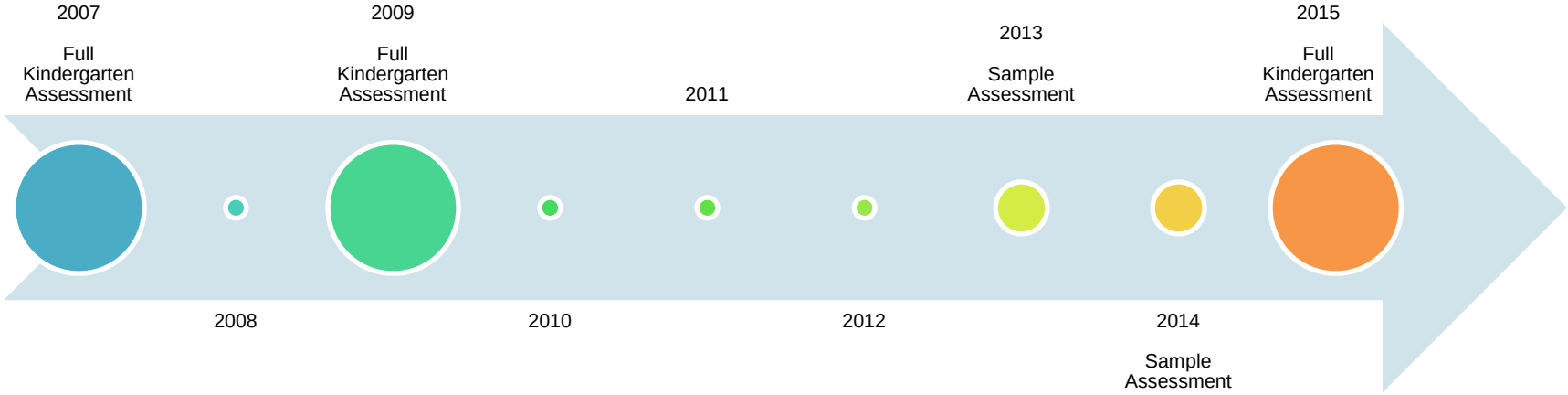
COUNTY

FUNDING & PRIORITIES
Subsidized ECE
Early literacy
Early Mental Health

RECOMMENDATIONS

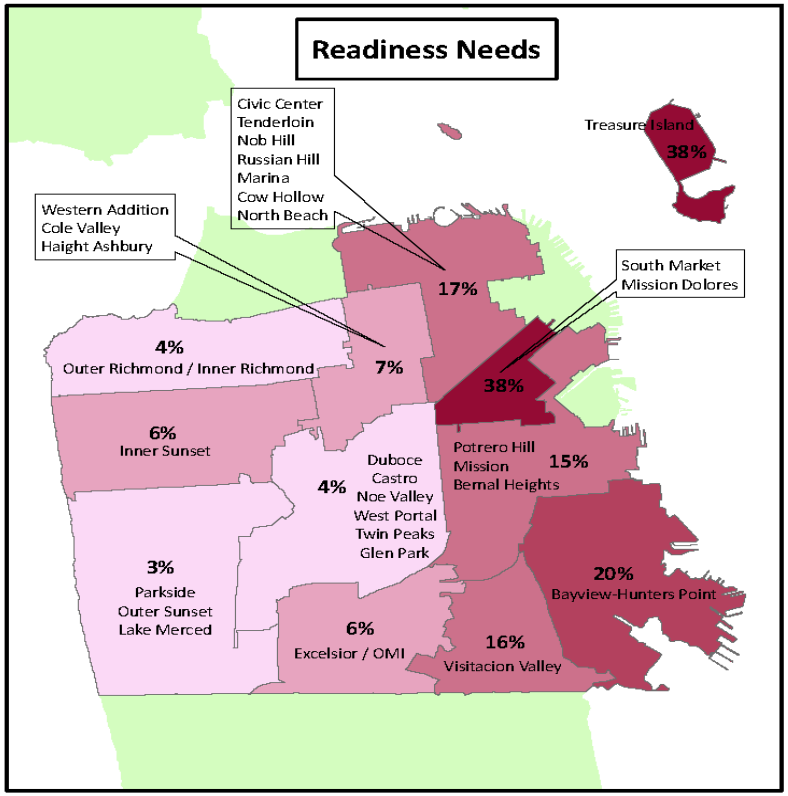
FIRST 5 CONTRA COSTA

School Readiness in San Francisco: History



All school readiness assessments have been done in partnership with First 5 San Francisco, Applied Survey Research, and San Francisco Unified School District.

School Readiness in San Francisco: Geographic Snapshot



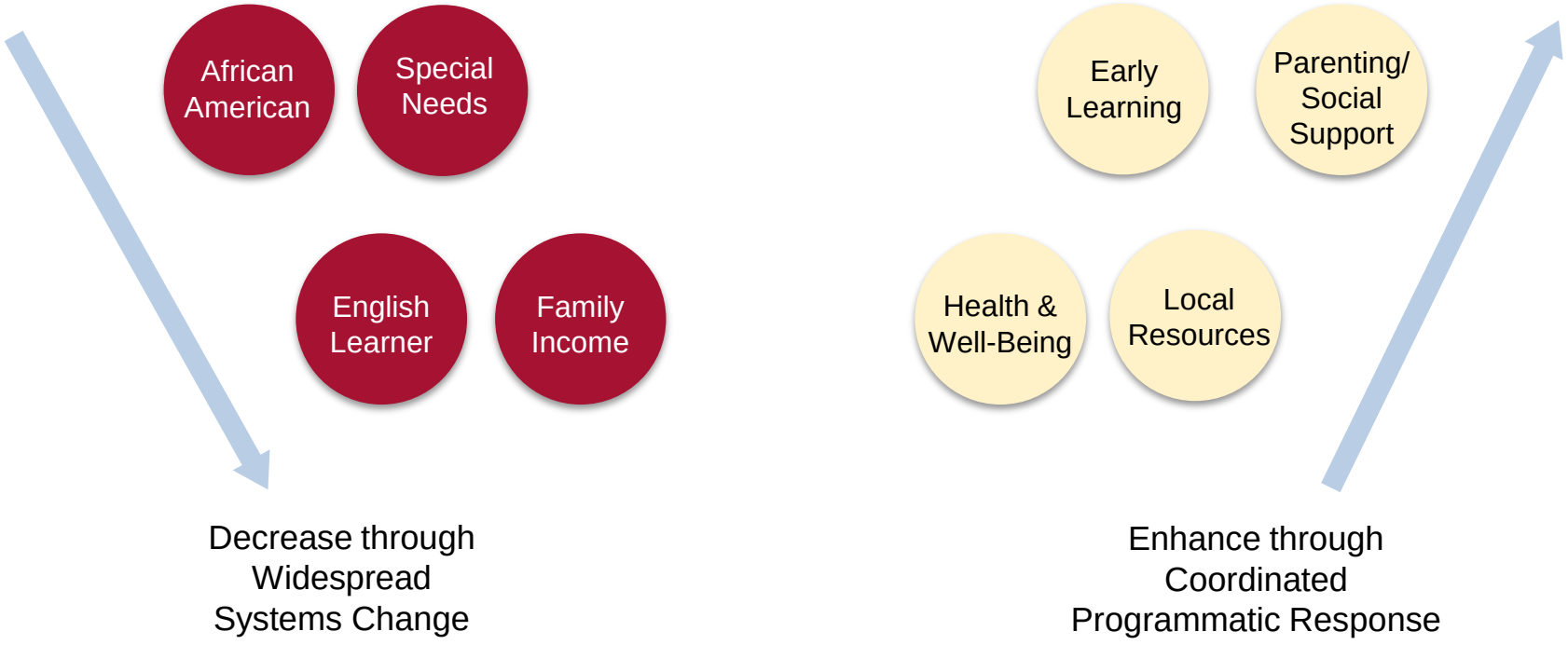
Note: Darker shaded areas indicate greater concentrations of the readiness portrait.

Top 5 Compelling Data Points

- Children not meeting readiness standards more likely to:
  - Be African American (61% not ready), Latino (51% not ready), low-income (50% not ready), non-English-speaking (43% not ready)
  - Have a special need (70% not ready)
- Only 58% of children with identified special need had received support; approximately 8% may have an undiagnosed need
- San Francisco families increasingly report social isolation
- Preschool enrollment is a strong predictor of school readiness
- Family coping/social support, resources, and learning activities in the home are strong predictors of school readiness

Community Conversations: First Step to Action

- Data points sparked 20+ community conversations about risk factors, programs, and systems of care



School Readiness in San Francisco: What Has Changed

- Countywide: Reauthorization of Universal Preschool
- Districtwide: District has adopted policy and oversight of annual school readiness assessment for every kindergarten classroom in the district
- First 5 Planning: Expansion of Early Intervention in 2016 Strategic Plan and Recommitment to Equity Focus
- Program Planning: Revised Intake and Evaluation Approach for Funded Family Resource Centers

Group Discussion

- What are your main takeaways from the presentation?
- What strategies you have seen in your community that improved school readiness?
- How might you apply what you've learned today in your own community?

Questions?