



Ready Schools Evaluation in Tulare County

First 5 Tulare County
Fourth Quarterly Evaluation Report

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Revised



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Introduction

First 5 Tulare County has made a significant investment in their School Readiness Initiative. Over the last four years, First 5 Tulare County has invested over \$3 million in local matching funds. In 2006-2007, First 5 Tulare County invested nearly \$1.1 million toward the School Readiness Initiative. There are 12 School Readiness programs – Alta Vista, Cutler-Orosi, Earlimart, Lindsay, Pixley Union, Sunnyside, Terra Bella, Traver, Visalia-Goshen, Visalia-Houston, Visalia-Ivanhoe and Woodlake – located throughout the county. Each of these school-based programs developed their own strategies and services that are particular to the needs of the communities they serve.

The School Readiness Initiative is one of the priority strategies that First 5 Tulare County has employed to bring about the primary result, *children will be ready for school*, which is part of the commission’s strategic plan. The objectives and indicators related to this result are outlined in the table below. This evaluation report emphasizes indicators associated with objectives D and E. The surveys discussed in this report assess teacher and parent views of the importance of selected school readiness related developmental activities (indicator D1) and measures schools’ readiness for children (indicator E2).

Primary Result Area II: Children will be ready for school.

Objectives	Indicators
D. Families support learning in their homes	1. Increase the percentage of parents actively engaged in early developmental activities with their children
E. Children have access to early childhood development programs	1. Increase the percentage of children participating in preschool and other school readiness programs
	2. Increase schools readiness for children
F. Children receive early screening and intervention for special needs	1. Increase the percentage of children with access to early screening, identification, and intervention services for developmental delay, mental/ behavioral health issues, substance abuse, violence and neglect, physical disabilities, and chronic medical conditions

First 5 California adopted the definition of school readiness developed by the National Education Goals Panel (NEGP). School readiness is defined in three parts: nurturing the physical, cognitive, emotional, and social strengths of children; ensuring schools’ readiness for children; and providing family and community supports and services that contribute to children’s readiness for school.¹

As such, it involves independent agencies and institutions working across traditional service lines to provide comprehensive services that foster healthy development. This comprehensive interpretation of school readiness is based on a growing body of research – primarily from the fields of neurobiology and psychology – about how children learn and develop, and about what kinds of supports and services help to promote children’s success in school and throughout life. Early child development research studies suggest that a child’s brain develops more dramatically in the first five years than at any other time,^{2,3,4} that certain behaviors and aspects of health and well-being are established very early in life,^{5,6,7,8,9,10,11} and that early childhood development occurs in response to the experiences a child has with parents, caregivers and the community in which he or she lives.^{12,13,14,15,16,17,18} Although researchers and the public have focused

attention on children's school readiness, schools' readiness for children has received scant attention.

This evaluation report defines "ready schools" describes this pilot research study of readiness of Tulare County's School Readiness schools and the results of the study, and concludes with a few recommendations for First 5 Tulare County based on the study's results. In addition, this report describes the types of activities the School Readiness programs and schools did to make it easier for children to enter into Kindergarten. The data collected allows for comparison of children across the 12 programs to children who did not participate in school readiness. The comparison was based on parent engagement with child in developmental activities such as singing, reading, or telling stories, as well as parent and child readiness for school as measured by their levels of comfort and/or anxiety.

Ready Schools – What are they?

Ready schools support transitions to Kindergarten; utilize valid, reliable assessments to track and improve student learning; provide developmentally appropriate teaching curricula; and engage parents as partners to support the school and families. Well-prepared schools use a developmental educational approach focusing on how children learn. Recognizing that children come to school from diverse family backgrounds and with a wide range of previous personal and educational experiences, ready schools support the cognitive, social, and emotional development of all students. It is also important for schools to recognize that each child develops in his or her own way, and teachers need to develop a realistic set of expectations for each child.

Ready schools employ a range of specific strategies to ensure that the knowledge and abilities young children acquire during their earliest years are maintained and built upon after they enter schools.¹⁹ The strategies below are provided by First 5 Tulare's School Readiness programs.

- *Supporting children and families during what is often a challenging transition from home care, child care or preschool to Kindergarten or elementary school.* This may entail school staff establishing personal connections with children and families, offering informal opportunities in school settings for parents to spend quality time with their pre-school-age children, and creating linkages between early educators and Kindergarten teachers.²⁰ Most of Tulare's programs such as Alta Vista, Cutler-Orosi, Goshen, Ivanhoe, Terra Bella Union and Woodlake, provide intensive home visitation programs for the children and their families. The home visits with incoming Kindergartners provide a chance for children and families to become acquainted with school and program staff.
- *Utilizing information gleaned from valid, reliable student assessments to tailor curricula and improve student learning, rather than merely to identify those children that need to be "left back."* First 5 Tulare's School Readiness programs use a modified and shortened version of the California Department of Education's Desired Results Developmental Profile (DRDP) which is based on multiple measures of student performance using teachers' observations and demonstrates children's performance over time. This approach to assessment is particularly

suiting to very young children whose performance on any given measure may fluctuate based on individual and environmental variables.²¹

- *Embracing developmentally-appropriate practices that are based on scientific evidence of how children learn.* Some of the School Readiness programs employ the Latino Literacy Program and other curricula that involve small-group instruction, enabling child-to-child and child-to-teacher interaction, and using thematic, project-based instruction that is derived from children's interests.
- *Engaging the parents as partners in the educational process and helping parents understand the importance of their role in facilitating their child's learning and school success.*²² All the School Readiness programs provide family literacy support including parenting classes, trainings, and workshops to establish school-parent communication, garner parent support and most critically, involve parents in school activities.
- *Promoting school readiness by expanding the school's scope of work to pre-school-aged children and their families in order to ensure that the young children who are their prospective students gain important skills and capacities early.* All the School Readiness programs have adopted this approach by providing home visitation, parent education, and health and social services on their campuses, or serving as a link between schools and community-based service providers. These kinds of strategies can help to create an array of services for young children and their families, and help to ensure that the communities in which these children learn and grow contribute to children's school readiness.²³

Purpose and Objectives

The primary purpose of the Ready Schools evaluation was to obtain information to assist First 5 Tulare County with understanding the impact of the School Readiness Initiative on the schools themselves and ultimately, on the children's readiness for schools. The main objectives of the study are:

1. To describe the readiness of the schools as a whole for children upon entry into Kindergarten;
2. To describe what activities have been taking place at the schools and by individual Kindergarten teachers which can facilitate children's transition to Kindergarten;
3. To make comparisons between children who attended First 5 Tulare School Readiness Programs and those who did not in terms of how the programs prepared children for school and how they supported the parents of these children as well as parent engagement with their child in developmental activities;
4. To describe what activities parents have participated in and which of these activities were most helpful to them; and
5. To investigate how the readiness of schools affects the readiness of children.

Methods

Sample

This pilot research evaluation study is based on primary survey data collection from a non-random convenience sample of teachers and parents at 12 school sites within ten school districts that are participating in the School Readiness Initiative in Tulare County. These sites include Alta Vista, Cutler-Orosi, Earlimart, Lindsay, Pixley Union, Sunnyside, Terra Bella, Traver, Visalia-Goshen, Visalia-Houston, Visalia-Ivanhoe and Woodlake. The parents of children who are attending Kindergarten and the children's Kindergarten teachers were eligible to participate in the study because their Kindergarten classes were located at a school with a First 5 Tulare School Readiness program.

Measures and variables

The measures included both a Kindergarten teacher and parent survey. These survey forms were created in Cardiff, a survey software that electronically extracts data from standardized forms. The Kindergarten teacher survey asks questions about the teacher's students' level of school readiness for Kindergarten, and what types of practices the teacher engaged in that facilitated children's transition into Kindergarten. Teachers were asked to rate the degree of importance of 15 NEGP measures of school readiness across several domains including cognitive, social/interpersonal, language, self-regulatory, and motor skills using a Likert scale with responses *a lot*, *a little*, *not at all*, and *don't know*. Then they were asked to indicate the number of students who had participated in a variety of practices known to facilitate children's entry into Kindergarten. Next the survey asked teachers whether there was anything different the school could do to ease children's Kindergarten transitions. Respondents were given space to write in their replies.

In addition, teachers were asked to provide demographic information on their classes such as the number of students enrolled, students with an Individual Education Plan (IEP), students with a Section 504 accommodation plan, and the number of English learners (EL). Also the survey asked teachers to supply demographic information on themselves such as their race/ethnicity, gender, years of experience teaching different types of students (i.e., different grade levels, EL), highest educational degree, whether they had passed the California Basic Educational Skills Test (CBEST), as well as whether they had teaching certifications and credentials.

The Parent survey asks questions about the child and the degree to which specific characteristics were important for a child to be considered ready to enter Kindergarten, such as finishing tasks, and counting to 20 or more. These NEGP measures were the same as those given to the teachers. The survey also asks parents about transition activities that their child may have participated in, asking them to rate these activities using a Likert scale with responses ranging from *strongly disagree* to *strongly agree*. In addition, parents were asked to indicate the number of times per week they sing, tell stories and read to their child, with responses ranging from *not at all* to *8 or more times per week*. The survey provided space for parents to write in responses to questions about what one thing the school did that eased their child's transition the most and whether there was something else the school could have done to ease that transition. Parents were asked to provide demographic information on themselves and their children such as the child's race/ethnicity, gender, and whether the child attended a First 5 Tulare School Readiness

program, as well as the parent's age, relationship to child, highest education level, and household income level. An English version of the survey was created first and then this survey was translated into Spanish.

Data Collection

The First 5 Tulare School Readiness Coordinator distributed surveys to the School Readiness Director at each of the ten school districts. The First 5 Tulare SR Coordinator asked the School District SR Coordinators to choose two Kindergarten classes at each of their schools. The Kindergarten teachers were asked to fill out the Teacher Survey and to distribute the Parent Survey to all the students in his/her class. Both teachers and parents were advised that their participation was voluntary. In addition, participants were notified that they should not expect to experience stressful feelings raised by the survey and that they may refuse to answer any question without any negative consequences. UCLA Center for Healthier Children contact names and telephone numbers were given in the event that a participant wished to discuss the survey further. Respondents were given approximately one week during September 2007 to complete the surveys and the School Readiness Coordinator collected all surveys from the teachers.

There are a total of 84 Kindergarten classrooms in 12 program sites that are participating in First 5 Tulare County's School Readiness Initiative. Twenty-four Kindergarten teachers from all 12 program sites representing two classrooms per site were asked to participate in the study by filling out a Teacher Survey. Four hundred and eighty parents (24 classes x 20 students) of the children from the 24 classrooms were asked to participate in the study by filling out a Parent Survey. Copies of the teacher and parent surveys are available as Appendix A.

Survey response rates were good with an expected stronger rate for teachers than parents. A total of 19 out of 24 Kindergarten teacher surveys (79% response rate) were received. Two hundred and thirty-five out of 480 parent surveys with 83 in English and 152 in Spanish (49% response rate) were received. There was a slight difference in response rates for parent surveys in English (53%) compared with those in Spanish (47%). The parent response rate is about average for survey data collection.

Some surveys were scanned and data extracted with Cardiff while others were hand coded. Manual coding was required because the evaluators experienced technical problems with Cardiff software such that about half of the surveys could not be read. All these data were compiled into a final dataset. Data were verified and cleaned using quality control procedures and subsequently prepared for analysis.

Data Analysis

Data analysis was conducted using Stata version 9.2. Frequencies were run for each variable and cross-tabs were compiled to compare differences between children who attended First 5 Tulare School Readiness programs with those children who had not, across selected variables. Charts were created using Microsoft Excel 2002 to represent the data. For the purpose of the report, Spanish answers to two open-ended questions (questions 16 and 17) in the Parent Survey were translated into English. Qualitative data was analyzed to detect categories which were organized

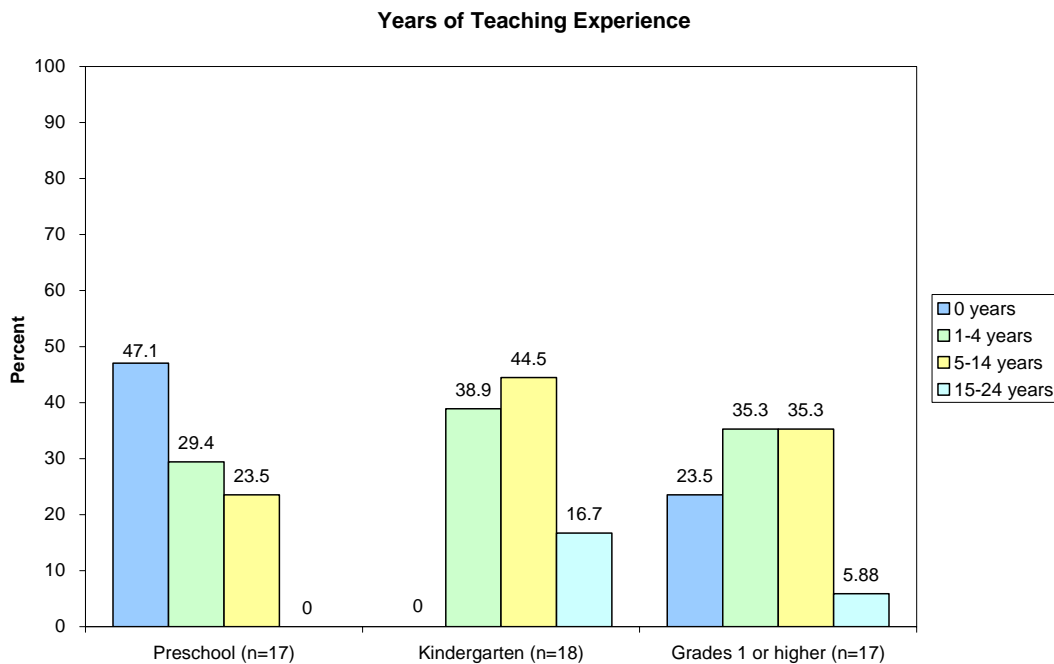
into themes. Native speakers of Spanish translated the parent surveys into English. All survey responses were then examined together to identify themes.

Results

Demographic data

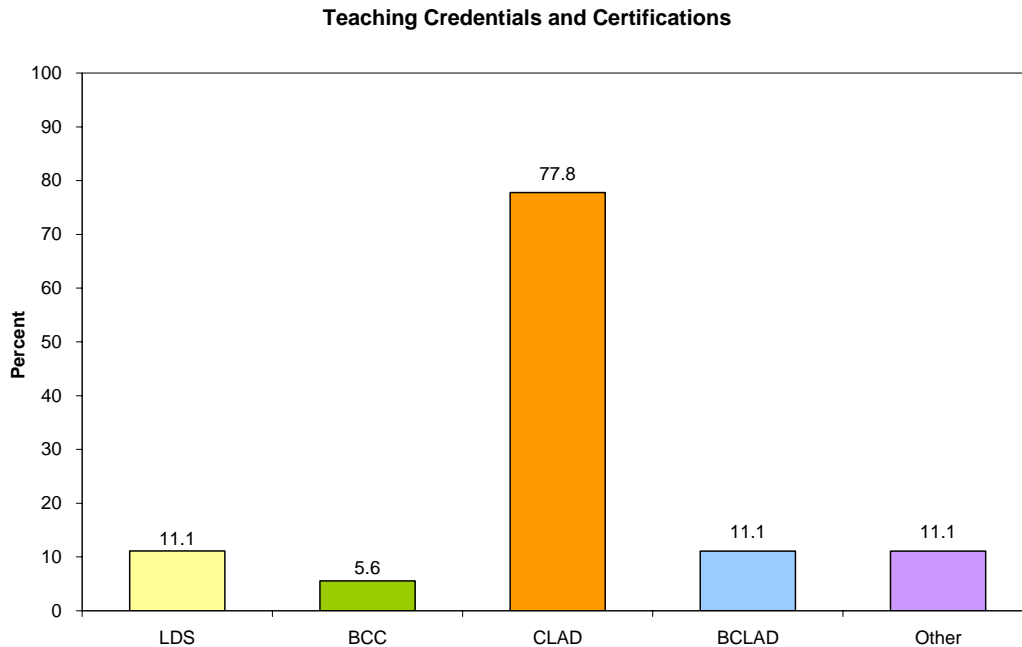
Kindergarten Teacher Survey – Teacher and student demographics. All Kindergarten teachers were female and most of them were white (61%). Approximately 31% were Latino and the remaining 6% were multi-racial. The vast majority had a bachelors degree (82%) and 18% had a masters degree. An overwhelming majority (95%) of teachers had passed the California Basic Educational Skills Test (CBEST).

Teachers’ years of experience working with preschool, Kindergarten, and first grade or higher are displayed in the chart below. Most teachers had no experience teaching preschool (47%). About 45% had between 5-14 years of experience teaching Kindergarten. Meanwhile 35% had 1-4 years experience teaching first grade or higher and another 35% had 5-14 years of experience teaching this group. Most teachers had experience teaching children with disabilities and other special needs. For example, 24% had 1-4 years experience with this group, 18% had 5-14 years experience, and 12% had 19 or more years. Many teachers had experience working with English language (EL) learners. The largest group (59%) had 5-14 years of experience working with EL, 24% had 19 or more years of experience, and 12% had 1-4 years of experience.



The survey asked teachers about their current teaching credentials and certifications. About 47% had multiple subject teaching credentials and other credentials such as California teaching, life, early education, California Subject Examinations for Teachers (CSET), and Reading Instruction Competence Assessment (RICA). Approximately 78% of teachers had the cross-cultural,

language, and academic development (CLAD) certification and 11% had the bilingual, cross-cultural, language, and academic development (BCLAD) certification. Another 11% had the Language Development Specialist (LDS) certification. Only 6% had the Bilingual Certificate of Competence (BCC).

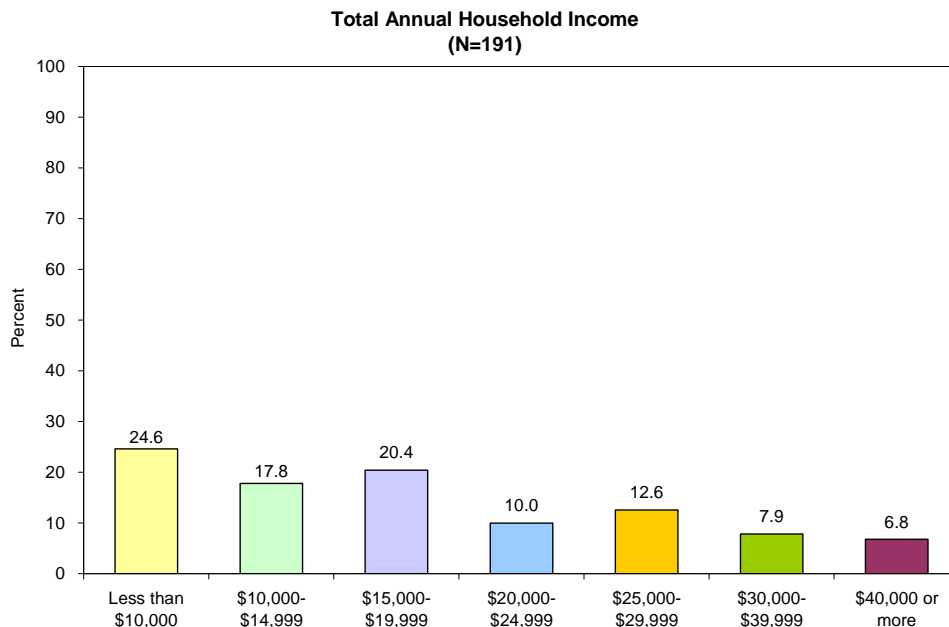
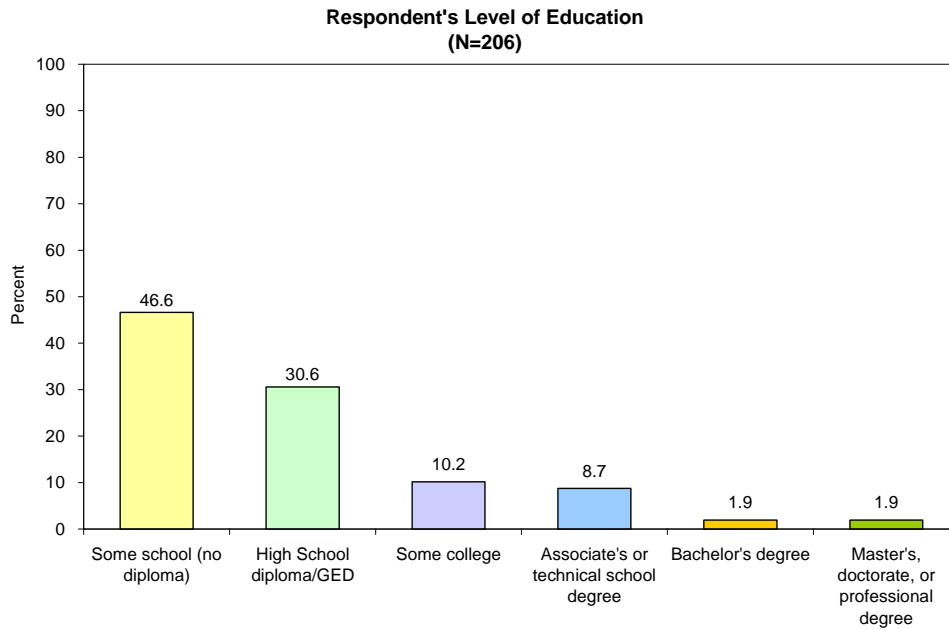


Student demographics. Kindergarten teachers were asked to describe the size of their incoming fall 2007 Kindergarten class, as well as the number of children who had an IEP, a section 504 accommodation plan (for instructional services to assist students with special needs who are in regular education settings), and who were ELs. Nearly half of all the classes had 20 students per class. About a quarter of all the classes had less than 20 students and a quarter had more than 20 students. In about 30 percent of the classrooms, the class had one or two children with an IEP. About one student per class had a Section 504 Accommodation plan. In more than half of all the classrooms, 75% of the students in the class were English learners.

Parent survey - Parent and child demographics. Nearly 88 percent of the respondents were mothers, 10 percent were fathers and the rest were grandparents or foster parents. Respondents represented all 12 School Readiness Programs with the majority of parents from Earlimart (20%), Pixley (14%), Woodlake (14%), and the remaining few noted that their child attended Traver (6%), Visalia-Goshen (5%), Sunnyside Union (5%), Terra Bella (5%), Visalia-Houston (3%), Cutler-Orosi (3%), Alta Vista (2%) with the smallest group from Ivanhoe (1%). There were nearly 13% of children who represented the 'Other' category. Data was coded as 'Other' for parents who indicated their child attended some other program or parents who declined to answer. For the purposes of this survey, parents who did not answer this question were defined as non-participants in any First 5 Tulare School Readiness program.

Parent survey respondents were slightly older with over half between age 30 and 49, 29% fell between age 25-29, and 18% were younger than 24 years old. Approximately 65% of the parent surveys were completed in Spanish, suggesting that this was the primary language of nearly two-

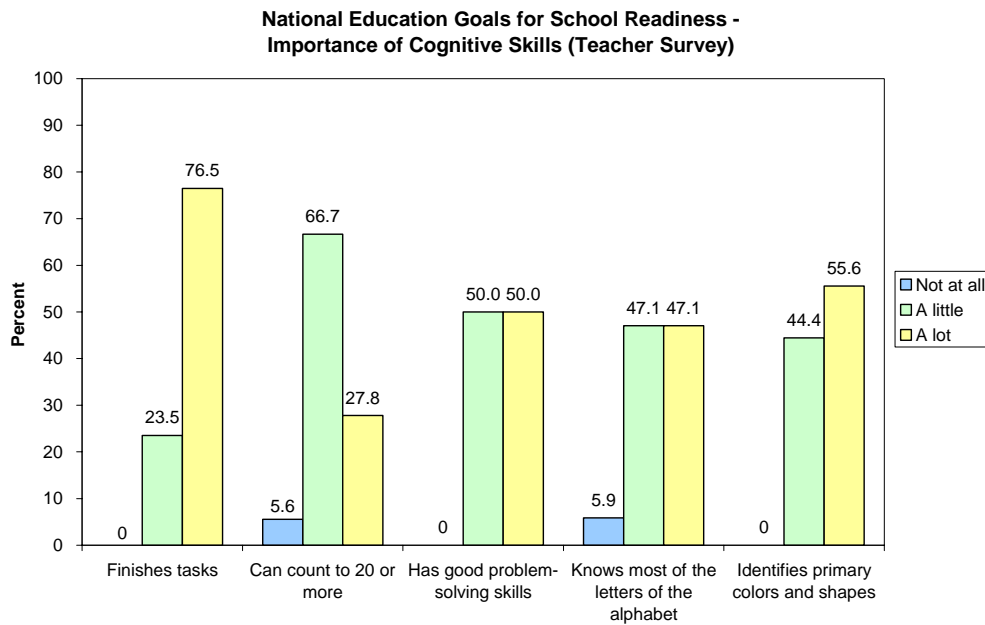
thirds of the parents. As indicated in the chart below, a majority of the parents had very little education with almost half of parents having less than a high school diploma, and 31 percent with a high school diploma. The children were 51 percent male and 86 percent were of Hispanic/Latino ethnicity. The parents surveyed were very low income with approximately 25% earning less than \$10,000 yearly and cumulatively 63 percent earned \$19,999 yearly or less.



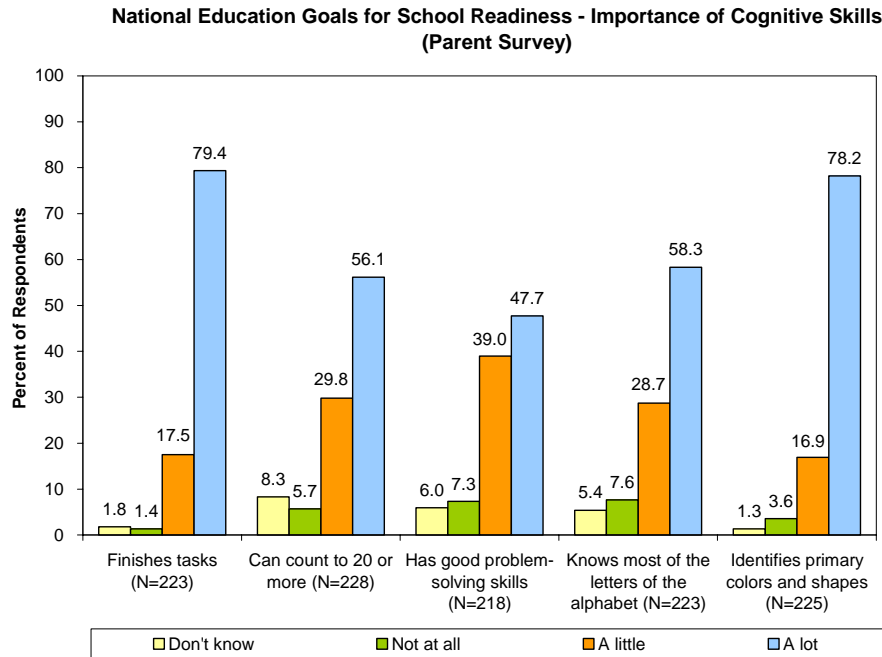
NEGP School Readiness measures

This section describes how important specific skills were to Kindergarten teachers in order for children to be considered ready to enter Kindergarten and then compares them with the views of parents on those same skills. These skills are discussed by domain, including cognitive, social and interpersonal, language, and motor skills.

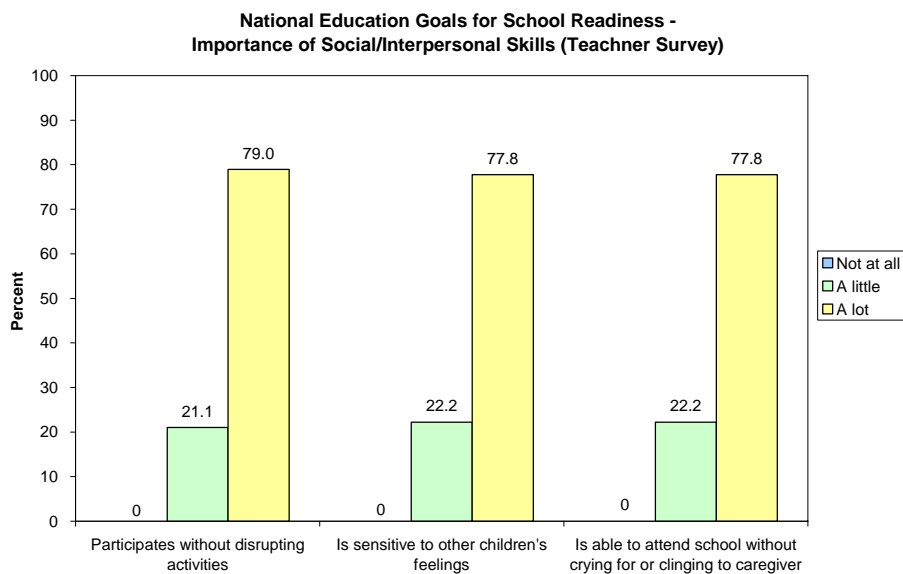
Cognitive skills. As shown below, at least half or more teachers believed that cognitive developmental skills such as finishes tasks (77%), good problem-solving skills (50%), knows most of the letters of the alphabet (47%) and identifies primary colors and shapes (56%) are highly important for children to have upon school entry. Only a little more than a quarter of teachers believed that the ability to count to 20 or more is highly important for children to be able to do upon Kindergarten entry.



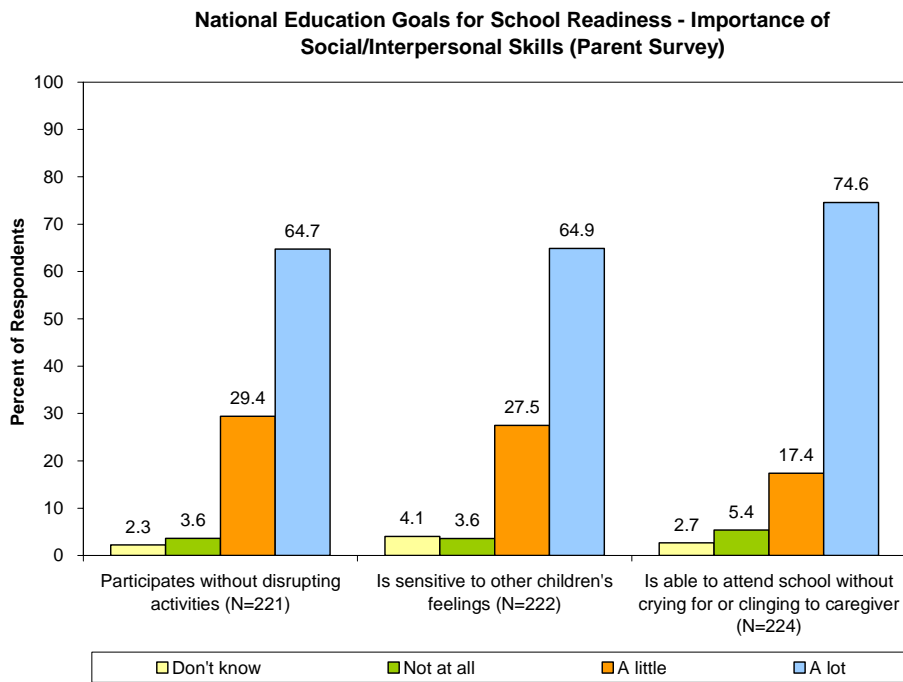
Meanwhile, the chart below shows that a majority of parents (between 48 and 79 percent) felt cognitive skills are highly important for a child to be considered ready to enter Kindergarten. While only 28% of teachers felt counting to 20 or more is highly important, more than half of the parents felt it to be a highly important task.



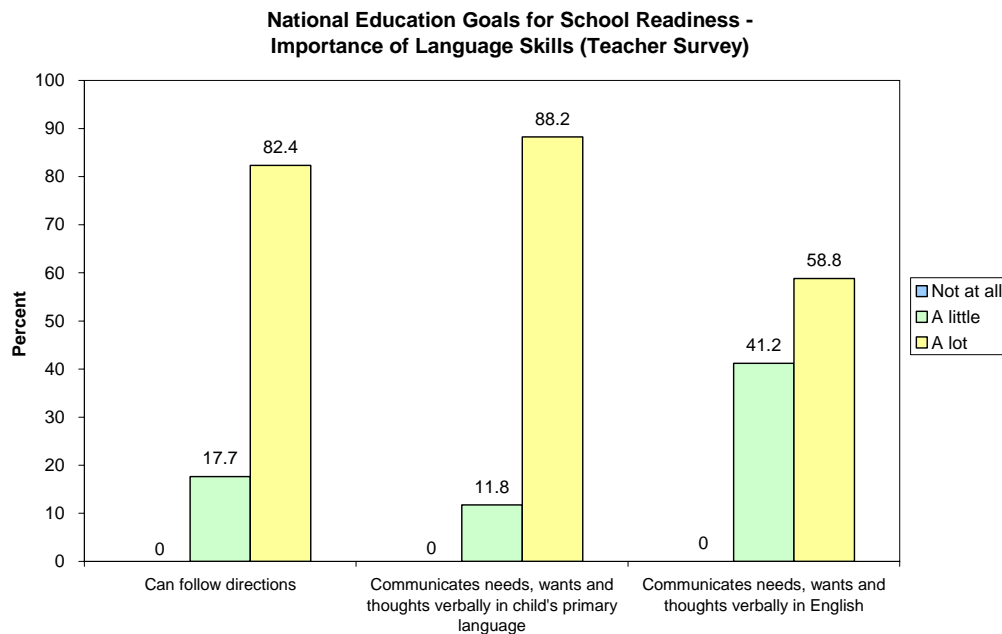
Social and interpersonal skills. Next, the survey examined how teachers felt about social and interpersonal skills of children as an important skill to have upon Kindergarten entry. Nearly 8 out of 10 teachers believed that social and interpersonal skills are highly important for children to possess as shown in the chart below, such as participates without disrupting activities (79%), sensitive to other children’s feelings (78%) and able to attend school without crying or clinging to caregiver (78%).



Teachers and parents highly agreed on this particular domain. In the chart below, most of the parents (between 65 and 75%) indicated social and interpersonal skills are very important for children to have in order to be considered ready to enter Kindergarten.

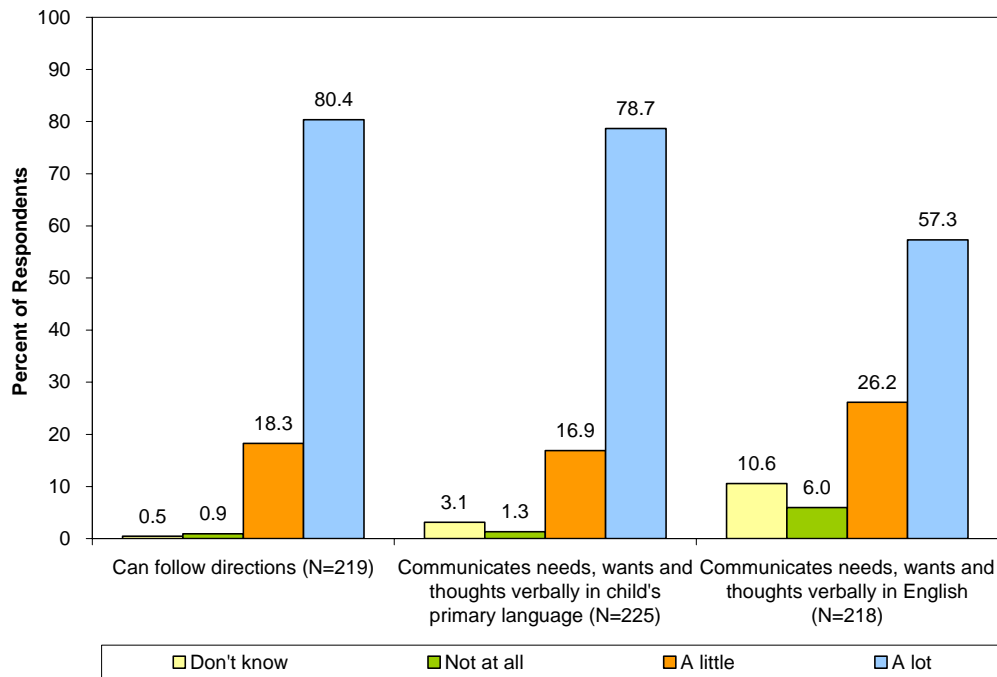


Language skills. The third domain of the NEGP’s school readiness definition is language skills. Most of teachers believed that children should have a lot of language skills to be considered ready for Kindergarten, such as communicate their needs, wants and thoughts verbally in the child’s primary language (88%), can follow directions (82%), and can communicate needs, wants and thoughts verbally in English (59%).

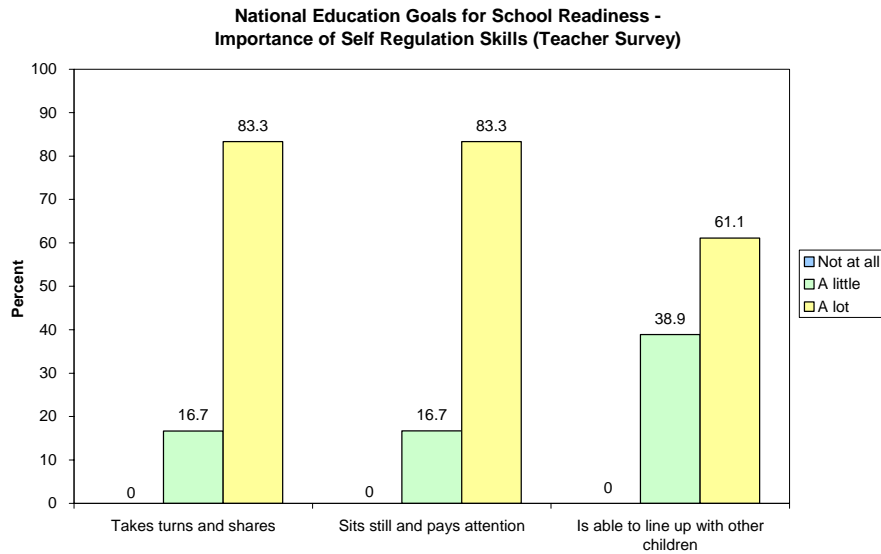


Parents, much like the children’s teachers, believed that language skills are highly important for children to have prior to Kindergarten entry. While the greater majority of teachers and parents agreed that children must be able to follow directions (82% vs. 80%), there was a slight difference between teachers and parents on the child’s ability to communicate needs, wants and thoughts in the child’s primary language (88% vs. 79%). Interestingly, approximately the same proportion of teachers and parents agreed that the child should be able to communicate his/her needs, wants and thoughts in English (59% vs. 57%). While the percentages of parents and teachers who responded “a lot” to this question were similar, there were more teachers than parents who responded a little (41% vs. 26%). Furthermore, 6% of parents responded “not at all” and another 11% indicated they “did not know.” The value of the child’s ability to express him or herself in English seems to be less important to Spanish speaking parents than to mostly English speaking teachers.

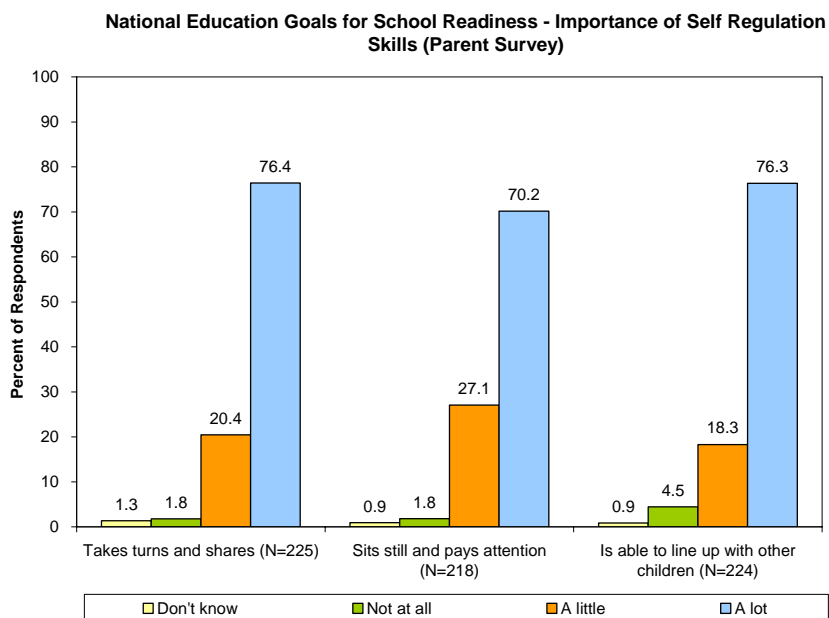
National Education Goals for School Readiness - Importance of Language Skills (Parent Survey)



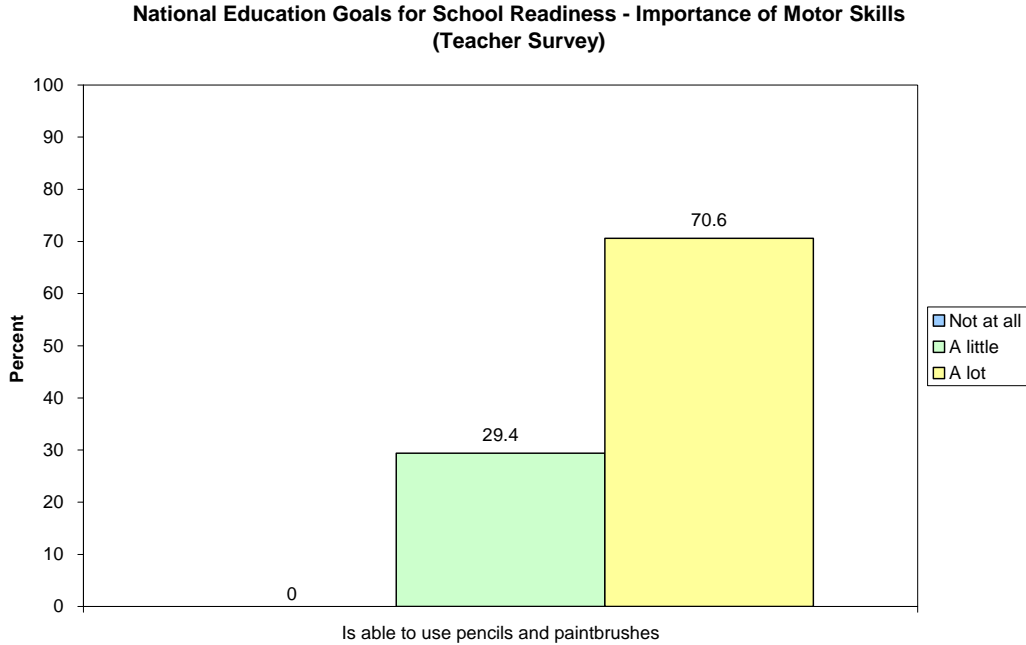
Self-regulatory skills. Self-regulatory skills are also considered to be an important part of school readiness. As shown below, more than 83 percent of teachers believed that displaying self regulation skills is highly important for children to have to be ready for Kindergarten --with more than 83% of teachers believing that the children should be able to take turns and share as well as to sit still and pay attention. More than 60 percent of teachers felt it important for children to be able to line up with other children.



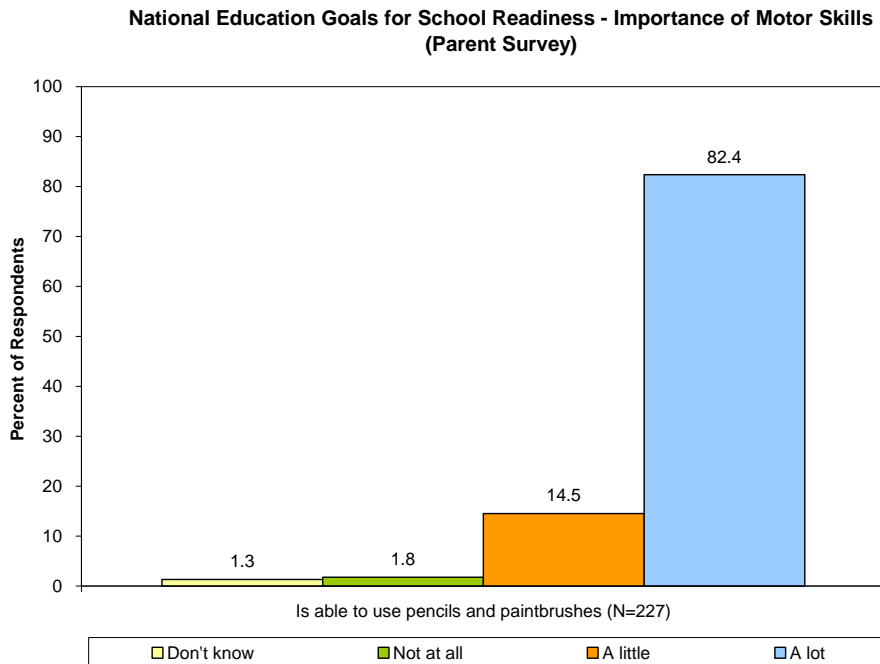
There were two self-regulation skills where teachers and parents slightly differed in agreement. Survey data results show that more than 70% of parents rated the importance of three self-regulation skills as very important skills for a child to have upon Kindergarten entry. Slightly more teachers than parents (83% vs. 70%) felt that the ability to take turns and share and to sit still and pay attention are important skills to have at Kindergarten entry. Meanwhile, more parents than teachers (76% vs. 61%) rated the importance of the ability to line up as “a lot.” Perhaps teachers may have a better sense compared to parents of the amount and type of self regulation skills that 5 to 6-year olds ought to have by Kindergarten entry.



Motor skills. Finally, the survey also investigated the importance of motor skills for school readiness. In the chart below, almost 71% of teachers in these classes believed that children should be able to use pencils and paintbrushes, a form of fine motor skills, upon school entry.

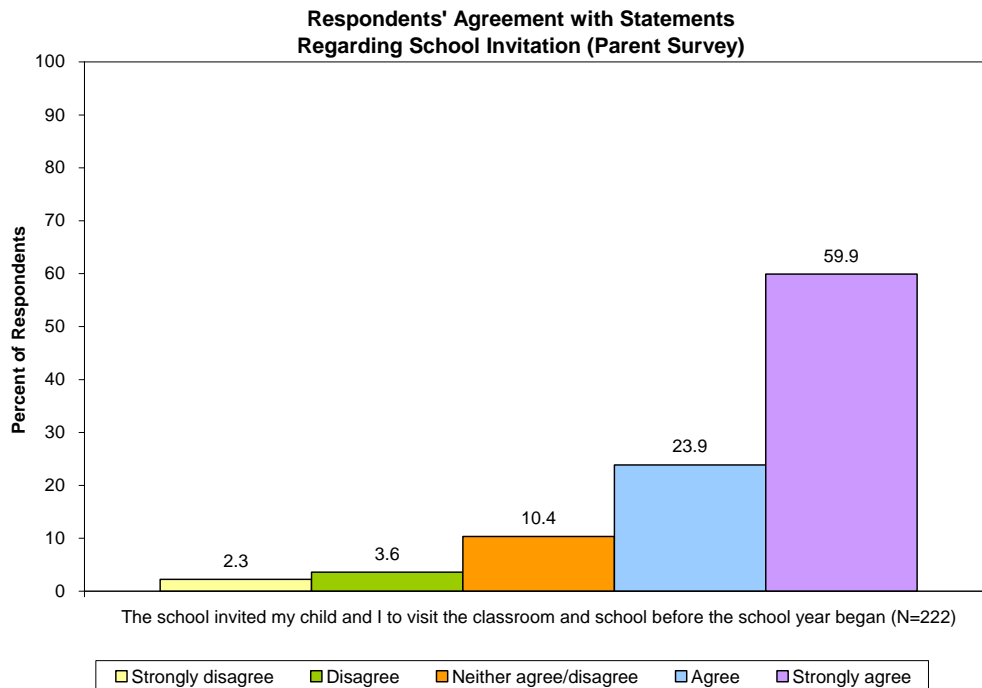


However, more parents (82%) than teachers (71%) rated the importance of motor skills as very important (“a lot”). This could be that parents have higher expectations of their children’s ability to use pencils and paintbrushes for school readiness.



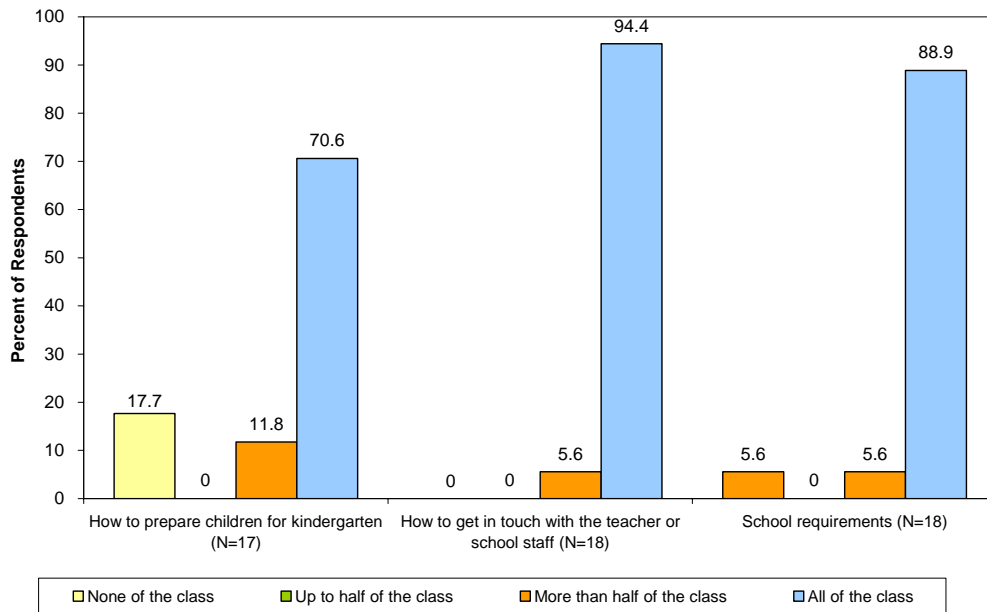
Kindergarten transition activities. The following section of the teacher surveys investigated the extent to which teachers engaged in a series of practices known to facilitate Kindergarten entry. The next section of the parent survey investigated the extent to which the schools provided parents with transition type activities to ease their concerns and anxieties about their child entering Kindergarten. Also, the parents were asked of their levels of anxiety about leaving their child at school and comfort in approaching their child’s teacher.

The teachers were asked to indicate the number of students in their classes whom they had invited to visit the classroom before the school year began. The results indicated that approximately 50% of teachers invited children and parents to visit the classroom before the school year began. This finding was supported by parent survey results. Nearly 84 percent of parents strongly agreed or agreed that their child’s school invited them to visit the classroom and school before the school year began. A small minority of parents (6%) disagreed and strongly disagreed that the school did this.

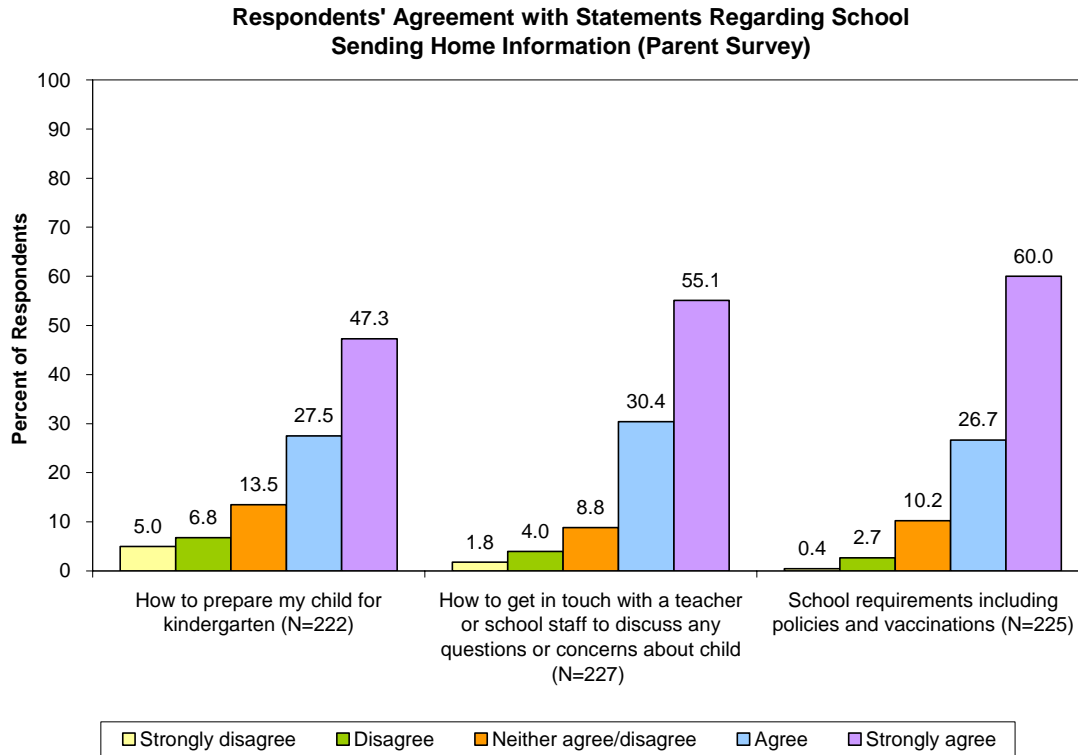


Next the survey asked teachers what information they had sent home to students. The results are listed in the chart below. About 70% of the teachers said they sent home information on how to prepare children for Kindergarten. More than 94% sent information on how to get in touch with the teacher or school staff, and 89% provided information on school requirements. Half of the teachers provided workshops, materials or advice to parents about how to help children learn at home.

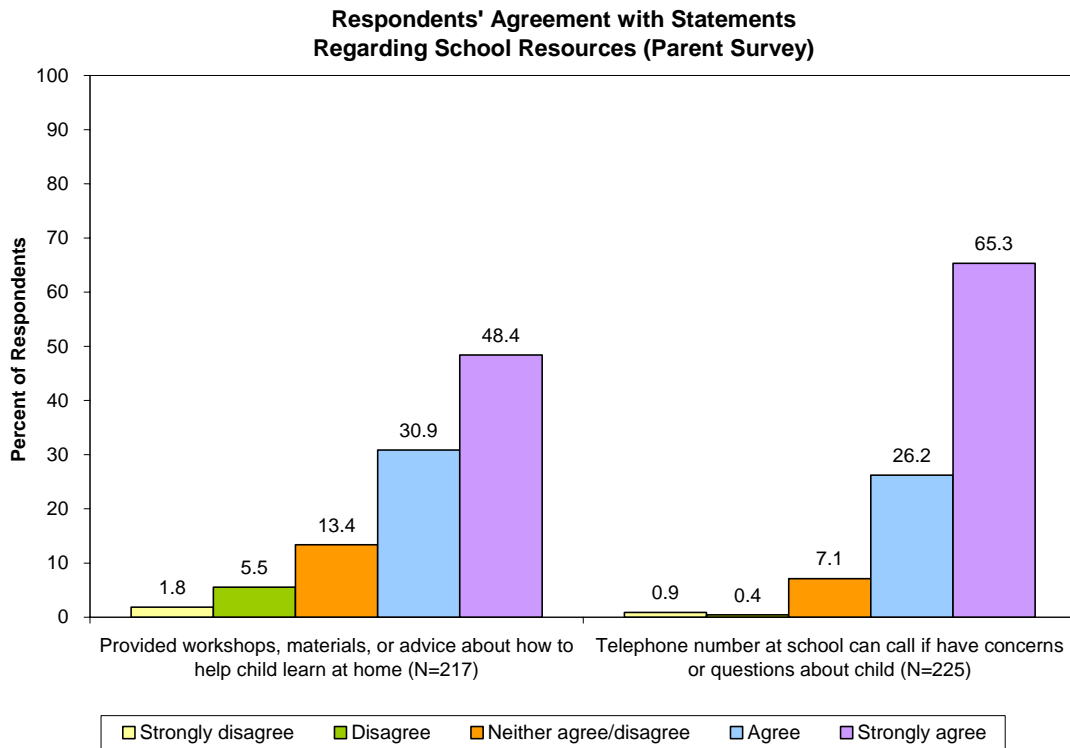
Teacher Sent Home Information (Teacher Survey)



Parent survey data also supports the teachers’ report of sending home this information to parents. According to the chart below, about 47% of parents strongly agreed that the school sent home information about how to prepare their children for Kindergarten including school contact information (55%) and school requirements (60%). Less than 7 percent of parents disagreed with the statements.

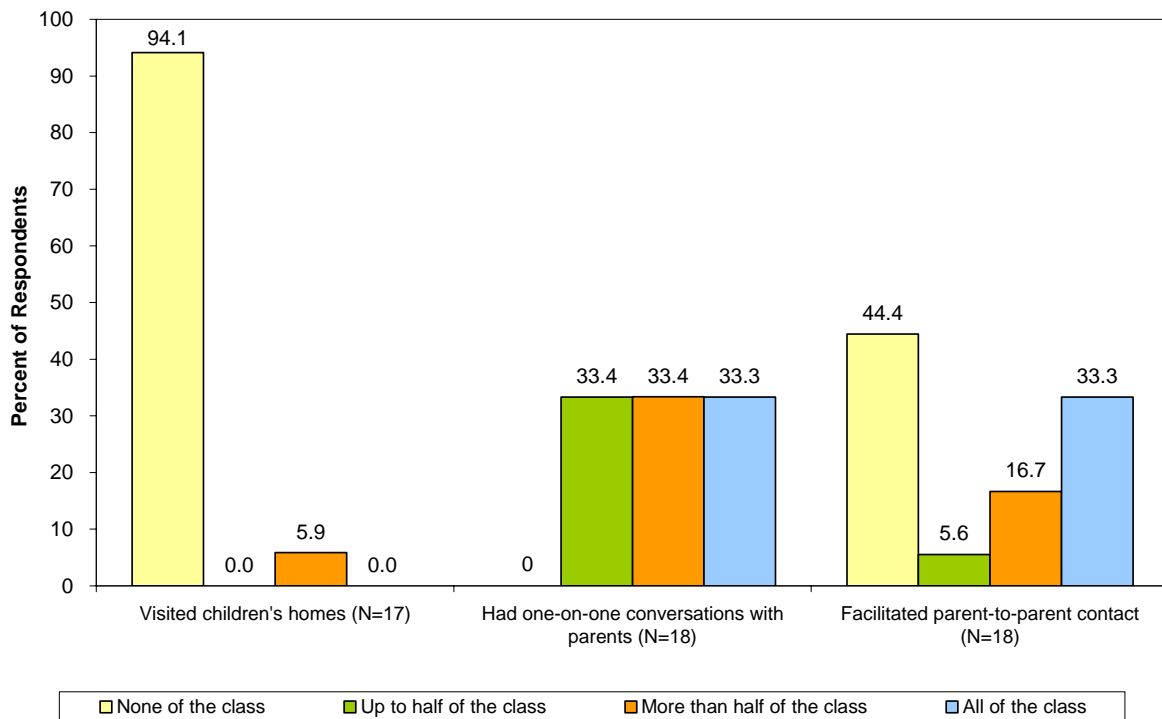


As shown below, a majority (about 80% average for each item) of parents agreed or strongly agreed that the school provided them with workshops, materials, advice to help their child learn and telephone numbers to or any concerns or questions about their child (compared with 50% of teachers report they did this with all of their classes). About 10 percent on average of parents disagreed with the statements about the school providing resources. In another item, 60% of parents strongly agreed while 24% agreed with the statement that the school invited the child and her/himself to the school before the year began (compared with 50% of teachers who reported that they did this with all their classes).



Following this, the teachers were asked about their interaction with parents. The vast majority of teachers (94%) did not visit children in their homes. Only one-third of teachers had one-on-one conversations with parents of all the children in class, another third had conversations with more than half of the parents in class, and the remaining third had conversations with up to half of the parents in class. Although most teachers (44%) did not facilitate parent-to-parent contact, approximately 33% did do this with all of the class. These findings suggest that language may be one of the reasons for less frequent parent interaction. As the data supports, three-quarters of students are English Learners and nearly two-thirds of parents are Spanish speakers, yet only 11% of teachers had the BCLAD certification and 6% had the BCC.

Teachers' Interactions with Parents (Teacher Survey)

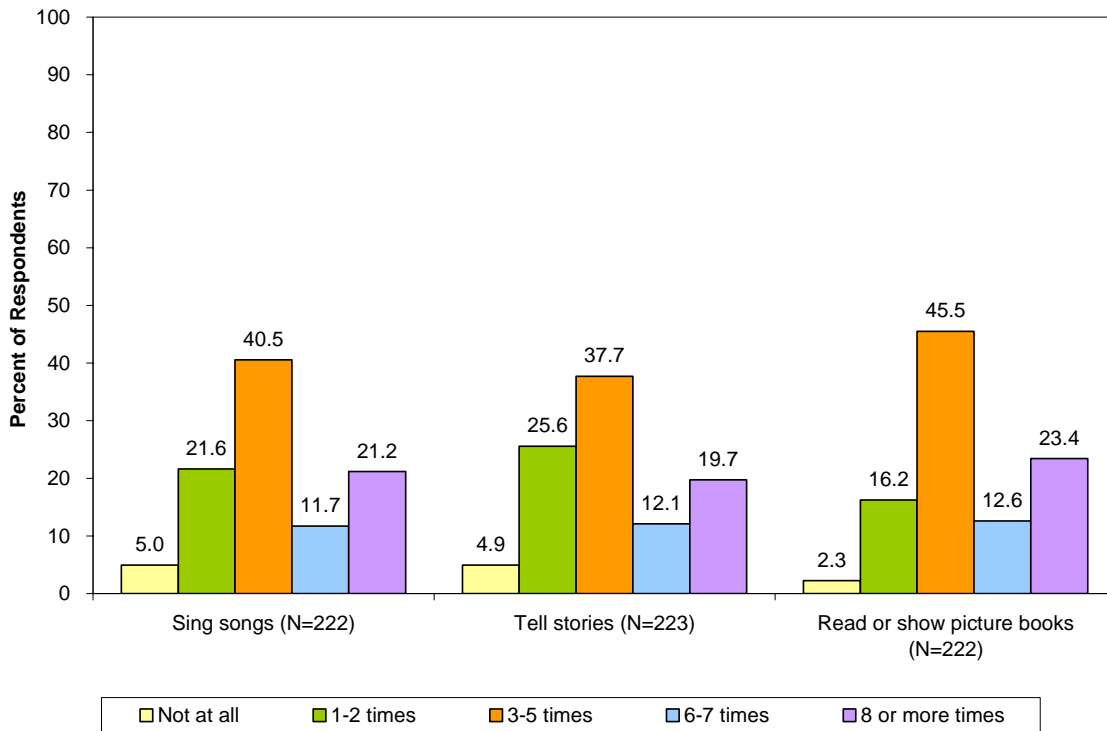


About one out of three teachers surveyed reviewed written records of children’s past experiences or status for all of the class. Another 6 percent did this for more than half of the class, and 28% engaged in this activity for up to half of the class. While most teachers communicated with child care or preschool teachers about the children, only 6% did this for all of their class. About 17% participated in this activity for more than half of the class, and 34% did this for up to half of the class. Approximately two-thirds (67%) of teachers did not interview parents to screen children for developmental or learning delays, suggesting again that language may be an issue. Although most teachers did not interview parents to screen children for delays, 53% of teachers screened children for developmental delays using a formal instrument. The vast majority of teachers (82%) did not review information about children’s home experiences from a parent survey or checklist.

Parent engaging with child. The parent survey inquired about the parents’ involvement in developmental activities with their child. As shown in the chart below, parents were asked to think about how often per week they or any other family member sang songs, told stories, and read to their child in the last month. On average, the majority of parents (40%) engaged in all three activities with their child between 3-5 times per week, 20% of parents did this eight or more times per week. Very few, about 3% of parents, did not do any of the three activities.

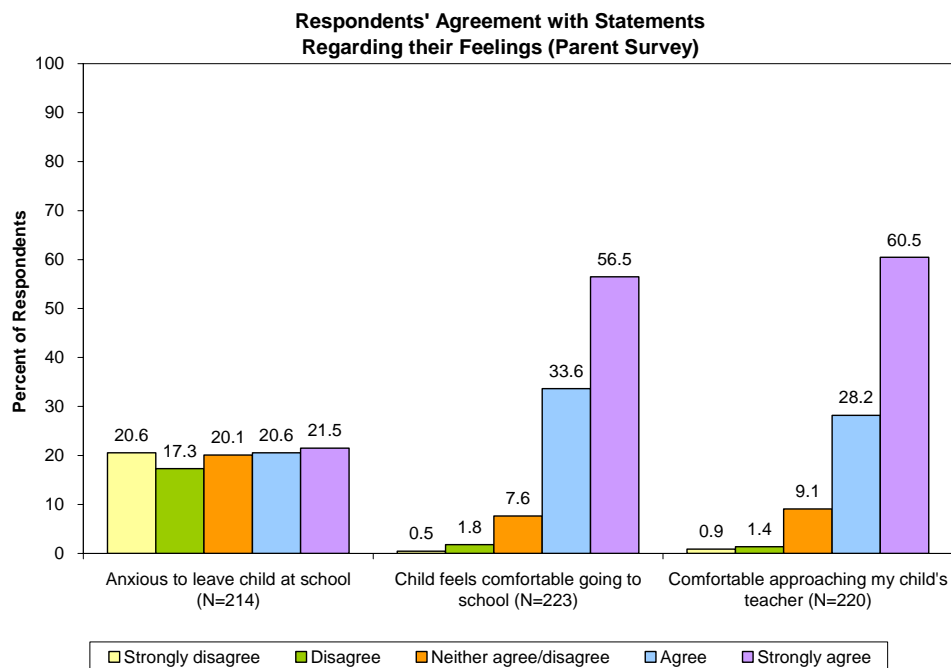
One of the purposes of the parent survey was to compare the results of children who had attended a First 5 Tulare School Readiness program with those who had not in the area of parent engagement with their child. This was defined by the frequency with which parents sang songs, told stories, or read stories or picture books with their child per week. Parents whose children had participated in a First 5 Tulare School Readiness program were compared with those who had not, and results did not yield statistically significant differences between the groups on these three measures. It should be noted that the comparison group of respondents who declined to indicate which SR program their child attended and those who declined to answer has a limitation in that it does not necessarily rule out the effect of other school readiness programs like State Preschool or Head Start. Comparing the groups this way only allows us to contrast the effect of First 5 Tulare School Readiness programs on the group of attendees with the group who did not attend these specific programs. Therefore, this result should be interpreted cautiously.

Frequency of Family Activities Per Week



Parent and child's readiness for school. Of the 214 parents that responded to the question on the degree to which he/she feels anxious leaving his/her child at school, the results were evenly split across all answer categories as shown in the chart below, with almost 20% of parents in each of the five answer categories from strongly disagree to strongly agree. When asked how comfortable parents were with approaching their child's teacher, nearly 89 percent strongly agreed or agreed that they were comfortable with him/her. Despite that parents felt comfortable with talking with their children's teachers, parents were still feeling anxious about leaving their child at school. When asked how the children felt about going to school, most parents strongly agreed (57%) or agreed (34%) that their child was comfortable.

Another purpose of this study was to compare parents whose children attended First 5 Tulare School Readiness programs and those whose children did not with respect to parent and child's readiness for school. This was assessed by asking parents how much they agreed with statements about the level of comfort or anxiety on the part of the parent or child. These were in the form of three statements, 1) *I am anxious to leave my child at school*, 2) *My child feels comfortable going to school*, and 3) *I am comfortable approaching my child's teacher*. A statistically significant difference was found between parents who attended First 5 Tulare School Readiness programs and those who did not regarding the statement "I am anxious leaving my child at school." Parents who attended First 5 Tulare School Readiness programs were significantly more likely to strongly disagree with this statement ($p < .05$; 4 df). Compared with parents whose children did not attend First 5 Tulare School Readiness programs, parents whose children did attend strongly disagreed that they felt anxious to leave their child at school (75% vs. 25%) while the other response categories were more similar (disagree 49% vs. 51%; neither agree nor disagree 49% vs. 51%; agree 45% vs. 55%; strongly agree 52% vs. 48%). In other words, parents with children who participated in School Readiness compared to those who did not were less anxious about leaving their children at school. Data strongly suggest that the School Readiness program lowered respondent parents' anxiety levels.



Easing Kindergarten transitions. Finally, the survey included two questions where respondents could write in their answers instead of choosing standardized responses. The replies are reported below where the evaluators used brackets to insert text to make the replies more readable. Teachers were asked whether there was something different that their school could do that could have eased children's transition to Kindergarten. One theme that emerged was engaging in school readiness activities before the academic year begins. For example, several survey participants remarked that a meeting before school starts would be useful. Typical comments included:

"We could schedule a 'meet the teacher' day or night before school starts."

"Have a meeting at the end of the school year with parents of incoming Kindergarten students to go over what their child should know before Kindergarten."

"End of year class visit or just a simple 'walk-thru' helps."

Along these lines of doing school readiness activities before the fall, other teachers suggested that more information in advance would be helpful:

"It would be nice to have our list of students several weeks before school starts. This way we can have time to invite parents and students to the class before the first day."

"Assessed students before school started."

Meanwhile, other teacher respondents suggested additional school readiness activities or modifications of existing ones. For example:

"Having another First 5 class. The students who come from First 5 are well prepared."

"Parents could show up for Back to School night. Have it in Spanish too."

"Longer Kinder camp."

"Provided a Kindergarten orientation for parents."

"This is the first year with an 'all-day' Kinder – I like the 2 week ½ day transition."

Like the teachers, parents were asked whether there was something different that their school could do that could have eased children's transition to Kindergarten. More than half of the parents did not answer this question and a few parents noted that they had no other suggestions for improvement and that things were fine as they were. Those few who answered the question wrote:

"No, there is nothing than can be done differently for my daughter."

“The school is doing a very good job.”

The parents that answered the question made comments about what worked well and what they wanted more of rather than offering something different the school could do. Similar to teachers, one of the common themes that emerged from parents is the need for more parent informational meetings and more “*las escuelitas*” which is the State Preschool program.

“Have more meetings for parents so we can discuss what the school needs and how we can improve it.”

“Offer more ‘*escuelitas*’ during the year that way the children can get accustomed.”

Another common theme was that parents requested more of the same pre-school-type classes and programs during the school year and the summer. Most of the parents seem to agree that the schools can offer more hours a week for the children in order to better prepare them to enter Kindergarten.

“Children’s summer classes before Kindergarten should last longer.”

“Maintain the First 5 Program.”

While most parents were pleased with the schools’ efforts to aid their children’s transition, such as holding orientations, there was also evidence that these efforts were not uniformly implemented across all schools. For example:

“I would have appreciated more communication. I really didn’t receive any info about school before school. I would have like to have met with the teacher before school. I have done that with other children and their teachers in a different state. I liked how at the other schools my child met with the teacher, [and s/he] explain[ed] what school is about and explained and showed the classroom. [It] made transition easier for child and Mom.”

“Provided parents a day to meet with staff and teachers of the school, offer[ed] an opportunity to introduce the child to teacher, and visit[ed the] classroom [to which my child is placed] before school [begins], offer[ed] parent[s] the opportunity to ask questions and [to] become better acquainted with child’s teacher, school principal, goals of the school regarding student/child as to what is expected, [and] as a parent, [how] to work with child at home to make the transition to Kindergarten a smooth one.”

“They could have sent a letter or arranged a day to meet with the teacher before the school year began.”

Some parents indicated that schools and teachers could do more to assist their children’s socio-emotional adjustment to Kindergarten. Their comments suggested that teachers could help children with their relationships with other students as well as themselves:

“They can talk more about hitting that is going on.”

“My son takes speech class and sometimes the other kids are not so sensitive towards his communication skills and a talk with the other students would have been nice.”

“Teachers could be a little more understanding and patient with the kids. Especially when they need to go to the restroom. Till [*sic*] they get use[d] to school.”

Parents were also asked to name one thing that their child’s school did that eased their child’s transition to Kindergarten the most. Again, most of the parents were pleased and felt that the school eased their children’s entry to school. Several parents noted that the school orientation/open house helped them with becoming more familiar with the school, and more importantly, with the teachers.

“School orientation before beginning of the school year…”

“The class time during summer break.”

Parents also specifically indicated programs or events such as Kinder Camp and *La Escuelita* as good avenues for the children to become comfortable with attending school.

“Kinder Camp.”

“Afterschool preschool, Kinder night and Kinder camp.”

“They need to offer more summer school and more Kinder Readiness classes.”

In particular, parents noted the role of preschool in school readiness for their children. They noted that preschool programs like Head Start, School Readiness, and Kindergarten roundup had facilitated the transition to Kindergarten by taking children to the new school and helping them to adjust to the longer day. In addition, parents commented that:

“I feel when my son went to preschool it made it easier for him to go to Kindergarten.”

“Provide a fabulous pre-school center, that worked with teachers and staff at [school name]. Offering insight and feedback to the teacher and staff of the pre-school that was needed/ necessary to better prepare the children for their transition into Kindergarten. Educating them in what is to be known once in Kindergarten, and speaking highly and encouraging the children as well as parents importance of child’s education.”

“Provided pre-school that helped in everyway.”

Most parents commented on the value of orientation before the school year began in aiding their child’s transition to Kindergarten. For example, parents said:

“I think the thing that made it easier for my daughter was the week before school started the school held an orientation where the kids got to meet the teacher, see their classroom, look around the campus, basically become familiar with the school.”

“They posted their teach[er] and classroom on the door. So we could go as a family to look around the school and get acquainted with the school....”

In addition to commenting on programs, parents also mentioned the role of socio-emotional factors and the student-teacher relationship in easing children’s transition to Kindergarten. For example, parents observed that:

“My child’s teacher helped my daughter by being very nice and making her feel safe and comfortable.”

“The teachers jump right in using his name. His desk was ready for him. They were friendly and the environment was welcoming.”

“She already knew the teacher from last year when her sister was in Kinder. They had a good student teacher relationship ahead of time that’s why we requested the same teacher.”

Finally, several parents provided specific developmental skills that their children have learned as a result of the programs and events. Parents expressed that their child’s learning, such as writing their names, the alphabet, shapes, and colors, as an important factor in facilitating the transition into Kindergarten. Parents seem to give credit to the schools for their child’s increased learning abilities.

“Do flash cards of the different things that the children need to learn. That way I can sit down with my child and is easier to teach them the alphabet and the other things.”

“All of them began to identify the colors and shapes and write their names.”

“Teach them colors, numbers, letters, their name and to share and be friendly with other children.”

Limitations of the Study

These survey data are non-random and so this limits the degree to which generalizations can be made. The teachers and students who were asked to participate in the study were at the SR District Coordinator’s discretion, so the referent children may have been the best performing students in the schools. In addition, parent self report generally yields positive results as compared to information from non-biased individuals. Generalizations of findings can only be made to the survey population. Another limitation is that the effects of other school readiness programs such as State Preschool or Head Start, could not be ruled out. Parents may not remember or report their children’s participation in other school readiness activities that are not

exclusive to First 5 Tulare School Readiness programs. Given the design of this study, these limitations were unavoidable.

Recommendations

In this section, several ways to support children and parents to help them develop linkages during the kindergarten transition are proposed using suggestions made by Gonzalez.²⁴ One of the important features of ready schools is a clear plan for transition, however current research suggests that this is overlooked. For example, researchers have found that relatively few schools engage in transition activities.²⁵

- ***Establish personal connections with children and families:*** Ready schools create these personal connections through home visits with new students. The results of this study suggest that more than half of teachers invited children and parents to visit school before the year began and most parents concurred that they received such invitations. Furthermore, parents believed that orientation was the most important thing the schools did that eased their child's Kindergarten transition. However, both quantitative and qualitative data suggests more effort should be made to ensure all parents and children get an opportunity to familiarize themselves with school in advance of the school year either in person or by sending information home.

Related to establishing personal connections with children and families, qualitative data indicates that the teacher-student relationship was an important factor in facilitating Kindergarten transitions. However, only one-third of teachers report having one-to-one conversations with parents and the vast majority did not visit children in their homes. Most teachers said they did not review information about children's home experiences from a parent survey or checklist. While these results may be attributed to language barriers and parents work schedules, it seems that schools and parents need to work more on establishing personal connections to facilitate children's learning.

- ***Facilitate social connections between children and families:*** Ready schools facilitate relationships between children and families through social events, especially before school starts. The findings of this study suggest that more could be done to facilitate children's socio-emotional adjustment to Kindergarten, especially facilitation of social connections between children and families. For example, most teachers do not facilitate parent-to-parent contact. Qualitative data also suggests that teachers could help students with their relationships with each other by addressing hitting between students and peers with special needs.
- ***Create linkages between early educators and Kindergarten teachers:*** In addition to creating relationships between families, Ready Schools also develop relationships with early childhood education staff. Participation in school readiness programs and pre-school as well as the resulting linkages created between early educators and Kindergarten teachers seem to ease children's transition to Kindergarten. The findings of this study suggest that parents whose children attended First 5 School Readiness programs were significantly less anxious

leaving their children at school, leading to a smoother transition. Qualitative data results from this study suggest that many parents believed pre-school played an important role in preparing their child for Kindergarten. In fact, many parents suggested that more pre-school programs be implemented and existing programs expanded. However, more could be done to facilitate connections between kindergarten and early childhood education. While most teachers communicated with pre-school or child care about their students, only 6% did this for all the class. Only a third of teachers reviewed written records of children's past experiences for all their class. These results suggest a need to strengthen linkages between early education providers and Kindergarten teachers. In addition to strengthening linkages, other issues may need to be addressed. For example, it may also be that other restrictions, such as teachers' time, did not permit their participation in these activities.

Parents are perhaps one of the most powerful tools that Ready Schools use to facilitate children's education.²⁴ Research suggests that parent participation in education enhances children's academic achievement, increases school attendance, and improves graduation rates.²⁵ Parents who are involved at schools can do so in many ways and below a few possibilities are discussed using a typology developed by Epstein.²⁶

Communicating: Communication in the form of letters, telephone conversations, or meetings is perhaps one of the most frequently used means of parent involvement. The findings of this study suggest that communication between teachers and parents may be a challenge due to language differences. Most parents speak Spanish while most teachers speak English. Perhaps English-speaking teachers could interact more with parents by improving their Spanish speaking skills while parents are learning English or by using a translator, such as a bilingual staff member or parent. This could facilitate relationship building and home visits as well as parent-teacher meetings. In addition to language differences, other factors may be affecting home-school communication, such as parents' work schedules.

Learning at Home: Sponsoring learning at home is another good way to promote parent involvement. The results of this study suggest that there were no significant differences in the weekly frequency of early developmental activities such as reading, singing songs, and telling stories between parents whose children attended First 5 Tulare School Readiness programs and those parents whose children did not. This result should be interpreted carefully because the study did not rule out the effect of other preschool programs. For example, reading rates were high across parents with children who did and did not attend a First 5 Tulare School Readiness program with 82% of parents reporting they read to their children at least three times per week.

Decision Making: Giving parents a say in decisions about their child's education is an important form of involvement. Parents might use their potential for decision making to affect curriculum and program planning given that some differences exist with teachers on NEGP school readiness measures. While parents and teachers agreed on the value of items in the social and interpersonal skills domain, there were differences in other areas. Parents and teachers differed in their value of items in the language skill domain. Parents valued the child's ability to express his/her needs in English less highly than teachers, since the majority of parents speak Spanish at home. More parents than teachers believed it was important for children to be able to count to 20. In addition, more parents than teachers thought that children's ability to line up was

important, indicating a greater value on this self-regulation skill. Not surprisingly, more teachers believed the ability to take turns, sit still, and pay attention was important than parents. Also parents valued motor skills more than teachers perhaps due to their higher expectations. These areas would be fruitful topics of discussion between parents and teachers regarding their implications for what skills are taught and emphasized during the school day.

In addition to recommendations for Ready Schools, several suggestions for future data collection are advised. First, in order to strengthen the results of future School Readiness surveys, teachers and classrooms should be randomly selected. This will improve the ability to make generalizations from the results. Second, the study design should be improved to more clearly separate out the effects of non-First 5 School Readiness programs. This will enhance the study's ability to distinguish effects which are solely the result of First 5 Tulare School Readiness programs.

Conclusion

First 5 Tulare's School Readiness programs provide a way for families, schools, and the community to make Tulare County's schools better. The results of this survey suggest that, while there are some opportunities for quality improvement as discussed above, First 5 Tulare's School Readiness programs are making progress toward outcomes associated with the primary result area *children will be ready for school*. Parents and teachers seem to agree on the importance of most NEGP School Readiness measures. Families are supporting learning in their homes. The vast majority of parents who participated in this survey are engaged in early developmental activities like reading with their children. In addition, the results suggest that while more work needs to be done, schools are ready for children. First 5 Tulare's school readiness programs are helping parents to be less anxious leaving their children at school by creating linkages between the program and the schools.

Appendix A



Teacher Survey 2007

You have been invited to take part in this survey because you are the teacher of this Kindergarten class. This survey is part of the evaluation conducted by Dr. Todd Franke and Lou Brown of the UCLA Center for Healthier Children, Families and Communities. We hope that information from this discussion can help children and families to be happier, healthier, and children to be more successful in school. All answers are considered valuable.

The teacher survey will ask about things that are important in the lives between teachers and their students, such as successful transition to Kindergarten. We do not expect that you will experience stressful feelings raised by discussing these topics. You may refuse to answer any question without any negative consequences. It is important that you understand that participation in this survey is *voluntary*.

This survey will take approximately 15 minutes of your time. Please complete the following questions and return it to Jim Moore, School Readiness Coordinator, First 5 Tulare County who will pick up the surveys from you.

If you have any questions about this survey or the study, please contact Todd Franke or Lou Brown from UCLA at (310) 794-2583. Staff at that same number can also help you fill out the survey over the phone if you would rather do it that way.

First Name _____ Last Name _____

School _____ Date _____



TEACHER SURVEY

1. At this time, how many children are enrolled in your kindergarten class? Number of students _____
2. How many kindergarten children have an Individualized Education Program (IEP)? An IEP is a written plan for children who receive special education services. Number of students _____
3. How many kindergarten children in your class have a Section 504 accommodation plan? A Section 504 accommodation plan is a plan for instructional services to assist students with special needs who are in regular education settings. Number of students _____
4. How many kindergarten children in your class are English learners (EL)? English learners are children whose primary language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English. Number of students _____

Please circle one number for each question/statement that best fits your response.

5. How important do you believe the following characteristics are for a child to be considered ready to enter kindergarten?

	<u>A lot</u>	<u>A little</u>	<u>Not at all</u>	<u>Not applicable</u>	<u>Don't know</u>
a. Finishes tasks	5	4	3	2	1
b. Can count to 20 or more	5	4	3	2	1
c. Takes turns and shares	5	4	3	2	1
d. Has good problem-solving skills	5	4	3	2	1
e. Is able to use pencils and paintbrushes	5	4	3	2	1
f. Participates without disrupting activities	5	4	3	2	1
g. Is sensitive to other children's feelings	5	4	3	2	1
h. Sits still and pays attention	5	4	3	2	1
i. Knows most of the letters of the alphabet	5	4	3	2	1
j. Can follow directions	5	4	3	2	1
k. Identifies primary colors and shapes	5	4	3	2	1
l. Communicates needs, wants, and thoughts verbally in child's primary language	5	4	3	2	1
m. Communicates needs, wants, and thoughts verbally in English	5	4	3	2	1
n. Is able to line up with other children	5	4	3	2	1
o. Is able to attend school without crying for or clinging to caregiver	5	4	3	2	1



TEACHER SURVEY

Please circle one number for each question/statement that best fits your response.

6. A number of practices are listed below that might be used to facilitate children's entry into kindergarten. Did you do any of the following practices for the children in your class before or soon after kindergarten started this school year (2007-08)? Indicate the number of kindergarten students with whom you did the following activities.

	None	Number of students		
<p>Example: Invited parents and children to visit the classroom before the school year began (i.e., open house)</p> <p>Answer: 100</p>		1	0	0
a. Invited parents and children to visit the classroom before the school year began (i.e., open house)				
b. Sent home information on how to prepare children for kindergarten				
c. Sent home information on how to get in touch with the teacher or school staff to discuss any concerns or questions about children				
d. Sent home information on school requirements, i.e., policies, vaccinations				
e. Provided workshops, materials or advice to parents about how to help children learn at home				
f. Visited children's homes				
g. Had one-on-one conversations with parents (either by telephone or face-to-face)				
h. Facilitated parent-to-parent contact				
i. Reviewed written records of children's past experiences or status				
j. Communicated with child care or preschool teachers about children				
k. Interviewed parents to screen children for developmental or learning delays				
l. Screened children for developmental delays by using a formal instrument				
m. Reviewed information about children's home experiences from a parent survey or checklist (i.e., bedtime, being read to by parent, use of library)				
n. Other, please specify: _____				



TEACHER SURVEY

7. Is there something different your school could do that could have eased children's transition to kindergarten? Please use the box below to write in any suggestions.

8. What is your race/ethnicity? (Check all that apply.)

<input type="checkbox"/> White or Caucasian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Asian or Asian American	<input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Declined
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9. What is your gender? (Check one box.)

<input type="checkbox"/> male	<input type="checkbox"/> female	<input type="checkbox"/> Declined
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10. How many years of experience do you have **teaching** each of the following groups? ENTER NUMBER OF YEARS IN **EACH** ROW. Enter 0 for "none."

a. Preschool children		
b. Kindergarten children		
c. Children in grade 1 or higher		
d. Children with disabilities and other special needs		
e. Children who are English learners		



TEACHER SURVEY

11. What is the highest educational degree you have completed? (Check one box.)		
<input type="checkbox"/> associate's degree <input type="checkbox"/> bachelor's degree <input type="checkbox"/> master's degree (M.Ed., MA)	<input type="checkbox"/> professional doctorate (i.e., Ed.D., J.D.) <input type="checkbox"/> doctoral degree (i.e., Ph.D.)	<input type="checkbox"/> Unknown <input type="checkbox"/> Declined
12. Have you passed the California Basic Educational Skills Test (CBEST)?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown <input type="checkbox"/> Declined
13. Please list any valid California teaching credentials that you hold in the spaces provided:		
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
14. Which of the following teaching certifications do you hold? (Check all that apply.)		
<input type="checkbox"/> Language Development Specialist (LDS) <input type="checkbox"/> Bilingual Certificate of Competence (BCC)	<input type="checkbox"/> Cross-cultural, Language and Academic Development (CLAD) <input type="checkbox"/> Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Language_____	<input type="checkbox"/> Other_____ <input type="checkbox"/> Unknown <input type="checkbox"/> Declined





Parent Survey 2007

You have been invited to take part in this parent survey because your child is a kindergarten student at a Tulare County Elementary School with a First 5 School Readiness Program. This survey is part of the evaluation conducted by Dr. Todd Franke and Lou Brown of the UCLA Center for Healthier Children, Families and Communities. We hope that information from this discussion can help children and families to be happier, healthier, and children to be more successful in school. All answers are considered valuable.

The parent survey will ask about things that are important in the lives between parents and their children, such as education and health, and also about services in the community that are helpful to families. We do not expect that you will experience stressful feelings raised by discussing these topics. You may refuse to answer any question without any negative consequences. It is important that you understand that participation in this survey is *voluntary*.

This survey will take approximately 15 minutes of your time. Please complete the following questions and return it to your child's teacher. If you have two children in kindergarten at the same time, please select the older child and answer all the survey questions with that child in mind.

If you have any questions about this survey or the study, please contact Todd Franke or Lou Brown from UCLA at (310) 794-2583. Staff at that same number can also help you fill out the survey over the phone if you would rather do it that way.



Your First Name _____

Your Last Name _____

Child's First Name _____

Child's Last Name _____

Child's Middle Name _____

Child's Birthdate _____

School _____

Date _____

1. What is your relationship to the child? (Check one box.)

<input type="checkbox"/> father	<input type="checkbox"/> foster mother	<input type="checkbox"/> Unknown
<input type="checkbox"/> mother	<input type="checkbox"/> foster father	<input type="checkbox"/> Declined
<input type="checkbox"/> step-mother	<input type="checkbox"/> grandmother	
<input type="checkbox"/> step-father	<input type="checkbox"/> grandfather	

2. Did your child participate in any of the following programs? (Check one box.)

<input type="checkbox"/> Alta Vista Elementary School District - School Readiness Program	<input type="checkbox"/> Sunnyside Union Elementary School District - School Readiness Program	<input type="checkbox"/> Visalia Unified School District, Houston Elementary School Readiness Program
<input type="checkbox"/> Cutler-Orosi Joint Unified School District - School Readiness Program	<input type="checkbox"/> Terra Bella Union Elementary School District - School Readiness Program	<input type="checkbox"/> Visalia Unified School District, Ivanhoe Elementary School Readiness Program
<input type="checkbox"/> Earlimart Elementary School District - School Readiness Program	<input type="checkbox"/> Traver Joint Elementary School District - School Readiness Program	<input type="checkbox"/> Woodlake Union Elementary School District - School Readiness Program
<input type="checkbox"/> Lindsay Unified School District - School Readiness Program	<input type="checkbox"/> Visalia Unified School District, Goshen Elementary School Readiness Program	<input type="checkbox"/> Other _____
<input type="checkbox"/> Pixley Union Elementary School District - School Readiness Program		<input type="checkbox"/> Unknown
		<input type="checkbox"/> Declined

Please circle one number for each question/statement that best fits your response.

3. How important do you believe the following characteristics are for a child to be considered ready to enter kindergarten?

	<u>A lot</u>	<u>A little</u>	<u>Not at all</u>	<u>Not applicable</u>	<u>Don't know</u>
a. Finishes tasks	5	4	3	2	1
b. Can count to 20 or more	5	4	3	2	1



c. Takes turns and shares	5	4	3	2	1
d. Has good problem-solving skills	5	4	3	2	1
e. Is able to use pencils and paintbrushes	5	4	3	2	1
f. Participates without disrupting activities	5	4	3	2	1
g. Is sensitive to other children's feelings	5	4	3	2	1
h. Sits still and pays attention	5	4	3	2	1
i. Knows most of the letters of the alphabet	5	4	3	2	1
j. Can follow directions	5	4	3	2	1
k. Identifies primary colors and shapes	5	4	3	2	1
l. Communicates needs, wants, and thoughts verbally in child's primary language	5	4	3	2	1
m. Communicates needs, wants, and thoughts verbally in English	5	4	3	2	1
n. Is able to line up with other children	5	4	3	2	1
o. Is able to attend school without crying for or clinging to caregiver	5	4	3	2	1

Please rate the degree to which you agree with the following statements:	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree/ Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
4. I am anxious leaving my child at school.	5	4	3	2	1
5. My child feels comfortable going to school.	5	4	3	2	1
6. The school invited my child and I to visit the classroom and school before the year began.	5	4	3	2	1
7. The school sent home information on how to prepare my child for kindergarten.	5	4	3	2	1
8. The school sent home information on how to get in touch with a teacher or school staff to discuss any concerns or questions about my child.	5	4	3	2	1
9. The school sent home information on policies, vaccinations, etc.	5	4	3	2	1
10. The school provided workshops, materials, or advice about how to help my child learn at home.	5	4	3	2	1



11. I am comfortable approaching my child's teacher.	5	4	3	2	1
12. There is a telephone number at school which I can call if I have concerns or questions about my child.	5	4	3	2	1

13. Thinking about the last month, **how often per week** do you or any other family member sing songs with your child? (Check one box.)

- | | | |
|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> 4 times | <input type="checkbox"/> 8 or more times |
| <input type="checkbox"/> Once | <input type="checkbox"/> 5 times | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Twice | <input type="checkbox"/> 6 times | <input type="checkbox"/> Declined |
| <input type="checkbox"/> 3 times | <input type="checkbox"/> 7 times | |

14. Thinking about the last month, **how often per week** do you or any other family member tell stories to your child? (Check one box.)

- | | | |
|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> 4 times | <input type="checkbox"/> 8 or more times |
| <input type="checkbox"/> Once | <input type="checkbox"/> 5 times | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Twice | <input type="checkbox"/> 6 times | <input type="checkbox"/> Declined |
| <input type="checkbox"/> 3 times | <input type="checkbox"/> 7 times | |

15. On average during the last month, **how often per week** do you or any other family member read to or show picture books to your child? (Check one box.)

- | | | |
|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> 4 times | <input type="checkbox"/> 8 or more times |
| <input type="checkbox"/> Once | <input type="checkbox"/> 5 times | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Twice | <input type="checkbox"/> 6 times | <input type="checkbox"/> Declined |
| <input type="checkbox"/> 3 times | <input type="checkbox"/> 7 times | |

16. What one thing did your school do that eased children's transition to kindergarten the most? Please use the box below to write in your answer.



17. Is there something different the school could do that could have eased your child's transition to kindergarten? Please use the box below to write in any suggestions.

18. What is the child's age? (Check one box.)		
<input type="checkbox"/> 4 years old or less	<input type="checkbox"/> 6 years old	<input type="checkbox"/> Unknown
<input type="checkbox"/> 5 years old	<input type="checkbox"/> 7 years old or more	<input type="checkbox"/> Declined
19. What is the child's race/ethnicity? (Check all that apply.)		
<input type="checkbox"/> White or Caucasian	<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> Unknown
<input type="checkbox"/> Black or African American	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Declined
<input type="checkbox"/> Hispanic or Latino		
<input type="checkbox"/> Asian or Asian American		
20. What is the child's gender? (Check one box.)		
<input type="checkbox"/> male		<input type="checkbox"/> Declined
<input type="checkbox"/> female		
21. What is your age? (Check one box.)		
<input type="checkbox"/> 17 years old or less	<input type="checkbox"/> 25-34 years old	<input type="checkbox"/> 45 years old or more
<input type="checkbox"/> 18-24 years old	<input type="checkbox"/> 35-44 years old	<input type="checkbox"/> Declined
22. What is your education level? (Check one box.)		
<input type="checkbox"/> some school	<input type="checkbox"/> 4 year college	<input type="checkbox"/> Unknown
<input type="checkbox"/> high school graduate	<input type="checkbox"/> postgraduate	<input type="checkbox"/> Declined
<input type="checkbox"/> some college		
<input type="checkbox"/> 2 year college		



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