RESULTS OF THE 2015 FALL ASSESSMENT

SCHOOL READINESS in Sacramento County

COMPREHENSIVE REPORT

Funding provided by:

Produced by:

School Readiness Assessment Model®
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### Participating Sacramento County Districts, Schools, and Teachers

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Introduction

DEFINING SCHOOL READINESS

School readiness can be broadly defined as both the set of skills students need to make a successful transition to kindergarten and the preparation of their families and communities for supporting this transition. This model considers the development of a child’s readiness in his or her social environment. For example, recent research has found relationships between the accumulation of environmental risk factors (e.g., poverty, single parenthood, parental depression, housing instability) and poor school readiness outcomes (Pratt, McClelland, Swanson, & Lipscomb, 2016; Ziol-Guest & McKenna, 2014), but conversely, the ability of quality preschool experiences to prepare disadvantaged children for school and beyond (Schweinhart et al., 2005). This research points to the importance of early interventions in countering the adverse effects of poverty and other challenges on school readiness development.

- Poverty
- Special Needs
- Hunger
- English Learner...

- Preschool
- Home Literacy Activities
- Parent Engagement...

The school readiness of children can be further construed as a collection of skills in various domains, including social and emotional, self-regulation, and academic skills. The development of each type of skill prior to kindergarten is important, as they independently predict later success in school and beyond. For example, children who demonstrate proficiency across an array of readiness dimensions—including self-regulation, social, and academic skills—are more likely to succeed academically in first
grade than those who are competent in only one or two dimensions (Hair, Halle, Terry-Humen, & Calkins, 2003). Possessing social competence predicts fifth grade achievement (Sabol & Pianta, 2012), while self-regulation skills are often cited by kindergarten teachers as essential for successful school adjustment (Rimm-Kaufman et al., 2000), and show associations with emerging reading and math skills (Welsh et al., 2010). Further research shows that academic skills (e.g., knowing numbers and letters) and the ability to sustain attention (an aspect of self-regulation) significantly predict math and reading achievement later in elementary school and early adolescence (Duncan et al., 2007). Children who demonstrate poor achievement early in their school careers are more likely to experience grade retention, which puts them at greater risk factor for school dropout, even if the retention occurs during elementary school (Alexander, Entwisle, & Kabani, 2001; Roderick, 1994). The evidence is clear: school readiness sets the stage for successful outcomes throughout life.

The Applied Survey Research School Readiness Assessment Model

Since 2001, Applied Survey Research (ASR) has conducted school readiness assessments across Northern California, as well is in Lake County, Illinois, Coconino County, Arizona, and throughout the network of providers for the Los Angeles Unified Preschool. ASR’s readiness assessment materials and protocols have been designed to reflect both the local context of school readiness as well as the current research from early education and K-12 literature. The central instrument of the assessment, the Kindergarten Observation Form (KOF), was created using the input of subject matter experts, including community stakeholders, child development and education experts, preschool teachers, and kindergarten teachers.

The readiness skills measured by the KOF reliably sort into several primary domains, termed the Basic Building Blocks of Readiness:

- **Social Expression** (skills related to interacting with adults and other children)
- **Self-Regulation** (basic emotion regulation and self-control skills needed to be able to perform well in the classroom)
• Kindergarten Academics (skills that are more academic in nature, such as writing, counting, and identifying shapes and colors)

The KOF also assesses fine and gross motor skills, but internal research conducted by ASR found they were not correlated as strongly with long-term outcomes (i.e., third grade English and math achievement) as the other domains, and the literature is mixed on whether they are critical components of “school readiness”. Therefore, they are included in the assessment, but not called out as their own Building Block.

Given their importance in shaping school readiness, the ASR model also incorporates community and family preparation for school. A parent survey (the Parent Information Form, or PIF) captures family background and risk factors, and the degree to which the family has been involved in readiness-related activities and has utilized community resources, including preschool, to help the child become ready for school. The model recognizes the contribution of early experiences to each of the skills that make up the Building Blocks.

PURPOSE OF THIS STUDY

The readiness assessment described in this report was conducted on behalf of First 5 Sacramento. The mission of First 5 Sacramento is to support the healthy development and well-being of children ages 0-5 by providing resources and services throughout the county that:

- Improve children’s access to health care, especially oral health,
- Improve nutrition and physical activity for young children,
- Build effective parenting skills,
- Increase access to and participation in quality early child care and education,
- Strengthen communities, and
- Develop school readiness.

In 2012, First 5 Sacramento and ASR first engaged in a partnership to assess incoming kindergarteners’ readiness for school across the First 5 countywide network of elementary schools. The assessment has been conducted annually since then to help First 5 and its partners understand how prepared students and their families are for kindergarten across the network, as well as the connections between readiness and early childhood experiences, including participation in First 5 services.

The readiness assessment was largely framed around three primary research questions.

1) How ready for kindergarten are children across the First 5 Sacramento network of schools?
2) How ready are families to support their children’s readiness?
3) What are the major factors or “predictors” of readiness across the First 5 Sacramento network? Are any specific First 5-funded interventions associated with enhanced student readiness?

This report provides a “snapshot” of readiness in the First 5 Sacramento network, as well as a “story” of readiness that examines the family and early education contexts of children entering kindergarten in Fall 2015. The first section of this report presents the study’s methodology: sample design, instruments, and data collection methods. The next section presents the demographic, health and well-being characteristics, as well as family backgrounds of the children assessed. This is followed by a detailed analysis of student readiness across the different skill domains and an exploration of the various child and family factors associated with
school readiness. The report then describes an analysis of the associations between First 5 participation and school readiness and concludes with a summary of major findings.
Methodology

This section provides a brief overview of the data sample and response rates, data collection instruments, and sources that comprised the school readiness assessment model for First 5 Sacramento, followed by an explanation of the statistical notations used throughout the report.

SAMPLE

The sample of schools and classrooms was drawn by First 5 Sacramento staff to cover the entire First 5 service area, particularly those schools whose incoming kindergartners and their families were most likely to have been provided First 5 school readiness services in recent years. The sample was drawn to reflect the First 5 Sacramento target population and service network, which covered parts of Sacramento City, Twin Rivers, Elk Grove, Natomas, River Delta, Folsom Cordova, Galt, Robla, and San Juan school districts. The sample was not designed to be representative or generalizable to the county at large or any individual district or school. The map below shows the schools included in the 2015 readiness assessment.

Figure 1: Map of First 5 Sacramento Network Schools in the 2015 Readiness Assessment, by District

Note: Galt Joint Union Elementary (two schools) and River Delta Joint Unified (two schools) are not pictured. These schools are south of Sacramento, in Galt, Walnut Grove, and Isleton.
DATA COLLECTION INSTRUMENTS AND IMPLEMENTATION

Instruments and Data Sources

The two primary instruments used in this study were the Kindergarten Observation Form, completed by teachers to record ratings of child readiness, and the Parent Information Form, completed by parents and guardians to provide information about their children and family background. First 5 service and participation records for children and their parents were obtained and matched to school readiness data.

Kindergarten Observation Form (KOF)

Teachers used the Kindergarten Observation Form to record their observations of children across 20 readiness skills. Teachers observed and scored each child according to his or her level of proficiency in each skill, using the following response options: Not Yet (1), Beginning (2), In Progress (3), and Proficient (4). An option of Don't Know/Not Observed was provided as well. The KOF also includes fields to capture students’ basic demographic information to understand who took part in the study and to examine the characteristics that are associated with children’s skill development (e.g., experience in preschool and other child care settings, age, gender, whether or not the child has special needs).

Parent Information Form (PIF)

To better understand the family-based factors that contribute to children's readiness for school, all parents of children in participating classrooms were asked to complete a Parent Information Form. This is a survey that collects a variety of information about the child and the family, such as preschool and child care arrangements for children, parenting stressors and supports, and information and services families received.

Implementation

Obtaining Participation Agreement

To launch the study, First 5 Sacramento personnel, school readiness coordinators, and ASR staff reached out to the principals of each school selected to be in the assessment. Principals were provided with information about the assessment, including its purpose, what participation would entail for the kindergarten teachers, and a timeline for completion of the study. Each principal designated one to four teachers to participate in the assessment.

Teacher Trainings

Prior to and at the beginning of the 2015-16 school year, ASR conducted a series of in-depth assessment trainings for teachers at multiple Sacramento area locations and by web conference. The trainings included an overview of the project and study purpose and a detailed explanation of the data collection steps, student assessment protocol, and parent survey administration.

Parent Consent

Parents granted consent for their children to participate through a process of passive consent. At the beginning of the school year, teachers explained the project and the consent process to parents before distributing the parent consent forms and Parent Information Forms. Parents who filled out a PIF returned it to the teacher in a sealed manila envelope that was sent back to ASR. If, after being informed of the study, parents requested that their child not participate, the child was excluded from the study. All families in the assessed kindergarten classes (both those who participated and those who did not) were given a bilingual (Spanish/English) children's book as a token of appreciation.
Conducting Student Assessments

Teachers were instructed to conduct their student assessments approximately three to four weeks after the start of the school year, drawing upon their knowledge and observations of children during the first few weeks of school. The average length of time that elapsed between the start of school and teachers’ observations was 25 days – a little over three weeks after their classes had started. Once complete, each teacher mailed the packet of completed Kindergarten Observation Forms and Parent Information Forms to ASR. When the final packets were received in full by ASR, each of the teachers was mailed a thank-you letter and a $150 stipend in appreciation of their contribution to the assessment.

Schools, Classrooms, Parent Consent, and Response Rates

Figure 2 presents a summary of the participation rates for the study. In Fall 2015, 40 schools in nine different school districts across Sacramento County participated in the study. Of the 93 teachers who were trained and provided with materials, 88 completed their assessments and submitted complete forms to ASR. Teachers were contacted multiple times to achieve the highest possible response rate. In all, 1,915 individual student assessments were completed. This count in the findings represented in this report do not include 8 students who were in Transitional Kindergarten at the time of the assessment.

The overall parent consent rate was 90 percent. Of the parents who did consent, 72 percent also completed and returned the parent survey.

Figure 3 represents the proportion of students participating in the study from each district as well as the percent of parents in each district who returned a PIF. Most students in the sample attended schools in the Sacramento City or Twin Rivers School Districts. The PIF return rates in 2015 were particularly high in Galt, Folsom Cordova, and Elk Grove, but relatively low in Natomas School District.
Analyses and Statistical Notation

When appropriate, we conducted comparison analyses of the readiness levels, home environments, and early experiences of children based on their demographic characteristics (e.g., family income or maternal education) and participation in First 5 school readiness services. Readiness skills were also analyzed using a technique known as regression, which accounts for the independent contribution of various factors to an outcome. For example, it allowed us to examine the contribution of preschool attendance to readiness, controlling for—or holding constant—other characteristics (e.g., child age, gender, and race/ethnicity).

Throughout this report, ASR uses the following standard abbreviations:

- **N** denotes the sample size for a chart or an analysis table.
- **P** values (e.g., \( p < .01 \)) are used to note whether mean differences and correlations are statistically significant. **P**-values that are less than .05 are statistically significant.
- **\( R^2 \)** is a statistic that represents the degree of variance or change in one measure (e.g., readiness) that is explained by changes in other indicators or “predictors” (e.g., preschool, family income). \( R^2 \) is measured on a scale of 0 (no correlation) to 1 (perfectly correlated).

---

1 Please note that, while 37 percent of the sample had received a school readiness service from First 5, the results presented in this report are for all children assessed.
A Portrait of Students and Families in First 5 Sacramento-Supported School Communities

DEMOGRAPHICS

The basic demographic characteristics of the 2012-2015 samples are provided in Figure 4. Latino students comprised the largest racial/ethnic group in the sample in all years, but their share of the total sample declined from 40% in 2012 to 36% in 2015. In contrast, the proportion of the sample identifying as multi-racial/ethnic grew from 13% in 2012 to 17% in 2015. The percent of families who were very low income (i.e., under $15,000 per year) declined in 2015 to 36%, while the percent who were high income (i.e., at least $50,000 annually) rose slightly from 9% in 2012 to 12% in the current year. Maternal educational attainment and child age did not change from 2014 to 2015, though the proportion of mothers with less than a high school education and the average age of the student had increased between 2013 and 2014.

**Figure 4: Demographics of Sampled Kindergartners and their Families**

<table>
<thead>
<tr>
<th></th>
<th>2015 Avg. or Perc.</th>
<th>2014 Avg. or Perc.</th>
<th>2013 Avg. or Perc.</th>
<th>2012 Avg. or Perc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>50%</td>
<td>51%</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>Girls</td>
<td>50%</td>
<td>49%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Age (at date of assessment)</strong></td>
<td>5.5 avg.</td>
<td>5.5 avg.</td>
<td>5.4 avg.</td>
<td>5.3 avg.</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>African American</td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>14%</td>
<td>11%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Multiple race/ethnicity</td>
<td>17%</td>
<td>15%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Family Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0-$14,999</td>
<td>36%</td>
<td>41%</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>$15,000-$34,999</td>
<td>37%</td>
<td>37%</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>$35,000-$49,999</td>
<td>15%</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>$50,000+</td>
<td>12%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Mother’s Education</strong> (Highest level attained)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than HS</td>
<td>25%</td>
<td>25%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>High School</td>
<td>31%</td>
<td>33%</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Some College</td>
<td>27%</td>
<td>28%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelor’s Degree (or higher)</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2012-2015; Parent Information Form 2012-2015.

Note: Percentages may not sum to 100 due to rounding. N=977-1,563 (2012); 1,002-1,532 (2013); 1,210-1,844 (2014); 1,277-1,905 (2015).
**Child Language**

Nearly forty percent of children in the sample were identified by their teachers as English Learners, but most children in the sample spoke English as their preferred language. Close to three-quarters of the children spoke English either alone or bilingually with another language. About 18% of the sample spoke only Spanish as their preferred language, while smaller percentages of students spoke other languages, including Chinese, Vietnamese, Hindi, and Hmong.

**Figure 5: Child Language**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>707</td>
<td>37%</td>
</tr>
<tr>
<td>Preferred Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English only</td>
<td>1195</td>
<td>64%</td>
</tr>
<tr>
<td>Spanish only</td>
<td>341</td>
<td>18%</td>
</tr>
<tr>
<td>Other only</td>
<td>155</td>
<td>8%</td>
</tr>
<tr>
<td>Bilingual English-Spanish</td>
<td>148</td>
<td>8%</td>
</tr>
<tr>
<td>Bilingual English-Other</td>
<td>42</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015. Note: Percentages may not sum to 100 due to rounding.

**Household Composition and Mobility**

Just over one-quarter of children (28%) lived in single-parent households. Twelve percent of mothers were teenagers when their kindergartner was born, while the average age of mothers at the child’s birth was 27 years. Most families (71%) had one or two home addresses since their kindergartener’s birth. Six percent of children had been homeless at some point.

**Figure 6: Household Composition and Mobility**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Average or Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent Households</td>
<td>368</td>
<td>28%</td>
</tr>
<tr>
<td>Mothers of K students…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were teenagers when child was born</td>
<td>155</td>
<td>12%</td>
</tr>
<tr>
<td>Average age at birth of K child</td>
<td>1,267</td>
<td>26.9</td>
</tr>
<tr>
<td>Number of home addresses since K child was born…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>509</td>
<td>39%</td>
</tr>
<tr>
<td>Two</td>
<td>421</td>
<td>32%</td>
</tr>
<tr>
<td>Three</td>
<td>216</td>
<td>17%</td>
</tr>
<tr>
<td>Four or more</td>
<td>156</td>
<td>12%</td>
</tr>
<tr>
<td>Parent and child have been homeless</td>
<td>76</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Parent Information Form 2015.

Note: Percentages may not sum to 100 due to rounding.

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2 A small proportion of English-speaking children were nevertheless identified as English Learners, likely because they spoke another language at home.
PRE-KINDERGARTEN EXPERIENCES

ASR used three sources to identify the specific types of preschool experiences children in the assessment had in the years prior to kindergarten entry. The Kindergarten Observation Form and Parent Information Form asked teachers and parents a series of questions about the child’s child care and/or preschool arrangements during the year prior to kindergarten entry. Participation records from First 5 were also obtained to supplement these sources and identify children enrolled in First 5-supported preschool and summer pre-K.

Among the children for whom pre-kindergarten information was available, 70% had attended a licensed preschool or child care center or transitional kindergarten in the year before they started kindergarten; 19 percent of the sample had been to First 5-supported preschools, and 40 percent had been to other licensed preschools or child care centers. Twelve percent of the sample attended transitional kindergarten (TK) in the prior year. About 13 percent attended a short-term summer pre-K program (designed for children without prior preschool experience), the majority of whom attended a summer program sponsored by First 5. Just three percent were in a family care setting.

**Figure 7:** Types of Pre-K Experience in Year Prior to Kindergarten, 2015

<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Preschool or TK in Year Prior to K</td>
<td>70%</td>
</tr>
<tr>
<td>Non-F5 Preschool/Licensed Child Care Center</td>
<td>40%</td>
</tr>
<tr>
<td>Preschool Supported by First 5 School Readiness</td>
<td>19%</td>
</tr>
<tr>
<td>Transitional Kindergarten (in prior school year)</td>
<td>12%</td>
</tr>
<tr>
<td>Summer Pre-K Supported by First 5 School Readiness</td>
<td>10%</td>
</tr>
<tr>
<td>Non-F5 Summer Pre-K</td>
<td>3%</td>
</tr>
<tr>
<td>Licensed Family Care</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015, Parent Information Form 2015, First 5 service records.

Note: N=1,356-1,683. Percentages do not sum to 100 because some reported more than one type of preschool or childcare. Summer pre-k are not included within “Any Preschool or TK in Year Prior to K.”

It is also informative to examine the characteristics of children who attend preschool. There were significant differences in preschool attendance based on special needs and family income, and child race/ethnicity. Interestingly, children with special needs were significantly more likely to attend preschool than typically developing children, as were Latino/Hispanic and African American children compared to White and Asian families. Families earning less than $35,000 per year were also more likely to report their children attended preschool than children from more affluent families. On the other hand, there were no significant differences in preschool attendance based on mother’s education or English Learner status.

**Figure 8:** Preschool Attendance, by Select Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Did Not Attend Preschool</th>
<th>Attended Preschool</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### First 5 Sacramento 2015 School Readiness Study

#### First 5 School Readiness Service Participation

As in prior years, about 41% of students in the assessment sample had received services from First 5. The focus of this report and assessment is specifically on the 37% of the assessed sample (716 children) who received First 5-funded school readiness services provided by one of the nine school districts. These school readiness services are shown in the figure below. Among the 716 children who received at least one First 5-funded school readiness service, the average number of service types received was six.
Children were identified as receiving one more of these services if they and/or their family received the service in the two years before the child entered kindergarten. Participation in these services was particularly high in River Delta (80%) and Robla (47%), while a smaller percentage of students in Natomas (28%) and Folsom Cordova (30%) had received First 5 school readiness services.

**Figure 9: First 5-Funded School Readiness Services**

| Early Education (ages 3-5) | • Preschool  
| • Summer Camps |
| Screenings, Early Identification & Referrals | • Dental  
| • Developmental  
| • Hearing  
| • Speech/Language  
| • Vision |
| Family Support & Engagement | • Family Literacy Program  
| • Parent Education  
| • Kindergarten Orientation  
| • Transitional Activities  
| • Home Visits |
| Playgroups (ages 0-3) | • Playgroups for children and their caregiver |

**Figure 10: Students Who Received First 5-Funded School Readiness Services, by District**

<table>
<thead>
<tr>
<th>District</th>
<th>Total children in readiness assessment</th>
<th>Assessed children with F5 service records</th>
<th>Percent with F5 service records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elk Grove Unified</td>
<td>244</td>
<td>109</td>
<td>45%</td>
</tr>
<tr>
<td>Folsom Cordova Unified</td>
<td>277</td>
<td>82</td>
<td>30%</td>
</tr>
<tr>
<td>Galt Joint Union Elementary</td>
<td>80</td>
<td>32</td>
<td>40%</td>
</tr>
<tr>
<td>Natomas Unified</td>
<td>97</td>
<td>27</td>
<td>28%</td>
</tr>
<tr>
<td>River Delta Joint Unified</td>
<td>49</td>
<td>39</td>
<td>80%</td>
</tr>
<tr>
<td>Robla Elementary</td>
<td>103</td>
<td>48</td>
<td>47%</td>
</tr>
<tr>
<td>Sacramento City Unified</td>
<td>521</td>
<td>191</td>
<td>37%</td>
</tr>
<tr>
<td>San Juan Unified</td>
<td>187</td>
<td>69</td>
<td>37%</td>
</tr>
<tr>
<td>Twin Rivers Unified</td>
<td>357</td>
<td>119</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1915</strong></td>
<td><strong>716</strong></td>
<td><strong>37%</strong></td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015, First 5 service records.
CHILDREN’S HEALTH

This section describes results from the Parent Information Form and teachers’ observations on the KOF about children’s health and well-being and access to health care.

Insurance, Access to Care, and Screenings

As in prior years, nearly all children had health insurance (99%) and a regular doctor (98%). Additionally, over three-quarters of students had received hearing screenings from First 5 or another provider (82%), and vision screening (85%). However, just under half of students had received a developmental screening from First 5 or another provider (43%).

Source: Parent Information Form 2015. Note: N=1,334-1,339.

Birth and Developmental Outcomes

About 8 percent of the sample had been born low birthweight (under 2,500 grams), a key predictor of numerous health and developmental outcomes, including autism, learning disabilities, and chronic respiratory problems.

In addition, according to teachers and parents, 6 percent of the children assessed (122 children) had a diagnosed special need. The most common disabilities are displayed in the chart below. The majority of children with special needs had a speech or language disability (84 children) followed by other health needs such as ADD or ADHD (31 children).

Source: Parent Information Form 2015. Note: Children could have more than one reported diagnosis.
Dental Health Indicators and Access to Care

Across all four readiness studies (2012-2015), about 9 out of 10 children had a regular dentist, and a little over 8 in 10 had received a dental exam in the last year. In 2015, 18 percent had reported a toothache (a little higher than the 16% who had a toothache in both prior years). Ten percent of students had missed school (or preschool) due to dental issues and nearly a quarter (24%) came into kindergarten having had at least three cavities (nearly the same percentages as in prior years).

**Figure 13: Dental Health and Access to Care**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has Regular Dentist</td>
<td>91%</td>
</tr>
<tr>
<td>Had Dental Exam in Past Year</td>
<td>87%</td>
</tr>
<tr>
<td>Toothache or Mouth Pain Ever</td>
<td>18%</td>
</tr>
<tr>
<td>Days missed due to dental issues</td>
<td>84%</td>
</tr>
<tr>
<td>o days</td>
<td>10%</td>
</tr>
<tr>
<td>1 or more days</td>
<td></td>
</tr>
<tr>
<td>Num. of cavities child has</td>
<td>40%</td>
</tr>
<tr>
<td>0 cavities</td>
<td></td>
</tr>
<tr>
<td>1-2 cavities</td>
<td>26%</td>
</tr>
<tr>
<td>3+ cavities</td>
<td>24%</td>
</tr>
</tbody>
</table>

Source: Parent Information Form 2015.
Note: N=1315-1336. Percentages may not sum to 100 due to rounding.

Child Well-Being and Attendance Patterns

Teachers were asked to report the degree to which students were hungry, tired, sick, absent, or tardy at school. The figure below displays the percentage of students showing such adverse signs. The most commonly reported problems were hunger (14 percent told the teacher they were hungry on some days, most days, or just about every day) and fatigue (19 percent appeared tired on some days, most days, or just about every day).

**Figure 14: Child Well-Being and Attendance**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Just about every day</th>
<th>On most days</th>
<th>On some days</th>
<th>Rarely or almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungry</td>
<td>12%</td>
<td>86%</td>
<td>81%</td>
<td>90%</td>
</tr>
<tr>
<td>Appeared tired</td>
<td>16%</td>
<td>90%</td>
<td>99%</td>
<td>82%</td>
</tr>
<tr>
<td>Sick or ill</td>
<td>9%</td>
<td>99%</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>Toothache</td>
<td>16%</td>
<td>82%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Absent</td>
<td>10%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Tardy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015.
Note: N=1,902-1,907. Proportions less than 5% not labeled. Percentages may not sum to 100 due to rounding.
FAMILY ACTIVITIES

Family Activities in the Home

To better understand the home environment of entering kindergartners, parents were asked how often they engaged in a variety of activities (e.g., reading, story-telling) with their children in a typical week. The proportion of parents reporting they did these activities five times per week or more is shown in the figure below. Across all four study years, the majority of parents engaged their children in household chores at least five times per week (61% in 2015), and fewer parents engaged in arts and crafts with their children (26% in 2015).

Figure 15: Trends in Family Activities 5 Times per Week or More, 2012-2015

As seen in the chart below, mothers who had attended at least some college were significantly more likely than mothers with no more than a high school diploma to read with their children at least five times per week. More educated mothers were also significantly more likely to tell stories or sing songs.

Figure 16: Family Activities 5 times per Week or More, 2015


Source: Parent Information Form 2015.

Note: N=1,101-1,234. *Statistically significant at p<.05; **statistically significant at p<.01; ***statistically significant at p<.001.
Use of Local Educational Resources

When asked which types of local educational resources their families used in the last year, the most commonly cited resource was the library (50%), followed by local museums (21%). Relatively few families utilized arts and music programs (12%). There were differences in resource use by maternal education. Children whose mothers had higher educational attainment were significantly more likely to be exposed to all three types of enrichment resources.

**Figure 17: Use of Local Educational Resources**

![Bar chart showing use of local educational resources](image)

Source: Parent Information Form 2015.

Note: N=1,301. *Statistically significant at p<.05; **statistically significant at p<.01; ***statistically significant at p<.001.

Other Home Practices: Screen Time, Bedtime, and Internet Access

The American Academy of Pediatrics recommends that young children spend no more than two hours per day watching TV, using a computer, or playing video games and videos. While a little more than half of children were limited to two hours of screen time per day during the week, only 34 percent were limited to this amount on the weekends. Families in which the mother has at least some college were more likely to limit screen time during the week but less likely to limit it during the weekend (although neither difference was statistically significant).

Close to three-quarters (73%) of kindergartners regularly went to bed no later than 9:00 pm (nearly the same proportion found in previous years). There was no difference in bedtime based on mother’s education.

About 79 percent of parents indicated that they have access to the internet for personal use, which was higher than previous years. However, access to the internet at home was significantly less common among families in which the mother had no more than a high school education.

**Figure 18: Home Environment: TV, Bedtime, Internet**

![Bar chart showing home environment](image)

Source: Parent Information Form 2015.

Note: N=1,154-1,309. *Statistically significant at p<.05; **statistically significant at p<.01; ***statistically significant at p<.001.
PREPARATION FOR KINDERGARTEN IN THE HOME

Preparation for Kindergarten

School Readiness Information

A majority of parents in 2015 said they had received various kinds of information in preparation for their child’s entry into kindergarten, and the rates at which parents reported receiving kindergarten transition information were unchanged from prior years of study. The most common type of information received in the current year was about how and when to register their child for school (78%). As is evident in the chart below, however, families receiving First 5 school readiness (SR) services were significantly more likely to receive each type of school readiness information than families who did not receive these services. For example, 75 percent of children receiving First 5 school readiness services received information about how ready their child was for school, while just over half of families (57%) who did not receive First 5 SR services received such information.

Source: Parent Information Form 2015, First 5 service records.

Note: N=1,307-1,326. *Statistically significant at p<.05; **statistically significant at p<.01; ***statistically significant at p<.001.

Kindergarten Preparation Activities at Home

In addition to reporting the types of information they received, parents were asked to identify whether or not they engaged in a range of activities to help prepare for their children’s transition to kindergarten. The majority of parents reported working with the child on school skills (60%), but fewer parents reported meeting the child’s kindergarten teacher (41%), attending a parent orientation or meeting (38%), reading or watching videos about kindergarten with the child (37%), and asking the child’s childcare provider or preschool teacher questions about kindergarten (28%) asked the provider or teacher if the child was ready for school, while 27% asked general questions about kindergarten.

Notably, families who participated in First 5 services were more likely to have engaged in most of the preparation activities than families who did not. First 5 SR service recipients were significantly more likely to have read books or watched videos about kindergarten with their child, attended a parent meeting or orientation, and asked the child’s childcare provider or preschool teacher about kindergarten and if their child was ready for kindergarten.
The PIF also collected information about families’ utilization of parenting services and supports. As shown in Figure 21 (below), the two most common types of support accessed by parents were WIC (71%) and prenatal medical checkups (63%). Less than half of all parents reported receiving other service types.

**Figure 20:** How Parents Helped Children Prepare for Kindergarten

<table>
<thead>
<tr>
<th>Activity</th>
<th>No First 5</th>
<th>First 5</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read books or videos about transition to school</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>Asked questions about K*</td>
<td>25%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>Asked if child was ready***</td>
<td>25%</td>
<td>34%</td>
<td>28%</td>
</tr>
<tr>
<td>Books/videos about K with child**</td>
<td>33%</td>
<td>42%</td>
<td>37%</td>
</tr>
<tr>
<td>Orientation, Parent Mtg***</td>
<td>33%</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>Met K teacher</td>
<td>40%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Provided opportunity to play with other children in small groups</td>
<td>51%</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Worked on school skills</td>
<td>60%</td>
<td>69%</td>
<td>60%</td>
</tr>
<tr>
<td>Visited school with child</td>
<td>62%</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>

**Figure 21:** Family Utilization of Parenting Services and Support, by Type

- WIC (Women, Infants, and Children) - 69%
- Medical check-ups while pregnant - 64%
- Help from neighbors/friends - 20%
- Services from community clinic - 19%
- Parenting websites - 17%
- Information from child care provider - 16%
- Playgroups - 14%
- Birth and Beyond Family Resource Center - 11%
- Info/Programs at religious institution - 7%
- Help from extended family - 3%
- Parent education classes - 1%
- Home visits from a nurse/provider - 1%

Source: Parent Information Form 2015.
Note: N=1,314.
Social Support and Parenting Strain

Most parents reported that they have parenting support from others. For example, about 68 percent of parents said they knew someone who could watch their child while they ran an errand. Similarly, most parents (68%) reported being able to get advice about child rearing. In addition, just over 64 percent of parents felt they had someone to watch their child when they needed a break. These proportions did not vary from year to year, but in the current year—as in prior years—low-income families (i.e., those earning under $35,000 per year) were significantly less likely to have all types of support than more affluent families.

As the figure below indicates, the vast majority of parents did not show signs of serious parenting strain. Just 1-3 percent of parents reported that their child was hard to care for or bothered them “most” or “all the time.” These proportions were unchanged from 2012 to 2015 and there were no differences in the current year by income level.
**Household Stressors**

**Parent Perceptions of Stressors**

Parents were also asked to indicate the level of concern they felt about various sources of stress within their household. The figure below shows that worries about “Money and paying the bills” were cited by 66 percent of the sample, including 14 percent who said they were “very” concerned. This is perhaps not surprising considering over three-quarters of families in the sample earned less than $35,000 per year. Significantly fewer parents reported other types of concerns, including work-related problems and problems with one’s spouse or partner. Money, work-related problems, and health care, were significantly more likely to be a big concern to low-income families than more affluent families. In contrast, there were no income-based differences in reported concerns about one’s spouse or partner and health or health care issues.

![Proportion of Families Indicating Stress by Source of Concern, 2015](image)

**Figure 24: Proportion of Families Indicating Stress by Source of Concern, 2015**

Source: Parent Information Form 2015.

Note: N=1,288-1,304. Percentages may not sum to 100 due to rounding. Proportions 5% and under not labeled.

**FAMILY BACKGROUND SUMMARY**

Families participating in the 2015 school readiness assessment were predominately low income (73% earned under $35,000) and Latino/Hispanic children formed the largest racial/ethnic group in the sample (36%). Just under half of mothers had no more than a high school education, and nearly 3 in 10 children were being raised by a single parent. Nevertheless, nearly all families had access to health care; most children came to school healthy, alert, and well-fed; and two-thirds of children attended preschool or licensed child care.

Family activity engagement and resource use tended to vary depending on the type of activity or resource, maternal educational attainment, and First 5 service receipt. For example, across all families, working on school skills, telling stories or singing songs, and involving the child in household chores were reported by the majority of families. Relatively few parents, on the other hand, enrolled their child in an arts or music program or engaged the child in arts and crafts at home. The lower use of arts/music programs may be due to the cost of participating in these types of programs (compared to using libraries and parks, which are free). Maternal educational attainment, however, was positively associated with several types of educational enrichment resources and activities, including visiting libraries and museums, reading, and telling stories or singing songs with the child. Similarly, families who had received First 5 services were more likely to have engaged in some school readiness activities and to have received school readiness information than children who were not involved in First 5 services.
Most parents reported low levels of parenting stress and high levels of social support. However, low-income parents were less likely to report having someone to watch their child or someone to turn to for advice on parenting. About a third of all families had concerns about health and work, and approximately two-thirds of families felt concerned about money and paying the bills. As might be expected, problems with work, food access, and money were more likely to be a concern for low-income families.

This section set the context for the next section on school readiness skills by outlining the characteristics, family backgrounds, and early experiences children bring with them to the classroom. Later in the report, the link between some of these demographic, early education, and family factors and school readiness will be examined.
Kindergarten Student Readiness

BASIC BUILDING BLOCKS OF READINESS

Using the Kindergarten Observation Form, participating teachers rated the proficiency of their students across 20 readiness skills. All but two of these skills are part of the three Basic Building Blocks, as displayed in the pyramid shown in the figure below: Self-Regulation, Social Expression, and Kindergarten Academics. Because there are only two motor skills items, they do not constitute a separate building block.

Although all of these skill dimensions are essential components of readiness, the pyramid suggests a framework of skill progression. That is, basic motor skills are at the base because they are likely to precede the more advanced self-regulation and socio-emotional skills. The top of the pyramid contains some of the early academic skills that are the foundation for academic content covered in kindergarten and beyond.

These Basic Building Blocks will be discussed in greater detail through the remainder of this report. They form the basis upon which to examine general patterns of readiness.
**Basic Building Blocks Scores**

For each individual readiness skill, children were scored on a scale from *Not Yet* (1) to *Proficient* (4). As the following figure shows, the average overall readiness score across the 2015 First 5 sample was **3.23**—just above the benchmark for *In Progress*, but below that of *Proficient*. This is the same general rating students had in 2012-2014. Across all four years of study, scores were lowest in *Kindergarten Academics*.

**Figure 26: Average Scores Across the Basic Building Blocks of Readiness**

![Bar graph showing average scores across basic building blocks of readiness](image)

Source: Kindergarten Observation Form 2015.

Note: N=1,801-1,912.

**Performance across the Individual Skills**

Figure 27, on the following page, shows the percentage of children scoring at the *Not Yet, Beginning, In Progress*, and *Proficient* levels across all 20 readiness skills. Most students were proficient in fine and gross motor skills, recognizing basic colors and primary shapes, following directions, playing cooperatively with others, and handling frustration. In contrast, relatively few were proficient in recognizing all letters of the alphabet, rhyming, counting, telling about a story or experience, and answering questions about a story they had heard.

---

3 Scores were omitted for the following items when language barriers were a concern: Follows directions; Expresses needs/wants verbally; Tells about a story; Demonstrates eagerness for learning; Answers questions about key details in literature; Recognizes rhyming words; Counts 20 objects; Recognizes letters of the alphabet; Recognizes basic colors; Recognizes primary shapes.
### Figure 27: Percentage of Children at Each Proficiency Level Across Readiness Skills

<table>
<thead>
<tr>
<th>Skills</th>
<th>Not Yet</th>
<th>Beginning</th>
<th>In Progress</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOTOR SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pencil with proper grip</td>
<td>12%</td>
<td>28%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Catches a ball</td>
<td>8%</td>
<td>30%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td><strong>SELF-REGULATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays focused</td>
<td>5%</td>
<td>15%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>Follows rules</td>
<td>14%</td>
<td>33%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td>11%</td>
<td>25%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Works/plays cooperatively</td>
<td>9%</td>
<td>33%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Participates succ. in large group</td>
<td>14%</td>
<td>33%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Handles frustration well</td>
<td>6%</td>
<td>12%</td>
<td>31%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>SOCIAL EXPRESSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses needs/wants verbally</td>
<td>12%</td>
<td>28%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Expresses empathy</td>
<td>4%</td>
<td>12%</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Tells about a story</td>
<td>7%</td>
<td>23%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Demonstrates eagerness for learning</td>
<td>16%</td>
<td>36%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td><strong>KINDERGARTEN ACADEMICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers quest. about key details in literature</td>
<td>8%</td>
<td>24%</td>
<td>36%</td>
<td>31%</td>
</tr>
<tr>
<td>Understands structure of books</td>
<td>14%</td>
<td>36%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Writes own first name</td>
<td>11%</td>
<td>15%</td>
<td>27%</td>
<td>48%</td>
</tr>
<tr>
<td>Recognizes rhyming words</td>
<td>21%</td>
<td>28%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>Counts 20 objects</td>
<td>8%</td>
<td>18%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>Recognizes letters of the alphabet</td>
<td>7%</td>
<td>33%</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>Recognizes basic colors</td>
<td>12%</td>
<td></td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Recognizes primary shapes</td>
<td>9%</td>
<td>30%</td>
<td>57%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015. N=1,742-1,912. Note: Proportions of less than 5% are not labeled. Percentages may not sum to 100 due to rounding. Scores were omitted for language-dependent items when language barriers were a concern.
**Greatest Strengths and Needs across Years**

While there was some variation over time in the percent of children scoring Proficient on each of the readiness items, children consistently showed strengths in certain areas over others. Specifically, children across all four years were strong in counting and recognizing basic colors, but had room for growth in knowing their letters and recognizing rhymes\(^4\). With the exception of letter recognition, a greater proportion of students were proficient in the current year on each of these items.

**Figure 28: Percentage of Children Scoring Proficient, 2012-2015**

### Challenges

### Strengths


Note: The 2014 and 2015 counting item (counts 20 objects) was recoded here to compare proficiency in 2014 and 2015 to prior years. The administration of this item was adjusted in 2014, likely accounting for the difference in student performance between 2013 and 2015.

\(^4\) As rhyming is a Common Core-aligned skill to be learned by the end of kindergarten, we did not expect all entering kindergartners to be proficient on this item.
HOW MANY STUDENTS WERE READY FOR KINDERGARTEN?

Students were considered “ready” for kindergarten if they scored at or above 3.25 on all Building Blocks, meaning they were Proficient or nearing proficiency on Self-Regulation, Social Expression, and Kindergarten Academics. Using these criteria, 36 percent of the sample were Ready for kindergarten, while another 38 percent were Partially Ready, having scored at or above 3.25 on some but not all of the Building Blocks. The remaining 26 percent were Not Ready, having scored below 3.25 on all three Building Blocks. There is a smaller percentage of students in the Partially Ready group this year (and a slightly higher percentage in the Not Ready category) because Motor Skills was not used as a separate Building Block this year.

Children who attended preschool were significantly more likely to be Ready for kindergarten across all readiness domains, compared to their peers who did not attend preschool. As shown in the following figure, 45 percent of children who attended preschool were Ready, compared to just 26 percent of children who had not. Conversely, children who had no preschool experience were more likely to be Not Ready than children who had attended preschool. Although a slightly higher proportion of children who did not attend preschool were Partially Ready compared to children with preschool experience, this difference was not statistically significant.
WHAT ARE THE KEY PREDICTORS OF SCHOOL READINESS ACROSS THE FIRST 5 NETWORK?

This section presents an analysis of the relationship between readiness and a wide range of child and family backgrounds and experiences. These potential “predictors” of readiness included child demographics (e.g., age, gender, race/ethnicity, English Learner status, special needs); family characteristics (e.g., income, mother’s education, parental stress, parental use of resources); early educational experiences; child health/well-being; school attendance; and receipt of First 5 services (e.g., literacy programs, parent education, preschool).

Each potential predictor was tested for its association with school readiness through an analysis called multiple regression. This approach allows us to look at how a set of variables are uniquely related to readiness levels, holding constant any other possible predictors. For example, it allows us to examine how preschool experience is related to readiness levels above and beyond the contribution from other factors, like family income and maternal education level. In addition, the regression analyses conducted for this report utilized multilevel modeling techniques, which help account for similarities that exist among students within a classroom and for unmeasured variations in classrooms (e.g., different teachers, different classroom environments, and different groups of peers).

How to Interpret the Bar Chart in This Section:
1. In Figure 30, predictors are listed in descending order of their association with overall school readiness.
2. Only statistically significant predictors are shown.
3. The strength of each predictor has been standardized for comparison purposes. This makes it possible to compare factors on a common scale even if they were initially measured on different scales.

It is important to note that a multivariate approach like this cannot conclusively determine why children have different levels of readiness, and cannot be used to infer that certain predictors necessarily caused readiness. It is simply a method of understanding which observed and measured characteristics tend to be associated with readiness. In the absence of a controlled experiment, the possibility remains that other factors not measured in this study account for differences in school readiness.

Predictors of Overall Readiness

The following chart displays the predictors significantly associated with overall kindergarten readiness scores across the First 5 network, in order of predictive strength. Like last year, the single largest predictor of readiness was child well-being. Children who came to school well-rested and well-fed had significantly higher readiness scores than children who did not. Child’s age had nearly as strong a link with readiness, such that children who were older when they entered kindergarten had higher readiness scores.

Preschool or transitional kindergarten attendance was the third largest predictor, such that children who attended a licensed preschool—both First 5-supported and other facilities—or transitional kindergarten had higher readiness scores.

Several other child demographics were related to higher readiness skills, including age, gender, and special needs. Older children had higher readiness scores than their younger peers, holding constant all other predictors. Likewise, girls had higher readiness scores than boys, and children without special needs had higher scores than those with a diagnosed disability.

5 This technique is used for “nested” data (e.g., students nested within classrooms).
Finally, three parent-related factors were significantly associated with readiness. Specifically, mothers with higher educational attainment (more than a high school degree) had children with higher readiness skills. Controlling for other factors, including maternal education, parents who engaged in a greater number of school readiness activities (e.g., working on school skills with the child, meeting the child’s teacher, attending a parent orientation or meeting, reading books about kindergarten) also had children with significantly higher readiness scores. Children whose families read with them at least five times a week had higher readiness scores than those who read less frequently. Additionally, we found that parents who reported having lower levels of parenting strain related to their child’s behavior had children with stronger readiness skills.

**Figure 31: Strongest Predictors of Overall School Readiness (in Order of Strength)**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Predictive Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child did not come to school hungry or tired</td>
<td>0.20</td>
</tr>
<tr>
<td>Child’s age (Older)</td>
<td>0.20</td>
</tr>
<tr>
<td>Attended Preschool or TK in Prior Year</td>
<td>0.15</td>
</tr>
<tr>
<td>Parent engaged more in readiness activities</td>
<td>0.10</td>
</tr>
<tr>
<td>Does not have special needs</td>
<td>0.10</td>
</tr>
<tr>
<td>Child is a girl</td>
<td>0.08</td>
</tr>
<tr>
<td>Child has less than 2 hours of screen time/day M-F</td>
<td>0.08</td>
</tr>
<tr>
<td>Parent reads with child at home at least 5 times/week</td>
<td>0.08</td>
</tr>
<tr>
<td>Less parenting stress about child’s behavior</td>
<td>0.06</td>
</tr>
<tr>
<td>Mother education (Higher)</td>
<td>0.06</td>
</tr>
</tbody>
</table>

Source: Kindergarten Observation Form 2015, Parent Information Form 2015, First 5 service records. N=1001. R²=0.20.

**What are the Specific Gains in Kindergarten Readiness Associated with First 5 Preschool Attendance?**

The chart on the next page displays the differences in readiness scores children who attended a First 5-supported preschool compared to children who did not attend any preschool, after adjusting for other factors linked to readiness, including child and family demographics. Children who attended preschools supported by First 5 readiness services had significantly higher overall readiness scores than children who did not attend preschool. These children also had significantly higher Self-Regulation, Social Expression, and Kindergarten Academics scores (the analysis was not conducted for motor skills, as this block was comprised of only two items). Although the differences here appear small, they are significant because they apply to large numbers of children.
**Figure 32:** Readiness Scores, by F5-Supported Preschool Experience (Adjusted for Other Child/Family Factors)

Source: Kindergarten Observation Form 2015, First 5 service records.

Note: N=610. *Statistically significant at p<.05; **statistically significant at p<.01; ***statistically significant at p<.001.

The figure below shows the percentage of children ready by preschool attendance and income, adjusting for other factors. As shown in the figure, the boost from attending a First 5-supported preschool is larger for low-income children compared to middle/upper income children. The difference in the percent ready between those who attended a F5-supported preschool and those who did not attend preschool is 28% among low-income children and 14% for middle and upper income children.

**Figure 33:** Percent Ready for School, By F5-Supported Preschool Experience and Income (Adjusted for Other Child/Family Factors)

Source: KOF, PIF, First 5 Records 2015. N=618. **Significant at p<.01; ***Significant at p<.001.

Note: Low income: <$35K. Mid/Upper income: $35K+
**Other First 5 School Readiness Services and Readiness**

**All Students**

In addition to the association between attending a First 5-supported preschool and different aspects of readiness (see figures above), we examined the relationship between other First 5-funded school readiness services and the four readiness scores (Overall Readiness, Kindergarten Academics, Self-Regulation, Social Expression), controlling for key demographic characteristics. Although none of the First 5-funded school readiness services were significantly associated with readiness in the whole sample, several associations approached significance:

- **Children who had hearing screenings** had higher scores in all areas of readiness, including Overall Readiness.

- **Vision Screenings** were associated with better Overall Readiness and Kindergarten Academics.

- **Family Literacy**: Parents who participated in Family Literacy programs had children with higher levels of Overall Readiness and Kindergarten Academics.

**Other Outcomes (All Children)**

The following associations between First 5 school readiness services and other relevant outcomes were found after controlling for demographics and preschool attendance:

- **Reading at least 5 times per week**: None of the F5-funded school readiness services were significantly associated with the likelihood of reading at least five times per week.

- **Kindergarten Preparation Activities**: Participation in summer pre-K was significantly associated with doing more kindergarten preparation activities (e.g. working on school skills at home, meeting with the kindergarten teacher, etc.).

- **Information about Kindergarten**: Parents’ participation in parent education programs and classes, family literacy, and attending a First-5 sponsored kindergarten orientation were all significantly associated with receiving greater amounts of information about kindergarten.

- **Screen time**: None of the F5-funded services were significantly associated with consuming less than two hours of screen time per weekday.

**Low-Income Children**

There was a greater association between First 5-funded school readiness services and readiness when looking specifically at low-income children. As with the full sample, among low-income children, many of the First 5-funded readiness services were not significantly associated with readiness. However, the following relationships were identified (after adjusting for other important factors):

- **Hearing and vision screenings** were significantly associated all four measures of readiness.

- **Family Literacy** was significantly associated with Overall Readiness and approached significance for Kindergarten Academics and Self-Regulation.

- The relationship between **Parent Education** and Kindergarten Academics approached significance.
The association with *Overall Readiness* and *Self-Regulation* approached significance for playgroups.

Among low-income children, receiving at least one school readiness service other than preschool was associated with increased likelihood of being *Ready* for kindergarten. That is, children who received at least one of these other services (such as a screenings, family literacy, or playgroups) had 45% greater odds of scoring at least 3.25 on all three *Building Blocks* of readiness, after controlling for other demographic factors and preschool attendance. While 36% of low-income children who did not receive other school readiness services were *Ready*, 46% of those who did receive at least one of these other services were *Ready*.

Additionally, the number of non-preschool school readiness services was significantly associated with *Overall Readiness*, such that children who had received more of these services had higher readiness, controlling for other factors.

**Other Outcomes (Low-Income Children)**

The findings regarding the relationship between other First 5-supported services and other key outcomes were similar for low-income children and the overall sample.

- **Reading at least 5 times per week:** None of the F5-funded services were significantly associated with the likelihood of reading at least five times per week for low-income children.

- **Kindergarten Preparation Activities:** Among low-income children, participation in family literacy was associated with doing more kindergarten preparation activities (e.g. working on school skills at home, meeting with the kindergarten teacher, etc.), after controlling for demographics and preschool attendance.

- **Information about Kindergarten:** Parents’ participation in parent education programs and classes, family literacy, and attending a First-5 sponsored kindergarten orientation were all significantly associated with receiving greater amounts of information about kindergarten among low-income children.

- **Screen time:** Among low-income children, none of the F5-funded services were significantly associated with consuming less than two hours of screen time per weekday.

**SUMMARY**

Most children were fully ready or on their way to being ready for kindergarten. However, certain students, including those who are younger, have special needs, are male, and come from lower socio-economic backgrounds, need additional supports in the pre-K years to help them be as prepared for school as their peers. The readiness studies conducted in Sacramento over the last few years indicate students’ readiness levels are stronger when they attend licensed preschool and receive health and developmental screenings, and may also benefit when their parents receive parenting support and engage in school readiness activities with them. First 5 school readiness services are especially beneficial for low-income children. Over the years, First 5 has played a key role in providing the services and supports that contribute to school readiness.
Summary and Conclusion

In 2015, the fourth annual school readiness study in the First 5 Sacramento network was conducted. As in previous years, most families in the study were low-income (73% earned under $35,000) and came from diverse racial/ethnic backgrounds (36% of children were Hispanic/Latino, 16% were African American, and 17% were mixed race/ethnicity). Nevertheless children in the study had several types of experiences and backgrounds that helped prepare them for school. For example, 62 percent of children had attended preschool and 10 percent had attended TK in the prior year. Moreover, nearly all children were connected to regular health care and came to school healthy, and most had received health and developmental screenings.

The majority of parents also engaged in at least one school readiness activity and few reported significant parenting stressors or problems. However, maternal education level was related to family activity engagement such that enrichment activities, like reading and working on school skills, were more prevalent among families in which the mother had more than a high school education. First 5 participation also related to families’ preparation for kindergarten. Children who participated in First 5 school readiness services had parents who received more information about the kindergarten transition and who engaged in more readiness activities with their children.

Over the four years of readiness studies in First 5 Sacramento’s network, the average readiness levels remained just above In Progress on the four-point scale of readiness (1=Not Yet, 2=Beginning, 3=In Progress, 4=Proficient). Across all four years, students have had the greatest needs in Kindergarten Academics, particularly recognizing rhymes and knowing their letters.

Readiness levels varied, however, depending on a range of child and family characteristics and experiences. In all four years, children were better prepared for kindergarten when they were older, female, did not have special needs, and came to school well-rested and well-fed. In addition, children with higher readiness levels tended to come from families of higher socio-economic status. Finally, we consistently found that children who had attended licensed preschool (including First 5 preschool) had significantly higher overall readiness levels than those without preschool experience. In the current study year, we also found parents who engaged in readiness activities and felt they less parenting strain had children with higher readiness levels.

The findings from the 2015 study largely confirm the results from prior studies in Sacramento. Children in Sacramento are better prepared for school when their early experiences involve high-quality preschool and adequate supports for children’s well-being, including screenings provided by First 5 Sacramento. Given the important role family background and home environment play in school readiness, children benefit from supports provided to their parents as well, such as family literacy programs and services that ease the family’s transition to school. First 5 school readiness services that promote readiness for children and their families are particularly beneficial for low-income children. These points of intervention highlight the role First 5 and their partners play in contributing to the school readiness of children in Sacramento County.
References


Appendix 1: Kindergarten Observation Form (KOF)
### Kindergarten Observation Form 2015

1. Child's start date of instruction: Month  [ ]  Day  [ ]  Year 15

2. Child's initials:  
   **First** [ ]  **Middle** [ ]  **Last** [ ]
   (e.g., Maria Ines Chavez López: First: M, Middle: I, Last: C, L)

3. Child's sex:  
   - Male  [ ]  
   - Female  [ ]

4. Child's date of birth:  
   Month  [ ]  Day  [ ]  Year  [ ]

5. First name of child's mother (if applicable): ___________________________________________

6. Is this child currently a Transitional Kindergarten (TK) student?  
   - Yes  [ ]  
   - No  [ ]

7. Is this child repeating kindergarten (not TK) this year?  
   - Yes  [ ]  
   - No  [ ]

8. In the 12 months prior to the school year, did the child participate in any of the following?  
   a. Transitional kindergarten  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]
   b. Short-term summer pre-K program  
      (e.g., Summer Bridge, Kinder Camp)  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]
   c. Preschool or licensed child care  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]

9. If yes, what type of program was it?  
   a. Head Start?  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]
   b. Other licensed child care center?  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]
   c. Licensed family child care home?  
      - Yes  [ ]
      - No  [ ]
      - Information not available  [ ]

10. Since the start of school, how frequently did the following occur?  
    a. Child indicated he/she was hungry  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]
    b. Child appeared tired in class  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]
    c. Child was sick  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]
    d. Child complained of a tooth ache or mouth pain  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]
    e. Child was absent  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]
    f. Child was tardy  
       - Rarely or almost never  [ ]
       - On some days  [ ]
       - On most days  [ ]
       - Just about every day  [ ]

11a. Did this child enter kindergarten with a designated Special Needs Status or an IEP?  
    - Yes  [ ]
    - No  [ ]
    - Information not available  [ ]

11b. If no or information is not available, do you believe he/she has a special need?  
    - Yes  [ ]
    - No  [ ]

12. What is this child's primary race/ethnicity? (Please mark all that apply.)  
   - Asian  [ ]
   - Black/African American  [ ]
   - Filipino  [ ]
   - Hispanic/Latino  [ ]
   - Pacific Islander  [ ]
   - Other  [ ]
   - Don't know  [ ]

13. What is the child's preferred language? (Please mark all that apply.)  
   - Arabic/Middle Eastern  [ ]
   - Chinese/Mandarin/Cantonese  [ ]
   - Farsi or Dari  [ ]
   - Filipino or Tagalog  [ ]
   - English  [ ]
   - Spanish  [ ]
   - Vietnamese  [ ]
   - Other  [ ]

14. Is this child an English Learner?  
   - Yes  [ ]
   - No  [ ]
   - Information not available  [ ]

15. How would you rate this child's skills in understanding English? (receptive language skills)  
   - Beginning  [ ]
   - Early Intermediate  [ ]
   - Intermediate  [ ]
   - Early Advanced  [ ]
   - Advanced  [ ]

16. How would you rate this child's skills in speaking English? (expressive language skills)  
   - Beginning  [ ]
   - Early Intermediate  [ ]
   - Intermediate  [ ]
   - Early Advanced  [ ]
   - Advanced  [ ]

17. Do you have any difficulty communicating with the child due to language differences?  
   - Yes  [ ]
   - No  [ ]

18. Will this child be assessed in his/her preferred language by you or a bilingual aide?  
   - Yes  [ ]
   - No  [ ]

If the child is an English Learner or you are not sure, please answer Q15 - 18 below. Otherwise, please turn the sheet over to continue.
### Kindergarten Observation Form

Please refer to the Scoring Guide for instructions on how to rate each of these readiness skills.

For each skill, assign one of four levels of competency:

- **Not Yet**: Does not demonstrate skill yet. Cannot perform without adult assistance.
- **Beginning**: Just beginning to demonstrate skill. Needs significant or frequent adult assistance.
- **In Progress**: Demonstrates skill occasionally and somewhat competently. Needs minor/occasional adult assistance.
- **Proficient**: Demonstrates consistently and competently. Performs independently.

**= Language-dependent item, which involves oral communication in the classroom. If you feel you cannot provide an accurate assessment of these or any other items, please indicate “Don’t know/Not observed.”

#### TEACHERS PLEASE COMPLETE:

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Not Yet</th>
<th>Beginning</th>
<th>In Progress</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Uses a pencil with proper grip.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>22. Has general coordination.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>23. Stays focused during individual and small group activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>24. Follows class rules and routines.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>25. Follows two-step directions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. Works and plays cooperatively with peers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>27. Participates successfully in large group activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>28. Handles frustration well.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>29. Appropriately expresses needs and wants verbally in primary language.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>30. Expresses empathy or caring for others.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>31. Tells a story or experience.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. Demonstrates curiosity and eagerness for learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>33. Answers questions about key details in literature.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>34. Understands structure and basic features of books.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. Writes own first name.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>36. Recognizes rhyming words.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>37. Counts up to 20 objects.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>38. Recognizes all letters of the alphabet.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>39. Recognizes basic colors.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>40. Recognizes primary shapes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

#### Scoring Guide

- **0-1 correct**: 0
- **2 correct**: 2
- **3 correct**: 3
- **4 correct**: 4

- **0-1 correct**: 0
- **1 set**: 1
- **2 sets**: 2
- **3 sets**: 3

- **0-1 correct**: 0
- **1 set**: 1
- **2 sets**: 2
- **3 sets**: 3

- **0-1 correct**: 0
- **1-4 colors**: 1
- **5-7 colors**: 2
- **8 colors**: 3

- **0-1 correct**: 0
- **1 shape**: 1
- **2-3 shapes**: 2
- **4 shapes**: 3

### (Office use only)
Appendix 2: Parent Information Form (PIF)
Parent Information Form 2015

This survey asks you questions about your son or daughter who just started kindergarten.

To thank you for your time, your child’s teacher will give your child a new book to keep.

When finished, please place this form in the envelope provided and seal it. Return the sealed envelope to your child’s teacher.

1. What are your child’s initials? First ______ Middle ______ Last _____
   Example: Monica Patricia Morales Lopez: First: M, Middle: P, Last: ML

2. What is your child’s birth date? Month _____ Day _____ Year _____

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

Now we have a few questions about your child’s preparation for kindergarten.

4. Please mark which of the following childcare/preschool experiences your child has had in the last 12 months. Please write in the name of the program or school. (Please shade all that apply.)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Transitional Kindergarten</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4b. Head Start preschool</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4c. Other licensed preschool or child care center</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4d. Licensed family child care home</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4e. Short-term summer pre-k program</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4f. Other</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>4g. None of these</td>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

5. Did you receive the following kinds of information prior to your child entering kindergarten?
   5a. General information about the skills all children need for kindergarten  ☐ Yes ☐ No
   5b. Specific information about how you could help your child develop the skills to be ready for kindergarten  ☐ Yes ☐ No
   5c. Specific information about how ready your child was for kindergarten  ☐ Yes ☐ No
   5d. Information about how and when to register your child for school  ☐ Yes ☐ No

6. Which of these things did you do before the first day of school? (Please shade all that apply.)
   ☐ Attended a parent meeting or orientation
   ☐ Visited the school with your child
   ☐ Met your child’s kindergarten teacher
   ☐ Worked with your child on school skills
   ☐ Read books or watched videos about kindergarten with your child
   ☐ Read books or articles about your child’s transition to school
   ☐ Asked child’s child care provider/preschool questions about kindergarten
   ☐ Asked child’s child care provider/preschool whether child was ready for kindergarten
   ☐ Provided opportunities for your child to play with other children in small groups
   ☐ Other: ________________________________
   ☐ None of these

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© Applied Survey Research 2014
Now we have questions about your family's activities and routines.

7. In a typical week, how often do you or any other family member do the following things with your child? (Please write the number of days per week in each space below.)

   7a. Read for more than five minutes  About _______ days per week
   7b. Tell stories or sing songs      About _______ days per week
   7c. Household chores or pet care  About _______ days per week
   7d. Play games or do puzzles      About _______ days per week
   7e. Do arts or crafts             About _______ days per week
   7f. Play a sport or exercise      About _______ days per week

8. What time does your child usually go to bed on a week night? (Please shade only one response.)
   ○ Before 8pm  ○ 8pm  ○ 8:30pm  ○ 9pm  ○ 9:30pm  ○ 10pm  ○ 10:30pm  ○ 11pm  ○ After 11pm

9. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer? (Please write a number in each space.)

   Weekdays: About _______ hours and _______ minutes per day  Weekends: About _______ hours and _______ minutes per day

10. Do you have access to the internet for your personal (not work-related) use?  ○ Yes  ○ No

11. What kinds of parenting programs, services, or supports have you received? (Please shade all that apply.)

   ○ Regular medical check-ups while pregnant  ○ Parent education/support classes
   ○ WIC (Women, Infants, and Children)          ○ Help from extended family
   ○ Services from community clinic               ○ Help from neighbors and/or friends
   ○ Home visits from a nurse, community worker, or other provider  ○ Playgroups
   ○ Information from your child’s child care provider  ○ Parenting websites
   ○ Information or programs at your place of worship  ○ Local radio shows about parenting
   ○ General information about child development and parenting  ○ Other parenting resources: ____________
   ○ Birth & Beyond Family Resource Center (e.g., Meadowview or La Familia)  ○ None of these

12. In the past year, what types of local community resources have you used with your child? (Please shade all that apply.)

   ○ Arts/music programs  ○ Libraries  ○ Zoos  ○ Other: ____________
   ○ Museums  ○ Parks  ○ Recreational activities, camps, or sports  ○ None of these

13. Please tell us the extent to which the following statements are true for you. (Please shade only one response for each statement.)

   13a. There is someone I can count on to watch my child when I need to run an errand.  ○ Definitely true for me  ○ Somewhat true for me  ○ Not very true for me  ○ Not at all true for me
   13b. There is someone I can count on to watch my child when I need a break.  ○  ○  ○
   13c. I can easily find someone to talk to when I need advice about how to raise my child.  ○  ○  ○
14. Thinking about the past month, how much of the time you have felt...
(Please shade only one response for each statement.)

14a. That your child was much harder to care for than most children

14b. That your child does things that really bother you a lot

15. How concerned have you been about the following things? (Please shade only one response for each issue.)

15a. Money and paying the bills
15b. Health or health care issues
15c. Work-related problems
15d. Problems with your spouse or partner
15e. Access to food or ability to feed your child/family
15f. Managing my child’s behavior

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

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

17. If your child has a special need, please mark all physical or developmental special needs that your child has below:
(If your child does not have a special need, please skip to question 20)

18. How did you learn that your child has special need(s)? (Please shade only one response option.)

19. Has your child received professional help for this special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?

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

21. Does your child have a regular dentist?

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

22a. How many cavities has your child ever had?

22b. Has your child ever complained of mouth ache or toothache?

22c. In the past year, how many days of school or childcare has your child missed due to dental issues?

23. What type of health insurance does your child have? (Please shade all that apply.)

24. In the past year, has your child received any of the following screenings? (Please shade all that apply.)
Finally, we would like to know basic demographic information about your family and the child who is in kindergarten.

25. What is your child’s ethnicity? (Please shade all that apply.)
- Hispanic/Latino
- Asian
- Filipino
- White
- Other: __________________

26. What is the language you use MOST often with your child at home? (Please shade only one response.)
- English
- Spanish
- Vietnamese
- Russian
- Chinese
- Other: __________________

27. What is your relationship to this child? (Please shade only one response.)
- Mother
- Father
- Grandparent
- Foster Parent
- Other: ____________

28. Do you consider yourself to be a single parent?  ○ Yes  ○ No

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

30. How many different places have you lived since your kindergarten child was born (including where you are currently living)? (Please shade only one response.)
- 1
- 2
- 3
- 4
- 5 or more

31. Have you and your kindergarten child been homeless together at any point since he or she was born?  ○ Yes  ○ No

32. What is the child’s mother’s date of birth?  Month ____ Day ____ Year ____  ○ Don’t know/Not applicable

33. What is the highest education level the child’s mother has completed?
- Less than 6th grade
- Middle school (6th, 7th, or 8th)
- Some high school
- High school (diploma)
- Some college
- Associate’s degree (AA or AS)
- Bachelor’s degree (BA or BS)
- Advanced degree
- Don’t know/Not applicable

34. What is your approximate family income per year?
- $0 - $14,999
- $15,000 - $34,999
- $35,000 - $49,999
- $50,000 - $74,999
- $75,000 - $99,999
- $100,000 or more

Thank you! Please place survey in envelope provided and seal the envelope. Do not fold!
Then, give the sealed envelope to your child’s teacher.