2016-2019 Sonoma County School Readiness Report

The READY project would like to thank the following organizations for their partnership in the planning and implementation of the Fall 2019 instrument of school readiness in Sonoma County.

Cloverdale Unified School District

Community Child Care Council of Sonoma County

Community Action Partnership

Cradle to Career Sonoma County

First 5 Sonoma County

Guerneville School District

Forestville Union School District

Healdsburg Unified School District

Santa Rosa City School District

Sonoma County Library

Sonoma County Office of Education

Sonoma County Quality Counts Consortium

Rincon Valley Union School District

Two Rock Union School District

Windsor Unified School District

TABLE OF CONTENTS

Road to the Early Achievement and Development of Youth (READY)

Built on the premise that prevention focused policies and interventions have long-term impacts, the READY project is a unique cross-sector partnership focused on increasing access to quality early learning experiences and facilitating the transition of young learners from early childhood to kindergarten. READY is funded by First 5 Sonoma County. READY is implemented by Sonoma County Human Services Departments, 8 local school districts and numerous early learning partners. **Since 2013, the READY project has conducted ongoing background research to support the pilot and scaling of a common kindergarten readiness instrument in Sonoma County.** The school readiness instrument, the Kindergarten Student Entrance Profile (KSEP), is paired with a parent survey to gather information on early learning experiences and family activities of children entering kindergarten.

What is School Readiness?

While there is debate among experts on the definition of school readiness, it can be broadly defined as **a set of social-emotional, self-regulation and academic skills a student requires to make a successful transition to kindergarten** (Snow, 2010). School readiness also includes the capacity of families, schools, early learning environments and the community to support children to be successful in school (NAEYC, 2017). Experts believe that a comprehensive definition of **school readiness includes a child's characteristics, as well as the influence of past and present environmental and cultural contexts** (Carlton & Winsler, 1999).

Research has found that a host of factors are both negatively and positively associated with how "ready" a child is to begin school. Socio-demographic risk factors in the first five years of life, such as poverty, single parenthood, parental depression and housing instability have been associated with poor school readiness outcomes (Pratt et al., 2016; Ziol-Guest, et al., 2014). These factors contribute to **a large achievement gap that appears early between low-income minority students and their peers from moderate to high income families**. Conversely, a large body of research has found that quality preschool programs (Schweinhart et al., 2004) and early literacy activities support school readiness, especially among low-income children for whom English is not their first language.

What is School Readiness? Continued

This research points to the importance of early interventions, access to quality early learning experiences and the promotion of early literacy activities to support children from less-advantaged backgrounds to enter kindergarten with the necessary social-emotional, self-regulation and academic skills to succeed in school and in life. A lack of the aforementioned factors creates what is known as the **"opportunity gap", the disparity in access to the resources needed for all children to be successful.** Closing the opportunity gap is the only way we will make progress toward closing academic achievement gaps that separate our most economically disadvantaged minority students and their more affluent peers (Jackson, 2017).

Given the importance of early learning and the young age at which the achievement gap begins, there is increasing interest in implementing evidenced-based school readiness instruments to identify and address achievement gaps as early as possible, and to enhance the ability of schools and communities to provide the support necessary for children to succeed in school. **School readiness instruments can be important tools for school districts, early learning partners and education stakeholders when used in the manner in which they were designed** (Regenstein et. al, 2017).

How Do We Measure School Readiness?

The KSEP is a 12-item observational screening instrument that gathers information about the social-emotional and academic domains of school readiness. During the first four weeks of the school year, teachers observe and rate a child's proficiency across the items (e.g., engages in cooperative play or recognizes shapes) using the following rating categories: Not Yet (1), Emerging (2), Almost Mastered (3), Mastered (4). The KSEP item ratings are then totaled to calculate an overall KSEP score, which corresponds to one of four KSEP rating categories:

Not Yet Ready/Immediate Follow-Up Recommended (12-24):
These students are at high risk and their developmental needs should be evaluated in more depth.
Emerging Ready/Monthly Monitoring Recommended (25-35):
Teachers should keep track of students from October to December to see if they make a satisfactory adjustment to kindergarten.
Almost Ready/ Quarterly Monitoring Recommended (36-43):
Teachers should use their districts' current Fall, Winter and Spring progress monitoring procedures to keep track of these students.
Ready-to-Go (44-48):
These students experience a smooth transition into kindergarten. Teachers should follow-up as needed with these students and monitor progress using standard district benchmark instruments.
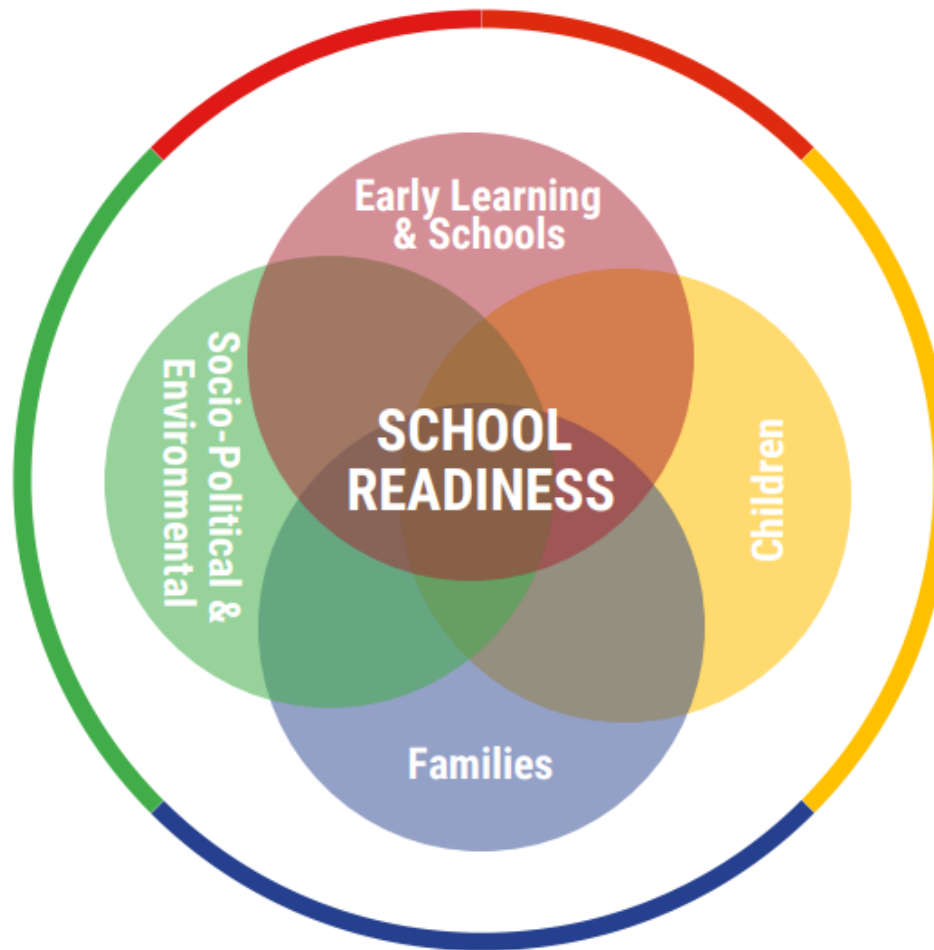
What Impacts School Readiness?

SCHOOL READINESS

- Early Learning & Schools
- Socio-Political & Environmental
- Children
- Families

Disasters (fire, flood, tech- PSPS, Pandemic)
- Immigration policies & decreased sense of safety
- Local housing crisis
- Socio-cultural trauma

- Early learning experiences
- K orientation
- Activities or events
- Open house
- Communication w/ ECE provider about students
- Meetings w/ ECE provider about curriculum
- Parent – teacher meetings

- Social Emotional
- Academic
- Self-regulation

- Early learning
- Development
- Transition to school

Measurement Instrument - Kindergarten Student Entrance Profile (KSEP)

School Ready Knowledge Items

1. Recognizes own written name
2. Expressive verbal abilities
3. Understands numbers represent quantities
4. Writes own name
5. Recognizes colors
6. Recognizes shapes

Social-Emotional Readiness Items

1. Seeks adult help when appropriate
2. Exhibits impulse control/self regulation
3. Engages in cooperative play with peers
4. Maintains attention to tasks
5. Enthusiastic & curious about school
6. Persists with task after experiencing difficulty

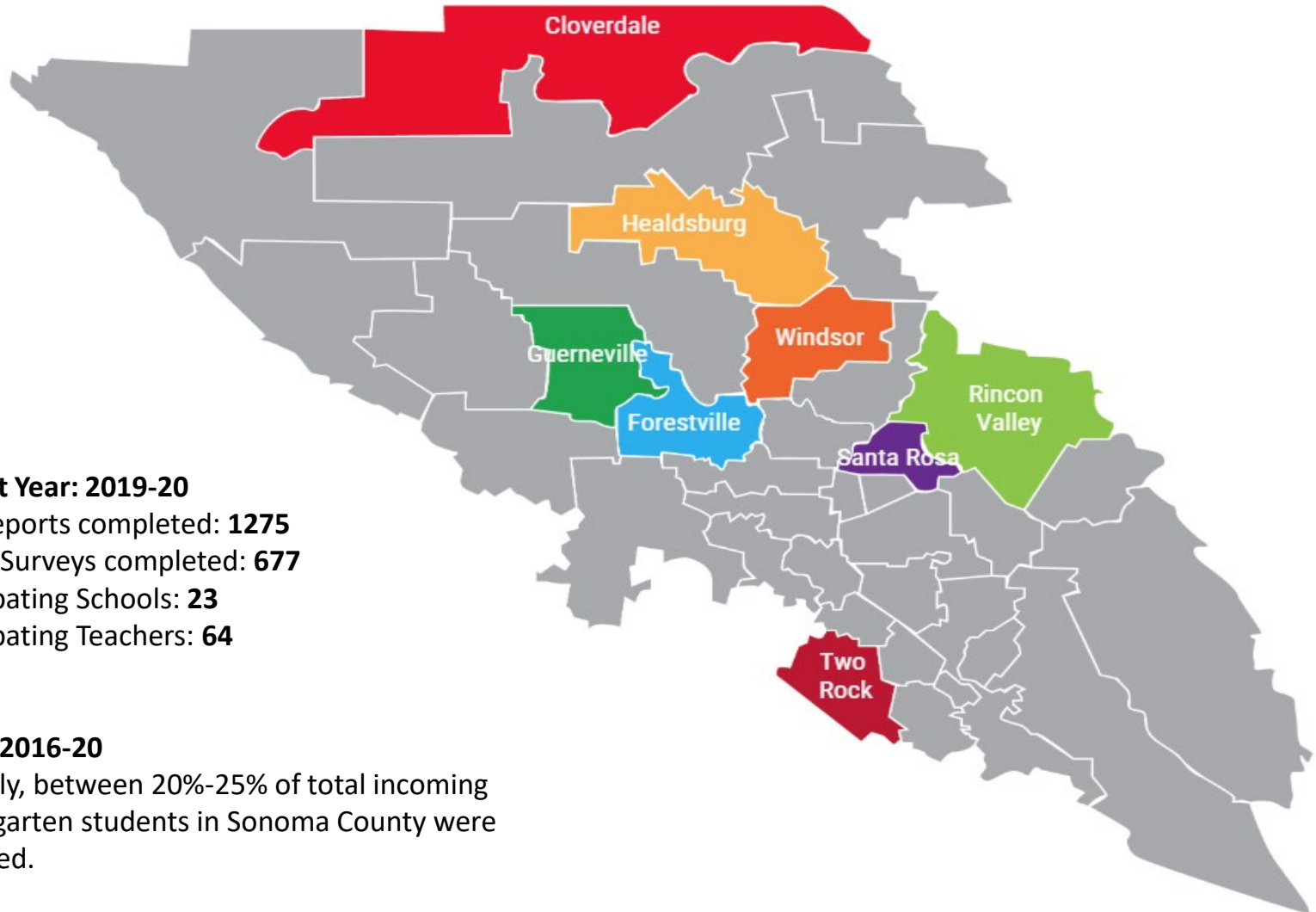| **Not Yet Ready-** Immediate follow-Up recommended 12-24	**Emerging Ready-** Monthly monitoring recommended 25-35	**Almost Ready-** Quarterly monitoring recommended 36-43	**Ready-to-Go** 44-48

How Are School Readiness Instruments Used?

- **Adapt teaching practices** & ensure schools are designed to meet needs of incoming kindergarten students:
  - Lower scoring KSEP items can help focus instruction
  - KSEP areas for growth can be included in LCAP

- **Support ECE sites & kindergarten classrooms** in developing connections & aligning curriculum:
  - Align current ECE practices & kindergarten curriculum

- **Inform improvement of ECE programs** by incorporating READY data into quality improvement practices:
  - READY shares data with ECE sites, stakeholders & funders
  - ECE advocates & leaders use data to strategize investments

- **Support teacher-parent partnerships** by sharing with families child's READY data & strategies to support learning at home:
  - Use KSEP & READY teacher resource guide as conversation tool with families (Appendix C)
  - Use KSEP data in conjunction with screening data to identify students with special needs, students eligible for supportive services, etc.

- **Don't use as a teacher accountability tool**. Because school readiness instruments were designed to evaluate children's skills to help teachers prioritize & individualize instruction, using school readiness instrument results for the different purpose of assessing accountability would be invalid tool use.

- **Don't make negative assumptions** about ECE providers, kindergarten teachers or the curriculum each uses. All educators want children to succeed.

- **Don't use as an ECE site accountability tool**. No current school readiness instrument was designed to hold individual ECE sites accountable.

- **Don't use as a tool for child-level consequences**. School readiness instruments are not valid for the purpose of excluding children from kindergarten. Kids who score low on readiness instruments may be the kids who would benefit most from kindergarten.

- **REMEMBER! No single piece of data provides a complete picture of what is happening for students. The KSEP is only one instrument in understanding school readiness & should be looked at with other data for the full picture.**

8 School Districts Participated from 2016-2019

Cloverdale

Healdsburg

Windsor

Guerneville

Forestville

Rincon Valley

Santa Rosa

Two Rock

Current Year: 2019-20
KSEP reports completed: **1275**
Parent Surveys completed: **677**
Participating Schools: **23**
Participating Teachers: **64**

Trend: 2016-20
Annually, between 20%-25% of total incoming Kindergarten students in Sonoma County were observed.

The basic demographic characteristics of 2019-20 participants are closely matched to the demographics of all Sonoma County kindergarten students.

Gender

2019–20 READY K student cohort	49%	51%
2019–20 County K student cohort	48%	52%

● Female ● Male

Home Language

2019–2020 READY K Student Cohort	34%	66%
2019–2020 County K Student Cohort	33%	67%

● Spanish ● English

Special Education Enrollment (IEP) 2016-2019

2019–20 READY K student cohort	92%	8%
2019–20 County K student cohort	92%	8%

● No IEP ● Yes IEP

2016-17	2017-18	2018-19	2019-20
5%	7%	6%	8%
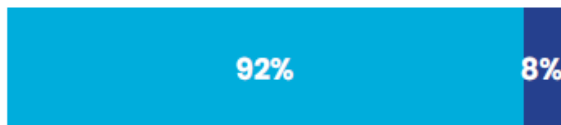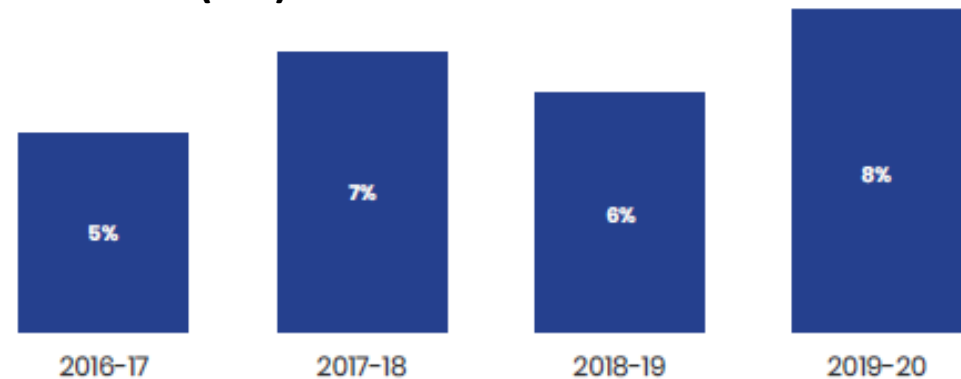
● Sonoma County IEP

About 2 out of 5 students were Ready to Go
when they entered Kindergarten.

7 out of 10 were Ready or *Almost* Ready to Go.

2019-20	8%	23%	33%	36%

Legend:
- Ready to Go
- Almost Ready
- Emerging Ready
- Not Yet Ready
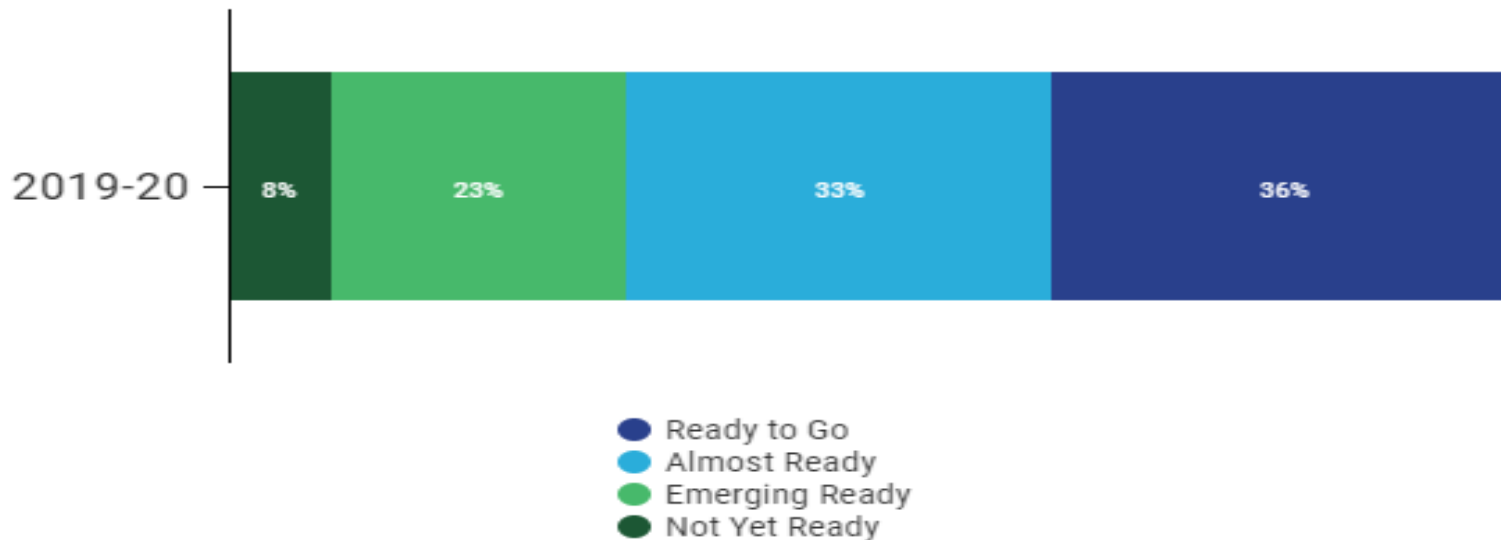
KSEP 2019-20 Data

Between the 2016-17 and 2019-20 School Year, Readiness Levels Decreased 4 Percentage Points
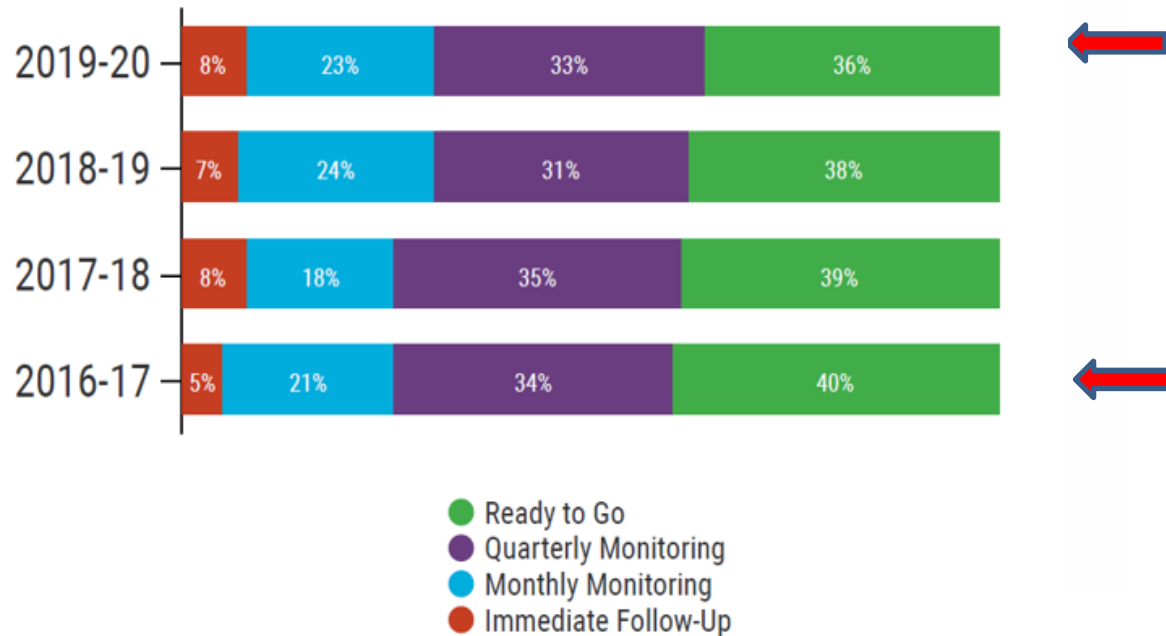
*This 4-year analysis includes **only the original schools and districts that began participating in 2016-17.** In order to compare multiple years, we must make sure that the populations match up per year.

Total # of K students assessed in 2019-20 school year = 1,275

2016-2019 Factors That Impact School Readiness

Early Care and Education (ECE)

In the last four years, **64% of children attended an early learning program** such as preschool, transitional kindergarten and/or licensed home-based childcare before entering kindergarten, for an **average duration of 16 months**. Children who attended an early learning program were **two times more likely to enter school Ready to Go,*** compared to children who did not attend an early learning program.*

Reading

In the last four years, **56% of parents read to their child 5 or more days a week** for an **average duration of 15 minutes**. Children who were read to 5 or more days per week were over **two times more likely to enter school Ready To Go,*** compared to children who were read to two or fewer days a week.*

Learning Activities

Children whose parents engaged them in **5 or more early learning activities in the home** in the past 30 days (such as telling a story, completing crafts together, singing songs, playing games with numbers or letters, etc.) were **1.5 times more likely to enter school Ready to Go*.**

Screen Time

Children whose parents **limited their screen time to 1 hour or less** per day were **2 times** more likely to enter school **Ready to Go.***

Outdoor Activity

Children who spent at least **1 hour outside on a non-school day** were **2 times** more likely to enter school **Ready to Go*.** After weather, the top barriers to children accessing outdoors included "lack of access" and "lack of time".

finding statistically significant at P < .05

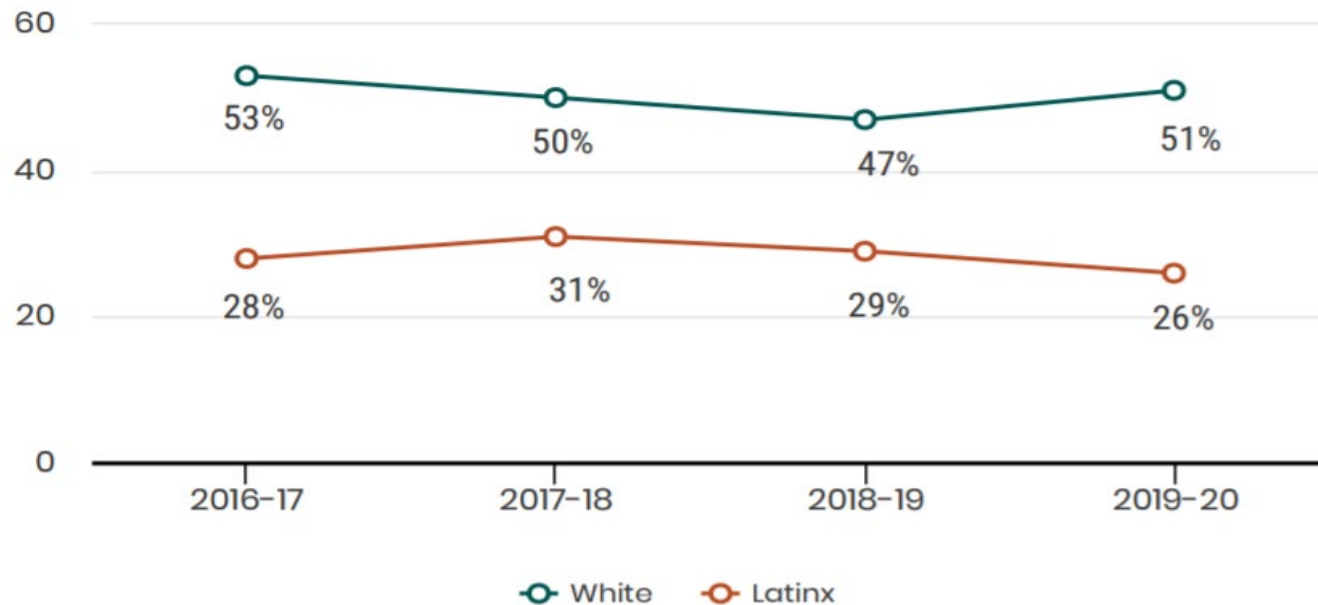# 2019-20 Equity and Readiness Findings

2 out of 4 (51%) White students are **Ready to Go** compared to
1 out of 4 (26%) Latinx students who are
Ready to Go.

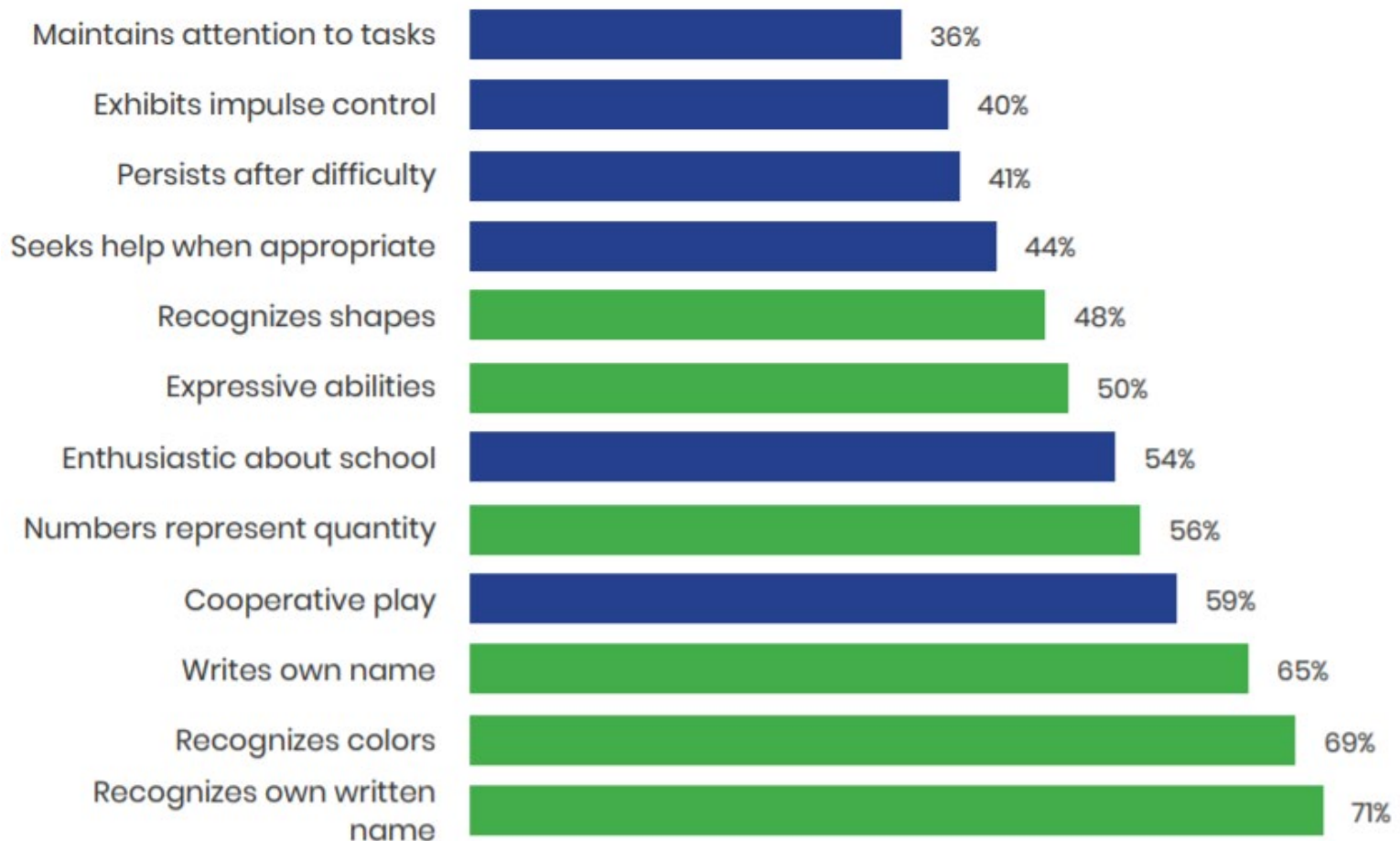N = 3,447, Data taken from Parent Survey & KSEP tools

Comparison of KSEP "Ready to Go" scores by Race/Ethnicity, 2016-19

Of the **White students** that participated in READY in 2019/20, **51% were "Ready to Go" compared to 26% of Latinx students. Above is the annual comparison of these data points. Closing the opportunity gap** is the only way we will make progress toward **closing academic achievement gaps** that **separate** our most economically disadvantaged and **Latinx** students from their affluent **White** peers

N = 3,447, Data taken from Parent Survey & KSEP tools

KSEP Domain Scores, 2016-2019

Domain	Score
Maintains attention to tasks	36%
Exhibits impulse control	40%
Persists after difficulty	41%
Seeks help when appropriate	44%
Recognizes shapes	48%
Expressive abilities	50%
Enthusiastic about school	54%
Numbers represent quantity	56%
Cooperative play	59%
Writes own name	65%
Recognizes colors	69%
Recognizes own written name	71%

Blue = Social Emotional
Green = Academic

N = 5,457, data taken from KSEP tool

KSEP Social Emotional Scores Comparison, White & Latinx

2016-17
- White: 44%
- Latinx: 31%
- Total: 39%

2017-18
- White: 43%
- Latinx: 32%
- Total: 39%

2018-19
- White: 42%
- Latinx: 27%
- Total: 37%

2019-20
- White: 41%
- Latinx: 30%
- Total: 37%

Legend: ● White ● Latinx ● Total
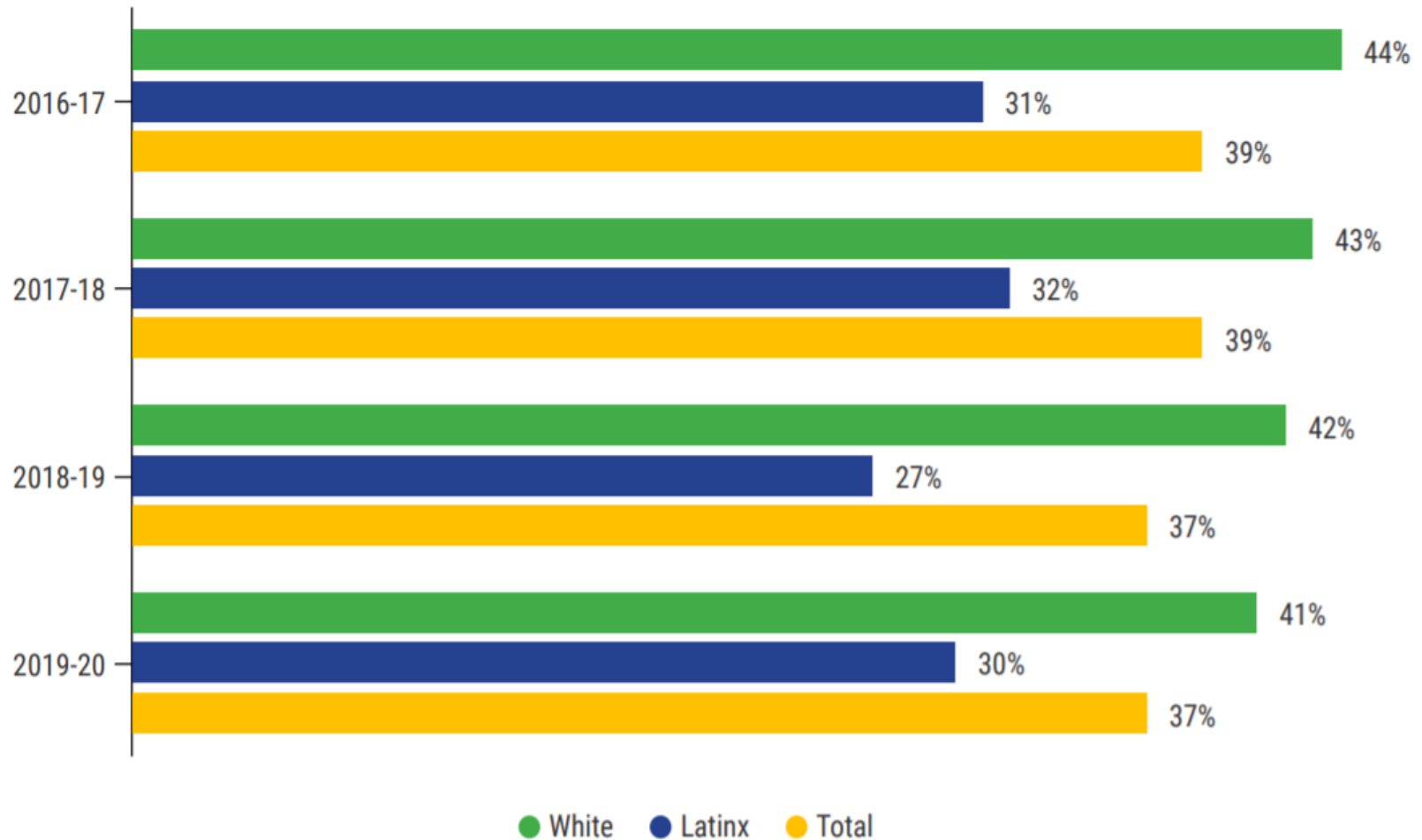
N = 5,457, data taken from KSEP tool

KSEP Academic/Knowledge Scores Comparison, White & Latinx
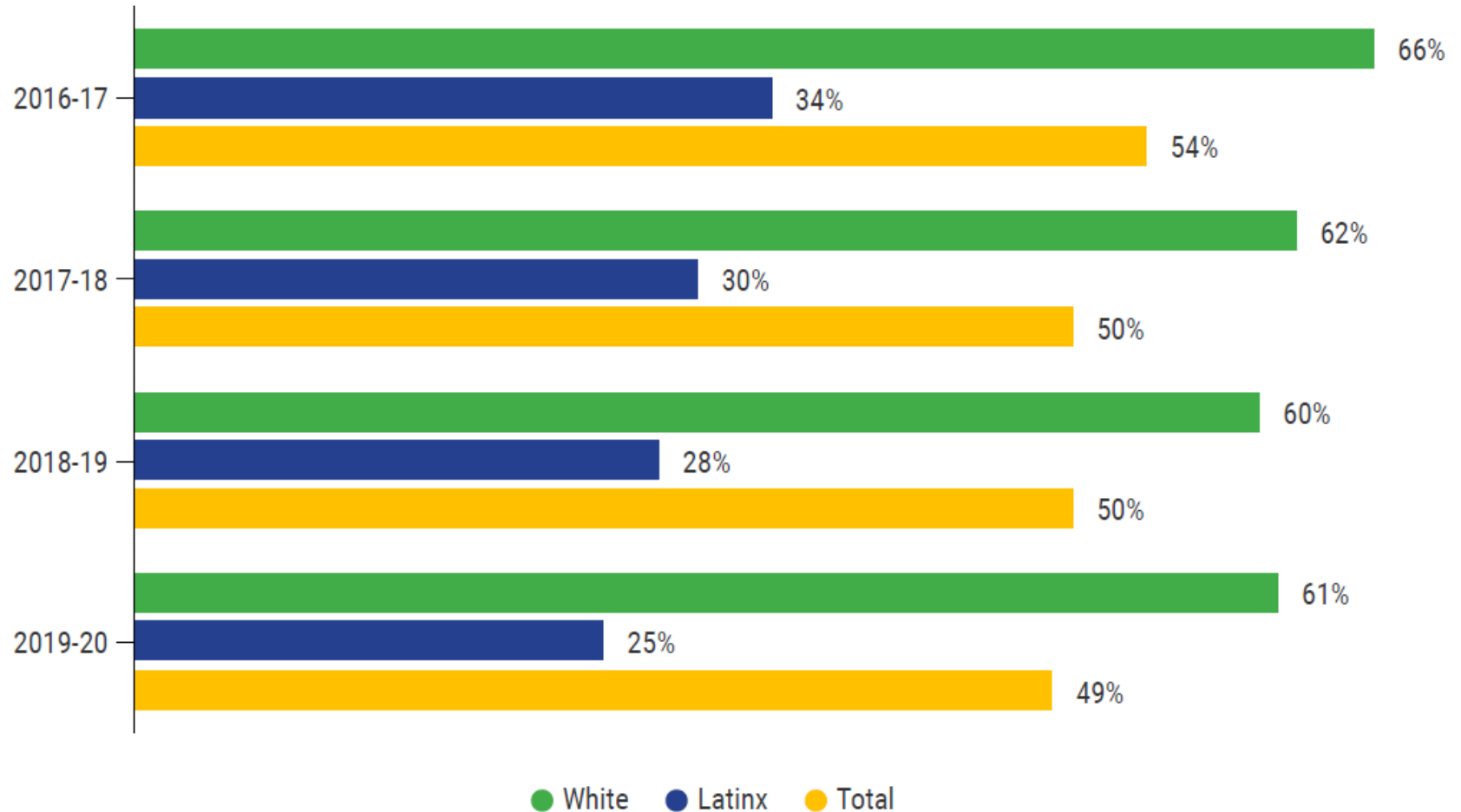
N = 5,457, data taken from KSEP tool

Children whose annual family income is **$100,000 or more are over 2 times more likely to enter Kindergarten Ready to Go** when compared to children whose annual family income is $34,999 or less.

	Not Yet Ready	Emerging Ready	Almost Ready	Ready to Go
Annual Income of $34,999 or less	7%	38%	30%	26%
Annual Income of $100,000 or more	3%	11%	32%	54%
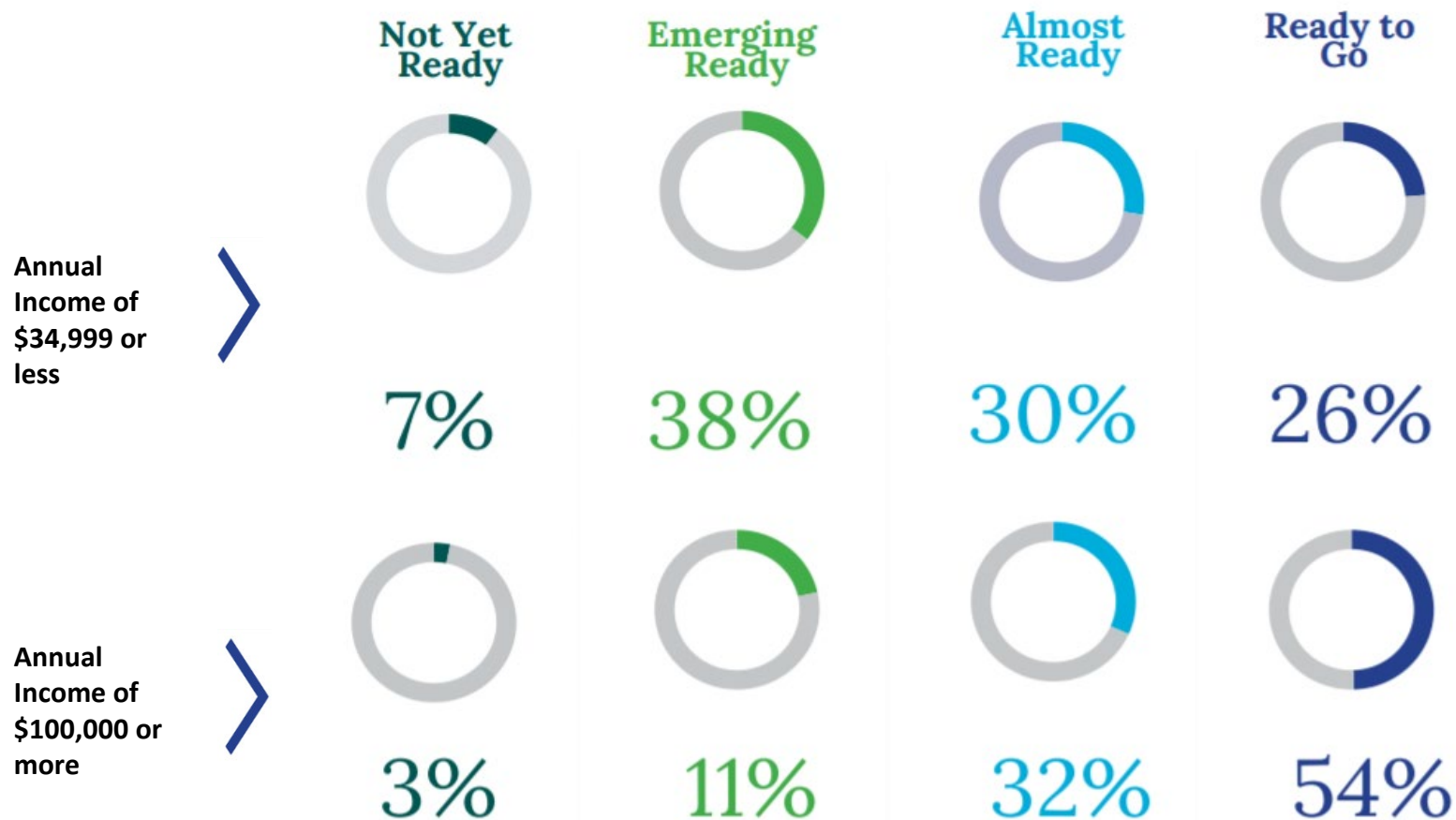
2016-2019 Survey Data

N = 1,995, data taken from KSEP tool & parent survey

Analysis of 2016-2019 participating families' annual income revealed that **48% of White families earn $100,000 or more** while only **11% of Latinx families earn the same**.

Meanwhile, 44% of Latinx families earned $34,999 or less compared to 16% of White families.

Socio-demographic risk factors in the first five years of life, such as poverty and housing instability, have been associated with poor school readiness outcomes. These factors contribute to a large achievement gap that appears early between low-income minority students and their peers from moderate to high-income families.

The Federal Poverty Level (FPL) annual income for a family of 4 is $25,750. However, the FPL does not take into account the local cost of living. Instead, we use the Self Sufficiency Income Standard as this more accurately reflects the actual annual income needed for a family to be self sufficient in Sonoma County. The Sonoma County Self-Sufficiency Income (SSI) Standard for a family of 4 is $83,536 (Retrieved from: https://insightcced.org/2018-family-needs-calculator).

White Families' Average Annual Income

$100,000 or more — $ $ $ $ $48%

$34,9999 or less — $ $ 16%

Latinx Families' Average Annual Income

$100,000 or more — $ 11%

$34,999 or less — $ $ $ $ $ 44%

N = 2,042, data taken from KSEP tool & parent survey

20
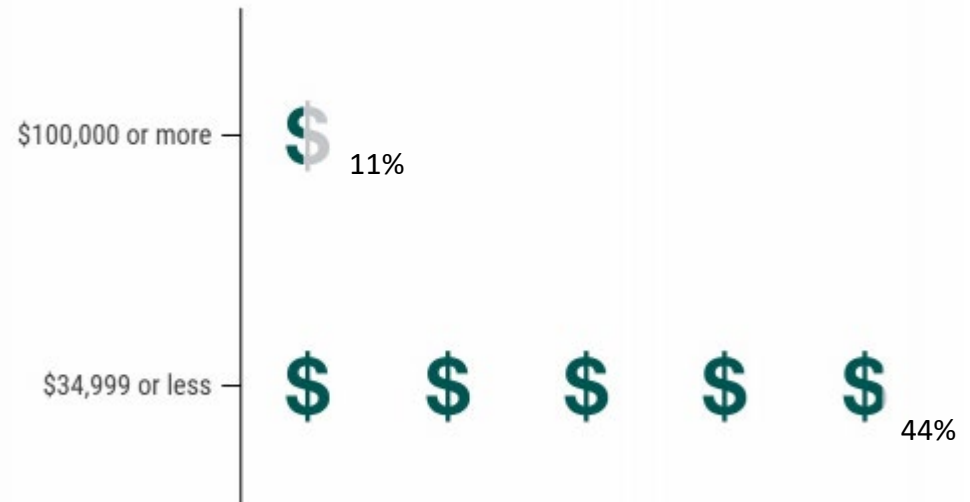
Comparison of 2016-2019 Parenting Programs-
KSEP "Ready to Go" Scores & Low-Income Families

- Students whose families' annual income is $35, 000 or less and participated in **AVANCE**, were almost **3 times more likely to be "Ready to Go" ***

- Students whose families' annual income is $35, 000 or less and participated in **Pasitos**, were over **2 times more likely to be "Ready to Go" ***

- Students whose families' annual income is $14,999 or less and participated in a **Home Visiting Program**, were almost **2 times more likely to be "Ready to Go" ***

Income Level	PARTICIPATED AVANCE n = 72	DID NOT PARTICIPATE AVANCE n = 357	PARTICIPATED Pasitos n = 153	DID NOT PARTICIPATE Pasitos n = 191	PARTICIPATED Home Visiting n = 59	DID NOT PARTICIPATE Home Visiting n = 171
$0 - $14,999	32%	27%	40%	22%	50%	37%
$15,000 - $34,999	46%	16%	40%	17%	25%	42%

*Represents statistical significance at p < .05; Scores represent an aggregation of data from 2016-2019

Comparison of Early Care & Education (ECE) Participation & KSEP "Ready to Go" Scores

Did not attend ECE (n = 1590)

- 27% (2016)
- 26% (2017)
- 23% (2018)

Attended ECE (n = 1867)

- 47% (2016)
- 47% (2017)
- 46% (2018)

● 2016　● 2017　● 2018
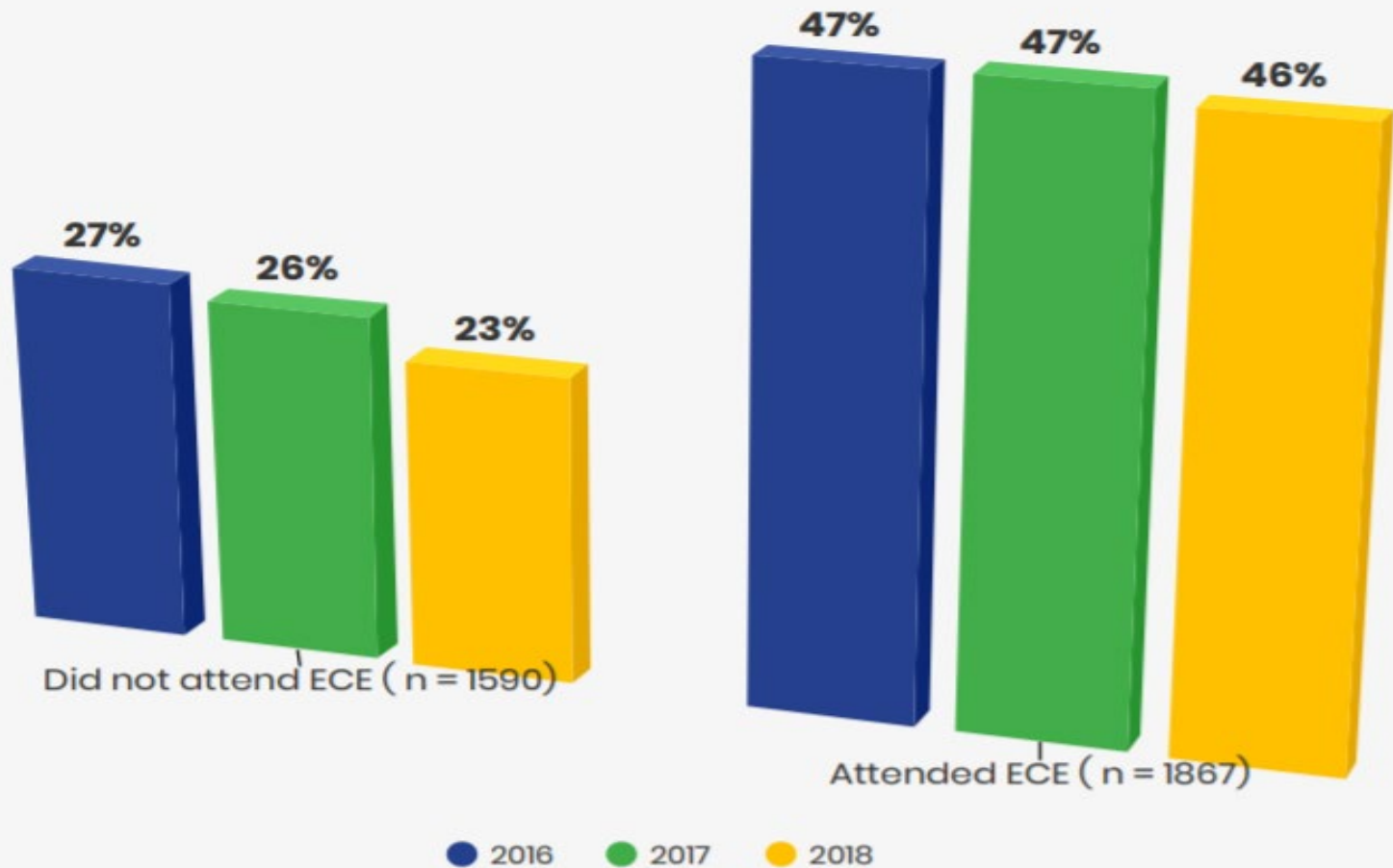
*ECE category only includes Transitional Kindergarten and Preschool
* Insufficient 2019 data to include in analysis

Comparison of Early Care & Education (ECE) Types & KSEP "Ready to Go" Scores
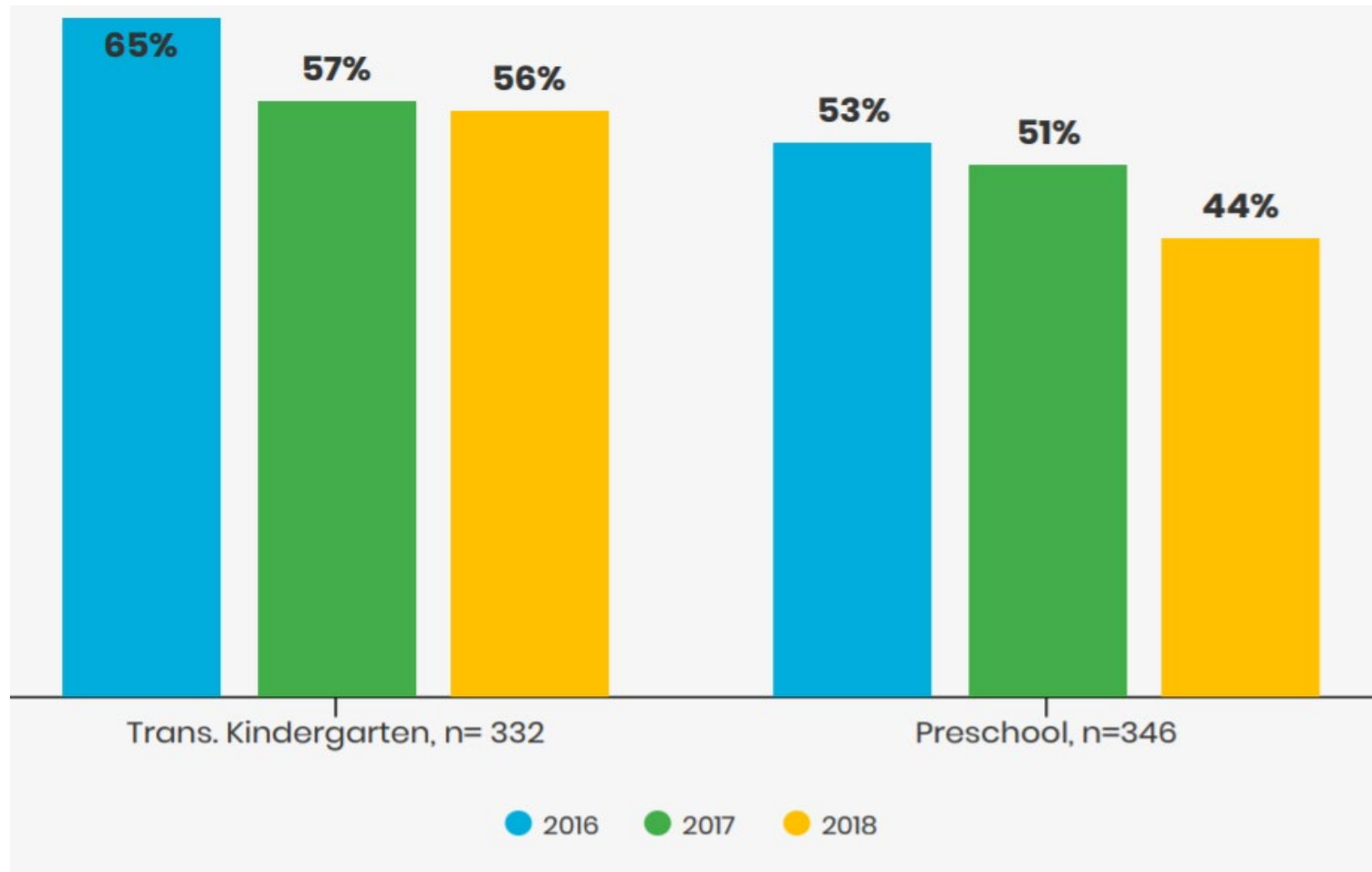
*Adjusted for age-includes students ages 5.5 to 6 only
* Insufficient 2019 data to include in analysis

2016-2019 Comparison of ECE Hours in a Week & KSEP "Ready to Go" Scores
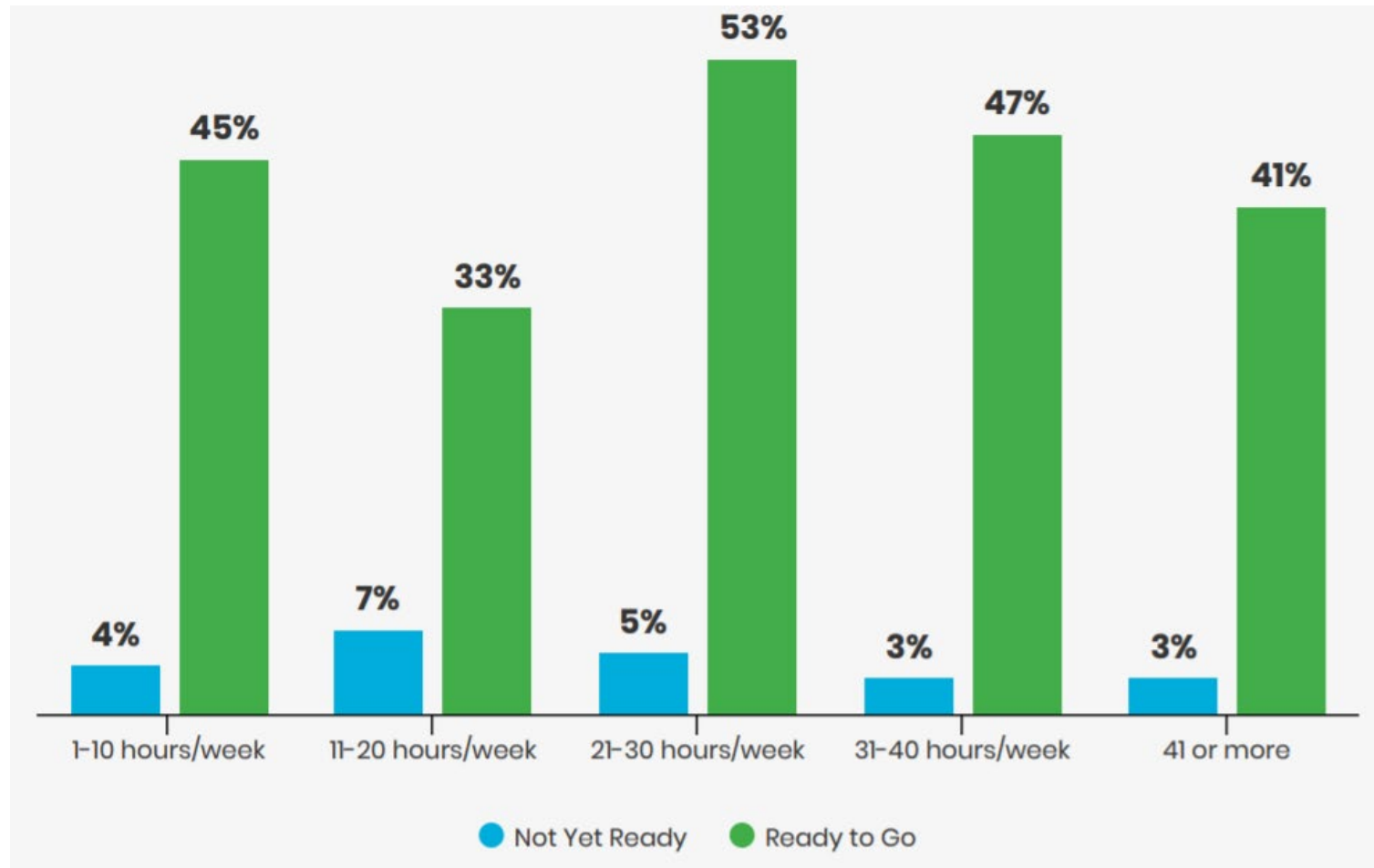
N = 526, data taken from KSEP tool & parent survey

2016-2019 Comparison of ECE Months & KSEP "Ready to Go" Scores

ECE Months	Not Yet Ready	Ready to Go
3-6 months	7%	24%
7-12 months	5%	40%
13-18 months	3%	42%
19 or more months	4%	47%

● Not Yet Ready ● Ready to Go
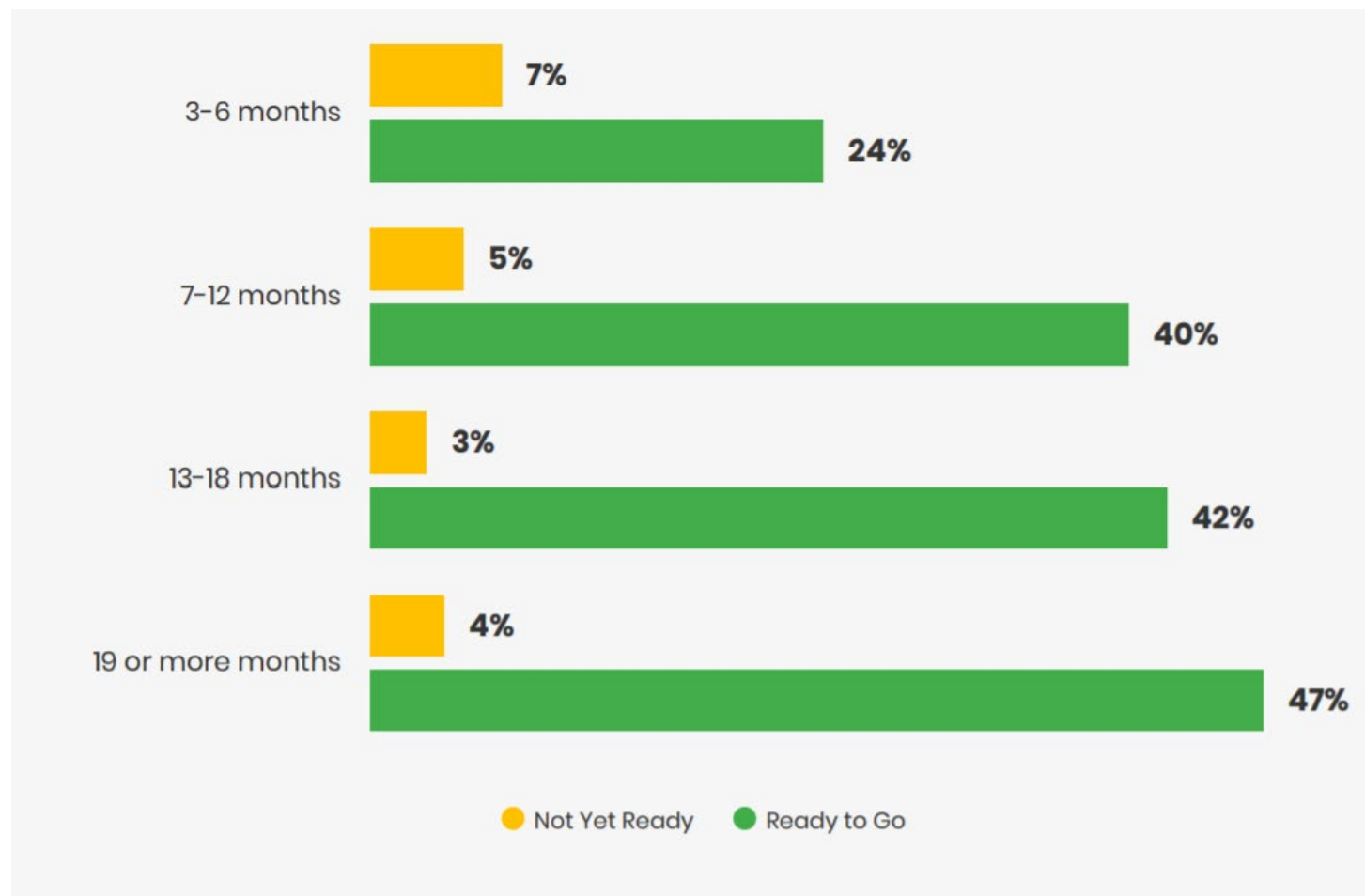
N = 526, data taken from KSEP tool & parent survey

What Else Did READY do this Year?

Delivered 12 presentations to Districts & Partners to **educate community** regarding **importance of ECE & Data Driven Decision** making

Provided resources to teachers regarding integration of READY data into **parent-teacher conferences** and at home activities (see Appendix C)

Connected School District Student Information Systems (SIS) w/ READY data system

Over the years, Upstream Investments has built community capacity for data sharing and applying common metrics. This has been accomplished by designing and administering a cloud-based system with the capacity to connect several different data systems at once. The most recent integration achieved is with school district Student Information Systems (SIS). Upstream Investments, READY initiative has active Data Sharing Agreements with several local school districts that ensure security and confidentiality. Agreements are vetted by the County's legal team as well and our partner school districts. Below are a few goals of this work:

o Support Districts to identify trends impacting students' success and efforts with highest return on investment
o Evaluate effectiveness of community programming & supports
o Understand long-term impact of program investments & other services on students' educational outcomes, i.e. 2nd & 3rd grade reading levels of READY students
o Guide READY, funders & Districts to better support success of all students
o Make data more accessible for teachers and administrators

In addition, to support this work Upstream Investments has partnered with Data System Integration Specialists to provide technical assistance and expertise. In fact, Sonoma County's Upstream Investments is one of only three communities participating in a *national award* from the Ballmer Group to conduct this creative SIS integration initiative:

*"The Ballmer Group, created by former Microsoft CEO Steve Ballmer and his wife Connie, has quietly committed more than a quarter billion dollars to K 12 related organizations and projects over the last two years, according to an Education Week analysis…includes more than $100 million granted to organizations working to improve opportunities for children and families in poverty, as well as a $59 million investment in a for profit software company **seeking to ease the flow of student data between K 12 school districts and nonprofits….**the Ballmer Group's known activity to date primarily reflects a 'wraparound approach" to education…. **It emphasizes the community context in which children grow up,** and it relies heavily on people with extensive experience in the social services field and deep roots in the communities where grants are being awarded. "* (https://www.ballmergroup.org/)

What Else Did READY do this Year?

Facilitated **2019 ECE & Kindergarten Provider Exchange Event** in partnership with Quality Counts:

o Strengthened relationships between ECE and Kindergarten providers in efforts to **articulate and coordinate activities that support school readiness**

o **Provided the space for attendees to learn** about successes and challenges within our community regarding school readiness and **reviewed local data**

o Developed **READY Bridge Committee** to move work forward in 2020

What was the **Outcome?**

o **41 Attendees** (13 Kindergarten teachers & admin & 28 ECE providers & admin)

o **Top Themes and Ideas** were synthesized and **shared** w/ Districts, funders & community partners. Full report available here: http://upstreaminvestments.org/Impact/Learning-Communities/READY/

o Foundation built for future communications

o 93% of attendees reported made or strengthened **connection with new ECE or kindergarten provider**

Now What? Let's Revisit What Impacts School Readiness

Early Learning & Schools: As discussed earlier in this report, school environment, culture and available resources have a significant impact on supporting the transition of young learners into kindergarten. In addition, early learning experiences prior to entering kindergarten also have shown to have a positive impact on a student's school readiness level. **Schools can provide opportunities for families and their students to get oriented** to their new education system through methods such as kindergarten orientation and activities or events welcoming new students, such as an open house.

Another strategy to facilitate school readiness is the **strengthening of communication channels between kindergarten and early care and education (ECE) providers** about their incoming and former students, respectively. For example, schools can create opportunities for kindergarten teachers to meet with ECE providers about curriculum or organize a classroom field trip. As shared earlier, READY hosted an event to support building the Bridge between ECE and kindergarten. This event provided an opportunity for educators from both the ECE and kindergarten field to come together to share best practices as well as articulate and coordinate activities that support school readiness. For more communication strategies and Bridge building ideas that were generated from this event, please check out the Bridge event report here: http://upstreaminvestments.org/Impact/Learning-Communities/READY/.
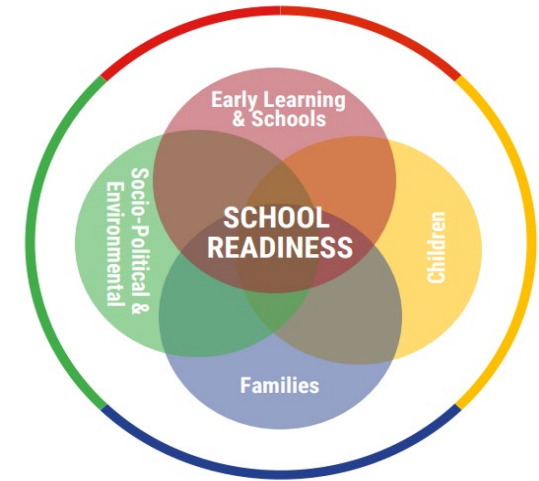
Children's social emotional, academic and self-regulation skills and behaviors significantly impact their ability to enter kindergarten ready to succeed. **Factors like age, gender and language spoken at home have shown to impact school readiness.** Female and older students often score higher with school readiness instruments, while dual language learners and students with special needs often score lower, unfortunately. **The KSEP tool provides data to incorporate into the strategic planning** of curriculum and activities that are **tailored to meet children where they are at** regarding the aforementioned skills.

Families can support their child's development by **providing opportunities and accessing resources for early learning and development.** However, resources are not always accessible to all for a multitude of reasons. These factors include, but are not limited to: not enough income to pay for ECE ; resources created for the dominant white culture not being translated or culturally appropriate; living in a geographically isolated area that lacks transportation or access to services, and; lack of broadband internet access. Currently an access **disparity exists for low income families** that are unable to afford internet **as well as geographically isolated families** unable to connect to the Internet due to lack of broadband in their area. These gaps leads to some communities not having access to the same opportunities as other more affluent and urbanized communities. This gap in Internet access is known as the **"Digital Divide"**. This Digital Divide not only results in a lack of access to opportunities for supporting early learning and school transition, but also results in a **"Homework Gap"** once a student is in school. More information and resources about the Digital Divide are included in Appendix D.

Now What? Let's Revisit What Impacts School Readiness Cont.

Environmental factors are visible now more than ever within our communities. Since 2017, Sonoma County has experienced an extraordinary amount of natural disasters that has resulted in loss of life, housing, employment, sense of safety and a **significant loss of instruction for our young learners**. The massive and deadly 2017 Tubbs Fires severely impacted our community and the 2018 West County Floods destroyed not only homes and businesses, but also negatively impacted schools and early learning centers. The 2019 Kincaid Fire further **traumatized our community** while we were still recovering from the 2017 Fires and 2018 Flood. In addition, Sonoma County has also been deeply impacted by technological disasters. The PG&E Public Service Power Shutdown, or PSPS as its commonly known, took away weeks of instruction from children, among many other things, for the community.

With the unprecedented in this century COVID-19 pandemic, we are experiencing a massive loss of life, personal connection, resources, services and any sense of "normalcy". The repercussions of the pandemic are still unfolding before us and **when students come back to school, they will bring with them an incredibly high level of need and will require a variety of supports to address emergent academic, health, and psychological issues**. COVID-19 is already exacerbating inequities in learning opportunities for students. In response, READY commits to be innovative, flexible, and proactive. Nevertheless, our institutions and systems will need guidance and resources to understand and respond to the barely imaginable challenges they will face. To this end, READY will continue to help educators collect and analyze the data that will become even more important in identifying student needs and developing differentiated instructional plans.

Socio-politically, since 2017, the current federal administration has enacted **executive orders that have negatively impacted Immigrant families and their children.** Increased border security, construction of detention facilities, detention of Immigrants, expanded ICE agent enforcement, travel bans, Public Charge and expanded list of noncitizens subject to deportation are just a few examples of recently enacted legislation. This **institutionalized bias towards specific population members** has resulted in a decreased sense of safety among Immigrant communities. Locally, Public Charge legislation has led to **fewer families seeking public benefits** for fear that accessing such services, even if they are entitled to them, could jeopardize their ability to gain permanent legal status. **Dr. Camara Jones explains the impacts of institutional bias and racism:**

In this framework, **institutionalized racism is defined as differential access to the goods, services, and opportunities of society by race.** Institutionalized racism is normative, sometimes legalized, and often manifests as inherited disadvantage. It is structural, having been codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator. Indeed, **institutionalized racism is often evident as inaction in the face of need.** Institutionalized racism manifests itself both in material conditions and in access to power. With regard to material conditions, **examples include differential access to quality education, sound housing, gainful employment, appropriate medical facilities, and a clean environment**. With regard to access to power, examples include differential access to information (including one's own history), resources (including wealth and organizational infrastructure), and voice (including voting rights, representation in government, and control of the media). It is important to note that the association between socioeconomic status and race in the United States has its origins in discrete historical events but persists because of contemporary structural factors that perpetuate those historical injustices. In other words, it is because of institutionalized racism that there is an association between socioeconomic status and race in this country. Dr. Camara Jones, *Levels of Racism: A Theoretic Framework and a Gardener's Tale*

What Does this all Mean? Trauma Impacts Learning

In 2019, Gov. Gavin Newsom created the role of California Surgeon General, with an understanding that some of the most destructive, but **least addressed health challenges are the *Upstream* factors that eventually become chronic and acute conditions that are far more difficult and costly to treat**. As California's first Surgeon General, Dr. Nadine Burke Harris has a deep understanding of Upstream factors impacting children. Dr. Burke Harris has dedicated her career to changing the way society responds to **childhood trauma,** which research has shown **affects brain development and creates lifelong health problems**. In response, **Dr. Burke Harris has established early childhood, health equity and Adverse Childhood Experiences (ACEs) and toxic stress as her top priorities** while in office**.** Dr. Burke Harris has set a goal to reduce ACEs and toxic stress by half in one generation.

Health studies have shown that U.S. adults who faced Adverse Childhood Experiences (ACEs) are **likely to report less education, as ACEs cause negative social and behavioral outcomes.** And reversely, education is among the most important factors to help mitigate the negative impact of childhood adversity on a life. **Dr. Nadine Burke Harris has an ambitious dream: Screen every student for childhood trauma for entering school. But, what would that look like?**
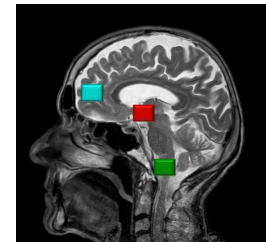
> "A school nurse would also get a note from a physician that says: 'Here is the care plan for this child's toxic stress. And this is how it shows up..."
>
> "It could be it shows up in tummy aches. Or it's impulse control and behavior, and we offer a care plan. Instead of reacting harshly and punitively, every educator is trained in recognizing these things. Instead of suspending and expelling or saying, 'What's wrong with you?' we say, 'What happened to you?'"
>
> "This involves public education, routine screening to enable early detection and early intervention, and cross-sector coordinated care."
>
> "The opportunity ahead of us is about a true intersection of health care and education."

-Dr. Nadine Burke Harris, California Surgeon General

What Does this all Mean? Trauma Impacts Learning Cont.

Our community will need to address varying levels of trauma in order to move towards post-traumatic growth and resiliency. Below is an overview of **how trauma affects learning and social emotional behaviors in the brain.** In addition to school and early learning environments, families and student individual factors, the broader environmental and socio-political context in which a student learns has a tremendous impact on their ability to be successful in school. Students, families and communities are experiencing trauma, that for many, is unprecedented at this level. Sonoma County students' decrease in social emotional skills highlights this fact. **A trauma informed care approach is needed now more than ever in our education system.**

Trauma Impacts on the Brain:

- The *Learning Brain* becomes a *Survival Brain* in a chronic alarm state
- Can't stop & think, or think past is immediate problem/threat
- Can't set/stick with goals
- Can't trust, especially caregivers
- Can't tell who is trustworthy
- Can't remember to use anger management skills, especially when afraid and angry
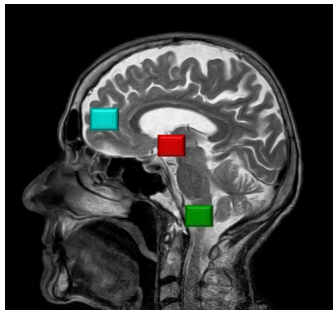
Neocortex: Logic, Rational, Reason, Wisdom
Limbic System: Fear, Threat, Emotions, Trauma Storage
Reptilian: Fight, Flight, Freeze

Trauma Impacts on Children and their Families:

- Problems with impulsivity
- Developmental delays
- Depression and Anxiety
- Disrupted attachment bonding
- Failure to achieve self-regulation
- Dysregulated emotions
- Harsh or neglectful parenting

Retrieved from: National Traumatic Stress Network, https://www.nctsn.org/resources/all-nctsn-resources

Resilience, Post-Traumatic Growth and Trauma Informed Care (TIC)

"Trauma intersects in many different ways with culture, history, race, gender, location, and language. **Trauma-informed systems acknowledge the compounding impact of structural inequity and are responsive to the unique needs of diverse communities. Cultural awareness, responsiveness, and understanding are essential to increasing access and improving the standard of care for traumatized children, families, and communities across the United States.** Eliminating disparities in trauma services requires culturally responsive involvement across service sectors, communities, organizations, neighborhoods, families, and individuals in order to reduce barriers, overcome stigma, address social adversities, strengthen families, and encourage positive ethnic identity." - *National Child Traumatic Stress Network*

"Because children are among the most vulnerable population groups and because children are also the hope of any community, the United Nations' International Strategy for Disaster Reduction (UN/ISDR) developed an international campaign — "Disaster Risk Reduction Begins at School"... Schools have a socializing and normalizing influence on children's lives. [**After trauma] opportunities should be available for children of all ages to tell their stories, express their fears, sadness, uncertainty, and relief. [and] activities should be planned and materials made available that will help them feel in control again**. ... Children want to be needed so giving them appropriate responsibilities can give them a sense of contribution. ... Using our creativity and imagination we can forge new alliances, develop new partners and find new ways to make communities dynamic again." -*"The Role of Schools in Rebuilding Sustainable Communities after Disasters"*

Trauma creates opportunity to build a "psychological muscle" for resiliency.
How do we build resiliency skills?
- Mindfulness Practices – "Connecting the brain with the rest of the body"
- Body Time: Nature / Recreation / Exercise
- Virtual Social Events & Connections
- Acceptance: What You Can & Cannot Control
- Assess Emotional States / Resilience
- Perspective

Factors that Contribute to Childhood Resilience (more info here: https://developingchild.harvard.edu/?s=):
- Cognitive development/problem-solving skills
- Self-regulation
- Relationships with caring adults

Moving Forward

READY will continue to implement and expand shared data work with school districts' Student Information Systems (SIS) in efforts to explore the impact of early interventions on student outcomes in later grades, for example: 2nd and 3rd grade reading levels.

READY will continue to support the transition from early learning to kindergarten by strengthening the Bridge work that began in 2019. New strategies will be implemented to meet educators where they are at in regards to social distancing and tele-education parameters.

Our community has an opportunity to build and promote resiliency strategies for young learners. READY commits to researching best practice and emerging Trauma Informed Care approaches for students and monitor how they impact school readiness.

For more information on the READY Initiative, please visit our website:
http://upstreaminvestments.org/Impact/Learning-Communities/READY/

Questions, comments or suggestions? Contact: ready@schsd.org

Evaluation Methods

Purpose: The purpose of the Fall 2019 evaluation was to gather and analyze data through the common kindergarten readiness instrument and parent surveys to reach roughly one-quarter of all Sonoma County kindergarten students and their families, and to conduct more detailed analysis on the early learning experiences of incoming kindergarten students.

Sample: In Fall 2019, 8 school districts, 23 schools, 64 kindergarten teachers, 1,275 kindergarten students and 677 parents chose to participate in the instrument of school readiness. Participation was open to all Sonoma County Elementary School Districts. The READY project prioritized outreach to districts on the First 5 Focus Schools list. First 5 Focus schools contain a high percentage of English language learners, foster youth, and free/reduced lunch eligible students. The READY project also prioritized outreach to districts that would provide geographic representation with a mix of urban and rural schools.

Data Collection Instruments

Kindergarten Student Entrance Profile (KSEP): The central instrument of the common kindergarten readiness instrument is an evidenced-based, kindergarten readiness screening tool called the KSEP. Developed in 2004 as part of a University, school and community-action research collaboration in Santa Barbara, the KSEP is a 12-item observational screening tool that gathers information about the social-emotional and academic domains of school readiness. The KSEP includes content consistent with the essential school readiness indicators proposed by the National Association for the Education of Young Children (NAEYC) and the National Governor's Task Force on School Readiness. Research has found that the KSEP significantly predicts second grade student achievement, whereby 60% of students from disadvantaged backgrounds (high percentage of English Language Learners and low-income students) rated Ready to Go at kindergarten entry are reading at grade-level in second grade, compared to only 7% of students rated as "Immediate Follow-up" (Quirk et al., 2012).

Parent Survey: The parent survey gathers demographic information, early intervention and early learning experiences of participating children entering kindergarten. The parent survey was adapted from a survey developed and validated by a research and evaluation firm in the San Francisco Bay area. Information from the parent survey is paired with KSEP ratings to better understand the early learning experiences of kindergarten students.

Evaluation Methods Continued

Data Collection Process
School District Outreach and Contracts/Data Sharing Agreements: Between February and June 2019, READY staff contacted Superintendents of school districts that expressed interest in participating in the Fall 2019 instrument of school readiness. Superintendents and other school administrators were provided with information about the READY project, the KSEP tool, the parent survey, data collection procedures and timelines. School districts that agreed to participate were offered a stipend for teachers' time to attend trainings and to conduct the KSEP. Superintendents signed a Memorandum of Understanding /contract with the County of Sonoma Human Services Department delineating roles, responsibilities, data sharing agreements and stipend amounts.

KSEP Teacher Training: Between July and August 2019, READY staff and an education consultant familiar with the KSEP conducted two-hour, in-person trainings for kindergarten teachers new to the KSEP. The trainings covered an overview of the READY project, detailed information on observing and rating students using the KSEP, data collection and data entry procedures, and parent survey administration. Teachers with previous KSEP experience were encouraged to watch a 45-minute recorded refresher training.

Parent Survey Dissemination/Parental Consent: The parent survey was available in English and Spanish. The survey was disseminated to school districts with a cover letter (also available in English and Spanish) explaining the purpose of the READY evaluation, how aggregate data would be used and how parents could opt-out of participating in the KSEP/parent survey by requesting an opt-out form from the main office. Schools and school districts then chose their preferred method to distribute parent surveys, which included disseminating the survey in kindergarten registration packets, handing out the survey during kindergarten registration nights, and/or sending the survey home with children in first day of school packets.

Conducting the KSEP: During the first three weeks of school, between August and September 2019, teachers observed their kindergarten students on the 12 KSEP items (six social-emotional and six school ready knowledge items). During the fourth week of school, teachers compiled their ratings for each student using the rating categories [*Not Yet (1), Emerging (2), Almost Mastered (3), Mastered (4)]* and entered KSEP data into the online, secure cloud-based APRICOT data system.

Evaluation Methods Continued

Data Analyses: A total of 3,447 Parent Surveys were able to be matched with KSEP data. All others were excluded because the child did not attend school at one of the participating districts or parent survey data did not match with a KSEP rating record. SPSS statistical software was used for all statistical analyses. Child-level parent survey data were merged with KSEP rating data. Matched data were then extensively cleaned and additional variables were created to prepare for analyses. Select questions were analyzed descriptively, followed by a series of bivariate analyses using independent t-tests/Analysis of Variance (ANOVA) or chi-squared tests to analyze differences in means and proportions, respectively.

Evaluation Limitations: The following limitations should be taken into account when considering the implications of the evaluation findings described in this report.

- The 4-year trend analysis included only the original schools and 8 Districts that participated starting in 2016-17, as well as 2 out of the 11 schools in the Santa Rosa City Schools District were removed as they declined to participate this year (Santa Rosa Charter for the Arts and Proctor Terrace) In order to compare multiple years, the populations must be matched.

- Parent survey findings rely on self-reported data from parents that may be subject to "response bias" (when respondents are concerned what the evaluator will think, despite being assured their answers are confidential) or "poor memory/selective recall bias" (inability to accurately recall events and/or recalling more favorable events).

- The evaluation design enables exploration of patterns or correlations related to school readiness, but cannot determine which factors caused school readiness. One would need to implement a resource intensive evaluation with a randomized control group design to assess which factors caused school readiness.

Appendix A: Kindergarten Student Entrance Profile (KSEP) Tool

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating (1-4)
1. Seeks adult help when appropriate	When unable to complete tasks, does not seek and will not accept adult assistance ⊙	When unable to complete tasks, does not seek but will accept adult assistance ⊙	When unable to complete tasks, ask for assistance without being able to express a specific need ⊙	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks ⊙	
2. Engages in cooperative play activities with peers	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play ⊙	Plays alongside other children, but does not engage in interactions with them ⊙	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity ⊙	Engages with other children in ongoing shared activities (e.g. imaginative play, tag, blocks, etc.) ⊙	
3. Exhibits impulse control and self-regulation	Unable to delay having wants and needs met ⊙	Distracted by getting wants and needs met, yet able to be redirected by others ⊙	Distracted by getting wants and needs met but redirects self ⊙	Able to delay wants and needs until appropriate time ⊙	
4. Maintains attention to tasks (attention focus, distractibility)	Does not sustain attention to tasks; is frequently distracted by external stimuli ⊙	Stays with tasks for a short time but becomes easily distracted by external stimuli ⊙	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted ⊙	Consistently attends to tasks without becoming distracted by external stimuli ⊙	
5. Is enthusiastic and curious about school	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting ⊙	Is not self-initiating to participate in school activities but will participate when prompted ⊙	Shows some excitement and interest in school activities, but only for selected activities ⊙	Expresses excitement and interest in participating in a wide range of school activities ⊙	
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered ⊙	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection ⊙	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection ⊙	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed ⊙	

Appendix A: Kindergarten Student Entrance Profile (KSEP) Tool Continued

Kindergarten Student Entrance Profile (KSEP)

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating (1-4)
7. Recognizes own written name	Child cannot read or located name ○	Child can find name after several attempts (recognizes first letter) ○	Child identifies own name in routine settings ○	Child can consistently find name even in new situations ○	
8. Demonstrates expressive verbal abilities	Communicated primarily in a nonverbal way or using one word utterances ○	Expresses self in simple 3-4 word phrases ○	Expresses self in 5-6 word sentences ○	Child clearly communicated using fuller, more complex sentences ○	
9. Understands that numbers represent quantity	Does not know numbers ○	Knows numbers but does not associate numbers to objects in one-to-one fashion ○	Demonstrates number-object correspondence when counting objects, assigning one number per object ○	Can select an accurate amount of objects upon request (e.g., can provide 4 blocks upon request) ○	
10. Writes own name	Unable to do ○	Scribble-writes first name with some letter-like form ○	Writes first name with letters and some phonetically appropriate letter/sounds (e.g. first letter) ○	Writes first name phonetically correct, exact spelling and capital letters not required ○	
11. Recognizes colors	Can name 0-4 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray ○	Can name 5-8 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray ○	Can name 9-10 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray ○	Can name all 11 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray ○	
12. Recognizes shapes	Can name 0-1 primary shapes Square Circle Rectangle Triangle ○	Can name 2 primary shapes Square Circle Rectangle Triangle ○	Can name 3 primary shapes Square Circle Rectangle Triangle ○	Can name all 4 primary shapes Square Circle Rectangle Triangle ○	
KSEP Rating Categories	Immediate Follow-up 12-24 ○	Month Monitor 25-35 ○	Quarterly Monitor 36-43 ○	Ready to Go 44-48 ○	

Appendix B: READY Parent Survey

English   **Spanish**

READY
road to the early achievement
and development of youth

2019-2020 Parent Survey

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1. What is your child's name? _____

                           First   Middle   Last Name

2. What is your child's date of birth? _____/_____/_____   **3. What is your child's gender? (circle)**   Male   Female
                                     Month   Day   Year

4. What is your child's race/ethnicity? (Circle all that apply)

Hispanic/Latino   White   African American   Asian/Pacific Islander   Native American   Other _____

5. In the past year, did your child attend one of the following?
- O Preschool / Child Care Center
- O Transitional Kindergarten (TK)
- O None of these
- O Head Start
- O Licensed Home Care / Child Care
- O Other_____

6. During the past year, what was the name and location of the preschool, Head Start, child care, TK or other early education program that your child attended? Name: _____ City: _____

7. During the past year, on a weekly average, how often did your child attend this preschool, Head Start, child care, TK or other early education program? _____# of days/week, and _____# of hours/day

8. How long did your child attend this preschool, Head Start, child care, TK or other early education program? _____months _____years

9. Has your child attended another preschool, Head Start, or child care center other than that listed above? (circle)   No   Yes

If yes, what was the name of the provider and city it is in?   Name:_____

How long did your child attend? _____ months _____years   City:_____

10. If your child did not attend any preschool or child care program, what reasons contributed to this decision? (Mark all that apply)
- O Hours didn't meet my/our needs
- O I did not want to enroll my child in care outside the home
- O Did not qualify for reduced cost child care
- O I was concerned about the quality of care
- O Lack of information about available preschool/ child care options
- O My child was on the waitlist
- O Preschool/ child care was not affordable
- O Preschool/ child care was not available
- O Other (please specify _____)
- O None of the above

11. In a typical week, how often do you or another family member read or show pictures from books with your child? (circle)

Not at all   1-2 days per week   3-4 days per week   5-6 days per week   Every day

12. On the days someone reads or shows picture books to the child, about how many minutes is he/she read to? _____minutes

13. On a typical school day, how much time does your child spend playing outside before & after school? _____hours _____minutes

14. On a typical non-school day, how much time does your child spend playing outside? _____hours _____minutes

Appendix B: READY Parent Survey

15. What are the greatest barriers to your child playing outdoors? (Mark all that apply)

- O Lack of time
- O Traffic
- O Fear of strangers
- O Neighborhood crime
- O Risk of injury in play

- O No yard or nearby outdoor play space
- O Too messy
- O Weather
- O Child not interested
- O Other (please specify _____)
- O No barriers to outdoor play

16. In the past 30 days, have you or someone in your family done the following things with your child? (Mark all that apply)

- O Told him/her a story
- O Worked on arts or crafts together
- O Listened to music or sang songs together

- O Played games using letters, words or numbers
- O Played a game, sport or exercised together
- O Involved child in household chores such as cooking

17. Have you participated in any of these parenting programs? (Mark all that apply)

- O Abriendo Puertas
- O AVANCE
- O Early intervention (if known, please specify
  _____)
- O Home visits from a nurse, community worker, or other provider (if known, please specify _____)

- O Pasitos
- O Triple P
- O Other (please specify
  _____)
- O None of the above

18. In a typical day, how many total hours does your child watch television or videos, play video or computer games, or use a mobile device, tablet, or computer? _____ hours

19. What is the highest level of education you or the child's other parent/guardian has completed?

- O Elementary school
- O Some college
- O Advanced degree

- O Some high school (not a HS graduate)
- O Associate's degree (AA/AS)
- O Other _____

- O High school graduate/GED
- O Bachelor's degree (BA/BS)
- O Don't know/Decline to state

20. Does your child qualify for any of the following nutrition programs? (Mark all that apply)

Free or reduced price lunch	WIC	CalFresh	None of these	I don't know
O	O	O	O	O

21. What is your approximate family income per year?

- O $0 - $14,999
- O $15,000 - $34,999
- O $35,000 - $49,999

- O $50,000 - $74,999
- O $75,000 - $99,999
- O $100,000 or more

22. Write the number of family members that live in your house who are in each age group.

Number of children ages 0-5____ Number of children ages 6-17____ Number of adults ages 18-59____ Number of adults ages 60+____

23. Since October 2017, have you (circle all that apply):

- A. Been evicted from your residence
- B. Lost housing/residence for other reason
- C. Lived at a shelter, in a hotel/motel, in an abandoned building, or in a vehicle
- D. Moved in with other people, even temporarily
- E. Been unable to afford to pay rent, mortgage, or bills
- F. Lost access to your regular transportation (e.g. vehicle totaled or repossessed)
- G. Been unemployed or unable to find work
- H. None of these apply to me

   If any of the above responses were a result of the 2017 Sonoma County Firestorm, indicate which letters (circle)

   A   B   C   D   E   F   G   H

TIPS FOR EARLY LEARNING & SKILL BUILDING

Simple Concepts to Embed in Everyday Routines

Researchers from around the country offer helpful tips that you can practice to help young children grow and learn. The tips are based on concepts of learning and development that can be worked into everyday routines. Each tip describes a concept, why the concept is important, and a step-by-step description of how to put the concept into action. We hope these concepts are useful!

The concepts include:

- Engaging Children in Social Object Play
- Using Children's Interests in Activities
- Uncovering Learning Potential
- Learning Words During Joint Attention
- Predictable Routines
- Distracting and Redirecting Children to Engage in Appropriate Behavior
- Narration
- Playing Together with Objects: Practicing Joint Attention
- Book Sharing
- Predictable Spaces & Routines
- Peer-Mediated Support: Teaching Children to Play with Each Other

Suggestions on how to use this tool:

- Incorporate into parent/teacher conferences. If there is a student that is in need of skill development in a certain KSEP area as shown by their KSEP scores, share with the parents the specific activity that would support their child. Example:
  - *"I have observed Sylvia doing great in cooperative play and she is very enthusiastic about school. Our READY data highlights this. One area that she can use support in is demonstrating expressive verbal abilities. Check out page 8 of this Guide. This is an activity you can do at home to strengthen Sylvia's verbal expression skills."*
- Email or send home a couple activities a week to all parents for overall skill building.
- Align suggested home activities with lessons/strategies already happening in the classroom.
- Share phrases/terms used in the classroom with parents so they can reinforce classroom messaging at home.

KSEP Item	Activity Page Number
1. Seeks adult help when appropriate	4, 6
2. Engages in cooperative play activities with peers	2, 11
3. Exhibits impulse control and self-regulation	6, 7
4. Maintains attention to tasks (attention focus, distractibility)	3
5. Is enthusiastic and curious about school	3
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	4, 6, 7
7. Recognizes own written name	5
8. Demonstrates expressive verbal abilities	8, 10
9. Understands that numbers represent quantity	8, 10
10. Writes own name	5, 9
11. Recognizes colors	8, 10
12. Recognizes shapes	8, 10

FIRST 5
sonoma county

Appendix D: Digital Divide, Shelter in Place COVID-19 and Trauma Informed Care Resources

- All public television stations have committed to support K-12 learning at home. American Public Television: School on television by state: https://apts.org/news/station-stories/public-media-education-resources-in-response-covid-19-pandemicCalifornia

- KQED, serving the people of Northern California, is also offering new educational resources including a new educational schedule for broadcast on KQED Plus in the Bay Area as well as free corresponding digital learning media and activities for at-home learning. KQED is also providing support for teachers and parents in navigating this new learning landscape throughout the state: https://www.kqed.org/education

- Internet For All Now Act of 2017 was sponsored by the California Emerging Technology Fund (CETF) and its partners to lay a foundation for the future of broadband in California. CETF provides leadership statewide to close the Digital Divide by accelerating broadband deployment and adoption of broadband for unserved and underserved communities and disadvantaged populations through public policy and community investments. http://www.internetforallnow.org/get_affordable_internet_today

- California Department of Education website with internet resources during shelter in place: https://www.cde.ca.gov/ls/he/hn/availableinternetplans.asp

- Interactive Map to look at internet subscriptions in California with school district boundaries: https://edsource.org/2019/interactive-map-a-look-at-internet-subscriptions-in-california/620816

- Rural California: An Educational Divide Documentary: https://edsource.org/2019/rural-california-an-education-divide-documentary/621528

- Sonoma County library resources: https://www.sonomalibrary.org/your-library-at-home

- Phases of Community Recovery from Trauma: https://www.fema.gov/pdf/recoveryframework/ndrf.pdf

- National Child Traumatic Stress Network (CTSN) Resources Links: https://www.nctsn.org/resources/all-nctsn-resources?page=1

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