



road to the early achievement and development of youth

The Road to the Early Achievement and Development of Youth (READY) Initiative focuses on increasing access to quality early learning experiences & supporting children's transition into kindergarten. Early interventions, quality early learning experiences & early literacy activities support children to enter kindergarten with the necessary social-emotional, self-regulation & academic skills to succeed in school and in life. A lack of the aforementioned factors creates an "Opportunity Gap", the disparity in access to resources needed for children to be successful in school. Closing opportunity gaps makes progress toward closing achievement gaps that separate our most economically disadvantaged students & students of color from their white & high income peers. Resources are not accessible to all families for a multitude of reasons: lack of income to pay for ECE; lack of time to engage children in early learning activities; culturally inaccessible resources; geographic isolation; lack of broadband internet access, etc. Many of these reasons are a result of institutionalized racism, or differential access to the goods, services, & 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, & law, so there need not be an identifiable perpetrator. Institutionalized racism manifests itself both in material conditions & in access to power. With regard to material conditions, examples include differential access to quality education, sound housing, gainful employment, appropriate medical facilities, & a clean environment. The difference in KSEP scores of Latinx & White students demonstrates opportunity gaps resulting from institutionalized racism.



Early Care and Education (ECE)



64% of children attended an early learning program such as preschool or transitional kindergarten for an average of 16 months. **Children who attended an early learning program were two times more likely to enter school "Ready to Go".***

Reading



56% of parents read to their child 5 or more days/week for an average of 15 minutes. **Children who were read to 5 or more days/ week were over two times more likely to enter school "Ready to Go".***

Early Learning Activities



Children engaged in **5 or more early learning activities** in the home in the past 30 days were **1.5 times more likely to enter school "Ready to Go".***

From 2016-19, 8 of 40 School Districts Participated



Equity



From 2016-19, **48% of participating White families' annual income was \$100,000 or more** while only **11% of Latinx families earned the same.*** Meanwhile, **44% of Latinx families earned \$34,999 or less** compared to **16% of White families.***

Parenting Programs



Students from households with **annual income of \$35,000 or less** that participated in **AVANCE OR Pasitos, were 3 times more likely and 2 times more likely to be "Ready to Go",** respectively.*

Income



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 \$35,000 or less.*

Since 2013, **READY has conducted research to support 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. In 2019-20, 8 districts, 23 schools and 64 teachers helped collect 1275 KSEP's & 677 parent surveys. **Since 2016, annually 20%-25% of Sonoma County Kindergarten students participated in READY.** In 2020, 5,457 KSEP records and 3,447 parent surveys were analyzed from the 2016/17 - 2019/20 school years.

finding statistically significant at P < .05



How Do We Measure School Readiness?

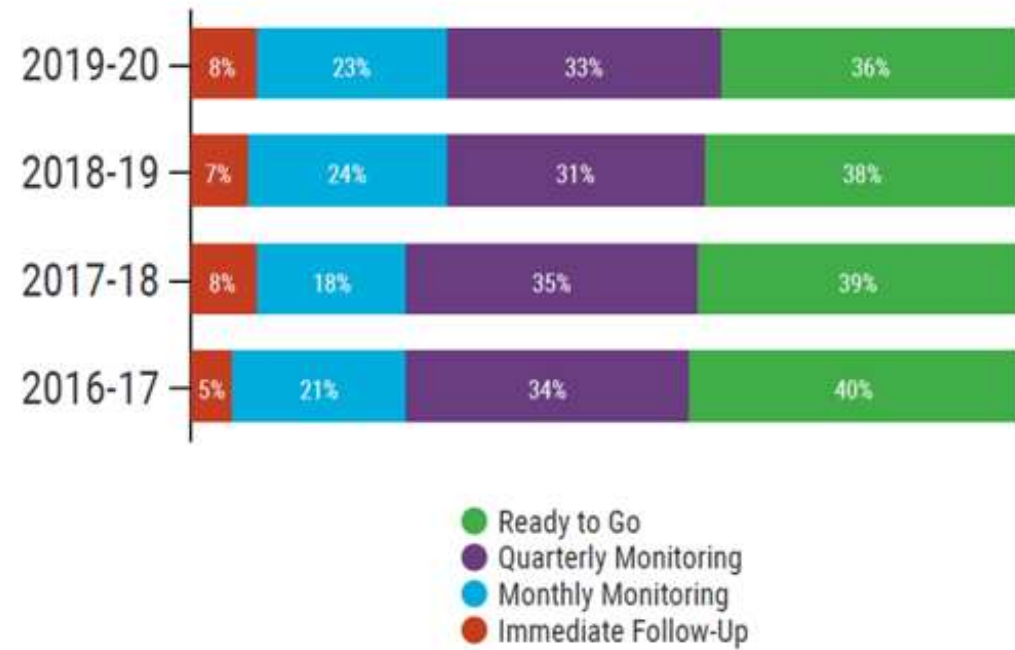


Out of the 12 KSEP Domains, the lowest scoring items were for the Social-Emotional skills of: *Maintains attention to tasks, Exhibits impulse control, Persists after difficulty & Seeks help when appropriate.*

The Kindergarten Student Entrance Profile (KSEP) is a 12-item observational screening instrument that gathers information about 6 social-emotional and 6 academic/knowledge domains of school readiness. The below graphics includes all 5,457 KSEP records from the 2016-17 through 2019-20 school years.

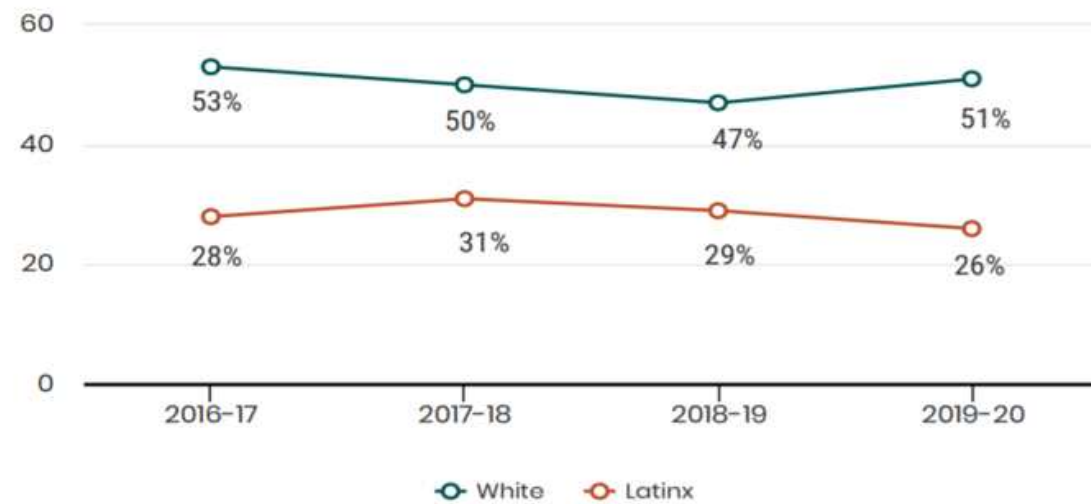
Full Report Available Here:
http://upstreaminvestments.org/Learn/Publications/2016_19_READY_Report/

KSEP Scores Comparison, All Students, 2016-19

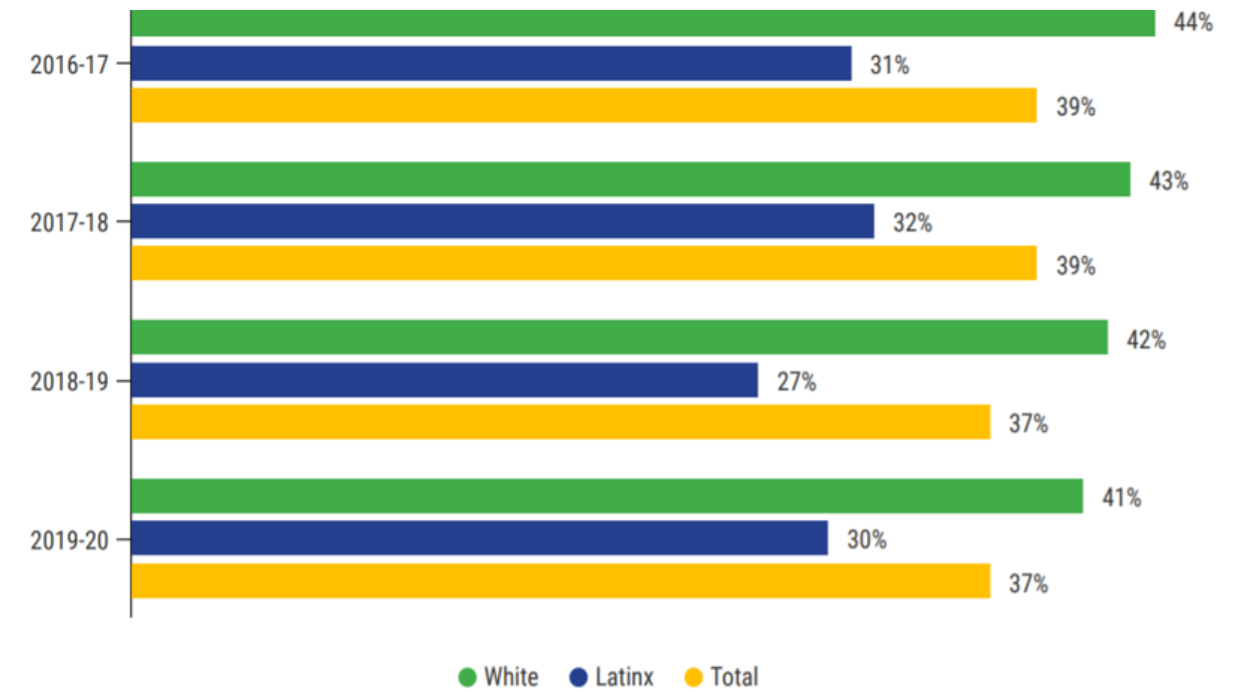


The difference in KSEP scores between Latinx and White students is a result from gaps in access to resources and opportunities.

KSEP "Ready to Go" Scores Comparison, Latinx & White Students, 2016-19



KSEP "Ready to Go" Social Emotional Scores Comparison, Latinx & White Students, 2016-19



KSEP "Ready to Go" Academic/Knowledge Scores Comparison, Latinx & White Students, 2016-19

