



road to the early achievement  
and development of youth



# Sonoma County School Readiness Report

2021-22

# READY & Upstream Investments Stand With Commitments to Anti-Racism and Racial Equity

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## First 5 Sonoma County's Commitment

"First 5 Sonoma County envisions and contributes to a community and society where children 0-5, families and everyone in our communities can fully and safely participate, regardless of their race or ethnicity, the languages they speak, the makeup of their family, gender identity, sexual orientation, ability, where they live, immigration status, their family's economic status or any other defining characteristic.

"We will work to dismantle racism in our own operations, transform our systems, and partner with organizations that demonstrate commitment to anti-racism."

## County of Sonoma's Commitment

"Sonoma County's collective well-being and prosperity are impacted by significant racial inequities. By focusing on racial equity and social justice in the Strategic Plan, the Board of Supervisors can begin to institutionalize equity and address disparate impacts on people of color both internally as an organization and in the community.

"Equity is an outcome whereby you can't tell the difference in critical markers of health, well-being, and wealth by race or ethnicity, and a process whereby we explicitly value the voices of people of color, low income, and other underrepresented and underserved communities who identify solutions to achieve that outcome.

"Data shows that the greatest disparities occur along racial and socio-economic lines. If Sonoma County wants to start closing those gaps, we have to start there. Research and best practices nationally show that successful equity programs begin with a focus on race. This allows you to develop a framework, with which you can then expand to broader equity issues, including sexual orientation, gender, and ability."

Angie Dillon-Shore, Executive Director  
First 5 Sonoma County

*Angie Dillon-Shore*

Oscar Chavez, Assistant Director  
Sonoma County Human Services Department

*Oscar Chavez*

# Our Partners

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The READY Project would like to thank the following organizations for their partnership in the planning and implementation of the Fall 2021-22 instrument of school readiness in Sonoma County, review and analysis of data, and development of report and presentation.

Cloverdale Unified School District  
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Sonoma County Quality Counts Consortium  
Rincon Valley Union School District  
Two Rock Union School District  
Windsor Unified School District



Report released in May 2022  
Primary author: Norine Doherty, READY Project Manager  
Contributing authors & editing: Allison Carr, Holly White-Wolfe, Kellie Noe, Renée Alger  
Contact: [READY@schsd.org](mailto:READY@schsd.org)

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# Executive Summary

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In 2013, the Road to Early Achievement and Development of Youth (READY) Project was established in Sonoma County to contribute to the local body of knowledge about kindergarten readiness. Funded by First 5 Sonoma County, and implemented by Sonoma County Department of Human Services, Upstream Investments, READY began by partnering with a small cohort of Sonoma County schools. Since 2016-17, READY has partnered with a steady cohort of 8 school districts. Partner teachers observe kindergarten readiness in Sonoma County on an annual basis during the first four weeks of the school year using a validated kindergarten readiness instrument (KRI). A Parent Survey is also collected from incoming kindergarten students' families to understand factors that impact kindergarten readiness at the family level, such as early care and education (ECE) access and participation.

Since 2016-17, READY has observed a decline in kindergarten readiness among the READY cohort of school districts. READY has also observed large disparities in kindergarten readiness between white students and students that identify as Black, Indigenous, Latinx, or from a Community of Color (BIPOC), as well as Dual Language Learners (DLLs). The disparities between white and BIPOC students do not stop at kindergarten readiness, rather persist in family income and educational attainment, access to early learning opportunities and education and many more factors beyond the individual and family level.

This year, in efforts to examine further these disparities and overall decline of kindergarten readiness, READY included more partners than ever before in the analysis and interpretation of local aggregate findings. Partners included: the Sonoma County Office of Equity; First 5 Leadership Advisory Roundtable and First 5 Evaluation Committee; Cradle to Career; Upstream Investments, and more. This was done to broaden the frame from individual student and family level analysis, towards examining protective and risk factors of kindergarten readiness at the organizational, community, policy and systems level as well.

Based on the best practice framework from the Centers for Disease Control and Prevention (CDC), the Socio-Ecological Model, to understand the larger context of local findings, it is important to acknowledge and examine the factors associated with children's kindergarten readiness are not only individual level skills and behaviors (1). Factors also include the readiness of families and communities to support children's development, organizational supports, systems level factors, and policy and environmental impacts.

Some examples of local risk factors associated with kindergarten readiness disparities among BIPOC students and the overall decrease in kindergarten readiness include but are not limited to: environmental disaster impacts of repeated fires, evacuations and floods; systemic impacts of institutionalized and structural racism; closures of schools, early care and education (ECE), and before/after school care programs from fires and the COVID-19 pandemic, and; virtual learning from the COVID-19 pandemic. These examples have all had traumatic impacts on our community and students and cannot be ignored when examining kindergarten readiness.



READY and other researchers agree that differences in kindergarten readiness are largely attributable to systemic inequities in access to resources and opportunities (2). First 5 Sonoma County is committed to implementing targeted, evidence-based policies and practices to address these inequities, prioritizing children and their families that identify as Black, Indigenous, Latinx and Communities of Color (BIPOC) and READY's findings inform First 5 policy priorities and investments (3).

READY data is intended to inform local understanding of kindergarten readiness overall and daylight the disparities that Sonoma County BIPOC children and their families are facing. The READY Project and partners seek to investigate further the systemic factors that contribute to the kindergarten readiness overall decline and disparities as a future research priority. Although the decline and disparities are painful to look at, these data offer an opportunity to move forward with an equity focus by informing effective data driven decision-making, advancing racial equity and empowering decision makers to seek solutions, rather than to assign blame.



# Kindergarten Readiness & the READY Project

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## What is Kindergarten Readiness?

At the individual level, kindergarten readiness (also referred to as school readiness) means that children are ready to be successful when they enter kindergarten. Individual level kindergarten readiness can be defined as a set of social-emotional, self-regulation and academic skills a student requires to make a successful transition to kindergarten. However, kindergarten readiness also includes the capacity of families, schools, early learning environments and the community to support children to be successful in school (2). 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 (2). As school readiness researchers have stated:

*"Children are not innately 'ready' or 'not ready' for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school." (2)*

Furthermore, researchers agree that disparities in kindergarten readiness among racial groups are largely attributable to inequities in access to resources:

*"There is a growing evidence and recognition that institutionalized discrimination and segregation based on race are detrimental to early childhood development and that policies and practices that create systemic barriers to opportunities and resources are the true root causes of most disparities in children's health, well-being and readiness to succeed in kindergarten". (3)*

The above finding points to the need for the development of policies and practices that reduce systemic barriers for families supporting their child in becoming ready for kindergarten. Reducing systemic barriers would support the creation of opportunities and access to resources for our most marginalized communities affected by systemic inequities. In addition, multiple research studies have identified that investing in developmentally-appropriate and culturally responsive early childhood programs and systems that support optimum development, early learning, behavioral health and resilient families produce measurable benefits (4). Nobel prize winning economist, James Heckman and his colleagues, have discovered that investing in high-quality early childhood development programs in combination with support for families, particularly for children impacted by poverty, can deliver up to \$14 for every \$1 invested by

improving long-term outcomes linked to health, education, employment, and social behaviors. Heckman states, "The highest rate of return comes from investing as early as possible." (4)

Heckman's research points to the importance of available opportunities for early interventions and supports, access to quality early learning experiences and the promotion of linguistically and culturally appropriate early literacy activities to support children and their families that are harmed by systemic barriers. For example, Dual Language Learner (DLL) research from California Health and Human Services demonstrates that continuing to use and develop the home language offers a variety of benefits, including enhanced academic and cognitive skills; stronger ties with culture, family, and community, and, longer term professional and economic benefits (5). However, lack of DLL supports is a very real systemic barrier that children can face. Kindergarten readiness research overall, including READY data, has shown that DLL score lower on kindergarten readiness instruments (5).

Access to the aforementioned opportunities will support all children, especially BIPOC children, to enter kindergarten with the necessary social-emotional, self-regulation and academic skills to succeed in school and in life. A lack of the above mentioned opportunities 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 towards eliminating kindergarten readiness disparities between white and BIPOC students (2).

Given the growing body of evidence identifying that prevention focused and upstream policies and practices have a high return on investment for health, education, employment, and social behaviors (4), there is increasing interest in implementing evidenced-based school readiness instruments to identify and address disparities and opportunity gaps as early as possible. There is also rising commitment to implementing upstream policies nationally, most recently seen by the implementation of [Universal Prekindergarten and Transitional Kindergarten](#) in the state of California. To enhance the ability of schools and communities to provide the support necessary for children to succeed in school, kindergarten and school readiness instruments can be important tools for school districts, early learning partners, education stakeholders and policy decision makers when used in the manner in which they were designed (6).





# READY Project Background

Established in 2013, the Road to the Early Achievement and Development of Youth (READY) Project is a cross-sector partnership in alignment with the vision of Upstream Investments. READY is built on the fact that prevention focused policies and interventions can have long-term impacts. READY is a project that is reliant on partnerships with county school districts and numerous early learning partners in order to collect kindergarten readiness data from incoming kindergarten students and their families. At the county level, local data collected informs the discussion, policies and strategies that increase access to high quality early learning opportunities, helping our youngest to transition into kindergarten. Data collected is also provided back to the district, school sites and participating teachers to help offer a resource for communication with families and to inform instruction and programs.

Since 2013, the READY Project has conducted ongoing background research to support the pilot and scaling of a common kindergarten readiness instrument (KRI) in Sonoma County. READY's pilot year began by implementing the KRI, the Desired Results Developmental Profile (DRDP), with a small cohort of schools. In 2016-17, based on teacher feedback, READY transitioned to a more classroom friendly KRI, the Kindergarten Student Entrance Profile (KSEP), to observe kindergarten students within the first four weeks of school. In 2016-17, READY also grew to encompass partnerships with 8 local school districts. Since then, READY has worked with the same school districts, using the same KRI. This steady cohort has enabled the examination of trends in kindergarten readiness over time to help inform a county-wide conversation about the importance of early childhood learning opportunities for our youth.

Listed below is a brief summary of READY's vision:

- Expand early learning programs in Sonoma County
- Increase access to high quality, linguistically and culturally appropriate, innovative early learning programs for low income families, prioritizing DLLs and community members that identify as Black, Indigenous, Latinx and Communities of Color (BIPOC)
- Expand support to teachers in use of READY data
- Continue to strengthen connection between early learning programs and the TK-12 school system
- Support investment in early childhood programs and promote public-private partnerships to help increase collective impact
- Grow an equity focus by expanding research from individual level factors of kindergarten readiness to encompass community and system level factors

A map of participating districts is on [page 11](#). READY has had the opportunity work with the same districts since 2016-17. New districts interested in participating are always welcome to join the READY cohort as well.



# School Readiness Measurement Tools

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READY's kindergarten readiness instrument (KRI), 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. Developed in 2004, the Kindergarten Student Entrance Profile (KSEP) has undergone continuing validation as part of a school, community, and university action research collaboration involving the First 5 Commission of Santa Barbara County, the Gevirtz Graduate School of Education at the University of California Santa Barbara, and school districts throughout Santa Barbara county and California (7). The KSEP KRI includes content in alignment 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 (8). One of the key recommendations of the National Governor's Association was to implement practices and policies that promote local collaboration and needs assessment for school readiness. The KSEP was designed to support local communities strategies to meaningfully and efficiently implement a universal school readiness assessment system (7).

In addition, the KSEP has been assessed for validity to use with DLLs. As KSEP developers have noted: *"The KSEP is not an assessment of language proficiency; therefore, children can demonstrate mastery in any language. In fact, many of the items from the social-emotional and physical sections of the KSEP do not require language in any form to demonstrate readiness."* (9)

Recognizing the upmost importance of utilizing a KRI that is appropriate for DLLs, READY conducted a literature review to assess the validity of the KSEP tool for our linguistically diverse local community. References of research reviewed are included at the end of this report, along with the KSEP tool itself in the appendices. Highlights from findings are referred to below:

*"...[researchers] evaluated the achievement of Latino and non-Latino students in kindergarten. Individual student-level variables (family low socioeconomic context, non-English-speaking household, and students' learning orientation) accounted for about 75% of the variation in student achievement. Participating students were 48.3% male, 91.3% Hispanic, 19.8% migrant students, 63.9% English language learners."*(9)

*"This project provides a unique example of how a district-community- university partnership can lead to meaningful research and systems change....Sample comprised predominately Latino students (91.3%), with a significant proportion of English language learners (63.9%). It is our view that if the KSEP were valid only for use with Latino students, it still may be resource for an increasing number of educational agencies."* (10)

*"This study contributed to school readiness literature by ... examined the relations between Latino/a children's school readiness profiles and later academic achievement. Teachers rated the school readiness of 781 Latino/a kindergartners during the first month of school using the Kindergarten Student Entrance Profile (KSEP)." (11)*

The KSEP is a 12-item observational screening tool 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, ranging from 12 to 48, 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 assessments.

#### **How Are School Readiness Observation Tools Used?**

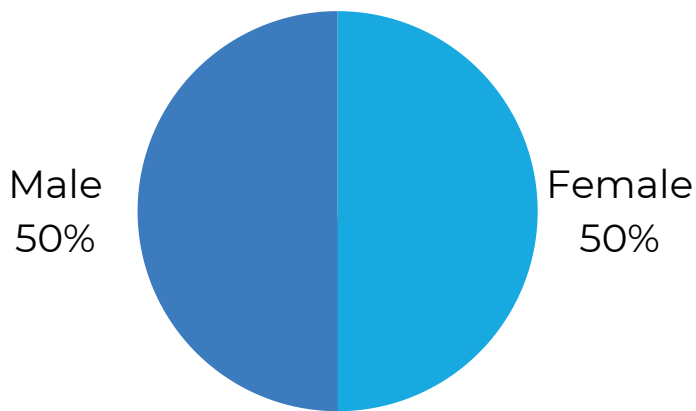
- Adapt teaching practices at the school level and ensure schools are well-designed to meet the needs of their incoming kindergarten students.
- Support early learning and kindergarten classrooms in developing closer connections and aligning their curriculum to best meet the needs of their students.
- Inform the continuous quality improvement of early learning programs by incorporating assessment information into their improvement practices.
- Support teacher-parent partnerships by sharing with families what is known about the child's school readiness and how the parent can support the child's learning needs from home.
- Inform policy decisions about early learning resources and systems.
- Provides a benchmark for understanding how communities can supports students for their future.
- Offers predictive information for 3rd grade reading levels, high school graduation, career & college readiness.
- Provides local data for strategic planning, funding proposals & Local Control Accountability Plans (LCAP).
- Resource to adapt systems & programs to address emergent academic, health, & psychological student needs.

# READY Evaluation Findings

## Demographics of Kindergarten Cohort

### Gender

### County



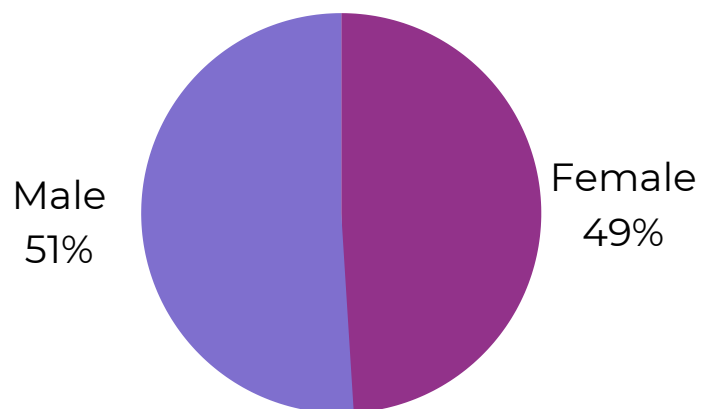
2021-22 Countywide data contained an equal percentage of female and male incoming kindergarten students.

N=5,423; source: CDE Dataquest

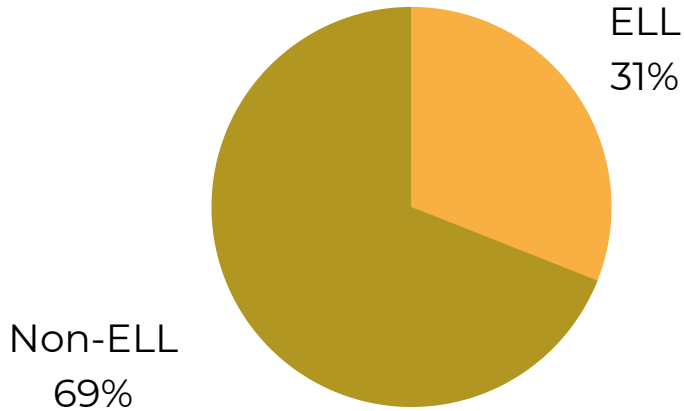
### READY Cohort

2021-22 READY data contained a slightly higher percentage of male than female incoming kindergarten students.

n=1,166; READY data collected from KSEP



# Demographics of Kindergarten Cohort English-Language Learners (ELLs)/Linguistically Diverse County



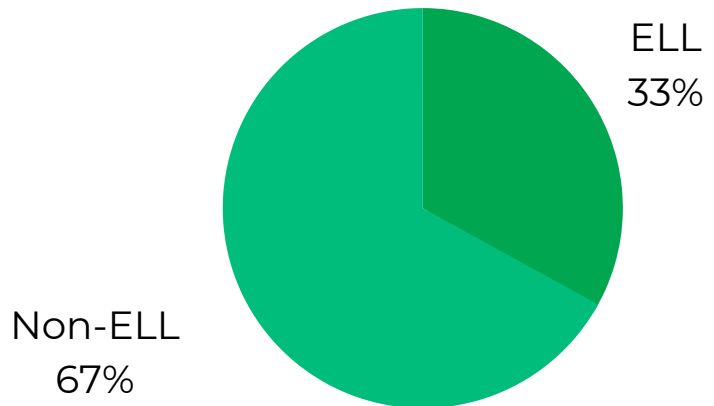
2021-22 Countywide data shows nearly a third of incoming kindergarteners as English-Language Learners.

N=5,423; source: CDE Dataquest

## READY Cohort

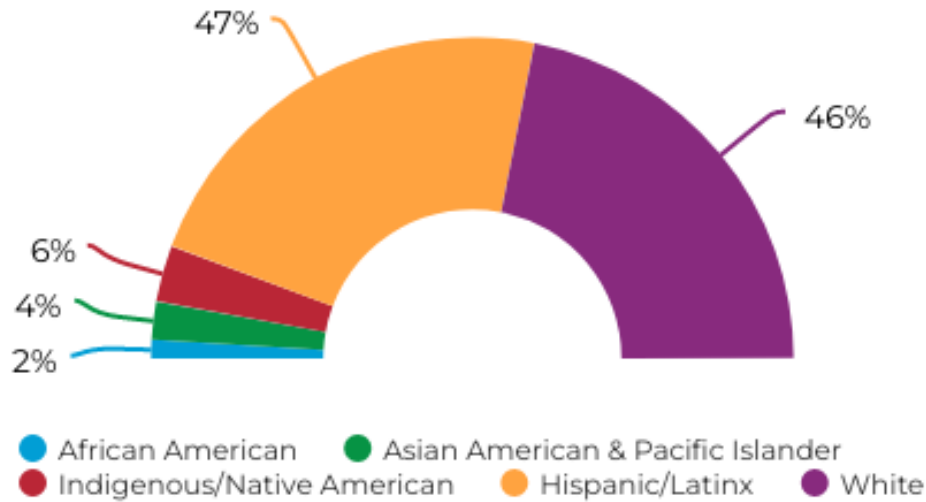
2021-22 READY data contained a slightly higher percentage of incoming kindergarteners that were English-Language Learners than the countywide data.

n= 4,100; source: 2016-21 READY Parent Survey



# Demographics of Kindergarten Cohort

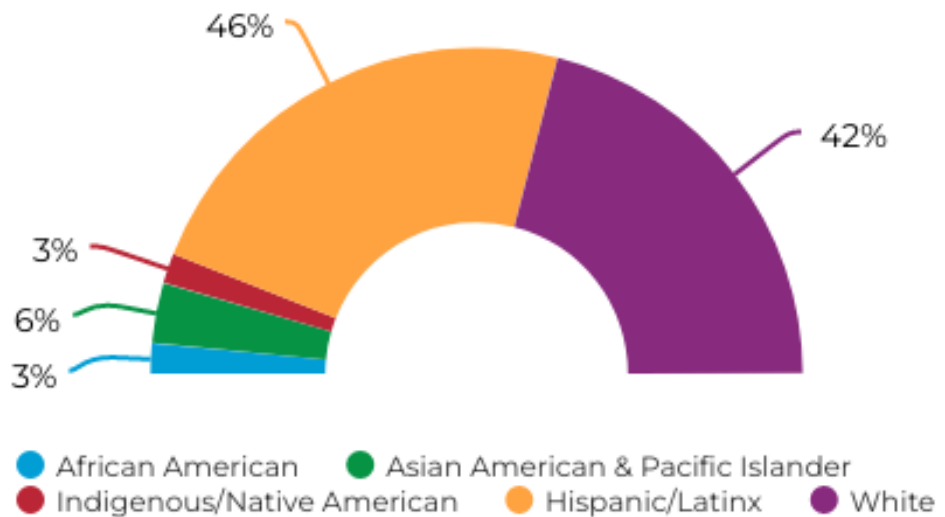
## Race County



2021-22 Countywide data shows that incoming kindergarteners were mostly Hispanic/Latinx and white.

N=5,423; source: CDE Dataquest

## READY Cohort



2021-22 READY data is consistent with the countywide data with minor variations.

READY n= 4,100; source: 2016-19 READY Parent Survey

# Participating Districts



Current Year: 2021-22  
KSEP reports completed: 1166  
Parent Surveys completed: 648  
Participating Schools: 21  
Participating Teachers: 55

Trend Data Available for Analysis: 2016-2021 (no 2020)  
KSEP reports completed: 6,623  
Parent Surveys completed: 4,095  
Participating Schools: 21  
Participating Teachers: 55

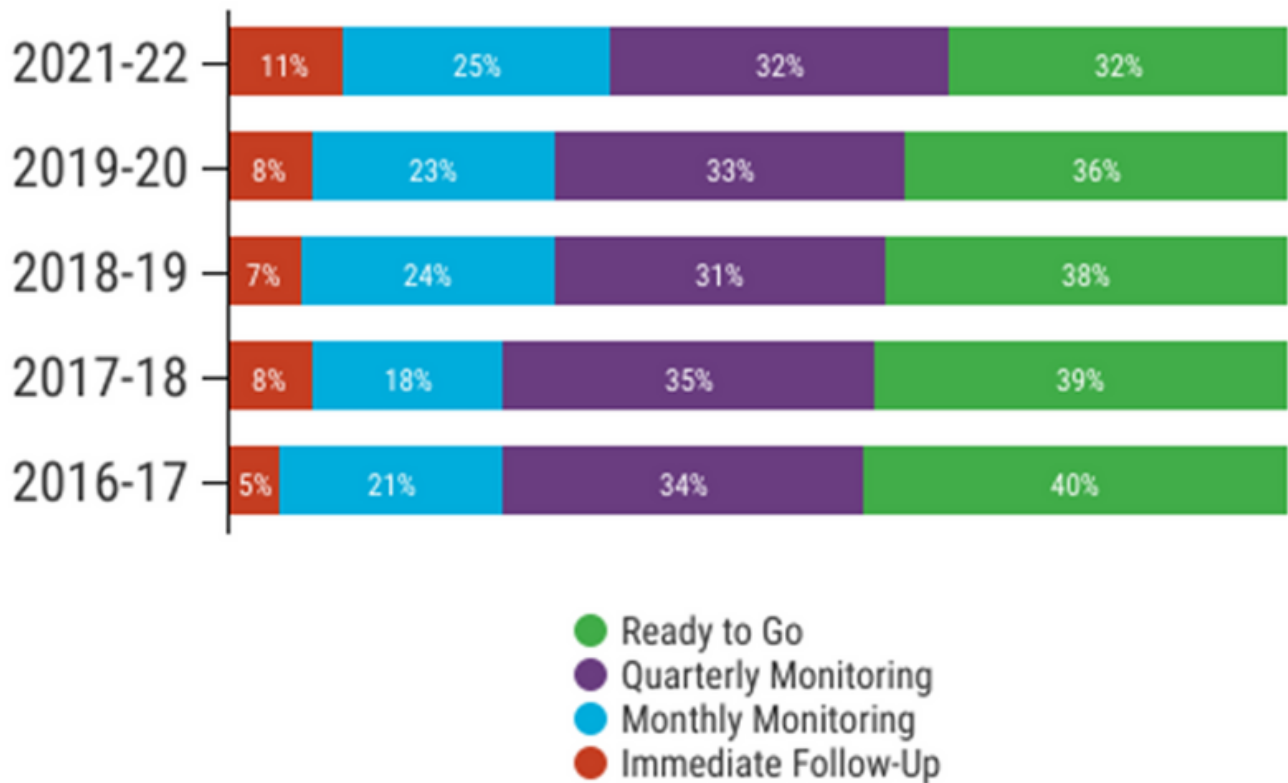
Annually, between 20%-25% of total incoming Kindergarten students in Sonoma County were observed.

# KSEP Scores Continue to Decline



In 2021-22, 1 out of 3 students (32%) entered kindergarten “Ready to Go”.

n = 1166

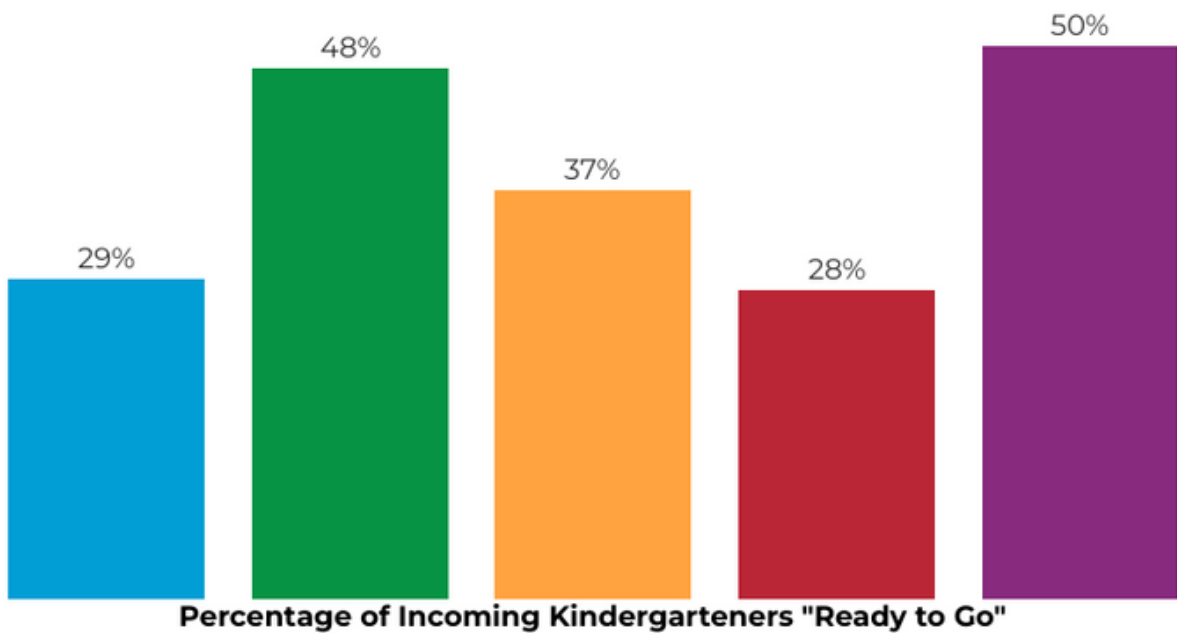


Data for 2020-21 not available due to Fire & COVID impacts.



# White & Asian Students Are More Likely to be "Ready to Go"

About half of white & Asian kindergarten students were "Ready to Go," while other racial groups were less likely to be "Ready to Go".



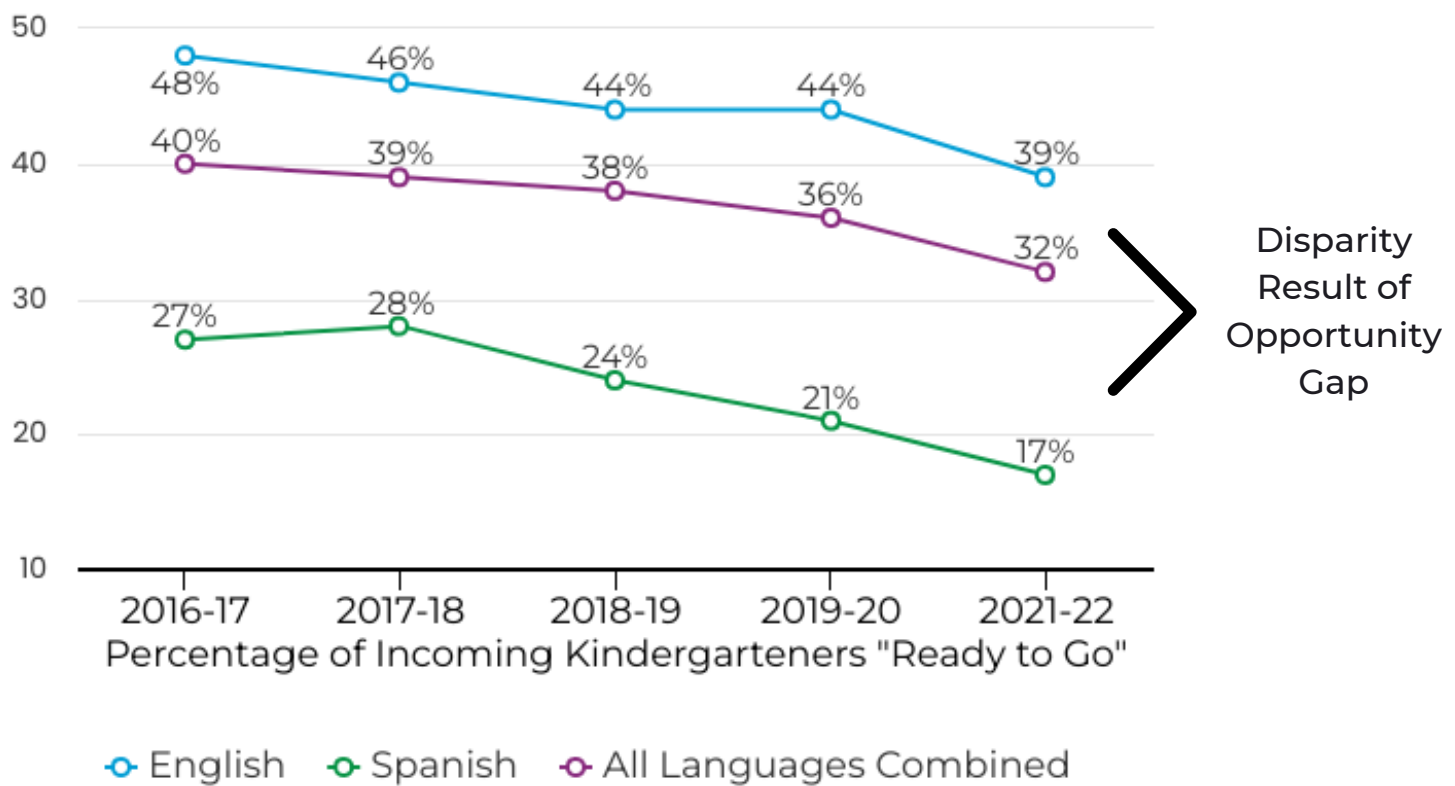
● African American (n=115) ● Asian American & Pacific Islander (n= 244)  
● Indigenous/Native American (n = 118) ● Hispanic/Latinx (n= 1,893) ● White (n = 1,730)

Average calculated from 2016-2019 data to stabilize low sample size. Data not available for 2020-21 due to Fires & COVID. Mixed Race data collected starting in 2021-22, new category created analysis challenges . n= 4,100; source: 2016-19 READY Parent Survey



# English-Language Learners Were Less Likely to be "Ready to Go"

In 2021-22, students who speak English at home were 2x as likely to be "Ready to Go" than students who speak Spanish at home. However, research shows Advantages to Bilingualism: Enhanced cognitive & academic skills; Stronger ties with family, culture, community, & Professional & economic benefits\*



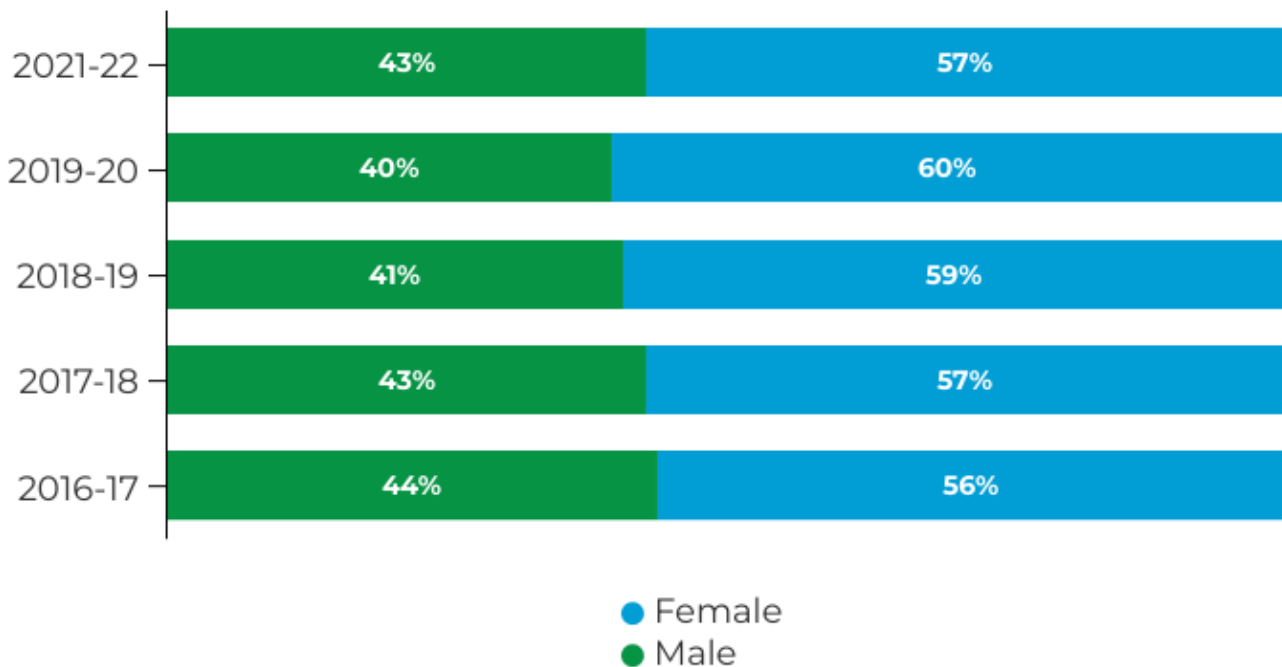
Total n=4,613. Data taken from READY Parent Survey & KSEP tools (2021-22 n=1,166). Spanish category includes very limited numbers of Chinese, Farsi, Japanese, Korean, Ilocano, Mandarin, Portuguese, Russian, Thai & Vietnamese (2021-22 n = 25 total). \*Reference (5)

# Female Students Are More Likely to be "Ready to Go" than Male Students

Incoming female kindergarteners were slightly more likely to be "Ready to Go" than incoming male kindergarteners, consistent with data from previous years.



Percentage of Incoming Kindergarteners "Ready to Go"

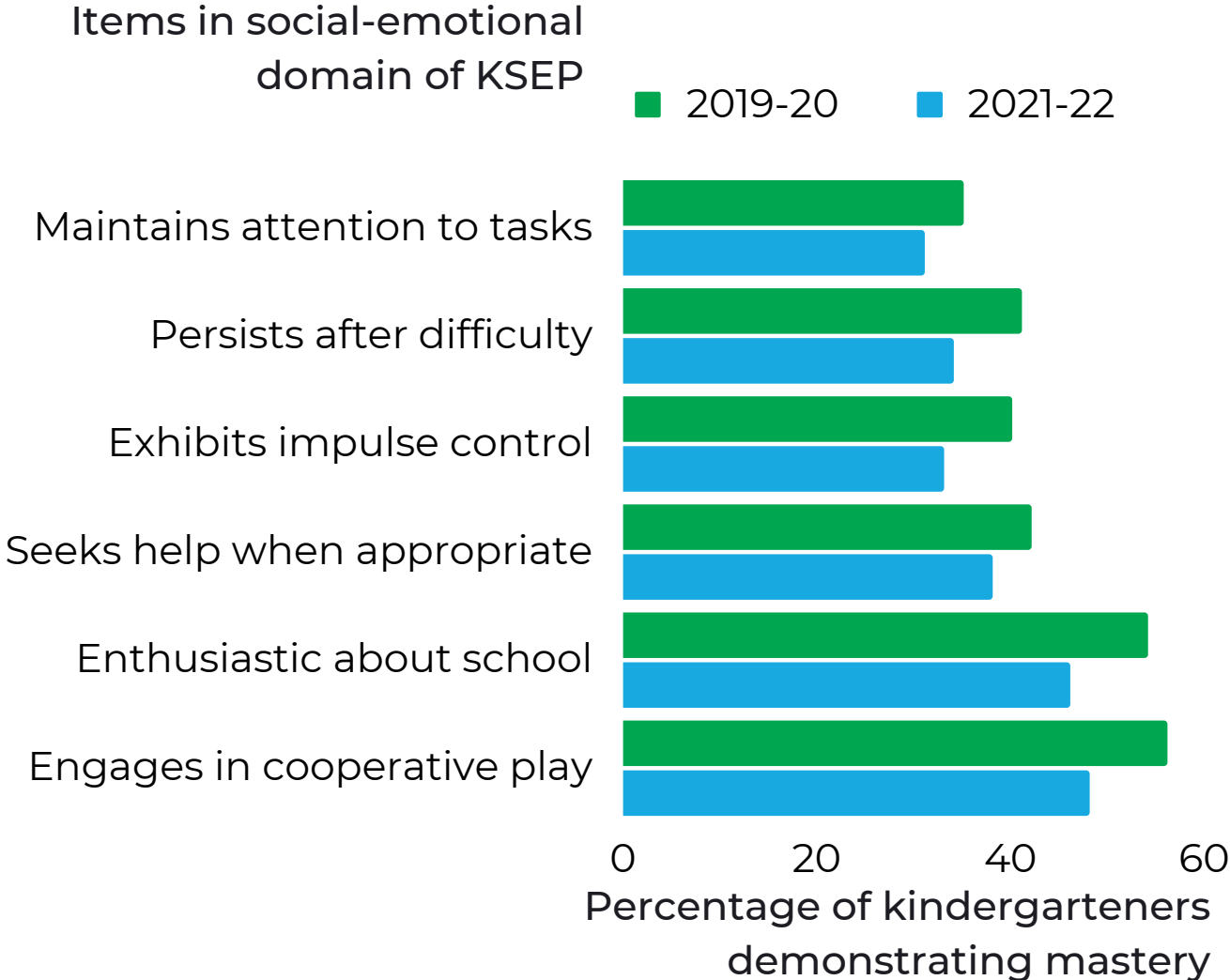


n = 6,672 Source: 2016-21 KSEP



# KSEP Scores in the Social-Emotional Domain Declined

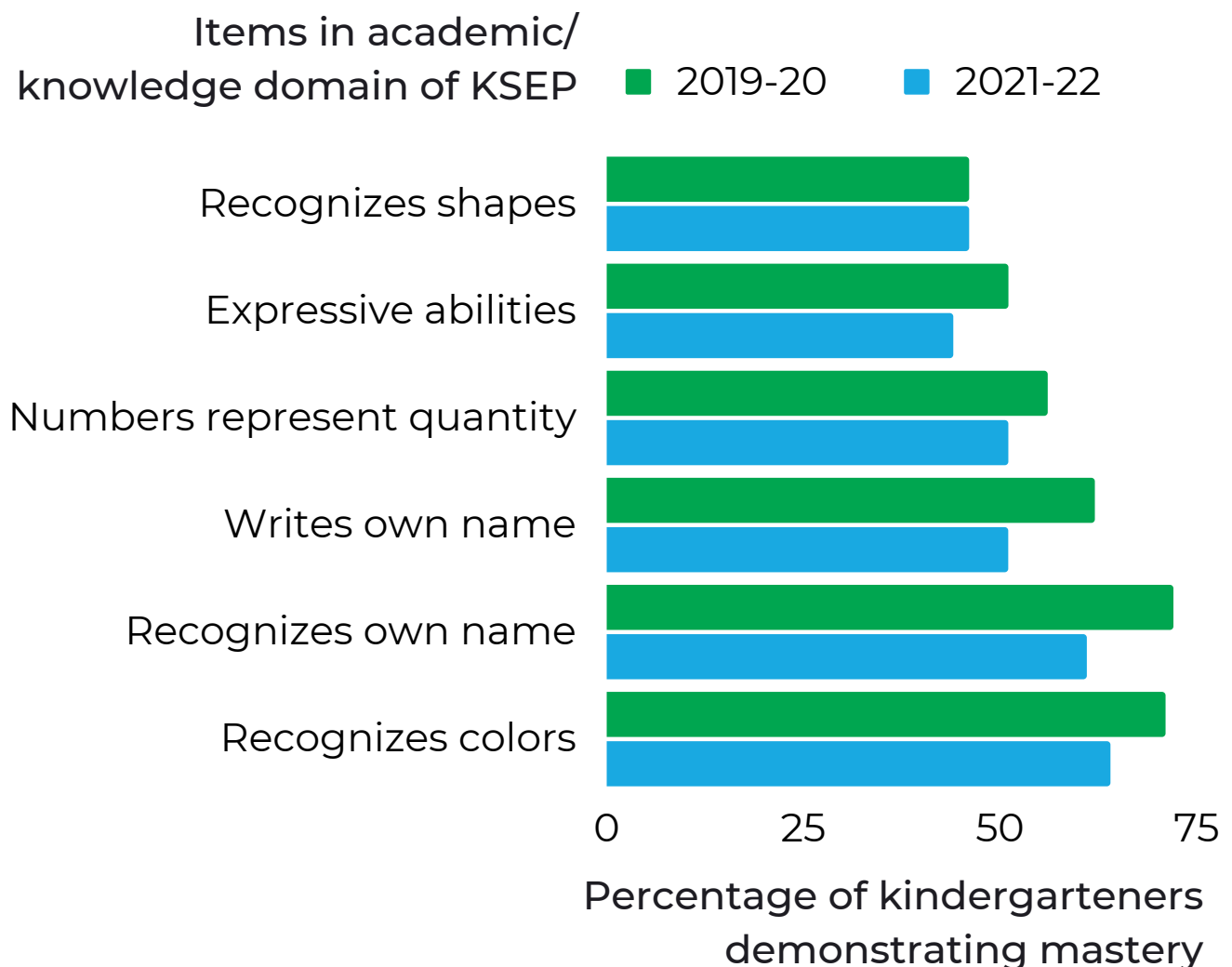
Incoming kindergarteners in 2021-22 were less likely to have mastered items in the social-emotional domain than incoming kindergarteners in 2019-20.



n = 1166; Source: 2019 & 2021 KSEP

# KSEP Scores in the Academic/ Knowledge Domain Declined

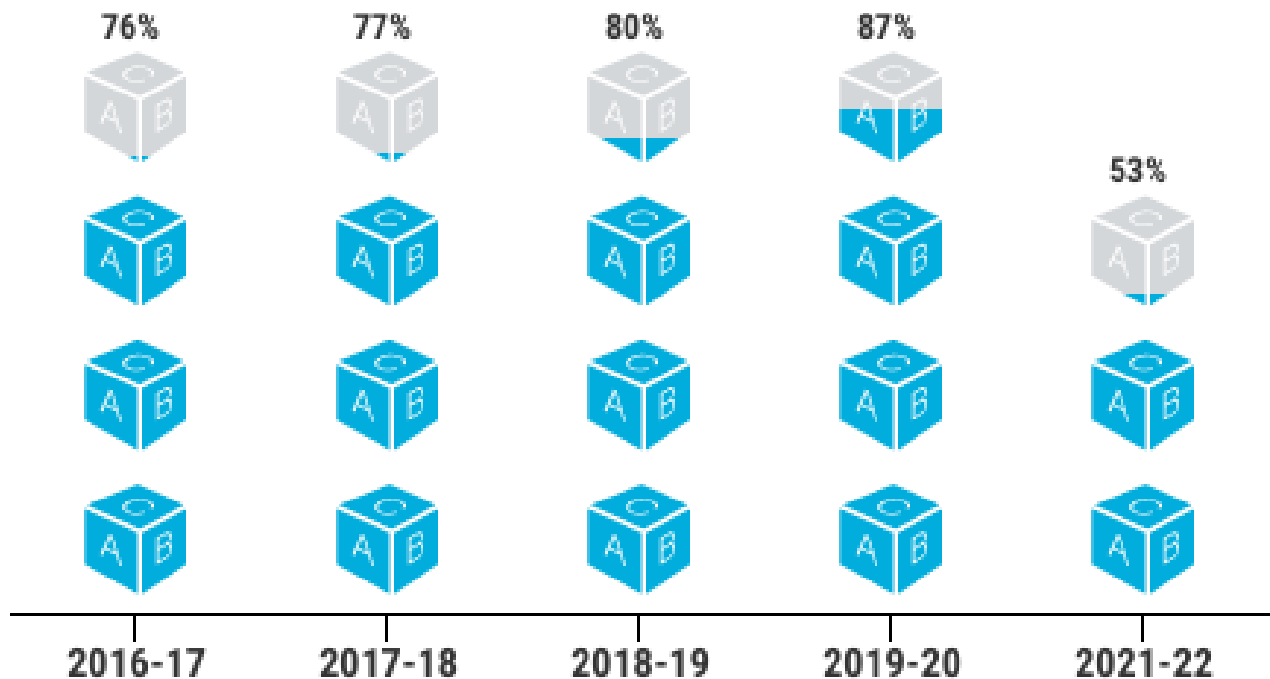
Incoming kindergarteners in 2021-22 were less likely to have mastered items in the academic/knowledge domain than incoming kindergarteners in 2019-20.



# Early Care & Education (ECE) Attendance Decreased

Between 2019-20 and 2021-22, ECE participation decreased by 34%. The most frequently reported barrier to access to ECE was the COVID-19 Pandemic.

Percentage of students that attended ECE



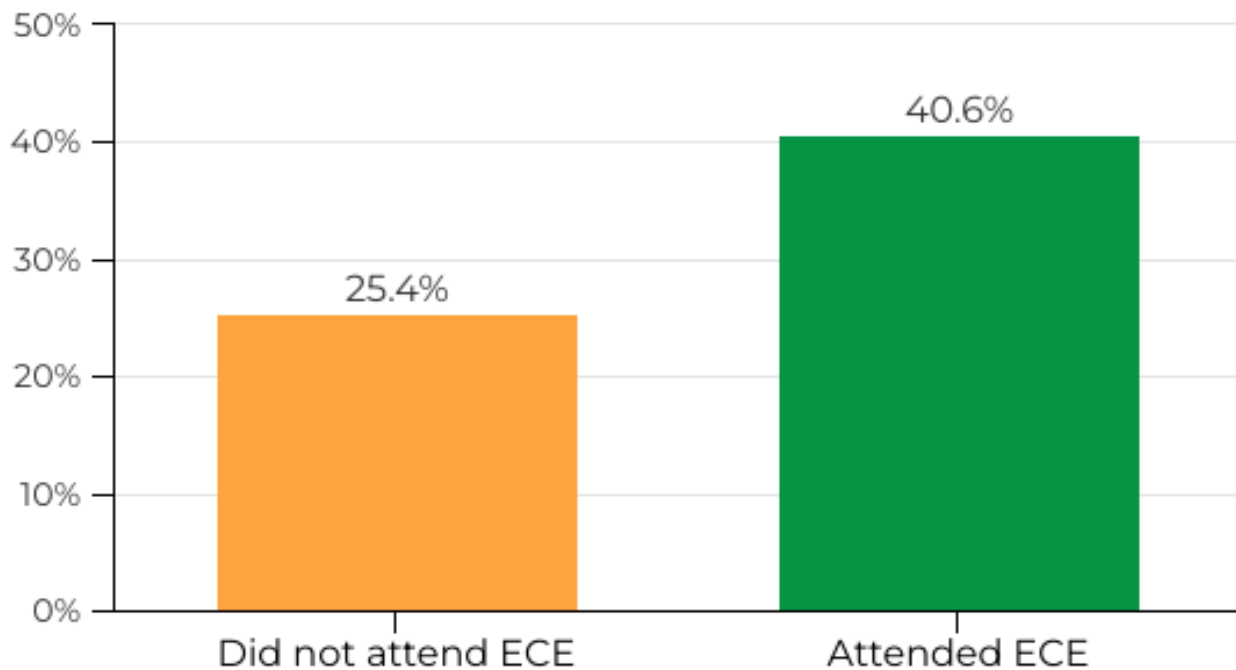
ECE includes: Preschool/Child Care Center, Transitional Kindergarten, Head Start, Licensed Home Care/Child Care

n=4,110; Source: 2016-21 KSEP & Parent Surveys

# ECE Attendance Increased Likelihood of School Readiness

Annually, READY students that attended ECE are almost twice as likely to be “Ready to Go” compared to students that did not attend ECE.

Percentage of Incoming Kindergarteners "Ready to Go," 2016-21 Averages



n=4,110; Source: 2016-21 KSEP & Parent Surveys



# 2021-22 Access to Early Learning Activities Increases School Readiness

Children Whose Families Did the Following Early Learning Activities in the Past 30 Days Experienced Increased School Readiness Compared to those Who Did Not



Read a Story

Over 2 x More Likely



Sang Songs or Listened to Music

Almost 1 x More Likely



Played Sports or Exercised

Over 2x More Likely



Arts or Crafts

Over 2x More Likely



Game with Letters or Numbers

Over 1x More Likely



Rate of "Ready to Go" KSEP Score Increases

n=613; Source 2021-22 KSEP & Parent Surveys

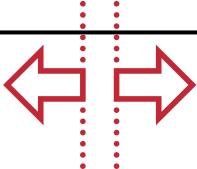


# Sonoma County Median Annual Earnings



## Gender & Race Gap

Sonoma County Average	\$43,927	\$31,586	\$11,487
Asian American	\$38,927	\$35,412	\$3,515
African American/Black	\$44,958	\$21,609	\$23,349
Hispanic/Latino	\$32,290	\$23,755	\$8,535
Native American	\$28,042	\$29,890	-\$1,848
White	\$52,989	\$36,215	\$16,773
	Men	Women	Wage Gap

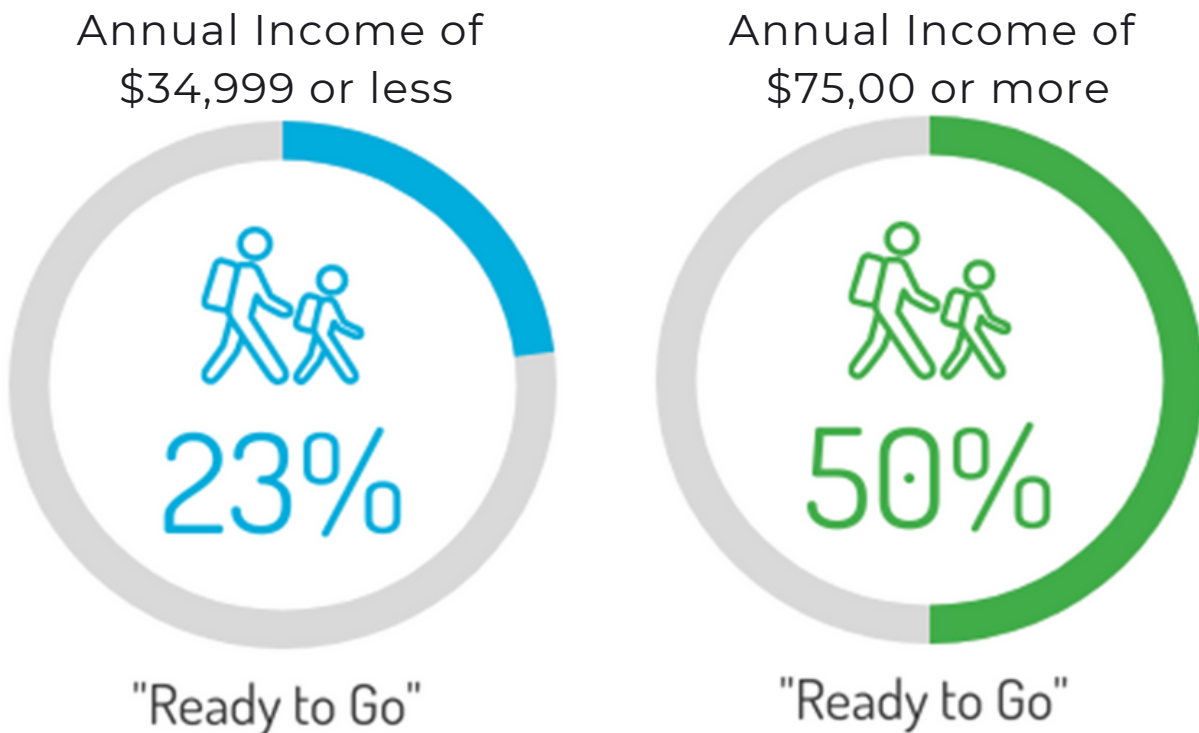


Source: Portrait of Sonoma County, 2021, Earnings: Measure of America calculations using U.S. Census Bureau ACS Public Use Microdata Sample. Estimates for the U.S., California, and Sonoma overall use 2019 data and estimate for Sonoma breakdowns use 2015-19 data.

# READY Family Annual Income & KSEP "Ready to Go" Scores

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Children whose annual family income is \$75,000 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.



# Overview of Systems Evaluation

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As stated previously, READY has observed a decline in kindergarten readiness among the READY cohort of school districts since 2016-17 school year. READY has also observed large disparities in kindergarten readiness among DLLs, as well as between white students and students that identify as Black, Indigenous, Latinx, or from a Community of Color (BIPOC). To further investigate these disparities and overall decline of kindergarten readiness, READY included more partners than ever before in the analysis and interpretation of local aggregate findings. To date, partners have included: the Sonoma County Office of Equity; First 5 Leadership Advisory Roundtable and First 5 Evaluation Committee; Cradle to Career; Upstream Investments, and more. Expanded partners were included in acknowledgement of the fact that READY data is representative of and truly belongs to the community of Sonoma County. Meaning that, to accurately analyze and interpret findings, community members need to be involved in the data review process, not just researchers.

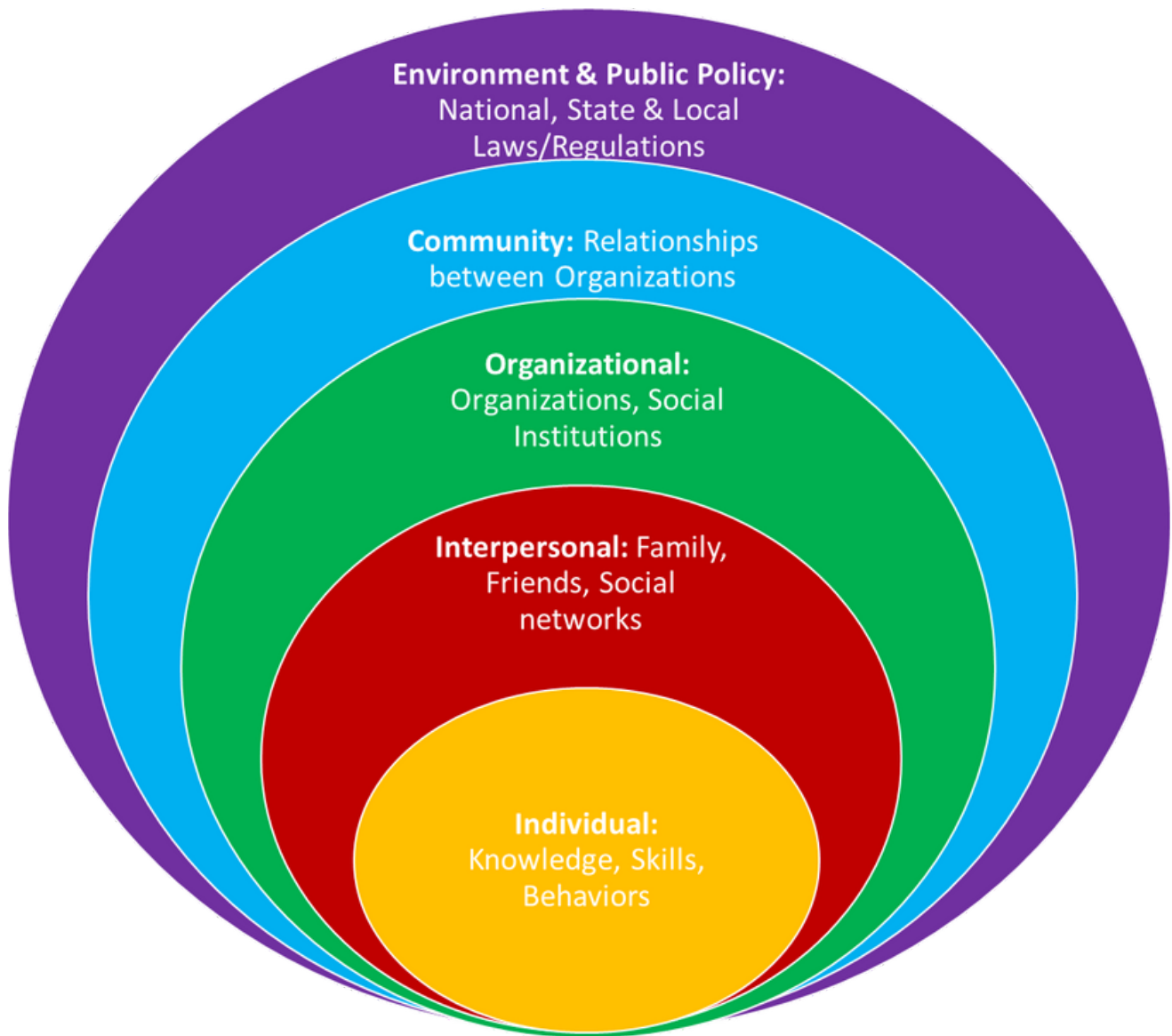
## Socio-Ecological Model

To further understand the larger context of kindergarten readiness, READY expanded work towards a systems evaluation approach by applying the best practice framework from the Centers for Disease Control and Prevention (CDC) Socio-Ecological Model to findings (see image below) (1). The Socio-Ecological Model considers:

*“The complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk ....or protect them... The overlapping rings in the model illustrate how factors at one level influence factors at another level....Besides helping to clarify these factors, the model also suggests that....it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time and achieve population-level impact.”*  
(1)

Because READY data is intended to inform local understanding of kindergarten readiness, READY and partners seek to investigate further the community, societal, environmental and systemic factors that contribute to the kindergarten readiness overall decline and disparities as a future research priority. Although the decline and disparities are dire, a deeper understanding of these inequitable outcomes will help our community turn the curve on these markers to ensure that Sonoma County is a place where a person’s race or ethnicity does not determine academic success.





## Disasters & Pandemic

On top of existing systemic inequities BIPOC families are already facing, Sonoma county has experienced environmental disasters that further exacerbated inequities and cannot be ignored when looking at the overall decline of kindergarten readiness locally. The traumatic October 2017 Sonoma Complex Fires took the lives of twenty-four community members, consumed more than 5,300 homes, as well as resulted in a permanent loss of 450 licensed child care slots according to the Sonoma County Child Care Planning Council (CCPC) (12, 13). In February 2019, Sonoma County experienced major flooding that caused over \$150 million in damage to homes and infrastructure (12). Then, in October 2019, the Kincade Fire forced the evacuation of close to 200,000 residents, about 40 % of the population, resulting in the largest evacuation in county history (12). In 2020, the Glass Fire and Walbridge/Meyers Fires ravaged Sonoma County as well (12).



Compounding these horrifying and life-altering catastrophes was the March 2020 COVID-19 outbreak and its lasting and devastating health, social, and economic impacts. The severe wildfire seasons of recent years along with the COVID-19 pandemic altered aspects of Sonoma County residents' lives almost beyond recognition, leading to displacement, job loss, educational disruption, significant mental health challenges, and increased deaths, with a disproportionate amount of BIPOC lives lost compared to white lives. School districts have experienced significant loss of classroom days and instruction, ECE cites and programs have experienced the same along with permanent closures, and education providers in general have had to grapple with offering virtual learning (13).



The pandemic and environmental disasters have all had traumatic impacts on our community and students and are major risk factors when examining kindergarten readiness disparities and declines. However, our community is resilient and does offer protective factors for kindergarten readiness as well as strategies that can support turning the curve on kindergarten readiness outcomes. Some examples include: the recently implemented Santa Rosa Metro Chamber's employer supported child care efforts (14), community and organization supports of entities such as: Sonoma County Child Care Planning Council (CCPC), First Sonoma County Quality Counts, Community Child Care Council (4Cs) of Sonoma County, and North Bay Children Center (NBCC); Dual Language Learner Programs; as well as services and supports offered by local Family Resource Centers. See below chart for more examples of both Protective and Risk Factors, based on the Socio-Ecological model domains.

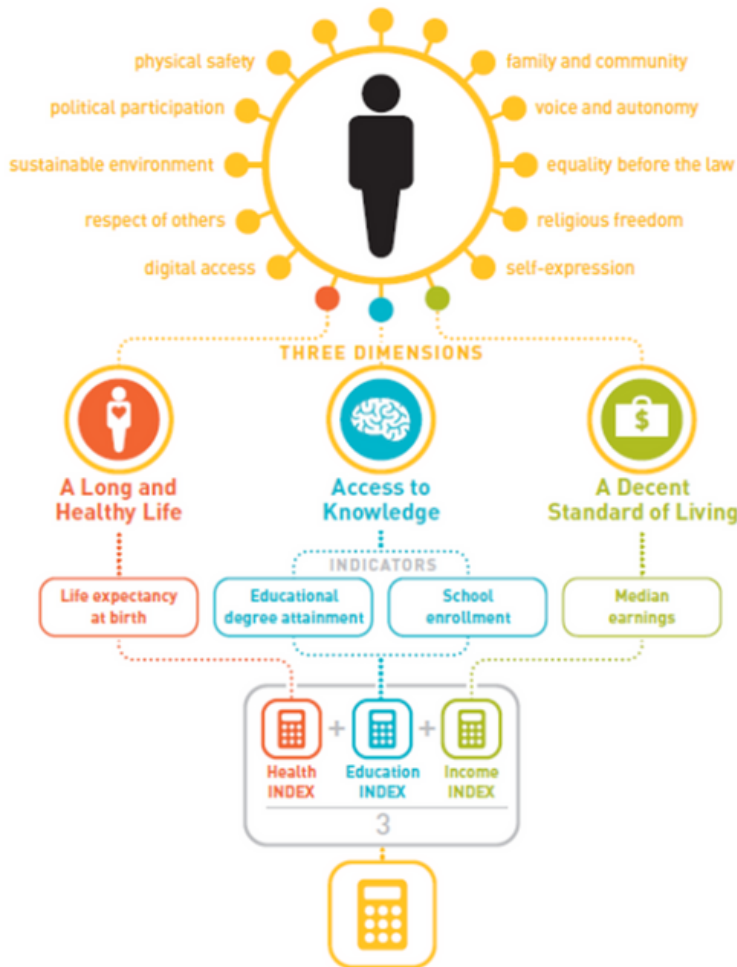
# Protective & Risk Factors Based on Socio-Ecological Model Domains

Domain	Protective Factors	Risk Factors
Environment & Public Policy	<ul style="list-style-type: none"> <li>• Cost per student</li> <li>• Employer-supported childcare</li> </ul>	<ul style="list-style-type: none"> <li>• COVID-19</li> <li>• Disasters and disaster-related trauma</li> <li>• Racial trauma</li> <li>• Institutional &amp; systemic racism</li> </ul>
Community	<ul style="list-style-type: none"> <li>• District &amp; Early Care &amp; Education (ECE) coordination</li> <li>• Sonoma County Office of Education (SCOE)</li> <li>• Child Care Planning Council (CCPC)</li> <li>• Quality Counts</li> <li>• Community Child Care Council (4Cs) of Sonoma County</li> <li>• North Bay Children Center (NBCC)</li> <li>• Dual Language Learner Supports &amp; Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Fragmented service delivery</li> <li>• Lack of Preschool through Grade 12 alignment of curriculum, standards and practices</li> <li>• Lack of linguistically &amp; culturally appropriate resources</li> </ul>
Organizational	<ul style="list-style-type: none"> <li>• School/ECE Resource Events</li> <li>• Family Resource Centers (FRCs)</li> <li>• Dual Language Learner Supports &amp; Programs</li> </ul>	<ul style="list-style-type: none"> <li>• School changes (virtual learning)</li> <li>• ECE decreases &amp; closures</li> <li>• Lack of linguistically &amp; culturally appropriate supports &amp; programs</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Funds for early learning resources and transition to school support</li> </ul>	<ul style="list-style-type: none"> <li>• Family trauma</li> <li>• Poverty</li> <li>• Low access to resources</li> </ul>
Individual	<ul style="list-style-type: none"> <li>• Social-emotional &amp; academic self-regulation behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Adverse Childhood Experiences (ACEs)</li> <li>• Developmental disorders</li> </ul>

# Portrait of Sonoma 2021

In addition, other resources of local data have been included in this report from the recently updated Portrait of Sonoma County 2021 (please see map on page 28). In 2014, Sonoma County Department of Health Services commissioned Measure of America to prepare A Portrait of Sonoma County (Portrait) (15). In general, the Portrait offered a holistic framework for understanding and addressing complex issues Sonoma County faced. This was done by providing a local status of well-being including an overview of access and barriers to opportunities for community members, identifying areas of positive change, and daylighting both new and persistent challenges. The Portrait data was broken down by race, ethnicity, gender and census tract. This level of disaggregation revealed inequities between groups, allowed for tracking change over time and provide a tool for holding elected officials accountable (15).

In 2021, an update of the Portrait was commissioned that shows how communities across Sonoma County are faring relative to one another, state and country. For the 2021 update, representatives from over 50 organizations contributed to the Portrait's preparation. Since its launch in 2014, groups countywide have used the Portrait for strategic planning, program development, fundraising, as well as communicating with partners and the community. A key element of both the 2014 and 2021 Portraits includes the American Human Development Index (HDI). The HDI is a measurement made up of health, education, and earnings indicators, ranging from a scale of 0 to 10 (15). The below graphic provides an overview of the HDI:



**A Long and Healthy Life:** life expectancy at data - CA Dep. of Public Health, population data- US Census Bureau, USALEEP data for census tract-level estimates.

**Access to Knowledge:** school enrollment for children & young people ages 3 to 24 & educational degree attainment for adults 25+, American Community Survey, US Census Bureau.

**A Decent Standard of Living:** median personal earnings of all full- & part-time workers ages 16 & older from American Community Survey, US Census Bureau.

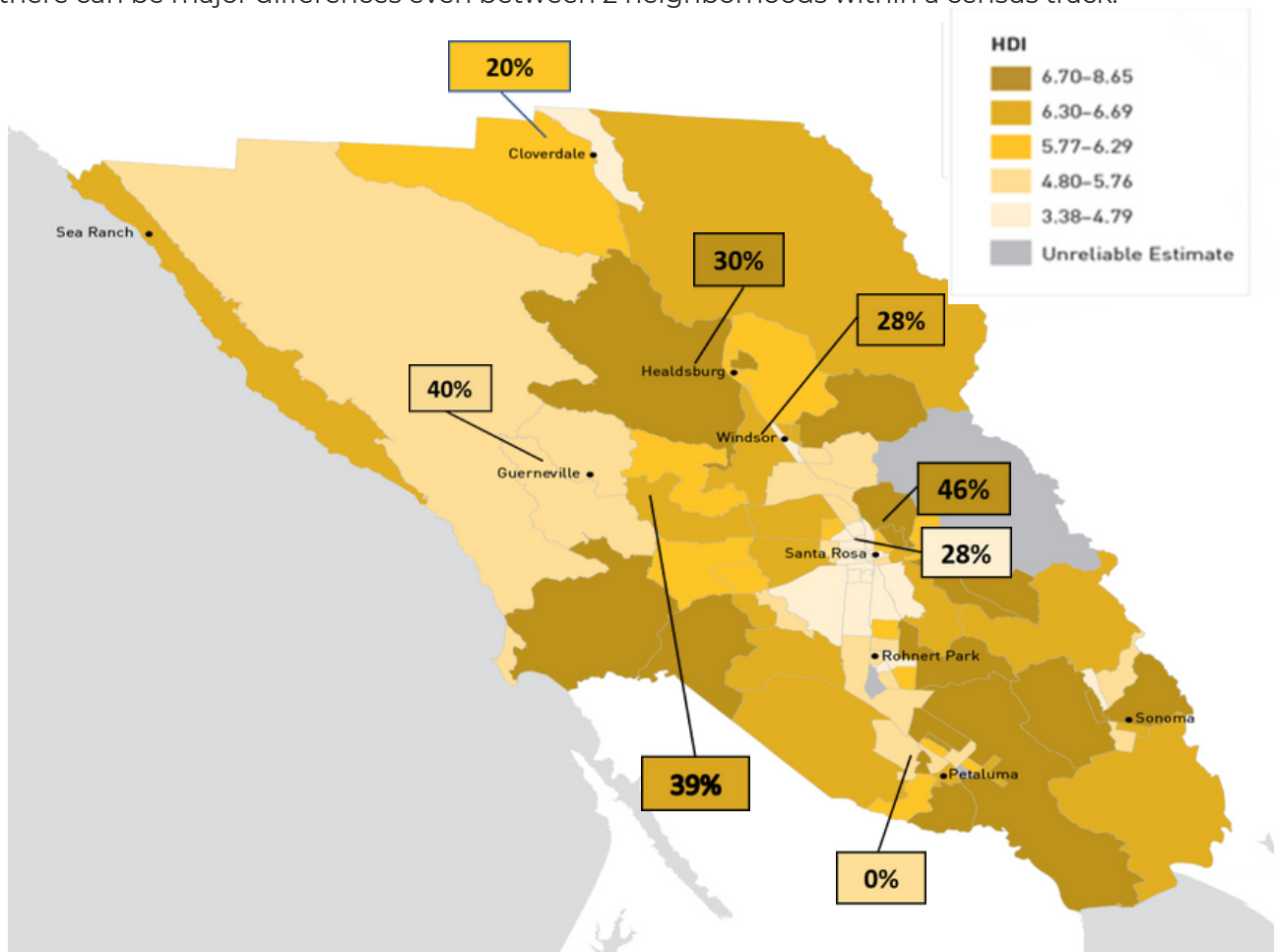
Source: Portrait of Sonoma, 2021

# HDI Scores & KSEP "Ready to Go" Scores in Participating School Districts

From the 2021 Portrait of Sonoma:

*"In 2014, A Portrait of Sonoma County successfully shifted our community's understanding of what determines well-being and how conditions of well-being vary across Sonoma County neighborhoods. A...2021 Update builds from this work, helping further illuminate issues of inequity across Sonoma County. Inequity is unjust, and addressing it is a moral imperative. The disparities that Black, Indigenous, People of Color, and immigrant and undocumented community members have and continue to experience should not continue unchecked or unremedied. Inequity harms all of us."* (15)

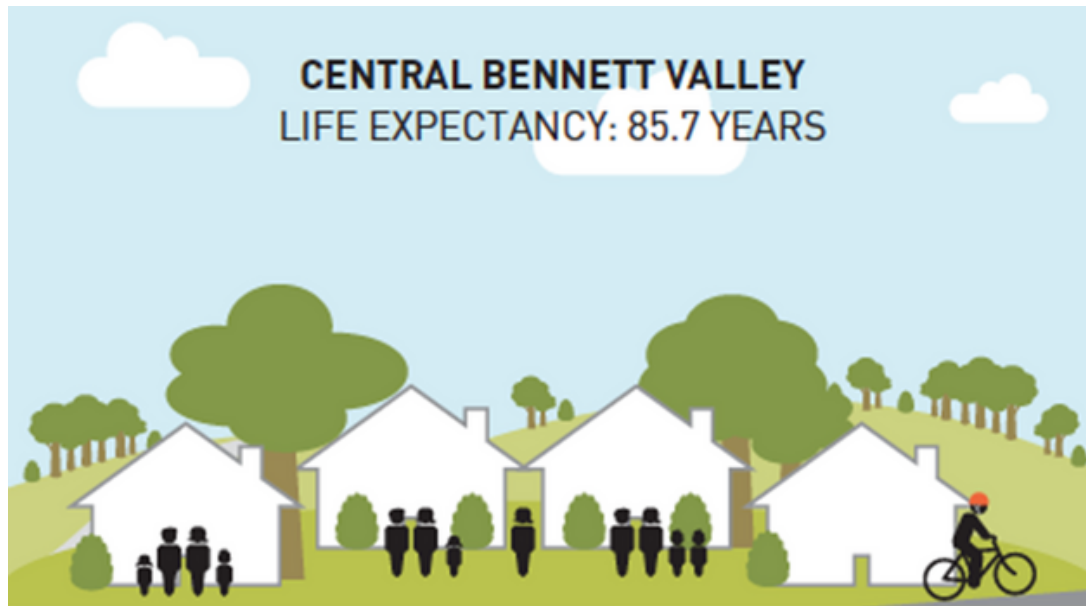
The below map portrays the different census tracts in Sonoma County, along with their associated HDI scores ranging from 1-10, with 10 being highest and 1 being the lowest. The boxes with percentages included on the map reflect the READY KSEP "Ready to Go" scores for the participating READY districts. Of interest, is that, in general, districts with lower KSEP "Ready to Go" scores also have lower HDI scores (6 out of 8 participating districts). There are a couple of outliers that READY and partners plan to investigate further. One possible explanation of outliers is that the HDI scores are aggregate for an entire census track. However, we know locally that there can be major differences even between 2 neighborhoods within a census track.



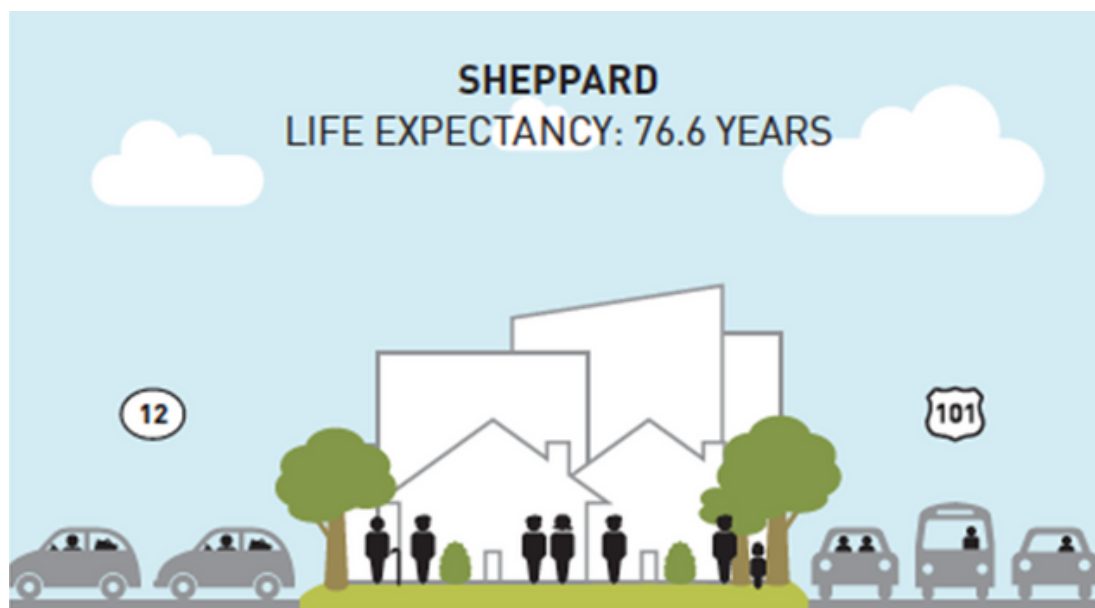


In general, this data comparison demonstrates the importance to look at system level factors, especially of health, wealth and educational attainment, when reviewing kindergarten readiness scores. Another visual to explain how systems indicators and place matters can be seen in graphic below, taken from the 2021 Portrait (15). Although these 2 neighborhoods are not associated with READY school districts, this visual does offer another way to consider differences between two neighborhoods locally.

## A Tale of Two Neighborhoods



- Extensive parks and green space
- 97.6% high school degree
- \$72,412 median personal earnings
- Mostly white (90%)



- Limited parks and green space
- 68.1% high school degree
- \$24,325 median personal earnings
- Mostly Latino (66%)

Source: Portrait of Sonoma, 2021: Census Bureau - ACS 5 YEAR Estimates 2019 DPO2, DP03, DPO5

# Inaccessibility of Early Care & Education

Yet another example of systems level data READY is looking at to further contextualize findings, is the current early care and education (ECE) desert Sonoma County is experiencing. Since researchers have sited ECE attendance and access as one of the top predictors of kindergarten readiness, and READY findings have found that READY students that participated in ECE are about 2X as likely to be “READY to Go” it is important to share these facts as they relate to the overall decline in kindergarten readiness in Sonoma County. Nationally, the ECE workforce experienced extraordinary challenges during the COVID-19 pandemic, as an estimated 60 percent of child care programs temporarily closed in 2020—some never recovering (16). Locally, Sonoma County experienced the same.

In addition, prior to the COVID-19 pandemic, Sonoma County was already facing a child care desert. As mentioned above, according to the Sonoma County Community Child Care Council (4Cs), there was a permanent loss of 450 licensed child care slots overnight due to the Tubbs Fire in 2017 (13).

According to a press release from Our Kids Our Future, child care centers and job opportunities have been disappearing throughout the pandemic at alarming levels, with one study from the economic development board revealing a 40% reduction in the number of child care spaces available in Sonoma County (17). According to a 2019 report by the Child Care Planning Council of Sonoma County (CCPC), Sonoma County Office of Education (SCOE), and First 5 Sonoma County, Sonoma County suffers a shortage of almost 5,000 child care spaces across all ages (18). Furthermore, if parents are able to find spaces, sometimes the financial burden of child care is just too much and child care financial assistance is sparse. Local research has documented that 3,100 infants qualify for subsidized child care but only 445 spaces are available (18).

All of the above facts are examples of risk factors that help researchers understand the bigger picture of why Sonoma County is experiencing a decrease in kindergarten readiness, especially for BIPOC students. READY intends to not only further its analysis of system indicators to understand root cause and factors of kindergarten readiness, but also intends to center and learn from BIPOC communities by increasing community engagement. By developing a participatory practice in alignment with community members who are most closely impacted by all of the above described inequities and risk factors, READY hopes to support the identification of actions that might help to turn the curve on the kindergarten readiness indicator for Sonoma County, especially for BIPOC students.

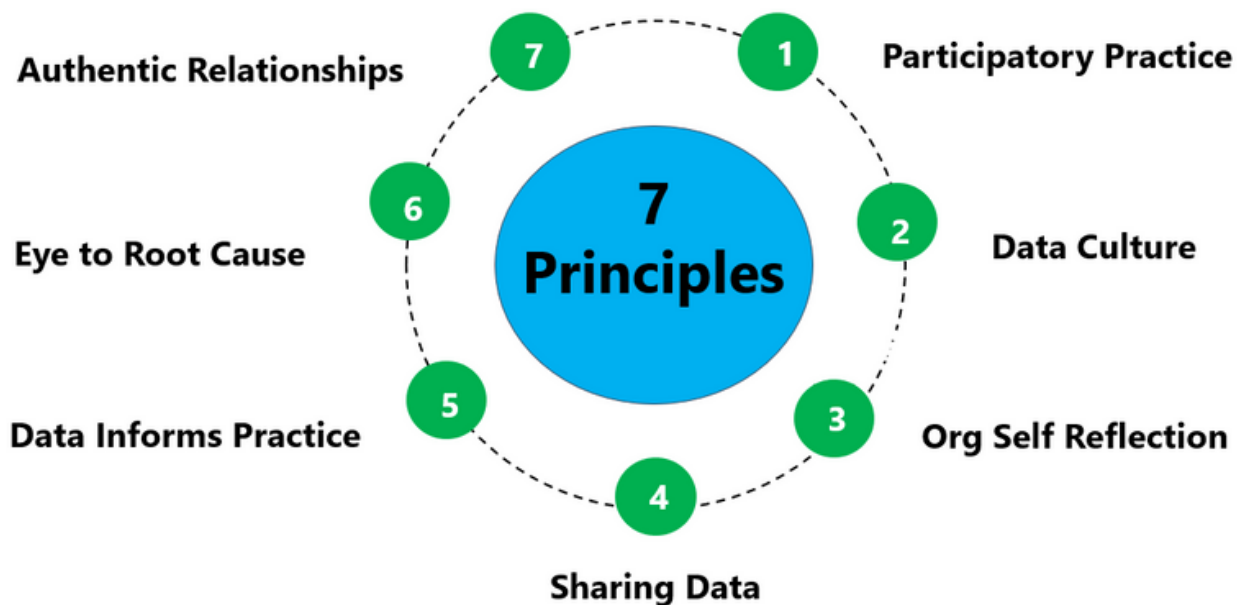


# Equity-Centered Results-Based Accountability (RBA)

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As a First 5 Sonoma County funded partner, READY recognizes F5's unique role and responsibility to deploy resources to strategically advance the development of a vibrant system for children and their families. In addition to funding and implementing evidence-informed strategies and programs, F5 is accountable to measure results and use them to direct F5's trajectory in an unbroken cycle of continuous quality improvement. To bolster this accountability, F5 has adopted Results Based Accountability (RBA) to measure and improve the outcomes of its investments in children and families (3, 19)

As a community leader, First 5 Sonoma County implements and funds strategies to collectively magnify the impact of local programming and advocacy efforts directed toward ensuring the well-being of children 0 – 5 and their families. First 5 Sonoma County serves as a catalyst, collaborator, capacity builder and policy advocate by engaging in strategies identified in the First 5 Strategic Plan and holds themselves accountable to agency-wide performance measures. First 5 Sonoma County has identified Kindergarten Readiness as one of their RBA Population Level indicators of success (3). READY seeks to apply the RBA process and Equity Centered RBA Principles to its work moving forward, in alignment with First 5 Sonoma County's Strategic Plan. Below is an overview of the 7 Equity Centered RBA Principles, developed by Equity & Results (20).



\*Adapted from Equity & Results Anti-Racist RBA Framework

# Equity-Centered RBA Future Pathway: Participatory Practice & Authentic Relationships

## 7 Equity Centered RBA Principles (from Equity & Results Anti-Racist Framework [20]):

1. **Participatory Practice:** Ensuring that power is accounted for and all parts of the process are designed and implemented with BIPOC decision-making at the center - “not about us without us”.
2. **Data Culture:** Transforming the usual punitive data culture focused on errors to transparent, non-punitive data design, analysis and use culture.
3. **Organizational Self Reflection:** A narrative practice that doesn't “prove” or blame communities of color for our institutional failures and structural designs.
4. **Sharing Data:** Data is not extracted but instead shared with the community regardless of outcome.
5. **Data Informs Practice:** Data is used consistently to inform practice - not knowing is harm.
6. **Eye to Root Cause:** Identify potential solutions to address root causes so that they will powerfully interrupt and build new foundations.
7. **Authentic Relationships:** Relationships built for anti-racist impact that create the trust necessary for group solutions rather than naming, blaming, and shaming.

With the development and dissemination of this year's results, READY and First 5 Sonoma County have embodied several of these principles already, starting with the Sharing of Data. The Data Culture of READY and First 5 is that of focusing on the use of data for data design and improvement. By taking a systems evaluation approach with data, we have examined Root Causes, institutional failures and structural designs required of Organizational Self Reflection. The intention of READY and the RBA framework is that of data informing practice. Finally, we know that **those closest to the problems are also closest to the solutions**. Moving forward, READY plans to increase Community Participatory Practice and build Authentic Relationships by:

- Working with community partners & families, prioritizing BIPOC communities, to examine root causes and identify strategies that support kindergarten readiness from the community's perspective
- Aligning with SCOE Universal Pre-Kindergarten partners for parent engagement & data collection efforts
- Increasing Qualitative Data collection to center BIPOC Voices by conducting focus groups, key informant interviews, etc.
- Developing an action plan with partners in alignment with Portrait of Sonoma Agenda for Action



## Equity-Centered RBA “Turning the Curve”

As mentioned earlier in the report, READY has begun engaging more partners than years past in the review, analysis and interpretation of this year's results. Partners have included: Sonoma County Office of Equity; First 5 Leadership Advisory Roundtable and First 5 Evaluation Committee; Cradle to Career (C2C); Upstream Investments, and more. The method of engagement to date has been conducting an RBA "Turn the Curve" (TTC) process with several community groups (19). An overview of the TTC process can be seen in the graphic below. In general, the TTC practice consists of sharing data to look at "How are we Doing", taking time to think about and examine "Root Causes", discussing who are the "Partners that a Play a Role" in the data and who needs to be included to "Turn the Curve", brainstorming with those partners strategies that "Can work to TTC", and finally, developing an "Action Plan" based on an RBA prioritization method to focus the agreed upon strategies (19). Input from this year's "Turn the Curve" engagement efforts have offered a robust set of research priorities to focus on in addition to future learnings from further increased Community Participatory Practice. READY's future research priorities include:

- Analysis of System Indicators to Understand Root Cause & Factors of Kindergarten Readiness
- Identify Where Systemic & Institutional Racism Impact Students & Align with Cradle to Career (C2C) Strive Network System Indicators:
  - Are Schools & Communities Ready for Kindergarteners?
  - Race/Ethnicity of Teachers & Administrators Relative to Students
  - Teacher Qualifications & Culturally Responsive Curriculum
  - Internet & Computer/device access & technical support
  - Local employer adoption of family-centered practices

By increasing participatory practice, building authentic relationships and expanding evaluation to encompass more system wide indicators, READY hopes that we can support Sonoma County to "Turn the Curve" on the First 5 Population Level Indicator of Kindergarten Readiness, especially for BIPOC students. The below graphic details the steps involved in "Turning the Curve" that READY will embark on this coming data collection cycle in partnership with the community, those closest to the solutions.



# Evaluation Methods

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**Purpose:** The purpose of the Fall 2021 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 2021, 8 school districts, 21 schools, 55 kindergarten teachers, 1,166 kindergarten students and 648 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 (7). 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 (8). 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” (7).

**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.







# Data Collection Process




School District Outreach and Contracts/Data Sharing Agreements: Between February and June 2021, READY staff contacted Superintendents of school districts that expressed interest in participating in the Fall 2021 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 2021, 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 2021, 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.



**Data Analyses:** In the 2021- school year, a total of 648 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 5-year trend analysis included only the original schools and 8 Districts that participated starting in 2016-17, as well as 1 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) 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.
- The KSEP does not measure other elements of knowledge that are important to human development, including: cultural, ancestral and community knowledge.





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# Kindergarten Student Entrance Profile (KSEP)



<b>Student Name:</b>	<b>Student ID:</b>
<b>Student Home Language:</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other	<b>Date rating completed (mm/dd/yyyy):</b>
<b>Languages used when making KSEP ratings:</b> <input type="checkbox"/> Mostly English <input type="checkbox"/> Mostly Spanish <input type="checkbox"/> English and Spanish <input type="checkbox"/> Other language	
<b>Student Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>Student's DOB (mm/dd/yyyy):</b>
<b>Does child have an IEP?</b> <input type="checkbox"/> Yes, active IEP <input type="checkbox"/> Yes, inactive IEP <input type="checkbox"/> Never had an IEP	

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

## Kindergarten Student Entrance Profile (KSEP)

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

**Comments:**

This survey is online! We strongly encourage you to complete this survey online using the following links or the QR Codes below: <https://www.surveymonkey.com/r/READY21-22> (for English version) or <https://es.surveymonkey.com/r/READY21-22Espanol> (for Spanish version).

English



Spanish



**2021-2022 Parent Survey**

1. What is your child's name? \_\_\_\_\_  
First Middle Last Name

2. What is your child's date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

3. What is your child's gender?  Male  Female

4. What is your child's ethnicity?  
 Hispanic or Latino  Not Hispanic or Latino

5. What is your child's race? (Mark all that apply)

<input type="radio"/> Asian: Chinese	<input type="radio"/> Asian: Laotian	<input type="radio"/> Native Hawaiian/Pacific Islander: Native Hawaiian	<input type="radio"/> Native Hawaiian/Pacific Islander: Other
<input type="radio"/> Asian: Japanese	<input type="radio"/> Asian: Cambodian	<input type="radio"/> Native Hawaiian/Pacific Islander: Guamanian	<input type="radio"/> Native American/Alaskan Native
<input type="radio"/> Asian: Filipino	<input type="radio"/> Asian: Other _____	<input type="radio"/> Native Hawaiian/Pacific Islander: Samoan	<input type="radio"/> Middle Eastern or North African
<input type="radio"/> Asian: Korean	<input type="radio"/> Black/African American		<input type="radio"/> Another race not listed here (please specify) _____
<input type="radio"/> Asian: Vietnamese	<input type="radio"/> Caucasian/White		<input type="radio"/> Decline to state
<input type="radio"/> Asian: Asian Indian	<input type="radio"/> Multiracial/Biracial		

6. In the past year, did your child attend either virtually or in person one of the following?  
 Preschool/Child Care Center  Head Start  Other \_\_\_\_\_  
 Transitional Kindergarten (TK)  Licensed Home Care/Child Care  None of these

7. 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 either virtually or in person? Name: \_\_\_\_\_ City: \_\_\_\_\_

8. 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 either virtually or in person? \_\_\_\_\_ # of days/week, and \_\_\_\_\_ # of hours/day

9. How long did your child attend this preschool, Head Start, child care, TK or other early education program in person or Virtually? \_\_\_\_\_ months \_\_\_\_\_ years

10. Has your child attended *another* preschool, Head Start, or child care center *other than that listed above*?  No  Yes  
If yes, what is the name of the provider and city it is in? Name: \_\_\_\_\_ City: \_\_\_\_\_  
How long did your child attend? \_\_\_\_\_ months \_\_\_\_\_ years

11. If your child did not attend any preschool or child care program, what reasons contributed to this decision? (Mark all that apply)

<input type="radio"/> Hours didn't meet my/our needs	<input type="radio"/> Lack of information about available preschool/child care options	<input type="radio"/> Preschool/ child care was not available
<input type="radio"/> Preschool/child care was not affordable	<input type="radio"/> I did not want to enroll my child in care outside the home	If so, why not? _____
<input type="radio"/> Did not qualify for reduced cost child care	<input type="radio"/> My child was on the waitlist	<input type="radio"/> COVID-19 shutdown
<input type="radio"/> I was concerned about the quality of care	If so, why not? _____	<input type="radio"/> Other (please specify) _____
		<input type="radio"/> None of the above

12. In a **typical week**, how often do you or another family member read or show pictures from books with your child?

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

13. On the days someone reads or shows picture books to the child, about how many minutes is he/she read to? \_\_\_\_\_minutes

14. On a typical **school day**, how much time does your child spend playing outside *before & after school*? \_\_\_\_\_hours\_\_\_\_\_minutes

15. On a typical **non-school day**, how much time does your child spend playing outside? \_\_\_\_\_hours\_\_\_\_\_minutes

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

- |  |  |  |
|--|--|--|
| <input type="radio"/> Lack of time       | <input type="radio"/> Risk of injury in play               | <input type="radio"/> Child not interested         |
| <input type="radio"/> Traffic            | <input type="radio"/> No yard or nearby outdoor play space | <input type="radio"/> COVID-19 shutdown            |
| <input type="radio"/> Fear of strangers  | <input type="radio"/> Too messy                            | <input type="radio"/> Other (please specify) _____ |
| <input type="radio"/> Neighborhood crime | <input type="radio"/> Weather                              | <input type="radio"/> No barriers to outdoor play  |

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

- |   |  |  |
|---|--|--|
| <input type="radio"/> Told him/her a story              | <input type="radio"/> Listened to music or sang songs together     | <input type="radio"/> Played a game, sport or exercised together         |
| <input type="radio"/> Worked on arts or crafts together | <input type="radio"/> Played games using letters, words or numbers | <input type="radio"/> Involved child in household chores such as cooking |

18. Have you participated in any of these parenting programs either virtually or in person? (Mark **all** that apply)

- |  |   |  |
|--|---|--|
| <input type="radio"/> Abriendo Puertas | <input type="radio"/> Home visits from a nurse, community worker, or other provider | <input type="radio"/> Early intervention           |
| <input type="radio"/> AVANCE           | If known, please specify _____  | If known, please specify _____                     |
| <input type="radio"/> Pasibs           | If known, please specify _____  | <input type="radio"/> Other (please specify) _____ |
| <input type="radio"/> Triple P         | <input type="radio"/> Consultation Project  | <input type="radio"/> None of the above            |

19. In a typical day, how many total hours does your child spend watching television or videos, playing video or computer games, or using a mobile device, tablet, or computer? \_\_\_\_\_hours

20. Of those hours, what is your best estimate for hours that were devoted to remote education? \_\_\_\_\_hours

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

- |  |  |  |   |
|--|--|--|---|
| <input type="radio"/> Elementary school                    | <input type="radio"/> High school graduate/GED | <input type="radio"/> Associate's degree (AA/AS) | <input type="radio"/> Advanced degree             |
| <input type="radio"/> Some high school (not a HS graduate) | <input type="radio"/> Some college             | <input type="radio"/> Bachelor's degree (BA/BS)  | <input type="radio"/> Other _____                 |
|  |  |  | <input type="radio"/> Don't know/Decline to state |

22. What is your approximate family income per year?

- |   |   |   |
|---|---|---|
| <input type="radio"/> \$0 - \$14,999      | <input type="radio"/> \$35,000 - \$49,999 | <input type="radio"/> \$75,000 - \$99,999 |
| <input type="radio"/> \$15,000 - \$34,999 | <input type="radio"/> \$50,000 - \$74,999 | <input type="radio"/> \$100,000 or more   |

23. 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+ \_\_\_\_\_

24. Since 2017, have you (mark **all** that apply):

- |   |   |  |
|---|---|--|
| <input type="radio"/> Been evicted from your residence  | <input type="radio"/> Moved in with other people, even temporarily          | <input type="radio"/> Lost access to your regular transportation (e.g. vehicle totaled or repossessed) |
| <input type="radio"/> Lost housing/residence for other reason   | <input type="radio"/> Been unable to afford to pay rent, mortgage, or bills | <input type="radio"/> Been unemployed or unable to find work   |
| <input type="radio"/> Lived at a shelter, in a hotel/motel, in an abandoned building, or in a vehicle |   | <input type="radio"/> None of these apply to me  |

25. Were any of the above responses a result of any of the following disasters? (Mark **all** that apply)

- |   |   |   |
|---|---|---|
| <input type="radio"/> 2017 Tubbs fire (Calistoga, Santa Rosa) | <input type="radio"/> 2019 Kincadee fire (Geyserville, Healdsburg, Windsor) | <input type="radio"/> 2020 Glass fire (Calistoga, Santa Rosa) |
| <input type="radio"/> 2017 Nuns fire (Sonoma)                 | <input type="radio"/> 2019 Russian River flooding                           | <input type="radio"/> COVID-19 pandemic                       |

26. Please use this space to share any other comments about disaster impacts on your family or other factors that have impacted your child(ren) being ready to enter kindergarten.

Esta encuesta está en línea! Le recomendamos encarecidamente que complete esta encuesta en línea utilizando los siguientes enlaces o los Códigos QR a continuación: <https://www.surveymonkey.com/r/READY21-22> (para la versión en inglés) o <https://es.surveymonkey.com/r/READY21-22Espanol> (para la versión en español).

Inglés



Español



**2021-2022 Encuesta Para los Padres**

1. Nombre del niño/a: \_\_\_\_\_  
Primer nombre Segundo nombre Apellido

2. Fecha de nacimiento del niño/a: \_\_\_\_/\_\_\_\_/\_\_\_\_ 3. Sexo del niño/a (marque):  Masculino  Femenino  
Mes Día Año

4. Etnicidad de su niño/a:  
 Hispano/Latino  No Hispano/Latino

5. Raza de su niño/a (marque **todas** las respuestas que se apliquen):

<input type="radio"/> Asiático: Chino	<input type="radio"/> Asiático: Laosiano	<input type="radio"/> Nativo hawaiano/isleño del Pacífico: Nativo Hawaiano	<input type="radio"/> Nativo hawaiano/isleño del Pacífico: Otro
<input type="radio"/> Asiático: Japonés	<input type="radio"/> Asiático: Camboyano	<input type="radio"/> Nativo hawaiano/isleño del Pacífico: Guameño	<input type="radio"/> Nativo americano/nativo de Alaska
<input type="radio"/> Asiático: Filipino	<input type="radio"/> Asiático: Otro	<input type="radio"/> Nativo hawaiano/isleño del Pacífico: Samoano	<input type="radio"/> Medio Oriente o África del Norte
<input type="radio"/> Asiático: Coreano	<input type="radio"/> Negro/afroamericano		<input type="radio"/> Otra carrera que no figura aquí (por favor especifique) _____
<input type="radio"/> Asiático: Vietnamita	<input type="radio"/> Caucásico/blanco		<input type="radio"/> Prefiero no responder
<input type="radio"/> Asiático: Indio asiático	<input type="radio"/> Multirracial/birracial		

6. En el último año, ¿asistió su niño/a a uno de los siguientes?  
 Preescolar / Centro de Cuidado Infantil  Head Start  Otro \_\_\_\_\_  
 Kindergarten de transición (TK)  Cuidados en el hogar/cuidado de niños con licencia  A ninguno de estos

7. Durante el año pasado, ¿cuál fue el nombre y ubicación del preescolar, Head Start, sitio de cuidado de niños, Kinder de Transición, u otro programa de educación temprana al cual su niño/a asistió? Nombre: \_\_\_\_\_ Ciudad: \_\_\_\_\_

8. Durante el año pasado, en un promedio semanal, ¿con qué frecuencia asistió su niño/a este programa preescolar, Head Start, cuidado de niños, TK u otro programa de educación temprana? \_\_\_\_\_ # de días/semana, y \_\_\_\_\_ # de horas/día

9. ¿Cuánto tiempo asistió su niño/a este programa preescolar, Head Start, cuidado de niños, TK, u otro programa de educación temprana?  
\_\_\_\_\_ meses \_\_\_\_\_ años

10. ¿Ha asistido su niño/a a otro centro preescolar, Head Start, Kinder de Transición, o sitio de cuidado para niños no mencionado anteriormente?  No  Sí  
Si la respuesta es sí, ¿cuál es el nombre del proveedor y la ciudad en que se encuentra? Nombre: \_\_\_\_\_ Ciudad: \_\_\_\_\_  
¿Cuánto tiempo asistió su niño/a? \_\_\_\_\_ meses \_\_\_\_\_ años

11. Si su niño/a **no asistió** a un programa preescolar o de guardería, ¿cuáles fueron los motivos que contribuyeron a esta decisión? (Por favor marque **todas** las respuestas que apliquen)

<input type="radio"/> Los horarios que ofrecían no eran convenientes	<input type="radio"/> Tenía preocupaciones acerca de la calidad del programa preescolar/de guardería	<input type="radio"/> No hubo programas preescolares/guarderías disponibles
<input type="radio"/> No podía pagar el programa preescolar/guardería	<input type="radio"/> Carencia de información sobre las opciones disponibles para un programa preescolar/de guardería	Por favor especifique _____
<input type="radio"/> No calificó para asistencia de cuidado infantil de bajo costo	<input type="radio"/> Yo no quería que mi niño/a fuera a una guardería fuera de la casa	<input type="radio"/> COVID-19 cierre
<input type="radio"/> Mi niño/a estaba en la lista de espera	Por favor especifique _____	<input type="radio"/> Otros motivos (por favor especifique) _____
		<input type="radio"/> Ninguno de estos

12. En una semana típica, ¿con qué frecuencia usted u otros miembros de la familia le leen cuentos o le muestran ilustraciones de los libros a su niño/a?  No en absoluto  1-2 días por semana  3-4 días por semana  5-6 días por semana  Todos los días

13. En los días que alguien lee o muestra libros de dibujos a su niño/a, ¿más o menos cuantos minutos le leen? \_\_\_\_\_ minutos

14. En un día escolar típico, ¿cuánto tiempo pasa su niño/a jugando afuera antes y después de la escuela? \_\_\_\_\_ horas \_\_\_\_\_ minutos

15. En un día no escolar típico, ¿cuánto tiempo pasa su niño/a jugando afuera? \_\_\_\_\_ horas \_\_\_\_\_ minutos

16. ¿Cuáles son los obstáculos mayores que no permiten que su niño/a juegue al aire libre (o fuera de casa)? (Marque todas las que apliquen)

- |   |   |  |
|---|---|--|
| <input type="radio"/> Falta de tiempo               | <input type="radio"/> El riesgo de lesionarse mientras juega        | <input type="radio"/> Falta de interés por parte del niño/a    |
| <input type="radio"/> Tráfico                       | <input type="radio"/> No hay patio o un lugar cercano al aire libre | <input type="radio"/> COVID-19 cierre                          |
| <input type="radio"/> Temor a desconocidos          | <input type="radio"/> Demasiado desordenado                         | <input type="radio"/> Otra razón (por favor especifique) _____ |
| <input type="radio"/> Delincuencia en el vecindario | <input type="radio"/> Debido al clima                               | <input type="radio"/> No existen obstáculos para salir a jugar |

17. En los últimos 30 días, ¿alguien de su familia o usted han hecho las siguientes cosas con su niño/a? (Marque todas las que apliquen)

- |   |   |  |
|---|---|--|
| <input type="radio"/> Contarle un cuento                        | <input type="radio"/> Escuchar música o cantar juntos             | <input type="radio"/> Jugar un juego, deporte o hacer ejercicio                      |
| <input type="radio"/> Hacer artesanías u otros oficios manuales | <input type="radio"/> Jugar juegos con letras, palabras o números | <input type="radio"/> Involucrar al niño/a en tareas del hogar tales manuales juntos |

18. ¿Ha participado en alguno de los siguientes programas para padres? (Marque todas las que apliquen)

- |  |   |   |
|--|---|---|
| <input type="radio"/> Abriendo Puertas | <input type="radio"/> Visitas a la casa de una enfermera, un asistente social u otros proveedores | <input type="radio"/> La Intervención temprana            |
| <input type="radio"/> AVANCE           | <input type="radio"/> Por favor especifique _____   | <input type="radio"/> Otros (por favor especifique) _____ |
| <input type="radio"/> Pasitos          | <input type="radio"/> Triple P/Paternidad Positiva  | <input type="radio"/> Proyecto de Consultación            |
| <input type="radio"/> Ninguno de estos |   |   |

19. En un día típico, ¿por cuántas horas en total mira su niño/a televisión o videos, juega videojuegos o juegos en la computadora, o usa un dispositivo móvil, teléfono, una tableta, o una computadora? \_\_\_\_\_ horas

20. ¿De este horas, cuantos son de educación? \_\_\_\_\_ horas

21. ¿Cuál es el nivel educativo más alto que usted o el otro padre de familia/guardián completó?

- |  |   |   |
|--|---|---|
| <input type="radio"/> Educación primaria                                 | <input type="radio"/> Graduación de la escuela secundaria o GED | <input type="radio"/> Licenciatura (BA/BS)        |
| <input type="radio"/> Algo de educación secundaria (no graduación de HS) | <input type="radio"/> Algo de universidad                       | <input type="radio"/> Título avanzado             |
|  | <input type="radio"/> Título de asociado (AA/AS)                | <input type="radio"/> Otros _____                 |
|  |   | <input type="radio"/> No sé/Prefiero no responder |

22. Aproximadamente, ¿cuál es su ingreso anual familiar?

- |   |   |   |
|---|---|---|
| <input type="radio"/> \$0 - \$14,999      | <input type="radio"/> \$35,000 - \$49,999 | <input type="radio"/> \$75,000 - \$99,999 |
| <input type="radio"/> \$15,000 - \$34,999 | <input type="radio"/> \$50,000 - \$74,999 | <input type="radio"/> \$100,000 o más     |

23. Escriba el número de miembros de la familia que viven en su casa que están en cada grupo de edad.

Número de niños de edad 0-5 \_\_\_\_ Número de niños de edad 6-17 \_\_\_\_ Número de adultos de edad 18-59 \_\_\_\_ Número de adultos de edad 60+ \_\_\_\_

24. Desde octubre de 2017, tienes (marque todo lo que corresponda):

- |  |   |  |
|--|---|--|
| <input type="radio"/> Ha sido desalojado de su residencia  | <input type="radio"/> Se mudó con otras personas, incluso temporalmente             | <input type="radio"/> Perdió el acceso a su transporte regular (por ejemplo, vehículo totalizado o recuperado) |
| <input type="radio"/> Perdió vivienda/residencia por otro motivo   | <input type="radio"/> No haber podido pagar el alquiler, la hipoteca o las facturas | <input type="radio"/> Desempleado o incapaz de encontrar trabajo   |
| <input type="radio"/> Vivió en un refugio, en un hotel/motel, en un edificio abandonado o en un vehículo |   | <input type="radio"/> Ninguno de estos se aplica a mí  |

25. ¿Alguna de las respuestas anteriores fue resultado de alguno de los siguientes desastres? (Marque todas las que apliquen)

- |  |   |  |
|--|---|--|
| <input type="radio"/> 2017 Tubbs fuego (Calistoga, Santa Rosa) | <input type="radio"/> 2019 Kincade fuego (Geyserville, Healdsburg, Windsor) | <input type="radio"/> 2020 Glass fuego (Calistoga, Santa Rosa) |
| <input type="radio"/> 2017 Nuns fuego (Sonoma)                 | <input type="radio"/> 2019 Russian River inundación                         | <input type="radio"/> COVID-19 pandemia                        |

26. Utilice este espacio para compartir cualquier otro comentario sobre el impacto del desastre en su familia u otros factores que hayan afectado a su (s) hijo (s) para que estén listos para ingresar al jardín de infantes.



# 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

*Publication compiled by:*



**Skill Building Activities Tool**

This tool accompanies the *Tips for Early Learning and Skill Building Guide (Guide)* and the results of the Kindergarten Student Entrance Profile (KSEP). The Guide provides suggestions of activities that parents can do at home with their child to increase skills needed to succeed in kindergarten and beyond. The below chart indicates which activity is associated with specific items on the KSEP.

**\*REMEMBER\* STUDENTS’ SCORES ARE CONFIDENTIAL. PLEASE DO NOT SHARE INDIVIDUAL STUDENT SCORES WITH PEOPLE OTHER THAN THE STUDENTS’ FAMILY/CAREGIVERS. Complete reports will be available in early November.**

**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

# CONCEPT

## Engaging Children in Social Object Play

### WHAT:

Social object play means playing with toys or other objects in a way that encourages talking, looking, or engagement between a child and an adult and/or a peer. The child and the adult or peer play together with an object, usually taking turns that build on each other's activity to keep the play going. Social object play should be fun. The adult and the child share in this fun together, meaning there are mutual smiles or laughs, and the child shows interest in continuing the activity.

### WHY:

Social object play is an important skill that helps children grow in their social development and their communication with others.

### HOW:

Adults can engage children in social object play by following these steps:

- Step 1:** Provide toys or objects that the child enjoys playing with. Pay close attention to what objects the child shows interest in. Sometimes you can tell what interests the child by paying attention to what the child looks at or reaches for.
- Step 2:** Once the child begins to play with the toy or object, join in by imitating what the child is doing.
- Step 3:** Take turns doing what the child is doing with the toy or object. Balance the turns so that neither partner is taking more turns than the other. For example, if the child is building a tower, take turns adding blocks to the tower.
- Step 4:** Expand the play routine. Once you and the child have taken many turns, expand the play routine. Bring in other toys or objects to make the activity longer. Here are some examples:
  - If the child is building a tower with blocks and you are taking your turn to help build the tower, encourage the child to knock the blocks down when all the blocks are used. The crashing of the blocks should be fun and motivate the child to repeat the activity (rebuild the tower and crash it down again).
  - Once the routine of building the tower and knocking it down is mastered, expand the activity by adding a toy figure just before the tower crashes or using a truck to help push the tower down.
- Step 5:** Make sure the play routine is fun and motivating for the child. Look to the child's attention, involvement, and enjoyment that show the play routine is fun and motivating. The more motivated the child is, the longer the play routine will last and the greater the opportunities for practicing social and communication skills.

Connie Kasari, Ph.D., Professor, Graduate School of Education and Information Sciences, University of California, Los Angeles

# CONCEPT

## Using Children's Interests in Activities

**WHAT:** When you are planning activities, use children's interests to guide you. When transitioning to an activity that your child does not prefer, use favorite interests to help motivate and engage the child.

**WHY:** Children have different interests. They are more likely to transition or engage in an activity that includes their special interests.

**HOW:** Adults can use children's special interests in activities by following these steps:

**Step 1:** Make a list of the special interests of your child. They may include:

- toys or objects, such as trains, blocks, music toys, certain books, or movies
- topics, such as dinosaurs, maps, or the alphabet
- characters, such as Dora the Explorer or Thomas the Tank Engine
- activities, such as bouncing a ball, spinning, or singing
- certain colors, numbers, or songs

**Step 2:** Make a list of the activities during the day that are difficult for the child to do or transition to.

**Step 3:** Think about different ways that you can include the child's interests in these activities.

Here are some examples:

- If a child does not like playing with blocks or other manipulatives, tape pictures of the child's favorite cartoon character to the blocks.
- If a child has trouble doing art projects, create an art project based on the child's favorite book or song.
- If it is hard for you to get the child to wash his hands, try singing a favorite song only when he is washing his hands or have him wash his hands and a dinosaur (or another favorite toy) at the same time.



Courtesy of The Shield Institute

Using Interests—A teacher took a photo of the child's favorite toy to begin to teach the child how to put together a puzzle.

Sam Odom, Ph.D., Professor and Director of the Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill  
Jessica Dykstra, Ph.D., Investigator, University of North Carolina, Chapel Hill

"Tips for Early Care and Education Providers. Simple Concepts to Embed in Everyday Routines." (2014). U.S. Department of Health and Human Services, Administration for Children and Families, National Institute of Child Health & Human Development.

# CONCEPT

## Developing Persistence with Tasks

### WHAT:

*All children are capable of learning. Some may need more support from their caregivers than others. To promote learning, you can get children's attention, provide clear instructions, persist in your request, and help them respond appropriately.*

### WHY:

Many children miss out on hundreds of learning opportunities every day because they are not paying attention to what others pay attention to. Missed learning opportunities can hold children back in their development. Over time, lack of progress may lower adult expectations. This can be prevented.

### HOW:

Adults can help children reach their learning potential by following these steps:

**Step 1:** Expect that each and every child can learn.

**Step 2:** Give clear instructions. Always be sure the child understands what is expected. If your instructions are clear, the activity will result in a more positive experience. Here are a few tips:

- Get close and at the child's eye level to get her attention.
- Tell and show the instructions to the child. Using pictures or demonstrating can help.
- Use simple and clear language.

**Step 3:** Help the child complete the task after you have made sure the child understands your instructions. Provide as much help as needed for the child to participate, but make sure the child makes an effort, as well. Do not have the child just go through the motions.

**Step 4:** Give many opportunities for practice throughout the day, reducing your help as the child learns the routine. Your goal is for the child to participate with less and less help over time.

**Step 5:** Engage the child throughout the day in what you and others are doing. Letting children occupy themselves or wander for long periods, rather than engaging in social learning with adults and other children, deprives them of needed learning opportunities and can slow their progress.

# CONCEPT

## Learning Words During Joint Attention

### WHAT:

Joint attention is when a child shares an object or activity with an adult. A child might point to an interesting object, look back and forth between you and an object, or show interest by holding up or giving you an object. Adding words during periods of joint attention can help children pair words with objects and activities and help them learn new words.

### WHY:

Adding words during joint attention can help children learn new words and stimulate their language development.

### HOW:

Adults can use words during joint attention by following these steps:

- Step 1:** Follow the child's lead so that you use words about objects that the child is interested in. Following the child's lead means joining in the activity or playing with an object that interests the child. Paying attention to what the child is looking at or reaching for can give you a good idea of what interests the child.
- Step 2:** Add a playful action to extend the child's activity, like making objects move in new and interesting ways. Make sure you and the child are taking turns with the object. Combine the child's actions and your actions with words that match the action, object, or activity.
- Step 3:** Use simple and animated language when teaching new words. Try to avoid long sentences. Instead, insert short phrases about the shared object or activity. If the child continues to show interest in the shared object, repeat the words and phrases. Here are some examples:
- If a child likes playing with a toy frog and makes it jump, you can say, "Frog is jumping!"
  - When it is your turn, you can make the frog do a different action, like flying, and say, "Flying frog!"
- Step 4:** If the child does not start using the new word ("frog"), encourage its use in a different way. You can ask the child to do something with the object ("Make the frog hop!") or ask a question about the object ("Who's hopping?"). Even if the child does not say the new word right away, continue to insert words into joint attention during play and other activities.

# CONCEPT

## Predictable Spaces & Routines

### WHAT:

Predictable spaces are spaces in your setting that are used for the same purpose on a regular basis. Predictable spaces and routines answer questions for children, such as “What am I doing?” “Where am I doing it?” “How long will I do it for?” and “What will I do next?”

### WHY:

Young children like predictability. They need to know what is expected of them and what they can expect throughout the day. Predictable routines provide this information clearly and consistently. Predictable spaces provide consistency in the child’s environment and give cues about what the child is supposed to be doing.

### HOW:

Adults can develop predictable spaces by use of visual cues to tell the child what to expect. A visual cue for lunch could be a plastic table cloth or simply placing a place mat on a table before inviting your child for a meal. Adults can develop predictable routines by following these steps:

**Step 1:** Make a list of activities that occur in your home on most days, for example, toileting or diaper changes, breakfast, snack, reading, and outdoor play.

**Step 2:** Sequence these activities so that they happen in the same order most days. There may be small changes from day to day. For example, different materials may be used for art, or there may be different visitors each Wednesday, but most activities should occur in the same sequence.

**Step 3:** Warn children when there will be a transition from activity to activity. Here are a few tips you can try:

- Use a visual or ringing timer.
- Say, “Two more minutes, and we will clean up.”
- Use a transition song, such as a clean-up song.

**Step 4:** Alert family members to the importance of staying consistent with routines.



Courtesy of The Grove School of Cary

Predictable Routines: A daily schedule may be broken down into smaller predictable routines.

Sam Odom, Ph.D., Professor and Director of the Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill Suzanne Kucharczyk, Ed.D., Investigator, National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Institute, University of North Carolina, Chapel Hill

# CONCEPT

## Distracting and Redirecting Children to Engage in Appropriate Behavior



**WHAT:** This concept means distracting and redirecting a child from one activity to another or away from challenging behaviors.

**WHY:** Sometimes distraction or redirection is all that is needed to change children's challenging behavior and make them forget about whatever was causing the behavior. When children are upset, you can show them a toy, lead them to another activity, or choose a new playmate to help focus attention away from undesirable behavior. These strategies can lead to a "reset" in behavior, for the better. This works best when the child really likes the distraction and redirection object or activity.

**HOW:** Adults can help redirect children to more appropriate behaviors by following these steps:

- Step 1:** Be aware of settings (time of day or activity) where children are more likely to show challenging behaviors. For example, a child may engage in more challenging behaviors during certain group activities, like snack or play time. A child also may show more challenging behaviors at certain times of the day, such as in the morning trying to leave the house, or in the afternoon after coming home. During these times, stay close to your child so that you can step in immediately, if needed.
- Step 2:** Make a list of the child's favorite activities and objects. Have pictures of these objects or activities or the actual objects or activities together in one place.
- Step 3:** During each activity or interaction, state clear expectations, such as, "Lilly, we use nice hands."
- Step 4:** If distraction or redirection is needed, show the desired object or activity or its picture.
- Step 5:** Verbally guide the child toward the new object or activity. "Lilly, look! Let's give your favorite doll a bath!" If needed, hold the child's hand as you transition to the new activity.
- Step 6:** Praise the child for transitioning and support the child in playing with the new object or activity.



# CONCEPT

## Narration



**WHAT:** Narrate daily routines with children. Don't just do it; talk them through it.

**WHY:** Routine times are the perfect opportunity to incorporate more language into a child's life. Adults dress children every day. You feed them. You play with them. You're going to be doing these activities anyway, so why not use your words to build a child's brain along the way!

**HOW:** Use daily activities to surround children with rich language by following these steps:

- Step 1:** Talk about what you're doing, as you're doing it. Be as descriptive as possible, including different action words, to grow your child's vocabulary. For example: "Let's eat some yummy watermelon for a snack. I'm slicing the round watermelon in half. The watermelon is smooth and green on the outside but it's juicy and red on the inside."
- Step 2:** Don't forget about math! Shapes are everywhere and there's always something you can count. Use words like *big/small*, *tall/short*, *under/over*, *more/less* to begin laying your child's foundation for learning math. For example: "This slice of watermelon is a circle. If I keep cutting, I can make triangles. Look at the little black seeds that are inside the big watermelon. I think this piece has more seeds than the other piece. Let's count them."
- Step 3:** Use child-directed speech with a higher-pitched, exaggerated quality when communicating with young children—to both engage a child in the activity and encourage him to respond.
- Step 4:** It's never too early to have a conversation with a baby. Diaper changes, baths, and tummy time are great opportunities to narrate. Every gurgle, coo, and laugh is a baby's way of participating. It's your job to respond by putting words to what you think the baby is communicating and adding more.
- Step 5:** Take narrating a step further by talking about the past/future and thoughts/feelings. For example: "This watermelon is delicious! Remember when we had watermelon at our picnic last week? It was so hot outside but the watermelon was cold and juicy. The juice rolled down your chin and made your hands sticky." Thinking and talking about events beyond the "here and now" helps build a strong pre-literacy foundation for a child because it requires him to respond using more complex language.

# CONCEPT

## Playing Together with Objects: Practicing Joint Attention

### WHAT:

Joint attention is a social exchange, usually between a child, caregiver, and an object that interests the child. A child engages with an adult, usually by pointing to, sharing, or showing an object. Joint attention also can happen when a child is looking back and forth between an object and the caregiver, often sharing enjoyment, such as smiling, laughing, or showing and maintaining interest.

### WHY:

Joint attention is an important skill that predicts language development and social outcomes. Adults can make play more beneficial for children by playing together instead of only side by side without interacting. Examples of playing together include engaging with the same toy, exchanging gestures, looks, laughs, and smiles, talking with each other, or playing a simple game

### HOW:

Adults can engage children in joint attention by following these steps:

**Step 1:** Find an object or activity that interests the child.

**Step 2:** Engage the child in a game or activity using this object, making sure that both players (you and the child) are necessary to play the game. Here are some examples:

- rolling a truck back and forth
- bouncing a ball back and forth
- building a tower, taking turns adding blocks
- taking turns flipping the pages in a book

**Step 3:** If the child shows interest and enjoyment, keep practicing the activity. If the child appears to lose interest, transition to a favorite activity or preferred object. Keep track of all the two-player games the child seems to enjoy and practice them daily.

# CONCEPT

## Book Sharing



**WHAT:** Book sharing is not just “reading a book” to children. Rather, by sharing time together while looking at and talking about books, children and adults have fun and children learn.

**WHY:** Children like books. Books have fun pictures. The pictures, and the related words and events, can help children learn new words and cause-effect relationships.

**HOW:** Adults can engage children in book sharing by following these steps:

**Step 1:** Pick a book with pictures that are colorful. Avoid books with abstract pictures and pictures that show many small characters and objects. Those books will be too complicated and distracting for younger children.

**Step 2:** Talk about the picture on one page, then ask the child to point to the picture you name. Make it fun and interactive. You do not have to read the text on the page. Keep your language simple.

**Step 3:** Give the child a turn to say something and to turn the page.

**Step 4:** After sharing the book, be sure that objects related to the book are available for play, use your imagination if you do not have any on hand. As you and the child play with these toys, repeat the words you used when you shared the book. This will help the child learn that the words apply to both pictures and objects.

Rebecca Landa, Ph.D., CCC-SLP, Director, Center for Autism and Related Disorders, Kennedy Krieger Institute

# CONCEPT

## Peer-Mediated Support: Teaching Children to Play with Each Other

**WHAT:** Peer-mediated support means teaching children specific social skills to help them play with friends who have social difficulties.

**WHY:** Social development is an important part of children's development. Research tells us that early social skills and friendships predict positive social and academic outcomes for all children. Teaching children how to initiate play with their peers encourages friendships and allows them to bond by socializing.

**HOW:** Adults can teach peer-mediated support to children by following these steps:

**Step 1:** Teach all children basic social skills during large group times, like circle time. Some skills may include:

- getting a peer's attention, such as tapping a friend's arm or saying the child's name
- sharing by giving an object, such as a toy or snack, to a classmate
- sharing by asking for an object
- giving compliments
- giving a play instruction

After teaching these skills, have children practice and show you the skills.

**Step 2:** Encourage children to use these skills with each other during daily activities, including free play, outdoor play, meal time, and transitions.

**Step 3:** If a child is playing alone for a period of time, ask a peer to practice one of the social skills she has learned, such as sharing or asking the other child to play.

**Step 4:** Praise children every time you find them practicing their social skills with peers. This will call positive attention to the child and the behavior and will motivate other children to practice their social skills too.

Phil Strain, Ph.D., Professor of Educational Psychology and Early Childhood Special Education and Director,  
PELE Center, University of Colorado, Denver  
Edward Bovey, M.A., Associate Director, PELE Center, University of Colorado, Denver

# CONSEJOS PARA EL APRENDIZAJE TEMPRANO Y EL DESARROLLO DE HABILIDADES

## Conceptos simples para incorporar en las rutinas cotidianas



Investigadores de todo el país ofrecen consejos útiles que puede utilizar para ayudar a los niños pequeños a crecer y a aprender. Los consejos se basan en conceptos de aprendizaje y desarrollo que se pueden incorporar en las rutinas cotidianas. Cada consejo describe un concepto, por qué el concepto es importante y una descripción paso a paso de cómo poner el concepto en práctica. ¡Esperamos que estos conceptos sean útiles!

Los conceptos incluyen:

- Involucrar a los Niños en Juegos de Objetos Sociales
- Utilizar los Intereses de los Niños en Actividades
- Descubrir el Potencial de Aprendizaje
- Aprender Palabras Durante Atención Conjunta
- Rutinas Predecibles
- Distraer y Redirigir a los Niños para que Participen en un Comportamiento Adecuado
- Narración
- Movimiento y Exploración
- Jugar Juntos con Objetos: Practicar la Atención Conjunta
- Compartir Libros
- Espacios y Rutinas Predecibles
- Apoyo de Compañeros: Enseñar a los Niños a Jugar entre Ellos

*Publicación compilada por:*

# CONCEPTO

## Involucrar a los Niños en Juegos de Objetos Sociales

### QUÉ:

Jugar con objetos sociales significa jugar con juguetes u otros objetos de una manera que fomente hablar, mirar o que un niño interactúe con un adulto y/o un compañero. El niño y el adulto o compañero juegan juntos con un objeto, generalmente tomando turnos que se basan en la actividad del otro para que el juego continúe. Jugar con objetos sociales debería ser divertido. El adulto y el niño comparten esta diversión juntos, lo que significa que hay sonrisas o risas mutuas, y el niño muestra interés en continuar la actividad.

### POR QUÉ:

Jugar con objetos sociales es una habilidad importante que ayuda a los niños a crecer en su desarrollo social y en su comunicación con los demás.

### CÓMO:

Los adultos pueden involucrar a los niños en el juego con objetos sociales siguiendo estos pasos:

- Paso 1:** Proporcione juguetes u objetos con los que al niño le guste jugar. Preste mucha atención a cuáles son los objetos en los que el niño está interesado. A veces se puede saber qué le interesa al niño prestando atención a lo que el niño mira o trata de agarrar.
- Paso 2:** Una vez que el niño comience a jugar con el juguete o el objeto, participe imitando lo que está haciendo el niño.
- Paso 3:** Tomen turnos para hacer lo que hace el niño con el juguete u objeto. Equilibre los turnos para que ninguno de los compañeros tome más turnos que el otro. Por ejemplo, si el niño está construyendo una torre, tomen turnos para agregar bloques a la torre.
- Paso 4:** Expanda la rutina de juego. Una vez que usted y el niño hayan tomado muchos turnos, expanda la rutina de juego. Agregue otros juguetes u objetos para alargar la actividad. Estos son algunos ejemplos:
  - Si el niño está construyendo una torre con bloques y usted está tomando su turno para ayudar a construir la torre, anime al niño a derribar los bloques cuando se hayan usado todos los bloques. El derribo de los bloques debería ser divertido y motivar al niño a repetir la actividad (reconstruir la torre y volver a derribarla).
  - Una vez que se domine la rutina de construir la torre y derribarla, expanda la actividad agregando una figura de juguete justo antes de que la torre se derrumbe o usando un camión para ayudar a derribar la torre.
- Paso 5:** Asegúrese de que la rutina de juego sea divertida y motivadora para el niño. Observe la atención, la participación y el disfrute del niño que muestran que la rutina de juego es divertida y motivadora. Cuanto más motivado esté el niño, más durará la rutina de juego y mayores serán las oportunidades para practicar habilidades sociales y de comunicación.

Connie Kasari, Ph.D., Profesora, Escuela de Graduados de Educación y Ciencias de la Información, Universidad de California, Los Ángeles.

Adaptado de: "Consejos para Proveedores de Educación y Cuidado Temprano. Conceptos Simples para Incorporar en las Rutinas Cotidianas". (2014). Departamento de Salud y Servicios Humanos de EE. UU., Administración para Niños y Familias, Instituto Nacional de Salud Infantil y Desarrollo Humano.

# CONCEPTO

## Utilizar los Intereses de los Niños en Actividades

**QUÉ:** Cuando planifique actividades, utilice los intereses de los niños para guiarlo. Cuando haga la transición a una actividad que no sea la preferida del niño, utilice sus intereses favoritos para motivarlo e involucrarlo.

**POR QUÉ:** Los niños tienen intereses diferentes. Es más probable que hagan la transición o participen en una actividad que incluya sus intereses especiales.

**CÓMO:** Los adultos pueden usar los intereses especiales de los niños en las actividades siguiendo estos pasos:

**Paso 1:** Haga una lista de los intereses especiales del niño. Pueden incluir:

- juguetes u objetos, como trenes, bloques, juguetes musicales, ciertos libros o películas
- temas, como dinosaurios, mapas o el abecedario
- personajes, como Dora la Exploradora o Thomas la Locomotora
- actividades, como hacer rebotar una pelota, dar vueltas o cantar
- ciertos colores, números o canciones

**Paso 2:** Haga una lista de las actividades durante el día que al niño le resultan difíciles de realizar o a la hora de hacer la transición.

**Paso 3:** Piense en diferentes maneras en que puede incluir los intereses del niño en estas actividades.

Estos son algunos ejemplos:

- Si a un niño no le gusta jugar con bloques u otros objetos didácticos, pegue imágenes del personaje de dibujos animados favorito del niño en los bloques.
- Si un niño tiene dificultades a la hora de realizar proyectos artísticos, cree un proyecto artístico basado en el libro o canción favorita del niño.
- Si le resulta difícil hacer que el niño se lave las manos, intente cantar una canción favorita solo cuando se lave las manos o haga que se lave las manos y un dinosaurio (u otro juguete favorito) al mismo tiempo.



Cortesía de The Shield Institute

Utilizar Intereses: Un docente tomó una foto del juguete favorito del niño para comenzar a enseñarle a armar un rompecabezas.

**Sam Odom, Ph.D., Profesor y Director del Instituto de Desarrollo Infantil Frank Porter Graham, Universidad de Carolina del Norte, Chapel Hill**  
**Jessica Dykstra, Ph.D., Investigadora, Universidad de Carolina del Norte, Chapel Hill**

"Consejos para Proveedores de Educación y Cuidado Temprano. Conceptos Simples para Incorporar en las Rutinas Cotidianas". (2014). Departamento de Salud y Servicios Humanos de EE. UU., Administración para Niños y Familias, Instituto Nacional de Salud Infantil y Desarrollo Humano.

# CONCEPTO

## Desarrollo de la Perseverancia con Tareas



- QUÉ:** *Todos los niños son capaces de aprender. Algunos pueden necesitar más apoyo de sus cuidadores que otros. Para fomentar el aprendizaje, puede llamar la atención de los niños, proporcionar instrucciones claras, insistir en su solicitud y ayudarlos a responder adecuadamente.*
- POR QUÉ:** *Muchos niños pierden cientos de oportunidades de aprendizaje todos los días porque no están prestando atención a lo que otros prestan atención. Las oportunidades de aprendizaje perdidas pueden retrasar el desarrollo de los niños. Con el tiempo, la falta de progreso puede disminuir las expectativas de los adultos. Esto se puede prevenir.*
- CÓMO:** *Los adultos pueden ayudar a los niños a alcanzar su potencial de aprendizaje siguiendo estos pasos:*
- Paso 1:** Espere que todos y cada uno de los niños pueden aprender.
  - Paso 2:** Proporcione instrucciones claras. Asegúrese siempre de que el niño entiende lo que se espera. Si sus instrucciones son claras, la actividad resultará en una experiencia más positiva. Estos son algunos consejos:
    - Acérquese y sitúese al nivel de los ojos del niño para llamar su atención.
    - Diga y muestre las instrucciones al niño. Usar imágenes o hacer demostraciones puede ayudar.
    - Utilice un lenguaje simple y claro.
  - Paso 3:** Ayude al niño a completar la tarea después de asegurarse de que el niño entiende sus instrucciones. Brinde tanta ayuda como sea necesaria para que el niño participe, pero asegúrese de que el niño también se esfuerce. Evite que el niño haga la tarea por inercia.
  - Paso 4:** Ofrezca muchas oportunidades para practicar durante todo el día, reduciendo su ayuda a medida que el niño aprende la rutina. Su objetivo es que, con el tiempo, el niño participe con menos ayuda cada vez.
  - Paso 5:** Involucre al niño durante todo el día en lo que usted y otros están haciendo. Dejar que los niños se ocupen solos o deambulen durante largos períodos de tiempo, en lugar de participar en el aprendizaje social con adultos y otros niños, los priva de las oportunidades de aprendizaje necesarias y puede retrasar su progreso.



# CONCEPTO

# Aprender Palabras Durante Atención Conjunta

## QUÉ:

La atención conjunta es cuando un niño comparte un objeto o actividad con un adulto. Un niño puede señalar un objeto interesante, mirar de un lado a otro entre usted y un objeto, o mostrar interés sosteniendo o dándole un objeto. Agregar palabras durante los períodos de atención conjunta puede ayudar a los niños a emparejar palabras con objetos y actividades y ayudarlos a aprender palabras nuevas.

## POR QUÉ:

Agregar palabras durante la atención conjunta puede ayudar a los niños a aprender palabras nuevas y a estimular el desarrollo de su lenguaje.

## CÓMO:

Los adultos pueden usar palabras durante la atención conjunta siguiendo estos pasos:

- Paso 1:** Siga la iniciativa del niño para usar palabras sobre objetos en los que el niño está interesado. Seguir la iniciativa del niño significa participar en la actividad o jugar con un objeto en el que el niño esté interesado. Prestar atención a lo que el niño está mirando o tratando de agarrar puede darle una buena idea de lo que le interesa.
- Paso 2:** Agregue una acción de juego para extender la actividad del niño, como hacer que los objetos se muevan de formas nuevas e interesantes. Asegúrese de que usted y el niño toman turnos con el objeto. Combine las acciones del niño y sus acciones con palabras que coincidan con la acción, el objeto o la actividad.
- Paso 3:** Use un lenguaje simple y animado cuando enseñe palabras nuevas. Intente evitar oraciones largas.  
En su lugar, inserte frases cortas sobre el objeto o la actividad compartida. Si el niño sigue mostrando interés en el objeto compartido, repita las palabras y frases. Estos son algunos ejemplos:
- Si a un niño le gusta jugar con una rana de juguete y la hace saltar, puede decir: "¡La rana está saltando!"
  - Cuando sea su turno, puede hacer que la rana realice una acción diferente, como volar, y decir: "¡Rana voladora!"
- Paso 4:** Si el niño no empieza a usar la palabra nueva ("rana"), promueva su uso de una manera diferente. Puede pedirle al niño que haga algo con el objeto ("¡Haz que la rana salte!") o haga una pregunta sobre el objeto ("¿Quién está saltando?"). Incluso si el niño no dice la palabra nueva de inmediato, siga insertando palabras en la atención conjunta durante el juego y otras actividades.

# CONCEPTO

## Espacios y Rutinas Predecibles

### QUÉ:

Los espacios predecibles son espacios en su entorno que se utilizan con el mismo propósito de manera regular. Los espacios y las rutinas predecibles responden preguntas para los niños, como "¿Qué estoy haciendo?" "¿Dónde lo estoy haciendo?" "¿Durante cuánto tiempo lo voy a hacer?" y "¿Qué voy a hacer después?"

### POR QUÉ:

A los niños pequeños les gusta la previsibilidad. Necesitan saber qué se espera de ellos y qué pueden esperar a lo largo del día. Las rutinas predecibles proporcionan esta información de manera clara y consistente. Los espacios predecibles proporcionan consistencia en el entorno del niño y dan pistas sobre lo que se supone que debe hacer el niño.

### CÓMO:

Los adultos pueden desarrollar espacios predecibles mediante el uso de señales visuales para decirle al niño qué esperar. Una señal visual para el almuerzo podría ser un mantel de plástico o simplemente colocar un mantel en una mesa antes de invitar al niño a comer. Los adultos pueden desarrollar rutinas predecibles siguiendo estos pasos:

**Paso 1:** Haga una lista de actividades que ocurren en su hogar la mayoría de los días, por ejemplo, ir al baño o cambiar pañales, desayunar, comer algo, leer y jugar al aire libre.

**Paso 2:** Secuencie estas actividades para que tengan lugar en el mismo orden la mayoría de los días. Puede haber pequeños cambios de día a día. Por ejemplo, se pueden usar diferentes materiales para el arte, o puede haber diferentes visitas cada miércoles, pero la mayoría de las actividades deben ocurrir en la misma secuencia.

**Paso 3:** Avise a los niños cuando haya una transición de una actividad a otra. Estos son algunos consejos que puede probar:

- Use un temporizador visual o auditivo.
- Diga: "Dos minutos más, y limpiaremos".
- Use una canción de transición, como una canción de limpieza.

**Paso 4:** Alerta a los miembros de la familia sobre la importancia de mantenerse coherente con las rutinas.



Cortesía de The Grove School of Cary.

Rutinas Predecibles: Un horario diario puede dividirse en rutinas predecibles más pequeñas.

Sam Odom, Ph.D., Profesor y Director del Instituto de Desarrollo Infantil Frank Porter Graham, Universidad de Carolina del Norte, Chapel Hill  
Suzanne Kucharczyk, Ed.D., Investigadora, Centro Nacional de Desarrollo Profesional en Trastornos del Espectro Autista, Instituto Frank Porter Graham, Universidad de Carolina del Norte, Chapel Hill

# CONCEPTO

## Distraer y Redirigir a los Niños para que Participen en un Comportamiento Adecuado

**QUÉ:** Este concepto significa distraer y redirigir a un niño de una actividad a otra o alejarlo de comportamientos desafiantes.

**POR QUÉ:** A veces, la distracción o la redirección es todo lo que se necesita para cambiar el comportamiento desafiante de los niños y hacer que se olviden de lo que estaba causando el comportamiento. Cuando los niños están enojados, puede mostrarles un juguete, guiarlos a otra actividad o elegir un nuevo compañero de juegos para ayudar a alejar la atención del comportamiento indeseado. Estas estrategias pueden llevar a un "reajuste" del comportamiento, para mejorarlo. Esto funciona mejor cuando al niño realmente le gusta el objeto o la actividad de distracción y redirección.

**CÓMO:** Los adultos pueden ayudar a redirigir a los niños a comportamientos más apropiados siguiendo estos pasos:

**Paso 1:** Tenga en cuenta los escenarios (hora del día o actividad) en los que es más probable que los niños muestren comportamientos desafiantes. Por ejemplo, un niño puede tener comportamientos más desafiantes durante ciertas actividades de grupo, como la merienda o la hora del círculo. Un niño también puede mostrar comportamientos más desafiantes en ciertos momentos del día, como en la mañana justo después de llegar o en la tarde antes de irse a casa. Durante esos momentos, manténgase cerca del niño para poder intervenir de inmediato, si es necesario.

**Paso 2:** Haga una lista de las actividades y objetos favoritos del niño. Tenga fotos de estos objetos o actividades o de los objetos o actividades reales juntos en un solo lugar.

**Paso 3:** Durante cada actividad o interacción, establezca expectativas claras, tales como "Lilly, no se pega".

**Paso 4:** Si se necesita una distracción o redirección, muestre el objeto o actividad deseada o su imagen.

**Step 5:** Guíe al niño verbalmente hacia el nuevo objeto o actividad. "¡Lilly, mira! ¡Bañemos a tu muñeca favorita!" Si es necesario, sostenga la mano del niño mientras hace la transición a la nueva actividad.

**Paso 6:** Elogie al niño por hacer la transición y ayude al niño a jugar con el nuevo objeto o actividad.

# CONCEPTO

# Narración

## QUÉ:

Narre las rutinas diarias con los niños. No solo lo haga; hables mientras lo hace.

## POR QUÉ:

Los tiempos de rutina son la oportunidad perfecta para incorporar más lenguaje en la vida de un niño. Los adultos visten a los niños todos los días. Les da de comer. Juega con ellos. Va a hacer estas actividades de todos modos, así que, ¿por qué no usar palabras para desarrollar el cerebro de un niño al mismo tiempo?

## CÓMO:

Utilice las actividades diarias para rodear a los niños de un lenguaje rico siguiendo estos pasos:

- Paso 1:** Habla sobre lo que está haciendo, mientras lo hace. Sea lo más descriptivo posible, incluyendo diferentes palabras de acción, para ampliar el vocabulario del niño. Por ejemplo: "Comamos un poco de sandía deliciosa para la merienda. Estoy cortando la sandía redonda por la mitad. La sandía es lisa y verde por fuera, pero es jugosa y roja por dentro".
- Paso 2:** ¡No se olvides de las matemáticas! Las figuras están en todas partes y siempre hay algo que se puede contar. Use palabras como *grande/pequeño, alto/bajo, debajo/sobre, más/menos* para empezar a sentar las bases del niño para aprender matemáticas. Por ejemplo: "Este trozo de sandía es un círculo. Si sigo cortando, puedo hacer triángulos. Mira las pequeñas semillas negras que están dentro de la gran sandía. Creo que este trozo tiene más semillas que el otro trozo. Vamos a contarlas."
- Paso 3:** Cuando el habla vaya dirigida a un niño pequeño, hable con un tono alto y de forma exagerada, tanto para involucrar a un niño en la actividad como para animarlo a responder.
- Paso 4:** Nunca es demasiado temprano para tener una conversación con un bebé. Los cambios de pañales, los baños y el tiempo boca abajo son excelentes oportunidades para narrar. Cada balbuceo y risa es la forma en la que un bebé participa. Su labor es responder poniendo palabras a lo que cree que el bebé está comunicando y agregar más.
- Paso 5:** Lleve la narración un paso más allá hablando sobre el pasado/futuro y los pensamientos/sentimientos. Por ejemplo: "¡Esta sandía está deliciosa! ¿Recuerdas cuando comimos sandía en nuestro picnic la semana pasada? Hacía mucho calor afuera, pero la sandía estaba fría y jugosa. El jugo caía por tu barbilla y te puso las manos pegajosas." Pensar y hablar sobre eventos más allá del "aquí y ahora" ayuda a construir una base sólida de pre-alfabetización para un niño porque requiere que responda usando un lenguaje más complejo.

# CONCEPTO

# Movimiento y Exploración

**QUÉ:** Moverse y explorar permite a los niños gatear o caminar por un espacio seguro y explorar objetos o actividades de su elección.

**POR QUÉ:** Los niños aprenden explorando su entorno y moviendo los objetos que se encuentran en dicho entorno. Las acciones de los niños mientras se mueven y exploran crean oportunidades para aprender y practicar habilidades motoras.

**CÓMO:** Los adultos pueden animar a los niños a moverse y a explorar siguiendo estos pasos:

- Paso 1:** Prepare el entorno. Proporcione un espacio seguro en el que un niño pequeño pueda estar en el piso y moverse libremente. Coloque algunos juguetes u objetos interesantes alrededor del espacio para animar a la exploración. Durante esos momentos, manténgase cerca del niño para poder intervenir de inmediato, si es necesario.
- Paso 2:** Siga la iniciativa del niño. A medida que el niño se mueve, se acerca y hace contacto con los juguetes, sígalo y hable sobre las acciones del niño.
- Paso 3:** Hable sobre el juguete y etiquételo, mientras el niño lo sostiene, lo mira y juega con el juguete. Por ejemplo, si el niño gatea hacia un sonajero y lo levanta, puede decir: "¡Eso es un sonajero! ¡Oh, escucha el sonido que hace cuando lo sacudes!"
- Paso 4:** Cuando el niño empiece a perder interés, muéstrole diferentes formas de jugar con el juguete. Hable sobre lo que está haciendo y lo que está haciendo el juguete. Luego dele al niño un turno para jugar con el juguete. Por ejemplo, puede decir: "Toquemos el sonajero en el piso. ¡El golpecito hace un sonido genial! ¡Intenta hacerlo tú!"

# CONCEPTO

## Jugar Juntos con Objetos: Practicar la Atención Conjunta

**QUÉ:** La atención conjunta es un intercambio social, generalmente entre un niño, un cuidador y un objeto que le interesa al niño. Un niño interactúa con un adulto, generalmente señalando, compartiendo o mostrando un objeto. La atención conjunta también puede ocurrir cuando un niño mira de un lado a otro entre un objeto y el cuidador, a menudo compartiendo que se está divirtiendo, como sonriendo, riendo o mostrando y manteniendo el interés.

**POR QUÉ:** La atención conjunta es una habilidad importante que predice el desarrollo del lenguaje y los resultados sociales. Los adultos pueden hacer que el juego sea más beneficioso para los niños jugando juntos en lugar de uno al lado del otro sin interactuar. Los ejemplos de jugar juntos incluyen interactuar con el mismo juguete, intercambiar gestos, miradas, risas y sonrisas, hablar entre ellos o jugar a un juego simple

**CÓMO:** Los adultos pueden involucrar a los niños en la atención conjunta siguiendo estos pasos:

**Paso 1:** Encuentre un objeto o actividad que le interese al niño.

**Paso 2:** Involucre al niño en un juego o actividad usando este objeto, asegurándose de que ambos jugadores (usted y el niño) sean necesarios para jugar al juego. Estos son algunos ejemplos:

- hacer rodar un camión de un lado a otro
- hacer rebotar una pelota de un lado a otro
- construir una torre, turnándose para agregar bloques
- turnarse para pasar las páginas de un libro

**Paso 3:** Si el niño muestra interés y que se está divirtiendo, siga practicando la actividad. Si el niño parece perder interés, haga la transición a una actividad favorita u objeto preferido. Recuerde todos los juegos de dos jugadores de los que el niño parece disfrutar y practíquelos a diario.

# CONCEPTO

## Compartir Libros

**QUÉ:** Compartir libros no es solo "leer un libro" a los niños. Más bien, al compartir tiempo juntos mientras miran y hablan sobre libros, los niños y los adultos se divierten y los niños aprenden.

**POR QUÉ:** A los niños les gustan los libros. Los libros tienen imágenes divertidas. Las imágenes, y las palabras y eventos relacionados, pueden ayudar a los niños a aprender palabras nuevas y relaciones de causa-efecto.

**CÓMO:** Los adultos pueden involucrar a los niños en compartir libros siguiendo estos pasos:

**Paso 1:** Elija un libro con imágenes coloridas. Evite libros con dibujos abstractos y dibujos que muestren muchos personajes y objetos pequeños. Esos libros serán demasiado complicados y distraerán a los niños más pequeños.

**Paso 2:** Hable sobre la imagen de una página, luego pídale al niño que señale la imagen que usted indique. Haga que sea divertido e interactivo. No tiene que leer el texto de la página. Use un lenguaje simple.

**Paso 3:** Dele al niño un turno para decir algo y pasar la página.

**Paso 4:** Después de compartir el libro, asegúrese de que los juguetes relacionados con el libro estén disponibles para jugar. Mientras usted y el niño juegan con estos juguetes, repita las palabras que utilizaron cuando compartieron el libro. Esto ayudará al niño a aprender que las palabras se aplican tanto a las imágenes como a los objetos.

Rebecca Landa, Ph.D., CCC-Logopeda, Directora, Centro para Autismo y Trastornos Relacionados, Instituto Kennedy Krieger

# CONCEPTO

## Apoyo de Compañeros: Enseñar a los Niños a Jugar entre Ellos

**QUÉ:** El apoyo de compañeros significa enseñar a los niños habilidades sociales específicas para ayudarlos a jugar con amigos que tienen dificultades sociales.

**POR QUÉ:** El desarrollo social es una parte importante del desarrollo de los niños. La investigación nos dice que las habilidades sociales y las amistades tempranas predicen resultados sociales y académicos positivos para todos los niños. Enseñar a los niños a empezar a jugar con sus compañeros fomenta las amistades y les permite establecer vínculos sociales.

**CÓMO:** Los adultos pueden enseñar a los niños cómo apoyar a compañeros siguiendo estos pasos:

**Paso 1:** Enseñe a todos los niños habilidades sociales básicas cuando pasen tiempo en grupos grandes, como el tiempo de círculo. Algunas habilidades pueden incluir:

- llamar la atención de un compañero, como tocar el brazo de un amigo o decir el nombre del niño
- compartir dando un objeto, como un juguete o una merienda, a un compañero de clase
- compartir pidiendo un objeto
- elogiar a alguien
- dar una instrucción de juego

Después de enseñar estas habilidades, haga que los niños practiquen y le muestren las habilidades.

**Paso 2:** Anime a los niños a usar estas habilidades entre ellos durante las actividades diarias, como durante el juego libre, el juego al aire libre, la hora de la comida y las transiciones.

**Paso 3:** Si un niño juega solo por un período de tiempo, pídale a un compañero que practique una de las habilidades sociales que ha aprendido, como compartir o pedirle al otro niño que juegue.

**Paso 4:** Elogie a los niños cada vez que los encuentre practicando sus habilidades sociales con sus compañeros. Esto atraerá una atención positiva hacia el niño y el comportamiento y motivará a otros niños a practicar también sus habilidades sociales.

**Phil Strain, Ph.D., Profesor de Psicología Educativa y Educación Especial para la Primera Infancia y Director, Centro PELE, Universidad de Colorado, Denver**  
**Edward Bovey, MA, Director Asociado, Centro PELE, Universidad de Colorado, Denver**