

READY Sonoma County Annual Report



2022-23



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

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

Kellie Noe, Upstream Investments Manager
Sonoma County Human Services Department

Kellie Noe

Our Partners

The READY Project would like to thank the following organizations for their partnership in the planning and implementation of the Fall 2022-23 instrument of school readiness in Sonoma County, community outreach and engagement, review and analysis of data, development of report and presentation.

Cloverdale Unified School District
Community Baptist Church
Community Child Care Council of Sonoma County
County of Sonoma Office of Equity
Cradle to Career Sonoma County
First 5 Sonoma County
First 5 Sonoma County Evaluation Committee
First 5 Sonoma County Leadership Advisory Roundtable (LAR)
Guerneville School District
Forestville Union School District
Healdsburg Unified School District
Human Services Department (HSD) Upstream Investments & Planning, Research, Evaluation & Engagement (PREE)
Santa Rosa City School District
Sidekick Solutions
Social Solutions
Sonoma County Black Forum
Sonoma County Office of Education
Sonoma County Quality Counts Consortium
Rincon Valley Union School District
The California Indian Museum and Cultural Center
Two Rock Union School District
West County Community Health Center
Windsor Unified School District

Report released in April 2023

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Executive Summary

In 2015-16, 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 access to supports in home languages and early care and education (ECE).

Since 2016-17, READY has observed an overall decline in kindergarten readiness scores among the READY cohort of school districts. READY data has also revealed large disparities in kindergarten readiness scores between white, Asian and Pacific Islander students and students that speak English at home when compared to students that identify as Black, Indigenous, Latinx, from a Community of Color (BIPOC) as well as students that are linguistically diverse. Overall, only 22% of Sonoma County children were ready for kindergarten in Fall 2022, down from 40% in 2016. Aggregate review of the READY scores since 2016 found that on average 26% of Latinx children, 33% of Black and 33% of Indigenous/Native American children were ready for kindergarten. In comparison, 42% of white children, 50% of Asian, and 58% of Pacific Islander children were ready for kindergarten. These disparities also persist in family income and educational attainment, access to early learning opportunities and many factors beyond the individual and family level.

In efforts to examine the root causes of these disparities and overall decline of kindergarten readiness scores, READY applied the Anti-Racist Results Based Accountability (ARRBA) framework to research efforts (1). Integrating the ARRBA framework led to an expansion of qualitative data collection, prioritizing BIPOC families, in the form of open-ended survey questions, focus groups and key informant interviews. In addition, the ARRBA framework supports the systems evaluation approach READY already incorporates to build upon research findings at the individual and family level. The research question that READY and partners want to answer is not just are kids ready for school, but are schools, communities and systems meeting the needs of all students to support their development?

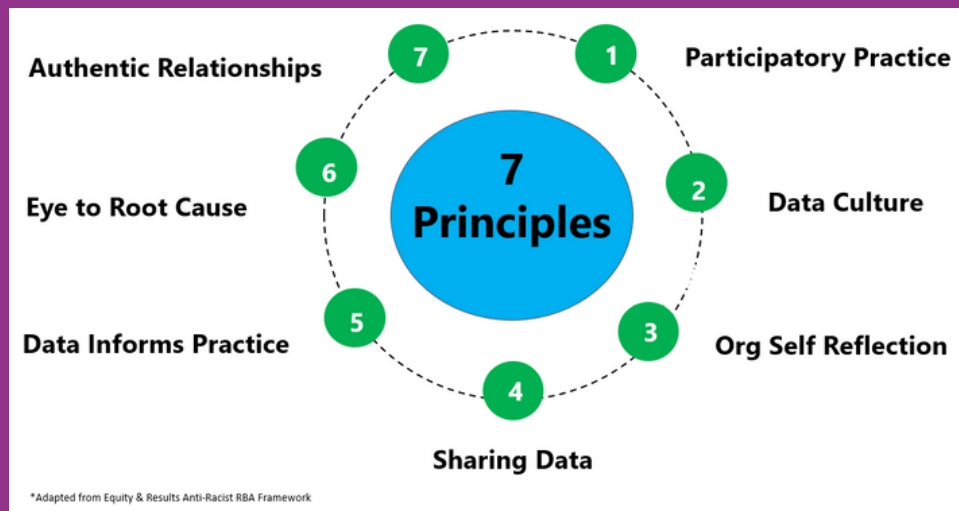


Anti-Racist Results Based Accountability Framework

There is a centuries-long history of racism in the United States that has influenced who we are as individuals and as a society, how our institutions were developed, how they operate today, and how we define achievement. Integrating racial equity principles into the work of READY means that there is a commitment to investigating and exposing disproportionate outcomes using a set of specific elements and metrics. If racial inequity is not addressed explicitly, then it will not be addressed at all.

It can be challenging to understand how to bridge the gap between a commitment to racial equity and the work that is actually done. To rise to this challenge, Upstream Investments, READY, as well as First 5 Sonoma County have sought to deepen understanding of racial equity through personal and institutional education and training using a results driven methodology, Anti-Racist Results Based Accountability (ARRBA) (1). Anti Racist Results-Based Accountability (ARRBA) begins with desired results and backs into solutions to ensure that they are selected with an eye to root causes of the inequity. It requires implementers to ask three key questions: How much are we doing? How well are we doing it? And is anyone better off? This line of reflective inquiry is part of a careful seven step process to making sure that people and communities of color equitably benefit from intended efforts.

Anti-Racist RBA helps guide Upstream, READY and First 5 Sonoma County in larger systems change work that challenges the status quo. These systems change efforts are institutionalized by building personal and organizational practices that continuously refine work so efforts meet racial equity goals. This methodology is built on the below 7 foundational Anti-Racist RBA principles developed by Equity & Results (1).



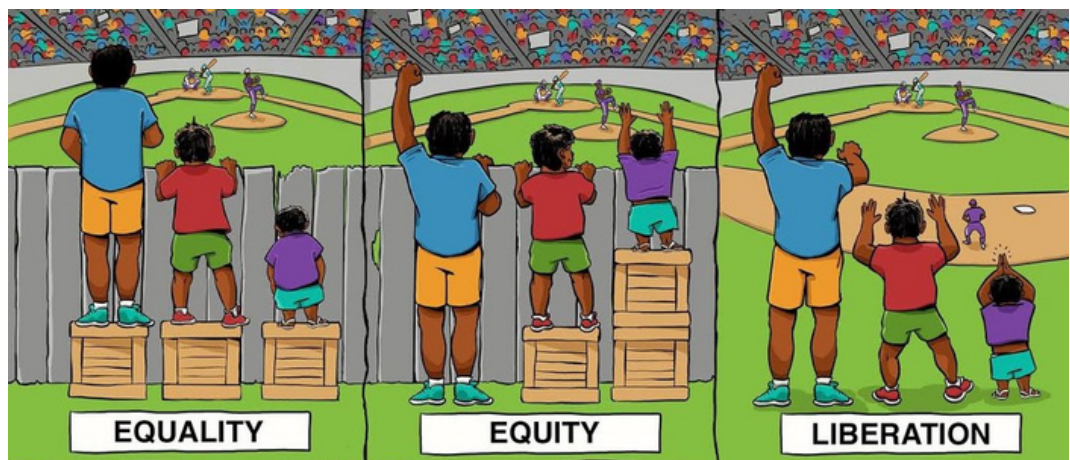
- 1. Participatory Practice:** Ensuring that power is accounted for and all parts of the process are designed and implemented with BIPOC decision-making at the center - “not about us without us”.
- 2. Data Culture:** Transforming the usual punitive data culture focused on errors to transparent, non-punitive 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.

Anti-Racist RBA Principles in Action

To truly conduct research using ARRBA methodology and principles, READY staff sought to build **authentic relationships** and increase **participatory practice** with BIPOC families in the data collection process using qualitative data collection methods. These methods included open ended questions on the READY parent survey, focus groups and key informant interviews. An overview of the main themes of what was shared can be found in the Qualitative Review section of this report. Participants were asked what is important to them and what does a successful start look like for their children and family regarding school readiness. Participants were also asked what is supportive and what is challenging regarding their kids starting school. The intention with this line of inquiry was to examine diverse perspectives regarding definitions of success and associated factors. Moving forward, READY researchers propose that additional factors of a successful start to school as defined by BIPOC parents can be evaluated in addition to the kindergarten readiness instrument scores to ensure a culturally responsive definition of school readiness for Sonoma County. READY staff seeks to truly embrace the participatory practice principle by integrating feedback received from BIPOC research participants into our methodology of evaluating success moving forward.

Regarding the ARRBA principles of **data culture, sharing data and data informing practice**, providing resources to the community for data-based decision-making is the intention of READY research on a foundational level. READY disseminates our data collection results as broadly as possible in both English and Spanish annually. In respect to **organizational self-reflection**, READY is committed to looking inward at both the individual and organizational level to ensure that the data collection tools used are culturally and linguistically appropriate, the evaluation metrics measured are reflective of success for all racial groups, and an iterative analysis approach is used. READY staff have been using the practice of receiving feedback on preliminary data from different community groups for several years. An expansion of this practice is planned for the future.

Finally, in regard to examining data using a **root causes** lens, READY has worked for years to expand our evaluation metrics from beyond the individual and family level to look at the broader systems associated with school readiness. READY research is guided by best practice frameworks of Bronfenbrenner's Socio-Ecological model of human development (2) and Vélez-Agosto's Cultural Microsystems model (3). READY research investigates the larger context of individual level skills and behaviors of students as reported by partner teachers, by examining the factors that impact families, communities, systems, policies and environments to support children's development.



Root Causes- A Systems Approach

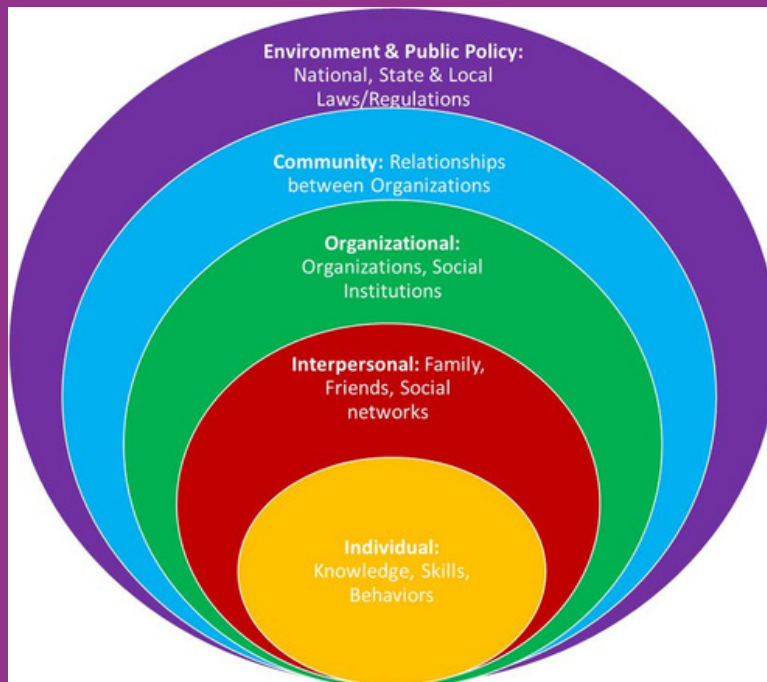
To investigate root causes that impact school readiness, READY expanded work towards a systems evaluation approach by applying the best practice framework used by the Centers for Disease Control and Prevention (CDC), Bronfenbrenner's Socio-Ecological Model to findings (see image below) (2). The Socio-Ecological 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 riskor 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." (2)

In addition to the Socio-Ecological model, READY research is guided by Vélez-Agosto's Cultural Microsystems model (3), which postulates that:

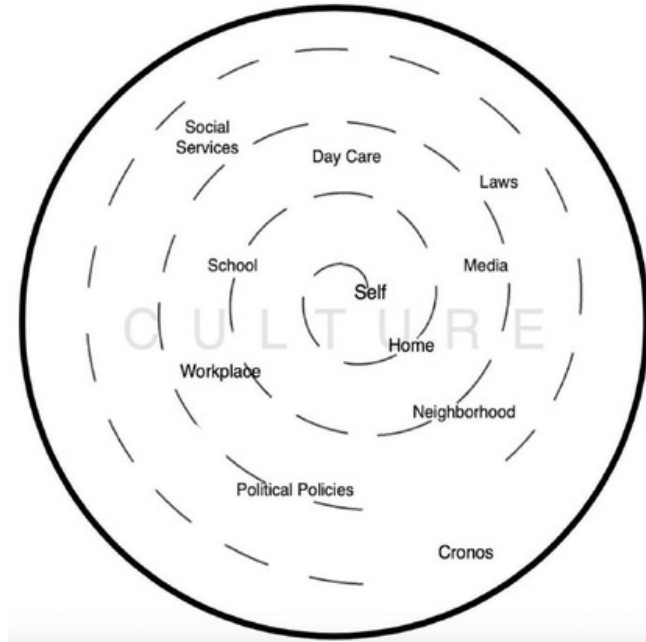
"Culture has the role of defining and organizing microsystems and therefore becomes part of the central processes of human development. Culture is an ever-changing system composed of the daily practices of social communities (families, schools, neighborhoods, etc.) and the interpretation of those practices through language and communication. It also comprises tools and signs that are part of the historical legacy of those communities, and thus diversity is an integral part of the child's microsystems, leading to culturally defined acceptable developmental processes and outcomes." (3)

When examining school readiness from a perspective where humans develop in the context of the systems they are a part of, have access to and are influenced by, it is imperative to be aware that culture is interwoven throughout all systems. When looking at disparities that occur between different racial and cultural groups, this perspective can help deepen investigation into root causes. 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 an ongoing research priority. Although the decline and disparities are dire, a deeper understanding of these inequitable outcomes will help our community identify strategies to ensure that Sonoma County is a place where a child's race or ethnicity does not determine academic success.



The Socio-Ecological theory of human development, Bronfenbrenner, 1977.

Root Causes- A Systems Approach



Vélez-Agosto's Cultural Microsystems model portrays culture as existing within different settings in relation to the individual.

Investigating root causes through a systems lens includes looking at many factors. Environmental factors are visible now more than ever within our communities. Since 2017, Sonoma County has experienced an extraordinary amount of natural disasters, specifically repeated fires and floods, that has resulted in loss of life, housing, employment, sense of safety and a significant loss of instruction for our young learners. These disasters have also resulted in psychological trauma that impacts the way the brain learns and processes new information, loss of early care and education (ECE) centers, and before/after school care programs.

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 childcare slots according to the Sonoma County Child Care Planning Council (CCPC) (4, 5). In February 2019, Sonoma County experienced major flooding that caused over \$150 million in damage to homes and infrastructure (4). Then, in October 2019, the Kincadee Fire forced the evacuation of close to 200,000 residents, about 40% of the population, resulting in the largest evacuation in county history (5). In 2020, the Glass Fire and Walbridge/Meyers Fires ravaged Sonoma County as well (5). In 2023, Sonoma county was struck by another rainstorm that resulted in catastrophic flooding for the West County community, resulting in over \$11 million in damages (6).

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 sites and programs have experienced the same along with permanent closures, and education providers in general have had to grapple with offering virtual learning (5).

Root Causes- A Systems Approach

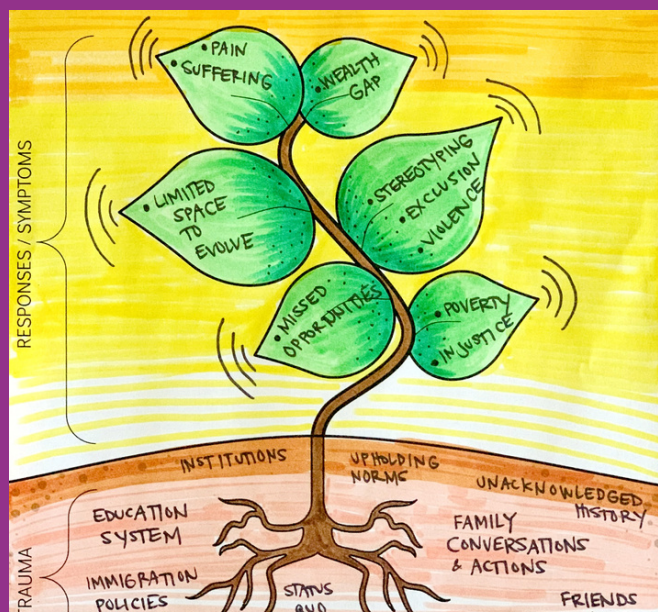
The early care and education workforce experienced extraordinary challenges during the COVID-19 pandemic, as an estimated 60 percent of childcare programs nationwide temporarily closed in 2020, some never recovering (7). According to the Sonoma County Economic Development Board (EDB) child care centers and job opportunities have been disappearing since the pandemic at alarming levels (8). Since March 2020, Sonoma County has suffered a shortage of almost 5,000 child care slots (52%) across all ages according to reports from Community Child Care Council of Sonoma County (4Cs) (4).

The county has 490 operating child care facilities, down 21% from before the pandemic. 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. According to a 2020 report by First 5 Sonoma County, 3,100 infants qualify for subsidized child care but only 445 spaces are available (9). One focus group participant, a Latina mother, shared: **"There's only one program here but it's too expensive for most people, and there's some daycares but they're also too expensive and they're just daycares that are not programs. Lack of options here. Lots of moms don't drive and have no way of getting them to programs."**

The pandemic and environmental disasters have had traumatic impacts on our community and are major risk factors when examining kindergarten readiness disparities and declines. However, our community is resilient and offers protective factors for kindergarten readiness. Examples include: Santa Rosa Metro Chamber's employer supported child care (10), 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 such as the Sonoma County Office of Education (SCOE) and First 5 Sonoma County funded Teachers Acquiring Language Learner Knowledge (TALLK) Project and supports offered by local Family Resource Centers (FRCs).

In addition to environmental trauma, Sonoma County has and continues to experience racial trauma resulting from systemic racism. In 2017, when the READY scores began decline, the federal administration enacted executive orders that negatively impacted Immigrant families and their children. Increased border security, construction of detention facilities, detention of Immigrants, expanded ICE agent enforcement, travel bans, Public Charge and expanded list of noncitizens subject to deportation are just a few examples of enacted legislation (11). This institutionalized bias towards specific population members resulted in a decreased sense of safety among Immigrant communities. Locally, Public Charge legislation led to fewer families seeking public benefits for fear that accessing such services, even if they are entitled to them, could jeopardize their ability to gain permanent legal status (11).

The Roots and Symptoms of Racism
(source: [The Roots and Symptoms of Racism - AWBW](#))

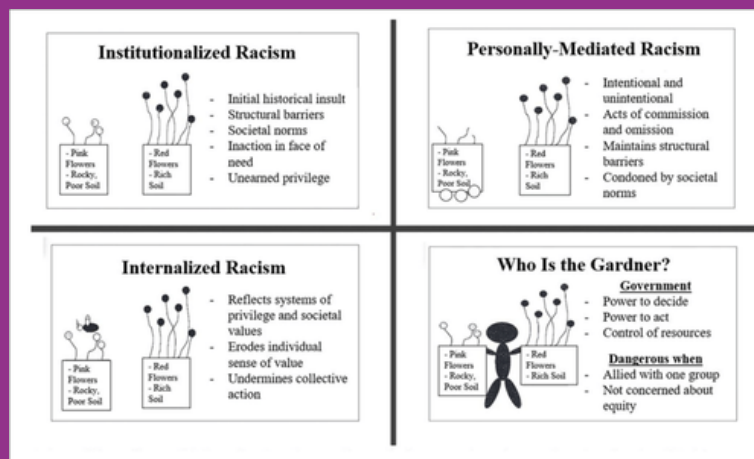


Root Causes- A Systems Approach

Dr. Camara Jones explains the impacts of institutional bias and racism:

"In this framework, institutionalized racism is defined as **differential access to the goods, services, and opportunities of society by race**. Institutionalized racism is normative, sometimes legalized, and often manifests as inherited disadvantage. It is structural, having been codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator. Indeed, **institutionalized racism is often evident as inaction in the face of need**. Institutionalized racism manifests itself both in material conditions and in access to power. With regard to material conditions, examples include **differential access to quality education, sound housing, gainful employment, appropriate medical facilities, and a clean environment**. With regard to access to power, examples include **differential access to information (including one's own history), resources (including wealth and organizational infrastructure), and voice (including voting rights, representation in government, and control of the media)**. It is important to note that the association between socioeconomic status and race in the United States has its origins in discrete historical events but **persists because of contemporary structural factors that perpetuate those historical injustices**. In other words, it is **because of institutionalized racism that there is an association between socioeconomic status and race in this country.**" (12)

Overview: Dr. Camara Jones, Levels of Racism: A Theoretic Framework and a Gardener's Tale



The levels of racism are evidenced by the disparities seen in READY data among BIPOC and linguistically diverse students. As stated in the Sonoma County Strategic Plan's Racial Equity Pillar: "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." (13)

READY and other researchers agree that differences in kindergarten readiness scores are largely attributable to systemic inequities in access to resources and opportunities. 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.

READY data is intended to inform local understanding of kindergarten readiness and childcare support systems overall and daylight the disparities that Sonoma County BIPOC children and their families are facing. The READY Project and partners seek to continue to investigate the systemic root cause factors that contribute to the kindergarten readiness overall decline and disparities as an ongoing 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.

School Readiness & the READY Project

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. 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 (14). 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.”
(14)

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”. (14)

The above finding speaks to the need for the development of practices, programs and policies that reduce systemic barriers in the way of children succeeding in school. In addition, multiple research studies have identified that investing in developmentally appropriate and culturally responsive early childhood programs and systems that support early learning, behavioral health and resilient families produce measurable benefits. Nobel prize winning economist Dr. James Heckman and 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.”*** (15)

Heckman's longitudinal research was able to identify a return on investment for society when families and their children have the opportunity to access to early childhood programs and supports. A lack of the access to these supportive 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 (16).



READY Project

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 conversation 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.

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

- Expand early learning programs in Sonoma County
- Increase access to high quality and innovative early learning programs for low-income families, prioritizing community members that identify as Black, Indigenous, Latinx and Communities of Color (BIPOC)
- Expand support to teachers regarding 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 15. 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.

Kindergarten Readiness Instruments (KRI)

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, there is increasing interest in implementing evidenced-based school readiness instruments to identify and address disparities and opportunity gaps as early as possible (17). 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 (18). 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 (19).

The majority of early childhood researchers agree both on investing early in children and their support systems as well as conducting assessments in order to identify levels of school readiness, areas of possible intervention and opportunity for new students. However, there are some emerging theories in the ECE field that kindergarten and school readiness needs to be reimagined completely. One of the most well-known proponents for this paradigm shift is Dr. Ida Rose Florez. Dr. Florez has a Ph.D. in educational psychology and has consulted on young children's development and education for over 20 years. Her expertise focuses on early childhood assessment, data-based instructional decision-making, improving classroom teaching and learning, and the preparation of early childhood educators (20).

Dr. Florez explains the idea that school readiness is based on Piaget's theory of maturation, due to the natural unfolding of pre-programmed developmental milestones that children grow through (21). She further postulates, that at some point in time, society determined that by age 5, children are ready for school. However, Dr. Florez argues that there is no evidence that there are developmental milestones for children that emerge around the age of 5 that specifically prepare them for the school environment. Some children are not ready by age 5, and the solution has always been for them to wait another year before attending school. Florez believes that the school schedule is what determines when children start kindergarten, not their developmental needs. Furthermore, Piaget's research was done with a small, exclusive sample of white children in Switzerland, so it shouldn't necessarily be generalized to the greater population (21).

The READY Project is committed to reviewing all of the available research and theories, both established and emerging, regarding early learning supports and kindergarten readiness. One of the elements of applying an Anti-Racist Results Based Accountability framework to the READY Project includes organizational self-reflection. Local researchers would be remised to not reflect on current practices, how and why they emerged, and if they are perpetuating systemic inequities and racism unknowingly. One way READY research strives for organizational self-reflection is by increasing community participatory practice regarding definitions of school success and readiness. As mentioned previously, READY researchers conducted focus groups and key informant interviews with BIPOC parents to deepen local understanding of these concepts through different cultural and racial perspectives. The results from these conversations are woven throughout the report as well as summarized in the Qualitative Results section. Moving forward, READY will continue to prioritize and integrate the diverse and valuable lenses that exist among Sonoma County community members to ensure that the local definition of school readiness is inclusive of all residents' cultural values and representative of demographics of the population.



Kindergarten Readiness Instruments (KRI)

READY uses the kindergarten readiness instrument (KRI), the Kindergarten Student Entrance Profile (KSEP), for quantitative data collection. The 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 (22). 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 (14). One of the key recommendations of the National Governor’ 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. In addition, the KSEP has been assessed for validity to use with dual language learners. 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.” (23)

Recognizing the upmost importance of utilizing a KRI that is appropriate for dual language learners, READY conducted a literature review to assess the validity of the KSEP tool for our 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 during 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.” (24)

“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.” (24)



Kindergarten Student Entrance Profile (KSEP)

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 support 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

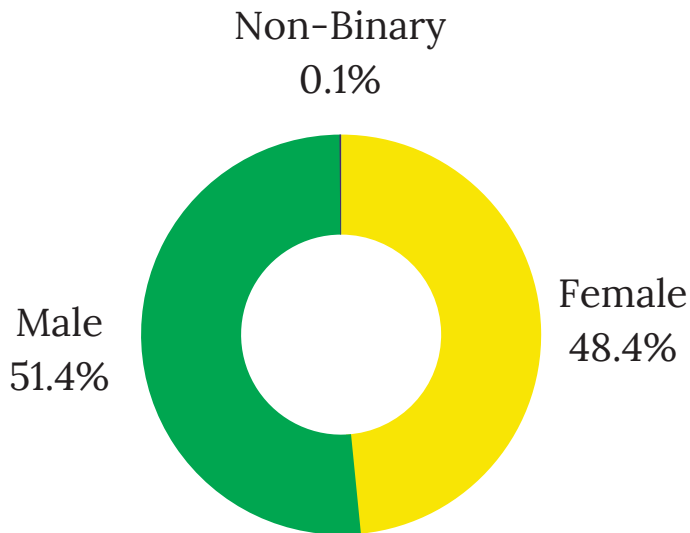


READY Evaluation Findings

Demographics of Kindergarten Cohort

Gender

County



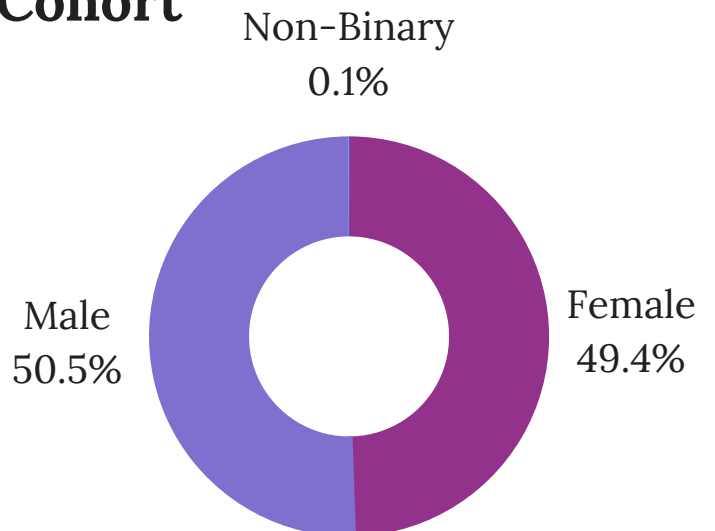
2022-23 Countywide data contained a slightly higher percentage of male than female incoming kindergarten students.

N= 6,098; Data collected from CA Dep. of Ed.

READY Cohort

2022-23 READY data contained a slightly higher percentage of male than female incoming kindergarten students.

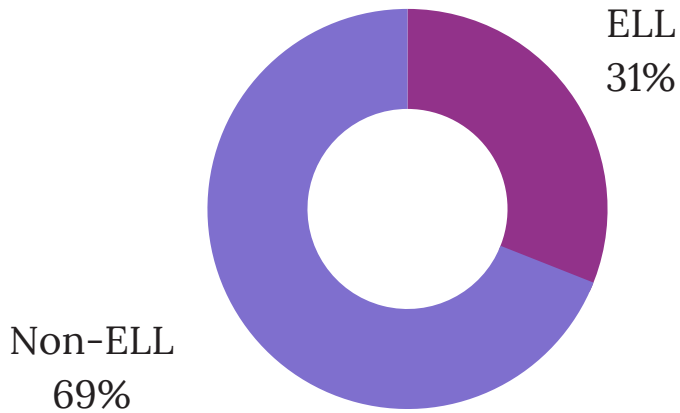
n= 685; READY data collected from KSEP



Demographics of Kindergarten Cohort

English-Language Learners (ELLs)

County



2022-23 Countywide data shows nearly a third of incoming kindergarteners as English-Language Learners.

N= 6,098; Data collected from CA Dep. of Ed.

READY Cohort

2022-23 READY data contained a higher percentage of incoming kindergarteners that were English-Language Learners than the countywide data.

n= 685; READY data collected from KSEP



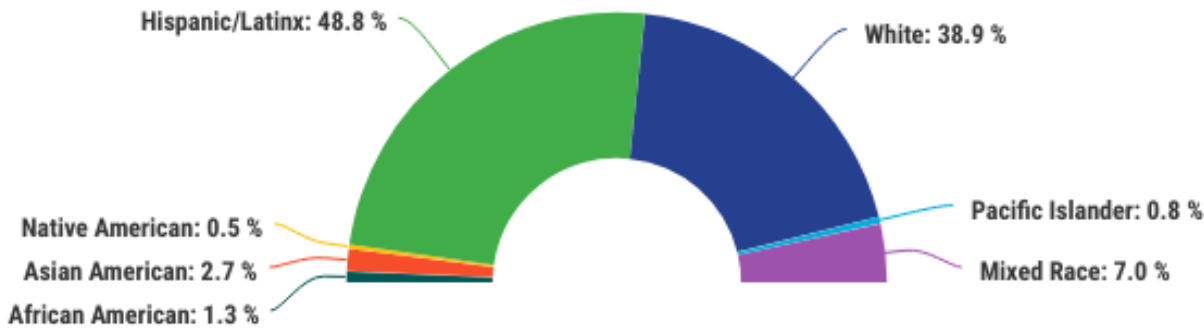
Demographics of Kindergarten Cohort

Race

County

2022-23
Countywide data shows that incoming kindergarteners were mostly Hispanic/Latinx and white.

n=6,051, Data collected from CA Dep. of Ed.

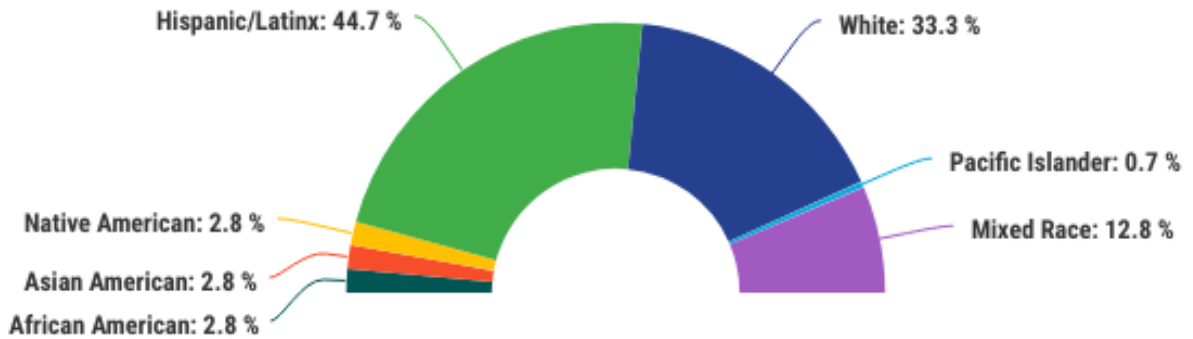


READY Cohort

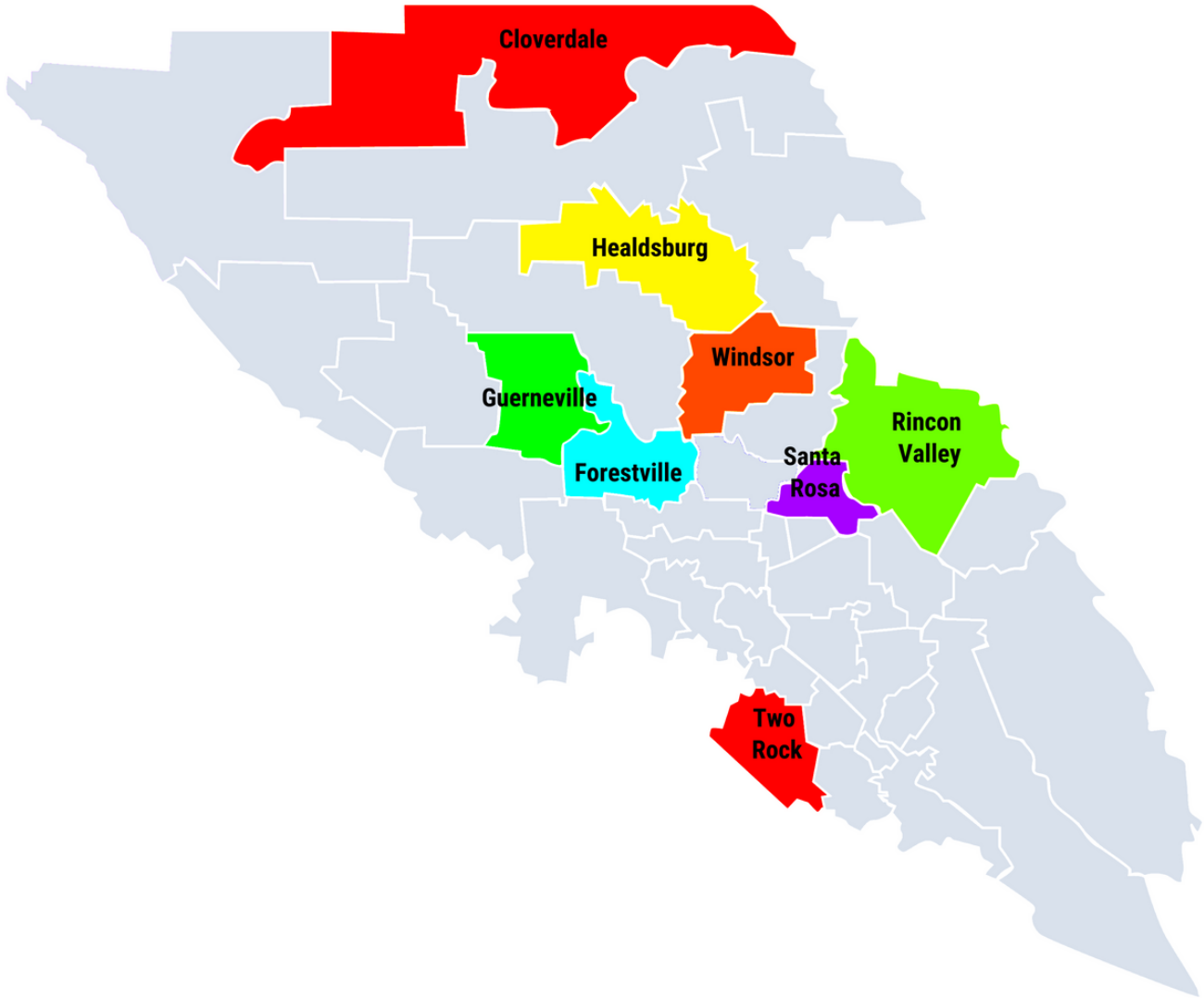
2022-23
READY data is mostly consistent with the countywide data.

n=393 READY data collected from Parent Survey

*mixed race category disaggregated, 18% of people fall into multiple categories



8 Participating Districts, 18 Schools



Current Year: 2022-23
KSEP reports completed: 861 (685 Kinder & 176 TK)
Parent Surveys completed: 388
Participating Schools: 18
Participating Teachers: 48

Trend Data Available for Analysis: 2016-2022 (no 2020)
KSEP reports completed: 5,660
Parent Surveys completed: 4,483
Participating Schools: 18
Participating Teachers: 48

Annually, between 15%-20% of total incoming Kindergarten students in Sonoma County were observed.

8 Participating Districts:

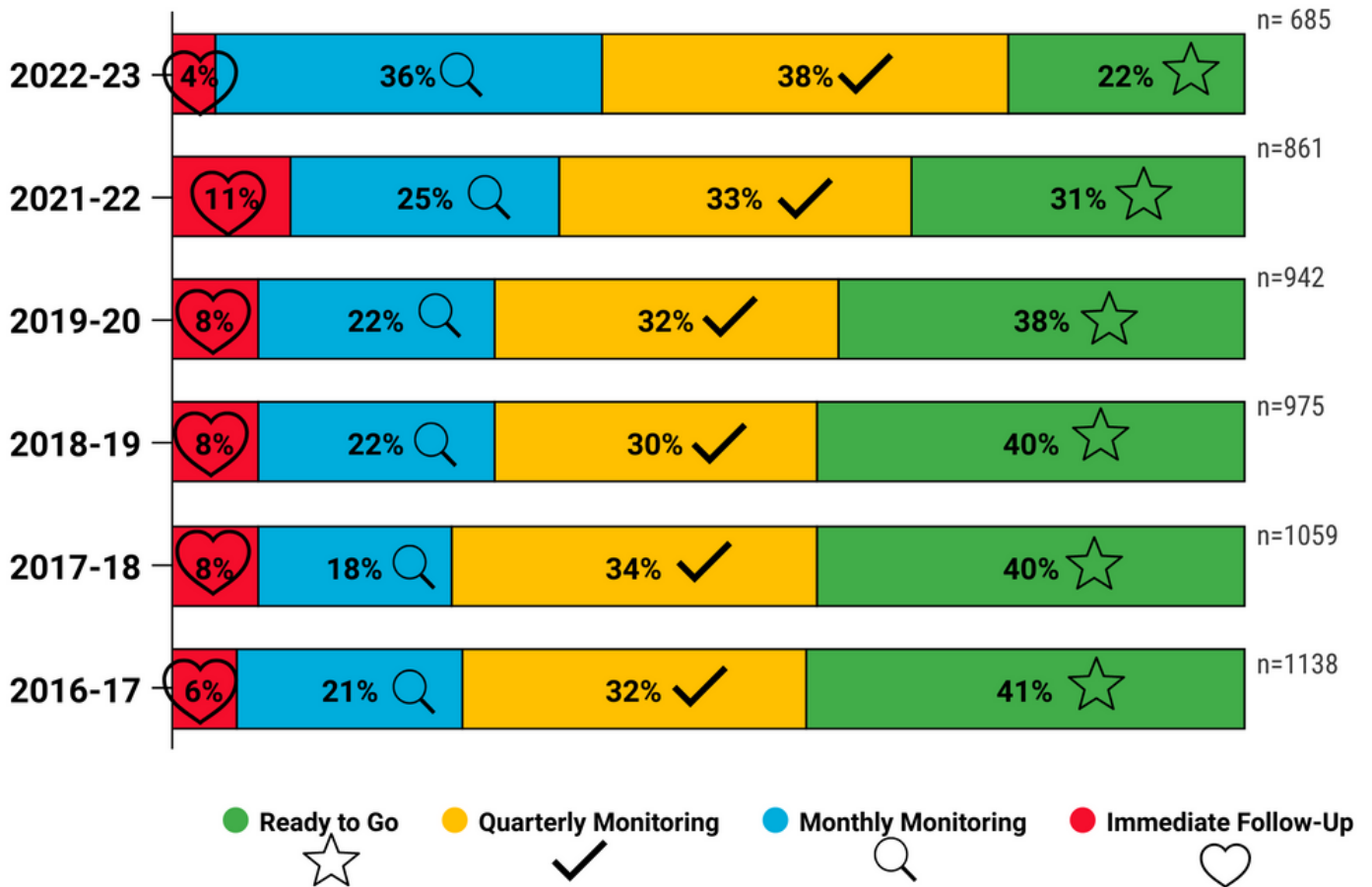
- Cloverdale Unified School District
- Guerneville School District
- Forestville Union School District
- Healdsburg Unified School District
- Santa Rosa City School District
- Rincon Valley Union School District
- Two Rock Union School District
- Windsor Unified School District

KSEP Scores Continue to Decline



In 2022-23, about 1 out of 5 students (22%) entered kindergarten “Ready to Go”

Sonoma County 8 Districts- History of KSEP DATA



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

White and Asian Students Are More Likely to Be "Ready to Go"

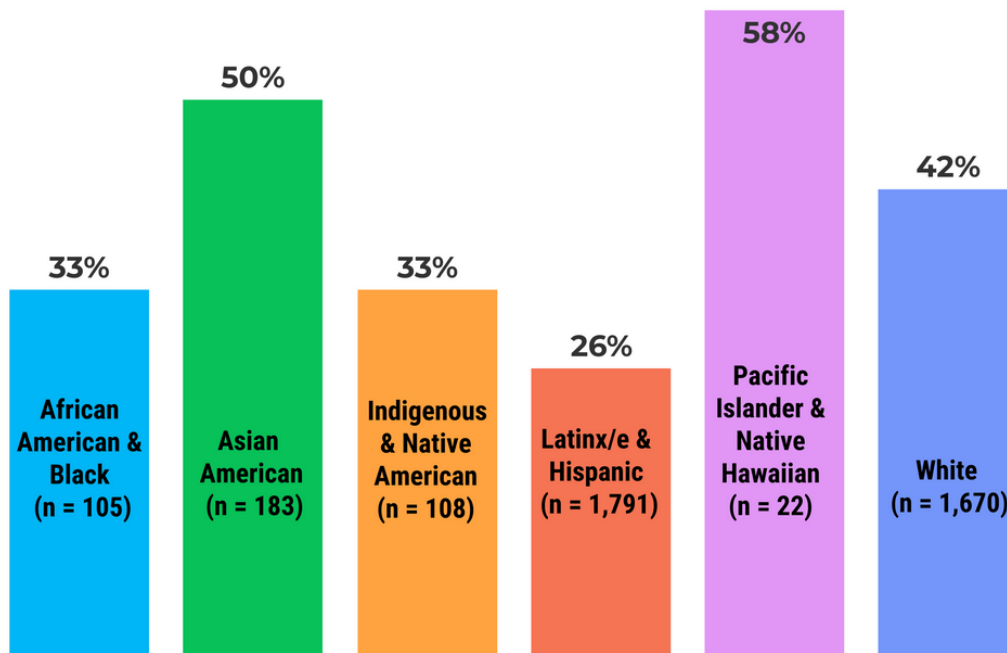
About half of incoming kinder students that identify as white, Asian, Pacific Islander or Native Hawaiian were "Ready to Go," while other racial groups were less likely to be "Ready to Go".

*Average calculated from 2016-2022 data to stabilize sample size, source READY parent survey

*Data not available for 2020-21 due to Fires & COVID

*Multiple Race Responses disaggregated, 18% of respondents identified with more than one category

Total n= 3,879



Percentage of Incoming Kindergarteners "Ready to Go"

"Prejudices got in the way of sending kids to certain schools—racism from providers, prejudice being low income or kids not being Latino or white. They are being excluded. All schools need to make the space for all kids to fit in."

-Mother who is Black living in Sonoma County

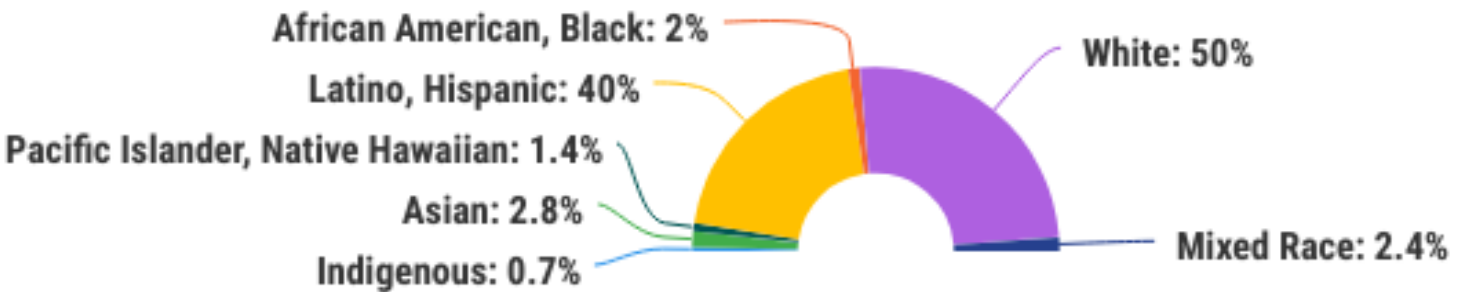
"Another thing that makes it really hard is the language difference...because we don't understand English well and it makes it really hard to be able to help them with their homework."

-Mother who is Latina living in Sonoma County

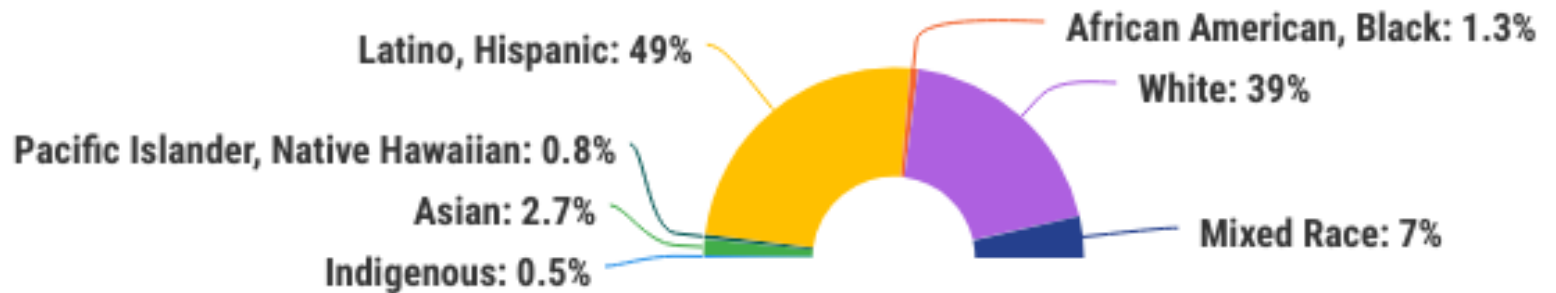
Comparison of School Teacher and Staff Racial Groups Compared to Kindergarten Students in Sonoma County

Over representation of white staff and under representation of Latino, Hispanic staff compared to student racial demographics.

Sonoma County Teacher Demographics



Sonoma County Kinder Student Demographics

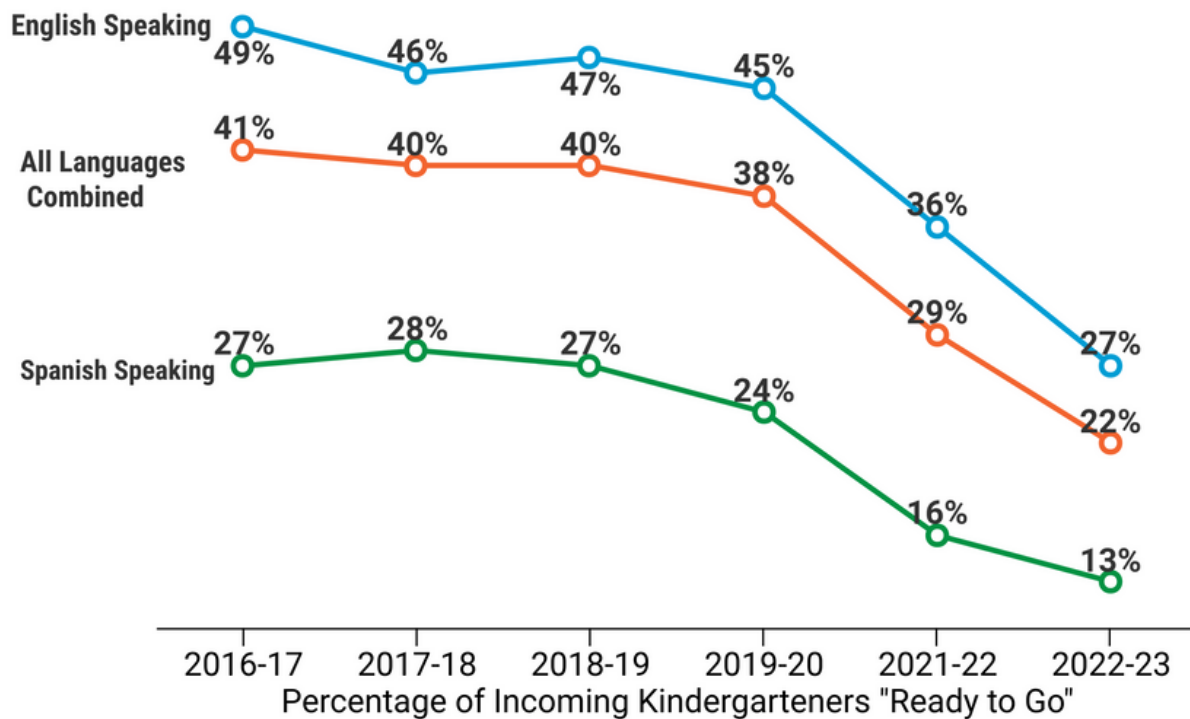


Source: CA Dept. of Ed
Student N = 6,000
Teacher/staff N = 2,919

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

In 2022-23, kids who speak English at home are 2x more likely to be Ready to Go than kids 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= 5,535; Data taken from READY Parent Survey & KSEP tools; 2022-23 n = 685
 *Spanish category includes very limited numbers of Mandarin, Mixtec, Portuguese, Punjabi, Ugandan & Vietnamese (2022-23 n = 8 total)

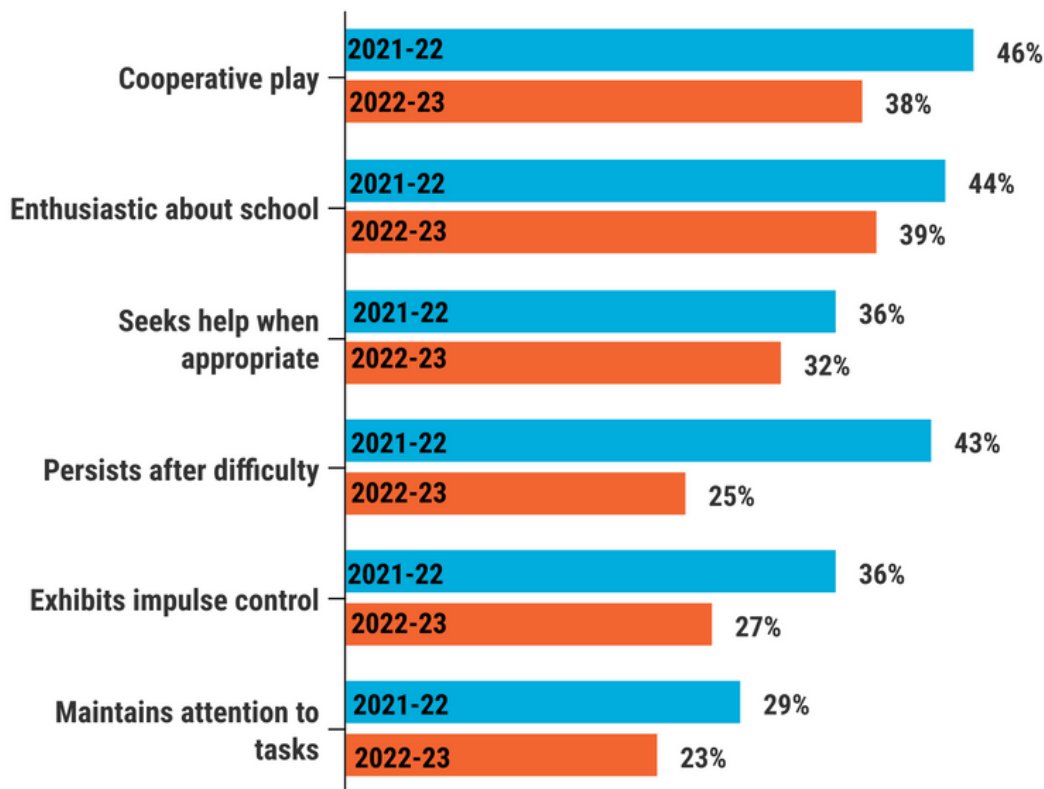
"So for Spanish speakers it's much harder, no resources in our language. All the resources are in Santa Rosa, and there is no transportation for people who don't drive. There's no teamwork, it's hard for us Latinos, really hard that there are no resources in our language." -Mother who speaks Spanish and lives in Sonoma County.

"One of the biggest obstacles is that we need classes on parenting, how to be a better parent, how to prepare our kids. We need to learn English to be able to help them to study and to express themselves. Because without it we can't do anything. We don't know what they are living through, I wish they could send the homework home in both English and Spanish so we can help them." - Mother who speaks Spanish and lives in Sonoma County.

KSEP Scores in the Social-Emotional Domain Declined

Incoming kindergarteners in 2022-23 were less likely to have mastered items in the social-emotional domain than incoming kindergarteners in 2021-22.

Items in social-emotional domain of KSEP

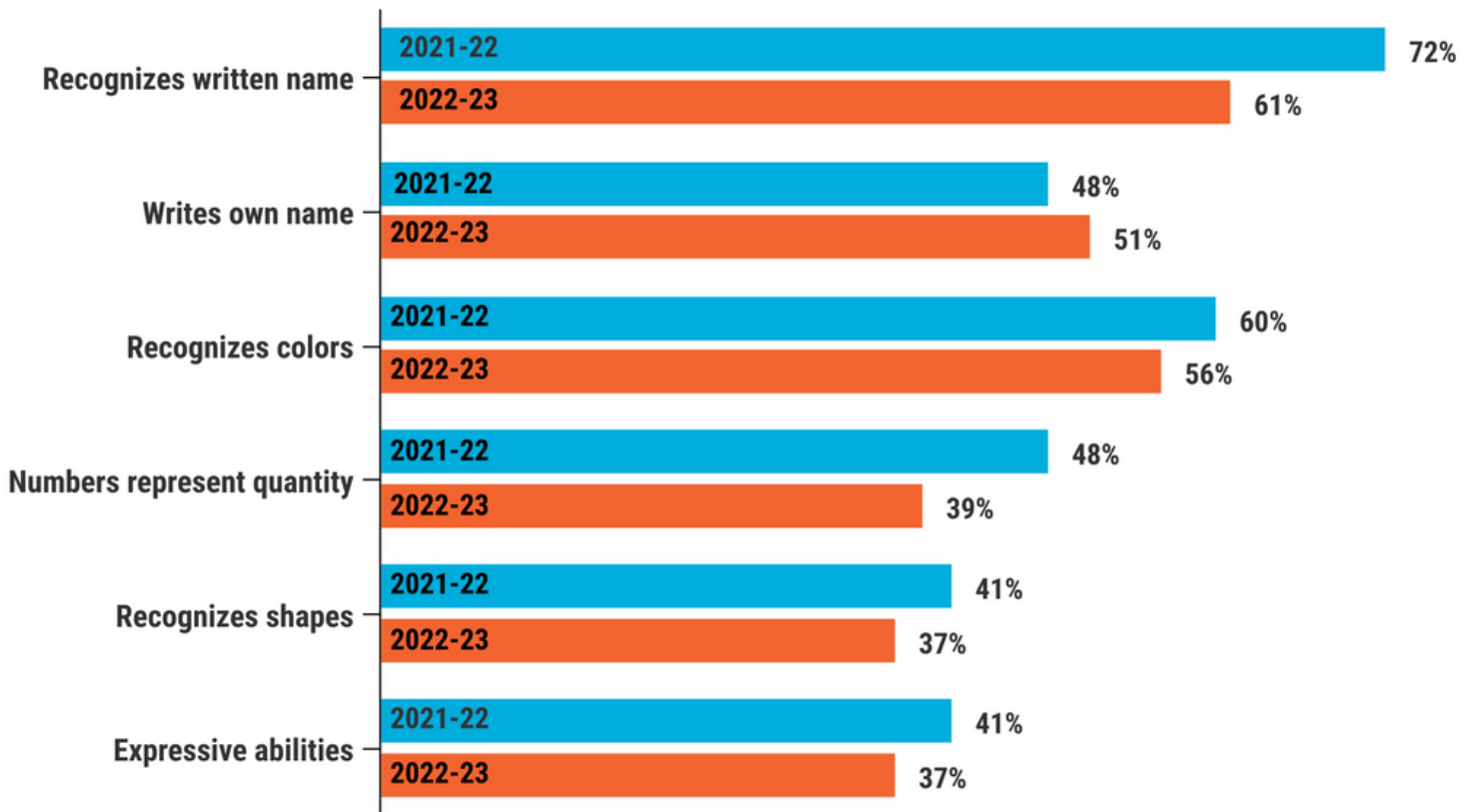


Percentage of kindergarteners demonstrating mastery

KSEP Scores in the Academic/ Knowledge Domain Declined

Incoming kindergarteners in 2022-23 were less likely to have mastered items in the academic/knowledge domain than incoming kindergarteners in 2021-22.

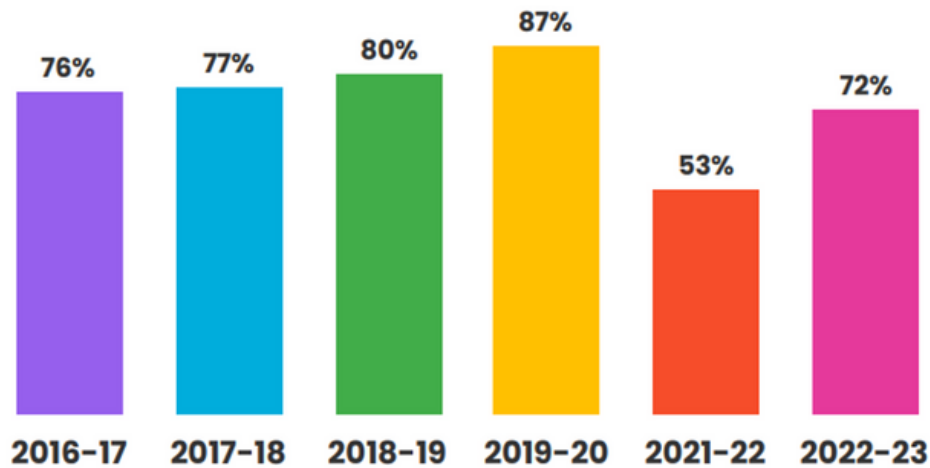
Items in academic/ knowledge domain of KSEP



Percentage of kindergarteners demonstrating mastery

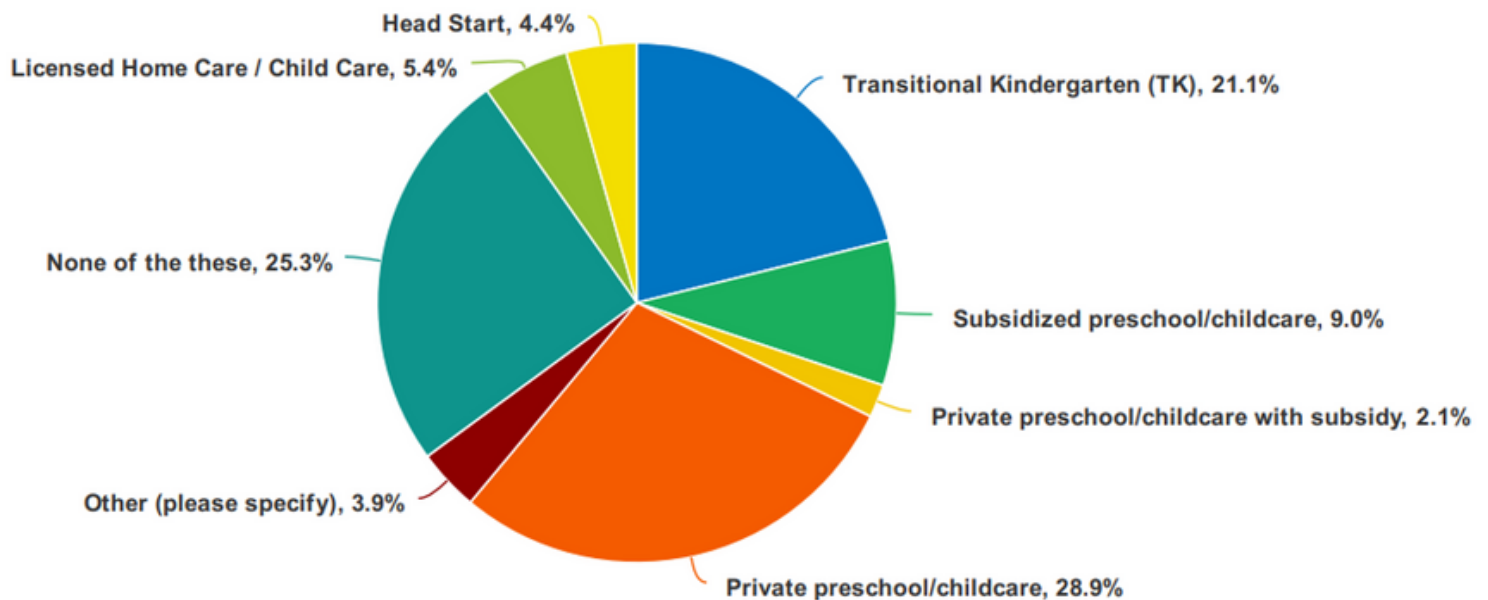
Early Care & Education (ECE) Participation

2016-2022 Percentage of Kids that Participated in ECE



NOTE: 2021-22 ECE was mix of in person & virtual
n=4,498; Source: 2016-22 KSEP & Parent Survey

2022-23 Breakdown of Types of ECE Attended by Kids

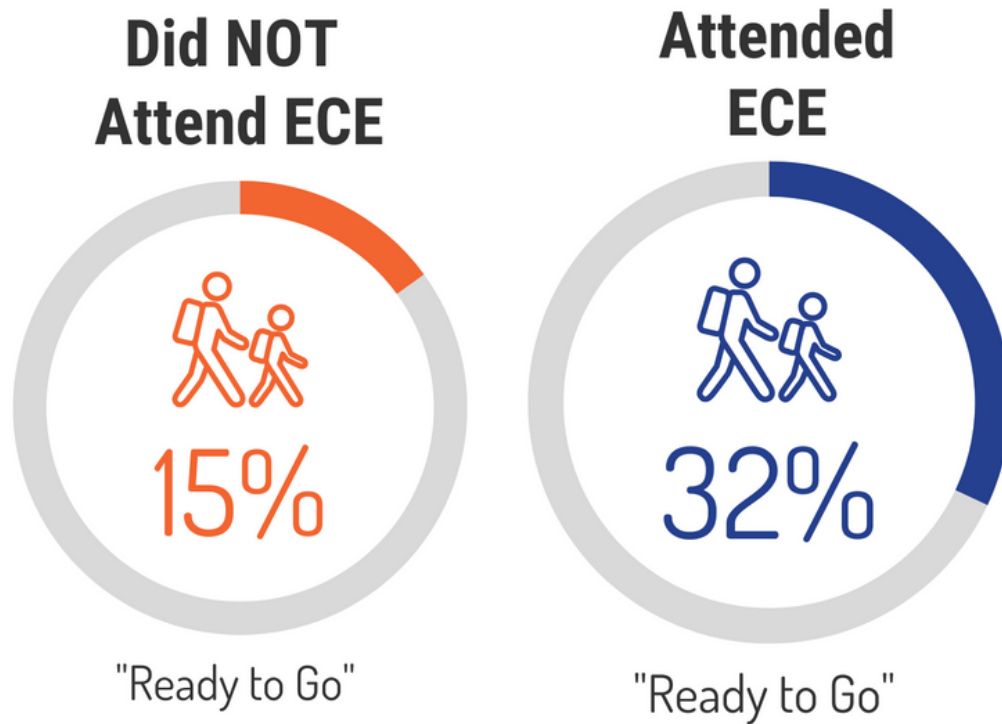


n = 388, source= READY parent survey

In 22-23, most kids that attended ECE were either in a preschool program (29%) or Transitional kindergarten class (21%)

KSEP County Scores Disaggregated by ECE Attendance

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

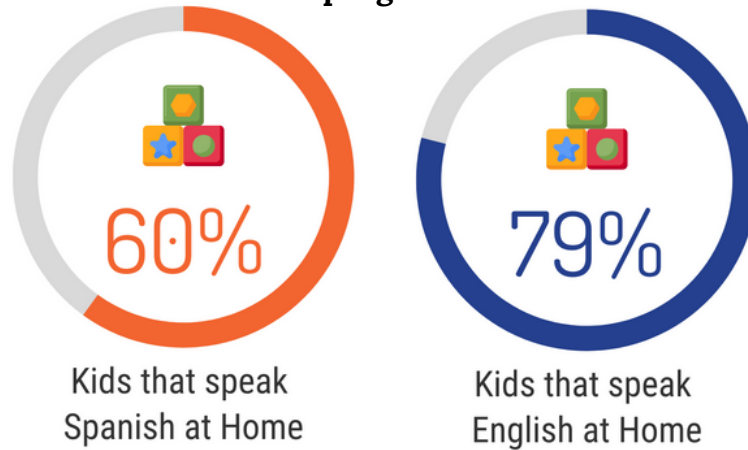


n = 356, source = parent survey

In 2022-23, the most frequently reported barrier to ECE access was COVID-related, followed by Affordability.

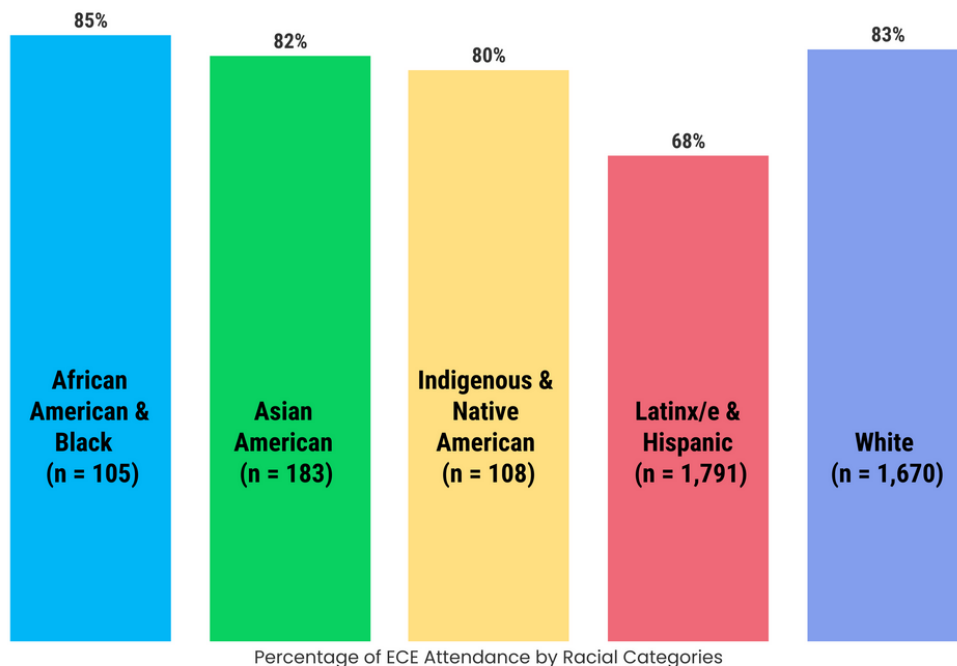
Early Care & Education (ECE) Participation Disaggregated by Home Language & Race

In 22-23, kids who spoke English at home were more likely to go to an ECE program



"One of the obstacles is how expensive pre-kinder is here, only some people qualify for financial aid...most people don't qualify for assistance and if you have to pay it's really expensive."
Mother of young child who speaks Spanish

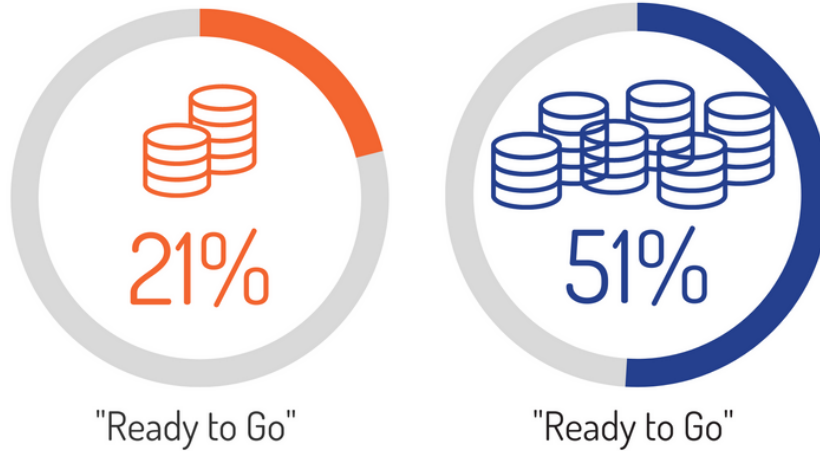
From 2016-2022, kids who are Hispanic & Latino were less likely to go to an ECE program compared to other racial groups



Percentage of ECE Attendance by Racial Categories

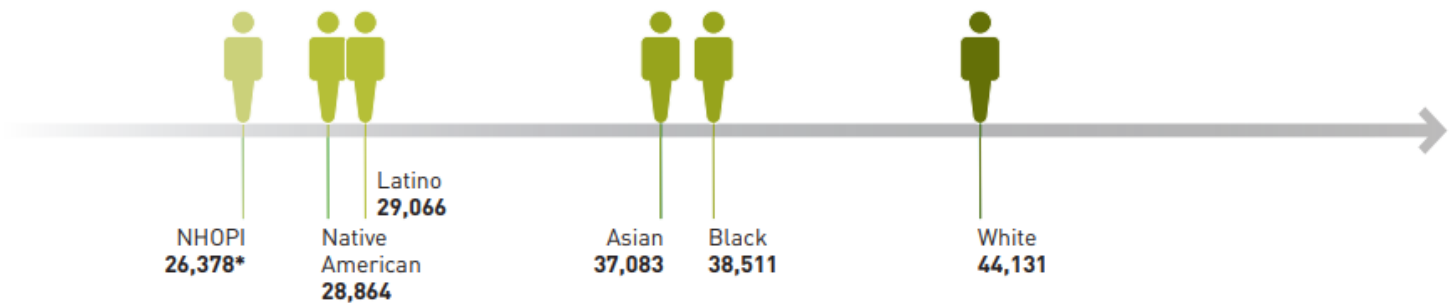
Income, Race & KSEP

In 2022-23, kids from families that earned \$100K or more annually were 2X more likely to be Ready to Go Compared to kids from families that earn \$35K or less annually.



n = 233, Source= KSEP & Parent Survey data

Median Annual Earnings Disaggregated by Race



Source: Measure of America calculations using US Census Bureau ACS Public Use Microdata Sample, 2015-2019.

* Estimates with an asterisk have a greater degree of uncertainty. Due to small population sizes and survey sampling the standard error of the estimate is greater than 20% of the estimate.

*NHOPI (Native Hawaiian & Other Pacific Islander)

Qualitative Findings: Participatory Practice

As described earlier in the report, READY researchers dedicated more time and resources than ever before to build authentic relationships with the community, prioritizing BIPOC families. Participatory practice was encouraged from the community through qualitative data collection methods. In addition to dichotomous (Y/N) and multiple-choice style questions on the parent survey, open-ended responses questions were included as well. Other engagement strategies consisted of conducting focus groups as well as key informant interviews. Parents that participated in focus groups and interviews were given \$50 Amazon gift cards for their time. Individuals that completed surveys were entered into a raffle for the chance to win a \$25 gift card.

Parent surveys were distributed in English and Spanish, in both paper and electronic format. Surveys were sent through communication channels at partner districts.

Focus group engagement was through the schools as well, specifically leveraging existing Spanish-speaking parent advisory committees known as District English Learner Advisory Committees (DELAC). Three focus groups were held in 2023, however, only one group's results were able to be included for the timing of this report publication. Additional results will be included in next year's publication. Focus groups were facilitated by a professional Spanish language translator. The Spanish translator also recorded participants responses in Spanish, translated to English and shared with READY researchers for analysis. Open ended survey responses were additionally translated professionally for analysis.

Key informant interview engagement was conducted through the dissemination of flyers in English and Spanish through READY participating schools as well as through community partner agencies. Partner agencies that supported engagement with flyer distribution included: First 5 Sonoma County, Sonoma County Black Forum, Community Baptist Church and The California Indian Musuem and Cultural Center.

In 2022, 388 parents completed the READY survey. Due to the fact that questions were open-ended, respondents included multiple themes in an individual response, often making the total above 100%. Both focus group (n = 14) and key informant (n = 3) participants were asked the same set of questions. Open ended survey questions were similarly framed An overview of the **most commonly reported responses** and **main themes** shared are in the sections that follow.



Factors of Importance & Success for Black & Latino Parents

Black & Latino parents were asked: What is important to you in getting your child(ren) ready to start school?

Affordability: Free/subsidized ECE

Access:

Physical: close quality programs

Language: Supports in parents' home language

Preparation:

Early bedtime, good breakfast, routines

Packing supplies for school

Outdoor play, social & academic skills

Safety: facilities, emergencies & crises

Relationships with Teachers:

Enough staff to care for individual kids needs

Culturally responsive, fair treatment

Understand every child learns differently

"He went through the Pasitos program, but it was virtual. When started TK he went to the school here in Guerneville which was easier, more accessible for me, not to have to worry about transportation problems or having to find someone to take him, because as Latino parents we're really hard working and we have to work to support our families." -Mother who is Latina and lives in Sonoma County

One mother who is Black shares her story about cultural responsiveness in Sonoma County:

"There was a Black teacher doing Head Start. She was undermined because of the time period, we feel racism because of our kids. We do want to be equal but that is different for everybody. Our kids want to be outside, run around and play. Be more rambunctious. We learn differently and need to have space to learn. There was a low percent of Black kids in preschool, but a high rate was kicked out. Other people are not culturally responsive and don't know how to connect with us. I was in the school all the time so my kid could get a fair shake."

Black & Latino Parents were asked: What does a successful start to school look like to you?

Kids feeling supported & having a **good relationship with teachers**;
Learning **new skills**, how to communicate & share with enriching activities
Teaching children at home what they are lacking;

"I taught my kids a lot before school that is part of being successful. What ever they are lacking we need to make sure we give them. I used to test them over the summer, wanted to make sure they weren't lacking so wanted to make sure they get it. I gave them the STAR test and grade it and teach them what they were lacking." - Mother who is Black and lives in Sonoma County

Qualitative Findings: Barriers & Harm

Black & Latino Parents were asked: What has gotten in the way of you supporting your child(ren) to be ready to start school?

Racism & prejudice for being low-income
Lack of ECE programs for African American & Black Community
Lack of resources & programs in other languages
Safety concerns
Barriers of **location & cost**

"My kids were labeled, and the label would precede them. When a child wants to change, they don't believe them. It follows them for all of school. Lots of teachers don't like to have personal relationships, but it makes a world of difference. Kids see that they care and won't let them get away with things because they will call your parents...."

.... Teachers, admin and staff would label them, and kids don't unhear, it gets into their psyche. We need to be more cognizant and start to address these behaviors in the earlier years when they are vulnerable. Several kids that were Black would get blamed for everything because of their reputation. I had to step up and defend them. Kids would believe that they couldn't change because adults and parents would take teachers' side. It went downhill from there." -Mother who is Black and lives in Sonoma County

When all parents were asked **what resources would have helped support** them in getting the child ready to start school, the most common response (27%) was **parent supports from the school that included a guide of skills expected in the first months of kindergarten**. Secondly, parents responded **free transitional kindergarten or preschool would have been supportive (13%)**. Finally, parents replied that **time (11%) was needed**, parents cited competing priorities of work as taking away from their ability to support their child.

When all parents were asked **what their biggest concerns were** in sending their child to school, the number one response reported (25%) was **safety from gun violence**. The second most common response was **bullying (19%)**, followed by **social emotional well-being (16%)**, which included **confidence challenges and facing discrimination**. The remaining responses included concerns around: illness, negative influence from other students, not enough attention from teachers and students' special needs would not be addressed.

Qualitative Findings: Strength & Hope

When all parents were asked on the READY survey if they *felt like they were able to support their child* in getting ready to start school, the majority of parents said that they **felt they were able (80%)**. Equal amounts of parents reported the main reasons they felt able to support their child to get ready for school was their **access to Early Care Education (ECE)** programs as well as by **explaining the changes to their child (10%)**. Parents also reported **doing at-home activities (8%)** with their children help them feel prepared.

Black & Latino Parents were asked: What has helped you and your child get ready to start school?

ECE Providers: 4C's subsidized preschools, First 5 & Mental Health Care, Early Learning Institute (ELI), Pasitos, AVANCE & **Home activities**

"Finding subsidized daycare is number one. 4C's helped me to be able to locate good schools, a list of subsidized care and more daycare's that offer subsidized care. I am driving 30 minutes away now, need more conveniently located resources." - Mother who is Black living in Sonoma County

"Early Learning Institute (ELI) was helpful to me, they come out and should be norm when you have a baby. Came to house and affirmed that every kids learned differently. Parents need to know that it is okay if they are slow but are progressing, it is really messing parents up and because they think their kids are not advancing. Teaching the parents how to engage children are not talking. Some kids are not that, just need tools to help."
-Mother who is Black living in Sonoma County

When all parents were asked **what they hoped their child would experience** as they entered school, the number one response **(80%) was the development of social skills** including making friends, being a part of the community, learning kindness, compassion, and inclusivity. The second most common response **(49%) was learning of academic skills** with an emphasis on reading and writing. The third most common response **(24%) was to develop a love of learning**. Additional reported hopes included: good teachers/positive role models and a safe and supportive environment.

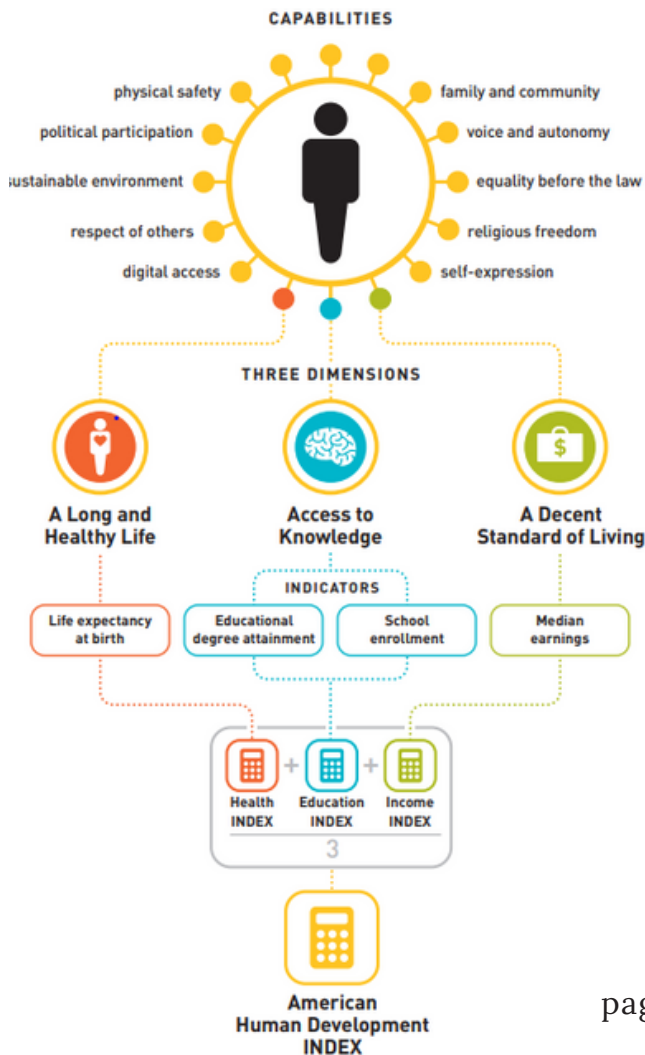
"What would be great if there was a way to open a center that was open to all kids, catered to African American kids. If a kid has solid first 5 years it would change their lives. If county can set something like that up, that would be a game changer. If you go to Oakland, Vallejo, other Black communities, you will see something like that. Those kids have that. I think there are people that want to do that, but need support to do that- funding, licensing, rent, building - grants available for black business developers. I have a vision for youth center that is African American history focused and would offer financial classes, cooking classes, preparedness classes." - Mother who is Black and lives in Sonoma County

2021 Portrait of Sonoma

Human Development Index (HDI)

To build upon previously discussed systems factors regarding environmental disaster COVID-19 impacts and harm caused by institutional racism, other resources of local data have been included in this report from the recently updated Portrait of Sonoma County 2021. In 2014, Sonoma County Department of Health Services commissioned Measure of America to prepare A Portrait of Sonoma County (Portrait) (25). 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 (25).

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 (25). 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.

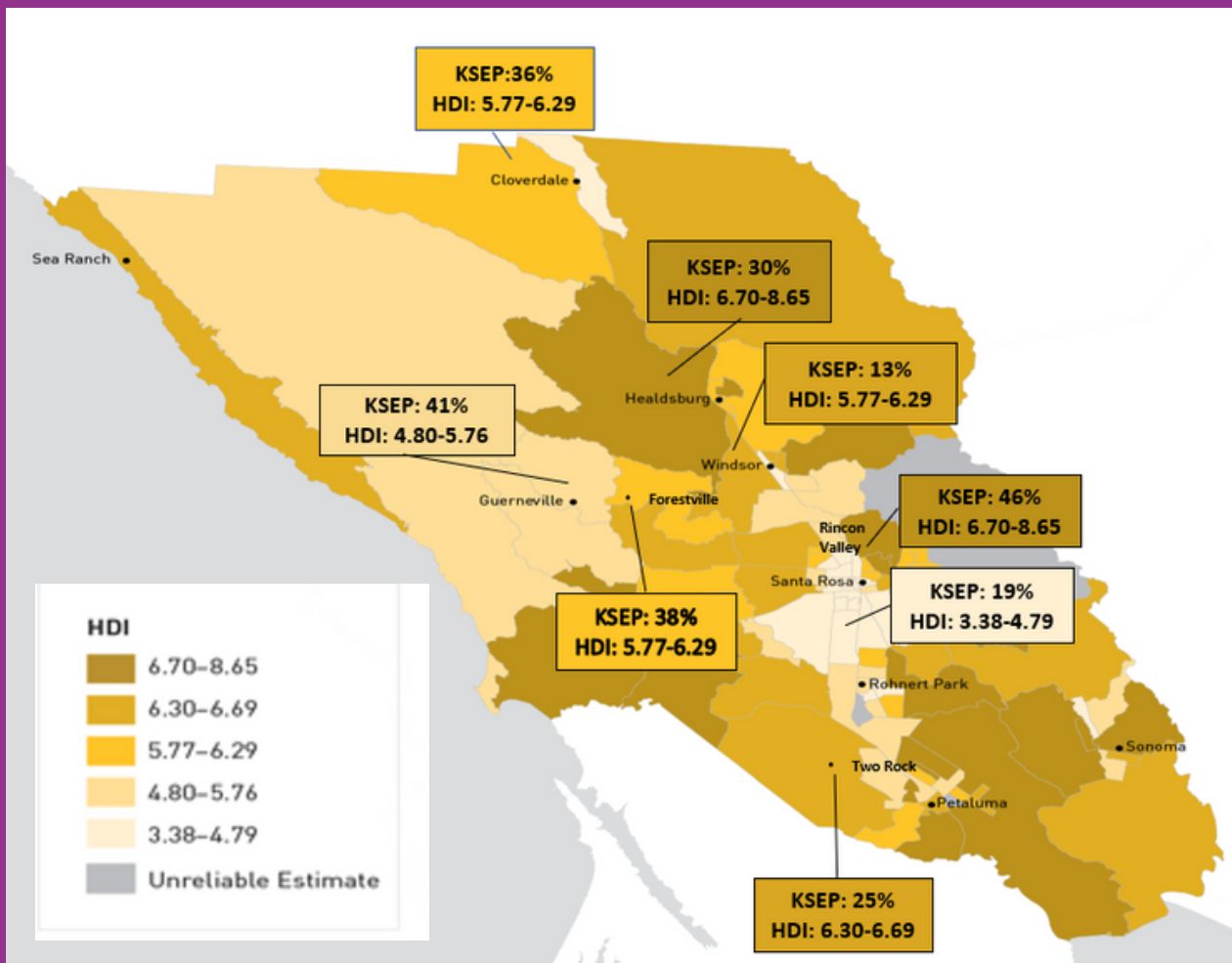
Source: Portrait of Sonoma, 2021

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." (25)

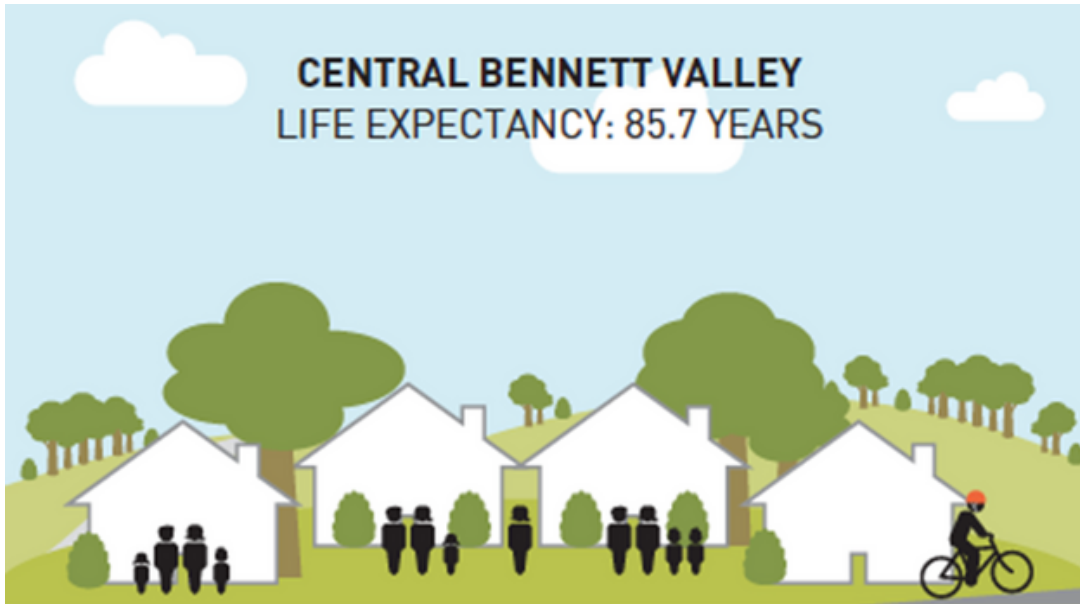
The below map portrays the different census tracts in Sonoma County, along with their associated HDI scores ranging from 1-10, with 10 being highest and 1 being the lowest. The boxes with percentages included on the map reflect the READY KSEP "Ready to Go" scores for the participating READY districts. It is noteworthy that in general, districts with lower KSEP "Ready to Go" scores also have lower HDI scores. There are a couple of outliers, however, and a 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. Guerneville School District (GSD) is an outlier as seen below. Based on GSD's HDI score, you would anticipate a lower KSEP score. READY researchers conducted an interview with Dana Pedersen, GSD Administrator on Special Assignment, to learn more about what contributes to GSD's success. The report from this interview is included in the section that follows the Portrait.



Source: Portrait of Sonoma, 2021

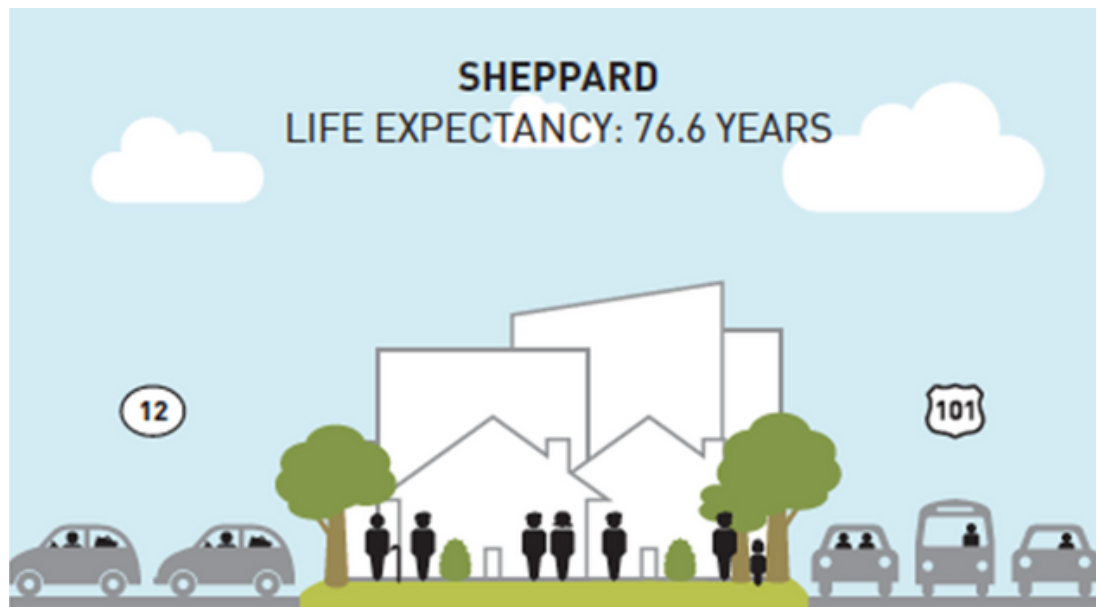
A Tale of Two Neighborhoods

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 the graphics below, taken from the 2021 Portrait (25). Although these 2 neighborhoods are not associated with READY school districts, this visual does offer another way to consider differences between two neighborhoods locally.



- 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

Interview with Dana Pedersen, Guerneville School District (GSD) Administrator on Special Assignment



What have been the biggest learning opportunities and challenges at Guerneville School District (GSD)?

- One of the **biggest challenges** has been the **flood impacts on the Latinx community**.
- One **challenge** is in regard to **lack of shared data between early learning systems and the District**. ECE providers who serve kids in state funded early learning programs use the Desired Results Development Profile (**DRDP**) to **assess students' development and identify opportunities for growth**. Unfortunately, the **data doesn't follow the student into kindergarten or TK**. This is an **opportunity to have data sharing** systems & agreements for transfer of data. It would be great to look at way to bring records forward so that **kids come to us with data** and information.
- Another **challenge** is that **Districts are not reimbursed** for the expansion for TK cut off. The expansion is also an **opportunity** because it does **increase equity**.
- Another **opportunity** would be **connecting preschool and k teachers** and getting them into each other's classrooms, **ECE & K conferences** would be ideal, however teachers need **release time for observation and substitute teachers** to teach their classes of course.

What have been your biggest success? What would you recommend to other districts trying to improve young students transition into school?

- Create opportunities for **Kinder & TK student on boarding**, new needs with TKs (naps, bathroom)
- **Share KSEP in spring as a skill set** for parents along with list of kinder readiness ideas, offer a early skill building bag
- Develop **Agency partnerships**. GSD has relationships with River to Coast, Keeping Kids in School (KKIS), West County Community Health Center (WCHC) & Community Health Workers (CHW), Sonoma County Office of Ed. TK partners.
- Build **relationships with families** early on with kinder parent meetings.
- Create a **wellness center on campus**. One of GSD's **biggest successes is our Wellness Center** that includes: dental screenings, doctors, mental health therapy (over 100 therapy sessions provided) well child visits, vaccines. GSD received a First 5 grant for prenatal focus, pediatric care coordination for early care, streamlined referral system to WCHC for early referrals with partner & county agencies
- **Prioritize Kinder readiness in Local Control Accountability Plan (LCAP)** & use **KSEP** as one of **LCAP measures**. GSD has made it part of our systems and has institutionalized this priority.
- Integrate **community school model around LCAP**. GSD created the [on-line LCAP hub](#) for public to access.
- Looking to the future, hopeful, need supports, schools can't do it alone
- GSD is also working with Dep. of Health Services (DHS) Behavioral Health and Measure O team to build systems as navigations to provide more tech and support for classrooms. More information can be found here: Board of Supervisors Meeting (ca.gov)

Evaluation Methods

Purpose: The purpose of the Fall 2022 evaluation was to gather and analyze data through the common kindergarten readiness instrument, parent surveys, focus groups and key informant interviews 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 2022, 8 school districts, 18 schools, 48 kindergarten teachers, 861 kindergarten students (685 Kinder & 176 TK) and 388 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 -Tools

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


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. Open ended questions that were developed in partnership with Sonoma County Office of Education (SCOE) Early Learning Staff were added to the 2022 survey. Parent surveys were distributed in English and Spanish, in both paper and electronic format. Surveys were sent through communication channels at partner districts. Open ended survey responses were translated professionally for analysis. The Parent Survey is included in the Appendices.

Focus groups: Three focus groups with Spanish speaking parents were conducted in 2023. Due to the timing of this report publication, only one group's data was able to be included in this year's results. Recruitment for focus groups was through the schools as well, specifically leveraging existing Spanish-speaking parent advisory committees known as District English Learner Advisory Committees (DELAC), Cafecitos Community Group and Migrant Parents Advisory Committee. Focus groups were facilitated by a professional Spanish language translator. The Spanish translator also recorded participants responses in Spanish, translated to English and shared with READY researchers for analysis. Focus group questions are included in the Appendices. Participants in focus groups received \$50 Amazon gift cards.






Data Collection-Tools & Process




Key Informant Interviews: Flyers in English and Spanish were also disseminated through schools as well as through community partner agencies to recruit individuals interested in participating in key informant interviews. Partner agencies that supported engagement with flyer distribution included: Sonoma County Black Forum, Community Baptist Church and The California Indian Museum and Cultural Center. Both focus group (n = 14) and key informant (n = 3) participants were asked the same set of questions. Questions asked are included in the Appendices. Participants in interviews received \$50 Amazon gift cards.




School District Outreach and Contracts/Data Sharing Agreements: Between February and June 2022, READY staff contacted Superintendents of school districts that expressed interest in participating in the Fall 2022 instrument of school readiness. Superintendents and other school administrators were provided with information about the READY project, the KSEP tool, the parent survey, focus groups, key informant interviews, 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, in the amount of \$100 Amazon gift cards. 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 2022, READY staff promoted on-line trainings that 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 2022, 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 Shared Outcomes Measurement System (SOMS), named Apricot.



Data Analyses: In the 2022 school year, a total of 388 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 6-year trend analysis included only the original schools and 8 Districts that participated starting in 2016-17. 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 important to human development, knowledge. cultural, ancestral and community knowledge



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Kindergarten Student Entrance Profile (KSEP)



| | |
|--|--|
| Student Name: | Student ID: |
| Student Home Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other | Date rating completed (mm/dd/yyyy): |
| Languages used when making KSEP ratings: <input type="checkbox"/> Mostly English <input type="checkbox"/> Mostly Spanish <input type="checkbox"/> English and Spanish <input type="checkbox"/> Other language | |
| Student Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female | Student's DOB (mm/dd/yyyy): |
| Does child have an IEP? <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) |
|--|--|--|--|---|-----------------|
| 1. Seeks adult help when appropriate | 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"/> | |
| 2. Engages in cooperative play activities with peers | 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"/> | |
| 3. Exhibits impulse control and self-regulation | 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"/> | |
| 4. Maintains attention to tasks (attention focus, distractibility) | 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"/> | |
| 5. Is enthusiastic and curious about school | 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"/> | |
| 6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges) | 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) |
|---|---|---|---|--|-----------------|
| 7. Recognizes own written name | 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"/> | |
| 8. Demonstrates expressive verbal abilities | 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"/> | |
| 9. Understands that numbers represent quantity | 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"/> | |
| 10. Writes own name | 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"/> | |
| 11. Recognizes colors | 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"/> | |
| 12. Recognizes shapes | 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"/> | |
| KSEP Rating Categories | 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 Code below: https://www.surveymonkey.com/r/ready_ps_22-23 (for English version) or https://www.surveymonkey.com/r/ready_ps_22-23?lang=es (for Spanish version).



Parent Survey

- What is your child's name? _____

| | | |
|-------|--------|------|
| First | Middle | Last |
|-------|--------|------|
- What is your child's date of birth? ____/____/____

| | | |
|-------|-----|------|
| Month | Day | Year |
|-------|-----|------|
- What is your child's gender?
 Male Female Another gender not listed here (please specify) _____
- What is your child's race/ethnicity? (Mark **all** that apply.)

| | | | | |
|---|--|---|---|---|
| <input type="radio"/> Asian | <input type="radio"/> Caucasian/White | <input type="radio"/> Hispanic | <input type="radio"/> Two or more race: | <input type="radio"/> Decline to state |
| <input type="radio"/> Black or African American | <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> Latino, Latina, Latine, or Latinx | <input type="radio"/> Native Hawaiian or Pacific Islander | <input type="radio"/> Another race not listed here (please specify) _____ |
- Has your child participated virtually or in-person in one of the following Early Care and Education (ECE) options?

| | | | |
|--|---|--|-------------------------------------|
| <input type="radio"/> Subsidized preschool/childcare | <input type="radio"/> Private preschool/childcare | <input type="radio"/> Licensed home care/childcare | <input type="radio"/> None of these |
| <input type="radio"/> Transitional Kindergarten (TK) | <input type="radio"/> Head Start | <input type="radio"/> Private preschool/childcare with subsidy | <input type="radio"/> Other _____ |
- If you answered yes to the previous question, what was the name and location of the program that your child attended?
 Name: _____ City: _____

 How **long** did your child attend this program? ____ months ____ years
 How often did your child attend, either virtually or in-person? ____ days per week and ____ hours per day
- If your child attended another program in addition to the program selected in question 5, please share the name and location. Name: _____ City: _____

 How **long** did your child attend this program? ____ months ____ years
- If your child did not attend any ECE programs, what reasons contributed to this decision? (Mark **all** that apply.)

| | | | | |
|--|--|---|--|--|
| <input type="radio"/> Hours didn't meet my/our needs | <input type="radio"/> Did not understand my options | <input type="radio"/> Lack of information about options | <input type="radio"/> Not available in my neighborhood | <input type="radio"/> Concerned about safety/quality of care |
| <input type="radio"/> My child was on the waitlist | <input type="radio"/> Was not affordable | <input type="radio"/> COVID-19 shut down | <input type="radio"/> Did not qualify for reduced cost | <input type="radio"/> Did not want to enroll my child in care outside the home |
| <input type="radio"/> Concerned about lack of home language access | <input type="radio"/> Unable to find provider that shares family values or represents my culture | <input type="radio"/> None of the above | <input type="radio"/> Other (please specify) _____ | <input type="radio"/> If so, why not? _____ |
- 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

10. On a typical day, how much time does your child spend playing outside? _____ hours _____ minutes
11. What are the greatest barriers to your child playing outdoors? (Mark **all** that apply.)
- Lack of time Neighborhood crime Fear of strangers No yard or nearby outdoor play space
 Traffic Risk of injury in play Child not interested No barriers to outdoor play
 Too messy Weather/air quality COVID-19 shut down Other (please specify) _____
12. In the past 30 days, have you or someone in your family done the following things with your child? (Mark **all** that apply.)
- Told them a story Listened to music or sang songs together Played a game, sport, or exercised together
 Worked on arts or crafts together Played games using letters, words, or numbers Involved child in household chores such as cooking
13. What are the greatest barriers to your family and child participating in any of the above activities? (Mark **all** that apply.)
- Lack of time Lack of money for supplies Child not interested Weather/air quality
 Too messy COVID-19 shut down Risk of injury in play No barriers
 Lack of materials in home language No yard or nearby outdoor play space Other (please specify) _____
14. Have you participated in any of these parenting programs either virtually or in person? (Mark **all** that apply.)
- Abriendo Puertas Pasitos Triple P None of these
 AVANCE Family Resource Center program (food programs, financial literacy, etc.) Home visits from nurse, community worker, or other provider (please specify) _____
 Early intervention (please specify) _____
15. What is the highest level of education you or your child's other parent/guardian has completed?
- Elementary school Some college Advanced degree (MA, Ph.D., MD, etc.)
 Some high school (not a HS graduate) Associate's degree (AA/AS) Other (please specify)
 High school graduate/GED Bachelor's degree (BA/BS) Decline to state
16. What is your approximate family income per year?
- \$15,000 - \$34,999 \$50,000 - \$74,999 \$100,000 - \$124,999 \$150,000 - \$199,999
 \$35,000 - \$49,999 \$75,000 - \$99,999 \$125,000 - \$149,999 \$200,000 or more
17. Did you feel like you were able to support your child in getting ready to start school? Please share why or why not.
-
18. If you did not feel able to support your child in getting ready to start school, what resources would have helped you?
-
19. What do you hope your child will experience as they enter kindergarten/elementary school?
-
20. What are your biggest concerns in sending your child to school?
-

¡Esta encuesta se encuentra en línea! Le recomendamos encarecidamente que complete esta encuesta en línea utilizando los siguientes enlaces o el Código QR a continuación: https://www.surveymonkey.com/r/ready_ps_22-23 (para la versión en inglés) o https://www.surveymonkey.com/r/ready_ps_22-23?lang=es (para la versión en español).



Encuesta para los padres

1. Nombre del niño/a _____

| | | |
|---------------|----------------|----------|
| Primer nombre | Segundo nombre | Apellido |
|---------------|----------------|----------|

2. Fecha de nacimiento del niño/a ____/____/____

| | | |
|-----|-----|-----|
| Mes | Día | Año |
|-----|-----|-----|

3. Sexo del niño/a (marque)
 Masculino Femenino El género de mi niño/a se ve mejor representado por el termino: _____

4. Raza/etnia de su niño/a (marque todas las respuestas que se apliquen)

| | | | | |
|---|---|--|---|--|
| <input type="radio"/> Asiático | <input type="radio"/> Caucásico/ blanco | <input type="radio"/> Hispano | <input type="radio"/> Multirracial/ birracial | <input type="radio"/> Prefiero no responder |
| <input type="radio"/> Negro o afroamericano | <input type="radio"/> Nativo americano o nativo de Alaska | <input type="radio"/> Latino, Latina, Latine, o Latinx | <input type="radio"/> Nativo hawaiano o isleño del Pacífico | <input type="radio"/> Otra raza que no figura aquí (por favor especifique) _____ |

5. En el último año, ¿asistió su niño/a a uno de los siguientes?

| | | | |
|---|---|---|--|
| <input type="radio"/> Preescolar subsidiado | <input type="radio"/> Head Start | <input type="radio"/> Kindergarten de transición (TK) | <input type="radio"/> A ninguno de estos |
| <input type="radio"/> Preescolar/cuidado de niños privado | <input type="radio"/> Niñera a domicilio licenciada | <input type="radio"/> Preescolar/cuidado de niños subsidiados | <input type="radio"/> Otro _____ |

6. Si respondió afirmativamente a la pregunta anterior, ¿cuál era el nombre y la ubicación del programa al que asistió su niño/a? Nombre: _____ Ciudad: _____

 ¿Cuánto tiempo asistió su niño/a este programa? ____ meses ____ años

 ¿Con qué frecuencia asistió su niño/a este programa, ya sea virtualmente o en persona? ____ de días/semana y ____ de horas/día

7. Si su niño/a asistió a otro programa además del programa seleccionado en la pregunta 5, comparta el nombre y la ubicación. Nombre: _____ Ciudad: _____

 ¿Cuánto tiempo asistió su niño/a este programa? ____ meses ____ años

8. 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"/> Preocupado por la falta de acceso a la lengua materna | <input type="radio"/> Falta de información sobre las opciones | <input type="radio"/> No califico ara asistencia de cuidado infantil de bajo costo | <input type="radio"/> Mi niño/a estaba en la lista de espera |
| <input type="radio"/> No entendí las opciones | <input type="radio"/> No podía pagar el programa | <input type="radio"/> COVID-19 cierre | <input type="radio"/> No disponible en mi vecindario | <input type="radio"/> Yo no quería que mi niño/a fuera a una guardería fuera de la casa |
| <input type="radio"/> Tuve preocupaciones acerca de la calidad del programa | <input type="radio"/> No pude encontrar un proveedor que comparta los valores de mi familia | <input type="radio"/> Ninguno de estos | <input type="radio"/> Otros motivos (por favor especifique) _____ | <input type="radio"/> Por favor especifique _____ |


9. 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
10. En un día típico, ¿cuánto tiempo pasa su niño/a jugando afuera? _____ horas _____ minutos
11. ¿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"/> Tráfico | <input type="radio"/> COVID-19 cierre | <input type="radio"/> Demasiado desordenado |
| <input type="radio"/> Delincuencia en el vecindario | <input type="radio"/> El riesgo de lesionarse mientras juega | <input type="radio"/> Falta de interés por parte del niño/a | <input type="radio"/> No existen obstáculos |
| <input type="radio"/> Temor a desconocidos | <input type="radio"/> Debido al clima/ mala calidad del aire | <input type="radio"/> No hay patio o un lugar cercano al aire libre | <input type="radio"/> Otra razón (por favor especifique) _____ |
12. 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"/> Trabajaron juntos en artes y oficios | <input type="radio"/> Jugar juegos con letras, palabras o números | <input type="radio"/> Involucrar al niño/a en tareas del hogar tales como cocinar |
13. ¿Cuáles son las mayores barreras para que su familia y su niño/a participen en cualquiera de las actividades anteriores? (Marque todas las que apliquen)
- | | | | |
|--|---|--|--|
| <input type="radio"/> Falta de tiempo | <input type="radio"/> COVID-19 cierre | <input type="radio"/> Demasiado desordenado | <input type="radio"/> No existen obstáculos |
| <input type="radio"/> Falta de dinero para suministros | <input type="radio"/> Falta de interés por parte del niño/a | <input type="radio"/> Falta de materiales en la lengua materna | <input type="radio"/> Otra razón (por favor especifique) _____ |
| <input type="radio"/> El riesgo de lesionarse mientras juega | <input type="radio"/> No hay patio o un lugar cercano al aire libre | <input type="radio"/> Debido al clima/mala calidad del aire | |
14. ¿Ha participado en alguno de los siguientes programas para padres? (Marque todas las que apliquen)
- | | | | |
|--|--|---|---|
| <input type="radio"/> Abriendo Puertas | <input type="radio"/> AVANCE | <input type="radio"/> Pasitos | <input type="radio"/> Ninguno de estos |
| <input type="radio"/> Proyecto de Consultación | <input type="radio"/> Triple P/Paternidad Positiva | <input type="radio"/> Visitas a la casa de una enfermera, un asistente social u otros proveedores | <input type="radio"/> Otros (por favor especifique) _____ |
| <input type="radio"/> Programa del Family Resource Center (programas de alimentos, educación financiera, etc.) | <input type="radio"/> La Intervención temprana (por favor especifique) _____ | <input type="radio"/> Por favor especifique _____ | |
15. ¿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"/> Algo de universidad | <input type="radio"/> Título avanzado (MA, Ph.D., MD, etc.) |
| <input type="radio"/> Algo de educación secundaria (no graduación de HS) | <input type="radio"/> Título de asociado (AA/AS) | <input type="radio"/> Otros _____ |
| <input type="radio"/> Graduación de la escuela secundaria o GED | <input type="radio"/> Licenciatura (BA/BS) | <input type="radio"/> Prefiero no responder |
16. Aproximadamente, ¿cuál es su ingreso anual familiar?
- | | | | |
|---|---|---|---|
| <input type="radio"/> \$15,000 - \$34,999 | <input type="radio"/> \$50,000 - \$74,999 | <input type="radio"/> \$100,000 - \$124,999 | <input type="radio"/> \$150,000 - \$199,999 |
| <input type="radio"/> \$35,000 - \$49,999 | <input type="radio"/> \$75,000 - \$99,999 | <input type="radio"/> \$125,000 - \$149,999 | <input type="radio"/> \$200,000 o more |
17. ¿Sintió que pudo ayudar a su niño/a a prepararse para comenzar la escuela? Por favor comparte por qué o por qué no.
-

--- Continúa a la siguiente página ---

18. Si no se sintiera capaz de ayudar a su niño/a a prepararse para comenzar la escuela, ¿qué recursos le habrían ayudado a apoyar a su niño/a?

19. ¿Qué espera que experimente su niño/a cuando ingrese al jardín de infantes/escuela primaria?

20. ¿Cuáles son sus mayores preocupaciones al enviar a su niño/a al jardín de infantes/la escuela primaria?




Share Your Family's Experience with READY & Get \$50 gift card

What does READY (Road to the Early Achievement and Development of Youth) do?

- Looks at kindergarten readiness in Sonoma County using an equity lens
- Provides early learning information to community for decision-making & funding
- Makes connections between local providers, funders, and schools

All **parent voices** are not always included in the numbers we collect. To change this, we want to have more **conversations** regarding kindergarten readiness with parents of students that **identify as Black, Indigenous, Latine or from a Community of Color**. It is important to have these conversation so we can bring equity to our work and **learn from our beautiful and diverse community**.



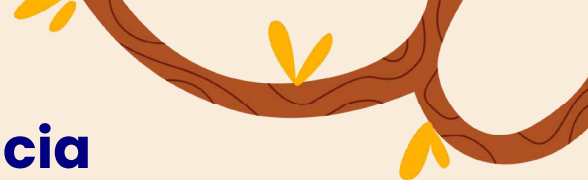

Parents interested in sharing their journey with their child's early learning in a group or one on one will **receive a \$50 Amazon gift card**. If you are interested in participating, please **email the READY manager before 4/1/23**, so we can connect with you. Thank you for considering!

Norine Doherty, READY Project Manager

To contact us, email me:

ndoherty@schsd.org

To learn more about READY click here: **[READY](#)**





Comparta la experiencia de su familia con READY y obtenga una tarjeta de regalo de \$50

¿Qué hace READY (Road to the Early Achievement and Development of Youth)?

- Analiza la preparación para el jardín de infantes en el condado de Sonoma usando una perspectiva de equidad
- Proporciona información sobre la preparación para el jardín de infantes a la comunidad para la toma de decisiones y la financiación
- Hace conexiones entre proveedores locales, financiadores y escuelas.

Todas las voces de los padres no siempre están incluidas en los números que recopilamos. Para cambiar esto, queremos tener más **conversaciones** sobre la preparación para el kindergarten con padres de estudiantes que se identifican como Afroamericano, Indígenas, Latinos o de una Comunidad de Color. Es importante tener estas conversaciones para que podamos aportar equidad a nuestro trabajo y **aprender de nuestra hermosa y diversa comunidad.**



Los padres interesados en compartir su viaje con el aprendizaje temprano de sus hijos en un grupo o uno a uno **recibirán una tarjeta de regalo de Amazon de \$50.** Si está interesado en participar, envíe **un correo electrónico al gerente de READY antes del 4/1/23,** para que podamos conectarnos con usted. ¡Gracias por considerarlo!

Norine Doherty, Gerente de Proyecto READY
Para contactarnos, envíeme un correo electrónico:
ndoherty@schsd.org

Para obtener más información sobre READY, haga clic aquí: [READY](#)

Key Informant Interview Questions

- 1. What is important to you in getting your child ready to start school?**
- 2. What does a successful start to school look like to you?**
- 3. What has helped you and your child get ready to start school? What has gotten in the way?**
- 4. Have you ever accessed a home visiting program? Why or why not?**