School Readiness in Emery Unified School District

2010 Assessment — District Results

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Figure 1.   Participating Teachers at Anna Yates Elementary School

School	Teachers
Anna Yates	Shoshannah Walker Mariena Kuoch Elisabeth Berkson

Study Summary

Background

In 2010, First 5 Alameda County commissioned an assessment of the school readiness levels of new kindergarten students for the third consecutive year. Participating districts in the 2010 assessment included Berkeley, Castro Valley, Emery, Hayward, Livermore Valley Joint, Oakland, Pleasanton, and San Lorenzo Unified School Districts. Among the Emery Unified (EUSD) participants, three teachers from one school took part in the assessment.

The assessment included four measurement instruments completed by teachers and parents of entering kindergarten students. Teachers indicated each of their students' proficiency levels on 24 readiness skills and they reported how smoothly students had transitioned into kindergarten. Parents completed a survey that asked them to provide information about their children's early care and family environments, as well as basic demographic and background information. Finally, teachers completed a survey about their beliefs about the skills children need for school. Please note that the information presented in this report describes the students and families assessed; findings might not be the same for students in the district who were not part of this study.

Findings

Research Question	Conclusion	Data Highlights
1. Are EUSD children ready for school?	**Yes, in most areas.** **Overall readiness score: 3.27**	For each individual readiness skill, children were scored on a scale from *Not yet* (1) to *Proficient* (4). Average scores for each of 4 *Basic Building* Blocks of readiness range from 1 to 4. Scores were highest in the *Self-Care & Motor Skills* area (3.45) and lowest for *Self-Regulation* (3.11).
2. Are EUSD students meeting their teachers' expectations for readiness at kindergarten entry?	**Yes, in most areas.** **61% at/above expected levels of proficiency**	On their teacher survey, EUSD teachers indicated the level of proficiency they thought students should have to be "school ready" at kindergarten entry. Overall, 61 percent were meeting teachers' expectations. Three-fourths of EUSD students were meeting or exceeding teachers' expected proficiency levels for *Kindergarten Academics* skills. The biggest gap between teacher expectations and student skill levels was in *Self-Care & Motor* skills, in which half of students were not meeting teachers' expected proficiency levels.
3. What skills do EUSD teachers think are most important for kindergarten entry? Easiest to impact? Most time-consuming?	**Most important:** Skills in all areas were selected **Easiest to impact:** Engages with books **Spend the most time:** Has expressive abilities	Teachers selected 5 readiness skills that they felt were: (1) most important to have at kindergarten entry; (2) easiest to impact during the school year; and (3) where they spent the most time during the school year. The strongest consensus in teacher beliefs was that *Kindergarten Academics* skills were the easiest to impact. Both *Social Expression* and *Self-Regulation* skills were chosen by teachers as requiring the most class time during the kindergarten school year.

Study Overview

Children's school readiness levels at kindergarten entry have been increasingly recognized as playing an important role in children's later success in school. In late 2000, Applied Survey Research (ASR) was commissioned to develop research materials and a protocol to conduct assessments of Bay Area students' levels of readiness for school. The project resulted in the creation of a new tool to measure school readiness, which balanced and met two (sometimes competing) needs: (1) the need for a high-quality, valid, and reliable instrument to measure readiness levels; and (2) the need for a tool that was simultaneously "teacher-friendly" and sensitive to the measurement challenges inherent in a typical kindergarten classroom setting.

The *Kindergarten Observation Form (KOF)* was first implemented in San Mateo County in 2001, and since that initial assessment, readiness assessments have also been conducted in Santa Clara County, Lake County (Illinois), San Francisco County, Marin County, Santa Cruz County, and throughout the network of providers in the Los Angeles Unified Preschool (LAUP). To date, approximately 30,000 students have been measured using the *KOF.*

In Fall 2008, First 5 Alameda County (F5AC) commissioned ASR to conduct its first assessment of the school readiness levels of new kindergarten students in a small set of three school districts in Alameda County. Assessments were again conducted in 2009 and 2010, with additional school and districts taking part in each subsequent study.[1] Participants in the 2010 assessment included students from eight districts: Berkeley, Castro Valley, Emery, Hayward, Livermore Valley Joint, Oakland, Pleasanton, and San Lorenzo Unified School Districts. Participating kindergarten teachers were trained to conduct the readiness assessment, which included completion of the following forms:

- The *Kindergarten Observation Form (I and II),* in which teachers assess children's readiness skills and the smoothness of their transition to kindergarten, respectively;

- A *Parent Information Form (PIF)*, which parents complete to provide information about children's early care and education experiences prior to kindergarten, family environments, and basic demographic and socioeconomic information; and

- The *Teacher Survey on Importance of Readiness Skills,* which measures teachers' beliefs about readiness and the skills required for successful transition to kindergarten.

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[1] For a comprehensive description of the 2010 School Readiness Assessment method and results, please see the forthcoming report "School Readiness in Alameda County: Results of the Fall 2010 Assessment."

Figure 2.   Sources of Information to Assess the Readiness of Incoming Kindergarten Students
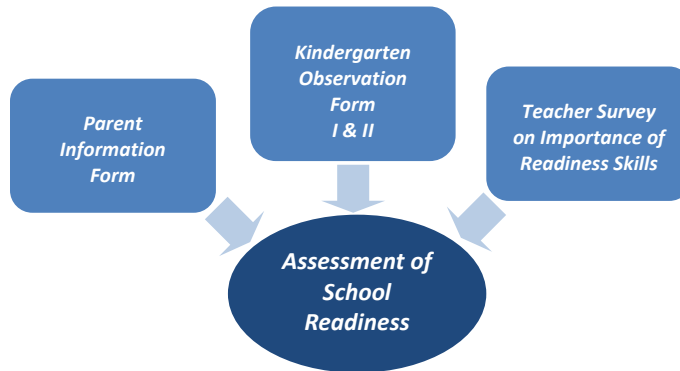
This short report summarizes key findings for participating teachers, students, and families in the Emery Unified School District. A summary of the completion metrics for the district follows. Sixty percent of parents agreed to have their child take part in the study, and all of them also returned a parent survey. In all, Emery Unified students represented 28 of the 1,394 participants (2%) in the county-wide sample.

Figure 3.   Completion Metrics – Alameda County School Readiness Assessment

Data	Emery Unified sample	Alameda County sample (8 districts)
Total number of elementary schools with kindergarten students in district	1	143
Number of schools participating in 2010 school readiness assessment	1	43
Number of participating classrooms	3	81
Number of children in these classrooms	47	1,838
Number of KOFs returned	28	1,394
Parent consent rate	60%	76%
Number of PIFs that were matched to a KOF	28	1,264
Parent PIF response rate (# PIFs received/ # consents)	100%	91%

The sections that follow include a brief summary of who the Emery Unified students participating in the assessment were, what their school readiness levels were found to be, and what the participating teachers believed about school readiness. Although all kindergarten teachers at Anna Yates participated in the readiness study, the consent rate of parents was somewhat lower than desired. This means that the information presented in this report describes only the students and families assessed. **Although the data may hint at the broader picture of readiness school- (and district-) wide, the findings cannot be extrapolated to the school population as a whole.**

Student Characteristics

Forty-three percent of participants in the Emery Unified School District Fall 2010 readiness assessment were boys, and 57 percent were girls. The average age of students was 5.2 years old (just over 5 years and 2 months). African-American students were the largest racial/ethnic group in the sample, comprising 54 percent of students. Eleven percent of students were identified as having special needs; another seven percent of students were suspected to have a special need by their teacher or parent, but had not been formally diagnosed as having special needs.

Figure 4.   Students' Sex, Age, Race/Ethnicity, and Special Needs

Student Characteristics	Percent of students
Sex	
Boys	43%
Girls	57%
Age at kindergarten entry	
Between 4 1/2 and less than 5	18%
At least 5 and less than 5 1/2	61%
At least 5 1/2 and less than 6	21%
6 and older	0%
Race/ethnicity	
Hispanic/Latino	12%
Asian	8%
African American	54%
Caucasian	42%
Pacific Islander	4%
Multi-racial	12%
Other	4%
Special needs status	
Has special needs	11%
Teacher or parent suspects a special need (not yet identified by a professional)	7%
	7%
Does not have special needs	82%

Source: Kindergarten Observation Form I (2010).

Note: Sample size = 28, 28, 26 and 27, respectively.   Percentages may not sum to 100 due to rounding.

Compared to many districts in Alameda County and the state as a whole, the Emery Unified sample included few English Learners (29%). As Figure 5 shows, among those who spoke a primary language other than English, Spanish was the most commonly spoken language (11% of the students).

Figure 5.   Student Language Variables

Children's Language	Percent
English Learners Not English Learner	29% 71%

Primary language
  English
  Spanish
  Vietnamese
  Chinese/ Mandarin/ Cantonese
  Punjabi
 Other language
	
	70%
	11%
	4%
	4%
	4%
	7%

Source: Kindergarten Observation Form I (2010).

Note: Sample size = 28 and 27. Percentages may not sum to 100 due to rounding.

Children in the district had spent time in a range of early care settings in the year prior to starting kindergarten. Fifty percent of the students had their usual child care provided by a parent, and half of the students (50%) had attended a licensed daycare. A smaller percentage (7%), were cared for by a babysitter or nanny or by a relative or neighbor (21%). Less than half of students (44%) were reported to have attended a licensed child care center or preschool, including Head Start, state-funded, private, or other licensed program.

Figure 6.   Students' Early Care Experiences

Type of Child Care Arrangements	Percent of students
Parent provided usual child care	50%
Relative or neighbor	21%
Babysitter or nanny	7%
Licensed care in someone's home (teacher or parent report)	50%
Licensed preschool or childcare center (e.g., Head Start, State Preschool, private – teacher or parent report)	44%

Source: Kindergarten Observation Form I and Parent Information Form (2010).

Note: Percentages are based on the following sample sizes: 28,28,18,27. Percentages sum to more than 100 because more than one source of care could be selected.

School Readiness of Emery Unified Students

This section describes the readiness skills that students in Emery Unified School District possessed as they entered kindergarten in Fall 2010. Students' skills are presented for each of the 24 readiness skills and according to two approaches that classify the skills into broader readiness dimensions, as follows[2]:

> (1) skill groupings that align with the *National Education Goals Panel (NEGP)*, which has defined five dimensions of development and skills that are critical to a child's readiness for school: *Physical Well-Being & Motor Development, Social & Emotional Development, Approaches Toward Learning, Communication and Language Usage,* and *Cognition & General Knowledge.* In different communities throughout the country, these *NEGP* dimensions of readiness have become the foundation for the development of school readiness measurement tools attempting to quantify children's school readiness.

> (2) skill groupings that correspond to four skill dimensions called the *Basic Building Blocks* of readiness, which have been defined by patterns of associations between skills that have been consistently observed across administrations of the *Kindergarten Observation Form*.

In addition, students' skills are presented in the context of what readiness levels teachers believe are necessary for successful transition into kindergarten. Finally, recognizing that there are identifiable readiness patterns of strengths and needs among entering kindergarten students, four "readiness portraits" are described.

Students' scores on the 24 readiness skills are shown in Figure 7 that follows.

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[2] A "crosswalk" of how the 24 skills map onto each of the two readiness classifications is included as Appendix 1.

Figure 7.   Students' Proficiency Levels Across 24 School Readiness Skills

Legend: □ Not Yet + Beginning   ■ In Progress   ■ Proficient

Self-Care & Motor Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Uses small manipulatives	7%	74%	19%
General coordination on the..	11%	43%	34%
Performs self-help/self-care		14%	86%

Self-Regulation Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Comforts self	15%	46%	39%
Pays attention	39%	39%	21%
Controls impulses	25%	36%	39%
Follows directions	14%	61%	25%
Negotiates with peers	18%	61%	21%
Plays cooperatively	11%	64%	25%
Participates in circle time	11%	43%	46%
Handles frustration well	15%	58%	27%

Social Expression Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Relates appropriately to adults	7%	50%	43%
Appropriately expresses needs		50%	46%
Expresses empathy	7%	41%	52%
Has expressive abilities	15%	37%	48%
Expresses curiosity for learning	7%	43%	50%
Engages in symbolic play		52%	48%

Kindergarten Academics Skills

Skill	Not Yet + Beginning	In Progress	Proficient
Engages with books	4%	43%	54%
Writes own first name	14%	25%	61%
Can recognize rhyming words	48%	26%	26%
Can count 10 objects	7%	11%	82%
Recognizes letters of alphabet	46%	36%	18%
Recognizes basic colors	4%	29%	68%
Recognizes primary shapes	14%	14%	71%

Source: Kindergarten Observation Form I (2010).

Note: Percentages are based on 26-28 students. Don't know/ Not observed responses are not included.
Percentages less than 5% are not labeled. Percentages may not sum to 100 due to rounding.

Students' top five readiness strengths and challenges are presented below. Students came into school well-equipped to perform basic self-help and self-care skills and were strong on academics skills related to counting objects, knowing shapes, colors, and engaging with books. The skills they were still developing included rhyming skills and recognizing letters of the alphabet, as well as skills related to *Self-Regulation*.

Figure 8.   Students' Top Five Readiness Strengths

Top five strengths	Basic Building Block	Students' average score (out of four possible)
1. Performs basic self-help/self-care tasks	Self-Care & Motor Skills	3.86
2. Can count 10 objects correctly	Kindergarten Academics	3.70
3. Recognizes basic colors	Kindergarten Academics	3.64
4. Recognizes primary shapes	Kindergarten Academics	3.54
5. Engages with books	Kindergarten Academics	3.50

Source: Kindergarten Observation Form I (2010).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Scores are based on 27-28 students.

Figure 9.   Students' Top Five Readiness Challenges

| Top five challenges	Basic Building Block	Students' average score (out of four possible)
1. Can recognize rhyming words	Kindergarten Academics	2.52
2. Recognizes letters of the alphabet	Kindergarten Academics	2.64
3. Stays focused/pays attention during activities	Self-Regulation	2.82
4. Negotiates with peers to resolve social conflicts with adult guidance	Self-Regulation	3.04
5. Controls impulses and self-regulates	Self-Regulation	3.11

Source: Kindergarten Observation Form I (2010).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Scores are based on 27-28 students.

The 24 readiness skills can be further grouped according to different categories of readiness. Two of the ways that readiness dimensions have been described are presented here, including: (1) five developmental domains identified by the *NEGP*; and (2) a data-driven sorting of readiness skills, called the *Basic Building Blocks* of readiness.

In Figure 10, Emery Unified students' readiness scores are displayed according to five *NEGP* categories, with an additional category (not part of the *NEGP*) comprising a "coping skills" dimension.

Figure 10. Students' Proficiency across the Five *NEGP* Readiness Dimensions
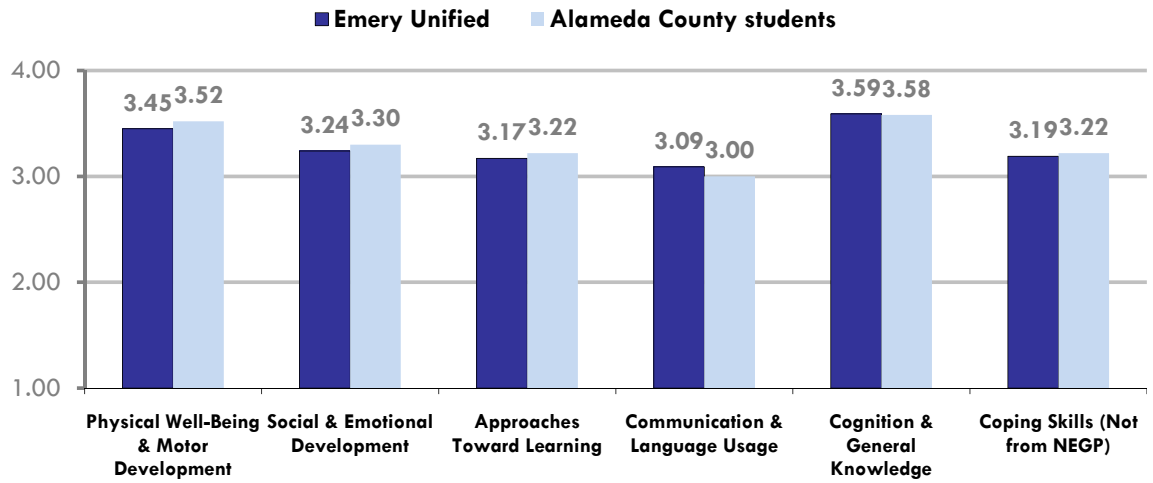
Source: Kindergarten Observation Form I (2010).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Scores are based on 28 Emery Unified students and 1,350-1,379 county-wide students.

Statistical exploration of children's performance across 24 readiness skills revealed that skills reliably sorted into an alternate readiness skills framework, which has been labeled the four *Basic Building Blocks* of readiness:[3]

- *Self-Care & Motor Skills*

- *Social Expression*

- *Self-Regulation*

- *Kindergarten Academics*

Figure 11 that follows shows students' readiness according to the four *Basic Building Blocks* of readiness. Readiness levels were highest in *Self-Care & Motor Skills* and lowest in *Self-Regulation* skills. Emery Unified students' readiness levels were similar to those of other students; the biggest difference was in *Self-Regulation* skills. In this area, Emery Unified students were lower than students from other county regions.

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3   A procedure called factor analysis is used to determine what readiness dimensions are represented by the data.

Figure 11.   Students' Proficiency across Four *Basic Building Blocks* of Readiness
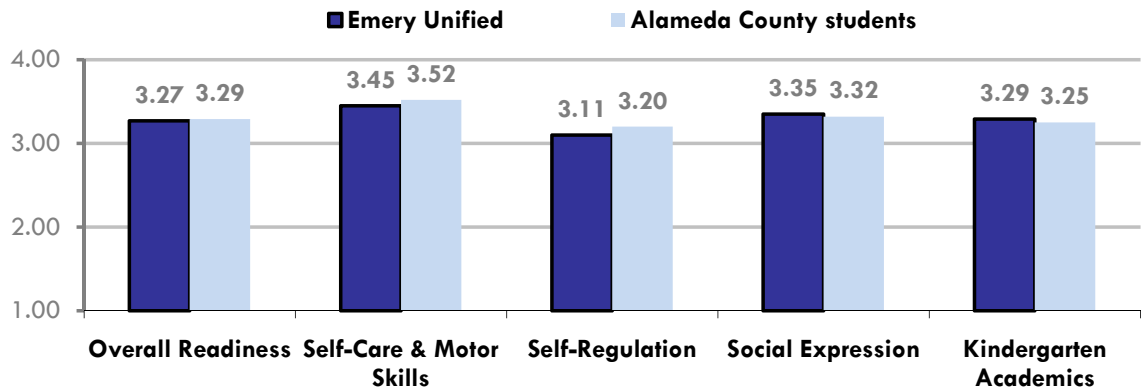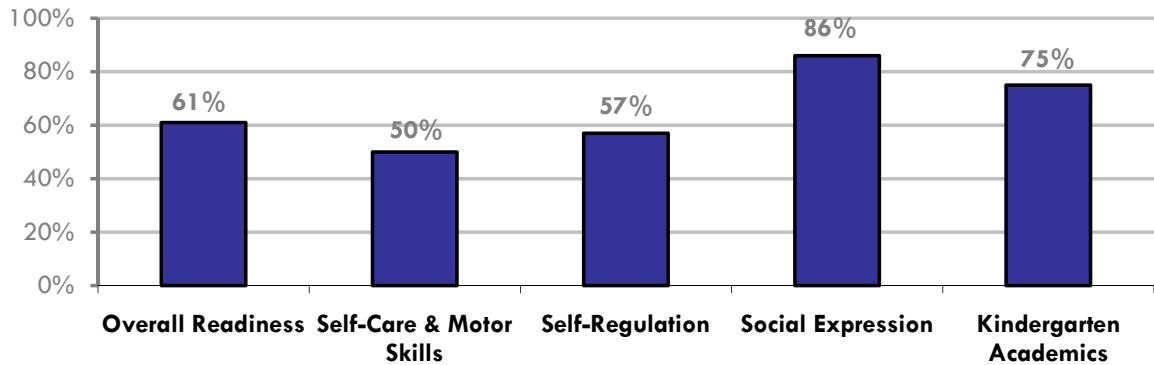

Source: Kindergarten Observation Form I (2010).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Scores are based on 28 Emery Unified students and 1,373-1,379 county-wide students.

Although knowing these readiness levels is instructive for understanding relative strengths and needs of students – as well as how Emery Unified students compare with other students in the county – they do not address the question of how ready is "ready enough" for school. To provide some context for understanding students' readiness levels, as part of the teacher survey they completed, participating Emery Unified teachers were asked to indicate the level of proficiency that they believed children should have on each of the 24 assessed skills in order to be school-ready. (More information on the results of those surveys can be found in the section that follows.) These ratings were compiled for the four *Basic Building Blocks* readiness dimensions and the percentage of children who met or exceeded those levels of proficiency was computed. The figure that follows presents the percentage of students who met or exceeded the average levels of readiness that Emery Unified teachers believed they should have to be ready for school.

Overall, 61 percent of the students assessed in the Emery Unified classrooms were at or above the readiness levels their teachers thought they should have at kindergarten entry. The largest percentage of students were prepared on *Social Expression* skills; the largest gap in actual versus desired levels of readiness occurred in *Self-Care & Motor Skills.* On these skills, only 50 percent of students were at or above the average skill level teachers believed they should have.

Figure 12.   Percentage of Children Meeting or Exceeding the Readiness Levels Teachers Felt They Needed for a Successful Transition

Source: Kindergarten Observation Form I (2010).

Note: Percentages are based on 28 Emery Unified students. Percentages are based on students meeting the average expectations of all Emery Unified teachers, rather than each student's own teacher.

Children also exhibited different <u>patterns</u> of readiness strengths and challenges. For a more detailed look at different patterns of readiness, children were sorted into one of four *Readiness Portraits* based on their pattern of proficiency across the readiness skills.[4] The dark shading in Figure 13 shows where children in each of the four portraits are at or near proficiency on the associated skills.

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[4]   Children were sorted into one of the four *Readiness Portraits* via a data-driven technique called cluster analysis.
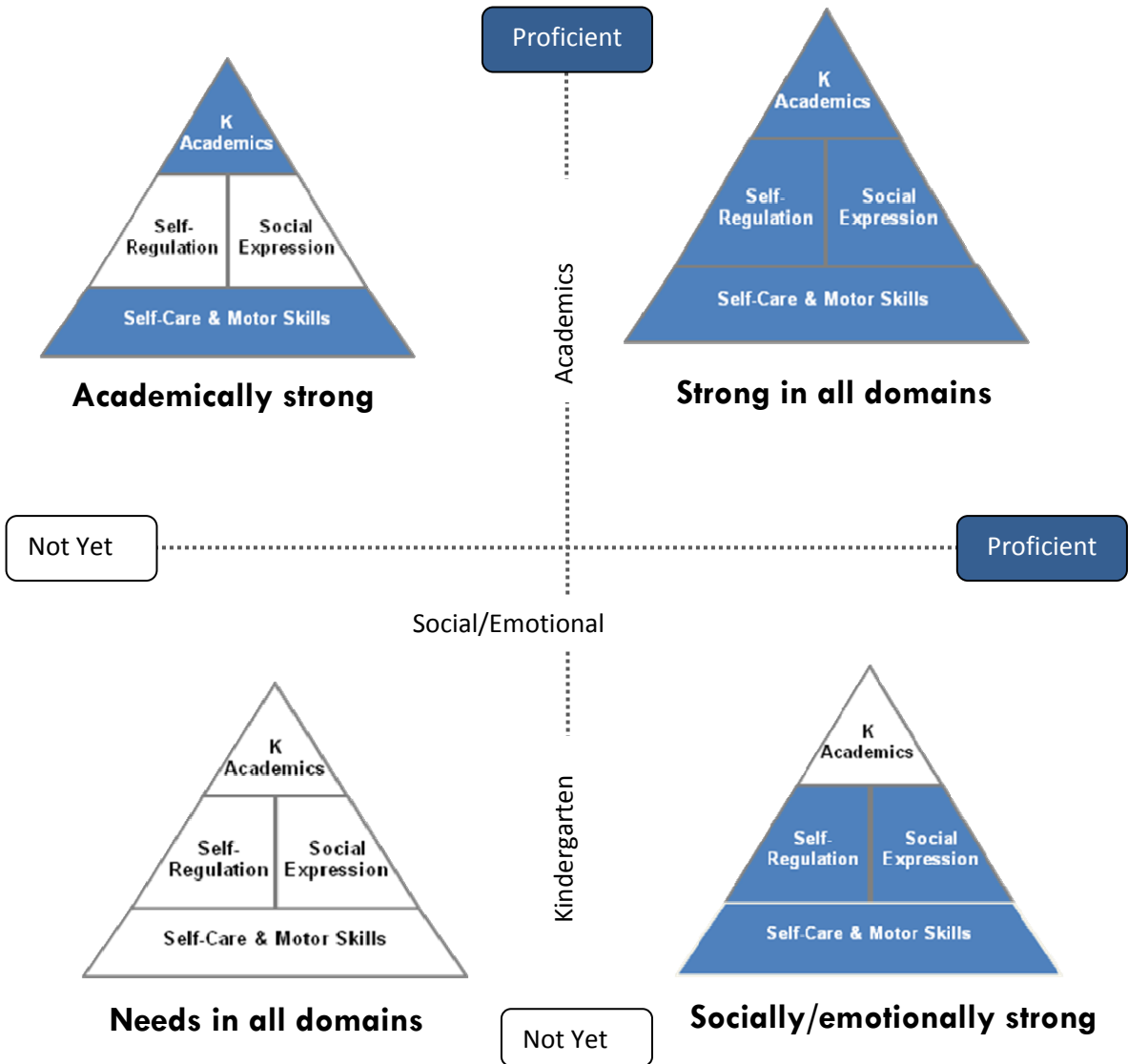
Figure 13.   Four Readiness Portraits

Figure 14 on the following page shows the percentage of Emery Unified and county-wide students who sorted into each of the four *Readiness Portraits*.

- *Strong in all domains:* Almost half of the assessed Emery Unified students (46%) entered kindergarten classrooms at or near proficiency across all four *Basic Building Blocks* of readiness (corresponding to the pattern of readiness displayed in the upper right quadrant of Figure 13).

- *Needs in all domains:* There were no Emery Unified students with needs in all domains (lower left quadrant of Figure 13).

- *Academically strong:* Consistent with the readiness pattern shown in the upper left of Figure 13, half of Emery Unified students entering kindergarten had mastered their early academics (and *Self-Care & Motor Skills*) but demonstrated some challenges in the social-emotional areas of readiness, especially skills within the *Self-Regulation* dimension.

- *Socially/emotionally strong :* Four percent of students were well-equipped on the social-emotional dimensions of readiness, but they had needs in the realm of *Kindergarten Academics* – learning their letters, numbers, shapes, and colors (lower right quadrant of Figure 13).

In comparison to the full sample of students assessed county-wide, Emery Unified students in this sample were slightly less likely to be ready for school across all readiness dimensions, but there were also no students in this sample who demonstrated readiness needs across the full spectrum of readiness skills.

Figure 14.   Prevalence of Four Portraits of Students' Readiness.
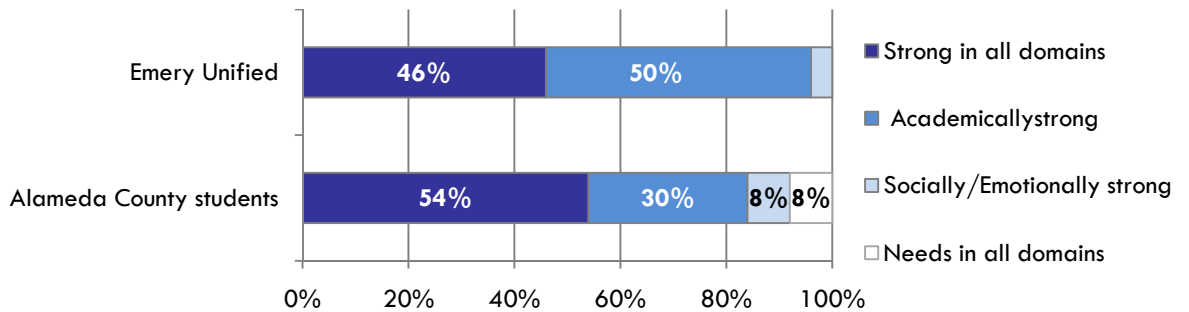
Source: Kindergarten Observation Form I (2010).

Note: This chart is based on 28 Emery Unified students and 1369 county-wide students. Percentages less than 5% are not labeled.

An Overview of Emery Unified School District Teacher Beliefs

The *Teacher Survey on Importance of Readiness Skills* included a number of questions asking teachers to provide their opinions about students' readiness for school – including what proficiency levels they think are required for success in school (briefly described in the previous section), as well as the skills that they think are most important for school entry, the skills they believe are easiest to impact, and on which skills they spend the most time.

Figure 15 shows the average levels of proficiency that the participating Emery Unified kindergarten teachers thought their students should have when they enter school. Teachers expected the highest proficiency on *Self-Care & Motor Skills* and the least proficiency on *Social Expression*. As Figure 12 in the previous section showed, there was a large amount of variability in the number of Emery Unified students who were meeting these desired proficiency levels on the different *Basic Building Blocks* dimensions of readiness.

Figure 15.   Teachers' <u>Desired</u> Levels of Proficiency on the *Basic Building Blocks* of Readiness
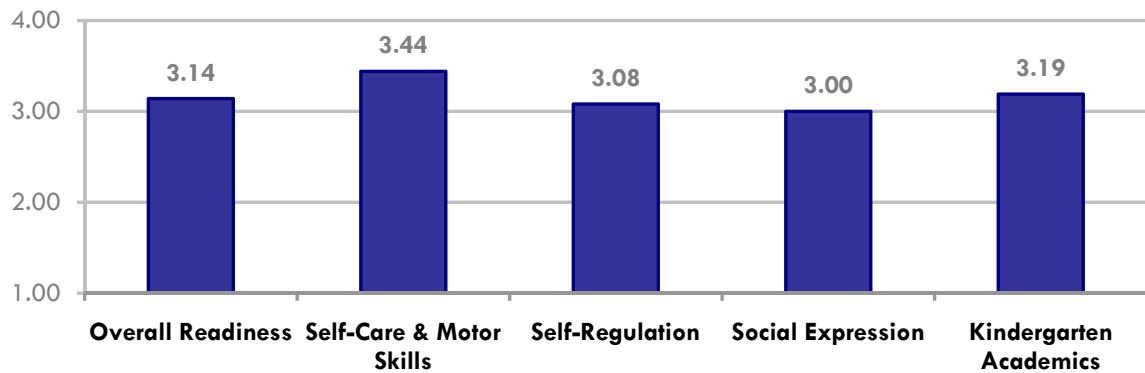
Source: Teacher Survey of the Importance of Readiness Skills (2010).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Means are based on 3 Emery Unified teachers.

When Emery Unified teachers were asked to choose only five skills that they believed were <u>most</u> important for entry into kindergarten, skills from all four *Basic Building Blocks* were selected by one or more of the teachers. (Note that in the following section, due to the small number of teachers in this group, only skills chosen by more than one teacher are presented.)

Figure 16. Skills Most Often Selected by Teachers as One of Five Most Important for Kindergarten Entry

School Readiness Skills	Basic Building Blocks	Number of teachers selecting
Controls impulses and self-regulates	Self-Regulation	2
Performs basic self-help/self-care skills	Self-Care & Motor Skills	2
Relates appropriately to adults other than parent/caregiver	Social Expression	2
Writes own first name	Kindergarten Academics	2

Source: Teacher Survey on Importance of Readiness Skills (2010).

Note: Scores are based on 3 Emery Unified teachers.

Teachers were also asked to choose five skills that they believed were the easiest ones for them to impact during the kindergarten year. Both skills that were selected by more than one teacher were *Kindergarten Academics* skills; engaging with books was selected by all three of the teachers.

Figure 17. Skills Most Often Selected by Teachers as One of Five Easiest to Impact

School Readiness Skills	Basic Building Block	Number of teachers selecting
Engages with books	Kindergarten Academics	3
Counts 10 objects correctly	Kindergarten Academics	2

Source: Teacher Survey on Importance of Readiness Skills (2010).

Note: Scores are based on 3 Emery Unified teachers.

Finally, teachers in Emery Unified selected the five skills on which they spent the most class time. The top skill that all three teachers agreed they spent most time on was to have expressive abilities (from the *Social Expression* domain). Two out of the three teachers selected two *Self-Regulation* skills as requiring the most class time.

Figure 18. Skills Most Often Selected by Teachers as One of Five on Which They Spend the Most Time

School Readiness Skills	Basic Building Block	Number of teachers selecting
Has expressive abilities	Social Expression	3
Negotiates with peers to solve social issues	Self-Regulation	2
Works and plays cooperatively	Self-Regulation	2

Source: Teacher Survey on Importance of Readiness Skills (2010).

Note: Scores are based on 3 Emery Unified teachers.

Conclusions and Recommendations

Preschool experience is a consistently strong predictor of readiness levels among entering kindergarteners. Among the sampled Emery Unified students, preschool attendance rates are somewhat low. The district and its community partners should continue to promote the availability of high-quality early education experiences for local children – and to look for new opportunities to reach out to those children who are not currently exposed to quality preschool programs prior to starting kindergarten. One example is the First 5 Summer Pre-K Program, which offers quality early childhood experience to children with no preschool or licensed childcare experience.

Although many students in Emery Unified School District are entering kindergarten well-prepared for school, there was some evidence of readiness need as well. Just under half of Emery Unified students possessed a readiness profile reflecting strong skills across all readiness domains, and only 61 percent had readiness levels that were at or above the levels their teachers felt they should have for success. In particular, EUSD students' scores suggested needs in the area of *Self-Regulation*; this is the readiness domain in which students were the least prepared, on average. To help address this:

- Prior to kindergarten, parents and early care and education providers can work on developing children's skills related to emotional regulation and self-control.

- In kindergarten, teachers and district staff can develop strategies and ensure that curricula are addressing entering students' developmental needs related to self-regulation.

The collection of school readiness assessment data can help inform and guide school and district initiatives to support children's development. Some recent examples of school readiness data informing school and community action include the following:

- In San Lorenzo Unified School District, data from the 2008 and 2009 school readiness assessments have provided important evidence to support increasing the district's funding of summer pre-k programs and access to year-long preschool programs. With these data, they could justify the attention, cost, and resources for supporting preschool experiences for their underserved families.

- Livermore Valley Joint Unified School District has used data from recent readiness studies to support their applications for federal and city grants, and they intend to use the data to encourage the district to continue supporting preschool for their students.

- In Santa Clara, San Mateo, and San Francisco counties, county-wide readiness assessments conducted every 2-3 years have helped to track population-level trends in entering kindergarten students over time, in order to monitor changes in important predictors of readiness (such as preschool attendance rates) as well as student readiness levels. For Santa Clara County in particular, this has allowed them to demonstrate that focused intervention and support for low-income families have been related to readiness improvements in this population.

- Both Santa Clara and San Mateo counties have used data they have collected on the readiness of kindergarten students to show that readiness levels – particularly in the *Kindergarten Academics* and *Self-Regulation Basic Building Blocks* – strongly predict performance on third grade standardized tests, thus further supporting the need for strong interventions that begin even before a child begins kindergarten.

- Several Bay Area school districts have used the *Kindergarten Observation Form* and a parallel preschool version of the form (the *Pre-Kindergarten Observation Form* [*P-KOF*]) to build connections between their pre-K and K-12 education systems and the providers in each. When preschool providers have used the *P-KOF* alongside kindergarten teachers using the *KOF*, this facilitates the development of a common language and set of expectations for discussing children's readiness and how providers in both systems can support it.

- One local, recently-developed, short-term pre-K program has also used findings from their student P-KOF assessments to shape their curriculum to better support the needs of their students, and they have used it as a reflective practice tool for their providers.

- Importantly, several Northern California regions have used their readiness data to develop resources for parents who have a child who will soon enter (or has recently entered) kindergarten. These resources include high-quality, easy-to-read parent handbooks organized around the four *Basic Building Blocks*. The handbooks provide information about the types of readiness skills children need and how to promote children's development of those skills at home. In addition, in response to findings that showed that families who used more local community resources had children with better readiness outcomes, one local First 5 has partnered with other organizations in their community to provide parents with passes to enrichment activities, such as the zoo, to support children's learning.

Individual districts, schools, teachers, and communities are encouraged to reflect on their own readiness findings and discuss ways that this data can help guide and inform action in their own schools and communities

Appendix 1: Crosswalking Readiness Items from *NEGP* to *Basic Building Blocks*

Skill Items	NEGP Dimensions	Basic Building Blocks
Uses small manipulatives	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Has general coordination on the playground	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Performs self-help/self-care tasks	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Relates appropriately to adults other than parent / primary caregiver	Social & Emotional Dev	Social Expression
Appropriately expresses needs and wants verbally in primary language	Social & Emotional Dev	Social Expression
Works and plays cooperatively with peers	Social & Emotional Del	Self-Regulation
Controls impulses and self-regulates	Social & Emotional Dev	Self-Regulation
Expresses curiosity and eagerness for learning	Approaches to Learning	Social Expression
Stays focused / pays attention during activities	Approaches to Learning	Self-Regulation
Follows one- to two-step directions	Approaches to Learning	Self-Regulation
Participates successfully in circle time	Approaches to Learning	Self-Regulation
Has expressive abilities	Communication & Lang	Social Expression
Recognizes the letters of the alphabet	Communication & Lang	Kindergarten Academics
Writes own name	Communication & Lang	Kindergarten Academics
Can recognize rhyming words	Communication & Lang	Kindergarten Academics
Engages with books	Communication & Lang	Kindergarten Academics
Engages in symbolic/imaginative play	Cognition & Gen'l Knowledge	Social Expression
Can count 10 objects correctly	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes primary colors	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes primary shapes	Cognition & Gen'l Knowledge	Kindergarten Academics
Comforts self with adult guidance	N/A	Self-Regulation
Negotiates with peers to resolve social conflicts with adult guidance	N/A	Self-Regulation
Expresses empathy or caring for others	N/A	Social Expression
Handles frustration well	N/A	Self-Regulation