

## A project with First 5 Alameda County

### THE CHALLENGE

Kindergarten readiness is made up of one foundational and three advanced building blocks (Applied Survey Research, 2015 School Readiness in Alameda County Report).

Only forty-four percent of Alameda County Kindergarteners were strong in all domains of Kindergarten readiness.

Children who did not attend preschool and English language learners were less likely to be ready for school.

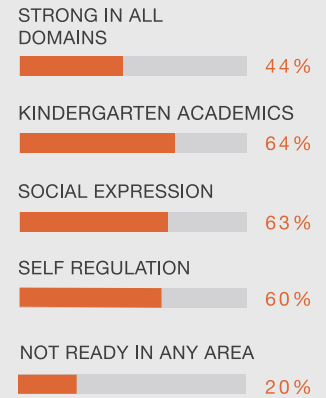
### KINDERGARTEN ACADEMICS



### SELF-REGULATION



### READINESS STRENGTHS



### SOCIAL EXPRESSION



### SELF-CARE AND MOTOR SKILLS



56%

OF ALAMEDA COUNTY CHILDREN ARE NOT FULLY READY FOR KINDERGARTEN



### DESIRED OUTCOMES

Children are ready for Kindergarten and 3rd grade success

- 1 / Increased access to school readiness services for children 0-5 and their families
- 2 / Increased knowledge and use of best practices in early childhood and parent support at libraries, and park and recreation institutions
- 3 / Increased collaboration between these public institutions, school districts, and community based organizations
- 4 / Increased capacity for and commitment to sustainable early childhood programming at neighborhood based public institutions

### THE OPPORTUNITY

Alameda County Kindergarten families reported that prior to school entry:

- 92% used public parks
- 52% used recreational programs

### PROMISING PRACTICES IN KINDERGARTEN READINESS

18 STAFF TRAINED

OVER 300 HOURS OF STAFF TRAINING COMPLETED



## A SNAPSHOT OF THE FAMILIES 2015-2016

- 48 parents and caregivers participated
- 40 children served (12 infants and toddlers, 38 preschoolers)
- For most families, Spanish is their home language
- 95% of families surveyed reported that their child was not enrolled in licensed childcare (including preschool)
- 89% of parents surveyed reported that services were respectful of their personal background
- 91% of parents surveyed reported that they learned something new about their child's strengths or needs
- 81% of parents surveyed reported that they now know more about how to help their child express his/her emotions in a positive way
- 79% of parents surveyed reported that they play more with their child now

## PROGRAMS IN ACTION



## IN THE FIRST 2 YEARS ...

248

DUAL LANGUAGE  
SPANISH/ENGLISH  
PARENT CHILD  
PLAYGROUPS

46

PARENTING  
EDUCATION  
CLASSES

### FAMILIES ARE SAYING:

"I have...watch[ed] him grow so much... In the beginning of the year he would not leave my side or stand up in front of the class when asked. Now he is doing both."

"[My child] has improved... [with] listening, sharing, communicating, and focusing."

"We take more time to do activities similar to the ones in class. Such as, practicing his name, cutting, [and] learning colors."

For information contact:  
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