

SCHOOL READINESS IN SANTA CLARA COUNTY

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Project	Key Information Gathered	Who Participated?
Kindergarten Readiness Assessment	Child skill levels at K entry Teacher Expectations Family practices	40 classrooms in Santa Clara County + 9 classrooms in targeted schools
Telephone survey of ECE providers	Beliefs, attitudes and practices related to: <ul style="list-style-type: none"> • Developmental Screening • Connecting with parents • Connecting with elementary schools • Measurement of quality 	Providers in “underserved” zip codes <ul style="list-style-type: none"> • 45 Centers • 34 Family Child Care Homes
Internet survey of elementary principals	<ul style="list-style-type: none"> • Relationships w/ feeder ECE programs • School practices regarding assessment • Parent and community engagement 	102 elementary school principals in Santa Clara County
Longitudinal Assessment	Linkages between K readiness and 3 rd grade achievement	700+ children from San Mateo County

DATA HIGHLIGHTS – Ready Children, Ready Families, Ready Schools

READY CHILDREN?

- Teacher’s reports of the first weeks of school showed that most children adjusted well to their new school settings.
 - ✓ Children are more likely to have a difficult transition if they did not attend preschool.
 - ✓ Although teachers report that English Learners are adjusting well to kindergarten, they report that these children participate in class less often than their English Proficient peers.
- 53% of our children arrive at school with near-proficient skills in all four Basic Building Blocks of Readiness (self-care/motor skills, social expression, self-regulation, k-academics).
 - ✓ Only 38% of our children from low-income families are proficient in all 4 building blocks.
 - ✓ In 2 of our targeted schools, the percentages are significantly lower (only 2-8% of children have this well-rounded profile of skills).
- 46% of Santa Clara County children enter school meeting the longitudinal standard that predicts whether they will be at grade level in 3rd grade.
- Preschool is associated with stronger readiness profiles.
 - ✓ 74% of Santa Clara County children attend preschool as 4 year olds, but participation rates are much lower for Latino children (55%) and children who attend low API schools (57%).

READY FAMILIES?

- In preparation for the first day of kindergarten, the vast majority of parents talked to their child about school, got their shots, and visited the school with their child.
- 19% of parents report that they have struggled with depression during their child's first 5 years. Parental depression has well-documented impacts on the development of young children.
 - ✓ Of those that struggle with depression, 61% have sought help.
- 50% of high-income parents read to their children daily, compared to only 12% of low-income parents.
 - ✓ The percentage of families who are reading very infrequently (0-2 times/week) is holding steady at 14-17% since 2004.
 - ✓ County-wide, 60% of entering kindergarteners can recognize rhyming words, but only 19-24% of the children in the targeted schools can.
- Parents have a tendency to over-rate their own child's skills.
 - ✓ Preschool administrators list parent resistance as the largest barrier to the identification of developmental delays.

READY SCHOOLS?

- Approximately 50% of our childcare slots are managed under an externally accredited quality management system.
 - ✓ 53% of the providers we interviewed were very familiar with accreditation standards.
 - ✓ 43% would "sign up right away" to become a pilot site for a Quality Rating System.
- In our sample of 79 ECE providers, about half are at least slightly familiar with developmental screening tools like Ages and Stages, or DRDP-R.
 - ✓ 44% are giving every child a formal developmental screening using one of these tools at least once/year.
 - ✓ 36% track the development of children based solely on the personal judgment of staff.
- The vast majority (87%) of the 102 elementary school principals we surveyed reported that increased collaboration with their feeder ECE programs would be beneficial.
 - ✓ 62% of the elementary school principals report that they know "nothing" or "very little" about the ECE programs that feed their schools.
- 2/3 of the principals see a big gap between their current K-3 programs and what they think is ideal.
 - ✓ This is even more pronounced for the low and medium performing schools where only 20% of the principals are feel that their programs are where they should be.
- None of the principals from the low-API schools and only 8% of those from the medium API schools feel that they have the parent engagement practices they would like to see.