

# Alameda County Kindergarten Readiness Assessment 2019

## Supervisorial District 3

### Why Kindergarten Readiness Matters

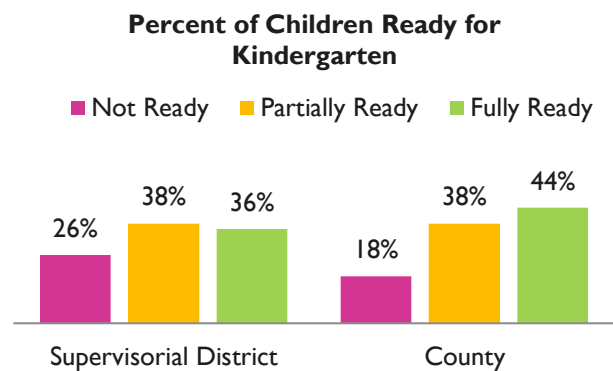
More than half of children in Alameda County show up to kindergarten not fully ready to learn. We have also found that 4 out of 5 children who enter kindergarten *Not Ready* in any skill domain are still not meeting learning standards in 3<sup>rd</sup> grade,<sup>1</sup> a predictor of high school graduation and later health and career success.



First 5 is committed to “turning the curve” on kindergarten readiness in Alameda County. Every two years, we measure readiness in the county, in partnership with Applied Survey Research. In 2019, the study found that **36% of children in Supervisorial District 3 were Fully Ready for kindergarten**, compared to 44% of children in the county overall.

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Our study considered readiness at the child, family, community, and school levels. The **outcomes have roots in social, racial, and economic inequity, but can be changed with targeted investments and family-friendly policies.** It will take sustained partnerships and a commitment to equity to achieve our goal of 100% of kids entering school ready, supported, and positioned for academic achievement and lifelong well-being.

### What Can Be Done to Improve Outcomes

#### Recommendations: Readiness of Children and Families

- Policies that support families’ **basic needs** and expand access to high-quality **early childhood education** experiences
- **Early identification and intervention** systems for children at risk for special needs and those experiencing trauma
- Programs and policies that **encourage father involvement** and **support families** so they have the time and resources to engage in enriching activities with their children such as reading

#### Supporting Readiness of *Children and Families* in District 3

- ✓ **BASIC NEEDS:** Fund organizations addressing the basic needs of families, such as the Alameda County Community Food Bank, Supplybank.org, and groups addressing affordable housing and homelessness for families with young children.
- ✓ **EARLY IDENTIFICATION AND INTERVENTION:** Sustain and scale Help Me Grow (HMG), build partnerships with pediatricians and child care providers for screening and navigation / care coordination, and support CBO partners like Family Resource Network. From 2014-2018, 3,100 referrals were made to the HMG Central Access Point in District 3, and there are 35 HMG providers.
- ✓ **FAMILY SUPPORTS:**
  - Sustain PROJECT DULCE at Highland Hospital with the East Bay Community Law Center, which provides legal advocacy, parent engagement, and family well-being services.
  - Continue to work with providers like Asian Community Health Services to support family health and well-being.

<sup>1</sup> Applied Survey Research. (2018). Kindergarten readiness and later achievement: A longitudinal study in Alameda County. San Jose, CA: Author.

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### Recommendations: Readiness of Communities

- Policies that **build livable communities** with **neighborhood assets** like parks and libraries, affordable housing, and safe, reliable transportation
- Investment in evidence-based kindergarten **readiness supports, coordination of navigation programs, and alignment of family support programs** like family resource centers

### Supporting Readiness of *Communities* in District 3

- ✓ **NEIGHBORHOOD ASSETS:** Continue partnerships with libraries (e.g. Alameda Free Library, Oakland Public Library, San Leandro Library), OUSD and ALL IN San Antonio Family Resource Center, a First 5 Neighborhoods Ready for School grantee, to support family engagement and kindergarten readiness.
- ✓ **LIVABLE COMMUNITIES:** Support the adoption of early childhood programming and policies by cities, such as the City of Alameda's participation in the Early Learning Communities project designed by the National League of Cities and the Center for the Study of Social Policy, and funded by First 5.

### Recommendations: Readiness of Schools

- Efforts to recruit a **diverse teacher workforce** and investment in teacher **professional development**, including training in equity and implicit bias
- **Family engagement policies** at schools and school-based programs that address basic needs
- **Expansion of kindergarten transition supports** like parent-teacher meetings and school events

### Supporting Readiness of *Schools* in District 3

- ✓ **EARLY CARE AND EDUCATION:** Enhance professional development opportunities for Early Care and Education providers, including family, friend, and neighbor providers, through continued participation in Quality Counts (QC) and partnerships with Resource and Referral agencies. There are 57 total sites in District 3 participating in QC serving 2,334 children.
- ✓ **KINDERGARTEN TRANSITIONS:** Promote activities like those at OUSD that have the goal of familiarizing children with kindergarten and learning what to expect, including virtual and in-person options such as school tours, librarian story times (e.g., at Bella Vista Elementary), enrollment assistance, kindergarten transition website, open houses home visits, playgroups (e.g., at Garfield Elementary), kindergarten transition forms, partnerships among pre-k, TK, and kindergarten teachers, and summer pre-K programs.

### Alameda County 2026 Vision

The 2019 Kindergarten Readiness Assessment provides data and recommendations aligned with the goals in Alameda County's Vision 2026, particularly that Alameda County has a "Thriving and Resilient Population" and "Prosperous and Vibrant Economy." Our county can achieve our goals by investing early in children and families, ensuring we provide for their basic needs and equitable access to opportunity and resources.

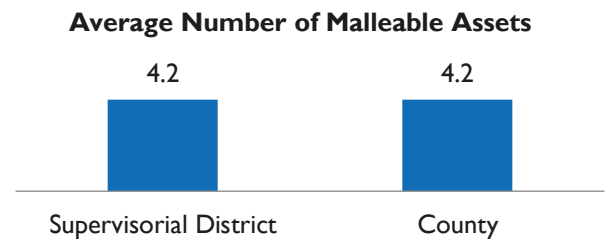
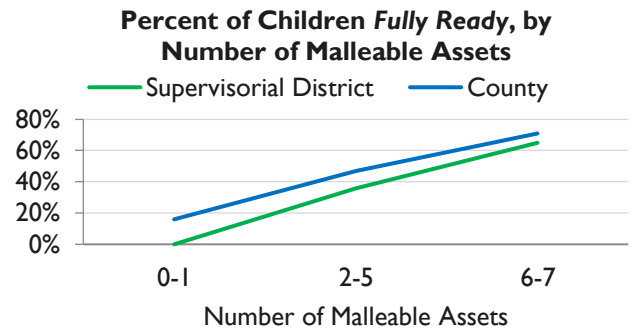
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### What the Data Tell Us

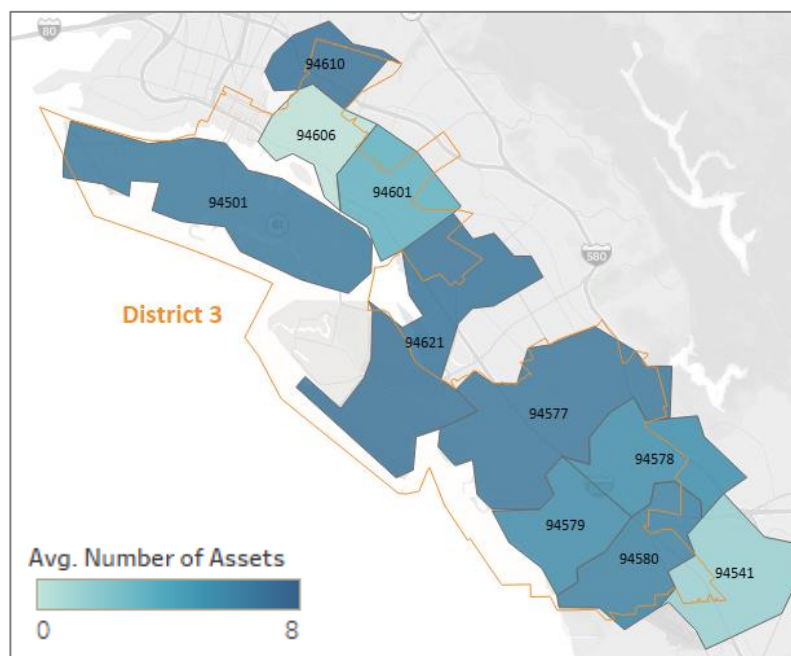
#### Readiness of Children and Families

- In addition to child and family demographics, readiness was most strongly associated with moveable factors or “malleable assets,” all **tied to socioeconomics**:
  - Child health and well-being, including not coming to school tired or hungry
  - Early childhood education (ECE) attendance
  - Higher family income
  - More reading at home
  - Less screen time
  - Child resilience and early identification and intervention for children with special needs
  - Father’s use of community resource
- Children who had a greater number of these seven malleable assets were significantly more likely to be Fully Ready for kindergarten.** The chart shows the percent of children in the Supervisorial District and county who were *Fully Ready*, depending on the number of assets they had.

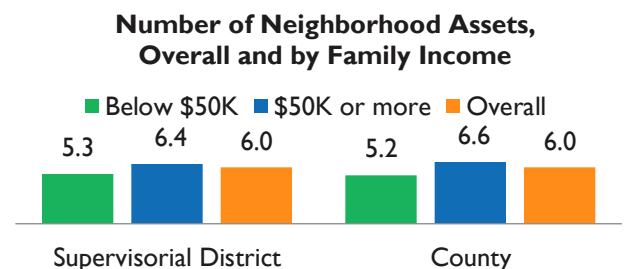


#### Readiness of Communities

##### Average Number of Neighborhood Assets, by Child Home ZIP Code, Supervisorial District 3



- Children living in neighborhoods with a greater number of assets (e.g., parks, libraries, and mutual support among community members), as reported by parents/caregivers, had higher readiness than children living in neighborhoods with fewer assets. The chart shows the average number of neighborhood assets, overall and by family income, for the Supervisorial District and the county (out of 8 possible). Across the county, lower income families reported fewer assets in their communities than higher income families.

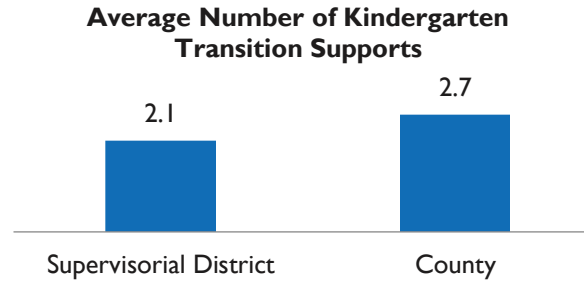


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### Readiness of Schools

- Classrooms with a high proportion of *Fully Ready* children tended to be in schools that offer more kindergarten transition supports (e.g., orientations and parent-teacher meetings) compared to classrooms where children had lower readiness levels. The chart illustrates the average number of kindergarten transition supports in the Supervisorial District compared to the county (out of 8 possible).



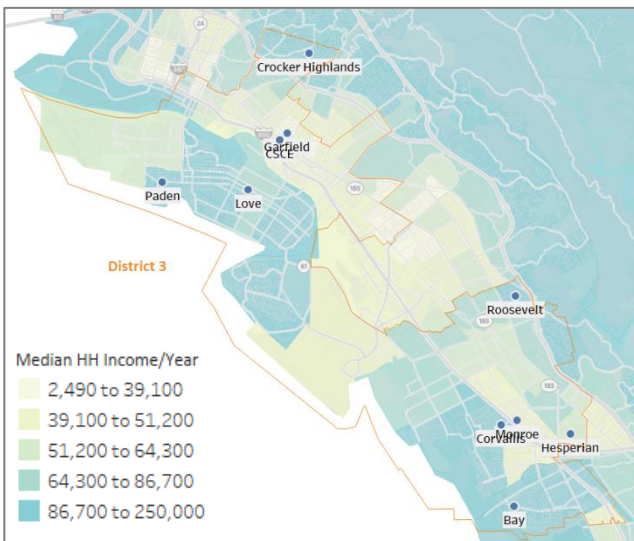
### Sample

- In Supervisorial District 3, **10 schools and 18 classrooms** participated in the study, and teachers completed a survey about their background as well as the availability of supports at their school to smooth the transition to kindergarten for children and families. The map shows the location of the schools.
- 370 children** in the Supervisorial District were assessed on their kindergarten readiness skills using the Kindergarten Observation Form, measuring three domains of readiness (self-regulation, social expression, and kindergarten academics).
- 266 parents/caregivers** in the Supervisorial District returned a survey about their family background, the child's early experiences, and the assets available in the family's neighborhood.

### Participating Schools, Children, and Families in Supervisorial District 3

School	Classrooms	Children Assessed	Parent Surveys Returned
Bay	2	40	38
CSCE	1	23	7
Corvallis	2	32	32
Crocker Highlands	2	49	39
Garfield	3	60	30
Hesperian	1	17	11
Love	2	40	32
Monroe	1	23	18
Paden	2	41	29
Roosevelt	2	45	30
<b>Total</b>	<b>18</b>	<b>370</b>	<b>266</b>

### Participating Schools and 2018 Median Annual Household Income, by Census Tract



- The map shows the locations of schools in the Supervisorial District that participated in the 2019 assessment as well as the median annual household income in each neighborhood.<sup>2</sup>
- The California Family Needs Calculator estimates that in 2018, a family of four with two adults, one infant, and one preschooler, needed to earn \$117,975 annually in order to make ends meet in Alameda County.<sup>3</sup>

<sup>2</sup> U.S. Census. (2020). 2018 American Community Survey. Retrieved from [data.census.gov](https://data.census.gov)

<sup>3</sup> Insight Center. (2018). Family Needs Calculator. Retrieved from <https://insightccd.org/2018-family-needs-calculator/>