



School Readiness

FINDINGS FROM THE FALL 2020 KINDERGARTEN ASSESSMENT IN

Siskiyou County

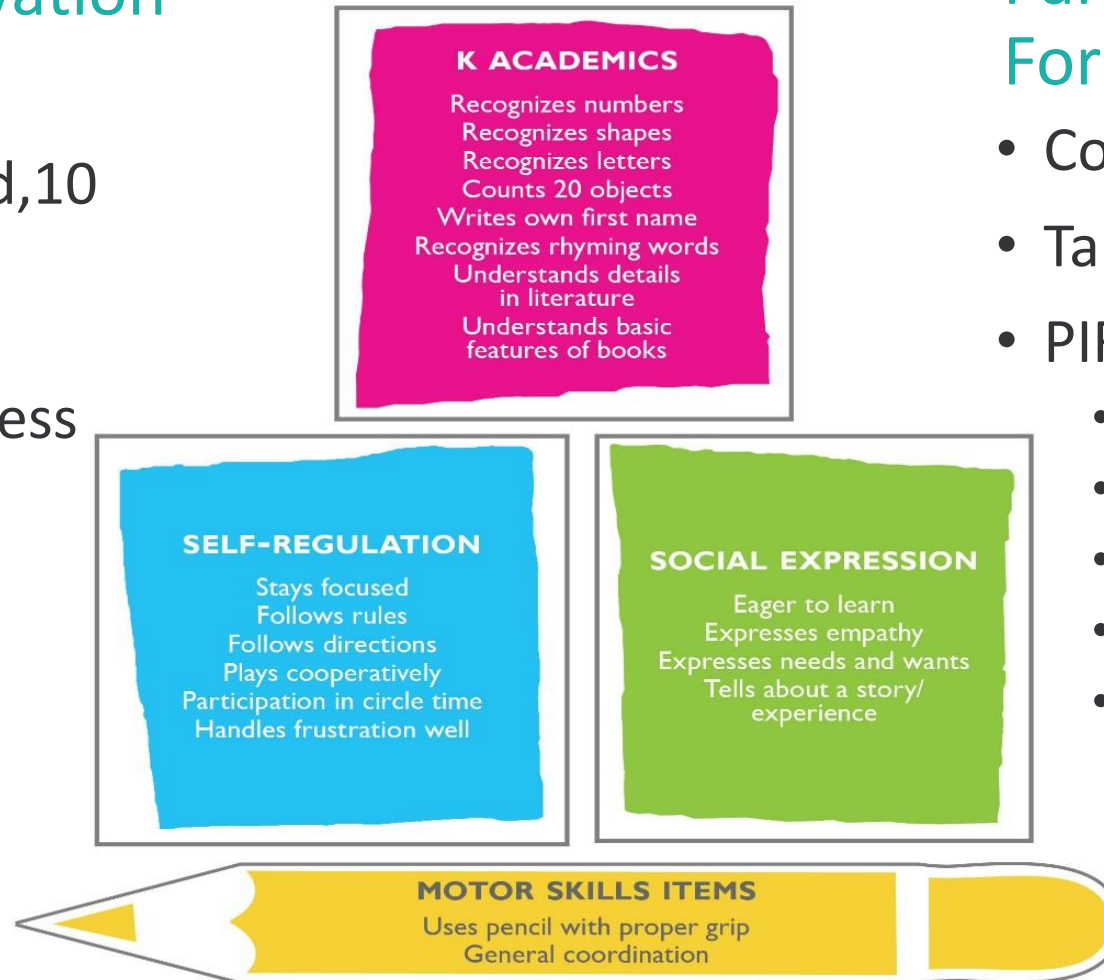
Purpose of Assessment

- Understand Siskiyou County kindergartners' readiness for school
- Understand the factors that influence readiness, particularly those factors that are considered “malleable,” such as participation in specific programs (quality preschool, parenting classes, etc.)



Kindergarten Observation Form (KOF)

- Teacher-administered, 10 min. per child
- 20 items across four dimensions of readiness
- Predicts third grade reading and math achievement



Parent Information Form (PIF)

- Completed by parent
- Take-home confidential survey
- PIF measures:
 - Child health
 - Early learning
 - Family protective factors
 - Family risk markers
 - Participation in First 5 activities

Sample



- 200 kindergarten students in 14 classrooms assessed across the county
- About 46% of the kindergarten population was assessed

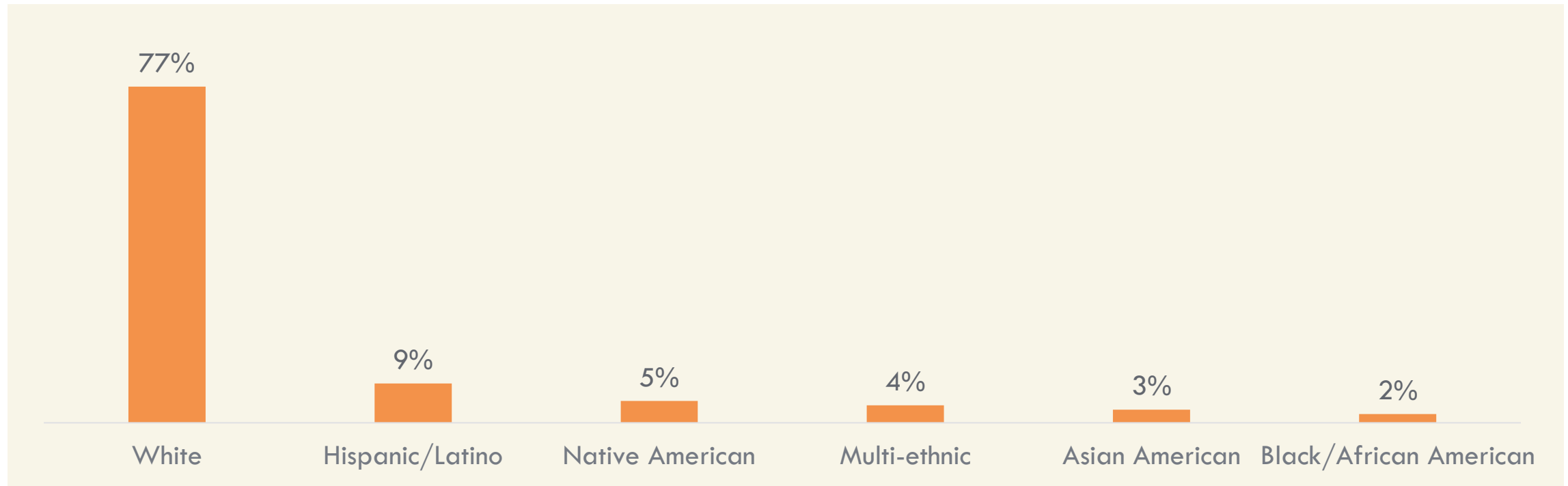
Elementary School	Number of Students Assessed, Fall 2017	Number of Students Assessed, Fall 2018	Number of Students Assessed, Fall 2019	Number of Students Assessed, Fall 2020
Big Springs	6	15	14	6
Butte Valley	23	19	25	-
Butteville	-	16	11	13
Dunsmuir	7	15	7	-
Etna	25	21	21	13
Evergreen	83	111	111	95
Fort Jones	21	12	13	13
Gazelle	-	2	-	-
Grenada	26	19	19	20
Happy Camp	16	16	14	-
Hornbrook	-	1	4	-
McCloud	5	7	5	4
Montague	-	-	-	6
Mt Shasta	59	54	49	30
Weed	47	34	28	-
TOTAL	318	342	321	200

Note: 37 Transitional Kindergarten (TK) students were also assessed in 2020. The TK students were omitted from the analysis.

Profile of Children



- Three-quarters of the sample was White, slightly more than in previous years



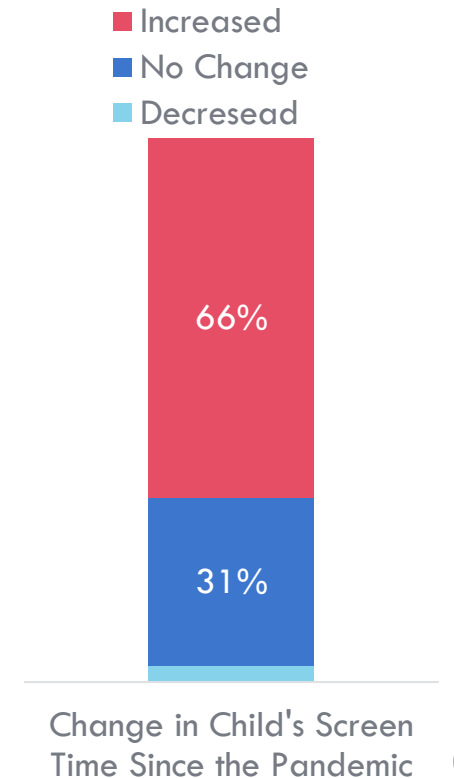
Source: Kindergarten Observation Form, N = 200.

Profile of Children

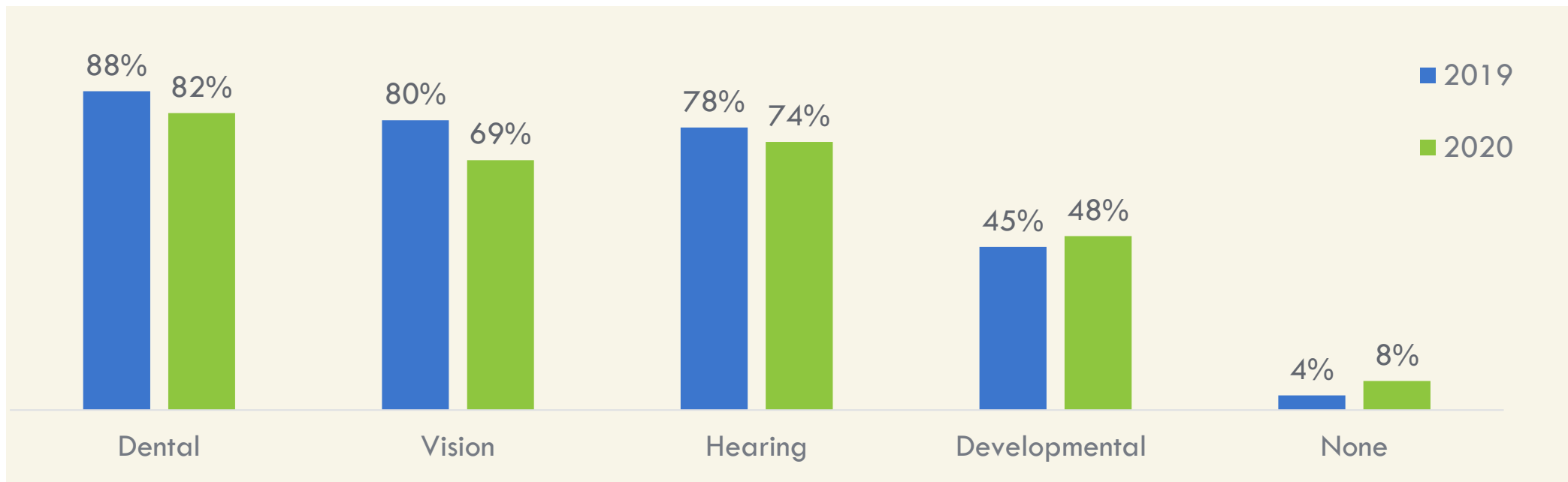


- Most children (78%) went to bed each night by 8:30 PM, improvement since 2019
- 45% of kindergarten students had an hour or less of screen time (AAP guidelines) during the week, and only 19% met the recommended guidelines on weekends
- Parents state that screen time exposure increased during the pandemic year

		2019	2020
CHILD'S BEDTIME	Before 8:00 PM	16%	20%
	8:00 PM	16%	28%
	8:30 PM	4%	30%
	9:00 PM	28%	18%
	After 9:00 PM	35%	4%
CHILD'S SCREEN TIME: WEEKDAYS	Less than 1 hour	5%	11%
	1-2 hours	52%	34%
	2-3 hours	32%	34%
	3-4 hours	8%	10%
	4 hours or more	3%	11%
CHILD'S SCREEN TIME: WEEKENDS	Less than 1 hour	5%	4%
	1-2 hours	11%	15%
	2-3 hours	34%	25%
	3-4 hours	24%	32%
	4 hours or more	28%	35%



- 43% of children had Medi-Cal; 1% had no coverage of any kind
- 82% had a dental check up in the last 12 months
- 12% of children had a special need; speech/language impairments were most common
- Only 48% had a developmental (including social-emotional) screening

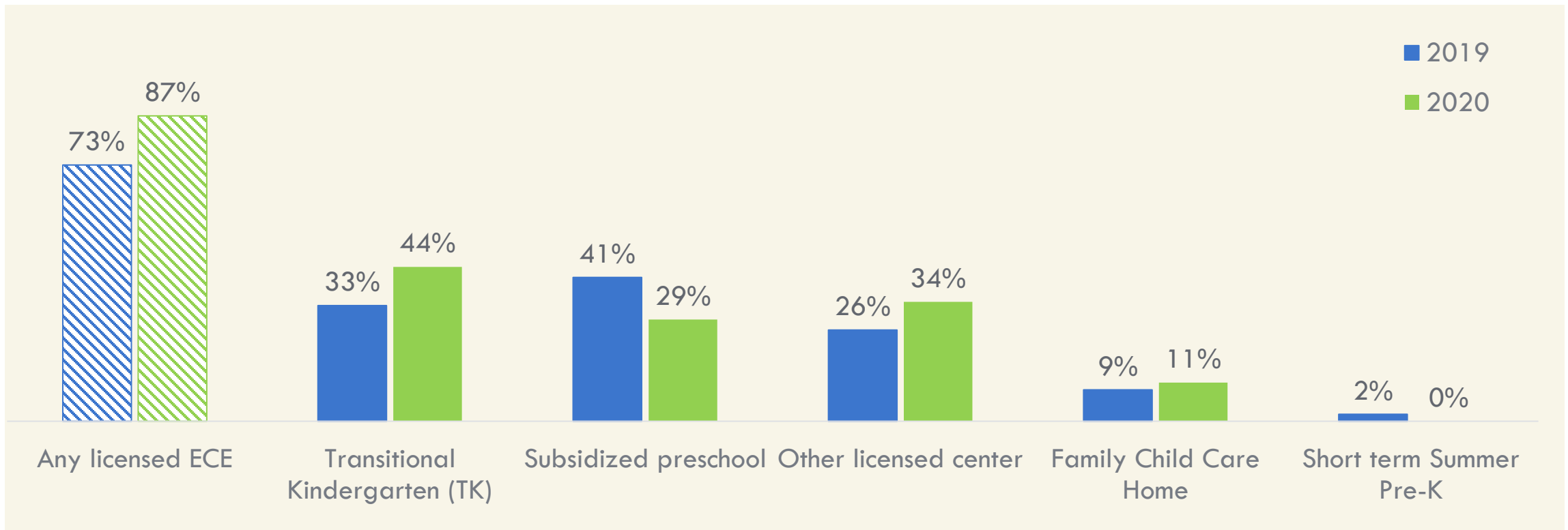


Source: Parent Information Form (2019, 2020). N=198, (2019), N=73 (2020).

Early Education Experience



- 87% of children had participated in licensed early education, higher than previous years

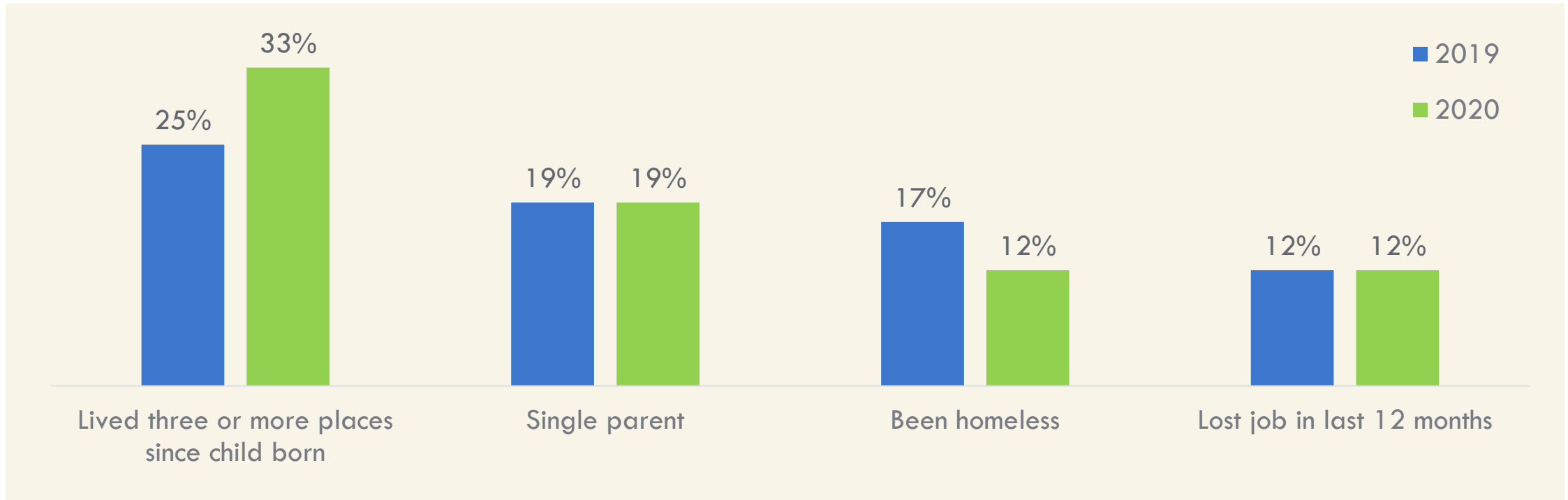


Source: Kindergarten Observation Form, Parent Information Form (2019, 2020). N=211 (2019), N=74-200 (2020).

Profile of Families



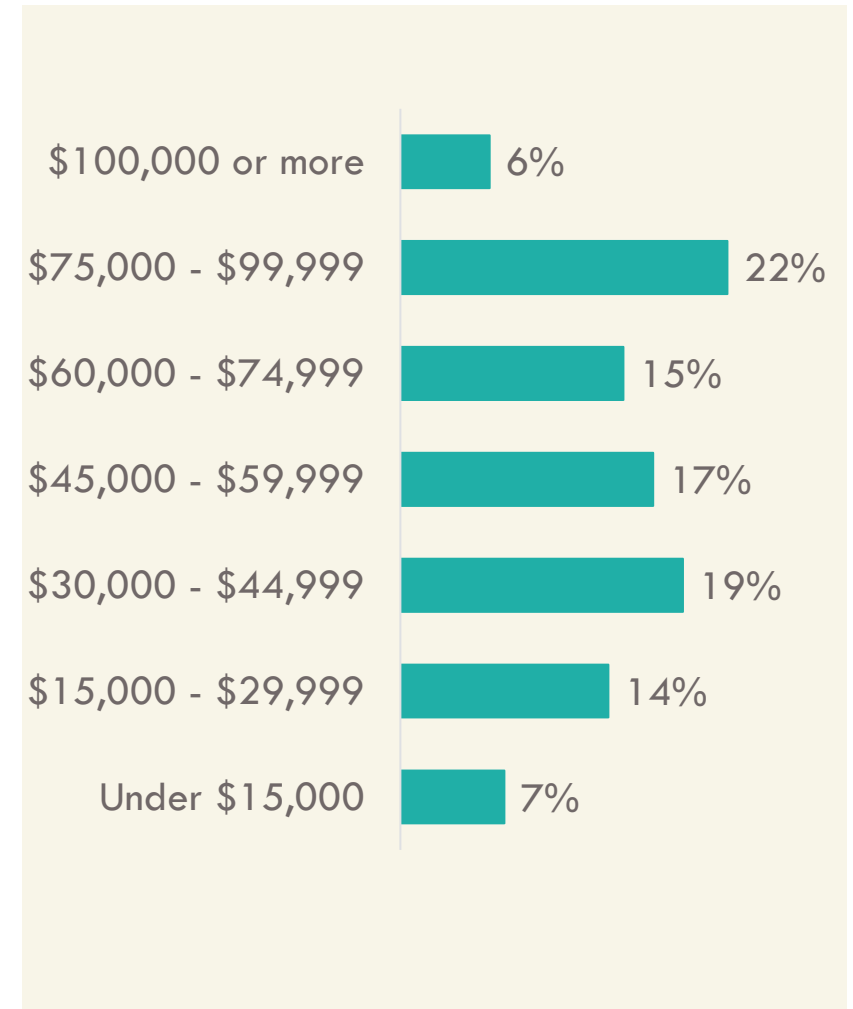
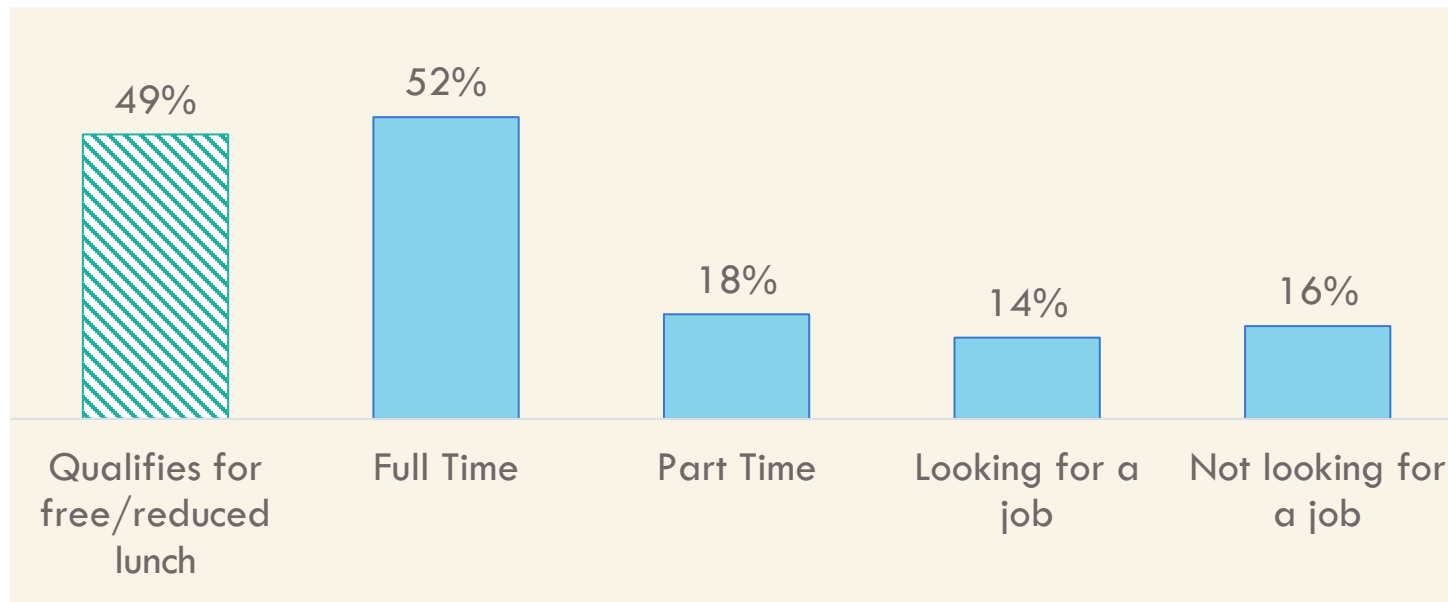
- Some families had significant risk factors known to be associated with lower readiness, including 33% who moved frequently and 19% who were headed by a single parent



Source: Parent Information Form (2019, 2020), N=243-248 (2019), N=74 (2020)

Profile of Families

- Half of the children qualified for free/reduced lunch (i.e., up to \$46,435 for a family of four)
- Half of the mothers work full time
- 40% of the families made less than \$45,000 a year

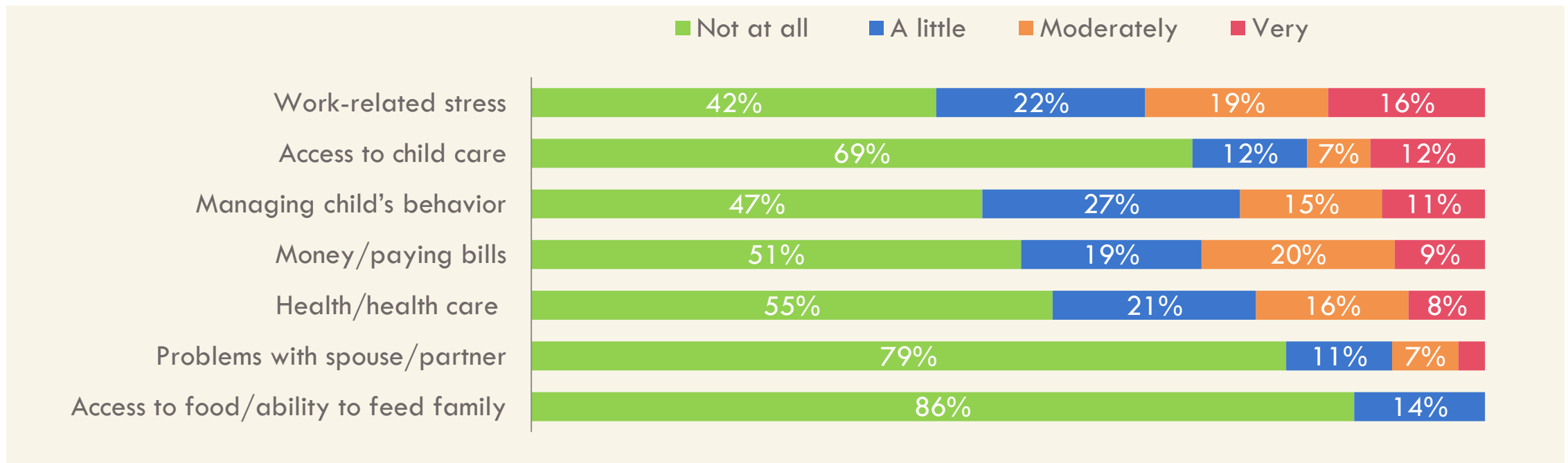


Source: Parent Information Form (2020). N=72.

Family Concerns



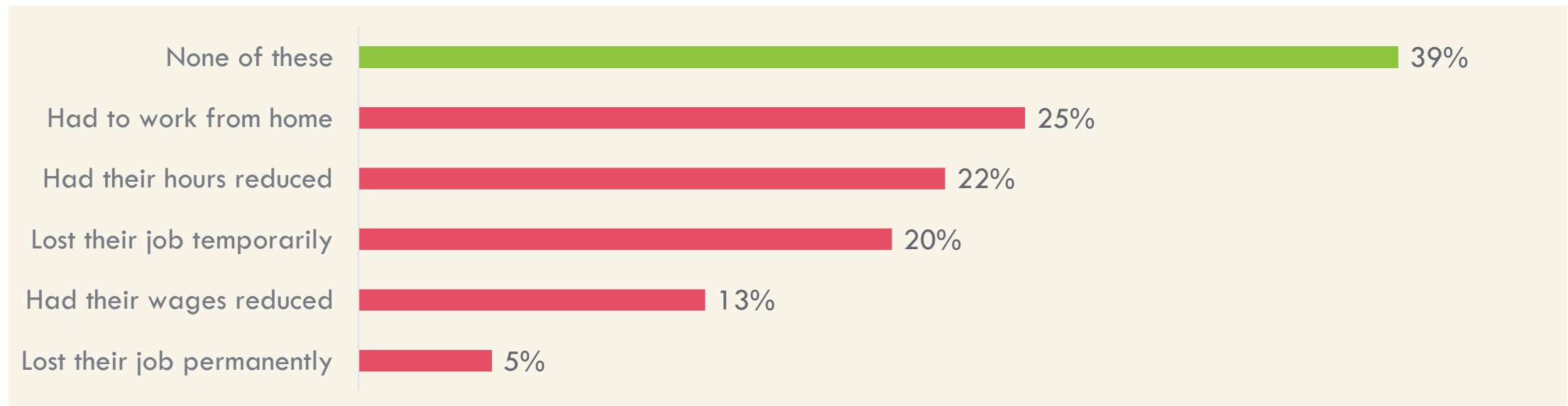
- About a third of the families were “moderately” or “very” concerned about work or finances
- About a quarter reported at least moderate level of challenges with managing their child’s behavior



Source: Parent Information Form (2020). N=72-75. Percentages may not add to 100% due to rounding. Proportions of less than 5% are not labeled.

Impact of COVID-19

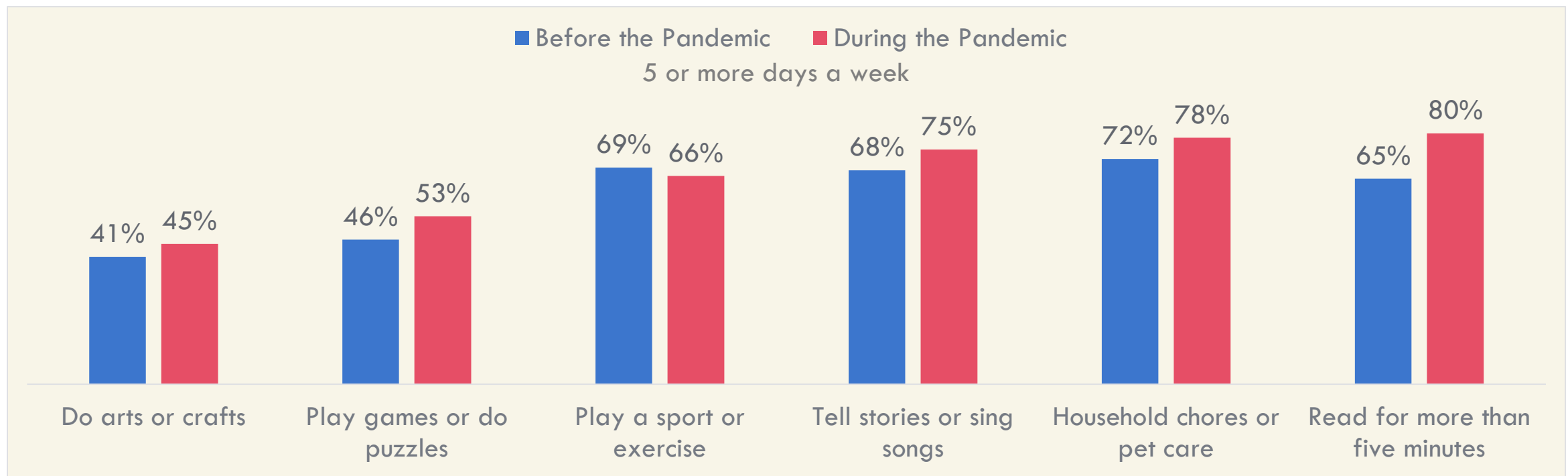
- 65% families lost their child-care arrangement, and 36% had difficulty finding alternatives
- 70% of the families still received educational materials during the closure
- 61% of families had a change in their employment or income as a result of the pandemic



Source: Parent Information Form (2020). N=68.

Family Activities at Home

- Before the pandemic the activity parents/caregivers did most often with their children was involving them in household chores
- During the pandemic parents most often read to their children

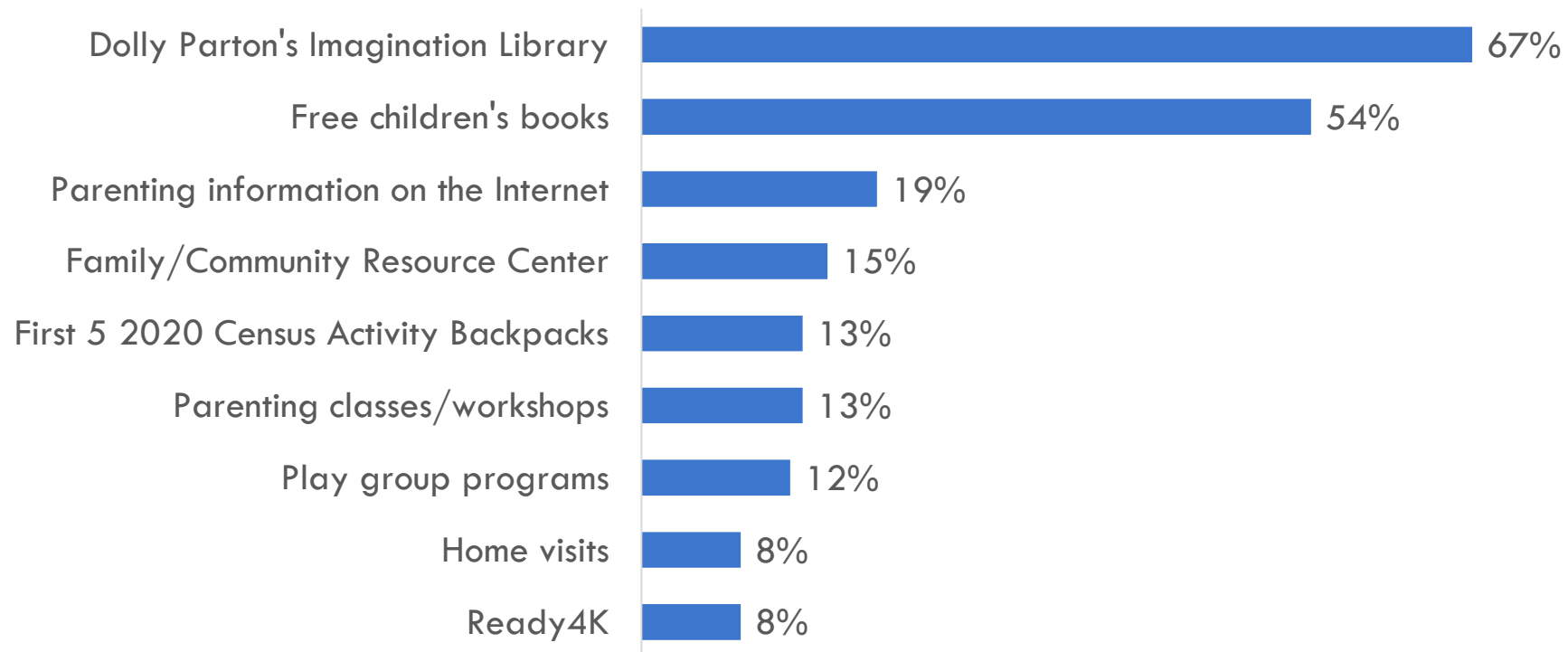


Source: Parent Information Form (2020). N=74.

Family Connection to First 5 Siskiyou



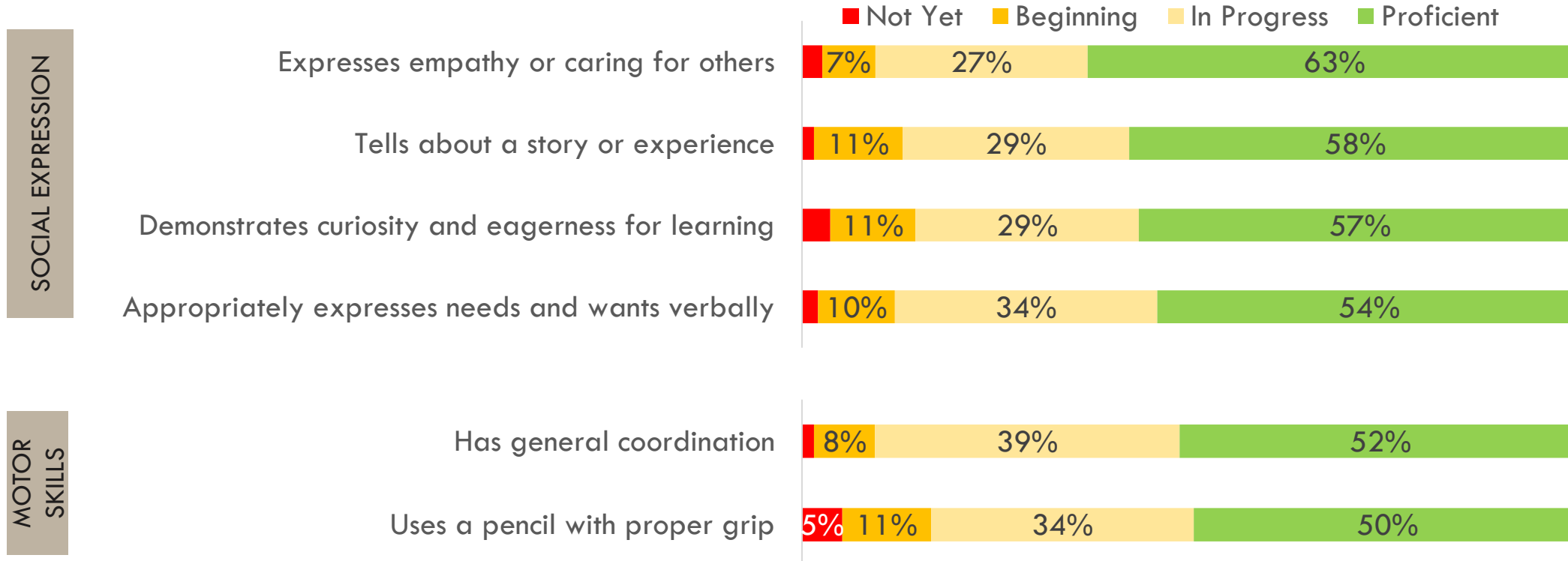
- About two-thirds of families had connected with at least one First 5-supported service around the county
- Over half of families received free children's books



Kindergarten Readiness per Skill



- About half were proficient in Motor skills and more than half were proficient in Social Expression skills
- Children were most likely to demonstrate empathy and caring for others



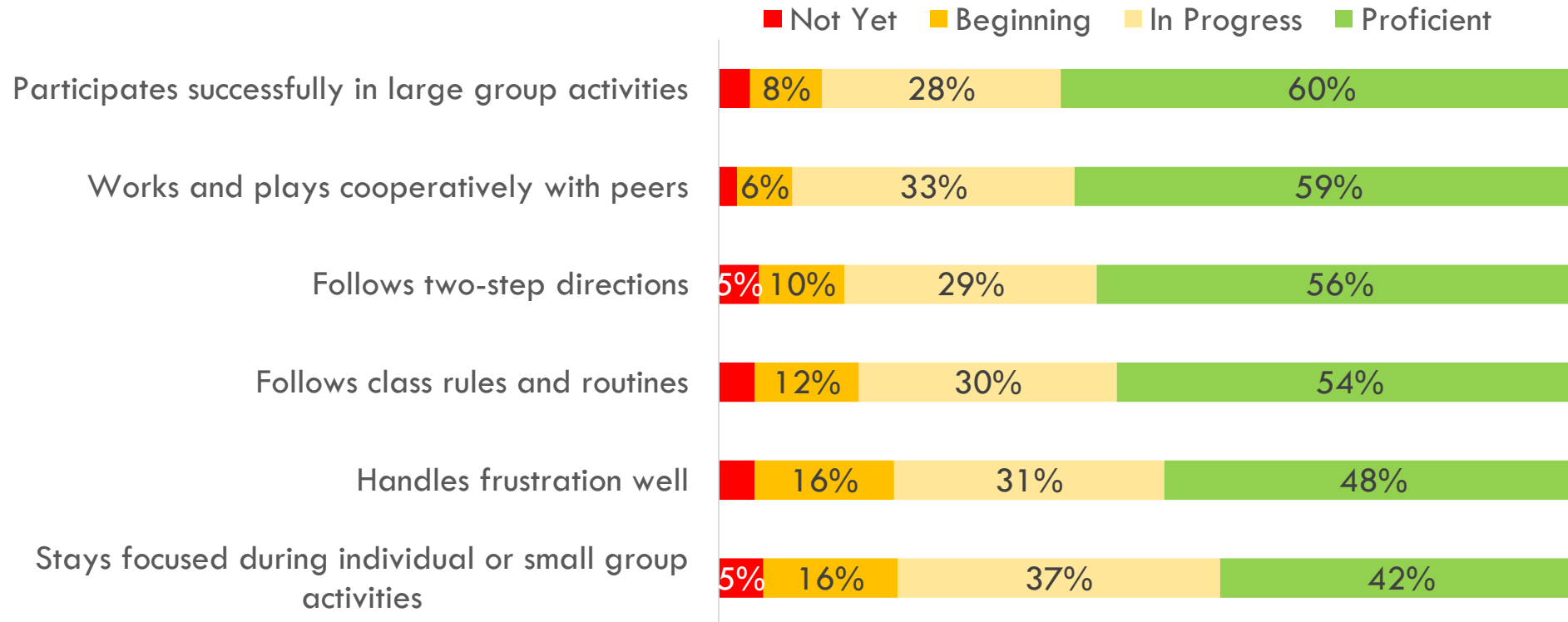
Source: Kindergarten Observation Form (2020). N=160-193. Note: Scores range from 1 (Not Yet) to 4 (Proficient). Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled. Scores were omitted for students for whom language barriers were a concern.

Kindergarten Readiness per Skill



- About half were proficient in Self-Regulation skills
- Out of all Self-Regulation skills, children were least likely to be able to stay focused in individual and small group activities

SELF-REGULATION



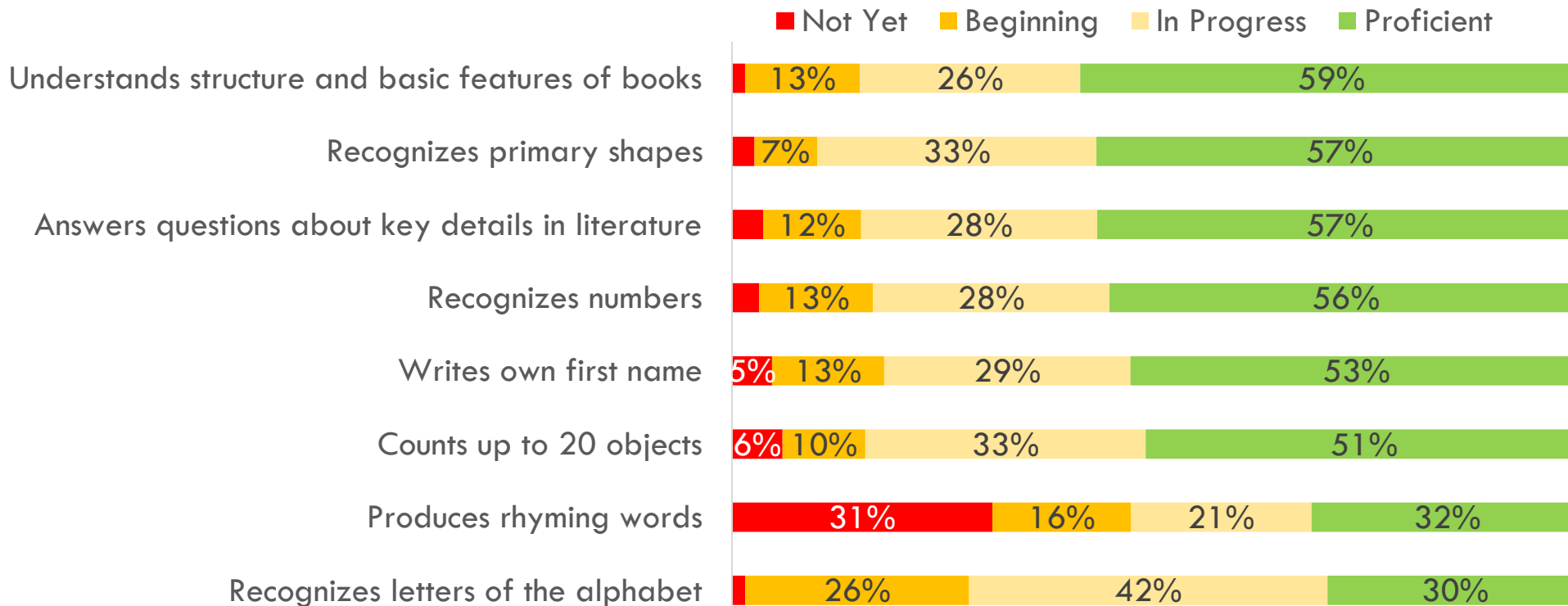
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Kindergarten Readiness per Skill



- About half were proficient in most Kindergarten Academics skills
- Children were most likely to demonstrate proficiency on understanding book structure and least likely to be proficient in rhyming and letter recognition

KINDERGARTEN ACADEMICS

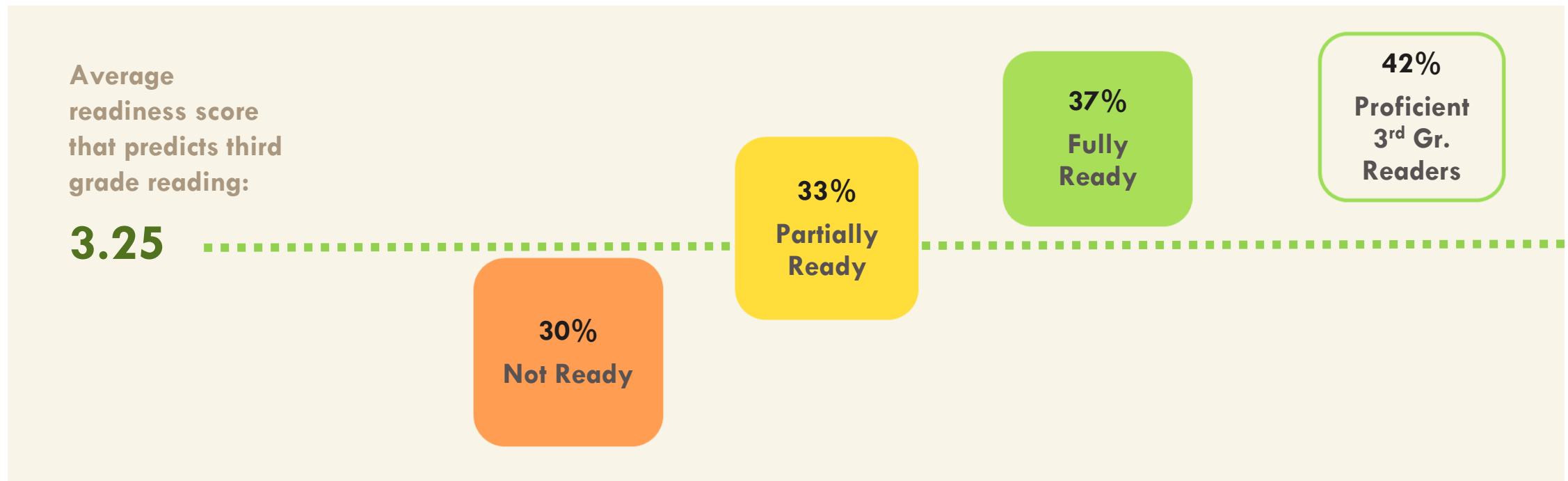


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Overall Kindergarten Readiness



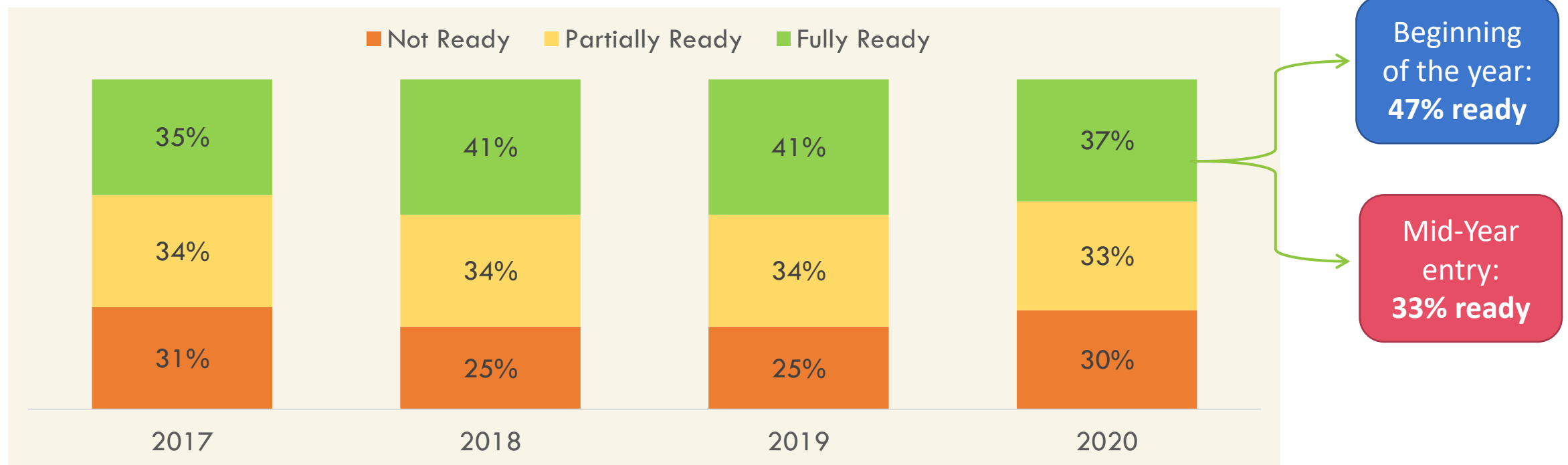
- 37% of kindergarten students had average score of 3.25 or greater on all three building blocks and were Fully Ready for kindergarten; lower than the county percentage of third graders reading at grade level
- 30% were Not Ready on any building block and are at risk for later school problems



Source: Kindergarten Observation Form (2020); California Department of Education, DataQuest. N=170.

Readiness Over the Years

- 37% of students in 2020 were Fully Ready, a drop from the prior two years
- More students were ready when entered in-person school in the beginning of the year

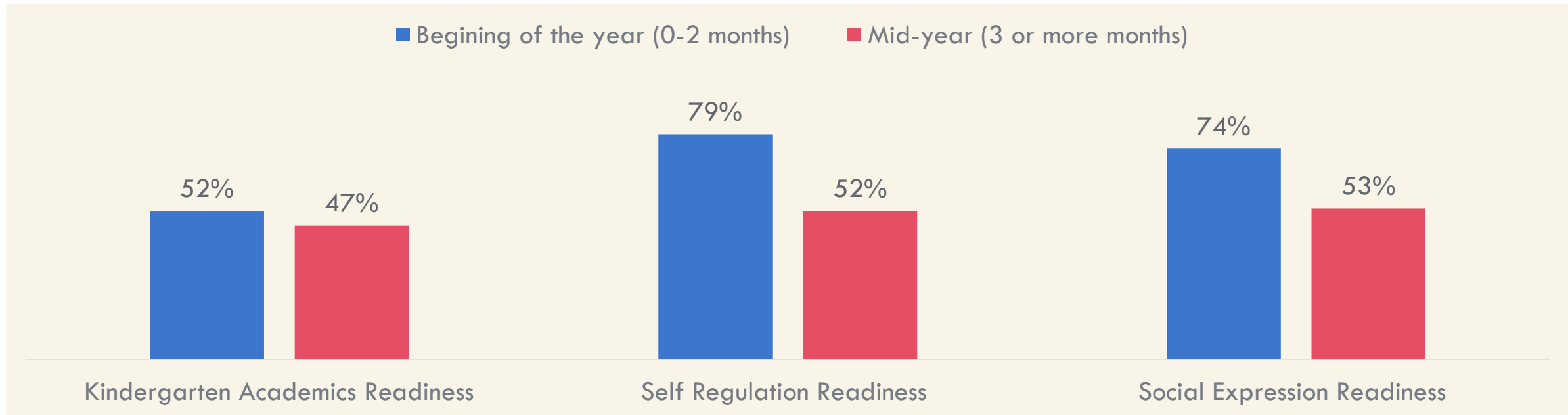


Source: Kindergarten Observation Form (2017, 2018, 2019, 2020). N=313 (2017); N=341 (2018); N=302 (2019), N=170 (2020). Weights were applied to correct for SES and race/ethnicity in years 2017-2019. Data in 202 is unweighted due to limited demographic data points available.

Readiness by Assessment Timing



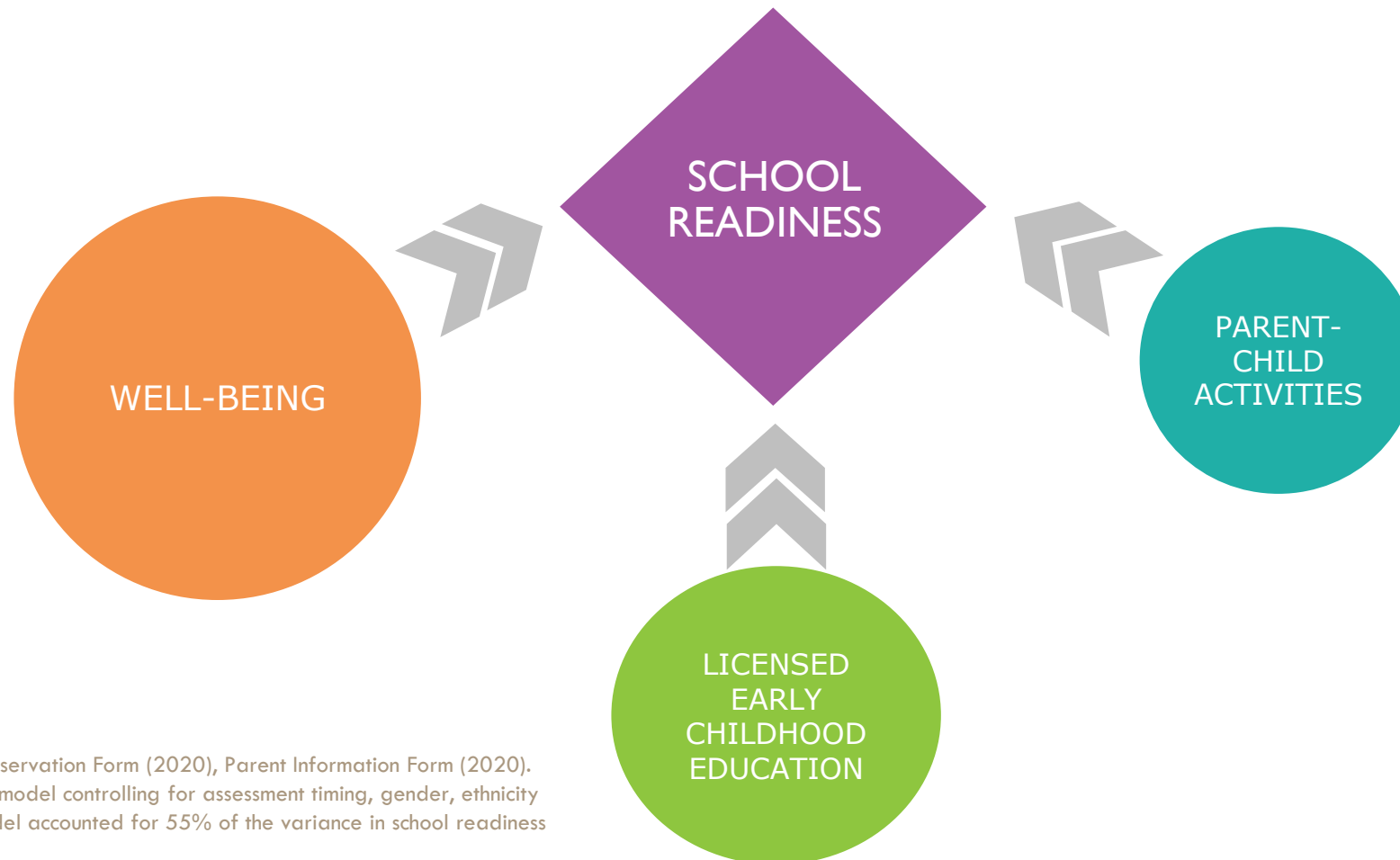
- The students who entered kindergarten (in-person) mid-year were less ready in each domain, especially in the Self-Regulation and Social Expression domains
- Because of the differences in timing of kindergarten entry/assessment we saw differences in readiness by region



Source: Kindergarten Observation Form (2020), N=168.

Factors that Predict Readiness

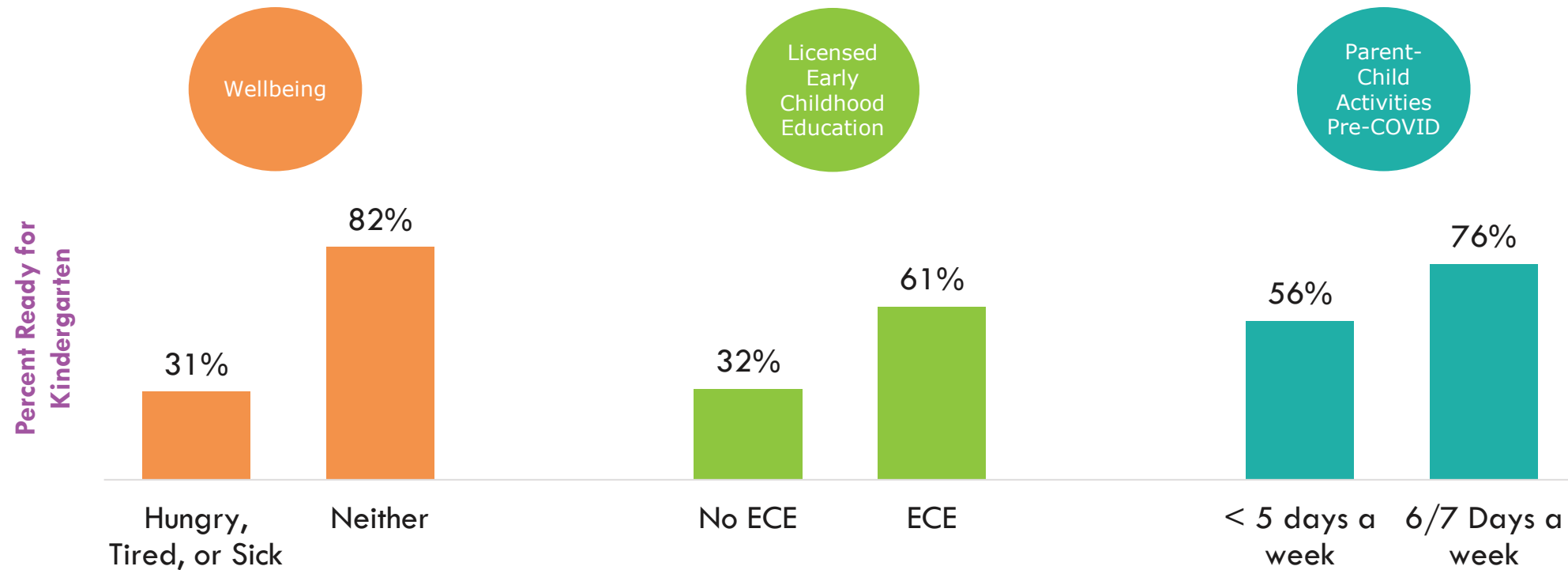
- Statistical modeling found these factors independently predicted readiness in 2020



Source: Kindergarten Observation Form (2020), Parent Information Form (2020). N=76. Multi-level linear model controlling for assessment timing, gender, ethnicity and SES. The overall model accounted for 55% of the variance in school readiness scores ($R^2 = .55$).

Percent Ready, by Predictor

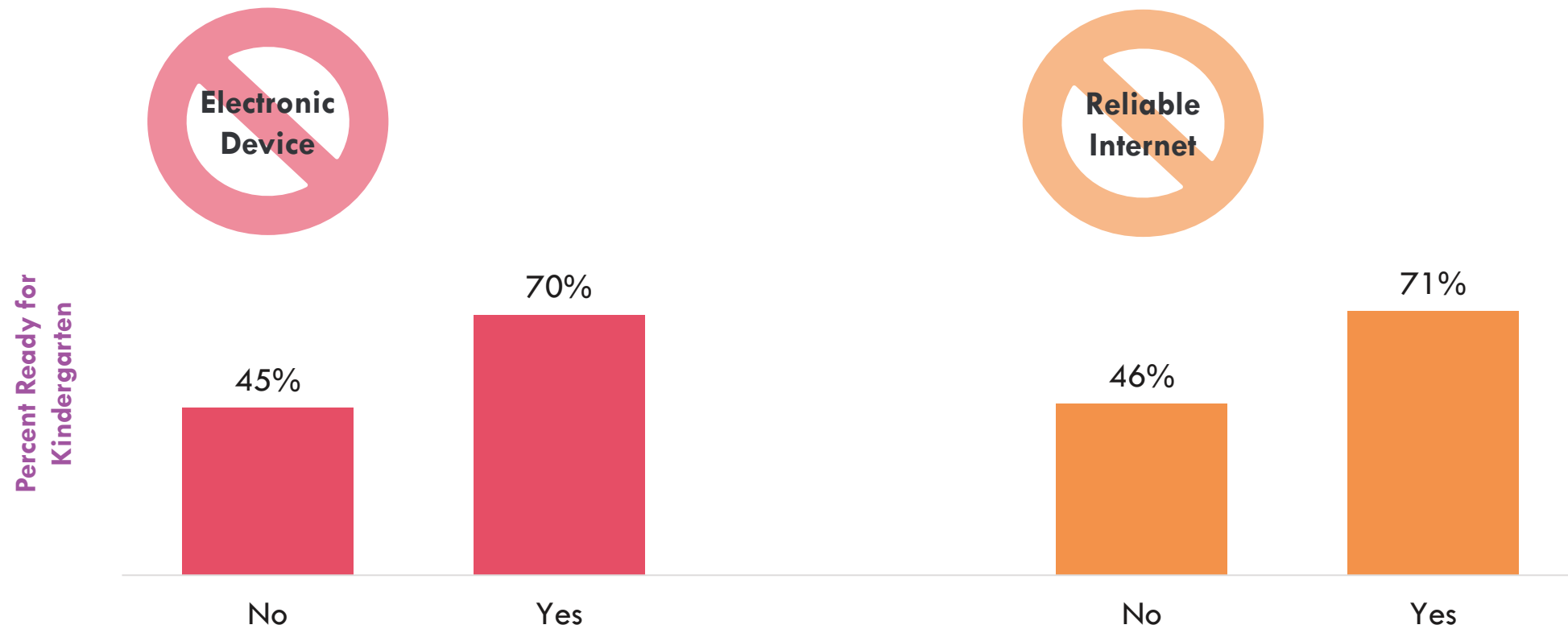
- Higher readiness was found among children who were healthy, attended preschool, and interacted more with their parents prior to the pandemic.



Source: Kindergarten Observation Form (2020), Parent Information Form (2020). N=78.

Impact of COVID-19 on Readiness

- Children with no access to online education were less ready for kindergarten

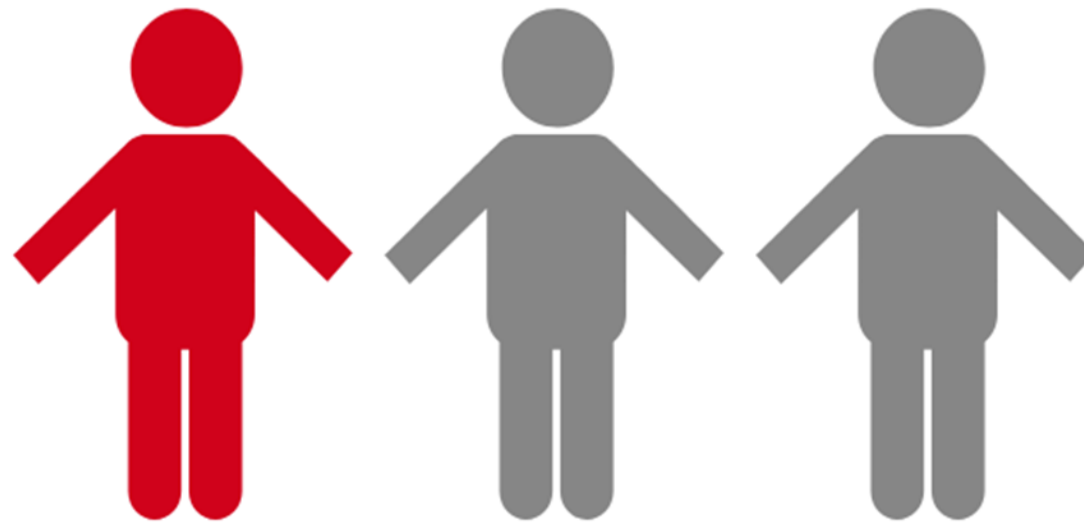


Source: Kindergarten Observation Form (2020), Parent Information Form (2020). N=66

Summary and Implications

- Readiness during the pandemic year dropped to almost 2017 level after two years of improvement

1 in 3 children in Siskiyou County are Not Ready for kindergarten on any of the Building Blocks of readiness...

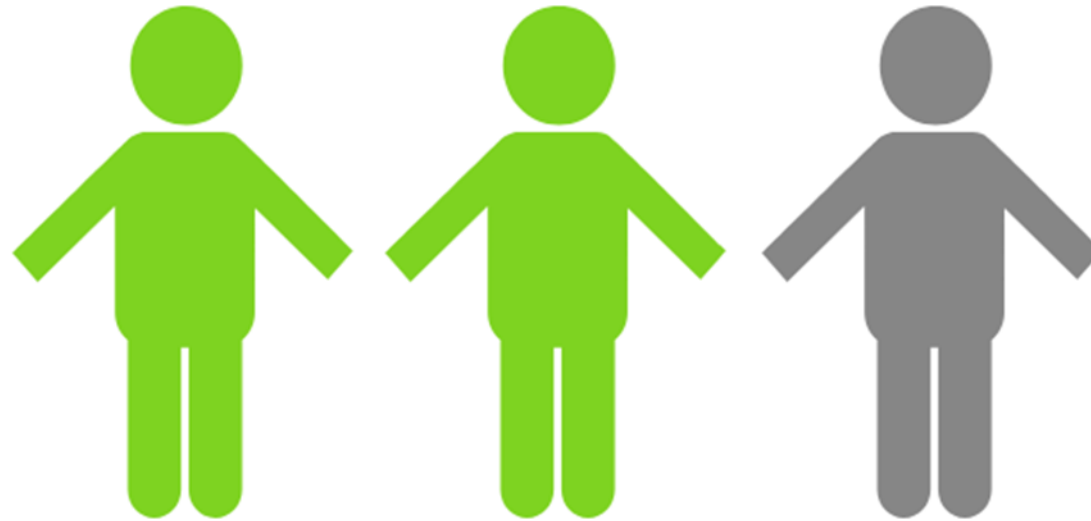


...but partners in the county can **“turn the curve”** by providing these children and families **targeted services and supports**

Summary and Implications

- First 5 Siskiyou programming is already helping support the readiness of disadvantaged children in the county

2 in 3 Children received **First 5 Siskiyou** services



to support their **school readiness**

What can Partners in Siskiyou County do to Boost Readiness?



HEALTH AND WELL-BEING

- ▶ Continue to educate families on the importance of regular bedtime routines, so children come to school well-rested and ready to learn
- ▶ Continue to instruct families on how they can improve their child's health through nutrition and physical activity
- ▶ Connect families to medical homes
- ▶ Continue to connect eligible families to CalFresh and WIC for nutrition support

PRE-K EXPERIENCE

- ▶ Expand quality early learning opportunities in the county
- ▶ Continue to promote the quality of early learning programs through:
 - Professional development
 - Educational materials
 - Health and developmental screenings
 - Child and site environment assessments (e.g., CLASS and ERS) and improvement plans
 - Linkage to resources in the community

PARENT-CHILD ACTIVITIES

- ▶ Continue to provide parent education programming and help parents engage in school readiness activities with their children, such as regular reading and participation in play groups

We can't do it alone! A Call to Action

