



SONOMA COUNTY'S ROAD TO THE EARLY ACHIEVEMENT AND DEVELOPMENT OF YOUTH

FAST FACTS & KEY FINDINGS

READY | JULY 2015



road to the early achievement
and development of youth

SONOMA COUNTY'S ROAD TO THE EARLY ACHIEVEMENT AND DEVELOPMENT OF YOUTH

BASELINE RESULTS 2014-2015 FAST FACTS & KEY FINDINGS

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FAST FACTS & KEY FINDINGS

The Road to the Early Achievement and Development of Youth (READY) is a cross-sector partnership funded by First 5 Sonoma County and guided by the vision of local collective impact initiatives, Upstream Investments and Cradle to Career. Built on the premise that prevention focused policies and interventions have long-term impacts, READY garners local support for increasing the quality of early childhood education (ECE) and facilitating the transition of young learners from early childhood education into kindergarten. READY employs three strategies to help meet the bold goal of closing the achievement gap: Coaching for Early Childhood Educators, Place-based READY Teams, and a Standard Kindergarten Assessment.

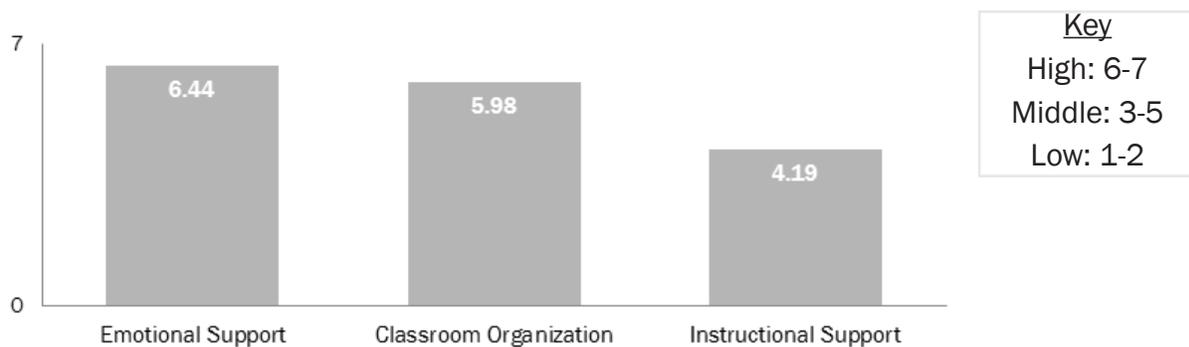
In year one, READY was implemented in seven schools across four school districts, and with 53 early childhood educators. The key results of the first year of implementation are presented by strategy.

COACHING FOR EARLY CHILDHOOD EDUCATORS

In 2014-2015, coaches worked with early childhood educators in 31 center-based programs and 22 family child care homes. Sites received independent Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) assessments. Using the results of the CLASS and ERS assessments, coaches and early childhood educators worked together to develop quality improvement plans.

On average, the 32 preschool classrooms assessed have “high” ratings for Emotional Support and Classroom Organization, and “middle” ratings for Instructional Support.

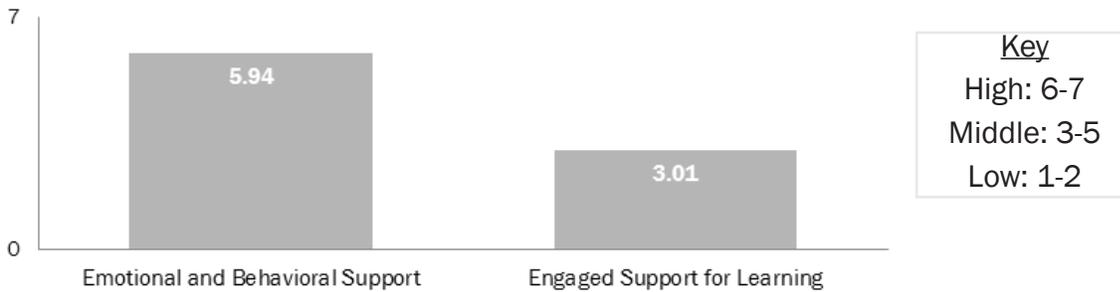
There was no statistically significant difference in scores between California State Preschool Programs, Private centers, Head Start, and Family Child Care programs.



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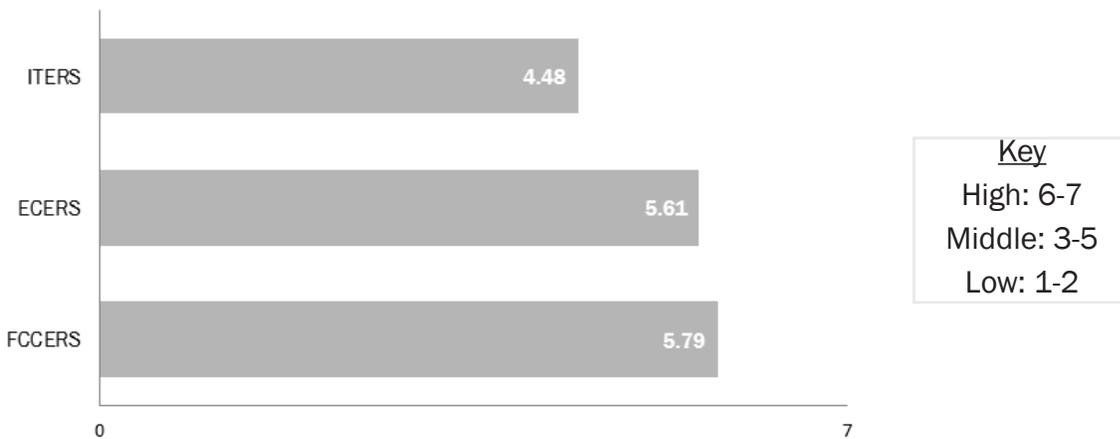
On average, the 9 toddler classrooms assessed have “high” ratings for Emotional and Behavioral Support and “middle” ratings for Engaged Support for Learning.

There was no statistically significant difference in scores between California State Preschool Programs, Private centers, Head Start, and Family child care programs.



Sites¹ had “middle” to “high” range scores on the Environment Rating Scales.

This information, along with CLASS scores, was used to create Quality Improvement Plans.



Sites developed Quality Improvement Plans addressing specific ERS or CLASS items.

31 sites selected to improve one CLASS domain	<ul style="list-style-type: none"> • 77% working on the Preschool Instructional Support domain • 23% working on the Toddler Engaged Support for Learning domain
25 sites selected to work on at least one ERS item	<ul style="list-style-type: none"> • 36 % working on furnishings for care, play, and learning • 32% working on gross motor equipment • 28% working on space for gross motor play • 24% working on health practices

¹ 42 sites had a CLASS assessment. 26 were rated using the ECERS, 14 were rated using the FCCERS, and 2 were rated using the ITERS.

READY TEAMS

In 2014-2015, four place-based READY Teams were formed within the communities surrounding the participating school districts: Guerneville, Healdsburg, Old Adobe Union, and Santa Rosa City Schools. READY Teams were diverse groups including teachers, school administrators, early childhood educators, parents, and representatives from community-based organizations. Each READY Team met six times throughout the school year to develop an action plan that addressed three goal areas: early childhood education to K-12 alignment, family engagement, and data-driven decision making.

READY Team accomplishments 2014-2015

<p>Guerneville</p>	<ul style="list-style-type: none"> • Convened teachers and early childhood educators to discuss current issues pertaining to sharing student and classroom data • Planned 2015/2016 parent engagement workshops focused on social/emotional development, reading and science
<p>Healdsburg</p>	<ul style="list-style-type: none"> • Developed a half-sheet template to be distributed upon enrollment in preschool that gives parents information about when their child will be eligible to enter TK or K • Created a calendar “cheat-sheet” that shows when a child will enter TK or K based on their birth date • Developed a parent consent form to exchange information between early childhood educators and elementary schools • Surveyed early childhood educators to determine what assessment tools they are using
<p>Old Adobe</p>	<ul style="list-style-type: none"> • Surveyed TK and K teachers district-wide about the information they would like to receive on incoming students • Surveyed early childhood educators to determine what assessment tools they are using • Planned a community BBQ to welcome preschoolers and their families to the school and community
<p>Santa Rosa City</p>	<ul style="list-style-type: none"> • Hosted two kindergarten orientation nights (one at Monroe Elementary, one at Steele Lane Elementary) • Created and distributed school readiness bags to 67 incoming kindergarten students at the kindergarten orientation nights

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KINDERGARTEN ASSESSMENT

Teachers at the participating READY schools completed the Desired Results Developmental Profile-School Readiness (DRDP-SR) in the Fall and Spring for all transitional kindergarten and kindergarten students in their classroom.

Schools and districts participating in READY in 2014/2015

Guerneville	<ul style="list-style-type: none">• Guerneville Elementary
Healdsburg	<ul style="list-style-type: none">• Healdsburg Charter• Healdsburg Elementary
Old Adobe Union	<ul style="list-style-type: none">• La Tercera Elementary• Miwok Valley Language Academy
Santa Rosa City Schools	<ul style="list-style-type: none">• James Monroe Elementary• Steele Lane Elementary

The DRDP-SR is an observational tool that measures children’s development on the different domains of school readiness along a continuum. Additionally, at the beginning of the school year, parents were asked to complete a survey that included questions about children’s preschool experience and other opportunities before kindergarten to understand how early experiences impact school readiness.



Approximately 3 out of 10 kindergartners² assessed enter school optimally ready to succeed.

These students have been rated in the last three levels of development by their teachers on all four domains of school readiness. Students who are optimally ready transition smoothly and are well-prepared to handle the standard kindergarten curriculum without added supports.

Just under 50% of entering kindergartners have varying levels of development. Although not considered “optimally ready,” their learning and development has many areas of strength and these students may just need time to adjust to the classroom environment.



Close to one-quarter of kindergartners² assessed enter school behind their peers and need additional resources to catch up.

Students who enter kindergarten the “least ready” to succeed have been rated in the first two levels of development on all four domains of school readiness.

One-third of the students who were “least ready” in Fall, when re-assessed at the **end** of the kindergarten school year, are still not at the level of a student who would **enter** kindergarten optimally ready to succeed. These students who start behind, and remain behind, represent approximately 7% of the kindergarten population assessed. This rate is fairly in line with the percent of students enrolled in special education services statewide³ and nationally⁴, and may be an indication of students who will need ongoing additional supports.

The most and least “ready” kindergartners differed on a few key variables.

<p>“Most Ready” Kindergartners</p>	<p>↑ More likely to have a parent with at least a high school education</p> <p>↑ More likely to have a parent who read books or watched videos about kindergarten with them</p> <p>↑ More likely to have attended a tuition-based preschool</p>
<p>“Least Ready” Kindergartners</p>	<p>↑ More likely to be of Hispanic ethnicity</p> <p>↑ More likely to speak a language other than English in their home</p> <p>↑ More likely to have a parent with less than a high school education</p> <p>↓ Less likely to eat breakfast all five days in the school week</p> <p>↓ Less likely to have a parent work on school readiness skills with them</p>

² Transitional kindergarten students are not included in the analysis.

³ California Department of Education, Data Quest. (2015). *Special Education, 2014-2015*.

⁴ U.S. Department of Education, National Center for Education Statistics. (2015). *Digest of Education Statistics, 2013* (NCES 2015-011), Table 204.30.

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LESSONS LEARNED AND NEXT STEPS

Coaching for Early Childhood Educators

- Coaching will expand to include more early childhood educators in 2015/2016.
- Early childhood educators will receive a second Environment Rating Scale and Classroom Assessment Scoring System assessment at the end of year two to measure changes in quality.
- The READY Implementation Team and coaches will work to align the work of Quality Counts, the Quality Improvement Rating System, and READY coaching.

Kindergarten Assessment

- A common kindergarten readiness assessment holds promise for providing a standard metric to understand the impact of early investments.
- After discussing the feedback from teachers and administrators and reviewing the results of the DRDP-SR, the READY Implementation Team selected the KSEP to replace the DRDP-SR as the kindergarten readiness assessment for READY.
- In the 2015/2016 school year, kindergarten and transitional kindergarten teachers will implement the Kindergarten Student Entrance Profile (KSEP), an observational screening tool that has been linked to second grade outcomes, during the first four weeks of school.

READY Teams

- Based on feedback from the READY Team process survey and review of each team's activities and outcomes, the READY Implementation Team has selected to narrow the scope of the READY Teams.
- In 2015/2016, READY Teams will meet four times and will use the results of the Kindergarten Student Entrance Profile (KSEP), READY parent survey, and other data points to identify one key need in the community and one strategy to meet that need.

For more information on READY please visit www.c2csonomacounty.org/#!ready/c21cg or email ready@schsd.org.



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