



# First 5 Monterey County

## 2009 Kindergarten Readiness Assessment Databook

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Prepared for



Prepared by



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# Child Survey (MDRDP)

## Survey Distribution

Exhibit M1. 28 Participating Schools (N=1813)

API Level	Elementary School	Number of Students
Low API	Bardin	124
	Boronda Meadows	55
	Cesar Chavez	84
	Del Rey Woods	40
	Echo Valley	19
	Elkhorn	57
	Fremont	143
	Gabilan	59
	Hall	86
	Highland	23
	Jack Francioni	46
	Jesse G. Sanchez	148
	Kammann	122
	La Gloria	165
	Loma Vista	49
	Los Padres	105
	Martin Luther King, Jr	56
	Ohlone	21
	Oscar Loya	66
	<b>TOTAL</b>	<b>1468</b>
Medium API	Creekside	60
	McKinnon	50
	Prunedale	49
	San Antonio	15
	University Park	33
	<b>TOTAL</b>	<b>207</b>
High API	Foothill	32
	Graves	5
	Mission Park	73
	Walter Colton	28
	<b>TOTAL</b>	<b>138</b>
<b>GRAND TOTAL</b>		<b>1813</b>

**Exhibit M2. 28 KRA Participation by City and Zip Code (N=1813)**

API Level	City	Zip Code	Number of Students
Low API	Salinas	93905	670
		93906	171
		93907	74
	Gonzales	93926	165
	Seaside	93955	117
	Soledad	93960	105
	Watsonville	95076	86
		95075	21
	Castroville	95012	57
	<b>TOTAL</b>		
Medium API	Salinas	93906	110
		93907	49
		93901	33
	Lockwood	93932	15
	<b>TOTAL</b>		
High API	Salinas	93901	73
		93908	5
	Monterey	93940	60
	<b>TOTAL</b>		
<b>GRAND TOTAL</b>			<b>1813</b>

## MDRDP Dimensions

### Social and Emotional Skills

**Exhibit M3. Percent of children who almost or fully mastered social and emotional skill items of the MDRDP**

	Countywide (n=1797)	Low API (n=1457)	Medium API (n=202)	High API (n=138)	Countywide 2006 (n=1518)
1. Seeks adult help when appropriate (e.g., asks adult for assistance to open bottle of paint)	62.3	60.3	67.8	75.4	59.8
2. Seeks adult help after trying to resolve conflict or problems on his or her own (E.g., Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won't stop.)	52.6	49.9	56.9	74.6	47.9
3. Negotiates with peers to resolve social conflicts with adult guidance (e.g., agrees to alternatives like sharing or taking turns)	45.1	41.4	54.7	70.1	45.9
4. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	52.3	48.2	64.0	79.0	52.9
5. Participates in cooperative group efforts (e.g., group project or game, dramatic play, taking turns, organized play and games with specified or invented rules)	59.1	56.2	65.5	80.4	57.9
6. Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience.)	53.6	49.7	65.0	79.0	53.0
7. Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)	60.4	56.9	71.4	81.2	59.6
8. Comforts self and controls the expression of emotion with adult guidance (e.g., can express anger or sadness without tantrums, fights, or physical conflicts)	57.1	53.5	66.0	81.9	58.1
9. Understands and follows rules in different settings (e.g., transitions between classrooms, after-school program, and playground; lowers voice when enters library)	60.0	56.6	68.5	82.6	57.0
<b>Percent of children who almost/fully mastered ALL Social and Emotional items</b>	<b>30.8</b>	<b>27.5</b>	<b>38.2</b>	<b>55.8</b>	<b>21.5</b>

## Communication Skills

**Exhibit M4. Percent of children who almost or fully mastered communication skill items of the MDRDP**

	Countywide (n=1797)	Low API (n=1456)	Medium API (n=203)	High API (n=138)	Countywide 2006 (n=1518)
1. Follows two-step requests that are sequential, but not necessarily related (E.g., Please pick up the ball and get your coat.)	58.8	55.6	68.0	79.0	55.9
2. Understands increasing number of specialized words (e.g., different types of dinosaurs, various ingredients in recipe)	43.2	39.0	58.6	63.8	36.9
3. Understands complex, multi-step requests (E.g., "Put your jacket away, get any materials you need to finish what you started yesterday, and let me know if you need any help.")	45.4	41.0	62.9	65.9	38.7
4. Engages in conversations that develop a thought or idea (e.g., tells about a past event, asks how something works)	43.9	41.3	52.7	58.7	44.7
5. Participates in songs, rhymes, games, and stories that play with sounds of language (E.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants)	55.6	53.4	57.0	76.1	54.2
6. Tells about own experiences in a logical sequence (e.g., "After I get picked up, it's usually dinner time, Then, I play, brush my teeth and go to bed.")	43.1	39.4	57.0	60.9	42.4
<b>Percent of children who almost/fully mastered ALL Communication items</b>	<b>26.4</b>	<b>23.4</b>	<b>36.2</b>	<b>43.5</b>	<b>24.3</b>

## Positive Approaches to Learning

**Exhibit M5. Percent of children who almost or fully mastered positive approaches to learning items of the MDRDP**

	Countywide (n=1768)	Low API (n=1423)	Medium API (n=207)	High API (n=138)	Countywide 2006 (n=1518)
1. Observes and examines natural phenomena through senses (E.g., notices different types of bugs, asks why it rains)	40.9	37.4	52.7	59.4	38.3
2. Shows willingness to take risks in learning new skills (E.g., climbs jungle gym, tries to play a new musical instrument, tries out a new game)	56.2	53.9	63.1	71.0	56.0
3. Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)	59.2	56.4	65.2	79.6	57.6

<b>Percent of children who almost/fully mastered ALL Positive Approaches to Learning items</b>	<b>33.3</b>	<b>30.3</b>	<b>44.0</b>	<b>48.6</b>	<b>32.3</b>
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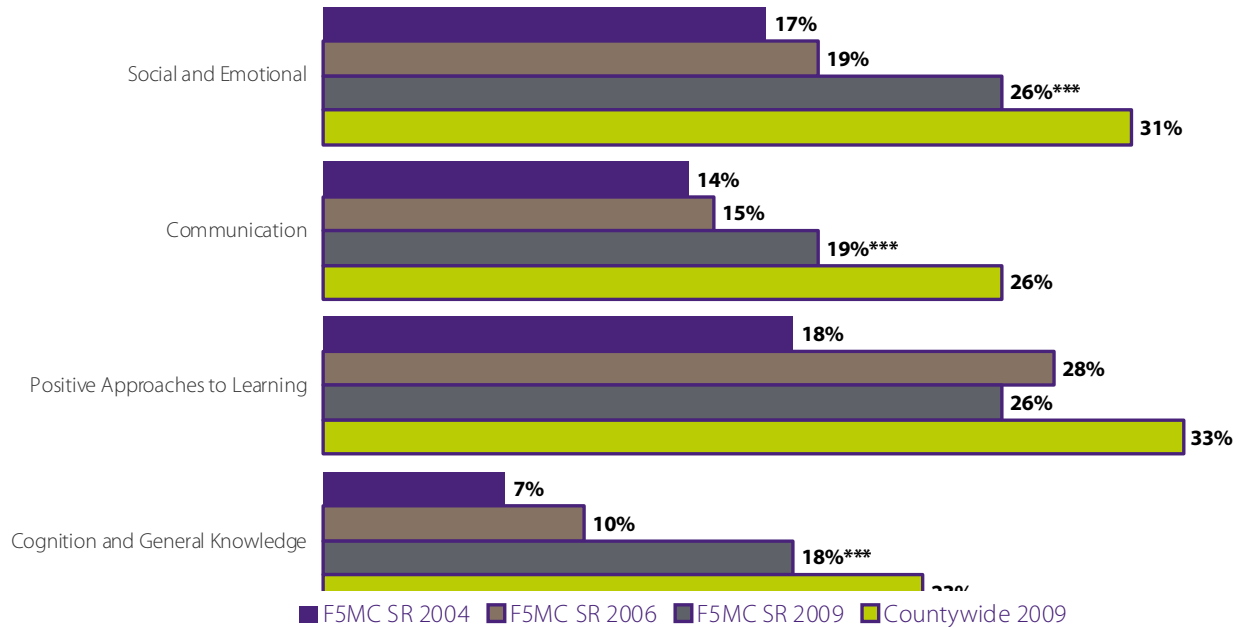
### Cognition and General Knowledge

**Exhibit M6. Percent of children who almost or fully mastered cognition and general knowledge items of the MDRDP**

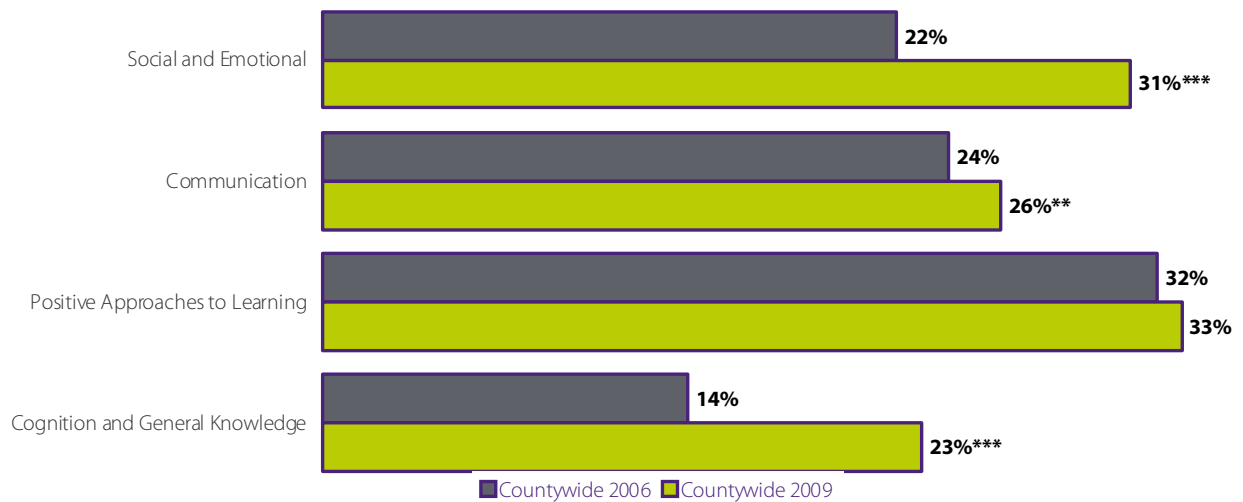
	Countywide (n=1803)	Low API (n=1459)	Medium API (n=206)	High API (n=138)	Countywide 2006 (n=1518)
1. Orders objects from smallest to largest	52.2	48.3	59.7	85.6	46.3
2. Understands that numbers represent quantity (e.g., can get 3 apples out of the box, asks for 2 more crackers, can put one napkin for each child.)	52.9	49.3	57.5	84.1	48.8
3. Understands numbers and simple operations, and uses math manipulatives, games, toys, coins in daily activities (e.g., adding, subtracting)	35.4	31.1	48.8	60.9	28.9
4. Understands that letters make up words (e.g., knows some of the letters in his or her name.)	51.1	48.9	54.6	68.8	48.6
5. Recognizes print in the environment (e.g., recognizes signs around the room as labels for "puzzles," "toys," or "books")	46.2	43.7	50.2	66.7	41.2
6. Makes 3 or more letter-sound correspondences (E.g., knows the letter "b" makes the "buhh" sound)	52.9	50.4	56.5	73.9	43.3
7. Pretends to read books	59.9	56.3	69.3	83.3	56.7
8. Engages in discussion about books (e.g., predicts events in a story, retells main events from a story in order)	44.0	40.5	56.1	63.0	42.6
9. Draws a picture related to a story and talks about drawing	52.3	49.8	58.5	70.3	49.1
10. Uses pretend writing during play activities (e.g., scribbles lines and shapes)	52.9	51.5	55.6	63.8	42.8
11. Writes 3 or more letters or numbers	61.9	59.7	65.9	79.7	58.8
12. Uses pictures and letters to express thoughts and ideas.	52.6	49.0	62.9	74.6	46.5
<b>Percent of children who almost/fully mastered ALL Cognition and General Knowledge items</b>	<b>22.5</b>	<b>19.3</b>	<b>31.4</b>	<b>42.8</b>	<b>13.7</b>

## Longitudinal Trends

**Exhibit M7. Percent of children in F5MC School Readiness catchment schools who almost or fully mastered all items**



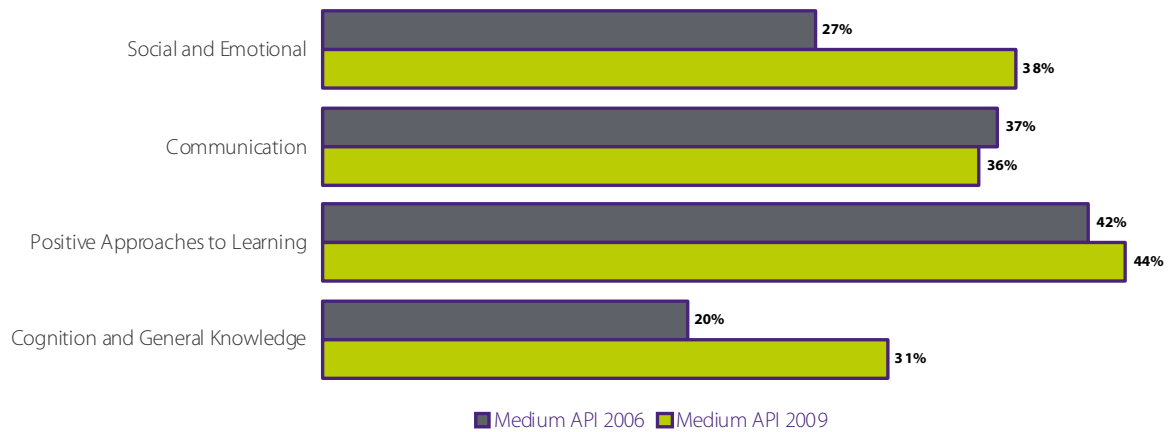
**Exhibit M8. Percent of children countywide who almost or fully mastered all items**



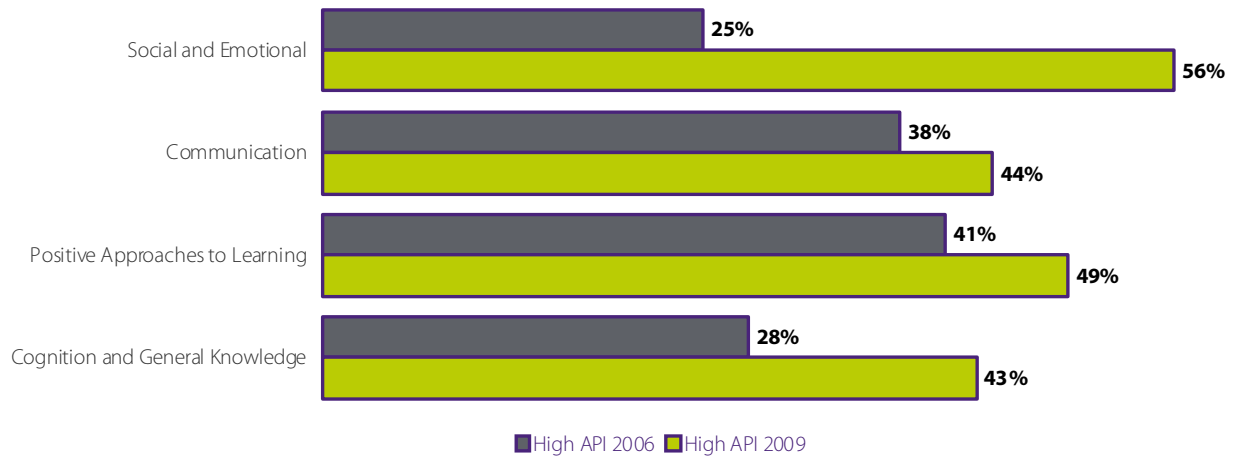
**Exhibit M9. Percent of students at Low API schools who almost or fully mastered all items**



**Exhibit M10. Percent of students at Medium API schools who almost or fully mastered all items**



### Exhibit M11. Percent of students at High API schools who almost or fully mastered all items



### Developmental Conditions and Concerns

#### Exhibit M12. Has any professional mentioned this child has a developmental problem or delay?

	Countywide (n=1774)	Low API (n=1443)	Medium API (n=201)	High API (n=130)
Yes	7.4	7.5	9.0	4.6
Don't Know	3.5	3.9	1.5	2.3
<b>Disabilities:</b>	<b>n=132</b>	<b>n=108</b>	<b>n=18</b>	<b>n=6</b>
speech impairment	56.1	55.6	66.7	33.3
behavior problems/attention deficit	23.5	24.1	16.7	33.3
developmental delay	10.6	8.3	27.8	0.0
motor impairment	8.3	6.5	22.2	0.0
vision impairment	8.3	7.4	11.1	16.7
hearing impairment	7.6	6.5	11.2	16.7
mental retardation	4.5	.9	27.8	0.0
autism	.9	.9	0.0	.9

**Exhibit M13. Since starting kindergarten has anyone reported concerns about students' health or development**

	Countywide (n=1642)	Low API (n=1333)	Medium API (n=183)	High API (n=126)
Yes	4.1	4.1	2.7	6.3
<b>Reported concerns:</b>	<b>n=67</b>	<b>n=54</b>	<b>n=5</b>	<b>n=8</b>
speech impairment	49.3	48.1	80.0	37.5
behavior problems/attention deficit	25.4	24.1	40.0	25.0
developmental delay	13.4	11.1	20.0	25.0
motor impairment	6.0	5.6	0	12.5
hearing impairment	3.0	0	0	25.0
mental retardation	1.5	1.9	0	0

**Exhibit M14. How are conditions and concerns being addressed**

	Countywide (n=185)	Low API (n=151)	Medium API (n=23)	High API (n=11)
Discussions/plans in progress	53.0	<b>51.0</b>	52.2	81.8
Specialist contacted	43.2	40.4	65.2	36.4
Modifications or accommodations to classroom or activities	42.7	<b>38.4</b>	60.9	63.6
Child has been observed or evaluated	39.5	<b>36.4</b>	47.8	63.6
Meeting with parents and special needs team	26.5	<b>21.2</b>	47.8	54.5
IEP of IFSP developed	24.9	<b>17.9</b>	65.2	36.4
Don't know	1.6	<b>1.3</b>	4.3	0

- It appears special need conditions and concerns are being addressed at a higher rate at medium and high API schools compared to low API schools.

# Family Survey

## Survey Distribution

**Exhibit F1. Survey distribution by API levels**

API Levels	Number (%)
Low API	1482 (79.8%)
Medium API	219 (11.8%)
High API	156 (8.4%)
<b>TOTAL</b>	<b>1857 (100%)</b>

## Family Characteristics

**Exhibit F2. Race/ethnicity of child**

	Countywide (n=1738)	Low API (n=1381)	Medium API (n=210)	High API (n=147)
Latino/Hispanic	<b>76.8</b>	<b>83.4</b>	<b>67.1</b>	28.6
Multiracial	9.2	7.3	11.4	23.8
White/Anglo	6.7	2.5	11.9	<b>38.8</b>
Asian	2.6	1.9	4.8	6.1
Indigenous/Native American	1.6	1.7	1.4	0
Other*	1.0	1.2	.5	0
Pacific Islander	.9	.6	1.9	2.0
Black/African American	.4	.4	.5	.7

\*Other includes Afghan, Aztec, "American"

**Exhibit F3. Primary Language of Parents**

	Countywide (n=1846)	Low API (n=1471)	Medium API (n=219)	High API (n=156)
English only	20.5	13.9	30.9	<b>67.9</b>
Spanish only	<b>46.0</b>	<b>53.1</b>	26.7	6.4
Other language only	.9	.9	.5	1.3
Multiple languages	32.6	32.1	<b>41.9</b>	24.4

#### Exhibit F4. Languages spoken by parents

	Countywide (n=1846)	Low API (n=1471)	Medium API (n=219)	High API (n=156)
Spanish	<b>75.1</b>	<b>82.4</b>	61.6	25.0
English	52.0	44.9	<b>70.8</b>	<b>92.3</b>
Tagalog	1.8	1.6	4.6	.6
Chinese	.3	.1	.5	1.9
Mixteco	.3	.3	.5	0
Vietnamese	.2	.2	.5	0
Triqui	.1	.1	0	0
Other*	2.1	1.3	3.7	7.1

\*Other languages include American Sign Language, French, German, Hindi, Indian-Giyarati, Portuguese, Japanese, Pashto, Punjabi, Samoan, Swdsh, Zapoteco

#### Exhibit F5. Language spoken at home to child

	Countywide (n=1847)	Low API (n=1472)	Medium API (n=219)	High API (n=156)
English only	19.2	12.7	33.9	<b>60.0</b>
Spanish only	37.3	43.0	23.4	2.6
Other language only	.6	.5	0	1.9
Multiple languages	<b>42.9</b>	<b>43.7</b>	<b>42.7</b>	35.5

#### Exhibit F6. Languages spoken at home

	Countywide (n=1847)	Low API (n=1472)	Medium API (n=219)	High API (n=156)
Spanish	<b>76.6</b>	<b>84.1</b>	60.3	28.2
English	61.2	55.4	<b>75.8</b>	<b>94.9</b>
Tagalog	1.6	1.4	3.7	1.3
Chinese	.3	.1	.5	1.9
Mixteco	.2	.3	0	0
Vietnamese	.3	.2	.9	0
Triqui	0	0	0	0
Other*	2.2	1.2	3.7	9.6

\*Other languages include French, German, Hindi, Indian-Giyarati, Japanese, Pashto, Portuguese, Samoan, Swedish

### Exhibit F7. Parent level of education

	Countywide (n=1779)	Low API (n=1413)	Medium API (n=214)	High API (n=152)
Less than 6 <sup>th</sup> grade	14.3	16.6	7.9	2.0
Between 6 <sup>th</sup> and some high school	<b>30.4</b>	<b>34.6</b>	18.7	7.2
High school diploma or equivalent	19.6	21.1	16.8	9.9
More than high school	25.1	20.8	<b>38.8</b>	<b>45.4</b>
College degree	7.0	4.7	15.4	17.1
Higher than college degree	3.7	2.3	2.3	18.4

### Exhibit F8. Parent level of education – 3 levels

	Countywide (n=1779)	Low API (n=1413)	Medium API (n=214)	High API (n=152)
Less than high school	<b>44.6</b>	<b>51.2</b>	26.6	9.2
High school or equivalent	19.6	21.1	16.8	9.9
More than high school	35.8	27.7	<b>56.5</b>	<b>80.9</b>

### Exhibit F9. Household Income

Income levels in dollars	Countywide (n=1694)	Low API (n=1352)	Medium API (n=198)	High API (n=144)
5,000 or less	7.6	8.1	8.1	2.8
5,001-10,000	10.8	12.3	7.1	2.1
10,001-15,000	14.3	16.3	8.6	4.2
15,001-20,000	14.3	15.6	10.6	6.9
20,001-30,000	<b>17.4</b>	<b>19.0</b>	14.6	6.3
30,001-40,000	12.1	11.7	<b>15.7</b>	11.1
40,001-50,000	7.2	7.0	9.1	6.9
50,001-60,000	4.2	3.3	7.1	9.0
60,001-70,000	3.1	2.3	5.6	6.9
70,001-80,000	2.5	1.6	3.5	9.7
80,001-90,000	1.8	.9	3.5	7.6
90,001-100,000	1.1	.6	2.0	4.9
100,001+	3.6	1.6	4.5	<b>21.5</b>

## Exhibit F10. Estimated Federal Poverty Level Status

	Countywide (n=1709)	Low API (n=1354)	Medium API (n=209)	High API (n=146)
Est. <b>at or below</b> Federal Poverty Level	57.2	<b>64.1</b>	40.6	16.1
Est. <b>above</b> Federal Poverty Level	42.8	35.9	<b>59.4</b>	<b>83.9</b>

- For 2009 the Federal Poverty Level for a family of four was \$22,050.

## Exhibit F11. Mobility

	Countywide (n=1810)	Low API (n=1440)	Medium API (n=217)	High API (n=153)
Less than one month ago	2.9	3.3	1.8	.7
1 – 5 months ago	11.6	11.2	14.7	11.1
6 – 11 months ago	13.1	14.4	8.8	7.2
1 – 3 years ago	27.5	26.3	29.5	35.9
More than 3 years ago	<b>44.9</b>	<b>44.8</b>	<b>45.2</b>	<b>45.1</b>

## Health Status

### Health Coverage

#### Exhibit F12. Type of health coverage by API Levels

	Countywide (n=1843)	Low API (n=1448)	Medium API (n=218)	High API (n=155)
Medi-Cal	<b>40.6</b>	<b>45.2</b>	31.1	14.1
Healthy Families	25.7	27.3	23.7	15.4
Employer Provided	23.5	19.7	<b>34.7</b>	<b>45.5</b>
Private/self purchase	7.6	6.0	8.2	23.1
Emergency Medi-Cal	4.3	5.1	1.4	.6
Child Health and Disability Prevention	1.1	1.2	.9	1.3
California Children’s Service	1.0	1.2	.9	0
Other	.3	.1	1.4	.6
No health insurance	3.7	3.7	3.7	3.8

**Exhibit F13. Type of health coverage by Parent Education**

	Less than high school (n=786)	High school or equivalent (n=347)	More than high school (n=636)
Medi-Cal	<b>55.2</b>	<b>36.9</b>	24.7
Healthy Families	27.2	29.7	23.4
Employer Provided	11.3	22.5	<b>40.7</b>
Private/self purchase	4.3	6.6	12.4
Emergency Medi-Cal	7.1	2.3	.6
CHDP	1.4	1.2	.8
CCS	1.4	1.4	.3
Other	0	.3	.8
No health insurance	3.2	8.4	2.2

**Exhibit F14. Type of health coverage by Lang spoken at home**

	English only (n=351)	Spanish only (n=675)	Other only (n=11)	Multiple lang. (n=782)
Medi-Cal	30.8	<b>51.6</b>	36.4	<b>36.7</b>
Healthy Families	11.4	30.7	9.1	29.0
Employer	<b>43.3</b>	11.0	<b>45.5</b>	25.7
Private/self purchase	16.5	3.9	9.1	7.2
Emergency Medi-Cal	.3	8.3	0	2.7
CHDP	.3	1.0	0	1.7
CCS	.9	1.6	9.1	.5
Other	.9	0	0	.4
No health insurance	3.4	4.0	0	3.7

**Exhibit F15. Type of health coverage by Federal Poverty Level (FPL)**

	At or below FPL (n=662)	Above FPL (n=1036)
Medi-Cal	<b>61.9</b>	14.2
Healthy Families	22.0	32.0
Employer	10.0	<b>41.3</b>
Private/self purchase	4.5	11.7
Emergency Medi-Cal	6.2	1.1
CHDP	1.4	0.8
CCS	1.6	0.6

Other	0.3	0.4
No Health Insurance	3.3	4.6

### Assessment for developmental delays

#### Exhibit F16. Assessment for developmental delays by API Levels

	Countywide (n=1805)	Low API (n=1435)	Medium API (n=215)	High API (n=155)
Yes	10.5	10.3	10.7	11.6

#### Exhibit F17. Assessment for developmental delays by Parent Education

	Less than high school (n=771)	High school or equivalent (n=337)	More than high school (n=630)
Yes	9.5	8.3	12.4

#### Exhibit F18. Assessment for developmental delays by Lang spoken at home

	English only (n=346)	Spanish only (n=653)	Other only (n=9)	Multiple lang. (n=777)
Yes	11.3	10.9	33.3	9.7

#### Exhibit F19. Assessment for developmental delays by Federal Poverty Level (FPL)

	At or below FPL (n=652)	Above FPL (n=1020)
Yes	11.1	10.5

### Child's overall health

#### Exhibit F20. Rating of child's overall health by API Levels

	Countywide (n=1807)	Low API (n=1437)	Medium API (n=214)	High API (n=156)
Poor	.2	.3	0	0
Fair	4.6	5.4	1.4	1.3
Good	19.3	20.9	16.4	7.7
Very Good	30.9	30.5	36.0	27.6
Excellent	44.8	42.5	46.3	<b>63.5</b>

#### Exhibit F21. Rating of child's overall health by Parent Education

	Less than high school (n=774)	High school or equivalent (n=339)	More than high school (n=633)
Poor	.3	.3	.2
Fair	6.8	4.1	2.2

Good	25.6	16.2	12.6
Very Good	28.6	31.9	33.5
Excellent	38.2	47.5	<b>51.5</b>

### Exhibit F22. Rating of child's overall health by Lang spoken at home

	English only (n=350)	Spanish only (n=658)	Other only (n=11)	Multiple lang. (n=774)
Poor	0	.2	0	.4
Fair	2.3	6.4	0	4.3
Good	8.9	25.4	27.3	18.3
Very Good	31.1	29.3	36.4	32.6
Excellent	<b>57.7</b>	38.1	36.4	44.3

### Exhibit F23. Rating of child's overall health by Federal Poverty Level (FPL)

	At or below FPL (n=654)	Above FPL (n=1022)
Poor	.2	.1
Fair	6.2	2.4
Good	23.2	13.9
Very Good	29.9	34.3
Excellent	40.2	49.1

## School Readiness Activities

### Parent-Child Activities

#### Exhibit F24. Parent Child Activities

Activities	Not at all	Monthly	Weekly	Daily
Practice self-help skills (n=1816)	2.4	2.0	11.1	<b>84.5</b>
Watch television or videos (n=1795)	1.1	.9	14.5	<b>83.5</b>
Play with other children of the same age (n=1818)	1.7	3.6	18.4	76.3
Practice kindergarten skills (n=1822)	2.6	4.9	28.5	63.9
Sing songs (n=1767)	5.0	4.8	25.8	64.3
Practice daily routines of getting ready for school (n=1781)	9.9	5.1	22.8	62.2
Practice letters, numbers or words (n=1799)	2.7	7.3	36.7	53.2
Read stories/books or show pictures from books (n=1805)	2.3	6.1	40.4	51.2

**Exhibit F25. Percent of parents who did the following activities daily by API Levels**

	Countywide (n=1857)	Low API (n=1438)	Medium API (n=214)	High API (n=153)
Practice self-help skills	<b>84.5</b>	<b>85.3</b>	82.3	<b>80.1</b>
Watch television or videos	83.5	83.7	<b>86.5</b>	77.3
Play with other children of the same age	76.3	78.2	67.1	71.6
Practice kindergarten skills	63.9	64.5	57.5	67.3
Sing songs	64.3	63.8	66.4	66.9
Practice daily routines of getting ready for school	62.2	62.3	55.5	70.3
Practice letters, numbers or words	53.2	54.4	43.3	55.5
Read stories/books or show pictures from books	51.2	<b>49.3</b>	<b>48.1</b>	<b>73.2</b>

**Exhibit F26. Percent of parents who did the following activities daily by Parent Education**

	Less than high school (n=770)	High school or equivalent (n=339)	More than high school (n=629)
Practice self-help skills	<b>86.4</b>	<b>82.6</b>	83.1
Watch television or videos	83.9	81.0	<b>84.7</b>
Play with other children of the same age	79.1	78.0	72.2
Practice kindergarten skills	64.0	61.1	65.2
Sing songs	61.7	64.0	67.9
Practice daily routines of getting ready for school	60.8	61.4	64.2
Practice letters, numbers or words	54.3	52.2	51.6
Read stories/books or show pictures from books	<b>45.7</b>	<b>49.6</b>	<b>58.8</b>

**Exhibit F27. Percent of parents who did the following activities daily by Language spoken at home**

	English only (n=345)	Spanish only (n=659)	Other only (n=11)	Multiple lang. (n=769)
Practice self-help skills	80.3	<b>85.1</b>	70.0	<b>86.0</b>
Watch television or videos	<b>86.2</b>	84.2	<b>100.0</b>	81.9
Play with other children of the same age	70.3	80.3	27.3	76.6
Practice kindergarten skills	58.0	65.1	63.6	65.9
Sing songs	67.4	59.8	50.0	66.8
Practice daily routines of getting ready for school	64.4	59.8	27.3	63.8
Practice letters, numbers or words	47.7	56.2	63.6	53.1
Read stories/books or show pictures from books	<b>57.4</b>	<b>46.0</b>	<b>27.3</b>	<b>52.3</b>

**Exhibit F28. Percent of parents who did the following activities daily by Federal Poverty Level**

	At or below FPL (n=937)	Above FPL (n=709)
Practice self-help skills	87.7	80.3
Watch television or videos	83.7	84.8
Play with other children of the same age	79.7	73.5
Practice kindergarten skills	66.8	60.2
Sing songs	66.0	63.9
Practice daily routines of getting ready for school	64.2	58.8
Practice letters, numbers or words	58.4	45.9
Read stories/books or show pictures from books	50.3	52.3

**Time spent prior to kindergarten**

**Exhibit F29. Time spent prior to kindergarten by API Levels**

	Countywide	Low API	Medium API	High API
At home with his/her parent or other relatives (n=1688)	89.6	<b>90.8</b>	87.8	81.0
Public or private center-based preschool (n=1521)	61.8	60.9	56.0	<b>76.8</b>
Someone else's home under someone else's care (n=1339)	30.8	<b>32.3</b>	26.1	21.9
Licensed family child care home (n=1271)	18.4	17.6	<b>23.0</b>	18.8

**Exhibit F30. Languages used with children in each setting** (among those who responded "yes" to above)

	English	Spanish	Other
At home with his/her parent or other relatives (n=1513)	51.8	<b>72.6</b>	2.8
Public or private center-based preschool (n=940)	<b>87.1</b>	59.4	.5
Someone else's home under someone else's care (n=412)	42.5	<b>75.0</b>	2.8
Licensed family child care home (n=234)	<b>70.5</b>	62.7	.5

**Exhibit F31. Time spent prior to kindergarten by Parent Education**

	Less than high school	High school or equivalent	More than high school
At home with his/her parent or other relatives (n=1619)	<b>94.7</b>	90.7	83.0
Public or private center-based preschool (n=1461)	55.8	61.4	<b>69.0</b>
Someone else's home under someone else's care (n=1284)	<b>31.7</b>	28.8	31.0
Licensed family child care home (n=1219)	13.9	16.3	<b>25.1</b>

**Exhibit F32. Time spent prior to kindergarten by Language spoken at home**

	English only	Spanish only	Other only	Multiple lang.
At home with his/her parent or other relatives (n=1667)	80.6	<b>93.3</b>	<b>100</b>	90.4
Public or private center-based preschool (n=1503)	<b>68.7</b>	58.3	40.0	61.8
Someone else's home under someone else's care (n=1321)	27.2	32.0	<b>75.0</b>	31.2
Licensed family child care home (n=1252)	<b>26.2</b>	15.3	25.0	16.7

**Exhibit F33. Time spent prior to kindergarten by Federal Poverty Level (FPL)**

	At or below FPL	Above FPL
At home with his/her parent or other relatives (n=1519)	<b>93.9</b>	83.5
Public or private center-based preschool (n=1370)	58.9	<b>65.4</b>
Someone else's home under someone else's care (n=1209)	29.5	<b>32.5</b>
Licensed family child care home (n=1149)	16.5	<b>21.8</b>

**Kindergarten Transition**

Participation in a summer program

**Exhibit F34. Summer program participation by API Levels**

	Countywide (n=1713)	Low API (n=1347)	Medium API (n=212)	High API (n=154)
Yes	21.2	20.4	23.1	26.0

**Exhibit F35. Summer program participation by Parent Education**

	Less than high school (n=649)	High school or equivalent (n=335)	More than high school (n=620)
Yes	22.0	21.2	19.2

**Exhibit F36. Summer program participation by Lang spoken at home**

	English only (n=346)	Spanish only (n=589)	Other only (n=11)	Multiple lang. (n=747)
Yes	18.2	25.0	18.2	19.5

**Exhibit F37. Summer program participation by Federal Poverty Level (FPL)**

	At or below FPL (n=611)	Above FPL (n=981)
Yes	20.1	22.4

## Kindergarten transition activities at school

**Exhibit F38. Participation in school-based kindergarten transition activities by API Levels**

	Countywide (n=1747)	Low API (n=1388)	Medium API (n=208)	High API (n=151)
Tour the school and/or visit kindergarten classroom	<b>62.3</b>	62.6	58.5	<b>64.7</b>
Receive a letter or written information	61.9	<b>62.8</b>	<b>63.4</b>	51.3
Have child's skills and development assessed	49.7	50.7	51.2	38.8
Meet with school principal or other staff	46.8	48.3	41.7	39.7
Meet with kindergarten teacher	42.2	40.8	49.5	45.0
Participate in school-wide activities	37.2	38.0	43.8	53.3
Receive a phone call or home visit	16.9	17.2	18.1	12.5

**Exhibit F39. Participation in school-based kindergarten transition activities by Parent Education**

	Less than high school (n=731)	High school or equivalent (n=334)	More than high school (n=619)
Tour the school and/or visit kindergarten classroom	64.7	61.1	<b>59.8</b>
Receive a letter or written information	<b>65.8</b>	<b>62.7</b>	56.5
Have child's skills and development assessed	55.5	47.5	44.2
Meet with school principal or other staff	47.6	41.0	49.2
Meet with kindergarten teacher	42.1	39.5	43.8
Participate in school-wide activities	34.3	36.7	48.3
Receive a phone call or home visit	20.7	18.1	12.0

**Exhibit F40. Participation in school-based kindergarten transition activities by Lang spoken at home**

	English only (n=345)	Spanish only (n=621)	Other only (n=8)	Multiple lang. (n=752)
Tour the school and/or visit kindergarten classroom	<b>61.3</b>	62.1	<b>50.0</b>	<b>63.0</b>
Receive a letter or written information	56.5	<b>64.0</b>	37.5	62.9
Have child's skills and development assessed	39.7	58.2	50.0	47.4
Meet with school principal or other staff	45.0	48.7	12.5	47.0
Meet with kindergarten teacher	43.5	44.0	37.5	40.7
Participate in school-wide activities	44.7	33.8	37.5	43.3
Receive a phone call or home visit	11.3	20.6	12.5	16.4

**Exhibit F41. Participation in school-based kindergarten transition activities by Federal Poverty Level**

	At or below FPL (n=885)	Above FPL (n=685)
Tour the school and/or visit kindergarten classroom	60.9	63.1
Receive a letter or written information	61.9	62.7
Have child’s skills and development assessed	51.2	48.0
Meet with school principal or other staff	43.4	51.6
Meet with kindergarten teacher	41.0	43.8
Participate in school-wide activities	37.5	44.5
Receive a phone call or home visit	18.9	13.9

**Exhibit F42. Participation in three or more kindergarten transition activities**

	Percent of families
3 or more k-transition activities	58.2 (1,052)

- The average number of kindergarten transition activities that parents reported participating in was 2.66, slightly below the recommended 3 or more.

**Exhibit F43. Percent participation in kindergarten transition activities among parents who participated in three or more (n=1,052)**

	Countywide
1. Tour the school and/or visit kindergarten classroom	85.0
2. Receive a letter or written information	83.2
3. Meet with school principal or other staff	70.0
4. Have child’s skills and development assessed	69.5
5. Meet with kindergarten teacher	66.8
6. Participate in school-wide activities	60.9
7. Receive a phone call or home visit	26.2
8. Summer program	24.9

## Rating of kindergarten transition

### Exhibit F44. Rating of kindergarten transition by API Levels

	Countywide (n=1766)	Low API (n=1409)	Medium API (n=202)	High API (n=155)
Very difficult	4.1	4.5	1.0	4.5
Somewhat difficult	17.0	18.2	10.4	14.2
Somewhat easy	29.7	30.4	29.7	23.2
Very easy	44.2	<b>41.9</b>	<b>51.0</b>	<b>56.1</b>
Not sure	5.0	4.9	7.9	1.9

### Exhibit F45. Rating of kindergarten transition by Parent Education

	Less than high school (n=746)	High school or equivalent (n=338)	More than high school (n=622)
Very difficult	3.6	5.3	3.2
Somewhat difficult	20.1	16.3	13.7
Somewhat easy	31.8	29.3	27.7
Very easy	<b>38.3</b>	<b>44.4</b>	<b>52.1</b>
Not sure	6.2	4.7	3.4

### Exhibit F46. Rating of kindergarten transition by Lang spoken at home

	English only (n=345)	Spanish only (n=637)	Other only (n=9)	Multiple lang. (n=754)
Very difficult	3.5	4.4	0	4.1
Somewhat difficult	14.8	19.2	22.2	16.2
Somewhat easy	24.3	30.8	<b>44.4</b>	30.8
Very Easy	<b>54.4</b>	<b>39.4</b>	33.3	<b>44.0</b>
Not sure	2.9	6.3	0	4.9

### Exhibit F47. Rating of kindergarten transition by Federal Poverty Level (FPL)

	At or below FPL (n=899)	Above FPL (n=694)
Very difficult	5.1	2.2
Somewhat difficult	18.6	15.0
Somewhat easy	30.4	28.5
Very easy	<b>40.3</b>	<b>50.3</b>
Not sure	5.7	4.0

## Parent Support

### Familiarity with First 5 Monterey County

#### Exhibit F48. Familiar with F5MC by API Levels

	Countywide (n=1802)	Low API (n=1438)	Medium API (n=212)	High API (n=152)
Little to no familiarity	70.5	70.1	73.6	70.4
Somewhat familiar	24.4	24.6	22.6	24.3
Very familiar	5.1	5.3	3.8	5.3

#### Exhibit F49. Familiar with F5MC by Parent Education

	Less than high school (n=771)	High school or equivalent (n=340)	More than high school (n=627)
Little to no familiarity	<b>74.3</b>	<b>67.9</b>	<b>67.1</b>
Somewhat familiar	21.7	26.5	27.1
Very familiar	4.0	5.6	5.7

#### Exhibit F50. Familiar with F5MC by Language spoken at home

	English only (n=346)	Spanish only (n=659)	Other only (n=8)	Multiple lang. (n=771)
Little to no familiarity	<b>74.0</b>	<b>73.9</b>	<b>87.5</b>	<b>66.0</b>
Somewhat familiar	22.5	22.6	12.5	26.6
Very familiar	3.5	3.5	0	7.4

#### Exhibit F51. Familiar with F5MC by Federal Poverty Level (FPL)

	At or below FPL (n=923)	Above FPL (n=698)
Little to no familiarity	<b>71.3</b>	<b>68.2</b>
Somewhat familiar	24.4	25.5
Very familiar	4.3	6.3

### Utilization of services

#### Exhibit F52. Utilization of services by API Levels

	Countywide	Low API	Medium API	High API
Parenting classes (n=1717)	14.7	<b>15.2</b>	12.9	12.2
Health education fair or event (n=1688)	12.0	12.2	<b>12.9</b>	8.8
Organized playgroup (n=1685)	12.0	10.5	12.1	<b>25.0</b>
Home visiting program (n=1694)	8.4	8.9	8.9	2.8

**Exhibit F53. Utilization of services by Parent Education**

	Less than high school	High school or equivalent	More than high school
Parenting classes (n=1657)	<b>14.7</b>	<b>14.3</b>	15.0
Health education fair or event (n=1633)	11.9	12.7	12.5
Organized playgroup (n=1630)	9.4	10.1	<b>16.9</b>
Home visiting program (n=1636)	11.2	8.2	4.8

**Exhibit F54. Utilization of services by Language spoken at home**

	English only	Spanish only	Other only	Multiple lang.
Parenting classes (n=1700)	9.4	<b>16.3</b>	11.1	<b>15.7</b>
Health education fair or event (n=1671)	8.1	12.5	11.1	13.5
Organized playgroup (n=1668)	<b>16.9</b>	9.2	11.1	12.2
Home visiting program (n=1676)	1.2	13.8	11.1	7.1

**Exhibit F55. Utilization of services by Federal Poverty Level (FPL)**

	At or below FPL	Above FPL
Parenting classes (n=1598)	<b>59.3</b>	<b>40.7</b>
Health education fair or event (n=1575)	11.5	13.3
Organized playgroup (n=1567)	10.0	14.7
Home visiting program (n=1579)	10.7	6.0

**Obtaining health and family service information****Exhibit F56. Where health and family service information is obtained by API Levels**

Information source:	Countywide (n=1814)	Low API (n=1446)	Medium API (n=217)	High API (n=151)
Health clinic	<b>57.4</b>	<b>59.0</b>	<b>53.0</b>	<b>48.3</b>
WIC clinic	<b>46.3</b>	<b>51.6</b>	34.1	13.9
Family and/or friends	35.6	32.0	<b>47.5</b>	<b>52.3</b>
School	28.2	25.9	36.9	38.4
Advertisements	22.5	22.3	25.8	19.2
Family Resource Centers	7.2	6.8	9.7	7.9
Church/synagogue/mosque	4.8	3.5	6.5	14.6
Health worker/nurse	3.1	3.2	2.8	2.8

**Exhibit F57. Where health and family service information is obtained by Parent Education**

	Less than high school (n=780)	High school or equivalent (n=334)	More than high school (n=630)
Health clinic	<b>64.6</b>	<b>54.5</b>	<b>51.0</b>
WIC clinic	<b>59.5</b>	<b>50.3</b>	27.6
Family and/or friends	25.5	39.5	<b>47.9</b>
School	20.6	26.3	38.6
Advertisements	19.7	26.3	25.1
Family Resource Centers	6.4	7.8	7.9
Church/synagogue/mosque	2.8	3.9	8.3
Health worker/nurse	1.6	.5	1.0

**Exhibit F58. Where health and family service information is obtained by Language spoken at home**

	English only (n=343)	Spanish only (n=668)	Other only (n=11)	Multiple lang. (n=767)
Health clinic	<b>44.0</b>	<b>54.1</b>	<b>36.4</b>	<b>57.5</b>
WIC clinic	21.0	<b>60.5</b>	<b>18.2</b>	<b>45.6</b>
Family and/or friends	<b>51.9</b>	22.8	9.1	40.3
School	38.8	20.1	0	30.9
Advertisements	22.4	20.5	0	24.6
Family Resource Centers	9.0	3.9	0	9.3
Church/synagogue/mosque	9.9	2.5	0	4.6
Health worker/nurse	2.3	3.9	0	2.7

**Exhibit F59. Where health and family service information is obtained by Federal Poverty Level (FPL)**

	At or below FPL (n=930)	Above FPL (n=700)
Health clinic	<b>63.2</b>	<b>50.7</b>
WIC clinic	<b>62.2</b>	27.9
Family and/or friends	29.5	<b>44.7</b>
School	25.2	34.0
Advertisements	22.0	24.7
Family Resource Centers	8.2	6.3
Church/synagogue/mosque	3.4	7.0
Health worker/nurse	3.5	2.9

# Kindergarten Teacher Survey

- A total of 100 kindergarten teachers completed the 2009 Kindergarten Teacher Survey.

**Exhibit K1. Distribution of participating teachers**

API Level	Elementary School	Number of Teachers
Low API	Bardin	5
	Boronda Meadows	5
	Cesar Chavez	5
	Del Rey Woods	3
	Echo Valley	2
	Elkhorn	3
	Fremont	6
	Gabilan	3
	Hall	4
	Highland	3
	Jack Francioni	3
	Jesse G. Sanchez	7
	Kammann	7
	La Gloria	9
	Loma Vista	3
	Los Padres	5
	Martin Luther King, Jr	3
	Ohlone	1
	Oscar Loya	4
	<b>TOTAL</b>	<b>79</b>
Medium API	Creekside	3
	McKinnon	3
	Prunedale	1
	San Antonio	1
	University Park	2
	<b>TOTAL</b>	<b>10</b>
High API	Foothill	4
	Graves	1
	Mission Park	4
	Walter Colton	2
	<b>TOTAL</b>	<b>11</b>
<b>GRAND TOTAL</b>		<b>100</b>

## Teacher Characteristics

**Exhibit K2. Teacher's race/ethnicity (n=96)**

	County wide	Low API	Medium API	High API
White/Anglo	42.7	35.1	62.5	81.8
Hispanic/Latino	42.7	49.4	25.0	9.1
Multi-racial	6.3	6.5	12.5	-
Other	3.1	3.9	-	-
Asian	2.1	2.6	-	-
Pacific Islander	1.0	1.3	-	-
Black/African American	1.0	1.3	-	-
Indigenous/ Native America	1.0	9.1	-	-

**Exhibit K3. Languages spoken by teachers other than English (n=99)**

	County wide	Low API	Medium API	High API
Yes*	76.8	79.5	60.0	72.7

\*Other languages spoken by survey respondents were Spanish, Japanese, American Sign Language, Italian, Tagalog, French, German, and Chinese

- 64 percent of kindergarten teachers reported speaking Spanish.

**Exhibit K4. Language fluency (n=76)**

	County wide	Low API	Medium API	High API
Basic	21.1	16.1	33.3	<b>50.0</b>
Proficient	19.7	17.7	16.7	37.5
Fluent	59.2	<b>66.1</b>	<b>50.0</b>	12.5

**Exhibit K5. Highest grade or year of school completed (n=99)**

	County wide	Low API	Medium API	High API
Bachelor's degree or other college four year degree	61.6	60.3	50.0	81.8
Graduate degree (Masters or Doctorate Degree)	38.4	<b>39.7</b>	50.0	<b>18.2</b>

- There are more than twice as many kindergarten teachers with graduate degrees in low API schools (39.7 percent) than high API schools (18.2%).

**Exhibit K6. Field of highest degree (n=99)**

	County wide	Low API	Medium API	High API
Elementary education	71.7	74.4	70.0	54.5
Other field	24.2	23.1	30.0	27.3
Child development or developmental psychology	8.1	7.7	10.0	9.1
Early childhood education	5.1	5.1	0	9.1

**Exhibit K7. Experience teaching preschool/pre-K or early care and education setting (n=99)**

	County wide	Low API	Medium API	High API
Yes	35.4	33.3	40.0	<b>45.5</b>

### Exhibit K8. Type of teaching credential (n=98)

	County wide	Low API	Medium API	High API
Full credential	95.9	96.1	90.0	<b>100</b>
University internship	2.0	1.3	10.0	-
Pre-internship	1.0	1.3	-	-
District internship	1.0	1.3	-	-

## Teacher Professional Development

### Exhibit K9. Teacher training in the past year

	County wide	Low API	Medium API	High API
English language learners (n=100)	89.0	<b>89.9</b>	<b>80.0</b>	<b>90.9</b>
Children or families from cultural backgrounds different from your own (n=97)	45.4	42.9	66.7	45.5
Children with disabilities and other special needs (n=99)	42.4	41.8	44.4	45.5
Kindergarten transition (n=96)	18.8	19.7	11.1	18.2
Other* (n=49)	51.0	47.4	60.0	66.7

\* "Other" responses included math curriculum trainings, education for homeless families, training on assessments, classroom management, curriculum development, EDL, English Language Development and training on Language Arts curriculum.

### Exhibit K10. Additional training desired to support classroom instruction

	County wide	Low API	Medium API	High API
Children with disabilities and other special needs (n=96)	80.2	<b>83.1</b>	<b>77.8</b>	<b>60.0</b>
Kindergarten transition (n=96)	68.8	<b>71.4</b>	66.7	50.0
English language learners (n=95)	68.4	<b>70.7</b>	60.0	<b>60.0</b>
Children or families from different cultural background from your own (n=94)	52.1	<b>54.7</b>	44.4	40.0
Other* (n=31)	41.9	<b>42.3</b>	66.7	-

\* "Other" responses included child development trainings, training on parent education classes, preschool portfolio assessments, dealing with severe tantrums, preschool information, and SPED curriculum.

- Overall, teachers at low API schools reported needing or wanting additional training at a higher rate than teachers at medium and high API schools.

## Kindergarten Classroom Characteristics

### Classroom Curriculum

#### Exhibit K11. Utilization of packaged curriculum (n=95)

	County wide	Low API	Medium API	High API
Yes	88.4	87.7	100.0	81.8

### Exhibit K12. Type of packaged curriculum (n=83)

	County wide	Low API	Medium API	High API
State-developed curriculum	68.7	70.3	60.0	66.7
Other♦	27.7	28.1	40.0	11.1
High/Scope	2.4	-	-	22.2
Letter people	1.2	1.6	-	-

♦ "Other" responses included Healthy Smart, Creative curriculum, Houghton Muffin, Foss Science, Open Court, State approved curriculum and scholastic curriculum.

### Exhibit K13. Frequency packaged curriculum is utilized (n=84)

	County wide	Low API	Medium API	High API
All of the time	89.3	90.8	70.0	100.0
Some of the time	7.1	7.7	10.0	-
Not very often	2.4	-	20.0	-
Never	1.2	1.5	-	-

## Language

### Exhibit K14. Language utilized for instruction in classroom (n=76)

Language	County wide	Low API	Medium API	High API
English	92.1	90.3	100.0	100.0
Spanish	55.3	<b>64.5</b>	<b>16.7</b>	<b>12.5</b>
Other♦	3.9	3.2	-	12.5

♦ "Other" responses included American Sign Language, English Language Learners, and Spanish for clarification purposes or to identify colors, numbers and dates.

- An overall median of 5 percent of classroom instruction is conducted in another language.
- Nearly two-thirds of low API kindergarten classrooms reported utilizing Spanish for instruction versus just 12.5 percent of high API classrooms.

### Exhibit K15. Assistant available in classroom to help children communicate (n=78)

	County wide	Low API	Medium API	High API
No	66.7	71.2	55.6	50.0
Yes	33.3	28.8	44.4	50.0

## Pre-reading and language activities in the classroom

The pre-reading and language activities are listed in order of everyday frequency.

**Exhibit K16. Children's involvement in pre-reading and language activities**

Pre-reading and Language Activities		County wide	Low API	Medium API	High API
<b>1. Writing own name (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	-	-	-	-
	Once or twice a week	-	-	-	-
	3 to 6 times a week	3.0	3.8	-	-
	Every day	97.0	96.2	100.0	100.0
<b>2. Letter recognition (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	-	-	-	-
	Once or twice a week	-	-	-	-
	3 to 6 times a week	7.1	8.9	-	-
	Every day	92.9	91.1	100.0	100.0
<b>3. Work on phonics (n=96)</b>	Never	-	-	-	-
	Once	1.0	1.3	-	-
	2 or 3 times	-	-	-	-
	Once or twice a week	-	-	-	-
	3 to 6 times a week	14.6	17.9	-	-
	Every day	84.4	80.8	100.0	100.0
<b>4. Children learn about conventions of print (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	3.0	3.8	-	-
	Once or twice a week	5.1	6.3	-	-
	3 to 6 times a week	14.1	16.5	-	9.1
	Every day	77.8	73.4	100.0	90.9
<b>5. Writing the letters of the alphabet (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	4.0	3.8	-	9.1
	Once or twice a week	2.0	2.5	-	-
	3 to 6 times a week	17.2	17.7	11.1	18.2
	Every day	76.8	75.9	88.9	72.7
<b>6. Discussing new words (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	4.0	3.8	11.1	-
	Once or twice a week	2.0	2.5	-	-
	3 to 6 times a week	19.2	20.3	11.1	18.2

Pre-reading and Language Activities		County wide	Low API	Medium API	High API
	Every day	74.7	73.4	77.8	81.8
<b>7. Children listen to you read stories where they see the print (e.g. big books) (n=99)</b>	Never	1.0	-	-	9.1
	Once	-	-	-	-
	2 or 3 times	1.0	1.3	-	-
	Once or twice a week	5.1	6.3	-	-
	3 to 6 times a week	18.2	21.5	-	9.1
	Every day	74.7	70.9	100.0	81.1
	<b>8. Engage in informal conversations (n=99)</b>	Never	-	-	-
Once		-	-	-	-
2 or 3 times		1.0	1.3	-	-
Once or twice a week		7.1	7.6	11.1	-
3 to 6 times a week		18.2	19.0	33.3	-
Every day		73.7	72.2	55.6	100.0
<b>9. Reading books in English (n=98)</b>	Never	-	-	-	-
	Once	1.0	1.3	-	-
	2 or 3 times	4.1	3.8	-	9.1
	Once or twice a week	7.1	9.0	-	-
	3 to 6 times a week	17.3	17.9	22.2	9.1
	Every day	70.4	67.9	77.8	81.8
<b>10. Listening to adult/teacher use common prepositions, such as over and under, up and down (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-
	2 or 3 times	2.0	2.5	-	-
	Once or twice a week	7.1	5.1	-	27.3
	3 to 6 times a week	32.3	35.4	44.4	-
	Every day	58.6	57.0	55.6	72.7
<b>11. Engage in meaningful conversation during self-initiated activities (n=99)</b>	Never	-	-	-	-
	Once	1.0	1.3	-	-
	2 or 3 times	6.1	6.3	-	9.1
	Once or twice a week	17.2	17.7	22.2	9.1
	3 to 6 times a week	22.2	22.8	33.3	9.1
	Every day	53.5	51.9	44.4	72.7
<b>12. Using words in both English and Spanish (n=97)</b>	Never	20.6	17.9	22.2	40.0
	Once	5.2	3.8	11.1	10.0
	2 or 3 times	9.3	7.7	22.2	10.0
	Once or twice a week	8.2	7.7	-	20.0
	3 to 6 times a week	6.2	5.1	22.2	-
	Every day	50.5	57.7	22.2	20.0
<b>13. Rhyming words and word families (n=99)</b>	Never	-	-	-	-
	Once	-	-	-	-

Pre-reading and Language Activities		County wide	Low API	Medium API	High API
	2 or 3 times	5.1	5.1	-	9.1
	Once or twice a week	16.2	16.5	22.2	9.1
	3 to 6 times a week	33.3	36.7	22.2	18.2
	Every day	45.5	41.8	55.6	63.6
<b>14. Reading books in Spanish (n=95)</b>	Never	43.2	39.5	62.5	54.5
	Once	7.4	6.6	12.5	9.1
	2 or 3 times	7.4	3.9	12.5	2.3
	Once or twice a week	7.4	9.2	-	-
	3 to 6 times a week	5.3	5.3	-	9.1
	Every day	29.5	35.5	12.5	-
<b>15. Children retell stories (n=97)</b>	Never	-	-	-	-
	Once	5.2	6.5	-	-
	2 or 3 times	16.5	15.5	33.3	9.1
	Once or twice a week	36.1	33.8	44.4	45.5
	3 to 6 times a week	22.7	23.4	11.1	27.3
	Every day	19.6	20.8	11.1	18.2
<b>16. Children listen to you read stories but they don't see the print (n=99)</b>	Never	31.3	27.8	33.3	54.5
	Once	10.1	11.4	-	9.1
	2 or 3 times	10.1	8.9	33.3	-
	Once or twice a week	16.2	16.5	11.1	18.2
	3 to 6 times a week	13.1	15.2	11.1	-
	Every day	19.2	20.3	11.1	18.2
<b>17. Dictating stories to a teacher, aide, or volunteer (n=99)</b>	Never	11.1	12.7	-	9.1
	Once	11.1	13.9	-	-
	2 or 3 times	19.2	17.7	22.2	27.3
	Once or twice a week	24.2	21.5	33.3	36.4
	3 to 6 times a week	19.2	21.5	11.1	11.1
	Every day	15.2	12.7	33.3	18.2

## Teaching practices

The teaching practice beliefs are listed in order of what teachers reported they most strongly agree.

### Exhibit K17. Beliefs in teaching practice

Teaching practices		County wide	Low API	Medium API	High API
<b>1. Children should be encouraged to socialize with other children (n=100)</b>	Strongly disagree	-	-	-	-
	Disagree	-	-	-	-
	Agree nor disagree	1.0	1.3	-	-
	Agree	29.0	32.9	10.0	18.2
	Strongly agree	70.0	65.8	90.0	81.8

Teaching practices		County wide	Low API	Medium API	High API
<b>2. Children should be encouraged to play (n=99)</b>	Strongly disagree	-	-	-	-
	Disagree	-	-	-	-
	Agree nor disagree	7.1	7.7	10.0	-
	Agree	37.4	38.5	20.0	-
	Strongly agree	55.6	53.8	70.0	54.5
<b>3. Children should learn through active explorations (n=99)</b>	Strongly disagree	1.0	-	10	-
	Disagree	-	-	-	-
	Agree nor disagree	7.1	5.1	20.0	9.1
	Agree	43.4	47.4	40.0	18.2
	Strongly agree	48.5	47.4	30.0	72.7
<b>4. Activities should be responsive to individual differences in development (n=100)</b>	Strongly disagree	-	-	-	-
	Disagree	-	-	-	-
	Agree nor disagree	10.0	11.4	-	9.1
	Agree	42.0	41.8	40.0	45.5
	Strongly agree	48.0	46.8	60.0	45.5
<b>5. Children should to color within predefined lines (n=99)</b>	Strongly disagree	2.0	2.6	-	-
	Disagree	13.1	12.8	10.0	18.2
	Agree nor disagree	33.3	34.6	20.0	36.4
	Agree	33.3	33.3	30.0	36.4
	Strongly agree	35.4	16.7	40.0	9.1
<b>6. Children should be instructed in recognizing the single letters of the alphabet, isolated from words (n=99)</b>	Strongly disagree	3.0	2.6	10.0	-
	Disagree	12.1	12.8	10.0	9.1
	Agree nor disagree	17.2	20.5	10.0	-
	Agree	32.3	34.6	10.0	36.4
	Strongly agree	35.4	29.5	60.0	54.5
<b>7. Children in classrooms should learn to form letters correctly on a printed page (n=100)</b>	Strongly disagree	-	-	-	-
	Disagree	3.0	2.5	10.0	-
	Agree nor disagree	12.0	11.4	10.0	18.2
	Agree	52.0	57.0	20.0	45.5
	Strongly agree	33.0	29.1	60.0	36.4
<b>8. Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (n=100)</b>	Strongly disagree	3.0	2.5	-	9.1
	Disagree	16.0	13.9	40.0	9.1
	Agree nor disagree	29.0	31.6	20.0	18.2
	Agree	40.0	39.2	30.0	54.5
	Strongly agree	12.0	12.7	10.0	9.1
<b>9. Each curriculum area should be taught as a separate subject at separate times (n=99)</b>	Strongly disagree	16.2	11.5	50.0	18.2
	Disagree	46.5	51.3	10.0	45.5
	Agree nor disagree	17.2	12.8	30.0	36.4
	Agree	12.1	14.1	10.0	-

Teaching practices		County wide	Low API	Medium API	High API
<b>10. Students should work silently and alone on seat work (n=99)</b>	Strongly agree	8.1	10.3	-	-
	Strongly disagree	19.2	19.0	30.0	10.0
	Disagree	35.4	32.9	30.0	60.0
	Agree nor disagree	32.3	35.4	20.0	20.0
	Agree	13.1	12.7	20.0	10.0
	Strongly agree	-	-	-	-

## Kindergarten Transition & Parent Involvement

### Teacher or school-initiated kindergarten transition activities

The kindergarten transition activities are listed in order of frequency of what is done for the whole class.

#### Exhibit K18. Activities implemented to facilitate children's transition to kindergarten

Activities		County wide	Low API	Medium API	High API
<b>1. Incorporate time for open exploration and/or play into your curriculum (n=80)</b>	Do not do	16.0	16.5	10.0	18.2
	Done only for children with special needs	-	-	-	-
	Done for certain children	4.0	5.1	-	-
	Done for the whole class	80.0	78.5	90.0	81.8
<b>2. Attend kindergarten information night for parents (n=99)</b>	Do not do	26.3	26.6	10.0	40.0
	Done only for children with special needs	1.0	1.3	-	-
	Done for certain children	-	-	-	-
	Done for the whole class	72.7	72.2	90.0	60.0
<b>3. Meet with families of enrolled children prior to start of school year (n=99)</b>	Do not do	43.4	43.6	20.0	63.6
	Done only for children with special needs	5.1	5.1	10.0	-
	Done for certain children	9.1	11.5	-	-
	Done for the whole class	42.4	39.7	70.0	36.4
<b>4. Read portfolio or records of children in preschool (n=94)</b>	Do not do	50.0	46.6	50.0	72.7
	Done only for children with special needs	7.4	6.8	10.0	9.1
	Done for certain children	12.8	15.1	-	9.1
	Done for the whole class	35.4	31.5	40.0	9.1

Activities		County wide	Low API	Medium API	High API
<b>5. Participate in the schools kindergarten early –registration event (n=99)</b>	Do not do	59.6	61.5	40.0	63.3
	Done only for children with special needs	2.0	2.6	-	-
	Done for certain children	3.0	3.8	-	-
	Done for the whole class	35.4	32.1	60.0	36.4
<b>6. Arrange for preschoolers to visit your school or classroom (n=99)</b>	Do not do	61.6	59.9	60.0	81.8
	Done for children with special needs	2.0	1.3	10.0	-
	Done for certain children	6.1	7.7	-	-
	Done for the whole class	30.3	32.1	30.0	18.2
<b>7. Meet with families individually during the first two weeks of school (n=96)</b>	Do not do	45.8	42.1	40.0	80.0
	Done for children with special needs	5.2	5.3	10.0	-
	Done for certain children	18.8	22.4	10.0	-
	Done for the whole class	30.2	30.3	40.0	20.0
<b>8. Discuss expectations for transition with ECE teachers (n=99)</b>	Do not do	86.9	85.9	90.0	90.0
	Done only for children with special needs	3.0	3.8	-	-
	Done for certain children	2.0	1.3	-	1.3
	Done for the whole class	8.1	9.0	10.0	-
<b>9. Regular meetings with preschool teachers to discuss continuity in the curriculum between preschool and kindergarten. (n=99)</b>	Do not do	81.8	78.2	90.0	100.0
	Done for children with special needs	8.1	10.3	-	-
	Done for certain children	4.0	5.1	-	-
	Done for the whole class	6.1	6.4	10.0	-
<b>10. Visit preschool classes (n=100)</b>	Do not do	84.0	83.5	80.0	90.9
	Done only for children with special needs	4.0	3.8	10.0	-
	Done for certain children	6.0	6.3	-	9.1
	Done for the whole class	6.0	6.3	-	9.1

Activities		County wide	Low API	Medium API	High API
<b>11. Participated in a summer bridge program (n=99)</b>	Do not do	88.9	88.5	90.0	90.9
	Done only for children with special needs	1.0	1.3	-	-
	Done for certain children	7.1	6.4	10.0	9.1
	Done for the whole class	3.0	3.8	-	-
<b>12. Meet with preschool teachers to discuss placement of children in kindergarten. (n=99)</b>	Do not do	89.9	88.5	90.0	100.0
	Done for children with special needs	4.0	5.1	-	-
	Done for certain children	4.0	5.1	-	-
	Done for the whole class	2.0	1.3	10.0	-
<b>13. Other kindergarten transition activities (n=44)</b>	Do not do	52.3	50.0	66.7	66.7
	Done only for children with special needs	-	-	-	-
	Done for certain children	-	-	-	-
	Done for the whole class	47.7	50.0	33.3	33.3

### Teacher recommended parent-child activities

#### Exhibit K19. Teacher recommended activities for parents to be involved in child's learning, health and development (n=100)

Activities	County wide	Low API	Medium API	High API
Read to child	<b>99.0</b>	100	100	90.9
Help child learn letters, words or numbers	96.0	94.9	100	100
Play counting games with child	86.0	86.1	100	72.2
Spend time with child playing with toys or indoor games	58.0	59.5	60.0	45.5
Storytelling	57.0	59.5	60.0	36.4
Singing	51.0	54.4	50.0	27.3
Spend time with child playing out doors	50.0	49.4	70.0	36.4
Spend time with child doing arts and crafts	47	48.1	50.0	36.4
Play a game, sport or exercise together	38.0	34.2	80.0	27.3
Other♦	21.0	21.5	20.0	18.2

♦ "Other" responses include parent-child activities, like going to the library, the aquarium, parks, local places, cooking, assisting child with homework, spend time practicing numbers with child, volunteer in child's class, and spend quality time with child.

## Teacher recommended parent involvement activities at school

### Exhibit K20. Teacher recommended parent involvement at school (n=100)

Activities	County wide	Low API	Medium API	High API
Attend parent teacher conference	<b>99.0</b>	100	90.0	100
Attend an open house or back to school night	98.0	97.5	100	100
Help out with class activities or class trips	90.0	87.3	100	100
Donate money, materials or goods to the school program	77.0	73.4	90.0	90.0
Attend a parent advisory/council meeting	50.0	53.2	50.0	27.3
Help around the school, such as doing repair, gardening, or painting	23.0	22.8	10.0	36.4
Other♦	11.0	11.4	10.0	9.1

♦ Often "other" responses included, communicate any concerns to the teacher, volunteer in the classroom or school site, to join fieldtrips, read to students in the classroom, get involved as a guest speaker in the classroom, and assist in fundraisers.

## Familiarity with First 5 Monterey County & Services

### Exhibit K21. Family Resource Center located at school or near school (n=93)

	County wide
No	35.5
Yes♦	24.7
Don't know	<b>39.8</b>

\*Kindergarten teachers identified Alisal FRC, Cabrillo FRC, Pajaro Valley FRC, Castroville FRC

### Exhibit K22. Familiarity with First 5 Monterey County (n=100)

	County wide
Very familiar	5.4
Somewhat familiar	33.3
A little familiar	<b>40.9</b>
Not at all familiar	20.4

### Exhibit K23. Familiarity with services provided by First 5 Monterey County

	County wide
Parent education programs (n=97)	<b>29.9</b>
Health services programs (n=96)	22.9
Family Resource Centers (n=93)	16.8
Community Education programs (n=97)	11.3
Special needs programs (n=97)	9.3

## Kindergarten Development Skills Rankings

**Exhibit K24. Skills most important upon *Entering* kindergarten (n=100)**

All Teachers	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	67.8	16.7	11.1	4.4	1.0
2. Communicative skills	14.4	45.6	33.3	6.7	2.0
3. Approaches to learning	13.3	32.2	40.0	14.4	3.0
4. Cognition and general knowledge	4.4	5.6	15.6	74.4	4.0
Low API	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	68.1	15.9	11.6	4.3	1.0
2. Communicative skills	14.5	44.9	34.8	5.8	2.0
3. Approaches to learning	13.0	34.8	37.7	14.5	3.0
4. Cognition and general knowledge	4.3	4.3	15.9	75.4	4.0
Medium API	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	70.0	20.0	10.0	-	1.0
2. Communicative skills	20.0	50.0	20.0	10.0	2.0
3. Approaches to learning	-	20.0	60.0	20.0	3.0
4. Cognition General Knowledge	10.0	10.0	10.0	70.0	4.0
High API	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	63.6	18.2	9.1	9.1	1.0
2. Communicative skills	9.1%	45.5	36.4	9.1	2.0
3. Approaches to learning	27.3	27.3	36.4	9.1	2.0
4. Cognition and general knowledge	-	9.1	18.2	72.7	4.0

**Exhibit K25. Skills most important upon *Entering* kindergarten (n=100)**

County wide	Low API	Medium API	High API
1. Social and emotional well being	1. Social and emotional well being	1.Social and emotional well being	1. Social and emotional well being
2. Communicative skills	2. Communicative skills	2. Communicative skills	2. Communicative skills
3. Approaches to learning	3. Approaches to learning	3. Approaches to learning	3. Approaches to learning
4. Cognition and general knowledge	4. Cognition and general knowledge	4. Cognition and general knowledge	4. Cognition and general knowledge

**Exhibit K26. Skills most important upon *Exiting* kindergarten (n=100)**

<b>All Teachers</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Social and emotional well being	40.4	16.9	11.2	31.5	2.0
2. Cognition and general knowledge	36.0	20.2	19.1	24.7	2.0
3. Approaches to learning	14.6	28.1	25.8	31.5	3.0
4. Communicative Skills	9.0	34.8	43.8	12.4	3.0
<b>Low API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and General Knowledge	40.6	20.3	15.9	23.2	2.0
2. Social and emotional well being	34.8	15.9	13.0	36.2	2.0
3. Approaches to learning	15.9	30.4	27.5	26.1	3.0
4. Communicative skills	8.7	33.3	43.5	14.5	3.0
<b>Medium API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Social and emotional well being	90.0	-	10.0	-	1.0
2. Communicative skills	-	70.0	30.0	-	2.0
3. Cognition and general knowledge	10.0	30.0	40.0	20.0	3.0
4. Approaches to learning	-	-	20.0	80.0	4.0
<b>High API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Social and emotional well being	30.0	40.0	-	30.0	2.0
2. Approaches to learning	20.0	40.0	20.0	20.0	2.0
3. Communicative skills	20.0	10.0	60.0	10.0	3.0
4. Cognition and general knowledge	30.0	10.0	20.0	40.0	3.0

**Exhibit K27. Skills most important upon *Exiting* kindergarten (n=100)**

<b>County wide</b>	<b>Low API</b>	<b>Medium API</b>	<b>High API</b>
1. Social and emotional well being	1. Cognition and General Knowledge	1. Social and emotional well being	1. Social and emotional well being
2. Cognition and general knowledge	2. Social and emotional well being	2. Communicative skills	2. Approaches to learning
3. Approaches to learning	3. Approaches to learning	3. Cognition and general knowledge	3. Communicative skills
4. Communicative skills	4. Communicative skills	4. Approaches to learning	4. Cognition and general knowledge

**Exhibit K28. Skills easiest to impact (n=100)**

<b>All Teachers</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	48.9	20.5	20.5	10.2	2.0
2. Social and emotional well being	25.0	20.5	14.8	39.8	3.0
3. Approaches to learning	17.0	25.0	30.7	27.3	3.0
4. Communicative skills	9.1	34.1	34.1	22.7	3.0
<b>Low API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	46.3	22.4	20.9	10.4	2.0
2. Approaches to learning	19.4	25.4	31.3	23.9	3.0
3. Social and emotional well being	25.4	22.4	11.9	40.3	3.0
4. Communicative skills	9.0	29.9	35.8	25.4	3.0
<b>Medium API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	60.0	20.0	10.0	10.0	1.0
2. Communicative skills	10.0	40.0	20.0	30.0	2.5
3. Social and emotional well being	30.0	10.0	20.0	40.0	3.0
4. Approaches to learning	-	30.0	50.0	20.0	3.0
<b>High API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	54.5	9.1	23.7	9.1	1.0
2. Communicative skills	9.1	54.5	36.4	-	2.0
3. Social and emotional well being	18.2	18.2	27.3	36.4	3.0
4. Approaches to learning	18.2	18.2	9.1	54.5	4.0

**Exhibit K29. Skills easiest to impact (n=100)**

<b>County wide</b>	<b>Low API</b>	<b>Medium API</b>	<b>High API</b>
1. Cognition and general knowledge	1. Cognition and general knowledge	1. Cognition and general knowledge	1. Cognition and general knowledge
2. Social and emotional well being	2. Approaches to learning	2. Communicative skills	2. Communicative skills
3. Approaches to learning	3. Social and emotional well being	3. Social and emotional well being	3. Social and emotional well being
4. Communicative skills	4. Communicative skills	4. Approaches to learning	4. Approaches to learning

**Exhibit K30. Skills teachers focus on the most (n=100)**

<b>All Teachers</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	50.6	26.4	4.6	18.4	1.0
2. Communicative skills	12.6	39.1	31.0	17.2	2.0
3. Social and emotional well being	26.4	16.1	20.7	36.8	3.0
4. Approaches to learning	10.3	18.4	43.7	27.6	3.0
<b>Low API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	52.2	26.9	4.5	16.4	1.0
2. Communicative Skills	13.4	38.8	29.9	13.8	2.0
3. Approaches to learning	13.4	19.4	41.8	25.4	3.0
4. Social and emotional well being	20.9	14.9	23.9	40.3	3.0
<b>Medium API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Social and emotional well being	55.6	11.1	11.1	22.2	1.0
2. Cognition and general knowledge	44.4	22.2	11.1	22.2	2.0
3. Communicative skills	-	55.6	33.3	11.1	2.0
4. Approaches to learning	-	11.1	44.4	44.4	3.0
<b>High API</b>	<b>% Ranked 1</b>	<b>% Ranked 2</b>	<b>% Ranked 3</b>	<b>% Ranked 4</b>	<b>Median</b>
1. Cognition and general knowledge	45.5	27.3	-	27.3	2.0
2. Social and emotional well being	36.4	27.3	9.1	27.3	2.0
3. Approaches to learning	-	18.2	54.5	27.3	3.0
4. Communicative skills	18.2	27.3	36.4	18.2	3.0

**Exhibit K31. Skills teachers focus on the most (n=100)**

<b>County wide</b>	<b>Low API</b>	<b>Medium API</b>	<b>High API</b>
1. Cognition and general knowledge	1. Cognition and general knowledge	1. Social and emotional well being	1. Cognition and general knowledge
2. Communicative skills	2. Communicative skills	2. Cognition and general knowledge	2. Social and emotional well being
3. Social and emotional well being	3. Approaches to learning	3. Communicative skills	3. Approaches to learning
4. Approaches to learning	4. Social and emotional well being	4. Approaches to learning	4. Communicative skills

# Early Educator Survey

- A total of 87 teachers participated in the 2009-10 Early Educator Survey.

## Teacher Characteristics

**Exhibit E1. Teacher's race/ethnicity (n=84)**

	Percent
Hispanic/Latino	56.0
White/Anglo	21.4
Asian	9.5
Mixed/Multi-racial	7.1
Indigenous/Native American	2.4
Black/ African American	1.2
Pacific Islander	1.2
Other	1.2

**Exhibit E2. Percent of teachers who speak a language other than English (n=86)**

	Percent
Yes♦	23.3
No	76.7

♦ "Languages reported among survey respondents were Spanish, Tagalog, Japanese, Russian, German, French and Czech.

**Exhibit E3. Language fluency (n=62)**

	Percent
Basic	8.1
Proficient	14.5
Fluent	77.4

**Exhibit E4. Highest grade or year of school completed (n=84)**

	Percent
Less than high school	2.4
High school diploma or GED	3.6
Attended college but no degree	13.1
Associates degree of vocational certificate or two year degree	<b>52.4</b>
Bachelor's degree or other college four-year degree	19.0
Graduate degree (Master's or Doctorate)	9.5

### Exhibit E5. Field of highest degree (n=84)

	Percent
Early childhood education	48.8
Other field	33.3
Child development or developmental psychology	13.1
Elementary education	8.3

### Exhibit E6. Type of child development permit (n=84)

	Percent
Child development site supervisor	32.1
Child development teacher	17.9
Child development associate teacher	16.7
Child development master teacher	16.7
Child development program director	6.0
None	6.0
Child development assistant	2.4
Other	2.4

- On average this sample of ECE teachers has 13 years of experience teaching children.
- On average this sample of ECE teachers has 12 years of experience teaching and caring for children ages zero to five.

## Teacher Professional Development

### Exhibit E7. Received CARES stipend (n=87)

	Percent
Yes	69.0
Don't know	8.0

### Exhibit E8. Teacher training in the past year

	Percent
Children or families from cultural backgrounds different from your own (n=75)	44.0
English language learners (n=78)	43.6
Children with disabilities and other special needs (n=76)	40.8
Kindergarten transition	31.0
Other ♦ (n=31)	54.8

♦Often "other" responses included at for children, CAPP training, CPS, C.L.A.S.S training, classroom and outdoor environment, curriculum training, early literacy, High Scope curriculum training, Number Plus training, Math training, PICT training, social and emotional training and teacher permit training.

### Exhibit E9. Additional trainings desired by ECE teachers

	Percent
Children with disabilities and other special needs (n=75)	86.7
Kindergarten transition (n=74)	86.5
Children or families from cultural backgrounds different from your own (n=71)	85.9
English language learners (n=70)	74.3
Business practices (n=62)	50.0
Other ♦ (n=21)	61.9

♦ "Other" trainings reported trainings for toddler and infant teachers, training on behavioral issues, curriculum planning, training on different developmental learning areas, health, mental health training, an training on how to work with teen parents.

## Classroom Characteristics

### Curriculum

#### Exhibit E10. Utilization of packaged curriculum (n=84)

	Percent
Yes	85.7

#### Exhibit E11. Type of packaged curriculum (n=70)

	Percent
High/Scope	51.4
Other♦	22.9
State-developed curriculum	18.6
Creative curriculum	12.9
Scholastic curriculum	7.1

♦ "Other" responses reported were Second Step curriculum, Houghton Muffin, Head Start Math, Handwriting without Tears, Guided Discovery, Desired Result, Building Language for Literacy, and age appropriate in-house curriculum.

#### Exhibit E12. Frequency of packaged curriculum utilization (n=70)

	Percent
Never	1.4
Not very often	1.4
Some of the time	14.3
All of the time	82.9

## Language

### Exhibit E13. Language utilized in classroom instruction (n=87)

	Percent
English	98.5
Spanish	94.0
Other language*	9.0

\*Other languages reported were German, Korean, Russian, American Sign Language, Tagalog, and Zapoteco.

- An overall median of 40 percent of classroom instruction is conducted in a language other than English.

### Exhibit E14. Assistant available to help children communicate (n=68)

	Percent
Yes	72.1
No	27.9

## Pre-reading and language activities

The pre-reading and language activities are listed in order of everyday frequency.

### Exhibit E15. Children's involvement in pre-reading and language activities

Pre-reading Language Activities	Never	Once	2 or three times	Once or twice a week	3 to 6 times a week	Daily
1. Engage in meaningful conversations between child and provider/teacher (n=84)	1.2	-	2.4	6.0	13.1	77.4
2. Reading books in English (n=85)			1.2	7.1	16.5	75.3
3. Listening to adult/teacher use common prepositions, such as over and under, up and down (n=84)	-	1.2	7.1	8.3	16.7	66.7
4. Using words in both English and Spanish (n=84)	1.2	6.0	7.1	8.3	11.9	65.5
5. Children listen to you read stories where they see the print (n=86)	2.3	2.3	3.5	10.5	16.3	65.1
6. Letter recognition (n=85)	3.5	3.5	2.4	10.6	20.0	60.0
7. Writing own name (n=84)	7.1	4.8	9.5	7.1	14.3	57.1
8. Children learn about conventions of reading (n=85)	1.2	2.4	9.4	12.9	20.0	54.1
9. Phonemic awareness	3.5	3.5	11.8	21.2	22.4	37.6
10. Discuss new words (n=86)	1.2	2.3	5.8	25.6	29.1	36.2
11. Reading books in Spanish (n=83)	7.2	13.3	10.8	9.6	24.1	34.9
12. Dictate stories to a teacher, aide, or volunteer (n=84)	4.8	3.6	13.1	28.6	19.0	31.0

13. Writing the letters of the alphabet (n=82)	12.2	2.4	7.3	14.6	32.9	30.5
14. Children retell stories (n=84)	3.6	1.2	15.5	36.9	16.7	26.2
15. Children listen to you read stories but they don't see the print (n=85)	32.9	8.2	12.9	16.5	5.9	23.5
16. Rhyming words and word families (n=84)	4.8	9.5	10.7	28.6	29.8	16.7

## Beliefs in teaching practices

The teaching beliefs are listed in order of what teacher reported they strongly agree.

### Exhibit E16. Teaching practices for preschool students

	Strongly Disagree	Disagree	Agree nor Disagree	Agree	Strongly Agree
1. Children should be encouraged to play (n=86)	-	-	1.2	14.0	84.9
2. Children should be encouraged to socialize with other children (n=86)	-	-	3.5	12.8	83.7
3. Children should learn through active explorations (n=86)	1.2	1.2	-	16.3	81.4
4. Children should be allowed to select many of their own activities from a variety of prepared learning areas (n=85)	-	2.4	2.4	27.1	68.2
5. Activities should be responsive to individual differences in development (n=86)	2.3	1.2	4.7	26.7	65.1
6. Each curriculum area should be taught as a separate subject at separate times (n=84)	23.8	23.8	15.5	22.6	14.3
7. Children should be instructed in recognizing the single letters of the alphabet, isolated from words (n=86)	18.6	22.1	20.9	29.1	9.3
8. Children should learn to form letters correctly on a printed page (n=82)	19.5	23.2	30.5	20.7	6.1
9. Children should learn to color within predefined lines (n=85)	24.7	27.1	29.4	12.9	5.9
10. Students should work silently and alone on seatwork (n=87)	54.0	21.8	14.9	9.2	-

## Kindergarten Transition & Parent Involvement

### Kindergarten transition activities in the classroom

The kindergarten transition activities are listed in order of frequency of what is done for the whole class.

#### Exhibit E17. Activities implemented to facilitate children’s transition from preschool to kindergarten

Activities	Do not Do	Done only for children with special needs	Done for certain children (not special needs)	Done for the whole class
1. Practice kindergarten skills (n=83)	4.8	2.4	-	92.8
2. Provide information on kindergarten to the parents in my program (n=81)	21.0	7.4	-	71.6
3. Other kindergarten transition activities (n=64)	28.1	1.6	6.3	64.1
4. Conduct home visits with children in your early care and education setting (n=83)	50.6	1.2	1.2	47.0
5. Share portfolios or records of children in my program with kindergarten teachers (n=81)	44.4	1.2	7.4	46.9
6. Arrange for my class to visit a kindergarten class. (n=81)	48.1	1.2	3.7	46.9
7. Arrange for my students to visit their future kindergarten teachers. (n=81)	46.9	1.2	6.2	45.7
8. I visited kindergarten classrooms/and or a kindergarten teacher visited my early care setting (n=81)	53.1	2.5	2.5	42.0
9. Discuss expectations for transition with kindergarten teachers (n=82)	47.6	3.7	7.3	41.5
10. Regular meetings with kindergarten teachers and school staff to discuss continuity in the curriculum between preschool and kindergarten. (n=81)	54.3	8.6	8.6	28.4
11. Offer or recommend a summer kindergarten prep program (n=81)	51.9	8.6	14.8	24.7
12. Meet with kindergarten teachers to discuss placement of children in kindergarten. (n=82)	59.8	7.3	9.8	23.2

## Parent Involvement

### Exhibit E18. Recommended activities for parents to be involved in child’s learning, health and development at home (n=87)

	Percent
Read to child	100.0
Help child learn letters, words, or numbers	93.1
Storytelling	90.8
Spend time with child playing outdoors	87.4
Play counting games with child	85.1
Singing	83.9
Spend time with child doing arts and crafts	83.9
Spend time with child playing with toys or indoor games	82.8
Play a game, sport, or exercise together	78.2
Other♦	34.9

Note: Respondents were able to select more than one answer.

♦Often “other” responses included attend parent meeting after school, attend parent workshops, participate in program, parent-child activities like cooking, eating together, reading every day engage in conversations with child, tooth brushing, visit library, and attending community events.

### Exhibit E19. Recommended parent activities to be involved in child’s ECE program (n=87)

	Percent
Attend a parent teacher conference/meeting	96.6
Help out with class activities or class trips	90.8
Attend an open house or back to school night	87.4
Attend a parent advisory/council meeting	80.5
Help around the program, such as doing repair, gardening, or painting	63.2
Donate money, materials or goods to the program	41.4
Other♦	12.6

♦Often “other” responses included attend parent and logic classes, community volunteers, daily communication with parent, parent meetings and trainings, attend parent workshops, and attend school activities like Month of Military child or Multicultural Night.

## Familiarity with *First 5 Monterey County* & Services

**Exhibit E20. Teacher's familiarity with *First 5 Monterey County* (n=87)**

	Percent
Very familiar	18.4
Somewhat familiar	<b>50.6</b>
A little familiar	25.3
Not at all familiar	5.7

**Exhibit E21. Teacher's familiarity with services supported by *First 5 Monterey County***

	Not all familiar	A little familiar	Somewhat familiar	Very familiar
Family resource centers (n=86)	23.3	25.6	19.8	31.4
Parent education programs (n=86)	11.6	29.1	36.0	23.3
Health services programs (n=84)	16.7	27.4	36.9	19.0
Special needs programs (n=84)	34.5	25.0	25.0	15.5
Community education programs (n=84)	29.8	41.7	17.9	10.7

## Kindergarten Development Skills Rankings

### Exhibit E22. Most important skills upon *Entering* kindergarten(n=87)

Developmental Dimension	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	87.2	8.1	-	4.7	1.0
2. Communicative Skills	33.7	45.3	16.3	4.7	2.0
3. Approaches to learning	28.2	27.1	34.1	10.6	2.0
4. Cognition and general knowledge	22.1	18.6	16.3	43.0	3.0

### Exhibit E23. Most important skills for children to accomplish upon *Exiting* kindergarten (n=87)

Developmental Dimension	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	69.8	9.3	10.5	10.5	1.0
2. Communicative Skills	36.0	41.9	15.1	7.0	2.0
3. Cognition and general knowledge	41.9	14.0	12.8	31.4	2.0
4. Approaches to learning	27.9	27.9	25.6	18.6	2.0

### Exhibit E24. Skills easiest to impact (n=87)

Developmental Dimension	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	63.5	12.9	9.4	14.1	1.0
2. Communicative skills	34.1	43.5	20.0	2.4	2.0
3. Approaches to learning	28.6	27.4	31.0	13.1	2.0
4. Cognition and general knowledge	28.2	23.5	12.9	35.3	2.0

### Exhibit E25. Skills teachers focus on the most (n=87)

Developmental Dimension	% Ranked 1	% Ranked 2	% Ranked 3	% Ranked 4	Median
1. Social and emotional well being	81.2	14.1	2.4	2.4	1.0
2. Communicative skills	36.5	42.4	16.5	4.7	2.0
3. Approaches to learning	27.1	21.2	32.9	18.8	3.0
4. Cognition and general knowledge	22.4	20.0	16.5	41.2	3.0

# Kindergarten Teacher & ECE Teacher Comparisons

## Recommended Parent Involvement at Home Activities

Exhibit T1. Recommended activities for parents to be involved in child’s learning, health and development

Activity	Early Educator Survey n=87	Kindergarten Teacher Survey (County wide) n=100
<b>Read to child</b>	<b>100.0</b>	<b>99.0</b>
Help child learn letters, words, or numbers	93.1	96.0
Storytelling	90.8	57.0
Spend time with child playing outdoors	87.4	50.0
Play counting games with child	85.1	86.0
Singing	83.9	51.0
Spend time with child doing arts and crafts	83.9	47.0
Spend time with child playing with toys or indoor games	82.8	58.0
Play a game, sport, or exercise together	78.2	38.0
Other	34.9	21.0

## Recommended Parent Involvement in Child’s School

Exhibit T2. Recommended parent-child activities for parents to be involved in child’s program

Activity	Early Educator Survey n=87	Kindergarten Teacher Survey (County wide) n=100
<b>Attend a parent teacher conference/meeting</b>	<b>96.6</b>	<b>99.0</b>
Help out with class activities or class trips	90.8	90.0
Attend an open house or back to school night	87.4	98.0
Attend a parent advisory/council meeting	80.5	50.0
Help around the program, such as doing repair, gardening, or painting	63.2	23.0
Donate money, materials or goods to the program	41.4	77.0
Other	12.6	11.0

## Kindergarten Transition Activities

**Exhibit T3. Comparison of activities implemented by ECE and kindergarten teachers to facilitate children’s transition from preschool to kindergarten**

Activities implemented by ECE Teachers	Done for whole class	Activities implemented by kinder teachers	Done for whole class
1. Practice kindergarten skills (n=83)	92.8	1. Incorporate time for open exploration and/or play into your curriculum (n=80)	80.0
2. Provide information on kindergarten to the parents in my program (n=81)	71.6	2. Attend kindergarten information night for parents (n=99)	72.7
3. Other kindergarten transition activities (n=64)	64.1	3. Other kindergarten transition activities (n=44)	47.7
4. Conduct home visits with children in your early care and education setting (n=83)	47.0	4. Meet with families of enrolled children prior to start of school year (n=99)	42.4
5. Share portfolios or records of children in my program with kindergarten teachers (n=81)	46.9	5. Read portfolio or records of children in preschool (n=94)	35.4
6. Arrange for my class to visit a kindergarten class. (n=81)	46.9	6. Participate in the schools kindergarten early –registration event (n=99)	35.4
7. Arrange for my students to visit their future kindergarten teachers. (n=81)	45.7	7. Arrange for preschoolers to visit your school or classroom (n=99)	30.3
8. I visited kindergarten classrooms/and or a kindergarten teacher visited my early care setting (n=81)	42.0	8. Meet with families individually during the first two weeks of school (n=96)	30.2
9. Discuss expectations for transition with kindergarten teachers (n=82)	41.5	9. Discuss expectations for transition with ECE teachers (n=99)	8.1
10. Regular meetings with kindergarten teachers and school staff to discuss continuity in the curriculum between preschool and kindergarten. (n=81)	28.4	10. Regular meetings with preschool teachers to discuss continuity in the curriculum between preschool and kindergarten. (n=99)	6.1
11. Offer or recommend a summer kindergarten prep program (n=81)	24.7	11. Visit preschool classes (n=100)	6.0
12. Meet with kindergarten teachers to discuss placement of children in kindergarten. (n=82)	23.2	12. Participated in a summer bridge program (n=99)	3.0
		13. Meet with preschool teachers to discuss placement of children in kindergarten. (n=99)	2.0

**Exhibit T4. Percent of teachers who involve children in pre-reading and language activities three or more times per week**

ECE teachers		Kindergarten teachers	
1. Reading books in English	91.8	1. Letter recognition	100.0
2. Engage in meaningful conversation during self-initiated activities	90.5	2. Writing own name	100.0
3. Listening to adult/teacher use common prepositions, such as over and under, up and down	83.4	3. Worked on phonics	99.0
4. Children listen to you read stories where they see the print (e.g. Big Books)	81.4	4. Writing the letters of the alphabet	94.0
5. Letter recognition	80.0	5. Discussing new words	93.9
6. Using words in both English and Spanish	77.4	6. Children listen to you read stories where they see the print (e.g. Big Books)	92.9
7. Children learn about conventions of print (left to right orientation, book holding)	74.1	7. Children learn about conventions of print (left to right orientation, book holding)	91.9
8. Writing own name	71.4	8. Engage in informal conversations	91.9
9. Writing the letters of the alphabet	63.4	9. Listening to adult/teacher use common prepositions, such as over and under, up and down	90.9
10. Worked on phonics	59.0	10. Reading books in English	87.7
11. Reading books in Spanish	59.0	11. Rhyming words and word families	78.8
12. Dictating stories to a teacher, aide, or volunteer	50.0	12. Engage in meaningful conversation during self-initiated activities	75.7
13. Rhyming words and word families	46.5	13. Using words in both English and Spanish	56.7
14. Children retell stories	42.9	14. Children retell stories	42.3
15. Discussing new words	36.2	15. Reading books in Spanish	34.8
16. Children listen to you read stories but they don't see the print	29.4	16. Dictating stories to a teacher, aide, or volunteer	34.4
17. Engage in informal conversations	n/a	17. Children listen to you read stories but they don't see the print	32.3

## Teaching Beliefs

**Exhibit T5. Percent of teachers who strongly agree with teaching practices for preschool children**

ECE teachers (n=87)		Kindergarten teachers (n=100)	
1. Children should be encouraged to play	98.9	1. Children should be encouraged to socialize with other children	99.0
2. Children should learn through active explorations	97.7	2. Children should be encouraged to play	93.0
3. Children should be encouraged to socialize with other children	96.5	3. Children should learn through active explorations	91.9
4. Children should be allowed to select many of their own activities from a variety of prepared learning areas	95.3	4. Activities should be responsive to individual differences in development	90.0
5. Activities should be responsive to individual differences in development	91.8	5. Children should learn to form letters correctly on a printed page	85.0
6. Children should be instructed in recognizing the single letters of the alphabet, isolated from words	38.4	6. Children should learn to color within predefined lines	68.7
7. Each curriculum area should be taught as a separate subject at separate times	36.9	7. Children should be instructed in recognizing the single letters of the alphabet, isolated from words	67.6
8. Children should learn to form letters correctly on a printed page	26.8	8. Children should be allowed to select many of their own activities from a variety of prepared learning areas	52.0
9. Children should learn to color within predefined lines	18.8	9. Each curriculum area should be taught as a separate subject at separate times	20.2
10. Students should work silently and alone on seatwork	9.2	10. Students should work silently and alone on seatwork	13.1

## Other Comparisons

### Language

**Exhibit T6. Language utilized in classroom instruction (n=87)**

	Percent ECE Classrooms	Percent Kindergarten Classrooms			
		Countywide	Low API	Med. API	High API
English	98.5	92.1	90.3	100.0	100.0
Spanish	<b>94.0</b>	<b>55.3</b>	64.5	16.7	12.5
Other language*	9.0	3.9	3.2	-	12.5

### Familiarity with *First 5 Monterey County*

**Exhibit T7. Teachers' familiarity with *First 5 Monterey County* (n=87)**

	Percent ECE	Percent Kindergarten
Very familiar	18.4	5.4
Somewhat familiar	<b>50.6</b>	33.3
A little familiar	25.3	<b>40.9</b>
Not at all familiar	5.7	20.4

## Kindergarten Development Skills Rating

### Exhibit T8. Most Important Skills Upon *Entering* Kindergarten

Kindergarten Teacher Survey Countywide n=100	ECE Teachers n=87
<b>Developmental Dimension</b>	<b>Developmental Dimension</b>
1. Social and Emotional well being	1. Social and Emotional well being
2. Communicative skills	2. Communicative Skills
3. Approaches to learning	3. Approaches to learning
4. Cognition and general knowledge	4. Cognition and general knowledge

### Exhibit T9. Most Important Skills for Children to Accomplish Upon *Exiting* Kindergarten

Kindergarten Teacher Survey Countywide n=100	ECE Teachers n=87
<b>Developmental Dimension</b>	<b>Developmental Dimension</b>
1. Social and Emotional well being	1. Social and Emotional well being
2. Cognition and general knowledge	2. Communicative skills
3. Approaches to learning	3. Cognition and general knowledge
4. Communicative Skills	4. Approaches to learning

### Exhibit T10. Easiest skills to impact

Kindergarten Teacher Survey Countywide n=100	ECE Teachers n=87
<b>Developmental Dimension</b>	<b>Developmental Dimension</b>
1. Cognition and general knowledge	1. Social and Emotional well being
2. Social and emotional well being	2. Communicative skills
3. Approaches to learning	3. Approaches to learning
4. Communicative skills	4. Cognition and general knowledge

### Exhibit T11. Skills focused on the most

Kindergarten Teacher Survey Countywide n=100	ECE Teachers n=87
<b>Developmental Dimension</b>	<b>Developmental Dimension</b>
1. Cognition and general knowledge	1. Social and Emotional well being
2. Social and emotional well being	2. Communicative skills
3. Communicative skills	3. Approaches to learning
4. Approaches to learning	4. Cognition and general knowledge

# Preliminary Associations

This section of the databook displays finding from an exploration and examination of associations between key independent variables and child outcome variables including the four dimensions of the MDRDP (i.e., social and emotional well-being, communication skills, positive approaches to learning and cognition and general knowledge) and other significant school readiness factors such as reading, preschool attendance and kindergarten transition. Variables that were significantly associated are presented here. All other variables were not associated.

## Outcomes By Key MDRDP Child Outcome Variables

### Social and Emotional Well-Being

#### Exhibit A1. Key independent variables associated with social and emotional well-being

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Gender	p<.001
3. Kindergarten transition rating	p<.001
4. Three or more kindergarten transition activities	p<.05

\*Chi-square analysis and regression analysis

- The four variables in Exhibit A1 were independently associated with the mastery of skills in the social and emotional dimension of the MDRDP.
- A logistic regression analysis showed that they were strong predictors of positive outcomes or mastery of social and emotional skills upon kindergarten entry and are listed in order of their strength as predictors – **parent level of education** was the strongest predictor.

#### Exhibit A2. Secondary independent variables associated with social and emotional well-being

Independent variables	Strength of association* (p-value)
Preschool attendance	p<.001
Reading to child	p<.01

\*Chi-square analysis

- The two variables in Exhibit A2 were associated with the mastery of skills in the social and emotional dimension of the MDRDP, however not independently. They both interact with **parent level of education** and/or **kindergarten transition rating**.
- Children whose parents reported having a **high school education or more** and **reported that their child attended preschool** were more likely to master a higher percentage of social and emotional skills.
- Children of parents who reported having a **high school education or more** and **reported reading to their child three or more times per week** were more likely to master a higher percentage of social and emotional skills.

- The relationships were similar with parents who reported that their child had an easy transition to kindergarten.

### Communication Skills

#### Exhibit A3. Key independent variables associated with communication skills

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Gender	p<.001
3. Language(s) spoken to child at home	p<.001
4. Kindergarten transition rating	p<.001
5. Three or more kindergarten transition activities	p<.001

\*Chi-square analysis and regression analysis

- The five variables in Exhibit A3 were independently associated with the mastery of skills in the communication dimension of the MDRDP.
- A logistic regression analysis showed that they were strong predictors of positive outcomes or mastery of communication skills upon kindergarten entry and are listed in order of their strength as predictors – **parent level of education** was the strongest predictor.

#### Exhibit A4. Secondary independent variables associated with communication skills

Independent variables	Strength of association* (p-value)
Reading to child	p<.001
Preschool attendance	p<.01

\*Chi-square analysis

- The two variables in Exhibit A4 were associated with the mastery of skills in the communication dimension of the MDRDP, however not independently. They both interact with **parent level of education, language spoken to child at home** and/or **kindergarten transition rating**.
- The interactive relationship with parent education and kindergarten transition rating with the secondary variables and communication skills are similar to the above (Exhibit A2).
- For language, however, children whose parents **reported speaking only English to their children at home or speaking multiple (two or more) languages to their children at home and reported reading to their child three or more times per week** were more likely to master a higher percentage of communication skills.
- Additionally, children whose parents **reported speaking only English to their children at home or speaking multiple (two or more) languages to their children at home and reported that their child attended preschool** were more likely to master a higher percentage of communication skills.

## Positive Approaches to Learning

### Exhibit A5. Key independent variables associated with positive approaches to learning

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Kindergarten transition rating	p<.001
3. Three or more kindergarten transition activities	p<.05

\*Chi-square analysis and regression analysis

Listed in order of strength as a predictor of positive outcomes

- The three variables in Exhibit A5 were independently associated with the mastery of skills in the positive approaches to learning dimension of the MDRDP.
- A logistic regression analysis showed that they were strong predictors of positive outcomes or mastery of positive approaches to learning skills upon kindergarten entry and are listed in order of their strength as predictors – **parent level of education** was the strongest predictor.

### Exhibit A6. Secondary independent variables associated with positive approaches to learning

Independent variables	Strength of association* (p-value)
Reading to child	p<.01

\*Chi-square analysis

- The “reading to child” variable in Exhibit A6 was associated with the mastery of skills in the positive approaches to learning dimension of the MDRDP, however not independently. It interacted with **parent level of education** and **kindergarten transition rating**.
- Children whose parents reported having a **high school education or more** and **reported reading to their child three or more times per week** were more likely to master a higher percentage of social and emotional skills.
- The relationship was similar with parents who reported that their child had an easy transition to kindergarten.

## Cognition and General Knowledge

### Exhibit A7. Key independent variables associated with cognition and general knowledge

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Gender	p<.001
3. Kindergarten transition rating	p<.001

\*Chi-square analysis and regression analysis

Listed in order of strength as a predictor of positive outcomes

- The three variables in Exhibit A7 were independently associated with the mastery of skills in the cognition and general knowledge dimension of the MDRDP.
- A logistic regression analysis showed that they were strong predictors of positive outcomes or mastery of social and emotional skills upon kindergarten entry and are listed in order of their strength as predictors – **parent level of education** was the strongest predictor.

## Comprehensive Achievement

The following analysis looked at children who were observed to have almost or fully mastered all four dimensions of the MDRDP in order to see which variables were strong predictors of overall observed achievement.

### Exhibit A8. Key independent variables associated with overall mastery

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Gender	p<.001
3. Kindergarten transition rating	p<.001
4. Social and emotional well-being	p<.001
5. Three or more kindergarten transition activities	p<.01

\*Chi-square analysis and regression analysis  
Listed in order of strength as a predictor of positive outcomes

- Similar to associations with the above four dimensions, **parent level of education, gender and kindergarten transition rating** were independently associated with comprehensive mastery of the skills in the MDRDP.
- Interestingly, children who were observed to have almost or fully mastered social and emotional skills upon kindergarten entry were significantly more likely to have also demonstrated overall, comprehensive mastery in MDRDP kindergarten readiness skills.

Based on the above findings with the MDRDP child outcome dimensions, further relationships between key variables – **kindergarten transition rating, reading to child and preschool attendance and participation in kindergarten transition activities** - were examined and those findings are displayed below.

### Kindergarten transition rating

#### Exhibit A9. Key independent variables associated with kindergarten transition rating

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. Preschool attendance	p<.001
3. API level	p<.001

\*Chi-square analysis

- Among those parents who reported that their child had an easy transition to kindergarten, a higher percentage of those parents had more than a high school education, reported that their child attended preschool and also had a child in a school with a medium or high API ranking.

### Reading to child

Since reading was associated with three of the four child outcome dimensions, frequency of reading was further examined to see what factors were related to it. It is also worth noting that it was the top activity recommended by teachers for parents to do as a parent-child activity at home (Exhibits K18, E18 and T1).

#### Exhibit A10. Key independent variables associated with frequency of reading to child

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001

\*Chi-square analysis

- Among those parents who reported reading to their child three or more times per week, a high proportion of parents had a high school education or more.

### Preschool Attendance

#### Exhibit A11. Key independent variables associated with preschool attendance

Independent variables	Strength of association* (p-value)
1. Parent level of education	p<.001
2. API level	p<.001

\*Chi-square analysis

- Among parents who reported that their child attended preschool, a high proportion of parents had more than a high school education and their children attended schools with a high API ranking.
- Parents with more than a high school education were more likely to send their child to preschool.

- Also parents whose children attended a school with a high API ranking appeared to send their children to preschool at a higher rate than those whose children attended a school with a low API ranking.

### Kindergarten Transition Activities

The Kindergarten Readiness Assessment shows that none of the seven kindergarten transition activities listed on the Family Survey had significant associations with any of the school readiness domains. Upon further examination, however it appears that the **number of kindergarten transition activities conducted** is significantly associated with several key school readiness factors.

#### Exhibit A12. Key independent variables associated with participation in three or more kindergarten transition activities

Independent variables	Strength of association* (p-value)
Preschool attendance	p<.001
Ease of kindergarten transition	p<.01

\*Chi-square analysis

- Families who reported participating in **three or more kindergarten transition activities** were more likely to have **sent their child to preschool**.
- Families who reported participating in **three or more kindergarten transition activities** were more likely to have rated their child's **transition to kindergarten as easy**.
- Interestingly, **parent education** was **NOT** associated with participation in three or more kindergarten transition activities. This is likely due to the assumption that regardless of a parent's level of education, if a child attends preschool, they will most likely be exposed to kindergarten transition activities.

#### Exhibit A13. Secondary independent variables associated with participation in three or more kindergarten transition activities

Independent variables	Strength of association* (p-value)
API level	p<.05

\*Chi-square analysis

- API level was associated with participation in three or more kindergarten transition activities, but not independently, it interacted with preschool attendance. As demonstrated earlier, parents whose children were in medium and high API schools sent their children to preschool at a higher rate than parents with children in low API schools.