Alameda County School Readiness Assessment (SRA)

First 5 Alameda County

June 15, 2017
Agenda

1. Recap the findings from 2015 SRA
   » Highlights and discussion of readiness of children of color, risk/protective factors, and rater reliability
   » How 2015 result informed tool changes in 2017

2. Previewing the 2017 SRA in Alameda County
   » Study goals, sample, and timeline

3. How do we turn the curve?
   » Alignment of findings with First 5 strategic plan
   » Role other systems play in supporting school readiness
Recap of 2015 Findings

- **Top predictors of higher readiness:**
  - Child well-being (comes to school healthy, well-fed, well-rested)
  - Attended preschool or licensed child care
  - Child is older
  - No special needs
  - Child is proficient in English
  - Child is female
  - Child race/ethnicity (White or Asian)
  - Comes from family with higher socioeconomic status (SES includes maternal education and family income)
  - Exposed to less screen time during the week
  - Caregiver does not consider him/herself to be a single parent
Better Understanding the Readiness Gaps

• Due to actual differences in readiness?
  » Children of color and English Learners had greater number of risk factors, and these factors contribute greatly to gaps in readiness
  » Gaps present in other local education data (e.g., 3rd grade proficiency)
  » 2017 study data will gather more information on children’s household composition, neighborhood, and stability and affordability of childcare

Average number of risk factors

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Risk Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>2.51</td>
</tr>
<tr>
<td>Not EL</td>
<td>1.89</td>
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<tr>
<td>Black</td>
<td>2.73</td>
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<tr>
<td>Filipino</td>
<td>1.84</td>
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<tr>
<td>Hispanic/Latino</td>
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<tr>
<td>Other</td>
<td>2.14</td>
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<tr>
<td>Multi-racial</td>
<td>2.01</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>1.52</td>
</tr>
<tr>
<td>White</td>
<td>1.61</td>
</tr>
</tbody>
</table>
Better Understanding the Readiness Gaps

• Due to perceived differences in readiness?
  » Other research has found educators may be biased in their perceptions of children of color, particularly boys (e.g., Gilliam et al., 2016; Goff et al., 2014; Okonofua & Eberhardt, 2015)
  » Cannot rule out implicit bias, but observed racial/ethnic and gender differences were consistent across teachers:
    • Readiness gap in Alameda County statistically the same across the 89 teachers in the sample
    • Data from other counties in 2016 indicate gap not related to teacher background
  » In 2017, we will monitor possible teacher rating bias in Alameda by collecting more data on teachers’ background, including race/ethnicity, gender, and education
The Upcoming 2017 SRA

• 2017 study will cover a broader sample of districts and schools in our county. The study will help us understand:
  » How ready are children in the county for kindergarten?
  » What factors influence readiness, such as participation in preschool, family resource centers, and activities in the home?
  » How we can enhance community partnerships so that more children begin school ready for success?

• Target sample
  » 80 classrooms
  » Proportional representation from all districts

• Timeline
  » Trainings in July/August
  » Assessment in first few weeks of school
  » Analysis and teacher dashboards in Winter
  » Full report in Spring
How Do We Turn the Curve?

Key Predictors of Readiness in 2015

**SCHOOL READINESS PREDICTIVE FACTORS (IN ORDER OF IMPACT)**

MORE READY
- HEALTHY, FED & WELL-RESTED
- OLDER
- DID NOT HAVE SPECIAL NEEDS
- WHITE OR ASIAN
- HIGHER SOCIO ECONOMIC STATUS
- NOT IN A SINGLE PARENT HOUSEHOLD

LESS READY
- NO EARLY CHILDHOOD EDUCATION
- ENGLISH LANGUAGE LEARNER
- BOY
- MORE SCREEN TIME
Policy Levers for Readiness

- First 5 strategies address some of the predictors of readiness, but raising readiness levels in the county will require investment from other systems, too.

School Readiness Requires a Collaborative Effort

**Primary Readiness Factors**
- Healthy, Fed and Well-Rested
- Early Childhood Education
- Special Needs
- Low Socio-Economic Status
- English Language Learners
- Children of Color

**First 5 Alameda County Programs**
- Early Identification
- Parent Engagement and Support
- Quality Early Care and Education
- Fatherhood
- Neighborhoods Ready For School Training

**Which Rely on Partnerships to Reach Children and Families**
- Housing and Economic Development Agencies
- Parents
- Early Childhood Education Providers
- School Districts

**Partners**
- Food Banks
- Business(es)
- Philanthropy
- Health and Social Services
- Workforce Development Agencies

**To Work to Achieve**

**Improved School Readiness for Alameda County Children**
Discussion

- How could the results shape community investment so all children are ready for school?
Contact Us

Christina Branom
Branom@appliedsurveyresearch.org

Lisa Colvig-Niclai
Lisa@appliedsurveyresearch.org