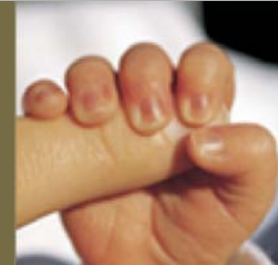


Stanislaus County School Readiness Evaluation 2007-2008

Part 1: Services and Outcomes



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2007-08 Evaluation Team



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Overview



- Today: Part 1
 - Access to SR services
 - General outcome trends
- December: Part 2
 - Linking outcomes to services
 - Best practices
- Today and December
 - Explore ideas for future directions

Community Participants



- 3,134 participating children and families
- Includes baseline (non-SR) children
- SR participants recruited in Kindergarten
 - 2-4 classes per school
- Tracked through Grade 6
 - 86% of children tracked from K through Grade 1
 - 65% of children tracked from K through Grade 3

School Districts



Cycle 1	Modesto (8 schools - no new participants)
	Patterson (Grayson Charter)
	Riverbank (California Avenue)
	Turlock (Osborn & Wakefield)
	Waterford (Moon)
Cycle 2	Chatom (Chatom)
	Keyes (Keyes)
	Newman-Crows Landing (Von Renner)
	Riverbank (Rio Altura)
	Turlock (Cunningham)

What Services Do SR Children and Their Families Receive?

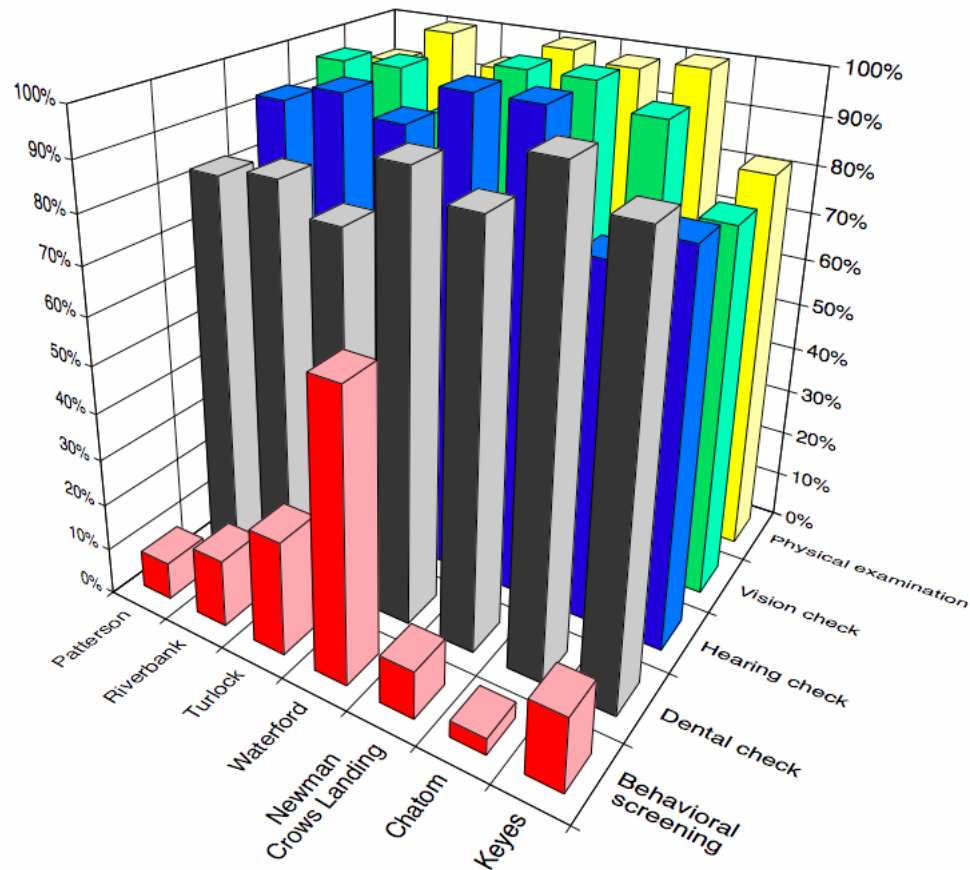


Health Services



- Physical health checks/services
- Hearing checks/services
- Vision checks/services
- Dental checks/services
- Behavior/emotional checks

Health Services



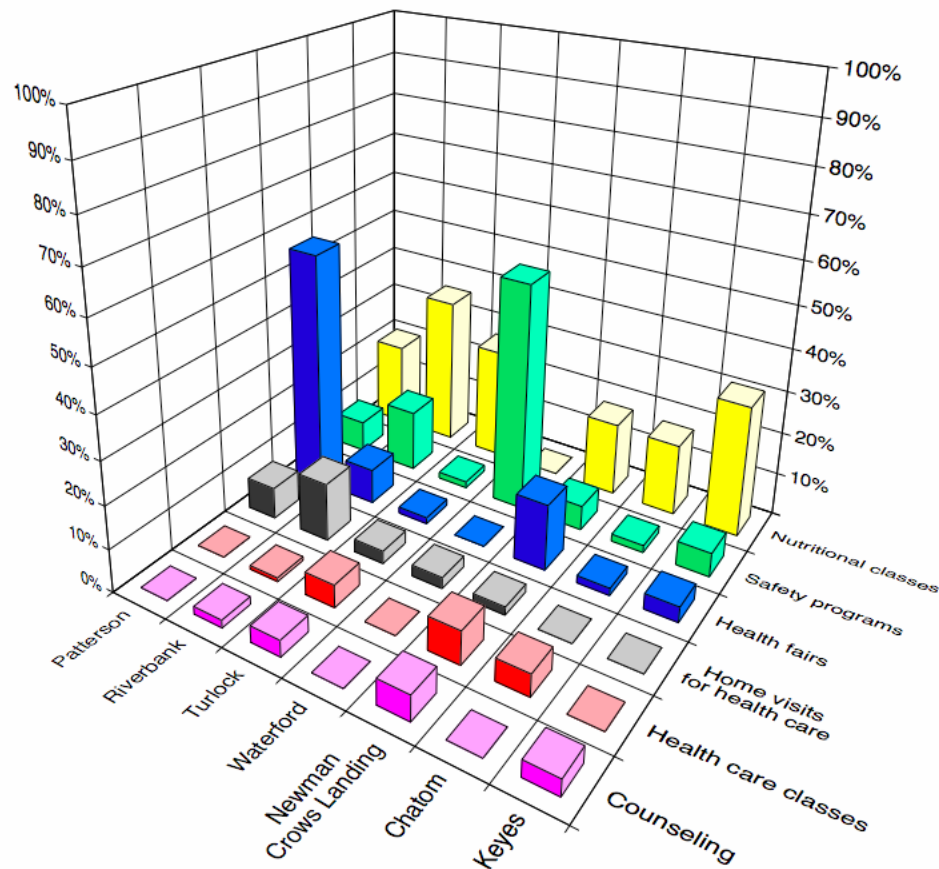
- 75% of children received all 4 health screenings (up from 67%)
- Behavioral screenings were down in most districts

Health and Safety Classes



- Nutritional classes
- Health fairs
- Safety programs
- Health care classes
- Home visits for health care
- Behavioral counseling

Health and Safety Classes



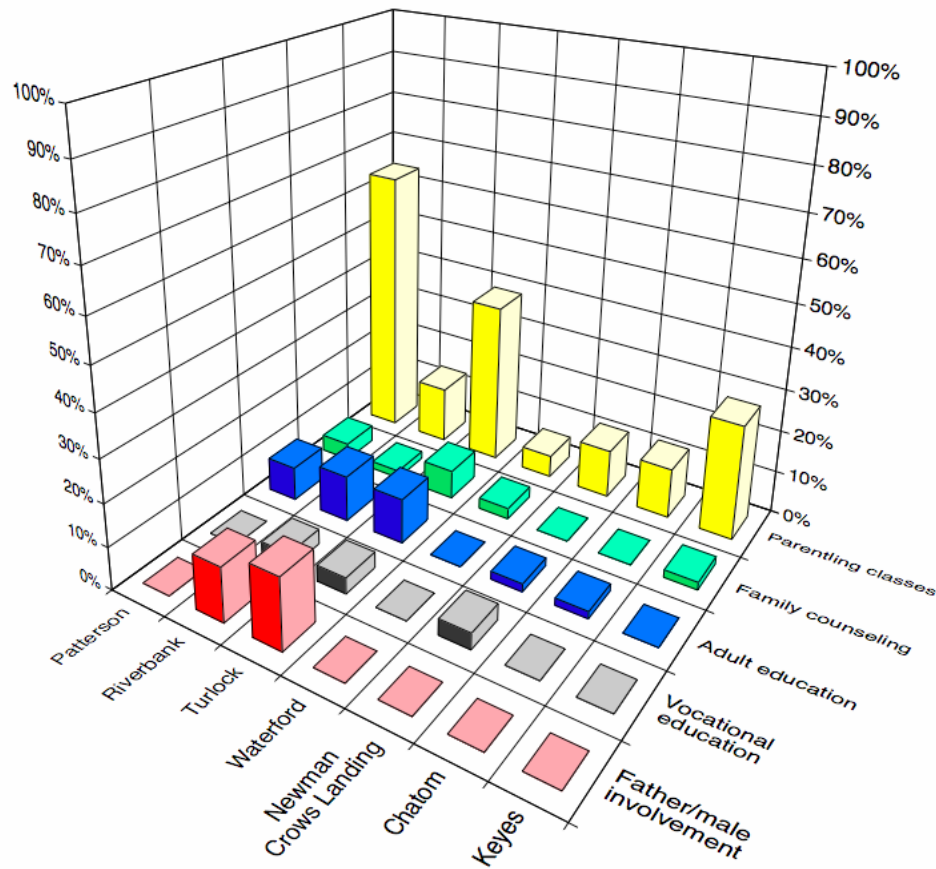
- Districts tended to focus almost exclusively on one type of program
- Most programs declined compared to last year

Parent/Family Support Services



- Family counseling
- Adult education
- Vocational education
- Parenting classes
- Father/male involvement programs

Parent/Family Support Services



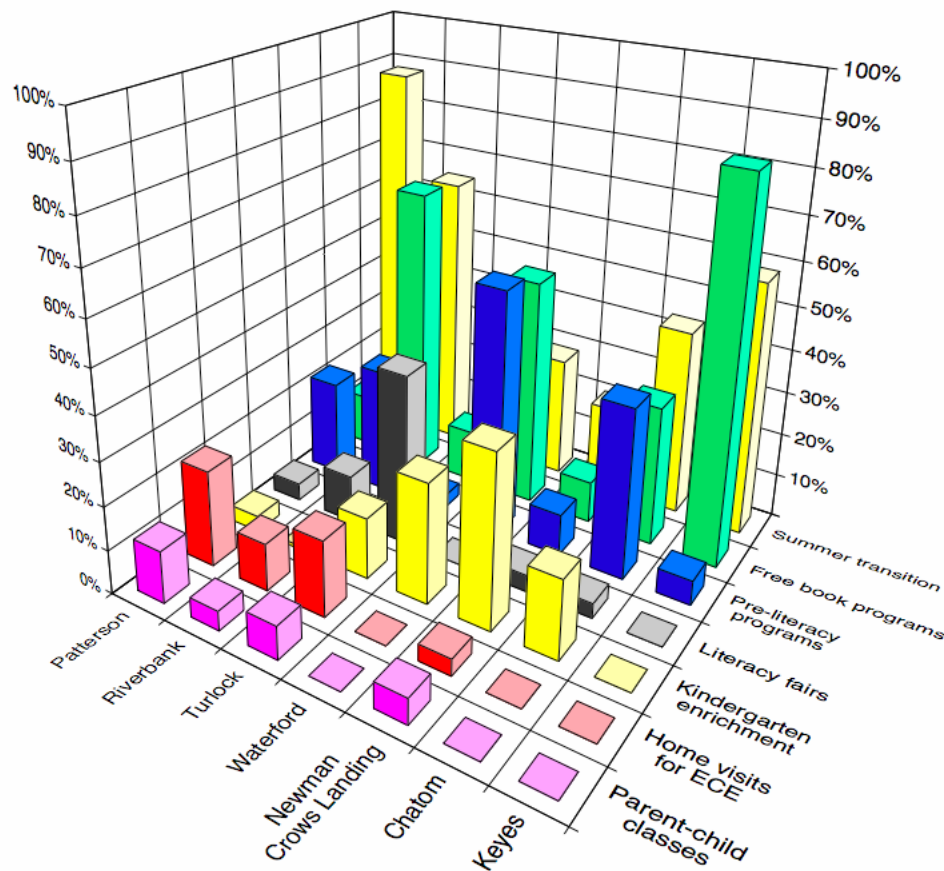
- Good attendance at parenting classes in some districts
- Other parent/family support services underutilized
- No change from last year

Early Childhood Education (ECE)



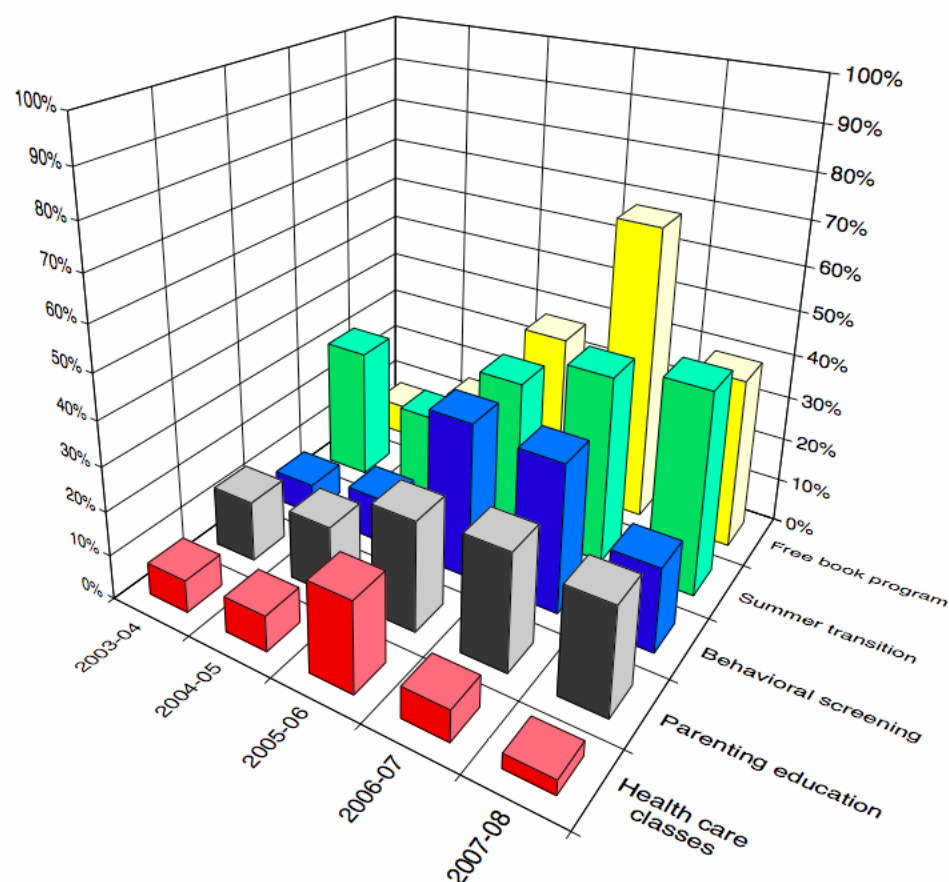
- Summer transition
- Free book programs
- Literacy fairs
- Pre-literacy programs
- Kindergarten enrichment programs
- Home visits for ECE
- Parent-child classes

Early Childhood Education (ECE)



- Literacy activities poorly coordinated with free book programs
- Most ECE programs declined since last year
- Preschool access unchanged

Countywide Trends for Select Services



- Summer transition programs continued to grow in 2007-08
- Free book programs and behavioral screenings fell in 2007-08

Recommendations



- Increase behavior screenings
- Increase emphasis on adult education (ESL or vocational training)
- Increase access to quality preschool experiences
- Increase access to coordinated pre-literacy activities

How Do We Assess Key Outcomes?



The Evaluation System



- Sample 2-4 Kindergarten classes per school each year
- Identify services received by children aged 0-5 and their families
- Assess children's skills and development at Kindergarten entry
- Track children to assess literacy development and social-emotional skills from Kindergarten through Grade 6

Data Analyses



- Examine trends across years
 - Gauge progress as programs mature
- Make longitudinal comparisons of baseline and SR children
 - Identify impact of SR Initiative on specific skills
- Compare children who received particular services with those who did not
 - Identify best or promising practices

Key Outcomes

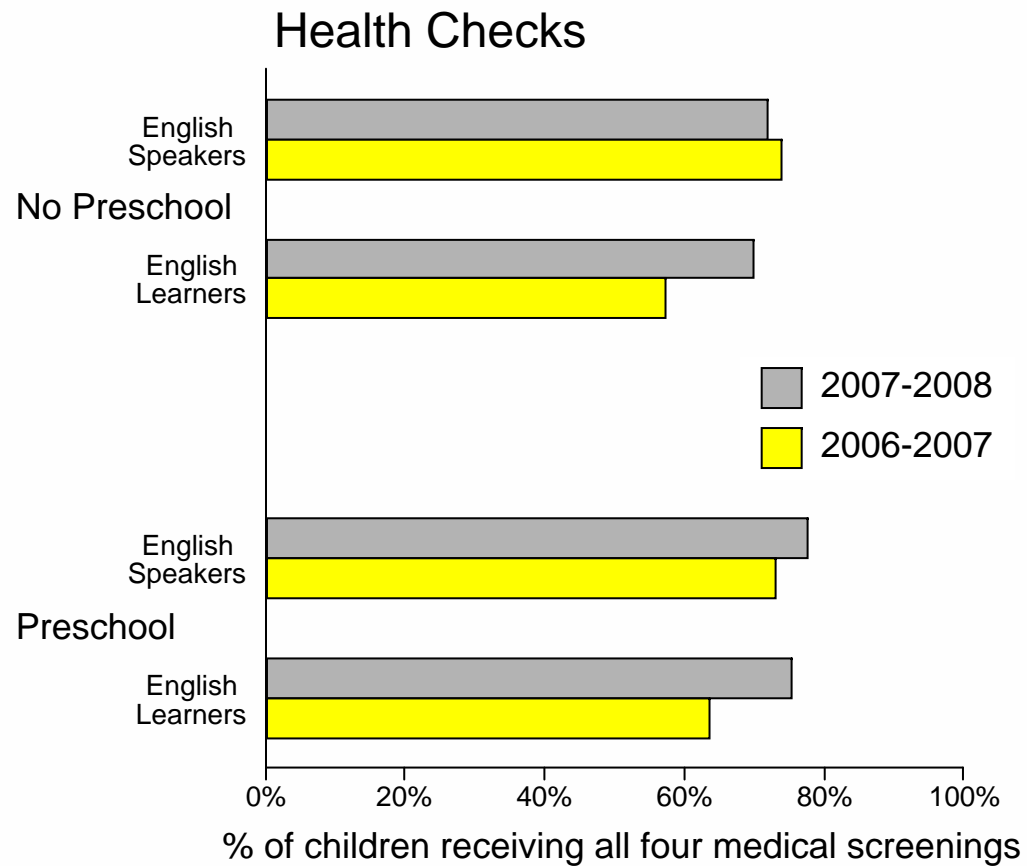


- Percent of children who read at home every day
- Percent of children with acceptable:
 - Competencies at Kindergarten entry
 - Early literacy skills
 - Positive social skills
 - Control over negative social behaviors

Selected Outcomes

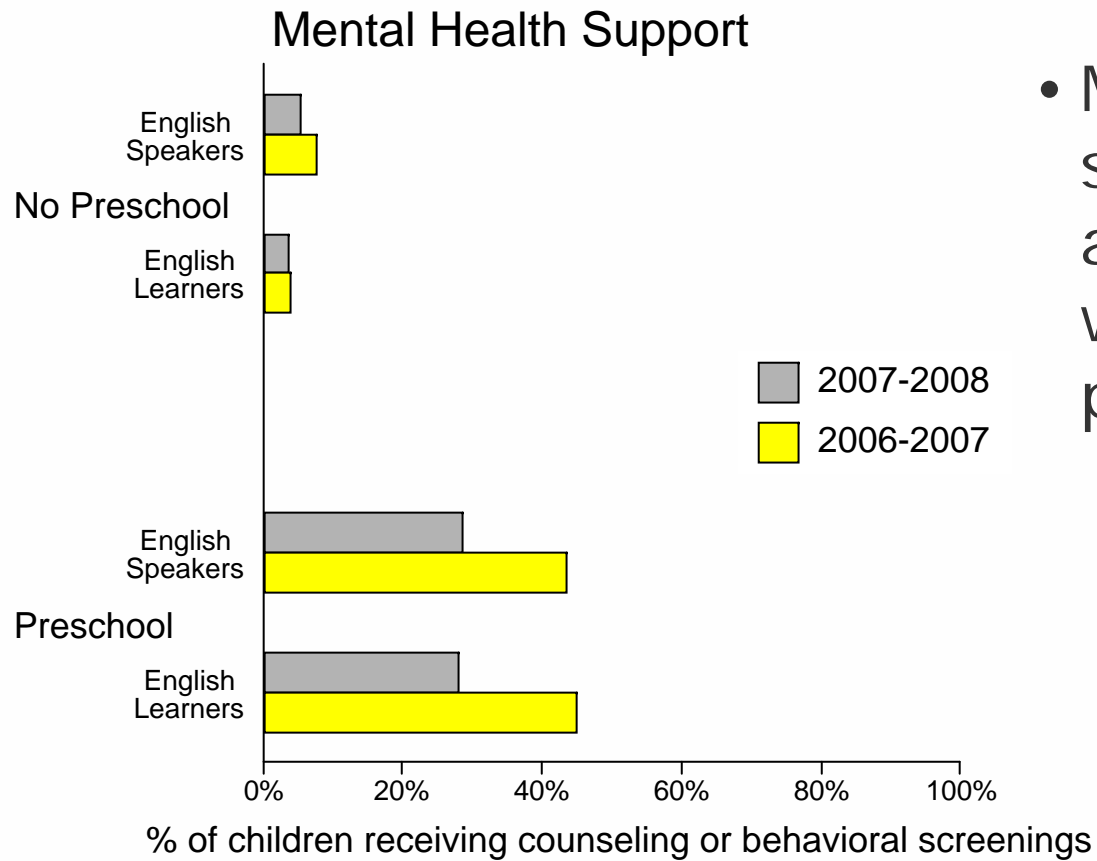


Health Checks



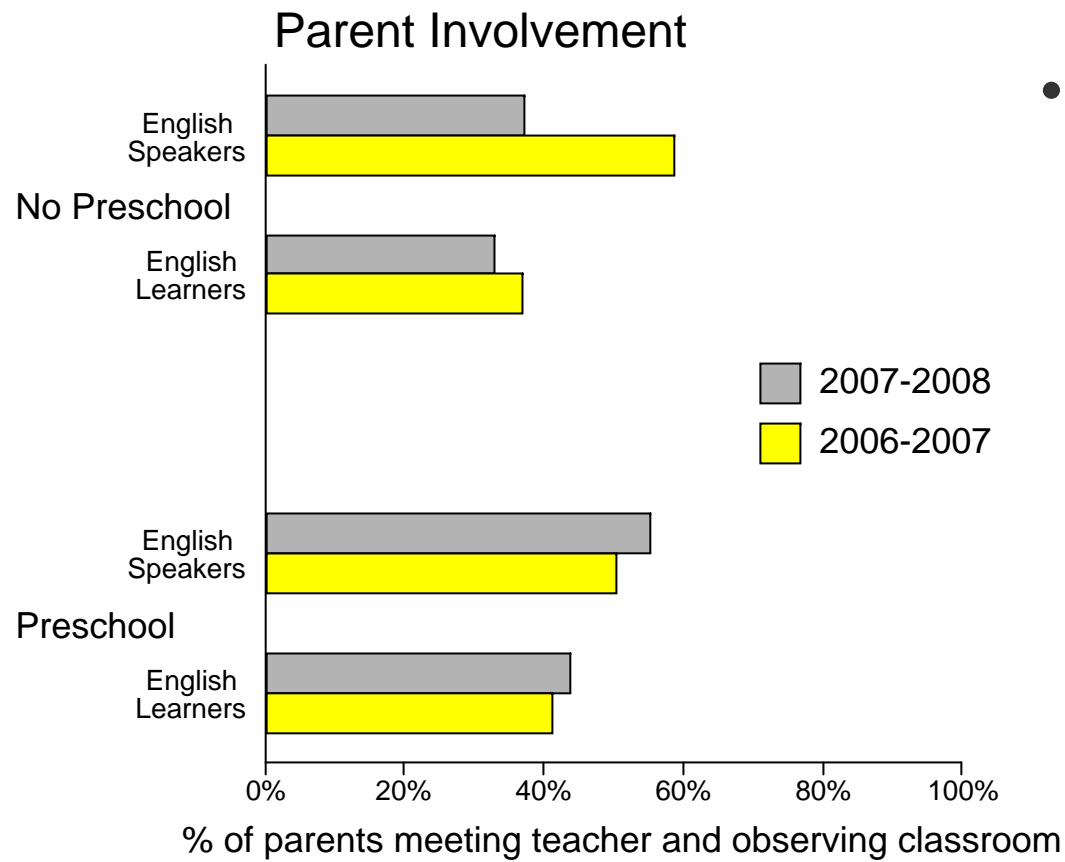
- Health checks increased among English learners

Mental Health Support



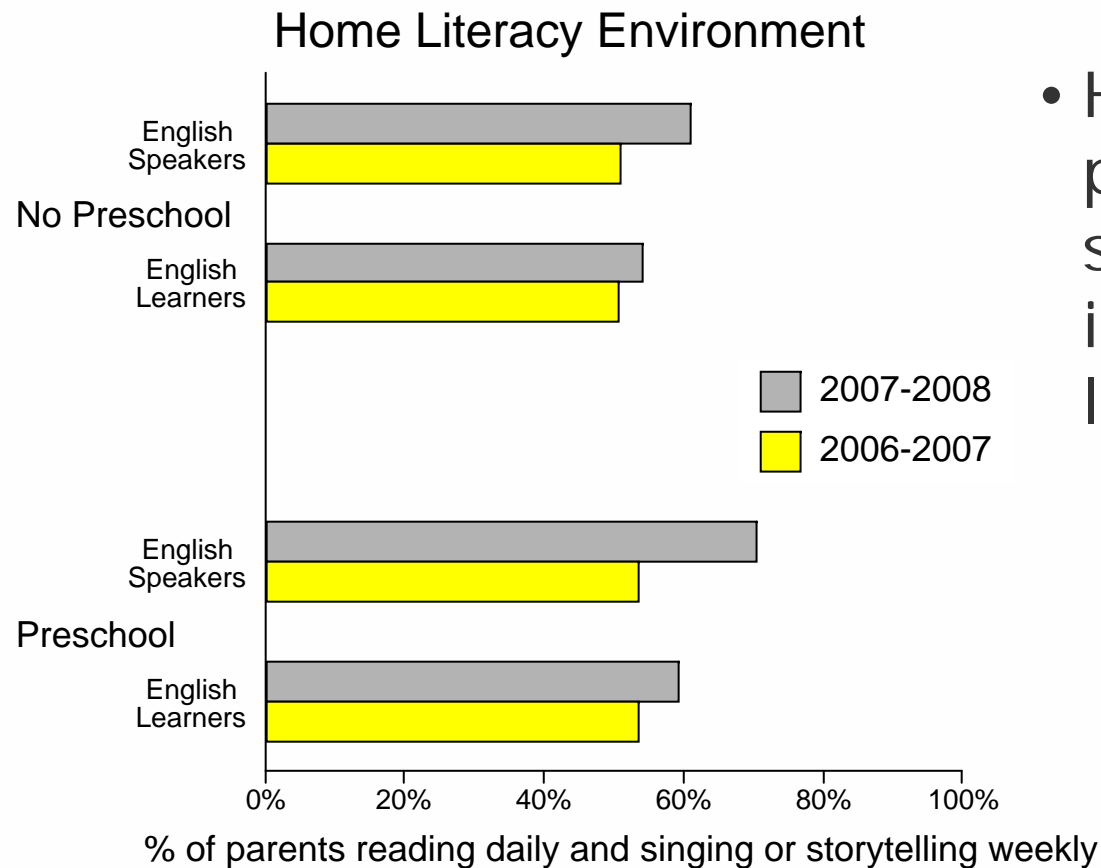
- Mental health support dropped among children who attended preschool

Parent Involvement



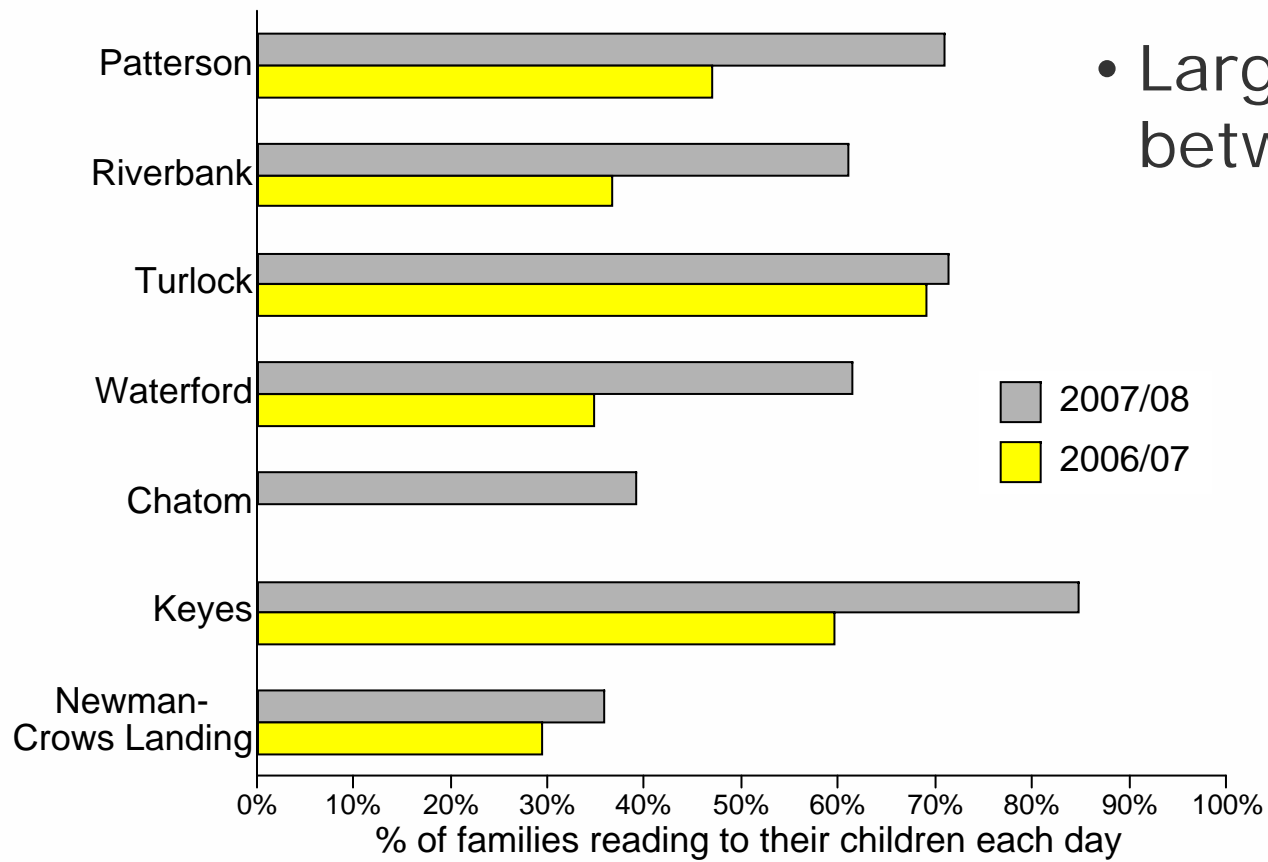
- Involvement dropped among English-speaking parents whose children did not attend preschool

Home Literacy Environment



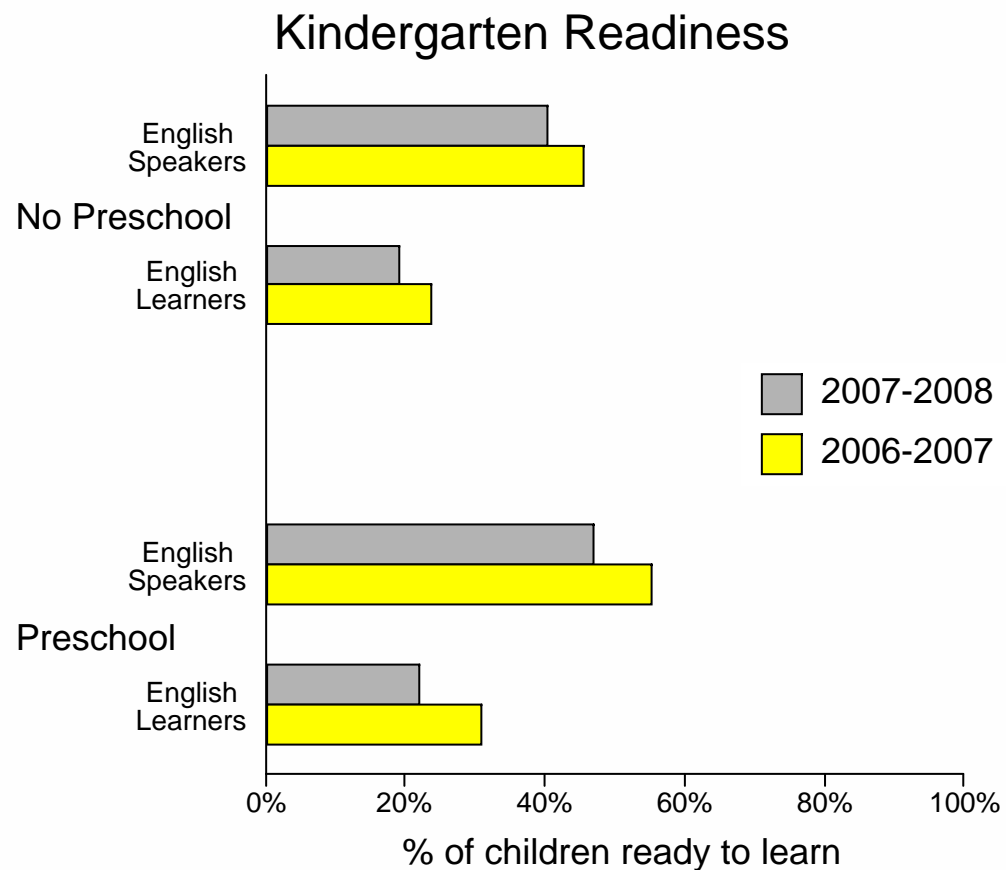
- Home literacy practices were strong and improved since last year

Home Literacy Environment



- Large variations between districts

Kindergarten Readiness

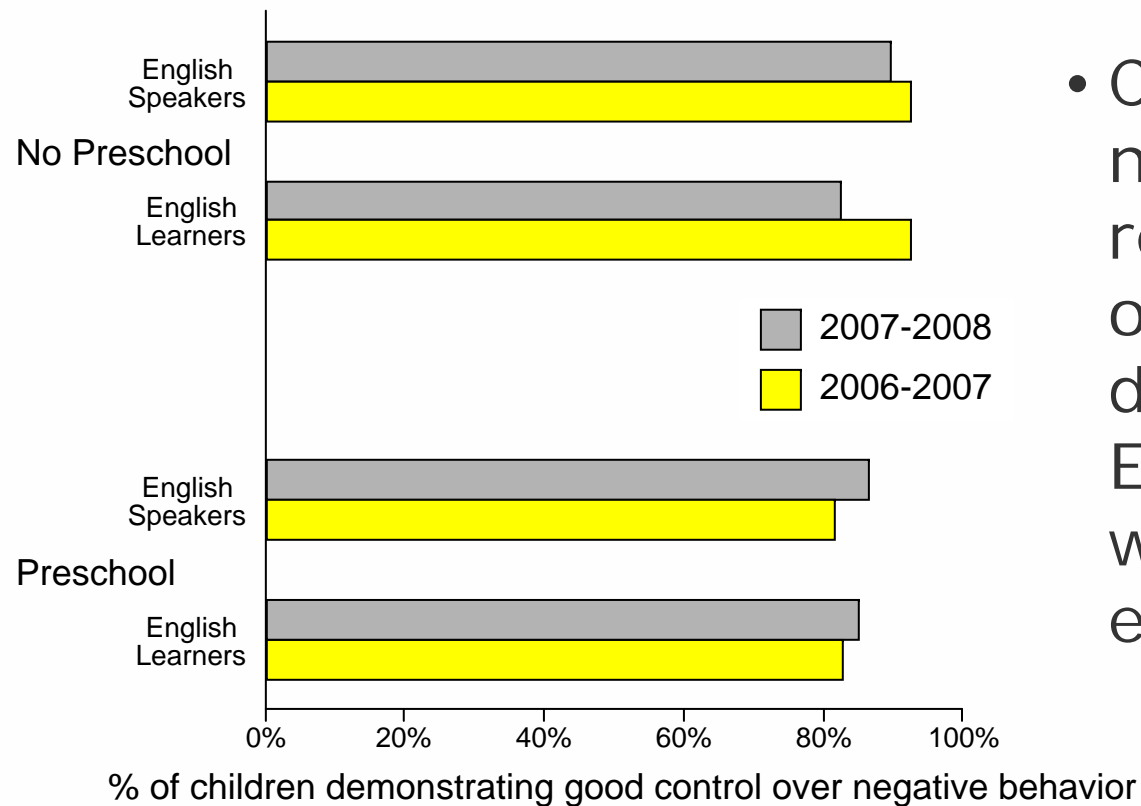


- Readiness to learn declined since last year
- Readiness scores were especially low for English learners

Control of Negative Behavior

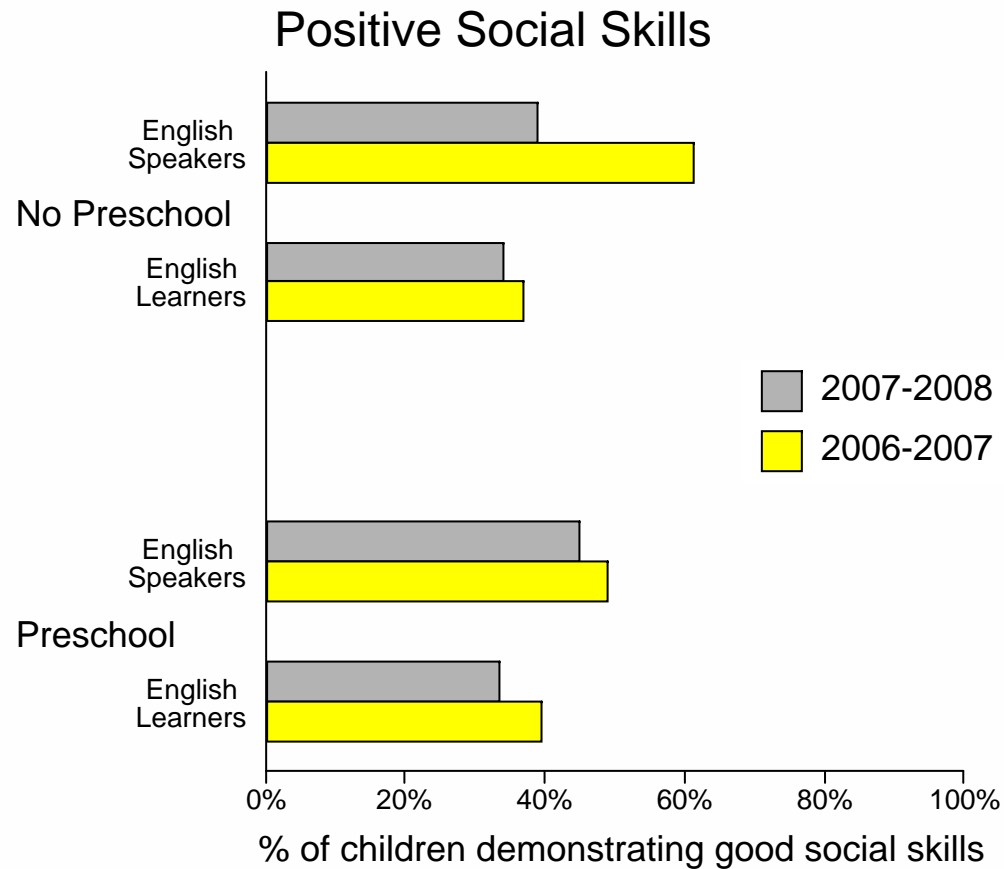


Control of Negative Emotional Behavior



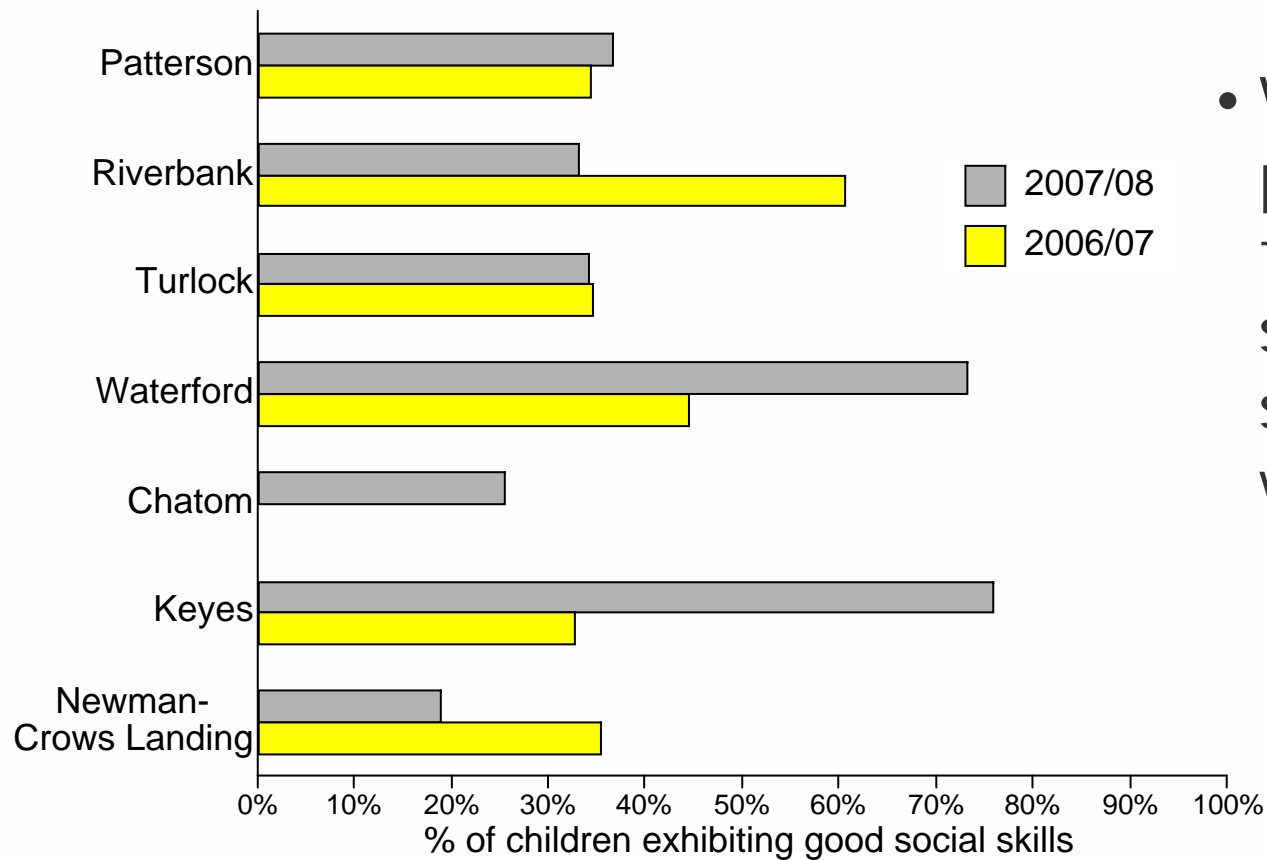
- Control over negative behavior remained strong overall, but declined in English learners with no preschool experience

Positive Social Skills



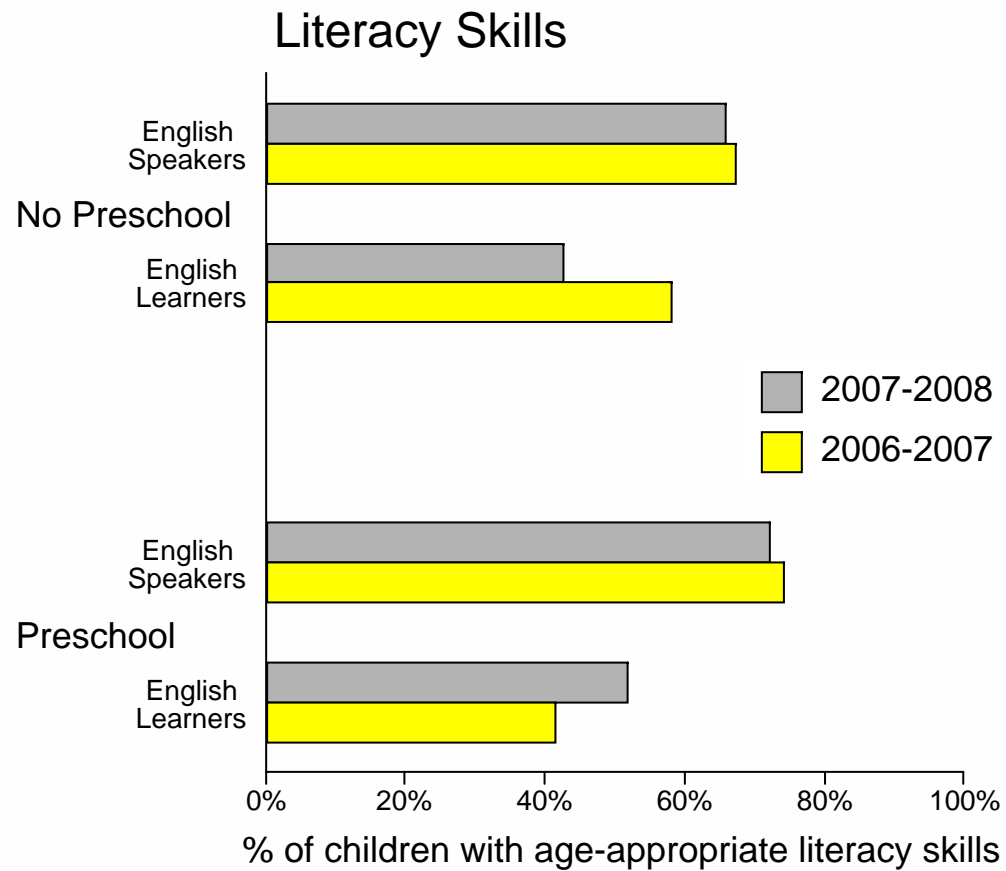
- Positive social skills declined, especially in English speakers with no preschool experience

Positive Social Skills



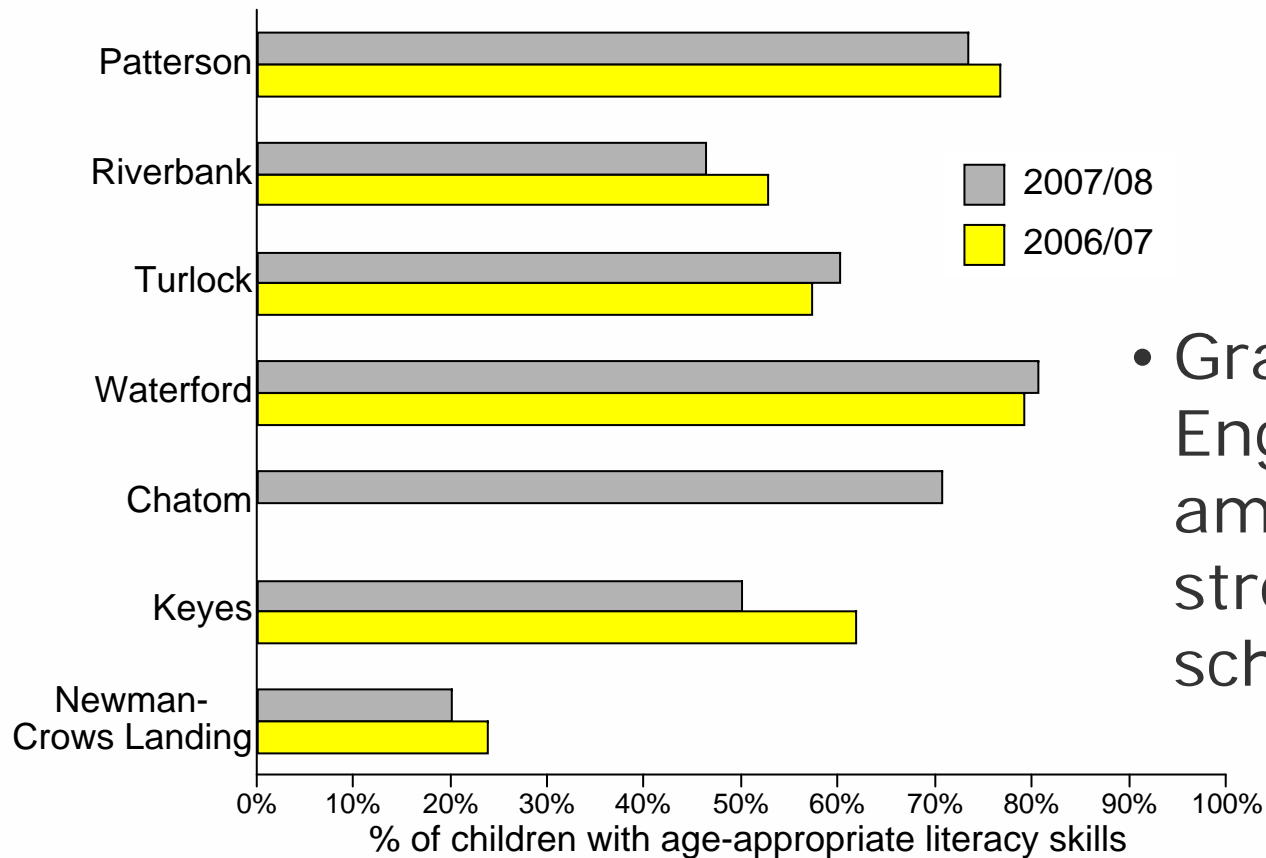
- Waterford program targeting social skills seems to be working

Literacy Skills



- English speakers did better than English learners

Literacy Skills

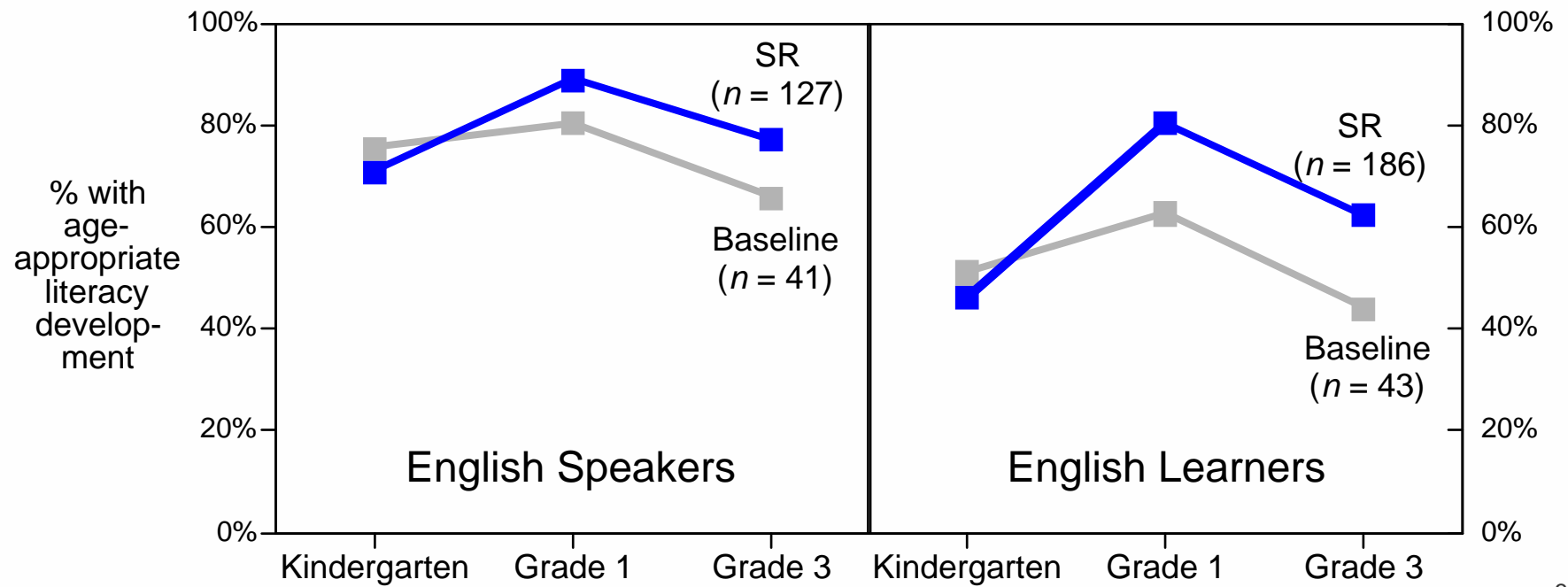


- Grayson (80% English learners) among strongest schools

Literacy Development



- SR children have a literacy advantage
- SR programs may close the literacy gap for ELLs



Recommendations



- Promote greater parental involvement in schools
- Target Kindergarten readiness and literacy development in English learners
- Consider Grayson Charter a model for literacy development in English learners
- Consider Richard Moon a model for development of social skills

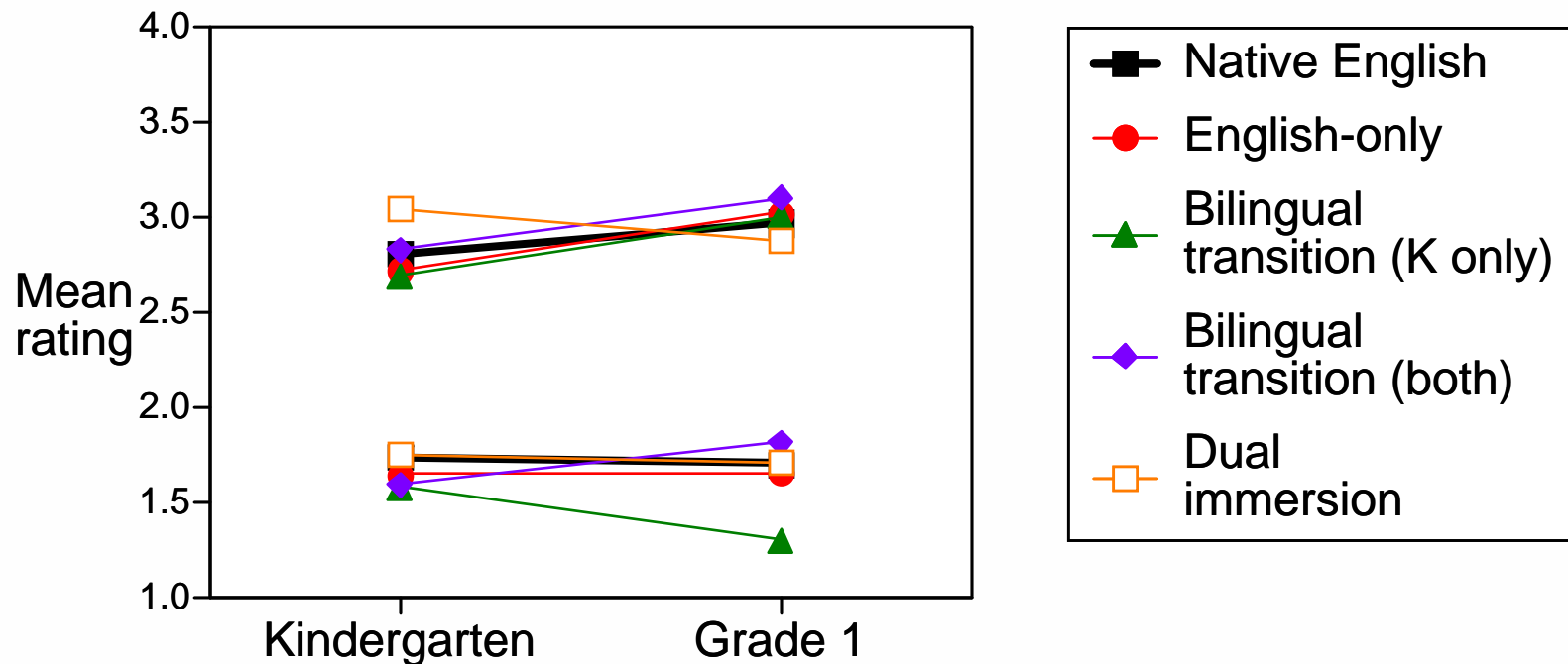
Future Directions



Language of Instruction



- Positive behaviors increase with age, except in dual immersion classrooms



Literacy as a Function of Age



- Literacy skills are more highly correlated with classroom time than with age

Grade	<i>n</i>	Correlation with literacy score	
		Months of schooling	Age
K	649	0.25	0.17
1	376	0.29	0.01
3	203	0.22	-0.17

Predictors of Literacy Skills



Literacy predictor	Kindergarten ($R = 0.30$, $n = 602$)	Grade 1 ($R = 0.32$, $n = 258$)
Gender	n.s.	n.s.
Pre-school attendance	$p = .05$	n.s.
Age	$p < .001$	n.s.
Months of schooling	$p < .001$	n.s.
School readiness	n.s.	$p = .001$

Staff Suggestions



- How many programs are needed to achieve academic success?
- What combination of programs is needed for academic success?

Thanks – see you in December!

