

# **Core Four Outcomes**

Year 1

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Harold Stanislaw, Ph.D. and Jamie McCreary, Ph.D.

# Core Four Year 1 Outcome Report

## Background

In 2010-2011, the Stanislaus Children and Families Commission funded four services for children aged 0-5 years old and their parents<sup>1</sup>: 1) pre-literacy activities; 2) parent training; 3) behavioral screenings, with referrals to behavioral service providers when appropriate; and 4) Kindergarten transition camps. These “Core Four” services, described in more detail in Appendix A, were coordinated through six school districts in Stanislaus County:

- Chatom Union School District, at Chatom Elementary School
- Keyes Union School District, at Keyes Elementary School
- Newman-Crows Landing Unified School District, at Von Renner Elementary School
- Patterson Joint Unified School District, at Grayson Charter School
- Riverbank Unified School District, at California Avenue Elementary School and Rio Altura Elementary School
- Turlock Unified School District, at Cunningham Elementary School, Osborn Elementary School, and Wakefield Elementary School

This report summarizes the countywide outcomes of pre-literacy activities, parent training, and Kindergarten transition camps funded through the Core Four program.<sup>2</sup> Additionally, information is provided regarding the degree to which assessments of the Core Four services were properly implemented.

## Evaluation approach

Custom instruments were developed to assess outcomes for the Core Four services, relying on either parent reports or staff/teacher ratings to measure targeted skills and knowledge. Details regarding the specific instruments and how they were utilized in the Core Four assessment are presented in Appendix A, and are illustrated there in Figure A. Districts were requested to administer the instruments when service delivery began, and again at the end of service delivery. Programs lasting longer than 90 days were requested to administer the instruments at the end of each 90-day interval. Outcomes were assessed by comparing responses made at the start of service delivery (the “pretest”) with responses made at the first subsequent administration of each instrument (the “posttest”).

Districts were excluded from the evaluation of a particular Core Four service if contract monitors stated that the service in question was not offered in a manner consistent with Core Four program guidelines. This exclusion policy did not extend to violations of the assessment protocol itself; districts that did not adhere strictly to the prescribed periods for administering the instruments remained in the analysis. However, retaining these districts created a dilemma for data analysis: Allowing flexibility in the assessment protocol introduced undesirable variation (or “noise”) into the data, potentially having a negative impact on the precision of the evaluation. We considered this less problematic than the consequences of strictly enforcing the assessment protocol; such a policy would have resulted in sample sizes too small to obtain meaningful results. The liberal approach we adopted enhanced our ability to detect the potential value of Core Four programs, but our findings are accompanied with the caveat that all results should be considered tentative. This is particularly true of the pre-literacy program and parent training evaluations; adherence to the assessment protocol was much better for Kindergarten transition camps.

Each instrument included sets of items designed to measure the skills or practices specified as desired outcomes for Core Four services. Items in each set were averaged to yield a single, composite score for each skill or practice which, when compared to assessment criteria, indicated if the skill or practice in question

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<sup>1</sup> Throughout this document, the term “parent” includes guardians and other care providers.

<sup>2</sup> Behavioral screenings were assessed by behavioral service providers and are not discussed in this report.

was fully established, emerging, or not yet emerging. In most cases, the service goal was to fully establish the skill or practice and the percentage of children or parents with fully established skills or practices is reported in this document. However, in some cases, a Core Four service would be considered successful if it merely fostered the emergence of skills, such as is true for pre-literacy skills, early literacy skills, Kindergarten readiness, and parenting skills. For these skills, the percentage of children or parents with emerging or fully established skills or practices is reported.

Data submitted by the districts included many incomplete assessments, providing only pretest data with no follow-up, or (less often) posttest data with no earlier assessment. These assessments were not included in the analysis for this report to assure accuracy in comparing the pre and post groups. Only the results for those children or their parents who were assessed both at the start of service delivery and again at the end of service delivery (or after the first 90 days of service delivery) were included in the analysis.

### **Evaluation limitations**

Feedback from service providers during the first few months of the Core Four program revealed concerns with some of the instruments. In response to this feedback, we revised several forms by rewording items and making changes to the response scales. Also, some instruments were combined to reduce the amount of paperwork required from parents and program staff, and a new document (the *Record of Delivered Services*, or RoDS) was introduced to facilitate tracking of service delivery and evaluation activities.

These changes improved the assessment procedure, but they also added noise to the assessment data. Further noise was added by the varying fidelity with which the sites implemented the Core Four program. Despite Commission staff efforts to guide programs, some sites did not offer services at the recommended intervals or for the recommended number of sessions. Additional noise was introduced by inconsistencies in the timing of instrument administration and by gaps in the data (most often resulting from the failure to obtain posttest data).

All of these sources of noise, when combined with the normal differences that occur as individuals respond in their own, unique ways to the services they receive, have the potential to obscure the impact of Core Four services by increasing variability in the data. In other words, the “message”—the outcomes of each service—may be hidden by the noise in the data. To increase the sound of the message, we made every effort to increase the number of children and parents included in the analysis. Part of this effort involved considering pretests and posttests regardless of when they were obtained during the service delivery process.

Another limitation to the evaluation results from the lack of comparison data. The ideal evaluation design compares children or parents who received a service to a group of peers who did not receive that service. This design was not implemented for the Core Four evaluation. As a result, when changes took place between the pretest and the posttest, it is not clear whether these changes resulted from the services that were administered between the pretest and the posttest, or whether these changes would have occurred even in the absence of service delivery. However, this ambiguity is of greatest concern when services are delivered over an extensive period of time, so that normal maturational processes might reasonably be expected to take place. Since the evaluation examined changes only over periods of 90 days or less, the lack of comparison data may not be particularly problematic.

### **Pre-literacy service outcomes**

Outcomes for Core Four pre-literacy services were assessed using two instruments. The *Early Reading Assessment for Pre Literacy Programs – Revised* (ERA-PLR) was an instrument that pre-literacy program staff used to rate children on two pre-literacy skills (interest in books and book handling) and three early literacy skills (beginning reading, use of writing tools, and beginning writing). For assessment purposes, changes in pre-literacy skills between the start and end of service delivery (or after the first 90 days of service delivery) were examined for children aged 24-36 months. For children older than 36 months, changes in early literacy skills were examined. For both age groups, the service goal was to foster the emergence of skills. The items used to assess each skill are summarized in Appendix B.

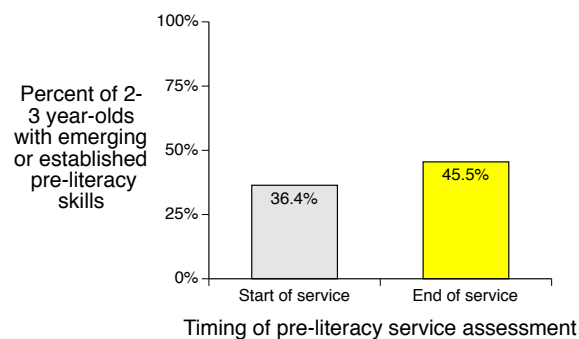
Figure 1 illustrates the percentage of children with emerging or established pre-literacy skills when services were initiated (gray bar), and at the end or after 90 days of service delivery (yellow bar). The data suggest an improvement in pre-literacy skills, but complete assessment data exist for only 11 children. Pretest assessments were submitted for another 26 children, but even if posttest scores had been obtained from these children, the sample size would be too small to draw firm conclusions regarding the impact of Core Four pre-literacy programs on the development of pre-literacy skills in children aged 24-36 months.

More data are available for children older than 36 months. These are summarized in Figure 2, which illustrates the percentage of these children who had emerging or established early literacy skills. Gains are much more evident here, and are based on a reasonably large sample of 69 children; another 29 children provided pretest scores but no posttest data. Thus, Core Four pre-literacy programs may foster the development of early literacy skills in children older than 36 months.

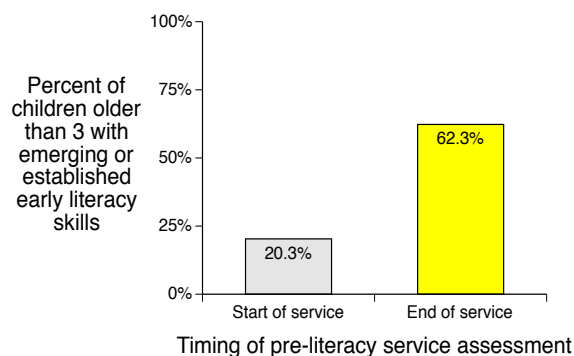
The second instrument used to assess outcomes of the Core Four pre-literacy programs was the *Survey of Family Activities – Revised* (SOFA-R). This form was completed by parents, who indicated the frequency with which three literacy-enhancing practices took place at home: how often the parent read, sang, and told stories; how often the child drew, colored, or wrote; and how often the parent spent time talking with the child. Appendix B details the items to which parents responded. The program goal was for all three home literacy practices to take place on a daily basis.

Noise in the assessment of home literacy practices arose from all the sources described above. However, there may have been even more noise than usual from variations in the timing of the pretest and posttest relative to the service beginning and ending dates. The SOFA-R was administered in conjunction with Core Four parent training services, as well as Core Four pre-literacy services. Sites were asked to avoid administering the same instrument twice within the same month. Thus, if families were receiving both pre-literacy and parent-training services, the SOFA-R may have been administered earlier than would be optimal for assessment purposes, adding noise to the assessment data.

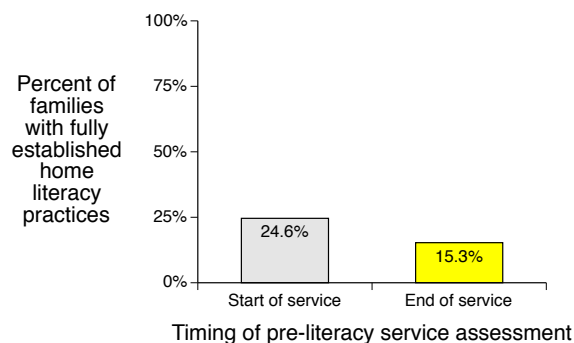
Figure 3 illustrates the percentage of families who engaged in all three home literacy practices on a daily basis. A total of 118 families provided a complete set of data and are summarized in Figure 3; another 59 families completed a pretest but no posttest. Home literacy practices declined over the service delivery period. One possible explanation for this is that parents may have felt that literacy activities at home could be



**Figure 1.** Pre-literacy skills for children aged 24-36 months before and after delivery of pre-literacy services.



**Figure 2.** Early literacy skills for children aged 37 months and older before and after delivery of pre-literacy services.



**Figure 3.** Home literacy practices before and after delivery of pre-literacy services.

supplanted by similar activities that took place in the Core Four program.

The overall pattern of findings suggests that Core Four pre-literacy activities may improve literacy development in children aged 3 and older. Benefits for younger children are less clear, and there is no evidence of improved outcomes for home literacy practices. It should also be noted that problems were common in program implementation: Fidelity was poor and attendance was not monitored at some sites, participation was sporadic for some families, and the interval between pretest and posttest varied markedly across and even within sites. Furthermore, a substantial number of families began the program but provided no posttest data, suggesting that problems existed with either maintaining participation or administering the instruments. All of these problems should be addressed in future years if funding of Core Four pre-literacy programs is to continue.

### Parent training service outcomes

The SOFA-R, which asked parents to report on their home literacy practices (as described above), also presented questions about parenting skills and knowledge of child development. The goal of parent training was to foster the emergence of parenting skills, and to fully establish knowledge of child development. Appendix B lists the items used to assess these outcomes.

Figure 4 illustrates the outcomes for parenting skills, while Figure 5 illustrates the outcomes for knowledge of child development. The data are based on a reasonably large sample (61 parents for parenting skills and 64 parents for knowledge of child development<sup>3</sup>), but an even larger group (77 parents) failed to provide posttest data despite having completed the pretest SOFA-R.

The data suggest clear gains in parenting skills, but there was no evidence of change in knowledge of basic child development principles. Furthermore, pretest scores for knowledge of child behavior were quite high, suggesting that the parents who participated in Core Four parent training programs already possessed a rudimentary understanding of child development before those programs began. This, in turn, implies that parent training programs should strive to offer more advanced instruction in child development (in which case the SOFA-R should be modified accordingly to assess higher levels of knowledge), or abandon the effort to offer instruction in child development (in which case the items that assess knowledge of child development should be dropped from the SOFA-R).

The problems observed in delivering and assessing Core Four parent training services are similar to those observed for Core Four pre-literacy services. Fidelity was poor, attendance was not monitored at some sites, and participation was sporadic for some families. Also, the interval between pretest and posttest varied markedly across and within sites, in part because the SOFA-R was used to assess both parent training and

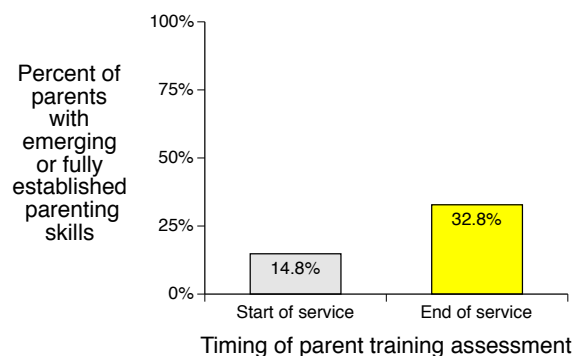


Figure 4. Parenting skills before and after delivery of parent training services.

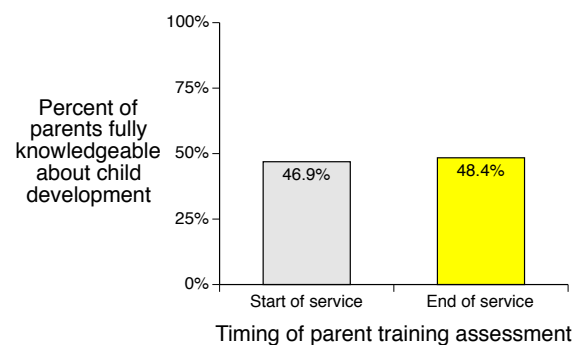


Figure 5. Knowledge of child development before and after delivery of parent training services.

<sup>3</sup> Three parents who completed the SOFA-R chose to answer only the items that assessed knowledge of child development; the parenting skill items were left unanswered.

pre-literacy services, as described above. Problems associated with families beginning the program but failing to provide posttest data were even more severe than was the case for pre-literacy programs; the data suggest that more parents dropped out of the parent training programs than completed them. These problems demand attention, should parent-training programs be offered in future years.

### Summary of early services

Assessment data for the Core Four pre-literacy and parent training services were of generally low quality. Factors contributing to the poor data quality included problems in delivering services and in administering the instruments, as described above. It is also noteworthy that participation in pre-literacy and parent training services appeared to be sporadic. This may be symptomatic of problems with the services themselves. It is possible that parents did not see value in participating on a regular basis, but it is also possible that structural issues were involved. Unlike the Kindergarten transition camps—which had high completion rates (see below)—pre-literacy and parent training services were offered at an early age; many children were still several years removed from attending Kindergarten. Furthermore, these early services were sometimes delivered at sites that were remote from the child’s elementary school. It would seem that, under these circumstances, service providers must make special efforts to promote regular attendance.

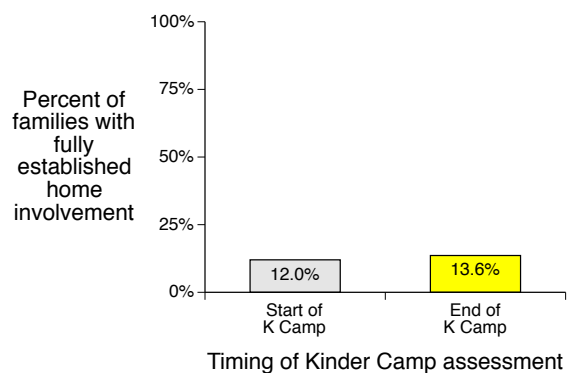
Parents sometimes appeared to have difficulty in completing the SOFA-R, particularly reversed items (those in which the desired response was a 1 on the 4-point response scale, rather than a 4), adding more noise to the data. To help address this issue, two items on the SOFA-R will be reworded for use in subsequent years<sup>4</sup>. However, even after the instruments are changed, it will be important for sites to administer the forms at the times prescribed by the assessment design.

The overall pattern of findings for early services presents a mixed message. On the one hand, the number of families who received services was disappointing, and significant problems were evident in both service delivery and the assessment of outcomes (as detailed above). On the other hand, there is some limited evidence to suggest that Core Four pre-literacy services may promote the development of early literacy skills in children aged 3 and older, and Core Four parent training services may foster the development of parenting skills. The lack of comparison group data limits the degree to which these benefits can be ascribed to the Core Four services themselves; it is possible that the changes observed between the pretest and posttest may have resulted simply from normal maturational processes. However, if funding allows, and if the development of literacy and parenting skills is viewed as a priority, continuation of these early Core Four services may be warranted. Such funding should be contingent upon assuring the fidelity of service delivery, increasing the number of families served, addressing problems that result in sporadic attendance and dropout, and following the evaluation protocol established by the Commission.

### Kindergarten transition camps

Outcomes for Kindergarten transition camps (“Kinder Camps”) were assessed using two instruments. The *Kindergarten Entry Survey* (KES) asked parents to report on four activities in the home that support educational success (hereafter referred to as *home involvement*), and five activities in the school that also facilitate achievement (hereafter referred to as *school involvement*); Appendix B lists the items used to assess each form of involvement. The aim of Kinder Camp was to fully develop both forms of involvement.

As Figures 6 and 7 illustrate, neither form of involvement exhibited much change over the course

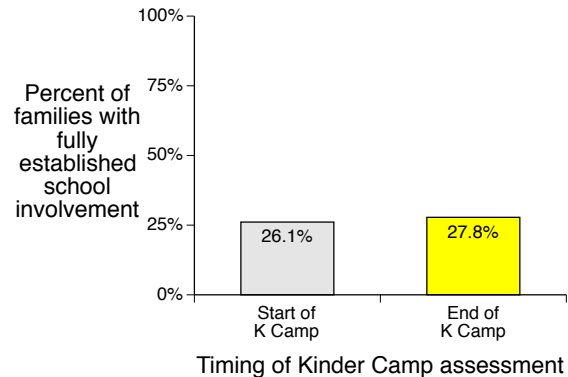


**Figure 6.** Involvement at home in activities that support educational success, before and after participation in Kinder Camp.

<sup>4</sup> The SOFA-R item that determines how often the parent speaks with the child also will be revised.

of the four-week Kinder Camp. Home involvement was low at the start of Kinder Camp and remained low when Kinder Camp concluded. In fact, the percent of Kinder Camp families with fully developed home involvement practices was lower than the percent of pre-literacy families who had fully developed home literacy practices (see Figure 3). This is surprising, because Kinder Camp children were generally older than children who participated in pre-literacy programs. Furthermore, the difference was not an artifact of changed methodology; home involvement is assessed in the KES by the same three items that the SOFA-R uses to assess home literacy practices (although the KES has one extra item that the SOFA-R does not).

The percent of families with fully developed school involvement practices (Figure 7) was markedly higher than the percent of families with fully developed home involvement practices (Figure 6). However, the percentage changed little from pretest to posttest, suggesting that Kinder Camp had no impact on school involvement.



**Figure 7.** Involvement at school in activities that support educational success, before and after participation in Kinder Camp.

The disappointing results for home and school involvement cannot be attributed to sample size issues, as 242 parents completed the KES at both pretest and posttest<sup>5</sup>, with only 46 families who completed a pretest KES failing to complete a posttest KES. Noise in the data is also unlikely to account for the findings, as the Kinder Camp programs exhibited a generally good level of fidelity for program implementation, and the majority of parents completed the KES during the prescribed assessment periods. Thus, it appears that Kinder Camp had little, if any, effect on promoting parental involvement in the child’s education, either at home or at school. Perhaps a longer program would be impactful since it would allow more time for parent contact. It is also noteworthy that fidelity checks performed by Commission staff indicated that one Kinder Camp program had no parent component at all and only two districts had complete programs that met all expectations set by the Commission.

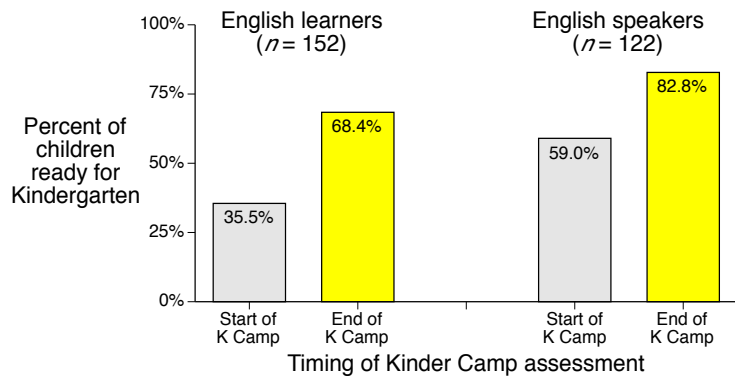
The Kindergarten transition findings for home involvement (Figure 6) mirror those seen for pre-literacy services (Figure 3), and therefore are not surprising. By contrast, the poor results for school involvement are unexpected because, for many families, Kinder Camp is their first opportunity to meet their children’s teachers and interact with school staff. Kinder Camp also serves as the initial introduction to the public education system for first generation schoolchildren. One possible explanation for the findings is that parents may acclimate to the school environment quickly—perhaps after attending Kindergarten registration and delivering their children to Kinder Camp, both of which occurred before the KES was completed. In future evaluations, it may be desirable to ask parents to complete the KES at Kindergarten registration.

Preparing children for Kindergarten learning is the most central goal of the Kinder Camp program. A second instrument—the *Survey of Kindergarten Readiness Indicators for Teachers* (SKRIT)—was used to assess the impact of Kinder Camp on the children who participated. Teachers used the SKRIT to rate each child in their class on nine skills related to Kindergarten readiness and to estimate the child’s fluency in English; Appendix B lists details regarding the items.

Results of the SKRIT assessment are illustrated in Figure 8. The nine skill ratings were averaged to yield a single readiness score for each child, which was used to determine if the child’s readiness skills were fully developed, emerging, or not yet emerging. The aim of Kinder Camp was to foster the emergence of Kindergarten readiness.

<sup>5</sup> One parent who completed the KES at both pretest and posttest responded only to the home involvement items at posttest.

The outcomes in Figure 8 are separated into those for the 152 children who were rated by their teachers as not fully fluent in English at the start of Kinder Camp (“English learners”), and those for the 122 children who were rated by their teachers as fully fluent in English at the start of Kinder Camp (“English speakers”)<sup>6</sup>. Both groups of children exhibited substantial improvements in readiness over the duration of Kinder Camp. The gains were particularly strong for English learners. On average, these children had much lower initial readiness skills than did English speakers, with 23.5% fewer English learners scoring ready for Kindergarten. However, by the end of Kinder Camp this “readiness gap” had declined to only 14.4%.



**Figure 8.** Children rated by their teachers as ready for Kindergarten (readiness skills emerging or established) before and after Kinder Camp.

These findings mirror those of the Stanislaus County Children and Families Commission’s School Readiness

evaluation, which was conducted from 2003 through 2010. In that evaluation, English learners had weaker literacy skills than English speakers at the start of Kindergarten. However, English learners who participated in Kinder Camp appeared to have accelerated rates of literacy development that were sustained through Grade 3. As a result, English learners who participated in Kinder Camp had literacy skills in Grade 3 that matched those of English speakers, while the literacy skills of English learners who did not participate in Kinder Camp remained markedly lower than those of English speakers in Grade 3.

The assessment data are of generally higher quality for Kinder Camp than for the two other Core Four services that we assessed. The lack of comparison group data remains somewhat problematic (as it is for assessing the outcomes of pre-literacy and parent training services), but given the relatively short duration of Kinder Camp—only 4 weeks—it seems unlikely that the observed gains can be attributed to normal maturational processes. The more plausible explanation is that Kinder Camp fostered the development of readiness skills for children, and was especially useful for closing the “readiness gap” between English learners and English speakers.

Kinder Camp had less impact on parents, as neither home nor school involvement changed much over the course of the program. Fidelity data revealed that several districts did very little to instruct parents on how to help their children at home and through activities at school. Preparing parents to become involved in their children’s learning is an important goal for Kindergarten transition programs. Improvements by schools in implementing parent activities as part of the program will likely increase the program’s effectiveness.

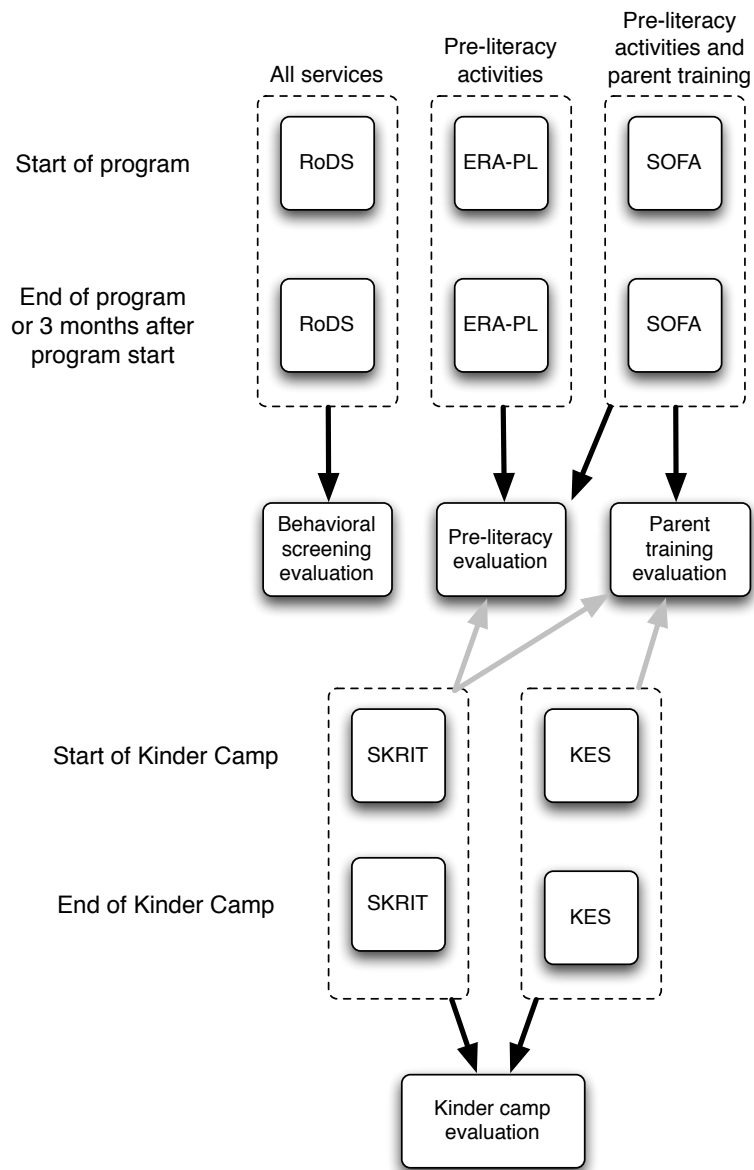
The primary goal of Kinder Camp is to directly benefit children, and in this context the service appears extremely successful. Furthermore, extensive research performed as part of the County’s School Readiness evaluation suggests that the benefits imparted by participation in Kinder Camp last at least through Grade 3. Thus, we strongly recommend the continuation of Kinder Camp.

<sup>6</sup> Posttest SKRITS were not available for three English learners and four English speakers.

## Appendix A

### Core Four Early Foundations Evaluation

Service	Key Program Elements	Desired Outcomes	Instruments
Pre-Literacy	<ol style="list-style-type: none"> <li>1. Children engage in hands-on activities</li> <li>2. Skills are introduced, practiced, and supported</li> <li>3. Parents/guardians receive follow-up activities</li> <li>4. Families receive books and other literacy materials</li> </ol>	<ol style="list-style-type: none"> <li>A. Improved literacy skills</li> <li>B. More child interest in literacy materials</li> <li>C. More frequent family literacy activities</li> <li>D. More literacy materials at home</li> </ol>	PRE and POST <ol style="list-style-type: none"> <li>a. Survey of Family Activities – Revised (SOFA-R) (parent survey)</li> <li>a. Early Reading Assessment – Pre Literacy (ERA-PL) (child literacy assessment)</li> </ol>
Parent training	<ol style="list-style-type: none"> <li>1. Parent and child attend together and interact during session</li> <li>2. Parents receive individualized feedback</li> <li>3. Parents receive information about the importance of language interaction</li> <li>4. Parents receive information about the behavior management and child guidance</li> <li>5. Parents receive basic information about child development</li> </ol>	<ol style="list-style-type: none"> <li>A. Improved ability to manage behavior</li> <li>B. Increased knowledge about child development</li> <li>C. Increased comfort and confidence in managing behavior</li> <li>D. More positive parent/child interactions and relationship</li> </ol>	PRE and POST <ol style="list-style-type: none"> <li>a. SOFA-R (parent survey)</li> </ol>
Kinder-transition camp	<ol style="list-style-type: none"> <li>1. Children are introduced to classroom routines and expectations for classroom behavior</li> <li>2. Children engage in daily activities that promote self-help skills and healthy habits</li> <li>3. Children are encouraged daily to use oral language skills in the classroom</li> <li>4. Children participate at least 30 minutes each day in activities that build motor skills</li> <li>5. Children who have not had medical, hearing, dental, and vision screenings receive them</li> <li>6. Children lacking basic Kindergarten skills are given intensive instruction and parents are provided with tools/strategies to address the gaps at home</li> <li>7. Parents attend meetings and visit school to learn the role they in their children's education</li> </ol>	<ol style="list-style-type: none"> <li>A. Improved literacy skills</li> <li>B. Improved social skills</li> <li>C. Increased parent connection/comfort at school</li> <li>D. Increased parent knowledge of how to support child's learning</li> </ol>	EARLY and LATE <ol style="list-style-type: none"> <li>a. Kindergarten Entry Survey (KES) (parent survey)</li> <li>a. Survey of Kindergarten Readiness Indicators for Teachers (SKRIT) (teacher survey)</li> </ol>



**Figure A.** Assessment design and instruments used in the assessment.

## Appendix B

*Assessment items and response options; service goals are shown in **bold***

Skill or practice	Instrument used for assessment	Item	Response options
Pre-literacy skills (children aged 24-36 months only)	ERA-PLR	Interest in books	1 = No interest 2 = Will look at book with adult when asked <b>3 = Brings book to adult to read</b> <b>4 = Looks at books by self</b>
		Book handling	1 = Does not touch or hold books 2 = Holds book right side up <b>3 = Turns pages from front to back</b> <b>4 = Looks at pages from left to right</b>
Early literacy skills (children aged 37 months and older)	ERA-PLR	Beginning reading	0 = Does not recognize own name 1 = Recognizes own name 2 = Recognizes letters from name in other words <b>3 = Recognizes simple words (e.g. cat)</b> <b>4 = Sounds out letters in words</b>
		Use of Writing Tools (Pencil, Pen, Crayon, Marker, etc)	0 = Does not hold writing tools 1 = Fist hold 2 = Holds near top of tool <b>3 = Holds correctly but poor control (e.g. large or lopsided letters)</b> <b>4 = Holds correctly with good control</b>
		Beginning Writing	0 = Does not scribble when handed a writing tool 1 = Scribbles 2 = Talks about scribbles (e.g. that's my name) <b>3 = Writes some letters, no words</b> <b>4 = Writes own name</b>
Home literacy practices	SOFA-R	I read, sing, or tell stories to my child for at least 20 minutes	1 = Once a week or less 2 = A few days each week 3 = Most days <b>4 = Every day</b>
		My child draws, colors, or writes	1 = Once a week or less 2 = A few days each week 3 = Most days <b>4 = Every day</b>
		I spend time talking with my child	1 = Once a week or less 2 = A few days each week 3 = Most days <b>4 = Every day</b>
Parenting skills	SOFA-R	When my child misbehaves, I handle it without getting upset	1 = Almost never 2 = Sometimes <b>3 = Usually</b> <b>4 = Almost always</b>

Skill or practice	Instrument used for assessment	Item	Response options
Parenting skills (continued)	SOFA-R	If saying "no" doesn't work, I offer something nice to make my child behave (reverse scored)	1 = <b>Almost never</b> 2 = <b>Sometimes</b> 3 = Usually 4 = Almost always
		I only warn my child using threats that I know I will carry out	1 = Almost never 2 = Sometimes 3 = <b>Usually</b> 4 = <b>Almost always</b>
		I wish it were easier to get along with my child (reverse scored)	1 = <b>Almost never</b> 2 = <b>Sometimes</b> 3 = Usually 4 = Almost always
Knowledge of child development	SOFA-R	Talking to children helps their brains develop	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>
		Children learn when you point out their good behavior	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>
		Parents should hold young children who are afraid or upset	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>
		Children need to spend a lot of time running, jumping or skipping	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>
Home involvement	KES	I read, sing, or tell stories to my child for at least 20 minutes	1 = Once a week or less 2 = A few days each week 3 = Most days 4 = <b>Every day</b>
		My child draws, colors, or writes	1 = Once a week or less 2 = A few days each week 3 = Most days 4 = <b>Every day</b>
		I spend time talking with my child	1 = Once a week or less 2 = A few days each week 3 = Most days 4 = <b>Every day</b>
		I know how to teach my child at home	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>
School involvement	KES	I feel comfortable talking to the teachers and staff at my child's school	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = <b>Definitely yes</b>

Skill or practice	Instrument used for assessment	Item	Response options
School involvement (continued)	KES	I know what I can do to help my child do well in school	1 = Definitely no 2 = Probably no 3 = Probably yes <b>4 = Definitely yes</b>
		I feel at home at my child's school	1 = Definitely no 2 = Probably no 3 = Probably yes <b>4 = Definitely yes</b>
		I look forward to spending time in my child's Kindergarten class	1 = Definitely no 2 = Probably no 3 = Probably yes <b>4 = Definitely yes</b>
		I know when parent meetings are held at my child's school	1 = Definitely no 2 = Probably no 3 = Probably yes <b>4 = Definitely yes</b>
English fluency	SKRIT	Understanding and speaking English (response options 1-3 classified as English learner; response option 4 classified as English speaker)	1 = Demonstrates no knowledge of English 2 = Understands simple English, but does not speak English 3 = Understands English, and produces simple statements in English 4 = Fully fluent in English
Kindergarten readiness	SKRIT	Following classroom rules in routine activities (e.g., transitions from different activities)	1 = Follows own interest rather than rules 2 = Follows rules only when prompted <b>3 = Follows rules but sometimes requires prompting</b> <b>4 = Independently follows rules and often reminds others</b>
		Participating in songs, games, and stories that play with language sounds	1 = Does not participate 2 = Participates by attempting to follow along <b>3 = Participates by imitating an adult lead</b> <b>4 = Participates by repeating and sometimes initiating own words</b>
		Staying with or repeating a task (e.g., finishes puzzle or block structure)	1 = Moves frequently from one task to another 2 = Stays with a short task but is distracted before completion <b>3 = May be distracted from a task but returns to finish later</b> <b>4 = Stays with a task to completion and repeats it</b>

Skill or practice	Instrument used for assessment	Item	Response options
Kindergarten readiness (continued)	SKRIT	Writing letters and numbers	1 = Makes random scribbles 2 = Makes lines of wavy scribbles as an imitation of adult writing <b>3 = Writes fewer than three letters or numbers and/or uses mock letters or numbers</b> <b>4 = Writes three or more letters or numbers without tracing</b>
		Making connections between letters and sounds	1 = Makes no connection between letters and sounds 2 = Isolates the beginning sound of words when asked <b>3 = Can give words that start with a sound provided by the teacher</b> <b>4 = Can name a letter after hearing a sound or sound out the beginning letter of a word</b>
		Showing fine motor control (observe child using crayons or scissors)	1 = Holds crayon in palm of hand; holds scissors with both hands 2 = Holds crayons/scissors correctly with adult prompting <b>3 = Holds crayons/scissors correctly with minimal adult direction or assistance</b> <b>4 = Shows strength, dexterity, and control in using of crayons/scissors</b>
		Showing awareness of personal hygiene needs (e.g., washes hands)	1 = Teacher initiates and directs each step 2 = Child sometimes imitates steps but requires assistance <b>3 = Child performs tasks but needs occasional prompting</b> <b>4 = Child independently performs and completes steps</b>
		Following safety rules	1 = Not aware of risk associated with dangerous behaviors 2 = Receptive to frequent safety guidance from others <b>3 = Needs occasional reminders to follow safety rules</b> <b>4 = Recognizes the need to follow rules in presence of adults</b>
		Participating in group projects or games	1 = Resists participating in group activities 2 = Participates but takes turns or follows rules only when prompted <b>3 = Participates but sometimes needs prompting to take turns and follow rules</b> <b>4 = Participates cooperatively by taking turns and following rules</b>