

Taking Data from
Awareness -> Action
to Improve School
Readiness for Children



Early Years Niagara Research Advisory Group
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early childhood community development centre

Understanding the Early Years

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Canada. For further information, visit: www.hrsdc.gc.ca

PURPOSE

This presentation is intended to:

- Introduce another school readiness measure (Kindergarten Observation Form / KOF)
- Share KOF results and explore how they are presented
- Examine similarities between EDI & KOF
- Identify what we can we learn from KOF study and implications for Niagara
- Develop recommendations for taking research to action

SOURCE MATERIAL

This presentation is a review of:

- **Kindergarten Observation Form & Kindergarten Readiness in San Mateo & Santa Clara counties (CA)**
- **“Are Children Ready for School?” Summary Report & Executive Summary, 2005**
- **How to Support School Readiness & Success of Children**
- **Taking Data from Awareness -> Action Presentation from “Putting it all together” conference**
~ Susan Brutschy, President - Applied Survey Research,

EARLY DEVELOPMENT INSTRUMENT (EDI)

- Measures school readiness in SK children, based on 5 early years developmental domains:
 1. **Physical Health & Well-being**
 2. **Social Competence**
 3. **Emotional Maturity**
 4. **Language & Cognitive Development**
 5. **Communication Skills & General Knowledge**
- Completed by SK teachers
- 104 questions
- 5 developmental domains
- 20 sub-domains
- 2006 sample = 3016 SK children in Niagara

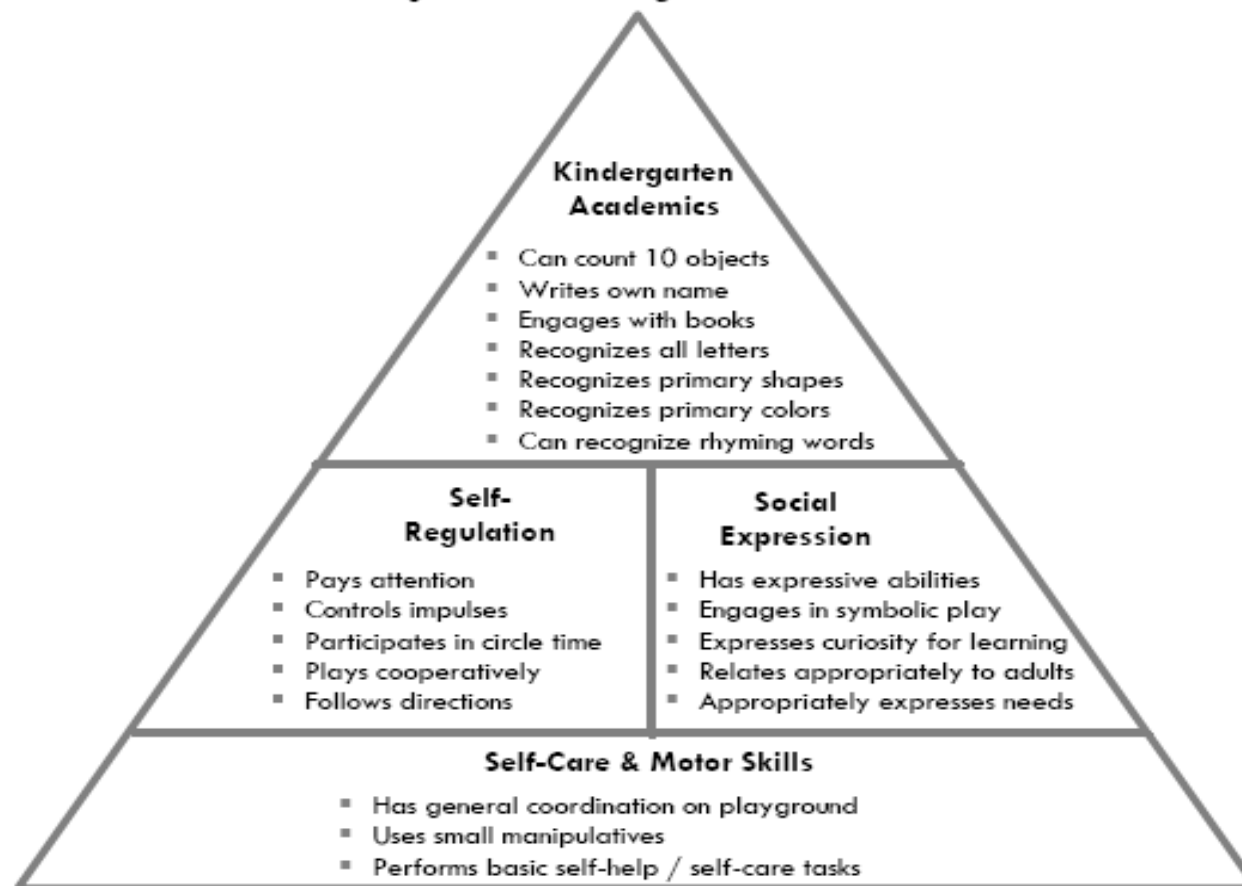
Kindergarten Observation Form (KOF)

San Mateo & Santa Clara Counties use the Kindergarten Observation Form (KOF) created by Applied Survey Research

- **Completed by kindergarten teacher**
- **Children are assessed across 23 readiness skills**
- **Based on teachers desired proficiency levels of the 23 readiness skills**
- **Teachers flag the top 5 skills that:**
 - **Are most important to them**
 - **Reflect where they spend the most classroom time**
 - **Are easiest to impact over the course of the year**

4 Basic Building Blocks

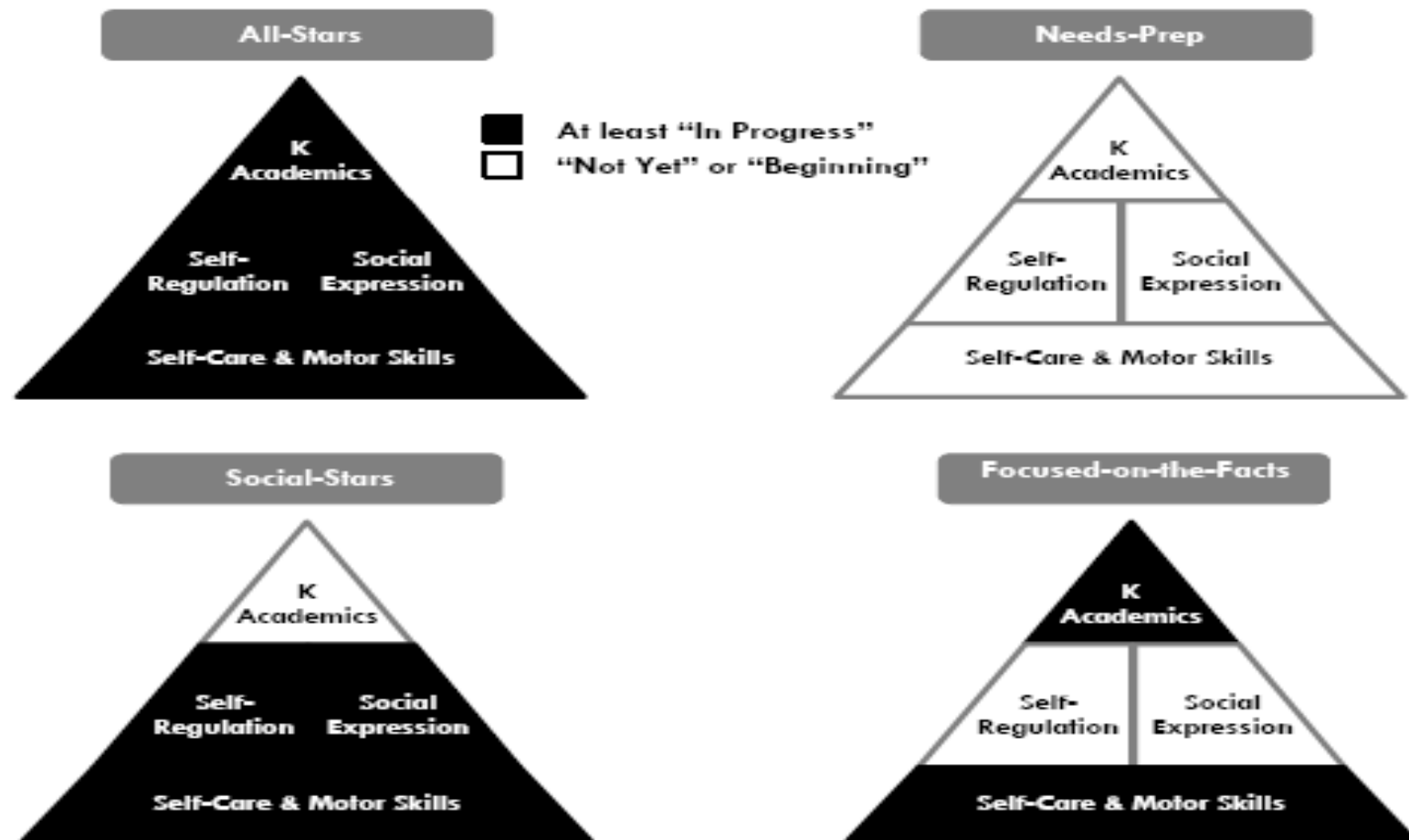
FIGURE 1: The *Basic Building Blocks* of Kindergarten Readiness



Note: Items within each *Basic Building Block* are listed in no particular order.

4 Portraits of School Readiness

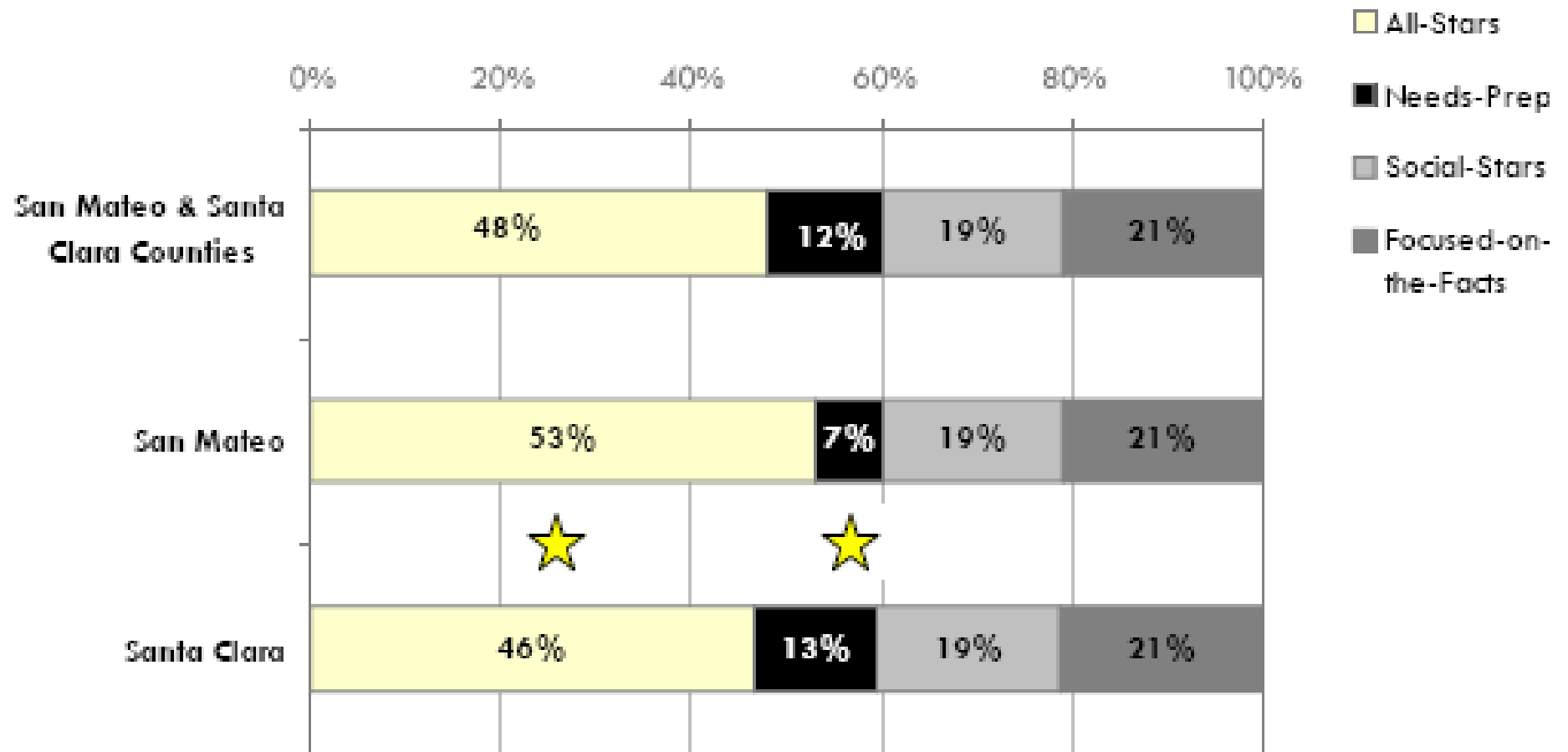
FIGURE 6: General Patterns of Readiness on *Basic Building Blocks* Dimensions for each *Readiness Portrait* (San Mateo County and Santa Clara County)



Source: Kindergarten Observation Form.

California KOF Portrait Results

FIGURE 5: Readiness Portraits of Students Across Two Counties

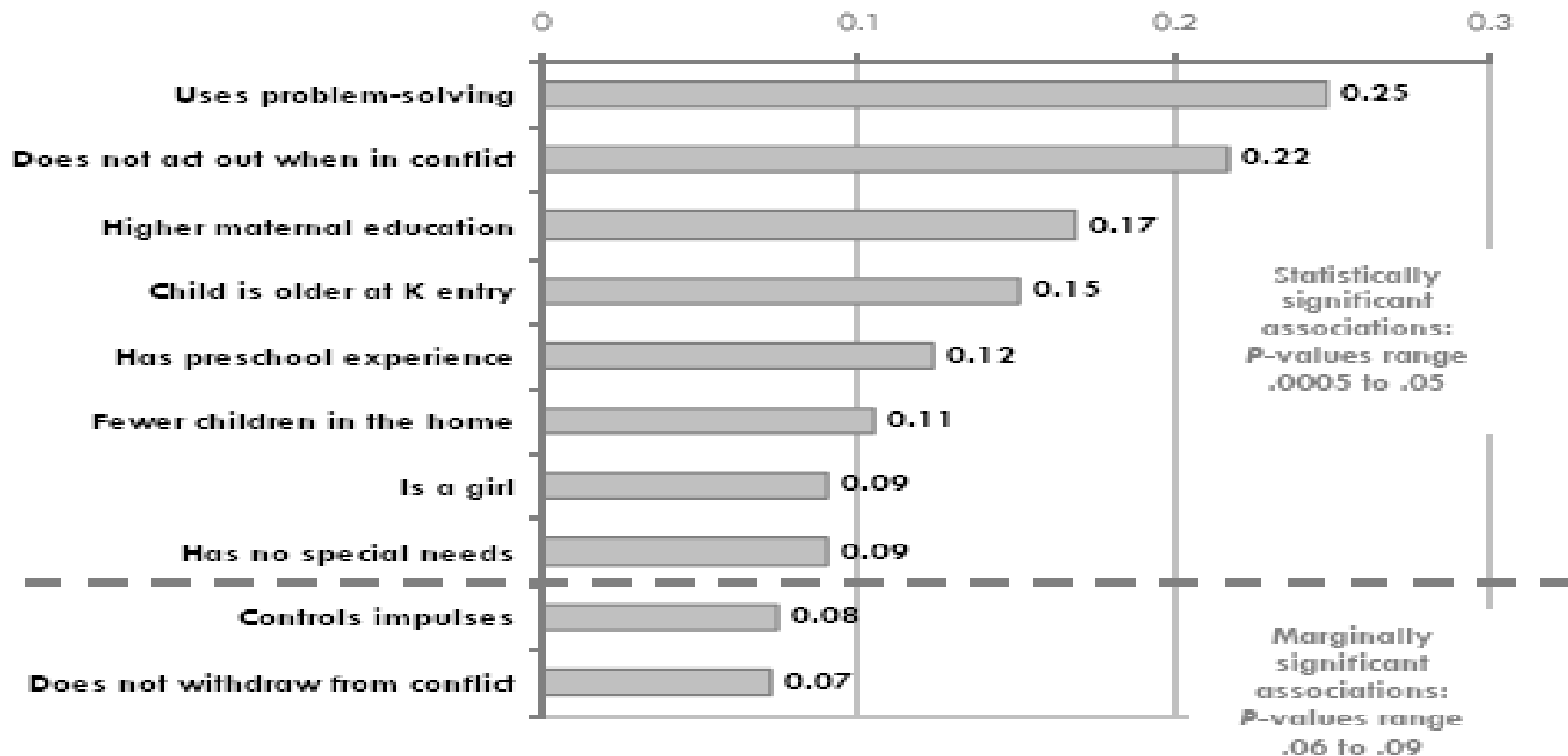


Self Regulation Building Block

- Involves controlling impulses, working cooperatively with others, paying attn, following directions.
- A lack of these skills can pose problems for classroom management
- Teachers reported that they spend more time on helping children self-regulate than any other building block
- Teachers rate Self Regulation & Self Care & Motor Skills as most critical to kindergarten entry
- Children need extra support in this area

Strength of Factors Associated with School Readiness

FIGURE 8: Relative Strength of Factors Associated with Overall School Readiness (San Mateo and Santa Clara Counties)



Source: Kindergarten Observation Form and Parent Information Form.

Self Regulation – a shift in thinking...

- Self-regulation development is a continuous, lifelong, and interactive process
 - **Adult intervention and modeling is required**
 - **Traditional parent education is not optimal**
 - **Rather, neighbourhood based, peer-to-peer mentoring approaches are more powerful**
- Teachers also need mentoring and peer support
- Advocate preschool & classroom practices that guide children & parents through healthy self-regulation

Who has Self-regulation (SR) needs?

Who Are Those With SR Needs?

Of those with SR needs ...	Of those on track for SR ...
71% are boys	47% are boys
10% have special needs	5% have special needs
55% have preschool experience	73% have preschool experience
34% are problem-solvers	78% are problem-solvers
Parents <u>less</u> engaged in K transition	Parents <u>more</u> engaged in K transition
Lower levels of reading	High levels of reading
More than 2 hrs of TV a day	Less than 2 hours of TV
3x as many reporting frequent problems at home	Very few reporting frequent problems at home
Parents give sig. lower ratings of children's language skills	Parents give near proficient ratings of children's language skills
35% single parents	22% single parents
Much lower income & ed	Higher income & ed

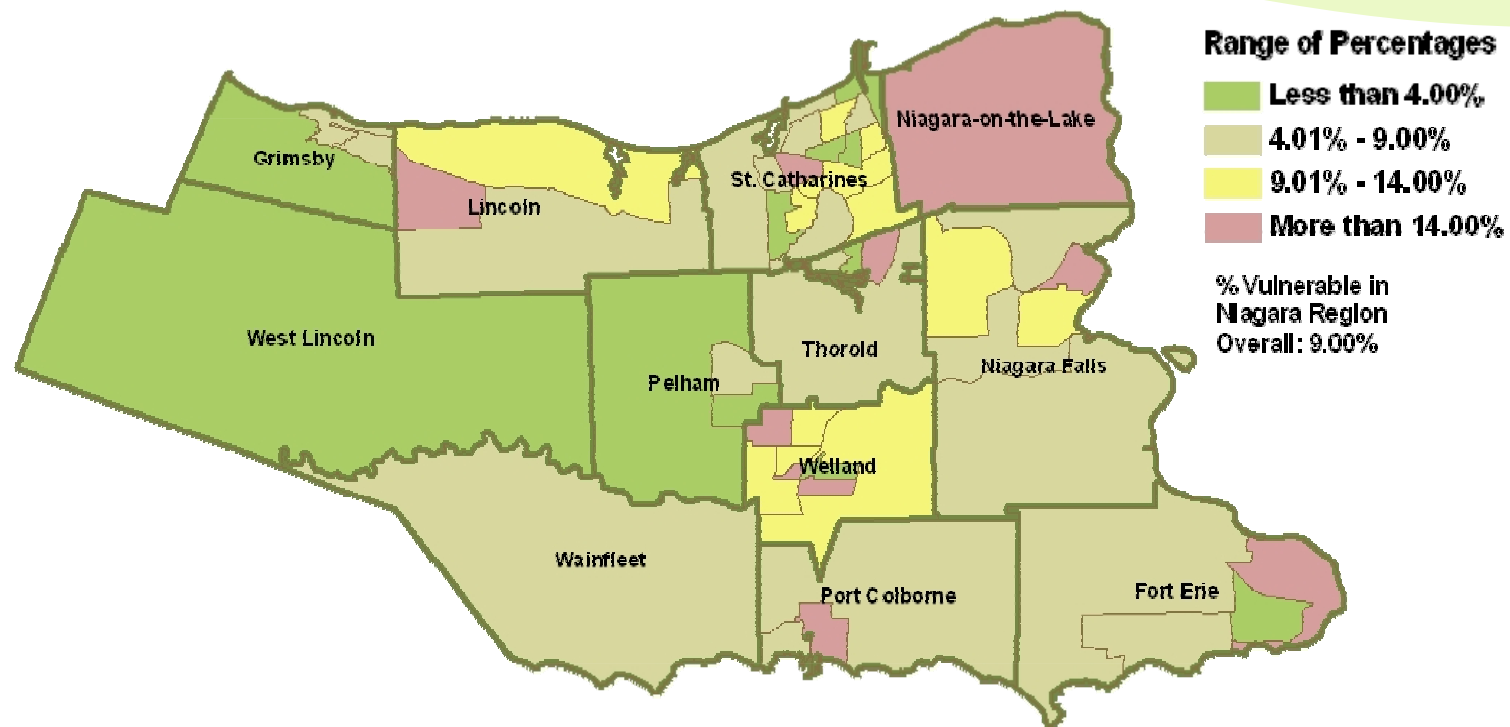
Differences between KOF & EDI

- KOF rates which building blocks or aspects within building blocks are key to school readiness whereas the EDI does not rate which are more or less important factors
- KOF is assessing children who meet or exceed teachers' recommended proficiency levels while EDI is a measure of school readiness
- However, in Santa Clara & San Mateo 1 in 4 children enter kindergarten far below where their teacher would like them to be...AND in Canada, 1 in 4 children are considering not ready to learn at school.

Social Competence Results in Niagara

% Vulnerable in Social Competence by Neighbourhoods In Niagara Region

(Vulnerable: Children who scored below the 10th percentile)



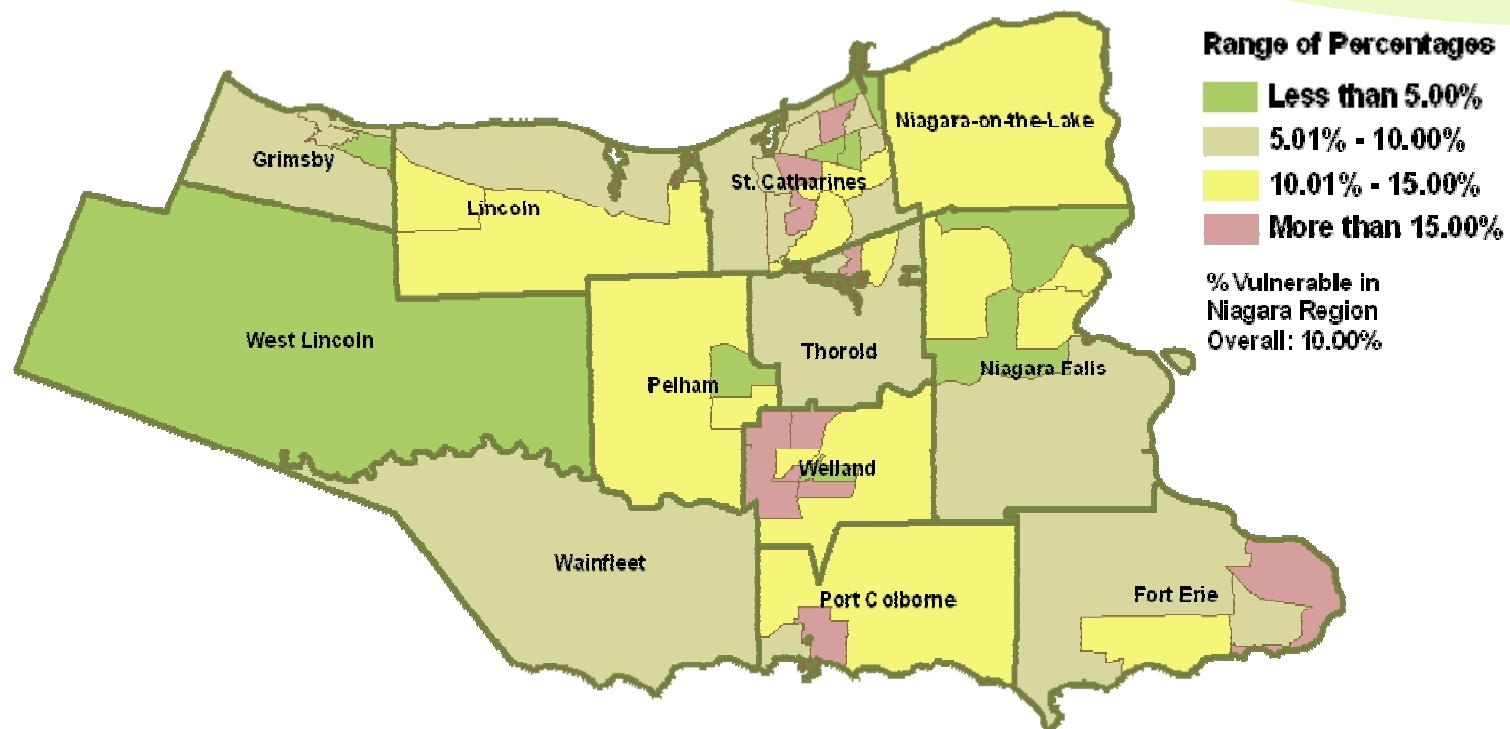
Data Sources:
EDI Data: UEY & Offord Centre Centre for Child Studies, 2006
Base Map Features: Statistics Canada custom tabulations) from 2001 Census
Amalgamated Neighbourhoods: Ontario Early Years Niagara Region & UEY, 2007
Produced by: UEY & Offord, 2007
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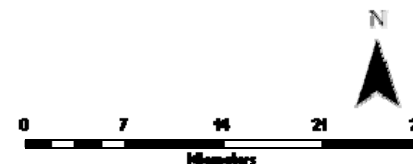
Emotional Maturity Results in Niagara

% Vulnerable In Emotional Maturity by Neighbourhoods In Niagara Region

(Vulnerable: Children who scored below the 10th percentile)



Data Sources:
EDI Data: UEY & Offord Centre Centre for Child Studies, 2006
Base Map Features: Statistics Canada custom tabulations from 2001 Census
Amalgamated Neighbourhoods: Ontario Early Years Niagara region & UEY, 2007
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Santa Clara Mobilization Model

Awareness-to-Action Process

Created a foundation of knowledge in self-regulation and language development

Developed common vision and values ... and a deep understanding of the problem

Prioritized desired outcomes that would have high impact yet were feasible

Crafted a set of 6 key recommendations and associated activities for change

Currently raising awareness and advocating for the adoption of these strategies

Recommendations

- **Identify how best to move EDI results from Awareness -> Action**
- **Validate, with additional data and teacher /ECE input, the importance of self-regulation (social competence and emotional maturity) to school readiness among children in Niagara**
- **Provide teachers, ECEs, early years service providers, and parents specific ideas on how to improve school readiness, especially for Social Competence and Emotional Maturity domains**
- **Partner with QCCN to provide specific training to ECEs**
- **Other ideas??**