

Children Who Entered Public School Kindergarten in Delaware in the Fall of 2009

April 2010

Deborah J. Amsden, M.S.
Joseph Glutting, Ph.D.
Moneick T. Hancock, M.S.
Andrew Burns
Martha Buell, Ph.D.* , Editor

Department of Human Development and Family Studies
College of Education and Human Development
University of Delaware
Newark, DE 19716
(302) 831-6500 (voice)
(302) 831-8776 (fax)
<http://www.hdfs.udel.edu/> (Web Site)

* Please direct questions to Martha Buell at mjbuell@udel.edu

Children Who Entered Public School Kindergarten in Delaware in the Fall of 2009

April 2010

Introduction

The Delaware Department of Education contracted with the University of Delaware to conduct a survey of the parents of children entering Delaware public and charter school kindergartens in the fall of 2009, collect the Child Find assessment information on the entering students, and to request that kindergarten teachers complete a *Kindergarten Readiness Checklist* on the children whose parents provided permission for the checklist to be done. This analysis examines the information collected from parents, the Child Find developmental assessment, and the *Kindergarten Readiness Checklist*.

There are many perceptions of what children's experience is before coming to kindergarten in Delaware. How are families interfacing with community-based programs focused on supporting the development of young children? How are families supporting the learning opportunities of their children within their homes? How do kindergarten teachers perceive the skills of children as they come to kindergarten?

This descriptive evaluation includes three major components including:

- a description of the experience of students who entered Delaware's kindergarten in the fall of 2009; including a:
 - a description of the where children spent their time before entering kindergarten
 - a description of the types of activities adults and children do together
 - a description of the early childhood experiences this cohort of children has had
- a description of the skills children had as they entered kindergarten as reported through the Child Find assessment administered by school districts prior to children entering kindergarten.
- a description of teachers' perceptions of children's readiness for kindergarten as measured by a *Kindergarten Readiness Checklist* completed by students' kindergarten teacher.

The children involved in this analysis attended kindergarten in the 15 school districts which offer kindergarten and nine charter schools. A total of 1817 families returned usable surveys providing information about the experiences of their children before entering kindergarten. Of these families, 1745 (96.0%) gave permission for the evaluation project to request their child's Child Find assessment scores and 1753 (96.5%) gave permission for the

Kindergarten Cohort of 2009-2010

kindergarten teacher to complete a *Kindergarten Readiness Checklist* recalling the child's capabilities as they entered kindergarten in the fall of 2009.

Evaluation Methods

Included in this section is information about the measures used to collect data on children enrolling in kindergarten and their families. In addition, methods of collecting, handling, and analyzing the data are described as well as a final description of the sample used in this analysis.

Data Measures

The measures used to create this description of the experience of a sample of children entering Delaware public schools in 2009 were a *Family Survey*, the Child Find assessment results for students and a *Kindergarten Readiness Checklist* completed by the student's kindergarten teacher.

A description of the specific measures and methodology used for this evaluation follows.

Family Survey

The *Family Survey* was developed in collaboration with representatives from the Delaware Department of Education. The goals of the survey were to learn 1) what sorts of common household activities families do with their children that lead to school readiness (for example story telling, setting the table for meals), 2) who cared for the child (parent, family member, child care provider) care prior to entering school, and if so where (in home or out of home), 3) community early care and education programs the family accessed during children's first five years of life, and 4) families' experience in accessing health care resources for their children.

The questions about the activities families do with their children, questions about community resources used by families, and questions about where children have been when families were not caring for their children were from a similar survey done in Missouri in 1998, the *School Entry Assessment Project*. The questions related to accessing health care were from a survey of families whose children were identified for special services early in their school career (Paris et al., 2005).

Data collection began in the spring of 2009. A variety of strategies were used to reach families.

- * Evaluation staff attended school based kindergarten registration events, and year-end activities at Head Start programs
- * In districts where there was a research office, the Director of Research developed a process for distributing the surveys to families registering for kindergarten.
- * Districts with kindergarten registration onsite at schools, agreed to ask families to complete the survey as they completed the kindergarten registration forms.
- * Districts which offered early childhood programs distributed the surveys to their families by sending them home with the preschool children.
- * Charter schools sent the *Family Survey* and informed consent to families of the children they selected, along with the school registration materials

Kindergarten Cohort of 2009-2010

- * During the summer of 2009, the Department of Education provided a list of all students who were registered for kindergarten so that a mailing could be made to those who had not yet completed a survey and lived in districts which had agreed to participate
- * After the school year started, one of the two remaining school districts agreed to participate and surveys were mailed to families in that district.

The *Family Survey* and Informed Consent Form were also available in Spanish and School employee or evaluation staff, gave families the option of completing the materials in Spanish or English. The English versions of the materials were mailed to families with an insert that offered a Spanish version upon request.

In addition to the survey, families were asked to complete an informed consent giving permission for the evaluation project to request the results of their child's Child Find assessment scores and to ask the kindergarten teacher to complete a *Kindergarten Readiness Checklist*. Families used a postage paid envelope to return the survey and Informed Consent to the Department of Human Development and Family Studies at the University of Delaware. Of the 9,537 students enrolled in Delaware public kindergarten classes, 1824 families (19.1%) completed a survey. Of those surveys, 1817 (99.6%) completed the informed consent form and were subsequently analyzed.

Child Find Assessment

School districts and charter schools, by state law, have a strategy in place to identify, locate, and evaluate children's skills in order to identify children that may not be developing with expected ranges and may need further evaluation to determine their potential need for special education. As families completed the Informed Consent for the *Family Survey*, they also were asked to consent for the child's Child Find assessment scores to be provided for this evaluation.

The Child Find assessment is addressed in the federal legislation describing the responsibilities of school districts in identifying, locating, and evaluating children who are in need of special education services. Each school district and charter school are able to adopt a screening process for identifying children. See Appendix D for the tools used in Delaware public and charter schools. Of the 1745 students for whom there was permission to collect the Child Find assessment, 815 (46.7%) assessments were collected[⊕].

Kindergarten Readiness Checklist

This checklist was adapted from the *Successful Transitions and Relationships (STAR)* project conducted by Dr. Richard Fabes at the University of Arizona. The *Readiness Checklist* was completed by teachers in the spring of the school year reflecting on the students' readiness at the beginning of the school year. The checklist assesses teachers' perception of students' readiness in the following domains:

- Social Development
- School – Specific Instrumental Development
- Reading and Writing

[⊕] Reasons for missing Child Find data: Assessment not collected on some children, child not found in the system, or because the school or district did not forward the assessment data.

Kindergarten Cohort of 2009-2010

- Language and Reasoning
- Counting
- Perceptual-Motor Development
- Student's Profile

Of the 1817 families completing the *Family Survey*, 1753 (96.5%) gave permission to ask the child's kindergarten teacher to complete a *Kindergarten Readiness Checklist*. Of the teachers asked, 248 kindergarten teachers completed *Kindergarten Readiness Checklists* for 995 students, representing 54.8% of the students in this sample[⊗].

Data Collectors

This evaluation necessitated two types of data collectors: *Family Survey* collectors and those who retrieved Child Find data from schools. Staff were trained to introduce the *Family Survey* to parents as they registered their children for kindergarten or at events, such as end-of-the-year picnics for early childhood programs. Staff also visited schools to retrieve the Child Find assessment scores for those students whose families had given permission for the scores to be shared with the project.

Data Handling and Analysis

All data collected: *Family Survey*, Child Find assessment scores, and *Kindergarten Readiness Checklists* were immediately coded and entered into software designed to analyze social science data. All raw data were then stored in locked cabinets while all electronic data were kept on a secure server in files with password protection accessible only to personnel working on the program evaluation. For student information, identifying information was removed and a student identification number assigned in order to protect the identity of the students.

Demographics

Tables 1 and 2 provide information about the children and families who responded to the *Family Survey*. Table 1 provides information about the ethnicity of the families who responded to the survey and the ethnicity of the Delaware's kindergarten population. Table 2 provides information about the gender of the children of families who responded to the survey and the gender of children enrolled in kindergarten statewide. The proportion of the various groups in the sample is very similar to the proportion of the groups in the population of children attending kindergarten in Delaware's public schools and charter schools.

[⊗] Kindergarten Readiness Checklists were not collected on all the children for whom we had permission to collect the data because in some cases the teachers did not complete the checklists on the children, in other cases, the child for whom we had permission to collect the data was not found in the system.

Kindergarten Cohort of 2009-2010

Table 1. Ethnicity of Students

Ethnicity of Students:		Kindergarten Students in Sample	Kindergarten Students Statewide*
Caucasian	n (%)	995 (54.8%)	4,616 (48.4%)
African American	n (%)	322 (17.7%)	3,090 (32.4%)
Hispanic/Latino	n (%)	243 (13.4%)	1,452 (15.2%)
Multi-Ethnic	n (%)	153 (8.4%)	
Asian-American	n (%)	52 (2.9%)	339 (3.6%)
Unanswered	n (%)	33 (1.8%)	
Other	n (%)	15 (.8%)	
Native American Indian	n (%)	4 (.2%)	40 (0.4%)
Total	N (%)	1,817 (100.0%)	9,537 (100.0%)

Table 2. Gender of students Demographic Profile

Gender of Students:		Kindergarten Students in Sample	Kindergarten Students Statewide*
Male	n (%)	905 (49.8%)	4,866 (51.0%)
Female	n (%)	882 (48.5%)	4,671 (49.0%)
Missing	n (%)	30 (1.7%)	
Total	N (%)	1,817 (100.0%)	9,537 (100.0%)

Results

Family Survey

Early Childhood Experiences

One of the key questions of this evaluation was to learn what proportion of Delaware children are involved with community early care and education programs prior to enrollment in kindergarten. Families were asked to indicate if their child entering kindergarten had participated in any of six community-based early childhood programs serving children 5 years old or less.

There are a wide variety of programs available to families of young children. Of the many different types available, information on six specific types of community-based programs was collected: Parents as Teachers, Early Head Start, Head Start/ECAP, Part day preschool, center-based child care, and family childcare. A detailed description of the programs is provided below.

Parents as Teachers

Parents as Teachers provides parent education to families with first-born children. Beginning at birth through thirty-six months, parents receive monthly visits from a trained parent educator who provides families with information about child development and strategies to further promote and facilitate their children's development. Of the families who responded to the survey (1817), 20.1% (n=365) reported participating in the first year of their child's life; 19.0% (n=345) reported participating when their child was between 12 and 23 months old; and 17.3% (n=315) reported participating when their child was between 24 and 36 months old. Children enrolled in Parents as Teachers may have been enrolled in out of home child care as well.

Early Head Start

Early Head Start is a program serving pregnant women, infants, toddlers, and their families living at or below the federal poverty line. Early Head Start provides both home-based and center based services. Early Head Start is a comprehensive program that offers child development and family support services in order to assist families in providing the best for themselves and their very young children. Early Head Start promotes children's success and families' self-sufficiency, through collaboration and partnerships with other community agencies. Children enrolled in Early Head Start may have also been enrolled in other out of home child care programs.

Head Start and Early Childhood Assistance Program (ECAP)

Head Start and ECAP are programs serving children and families living at or below the federal poverty line. Head Start and ECAP may be part-day or full-day early care and education programs serving children living in poverty. Both programs follow federal Head Start regulations, including the establishment of center committees, policy councils and governing boards, and work to improve children's development and families' abilities to care for and support their children. The federal Head Start and state ECAP programs are monitored every three years by either the Administration for Children Youth and Families, or the State Department of Education and the programs must be licensed by the Office of Child Care Licensing, Delaware Department of Services for Children, Youth and Their Families.

Part-day Preschool

Part-day preschool programs typically serve children between the ages of three years and five years for four hours per day or less. These programs include but are not limited to privately owned preschools and other early care and education programs operated by community organizations, church organizations, and public and private schools. The Office of Child Care Licensing, Delaware Department of Services must license these programs for Children, Youth and Their Families.

Childcare centers

Childcare centers offer care for more than 12 children for more than four hours per day. These programs often serve children between the ages of six weeks and 12 years of age, although some programs do not serve infants and toddlers. Childcare centers are required to be licensed by the Office of Child Care Licensing, Delaware Department of Services for Children, Youth and Their Families.

Family child care programs

Family child care homes, or described in the *Family Survey* as “child care in a private home” are programs offering child care services to 12 or fewer children for more than four hours per day; these programs often serve children between the ages of six weeks and 12 years of age. Family childcare programs can be licensed to serve six children between the ages of six weeks and five years of age plus three school-age children. Large family child care programs can serve between seven and 12 children between the ages of six weeks and five years of age plus three school-age children by using two family child care teachers. Family child care programs are licensed by the Office of Child Care Licensing, Delaware Department of Services for Children, Youth and Their Families.

In completing the information on program use, families were asked to indicate how old the child was when s/he did participate in the program. Also, families could have selected more than one program option at any age.

Patterns of out of home early care and education use

As can be seen in Table 3, 376 (N=1817, 20.7%) of the children in this sample were enrolled in a family childcare program during their first year of life. Another 247 (13.6%) were enrolled in a childcare center during their first year of life.

During the second year of life, 401 (22.0%) of the children in this sample were enrolled in family childcare and 374 (20.6%) of the children were enrolled in a childcare center. In the third year of life, between 25 and 36 months, 469 (25.8%) of the children in this sample were enrolled in a childcare center, 358 (19.7%) were enrolled in a family childcare; and 284 (15.6%) were enrolled in a part-day preschool. By the time the children in this sample were three, more than 60.0% of the children were enrolled in an early care and education program.

In the fourth year of life, 557 (30.7%) of the children in this sample were enrolled in a part-day preschool, 509 (28.0%) were enrolled in a child care center, 299 (16.4%) were enrolled in a family child care program, and 195 (10.7%) were enrolled in a Head Start or ECAP program. In

Kindergarten Cohort of 2009-2010

the year before entering kindergarten, the child's fifth year of life, 690 (38.0%) of the children in this sample were enrolled in a part-day preschool program; 459 (25.3%) were enrolled in a child care center; 272 (15.0%) were enrolled in a Head Start or ECAP program; and 250 (13.7%) were enrolled in a family child care program.

Some families indicated that their child was enrolled in "other" programs. These were enrichment or recreational programs at community agencies or religious institutions.

Table 3. Programs where Children Have Spent Time before Entering Kindergarten

Community Programs Child Has Attended		Age of Child					
		Did not use	0-1 year old	1-2 years old	2-3 years old	3-4 years old	4-5 years old
Early Head Start	n (%)	1169 (64.3%)	26 (1.4%)	32 (1.8%)	54 (3.0%)	Not available	Not available
Head Start or ECAP	n (%)	1026 (56.5%)	Not available	Not available	Not available	195 (10.7%)	272 (15.0%)
Part-day Preschool	n (%)	555 (30.5%)	25 (1.4%)	83 (4.6%)	284 (15.6%)	557 (30.7%)	690 (38.0%)
Child care Center	n (%)	690 (38.0%)	247 (13.6%)	374 (20.6%)	469 (25.8%)	509 (28.0%)	459 (25.3%)
Child care in private home (family child care)	n (%)	710 (38.9%)	378 (20.7%)	402 (22.0%)	360 (19.7%)	299 (16.4%)	250 (13.7%)
Other	n (%)	178 (9.8%)	75 (4.1%)	77 (4.2%)	93 (5.1%)	118 (6.5%)	181 (9.9%)

In analyzing the data, 107 (5.9%) families reported that they were not enrolled in any early care and education program between the time the child was born and age five. For those 1710 children who were enrolled in a program at some point before entering kindergarten, 1652 (96.6%) families reported using one of the early care and education programs available to them at some point during the child's **first three years**. Likewise, 1529 (89.4%) families reported enrolling their child in an early care and education program between the ages of three and five. Of the families that reported using programming (1710) 1471 (86% or 80.9% of the entire sample) were enrolled in an early care and education programs throughout all five years from infancy to kindergarten.

Table 4. Children's Participation in Early Care and Education Programs

Age of Children		Children Enrolled in a Program	Children Not Enrolled in a Program
Between Birth to 3 years old	n	1652	165
	%	(90.9%)	(9.1%)
	N	1817	1817
Between 3 to 5 years old	n	1529	288
	%	(84.1%)	(15.9%)
	N	1817	1817
Between Birth to 5 years old	n	1471	107
	%	(80.9%)	(5.9%)
	N	1817	1817

Description of the Children’s Families

This section will describe the education level of the mothers and fathers, the number of adults in the household who have been actively involved in raising/parenting the children, and the number of housing transitions children have experienced. The factors of education level of parents have been shown to positively influence children’s achievement (Haveman & Wolfe, 1995; Behrman & Rosenzweig, 2002). The “number of adults who have been actively involved in raising/parenting the child” and the “number of housing transitions” are indicators of stability in the child’s life. These factors are discussed below.

Parents’ Educational level

Families were asked on the *Family Survey* to report the highest level of education attained by both the child’s mother and father. For reporting, categories have been created to simplify the presentation. As can be seen from Table 5, 437 (25.2%) of the mothers (N=1817) reported to have achieved a high school education; 360 (20.8%) of the mothers were reported to have graduated from college, 354 (20.5%) were reported to have two years or less of college, and 345 (19.9%) were reported to have more than a 4-year college degree. The education level of the mothers ranged from less than 6th grade to more than 16 years of education with the average being 13.6 years of education.

As can be seen from Table 5, a third of the fathers (N=1817, n=548) reported having achieved a high school education; 285 (17.6%) reported having more than a 4-year college degree; 281 (17.3%) reported having a 4-year college degree; and 269 (16.6%) were reported to have achieved two years of college. The education level of the fathers ranged from less than 5th grade to more than 17 years of education with an average being 13.43 years of education.

Table 5. Highest Education Level of the Parents of the Children entering Kindergarten

Highest Level of Education of Parent		Mothers	Fathers
11th grade or less	n (%)	235 (13.6%)	238 (14.7%)
High School Grad (12 yrs)	n (%)	437 (25.2%)	548 (33.8%)
2 Years or less of College (14 yrs)	n (%)	354 (20.5%)	269 (16.6%)
College Grad (16 yrs)	n (%)	360 (20.8%)	281 (17.3%)
More than College (more than 16 yrs)	n (%)	345 (19.9%)	285 (17.6%)
Missing	n (%)	86 (4.7%)	196 (10.8%)
Total	N (%)	1817 (100.0%)	1817 (100.0%)

Kindergarten Cohort of 2009-2010

Number of Moves Experienced by Children

Families were asked to answer the question, “How many times have you moved since your child was born?” About one in three children have lived in the same home, while another third of the sample has moved once in the children’s first five years of life. Another third of the sample has moved two or more times in five years. Of the children who were not in an infant or toddler program (N=168), only about 1 in four children have lived in the same home and 42.3% (n=71) who have moved two or more times in five years.

Table 6. Number of Moves since the Child was Born

Number of Moves		All Children	Children not in Infant/Toddler Programs	Children not in Programs between 3 and 5 years old	Children who were with Parents 0-5 years old
None	N (%)	630 (34.6%)	28 (16.9%)	67 (23.2%)	27 (25.2%)
1	N (%)	546 (30.4%)	53 (32.1%)	78 (27.1%)	37 (34.6%)
2	N (%)	287 (15.8%)	29 (17.6%)	47 (16.3%)	17 (15.9%)
3	N (%)	177 (9.7%)	31 (18.8%)	37 (12.8%)	16 (15.0%)
4	N (%)	57 (3.1%)	2 (1.2%)	8 (2.7%)	1 (0.9%)
5 or more moves	N (%)	51 (2.8%)	8 (4.8)	7 (2.4)	6 (5.6)
Total	N (%)	1817 (100.0%)	165 (100.0%)	288 (100.0%)	107 (100.0%)

Transitions in Early Childhood Programs

Just as moving households causes adjustments, so does changing early care and education programs. To assess the number of these transitions, families were asked to report the number of early care and education programs their children had attended since they were born. Out of the total sample, 1585 parents answered the question about the number of different programs their child had attended. The average number of different early care and education programs attended by these children was 1.4. The number of different programs attended by children is presented in Table 9. The number of programs attended by those in the sample ranged from attending one program (559 30.7% of those responding) to attending 15 programs in the first five years of life. There were 244 (13.4%) children who had been enrolled in 3 or more programs before they were five years old.

Table 7. Number of Early Care and Education Programs Children Attended between Birth and Age 5.

Number of Early Care and Education Programs		All Children
1	n (%)	559 (30.7%)
2	n (%)	396 (21.8%)
3	n (%)	163 (9.5%)
4	n (%)	57 (3.1%)
5	n (%)	18 (1.0%)
6 – 15 programs	n (%)	6 (0.3%)
Missing		618 (34.0%)
Total	N (%)	1817 (100.0%)

Kindergarten Cohort of 2009-2010

Family Activities

The *Family Survey* asked about the frequency of engaging in ten common household activities that also build school success by supporting language and literacy development, physical development, developing independence, and developing creativity. While some of the activities asked about are more “school like”, such as reading together; others, such as setting the table for meals, build school readiness skills nonetheless. Families were asked to indicate how frequently each activity occurred with their children: “rarely or never,” “once a month,” “once a week,” or “every day or almost daily.” Table 8 reports the responses given by families completing the *Family Survey*.

Most families are engaging their children in conversation (95.3%) and exercise (93.7%) every day. More than 94% of the families were looking at books and magazines and sing songs with their children at least weekly. Of the children in this sample, 76.0% (n=1381) have someone read to them every day and 71.7% (n=1302) have someone tell stories to them every day. The responses of families indicate that over 90% are playing games and puzzles and doing chores together at least weekly. Fewer families appear to frequently help their children to do arts and crafts projects, with 85.4% (n=1552) of families reporting that they are doing them once a week or more.

Table 8. Frequency of Ten Activities in Families

Activity		Rarely or never	Once a Month	Once a week	Every day or Almost Daily
Someone in the home has conversations with my child	n (%)	7 (.4%)	3 (.2%)	39 (2.1%)	1732 (95.3%)
My child gets exercise by walking, running, dancing and active play	n (%)	10 (.6%)	6 (.3%)	65 (3.6%)	1703 (93.7%)
My child looks at books and magazines at home	n (%)	27 (1.5%)	31 (1.7%)	211 (11.6%)	1516 (83.4%)
My child sings songs	n (%)	41 (2.3%)	30 (1.7%)	196 (11.6%)	1515 (83.4%)
Someone in the home reads to my child	n (%)	34 (1.9%)	37 (2.0%)	328 (18.1%)	1381 (76.0%)
Someone in the home tells stories to my child	n (%)	35 (2.5%)	41 (1.7%)	403 (22.2%)	1302 (71.7%)
My child plays games and puzzles	n (%)	34 (1.9%)	40 (2.2%)	463 (25.5%)	1239 (68.2%)
My child and someone in the home do chores together, such as cooking, cleaning, setting the table or caring for pets	n (%)	71 (3.9%)	51 (2.8%)	436 (24.0%)	1227 (67.5%)
My child builds using blocks and toys	n (%)	86 (4.7%)	84 (4.6%)	417 (22.9%)	1185 (65.2%)
Someone in the home helps my child with arts and crafts	n (%)	97 (5.3%)	135 (7.4%)	732 (40.3%)	820 (45.1%)

Access to Health Care

Access to health care can impact a child’s development. Based on the responses from families answering the questions on the *Family Survey* related to health care (N=1817), 96.9% (n=1760) were able to have their child seen by a health care provider for a well-baby check by the age of two, and 95.7% (n=1739) were able to have their child immunized by the time the child was two. These activities provide an opportunity for health care providers to interface with children and their families, so if there is a concern about a child’s development, there is a chance for the concern to be addressed. Of the families who responded to these questions, about 90% of the families (n=1628) reported that they did have access to health insurance, leaving about 10% indicating that the children did not have access to health care.

Table 9. Supports for Children to have Health Care

Health Care Indicators		All Children
Did your child have a check-up with a doctor by 2 years of age?	n	1760
	%	96.9%
	N	1817
Did your child receive the required immunization for 2-year olds by the time he/she was 2 years old?	n	1739
	%	95.7%
	N	1817
Is your child covered by health insurance or Medicaid?	n	1628
	%	89.6%
	N	1817

In addition to these questions about children’s access to health care, families were also asked to rate their ability to get medical care for their child when it was needed. Of the 1752 families who answered this question, 90.6% (n=1646) indicated that they were usually able to get medical care, 4.7% (n=86) indicated that they were sometimes able to get medical care, and 1.1% (n=20) indicated that they were never able to get medical care needed.

Child Find Assessment

The Child Find assessment is addressed in the federal legislation describing the responsibilities of school districts in identifying, locating, and evaluating children who are in need of special education services. Each school district and charter school are able to adopt a screening protocol for identifying children. See Appendix D for the tools used by Delaware public and charter schools.

As can be seen in Appendix D, Delaware schools use several different assessment tools in their Child Find assessment process. It is difficult to compare the findings across the various tools without a means of standardizing the scores. Therefore, in order to have data that could be analyzed collectively, only the assessments from protocols that provide a percentile scores were used. The two measures that fit this criterion from the tools used were the *Developmental Indicators for the Assessment of Learning* (DIAL-3), 516 motor assessments, and 515, language

Kindergarten Cohort of 2009-2010

assessments, and the *American Guidance Services Early Screening Profiles*, 120 language assessments and 105 motor assessments. This resulted in a sample of 623 Motor assessments where the scores could be combined and 635 Language assessment scores. Most school districts assess their future kindergarten class in the spring prior to the September that they start kindergarten.

Table 10. Child Find Scores

	Motor Score	Language Score
N	623	636
Mean percentile score	65.84%	62.24%
Median percentile score	75%	70%
Below the 16th percentile	98 (15.8%)	101 (15.9%)
Above the 84th percentile	109 (17.6%)	111 (17.5%)
Range of scores	1%-99%	1%-99%

These scores indicate that, at least for the subsample assessed by these two measures, the majority of the children entering kindergarten are scoring at or above the median on these developmental measures. When compared to national norms, 17.6% and 17.5% were scoring above the 84th percentile on motor and language respectively. Likewise, 15.8% and 15.9% scored below the 16th percentile on motor skills and language respectively. However, only 42 (6.6%) children scored below the 16th percentile on both measures. While we do not have the data from the school districts on rates of referral for any of the children in this sample, scores below the 16th percentile on both measures would be possible reason for a referral for further evaluation.

Readiness for Kindergarten

The *Kindergarten Readiness Checklist* was used to assess teachers' perceptions of children's academic proficiency upon entering kindergarten. The Kindergarten Readiness Checklist has forty-five questions. For the first thirty-eight questions, the teacher is asked to rate the child based on their expectations of the skills that a child should have when he/she starts kindergarten in the month of September. The thirty-eight questions fall into six areas: social emotional (6 items); school adjustment (8 items); reading and writing (9 items); language and reasoning (6 items), counting (4 items), perceptual motor (5 items). The teachers were asked to rate the children's abilities in each skill as being "Proficient" = 4, "Intermediate" = 3, "In the Early Stage" = 2, and "Not Yet" = 1. Following these questions are seven items with yes/no responses. The ratings on the thirty-eight questions in terms of the percentage of children who were rated proficient, the overall mean on each subscale and the responses to the yes/no questions are given in Table 11.

Kindergarten Cohort of 2009-2010

Table 11 Kindergarten Readiness Scores

Subscale	Item	Number of Children rated Proficient (%)
Social Emotional m=3.12 (sd.79)	Uses appropriate strategies to initiate interactions with peers and uses alternate strategies when initial attempts fail	334 (33.7%)
	Responds appropriately to other's expressed emotions and intentions	383 (38.6%)
	Overall emotional tone is positive when interacting with peers and adults	444 (44.8%)
	Displays age-appropriate impulse control and regulation during challenging situations	379 (38.2%)
	Peer relationships are generally positive and satisfying	438 (44.2%)
	Effectively uses adults as sources of support, comfort, and assistance	445 (44.9%)
School Adjustment m=3.20 (sd.75)	Focuses attention during large group teacher-directed activities	371 (37.4%)
	Can work independently	422 (42.5%)
	Demonstrates willingness to try new things	475 (47.7%)
	Generally completes tasks in allotted time	421 (42.4%)
	Understands and generally follows playground and classroom rules	509 (51.2%)
	Enjoys being in school	613 (61.7%)
	Can work effectively in a group	437 (44.1%)
	Actively participates in class activities	486 (48.9%)
Reading and Writing m =2.90 (sd.92)	Chooses books and stories during free choice activities	342 (34.4%)
	Recognizes most upper and lower case letters and knows most of their sounds	456 (46.0%)
	Uses some initial letter-sound associations to predict meaning	360 (36.4%)
	Uses context clues to predict meaning	316 (31.9%)
	Recognizes some common words	354 (35.6%)
	Draws and paints pictures	442 (44.5%)
	Writes name	520 (52.4%)
	Writes using upper and lower case letters with few or no reversals	354 (35.7%)
Writes numerals with few or no reversals	326 (32.8%)	
Language and Reasoning m=2.94 (sd.87)	Actively uses all senses to examine and explore familiar or unfamiliar objects	350 (35.3%)
	Shows interest in and understanding of the concept of comparing (e.g. more or less, full or empty, taller or shorter, etc.)	312 (31.5%)
	Uses elaborate language to describe objects and events	277 (28.0%)
	Uses language to initiate and maintain interactions with adults and peers	390 (39.4%)
	Uses language to gather information and solve problems (asks questions)	353 (35.5%)
	Understands and uses such concepts as many, more, less, etc.	381 (38.4%)
Counting 3.05 (sd .926)	Uses appropriate labels (one, two, etc) when counting objects	483 (48.8%)
	Uses counting reliably to quantify perceptual (<5) numbers	515 (51.9%)
	Uses counting reliably to quantify elementary (5 to 12) numbers	429 (43.2%)
	Uses counting to quantify larger number (20+) objects	298 (30.0%)
Motor development m=3.33 sd=(.69)	Demonstrates a positive disposition toward movement activities, enjoys, and feels confident during physical activities	531 (53.5%)
	Demonstrates age-appropriate static and dynamic balance (can stand on one foot, traverse a low walking board or balance beam, etc.)	489 (49.7%)
	Demonstrates age-appropriate locomotor patterns (walking, running, hopping, jumping, climbing, creeping)	584 (58.9%)
	Demonstrates age-appropriate fine motor movement differentiation (manages small manipulative toys, cuts efficiently, etc)	493 (49.7%)

Kindergarten Cohort of 2009-2010

	Demonstrates age-appropriate eye-hand coordination (drawing strokes are fluid and confident, closes figures when drawing and printing)	466 (47.0%)	
		True	False
	Has problems speaking clearly and effectively	187(18.9%)	805 (81.1%)
	Is intellectually gifted and talented	181 (18.6%)	792 (81.4%)
	Is eager to learn new things	886 (89.3%)	106 (10.7%)
	Is often pulled out from the group because of behavioral problems	125 (12.7%)	860 (87.3%)
	May have a learning disability	120 (12.2%)	866 (87.8%)
	Is creative	708 (71.7%)	280 (28.3%)

A third to half of the children were proficient in the wide range of skills this measure assessed. In addition the average rating for most of the subscales was between intermediate and proficient. In the two cases where the average was not between the intermediate and proficient range, the average scores were very close to intermediate with reading and writing averaging a 2.90, and language and reasoning averaging a 2.94.

Likewise, the majority of the children, (89.3%) were judged eager to learn and creative (71.7%).

The final item on the *Kindergarten Readiness Checklist* asked teachers to rate the child’s overall academic skills as: “far below average,” “below average,” “average,” “above average,” or “far above average”. So while a child’s skills may be intermediate or even just emerging, this may be average. Of the students rated by their kindergarten teacher (n=985), 17.5% (n=172) were rated as being “below average” or “far below average,” 45.4% (n=447) were rated as “average,” and 37.2% (n=366) were rated as “above average” or “far above average.”

Comparing the Kindergarten Readiness Checklist with Child Find Ratings

There was a small subgroup of children (n=400) for whom we have both the kindergarten readiness checklist and the child find assessments scores given on one of the two instruments we can use for this analysis the DIAL-3 or the AGS. Table 12 has the results of the comparison between the teachers’ overall rating of academic skills as a part of the kindergarten readiness checklist and the children’s percentile rankings on the screening instruments. Comparing these two measures gives us an indicator of how developmental abilities are related to school based expectations. In general the trends in the teacher’s assessment of overall academic skills was related with the screening findings, with those children the teachers’ ranked as having higher academic skills also having higher percentile scores on the screening tools. Further, the teachers’ ratings of overall academic skills were more aligned with the scores children achieved in the language screening than in the motor screening. However, it is interesting to note that generally the school readiness expectations of the teachers was beyond the skills that develop through the normal maturational process. For instance while the mean language percentile for those rated as far below average was the 21st percentile, the mean of the group rated as average was the 60th percentile, well beyond the mid point of the screening tool. In other words, it appears that average level developmental skills and normative developmental readiness may not be sufficient to prepare a child with school readiness skills. The expectations for school readiness are beyond the skills that children master as a result of developmental readiness. Table 12 has the average

Kindergarten Cohort of 2009-2010

percentile rankings of the children within each of the academic skills categories of the teachers.

Table 12. Child Find percentile rankings by Teacher Academic Skills ratings

Teacher Rating (Overall, how would you rate this child's academic skills)	Average Percentile Ranking Motor	Average Percentile Ranking Language
Far Below Average n=14	57 th	21 st
Below Average n = 65	56 th	37 th
Average n = 190	65 th	60 th
Above Average n=115	76 th	76 th
Far above average n= 26	81 st	86 th

Discussion and Conclusions

In this evaluation, families were asked to complete a survey about experiences of their children prior to entering kindergarten for the 2009 – 2010 school year. Such an analysis describes not only the children, it also describes their families. Based on permission from families, Child Find assessment scores were gathered from school districts for students, and kindergarten teachers were asked to complete a *Kindergarten Readiness Checklist* describing students as they entered kindergarten. The sample who completed the *Family Survey* appears to be ethnically similar to the students enrolled in Delaware’s kindergarten classes. The sample represents all of the school districts (15), which have kindergarten programs in the state as well those attending nine charter schools with kindergartens.

Children’s Early Experiences

The majority of families in this sample had participated in some form of early care and education programming. Approximately 81% of families indicated that their child was enrolled in an early care and education program from the time they were an infant until they transitioned to kindergarten. In contrast to this, approximately 6% of families reported that their children were not enrolled in an early care and education experience prior to attending kindergarten. Further, enrollment patterns indicate that as children get older, and approach kindergarten entry they are more likely to be enrolled in an out of home early care and education program. However, there was a small group of families that participated in community based program(s) during their child’s first three years, and did not do so during the child’s third to fifth year.

The families who completed the *Family Survey* reported that approximately 60% of the mothers have pursued education beyond high school and approximately 50% of the fathers have pursued education beyond high school. The survey indicated that over half of the children have been raised by two adults (59.3%). Approximately a third of the families had not moved during the first five years of a child’s life and another third had moved once during the first five years. About 15% of the families who completed the survey indicated that they had moved three or

Kindergarten Cohort of 2009-2010

more times in the child's first five years of life. In this sample, 15% is 285 children. In the state's kindergarten cohort (9537), if this proportion were to be extrapolated, that would be 1430 children moving three or more times in the child's first five years. The frequency of moves may create both adjustment challenges for children and challenges for programs partnering with families. Knowing that families may be facing these transitions can allow programs to plan accordingly.

Another "stability" factor in the lives of children is the number of early care and education programs that they attend. The average number of programs attended by children was 1.3 programs. Approximately a third of the children were reported to have been in one program between birth and age five. Another 20% of the children were reported to have been in two programs during the five years, and approximately 15% of the children in this cohort attended three or more programs in the five years. Ensuring that transitions between programs are handled with care and support will enhance children's well-being.

It appears that most families are engaged in a variety of activities with their young children that can support the child's school readiness. Children get exercise through walking, running, and other active play and they are spending time each week, if not every day, looking at books and magazines, singing songs, playing with puzzles and games, and building with blocks and toys. Most families report engaging in having daily conversations with their children, and 75% of families indicated that they read to their child once a day for language and literacy development, with another 18% indicating that they read to their child once a week.

In reviewing the data collected from families related to their experience with having access to health care, more than 95% of families had their child have a check-up with a doctor by the age of two and the children had their immunizations by the time they were two. Of the families who provided the information, 89.6% had access to health insurance or Medicaid. During the time of this data collection, families would have had access to the state's Child Health Insurance Program for uninsured children. When asked to rate their ability to get medical care for their child when it was needed, 90.6% of families indicated that they were usually able to get the medical care they needed. Only 1.1% indicated that they were not able to get the medical care that they needed.

Child Find Screening Process

While school districts and charter schools have a Child Find process in place, there are different methods used to screen the entering kindergarten class. Four school districts use the American Guidance Service *Early Screening Profiles (AGS)*, and 10 districts or charter schools use the *Developmental Indicators for the Assessment of Learning – 3 (DIAL-3)*. One charter school is using the *Behavior Assessment for Children (BASC)*, one district is using the *Dibels* for a screening tool, and one district and one charter school are using a teacher-developed screening checklist as part of the Child Find screening process. In several cases the screening assessment data is then compared with data derived from the *Dibels*.

Kindergarten Readiness Checklist completed by Kindergarten Teachers

Kindergarten Cohort of 2009-2010

The *Kindergarten Readiness Checklist* is a way of assessing teachers' recalled perceptions of children's readiness for kindergarten. Children's social emotional adjustment, school adjustment, and motor development were, on average, all scored above a 3 (intermediate development), with motor development scored the highest. Children's skills in reading and writing and language and reasoning were a bit less fully developed, but on average were scored as approaching the intermediate skill level. When asked to provide an over-all rating for children, 83% were perceived by their teachers as having average or above average academic skills. Finally, a comparison between the child find data and the kindergarten readiness checklist reveals that kindergarten readiness skills are more advanced than those assessed to determine normative development.

Recommendations

This *Family Survey* of families whose children entered kindergarten in the fall of 2009 provides insight about the experiences of these families, their children, and how to reach them. The *Kindergarten Readiness Checklist* provides a portrait of children's varying levels of strengths in terms of preparation for the challenge of kindergarten. As a result of the analysis of the data provided by these two protocols and the *Child Find* assessments, the following would be recommended:

- Because such a high proportion of families interface with the health care community, looking at clinics and pediatrician's offices as sites to also maximize school readiness efforts should be considered. For instance, The Delaware Academy of Pediatrics is engaged in efforts to implement a process whereby all children receive a developmental screening at a "well baby check" with their pediatrician or family physician. Linking the developmental screening with information to families about ways to support their children's development seems very promising.
- Delaware has already invested resources into creating materials for families such as the *Growing Together Portfolio*, a developmental calendar given to families as they leave the hospital with their baby, the *Great Beginnings* monthly, age-paced newsletter from birth through age five distributed by Delaware Cooperative Extension, and the soon-to-be- available monthly activity calendar from the Delaware Department of Education. Parents as Teachers home visitors and "play and stay" programs also are a resource for families, particularly those who are not involved with an early care and education program. School districts, health care providers and child care programs could look to these programs and materials for ways to reach out and partner with parents.
- School districts should be encouraged to partner with the early care and education programs in their communities. The discrepancies between the Child Find ratings and the school readiness ratings are interesting in terms of considering what is needed to prepare children for school success. Based the comparison of the scores on the two measures, the school performance for a child entering kindergarten is beyond the skills that can be expected to be developed by virtue of the normal age-related maturational process. The solution to this discrepancy lies in two very different

Kindergarten Cohort of 2009-2010

directions, either kindergarten readiness expectations could be adjusted to be more in line with what can be reasonably expected based on maturation, or the early care and education system can begin to offer more school readiness oriented programming. In either case, as school districts form linkages with early care and education programs in their communities they can ensure that there is alignment between the early care and education programming and the skills that children will be expected to master once they arrive in kindergarten. Ensuring alignment between the kindergarten standards and the early learning standards, offering kindergarten transition activities and family support and outreach are all activities that districts and early care and education programs could work on as partners.

- The needs identified in the *Kindergarten Readiness Survey* indicate that professional development for the early care and education professionals in offering academically enriching programming might support an increase in children's success in meeting the kindergarten teachers' readiness expectations. Because so many children attend them, early care and education programs could be an effective means to reach parents of young children, in order to support families in their efforts to prepare children for school success.
- Parents need to be provided with information about the characteristics and elements of high quality early care and education programming so that they are able to choose programs for their children that will support their children's success.

Many of these recommendations are consistent with objectives outlined in *Early Success: Delaware's Early Childhood Plan*. This survey provides some data to begin to be more strategic about addressing the challenges, interfacing with families, and targeting resources and programs to the early care and education community.

References

- Behrman, J (1997) 'Mother's Schooling and Child Education: A Survey', PIER Working Paper 97-025, Department of Economics, University of Pennsylvania.
- Behrman, J and Rosenzweig, M. (2002) 'Does Increasing Women's Schooling Raise the Schooling of the Next Generation?' *The American Economic Review*, 92(1): 323-334.
- Clarke-Stewart, K. Alison. (1987). Predicting Child Development from Child Care Forms and Features: The Chicago Study. In Deborah A. Phillips (Ed.), *Quality in child care: What Does Research Tell Us?* (pp. 21-41). Washington, DC: National Association for the Education of Young Children.
- Delaware Department of Education. (2006). Early Success: Delaware's Early Childhood Plan.
- Delaware Department of Education. *Student Demographic Data* [Data file]. Retrieved from <http://profiles.doe.k12.de.us/SchoolProfiles/CommonControls/Reporting.aspx?districtCode=0&schoolCode=0&dataBlock=Demographics&catBlock=StudentRaceEthnicity&Language=English&type=CatUrl>
- Fabes, Richard. (2006) Readiness checklist: Review of Research. Tempe, AZ: University of Arizona.
- Gamel-McCormick, M., Buell, M.J., Amsden, D.J., & Fahey, M. (2005). *Delaware early care and education baseline quality study*. Prepared for the Delaware Interagency Resource Management Committee and the Department of Education, Department of Health and Social Services, and the Department of Services for Children, Youth and their Families. Newark, DE: Center for Disabilities Studies.
- Hausken, E.G. & Rathbun, A.H. (2002) *Adjustment to Kindergarten: Child, Family, and Kindergarten Program Factors*. ED 463849.
- Haveman, R. and Wolfe, B. (1995), 'The Determinants of Children's Attainments: A Review of Methods and Findings' *Journal of Economic Literature*, 33(4): 1829-1878
- McDermott, P. A., Goldberg, M. M., Watkins, M. W., Stanley, J. L., & Glutting, J. J. (2006). A nationwide epidemiologic modeling study of learning disabilities: Risk, protection, and unintended impact. *Journal of Learning Disabilities*, 39, 230-251.
- Missouri Department of Elementary and Secondary Education. (1998). *School Entry Assessment Project*.

Kindergarten Cohort of 2009-2010

Paris, C., Amsden, D.J., Walker, E., Trischitta, L., Gamel-McCormick, M., & Rosas, S. (2005). *Opportunities for early identification of children who received special education after kindergarten entrance: executive summary*. Newark, DE: Center for Disabilities Studies.

Stevens, J. P. (2002). *Applied multivariate statistics for the social sciences* (4th ed.): Mahwah, New Jersey: Lawrence Erlbaum.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th. ed.). Boston: Pearson.

United States. Department of Education. "34 CFR Part 300 Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities; Final Rule." *Federal Register* 73:231 (December 1, 2008) 73006-73029 retrieved from <http://edocket.access.gpo.gov/2008/pdf/E8-28175.pdf>

**Appendix A: Family Survey of Children Entering
Kindergarten in Fall of 2009 and
Informed Consent**



Delaware Department of Education

Survey of Parent of Kindergarten Students

Child's Name _____

School Child Will Attend _____

Person Completing Survey: Parent Guardian Grandparent Other _____

**Tell us about your child's race/ethnicity.
(Please check all that apply)**

African American or Black

American Indian or Alaska Native

Asia

Hispanic or Latino

Native American or Other Pacific Islander

White or Caucasian

Other _____

My child is a....

Boy Girl

My child's date of birth is...

_____/_____/_____
(month/ day/ year)

Please tell us how often these happen in your household. Several activities are listed. For each activity, please check one of the choices to let us know how often the activity is done: rarely or never, once a month, once a week, or every day or almost daily.

Activity	Rarely or never	Once a Month	Once a week	Every day or Almost Daily
My child looks at books and magazines at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child sings songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child plays games and puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child builds using blocks and toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child gets exercise by walking, running, dancing and active play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child and someone in the home do chores together, such as cooking, cleaning, setting the table or caring for pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone in the home has conversations with my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kindergarten Cohort of 2009-2010

DRAFT

Delaware Department of Education Kindergarten Parent Survey

Spring 2009

Someone in the home tells stories to my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone in the home helps my child with arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where has your child been before coming to kindergarten?

We would like to know where your child has spent time since being born. Some children are at home with a parent or grandparent all day. Some children are enrolled in programs. Below are some questions to tell us where your child has spent time each year of their life. Here's an example to show how to fill out the form.

EXAMPLE:

Mrs. Jones was with her child during the first year. Mrs. Jones has worked a part-time job 3 days per week for the last 4 years. While she is working, her child is cared for by a neighbor. Here's how Mrs. Jones completed this form:

Places Your Child Has Spent Time	Age of Child				
	0-1 year old	1-2 years old	2-3 years old	3-4 years old	4-5 years old
Parent care at own home	X	X	X	X	X
Child care provided by another family member or friend	<input type="checkbox"/>	X	X	X	X

Based on her responses, we know that between birth and 1 year old the child was at home. Mrs. Jones was the only person taking care of her child. Between the ages of 2 and 5 years old, when Mrs. Jones was working, we know that her child was being cared for by a "family member or friend."

Please tell us what your child's experience has been. Where did your child spend time each year during the first 5 years of their life?

Places Your Child Has Spent Time	Age of Child				
	0-1 year old	1-2 years old	2-3 years old	3-4 years old	4-5 years old
Parent care at own home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care Provided by another family member or friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- In your home, how many different adults (18 years and above) have helped to raise your child?

- How many times have you moved since your child was born? _____
- What is the highest education level completed by the child's **mother**? (please circle one)

Grade: 6 7 8 9 10 11 12 13 14 15 16 more than 16

- What is the highest education level completed by the child's **father**? (please circle one)

Grade: 6 7 8 9 10 11 12 13 14 15 16 more than 16

Kindergarten Cohort of 2009-2010

DRAFT

Delaware Department of Education Kindergarten Parent Survey

Spring 2009

Please tell us about your child’s experience before entering kindergarten

Below is a list of programs where your child could have spent time before entering school. For each program, please check the ages when your child took part in a program. Check all ages when your child participated in these programs. **If your child did not attend a program please check “did not use”.**

Places Your Child Has Spent Time	Age of Child					
	Did not use	0-1 year old	1-2 years old	2-3 years old	3-4 years old	4-5 years old
Early Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent as Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-day Preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care at a center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care in private home (family child care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____ _____ Please describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- How many child care centers or family child care programs has your child participated in between birth and entering kindergarten? (please circle one)
0 1 2 3 4 5 6 7 8 9 10

Please tell us about your child’s health care experiences.

Is your child covered by health insurance or Medicaid? No Yes

Did your child receive the required immunization for 2-year olds by the time he/she was 2 years old? No Yes

Did your child have a check-up with a doctor by 2 years of age? No Yes

From birth to school entry, rate your ability to get medical care for your child when it was needed. Usually Sometimes Never

Thank you for taking the time to answer the questions for this survey.

Please return your survey and the completed informed consent forms (yellow form)

in the envelope that has been provided to:

Kindergarten Evaluation
Department of Human Development and Family Studies
Alison Hall West
University of Delaware
Newark, DE 19716

Kindergarten Cohort of 2009-2010

DRAFT

Informed Consent

Description of Children Entering Kindergarten

The Delaware Department of Education is conducting an evaluation to describe the children who are entering kindergarten in the fall of 2009. If funding is available in the future, this information will also be used to learn about what helps children learn after attending kindergarten. The evaluation includes:

- a **survey of parents** of children enrolling in kindergarten,
- collecting the results of **children's assessments** as they enter kindergarten, such as the Child Find screen, and
- a **survey by kindergarten teachers** describing children's skills as they enter kindergarten.

As you complete this form giving the evaluators permission to gather this information about your child, we want you to be aware that your participation in completing the survey and providing permission is completely voluntary. Your answers to the questions on the survey and other information used in this evaluation about your child will be kept confidential. The information from the survey and the information collected will be kept in locked file drawers at the University of Delaware. Data that is stored on the computer will be identified by a number, not by any names in order to maintain confidentiality. All data will be held on a secure computer server that can only be accessed by the program evaluators. The data will be kept for five years following the completion of this evaluation. We do not anticipate any risks to you or your child by participating in this evaluation.

Below is a description of each part of the evaluation and a place for you to check (✓) "yes" to give your permission for each of the sources of information to be included in the evaluation. If you check "no," this information will not be collected for your child.

Parts of the Evaluation

The **survey of parents** of children enrolling in kindergarten asks questions about learning activities you and your child do, where your child has spent his or her days since being born, and about immunizations, medical check-ups, and health insurance. This will help us learn what types of experiences children have had before coming to kindergarten.

- I give permission for information from my parent survey to be used as part of the evaluation describing the experiences of children prior to kindergarten.
Yes No Please put your initials on this line _____

Usually, schools **assess children** as they enter kindergarten to see what children know and can do. Some schools use a Child Find screen, other schools use other screening measures that ask children to build with blocks, write, and answer some simple questions. Because the school keeps this information, we are asking that you give the school permission to share this information with the evaluation project. The results of all the children's assessments will be combined together to describe the group of children enrolling in kindergarten. We will not be reporting about individual children.

- I give permission for the school district or charter school to provide the results of the assessment given to my child when he or she is enrolled in kindergarten.
Yes No Please put your initials on this line _____

Please put your initials on the line to the right to show that you understand what is on this page.

Please place your initials above

~~ Please turn the page over ~~

Kindergarten Cohort of 2009-2010

DRAFT

We are also requesting permission for your child's kindergarten teacher to answer questions about your child's abilities. Teachers will be asked questions about children's ability to write, to recognize letters and numbers, to talk with other children and the teacher, and to focus on learning. They will also be asked about what children can do and their interest in learning. This information will help us describe what children in kindergarten can do as described by their teachers.

- I give permission for my child's kindergarten teacher to complete a questionnaire about my child's skills. Yes No Please put your initials on this line _____

Lastly, we are requesting that you give permission for the Delaware Department of Education to share records of your child's test scores, attendance, special education and other services received. This will help us learn how children progress over time.

- I give permission for information that will be routinely collected by the Delaware Department of Education, while my child is a public school student, to be shared for use by this evaluation. Such information would be school attendance, use of special education services, involvement in special programs, grade, test scores, and other information that the Department of Education maintains on all students.
Yes No Please put your initials on this line _____

There are two copies of this yellow form. Please complete one form and put it in the envelope to mail back. Keep the other form for your reference. We greatly appreciate your consideration to participate. Please read the bolded statement below and initial that you understand the statement.

I have read the information about the activities to describe children who are entering kindergarten in the fall of 2009 and I understand that I can withdraw my permission to any of the above at any time by contacting Moneick Hancock at mhancock@udel.edu or calling 302-831-0515. Please put your initials on this line _____

Please provide the name of the student who will be entering kindergarten:

Student's Name: _____
Please print

Parent's or Guardian's Name: _____
Please print

Parent's or Guardian's Signature _____

Date: _____

Kindergarten Cohort of 2009-2010

DRAFT

Please keep 1 copy of this yellow form for your records.

Please return the completed copy of this form with the survey in the envelope that has been provided.

Mail completed yellow form and survey to:

Kindergarten Evaluation,
Department of Human Development and Family Studies,
Alison Hall West,
University of Delaware,
Newark, DE 19716

Thank you for taking the time to complete this form!

Kindergarten Readiness Checklist

Appendix B: Kindergarten Readiness Checklist

Kindergarten Cohort of 2009-2010
DRAFT

Kindergarten Cohort of 2009-2010

DRAFT

Instructions: Please read carefully before beginning.

Please rate each child in your class based on your expectations of the skills that a student should have when he/she starts kindergarten in the month of September. Please circle the appropriate response to the right of each statement. Please use the following scale to identify your response..

1 = Not Yet 2 = Early Stage 3 = Intermediate Stage 4 = Proficient

I. SOCIAL DEVELOPMENT

- | | | | | |
|---|---|---|---|---|
| 1. Uses appropriate strategies to initiate interactions with peers and uses alternate strategies when initial attempts fail | 1 | 2 | 3 | 4 |
| 2. Responds appropriately to other's expressed emotions and intentions | 1 | 2 | 3 | 4 |
| 3. Overall emotional tone is positive when interacting with peers and adults | 1 | 2 | 3 | 4 |
| 4. Displays age appropriate impulse control and regulation during challenging situations | 1 | 2 | 3 | 4 |
| 5. Peer relationships are generally positive and satisfying | 1 | 2 | 3 | 4 |
| 6. Effectively uses adults as sources of support, comfort, and assistance | 1 | 2 | 3 | 4 |

II. SCHOOL-SPECIFIC INSTRUMENTAL DEVELOPMENT

- | | | | | |
|--|---|---|---|---|
| 7. Focuses attention during large group teacher-directed activities | 1 | 2 | 3 | 4 |
| 8. Can work independently | 1 | 2 | 3 | 4 |
| 9. Demonstrates willingness to try new things | 1 | 2 | 3 | 4 |
| 10. Generally completes tasks in allotted time | 1 | 2 | 3 | 4 |
| 11. Understands and generally follows playground and classroom rules | 1 | 2 | 3 | 4 |
| 12. Enjoys being in school | 1 | 2 | 3 | 4 |
| 13. Can work effectively in a group | 1 | 2 | 3 | 4 |
| 14. Actively participates in class activities | 1 | 2 | 3 | 4 |

III. READING AND WRITING

- | | | | | |
|---|---|---|---|---|
| 15. Chooses books and stories during free choice activities | 1 | 2 | 3 | 4 |
| 16. Recognizes most upper and lower case letters and knows most of their sounds | 1 | 2 | 3 | 4 |
| 17. Uses some initial letter-sound associations to predict meaning | 1 | 2 | 3 | 4 |
| 18. Uses context clues to predict meaning | 1 | 2 | 3 | 4 |
| 19. Recognizes some common words | 1 | 2 | 3 | 4 |
| 20. Draws and paints pictures | 1 | 2 | 3 | 4 |
| 21. Writes name | 1 | 2 | 3 | 4 |
| 22. Writes using upper and lower case letters with few or no reversals | 1 | 2 | 3 | 4 |
| 23. Writes numerals with few or no reversals | 1 | 2 | 3 | 4 |

IV. LOGICAL THINKING AND USE OF NUMBERS

- | | | | | |
|--|---|---|---|---|
| 24. Actively uses all senses to examine and explore familiar or unfamiliar objects | 1 | 2 | 3 | 4 |
| 25. Shows interest in and understanding of the properties of change | 1 | 2 | 3 | 4 |
| 26. Uses elaborate language to describe objects and events | 1 | 2 | 3 | 4 |
| 27. Uses language to initiate and maintain interactions with adults and peers | 1 | 2 | 3 | 4 |
| 28. Uses language to gather information and solve problems (asks questions) | 1 | 2 | 3 | 4 |
| 29. Understands and uses such concepts as many, more, less, etc. | 1 | 2 | 3 | 4 |
| 30. Uses appropriate labels (one, two, etc) when counting objects | 1 | 2 | 3 | 4 |
| 31. Uses counting reliably to quantify perceptual (< 5) numbers | 1 | 2 | 3 | 4 |
| 32. Uses counting reliably to quantify elementary (5 to 12) numbers | 1 | 2 | 3 | 4 |
| 33. Uses counting to quantify larger number (20+) objects | 1 | 2 | 3 | 4 |

Kindergarten Cohort of 2009-2010

DRAFT

1 = Not Yet 2 = Early Stage 3 = Intermediate Stage 4 = Proficient

V. PERCEPTUAL-MOTOR DEVELOPMENT

34. Demonstrates a positive disposition toward movement activities, enjoys and feels confident during physical activities	1	2	3	4
35. Demonstrates age-appropriate static and dynamic balance (can stand on one foot, traverse a low walking board or balance beam, etc.)	1	2	3	4
36. Demonstrates age-appropriate locomotor patterns (walking, running, hopping, jumping, climbing, creeping)	1	2	3	4
37. Demonstrates age-appropriate fine motor movement differentiation (manages small manipulative toys, cuts efficiently, etc)	1	2	3	4
38. Demonstrates age-appropriate eye-hand coordination (drawing strokes are fluid and confident, closes figures when drawing and printing)	1	2	3	4

VI. STUDENT PROFILE

For each item below, indicate whether the statement is TRUE or FALSE for this child.

	TRUE	FALSE
1. Has problems speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>
2. Is intellectually gifted and talented	<input type="checkbox"/>	<input type="checkbox"/>
3. Is eager to learn new things	<input type="checkbox"/>	<input type="checkbox"/>
4. Is often pulled out from the group because of behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>
5. May have a learning disability	<input type="checkbox"/>	<input type="checkbox"/>
6. Is creative	<input type="checkbox"/>	<input type="checkbox"/>
7.		
8. Overall, how would you rate this child's academic skills		
<input type="checkbox"/> Far Below Average		
<input type="checkbox"/> Below Average		
<input type="checkbox"/> Average		
<input type="checkbox"/> Above Average		
<input type="checkbox"/> Far Above Average		

Thank you for completing the questionnaire. Please return this to the
Kindergarten Survey
Human Development and Family Studies
111 Alison Hall
University of Delaware
Newark, DE 19716

If you have any questions, please call 302-831-0515 or email mhancock@udel.edu

Developed by Dr. Richard Fabes, University of Arizona (2006)

Appendix C: Ethnicity and Gender of the Sample of Kindergarten Students

Kindergarten Cohort of 2009-2010
DRAFT

Appendix C

Table 18. Gender and Ethnicity of Children whose Families Completed a *Family Survey* about their Children’s Experiences before Entering Kindergarten.

Race:	Gender:	Male	Female	Totals (Race)
Caucasian	n (%)	511 (28.1%)	484 (54.9%)	995 (54.8%)
African American	n (%)	162 (8.9%)	160 (8.8%)	322 (17.7%)
Hispanic/Latino	n (%)	117 (6.4%)	122 (6.7%)	243 (13.4%)
Asian	n (%)	18 (1.0%)	34 (1.9%)	52 (2.9%)
Native American Indian	n (%)	1 (0.1%)	3 (0.2%)	4 (0.2%)
Multi-Ethnic	n (%)	81 (4.5%)	72 (4.0%)	153 (8.4%)
Unanswered	n (%)	6 (0.3%)	1 (0.1%)	33 (1.8%)
Other	n (%)	9 (0.5%)	6 (0.3%)	15 (0.8%)
Total	N (%)	905 (49.8%)	882 (48.5%)	1817 (100.0%)

Kindergarten Cohort of 2009-2010
DRAFT

Appendix D: Person Completing the *Family Survey*

Kindergarten Cohort of 2009-2010
DRAFT

Appendix D

Person Completing *Family Survey*

As a child registered for kindergarten, the person registering the child was asked to complete a survey. Other families received the survey in the mail. One of the questions asked who was completing the survey. The results of that question are presented below in Table 19.

Table 19. Person Completing the *Family Survey* of Children Entering Kindergarten

Person/Relation to the Child		All Children
Parent	n	1683
	%	(92.6%)
Guardian	n	23
	%	(1.3%)
Grandparent	n	46
	%	(2.5%)
Other	n	17
	%	(0.9%)
Missing	n	48
	%	(2.6%)
Total	N	1817
	%	(100.0%)

Kindergarten Cohort of 2009-2010
DRAFT

**Appendix E: Participation of Families by School
District and Charter Schools**

Kindergarten Cohort of 2009-2010
DRAFT

Kindergarten Cohort of 2009-2010
DRAFT

Appendix E

Table 20. Schools Where Students Attend School

School District	Frequency	Percent
Appoquinimink School District	103	5.7%
Brandywine School District	121	6.7%
Caesar Rodney School District	22	1.2%
Cape Henlopen School District	203	11.3%
Capital School District	128	7.1%
Christina School District	159	8.8%
Colonial School District	16	0.9%
Indian River School District	183	10.2%
Lake Forest School District	128	7.1%
Laurel	18	1.0%
Milford School District	34	1.9%
Red Clay School District	295	16.4%
Seaford School District	24	1.3%
Smyrna School District	86	4.8%
Woodbridge School District	85	4.7%
Charter Schools	103	5.6%
missing	108	5.9%
Homeschooled	1	0.1%
Total	1817	100.0%

Kindergarten Cohort of 2009-2010
DRAFT

**Appendix F: Child Find Assessments Used by
Delaware Publically Funded School**

Kindergarten Cohort of 2009-2010
DRAFT

Appendix F

**Child Find Assessments Used by
Delaware Publically Funded Schools**

Table 21. Child Find Assessments used by Delaware Publically Funded Schools

Assessment Protocol	Districts	Charters	Total
Dial-3 <i>Developmental Indicators for the Assessment of Learning - 3</i>	8	2	10
AGS <i>American Guidance Service Early Screening Profiles</i>	4	0	4
Dibels <i>Dynamic Indicators of Basic Early Literacy Skills</i>	7	5	12
Other [^]	1	3	4
Total	20*	10	30

*Some districts use more than one protocol.

[^] The “other” protocols are listed here:

- BASC – *Behavior Assessment for Children*
- Teacher-created checklist instrument (skills and abilities) Assessment
- Kindergarten Screening (Teacher Devised Tool)
- “other assessment”

Kindergarten Cohort of 2009-2010
DRAFT

Equal Opportunity Statement

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions, or employment practices as required by Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes, and University policy. Inquiries concerning these statutes and information regarding campus accessibility should be referred to the Affirmative Action officer, 305 Hullihen Hall, 302/831-2835 (voice), 302/831-4552 (TDD)