

OCF P-3 Cross-Site Parent/Caregiver Survey Summary: Year 2

Summary

In Fall 2015, 1,895 parents/caregivers of entering kindergarten children responded to a survey conducted as part of the ongoing community needs and resource assessment process in 10 prenatal-grade 3 (P-3) initiatives across Oregon. The purpose of the survey was to collect information about children's experiences at home and in child care settings prior to entering school, and to identify family strengths and areas of need in terms of supporting school readiness. Respondents represented 71% of the parents/caregivers in participating schools, a 4% increase in the response rate over Year 1.

Although respondents largely identified as White/Caucasian (67%) and identified English as their home language (79%), Jackson and Salem-Keizer sites had majority non-White respondents (56% and 64%, respectively), and Spanish was spoken at home at much higher rates among respondents from those communities (39% and 44%, respectively). The Pendleton site had a higher rate of American Indian respondents (9%), and the Portland site had a higher rate of African American respondents (7%) compared to sites overall (1% and 2%, respectively).

Survey results showed:

- A significantly larger percentage of respondents in Year 2 (53%) compared to Year 1 (48%) who reported that their child participated in Head Start and/or center-based preschool prior to kindergarten;
- While more families reported more books in the home, a significantly smaller percentage of respondents in Year 2 (29%) compared to Year 1 (33%) reported reading to their child daily, falling considerably below the national average (55%)
- Exceeding the national average of 70%, 73% of parents in Year 2 reported that they expect their child to achieve a Bachelor's degree or higher
- Overall, a statistically significantly larger share of respondents were positive about their child's school climate, including feeling welcome at the school (80% in 2015 compared to 76% in 2014), hoping to talk with their child's teacher on a weekly basis (55% in 2015 compared to 51% in 2014), and hoping to attend all school activities such as parent-teacher conferences, special events, and field trips (74% in 2015 compared to 67% in 2014).
- New survey items in Year 2, related to parent leadership, suggest that a majority of parents (61%) are confident they have the skills to be a parent leader, but only 18% have a strong desire to be in a leadership role with the school.

Families who reported speaking a home language other than, or in addition to, English generally reported doing early developmental supportive activities less frequently at home, having lower expectations for communication with their child's teacher, and feeling like they had fewer leadership skills, suggesting that targeted strategies to reach families who speak languages other than or in addition to English may be beneficial.

Families whose child was in a center-based preschool program were more likely to have more books in the home, read to their child daily, have high education achievement expectations, and do more developmentally supportive activities at home, even when controlling for race/ethnicity, home language, and rural/urban site type. Although there may be different specific strategies to addressing some of these areas for improvement in rural or urban sites, geography alone did not appear to play an especially significant or strong role on its own. Also note that this finding is correlational and should not be interpreted as showing that preschool attendance caused these improved outcomes.

Results of the parent/caregiver survey can be used locally to help P-3 collaboratives identify key areas to target interventions and supports for families to improve school readiness, as well as to identify which groups of parents are most important to engage in these supports. At the statewide level, results continue to suggest the need for coordinated efforts to increase parents' involvement in supporting learning at home, as well as increased access to quality early

learning environments, delivered using strategies that meaningfully engage communities of color and communities who speak languages other than and/or in addition to English.

Introduction

As part of the Oregon Community Foundation's P-3 project evaluation, researchers from Portland State University developed a Parent/Caregiver Survey for each of the 10 P-3 sites to administer to parents/caregivers of incoming Kindergartners at their target elementary school. A total of 1,859 respondents completed the survey in Year 2, representing a 4% increase in total respondents over Year 1.

The purpose of the survey was to collect information about the following areas in the second year of the P-3 project. Although surveys were administered at slightly different times between August and October 2015, the intent was to capture a snapshot of parent/caregiver perspective early in the school year, and to compare to results from Year 1. This information will be used to inform sites' ongoing community needs assessment and to measure change in kindergarten cohorts over time. The survey included 30 required items, of which 14 were identified as key indicators across four domains that have been shown in research to contribute to children's school readiness:

1. Pre-Kindergarten Experiences

- a. **Center-based preschool or Head Start:** In the year before school started was the incoming Kindergartner cared for through Head Start or a day care center or preschool (a center with more than one classroom) for more than 5 hours per week on a consistent basis?
- b. **EI/ECSE services:** Did the incoming Kindergartner receive special education services before entering Kindergarten (had an IEP/IFSP) a few times or 6 months or more?

2. Support for Kindergartners' Learning at Home

- a. **Expectations for academic achievement:** Does the parent/caregiver think their child will finish a 4-year college and receive a Bachelor's degree or higher?
- b. **Reading to child daily:** In the past week, has the parent/caregiver or someone in their family read to the incoming Kindergartner every day?
- c. **26 or more books in home:** Does the parent/caregiver own 26 or more children's books?
- d. **Supporting reading at home:** Does the parent/caregiver definitely agree she/he feels confident in knowing how to best support his/her child's reading at home?
- e. **Supporting writing at home:** Does the parent/caregiver definitely agree she/he feels confident in knowing how to best support his/her child's writing at home?
- f. **Supporting math at home:** Does the parent/caregiver definitely agree she/he feels confident in knowing how to best support his/her child's math at home?
- g. **Developmentally supportive activities:** In the past week, as the parent/caregiver or someone in their family conducted an average of three or more developmentally appropriate activities with the incoming Kindergartner? (e.g. telling a story, taught letters, words or numbers, taught songs or music, worked on art projects, played with toys or games indoors, played a game or sport, took child to do errands).

3. School Climate

- a. **Welcoming school:** Does the parent/caregiver definitely agree that he/she feels welcome at the school?
- b. **Involvement in school activities:** In the upcoming year, does the parent/caregiver hope to attend all parent-teacher conferences, special events at the school, and school field trips?
- c. **Communication with child's teacher:** In the upcoming year, does the parent/caregiver hope to talk with child's teacher or write, email, or text child's teacher almost every week or more?

4. Parent/Caregiver Leadership¹

- a. **Leadership skills:** Does the parent/caregiver definitely agree that he/she has the skills to be a good parent leader.
- b. **Interest in leadership role:** Does the parent/caregiver definitely agree that he/she would like to have a role in school activities.

Participants

Table 1 shows the characteristics of survey respondents. The overall estimated response rate in Year 2 was four points higher than in Year 1; the response rates across sites in Year 2 ranged from 55% to 91%, similar to Year 1. Although White/Caucasian race/ethnicity and English was identified as the home language for respondents from most sites, Jackson and Salem-Keizer had majority non-White respondents, and Spanish was spoken at home at much higher rates. The Pendleton site had a higher rate of American Indian respondents (9%), and the Portland site had a higher rate of African American respondents (7%) compared to all other sites.

Table 1. Characteristics of All Respondents (N=1,859)²

Characteristic	Clatsop	Crook	Jackson	Lincoln	North Lake	NDP3	Pendleton	Polk	Portland	Salem-Keizer	Cross-Site Total
Site Type	Rural	Rural	Urban	Rural	Rural	Rural	Rural	Rural	Urban	Urban	na
N Respondents in Y2³	283	162	109	336	6	41	205	254	169	294	1,859
Estimated response rate⁴	78%	85%	91%	81%	55%	89%	85%	60%	48%	65%	71%
Estimated response rate Y1 ⁵ (N)	82% (327)	90% (151)	83% (100)	58% (214)	67% (12)	93% (41)	54% (136)	64% (270)	47% (203)	67% (329)	67% (1,783)
% Race/Ethnicity of Parent/Caregiver⁶											
White/Caucasian	73%	80%	44%	72%	100%	88%	79%	76%	63%	36%	67%
Hispanic/Latino	21%	18%	46%	18%	0	8%	5%	19%	18%	54%	24%
African American	0	0	1%	<1%	0	0	0	0	7%	1%	1%
American Indian/Alaska Native	1%	1%	0	2%	0	0	9%	1%	2%	1%	2%
Asian/Pacific Islander	1%	0	0	<1%	0	0	1%	<1%	2%	2%	1%
Multiracial	3%	1%	9%	7%	0	5%	5%	4%	8%	4%	5%
'Other'	1%	0	0	0	0	0	1%	0	0	2%	<1%
% Language Spoken in Home⁷											
English	82%	88%	60%	83%	100%	98%	95%	86%	77%	51%	79%
Spanish	17%	12%	39%	16%	0	3%	3%	13%	17%	44%	19%
Other	1%	0	1%	1%	0	0	3%	1%	5%	5%	2%
% Marital Status											
Married	62%	61%	52%	57%	33%	63%	53%	66%	64%	49%	58%
Unmarried ⁸	38%	39%	48%	43%	67%	37%	48%	34%	37%	51%	42%

¹ Two new items related to parent/caregiver leadership were added to required questions for Year 2.

² Totals for each characteristic within a site may not equal 100% due to rounding.

³ Number of respondents and response rate were based on surveys collected and entered by October 15, 2015.

⁴ This was calculated and provided by each site, aggregated for all participating schools/districts.

⁵ This was calculated and provided by each site, aggregated for all participating schools/districts.

⁶ White/Caucasian includes families who identified as 'White/Caucasian' only, Hispanic/Latino includes families who identified as 'Hispanic/Latino' only or 'Hispanic/Latino' with any other races, and 'African American', 'Asian/Pacific Islander', 'American Indian/Alaska Native' includes families who identified as that group only or with White/Caucasian. Other includes families who identified as 'Other' only. A total of 24 respondents (1%) declined to provide information about their race/ethnicity.

⁷ English includes families who reported English only was spoken at home, Spanish includes families who reported Spanish was spoken at home only or with other languages, and Other includes 'Russian', 'Ukrainian', 'Vietnamese', 'Cantonese', and 'Other' languages provided. A total of 21 respondents (1%) declined to provide information about their home language.

⁸ Unmarried includes 'Single', 'Divorced/Widowed/Separated', and 'Living with partner'. A total of 28 respondents declined to provide information about their marital status (2%).

Key Findings

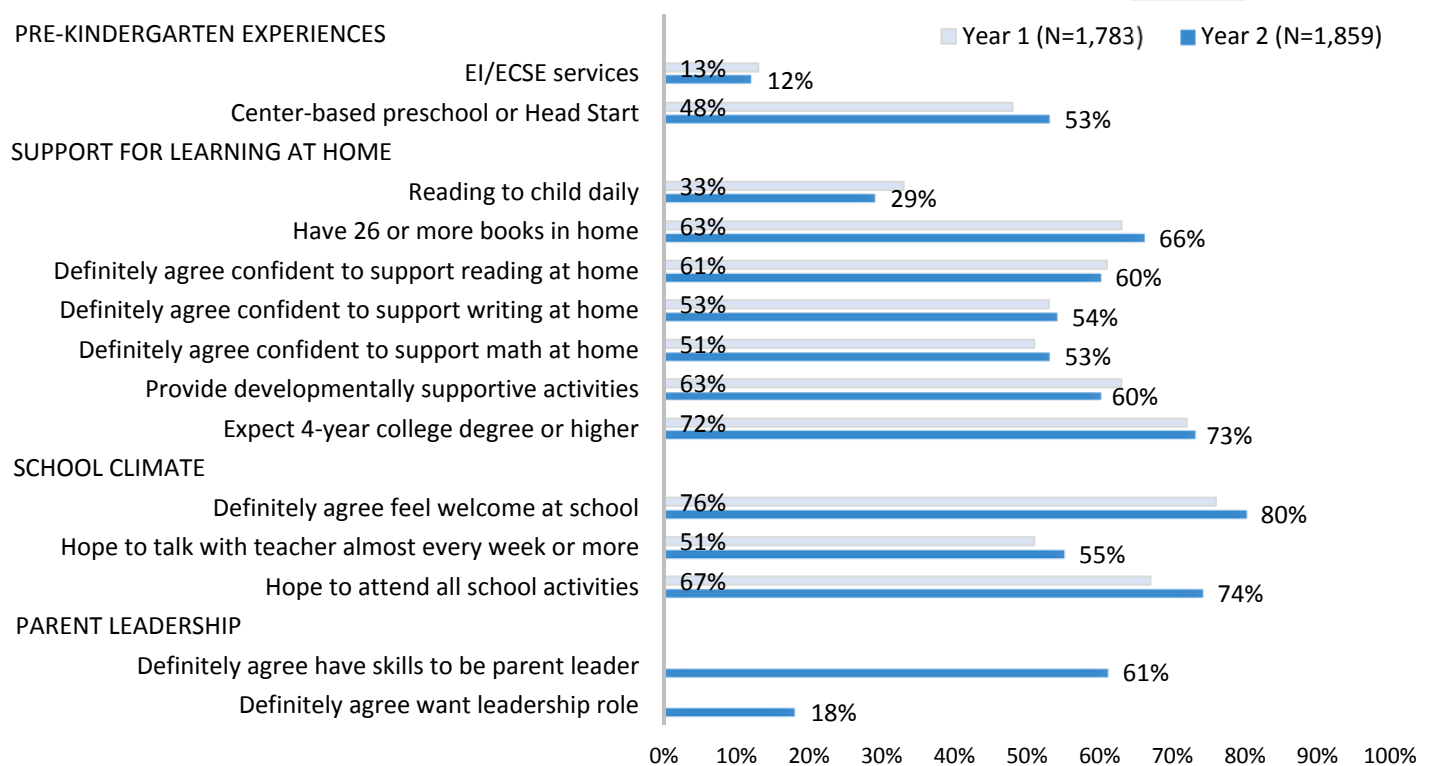
A higher percentage of respondents in Year 2 (53%) reported that their kindergartner had participated in a Head Start or center-based child care program prior to starting school compared to Year 1 (48%). The rate of children reported to have received Special Education (EI/ECSE) services prior to school start was similar to Year 1, remaining relatively consistent with statewide figures of enrollment in EI/ECSE (13%).⁹

Although an increasing majority of respondents (66%) reported having 26 or more books in the home and feeling like they can support their child’s reading at home (60%), fewer reported reading with their child daily (29%, down from 33% in Year 1), below the national average of 55%.¹⁰ However, a similar percentage in Years 1 and 2 reported believing that their child would graduate from college (73%), which is higher than the national average of 70%.¹¹

An overall higher percentage of survey respondents in Year 2 were positive about school climate, with more parents/caregivers saying they definitely feel welcome at the school, hope to talk with their child’s teacher every week or more often, and hope to attend all school activities, such as parent-teacher conferences, and field trips. This finding may reflect the emphasis among many of the P=3 grantees during Year 1 on creating more family-friendly schools and hosting more family-friendly events.

Although not collected in 2014, nearly two-thirds (61%) of parents/caregivers surveyed this year definitely agree that they have the skills to be a good parent leader, while only 18% definitely agreed that they wanted a leadership role with the school.

Figure 1. Percent of Respondents by Indicator for All Sites¹²



⁹ Legislative Committee Services. (September 2014). *Background brief on special education*. Salem, OR: Author.

¹⁰ Child Trends. (February 2013). *Reading to young children: Indicators on children and youth*. Retrieved July 11, 2013 from <http://www.childtrends.org/?indicators=reading-to-youngchildren>

¹¹ Child Trends (August 2013). *Parental expectations for children’s educational attainment*. Retrieved August 21, 2013 from: <http://www.childtrends.org/?indicators=parental-expectations-for-their-childrens-academic-attainment>

¹² Appendix A shows the correlations between each of the indicators.

In Year 2 there were significantly higher percentages of respondents for each of the school climate indicators, compared to Year 1. In addition, a significantly higher percentage of respondents in Year 2 (53%) reported their child having center-based preschool or Head Start experiences prior to kindergarten, compared to Year 1 (48%). However, a significantly smaller percentage of respondents in Year 2 (29%) reported reading to their child daily, compared to Year 1 (33%).

Race/Ethnicity Comparisons

As shown in Table 2, significant differences existed between the proportions of respondents who identified as White versus respondents of Color on seven indicators in Year 2. Three indicators that showed significant differences between race/ethnic groups in Year 1, did not reveal these differences in Year 2 due to higher rates increasing among Respondents of Color:

- supporting math skills at home (50% in Year 2, compared to 46% in Year 1),
- having high education achievement expectations (71% in Year 2, compared to 65% in Year 1), and
- feeling welcome at the school (83% in Year 2, compared to 72% in Year 1).

Table 2. Indicators by Race/Ethnicity

Indicator	White Respondents (N=1,222)	Respondents of Color (N=613)	Significant Difference?
Pre-Kindergarten Experiences			
Center-based preschool or Head Start	54%	51%	NO
EI/ECSE services	13%	11%	NO
Support for Kindergartner’s Learning at Home			
Reading to child daily	33%	21%	YES: White families read more often
26 or more books in home	79%	41%	YES: White families report more books at home
Confident to support <i>reading</i> at home	62%	57%	YES: White families more confident
Confident to support <i>writing</i> at home	55%	52%	NO
Confident to support <i>math</i> at home	54%	50%	NO
Frequent developmentally supportive activities	63%	52%	YES: White families provide more frequent developmental support
Expect that child will graduate from college	74%	71%	NO
School Climate			
Feel welcome at the school	79%	83%	NO
Hope to attend all school activities	76%	71%	YES: White families hope to attend more activities
Hope to talk/email teacher almost weekly or more	57%	50%	YES: White families hope to talk/email with teacher more often
Parent Leadership			
Have skills to be parent leader	64%	55%	YES: White families report more skills
Want to have a leadership role	18%	18%	NO

Home Language Comparisons

As shown in Table 3, significant differences existed between the proportions of respondents who reported speaking English only at home versus respondents who reported speaking other languages at home in addition to or instead of English, on six indicators in Year 2. Three indicators that showed significant differences between language groups in Year 1, did not reveal these differences in Year 2 due to the narrowing of the gap between families speaking English only versus those who spoke other languages in addition to or instead of English at home, specifically

1. Whether they child attended center-based preschool or Head Start
 - For English +/-or Other language speakers, 49% in Year 2 compared to 41% in Year 1
 - For English Only speakers, 54% in Year 2 compared to 50% in Year 1

2. Parents' confidence supporting reading at home
 - For English +/- Other language speakers, 56% in Year 2 compared to 54% in Year 1
 - For English Only speakers 61% in Year 2 compared to 64% in Year 1

3. Parents' expectations that their child will graduate from college
 - For English +/- Other language speakers, 72% in Year 2 compared to 63% in Year 1
 - For English Only speakers, 73% in Year 2 compared to 75% in Year 1

Table 3. Indicators by Home Language

Indicator	English +/- Other Language/s at Home (N=395)	English-Only Speaking Respondents (N=1,443)	Significant Difference?
Pre-Kindergarten Experiences			
Center-based preschool or Head Start	49%	54%	NO
EI/ECSE services	10%	12%	NO
Support for Kindergartner's Learning at Home			
Reading to child daily	18%	32%	YES: English-only families read more often
26 or more books in home	30%	76%	YES: English-only families report more books at home
Confident to support <i>reading</i> at home	56%	61%	NO
Confident to support <i>writing</i> at home	54%	54%	NO
Confident to support <i>math</i> at home	51%	53%	NO
Frequent developmentally supportive activities	44%	64%	YES: English-only families provide more frequent developmental support
Expect that child will graduate from college	72%	73%	NO
School Climate			
Feel welcome at the school	82%	80%	NO
Hope to attend all school activities	68%	76%	YES: English-only families hope to attend more activities
Hope to talk/email teacher almost weekly or more	46%	57%	YES: English-only families hope to talk/email with teacher more often
Parent Leadership			
Have skills to be parent leader	49%	64%	YES: English-only families report more skills
Want to have a leadership role	18%	14%	NO

Rural versus Urban Site Comparisons

Sites were grouped into Rural versus Urban categories for the purpose of identifying differences that might exist between types of communities that are implementing P-3 grants. Rural sites include: Clatsop, Crook, Lincoln, North Lake, Northern Douglas, Pendleton, and Polk. Urban sites include: Jackson, Portland, and Salem-Keizer.

Table 4. Characteristics of Rural vs. Urban Respondents

Characteristic	Rural Site Respondents (N=1,270)	Urban Site Respondents (N=565)	Significant Difference?
% Race/Ethnicity of Respondent			
White/Caucasian Only	76%	46%	YES: Rural respondents more likely to be White/Caucasian
All Others	24%	54%	
% Language Spoken in Home	86%	61%	YES: Rural respondents more likely to speak English only at home
English Only	14%	39%	

Characteristic	Rural Site Respondents (N=1,270)	Urban Site Respondents (N=565)	Significant Difference?
All Others			
% Marital Status			
Married	60%	53%	YES: Rural respondents more likely to be married
Unmarried	40%	47%	

As shown in Table 4 respondents from rural sites were significantly more likely to be White, speak English only, and be married, in comparison to urban site respondents. In Year 2 and consistent with results from Year 1, a majority of urban site respondents identified as a person of Color (54%), and more than a third (39%) reported speaking a language other than and/or in addition to English at home. Slightly over a third (40%) of rural site respondents reported being unmarried, but this was true for almost half (47%) of urban site respondents.

It should also be noted that race/ethnicity and home language are strongly associated with each other, with 97% of White respondents reporting they speak English only at home, while this was true for only 41% of respondents of Color.

In Table 5, the percent of respondents in rural versus urban sites are compared on each indicator, showing several areas where significantly higher percentages of rural families report support or confidence compared to urban families. However, as was seen in Table 4, we observed that demographic characteristics are also significantly related to rural or urban site type. Because of this, it is important to interpret these rural/urban differences with caution.

One indicator that did not show a significant difference between site types in Year 1, did show a significant difference in Year 2. The percent of rural site respondents reporting that they hoped to attend all school activities increased to 78% in Year 2, from 68% in Year 1.

Table 5. Indicators by Site Type

Indicator	Rural Site Respondents (N=1,287)	Urban Site Respondents (N=572)	Significant Difference?
Pre-Kindergarten Experiences			
Center-based preschool or Head Start	52%	54%	NO
EI/ECSE services	12%	12%	NO
Support for Learning at Home			
Reading to child daily	29%	28%	NO
26 or more books in home	71%	56%	YES: Rural families report more books at home
Confident to support <i>reading</i> at home	62%	55%	YES: Rural families more confident
Confident to support <i>writing</i> at home	56%	51%	YES: Rural families more confident
Confident to support <i>math</i> at home	54%	49%	YES: Rural families more confident
Frequent developmentally supportive activities	61%	55%	YES: Rural families provide more frequent developmental support
Expect child to graduate from college	72%	75%	NO
School Climate			
Feel welcome at the school	81%	79%	NO
Hope to attend all school activities	78%	66%	YES: Rural families more likely to attend all activities
Hope to talk/email teacher almost weekly or more	53%	57%	NO
Parent Leadership			
Have skills to be parent leader	62%	59%	NO
Want to have a leadership role	17%	20%	NO

Attempting to isolate the influence of race/ethnicity, language, and site type proved difficult because of the collinearity of these variables; in other words, chances are higher that if a respondent identifies as White, they also speak English

only and are from a rural site. As a result, it is challenging to tease out which characteristics are driving differences in indicator rates, and how to best address these differences through the P-3 project.

To better understand how race/ethnicity, language, and site type are contributing to differences among families, statistical models were run that tested the influence of these variables on the outcomes simultaneously. This allows us to see what the relationship is of each of these variables to the indicators, controlling, or adjusting for, the influence of the other variables. Table 6 shows where there are differences in the frequency of daily reading for urban vs. rural caregivers, controlling for the influence of race/ethnicity, and language. Each row shows which of the three caregiver characteristics (site type, race/ethnicity, or language) is significantly associated with the likelihood of the family meeting the indicator or not, controlling for the other variables. Consistent with findings reported above, speaking a home language other than English appeared to be the strongest predictor of differences in support for learning at home, school climate, and leadership, overall.

Table 6. Indicators Controlling for Multiple Characteristics

Indicator	Which are significant predictors for each Indicator?		
	Site Type	Race/Ethnicity	Language
Pre-Kindergarten Experiences			
Child in center-based preschool or Head Start	ns	ns	ns
Child receiving EI/ECSE services	ns	ns	ns
Support for Kindergartner’s Learning at Home			
Reading to child daily	ns	ns	English more likely
26 or more books in home	ns	White more likely	English more likely
Confident to support <i>reading</i> at home	ns	ns	ns
Confident to support <i>writing</i> at home	ns	ns	ns
Confident to support <i>math</i> at home	ns	ns	ns
Frequent developmentally supportive activities	ns	ns	English more likely
Expect that child will graduate from college	ns	ns	ns
School Climate			
Feel welcome at the school	ns	White <i>less</i> likely	ns
Hope to attend all school activities	ns	--	ns
Hope to talk/email teacher almost weekly or more	Urban more likely	ns	English more likely
Parent Leadership			
Have skills to be parent leader	ns	ns	English more likely
Want to have a leadership role	ns	ns	ns

Results summarized in Table 6 suggest that for both rural and urban sites and for families of different race/ethnicities, those who speak English only are more likely to read to their child every day.

Compared to results from Year 1 where rural sites were more likely to have more books and feel confident supporting math at home, this effect was no longer significant in Year 2.

Race/ethnicity no longer had an effect on three indicators; whereas in Year 1, White families were more likely to read to their child daily, expect their child to graduate from college, and hope to talk with their child’s teacher on at least a weekly basis, race/ethnicity did have an effect in Year 2. Surprisingly, while race/ethnicity did not have an effect in Year 1, with White families significantly more likely to feel welcome at the school, in Year 2, this had reversed; there was a small but significant effect of race/ethnicity, where families of Color were more likely to feel welcome at the school.

Finally, the effect of home language was significant for five indicators in Year 2 that were also significant in Year 1. However, two indicators saw the effect of language become insignificant. Language did not have a significant effect on the child participating in center-based preschool or Head Start, or in terms of the families’ expectations of communicating with their child’s teacher. Results continue to show, however, that specific early literacy, developmental

supports, communication, and leadership development strategies to reach families who speak languages other than or in addition to English may be beneficial.

Pre-Kindergarten Early Learning Comparisons

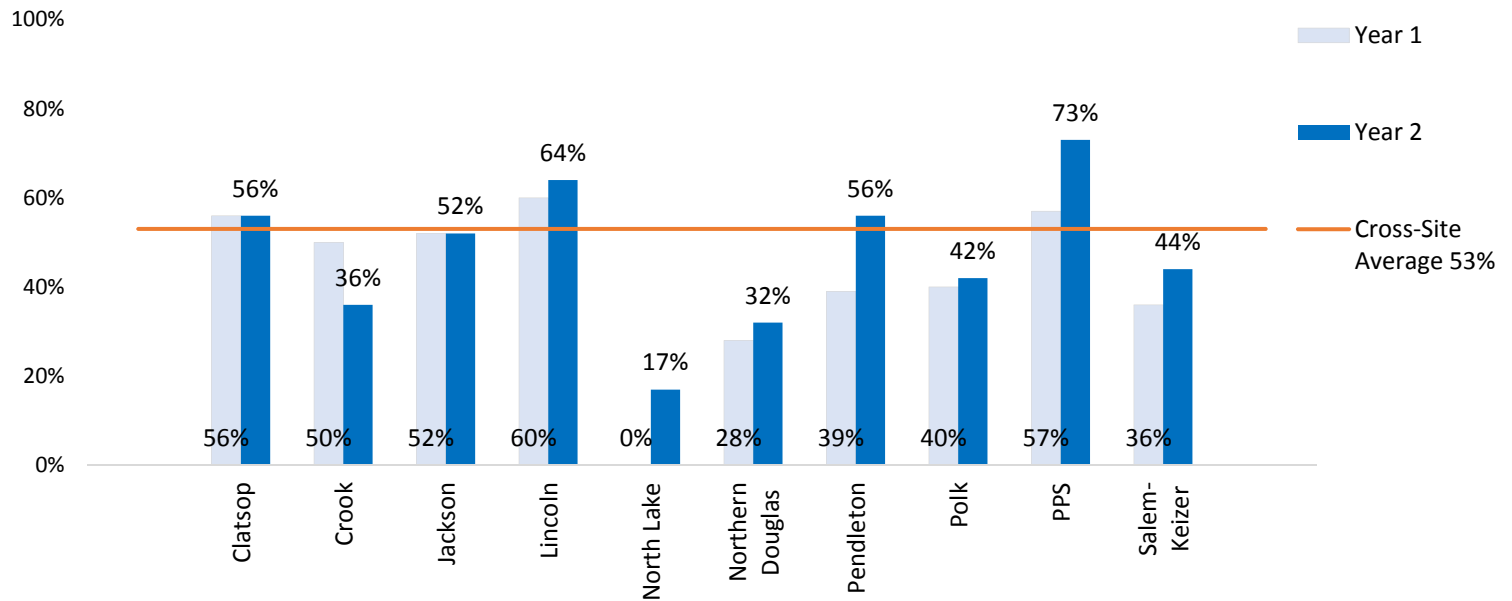
Controlling for race/ethnicity, language, marital status, and site type, parents who reported their children had participated in center-based preschool or Head Start were also significantly more likely to report that:

- Their child had had special education services prior to kindergarten,
- They expected their child to achieve a 4-year college degree or higher,
- They read daily to their child,
- They have 26 or more books in the home,
- They are confident supporting their child’s math skills at home, and
- They do more developmentally supportive activities with their child.

Site Comparisons

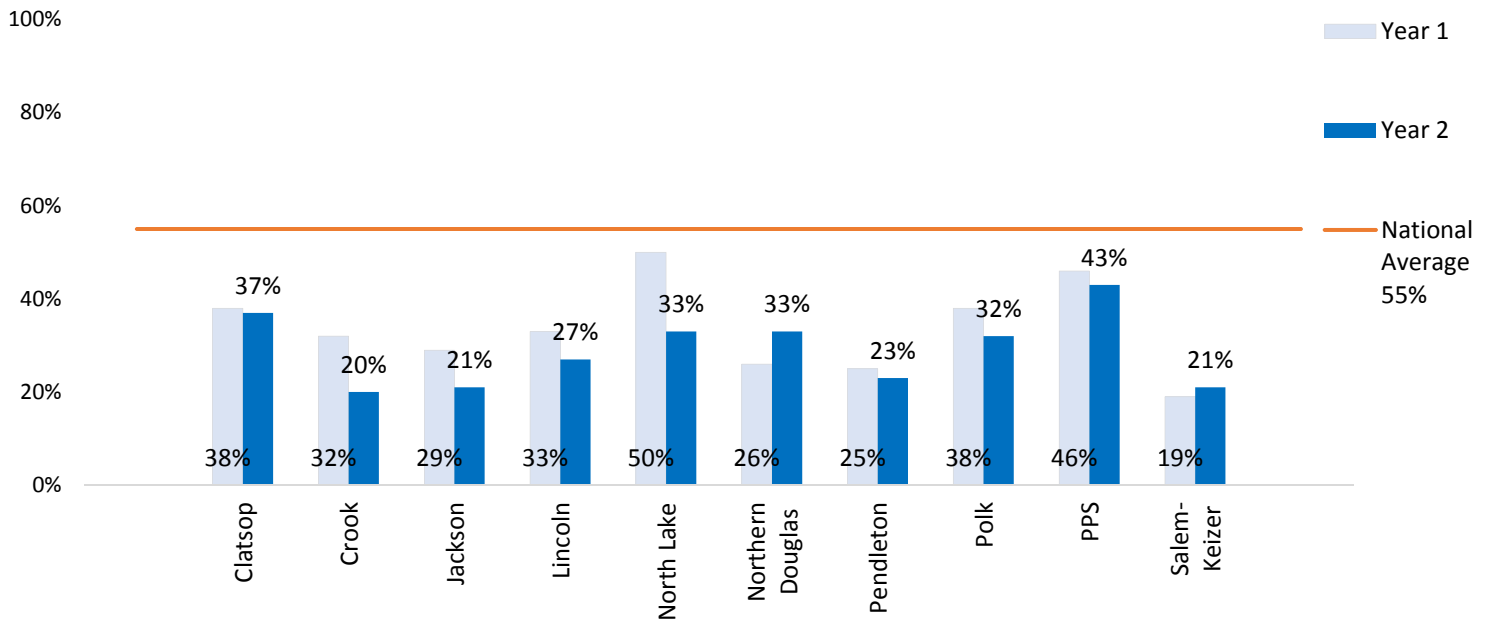
Figures 2 through 5 show the percent of respondents in four indicator areas by site. Most sites saw modest increases in the percent of families reporting their child had participated in center-based preschool or Head Start prior to kindergarten, although the increases were most pronounced (5% or more) for Portland Public Schools, Salem Keizer schools, North Lake County, and Pendleton

Figure 2. Percent Respondents Reporting Child was in Head Start/Center-Based Preschool Prior to Kindergarten by Site



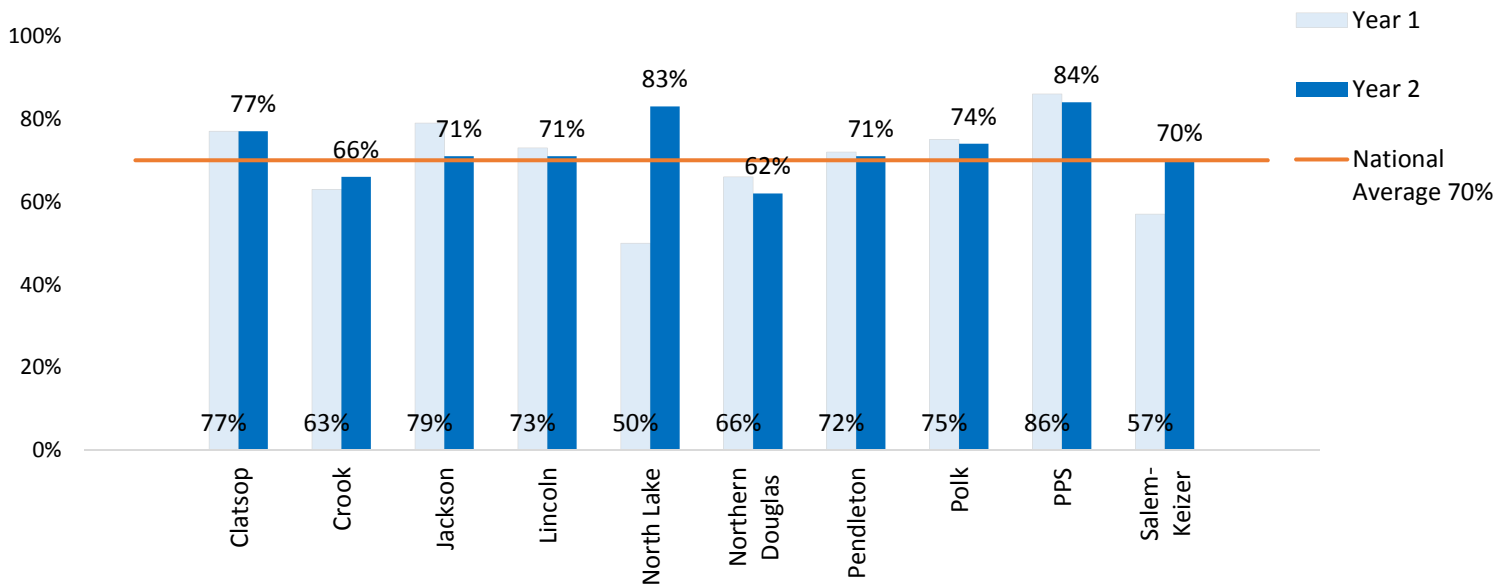
In comparison to Year 1 data, most sites saw a decrease in the percentage of families reporting daily reading with their child. Rates continue to fall below the national average of 55%. Only in North Douglas County did the percentage of parents reading daily appear to increase by 5% or more.

Figure 3. Percent Respondents Reading to Child Daily by Site



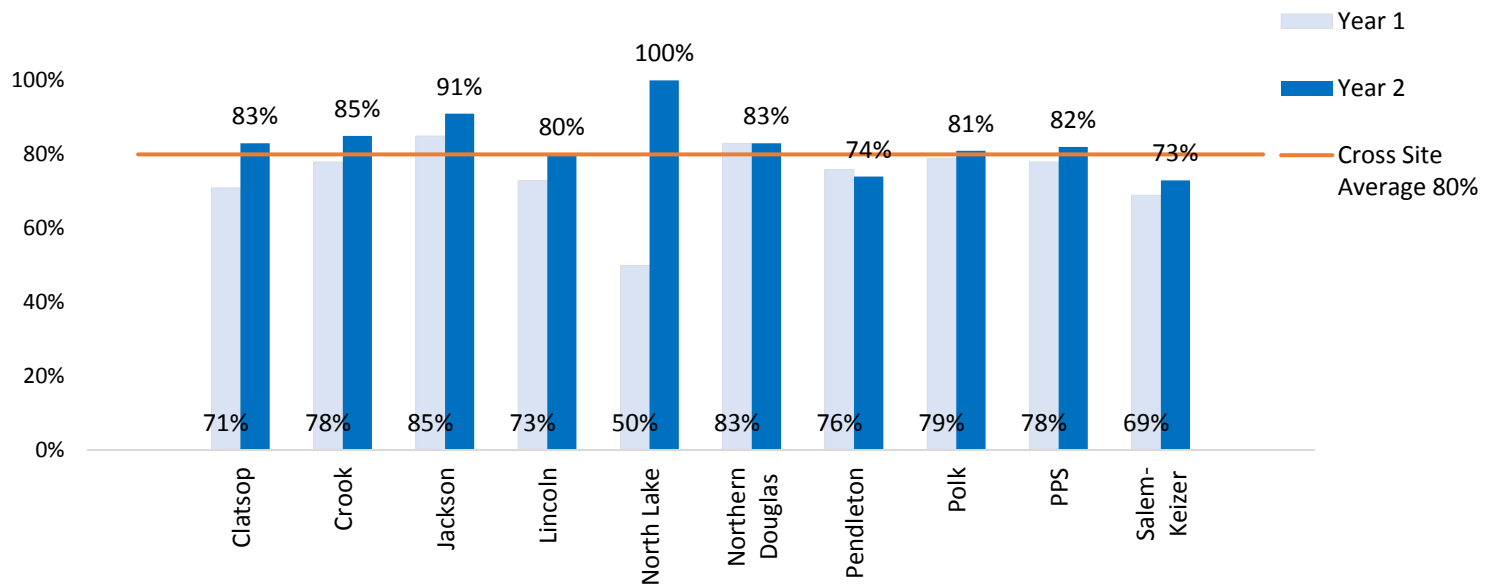
The percentage of respondents in eight of ten sites in Year 2 (in comparison to 6 of 10 sites in Year 1), exceeded the national average of 70% of parents expecting their kindergartner to achieve a Bachelor's degree or higher.

Figure 4. Percent Respondents Expecting Child to Achieve Bachelor's Degree or Higher by Site



Generally, parents at most sites strongly agreed they feel welcome at the school, and this rate increased for 8 of 10 sites in Year 2.

Figure 5. Percent Respondents Feeling Welcome at School by Site



Summary & Conclusions

Similar to Year 1, survey respondents in Year 2 revealed several areas of strengths, including a high percent of parents who expect their child to achieve a Bachelor’s degree or higher, who feel welcome at their child’s school, and who expect to participate in school activities such as parent-teacher conferences, special events and field trips. A larger share of respondents in Year 2 also felt more positively about their child’s school climate overall, compared to Year 1.

At the same time, two areas for improvement statewide that remain consistent with Year 1 include increasing the percent of children who have center-based preschool, Head Start, or similar experiences prior to kindergarten, and increasing the percent of parents reading daily to their child. Although the rate of families in Year 2 who reported their child had center-based preschool or Head Start was up 5% from Year 1, the rate of daily reading fell 4% from Year 1.

Results highlighted areas that may contribute to disparities in children’s school readiness, based on race/ethnicity and/or primary/home language. There were also some bright spots in the Year 2 data, suggesting that the gap between White families and families of color, and between families who speak English only at home compared to those who speak languages other than or in addition to English may be closing in several areas. Results continue to show that specific early literacy, developmental supports, communication, and leadership development strategies to reach families who speak languages other than or in addition to English may be beneficial.

Although there may be different specific strategies to addressing some of these areas for improvement in rural or urban sites, geography alone did not appear to play an especially significant or strong role on its own.

Results of the parent/caregiver survey can be used locally to help P-3 collaboratives identify key areas to target interventions and supports for families to improve school readiness, as well as to identify which groups of parents are most important to engage in these supports. At the statewide level, results continue to suggest the need for coordinated efforts to increase parents’ involvement in supporting learning at home, as well as increased access to quality early learning environments, delivered using strategies that meaningfully engage communities of color and communities who speak languages other than and/or in addition to English.

Appendix A. Indicator Correlations

Table 5. Correlations Between Indicator Scores¹³

Indicator	PreK or HS	EI/ECSE	Expect college	Daily reading	Books at home	Support reading	Support writing	Support math	Dev. activities	Welcome school	Attend school activities	Talk to Teacher	Leadership Skills
EI/ECSE	.06**												
Expect college	.09**	-.09**											
Daily reading	.06**	.04	.17**										
Books at home	.06*	.00	.09**	.30**									
Support reading	.03	-.02	.09**	.17**	.11**								
Support writing	.04	-.06*	.07**	.10**	.06**	.77**							
Support math	.06*	-.03	.11**	.10**	.05*	.65**	.75**						
Dev. activities	.06**	.00	.13**	.28**	.17*	.18**	.15**	.16**					
Welcome school	-.02	-.01	.07**	.04	.01	.22**	.22**	.22**	.03				
Attend school activities	.03	-.02	.13**	.14**	.11**	.11**	.12**	.10**	.21**	.06*			
Talk to teacher	.04	.00	.12**	.15**	.13**	.12**	.11**	.11**	.17**	.06**	.21**		
Leadership skills	-.03	-.01	.12**	.12**	.12**	.30**	.31**	.29**	.18**	.28**	.13**	.15**	
Leadership role	.02	-.05	.09**	.13**	.04	.19**	.20**	.19**	.13**	.12**	.12**	.19**	.33**

Appendix B. Indicators by Site

Table 6. Percent of Respondents Meeting Indicators by Site

Indicator	Clatsop (N=283)	Crook (N=162) ¹⁴	Jackson (N=109)	Lincoln (N=336)	North Lake (N=6)	NDP3 (N=41)	Pendleton (N=205)	Polk (N=254)	Portland (N=169)	Salem-Keizer (N=294)	Cross-Site Total (N=1,859)
EI/ECSE	14%	13%	13%	13%	20%	0	13%	10%	8%	13%	12%
PreK or Head Start	56%	36%	52%	64%	17%	32%	56%	42%	73%	44%	53%
Daily reading	37%	20%	21%	27%	33%	33%	23%	32%	43%	21%	29%
Books at home	74%	67%	46%	67%	67%	71%	70%	76%	80%	46%	66%
Support reading	61%	70%	60%	61%	33%	68%	62%	60%	62%	49%	60%
Support writing	59%	64%	54%	54%	33%	59%	51%	54%	57%	46%	54%
Support math	58%	60%	50%	54%	33%	54%	52%	48%	56%	45%	53%
Dev. activities	70%	65%	51%	63%	67%	44%	60%	50%	66%	51%	60%
Expect college	77%	66%	71%	71%	83%	62%	71%	74%	84%	70%	73%
Welcome school	83%	85%	91%	80%	100%	83%	74%	81%	82%	73%	80%
Talk to teacher	51%	59%	53%	55%	50%	51%	55%	49%	65%	54%	55%
Attend school activities	79%	79%	67%	81%	83%	75%	81%	71%	66%	66%	74%
Leadership skills	62%	na	62%	63%	100%	58%	61%	60%	64%	54%	61%
Leadership role	22%	na	15%	17%	0	10%	16%	14%	22%	20%	18%

¹³ **indicates significant association $p < .01$; *indicates significant association $p < .05$. The larger the magnitude of the correlation, the stronger the association between the two indicators.

¹⁴ Crook utilized the Year 1 survey version, which did not require the two new parent leadership items in Year 2.