SCHOOL READINESS

in the Mission Promise Neighborhood

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Clarity
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MISSION PROMISE
COMUNIDAD PROMESA DE LA MISSION
NEIGHBORHOOD

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Executive Summary

Mission Promise Neighborhood (MPN) provides children and their families with high-quality programs and services to help them achieve their full potential. The effectiveness of these efforts can be understood in part, through observing children's preparedness for school upon entry into kindergarten. This report examines the effect of MPN services on children's developmental progress in pre-K, and their school preparedness at kindergarten entry, as measured by a pair of validated instruments that SFUSD and its partners rely on for assessment purposes. The key findings include:

MPN pre-K students receive additional boosts in development when their families engage in additional MPN programs and/or services.

As measured by the Desired Results Developmental Profile (DRDP), children attending MPN-affiliated pre-K schools whose families also received MPN services were rated as significantly more advanced than their peers whose families did not engage in additional programming. Pre-K students whose parents received MPN services were rated higher in four out of five developmental domains (i.e., Social and Emotional Development, Language and Literacy Development, Cognition, and Physical Development).

Family engagement in MPN services also boosts children's readiness for kindergarten entry among MPN pre-K graduates in the Mission.

As measured by the Kindergarten Readiness Inventory (KRI), a greater proportion of MPN pre-K graduates whose families also engaged in additional MPN services met or exceeded the KRI standard (71%), as compared to MPN pre-K students whose parents did not engage in additional services (40%), and also compared to kindergartners who neither attended MPN pre-K nor had family members receive MPN services (47%). These differences were larger for Latinx kindergartners, who had lower KRI scores on average compared to their peers in the same study samples.

High-quality pre-K may not be enough; families need additional support in order for their children to be ready for kindergarten.

Taken together, the findings from both studies in this report highlight the importance of family engagement for children's development. While children were rated highly on the DRDP in pre-K, findings suggest that pre-K alone is not enough, as these high pre-K scores do not translate into kindergarten readiness. Moreover, without MPN family engagement, the proportion of MPN pre-K students who met KRI readiness benchmarks fell far short in comparison to their peers. *With* family engagement in additional MPN services, students met readiness benchmarks in proportions that far *exceeded* those of their non-MPN-affiliated peers. We recommend further examination of the types of services engaged in and expanding these to help more children and families in the Mission District realize their potential.

For future research, improvement of data integrity and completeness is recommended.

Considering the limitations of this research, improving data integrity and completeness is recommended for more reliable, valid, and actionable results.

Introduction

The Mission Promise Neighborhood (MPN) is a community partnership that was created to support kids and families living, working, and attending school in San Francisco's Mission district. MPN brings together local nonprofit and public/private partners adopting a multi-generational approach to care for kids, their parents, grandparents and extended families, empower the community, break cycles of poverty, and support every child to reach their full potential from cradle to college to career to ensure generations of prosperity.

The Promise Neighborhoods model builds on successful efforts of the Harlem Children's Zone in New York City, which provides children and families with high-quality, coordinated educational, health, social and community supports. Rooted in the historically Latinx Mission District, MPN takes a multi-generational approach in providing culturally and linguistically appropriate services particularly attuned to the area's Latinx community, so that generations of children and families can thrive in a safe, culturally affirming and economically prosperous community.

Through their collaborative efforts, MPN works to ensure that kids receive high-quality early care and education and that they are prepared to enter kindergarten. This study examines the relationship between MPN program participation and school readiness. There are two studies presented in this report:

- Study 1 evaluates the impact of MPN services on developmental progress in pre-K among a cohort of children who attended MPN-affiliated pre-K.
- Study 2 examines school readiness upon kindergarten entry among children who graduated from an MPN pre-K and compares their school readiness metrics with those of children who did not attend MPN pre-K.

Study 1: Preschool Development

Research Questions

The goal of Study 1 is to evaluate the impact of MPN services on children's developmental progress in pre-K. Study 1 answers the following research questions:

1-1. What is the developmental progress of children attending MPN pre-K?

1-2. How is participation in MPN services (pre-K and other MPN services) associated with children's developmental progress?

Sample and Methodology

The pre-K sample included a total of 299 children who attended pre-K at an MPN-affiliate site in the 2017-18 academic year, and who were entering kindergarten in the 2018-2019 academic year.[1] Only children who were at least 4 years old were included in this sample. Among the 299 children, 114 (38%) were from families who received one or more services from MPN.

185	114
Children attended MPN pre-K only; their families did *not* receive additional MPN services	Children attended MPN pre-K *and* their family members received additional MPN services
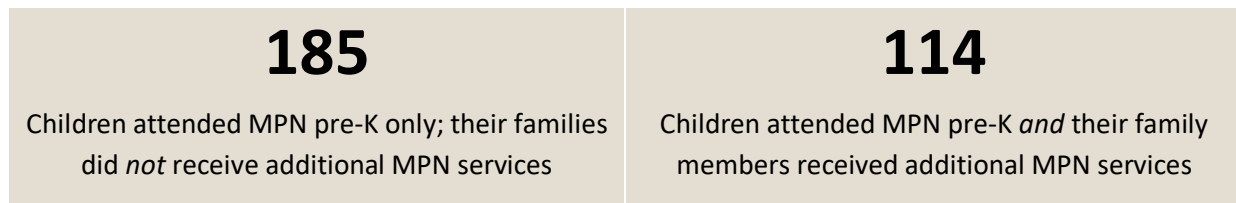
FIGURE 1. DEMOGRAPHIC INFORMATION OF THE PRE-K SAMPLE (N=91-184)

72%
are English language learners

65%
prefer speaking Spanish

23%
have special needs[2]
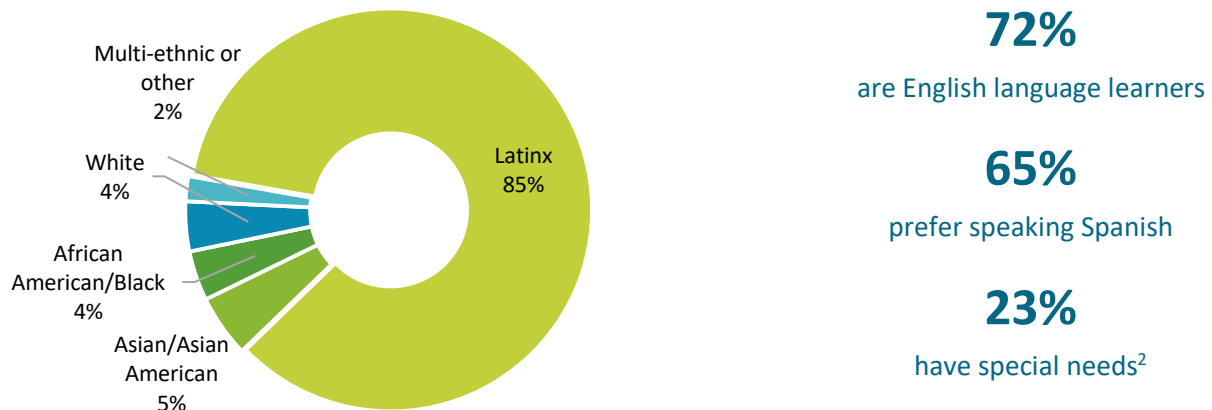
Source: MPN, SFUSD, First 5 data. Note the substantial amount of missing data on this measure.

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[1] Appendix A identifies the sites that the MPN children attended.
[2] Identification of students with special needs was available only in SFUSD data, defined as those students who have established individual education plans.

Measures

The Desired Results Developmental Profile (DRDP) is an observational tool that provides teachers with a means to observe and assess children's learning along a continuum of developmental levels. The purpose of the DRDP is to inform curricular and programmatic decision-making by teachers and early care and education program staff.

The DRDP is scored on a scale of 1 to 9, representing the developmental progression for each of 5 domains. A sixth domain, English-Language Development, is scored on a 6-point scale, in which 6 indicates "Integrating English" and 1 indicates "Discovering Language." Higher DRDP scores indicate that a child has achieved more well-adapted developmental outcomes. By San Francisco Unified School District (SFUSD) standards, achieving the "Building" or "Integrating" stages of development indicates meeting developmental expectations.

FIGURE 9. SCALE OF DRDP
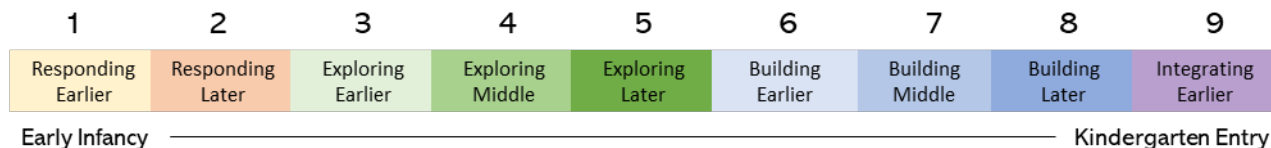
It should be noted that the DRDP is an assessment instrument designed for teachers to observe and reflect on children's learning and development in early care and education programs. It was not intended for use as an outcome measure or for evaluation purposes. The scores are used in this study to understand the developmental profile of children in MPN pre-K classrooms and how their early development is associated with kindergarten readiness.

Results

The children in the MPN sample generally meet or exceed SFUSD benchmarks: On average, DRDP scores show that MPN children in the sample were near the "building later" developmental stage in each domain, as shown in Figure 2. These averages indicate achievement of SFUSD expectations for developmental readiness.

FIGURE 2. AVERAGE DRDP SCORES BY DOMAIN (N=255-299)

Domain	Score
Approaches to Learning – Self-Regulation	8.0
Social and Emotional Development	8.1
Language and Literacy Development	7.9
Cognition	7.7
Physical Development - Health	8.3

Source: SFUSD, First 5 DRDP data.

In addition, average English Language Development (ELD) ratings were in the "building" stage (average rating of 5.3 on a 6-point scale).

Next, the DRDP scores of MPN pre-K students whose families also received MPN services[3] were compared to the scores of children who attended MPN pre-K only.[4] The results, depicted in Figure 3, show that when families engaged in additional MPN services, their children had higher ratings in most DRDP domains.[5] MPN students whose families received supportive services achieved the largest gains in the Cognition domain, which focuses on observation, exploration of people and objects, and investigation of concepts, including math and science.

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[3] A list of MPN programs and services used by families in this study may be found in Appendices F and G.
[4] Examination of DRDP ratings by demographic factors may be found in Appendix B.
[5] This pattern held true when scores were compared between Latinx and other students: additional services provide a boost to all DRDP developmental domains. A table demonstrating findings comparing Latinx to other students may be found in Appendix C.

FIGURE 3. DIFFERENCES IN DRDP DOMAIN SCORES BY MPN SERVICE PARTICIPATION (N=255-259)
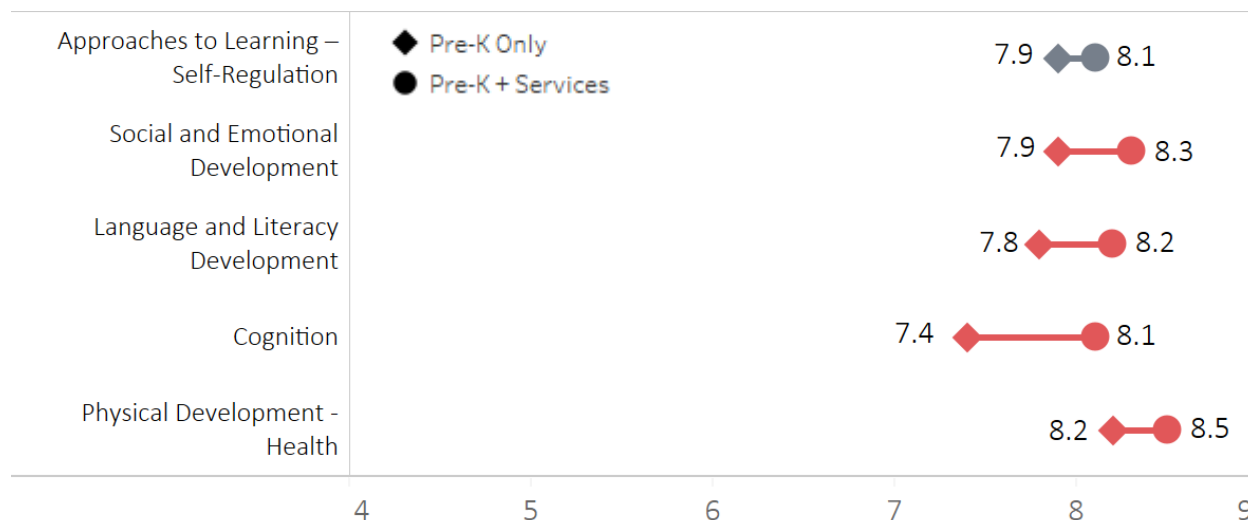
Source: SFUSD and First 5 data. Red line indicates that the difference was statistically significant at p < .05.

English-Language Development (ELD) ratings are not represented in the figure above, as this metric is measured on a smaller 6-point scale. Nonetheless, the pattern remains: children who had MPN pre-K only were rated an average of 5.2 in ELD, while children who had MPN pre-K and whose parents also engaged in MPN services were rated significantly higher, at 5.5.

Study 2: Kindergarten Readiness

Research Questions

The goal of Study 2 is to evaluate the impact of MPN services on school readiness. Study 2 answers the following research questions:

2-1. Overall, how ready are children in the Mission District for kindergarten entry?

2-2. Which demographic and background factors are associated with lower or higher rates of kindergarten readiness?

2-3. To what extent is engagement in MPN services (pre-K and MPN family services) associated with school readiness?

Sample and Methodology

The sample of this study included 442 students who attended an elementary school in the 2018-19 academic year in the Mission District, including Bryant, Buena Vista/Horace Mann K-8, Chavez, Flynn, Longfellow, Marshall, Moscone, and Sanchez.[6] For the analyses that follow, these children were categorized into three groups by their MPN participation in pre-K, as shown below.

Group A	Group B	Group C
42	28	372
Children attended MPN pre-K *only*	Children attended MPN pre-K *and* whose families also received additional MPN services	Children did *not* attend MPN pre-K

FIGURE 4. RACE/ETHNICITY IN THE KINDERGARTEN SAMPLE (N=361-442)

Multi-ethnic or other 2%

African American/Black 3%

White 6%

Asian/Asian American 12%

Latinx 76%

56% are English language learners

14% have special needs
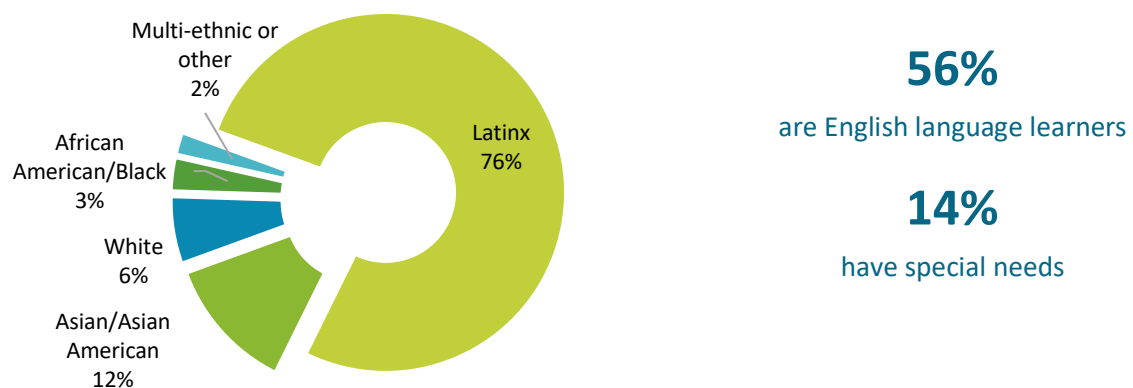
Source: MPN, SFUSD, First 5 data. Note the substantial amount of missing data on this measure.

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[6] The list of all elementary schools that MPN pre-K children attended for kindergarten is in Appendix D.

It is important to note that the sample of kindergartners in Groups A and B who previously attended MPN pre-K schools differs from Group C in ways that are potentially associated with school readiness. Given that the MPN focal service population is predominantly Latinx, a greater proportion of kindergartners in Groups A and B who previously attended MPN pre-K schools were Latinx and/or English Learners, as illustrated in Figure 5 below.

In addition, MPN targets services to moderate- and low-income families' needs; indeed, all MPN pre-K children qualify for income-tested subsidies. Previous studies demonstrate a strong relationship between household income and multiple special needs,[7] and these patterns are exhibited in this study, as the MPN pre-K sample includes a higher proportion of students with special needs, also shown in the figure below.[8]

FIGURE 5. DEMOGRAPHIC DIFFERENCES BETWEEN GROUPS A+B (ATTENDED MPN PRE-K) AND GROUP C (DID NOT ATTEND MPN PRE-K) IN MISSION DISTRICT SCHOOLS (N=362-442)
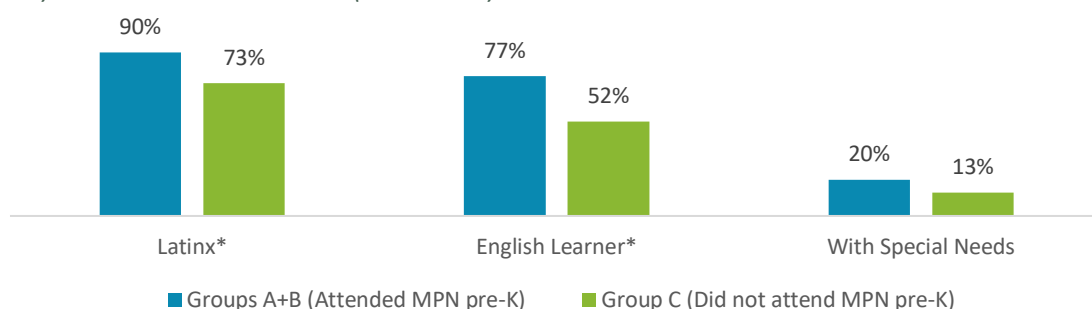
Source: MPN, SFUSD, First 5 data. * indicates that the difference is statistically significant at *p* < .05.

Measures

The Kindergarten Readiness Inventory (KRI)[9] was designed to provide teachers with important information to inform instruction and social-emotional supports, and to surface a student's strengths and needs as they enter kindergarten and begin their school careers. Each of the items on the KRI is scored on a 4-point Likert scale: 1 = "not yet meeting expectations"; 2 = "approaching"; 3 = "meeting"; 4 = "exceeding beginning of year expectations." The KRI measures four key domains of students' readiness to participate in kindergarten learning:

- Fine motor skills, including the ability to hold a pencil;
- Social Emotional Learning, the ability to interact appropriately with others;
- Numeracy, including familiarity with number shapes and the ability to count; and
- Early Literacy, identifying letters and ease with books (including picture and board books)

The overall *kindergarten readiness* measure derived by the KRI identifies students who were rated by their teachers as *meeting* or *exceeding* expectations on 80% or more of the items on the KRI. Children who demonstrate age-appropriate proficiency across the four readiness areas are more likely to succeed

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[7] https://www.ncbi.nlm.nih.gov/books/NBK332898/
[8] While the data do not include measures on socioeconomic status, MPN services are directed at breaking cycles of poverty. As such, MPN students are likely to come from families that earn lower income than the general SFUSD population.
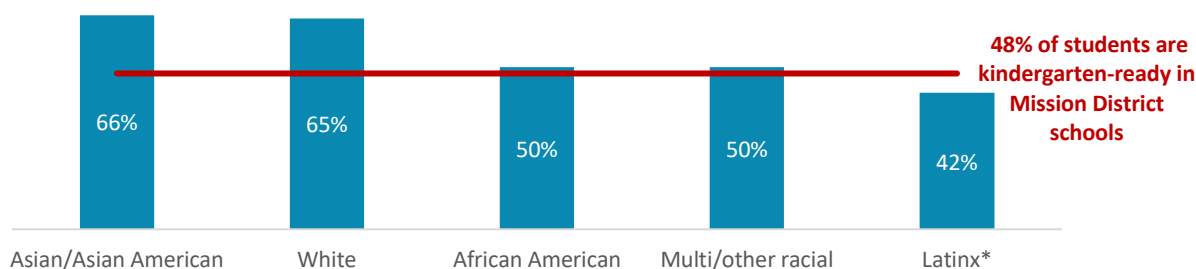[9] The assessment was created from two research-based instruments and includes 4 literacy skills (from the Fountas & Pinnell Benchmark Assessment System), and a set of 6 observation items (from the Kindergarten Observation Form) related to social-emotional learning, wellness, and numeracy.

academically in first grade and beyond. Children who are skilled in only one or two areas have lower rates of academic success.

Results

Slightly fewer than half (48%) of the students entering elementary schools in the Mission District met KRI benchmarks for kindergarten readiness.[10] Moreover, a lower percentage of Latinx students met the KRI readiness benchmarks as compared with other racial/ethnic groups, as illustrated in Figure 6.

FIGURE 6. PERCENT OF MISSION DISTRICT KINDERGARTNERS WHO ARE KINDERGARTEN-READY, BY RACE/ETHNICITY (N=361)

48% of students are kindergarten-ready in Mission District schools

Asian/Asian American	White	African American	Multi/other racial	Latinx*
66%	65%	50%	50%	42%

Source: MPN and SFUSD data. *Statistically significant at p < .05. Red line indicates % ready overall in Mission District schools.

As shown in Figure 7, non-English Learners (54%) and children without special needs (51%) were more likely to be school-ready on the KRI. These findings are consistent with the DRDP analyses above. When the analysis focuses on Latinx children, as shown in the two middle columns below, we find a slightly *greater* proportion of Latinx students who were *not* English learners were KRI-ready (56%) as compared to all non-English learners (54% ready). However, only 37% of Latinx English learners met the KRI benchmark, as compared to 43% of all English-learners. This suggests that barriers associated with dual-language learning are compounded for Latinx children.

FIGURE 7. PERCENT READY, BY ENGLISH LEARNER STATUS, HISPANIC ORIGIN, AND SPECIAL NEEDS IN MISSION DISTRICT SCHOOLS (N=361-442)

English Learner	Non-English Learner*	Latinx English Learner	Latinx not English Learner*	With Special Needs	No Special Needs*
43%	54%	37%	56%	25%	51%
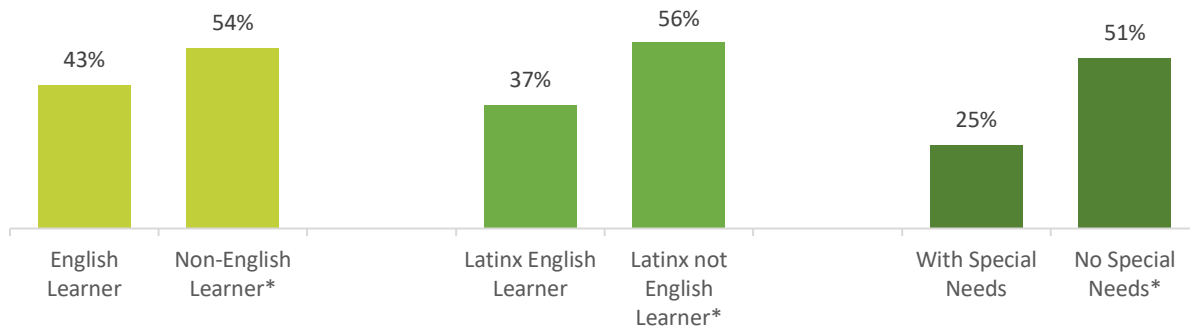
Source: SFUSD data. *Statistically significant at p < .05

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[10] 59% were kindergarten-ready among all SFUSD students. Appendix E contains a brief analysis comparing MPN-affiliated students to the general SFUSD kindergarten population.

Next, MPN pre-K graduates' (Group A+B) KRI scores were compared to their peers who attended kindergarten in the Mission District, but who did not attend an MPN pre-K and whose families did not engage in any MPN services (Group C). As shown in Figure 8, just over half (53%) of former MPN pre-K students met the KRI readiness benchmark, whereas just under half (47%) of the non-MPN students were KRI-ready. However, this difference was not statistically significant.

To further examine the impact of MPN affiliation in pre-K on school readiness, MPN pre-K graduates were divided into two groups: those who only had pre-K (Group A), and those whose families engaged in one or more MPN services in addition to pre-K (Group B). The findings revealed substantial differences in readiness: When families received additional MPN services, 71% of children met the KRI benchmark for readiness, which was significantly higher than the 40% readiness among MPN pre-K students whose families did *not* receive additional services, and the 47% readiness found among students who had no MPN pre-K affiliation.

Family engagement in additional MPN services makes the difference between 28% of Latinx MPN pre-K students meeting kindergarten readiness benchmarks, and 72% among Latinx students whose families also participated in other MPN services.

Additionally, Figure 8 compares readiness by MPN participation among Latinx students,[11] and finds that family participation in MPN services provided additional benefits to Latinx children's school readiness in particular. Indeed, family engagement in additional MPN services provided the most substantial boost to school readiness for Latinx students: While only 28% of Latinx students who attended an MPN pre-K were ready for kindergarten, 72% of Latinx students whose families also participated in other MPN services were kindergarten ready. By comparison, across all students who attended MPN pre-K, those whose families engaged in additional MPN services saw a 31 percentage-point increase. As Figure 8 shows, in all other cases the Latinx student body had lower rates of kindergarten readiness relative to all students with the same MPN pre-K affiliation.

FIGURE 8. PERCENT READY BY MPN PARTICIPATION IN MISSION DISTRICT SCHOOLS (N=362-442)
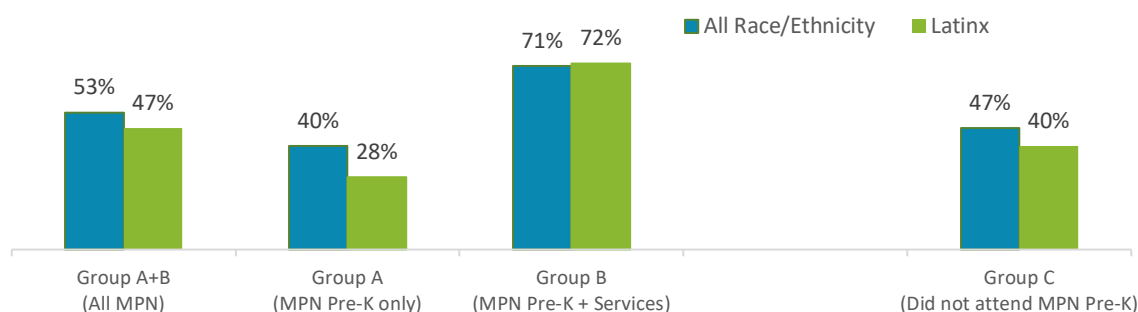
Source: MPN, SFUSD, and First 5 data.

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[11] There were fewer than 10 non-Hispanic students who engaged MPN services, so this group was excluded from the analysis.

Conclusions

Summary of Findings

Study 1 examined the developmental progress of MPN pre-K children. While child development varied by special needs and English learner status, children whose families engaged in one or more MPN services were rated higher in their developmental progress by their teachers than other students whose families did not engage in additional MPN services.

Moreover, Study 2 examined the relationship between MPN pre-K engagement and kindergarten readiness. We found that while a slightly higher percentage of MPN pre-K graduates were kindergarten-ready, this alone did not differentiate them from their classmates who did not attend MPN pre-K. When MPN pre-K affiliation was further examined to identify children who only attended MPN pre-K, and children whose families also engaged in one or more MPN services in addition to pre-K, some meaningful differences were revealed.

While a smaller percentage of students who attended MPN pre-K only (40%) met the KRI readiness benchmark as compared to their peers who did *not* attend MPN pre-K (47%), the percentage increased to 71% among MPN pre-K

graduates whose parents also engaged in additional MPN services. In other words, while attending an MPN pre-K school alone did not improve students' rates of kindergarten readiness, having family members who also received MPN services is associated with a substantial boost in students' readiness.

Given MPN's commitment to serving low-income families, the lower proportion of KRI readiness demonstrated among MPN pre-K students as compared to non-MPN-affiliated pre-K students likely reflects the greater barriers faced by these students that are associated with lower levels of household income and access to resources relative to the general SFUSD population.

Even more compelling are the findings among Latinx students, who comprise the majority of the target MPN client population: Family engagement in additional MPN services makes the difference between 28% of Latinx MPN pre-K students meeting kindergarten readiness benchmarks, and 72% among Latinx students whose families also participated in other MPN services.

Implications

Results from this study suggest that MPN affiliation in pre-K is associated with positive developmental and early academic outcomes as children enter kindergarten in the Mission district, and the impact is amplified among Latinx children.

However, findings also suggest that pre-K alone is not enough to be prepared to start kindergarten. While MPN pre-K students were meeting and exceeding DRDP benchmarks across dimensions, only a minority of MPN pre-K students whose families did not receive services were meeting readiness benchmarks upon kindergarten entry.

Without family-supportive services, the proportion of MPN pre-K students who were kindergarten-ready on the KRI fell far short in comparison to their peers. However, with family engagement in additional MPN services, MPN pre-K students' readiness percentages far exceeded those of their peers who had no affiliation with MPN in pre-K. These findings suggest that families can benefit from more help in order to support their children's readiness for kindergarten.

Moreover, the boost to kindergarten readiness observed among MPN pre-K graduates whose families engaged in additional MPN services is even greater among Latinx students, who comprise MPN's focal population, many of whom are also English language learners. And although this study lacked measures of socioeconomic wellbeing, MPN's service population is largely low-income and it is likely that the MPN sample was (in some cases, substantially) under-resourced relative to the general population of SFUSD. Despite these

multiple systemic challenges, with the aid of additional MPN family supports, the proportion of Latinx MPN pre-K students who met the KRI readiness benchmark far exceeded that of the general SFUSD population who did not attend MPN pre-K.

These findings lend support to the Mission Promise Neighborhood theory of change that by connecting families to the community resources they need, children will be given their best chance to succeed. MPN understands that a child's readiness for school develops with their first teachers: their parents and caregivers who provide support for their children, often in multi-generational and extended family households that are nested within neighborhoods and communities that are themselves impacted by broader social, economic, and political climates that shape the day-to-day realities of that child.

Study findings suggest that in this era of increasing structural economic inequality, gentrification of the Mission, public charge and anti-immigrant sentiment, pre-K alone is not enough. However, MPN's culturally-affirmative and community-supportive family services show promise in improving students' developmental, social-emotional, and academic outcomes.

Limitations and Barriers

This study has several data limitations. First, the sample sizes in some cases are quite small, and data may not be complete. This study used four different data sets that were linked to each other by child identifiers. [12] It is likely that some linkages were missed, due to missing data and/or data quality issues in the linking process. In particular, some children and/or their families may have received services from MPN that the data do not properly capture.

Second, the data sources each had substantial missing data across demographic measures. For example, gender was only available in the MPN service data and dates of birth were not available in the KRI data. Race/ethnicity was available in the KRI data and MPN service data, but there were a lot of missing or 'refused' cases on this measure. These missing data could result in unknown bias in the analyses.

Third, the available data do not provide any information on the kindergarten students who did not attend MPN pre-K. For example, it is unknown whether they attended another pre-K or engaged in other types of programs and/or services.

Fourth, and related to the third issue, there were no data available to measure income or socioeconomic status, which is a very important predictor of school readiness and may also explain the lower proportion of readiness found among MPN pre-K-only students. Given that MPN targets pre-K and other services to low-income families, it is likely that families with students who at an MPN pre-K school also contend with the challenges associated with

having low incomes. These socioeconomic trends could explain some of the deficits in readiness observed, as compared to non-MPN students in the same Mission District kindergartens. The non-MPN student sample likely includes students from higher-income families who benefit from the additional private resources their families can devote to their early development and education. While the data do not allow us to test this hypothesis, future studies must include measures of income and socioeconomic status to control for this.

Lastly, one of the key findings from these studies is that pre-K alone may not be enough to prepare students – particularly Latinx students – for kindergarten entry. The support of additional MPN services provided the necessary boost for children to succeed. However, the data do not allow us to understand which services in particular were most effective, and what dosage makes a difference. It may be that MPN-affiliated families need additional supports such as basic needs, financial counseling, or family therapy that are not directly associated with kindergarten preparedness, but are critical to family wellbeing. Or, it may be that families engaged in services more directly associated with kindergarten-readiness, such as literacy, English language skills, parenting education, and/or play groups, which were the more effective supports that boosted children's readiness. Future studies might look into the specific pathways of the impacts of family supports on children's outcomes.

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[12] This included a combination of a child's first, middle, and last initials, date of birth, sex, race, and ethnicity, as available.

Recommendations

Data Recommendations:

In terms of collecting data, there are several suggestions for the future studies. Overall, more complete data on race/ethnicity, English learner status, special needs, gender, age (date of birth), other non-MPN pre-K experience, and a measure of socioeconomic status would increase the quality and confidence of analyses. Data clarity and completeness in MPN service data might also help illuminate the relationship between MPN affiliation and school readiness.

Programmatic Recommendations:

Findings from this study suggest that MPN serves a relatively large proportion of children with special needs. Children with special needs showed poorer developmental outcomes in pre-K and they were least likely to meet kindergarten readiness standards. A closer examination of services and programming available to these children is recommended.

Among those who did not receive any MPN services, a lower proportion of Latinx children was ready (40%) as compared with non-Latinx children overall (63%)[13]. This indicates that there are children who could have received and benefitted from pre-K and other services through MPN. There was a big difference in readiness between Latinx children who used pre-K services only (28%, n=32) and Latinx children who also used additional MPN services (72%, n=25). It is difficult to know the reasons for this in this study. Given that this finding was based on a relatively small sample and one child's result could produce a big difference in

percentages, examining potential explanations in terms of content of the services or specific characteristics of these parents and families is recommended. Considering that these differences were not as pronounced in the DRDP scores in pre-K as they were in kindergarten readiness, children who had pre-K only may be just on the brink of school readiness. As such, providing extra supports could make a big difference in readiness. A closer examination of the types of services that could make that difference would be a good place to start.

Given the central finding that the *greatest gains in children's school readiness are made when families also engage in MPN programming*, families should be encouraged to deepen and expand their relationship with MPN and participate in additional services. Likewise, MPN should be encouraged to promote these findings and engage in further outreach to expand access to programming, given the demonstrated boost that family-supportive services provide to children's school readiness.

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[13] 63% is the overall kindergarten readiness reported by SFUSD district-wide in 2018.

Appendix A. MPN Pre-K Sites among the Pre-K Sample

Pre-K Site	Frequency	Percent
Bryant	14	5%
Cesar Chavez	12	4%
Good Samaritan CDC	8	3%
Felton Institute	61	20%
MNC	204	68%
Total	**299**	**100%**

Source: SFUSD, First 5 data. Note that percentage totals may not add to 100 due to rounding.

Appendix B. DRDP Scores by Demographic Factors

When DRDP domain scores were examined by demographic background factors, several statistically significant differences were found, as indicated in the figure below by a red line. While no significant differences were found in any domains between Latinx children and other children, domain scores did differ by gender, special needs, and English Learner status.

FIGURE 9. DEMOGRAPHIC DIFFERENCES IN DRDP DOMAINS (N=92-193)
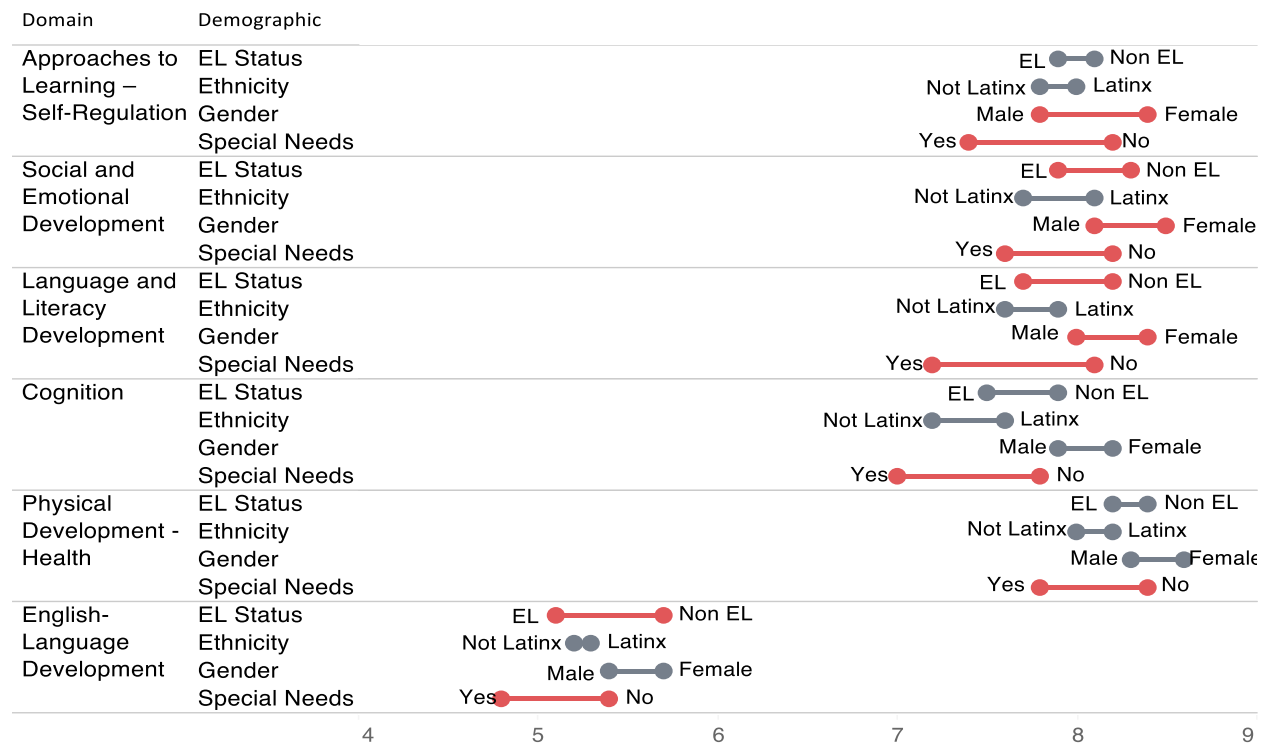
Source: SFUSD and First 5 data. Red line indicates that the difference was statistically significant at p < .05.

Appendix C. Examining DRDP Domain Scores by Ethnicity

The developmental progress of children whose families received MPN services in addition to pre-K was compared to children who attended MPN pre-K only and results showed that when additional MPN services were provided, children had higher scores in nearly all domains of DRDP assessments. Because the majority of the MPN client population is Latinx, the table below examines the impact of additional MPN services on developmental domain scores between Latinx and other children and finds that additional MPN services provides a boost to children's developmental ratings, and that in many cases, this gain is greater among non-Latinx children.

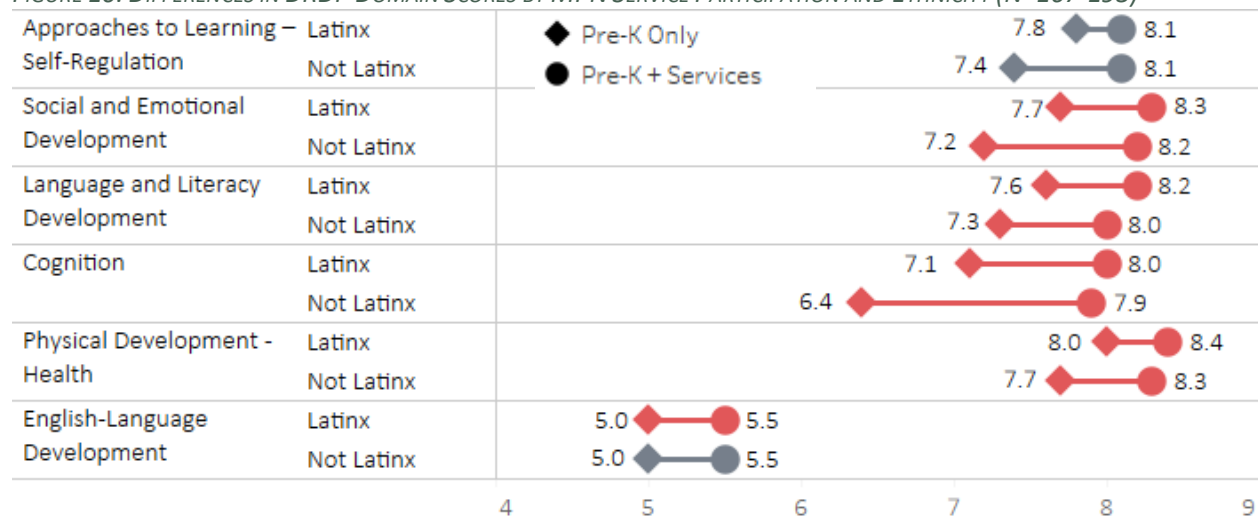*FIGURE 10. DIFFERENCES IN DRDP DOMAIN SCORES BY MPN SERVICE PARTICIPATION AND ETHNICITY (N=167-193)*

Source: SFUSD and First 5 data. Red line indicates that the difference was statistically significant at p < .05.

Appendix D. Schools MPN children attended for kindergarten

The table below shows the elementary schools that MPN pre-K children attended for kindergarten. For example, 2 children who attended pre-K at Capp Center entered Alvarado Elementary School for kindergarten.

Elementary School	Agency	N
Alvarado ES	Felton Institute	2
	Mission Neighborhood Centers, Inc.	6
	Total	8
Bryant ES	Good Samaritan Family Resource Center Child Development Center	1
	Mission Neighborhood Centers, Inc.	4
	SFUSD preschool - Bryant	1
	Total	6
Buena Vista/Horace Mann K-8	Mission Neighborhood Centers, Inc.	12
	SFUSD preschool – Cesar Chavez	1
	Total	13
Carmichael (Bessie) K-8	Mission Neighborhood Centers, Inc.	2
Chavez (Cesar) ES	Felton Institute	3
	Mission Neighborhood Centers, Inc.	11
	SFUSD preschool – Bryant	1
	SFUSD preschool – Cesar Chavez	7
	Total	19
Clarendon ES	Mission Neighborhood Centers, Inc.	1
Cleveland ES	Mission Neighborhood Centers, Inc.	5
Drew (Dr Charles) College Preparatory Academy ES	Mission Neighborhood Centers, Inc.	1
	SFUSD preschool - Bryant	1
	Total	2
El Dorado ES	Felton Institute	2
Feinstein (Dianne) ES	Mission Neighborhood Centers, Inc.	1
Flynn (Leonard R) ES	Felton Institute	1
	Good Samaritan Family Resource Center Child Development Center	1
	Mission Neighborhood Centers, Inc.	6
	Total	8
Glen Park ES	Good Samaritan Family Resource Center Child Development Center	1
	Mission Neighborhood Centers, Inc.	2
	Total	3

Elementary School	Agency	N
Grattan ES	Mission Neighborhood Centers, Inc.	1
Guadalupe ES	SFUSD preschool - Bryant	1
Harte (Bret) ES	Felton Institute	1
Hillcrest ES	Felton Institute	2
	Mission Neighborhood Centers, Inc.	3
Huerta (Dolores) ES	Mission Neighborhood Centers, Inc.	3
King (Thomas Starr) ES	Felton Institute	1
Lau (Gordon J) ES	Mission Neighborhood Centers, Inc.	2
Lawton K-8	Mission Neighborhood Centers, Inc.	1
Longfellow ES	Mission Neighborhood Centers, Inc.	3
Marshall ES	Mission Neighborhood Centers, Inc.	9
McKinley ES	Mission Neighborhood Centers, Inc.	1
Miraloma ES	Mission Neighborhood Centers, Inc.	2
Monroe ES	Felton Institute	2
	Mission Neighborhood Centers, Inc.	3
	SFUSD preschool – Cesar Chavez	1
	Total	4
Moscone (George R) ES	Felton Institute	2
	Mission Neighborhood Centers, Inc.	4
Muir (John) ES	Mission Neighborhood Centers, Inc.	2
Ortega (Jose) ES	Mission Neighborhood Centers, Inc.	2
Parker (Jean) ES	Felton Institute	1
	SFUSD preschool - Bryant	1
	Total	2
Revere (Paul) K-8	Mission Neighborhood Centers, Inc.	3
Rodriguez (Zaida T) EES	Mission Neighborhood Centers, Inc.	2
Rooftop K-8	Felton Institute	1
	Mission Neighborhood Centers, Inc.	2
	Total	3
Sanchez ES	Mission Neighborhood Centers, Inc.	4
	SFUSD preschool - Bryant	1
	Total	5
Serra (Junipero) Annex EES	Felton Institute	1
	Mission Neighborhood Centers, Inc.	2

|		
	SFUSD preschool – Cesar Chavez	1
	Total	4
SF Public Montessori ES	Felton Institute	1
Spring Valley Science ES	Mission Neighborhood Centers, Inc.	2
Stevenson (Robert Louis) ES	Mission Neighborhood Centers, Inc.	1
Sutro ES	Felton Institute	1
Taylor (Edward R) ES	Felton Institute	5
	Mission Neighborhood Centers, Inc.	2
	SFUSD preschool – Cesar Chavez	1
	Total	8
Ulloa ES	Mission Neighborhood Centers, Inc.	1
Visitacion Valley ES	Felton Institute	2
	Mission Neighborhood Centers, Inc.	3
	Total	5
Webster (Daniel) ES	Felton Institute	1
	Mission Neighborhood Centers, Inc.	3
	Total	4
Wo (Yick) ES	Mission Neighborhood Centers, Inc.	1
	Grand Total	163

Source: SFUSD, First 5 data.

Appendix E. Comparing MPN School Readiness to All SFUSD

In this Appendix, readiness was examined by MPN participation. Overall, 59% of kindergartners in SFUSD were ready for school. There were 148 MPN students (98 pre-K only and 50 pre-K + services) among the 2,515 SFUSD kindergartners with KRI scores. As shown in the figure below, MPN students were less likely to be ready (46%) than non-MPN students (60%) in SFUSD.

However, proportions of MPN students who were ready among those whose families also engaged in additional MPN services were similar (58%) to those of non-MPN students (60%).

FIGURE 11. PERCENT READY BY MPN PARTICIPATION (ALL SFUSD STUDENTS, N=2,515)
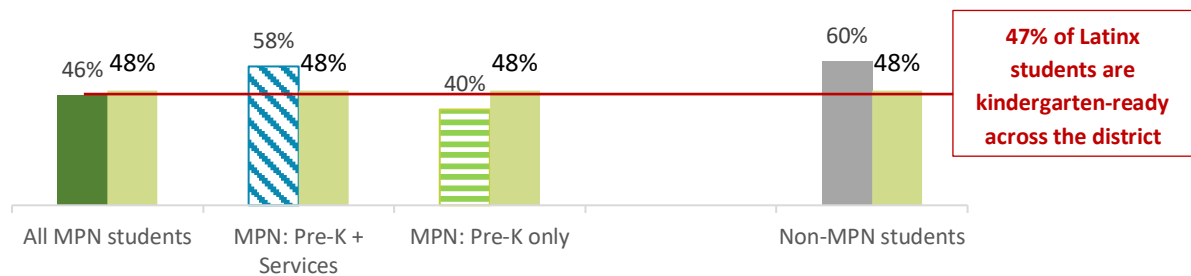
Source: MPN, SFUSD, and First 5 data.

It should be noted that compared to the larger population of SFUSD students, MPN-affiliated students are more likely to be Latinx, English learners, and have special needs. Moreover, because MPN services are targeted at poverty mitigation, it is likely that MPN affiliation is also a flag for lower income and all of these factors (low income, ethnicity, English learner, and special needs status) have an effect on school readiness outcomes. What the figure above demonstrates is that while MPN pre-K students may be less likely to be k-ready than the overall SFUSD entering kindergarten population, their families' engagement in additional services provides them with a boost to school readiness that matches that of the general population.

Appendix F. MPN Programs that Families of Children in the Study Participated in

Category	Program Title	Service Title	Organization	# of ppts	Pct. of Service
Early Care and Education 0-2	Early Head Start	Full-Time	MNC	8	7%
		Home-Based	MNC	4	4%
	Infant-Toddler Early Education Program	Full-Time	Felton Institute	15	14%
		Part-Time	Felton Institute	3	3%
Early Care and Education 3-5	Head Start Preschool Program	Head Start Full-Time	MNC	36	32%
		Head Start Part-Time	MNC	32	29%
	Preschool Program	Preschool Full-Time	Felton Institute	5	5%
Asset Building	Housing Opportunity Program	Rental Assistance Coaching	MEDA	16	14%
		Workshop HOP	MEDA	9	8%
		Pre-Purchase Coaching	MEDA	1	1%
	Tax Program	Tax Coaching	MEDA	17	15%
		Tax ITIN	MEDA	1	1%
	Financial Capability	Workshop FE	MEDA	4	4%
		Financial Coaching	MEDA	7	6%
		Obtain Public Benefits	MEDA	5	5%
	Business Development	Workshop BDP	MEDA	3	3%
		BDP Coaching	MEDA	1	1%
	Workforce Development	WFD Coaching	MEDA	2	2%
		Workshop WFD	MEDA	1	1%
MPN Family Success Coaches	MPN Family Success Coaches	1-1	MPN-MEDA	17	15%
		Workshops FSC	MPN-MEDA	12	11%
Developmental Screenings	Ages & Stages Questionnaire Screening	ASQ Screening Session	Support for Families	13	12%
Medical Care	Outreach & Enrollment	Healthcare Navigator	MNHC	2	2%
	Clinical Services Outreach	Pediatric Clinic Services	MNHC	1	1%

Category	Program Title	Service Title	Organization	# of ppts	Pct. of Service
Prenatal Care	Prenatal Program	Centering Pregnancy Grp Monthly Check-in	Nurse Midwives at MNHC	1	1%
		Health Education Class	Nurse Midwives at MNHC	5	5%
		Community Building Activities	Nurse Midwives at MNHC	1	1%
After School	Elementary After School Program	Elementary After School Groups	Mission Graduates	5	5%
Parenting Education	Crianza con Cariño	Crianza con Cariño Class	Good Samaritan	4	4%
	Exploremos Juntos	Exploremos Juntos	Good Samaritan	3	3%
	Abriendo Puertas	Abriendo Puertas Class	Good Samaritan	3	3%
Parent Leadership	Parent Partner Program	Parent Partner Workshops	Mission Graduates	4	4%
	School Governance Program for Parents	School Governance Workshop	PPS	2	2%
English as a Second Language	ESL	ESL and Literacy Classes	Good Samaritan	2	2%

Note: This list of programs includes only the programs that the 114 families of the 671 MPN children in this study participated in. Data are limited to those partner organizations that have provided individual-level data historically.