

Appendix 1 Tables

Table A1
Summary statistics (Experiment Year 1)

	Parent Survey Sample		Academic Sample	
	Mean	(Std. Dev.)	Mean	(Std. Dev.)
Panel A. Children				
Female	0.48	-	0.47	-
Hispanic	0.29	-	0.33	-
Chinese	0.31	-	0.32	-
Black	0.17	-	0.13	-
White	0.11	-	0.1	-
Other Race	0.11	-	0.12	-
Age in years (fall)	4.33	(0.29)	4.33	(0.29)
Parent rating of letter knowledge (fall)	2.91	(0.90)	2.89	(0.94)
Parent rating of how often child ask to be read to per week (fall)	2.97	(0.87)	2.95	(0.89)
Child literacy assessment sum score (fall; max=126.0)	54.22	(37.53)	53.35	(37.54)
Panel B. Parents				
Female	0.87	-	0.85	-
Age in years (fall)	34.42	(5.42)	34.34	(5.58)
Has less than a bachelor's degree	0.7	-	0.72	-
Received texts in English	0.58	-	0.51	-
Received texts in Spanish	0.2	-	0.25	-
Received texts in Chinese	0.22	-	0.24	-
How many times per week parent reads for pleasure (fall)	2.57	(0.88)	2.55	(0.87)
How many times per week parent tells a story to child (fall)	2.86	(0.85)	2.85	(0.85)
How many times per week parent sings to child (fall)	2.92	(0.83)	2.90	(0.84)
N=	287		395	

Notes. Parents rated the letter knowledge of their child in one of four categories: 1=The child knows no letters, 2=Some, 3=Most, 4=All. Answer options for weekly parental activities and how often the child asked to be read to include: 1=Not at all, 2=Once or twice per week, 3=Three to six times, 4=Every day. Missing values set at the sample average.

Table A2
Summary statistics (Experiment Year 2)

Panel A. Children	Parent Survey Sample		Academic Sample	
	Mean	(Std. Dev.)	Mean	(Std. Dev.)
Female	0.50	-	0.50	-
Hispanic	0.28	-	0.35	-
Chinese	0.39	-	0.36	-
Black	0.09	-	0.11	-
White	0.12	-	0.11	-
Other Race	0.06	-	0.07	-
Age in years (fall)	4.45	(0.25)	4.47	(0.55)
Parent rating of letter knowledge (fall)	2.94	(0.93)	2.8	(0.94)
Parent rating of how often child ask to be read to per week (fall)	3.06	(0.88)	2.91	(0.94)
Child literacy assessment sum score (fall; max=126.0)	52.23	(37.04)	51.00	(36.09)
Panel B. Parents				
Female	0.85	-	0.81	-
Age in years (fall)	35.19	(6.59)	34.86	(7.19)
Has less than a bachelor's degree	0.75	-	0.77	-
Received texts in English	0.52	-	0.51	-
Received texts in Spanish	0.17	-	0.22	-
Received texts in Chinese	0.32	-	0.27	-
How many times per week parent reads for pleasure (fall)	2.58	(0.93)	2.57	(0.95)
How many times per week parent tells a story to child (fall)	2.88	(0.87)	2.79	(0.88)
How many times per week parent sings to child (fall)	3.23	(0.83)	3.18	(0.86)
N=	271		426	

Notes. Parents rated the letter knowledge of their child in one of four categories: 1=The child knows no letters, 2=Some, 3=Most, 4=All. Answer options for weekly parental activities and how often the child asked to be read to include: 1=Not at all, 2=Once or twice per week, 3=Three to six times, 4=Every day. Missing values set at the sample average.

Table A3

Randomization checks: The effect of treatment status on pre-treatment child covariates by year

Pre-treatment child covariates	Parent Survey Sample		Academic Sample	
	Year 1	Year 2	Year 1	Year 2
Child female	0.064 (0.064)	0.001 (0.058)	-0.002 (0.058)	-0.004 (0.041)
Hispanic	-0.028 (0.034)	0.014 (0.059)	-0.055 (0.034)	-0.010 (0.026)
Chinese	0.060 (0.040)	-0.029 (0.037)	0.023 (0.024)	0.041 (0.029)
Black	0.028 (0.040)	0.015 (0.023)	0.025 (0.025)	-0.025 (0.032)
White	-0.064* (0.030)	-0.007 (0.042)	-0.017 (0.019)	0.001 (0.034)
Other Race	0.028 (0.035)	-0.005 (0.036)	0.024 (0.031)	-0.007 (0.028)
Child age in years	0.044 (0.038)	0.006 (0.035)	0.020 (0.028)	0.080 (0.066)
Parent female	-0.030 (0.031)	-0.028 (0.058)	0.000 (0.033)	0.004 (0.040)
Parent age in years	-0.811 (0.614)	0.741 (0.850)	-0.155 (0.470)	0.956 (0.700)
Less than bachelor's degree	-0.074 (0.045)	-0.033 (0.050)	-0.089* (0.043)	0.003 (0.039)
Parent rating of letter knowledge (fall)	0.253* (0.109)	0.087 (0.107)	0.068 (0.104)	-0.022 (0.080)
Parent rating of how often child ask to be read to per week (fall)	-0.308* (0.137)	-0.053 (0.112)	-0.195+ (0.109)	-0.056 (0.079)
How many times per week parent reads for pleasure (fall)	-0.001 (0.100)	-0.031 (0.123)	0.045 (0.089)	-0.076 (0.068)
How many times per week parent tells a story to child (fall)	-0.061 (0.111)	-0.040 (0.136)	-0.001 (0.104)	0.043 (0.083)
How many times per week parent sings to child (fall)	-0.020 (0.119)	-0.019 (0.122)	0.017 (0.079)	-0.052 (0.094)
Child literacy assessment sum score (fall; max=126.0)	5.307 (4.580)	0.611 (4.404)	-2.122 (3.564)	-0.935 (3.045)
Received texts in English	-0.005 (0.032)	-0.061 (0.052)	0.051 (0.031)	0.002 (0.048)
Received texts in Spanish	-0.025 (0.029)	0.050 (0.032)	-0.049* (0.021)	0.016 (0.037)
Received texts in Chinese	0.030 (0.021)	0.010 (0.046)	-0.001 (0.017)	-0.018 (0.033)
p-value of test of joint significance	0.001	0.326	0.092	0.215
N=	287	271	395	426
Randomization site-by-year fixed effects	✓	✓	✓	✓

Notes. Fall parent survey responses are standardized. Missing values are replaced with sample average. Standard errors are clustered at the randomization site-by-year level. + indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

Table A4

Composite Variable Components

Panel A. Global home literacy composite variable, first year of experiment	
Components:	Scoring coefficient
Pointed out letters in the home environment	0.14504
Pointed out two words that begin with the same sound to your child	0.16495
Pointed out two words that rhyme to your child	0.16637
Said & explained a new word to your child using household objects	0.13605
Showed your child the different parts of a book (e.g., cover, title, author, and pages)	0.15588
Looked at pictures in a book with your child	0.14262
Showed or helped your child write his/her name	0.12261
Read to your child	0.13943
Told your child a story	0.13814
Recited a nursery rhyme to your child	0.13414
Eigenvalue: 4.74785 (47.48% of variance explained)	
Panel B. Global home literacy composite variable, second year of experiment	
	Scoring coefficient
Pointed out letters to your child	0.1846
Practiced word sounds with your child	0.2064
Practiced rhyming with your child	0.18928
Helped your child learn new words	0.19162
Showed your child the different parts of a book (e.g., cover, title, author, and pages)	0.17219
Showed your child we read from left to right	0.17254
Worked on literacy skills during family activities (meals, kitchen, etc...)	0.19908
Eigenvalue: 4.02786 (57.54% of variance explained)	
Panel C. Global parental involvement composite variable	
Components:	Scoring coefficient
Parent asked about their child's interests	0.14285
Parent asked about their child's friends	0.14226
Parent asked about how the child gets along with others	0.13665
Parent asked about what their child is doing in school	0.14187
Parent asked about what their child is learning in school	0.14577
Parent asked about their child's understanding of early literacy skills like the ABCs	0.14249
Parent asked about things they can do to help their child learn to read	0.14194
Parent asked for book recommendations	0.12035
Eigenvalue: 6.42564 (80.32% of variance explained)	

Table A5

Randomization checks: Differential attrition by covariate (combined sample)

Pre-treatment covariates	Parent Survey Sample	Teacher Survey Sample	Academic Sample
Child female x treatment	0.039 (0.060)	0.016 (0.039)	0.009 (0.055)
Hispanic x treatment	-0.018 (0.072)	0.031 (0.038)	-0.011 (0.049)
Chinese x treatment	0.022 (0.073)	-0.039 (0.036)	-0.007 (0.040)
Black x treatment	-0.026 (0.088)	0.067 (0.078)	0.103 (0.081)
White x treatment	-0.136 (0.132)	0.014 (0.053)	0.031 (0.063)
Other Race x treatment	0.114 (0.105)	-0.058 (0.052)	-0.064 (0.090)
Child age in years x treatment	0.080 (0.097)	0.013 (0.073)	0.090 (0.071)
Parent female x treatment	-0.151+ (0.083)	0.064 (0.052)	-0.155* (0.065)
Parent age in years x treatment	-0.002 (0.005)	-0.002 (0.003)	0.000 (0.004)
Less than bachelor's degree x treatment	-0.124 (0.075)	0.015 (0.042)	-0.068 (0.066)
Parent rating of letter knowledge (fall) x treatment	0.075* (0.035)	0.010 (0.018)	0.018 (0.027)
How often child ask to be read to per week (fall) x treatment	-0.006 (0.036)	0.007 (0.014)	0.036 (0.029)
How many times per week parent reads for pleasure (fall) x treatment	-0.005 (0.031)	0.023 (0.018)	0.016 (0.027)
How many times per week parent tells a story to child (fall) x treatment	-0.008 (0.031)	0.007 (0.017)	0.041 (0.026)
How many times per week parent sings to child (fall) x treatment	0.024 (0.032)	0.024 (0.021)	0.032 (0.028)
Child literacy assessment sum score (fall; max=126.0) x treatment	0.002 (0.001)	0.000 (0.000)	0.000 (0.001)
Received texts in English x treatment	-0.011 (0.059)	-0.001 (0.038)	0.054 (0.047)
Received texts in Spanish x treatment	-0.017 (0.070)	0.008 (0.046)	-0.032 (0.056)
Received texts in Chinese x treatment	0.031 (0.066)	-0.008 (0.044)	-0.047 (0.056)
Model inclusions:			
Randomization site-by-year fixed effects	✓	✓	✓

Notes. Fall parent survey responses are standardized. Standard errors are clustered at the randomization site-by-year level. Sample size varies by covariate due to missing data. The average sample size is 989 and the maximum sample size is 1,031. Standard errors are clustered at the randomization site-by-year level. + indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

Table A6

The effects of READY4K! on parents' text messaging behaviors and attitudes by year

	Model 1	Model 2	N
Panel A. First year of experiment			
Parent read text messages	0.202 (0.128)	0.248+ (0.130)	279
Parent used text messages	0.504** (0.147)	0.538** (0.158)	279
Parent found text messages helpful	0.523** (0.143)	0.613** (0.138)	279
Parent shared texts with other parents	0.248* (0.113)	0.277* (0.135)	281
Parent would recommend texts	0.238+ (0.122)	0.245+ (0.135)	282
Panel B. Second year of experiment			
Parent read text messages	0.095 (0.152)	0.066 (0.182)	266
Parent used text messages	0.076 (0.121)	0.055 (0.132)	266
Parent found text messages helpful	0.274+ (0.124)	0.233+ (0.123)	262
Parent would recommend texts	0.372** (0.135)	0.383** (0.136)	263
Randomization site-by-year fixed effects	✓	✓	
Administrative and fall parent survey covariates		✓	
Fall literacy assessment covariates		✓	

Notes. All outcomes are standardized by year. Standard errors are clustered at the randomization site-by-year level. Included covariates are detailed in Table 4. + indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

Table A7

Heterogeneity in READY4K! effects on children's spring early literacy assessment scores
 Sample of children above median of baseline skills

Panel A. Average outcomes, first year of experiment	Model 1	Model 2	N
Average of all questions	-0.014 (0.101)	0.000 (0.087)	197
Average of non-leveled questions	-0.056 (0.098)	-0.072 (0.091)	197
Panel B. Average outcomes, second year of experiment			
Average of all questions	-0.045 (0.084)	-0.073 (0.070)	219
Average of non-leveled questions	-0.053 (0.080)	-0.078 (0.073)	291
Panel C. All outcomes, pooled sample			
Average of all questions	-0.031 (0.063)	-0.028 (0.049)	416
Average of non-leveled questions	-0.054 (0.062)	-0.059 (0.057)	416
Upper case letter recognition	-0.009 (0.044)	0.000 (0.044)	414
Beginning word sound awareness	0.033 (0.074)	0.032 (0.077)	408
Print and word awareness	-0.061 (0.085)	-0.083 (0.087)	410
Rhyme awareness	-0.069 (0.088)	-0.068 (0.087)	406
Name writing	-0.068 (0.059)	-0.071 (0.059)	415
Probability of progressing to leveled portion of assessment	-0.012 (0.029)	0.001 (0.032)	416
Lower case letter recognition	-0.004 (0.085)	0.028 (0.093)	401
Letter sounds awareness	0.035 (0.092)	0.012 (0.085)	387
Randomization site-by-year fixed effects	✓	✓	
Administrative and fall parent survey covariates		✓	
Fall literacy assessment covariates		✓	

Notes. All outcomes are standardized by year. Standard errors are clustered at the randomization site-by-year level. Included covariates are detailed in Table 4. + indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

Table A8

Effects of follow-up intervention on academic outcomes for students in the first year of original experiment, by median of baseline skills distribution

	(1)	(2)
	General Text Treatment	Personalized Text Treatment
Panel A: Below Median of Baseline Skills (N=165)		
Reading level (ordinal logit)	0.5437 (0.6224)	0.6644 (0.4397)
Reading level (standardized point scale)	0.1414 (0.1316)	0.1426 (0.1253)
Exceeds Expectations	0.0739 (0.0764)	0.1628* (0.0735)
Meets or Exceeds Expectations	0.148 (0.1012)	0.148 (0.1012)
Approaches, Meets, or Exceeds Expectations	0.1727 (0.1415)	0.0261 (0.1114)
Panel B: Above Median of Baseline Skills (N=166)		
Reading level (ordinal logit)	-0.6473 (0.5700)	0.4734 (0.3280)
Reading level (standardized point scale)	-0.0168 (0.2394)	0.2114 (0.2254)
Exceeds Expectations	0.0045 (0.1117)	0.0645 (0.0726)
Meets or Exceeds Expectations	-0.1269 (0.0909)	0.0714 (0.0664)
Approaches, Meets, or Exceeds Expectations	0.011 (0.0847)	0.0739 (0.0555)

Note: Each pair of cells represents the results of a separate regression of the treatment effect on the relevant academic outcome. Column headers indicate the model components. The reference category is the control group. Row headers indicate the academic outcome. Panel headers indicate the subsample. All models include site fixed effects, control for text message language, factors of baseline survey questions, and administrative covariates. Source data are district test files of the Fountas and Pinnell Benchmark Assessment System in fall of first grade. Baseline skills were calculated from performance on the Phonological Awareness Literacy Screening administered in fall of 2013. Standard errors are clustered by randomization site. +indicates $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Appendix 2

The Development of READY4K!

We began developing READY4K! in early 2013. Our first step in program development was to generate a list of potential texting topics. To create this list, we consulted the California Preschool Learning Foundations, The National Early Literacy Panel's report on developing early literacy skills (Lonigan and Shanahan 2009), experimental studies of interventions designed to help parents support their preschooler's literacy development (for a review, see Reese, Sparks, and Leyva 2010), and the websites of nationally-recognized literacy programs (such as Reach Out and Read, Reading Rockets, and Reading Is Fundamental) and the U.S. and state departments of education.

The initial list of list of topics that we generated was far too long to cover in eight months of weekly texts and it lacked a logical ordering. Therefore, our next step in developing READY4K! was to establish a scope and sequence for the program. In determining which topics to include in the program, we prioritized those with a strong research base as well as topics identified by multiple organizations as important. Since we piloted READY4K! in SFUSD, we gave additional weight to the early literacy skills in the California Preschool Learning Foundations as well as those assessed by the district. To set the program's sequence, we drew heavily on the behavior change principle of shaping, or incrementally increasing the difficulty of tasks over time. We also re-introduced or "spiraled" topics during the year to reinforce key concepts.

Our next step was to turn our scope and sequence into a text messaging program. As a starting point, we reviewed research on behavior change theories in an attempt to identify the characteristics of an effective message. While these theories have subtle differences, many of them emphasize similar strategies such as highlighting the benefits or perceived outcomes of the target behavior, identifying and minimizing barriers to the behavior, goal setting, and reinforcement, which includes repetition and intrinsic rewards (for reviews, see U.S. Department of Health and Human Services, 1996; and, Abraham and Michie 2008). Using these techniques, we adopted the three-texts-per-week model described above. "FACT" texts highlight perceived outcomes, "TIP" texts are designed to build self-efficacy, and "GROWTH" texts provide reinforcement both through repetition and the intrinsic reward of supporting the child's learning. "GROWTH" texts also serve a

goal-setting function. All of them start by highlighting the program's overarching goal of preparing children for kindergarten: "GROWTH: By [taking up the activity of the week], you're preparing your child 4K!" Behavior change principles are also integrated in each individual text. For example, READY4K! texts are as specific as possible and build on existing family routines so as to minimize the costs of uptake.

Throughout the development of READY4K!, Molly Wertz, Executive Director of Raising A Reader in San Francisco, Alameda and Contra Costa Counties, Jennifer Curran and Catherine Aranda of Jumpstart Northern California, and Helen Maniates, Assistant Professor of Teacher Education at the University of San Francisco, provided us with valuable feedback on the program.

After we developed texts for an entire school year, we conducted a mini pilot study of READY4K!. Over two days in the summer of 2013, we surveyed and conducted focus groups with parents and caregivers of three to five year olds at Redwood City Public Library. In total, we got feedback from 44 parents and caregivers, which we used to make final programmatic adjustments.

During the middle of the 2013-14 pilot of READY4K! (in January of 2014), we surveyed parents in the program about their experiences receiving texts. Based on their feedback, we augmented the program by including links to websites with additional resources for supporting children's development of early literacy skills. Throughout the year, we ran a READY4K! hotline to provide parents in the intervention group with technical assistance (e.g., if they changed their cell phone number).

To send text messages, we used a commercially-available blast short message service (SMS) provider as well as email. We sent English- and Spanish-language texts to the intervention group via the SMS service provider. In particular, we provided the service provider with the cell phone numbers of English- and Spanish-speaking parents in the treatment group, which it uploaded into its system. Once cell phone numbers were in the system, we began texting parents using the service provider's web interface. We sent messages to all parents at the same time, but there was the option to text parents individually.

To text Chinese-speaking treatment group parents and all control group parents, we used an e-mail account. One can send text messages over e-mail if she has the cell phone number and the name of the cell phone service provider (and the service provider's "SMS gateway") of the intended recipient. For example, if

the recipient's service provider is Verizon Wireless, you can send him a text message by typing in hisnumber@vtext.com in the "To:" field (@vtext.com is Verizon's SMS gateway). We sent messages in Chinese over e-mail because our blast SMS service provider did not have the technology to send Chinese characters. We sent messages to the control group over e-mail to save money.

In the 2015-2016 school year we expanded the program to include mathematics and socio-emotional texts. The basic "FACT," "TIP," "GROWTH" model remained the same. We chose a subset of literacy questions from the original year to include in the texting program. We made adjustments to the wording and activities based on parental feedback.

To create the mathematics and socio-emotional texts we consulted the California Preschool Frameworks, the Head Start Child Development and Early Learning Frameworks, and the literature on mathematics and socio-emotional development. In a process that mirrored our development of the literacy program, we listed topics to cover, charted a scope and sequence for the curriculum of texts, created the program, and iteratively refined the texts based on feedback. We once again created a spiral curriculum that encourages growth in skills throughout the year by asking parents to engage in progressively harder activities. We culled on the same behavioral change principals in writing the texts.

Unlike the first year of the program, we did not text any links to additional resources, though we did provide technical assistance if a family needed to change a number. Texts were once again available in English, Spanish, and Chinese. We used a different SMS provider that included the capability to directly text Chinese speaking families. We therefore did not text Chinese speaking families via email in the second year. We also sent messages to the control group directly through the SMS system.

Appendix 3

2013-2014 Parent Enrollment Form, Text Messages, Parent Survey, and Teacher Survey

READY4K! Texting Program Enrollment Form

[District] wants to send you text messages! READY4K! text messages will include tips and reminders to help you prepare your child for kindergarten. If you agree to receive texts, you will receive an initial \$10 gift card, as well as a \$12 monthly online Amazon gift card (or \$10 cash per month), starting in September. You are eligible to participate if your child was born before 10/15/2009.

 -----*1. Child enrolling in [district]:

First	Middle	Last
Date of Birth (month, day, year)	Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female

2. Parent/Guardian Information:

First	Last	Middle
Relationship to the Child	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other	
Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Address (Street address, city, state, ZIP CODE)
Email address		Home phone number
Your highest education level	<input type="checkbox"/> Less than a high school degree <input type="checkbox"/> A high school degree but no college <input type="checkbox"/> Some college but no degree <input type="checkbox"/> Associates degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Graduate degree	

Do you have a cell phone?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Ten-digit number of cell phone that will receive [district] texts (e.g., 415-241-6000)	_____ - _____ - _____
Which of the child's relatives uses this cell phone most?	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother/Grandfather <input type="checkbox"/> Sister/Brother <input type="checkbox"/> Other relative _____ <input type="checkbox"/> Other non-relative _____
The service provider for this phone is:	<input type="checkbox"/> Verizon <input type="checkbox"/> AT&T <input type="checkbox"/> Sprint <input type="checkbox"/> Metro PCS <input type="checkbox"/> T-Mobile <input type="checkbox"/> Other (Please specify) _____
Does your cell phone service include unlimited texting?	<input type="checkbox"/> Yes <input type="checkbox"/> No If "No", how many text messages are included in your monthly plan? _____
What is your home language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese (Mandarin or Cantonese?) _____ <input type="checkbox"/> Other (please specify) _____

What language would you like to send and receive text messages in?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese + English
Please choose if you would like to receive \$10.00 cash each month, or be given a \$12.00 gift card for participating in the texting program.	<input type="checkbox"/> \$10 cash, please send to this address _____
	or <input type="checkbox"/> \$12 gift card, please email to _____

How many adults (over the age of 18) live in the child's household:	
How many children under 5 years old live in the child's household:	
How many children ages 6 to 10 years old live in the child's household:	
How many children ages 11 to 17 years old live in the child's household:	

3. Texting Program Enrollment Questions:

	Not at all	Once or twice	3 to 6 times	Every day
In a typical week, how often do you or any other family member:				
(a) Tell stories to your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Sing songs with your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Read books to your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Once or twice	3 to 6 times	Every day
In a typical week, how often does your child ask to be read to (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical week, how often do you read by yourself for pleasure (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About how many children's books does your child have in your home now, including library books? (Please only include books that are for children.)	
What is your child's favorite book?	

	None of them	Some of them	Most of them	All of the letters
How many letters of the alphabet can your child recognize (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Not very well	Somewhat well	Well	Very Well
How well does your child know letter sounds, like the sound the letter “b” makes in “bird” (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can your child rhyme words, like “cat” and “hat” (check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0 hours	1-2 hours	3-4 hours	5-6 hours	7 or more hours
Last week, how many hours per day did the child receive care from someone other than one of his/her parents (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	At the child’s home from a relative	Relative’s home	Child care center	In the private home of a non-relative
When the child receives care from someone other than one of his/her parents, where does this care take place (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***4. Consent to participate in the study:**

Consent statement: You are invited to participate in a research study about a texting program for parents of preschoolers. After enrolling in the program, you will be sent a text message approximately three times per week starting in September, 2013. There are no risks associated with this study. The benefits which may reasonably be expected to result from this study are to get helpful information about supporting your child to do well in school. You will receive a \$10 gift card as payment for your participation, as well as \$10 cash per month (or a \$12 online Amazon gift card) starting in September, 2013. Please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy and confidentiality of the information you provide will be maintained in all published and written data resulting from the study. If you have any questions or comments about this study, or about anything else, you can contact:

Do you want to participate in the [district] texting program? Yes No

-

X _____

—

Parent Signature

Please do not write below this line (to be completed by [district] enrollment clerk)

***5. Clerk's Notes:**

Clerk's Name:

First	Middle	Last
-------	--------	------

Enrollment questions:

Did the parent consent to participate in the texting program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the parent sign the "opt in" sheet at the enrollment meeting?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the child's name and date of birth on this enrollment form match his/her name and date of birth on other forms?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you give the parent a gift card today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Student information:

Student #	_____
Pre-k site name	_____
Teacher name	_____
Class	_____

Date _____

Treatment Texts

Week 1 (10/4):

Welcome message #1:

Welcome to [district]'s READY4K! program, with K readiness tips!

Welcome message #2:

Welcome to READY4K! You will receive fun tips to help your child prepare for K, as well as \$10 or a \$12 Amazon.com gift card every month! Rply STOP to cancel.

Monday (10/7):

- Good morning from READY4K! Did you know that you can make a big difference in your child's education by doing little things that are really fun & easy?
- We're here to help. Every week, we will send you 3-4 texts with fun facts & easy tips to help you prepare your child for kindergarten.
- Learning takes time & every child learns differently. Pick tips that your child will enjoy, keep trying new things, and be patient & persistent.

Wednesday:

- **FACT:** Having conversations with your child can enhance his/her verbal skills & make him/her feel more confident. Talk often, ask questions & have fun!

Thursday:

- **TIP:** Be talkative. During a meal, ask your child about what happened at school, on the playground, or with friends. Talk about your day too!

Friday:

- **GROWTH:** By talking to your child, you're preparing him/her 4K. A question that children love is: who is your best friend? Ask: why is s/he your best friend?

Week 2:

Monday:

- **FACT:** Children can learn a lot by looking at books on their own. Books can help kids learn colors, shapes, numbers, letters & that words have meaning.

Wednesday:

- **TIP:** Take books with you everywhere you go – in the car, on the bus, or to the grocery store. It's fun for kids & it keeps them busy when you can't play!

Friday:

- **GROWTH:** By giving books to your child when you go places, you're preparing him/her 4K. Make it easy by packing books in your bag before you leave home.

Week 3:

- **FACT:** Children need to know that letters make up words. Research shows that kids with good letter knowledge have the best chances of future reading success.
- **TIP:** Point out the letters in your child's name when you see them – in magazines, on street signs & at the store. Make it a game. Who can find the most?
- **GROWTH:** By pointing out the letters in your child's name, you're preparing him/her 4K. Now, ask your child to say the letters in his/her first name.

Week 4:

- **FACT:** Listening to songs helps children learn new sounds & rhymes, and that sounds make up words – these are important skills for learning how to read.
- **TIP:** Sing a song to your child before bedtime. Try the “ABC song” or a song from your childhood. Your child can sing too. Listening to songs is also great!
- **GROWTH:** By singing & listening to songs with your child, you are preparing him/her 4K. Make it easy by playing children's music in the car or on the bus.
-

Week 5:

- **FACT:** Talking to your child's teacher is important. It helps the teacher learn about & teach your child, and it helps you monitor your child's growth.
- **TIP:** Ask your child's teacher about the RAR red [book] bag. Each week, the school will send home a red bag with books for you & your child to share.
- **GROWTH:** By talking to your child's teacher, you are preparing your child 4k. Next week, ask the teacher about your child's challenges & how you can help.

Week 6:

- **FACT:** Children need to know many words to understand what they hear from others & learn in school. Kids with large vocabularies have a big advantage!
- **TIP:** Say & explain words to your child as you do everyday tasks. For example, tell your child that you “WASH” dishes to make them clean. Wash = to clean.
- **GROWTH:** By introducing new words to your child, you're preparing him/her 4K. The next step is to ask questions about the new words: what else do we “WASH”?

Week 7:

- **FACT:** Beginning word sounds are essential for reading. You can help your child learn to read by saying the beginning sound of words. “Read” starts w/ “rrr.”
- **TIP:** Say two words to your child that start with the same sound, like happy & healthy. Ask: can you hear the “hhh” sound in happy & healthy?
- **GROWTH:** By saying beginning word sounds, like “ttt” in taco & tomato, you're preparing your child 4K. Now, have your child make the “ttt” sound and ask him/her to say taco and tomato.

Week 8:

- **FACT:** Showing your child how to write his/her name can help him/her develop reading, writing & fine motor skills, which are important for school & play!
- **TIP:** On a piece of paper, show your child how to write his/her name. Ask your child to try. Help your child if necessary & praise him/her for trying!
- **GROWTH:** By teaching your child name writing, you're preparing him/her 4K. Now, ask your child to say the letters in his/her first name & their sounds.

Week 9:

- **FACT:** Rhyming is important. Research shows that learning to rhyme is a big step toward reading for young children. It can also help kids learn to spell.
- **TIP:** Play a game using rhyming words. Say: hat & cat rhyme. Ask: what else rhymes with hat & cat? You can do this with other words too, like care & bear.
- **GROWTH:** By teaching your child rhyming, you're preparing him/her 4K. Now, point out an object & ask your child to say a word that rhymes with the object. For example, point to a book and ask your child: what rhymes with book?

Week 10:

- **FACT:** "READING" with your child includes many things, like looking at pictures, showing him/her how to use books & even making up your own stories.
- **TIP:** Try looking at pictures in a book with your child for 5-15 minutes. Let him/her hold the book. Ask: what is this picture about & what else do you see?
- **GROWTH:** By looking at pictures in a book with your child & asking questions, you're preparing him/her 4K. Next, try making up a story based on the pictures.

Week 11:

- **FACT:** Kids need to know how to talk about themselves. Research shows that kids who can talk about a fun experience develop strong language & literacy skills.
- **TIP:** Pick a day that was special to your child, like his/her birthday. Ask: what happened on that day & how did you feel? Say what you liked about the day.
- **GROWTH:** By asking your child about a special day, you're preparing him/her 4K. Next, ask your child about the funniest thing that ever happened to him/her.

Week 12:

- **FACT:** To learn to read, kids need to know how to use books. Books have a cover, title, author, pictures, words & page numbers. Show your child these things.
- **TIP:** Try reading w/your child for 5-15 minutes. Let him/her hold the book. As you read, point out the cover, title, author, pictures, words & page numbers.
- **GROWTH:** By showing your child how to use books, you're preparing him/her 4K. Now, have your child show you the title, pictures, words & sentences of a book.

Week 13:

- **FACT:** There are many ways you can help your child learn the letters. For example, you can say the ABCs or have your child write the letters in his/her name.
- **TIP:** One great way to help your child learn the alphabet is to fill his/her room with letters. Try making letters out of paper & putting them on the wall.
- **GROWTH:** By teaching your child letters, you're preparing him/her 4K. Upper & lower-case letters are important. Start showing both to your child, like a & A.

Week 14:

- **FACT:** Learning to read requires knowing which direction we read. We read from left to right, top to bottom & front to back. Show your child.
- **TIP:** As you read to your child, follow the words with your finger. Have your child follow along with his/her finger. Stop & ask: which direction do we read?
- **GROWTH:** By teaching your child which direction we read, you're preparing him/her 4K. Ask your child: do we read from left to right, or from right to left?

Week 15:

- **FACT:** Knowing letter sounds can help your child sound out words. Ask your child what letter makes the "sss" sound & to say words that start with "sss".
- **TIP:** Each week, ask your child to pick a letter, like M. During the week, say many words that start with M, like milk & man. Emphasize the "mmm" sound.
- **GROWTH:** By saying letter sounds, you're preparing your child 4K. Choose another letter, like B. Say bag & bird start with B, which makes the "bbb" sound.

Week 16:

- **FACT:** Many children have a hard time sitting still during reading time. That's okay. Reading with silly voices & asking questions can make reading time fun.
- **TIP:** Use funny voices when reading with your child. For example, a mouse could have a teeny-tiny voice & an elephant could have a big, loud voice.
- **GROWTH:** By reading with silly voices & asking lots of questions, you're preparing your child 4K. One question that children love is: what will happen next?

Week 17:

- **FACT:** Your child's teacher thinks a lot about your child's growth. S/he thinks about your child's literacy, math & social skills. You can talk to him/her.
- **TIP:** Ask the teacher about your child's knowledge of concepts of print. Concepts of print include knowing how books are organized & that words have meaning.
- **GROWTH:** By asking the teacher about your child, you're preparing your child 4K. Next, ask about your child's understanding of rhyming words, like cat & hat.

Week 18:

- **FACT:** Children love questions. Asking your child a lot of questions during reading time can help him/her develop key language & early reading skills.
- **TIP:** As you read to your child, stop often to ask questions. For example, what's happening in the story right now? What do you think will happen next? Why?
- **GROWTH:** By asking your child questions during reading time, you're preparing him/her 4K. Ask your child which book s/he wants to read next!

Week 19:

- **FACT:** Asking children about the school day helps them learn to communicate with others. Kids have many interesting experiences every day. Ask about them.
- **TIP:** This week, ask your child: what was the most fun thing you did at school today? Then ask: who did you talk to the most today? What did you talk about?
- **GROWTH:** By asking about the school day, you're preparing your child 4K. Now ask: did the teacher talk to you today? What did you talk about?

Week 20:

- **FACT:** Story comprehension is important. Children who understand stories that are read to them often become strong readers & perform well in school.
- **TIP:** The day after you finish a book with your child, ask him/her to re-tell the story. What happened at the beginning? Then what happened? How did it end?
- **GROWTH:** By asking your child to re-tell stories, you're preparing him/her 4K. Another question you can ask is: who is your favorite character in the book?

Week 21:

- **FACT:** Children love routines. Routines let kids know what's coming, which makes it easier for them to transition between activities & can improve behavior.
- **TIP:** Start a reading routine. Bedtime is a great time for a routine. The joy of a story makes going to bed fun & helps children wind down for sleep.
- **GROWTH:** Your reading routine is helping your child prepare for K. Your routine doesn't have to be at bedtime. Add 15 minutes to anything you do every day.

Week 22:

- **FACT:** Story comprehension is important. Children who understand stories that are read to them often become strong readers & perform well in school.
- **TIP:** The day after you finish a book with your child, ask him/her to re-tell the story. What happened at the beginning? Then what happened? How did it end?
- **GROWTH:** By asking your child to re-tell stories, you're preparing him/her for K. Another question you can ask is: who is your favorite character in the book?

Week 23:

- **FACT:** Bath time is great for teaching your child important skills for K. Start by asking your child: what are the things we need for bath time? Why?
- **TIP:** When you're bathing your child, point out the letters on the shampoo bottles. Ask your child to name them & tell you the sounds that they make.
- **GROWTH:** By teaching at bath time, you're preparing your child for K. Next time, ask questions about body parts. Where are your elbows? What do they do?

Week 24:

- **FACT:** Nursery rhymes are powerful teaching tools. They use patterns, which help children develop math, memorization & reading skills. And kids love them!
- **TIP:** Have your child fill in the blank to a nursery rhyme. For example, say "Rain, rain, go away, come again another ____". Point to your child to say "day".
- **GROWTH:** By saying nursery rhymes, you're preparing your child for K. Next time, emphasize rhyming words like "away" & "day". Ask: what else rhymes with day?

Week 25:

- **FACT:** Research shows a difference in the brains of children who are read to regularly & those who are not. Reading to you child daily has a big impact.
- **TIP:** Use the RAR red book bag to build your routine. Let your child hold the book. Ask what it is about. Follow the words with your finger as you read.
- **GROWTH:** By reading to your child every day, you are preparing him/her for K. Don't get discouraged if you can't read every day. Every little bit helps!

Week 26:

- **FACT:** There are many great learning opportunities in the kitchen. You can ask your child to tell you the names of different foods or letters on labels.
- **TIP:** Grow your child's vocabulary in the kitchen. Ask him/her to tell you the names & uses of things in the kitchen, like the freezer, oven, or a spatula.
- **GROWTH:** By teaching in the kitchen, you're preparing your child for K. Try teaching at the grocery store. Have your child point to foods that start with A.

Week 27:

- **FACT:** Syllables, or sounds, are essential for developing language & reading skills. For example, kindergarten has four sounds: KIN-DER-GAR-TEN
- **TIP:** Emphasize the sounds of long words for your child. For example, tell him/her that pepperoni is made up of four sounds: PEPP-ER-O-NI
- **GROWTH:** By teaching your child syllables, you're preparing him/her for K. Next, say that MON-KEY & NAP-KIN have two sounds. What rhymes with monkey?

Week 28:

- **FACT:** “I Spy” is a great learning game. For example, you say “I spy something that starts with the letter c (like a car)” and your child has to guess.
- **TIP:** Play “I Spy” with rhyming words. In the bathroom, say “I spy something that rhymes with pink.” If your child guesses “sink”, s/he gets a point.
- **GROWTH:** By playing “I Spy” with your child, you’re preparing him/her for K. You can play “I Spy” anywhere. Try it at the store to keep your child learning.

Week 29:

- **FACT:** Trips to the library are amazing for children. Many librarians read stories & sing, which is fun & educational. The library has free books & internet!
- **TIP:** This week, take your child to the library. Ask for a tour. Ask if there is a weekly storytime & when it is. Ask for book recommendations & other tips.
- **GROWTH:** By taking your child to the library, you’re preparing him/her for K. The library has many great resources. Children who go have a big advantage.

Week 30:

- **FACT:** When children are comfortable, they can concentrate & learn more. Snuggle up with your child during reading time to maximize his/her learning.
- **TIP:** Snuggle up with your child during daily reading time. Also, make sure to tell him/her that s/he is doing a great job & that you’re proud of him/her.
- **GROWTH:** By snuggling during reading time, you’re preparing your child for K. To make your child feel even more special, include other family members.

Week 31:

- **FACT:** Your child learned a lot this year. Asking the teacher about what your child learned can help you determine what to focus on during the summer.
- **TIP:** This week, ask your child’s teacher about which skills your child mastered & which skills s/he is still working on. Then ask the teacher for tips.
- **GROWTH:** By asking your teacher about your child’s skills, you’re preparing him/her for K. Building on your child’s skills during summer is critical for K.

Week 32:

- **FACT:** Studies show that kids lose much of what they learned at school over the summer. What you do with your child over the summer is very important.
- **TIP:** This summer, ask your child many questions, point out letters, say new words using syllables, sing nursery rhymes, read stories & go to the library.
- **GROWTH:** You did a lot to prepare your child for K this year. Congratulations. Keep it up over the summer & your child’s K teacher will see the difference.

Control Texts

11/11: Welcome to READY4K! You'll now start receiving texts to help you prepare your child for kindergarten!

11/11: TIP: The spread of seasonal flu can be minimized by covering your mouth when you sneeze & cough, frequent hand washing, and getting a flu shot.

11/25: READY4K: K will be here soon. Applications for the 1st round of 2014-15 K placements are due on 1/21/14 to [district] at [address].

12/10: READY4K: To be eligible for K next year, children must be 5 on or before 9/1/14. Students who turn 5 during 9/2/14-12/2/14 are eligible for Transitional K.

12/23: READY4K: Choosing a kindergarten can be hard, as [district] has [##] elementary schools. Many parents consider location, teaching languages & student test scores.

1/6: READY4K: In [district], students can apply to any school. When you apply for K, list your choices in order of preference; [website] has applications.

1/20: READY4K: To apply for kindergarten, bring your child's application & birth certificate, a picture ID & two proofs of home address to 555 Franklin St., Room 100.

2/3: READY4K: The application deadline for the 2nd round of K placements is 4/11. After that, your child can be put on a waiting list for one school until 9/5.

2/17: READY4K: Immunization records aren't required for application submission, but are needed at the time of enrollment; [website] has a list of requirements.

3/3: READY4K: Students new to [district] are required to have a TB Skin Test. Children entering K need: 5 DTaP, 4 Polio, 3 Hepatitis B, 2 MMR and 1 Varicella vaccines.

3/17: READY4K: Immunization forms are available at any San Francisco Health Center & [district]'s Educational Placement Center [address].

3/31: READY4K: Take your child to places like the zoo, a circus, a park, or a farm. Children will be able to understand stories better if they have been there.

4/14: READY4K: By the end of kindergarten, many students understand small numbers, quantities & simple shapes in their everyday environment.

4/28: READY4K: By the end of kindergarten, many students can count, compare, describe & sort objects, and develop a sense of properties & patterns.

5/12: READY4K: When your child is in K, it's important to know which days there is no school. [district]'s 2014-15 instructional calendar is available at [website].

5/26: READY4K: Over summer, look at the parent curriculum handbooks on [website]. They describe what your child will learn in kindergarten & how you can help.

Survey text:

We want to know what you think about READY4K! texts! If you provide us with feedback, we'll send you \$25. You can give us feedback by going to: [website]

End-of-Year Feedback Form

Dear parent,

We want to know what you think about READY4K! texts! If you provide us with end-of-year feedback, **WE WILL SEND YOU \$50!**

There are two ways that you can give us feedback:

- (1) Complete the enclosed form and return it to us in the envelope provided
- (2) Complete the form over the internet by going to the following webpage:

If you have any questions, please contact us at [phone number] or [email address]
Many thanks for help!

Sincerely,
The READY4K! Team

CONFIDENTIALITY: You are invited to participate in a research study on READY4K!, a text-messaging program for parents of [district] preschoolers. The purpose of this study is to analyze the effects of receiving text messages on parents and their children. While receiving texts could have a number of benefits (e.g., helpful reminders could save time), we cannot and do not guarantee or promise that you will receive any benefits from this study. There are no foreseeable risks associated with participating in this study. Completing this survey, which takes about 10-15 minutes, indicates your consent to participate. **YOU WILL RECEIVE \$50 AS PAYMENT FOR YOUR PARTICIPATION.** To protect your confidentiality, survey results will be reported in aggregate form only and will never identify you. Participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact:

READY4K! End-of-Year Feedback Form

Section 1:

1. Your name:
2. Your preschooler's name:
3. The address where you would like your \$50 sent (street address, city, state & zip code):

4. During the 2013-14 school year, did you receive READY4K! texts?
 Yes _____ No _____
5. On average, about how many texts did you receive per week?
 Average number of texts per week: _____
6. Did you receive texts in your chosen language(s)? Yes _____ No _____

Section 2:

1. How much do you AGREE with each of the following statements? (For each statement, please put an "X" by one answer)				
	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel supported in helping prepare my child for kindergarten				
I know which literacy skills my child requires to be ready for kindergarten				
I know what I can do to help my child develop the literacy skills necessary for kindergarten				
I am confident in my ability to help my child learn the literacy skills necessary for kindergarten				
I know which math skills my child requires to be ready for kindergarten				
I know what I can do to help my child develop the math skills necessary for kindergarten				

I am confident in my ability to help my child learn the math skills necessary for kindergarten				
2. Last week, HOW MANY TIMES did you do each of the following activities with your child? It is OK if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can. (For each activity, please put an "X" by one answer)				
	Not at all	Once or twice	Three or four times	More than four times
Told your child a story				
Asked your child questions about his or her day at school				
Played "I Spy" with your child				
Sang a song with your child				
Read to your child				
Looked at pictures in a book with your child				
Gave a book to your child to look at by himself/herself				
Helped your child write his/her name				
Pointed out two words to your child that start with the same sound				
Pointed out two words to your child that rhyme				
Showed your child the different parts of a book (e.g., cover, title, author, and pages)				
Pointed out letters in words on shampoo bottles during bath time				
Said & explained a new word to your child when you were in the kitchen				
Said a nursery rhyme to your child				

Took your child to the library				
Took your child to a museum				
Played games or did puzzles with your child				

3. Parents have so many responsibilities that it can be difficult to remember which activities to do with children or to find the time to do them. How DIFFICULT is it for you to do each of the following activities? (For each activity, please put an "X" by one answer)				
	Not at all Difficult	A little Difficult	Somewha t Difficult	Very Difficult
Telling your child a story				
Asking your child questions about his or her day at school				
Playing "I Spy" with your child				
Singing a song with your child				
Reading to your child				
Looking at pictures in a book with your child				
Giving a book to your child to look at by himself/herself				
Helping your child write his/her name				
Pointing out two words to your child that start with the same sound				
Pointing out two words to your child that rhyme				

Showing your child the different parts of a book (e.g., cover, title, author, and pages)				
Pointing out letters in words on shampoo bottles during bath time				
Saying & explaining a new word to your child when you are in the kitchen				
Saying a nursery rhyme to your child				
Taking your child to the library				
Taking your child to a museum				
Playing games or doing puzzles with your child				

Section 3:

- How well do you know your child's teacher? (Please check one answer)
Not at all _____ Somewhat Well _____ Well _____ Very Well _____
- How often do you talk to your child's teacher? (Please check one answer)
Never _____ Sometimes _____ Regularly _____ Often _____
- How well do you know your child's close friends at school? (Please check one answer)
Not at all _____ Somewhat Well _____ Well _____ Very Well _____
- How much do you know about what your child likes to do at school? (Please check one answer)
Not much _____ Some _____ More than some _____ A lot _____
- How much do you know about what your child is learning at school? (Please check one answer)

Not much _____ Some _____ More than some _____ A lot _____

6. How much do you know about how your child gets along with other children at school?

Not much _____ Some _____ More than some _____ A lot _____

Section 4:

1. When you received READY4K! texts, did you read them? (Please check one answer)

Never _____ Sometimes _____ Most of the time _____ Always _____

2. Did you use the information in READY4K! texts? (Please check one answer)

Never _____ Sometimes _____ Most of the time _____ Always _____

3. How **HELPFUL** was the information in READY4K! texts? (Please check one answer)

Not Helpful _____ A little Helpful _____ Helpful _____ Very Helpful _____

4. Have you ever shared READY4K! texts with other parents in your child's class at school?
(Please check one answer)

Never _____ Once or twice _____ Sometimes _____ Most of the time _____

5. To what extent would you **RECOMMEND** READY4K! texts to other parents? (Please check one answer)

_____ I would discourage parents from receiving READY4K! texts

_____ I would neither discourage nor recommend READY4K! texts

_____ I would recommend READY4K! texts

_____ I would strongly recommend READY4K! texts

6. What do you like the **MOST** about READY4K! texts?

7. What do you like the **LEAST** about READY4K! texts?

8. What would make READY4K! texts **BETTER**?

9. Are there **OTHER TOPICS** not covered by READY4K! texts that you would like information about? If so, what are these topics?

10. Do you have any TIPS for preparing your child(ren) for kindergarten that you want to share?
Your TIPS could become READY4K! texts!

Thank you for your participation! We will send \$50 to the address provided above.

2013-2014 [District] Teacher Survey about Parental Involvement

Welcome to the 2013-14 Stanford University Survey of [district] teachers about parental involvement! This year, a number of parents are participating in a text-messaging program designed to help them prepare their children for kindergarten, called READY4K! One important part of kindergarten readiness is parental involvement. The goal of this survey is to obtain your views and insights about the involvement of parents in their children's schooling. You will be asked questions about students and their parents. Your responses, which are completely confidential, will help us make READY4K! better. In addition, you will receive a \$50 stipend for completing the survey and returning it to.

CONFIDENTIALITY: Taking this survey is completely voluntary. Your responses are completely confidential. To protect your confidentiality, survey results will be reported in aggregate form only and will never identify you. **YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT OR PARENTS.** Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact:

ABOUT THE RESEARCHERS: Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice.

Thanks for your participation!

Section I: Basic Information

Today's date:

Your name:

Your school's name:

Section II: Parental Involvement Questions

1. How well do YOU KNOW the parents of the following children?

	Not at all	Not very well	Well	Very well
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How often do the parents of the following children TALK TO YOU?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do parents of the following children ask you about their CHILD'S INTERESTS?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How often do parents of the following children ask you about how their child is GETTING ALONG WITH OTHER CHILDREN AT SCHOOL?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often do parents of the following children ask you about how their child is LEARNING IN SCHOOL?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How often do parents of the following children ask you about their child's UNDERSTANDING OF EARLY LITERACY SKILLS like letters of the alphabet?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Do you have a Raising a Reader red [book] bag program in your classroom?

	Yes	No
	<input type="radio"/>	<input type="radio"/>

8. If you answered Yes to Question 7, how much do parents of the following children USE THE RED [BOOK] BAG?

	Not at all	A little bit	More than a little bit	A lot
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often do parents of the following children ask you about THINGS THAT THEY CAN HELP THEIR CHILD LEARN TO READ?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How often do parents of the following children ask you for BOOK RECOMMENDATIONS?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often do parents of the following children TELL YOU about their CHILD'S INTERESTS?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How often do parents of the following children TELL YOU about what they are DOING AT HOME TO HELP THEIR CHILD LEARN?

	Not at all	Not very often	Often	Very often
Parents of student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How much INTEREST do the following children show in EARLY LITERACY FUNDAMENTALS such as the letters of the alphabet?

	No interest	A little interest	More than a little interest	A lot of interest
Student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How much do the following children enjoy LISTENING TO STORIES READ FROM A BOOK?

	Not at all	A little bit	More than a little bit	A lot
Student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How often do the following children LOOK AT BOOKS ON THEIR OWN when they are at school?

	Not at all	Not very often	Often	Very often
Student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 4
2015-2016 Parent Enrollment Form, Text Messages, and Parent Survey

Texting Program Enrollment Form

[District] wants to send you text messages! Text messages will include helpful tips and reminders related to preschool that will help support you and your child’s education. If you agree to receive texts, you will receive a \$5 gift card. You are eligible to participate if your child was born on or before 9/1/2011.

1. Child enrolling in [district]:

First	Middle	Last
Date of Birth (month, day, year)	Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female

2. Parent/Guardian Information:

First	Last	Middle
Relationship to the Child	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other	
Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Address (Street address, city, state, ZIP CODE)
Email address		Home phone number
Your highest education level (check one)	<input type="checkbox"/> Less than a high school degree <input type="checkbox"/> A high school degree but no college <input type="checkbox"/> Some college but no degree <input type="checkbox"/> Associates degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> Graduate degree	

Ten-digit number of cell phone that will receive [district] texts	<i>(e.g., 415-241-6000):</i> _____ - _____ - _____
Which of the child’s relatives uses this cell phone most?	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother/Grandfather <input type="checkbox"/> Sister/Brother <input type="checkbox"/> Other relative _____ <input type="checkbox"/> Other non-relative _____
The service provider for this phone is:	<input type="checkbox"/> Verizon <input type="checkbox"/> AT&T <input type="checkbox"/> Sprint <input type="checkbox"/> Metro PCS <input type="checkbox"/> T-Mobile <input type="checkbox"/> Other _____
Does your cell phone service include unlimited texting?	<input type="checkbox"/> Yes <input type="checkbox"/> No If “No”, how many text messages are included in your monthly plan? _____

What is your home language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese (Mandarin or Cantonese?) _____ <input type="checkbox"/> Other _____
What language would you like to send and receive text messages in?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese + English

3. Texting Program Enrollment Questions:

In a typical week, how often do you or any other family member:	Not at all	Once or twice	3 to 6 times	Every day
(a) Tell stories to your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Count from 1 to 10 with your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Sing songs with your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Name the shape of objects around the house with your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Read books to your child (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Compare two or more household objects with your child (for example, by height, weight, length or color) (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Once or twice	3 to 6 times	Every day
In a typical week, how often does your child ask to be read to (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical week, how often does your child ask questions about numbers, shapes, colors or patterns (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical week, how often do you read by yourself for pleasure (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little bit	More than a little bit	A lot
How much do you like math (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About how many children's books does your child have in your home now, including library books? (Please only include books that are for children.)	
What is your child's favorite book?	

	None of them	Some of them	Most of them	All of the letters
How many letters of the alphabet can your child recognize (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Not very well	Somewhat well	Well	Very Well
How well does your child know letter sounds, like the sound the letter “b” makes in “bird” (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can your child rhyme words, like “cat” and “hat” (check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None of Them	1-4 Numbers	5-9 Numbers	10 or more
How many numbers does your child recognize (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None of Them	1-2 Shapes	3-4 Shapes	5 or more shapes
How many shapes does your child recognize (check one)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Consent to participate in the study:

Consent statement: You are invited to participate in a research study about a texting program for parents of preschoolers. After enrolling in the program, you will be sent a text message approximately three times per week starting in September 2015. There are no risks associated with this study. The benefits which may reasonably be expected to result from this study are to get helpful information about supporting your child to do well in school. You will receive a \$5 gift card as payment for your participation. We cannot and do not guarantee or promise that you will receive any benefits from this study. Please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy and confidentiality of the information you provide will be maintained in all published and written data resulting from the study. If you have any questions or comments about this study you can contact:. If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact:.

Do you want to participate in the [district] texting program? Yes No

-
 X _____

Parent Signature

Please do not write below this line (to be completed by [district] enrollment clerk)

5. Clerk's Notes:

Clerk's Name:

First	Middle	Last
-------	--------	------

Enrollment questions:

Did the parent consent to participate in the texting program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the child's name and date of birth on this enrollment form match his/her name and date of birth on other forms?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you give the parent a gift card today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Student information:

Student #	_____
Pre-k site name	
Teacher name	

Treatment Texts

Monday (10/12):

- Welcome to Ready4K! Every week, we will send you fun facts and easy tips to help you prepare your child 4K!
- Learning takes time & every child learns differently. Keep trying new things, be patient & persistent, and have fun!
- Ready4K! activities fit into your busy schedule. You can make a big difference in your child's education in just 5 minutes per day!
-

Week 1:

Monday (10/19):

- **FACT:** Having conversations with your child builds his/her literacy skills & makes him/her feel special. A great way to start is by asking questions.

Wednesday:

- **TIP:** At breakfast, ask your child about what s/he is eating. Do you like a lot or a little milk with your cereal? Why? Talk about what you like & wh

Friday:

- **GROWTH:** Keep having conversations. You're preparing your child 4K! What was the most fun thing at school today? Why? Talk about your day too.

Week 2:

Monday:

- **FACT:** Counting is one of the first math skills that children learn. You can help by counting items during everyday activities.

Wednesday:

- **TIP:** As you put the dishes away, count the plates 1-by-1 with your child. Try it again with bowls. Can your child count the cups by himself (herself)? Forks?

Friday:

- **GROWTH:** Keep counting. You're preparing your child 4K! You can count many things together – your fingers & toes or the number of steps to the car.

Week 3:

- **FACT:** Kids can do things we don't like. To change that, talk to them about their good behaviors--they will do those more & bad behaviors less.
- **TIP:** As your child gets done with play time, talk to him/her about one thing s/he does well: You put your toys away. You are keeping the house clean!
- **GROWTH:** Keep talking about your child's good behaviors! Talk about them right away: You shared your toys with your sister. That makes her happy!

Week 4:

- **FACT:** Letters are the building blocks of written language. Children need to know the letters to learn how to read and write.
- **TIP:** Point out the first letter in your child's name in magazines, on signs & at the store. Have your child try. Make it a game. Who can find the most?
- **GROWTH:** Keep pointing out letters. You're preparing your child 4K! Point out each of the letters in your child's name. Ask: What sound does it make?

Week 5:

- **FACT:** Children need to know numbers to learn how to do math. Research shows that knowing numbers helps kids do well in math.
- **TIP:** Pick a number from 1 to 9. Point it out when you see it on signs, menus, license plates & price tags. Have your child try. Who can find the most?
- **GROWTH:** Keep pointing out numbers to prepare 4K! After you find a number, ask your child to show you that number on her/his fingers.

Week 6:

- **FACT:** Playing is fun. It also allows your child to be active, discover, explore, imagine, solve problems, & test ideas.
- **TIP:** Join your child when s/he is playing today! Ask your child what her/his stuffed animal is thinking or likes to eat.
- **GROWTH:** Keep playing. Use play to teach cooperation. Build a fort with blankets & show your child how to work as a team.

Week 7:

- **FACT:** Knowing a lot of words is important for reading, writing and talking to others. Kids who know many words have an advantage in school!
- **TIP:** Say and explain words to your child as you do everyday tasks. Tell your child that you WASH dishes to CLEAN them. To WASH is to CLEAN.

- GROWTH: Keep explaining words. You're preparing your child 4K! Now ask questions about the words: What else do we WASH? (Clothes, hair)

Week 8:

- FACT: Children need to know the difference between more & less. The concept of more & less helps kids learn later math skills like addition & subtraction.
- TIP: At a meal ask: Who has more peas on their plate, me or you? Who has less? Eat some & say: Who has more now? Have your child eat some & ask again.
- GROWTH: Keep comparing. You're preparing 4K! During bath time, put water in 2 plastic cups, one with more. Ask: Which has less? Can you make them the same?

Week 9:

- FACT: Giving your child a choice gives him/her a feeling of self-confidence & teaches him/her how to make decisions. These are important skills 4K!
- TIP: At snack time, let your child choose what s/he wants to eat: What do you want for a snack? An apple or orange? Carrots or celery?
- GROWTH: Keep giving choices to prepare your child 4K! Praise your child's choice: You chose an apple, great choice!

Week 10:

- Happy Holidays from Ready4K! This week, enjoy spending time with your family - you've earned it! We'll begin texting again next week.

Week 11:

- FACT: To learn to read and write, children need to know that words are made up of sounds. Many children start by learning beginning word sounds.
- TIP: At a meal, say: Let's think about the sound that each food name starts with. What sound does tomato start with? (The ttt sound) Milk? (mmm)
- GROWTH: Keep saying beginning word sounds. You're preparing your child 4K! Now ask your child: What letter makes the ttt sound? The mmm sound?

Week 12:

- FACT: Shapes are all around us. You can help build your child's math skills by pointing out shapes and asking questions about them.
- TIP: Look for shapes on the go. Point & say: That house's windows are rectangles. Ask: What shape are the wheels on that car?
- GROWTH: Keep pointing out shapes. You're preparing 4K! Make it a game. Who can find a circle, square, rectangle, and triangle? (like a slice of pizza)

Week 13:

- **FACT:** Clear and simple directions are easier for children to understand. Keep requests short and specific so your child can learn routines more easily.
- **TIP:** Break down the bedtime routine into specific requests. Instead of: Get ready for bed, say: Please put on your pajamas, and: Please brush your teeth.
- **GROWTH:** Keep using specific requests. Following directions will prepare kids 4K! Try: Please bring your dishes to the sink, instead of: Clean up.

Week 14:

- **FACT:** Preschool is when children begin learning the difference between UPPER & lower-case letters, an important skill for reading & writing.
- **TIP:** Hunt for UPPER & lower-case letters in a book or magazine. Pick a letter (m). Show your child an m & an M. How many of each can s/he find?
- **GROWTH:** Keep working on UPPER & lower-case letters to prepare 4K! In a book, show your child that sentences & names start with UPPER-case letters.

Week 15:

- **FACT:** Children need to know patterns to understand how objects are related. Copying simple patterns is the first step.
- **TIP:** When you set the table, show your child the pattern you make with silverware (fork-knife-spoon). Can your child do it for the rest of the table?
- **GROWTH:** Keep copying patterns. You're preparing your child 4K! Now try harder patterns like spoon-fork-fork-spoon-fork-fork. Ask: What comes next (spoon)?

Week 16:

- **FACT:** Letting your child know that you see her/him trying makes her/him try harder. Talk about her/his effort, not on the end result.
- **TIP:** Ask your child to help with a difficult task and talk about his/her effort: You worked hard to make your bed! The corners are tough!
- **GROWTH:** Keep acknowledging your child's effort to prepare him/her 4K! Even if your child didn't finish, say: You worked hard. That's important.

Week 17:

- **FACT:** Rhyming helps children learn that words are made up of sounds, which is an important step in learning to read.

- TIP: On the way home, say: Let's play a rhyming game. I'll say a word & you say one that rhymes. Try hat (cat, mat), bear (care, hair) & green (bean, clean).
- GROWTH: Keep rhyming to prepare 4K! Now point out the objects you see on your way home like a tree. Ask: What rhymes with tree? (Bee, knee, three)

Week 18:

- FACT: Preschool is when many children begin to learn basic addition & subtraction. Laundry time is great for building these skills.
- TIP: When folding the laundry, make a pile of 3 socks. Ask: How many will we have if we add 1? Count to find out. What if we add 2 more?
- GROWTH: Keep building your child's math skills! Now make a pile with 7 socks. Ask: How many will we have if we take 2 away? 4? Count to find out.

Week 19:

- FACT: All emotions are important. Teaching children to accept their emotions helps them calm down more quickly.
- TIP: Describe how your child feels. This shows them you understand their feelings & helps them to calm down. Say: I can see that you feel mad.
- GROWTH: Keep describing emotions. Kids who talk about emotions settle into K better. Talk about past emotions: You were excited at Juan's birthday!

Week 20:

- FACT: The kitchen has many learning opportunities. Start by hunting for letters on food labels. How many can your child find? Can s/he say their sounds?
- TIP: As you use kitchen utensils, teach your child their names & talk about what they're used for (spatula, ladle, tongs). Have him/her act out their use.
- GROWTH: Keep learning in the kitchen to prepare 4K! Play a guessing game. Say: What starts with FREE & ends with ZER? (Freezer) TOE & STER? (Toaster)

Week 21:

- FACT: Giving your child "hi 5s" is a fun way to teach math skills. You & your child both hold up 5 fingers & gently slap each other's hands.
- TIP: This week, pick out a good thing that your child did & give him/her a "hi 5" for doing it. Then give him/her a "hi 10" with both hands!
- GROWTH: Keep giving "hi 5s". You're preparing your child 4K! Ask your child: Can you give me a "hi 3"? A "hi 7"? How many "hi 5s" make 20? (4) Show me.

Week 22:

- FACT: Children who are kind and thoughtful make and keep friends. You can teach your child to be kind and thoughtful with your own behavior.
- TIP: Today, when you do something kind, describe it your child: I held the door open so that person could get through.
- GROWTH: Keep teaching your child about kind and thoughtful behavior: I gave you a hug so you would know how happy I was to see you!

Week 23:

- FACT: Books have many parts like a cover, title, pages, words & pictures. Showing your child the parts of a book will help him/her get ready to read!
- TIP: Show your child the title of a book. Underline each word with your finger as you read it out loud. Can your child say & point to each word of the title?
- GROWTH: Keep showing your child the parts of a book! Open a book & ask: Can you show me a letter? A word? A space? Show him/her where we start reading.

Week 24:

- FACT: The objects in your home come in many shapes & sizes. Asking your child questions about these objects can improve his/her math skills.
- TIP: Ask: What shape is a book or magazine (rectangle)? Have your child point to & count the sides (4). Ask: What else has 4 sides (Pictures & the TV)?
- GROWTH: Keep asking questions about shapes! Ask: What shape is a slice of pizza? How many sides does it have? (3) What else is a triangle?

Week 25:

- FACT: Emotions are important and children need to learn good ways to express them. You can help by talking about good ways to express emotions.
- TIP: Naming your child's emotions will help her/him calm down. Say: It's okay to be angry but it is not okay to be mean.
- GROWTH: When your child calms down, talk about naming emotions. Next time he/she is upset, your child will have tools for dealing with emotions.

Week 26:

- FACT: Learning to read requires knowing which direction we read. Children need to know that we read from left to right, top to bottom & front to back.
- TIP: Open a book to the first page and ask your child: where do I start reading? Then where do I go? As you read, underline each word with your finger.

- GROWTH: Keep reading to prepare your child 4K! Have your child try underlining each word with his/her finger! Can s/he show you where the book ends?

Week 27:

- FACT: By the end of preschool, many children learn to count beyond 20. You can help your child by playing silly counting games at bedtime.
- TIP: At bedtime ask: How quickly do you think you can put on your pajamas? Now you guess (more than 20 seconds). Count out loud together to see who's closer!
- GROWTH: Keep counting to prepare 4K! Ask: How long do you think I can stand on 1 foot & touch my nose? Have your child count. Try to do it for 30+ seconds!

Week 28:

- FACT: Kids have a hard time naming their feelings. Naming feelings is a great way to help your child learn to learn about them.
- TIP: Help your child name her/his own feelings: You are smiling. Do you feel happy? You're throwing your toys. Are you upset?
- GROWTH: Keep naming your own and your child's feelings. If you can't find your jacket, say: I'm feeling frustrated because I can't find my jacket.

Week 29:

- FACT: Reading time is great for reinforcing important skills like beginning word sounds & rhyming. Ask: What sound does the word book start with? (bbb)
- TIP: As you read to your child, emphasize rhyming words like fox & box, bee & tree, and moon & spoon. Ask: What else rhymes with moon & spoon? (Balloon)
- GROWTH: Keep reading to prepare your child 4K! Remember to have your child underline each word with his/her finger as you read.

Week 30:

- FACT: There are many things you can do to build your child's math skills as you help him/her get dressed. Ask: What is the shape of this button? (Circle)
- TIP: Have your child count the buttons on his/her shirt (or another shape). Ask: If there was one more button how many would there be? 2 more?
- GROWTH: Keep using dress time to prepare 4K! Challenge your child to count all of the shoelace holes on 1 shoe. How many would there be if there were 4 less?

Week 31:

- **FACT:** Children may not understand what it means to "calm down". Being calm is important 4K. Children need to learn ways to calm down.
- **TIP:** Teach your child what it means to be calm: Take deep breaths together. Talk about how your bodies feel. Explain that this is calm.
- **GROWTH:** Keep teaching your child to be calm. It will help her/him in K. On the way to school, practice taking deep breaths together.

Week 32:

- **FACT:** Over the summer, many children lose much of what they learned. You can help prevent summer learning loss by continuing to do fun activities.
- **TIP:** This summer, point out letters, numbers, shapes & words to your child. Read stories & work on math skills like counting, addition & subtraction.
- **GROWTH:** Keep growing your child's learning over the summer! Make sure to praise your child for trying new activities!
- **READY4K:** We hope you enjoyed Ready4K texts! Have a great summer!

We hope you're having a good summer & enjoyed Text4Parents texts last year. Next week we'll send a survey & give you \$50 for your feedback!

Control Texts

10/12:

Welcome to Ready4K! Every week, we will send you fun facts and easy tips to help you prepare your child 4K!

Learning takes time & every child learns differently. Keep trying new things, be patient & persistent, and have fun!

Ready4K! activities fit into your busy schedule. You can make a big difference in your child's education in just 5 minutes per day!

10/28: TIP: Planning for school emergencies is important. Make sure that you filled out the Emergency Card & returned it to the school office.

11/11: TIP: School sites plan how to respond to and recover from emergencies. To learn more about the school site emergency plan, go to [website].

11/23: TIP: [district] is all about great food. Did you know local chefs hand prepare our meals fresh daily? Go to [website] to learn more.

12/9: TIP: [district] schools are closed from Monday Dec. 21, 2015 to Friday Jan. 1, 2016 for winter break. Go to [website] to learn more

12/30: TIP: Did you know that [district] has calendars with District, school and community-sponsored events? Go to [website] to learn more.

1/13: TIP: Did you know that [district] has calendars with District, school and community-sponsored events? Go to [website] to learn more.

1/27: [district] Early Education Department embraces essential principles of child development aligned with the California Preschool Learning Foundations.

2/10: [district] Early Education Department embraces essential principles of child development aligned with the California Preschool Learning Foundations.

2/24: TIP: The Parent Advisory Council advises [city's] Board of Education on parents' perspectives. It holds meetings once per month.

3/9: TIP: [district] adopted a curriculum aligned with the Common Core State Standard. In grades 3-8 & 11, students will be assessed on the Standards.

3/23: TIP: [district] schools are closed from Monday March 28, 2016 to Friday April 1 for Spring Break.

4/6: TIP: Want to volunteer? The [organization] can match you to a teacher that has requested a volunteer. Go to sfedfund.org

4/20: TIP: [district] is governed by an elected seven-member Board of Education. Express your voice by voting in school board elections!

5/18: TIP: Thursday, May 29th is the last day of school for 2015-16.

6/1: We hope you're having a good summer & enjoyed Text4Parents texts last year. Next week we'll send a survey & give you \$50 for your feedback!

Survey text:

We want to know what you think about READY4K! texts! If you provide us with feedback, we'll send you \$25. You can give us feedback by going to: [website]

End-of-Year Feedback Form

Dear San Francisco Unified School District parent,

We want to know what you think about Ready4K texts!

If you provide us with feedback by **July 31, 2016**, we will send you a \$20 Target gift card!

There are two ways that you can give us feedback:

1. Complete the enclosed form and return it to us in the envelope provided
2. Complete the form online by going to the following webpage: [link]

If you have any questions, please contact us at:

Many thanks for your help!

Sincerely,

The Ready4K Team

-The journey towards K is full of magic!

To receive your \$20 Target gift card, please complete all questions.

Section 1:

1. Your first and last name: _____
2. The name of your child in pre-k: _____
3. What is your highest level of education? (Please circle one)

No high school diploma	High school diploma or GED	Some college	Associate's degree	Four-year college degree (BA, BS)	Graduate degree (MA, PhD)
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4. Your 10-digit cell phone number (e.g., 650-555-1234):

5. Email address: _____
6. Mailing address for your \$20 Target gift card (street address, city, state & zip code):

Section 2:

1. How much do you AGREE with each of the following statements?				
	Strongly Disagree	Disagree	Agree	Strongly Agree
I know what I can do to help my child develop the LITERACY SKILLS necessary for kindergarten				
I know what I can do to help my child develop the MATH SKILLS necessary for kindergarten				
I know what I can do to improve my child's BEHAVIOR				

2. Last week, HOW MANY TIMES did you do each of the following LITERACY RELATED activities with your child? It is OK if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can.				
	Not at all	Once or twice	3 or 4 times	More than 4 times
Pointed out letters to your child on everyday objects (like license plates, shampoo bottles, or at the store)				
Showed your child that we read from left to right				
Practiced word sounds with your child (like milk starts with "mmm")				
Practiced rhyming words (like cat and hat)				
Showed your child the different parts of a book (e.g., cover, title, and author)				
Helped your child learn new words				
Worked on literacy skills during family activities (like meal time or in the kitchen)				

3. Last week, **HOW MANY TIMES** did you do each of the following **MATH RELATED** activities with your child? It is OK if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can.

	Not at all	Once or twice	3 or 4 times	More than 4 times
Counted with your child to 20 or higher				
Pointed out numbers and asked your child to say their names (like on license plates)				
Worked on patterns with your child (like fork-knife-spoon)				
Asked your child to name the shapes of objects (like wheels or a slice of pizza)				
Asked a basic addition or subtraction question (like: How many socks will we have if we add 3 to the pile?)				
Helped your child learn about groups of 5 (e.g., using dice, playing cards, or "hi 5s")				
Counted items one-by-one with your child (like cups, plates, trees or cars)				

4. Last week, **HOW MANY TIMES** did you do each of the following activities to **IMPROVE YOUR CHILD'S BEHAVIOR** and **CALM HIS/HER EMOTIONS**? It is OK if you didn't do these things at all last week. Each week is different. Just answer as accurately as you can.

	Not at all	Once or twice	3 or 4 times	More than 4 times
Talked with your child about his/her feelings				
Praised your child's good behaviors (like: I like it when you play quietly)				
Gave your child choices (like apple or orange)				
Explained why you did something nice for someone (holding the door)				
Praised your child's effort even if s/he didn't finish (instead of focusing on the outcome)				

5. How well do each of these things DESCRIBE YOUR CHILD?				
	Not at all	A little	More than a little	Very well
Names her/his own feelings				
Shares and takes turns with others				
Talks about what caused her/his feelings				
Explained why you did something nice for someone (holding the door)				
Keeps trying even when something is hard				

6. Different families have different daily routines. That's great! How EASY is it to do learning activities with your child in the following parts of your day?				
	Very hard	Hard	Easy	Very easy
Bath time				
At the store				
During meals				
Going to school				
On the way home				
While helping your child get dressed				
In the morning				
After dinner				
Bedtime				
While doing chores				
After school				
On the weekend				

Section 3:

1. Did you receive Ready4K text messages?
Yes _____ No _____
2. When you received Ready4K texts, did you READ them?
Never _____ Sometimes _____ Most of the time _____ Always _____
3. Did you USE the information in Ready4K texts?
Never _____ Sometimes _____ Most of the time _____ Always _____
4. How HELPFUL was the information in Ready4K texts?
Not Helpful _____ A little Helpful _____ Helpful _____ Very Helpful _____
5. What do you like the MOST about Ready4K texts? (Please select only one answer)
_____ Information about the skills children need for kindergarten
_____ The tips
_____ The reminders
_____ Ready4K texts are encouraging and make me feel supported
6. To what extent would you RECOMMEND Ready4K texts to other parents?
_____ Discourage
_____ Neither discourage nor recommend
_____ Recommend
_____ Strongly recommend
7. How can we improve Ready4K texts?

Thank you for your participation!
We will send your \$20 Target gift card to the address provided above.