Save the Children®

Zambia
School Readiness and ECCD Baseline Report

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I. Overview

The following report presents the results of a school readiness assessment administered to children ages 3-5 in new sponsorship areas of Lufwanyama, Zambia, as well as a survey of their caregiver and a more general community questionnaire focused on ECCD programming. This section outlines the main questions the report will address, namely:

1. Is the school readiness assessment a reliable and rigorous tool that captures variations in young learners' skills across developmental domains?
2. What are students' baseline levels in emergent literacy, mathematics, socio-emotional and motor skills before the intervention?
3. What factors are correlated with the children's performance on the school readiness assessment at baseline?
4. What are parents' and community's attitudes and practices surrounding ECCD?

Section II presents information on the sample, school readiness assessment used and analysis performed. In Section III, we examine both how students performed in each area of the assessment and determine the rigor of the school readiness tool in measuring Emergent Literacy, Emergent Mathematics, Socio-Emotional Intelligence and Motor skills. Section IV outlines the background characteristics that may predict performance on areas of school readiness and differences among groups. Section V looks at the sample averages for parent and community ECCD attitudes and practices. Section VI summarizes the results and provides recommendations for programming.

II. Methodology

This report looks at young children's readiness for school prior to beginning ECCD programming in the sponsorship area. This analysis looks at 273 children ages 3-5 years, 163 of their caregivers and 209 community members across four catchment areas that span four districts in the sponsorship areas in Zambia. The sample came from the centers three randomly selected from each of the four ECCD project sites, namely: Bulaya, Mukutuma, Mibenge and St Josephs. The four ECCD project sites were purposefully selected as they were the only sites in the district where ECCD would be implemented by Save the Children. The comparison group was not selected as the district had never had any ECCD before. Unfortunately, it was not possible to link student scores with parent survey responses, an issue of clearly coding across these two groups that should be addressed at the time of the next data collection.

Instruments

Caregivers were asked about their education, their hopes, aspirations and beliefs about ECCD, as well as a battery of items about the resources for children (books, toys), interaction with children, health and hygiene as well as information networks. Community members were asked their input on organizing and supporting ECCD in a variety of ways.

Students were assessed in their homes or at an ECCD center using a shortened School Readiness Assessment tool which includes 16 indicators related to four developmental domains of preschool children: Motor Development, Emergent Literacy, Emergent Math and Socio-

Personal Development. Table 1 outlines the key constructs assessed under each domain with corresponding number of Indicators and items (individual questions asked).

Table 1. Summary of Skills Tested in School Readiness Instrument

Domain	Constructs assessed	# of Indicators	# of Items
Motor Development	Fine Motor Skills Gross Motor Skills	2 1	8 1
Emergent Literacy	Print awareness and book knowledge Letter identification Oral language (Expressive, Receptive & Comprehension) Writing	1 1 3 1	5 20 27 1
Emergent Math	Number awareness Counting Days of the Week Shapes Addition	1 1 1 1 1	20 4 2 6 3
Socio-emotional Development	Perspective taking Friends Recognizes emotions Response to conflict	1 1 1 1	3 1 2 2

Sample

Although children aged 3-6 years can be assessed using the school readiness assessment tool, the target group in this study included children ages 3 (33%), 4 (4%) and 5 (63%) years, and age comparisons will focus on children age 5 versus those age 3. The sample is 51 percent male and 49 percent female.

Table 2. Summary of Sample by Age and Gender

Children						
	Total		**Gender**			
			Male		**Female**	
Age (Years)	**N**	%	**N**	%	**N**	%
3	89	33%	48	35%	41	31%
4	11	4%	4	3%	6	5%
5	173	63%	86	62%	85	64%
Total	273	100%	138	100%	132	100%
Parents	163					
Community Members	209					

Unfortunately, the data do not allow the disaggregation of parents or community members by gender.

Analysis

For the school readiness assessment, we ideally want an instrument with strong internal validity, and that accurately measures children's true skills in emergent literacy, math, etc. This

includes having an instrument that is not too hard, not too easy and provides a spread of scores amongst the children to understand how they perform relative to each other. If the assessment captures variation in young children's developmental outcomes for school readiness, then we would expect that:

1. Scores across developmental domains should reflect some increase by age (though this is not necessarily expected for all domains).
2. Scores across developmental domains should correlate with each other, and sub-scale scores within individual domains should correlate as well (Dowd & Friedlander, 2009).
3. There should be a large enough spread of the data with not all students getting close to zero or 100%

Analyses in this report focus mainly on internal validity tests measured by Cronbach's alpha. Generally, Cronbach's alpha scores above 0.8 are considered good, above 0.7 are acceptable and scores below 0.5 are unacceptable[1]. For comparison of means by age or gender, ttests are used to determine the significance of any differences. Analysis of parent and community survey responses will be reported as averages – or frequencies when indicators are on scales not easily interpretable as averages.

III. Results: School Readiness Skills

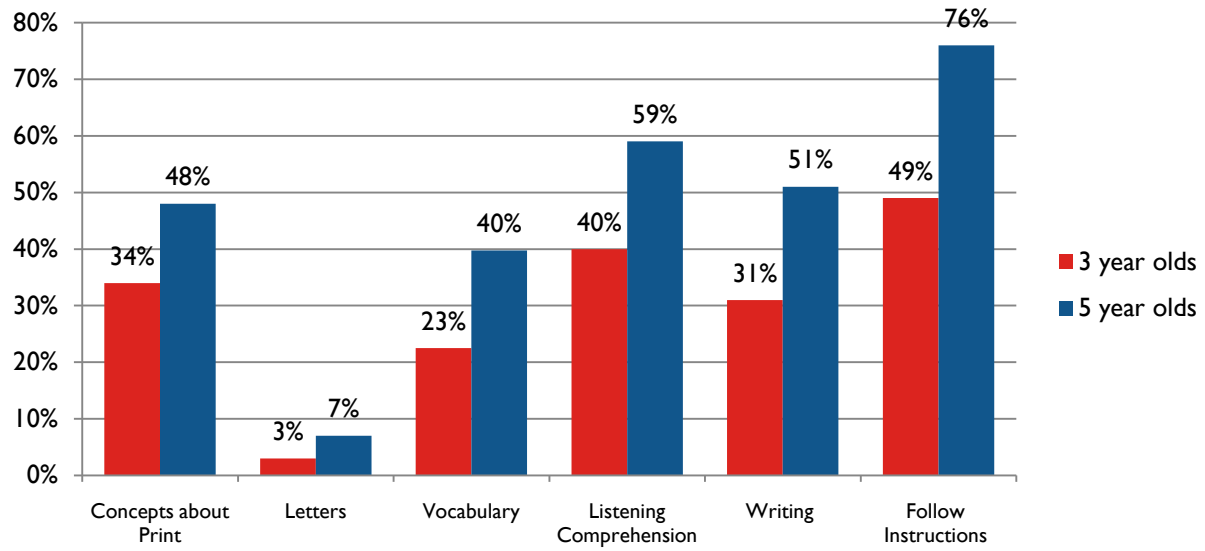
The following section establishes the internal validity of each domain of the school readiness assessment (SRA), describes the overall results along each item of the SRA and examines how much variance each question captures. It also discusses if there was a significant difference between 3 and 5 year olds and boys and girls.

Emergent Literacy

Students were tested on their understanding of print awareness, letter identification, oral language abilities, listening comprehension and writing to gauge their emergent literacy and language skills. In every area of assessment in Figure 1, older children significantly outperformed younger children. There were no differences in emergent literacy skills detected between boys and girls.

[1] George and Mallery (2003) provide the rules of thumb for interpreting Cronbach's alpha: $\alpha > .9$ is Excellent, $\alpha > .8$ is Good, $\alpha > .7$ is Acceptable, $\alpha > .6$ is Questionable, $\alpha > .5$ is Poor, and $\alpha < .5$ is Unacceptable (p. 231).

Figure 1. Average Emergent Literacy Skills by Age



Overall students had the most trouble identifying letters and performed better in following instructions and listening comprehension. Taken together, all 53 items have a good internal reliability (α=.82), and the 6 indicators are highly significantly correlated (p<.000). We turn now to a review of each set of items by age and gender as well as a discussion of their reliability.

Concepts about Print

Table 3 presents each item in CAP, showing that overall, children in this sample have limited knowledge of books and print materials. On average, children correctly identified 2 out of the 5 questions about the parts of a book and how to read it.

Table 3. Summary of Concepts about Print

Item	% correct	Sd	Significant Differences	
			5 vs. 6 year olds	Boys vs. Girls
Identifies book cover	74%	0.44	none	none
Opens book	66%	0.47	none	none
Identifies where to start reading	27%	0.44	**	none
Shows direction to read in	30%	0.46	none	none
Shows how to move to next line	24%	0.43	*	none
Total Concepts about Print (of 5)	42%	.34	**	none

*** p<0.001, ** p<0.01, * p<0.05

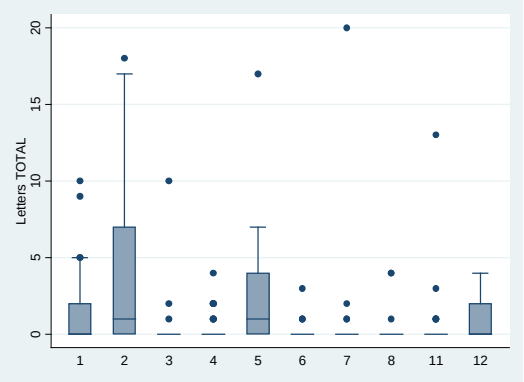
The easiest task for children was identifying the cover of the book, with 74 percent of students able to do this. Only about a third of children were able to show that reading goes from left to right and a quarter of children correctly moved down the page to the next line. Five year-olds were more likely to be able to complete these more difficult tasks, and boys and girls did not

differ in their average scores. Cronbach's alpha for all of the CAP indicators is 0.81 suggesting a good level of reliability.

Letter Identification

Generally, children in this sample have very limited letter knowledge with children identifying less than 1 of 20 letters shown, on average. 74 percent of children could not identify any letters shown to them (76% of girls and 71% of boys). That said, there are some centres in which this is not the case such as Centre 2 in Figure 2 and to a lesser extent Centres 5, 12 and 1. In addition, there are some children in each ECCD centre – represented as dots because they are unique – who demonstrate that they do know some of their letters. This suggests both that there are strengths on which to build and centres/children/parents in greater need of the most basic ECCD supports. This differences is not seen in other areas of the school readiness assessment, suggesting that access to and teaching of letters in daily life is limited for most children, but some are currently exposed and taught this particular skill by others around them.

Figure 2. Letter scores by ECCD centre



Oral language

Oral language skills are crucial for students entering school. Children's oral language skills in Table 4 were assessed through listening comprehension (answering questions about a short passage that was read to them), following instructions (whether they followed actions they were told to do) and vocabulary (listening up to 8 foods and animals they could think of).

Table 4. Summary of Oral Language

Indicator	% Correct	Sd	Significant Differences	
			3 vs. 5 yr olds	Boys vs. Girls
Listening comprehension (of 5)	52%	.33	***	none
Following instructions (of 6)	65%	.40	*	none
Vocabulary (Naming 8 foods and 8 animals)	34%	.24	none	none
Total Oral Language (of 27)	44%	.25	***	none

*** p<0.001, ** p<0.01, * p<0.05

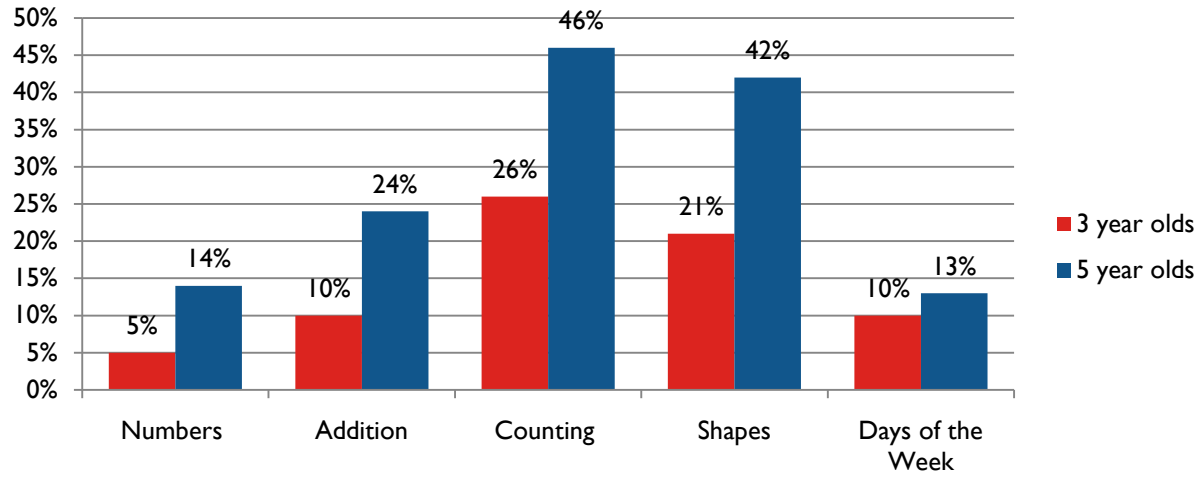
Older students performed better in listening comprehension and following instruction, but not in vocabulary. Boys and girls performed similarly in all three areas. Vocabulary was the weakest with students on average able to name 2.2 animals and 3.5 types of food they eat.

The total scores for all oral language indicators are significantly correlated. Taken together these indicators have an internal reliability of .77, suggesting that they create a reliable measure of children's oral language skills. The scores for all 21 language indicators is .82, reflecting a good internal validity for such a combined school readiness language score.

Emergent Math

To gauge abilities in math, students were assessed on number awareness, addition, counting, knowledge of shapes, and days of the week. Average scores by age are presented in Figure 3, in which in all but days of the week, the older children outperformed the younger children.

Figure 3. Average Emergent Math Skills by Age



Students performed best on counting and shapes, and had more trouble with numbers, addition and days of the week. There were not significant gender differences on any of the items. Taken together, all 35 items have a questionable internal reliability of (α=.63), and the 5 indicators are highly significantly correlated ($p<.000$). This indicates the tool could be strengthened to better capture emergent math skills in young children.

Counting and Numbers

Most children had oral understanding of numbers and were able to hand the assessor 3 objects when asked for them, but only a quarter could hand the assessor 7 or 10 objects when asked. Overall, these items had an internal reliability of 0.77. Comparatively, students had significant trouble recognizing written numbers. On average, three year olds could only identify 1 number of 20 written and five year olds could identify three numbers.

Addition

Students were asked to add 3 stones and 2 stones, then 3 plus 4 stones and finally 5 plus 5 stones. One third of students were able to complete the first, but fewer than 15 percent could do the additional problems. There were significant differences between 3 and 5 year olds, but not between girls and boys.

Shapes

Overall, children were most familiar with circles and least familiar with squares/rectangles when shown them on piece of paper with a circle, square and triangle. Taken together, the indicators in Table 5 have an internal reliability of α = .76, suggesting these are together reliable measures of emergent geometry.

Table 5. Summary of shape identification

Indicator	% Correct	Sd	Significant Differences	
			3 vs. 5 yr olds	Boys vs. Girls
Identified circle	51%	0.50	**	none
Identified rectangle	24%	0.43	none	*
Identified triangle	31%	.46	**	none
Identified square	24%	.43	*	none
Identified something that has circle shape	46%	0.50	***	none
Identified something that has square shape	37%	0.48	***	none
Total Shapes	**36%**	**0.25**	***	none

*** p<0.001, ** p<0.01, * p<0.05

Except for the rectangle, older children had significantly greater shape identifications cores, while girls identified the rectangle significantly more often than boys.

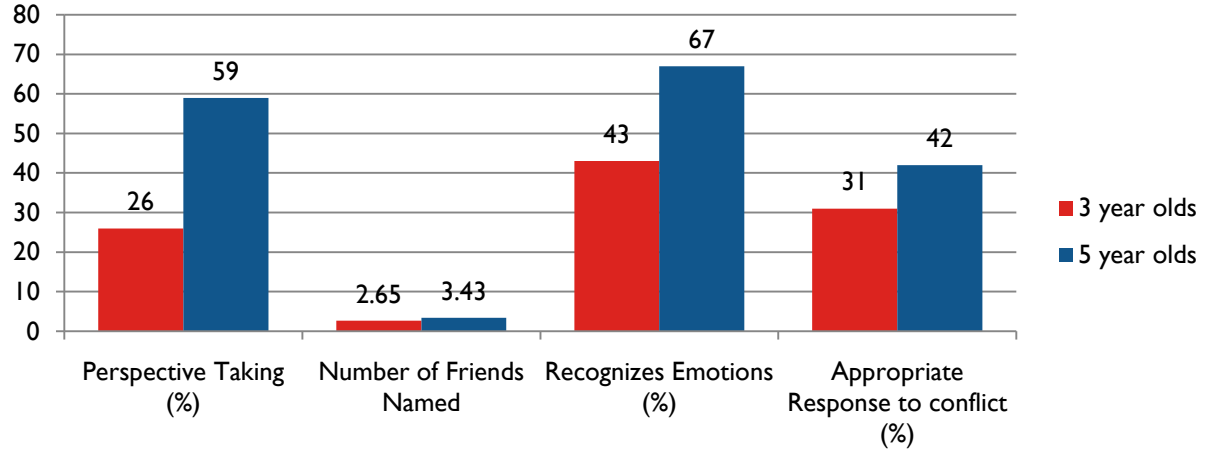
Days of the Week

Very few children could name what day it was today (14%) or what day tomorrow would be (11%). There were no significant differences between 3 and 5 year olds, or between boy and girls. This measure has been of questionable reliability as a measure of the math construct of time in a number of country settings and may not be appropriate as part of the overall emergent math scores.

Socio-emotional development

Four indicators in Figure 4 were used to assess children's socio-emotional development: perspective taking, naming friends, recognizing emotions and responding to conflict.

Figure 4. Average Socio-Emotional Development Item Scores by Age



All of these Indicators were significantly positively correlated with one another, and Cronbach's alpha for all of the socio-emotional indicators related to solving conflict, emotions and

perspective together is α = .82. This indicates that together these Indicators are fairly internally reliable. Adding friends, the alpha decreases to .66, suggesting that numbers of friends is separate. Differences between ages and gender followed less of pattern in this domain and are noted with each subdomain below.

Perspective Taking

For perspective taking, students were shown a picture of a child that had fallen down and hurt themselves and asked to identify how the child in the picture felt and what they could do to make the child feel better. Most students (60%) were able to state how the child might feel and half suggested a reasonable response for how to make the child feel better, and another 38 percent had a second solution to offer. As can be seen in Figure 3, older children significantly outperformed younger children, but there was no difference between boys and girls.

Number of Friends

When asked to name their friends, the children assessed named three on average. Older children named significantly more friends than younger children, but boys and girls did not differ on this item.

Recognizes own Emotions

Two third of children answered when asked to name things that make them happy, while only 57 percent did so when asked about what makes them sad. As can be seen in Table 6, older children did this significantly more frequently than younger children, and girls did so significantly more often than boys.

Table 6. Percent of Children Recognizing their Own Emotions by age and sex

	3 year olds	5 year olds	boys	girls
Names items that make them happy	56%	72%	58%	76%**
Names items that make them sad	42%	66%	51%	64%*

*** p<0.001, ** p<0.01, * p<0.05

Response to Conflict

Students were shown a picture of children fighting over a toy and asked to provide two ways they could help solve the problem. Nearly half of students (49%) were able to state a reasonable solution to the problem, but only 28 percent could name a second possible solution to the conflict. Overall, older students scored higher on both items, but the difference was not statistically significant, nor was the difference between boys and girls.

Motor Development

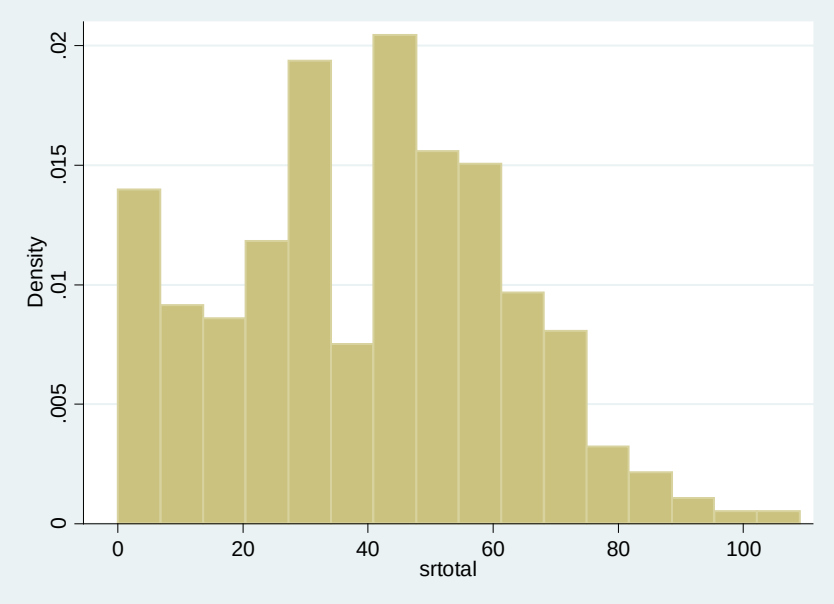
Students were assessed along both fine and gross motor skills. Students were asked to draw a human and copy a picture of a triangle to assess their fine motor skills and were asked t hop on one foot to gauge their gross motor skills. On average students' drawings of a human had under 3 recognizable features (from a possible 7 including legs, arms, torso, hands/feet, head, and any two facial features), and nearly a quarter (23%) of students either did not draw anything or their drawing did not have any recognizable features. Less than half of the children (43%) were able to copy a picture of triangle. Younger children hopped 5 times on average, while older children did so significantly more: 7 times. Older children were performed better than younger

ones on drawing humans and triangles as well, but boys and girls performed equally well on all motor skills items. The fine motor items (drawing) have an alpha of .87, suggesting they are a good measure. Hopping is a separate item.

School Readiness Total Score

When analyzing the indicators within these domains of emergent literacy, emergent math, and socio-emotional development, and motor development, data show that children have room to improve in all of these areas. The 19 indicators have an alpha of 0.87. Weighing each of the 14 indicators evenly we create a total SRA score for each student. On average students were able to answer 37 percent of the questions on the assessment with scores ranging from 0 percent to 100 percent.

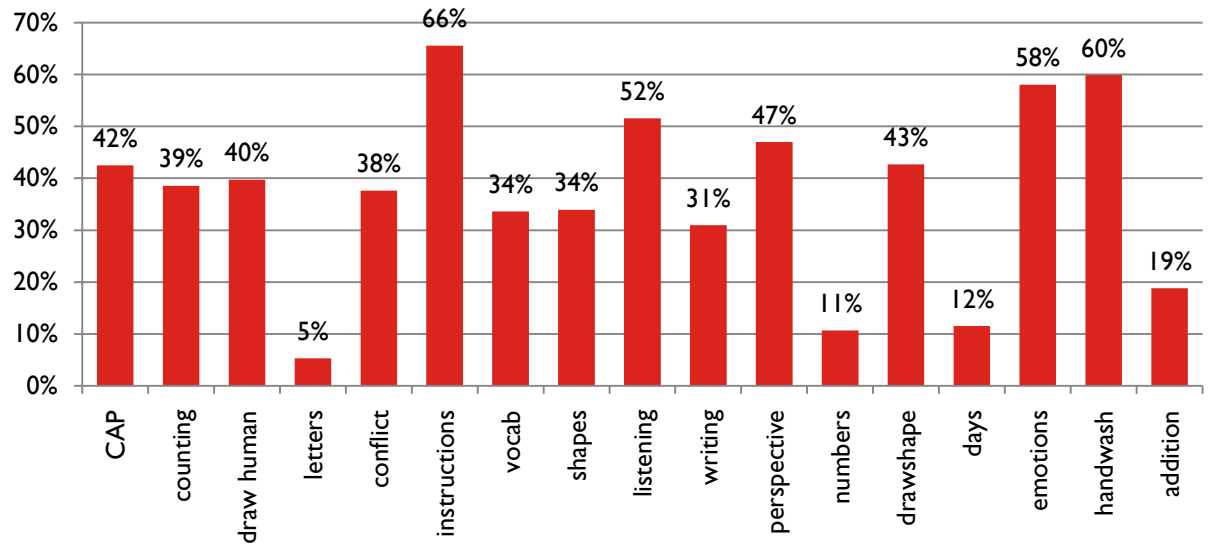
Figure 5. Total Score Readiness Score distribution



Five year olds scored significantly higher (44% correct) than three year olds (25%) and there were no differences for boys versus girls in total school readiness score.

Looking at the indicators in Figure 6, by far the lowest scores are in identifying written letters and numbers, then days and addition. Students were the best at following instructions and knew how to wash their hands and could identify emotions.

Figure 6. Indicators of School Readiness



There is clearly significant room for improvement along many of these measures of school readiness. Using this baseline, the new sponsorship program can periodically re-assess its progress ensuring children's school readiness.

IV. Predicting School Readiness Skills

In order to understand what factors are related to students' current school readiness level, we performed a multivariate regression of student characteristics on total school readiness score. There was limited demographic information about the students, with only age, gender, and an enumerator evaluation of the child's persistence during the counting task. Just over half of the children were thought by their assessors to show persistence. Table 7 shows the regression for these characteristics on school readiness.

For each year of age, a child is predicted to have a school readiness score 7.4 percentage points higher, on average, so the average difference between a three and five year old's total school readiness score is 14.8 percentage points. There is no predicted difference between boys and girls, but a child showing persistence is predicted to have a total school readiness score 17.9 percentage points higher than a child who did not.

Table 7: Prediction of School Readiness Total Score

VARIABLES	ß	(t)
age	0.074***	(0.014)
female	0.013	(0.027)
child showed persistence	.179***	(0.029)
constant	-0.050	(0.065)
Observations	245	
R-squared	0.3505	

*** p<0.001, ** p<0.01, * p<0.05

V. Parent ECCD Knowledge, Attitudes and Practices

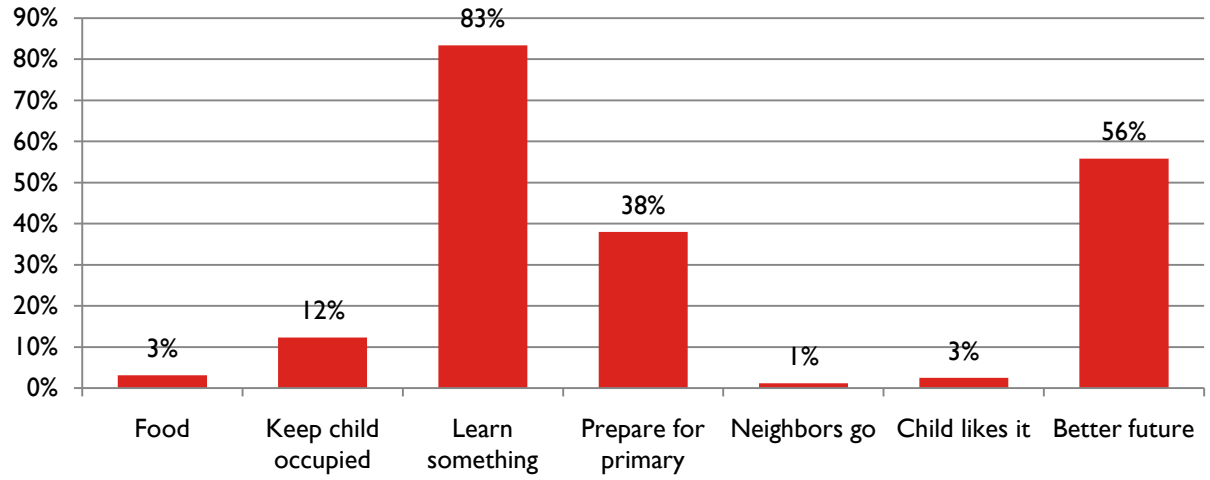
The parent survey was conducted to better understand parent educational background, socioeconomic status, and to set a baseline of parenting practices and knowledge around the care of young children and attitudes towards ECCD. This report presents summary statistics in across five areas of interest. While differences by centre are of interest programmatically, analysis did not show any significant differences in these areas when grouped by centre. This could be because many topics are new to these parents or so well know that there is no variation – or because the sample of parents in each of the five centers is too small to detect significant differences.

One hundred and sixty-three caregivers of children in five of the centers were interviewed, only 18 percent were not the mother or father of the child, and 55 percent were Lamba speakers and 37 percent Bemba speakers. Very few of their homes have electricity (11%), although many have cell phones (66%), and while the majority of respondents (64%) raise chickens and have gardens (69%), they have fewer larger animals like goats (23%), pigs (12%), cows (8%), or sheep (4%). The survey also reveals that the children's mothers had just under seven years of education, on average, and 63 percent can read; while fathers had eight years of education on average and 85 percent can read. The vast majority of children (90%) are reported to attend ECCD daily, and the remainder three or four times a week.

Attitudes and expectations

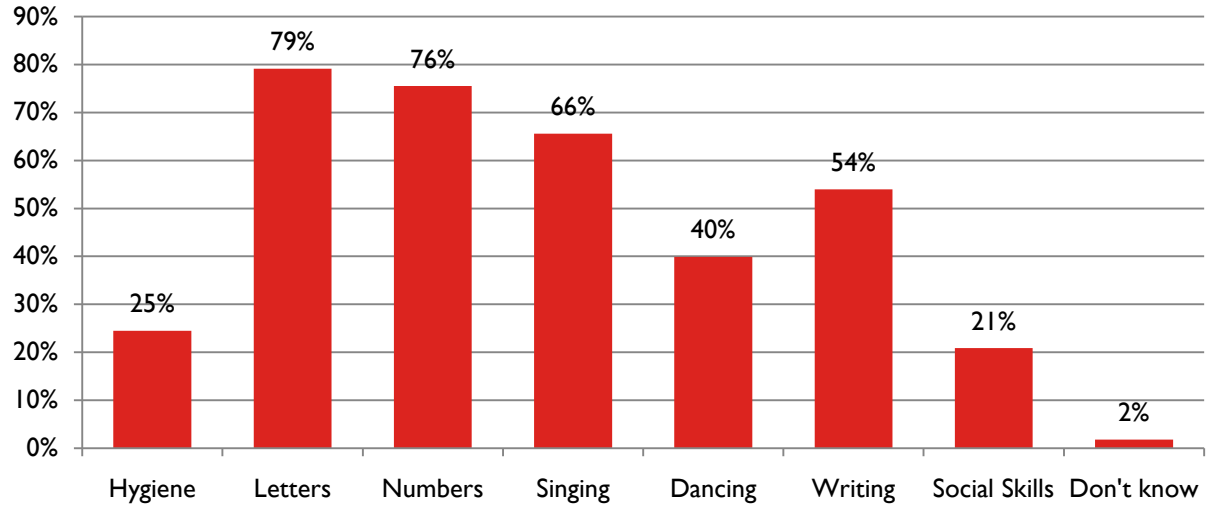
Nearly three quarters expect their children to finish secondary school, and Figure 7 shows their reasons why they send their children to ECCD.

Figure 7. Why Does your child attend ECCD?



These reasons clearly show the hope that caregivers place in ECCD and further education, while Figure 8 shows the range of topics that caregivers report their children are learning by attending.

Figure 8. What does your child learn in ECCD?

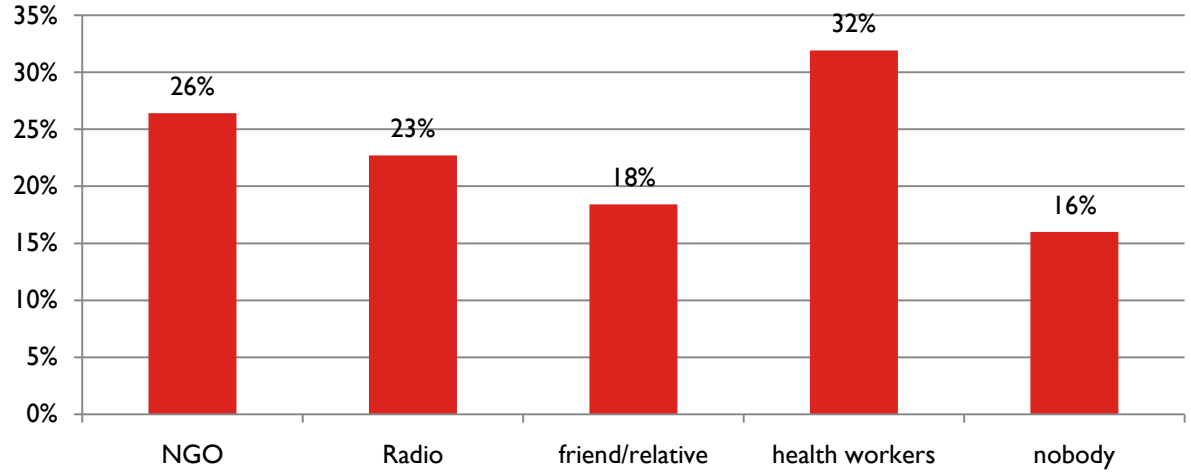


Interestingly, the two most often cited answers to this question are the two weakest areas of school readiness among the assessed children.

Information networks

Parents were asked where they get advice on how to care for or how to feed their children, and then asked a follow up question about where they had done so in the past six months. Parents responses both times mirror Figure 9 most often cited health workers and NGOs, but 17 percent reported they had no source for this type of information.

Fig. 9 Percent of parents getting advice on how to feed and care for child by source

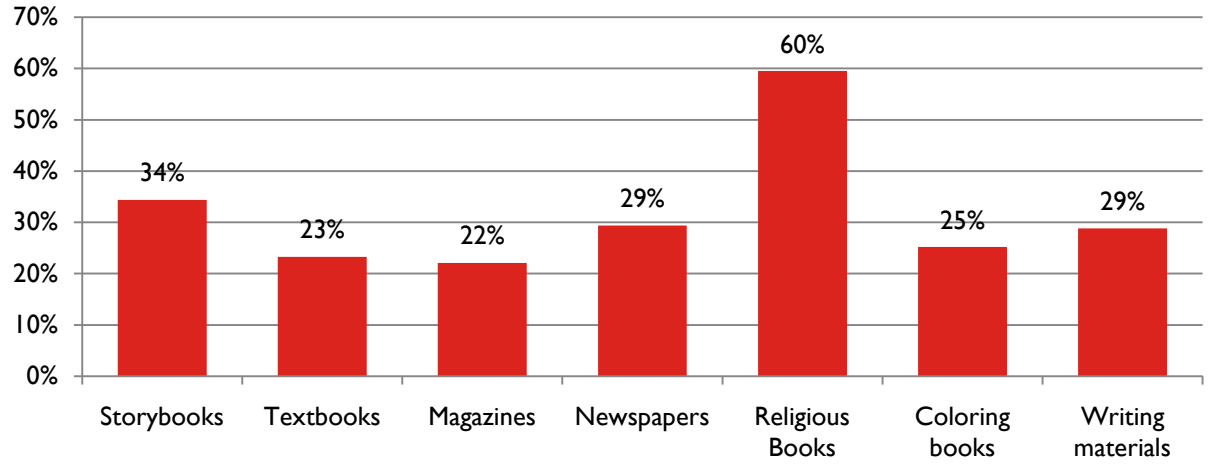


Very few parents named TV (7%), newspapers/magazines (6%), posters (4%) or street drama (6%) as important sources of child development information, which could indicate that these are either untapped resources or ineffective in this venue so far.

Materials for children

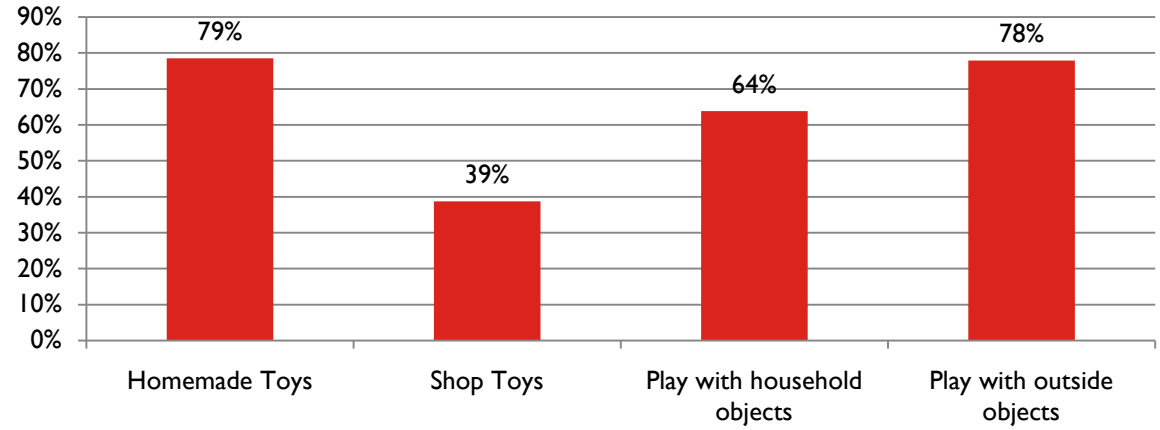
The reading materials available in the home in Figure 10 are dominated by religious materials and materials written for adults.

Figure 10. Reading Materials in the home



Twenty-three percent of parents reported having **none** of these at home, and another 25 percent just one, so there is certainly a lack of plentiful and varied resources for reading in this setting. In terms of toys and items for play, however, the picture is brighter in Figure 11.

Figure 11. Toys

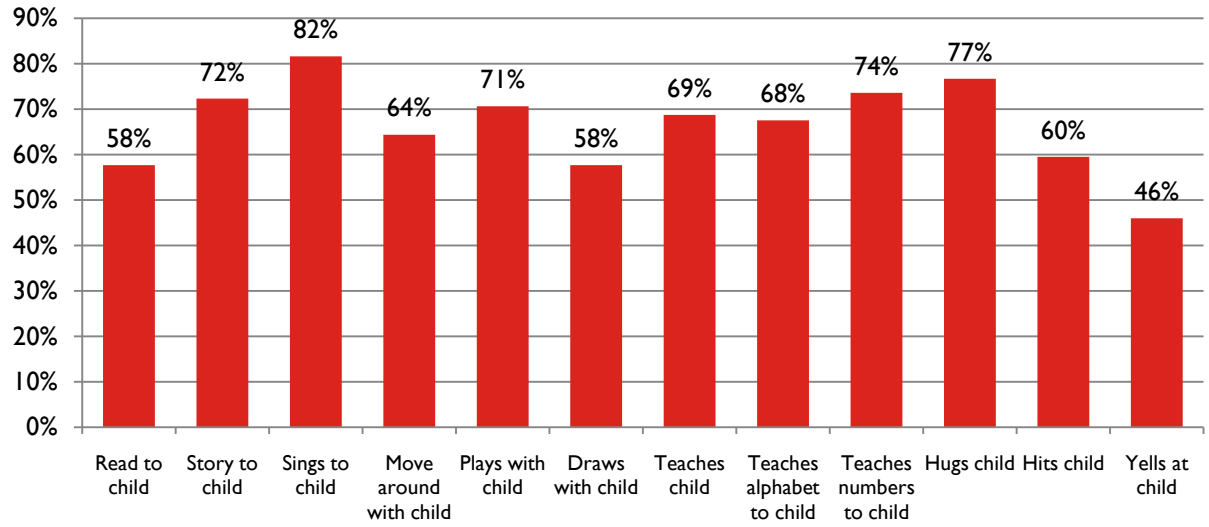


The majority of parents report having homemade toys and that their children play with household and outside objects. Fewer children play with store-bought toys.

Interaction with children

In Figure 12, parents report many types of interaction in the past three days with the children assessed.

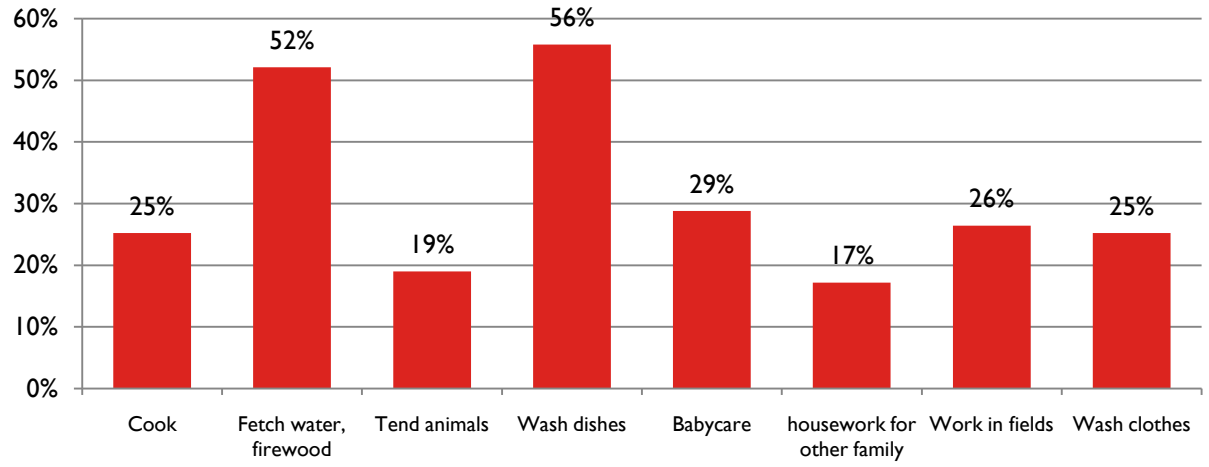
Figure 12. Percent of parents reporting each type of interaction with the assessed child



While singing, hugging, teaching numbers and telling stories are the top activities, hitting and yelling are very common as well. In every activity, the caregiver reports that the mother is doing the activity with children as opposed to the father or another. This is perhaps not surprising given that caregivers report a mother spending 4 hours a day with her child on average, and a father just two and a half.

While very few non-parents move around with, hug, hit, or yell at the child, there are other actors reading, singing, playing, drawing and teaching in these children's lives. On average the ECCD children were left in the care of another child under ten years of age 1.5 times in the last week and left alone once. These young children already have responsibilities, as 76 percent spend an average of an hour and a quarter a day doing the types of chores in Figure 13.

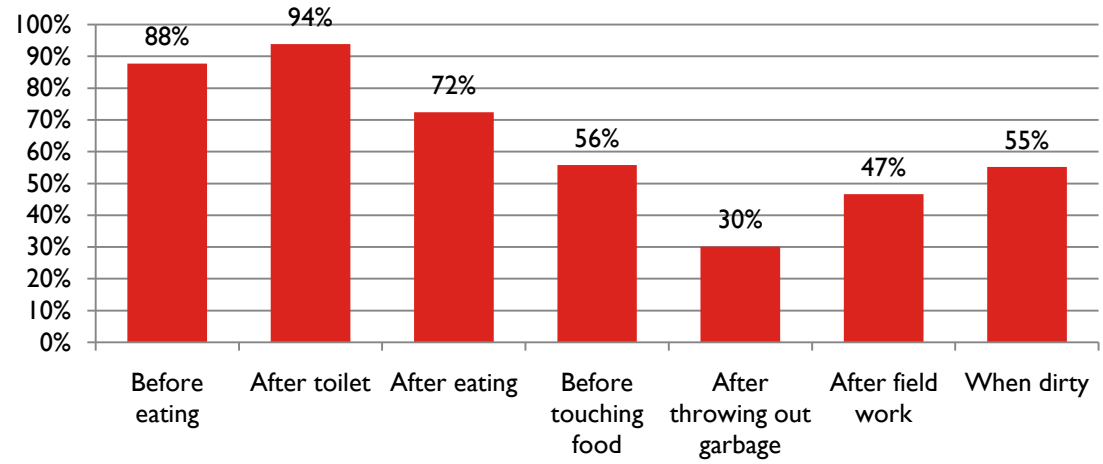
Figure 13. Percent of children doing each type of chores



Health and hygiene

A final section on health and hygiene checks on water sources as well as key health knowledge and habits. The majority of respondents (80%) have a mosquito net and 82 percent give a child more liquids when they have diarrhea. Sixty-eight percent get their water from a hand dug well, while 12 percent get it from a hand pump, 10 percent from the river, 3 percent from a cement well and 6 percent from a borehole. They offer the appropriate times for washing hands in percentages seen in Figure 14.

Figure 14. Percent reporting each time for handwashing



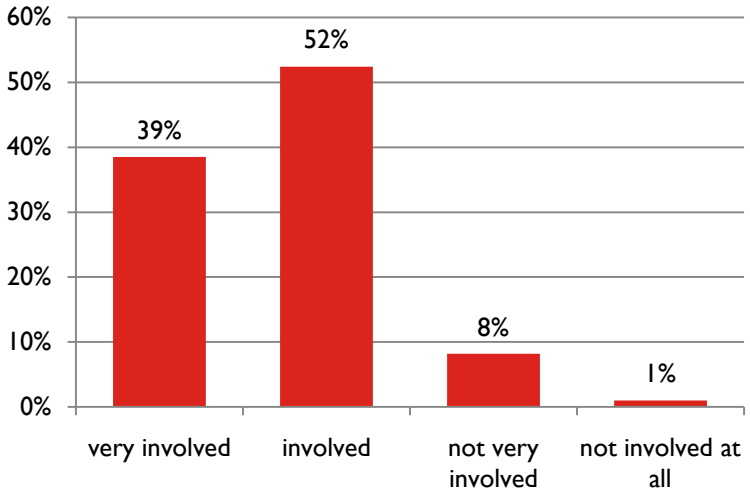
Further, 74 percent report their children defecate in latrines, 21 percent in a toilet at home and just 3 percent in the bush. Among the respondents, 87 percent report their child eats before going to school and eats between 2 and three meals a day. As with the school readiness baseline, these values serve as a starting place for the sponsorship program, against which progress can be considered over time.

VI. Community and ECCD

Like the parent survey, the community survey aimed to gather attitudes and actions relating to ECCD support in the four catchment areas intended for ECCD programming. While there is some indication that respondents in St. Joseph more often report favorably on five measures, reflecting their catchment area significantly more skillful (1), confidence-inspiring (2) and effective (1) for enlisting their attendance (4) achieving sustainable ECCD (5), it is not inconsistently indicated across the survey items. It would be interesting to know from the program staff on the ground if they see a reason for this and through this any elements of success to build on or cross-fertilize to other catchment areas. It is also possible that real and important differences between catchment areas exist but are not visible due to small sample size. Since only these five items differ in the data, the summary statistics are presented here as a whole.

The majority of 209 respondents to the community survey report that their community has an active group working on ECCD and an action plan that lays out how the community would improve children's and family access to ECCD. When it comes to working together for ECCD, half the community strongly agrees that they do so and most of the other half agree with just one percent in disagreement. More than 95 percent of respondents felt their community is successful in providing ECCD opportunities and two thirds feel the level of interest in ECCD in the community is high, while the other third think it is medium. Half of respondents feel there is lots of community discussion about ECCD, while the remainder feel there is some (45%) or little (5%); and Figure 15 shows the vast majority are involved or very involved in ECCD.

Figure 15. ECCD Invovement



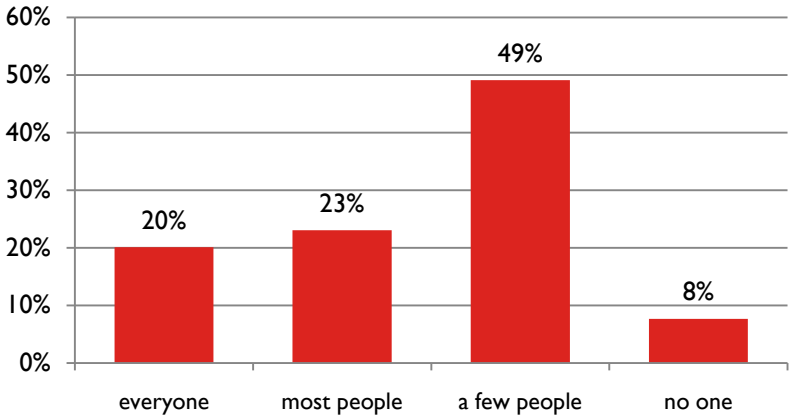
Considering who is working, the leadership (36%), project heads (34%) and select members (27%) are most often cited, and respondents feel that men and women are doing so in equal numbers.

While 78 percent of respondents agree or strongly agree that their community members have the ability to address making ECCD accessible to children and families, only two thirds agree (44%) or strongly agree (22%) that their community members have good skills compared to other communities they know. over 70 percent of respondents have confidence that people in their community can perform tasks related to ECCD and that they are effective in tackling ECCD problems. This means that 30 percent are neutral or disagree. More than 85 percent see their communities as committed to the same collective ECCD goals and as able to sustain the project once external support is withdrawn.

A set of participation questions reveal that while respondents felt that everyone (25%) or most people (56%) attend ECD meetings, solutions are suggested by few (47%), and less so most people (40%) or everyone (12%). This pattern repeats for planning (45% few people, 33% most people and 21% everyone), but most people contribute money (46%), food (47%) or labor (51%) for the project.

The majority of respondents feel that few people assess the success or failure of the project, few advocate with the authorities for improved services, or spend time with their own children to help them learn. While there looks to be much support for ECCD already in these communities, at least some elements are led by a few people, and there is not wide knowledge about learning opportunities at home.

Figure 16. Perceptions of who spends time with their own children to help them learn



VII. Summary & Recommendations

The goals of this baseline included:

1. To ascertain the validity and rigor of our adapted tools.
2. To provide a benchmark for where children in each of the groups are in terms of their development before sponsorship
3. To identify what factors are most correlated with children's school readiness performance.
4. To provide a benchmark for where caregivers and community are in each of the aspects of child development and program support before sponsorship

The analysis of the data collected through this baseline enabled us to draw the following conclusions:

1. Validity and Rigor of School Readiness Tool:

Ultimately this report found that the school readiness instrument used was a good measure. There are not enough individual indicators within each domain to really create a composite "emergent literacy", "motor skills", etc score, but the total school readiness score is a reliable gauge of a holistic measure of the students preparedness to begin school. The internal validity scores using Cronbach's alpha was rated as "good" on all domains but math and good on the composite measure as well. This composite measure also gives us a good spread of data with students, although there is more concentration at the low end of the scale. We also saw for

most indicators that 5 year olds performed better than three year old children, showing that these indicators do measure skills that improve with time for children.

2. Baseline performance

Figure 6 shows the average score for each of the indicators included in the total school readiness score. Children have the most trouble with items that involved identifying written letters and numbers, knowing the day of the week or doing addition. These are important areas for programming to target, exposing children to materials, games and activities to learn these skills before they enter school. It is crucial for students to have opportunities to see and use written materials before they enter school.

3. Student characteristics and children's school readiness performance

There were no significant differences between girls and boys in overall indicators and in total school readiness score. Older students and those who showed more persistence performed better overall.

4. Parent and Community Survey

Parents already interact with their children a great deal and have high hopes for their futures. Addressing the quality and quantity of verbal interactions, recognizing and capturing the everyday conversations that represent opportunities to teach letters, numbers and words in real life (see *Community Strategies for Promoting Literacy Flipbook* and Emergent Literacy and Math parenting materials for ideas) will enable greater participation, greater confidence and ideally, greater sustainability in attention, interaction and services for young children.

5. Data collection lessons learned

At the next time of data collection, attention to creating a coding system that enables linkage across all instruments would ensure that we can ask questions that relate parent attitudes and practice as well as education background and socioeconomic status to child school readiness. This would help us to both better target our programs and understand their impact on equity. We should also collect the gender of the community respondents, as well as the relationship of the caregiver to the child, so we can tell if there are differences between mothers' and fathers' views/knowledge/practice that might be addressed programmatically.