**HARFORD COUNTY**

**Race/Ethnicity DEMOGRAPHICS & READINESS**

- **Kindergarten Enrollments**
  - African American: 18%
  - American Indian*: <1%
  - Asian*: 3%
  - Hispanic/Latino: 8%
  - Native Hawaiian/Pacific Islander*: <1%
  - Two or More: 8%
  - White: 62%

- **Kindergarten Direct Certification**
  - African American: 35%
  - American Indian*: 31%
  - Asian*: 48%
  - Hispanic/Latino: 50%

* Fewer than 25 kindergarteners or less than 1% assessed.

**Subgroup DEMOGRAPHICS & READINESS**

- Children Without Disabilities: 46%
- English Fluent Children*: 45%
- Children Who Are Not Direct Certified: 47%
- Children With Disabilities: 15%
- Children Who Are Direct Certified: 29%

* Fewer than 25 kindergarteners or less than 1% assessed.

**Domain AVERAGE SCALE SCORE**

- **Social Foundations**
  - Harford 2018-2019: 273
  - Harford 2019-2020: 274
  - Maryland 2018-2019: 271
  - Maryland 2019-2020: 276

- **Language & Literacy**
  - Harford 2018-2019: 268
  - Harford 2019-2020: 267
  - Maryland 2018-2019: 268
  - Maryland 2019-2020: 268

- **Mathematics**
  - Harford 2018-2019: 274
  - Harford 2019-2020: 276
  - Maryland 2018-2019: 298
  - Maryland 2019-2020: 298

- **Physical Well-Being & Motor Development**
  - Harford 2018-2019: 271
  - Harford 2019-2020: 273
  - Maryland 2018-2019: 271
  - Maryland 2019-2020: 298

**Parent-Reported Prior Care Experience**

- Child Care: 3%
- Family Child Care: <1%
- Infant Child Care: 4%
- Head Start: 1%
- Pre-K Informal*: 13%
- Pre-K Informal**: 15%
- Non-Public Nursery: 8%
- PreK: 17%
- PreK Informal**: 9%

* Fewer than 25 kindergarteners or less than 1% assessed.

**Parents-Reported Prior Care Experience**

- **% Enrolled Last SY**
  - Half Day: 3%
  - Full Day: 13%

**Note:** Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
COMMUNITIES MATTER

The transition to kindergarten is an exciting time for children and their families. In communities all across Maryland, young children are learning and building their school readiness skills in PreK, child care centers, family child care homes, and Head Start programs. Early learning experiences can have an impact on a child’s school readiness, and all communities need to make sure they are ready to support all students and families both before and after beginning kindergarten.

In each of Maryland’s 24 jurisdictions, school systems are using the Kindergarten Readiness Assessment to measure school readiness at the individual, school, and jurisdiction level. Children who are ready for kindergarten possess the skills and foundational knowledge to actively participate in the kindergarten curriculum. This data can also help identify ways to support families and offer high-quality early learning experiences.

Every community in Maryland should be ready to support all children and all families, regardless of socioeconomic status, gender and gender identity, ethnic background, immigration status, English proficiency, disability, or family background. We are all responsible for ensuring that all children in Maryland are ready for success.

KRA HIGHLIGHTS

In the 2019-2020 school year, 2,814 children entered Harford County’s kindergarten classrooms. Teachers used the Kindergarten Readiness Assessment, a developmentally appropriate assessment tool that relies on performance tasks and observations of children’s work and play, to assess 31% of kindergarteners. The data show:

Progress. 45% of kindergarteners demonstrated readiness, up from 43% in 2018-2019.

Achievement Gaps for Students Receiving Special Services. Young children who were direct certified (29% demonstrate readiness) and children with disabilities (15%) are less likely to start school ready to succeed.

YOU CAN HELP

The reverse side highlights Harford County’s kindergarten readiness results. This data is an invaluable source of information and insight for continuing to improve the school readiness of our young children. Every parent or caregiver, early educator, early childhood administrator, legislator, and business leader must take proactive measures to improve kindergarten readiness.