

Table S1. Operationalization of tools/measures per domain and skill element for school readiness assessment of 54 to 65-month-old children.

Domain	Elements	Tool	Purpose	Age Range	Scoring Criteria	Scoring	Total Points
Early Learning skills	Letters	W-M: Letter-Word Identification	Academic strengths and weaknesses across reading, writing, and math assessed by trained examiner. Reliability for the test was estimated at 0.96 – 0.97 (Wendling et al., 2019). Child’s communication skills reported by parent in clinical assessment.	2 – 90 years	Age difference ≤ 12 months	Yes = At Risk = 0 No = On track = 1	6 points
	Writing	W-M: Spelling			Age difference ≤ 12 months	Yes = At Risk = 0 No = On track = 1	
	Counting	W-M: Applied Problems			Age difference ≤ 12 months	Yes = At Risk = 0 No = On track = 1	
	Verbal expression	CIF: Do strangers understand child early language? CIF: Does your child have difficulties in organizing and expressions ideas? CIF: Can he/she re-tell a story in a logical order?		4.5 – 5.5 years	Positive Negative Positive Negative Positive Negative	Yes = On track = 1 No = At Risk = 0 Yes = At Risk = 0 No = On track = 1 Yes = On track = 1 No = At Risk = 0	
Approach to Learning	Cognitive Stimulation	HOME-SF: How often do you read stories to child? - Responses: < 3 times a week = 0 - Responses: ≥ 3 times a week = 1 HOME-SF: About how many children's books does your child have? - Responses: < 10 books = 0 - Responses: ≥ 10 books = 1 HOME-SF: Does child have access to a smartphone, tablet, videogames, or computer that allows him/her to listen to music, watch videos or movies, and play games? - Responses: No = 0 - Responses: Yes = 1 HOME-SF: Do you or have you helped [child] learn numbers/alphabet/colors/shapes and size? - Responses: None = 0 - Responses: At least 1 = 1 HOME-SF: How often does a family member get a chance to take child on any kind of outing?	Cognitive stimulation and emotional support in the child’s home environment, reported by parent. Instrument reliability range from 0.66 – 0.90 (Bradley and Caldwell, 1979; Mott, 2004).	0 – 15 years	Sum of all cognitive stimulation questions	Total points in 2nd/3 rd tertile = On track = 1 Total points in 1st tertile = At risk = 0	2 points

		<ul style="list-style-type: none"> - Responses: Once a month or less often = 0 - Responses: 2 – 3 times a month or more often = 1 <p>HOME-SF: How often has a family member taken or arranged to take child to any type of museum within the past year?</p> <ul style="list-style-type: none"> - Responses: Never = 0 - Responses: At least once = 1 					
	Emotional Support	<p>HOME-SF: How much choice is your child allowed in deciding what foods he/she eats at breakfast and lunch?</p> <ul style="list-style-type: none"> - Responses: Little/No choice = 0 - Responses: A great deal/some choice = 1 <p>HOME-SF: About how many hours is the TV on in your home each day?</p> <ul style="list-style-type: none"> - Responses: > 1 hour = 0 - Responses: ≤ 1 hour = 1 <p>HOME-SF: If child got so angry that he/she hit you, what would you do?</p> <ul style="list-style-type: none"> - Responses: Any answer implying corporal punishment (i.e., hit/spank the child) = 0 - Responses: Non-harm strategies (e.g., talk to the child, send him/her to the room, short time-out) = 1 <p>HOME-SF: How often does child eat a meal with you and his/her father/stepfather/father-figure?</p> <ul style="list-style-type: none"> - Responses: Less often than once a day = 0 - Responses: Once a day or more often = 1 <p>HOME-SF: About how many times, if any, have you had to spank child in the past week?</p> <ul style="list-style-type: none"> - Responses: ≥ 2 = 0 - Responses: 0 – 1 = 1 			Sum of all emotional support questions	Total points in 2nd/3 rd tertile = On track = 1	Total points in 1st tertile = At risk = 0
Cognitive Skills	Attention and Executive Functions	<p>NIHTB-Cog: Flanker</p> <p>NIHTB-Cog: Dimensional</p>	Language, memory, perception, and execution of complex behaviors (control and attention) assessed by trained examiner.	3 – 6 years	Standard score <86 Standard score 86+	At Risk = 0 On track = 1	5 points
					Standard score <86 Standard score 86+	At Risk = 0 On track = 1	

	Episodic Memory	NIHTB-Cog: Memory Sequence	Intra-class correlation coefficient (ICC) = 0.76-0.96 (Bauer et al., 2013; Gershon et al., 2013; Zelazo et al., 2013).	1 month – 5.6 years	Standard score <86	At Risk = 0	
	Language	NIHTB-Cog: Vocabulary (Images)			Standard score 86+	On track = 1	
	Language Development	ASQ-3 Communication			Standard score <86	At Risk = 0	
			Standard score 86+	On track = 1			
			Communication skills, including understanding and expressions ($\alpha = 0.66$) (Squires et al., 2009).		Possible delay in development OR Monitoring zone	At Risk = 0	
					Typical development	On track = 1	
Socioemotional Development	Socioemotional	ASQ:SE-2	Child's socioemotional responses and risk documented by parent. Instrument reliability is 0.90 (Squires et al., 2002).	1 month – 6 years	Professional assessment recommended OR Monitor	At Risk = 0	6 points
					No or low risk	On track = 1	
	Psychological Well-Being	NIHTB-EM: Positive Peer Interaction	Child's psychological well-being, social relations, and negative affect documented by parent. Test's reliability ranges from 0.66 - 0.82 (Salsman et al., 2013).	3 – 12 years	T score 0 – 40	At Risk = 0	
		NIHTB-EM: Positive Affect			T score 40+	On track = 1	
	Social Relationship	NIHTB-EM: Empathic Behavior			T score 0 – 40	At Risk = 0	
					T score 40+	On track = 1	
	Negative Affect	NIHTB-EM: Anger			T score 0 – 40	At Risk = 0	
		NIHTB-EM: Anxiety	T score 40+	On track = 1			
					T score 0 – 59	On track = 1	
					T score 60+	At Risk = 0	
Physical Health	Physical Well-Being	Clinical assessment by pediatrician	Health and physical problems identified through clinical assessment of medical history and perform comprehensive physical and neurological examination by pediatrician.	4.6 – 5.6 years	Healthy	On track = 1	6 points
					Not Healthy	At Risk = 0	
	Fine /Gross Motor Skills	ASQ-3: Fine motor	Child's development in communication, gross and fine motor, problem solving, and personal-social skills	1 month – 5.6 years	Possible delay in development OR Monitoring zone	At Risk = 0	

			documented by parent. Test's reliability ranges from 0.72 – 0.83 (Squires et al., 2009).		Typical development	On track = 1
	ASQ-3: Gross motor				Possible delay in development OR Monitoring zone	At Risk = 0
					Typical development	On track = 1
	PDMS-2		Performance of age-specific fine and gross motor skills assessed by trained examiner. Instrument reliability range from 0.96 – 0.97 (Folio and Fewell, 2000).	0 – 5 years	Total motor quotient <90	At Risk = 0
					Total motor quotient 90+	On track = 1
Vision Screening	Instrument-Based Vision Screener		Amblyopia and risk of vision acuity risks identified with the Welch Allyn Spot Screener (Baxter, n.d.; Donahue et al., 2016). Instrument sensitivity for detecting amblyopia = 89.5%, specificity = 76.7% (Peterseim et al., 2020).	6 months or older	Pass Refer	On track = 1 At Risk = 0
Hearing Assessment	Audiologist assessment / Maternal report		Hearing loss risk assessed by licensed audiologist. Assessment incorporates otoscopy, DPOAEs and ABR based on guidelines of the American Academy of Audiology (American Academy of Audiology, 2011).	4.6 – 5.6 years	Pass Fail	On track = 1 At Risk = 0

Abbreviations: W-M: *Bateria IV Woodcock-Muñoz: Pruebas de aprovechamiento* (Brief Academic Battery); CIF: Child Investigation Form; HOME-SF: Home Observation Measurement of the Environment – Short Form; NIHTB-Cog: NIH Toolbox Early Childhood Cognition Battery; ASQ-3: Ages and Stages Questionnaire-3; ASQ:SE-2: Ages and Stages Questionnaire: Social-Emotional, Second Edition; NIHTB-EM: NIH Toolbox Parent Proxy Emotion Battery; PDMS-2: Peabody Developmental Motor Scale, Second Edition.

Table S2. School readiness assessment scores by domain and school readiness index (SRI) composite scores.

Domains	Minimum	Maximum	Mean	SD	Q1	Median	Q3
EL	0	6	3.74	1.61	3	4	5
AL	0	2	1.35	0.76	1	2	2
CS	0	5	3.82	1.35	3	4	5
SE	1	6	4.31	1.49	3	5	6
PH	1	6	4.76	1.29	4	5	6
SRI	5	25	17.98	4.46	16	19	21

Abbreviations: EL: Early Learning skills; AL: Approach to Learning; CS: Cognitive Skills; SE: Socioemotional development; PH: Physical Health; SRI: School Readiness Index.

Table S3. School readiness results by domain and skill element in children ages 54 – 65 months.

Domain / Skill Element	Interpretation	Total	
		n	%
Early Learning skills (EL)			
Letters	At-risk	81	68.1
	On-track	38	31.9
Writing	At-risk	43	36.1
	On-track	76	63.9
Counting	At-risk	59	49.6
	On-track	60	50.4
Verbal expression 1 (others understand the child)	At-risk	19	16.0
	On-track	99	83.2
Verbal expression 2 (can organize/express ideas)	At-risk	42	35.3
	On-track	77	64.7
Verbal expression 3 (can re-tell a story logically)	At-risk	22	18.5
	On-track	97	81.5
Approach to Learning (AL)			
Emotional Support	At-risk	44	37.0
	On-track	75	63.0
Cognitive Stimulation	At-risk	34	28.6
	On-track	85	71.4
Cognitive Skills (CS)			
Attention and Executive Functions (NIHTB-Cog: Flanker)	At risk	19	16.0
	On-track	100	84.0
Attention and Executive Functions (NIHTB-Cog: Dimensional)	At risk	32	26.9
	On-track	87	73.1
Episodic Memory	At risk	55	46.2
	On-track	64	53.8
Language	At risk	8	6.7
	On-track	111	93.3
Language Development (ASQ-3 Communication)	At risk	25	21.0
	No or low risk	93	78.2
Socioemotional development (SD)			
Socioemotional (parental perspective)	At-risk	35	29.4
	On track	84	70.6
Psychological Well-Being	At-risk	25	21.0
	No or low risk	94	79.0
Social Relationship (NIHTB-EM: Positive Affect)	At-risk	37	31.1
	No or low risk	82	68.9
Social Relationship (NIHTB-EM: Empathic Behavior)	At-risk	24	20.2
	No or low risk	95	79.8
Negative Affect (NIHTB-EM: Anger)	At-risk	34	28.6
	On track	85	71.4
Negative Affect (NIHTB-EM: Anxiety)	At-risk	45	37.8
	On track	74	62.2
Physical Health (PH)			

Physical Well-Being	Unhealthy	37	31.1
	Healthy	81	68.1
Fine/Gross Motor Skills (ASQ-3 Fine)	At-risk	43	36.1
	On track	76	63.9
Fine/Gross Motor Skills (ASQ-3 Gross)	At-risk	23	19.3
	On track	96	80.7
Fine/Gross Motor Skills (PDMS-2)	At-risk	31	26.1
	On track	88	73.9
Vision Acuity Risk	Refer	20	16.8
	Pass	99	83.2
Hearing Loss Risk	Refer	0	0.0
	Pass	103	86.6

Abbreviations: NIHTB-Cog: NIH Toolbox Early Childhood Cognition Battery; ASQ-3: Ages and Stages Questionnaire-3; NIHTB-EM: NIH Toolbox Parent Proxy Emotion Battery; PDMS-2: Peabody Developmental Motor Scale, Second Edition.

Table S4. Correlations among school readiness assessment domain scores and School Readiness Index (SRI) composite score.

	1	2	3	4	5
1. Early Learning	-				
2. Approach to Learning	0.26**	-			
3. Cognitive Stimulation	0.60**	0.24**	-		
4. Socioemotional	0.15±	0.26**	0.20*	-	
5. Physical Health	0.51**	0.17±	0.53**	0.26*	-
6. School Readiness Index (SRI)	0.77**	0.46**	0.77**	0.57**	0.76**

Note: * p <0.05; ** p <0.01; ± p <0.10