

*School Readiness Indicators Initiative:  
Making Progress for Young Children*

*Residency Roundtable –  
Indicators of Language and Literacy Development of Young Children*

*Boston Marriott Long Wharf  
Boston, MA  
September 19<sup>th</sup> and 20<sup>th</sup>, 2002*

***Participating States:***

Arkansas, Arizona, California, Colorado, Connecticut, Kansas, Kentucky, Massachusetts, Maine, Missouri, New Hampshire, New Jersey, Rhode Island, Vermont, Virginia, Wisconsin

***Purpose:***

This meeting is the second in a series of small work sessions to help states make accelerated progress in selecting and/or developing school readiness indicators in priority areas. Participants include state agency data and policy staff from Early Intervention, Early Childhood, Education, Health, Human Services and Governor's Offices as well as state school readiness team members from child policy organizations, universities, and Head Start. The roundtable will focus on indicators related to the healthy language and literacy development of children from birth to age eight. Indicators will reflect state investments in programs and policies for young children and families as well as child outcomes. Participants will receive background materials prior to the meeting in order to inform the discussion.

***Meeting Objectives:***

- To identify the issues that are critical to the language and literacy development of young children, including family environment, community conditions, child characteristics, and service systems for young children and their families.
- To consider a set of school readiness indicators that reflect child outcomes (language and literacy development of infants, toddlers, pre-schoolers and early elementary school children) as well as systems outcomes (state policies and programs that affect young children and families).
- To select priority indicators to track progress in supporting the language and literacy development of young children from birth to age 8.
- To identify potential data sources for indicators of the language and literacy development of young children.

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the David and Lucile Packard Foundation,  
the Ewing Marion Kauffman Foundation and the Ford Foundation.  
The 17-state initiative is managed by Rhode Island KIDS COUNT.  
[www.GettingReady.org](http://www.GettingReady.org)*

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**Residency Roundtable –  
Indicators of Language and Literacy Development of Young Children**

**Agenda**

**Thursday, September 19<sup>th</sup>, 2002**

- 8:30 – 9:00**            **Continental Breakfast and Registration**
- 9:00 – 9:15**            **Welcome and Opening Remarks**  
*Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT*  
*Lisa Klein, Senior Program Officer, The Ewing Marion Kauffman Foundation*
- 9:15 – 10:15**        **State and Federal Policies: Focus on Language and Literacy of Young Children**  
*Facilitator: Kristie Kauerz, Program Director-Early Childhood, Education Commission of the States*  
Kristie Kauerz will provide a brief background on the federal policy context for early literacy and will facilitate a discussion among participants on emerging state policy issues.
- 10:15 – 10:30**        **Break**
- 10:30 – 12:00**        **Keynote Presentation**  
**Challenges and Opportunities: Building the Language and Literacy Skills of All Children**  
*Dorothy Strickland, Ph.D., Professor, Rutgers – The State University of New Jersey*  
Dr. Strickland will explore what it takes to provide all children with the language-rich environments and literacy skills they need to thrive in school and in life. She will share strategies to improve the language and literacy development of young children and identify critical challenges that must be overcome to ensure that all children enter school ready to learn and start on a path to reading proficiency.
- 12:00 – 1:00**        **Lunch**
- 1:00 – 2:15**            **What the Research Tells Us: Indicators of Language and Literacy**  
*David K. Dickinson, Ed.D., Associate Professor, Teacher Education, Boston College*  
Dr. Dickinson will provide an overview of the research base for developing children's language and literacy skills. After highlighting the range of skills expected at kindergarten entry, he will identify the contributing factors between birth and school entry that are important building blocks for language and literacy in the early school years.
- 2:15 – 2:30**            **Break**

**2:30 – 4:30**

**Indicators of Language and Literacy Development of Young Children**

*Facilitator: Catherine B. Walsh, Deputy Director,  
Rhode Island KIDS COUNT*

Participants will work in small groups to identify the indicators that are currently in place in their states and the ways the indicators are used to inform policy and planning. Special attention will be paid to including indicators for all children, including high-risk populations. Critical gaps in knowledge about the family factors, community conditions, service systems, and child outcomes related to language and literacy development will be explored. At the end of the session, each group will turn in a completed worksheet for compilation and use the next day.

**Friday, September 20<sup>th</sup>, 2002**

**8:30 – 9:00**

**Continental Breakfast**

**9:00 – 11:30**

**Indicators as a Tool to Improve State Policies and Programs**

*Instructions to the Group: Catherine B. Walsh, Deputy Director,  
Rhode Island KIDS COUNT*

Using the list developed the day before, participants will prioritize indicators needed to measure progress, influence policy change, and maintain state investments in programs for young children and families, with attention to supporting the language and literacy development of young children and families. The goal is to identify a priority set of indicators that could be tracked at the state level and in local communities. Potential data sources available in the states will also be identified. Participants will explore barriers to indicator development and action steps to fill gaps in knowledge.

**11:30 – 12:00**

**Break, Check out of Hotel**

**12:00 – 1:30**

**Lunch, Wrap-Up and Next Steps**

*Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT*

Participants will work to identify next steps both in their own states and as an initiative to improve data capacity to effectively communicate about the family factors, community conditions, service systems, and child outcomes that reflect the language and literacy development in children from birth to age 8. Next steps to fill gaps in knowledge will be explored.

**1:30**

**Adjourn**