

# NATIONAL SCHOOL READINESS INDICATORS INITIATIVE

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# **SUPPORTING CHILDREN'S READINESS FOR SCHOOL**

## **Ready Children – the five dimensions of readiness**

- **Physical health and motor development**
- **Social and emotional development**
- **Approaches to learning**
- **Language and literacy development**
- **Cognition and general knowledge**

# THE EQUATION FOR SCHOOL READINESS

**Strong families**

**+**

**Strong communities**

**+**

**Strong schools**

**+**

**Effective services**

**=**

**Children ready for school**

# **A FRAMEWORK FOR SCHOOL READINESS OUTCOMES AND INDICATORS**

- **Family Environment**
- **Community Conditions**
- **Ready Schools**
- **Effective Services (Access, Quality, Affordability)**
- **Ready Children (in Each of the Five Domains)**

# **SELECTING INDICATORS: MAKING DECISIONS AND MOVING FORWARD**

- **What is needed by all children?**
- **What are the special considerations by age group:**  
Birth to age 3?      Pre-school?      Kindergarten to 3rd grade?
- **What about children and communities at high risk?**
- **Are the selected indicators relevant across all racial, cultural, language groups?**

# RESIDENCY ROUNDTABLE: INDICATORS OF LANGUAGE AND LITERACY DEVELOPMENT



# **RESIDENCY ROUNDTABLE: INDICATORS OF LANGUAGE AND LITERACY**

**Language and literacy development begins at birth and enables children to:**

- ◆ Engage adults to meet their needs.**
- ◆ Form friendships with peers.**
- ◆ Explore and make sense of their environment.**
- ◆ Understand their own feelings and the feelings of others.**
- ◆ Approach the world with confidence and curiosity.**

# **RESIDENCY ROUNDTABLE: KEY PRINCIPLES ABOUT LANGUAGE AND LITERACY**

- **Adult–child relationships are critical to the development of language and literacy skills.**
- **Literacy skills emerge in the context of nurturing adult-child relationships, a language-rich environment, and access to a variety of print and writing materials.**
  - **Do the environments where children spend most of their time (families, child care settings, schools, neighborhoods) promote language development and literacy?**
  - **Are opportunities available to family members, caregivers, early childhood providers, and teachers of young children to create language-rich environments?**
  - **Are special services available to children and families in need of help?**

# **RESIDENCY ROUNDTABLE: KEY PRINCIPLES ABOUT LANGUAGE AND LITERACY**

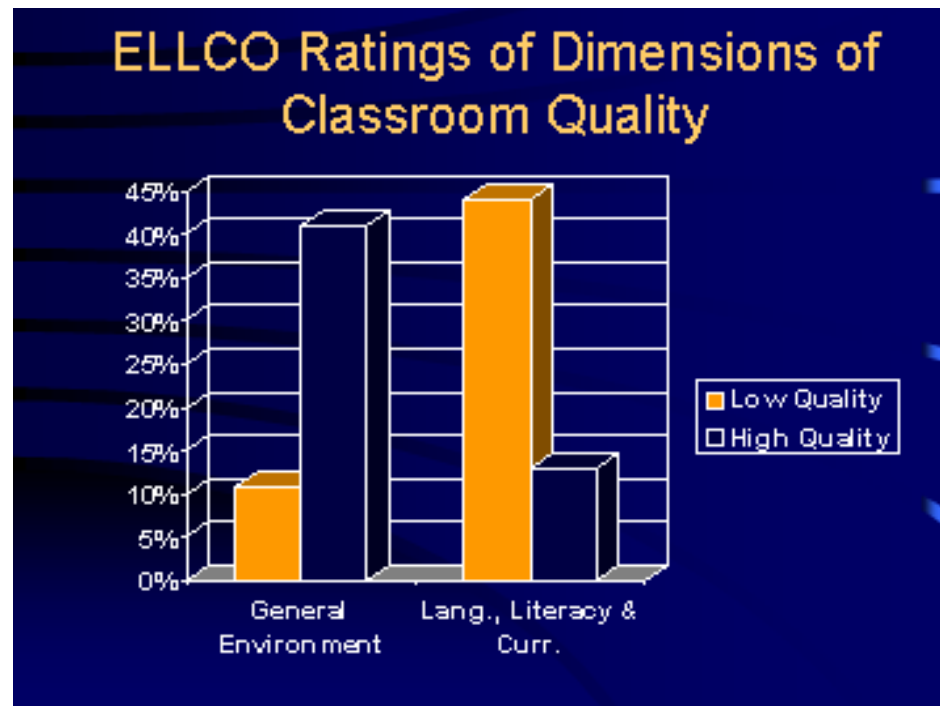
- **The process of early literacy development must be purposeful – environment matters.**
- **Extended discourse helps children to recognize that language carries meaning, e.g. book reading, fantasy talk, sharing personal stories, informal one-one conversations, large group discussions, pretend play with other children.**
- **Conversations and interaction with adult speakers are critically important.**
- **A high-quality early care setting can overcome the negative influences of a weak home environment.**

# RESIDENCY ROUNDTABLE: KEY PRINCIPLES ABOUT LANGUAGE AND LITERACY

- **Several skills at kindergarten entry predict seventh grade reading and oral vocabulary:**
  - Receptive vocabulary.
  - Early literacy skills (familiarity with print, emerging writing).
  - Narrative production.
- **Strong predictors of early reading are:**
  - Knowledge of letters.
  - Phonemic awareness (focus on the sounds of words apart from their meanings).
  - Letter knowledge and phonemic awareness support each other.
  - Writing is a powerful way to support both skills.

# RESIDENCY ROUNDTABLE: KEY PRINCIPLES ABOUT LANGUAGE AND LITERACY

- A high-quality rating for the general environment in a pre-school classroom or child care setting may not mean a high-quality language and literacy curriculum.



# POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT

## INDICATOR RATING SYSTEM

- **MEANINGFUL**

Indicator is clearly connected to the social and emotional development of young children.

- **MEASURABLE**

Indicator is measurable (can be quantified) or could be made measurable relatively easily. Could be measured with state data systems or surveys and tracked over time.

- **COMMUNICATION POWER**

Indicator is easily understood by a general audience with minimal explanation.

# **POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT**

## **READY CHILDREN**

- **% of kindergarten/first grade students who can appropriately initiate and maintain relationships with peers and adults.**
- **% of children with untreated hearing and/or vision problems at school entry.**
- **% of children at kindergarten entry who can recognize 10 or more alphabet letters, esp. those in the child's own name.**
- **% of children at kindergarten entry who use letters or letter-like shapes to depict words or ideas.**
- **Others...**

# POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT

## FAMILY ENVIRONMENT

- # of children's books in the child's home (in their primary language).
- % of children ages 3 to 5 who are read to every day by a family member.
- % of children born to mothers with less than a 12<sup>th</sup> grade education.
- Others...

# **POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT**

## **COMMUNITY CONDITIONS**

- **% of children enrolled in a high-quality early care and education program (pre-school, child care, Head Start).**
- **% of children with access to full-day kindergarten.**
- **% of children with access to books in the neighborhood (more than 10 books in the home, library card, or visit the library at least once a month).**
- **% of families with a primary language other than English.**
- **Others...**

# **POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT**

## **READY SCHOOLS**

- **% of pre-K through 3<sup>rd</sup> grade classrooms with high-quality language and literacy environment.**
- **% of children with undetected disability or developmental problem that requires special education services at school entry.**
- **% of English language learners who meets the state's reading proficiency standards in 4<sup>th</sup> grade.**
- **Others...**

# POTENTIAL INDICATORS: LANGUAGE AND LITERACY DEVELOPMENT

## EFFECTIVE SERVICES

### *Early Care and Education*

- % of Head Start, child care, and pre-school programs that meet quality standards for language and literacy.
- % of family child care providers with training in language and literacy development of young children.
- % of eligible children ages birth to three participating in Early Head Start.

### *Health*

- % of children with developmental screenings at ages 3 and 5 (that include appropriate language development screening tools).
- % of pediatric providers who participate in literacy programs.
- Others...for all service systems serving young children and families.