VOLUME I

(WEB SITES, RESOURCES, RESEARCH)

SCHOOL READINESS: CHILDREN'S READINESS FOR SCHOOL AND SCHOOLS' READINESS FOR CHILDREN

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I. SCHOOL READINESS

A. PROMISING PRACTICES AND MODEL PROGRAMS—CHILDREN READY FOR SCHOOL AND SCHOOLS READY FOR CHILDREN

✓ Carolina Abecedarian Project

http://www.fpg.unc.edu/~abc/

This web site provides documentation and information on the Abecedarian Intervention, a carefully controlled scientific study of the potential benefits of early childhood education for poor children. Studies of young adults who participated in the program indicated that important, long-lasting benefits were associated with the early childhood program.

Bright Beginnings

http://old.nga.org/PromisingPractices/Promise-CO.htm

Bright Beginnings is a promising program of family support and a winner of the National Governors' Association Building Block Award. Through its four primary components, Bright Beginnings encourages and supports local communities to provide an "extended family" for every child in Colorado from before birth to age three. The initiative brings together partners from business, health care, government, media, education, and nonprofit and volunteer organizations to provide children with what they need to achieve healthy development. The four components of Bright Beginnings include: (1) Warm Welcome–home visits by volunteers to create a spirit of celebration and welcome around each child's birth; (2) Parent-Friendly Workplace and High-Quality Child Care–partnerships with employers to invest in child care benefit options for their employees and adopt workplace policies that enhance employees' abilities to be good parents and good employees; (3) Bright Futures–a special subcommittee formed in collaboration with the University of Denver to study and make recommendations on the best way to address the special needs of infants born to teen parents; and (4) Health Care for Young Children–every new parent is informed of the Colorado Child Health Plan, an innovative plan designed to meet the health care needs of children of the working poor. This site contains a description of the program.

✓ Elizabeth Learning Center/Family Center

http://www.eslc.k12.ca.us/homepage.htm

This site provides information on resources and services of the Elizabeth Learning Center Family Center, located in Los Angeles, CA. The Elizabeth Learning Center was developed in 1992 as part of an innovative collaboration of the Los Angeles Unified School District, United Teachers of Los Angeles, and the Los Angeles Educational Partnership/New American Schools Initiative. At Elizabeth Learning Center, the Family Center is the nerve center of the learning supports structure.

Center staff realized that the greatest barrier to adult learning in the community was the absence of child care facilities, so parents partnered with other agencies to form their own child care cooperative. Mandatory participation in weekly parenting classes was instituted, which led to expansion of early childhood programs onsite and greater communication about the needs of the community. By April 2000, early childhood education programs were expanded to include: an Early Childhood Cooperative Program for children aged 18 months to 3 years; family literacy for 3-year-olds and their parents; four Head Start classes for children 4 to 5 years; four State preschool classes for children 4 to 5 years; and four LAUSD preschool classes for children 4 to 5 years old.

✓ Elk Grove Unified School District–Twilight Program

http://www.egusd.k12.ca.us/stateandfed/weekrpt/twilight/default.htm

The Twilight Program is an after school, extended day program designed to assist Elk Grove students and their parents in grades pre-K through 12. This web site provides information on the various Twilight Program activities, such as preschool/Head Start; parent education; adult education, and homework assistance and tutoring for K-12 students.

✓ First Steps–South Carolina

http://www.scfirststeps.org/

This site contains information on South Carolina's First Steps to School Readiness program. First Steps is a comprehensive, results-oriented statewide education initiative to help prepare children to reach first grade healthy and ready to succeed. Signed into law in June 1999 by Governor Hodges, First Steps targets children in pre-first grade and their families. First Steps is a community-driven effort—public and private support are combined through county partnerships to enable individual communities to address the unmet needs of young children and their families. Each of the State's 46 counties has formed a partnership board, including representatives of the business, faith, education, health and nonprofit communities, and parents of young children. Those boards assess county needs and resources and develop strategic plans to address what their young children and their families most need—including such issues as lifelong learning, early education, health care, quality child care, and transportation.

✓ Greater Cleveland Neighborhood Centers, Cleveland, Ohio

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor810220

The goal of the Greater Cleveland Neighborhood Centers Association's Family/Neighborhood Leadership Initiative is to establish an integrated, family-focused service delivery system at the neighborhood level that will empower families; strengthen neighborhoods; and increase access to service and supports. The family center model is circular: families are at the center; the neighborhood and its

institutions form the next ring; and the community and its resources compose the outer ring. The model emphasizes: (1) the identification of family, neighborhood, and community assets; (2) the flow and organization of services and resources to the families in their neighborhoods; and (3) the capacity of families to actively make changes in their lives, their neighborhoods, and the institutions and service systems that affect them. The starting point of the Center's approach is not needs or problems, but capacities–including the values, relationships, and interests of people and institutions. This approach organizes the assets of the community rather than filling the deficiencies of the clients. The context is communal or social rather than isolated or individual. Its outcomes are measured in the building of dynamic communities which provide services to help individuals cope with their needs.

Heads Up! Reading In California

http://www.caeyc.org/esrs/headsup/abt_headsup_rdg_frame.htm

HeadsUp! Reading is based on the latest research from the National Research Council about how young children learn to read and write. HeadsUp! Reading is an innovative, 44-hour early literacy course to help improve children's school readiness. Designed to enhance teaching practices and improve literacy outcomes for young children, this comprehensive course is for everyone who works with young children birth through age 5 and wants to improve young children's school readiness. Through the HeadsUp! Network, the program gives entire program staff and parents the ability to participate together, discuss what they learn, and support each other in making programmatic changes. It also enables thousands of people to learn from the same research-based course and will help all early childhood professionals, including kindergarten teachers, to improve literacy outcomes for children. The HeadsUp! Network is located at the following address: http://www.caeyc.org/esrs/headsup/abt_headsup_rdg_frame.htm.

✓ High/Scope (Modeled on the Perry Preschool Project)

http://www.highscope.org/default.htm

The High/Scope Educational Research Foundation operates a demonstration preschool in Ypsilanti, Michigan, modeled on the successful Perry Preschool Project (1962–67). The demonstration school serves children in the local community and provides a model of "High/Scope in action" for visiting educators. The High/Scope web site offers information on training schedules for preschool and elementary teachers and administrators; research projects on the effectiveness of educational programs; curricula for infant/toddler, preschool, elementary, and adolescent programs; and print/multimedia resources (books, videos, curriculum materials, and assessment tools) for educators and researchers. Findings on the effectiveness of the Perry Preschool Project can also be found at the following web address: http://www.highscope.org/research/RESPER.HTM

✓ School Development Program/Comer Process–Yale University

http://info.med.yale.edu/comer/welcome.html

The School Development Program was developed by James P. Comer, M.D. of the Yale Child Study Center at Yale University in 1968. The SDP is a systemic school reform strategy currently being implemented in more than 62 school districts in eighteen states and the District of Columbia. The SDP is based on the establishment of five school teams who seek to practice the program's three guiding principles: consensus, collaboration, no-fault. Schools that have implemented this model have seen a sharp increase in the participation of low-income parents at school, including in leadership and decision making roles.

✓ SPARK: Supporting Partnerships to Assure Ready Kids

http://www.wkkf.org/Initiatives/Initiative.asp?ID=37&Section=1

A program of the W. K. Kellogg Foundation, SPARK: Supporting Partnerships to Assure Ready Kids will seek to create a seamless transition into school for vulnerable children ages 3 to 6 in select demonstration communities. The initiative will support partnerships among communities, schools, and state agencies to ensure children's early learning and readiness. With the initiative serving as a catalyst or "spark," the goal is to get vulnerable children ready for school and schools ready for the children. Outcomes envisioned by SPARK include: a preschool assessment at age three to identify potential delays and create an individualized plan for improvement; at least one learning advocate for every child to coach and coordinate resources among family, child care, school, and other agencies; and an effective transition to school so that every child is able to meet commonly accepted measures of readiness (for example, awareness of letters and sounds, number recognition, and ability to get along with others) and continues to exhibit cognitive, social, and emotional attributes and behavior for effective learning through first grade. The SPARK initiative first will identify ready communities in States where there is momentum on school readiness and early education issues and, then, will support planning efforts by partners to align resources for children in up to 20 community sites in 10 States with optimum readiness. In later phases, the initiative is expected to fund implementation of plans in 10 demonstration sites in 5 States and to create long-term sustainability of demonstration sites, while replicating success in other communities.

Success by Six

http://www.state.vt.us/governor/sucbysix.htm

Success By Six has been featured by the National Governors' Association as a promising program for delivery of comprehensive, integrated services to ensure that children are ready for school and schools are ready children. Initiated in Vermont and currently implemented in Vermont and Illinois, the program has several common features: (1) Welcome Baby Visits–a home visit to every family with a newborn or

newly adopted child; (2) Family Literacy–early learning and language experiences for all families; (3) Parent Child Interaction Groups–to provide socialization experiences for children and an opportunity for adults to learn parenting skills; (4) Parent Education Groups–sponsored by schools, churches, or preschool programs to enhance parenting skills; (5) Two and a Half Year Old Screenings–to identify children who need more intensive support before they enter school; (6) Program Quality Enhancement–training for professionals and targeted technical assistance; and (7) Transition to Kindergarten–a standard protocol for ensuring the smooth transition for children as they leave their home or preschool and enter kindergarten. This web site provides a description of the program, its funding, and links to the Governor's Office in Vermont.

✓ Success for All—The Curiosity Corner

http://www.successforall.net/curriculum/curiositycorner.htm

Success for All is a Pre-K-6 research-based educational program with substantial independent evidence of its positive effect on student achievement. Through its Success for All Foundation, the program also promotes broader policies favoring the adoption and effective implementation of proven programs as a means to reform schools. Called the Curiosity Corner, the preschool program fosters cognitive, language, social, physical, and emotional development of three- and four-year-olds. Children learn through a daily structure of thematic activities, that include: (1) books, table-top toys, and guessing activities that engage and motivate; (2) songs, finger plays, and dramatizations of nursery rhymes and poems that stimulate movement and phonemic awareness; (3) learning labs with problem-solving activities that develop language, mathematics, science, and creative abilities; (4) interactive story experiences to enhance language development and higher-level thinking skills; (5) outside play to develop gross motor skills; (6) snack time to learn interpersonal skills and the fundamentals of diet and hygiene; and (7) home links to involve parents and other family members in their children's development.

B. Federal School Readiness/Preschool Programs

✓ Early Head Start

http://www2.acf.dhhs.gov/programs/hsb/about/programs/ehs.htm

With the reauthorization of the Head Start Program in 1994, Congress established the Early Head Start Program for low-income families with infants and toddlers and pregnant women. In creating this program, the Congress acted upon evidence from research and practice which illustrates that early intervention through high quality programs enhances children's physical, social, emotional, and cognitive development; enables parents to be better caregivers and teachers to their children; and helps parents meet their own goals, including economic independence. The local programs funded through Early Head Start operate as a national laboratory to demonstrate the impact that can be gained when early, continuous, intensive, and comprehensive

services are provided to pregnant women and very young children and their families. This site provides a description of the program and information on the Early Head Start legislation.

Early Head Start National Resource Center

http://www.ehsnrc.org/

The Early Head Start National Resource Center was created in 1995 by the Head Start Bureau of the Administration for Children and Families. The EHS NRC works in partnership with Infant/Toddler Specialists to ensure that Early Head Start programs have information and training on "best practices" in the following areas: (1) developmentally appropriate and culturally sensitive services for infants/toddlers and their families; (2) building effective relationships with families; (3) creating developmentally appropriate environments; (4) effective networking, collaboration, and community building skills; (5) inclusive services for children with special needs; (6) comprehensive services for pregnant women; (7) program and professional development; and (8) program evaluation and continuous improvement. This site provides information on Early Head Start legislation, family literacy programs, publications, and an Early Head Start Information Kit.

Even Start Family Literacy Program

http://www.cde.ca.gov/iasa/es.html

This web site, hosted by the California Department of Education, provides information on grant applications available under the Federal Even Start Family Literacy Program. The Even Start program addresses the basic educational needs of parents and children in low-income families from 0 to eight years of age by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Even Start establishes cooperative projects that build on existing community resources to create a new range of services; promotes achievement of the National Education Goals; and prepares children and adults from low-income families to achieve challenging State content and performance standards. Even Start Programs: (1) target families and children most in need, including teen parents; (2) must serve at least a three–year age range and provide services over the summer months; (3) may involve ineligible family members in appropriate family literacy activities; (4) establish linkages between schools and communities through partnerships in the application and implementation process; and (5) provide intensive instructional services to participants.

Migrant Education Even Start Program

http://www.ed.gov/offices/OESE/MEP/PrelimGuide/pt1a.html#s2w

The Migrant Education Even Start Program is funded through a set-aside to support projects specifically designed to improve the educational opportunities of the nation's migrant children and adults. Migrant children may be served by local

projects funded through either the basic Even Start program or the Migrant Education Even Start program.

✓ Head Start

http://www2.acf.dhhs.gov/programs/hsb/index.htm?/

The Head Start Program provides preschool children (ages 3–5) from low-income families with activities that help them grow mentally, emotionally, socially, and physically. Grants are awarded by the Administration for Children and Families' Regional Offices and the Head Start Bureau's American Indian and Migrant Program Branches directly to about 1,400 local public agencies, private organizations, Indian Tribes, and school systems for the purpose of operating Head Start programs at the community level. Head Start includes the following four program components: (1) Education–every child receives a variety of learning experiences to foster intellectual, social, and emotional growth. (2) Health–every child is involved in a comprehensive health program, which includes immunizations, medical, dental, mental health, and nutritional services. (3) Parent Involvement–parents are involved in parent education, program planning, and operating activities. (4) Social Services–specific services are geared to each family after its needs are determined, including community outreach; referrals; family need assessments; recruitment and enrollment of children; and emergency assistance and/or crisis intervention. In California, Head Start serves almost 90,000 children annually at an average cost of $6,200 per child. This site provides information on Head Start services, legislation, and programs such as the following.

✓ Head Start Standards

http://www2.acf.dhhs.gov/programs/hsb/regs/regs/1304_ALL.PDF

Head Start Statistical Fact Sheets

http://www2.acf.dhhs.gov/programs/hsb/about/fs_index.htm

✓ Title I, Part A: Helping Disadvantaged Children Meet Challenging Standards–Using Title I, Part A Funds for Preschool

http://www.ed.gov/legislation/ESEA/Title_I/preschoo.html

Title I, Part A of the Elementary and Secondary Education Act: Helping Disadvantaged Children Meet Challenging Standards–Improving America's Schools Act of 1994, http://www.ed.gov/legislation/ESEA/Title_I/intro.html, supports all of the National Education Goals, including Goal Number 1 related to school readiness. Title I funds may be used to fund preschools for eligible preschool children. To be eligible, preschool children—like school-aged children—must be failing, or most at risk of failing, to meet the State's challenging student performance standards. Beginning in the 1997-98 school year, Title I preschool programs were required to comply with performance standards established under the Head Start Act.

Schools/districts operating preschools using Title funds must include strategies for the transition of children in those programs to elementary school programs.

C. Research and Reports on School Readiness– Children Ready for School and Schools Ready for Children

✓ Assessing Young Children's Progress Appropriately

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm

Determining young children's achievement demands special consideration. Assessment of the progress and attainment of young children, 3 to 8 years of age, requires understanding that they grow and change rapidly—particularly in their social and emotional development; that they can be easily distracted by assessment procedures; and that they have little or no personal interest in being assessed. The article discusses pitfalls educators should avoid in determining what the youngest children know and can do, and suggests ways to use that information to carry out the aims of early childhood programs.

✓ Building Strong Foundations for Early Learning: Guide to High Quality Early Childhood Programs

http://www.ed.gov/offices/OUS/PES/early_learning

This guide was funded by the U.S. Department of Education to provide information to local, district, and State educators about the hallmarks of high-quality early childhood programs. The target audiences for this document are public school educators and policymakers who are planning or providing educational programs for children ages three to five and wish to ensure that children enter kindergarten ready to succeed. The guide includes short syntheses of research about the characteristics of early education programs that have the most influence on the development of cognition and learning. Then, indicators are provided to assess the quality of preschool programs. The indicators are based on research and guidelines developed by States and early childhood professional associations. If a school or district currently operates a preschool program, the guide can be used as a self-assessment tool to judge the program's quality and make plans for improvements. If the district is considering starting a preschool program, the guide offers quality standards to be used during planning. States may find the quality indicators and outcomes useful as they prepare guidance for the operation of early childhood programs.

California Research Bureau

http://www.library.ca.gov/html/statseg2a.cfm

The California Research Bureau (CRB) within the California State Library provides nonpartisan, confidential research to the Governor's Office, members of both houses of the Legislature, and other State constitutional officers. The Bureau's published

reports are available on the Internet in two formats: some reports are available in .html format for viewing on the World Wide Web, and most are available in .pdf format. The following is a sample of reports on school readiness posted on the CRB web site.

Thoughts on Implementing Proposition 10: The California Children and Families First Act (Illig, 1999)

Proposition 10, the Children and Families First Act, increased tobacco excise taxes to provide funds for early childhood development programs. This paper examines the linkages between State and local commissions established under the Act; the definition and role of results-based accountability; and the role of research and development in ensuring the long-range success of the Act. The paper also identifies policy issues for the Legislature and the State Children and Families Commission.

Readiness for Kindergarten: What Does it Mean? (DeCos, 1997)

This review of the literature regarding the appropriate age for children to begin school found several studies that show that there are no differences in performance between older and younger children in kindergarten, while other studies show that older students tend to perform better than their younger counterparts. Over time, several studies suggest that the initial differences encountered in kindergarten diminish, while other studies found that, on average, older children will outperform their younger counterparts. The review of the literature describes several underlying factors for differences detected (i.e., a child's gender, socioeconomic status, preschool attendance, how a teacher perceives a student, the teaching method employed by teachers, and other contributing factors (i.e., changes in kindergarten curriculum, use of testing, and delayed entry into kindergarten).

Birth to Kindergarten: The Importance of the Early Years (Illig, 1998)

A key finding in this literature review is that children growing up in more stressful environments are more likely to experience delays in cognitive and behavioral development. Such delays, in turn, can affect long term outcomes for children including school completion, employment, teen pregnancy and childbearing, substance abuse, and criminal behavior. The paper examines recent discussions of research into brain development, especially as it relates to cognitive and behavioral development before age five. These findings provide support for early childhood intervention programs.

Who is Least Likely to Attend Preschool? (Lopez, 1999)

This paper provides estimates on the number of children who are of preschool age. In addition, it gives information on their ethnicity and family income. Based on the

Census Bureau's 1997 October Current Population Survey on school enrollment, the data show that minority children are far less likely to attend preschool. Findings also indicate that attending preschool is a function of family income, since enrollment rates go up with family income.

✓ Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute

http://clas.uiuc.edu/

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services is a federally-funded collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The CLAS Institute is funded by the Office of Special Education Programs of the U.S. Department of Education. The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. The CLAS web site collects and describes early childhood/early intervention resources that have been developed across the U.S. for children with disabilities and their families and the service providers who work with them. The materials and resources available on the site reflect the intersection of culture and language, disabilities and child development. Through the site practitioners, families, and researchers are informed about available materials, practices, and the contexts in which they might select a given material or practice. Parts of the site can also be reviewed in Spanish. Publications by CLAS are available at the following web address and many have been translated into Spanish: http://clas.uiuc.edu/publications.html

✓ Early Childhood Research & Practice

http://ecrp.uiuc.edu/v1n2/index.html

Early Childhood Research & Practice, an Internet journal, features articles related to the development, care, and education of children from birth to approximately age eight. ECRP emphasizes articles on research and development related to parent participation and emerging practices and issues. Early Childhood Research & Practice is intended for researchers, teacher educators, program planners, policy- and decision-makers, administrators, practitioners, and parents. Each issue typically contains at least one article by an early childhood practitioner. Published twice annually, Early Childhood Research & Practice is available on the Internet without charge. ECRP articles on school readiness include the following.

What Should Children Learn? Making Choices and Taking Chances
http://ecrp.uiuc.edu/v1n2/new.html

The basic premise of this paper is that decisions about children and their early educational experiences are culturally situated and, by definition, will reflect varying interpretations of appropriate educational aims and strategies. Drawing upon three decades of experience in the Italian culture as well as preliminary findings from a collaborative research project with five Italian communities, the paper emphasizes the necessity and validity of diverse interpretations of early childhood programs; the relationship between goals for children and societal expectations for adults; and the importance of adult relationships (among parents, teachers, and community members) to the negotiation of educational goals for children growing up in a pluralistic and democratic society.

✓ Early Childhood Reports: National Education Goals Panel–Goal 1

http://www.negp.gov/page9-3.htm#child

The following reports on school readiness can be found on the web site of the National Education Goals Panel at: http://www.negp.gov/. Children ready for schools is Goal 1 of the National Education Goals of 1990.

✓ Ready Schools, 1998

After asking what makes children ready for school, this report questions what makes elementary schools ready for children. In this report, grounded in current research, prominent educators recommend 10 keys to a ready school that will be of interest to all elementary schools, preschools, and communities.

Principles and Recommendations for Early Childhood Assessments, 1998

How are States, schools, and communities to gather good information about children from birth to 8, when they recognize the difficulty and potential inaccuracies of testing them? This report identifies the technical requirements for assessment purposes and suggests specific ways to gather and use assessment data well.

✓ Trends in Early Childhood Assessment Policies and Practices

How have State and local practices in testing young children changed since the late 1980s? Trends in Early Childhood Assessment Policies and Practices provided background for Goal 1 advisors when they began drafting Principles and Recommendations for Early Childhood Assessments.

✓ Special Early Childhood Report, 1997

In support of the I Am Your Child public engagement campaign on behalf of children in their first three years, this special report is focused exclusively on

Goal 1. It enhances the 10 indicators of State and national progress toward child health, family activities, and preschool experiences with new data relating to children 0-2.

✓ **Getting a Good Start in School, 1997**

This document profiles five children to show how a child may be stronger in some dimensions than in others, yet still be considered ready for school.

✓ **Reconsidering Children's Early Development and Leaming: Toward Common Views and Vocabulary**

This publication describes five dimensions of early learning and development: physical wellbeing and motor development; social and emotional development; approaches toward learning; language development; and cognition and general knowledge.

The Community Action Toolkit

Getting Out Your Message

Getting Out Your Message features information to increase the impact of grass-roots communication techniques and media relation activities—including tips on how to craft messages, generate visibility, and make news that will inform public opinion about school readiness and other educational issues.

Community Organizing Guide

This guide details a step-by-step process to mobilize communities to achieve their goals related to school readiness and other educational issues. Each element of a successful community action plan is described—including suggestions on how to identify a leadership team, develop a common vision, create and implement strategies, identify resources, troubleshoot, and evaluate results.

Local Goals Reporting Handbook

This handbook describes how to set up a local reporting process to track progress in education reform—similar to the process used by the National Education Goals Panel in issuing its annual report. Community leaders will find references, sources, and helpful ideas to use in collecting data and preparing a local goals report.

✓ Early Literacy Handbook

http://www.just4kids.org/html/early_literacy_handbook.htm#Improving

The Early Literacy Handbook was commissioned by The Texas Instruments Foundation to help educators, preschool coordinators, and community leaders incorporate prereading skills into preschool programs serving low-income children. This guide is designed to answer the following questions. First, What prereading skills can preschoolers learn? Second, What strategies can improve a preschool program? The handbook provides a host of ideas, tools, and strategies to help preschool personnel expose young children to early literacy as part of a preschool program's larger mission of meeting their physical, social, emotional, and intellectual needs. The handbook is available at this site in .html format. A companion document, Improving Early Literacy of Preschool Children: A Handbook for Prekindergarten Educators is available at this site in .html format, or at the following web address in .pdf format.

✓ **Improving Early Literacy of Preschool Children: A Handbook for Prekindergarten Educators**
http://www.ti.com/corp/docs/company/citizen/foundation/leapsbounds/preschool.pdf

Early Steps To Reading Success

http://www.caeyc.org/esrs/esrs_home_tbl.html

With funds from California's 2000-2001 State budget and from the California Children and Families Commission, the University of California through its Reading Professional Development Institutes and the California Association for the Education of Young Children are launching a new initiative, Early Steps To Reading Success. The project seeks to provide high quality, developmentally and culturally appropriate training in early literacy to early childhood educators serving children ages birth to five years of age in early care and education settings throughout the State. Workshops on early literacy for parents are an integral component of the project. Priority for participation in ESRS is targeted toward children at greatest risk of school failure.

✓ Early Years Study–Reversing the Real Brain Drain

http://www.childsec.gov.on.ca/3_resources/early_years_study/early_years_study.pdf

The Early Years Study–Reversing the Real Brain Drain, provides options and recommendations to the government of the province of Ontario, Canada regarding the best ways of preparing all of Ontario's young children—including those at risk or with special needs—for scholastic, career, and social success. The study clarifies roles and responsibilities and recommends options for collaborative service models for early learning, including local and provincial level initiatives based on the best possible practices. Current and emerging research consistently shows that early learning is beneficial to the social development and future educational success of students. Further, a strong foundation in early learning will result in a reduced need

for later remedial school programs and other interventions. This study builds on the government's Healthy Babies Healthy Children program and its Education Reform agenda.

✓ Education for Four-Year-Olds: State Initiatives

http://www.cmwf.org/media/releases/perry_release03122001.asp

This study examined prekindergarten programs in five States with a reputation for making substantial progress in establishing a prekindergarten program in their State, namely: Georgia, Illinois, New York, South Carolina, and Texas. The research questions posed in the study included the following. How did the States manage this distinctive shift in educational policy to prekindergarten? What were the major facilitators and major barriers to be overcome, and the particular strategies that appeared to be useful in achieving this result? It was noted that such a policy change was being accomplished despite the known difficulty of instituting change in bureaucratic systems and the hidden power of the status quo in resisting change. The objective of the study was to discover the forces at work in each State by conducting structured interviews of knowledgeable people in each of the five States and by examining documents provided by them. The people interviewed represented early childhood, Head Start, child care, the political scene, and others who were seen as relevant to the educational policy in that particular State.

Effective Practices for Preparing Young Children with Disabilities for School

http://ericec.org/digests/e519.htm

This digest looks at research findings on effective early interventions to maximize school success for young disabled children. Over 50 years of research on children with many types of disabilities receiving a range of specialized services in many different settings has produced evidence that early intervention can: (1) improve, and in some cases, prevent developmental problems; (2) result in fewer children being retained in later grades; (3) reduce educational costs to school programs; and (4) improve the quality of parent, child, and family relationships. More recently, researchers have begun asking a more rigorous and differentiated question: For whom and under what conditions is early childhood intervention most effective? This more sophisticated question focuses on the effects of various interventions for specific groups of children relative to the type of program they received. Data from well-controlled research studies indicate that young children with disabilities (e.g., Downs syndrome, autism, cerebral palsy, sensory impairments), and those who evidence biological (e.g., low birth weight, premature birth) and environmental risk factors make significant gains on both qualitative and quantitative measures of development when provided appropriate services. The involvement of their parents in reinforcing critical skills in natural contexts is an important factor associated with the magnitude of the child's progress.

ERIC Clearinghouse on Elementary and Early Childhood Education

http://ericeece.org/

ERIC/EECE contributes to the Educational Resources Information Center database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life. ERIC/ECE publications posted on the web site include the following.

- ✓ **Collaboration: The Prerequisite for School Readiness and Success**
  http://ericeece.org/pubs/digests/1993/kunesh93.html

  This article explains that everyone plays a part in the success (or failure) of children and families. The authors advocate the fashioning of a collaborative, "pro family" approach to school readiness—one that expands the capacity of institutions, crisis-intervention, and treatment services to work together. Such a system would be: (1) comprehensive–providing a variety of opportunities and services that respond to the full range of child and families' needs; (2) preventive–with the bulk of resources offered at the front end to prevent problems; (3) family-centered and family-driven to meet the needs of whole families and assume every family has strengths; (4) integrated–so that separate services are connected by common intake, eligibility determination, and individual family service planning; (5) developmental–in which assessments and plans are responsive to families' changing needs; (6) flexible–for quick response to family needs; (7) sensitive to cultural, gender, and racial concerns; and (8) outcomes-oriented–so that performance is measured by improved outcomes for children and families, not by the number and kind of services delivered.

- ✓ **Health Care, Nutrition, and Goal One**
  http://ericeece.org/pubs/digests/1993/cesaro93.html

  Research has shown that poor health affects children's learning. The effects include cognitive and socioemotional deficits, low scores on developmental and achievement tests, and inattentiveness. The article provides information on how programs that provide children with access to good nutrition, health care, and education about health and nutrition can lessen or eliminate detrimental effects and foster the school readiness of preschool children.

- ✓ **Readiness: Children and Schools**
  http://ericeece.org/pubs/digests/1991/katz91.html

  The premise of this digest is that reaching the school readiness goal will require a twofold strategy: one part focused on supporting families in their efforts to help their children get ready for school, and the second on helping the schools to be responsive to the wide range of developmental levels, backgrounds, experiences, and needs children bring to school with them. The document provides numerous

examples of strategies to get children ready for school and schools ready for children. The collaboration of parents, teachers, administrators, and everyone in the community who has a stake in the welfare of its children is regarded as a key factor in addressing the issue of school readiness.

✓ ERIC Clearinghouse on Elementary and Early Childhood Education–ReadyWeb

ReadyWeb: http://readyweb.crc.uiuc.edu/library.html, a site hosted by ERIC/EECE, features a Virtual Library of documents and articles on various topics related to school readiness.

✓ Back to School Time–Tips to Help Children Adjust
http://readyweb.crc.uiuc.edu/library/1996/bck2schl.html

These tips developed by the National Association for the Education of Young Children http://www.naeyc.org, provide ideas for parents, teachers, and schools to help young children make the transition from preschool or home to kindergarten. The focus is on ways to help children feel good about themselves; teach them to trust other adults and children; ease parents' minds; and give them a chance to continue being involved in their children's education.

✓ Developmental Disabilities and the Concept of School Readiness
http://readyweb.crc.uiuc.edu/library/1994/farran.html

In this paper the concept of school readiness as it applies to children with disabilities is discussed. Children with disabilities are described as falling into two primary types: normative and non-normative. The majority of children in special education are in the non-normative category, based on failures in children's early encounters with the educational system. The premise is that classification of such children as "not-ready for school" is a bureaucratic definition driven largely by variability in teachers' perceptions and the child's ethnicity and social class. The article suggests that children in both disability categories should be considered appropriate for regular general education.

✓ Getting Schools Ready for Children: The Other Side of the Readiness Goal
http://readyweb.crc.uiuc.edu/library/1994/sreb-gsr/getschoo.html

Since the adoption of national school readiness goals in 1990, most efforts to achieve Goal 1–readiness for school–have focused on children's development in the preschool years. But it is not enough to help children be ready for school; schools must also be ready to meet the needs of all children. Achieving Goal 1 will require fundamental changes in the way most primary schools look and function. This paper explains how success will require school administrators, teachers, and parents to change their behaviors and their expectations of both

children and schools. In particular, a fundamental shift is needed in the way school resources–human and otherwise–are used to give children the best possible opportunities for school success.

✓ **Preparing Children With Disabilities for School**
http://readyweb.crc.uiuc.edu/library/1992/pinkerto.html

This research synthesis from the ERIC Clearinghouse on Handicapped and Gifted Children provides answers to frequently asked questions regarding the school readiness of children with disabilities. The document addresses issues such as legal protections and special challenges faced by disabled children as they make the transition from preschool to kindergarten.

Readiness for School or for School Culture?
http://readyweb.crc.uiuc.edu/library/1995/cooney95.html

This article questions the meaning of school readiness as defined by the National Education Goals Panel. The premise is that school culture operates on a deficit model of education, in which children and their families are blamed for having deficient skills upon school entry. Ways for teachers to bring about cultural change within schools, include: (1) pointing out bias in statements made by colleagues, administrators, and others about children; (2) capitalizing on opportunities to model an attitude of acceptance and celebrate diversity; (3) affirming the students' cultural diversity; (4) incorporating social skills into the curriculum; and (5) observing and listening to the children in order to design a responsive curriculum that meets their needs.

✓ **Reconsidering School Readiness: Conceptual and Applied Perspectives**
http://readyweb.crc.uiuc.edu/library/1994/crnic1.html

This report addresses the issue of school readiness as one of critical national importance, but also one for which there is little substantive empirical knowledge to guide present efforts. In considering the knowledge base regarding school readiness, six fundamental misconceptions appear to have surfaced to date: (1) learning occurs only in school; (2) readiness is a specific inherent condition within every child; (3) readiness is a condition that can be easily measured; (4) readiness is predominantly a function of time, and some children need more time than others; (5) children are ready to learn when they can sit quietly at a desk and listen to a teacher; and (6) children who are not ready do not belong in school. The report systematically takes issue with each assumption, noting that they serve mostly to keep children out of school rather than assuring that children will be ready to succeed.

ERIC Clearinghouse on Urban Education: U.S. Department of Education and the National Parent Information Network—*Strong Families, Strong Schools*

http://eric-web.tc.columbia.edu/families/strong/

This web site is based on *Strong Families, Strong Schools*, written by Jennifer Ballen and Oliver Moles. The site was created as part of the national family initiative of the U.S. Department of Education. The site provides: (a) a review of the past 30 years of key research findings on the importance of involving families in their children's learning; (b) examples of family involvement efforts that are working; and (c) concrete ways in which different participants in the family involvement partnership can help achieve success.

✓ Helping Young Urban Parents Educate Themselves and Their Children

http://npin.org/library/pre1998/n00317/n00317.html

Much of the literature still defines parent involvement as those activities supporting what the schools define as involvement, and continues to address what parents should do. The demographics of urban schools, in particular, are causing this view of parent involvement to be challenged, as increasing numbers of very young parents, most of whom are single, poor, and not well-educated, need multiple services to help create a caring environment for their children. The focus of involvement is shifting, not to what schools should do for parents, but to how to form genuine school-family partnerships. Although, as a sub-group, the young parent is not yet fully addressed in the literature, urban schools increasingly must cope with the consequences of mothers who had babies when they were still very young themselves.

✓ Even Start: National Evaluation of The Even Start Family Literacy Program–1998

http://www.ed.gov/pubs/EvenStart/ch3families.html

This report, funded by the US Department of Education, summarizes what has been learned about the Even Start Family Literacy Program after 10 years of demonstration and evaluation activities. The evaluation sought to determine whether Even Start can provide a boost, change the trajectory, or alter the developmental pathway of families in three major areas: (1) increased participation of families in early childhood education, adult education, parenting education; (2) integrated services designed to build on each other; and (3) increased parenting skills to enhance child development through programs of parenting education and adult basic skills education. Results indicate that Even Start families participate in core educational services at higher rates had they not been in the program; Even Start children learned school readiness skills significantly faster than expected; and, children in Even Start programs get a

"boost" in cognitive development at an earlier age by exposure to an organized learning environment. Even Start seems able to improve the home learning environment for low-income families. But, while positive gains were made on income and employment, Even Start families made few changes on measures of improved adult self-efficacy, social support, and family resources.

✓ Family Support Programs and School Readiness

http://npin.org/library/1997/n00329/n00329.html

Family support programs began to appear in the early 1970s and are now proliferating across the country. Initially established as small, grassroots, community-based programs, they are currently growing in number, size, and complexity. This article introduces readers to different types of family support programs that impact on school readiness. They include, for example, programs addressing child abuse, family literacy, school-linked services, alcohol and other drug abuse prevention, incarcerated parents, comprehensive collaborative services, HIV/AIDS, teen parents, and welfare reform.

✓ Getting Schools Ready for Children

http://ers.vwh.net/ERSBulletins/1198j.htm

Ensuring that children start school ready to learn is vitally important, but ensuring that schools are ready for children is important as well, according to the National Education Goals Panel report, Ready Schools. This article recommends ten specific approaches found in successful elementary schools and documented by research as the keys to "ready" schools.

✓ Improving Early Literacy Skills to Reduce Special Education Referrals

http://www.nga.org/cda/files/IB022401LITERACY.pdf
http://www.nga.org/cda/files/IB022401TEACHERPREP.pdf

These literacy issue briefs by the National Governors' Association Center for Best Practices address the practice of recommending children in the early grades for special education services due to their reading difficulties. These two briefs identify States seeking to improve early literacy skills in order to reduce special education referrals.

✓ Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions

http://www.rand.org/publications/MR/MR898/

This study by the RAND Corporation, http://www.rand.org, represents an independent, objective review of the scientific evidence available on early childhood

interventions—i.e., attempts by government agencies or other organizations to improve child health and development, educational attainment, and economic wellbeing. The aim is to quantify the benefits of these programs to children, their parents, and society at large. (NOTE: This is a .pdf file and requires Acrobat Reader for viewing or download.)

✓ Issues in Schools Being Ready for Children

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea7lk31.htm

In most instances, children come to school ready to learn but with different cultural, educational, and environmental experiences to draw from. The article suggests that it is the responsibility of the educational system to meet children where they are and encourage and support their development from that point. To promote learning for all children, educators must provide a school environment that acknowledges children's diverse backgrounds, helps children transition comfortably into the next instructional level, and provides community supports when necessary. Such provisions support each child's readiness to learn as well as each school's readiness to educate young children.

Kindergarten: Ready Or Not? A Parent's Guide

http://www.parenting-qa.com/cgi-bin/detail/education/schoolreadiness/1592.core.book

This guide, published by Heinemann for parents of children ages preschool to six, describes different approaches to kindergarten, expectations for incoming students, and ways to obtain needed information for parents new to the process of schooling. The book describes five commonly used approaches to kindergarten; discusses issues parents face when their children enter kindergarten; advises parents on how to find out information before their children enter kindergarten; and discusses how parents can help their child meet school expectations.

✓ Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes

http://www.futureofchildren.org/lto/02_lto.htm

This report, published in the David and Lucile Packard Foundation's newsletter, the Future of Children, http://www.futureofchildren.org/, reviews 36 studies of both model demonstration projects and large-scale public programs to examine the long-term effects of these programs on children from low-income families. The review includes studies of preschool education, Head Start, child care, and home visiting programs and focuses primarily on the effects of program participation on children's cognitive development.

✓ Longer Term Effects of Head Start

http://www.rand.org/organization/drd/labor/DRU/DRU2439.pdf

This study by the RAND Corporation, http://www.rand.org, evaluates effects of participation in Head Start on schooling attainment, earnings, and criminal behavior. (NOTE: This is a .pdf file and requires Acrobat Reader for viewing or download.)

✓ Meeting the Diverse Needs of Young Children

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea400.htm

This paper looks at how the increase in racial, ethnic, and cultural diversity in American schools is reflected in many early childhood classrooms. These classrooms also are receiving increased numbers of children with disabilities or developmental delays. Strategies are suggested to help educators develop a repertoire of effective classroom practices that are responsive to the diverse needs of all children. The support of administrators, colleagues, families, and the community is also discussed as a prerequisite for meeting the needs of the diverse group of young children entering kindergarten.

✓ National Academies of Sciences/National Research Council–School Readiness Publications

http://www.nationalacademies.org/

The NAS web site lists the following publications and research on school readiness—all of which may be read or downloaded online.

✓ Beyond the Blueprint: Directions for Research on Head Start Families

http://books.nap.edu/catalog/5196.html

This publication considers directions for research that will generate a broader understanding of what is happening to families *in* Head Start and *because* of Head Start. The report contains a systematic analysis of research needs relevant to the changing context that Head Start faces as it moves into its fourth decade.

✓ Eager to Learn: Educating Our Preschoolers

http://www.nap.edu/books/0309068363/html/

The premise of this publication is that children come into the world eager to learn. Eager to Learn acknowledges that despite this innate ability, many children live in circumstances that prevent them from attaining their full potential, and considerable gaps exist between the early learning experiences of poor and non-poor children. It focuses on the quality of preschool experiences provided outside the home and offers recommendations for policy makers, educators, and the public to improve both quality and access so that all children can enter school ready to succeed.

- ✓ **From Neurons to Neighborhoods**
  http://www.nap.edu/catalog/9824.html

  Using recent developments in brain research on early development, From Neurons to Neighborhoods examines two critical questions: (1) how society can use knowledge about early childhood development to maximize the nation's human capital and ensure the ongoing vitality of democratic institutions; and (2) how the nation can use this knowledge to nurture, protect, and ensure the health and wellbeing of all young children as an important objective in its own right. The ideas and recommendations in From Neurons to Neighborhoods are anchored in three principles regarding early learning: (1) human development is shaped by a continuous interaction between biology and experience; (2) culture influences every aspect of human development; and (3) the growth of self-regulation is a cornerstone of early childhood development.

- ✓ **Starting Out Right**
  http://www.nap.edu/catalog/6014.html

  Staring Out Right is a resource for parents who want to provide their preschool children with a good start in literacy; preschool caregivers who want to be sure that the children they care for are ready for school; or corporate executives who want the company to support an after-school tutoring program. The book is written particularly for parents who want information about the most effective ways to teach beginning reading and for those who can influence the education and development of young children, especially policy makers, caregivers, and teachers. Starting Out Right shares a wealth of knowledge based on extensive research—focusing on children from birth through the preschool years. The pages include practical guidelines, program descriptions, advice on resources, and strategies that can be used in preschools, homes, and everyday life.

✓ Organizing for Effective Early Childhood Programs and Practices

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea100.htm

The premise of this article is that the overall effectiveness of an early childhood program is dependent upon several factors: quality staff, suitable environment, appropriate grouping practices, consistent schedules, and parent involvement. The article examines how decisions about these factors often are made early in the process of planning and organizing an early childhood program.

✓ Preventing Reading Difficulties in Young Children–Helping Children with Reading Difficulties in Grades 1 to 3

http://www.nap.edu/readingroom/books/prdyc/ch8.html

Chapters from the authoritative work, Preventing Reading Difficulties in Young Children are posted on the web site of the National Academy Press, National Academies of Sciences. This particular site features Chapter Eight–dealing with reading problems experienced by early readers (grades 1 through 3). The entire table of contents of Preventing Reading Difficulties in Young Children is provided in .html format at: http://www.nap.edu/readingroom/books/prdyc/index.html. Each section of the table has hyperlinks to all chapters in the book.

✓ Public Factors That Contribute to School Readiness

http://ecrp.uiuc.edu/v1n2/edwards.html

Noting that school readiness—the preparedness of children to learn what is taught in schools—is the cornerstone of today's education reform, this article presents a brief overview of the key public factors that contribute to school readiness. These factors include both historical and contemporary American views of early learning as reflected by government funding, early learning and teacher education field practices, and teacher certification and accountability. With the hindsight gained from historical knowledge and a clear understanding of the factors that contribute to school readiness, we are better equipped to make the first goal of today's educational reform a reality—that all children in America start school ready to learn.

✓ Quality Child Care Is Key To School Readiness

http://cdfweb.vwh.net/childcare/cc_school_readiness.html

This article, on the web site of the Children's Defense Fund, http://cdfweb.vwh.net/index.html examines the importance of high-quality child care and early education experiences in helping young children build their language and literacy skills so they can enter school ready to read and succeed.

Readings and Resources About Reading Instruction for Young Children with Learning Disabilities

http://ericec.org/minibibs/eb12.htm

This site provides an extensive list of research, reports, and articles on reading instruction for disabled children by leading experts in the field of reading instruction. Citations maintained by the ERIC Clearinghouse can be obtained at the web address: http://ericae.net/derc.htm. Journal articles are available from the originating journal.

✓ School Entry

http://www.futureofchildren.org/cri/09cri.htm

This brief on school readiness is arranged in three parts. The opening section examines three concepts of readiness. The next section examines national survey data on parent and teacher ideas about what constitutes readiness for individual

children. The data also provide a rough indication of how close the nation was to achieving the readiness goal in the early 1990s from the points of view of parents and teachers. The last section examines some of the indicators and benchmarks that have been proposed to measure progress toward the readiness goal.

School Health News

http://www.schoolhealth.org/ready.html

This document examines the research on school readiness and kindergarten retention. Increasing emphasis on the early identification of children who are at risk for later learning and behavior problems in the classroom has reflected a change in the nature and content of early childhood education. Kindergarten was originally a year of relatively informal education designed to form a bridge from home to more formal schooling in the elementary grades. Gradually, the curriculum from the upper grades has been pushed down to lower levels, escalating academic demands in kindergarten and even preschool. Drawing from the work of child psychologist, Jean Piaget, the article suggests that preschool children are active learners who require concrete objects to perform mental operations. Their thinking is facilitated by verbalization or "talking through" an activity, not by silently sitting in their seats.

✓ School Readiness

http://www.parenting-qa.com/cgi-bin/detail/education/schoolreadiness/

This article is targeted toward parents of children approaching kindergarten age who wonder if their children are ready to start school. Most educators agree that school readiness is not guaranteed by chronological age, but is defined by the total picture of the child's intellectual, physical, social, and emotional development, as well as the anticipated kindergarten curriculum. The article provides tips for parents on the signs of school readiness, including tip sheets, books, and other resources.

✓ School Readiness and Children's Developmental Status

http://www.kidsource.com/kidsource/content3/School.Readiness.p.k12.2.html

In this survey, parents of a national sample of 4,423 children from 3 to 5 years of age who had not yet started kindergarten were asked about specific accomplishments and difficulties of their children. Parents, usually the mother, were asked to rate how well their child demonstrated behaviors indicating emerging literacy and numeracy skills, such as pretending to read stories or counting to 20, and small-motor skills, such as buttoning clothes and holding a pencil properly. Parents were also asked to rate the extent to which their child showed signs of difficulties in physical activity or attention, such as restlessness and inattention, speech difficulties, and less than optimal health. These data were collected in early 1993 as part of a U.S. Department of Education study.

✓ School Readiness and Language Minority Students

http://www.ncbe.gwu.edu/ncbepubs/focus/focus7.htm

The document analyzes some of the critical questions to be tackled as the dimensions of learning and development are refined and an assessment system is created, for example: (a) how diverse groups of children will be assessed equitably; (b) whether languages other than English will be used to assess language minority children and to interview their parents; and (c) how a balance will be struck between the need to respect cultural differences and the need to make judgments about children's preparedness to participate successfully in the formal school culture. The premise of the paper is that "school readiness" is a concept that is both culturally defined and culturally interpreted. Culturally speaking, different minority groups develop differently, for example, in the area of social relations. In the area of social development these and similar populations are likely to come out quite differently, although it does not mean that they are not ready for school. The important factor is making sure that results of the assessment are interpreted by those who understand the cultural basis of the differences.

✓ School Readiness: Helping Communities Get Children Ready for Schools and Schools Ready for Children–A Child Trends Research Brief

http://www.childtrends.org/PDF/schrd.pdf

This research brief by Child Trends http://www.childtrends.org is intended to help communities invest wisely in school readiness initiatives. It begins by summarizing recommendations by the National Education Goals Panel for defining and assessing school readiness. The brief then presents a framework for community investments based on factors related not only to the child, but also to the child's family, early childhood care and education, schools, and neighborhoods.

✓ School Readiness of Latino Children: Analysis of an Early School Intervention Program

http://www.stanford.edu/group/SCCR/School.html

There has been a growing national concern that when children enter kindergarten many are not ready for the multiple demands–cognitive, linguistic, and social–placed on them by their teachers. Latino children, like other children, are frequently in need of early school intervention to ensure their later school success. To understand both the nature of early school intervention programs for Latino children as well as to offer policy recommendations, Stanford University faculty from the Schools of Medicine and Education are collaborating on a study of school readiness in California.

✓ School Readiness Project—University of Wisconsin, Madison Extension

http://www.uwex.edu/ces/flp/ready/

The School Readiness Project at the University of Wisconsin, Madison Extension Program helps communities provide optimal environments for young children and their families, especially in the areas of health, parenting, early education and care, and school entry. UWEX's School Readiness Project promotes school readiness by helping Wisconsin communities develop local coalitions linking people and organizations concerned about young children and their families. Each community project begins with the creation of a diverse task force including parents and local representatives of health care, early education and child care, elementary education, family support services, business, religion, and government. The Project helps these coalitions assess local strengths and needs and carry out strategic planning. These collaborative processes serve as a catalyst for community-based programs that are preventive, integrated, and comprehensive.

School Readiness Resource Directory

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ealk1.htm

This web site provides a directory of resource organizations and agencies that address school readiness issues. It includes contact information for numerous agencies, including those that target diverse linguistic, ethnic, and cultural groups.

Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers

http://ericeece.org/pubs/digests/1999/santos99.html

The individuals who work in early childhood programs are not as diverse as those they serve. In California, for example, there is little diversity among students preparing to be teachers. Moreover, few early childhood professionals have adequate preparation for working with families from a wide range of cultures and linguistic backgrounds. In many cases, educators' and other service providers' lack of experience with, and knowledge of diverse families makes the development of relationships with them difficult and may contribute to families' underutilization of services. This Digest focuses on how to identify and select culturally and linguistically appropriate materials (e.g., books, brochures, pamphlets, fact sheets, and multimedia) for parents and family members.

✓ Significant Benefits: The High/Scope Perry Preschool Project

http://www.highscope.org/research/RESPER.HTM

This study—perhaps the most well-known of all High/Scope research efforts—examines the lives of 123 African Americans born in poverty and at high risk of

failing in school. From 1962-1967, at ages 3 and 4, the subjects were randomly divided into a program group who received a high-quality preschool program based on High/Scope's active learning approach and a comparison group who received no preschool program. In the study's most recent phase, 95% of the original study participants were interviewed at age 27. Additional data were gathered from the subjects' school, social services, and arrest records. In analyzing the data collected at age 27, research staff found major differences favoring the 27-year-olds who had been enrolled in High/Scope's active learning preschool program in terms of fewer instances of criminal activity; higher economic status; higher rates of graduation from high school; and fewer out of wedlock births.

✓ Starting Points: Meeting the Needs of Our Youngest Children

http://www.carnegie.org/startingpoints

Starting Points: Meeting the Needs of Our Youngest Children, by the Carnegie Corporation http://www.carnegie.org, provides research evidence on the "quiet crisis" that young children face, and it offers a comprehensive set of recommendations to meet their needs. These include preparation for responsible parenthood, improved preventive health and child care, and stronger community supports for families.

✓ Success in School: Education Ideas that Count

http://www.caseyfoundation.org/initiatives/success/school.htm

The first national education goal for the year 2000 seeks to guarantee that all children enter school ready to learn—and for good reason. To get a solid shot at success in school, children must come to kindergarten prepared. This article examines how preschool is part of the broader intellectual, social, emotional, and physical development children need to succeed in the crucial elementary grades. Family and other community supports play vital roles in ensuring that young children grow up in healthy environments that nurture this continuous development. Since many children lack these basic foundations, the document suggests that many of today's American families need a helping hand from schools, health clinics, child-care facilities, public welfare institutions, businesses, and religious organizations to enhance school readiness.

✓ Ten Keys to Ready Schools

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea700.htm

The document describes the attributes of schools that are effective in promoting readiness for learning.

✓ Title I Preschool Education: More Children Served, but Gauging Effect on School Readiness Difficult–United States General Accounting Office

http://www.gao.gov/new.items/he00171.pdf

Concerns over children's school readiness have placed an increasing emphasis on ensuring that children have the necessary skills to succeed in school. In light of this, GAO surveyed a stratified, nationally representative sample drawn from the approximately 16,000 school districts nationwide. Specifically, GAO surveyed all of the 111 largest school districts—those with 40,000 or more students. In addition, GAO randomly selected about 400 of the smaller school districts—those with fewer than 40,000 students. The overall response rate was 95 percent. During the 1999-2000 school year, an estimated 17 percent of the school districts that received Title I funds spent an estimated $407 million on preschool services, making Title I second only to Head Start in its level of federal preschool education funding. School districts used their funds to serve an estimated 313,000 preschool children—equal to about 8 percent of the children who will eventually enter kindergarten. Almost all of these children were between the ages of 3 and 5. Children were served in every State, with Texas serving the largest number of children. Currently, the US Department of Education lacks the information to measure Title I's effect on children's school readiness. GAO recommends that USDE, as part of its planned Title I preschool study, explore the feasibility of isolating and measuring Title I's effect on school readiness.

Zero to Six: The Basis for School Readiness

http://www.hrdc-drhc.gc.ca/arb/publications/research/abr-97-8e.shtml

This paper presents the results of an extensive review of the current literature on school readiness. The purposes of the paper are to identify and discuss the components of school readiness; explain the importance of the very early years of a child's life in laying the foundation for scholastic achievement and adult success; and discuss the impact of the availability of various family and community resources on a child's school readiness. Five components of school readiness are described, as follows: (1) well-being and appropriate motor development; (2) emotional health and a positive approach to new experiences; (3) age-appropriate social knowledge and competence; (4) age-appropriate language skills; and (5) age-appropriate general knowledge and cognitive skills.

NOTE

✓ Articles checked are recommended for posting on the Reading Corner of the CCFC web site.