Kansas School Readiness Data Task Force Final Report

Recommendations Submitted to the Kansas Early Childhood Advisory Council & Kansas State Department of Education
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Goffin Strategy Group

THE KANSAS SCHOOL READINESS DATA TASK FORCE IS AN ACTIVITY OF THE KANSAS SCHOOL READINESS DATA INITIATIVE.

School Readiness Data Task Force Final Report
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PART I

OVERVIEW OF THE SCHOOL READINESS DATA TASK FORCE

INTRODUCTION

Kansas has worked for over a decade to create a policy environment supportive of children's healthy development and learning and readiness for kindergarten entry. With the increasing focus on students' preparation for college and career, the Kansas Department of Education (KSDE) is developing a longitudinal data system that connects the early learning years (from birth to kindergarten entry) with later school and college learning. With this in mind, the *School Readiness Data Initiative* was launched in the summer of 2010 under the leadership of Gayle Stuber, KSDE Early Childhood Coordinator. This Initiative is driving creation of an early childhood longitudinal data system that will inform state and community policy decisions and classroom practices related to young children's short- and long-term well-being.

In February 2011, in partnership with the Kansas Early Childhood Advisory Council (ECAC), KSDE convened the School Readiness Data Task Force (Data Task Force) as part of this Initiative. Comprised of recognized researchers, evaluators, higher education faculty, state agency staff, school administrators, and front line practitioners from across the State and the spectrum of health, human services, and early care and education, the group's composition ensured that the Data Task Force had the collective expertise and experience to fulfill its Charge. Specifically, KSDE and ECAC charged the Data Task Force with:

1. Reviewing and if necessary updating the current Kansas School Readiness Framework so it reflects new research, evaluation, and the State's experiences with this framework over the past ten years;
2. Reviewing and updating as appropriate the goals and indicators presently in place for each of the four school readiness framework components to ensure their alignment with current knowledge from research, evaluation, and practice; and
3. Identifying quantifiable and measureable data elements that can be used by the State's Early Childhood Data System to assess the status of family, school, community, and child readiness. (See Appendix A for the complete Charge.)

The Data Task Force met seven times between March 2011 and February 2012 at meetings that were one to two-days in length. Their work was bolstered by Virtual work groups comprised of 21 carefully selected experts from across the State. Virtually convened between meetings, the membership of these groups can be found in Appendix B.

Data Task Force meetings were designed and facilitated by Stacie Goffin of the Goffin Strategy Group using a process that was tightly focused, highly iterative and interactive, and results-oriented. (See Appendix C for Facilitator Bio.) Jessica Dunn and Tracy McElhattan served as recorders over the seven Data Task Force meetings, and Richard Matteson, a Requirements Analyst at KSDE, served as a task force resource. Additionally, Gayle Stuber attended each of the Data Task Force meetings, both as a resource and for the purpose of monitoring the process in her role as a Data Task Force convener. All meeting materials, including Meeting Agenda, Meeting Notes, and Briefing Documents were regularly posted for public review at http://www.ksde.org/Default.aspx?tabid=4700.

With the exception of the first meeting, all meetings were held in Topeka at the Kansas Children's Service League (KCSL). The Data Task Force is enormously grateful to KCSL for the generous use of its space and facilities. In addition to this in-kind support, financial support for the Kansas School Readiness Data Initiative comes from: The Kansas Children's Cabinet and Trust Fund; the Kansas Head Start Collaboration Office; the Kansas State Department of Education Special Education Services Team; a federal ARRA State Longitudinal Data System grant through the Kansas State Department of Education; and Northrock, Inc. of Wichita, KS.

BACKGROUND INFORMATION

Building on Past Efforts

Recent efforts in Kansas to improve children's school readiness are tied to a School Readiness Framework (from birth to the start of kindergarten) developed in 2003 by a broad-based constituency group. This comprehensive Framework encompasses the readiness of individual children for kindergarten entry plus the readiness of schools, families, and communities to ensure school readiness is achieved.

This 2003 Framework served as the foundation for the Data Task Force's work and made clear the Kansas early childhood community's commitment to a holistic view of school readiness and to a shared responsibility among families, educational environments, and communities in helping this milestone be achieved. The 2003 Framework also foreshadowed the breadth and scope of data elements that would have to be selected, collected, and analyzed, and forecast the complexity of creating a coordinated and accessible early childhood data system.

Previous and Current Statewide Work on School Readiness Data

The State first convened a School Readiness Task Force in the summer of 2000. The work of this Task Force was informed by its participation in a 17-state consortium that met regularly to share information, learn about relevant research, and benefit from national expertise. In the fall of 2003, this School Readiness Task Force approved the State's present four-pronged school readiness framework – a framework that has informed statewide work for almost ten years.

Additionally, the State has supported a number of discrete efforts with the intent of gathering data to document the status of children's well being and inform decisions for improving their status. Prominent among these are: development of indicators associated with the Kansas School Readiness Framework; the Kansas Early Childhood Comprehensive System Results Based Accountability (KECCS/RBA) Initiative; and Kansas Early Learning Inventory (KELI). The indicators and data elements from each of these efforts provided the Data Task Force's work with its initial set of possible School Readiness Indicators and Data Elements and ensured that their work built on earlier efforts.

Two additional, active initiatives have data as a center piece of their work: (1) The Early Childhood Advisory Council, which first was appointed by Governor Mark Parkinson in response to a federal mandate to create a coordinated, data-informed early childhood system, and (2) KSDE's Longitudinal Data System development efforts. Each of these efforts

requires a strong set of data elements associated with a contemporary Kansas School Readiness Framework.

In recognition of this fact, in July 2010, the KSDE and ECAC convened 30 individuals from backgrounds covering research, information technology, advocacy, higher education, legislation, state agencies, early childhood organizations, and public and private early learning programs to identify key questions of policy and practice. Invited participants reflected the end users for the data system being constructed. Consequently, they were uniquely qualified to identify priority questions of policy and practice that could serve as the organizing framework for answering questions about families, communities, children, programs, and the early childhood workforce.

This group, presently known as the Kansas School Readiness Stakeholder Group, was asked to prioritize options in response to the question of "*What are key policy and practice questions to be answered about how young children are doing related to school readiness, from birth to the start of kindergarten?* Informed by guidance from the Early Childhood Data Collaborative, a national group working to support state efforts to build comprehensive early childhood data systems, this group identified priority policy questions to help identify the data that needed to be collected and/or coordinated and determine the data infrastructure required, both in terms of capacity and technology.

Eight priority policy questions resulted from this convening. After the July 2010 meeting, they were widely vetted before being accepted as the State's priority policy questions. Both individually and collectively, the Indicators and Data Elements being recommended by the Data Task Force will assist with responding to each of these priority policy questions – with the exception of Question 5, which falls outside its purview. (See Sidebar to the right.]

Priority Policy Questions

1. How prepared are all of our children for kindergarten and beyond, as a whole and by subgroups?
2. What are the most critical health, safety, and community factors that contribute to children's school readiness?
3. What is the impact of family education, involvement, engagement, and support services on children's school readiness?
4. What are the best practices for involving families?
5. How prepared are the State's schools for meeting the needs of entering kindergartners?
6. Who are the children <u>not</u> being served and where are they?
7. What combination of early childhood experiences has the best return on investment?
8. What elements define program effectiveness?

PROCESS

A Work Plan approved by the Data Task Force at its first meeting in March 2011 provided the organizational framework for the group's work. (See Appendix D.) Although additional days and meetings were added (extending the timeline), the results and organizational logic of the work remained unchanged.

The work was organized by four workgroups, each focusing on one of the four school readiness components that together, according to the proposed School Readiness Framework, comprise school readiness. Chaired by a Data Task Force member, these four groups worked independently and in conjunction with one another to ensure that the emerging indicators and data elements were complementary, yet non-duplicative.

As outlined in the Work Plan, the Data Task Force progressed from (1) attention to principles for working together and approval criteria (See Appendix E) to (2) the work of developing and revising indicators and data elements[1] in conjunction with its four Virtual Work Groups to (3) refining its recommendations and ensuring their alignment with the Data Task Force's approval criteria.

The process of developing school readiness indicators and data elements built on supportive evidence, the framework provided by the State's priority policy questions, and the Charge to create a "picture in data" of the status of school readiness in Kansas. As part of this process, the Data Task Force was guided by its proposed changes to the 2003 State School Readiness Framework. Several alterations were made to the 2003 Framework to ensure its grounding in current research and practice wisdom related to success in kindergarten and beyond.

All Data Task Force meetings were open to the public and frequently included observers. At the third Data Task Force meeting, a presentation was given by Kathy Gosa, Director of Information Technology, KSDE, on the State's K-12 Longitudinal Data System. As noted above, Data Task Force agenda, meeting notes, and briefing documents were placed on the KSDE website to ensure transparency of the process, as well as provide resources to assist members of the Virtual Work Groups.

In October 2011, the Task Force approved its emerging School Readiness Framework, Indicators, and Data Elements as Draft and prepared them for review by 14 external state and national reviewers. (See Appendix F for list of reviewers.] Data Task Force members identified reviewers they believed could provide informed and objective assessments of their work to date. Members also developed questions to organize the review process, which can be found in Appendix G. Reviewers' input made an important contribution to the completion of the Data Task Force recommendations, which were approved unanimously at the final meeting on February 9, 2012. Part II of this report presents these recommendations.

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[1] Indicators are combinations of data elements that provide information about the "readiness" status of families, communities, educational environments, or children. In terms of School Readiness, indicators may describe behavior, wellbeing, services or environment.

A Data Element is a unit of data that details the information being collected. Data elements can provide information about many entities: children, teachers/providers, programs, and others.

PART II

DATA TASK FORCE RECOMMENDATIONS

RECOMMENDATION 1: SCHOOL READINESS FRAMEWORK

RECOMMENDATION 2: SCHOOL READINESS INDICATORS

RECOMMENDATION 3: SCHOOL READINESS DATA ELEMENTS

RECOMMENDATIONS

The School Readiness Data Task Force respectfully and enthusiastically submits its recommendations to the Kansas Early Childhood Advisory Council and to the Kansas State Department of Education for acceptance. As the Charge requires, the Data Task Force:

1. Reviewed and updated the 2003 Kansas School Readiness Framework to reflect current research and evaluation and the State's experiences with this framework since 2003;
2. Reviewed and updated the goals and indicators currently in place for the State's School Readiness components to ensure their alignment with research and practice; and
3. Identified quantifiable and measureable data elements that can be used by the State's Early Childhood Data System to assess the status of School Readiness in Kansas.

Recommendation 1: School Readiness Framework

The School Readiness Data Task Force recommends that the Kansas School Readiness Framework include four school readiness components: Community, Educational Environment[2], Family, and Child. This updated Framework acknowledges that school readiness depends on family practices, a range of community features, diverse auspices for early learning programs, and children's development and health. It carefully distributes responsibility across all four components. The result is a cohesive and compelling frame of reference for catalyzing efforts to promote and support school readiness in Kansas.

Clear outcomes (previously identified as goals) define school readiness for each of the components:

COMMUNITY: Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated, and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

EDUCATIONAL ENVIRONMENT: Ready educational environments (home-based, center-based, and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning, and actively engage families in their children's education.

FAMILY: Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable, and nurturing environments that promote healthy development and learning.

CHILD: Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being,

[2] This component is labeled "School" in the 2003 School Readiness Framework.

social and emotional competence, cognition and general knowledge, communication, and literacy.

These four school readiness components interact with one another in highly dynamic ways to facilitate school readiness. This core premise is highlighted in the Preamble and Seven Guiding Principles for School Readiness that are included as part of the proposed School Readiness Framework. It is essential that this underpinning be kept in mind when analyzing the proposed Indicators that bring this Framework to life through a process of systematic data collection.

Further, these four School Readiness Components do not exist in isolation. As shown in the visual that presents Recommendation 1 in its entirety (see page 12), the status of school readiness in Kansas depends on funding, policies, and system supports that facilitate statewide school readiness.

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Recommendation 1 (continued): Kansas School Readiness Framework

Preamble

Kansans are dedicated to promoting the success of each child. An essential building block for future achievement and academic success is school readiness. Early childhood experiences, birth to kindergarten entry, that ensure health and physical well-being, and the development of cognitive, communication, and social emotional skills are necessary for school success and have a direct influence on future outcomes.

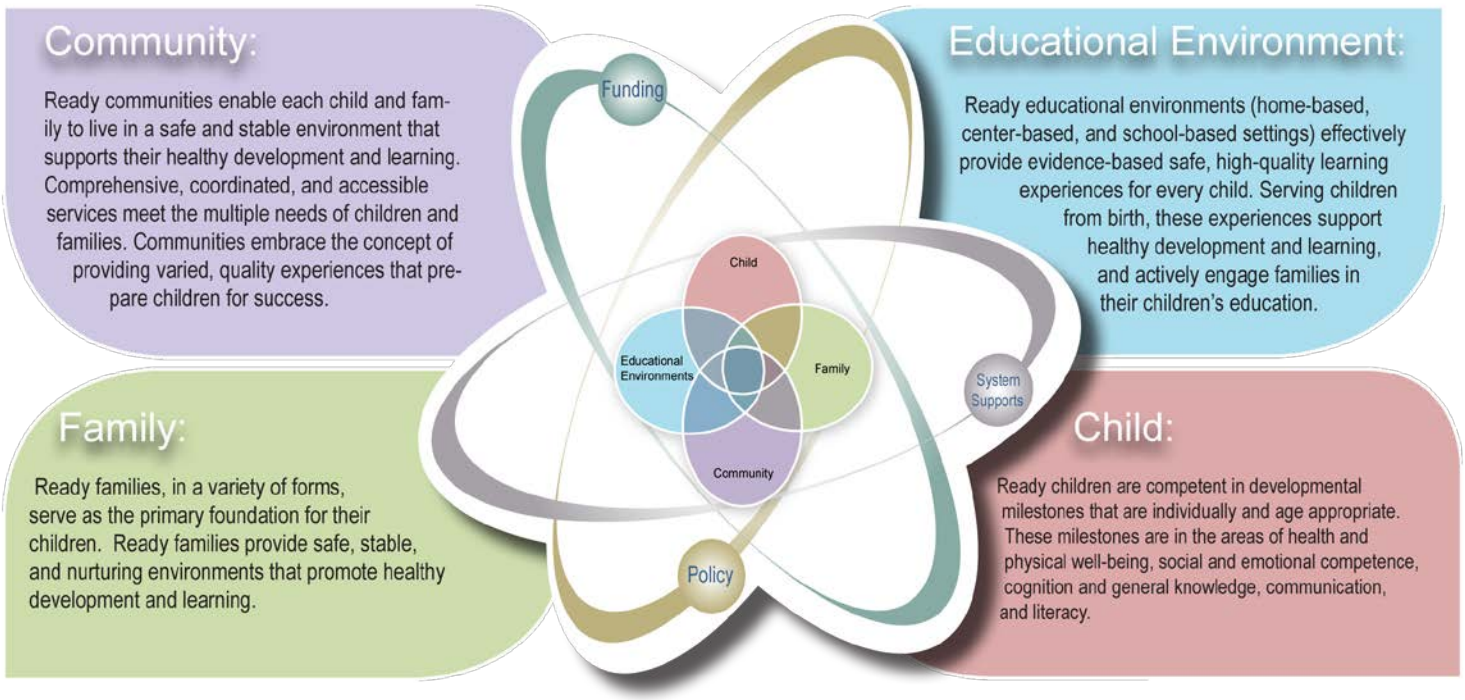
School readiness occurs within a broad context that includes the four components of community, educational environment, family, and the individual child. These four components function as interdependent systems of support that have multi-directional influences. An effective foundation for school readiness involves policy, funding and systems for children that support their ability to thrive and their success in learning environments throughout their lifespan. The relationship among these parts in achieving school readiness is shown in the Kansas School Readiness Framework graphic.

Guiding Principles for School Readiness

1. From birth, children are ready to learn. Parents, families, and caregivers are children's first teachers.
2. Learning is a lifelong activity and every environment is a learning environment.
3. Children's success in school and in life is everyone's responsibility. Communities, educational environments, families and children are ready to support success.
4. School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication, and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language, and culture of each child.
6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and differences in abilities.
7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding, and system supports.

A visual representation of Recommendation 1 is presented on the next page (page 13).

A Visual Representation of Recommendation 1: School Readiness Framework



Recommendation 2: School Readiness Indicators

The following 21 School Readiness Indicators, organized by School Readiness Component, are recommended for assessing the status of school readiness in Kansas.

COMMUNITY: *Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated, and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.* 1. Comprehensive services are available. 2. Comprehensive services are affordable. 3. Comprehensive services are accessible. 4. Each child and family lives in a safe and stable community. 5. Communities provide broad supports to families with children.	**EDUCATIONAL ENVIRONMENT**: *Ready educational environments (home-based, center-based, and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning, and actively engage families in their children's education.* 1. Educational environments provide high quality learning experiences for children. 2. Educators use evidence based tools and methods. 3. Educational environments actively engage families in their children's education. 4. Educational environments use appropriate administrative practices to ensure educators meet the needs of children and families.	**RECOMMENDATION 2: SCHOOL READINESS INDICATORS BY SCHOOL READINESS COMPONENT** School Readiness from birth to kindergarten entry occurs in a broad context that includes four components: • Community • Educational Environment • Family • Child These four components are interdependent parts of a system that interact to promote school readiness prior to kindergarten entry.
FAMILY: *Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable, and nurturing environments that promote healthy development and learning.* 1. Families provide safe environments for their children. 2. Families provide stability in daily experiences for their children. 3. Families provide nurturing environments for their children. 4. Families promote children's physical health. 5. Families promote learning for their children.	**CHILD**: *Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well- being, social and emotional competence, cognition and general knowledge, communication, and literacy.* 1. Children have physical health for their development. 2. Children experience high quality educational environments. 3. Children demonstrate ongoing competence in motor development and self-care skills as appropriate for their development. 4. Children demonstrate ongoing competence in communication and literacy development as appropriate for their development. 5. Children demonstrate ongoing competence in cognitive and general knowledge development (e.g. science, math, social studies, creative arts) as appropriate for their development. 6. Children demonstrate ongoing competence in approaches to learning as appropriate for their development. 7. Children demonstrate ongoing competence in social, emotional, and mental health development as appropriate for their development.	

Recommendation 3: School Readiness Indicators

The third recommendation of the Data Task Force is a list of Data Elements to be used for (1) documenting each School Readiness Indicators and (2) responding to the State's priority policy questions. Proposed Data Elements are found in the table labeled "School Readiness Data Elements Organized by School Readiness Component & Indicator." (See page 16.)

The Table is organized into several components. The first row presents the School Readiness Component and component description, followed by School Readiness Indicators and their assigned Data Elements. Consistent with the Data Task Force's approval criteria (Appendix E), these School Readiness Indicators and Data Elements were selected and validated using a comprehensive theoretical and research base plus the practical wisdom of the Data Task Force's membership.

Data Elements are presented below each Indicator. The first column presents the proposed data element. The second column identifies by number the priority policy question that the proposed data element can help answer. Please recall that these Indicators and Data Elements do not address Priority Policy Question #5 which falls outside the Birth to Kindergarten entry scope assigned to the Data Task Force by its Charge. Additionally, be aware that variation exists in the quantity and comprehensiveness of data elements associated with individual priority policy questions. The *third column* presents the evidence base that supports the Indicators and Data Elements presented.

Members of the Kansas School Readiness Data Task Force are committed to this work and believe that these three recommendations, when taken together, offer Kansas:

1. A contemporary School Readiness Framework that can well serve the State as it moves forward in its efforts to create a state-specific Early Childhood System; and
2. Well-informed Indicators and Data Elements that respond to seven of the State's eight priority policy questions and provide a sound next step for systematically collecting data to populate the State's emerging Early Childhood Data System.

CONCLUSION

With the current national and state focus on accountability and data-driven decision-making, the State and its early childhood community have a growing need to develop a data collection system that can (1) coordinate school readiness data for Kansas' emerging comprehensive early childhood system, and (2) connect this system with the State's K-20 Longitudinal Data System work. In combination, the three recommendations submitted by the Kansas School Readiness Data Task Force are an important step in this direction.

Thank you for the honor of being a part of this important work. We look forward to learning of your decision regarding our recommendations and to our continuing opportunity to support this effort as members of the Kansas School Readiness Data Stakeholder Group.

Recommendation 3
School Readiness Data Elements Organized by School Readiness Component & Indicator
Approved by the School Readiness Data Task Force on February 9, 2012

School Readiness Component: I. COMMUNITY **Description:** Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated, and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.		
1. Comprehensive services are available.		
Data Element	Policy Question	Evidence Base
I.1a. Quality mental health services are available for pregnant women and families with children.	2, 3, 6, 7, 8	Brennan, E. M., Bradley, J. R., Allen, M. D., & Perry, D. F. (2008). The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education and Development, 19*, 982-1022. Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Duran, F., Hepburn, K., Irvine, M., Kaufmann, R., Anthony, B., Horen, N., & Perry, D. (2009). *What works? A study of effective early childhood mental health consultation programs.* Georgetown University Center for Child and Human Development. Retrieved from http://gucchdtacenter.georgetown.edu/publications/ECMHCStudy_Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Knitzer, J. (2000). Early childhood mental health services. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 416-438). Cambridge, UK: Cambridge University Press. High, P. (2008). School readiness. *Pediatrics, 121*(4), e1008-e1015.

I.1b. Oral health services are available for pregnant women and families with children.	2, 3, 6	American Academy of Pediatric Dentistry. (2008). Policy on mandatory school-entrance oral health examinations. *Reference Manual, 33*(6), 35-36. The Colorado Trust. (2009, February). *Connecting child health and school readiness* (Issue Brief). Denver, CO: Charles Bruner. Retrieved from http://www.buildinitiative.org/files/IssueBrief_Bruner_Feb09_Final.pdf Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolschoolage/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Novello, A., Degraw, C., & Kleinman, D. (1992). Healthy children ready to learn: an essential collaboration between health and education. *Public Health Report, 107*(1), 3-15.
I.1c. Primary health services are available for pregnant women and families with children.	2, 3, 6	The Colorado Trust. (2009, February). *Connecting child health and school readiness* (Issue Brief). Denver, CO: Charles Bruner. Retrieved from http://www.buildinitiative.org/files/IssueBrief_Bruner_Feb09_Final.pdf Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf
I.1d. Evidence-based home visitation programs are available for pregnant women and families with children.	2, 3, 4, 6, 7, 8	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit

		Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Daro, D. (2006). *Home visitation: Assessing progress, managing expectations.* Ounce of Prevention Fund and Chapin Hall Center for Children. Retrieved from http://www.ounceofprevention.org/research/pdfs/HomeVisitation.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
I.1e. Quality child care is available for families with children.	2, 3, 4, 6, 7, 8	Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Kagan, S. & Neuman, M. (2000). Early care and education: current issues and future strategies. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 339-360). Cambridge, UK: Cambridge University Press. RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf

I.1f. Quality preschool programs are available for families with children.	2, 3, 4, 6, 7, 8	Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Kagan, S. & Neuman, M. (2000). Early care and education: current issues and future strategies. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 339-360). Cambridge, UK: Cambridge University Press. Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
I.1g. Services are available to targeted populations (migrant, homeless, children with special needs, English Language Learners, etc.) of families with children.	1, 2, 3, 4, 6	Ballantyne, K., Sanderman, A., D'Emilio, T., & McLaughlin, N. (2008). *Dual language learners in the early years: Getting ready to succeed in school*. Washington, DC: National Clearinghouse for English Language Acquisition & Language Instruction. Colorado Children's Campaign and the Colorado Department of Public Health and Environment. (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Harbin, G., McWilliam, R., & Gallagher, J. (2000). Services for young children with disabilities and their families. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 339-360). Cambridge, UK: Cambridge University Press.

		Parke, T., August, D., Rose, K., Charmian, R., & Leena, H., (2002). Revealing invisible worlds: Connecting the mainstream with bilingual children's home and community learning. *Journal of Early Childhood Literacy, 2*(2), 195-220. United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
I.1h. Domestic violence services are available for pregnant women and families with children.	2, 3	Carpenter, G. L., & Stacks, A. M. (2009). Developmental effects of exposure to intimate partner violence in early childhood: A review of the literature. *Children and Youth Services Review*, 31, 831-839. Gewirtz, A., & Edleson, J. L. (2004). *Young children's exposure to adult domestic violence: Toward a developmental risk and resilience framework for research and intervention.* Retrieved from http://www.nccev.org/pdfs/series_paper6.pdf National Center for Children in Poverty. (2000, February). *Promoting resilience: helping young children and parents affected by substance abuse, domestic violence, and depression in the context of welfare reform* (Children and Welfare Reform Issue Brief 8). Columbia, NY: Jane Knitzer.
I.1i. Substance use disorder services are available for pregnant women and families with children.	2, 3	Azuma, S. & Chasnoff, I. (1993). Outcome of children prenatally exposed to cocaine and other drugs: A path analysis of three-year data. *Pediatrics, 92*(3), 396 -402. Chasnoff, I., Anson, A., Hatcher, R., Stenson, H., Iaukea, K., & Randolph, L. (1998). Prenatal exposure to cocaine and other drugs: Outcome at four to six years. *Annals of the New York Academy of Sciences, 846,* 314-328. Chasnoff, I. (1998). Drug use in pregnancy: parameters of risk. *Pediatric Clinics of North America, 35*(6), 1403-1412. National Center for Children in Poverty. (2000, February). *Promoting resilience: helping young children and parents affected by substance abuse, domestic violence, and depression in the context of welfare reform* (Children and Welfare Reform Issue Brief 8). New York, NY: Jane Knitzer. National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development.* J. P. Shonkoff & D. A. Phillips (Eds.), Washington, D.C.: National Academy Press.

2. Comprehensive services are affordable.		
Data Element	Policy Question	Evidence Base
I.2a. Mental health services are affordable for pregnant women and families with children.	2, 6, 7	Brennan, E. M., Bradley, J. R., Allen, M. D., & Perry, D. F. (2008). The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education and Development, 19*, 982-1022. Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Duran, F., Hepburn, K., Irvine, M., Kaufmann, R., Anthony, B., Horen, N., & Perry, D. (2009). *What works? A study of effective early childhood mental health consultation programs.* Georgetown University Center for Child and Human Development. Retrieved from http://gucchdtacenter.georgetown.edu/publications/ECMHCStudy_Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf High, P. (2008). School readiness. *Pediatrics, 121*(4), e1008-e1015. Knitzer, J. (2000). Early childhood mental health services. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 416-438). Cambridge, UK: Cambridge University Press.
I.2b. Oral health services are affordable for pregnant women and families with children.	2	American Academy of Pediatric Dentistry. (2008). Policy on mandatory school-entrance oral health examinations. *Reference Manual, 33*(6), 35-36. The Colorado Trust. (February 2009). *Connecting child health and school readiness* (Issue Brief). Denver, CO: Charles Bruner. Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf

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I.2c. Primary health care is affordable for pregnant women and families with children.	2, 6, 7	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf High, P. (2008). School readiness. *Pediatrics, 121*(4), e1008-e1015. RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Full+Report%2Epdf
I.2d.Quality preschool programs are affordable for families with children.	2, 6, 7	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf

		Kagan, S. & Neuman, M. (2000). Early care and education: current issues and future strategies. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 339-360). Cambridge, UK: Cambridge University Press. United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
I.2e. Quality child care is affordable for families with children.	2, 6, 7	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Kagan, S. & Neuman, M. (2000). Early care and education: current issues and future strategies. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 339-360). Cambridge University Press. RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
3. Comprehensive services are accessible.		
Data Element	Policy Question	Evidence Base
I.3a. Transportation to community services is accessible for pregnant women and families with children.	2, 3, 4, 6	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Flores, G. & Tomany-Korman, S.C. (2008). Racial and ethnic disparities in medical and dental health use of service in US children. *Pediatrics, 121,* e286-e298. Retrieved from http://pediatrics.aappublications.org/content/121/2/e286.full.pdf.

I.3b. Services are accessible in a variety of venues (virtual, on-line information, in- home services, etc) for pregnant women and families with children.	2, 3, 4, 6	Special Edition. (2008, November). *Child Maltreatment , 13*(4). Various articles including: Feil, E., Baggett, K., Davis, B., Sheeber, L., Landry, S., Carta, J., & Buzhardt, J. (2008). Expanding the reach of preventive interventions: development of an internet-based training for parents of infants. *Child Maltreatment, 13*(4), 334-346. Wasik, B. H., & Bryant, D. M. (2001). *Home visiting: Procedures for helping families* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
I.3c. Services for pregnant women and families with children are accessible on variable schedules to meet family needs.	2, 3, 4	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Niederhauser, V., Walters, M. & Ganeko, R. (2007). Simple solutions to complex issues: Minimizing disparities in childhood immunization rates by providing walk-in shot clinic access. *Family and Community Health, 30*(2), 80-92.
I.3d. Communities help pregnant women and families with children connect to needed resources.	2, 3, 4	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Selden, S., Sowa, J., & Sandfort, J. (2006). The impact of nonprofit collaboration in early child care and education on management and program outcomes. *Public Administration Review, 66*(3), 412-425. United Way. (2011). *Education research overview.* Retrieved from http://corp.unitedway.org/gcl/toolkit/upload/june_2011/engagement/Education/Education_Research_Overview_April_2011.pdf
4. Each child and family lives in a safe and stable community.		
Data Element	Policy Question	Evidence Base
I.4a. Communities are free from violence and crime.	2	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf

		Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Margolin, G. & Gordis, E. (2000). The effects of family and community violence on children. *Annual Review of Psychology, 51*, 445-479. Nettles, S., Caughy, M., & O'Campo, P. (2008). School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes. *Review of Educational Research, 78*(3).
I.4b. Average household income is adequate to meet basic necessities.	2, 6	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Full+Report%2Epdf
I.4c. Adequate employment opportunities are available.	2	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf

		Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Slack, S., Holl, J.L., McDaniel, M., Yoo, J. & Bolger, K. (2004). Understanding the risks of child neglect: An exploration of poverty and parenting characteristics. *Child Maltreatment, 9(4),* 395-408. Nettles, S., Caughy, M., & O'Campo, P. (2008). School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes. *Review of Educational Research, 78*(3).
I.4d. Adequate and safe housing is available.	2	Anderson, L. M., Shinn, C., & St. Charles, J. (2002). *Community interventions to promote health social environments: Early childhood development and family housing.* Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5101a1.htm Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf High, P. (2008). School readiness. *Pediatrics, 121,* e1008.
5. Communities provide broad supports for pregnant women and families with children.		
Data Element	Policy Question	Evidence Base
I.5a. Community organizations (i.e. faith based, cultural, and civic groups) are available.	2, 4	*Strengthening Families/Strengthening Schools Toolkit* (2007). The Annie E. Casey Foundation. Retrieved from http://tarc.aecf.org/initiatives/mc/sf/schools/ready.htm Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Osofsky, J. & Thompson, M. (2000). Adaptive and maladaptive parenting. In J. Shonkoff & S. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 54-75). Cambridge, UK: Cambridge University Press. Werner, E. (2000). Protective factors and individual resilience. In J. Shonkoff & S. Meisels (Eds.), *Handbook of*

		Early Childhood Intervention (pp. 115-132). Cambridge, UK: Cambridge University Press.
I. 5b. Each accredited school building meets education outcomes for children.	5	High, P. (2008). School readiness. *Pediatrics, 121*(4), e1008-1015.
I.5c. Schools and other community buildings are available for community functions.	4	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Nettles, S., Caughy, M., & O'Campo, P. (2008). School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes. *Review of Educational Research, 78*(3).
I.5d. High school diploma completion or GED programs are accessible.	3, 4, 7	Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development.* J. P. Shonkoff & D. A. Phillips (Eds.), Washington, D.C.: National Academy Press. Nettles, S., Caughy, M., & O'Campo, P. (2008). School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes. *Review of Educational Research, 78*(3).
I.5e. School playgrounds and community parks are available.	4	Bostrom, M. (2002). *Hearts souls and minds: an analysis of qualitative research regarding communicating school readiness and other child development policies.* Frameworks Institute. Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf

		Nettles, S., Caughy, M., & O'Campo, P. (2008). School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes. *Review of Educational Research, 78*(3). RAND Corporation. (2005). *Children at risk: Consequences for school readiness and beyond.* Retrieved from http://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RAND_RB9144.pdf
I.5f. Recreation programs are available.	3, 4, 6	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf The Center for Health Improvement. (2001). *The importance of family support to school readiness.* Retrieved from http://www.chipolicy.org/pdt/Importance%20og%20FS%20to%20SR.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf
I.5g. Public library or book mobile is available.	2, 3, 4, 6	Bruner, C. (2007). *School readiness resource guide and toolkit: Using neighborhood data to spur action.* State Early Childhood Policy Technical Assistance Network. Retrieved from http://www.neighborhoodindicators.org/library/catalog/school-readiness-resource-guide-and-toolkit Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Immroth, B. (1997). Achieving school readiness: an investigation of the implementation of a "prototype of library services for young children and their families." *Public Libraries, 36*(5), 300-304.

		Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Full+Report%2Epdf Weigel, D. & Martin, S. (2006). Identifying key early literacy and school readiness issues: exploring a strategy for assessing community needs. *Early Childhood Research & Practice, 8*(2).
I.5h. Hospital is accessible.	2, 6	Segal, A. (2004). Improving school readiness outcomes: lessons from six communities. *Annie E. Casey Foundation.* Retrieved from http://www.aecf.org/upload/PublicationFiles/ED3622H326.pdf
I.5i. Grocery store is accessible.	2, 6	Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Walker, R., Keane, C., & Burke, J. (2010). Disparities and access to healthy food in the United States: a review of food deserts literature. *Health & Place, 16,* 876-884.
I.5j. Food assistance is available.	2, 6	Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf
I.5k. Food assistance is accessible.	2, 6	Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf School readiness and health. (2006). California Child Healthcare Program. Retrieved from www.ucsfchildcarehealth.org/pdfs/curricula/CCHC/18_CCHC_SchoolReady_0606.pdf
I.5l. Emergency shelters are accessible.	2, 3, 6	DeBaryshe, B. D., Yuen, S., & Ripke, M. N. (2008). *School readiness in Hawai'i.* Honolulu: University of Hawai'i, Center on the Family. Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Full+Report%2Epdf

I.5m. Housing assistance is available for low-income families with children.	2, 3, 6	Anderson, L. M., Shinn, C., & St. Charles, J. (2002). *Community interventions to promote health social environments: Early childhood development and family housing.* Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5101a1.htm Colorado Children's Campaign and the Colorado Department of Public Health and Environment (2004). *Colorado's school readiness indicators: Making progress for young children.* Retrieved from http://www.cdphe.state.co.us/ps/cash/schoolagehealth/SRI-Report.pdf Halle, T., Zaff, J., Calkins, J., & Margie, N. (2000, December). *Background for community-level work on school readiness: Part II: Reviewing the literature on contributing factors to school readiness.* Child Trends. Retrieved from http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf Rhode Island KIDS COUNT. (2005). *Getting ready: Findings from the national school readiness indicators initiative a 17 state partnership*. Retrieved from http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Full+Report%2Epdf
I.5n. Parent help lines are available.	2, 3	Akister, J. & Johnson, K. (2002). Parenting issues that may be addressed through a confidential helpline. *Health and Social Care in the Community*, 10(2), 106-111.

School Readiness Component: II. EDUCATIONAL ENVIRONMENT **Description:** Ready educational environments (home-based, center-based, and school-based settings), effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning, and actively engage families in their children's education.		
1. *Educational environments provide high quality learning experiences for children.*		
Data Element	Policy Question	Evidence Base
II.1a. Educational environments employ qualified educators.	7, 8	FSU Center for Prevention & Early Intervention Policy. (2001). *10 components of quality child care for infants and toddlers.* Retrieved from https://www.childcarerockland.org/professional/10%20Components%20of%20Quality%20Child%20Care.pdf Rice, J.K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes.* Washington, D.C.: Economic Policy Institute. Executive summary and introduction. Retrieved from http://www.epi.org/publication/books_teacher_quality_execsum_intro/ Whitebook, M. & Ryan, S. (2011). *Degrees in Context: Asking the Right Questions about Preparing Skilled and Effective Teachers of Young Children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.1b. Educators in an educational environment participate in ongoing professional development.	7, 8	American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at http://nrckids.org. LoCasale-Couch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., …Barbarin, O. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly, 22*, 3-17.
II.1c. Educational environments use age appropriate adult:child ratios.	7, 8	Barnett, W.S., Hustedt, J.T., Robin, K.B., &Schulman, K.L. (2003). *The state of preschool: 2003 preschool yearbook.* New Brunswick, NJ: The National Association for Early Education Research. Retrieved from http://nieer.org/yearbook2003/pdf/yearbook.pdf

		Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.1d. Educational environments use age appropriate group sizes.	7, 8	Barnett, W.S., Hustedt, J.T., Robin, K.B., &Schulman, K.L. (2003). *The state of preschool: 2003 preschool yearbook.* New Brunswick, NJ: The National Association for Early Education Research. Retrieved from http://nieer.org/yearbook2003/pdf/yearbook.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.1e. Educational environments make use of consistent caregivers.	2, 3, 4	FSU Center for Prevention & Early Intervention Policy**.** (2001). *10 components of quality child care for infants and toddlers*. Retrieved from https://www.childcarerockland.org/professional/10%20Components%20of%20Quality%20Child%20Care.pdf
II.1f. Educational environments use individualized learning experiences based on the needs of each child.	7, 8	Mashburn, A.J., Pianta, R.C., Hamre, B.K. Downer, J.T., Barbarin, O.A., Bryant, D, & Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732-749. National Association for the Education of Young Children (NAEYC). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Retrieved from http://www.naeyc.org/files/naeyc/file/ positions/PSDAP.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.1g. Educational environments facilitate effective transitions for children & families.	1, 3, 7, 8	Rous, B., McCormick, K. and Hallam, R. (2006). *Use of transition practices by public preschool teachers.* National Early Childhood Transition Center. Retrieved from http://www.ihdi.uky.edu/nectc/ Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf

2. *Educators use evidence based tools and methods.*		
Data Element	Policy Question	Evidence Base
II.2a. Educators demonstrate intentional, purposeful teaching practices addressing each child's learning.	7, 8	Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-kindergarten programs. *Early Childhood Research Quarterly, 23*, 27-50. National Center for Learning Disabilities. (2009). *Roadmap to pre-k RTI: Applying response to intervention in preschool settings.* Retreived from http://www.rtinetwork.org/images/roadmaptoprekrti.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2b. Educators use instructional practices informed by data.	7, 8	Espinosa, L. (2002). *High quality preschool: Why we need it and what it looks like.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2c. Curriculum development is grounded in scientific research.	7, 8	Frede, E. & Ackerman, D.J., (2007). *Preschool curriculum decision-making: Dimensions to consider.* New Brunswick, NJ: National Institute for Early Education Research. Retrieved from http://nieer.org/docs/?DocID=142 Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2d. Educators use valid, reliable, and authentic assessment procedures to monitor children's progress.	7, 8	Espinosa, L. (2002). *High quality preschool: Why we need it and what it looks like.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf

II.2e. Data are used to inform instructional planning and implementation.	7, 8	Frede, E., & Ackerman, D.J. (2007). *Preschool curriculum decision-making: Dimensions to consider.* New Brunswick, NJ: National Institute for Early Education Research. Retrieved from http://nieer.org/docs/?DocID=142 Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2f. Interactions with children are culturally and linguistically appropriate.	3, 4, 7, 8	Espinosa, L. (2002). *High quality preschool: Why we need it and what it looks like.* National Institute for Early Education *Research*. Retrieved from http://nieer.org/resources/policybriefs/1.pdf National Association for the Education of Young Children. (1995). *Responding to linguistic and cultural diversity: Recommendations for effective early childhood education.* Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2g. Educators screen children for early identification of concerns.	3,4, 7, 8	American Academy of Pediatrics Committee on Children with Disabilities. (2001). Developmental surveillance and screening of infants and young children. *Pediatrics, 108*(1), 192-195. Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2h. Children are referred based on screening outcomes.	3, 4, 7, 8	American Academy of Pediatrics Committee on Children with Disabilities. (2001). Developmental surveillance and screening of infants and young children. *Pediatrics, 108*(1), 192-195. Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2i. Eligibility for special services is determined by using valid and reliable screening and assessment procedures.	7, 8	National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8.* Retrieved from http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf

		Division for Early Childhood of the Council for Exceptional Children. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation.* Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2j. Educators develop learning experiences aligned with Kansas Early Learning Standards.	7, 8	Espinosa, L. (2002). *High quality preschool: Why we need it and what it looks like.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.2k. Educators' interactions with children are positive.	7, 8	Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-kindergarten programs. *Early Childhood Research Quarterly, 23,* 27-50. Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
3. Educational environments actively engage families in their children's education.		
Data element	Policy Question	Evidence Base
II.3a. Educators engage in ongoing collaboration with families to plan and monitor children's learning goals and progress toward those goals.	3, 4, 7, 8	National Center for Research in Early Childhood Education. (2010). *Promoting children's school readiness: Rethinking the levers for change*. Retrieved from http://ncrece.org/wordpress/wp-content/uploads/2010/03/NCRECEInFocus_v1n1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf

II.3b. Educational environments offer opportunities for families and educators to build interactive relationships.	3, 4, 7, 8	National Center for Research in Early Childhood Education. (2010). *Promoting children's school readiness: Rethinking the levers for change.* Retrieved from http://ncrece.org/wordpress/wp-content/uploads/2010/03/NCRECEInFocus_v1n1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.3c. Educational environments provide families with written policies and procedures.	4, 7, 8	National Center for Research in Early Childhood Education. (2010). *Promoting children's school readiness: Rethinking the levers for change.* Retrieved from http://ncrece.org/wordpress/wp-content/uploads/2010/03/NCRECEInFocus_v1n1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children.* National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II.3d. Educational environments engage families by providing opportunities to be involved in program leadership and decision-making.	3, 4, 7, 8	National Center for Research in Early Childhood Education. (2010). *Promoting Children's School Readiness: Rethinking the Levers for Change.* Retrieved from http://ncrece.org/wordpress/wp-content/uploads/2010/03/NCRECEInFocus_v1n1.pdf Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resouces/policybriefs/23.pdf
4. Educational environments use appropriate administrative practices to ensure educators meet the needs of children and families.		
Data element	Policy Question	Evidence Base
II. 4a. Educational environments utilize a graduated salary scale to compensate staff.	8	Kipnis, F. & Whitebook, M. (2011). *Workforce Information: A Critical Component of Coordinated State Early Care and Education Data Systems.* Berkeley, CA: Center for the Study of Child Care Employment. Retrieved from http://www.irle.berkeley.edu/cscce/2011/workforce-information-a-critical-component-of-coordinated-state-early-care-and-education-data-systems/ Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational

		instability among child care center staff. *Early Childhood Research Quarterly, 18*(3), 271-395.
II. 4b. Educational environments have high retention of staff.	8	Kipnis, F. & Whitebook, M. (2011). *Workforce Information: A Critical Component of Coordinated State Early Care and Education Data Systems.* Berkeley, CA. Center for the Study of Child Care Employment. Retrieved from http://www.irle.berkeley.edu/cscce/2011/workforce-information-a-critical-component-of-coordinated-state-early-care-and-education-data-systems/ Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly, 18*(3), 271-395.
II. 4c. Educational environments involve educators in professional development planning.	8	Leana, C., Applebaum, E., & Shevchuk, I. (2009). Work process and quality of care in early childhood education: The role of job crafting. *Academy of Management Journal, 52*(6), 1169-1192. Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II. 4d. Educational environments engage educators in practices such as coaching, mentoring, and/or reflective supervision.	2, 3, 7, 8	Whitebook, M. & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. National Institute for Early Education Research. Retrieved from http://nieer.org/resources/policybriefs/23.pdf
II. 4e. Educational environments adhere to health and safety standards.	2	American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at http://nrckids.org/CFOC3/

School Readiness Component: III. FAMILY **Description:** Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable, and nurturing environments that promote healthy development and learning.		
1. *Families provide safe environments for their children.*		
Data Element	Policy Question	Evidence Base
III.1a. Homes are free of child abuse and neglect.	2, 3	Center on the Developing Child at Harvard University (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children.* Retrieved from http://www.developingchild.harvard.edu Felitti, V. J., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, *14*(4). Shonkoff, J. P. & Garner, A. (2012) The lifelong effects of early childhood adversity and toxic stress. *American Academy of Pediatrics, 129*(1). doi:10.1542/peds.2011-2663
III.1b. Homes are free of domestic violence.	2, 3	Center on the Developing Child at Harvard University (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children.* Retrieved from http://www.developingchild.harvard.edu Felitti, V. J., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, *14*(4). Shonkoff, J. .P & Garner, A., (2012) The lifelong effects of early childhood adversity and toxic stress. *American Academy of Pediatrics, 129*(1). doi:10.1542/ped.2011-2663
III.1c. Homes are free of substance use disorders.	2, 3	Center on the Developing Child at Harvard University (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children.* Retrieved from http://www.developingchild.harvard.edu Felitti, V. J., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, *14*(4).

		Shonkoff, J. .P & Garner, A. (2012) The lifelong effects of early childhood adversity and toxic stress. *American Academy of Pediatrics, 129*(1). doi: 10.1542/ped.2011-2663 Lieberman, D.Z. (2000). Children of alcoholics: An update. *Current Opinion in Pediatrics, 12*, 336-340.
III.1d. Homes are free of toxic exposure (e.g., chemicals, radon, lead, asbestos, second hand smoke).	2, 3	Gould, E. (2009). Childhood lead poisoning: Conservative estimates of the social and economic benefits of lead hazard control. *Environmental Health Perspectives*, *117*(7), 1162-1167. Retrieved from http://www.jstor.org/stable/25549659 Richter, L., & Richter, D.M. (2001). Exposure to parental tobacco and alcohol use: Effects on children's health and development. *American Journal of Orthopsychiatry*, *71,* 182-203.
2. Families provide stability in daily experiences for their children.		
Data Element	Policy Question	Evidence Base
III.2a. Children live with consistent primary caregivers.	2, 3, 6	Miller, S. (2008). Secure attachment. *Ounce of Prevention Fund*. Retrieved from http://www.ounceofprevention.org/research/pdfs/SecureAttachment.pdf Pears, K. C., Kim, H. K. Capaldi, D. M., Kerr, D. C. R., & Fisher, P. A. (in press). Father-child transmission of school adjustment: A prospective intergenerational study. *Developmental Psychology.* Waldfogel, J., Craigie, T., & Brooks-Gunn, J. (2010). Fragile families and child wellbeing. *The Future of Children, 20*(2), 87-112. Retrieved from http://www.jstor.org/stable/20773696
III.2b. Families with children have a fixed nighttime residence.	2, 3	Bassuk, E.L. & Friedman, S.M. (2005). *Facts on trauma and homeless children.* National Child Traumatic Stress Network, 1-6. Bovaird, J.A. (2005). *A statistical exploration of the Kansas vision for school readiness.* Topeka, KS: Kansas State Department of Education
III.2c. Families with children have resources to provide basic necessities.	2, 3	Janus, M. & Duku, E. (2007). The school entry gap: Socioeconomic, family, and health factors associated with children's readiness to learn. *Early Education and Development*, 18(3),375-403.

		Poresky, R. & Morris, B. (March, 1993). *Kindergarten readiness: Ecological analysis of the effects of SES, parental beliefs, and the home environment.* Research report presented at the Society for Research in Child Development 60th Anniversary Meeting, New Orleans, LA. Retrieved from http://www.eric.ed.gov/PDFS/ED363422.pdf
III.2d. Families use consistent caregivers when supplemental care is needed.	3	Campbell, F.A., Pugello, E.P., Burchinal, M., Kainz, K., Pan, Y., Wasik, B.H.,…Ramey, C.T. (2012). Adult outcomes as a function of an early childhood educational program: An Abecedarian project follow-up. *Developmental Psychology.* Advance online publication. doi:10.1037/a0026644 Fontaine, N.S., Torre, D.L., & Grafwallner, R. (2006). Effects of quality early care on school readiness skills of children at risk. *Early Child Development and Care, 176*(1), 99-109.
3. Families provide nurturing environments for their children.		
Data Element	Policy Question	Evidence Base
III.3a. Families with children are equipped to respond to daily stresses.	2, 3, 4	Horton, C. (2003). *Protective factors literature review: Early care and education programs and the prevention of child abuse and neglect.* Retrieved from Strengthening Families Illinois website: http://www.strengtheningfamiliesillinois.org/downloads/Literature%20Review_Horton.pdf Counts, J., Buffington, E., Chang-Rios, K., Rasmussen, H., & Preacher, K.J. (2010). The development and validation of the protective factors survey: A self-report measure of protective factors against child maltreatment. *Child Abuse & Neglect*, *34,* 762-772. doi:10.1016./j.chiabu.2010.03.003
III.3b. Families with children have social supports.	2, 3, 4	Horton, C. (2003). *Protective factors literature review: Early care and education programs and the prevention of child abuse and neglect.* Retrieved from Strengthening Families Illinois website: http://www.strengtheningfamiliesillinois.org/downloads/Literature%20Review_Horton.pdf Counts, J., Buffington, E., Chang-Rios, K., Rasmussen, H., & Preacher, K.J. (2010). The development and validation of the protective factors survey: A self-report measure of protective factors against child maltreatment. *Child Abuse & Neglect*, *34,* 762-772. doi:10.1016./j.chiabu.2010.03.003 Nath, P., Borkowski, J., Whitman, T., & Schellenbach, C. (1991). Understanding adolescent parenting: The dimensions and functions of social support. *Family Relations, 40*(4), 411-420. Retrieved from http:/www.jstor.org/stable/584898

III.3c. Families engage in positive interactions with their children.	3, 4, 7	Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-up of children who received the Incredible Years intervention for oppositional-defiant disorder: Maintenance and prediction of 2-year outcome. *Behavior Therapy, 34,* 471-491. Reid, J. M., Webster-Stratton, C., Baydar, N. (2004). Halting the development of conduct problems in Head Start children: The effects of parent training. *Journal of Clinical Child and Adolescent Psychology*, *33*(2), 279-291.
III.3d. Families with children are aware of resources for selecting and accessing quality child care.	2, 3, 7	McCartney, K., Dearing, E., Taylor, B.A. & Bub, K.L. (2007). Quality child care supports the achievement of low-income children: Direct and indirect pathways through caregiving and the home environment. *Journal of Applied Developmental Psychology*, *28*(5-6), 411-426. Campbell, F.A., Pugello, E.P., Burchinal, M., Kainz, K., Pan, Y., Wasik, B.H.,…Ramey, C.T. (2012). Adult outcomes as a function of an early childhood educational program: An Abecedarian project follow-up. *Developmental Psychology.* Advance online publication: doi: 10.1037/a0026644 Fontaine, N.S., Torre, D.L., & Grafwallner, R. (2006). Effects of quality early care on school readiness skills of children at risk. *Early Child Development and Care, 176*(1), 99-109. doi:10.1080/0300443042000270759
4. Families promote children's physical health.		
Data Element	Policy Question	Evidence Base
III.4a. Pregnant women receive prenatal care beginning in the first trimester.	2, 3	Reichman, N. E., (2005) Low birth weight and school readiness, *The Future of Children*, *15*, 91-116. Retrieved from http://www.jstor.org/stable/1602664
III.4b. Families with children establish a medical home.	2,3	Currie, J. (2005) Health disparities and gaps in school readiness*, The Future of Children*, *15,* 117-138. Retrieved from http://www.jstor.org/stable/1602665
III.4c. Families with children establish a dental home.	2, 3	American Academy of Pediatric Dentistry. (2008). Policy on mandatory school-entrance oral health examinations. *Reference Manual, 33*(6), 35-36. Bruner, C. (2009). *Connecting child health and school readiness* (Issue Brief). Denver: The Colorado Trust.

III.4d. Families with children promote healthy diet and exercise.	2, 3, 7	American Dietetic Association. (2010). The state of family nutrition and physical activity: Are we making progress? Retrieved from Academy of Nutrition and Dietetics Website: http://www.eatright.org/foundation/fnpa/ Datar, A., Sturm, R., & Magnabosco, J. (2004). Childhood overweight and academic performance: National study of kindergarteners and first graders. *Obesity Research, 12*, 58-68. doi:10.1038/oby.2004-9 Barlow, S. & Dietz, W. (1998). Obesity evaluation and treatment: Expert committee recommendations. *Pediatrics, 102*(3), 29. doi:10.1542/peds.102.3.e29 Murphey, D., Mackintosh, B., & McCoy-Roth, M. (2011). Early childhood policy focus: Healthy eating and physical activity. *Child Trends' Early Childhood Highlights, 2*(3).
5. Families promote learning for their children.		
Data Element	Policy Question	Evidence Base
III.5a. Parents/guardians have high school diploma or equivalent.	3	Isaacs, J.B. (2011). *Income and Education as Predictors of Children's School Readiness.* Retrieved from http://www.brookings.edu/~/media/Files/rc/reports/2011/1214_school_readiness_isaacs/1214_school_readiness_isaacs.pdf Augustine, J., Cavanagh, S.E., & Crosnoe, R. (2009). Maternal education, early child care and the reproduction of advantage. *Social Forces, 88*(1), 1-9. doi:10.1353/sof.0.0233 O'Brien-Caughy, M. (1996). Health and environmental effects on the academic readiness of school-age children. *Developmental Psychology, 32*(3), 515-522.
III.5b. Families read to their children daily.	3, 4, 7	Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development, 65*(2), 606-621. Walker, D. & Bigelow, K. (2012). Building the capacity to support children's language learning through naturalistic communication strategies. *Kansas Inservice Training System Newsletter, 21*(1), 1-5. Shaklee, H.I., Hardin, J., Clinton, T. & Demarest, D. (2003). Parents as teachers curriculum and the foundations of literacy. *PAT Update.* Retrieved from http://www.kpirc.org/uploads/PATupdateMaroon.pdf

		Forum on Child and Family Statistics (2004). Retrieved from http://www.childstats.gov/pubs/pubs.asp?PlacementID=2&SlpgID=5 Kansas State Department of Education. (2009). *Kansas kindergarten readiness project: Results of three year study.* Available upon request, gstuber@ksde.org Kansas State Department of Education. (2010). *Following 2005-06 and 2006-07 kindergarteners: Third and fourth grade results.* Available upon request, gstuber@ksde.org Stuber, G., & Patrick, R. (2010). Using school readiness data to make a difference in student learning. *Kappan, 92*(3), 35-58.
III.5c. Families talk with their children daily.	3, 4, 7	Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development, 65*(2), 606-621. Walker, D. & Bigelow, K. (2012). Building the capacity to support children's language learning through naturalistic communication strategies. *Kansas Inservice Training System Newsletter, 21*(1), 1-5. Hart, R., & Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children.* Baltimore: Brookes. Kansas State Department of Education. (2009). *Kansas kindergarten readiness project: Results of three year study.* Available upon request, gstuber@ksde.org Kansas State Department of Education. (2010). *Following 2005-06 and 2006-07 kindergarteners: Third and fourth grade results.* Available upon request, gstuber@ksde.org Stuber, G., & Patrick, R. (2010). Using school readiness data to make a difference in student learning. *Kappan, 92*(3), 35-58.
III.5d. Families engage in play with their children daily.	3, 4, 7	Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-Up of Children Who Received the Incredible Years Intervention for Oppositional-Defiant Disorder: Maintenance and Prediction of 2-Year Outcome. *Behavior Therapy, 34*, 471-491. Reid, J. M., Webster-Stratton, C., Baydar, N. (2004). Halting the development of conduct problems in Head Start children: The effects of parent training. *Journal of Clinical Child and Adolescent Psychology, 33*(2) 279-291.

III.5e. Families have a positive interactive relationship with their children's educators.	3, 4, 7	The Institute for Educational Research and Public Service(2009). *Kansas parent research initiative.* Retrieved from http://www.keccs.org/~eccs/pdf/Kansas%20Parent%20Research%20Initiative%20Results.pdf
III.5f. Parents/guardians are literate.	3	Brown, A. L. (2008). *Children of teenage mothers: School readiness outcomes and predictors of school success* (Doctoral dissertation, University of North Texas). Retrieved from http://digital.library.unt.edu/ark:/67531/metadc9117/.
III.5g. Families are involved in their children's educational environments.	3, 4, 7	The Institute for Educational Research and Public Service (2009). *Kansas parent research initiative.* Retrieved from http://www.keccs.org/~eccs/pdf/Kansas%20Parent%20Research%20Initiative%20Results.pdf Kreider, H. (2002). *Getting parents "ready" for kindergarten: The role of early childhood education.* Harvard Family Research Project. Rafoth, M.A. et. al. (2004). *School readiness – preparing children for kindergarten and beyond: Information for parents.* National Association of School Principals. Forry, N.D., Moodie, S., Simkin, S., & Rothenberg, L. (2011). *Family-provider relationships: A multidisciplinary review of high quality practices and associations with family, child, and provider outcomes* (Issue Brief OPRE 2011-26a). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from http://www.acf.hhs.gov/programs/opre/index.html.
III.5h. Families practice effective, positive parenting behaviors.	3, 4, 7	Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-Up of Children Who Received the Incredible Years Intervention for Oppositional-Defiant Disorder: Maintenance and Prediction of 2-Year Outcome. *Behavior Therapy, 34*, 471-491. Reid, J. M., Webster-Stratton, C., Baydar, N. (2004). Halting the development of conduct problems in Head Start children: The effects of parent training, *Journal of Clinical Child and Adolescent Psychology, 33*(2) 279-291. Horowitz, S. M., Chamberlain, P., Landsverk, J., & Mullican, C. (2010). Improving the mental health of children in child welfare through the implementation of evidence-based parenting interventions. *Administration and Policy in Mental Health and Mental Health Services Research. 37,* 27-39.

III.5i. Families make child-rearing decisions based on knowledge of child development.	3, 4, 7	Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-up of children who received the Incredible Years intervention for oppositional-defiant disorder: Maintenance and prediction of 2-year outcome. *Behavior Therapy, 34*, 471-491.
III.5j. Families access evidence-based parent education and/or home visiting programs.	3, 4, 7	Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-up of children who received the incredible years intervention for oppositional-defiant disorder: Maintenance and prediction of 2-year outcome, *Behavior Therapy, 34*, 471-491. Reid, J. M., Webster-Stratton, C., & Baydar, N. (2004). Halting the development of conduct problems in head start children: The effects of parent training. *Journal of Clinical Child and Adolescent Psychology, 33*(2) 279-291. Horowitz, S. M., Chamberlain, P., Landsverk, J., & Mullican, C. (2010). Improving the mental health of children in child welfare through the implementation of evidence-based parenting interventions. *Administration and Policy in Mental Health and Mental Health Services Research, 37,* 27-39. Paulsell, D., Avellar, S., Martin, E., Del Grosso, P. (2010). *Home visiting evidence of effectiveness review: Executive summary.* Office of Planning Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC. Retrieved from http://www.acf.hhs.gov/programs/opre/index.html
III.5k. Families access learning opportunities with their children.	3, 4, 7	Westmoreland, H. (2009). *Family involvement across learning settings.* Harvard Family Research Project. Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2009). *The federal in out-of-school learning: After-school, summer learning and family involvement as critical learning supports.* Harvard Family Research Report.
III.5l. Families access high quality pre-school opportunities.	3, 4, 7	Institute for Educational Research and Public Service (2009). *Kansas parent research Initiative.* Retrieved from http://www.keccs.org/~eccs/pdf/Kansas%20Parent%20Research%20Initiative%20Results.pdf Forry, N.D., Moodie, S., Simkin, S., & Rothenberg, L. (2011). *Family-provider relationships: A multidisciplinary review of high quality practices and associations with family, child and provider outcomes* (Issue Brief OPRE 2011-26a). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from http://www.acf.hhs.gov/programs/opre/index.html.

		Barbain, O.A., McCandies, T., Early, D., Clifford, R.M., Bryant, D., Burchinal, M.,…Pianta, R. (2006). Quality of pre-k: What families are looking for in public sponsored programs. *Early Education and Development,* 17(4), 619-642 National Institute for Early Education Research. (2012). *What is high quality pre-k?* Pew Charitable Trusts. Retrieved at http://www.pewtrusts.org/news_room_detail.aspx?id=19430
III.5m. Families support transitions in educational environments as their children grow.	3, 4, 7	Hemmeter, M.L., Jung, E.Y., & Ostrosky, M.M. *Helping children make transitions between activities* (What Works Brief #4)Retrieved from the Center on the Social and Emotional Foundations for Early Learning website: http://csefel.vanderbilt.edu/briefs/wwb4.pdf Hemmeter, M.L., Ostrosky, M.M., Artman, K.M., & Kinder, K.A. (2008). Moving right along: Planning transitions to prevent challenging behavior. *Beyond the Journal: Young Children on the Web.* Retrieved from http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf Child Care Plus: The Center on Early Childhood Inclusion (2007). *Planning smooth transitions. 17*(3). Retrieved from http://www.ccplus.org/newsletters/17_3.pdf Bohan-Baker, M. & Little, P. (2004). *The transition to kindergarten: A review of current research and promising practices to involve families.* Harvard Family Research Project.

School Readiness Component: IV. CHILD **Description:** Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being, social and emotional competence, cognition and general knowledge, communication, and literacy.		
1. *Children have good physical health as appropriate for their development.*		
Data element	Policy Question	Evidence Base
IV.1a. Children with high health needs due to one or more risk factors receive support services.	2, 3	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS).
IV.1b. Children's nutritional needs are met as appropriate for their development.	2	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454.
IV. 1c. Children have healthy height and weight growth.	2	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454.
IV.1d. Children have good oral health appropriate for their age.	2	Emel, BL, Alkon, A. 2006. Health and School Readiness Literature Review: Selected Programs, Components, and Findings in the United States, Excluding California. California Childcare Health Program. Oakland, CA. Access at www.ucsfchildcarehealth.org.

IV.1e. Children are current with recommended immunization schedule.	2	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454. Emel, BL, Alkon, A. 2006. Health and School Readiness Literature Review: Selected Programs, Components, and Findings in the United States, Excluding California. California Childcare Health Program. Oakland, CA. Access at www.ucsfchildcarehealth.org.
IV.1f. Children have healthy vision.	2	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454. Emel, BL, Alkon, A. 2006. Health and School Readiness Literature Review: Selected Programs, Components, and Findings in the United States, Excluding California. California Childcare Health Program. Oakland, CA. Access at www.ucsfchildcarehealth.org.
IV.1g. Children have healthy hearing.	2	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454. Emel, BL, Alkon, A. 2006. Health and School Readiness Literature Review: Selected Programs, Components, and Findings in the United States, Excluding California. California Childcare Health

		Program. Oakland, CA. Access at www.ucsfchildcarehealth.org.
2. Children experience high quality educational environments.		
Data element	Policy Question	Evidence Base
IV.2a. Children participate in high quality educational environments.	6	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454. Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist, 53*, 109-120. Burchinal, M. R., Roberts, J. E., Nabors, L. A., & Bryant, D. M. (1996). Quality of center child care and infant cognitive and language development. *Child Development, 67*, 606-620. Azzi-Lessing, L. (2011). Home visitation programs: Critical issues and future directions. *Early Childhood Research Quarterly, 26*, 387-398. NICHD Early Child Care Research Network (2000). The relation of child care to cognitive and language development. *Child Development, 71,* 960-980. Phillips, D., & Adams, G. (2001). Child care and our youngest children. Future of Children, 11 (1), 35-51. Available online at http:// www.futureofchildren.org.
IV.2b. Children receive appropriate services to meet their individual needs.	6	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Odom, S. L., Fleming, K., Diamond, K., Lieber, J., Hanson, M., Butera, G., Horn, E., Palmer, S. & Marquis,

		J. (2010). Examining different forms of implementation in early childhood curriculum research. *Early Childhood Research Quarterly, 25*, 314-328.
3. Children demonstrate ongoing competence in motor development and self-care skills as appropriate for their development.		
Data element	Policy Question	Evidence Base
IV.3a. Children demonstrate fine motor skills as appropriate for their development.	1	Folio, M. R., & Fewell, R. R. (2000). *Peabody Developmental Motor Scales, Second Edition (PDMS-2).*, Torrance, CA.: Western Psychological Services.
IV.3b. Children demonstrate gross motor skills as appropriate for their development**.**	1	Folio, M. R., & Fewell, R. R. (2000). *Peabody Developmental Motor Scales, Second Edition (PDMS-2).*, Torrance, CA.: Western Psychological Services. Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454.
IV.3c. Children demonstrate self-care skills as appropriate for their development**.**	1	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., and Nelson, L. (2007). *Early Intervention for Infants & Toddlers with Disabilities and Their Families: Participants, Services, and Outcomes.* Washington, DC: Report from the National Early Intervention Longitudinal Study (NEILS). Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454.
4. Children demonstrate ongoing		

competence in communication and literacy development as appropriate for their development.		
Data element	Policy Question	Evidence Base
IV.4a. Children demonstrate communication skills as appropriate for their development.	1	Zimmerman, I. L., Steiner, V. G., & Pond, R. V. (2011). *Preschool Language Scale - PLS-5*. San Antonio, TX: Pearson. Hart, R., & Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children.* Baltimore: Brookes. Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development, 65*, 606-621. Warren, S. F. & Walker, D. (2005). Fostering early communication and language development. In D. M. Teti (Ed.) *Handbook of research methods in developmental science* (pp. 249 – 270). Malden, MA: Blackwell Publishing.
IV.4b. Children demonstrate literacy skills as appropriate for their development.	1	Lonigan, C. J. (2006). Development, assessment and promotion of preliteracy skills. *Early Education & Development, 17*, 91-114. Missall, K. N., McConnell, S. R., & Cadigan, K. (2006). Early literacy development: Skill growth and relations between classroom variables for preschool children. *Journal of Early Intervention, 29*, 1-21. Storch, S. A., & Whitehurst, G. J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology, 38*, 934-947.
5. Children demonstrate ongoing competence in cognitive and general knowledge development (e.g. science, math, social studies, creative arts) as appropriate for their development.		
Data element	Policy Question	Evidence Base
IV.5a. Children demonstrate cognitive	1	Bayley, N. (1993). *Bayley Scales of Infant Development* (2nd. Ed.). New York: Pearson Psych Corp.

(e.g. logic and reasoning, problem solving, executive function) and general knowledge skills as appropriate for their development.		National Research Council and Institute of Medicine (2000). *From* Neurons to Neighborhoods: The Science of *Early Childhood Development*. Jack P. Shonkoff and Deborah A. Phillips, (eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press. Woodcock, R., McGrew, K., & Mather, N. (2001). *Woodcock-Johnson III*. Itasca. IL: Riverside Publishing. National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Washington, DC: The National Academies Press.
6. Children demonstrate ongoing competence in approaches to learning as appropriate for their development.		
Data element	Policy Question	Evidence Base
IV.6a. Children demonstrate positive approaches to learning, including engagement, focused attention, planfulness, goal orientation, and resourcefulness.	1	Kagan, S. L., Moore, E., & Bredekamp, S. (Eds.). (1995). *Reconsidering children's early learning and development: Toward shared beliefs and vocabulary.* Washington, DC: National Education Goals Panel. Chen, Jie-Qi, Masur, A., McNamee, G. (2011). Young children's approaches to learning: a sociocultural perspective. *Early Child Development and Care, 181*(8), 1137-1152. Weigel, D. & Martin, S. (2006). Identifying key early literacy and school readiness issues: Exploring a strategy for assessing community needs. *Early Childhood Research and Practice, 8*(2). Retrieved February 9, 2012 fromhttp://ecrp.uiuc.edu/v8n2/weigel.html
7. *Children demonstrate ongoing competence in social, emotional and mental health development as appropriate for their development.*		National Research Council and Institute of Medicine (2000). *From* Neurons to Neighborhoods: The Science of *Early Childhood Development*. Jack P. Shonkoff and Deborah A. Phillips, (eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
Data element	Policy Question	Evidence Base
IV.7a. Children demonstrate social skills as appropriate for their development.	1	Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? *Child Development, 70*(*6*), 1373-1400. McClelland, M. M., Morrison, F. J., & Holmes, D. L. (2000). Children at risk for early academic

		problems: The role of learning-related social skills. *Early Childhood Research Quarterly, 15*(3), 307-329. Huffman, L.C., Mehlinger, S. L. & Kervivan, A. S. (2000). Risk Factors for Academic and Behavioral Problems at the Beginning of School. In *Off to a Good Start: Research on the Risk Factors for Early School Problems and Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School* (pp. 1-94). Chapel Hill: University of North Carolina, FPG Child Development Center. Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist, 57*(2)111-127.
IV.7b. Children demonstrate emotional skills as appropriate for their development.	1	McEvoy, A., & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioral Disorders, 8(3),* 130-140. Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report, 16(3)*, 3-19.
IV.7c. Children demonstrate mental well-being.	1	National Research Council and Institute of Medicine (2000). *From* Neurons to Neighborhoods: The Science of *Early Childhood Development*. Jack P. Shonkoff and Deborah A. Phillips, (eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

The Task Force suggests measurement by a standardized instrument with demonstrated psychometric integrity, for example, curriculum-based, progress monitoring measures to identify the child as on-target, below target range, above target.

Part III

Appendices

Appendix A

Charge
To the Kansas School Readiness Data Task Force

From the Kansas Early Childhood Advisory Council
And Kansas State Department of Education
February 2011

INTRODUCTION

It has become widely accepted that children's learning experiences prior to the start of kindergarten impact their success in school and beyond. As a state, Kansas is focusing on students' preparation for college and career and a longitudinal data system that connects the early learning years with later school and college learning. Tracking students' progress must begin well before kindergarten, and with this in mind, the Kansas State Department of Education (KSDE) launched the School Readiness Data Initiative in the spring of 2010.

The Initiative has as its purpose a collaborative statewide effort focused on collecting and tracking school readiness data. It anticipated (1) the onset of the federally supported Kansas Early Childhood Advisory Council, and (2) the Kansas State Department of Education's internal efforts to strengthen the State's K-12 longitudinal data system and interest in connecting it to early childhood data collection. The result of this Initiative will be the availability of valid and reliable data on children from birth to the start of kindergarten that can inform effective state and community policy decisions that promote children's early development and learning and success in school.

Convened by the State's leaders in data collection and management, the Kansas School Readiness Data Task Force is being assembled to identify data elements associated with children's school readiness. Task Force recommendations will be submitted to the Kansas State Department of Education and the Early Childhood Advisory Council for approval. Once approved, these data elements will serve as the foundation for Kansas' statewide comprehensive and coordinated early childhood data system.

WORK PROCESS

The Kansas School Readiness Data Task Force will convene five (5) times between March and November 2011. The facilitated process will be tightly focused and results-oriented. State and national expertise will be engaged in reviewing the Task Force's emergent recommendations.

The work of the Task Force will be informed by the input of work groups virtually convened between Task Force meetings. The work groups, convened by Task Force members, will be associated with each of the four components of the State School Readiness Framework: child readiness, family readiness, school readiness, and community readiness.

BACKGROUND INFORMATION

Building on Past Efforts: Efforts in Kansas to improve children's school readiness are tied to a School Readiness Framework (birth to the start of kindergarten) developed almost ten years ago by a broad-based constituency group. This comprehensive Framework encompasses not only child readiness but also school, family, and community readiness. Each component has a specific goal plus indicators that are indicative of the goal's achievement. Child readiness addresses cognitive and academic domains, as well as children's social and emotional readiness and their mental, physical, and oral health.

This Framework captures the early childhood field's commitment to a holistic view of readiness and to a shared responsibility among families, schools, and communities in helping children achieve this milestone. Using the Framework as a frame of reference for school readiness reveals the breadth and scope of data that will have to be collected, forecasts the complexity of creating a coordinated and accessible system of data, and highlights the significance and critical nature of the data elements the School Readiness Task Force is being asked to identify.

Previous work on school readiness: The State convened a School Readiness Task Force in the summer of 2000. The Task Force's efforts were informed by participation in a 17-state consortium that met regularly to share information, learn about relevant research, and benefit from national expertise. In the fall of 2004, the School Readiness Task Force approved the State's present four-pronged school readiness framework– a framework that has now informed statewide work for almost ten years.

Looking to the Future: With the current national and state focus on accountability and data-driven decision-making, the early childhood community in Kansas has a growing need to organize a data collection system so it can participate in this movement and can coordinate this system with the State's K-20 Longitudinal Data System work. A first step involves identifying the data elements associated with each of the components of the State's School Readiness Framework.

In addition, Kansas has several active initiatives that have data as a center piece of their work: The Early Childhood Advisory Council (ECAC), which was appointed by Governor Mark Parkinson in response to a federal mandate to create a coordinated early childhood system; KSDE's Longitudinal Data System development efforts; and a recently completed grant awarded to the Children's Cabinet by the National Governors Association to create a plan for developing a statewide comprehensive early childhood data system. Each of these three over-lapping efforts is dependent on identifying the data elements associated with each of the components of the State's School Readiness Framework.

CHARGE TO THE SCHOOL READINESS DATA TASK FORCE

The School Readiness Data Task Force is charged with three (3) primary tasks:

1. Reviewing and if necessary updating the Kansas School Readiness Framework in light of new research, evaluation findings, and the State's experiences with this framework over the past almost ten years;

2. Reviewing and updating as appropriate the goals and indicators presently in place for each of the four framework components to ensure their alignment with current knowledge from research, evaluation, and practice; and

3. Identifying quantifiable and measureable data elements that can be used by the State's Early Childhood Data System to assess the status of family, school, community, and child readiness.

By the conclusion of its work, the School Readiness Data Task Force will prepare recommendations that address each of these three tasks, each of which is needed to develop a comprehensive and coordinated statewide early childhood data system. The Task Force recommendations will be due to the Early Childhood Advisory Council and KSDE by December 1, 2011.

Appendix B
Virtual Work Group Members
Exclusive of Data Task Force Members

COMPONENT: CHILD

NAME	AFFILIATION
Tiffany Smith	Kansas State Dept. of Education
Julie Vogel	Spring River and Wellness Center
Carla Heintz	Kansas In-Service Training System, Lifespan Institute
Nancy Keel	Parents As Teachers

COMPONENT: COMMUNITY

NAME	AFFILATION
Carolee Jones	Greater Salina Community Foundation
Pam Shaw	American Academy of Pediatrics
Jamie Kim	Kansas Department of Health and Environment
Christi Cain	Institute for Educational Research and Public Service, University of Kansas
Chelie Nelson	Kansas In-Service Training System
Shirley Orr	Kansas Public Health Leadership Institute
Kathy Kersenbrock-Ostmeyer	Northwest Educational Service Center
Doug Bowman	State Interagency Coordinating Council

COMPONENT: EDUCATIONAL ENVIRONMENTS

NAME	AFFILIATION
Dave Lindeman	Kansas In-Service Training System, Lifespan Institute
Diane Hensley	Unified School District 480 (Liberal)
Rachel Berroth	Kansas Department of Health and Environment

COMPONENT: FAMILY

NAME	AFFILIATION
Renee' Patrick	University of Kansas, Lifespan Institute
Peggy Miksch	Kansas In-Service Training System, Lifespan Institute
Jean Ann Summers	Schiefelbushch Institute for Lifespan Studies
Lana Messner	Independent Consultant
Tammie Benham	Independent Consultant
Tracie Lansing	Prevent Child Abuse America

APPENDIX C

BIO: STACIE G. GOFFIN, ED.D.

SCHOOL READINESS TASK FORCE FACILITATOR & STRATEGIC CONSULTANT

Stacie Goffin presides over the Goffin Strategy Group. Established in 2004, the Goffin Strategy Group is dedicated to building the ability of early childhood education to offer effective programs and services to young children through leadership and capacity- and systems-building. It works with state non-profits and governments, national organizations, and philanthropy. A widely published author, Stacie's conceptual leadership focuses on next steps in advancing early childhood education as an organized field of practice

Prior to forming the Goffin Strategy Group, Stacie led the five-year effort to reinvent the National Association for the Education of Young Children's [NAEYC] early childhood program accreditation system. This effort resulted in a newly designed delivery system, updated accreditation criteria, and first-ever national program standards for early childhood programs serving children from birth through kindergarten.

A former senior program officer at the Ewing Marion Kauffman Foundation, professor in higher education, and preschool educator, Stacie led the founding – and served as founding chair - of the Early Childhood Funders Collaborative, Kansas City's Metropolitan Council on Early Learning, and the West Virginia Network for Young Children. A member of numerous organizational and editorial boards, she has authored or edited more than 80 publications, many of which are recognized for their innovative thinking.

APPENDIX D

SCHOOL READINESS DATA TASK FORCE
WORK PLAN
Approved March 23, 2011

The Early Childhood Advisory Council and Kansas State Department of Education have charged the School Readiness Data Task Force with three tasks:

1.Reviewing and if necessary updating the Kansas School Readiness Framework in light of new research, evaluation findings, and the State's experiences with this framework over the past almost ten years;

2.Reviewing and updating as appropriate the Goals and Indicators presently in place for each of the four framework components to ensure their alignment with current knowledge from research, evaluation, and practice; and

3.Identifying quantifiable and measureable data elements that can be used by the State's Early Childhood Data System to assess the status of family, school, community, and child readiness.

Work Plan and Timeline
March 2011 – October 2011
INTRODUCTION

The School Readiness Data Task Force work plan builds from previous efforts, including the work of the School Readiness Data Stakeholder Advisory Group. On July 9th, this group met and identified and approved 8 priority policy questions – which have since been widely vetted – to guide the State's efforts to develop a comprehensive early childhood data system. The early childhood data elements recommended by the Task Force to the Early Childhood Advisory Council and the Kansas State Department of Education are expected to help answer these priority policy questions.

The School Readiness Data Task Force has 3 phases:

- **Phase 1:** Laying the Foundation
- **Phase 2:** Drafting Early Childhood Data Elements for Kansas' Early Childhood Data System
- **Phase 3:** Finalizing the Task Force's recommended data elements for Kansas' Early Childhood Data System

To assist School Readiness Data Task Force members in their preparation for the decision-making that will occur at each of their meetings, voluntary, 30-minute pre-meeting conference calls will be scheduled. These calls will be organized to focus members' attention on the upcoming meeting agenda, gather input on decision-making items, and, in general, help establish the conditions needed so each meeting of the Task Force is focused and results-oriented. E-mails will be sent to members well in advance to notify them of call times and provide them with dial-in information.

Additionally, briefing materials will be prepared prior to each Task Force meeting. Every effort will be made to mail these materials a minimum of one week in advance of the meeting. Task Force members are encouraged to review these materials as part of their meeting preparation.

Priority Policy Questions

1. How prepared are all of our children for kindergarten and beyond, as a whole and by subgroups?
2. What are the most critical health, safety, and community factors that contribute to children's school readiness?
3. What is the impact of family education, involvement, engagement, and support services on children's school readiness?
4. What are the best practices for involving families?
5. How prepared are the State's schools for meeting the needs of entering kindergartners?
6. Who are the children not being served and where are they?
7. What combination of early childhood experiences has the best return on investment?
8. What elements define program effectiveness?

In support of the work's transparency, the School Readiness Data Task Force's meeting agenda, meeting notes, and documents will be publicly available online on KDSE web site at [http://www.ksde.org/Default.aspx?tabid=4295].

In accordance with Kansas' Sunshine Law, all meetings of the School Readiness Data Task Force are open to the public.

PHASE 1: LAYING THE FOUNDATION

March 2011

Encompassing the School Readiness Data Task Force's first meeting

[March 23]

During its first meeting, the School Readiness Data Task Force will focus on organizing for its work. Following this first meeting, Task Force members will be prepared to fully engage with the work outlined by the Charge. At its first meeting, the Task Force will:

- Review its Charge
- Learn the relationship of its task to the work of the Kansas Early Childhood Advisory Council (ECAC) and the State Department of Education's Longitudinal Data System grant
- Review the 2003 Kansas School Readiness Framework
- Develop 3-sentence descriptions for each school readiness component
- Review and if appropriate update the School Readiness Indicators
- Inform the composition of Task Force work groups

Phase I Outcomes

By the conclusion of its first meeting, the School Readiness Data Task Force will have:

- Reached a clear understanding of its Charge.
- Understood the relationship between its work and the Early Childhood Advisory Council and the Kansas Department of Education Longitudinal Data System grant
- Approved guiding principles for working together.
- Approved the work plan for its 5 meetings.
- Affirmed and/or revised the State's School Readiness Framework.
- Organized itself by Work Groups using components of the Kansas' School Readiness Framework.
- Developed draft descriptions for each school readiness component.
- Provided input to membership for the Task Force's work groups.
- Made an initial decision on the State's School Readiness Indicators.

PHASE 2: DRAFTING PROFESSIONAL PERFORMANCE LEVELS AND COMPETENCIES

April – September 2011

Encompassing School Readiness Data Task Force meetings two through four

[May 18, June 29, August 17]

During the second phase of its work, the Task Force will deliberate the emergent data elements coming from its four Work Groups. By the conclusion of this phase, the Task Force will have a draft set of data elements organized by each school readiness component and its Indicators. This work will be accomplished through the steps outlined below.

1. Work Groups will meet virtually three (3) times – between Task Force meetings 1 to 4 - to propose priority data elements for each school readiness indicator. A toll free conference number will be provided for these calls.
2. The Task Force Facilitator (Stacie Goffin) will provide an annotated agenda to work group chairs for the first work group meeting, which has as its intent orienting work group members to the task, timeline, and expected results. Work group chairs will have responsibility for creating agenda for the remaining conference call meetings.
3. Task Force and work group members will do their work on a standardized template to ease workload and create an efficient mechanism for tracking suggested changes across meetings by work group and Task Force members.
4. Work Group chairs should forward their meeting dates to Stacie Goffin, the Task Force Facilitator. A minimum of ten (10) days prior to the next scheduled Task Force meeting, Work Group chairs should send an updated template with their work group's emergent recommendations. This will permit Task Force members to receive this information at least one week prior to each meeting. The Task Force Facilitator will contact work group chairs prior to Task Force meetings to ensure that briefing documents for each School Readiness Data Task Force meeting incorporate the most current version of each group's work.
5. Ideally, each work group should have 10 – 12 members, up to one-third of whom are School Readiness Data Task Force members.
6. Coordination across work groups, when needed, will occur in two ways: (a) through processes that are implemented during task force meetings and (b) if needed, convening work group chairs between meetings.

<u>Phase II Outcomes</u>

By the conclusion of Phase II, the School Readiness Data Task Force will have

- Well-functioning work groups.
- Input to its thinking, via its work groups, which represent a broad range of key constituents.
- A draft of recommended data elements organized by the Indicators associated with each school readiness component.

Phase 3: Finalizing the Recommended School Readiness Data Elements
August – October 2011
Encompassing PLC Task Force meeting five
[October 12/final meeting]

During Phase 3 of its work plan, the School Readiness Data Task Force will finalize recommended data elements for submission to the Kansas State Department of Education and Early Childhood Advisory Committee. Prior to its final meeting, the Task Force's draft recommendations will be reviewed by a select group of state and national experts, whom Task Force members will help identify. The School Readiness Data Stakeholders Group will also be provided a copy of the draft recommendations for review and comment. The Task Force facilitator will provide an overview of the feedback received, in addition to distributing copies of the actual feedback, for member consideration at its final Task Force meeting.

Following the Task Force's last meeting, facilitator Stacie Goffin will submit a final version of the recommended data elements to the Kansas State Department of Education, along with a narrative that describes the Task Force's work. The final recommendations, which are due on or before December 1, 2011, will be edited for consistency in grammar and tone across the data elements. *No changes will be made by the facilitator to the content of the Task Force's work.* Interested members may request a copy of the edited version when it is submitted to the Kansas State Department of Education.

Next steps with the recommendations will be determined by the Kansas State Department of Education and the Early Childhood Advisory Council. Task Force members will be informed of next steps in a timely fashion.

Phase III Outcomes

By the conclusion of Phase III, the School Readiness Data Task Force will have

- Approved its recommendations of the early childhood data elements to be used in forming a longitudinal data system beginning at birth, created a comprehensive birth to five early childhood data system aligned with the State's K-12 data system , and linked its recommended data elements with each of the State's priority school readiness policy questions.
- Fulfilled its charge to the Kansas State Department of Education and the Early Childhood Advisory Council.

Appendix E

Approval Criteria

- Data Elements importance can be articulated (e.g., can be supported by research or evaluation studies).
- Indicator has logical and documented connection to its SR component description.
- Each Data Element has a logical connection to its indicator i.e., it is within the scope of and supports the Indicator.
- Each Indicator and Data Element is precise in meaning; only one item to be measured resides in a single data element.
- The intent of the data element is easily understood.
- Data Elements are measureable.
- The Data Element and/or Indicator can assist in responding to at least one of the eight Priority Policy Questions.
- The recommendations are capable of being linked to the K-12 longitudinal data system.
- Consideration has been given to privacy issues.

Appendix F
List of External Reviewers

Background: The Data Task Force recommended names of both national and state external reviewers to examine and provide feedback on the four School Readiness Components as a whole. Reviewers were selected based upon their expertise in one of the four areas, but were asked to respond to the 'whole' of the work from their perspective. The final list of reviewers is below. Of the Four national reviewers, two responded positively and completed the work. All four State external reviewers completed the review as did four members from the original Stakeholder group who met in July of 2010 to start off the School Readiness Data initiative. Four members of the State Early Childhood Interagency Leadership team reviewed the document as well and provide feedback.

A Form with eight questions was provided to the reviewers to guide their review and comments on the proposed school readiness data elements and indicators (which are organized by 4 School Readiness Components/ Reviewers were also given the opportunity to comment directly on the Master Template V6 that lists the school readiness component descriptions, data elements and indicators where space for item-specific comments and/or suggestions was available. Some reviewers used both the form and the template; some used only one or the other. All responses are available in the attached packet. Each form/template has the name of the reviewer on the top left hand corner.

Name	Component Expertise	Reviewer Category
Rae Anderson	Educational Environments	National
Camille Catlett	Child	National
Mary Baskett	Family	State
Dennis Cooley	Community	State
Alita Cooper	Educational Environments	State
Rick Gaskill	Child	State
Susan Palmer	[researcher, KU]	Data Stakeholder group
Renee' Patrick	[unit Director, Parsons St. Hospital]	Data Stakeholder group
Jean Ann Summers	[Researcher, Beach Center]	Data Stakeholder group
Martina Thompson	[EC director, USD 501]	Data Stakeholder Group
Kim Kennedy	Head Start Collaboration Director. SRS	State EC Interagency Leadership Group
Janet Newton	PAT Coordinator, KSDE	State EC Interagency Leadership Group
Gayle Stuber	EC Coordinator, KSDE	State EC Interagency Leadership group
Sarah Walters	Part C Coordinator, KDHE	State EC Interagency Leadership Group

APPENDIX G

REVIEWER QUESTIONS

Instructions: Please respond to these 8 questions directly on this document. The 8 questions are organized by two categories:

1. Questions related to the validity of the proposed data elements and indicators

2. Questions related to the coherence and clarity of the proposed data elements and indicators

Questions Related to the Validity of the Data Elements & Indicators

1. Are the proposed data elements and Indicators backed by the research literature?

2. Are there glaring omissions in terms of the research and/or practice base related to data elements and/or indicators within each of the School Readiness Components?

3. Do the proposed data elements focus on the essential information needed to competently respond to the 8 Priority Policy Questions? If not, what additions would you suggest? What elements and/or indicators could be removed because they are not essential contributors to school readiness?

4. Does this collection of data elements provide a sufficient foundation to the State's efforts to develop a comprehensive early childhood data system that can link to its Birth to College/Career longitudinal data system?

Questions Related to Coherence & Clarity of the Document

5. Are the proposed data elements and indicators clearly articulated – do they make explicit what is to be measured?

6. Do the proposed data elements align with the School Readiness Component description with which they are associated? In responding to this question, please refer to the School Readiness Component descriptions provided as the introduction to each of the 4 sections of the Master Template.

7. Do redundancies or overlaps exist – either with a School Readiness Component or across School Readiness Components - that could be eliminated

8. Do you have any other comments that you'd like to provide?