

PREPARING A SCHOOL-READY CHILD

“Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success.”¹

What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.²

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.³



The ready child

- has been well-cared for physically, interacts socially with others, has a positive self-perception, has the ability to understand the emotions of others, and can interpret and express feelings;
- approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognition skills and general knowledge; and
- is prepared to learn successfully in school.

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief. <https://files.eric.ed.gov/fulltext/ED444712.pdf>

The ready school

- uses curriculum in kindergarten and the early grades that builds on prior learning;
- takes into account individual differences in language, culture, and prior experience; and
- employs teachers who know how to teach young children and have the resources to do so.

NAEYC Position Statement on School Readiness. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Readiness.pdf>

The ready family

- supports children in their learning and through transition to kindergarten;
- reads to their children daily; and
- continues to engage in their child’s learning through the school years.

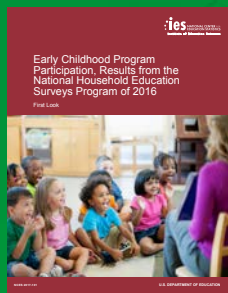
PFCE Interactive Framework. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework>

The ready community

- helps ensure that children have access to health care, immunizations, and nutrition;
- helps ensure that families have access to quality early childcare and education; and
- invests in resources and activities that support families and promote school readiness.

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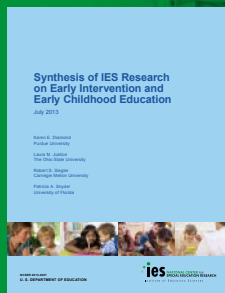
Additional Resources



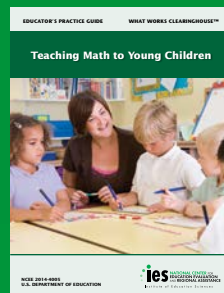
Early Childhood Program Participation
<https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=2017101>



Patterns of classroom quality in Head Start and center-based early childhood education programs
<https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2017208>



Synthesis of IES Research on Early Intervention and Early Childhood Education
<https://ies.ed.gov/ncser/pubs/20133001/pdf/20133001.pdf>



Teaching Math to Children in Preschool, Pre-K, and Kindergarten
<https://ies.ed.gov/ncee/wwc/PracticeGuide/18>



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¹ Stedron, J. & Berger, A. (2010). NCSL Technical report: State approaches to school readiness assessment. Denver, CO: National Conference of State Legislators <http://www.ncsl.org/documents/Educ/KindergartenAssessment.pdf>

² Maxwell, K., & R.M. Clifford. 2004. Research in review: School readiness assessment. *Young Children* 59 (1): 42–46.

³ Head Start, <https://eclkc.ohs.acf.hhs.gov/school-readiness>, retrieved January 12, 2018.