



The Campaign for  
GRADE-LEVEL  
READING

# READINESS

SUPPORTING PARENT SUCCESS RESOURCE GUIDE



**WHAT DOES THE RESEARCH  
SAY ABOUT PARENTS?**

*[click here](#)*

## **SUPPORTING PARENT SUCCESS**

Parents play the most powerful and influential role in their children’s lives. As their children’s first teacher, brain builder, tech navigator, advocate and coach, parents set the stage for success in the early years and early grades. Parents can best ready children for school, establish good school attendance habits and prevent summer learning loss.

The Campaign for Grade-Level Reading recognizes that parents are the secret sauce! Without parents, it is unlikely that we can make progress on the Campaign’s three community solutions areas — readiness, attendance, summer — or, ultimately, on third-grade reading. This is why a focus on supporting parents should be integrated across all of our work in Campaign communities across the country.

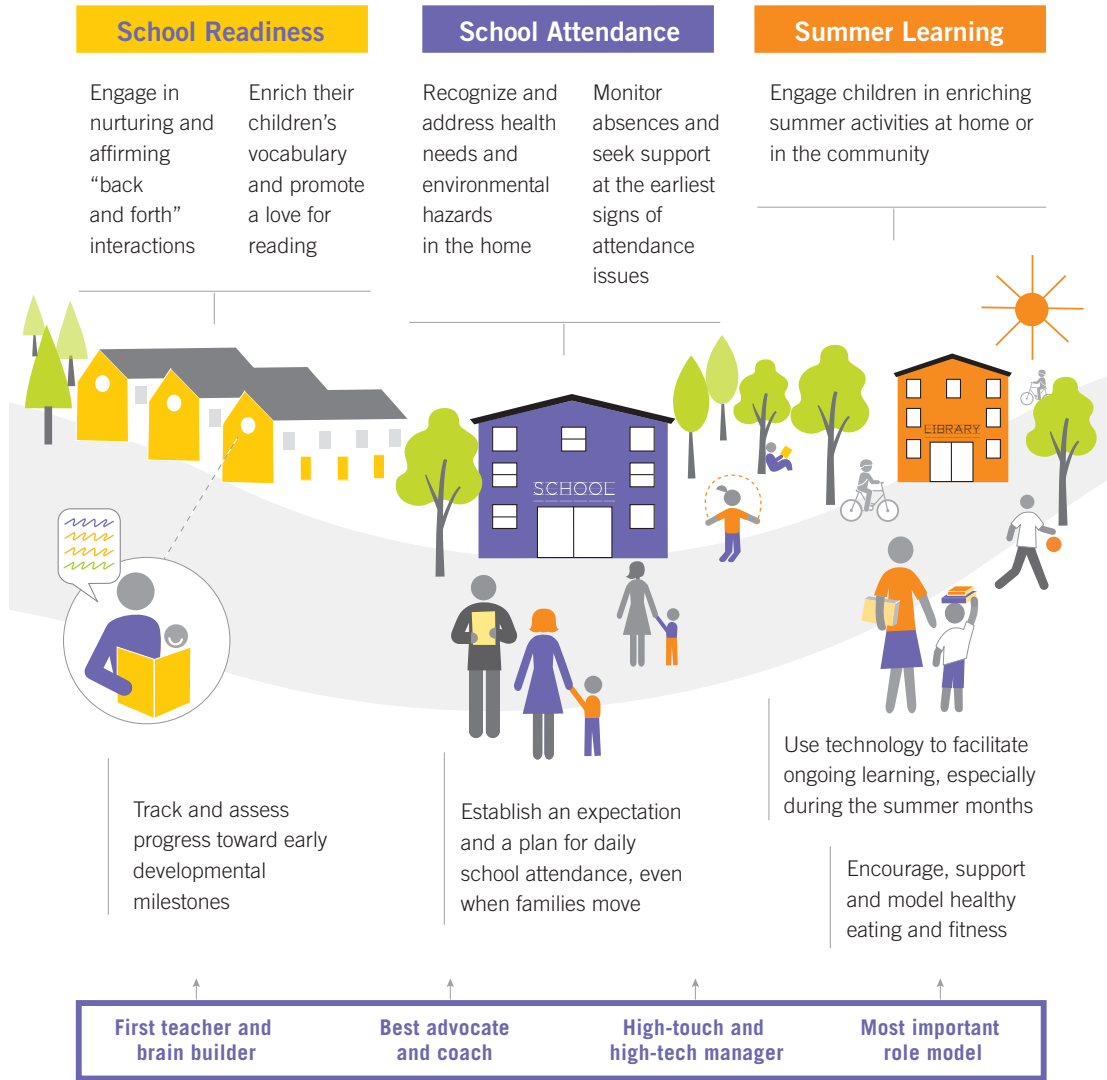
To assist communities, the Campaign has developed a framework — depicted in the infographic on the next page — that identifies nine essential competencies that communities can help parents strengthen in order to best promote their children’s readiness, attendance and summer. The competencies are supported by science, research and what the field is learning about the important responsibilities and roles parents play in helping their children succeed.

As a companion to the framework, the Campaign has produced three Supporting Parent Success Resource Guides, one for each Campaign community solutions area. The guides flesh out why the competencies matter; share proven and promising programs, tools and resources including implementation examples documented in Campaign-produced Bright Spots and Innovation Briefs; highlight other inspiring community efforts; and offer ways to measure the impact of community work.

The programs, tools and resources in these guides were selected because they align with the Campaign’s priorities; can be readily implemented by a local GLR campaign and implemented to scale throughout the Campaign Network; and respond to communities’ requests and concerns.

No one program, tool or resource is a magic bullet. But when a community makes a targeted effort — choosing and bundling the right strategies and supports for specific populations — and takes the effort to scale, this can have a population-level impact.

**GLR FRAMEWORK ON SUPPORTING PARENT SUCCESS**





The guides are intended to be continuously updated as more is learned from GLR communities, the field and science. Your input is welcome! Use the guides' thought-provoking questions to weigh in on how to build out the guides and do more to support parent success.

**START OR ADD TO A CONVERSATION ON THE HUDDLE!**

Click on the links below for the School Attendance and Summer Learning Guides.

*School Attendance: Supporting Parent Success Resource Guide*

- Recognize and address health needs and environmental hazards in the home
- Monitor absences and seek support at the earliest signs of attendance issues
- Establish an expectation and a plan for daily school attendance, even when families move

*Summer Learning: Supporting Parent Success Resource Guide*

- Engage children in enriching summer activities at home or in the community
- Use technology to facilitate ongoing learning, especially during the summer months
- Encourage, support and model healthy eating and fitness

Engage in nurturing and affirming “back and forth” interactions

Enrich their children’s vocabulary and promote a love for reading

Track and assess progress toward early developmental milestones



# SCHOOL READINESS



The Campaign’s indicators of progress on school readiness for 2016 are:

- More children from low-income families are ready for school and developmentally on track.
- Fewer children from low-income families enter kindergarten with undetected, undiagnosed and untreated conditions and developmental delays that can impede learning.

A child’s readiness for school when he/she enters kindergarten is an important contributor to reading proficiency by the end of third grade. Readiness is often defined as a child’s attainment of the emotional, behavioral, social, physical and cognitive skills needed to learn, work and function successfully in school and later in life.

The Campaign for Grade-Level Reading focuses on three key school readiness areas: social-emotional and executive function skills (enabling children to plan, focus attention, remember instructions and juggle several tasks), early literacy and the health determinants of early school success.

To make progress on school readiness — and achieve *our 2016 School Readiness Progress Indicators* — the Campaign encourages communities to focus on helping parents strengthen three competencies: 1) engage in nurturing and affirming “back and forth” interactions; 2) enrich their child’s vocabulary and promote a love of reading; 3) track and assess progress toward early developmental milestones.

To get started, a community should determine which competencies it wants to focus on, select strategies and practices, set measurable goals and target efforts to meet the goals. Ideally, the focus will be on all three competencies since they all contribute to more children being ready for school.

*To explore each competency, click on the competencies at the top of the page.*



## ENGAGE IN NURTURING AND AFFIRMING “BACK AND FORTH” INTERACTIONS

### WHY IT MATTERS:

- By age 2, children from low-income families are already behind their more affluent peers in listening, counting and other skills essential to literacy.<sup>1</sup>
- Children with lags in social-emotional development often show distress and disruptive behavior that interfere with learning.<sup>2</sup>
- Rates of behavior difficulties range from 9 to 14 percent among all young children, compared with nearly 30 percent among children from low-income families.<sup>3</sup>

Parents who engage in nurturing and affirming “back and forth” interactions with their children are forming strong bonds and *building healthy brain architecture* that support the critical development of social-emotional and *executive function skills* — key predictors of school readiness.

A community can employ various strategies — from launching a public awareness campaign to providing direct support, tools and information to parents — to increase the number of parents that have nurturing and affirming interactions with their children.

The proven and promising programs, tools and resources for GLR communities on the following pages include such strategies as home visiting programs, intensive parenting/coaching programs and parent leadership advocacy programs. Some programs bring parents, teachers and providers together to learn and develop a common language. Some focus on specific ethnic populations or parents of children with special needs.



## WHAT THE SCIENCE SAYS ABOUT THE IMPACT OF NURTURING AND AFFIRMING INTERACTIONS

*[click here to see this powerful video](#)*

What does the research say about “back and forth” interactions?

Sensitive and responsive parent-child relationships strengthen young children’s cognitive skills and social competence.

A back and forth (or “serve and return”) interaction between parent and baby starts with the baby naturally reaching out for interaction through babbling, facial expressions and gestures. The parent responds with similar vocalizing and gesturing. This interaction builds and strengthens brain architecture. It also creates a relationship that affirms the baby’s experiences and nurtures new abilities. (National Scientific Council on the Developing Child. [2004]. [Young children develop in an environment of relationships](#). Working Paper No.1)

Also very helpful are the Healthy Readers’ Resource Guides, produced by the Campaign, that include information about supporting healthy births and infancy and socio-emotional development:

*[Healthy Readers Resource Guide: Supporting Healthy Births and Infancy](#)*

*[Healthy Readers Resource Guide: Supporting Children’s Healthy Socio-Emotional Development](#)*

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## PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES

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### HOME VISITING PROGRAMS



*Home Instruction for Parents of Preschool Youngsters* (HIPPY USA) is an *evidence-based* home visiting program that works with families in the home to support parents in their critical role as their child's first and most important teacher. Parents learn to strengthen their child's cognitive skills, early literacy skills and social/emotional and physical development. HIPPY recruits and trains home visitors who are members of the community.




*Nurse-Family Partnership* is an *evidence-based* home visiting program operating in over 40 states and the US Virgin Islands that provides vulnerable, first-time moms — from pregnancy until age two of the child — with intensive support from registered nurses to improve prenatal health, school readiness and healthy child development.



*Parents as Teachers* (PAT) serves families in all 50 states and is an *evidenced-based* home-visiting program that supports a parent's role in promoting school readiness and the healthy development of children. The Parents as Teachers curriculum focuses on parent-child interactions, development-centered parenting and family well being. In addition, PAT trains professionals serving children in a variety of community settings, including public housing.




*Parent-Child Home Program* provides two years of intensive, twice-weekly home visits to low-income families with children between age 16 months and 4 years. Early literacy specialists provide dialogue to promote language development, cognitive skills and social competencies. Check out this *Bright Spot*. 





## INTENSIVE PARENTING/COACHING PROGRAMS

*Nurturing Parenting* is a 12-week program for families with children up to age 18 to build nurturing parenting skills, promote positive brain development and prevent child abuse. Parents and school-age children attend separate groups that meet concurrently, using a curriculum based on each group's particular needs. Check out this *Bright Spot*. 



*Parenting Journey* provides positive, strengths-based programs for parents and caregivers, helping them to develop the inner strength, life skills and networks of resources they need to succeed. In addition to the programs offered directly to parents, Parenting Journey partners with other social service organizations to train their staff members to implement the high-impact approach. Together, Parenting Journey has been replicated in more than 500 sites, reaching more than 52,000 parents raising 131,000 children.



*The Incredible Years* delivers evidence-based programs and materials that develop positive parent-teacher-child relationships and assist in preventing and treating behavior problems and promoting social, emotional and academic competence before a child becomes an adult. *Evaluations* of The Incredible Years show increased positive parenting practices, reductions in conduct problems among children, and increases in children's social-emotional skills.



*Triple P* — Positive Parenting Program gives parents simple and practical strategies to help them confidently manage their children's behavior, prevent problems from developing and build strong, healthy relationships. *Evidence* shows that Triple P reduces problem behavior among children, improves parents' well-being and parenting skills, and helps reduce stress, foster care placements, and hospitalizations from child abuse injuries.

## PARENTS, PROVIDERS AND TEACHERS LEARNING TOGETHER



*Mind in the Making* shares the science of children's learning with the general public, families and professionals who work with children and families. Learning together helps forge a common language around the science of how children learn, an empowering experience for parents that helps build competency and confidence. Tools include tip sheets for parents and caregivers on essential children's books that promote executive function skills. These skills are further promoted via a partnership with Vroom — a brain-building resource for parents with young children. Check out this *Innovation Brief*.



## PUBLIC ENGAGEMENT CAMPAIGNS

*Born Learning* is a national public engagement campaign that educates parents, caregivers and communities to impact strategies, public support and political will for early childhood education. In addition to 500+ online tips, tools and research-based education materials, Born Learning also provides a visible, national platform for *public policy and action*. Check out this *Bright Spot*. 💡

*Talking is Teaching: Talk Read Sing*, works to close the 30 million word gap between children in low-income families and their higher-income peers. The community-wide multi-media campaign relays messages to low-income parents and caregivers on how simple actions done every day — like describing objects, asking questions, singing songs, reading aloud or telling stories — can significantly improve a baby’s ability to build vocabulary and boost children’s brain development. Check out the *Innovation Brief* and the *Too Small to Fail: Community Guide and Resources* to carry out a Talking is Teaching: Talk, Read, Sing Campaign in your own community!

## PARENT LEADERSHIP AND ADVOCACY PROGRAMS

*For Spanish & English Speaking Families*



*Abriendo Puertas/Opening Doors* — now in over 300 communities — is an *evidence-based* parent leadership program developed by and for Latino parents with children, birth to age 5. The train-the-trainer model strengthens parents’ skills as their children’s first teacher and most important role-model. The 10-session curriculum gives parents the confidence and skills to promote healthy development, school readiness, and success in school. Parents take a reading pledge, learn to access local resources such as the library and learn how to advocate for their children. Check out this *Bright Spot*. 💡



*AVANCE* provides education and family support services, empowering families to break the cycle of poverty through a two-generation approach combining early childhood development, parenting education, and parent’s educational and professional goals. Through its licensed chapters, AVANCE has positive *long-lasting impacts*, including more children ready for school when entering kindergarten, performing above average in school, and increased parent and family engagement in schools and communities. Check out this *Bright Spot*. 💡



### *African-American Families*

*NBCDI's Parent Empowerment Program* is a family engagement, trauma informed curriculum that uses meaningful, culturally relevant activities to build the capacity of parents of young children as leaders of their families. The program reinforces the parents' sense of pride and confidence in themselves, their community, their culture and their history. Child Trends' evaluation findings deem the program "quite promising."

### *Families with Children with Disabilities*

*Families Together* programs are designed to help family members work together to improve outcomes for their child or sibling with a disability, including training for parents of children with challenging behaviors.



*Understood* seeks to support parents with children with learning and attention issues through technology, personalized resources, free daily access to experts, a secure online community, practical tips and more.

## TECHNOLOGY TOOLS

*To reach families at the scale we need in order to make meaningful progress on grade-level reading, we must harness the power of technology. Below are promising technology tools. For more extensive guidance and information on using technology to support families, see page 13 of the Summer Guide.*



*Video Interaction Project* is an evidence-based parenting program that uses video-taping and developmentally appropriate toys, books and resources to help parents utilize pretend play, shared reading and daily routines as opportunities for strengthening early development and literacy in their children. VIP sessions take place in pediatric clinics on days of routine well-child visits, and at each session families meet individually with an interventionist for approximately 25 minutes.

## ADDITIONAL RESOURCES



*ZERO TO THREE*, a national, nonprofit organization serving parents, professionals and policymakers, has a website that includes a *Parent Portal* with tips sheets, videos, brochures and *podcasts* to help families and caregivers nurture children's healthy early development. Research is translated into hands-on parenting practices that can be tailored to the individual needs of a child and family.

**WHAT OTHER PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES WOULD YOU LIFT UP?** [click here to post your ideas](#)

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## FEATURED CAMPAIGN PARTNER

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*Vroom* makes the brain science accessible to parents, building awareness that the first five years are when children develop the foundation for all future learning — and that parents are their children’s most powerful brain builders. The free Daily Vroom app offers parents daily tips to turn shared moments into brain-building moments. To roll out Vroom in your community, check out the Tools & Resources section of [JoinVroom.org](https://JoinVroom.org) where you can download free Vroom materials and tools, including a how-to playbook. Check out this [Innovation Brief](#).

*[click here to see the video](#)*

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## OTHER INSPIRING COMMUNITY EFFORTS

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New York, New York. *ParentCorps* is a family-centered, Pre-K school-based program in New York City that strengthens the school/home connection and helps teachers and parents provide high-quality environments to ensure students develop the social, emotional, and behavioral regulation skills that are the foundation for learning. ParentCorps builds on the strengths of culturally diverse families and helps schools engage parents as partners in helping children succeed.

### WHAT OTHER INSPIRING COMMUNITY EFFORTS WOULD YOU LIFT UP?

*[click here to post your ideas](#)*

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## MEASURING COMMUNITY IMPACT

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Local Departments of Public Health often collect information through periodic community surveys. Ask your local department to add a few questions to its survey that will provide information that your campaign needs. The Los Angeles County Department of Public Health, for example, added two questions to its survey that helped the county track the percentage of children, ages 0–5, who are read to daily by a family member.

**HOW DOES YOUR COMMUNITY MEASURE IMPACT?** *[click here to share your story](#)*



What does the research say about parents' role in children's language development?

Young children need supportive engagement with their parents to develop language, vocabulary and comprehension just as much as they need the right foods and exercise to develop their bodies.

Parents play a major role in forging children's foundational language and literacy learning by ensuring that their children have: regular learning activities such as shared book reading and storytelling; quality parent-child interactions, including sensitive and responsive relationships and cognitive stimulation; and age-appropriate learning materials such as toys and books. (Tamis-LeMonda & Rodriguez. [2009]. Parents' role in fostering young children's learning and language development. [Encyclopedia on Early Childhood Development](#).)

## ENRICH THEIR CHILDREN'S VOCABULARY AND PROMOTE A LOVE FOR READING

### WHY IT MATTERS:

- As early as 18 months, low-income children begin to fall behind in vocabulary development and other skills critical for school success.<sup>4</sup>
- By age 3, on average, children from low-income families have heard as many as 30 million fewer words than their peers from more affluent families. The greater the number of words children heard before age 3, the greater IQs and success in school.<sup>5</sup>
- A child's vocabulary as early as age 2 can predict a child's third-grade reading achievement and future educational and social opportunities.<sup>6</sup>
- By age 5, a child from a typical middle-class family recognizes 22 letters of the alphabet, compared with a child from a low-income family who recognizes nine letters.<sup>7</sup>
- 61 percent of children from low-income families have no children's books at home.<sup>8</sup>
- In low-income neighborhoods, the ratio of books to children is one book for every 300 children, far below the ratio of 13 books per each child in middle- and upper-income neighborhoods.<sup>9</sup>
- A child from a low-income family enters kindergarten with a listening vocabulary (i.e., the words they need to know to understand what they hear) of 3,000 words, compared with 20,000 for their middle-income peers.<sup>10</sup>



**VALUABLE TIPS FOR PARENTS TO PROMOTE  
A LOVE OF READING**

*[click here to see video](#)*

“There is one skill that matters above all others, because it is the prime predictor of school success or failure: the child’s vocabulary upon entering school. And since most instruction for the first four years of school is oral, the child who already has the largest vocabulary will understand the most, while the child with the smallest vocabulary grasps the least.” — Jim Trelease. (2001). *The Read-Aloud Handbook*, Penguin Books.

**WHAT OTHER CITATIONS OR  
QUOTES WOULD YOU SHARE?**

*[click to post a suggestion](#)*

When parents *talk* and *sing* to their children — in any language — they help ensure that their children are building the vocabulary they need to start kindergarten ready to succeed. Having a strong vocabulary is a key predictor of school readiness. Similarly, when parents *read* to their children, have books or print material in the home and take their children to the local library, they help develop early literacy skills and promote a love for reading — another key indicator of school success.

There are many successful strategies and tools that communities can use, including public awareness campaigns, book distribution programs, apps for tablets or a mobile device, texting programs, efforts to communicate directly with parents and more.

Here are proven and promising programs, tools and resources that, when targeted to the right population, bundled together and taken to scale, help improve young children’s school readiness.



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## PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES

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### BOOK DISTRIBUTION PROGRAMS



*First Book* distributes high-quality, age-appropriate new books to children and families in need. Over 170,000 classrooms and local nonprofits have signed up with First Book. *Long-term results* show that First Book improves interest in reading, children's desire to learn, and reading at home. First Book has partnered with *Mind in The Making* to provide a collection of high quality children's books that promote the skills needed to foster executive function skills that help children thrive. Check out this *Bright Spot*. 💡



*Imagination Library* provides preschool-aged children with a free, age-appropriate book every month from birth to age 5 in over 1,600 local communities. Over 750,000 children under age 5 receive books from the Imagination Library each month. Over 60 million books have been donated to children since the program began in 1996. Check out this *Bright Spot*. 💡



Reading Is  
Fundamental

*Reading Is Fundamental* prepares and motivates children to read by delivering free books and literacy resources to children and families who need them most. RIF programs have shown that getting books in the hands of children to read and own makes a difference in reading outcomes. RIF's *Read for Success* is an evidence-based program shown to increase students' reading proficiency and curb the summer learning slide.

### PARENT COACHING, BOOKS AND TECHNOLOGY




*Play & Learning Strategies* (PALS) helps parents master specific skills, particularly language development, to use when interacting with their young children. Video is shared of real parent-child interactions to demonstrate each skill. Practice opportunities are offered so parents move from watching, listening and talking to doing.



*Raising A Reader* engages 2,700 community partners across 34 states to serve families living at or below the poverty level. The train-the-trainer, *evidence-based* model helps parents of children 0–8 years of age build a culture of literacy and help their children foster a love of reading. Every week children bring home a bright red book bag filled with award-winning books to read with family members. In addition, Raising A Reader connects children to libraries through events that celebrate reading. Check out this *Bright Spot*. 



*Reach Out and Read* is a nonprofit organization of medical providers who use an *evidence-based* model to promote early literacy and school readiness in pediatric exam rooms by integrating children's books and advice to parents about the importance of reading aloud into well-child visits, including by *using video tools*. Reach Out and Read serves more than 4 million children and distributes over 6 million books through nearly 5,000 program sites nationwide. Parents served are up to 4 times more likely to read aloud to their children, and children served score 3 to 6 months ahead of their peers on vocabulary tests. Check out this *Bright Spot*. 

#### TECHNOLOGY TOOLS

*To reach families at the scale we need in order to make meaningful progress on grade-level reading, we must harness the power of technology. Below are promising technology tools. For more extensive guidance and information on using technology to support families, see page 13 of the Summer Guide.*



*ABCMouse.com Early Learning Academy* — available on computers, tablets, and smartphones — is the leading and most comprehensive online learning resource for children ages 2 to 7 years old and includes 7,000+ standards-based learning activities covering preschool, pre-k, kindergarten and 1st grade. Large-scale *research* studies assessing the effectiveness of this *award-winner* have concluded that ABCmouse.com accelerates learning and helps children make significant gains in phonics, vocabulary, literacy and numeracy. ABCmouse is free to public libraries, public housing, teachers and early education providers, foster parents, and other community organizations that work with low-income children.



*BringingUp*, powered by Ready Rosie, is a digital parent engagement tool for parents with students in Kindergarten through third grade using email and texting to deliver daily modeling videos to parents, caregivers, and administrators in English and Spanish.




*InTEL (Integrating Technology in Early Literacy)* is an interactive map showing more than 30 parenting and early education programs across the country that are embedding new technologies to promote language development and early literacy. The map gives users the ability to search for programs that are experimenting with new tools such as text messaging, apps, remote chat, and video recordings to augment existing initiatives or catalyze new ones.




*PBS Play & Learn* is PBS's first app designed specifically for parents, including bilingual (English/Spanish) parents. Winner of a Parents' Choice Silver Award, it offers theme-based interactive games and simple hands-on activities that parents play with their kids to turn everyday experiences into teachable moments building literacy and math skills.



*ReadyRosie* is a digital parent engagement tool intended for a school district or community-wide initiative. Parents — and other adults caring for children — receive a daily message that contains a short video demonstrating a learning activity to do with a child during regular daily routines. Activities are targeted for literacy and language acquisition and are aligned to state learning standards. Videos are available in English and Spanish and messages are delivered via email, text or app notifications. Check out this [Bright Spot](#)  and this [resource](#) to learn how GLR communities are funding Ready Rosie.

#### PUBLIC ENGAGEMENT CAMPAIGNS



*Born Learning* is a national public engagement campaign that educates parents, caregivers and communities to impact strategies, public support and political will for early childhood education. In addition to 500+ online tips, tools and research-based education materials, Born Learning also provides a visible, national platform for *public policy and action*. Check out this [Bright Spot](#). 



*Talking is Teaching: Talk Read Sing* works to close the 30 million word gap between children in low-income families and their higher-income peers. The community-wide multi-media campaign relays messages to low-income parents and caregivers how simple actions done every day — like describing objects, asking questions, singing songs, reading aloud or telling stories — can significantly improve a baby's ability to build vocabulary and boost children's brain development. A [free guide](#) is available to communities that want to replicate the campaign. Check out this [Innovation Brief](#).



## ADDITIONAL RESOURCES

*Colorín Colorado* provides educators and *families* of English language learners in grades preK-12 with free *research-based* information and activities to promote early literacy and a love for reading.

*GLR Innovation Briefs:*



*Engaging Parents in Boosting Children's Early Learning and Brain Development* highlights three innovative efforts — Talking is Teaching: Talk, Read, Sing in Oakland, California; Vroom in Seattle; and Georgia's Talk with Me Baby.

*Reaching & Supporting Parents Where They Are* highlights three innovative efforts — at Dayton, Ohio, bus stations; Richmond, California, laundromats; and Kansas City, Missouri, barber shops.



KinderCare, a large national early education provider, offers blogs (*"Beyond the Classroom"* and *"Daily Doses of Wonder"*) that provide research-based activities parents can do with children to promote early learning at home.



*Let's Talk!* is a free early literacy program for caregivers of children up to age 7 that helps them ensure that children enter school ready to learn how to read and write. Check out this *Bright Spot*. 💡



*Reading Rockets* is a national multimedia literacy initiative offering information and resources on how young kids learn to read, why so many struggle and how caring adults can help.



*Sesame Street Toolkit: Words are Here, There, and Everywhere* offers tools to promote talking and build a strong vocabulary, which is a key predictor of school readiness.


**WHAT OTHER PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES WOULD YOU LIFT UP?** [click here to post your ideas](#)

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## OTHER INSPIRING COMMUNITY EFFORTS

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Georgia. *Get Georgia Reading/Talk with Me Baby* includes language nutrition and parent engagement as major strategies for increasing reading proficiency. Talk with Me Baby is a scalable, public action strategy aimed at increasing early exposure to language. It targets parents through a variety of programs including WIC, professional development of nurses and partnerships across state agencies. Check out this *Bright Spot*. 



Kansas City, Missouri. *Talk-Read-Play* is a Kansas City educational campaign that presents the neuroscience on brain development in young children messages that can be readily understood by parents and caregivers and used to support a child's early development.



Los Angeles, California. *Little by Little* is a school readiness program serving Los Angeles families during their regular visits to WIC offices. Families receive guidance on the importance of early childhood literacy, age-appropriate developmental materials, safety items and books. Children who received these services from birth to age five had higher school readiness and language scores than those who did not, according to a program evaluation.



Maine. *Comienza en Casa/It Starts at Home*, integrates technology (iPads) into a curriculum that provides parents of migrant preschool and Kindergarten children in Maine with activities and information to promote their child's school readiness at home. Families use the iPad with children to document activities, create new publications and learn using the various apps and resources provided.

### WHAT OTHER INSPIRING COMMUNITY EFFORTS WOULD YOU LIFT UP?

*click here to post your ideas*

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## MEASURING COMMUNITY IMPACT

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Suggested indicators to gauge community-wide progress include determining for children ages birth to 5 from low-income families:

- Percentage whose families talk or sing to them every day
- Percentage whose families read to them daily.
- Number of books per child in the home.

To get this information, ask your local public health department to add a few questions to its periodic community survey. The Los Angeles County Department of Public Health, for example, added two questions to its survey that helped the county track the percentage of children, ages 0–5, who are read to daily by a family member.

**HOW DOES YOUR COMMUNITY MEASURE IMPACT?** [click here to share your story](#)



What does the research say about parents' tracking their children's development?

When parents have access to high-quality tools such as the Ages and Stages Questionnaire (ASQ), Parents' Evaluation of Developmental Status ( PEDS) and "Learn the Signs: Act Early," from the Centers for Disease Control and Prevention (CDC), they can identify and track their children's development.

Researchers associated with the PEDS developmental screening tool report that "parents' concerns are as accurate as quality screening tests and that parents are equally able to raise important concerns regardless of differences in education, economic status, and child-rearing experience." (Glascoe, R.P. [1998]. *Collaborating with parents: Using parent's evaluation of developmental status to detect and address behavioral and developmental problems*. Nashville, TN: Ellsworth and Vandemere).

## TRACK AND ASSESS PROGRESS TOWARD **EARLY DEVELOPMENTAL MILESTONES**

### WHY IT MATTERS:

- 31 percent of low-income children between the ages of 0 and 5 are at risk for developmental delays.<sup>11</sup>
- As many as 50 percent of children with developmental delays will not be identified by the time they enter kindergarten.<sup>12</sup>
- Children from low-income families are more than twice as likely to have a reported developmental delay that affects readiness as those from higher-income families.<sup>13</sup>

Children develop and grow at different paces but there are clear milestones to indicate that a child is developing on track. Parents are best positioned to observe and determine whether or not milestones are achieved, just as they are best positioned to help their child achieve milestones. This is why it is essential to provide parents with information about the importance of tracking and assessing their child's developmental milestones. Communities also can help increase access to effective developmental screening tools and ensure that children are screened periodically through their pediatrician, early education program or local community social service provider.

Developmental screening tools can show parents if their child is on track or needs help in a certain area. Screenings also identify children who need follow-up and will likely benefit from intervention, services and supports. An important part of ensuring that every child enters school ready to learn and becomes a good reader is to identify concerns early and address them early, when interventions can be most effective.

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# 70%



OF A CHILD'S BRAIN DEVELOPS IN  
THE FIRST 3 YEARS

[click here to see video](#)

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## HEALTHY READERS' RESOURCE GUIDES

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The Healthy Readers Resource Guides, produced by the Campaign for Grade-Level Reading, offer a more in-depth discussion about developmental screenings. Click below to access these helpful tools.

*[Healthy Readers Resource Guide: Ensuring Early and Appropriate Screenings and Intervention](#)*

*[Healthy Readers Resource Guide: Supporting Children's Healthy Social-Emotional Development](#)*

Also please review the following resources from the Healthy Readers team for talking points, technical assistance and a matrix to assist you in assessing the availability of resources in your community:

*[Healthy Readers Supports and Technical Assistance Available for Comprehensive Screening, Follow-Up and Intervention](#)*

*[Healthy Readers Comprehensive Screening, Follow-Up and Intervention Inventory of Programs and Program Features in Your Community](#)*

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## PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES

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U.S. Department of Education

*Birth to 5: Watch Me Thrive!* — a site sponsored by the federal Administration for Children and Families — offers tools, tips, and resources for families — including a Developmental Screening Passport and information on CDC’s “Learn the Signs: Act Early.”



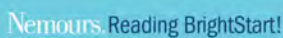
*Bright Futures* is a national health promotion and prevention initiative, led by the American Academy of Pediatrics. The suite of tools and materials provide guidance and support to communities working to increase health promotion practices, including screening and follow up for young children and to support parents in their role as health promotion experts for their family.



*Help Me Grow* National Center serves as a national resource to support the replication of the Help Me Grow system across the country. The system builds collaboration across sectors, including child health care, early care and education, and family support. Through comprehensive physician and community outreach and centralized information and referral centers, families are linked with needed programs and services. Ongoing data collection and analysis help identify gaps in and barriers to the system.




*“Learn the Signs. Act Early” Campaign*, from the CDC, educates parents about childhood development, including early warning signs of autism and other developmental disorders and encourages developmental screening and intervention.



The *Nemours Reading BrightStart!* website promotes reading success by offering parents a “preschool reading screener” and literacy-boosting activities to do with children from birth to age 8. It is offered by The Nemours Foundation, created by the children’s health system Nemours.



## SCREENING TOOLS

*Ages and Stages Questionnaire* (ASQ) screening tool that looks at strengths and trouble spots, educates parents about developmental milestones and incorporates parents' expert knowledge about their children. ASQ has been used by professionals in many sectors and settings — early interventionists, pediatricians, public health nurses, home visitors, child welfare workers, Head Start teachers, child care providers and more — in all 50 states and internationally. ASQ can be a valuable tool for assessment and ongoing monitoring for child development in the early years. Check out this *Bright Spot*. 



*Parents' Evaluation of Developmental Status* (PEDS) is a screening tool that detects and addresses developmental and behavioral problems in children. PEDS is offered in multiple languages. PEDS is also used as a monitoring tool to help parents track their child's development, up to 8 years of age. PEDS elicits and addresses parents' concerns about their child's development, behavior and mental health and integrates family collaboration.

## TECHNOLOGY TOOLS

*To reach families at the scale we need in order to make meaningful progress on grade-level reading, we must harness the power of technology. Below are promising technology tools. For more extensive guidance and information on using technology to support families, see page 13 of the Summer Guide.*



*Text4baby* is a free texting program and App that supports expectant and new moms during pregnancy and their baby's first year of life, providing essential health and safety information. Messages are personalized and available in English and Spanish and include information about the baby's development, milestones, and provides doctor visit and appointment reminders for mom and baby. Check out this *Innovation Brief*.

## WHAT OTHER PROVEN & PROMISING PROGRAMS, TOOLS AND RESOURCES

**WOULD YOU LIFT UP?** *click here to post your ideas*

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## OTHER INSPIRING COMMUNITY EFFORTS

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*Columbus, Ohio.* Columbus Kids provides developmental screening for children ages 2 ½ years to 4 years old in the Columbus, Ohio school district and referrals for their families. The United Way of Central Ohio initiative — supported by more than 225 community partners — is designed to increase early detection of developmental delays and speech or hearing problems that can impede learning and hamper school-readiness.



New Hampshire and California: *Watch Me Grow* in New Hampshire and *Help Me Grow* in Orange County, California work to provide broad availability of developmental assessments — such as ASQ and PEDS — that help ensure that more children enter school ready to learn.

### WHAT OTHER INSPIRING COMMUNITY EFFORTS WOULD YOU LIFT UP?

*[click here to post your ideas](#)*

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## MEASURING COMMUNITY IMPACT

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Suggested indicators to gauge community-wide progress include determining for children ages birth to 5 from low-income families:

- Percentage who receive developmental screenings
- Percentage who are ready for school and developmentally on track
- Percentage entering kindergarten with undetected, undiagnosed and untreated conditions and developmental delays that can impede learning

**HOW DOES YOUR COMMUNITY MEASURE IMPACT?** [click here to share your story](#)

## ENDNOTES

<sup>1</sup> Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H. Brookes Publishing.

<sup>2</sup> Ladd, G. W., Herald, S. L., & Kochel, K. P. (2006). School readiness: Are there social prerequisites? *Early Education and Development* 17.1, 115–150.

<sup>3</sup> Qi, C. H., & Kaiser, A. P. (2003). Behavior problems of preschool children from low-income families review of the literature. *Topics in early childhood special education*, 23(4), 188-216.

<sup>4</sup> Hart & Risley, 1995.

<sup>5</sup> Hart & Risley, 1995.

<sup>6</sup> Morgan, P. L., Farkas, G., Hillemeier, M. M., Hammer, C. S., & Maczuga, S. (2015). 24-month-old children with larger oral vocabularies display greater academic and behavioral functioning at kindergarten entry. *Child Development*, 6(5), 1351-70

<sup>7</sup> Hart & Risley, 1995.

<sup>8</sup> Binkley, M., & Williams, T. (1996). *Reading literacy in the United States. Findings from the IEA Reading Literacy Study*. US Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC.

<sup>9</sup> Neuman, S. B., & Dickinson, D. K., eds. (2006). *Handbook of Early Literacy Research*, 2, 31.

<sup>10</sup> Hart & Risley, 1995.

<sup>11</sup> KIDS COUNT. Children ages 0 to 5 who are at risk for developmental delays, by income level. Retrieved from <http://datacenter.kidscount.org/data/tables/8261-children-ages-0-to-5-who-are-at-risk-for-developmental-delays-by-income-level?loc=1&loct=1#detailed/1/any/false/1021/4325,4321,4322/16811>

<sup>12</sup> Mackrides, P. S., & Ryherd, S. J. (2011). Screening for developmental delay. *American family physician*, 84(5), 544-549.

<sup>13</sup> Child Trends. (2013). *Screening and risk for developmental delay*. Retrieved from: [www.childtrends.org/?indicators=screening-and-risk-for-developmental-delay](http://www.childtrends.org/?indicators=screening-and-risk-for-developmental-delay)

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