

**Planning for a Statewide Early Literacy Project
The Results of the Environmental Scan
Prepared by the Multnomah County Library
June 2006**

Introduction

Oregon's public libraries have the ability to greatly impact the early reading experiences of preschool children by reaching thousands of parents, caregivers, and children.

Oregon's public libraries:

- can offer opportunities for families and child care providers to learn best practices in readiness techniques for infants and toddlers.
- have the research, strategies, organizational skills, and creativity that are highly valued by community partners.

Oregon's public librarians:

- can help their local communities identify gaps in early literacy readiness and determine the most effective ways to address them.
- can help increase access to exemplary "ready to learn" programs.
- can provide continuing education for caregivers who need licensing or re-licensing.
- can offer programs to parents that reaffirm messages delivered by caregivers, develop booklists, plan opportunities to learn about and visit the library, explicitly model early literacy behaviors, and provide easy strategies for parents to use at home.

Oregon's libraries big and small have a key role to play in their communities, disseminating early literacy information to parents, child care providers, early childhood educators, children's advocates, and political decision makers.

However, a lack of statewide coordinated efforts, hesitancy by public librarians to take a leadership role as promoters of early literacy skills, staff inexperience regarding how best to train parents and caregivers in these skills, unstable funding, and a widespread uncertainty about how to locally use the many evidence-based approaches, hampers consistent improvement in positive reading outcomes for Oregon's children.

The purpose of the LSTA 2005 grant project, "***Planning for a Statewide Early Literacy Initiative***" was to develop a coordinated statewide early literacy initiative plan featuring public libraries as the leaders in the implementation of the best evidence-based practices. A team of sixteen project advisors guided the work of the project consultant. During nine meetings held from August to October 2005 in key regions of the state, hundreds attended and thousands others were invited to help answer the question of how best to work together to ensure that public libraries can lead early literacy efforts.

A framework for coordinated action will be released during this project's final quarter (July 2006) to encourage further local action, gather additional public comments, and to begin to implement successful strategies that will launch a successful early literacy initiative by Oregon's public libraries.

An environmental scan of pertinent demographic, programmatic, and other trends that have a bearing on early literacy initiatives (in both public libraries and/or by other types of agencies) was conducted. The resources listed in this document were compiled from a search of the literature guided by the question:

What standards or best practices are leading libraries and/or other agencies following?

To answer this question, searches of the World Wide Web (Web) were conducted from March 2005 – April 2006, primarily using the Google Internet search engine. Links from one promising lead to another were followed in order to discover additional resources that might be of value to those planning a statewide early literacy initiative. Whenever possible, a copy of the resource was saved; in many cases, copies of the cited documents can be downloaded by following its Internet web address (URL) included within the citation. Project Advisors aided this scanning effort by forwarding relevant links to promising sources of information, and by proposing a way in which to organize the vast amount of retrieved data.

The environmental scan is organized as follows:

I.	Fast Facts & Relevant Statistics.....	4
II.	Relevant Research & Trends.....	7
III.	Data Sources.....	15
IV.	Assessment Reports.....	19
V.	Best Practices.....	23
	a. Planning.....	23
	b. Programming.....	24
	c. Communicating with the Media.....	26
	d. Building Partnerships.....	27
VI.	Training Materials.....	28
	a. For Public Libraries.....	28
	b. For Other Educators.....	28
VII.	Other Early Childhood Initiatives.....	29
	a. In Oregon.....	29
	b. Elsewhere.....	31
VIII.	Media Coverage & Published Articles.....	36
IX.	Toolkits.....	38
X.	Additional Resources:	
	A List of Web Sites for More Information.....	39

I. Fast Facts & Relevant Statistics

Oregon

- According to the U.S. Census Bureau, in 2000, 223,005 children aged 0-4 comprised 6.52% of Oregon's total population of 3,421,399 <http://nccic.org/statedata/statepro/Oregon.html> For Oregon QuickFacts, go to, <http://quickfacts.census.gov>
- 58.9% of children under 6 live with working parents as compared with 70% of children ages 6-17. In 1999, 37,792 of children under 5 in Oregon lived in poverty.
- From 2001-2003, the number of Oregon children of all ages living in poverty was 148,000 – a number larger than the entire population of Eugene.
<http://nccic.org/statedata/statepro/Oregon.html>
- In Oregon, 38% (312,445) of children live in low-income families (National: 38%); 16% (129,660) of children live in poor families (National: 17%) <http://nccp.org>
- 50% of Oregon women with children under the age of 3 are in the labor force (www.census.gov Current Population Survey, March 2001)
- In Oregon, children whose parents have low educational attainment are more likely to be low-income. 86% (83,462) of children whose parents do not have a high school degree live in low-income families.
http://nccp.org/state_detail_demographic_OR.html
- In Oregon, 59% of preschool-age children are not enrolled in a pre-K program. As a result, Oregon ranks 40th out of the 50 states in the percent of all 3- and 4- year-olds enrolled in school.
- According to a statewide survey of kindergarten teachers, nearly 25% of Oregon kindergartners are not ready for school. The survey asked teachers to rank factors such as language usage, social and emotional development and physical well being.

- **A third of Oregon children are placed in paid child care between birth and age 5; yet only three percent of child-care providers in Oregon meet national standards for accreditation.**
- **In Oregon in 2003, 14% of third graders were not reading at grade level. Children who start behind too often stay behind. A student who is not a modestly skilled reader by the end of third grade is not likely to graduate from high school. Children who fall behind in first grade have a less than 13% chance of catching up to grade level. A child who is a poor reader at the end of the first grade has a 90% chance of still being a poor reader at the end of fourth grade. 74% of poor readers in third grade are still poor readers in ninth grade. Early intervention especially helps teen parents and "low-education, low-income parents.**
- **Oregon was one of three states with the greatest overall health score decline from 2003-2004. The principal reasons for the changes in Oregon were the increase in the rate of uninsured population from 14.6% to 17.2%; the increase in the percentage of children in poverty from 15.1% to 20.1%; and the per capita decline in public health spending from \$27 to \$19 per person.**
www.unitedhealthfoundation.org
- **Early childhood programs cost less than the alternatives: In 2005, it cost \$59,130 per year to house an Oregon youth in a juvenile correctional facility; it cost \$56,940-\$116,800 per year for residential treatment. (Oregon Legislative Fiscal Office)**
- **Four Oregon high school students could attend a public university in Oregon on a full academic scholarship, including tuition, books, room, and board for the price of incarcerating one youth.**
www.financialaid.uoregon.edu.cost.htm
- **Without public help, tuition in a child care center in Oregon averages \$5,580 annually for a child in pre-kindergarten. This is more than the average annual tuition at a state university.**
- **In Oregon, state and federal Head Start programs together served approximately 11,800 children in 2002. More than 6,200 children from low-income families were left unserved by the state Head Start program. This means that only 18 percent of all 3- and 4-year-olds were served by public programs. (The State of Preschool Yearbook, 2004, www.nieer.org)**

- **Nearly 40% of children living in poverty cannot access Oregon Head Start Pre-kindergarten because the program does not have enough funding to serve all eligible children.**
- **The Federal Child Care and Development Fund (CCDF) Quality Infant and Toddler Earmark for FY 2004 in Oregon was \$1,102,797 (unchanged from FY 2003) These funds are used to support specialized recruitment and training activities through the Child Care Resource & Referral Network; First-By- Five Infant and Toddler Training; Oregon Statewide Mentoring Program (to strengthen the infrastructure of support to providers and to provide refresher training services to trainers of the First-By-Five training; to support activities implemented by each county's Commission on Children & Families; and for activities related to licensing and registration of providers caring for infants and toddlers). For more information, see National Infant & Toddler Child Care Initiative <http://nccic.org/itcc/states/Oregon.htm>**
- **In Oregon and throughout the nation, the achievement gap appears in kindergarten, and widens as children continue on through secondary and post-secondary education. Oregon students who are disproportionately affected by this gap are most likely to be: living in poverty, Native American, Hispanic, African-American, English Language Learners, and students with disabilities. Some facts about Oregon students from the Oregon Report Card, 2004: 23% of all students are minority students; 11% of all students speak a native language other than English; 37% of all students qualify for free or reduced price lunch (an indicator of poverty); and 13% of all students receive special education services.**

U.S. Quick Statistics

- **In 2001, 56% of children ages 3-5 who had not yet entered kindergarten attended center-based early childhood care and education programs. These programs include day care centers, nursery schools, preschool programs, Head Start programs, and pre-kindergarten programs. But, children living in poverty were less likely to attend these programs than were those living in families at or above 200 percent of poverty in 2001 (46 versus 64%). <http://childstats.gov>**

- **Children with employed mothers are more likely to participate in early childhood care and education programs than children of mothers looking for work or not in the labor force.**
<http://childstats.gov>
- **Children from middle income families enter kindergarten having experienced an average of 1700 hours of shared reading. Children from low income families have had only 25 hours. (Marilyn Jagger Adam, *Beginning to Read: Thinking and Learning about Print*)**
- **In 2001, 58% of children ages 3-5 who were not yet in kindergarten were read to daily by a family member; 73% of children whose mothers had at least a bachelor's degree were read to every day.**
<http://childstats.gov/americaschildren/edu1.asp>
- **In nearly half the classrooms (46%), at least one out of five kids was inadequately prepared for kindergarten when they started schools last year. (Mason-Dixon Polling & Research, Inc., Kindergarten Teachers Poll, www.fightcrime.org) The poll is the first national survey in more than a decade to solicit kindergarten teachers' opinions on the value of pre-kindergarten. Nine out of ten teachers agreed that "substantially more" children would succeed in school if all families had access to quality pre-kindergarten programs. The agreement rate rose to nearly 100% among teachers with mostly poor, minority children in their classes.**

II. Relevant Research & Trends

- **The human brain achieves approximately 85% of its adult size by age 2 - years and 90% of total growth by age 3.**

This period of growth corresponds to a young child's attainment of important developmental milestones, including emotional regulation and attachment, language development, and motor skills. Studies also show that as much as 90% of brain development takes place before age 6, making it a key opportunity to help a child realize his or her potential.

- **Children's early experiences with books and other media are among the most significant indicators for their success in learning to read in school, and supportive efforts that begin very early in life are the most successful.**

Based on early literacy research from the National Institute of Child Health and Human Development of the National Institutes of Health and the experience of 14 demonstration sites nationwide, *Every Child Ready to Read @ Your Library*®, a joint project of the Public Library Association and the Association for Library Service to Children, divisions of ALA (www.pla.org/earlyliteracy.htm), incorporates the most recent evidence-based research on early literacy development and the crucial role of the parent and caregiver. Children whose parents read to them become better readers and perform better in school. Children who have caregivers that model appropriate use of other forms of media, particularly screen media, are much more likely to benefit from these experiences. Other family activities, such as telling stories and singing songs also encourage children's acquisition of literacy skills.

- **Early literacy theory emphasizes a natural unfolding of skills through the enjoyment of books, the importance of positive interactions between young children and adults, and the critical role of literacy-rich experiences.**

By focusing on the importance of the first years of life, we give new meaning to the interactions young children have with the written word, oral stories and positive interaction with their caregivers. Looking at early literacy development as a dynamic developmental process, we can see the connection (and meaning) between an infant mouthing a book, the book handling behavior of a two year old, and the page turning of a five year old. We can see that the first three years of exploring and playing with books and other forms of media, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.

- **Research in the field of emergent literacy indicates that parents are the best “teachers” to get their children ready to learn to read and encourages them to use all forms of media to support literacy.**

Young children's emergent literacy skills—what they know about reading, writing, and media before they can actually read, write or evaluate what they see and hear—serve as the building blocks for their later efforts. Children learn these skills before they start school, beginning in infancy. Many parents and other caregivers, though, need to be taught the importance of early literacy and media literacy. They need expert guidance regarding how to develop critical pre-reading skills, how to manage the impact of a media rich landscape on the development of their child so that their child enters school ready to learn. Research confirms that reading

success starts with young children enjoying books and being read to. An example of an effective practice is exposing children to library storytimes. Preschoolers' earliest experiences with books and reading are important; parent and caregiver knowledge can build on those experiences. Results from *Every Child Ready to Read @ Your Library*® suggest that before attending parent training sessions, many parents of 0-23 month olds were the least likely to share books and use the library, but after attending the sessions, they dramatically increased their frequency of use. In storytime programs that are based on early literacy research, library staff assumes responsibility for helping parents and caregivers understand their key role with their children in early literacy development. At appropriate moments in the storytime program, library staff can share specific ways parents and caregivers can help their children and encourages them to provide valuable literacy experiences at home. Public libraries have an important role to play in emergent literacy development.

- **Public libraries can play a more central role in community life.**

Public libraries can be the kinds of public spaces that sociologist Ray Oldenburg refers to in his book, *The Great Good Place*. Public libraries can be "third places", the first two being home and the workplace. Third places are the core settings for informal public life, they are places where people can meet old friends, make new acquaintances, discuss the important issues of the day, and temporarily throw off the weight of the world that can drag them down. Oldenburg claims that involvement in informal public life has important psychological, social, and political implications, and such involvement is made possible by the existence of third places. The best third places are inclusive and local. Public libraries can be this third place for parents and caregivers who are looking for strategies and tips to help them launch their children on the road of early literacy. Storytimes at public libraries can be an opportunity for parents and caregivers to develop supportive friendships with one another, and with the library staff who are helping them get their children ready to read. Successful third places are free or relatively inexpensive to enter; highly accessible (ideally, one should be able to get there by foot from one's home); a number of people can be expected to be there on a daily basis; and all people should feel welcome. Think: public libraries.

- **The #1 priority for library users is reading programs for children**

A study released by the Marist College Institute for Public Opinion (March 2005) showed that early literacy programs for parents and caregivers boosted youngsters' interest in vocabulary, reading, and library support. That early support helps children later, both in school and with reading in

general. According to the 2004 Oregon Population Survey, 63.8% of Oregonians used a public library in the past year; 46.5% were children 0-4 years of age.

- **The process of becoming literate begins at birth and takes place in the context of family life and community settings.**

By age three, children can understand why people read, what people read, and how people read and care for printed materials. The young child's adult companion is an essential participant in the child's library experiences. Libraries can support adults—including those who have not traditionally used books and language-related activities with young children—in offering emergent literacy experiences. (*The Role of Public Libraries in Emergent and Family Literacy, Zero to Three, December 2000/January 2001*)

- **Early childhood development programs have substantial payoffs.**

Investments in high quality early childhood development programs consistently generate benefit cost-ratios exceeding 3-to-1—or more than \$3 return for every \$1 invested. For low-income and disadvantaged children, for every \$1 invested in a quality pre-K program, there is a nearly \$13 public benefit through savings on future public expenditures like special education, welfare, and especially crime. The economic and social benefits from these investments amount to much more than just improvements in public balance sheets. By improving the skills of a large fraction of the U.S. workforce, these programs raise the gross domestic product, reduce poverty, and strengthen U.S. global competitiveness. Recent writings of James J. Heckman, Nobel Laureate in Economics, and of Art Rolnick, senior vice president of the Federal Reserve Bank of Minneapolis, point to the positive economic benefits that result from investments in early care and education. Rolnick writes that early childhood investments yield “extraordinary public returns.” By his calculations, the internal rate of return of the Perry Preschool program, a high-quality preschool intervention program for three and four year olds, yielded an internal rate of return of 16 percent, 12 percent of which was returned to society.

- **Family plays the most important role in a young child's life.**

Parents have the primary responsibility for nurturing, teaching, and providing for their children. It is the relationship between parent and child that is the most critical for the positive development of children. Children need supportive, nurturing environments. However, the new economy has brought changes in the workforce and in family life. These changes are causing financial, physical, and emotional stresses in families, particularly

low-income families. Moreover, increasing numbers of new immigrants are challenged to raise their children in the face of language and cultural barriers. Consequently, the role of parents and the condition of families should be central concerns for policymakers interested in promoting school readiness. Therefore, states should consider recommendations and policy options that support the role of families.

- **School readiness is a term used with increasing frequency to describe expectations of how children will fare upon entry to kindergarten.**

Years of research into child development and early learning show that school readiness is defined by several interrelated developmental domains. These domains— physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge—are all important, build on one another, and form the foundation of learning and social interaction. School readiness encompasses children’s curiosity and enthusiasm for learning, their physical and mental health status, their ability to communicate effectively, their capacity to regulate emotions, and their ability to adjust to the kindergarten classroom environment and cooperate with their teachers and peers. Ready children are those who, for example, play well with others, pay attention and respond positively to teachers’ instructions, communicate well verbally, and are eager participants in classroom activities. They can recognize some letters of the alphabet and are familiar with print concepts (e.g., that English print is read from left to right and top to bottom on a page and front to back in a book). A successful transition to kindergarten impacts the family, the school and the community, as well as the child. In Oregon, we measure and report on early indicators of success. Readiness for school is, in fact, one of the Governor’s three goals for children in his Charter for Children, and the Oregon Department of Education, as well as the Oregon Commission on Children and Families, has placed a new emphasis on this.

- **Helping children succeed in school is especially important in Oregon.**

Without public help, tuition in a child care center in Oregon averages \$5,580 annually for a child in pre-kindergarten. This is more than the average annual tuition at a state university. In Oregon, state and federal Head Start programs together served approximately 11,800 children in 2002. More than 6,200 children from low-income families were left unserved by the state Head Start program. This means that only 18 percent of all three and four year olds were served by public programs. A survey of Oregon kindergarten teachers showed that kindergarten children who participated in pre-kindergarten were more prepared for school than those who did not attend

pre-kindergarten. To quote the recent report from Oregon's Department of Education, "Early intervention is vital if [children] are to be ready for school. The most effective way to reduce the number of children who will eventually drop out of school is to intervene during the early years to reduce the risk factors that can impede their ability to learn and succeed in school. High quality, comprehensive preschool programs such as Oregon Head Start Pre-kindergarten, have been shown to dramatically raise children's abilities at school entry, increase early and later achievement test scores, reduce grade repetition and placement in special education, and boost graduation rates. High quality pre-kindergarten programs give children a head start to achieve success in school and in life."

- **In Oregon, the reading benchmarks for third and eighth graders have shown almost no sustained progress since 2000.**

According to Oregon Progress Board's 2005 Benchmark Performance Report, large class sizes, lack of aides, shortened school years, and loss of important "extras" like sports and the arts, may be taking their toll, negatively affecting the interest of students in their academic classes. "We believe that Oregon must continue to support early childhood learning and family support for readiness to learn as well as understanding that we must educate the whole child" – Board Member Commentary on Education.

- **Oregon's overall grade for child well-being has barely improved; thousands of children continue to be left behind.**

Children's First 2005 Annual Report Card indicates that uneven economic recovery and state cuts to proven programs are impeding true progress. Negative trends in child well-being: The rate of child poverty increased from 17.5% to 19.1%. Approximately 160,000 children live in extreme poverty (below 100% of the federal poverty threshold, which in 2004 was \$19,157 for a family of four, i.e., two adults and two children); Approximately 110,000 Oregon children do not have health insurance; 10,622 children were abused, neglected, or in substantial risk of harm in 2004; The overall rate of child maltreatment increased by 11% over last year; and low-income families continue to struggle to find affordable housing and child care and feed their families. A copy of the Report Card is available online at www.childrenfirstfororegon.org

- **Since 1977, the percentage of kindergartners enrolled in full-day (in contract to half-day) programs has more than doubled, increasing from 28% of all kindergartners in 1977 to 65% of all kindergartners in 2003. www.childtrendsdatbank.org**

Overall, children who spend time in full-day kindergarten programs are more likely than children who spend time in half-day kindergarten programs to devote time every day to reading, mathematics, and social studies.

- **The push for improved early childhood education has picked up support across party lines.**

In 2004, 15 states increased spending on preschool by over \$200 million; in 2005, 26 states did so, by over \$600 million. Of those 26 states, half were led by Republican governors, half by Democratic ones. (Trust, Spring 2006, The Pew Charitable Trusts)

- **There is a direct connection between investing in today's toddlers and the quality of tomorrow's workforce.**

Ensuring a ready pool of highly educated workers will require that more children come to kindergarten ready to learn, thereby increasing their chances to graduate from high school and go on to college. Increasing educational outcomes will allow Oregon workers to increase their productivity and therefore Oregon's competitive advantage.

- **The growth of labor-force quality in the United States has slowed, measured by a projected drop in college graduates and the increase in college drop-outs in the years 2000-2020, compared to the years 1980-2000.** (University of Chicago economist and 2000 Nobel Prize laureate James J. Heckman, PhD)
- **In the 2005 skills-gaps survey by the National Association of Manufacturers and Deloitte Consulting LLP, 80 percent of companies (of more than 800 surveys) reported that skills shortages have already affected them. Some 36 percent of employees have insufficient reading, writing, and math skills, encroaching on production levels, productivity and customer demand. "That human-capital gap" between the availability of skilled, adaptable workers and the employee-performance requirements of modern manufacturing is threatening the United States' ability to compete long-term."**
- **Survey conducted by Zogby International (released January 2006) polled 205 senior executives at Fortune 1,000 companies and other firms with more than 1,000 employees. These participants acknowledged pre-kindergarten as essential to a better educated workforce: 83 percent favored public investment, and 63 percent approved of active business-sector support for**

universal pre-K programs. "The benefits of preschool don't stop at the poverty line." (National Institute for Early Education Research)

- **According to the first such research conducted by the Economic Studies Program at the Brookings Institute, the effect of pre-K investments on economic growth shows that the nation's gross national product would be \$988 billion larger within six decades, and the growth effects could become self-sustaining because, as labor productivity and output improve, savings and investments swell.**
- **Today's young people live media-saturated lives. They spend nearly 6 ½ hours per day using media... kids ages 8-18 report they use two or more media simultaneously (e.g., reading while watching T.V.; a phenomenon called media multitasking).**

For centuries, "literacy" has referred to the ability to read and write text. But in the past century, we have replaced text-based discourse with image-based discourse. Most Americans now get most of their information from television, and increasingly, from the Internet. Textual literacy is no longer an adequate measure of one's ability to understand and use communications media. Yet much of the information we receive from media is biased, incomplete, misleading or downright false. When this faulty information motivates the purchase of a new consumer gadget, we might get stuck with a shoddy product. When it motivates a decision that affects our health, the consequences can be far more serious. Nowhere is this problem more urgent than in the choices our children make about their health. The foods they eat, the amount of exercise they get, whether they smoke or drink alcohol, their sexual behavior, their handling of anger and violence – all of these choices are greatly influenced by the messages young people receive from media.

"Media Literacy" – the ability to critically consume and create media – is becoming an essential skill in today's world. Media literate individuals are better able to decipher the complex messages they receive from television, radio, newspapers, magazines, books, billboards, and signs, packaging and marketing materials, video games, and the Internet. Media literacy skills can help one understand not only the surface content of media messages but the deeper and often more important meanings beneath the surface. Media literacy education seeks to give media consumers greater freedom by teaching them to analyze, access, evaluate, and produce media. Once kids learn how to see through the surface of today's media, to understand how and why they're being manipulated, they become more critical consumers of media, more

receptive to other ideas and information, and better able to tell their own stories with modern media. A media literate child can be, we think, a healthier child.

- **Young Children Spend More Time With Screens Than Books, Survey Finds**

According to an article that appeared in the May 26, 2006 online edition of Education Week, children ages 6 months to 6 years spend more time using screen media, such as television, video games, DVDs, and computers, on a daily basis than they spend reading or being read to, according to a survey of parents. The survey of more than 1,000 parents of children in that age group, conducted by the Menlo Park, Calif.-based Henry J. Kaiser Family Foundation, found that, on average, youngsters spent 59 minutes a day watching TV, 24 minutes watching DVDs or videos, six minutes playing video games, and seven minutes on computers, resulting in an average of more than 1½ hours of screen-media exposure. The parents also reported that their children spent 40 minutes a day reading or being read to.

In addition, 31 percent of parents said they believe that TV mostly hurts children's learning, while 38 percent believed that watching TV mostly helps. By contrast, only 8 percent of parents said they believed that computers mostly hurt children's learning, while 69 percent believed that they help."

Sidebar: For More Info: "[The Media Family: Electronic Media in the Lives of Infants, Toddlers, Preschoolers, and Their Parents](#)" is published by [The Henry J. Kaiser Family Foundation](#). Download report at

<http://www.kff.org/entmedia/upload/7500.pdf>

III. Data Sources

Child Care and Early Education Research Connections (CCEERC). Promotes high quality research in child care and early education and the use of that research in policymaking. Research Connections aims to fulfill its mission by making child care and early education research accessible to researchers, policymakers, and practitioners. Comprehensive in scope, the collection available here includes: research reports and summaries; datasets and statistics; and data collection instruments. www.childcareresearch.org

Child Trends DataBank. www.childtrendsdatbank.org See recent report on *Full Day Kindergarten*.

Children First for Oregon, the statewide child advocacy organization, compiles an annual 'Report Card' on the status of Oregon children, birth through age 18. In fall 2004, Children First gave Oregon a D+, the lowest overall grade since its annual review of indicators began in 1992. In fall 2005, this grade barely improves to a C-. www.cffo.org or A copy of the Report Card is available online at www.childrenfirstfororegon.org See also "Status of Oregon's Children County Data Book 2003"; and "Report Card 2005".

Children's Institute. www.childinst.org. A snapshot of pre-k statistics for Oregon was compiled in 2005. An issue brief focusing on early childhood development is also available.

The Early Learning and School Readiness Program (http://www.nichd.nih.gov/crmc/cdb/p_learning.htm) supports research that attempts to specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school. In addition, the program seeks to identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds experiencing diverse environments for kindergarten and the early grades.

Economic Policy Institute, *Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development, 2004*.
http://www.epinet.org/content.cfm/books_exceptional_returns

Education Commission of the States, <http://www.ecs.org/clearinghouse>
Facts about Childhood Literacy

Federal Interagency Forum on Child and Family Statistics. *America's Children: Key National Indicators of Well-Being 2005*.
<http://childstats.gov/americaschildren/> A biennial report on the condition of children in America.

Home and Community Factors that Promote Early Literacy Development for Preschool-Aged Children by y Scott McConnell and Holly Rabe. 1999. Part of Just in Time Research: Children, Youth & Families sponsored by University of Minnesota Extension Service.
<http://www.extension.umn.edudistribution/familydevelopment.com>

Kids Count, *Data Book: State Profiles of Child Well-Being*.
www.kidscount.org Provides demographic and trend data. Also see *State Rankings on the Well-being of Children in Low-Income Families: Some*

Preliminary Findings, released October 2005. For statistical information on indicators of child well-being in the state, visit the Annie E. Casey "Kids Count" Web site at <http://www.kidscount.org>

Legal Momentum has just released a new report: *Early Childhood Education for All: A Wise Investment* (www.familyinitiative.org/FamilyInitiativeReport.pdf)

National Infant & Toddler Child Care Initiative
<http://nccic.org/itcc/states/Oregon.htm>

National Center for Children in Poverty. For Oregon demographics, go to: http://nccp.org/state_detail_demographic_OR.html

National Center for Education Statistics, *Child Care and Early Education Arrangements of Infants, Toddlers, and Preschoolers: 2001*. This November 2005 statistical analysis report is available without charge at <http://nces.ed.gov> A December 2005 report called *Characteristics of U.S. 15-Year-Old Low Achievers in an International Context* may also be of interest. It focuses on the characteristics of students who perform at the lowest levels of reading literacy. See also: *America's Children: Key Indicators of Well-Being, 2005* (a biennial report on the condition of children in America). The education of children shapes their own personal development and life chances, as well as the economic and social progress of our Nation. This report presents key indicators of how well children are learning and progressing from early childhood through postsecondary school. Two indicators related to early childhood development are presented: family reading to young children and participation in early childhood care and education. Both measures are placeholders for a direct recurring assessment of what preschoolers know and can do, which is not yet available.

Oregon Child Care Research Partnership, *Child Care Policy Research Biennial Report*. Data for community planning from 2000 Oregon Population Estimates & Survey Findings. Oregon Childhood Care and Education Data Project. September 2002. Download a copy from: www.linbenton.edu/familyresources/researchpartner

Oregon Department of Education, <http://www.ode.state.or.us> 2002 *Kindergarten Survey Report: Readiness to Learn*; also *Oregon Report Card; also Closing the Achievement Gap: Oregon's Plan for Success for All Students, April 2005*. <http://www.ode.state.or.us/> The Department is responsible for literacy education and training (Early Head Start, Head Start, Even Start Family Literacy, Early Reading First, Reading First, Lexiles).

Oregon Population Surveys (2000, 2003, 2004) pose an annual question about library use. Contact the Oregon State Library to obtain data sets. Details are provided by age group, race, and income.

Oregon Progress Board <http://www.oregon.gov/DAS/OPB> issues the latest (2005) Benchmark Performance Reports. The Oregon Progress Board measures Ready to Learn as one of its many benchmarks in the education category.

Oregon State Library, <http://oregon.gov/OSL> collects and provides public library statistics and links to Federal-State Cooperative System for Public Library Data, and the Public Library Data Service Statistical Report. See also the Annual Performance Progress Report, which tracks relevant performance measures.

Rand Corporation: A new study by the Rand Corporation (www.rand.org/pubs/monographs/2005/RAND_MG349.pdf) cites the benefits of quality early care and education programs.

United Health Foundation, www.unitedhealthfoundation.org *America's Health: State Health Rankings* (released annually).

U.S. Census Bureau. For Oregon QuickFacts, go to, <http://quickfacts.census.gov>

U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program (NHES). For child stats, go to: <http://childstats.gov/americaschildren/edu2.asp> Data are available for 1991, 1993, 1995, 1996, 1999, and 2001. Estimates are based on children who have yet to enter kindergarten.

U.S. Department of Health & Human Services (Administration for Children & Families) maintains the National Child Care Information Center with State data and contacts. For information about Oregon, go to: <http://nccic.org/statedata/statepro/oregon.html>. Demographic information, licensing requirements and standards; number of licensed child care programs by state; definition of licensed family child care homes; and information about center staff/contact information is available.

IV. Assessment Reports

About Ready to Read Grants Oregon State Library, Library Development Services <http://www.oregon.gov/OSL/LD/aboutready.shtml> This report provides statistics and other information about Oregon State Library Ready to Read Grants. It also features outstanding projects, including exemplary early literacy programs.

Achieving the Oregon Shines Vision: The 2005 Benchmark Performance Report Oregon Progress Board April 2005 Online at www.oregon.gov/DAS/OPB

Children Born in 2001: First Results from the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), National Center for Education Statistics, November 2004. By K. Flanagan and J. West. (NCES 2005-036) Available from <http://nces.ed.gov>

The Current State of Early Childhood Education by Lisa G. Klein, Harvard Family Research Project, Summer 2004 www.hfrg.org

Early Childhood Development in Oregon: Opportunities for Investment, a report for the Education Committee of The Oregon Community Foundation, prepared by Mary Louise McClintock, Project Consultant for Early Childhood Funds. July 2005. www.ocf1.org This report reports on the "state" of early childhood in Oregon, needs and gaps, and promising strategies being employed in Oregon and elsewhere.

Early Childhood Education for All: A Wise Investment, a new report by Legal Momentum available at www.familyinitiative.org/FamilyInitiativeReport.pdf

The Early Years: A City Club Report on the Care and Education of Children from Birth to Age Five. Published in City Club of Portland Bulletin, March 17, 2006. Online at: www.pdxcityclub.org Recommendations include creating a new position of "chief advocate for early childhood" in the executive branch of state government to lead Oregon's Early Childhood System and be the public voice for the early years; increasing funding for pre-kindergarten in Oregon to ensure access for all income-eligible 3- and 4-year-old children statewide; and directing resources toward improving the quality of the early care and education work force by providing more opportunities for training and education.

The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference? Prepared by Ellen Galinsky, Families and

Work Institute for the Committee for Economic Development, February 2006. The full report, as well as conference highlights from the CED PNC meeting in January 2006, is available from <http://www.ced.org>

Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development by Robert G. Lynch, Economic Policy Institute, 2004. Available at: <http://www.epinet.org>

Family Support: Fostering Leadership and Partnership to Improve Access and Quality. Lisa Thompson and Kimberly Uyeda. In Building State Early Childhood Comprehensive Systems Series, No. 14. National Center for Infant and Early Childhood Health Policy; 2004.
<http://www.healthychild.ucla.edu/PUBLICATIONS/Documents/Family%20Support%20Report%20for%20publication.pdf>

Generation M: Media in the Lives of 8-18 Year-olds, A Kaiser Family Foundation Study, March 2005. This study is based on a nationally representative survey of 2,032 3rd- to 12th-grade students age 8-18, including an oversample of African American and Hispanic students. The full report (#7251) is available from the Kaiser Family Foundation's Web site at www.kff.org

Healthy Start 2003-2004 Status Report, Prepared by NPC Research for Oregon Commission on Children and Families, January 2005.
www.npcresearch.com Among other things, this document contains information about the four primary domains related to school readiness that are tracked: (1) children's health; (2) children's growth and development; (3) the ability of parents to provide developmentally supportive environments for their children; and (4) adequacy of families' basic resources.

Many Happy Returns: Three Economic Models that Make the Case for School Readiness by Charles Bruner, 2004, 24 pp. There has been increasingly recognition of the potential economic value of investments made in the early learning years. Many Happy Returns provides a concise summary of two types of economic modeling that have been used to show these economic returns: (1) returns through improved child development and reduced social costs and increased productivity, and (2) returns from the economic activity provided by the child caring industry itself. It describes these returns and summarizes the findings from seminal studies in each of these modeling areas. Many Happy Returns then presents a third potential return, related to increasing the skills and compensation of the early learning workforce. This potential return has not yet been much explored, but may prove to be particularly important in its community-building impact

in poor neighborhoods. Many Happy Returns indicates that these three potential returns all should be examined in making the case for public investments in early learning. www.finebynine.org

OPB: Developing (Screen) Media Literacy in Oregon: A Case Study for the Ready to Lead in Literacy Grant. Prepared by Robin Martin, Ph.D. May 5, 2006. The purpose of this research is to “tell the Oregon story” about how parents are being reached through OPB’s Ready to Learn Media and Early Literacy Education workshops.

On the Path to School Readiness: Key Questions to Consider Before Establishing Universal Pre-Kindergarten by Ann Segal and Charles Bruner, 2004, 16 pp. States leaders are showing interest in establishing universal pre-kindergarten programs. Their interest is well founded: Research shows that high-quality pre-kindergarten experiences benefit three- and four-year olds, especially those who are low-income or otherwise disadvantaged. And the public believes in universal pre-kindergarten and is ready to invest in school readiness. To channel that interest into planning and implementation, this publication presents—in question-and-answer format—key issues that policy makers and advocates need to consider in designing and promoting universal pre-kindergarten initiatives. www.finebynine.org

Oregon Environmental Scan, Prepared for the Oregon Library Association Vision 2010 Committee by Jeanne Goodrich, January 2000. Designed to provide library planners with information about the environment in Oregon within which libraries operate. Good source for comparative data.

P-16 Education in Oregon Early Learning by Arika Long and Katy Anthes, August 2004 for Education Commission on the States. www.ecs.org

Portland Children’s Investment Fund, Progress Report Highlights 2004-05. For a copy of the 2004-05 Progress Report, visit their website: www.ChildrensInvestmentFund.org

Public Library Training for Parents, Caregivers Dramatically Boosts Early Literacy Training Across Income, Education Levels. For a copy of the 2004 report, and to review detailed data broken down by locality, participants’ race, education, income, ethnicity and age of children and parents; and to see representative quotes by participants and scripts used in the study, please visit <http://www.ala.org/ala/pla/plaissues/earlylit/researchandeval/researchevaluation.htm>.

The Role of Public Libraries in Children's Literacy Development: An Evaluation Report. By Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Library Association, February 2001.

Scan of Oregon Libraries Prepared for the Oregon Library Association Vision 2010 Committee by Ruth Metz, January 2000. Data and analysis conducted as part of the OLA 2010 Plan. Provides a good source for historical data from the 90s, and indicators for public library issues and initiatives, including children, reading readiness, and children's programs.

The State of Preschool: 2003 State Preschool Yearbook, published by The National Institute for Early Education Research, available (including data sets from all of the states) from www.nieer.org. Oregon met only 6 of 10 quality indicators for state preschool programs.

Television and language development in the early years: a review of the literature. Dr Robin Close, March 2004. This literature review investigates the relationship between television and language development in children from birth to age five. A child's age and linguistic maturity, the suitability of the content for his or her age group, the quality of the content viewed, the amount of television viewed, and the involvement of parents during viewing all inform the likelihood of language learning from television. Given the right conditions, children between the ages of two and five may experience benefits from good-quality educational television. For this group of children there is evidence that attention and comprehension, receptive vocabulary, some expressive language, letter-sound knowledge, and knowledge of narrative and storytelling all benefit from high-quality and age-appropriate educational programming. The literature has not, however, established whether children develop grammar, phonological awareness, and knowledge of literacy from viewing such programming. Although there is evidence that children's entertainment television provides opportunities for verbal interaction and talk, there is also evidence that children who are heavy television viewers have lower expressive language scores. Evidence suggests that children who are frequently exposed to such programs tend to have a lower vocabulary, poorer expressive language and to engage in less TV-talk (i.e. talking about television) with adults. This is attributable to both the quality of the content on offer and the quantity of exposure to television more generally. <http://www.literacytrust.org.uk/Research/TV.html#Exec>

Trends in the Library Profession: Background for OLA's Vision 2010 January 24, 2000 (revised 3/28, 2000). Contains observations compiled by Janet Webster (Oregon State University) with input from Deb Carver (University of Oregon), Michael Gaston (Deschutes Public Library District), Jeanne Goodrich (Multnomah County Library), and Liisa Sjoblom (Deschutes

Public Library District). These observations, while not comprehensive, provide an overview of the most pressing and pervasive issues the library profession faces in the coming decade. They are grouped into four familiar areas: collections, copyright, staffing, and services. The challenges of technological changes are a common thread through the four. A bibliography of resource material is included as Appendix A.

V. Best Practices

a. Planning

Building an Early Learning System: The ABC's of Planning and Governance Structures by Charles Bruner with Michelle Stover Wright, Barbara Gebhard, and Susan Hibbard, 2004, 64 pp. States are developing a variety of planning and governance structures to help build early learning systems that can ensure school readiness. Building an Early Learning System, jointly published by the State Early Childhood Policy Technical Assistance Network and the Build Initiative, defines an early learning system and shares important "rules of thumb" for creating the planning and governance structures to build it, which are: (1) form follows function, (2) follow the money, (3) building is done in stages, (4) governance requires consent of the governed, (5) think globally and act locally, and (6) there is no magic structure that substitutes for leadership. The appendix provides descriptions of and contact information for over fifty currently operating state planning and governance structures focusing on early childhood and school readiness. www.finebynine.org

Building the Foundation for Bright Futures: Final Report of the NGA Task Force on School Readiness, 2005. Reviews best practices in school readiness: ready states, ready schools, ready communities, ready families, and ready children. www.nga.org

Children's Institute: www.childinst.org Releases issues briefs that focus on the economic, educational, and societal benefits from investing in high quality early childhood development and the costs associated with Oregon's failure to do so.

Keys to High Quality Child Care for Babies and Toddlers (CCDF Quality Infant/Toddler Earmark) National Infant & Toddler Child Care Initiative www.nccic.org/itcc

National Governors Association Center for Best Practices www.nga.org

Evaluating Statewide, Community-based Initiatives for Children; Developing and Supporting Literacy-Rich Environments for Children; and other Issue Briefs are available from the Education Policy Studies Division.

(Oregon) Coordinated Planning for Children and Families, Phase II: Senate Bill 555 Planning Manual (draft). Guidelines incorporate the early childhood systems development work of multiple state partners including: Oregon Department of Education, Department of Human Services, Oregon Child Care Resource and Referral Network, and the Oregon Commission on Children and Families.

<http://www.oregon.gov/OCCF/Mission/CompPlans/micomp.shtml>

Planning Together for Oregon's Children and Families. Phase I: Mapping the Strengths, Gaps, and Barriers in Local Communities.

Presented by the state and local Commissions on Children and Families, in partnership with the Department of Education, Oregon Youth Authority, and the Criminal Justice Commission. February 2001. Used community mapping process; did not include public libraries. See section 4. Early Childhood Care and Education, and section 8. Educational Success. www.ccf.state.or.us or <http://www.oregon.gov/OCCF/index.shtml>

b. Programming

For model programs and curricula:

Creative Curriculum: www.teachingstrategies.com

Early Words: www.multcolib.org/birthtosix/ecr/ew.html

(key contact for statewide training is Oregon Center for Career Development in Childhood Care and Education at Portland State University, www.centerline.pdx.edu and key contact for Multnomah County training is Renea Arnold at Multnomah County Library, www.multcolib.org)

Even Start and Comprehensive Family Literacy Services:

In Oregon: <http://www.ode.state.or.us/search/results/?id=98>

Home Instruction for Parents of Preschool Youngers: www.hippy.org.il

Incredible Years: www.incredibleyears.com/

Make Parenting a Pleasure:

www.birthto3/curriculum/makeparentingapleasure.html

Mother Goose series: <http://www.vermontbook.org/mothergoose.html>
Vermont Center for the Book offers *Beginning with Mother Goose*; *Growing with Mother Goose*; *Mother Goose Asks Why?*; *Mother Goose Meets Mother Nature*; and *You Can Count on Mother Goose*. (Key contact in Oregon: MaryKay Dahlgreen, Oregon State Library)

Motheread/Fatheread: www.motheread.org

Oregon Commission on Children and Families, Best Practices Early Literacy—Demonstrated and Model Programs:
<http://www.oregon.gov/OCCF/Mission/BestPrac/bestel/mibestelmp.shtml>

Oregon! Ready to Learn, previously funded projects:
www.cwp.pdx.edu/Oregon!ReadytoLearn

Raising a Reader: www.pcg.org/raising_reader

Reach Out and Read: <http://www.reachoutandread.org>

Featured library-based programs at regional meetings

Baker City: Exemplary early literacy programs for children, their parents, and caregivers (includes *Training Wheels*, *Take Off!*, *Story Time Express*, *First Steps*, and *Storytime on Wheels*) developed collaboratively by members of the Eastern Oregon Early Literacy & Learning League (ELLL), established in 2003 as a multi-county collaborative effort (Umatilla, Morrow, Union, Harney, and Wallowa counties).

Beaverton: Early Literacy programs at Cedar Mill Community Library

Bend: Baby Lapsit programs at Deschutes Public Library District

Eugene: Early Literacy Outreach/Ready to Read at Springfield Public Library

Newport: Children's programs at Newport Public Library

Pendleton: Exemplary early literacy programs for children, their parents, and caregivers (includes *Training Wheels*, *Take Off!*, *Story Time Express*, *First Steps*, and *Storytime on Wheels*)

Roseburg: Douglas County Library Children's Services: Baby Lapsit Program; Toddler Time Program; Community Partnering (Contact Dan White at drwhite@co.douglas.or.us)

Tillamook: Toddler Time at Tillamook County Library

West Linn: Early Words www.earlywords.net

For general information about evidence-based programs:

High/Scope www.highscope.org

National Association for the Education of Young Children www.naeyc.org

National Infant & Toddler Child Care Initiatives Go to www.nccic.org/itcc for fact sheets on dozens of topics that can be used to prepare presentations or as training handouts. Examples include: Early Learning Guidelines; Keys to High Quality Child Care for Babies and Toddlers; Best Practices of Early Care and Education Systems That Support Quality Care for Babies and Toddlers.

Pew Partnership for Civil Change www.pew-partnership.org (Click on Healthy Families and Children section)

Promising Practices Network www.promisingpractices.net

Strengthening America's Families www.strengtheningfamilies.org

Zero to Three www.zerotothree.org

c. Communicating with the Media

See **Crafting School Readiness Messages for the Public** in the Appendix of *Beyond the Usual Suspects: Developing New Allies to Invest in School Readiness* (described below under Building Partnerships): Over the last decade, significant research has been conducted to gauge public opinion regarding early care and education. Extensive polling has helped identify the frames through which the public views early childhood issues and policies. It is important to recognize and understand these frames when fashioning public measures to support investments in early childhood.

FrameWorks Institute Talking Early Child Development and Exploring the Consequences of Frame Choices: A FrameWorks Message Memo. This memo reports on the findings from FrameWorks research on how the public views early childhood issues in general and school readiness policies in specific. www.frameworksinstitute.org

Research Connections www.childcarereseach.org (also informs policymakers)

Seven Things Legislators (and Other Policy Makers) Need to Know About School Readiness. Available from the State Early Childhood Policy Technical Assistance Network: www.finebynine.org (Described in detail under Toolkits)

d. Building Partnerships

Beyond the Usual Suspects: Developing New Allies to Invest in School Readiness by Charles Bruner, 2004, 24 pp. Thanks to recent polling, we know a great deal about the general public's views on early childhood. But what about teachers, health care professionals, business leaders, and others who are key to making school readiness a priority? This publication helps advocates understand why these groups think school readiness is important and how best to approach them when building coalitions. The first section provides a brief overview of the importance of coalitions and interest groups in enacting meaningful public policies. The second section discusses specific groups of allies who should and can be enlisted as champions for early childhood, and suggests how to go about enlisting them. The third section describes organizations that can be sources of champions for school readiness. www.finebynine.org

Build Initiative: An assumption behind much early learning system building efforts is that mobilizing different political spheres of influence—from the business community, the faith community, the law enforcement community, etc.—is critical to achieving success. This assumption is based upon the perception that lobbying through the traditional child advocacy and early childhood caregiving community has been ineffective in producing significant action and the experiences in some states of corporate leaders serving as effective champions for early learning system building. www.buildinitiative.org

Families as Primary Partners in their Child's Development & School Readiness by Kathy S. Hepburn, prepared for The Annie E. Casey Foundation, December 2004. Available from: www.aecf.org

Family Support: Fostering Leadership and Partnership to Improve Access and Quality by Lisa Thompson and Kimberly Uyeda. 2004.

VI. Training Materials

a. For Public Libraries

Every Child Ready To Read @ Your Library®

www.pla.org/earlyliteracy.htm

Sponsored by the Public Library Association and the Association for Library Services to Children. For updated information about early literacy and for training materials for use with library staff, parents, and caregivers, visit www.pla.org/earlyliteracy.htm

Helping Your Preschool Child, a free publication for parents with activities for children from infancy through age 5. Published by the U.S. Department of Education, Office of Communications and Outreach. Order online at:

www.ed.gov/pubs/edpubs.html or www.nochildleftbehind.gov

Public Broadcasting System: During storytimes, library staff can communicate to parents and caregivers the important message that reading aloud to their child is the single most important intervention for developing their child's literacy skills. Share tips for parents on integrating media to help them learn at:

<http://www.pbs.org/parents/childrenandmedia/creating-preschool.html>

Success By Six program. Contact your local United Way for training materials.

b. For Other Educators

Education Commission of the States: "Building Bridges Not Barriers: Public Policies that Support Seamless K-16 Education," 2000. Education Commission of the States Policy Brief P-16.

<http://www.ecs.org/clearinghouse/18/40/1840.htm>

Every Child Ready To Read @ Your Library® Sponsored by the Public Library Association and the Association for Library Services to Children. For bibliographies created with educators in mind, visit

www.pla.org/earlyliteracy.htm

Early Learning & Development Benchmarks

www.governor.wa.gov/early_learning/Factsheet

National Association of Secondary School Principals: "Creating a Culture of Literacy: A Guide for Middle and High School Principals" by the National Association of Secondary School Principals, 2005.

www.principals.org

National School Readiness Indicators Initiative: "Getting Ready: Findings from the National School Readiness Indicators Initiative, A 17 State Partnership." Released February 16, 2005 to a group of 50 key legislative staffers as well as national partner organization. www.GettingReady.org highlights the individual state reports on school readiness: Arizona, Arkansas, California, Colorado, Connecticut, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, New Jersey, Ohio, Rhode Island, Vermont, Virginia, and Wisconsin.

Oregon Department of Education: "Put Reading First: the Research Building Blocks for Teaching Children to Read, K-3" available online at www.ode.state.or.us/cifs/english Ask about "Improving Reading Performance: A Guide for K-3 Oregon Educators" aligned with "Put Reading First".

Ready for School Initiative

<http://www.ode.state.or.us/superintendent/priorities/ready4school/readyforschoolinitiative.pdf>

Teachers' Toolbox: Resources for Early Childhood Educators

<http://www.richland.lib.sc.us/toolbox/>

VII. Other Early Childhood Initiatives

a. In Oregon

The Chalkboard Project, www.chalkboardproject.org has issued a K-12 Action Plan with recommendations that, among other things, impact the teaching of reading to children K-1 and early reading interventions.

The Child Care Improvement Project (CCIP), administered by the City of Portland's Bureau of Housing and Community Development, and the Enterprise Foundation, has a system of nine childcare networks to deliver services through the city.

Early Childhood Foundation, administered by Oregon Child Care Division and Oregon Education Dept. (statewide, 0-5)
http://findit.emp.state.or.us/childcare/childhood_foundations.pdf

First By Five Infant and Toddler Training, administered by Oregon Child Care and Referral Network. First by Five is a training program designed for infant & toddler caregivers, including child care center staff, group care providers, and family child care providers. (statewide, 0-3)
http://www.centerline.pdx.edu/first_five/index.html

Fight Crime: Invest in Kids www.fightcrime.org Investment in high-quality pre-kindergarten programs has been endorsed by the Oregon Association Chiefs of Police and the Oregon State Sheriffs' Association, as well as national law enforcement organizations such as the National District Attorneys Association and the Fraternal Order of Police. Oregon Reports: See *Preventing Crime with Pre-kindergarten: A Critical Investment in Oregon's Safety, A Report from Law Enforcement*; and *High-quality Pre-Kindergarten: The Key to Crime Prevention and School Success in Oregon*.

Governor Kulongoski's "Children's Charter for Oregon": The charter's three principles are:

- Every child in Oregon is safe, healthy, and has adequate food and shelter.
- Every younger child in Oregon is ready to enter school.
- Every older child in Oregon graduates from high school and is ready to join the workforce or go on to college.

Healthy Start Family Support, Oregon's home visiting program, is a voluntary home visiting/family support program available to all pregnant women and new families in each of Oregon's counties.

<http://www.oregon.gov/OCCF/index.shtml> The Oregon Commission on Children and Families administers a number of programs (including Healthy Start, Court Appointed Special Advocates, Childhood Care and Education, Relief Nurseries, Family Resource Centers, First Step, Positive Youth Development, and Flexible Local Funding).
<http://www.oregon.gov/OCCF/index.shtml>

Oregon Statewide Mentoring Program, administered by the Center for Career Development in Childhood Care and Education, Portland State University. Links experienced childhood care and education professionals with practitioners seeking positive support, advice or guidance. Also provides supportive and refresher training services to trainers of the First-by-Five training. (statewide) <http://centerline.pdx/mentoring/index.html>

Oregon! Read to Learn: An Initiative of The Oregon Community Foundation. Phase II (2006 – 2010) was authorized in 2006. The purpose of the initiative is to strengthen the capacity of communities to provide evidence-based early literacy services to children birth to age 3 and their caregivers. (Visit www.ocf1.org or to request a copy of the full final evaluation report for Phase I: 2000- 2005, or contact Constance Lehman at lehmanc@pdx.edu

Oregon's Ready for School Initiative

<http://www.ode.state.or.us/superintendent/priorities/ready4school/readyforschoolinitiative.pdf> Researchers, economists and education specialists agree: Investing in young children through high quality early care and education programs is the most cost-effective way to ensure that more children succeed in school and in life. That is why Ready For School has been established, and is working to create solutions for Oregon's children.

P-16 Education in Oregon (See Policy Brief issued in August 2004 by Education Commission of the States, www.ecs.org) See also Oregon Dept of Education for P16 Resources. www.ode.state.or.us

Portland Children's Investment Fund, administered by the City of Portland. In November 2002, Portland voters passed Measure 26-33, **known as the Portland Children's Initiative**, which established the Children's Investment Fund. Depending upon annual tax receipts, this fund could invest up to \$10 million a year over the next five years to support proven programs in this community that help prepare children for school. For more information, go to <http://www.childrensinvestmentfund.org>

Strong Families and Healthy Communities are Interdependent – SB 555. Coordinated Comprehensive Planning is underway, spearheaded by the Oregon Commission on Children and Families. The goal is to facilitate community mobilization among community groups, government agencies, private providers and others; to produce one coordinated comprehensive plan in each county for integrated services, programs and strategies that create positive outcomes for children and families. <http://www.oregon.gov/OCCF/index.shtml>

b. Elsewhere

Build Initiative, a project of the Early Childhood Funder's Collaborative supporting state's efforts to prepare our youngest children for a successful future. Illinois, Minnesota, New Jersey, and Ohio were chose to be the first Build States. www.buildinitiative.org

Building a New Generation of Readers, a statewide early literacy initiative of the Arizona State Library, Archives and Public Records

Committee for Economic Development, www.ced.org

Council of Chief State School Officers, www.ccsso.org

Early Care & Education Collaborative, is a multi-year project of seven state-based child advocacy organizations working on child care issues. The Communications Consortium Media Center in Washington, D.C. coordinates the Collaboration. State partners currently are from: New Jersey, Missouri, Colorado, Connecticut, Kansas, Pennsylvania, and Illinois
<http://www.earlycare.org/>

Early Childhood Funders' Collaborative, a leadership group of experienced funders who are deeply immersed in supporting early childhood education for the long haul. Started initially by Grantmakers for Children, Youth and Families. In 2002, launched its second major initiative Building Early Learning Systems in the States, known as the Build Initiative (see above).

Early Childhood Initiative Foundation was formed to work toward an early childhood education and development initiative in Miami-Dade County, population 2.3 million, Florida's largest county (with more people than 16 states). The initiative aims toward "universal readiness" -- that is, making available and affordable high quality health, education and nurturing for all of this community's 160,000 children between birth and age 5. In doing so, the initiative works toward the social, physical, emotional and intellectual growth of all children so that they are ready and eager to be successful in the first grade and, indeed, in life.

<http://www.teachmorelovemore.org/ECIF.asp>

Early Education Matters, a project to expand the quality and quantity of early education experiences available to Wisconsin's four-year-olds.
www.wccf.org/projects.eem.htm

Every Child Ready To Read @ Your Library (see also "We've Got Legs! Every Child Ready to Read @ Your Library Update with information about statewide initiatives.

Family Initiative www.familyinitiative.org

Fight Crime: Invest in Kids www.fightcrime.org Investments in early childhood development programs reduce crime. Investment in quality pre-kindergarten now will save taxpayers money in future crime costs. That is why investment in high-quality pre-kindergarten programs has been endorsed by the Oregon Association Chiefs of Police and the Oregon State Sheriffs' Association, as well as national law enforcement organizations such as the National District Attorneys Association and the Fraternal Order of Police.

Recent economic policy research shows that crime rates and the heavy economic costs of criminality to society are likely to be substantially reduced as well. The Committee for Economic Development (CED), a nonpartisan research and policy organization of some 250 business leaders and educators, concluded that, "Society pays in many ways for failing to take full advantage of the learning potential of all of its children, from lost economic productivity and tax revenues to higher crime rates to diminished participation in the civic and cultural life of the nation... Over a decade ago, the CED urged the nation to view education as an investment, not an expense, and to develop a comprehensive and coordinated strategy of human investment. Such a strategy should redefine education as a process that begins at birth and encompasses all aspects of children's early development, including their physical, social, emotional, and cognitive growth."

First Connections, a project of Nebraska Dept of Education, is a multifaceted, comprehensive telecommunications project offering education about infants and toddlers to teachers, caregivers, and parents across the state of Nebraska and beyond. www.firstconnections.nde.state.ne.us

Idaho State Library's Read to Me Project
<http://www.lili.org/read/readtome/goals.htm>

Illinois Early Learning Project <http://illinoisearlylearning.org>
An umbrella site describing the wide number of initiatives underway in Illinois aimed at improving the availability, accessibility, and quality of early childhood programs and services within the state.

Indiana Task Force of Early Literacy Librarians (ITELL), part of the Indiana Library Federation.

Maternal and Child Health Bureau State Early Childhood Comprehensive Services Initiative, provides leadership in the development of partnerships that integrate service systems designed to enhance young children's ability to enter school health and able to learn;

also helps states and communities build early childhood service systems that provide access to comprehensive pediatric care services and medical homes; early care and education; parenting education; and family support and other programs that support the socio-emotional development of young children.

National Early Childhood Accountability Task Force, a unique forum of leading experts in child development, early education and state policy. Watch for recommendations to be issued early in 2007. For more information: www.earlyedaccountability.org

National Infant & Toddler Child Care Initiative, a project of the U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau. For information about Oregon, go to <http://nccic.org/itcc/states/Oregon.htm> and <http://nccic.org/statedata/statepro/Oregon.html> Search the U.S. Department of Health & Human Services Administration for Children & Families for the most recent information about the **National Infant & Toddler Child Care Initiatives** in Oregon and elsewhere in the U.S. at: <http://12.20.135.3/iandt/initiatives/searchRes.php>. Go to www.nccic.org/itcc for fact sheets on dozens of topics that can be used to prepare presentations or as training handouts. Examples include: Early Learning Guidelines; Keys to High Quality Child Care for Babies and Toddlers; Best Practices of Early Care and Education Systems That Support Quality Care for Babies and Toddlers; and comparisons among/between the states in their use of the Child Care and Development Fund earmarks.

National School Readiness Indicators Initiative, a report, *Getting Ready: Findings from the National School Readiness Indicators Initiative, A 17 State Partnership*, was released February 16, 2005 to a group of 50 key legislative staffers as well as national partner organization. www.GettingReady.org highlights the individual state reports on school readiness: Arizona, Arkansas, California, Colorado, Connecticut, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, New Jersey, Ohio, Rhode Island, Vermont, Virginia, and Wisconsin.

New York State Library's Parent and Child Library Services Grants program (2002-03), www.nysl.nysed.gov/libdev/parchld/02awards.htm

Overview of Early Learning Initiatives in Libraries, compiled by Wisconsin Library Association, Youth Services Section <http://www.wla.lib.us/legis/initiatives.htm>

The Partnership for America's Economic Success, an initiative to make the successful development of all our children the top priority of the United States, was launched recently by several foundations, corporations and individuals. Funding partners include the Buffett Early Childhood Fund, Robert Dugger, The George Gund Foundation, the Horace Hagedorn Foundation, Paul Tudor Jones, Ohio Children's Foundation, the Pew Charitable Trusts, PNC Financial Services Group, Inc. and the Schott Foundation for Public Education. For more information: www.ced.org/projects/kids.shtml

PNC Grow Up Great, www.pncgrowupgreat.com

Pre-K Now, collaborates with advocates and policymakers to lead a movement for high-quality, voluntary pre-kindergarten for all three and four-year-olds. www.preknow.org

School Readiness Indicators Initiative, www.gettingready.org and www.rikidscount.org

Start Smart America, www.startsmartamerica.org

Starting Early Starting Smart, is a knowledge development initiative of the Substance Abuse and Mental Health Services Administration and others. http://ncadi.samhsa.gov/promos/sess/txt_about.html

Sure Start, England's pre-K program, www.surestart.gov.uk

Up and Running: A Compendium of Multi-State Early Childhood Initiatives by Sheri Floyd and CFPC staff, 2004, 28 pp. Currently, every state in the country has at least one nationally supported initiative designed to improve the well-being of the nation's youngest children. Up and Running provides brief descriptions and contact information for twenty-seven currently operating and four completed early childhood initiatives. These are grouped into: (1) comprehensive school readiness initiatives, (2) early care and education initiatives, (3) child health and physical well-being initiatives, (4) family well-being and self-sufficiency initiatives, (5) multi-state program replication efforts, and (6) completed initiatives. All have resources available to inform practitioners and policy makers. The compendium also provides a state-by-state overview chart or "cross-walk." www.finebynine.org

Washington Children's Web Communications Hub, a project of The Foundation for Early Learning, the Early Care and Education Coalition, and the Children's Alliance. The Hub will provide electronic messaging, online donation, advocacy campaigns, and sophisticated reporting to support a range of early learning efforts in Washington. (Washington is a Build

Learning Community) To learn more about early care and learning in Washington, please visit www.earlylearning.org

Wisconsin Council on Children & Families' Better Badger Baby Bus Tour. <http://www.wccf.org/projects/bus.html> Part of Great Beginnings: The First Years Last Forever, a public awareness campaign sponsored by the Wisconsin Council on Children and Families that stresses the importance of early childhood development.

Wisconsin's Little Kids and Libraries, a public library funding initiative. Wisconsin Dept of Public Instruction.

VIII. Media Coverage & Published Articles

General

The Committee for Economic Development maintains a web site with links to the most recent media coverage of early childhood efforts at http://www.ced.org/newsroom/center_prek.html

Gateways, published quarterly by The Library Foundation, regularly features articles on early literacy. www.libraryfoundation.org

Mother Goose Times: "Mother Goose Time Library Programs with Books and Babies" links to journal articles and citations, most of which focus on Mother Goose Times; others on early literacy initiatives. <http://www.unc.edu/~sllamber/pathfinder/journalarticles.html>

National LINCS features news and events. Search "Literacy" to retrieve the latest on literacy in the news. http://nifl.gov/cgi-bin/lincs/news_flashes/news_flashes.cgo

Rocket Blasts carry the daily headlines from ReadingRockets.org, a weekly news service that features articles about reading and early education that appeared in newspapers from around the country. (<mailto:readingrockets@weta.org>)

Specific Citations

"The Role of Public Libraries in Emergent and Family Literacy," **Zero to Three**, December 2000/January 2001

"Children's Cognitive Development," **OLA Quarterly**, Fall 2002

"Governor Kulongoski Announces 'Children's Charter for Oregon'" **Press Release** November 6, 2003
(http://egov.oregon.gov/Gov/press_110603.shtml)

"Early Childhood Programs and Evaluation," **The Evaluation Exchange**: A periodical on emerging strategies in evaluating child and family services. Summer 2004 (www.hfrp.org)

"From Chewing to Choosing: Bonding Books and Children," a transcript of a live interactive chat in October 2004 sponsored by the **Illinois Early Learning Project**. <http://illinoisearlylearning.org/chat/hearne-trans.htm>

"Libraries, Literacy, and Kids" posted by **Minnesota Library Association** in 2004. http://nlln.org/2004_07_01_littleliterates_archive.html

"Costs, Benefits, and Kids" by Susan Phillips. Published on **Connect for Kids** (<http://www.connectforkids.org>) January 3, 2005

"New Report Concludes School-Readiness Data Need More Attention," **Education Week**, February 23, 2005. (www.edweek.org)

"Kelly to promise 27 million pounds in free books: children under the age of four are to be given free books in an initiative to give children a good start in literacy," **BBC News**, July 7, 2005 (<http://news.bbc.co.uk/go/pr/fr/-/1/hi/education/4714147.stm>)

"The Need to invest in Young Children," **The New York Times**, January 11, 2006

"Oregon not early on early childhood efforts," editorial, **The Oregonian**. March 20, 2006.

"Early learning banks later rewards," front page, **The Oregonian**. March 21, 2006.

"Biz leaders call for early-ed funding," **The Portland Business Journal**, April 21, 2006.

"What's good for kids is good for business," **Oregon Business**, May 2006 (www.oregonbusiness.com)

"The Trillion Dollar Edge: Preschool benefits children and now we know its economic power," **Trust** (Pew Charitable Trusts), Spring 2006, pp.10-17) (www.pewtrusts.org)

IX. Toolkits

Families as Primary Partners in their Child's Development & School Readiness by Kathy S. Hepburn, prepared for The Annie E. Casey Foundation, December 2004. This comprehensive toolkit is available from: www.aecf.org

Seven Things Policy Makers Need to Know about School Readiness.

Revised and Expanded Toolkit by Charles Bruner, with Sheri Floyd and Abby Copeman, 2005, 40 pp. This toolkit provides easy-to-use materials that can be used to explain the importance of school readiness to legislators and other policy makers. Included are a background introduction, a set of fact sheets that can be duplicated and distributed, and speakers' notes to accompany a [Power Point presentation](#). Individuals and organizations are encouraged to adapt the materials in the toolkit for their own use. Citation of the source is appreciated. The individual Seven Things Briefing Papers can be downloaded and customized with your organization's contact information for distribution at meetings, conferences, and presentations, as well as local and state lobbying efforts: (1) [Learning Begins at Birth](#) Research has shown that nurturing in the earliest years are critical to a child's emotional and social, as well as intellectual development;(2) [Nature \(as well as Nurture\) Matters](#) Both nature and nurture are involved in what children are able to attain. Children's environments need to be stimulating, as well as safe and stable, for their minds to grow and develop; (3) [School Readiness Is More Than What Children Know \(It Is Multidimensional\)](#) Based on solid child development and early education research, the National Education Goals Panel developed a broad definition of a child's readiness for school that includes five dimensions: physical well-being and motor development; social and emotional development; language development; approaches to learning; and cognition and general knowledge;(4) [School "Unreadiness" Is Expensive](#) An extensive research base has established cause-and-effect relationships between failures to meet young children's essential needs (competent and confident parenting; health and nutrition; guidance and instruction; and constant, stable, appropriate supervision) and future problems and costs to society; (5) [Parents Work](#) The simple fact is that most parents now work outside the home, even when their children are very young. Parents need support raising their children; (6) [Quality Matters](#)

There is no magic bullet—no single program or intervention—that can ensure school readiness, but quality programs addressing young children’s needs in a holistic fashion can make major differences; and (7) [Investments Pay Off](#) Return-on-investment literature is drawing new allies to early childhood. Increasingly, business leaders and economists are advocating for additional public investment in the early years because of the high economic returns to society. www.finebynine.org

State Library of Ohio, **Librarian’s Tool Kit on Family Literacy**.
http://winslo.state.oh.us/services/LPD/tk_famlit.html

Texas State Library & Archives Commission, **Public Library-Head Start Partnerships for Early Childhood Education and Family Literacy**.
<http://www.tsl.state.tx.us/ld/projects/childcare/index.html>
Tips for reading aloud, bilingual bibliographies, and more.

Teachers’ Toolbox: Resources for Early Childhood Educators
<http://www.richland.lib.sc.us/toolbox/>

“Towards a Theory of Change for the Build Initiative: A Discussion Paper about Evaluation Models” released November 2004
www.buildinitiative.org

X. Additional Resources

A List of Web Sites for More Information

American Academy of Pediatrics: www.aap.org

American Association of School Librarians: <http://www.ala.org/aasl>

American Library Association: www.ala.org Visit the Sites for Parents, Caregivers, Teachers & Others hosted by the Great Web Sites for Kids main page.

Association for Library Services to Children: <http://www.ala.alsc/>

Better Baby Care Campaign: <http://www.betterbabycare.org>

Center for Effective Parenting: <http://www.parenting-ed.org>

Child Care and Early Education Research Connections:
www.childcareresearch.org/

Child Trends: <http://www.childtrends.org>

Child Welfare League of America: <http://www.cwla.org/>

Children's Institute: www.childinst.org

Connect for Kids: <http://www.connectforkids.org>

Council for Exceptional Children: <http://www.cec.sped.org>

Council of Chief State School Officers: www.ccsso.org

Creative Curriculum for Infants and Toddlers: www.teachingstrategies.com/

Early Care and Education Collaborative: <http://www.earlycare.org>

Early Childhood and Parenting Collaborative (ECAP) at the University of Illinois: <http://ecap.crc.uiuc.edu/> home to a dozen projects focusing on educating and raising young children. ECAP hosts research, technical assistance, and service project.

The Early Childhood Education On-Line LISTSERV community offers support and opportunities for information exchange to all educators: families, teachers, caregivers, and others interested in providing quality care and learning situations for young children birth through 8 years.

<http://www.umaine.edu/eceol/> Also <http://www.ume.maine.edu/ECEOL-L/>
For a list of additional professional associations with vast resources to share, see <http://www.umaine.edu/eceol/profdev.html>

Early Learning and School Readiness Program:
http://www.nichd.nih.gov/crmc/cdb/p_learning.htm

Education Commission of the States: www.ecs.org

Education Law Center www.startingat3.org

Education Writers Association www.ewa.org

Families and Work Institute (FWI) is a nonprofit center for research that provides data to inform decision-making on the changing workforce, changing family and changing community: <http://www.familiesandwork.org/>

Their list of publications includes *Rethinking the Brain: New Insights into Early Development* by Rima Shore (NY: Families and Work Institute, 1997)

Family-Centered Practice Program: <http://www.cwla.org>

Family Resource Programs (FRP) Canada: <http://www.frp.ca>

Family Support America: <http://www.frca.org>

Family Support Council: <http://www.fscouncil.org>

The Finance Project: <http://www.financeproject.org>

FrameWorks Institute: www.frameworksinstitute.org

Hechinger Institute on Education and the Media
www.tc.columbia.edu/hechinger

High/Scope Educational Research Foundation:
<http://www.highscope.org/EducationalPrograms/EarlyChildhood/>

I Am Your Child: www.iamyourchild.org

Idaho State Library's Read to Me Project
<http://www.lili.org/read/readtome/goals.htm> Project resources include an online course for librarians who work in Youth Services. Modules are available for Early Childhood (birth to 8), School-age, and Young Adults.
<http://www.lili.org/forlibs/ce/sable/courseI/welcome-2.htm>

Illinois Early Learning Project <http://illinoisearlylearning.org> For tips sheets and related Web resources on getting ready to learn to read.

KidSource Online <http://kidsource.com/kidsource/>

Libraries, Literacy, and Kids Blog <http://nlln.org>
This blog is sponsored by the Northern Lights Library Network in Minnesota. Visit the home page and click on the link to the blog.

Maternal and Child Health Bureau, Dept. of U.S. Health and Human Services:
<http://www.mchb.hrsa.gov>

Mother Goose Time Pathfinder with lots of information about Mother Goose Times library programs:
www.unc.edu/~sllamber/pathfinder/mothergooseindex.html

Also "Mother Goose Time Library Programs with Books and Babies" links to journal articles and citations, most of which focus on Mother Goose Times; others on early literacy initiatives.

<http://www.unc.edu/~slamber/pathfinder/journalarticles.html>

Multnomah County Library's Electronic Resources for Education include links to Early Childhood Education Sites: www.multcolib.org/ref/educat.html

National Association for the Education of Young Children: www.naeyc.org

National Association of Elementary School Principals: www.naesp.org

National Association of Secondary School Principals: www.principals.org

National Black Child Development Institute: <http://www.nbcdi.org>

National Center for Children in Poverty: <http://www.nccp.org>

National Center for Early Development and Learning: <http://www.ncedl.org>

National Center for Family Literacy: <http://www.famlit.org>

National Center for Family Support: <http://www.familysupport-hsri.org>

National Child Care Information Center <http://nccic.org>

National Conference of State Legislatures www.ncsl.org

National Early Childhood Technical Assistance Center: <http://nectac.org>

National Even Start Association www.evenstart.org

National Governor's Association www.nga.org

National Infant & Toddler Child Care Initiative: <http://nccic.org/itcc>

National Information Center for Children and Youth with Disabilities:
<http://nichcy.org/>

National Institute of Child Health and Human Development (NICHD) Resources include: the National Reading Panel findings at www.nationalreadingpanel.org. You can also view, download, and print, or to order single copies of NICHD publications on reading. To learn more about NICHD-supported reading research, go to the Child Development and

Behavior Branch (CDBB) Reading Resources page. To read about other NICHD-supported findings about reading, read the Institute's news releases about reading findings at www.nichd.nih.gov

National Institute of Early Education Research at Rutgers University, www.nieer.org

National Network of Family Resiliency: <http://www.unt.edu/cpe>

National Parenting Information Network: <http://www.npin.org>

The National Research Council <http://www.nationalacademies.org/nrc/> recommends that children enter school with specific early literacy skills that serve as the foundation for learning to read and write. Children who enter school with more of these skills are better able to benefit from reading instruction they receive when they arrive at school.

The National Resource Center for Health and Safety in Child Care has the full text of State child care licensing regulations at their Web site at <http://nrc.uchsc.edu/STATES/states.htm>.

New Hampshire Children's Trust Fund: <http://www.nhctf.org>

Oregon Child Care Resource & Referral Network is Oregon's State Child Care Resource & Referral Contact. <http://occrn.org>

Oregon Commission on Children and Families: <http://www.oregon.gov/OCCF/index.shtml> You can also download contact information for each of the local commission chairs & staff. Each of these local county commissions are pleased to share mailing labels and other contact information of their partners on the Early Childhood Teams. Library staff are welcome and encouraged to join these teams. A wide variety of documents are also available, including books in the *Building Results* series.

Oregon Council of Teachers of English: www.octe.org

Oregon Department of Education is in charge of Oregon's Head State-State Collaboration, <http://www.ode.state.or.us>
For a complete listing of Head State-State Collaboration Offices, see <http://nccic.org/statedata/dirs/statecollab.html>. This department is also the Child Care Food Program Agency (Child Nutrition & Food Distribution) <http://www.ode.state.or.us/services/nutrition/> Also see Office of Student Learning and Partnerships, Early Childhood Education. For Head Start

Programs Overview:

http://www.ode.state.or.us/gradelevel/pre_k/ohspoverview.aspx

Oregon Department of Employment, Child Care Division is the lead agency for child care in the state, and serves as the Child Care Licensing Agency and Child Care Subsidy Agency in Oregon.

<http://findit.emp.state.or.us/childcare/>

For a complete listing of State Child Care and Development Fund Contacts, see: <http://nccic.org/statedata.dirs/devfund.html>.

Oregon Family Child Care Network: <http://www.open.org/ofccn/>

Oregon Library Association: www.olaweb.org

Oregon's Child: Everyone's Business: <http://www.oceb.org/>

Parents as Teachers National Center, Inc.: <http://www.patn.org>

Pew Partnerships: <http://www.pew-partnerships.org>

Pre-K Now: <http://www.preknow.org>

Program for Infant Toddler Caregivers: <http://www.pitc.org>

Public Library Association: www.pla.org

Reading Is Fundamental: <http://www.rif.org>

Reading Rockets: <http://www.readingrockets.org/>

Ready At Five: www.readyatfive.org/resources/early.html

Tips sheets and activity calendars for parents to support early literacy

Ready to Learn: <http://www.pbskids.org>

Richmond County Community Support Center:

<http://www.richmondsupportcenter.com>

Right From Birth:

<http://etv.state.ms.us/television/specials/rfb/overview.html> A 12-week half-hour series developed and offered by Mississippi Public Broadcasting that is based on the best-selling book *Right From Birth: Building Your Child's Foundation for Life, Birth to 18 Months* by Craig T. Ramey (New York: Goddard Press, 1999).

State Early Childhood Policy Technical Assistance Network:
www.finebynine.org A network of experts (researchers, consultants, policy makers, and practitioners) on early childhood issues available to help state decision makers (governors and their staff, legislators and their staff, and agency heads) design early childhood policies.

Step by Step: Parenting Birth to Two: <http://www.parenting.umn.edu>

Talaris Research Institute: <http://www.talaris.org>

Teachers' Toolbox: Resources for Early Childhood Educators
<http://www.richland.lib.sc.us/toolbox/>

UCLA Center for Healthier Children, Families, & Communities:
<http://www.healthychild.ucla.edu>

United Negro College Fund www.patterson-uncf.org

U.S. Department of Education www.ed.gov

Voices for America's Children www.childadvocacy.org

Washington Library Association, Fact Sheet: Libraries and Early Learning & Literacy. 02/10/05 Email: washla@wla.org

Zero To Three: <http://www.zerotothree.org/brainwonders/EarlyLiteracy.html>
In question and answer format, presents recent research on brain development and early literacy of children newborn to age three; separates information for parents, child care providers, and health clinicians. Download Healthy Minds – handouts, which are the result of a collaboration between Zero to Three, the nation's leading resource on the first 3 years of life, and the American Academy of Pediatrics, dedicated to the health of all children.
www.zerotothree.org

Our post-grant vision

Our post-grant vision is that Oregon's public librarians will begin to take more responsibility for sharing important information about early literacy research with parents and child care providers. Oregon's public librarians will begin to recognize the important role they play and become passionate about this role. Oregon's public librarians will begin to do more outreach to find out what their local community needs, and will translate the latest early literacy research and best practices into their daily service. Oregon's public librarians will receive the recognition they deserve as a key community partner and as a resource that their community cannot do without. Consistent public messages will reinforce their leadership role, as more experienced librarians respectfully mentor and coach others that are newer to practices that nurture early literacy. Future funding to implement certain strategies identified during this planning grant will be needed, including funds from state and federal government, corporate and private foundations.

This grant project is supported in whole or part by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library