

Model of Major Factors Contributing to School Readiness

This draft model was developed as a result of two major influences. The first was a year long dialogue among representatives of Oregon's social services community, the Early Childhood Finance Committee, focused on identifying the most effective strategies for directing financial resources to improve early childhood outcomes in Oregon. This dialogue helped elucidate the need for a multi-level model of the factors leading to school readiness.

The second major influence was the summary of research findings included in the book, *Building Results: From Wellness Goals to Positive Outcomes for Oregon's Children, Youth, and Families*, by Clara Pratt, A. Katzev, T. Henderson, and R. Ozretich, published by the Oregon Commission on Children and Families. In addition to the research results summarized in *Building Results*, information was garnered from books and articles focused on community factors identified as influencing school readiness.

The model has Children Ready for School at its center, surrounded by two levels of factors that are related to school readiness. These particular factors are included because research has clearly demonstrated their importance, and they may be affected by public policies. In this model, the factors listed within the boxes represent those aspects of each domain that affect school readiness *directly*. These *direct effects* have been organized into four categories or *domains*:

- Child Health
- Family Functioning
- Educational Environments
- Communities

Within the domain (box) of Child Health, for example, specific *aspects* of children's health that affect school readiness include: health status at birth, balanced nutrition, healthful development, and help with special health needs.

Within the outer level of the model (brackets) are the factors that impact school readiness *indirectly* through the influence they have on each of the four major domains. Some of these affect more than one major domain (e.g., quality childhood care and education system, parental access to alcohol and drug abuse treatment). The factors that impact school readiness *indirectly* through the Child Health domain include: early prenatal care, parental access to alcohol and drug abuse treatment, family access to basic resources, child access to health, dental, vision, and other needed care, and reduced teen pregnancy and parenting.

A previous draft of the model was presented to the Early Childhood Finance Committee and revisions suggested by committee members were incorporated into the current draft.