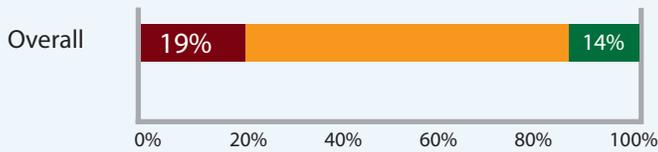# Risk to Ready

Putting kids on the starting line to success

CAP Tulsa and its school partners around Oklahoma are measuring an indicator of school success in kindergarten classes so programs and services for young children can focus on better preparing them for success in school and beyond. Our results let us look for risks in multiple areas so communities, schools, and stakeholders can develop and implement plans for helping children where they are vulnerable.

Risk to Ready Results

In 2012-13, just **14 percent** *of Tulsa kindergarteners were very ready for school success.*

19 percent *of kindergarten children were at risk in two or more developmental areas, for problems in school.*

Overall

| 19% | | 14% |

0%   20%   40%   60%   80%   100%

Geographic Results:
With each EDI assessment, we provide a visual snapshot of early childhood development in different neighborhoods. The shading on the map represents the range of developmental vulnerability.

Why Risk to Ready?

Oklahomans agree that success in school is a key to our economic and social growth. A good start in the early years—before kindergarten—helps children succeed.
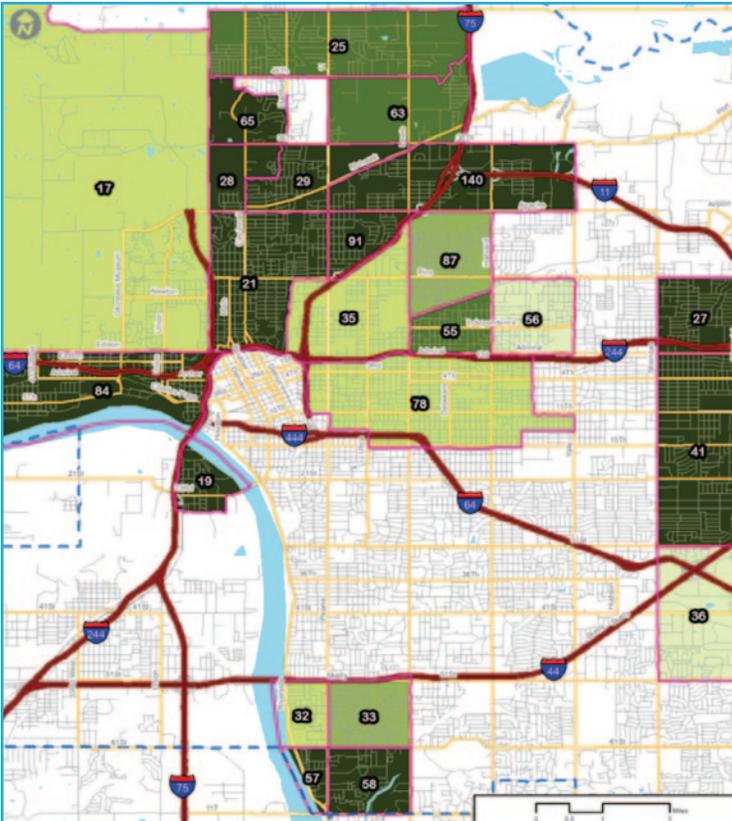
We need to understand Risk to Ready results in the kindergarten year because:

- Children who are on track in school at age 5 are almost twice as likely to stay on grade level as children who start out behind.

- Disadvantaged children start kindergarten as much as 18 months behind; many will never catch up.

- Investments in education before kindergarten pay back $7 in benefits for every $1 spent.

How we Measure Risk and Readiness

Risk to Ready uses the Early Development Instrument (EDI) for teachers to record observations about their kindergarten students. The EDI is a great indicator for school success because:

- It lets kindergarten teachers inform the community about how we can help our children to be successful in school,

- It measures every skill needed for school success, not just "letters and numbers", and

- It does not label or identify individual children with specific problems. Instead, it looks at how experiences at home and in the community can help prepare children for the school environment.

Risk to Ready
Putting kids on the starting line to success

Readiness is needed in 5 key areas for children to succeed in school.

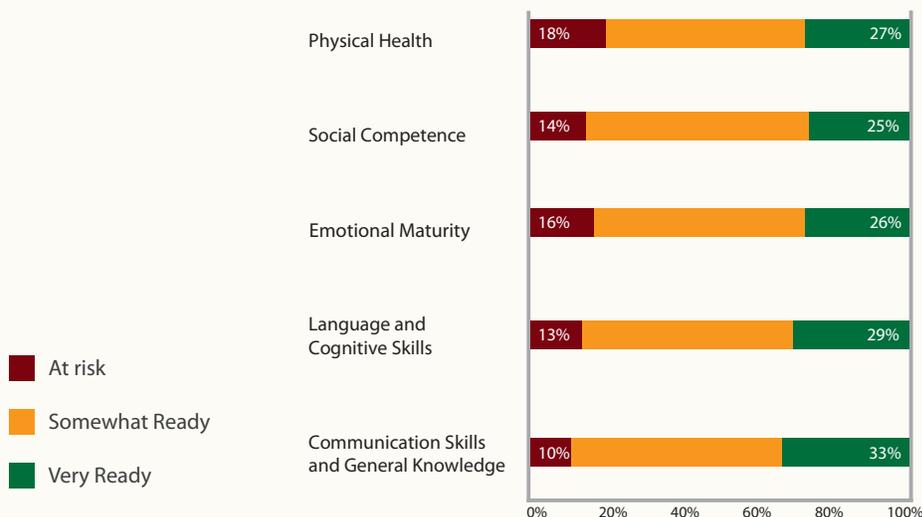If a child is behind in one area, it can hurt readiness in all the other areas.

1. **PHYSICAL HEALTH AND WELL-BEING**—Children need to come to school well fed, appropriately clothed, and healthy to do well in school. They also need the motor skills to play inside and out and to use pens and pencils.

2. **SOCIAL COMPETENCE**—Children do better in school if they can get along with peers and adults and show respect, responsibility, and independence.

3. **EMOTIONAL MATURITY**—To succeed in school, children need to be able to pay attention and help others, and know how to control aggressive behavior.

4. **LANGUAGE AND COGNITIVE SKILLS**—Kindergarteners need a basic understanding of letters and numbers and both interest and knowledge about reading and math to succed in school.

5. **LANGUAGE AND COMMUNICATION SKILLS**—Successful students are those who have basic knowledge of the world around them and can tell and understand stories.

Tulsa Area Results

The graph on the right illustrates risk and readiness, in each of the five areas, for the Tulsa Metro Area.

Thanks to the support of 254 local kindergarten teachers, Risk to Ready results reflect Early Development Instrument (EDI) results for 5,250 kindergarten children in Sand Springs, Tulsa, and Union Public Schools in the 2012-2013 school year.

Risk to Ready Results by Developmental Area: Tulsa

Developmental Area	At risk	Very Ready
Physical Health	18%	27%
Social Competence	14%	25%
Emotional Maturity	16%	26%
Language and Cognitive Skills	13%	29%
Communication Skills and General Knowledge	10%	33%

Legend:
- ■ At risk
- ■ Somewhat Ready
- ■ Very Ready

Percent of children who fall at or below the 10th percentile of the national EDI population in each area are considered "at risk," while children who score at or above the 75th percentile are considered "very ready."

To Find Out More...

Please visit our website, ***www.RisktoReady.org***, for reports, detailed maps, and more information on the EDI assessment process.

Please contact Monica Barczak, CAP Tulsa, at mbarczak@captulsa.org for more information or for presentations on Risk to Ready.

CAP Tulsa
Helping Families Succeed

TECCS
Transforming Early Childhood Community Systems