



## Cradle to Career - Reading List

### Reports

[The Career Ready Practices](#) “are the result of a state-led initiative to establish a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE) that states can voluntarily adopt. Forty-two states, the District of Columbia and Palau supported the development stage of the CCTC.” This document lists the practices with descriptions.

[Compendium of Preschool through Elementary School Social Emotional Learning and Associated Assessment Measures](#)” focus[es] on tools to assess the social and emotional learning (SEL) of preschool and elementary school students (i.e., five- to ten-year-olds), along with aspects of the contexts in which they learn and their learning behaviors. These assessment measures are intended for researchers and those in the applied research community – for example, educators and social workers – who may find them useful in their work with groups of children.”

[The Costly Consequences of Not Being Socially and Behaviorally Ready by Kindergarten: Associations with Grade Retention, Receipt of Academic Support Services, and Suspensions/Expulsions](#) “examines the relationships between social-behavioral readiness in kindergarten as measured by the Maryland Model for School Readiness (MMSR) and three costly school outcomes for City Schools’ students through third grade: being retained in grade, receiving additional services and supports through an Individualized Education Plan (IEP) or 504 plan, and being suspended or expelled from school.”

[Key “Soft Skills” that Foster Youth Workforce Success: Toward a Consensus across Fields](#) identifies five key soft skills that promote success in the workplace for youth.

[Leveraging the Employability Skills Framework for Cross-Agency Collaboration](#) is a webinar that shares: how the employability skill framework can be used to improve post-school employment outcomes for all students; federal and state efforts to align employability skills across general and special education programs and initiatives; and resources to support collaborative work.

[Promoting College and Career Readiness Through Accountability Under ESSA](#) highlights state examples of accountability indicators to promote college and career readiness.

[Self-Regulation and Toxic Stress – Report Series](#) (OPRE)

- [Foundations for Understanding Self-Regulation from an Applied Developmental Perspective](#) “provides a comprehensive framework for understanding self-regulation in context, using a theoretical model that reflects the influence of biology, caregiving, and the environment on the development of self-regulation.”



- [A Review of Ecological, Biological, and Developmental Studies of Self-Regulation and Stress](#)  
“provides a cross-disciplinary review of research on the relationship between stress and self-regulation.”
- [A Comprehensive Review of Self-Regulation Interventions from Birth Through Young Adulthood](#)  
“describes results of a comprehensive review of self-regulation interventions from birth through young adulthood and summarizes the level of evidence for different interventions across age groups and outcome domains.”

[The Science of Adult Capabilities](#) describes a set of core capabilities “that adults use to manage life, work, and parenting effectively.” This link also describes how they develop (with foundations in early childhood), how they can be derailed, and how they can be built and restored. [Working paper [here](#)]

[Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood](#) “outlines key differences and similarities among various executive function and other regulation-related skills in research. Those differences and similarities are then presented in a visual map to illustrate relationships among these skills. The purpose of the framework is to help stakeholders in early learning and child development consider and articulate research, program, and policy recommendations regarding executive function and other regulation-related skills with more accuracy and transparency.”

### **Tools**

[Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#) “contains activities suitable for a different age group, from infants to teenagers. The guide may be read in its entirety (which includes the introduction and references) or in discrete sections geared to specific age groups.”

[Early Childhood Measures Profiles](#) includes measures of social-emotional development and approaches to learning.

[Reflection Sciences](#) “provides training and tools for assessing Executive Function skills and promoting their healthy development.” It was founded by scientists at the University of Minnesota.

[Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment](#) provides a description of social and emotional learning standards, introduces a set of universal teacher-rated assessment tools, and provides guidance on implementation and assessment.

### **Reflection pieces and blogs**

[Is Grit Doomed to be the New Self Esteem?](#) (NPR)

[Grit as Measure of Academic Success](#) (American Evaluator's Association blog post)



## NAECS-SDE Cradle to Career – Reading List

[A Philanthropist Drills Down to Discover Why Programs Work](#) (NY Times)

[Seven Facts on Noncognitive Skills from Education to the Labor Market](#) (The Hamilton Project)

[Soft Skills: Anything but Soft](#) (American Youth Policy Forum)

### **Other**

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

[Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity and Self-Direction](#)

[IDEA Cradle to College and Career Pipeline](#)

[Oregon's Essential Skills for Graduation](#)

[Strive Together Cradle to Career Network](#)