

## Childhood Readiness & Success – May 6, 2010

### Next Meetings:

Cross Team Meeting -Thursday, May 27<sup>th</sup> 4:30-7:30 (food at 4:00) at Runnell's Hall.

Community Feedback Forum – Thursday, June 17<sup>th</sup> 6:00-8:00 pm (food at 5:30)

### Homework:

1. Think about who to invite to the June 17<sup>th</sup> meeting
2. For meetings after June 17, think about if the team meeting time and date work for the group? 1<sup>st</sup> or 2<sup>nd</sup> Thursday of the month still good? 6:00 too early, too late?

### Action Areas:

#### Ready for Kindergarten

- The team had a lengthy discussion about the action areas and the team's overall goal. What do we mean by 'ready for Kindergarten'? Experience of local educator is that 1/3 kids ready, 1/3 could advance and 1/3 not ready. Though the group also liked the wording 'ready to learn', they decided that 'ready for Kindergarten' is what would resonate with parents and the community. Should 'readiness' include emotional and/or physical readiness, too? This should be measureable; numbers are required to show progress and to get buy-in from schools and grantors.
- There was similar discussion about how to measure 'readiness' and children's development in general. Is it screening, assessment, testing? Do these mean different things? Have different purposes? The group agreed first step is to see what the schools are using now.
- Survey what schools are using for assessing incoming Kindergarteners now. Do we need all the schools to use the same tool? Most tools will identify same students who need support. Once the children are identified as needing help, then you can have conversations with providers about how to help them.
- What about well-child clinics, developmental screenings from infancy on? There is a great variation out there between various physicians and what they are doing.
  - Put together a survey of providers/physicians to find out what they are doing to screen children.
  - Put together list of providers/physicians who see children.
- We are here to work with the schools, not tell the schools they have to reform.
  - Find out what schools are using to assess incoming Kindergartners now. What are the current assessments showing regarding readiness.
  - Meet with larger group to define readiness.
  - What other resources are available to parents/caregivers to help prepare kids?

#### Children on grade level by end of third grade

- Conway Elementary was mentioned as a school making great progress in this area with student outcomes, parent participation and school climate.
  - Baseline for current achievement (of all elementary schools in the county)
  - Is there any other way to measure this? Do teachers have a preference if they had a choice?

Continuously follow children’s progress: could teachers pass along writing samples or portfolios from one grade’s teacher to the next?

- What are schools doing now?

Community Awareness: if parents and the community as a whole knew what to do to prepare kids, would more children be ready?

- Develop a public relations campaign to educate the public about the importance of being on grade level by end of third grade.

What to do with kids to help them if they are not ‘ready’?

**“Parking Lot”:**

Being ready for Kindergarten or ready to learn isn’t just something that happens right before entering Kindergarten. Though the team is starting with that point, the intent over time would be to move backwards toward birth, identifying kids earlier and supporting their progress earlier. The older children are and the further behind they get, the costs and challenges of intervening increase.

Screen earlier than Kindergarten?	
Begin increasing awareness of need for screening with providers	
Eliminate stigma of “child find” being a test to find something wrong with a child.	
Get information about importance of childhood readiness/success to the public (senior citizens, parents of young children, etc.) (impact of child not reading at grade level in 3 <sup>rd</sup> grade--> prison sizes)	Post-September
Determine # kids ready for Kindergarten through survey of teachers	Post-September
Develop the survey	
Train to administer the survey	Post-September
Establish privacy statement/policy for survey/data collection	Post-September
Increase awareness of importance of following the child year to year/continuously**	
Make “pre-school” programs available to everyone, not just to those who need it the most**	

Earlier team notes & documents as well as those of the other action teams available at [www.carrollcountyunited.org](http://www.carrollcountyunited.org).