

## Childhood Readiness and Success Team Notes – April 8, 2010

Next Meeting: May 6 – 4:00-5:30 pm at Tri-County CAP Resource Center

Focus: Actions the team can take in each of the focus areas in the next 90 days

### Homework:

What is one action the team can take in each of the focus areas over the next 90 days to see movement?

Like the other four action teams, this team continued to work on putting together their Action Plan (A3) and looked closely at the potential areas of focus they have explored over the past few months and decided the first areas the team will focus on are:

1. % of children ready for Kindergarten
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  2. % of kids on grade level by end of third grade
  3. Community awareness
  4. Follow children's progress continuously
1. % of children ready for Kindergarten
  - Maturity level and skill level should both be assessed/tracked
  - What do we need to do to be on the same page across the community?
  - Other communities over time shifted the use of their assessments of incoming 5 years olds from assigning kids to levels to doing assessments earlier as a way of identifying how they could intervene to help more youngsters be ready for Kindergarten.
  - Where kids are getting care (formal programs, at home, etc.) will impact strategies.
  - Libraries welcome knowing what materials to purchase to support children/families/schools.
  - Interlakes School District has seen variation in readiness between 20-40% over past 10 years. They are looking at whether there are any ties to economic cycles.
  - Believe most all schools are doing assessments now, many of them Brigance.
  - With funding cuts hitting formal childcare programs, what other ways can the community support kids being ready? Libraries, recreation programs, etc.
  - What can parents work on? (One school told a team member not to worry about it; the school will work with what they get.)
  - Data collected must be within FERPA (Family Educational Rights and Privacy Act Regulations) – federal privacy guidelines
2. % of kids on grade level by end of third grade
3. Community awareness
  - We know part of the initial community reaction will be, but what will the costs be?
  - Right now, people hear about the costs during annual budget discussions but not the issues. A value added of this team is community awareness about the issues.
  - Most schools are already doing some sort of assessment, so not all new costs.
  - Ex. other communities: may need initial investment if don't all use same tool already; retired teachers volunteered to give assessments.

- Communities that have been able to make the connection between early childhood and long-term students' success have said "that's a place where we want to spend our money."
  - Place information in pediatricians offices, libraries
  - Need to figure out how to respond as a county to the turnover rate – percentage of kids moving from community to community.
4. Follow children's progress continuously
- We don't want to look at being ready for Kindergarten or being on grade level at the end of third grade as isolated endpoints but track children's progress and support them each step along the way by being more attuned to children's individual needs.
  - If a child is 'ready' coming into Kindergarten and didn't succeed, look at why and how the student could be supported. Similarly, if succeeding at 1<sup>st</sup>, 2<sup>nd</sup> grade, etc. are students continuing to succeed? If not, why and how can student be supported? If they weren't 'ready', are the interventions making a difference to lift the child to their capacity to succeed? Are they making progress year to year?

NH specific factors to pay attention to:

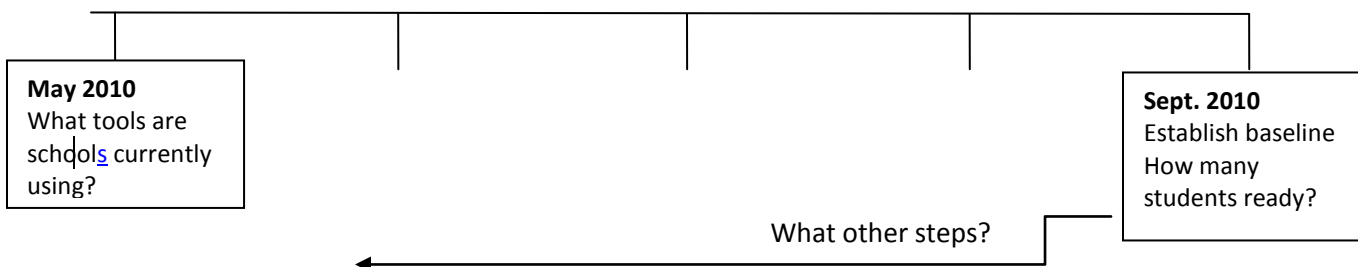
- Kindergarten attendance is not compulsory, so will all kids be going to Kindergarten? How does this impact success in grades?
- Most programs are ½ day and most do not offer mid-day transportation, which can be a barrier for attendance.
- # of total kids eligible for Kindergarten and # not attending Kindergarten and # attending private Kindergarten.
- Is there a public policy issue?

Leverage Points:

- The group reviewed and stuck with the leverage points in the A3 and added: Know # the children eligible for Kindergarten and # attending (public, private or not attending). Other leverage points are
- Shared definition of readiness
- Identify children well before Kindergarten entrance
- Community awareness
- Know distribution of early childhood settings: % home, % informal center, % formal center, % school, % other.

Action example:

**Children ready for K**



In June, who else does this team need to engage to broaden participation and start working on the actions? The actions will tell us who else the team needs to connect with.

Noted that this group's attendance has fluctuated more than others which has resulted in the process being harder for this group's members.