

Community Readiness Committee

1:00 – September 13th, 2016

- Objectives:
 - To work collaboratively to develop initiatives that will improve the readiness skills of incoming kindergarteners
 - To engage the community in helping the students of Spencer County become successful global learners.
- Welcome / Introduction
- Laying the Foundation
 - Brigrance
 - Readiness Data
- Community Early Childhood Council
- Discussion of Next Steps
- Governors Early Childhood Readiness Summit
- Next Meeting
 - 1:00 – March 7th, 2017

COMMUNITY READINESS FORUM

SPENCER COUNTY SCHOOLS
"GOING THE DISTANCE FOR ALL STUDENTS"

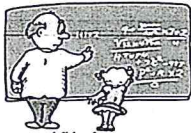
September 13th, 2016

AGENDA:

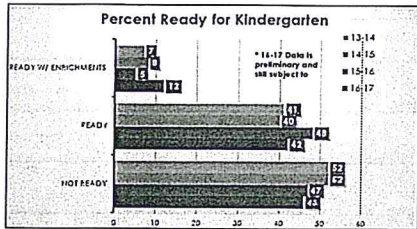
- Welcome / Introductions
- Laying the Foundation for Kindergarten Readiness
- Recap of Last Year
- Community Early Childhood Council
- Governors Early Childhood Readiness Summit
- Discussion of Next Steps

OBJECTIVES:

- To work collaboratively to develop initiatives that will improve the readiness skills of incoming kindergarteners
- To engage the community in helping the students of Spencer County become successful global learners



SPENCER COUNTY READINESS DATA



AREA FOR CONCERN!!

- Results of Fall 2015 Kindergarten screener indicate that there was a 7.9% Increase in the number of students ready for kindergarten.
- Results also indicated that the children who listed HOME as their prior setting experienced a decrease of 19.1%

RECAP OF 2015-2016 INITIATIVES:



- All Day Kindergarten
- Readiness Week
- Countdown to Kindergarten
- Kinder-boost
- All Day Preschool Opportunities
- Ongoing Screenings (preschool)
- Distribution of Information
- District Provided Resources

Notes from Readiness Committee Meeting

3/08/16

Short Term Goals:

- Celebrate a readiness awareness week April 18-22nd
 - Post messages on business and school marquees
 - Proclamation from the County Judge / City Council
 - Pass out literature at businesses (Restaurants, Country Mart, Etc.)
- Develop a Resource Catalog
- Tray liners for restaurants
- Initiate a week long summer school session for Kindergarten
- Send home readiness information to all families with newborn children
- Collaborate with faith based organizations regarding K readiness initiatives
- Seek business sponsorships to help fund readiness programs
- Use Fiscal Court and Chamber of Commerce as a platform for communication
- Connect with target audience early and remain in contact

Long Term Goals:

- Develop a readiness bus to travel the county
- Expand the summer school program to include more incoming kindergarten students
- Expanded Kinder-Boost programs (fee or scholarships)
- Develop satellite learning opportunities
 - Churches
 - Neighborhoods

Additional members identified as potential members:

- Mayor Pay
- Heath Dept.
- Pastor Association
- Spencer Magnet
- Welfare Services
- Pediatrics

Plan Title Goes Here

Horizon Goal:
180 Day Goal:

In the first 30 days, we will know we are successful when:

The measures/evidence we will use are:

First 30 days action strategies:	Who is on point?	By When?	How Communicated?
•			
•			
•			
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			

In 60 days, we will know we are successful when:

•			
The measures/evidence we will use are:			
•			
60 days action strategies:			
•	Who is on point?	By When?	How Communicated?

Plan Title Goes Here

•				
•				
•				
•				
If we are not successful, we will:				
•				

In 90 days, we will know we are successful when:				
The measures/evidence we will use are:				
•				
90 days action strategies:				
•		Who is on point?	By When?	How Communicated?
•				
•				
•				
•				
•				
•				
If we are not successful, we will:				
•				
In 120 days, we will know we are successful when:				

Plan Title Goes Here

The measures/evidence we will use are:			
•			
120days action strategies:			
	Who is on point?	By When?	How Communicated?
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			
In 150 days, we will know we are successful when:			
The measures/evidence we will use are:			
•			
150 days action strategies:			
	Who is on point?	By When?	How Communicated?
•			
•			
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Plan Title Goes Here

If we are not successful, we will:			
<div></div>			
In 180 days, we will know we are successful when:			
<div></div>			
The measures/evidence we will use are:			
<div></div>			
180 days action strategies:			
<div></div>	Who is on point?	By When?	How Communicated?
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If we are not successful, we will:			
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Projected Next Steps:

Plan Title Goes Here

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SCHOOL READINESS SUMMIT

TEAM WEBINAR 2016

Linda Hampton
Acting Director
Governor's Office
of Early
Childhood

Kayla Jones
Leadership
Development
Coordinator
Governor's Office
of Early
Childhood

Phillip Smith
Quality Rating
and Improvement
System
Supervisor
Division of Child
Care

Amly Bremer
Professional
Development
Coordinator
Governor's Office
of Early
Childhood

WEBINAR OBJECTIVES

- Overview of Summit and Agenda
- Team Data
- 30, 60, 90 Day Action Plans

THE SUMMIT OBJECTIVES

- Create a collaborative environment
- Produce 30, 60, 90 Day Action Plans which are unique to your community and data-driven.

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best prepare the child to succeed and thrive in the Ready to Learn, Ready to Grow & Ready to Thrive.

SCHOOL READINESS DEFINITION

Physical: Ready to learn and thrive in school. Includes: Gross motor skills, Fine motor skills, Health, Nutrition, Sleep, and Hygiene.

Social-Emotional: Ready to learn and thrive in school. Includes: Self-regulation, Social skills, and Emotional skills.

Cognitive: Ready to learn and thrive in school. Includes: Problem-solving, Critical thinking, and Creativity.

Language: Ready to learn and thrive in school. Includes: Listening, Speaking, Reading, and Writing.

Notes:

- Physical: Ready to learn and thrive in school. Includes: Gross motor skills, Fine motor skills, Health, Nutrition, Sleep, and Hygiene.
- Social-Emotional: Ready to learn and thrive in school. Includes: Self-regulation, Social skills, and Emotional skills.
- Cognitive: Ready to learn and thrive in school. Includes: Problem-solving, Critical thinking, and Creativity.
- Language: Ready to learn and thrive in school. Includes: Listening, Speaking, Reading, and Writing.

UTILIZING EARLY CHILDHOOD DATA

To Assess School Readiness

"There can be no keener revelation of a society's soul than the way in which it treats its children."
— Nelson Mandela

RESOURCE PAGE

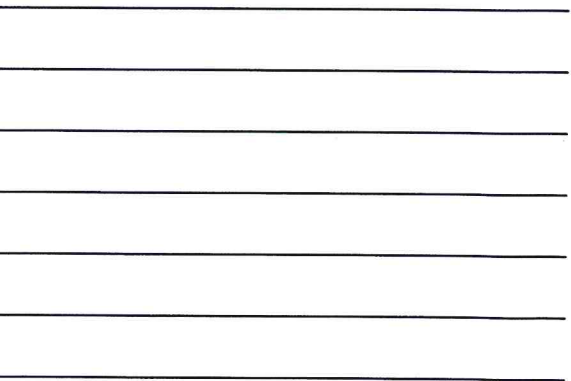
CECC Work Plan
(Emailed to facilitators and teams)

School Readiness Data (Please click on the link below and choose the Excel sheet under the 2015-2016 header for Kindergarten Readiness data.)
<http://openhouse.education.ky.gov/Data>

Young Child Risk Calculator
<http://www.nccco.org/tools/risk/>

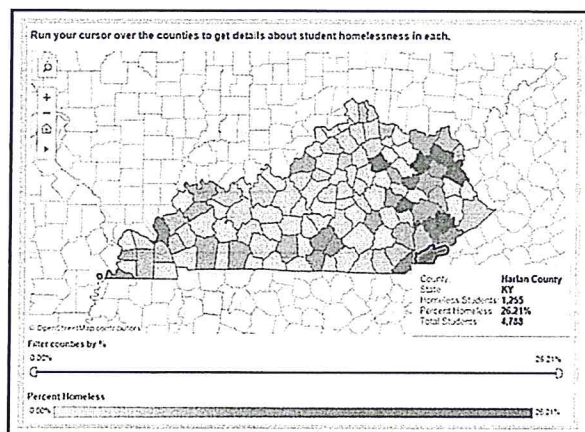
Student Homelessness
<http://public.tableau.com/profile/leedra.lawhead/viz/home/Homelessstudentsbycounty/Dashboard1>

Early Childhood Profiles
<https://kcces.ky.gov/Reports/EarlyChildhoodProfiles/Default.aspx>



COUNTY BREAKDOWN OF STUDENT HOMELESSNESS

The most influential of all educational factors is the conversation in a child's home.
-William Temple



EARLY CHILDHOOD PROFILE

An investment in knowledge pays the best dividends.
-Benjamin Franklin

Early Care and Education Programs

	County	State
Kindergarten	201	53,953
Preschool	83	21,049
At-risk 4-year-olds at or below 150% of the federal poverty level (FPL)	27	9,249
3- and 4-year-olds with disabilities	56	9,468
3- and 4-year-olds over income or other	0	2,333
Head Start enrollment	52	13,841
3- and 4-year-olds income eligible (at-risk 4s at 150% FPL)	45	11,864
3- and 4-year-olds with disabilities	7	1,696
Other (4s over 150% FPL without disabilities)	0	241

COUNTY VS STATE TEST SCORES**Third Grade Assessment Results**

Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2014-15 school year. They were kindergartners in the 2011-12 school year.

	County	State
Math	30.8%	47.6%
Reading	50.8%	54.3%

STATE FUNDED SERVICES**Family Health and Services**

Select Indicators	County #	County %	State %
Number of children:			
0-2 year-olds	658	3.4%	3.8%
3-4 year-olds	403	2.1%	2.5%
Children living below:			
100% poverty	283	23.4%	30.1%
150% poverty	397	32.8%	42.7%
200% poverty	622	51.4%	53.3%
Children 0-17 years old with substantiated child abuse/neglect	16	0.4%	1.0%
Children 0-17 years old being raised by grandparents	238	6.0%	5.4%
Households with non-English language in home	117	1.6%	5.7%
Births to mothers who are not high school graduates**	29	14.2%	16.8%
Births to teenage girls 15-19 years old**	22	31.6	41.6
Low birth weight babies (born less than 5.5 pounds)**	15	7.2%	8.7%

RESOURCE PAGE

CECC Work Plan
(Will be emailed to facilitators and teams)

School Readiness Data (Please click on the link below and choose the Excel sheet under the 2015-2016 header for Kindergarten Readiness data.)
<http://openhouse.education.ky.gov/Data>

Young Child Risk Calculator
<http://www.nccp.org/tools/risk/>

Student Homelessness
<http://public.tableausoftware.com/profile/deedra.lawhead/#/viz/homelessnessstudentsbycounty/Dashboard1>

Early Childhood Profiles
<https://dcemv.ky.gov/Reports/EarlyChildhoodProfiles/Default.aspx>

KEY QUESTION FOR DATA

Data available to teams before the Summit

How do you use the following data to direct your Action Plans?

1. Young Child Risk Calculator
2. Student Homelessness
3. Early Childhood Profiles
4. School Readiness Data
5. CECC Work Plan

KEY QUESTIONS FOR DATA

Data available to teams at the Summit

- Early Childhood Profiles
 - Strengths and weaknesses?
 - Any trends?
 - Increase in ELL, increase in children raised by grandparents, etc.
- Poverty Data
- CCAP Data
- Kindergarten Readiness Data (KDE Data)
 - Strengths and weaknesses?
 - Any trends?
 - What early childhood services are already being provided--Born Learning Academies, Parents classes, etc.?
- List of Child Development Centers and Star-Rated Centers
 - Look at these centers and reflect on opportunities. I.e. What does this mean for the community? Does there appear to be pockets of low or no quality childcare in your community?
- Head Start Data
 - Look at the locations, number of slots, programs and program structure, i.e. Early Head Start (Prenatal-Age 3), Head Start (Age 3-5), Home-based programs, Blended model (Head Start and Public Preschool), and Hours of operation.

**ACTION PLAN
KEY QUESTIONS**

1. What are your 30, 60, 90 day plans after the Summit?
2. Who is responsible? Identify milestones and timelines.
3. How will you measure progress?
4. Who will you reach out to and how will you share your plan?
5. How will you ensure that parents are engaged using a strengths-based approach?

**IF YOUR TEAM HAS EXTRA TIME AT THE
SUMMIT...**

- If your team completes their 30, 60, 90 Day Action Plans before the end of the Summit, your team can continue to plan using the rest of the Action Plan—up to 180 days.

OUR ASK OF YOU...

- Prepare yourself by reviewing your district/county data detailed in this Webinar.
- Review your Strategic Plans as well as your Mission and Vision Statements before the Summit. If possible, please bring a copy for your team to use.
- Have the Superintendent/Assistant Superintendent bring a laptop for the team to complete the Action Plans.
- Complete the Team Survey and view the Blank 30, 60, 90 Day Action Plans and the Case Studies/Model Action Plans. These can all be found on the Summit tab of the Superintendents Toolbox webpage using the following link:
<http://education.ky.gov/educational/SSRT/Pages/SRSummit.aspx>
- Complete an Intake Call with your facilitator. He/she will contact you soon to schedule a call with your team to answer any questions.



Governor's Office of Early Childhood

125 Holmes Street
Frankfort, Kentucky 40601

Matt Bevin
Governor

(502) 782-0200
Fax: (502) 564-2410
kidsnow.ky.gov

Linda Hampton
Acting Director

September 1, 2016

Dear Spencer County School Readiness Summit Team,

Congratulations! The Governor's Office of Early Childhood is pleased to inform you that you have been accepted to participate in the School Readiness Summit on September 22, 2016, at the Frankfort Convention Center in Frankfort, Kentucky from 10:00am-4:00pm. A map with parking information has been included below at the end of this letter.

Already, you have demonstrated a commitment towards improving school readiness in your community. This Summit will give you the opportunity to create unique 30, 60, 90 Day Action Plans through collaboration with community partners to further your school readiness efforts. Please RSVP to Kayla Jones, Leadership Development Coordinator, at KaylaD.Jones@ky.gov no later than September 7, 2016, to secure your registration.

Please have all team members review the following data before the Summit:

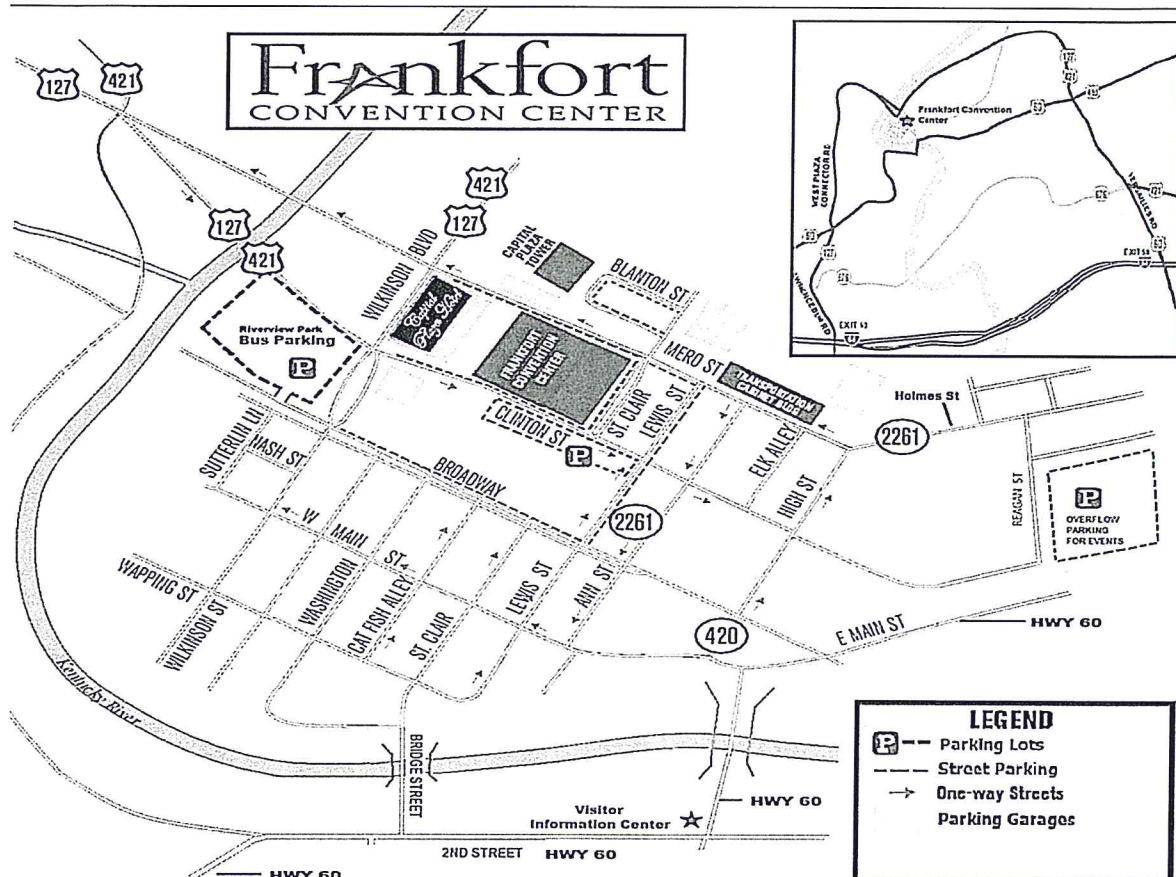
- **Early Childhood Profile** (Please use the link below and select a year and county to view the data.)
<https://kcews.ky.gov/Reports/EarlyChildhoodProfiles/Default.aspx>
- **Young Child Risk Calculator** (Please use the link below to view Kentucky's data based on age, income level and risk factors.)
<http://www.nccp.org/tools/risk/>
- **Student Homelessness Data** (Please use the link below to view the homelessness data for your county.)
<http://public.tableau.com/profile/deedra.lawhead#!/vizhome/Homelessstudentsbycounty/Dashboard1>
- **School Readiness Data** (Please click on the link below and choose the Kindergarten Readiness button. Then, choose the Excel sheet for Kindergarten Readiness data under the 2015-2016 header. Please view the domain data on multiple sheets in the Excel document.) <http://openhouse.education.ky.gov/Data>

School Readiness Summit
September 22, 2016
10:00am-4:00pm

Frankfort Convention Center, 405 Mero Street, Frankfort, Kentucky 40601

Parking information can be found using the map below.

A parking garage can be found near the Convention Center.



Request for Application

Governor's Office of Early Childhood

<u>Strategy – Identify the GOEC strategy you plan to use</u>	<u>Identified Need- What need will be addressed</u>	<u>Desired Outcomes Affected - What positive result are you trying to achieve</u>	<u>Activities – What programs, partnerships, or activities will your CECC use to address the need</u>	<u>Indicators- What data will you collect to track the effect your activity has had on your outcome</u>	<u>Start Date</u>	<u>End Date</u>
Supporting Families	<i>Example:</i> Lowest domain for Kindergarten Readiness on the Early Childhood Profile was Language and Communication	<i>Example:</i> Increase parent awareness of Screener Results and importance of early literacy and language development	<i>Example:</i> In partnership with the Public Library host a "GetReady! Reading At Home" day to Provide parents information on importance of early literacy	<i>Example:</i> Have parents conduct an exit survey to measure how much the parents learned during the event	9/20/2014	9/20/2014
Mobilizing Communities	Results of the Fall 2015 Kindergarten Screener indicate the % of children by county who are Ready for Kindergarten are as follows: Bullitt: 51% (+.9%) Carroll: 38% (-8%) Gallatin: 44% (-.8%) Henry: 49.2% (-4%) Shelby: 58.8% (+2.3%) Spencer: 54.1% (+7.9%) Trimble: 50.6% (+10.9%)	1. Increase the % of children in the OVEC Counties CECC area who are ready for kindergarten as measured by the Brigrance Screener by 3%.	a. Each county included in the OVEC CECC will maintain a core team which plans School Readiness activities within their community. b. Each county will develop a community plan, including key agencies and businesses within	a. Preschool Coordinators or Principals within each OVEC County will submit a list of their core team members to the OVEC CECC Chair. b. Copies of approved community plans will remain on file along with corresponding approved budgets.	8/1/2016	8/30/16

Request for Application

Governor's Office of Early Childhood

			<p>sessions will be offered to child care staff on how to use developmental screening tools.</p> <p>c. Child care staff will be invited to attend PLC meetings, and PD sessions. Stipends for attendance at these sessions will be made available to them. (Topics such as School Readiness, STARS rating system, evidenced based teaching strategies)</p> <p>d. Reimbursement for registration at the Ready Kids Conference will be offered to collaborative child care partners.</p>	<p>b. Record of PD sessions conducted. Survey of PD participants to determine an increase in knowledge and/or skills as a result of the training.</p> <p>c. Record of participants at PLC meetings and PD Sessions. Survey of PD participants to determine an increase in knowledge and/or skills as a result of the training.</p>	9/1/16	6/30/17
				<p>d. Record of the number of child care staff attending Ready Kids Conference through CECC.</p>	9/1/16	6/30/17
Supporting Families	Data from the Early Childhood Profile indicates the children	1. Increase the % of children (not enrolled in any	a. In partnership with Family Resource Centers, local Public	a. -Record of number of events and persons participating.	9/1/16	6/30/17

Request for Application

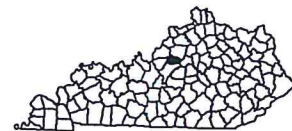
Governor's Office of Early Childhood

			will include the use of local marquee, sending fliers through business billings, publicity through fast food restaurants, social media and use of School Readiness or STEM buses.		
Data	Data collected during the FY2016 by the OVEC CECC was time consuming and lacking in consistency by county. The current data collection system needs to be streamlined and technology needs to be utilized to systematically collect information across all counties in a uniform manner.	1. To develop electronic tools which can be used by each OVEC CECC county to survey families and to generate and track information needed to evaluate the effectiveness of CECC activities toward the outcomes established. 2. Establish a systematic method of data collection for use in evaluating the effectiveness of the OVEC	a. A sub-committee of the CECC will be formed to develop electronic survey tools for use in each community. This will include the surveys being translated in Spanish. a. OVEC CECC Counties will use technology to collect information from families on the effectiveness of their activities, parent	a. Tools developed and approved by the CECC.	8/1/16 9/15/16
			a. Review of data collection at each OVEC CECC meeting to determine if the information being generated is sufficient to determine if	9/15/16	6/30/17

2016 Early Childhood Profile

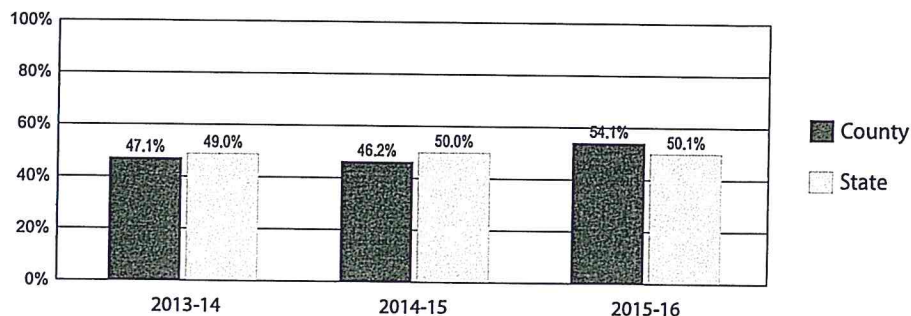
Spencer County

The Early Childhood Profile is produced by the Kentucky Center for Education and Workforce Statistics (KCEWS) for the Governor's Office of Early Childhood (GOEC) and the Early Childhood Advisory Council (ECAC) utilizing data from the Kentucky Longitudinal Data System (KLDS).



Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The kindergarten screener measures readiness in five important domains. The composite readiness score reflected here is comprised of the academic/cognitive, language development, and physical development domains.



Results by Composite Domain

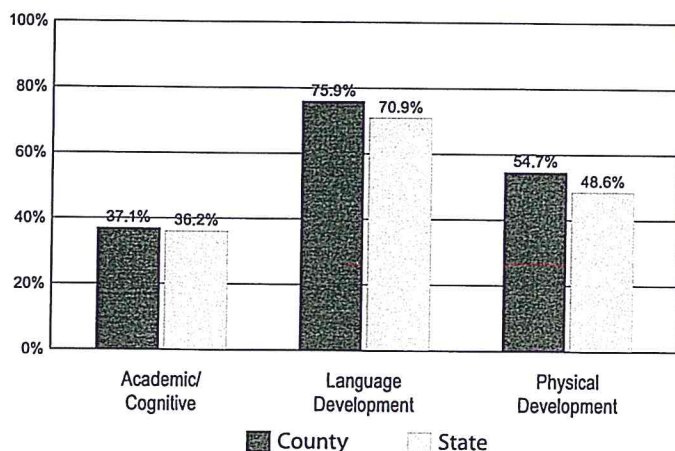


Chart shows percentage of students scoring "average" or "above average". For a detailed explanation, see the technical notes at <http://kcews.ky.gov/reports/earlychildhoodprofiles/>

Results by Social-Emotional and Self-Help Domains

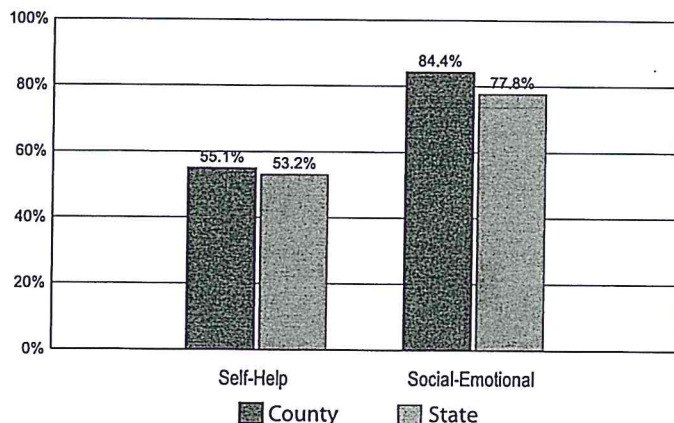


Chart shows percentage of students scoring "average" or "above average". For a detailed explanation, see the technical notes at <http://kcews.ky.gov/reports/earlychildhoodprofiles/>

Early Care and Education Programs

	County	State
Kindergarten	197	53,953
Preschool	103	21,049
At-risk 4-year-olds at or below 150% of the federal poverty level (FPL)	35	9,249
3- and 4-year-olds with disabilities	46	9,468
3- and 4-year-olds over income or other	23	2,333
Head Start enrollment	15	13,841
3- and 4-year-olds income eligible (at-risk 4s at 150% FPL)	12	11,864
3- and 4-year-olds with disabilities	3	1,696
Other (4s over 150% FPL without disabilities)	0	241
Total child care capacity	509	167,746
Children receiving child care assistance (CCAP program)	32	23,969
CCAP at Licensed Centers	32	23,102
CCAP at Licensed Homes	*	155
CCAP at Certified Homes	*	615
CCAP at Registered Providers	*	149
* Data suppressed to ensure confidentiality.		

Third Grade Assessment Results

Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2014-15 school year. They were kindergartners in the 2011-12 school year.

	County	State
Math	54.4%	47.6%
Reading	59.1%	54.3%

Family, Health, and Services

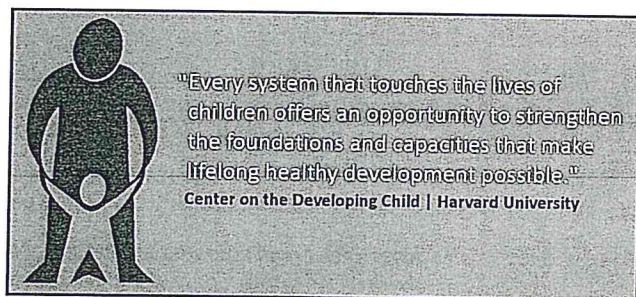
Select Indicators	County #	County %	State %
Number of children:			
0-2 year-olds	501	2.8%	3.8%
3-4 year-olds	423	2.4%	2.5%
Children living below:			
100% poverty	70	5.7%	30.1%
150% poverty	155	12.7%	42.7%
200% poverty	314	25.8%	53.3%
Children 0-17 years old with substantiated child abuse/neglect	53	1.3%	1.9%
Children 0-17 years old being raised by grandparents	191	4.4%	5.4%
Households with non-English language in home	206	3.3%	5.7%
Births to mothers who are not high school graduates**	13	7.2%	16.8%
Births to teenage girls 15-19 years old**	15	27^	41^
Low birth weight babies (born less than 5.5 pounds)**	13	7.0%	8.7%
Preterm babies (born before 37 weeks of pregnancy)	17	9.4%	11.1%

^ Rate per 1,000 females ages 15-19

**Numbers represent 1-year rolling averages calculated from 3-year aggregate data. Rates are 3-year aggregate rates.

Support Services

	County #	State #
Children receiving Medicaid insurance	1,176	476,909
Children receiving KCHIP health insurance	189	44,854
Families served by the First Steps program	18	4,498
Number of families served by the HANDS home visitation program	*	8,119



State and Local Contact

Spencer Co. Community Early Childhood Council Chair

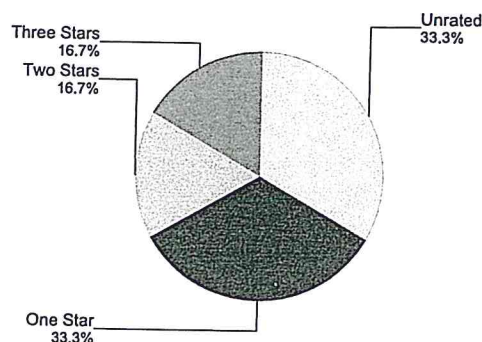
Mary Comer

MComer@ovec.org

Visit the Governor's Office of Early Childhood online at <http://kidsnow.ky.gov> or call 502-782-0200 for more information.

STARS Participation

STARS is the rating and improvement system for licensed and certified child care providers. Participants receive resources and technical assistance to continually improve their quality and their star rating. A higher star rating means the provider is meeting quality standards that help children succeed.



	Child Care Centers		Child Care Capacity	
Rating	Licensed	Certified	Licensed	Certified
STARS	4	0	383	0
Not STARS	2	0	126	0

To find a STAR-rated child care provider in your county, click here: <https://prdweb.chfs.ky.gov/kiccp/public/providersearchpublic.aspx>

Early Childhood Workforce

KIDS NOW Scholarships

KIDS NOW Scholarships awarded to early childhood educators:

	County #	County \$	State #	State \$
College	3	\$ 2,205	968	\$ 845,047
Non-College	1	\$ 420	380	\$ 89,581

To learn more about scholarships, contact a Professional Development Counselor in your county: <http://www.kentuckypartnership.org/about/map>

High School Credentials

Family and Consumer Sciences programs offer high school early childhood students an opportunity to earn industry-recognized certificates and credentials.

	County #	State #
Early Care and Education Orientation Certificate	0	515
Commonwealth Child Care Credential	0	564
Child Development Associate	0	11

For more information about these programs, please visit: <http://education.ky.gov/CTE/ctepa/FCS/Pages/default.aspx>

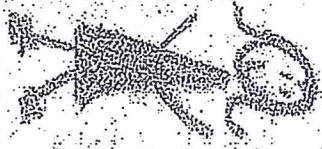
Visit <http://kcews.ky.gov/reports/earlychildhoodprofiles/> for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community. For school and district Kindergarten readiness data, please visit the Kentucky Department of Education's Open House website at <http://openhouse.education.ky.gov/>

KINDERGARTEN: LESS PLAY, MORE ACADEMICS

Researchers at the University of Virginia compared the views and experiences of kindergarten teachers in 1998 with those of their counterparts in 2010, and found dramatic differences in what teachers now expect of pupils and how they have structured their classrooms. Generally, teachers now expect children to come in knowing much more, spend more of the day in literacy and math instruction, and devote less time to nonacademic subjects such as music and art. Some excerpts from the findings:

1998 2010

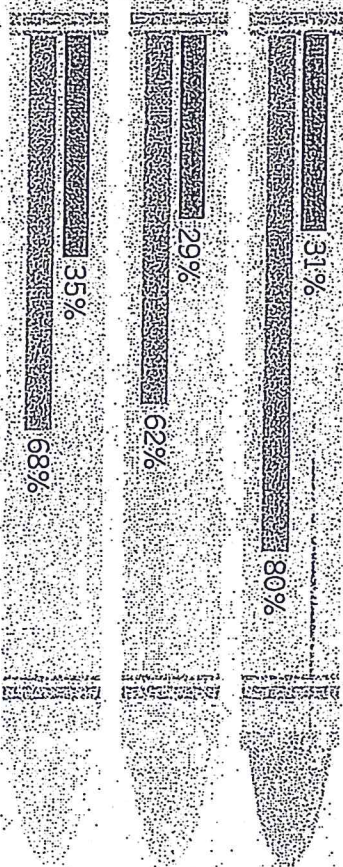
TEACHER BELIEFS



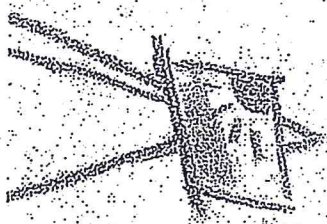
Percent of teachers who believed students should learn to read in kindergarten.

Percent of teachers who believed parents should make sure their children know the alphabet before they start kindergarten.

Percent of teachers who believed it was important for children to enter kindergarten knowing how to use a pencil and paintbrush.



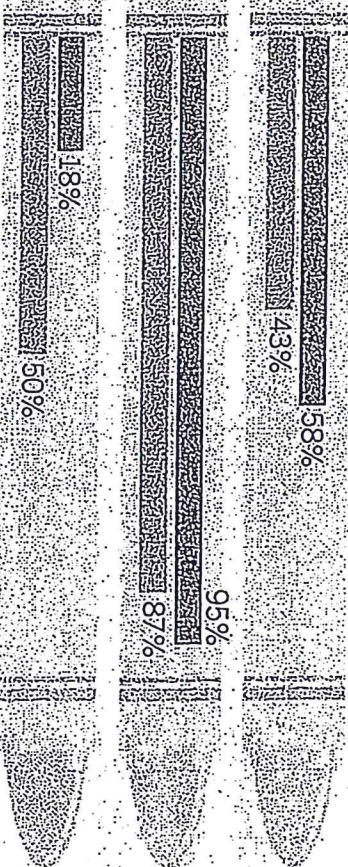
CURRICULUM FOCUS



Percent of kindergartens that had dance or creative movement at least weekly.

Percent of kindergarten classrooms that had art instruction at least weekly.

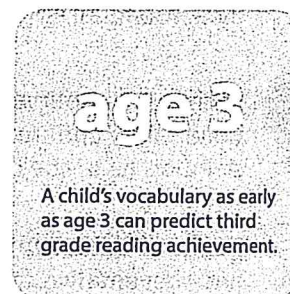
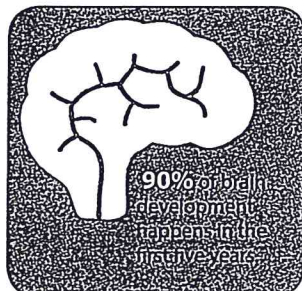
Percent of kindergarten teachers who reported never doing any theater activities with their students.



Monthly Message:

WHY THE EARLY YEARS MATTER

In Kentucky, 50% of children are considered kindergarten ready.



Every parent wants their child to be prepared, not behind. But what can be done to give each child a great start? A great start begins before birth. Healthy pregnancies lay the groundwork for healthy development. Pregnant mothers who make healthy choices and get prenatal care give their children the best chance of a good start. Once born, babies are eager learners. Every second, their brains make more than 700 connections. In the first five years of life, ninety percent of the brain is shaped. It develops mainly through the quality of experiences the child has with adults. Nurturing and responsive relationships help their brains grow best. Negative experiences, such as abuse and neglect, actually change the chemistry of the brain leading to lifelong impacts on learning, behavior and health. Raising children well from the start is easier and more effective than repairing the damage created later in life.

School readiness happens long before kindergarten. It begins in a child's first classroom, the home. As your child's first and most important teacher, you provide the building blocks your child needs to thrive. Many families provide the tools children need to have a great start. The key is being intentional. Brain building can be as simple as talking, reading and singing to your child daily.

The quality *and* quantity of language children are exposed to matters. Engaging in back and forth conversations, even before your child can speak, is important. It communicates value and encourages your child to try to communicate. The more words children hear, the more words they'll know. A child's vocabulary as early as age 3 can predict third grade reading achievement. Reading at grade level by the end of third grade is an important predictor of school success. Feed your child a healthy diet of words by talking throughout the day. Changing diapers, running errands and cooking are great opportunities for conversation. While tempting, do your best to avoid using baby talk.

For many families, child care providers are partners in raising their children. The most active hours of the day should be spent engaging in high quality learning through age appropriate play. Early care programs are also great environments for children to develop social and self-regulation skills like sharing and listening. Children who attend high quality early childhood education are less likely to drop out of high school, become teen parents, go to prison or require special education. The benefits of a healthy childhood outweigh the time and resources it takes to make sure a child's physical and emotional needs are met.

School Readiness in Kentucky

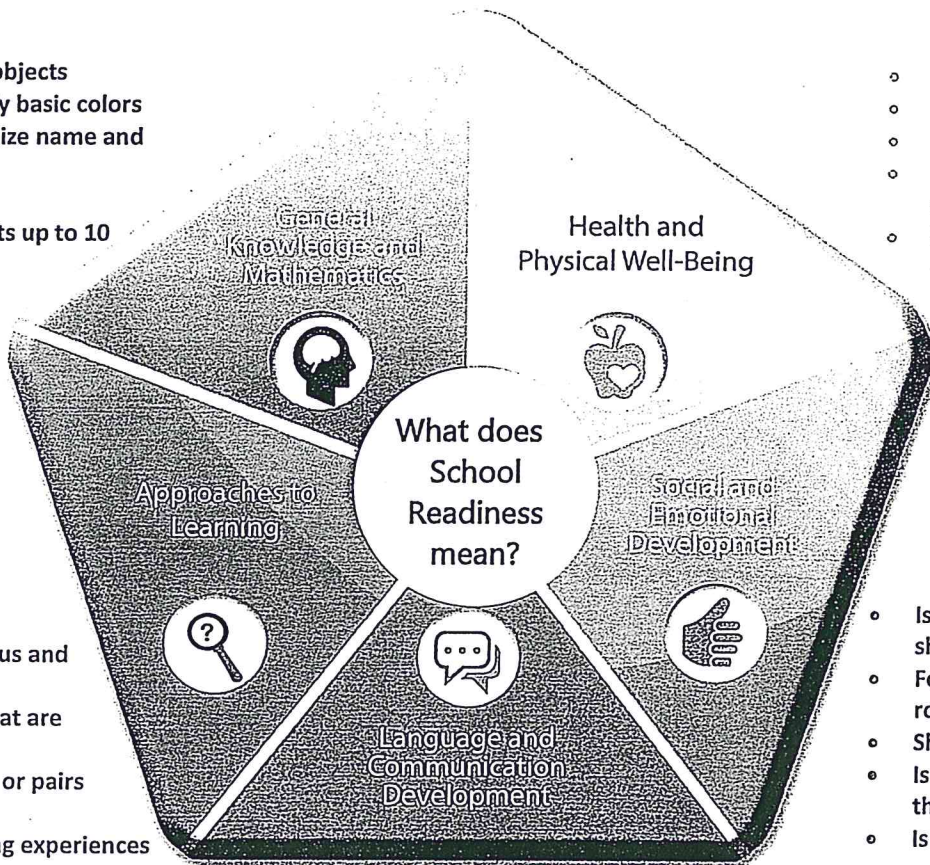
School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be
Ready to Grow, Ready to Learn & Ready to Succeed.



- Sorts and classifies objects
- Is learning to identify basic colors
- Is learning to recognize name and general shapes
- Counts up to 30
- Counts sets of objects up to 10



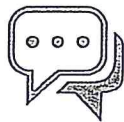
- Eats a balanced diet
- Gets plenty of rest
- Receives immunizations
- Receives regular medical and dental care
- Runs, jumps and does other activities



- Child is curious
- Has the ability to focus and listen
- Continues in tasks that are challenging
- Child plays in groups or pairs based on interest
- Child initiates learning experiences



- Is learning to play and share with others
- Follows simple rules and routines
- Shows curiosity
- Is learning to explore new things
- Is learning to work alone



- Knows full name
- Is learning to write own name
- Uses pictures to tell stories
- Is learning home address
- Speaks in five or six word sentences

The skills listed in the diagram above are helpful for children to know before entering Kindergarten. The indicators included represent the hopes and aspirations for incoming students, not the expectations. Kentucky recognizes that children develop and learn at different rates and times. Not every child will master all of the skills and behaviors listed above prior to Kindergarten. These skills and behaviors are NOT USED to determine school eligibility. In Kentucky, all children who meet the legal age requirement are entitled to enter public school.

Families, early care and education providers, schools and community partners must work together to provide developmental experiences that promote growth and learning, to ensure that all children enter school eager and excited to learn. The purpose of this definition is to give parents, child care and preschool, and communities an overview of the expectations of schools for incoming students and to help families and communities prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.