

DOWNLOAD PDF READY TO LEARN OR READY FOR SCHOOL? : GETTING READY VS. READINESS

Chapter 1 : Getting children ready for school | Oxfordshire County Council

Factsheets for parents. These factsheets are to help you support your child get ready for school. It's not about the RAW (reading, arithmetic and writing) skills - rather helping children be curious, confident and ready to learn.

Highlights of the State Early Childhood Block Grant - state funds support preschool programs for economically disadvantaged children. Healthy Families - offers home visits to struggling families including: The budget for Healthy Families was doubled in fiscal year to reach more than 4, families. K-3 Reading legislation - expands the requirements for school districts and charter schools to provide quality reading instruction. The law requires districts to assess student progress in reading and plan effective interventions. Districts must also conduct curriculum evaluations and teacher training. Any pupil in third grade who does not meet or exceed reading standards shall be provided with intensive reading instruction. Arizona Learns Initiative - establishes four accountability classifications for schools and requires the Arizona Department of Education to define them using specific measures: The designations will be publicized. Governing boards are required to implement school improvement plans for under performing and the state department of education provides teams to assist. Child Care Subsidies - Since March thousands of families have been turned away from child care due to funding shortfalls. Without help for child care, parents are forced to quit their jobs, turn to welfare or leave their children in unsafe situations. A waiting list of approximately 6, children will remain. By December , a study committee will recommend how to fund and expand the program statewide by The Arizona Board on School Readiness The State Board on School Readiness was created by Executive Order in August to reduce duplication and fragmentation, leverage public and private investment and advise the Governor and legislature on effective strategies so that more Arizona children start school ready to succeed. The office acts as a clearinghouse for information relating to children, in addition to coordinating funding for a variety of research projects and direct services such as Head Start and afterschool programs. The staff has individual areas of expertise e. Staff of this office also participates in other government commissions; many of these commissions have private sector partners. Due to federal funding requirements, the Division for Children is currently focusing on issues of juvenile justice. These indicators will be tracked regularly over time at state and local levels. A Getting Ready For School data report and a Kindergarten Readiness Checklist brochure have been published identifying the indicators for the state. Act 35 of of the 2nd Extraordinary Sesson of the Arkansas 84th General Assembly requires the Arkansas Department of Education ADE to implement a developmentally appropriate uniform school readiness screening and establish a concise system of reporting the performance. Beginning with the school year, the ADE shall require all school districts to administer a statewide uniform school readiness screening to each kindergarten student upon entry of school. The state mandated screening tool will be administred within a given time frame. Act of created Arkansas Better Chance for School Success, an expansion of the state-funded preschool program. The money to fund education reform will come from the following bills: ABC is a publicly funded preschool program for 3 and 4 year-old children who are characterized as at-risk of school failure. Any willing provider or school may apply. A logitudinal study is being initiated, students will be tracked through a standardized assessment from entry into the program until 4th grade and all programs will utilize the kindergarten readiness screening. No new group has been appointed to continue their work. CCFC has made school readiness its framework for funding and evaluation. CCFC identified five focus areas within school readiness: The California Department of Education, Child Development Division has revised its approach to evaluating the child care and development services it provides to move away from a process-oriented compliance model and towards a focus on the results desired from the system. The Commission was designed to provide, on a community-by-community basis, all children prenatal to five years of age with a comprehensive, integrated system of early childhood development services. Through the integration of health care, quality child care, parent education and effective intervention programs for families at risk, children and their parents and caregivers are provided with the tools

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necessary to foster secure, healthy and loving attachments. Commissioners are appointed from the public and private sector, including state legislators, representatives from the Department of Education, doctors, and actors. The Commissioners meet monthly. We are closing the achievement gap for high risk kids. Implementation of a school readiness bill to improve ECE in low performing elementary schools. Ready to Succeed Partnership leads Denver metro initiative with seven partners. Developed indicators and tracking changes over five years. Use of tobacco settlement funds to bring nurse home visitation program to Colorado. Policy Issues Implement the comprehensive plan of the Colorado Child Care Commission the plan is in the works and first of ten established goals is All children will enter school ready to succeed. Support and expand mental health services for families with young children. The Commission consists of 6 legislators and 9 governor appointees. Its charge over the next three years is to study the role of government in child care issues and develop a long range plan for the state. The program is more family and provider friendly. Maintenance or expansion of funding and eligibility in state child care subsidy program. Compensation and training initiatives for caregivers. Consultation on health, mental health, education and disabilities for childcare providers. This bipartisan commission works to oversee matters concerning children and youth. Both public and private sector representatives serve on the commission. How is Connecticut Doing? The cabinet secretaries from Health Services, Families and Children, Education, Arts and the Humanities, all serve on the Authority along with judge executive, mayor, legislators, higher education, foundations, labor, citizens at large representing the Urban League, United Way of Kentucky, Business, Planning Commission. However, all of the recommendations must go to the Early Childhood Development Authority for approval. MAINE Maine Indicator List Highlights of the State Maine has been selected to be part of the National Infant and Toddler Child Care Initiative designed to provide technical assistance, consultation and resources to states to support efforts to effect system-wide improvements in infant and toddler child care. Maine is developing a plan of work that includes: Universal access to quality early care and education will be a focal issue of the Early Childhood Task Force Comprehensive Systems Grant. The final indicators selected in the SRI project will be used as appropriate to monitor desired outcomes from the implementation of the system changes as outlined in the ECCS plan. The Commissioner of the new department, John R. Nicholas, was confirmed in late April The proposed detailed structure of the new department will be presented to the legislature in January This public-private partnership will create an affordable health plan and invest in public health and disease prevention to assure every man, woman and child in Maine has affordable quality care through a reliable and accessible health care system. Maintain and, if possible, expand access to child care subsidy program for low income working families while improving quality of child care programs. Maintain and, if possible, expand access to Early Head Start and Head Start Improving preschool teacher preparation by considering revisions to preschool certification and working with higher education to improve access and relevance of preschool teacher preparation. Development of a Department of Health and Human Services which merges the formerly independent departments of mental health and human services. The Cabinet has six goals: This body is comprised of Commissioners from three state agencies: This council is a great example of how Massachusetts is working to bring together departments who commonly work with the same populations. Massachusetts is pleased to embark on this process involving collaboration between multiple public and private agencies already working for the betterment of its children and families. For the first time in state history different agencies are working together, sharing information and centralizing their missions to give young children the best opportunities for learning possible. Our indicators will eventually help us create a "report card", not for the children themselves but for us, as policy makers, providers, families and citizens. Massachusetts understands that this is a learning process for everyone involved and we hope to create a flexible model that can adjust to the changing future. Policy Issues The policy issues for the state are complex and involve multiple parties. Our top priorities are children and their families and these issues reflect that commitment:

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Chapter 2 : Home Page | Minds-in-Motion | Programs for Children and Adults

Book and Print Awareness - Getting Ready to Read Learning the Alphabet - hands-on printables for learning letters and their sounds 3 Skills Kids Need for Reading {a 7-day series}.

What is School Readiness? What do we mean by School Readiness? Since , one of the top national educational goals has been that all children in America will start school "ready to learn. Readiness needs to be defined in broad developmental terms so that the uniqueness of each child is preserved and respected. The National Education Goals Panel definition of school readiness covers three key areas: Early Care and Education 2. Parenting and Family Support 3. Health and Social Services 4. These studies have contributed to a growing awareness of the importance of quality early education and prekindergarten experiences. Research indicates that preschoolers who attend high quality programs: Enter kindergarten with skills necessary for school success. Show greater understanding of verbal and numerical concepts. Are more socially competent. Show ability to stay with an activity longer. Are more likely to make typical progress through the primary grades. Are less often placed in special education classes. Are less likely to be retained in kindergarten. What does a quality PreKindergarten experience look like? These skills are acquired through the development of close relationships, shared conversations and a nurturing environment. Preschool teachers guide children in learning social skills that include responsibility and self control. Social emotional skills are developed through the shared activities a of developmentally appropriate well designed preschool classroom environment. Preschool social emotional components are: Self awareness and regulation.

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Chapter 3 : School Readiness Initiative | Community Foundation Boulder County

increase school readiness of young children learning." 3. The term school ready therefore can be interpreted as an attempt to measure this diversity, to capture.

Getting children ready for school Getting children ready for school Information and ideas to help your child be ready for their first day at school. Is your child ready? Ask yourself these questions to see if your child is fully prepared to start school. Are they able to dress themselves? Are they becoming confident and able to make friends? Can they go to the toilet on their own? Can they listen to others with understanding? Can they explain how they feel? The topics below will give you ideas on how you can help your child get ready for school.

Learning and exploring Babies are born learners full of curiosity. Curiosity is the need to learn and explore. This is a good thing, because the more curious a child is, the more they will learn. How can you help? Support your child to develop their curiosity by following their lead if they show an interest in something. Answer their questions simply or ask them questions to stimulate their thinking. Show them that the world around them has lots of interesting things happening by talking about what you see around you. Looking after themselves As your child gets older, they will learn to do more things for themselves – from putting on their own socks to getting their own bowl of cereal in the morning. Most children will have the basic self-care skills mastered around their fourth birthday. Being able to take care of these needs independently will help a child to feel confident and in control. Support your child to develop these skills by encouraging them to try and recognise their attempts to learn by telling them how proud you are. Children need to be toilet trained where possible when they start school and be independent with dressing skills. Be flexible about the mess in the bathroom or the uncoordinated clothes. Try not to step in too quickly when they are learning new skills, they sometimes take time to master! Being confident When children feel confident and believe in themselves, they are more willing to take on new challenges, a key ingredient for school success. Self-confident children see other people like them and expect relationships to be satisfying and fun. Support your child to develop their confidence by establishing routines so that they know what to expect to feel safe and secure. Give them chances to practise things and small problems to solve so they can recognise how good success feels. As they get older, give them responsibilities such as feeding pets or laying the table. Also encourage them to ask for help when they feel they need it too.

Self-control Self-control is the ability to express and manage feelings in appropriate ways and is essential for success in school. It enables children to cooperate with others, to cope with frustration and to resolve conflicts. Young children learn these skills through interactions with others and guidance from you. Support your child to develop self-control by teaching them acceptable behaviours such as looking after their toys or putting rubbish in the bin. Also, by letting your child know that their feelings are understood you can help them to learn to calm down and regain control. Play turn taking games with your child, as waiting helps them to develop self-control too. Making the right choices Giving children choices is also important for helping them feel in control. A child who is unable to control themselves may struggle to get along with other children, to fit into routines and accept boundaries when at school. A baby first gains control of their head and trunk before mastering control of their limbs. This provides them with the skills needed for sitting, crawling, standing and eventually walking and running. Try using instructions like under, over, up, down to help them develop their understanding. Take a trip to the park and encourage them to practise balancing, jumping and swinging. Talking and listening Good communication is at the heart of all learning. This helps them to become good communicators and eager readers. Children will initially understand more than they say, so give them simple instructions to follow. The more you talk to each other the more words they will learn. Speak clearly and in sentences, this will help them to talk clearly to others. Make up or read stories, sing songs and silly rhymes; children love it when you use their names in these. More information and support can be found at:

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Chapter 4 : School Readiness Infographic – ZERO TO THREE

This report was developed in partnership with Ready At Five. It lays out the critical importance of children starting school fully prepared to succeed in kindergarten. Most importantly, the report shares what everyone has learned from the Maryland Model for School Readiness (MMSR) data.

Visit an application site near you to complete an application in person. Chicago, IL 9am-5pm S. Chicago, IL 9am-5pm W. Chicago, IL 9am-5pm Additional opportunities to submit applications are available throughout the year. For more information on this, please check the CPS calendar or call At the time of application, you will have an opportunity to select a school of your choice based on availability. Please follow the links above or call us at Complete registration at your accepted school. Once you have accepted a placement at a school, a visit to complete the registration packet should be scheduled between you and the school. This provides you an opportunity to not only complete additional required forms but also familiarize yourself with the classroom environment and school culture. Parent Resources Prekindergarten is a major milestone in the life of a child! Help your child prepare by talking about what school might be like. Ask your child what they are thinking and feeling about going to school. Remember, what seems normal to adults may seem very overwhelming or frightening to a child at first. Feeling nervous, scared, excited, or unsure are all normal feelings. Be positive and supportive - prekindergarten will start your student on the path to becoming a lifelong learner! Consider checking out a few of these books from the library: As the parent, you have valuable information about your child that can allow the teacher to better help your child. Write down any questions you would like know about your child at school. Some questions might include: What are the expectations for my child? How is my child doing at school? Can you show me data about how my child is doing? How can I be involved in the classroom even if I work during the day or have other commitments? Are there other resources at school I should be aware of that can help my child? Decide on a plan together. Write down what you and the teacher will each do. Make a plan to stay in touch. Share which mode of communication is best for you—phone calls, texting, email, notes home, etc. Afterwards, talk to your child about what you learned. The meeting was all about your child! Talk to your child and listen to their responses. Ask them questions about what they are thinking and feeling and respond supportively. Young children ask a LOT of questions. It can be overwhelming! However, asking questions is how young children learn. Look up the answer together online or in a book or even talk about what your best guess might be. Read aloud to your child. Encourage your child to draw and write—in a journal, on scrap paper, anywhere! Share your interests with your child and encourage them to tell you about what they are interested in. Go to the library together, or to play at the local park. Praise your child for hard work and trying again—this teaches your child to keep going, even when they are faced with a challenge.

Chapter 5 : Ready for School, Ready for Life – Guilford County's early childhood initiative

For more than a decade numerous policies, meetings, articles, studies and debates have been centered on a simple declarative statement – “all children in America will start school ready to learn.”

Chapter 6 : CPS : Early childhood : Birth to Pre-K Programs

How do children become ready for school? Learn how school readiness begins at birth.

Chapter 7 : What is School Readiness? - Early Childhood Education

By Editors, NCLD Staff. This is a short checklist that helps you keep track of skills that children have mastered as they

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move through the pre-kindergarten year.

Chapter 8 : Rhode Island KIDS COUNT > Issue Areas > Early Learning & Development > Getting Ready

Learning some "school skills" like lining up and raising hands before transitioning to school will certainly help make the transition to formal schooling easier; however, the best way to get your kids ready for school is giving them the chance to fully explore and experiment in an environment with caring adults who guide, support, and extend.

Chapter 9 : Getting Ready for Kindergarten | Columbus OH

Domain of Learning Card: Build your child's math skills by counting. Easy-to-read card for parents/families and early childhood professionals that provide information on mathematical thinking that promote school readiness.