

## The Kansas Vision for School Readiness

School Readiness occurs when families, schools, and communities support and serve children effectively so that all children have the ability to succeed in various learning environments.

**Kansas children will be ready to succeed in school when—**

- **Each child has a safe, healthy, nurturing learning environment from birth to school age.**
  - Parents have the skills, knowledge and abilities to make well-informed choices and assist children in reaching their potential.
  - Professionals have the training, skills, and knowledge to encourage and enhance children's learning.
- **Kansas has an integrated, comprehensive system of programs for families and children.**
  - Agencies and providers work together to support families and children.
  - Measures of success for the system are clearly identified, tracked, and used to make modifications in programs.
  - Kansas is nationally known for quality child care and education, thus attracting businesses and families.
- **Kansans strongly support programs that ensure school readiness.**
  - Adequate financial and human resources are available statewide.
  - Public-private collaborations ensure that all children have the opportunity to succeed.
  - Early education is promoted as a profession by training and compensating personnel appropriately.

## Guiding Principles for School Readiness

- Children are born ready to learn and their families and caregivers are their first teachers.
- Learning is a lifelong activity and every environment is a learning environment. Positive early experiences support school readiness.
- Children's success in school and in life is everyone's responsibility. Children, families, schools, and communities all need to be prepared to support success.
- School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, intellectual, and language.
- Integrated services must be available to all children, appropriate to the age, abilities, and culture of each child.
- Children enter school ready to learn regardless of a wide range of cultural backgrounds, learning experiences and differences in abilities. Such differences may require adaptations of traditional education.
- There is a strong, direct connection between the early years and later success in school and life. Public policy and resource allocation must demonstrate that children are a high priority to Kansans.

**FAMILY GOAL: Children live in safe and stable families that support learning.**

Indicator: Mothers receive adequate prenatal care.

- % of pregnant women who receive adequate prenatal care
- % of pregnant women who receive prenatal care beginning in the first trimester of pregnancy.

Indicator: Mothers are high school graduates.

- % of infants born to mothers with at least a high school degree

Indicator: Children live in homes free of violence.

- Number per 1000 of substantiated child victims of abuse and/or neglect, ages birth-17
- Rate of domestic violence
- Rate of intentional injury among children under age 5

Indicator: Children live in families that can afford basic necessities.

- % of children living in families earning at least 200% of federal poverty level

**COMMUNITY GOAL: Children live in safe and stable communities that support learning, health, and family services.**

Indicator: Early childhood programs are high quality.

- % of teachers with a CDA (Child Development Associate credential), teacher license or degree in early childhood
- Annual turnover rate of center staff
- Licensed & registered family home providers: ratio of opening to total per year
- Licensed & registered family home providers: ratio of closing to total per year
- % of programs rated as high quality

Indicator: Early childhood programs are available.

- Child care capacity
- Preschool capacity
- % of eligible children served by Early Head Start
- % of eligible children served by Head Start

% of elementary schools that have early childhood programs

Indicator: Early childhood programs are affordable.

- % of median monthly income used for infant/toddler care
- % of median monthly income used for preschool-age child care

Indicator: Children have regular access to health care services.

- % of children with a primary health care provider
- % of 3<sup>rd</sup> graders who have received sealants on at least one permanent molar
- % of children without health insurance
- # of mental health programs in community

Indicator: Children live in safe and stable communities.

- Rate per 1,000 population of crimes against property
- Rate per 1,000 population of crimes against persons
- % of school-age children (K-grade 6) who participate in licensed and regulated school age programs

Indicator: Family support programs are available.

- % of communities with family literacy programs
- % of communities with family resource centers

**SCHOOL GOAL: Children attend schools that support learning.**

Indicator: Schools provide high quality learning environments.

- Average teacher/child ratio in K-1 classrooms
- % of schools with a nurse:student ratio less than or equal to 1:750
- % of schools that provide all-day, every day kindergarten

Indicator: Teachers provide high quality classroom learning environments.

- % of K-3<sup>rd</sup> grade teachers with early childhood licensure or endorsement
- % of K-3<sup>rd</sup> grade classrooms rated as high quality

Indicator: Schools have strong relationships with families and communities.

- % of school districts passing bond issues on first vote
- % of parents attending parent-teacher conferences in elementary school
- % of schools with formal transition plans between early childhood settings and kindergarten

## **CHILD GOAL: Children are prepared to succeed in school.**

(Note: All indicators and measures reflect skills appropriate to the age and ability of the child.)

### Indicator: Children are physically healthy.

- % of kindergartners with up-to-date immunizations at age 2
- % of kindergartners who are above appropriate BMI for age
- % of kindergartners who receive services as a result of hearing screening
- % of kindergartners who receive services as a result of vision screening

### Indicator: Children demonstrate motor development appropriate to age and ability.

- % of kindergartners who demonstrate fine motor skills appropriate to age and ability
- % of kindergartners who demonstrate gross motor skills appropriate to age and ability

### Indicator: Children have the social/emotional competencies to succeed in school.

- % of kindergartners who appropriately control their impulses
- % of kindergartners who use words appropriately to resolve conflict
- % of kindergartners who appropriately function in group activities
- % of kindergartners who appropriately establish and maintain relationships with peers and adults

### Indicator: Children have the communication and literacy skills to succeed in school.

- % of kindergartners who are able to communicate ideas, interests, and understandings
- % of kindergartners who demonstrate phonemic awareness
- % of kindergartners who can retell a story that is read or told to them
- % of kindergartners who use age appropriate/developmentally appropriate 'writing' to communicate ideas

### Indicator: Children are eager to participate in the learning process.

- % of kindergartners who solve problems appropriately
- % of kindergartners who show persistence in completing a task
- % of kindergartners who approach tasks with inventiveness and flexibility
- % of kindergartners who are alert and participate in classroom activities