EARLY CHILDHOOD & SCHOOL READINESS
What can we do to promote success in kindergarten, school, and life?

Kansas Vision for School Readiness

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

Family Goal: Children live in safe and stable families that support learning.
Community Goal: Children live in safe and stable communities that support learning, health, and family services.

School Goal: Children attend schools that support learning.

Child Goal: Children are prepared to succeed in school.

School Readiness Project: 2005-08

- Children are entering Kindergarten with good oral language skills.
- Children have adequate social skills—school skills that help them function in a group.
- Parents' reading to their children helps their language and literacy skills.
- Children from low-income families, those who speak English as a second language, and those with IEPs do not have as high a level of skills in all domains of learning.
- Kindergarten teachers teach skills! All children improve over the year, but the gap between those who come in with lower skills and those with higher levels of skills, while narrowing, does not disappear.
- The order of skill level results in the eight KELI domains is the same for children who have an IEP as for those who do not have an IEP. For example, all children exhibit their highest skills level in the areas of work habits (highest) social development, and oral communication, no matter if the child had an IEP or not.

Every environment is a Learning environment!!

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