

Kindergarten Readiness CAN

Fifth Meeting

Gulf Power Auditorium
30 March 2017



Welcome/ Overview



Vision

Every Generation Achieves Success – Cradle to Career

Mission

*To Align our Community Resources so
Everyone is Empowered to Achieve Success*

Escambia County School District – Title One

Dr. Laura Colo

ECSD Title I

- Responsibilities: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.
- Service Area: Escambia County Schools
- Years in Operation: Since the inception in 1965
- Funding Sources: Department of Education
- Key Contact: Laura Colo, Director of Title I
lcolo1@escambia.k12.fl.us, 595-695 ext



- Overall organizational outcomes: Every child achieves school readiness. Every student achieves academic success. Every student achieves graduation.
- Contributing indicators: School Readiness, Academic Success, Graduation
- Parent education/engagement components: We are required to spend 1% of the budget to provide activities that “build the capacity” of parents to help their children with academics.
- Greatest Challenge: Complexity of problems contributing to poverty
- Greatest Opportunity: Collaborating with other community partners to build a common understanding of needs and solutions.
- Bright Spot: Increased family involvement



- Goals: To provide a positive, high quality environment to increase school readiness and build a foundation for future success.
- Participants: 500+ children in 34 classrooms at 14 sites.
- Key Partners: Exceptional Student Education, Migrant Education Program, Head Start Collaboration, Early Learning Collation, FL DOE
- Contributing indicators: Enrolled in a high quality early education program, Enrolled in VPK program
- Program outcomes: Percent of children kindergarten ready, Percent of students proficient in each of the four measures of the VPK assessment

Help us advertise! Like us on Facebook "Escambia County School District Pre-K"

Migrant Education Program



- Goal: to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or GED) that prepares them for responsible citizenship, further learning, and productive employment.
- Participants: Eligibility is for children through age 21 who move with parents or guardian that seek seasonal or temporary agricultural or fishing related work. Older youth who move on their own to seek seasonal or temporary agricultural or fishing work are also eligible. About 250 students are served.
- Years in existence: Since the inception of Title I in 1965
- Key Partners: VPK/ELC, ESOL, FL DOE
- Contributing indicators: Enrolled in a high quality early education program, Enrolled in VPK program, 1st grade retention rate, Freshman on track
- Program outcomes: Percent of children Kindergarten ready, Percent of students proficient in each of the four measures of the VPK assessment, Percent of students proficient in reading/math, High school graduation rate.



Homeless Student Services



- Goals of Program: To assist homeless students in accessing the same free and appropriate public education services provided to all other children.
- Participants: Children and youth who lack a fixed, regular, and adequate nighttime residence. Annually serve about 2000 students.
- Years in existence: Since the inception of the McKinney-Vento Homeless Assistance Act in 1987 (30 years)
- Key Partners: FL DOE, ECSD Transportation Department, ESCAROSA Homeless Coalition
- Contributing indicators: Percent of students chronically absent
- Program outcomes: Enrolled in VPK program, Percent of students proficient in reading & math, High school graduation rate

Studer Community Institute

Shannon Nickinson

Build a brain, build a life



Studer Community Institute

Our mission is to improve the quality of life in the Pensacola metro area.

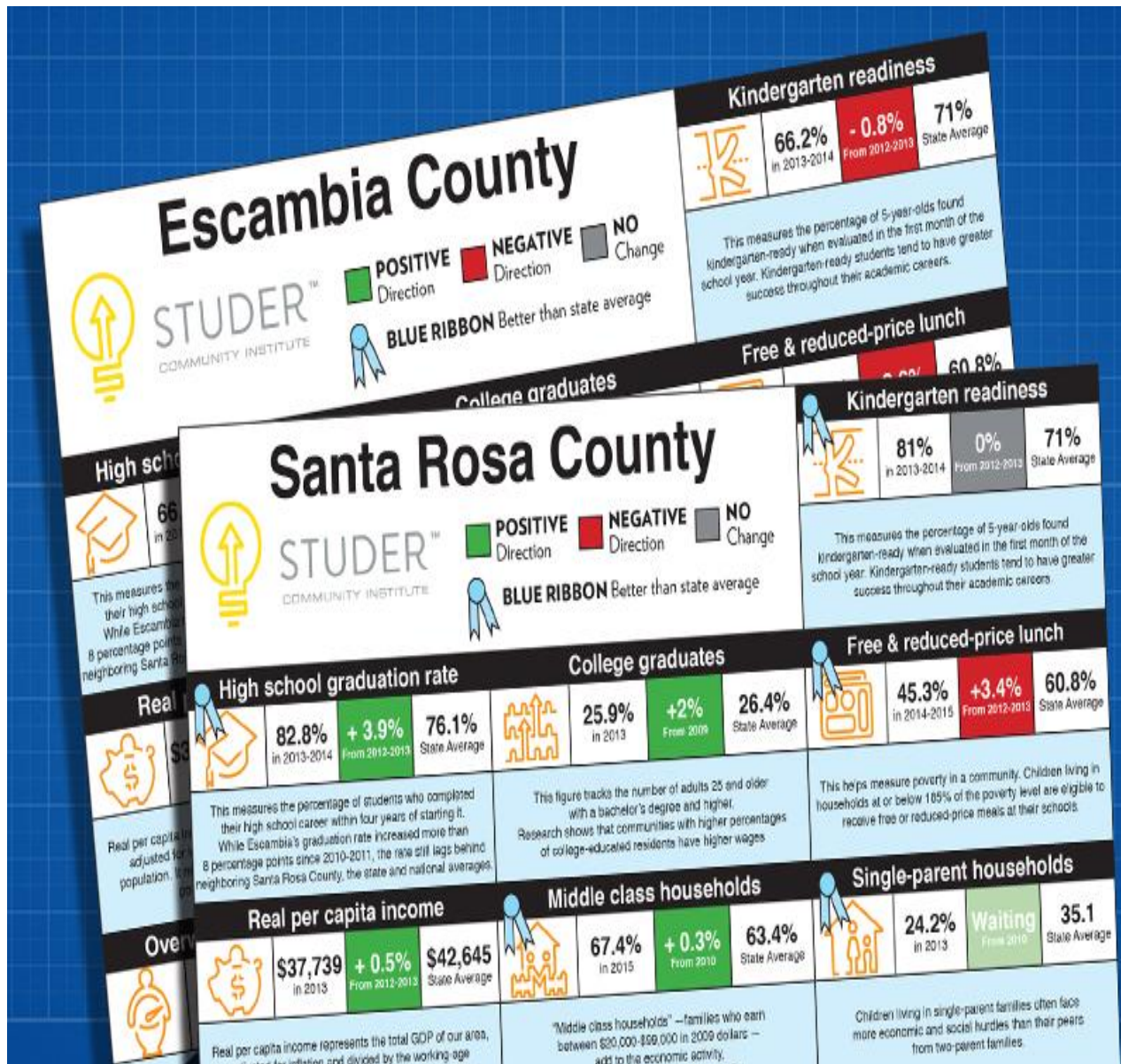
We believe **job creation** and **education** are the key ways to do that.
We focus our research and content creation in two areas:

- Training and development for businesses, nonprofits and employees.
- Early education to help parents understand — and use — the power of language to boost brain development.



Pensacola Metro Dashboard

16 metrics to provide an at-a-glance look at the area's growth, educational attainment, economic prospects, safety and civic life.



Driving citizen powered change.



Driving citizen powered change.



\$39,860

In Escambia County, a single parent family lives on a median income of \$39,860 a year. The family is led by a mom, her income is \$33,760 a year.

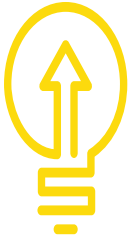
Monthly income — \$3,321.

Housing (35% of monthly income) — \$1,162.

Childcare (49% of monthly income) — \$1,627.

Left with — \$532 for all other expenses.





Pockets of Poverty

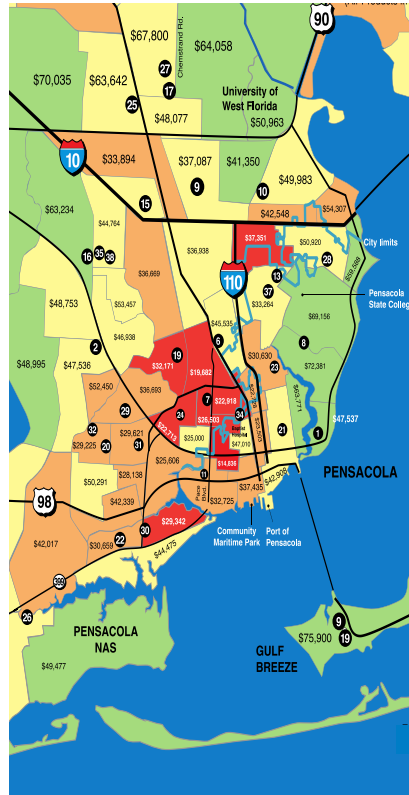
MEDIAN INCOME

ESCAMBIA COUNTY
Median income: \$43,918

SANTA ROSA COUNTY
Median income: \$57,703

In each tract, the median income is listed for 2014 based on U.S. Census data. The median is the number in the middle of a series of numbers. When it comes to income, for example, it means half of the people in the area earn more and half earn less.

- GREEN**
Indicates areas where 5 percent or less of the households with children live below the poverty line.
- YELLOW**
Indicates areas where between 5 and 10 percent of households with children live below the poverty line.
- ORANGE**
Indicates areas where between 10-18 percent of the households with children live below the poverty line.
- RED**
Indicates areas where 19 percent or more of the households with children live below the poverty line. Eight tracts in Escambia County have 19 percent or more of the households with children in poverty. The average median income for those areas is \$22,835.



Elementary schools

1. A.K. Suter Elementary
2. Bellview Elementary
3. Beulah Elementary
4. Blue Angels Elementary
5. Bratt Elementary
6. Brentwood Elementary
7. C.A. Weis Elementary
8. Cordova Park Elementary
9. Endley Elementary
10. Ferry Pass Elementary
11. Global Learning Academy
12. Helen Caro Elementary
13. Holm Elementary

ESCAMBIA COUNTY SCHOOLS

14. Jim Allen Elementary
15. Lincoln Park Elementary
16. Longleaf Elementary
17. McArthur Elementary
18. Molino Park Elementary
19. Mondair Elementary
20. Myrtle Grove Elementary
21. N.S. Cook Elementary
22. Navy Point Elementary
23. O.J. Semmes Elementary
24. Oakcrest Elementary
25. Pine Meadow Elementary
26. Pleasant Grove Elementary
27. R.C. Lipscomb Elementary
28. Stone Heights Elementary
29. Sherwood Elementary
30. Warrington Elementary
31. West Pensacola Elementary

High Schools

32. Escambia High School
33. Northview High School
34. Pensacola High School
35. Pine Forest High School
36. Tate High School
37. Washington High School
38. West Florida Tech High School

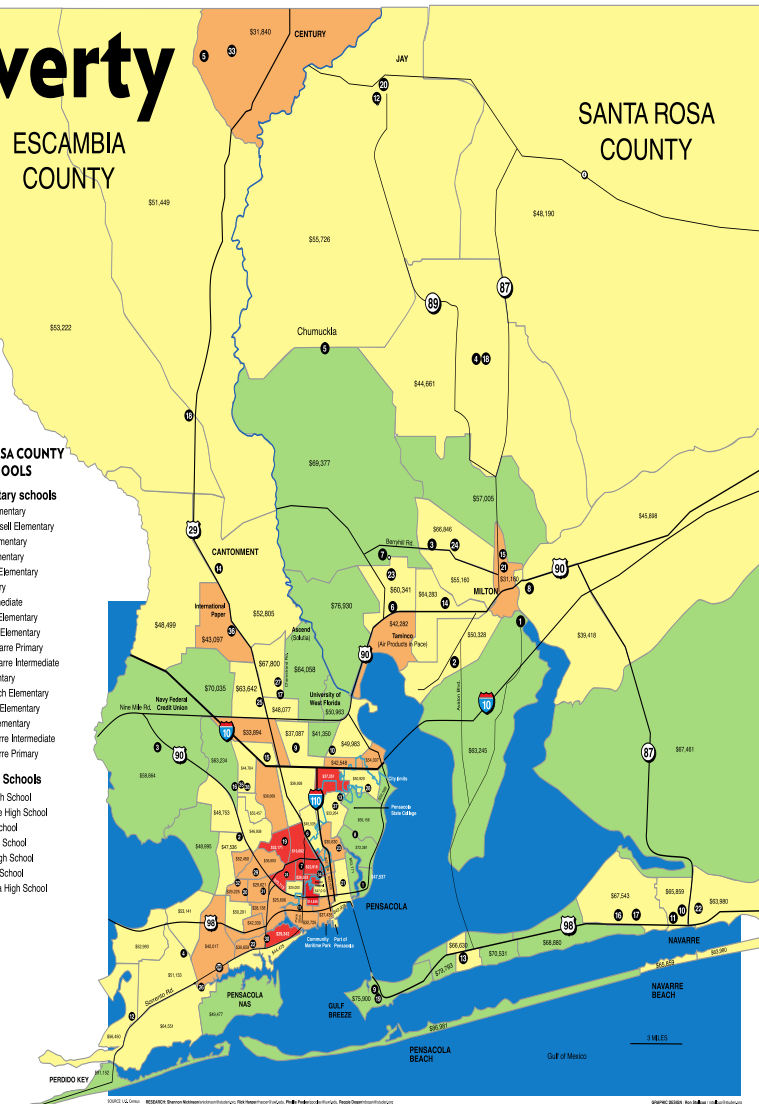
SANTA ROSA COUNTY SCHOOLS

Elementary schools

1. Baggett Elementary
2. Bennett Russell Elementary
3. Berryhill Elementary
4. Central Elementary
5. Chumuckla Elementary
6. Dixon Primary
7. Dixon Intermediate
8. East Milton Elementary
9. Gulf Breeze Elementary
10. Holley-Navarre Primary
11. Holley-Navarre Intermediate
12. Jay Elementary
13. Oriole Beach Elementary
14. Pea Ridge Elementary
15. Rhodess Elementary
16. West Navarre Intermediate
17. West Navarre Primary

High Schools

18. Central High School
19. Gulf Breeze High School
20. Jay High School
21. Milton High School
22. Navarre High School
23. Pease High School
24. Santa Rosa High School




STUDER™
COMMUNITY INSTITUTE

Mission


To improve the quality of life
for the people in the
Pensacola Metro Community

CITIZEN-POWERED CHANGE
Visit Studer.org





March



Name _____

| | Monday | Tuesday | Wednesday | Thursday |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Week 1 <u>Sight Words</u> this what fifteen | Finish each phrase with a word that rhymes with the underlined word. Make groups of 10 candles. Write how many. | Write Week 1 sight words two times each. Then trace them with the color blue. Count to 100. | Fill in the missing vowels. Color the fish in a pattern. | Practice writing letters "y" and "y" & "z" and "z" 6 times each. |
| Week 2 <u>Sight Words</u> Review All Sight Words and Number words to 15 | Write the beginning sound for each picture. Can you tell how many dots without counting? Write the number. | Match the number to the number word. Count to 100 by 10s. | Circle the beginning sound for each picture. Write your address. | Color the rainbow correctly. Fill in the numbers to count by 5s. |
| Week 3 <u>Sight Words</u> help too sixteen | Circle the correct word for each picture. Use pennies to measure the shark. How long is the shark? | Write Week 4 sight words two times each. Then trace them with the color purple. Count to 100 by 5s. | Say each color and shape. Color the picture to match the code. | Practice writing letters "A" and "a" 6 times each. Make a list of 6 long "A" words that rhyme with cake. |
| Week 4 <u>Sight Words</u> play has seventeen | Write the words. Circle the vowels. Say the short name and long name for each vowel. | Write Week 1 sight words two times each. Then trace them with the color brown. Count to 100. | Write the long "i" words. Remember to use a "silent e". Draw pictures to solve the problem. Write the addition sentence. | Practice writing letters "I" and "i" 6 times each. Make a list of 2 long "i" words that rhymes with like and |

Kindergarten is now
what first grade
used to be

— A kindergarten report card
tracks 30 metrics and is 3 pages.



What teachers look for:

Recognizes and prints first and last name.

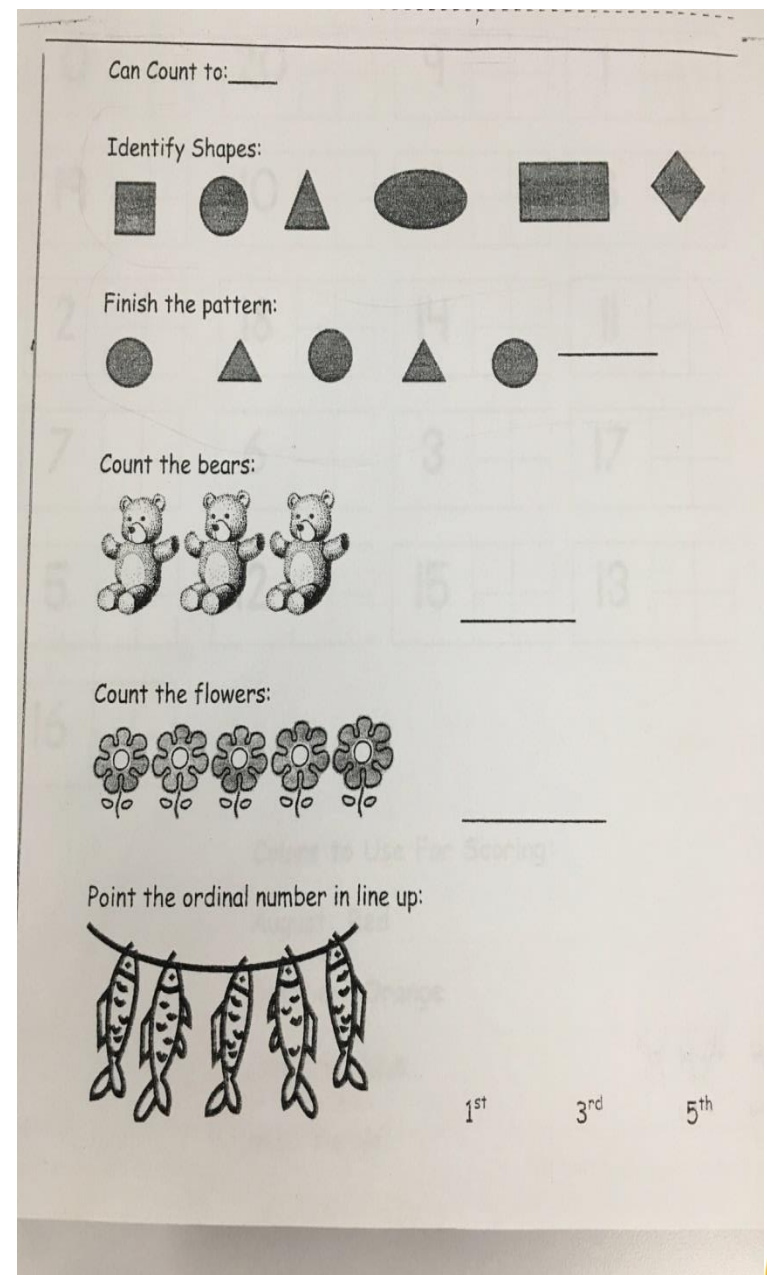
Identifies six or more colors.

Identifies basic shapes such as circle, square, triangle, rectangle, diamond.

Counts to 10.

Gives first name, address, phone number.

Listens and follows simple directions.



Kindergarten ready:

Cuts with scissors.

Plays cooperatively with others.

Speaks in complete sentences.

Completes simple tasks

Understands concepts such as in/out,
up/down, big/little, over/under
same/different, left/right, before/after.

Which statement is true?

[MAFS.K.CC.3.6](#) Identify whether the number of objects in one group is greater than, less than, or equal to.



- A. There are more dogs than ducks.
- B. The number of ducks is the same as the number of dogs.
- C. There are less dogs than ducks.

Read the number. Find the number word to match.

[MAFS.K.CC.1.1](#) Count to 100 by ones and by tens.

twenty-seven

- A. 16
- B. 19
- C. 27

Find the number that goes on the line.

[MAFS.K.CC.1.2](#) Count forward beginning from a given number within the known sequence

13 14 15 16 _ 18 19 20

- A. 17
- B. 71
- C. 27



Kindergarten ready:

Classifies common objects into categories such as animals, food, toys, shapes.

Stays with one activity from 10 to 12 minutes.

Holds a pencil or crayon the right way.

Can offer a rhyming word when prompted, "What rhymes with cat?"

Kindergarten Benchmark Assessment Questions

Which picture begins with the /h/ sound?

[LAFS.K.RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.



A.



B.



C.

Look at the picture of the pig. Find the correct spelling for the word pig.

[LAFS.K.RF.2.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).



- A. beg
- B. lag
- C. pig

Find the letter that makes the /r/ sound.

[LAFS.K.RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

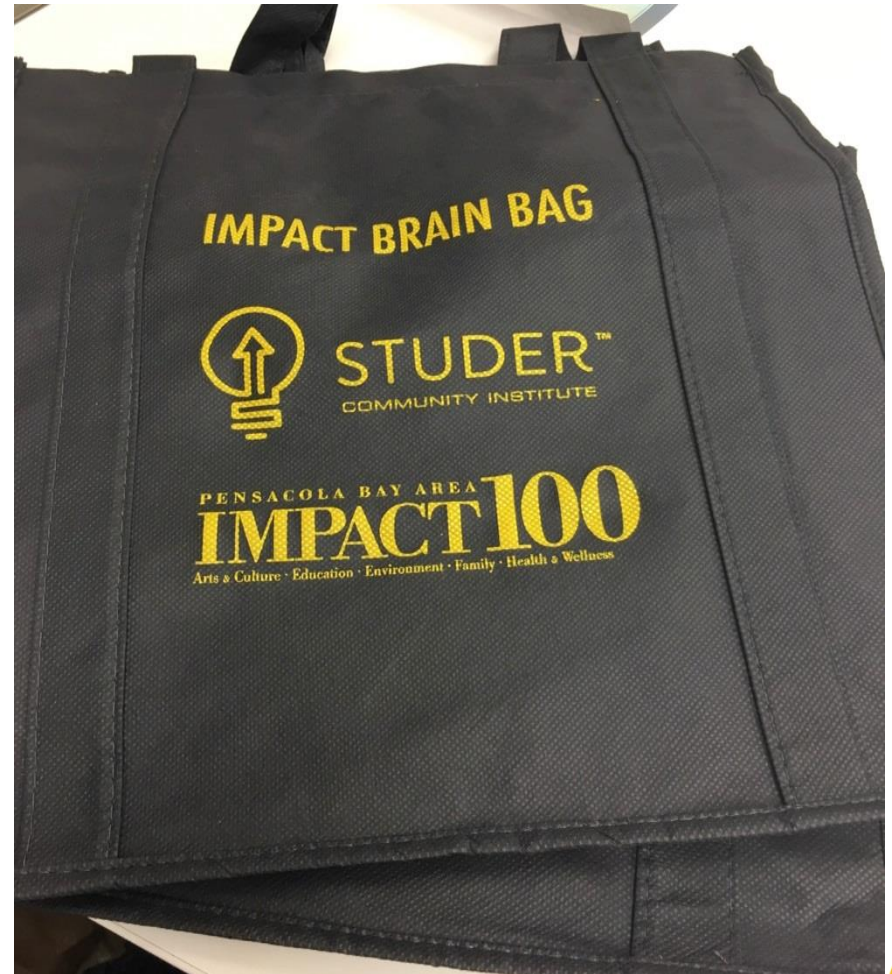
- A. k
- B. r
- C. v



What can you do to help?

Brain Bags — Early literacy gift bags that will be given to new parents before they leave the hospital, along with a lesson on early brain development and the power of parent talk.

Brain Bags support SCI's partnership with the University of Chicago at local hospitals.

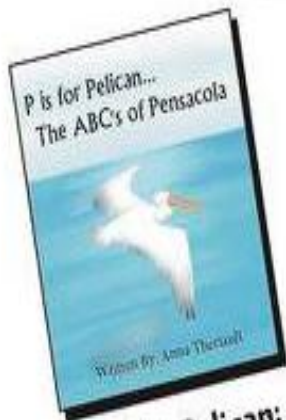


Brain Bags: What will be in them?



Local information

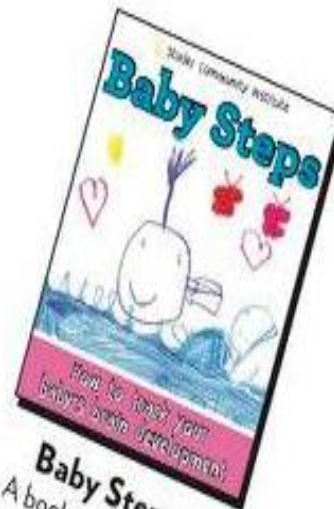
A binder with information with community resources, advice, tips, and more.



P is for Pelican:
The ABC's of Pensacola
children's book



A small toy



Baby Steps
A book to track your
baby's brain development



A video provided by the Thirty Million Word initiative will be available to each Escambia County Hospital to help coach parents on the power they have to build their baby's brain.



Thank you to Impact 100
in providing funds to help.

How you can help

Learn how your organization, business or family can help sponsor the Brain Bags and reach 5,000 local moms.

Learn more by emailing
Quint@QuintStuder.com



Build a Brain
Build a Life
Build a Community

VISIT: STUDER.ORG



Parent outreach

Parent outreach — Through partnerships and Pop Up events, we give parents the tools they need to understand the importance of language in early brain development and to help them “Talk More, Tune In and Take Turns.”



Thirty Million Words

Target to begin late May 2017 at Sacred Heart Hospital.

A video shown on an iPad to new mothers during the newborn hearing screening.

Tests mom's knowledge of how parent talk support brain development before and after the video.

Data will be used by University of Chicago researchers to refine the video content and track its effectiveness.

Phase 2: A video series tied to well-baby visits in the first 12 months of life.

In the environment

Building early learning into the environment includes big projects like the early learning garden at the Bodacious Brew at Main and Baylen streets,



Driving citizen powered change.



Early Learning City

A place that reaches parents where they are and enlists the whole community in building a culture of lifelong learning, including in its public spaces.

A community that supports early brain development, parent engagement and school readiness for all of our children, in every neighborhood.





Build a brain,

Build a life,

Build a community

Driving citizen powered change.



Nemours BrightStart!

Dr. Laura Bailet

- **Responsibilities/ Goals of Organization:** Leading nonprofit pediatric health system dedicated to: life changing medical care & research; helping kids grow up healthy; advocating for kids nationally & training tomorrow's pediatric experts. Nemours is similar to the Mayo Clinic organization, except Nemours only serves children through clinical care, research/education for health practitioners, & prevention. Nemours BrightStart! is one of the prevention services available.
- **Service Area:** Delaware, Florida, Georgia, New Jersey, Pennsylvania
- **Size of Organization:**
 - 6,500+ employees & physicians.
 - 350,000+ children.
 - Escambia County: 145 employees & 27 pediatric subspecialists served 23,500+ patients with chronic diseases like cancer, cystic fibrosis, hearing impairment, scoliosis, & heart conditions each year from as far west as Tallahassee, east as Biloxi & into lower Alabama in addition to the FL panhandle. Additionally, Nemours offers the opportunity for patients to participate in over 300 clinical trials.
- **Years in Operation in Escambia County:** Almost 20, planning celebration now.
- **Funding Sources:** The Nemours Foundation, third party & patient fees for service, grants & donations
- **Key Escambia Contact:** Jodi Gup; Jodi.gup@Nemours.org ; 850-505-4797

Nemours BrightStart!



- **Goals of Program:** To promote reading success and prevent reading failure in children, through innovative programs, research, leadership and partnerships focused on children from birth to 8 years
- **Target Audience/ Participants:** parents of children aged birth to 8, early childhood educators, teachers and care providers, child serving organizations, health care. Over 14,000 families have used the PRS, over 120,000 children across nation have benefited from curricula
- **Years in existence in Escambia County:** website and communications with Nemours families 3 years
- **Key Partners in Program:** parents, health care professionals, schools, child care organizations, early education organizations,
- **Key Contacts:** Laura Bailet, PhD, lbaillet@Nemours.org , 904-697-3174

Nemours BrightStart!



- **Overall outcomes:** Over 2/3 of “at risk” preK children move to the typical range after receiving instruction with the NBS Level 1 curricula
- **Tied to which contributing indicators:** school readiness
- **Have any parent education/engagement components?** Yes; www.readingbrightstart.org and published resources
- **Greatest Challenge:** Engaging and educating parents, educators and child serving organizations about the importance of evidence based approaches to early literacy
- **Greatest Opportunity:** To build the capacity of others to “close the gap” for young learners before they have a chance to fail
- **Bright Spot:** Outcomes of 7 sites of implementation; teacher comments about all they learn from providing NBS instruction



Achieve Escambia
Nemours BrightStart!!

Reading *Bright Start!*

LITERACY IS THE SINGLE,

STRONGEST PREDICTOR OF ADULT HEALTH.



Nemours BrightStart!’s Multi-Sector Approach

Educators – professional development; Infant/Toddler tool kits, Pre-K and Kindergarten curricula; Dual Language Guide and other products; program evaluation

Parents – Reading promotion and prevention through www.readingbrightstart.org (birth to 5); Preschool Reading Screener for 3-5 year olds, on website; and Parents Guide to Reading Readiness

Promoting Reading Success & Preventing Reading Failure for Children Birth-8

Nemours Health Care Providers – Reading readiness toolkit materials; EHR messaging on After Visit Summary for all patients birth – 6; early literacy awareness and promotional materials

Policy and Advocacy Work – Nemours DC office; state and local Nemours community work

Early Literacy Building Blocks

**Phonological
Awareness**

Letter Knowledge

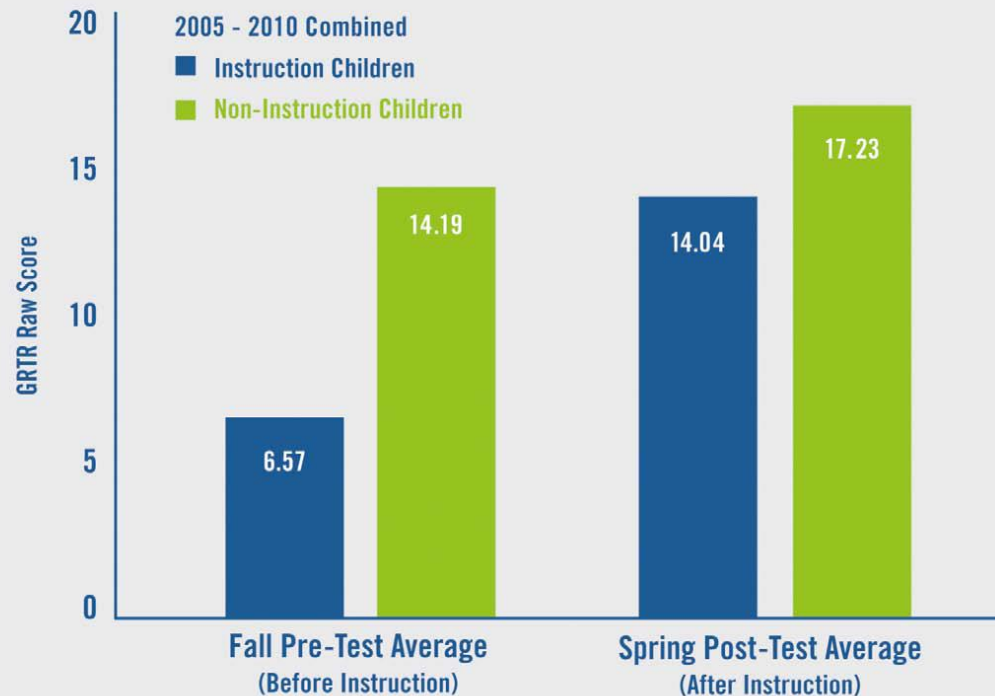
**Print
Awareness**

**Emergent
Writing**

Oral Language

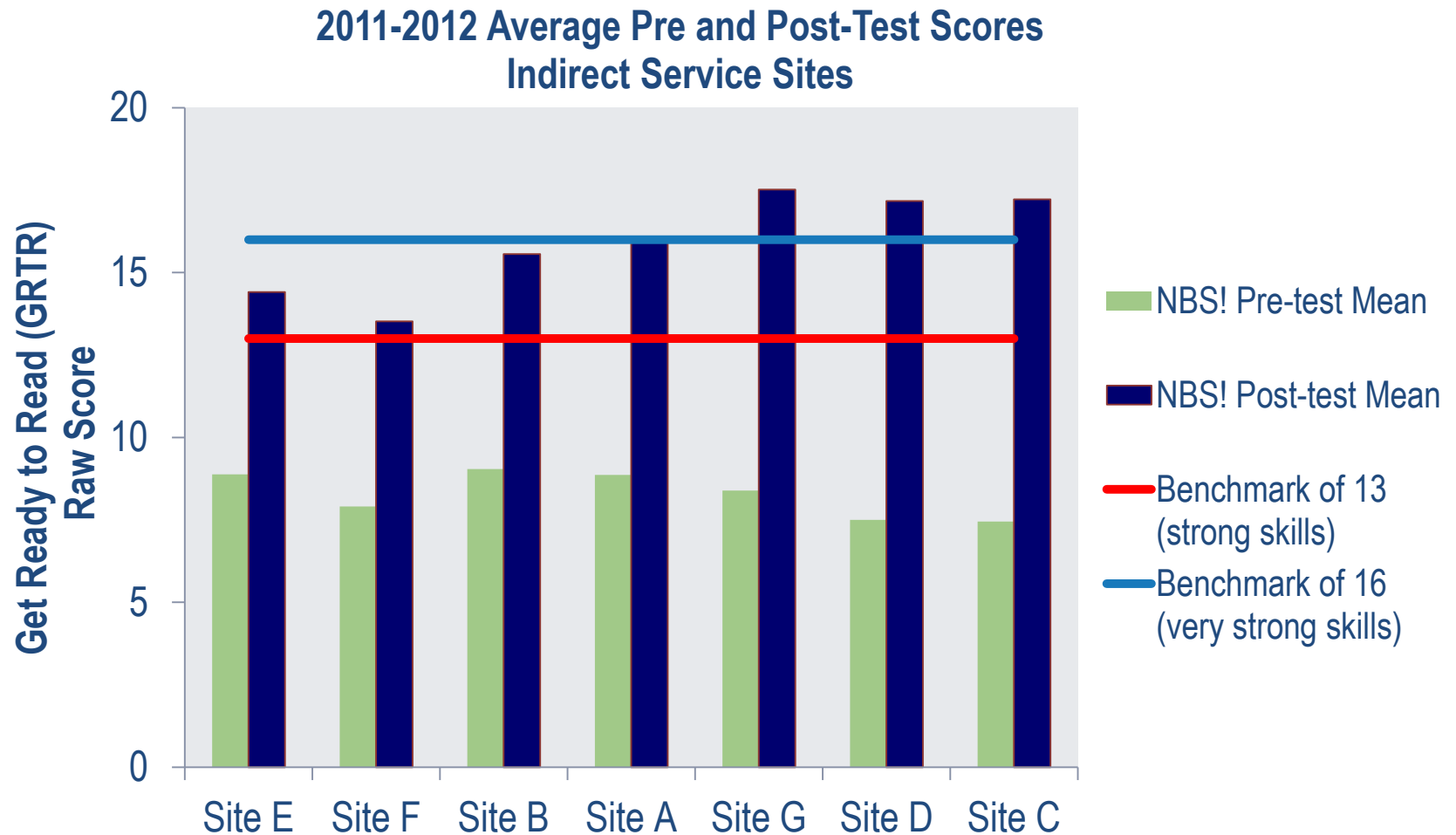
Research Results with Level One Curriculum

CLOSING THE GAP FOR READING SUCCESS At-risk children who received Nemours BrightStart! instruction (blue) made significant gains in their spring reading readiness scores relative to peers who did not qualify for instruction (green).



*Chart based on Get Ready to Read scores at the start of the school year compared to scores at the end of the school year.

Building the Capacity of Others



Nemours
ReadingBrightStart!

for children ages birth to 5.

**Happy readers.
Healthy kids.**

Nemours BrightStart! provides free tools and resources to help your child prepare for reading success from day one.



Book Lists

Discover age-appropriate books carefully selected by the Nemours BrightStart! team of expert early literacy specialists.



Free Reading Screener

Instantly evaluate your 3- to 5-year-old child's reading readiness by answering a few simple questions online and receive an action plan based on the results.



Skills Assessment

View reading readiness milestones for children ages birth to 5 and warning signs for developmental delays.



Activity Center

Find a wide range of fun, age-appropriate learning activities you can do at home with your child, age birth to 5, complete with supplies lists and easy-to-follow instructions.



Articles for Parents

Browse a variety of reading topics from experts in brain science, early learning and reading.

Help your child prepare for reading success at ReadingBrightStart.org.



QUESTIONS?

Nemours.  BrightStart!

Teambuilding

Thomas Greek

ARC Gateway

MaryAnn Bickerstaff

- **Responsibilities/ Goals of Organization:** The Arc Gateway's purpose is to provide the best possible life experiences for persons with intellectual and developmental disabilities.
- Pearl Nelson Center's specific goal is to enhance the development of young children with developmental delays or disabilities and to minimize the need for costly long term services such as exceptional student education and developmental services.
- **Service Area:** Escambia (94.5%) and Santa Rosa County
- **Size of Organization** (# of employees, annual budget, total # served annually, total # served in Escambia County annually)
11 FT employees, 2 FT paid interns, 4 Part Time, 12 Contract Therapists (PT, OT, ST); \$984,500 FY Budget
served 522 children; 493 children in Escambia County
- **Years in Operation in Escambia County:** 43 years
- **Funding Sources:** Early Steps/Part C, Medicaid, Private Insurance, United Way, Private Pay, grants , foundations, & special events
- **Key Contact:** MaryAnn Bickerstaff, Children's Services Director,
mbickerstaff@arc-gateway.org 850-434-7755 ext. 2101

The Arc Gateway, Inc.-

Pearl Nelson Child Development Center



- **Overall organizational outcomes:** To assist each child to achieve his or her greatest level of independence while reducing educational costs to our society by reducing the need for exceptional student education and other developmental services.
- **Tied to which contributing indicators** (if not included in subsequent program slides) High quality parent/caregiver interaction, enrolled in high quality early education program, % of children ages 0-5 screened by appropriate tool, babies with low birth weight, children ages 0-5 in foster care, children ages 0-5 who have received a verified maltreatment abuse report
- **Have any parent education/engagement components?** Developmental Specialists and Pediatric Therapists use a multi-disciplinary team approach to coach parents on strategies to embed in their family's every day routines and activities in order to promote their child's developmental progress.
- **Greatest Challenge:**
Stagnant funding rates for 30 years with Part C and Medicaid
Under-identification and late referrals (physicians who recommend wait)
Shortage of qualified pediatric therapists and Infant Toddler Developmental Specialists
- **Greatest Opportunity:** Collaboration amongst team members & with community partners
- **Bright Spot** (specific success story with measurable outcomes)

Developmental Intervention Services



- **Goals of Program:** To minimize the long term effect of a disability, resulting in fewer special services needed over time. Specifically, the goal is that 1 out of 3 children who complete the program will not require Exceptional Student Education PreK services.
- **Target Audience/ Participants (include numbers served, eligibility requirements, wait list for services):** Families of children, birth – three years of age who qualify for Part C early intervention services.
- Served 141 children, this past year or approximately 1% of the population of children under 5 years of age in Escambia County. 2012 State Baby Facts from Zero to Three states that in Florida 2% of infants and toddlers receive Part C early intervention services while nationally 3% receive services.
- Research indicates that as many as 13% of birth to three year olds have delays that would make them eligible.
- **Years in existence in Escambia County:** 43 years
- **Key Partners in Program:** Parents, Early Steps, pediatricians, childcare providers, Early Learning Coalition, United Way, Autism Pensacola, Sacred Heart Autism Center, Escambia County School District, other social service agencies
- **Tied to which contributing indicators:** High quality parent/caregiver interaction, enrolled in high quality early education program, % of children ages 0-5 screened by appropriate tool, babies with low birth weight, children ages 0-5 in foster care, children ages 0-5 who have received a verified maltreatment abuse report
- **Program outcomes:** Improved long term developmental progress and reduced need for exceptional student education.

Pediatric Therapy Services- Speech, Physical, & Occupational Therapy



- **Goals of Program:** To improve a child's developmental trajectory which results in higher achievements and greater independence. Specifically, the goal is that 1 out of 3 children who complete services will either no longer be exhibiting a delay or will have met all treatment goals, demonstrating their growth in independence.
- **Target Audience/ Participants** (include numbers served, eligibility requirements) Children from infancy through adolescence who have been identified with a developmental delay or disability & are referred by their primary care physician. Served 431 with 341 (79%) ages birth – five or approximately 3% of the population in Escambia County who are between birth and five years of age.
- **Years in existence in Escambia County:** 43 years
- **Key Partners in Program:** Parents, Pediatricians and Pediatric Specialists (neurologists, orthopedists, etc), Early Steps, United Way, Sacred Heart Autism Center, Autism Pensacola, Early Learning Coalition, Pensacola NAS Child Development Center, Corry Station Child Development Center, Beulah Academy
- **Tied to which contributing indicators:** High quality parent/caregiver interaction, % of children age 0-5 screened by an appropriate tool, babies with low birth weight, children ages 0-5 in foster care or who have received a verified maltreatment abuse report
- **Program outcomes:** To minimize the long term effect of a disability and improve the child's developmental trajectory and long term potential for independence.

Early Steps

Debbie Goldberg

Early Steps



- Located at Sacred Heart Children's Hospital
- Serving Escambia, Santa Rosa, Okaloosa & Walton
- 21 staff, wide network of providers, budget of about \$2 million, 790 children currently, 258 in Escambia Co, 2016
- Began with NICU follow up in 1977 and grew to become the coordinating site for early intervention in the Panhandle in 1995
- Funded through a contract with FL DOH, Medicaid, SHH, donations
- Deborah Goldberg, Program Manager, 416 7656
- Deborah.goldberg@shhpens.org



- Indicators: high quality early education program, including high quality parent interaction
- Core service is teaching parents to support developmental progress of children, 0-3 yrs.
- ‘Parent centered’ is key philosophy
- Challenge: Late referrals (after 2.5 yrs)
- Return on investment : \$1 saves \$12
- Many success stories! *(see handout)*



- Goal: maximize potential during earliest years
- Eligibility: infants and toddlers with developmental delays or established condition
- Key Partners: Pearl Nelson Center, Autism Center, area pediatricians, FDLRS, school district, allied health providers, ELC, DCF



Early Steps

Achieve
Escambia
Cradle to Career



early
steps

Program 3 Name



- Program Outcomes

2016 – 102 entered pre K disabilities

10 parents chose other
options

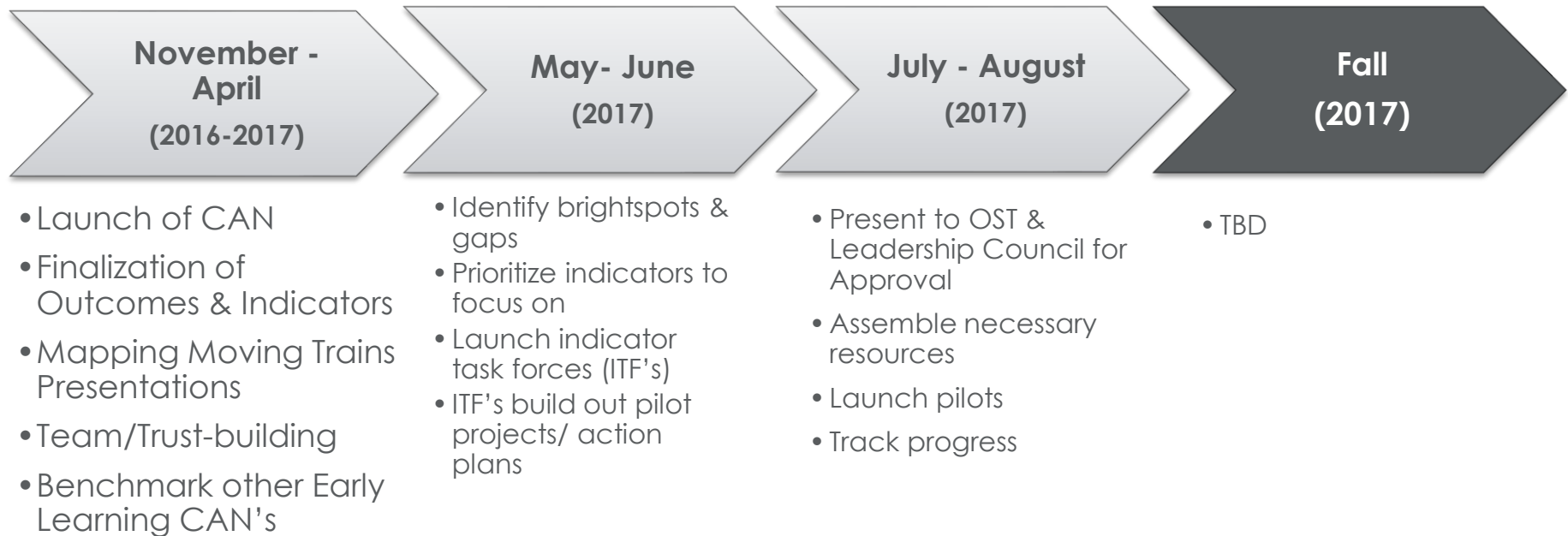
37 met all milestones



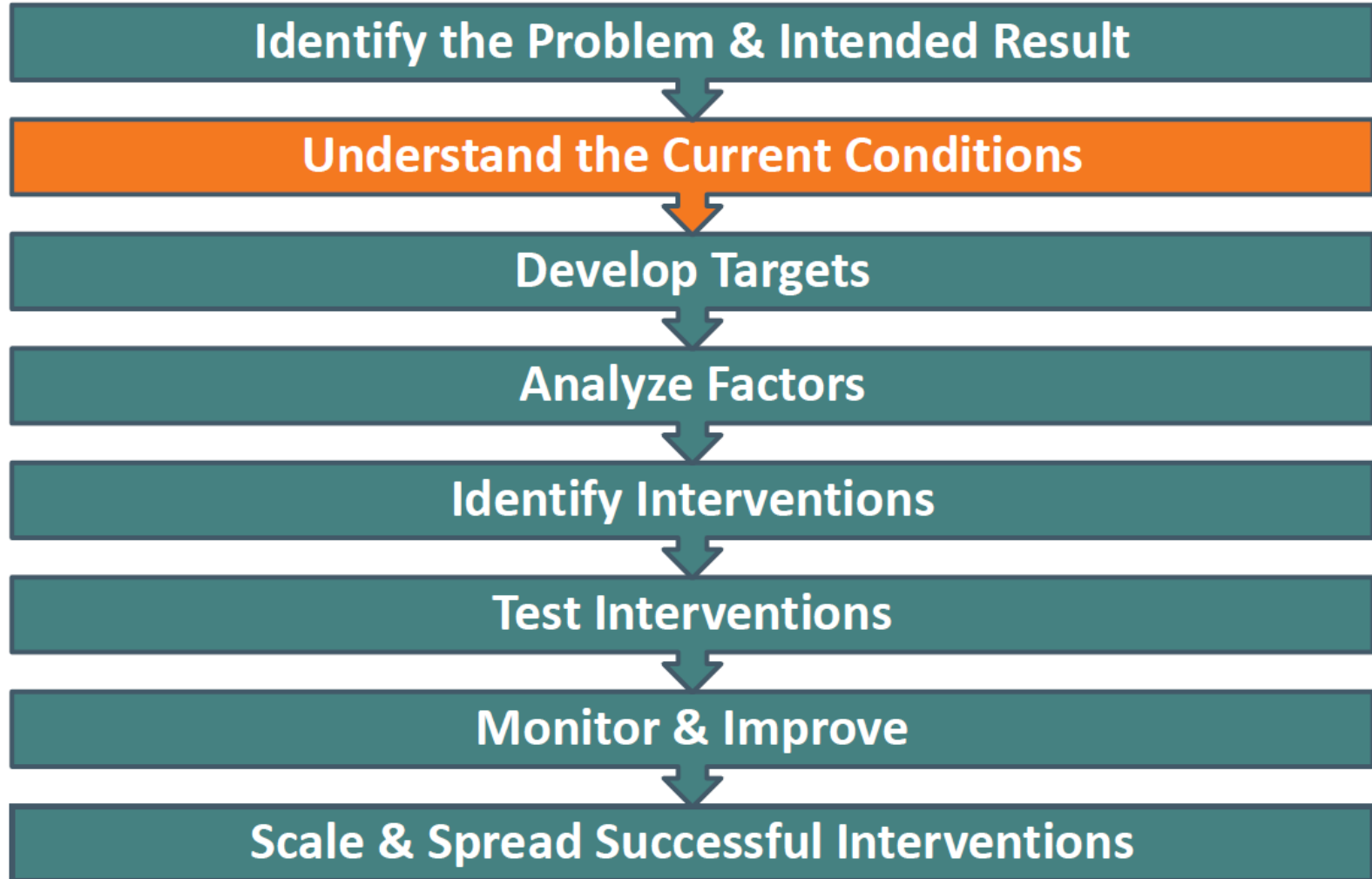
Review of Timeline & Next Steps

Jennifer Grove

School Readiness CAN Timeline



Strive Together's Continuous Improvement Model

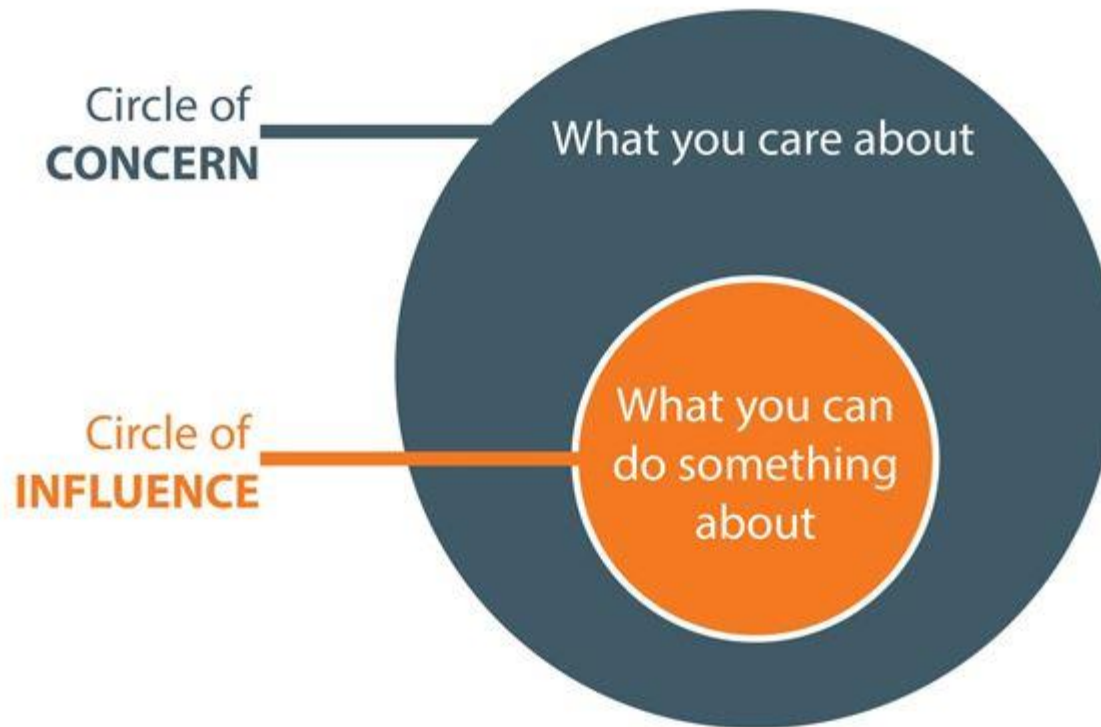


Project Selection

Tool: Circle of Concern/Influence

Out of Network **influence**: refer to *Leadership/ Partnership* to address.

Out of Network **scope**: refer to another *Network*.



Example from another community

What outcome are we improving?

54% Percent of students proficient in 3rd Grade Reading

% of children attending effective afterschool program: 17%

Percent of children with regular school attendance: 80%

Free/Reduced Lunch: 85%

Mobility rate: 73 %

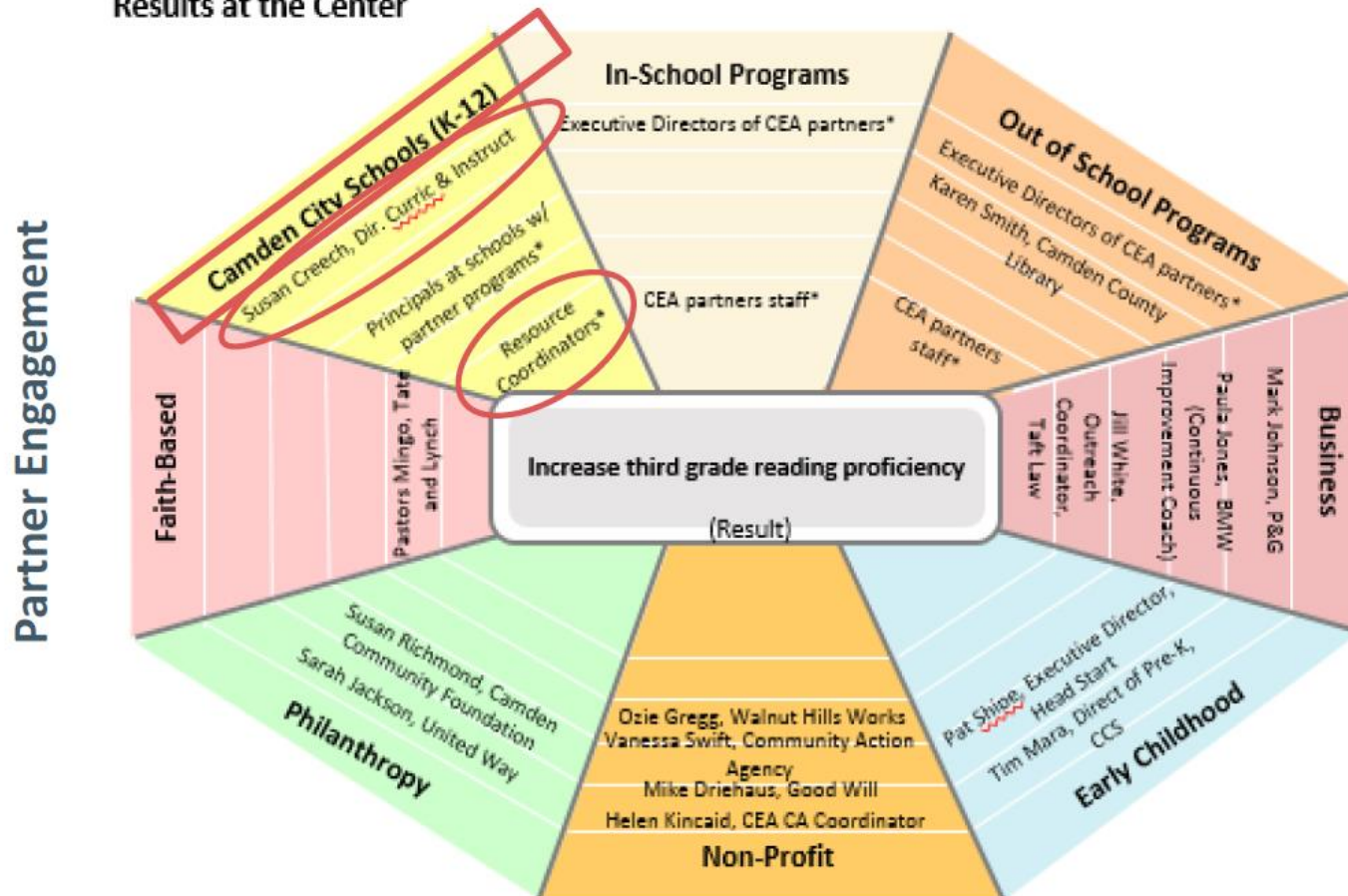
What this Network can change.

What this Network cannot change.

Mapping Moving Trains by Outcome/Indicator

Camden Education Association: Case Study Example

Results at the Center

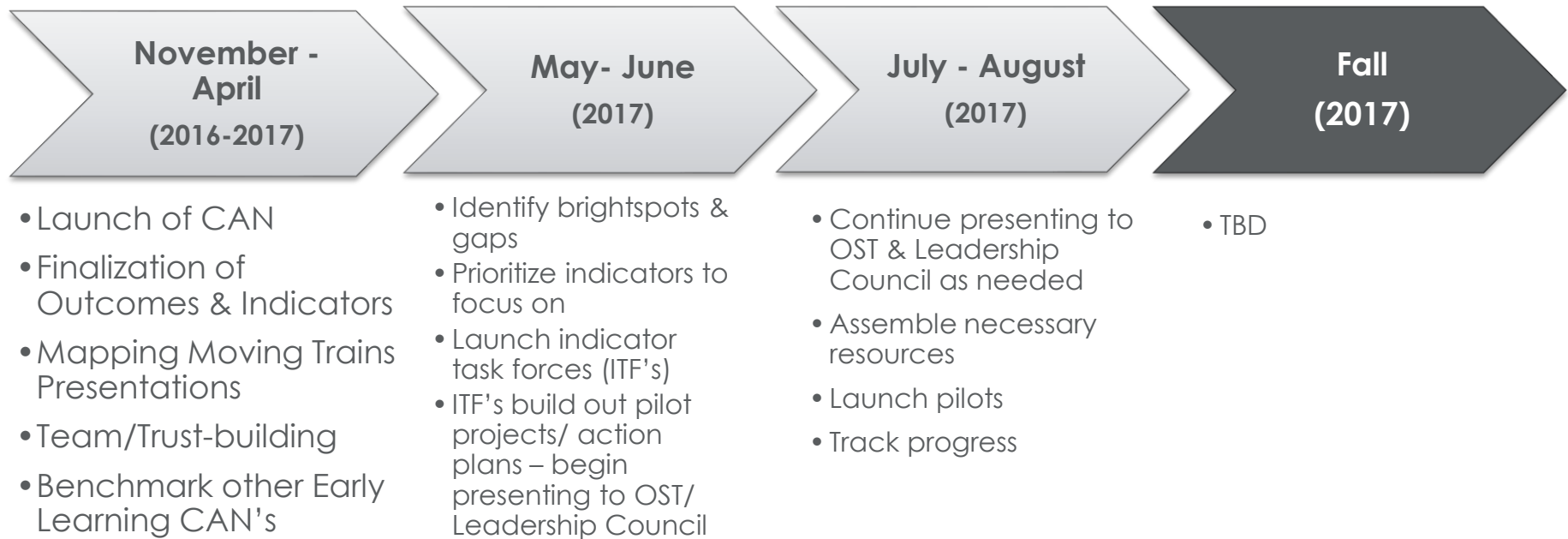


* A list of names can be found in Network Charter

© Jolie Bain Pillsbury

RBL

School Readiness CAN Timeline



Discussion