

Meeting Date	August 17, 2023 Topic: Kindergarten Readiness Definition
Attendees	<p>Facilitators:</p> <ul style="list-style-type: none"> ○ Tonya Williams (lead) ○ Lori Bridges ○ Dawn Jeffery <p>Work Group Members in attendance:</p> <ul style="list-style-type: none"> ○ Jenny Barber, Russellville School District/Pre-K Administrator ○ Anna Strong, AR Chapter of American Academy of Pediatrics ○ Tara Armstrong, Camden Fairview School District ○ Fredricka Tabor, White River Health ○ Leigh Keener, Teacher ○ Gwen Couthren, Guy Fenter Education Service Cooperative ○ Jamie Ward, Curricula Concepts ○ Joe Fisher, Guy Perkins School District/Administrator ○ Angela Betancourt, Greenbrier School District/Pre-K Administrator ○ Richard T. Atkinson, Ozark Opportunities, Inc. Head Start ○ Bill Sims, Grow Learning Center/Early Intervention ○ Alexandra Galleur, Penny Lane Child Care Center ○ Tracy Dunn, Russellville School District/Teacher <p>ADE Internal Attendees:</p> <ul style="list-style-type: none"> ○ Danita Pitts, Early Childhood Special Education Part B/619 Coordinator ○ Tracy Turner, Infant/Toddler Part C Coordinator <p>Watershed Advisors in Attendance:</p> <ul style="list-style-type: none"> ○ Nasha Patel ○ Ellie Bezos <p>Work Group Members absent:</p> <ul style="list-style-type: none"> ○ Diana Nathan, Parent (absent) ○ Shelley Ray, Teacher/Junction City SD (absent) ○ Alicia Atwood, ADE Early Childhood Teaching and Learning (absent) ○ Brandy Wolfenbarger, Pre-K Administrator/ Springdale SD (absent)
Absent	

Draft Rule/Policy Component	Work Group Feedback
LEARNs Executive Order Report	



<p>Kindergarten Readiness current Definition of Kindergarten Readiness</p>	<p>Kindergarten Readiness Discussion Notes</p>
<p>Arkansas Child Development and Early Learning Standards</p>	
	<ul style="list-style-type: none"> ➤ Need for consistent expectations aligned to CDELS/K Readiness indicators for ALL EC providers. ➤ Required curriculum supporting developmentally appropriate learning experiences ➤ Curriculum: State Developed (free) vs purchased curriculum with state support with training and accountability supporting positive outcomes for children ➤ Too many programs only using minimum requirements vs participation in Better Beginnings (Quality Improvement) ➤ A need for all children to have developmental screenings completed /Connecting with Health Care Environment in use of ASQ ➤ Need for tracking pk children form early education programs to school programming ➤ All families should receive the KRIC ➤ ECE workforce issue with CD understanding and Social emotional training to support children with high ACEs with behavior and mental health resources ➤ Understanding that behavior is a form of communication “cry for help” and understanding that children need support developing the skills that create a barrier to learning – ECE must have knowledge of Trauma Informed Care ➤ Pre-K Setting vs Kindergarten setting – K struggle with the K classroom environment when coming from an EC environment

<p>Next Steps</p>	<p>The LEARNs Early Learning Work Group will revisit each topic discussed thus far in order to extend and expand upon the earlier conversations:</p> <ul style="list-style-type: none"> ● Local early childhood leads ● Kindergarten readiness/Social Emotional Development with more specific indicators ● Curriculum (to include language acquisition with focus on interactions) ● Technical Assistance to support Quality vs Compliance <p>The group will reconvene in two weeks (August 31) to discuss progress on the transition to the Office of Early Childhood</p>
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