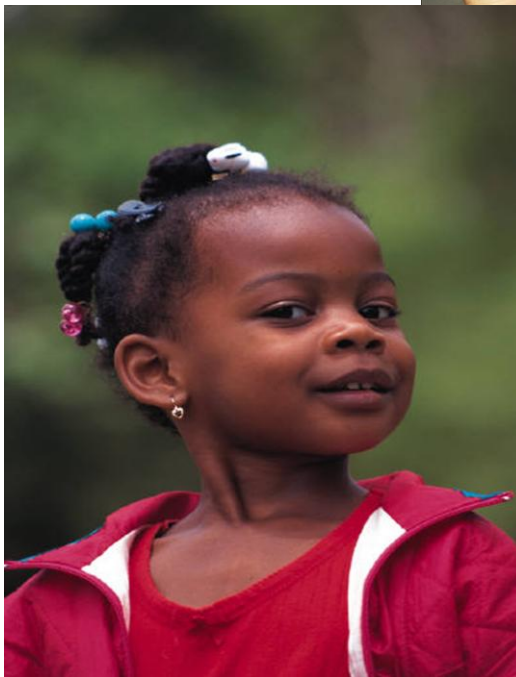


# Unlocking the Potential of a Community: The Plan for School Readiness

## Executive Summary



**The Larry King Center**  
for Building Children's Futures

Mecklenburg County

2011

Executive Summary

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*The Larry King Center is a part of the Council for Children's Rights and helps meet the long-term needs of children in the Charlotte-Mecklenburg community by providing four key strategic services: research and evaluation, community planning, public awareness, and policy advocacy.*



**Council for  
Children's  
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## Introduction

Building upon the best available data and research, our community has created an ambitious plan to attack the achievement gap where it begins: before a child enters kindergarten. Over the course of nearly a year, community leaders, agency directors, and parents have come together to chart the course for the future. The Larry King Center of the Council for Children’s Rights (LKC) led the planning process and guided six action teams through an ambitious process to create a plan that will improve school readiness for our community’s children.

Informed by the action teams, the LKC developed key objectives for each part of a school readiness equation and identified specific strategies and next steps for each objective. Each strategy has corresponding outcomes that would be evident upon successful execution of the strategy. Finally, an implementation and accountability structure is proposed that will monitor progress toward the goals, including the development of benchmark and long-term indicators.

Decades of brain development research and program evaluation have demonstrated that the first five years of life provide a unique opportunity to influence enduring outcomes. School readiness, which includes secure caregiver attachment, positive health outcomes, and early literacy skills, is the key to children entering school prepared to thrive. Like many communities across the country, Mecklenburg County has a significant achievement gap for economically disadvantaged children; this gap is evident at kindergarten entry and culminates in graduation rates that are at least ten percent lower than non-economically disadvantaged students.



Investing in young children is an effective economic strategy. Strong families, quality early learning programs, and a community that prioritizes children can have far-reaching outcomes such as lower rates of teen pregnancy, reduced crime rates, and reduced rates of welfare dependency. By capitalizing on the incredible rate of development in the first five years of life, our community can influence its economic health for future decades.

### *School Readiness*

*The state of early development that enables a child to engage in and benefit from kindergarten learning experiences as a stepping stone to sustained school success*

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School readiness, and all that it encompasses, has been highlighted by researchers, economists and educators as pivotal to sustained school success and, ultimately, the economic well-being of our society. To that end, the LKC, in partnership with the broader community, has created a comprehensive school readiness plan that focuses on the key elements of the School Readiness Equation, as put forth by the



National School Readiness Initiative, a 17-state collaboration on school readiness. This equation has also been adapted in other communities such as Boston, MA and Richmond, VA. Our community's plan was informed by over 200 community members, key early childhood stakeholders, and parents of young children. The plan is predicated on the belief that families, educators, systems, and the community are responsible for ensuring school success. When families are supported, educators are prepared, systems are responsive, and the community keeps young children as a priority, children will enter school ready to thrive.

## School Readiness Framework

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The School Readiness Framework, including the School Readiness Equation, was developed by the National School Readiness Indicators Initiative in 2005 with support from the David & Lucile Packard Foundation, the Kauffman Foundation, and the Ford Foundation and was prepared by Rhode Island Kids Count.

The following section details our community's School Readiness Equation which serves as the foundation of the plan.

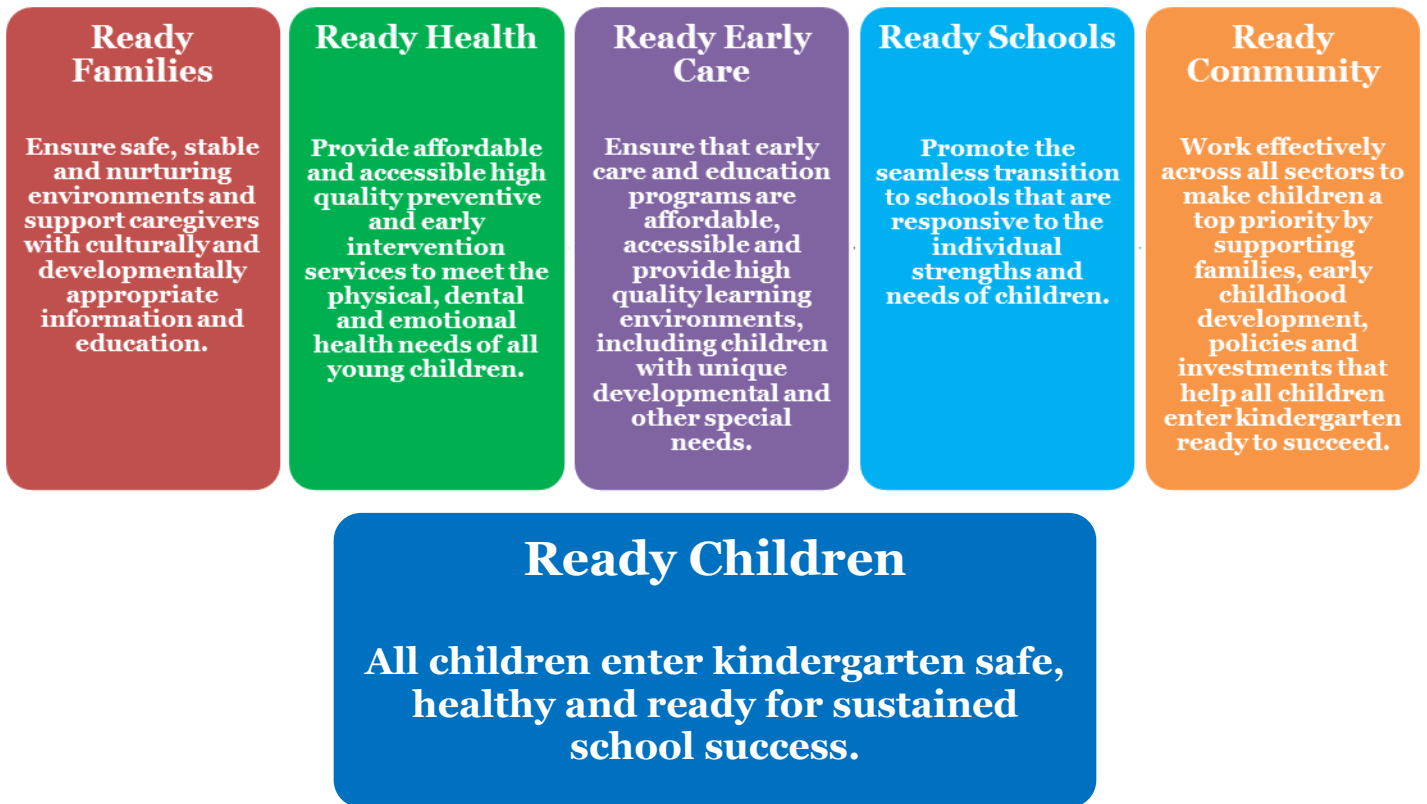
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### School Readiness Equation

The School Readiness Equation addresses three critical elements of school readiness: children’s readiness for school, schools’ readiness for children, and the capacity of families and communities to provide developmental opportunities for their young children.

The equation encompasses multiple domains of early development that are central to successful early learning: physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge.

The equation has been adapted to reflect the school readiness goals of our community. This equation provided the framework from which objectives and strategies were built during the action team planning process.



## The Community Plan for School Readiness

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The following section details the objectives, strategies, and outcomes for each part of the school readiness equation. In addition, an informal estimate of the resources needed to achieve the goals is given as well as proposed long-term indicators.

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## Plan Structure

On the following pages, charts are provided for each part of the School Readiness Equation (Ready Families, Ready Health, Ready Early Care, Ready Schools, and Ready Community). The charts contain the following elements:

- Overall goal for each component of the equation
- Objectives for each goal
- Strategies to achieve stated goals
- Outcomes expected if each strategy is fully implemented
- Informal estimate of resources necessary, denoted by dollar signs:

**\$** Indicates the strategy could be implemented with current resources or minimal additional investment

**\$\$** Indicates the strategy would require moderate investment or reallocation of current resources

**\$\$\$** Indicates the strategy will require significant investment, a broad shift in resources, or complex policy changes

- Proposed long-term indicators are included in the last column; not all indicators currently have data sources, but the LKC will strive to identify ways to collect needed data as the plan is implemented. In addition, initial and intermediate indicators will be identified as part of the work plan development for each objective.



**Ready Families Goal:** Ensure safe, stable and nurturing environments and support caregivers with culturally and developmentally appropriate information and education.

Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Families	Connect families with community resources to meet basic needs	<p><b>Short -Term:</b> Documented need for resource guide</p> <p><b>Short-Term:</b> Basic needs resource guide developed and disseminated</p> <p><b>Intermediate:</b> More families are connected to local resources to meet basic needs</p> <p><b>Long-Term:</b> Number of families utilizing resources increased</p>	\$	<p>Number of parents who access parent resources</p> <p>Number of homeless children</p> <p>Percent of homeless kindergarteners on grade level</p> <p>Number of children receiving trauma-informed services</p>
	Endorse 10 year plan to end homelessness; support initiatives to impact child homelessness	<p><b>Short-Term:</b> Developed advocacy agenda for homeless children and families</p> <p><b>Intermediate:</b> Improved policies that positively impact homeless children and families</p> <p><b>Long-Term:</b> Reduced impact of homelessness on school success</p>	\$\$\$	
	Support services for young children involved in domestic violence	<p><b>Short-Term:</b> Research compiled on effective trauma-based services for young children exposed to domestic violence</p> <p><b>Intermediate:</b> Funding secured for effective programs serving preschool aged children exposed to domestic violence</p> <p><b>Long-Term:</b> Effects of domestic violence on young children are mitigated through effective programming</p>	\$\$	

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	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Families	Develop a system of coordinated, accessible and effective parenting education and support services	Encourage all parents to access parent education and support programs	<p><b>Short-Term:</b> Increased awareness of current community parenting support resources</p> <p><b>Intermediate:</b> Increased utilization of community parenting education and support resources</p> <p><b>Long-Term:</b> Improved parenting practices</p>	\$	<p>Number of parents accessing parenting services and programs</p> <p>Percent of parents reporting improved parenting skills</p> <p>Child maltreatment rates</p>
		Expand and strengthen continuum of effective parent education and support programs	<p><b>Short-Term:</b> Research compiled on evidence-based parenting support programs, including a scan of local programs</p> <p><b>Intermediate:</b> Expanded parent education/support programs to families of preschool-aged children</p> <p><b>Long-Term:</b> Improved parenting practices</p>	\$\$\$	
	Support and expand early literacy efforts	<p>Expand evidence-based literacy programs for young children and families</p> <p>Increase awareness and access to public library services</p>	<p><b>Short-Term:</b> Increased number of books in homes of families with young children</p> <p><b>Intermediate:</b> Improved reading practices in families with young children</p> <p><b>Long-Term:</b> Increased number of children entering school with appropriate pre-literacy skills</p>	\$\$	<p>Number of preschool children participating in literacy programs</p> <p>Number of families with preschoolers who have a library card</p> <p>Percent of families reading to children</p> <p>Percent of children entering school with appropriate early literacy skills</p>

Ready Health

**Ready Health Goal:** Provide affordable and accessible high quality preventive and early intervention services to meet the physical, dental and emotional health needs of all young children.

	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Health	Support and expand continuum of care for home visitation (HV) programs	Expand evidence-based HV programs	<p><b>Short-Term:</b> Infrastructure needs for scale-up of evidence-based HV programs identified</p> <p><b>Intermediate:</b> Evidence-based HV programs build infrastructure to support scale-up</p> <p><b>Long-Term:</b> Increased capacity of evidence-based HV programs</p>	\$\$\$	<p>Number and percent of mothers within target population of HV programs served</p> <p>Child maltreatment rates</p> <p>Premature birth rates</p> <p>Low-birth weight rates</p>
		Support the evaluation efforts of all HV programs, including model fidelity measures	<p><b>Short-Term:</b> Agencies and researchers connected for evaluation efforts</p> <p><b>Intermediate:</b> Funding for evaluations secured</p> <p><b>Intermediate:</b> Rigorous evaluation component in place for each HV program</p> <p><b>Long-Term:</b> Programs demonstrated positive outcomes for clients</p>	\$\$	
		Increase current capacity of HV programs	<p><b>Short-Term:</b> HV workgroup addressed collective needs of each program</p> <p><b>Short-Term:</b> Criteria set for admission to each program</p> <p><b>Intermediate:</b> Referral coordinator hired</p> <p><b>Long-Term:</b> Number of clients served across programs increased</p>	\$	

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	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Health	Increase the number of children age 2-5 who have a medical home and receive well-child checks and immunizations	Raise awareness of the importance of well-child checks and make well-child visits easier	<p><b>Short-Term:</b> Data compiled to confirm extent of issue</p> <p><b>Intermediate:</b> Reminders are sent to families receiving Medicaid/Health Choice</p> <p><b>Intermediate:</b> Educational materials for doctors' offices are developed and disseminated</p> <p><b>Long-Term:</b> Number of children enrolling in school with proper immunizations increased</p>	\$	<p>Number of children receiving well child checks</p> <p>Number of children with a medical home</p>
		Incentivize parents to get well-child checks	<p><b>Short-Term:</b> Research on how to incentivize parents and pediatricians is completed</p> <p><b>Intermediate:</b> Plans developed to address identified barriers</p> <p><b>Long-Term:</b> Incentives are secured and implemented</p>	\$	
		Incentivize pediatricians and family physicians to encourage and perform well-child checks			
Ready Health	Develop healthy eating and physical activity habits	Continue community support for Healthy Weight Healthy Child Initiative (HWHC)*	<p><b>Short-Term:</b> Funding secured for implementation of the Blueprint for a Healthier Generation 2020</p> <p><b>Intermediate:</b> Policies identified in the Blueprint successfully impacted</p> <p><b>Long-Term:</b> HWHC demonstrated positive impact on targeted strategies</p>	\$	<p>Child overweight and obesity rates</p> <p>Hours of screen time (TV, computer, etc.)</p> <p>Physical activity rates</p> <p>Number of food deserts (neighborhoods without access to full service grocery stores)</p>
		Advocate for improved policies that impact the eating and physical activity habits of young children (as identified in the Blueprint for a Healthier Generation)			

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	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Health	Encourage positive mental health promotion and increase access to appropriate services to address mental health needs	Increase the number of trained professionals in infant and young child mental health	<b>Short-Term:</b> Continued community support for ZFive* initiative; sustainability plan created for young child mental health initiatives	\$\$	Number of children identified with social, emotional, or developmental issues
		Increase the number of children who receive screenings to address infant and young child mental health needs	<b>Intermediate:</b> Plan implemented to screen children substantiated abused/neglected for social, emotional, and behavioral issues		Number of children receiving early childhood mental health services
		Improve pediatricians' ability to identify and refer for early mental health and developmental concerns	<b>Intermediate:</b> Identified and implemented mechanisms to support pediatricians to promote positive mental health practices and address early mental health and developmental concerns		Number/percent of children age 0-5 with substantiated findings of child abuse/neglect who have social/emotional health needs addressed in their case plans
		Increase emphasis on social-emotional health at preschools and child care centers	<b>Intermediate:</b> Evaluation of young child mental health initiatives is developed and implemented		Percent of early care and education programs with access to ongoing mental health consultation
		Implement maternal depression and DV screenings for mothers of young children	<b>Long-Term:</b> Evaluation results used to inform ongoing young child mental health efforts in the community		Rate of children age 0-5 expelled from early care/preschools due to behavioral problems

**Ready Early Care**

**Ready Early Care Goal:**

**Ensure that early care and education programs are affordable, accessible and provide high quality learning environments, including children with unique developmental and other special education needs.**

Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Early Care	Increase access to high quality early care and education for all children	<p><b>Advocate for maintaining and increasing public funding for early care and education programs</b></p>	<p><b>Short-Term:</b> Key partners, messages, and strategies for advocacy campaign identified</p> <p><b>Intermediate:</b> Developed strategic advocacy alliances to deliver messages</p> <p><b>Intermediate:</b> Increased frequency and alignment of advocacy efforts</p> <p><b>Long-Term:</b> Increased funding for public early care and education programs</p>	<p>\$\$\$</p> <p>Number of children enrolled in Bright Beginnings</p> <p>Number of children enrolled in Head Start</p> <p>Number of children enrolled in More at 4</p> <p>Number of children enrolled in child care subsidy</p>
	Engage private sector to increase accessibility of scholarships to high quality early care & education	<p><b>Short-Term:</b> Cost to meet early care and education need in community quantified</p> <p><b>Short-Term:</b> Key partners and messages for campaign identified</p> <p><b>Intermediate:</b> Awareness of need for greater access to early care and education increased</p> <p><b>Long-Term:</b> Private funding for early care and education system increased</p>	<p>\$\$\$</p> <p>Percent of children who meet school-readiness standards through kindergarten assessment</p> <p>Number of children enrolled in Early Head Start</p>	
	Ensure community is prepared for next Early Head Start funding opportunity	<p><b>Short-Term:</b> Next steps to secure funding identified by stakeholders</p> <p><b>Intermediate:</b> Early Head Start application completed</p> <p><b>Long-Term:</b> Funding secured for Early Head Start; program implemented</p>	<p>\$\$</p>	

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Ready Early Care	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
	Maintain & continue to improve high quality early care & education programs throughout Mecklenburg County	Advocate for continuation of the quality star-rating system	<p><b>Short-Term:</b> Key partners identified and messages developed</p> <p><b>Intermediate:</b> Strategic advocacy alliances developed to deliver messages</p> <p><b>Long-Term:</b> Star-rating quality system strengthened/maintained</p>	\$	<p>Number of 4 and 5 star rated child care spaces</p> <p>Number of children enrolled in 4 and 5 star child care</p> <p>Number of children birth to age three enrolled in early intervention served by high quality programs</p>
		Continue to support programs seeking to meet and/or maintain high quality licensing standards	<p><b>Short-Term:</b> Sources identified to increase funding for quality improvement system</p> <p><b>Intermediate:</b> Increased funding to assist licensed programs achieve/maintain high quality standards</p> <p><b>Long-Term:</b> Maintained and continued to increase number of 4 and 5 star child care spaces</p>	\$\$	<p>Percent of children birth to age three enrolled in early intervention served by high quality programs</p> <p>Number of children ages 3-5 with unique developmental needs served in an inclusive environment</p> <p>Percent of children ages 3-5 with unique developmental needs served in an inclusive environment</p>
		Increase supports available to licensed and licensed-exempt providers serving children with unique developmental needs	<p><b>Short-Term:</b> Identified appropriate training, coaching, and financial resources to increase supports</p> <p><b>Intermediate:</b> Training/coaching opportunities offered and utilized</p> <p><b>Long-Term:</b> Increased access to appropriately supported classrooms to serve children with unique development needs</p>	\$\$	

Ready Schools

**Ready Schools Goal:**

**Promote the seamless transition to schools that are responsive to the individual strengths and needs of children.**

	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Schools	Implement consistent assessments of incoming kindergarteners	Develop and implement Preschool Experiences Survey to be administered at school enrollment	<p><b>Short-Term:</b> Pilot preschool experiences survey developed and implemented</p> <p><b>Intermediate:</b> Preschool experiences data collected for all incoming CMS kindergarteners</p> <p><b>Long-Term:</b> Preschool experiences data used to establish community baseline of school readiness and to inform program planning</p>	\$	<p>Number of children for whom preschool experiences are documented</p> <p>Percent of kindergarteners identified as needing early literacy intervention services in Spring assessment</p>
		Identify and implement consistent, developmental assessment for incoming kindergarteners	<p><b>Short-Term:</b> Evidence-based assessment identified</p> <p><b>Intermediate:</b> Assessment implemented system-wide for incoming kindergarteners</p> <p><b>Long-Term:</b> Data used to identify and address gaps in children’s school readiness and development</p>	\$\$	
	Improve schools’ responsiveness to the individual strengths and needs of each child	Educate parents and the community on quality learning and developmentally appropriate practices	<p><b>Short-Term:</b> Education plan developed for parents &amp; providers</p> <p><b>Intermediate:</b> Parents and providers have an increased understanding of child development and developmentally appropriate practices within early care and school systems</p> <p><b>Long-Term:</b> Increased early detection of developmental delays</p>	\$\$	<p>Increased knowledge of child development principles via trainings and public awareness activities</p> <p>Percent of children entering school prepared to learn</p> <p>Average kindergarten class size</p>

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	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Schools		Provide trainings and professional development for administrators and teachers	<p><b>Intermediate:</b> Improved teacher understanding of child development</p> <p><b>Intermediate:</b> Teachers and schools demonstrated cultural competence</p> <p><b>Long-Term:</b> Teachers utilized developmentally appropriate, best practice models</p>	\$\$	
	Increase the on-time enrollment of incoming kindergarteners	Continue to develop and distribute parent-friendly school enrollment information	<p><b>Short-Term:</b> Data compiled to understand trends in early enrollment</p> <p><b>Short-Term:</b> Enrollment information is sent to families of rising kindergarteners, including requirements</p> <p><b>Intermediate:</b> On-time enrollment increased</p> <p><b>Long-Term:</b> Parents reported a positive transition experience into kindergarten</p>	\$\$	Percent of children enrolled on time
		Provide incentives for early enrollment			
Establish an elementary school liaison for private child care centers					



**Ready Community Goal:**

**Work effectively across all sectors to make children a top priority by supporting families, early childhood development, policies and investments that help all children enter kindergarten ready to succeed.**

	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Community	Become a community that believes and acts like ALL our children are OUR children	Develop communications plan to increase community awareness about child development and parenting	<p><b>Short-Term:</b> Target audiences identified and key messages developed</p> <p><b>Short-Term:</b> Coalition built to deliver key messages</p> <p><b>Intermediate:</b> Public awareness campaign messages delivered</p> <p><b>Long-Term:</b> Awareness of children’s issues increased</p>	\$\$	<p>Effectiveness of awareness campaign</p> <p>Public funding for children’s issues increases and reflects community needs</p>
		Build political leadership that prioritizes children’s issues	<p><b>Short-Term:</b> Criteria for qualified political candidates developed and disseminated</p> <p><b>Intermediate:</b> Mechanism(s) developed to identify, encourage, and educate strong candidates for elected positions</p> <p><b>Intermediate:</b> Increased prevalence of children’s issues discussed during campaigns of key elected officials</p> <p><b>Long-Term:</b> Elected officials prioritized children’s issues</p>	\$	

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	Objectives	Strategies	Expected Outcomes	Resources	Long-Term Indicators
Ready Community	Improve coordination and communication between agencies and community stakeholders to improve efficiency and strengthen impact	Work with funders to establish common grant-making criteria that are research-based and address verified, priority needs in the community	<p><b>Short-Term:</b> Funder’s Collaborative convened</p> <p><b>Intermediate:</b> Common priorities and outcomes established by funders</p> <p><b>Long-Term:</b> Funders invested in evidence-based programs for collective impact</p>	\$\$\$	<p>Funding to evidence-based practices</p> <p>Reporting on common outcomes</p> <p>Outcomes data used to inform future funding</p> <p>Large scale, effective initiatives replicated</p>
		Develop data and research repository, including a “what works” clearinghouse of local programs	<p><b>Short-Term:</b> Data and research repository created</p> <p><b>Short-Term:</b> Providers linked to implementation resources for evidence-based practices</p> <p><b>Intermediate:</b> Effectiveness research conducted on large scale community initiatives (ex: Reid Park, Project Lift)</p> <p><b>Long-Term:</b> Agencies implemented evidence-based programs and/or invest in high quality evaluation efforts</p>	\$\$\$	
		Provide technical assistance to private and public agencies to support the coordination and implementation of school readiness initiatives	<p><b>Short-Term:</b> Current collaborative efforts focused on children mapped</p> <p><b>Intermediate:</b> Coordination and efficiency of existing collaborative efforts increased</p> <p><b>Long-term:</b> Highly effective, efficient, and coordinated system of providers established</p>	\$\$\$	
		Infuse System of Care Principles* throughout public child-serving agencies	<p><b>Short-Term:</b> Plan created to institutionalize SOC principles across public child-serving agencies</p> <p><b>Intermediate:</b> SOC principles are adopted and implemented across agencies</p> <p><b>Long-Term:</b> Improved child and family outcomes</p>	\$\$	

## Implementation

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Key staffing, partnerships, and funding must be secured for the goals in this plan to be realized. Full implementation will require meaningful collaboration between agencies, community leaders, and philanthropists.

The following section details the structure that will support the plan, including the role of the Larry King Center.

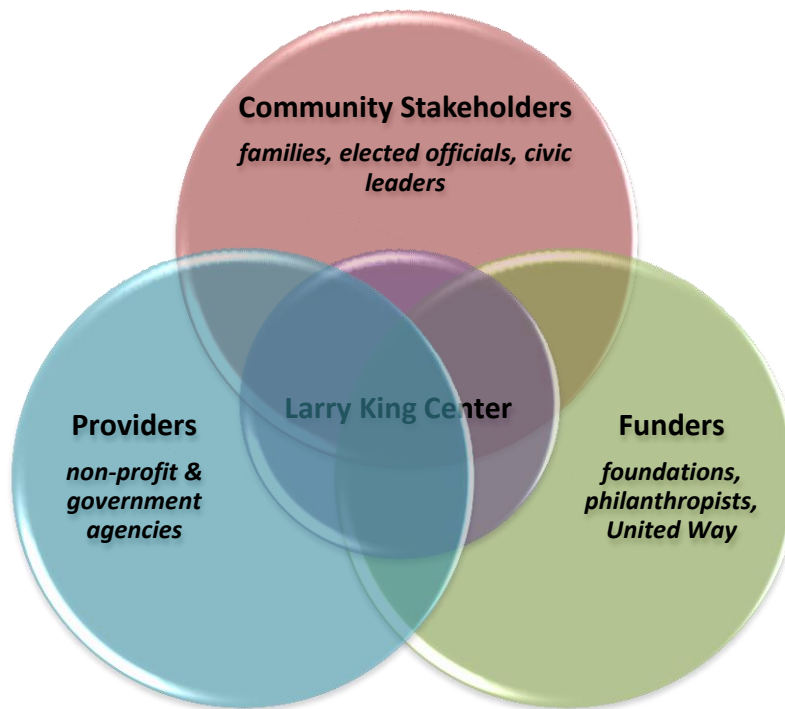
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## Implementation Structure

As with the development of this plan, implementation is dependent upon the active involvement of the community. Community stakeholders, providers, and funders will be asked to 1) identify strategies to implement, 2) actively support the overall plan, 3) engage with the LKC through the mechanisms listed in the chart on the following page.

As the community's intermediary for children's issues, the LKC is responsible for overseeing the overall implementation of the School Readiness Plan. In addition, the LKC will execute specific strategies related to research, planning, policy advocacy, and public awareness. The LKC staff includes researchers, community planners, policy advocates, and a communications specialist. See *Appendix A* for more information on the Larry King Center.

The following page details the mechanisms that will be utilized to engage the community and to support the implementation of strategies identified in the plan. In addition to these specific tactics, the strategies identified in this plan will be guided by the best data and research available; wherever possible, the LKC will encourage implementation of practices that have been demonstrated to be effective. Public policy advocacy will also be utilized to achieve many of the objectives. Policy advocacy strategies will include: community mobilization, policy development, coalition building, and legislative and budget monitoring.



## Implementation Strategies

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### Workgroups and Work Plans

Specific workgroups will be established to facilitate strategy implementation. Once established, the workgroups will create actionable work plans to execute the strategies. Established workgroups or coalitions may also be used in this capacity.

### Community Forums

Most strategies will require ongoing community engagement and information sharing to be fully executed. Issue-specific community forums will be organized, promoted, and facilitated to further the timely implementation of strategies identified in the plan.

### Research Committee

The LKC established a research committee in 2009 to develop strategic research priorities and to advance an annual research agenda. In addition, the committee will provide guidance on the execution of research-related strategies identified in the plan. The Research Committee is staffed by the LKC and includes university faculty as well as community researchers.

### Funder's Collaborative

A funder's collaborative will be established to keep local funders informed on the latest research and data related to young children, encourage alignment of funding priorities, and support collective tracking of outcomes and impact.

### Public Awareness Campaign

A broad public awareness campaign will be developed to educate the community about the importance of school readiness, including emphasis on child development, parenting resources, and tools to help children succeed in school.

### Community Trustees for Children

Created as the Vision Keepers for children in our community, the Trustees will provide thought leadership, strategic input, and advocate for systemic improvements to child-serving agencies.

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## Next Steps

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The following section provides an overview of the initial action steps that will be taken to implement the identified strategies. However, all the strategies identified in this plan are dependent upon the resources necessary to implement them. Given the current economic environment, most strategies will take considerable time to implement and require a collective community effort.

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**Overview of Next Steps**

**Ready Families**

- Compile research on evidence-based parent support and early literacy programs
- Assess need for community resource guide for basic needs services
- Develop advocacy agenda for homeless children and families
- Compile research on effective trauma-based services for young children

**Ready Health**

- Connect agencies and researchers for home visitation (HV) program evaluation efforts
- Set admission criteria for each HV program; hire referral coordinator for HV programs
- Support development of a sustainability plan for infant mental health initiatives
- Document local need for well-child checks for young children in our community

**Ready Early Care**

- Complete research on the best practices for strategies to increase public and private funding for early care and education
- Establish current costs associated with meeting the early care and education need
- Expand partnerships and messages needed for advocacy efforts

**Ready Schools**

- Support expansion of pilot Preschool Experiences Survey
- Compile research on evidence-based kindergarten assessments
- Compile local data to understand early enrollment trends

**Ready Community**

- Identify target audiences and develop key messages for public awareness campaign
- Convene Funder's Collaborative
- Create data and research repository
- Coordinate school readiness initiatives across child-serving agencies
- Create plan to institutionalize SOC principles across public child-serving agencies