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H Initiative

Families' Plan

l Recommendations

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KQRIS

Quality Rating Summary Report

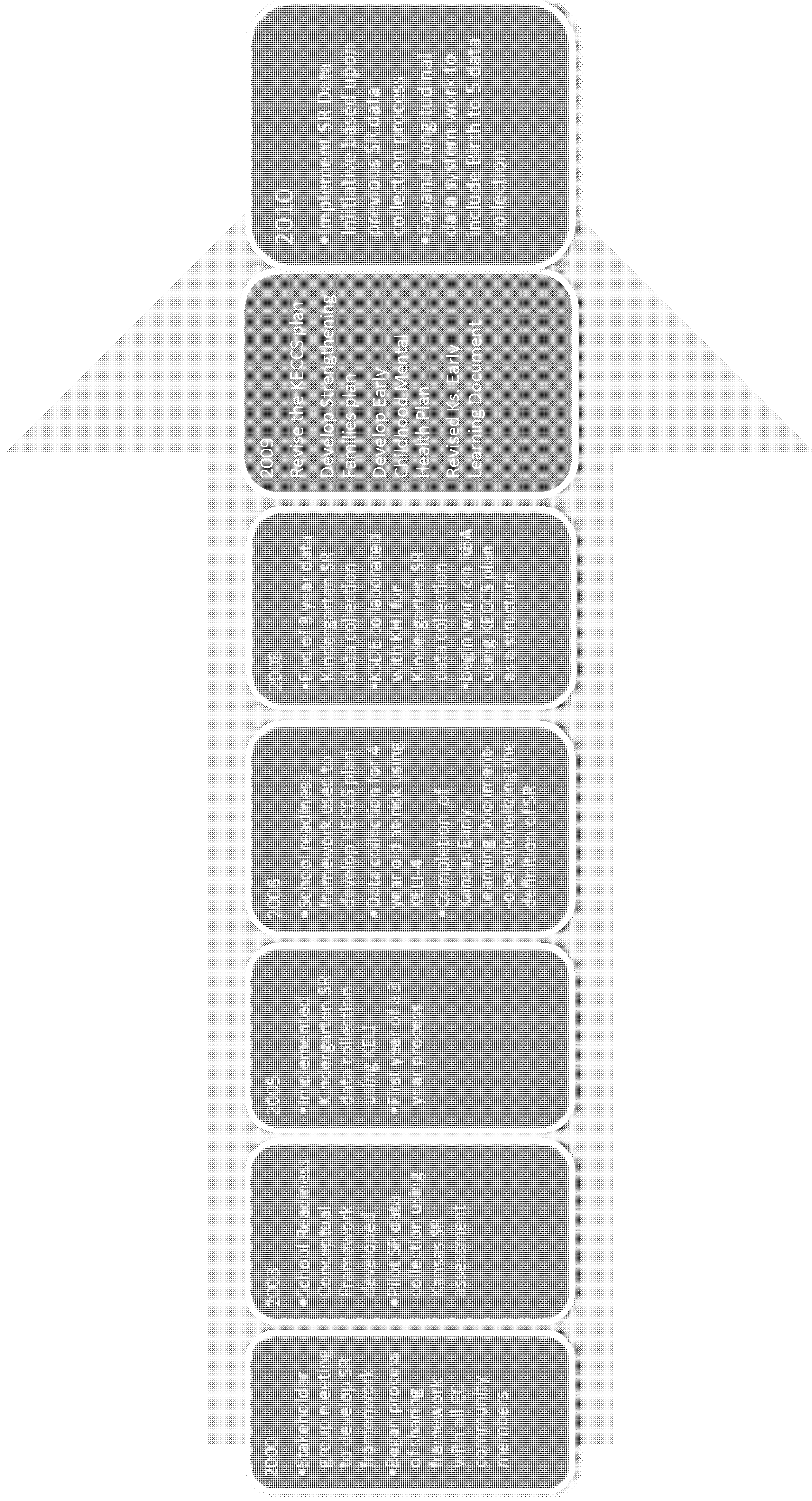
g Standards

r PreK Pilot and Four Year Old

g Standards and OSEP EC Out

APPENDIX A

School Readiness Framework Historical Timeline



APPENDIX B

The Kansas Vision for School Readiness**Kansas children will be ready to succeed in school when—**

1. 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.

2. 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.

3. 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

1. Children are born ready to learn and their families and caregivers are their first teachers.
2. Learning is a lifelong activity and every environment is a learning environment. Positive early experiences support school readiness.
3. 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.
4. 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.
5. Integrated services must be available to all children, appropriate to the age, abilities, and culture of each child.
6. 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.
7. 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.

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.

The Kansas Vision for School Readiness**INFLUENCES ON READINESS**

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

- Indicator: Mothers receive adequate prenatal care.
- Indicator: Mothers are high school graduates.
- Indicator: Children live in homes free of violence.
- Indicator: Children live in families that can afford basic necessities.

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

- Indicator: Early childhood programs are high quality.
- Indicator: Early childhood programs are available.
- Indicator: Early childhood programs are affordable.
- Indicator: Children have regular access to health care services.
- Indicator: Children live in safe and stable communities.
- Indicator: Family support programs are available.

SCHOOL GOAL: Children attend schools that support learning.

- Indicator: Schools provide high quality learning environments.
- Indicator: Teachers provide high quality classroom learning environments .
- Indicator: Schools have strong relationships with families and communities.

INDICATIONS OF READINESS

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.
- Indicator: Children demonstrate motor development appropriate to age and ability
- Indicator: Children have the social/emotional competencies to succeed in school.
- Indicator: Children have the communication and literacy skills to succeed in school.
- Indicator: Children are eager to participate in the learning process.

APPENDIX C

Kansas Early Childhood Comprehensive Systems Plan

INPUTS

Guiding Frameworks

KECCS Grant
School Readiness Framework
Governor and Legislative Priorities


Plan Partners

Office of the Governor
Early Learning Coordinating Council (ELCC)
KECCS Stakeholders
Foundations
Institutions of Higher Education
Business Consortium

Communication Mechanisms

Website
Implementation Tracking Tool
Monthly ELCC meetings
Semi-annual KECCS meetings

TARGET POPULATIONS

 Children Birth - 5
(including children with special needs)

 Young Children and Families

 Pregnant Women

 Early Childhood Professionals/Providers/Programs

 Medical/Medicaid Professionals

 Mental Health Centers

 Institutions of Higher Education

 School Districts

 Community

 System

GOALS

Health Insurance and Medical Homes

To ensure that all Kansas children have access to health insurance and medical homes (regular source of health care).

Mental Health and Social-Emotional Development

To fully integrate mental health and social-emotional development into the early childhood system in Kansas (mental health and social-emotional development).

Early Care and Education Services

To develop a comprehensive and coordinated early childhood care and education system in Kansas encompassing Birth-5 (early care and education services).

Parent Education

To educate and mentor parents about childhood health, development, and education (parent education).

Supports

To promote a system that helps families develop and utilize both intellectual and material resources to prepare their children for school and life (family supports).

Family

Kansas is a ready state

with an infrastructure to support communities, families, and schools.

Goal 1 - Health Insurance and Medical Homes

To ensure that all Kansas children have access to health insurance and medical homes (regular source of health care).

Objective 1.1

Increase the percent of births to women having received adequate prenatal care.

Strategies

Provide outreach, information, education, and ongoing support for all pregnant women about early and comprehensive health care before, during and after pregnancy.

Ensure that all women receive early and comprehensive health care before, during and after pregnancy.

Promote the importance of early and ongoing prenatal care through coordinated public awareness campaigns.

Expand state-funded insurance to provide coverage to all uninsured pregnant women.

Ensure access to high-quality oral health services for pregnant women.

Outcomes

- Every home visitor in Kansas participates in basic home visitation training which includes prenatal information.
- Increase in the number of families enrolled prenatally in home visitation programs.
- Plan for universal prenatal screening for all pregnant women.
- Increase in prenatal care.
- Improved birth outcomes for mother and baby. (Low birth weight)
- Increase in the number of children with health insurance.
- Increase in the number of Medicaid providers.

Objective 1.2

Increase the number of children in Kansas who have health insurance.

Strategies

Provide outreach to and enrollment of all children eligible for HealthWave (Medicaid/SCHIP program).

Provide information and education to families about the importance of health insurance coverage.

Outcomes

- Medicaid/SCHIP outreach and enrollment is incorporated into basic home visitation training.
- Increase in the number of children with health insurance coverage.

Objective 1.3

Increase the number of children in Kansas who have a regular source of medical and dental care.

Strategies

Assure that all children, including children with special needs, have care and have a regular source of care (medical home).

Strengthen health programs to expand access to services for all children (i.e. oral health).

Implement health consultation in Kansas.

Provide access to a full range of oral health education, prevention and treatment services to all children.

Promote early identification and intervention of both physical and emotional special needs, particularly for at-risk children.

Promote early identification of nutrition and fitness needs for all children.

Outcomes

- Implementation of universal newborn screening.
- Increase in physician knowledge about early intervention services.
- Increase in number of families reporting medical homes.
- Increase in the number of children with special health care needs with a medical home.
- Increase in use of telemedicine to facilitate high quality care.
- Increase in health literacy knowledge of parents.
- Increase in the number of providers, parent educators, and parents trained in nutrition and fitness curriculum and milestones appropriate to the age of the child.
- Decrease in number of unnecessary ER visits.
- Increase % of children birth through age 5 in early care and education programs that are cavity free.
- Increase % of children/families receiving oral health education.
- Increase in oral health activities across the State.

Goal 2 - Mental Health and Social-Emotional Development

To fully integrate mental health and social-emotional development into the early childhood system in Kansas (mental health and social-emotional development).

Objective 2.1

Increase the capability of early childhood, early care and education, and mental health professionals and families to identify, address, and prevent social-emotional problems in early childhood.

Strategies

Integrate mental health into professional development activities for early care and education providers.

Provide education opportunities to mental health professionals on early childhood development.

Collaborate with mental health providers and Part B and Part C programs to better serve children, including children in child welfare services.

Collaborate with parent education programs to continue screening, addressing and preventing social-emotional problems with children and families.

Outcomes

- Identify best practices in infant-toddler mental health.
- Increase in provider/educator awareness of social-emotional development.
- Develop competencies on mental health/social-emotional development for professionals working with young children.

Objective 2.2

Increase the early identification of children who need mental health services.

Strategies

Provide assessment training for early care and education professionals to increase early identification.

Promote collaboration between mental health, early care and education professionals and the foster care system.

Outcomes

- Increase in number of early care and education professionals trained in infant-toddler mental health issues.
- Increase in the number of professionals trained in SEST screening and other valid and reliable social-emotional screening tools such as the ASQ:SE.
- Increase in number of screenings and needed referrals for evaluation.
- Increase in availability and access to infant-toddler mental health services.

Objective 2.3

Develop a system to provide mental health services so that young at-risk children and families receive needed services.

Strategies

Partner with institutions of higher education to develop courses focusing on early childhood mental health and/or to integrate mental health content into early childhood courses.

Partner with mental health centers to develop a Mental Health Consultation Model

Develop local and/or regional learning collaboratives to support early childhood mental health.

Develop partnerships to ensure onsite services for children and mentor-coaching for teaching staff, parent educators, and families.

Outcomes

- Implementation of Mental Health Consultation statewide.
- Increase in participation of mental health providers across early childhood.
- Increase in the number of professional development events for mental health providers on infant-toddler mental health statewide.

Objective 2.4

Increase the State's ability to assess social-emotional readiness skills and abilities.

Strategies

Complete and implement Kansas Early Childhood Mental Health Strategic Plan.

Disseminate results of School Readiness data collection to early care and education providers for use in curriculum and professional development.

Promote the use of early childhood mental health screening and assessment tools.

Integrate available data on how children make progress on social-emotional skills.

Outcomes

- Local and state professionals use school readiness data and other data to promote social-emotional skills and abilities of young children.
- Increase in participation in social-emotional screening of children.

Goal 3 - Early Care and Education Services

To develop a comprehensive and coordinated early childhood care and education system in Kansas encompassing Birth-5 (early care and education services).

Objective 3.1

Increase the number of children of all abilities receiving high quality early care and education.

Strategies

Implement Quality Rating System (QRS) statewide.

Develop a comprehensive statewide plan for early childhood professional development.

Review and update child care licensing standards in order to improve quality of care
Implement the use of the Kansas Early Learning Document in early care and education sites statewide.

Strengthen community collaboration, including school districts, to promote and ensure high quality early care and education for all children.

Increase and improve access to quality early care and education for children of all abilities through training and support based on developmentally appropriate and culturally sensitive practices.

Support community economic development.

Educate early care and education providers about Kansas Division for Early Childhood recommended practices as a means to strengthen inclusive activities.

Support home visitation programs to build partnerships between parents and early care and education providers.

Ensure that existing early care and education programs embed inclusive practices into their experiences and classroom based learning.

Provide training for social service and education professionals to understand inclusion and learn about IDEA and developmentally appropriate practices.

Outcomes

- Increase in quality of early care and education programs.
- A quality rating system is developed and implemented.
- A tiered system of SRS child care subsidies is linked to QRS ratings.
- Increase in parental access to information about quality early care and education programs.
- 100% of facilities that partner with universal PreK meet at least 3 stars on the QRS rating scale.
- A comprehensive statewide professional development plan is developed and implemented.
- Increase in the number of early care and education programs that have a parent education component.
- Increase in the number of early care and education programs using evidence based curriculum.
- Increase in the number of early care and education providers trained to provide care to children with special health care needs.

Objective 3.2

Increase the number of early care and education programs that are available for all children.

Strategies

Promote availability of universal community-based preschool programs, including community sites, school sites, and faith-based sites.

Promote and fund universal all-day, every day, voluntary kindergarten.

Provide adequate funding for core early care and education services: quality early child care, health care, developmental intervention, and education.

Promote access for all children by reducing barriers to early care and education programs.

Coordinate public awareness campaigns and messages to increase public and political investment in early childhood.

Outcomes

- All day voluntary kindergarten is funded.
- Increase in funding for three and four year old programs.
- Increase in number of children enrolled in preschool programs.
- Increase in the proportion of children in poverty served by early care and education programs.
- Meet demand for infant and toddler slots in early care and education settings.
- Increase in child care slots for children with special needs.
- A coordinated public awareness message and campaign developed that results in an increased number of positive media coverage.

Goal 3 - Early Care and Education Services

To develop a comprehensive and coordinated early childhood care and education system in Kansas encompassing Birth-5 (early care and education services).

Objective 3.3

Increase the effectiveness of transitions from early care and education to kindergarten through high quality classroom learning environments.

Strategies

Utilize Early Learning Guidelines and Standards to align curriculum and standards between all early care and education programs.

Utilize Kansas Quality Standards, Core Competencies, and teacher education standards for early care and education programs to promote high quality, developmentally appropriate learning outcomes.

Utilize Kansas Division of Early Childhood Recommended Practices to support inclusive programs in natural settings.

Promote universal design to improve physical access to programs for children to include access to schools, within classrooms, and throughout buildings.

Outcomes

- Increase in the number of teachers trained to support school readiness domains (knowledge of skills and abilities).
- Increase in the number of teachers trained to provide appropriate supports and education to all young children.
- Complete Kansas Early Learning Document “how to use” sections and disseminate as a complete document.
- Increase in the number of early childhood professionals trained on the Early Learning Guidelines and Standards.
- Increase in the number of high quality early care and education programs as determined by the QRS.
- Development of professional developmental modules based on Kansas Quality Standards, Core Competencies, and Early Learning Document.

Objective 3.4

Strengthen relationships between families, early care and education programs, schools, and communities.

Strategies

Develop community-based strategies that enhance communication between schools, early care and education programs within the community, and families.

Target hard-to-reach parents and engage them in the education of their children.

Develop a program to increase early childhood professionals’ understanding about service delivery and inclusion from a family perspective.

Outcomes

- Technical assistance needs of communities are identified.
- Communication strategy to engage hard-to-reach parents is developed.
- Increase in family involvement for all families with early care and education settings.

Goal 4 - Parent Education

To educate and mentor parents about childhood health, development, and education (parent education).

Objective 4.1

Increase the number of programs that promote parent education on the school readiness developmental domains: physical health, social-emotional development, communication and literacy, mathematical knowledge, and symbolic development.

Strategies

Promote parental knowledge and understanding of the School Readiness developmental domains, including all children and their families.

Support health care providers in working with families.

Provide training to early care and education professionals on working with parents and providing parent education that supports their child's growth, development and learning.

Support birth to three and three to five programs that include a parental engagement and education component.

Outcomes

- Develop training for providers and educators on parent education, involvement and engagement.
- Increase in public and parental awareness of School Readiness domains.
- Increase in number of parent education programs.

Objective 4.2

Increase the quality and scope of parent education programs.

Strategies

Promote, evaluate, and enhance high quality parent education programs.

Implement evidence-based practices that increase parental involvement.

Promote collaboration with libraries and community services for literacy to support families, including families who speak English as a Second Language.

Expand parent education opportunities for fathers, mothers, grandparents, foster parents, teen parents, English language learners, and parents of children with special needs.

Embed parent education in early care and education programs.

Partner with local school districts to increase support for pregnant and parenting youth.

Infuse parent education and child development content into non-traditional settings (high school classes, adult education programs, etc).

Provide professional development programs, service and supports for parent education program staff.

Promote advocacy training for all parents as part of the early childhood experience.

Outcomes

- Every home visitor in Kansas participates in basic home visitation training.
- Identify and implement best practices to increase parental involvement.
- Increase in parental involvement in their child's early care and education experiences.
- Increase the number of parents enrolled in evidence based parent education programs.
- Increase in parental and family literacy and parental engagement in more language and literacy promoting behaviors with their children.
- Increase in access to earned income tax credits for low income parents.
- Decrease in unnecessary use of hospital ER and clinic visits as a result of parent education programs, including the Parent Health Literacy Project.
- Increase in parental knowledge of child development, parenting skills, and confidence in advocacy.

Goal 5 - Family Supports

To promote a system that helps families develop and utilize both intellectual and material resources to prepare their children for school and life (family supports).

Objective 5.1

Increase the number of mothers who are high school graduates.

Strategies

Provide comprehensive services to pregnant and parenting youth to help them complete their high school education.

Provide funding for child care for all youth with children to complete their high school education.

Support all mothers and fathers without high school credentials in completing high school or a GED.

Provide parent education and home visiting programs to pregnant and parenting youth in the high school setting.

Outcomes

- Increase in graduation rates for women with young children.
- Increase in resources available for programs that provide adult and continuing education programs.
- Decrease in truancy rates.

Objective 5.2

Increase the number of children living in homes free of violence.

Strategies

Promote and support implementation of the Kansas Strengthening Families Plan (Health & Safety, Early Identification, Family Supports, Parent Education, and Public Policy/Advocacy and Practice).

Outcomes

- Implement the Kansas Strengthening Families Plan.
- Increase family protective factors.
- Increase in the public awareness messages that focus on more positive proactive/prevention messages.
- Increase in options for quality care and education for families needing sick care, shift work care, care for children with special health care needs, and respite care.
- Child welfare and foster care professionals become involved in the KECCS plan.

Objective 5.3

Increase the number of children living in families that can afford basic necessities.

Strategies

Partner with Kansas Department of Social and Rehabilitation Services (SRS) to ensure that eligible families are receiving services.

Improve efficiency in referrals to food assistance programs.

Work with early childhood advocacy organizations in pursuing a tax system that allows families to better support themselves (i.e. removing tax on food).

Outcomes

- Increase in the number of eligible families receiving services.
- Increase in the number of children, including foster children, enrolled in Head Start, Four Year Old At Risk, and other targeted programs that provide free preschool to support parents in their work and training.
- Increase access to child care for low income children. (# of subsidies for child care)
- Increase in coordination of services between SRS and State agencies.
- Increased access to food assistance programs.

Objective 5.4

Increase the affordability of early care and education programs for all families.

Strategies

Define financing structures for early childhood services including both public and private financing. Remove policy barriers to funding at the State and federal levels.

Provide voluntary high quality preschool to all three to five year olds.

Remove policy barriers to accessing child care.

Work with SRS to develop a Family Support Waiver to give families additional choices in early care and education providers.

Outcomes

- Financing structures for early childhood services developed.
- Early childhood policies supported and barriers removed.
- Voluntary Kansas Preschool Program is in place and available to all families.

APPENDIX D



EXECUTIVE ORDER 10-05

WHEREAS, Kansas' leaders and families recognize the value of high quality early childhood experiences in preparing young children for success in school and life; and

WHEREAS, research has recognized that investment in comprehensive, high quality early childhood programs can yield enormous economic benefits for future generations and local communities; and

WHEREAS, research has documented that investment in comprehensive, high quality early childhood and education services can save money by preventing future expenditures on remedial education, corrections and other costs associated poor early childhood outcomes; and

WHEREAS, Kansas has made great strides in improving the early care and education system in the last decade through investments in programs such as Early Head Start, Smart Start, the Early Childhood Block Grant, Four-Year Old At Risk and PreK, Tiny K, Parents as Teachers and other evidence based, outcomes driven programs; and

WHEREAS, the Kansas Early Childhood Comprehensive Systems Plan and the Early Learning Coordinating Council has made progress in coordinating these services; and

WHEREAS, early childhood development requires a comprehensive, coordinated approach to a child's care and learning experiences; and

WHEREAS, the federal Improving Head Start Reauthorization Act of 2007 (P.L. 110-134) requires the establishment of a State Advisory Council on Early Childhood in order to receive Head Start collaboration grants from the federal government; and

WHEREAS, the State Advisory Council will build on the work of the Kansas Children's Cabinet, Kansas Early Childhood Comprehensive Systems Plan ("ECCS") and the Kansas Early Learning Coordinating Council ("ELCC").

NOW, THEREFORE, pursuant to the authority vested in me as Governor of the State of Kansas, I hereby establish the Kansas Early Childhood Advisory Council ("Council") with the following purposes and charges:

1. The Council shall meet the criteria and carry out the duties and functions prescribed in Public Law 110-134, in addition to any responsibilities assigned to the Council by the Governor, including the following:

- a. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State of Kansas;
 - b. Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child development, child care and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs;
 - c. Develop recommendations for increasing the overall participation of children in existing federal, state and local child care and early childhood education programs, including outreach to underrepresented and special populations;
 - d. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State of Kansas;
 - e. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State of Kansas;
 - f. Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the State of Kansas toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans; and
 - g. Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
2. The Council shall hold public hearings and provide an opportunity for public comment on the activities described above and the Council shall submit a statewide strategic report addressing such activities to the State Director of Head Start Collaboration and the Governor.
 3. After the Council submits a statewide strategic report, the Council shall meet periodically to review any implementation of the recommendations in such report and any changes in state and local needs.
 4. The Governor shall designate the Executive Director of the Children's Cabinet and Trust Fund to coordinate the activities of the Council.
 5. The Governor shall appoint members in accordance with Public Law 110-134, and may include additional relevant members concerned with early childhood education and care, as the Governor may so designate. The Governor shall take steps to ensure that its membership includes, to the extent possible, representatives of the following:

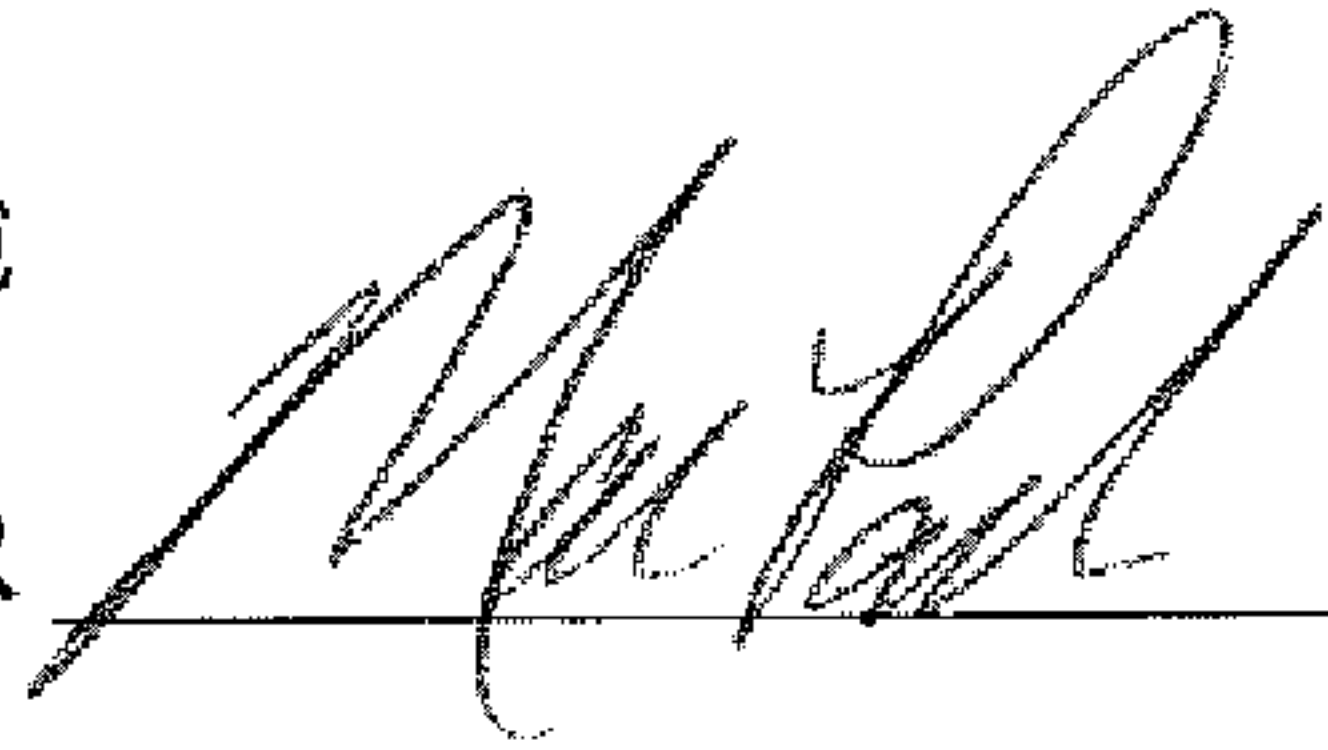
- a. A representative of the state agency responsible for child care;
- b. A representative of the state educational agency;
- c. A representative of local educational agencies;
- d. A representative of institutions of higher education in the State of Kansas;
- e. A representative of local providers of early childhood education and development services;
- f. A representative from Head Start agencies located in the State of Kansas, including migrant and seasonal Head Start programs and Indian Head Start programs;
- g. The State Director of Head Start Collaboration;
- h. A representative of the state agency responsible for programs under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. §§ 1419, 1431 *et seq.*);
- i. A representative of the state agency responsible for health or mental health care; and
- j. Representatives of other entities determined to be relevant by the Governor of the State of Kansas.

6. Members of the Council shall serve without compensation with the exception that expenses incurred in the furtherance of the organization's mission are allowed to be reimbursed with documentation and prior approval. Approved expenses include mileage reimbursement for travel to Council meetings.

This document shall be filed with the Secretary of State as Executive Order 10-05, and shall become effective immediately.

THE GOVERNOR'S OFFICE

BY THE GOVERNOR



DATED

6/17/2010

FILED
JUN 17 2010
SECRETARY OF STATE

Chris Biggs
Secretary of State

Mary Diane Minear
Assistant Secretary of State

APPENDIX E



Project LAUNCH—Finney County

More than 600 Finney County families with young children, as well as other families across the State will benefit from a \$4.25 million grant recently awarded to the Kansas Department of Health and Environment (80% of the funding goes toward efforts in Finney County). Project LAUNCH, from the Substance Abuse and Mental Health Services Administration, is a five year cooperative agreement that supports coordination of state and local early childhood services. The purpose is to promote the wellness of young children from birth to eight years of age by addressing the physical, emotional, social, cognitive and behavioral aspects of their development. KU's Institute for Educational Research and Public Service wrote the grant on behalf of the Kansas Department of Health and Environment, the Kansas Children's Cabinet and Trust Fund, the Kansas Early Learning Coordinating Council, and the Finney County Community Health Coalition.

Through state and local collaboration, evidence-based services such as mental health consultation for child care and early education providers, integration of behavioral health and primary care, developmental assessments in a range of settings, family strengthening programs, parenting skills training, home visitation and other supportive programs will be implemented or enhanced.

Highlights:

- Development and distribution of a calendar focused on providing information to parents of children ages 0-8. This project successfully formed unique partnerships that included the largest business in the community (Tyson Fresh Meats) and key community organizations, including the Center for Children and Families, St. Catherine Hospital, Kansas Children's Service League, Parents as Teachers, Smart Start, Court Appointed Special Advocates, and others. The calendar is available free of charge as a result of partnerships and funding through Project LAUNCH. Ten thousand calendars were printed and approximately 9,000 have been distributed to date, 3,000 of which were distributed to employees of Tyson Fresh Meats. Calendars were also distributed to children in Garden City and Holcomb schools. The calendar is printed in English and Spanish and features important information for parents on a variety of topics including reading, oral health, nutrition, encouraging learning, fatherhood, choosing quality caregivers, school involvement, and positive



interaction. The calendar includes a community resources guide with contact information for local services.

- Established a public awareness workgroup to organize activities for National Children's Mental Health Awareness Day, to promote text4baby, and to implement Born Learning. As part of this effort, information about the new Text4baby campaign has been widely disseminated in Finney County. The informational flyer has been translated into Somali and will soon be available in Spanish and Burmese. Text4baby is a free mobile information service designed to promote maternal and child health. An educational program of the National Healthy Mothers, Healthy Babies Coalition (HMHB), text4baby provides pregnant women and new moms with information to help them care for their health and give their babies the best possible start in life. Women who sign up for the service by texting BABY to 511411 (or BEBE in Spanish) will receive free SMS text messages each week, timed to their due date or baby's date of birth.

APPENDIX F

Kansas Strengthening Families Plan

INPUTS

Guiding Frameworks

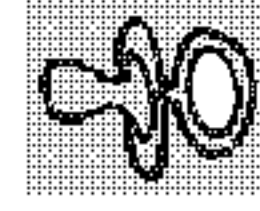
Kansas Early Childhood Comprehensive Systems Plan:
Family Supports Goal
Community-Based Child Abuse and Neglect Prevention Programs
PREVENT Institute
Center for the Study of Social Policy's Model of Protective Factors

Plan Partners

Office of the Governor
Kansas Children's Cabinet and Trust Fund
Kansas Strengthening Families Leadership Team
State and Community Agencies
School Districts
Foundations
Institutions of Higher Education
Business Consortium

Communication Mechanisms

Website
Implementation Tracking Tool



Children Birth - Five
(including children with special needs)



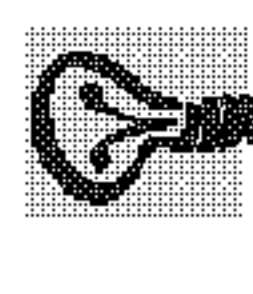
Parents



Early Childhood Professionals/Providers/Programs



Medical/Medicaid Professionals and Dental Professionals



Mental Health Centers



Institutions of Higher Education



School Districts



Community



State Agencies



Legislature

TARGET POPULATIONS

GOALS

Health and Safety

- Children will have health needs met.
- Children will live in safe and stable environments (parental/family resilience).
- Families will have access to quality child care while parents work or attend school.

Early Identification

- Children will have social and emotional needs met (social and emotional development).

Family Supports

- Families will gain skills to build and maintain naturally occurring support systems.
- Families will receive economic supports to meet their needs.
- Families will receive services in their communities to support stable, healthy living environments (concrete support).

Parent Education

- Parents will have the skills and knowledge they need to nurture healthy child development.

Public Policy/Advocacy and Practice

- Prevention programs in Kansas utilize evidence-based practices (EBP).
- Prevention programs in Kansas will advocate for changes in policies that work to support families.

Kansas is working to promote protective factors and minimize risk factors for all children and families by bridging a variety of disciplines, agencies, services, and prevention approaches.








Kansas is working to support families.

Goal 1 - Health and Safety

Objective 1.1

Children will have health needs met.

Strategies

- Provide universal health insurance coverage for all children birth to five. 
- Increase access to health care providers and dental services. 
- Increase support for a continuum of early screenings for fetal alcohol and drug exposure, obesity, pre-K screenings, dental, social-emotional, developmental, and universal KEMPE assessments. 
- Increase health literacy of parents and caregivers. 
- Increase immunization rates for all children. 
- Promote breastfeeding. 
- Identify and treat parent/caregiver physical and mental health needs in order to allow them to care for their dependent children. 




Outcomes

- Increase in health insurance coverage to 200% of the Federal poverty level and include pregnant women (including undocumented citizens) who are eligible by income.
- Increase in the number of children who have a source of regular medical care and access to a continuum of early screenings.
- Increase in the number of dental providers accepting Medicaid payments in rural areas.
- Decrease in the number of children's ER visits, decrease in childhood obesity rates, and increase in breast feeding rates.
- Increase in the number of children fully immunized when they enter school.

Objective 1.2

Children will live in safe and stable environments (parental/family resilience).

Strategies

- Increase home safety by providing families with information on basic safety issues. 
- Increase the number of shelters that are family-friendly. 
- Coordinate public awareness messages and improve public perception of parenting education and support services. 







Outcomes

- Increase in availability and accessibility of domestic violence and homeless shelters that are family-friendly.
- Increase in the public awareness messages that focus on more positive proactive/prevention messages, including basic safety issues, to tell families what to do rather than what not to do.

Objective 1.3

Families will have access to quality child care while parents work or attend school.

Strategies

- Increase the availability of child care options, especially for infants and toddlers. 
- Increase the quality of child care by increasing licensing regulations. 
- Provide adequate funding for quality early child care. 
- Improve accessibility of education and training for child care providers. 
- Improve recruitment and retention of providers. 
- Support family, friend, and neighbor care. 

Outcomes




- Increase in options for quality child care for families needing sick care, shift work care, care for children with special health care needs, and respite care.
- Increase in the monitoring of child care settings and development of financing structures to ensure quality of care.
- Increase in wages and alternative training options for child care providers.

Goal 2 - Early Identification

Objective 2.1

Children will have social and emotional needs met (social and emotional development).

Strategies

- Increase availability of therapeutic preschools/playgroups. 
- Increase public education and awareness on infant/toddler and early childhood mental health. 
- Increase training provided in institutions of higher education about infant/toddler mental health. 
- Implement an early childhood mental health endorsement in Kansas. 
- Assure screening for all young children and their families utilizing tools as determined appropriate by professional peers. 

Outcomes



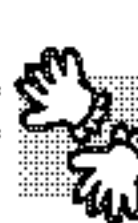



- Increase in funding of therapeutic preschools/playgroups.
- Increase in the number of institutions of higher education that offer courses in infant-toddler mental health/social and emotional development.
- Implement an early childhood mental health endorsement system in Kansas.
- Increase in the number of families who participate in screenings and follow-up services.

Goal 3 - Family Supports

Objective 3.1

Families will gain skills to build and maintain naturally occurring support systems.

Strategies

- Increase opportunities, build capacity within communities, and promote and support families in gaining skills to develop healthy, naturally-occurring supports. 
- Increase collaboration and communication across systems and empower communities to advocate for needs of families. 










Outcomes

- Increase in advertising and parent education campaigns regarding parent peer support groups and parent education opportunities.
- Increase in the number of neighborhood associations, cultural neighborhoods, and other existing coalitions.
- Increase in the number of grandparent groups and kinship support groups.
- Development of a collaboration/partnership model among different systems (schools, early childhood, hospitals, etc).
- Development of universal assessment plan for all births at hospitals in Kansas.
- Development of community leadership capacity to advocate for state/local governments to address the needs of families through policy.

Objective 3.2

Families will receive economic supports to meet their needs.

Strategies

- Increase economic stability by increasing participation in family support programs. 
- Increase state minimum wage. 
- Increase affordable housing. 

Outcomes

- Increase in the number of eligible families receiving food stamps and using tax credits.
- Reduction in outstanding child support payments.
- Increase in the minimum wage in Kansas.
- Increase in the amount and availability of federally-funded housing.
- Increase in tax incentives for municipalities for low-income and mixed housing developments.
- Decrease in bankruptcy filings related to housing.
- Increase in home ownership.

Objective 3.3

Families will receive services in their communities to support stable, healthy living environments (concrete support).

Strategies

- Implement universal screening for home visitation. 
- Improve transportation support. 
- Increase economic security for families by developing financial literacy skills. 
- Increase awareness of respite care for families. 
- Develop partnerships with businesses to provide support to families. 
- Increase availability of drug and alcohol inpatient facilities that accept families. 
- Engage parents across all socioeconomic levels. 

Outcomes





- Increase in the number of families utilizing home visitation services.
- Transportation needs assessment done with families to indicate a community's level of need.
- Increase accessibility to financial planning training.
- Increase in awareness of respite care services and eligibility.
- Promotion of workplace practices that increase responsiveness to family health needs (e.g. dependent child or elderly care leave without penalty or fear of loss of employment).
- Increase in availability of inpatient facilities that allow children to stay on-site with parents receiving services.

Goal 4 - Parent Education

Objective 4.1

Parents will have the skills and knowledge they need to nurture healthy child development.

Strategies

- Implement life skills education in the school system. 
- Promote key parenting messages that are consistent, delivered in multiple ways, universal to families, and culturally sensitive. 
- Provide more funding for parent education programs. 
- Promote parent leadership and ownership within parent education programs. 

Outcomes




- Increase in the number of high school students who are taught parenting and life skills.
- Increase in the number of staff who receive training in cultural competence.
- Increase in parenting classes taught in languages other than English.
- Increase in funding to parenting education programs to ensure that agencies are supported financially to remove barriers that parents experience (e.g. child care and transportation).

Goal 5 - Public Policy/Advocacy and Practice

Objective 5.1

Prevention programs in Kansas utilize evidence-based practices (EBP).

Strategies

- Increase the funding to support EBP and improve training regarding EBP and evaluation. 
- Provide diverse evidence-based practices. 
- Tie EBP to funding and provide time to build it into programming. 
- Encourage development of evaluation capacity and identify consistent indicators that are used statewide. 


Outcomes

- Increase in funding to support EBP.
- Development of funding request for proposals (RFP) that require documentation of evidence-based practices.
- Increase opportunities for agencies to partner with a research school or other evaluative agent to create new "evidence-based practices."
- Common language used across the state when discussing measurements and outcomes.

Objective 5.2

Prevention programs in Kansas will advocate for changes in policies to support families.

Strategies

- Review regulations and advocate for statute changes that respect privacy and ensure safety. 
- Consider revision of Kansas Sentencing Guidelines Related to Drug Offenses. 
- Advocate for expanded universal training for mandatory child abuse and neglect (CAN) reporters. 

Outcomes

- Review of regulations regarding child abuse and neglect cases.
- Revision of sentencing guidelines to mandate community supervision for less serious drug-related offenses.
- Increase in the basic requirements for universal training (increased hours over time) for all mandatory CAN reporters.

APPENDIX G

P-20 Council: Early Learning Recommendations

RECOMMENDATION 1: Improve teacher and provider quality through coordination and collaboration at the state and local level		
Evidence-based, Effective Practice	Policy &/or regulation Change	Evidence, theory, data supporting practice
<p>Establish minimum child care provider requirements:</p> <ul style="list-style-type: none"> • High school diploma/GED • 10 hours of in-service training yearly • 24 hours pre-service training 	<p>Provide Funding</p> <p>Change in regulations</p>	<p>Quality of child care and early education is improved through training and education</p>
<p>Improve licensing requirements that will increase quality in programs</p> <ul style="list-style-type: none"> • Appropriate number of children in care (age-dependent) • Continue to Inspect and monitor all child care homes/centers at least annually • Require licensure and inspection of registered family day care homes. 	<p>Provide Funding</p> <p>Change in statute in regard to registered family day care homes</p> <p>Change in regulations</p> <p>Change in Policy</p>	<p>Appropriate number of children improves health, safety, and quality</p> <p>Frequency of inspections are associated with compliance with licensing standards.</p>
<p>Support the development and implementation of a statewide Professional Development System for early childhood teachers and providers</p> <ul style="list-style-type: none"> • Aligned with Ks. Early Childhood Comprehensive System (KECCS) plan • Share resources and opportunities across agencies, organizations 	<p>No policy changes</p> <p>Provide funding</p> <p>Change in regulations</p>	<p>Coordination professional development enhances cross-agency/organization communication</p>
<p>Increase compensation and provide benefits for qualified early childhood providers and teachers</p>	<p>Provide Funding</p> <p>Change in policy</p>	<p>Compensation decreases turnover rates;</p> <p>Compensation supports retention and recruitment of qualified providers and teachers</p>
<p>Provide incentives for child care providers and early childhood teachers for meeting best practices as well as sanctions for not meeting best practices</p>	<p>Policy changes</p> <p>Provide Funding</p> <p>Change in regulations</p>	<p>Incentives increase interest and promote participation in training and other professional development opportunities</p>

P-20 Council: Early Learning Recommendations

RECOMMENDATION 2: Promote coordination and collaboration at the state and local levels to build a continuum of services and education from birth to third grade		
Evidence-based, Effective Practice	Policy &/or regulation Change or recommendations	Evidence, theory, data supporting practice
<p>Provide ‘one-stop’ coordination for parents in each community</p> <ul style="list-style-type: none"> • Provide state level guidance on blending funding streams and other collaborative efforts • Hospitals need to be the beginning referral agency 	<p>Change in policy Change in regulations Provide Funding</p>	
<p>Develop a community – based plan based upon a local needs assessment used to identify gaps in services</p> <ul style="list-style-type: none"> • Ensure all early learning programs and services are familiar with and know about each other 	<p>Provide Funding Change in regulations</p>	<p>Community planning supports</p>
<p>Ensure meaningful parent involvement at all levels, birth to grade 3</p>	<p>Provide Funding</p>	<p>Parent involvement has been shown to enhance school readiness and school success</p>
<p>Tracking system to for the purpose of improving student learning</p> <ul style="list-style-type: none"> • Follow children between and across programs • Use data to make programmatic changes 	<p>Change in Policy Change in Regulation Provide Funding</p>	
<p>Intentionally include early childhood professionals on state and local decision-making teams</p>	<p>Provide Funding Change in Regulation</p>	<p>Stakeholder participation improves the process and the results</p>
<p>Promote funding for full-day, every day Kindergarten</p>	<p>Policy change--Statute change</p>	<p>Data have shown that full-day every day Kindergarten allows for more evidence-based, best practices to be used in classrooms and improved learning to occur.</p>

P-20 Council: Early Learning Recommendations

RECOMMENDATION 3: Coordinate data collection and analysis and use to change practices by promoting evidence-based practices		
Evidence-based, Effective Practice	Policy &/or regulation Change	Evidence, theory, data supporting practice
<p>Implement registry to allow for professional development and training of providers and teachers to be assessed for gaps and future needs</p> <p>Implement annual evaluation and data collection process to examine school readiness information from multiple programs, agencies, and organizations</p> <ul style="list-style-type: none"> • Collect school readiness skill information from random sampling of entering kindergartners • Follow from early learning programs (birth – Kindergarten) • Follow from Kindergarten to third grade and beyond 	<p>Change in Policy Provide Funding</p> <p>Change in regulations Change in Policy Provide funding</p>	<p>Improving the system requires data</p> <p>Annual data provides a system-wide trend data that promotes best practice and provide information that can help create professional development supports to improve the system</p>
<p>Make child care data more available to parents through an online web based statewide data system</p>	<p>Change in statute Change in policy Provide funding</p>	<p>Knowledge of child care will improve system and allow parents to make better choices</p>
<p>Share data across agencies, organizations and systems</p> <ul style="list-style-type: none"> • Develop MOU/MOA process 	<p>Change in Statute Change in Policy Change in regulations Provide Funding</p>	

APPENDIX H

Making Decisions Count for Children

The Kansas School Readiness Data Initiative

Priority Questions

1. How prepared are all of our children for kindergarten, as a whole and by subgroups?
2. What are the most critical health, safety, and community factors that contribute to children's school readiness?
3. What is the impact of family education, involvement, engagement and support services on children's school readiness?
4. What are the best practices for engaging families?
5. How prepared are the states' schools for meeting the needs of entering kindergartners?
6. Who are children not being served and where are they?
7. What combination of early childhood experiences has the best return on investment?
8. What defines program effectiveness?

APPENDIX I

Screening Requirements for Parents As Teachers, Part C Infant - Toddler Services, Early Head Start/Head Start, Early Childhood Special Education (Section 619), and Four Year Old At-Risk

Parents As Teachers (*KSDE)	Part C Infant - Toddler Services (*KDHE)	Early Head Start/Head Start (*ACF*/HSSCO)	Early Childhood Special Education (Section 619) (*KSDE)	Four Year Old At-Risk (*KSDE)
<p>Screening is one of the four required components of a Parents as Teachers program and involves gathering health, hearing, vision, and developmental information.</p> <p>Screening is defined as a brief assessment designed to identify children who should receive further comprehensive evaluations.</p> <p>Screening Procedures:</p> <ol style="list-style-type: none"> All enrolled children receive developmental, hearing, vision, dental and health screenings at least once each program year. Developmental screening includes screening in the areas of language, intellectual, social-emotional, and motor development through the use of instruments approved by the National Center for Parents As Teachers. The parent educator conducts hearing and vision screenings using functional assessment. The program maintains annually updated health histories and current immunization information for all children served. Screening incorporates both parent and parent 	<p>Screening means procedures carried out for infants and toddlers to determine whether they are suspected of having a developmental delay or a condition with a high probability of resulting in a developmental delay. These procedures are carried out by a public agency, early intervention service providers, or designated primary referral source (except for parents).</p> <p>Screening is conducted through the administration of appropriate instruments by qualified personnel who can identify infants and toddlers suspected of having a developmental delay or a condition with a high probability of resulting in a developmental delay and in need of early intervention services at the earliest possible age.</p> <p>A. Screening Provided by Primary Referral Sources</p> <p>A primary referral source may screen a child either formally or informally. Screening is not necessary if the primary referral source suspects a developmental delay or if the child has a diagnosed condition that is known to result in a developmental delay.</p> <p>When a primary referral source suspects the child may have a developmental delay or has a diagnosed condition known to result in a developmental delay,</p>	<p>Head Start requirements (45 CFR 1304.20(b)) call for developmental, sensory (including hearing, vision and speech) and behavioral screening, in collaboration with the child's parent, within 45 calendar days of the child's entry into the program. The procedures must, to the extent possible, ensure sensitivity to the child's cultural background, include multiple sources of information, use standardized and appropriate instruments, and the program must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs (1304.20(b)(3)).</p> <p>In the words of 1308.6(b), "Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes speech, hearing and vision. It is a brief process, which can be repeated, and is never used to determine that a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability."</p>	<p>Kansas regulations (K.A.R. 91-40-7(b)) require each school district to implement screening procedures that meet the following requirements:</p> <ul style="list-style-type: none"> For children younger than five years of age: <ul style="list-style-type: none"> observations, instruments, measures, and techniques that disclose any potential disabilities or developmental delays that indicate a need for evaluation, including hearing and vision screening Implement procedures ensuring the early identification and assessment of disabilities in children. <p>Screening must include observations, instruments, measures, and techniques that address potential developmental delays or disabilities in the areas of communication, cognitive development, social-emotional development, self help/adaptive behavior, and/or physical development.</p> <p>This requirement also extends to hearing and vision screenings, which</p>	<p>Screenings include development, hearing and vision and are typically conducted by the school district the spring before children enter school/preschool.</p> <p>A range of services needs to be provided to support the education process such as nutrition, health and other services.</p> <p>Current immunizations are required according to K.S.A. 72-5209.</p>

Parents As Teachers (*KSDE)	Part C Infant - Toddler Services (*KDHE)	Early Head Start/Head Start (*ACF*/HSSCO)	Early Childhood Special Education (Section 619) (*KSDE)	Four Year Old At-Risk (*KSDE)
<p>educator observations of the child.</p> <p>6. When screening is conducted by program staff, the program has written procedures outlining the screening process. When screening is conducted by an outside agency, the program has a written agreement with the outside agency that states results will be reviewed with parents and forwarded to the program.</p> <p>Screening Techniques</p> <p>1. The screening environment is arranged for optimal child success: screening is conducted in the home; if screening cannot be conducted in the home, it is conducted in a familiar setting; adequate space is provided for screening; distractions are minimized.</p> <p>2. Screening is scheduled at a time and place that is convenient for families and optimal for the child's performance.</p> <p>3. Rapport is established with parent and child prior to administration of developmental screening.</p> <p>4. Screening is administered with sensitivity to cultural background and accommodation for the family's primary language.</p> <p>Screening Results and</p>	<p>they are to refer the child to the Infant-Toddler Services/tiny-k for an evaluation within two working days of that determination. The referral must be documented by both the primary referral source and the Infant-Toddler Services/tiny-k program.</p> <p>When a primary referral source has a concern about a child's development or the child is experiencing a biological or environmental risk (i.e., low birth weight, infection, history of abuse or neglect or affected by illegal substance abuse, etc.), they may refer the child to the Infant-Toddler Services/tiny-k for screening.</p> <p>B. Screening Provided by Infant-Toddler Services/tiny-k</p> <p>The Infant-Toddler Services/tiny-k may provide screening for infants and toddlers who are referred due to a concern if it is not known if they have a developmental delay or diagnosed condition known to result in a developmental delay. For example, such a referral may be the result of a child being involved in child abuse or neglect or affected by illegal substance abuse. Screening activities shall be at no cost to families.</p> <p>1. Infant-Toddler Services/tiny-k is to provide screening for children for whom there is a concern. Parents, family members, or other primary referral sources may make a</p>	<p>For some children the results of screening procedures, combined with information available from the ongoing assessment of progress required for every child (1304.21), may indicate the need for referral for a formal evaluation by a professional. As the Performance Standards (1308.6(b)) note, even standardized developmental screening is insufficient to determine disability. This screening merely identifies those children who require a referral. The formal evaluation, utilizing multiple sources of information from the family and program (including the ongoing developmental assessment of the child) will more fully assess the child's status, and determine what intervention may be needed. (e.g., special education or related services).</p> <p>A health care professional must determine the child's health status within 90 calendar days of entry, to determine if child is up to date on a schedule of age appropriate preventive and primary health care. <i>Note: If program is KDHE licensed, child must be up to date before program entry (using Kan Be Healthy guidelines).</i></p>	<p>must be available on an equal basis to all children in public and all private schools within the district's boundaries (K.S.A. 72-1204 and 72-5204 et seq.).</p> <p>It is recommended that a child be screened within 30 calendar days of referral.</p> <p>Mass screening of all children is not required, but screening is to be available for any child for whom there is a concern about an area of development including communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development; and hearing and vision. It is recommended that a child should not have to wait more than 30 calendar days for a screening. Young children's needs must be identified as soon as possible, so that early intervention may be provided.</p> <p>Screening is considered to be a quick look at the developmental areas to assist in determining whether a child should be referred for an initial</p>	

Parents As Teachers (*KSDE)	Part C Infant - Toddler Services (*KDHE)	Early Head Start/Head Start (*ACF*/HSSCO)	Early Childhood Special Education (Section 619) (*KSDE)	Four Year Old At-Risk (*KSDE)
<p>Follow-up:</p> <ol style="list-style-type: none"> Parents receive written and verbal summaries of all screening results, ideally at the time of screening. Written and verbal summaries of screening results include information about the next stage of development and strategies parents can use to promote development The screening form is maintained in the family/child file. Parent educators use the child's screening results to plan individualized visits and reference the child's screening results in ongoing discussion with parents. For particular areas of concern identified through screening, specific recommendations are made by program staff for follow-up activities to support the child's development. When indicated, re-screening occurs in accordance with the screening instrument. When screening results indicate the need for further assessment, parent educators provide recommendations to parents within 5 working days. When a recommendation is made for further 	<p>referral for screening.</p> <ol style="list-style-type: none"> Any infant or toddler referred to the Infant-Toddler Services/tiny-k for screening should be screened as soon as possible and must not wait more than one month to be screened. A child must be referred to the Infant-Toddler Services/tiny-k if he/she is involved in a substantiated case of abuse or neglect; or is identified as affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure. The referral may be for screening or evaluation. Infant-Toddler Services/tiny-k must obtain written parental consent before any screening activity. This requirement does not apply to other primary referral sources (physicians, child care, Head Start, etc.). The request for parent consent is to include information about the screening, the reason for conducting the screening, and parent rights. (K.A.R. 28-4-552(e)) Infant-toddler screening includes the administration of appropriate instruments by qualified personnel. The five developmental domains (cognitive development; physical development; [including health assessment, nutrition, motor, 	<p>Once the program has documentation of the child's EPSDT exam the program tracks and identifies the next due date (12 months). Staff works with the families and provides reminders of the required EPSDT components, prior to the due date.</p> <p>Screening services, the core of the EPSDT must include: a comprehensive health and developmental history, including a physical and mental health assessment; a comprehensive unclothed physical examination, appropriate immunizations according to the schedule of the National Advisory Committee on Immunizations (ACIP); laboratory tests must include anemia and blood lead level; health education, including anticipatory guidance; hearing services; vision services; dental services; and other necessary health care diagnostic services and treatment.</p> <p>Additional services Head Start programs provide to parents include: assistance with finding a medical home; locating sources of funding for health services; working with local Medicaid and CHIP agencies to determine child's eligibility for medical</p>	<p>evaluation. There are screening procedures that require minimal staff and time to complete. Screening should be equally available to all children in public and private schools within the school district's boundaries.</p> <p>Schools must maintain documentation on results of screening and must ensure that the collection and use of data under the child find requirements are subject to confidentiality requirements under FERPA (K.A.R. 91-40-7(e); K.A.R.91-40-50).</p> <p>Current immunizations are required according to K.S.A. 72-5209.</p> <p>For preschool age children, the district of residence of each preschool child is responsible for child find (locate, evaluate and identify) even though the child may be attending a preschool or other child care program outside the district of residence.</p> <p>The Part B child find requirements begin at birth, therefore they overlap with the Part C child find requirements. Schools should work with their local</p>	

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<p>assessment, parent educators support families in following through on the recommendation.</p> <p>Record Keeping and Continuous Quality Improvement</p> <p>1. A sample of each parent educator's completed developmental screening protocols is reviewed at least annually by the supervisor or mentor parent educator for accurate administration and scoring.</p> <p>2. The program uses screening results to identify developmental needs of the children served and design program services to meet these needs (e.g. a program identifies a number of language delays in children served by the program and designs group meetings, and connects with additional community resources to respond to this issue.)</p> <p>3. Screening results are tracked and summarized at the program level.</p> <p><i>From A Closer Look...The PAT Standards and Self-Assessment Guide, 2003, National Center of Parents As Teachers, St Louis, MO</i></p>	<p>vision, and hearing]; communication development; social and emotional; and self-help/adaptive development) must be addressed for each screening.</p> <p>7. A child who has been screened by a primary referral source and is suspected of having a developmental delay or has a diagnosed condition known to result in a developmental delay does not need to be rescreened by the Infant-Toddler Services/tiny-k before being referred for an evaluation.</p> <p>C. Outcomes of a Screening [K.A.R. 28-4-552(h)]</p> <ul style="list-style-type: none"> • "pass," which means that no concerns were identified and the child is developing within normal limits; • "questionable," which means the results of the screening process were such that a rescreening is needed within a specified time; or • "refer," which means that concerns were identified and a referral for evaluations shall be made within two working days. <p>D. Response to Screening [K.A.R. 28-4-552(i)]</p> <p>a. If the screening results or other available information indicate that the child is suspected of having a developmental delay, a referral for an evaluation must be made</p>	<p>assistance; tracking health services; and offering health promotion activities, including information about well child care and family wellness, and training on child growth and development.</p> <p>HS agencies are encouraged to form partnerships with local health providers, such as pediatricians, nurses, nurse practitioners, dentists, nutritionists and mental health providers, who represent private departments; the Women, Infants, and Children (WIC) program; dental schools and professional associations and other social services agencies. The Health Services Advisory Committee (HSAC) can offer information about providers and resources in the community. Head Start staff and parents also serve on the HSAC. The role of the HSAC is to advise in the planning, operation, and evaluation of Health Services in HS and EHS programs (1304.41(B)).</p> <p>Head Start Health Services Performance Standards require:</p> <ul style="list-style-type: none"> • Determining child health status • Screening for developmental, sensory, and behavioral concerns • Extended follow-up and treatment 	<p>Part C Infant-Toddler Network for child find activities for children from birth through 2 years to ensure that all children have access to screening in a timely manner. Each local Infant-Toddler Network is to have a local interagency coordinating council and this is a way for the local school district and the local Infant-Toddler Network to develop collaborative efforts for child find in their community.</p> <p>Children who are transitioning from the Part C Infant and Toddler program are not required to participate in a Part B screening process at age 3. For children receiving Part C services who may need an initial evaluation to determine eligibility for Part B special education services, the Part C Infant-Toddler Program may make a referral to the school district. The referral is to be made at least 90 calendar days prior to the child's third birthday and according to the school's policy for making a referral for an initial evaluation.</p>	

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	<p>within two working days, and the child must be evaluated within 45 calendar days. The referral for evaluation begins the 45 calendar day timeline to complete the evaluation and assessment activities and hold an Individualized Family Service Plan (IFSP) meeting.</p> <p>b. If, based on screening results and other available information, the child is not suspected of having a developmental delay, a written notice (as required in 34 C.F.R. 303.403) must be provided to the parent stating that the results of the screening did not indicate that the child has a developmental delay and that the child will not be referred for an evaluation.</p> <p>c. If the screening results determine that the child is not suspected of having a developmental delay, but the parent of the child requests an evaluation, the child must be evaluated within 45 calendar days of the parent request.</p> <p>Screening activities.</p> <p>(a) Families may choose to have their child evaluated, rather than screened.</p> <p>(b) Certain conditions, such as Down syndrome, indicate the need for evaluation rather than screening.</p> <p>(c) Screening shall be available at least monthly.</p> <p>(d) Screening may be conducted</p>	<ul style="list-style-type: none"> • On-going care, including daily health check • Involving parents • Individualization of the program • Health emergency procedures • Conditions of short-term exclusion and admittance • Medication administration • Injury prevention • Hygiene practices • First aid • Identification of nutritional needs • Nutrition services • Family assistance with nutrition • Food safety and sanitation • Mental health services • Parent education in health, dental, nutrition, mental wellness and safety • Ongoing staff training 		

Parents As Teachers (*KSDE)	Part C Infant - Toddler Services (*KDHE)	Early Head Start/Head Start (*ACF*/HSSCO)	Early Childhood Special Education (Section 619) (*KSDE)	Four Year Old At-Risk (*KSDE)
	<p>in places where a child may be found in the course of regular activities, such as a home, child care center, or physician's office, or at community locations, such as a health department, school, or developmental center.</p> <p>(e) Written parental consent shall be required before screening.</p> <p>(f) Screening shall be conducted by a qualified person or by a qualified multidisciplinary team.</p> <p>(g) Screening shall include the five developmental domains.</p> <p>(h) Screening shall result in one of three possible outcomes: (1) "pass," which means that no concerns were identified and the child is developing within normal limits; (2) "questionable," which means that the results of the screening process were such that a rescreening is needed within a specified time; or (3) "refer," which means that concerns were identified and a referral for evaluation shall be made within two working days.</p> <p>(i) Referral from the screening shall begin the 45-day timeline to complete the evaluation and assessment activities and hold an IFSP meeting.</p> <p>(j) Screening shall be provided at no cost to families.</p>			

Program Administration Authority is indicated in parenthesis in each heading. Abbreviations stand for:
*KSDE = Kansas State Department of Education
*KDHE = Kansas Department of Health and Environment
*ACF = Administration for Children and Families
*HSSCO = Head Start State Collaboration Office, Kansas Department of Social and Rehabilitation Services

KANSAS BIRTH TO FIVE STATE AND LOCAL ALIGNMENT: SELF-ASSESSMENT CHECKLIST

SCREENING, REFERRAL AND FOLLOW-UP

Understanding that early identification of children who have disabilities is a shared value, the expectation is that all Collaborative Partners aka "Partners" use their current policies and procedures to facilitate the early identification of children that may have disabilities through screening activities using valid and reliable tools and a shared understanding of criteria that merits referral.

General Considerations	No/None	Some	Most	Yes/All	Comments	Priority
Partners that provide screening services are included in coordination of screening, referral and follow-up discussions.						
Partners have a shared vision and commitment to early identification, referral and follow-up.						
Partners have a shared definition and understanding when discussing "screening", "referral" and "follow up".						
Partners discuss and have a basic understanding of the purpose of screening, referral and follow up within each partner program, including requirements such as laws and relevant policies and procedures.						
Partners discuss the population they serve and determine if there are any gaps in service.						
Partners discuss and plan coordination of screening opportunities, including joint efforts, to provide regular access to screening for all children birth to five in the service delivery area.						
Partners discuss and plan coordination of referrals to appropriate agencies that provide further evaluation services, including timeliness and who within an agency should receive the referral.						
Partners discuss confidentiality requirements and have developed a common parental release of information form when feasible.						
Partners discuss family inclusion regarding screening results, referral and follow up procedures and implement joint discussions with families, when appropriate, that are designed to alleviate family fears.						
Partners discuss appropriate sharing of child/family information including results of evaluation and coordinated follow up activities to assure appropriate family friendly services.						
Partners implement activities to maximize resources such as staff, time, funding, training and joint documents regularly.						
Partners regularly review agreements for efficiency and effectiveness, updating as needed.						

NEXT STEPS:

KANSAS BIRTH TO FIVE STATE AND LOCAL ALIGNMENT: SELF-ASSESSMENT CHECKLIST

SCREENING, REFERRAL AND FOLLOW-UP

Understanding that early identification of children who have disabilities is a shared value, the expectation is that all Collaborative Partners aka "Partners" use their current policies and procedures to facilitate the early identification of children that may have disabilities through screening activities using valid and reliable tools and a shared understanding of criteria that merits referral.

SCREENING, REFERRAL AND FOLLOW-UP CONSIDERATIONS	No/None	Some	Most	Yes/All	Comments	Priority
DEVELOPMENTAL SCREENING						
Partners use valid and reliable developmental screening tools and know which developmental screening tools are used by each program and agree on one or two instruments when feasible.						
MENTAL HEALTH SCREENING						
Partners use valid and reliable mental health screening tools and know which developmental screening tools are used by each program and agree on one or two instruments when feasible.						
HEARING SCREENING						
Partners discuss methods used to screen young children's hearing and share access to the best available screening.						
VISION SCREENING						
Partners discuss methods used to screen young children's vision and share access to the best available screening.						
HEALTH SCREENING						
Partners discuss methods used to screen young children's health and share access to the best available screening.						
ORAL HEALTH SCREENING						
Partners discuss methods used to screen young children's oral health and share access to the best available screening.						
MAXIMIZE RESOURCES						
Partners regularly assess training needs of staff regarding screening Instruments/methods and plan joint training when feasible.						
Partners implement activities to maximize resources for screening such as staff, time, funding, training and equipment/tools regularly.						

NEXT STEPS:

APPENDIX J

Quality Standards for
Early Childhood Education
for Children Birth Through Eight

Kansas Stakeholders Advisory Committee
for Early Childhood Education

Revised November 2001

ACKNOWLEDGMENTS

The Quality Standards for Early Childhood Education for Children Birth Through Eight in Kansas were developed by a diverse group of stakeholders representing many organizations, programs, agencies, and perspectives. This initiative began in 1993, and the first document was printed in 1994, reprinted in 1996, and revised in 2001.

The names of the Early Childhood Stakeholders Advisory Committee, the original group that developed the Quality Standards, are included in the introductory section, and the names of the current members of the Stakeholders are listed at the end of the Appendix.

All members who have contributed ideas over time are acknowledged and commended for their guidance and support for early education endeavors in Kansas.

**Revised
November 2001**

QUALITY STANDARDS FOR EARLY CHILDHOOD EDUCATION FOR CHILDREN BIRTH THROUGH EIGHT

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HISTORY

The Quality Standards for Early Childhood Education for Children Birth through Eight in Kansas were developed in response to the document, “Supporting Families and Young Children in Kansas,” which was adopted by the Kansas State Board of Education in December 1992. The Quality Standards created a vision for early care and education providers and families, to make certain that children have access to high-quality and developmentally appropriate programs.

Beginning in 1993, numerous individuals and organizations came together to address common interests and concerns relating to early childhood programs in Kansas. This group of stakeholders included parents and family members, representatives of many professional organizations and university programs, various service providers from the field, administrators, state agency personnel, and other policy makers.

Six outcomes were identified to ensure that all young children growing up in Kansas did so in the best possible circumstances, enabling them to become caring, competent, and contributing members of society. These outcomes were believed to be the shared responsibility of families, communities, businesses, schools, legislators, advocacy groups, resource personnel, and all citizens of Kansas. The following outcomes were listed in “Supporting Families and Young Children in Kansas” and used in the development of the Quality Standards:

- Every pregnant woman will receive adequate prenatal care to ensure the birth of a healthy infant.
- All young children will enjoy nutritious diets that support the development of healthy bodies and minds.
- All young children will develop a positive self-concept and a sense of self-worth that provide the confidence, energy, and optimism enabling them to live and learn to their full potential.
- All young children will acquire communication skills, including language skills, through a variety of rich, multi-sensory experiences that foster learning and thinking.
- Children will grow up in stable, nurturing families that are strengthened through supportive communities.
- Families will possess the parenting skills and knowledge of resources they need to ensure the well-being of their children.

For this document, early childhood is defined to include all children from birth through eight years of age, in both regular early childhood settings and early childhood special education programs. The following names and agencies were involved as original members of the Early Childhood Stakeholders Advisory Committee, who created this document. For a more recent list of Early Childhood Stakeholders Advisory Committee members, see the Appendix.

**Kansas Stakeholders Advisory Committee for Early Childhood Education
1992**

Jerry Bailey, Associate Dean of Education
University of Kansas

Carol Dermeyer, Early Childhood Coordinator
Kansas State Department of Education

Doug Bowman, Coordinator
Coordinating Council on Early Childhood
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Peg Dunlap, Instructional Advocacy Director
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Dr. Richard Branstrator, Superintendent
Leavenworth, USD 453

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Vic Burton, Head Start Program Specialist
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Ken Gentry, Team Leader
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Wichita, USD 259

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Eileen Hogan, Professor
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Karen Juolo-Pitts, Children's Services
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Sandra Kassebaum
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Kansas State Department of Education

Jill Crumpacker, Constituent Representative
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Kansas State University

Nancy Keel, Parents as Teachers Coordinator
Olathe, USD 233

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Child Care Licensing and Registration
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Kansas Department of Health and Environment

Rose Sigmund, Head Start Director
Northeast Kansas Community Action Program

Lynn Marotz, Associate Director
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Bill Musick, Board Member, District 6
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Kansas Association for the Education of
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Lynne Owen, Parent as Teachers Consultant
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Chanute

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Kansas State Department of Education

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Kathy Stueve, Parent Representative
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Deborah Kraus Voth, Executive Board Member
Kansas Division for Early Childhood
Council for Exceptional Children

Verna Weber, Administrator
Child Care Services
Department of Social and Rehabilitation Services

INTRODUCTION

Research has demonstrated that children who receive quality early childhood services, such as those identified in the Quality Standards, are eager and open to learning, demonstrate better long-term gains from their educational experiences, and become more productive citizens of their community. Therefore, the intent of the Quality Standards is to achieve a reorientation of thinking and practice across a range of providers and to bring all programs of care and education for young children and families into a common framework. This common framework will promote a seamless system of quality care and education.

The Quality Standards document is designed to serve as a guide as well as an indication of quality for all early childhood education providers. The standards are applicable to all services and providers, regardless of setting, as a means of fostering programs that incorporate education, child care, health, nutrition, social services, parent education, and family support. Implementation of the standards will ease the transition between services for families and children, ensure that services are developmentally and individually appropriate, encourage community-based responsibility and collaboration, and support families' strengths, needs, and diversity.

The following guiding principles were used in the development of this document:

- *Families are respected and recognized as the first and most important teachers and key decision makers for their children.*
- *Learning for all children occurs within the context of their families and communities; therefore, learning experiences must be integrated and should encompass the whole child.*
- *Comprehensive early childhood education integrates parent education and family support programs, child care, health, and social services with education.*
- *All environments for young children are educational.*
- *Early childhood education provides comprehensive services to children birth through eight years of age.*
- *Comprehensive early childhood programs follow developmentally appropriate practices addressing both age and individual characteristics of children and their families.*
- *Every child is unique; therefore, programs will respond to individual differences, interests, and needs.*
- *All stakeholders are accountable for facilitating children's access to quality care, education, and family support services.*
- *Partnerships and successful coordination and integration services are necessary to make early childhood experiences the foundation for lifelong learning.*

USING THIS DOCUMENT

The Quality Standards sets a common framework for regulating authorities, agencies, organizations, early care and education providers, and families. The Quality Standards is designed to serve as a guide as well as an indication of quality for all early childhood providers. The standards define what programs and individuals working with young children should know and be able to do. The standards are applicable to all services and providers, regardless of setting, as a means of fostering programs that incorporate education, child care, health, nutrition, social services, parent education, and family support. They are comprehensive, based on the premise that all environments for young children are educational and provide opportunities for learning experiences. Using the Quality Standards will:

- Ease the transition between services for children and their families,
- Ensure that services are developmentally and individually appropriate,
- Encourage community-based responsibility and collaboration,
- Support families' strengths, needs and diversity, and
- Lead to school readiness and successful lifelong learning.

The Quality Standards are organized around nine areas:

- Family involvement
- Community
- Program administration
- Personnel
- Learning experiences
- Physical setting and safety
- Health and nutrition
- Child assessment
- Program evaluation

Each of the nine areas includes a guiding principle, followed by specific outcomes and indicators. A self-assessment format based on the nine areas has been included in the Appendix. The self-assessment section may be used by programs and/or individuals to identify areas in need of attention or to confirm existing quality practices. Some indicators may not be applicable to every program, and some may need to be adapted to meet the uniqueness of an individual program. Local indicators may also be developed to supplement the Quality Standards. The self-assessment format can be used as an action plan for improvement. It is strongly encouraged that parents and community members be part of the self-assessment and implementation process.

The Appendix includes a glossary, sections on implementing the standards in family child care and early primary settings, an explanation of how to use the self-assessment, the self-assessment tool, a bibliography, and a list of written and online resources.

FAMILY INVOLVEMENT

"Children are a message we send to a future we'll never see."

Rationale: *The most important influences on children are their families and their home environments. Therefore, family involvement is an integral part of quality early childhood programs. Family involvement improves the program for the child, benefits both the staff and the program, and enhances parenting skills.*

Today's families are diverse. The family involvement/education program must be based on an acceptance of such diversity, including an awareness of individual families' differing values, structures, needs, and aspirations.

Quality programs recognize that parenting is a developmental process. They provide assistance to parents through resources and information based on the recognition that all families have primary responsibility for their own children.

OUTCOME: FAMILIES ARE RESPECTED AS PRIMARY DECISION MAKERS FOR THEIR CHILDREN. THEY RECEIVE FAMILY-FOCUSED, CULTURALLY SENSITIVE SERVICES.

STANDARD 1: Families are recognized as primary participants in the care and education of their children and are respected as their children's first teachers.

Indicator 1. Communication with families about their child's learning experiences, needs, and progress is reciprocal and ongoing.

Indicator 2. Families receive information designed to enhance their skills as their child's principal educator through participation in activities such as parenting workshops, adult literacy programs, toy-lending libraries, and play/support groups.

Indicator 3. Opportunities for family involvement and participation in planning and decision making are available through advisory councils, policy making roles, and parent meetings.

Indicator 4. Families are offered flexible options for participating in their child's learning experiences. Multiple opportunities are available for accessing activities and resources in a variety of settings.

STANDARD 2: Quality early childhood programs recognize the diversity of all families and value their strengths.

Indicator 1. The needs of families are addressed through diverse and flexible learning opportunities built on the family's strengths and differences.

Indicator 2. Families are respected and supported in their primary role in the learning process.

Indicator 3. The cultural and ethnic uniqueness of all families is respected.

COMMUNITY

***"It is the power of concerned and committed people, and their organizations, that can bring what needs to be done within the bounds of what can be done."
(The State of the World's Children, 1995.)***

"It takes a whole village to raise a child." (African proverb)

Rationale: *Quality services for young children and their families are best ensured by establishing a broad-based group of partners--representing the home, program, and community--to work collaboratively toward achieving common goals. Broad-based representation helps these partners keep in touch with the local community's values, beliefs, history, needs, strengths, and aspirations.*

Further, recognition and inclusion of the various perspectives represented in the community enable the home, program, and community partners to develop an appropriate and efficient system of response to local needs. Renewed commitment to serve the whole child within the context of the family and the community requires that services and policies be integrated.

OUTCOME: ALL STAKEHOLDERS INVESTED IN THE HEALTH, WELFARE, AND DEVELOPMENT OF YOUNG CHILDREN AND THEIR FAMILIES SHARE RESPONSIBILITY FOR LEADERSHIP AND DECISION MAKING.

STANDARD 1: The comprehensive needs of young children and their families are met through ongoing relationships and collaboration in the community, involving families, program personnel, and individuals whose work relates to or may impact the development of young children.

Indicator 1. The program staff collaborates with community resources to provide services as needed by the child and family (e.g., programs provided by community agencies, schools, health care and mental health professionals).

Indicator 2. The diversity and cultures of the community are reflected in the program.

Indicator 3. Referral procedures ensure that families are linked to needed services in the community.

Indicator 4. Local Interagency Coordinating Councils (LICCs) address developmental needs of young children and their families.

Indicator 5. The community and families work together to provide continuous services for all children, ensuring smooth transitions between programs.

Indicator 6. Public awareness activities are implemented to inform the community about the needs and availability of early childhood services.

STANDARD 2: All available resources in the community are used to eliminate duplication and to reduce gaps in services for children and families.

Indicator 1. All pertinent funding sources and services are utilized to provide comprehensive services to meet individual needs of children and their families.

Indicator 2. A community-wide needs assessment is conducted to identify strengths and weaknesses in available services to eliminate service gaps and overlaps.

Indicator 3. Hard-to-reach families are served through outreach efforts and collaboration among community programs.

Indicator 4. Extended child care needs are addressed within the community, including but not limited to such programs as before- and after-school care, summer programs, respite care, sick-child care, and transportation.

Indicator 5. Community volunteers are invited to participate in the program in a variety of roles, such as serving on interagency committees or advisory groups, communicating with other community organizations, or assisting with public awareness efforts to reach more families.

PROGRAM ADMINISTRATION

***"Unless the investment in children is made, all of humanity's most fundamental long-term problems will remain fundamental long-term problems."
(State of the World's Children 1995)***

Rationale: Administration of a program affects all interactions within the program as well as its relationships with external programs and services. Administration of a quality early childhood program is impartial and consistent, carried out in accordance with the purposes and/or goals, policies, and procedures established by families, staff, and community.

Effective program administration creates an environment that facilitates the provision of quality care and education for all children. Responsive program administration includes good communication, positive community relations, fiscal stability and accountability, and attention to the needs and working conditions of program staff.

OUTCOME: RESPONSIBLE ADMINISTRATIVE ACTIVITIES ENSURE A QUALITY PROGRAM FOR ALL CHILDREN AND THEIR FAMILIES.

STANDARD 1: The program administration collaborates with families, staff, and community to establish and support the achievement of positive outcomes for young children.

Indicator 1. Written philosophy and mission statements that support the learning and development of young children are agreed upon by families, staff, and community.

Indicator 2. Written policies and operating procedures established by families, staff, and community are based on the program's identified philosophy and mission statements.

Indicator 3. The philosophy, mission, policies, and operating procedures are continuously reviewed and modified to reflect the evolving knowledge base in early childhood education as well as changing family and community needs.

STANDARD 2: The program administration demonstrates knowledge of and support for developmentally appropriate practices with young children and families.

Indicator 1. The program administration conveys high expectations for all children based on an understanding that young children can achieve these expectations in different ways.

Indicator 2. The program administration supports a research-based approach to assessment that is appropriate for the developmental level of young children.

Indicator 3. The program administration conducts ongoing program evaluations that consider new ideas and trends in early childhood education, findings of new research, and insights of experienced practitioners in the field.

STANDARD 3: All children and families who meet identified eligibility criteria have access to services based on policies that are sensitive to individual diversity.

Indicator 1. Administrative policies and practices support the inclusion of children with disabilities and provision of appropriate learning experiences for all children.

Indicator 2. Children enter and progress through school with their peers, as opposed to separate programs that reflect retention or readiness, such as developmental kindergartens and transitional first grades.

Indicator 3. Appropriate materials, curricula, and personnel address the cultural and language diversity of children and their families.

Indicator 4. Program policies ensure nondiscrimination in the selection and participation of eligible children, families, staff, and volunteers.

PERSONNEL

***"Since teachers have begun taking turns visiting each other's programs, we understand better what others are dealing with. We share our ideas about teaching."
(Dodge City teacher)***

Rationale: *The quality of the staff is a critical determinant of overall program quality. Research shows that staff training in child development and early childhood education is related to positive outcomes for children, such as increased social interaction with adults, appropriate behavior, and improved language and cognitive development.*

Another important determinant of quality is the adult-child ratio and group size within the program. Well-organized staffing patterns facilitate responsive care and education. Research strongly suggests that smaller group sizes and an increase in the adult-child ratio are related to positive outcomes for children, such as increased interaction with adults, enhanced learning capability, as well as less aggression and more positive interaction with other children.

OUTCOME: ALL PROGRAM STAFF POSSESS A HIGH LEVEL OF SKILL AND KNOWLEDGE FOR THEIR RESPECTIVE ROLES.

STANDARD 1: All staff demonstrate appropriate training and experience in developmentally appropriate early childhood practices commensurate with their positions.

Indicator 1. Staff are optimally qualified for their positions and for assisting children in advancing all aspects of their development (social, emotional, intellectual, and physical).

Indicator 2. Position descriptions are developed for all staff and volunteers, clearly describing roles and responsibilities.

Indicator 3. Staff receive ongoing opportunities to express program needs and give input into program planning and operation.

STANDARD 2: Sufficient staff, combined with organizational structure, ensure positive interactions and constructive activity among children, staff, and families.

Indicator 1. Adult-child ratios are based on current research findings and professional recommendations, considering number and ages of children, nature of the physical setting, and number of children with special needs in the program. When age groups are mixed, the lower ratio prevails.

Indicator 2. The adult-child ratio is sufficient to ensure adequate supervision, frequent personal contacts, and time for individual instruction and meeting diverse needs of all children.

Indicator 3. Time is allocated for regular, ongoing opportunities for staff and families to work collaboratively and cooperatively as a team.

Indicator 4. The staff exhibits developmentally appropriate interaction techniques, such as positive guidance, child-level communication, and child-initiated interactions. Such behavior is supportive of children's cognitive, psychological, and biological development.

STANDARD 3: Ongoing informal and formal staff evaluations are conducted, and opportunities for continuous professional development are available.

Indicator 1. Staff receive ongoing constructive suggestions, written and oral, that assist in fulfilling their professional responsibilities.

Indicator 2. Evaluation of each staff member consists of a variety of methods, including self-evaluation and observation. Written and oral feedback is provided.

Indicator 3. An individual improvement plan is developed, as necessary, for each staff member.

STANDARD 4: A comprehensive staff development plan ensures that individual and overall staff development needs are met as part of the underlying program goal to provide quality services for young children and families.

Indicator 1. Staff development is provided based on the identified needs of staff and families. Topics address developmental needs of young children (intellectual, health, nutrition, safety, learning, physical activity, etc.) as well as the skills needed to work in teams, work with parents, and facilitate integrated services.

Indicator 2. Flexible scheduling allows staff to participate in a broad range of relevant staff development activities, including on-site training, visits to other programs, conferences, meetings of professional organizations, and curriculum development projects.

Indicator 3. Professional resources are available to staff, including professional journals, books, tapes, videos, etc.

Indicator 4. Representatives from other programs and agencies are included in locally arranged in-services.

LEARNING EXPERIENCES

***"Children with special needs will be perceived as less 'different' if they are part of the same environment as other children; as a result they will be more readily accepted by others--their families, their peers, and the community."
(Phyllis A. Chandler)***

Rationale: "Best practices" for providing appropriate early childhood learning environments are based upon knowledge of typical child development within a certain age span as well as the uniqueness of each child. Learning experiences are not only age-appropriate but individually appropriate." Appropriate learning experiences" refer to a framework, a philosophy, or an approach to working with children that requires incorporation of what is known about how children develop and learn. A given curriculum or a rigid set of standards should not dictate practice.

Instruction is organized around the child's needs, interests, and learning styles, and is sensitive to cultural diversity. Activities are child-initiated, child-guided, and adult-facilitated. This process allows children to learn through play-based activities that emphasize hands-on experiential learning with numerous opportunities for free exploration. Children are encouraged to connect new discoveries with what they already know and are able to do. Some children may need more structure or more adult direction to guide learning than others. Accommodations and modifications are made to meet the individual needs of every child.

OUTCOME: THE EARLY CHILDHOOD PROGRAM PROVIDES DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT MEET THE NEEDS, CAPABILITIES, AND INTERESTS OF YOUNG CHILDREN.

STANDARD 1: The organization and introduction of learning experiences are consistent with research findings on the development of the whole child and individual learning styles.

Indicator 1. Learning experiences are based on established program philosophy and mission statements.

Indicator 2. Learning experiences are grounded in the most current research and literature on child development and education.

STANDARD 2: A variety of developmentally appropriate learning experiences facilitate the optimal growth and development of the whole child, and encourage children to be actively involved in the learning process.

Indicator 1. The program content is designed to achieve long-range goals in all areas of child development (social, physical, cognitive, emotional, and language).

Indicator 2. Developmentally appropriate learning experiences, materials, equipment, and environments reflect and respect diversity in national origin, religion, language, gender, ability, and age of all children.

Indicator 3. Learning experiences are provided through a variety of activities such as play-based exploration, guided discovery, problem-solving, repetition, intuition, and imitation.

Indicator 4. Learning experiences are presented in multi-sensory and integrated ways that build upon what children already know and are able to do.

Indicator 5. Learning experiences provide a hands-on orientation that emphasizes process over product.

STANDARD 3: The schedule of activities reflects the individual needs, interests, and developmental levels of all children.

Indicator 1. The program schedule reflects the need for children to engage in a balance of activities, such as active and quiet, private time to relax and think, large and small motor activity, group and individual activities, and time to communicate with friends and staff.

Indicator 2. Transitions between individual activities are integrated into the program as learning opportunities.

Indicator 3. A daily routine is provided within a consistent environment to promote self-help and social skills as well as self-control and recognition of boundaries.

Indicator 4. Uninterrupted blocks of time help children develop problem-solving and decision-making skills by offering a choice of activities.

Indicator 5. The program is flexible enough to adapt planned or routine activities to the needs or interests of children.

Indicator 6. Through an integration model, support and special services personnel collaborate with program staff to offer learning experiences that are appropriate for each child.

PHYSICAL SETTING AND SAFETY

***"Success is not a destination; it's a journey."
(Anonymous)***

Rationale: *The environment in quality early childhood programs allows for self-direction; therefore, materials encourage children to construct their own learning. The physical environment allows spaces for various activities, individual and group, and is appropriate for the child's age and size. The physical arrangement in an early childhood environment dictates the type of activities children engage in and the way children and adults are involved.*

Young children are highly interested in the world that surrounds them and unaware of most dangers. Early childhood environments must enhance children's natural curiosity while allowing them to interact freely and safely. Consideration must be given to the size and age of all children in the learning environment.

OUTCOME: THE PHYSICAL SETTING IS SAFE AND DEVELOPMENTALLY APPROPRIATE FOR THE NEEDS OF ALL CHILDREN.

STANDARD 1: The program's indoor and outdoor environments contain equipment, materials, and spatial arrangements that are appropriate for the age and developmental levels of all children.

Indicator 1. The physical space is arranged to encourage interaction among children and adults, allow flexibility in grouping or solitary play, and foster exploration and learning.

Indicator 2. The physical environment offers space for each child to move freely in the classroom or on the playground, fosters positive social and emotional interactions, and provides storage for personal items and projects.

Indicator 3. Modifications in the physical environment and materials are made according to the individual needs of all children.

Indicator 4. Indoor physical environments provide a variety of appropriate surfaces such as pillows, carpet, and tile as well as defined areas for quiet reading, block play, housekeeping, discovery, art, and manipulatives that are developmentally appropriate for the age of the children.

Indicator 5. Outdoor physical environments provide a variety of surfaces that are safe and appropriate for all children such as sand, grass, hills, flat, and hard areas.

Indicator 6. A wide variety of age-appropriate learning materials and equipment are easily adaptable and rotated on a regular basis.

STANDARD 2: The safety of all children and staff is assured through high-quality environments and education.

Indicator 1. At least one staff member is certified in CPR and first aid, or has equivalent training, and adequate first aid supplies are readily available.

Indicator 2. Appropriate adult-child ratios are maintained to ensure safety and adult supervision at all times.

Indicator 3. The physical environment, including developmentally appropriate playground equipment and material, is maintained to ensure that it is in good repair and free from hazards.

Indicator 4. The physical environment is arranged to provide for good supervision.

HEALTH AND NUTRITION

*"The best things in life are yours, if you can appreciate yourself."
(Dale Carnegie)*

Rationale: *The health of children, their families, and program staff is of the highest priority. Evidence indicates that lifetime health and eating habits are formed at an early age. Children's environments assist them in forming lifelong general health and nutrition habits, with families as the major source of influence over these habits. Prevention, health promotion (e.g., oral, visual, mental and physical health), early identification and intervention, and healthy nutritional practices are key components in facilitating children's learning and lives.*

OUTCOME: THE EARLY CHILDHOOD PROGRAM ENSURES HIGH-QUALITY HEALTH AND NUTRITION, WHICH DEMONSTRATES AN ENVIRONMENT THAT IS CONDUCIVE TO DEVELOPING HEALTHY MINDS AND BODIES.

STANDARD 1: In conjunction with families, the quality early childhood program promotes healthy practices for children and families.

Indicator 1. Information is available to families on topics such as child and family health, nutrition, and safety.

Indicator 2. Families are assisted in recognizing their role as their child's most important teacher in developing and modeling good health and nutrition habits.

Indicator 3. Families are made aware of available programs on children's health and nutrition.

Indicator 4. The program incorporates positive health, nutrition, and safety concepts and practices as part of the learning experiences of the child and family.

Indicator 5. Families are encouraged to complete their child's health assessment as well as periodic health checkups to ensure a well child and a healthy life-style.

STANDARD 2: The health of all children and staff is protected and enhanced by the program.

Indicator 1. Program policies and practices address illnesses and injuries of staff and children, emergency transportation, universal precautions, and reporting of suspected child abuse and neglect.

Indicator 2. Program requirements enforce preventive health care, such as regular health checks and immunizations for all children and staff.

Indicator 3. The learning environment provides ongoing health education for all children, families, and staff.

Indicator 4: Program policies and procedures support collaboration among the family and community providers to ensure consistent quality health practices and services for each child.

CHILD ASSESSMENT

***"When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing positive knowledge."
(Albert Einstein)***

Rationale: *Assessment is an integral part of curriculum and instruction in the early childhood years, serving as a basis for making sound educational decisions that affect the child and family. Assessment may also be necessary to determine if a child has a disability and is eligible for early intervention and special education.*

In a developmentally appropriate program, authentic assessment in the natural setting is used to document a child's development. Progress is assessed through observing and recording child development, using multiple sources of information. Appropriate evaluation compares the child's current work and behavior to the child's earlier work and behavior.

Decisions about promotion to the next grade or placement in special programs are based on multiple indicators - including parents' and teachers' observations - never on a single test score.

OUTCOME: ASSESSMENT PROCEDURES ARE DESIGNED TO PROVIDE INFORMATION NECESSARY TO INDIVIDUALIZE LEARNING EXPERIENCES AND MEASURE CHILD PROGRESS FOR NEEDED SERVICES.

STANDARD 1: Assessment of child progress is based on developmental theory and practice supported by research findings and recommendations by early childhood professional associations.

Indicator 1. Assessment strategies provide necessary information to individualize and maximize learning opportunities through environmental and curricular adjustments.

Indicator 2. Assessment strategies that allow for gathering information on a broad range of children's activities and abilities are utilized.

Indicator 3. Assessment is continuous and conducted in a natural learning environment. It utilizes a variety of processes, such as curriculum-based assessments, developmental checklists, conversations and interviews, parent input, teacher observations, work sampling, demonstration, video and audio tape recordings, and projects.

Indicator 4. Assessment procedures allow for the diversity of learners, such as primary language, difference in styles and rates of learning, and are free from cultural and/or gender biases.

Indicator 5. Child progress and assessment results are communicated to parents in a meaningful way, emphasizing the child's strengths and suggesting ways for parents to assist in the child's learning process.

STANDARD 2: Screening and diagnostic assessments are conducted to make specific decisions, focus on developing outcomes, and are family-centered.

Indicator 1. Screening is a brief assessment designed to identify children who may need an evaluation to determine if they have a disability and to ensure they receive the individualized services needed. The results of screening tests are not used to make decisions about entrance into programs or as a single criterion for placement in special education.

Indicator 2. Parents are informed of all rights and procedures in the screening and diagnostic process. Parents and other caregivers are an integral part of this process in collaboration with the diagnostic team.

Indicator 3. Standardized screening and diagnostic tools are reliable and valid for the purpose for which they are used. They are technically sound and are carefully administered by knowledgeable professionals.

Indicator 4. Comprehensive evaluation information is gathered from a variety of measures and settings. Evaluation information determines eligibility--whether the child has a disability and has a need for special education, provides information regarding family concerns and priorities, what should be taught, and where services should be provided.

Indicator 5. Evaluation information and recommendations are shared with all people involved with the education and care of the child in order to meet the individual needs in all environments.

PROGRAM EVALUATION

*"I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome while trying to succeed."
(Booker T. Washington)*

Rationale: *The overall performance of the program, the staff, and the students must be assessed as a basis for expanding on successes and improving quality. Plans for improvement must be formulated, implemented, and reviewed regularly to ensure continued improvements in all facets of the program.*

OUTCOME: THE QUALITY OF THE PROGRAM AND WAYS TO IMPROVE IT ARE DETERMINED BASED ON THE PROGRAM'S EFFECTIVENESS IN MEETING ITS GOALS.

STANDARD 1: Systematic evaluation of the early childhood program is conducted regularly to ensure that the program's philosophy and goals are being fulfilled.

Indicator 1. Staff, families, and community evaluate at least annually the program's effectiveness in meeting the needs of children and families. Areas needing improvement are also identified.

Indicator 2. Program evaluation gathers information from a variety of sources, such as individual child progress records, parent satisfaction reports, and community input.

Indicator 3. The program's effectiveness in meeting the needs of children and families is communicated on a regular basis to stakeholders and policy makers at the local, state, and national level.

Indicator 4. Program evaluation results, assessment information, and other program data are used to target specific areas needing improvement (i.e., staff/child ratio, environmental arrangement), identify needed resources, and develop short- and long-term strategies to modify the program to better meet the needs of children and families.

Indicator 5. The program meets the evaluation criteria and policies applicable for all funding sources.

APPENDICES

Glossary

Use of the Quality Standards in Family Child Care Homes

Use of the Quality Standards in Early Primary Settings

Use of Self-Assessment

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GLOSSARY

Goal Statement: A statement that defines the desired results of the program.

Indicator: A statement of the knowledge or skill or measure by which a program demonstrates progress toward the standard.

Mission statement: A statement of the purpose of the program, defines its main function, justifies its existence, identifies those who are served, and identifies outcomes for participants in the program and their families.

Needs assessment: A method in the program improvement process to use a self-evaluation to identify needs and decide priorities.

Outcomes: Agreed-upon results of a program used to measure performance according to various indicators.

Self-assessment: A method used by individuals or programs to evaluate past and current performance and to use the results to determine procedures, goals, and strategies for improvement.

Staff: Group of employees (including teachers, administrators, instructional and non-instructional support personnel) working together toward the goals of the program.

Staff development: A planned learning opportunity or process for staff to use to renew or acquire skills, knowledge, and concepts for the purpose of improving effectiveness, putting new skills and knowledge into practice, or refining required competencies.

Stakeholders: A group of people representing different organizations and groups (e.g., parents, service providers, policy makers, administrators, teachers, other community members) who come together to work on areas of mutual interest and concern.

Standard: A clearly defined statement specifying the level of knowledge, capacity, or outcome acceptable to meet the program goal. Achievement of standards moves the program toward the desired goal.

Strategy: A deliberate plan of action.

USE OF THE QUALITY STANDARDS IN FAMILY CHILD CARE SETTINGS

The Quality Standards for Early Childhood Education document is based on a vision for early childhood educators and families, to make certain that children have access to high-quality and developmentally appropriate programs. Family child care providers are a key group of early childhood educators. The Quality Standards is intended to help family child care providers adapt the standards to the services they provide. Thanks to the Executive Board of the Child Care Providers Coalition of Kansas, Inc. for their contributions to this section.

Quality Standards in Family Child Care Homes

To implement the Quality Standards, home child care providers must first look at the standards and indicators and adapt them to their own programs. At the same time, care must be taken to keep the actual intent of the standard. The family child care provider must realize there are numerous ways to achieve the quality outcomes and indicators. The indicators may be manifested differently depending on each individual child care provider. Providers assess themselves when using the Quality Standards. Assistance, as needed, is available from the Child Care Providers Coalition of Kansas or other providers across the state who are more familiar with the interpretation of the Quality Standards.

To be licensed as a home child care provider, many requirements must be met to assure that minimum standards for health, safety, adult-child ratios and training will be maintained. However, the Quality Standards challenge the provider to aim for a higher level of standards -- standards of quality for all providers of early childhood care and education -- as a method of increasing program quality.

Implementation of Quality Standards Areas in Family Child Care Settings

Family Involvement: Identify ways parents can be involved in the total child care program, considering the diversity of families. As a provider, part of our role is as a resource person for families. We can be a resource by keeping abreast of children's issues, community activities and resources of interest to children and families. We must communicate clearly to families (orally and/or with daily notes) about their child's learning experiences and progress (eating, sleeping, social skills, etc.). We must convey that parental involvement and participation with their child in our child care home is encouraged and the "door is always open." We might offer opportunities through the year for parents to participate with their child. Some examples might be field trips, potluck dinners, special programs, and family work nights.

Community: As providers, we should inform ourselves as to what resources are available in the community and how we might become involved. Resource and referral agencies, health departments, schools, Kansas Department of Social and Rehabilitation Services offices, county extension offices, and hospitals are good sources for this information. We can then assist families in locating services they need. Since we are observing their child every day, we may be able to counsel a

family about a suspected delay in development and let them know whom to contact for a developmental screening.

Program Administration: Reflect on how you feel about children and child care and write policies and procedures. Families could benefit from having written materials so they know what is expected from them and what their provider will or will not do. Policies can remain flexible and changes can be made to policies that are not working. Effective program administration is reflected by activities that recognize each child's individual strengths and weaknesses and the variations of each family, while operating within policy guidelines.

Personnel: In a family child care home, the provider usually works alone and is the only "staff." The provider is the administrator, teacher, cook, nurse, nutritionist, janitor, chauffeur, therapist, and maintenance person. To keep up with these many roles, we should avail ourselves of a variety of training opportunities, enhancing our knowledge of developmentally appropriate practice for young children, as well as other topics such as nutrition and business management. We might observe other family child care homes to increase our expertise and use the Harms-Clifford "Family Day Care Environment Rating Scale" or another tool to assist in planning changes in the environment. As providers, we should know our enrollment capacity and what we can personally handle. It may not always be effective or advantageous to work at full capacity.

Doing a self-evaluation can be very helpful. Acquiring national accreditation through the National Association for Family Child Care or a credential as a Child Development Associate would be another way to enhance our abilities and the quality of our care.

Learning Experiences: In a family child care home, children are of mixed ages, which can be challenging in planning daily activities. The needs of each child, their interests, abilities, and temperaments can all be reflected in a program plan. The way a child learns is through experience and imitation of adults and peers. As caregivers, our job is to provide materials and facilitate, allowing each child the freedom to be creative and learn through process, not product. A daily routine of activities is important to the children and providers. Planning a balance of quiet and noisy, large and fine motor, free choice and group activities will provide variety. Flexibility in the schedule is also needed to allow for spontaneous learning experiences.

The child care provider should become well-versed in child development. This goal can be met through reading pamphlets and brochures, taking courses through the Kansas Child Care Training Opportunities Program, attending conferences and workshops, and/or enrolling in early childhood college courses.

Health and Nutrition: Family child care providers are eligible to participate in the Child and Adult Care Food Program offered in Kansas through the Department of Education. As care providers, we need to be aware of the importance of serving nutritious, well-balanced meals and providing a healthy child care environment. Demonstrating health habits, such as safe food preparation and hand washing, provides daily models for our children and families. Individual policy and state requirements are available as handouts for parents as reminders about immunizations required, contagious diseases, physical exams and the like. These may be obtained by contacting Dr. Gainfranco Pezzino at (785) 296-6536.

Child Assessments: In family child care, we often observe a child's progress, but do not document it in writing. Children develop at different paces, and skills are learned at different times. Assessment means identifying what it is the child is doing now compared to two or three months ago, not comparing one child to another. If there are areas of concern to us as providers and the children's parents, then necessary steps should be taken to address the issue. This may entail contacting a physician and other trained professionals in the area of concern. Assessment should identify both the child's strong and weak areas. We can help supply information to the parents on how they can promote their child's progress and develop a plan with them for how we might facilitate their child's development through our care.

Simple assessment tools are available to providers show parents, in a tangible way, the skills the child has mastered and those that are emerging. Scheduling conferences with parents on a regular basis can be helpful for communicating with parents about their child's progress.

Program Evaluation: An annual evaluation or checklist given to each family is one tool to help providers confirm their strengths and identify areas of concern. Suggestions from other providers or "mentors" can give new insights about our programs. Our most valuable asset is a satisfied family, giving us positive feedback and referrals for future families. As child care providers, we can look at our programs annually by reviewing the Quality Standards, talking and listening to families and children, and using other checklists and assessment tools.

USE OF THE QUALITY STANDARDS IN EARLY PRIMARY SETTINGS

The Quality Standards for Early Childhood Education is based on a vision for early care and education providers of children birth through age eight and their families. The purpose is to help assure that young children have access to high-quality and developmentally appropriate programs. Early primary teachers are a key group of early childhood educators. This section is intended to help early primary teachers use the Quality Standards for their programs.

Quality Standards in Early Primary Settings

To implement the Quality Standards, early primary teachers would consider the various outcomes and indicators listed in the Quality Standards and adapt them for their own schools and classrooms. Self-assessment from the Quality Standards could serve as a portion of the K-3 needs assessment of the Quality Performance Accreditation activities in a school. Identification of areas of need on which a school may want to focus could be linked to the Quality Performance Accreditation school improvement plan. The Quality Performance Accreditation Strategic Directions are similar to the nine topic areas of the Quality Standards.

Implementing the Quality Standards Areas in Early Primary Settings

Family Involvement: Identify ways all parents can be involved in their child's educational program. Encourage them to participate in site councils, school advisory councils, parent organizations, and community organizations with links to the schools. Become a resource for families by keeping up on children's issues, community activities, and programs of interest to children and families. Develop a way to communicate regularly with parents and convey the message that parental involvement and participation in their child's education is encouraged. Offer opportunities through the year for parents to learn and grow with their child. Such opportunities may be through field trips, special programs, or family nights.

Community: Become informed about community resources that may provide services to children and families. Collaborate with those agencies by informing parents, making referrals, and following up to be sure services are received and utilized. In conjunction with parents, assess the strengths and needs of the local community in regard to early childhood programs, child care, before- and after-school care, and other services. Make a special effort to connect with and support hard-to-reach families to facilitate their access to needed programs.

Program Administration: Reflect upon and record your personal philosophy of learning, along with a mission statement and policies for your class or program. Share these with families and colleagues and continue to review and modify them to reflect evolving knowledge and changing family and community needs. Have high expectations for all children and support each child in achieving these expectations in an appropriate way. Recognize each child's individual strengths and needs and provide appropriate materials and curricula that address diversity in culture and ability.

Personnel: Avail yourself of training opportunities that arise throughout the year. Join and participate in a professional organization related to your career goals. Advocate for adequate staff support to provide a quality program for your students. Provide training for staff and volunteers in your program so that your team can provide for the diverse needs of all children in the program. Advocate for time to plan and work collaboratively as a team with other staff, families, and volunteers. Develop a personal plan for your own professional development and assist staff under your supervision to develop a plan also.

Learning Experiences: Provide learning experiences congruent with your school and program's philosophy and mission statements. Learning experiences should be based on current knowledge of child development and education and be designed to achieve long-range goals in all areas of development. Materials and activities should be developmentally, individually, and culturally appropriate. Learning experiences should be multi-sensory, hands-on, process-oriented, and well-balanced in regard to active and quiet, large and small motor activities, as well as group and individual work. Provide a consistent daily routine that promotes independence but is flexible enough to adapt planned or routine activities to the needs or interests of the children. Many K-3 teachers currently do all of these in planning and providing learning experiences for their students. In addition, if your classroom includes children with disabilities, collaborate with Student Support Services staff to provide learning experiences that are appropriate for each child. Become familiar with the child's Individualized Education Program (IEP) and devise ways that the child's goals and objectives can be met within the planned activities and curriculum of your classroom.

Physical Setting and Safety: Be sure the arrangement of your classroom provides the opportunity for all children to access all learning areas and to interact with adults and other children at appropriate times. If modifications are needed to the indoor or outdoor environments to accommodate a child with a disability, advocate for and work toward making those adaptations. Get training in CPR and first aid, and update it yearly. If your class includes a child with a special health care need, communicate with the child's family and school health personnel to be sure you understand the child's needs, treatment, or special accommodations that might be needed at school.

Health and Nutrition: Include information about health, nutrition, and safety in your curriculum. Model healthy habits for your students. Actively engage children in health-promoting behaviors. Communicate health promotion, prevention, and early identification measures to families. Encourage healthy snacks for birthday treats and holiday parties if these are provided by families. If a child in your class seems to be malnourished, observe the child, document your observations, talk with the family, and make a referral for free or reduced-cost lunch or for other services as appropriate.

Child Assessment: Teachers are typically assessing the learning of their students on a continuous basis. In addition, you may be recording grades and other information, developing portfolios of children's work products, and administering

assessment instruments and procedures adopted by your school. Children with disabilities should be included in all of these assessment procedures, unless the child's disability makes this impossible, even with adaptations. In such cases, the child's IEP should include information about how the child's progress will be assessed and how this progress will be reported with the district data for all students.

Program Evaluation: Become familiar with the School Improvement Plan for your school. Communicate with the parents and other constituents of your school and seek their input on ways to improve the educational services offered. As needs are identified with the program, seek to have them addressed and incorporated within the school improvement plan for Quality Performance Accreditation. Use the Self-Assessment Tool in the Appendix of the Quality Standards or other self-assessment tools to ensure a high-quality, developmentally appropriate education for all young children.

Resources for Elementary Teachers:

--- Kansas Inservice Training System (KITS)

800-362-0390, ext. 1618
620-421-6550, ext. 1618
www.kskits.org

--- Early Childhood Resource Center (ECRC)

800-362-0390, ext. 1651
620-421-6550, ext. 1651
www.kskits.org/ecselib

--- Kansas State Department of Education, Student Support Services

800-203-9462
785-296-2450
120 SE Tenth, Topeka, KS 66612
www.kansped.org

--- Kansas State Department of Education, School Improvement and Accreditation Team

785-296-9462
120 SE Tenth, Topeka, KS 66612
www.ksde.org

USE OF SELF-ASSESSMENTS

The Quality Standards document identifies nine desired outcomes, including standards and indicators, to serve as guidelines for achieving quality practices in programs serving children and families. Checklists for each of the nine areas are provided on the following pages. They are presented in a format that allows programs or individuals to conduct a self-assessment and develop practices that reflect quality care and services. Not all indicators, as stated, may be relevant to your unique program. Thus, you may wish to individualize these standards to reflect practices that are more appropriate for your setting.

The results of the self-assessments can be used in many ways. For example, you may wish to conduct a needs assessment, or develop topics for needed staff development and training. Families may use the self-assessments as a program evaluation tool, which would be beneficial in assisting early childhood programs as they move toward more family-centered practices. In establishing a new program or service, providers may use the topic areas as a checklist to ensure that all aspects of quality programming are included from the beginning.

On the self-assessments, you are asked to rate each indicator as:

Not addressed --	No apparent evidence, not used at this time.
Describing/planning --	Quality standards are planned, can be described.
Demonstrating --	Quality standards can be shown.
Integrating --	Quality standards are intermingled in policy/practices.
Enhancing --	Quality standards lead to improved program results.

For each indicator, look at your program's level of implementation based on the ratings defined above. There is also a box by each indicator to describe the current practice, so your program's level of implementation is clear. At the bottom of each page, there is a space to write an action plan for each standard. In general, an action plan should describe what needs to be done to take you from your current practice to where you want to be. In the brief space provided, you may only want to identify the framework of the long-term action plan, initial tasks to be worked on, or major steps to be taken in the first year. There is no "right way" to use these checklists; they were designed to be used in a number of ways. If your program has a group of service providers and serves multiple families, you may wish to go through the self-assessments first individually, then compile the results for a group discussion. Another way to use them would be to go through them as a group. Again, depending on your individual needs, you are free to adapt their use to your purpose.

FAMILY INVOLVEMENT

OUTCOME: FAMILIES ARE RESPECTED AS PRIMARY DECISION MAKERS FOR THEIR CHILDREN. THEY RECEIVE FAMILY-FOCUSED, CULTURALLY SENSITIVE SERVICES.

STANDARD 1: Families are recognized as primary in the care and education of their children and are respected as their children's first teachers.

	Not Addressed	Describing/planning	Demonstrating	Integrating	Enhancing	Description of Current Practice
Communication with families about their child's learning experiences, needs, and progress is reciprocal and ongoing.						
Families receive information designed to enhance their skills as their child's principal educator through participation in activities such as parenting workshops, adult literacy programs, toy-lending libraries, and play/support groups.						
Opportunities for family involvement and participation in planning and decision making are available through advisory councils, policy making roles, and parent meetings.						
Families are offered flexible options for participating in their child's learning experiences. Multiple opportunities are offered for accessing activities and resources in a variety of settings.						

Action Plan for Standard 1:

FAMILY INVOLVEMENT

STANDARD 2: Quality early childhood programs recognize the diversity of all families and value their strengths.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

The needs of families are addressed through diverse and flexible learning opportunities built on the family's strengths and differences.

Families are respected and supported in their primary role in the learning process.

The cultural and ethnic uniqueness of all families is respected.

Action Plan for Standard 2:

COMMUNITY

OUTCOME: ALL STAKEHOLDERS INVESTED IN THE HEALTH, WELFARE, AND DEVELOPMENT OF YOUNG CHILDREN AND THEIR FAMILIES SHARE RESPONSIBILITY FOR LEADERSHIP AND DECISION MAKING.

STANDARD 1: The comprehensive needs of young children and their families are met through ongoing relationships and collaboration in the community, involving families, programs, personnel, and individuals whose work relates to or may impact the development of young children.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

The program staff collaborates with community resources to provide services as needed by the child and family (e.g., programs provided by community agencies, schools, health care and mental health professionals).

The diversity and cultures of the community are reflected in the program.

Referral procedures ensure that families are linked to needed services in the community.

Local interagency coordinating councils address developmental needs of young children and their families.

The community and families work together to provide continuous services for all children, ensuring smooth transitions between programs.

Public awareness activities are implemented to inform the community about the needs and availability of early childhood services.

Action Plan for Standard 1:

COMMUNITY

STANDARD 2: All available resources in the community are used to eliminate duplication and to reduce gaps in services for children and families.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of
Current Practice

All pertinent funding sources and services are utilized to provide comprehensive services to meet individual needs of children and their families.							
A community-wide needs assessment is conducted to identify strengths and weaknesses in available services to eliminate service gaps and overlaps.							
Hard-to-reach families are served through outreach efforts and collaboration among community programs.							
Extended child care needs are addressed within the community, including but not limited to such programs as before- and after-school care, summer programs, respite care, sick-child care, and transportation.							
Community volunteers are invited to participate in the program in a variety of roles, such as serving on interagency committees or advisory groups, communicating with other community organizations, or assisting with public awareness efforts to reach more families.							

Action Plan for Standard 2:

PROGRAM ADMINISTRATION

OUTCOME: RESPONSIBLE ADMINISTRATIVE ACTIVITIES ENSURE A QUALITY PROGRAM FOR ALL CHILDREN AND THEIR FAMILIES.

STANDARD 1: The program administration collaborates with families, staff, and community to establish and support the achievement of positive outcomes for young children.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of
Current Practice

Written philosophy and mission statements that support the learning and development of young children are agreed upon by families, staff, and community.

Written policies and operating procedures established by families, staff, and community are based on the program's identified philosophy and mission statements.

The philosophy, mission, policies, and operating procedures are continuously reviewed and modified to reflect the evolving knowledge base in early childhood education as well as changing family and community needs.

Action Plan for Standard 1:

PROGRAM ADMINISTRATION

STANDARD 2: The program administration demonstrates knowledge of and support for developmentally appropriate practices with young children and families.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of
Current Practice

The program administration conveys high expectations for all children based on an understanding that young children can achieve these expectations in different ways.

The program administration supports a research-based approach to assessment that is appropriate for the developmental level of young children.

The program administration conducts ongoing program evaluations that consider new ideas and trends in early childhood education, findings of new research, and insights of experienced practitioners in the field.

Action Plan for Standard 2:

PROGRAM ADMINISTRATION

STANDARD 3: All children and families who meet identified eligibility criteria have access to services based on policies that are sensitive to individual diversity.

	Not Addressed Describing/planning Demonstrating Integrating Enhancing					Description of Current Practice
Administrative policies and practices support inclusion of children with disabilities and provision of appropriate learning experiences for all children.						
Children enter and progress through school with their peers, as opposed to separate programs that reflect retention or readiness, such as developmental kindergartens and transitional first grades.						
Appropriate materials, curricula, and personnel address the cultural and language diversity of children and their families.						
Program policies ensure nondiscrimination in the selection and participation of eligible children, families, staff, and volunteers.						

Action Plan for Standard 3:

PERSONNEL

OUTCOME: ALL PROGRAM STAFF POSSESS A HIGH LEVEL OF SKILL AND KNOWLEDGE FOR THEIR RESPECTIVE ROLES.

STANDARD 1: All staff demonstrate appropriate training and experience in developmentally appropriate early childhood practices commensurate with their positions.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of Current Practice

Staff are optimally qualified for their positions and for assisting children in advancing all aspects of their development (social, emotional, intellectual, and physical).

Position descriptions are developed for all staff and volunteers, clearly describing roles and responsibilities.

Staff receive ongoing opportunities to express program needs and give input into program planning and operation.

Action Plan for Standard 1:

PERSONNEL

STANDARD 2: Sufficient staff, combined with organizational structure, ensure positive interactions and constructive activity among children, staff, and families.

Description of
Current Practice

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

<p>Adult-child ratios are based on current research and professional recommendations, considering number and ages of children, nature of the physical setting, and number of children with special needs in the program. When age groups are mixed, the lower ratio prevails.</p>						
<p>The adult-child ratio is sufficient to ensure adequate supervision, frequent personal contacts, and time for individual instruction and meeting diverse needs of all children.</p>						
<p>Time is allocated for regular, ongoing opportunities for staff and families to work collaboratively and cooperatively as a team.</p>						
<p>The staff exhibits developmentally appropriate interaction techniques, such as positive guidance, child-level communication, and child-initiated interactions. Such behavior is supportive of children's cognitive, psychological, and biological development.</p>						

Action Plan for Standard 2:

PERSONNEL

STANDARD 3: Ongoing informal and formal staff evaluations are conducted, and opportunities for continuous professional development are available.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing
 Description of
 Current Practice

<p>Staff receive ongoing constructive suggestions, written and oral, that assist in fulfilling their professional responsibilities.</p>						
<p>Evaluation of each staff member consists of a variety of methods, including self-evaluation and observation. Written and oral feedback is provided.</p>						
<p>An individual improvement plan is developed, as necessary, for each staff member.</p>						

Action Plan for Standard 3:

PERSONNEL

STANDARD 4: A comprehensive staff development plan ensures that individual and overall staff development needs are met as part of the underlying program goal to provide quality services for young children and families.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

Staff development is provided based on the identified needs of staff and families. Topics address developmental needs of young children (intellectual, health, nutrition, safety, learning, physical activity, etc.) as well as the skills needed to work in teams, work with parents, and facilitate integrated services.

Flexible scheduling allows staff to participate in a broad range of relevant staff development activities, including on-site training, visits to other programs, conferences, meetings of professional organizations, and curriculum development projects.

Professional resources are available to staff, including professional journals, books, tapes, videos, etc.

Representatives from other programs and agencies are included in locally arranged in-services.

Action Plan for Standard 4:

LEARNING EXPERIENCES

OUTCOME: THE EARLY CHILDHOOD PROGRAM PROVIDES DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT MEET THE NEEDS, CAPABILITIES, AND INTERESTS OF YOUNG CHILDREN.

STANDARD 1: The organization and introduction of learning experiences are consistent with research findings on the development of the whole child and individual learning styles.

Not Addressed	Describing/planning	Demonstrating	Integrating	Enhancing	Description of Current Practice
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Learning experiences are based on established program philosophy and mission statements.

Learning experiences are grounded in the most current research and literature on child development and education.

Action Plan for Standard 1:

LEARNING EXPERIENCES

STANDARD 2: A variety of developmentally appropriate learning experiences facilitate the optimal growth and development of the whole child, and encourage children to be actively involved in the learning process.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

The program content is designed to achieve long-range goals in all areas of child development (social, physical, cognitive, emotional, and language).

Developmentally appropriate learning experiences, materials, equipment, and environments reflect and respect diversity in national origin, religion, language, gender, ability, and age of all children.

Learning experiences are provided through a variety of activities such as play-based exploration, guided discovery, problem-solving, repetition, intuition, and imitation.

Learning experiences are presented in multi-sensory and integrated ways that build upon what children already know and are able to do.

Learning experiences provide a hands-on orientation that emphasizes process over product.

Action Plan for Standard 2:

LEARNING EXPERIENCES

STANDARD 3: The schedule of activities reflects the individual needs, interests, and developmental levels of all children.

	Not Addressed	Describing/planning	Demonstrating	Integrating	Enhancing	Description of Current Practice
The program schedule reflects the need for children to engage in a balance of activities, such as active and quiet, private time to relax and think, large and small motor activity, group and individual activities, and time to communicate with friends and staff.						
Transitions between individual activities are integrated into the program as learning opportunities.						
A daily routine is provided within a consistent environment to promote self-help and social skills as well as self-control and recognition of boundaries.						
Uninterrupted blocks of time help children develop problem-solving and decision making skills by offering a choice of activities.						
The program is flexible enough to adapt planned or routine activities to the needs or interests of children.						
Through an integration model, support and special services personnel collaborate with program staff to offer learning experiences that are appropriate for each child.						
Action Plan for Standard 3:						

PHYSICAL SETTING AND SAFETY

OUTCOME: THE PHYSICAL SETTING IS SAFE AND DEVELOPMENTALLY APPROPRIATE FOR THE NEEDS OF ALL CHILDREN.

STANDARD 1: The program's indoor and outdoor environments contain equipment, materials, and spatial arrangements that are appropriate for the age and developmental levels of all children.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of
Current Practice

The physical space is arranged to encourage interaction among children and adults, allow flexibility in grouping or solitary play, and foster exploration and learning.							
The physical environment offers adequate space for each child to move freely in the classroom or on the playground, fosters positive social and emotional interactions, and provides storage for personal items and projects.							
Modifications in the physical environment and materials are made according to the individual needs of all children.							
Indoor physical environments provide a variety of appropriate surfaces such as pillows, carpet, and tile as well as defined areas for quiet reading, block play, housekeeping, discovery, art, and manipulatives that are developmentally appropriate for the age of the children.							
Outdoor physical environments provide a variety of surfaces that are safe and appropriate for all children such as sand, grass, hills, flat, and hard areas.							
A wide variety of age-appropriate learning materials and equipment are easily adaptable and rotated on a regular basis.							

Action Plan for Standard 1:

PHYSICAL SETTING AND SAFETY

STANDARD 2: The safety of all children and staff is assured through high-quality environments and education.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

At least one staff member is certified in CPR and first aid, or has equivalent training, and adequate first aid supplies are readily available.

Appropriate adult-child ratios are maintained to ensure safety and adult supervision at all times.

The physical environment, including developmentally appropriate playground equipment and material, is maintained to ensure that it is in good repair and free from hazards.

Action Plan for Standard 2:

HEALTH AND NUTRITION

OUTCOME: THE EARLY CHILDHOOD PROGRAM ENSURES HIGH-QUALITY HEALTH AND NUTRITION, WHICH DEMONSTRATES AN ENVIRONMENT THAT IS CONDUCIVE TO DEVELOPING HEALTHY MINDS AND BODIES.

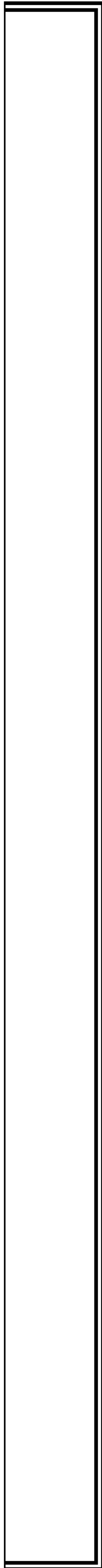
STANDARD 1: In conjunction with families, the quality early childhood program promotes healthy practices for children and families.

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Description of
Current Practice

Information is available to families on topics such as child and family health, nutrition, and safety.								
Families are assisted in recognizing their role as their child's most important teacher in developing and modeling good health and nutrition habits.								
Families are made aware of available programs on children's health and nutrition.								
The program incorporates positive health, nutrition, and safety concepts and practices as part of the learning experiences of the child and family.								
Families are encouraged to complete their child's health assessment as well as periodic health checkups to ensure a well child and a healthy life-style.								

Action Plan for Standard 1:



HEALTH AND NUTRITION

STANDARD 2: The health of all children and staff is protected and enhanced by the program.

Not Addressed	Describing/planning	Demonstrating	Integrating	Enhancing	Description of Current Practice
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					Program policies and practices address illnesses and injuries of staff and children, emergency transportation, universal precautions, and reporting of suspected child abuse and neglect.
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					Program requirements enforce preventive health care, such as regular health checks and immunizations for all children and staff.
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					The learning environment provides ongoing health education for all children, families, and staff.
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					Program policies and procedures support collaboration among the family and community providers to ensure consistent quality health practices and services for each child.
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Action Plan for Standard 2:

CHILD ASSESSMENT

OUTCOME: ASSESSMENT PROCEDURES ARE DESIGNED TO PROVIDE INFORMATION NECESSARY TO INDIVIDUALIZE LEARNING EXPERIENCES AND MEASURE CHILD PROGRESS FOR NEEDED SERVICES.

STANDARD 1: Assessment of child progress is based on developmental theory and practice supported by research findings and recommendations by early childhood professional associations.

Not Addressed
 Describing/planning
 Demonstrating
 Integrating
 Enhancing

Description of
Current Practice

Assessment strategies provide necessary information to individualize and maximize learning opportunities through environmental and curricular adjustments.							
Assessment strategies that allow for gathering information on a broad range of children's activities and abilities are utilized.							
Assessment is continuous and conducted in a natural learning environment. It utilizes a variety of processes, such as curriculum-based assessments, developmental checklists, conversations and interviews, parent input, teacher observations, work sampling, demonstration, video and audio tape recordings, and projects.							
Assessment procedures allow for the diversity of learners, such as primary language, difference in styles and rates of learning, and are free from cultural and/or gender biases.							
Child progress and assessment results are communicated to parents in a meaningful way, emphasizing the child's strengths and suggesting ways for parents to assist in the child's learning process.							

Action Plan for Standard 1:

CHILD ASSESSMENT

STANDARD 2: Screening and diagnostic assessments are conducted to make specific decisions, focus on developing outcomes, and are family-centered.

Description of
Current Practice

Not Addressed
Describing/planning
Demonstrating
Integrating
Enhancing

Screening is a brief assessment designed to identify children who may need an evaluation to determine if they have a disability and to ensure they receive the individualized services needed. The results of screening tests are not used to make decisions about entrance into programs or as a single criterion for placement in special education.

Parents are informed of all rights and procedures in the screening and diagnostic process. Parents and other caregivers are an integral part of this process in collaboration with the diagnostic team.

Standardized screening and diagnostic tools are reliable and valid for the purpose for which they are used. They are technically sound and are carefully administered by knowledgeable professionals.

Comprehensive evaluation information is gathered from a variety of measures and settings. Evaluation information determines eligibility -- whether the child has a disability and has a need for special education, provides information regarding family concerns and priorities, what should be taught, and where services should be provided.

Evaluation information and recommendations are shared with all people involved with the education and care of the child in order to meet the individual needs in all environments.

Action Plan for Standard 2:

PROGRAM EVALUATION

OUTCOME: THE QUALITY OF THE PROGRAM AND WAYS TO IMPROVE IT ARE DETERMINED BASED ON THE PROGRAM'S EFFECTIVENESS IN MEETING ITS GOALS.

STANDARD 1: Systematic evaluation of the early childhood program is conducted regularly to ensure that the program's philosophy and goals are being fulfilled.

	Not Addressed	Describing/planning	Demonstrating	Integrating	Enhancing	Description of Current Practice
Staff, families, and community evaluate at least annually the program's effectiveness in meeting the needs of children and families. Areas needing improvement are also identified.						
Program evaluation gathers information from a variety of sources, such as individual child progress records, parent satisfaction reports, and community input.						
The program's effectiveness in meeting the needs of children and families is communicated on a regular basis to stakeholders and policy makers at the local, state, and national level.						
Program evaluation results, assessment information, and other program data are used to target specific areas needing improvement (i.e., staff/child ratio, environmental arrangement), identify needed resources, and develop short- and long-term strategies to modify the program to better meet the needs of children and families.						
The program meets the evaluation criteria and policies applicable to all funding sources.						

Action Plan for Standard 1:

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Council for Exceptional Children (CEC)

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(888)CEC-SPED; fax (703)264-9494
E-mail: service@cec.sped.org
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Culturally and Linguistically Appropriate Services (CLAS)

Early Childhood Research Institute, Children's Research Center
University of Illinois, 51 Gerty Drive, Champaign, IL 61820-7498
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National Association for Multicultural Education (NAME)

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National Association of Elementary School Principals

1615 Duke St., Alexandria, VA 22314-3483
(800)38-NAESP; fax (800) 39-NAESP
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National Black Child Development Institute

1101 15th St. NW, Suite 900, Washington, DC 20005
(202)833-2220; fax (202)833-8222
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National Center for Restructuring Education, Schools, and Teaching (NCREST)

Teachers College, Columbia University, 525 W. 120th St., Box 110, New York, NY 10027
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National Clearinghouse for Bilingual Education (NCBE)

Center for the Study of Language and Education
The George Washington University
2121 K St. N. W., Suite 260, Washington, DC 20037
(800)321-NCBE or (202)467-0867; fax (800)531-9347
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National Early Childhood Technical Assistance System (NECTAS)

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National Head Start Association

1651 Prince St., Alexandria, VA 22314
(703)739-0875; fax (703)739-0878
E-mail: webmaster@nhsa.org
<http://nhsa.org>

National Information Center for Children and Youth with Disabilities

PO Box 1492, Washington, DC 20013-1492
(800)695-0285 or (202)884-8200; fax (202)884-8441
E-mail: nichcy@aed.org
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National Staff Development Council

PO Box 240, Oxford, OH 45056
(513) 523-6029; fax (513)523-0638
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Parent Advocacy Coalition for Educational Rights (PACER) Center
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Families Together, Inc.

501 SW Jackson, Ste. 400
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(800)264-6343 or (785)233-4777
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Kansas Association of Child Care Resource and Referral Agencies

112 W. Iron
Salina, KS 67401
Contact: Leadell Ediger, Executive Director
(877)678-2548 or (785)823-3343
www.kaccrra.org

Kansas Child Care Training Opportunities (KCCTO)

State Training Office
2323 Anderson Ave, Suite 250
Manhattan, KS 66502-2912
Contact: Gwen Bailey, Director
(800)227-3578; fax (785)532-7732
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www.kccto.org

Kansas Department of Health and Environment

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Kansas Department of Social and Rehabilitation Services

Docking State Office Building
915 SW Harrison, Ave, 681-W
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www.srskansas.org

Kansas Inservice Training System

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APPENDIX K

Kansas Preschool Program

Vision: Families, schools, and communities support and serve children effectively so that all children have the ability to succeed in various learning environments.

Mission: *To provide high quality learning experiences and comprehensive services to all children ages 3-5 years and their families through a community and school-based, collaborative process that requires braided funding and community partnerships.*

Outcome: Each and every child who participated in the Kansas Preschool Program will enter kindergarten ready to be successful.

Goals and Objectives:

1. Each and every child aged 3-5 years will have the opportunity to participate in the Kansas Preschool Program.
 - a. Community and school-based programs will be options in the KPP.
2. All programs participating in the KPP will meet the KPP High quality standards.
 - a. Early childhood licensed (BA or above) teachers will provide high quality, appropriate learning experiences for all children.
 - b. Kansas will have an increase in the number of children of all abilities receiving high quality early care and education (KECCS 3.1)
 - c. The KPP will be accountable to stakeholders, funders, and policy-makers through an evaluation process at the state and local levels.
3. The KPP will build upon relationships with families and community partners, focusing on the child within the context of the family and the community to promote lifelong learning.
 - a. The KPP will connect children and families to appropriate community services that support early learning and promote healthy, stable family environments. (School Readiness Framework)
 - b. Parents will have a choice regarding their child's early learning experiences.
4. Community collaboration is required among public and private partners, building upon existing programs and infrastructure.
 - a. Multiple models and various delivery services will be available within the KPP options.
 - b. Formal transition practices will be in place for each and every child entering the Kansas Preschool program.
 - c. Formal transition practices will be in place for each and every child exiting the Kansas Preschool program into kindergarten and formal schooling.
 - d. Braided and/or blended funding will be incorporated where appropriate to meet the needs of the children, families, and programs.

Kansas Preschool Program

Guiding Principles (from the Kansas Early Learning Document)

1. Children are born ready to learn and their families and caregivers are their first teachers.
2. Learning is a lifelong activity and every environment is a learning environment. Positive early experiences support school success.
3. Children's success in school and in life is everyone's responsibility. Children, families, school, and communities all need to be prepared to support success.
4. 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 domains:
 - a. Physical
 - b. Social-emotional
 - c. Communication and Literacy
 - d. Cognitive
5. Integrated services must be available to all children, appropriate to the age, abilities, and culture of each child.
6. 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.
7. There is a strong, direct connection between the early years and later success in school and life. Public policy and resource allocation must demonstrate children are a high priority to Kansas.

APPENDIX L

School Success Starts in the Early Learning Years

Children who enter Kindergarten with higher skills demonstrate higher scores on third and fourth grade reading assessments.

These children:

- Have parents who reported reading to their children on a daily basis in the years before Kindergarten.
- Have parents who talk to them about their daily activities.
- Attended an all-day Kindergarten with a teacher who used a high number of best teaching practices on a daily basis.

The ability of young children to be successful in Kindergarten and in later years depends in large part upon their experiences during the first five years of life. Through the Kansas School Readiness Project, KSDE has collected data on more than 5,000 Kindergarten children and has followed them into 3rd and 4th grades.

Overall results indicate that early learning programs that use best teaching practices promote growth in literacy, numeracy, and social skills for Kindergarten children who attend these programs.

Early Learning Programs make a Difference:

- Children who attend early learning programs such as *Four Year Old At-Risk* programs, *Head Start*, and other community preschools have higher literacy and numeracy skills when they enter Kindergarten.
- Children who receive special education in preschool have a higher skill level than those who begin receiving special education in their Kindergarten year
- Children who are at-risk enter Kindergarten with lower overall skill levels. However, these children do improve their skill levels by participating in a formal preschool experience.
- Children who enter Kindergarten with higher math skills have higher scores in both third and fourth grade reading and math assessments.

Parents and Families make a difference: Children entering Kindergarten whose Parents:

- participated in a parent education program such as Parents as Teachers (PAT) for at least two years have a higher academic skill level;
- talked with their child daily performed better on the third and fourth grade reading and math assessments.

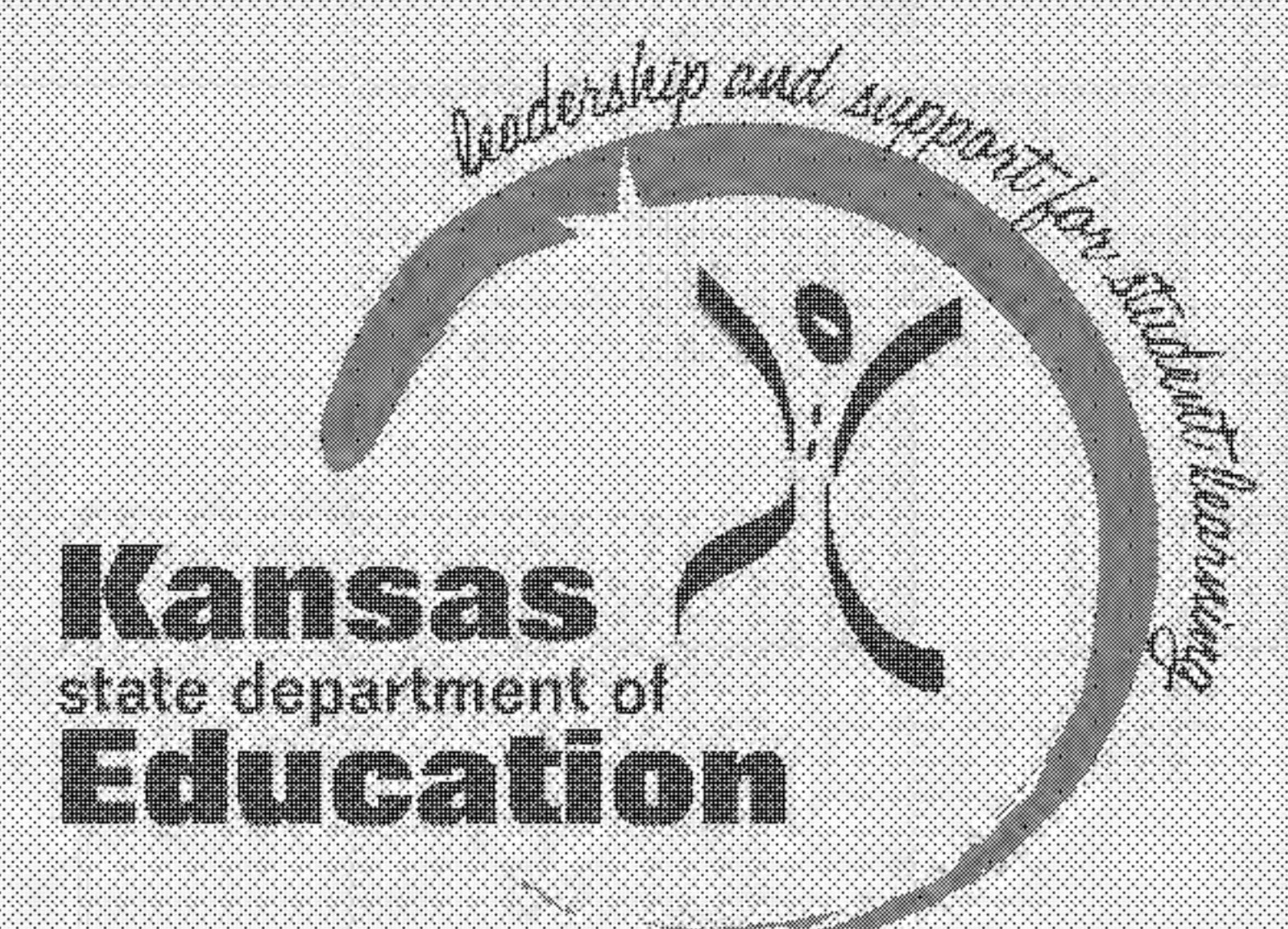
Kindergarten makes a difference:

- All children improve during their Kindergarten year, but the achievement gap between those who come in with lower skills and those who start with higher skills, while narrowing, does not disappear.
- Teachers in full-day Kindergarten classrooms who use a high number of best teaching practices on a daily basis provide children with a strong foundation for later learning and success in school.

For more about the Kansas School Readiness Initiative, contact Dr. Gayle Stuber, Early Childhood Coordinator, KSDE, gstuber@ksde.org or (785) 296-5352

(b)(6)

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Special Education Services
120 S.E. 10th Avenue
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February, 2011

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APPENDIX M

(b)(6)

CORE COMPETENCIES
for Early Childhood and
Youth Development Professionals
(Kansas and Missouri)

Welcome!

Welcome to the first edition of the combined *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)*. This framework combines the knowledge and skills outlined in the previous versions of the *Kansas and Missouri Core Competencies for Early Care and Education Professionals (2001)* and *Kansas and Missouri Core Competencies for Youth Development Professionals (2006)* and has been updated to reflect current research in the field.

Professionals from various agencies collaborated to develop this edition. Recognizing opportunities to provide consistency for program staff, the following organizations collaborated and provided leadership to develop one set of core competencies to serve as the foundation for the Kansas and Missouri professional development systems for both early childhood and youth development professionals:

Child Care Aware® of Kansas

Toll Free: 877-678-2548

785-823-3343

www.ks.childcareaware.org

OPEN Initiative

Toll Free: 877-782-0185

573-884-3373

www.OPENInitiative.org

Missouri AfterSchool Network (MASN)

Toll Free: 888-210-2469

573-884-2462

www.moasn.org

Kansas Enrichment Network

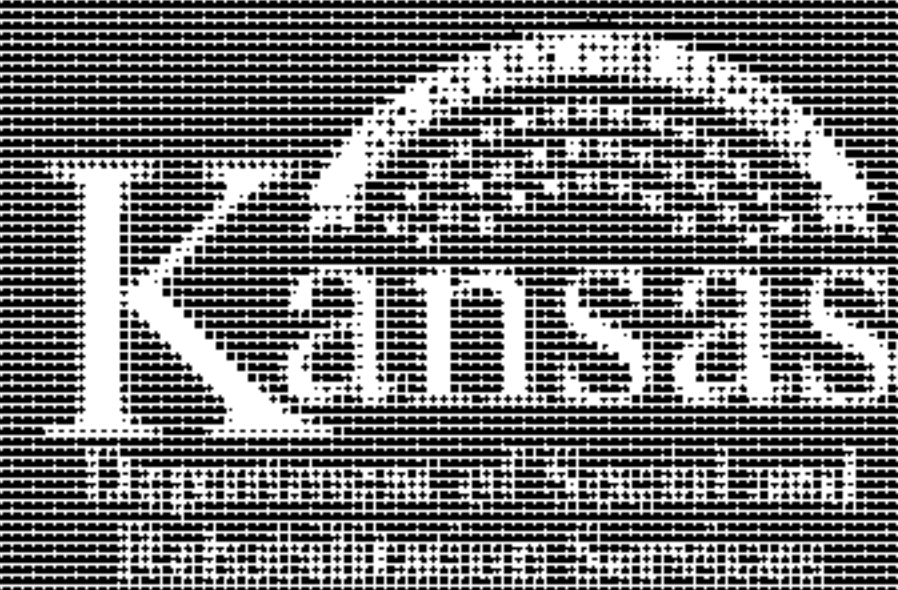
785-864-9665

www.kansasenrichment.net

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Child Care Aware® of Kansas, OPEN Initiative, Kansas Enrichment Network, and the Missouri AfterSchool Network thank the professionals involved in the creation of these Core Competencies for their dedication and hard work.

Funding and support for the development and printing of the *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* was provided by the Kansas Department of Social and Rehabilitation Services, Children's Trust Fund of Missouri, Missouri Department of Social Services, Missouri Department of Elementary and Secondary Education, and the Charles Stewart Mott Foundation.



For additional copies:

Kansas Residents contact:

Child Care Aware® of Kansas

Toll Free: 877-678-2548

Email: info@ks.childcareaware.org

www.ks.childcareaware.org

Missouri Residents contact:

OPEN Initiative

Toll Free: 877-782-0185

Email: OPENInitiative@missouri.edu

www.OPENInitiative.org

So, what are core competencies anyway?

Core competencies are what you need to know to provide quality early childhood and youth development activities and interactions. The *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* is a framework that defines the standards for early childhood and youth development professionals. They set the expectations for professionals who care for infants, toddlers, preschoolers, school-age children, and older youth.

8 Content Areas

The Core Competencies are organized into eight Content Areas, each providing specific standards that help professionals learn to fully include children and youth with various ethnic, linguistic, and socio-economic backgrounds — as well as diverse needs and abilities.

- I. Child and Youth Growth and Development
- II. Learning Environment and Curriculum
- III. Observation and Assessment
- IV. Families and Communities
- V. Health and Safety
- VI. Interactions with Children and Youth
- VII. Program Planning and Development
- VIII. Professional Development and Leadership

5 Levels

Each Content Area is divided into five levels of skills. These levels outline the knowledge essential in providing quality programming, and establishing a continuum from preliminary skills (Level 1) to an advanced level of skills (Level 5). The five levels are

intended to be cumulative — with knowledge and skills in one level required before moving to the next higher level. This development generally progresses from knowing and following, to planning and implementing, to eventually analyzing and evaluating program and practices. As professionals gain knowledge and skills through work experience and formal education/training, they will advance through the five levels in each Content Area. Depending on a professional's role, setting, or experience—he or she may have skills at varying levels in different areas.

Level 1 includes the knowledge and skills expected of a professional new to the profession, with minimal specialized training/education.

Level 2 includes Level 1, plus the knowledge and skills expected of a professional with a Child Development Associate (CDA) credential, Youth Development Credential (YDC), or equivalent training and education.

Level 3 includes Levels 1 and 2, plus the knowledge and skills expected of a professional with an associate's degree in early childhood, youth development or related fields.

Level 4 includes Levels 1, 2, and 3, plus the knowledge and skills expected of a professional with a bachelor's degree in child/youth development or related fields.

Level 5 includes Levels 1, 2, 3, and 4 plus the knowledge and skills expected of a professional with an advanced degree in child/youth development or related fields.

Continued on page 4...

We believe:

- Early childhood and youth development professionals assume many roles in a variety of settings.
- Competent, well-trained professionals are the key to quality child and youth programs.
- Professional development requires reflection on practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.
- Cultural diversity impacts all areas of practice. Professionals recognize that each family is unique in its structure, values, beliefs, traditions, and interactions. Professionals respect each family's worth and appreciate the richness of diversity that each family brings to the program.
- Children and youth require meaningful, relevant, and supportive settings to develop.
- The family has primary responsibility for the education and development of their child, so early childhood and youth development professionals work to support the family as a whole.
- Children and youth develop to their fullest potential when adults form nurturing relationships and create environments and experiences that are inclusive of their cultures, needs, and abilities.

Indicators

A companion document of indicators will support early childhood and youth development professionals to further meet each competency statement. Whereas the competency statements were developed as general broad statements for all professionals regardless of role, the indicators provide specific role-based examples of how professionals can meet each competency.

For more information on indicators, visit www.ks.childcareaware.org, www.OPENInitiative.org, or www.moasn.org

How can YOU benefit?

All program staff can...

- Assess current knowledge and skills
- Identify areas for professional growth
- Create a plan for developing as a professional

Directors and program administrators can...

- Create position descriptions and staff evaluation tools
- Develop and track professional development plans
- Establish a salary scale based on levels of competency achievement

Trainers and training organizations can...

- Plan and organize training and education opportunities
- Promote training and education focusing on specific competencies

Higher education faculty, staff, and administrators can...

- Evaluate and refine course content
- Coordinate and design course content to facilitate transfer and articulation agreements

Other stakeholders can...

- Establish standards for early childhood and youth development systems efforts
- Promote the use of the Core Competencies across programs, agencies, and higher education institutions
- Connect stakeholders around common goals of professionals working with children and youth to families, communities, and public education (K-12)

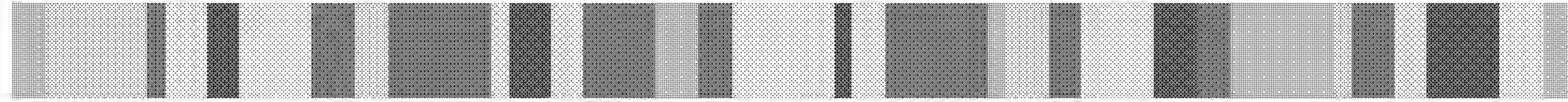


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Content Area I:

Child and Youth Growth and Development

Early childhood and youth development professionals understand how children and youth learn and develop in each of the domains: physical, language and communication, social and emotional, creative, and cognitive.

Promoting Growth and Development

Level 1

- a. Is aware of basic benchmarks for growth and development.
- b. Recognizes that children and youth have individual needs, characteristics, abilities, and develop at their own rate.
- c. Recognizes that learning develops through experience and active participation.
- d. Accepts differences in development.
- e. Values different personalities.

Level 2

- a. Identifies benchmarks related to physical, language and communication, social and emotional, creative, and cognitive development.
- b. Promotes growth and development using appropriate services and resources, including technology.
- c. Identifies different temperaments, personalities, and learning styles.

Level 3

- a. Communicates physical, language and communication, social and emotional, and creative, and cognitive differences among children and youth.
- b. Employs practices to support an inclusive philosophy.
- c. Explains major research-based theories related to growth and development.

Level 4

- a. Collaborates with others to promote growth and development.
- b. Applies research-based theories of growth and development to planning and practice.
- c. Explains the multiple influences on development and learning.

Level 5

- a. Evaluates, applies, and articulates current theory, resources, research, and policy to promote the growth and development of children and youth.
- b. Integrates information on growth, development, learning patterns, diverse abilities, and multiple intelligences and applies to practice.

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Content Area II:

Learning Environment and Curriculum

Early childhood and youth development professionals establish an environment that provides learning experiences that meet the needs, interests, development, and skill levels of each child and youth.

Creating a Developmentally Appropriate Learning Environment and Curriculum

Level 1 _____

- a. Explains Developmentally Appropriate Practice.
- b. Recognizes the importance of creating a developmentally appropriate learning environment and following a curriculum.
- c. Identifies aspects of a developmentally appropriate environment and learning plan.
- d. Discusses how children and youth learn through relationships, activities, and play.
- e. Engages children and youth in activities that meet the individual needs, interests, development, and skill levels.

Level 2 _____

- a. Provides an interesting, secure, and inclusive environment to encourage play, exploration, and learning across the developmental domains.
- b. Creates developmentally appropriate learning environments and curriculum using appropriate services and resources, including technology.

Level 3 _____

- a. Creates environments and learning experiences to value, affirm, and respect diverse needs and abilities.
- b. Designs and implements learning opportunities that include goals and objectives.
- c. Uses a broad collection of effective teaching/learning strategies, tools, and approaches to meet individual needs and enhance learning.

Level 4 _____

- a. Applies content knowledge, concepts, and skills to create a developmentally appropriate learning environment and integrated curriculum.

- b. Reflects on the effectiveness of learning environments and curriculum to meet individual needs, interests, development, and skill levels and makes appropriate changes.
- c. Develops a learning environment and curriculum using major theories of child and youth development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy on learning environments, teaching, and curriculum.

Promoting Physical Development

Level 1 _____

- a. Closely supervises and interacts with children and youth during physical activities.
- b. Assists with fine and gross motor skill development.

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Level 2 _____

- a. Provide a learning environment where children and youth can explore and develop physical motor skills.
- b. Adapts physical motor activities and interactions to support diverse needs and abilities.

Level 3 _____

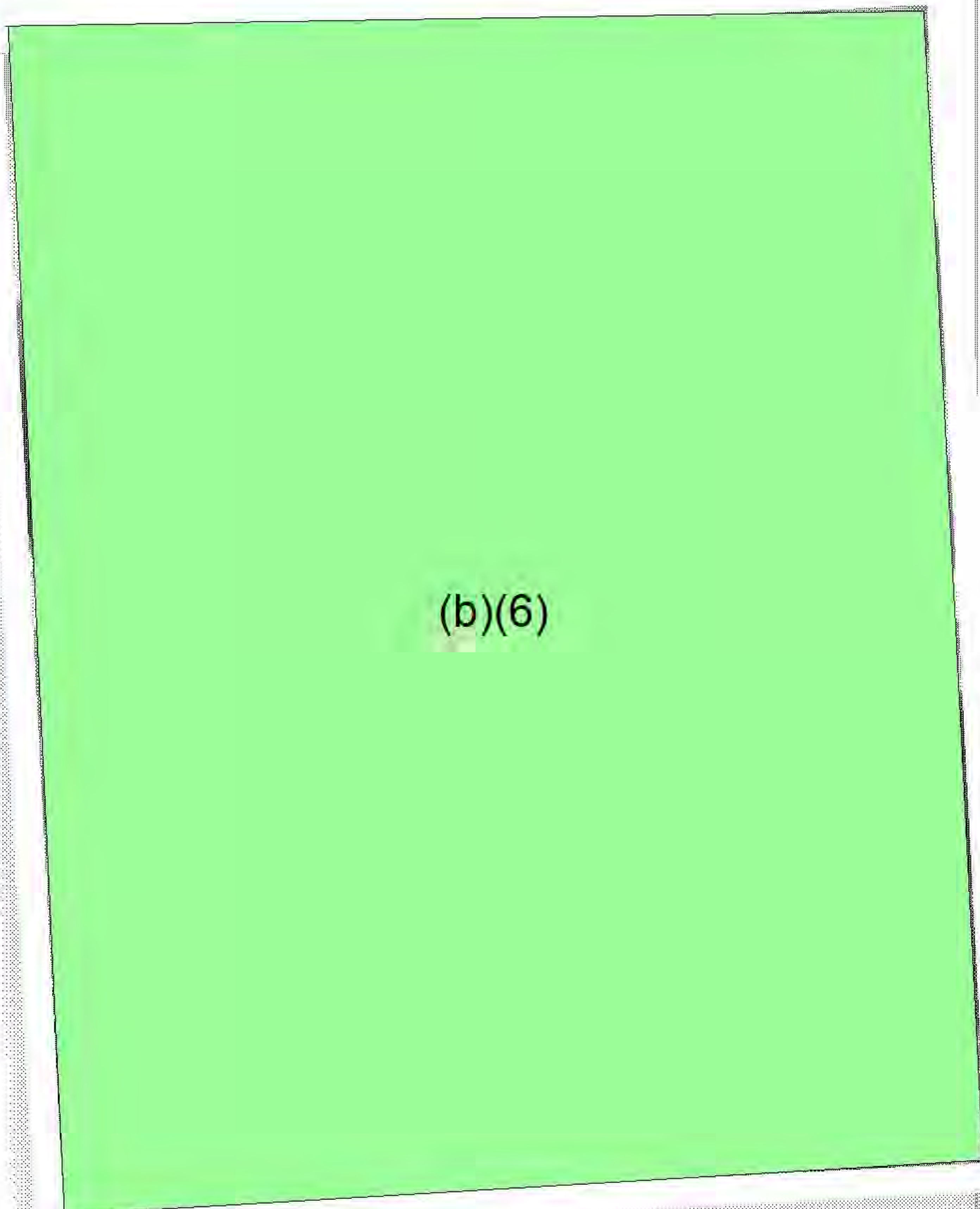
- a. Incorporates activities promoting physical development across curricular areas.
- b. Identifies the importance of sensory integration and its impact on learning.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of physical development activities.
- b. Explains perceptual motor development and its impact on learning.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical development.



Promoting Language and Communication Development

Level 1 _____

- a. Models appropriate and respectful communication skills.
- b. Encourages children and youth to communicate in a variety of ways.
- c. Responds to communication in a positive and timely manner.

Level 2 _____

- a. Provides a learning environment to promote the development and exploration language and communication skills.
- b. Adapts language communication activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting language and communication development across curricular areas.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of language and communication activities and interactions.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting language and communication development.

Promoting Social and Emotional Development

Level 1 _____

- a. Encourages age appropriate emotional expression.
- b. Models appropriate social interactions.
- c. Recognizes that change, separation, stress, and transition affect social and emotional development and behavior.
- d. Appreciates how children and youth develop a sense of self.

Level 2 _____

- a. Provides a safe learning environment where children and youth can explore and develop socially and emotionally.
- b. Helps children and youth communicate and get along with others in a safe and inclusive environment.
- c. Adapts activities and interactions to support social and emotional development.

(b)(6)

- d. Guides children and youth in expressing their feelings and asserting themselves in socially acceptable ways.

Level 3 _____

- a. Incorporates activities promoting social and emotional development across curricular areas.
- b. Supports children and youth in developing a sense of self.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of activities and interactions relating to social and emotional development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting social and emotional development.

Promoting Creative Development

Level 1 _____

- a. Recognizes and supports individual expression.
- b. Encourages children and youth to try new activities.
- c. Provides equipment and materials that can be used in a variety of ways to encourage imagination and creativity.

Level 2 _____

- a. Provides a learning environment where children and youth can explore and develop creative skills.
- b. Adapts creative activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting creative development across curricular areas.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of creative activities.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting creative development.

Promoting Cognitive Development

Level 1 _____

- a. Extends learning through questions and conversations.
- b. Models listening and is responsive to encourage learning.

Level 2 _____

- a. Provides a learning environment where children and youth can explore and develop cognitive skills.
- b. Adapts cognitive activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting cognitive development across curricular areas.
- b. Provides activities and interactions that promote critical-thinking and problem-solving skills.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of cognitive activities and interactions.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting cognitive development.

Content Area III:

Observation and Assessment

Early childhood and youth development professionals continually communicate, interact, and observe to assist in the understanding of the behaviors of children and youth. Observations and assessments develop goals that produce positive outcomes for children and youth.

Observing and Assessing Children and Youth

Level 1 _____

- a. Recognizes that observation and assessment are ongoing processes.
- b. Maintains confidentiality regarding observation and assessment information.
- c. Assists with the collection of information about growth, development, and learning.

Level 2 _____

- a. Collects and organizes information while following appropriate procedures for observation, assessment, and referrals.
- b. Assesses children and youth using appropriate services and resources, including technology.

Level 3 _____

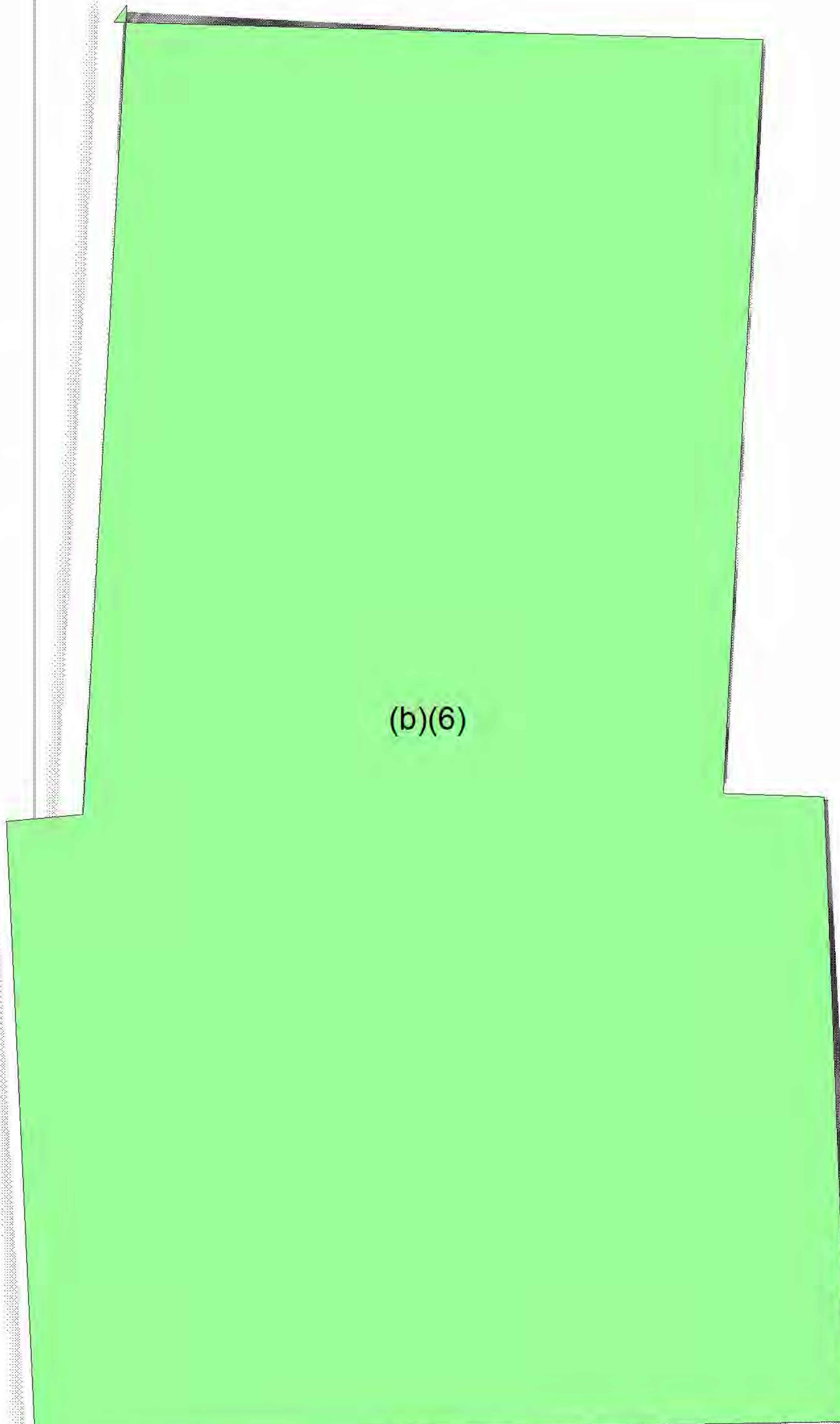
- a. Discusses the purposes, benefits, and uses of informal and formal assessments.
- b. Engages in ongoing assessment of individual growth, development, and learning and applies this knowledge to practice.
- c. Recommends appropriate referrals based on observation, documentation, and assessment.

Level 4 _____

- a. Develops a plan that utilizes assessment information to improve curriculum and modify learning experiences.
- b. Interprets assessment results and communicates them in a clear and supportive manner.
- c. Implements formal and informal assessment tools for individual and group learning.
- d. Collaborates to create partnerships for assessment.
- e. Analyzes and evaluates observation and assessment data and applies knowledge to practice.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting observation and assessment.



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Content Area IV:

Families and Communities

Early childhood and youth development professionals work collaboratively with families and agencies/organizations to meet the needs of children, youth, and families while encouraging the community's involvement with early childhood and youth development.

Communicating with Families

Level 1 _____

- a. Communicates respectfully and positively with families from a variety of cultural and socio-economic backgrounds.
- b. Respects the choices and goals families make for their children.

Level 2 _____

- a. Engages families in discussions regarding their child's development.
- b. Communicates and assists families by sharing appropriate services, resources, and technology.

Level 3 _____

- a. Engages families in discussions to promote respectful partnerships.
- b. Shares information with families about the relationship between learning activities and development.

Level 4 _____

- a. Partners, plans, and communicates to enhance family support and participation.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy to promote family communication.

Building Relationships with Families

Level 1 _____

- a. Develops and maintains open, friendly, cooperative, and respectful relationships with families.
- b. Recognizes and respects that factors may influence how families nurture and support their child.
- c. Protects children, youth, and family confidentiality.
- d. Identifies ways to support the relationship between children and their families.

Level 2 _____

- a. Respects the family's role in, influence on, and responsibility for education and development.
- b. Explores the use of different resources, including technology, to build relationships with families.
- c. Creates and provides opportunities for continual family involvement throughout the program.

Level 3 _____

- a. Demonstrates a strengths-based approach when working with families.
- b. Identifies and demonstrates support for families through reciprocal relationships.

(b)(6)

Level 4 _____

- a. Develops partnerships with families to support their child's learning, development, and well-being.
- b. Articulates and integrates theories of family development.
- c. Assesses, plans, and conducts activities for family support and participation.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships with families.
- b. Reviews the effectiveness of family involvement activities and modifies as needed.

Building Partnerships within Communities

Level 1 _____

- a. Recognizes and uses community resources to support and assist families.

Level 2 _____

- a. Identifies the larger community context in which children, youth, and families live.
- b. Builds relationships within communities using appropriate services and resources, including technology.

Level 3 _____

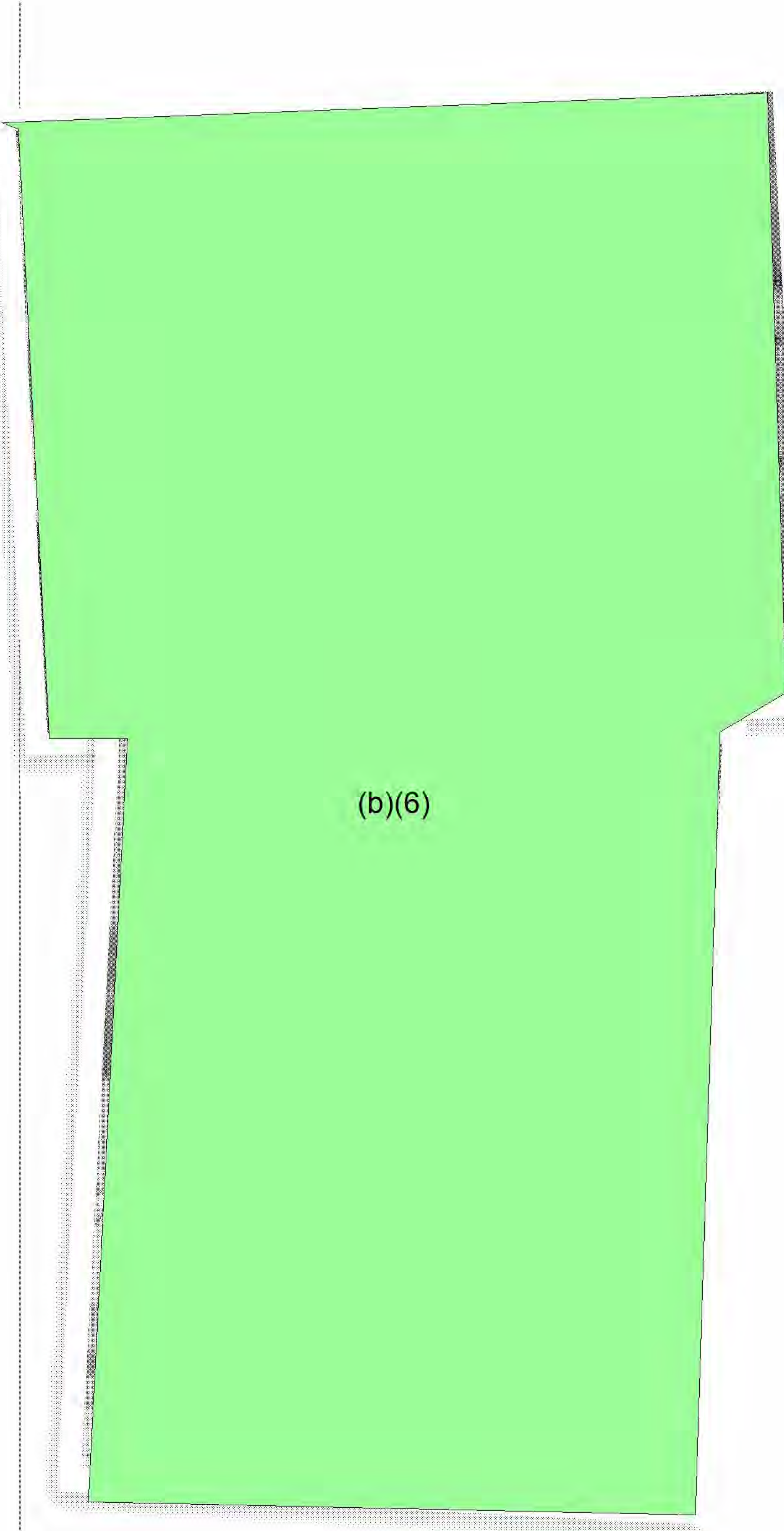
- a. Establishes positive relationships with community partners.

Level 4 _____

- a. Develops partnerships with community members to support learning, development, and well-being of children and youth.
- b. Recognizes the influence of community norms on relationships, environment, and learning.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships within communities.
- b. Represents children and youth in collaborative community endeavors to support learning, development, and well-being.



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Content Area V:

Health and Safety

Early childhood and youth development professionals establish and maintain an environment that manages risk, ensures safety, promotes physical and mental well-being, and encourages healthy nutrition.

Promoting Risk Management Practices

Level 1 _____

- a. Protects others by following health and safety regulations and policies.
- b. Identifies, documents, and reports suspected child abuse and neglect as mandated by law.
- c. Responds calmly and effectively to a crisis.
- d. Practices safety awareness including personal safety.

Level 2 _____

- a. Communicates and follows emergency preparedness plans.
- b. Promotes risk management practices using appropriate services and resources, including technology.
- c. Ensures adherence to health and safety regulations and policies.

Level 3 _____

- a. Develops procedures and emergency preparedness plans.
- b. Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law.

Level 4 _____

- a. Articulates and monitors adherence to regulations and policies pertaining to health and safety.
- b. Anticipates and plans for potential risks to protect children, youth, and adults.
- c. Assesses how regulations, policies, and procedures affect the program.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting risk management practices.

Protecting Children and Youth

Level 1 _____

- a. Recognizes and maintains safe indoor and outdoor areas.
- b. Follows safe practices.

Level 2 _____

- a. Assesses and adapts environments, including when away from the facility, to ensure the safety of children and youth.
- b. Plans experiences to keep children and youth safe.
- c. Promotes safety using appropriate services, resources, and technology.

Level 3 _____

- a. Creates safe environments and procedures for children, youth, and adults.

Level 4 _____

- a. Collaborates with others to ensure adherence to the safety of children and youth.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy protecting children and youth.

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Promoting Physical Health

Level 1 _____

- a. Follows practices to support the health of each child and youth.
- b. Models healthy lifestyle practices.
- c. Maintains sanitary environments.

Level 2 _____

- a. Monitors the environment for healthy practices, making improvements as necessary.
- b. Implements procedures to promote physical health.
- c. Plans experiences to promote health and fitness.
- d. Recognizes children and youth's exploration and curiosity about the human body and responds appropriately.
- e. Uses appropriate services and resources, including technology, to promote each child's and youth's physical health.

Level 3 _____

- a. Designs and assesses environments and procedures to protect the health of children, youth, and adults.
- b. Identifies physical signs of stress and trauma and makes appropriate referrals.

- c. Accommodates diverse health needs and abilities.
- d. Promotes a healthy lifestyle.

Level 4 _____

- a. Collaborates with others to promote physical health and fitness.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical health.

Promoting Mental Health

Level 1 _____

- a. States the importance of mental wellness and how it connects to the individual's overall health.
- b. Recognizes that children and youth have individual mental health needs and require an individualized response.
- c. Understands the need for positive and consistent relationships.
- d. Follows practices to support the emotional well-being of children and youth.

Level 2 _____

- a. Responds individually to unique mental health needs.
- b. Recognizes the characteristics of a healthy sense of self and the related ability to make appropriate choices.
- c. Promotes each child's and youth's ability to maintain consistent relationships with peers and adults.
- d. Promotes mental health using appropriate services and resources, including technology.

Level 3 _____

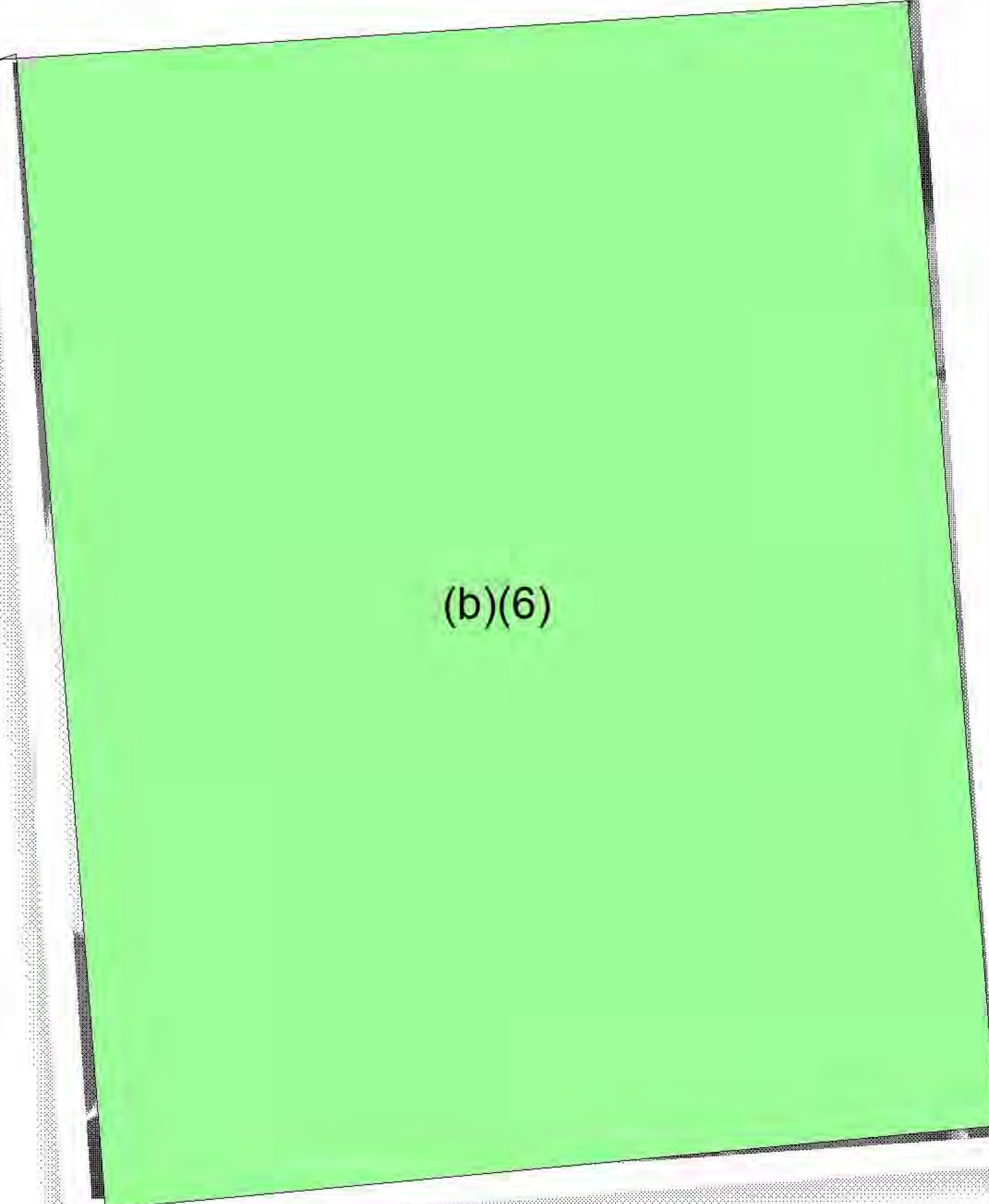
- a. Recognizes signs of stress and emotional trauma and makes appropriate referrals.
- b. Monitors and implements strategies to support the mental well-being of children and youth.

Level 4 _____

- a. Collaborates with others to promote mental health.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting mental health.



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Promoting Healthy Eating

Level 1 _____

- a. Follows practices to support the nutritional needs of children and youth.
- b. Models healthy eating practices.
- c. Promotes age-appropriate activities and interactions to support nutrition and healthy eating practices.

Level 2 _____

- a. Identifies the roles and responsibilities of adults when providing food to children and youth.
- b. Plans experiences to promote nutrition and healthy eating practices.
- c. Communicates with others about the nutritional needs and preferences of children and youth.
- d. Reviews the nutrition program, making improvements as necessary.
- e. Promotes healthy eating practices by using appropriate services and resources, including technology.
- f. Accommodates diverse nutritional needs and eating practices.

Level 3 _____

- a. Incorporates activities promoting healthy nutrition across curricular areas.

Level 4 _____

- a. Collaborates with others to promote nutrition.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting nutrition.

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Content Area VI:

Interactions with Children and Youth

Early childhood and youth development professionals establish supportive relationships with children and youth, and work to guide and empower them as individuals and as a part of a group.

Providing Individual Guidance

Level 1 _____

- a. Guides behavior in positive ways.
- b. Demonstrates developmentally appropriate guidance approaches and interactions.
- c. Models and practices a positive attitude and respect for self and others.

Level 2 _____

- a. Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.
- b. Provides individual guidance using appropriate services and resources, including technology.

Level 3 _____

- a. Uses age-appropriate guidance strategies.
- b. Partners with others to develop and implement individualized guidance strategies.

Level 4 _____

- a. Applies theories of child and youth development to improve guidance strategies.
- b. Individualizes and improves guidance through observation and assessment data.
- c. Applies differentiated instructional and guidance techniques to meet diverse needs and abilities.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting individual guidance.

Enhancing Group Experiences

Level 1 _____

- a. States the importance of flexibility when working with children and youth in groups.
- b. Recognizes that working with groups is different from working with individuals.
- c. Considers development, interests, age, abilities, and skill levels when grouping children and youth.

Level 2 _____

- a. Provides organization and flexibility when working with children and youth in groups.
- b. Enhances group experiences using appropriate services and resources, including technology.
- c. Recognizes how group dynamics affect the learning process.

Level 3 _____

- a. Plans and guides activities to teach children and youth how to be a group member.
- b. Designs and adapts group experiences to promote engagement and learning.
- c. Observes group activities and transitions to enhance individual experiences.

Level 4 _____

- a. Utilizes group management strategies based on theories of child and youth development.
- b. Analyzes observation and assessment data to improve group experiences.
- c. Designs and develops effective group activities and interactions based on current research and curriculum.



Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy enhancing group experiences.

Engaging and Empowering Children and Youth

Level 1 _____

- a. Provides an environment that offers choices.
- b. Promotes and supports child-initiated and youth-led learning activities.
- c. Provides children and youth with leadership opportunities.

Level 2 _____

- a. Supports active participation of children and youth in the program.
- b. Develops relationships with children and youth while respecting cultural differences in participation style.
- c. Fosters critical thinking, decision-making, problem-solving, and goal-setting skills.
- d. Engages children and youth in leadership activities.
- e. Maintains appropriate emotional and physical boundaries between children, youth, and adults.
- f. Uses appropriate services and resources, including technology, to engage and empower children and youth.

Level 3 _____

- a. Develops the capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures in children and youth.
- b. Provides children and youth with opportunities to serve others.

Level 4 _____

- a. Designs activities to support leadership opportunities.
- b. Facilitates strategic planning that involves children and youth.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy regarding engaging and empowering children and youth.
- b. Analyzes organizational culture and implements changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.

(b)(6)

Content Area VII:

Program Planning and Development

Early childhood and youth development professionals actively participate in program planning, delivery, and evaluation of early childhood and youth development programs. Program development, implementation, and management are essential elements to reach program outcomes.

Planning and Evaluating the Program

Level 1 _____

- a. Follows program's mission and policies.

Level 2 _____

- a. Supports and implements the program's mission and policies.
- b. Promotes program planning and evaluation using appropriate services and resources, including technology.

Level 3 _____

- a. Participates in strategic planning and goal setting for program improvement.
- b. Incorporates cultural diversity into the daily program.
- c. Implements strategies to promote the value of the program in the community.
- d. Aligns practices with program policies and procedures.

Level 4 _____

- a. Develops and monitors program policies and procedures that integrate laws, regulations, and professional standards.
- b. Manages program resources effectively.
- c. Identifies and interprets program evaluation methods.
- d. Promotes collaborations to support the program.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting program planning and evaluation.

Managing Personnel

Level 1 _____

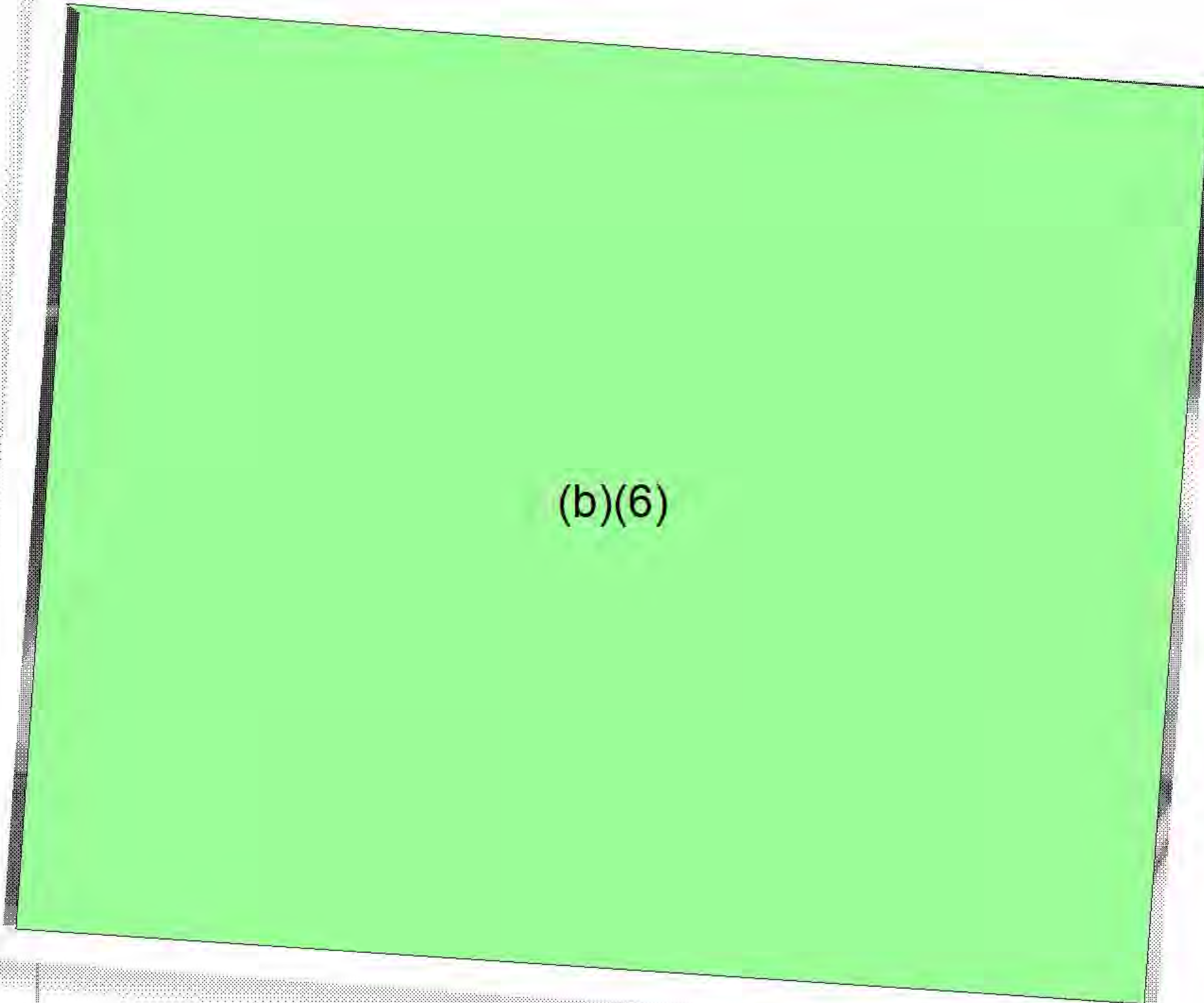
- a. Follows program personnel policies and procedures.

Level 2 _____

- a. Implements principles of teamwork in interactions with others.
- b. Promotes personnel management practices using appropriate services and resources, including technology.

Level 3 _____

- a. Demonstrates the ability to strengthen the program's team.
- b. Develops personnel policies and procedures that integrate professional standards with laws and regulations.



Level 4 _____

- a. Recruits and manages staff and volunteers.
- b. Establishes an organizational culture where staff and volunteers feel valued, competent, and safe.
- c. Adheres to employment laws and regulations.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting personnel management.

Managing Finances

Level 1 _____

- a. Follows program financial policies and procedures, including standards and regulations.

Level 2 _____

- a. Promotes financial management practices using appropriate services and resources, including technology.
- b. Operates within the budget.

Level 3 _____

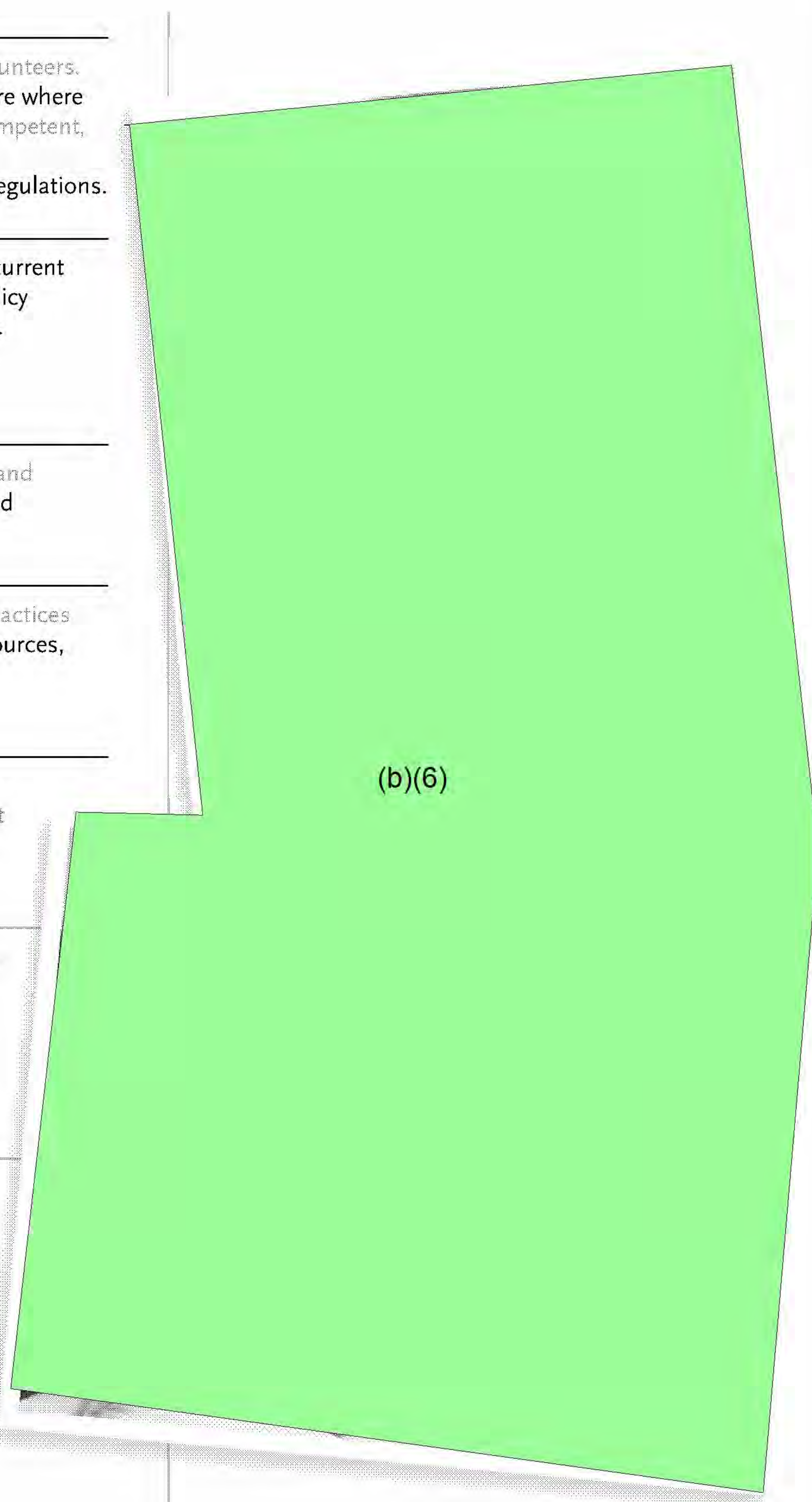
- a. Develops and adheres to a budget.
- b. Develops a fiscal business plan that reflects the program's mission, philosophy, and financial position.

Level 4 _____

- a. Analyzes, maintains, and evaluates the budget.
- b. Communicates the program's budget and financial status.
- c. Adheres to financial laws and regulations.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting financial management.



(b)(6)

Content Area VIII:

Professional Development and Leadership

Early childhood and youth development professionals demonstrate their commitment to children, youth, families, and communities through actions and behaviors that demonstrate a high level of ethical conduct. Professionals increase their knowledge and skills in the content areas through ongoing training and education.

Displaying Professionalism in Practice

Level 1

- a. Models a positive attitude when working with children and youth.
- b. Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics.
- c. Improves teaching and learning through professional work habits.
- d. Demonstrates the ability to work effectively with others.

Level 2

- a. Balances demands of personal and professional commitments.
- b. Demonstrates commitment to a professional code of ethics and other professional guidelines.
- c. Promotes professionalism using appropriate skills, services, and resources, including technology.
- d. Interacts with others in a professional manner.

Level 3

- a. Demonstrates positive relationships and supportive interactions when caring for children and youth.
- b. Promotes professionalism and ethical responsibilities by following a professional code of ethics.
- c. Describes relationship between theory and practice.
- d. Demonstrates oral, written, and technological skills appropriate to one's professional role.

Level 4

- a. Responds to challenges as opportunities for professional growth.
- b. Articulates personal philosophy of education, based on knowledge of child and youth development, best practices, and a code of ethics.

Level 5

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting professionalism and a professional code of ethics.
- b. Applies oral, written, and technological communication skills to one's specialized professional role.

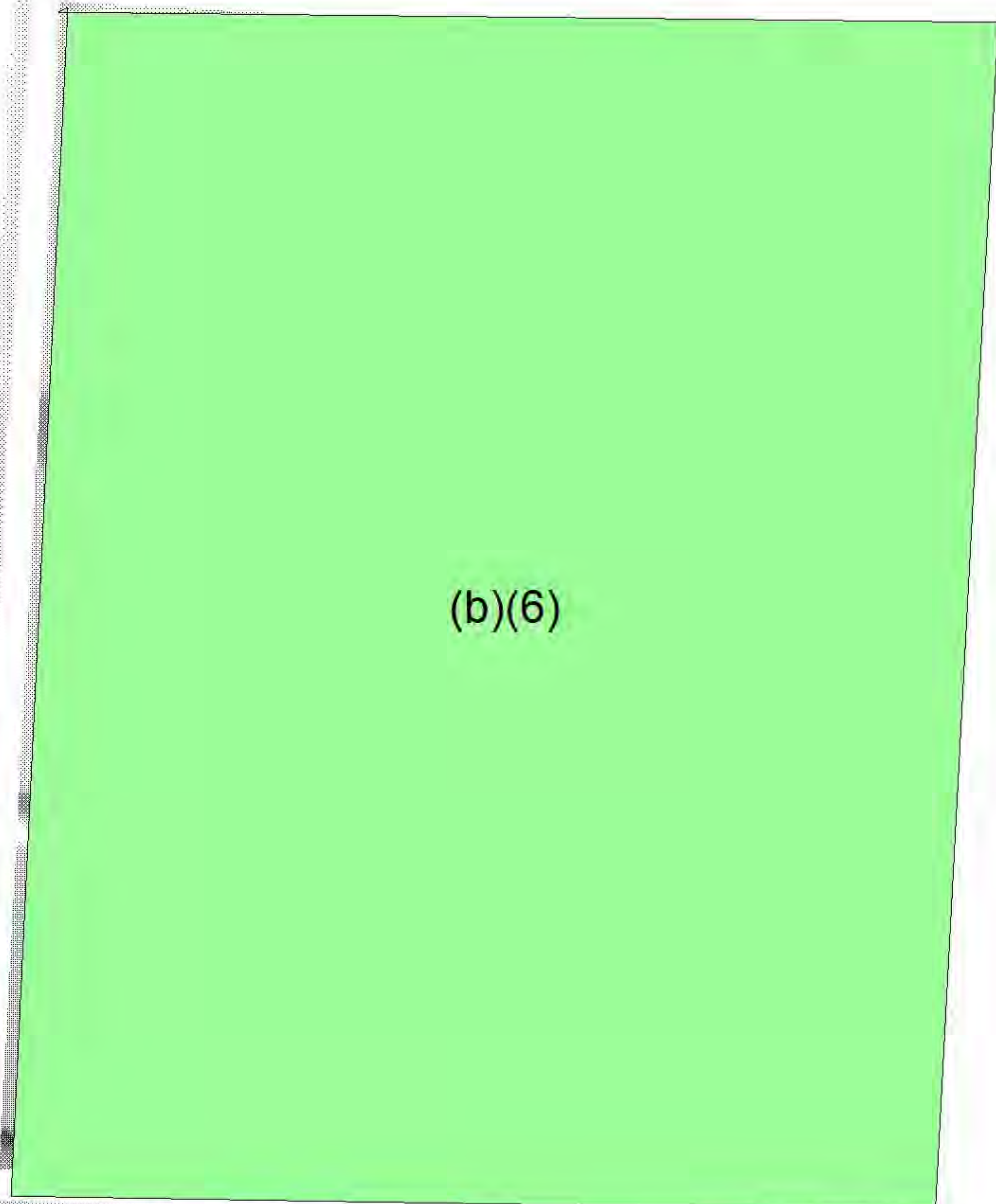
Developing as a Professional

Level 1

- a. Indicates awareness of professional standards.
- b. Follows a professional development plan.
- c. Seeks knowledge through interactions with other professionals.

Level 2

- a. Builds personal and professional competence by using appropriate skills, services, and resources, including technology.



- b. Develops and implements a professional development plan.
- c. Participates in activities, projects, and events within the field.

Level 3 _____

- a. Develops a personal philosophy of education.
- b. Practices ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.
- c. Engages in continuous, collaborative professional development for the benefit of self and others.

Level 4 _____

- a. Creates professional development opportunities for others.
- b. Evaluates and selects resources for ongoing professional development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting ongoing professional growth.

Displaying Leadership and Promoting Advocacy

Level 1 _____

- a. Responds to the individual needs of children, youth, and families.
- b. Identifies characteristics of leadership.
- c. Recognizes the need to be a voice for children, youth, and families.

Level 2 _____

- a. Displays leadership traits and identifies strategies for advocacy.
- b. Promotes leadership and advocacy using appropriate skills, services, and resources, including technology.

Level 3 _____

- a. Participates in leadership and advocacy opportunities within the profession.
- b. Encourages and empowers others to engage in advocacy and leadership.

Level 4 _____

- a. Serves in leadership roles within the profession.
- b. Advocates for best practices in child and youth development.
- c. Advocates for programs and policies that impact the overall quality of services for children, youth, and families.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting leadership and advocacy.
- b. Creates opportunities for others to serve in leadership and advocacy roles.

Displaying Cultural Awareness and Respect

Level 1 _____

- a. Develops awareness of own cultural beliefs and practices.
- b. Seeks new knowledge regarding diversity in cultural beliefs and practices.

Level 2 _____

- a. Values cultural differences in children, youth, and families.
- b. Promotes cultural awareness and respect using appropriate skills, services, and resources, including technology.

Level 3 _____

- a. Increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.
- b. Establishes an inviting and nurturing educational environment that respects and values each child and youth.
- c. Communicates the cultural and environmental effects on learning, behavior, and development.

Level 4 _____

- a. Challenges biases and stereotypes.
- b. Supports the cultural identity, beliefs, and practices of each child and youth.
- c. Incorporates global perspectives while avoiding stereotypes.
- d. Connects teaching and learning approaches to the experiences and cultures of others.
- e. Creates a trusting environment by employing multicultural strategies and teaching tolerance.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting cultural competence and responsiveness.
- b. Analyzes organizational culture and implements changes that foster more equitable and culturally relevant and responsive practices.

CORE COMPETENCIES Content Areas and Sub-Content Areas	CDA/YDC Content Areas and Functional Areas
<p>Content Area V: Health and Safety</p> <ul style="list-style-type: none"> ■ Promoting Risk Management Practices ■ Protecting Children and Youth ■ Promoting Physical Health ■ Promoting Healthy Eating <p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Creating a Developmentally Appropriate Learning Environment and Curriculum 	<p>1. Safe, Healthy Learning Environment</p> <ul style="list-style-type: none"> ■ Safe ■ Healthy ■ Learning Environment (CDA only) ■ Out-of School Environments (YDC only)
<p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Promoting Physical Development ■ Promoting Language and Communication Development ■ Promoting Creative Development ■ Promoting Cognitive Development 	<p>2. Physical and Intellectual Competence</p> <ul style="list-style-type: none"> ■ Physical ■ Cognitive ■ Communication ■ Creative
<p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Promoting Social and Emotional Development <p>Content Area V: Health and Safety</p> <ul style="list-style-type: none"> ■ Promoting Mental Health <p>Content Area VI: Interactions with Children and Youth</p> <ul style="list-style-type: none"> ■ Providing Individual Guidance ■ Enhancing Group Experiences ■ Engaging and Empowering Children and Youth 	<p>3. Social and Emotional Development</p> <ul style="list-style-type: none"> ■ Self ■ Social ■ Guidance
<p>Content Area IV: Families and Communities</p> <ul style="list-style-type: none"> ■ Communicating with Families ■ Building Relationships with Families ■ Building Partnerships within Communities 	<p>4. Relationships with Families</p> <ul style="list-style-type: none"> ■ Families
<p>Content Area VII: Program Planning and Development</p> <ul style="list-style-type: none"> ■ Planning and Evaluating the Program ■ Managing Personnel ■ Managing Finances 	<p>5. Program Management</p> <ul style="list-style-type: none"> ■ Program Management
<p>Content Area VIII: Professional Development and Leadership</p> <ul style="list-style-type: none"> ■ Displaying Professionalism in Practice ■ Developing as a Professional ■ Displaying Leadership and Promoting Advocacy ■ Displaying Cultural Awareness and Respect 	<p>6. Professionalism</p> <ul style="list-style-type: none"> ■ Professionalism
<p>Content Area III: Observation and Assessment</p> <ul style="list-style-type: none"> ■ Observation and Assessing Children and Youth 	<p>7. Observing and Recording Behavior (CDA) and Supporting the Development of Values, Social Competence, and Positive Identity through Observations (YDC)</p>
<p>Content Area I: Child and Youth Growth and Development</p> <ul style="list-style-type: none"> ■ Promoting Growth and Development 	<p>8. Growth and Development</p>

For additional information on state or national crosswalks visit the Child Care Aware® of Kansas website (www.ks.childcareaware.org) or the OPEN Initiative website (www.OPENInitiative.org).

Definitions

Content Area I:

Inclusive philosophy: A general belief in the full acceptance of all children and youth that leads to a sense of belonging within the early childhood and youth setting.

Multiple intelligences: Refers to different types of human intelligence as defined by Howard Gardner. The different independent types of human intelligence include verbal, quantitative, spatial, musical, kinesthetic, interpersonal, and intrapersonal intelligence.

Content Area II:

Sensory integration: The brain's ability to take in information, process it, and use it to regulate one's self.

Perceptual motor development: The growth of muscular coordination as it influences one's ability to receive, interpret, and respond successfully to sensory information.

Content Area III:

Informal assessments: A method of measuring performance through observation or other informal techniques like work sampling, checklists, running records, and performance and portfolio assessments. Often during informal assessment children and youth are not aware that their development or progress is being measured.

Formal assessments: A method of measuring performance based on standardized measures that are administered with specific protocol.

Referrals: Making a recommendation or actual linkage of a child, youth, and family with other professionals, for the purpose of more in-depth assessment and planning.

Content Area IV:

Community norms: Beliefs shared by a community about accepted behavior that serve as a foundation for how opinions are formed.

Strengths-based: Rather than focus on "what's wrong," a strengths-based approach identifies the positive resources and abilities that children, youth, and families have.

Content Area V: None

Content Area VI:

Differentiated instructional and guidance procedures: The process of teaching and guiding children and youth of differing abilities by using varied instructional and guidance methods.

Content Area VII: None

Content Area VIII:

Code of ethics: A set of general principles adopted by a profession that outlines the shared beliefs and values of the profession.

Philosophy of education: A written statement that describes one's personal approach to guiding and educating children and youth.

Self-reflection: The process of self-observation that involves the examination of one's own thoughts, feelings, actions, motives, and character.

Self-assessment: To intentionally reflect about one's self and professional practice in order to improve and make informed career decisions.

Cultural identities: The identity of an individual based on one's belonging to a specific group or culture.

Global perspectives: A viewpoint that develops through multicultural experiences and leads to an understanding and respect for worldwide interconnectedness.

Multicultural strategies: Strategies that relate to an interest in many cultures within a society, in addition to the mainstream culture.

Tolerance: A willingness to listen and learn from others even when it doesn't align with one's current belief system.

(b)(6)



Child Care Aware® of Kansas Toll Free: 877-678-2548 or 785-823-3343 • www.ks.childcareaware.org

OPEN Initiative Toll Free: 877-782-0185 or 573-884-3373 • www.OPENInitiative.org

Missouri AfterSchool Network (MASN) Toll Free: 888-210-2469 or 573-884-2462 • www.moasn.org

Kansas Enrichment Network 785-864-9665 • www.kansasenrichment.net

APPENDIX N

Examples of Kansas Quality Initiatives

Kansas continues to be committed to increasing standards, professional development supports and incentives for Early Learning and Development Programs who serve High Needs Children. This was evident with the recent receipt of additional CCDF funding in Federal Fiscal Year 2009. As a result of the federal American Recovery and Reinvestment Act of 2009 (ARRA – P.L. 111-5), Kansas received one-time Supplemental Discretionary Funding for the Child Care and Development Fund (CCDF) Block Grant. Since receiving the award (\$18,415,435.00) in April 2009, several projects funded focused on quality enhancement within Early Learning and Development Programs. Summaries of those quality initiatives follow: (**figures are as of 6/30/11**)

Kansas State-Provider Cooperation Committee (SPCC) Health and Safety Fund Child Care Provider Professional Development Campaign

The SPCC Health and Safety Fund coordinated three major state-wide project tracks through September 2011, including the Professional Development Campaign, Facility-Equipment-Materials Upgrade grants, and Peer Mentoring Pilot Program.

Professional Development Campaign: Professional Development Days were organized at sites across Kansas, most partnered with their local Community College/Universitie or their Resource and Referral Agency to provide relevant health and safety related professional development training opportunities as approved by the state child care licensing agency, the Kansas Department of Health and Environment (KDHE) . These opportunities were provided for home and center based child care providers in Kansas. With the implementation of Lexie’s Law in Kansas and increased standards for health and safety training for providers, these trainings were established to focus on SIDS-Safe Sleep; Pediatric (Infant/Child) CPR and First Aid; Child Abuse and Neglect; Child Development and Early Learning; and Home-based child care Regulation/Compliance. As of 06/30/11, the Professional Development Campaign resulted in 9798 hours of training completed by the 1369 child care providers who attended at least one of

the 12 Professional Development Days. An estimated 450-600 child care providers were estimated to participate in Professional Development Days scheduled for August 2011 at three additional locations in Kansas.

Facility Upgrade and Equipment/Materials Grants: Following the professional development days, participants were eligible to apply for facility upgrade and equipment/materials grants. A total of 687 provider grant applications were submitted. Of these applications, 278 Facility Upgrade Grants were awarded at \$492,164 and 251 Equipment and Material Upgrade Grants were awarded at \$142,800. These funds assisted providers in meeting required health and safety standards, assisted in increasing the sustainability of provider's child care business, as well as creating and enhancing the early learning and development of children in Kansas child care. Some examples of upgrade awards were playground equipment, fencing, car seats, dramatic play equipment, child sized tables and chairs, sand & water tables, cots, and rubber mulch for playgrounds.

Peer Mentoring Pilot Project: This project was aimed at assisting child care providers navigate licensing, obtain professional development assets, find additional resources, and increase compliance by connecting them to experienced and successful providers. The project worked through the SPCC, The Family Conservancy (Resource and Referral Agency, KDHE Licensing, and other stakeholders. As of 06/30/11, the project resulted in recruitment and training of 50 mentors and 57 protégés with focused activities including creation of parent/business policies and contracts, curriculum, licensing and training.

Enhancing Early Child Care Quality (Child Care Aware® of Kansas):

This statewide project focused on enhancing quality of child care for infants/toddlers, school-age youth, & children with special needs & mini-grants linked with professional development.

Grants awarded include: 35 awards totaling \$135,000 for after school care resulting in 278 new slots; 70 awards to child care centers totaling \$580,000; 37 awards for care of children with special needs totaling \$135,000; 545 child care professionals attended Special Needs training; & 77 scholarships were awarded to providers to attend child care professional development trainings.

The Resource and Referral agencies throughout Kansas have provided professional development

associated with each component of this project (Center based care, After School care, Child Care for children with special needs). During March 2011 – May 2011, the following professional development was provided:

Professional Development	Number of CCP	Dates
Center Professional Development	564	August 2010-May 2011
Special Needs	619	September 2010-May 2011
Age & Stages Questionnaires(3) & Age & Stages Questionnaires Social Emotional Professional Development	408	September 2010-May 2011
After School	668	September 2010-May 2011
Basic (Core) Knowledge Curriculum	871	August 2010-May 2011
In-State Conferences	84	August 2010-October 2011
BELIEF Institute	11	10 of these will graduate we did have one drop out of the institute in Q6
CDA Scholarship's Awarded	14	August 2010- October 2011

Enhancing Childhood Quality (Mid-America Regional Council – MARC):

This urban regional (4 county) project focused on improving quality of care provided to children with special needs, increasing the quality of child care centers, increasing the knowledge and skills of providers to demonstrate high quality early learning environments and increasing the number of providers offering quality after school care. Activities included mini-grant opportunities linked to professional development trainings and in conjunction with on-site

coaching services. Provider mini-grants for quality enhancement in these categories (child care for children with special needs, center-based care, after school care, and professional development) were awarded. A total of 130.5 hours of on-site coaching were delivered to participating providers as of 06/30/11. Additional workforce development and incentives included:

Special Needs grants:

Staff from five programs receiving a special needs grant attended Part I of a three part training on special needs entitled “Laying the Groundwork for Inclusion Success”.

Center Based grants:

Thirty eight (38) participants representing nine programs attended the six (6) hour training on the ASQ3/ASQ-SE training. Five programs attended the six (6) hour training: “The Director’s Toolbox: The Right Fit: Recruiting, Selecting, and Orientating Staff.”

Professional Development grants:

Ninety-three staff in 12 programs have attended one or more trainings. Seventeen staff members are participating in the eLearning Online CDA program. They have completed a total of 298 modules, which range from one to three hours each. Six staff members from five programs are pursuing their AAS and/or BA in Early Childhood. They have completed 55 credit hours to date, which have been earned from three different two and/or four year higher education institutions.

Infant & Toddler New Slot Development (Child Care Aware® of Kansas)

This project was targeted to increase the number and quality of infant/toddler child care slots in ten underserved rural counties in Kansas. Recruitment ended June 30, 2011 and the focus continued on improving quality through ongoing technical assistance consultations, parent cafes, facility modifications and the installation and implementation of newly purchased equipment, supplies and materials. Of the participants, 100% or (29 of 29) have completed a self-assessment and began the process of completing post self-assessments and updating their Goal & Visitation Plans to determine progress and to assess future plans and next steps. 100% of participants have received an Environment Rating Scale Assessment and are in the initial stages of receiving a post Environment Rating Scale assessment to further determine quality improvement. Of the 21

Parent Cafes that have been offered as of 06/30/11, examples of topics include: Conscious Discipline, Importance of Literacy, Potluck and Policies, Fire Safety, Reading Night, Summer Safety, Sibling Rivalry, and Car Seat Safety.

Training and Technical Assistance Early Childhood Partnerships – Kansas Department of Health and Environment (KDHE) Infant-Toddler Services: This project was the result of a partnership with our Part C agency in Kansas, KDHE. Through the receipt of additional funding increased training opportunities were provided for child care/early education partners. The “Evidence Based Practices in Early Intervention – The Primary Coaching Model” and “Promoting First Relationships” trainings resulted in 6 training sessions with 223 participants.

Child Care Provider Technology Initiative & eLearning Course Development projects: These two projects utilized electronic technology to complement existing professional development activities, in order to increase access and participation in professional development by child care providers, with the overall goal of raising the quality of child care.

- **eLearning Course Development - Kansas Children’s Service League (KCSL) –** Five new eLearning courses were developed by subject matter experts in each course topic, and then were transferred to the online format. New instructors were trained to assist in teaching these courses and a new online registration system was implemented to assist with the increase of courses. The five courses now available through KCSL (as of September 2011) are: Childhood Obesity and Good Nutrition; Supporting Children’s Learning Through Play; Working with Children with Disabilities; Preventing Shaken Baby Syndrome; and Family Child Care Business Practices. These courses are Kansas KDHE-approved for child care licensing in-service hours and accessible to all child care providers in Kansas.
- **Child Care Provider Technology Initiative - (KTWU/Washburn University):** In January, 2011, KTWU public television began to offer early childhood providers/educators the opportunity to participate in Ready To Learn (RTL) media literacy workshops through broadcast on KTWU and teamed with iTunes University to

make the same training available 24/7 through “KTWU Ready to Learn On Demand. Ready To Learn (RTL) is a scientifically researched, literacy-based professional development program for early childhood providers focusing on the development of pre-literacy skills. This project enabled KTWU to pilot this service by making it available for free to 210 home based providers in the station’s Eastern Kansas viewing area. This media literacy training, which included information on the availability of no-cost educational resources over-the-air and online, was approved by KDHE for 2 hours of in-service for early childhood providers, and participants receive a certificate for those hours as well as a package of program materials to use with the children in their care. Through computer and internet access, participants are required to preregister and to take an online master test at the end of training as well as participate in an online chat with the RTL trainer and other participants.

In addition to the increased workforce development opportunities in Kansas, the state recently completed two important workforce development tools within the **Kansas Child Care Career Lattice and Workforce Profile Project with Child Care Aware ® of Kansas**. Development of the two documents: “Careers in Early Childhood Education – A Kansas Guide” and “Who Cares for Kansas Children? Early Education Workforce Study – 2010 Kansas Child Care Workforce Profile” both were finalized and published as of September 2011.

APPENDIX O

Using School Readiness Data to Make a Difference in Student Learning

By studying kindergarteners, Kansas has identified early learning practices that enable children to be better prepared for school success.

By Gayle M. Stuber and M. Renée Patrick

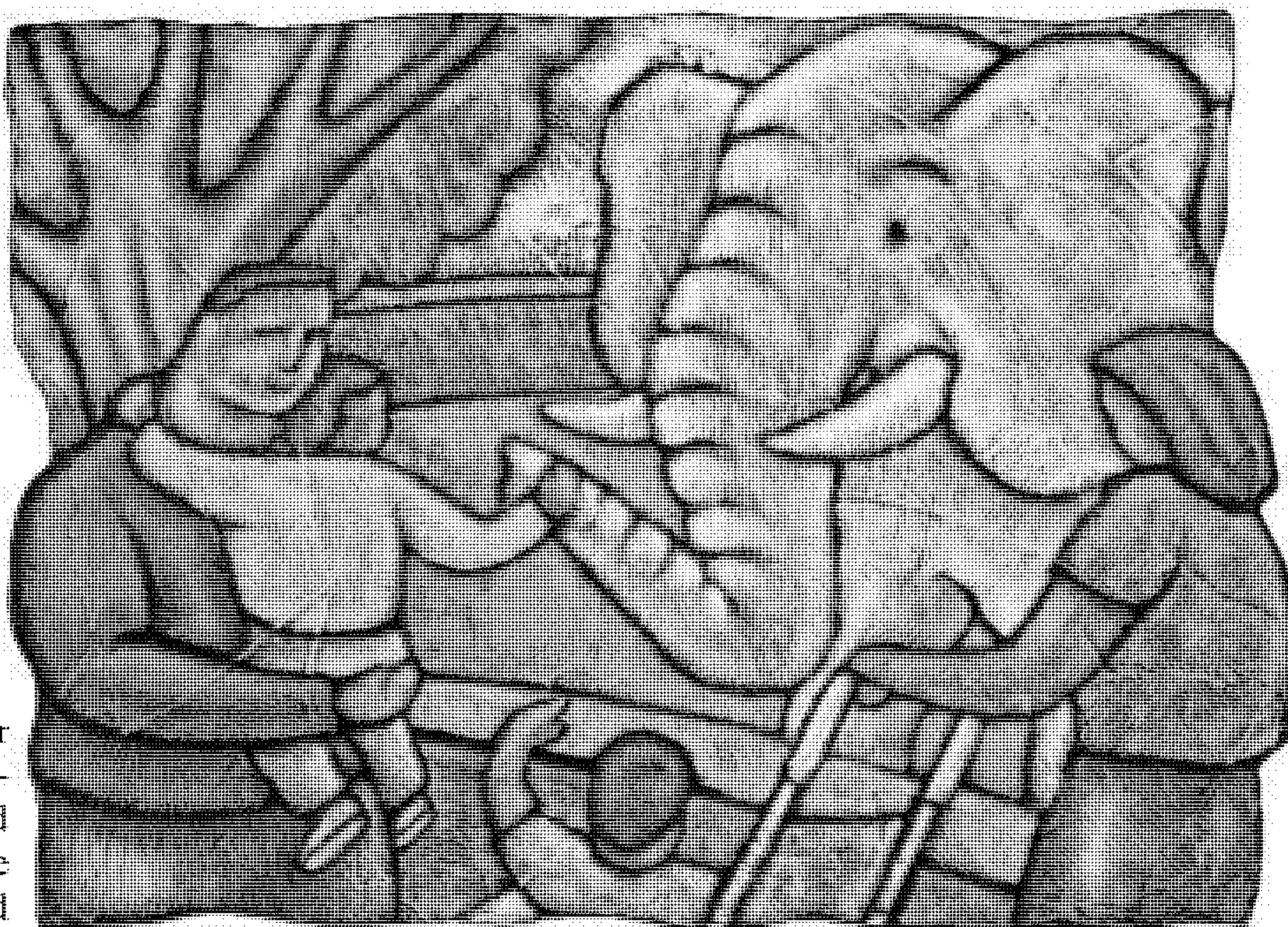
In fall 2005, Kansas began a three-year study to determine the skills and assets children bring with them to kindergarten and what they learn while they're there. The first students in that study entered 3rd grade in 2008, and preliminary results from

follow-up studies suggest that early learning practices in the home and in schools have long-term effects.

The Kansas Kindergarten Readiness Project asked kindergarten teachers to use the Kansas Early Learning Inventory (KELI) to observe a random sample of their students during the first nine weeks of school and again late in the spring. By using the KELI on the same children at the beginning and at the end of the year, researchers are able to get a snapshot of what the child knows and can do at entry into kindergarten and what he or she learns through the year. A total of 5,073 children in 232 kindergarten classrooms participated in the study over the three years.

The KELI measures nine domains: physical development, social-emotional development, symbolic development, general knowledge, oral language, written language, math concepts, attentive behavior, and work habits. The teachers rated the children in these domains using three developmental categories: delayed, developing, and developed.

Other data were collected from kindergarten teachers and the families of children in the study. Teachers provided data on their classroom practices so that teachers and administrators can begin to see what works best for different children, what kind of program format (all day, half day) helps children learn, and what



Taking children to a museum, library, learning or activity center, or zoo positively affects their kindergarten scores.

GAYLE M. STUBER is the early childhood coordinator for the Kansas State Department of Education, Topeka, Kan. **M. RENÉE PATRICK** is a research associate for the University of Kansas Lifespan Institute, Parsons, Kan., and director of the Dual Diagnosis Treatment and Training Services at Parsons State Hospital.

kinds of professional development might help teachers better support student learning. Parents provided data on home literacy practices, preschool experiences, and other family activities that support their child's success in school.

SCHOOL READINESS

The data for the three years indicate that children are entering kindergarten with good oral language skills and adequate social skills. Their written language ability was the lowest area of skill. Children

Children who were read to every day had higher reading scores and scored higher on all academic achievement areas.

who were read to every day had standardized reading scores approximately 1½ points higher at 3rd grade and scored higher on all academic achievement areas on the KELI at both the beginning and end of kindergarten. KELI academic area scores were on average one point higher across domains for children who were read to every day at kindergarten entry and on average a half point higher at the end of kindergarten. The longer children attended a preschool before kindergarten, the higher they scored on many of the more academic areas and the lower they scored on Attentive Behavior. The lower score on attentive behavior may be due to differences in behavioral expectations between preschool classrooms and kindergarten classrooms. Other findings include:

- In the first year of the study, 57% of parents had a difficult time finding good-quality child care.
- Children who were considered at risk (low income, English language learner, special education) scored one to three points lower on kindergarten KELI scores, up to eight points lower on 3rd-grade standardized math scores, and up to six points lower on 3rd-grade standardized reading scores.
- During kindergarten, children improved in all domains.
- Children in full-day kindergarten had higher spring scores in academic areas than children in half-day programs.

It is clear that kindergarten teachers do make a difference in student learning.

LONG-TERM EFFECTS

The first kindergarten classes in this study entered

3rd grade in fall 2008 and completed their first state assessments in reading and mathematics in spring 2009. Using the state student identification numbers assigned during a child's first year in a public school program, it is possible to follow these children into the later primary grades and beyond. In 2009, results were examined to determine the effect of parental practices, child learning in kindergarten, and kindergarten teacher practices on further learning. More years of statistical study will be needed to make any strong interpretations, but this first year gives a glimpse into the long-term effects of early learning practices in the home and in schools.

Kindergarten entry skills. Children who enter kindergarten with high skill levels maintain that higher skill level in the 3rd-grade assessments in comparison to peers who entered with lower skills. Some other effects of the readiness skills of children entering kindergarten on their 3rd-grade education include:

- Children who entered kindergarten with higher literacy levels maintained those higher levels on 3rd-grade reading assessments.
- For both math and reading scores, the academic scores on the KELI are better predictors of results in 3rd grade than are the social-skill scores.
- Children who entered kindergarten with lower fall scores had higher change scores — that is, they improved more than children who entered kindergarten with a higher score. However, the children who entered with higher scores maintained that higher skill level in 3rd grade. Children who improved the most (entered with a lower fall skill level but improved during kindergarten) were still showing lower assessment scores on the 3rd-grade math and reading assessments.

Parent/home practices. The activity that parents performed before kindergarten that was most influential on 3rd-grade performance was to talk with their children about what happened during the day. Children whose parents talked with them every day about their day scored at least two points higher on 3rd-grade math and nine points higher on reading than children whose parents talked to them less than daily about their day.

When parents read to their children daily before kindergarten, the children scored higher on 3rd-grade assessments. Their standard math scores were about 1½ points higher and their reading scores about two points higher than those of children whose parents didn't read to their children daily.

The following five home literacy activities are

correlated with reading and math scores — the more frequently parents performed the activities, the better the children did in 3rd-grade assessments. These activities also positively affected children's kindergarten scores, and the effect appears to be maintained across the years. The five activities are:

1. Someone reads to the child at home.
2. The parent and child talk about what happened during the day.
3. The child reads along with or reads to others.
4. Someone takes the child to a museum, library, learning or activity center, or zoo.
5. Someone teaches the child a sport or takes the child to a sporting event.

Clearly, parent involvement makes a difference before kindergarten, in kindergarten, and in the primary grades. More analyses in upcoming years will allow a more detailed and stronger case to be made for the critical nature of parent involvement in their child's learning from the early years on.

Teacher practices. Kindergarten teachers were asked to complete a self-assessment describing the practices they use in their classrooms during the year.

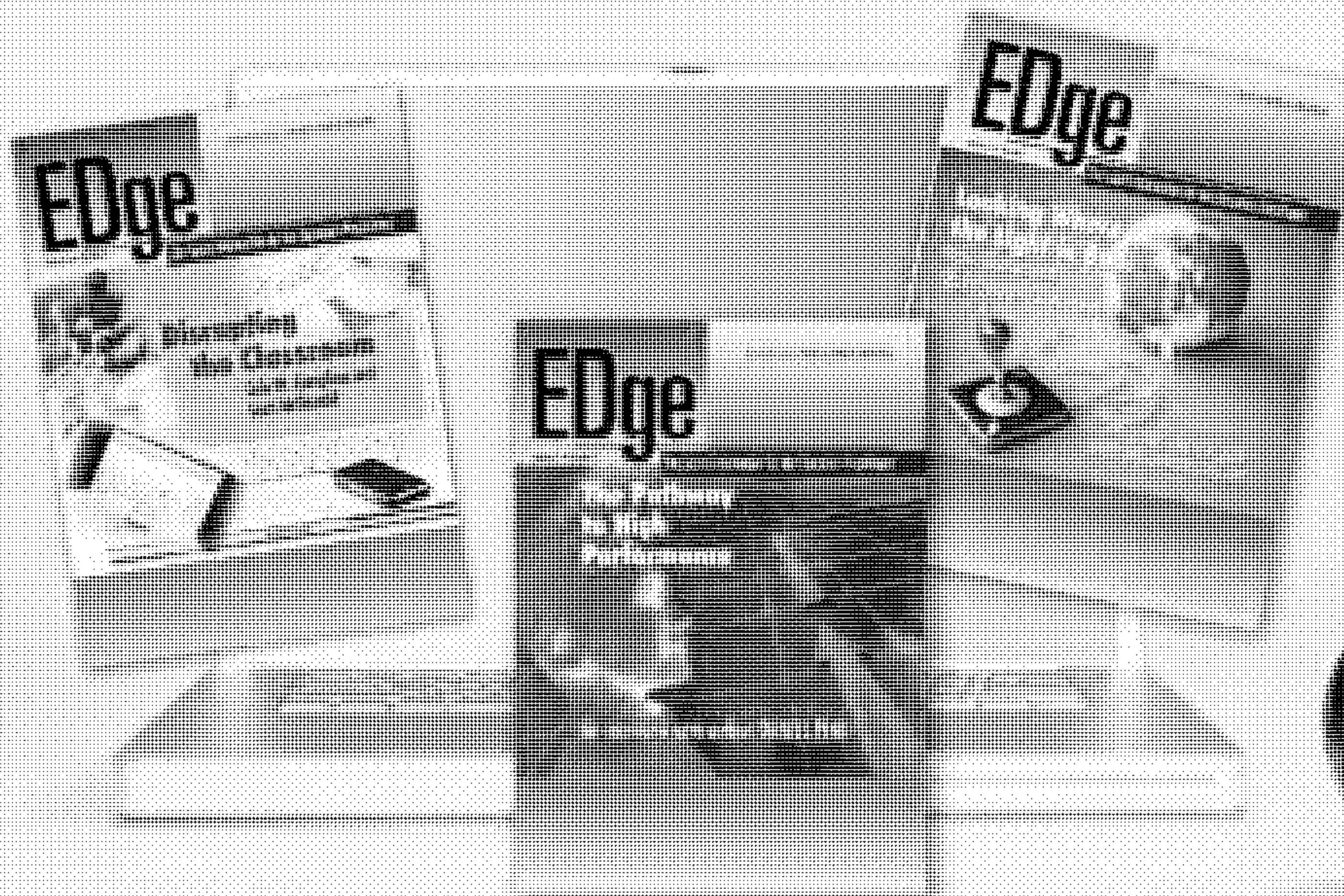
Twenty items on the assessment were defined as best practices that are highly recommended by professional early childhood groups. The study also examined the effects of full-day kindergarten on these practices and on child outcomes. Sixty percent of the teachers who participated in the School Readiness Project taught full-day kindergarten.

Best practices were seen more frequently in full-day kindergarten classrooms than in half-day sessions.

In general, best practices were seen more frequently in full-day kindergarten classrooms than in half-day sessions. However, best practices needed to be used daily to have an effect on child skills in either academic or social domains. The frequency of the use is the critical element, with the length of day promoting more daily use of the best practices. Best practices did have a marginal effect on math concepts and general knowledge if the child was in full-day kindergarten, and they had a significant positive effect on symbolic development, written language, and oral communication whether the child was in full-day kindergarten or not.

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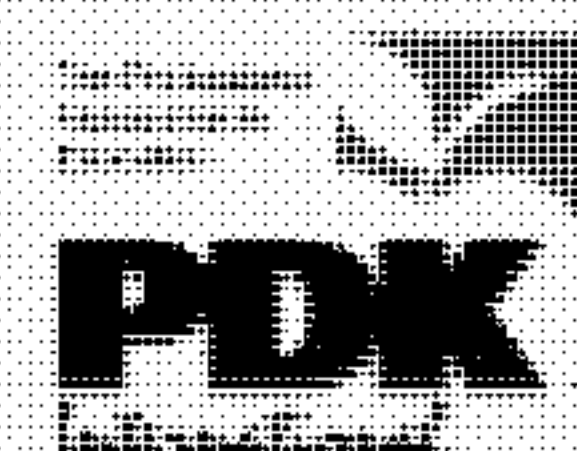


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When best practices were combined with full-day kindergarten, they had a significant positive effect on the following academic areas: math concepts, general knowledge, symbolic development, written language, and oral communication. Putting daily best practices in full-day kindergarten is the strongest method of supporting and enhancing student learning.

Certain best practices are seen much more frequently in full-day kindergartens because it is easier to use them in those programs. That is because those practices require time to use and time for students to complete tasks and demonstrate learning. Table 1 shows the percentage of teachers in the different programs who used a best practice on a daily basis.

RECOMMENDATIONS

Schools can use school-readiness data to make a difference in student learning. The following suggestions are based on the Kansas Kindergarten Readiness Project.

1. Build strong communication with the early childhood providers and educators in your community. They are key partners in the quest for school readiness and success for all children. Educators should participate in local interagency coordinating councils, learn about preschool experiences available in their community, and interact with these providers and the parents who access these services. Developing rapport and respect for each other

will help bridge the gap between preschool and school.

2. Children learn best when best practices are used. This includes developmentally and age-appropriate choices in curriculum, instruction, and assessment. Teachers need to know the skills and abilities of the children in their classes — and use that knowledge to build high-quality and individually appropriate learning experiences.
3. Parents are important. Meaningful parent involvement is different than newsletters and parent-teacher conferences twice a year. Educators must learn to collaborate with parents. Several programs can help teachers and administrators be more comfortable interacting with parents from all cultures in a meaningful way — for example, Parents As Teachers is used throughout Kansas and in many other states.
4. Use prekindergarten teachers to help build the bridge between K-12 and preschool. The teachers should work with community child-care providers, Head Start, and other early childhood educators. Most children are in care for most of the day — even before and after school during the elementary years. Creating connections between the two early childhood worlds will enhance school readiness and certainly support school success. **K**

TABLE 1.
The Percentage of Teachers in Full- and Half-Day Programs Who Used a Best Practice on a Daily Basis.

Best Practice	Full Day %	Half Day %	Total %
Hands-on materials, such as unifix cubes, games, small toys, or art materials, are provided for students in multiple subject areas.	81.74	63.16	74.35
Time for children to learn through play exploration or self-instruction is provided.	79.82	52.63	68.95
Multiple grouping methods (e.g., whole group, small group, individual one-on-one, guided discovery) are used when providing instruction.	81.74	67.11	75.92
Students are encouraged to move independently to new activities when finished with a project.	73.91	56.58	67.02
Students are allowed extra time, if needed, to complete a project.	93.04	70.67	84.21
Advance notice about upcoming transitions, both in and outside the classroom, are provided to students.	90.43	78.95	85.86

APPENDIX P

Kansas Early Childhood Advisory Council Proposal

Table 3: Kansas ECAC Management Plan.

Goal 1: A statewide system of integrated services is available to support families with young children in Kansas.			
Objective 1A: Identify opportunities for, and barriers to, collaboration and coordination among federally, state, and privately-funded programs, agencies, and organizations responsible for early childhood programs and services.			
Activities	Timeline	Milestones	Person(s) Responsible
Convene a workgroup to identify local examples of effective collaborations.	Year 1	Workgroup meetings; identified collaborations	ECAC Coordinator
Disseminate lessons learned and provide technical assistance to targeted communities.	Year 2	Technical assistance provided	ECAC Coordinator
Explore additional opportunities for blending and braiding funding and services.	Years 2-5	Collaboration scale scores	ECAC Coordinator; ECAC; Stakeholders
Work with funders to align RFPs with KECCS goals and objectives.	Years 1-5	Number of RFPs aligned with KECCS goals	ECAC Coordinator; ECAC; Funders
Provide opportunities for collaboration among early childhood programs, agencies, and organizations at the state and local levels.	Ongoing	ECAC meetings; KECCS stakeholder meetings	ECAC; ECAC Coordinator

Kansas Early Childhood Advisory Council Proposal

Support state agencies in aligning early childhood regulations, policies and procedures where possible.	Years 1-5	Alignment of regulations, policies, and procedures	ECAC Coordinator; ECAC
Objective 1B: Conduct periodic assessments of the early childhood coordination and collaboration activities on multiple levels; utilize the data to identify key elements and models of effective integrated service delivery.			
Activities	Timeline	Milestones	Person(s) Responsible
Complete state-level collaboration measurement.	Annually	Collaboration scale scores	ECAC Coordinator; ECAC
Provide opportunities for state-level networking, collaboration, and coordination.	Bi-annually	Stakeholder meetings Webinars	ECAC Coordinator
Update matrix of statewide programs.	Year 1, Annually	Updated matrix	ECAC Coordinator; KECCS Coordinator
Update converging systems diagram to reflect statewide early childhood programs.	Year 1, Annually	Updated systems diagram	ECAC Coordinator
Explore a risk model for early childhood.	Year 2	Models identified; implementation plans	ECAC; ECAC Coordinator; Funders

Kansas Early Childhood Advisory Council Proposal

<p>Revisit KECCS goals and objectives based on gaps identified in matrix and by stakeholders.</p>	<p>Every two years</p>	<p>Plan revisions</p>	<p>ECAC Coordinator; ECAC</p>
<p>Objective 1C: Identify methods for unified reporting among early childhood programs to show accountability for federal, state, local, and private funds.</p>			
<p>Activities</p>	<p>Timeline</p>	<p>Milestones</p>	<p>Person(s) Responsible</p>
<p>Conduct an inventory of measures across Kansas early childhood programs to identify common outcomes across programs.</p>	<p>Year 1</p>	<p>Inventory completed</p>	<p>ECAC Coordinator; Data Coordinator; Workgroup</p>
<p>Develop recommendations for unified reporting.</p>	<p>Year 1</p>	<p>Recommendations made</p>	<p>ECAC Coordinator; Data Coordinator; Workgroup; ECAC</p>
<p>Goal 2: Early childhood professionals will be supported in ongoing education, training, and career advancement through a coordinated professional development system.</p>			
<p>Objective 2A: Develop a crosswalk of standards for professional development to enable portability of educational attainment that would be applicable for jobs across all early childhood settings.</p>			

Kansas Early Childhood Advisory Council Proposal

Activities	Timeline	Milestones	Person(s) Responsible
Reconvene professional development planning group.	Year 1	Group meetings	Asst Proj Coordinator; Young Child Wellness Expert; SRS
Identify standards to be included in crosswalk.	Year 1	List of standards	Workgroup; Asst Proj Coordinator
Prepare draft of crosswalk for workgroup's review.	Year 1	Crosswalk completed	Asst Proj Coordinator; Wellness Expert
Utilize crosswalk for professional development planning.	Years 2-5	Professional development plan; training schedule	Workgroup; Asst Proj Coordinator; Wellness Expert
Objective 2B: Identify and enhance pre-service and in-service requirements for early care and education providers.			
Activities	Timeline	Milestones	Person(s) Responsible
Complete BEST Team work to identify recommendations for pre-service and in-service requirements.	Year 1	BEST Team recommendations made	KDHE
Implement and support requirements as recommended by BEST Team.	Years 2-5	Changes in regulations and licensing requirements	ECAC; KDHE; PD Workgroup; Asst Proj

Kansas Early Childhood Advisory Council Proposal

				Coordinator; Wellness Expert
Objective 2C: Implement a professional development registry to track and manage professional development efforts.				
Activities	Timeline	Milestones	Person(s) Responsible	
Develop policies and procedures for data collection, tracking, and use for a Customer and Provider Portal (CAPP) and professional development registry	Year 1	Policies and procedures completed	SRS; KDHE; Asst Proj Coordinator; PD Workgroup; KECCS stakeholders	
Develop memoranda of understanding among relevant partner agencies. (PD providers, licensing agency, SRS, etc)	Year 1	MOU completed and signed	SRS; Asst Proj Coordinator; PD Workgroup; Other partners as determined by strategic planning	
Begin data collection.	Year 2	Data collected	SRS; PD Stakeholders; child care providers	
Objective 2D: Assess the capacity and effectiveness of the professional development system based upon the needs of the early childhood system.				
Activities	Timeline	Milestones	Person(s) Responsible	

Kansas Early Childhood Advisory Council Proposal

Utilize KECCS matrix and professional development survey results to identify priority areas for professional development.	Year 1	Priority areas identified	Workgroup; Asst Proj Coordinator; Wellness Expert
Identify gaps in trainings needed to advance providers on their career continuum.	Ongoing, years 2-5	Gaps identified	Workgroup; Asst Proj Coordinator; Wellness Expert
Objective 2E: Develop an infrastructure that supports individual professional development along a continuum to increase the number of early childhood professionals with credentials in Kansas.			
Activities	Timeline	Milestones	Person(s) Responsible
Identify career progression trends for early childhood professionals.	Year 1	Career advancement framework completed	Asst Proj Coordinator; PD Workgroup
Develop articulation agreements between community colleges and universities to support career and educational growth.	Years 2-3	Participation of Board of Regents; articulation agreements	Asst Proj Coordinator; Wellness Expert; ECAC
Goal 3: A coordinated, birth through 20, longitudinal data system will be available in Kansas to support both evidence-based practices and research efforts.			
Objective 3A: Convene the Early Childhood Data Collection Workgroup to identify contributors and indicators that can be added to			

Kansas Early Childhood Advisory Council Proposal

a state-level data warehouse.				
Activities	Timeline	Milestones	Person(s) Responsible	
Convene the Early Childhood Data Collection Workgroup to identify potential contributors to the KSDE data warehouse.	Year 1	Workgroup meetings held	Data Coordinator	
Identify indicators that can be tracked as the child progresses through the system, the source of those indicators, as well as parameters for inclusion.	Year 1	Indicator list	LDS Workgroup; Data Coordinator	
Discuss and determine common tools to be used across programs to assess student accomplishment of the cross-walked standards (based on inventory in Goal 1).	Year 2	Common tools identified; agreements across programs made	LDS Workgroup; Data Coordinator; ECAC; State agencies	
Include assessment data in the data warehouse, similar to the system that exists for K-12.	Years 2-3	Data collected and stored	Data Coordinator	

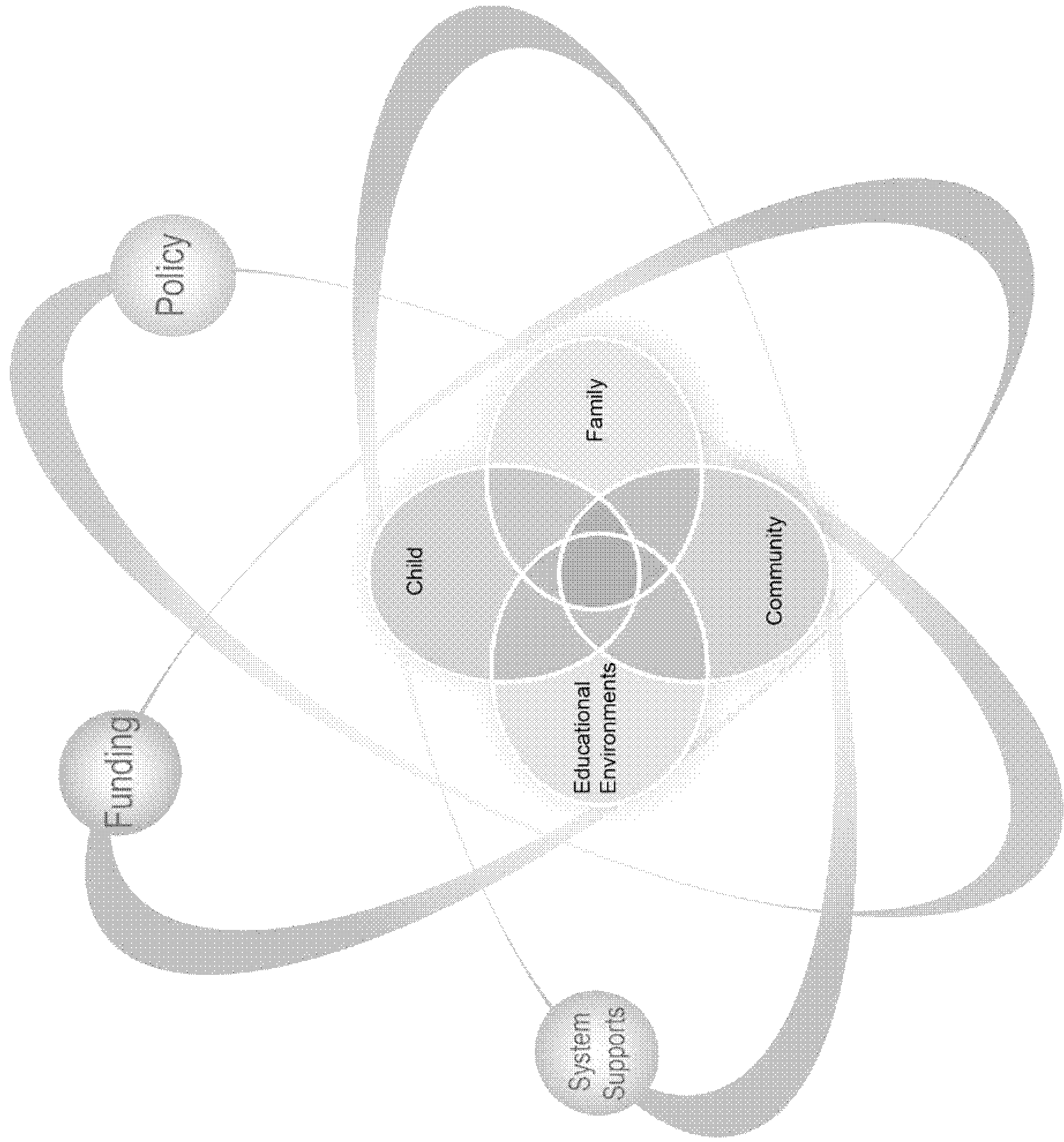
Kansas Early Childhood Advisory Council Proposal

Objective 3B: Develop recommendations for a long-range plan for adding data to the data warehouse to cover a majority of the state's youngest citizens, including the Results-Based Accountability indicators.			
Activities	Timeline	Milestones	Person(s) Responsible
Develop recommendations for a long-range plan for adding data to cover a majority of the state's youngest citizens.	Year 1	Long range plan completed	LDS Workgroup; Data Coordinator
Provide recommendations to KSDE LDS group for adding early childhood program data to the LDS warehouse.	Year 1	Recommendations on early childhood data collection	LDS Workgroup; Data Coordinator
Goal 4: Early care and education providers will use the Kansas Early Learning Guidelines and Standards and evidence-based practices in program planning and service delivery to increase the number of children entering kindergarten ready to learn.			
Objective 4A: Develop and provide training to early care and education providers to utilize the Kansas Early Learning Guidelines and Standards and align their curriculum and assessment with the document.			
Activities	Timeline	Milestones	Person(s) Responsible
Explore hands-on training opportunities for providers using the "How To" sections.	Year 1	Training plan developed	ECAC Coordinator; KSDE; Stakeholders

Kansas Early Childhood Advisory Council Proposal

Provide training to child care providers.	Ongoing, years 1-5	Training completed; training evaluated	KSDE; Stakeholders
Develop parent-friendly version of the document to distribute to parents.	Year 1	Parent materials completed and distributed	KPIRC; KSDE; SRS; ECAC Coordinator
Objective 4B. Increase the number of early childhood programs that align curriculum and assessment with the Kansas Early Learning Guidelines and Standards to increase the number of children entering kindergarten ready to learn.			
Activities	Timeline	Milestones	Person(s) Responsible
Ensure alignment of the KPP and 4 year-old at-risk programs' curriculum and assessments with the Kansas Early Learning Standards.	Year 1	Curriculum alignment	KSDE
Explore an evaluation mechanism to measure and monitor use and effectiveness of the Early Learning Document.	Year 2	Evaluation tool developed or identified	KSDE

APPENDIX Q



Kansas School Readiness Framework

Kansas School Readiness Framework

1 FAMILY

Ready families, in a variety of forms, serve as the primary foundation for their children. These families provide safe, stable, and nurturing environments that promote healthy development and learning. Families receive strengths-based family support services as requested.

3 EDUCATIONAL ENVIRONMENTS

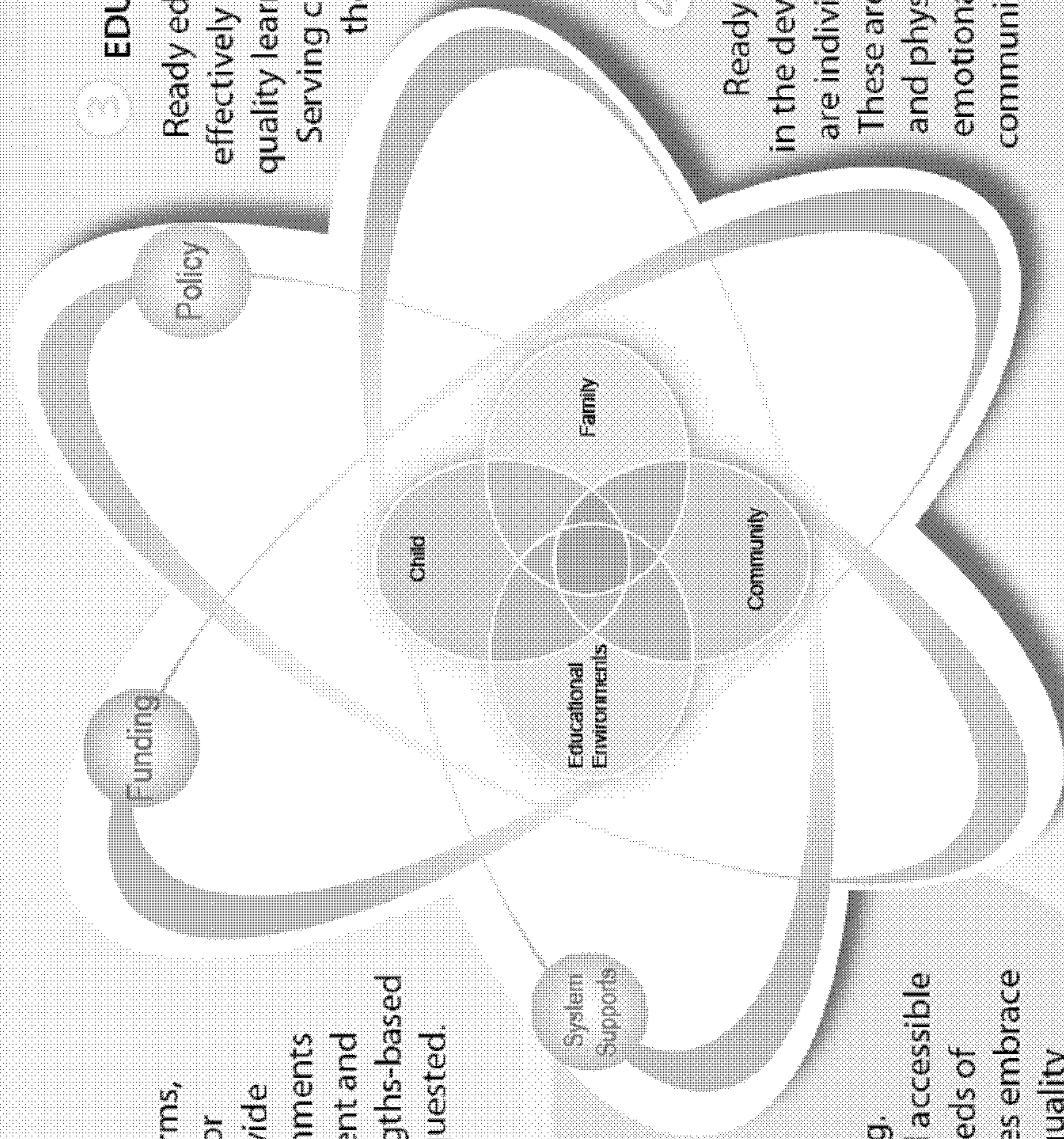
Ready educational environments effectively provide evidence-based safe, high quality learning experiences for children. Serving children from birth to kindergarten, these experiences support healthy development and learning and actively engage families in their children's education.

2 COMMUNITY

Each child and family lives in a safe and stable community that supports their healthy development and learning. Comprehensive, coordinated, and accessible services will meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

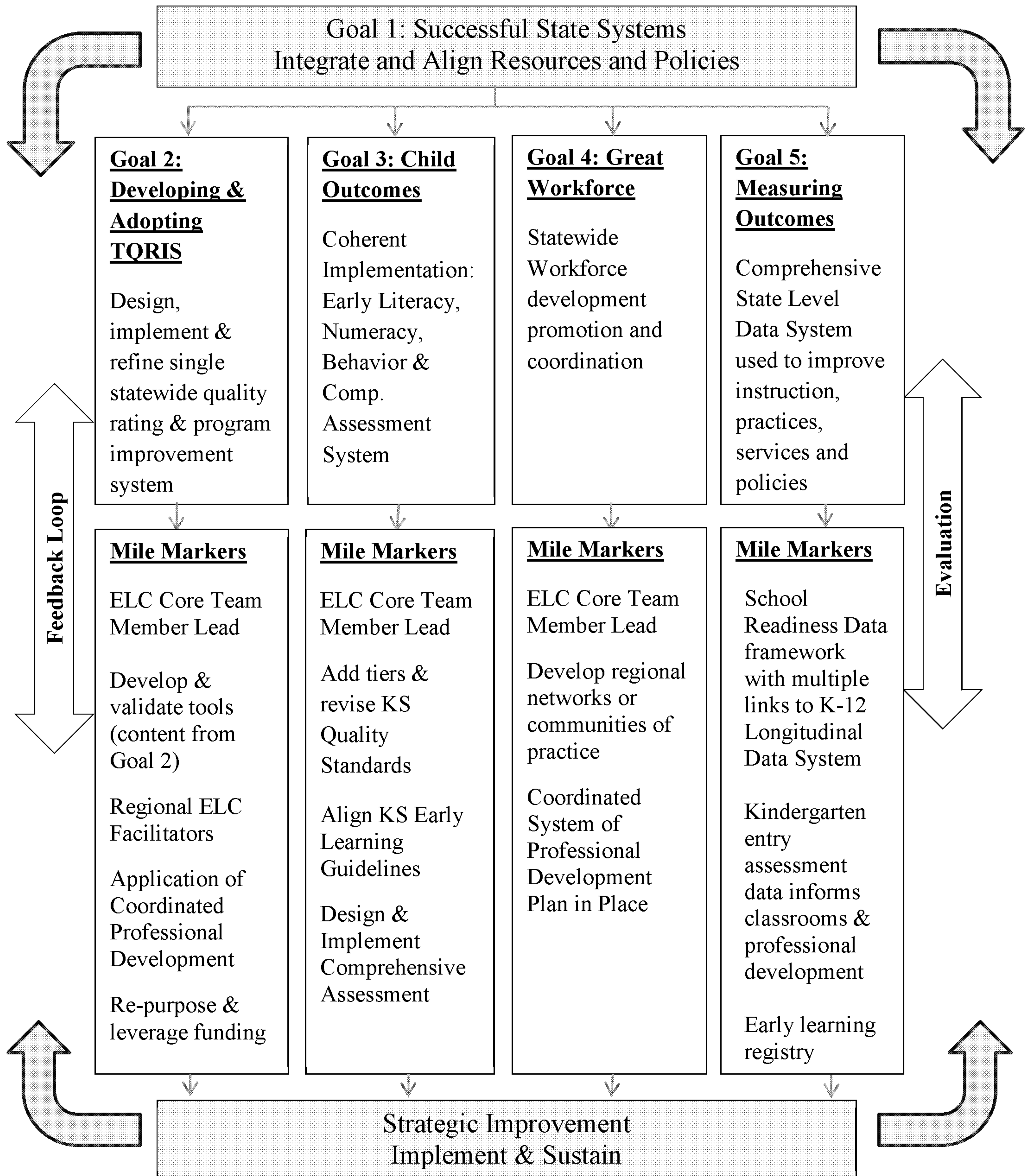
4 CHILD

Ready children are competent in the developmental milestones that are individually and age appropriate. These are in the areas of health and physical well-being, social and emotional competence, cognition, and communication.



APPENDIX R

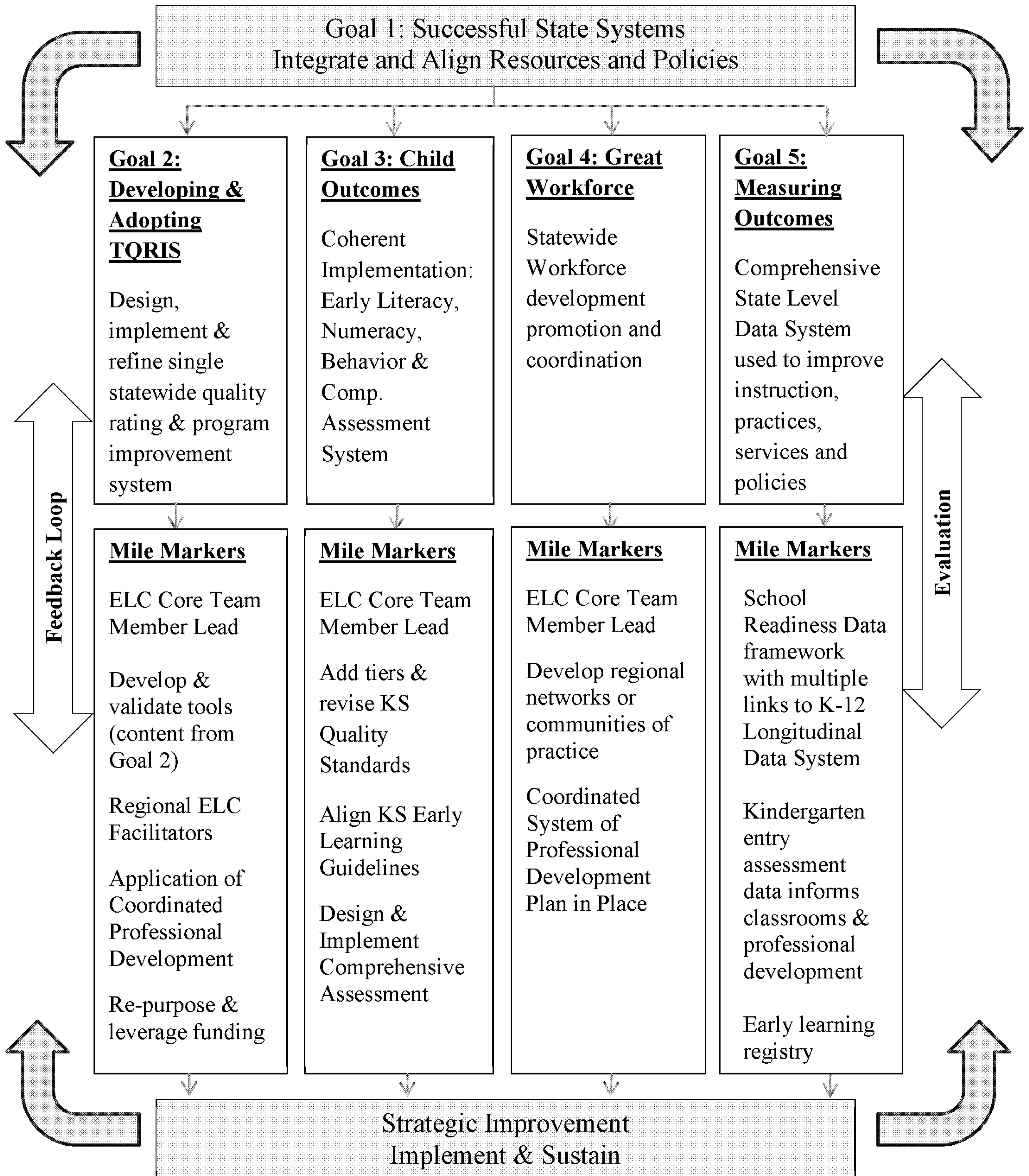
Table A: Kansas Early Learning Challenge Goals and Mile Markers



APPENDIX S

KANSAS HIGH QUALITY PLAN

Table A: Kansas Early Learning Challenge Goals and Mile Markers



KANSAS HIGH QUALITY PLAN

Kansas will meet the Early Learning Challenge through the achievement of the following five goals.

Goal 1.0: Build a cohesive statewide system to support continuous quality improvement of early learning and development programs through unified and coordinated state level leadership

<i>Objective 1.1</i> A State ELC Leadership team (Lead Agency and Participating State Agency key contacts) will provide unified leadership around the implementation of grant outcomes; propose and facilitate policy-level changes to support overall management of the grant and maintain communication with the Governor's office		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.1.1 The ELC leadership team is formalized through an organizational structure.	Spring, 2012,	Grant Manager and State Agency Leads
Activity 1.1.2 Decision-making structures and roles and responsibilities are formally approved and used in ELC Leadership meetings.	Spring, 2012	ELC Leadership Team

<i>Objective 1.2</i> A State Transformation Team will be established to provide consistency and ongoing support for the statewide Early Learning Challenge effort by ensuring ongoing communication with the Leadership Team, establishing alignment of work across state level programs; establishing and supporting core team work to complete specific time limited tasks as identified by the grant and needs of the system; and, identifying topics to be shared with stakeholders and state early childhood councils as appropriate.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.2.1 The Transformation Team is established and formalized through an organizational structure.	Spring, 2012,	Grant Manager and State Agency Leads
Activity 1.2.2 Decision-making structures and roles and responsibilities are formally approved and used in Transformation Team meetings.	Summer, 2012	Transformation Team

Objective 1.3 Create strong and effective linkages across system components through unified efforts among Participating State agencies to promote alignment and coordination among birth to five programs, supporting state level efforts to develop a comprehensive system that will be available to as many families and children as possible in order to produce broad and inclusive results for all, **targeting early literacy as a priority focus.**

ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.3.1 Develop cross-walks across specified systems components for the purpose of alignment and coordination	Begin Summer, 2012,	Transformation Team
Activity 1.3.2 Create stakeholder group to provide ongoing input and feedback	Begin Fall 2012 ongoing	Transformation Team & other groups as needed

Objective 1.4 Develop policies, procedures, and practices that enhance the capabilities of early learning and development programs across the state to increase quality, improve performance and **improve outcomes for high needs children in the area of literacy, numeracy, and other essential school readiness domains.**

ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.4.1 Using data from multiple sources, develop policies that support early learning programs around quality	Spring, 2013,	Transformation Team and workgroups

Timeline: Spring 2013 and ongoing by Transformation Team and work groups as needed

Objective 1.5 Utilize data from state and community-based programs to promote state and local policies which activate coordinated processes and collaborative practices among programs, organizations, school districts, and business partners to meet high quality state and local program standards, to **enhance the capability of communities to support early learning and development program staff**, and to improve the ability of high needs families to access affordable high quality early learning and development experiences

ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.5.1 Develop process to gather data	Fall 2012,	Transformation Team
Activity 1.5.2 Share data at team meetings for analysis and interpretation	Spring 2013 and ongoing	Transformation Team

Activity 1.5.3 Share results of analysis with ELC Leadership Team to move toward policies at the state level	spring 2013	Transformation Team
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<i>Objective 1.6</i> Participating state agencies strengthen current or create new partnerships with early learning intermediary organizations and other relevant groups that prioritize supporting young children with high needs and their families to meet state and local needs around improving access to high quality early learning and development programs and services.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 1.6.1 Develop communication plan that includes current and new partnerships with multiple organizations, including early learning intermediary organizations	Spring, 2013,	Transformation Team
Activity 1.6.2 Use plan to gather input and feedback from all relevant partners around needs of children with high needs and their families develop recommendations	Spring 2013	Transformation Team and ELC Leadership
Activity 1.6.3 Share recommendations with ELC Leadership team to promote prioritizing improvement activities, maximize resources and other methods of improving	Summer 2013	Transformation Team and ELC Leadership

Goal 2.0: Re-tool the current rating system and implement a single sustainable quality rating and improvement system that promotes continuous improvement of program quality through clearly defined levels using a system of tiered supports to meet needs of each early learning and development program

<i>Objective 2.1</i> Develop and implement policies and procedures to transition from the existing indicator-based rating system to a system based on the updated Kansas Quality Standards for Early Childhood Programs, is inclusive of all Program Standards needed to ensure quality (i.e. a Comprehensive Assessment system, use of Kansas Early Learning Standards, Highly qualified educators, effective data practices and the implementation of family and health promotion strategies.) and aligns with the Kansas Child Care Licensing system.

ACTIVITY	Completion Time	Person(s) Responsible
Activity 2.1.1 Include an adequate stakeholder representation of impacted providers and promote their active engagement in the system design such as reviewing policies, ratings, identifying issues and strategies, incentives, practicality, ensuring feasibility, adherence to definitions. Assess, collect and use data to determine which settings are currently participating in KQRIS, at what rates, and how the data connects with where children with high needs are being served.	Fall 2012	Transformation Team and stakeholder group
Activity 2.1.2 Conduct an analysis to determine who is currently participating in the KQRIS, feedback on current system, successful strategies, at what rate, barriers to participation, current incentives, and where these programs are located in relation to children with the highest needs.	Spring 2013	Transformation Team and stakeholder group

<i>Objective 2.2</i> Identify how existing Kansas standards: the Kansas Quality Standards for Early Childhood Programs; the Kansas Early Learning Guidelines and Standards, and the current Core \into the new system in a manner that is measurable and meaningfully differentiates program quality levels and reflects increasingly high expectation for program excellence, promoting teacher/provider skills in supporting early literacy and other school readiness elements.		
ACTIVITY	Completion Time	Person(s) Responsible
<i>Activity 2.2.1</i> Conduct a gap analysis to determine which elements of the KQRIS and KSDE Quality Program Standards are aligned with ELC RTTT requirements and definitions. Process outcome: increased data-driven understanding of how existing state policies are being implemented exists.	Fall, 2013,	Transformation Team and Stakeholder group
<i>Activity 2.2.2</i> Assess current policies and practice in place to help families of children with High Needs afford and maintain high quality child care. ELC Leadership Team forwards to State ECAC for input and feedback.	Fall 2013	ELC Leadership Team
<i>Activity 2.2.3</i> Using data from exploration activities completed in Objectives 2.1 and 2.2, the Transformation Team generate a set of recommendations for a	Fall 2013	Transformation Team and ELC Leadership Team

<p>redesigned tiered system. Recommendations are presented to the ELC Leadership Team for review prior to being presented to the State Early Care and Education Advisory Council for feedback. Feedback from State council and stakeholders are taken into consideration, document revised, and presented to Leadership Team for approval.</p>		
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<p><i>Objective 2.3</i> Develop a Rating and Monitoring Process for the Quality Rating and Improvement System (QRIS) that gathers relevant program data, aligns with the differentiated tiers of quality, meets the needs of the variety of programs across the State, and provides tiered supports and necessary training based upon data gathered.</p>		
ACTIVITY	Completion Time	Person(s) Responsible
<p>Activity 2.3.1 Develop decision rules and use decision guide when making selections and recommendations for identification of the necessary administration, staffing, support resources, staff training, program oversight, appropriate tools, instruments, and assessments for the redesigned system</p>	<p>Late Fall, 2013,</p>	<p>SRS (lead); ELC Leadership Team, Transformation Team and others as needed</p>
<p>Activity 2.3.2 Develop and field test TQRIS training, manuals, and other materials to support the implementation of TQRIS.</p>	<p>Summer 2014</p>	<p>Activity 2.3.2 Develop and field test TQRIS training, manuals, and other materials to support the implementation of TQRIS.</p>
<p>Activity 2.3.2 Develop a protocol and procedures for what data will be made publically available to parents and develop a reporting schedule,</p>	<p>Fall, 2014</p>	<p>Leadership Team, Evaluation team</p>
<p>Activity 2.3.4 Begin Monitoring process based upon TQRIS model</p>	<p>Fall, 2014</p>	<p>Core team, facilitators/raters</p>

<u>Objective 2.4</u> Promote state and community level policies and practices that focus on supporting high needs families in their quest for high quality early learning and development programs for their young children		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 2.4.1 Create a stakeholder group, either virtual or face to face, that includes parents and uses connections with current groups such as the State Interagency Coordinating Council and the Special Education Advisory Council.	Summer 2012,	Transformation Team
Activity 2.4.2 Examine current practices to determine which are especially effective for supporting providers and their high needs children and families; develop recommendations for the ELC Leadership team around needed policies.	Fall 2014	Transformation Team and stakeholder group
Activity 2.4.3 Create a list of recommendations for ELC leadership team that will provide state agencies with 'next steps' to take around supporting high needs families	Fall 2014	Transformation Team and stakeholder group
Activity 2.4.4 Revise current state level policies and practices intended to assist families with navigating the complexities of the Kansas Early Learning and Development System in order to maximize access to programs for which they meet eligibility requirements.	Spring 2015	Transformation Team and stakeholder group

<u>Objective 2.5</u> Promote effective state policies and procedures for all publicly funded early learning and development programs that encourage and support participation in the tiered rating and improvement system		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 2.5.1 Create practitioner group that is composed of representatives of all early learning program types	Summer 2012 and ongoing	Transformation Team and stakeholder group
Activity 2.5.2 Create a list of recommendations for ELC leadership team that will provide state agencies with 'next steps' to take around increasing participation in TQRIS; establish a Regional Quality Incentive Award program and identify additional recommendations to increase participation in TQRIS that intentionally and	Spring 2013	Stakeholder group

strategically recognizes programs that are moving up in the tiers/in the top tiers.		
Activity 2.5.3 Develop policies that support recommendations	Fall 2013	ELC Leadership
Activity 2.5.4 Develop guidance and protocols for state agency personnel on how to promote public-private partnerships	Spring 2014	ELC Leadership, Transformation Team

<i>Objective 2.6</i> Develop a research-based evaluation process that is (1) capable of determining validity of the tiered rating and improvement system; (2) built to provide ongoing data for review by State Leadership Team, State Transformational Team, and all stakeholder groups; and (3) able to assess the extent to which changes in quality ratings re related to progress in children's learning, development, and school readiness.		
ACTIVITY	Completion Time	Person(s) Responsible
<i>Activity 2.6.1</i> Design a logic model, inclusive of Goal 2.0 TQRIS, and refine TQRIS approaches & research questions, and methods, for independent evaluator portion of the Kansas Early Learning Challenge Evaluation Project Request for Proposal (RFP) and send RFP out for bid.	Spring, 2012	ELC Leadership Team, Transformation Team, Outside Consultant to facilitate Logic model development
<i>Activity 2.6.2</i> Finalize with independent evaluator the overall research design that bests answers research question and can be implemented in the phased in settings and select measures, including validation study.	late spring, 2012	Leadership and Transformation Team
<i>Activity 2.6.3</i> Develop a continuous improvement feedback data cycle, including planning, data collection, and analysis, to promote improved practices at the State Education Agency level, regional, and local levels. (See goal 5.0) A set of recommendations will be presented to the leadership team.	early summer, 2012	Transformation Team and Evaluation Team
<i>Activity 2.6.4</i> Develop a yearly plan to communicate findings of summative and formative evaluation and reports to stakeholders, and members of ECAC as well as the Leadership, Transformation, and Core team members.	summer, 2012	ELC Leadership Team, Evaluation Team, ECAC

Goal 3.0: Promote improved early learning and development outcomes for young children, especially those with high needs, through the consistent use of the Kansas Early Learning Standards across all early learning and development programs, the effective use of a Comprehensive Assessment System, and development of culturally and linguistically appropriate standards to support families and enhance their engagement in their children’s learning and development, resulting in high needs children acquiring the competencies and skills needed for school readiness and later school success.

<u>Objective 3.1</u> Update and align the Kansas Early Learning Guidelines and Standards with the Kansas Quality Standards for Early Childhood Education Programs and the K-12 common core standards to promote consistency of curriculum, instruction, and assessment practices across all early learning and development programs and to align expectations along the continuum of programs serving young children, birth through early elementary years, thus promoting literacy skills that translate into later reading and academic prowess.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.1.1 Develop a committee to review, revised and align the document: Kansas Early Learning: Building the Foundation for Successful Children with the Kansas Common Core Standards, K-3 rd .	Fall 2012	committee
Activity 3.1.2 Develop and implement training opportunities across the state to <u>present the newly revised document</u> to all early learning and development programs, beginning with targeted programs who educate children with high needs. Training will include module development for ongoing training.	Spring 2013 implementation begins, ongoing throughout 2013-2014 as needed	committee members, core team, trained facilitators
Activity 3.1.3 Develop a committee to review, revised and align the Kansas Quality Standards for Early Childhood Programs with the Kansas Early Learning Standards.	Fall 2012	Committee
Activity 3.1.4 Develop and implement training opportunities across the state to <u>present the newly revised document</u> to all early learning and development programs, beginning with targeted programs who educate children with high needs. Training will include module development for ongoing training	implementation begins Fall 2012, ongoing throughout 2013-2014 as needed	selected committee members, core team, trained facilitators
Activity 3.1.5 Develop training and other professional opportunities <u>around intentional implementation</u> of the Kansas early Learning standards, including alignment	Spring 2013; ongoing	core team and trained facilitators

with curricula and assessment and instructional implementation.	implementation	
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<p><u>Objective 3.2</u> Develop, align and implement policies across Partner State Agencies and their early learning and development departments to: (1) incorporate the updated Kansas Quality Standards for Early Childhood Programs and the Kansas Early Learning Guidelines and Standards into state guidance and requirements; (2) support the adoption of the above standards at the local and regional levels; (3) Partner with Institutions of Higher Education to promote policies and practices that require the use of the updated Kansas Quality Standards for Early Childhood Programs and the Kansas Early Learning Guidelines and Standards in ongoing pre-service and professional development; and, (4) use evaluation data to refine policies to ensure policies support the continuous improvement of the system.</p>		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.2.1 The ELC Leadership team will develop policies for programs administered by the various agencies that require implementation of the Kansas Early Learning Guidelines and Standards.	Spring, 2013	The ELC Leadership team , transformation team, Institutes of higher education
Activity 3.2.2 Policies will be implemented and a year-long process of feedback will be put in place to determine any needed changes.	Begin Fall 2013 2013-2014,	Transformation Team
Activity 3.2.3 Policies will be reviewed as needed by stakeholders for input, buy-in, and revision before implementation	Fall 2013	Transformation Team and stakeholder group, ECAC
<u>Activity 3.2.4</u> Include representatives from IHE's in revision work of Kansas Early Learning Standards and Kansas Quality Standards for Early Childhood Programs	Fall 2012	Transformation Team
<u>Activity 3.2.5</u> The ELC Leadership team will work with the Teacher Education and Licensure team at the Kansas State Department of Education to promote inclusion of the Kansas Early Learning Standards in the upcoming work on teacher education standards.	Through 2014	ELC Leadership Team and Transformation Team

Objective 3.3 Gather, analyze and regularly review the progress of State Agency Partners, programs and contractors on supporting local and regional implementation of the Kansas Quality Standards for Early Childhood Programs and the Kansas Early Learning Guidelines and Standards through examination and use of evaluation data at the program and state level.

ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.3.1: Data are collected and shared via regularly scheduled progress reports with Transformational Team	Fall 2013	Core Team
Activity 3.3.2 Progress reports are reviewed by ELC Leadership Team for potential policy changes and implementation needs	ongoing, beginning Fall 2013	Leadership and Transformation Team
<u>Activity 3.3.3</u> State agencies develop policies that promote the use of program data to ensure alignment of programmatic decisions to learner needs so that school readiness and success occurs	Spring 2013	ELC Leadership Team
<u>Activity 3.3.4</u> Training on using data to drive decisions will be incorporated into the Professional Development plan and provided via professional Development providers	ongoing, beginning Summer 2014	Transformation Team and Core Team

Objective 3.4 Develop and implement a Comprehensive Assessment System within the tiered rating and improvement system that includes the essential domains of school readiness, focusing specifically on emergent literacy, early numeracy, and behavior; environmental quality assessment, and the assessing of adult-child interactions, and results in high needs children receiving appropriate supports through the use of data-based decisions.

ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.4.1 Bring together stakeholder group together that will provide input and expert knowledge and develop a Comprehensive Assessment System Plan for the State	Summer, 2013	Transformation Team
Activity 3.4.2 Training will be provided statewide to educators and providers in all types of early learning and development programs on the appropriate selection, administration, and uses of assessments.	Spring 2014	Core team, facilitators

Objective 3.5 Assess current practices and policies and, if necessary, create and align new state level policies and procedures within and across Partner State Agencies to include a commitment to a Comprehensive Assessment System for all Kansas Early Learning and Development Programs, contractors, and professional development providers.

ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.5.1 As members of the Transformational Team, partner state agencies will develop policies and procedures with input from stakeholder groups that are aligned across agencies and program types.	Fall 2013	Transformation Team
Activity 3.5.2 Policies are implemented across partner state agencies within RFP's and other contracts	Fall, 2014	Leadership and Transformation Team
Activity 3.5.3 Partner agencies will activate policies and procedures for all types of early learning and development programs administered by agencies.	Fall 2015	ELC Leadership Team

Objective 3.6 Review current standards for family engagement and update as needed to ensure the inclusion of culturally and linguistically appropriate standards to support families and their involvement in their children's learning and development,

ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.6.1 Create a stakeholder group that includes Home Visitors, family members, providers and educators for children with high needs, and parent information and advocacy groups	Fall, 2012	Transformation Team
Activity 3.6.2 Review current standards for and documents related to family engagement, including the Kansas Strengthening Families plan and state and national research on family engagement	Fall 2012	stakeholder group
Activity 3.6.3 Stakeholder group develops recommendations for Family Engagement Standards to take to the ELC Leadership Team	Fall, 2013	stakeholder group and Transformation Team
Activity 3.6.4 Develop policies and procedures to promote usage of Family Engagement Standards across all early learning and development programs	Fall 2014	ELC Leadership Team and Transformation Team

Objective 3.7 Gather, analyze and review regularly the progress of State Agency Partners, programs and contractors on supporting local implementation of the Comprehensive Assessment System, including how assessments are selected, appropriateness for the targeted population and intended purpose and evidence of improved child outcomes for children with high needs in the areas of early literacy and numeracy.

ACTIVITY	Completion Time	Person(s) Responsible
Activity 3.7.1 Through an intentionally planned process, a state level evaluation of the Comprehensive Assessment System is implemented and results are shared with early learning and development programs as well as families, ELC Leadership Team, ECAC and other stakeholders.	Fall, 2015	Transformation Team
Activity 3.7.2 State agencies collaborate and work with the ELC-Leadership team to develop a policy for sharing information between and among programs that serve young children with high needs from birth through early elementary grades	fall 2014	ELC leadership team and KSDE staff

Goal 4.0: Develop a statewide Kansas Workforce Knowledge and Competency Framework to promote consistency of educator/provider expectations across all early learning and development programs and to support an increasingly qualified early childhood workforce through coordination of services and professional development providers and focused professional development opportunities

Objective 4.1 Create a stakeholder group of experts (Workforce Framework Group) from across all relevant professional development organizations and groups to develop a Kansas Workforce Knowledge and Competency Framework, incorporating existing documents as a beginning foundation

ACTIVITY	Completion Time	Person(s) Responsible
Activity 4.1.1 Bring together a stakeholder group representing all professional development providers, both pre-service and in-service	Spring 2013	Transformation Team
Activity 4.1.2 Create a comprehensive list of current professional development documents, and local, state, and federal requirements, including current competency and licensure documents	Summer 2013	stakeholder Group

Activity 4.1.3 Develop a draft Framework that incorporates current competencies and license requirements and newly defined competencies and knowledge based upon current work, updated research and state needs.	Spring 2014	Stakeholder Group
Activity 4.1.4 Share draft Framework with all constituency groups, gaining input and feedback for a final Framework document.	Fall, 2014	Stakeholder Group, Transformation Team, Core Team
Activity 4.1.5 Finalize Workforce Knowledge and Competency Framework and take to Transformation Team and Leadership team for approval	Spring 2015	Transformation Team
Activity 4.1.6 Develop policies and procedures for implementing Framework with professional development opportunities, higher education programs, and trainings for early learning and development professionals	Summer, 2015	Leadership Team;

<i>Objective 4.2</i> Build a progression of state-accepted professional credentials aligned with the Framework and articulated across the professional development system.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 4.2.1 Bring together a team of experts (Credential Group) representing all professional development providers, both pre-service and in-service, to begin the process of alignment	Fall 2013	Transformation Team
Activity 4.2.2 Create a comprehensive list of current professional development documents, and local, state, and federal requirements, including current competency and licensure documents	Fall, 2013	stakeholder Group
Activity 4.2.3 Develop a draft progression that incorporates current credentials and degrees based upon current work, updated research and state needs.	Spring 2014	Stakeholder Group
Activity 4.2.4 Share draft Progression of Credentials with all constituency groups, gaining input and feedback for a final document	Fall, 2014	Transformation Team, Core Team Stakeholder Group
Activity 4.2.5 Finalize Progression of Credentials and take to Transformation Team and Leadership team for approval	Summer 2015	Stakeholders Group; Transformation Team
Activity 4.2.6 Develop policies and procedures for implementing Framework with professional development opportunities, higher education programs,	Fall, 2015	Leadership Team;

and trainings for early learning and development professionals		
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<i>Objective 4.3</i> Gather data and input from staff, families, and community partners through a representative stakeholder group to initiate the construction of a coordinated statewide system of professional development using the Framework as a foundation, designed to fill current gaps in workforce competence and inclusive of all providers through a regional delivery approach.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 4.3.1 Bring together representatives from the Workforce Framework Group and the Credentials group as a Professional Development Group to plan an intentional method of collecting data and input from stakeholders	Summer 2012	Transformation Team
Activity 4.3.2 Gather input from stakeholders on draft Framework	Spring 2013	PD Group
Activity 4.3.3 Complete a report summarizing results from data gathering and share with ELC Leadership Team and ECAC	Fall 2013	PD Group
Activity 4.3.4 Use report of results to begin planning the system	Summer 2014	PD Group

**(((When implemented, literacy is targeted as the first content area, and includes the use of the updated Kansas Early Learning Standards, identified content areas and activities that promote expertise in the implementation of evidence based curricula, instructional practices, and specific interventions that support young high needs children's acquisition of skills, knowledge, and competencies in the areas of emergent literacy, early numeracy, and behavior, i.e. essential*

Goal 5.0: Implement a comprehensive longitudinal data system that provides data for improving program practices, state and local services and policies, and enhances the abilities of program staff, families, and policy-makers to make data-driven decisions at all levels and that support efforts to close the readiness and achievement gaps of young children who have high needs.

<i>Objective 5.1</i> Develop a comprehensive and coordinated early childhood data system based upon the Kansas School Readiness Data Framework and linked with multiple early childhood databases and with the K-12 Longitudinal Data System.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.1.1 Establish an Early Learning data governance structure to act as steering committee for inter-agency projects under this grant, including establishing and overseeing communication plan for Early Learning Program data. Intentionally include representation from family child care providers at the practitioner level to better determine their needs	Fall 2012	KSDE staff, ELC Leadership Team, Transformation Team
Activity 5.1.2 Each agency (KSDE, SRS, KDHE) Complete gap analysis to determine scope of work needed develop / enhance data collection systems based upon data elements defined by the School Readiness Data Task Force as part of the Kansas Early Childhood Advisory Council's data goal 3 to make available a coordinated, birth through 20, longitudinal data system.	Spring 2013	Participating State Agencies
Activity 5.1.3 Use national data quality standards (draft due out in October, 2011) for the early childhood comprehensive data system which includes unique statewide child identifier as well as the Essential Data Elements as defined by this RFP (Unique Child ID, Unique EC Educator ID, Unique Program site ID, child and family demographics, EC Educator demographics and experience, Program-level data, and Child-level program participation and attendance). This work will be a part of the School Readiness Data Task Force 'next steps'	Fall 2012	School Readiness Data Task Force members as needed
Activity 5.1.4 SRS will facilitate with the lead agency, other participating state agencies, and stakeholders (workgroup) the design of the formal processes for verification, validation and final approval of the data entered into the Kansas Quality Care Profile. This will be done in conjunction with the retooling of the current QRIS system and the statewide Workforce Knowledge	Spring 2013	Workgroup

and Competency Framework.		
Activity 5.1.5: Development of and formalization of necessary policies, procedures, and memorandums of understanding regarding the agreed upon design; Define processes that will at a minimum align with the common statewide progression of credentials and degrees established in the Workforce Knowledge and Competency Framework.	Spring 2014	work group
Activity 5.1.6 Promote policies that will provide incentives for Child Care and Early Education Practitioners to utilize the Kansas Quality Care Profile	Spring 2014	Workgroup
Activity 5.1.7 Develop, Implement and Market the Kansas Quality Care Profile by Early Care and Education providers/practitioners and develop a continuous funding plan to promote continued participation by Early Care and Education providers/practitioners within the Kansas Quality, including an incentive plan to promote statewide participation	Fall, 2015	SRS and participating state agencies, workgroups as needed; Transformation team, ELC Leadership Team

<i>Objective 5.2</i> Promote early learning and development professionals using data as the basis for ongoing instructional planning and interventions such that children's needs are met through high quality teacher/provider instruction and support		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.2.1 data are made available to practitioners in early learning and development programs for use in instructional planning and development of appropriate interventions to support learning of high needs children	Fall 2014	Transformation Team
Activity 5.2.2 Training on the use of data to drive instructional decisions is developed and implemented using multiple methods, including technology and is first targeted in the area of emergent literacy skills for children with high needs.	Spring 2014	Transformation Team. Core team;

<i>Objective 5.3</i> Utilize the longitudinal data system to support the development of an process for transition practices that promotes the formal and strategic sharing of information around early literacy , numeracy, and other essential school readiness domains between early learning and development programs and kindergarten and early elementary grades		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.3.1 early childhood data as defined by the School Readiness data Task Force is provided to the LDS KSDE team	Spring 2014	School Readiness Data Task Force
Activity 5.2.2 Training on the use of data to drive instructional decisions is developed and implemented using multiple methods, including technology and is first targeted in the area of emergent literacy skills for children with high needs.	Spring 2014	Transformation Team. Core team;
Activity 5.3.2 Create a work group to develop a process for sharing data at the local level between early learning and development programs and school districts	Fall, 2013	KSDE staff, Transformation Team, School District personnel and representation from early learning and development programs at local and state levels.
Completed by Activity 5.3.3 Aggregated data are made public in a report format that will provide information related to impact of programs, practices, and interventions.	Fall 2015	KSDE staff, Transformation Team

<i>Objective 5.4</i> Update the current Kindergarten entry assessment instrument to align with the Kansas Early Learning Standards and K-12 Common Core Standards		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.4.1 Work with Standards and Assessment (KSDE) team members to review and analyze results of Fall 2012 KELI-R web-based application, including statistical analysis	Spring 2013	KSDE staff
Activity 5.4.2 Bring together a small group of experts, including local early childhood coordinators who have already worked on alignment, to align KELI-R items with Common Core standards and with the Updated	Fall 2013	Transformation Team. KSDE staff

Kansas Early Learning Standards.		
Activity 5.4.3 Finalize KELI-R for implementation	Fall 2013	KSDE Early Learning Services Staff

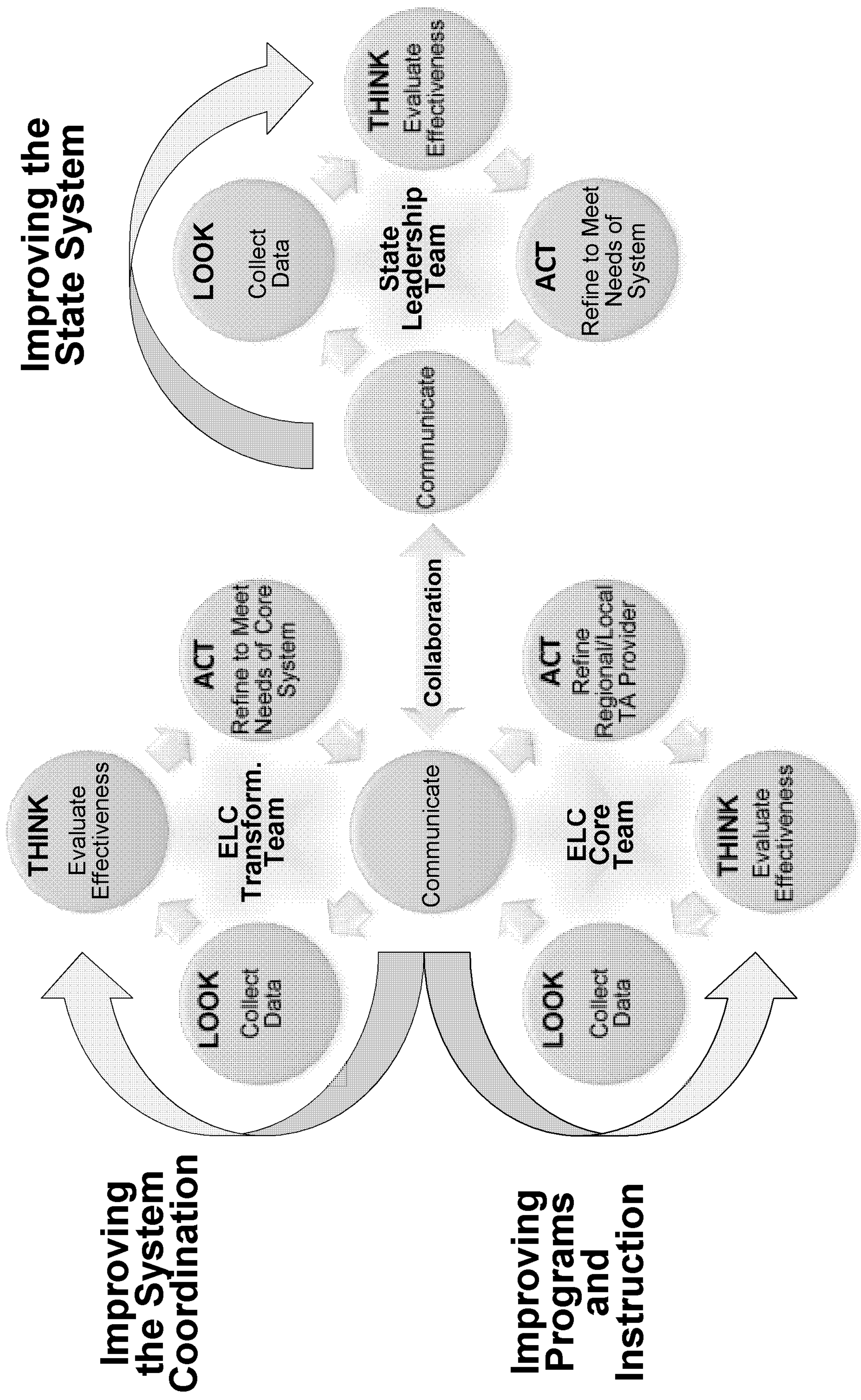
<i>Objective 5.5</i> Share results of the Kindergarten Entry assessment consistently and strategically with early learning and development programs, families, early elementary teachers and staff, and community and state level stakeholders to improve child readiness for kindergarten and later school success.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.5.1 Develop report of fall, 2012 results	Spring 2013	KSDE Early Learning Services Unit staff
Activity 5.5.2 Share results of 2012 Kindergarten Entry Assessment with Transformation team, Leadership team,	Spring 2013	KSDE Early Learning Services Unit staff
Activity 5.5.3 Using finalized KELI-R, collect data yearly during Kindergarten year, develop reports and share with Transformation Team, Leadership Team, and stakeholder groups including parents, community partners, and business leaders	ongoing during the spring of each year based upon previous fall's results	KSDE Early Learning Services Staff and Participating State Agency staff as desired
Timeline: by Activity 5.5.4 Develop a process to share results of early childhood assessments, including environmental ratings and adult-child interactions completed in early learning and development programs and family information with kindergarten teachers upon or before kindergarten entry.	Fall 2015	Core Team and Transformation Team
Activity 5.5.5 Develop a process for sharing results from Kindergarten and the early learning and development programs assessments and family information up through early elementary grades	Begin, Fall, 2015	Transformation team, KSDE Early Learning services team; School Readiness Data Task Force members as needed
Timeline: by Activity 5.5.6 Develop report and dissemination process through School district councils,	Fall, 2015	KSDE staff and Transformation

including input from the State Council of Superintendents and elementary principals' organizations		Team;
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<u>Objective 5.5</u> Use data gather via the longitudinal data system to determine the impact of programmatic decisions, home practices, and other aspects of school readiness on the kindergarten readiness and later school success of young children with high needs.		
ACTIVITY	Completion Time	Person(s) Responsible
Activity 5.6.1 work with statistician to develop data review process for ongoing examination of data	Spring 2015	KSDE Early Learning Services Unit staff
Activity 5.6.2 Develop dissemination process to share results with parents, educators, early childhood educators, and other interested stakeholders, tying reports to Kindergarten assessment results	Begin Fall 2015. ongoing	KSDE Staff and Transformation Team

APPENDIX T

Self-Correcting Feedback Loop



APPENDIX U

Kansas Quality Rating and Improvement System

Quarterly Data Report

The following definitions are provided to help in reading and interpreting the report information.

Report Definitions for Provider and Referral Data

Provider and referral data is retrieved from NACCRRARware, a database system that KACCRRRA and its member agency call centers use to collect and store information.

- **Reporting Period:** The date range for the information that was pulled for the report.
- **Licensed provider:** A program that is licensed with the Kansas Department of Health and Environment (KDHE) Child Care division. This does not include legally exempt programs.
- **Child Care Center:** A center-based early learning program; including KDHE licensed and license-exempt programs.
- **Family Child Care:** A licensed family child care home or licensed group home.
- **Desired Capacity:** The number of children that a program is willing to care for at one time. This total can be equal to or less than the actual licensed capacity of the program.
- **Vacancies:** The number of open child care slots reported by the program.
- **Number of KQRIS Referrals:** The number of times KQRIS rated sites have been referred to families.
- **Number of KQRIS Sites Referred:** A count of the number of KQRIS rated programs that have been referred.

Report Definitions for KQRIS Rating Data

KQRIS rating data is stored in the KQRIS Ratings Database. Quarterly Report data provides information on the number of quality ratings completed within the quarter; it does not provide the number of currently rated programs. A separate report of currently rated programs can be found on the KACCRRRA website.

This section of the report is broken down into each star level received: 5 Stars (highest rating), 4 Stars, 3 Stars, 2 Stars, 1 Star. The following data is provided for each star level:

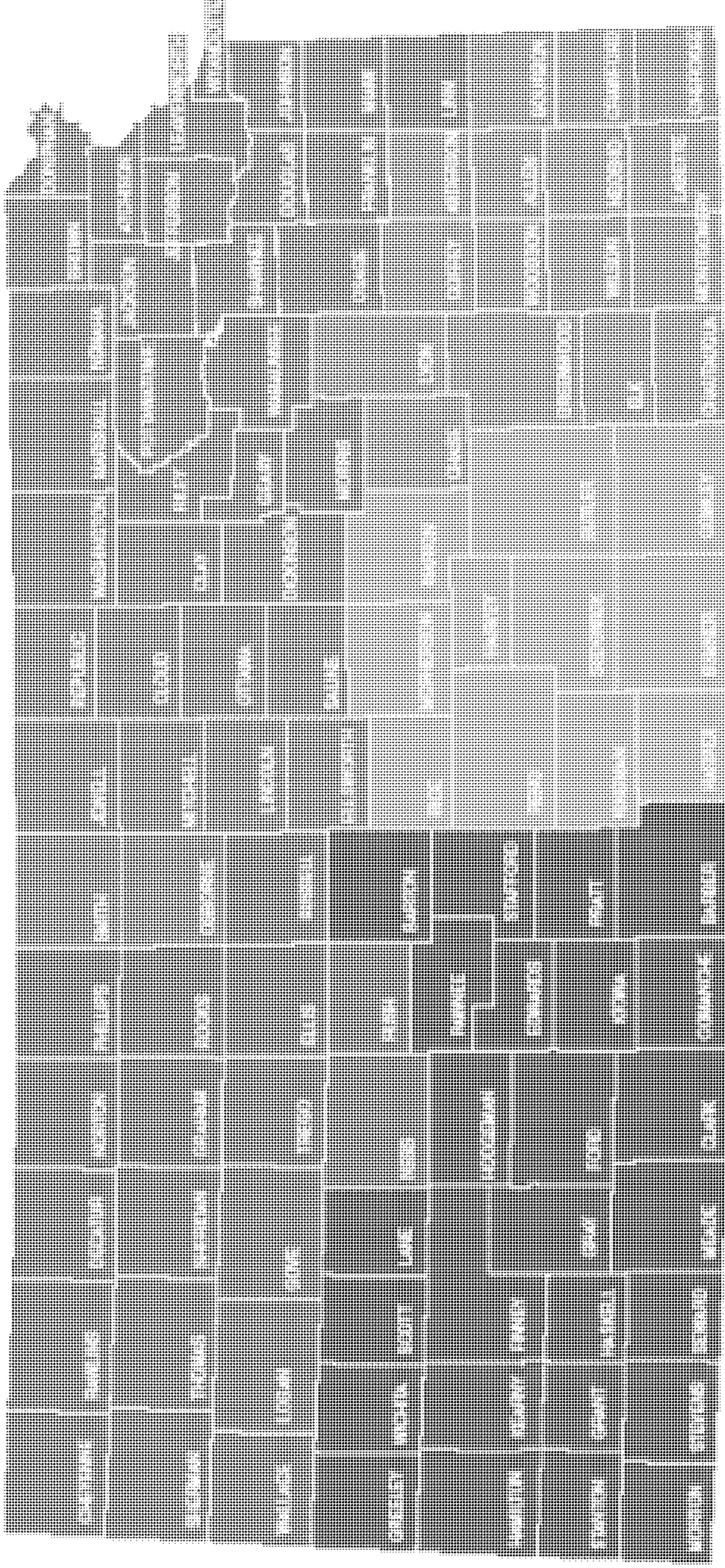
- **KQRIS Rated Programs:** The number of programs that are rated during the reporting period.
- **Classrooms Rated:** The total number of classrooms within those programs, rated during the reporting period.
- **Children Enrolled:** The total number of children enrolled in the program at the time of the rating.
- **Families Served:** The total number of families that are served in the program at the time of the rating.
- **Average Overall Points:** The average total points earned by the program at the time of the rating.
- **Average Learning Environment Points:** The average total points of the learning environment component earned by the program at the time of the rating. Points range from 0 – 10 points.
- **Average Family Partnership Points:** The average total points of the family partnership component earned by the program at the time of the rating. Points range from 0 – 10 points.
- **Average Training and Education Points:** The average total points of the training and education component earned by the program at the time of the rating. Points range from 0 – 10 points.
- **Average Adult:Child Ratios/Group Size:** The average total points for the ratios and group size component earned by the program at the time of the rating. Points range from 0 – 10 points.
- **Average Accreditation Points:** The average total points of the accreditation component earned by the program at the time of the rating. Points range from 0 or 2 points.

Notes:

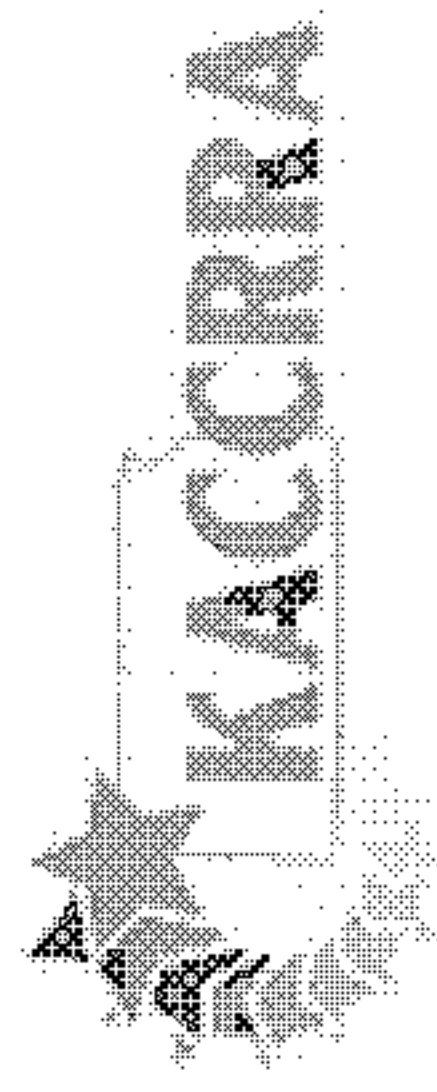
- Programs must earn at least 2 points in the learning environment component in order to achieve higher than 1 Star.
 - 0 – 9 points = 1 Star
 - 10 – 17 points = 2 Stars
 - 18 – 25 points = 3 Stars
 - 26 – 33 points = 4 Stars
 - 34 – 42 points = 5 Stars
- Report Levels**
Reports are provided on three levels:
- **Statewide:** The data includes the entire state of Kansas
 - **Service Delivery Area:** The data is filtered by KACCRRRA member agency R&R service delivery area
 - **County:** The data is filtered by each county in Kansas. This data only includes counties in which there is an active KQRIS Quality Rating.

For additional information contact
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Child Care Resource & Referral Service Delivery Areas



- Northwest Child Care Resource and Referral
- Cloud County Community College Early Childhood Resource and Referral
- ERC Resource and Referral
- The Family Conservancy
- Child Care Connection
- Child Start, Inc.
- The Family Resource Center



KQRIS Data Report

Reporting Period: [July 1, 2010 to Sept 30, 2010](#)

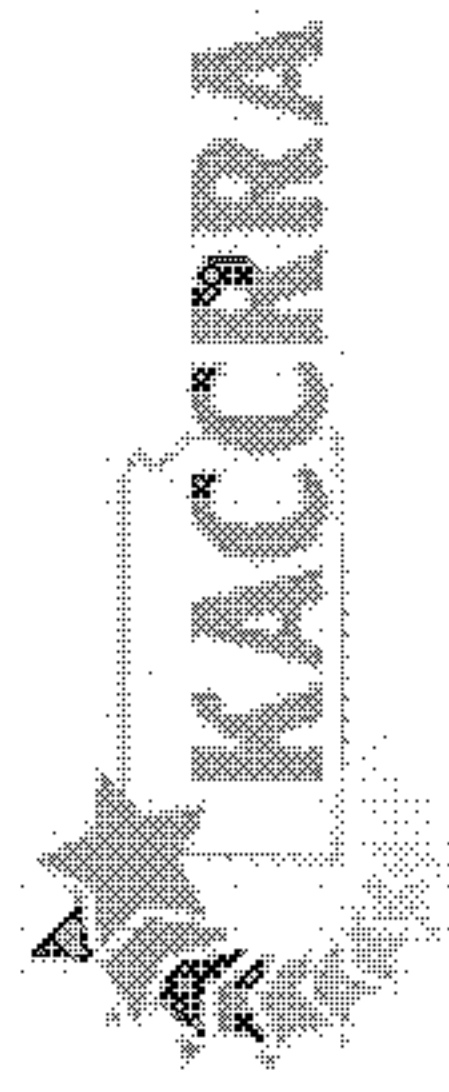
Kansas PROVIDERS LISTED IN NACCRRRAware		LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers		568	38,781	5,430
Family Child Care Homes		6,237	54,938	10,312
Total		6,805	93,719	15,742

CHILD CARE REFERRALS FOR RATED AND UNRATED SITES Kansas	
# of KQRIS Referrals	4,395
# of KQRIS Sites Referred	122
Total KQRIS Referrals	4,517

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	10	51	728	690	7.20	8.60	9.80	6.50	9.50	1.60
4 Stars	34	158	2285	1705	5.70	6.12	8.82	3.68	9.18	0.71
3 Stars	18	77	1077	820	4.38	4.56	5.22	2.44	9.44	0.22
2 Stars	12	63	707	495	2.72	2.33	0.67	1.42	9.00	0.17
1 Star	2	13	142	121	1.60	0.00	0.00	0.00	8.00	0.00
Total	76	362	4,939	3,831						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	7	7	58	38	7.11	8.86	9.14	7.29	9.71	0.57
4 Stars	15	15	145	86	5.93	7.07	7.33	6.27	8.60	0.40
3 Stars	18	18	170	109	4.34	6.11	3.89	2.89	8.83	0.00
2 Stars	9	8	58	37	2.87	3.56	0.89	1.22	8.67	0.00
1 Star	8	6	60	35	0.40	0.75	0.00	0.50	0.75	0.00
Total	57	54	491	305						

Citation Instructions: When using the data contained in this report, for any publication (including, but not limited to reports, brochures, or advertising) please use the following statement: "Data provided by the Kansas Association of Child Care Resource & Referral Agencies (KACCRRRA); Month/Year."



KQRIS Data Report

Reporting Period: July 1, 2010 to Sept 30, 2010

Child Care Connection

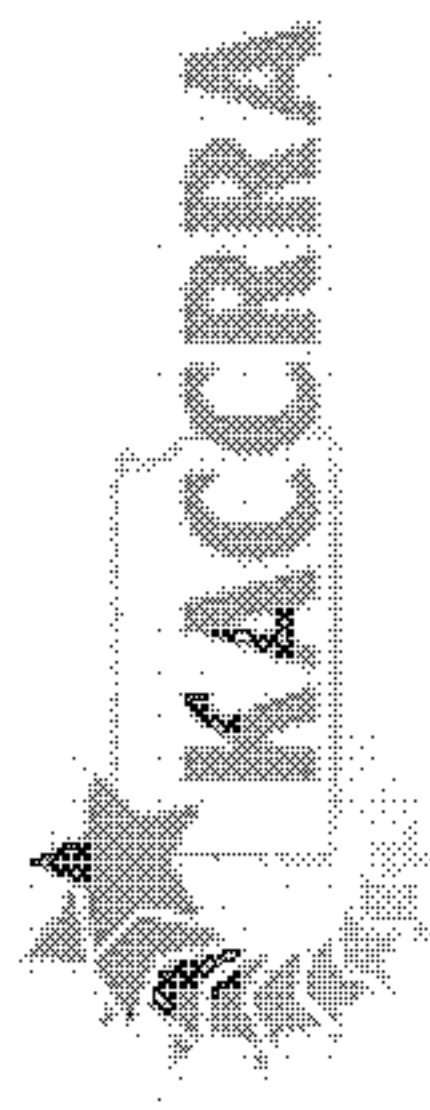
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	28	1,119	62
Family Child Care Homes	564	3,974	455
Total	592	5,093	517

CHILD CARE CONNECTIONS FOR RATING INQUIRY SITES	
Kansas	
# of KQRIS Referrals	90
# of KQRIS Sites Referred	5
Total KQRIS Referrals	95

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	1	2	73	65	3.80	4.00	0.00	5.00	10.00	0.00
2 Stars	1	6	76	45	2.60	4.00	0.00	0.00	9.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	8	149	110						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	7	5	5.60	8.00	10.00	9.00	1.00	0.00
3 Stars	3	1	9	4	4.20	6.00	4.00	1.00	10.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	2	2	18	5	0.30	1.00	0.00	0.00	0.50	0.00
Total	6	4	34	14						

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KQRIS Data Report

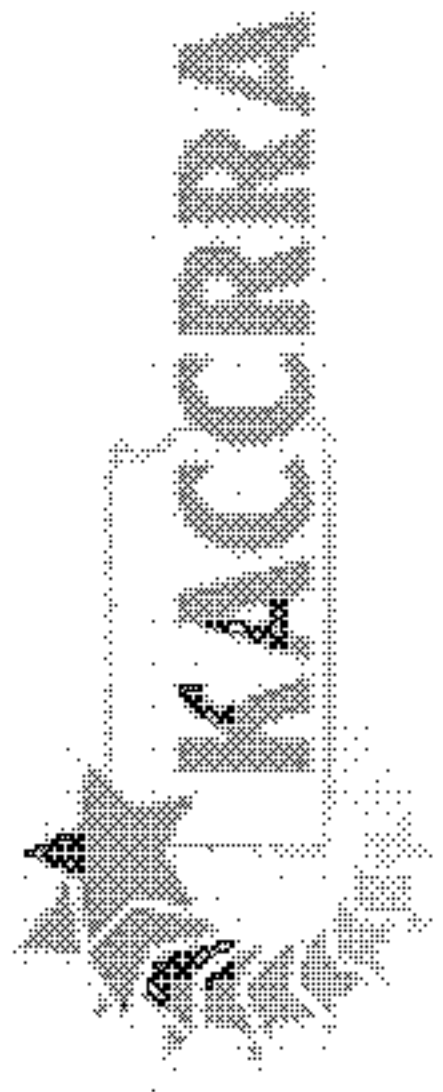
Reporting Period: July 1, 2010 to Sept 30, 2010

Child Start, Inc.		CHILD CARE REFERRALS FOR MONTHS ENDED JUNE	
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	KANSAS
Child Care Centers	132	9,374	980
Family Child Care Homes	1,715	11,949	30
Total	1,847	21,323	1,010

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	7	87	77	7.00	8.00	10.00	6.00	9.00	2.00
4 Stars	5	10	121	111	5.72	6.00	8.80	3.60	9.80	0.40
3 Stars	9	37	428	378	4.49	3.78	6.22	2.11	9.89	0.44
2 Stars	7	39	380	295	2.66	1.71	0.57	1.57	9.14	0.29
1 Star	3	20	225	121	1.07	0.00	0.00	0.00	5.33	0.00
Total	25	113	1,241	982						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	4	4	33	27	7.10	9.50	10.00	5.50	9.50	1.00
4 Stars	4	1	15	9	6.00	10.00	8.00	3.00	9.00	0.00
3 Stars	3	2	20	15	5.00	9.00	6.00	1.50	8.50	0.00
2 Stars	1	1	7	6	3.40	6.00	0.00	3.00	8.00	0.00
1 Star	3	1	9	4	0.00	0.00	0.00	0.00	0.00	0.00
Total	15	9	84	61						

Citation Instructions: When using the data contained in this report, for any publication (including, but not limited to reports, brochures, or advertising) please use the following statement: "Data provided by the Kansas Association of Child Care Resource & Referral Agencies (KACCRRRA); Month/Year."



KQRIS Data Report
Reporting Period: July 1, 2010 to Sept 30, 2010

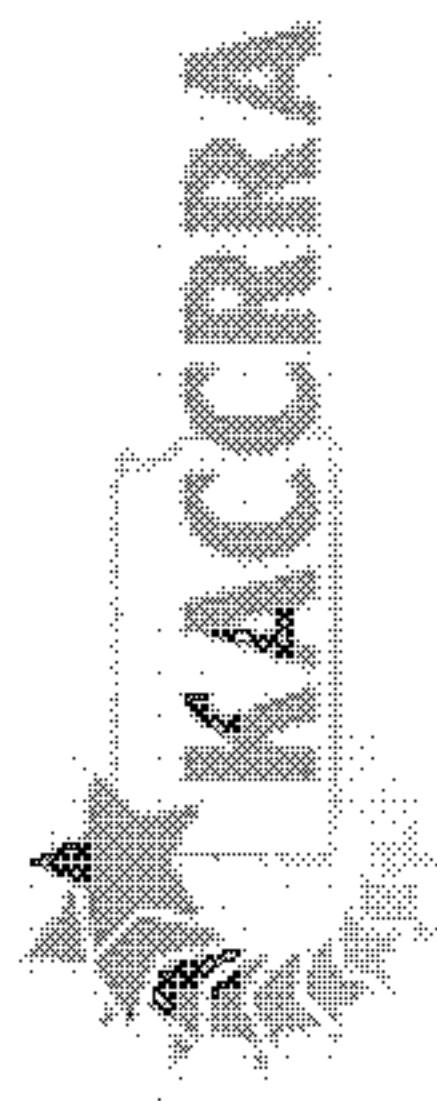
Cloud County Community College EC R&R

NACCRRAware		Providers	Capacity	Kansas	
Child Care Centers		44	1,776	# of KQRIS Referrals	649
Family Child Care Homes		767	5,138	# of KQRIS Sites Referred	17
Total			811	Total KQRIS Referrals	666

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	2	9	114	91	5.60	6.00	10.00	0.50	9.50	2.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	9	114	91						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	7	3	6.80	6.00	8.00	10.00	10.00	0.00
4 Stars	3	3	31	15	5.87	6.00	7.33	7.00	9.00	0.00
3 Stars	3	3	27	14	4.07	3.33	2.67	5.67	8.67	0.00
2 Stars	2	1	7	10	3.30	4.00	2.00	2.00	8.50	0.00
1 Star	3	2	23	23	0.87	1.33	0.00	1.33	1.67	0.00
Total	12	10	95	65						

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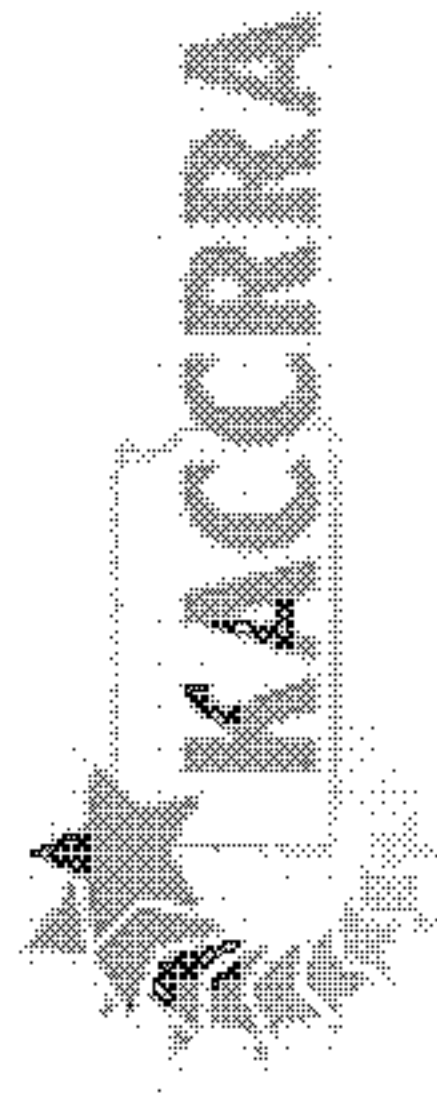
ERC Resource and Referral Providers Listed in NACCRRAware		Licensed Providers	Desired Capacity	Volunteers
Child Care Centers		91	5,936	926
Family Child Care Homes		862	6,510	1,439
Total		953	12,446	2,365

Child Center Referrals for Rating Purposes		Kansas
# of KQRIS Referrals		1,223
# of KQRIS Sites Referred		33
Total KQRIS Referrals		1,256

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	2	8	128	117	7.10	9.00	10.00	6.50	10.00	0.00
4 Stars	7	26	475	286	5.68	5.71	9.14	4.14	9.14	0.29
3 Stars	4	12	115	103	4.10	5.00	3.50	3.00	9.00	0.00
2 Stars	4	18	251	155	2.85	3.00	1.00	1.50	8.75	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	17	64	969	661						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	10	4	7.60	10.00	8.00	10.00	10.00	0.00
4 Stars	3	1	7	4	6.00	6.00	4.00	10.00	10.00	0.00
3 Stars	6	3	24	18	4.22	8.00	2.67	0.33	10.00	0.00
2 Stars	5	5	28	15	2.68	3.60	0.80	0.40	8.60	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	15	10	69	41						

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KQRIS Data Report

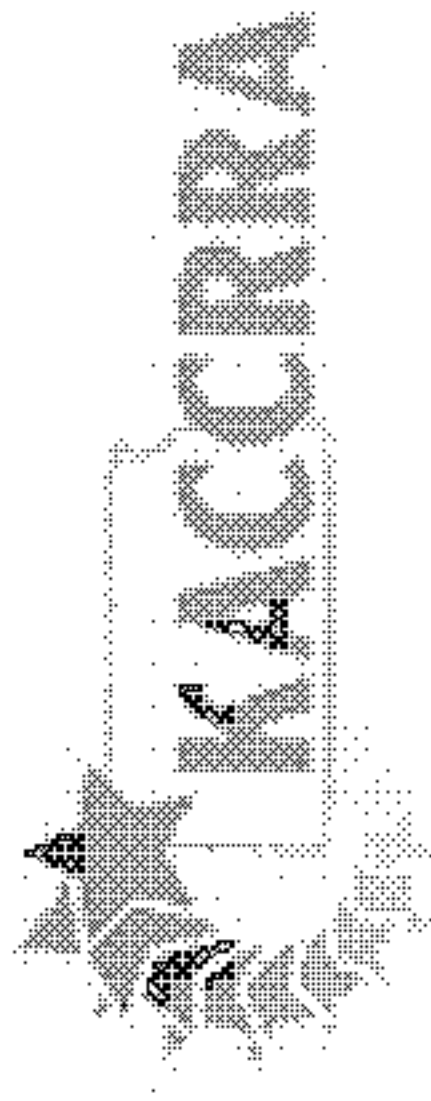
Reporting Period: July 1, 2010 to Sept 30, 2010

The Family Conservancy				
NACCRRAware	Providers	Capacity	Kansas	
Child Care Centers	228	20,018	# of KQRIS Referrals	1,453
Family Child Care Homes	1,377	9,248	# of KQRIS Sites Referred	37
Total	1,605	29,266	Total KQRIS Referrals	1,490

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	7	36	513	496	7.26	8.57	9.71	6.57	9.43	2.00
4 Stars	20	113	1575	1217	5.71	6.30	8.60	3.85	9.00	0.80
3 Stars	4	26	461	274	4.55	6.00	6.00	2.00	8.75	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	31	175	2,549	1,987						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	8	4	7.00	8.00	8.00	9.00	10.00	0.00
4 Stars	4	1	12	12	5.60	10.00	8.00	1.00	9.00	0.00
3 Stars	3	1	6	3	4.00	6.00	4.00	1.00	9.00	0.00
2 Stars	1	1	16	6	2.40	0.00	0.00	2.00	10.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	9	4	42	25						

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KQRIS Data Report

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Butler

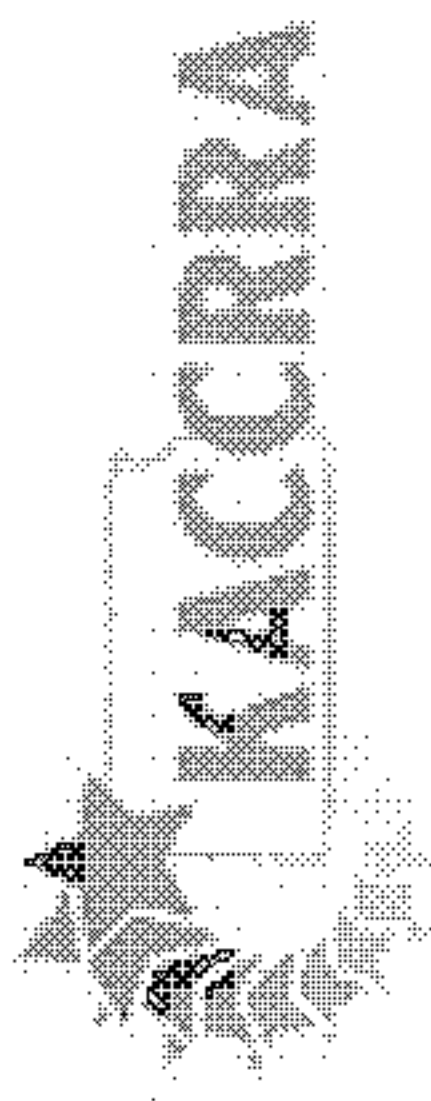
PROVIDERS LISTED IN NACCRRARE	LICENSED PROVIDERS	DESIRED CAPACITY	VACANCIES
Child Care Centers	8	635	135
Family Child Care Homes	115	820	209
Total	123	1,455	344

CHILD CARE REFERRALS FOR RATING RATED SITES	
Kansas	
# of KQRIS Referrals	187
# of KQRIS Sites Referred	7
Total KQRIS Referrals	194

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	7	87	77	7.00	8.00	10.00	6.00	9.00	2.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	1	1	14	14	4.80	2.00	10.00	2.00	10.00	0.00
2 Stars	2	15	159	97	2.60	2.00	2.00	0.50	8.50	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	4	23	260	188						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	15	9	6.00	10.00	8.00	3.00	9.00	0.00
3 Stars	2	2	20	15	5.00	9.00	6.00	1.50	8.50	0.00
2 Stars	1	1	7	6	3.40	6.00	0.00	3.00	8.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	4	4	42	30						

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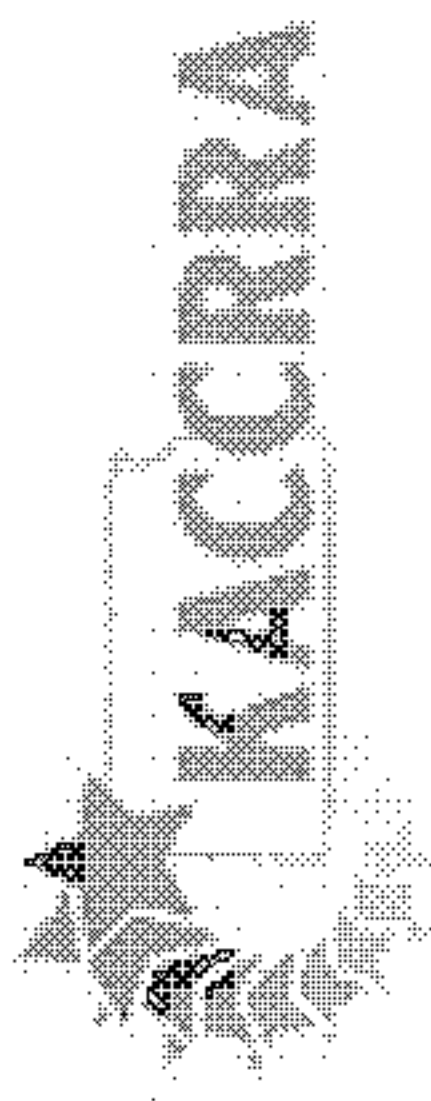
Reporting Period: July 1, 2010 to Sept 30, 2010

NACCRRAware		Providers	Capacity	Kansas	
Child Care Centers		28	2,254		761
Family Child Care Homes		214	1,385		17
Total			242	3,639	778
			575	Total KQRIS Referrals	

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	2	8	128	117	7.10	9.00	10.00	6.50	10.00	0.00
4 Stars	3	10	233	122	6.00	6.67	9.33	4.67	9.33	0.00
3 Stars	1	1	10	12	3.80	6.00	0.00	3.00	10.00	0.00
2 Stars	2	9	104	65	2.60	3.00	0.00	0.50	9.50	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	8	28	475	316						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	7	4	6.00	6.00	4.00	10.00	10.00	0.00
3 Stars	3	3	24	18	4.20	8.00	2.67	0.33	10.00	0.00
2 Stars	5	5	28	15	2.68	3.60	0.80	0.40	8.60	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	9	9	59	37						

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KQRIS Data Report

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Finney

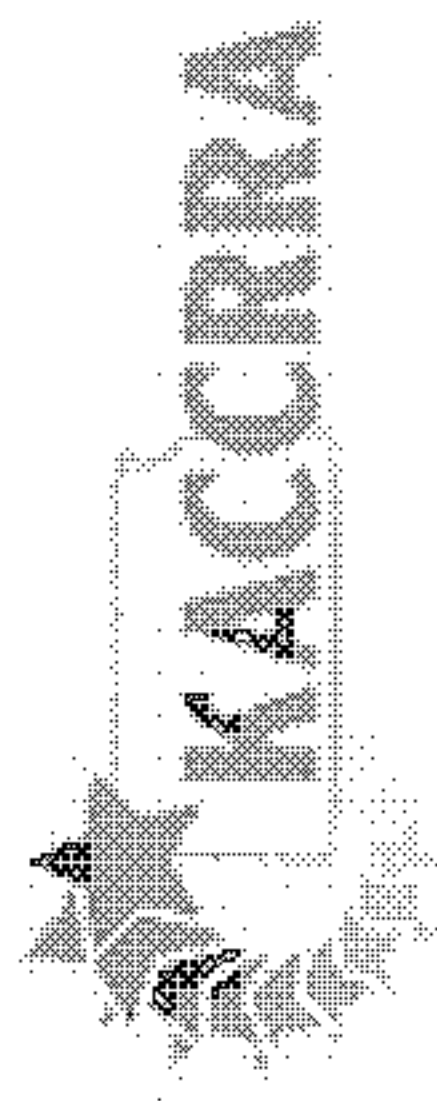
NACCRRAware	Providers	Capacity
Child Care Centers	6	214
Family Child Care Homes	102	738
Total	108	952

Kansas	
# of KQRIS Referrals	62
# of KQRIS Sites Referred	2
Total KQRIS Referrals	64

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	1	6	76	45	2.60	4.00	0.00	0.00	9.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	1	6	76	45						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	1	1	9	4	4.20	6.00	4.00	1.00	10.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	1	1	9	4						

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KQRIS Data Report

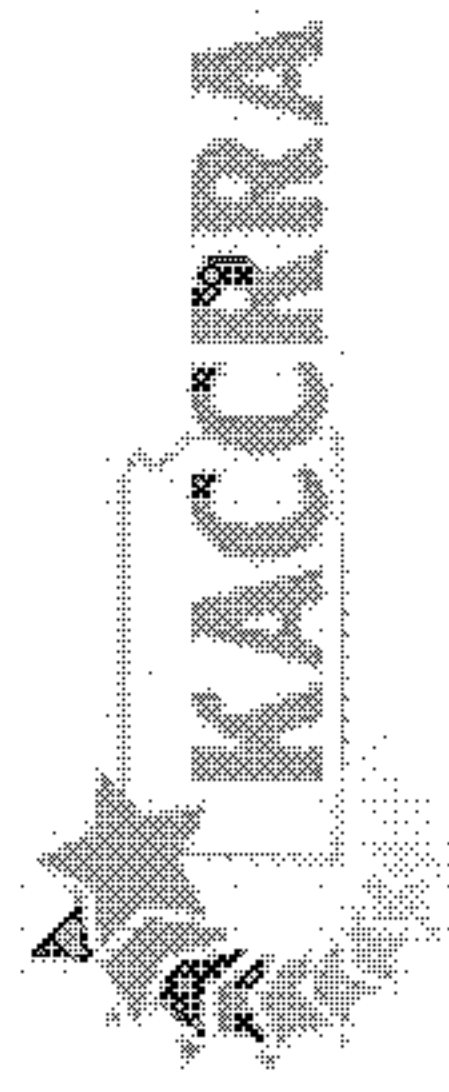
Reporting Period: July 1, 2010 to Sept 30, 2010

Grant	PROVIDERS LISTED IN NACCRRARE		LICENSED PROVIDERS		DESIRED CAPACITY		CHILDREN ENROLLED		AVERAGE OVERALL POINTS	
	NACCRRARE	Child Care Centers	Providers	Capacity	Children Enrolled	Families Served	Average Overall Points	Families Served	Average Overall Points	Children Enrolled
			0	0	0	0	0.00	0	0.00	0
		Family Child Care Homes	35	185	17	13	4.60	0	0.00	17
		Total	35	185	17	13	4.60	0	0.00	17

Child Care Centers	KQRIS RATED PROGRAMS		CLASSROOMS RATED		CHILDREN ENROLLED		FAMILIES SERVED		AVERAGE OVERALL POINTS		AVG. TRAINING & EDUCATION POINTS		AVG. ADULT:CHILD RATIO POINTS		AVG. ACCREDITATION POINTS	
	5 Stars	4 Stars	3 Stars	2 Stars	1 Star	Total	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points	
5 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
4 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1 Star	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Family Child Care Homes	KQRIS RATED PROGRAMS		CLASSROOMS RATED		CHILDREN ENROLLED		FAMILIES SERVED		AVERAGE OVERALL POINTS		AVG. TRAINING & EDUCATION POINTS		AVG. ADULT:CHILD RATIO POINTS		AVG. ACCREDITATION POINTS	
	5 Stars	4 Stars	3 Stars	2 Stars	1 Star	Total	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points	
5 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
4 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3 Stars	2	0	0	0	0	2	17	13	4.60	7.00	7.00	2.50	6.50	0.00	0.00	
2 Stars	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1 Star	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total	2	0	0	0	0	2	17	13	4.60	7.00	7.00	2.50	6.50	0.00	0.00	

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Johnson

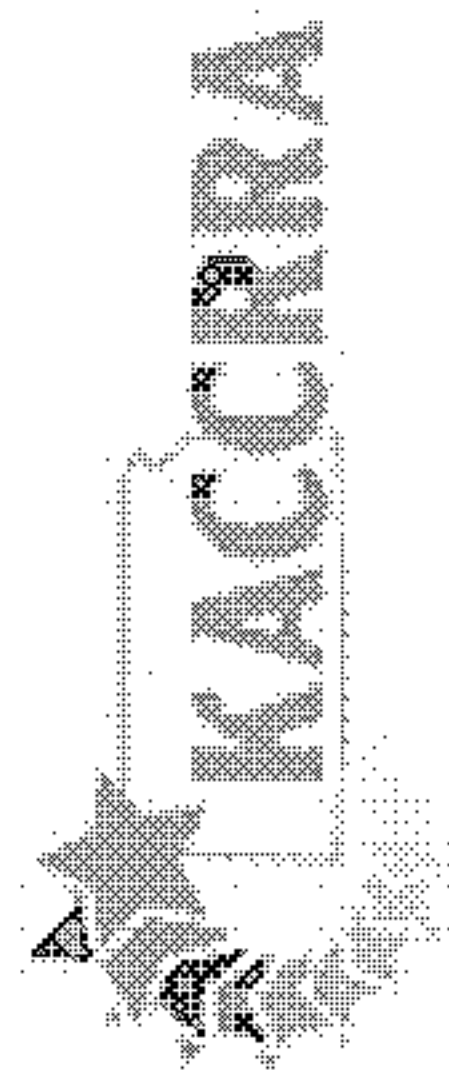
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	167	14,408	2,062
Family Child Care Homes	923	5,716	1,073
Total	1,090	20,124	3,135

CHILD CARE REFERRALS FOR RANKING IN KQRIS SITES	
Kansas	
# of KQRIS Referrals	672
# of KQRIS Sites Referred	17
Total KQRIS Referrals	689

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	4	23	329	326	7.35	8.50	9.50	7.50	9.25	2.00
4 Stars	11	62	1017	804	5.91	6.73	8.91	4.18	8.64	1.09
3 Stars	3	20	400	237	4.40	6.00	5.33	2.00	8.67	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	18	105	1,746	1,367						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	8	4	7.00	8.00	8.00	9.00	10.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	1	1	6	3	4.00	6.00	4.00	1.00	9.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	2	14	7						

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Leavenworth

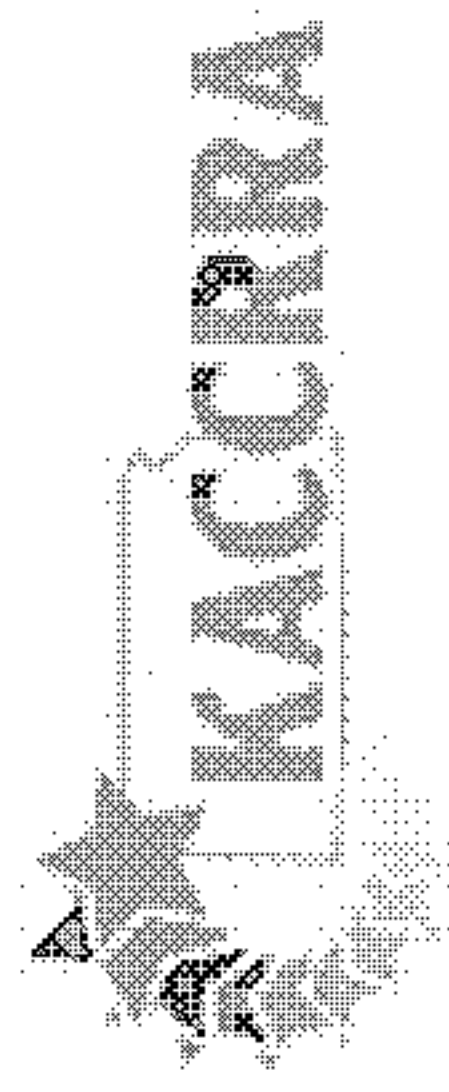
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	16	924	80
Family Child Care Homes	125	866	185
Total	141	1,790	265

CHILD CARE REFERRALS FOR RANKING INQUIRY SITES	
Kansas	
# of KQRIS Referrals	39
# of KQRIS Sites Referred	3
Total KQRIS Referrals	42

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	2	9	149	129	6.00	7.00	9.00	3.00	10.00	1.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	9	149	129						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	12	12	5.60	10.00	8.00	1.00	9.00	0.00
3 Stars	1	1	9	4	3.60	4.00	0.00	4.00	10.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	2	21	16						

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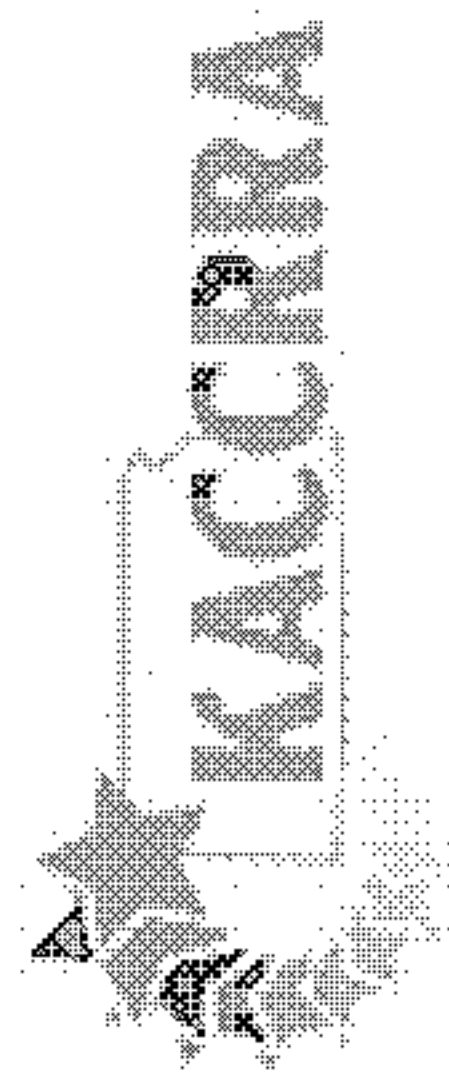
PROVIDERS LISTED IN NACCRRRAware		LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers		12	627	79
Family Child Care Homes		137	1,025	263
Total		149	1,652	342

CHILD CARE REFERRALS FOR KANSAS LICENSED SITES	
# of KQRIS Referrals	1
# of KQRIS Sites Referred	1
Total KQRIS Referrals	2

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	25	28	5.80	6.00	8.00	6.00	9.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	1	3	32	27	2.60	2.00	0.00	1.00	10.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	4	57	55						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	2	1	9	4	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	1	9	4						

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KQRIS Data Report

Reporting Period: July 1, 2010 to Sept 30, 2010

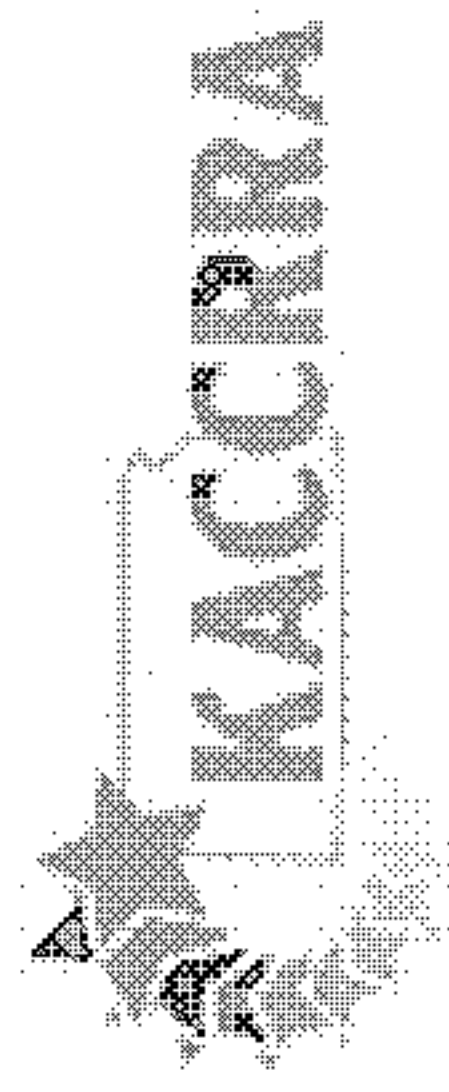
PROVIDERS LISTED IN NACCRRRAware		LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers		2	120	2
Family Child Care Homes		17	115	18
Total		19	235	20

CHILD CARE REFERRALS FOR RANKING INQUIRY SITES	
Kansas	
# of KQRIS Referrals	1
# of KQRIS Sites Referred	1
Total KQRIS Referrals	2

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	16	15	6.00	6.00	10.00	4.00	10.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	1	1	16	15						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	0	0	0	0						

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KQRIS Data Report

Reporting Period: July 1, 2010 to Sept 30, 2010

Saline

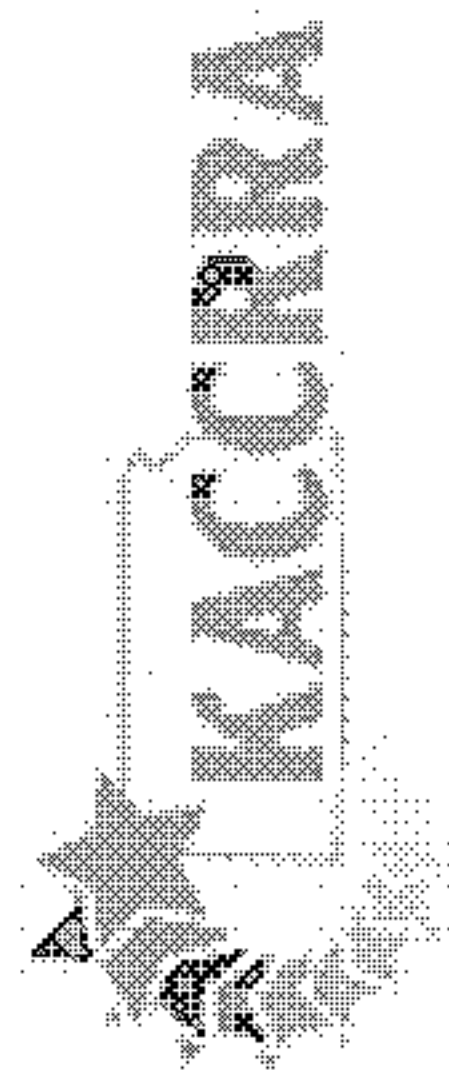
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	14	434	35
Family Child Care Homes	221	1,569	413
Total	235	2,003	448

CHILD CARE REFERRALS FOR RANKING INQUIRY SITES	
Kansas	
# of KQRIS Referrals	649
# of KQRIS Sites Referred	17
Total KQRIS Referrals	666

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	2	9	114	91	5.60	6.00	10.00	0.50	9.50	2.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	2	9	114	91						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	7	3	6.80	6.00	8.00	10.00	10.00	0.00
4 Stars	3	3	31	15	5.87	6.00	7.33	7.00	9.00	0.00
3 Stars	3	3	27	14	4.07	3.33	2.67	5.67	8.67	0.00
2 Stars	2	1	7	10	3.30	4.00	2.00	2.00	8.50	0.00
1 Star	3	2	23	23	0.87	1.33	0.00	1.33	1.67	0.00
Total	12	10	95	65						

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KQRIS Data Report

Reporting Period: July 1, 2010 to Sept 30, 2010

Scott

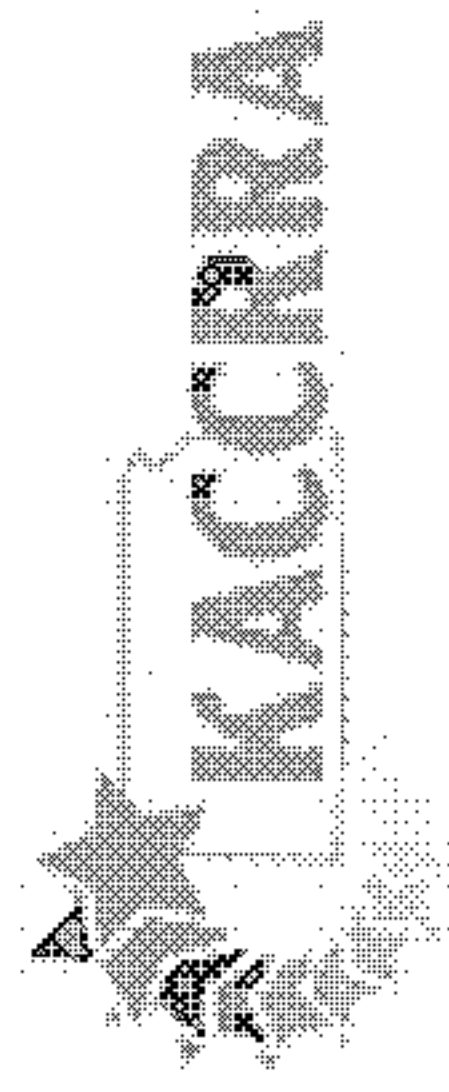
PROVIDERS LISTED IN NACCRRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	0	0	0
Family Child Care Homes	14	128	5
Total	14	128	5

CHILD CARE REFERRALS FOR KANSAS INQUIRY SITES	
Kansas	
# of KQRIS Referrals	12
# of KQRIS Sites Referred	1
Total KQRIS Referrals	13

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	1	2	73	65	3.80	4.00	0.00	5.00	10.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	1	2	73	65						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	1	1	7	5	5.60	8.00	10.00	9.00	1.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	1	1	7	5						

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KQRIS Data Report

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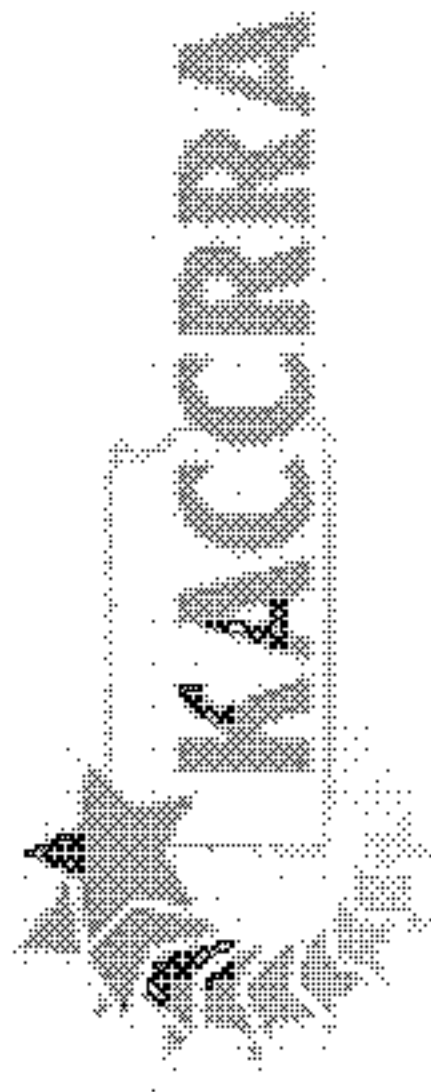
Sedgwick

NACCRRRAware		Providers	Capacity	Kansas	
Child Care Centers		90	6,977	# of KQRIS Referrals	791
Family Child Care Homes		1,082	7,225	# of KQRIS Sites Referred	21
Total		1,172	14,202	Total KQRIS Referrals	812

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	2	5	27	26	5.20	5.00	8.00	3.00	10.00	0.00
3 Stars	8	36	414	364	4.45	4.00	5.75	2.13	9.88	0.50
2 Stars	3	17	145	150	2.67	2.00	0.00	1.67	9.00	0.67
1 Star	2	13	142	121	1.60	0.00	0.00	0.00	8.00	0.00
Total	15	71	728	661						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	4	4	33	27	7.10	9.50	10.00	5.50	9.50	1.00
4 Stars	3	3	23	14	6.00	7.33	6.67	5.67	9.67	0.67
3 Stars	1	1	10	6	5.00	8.00	4.00	3.00	10.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	1	1	10	3	0.00	0.00	0.00	0.00	0.00	0.00
Total	9	9	76	50						

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KQRIS Data Report

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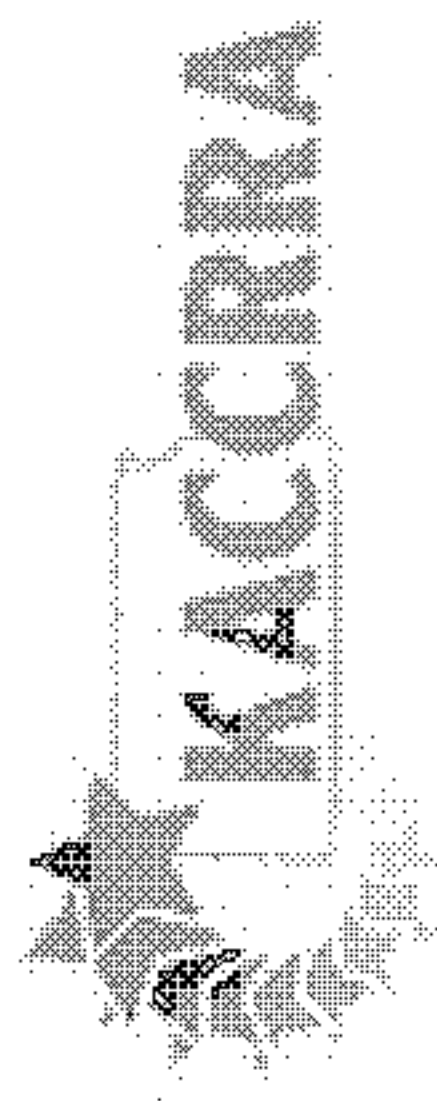
Seward		CHILD CENTER REFERRALS FOR KQRIS RATED SITES	
PROVIDERS LISTED IN NACCRRAware	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	2	120	0
Family Child Care Homes	50	374	52
Total	52	494	52

Seward		KANSAS	
# of KQRIS Referrals	# of KQRIS Sites Referred	# of KQRIS Referrals	# of KQRIS Sites Referred
		15	1
Total KQRIS Referrals		16	

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	0	0	0	0						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	2	2	18	5	0.30	1.00	0.00	0.00	0.50	0.00
Total	2	2	18	5						

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KQRIS Data Report

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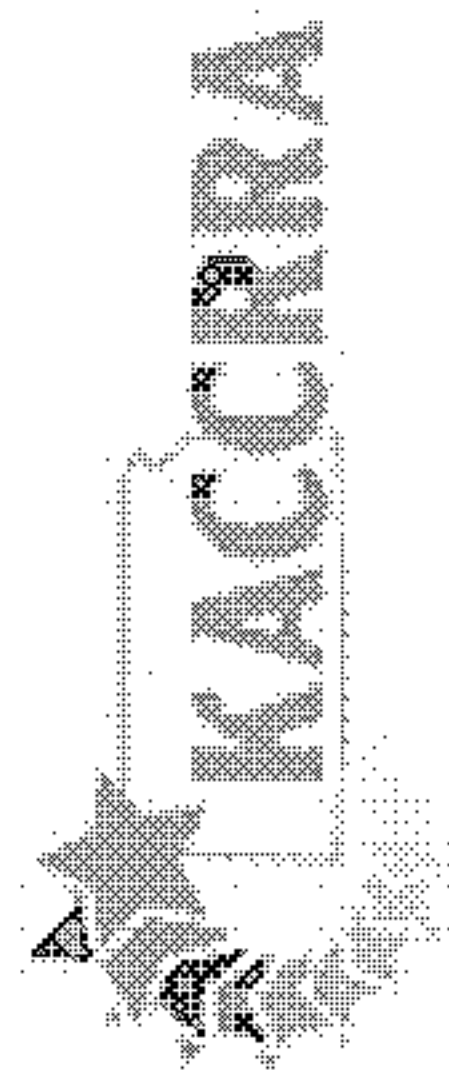
Shawnee		CHILD CENTER REFERRALS FOR RATING RATED SITES	
PROVIDERS LISTED IN NACCRRWare	LICENSED Providers	DESIRED Capacity	VACANCIES
Child Care Centers	52	3,012	528
Family Child Care Homes	394	3,389	868
Total	446	6,401	1,396

Kansas	
# of KQRIS Referrals	462
# of KQRIS Sites Referred	16
Total KQRIS Referrals	478

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	4	16	242	164	5.45	5.00	9.00	3.75	9.00	0.50
3 Stars	3	11	105	91	4.20	4.67	4.67	3.00	8.67	0.00
2 Stars	2	9	147	90	3.10	3.00	2.00	2.50	8.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	9	36	494	345						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	1	1	10	4	7.60	10.00	8.00	10.00	10.00	0.00
4 Stars	2	2	17	13	5.60	6.00	7.00	6.00	8.00	1.00
3 Stars	3	3	36	25	4.13	4.00	4.00	4.33	8.33	0.00
2 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	6	6	63	42						

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KQRIS Data Report

Reporting Period: July 1, 2010 to Sept 30, 2010

Wyandotte

NACCRRRAware		Providers	Capacity	Kansas	
Child Care Centers		38	2,334	# of KQRIS Referrals	742
Family Child Care Homes		203	1,822	# of KQRIS Sites Referred	17
Total		241	4,156	Total KQRIS Referrals	759

Child Care Centers	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	3	13	184	170	7.13	8.67	10.00	5.33	9.67	2.00
4 Stars	8	45	462	326	5.45	5.75	8.25	3.38	9.38	0.50
3 Stars	1	6	61	37	5.00	6.00	8.00	2.00	9.00	0.00
2 Stars	1	4	44	21	2.80	0.00	0.00	4.00	10.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	13	68	751	554						

Family Child Care Homes	KQRIS Rated Programs	Classrooms Rated	Children Enrolled	Families Served	Average Overall Points	Avg. Learning Environment Points	Avg. Family Partnership Points	Avg. Training & Education Points	Avg. Adult:Child Ratio Points	Avg. Accreditation Points
5 Stars	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Stars	3	3	33	14	6.33	6.67	8.00	7.00	9.33	0.67
3 Stars	1	1	12	7	5.00	8.00	4.00	4.00	9.00	0.00
2 Stars	1	1	16	6	2.40	0.00	0.00	2.00	10.00	0.00
1 Star	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
Total	5	5	61	27						

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APPENDIX V



Kansas' most trusted child care resource.

2011 KQRIS Listening Tour Results

Background

In the spring of 2011 Child Care Aware® of Kansas held a series of Listening Tours across the state to gather feedback and input from stakeholders (including funders) and participants of the Kansas Quality Rating and Improvement System (KQRIS). Over the course of five events, Child Care Aware® of Kansas received feedback from 125 individuals; in addition, three KQRIS participants who were unable to attend a live event sent feedback in written form. Chris Ross-Baze, NACCRA Military Liaison, served as facilitator for four of the five events.

	LOCATION	PARTICIPANTS	PURPOSE	AUDIENCE
April 18, 2011	Wichita	33	Gather feedback	KQRIS Participants
May 9, 2011	Lawrence	40	Gather feedback	KQRIS Participants
May 12, 2001	Salina*	16	Gather feedback	KQRIS Participants
April 21, 2011	Topeka	19	Gather feedback	Stakeholders
June 9, 2011	Virtual meeting via Webinar	17	Share preliminary results and gather final input	Participants and Stakeholders

* In addition, Child Care Aware® of Southwest Kansas hosted a small group of participants (5) who joined the live event virtually via Webinar.

Feedback Questions and Summarized Responses

Child Care Aware® of Kansas set out to discover what is working within the KQRIS system; what Child Care Aware® of Kansas can do to enhance the KQRIS system; vision for the future of KQRIS Rating Components; vision for the future of KQRIS Quality Improvement Components and to gather feedback and input on Child Care Aware® of Kansas' KQRIS cost reduction plan.

Question 1: What is working within the KQRIS system?

Summarized Responses:

- Coaching support from the local CCR&R partner is working well – Coaches help programs see how they can use their strengths to improve, encourage programs to “reach for the stars” (earn higher KQRIS points) and provide programs with needed resources. It is especially helpful to programs who are new to KQRIS or child care in general and to family child care providers
- The strength-based approach encourages providers to evaluate their programs and use their strengths to improve
- It is a voluntary system and that is good – it would be a waste of KQRIS resources to require participation with uncommitted programs who are not ready to make program improvements
- An example of how a KQRIS Coach successfully brought together a child care program and the licensing surveyor was provided, and feedback from the groups indicated that KQRIS can be an effective system to support interventions that ensure child health and safety
- Family Partnership data is evidence-based, utilizing the Strengthening Families Protective Factors in the family questionnaires and the documentation required

Question 2: What could enhance or strengthen the KQRIS system?

Summarized Responses:

- Explore ways to increase and strengthen the link between KQRIS and KDHE licensing, such as how KQRIS Coaches can incorporate follow-up to Notice of Non-Compliances in their regular visits, how to “retract” a Star Rating if the program is no longer in good standing with KHDE and working with licensing surveyors to ensure that Coaches and Surveyors are not making contradictory recommendations to providers
- Explore ways for KQRIS Coaches to provide more support regarding intentional teaching practices in the classroom – how to support Directors in this endeavor
- Explore ways to strengthen communication from KQRIS (at the top) to participants, funders and stakeholders, i.e. enhanced reporting, updates on what is new (communicate this to more than just the participants), pending changes in time to prepare for the change(s), statewide perspectives on KQRIS progress and findings, etc.
- Provide an aggressive statewide campaign so that families searching for child care know that KQRIS is a tool they can use. This in turn will create a market demand so that KQRIS can get

funding statewide. KQRIS is the best kept secret in Kansas. Providers themselves can only promote it so much – Child Care Aware® of Kansas needs to spearhead promotion in our communities.

- Tie KQRIS to tiered quality reimbursements

Question 3: Are there indicators in the KQRIS Rating Components that should be changed?

Summarized Responses:

- In the Learning Environment: Explore ways to incorporate teacher-child interactions into the score – lots of new research indicating a strong link to school readiness in this area.
 - Participants in general felt that a variety of indicators in the ECERS-R, ITERS-R and FCCERS-R were too stringent (especially in the areas of sanitation and special needs). Stakeholders in general felt that the ECERS-R, ITERS-R and FCCERS-R were appropriate and based on national best practice standards.
- In Training & Education: Explore ways to incorporate specific elements from Kansas professional development such as earning points if a participant has a Kansas Early Childhood Director Credential; increase points for individuals who have a CDA; provide an additional level of points so Directors who have a degree can earn points, even if the degree is not specific to early childhood; revise the points for assistants in FCC homes – they are too stringent; explore ways to tie the Learning Environment points to Training & Education points.
- In Family Partnerships: Many KQRIS participants provided feedback indicating that Child Care Aware® of Kansas should explore accepting text messaging and other social media (Facebook, Twitter, etc.) as a means of formal communication with families.
- In Ratios & Group Size: While most feedback indicated it is easy to understand the Ratio & Group Size scoring, there was discussion about the way the points are weighted. Participants indicated that points were weighted adequately and expressed concerns that a change might impact their potential income. Stakeholders questioned if points were weighted too high and if there is evidence based research to support the way the points are weighted (currently points are weighted equally with the other components; 0 – 10 points).
- In Accreditation: Feedback indicated that accreditation should remain a Rating Component, with a review of how points are weighted. The review should consider re-weighting the points to give more credit to accredited programs. Discussion followed at most events around the reasons for the decline in National Accreditation and how that could be related to the increased costs or the inspection of Quality Rating Systems or a combination of both.
- Rating Components in General: Feedback included exploring putting “stop gaps” in the scoring system to ensure that programs earn a certain amount of points in certain areas before progressing to the next Star Level – a combination of a cumulative scoring system and a block scoring system. In general the current point system was seen as positive, balanced, easy for families to understand, flexible for programs, and strengths based.

Question 4: Are there components of the Quality Improvement supports that should be changed?

Summarized Responses:

- Consider limiting the number of grants that a child care program can access through KQRIS. Limits might be set based on if the program increases points each year, star levels over time or the number of years a program is in KQRIS. This could create an additional incentive to improve and create more opportunity for KQRIS growth.
- Consider allowing programs to use grant funds for education if the KQRIS funder in that area is not funding the education support component
- Consider not allowing the support components to be “pick and choose”. In other words, if KQRIS is funded, all components must be funded so that the system is consistent across the state. This would include gradually moving funders who are grandfathered in under the old models into the statewide model. Consistency and fidelity to the model is what will make KQRIS successful, no matter where the provider lives and gives all KQRIS programs an equal playing field in which to improve.
- Explore expanding the education options for KQRIS participants beyond TEACH, WAGE\$ and CDA.

Question 5: What do you think about the KQRIS Cost Reduction Plan?

General overview of the cost reduction plan:

- Move from observing 100% of classrooms to 50% of classrooms
- Restructure rating costs based on general program size ranges (i.e. 1-2 classrooms=Small program; 3-5 classrooms=Med. program, etc.) rather than individual number of classrooms
- Reduce grant amounts by 25%, put maximum amount caps in place, base amounts on program size rather than individual number of classrooms
- In 2012, 4-5 Star sites will receive Peer Mentoring rather than Coaching

Summarized Responses:

- The cost reduction plan was overwhelmingly supported, with a few participants expressing concerns about how the changes would affect their individual program. Participants and stakeholders alike indicated that the plan would allow KQRIS to grow (more programs can participate) and it kept the overall fidelity to the KQRIS model (assessment with quality improvement supports). There was consensus across all events that Child Care Aware® of Kansas should move forward with the plan beginning July 1, 2011.
- Many comments and questions surrounded the peer mentoring component of the cost reduction plan. The majority of program supported the concept and felt the peer mentoring would allow the program to learn more and also provide programs with a venue to use their leaderships skills gained from KQRIS in a more advanced manner. Some concerns were voiced about whether or not the component would be mandatory and worried they might not have time to be a peer mentor or might want to continue to choose working with a coach instead of a peer mentor.

Next Steps

- Child Care Aware® of Kansas deployed the cost reduction plan on July 1, 2011. To date, KQRIS has grown approximately 18% due to the cost reductions, with additional anticipated growth of 20% by the 2nd quarter of 2012 (also due to the cost reductions).

KQRIS LISTENING TOUR RESULTS

- Child Care Aware® of Kansas will form a committee of stakeholders to review KQRIS Rating Components in the fall of 2012. Feedback from the stakeholder meeting indicated that the following representatives for the committee should include: a KDHE representative, a KQRIS Rater, a KQRIS Coach, a KSDE representative, a MARC representative, two KQRIS participants (one center-based and one family child care), two funding partners, and the KQRIS Director.
- In an effort to increase communication about KQRIS, Child Care Aware® of Kansas will include all funding partners to receive the quarterly KQRIS E-Update as well as any memos that are typically sent to KQRIS participants.
 - In addition, an “Ask a Rater” Webinar series has been developed for KQRIS participants as a platform to ask questions about specific KQRIS scoring elements. One webinar will be held each quarter and lead by a different KQRIS Rater. KQRIS Participants can submit questions in advance of the webinar, and answers will be provided during the event. After all four webinars are held, Child Care Aware® of Kansas will determine if the events will become a permanent feature of KQRIS; the decision will be based on interest and amount of participation. Dates for the webinar series will be included in the quarterly KQRIS E-Update.
- KQRIS currently provides annual and quarterly ratings data for the state, CCR&R SDA and individual counties; these reports are posted on the Child Care Aware® of Kansas website in PDF format. Child Care Aware® of Kansas will increase communication with stakeholders regarding when the reports are posted to ensure stakeholders know about the reports and how they can benefit from the data the reports provide.
- A new “KQRIS Trends Report” will be created annually to provide statewide and county specific data about KQRIS trends linking rating score with quality improvement supports. The first report for 2011 will be posted on the Child Care Aware® of Kansas website in January 2012.
- With the switch from paper to electronic scoring of the ECERS-R, ITERS-R and FCCERS-R, Child Care Aware® of Kansas will create a new annual “Learning Environment Trends Report” with data about overall quality of the learning environment. Data will include most improved, most regressed and average scores for the state, CCR&R SDA and individual counties. It will take 12 months in order to have enough data to report and we anticipate having the baseline data available in December 2013. In December 2014, Child Care Aware® of Kansas will be able to begin showing improvement trends in the report as well.

APPENDIX W

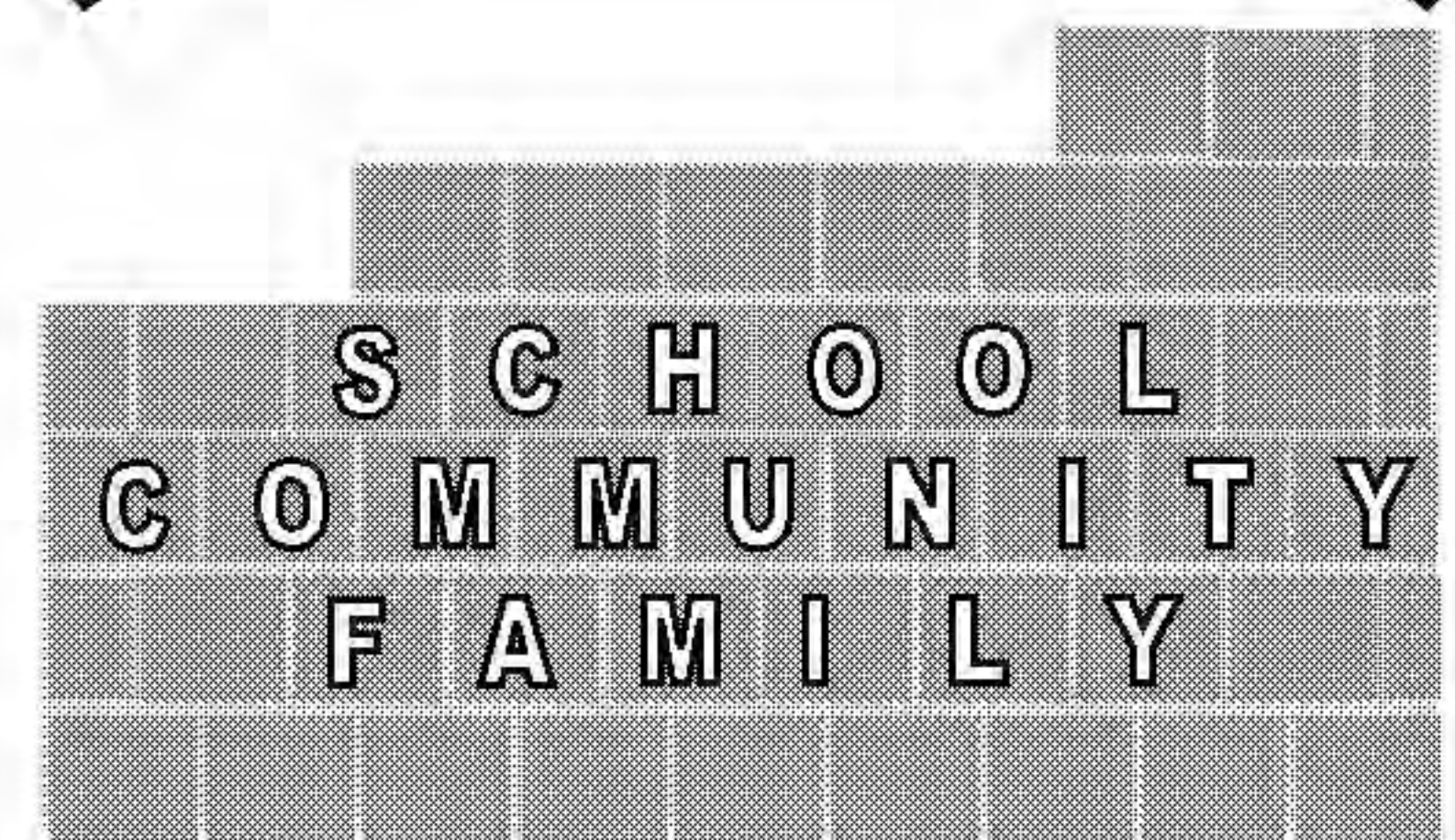
Kansas

Early

Learning

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Building the Foundation



for Successful Children

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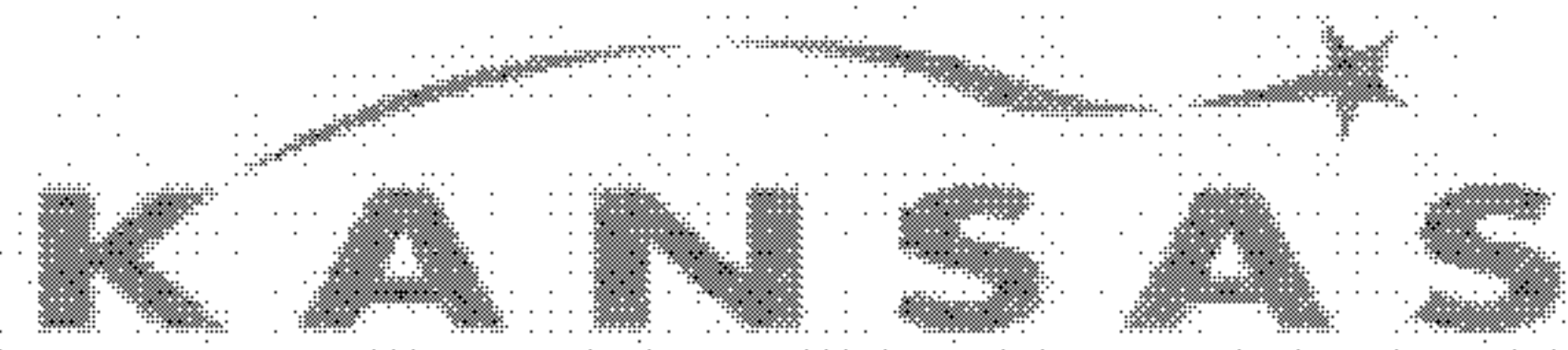
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OFFICE OF THE GOVERNOR

Kathleen Sebelius, Governor

www.governor.ks.gov

February 25, 2009

Dear Kansans,

All children need supportive, caring and knowledgeable adults in their lives—adults who provide them the early learning experiences that support later success. Children love to learn, and we all need to realize that every environment is a learning environment.

I continue to be an advocate for quality early childhood education because all Kansas children deserve a strong start in school. That's why I've increased support for a range of efforts, including Smart Start, Four-Year Old At-Risk programs, child care assistance for low income families, Parents as Teachers and Early Head Start for kids under age three. In addition, President Obama has signed into law an expansion of the State Children's Health Insurance program, which will help us move toward my goal of ensuring all kids age five and under have access to health insurance coverage.

I'm pleased to report we are building on the success of the Pre-K Pilot, created in my FY 2006 budget, and moving toward a comprehensive Kansas Preschool Program which will increase our focus on high quality early childhood learning experiences. The Kansas Preschool Program will require classrooms to meet specific high quality standards and require collaboration among early childhood and community groups.

We are on our way to creating a comprehensive network of quality early childhood programs across Kansas. The Kansas Early Childhood Comprehensive System plan (KECCS) provides a structure for all early childhood entities to move toward high standards and establishes statewide goals that support the learning and education of young children and their families.

As part of this effort, a group of dedicated professionals have begun work to revise our document, **Kansas Early Learning: Building the Foundation for Successful Children**. This document will chart a course for supporting the learning and development of young children and improve the quality of early learning experiences across all early childhood programs. Professionals and parents can use this document to help the children in their lives explore the world and develop their own understanding of concepts and values that are necessary for success in school and in life.

All children can learn—and the adults in their lives are the ones who support that learning. Everyday experiences are great opportunities for learning as well! Take advantage of these opportunities with your children and you both will enjoy your time together!

Thank you for your support of the young children of Kansas.

Sincerely,

Kathleen Sebelius
Governor of the State of Kansas


In 2003, the federal government required many state agencies and organizations to develop early learning guidelines that were to be aligned with the state's Kindergarten through 12th grade content standards. In order for this work to be done well and in a timely fashion, the early childhood community needed to work collaboratively and quickly. Kansas was ready to pursue this work because early childhood leaders had worked together on various projects, including the development of school readiness indicators and the Kansas Early Childhood Comprehensive System (KECCS) plan. This document is the result of our extensive collaborative work.

Guidance from multiple state, local, and national sources was sought as the process of developing the Guidelines and Standards began. Resources from NAEYC, NAECS/SDE, other states, and local school districts as well as Kansas documents such as the School Readiness Framework, the Kansas Quality Standards, the Core Competencies, and the Teacher Education Licensure standards were used to develop a document that is firmly grounded in early childhood beliefs, values, and evidence-based educational practices. The Kansas early childhood community has worked diligently to develop guidelines that will meet the needs of the children and their families.

The Kansas Early Learning document has been developed for use by child care providers, early childhood teachers, administrators, families and others who provide care to young children. The overall purpose of this document is to provide a general overview of the skills, knowledge, and abilities young children have and can learn with the help of caring and knowledgeable adults that lead them toward success in a Kindergarten setting. Each section of the document presents information that can be used by adults to create the opportunities and learning experiences young children need in order to grow, develop, and learn.

This document was developed by a large and diverse group of early childhood professionals and parents. Committee membership is listed in the **Appendices Section**.

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Guiding Principles for This Document

- 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 domains:
 - Physical
 - Social-Emotional
 - Communication and Literacy
 - Cognitive
- 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 children are a high priority to Kansas.

Knowledgeable adults understand that play is the vehicle of learning for all young children. Each child is unique with individual patterns for learning and growth. Developmentally appropriate practices support this uniqueness while promoting play as the fundamental, natural, universal activity of children. Adults can enhance learning by providing opportunities for children to engage in self-initiated play that is challenging and interesting to the child. Play is how children make sense of their world, promoting their own understanding of concepts and values necessary for their success in school and in life.

Section Descriptions

This document is divided into six major sections with additional information on resources, research, and term definitions at the end of the document.

Section I: Kansas Early Learning Documents Overview

This section provides information on the purpose, the design, and the guiding principles from which the Kansas Early Learning Guidelines and Standards were developed.

Section II: Kansas Early Learning Guidelines

This section provides a general guide for child care providers, early childhood professionals, and families by outlining four developmental domains. Each domain includes example behaviors and skills within specific age ranges, and short descriptions of the importance of these skills to overall development and learning. This section also includes play scenarios illustrating how specific skills and knowledge might be exhibited in typical early childhood environments.

Section III: How to Use the Early Learning Guidelines

Guidance for using the Kansas Early Learning Guidelines to create an appropriate and stimulating environment for learning is provided using play as the focus for learning.

Section IV: Kansas Early Learning Standards

This section defines standards, explains their importance in educational planning, and details how this section of the document has been organized. A listing of the eight Developmental Content Areas and their respective standards, benchmarks and indicators are provided. The indicators have been organized using the same age ranges provided in Section II: Kansas Early Learning Guidelines. The standards, benchmarks, and indicators are linked with the Kansas State Department of Education's K-12 content standards and follow a similar organizational format.

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Scenario: 8 months

Roberto is sitting cross legged on the floor with his older sister, Rena (7 years). Rena covers her face with her hands then yells "peek-a-boo." Roberto squeals and laughs with delight, waving his hands and bouncing up and down. He puts his hands on the floor to crawl but rocks back and forth then sits up again. "Da, da, da..." he says softly to himself as he reaches and grabs for Rena's fingers. "Up Robbie" she says as she pulls him up to stand.

Section V: How to Use the Kansas Early Learning Standards

This section includes information for classroom teachers related to supporting standards-based instruction. Guidance in the areas of instruction and assessment and information on curriculum alignment and the process of linking the Early Learning Standards to Individualized Education Program (IEP) goals are provided.

Section VI: Early Learning Connections

Adults need to understand the learning continuum that all young children experience. This section describes several learning initiatives that clearly show the connections between the Kansas Early Learning Guidelines and Standards and other early learning initiatives in Kansas. First and foremost, the School Readiness Framework is the conceptual framework of the Early Learning Guidelines and Standards work. The Kansas Early Childhood Comprehensive System (KECCS) plan builds upon the Framework as well. The Learning Continuum shows the connection between the Early Learning Standards, School Readiness indicators (from the Kansas Early Learning Inventory: KELI), and the Kindergarten to third grade content standards that are a part of the K-12 standards. An overview of the transition to kindergarten plus other programs and initiatives are listed including teacher competencies and licensure information.

Scenario: 3 years

Rosa likes to be in the kitchen with her mother and 'help' her prepare dinner. She likes to carry items from the refrigerator to the kitchen counter and to wash them in the sink. When her mother asks, Rosa can name several fruits and vegetables and correctly identify their colors: "red apple, green grapes". Rosa enjoys helping her mother to set the table and proudly counts the napkins, "1, 2, 1, 2". Some nights Rosa likes to sit quietly on the kitchen floor and pretend that she is cooking dinner just like her mother. She turns the pages in her story book and pretends to 'read' a recipe, uses a wooden spoon to stir in a bowl, and imitates the way her mother tastes what she is cooking.

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Appendices

Resources from both state and national sources are listed that support the development of learning opportunities, developmentally appropriate practices, and adaptation of activities. An alignment document provides an example of the alignment process. Guiding principles that promote appropriate and best practices are also included. Committee members are listed.

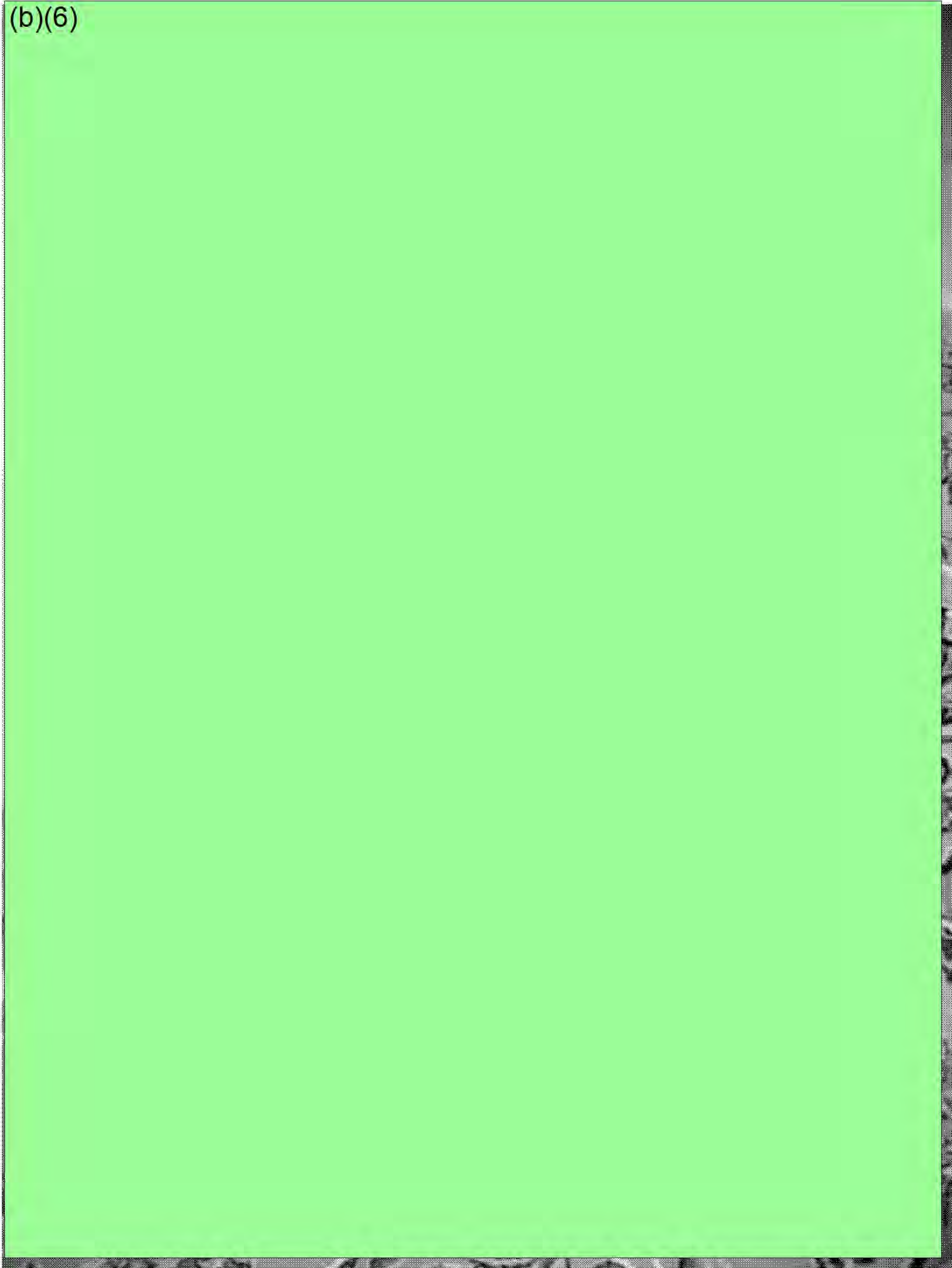
Glossary

Specific terms are defined. This section is not a complete list of all terms and vocabulary used in this document.

Research

The Kansas Early Learning Guidelines and Standards are based upon research. A partial list of studies and documents are provided.

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A Tool to Help Achieve School Readiness Goals

Kansas Early Learning: Building the Foundation for Successful Children is a dynamic resource that provides information and guidance to parents, early childhood teachers, and child care providers on the developmental sequence of learning for children ages birth to Kindergarten.

The Kansas Early Learning Guidelines and Standards are voluntary and designed to enhance and support the abilities of early childhood professionals and families to create experiences that promote early learning opportunities for all children. This document promotes continuity and consistency across all settings, helps to ensure successful transitions across environments, and supports a child's readiness to learn and be successful in school and life.

This document reflects current research on brain development, learning, and best practices for supporting early childhood development and learning. This document represents the growing consensus among early childhood educators, child care providers, families and others that developmentally appropriate practices focus on the whole child:

- Physical
- Social-Emotional
- Communication and Literacy
- Cognitive

These domains are complementary and mutually supportive of one another. Development in one area influences and is influenced by development in the other areas.

Adults have the responsibility for creating an environment that includes quality early learning opportunities for the young children they educate and for whom they care. For infants and toddlers in particular, the Kansas Early Learning Guidelines and Standards must be linked to adult decisions based upon knowledge of child development and individual learning needs. Best practices that enhance the experiences of young children provide continuity between early learning experiences and Kindergarten. In order for ALL children to learn, ALL adults must have the knowledge needed to provide positive and nurturing environments that promote learning. The goal of the Kansas Early Learning document is to provide the resources and support needed to help this happen.

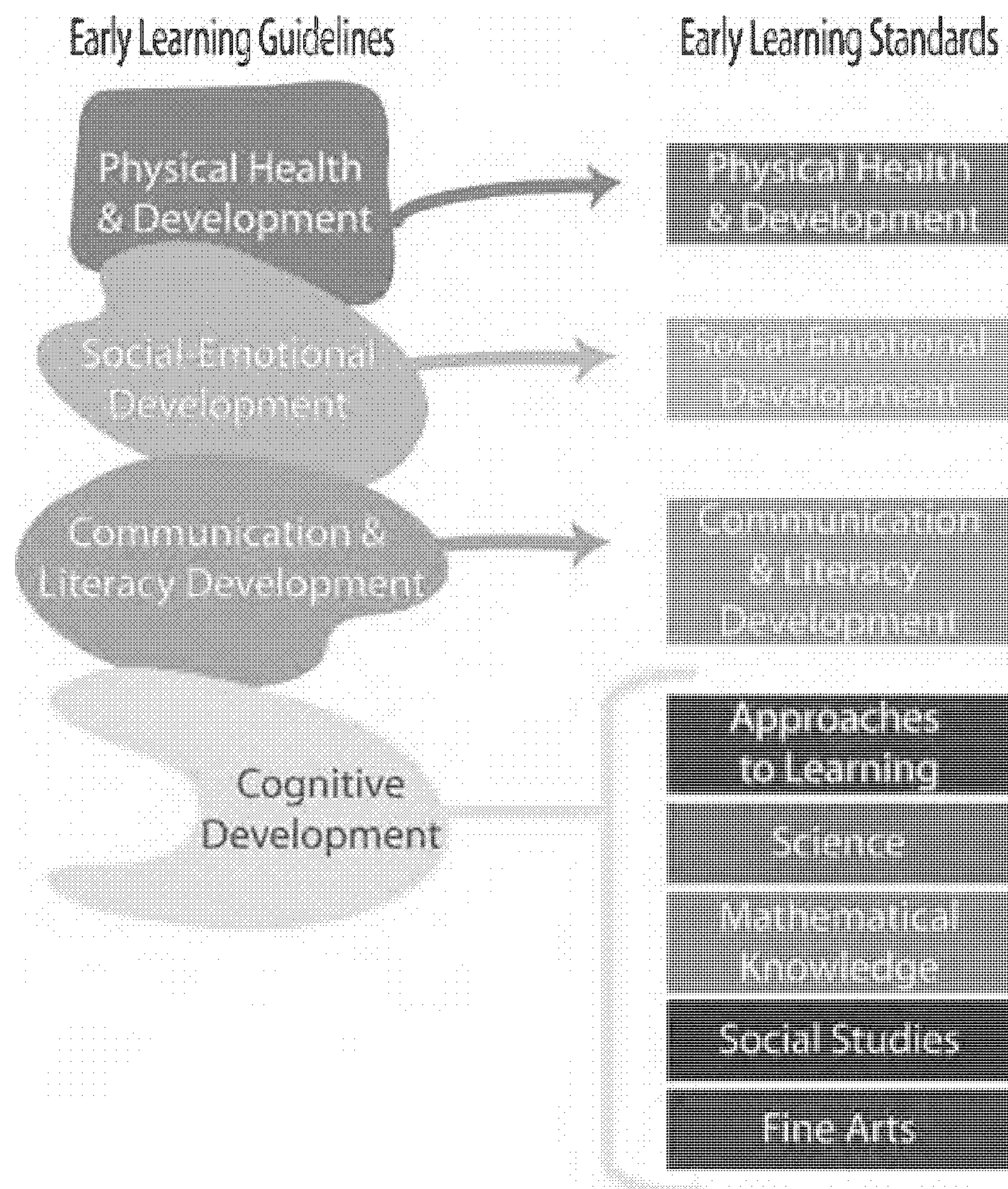
The Early Learning Guidelines and Standards ARE designed to:

- Recognize the importance of the early years as learning years.
- Serve as a guide for appropriate curriculum development/selection.
- Serve as a guide for creating quality learning environments and opportunities.

The Early Learning Guidelines and Standards are NOT designed to:

- Serve as a curriculum in an early childhood program or other setting.
- Exclude children from a program, school, or activity.
- Serve as an assessment for children, families, or programs.

The Kansas Early Learning Guidelines and Standards promote learning for ALL children. During these early years, children acquire skills, knowledge and abilities in all developmental areas (e.g., social-emotional, physical, communication and early literacy, cognitive), critical to future learning.



Introduction to the Guidelines

The Kansas Early Learning Guidelines are designed to encompass four developmental domains. The items in each domain describe a set of skills, abilities and knowledge items based on research and considered to promote readiness for success in school. The four developmental domains are:

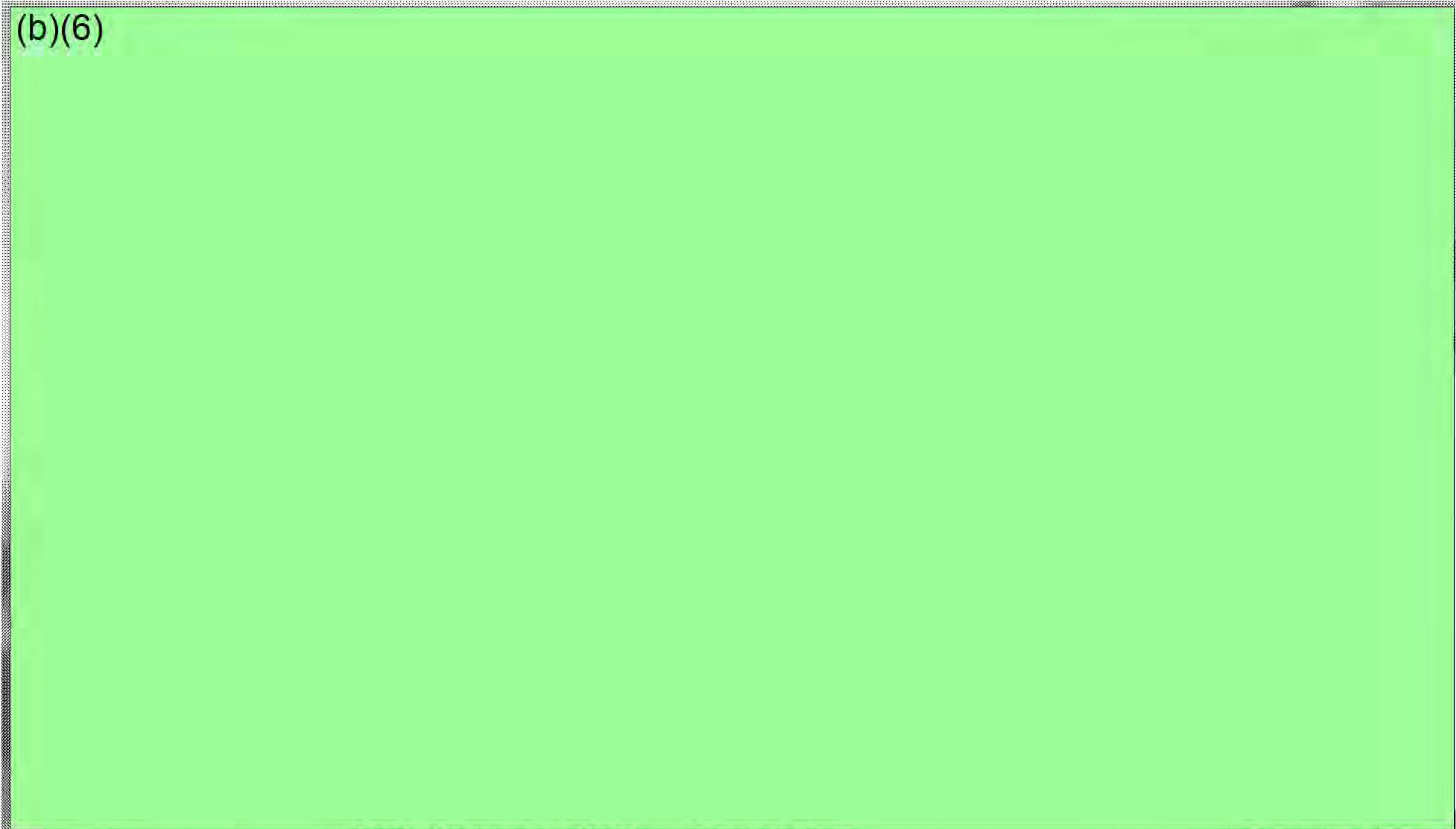
- Physical
- Social-Emotional
- Communication and Literacy
- Cognitive

Each of the above developmental domains are described from the perspective of five age groupings:

- Young infant (by 8 months);
- Mobile Infant (by 18 months);
- Toddler (by 36 months);
- Preschool—3's
- Preschool—4's

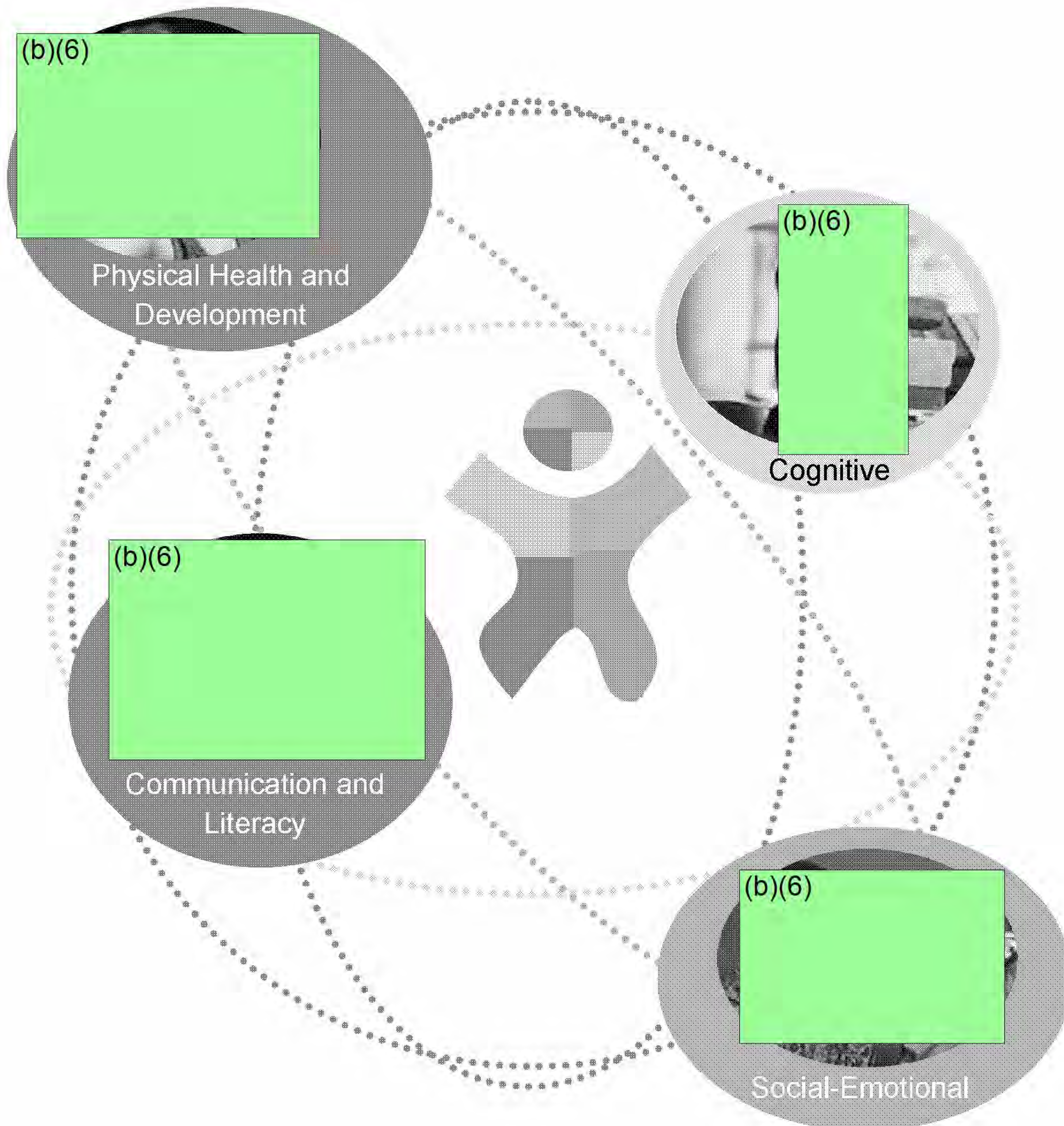
It is important to remember that children grow and develop at different speeds. The age groupings in this document are designed to show a progression of skill development as exhibited by a typical child in each age group. These foundational skills provide a basis for later learning but are clearly not all the skills, abilities, and knowledge that children will need in order to be successful in school and in life.

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Developmental Domains

There are four Developmental Domains addressed in the Kansas Early Learning Guidelines. Each domain is defined and then introduced by a short description of its importance to child development and learning. The following “Ages Pages” list a number of foundational skills in each domain for the specified age. These skill lists are not comprehensive—they are an overview of skills that support school readiness. The skills are divided by domain, but, in reality, interact as children grow and learn.



Domain: Physical Health and Development

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Scenario: 30 months


Russell spies his soft soccer ball near the front door, runs to the ball, stoops over and picks it up with both hands. He throws it by pushing it away from his chest with both hands then follows it as it rolls on the floor. This time he kicks it with his foot; it rolls several feet. "Yea, I did it!" Russ shouts.

A child's physical development is essential to his total well-being and is basic for living and learning. Physical health covers all areas of health: nutrition, safety, health (physical, vision, hearing, oral). Physical development includes growth and change of the body including increasing skill and coordination of both fine (hand-eye) and gross (large muscle) motor skills, sensory development (vision, hearing, touch, taste, smell) and dental development. A child's health supports physical as well as cognitive development. Physical health includes timely immunizations and is supported by physical activity, safety, nutrition, and illness prevention.

The early years set the stage for developing lifelong behaviors, habits, and values. Young children need varied opportunities for running, climbing, throwing (for large-muscle development) as well as building, drawing, cutting, writing (for small-muscle development). It is particularly important for activities to be unstructured and play-oriented. Enjoyment in the activity enhances the opportunity for physical health and development to improve. The best opportunities are child-selected, not teacher-directed. Children can learn to take care of themselves and support their own physical health and development so that they are able to wash their hands, brush their teeth, and do other self-care tasks. Although adults may need to adjust activities for differences in abilities, all children need a wide range of playful opportunities for optimal physical development.

Domain: Social-Emotional Development

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Scenario: 4 years

Sasha is listening to her friend, Ben, tell about his new house which is close to the preschool. Ben walks to the block play corner, sits, and stacks blocks. “This is my new house,” he tells Sasha. “I will build the garage and the road,”

says Sasha as she lines up the blocks end to end. “Let’s get the play family,” says Ben. Together they work on the house. (playing cooperatively)

Social-emotional well-being determines how children think, feel, and act. Social skills are the foundation for optimal learning in all areas of growth and development as well as success in school and life. It is critical for young children to be nurtured by caring adults in order to develop socially and emotionally in healthy ways. Parents, teachers, and all caregivers should help young children gain confidence and competence in living and learning with others. Young children confirm their eagerness to learn and joyful competency through playful activities and excited interest in their environment. All children need acceptance, respect, empathy, and understanding from both adults and their peers to enhance their social and emotional development.

Domain: Communication and Literacy

Scenario: 11 months

Mariah creeps to the books lying on the floor in her room. They are soft plastic with thick pages. She chews on the corner, then pulls it out of her mouth and shakes it up

and down “mmmmmmmm”. Dad sits down on the floor and puts Mariah on his lap opening the book in front of both of them. “Baby” he says as he points to the picture on the page. Mariah slaps the page with her hand and puts her face on the plastic page. “Oh, you want to kiss the baby,” says Dad. “Look, Mariah, see her eyes and nose?” “Here are your eyes and nose as he touches her face.” “Mmmmmahhhh”, Mariah humms.

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Communication is an essential component to human interaction and personal learning. Young children communicate in multiple ways. The art of communication is seen through oral language, physical gestures, and the use of technology—all ways to interact with others. Young children spend the first years of life developing foundational skills and abilities and basic knowledge that support literacy development. This includes reading, writing, and language skills. Interacting with people, toys, and other materials provides children with a means of understanding their environment—the beginnings of comprehension. Seeing differences in objects leads to seeing differences in letters and words—visual discrimination. Hearing differences in sounds is the basis for reading words.

Symbolic development is a building block to later academic learning in school. Using blocks for trucks or wooden beads for food allows children to understand the concept of ‘representation’—one object can be used to represent another object. As children grow older, they will understand that abstract objects such as a string of letters actually represent a person or a place or a thing in their environment. Experiencing the world through vision, hearing, and interactions with adults and other children is a critical part of school readiness and enhances learning skills needed for success in school and in life.

Domain: Cognitive

Scenario: 3 1/2 years

Nick sings nursery rhymes along with his classmates. He claps out the words and counts along with his teacher and classmates. Later, he moves to the block center and begins to stack blocks, counting them as he stacks (1, 2, 3, 4, . . .). When the tower starts to fall over, he takes away some of the blocks. He tells his friend, Jackson, that the tower was too tall!

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All children want to explore, experiment, and practice what they know and understand. As children develop, they experience their world through play, learning to respond thoughtfully and sensitively to their environment. Through music, movement, drama, games, and visual arts, children can share themselves and their creativity while at the same time developing a deeper understanding of relationships between objects and people in their world. Learning about their world also includes participating in their family and in their community—through social interaction. Children learn there are ways to behave and expectations that differ according to the environment (school, home, grocery store).

Understanding the concepts of mathematics and science goes far beyond counting to the number 10. Mathematics includes recognizing and using patterns to organize objects, solving problems through comparison of materials and ideas, and collecting information (or data) from one's environment and world to make decisions. Scientific inquiry is asking questions—and learning how to find answers. Children use play to organize their learning. Children compare, notice similarities and differences, and group or categorize toys and materials. This ability to organize information into categories, quantify data, and solve problems helps children learn about time, space, numbers and the physical world around them. They learn to describe and explore relationships among objects in their environment such as patterns or comparison of size (big, little). The mathematical and scientific skills young children develop help them make sense of their physical world.


AGES PAGES: Age Levels by Developmental Domains

The “Ages Pages” section provides an overview of the typical child’s general skills and knowledge at a given age level. Although the lists of skills and knowledge are not complete, they will give a general idea of typical development at the specified age. More specific information is available in the Early Learning Standards section and in the Resources section of this document.

- Young Infants (by 8 months of age)
- Mobile Infants (by 18 months of age)
- Toddlers (by 36 months of age)
- Preschooler (the 3’s)
- Preschooler (the 4’s)

The “Ages Pages” have indicators at the specified age for each of the developmental domains described previously. Thus, the “whole child” is described at each age level, providing a general overview of a typically developing child at the given age. A description of the continuum of learning from birth to Kindergarten age is provided in the Early Learning Standards: Section IV of this document.

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YOUNG INFANT (By 8 months)

Physical Health and Development

- Rolls from stomach to back
- Supports self on hands with arms extended and head at 90 degrees
- Sits steadily unsupported
- Rocks forward and backward while on hands and knees
- Swipes at objects
- Crawls through and around objects
- Transfers objects from one hand to the other
- Grasps objects using entire hand
- Establishes a sleeping and eating pattern
- Signals need by crying (wet, hungry, tired)

Communication and Literacy Development

- Makes sounds to gain attention of a familiar person
- Uses different cries to signal various needs
- Reacts to facial expressions of adults
- Imitates the sound, facial expression or gesture of another person
- Recognizes the sounds of home language and rhythm of speech in primary caregivers
- Gazes at pictures in books while sitting on adult's lap
- Sucks, bites, and chews on books
- Examines pages of books when an adult reads to them

Social Emotional Development

- Smiles and shows pleasure when others talk to them
- Recognizes and responds to own name
- Seeks attention and contact with people
- Vocalizes in response to sounds produced by others
- Shows preference for familiar adults
- Expresses comfort or discomfort
- Is comforted when held by adults or caregiver
- Demonstrates a beginning awareness of self
- Explores objects and play material through the senses
- Smiles, laughs at physical actions and anticipated actions of objects

Cognitive Development

- Attends to music
- Attends to faces and designs with contrast
- Shows anxiety when familiar persons leave sight
- Occasionally uses simple problem solving to reach objects (e.g. pulls blanket toward self)
- Attends to moving visual images
- Reaches for, grasps, and stares at objects in environment
- Exhibits some sense of size, color and shape
- Recognizes objects in immediate environment
- Reaches for toys that are out of reach, but visible

MOBILE INFANT (By 18 months)

Physical Health and Development

- Creeps up and down stairs
- Pulls self to standing position
- Takes independent steps
- Throws ball and other objects independently
- Turns objects with hand
- Pushes and pulls toys
- Picks up objects between thumb and finger
- Helps to feed self, holding spoon or cup with assistance
- Indicates when pants are wet and needs to be changed

Communication and Literacy Development

- Uses gestures or sounds to interact (e.g. waves, shakes head 'no')
- Points with finger
- Imitates sound sequences, inflectional patterns and intonation
- First words appear
- Attempts to produce sounds in home language
- Often sustains attention while being read a short story
- Recognizes some books by the cover
- Scribbles with large strokes
- Attempts to hold large markers and crayons

Social Emotional Development

- Uses words that express belonging ("mine, me")
- Looks to adults for attention or help
- Wants to be with primary caregiver
- Enjoys and participates in simple games such as peek-a-boo and bye-bye
- Adheres to simple rules with support
- Labels self in mirror
- Demonstrates infrequent ability to work in a group
- Engages in exploratory play with various toys and materials
- Plays near, but not with, others

Cognitive Development

- Demonstrates curiosity (e.g. finds objects that have been put out of reach)
- Persists in attempts to reach objects or persons
- Prefers complexity in designs over simple contrast
- Identifies objects as "mine"
- Understands objects and persons exist when not in sight
- Signs for 'more'
- Demonstrates understanding of "all gone"
- Constructs a sense of time through participation in daily activities
- Differentiates between familiar and unfamiliar persons
- Uses trial and error strategies to fit objects together
- Imitates actions (e.g. banging on pots and pans)

TODDLER (By 36 months)

Physical Health and Development

- Runs swiftly
- Squats in play
- Turns pages of a book, one at a time
- Holds pencils/crayons between thumb and first two fingers
- Drinks from a cup and/or glass
- Bites and chews hard and chewy foods
- Alerts adults to potentially harmful conditions/situations

Communication and Literacy Development

- Uses two-to-three word phrases
- Has a 20+ word vocabulary
- Uses words to label actions
- Asks questions using inflection and intonation
- Answers simple questions
- Follows simple directions
- When asked, can answer questions that are relevant to the story being read
- Recognizes letters of the alphabet versus scribbles
- Shows awareness of beginning sounds in words
- Holds a book right side up to look at pictures
- Occasionally talks about picture when drawing
- Recognizes some environmental print (K for K-Mart)
- Scribbles as if writing
- Occasionally labels drawing after completed

(b)(6)

TODDLER (By 36 months)

Social Emotional Development

- Uses some personal pronouns when referring to others (e.g. you, he, she)
- Expresses wants and needs; likes and dislikes
- Expresses affection for others
- Feels distress/joy when peers are distressed/happy
- Plays with boys and girls
- Says “no” frequently
- Often finds it difficult to transition to new or different activities
- Identifies self as part of a group
- Participates in finger plays
- Engages in functional and relational play—uses objects (uses brush to brush hair)
- Occasionally assumes various roles during play with others

Cognitive Development

- Selects new as well as familiar activities
- Follows familiar routines with assistance
- Attempts to sing along with simple songs
- Attempts to move to the beat of music
- Explores a variety of art media and processes—finger painting, cutting, gluing
- Needs guidance to share with others or take turns
- Talks about objects and people in familiar places
- Rote counts to 3
- Names numbers but not in sequence
- Places simple shapes in form boards and puzzles
- Understands ‘more’ in reference to food or play
- Follows known routines
- Groups two or more objects by one attribute (e.g. shapes, color, size)
- Understands simple location/position words (e.g., under, in, out)
- Understands basic cause and effect
- Searches briefly for hidden objects
- Shows interest in living things
- Understands that people need food and water to live

(b)(6)

3'S—PRESCHOOLER

Physical Health and Development

- Paints and draws with purpose
- Threads small beads on a string
- Prepares simple meals such as cold cereal and milk
- Carries scissors point downward
- Pours liquid from a small pitcher without spilling
- Understands sequence of daily events
- Plays simple organized games
- Shows an interest in group activities

Communication and Literacy Development

- Holds a book and looks at one page at a time, front to back
- Tells the story using pictures or makes up a story related to the pictures
- Identifies three letters by name
- Recognizes name in print
- Uses scribble writing and letter-like forms
- Recognizes and invents rhymes
- Uses vocabulary related to the subject
- Combines 2 or 3 sentences when talking
- Listens to a story and asks questions or talks about it
- Describes emotions
- Asks questions for further understanding
- Uses language to define roles in pretend play

(b)(6)

3'S—PRESCHOOLER

Social Emotional Development

- Works in small groups with adult support
- Plays in groups or pairs
- Adjusts plans based upon needs of others
- Listens while others are speaking
- Connects consequences to a specific behavior
- Communicates emotions to peers appropriately
- Follows familiar routines independently
- Asks questions and uses senses to explore the environment
- Uses self-help skills with occasional reminders
- Shares and respects the rights of others
- Accepts changes in daily routines

Cognitive Development

- Counts to 10 by rote
- Uses size words like 'many', 'big', and 'little' appropriately
- Understands that numbers represent quantity
- Plays shape sorting games
- Predicts sequence of events (nap time comes after lunch)
- Acts out simple dramatic play themes with others
- Acts out plays, stories, and songs
- Creates or responds to music by clapping hands, singing, dancing
- Uses blocks to represent familiar objects
- Tries to write letters and words which may not be understandable to adults

(b)(6)

4'S—PRESCHOOLER

Physical Health and Development

- Balances on one foot
- Hops on one foot
- Steers wheeled toys
- Kicks a large ball
- Cuts out simple shapes
- Eats with fork and/or spoon
- Transfers food and liquid between containers (e.g. pours juice into a cup from a small pitcher)
- Takes care of own toileting needs

Communication and Literacy Development

- Uses simple pronouns (I, you, we)
- Uses 300+ words
- Asks 'who', 'why', and 'where' questions
- Asks for desired objects or assistance
- Answers simple questions dealing with familiar objects or events
- Uses most parts of speech in short, mostly correct sentences, combining four to five words
- Applies word endings incorrectly (e.g. "goed")
- Identifies favorite story(s)
- Makes relevant comments when familiar story is being read
- Recognizes some letters in print
- Recites known nursery rhymes
- Holds a book and looks at one page at a time
- Acts out main events of a familiar story
- Uses pictures to tell and retell a story
- Recognizes labels in the classroom
- Understands that letters are combined to make words
- Writes or draws with separated scribbles, shapes, pictures to convey a story
- Understands that drawings can represent ideas, stories, or events

(b)(6)

4'S—PRESCHOOLER

Social Emotional Development

- Describes personal attributes (e.g. name, boy/girl, taller)
- Encourages or praises peers
- Expresses interests, acceptance, affection to others
- Plays with different friends each day
- Follows rules and simple directions
- Takes turns
- Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad)
- Provides individual and choral/group responses when appropriate (listens to a story and repeats a line with the group)
- Engages in constructive play (e.g. builds with blocks, makes a snake out of clay)
- Creates and occasionally coordinates play with others

Cognitive Development

- Attends to a task with minimal adult prompting
- Makes observations and communicates findings with others
- Tries alternative solutions to problems
- Acquires and uses basic vocabulary for plants, animals, and humans
- Understands that living things need air, water, and food
- Spontaneously counts for own purposes
- Demonstrates understanding of “more” and “less”
- Understands that a single object is always “one”
- Recognizes whole/part concept with objects (e.g. pizza slices)
- Describes the sequence of daily events
- Recognizes, describes, compares, and names common objects by one or more attribute
- Identifies basic shapes in the environment
- Trades or exchanges materials or objects with others
- Creates representations of familiar places through various materials (building blocks, clay)
- Sings along with others
- Works independently to create own art

Introduction

The Kansas Early Learning Guidelines provide information for child care providers, teachers, parents, and other interested readers about typical child development. The Guidelines outline four developmental domains and give example behaviors and skills within specific age ranges in young children (young infant, mobile infant, toddler, preschool three year olds, and preschool four year olds). It is important to remember that children grow and develop at different speeds. The age groupings in this document are designed to show a progression of skill development as exhibited by a typical child in each age group.


The four domains of development are: physical health; social-emotional; communication and literacy; and cognition. In the “Ages Pages” from Section II, example milestones are listed under each domain for a specific age group which describe a set of skills, abilities, and knowledge that are based upon current research. These skills, while not comprehensive, do provide an overview of skills that support school readiness. Parents and family members may choose to use the developmental information, activities and environmental tips to help support their child’s learning.

Early Learning Guidelines are designed to:

- Provide a common language for teachers, providers, families, administrators, and community members to talk about growth and development.
- Help caregivers and families actively support and guide development and learning in a variety of settings.
- Provide a developmental frame of reference for recognizing, creating, and enhancing experiences involving the whole child which lead to school readiness.
- Promote the understanding that learning occurs during everyday experiences such as shopping, dressing, and cooking.
- Promote play as the primary learning process for young children.

Child care providers and early childhood educators are encouraged to use the skills listed in the “Ages Pages” as a basis for planning education activities, selecting materials, and setting up an environment that promotes learning for the children in their care. See the end of this Section for an example of a Planning Form.

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This Section will:

- Give an overview of responsive and intentional care and education.
- Give an overview of how children learn, with a focus on the importance of play as the major learning process.
- Show the importance of relationships in the learning process.
- Provide example scenarios that show how play is tied to learning specific skills, abilities, and knowledge from the age levels listed in the “Ages Page” in Section II.

As noted earlier, a major purpose of this section is to give providers and teachers, as well as families, a common language to talk about children’s learning and a common understanding of basic child development and the learning process. Appropriate experiences to support development and learning can enhance the involvement of the child’s family in his or her daily learning experiences. The interactions between early childhood teachers and child care providers with the families of the children for whom they care can help or hurt the relationship between the adults in a child’s life. Positive interactions build a strong relationship that will support and enhance children’s learning.

Example scenarios are scattered throughout this Section. Each gives an example of a play activity that promotes learning. The specific age level skills, abilities, and knowledge from the Kansas Early Learning Guidelines in Section II are listed for each scenario, along with tips for promoting further learning and some reflective questions that will help extend learning.

PART 1: Responsive and Intentional Care and Education

Adults bring a combination of values, beliefs, and experiences to their interactions with children. Beliefs that adults hold about how children learn, how they should behave, and how children and adults should interact create a learning environment—both the physical environment (materials, activities) and an emotional environment (supporting creativity and social-emotional abilities, allowing for individual learning styles). All adults who come into close contact with children are role models for the children and should understand that their choices, both intentional and non-intentional, affect the learning of the children in their care.

Responsive and intentional teaching or care-giving means the adult will:

- **Observe** the children in order to understand their interests, abilities, and needs.
- Use this information to **plan** and **implement** activities, select materials, and set up the environment.
- **Reflect** on planned and unplanned activities in relation to the children’s learning and review future activities and plans when necessary.

NOTE: The Planning Form at the end of this Section provides an example form that can be used to plan, implement, and reflect upon learning activities.



Developmentally Appropriate Practices:

Developmentally Appropriate Practices (DAP) are teacher provider choices that are based upon an understanding of the unique needs and abilities of young children. A developmentally appropriate environment includes the physical setting, materials available for children to use, and daily time schedules.

Adults who make developmentally appropriate choices:

- understand how children learn, and observe each and every child so strengths and needs are known.
- intentionally plan and implement activities that are at the appropriate developmental level for each and every child.

And;

- support or scaffold learning to help each and every child meet individual goals that may be somewhat challenging, and that move the child's development and learning to a higher level.

Providers and teachers, in fact, orchestrate the learning environment by coordinating and facilitating the many activities they plan, moving around the environment, monitoring children's needs and activities, assisting children when needed, encouraging and acknowledging children's efforts while challenging them to new levels of learning.

Use the "Ages Pages" to determine the skills each child may be ready to learn and provide materials and experiences that promote these skills as well as move children to a higher level of learning. The Planning Form at the end of this section can help teachers and providers be intentional in their planning to support learning and promote skill development.

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Guidelines Connections

The scenario is tied to specific age level skills, abilities, and knowledge from the Kansas Early Learning Guidelines. Remember that the guidelines listed are for children who are typically developing. Use the Planning Form to support intentional planning.

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Maggie (3 years old) loves to play in the dress-up area of the front room. Today, this area has been turned into a kitchen based upon the theme of 'Home'. Maggie has a friend (4 years old) with her and they are having breakfast. Maggie is cooking and her friend is setting the table with plates, cups and silverware while they talk about what they are having to eat, using the pictures, labels and 'food boxes' in the area.

Guidelines addressed in this scenario:

3's

Cognitive: Uses size words like 'many', 'big' and 'little' appropriately; acts out simple dramatic play themes with others

Social-emotional: Plays in groups or pairs

Communication/Literacy: Uses language to define roles in pretend play

Physical Health: Understands sequence of daily events

4's

Cognitive: Spontaneously counts for own purposes; trades or exchanges materials or objects with others

Social-emotional: Creates and occasionally coordinates play with others

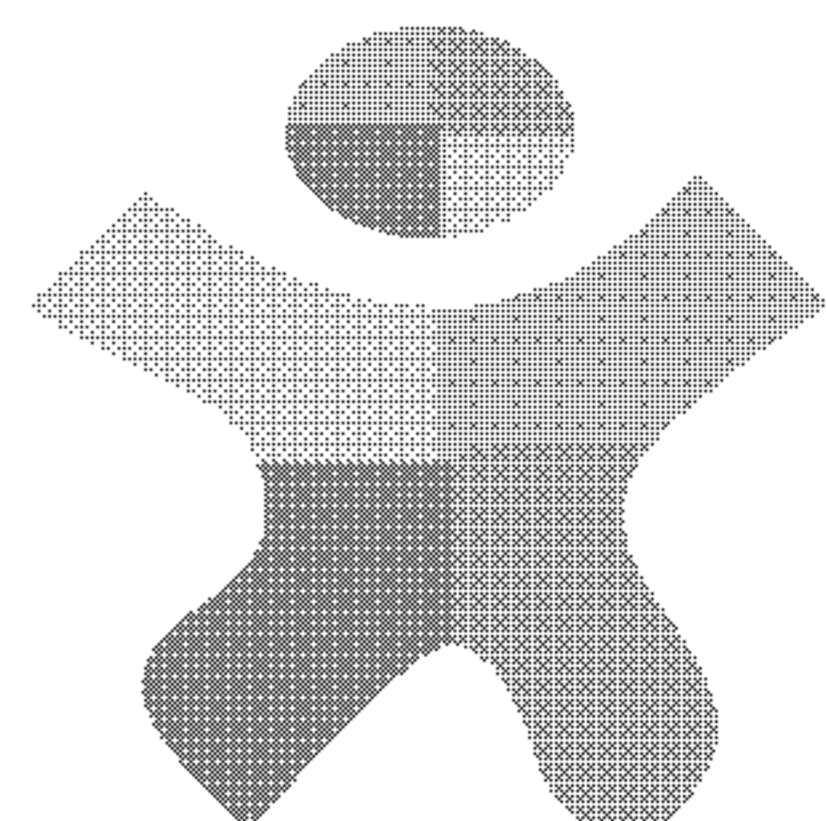
Communication/Literacy: Asks for desired objects or assistance; answers simple questions dealing with familiar objects or events

Physical Health: Eats with fork and/or spoon.



Tips to further support learning:

- Label shelves for items (“plate” for plates, etc.)
- Encourage language by asking questions and getting children to talk about what they are doing.
- Provide more toys, play food or other appropriate objects when asked.

REFLECTION to extend learning:

- What type of activity would build upon the play activity described in the scenario?
- What would you want the children to learn from a planned activity?
- How would you determine if they had learned these skills and abilities?

Developmentally Appropriate Practice Tips**Adults can help children learn by:**

- 🍏 Providing a variety of materials, activities, and experiences
- 🍏 Asking open-ended questions
- 🍏 Talking to and listening to children
- 🍏 Getting down to the children’s level when talking with them
- 🍏 Providing time and materials for child-selected activities
- 🍏 Providing age- and ability-appropriate activities
- 🍏 Providing a physically and emotionally safe environment
- 🍏 Knowing your children and their social and home cultures
- 🍏 Setting clear, consistent and fair limits for behavior
- 🍏 Treating the children in your care with respect, acceptance, and dignity
- 🍏 ‘Scaffolding’ children’s learning by providing clues that will enable the child to succeed in a task that is just beyond his/her ability to complete alone, yet not completely frustrating if someone is helping
- 🍏 Providing experiences that will allow a child to be successful as well as challenged

PART 2: How Children Learn

Children learn through relationships



Young children need to interact with adults who care—and who will help them build upon their prior knowledge of the world in order to learn new skills. Providers and teachers who build and maintain positive relationships with the children in their care support this learning. Adults who care for children also need to support their social and emotional development and their self-regulation abilities by using every opportunity to teach the skills needed to be successful in relationships. Developmentally appropriate guidance shows respect for children and helps them understand and grow in their ability to connect positively with others.

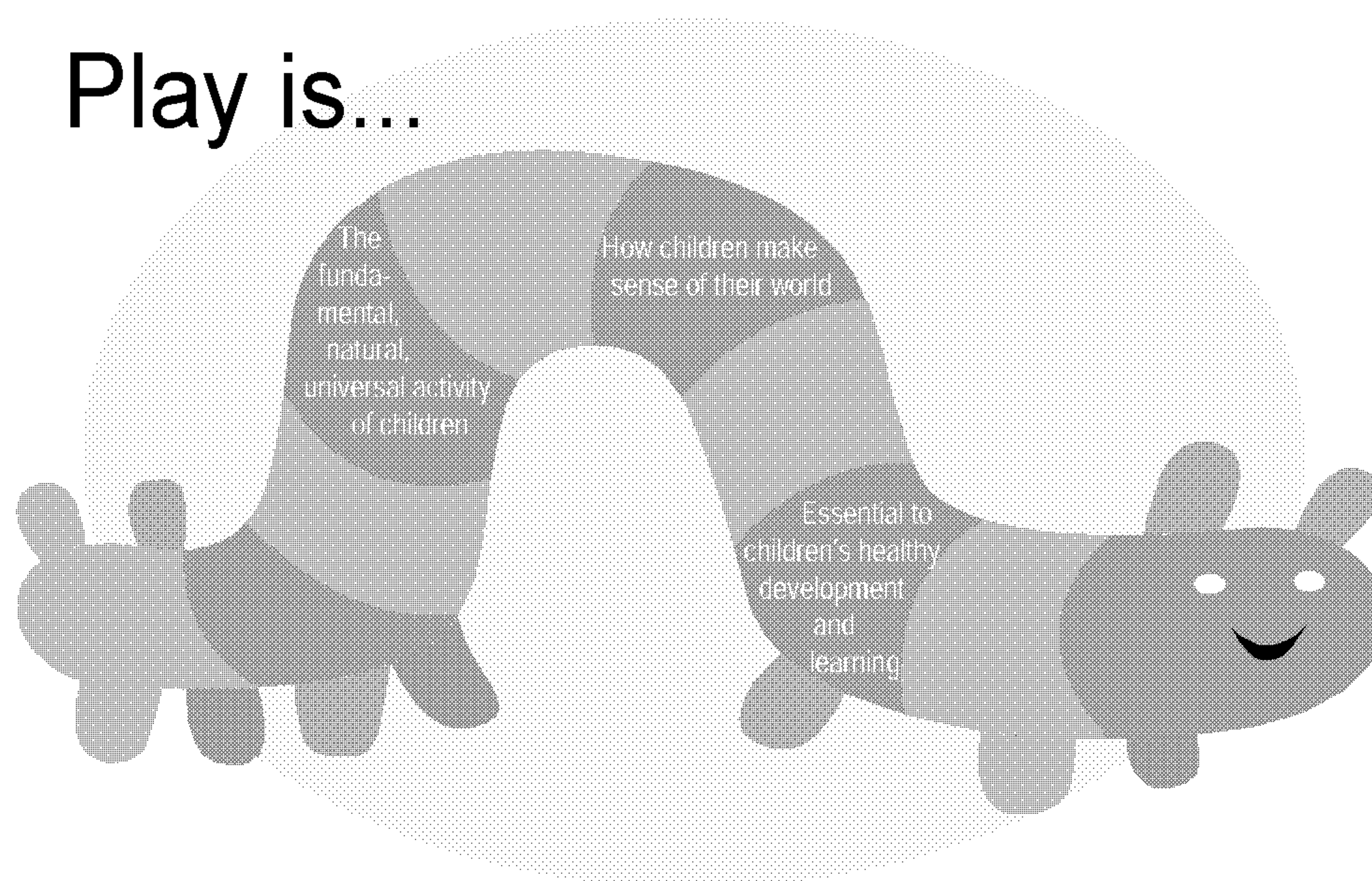
Nurturing a warm and responsive relationship with children and their parents will improve family involvement in learning. The relationship a parent or family member has with a child strongly affects how well that child does in school. Providers and teachers can help strengthen this relationship by welcoming parents into their program and inviting them to participate in activities as well in decision-making for their child's care and education. Parents who participate in their child's education are supporting their child's social and emotional development as well as academic success. Frequent interactions and positive communication between providers and families promote successful outcomes for children.

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**Build the
relationship -
build the trust**

Children learn through play

Young children are active learners. They continually construct their learning through interaction with the environment as well as with adults and other children. Play allows children to learn through imagination, discovery, experimentation, and exploration. Play promotes and integrates learning in all developmental domains: cognitive, communication, social-emotional and physical. Play is practically risk-free! Children can practice skills they have already learned and use those skills to build new learning. Children play with toys, with space (running, jumping), with language (rhyming, singing, babbling). Young children learn best when they are actively involved in meaningful activities—and play is a wonderful way to encourage active learning.



Play is the way children make choices, solve problems, interact with each other, and negotiate rules and expectations for behavior. As children play, they can use the time to express and/or work out events they find disturbing or that are different from what they have experienced before. Play is 'freedom', but it is also a time when children are motivated to regulate their own behavior according to rules of the group. Play helps children develop a higher level of language, be creative and innovative, and expand their attention skills. Children are always learning, and adults can help support and enhance that development of skills by providing playful activities that promote engaged and joyful learning.

Children need adults, in addition to other children, as partners in play. Adults can intentionally support learning by providing opportunities, materials, and extended time to play. Children strengthen their skills and abilities over time through repetition and practice of skills. Adults can provide the time and materials needed for this to happen. They can also playfully interact with children at the child's level—and provide support when an activity is just a little bit too difficult. Children learn best when learning is fun!

Guidelines Connections

The scenario is tied to specific age level skills, abilities, and knowledge from the Kansas Early Learning Guidelines. Remember that the guidelines listed are for children who are typically developing. Use the Planning Form to plan out any activities.

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Nine month old Josiah and his mother are driving home from his child care provider. He is getting hungry and doesn't want to be strapped into the car seat. He fusses. In an animated voice, she begins to sing his favorite song. Although he can't see her, he immediately calms, smiles and listens to the remainder of the song. A few minutes after she stops singing, he fusses again. She resumes singing and he calms, visibly listening and also vocalizing along with her.

Guidelines addressed in this scenario:

Young
Infant

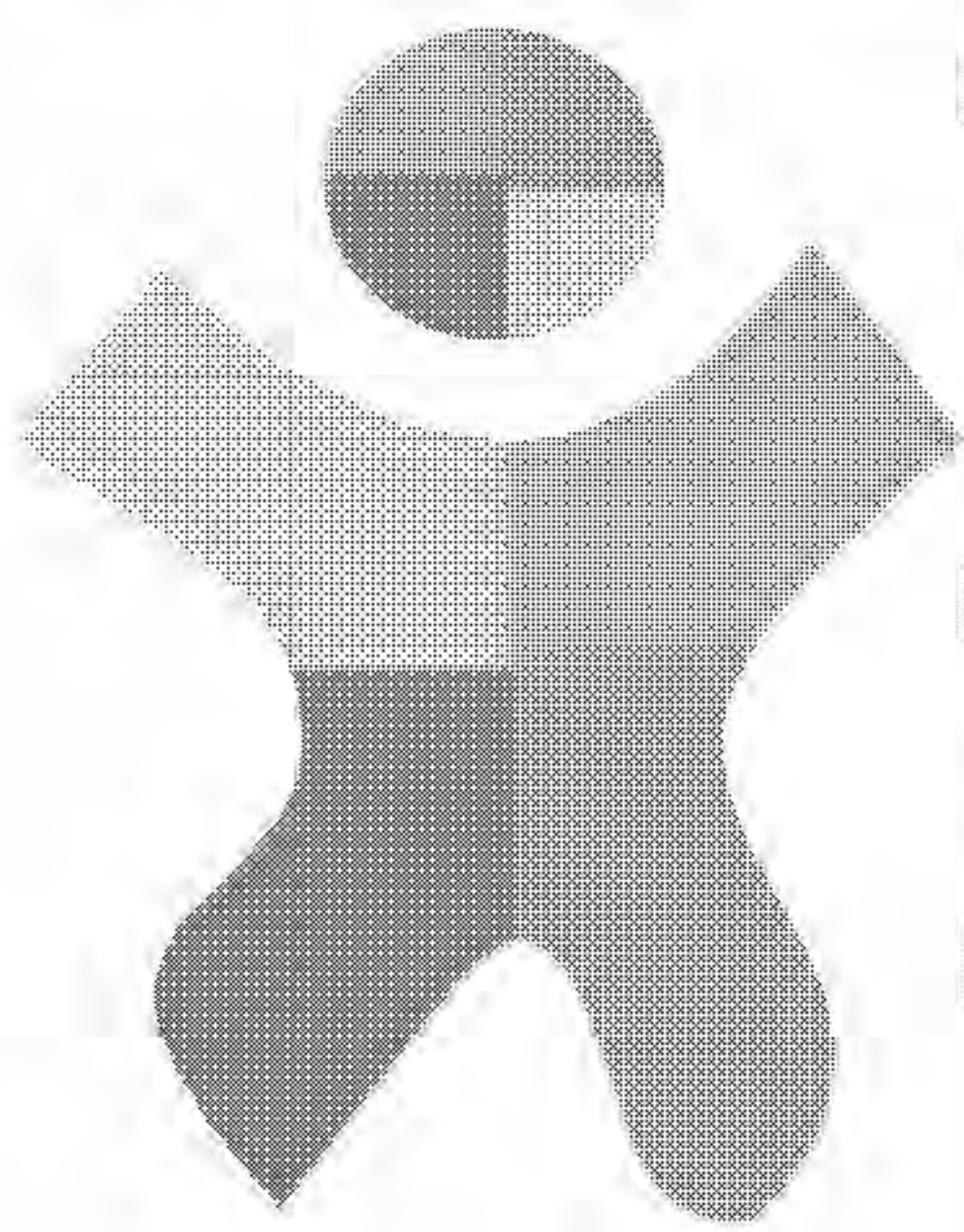
Social-Emotional: Expresses comfort or discomfort

Mobile
Infant

Communication/Literacy: Imitates sound sequences, inflectional patterns and intonation

Cognitive: Understands objects and persons exist when not in sight

Tips to further support learning:



- Sing songs to your young children during the day—transition times and waiting times are good times to use singing to keep children interested and attentive.
- Play “peek-a-boo” and other games that help very young children learn that ‘out of sight’ does not mean completely gone.
- Use an animated voice when reading books or telling a story—children will listen more closely and be more successful in attaching meaning to the words.

REFLECTION to extend learning:

- What type of group activity could extend this learning?
- Can children use this activity to build upon previously learned skills?
- How can you, as the adult, scaffold this type of activity for multiple children?

Children Learn Through the Environment

Developmentally appropriate environments are created to facilitate learning and development. Objects in the environment are important. Adults should provide hands-on manipulatives and toys that are relevant to a child's experiences. Learning centers are an excellent way to accommodate individual learning needs. Space must be safe and organized to meet the needs of the children and the adults. Pathways should be clear and children should always be seen by the adults in the room. Specific areas should be clearly designated for the different activities and noise levels found in every room. A schedule should be predictable, but allow for flexibility to meet the interests and needs of the children.

Children learn through the everyday experiences that occur in daily routines, family traditions and culture, community outings, and group activities as well as through teacher and provider planned activities. Organizing the environment and schedule so that children can do their best is important. For example, children need adequate time to complete an activity. New activities should not be introduced at the end of the day when both adults and children are tired.

Developmentally Appropriate Environment Tips:

The goals of the provider or teacher affect the use of space. If more child-directed, creative activities are desired:

- Have more chairs than children in each center or area.
- Have a variety of activities to provide choices.
- Use the same materials and/or space differently from day to day or week to week in order to encourage different skills, different behaviors.
- Look at play spaces from the child's eye level to clear pathways between activities or areas of the room.
- Be sure children can be easily seen by the adult(s) in the room.
- Keep frequently used materials readily accessible – to the children and to the adult(s).

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“When children are in environments where learning is occurring in a meaningful context, where they have choices, and where they are encouraged to follow their interests, [the best] learning takes place ...”

(p. 9, Singer, et.al, 2006)

Guidelines Connection

The scenario is tied to specific age level skills, abilities, and knowledge from the Kansas Early Learning Guidelines. Remember that the guidelines listed are for children who are typically developing. Use the Planning Form to support intentional planning.

(b)(6)

Valerie, 4 and Amanda, 3, are playing with playdough in the kitchen. They are busy rolling the dough and cutting shapes and putting them under an upside-down cake pan. They negotiate who will use the rolling pin, sharing it back and forth. Valerie says, "Our cookies are almost done." She lifts the cake pan to show that the cookies are in her "oven". The teacher says, "Those look delicious. What kind are they?" Valerie says, "Mine are chocolate chip." Amanda says, "Mine are peanut butter." When they decide the cookies are done, they carefully use a spatula to put them on a plate to cool.

Guidelines addressed in this scenario:

3's

Cognitive: Predicts sequence of events

4's

Cognitive: Creates representations of familiar places [or objects] through various materials (building blocks, clay)

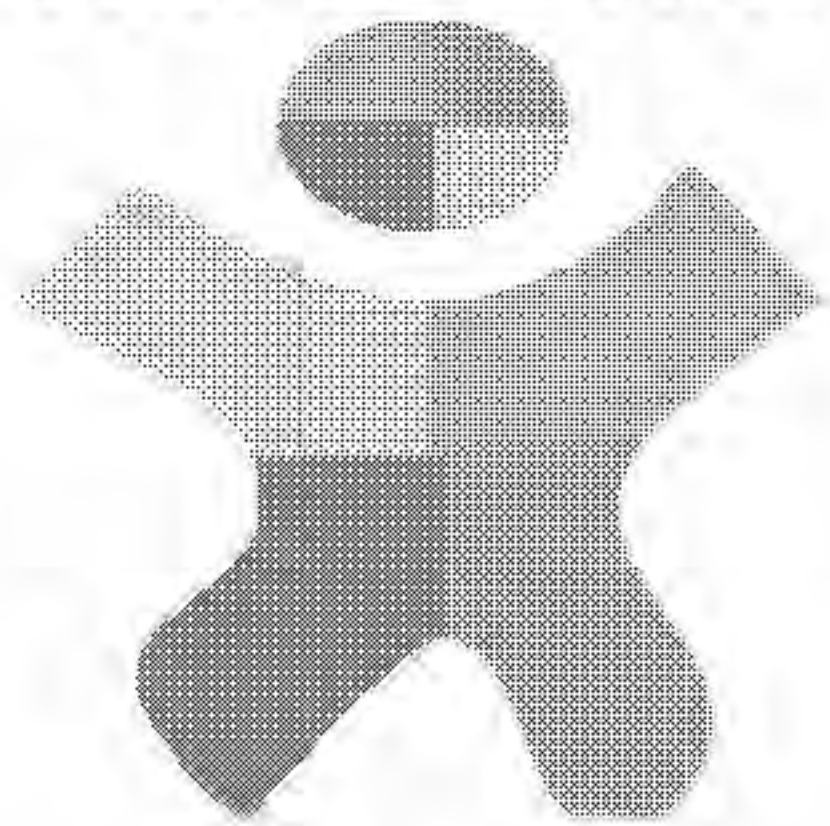
Communication/Literacy: Answers simple questions dealing with familiar objects or events

Social-Emotional: Takes turns; follows rules and simple directions

Tips to further support learning:

- Talk about same and different—ask the children how their cookies are different.
- Ask 'open-ended' questions (not just 'yes/no') that lead to conversations about the children's play.
- Use words such as 'first', 'second', 'last' when talking about the activity.
- Ask the children to draw a picture for a menu to be placed in the kitchen area.

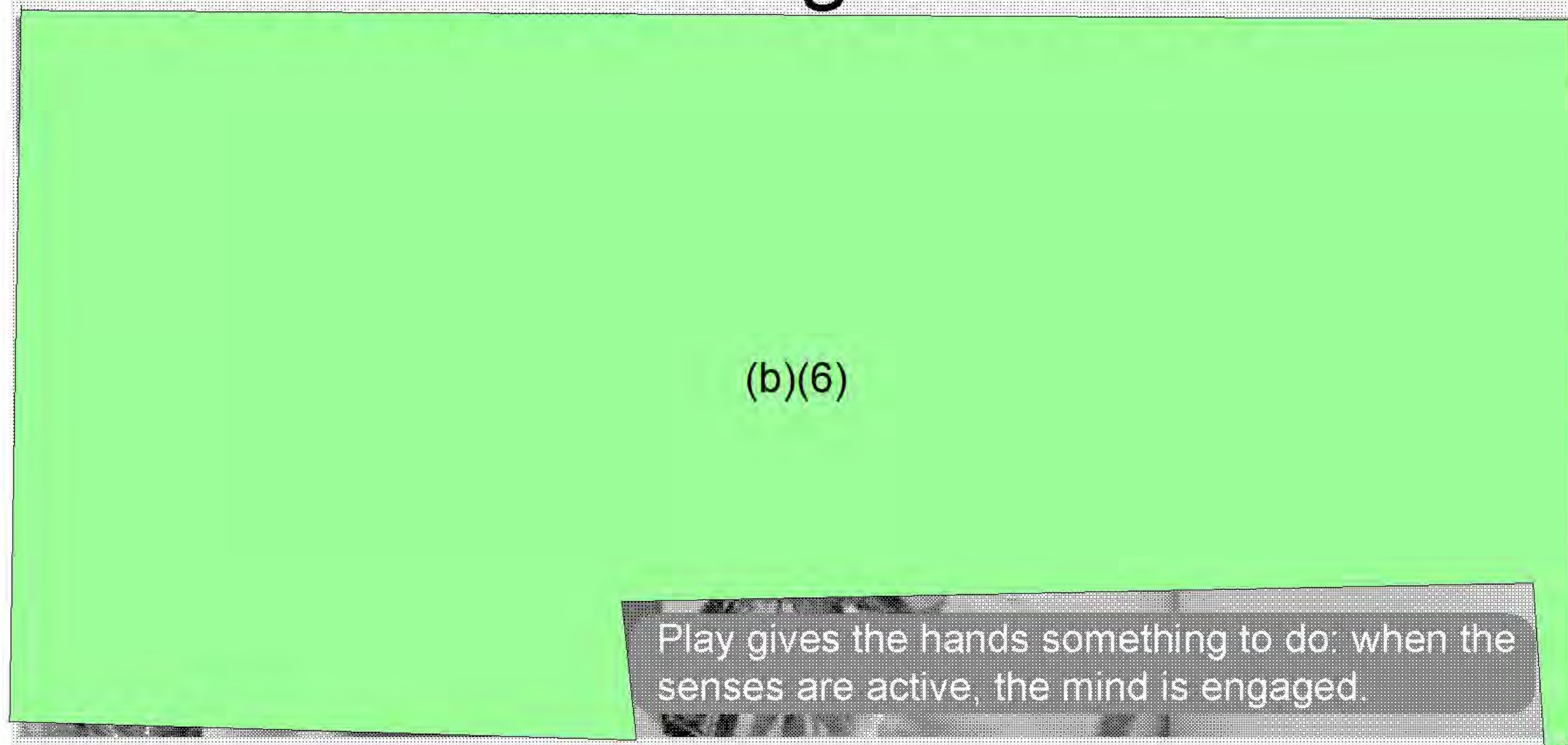
REFLECTION to extend learning:



- Why did you set up this activity? What skills did you want the children learn?
- What behaviors do you expect from children during this activity?
- How can you expand their learning using books or art activities?
- How can you tie this activity to prior knowledge and to new learning?

PART 3: Connections—Play and Learning

This is what learning looks like.



Play provides children the opportunity to practice new skills and functions.

- As children master skills, they can integrate them with previous knowledge or reorganize them.

Play offers numerous opportunities for children to interact with objects and experience events.

- Interacting with the environment supports a child's learning.
- The brain research suggests that environmental factors contribute to brain development (in either a positive or negative fashion).

Play is an active form of learning that unites the mind, body and spirit.

- According to many theorists, children's cognitive structures function best when they are playing.
- Emotional and social maturity are enhanced through play.

Play enables children to transform reality into symbolic representations of the world.

- Children often use play time to 'practice' what they see at home and in their community.

Through play, children can consolidate previous learning.

- Children can construct and reconstruct previous learning and eventually be able to say "Ah-ha! I've got it!"
- Rehearsal (through play) of events supports learning.

Play and a 'playful' attitude contribute to flexibility in problem solving.

- Creativity and inventiveness are enhanced through play.

Creativity and aesthetic appreciation are developed through play.

- As children play with objects, art mediums (Ex: clay), they learn about its physical properties. As they speak about their creations, they practice the rhythm of language (language play).

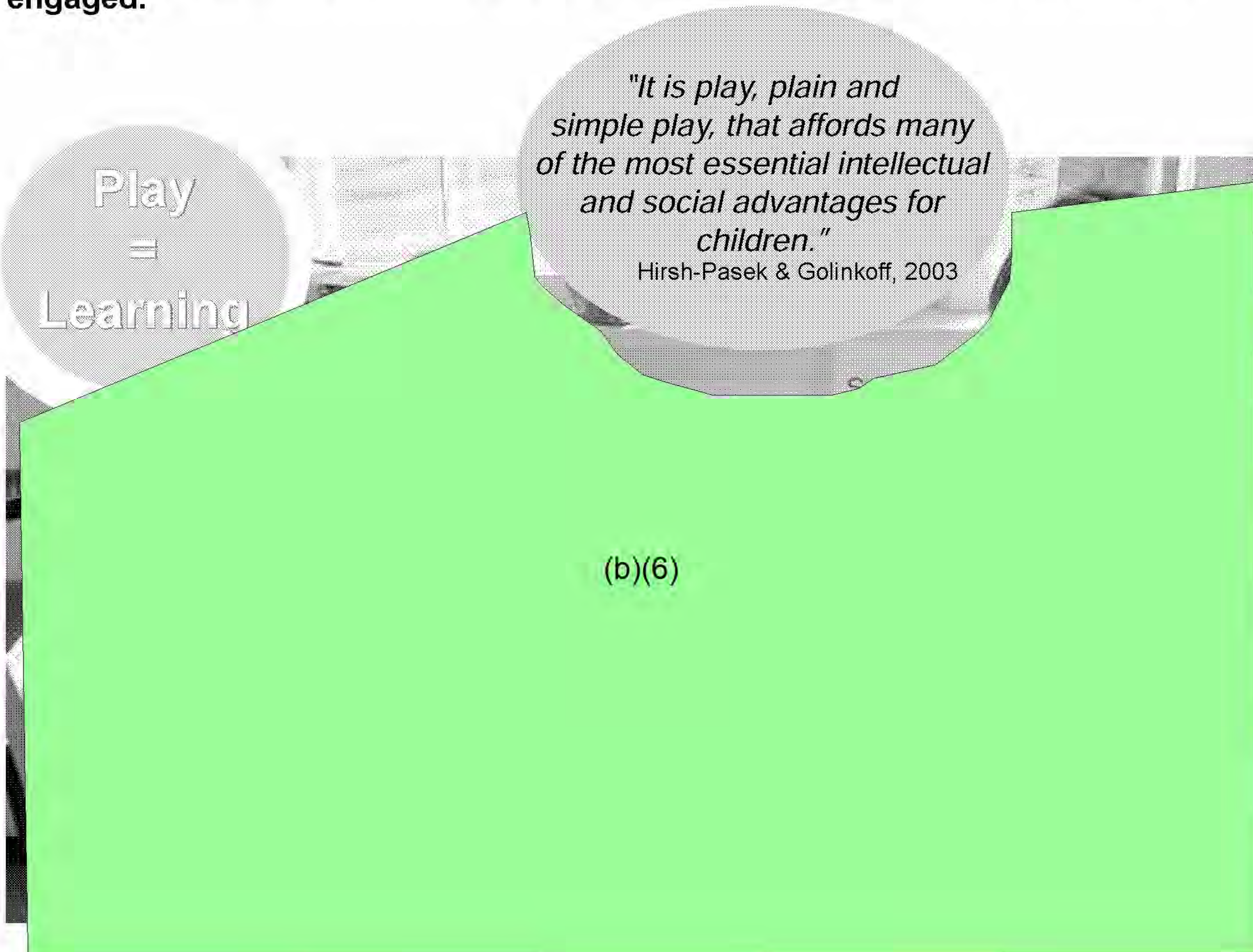
Play allows for risks to be taken in a 'safe' environment.

- Attention spans are longer in play.
- Children become self-motivated learners.

Play builds autonomy.

- In play, there is no fear of failure because there is no failure.
- The play environment is "psychologically safe".

Play gives the hands something to do. When the hands are active, the mind is engaged.



Guidelines Connections

The scenario is tied to specific age level skills, abilities, and knowledge from the Kansas Early Learning Guidelines. Remember that the guidelines listed are for children who are typically developing. Use the Planning Form to support intentional planning.

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Three year old Ivan is sitting in the sandbox with a scoop, bucket, sieve and a toy dump truck. He runs the truck around the inside edge of the sandbox, stopping occasionally to put a scoop of sand in the truck. When the truck is full, he dumps it into the sieve. He picks up the sieve, watching the sand fall through the holes. Soon, all that is left in the sieve are pebbles too large to go through the holes. He looks down, says 'too big' and shakes it again. No pebbles fall through. He dumps those pebbles back into the truck and starts back around the sandbox, again picking up scoops of sand. When he repeats the sieve process, there are even more pebbles left that won't go through. This time he dumps them in a separate pile. He turns the bucket upside down and places the pebbles in a circle around the edge of the bucket.

Guidelines addressed in this scenario:

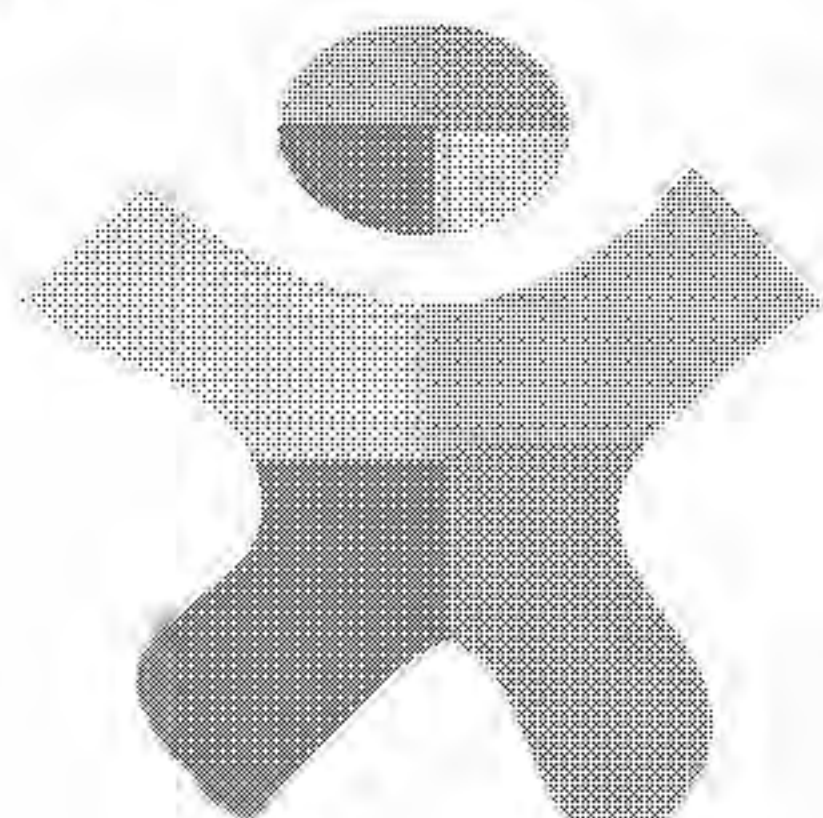
3's

Cognitive: Plays shape sorting games; uses size words like 'many', 'big', and 'little' appropriately

Tips to further support learning:

- Talk to children when they play with puzzles, blocks, and other toys that have different sized pieces, using 'size' words like 'bigger', 'small', 'large'.
- Read books that include size and other descriptive words (e.g. "The Three Bears").
- Let children pour water or sand from one container to another, providing several different sizes of containers.

REFLECTION to extend learning:



- What other kinds of learning can you teach using the same materials?
- Can you add materials and change the learning?
- What will you do differently next time you use this activity?

PART 4: Resources

Developmentally Appropriate Practices

Colker, L.J. (2005) *The Cooking Book: Fostering young children's learning and delight*. NAEYC . Washington, D.C.

Copley, J.V. (2000) *The Young Child and Mathematics*. NAEYC . Washington, D.C.

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Family Involvement Resources

Family Involvement in Early Childhood Education

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/earlychildhood.html>

A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement

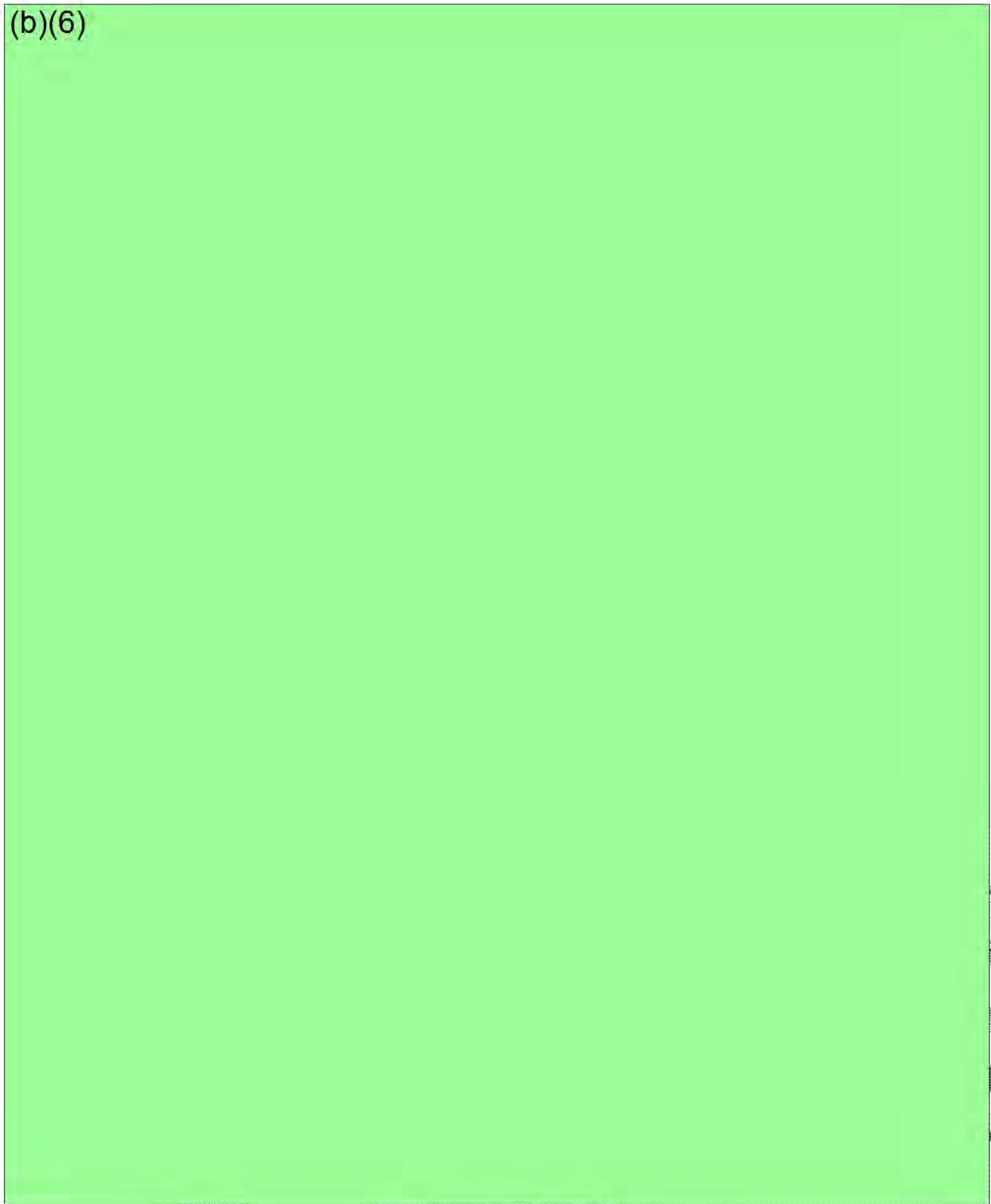
<http://www.sedl.org/pubs/catalog/items/fam33.html>

Readiness: School, Family, & Community Connections

<http://www.sedl.org/pubs/catalog/items/fam37.html>

Father/Male Involvement in Early Childhood Programs. ERIC

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PLANNING ACTIVITY FORM

Observe the needs/interests of children:

What is the purpose of the activity? _____

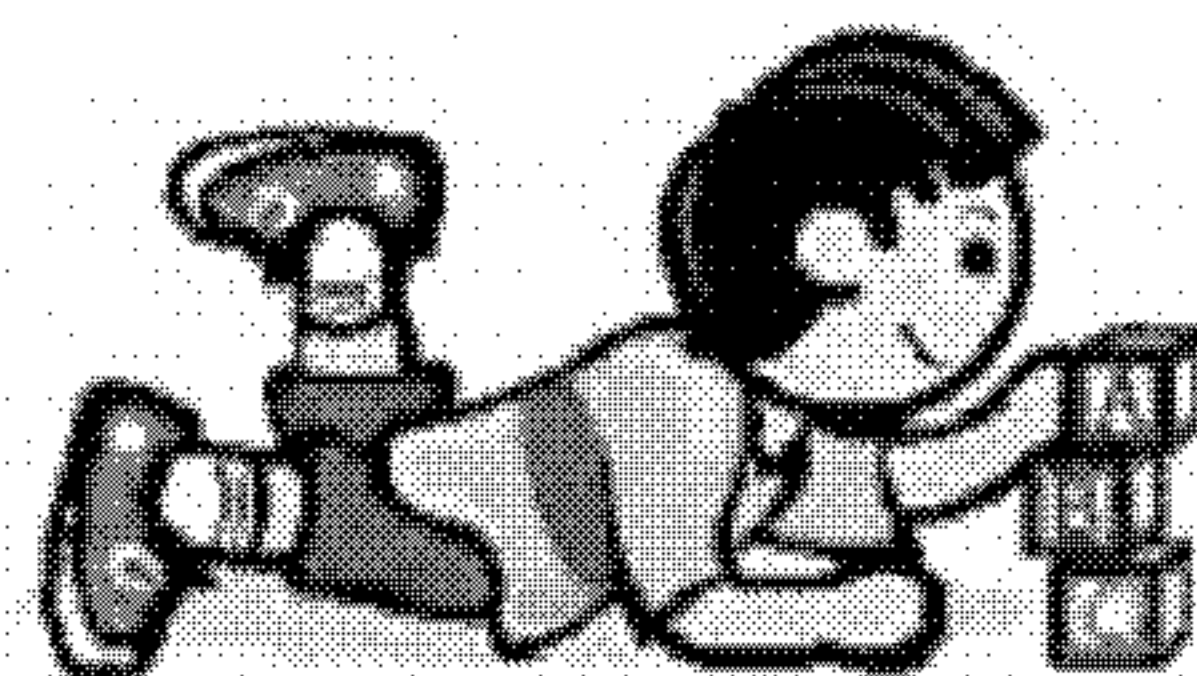
Which Guideline(s) or Indicator(s) are being addressed?

- _____
- _____
- _____

Plan and implementation: What needs to be in place for activity? _____

Reflection: Was activity successful? Why or why not? What could be changed?

Extension or Follow-up Activity: _____




Introduction

The Kansas Early Learning Standards are statements describing the expectations for skills and knowledge that young children, ages birth through five, should know and be able to do as a result of participating in high quality early childhood programs. This provides the foundation for future success in Kindergarten and later in life. The standards are an extension of the developmental domains and foundational skills described in the “Ages Pages” in Section II of this document and specify developmental content areas addressed in early childhood programs striving for quality. In addition, the Kansas Early Learning Standards are closely linked with the Kansas State Department of Education’s K-12 content standards promoting continuity between early childhood and primary grade (K-3rd) programs.

The Kansas Early Learning Standards include eight developmental content areas:

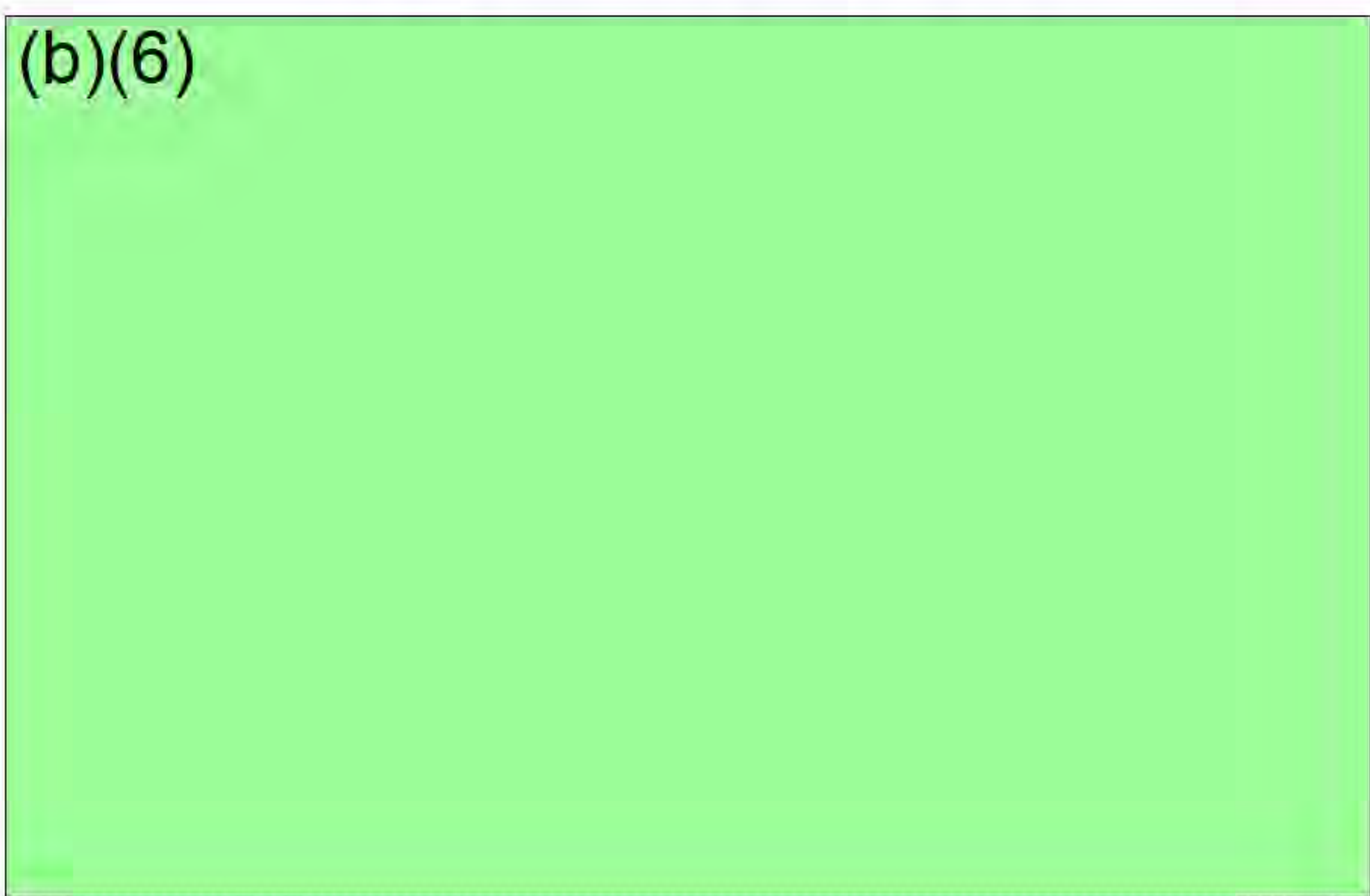
- 1:** Physical Development
- 2:** Social Emotional Development
- 3:** Communication & Literacy
- 4:** Approaches to Learning
- 5:** Science
- 6:** Mathematical Knowledge
- 7:** Social Studies
- 8:** Fine Arts

Each developmental content area is further organized into standards, benchmarks, and indicators.

In some cases, an indicator for children younger than 3 years may not be listed under a benchmark. Very young children have a smaller repertoire of skills and therefore indicators are not always appropriate and/or do not apply to this age range. A logo “” will be used to indicate where there is not an age appropriate indicator.

Every attempt was made to limit the number of standards, benchmarks, and indicators in order to keep the document useful and manageable. Therefore, standards, benchmarks, and indicators are only listed in one developmental content area although in some instances certain behaviors and skills apply to many developmental content areas.

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Standard: A general statement within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: can differentiate between themselves and others

Benchmark: A subcomponent of a standard and therefore a more specific statement of what the child should know and be able to do. Benchmarks are used to measure a child's progress toward meeting the standard. There can be many benchmarks under a standard.

Developmental Continuum Indicators

- YI 1: Smiles and shows pleasure when talked to
- MI 1: Uses words that express belonging ("mine, me")
- T 1: Uses some personal pronouns when referring to others such as 'you', 'he', and 'she'
- T 2: Expresses wants and needs, likes, & dislikes
- Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)
- Pre4 1: Takes pride in personal accomplishments

YI = Young Infant (by 8 months) ■ MI = Mobile Infant (by 18 months) ■ T = Toddler (by 36 months) ■ Pre3 = young preschooler (third year) ■ Pre4 = older preschooler (fourth year)
★ = no age indicator

Indicator: Example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark. (See Section II, for listing of age levels)

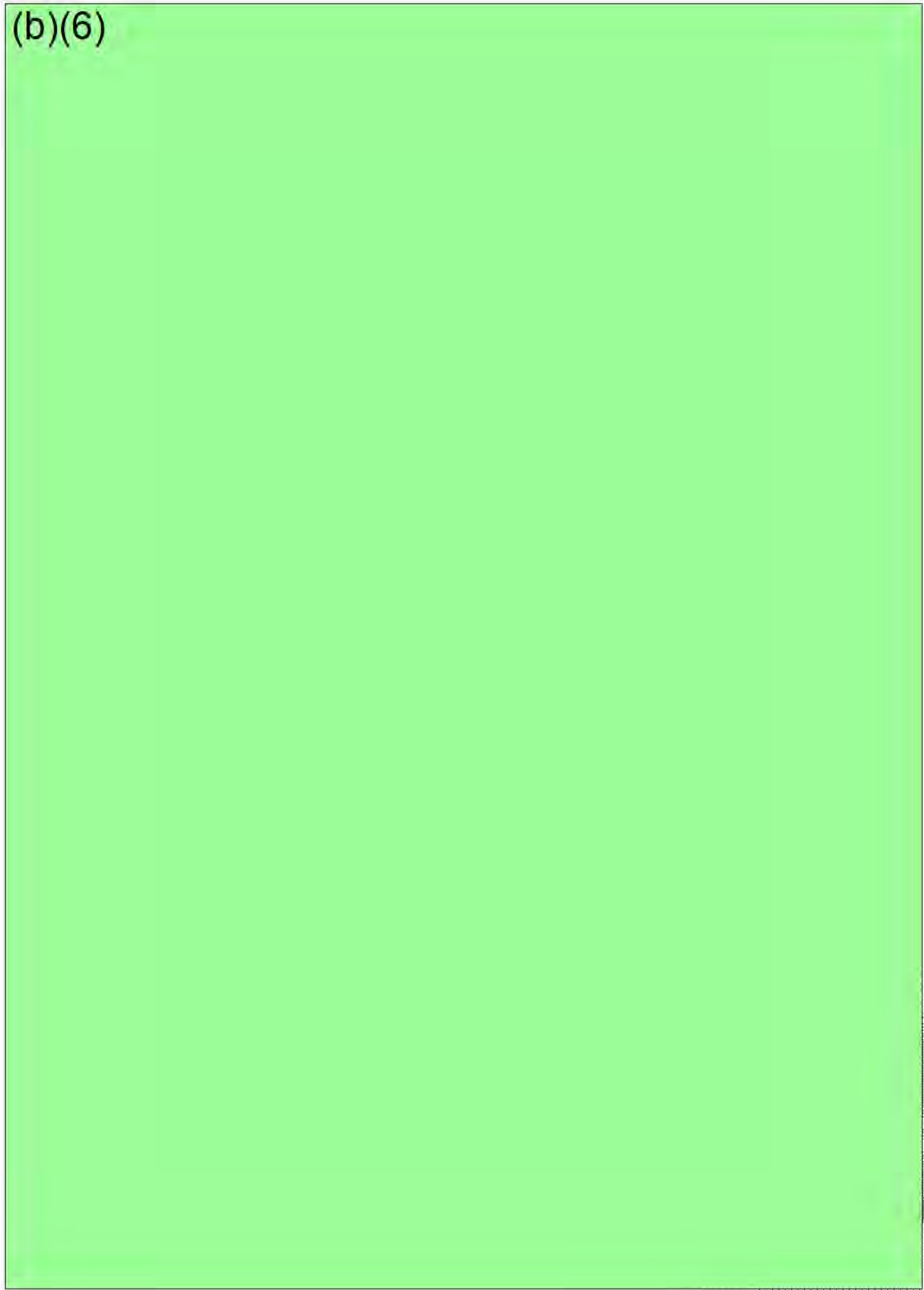
The Kansas Early Learning Standards reflect a wide range of abilities and expectations while at the same time creating a common language from which parents and professionals can discuss children's capabilities and accomplishments, providing a framework for accountability. The use of these standards will ultimately improve instruction for our youngest learners in Kansas.

Using the Kansas Early Learning Standards as a reference point allows early care and education professionals to improve instructional planning and teaching through alignment of curriculum and other learning activities, providing both uniformity and flexibility. The standards set the stage for developing or selecting a curriculum by establishing the critical pieces of knowledge and skills that should be taught. The standards do not take the place of a curriculum. Curriculum is the organized, planned content of learning. It identifies a sequence of skills or knowledge that a child may exhibit and is structured around a philosophy regarding how children learn. Instructional strategies and methods are used to teach the specified content.

Additionally, the Kansas Early Learning Standards set the stage for meaningful and appropriate assessment by establishing those critical pieces of knowledge and skills that young children know as a result of participating in a high quality program. This section provides valuable information on what needs to be assessed. Some general guidance on assessment practices and procedures is provided in Section V: How to Use the Kansas Early Learning Standards. Given the multitude of ways in which information can be gathered, the selection of procedures and tools for assessment and planning is left to the discretion of early care and education professionals and parents.

Finally, the Kansas Early Learning Standards set the stage for quality programming for ALL children. The Individuals with Disabilities Act (IDEA) of 2004 guarantees young children with disabilities full access to early childhood programs and the general early childhood curriculum. These standards reflect the framework from which the general curriculum is aligned and therefore provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.

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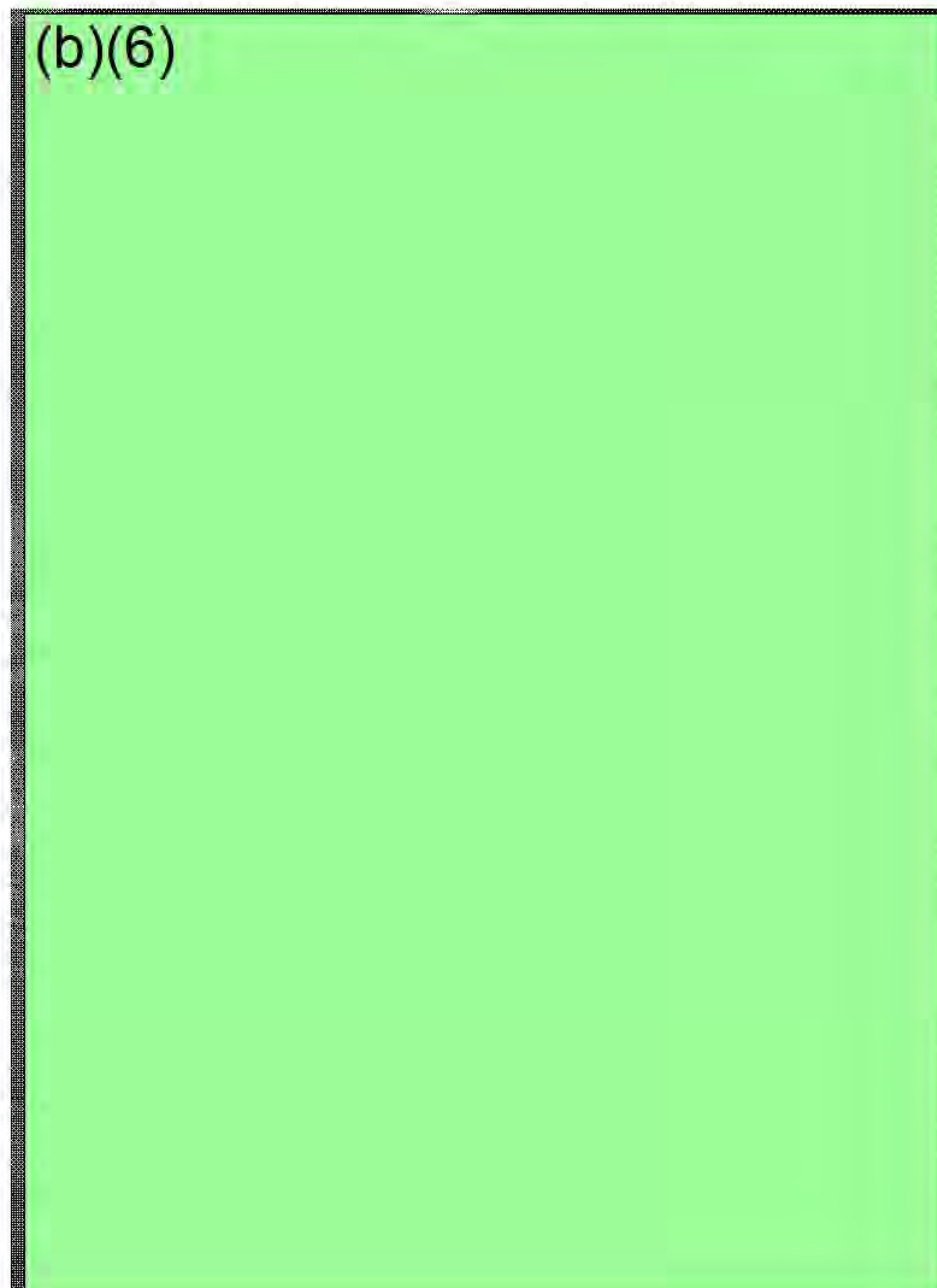
Developmental/Content Area: Physical Health and Development

PHD Standard 1: Develops Gross Motor Skills

PHD Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination)

Developmental Continuum Indicators	YI 1:	Rolls from stomach to back
	YI 2:	Supports self on hands with arms extended and head at 90 degrees
	YI 3:	Sits steadily unsupported
	YI 4:	Rocks forward and backward while on hands and knees
	MI 1:	Creeps up/down stairs
	MI 2:	Pulls self to standing position
	MI 3:	Takes independent steps
	T 1:	Squats in play
	T 2:	Runs swiftly
	Pre3 1:	Balances on one foot
	Pre3 2:	Hops on one foot
	Pre4 1:	Runs around obstacles, turns corners

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Developmental/Content Area: Physical Health and Development

PHD Standard 1: Develops Gross Motor Skills

PHD Benchmark 1.2: Coordinates movements in space to accommodate objects and boundaries

Developmental Continuum Indicators	YI 1: Swipes at objects
	YI 2: Reaches
	YI 3: Crawls through and around objects
	MI 1: Throws ball and other objects independently
	MI 2: Turns objects with hand
	MI 3: Pushes/pulls toys
	T 1: Catches a ball with both hands
	T 2: Dances
	Pre3 1: Steers wheeled toys
	Pre3 2: Kicks a large ball
	Pre4 1: Moves body into position to catch a ball, and then throws the ball in the right direction

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Developmental/Content Area: Physical Health and Development

PHD Standard 2: Develops Fine Motor Skills

PHD Benchmark 2.1: Moves small muscles with purpose and coordination

Developmental Continuum Indicators

- YI 1: Transfers objects from one hand to the other
- YI 2: Grasps objects using entire hand
- MI 1: Picks up objects between thumb and finger (pincer grasp)
- MI 2: Experiments with grasp using a variety of writing tools
- T 1: Turns pages of a book, one at a time
- T 2: Holds pencils/crayons between thumb and first two fingers (tripod grasp)
- Pre3 1: Cuts out simple shapes
- Pre3 2: Draws and paints with some detail
- Pre3 3: Manages large buttons and zippers
- Pre4 1: Reproduces some shapes and letters with writing utensils
- Pre4 2: Grasps scissors with thumb on top

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Developmental/Content Area: Physical Health and Development

PHD Standard 3: Demonstrates behaviors that promote good health

PHD Benchmark 3.1: Exhibits healthy eating habits

Developmental Continuum Indicators

YI 1: Uses tongue and lips to take in and swallow solid foods and liquids

YI 2: Establishes a sleeping and eating pattern

MI 1: Helps to feed self, holding spoon or cup with assistance

T 1: Drinks from cup and/or spoon

T 2: Bites and chews hard and chewy foods

Pre3 1: Eats with fork and/or spoon

Pre3 2: Transfers food and liquid between containers (e.g., serve self during family meals)

Pre4 1: Identifies different food groups

Pre4 2: Able to scoop food from large bowl to own plate (e.g., serve self during family meals)

PHD Benchmark 3.2: Follows safety rules/precautions

Developmental Continuum Indicators

YI 1: Shows preference for major caregiver

MI 1: Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch)

T 1: Alerts adults to potential harmful conditions/situations

Pre3 1: Knows common safety rules that have been discussed

Pre3 2: Behaves appropriately during emergency evacuation drills

Pre4 1: Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)

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Developmental/Content Area: Physical Health and Development

PHD Standard 3: Demonstrates behaviors that promote good health

PHD Benchmark 3.3: Practices personal hygiene

Developmental Continuum Indicators	YI 1:	Signals need by crying (wet, hungry, tired, hurt...)
	MI 1:	Indicates when pants are wet and needs to be changed
	T 1:	Washes hands and face with assistance
	Pre3 1:	Takes care of own toileting needs
	Pre4 1:	Washes and dries hands before eating and after toileting
	Pre4 2:	Brushes teeth independently after meals

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(b)(6)

Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: Can differentiate between themselves and others

Developmental Continuum Indicators	YI 1:	Smiles and shows pleasure when talked to
	MI 1:	Uses words that express belonging (“mine, me”)
	T 1:	Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)
	T 2:	Expresses wants and needs, likes, and dislikes
	Pre3 1:	Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)
	Pre4 1:	Indicates pride in personal accomplishments

SE Benchmark 1.2: Knows personal information

Developmental Continuum Indicators	YI 1:	Recognizes and responds to own name
	MI 1:	Points to self & family members when named
	T 1:	Provides name of self and family members (mom, dad)
	Pre3 1:	Knows name and gender
	Pre4 1:	Shares personal experiences with others
	Pre4 2:	Knows personal information in addition to own name

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(b)(6)



Developmental/Content Area: Social-Emotional Development

SE Standard 2: Develops positive social relationships

SE Benchmark 2.1: Shows attachment and emotional connections toward others

Developmental Continuum Indicators

YI 1: Seeks attention and contact with people (e.g. lifts arms to be picked up)

YI 2: Vocalizes in response to social contact and sounds produced by others

MI 1: Looks to adults for attention or help

T 1: Expresses affection for others

T 2: Feels distress/joy when peers are distressed/happy

Pre3 1: Encourages or praises peers

Pre4 1: Offers to help others who may be in distress (crying, frowning, looking confused)

SE Benchmark 2.2: Seeks and maintains friendships

Developmental Continuum Indicators

YI 1: Shows preference for familiar adults

MI 1: Enjoys and participates in simple games such as “peek a boo” and “bye-bye”

T 1: Positively greets and responds to greetings of others

T 2: Plays with boys and girls

Pre3 1: Expresses interests, acceptance, affection to others

Pre3 2: Plays with different friends each day

Pre4 1: Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)

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Developmental/Content Area: Social-Emotional Development

SE Standard 3: Develops self-control and personal responsibility

SE Benchmark 3.1: Demonstrates an understanding of simple rules and limitations

Developmental Continuum Indicators	YI 1:	Establishes sleep/wake patterns
	MI 1:	Adheres to simple rules with support
	T 1:	Asserts independence appropriately with support
	T 2:	Transitions to new or different activities with adult support
	Pre3 1:	Follows rules and simple directions
	Pre3 2:	Takes turns (e.g. using things, sharing, expressing self or getting own way)
	Pre4 1:	Adapts behavior appropriate to different environments
	Pre4 2:	Copes with frustration

SE Benchmark 3.2: Recognizes, expresses and copes with feelings appropriately

Developmental Continuum Indicators	YI 1:	Expresses comfort/discomfort
	YI 2:	Is comforted when held by familiar adult or caregiver
	MI 1:	Calms self
	T 1:	Can verbally label basic emotions (happy, mad, sad)
	T 2:	Accepts changes in the daily routine
	Pre3 1:	Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad)
	Pre4 1:	Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly)
	Pre4 2:	Accepts consequences for own actions

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Developmental/Content Area: Social-Emotional Development

SE Standard 4: Participates in large and small group activities

SE Benchmark 4.1: Responds appropriately during group activities

Developmental Continuum Indicators	YI 1:	See SE2.1 YI 1
	MI 1:	✱
	T 1:	Identifies self as part of a group (i.e. with the girls/boys)
	Pre3 1:	Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group)
	Pre3 2:	Remains quiet while others are speaking
	Pre4 1:	Answers questions that are relevant to the activity or conversation
	Pre4 2:	Listens while others are speaking

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 ✱ = no age indicator

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Developmental/Content Area: Social-Emotional Development

SE Standard 5: Demonstrates imagination and creativity in play

SE Benchmark 5.1: Engages in various levels of play

Developmental Continuum Indicators

YI 1: Explores objects and play material through the senses (e.g. mouths toys; watches mother)

MI 1: Engages in exploratory play (e.g. spends time holding, turning, playing with various toys or materials)

T 1: Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g. brush for brushing hair, cup for drinking, pushes cars)

Pre3 1: Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g. builds a fence with blocks, makes a snake out of clay)

Pre4 1: Engages in dramatic play (e.g. plays house, builds firehouse with blocks)

SE Benchmark 5.2: Engages in play with others

Developmental Continuum Indicators

YI 1: Smiles, laughs at physical games and anticipated actions of objects

MI 1: Engages in parallel play – i.e. plays near, but not with others

T 1: Occasionally assumes various roles during play with others

Pre3 1: Creates and occasionally coordinates play with others

Pre4 1: Plays games with simple rules (e.g. musical chairs or red light/green light)

Pre4 2: Collaborates with others to carry out a play theme (e.g. hospital or grocery store)

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Developmental/Content Area: Communication and Literacy

CL Standard 1: Uses language in many different ways

CL Benchmark 1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met

Developmental Continuum Indicators

YI 1:	Makes sound to gain attention of a familiar person
YI 2:	Uses different cries to signal various needs
MI 1:	Uses pre-verbal gestures and sounds to interact (e.g. waves, shakes head “no,” reaches to be lifted up)
T 1:	Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)
T 2:	Expresses wants and needs, likes, and dislikes
Pre3 1:	Uses simple pronouns (I, me, you, mine, he, she)
Pre4 1:	Uses four to seven-word sentences

CL Benchmark 1.2: Uses language to communicate ideas and feelings

Developmental Continuum Indicators

YI 1:	Coos, gurgles, smiles in response to stimulation
MI 1:	Plays simple imitation games (e.g. “pattycake”)
T 1:	Has a 20+ word vocabulary
T 2:	Uses words to label actions
Pre3 1:	Uses 300+ words including some descriptive words
Pre3 2:	Talks about actions of others
Pre4 1:	Uses personal experiences, knowledge, and/or feelings when speaking
Pre4 2:	Uses third person singular and irregular plurals

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Developmental/Content Area: Communication and Literacy

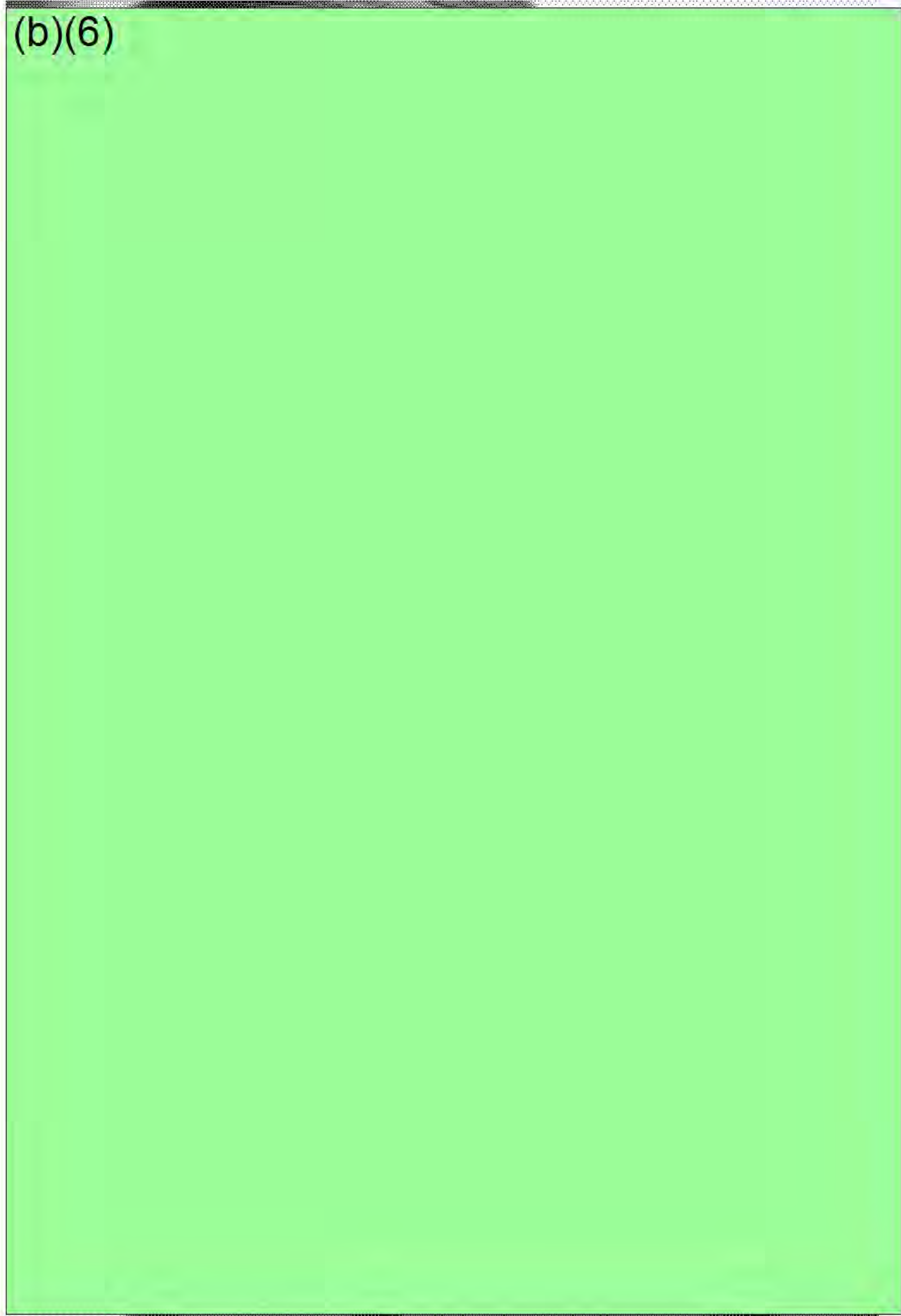
CL Standard 1: Uses language in many different ways

CL Benchmark 1.3: Uses language to solve problems

Developmental Continuum Indicators

YI 1:	Reacts to facial expressions of adults
MI 1:	Shakes head for “no”
T 1:	Asks questions using inflection and intonation
Pre3 1:	Asks ‘who’, ‘why’ and ‘where’ questions
Pre3 2:	Asks for desired objects or assistance
Pre4 1:	Asks questions to increase understanding including ‘how’ questions
Pre4 2:	Asks for help as needed

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Developmental/Content Area: Communication and Literacy

CL Standard 2: Observes and responds to communication

CL Benchmark 2.1: Responds to the verbal and non-verbal communication of others

Developmental Continuum Indicators	YI 1:	Imitates the sound, facial expression, or gesture of another person
	MI 1:	See CL 1.2 MI 1
	T 1:	Answers simple questions with actions or one or two words
	T 2:	Follows simple directions
	Pre3 1:	Understands commands involving one object or action
	Pre3 2:	Answers simple questions dealing with familiar objects or events
	Pre4 1:	Answers appropriately when asked what to do if tired, cold, hungry
	Pre4 2:	Completes simple verbal analogies (e.g. A daddy is big, a baby is _____(small))

CL Benchmark 2.2: Communicates in home language and is understood by others

Developmental Continuum Indicators	YI 1:	Smiles at faces
	MI 1:	See CL 1.1 MI 1
	T 1:	Sustains a short conversation with another person
	Pre3 1:	Uses most parts of speech in short, mostly correct sentences, combining four to five words
	Pre3 2:	Beginning to apply word endings correctly
	Pre4 1:	Uses complex sentences to communicate
	Pre4 2:	Uses vocabulary related to the subject and stays on topic

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 ■ = no age indicator

Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills

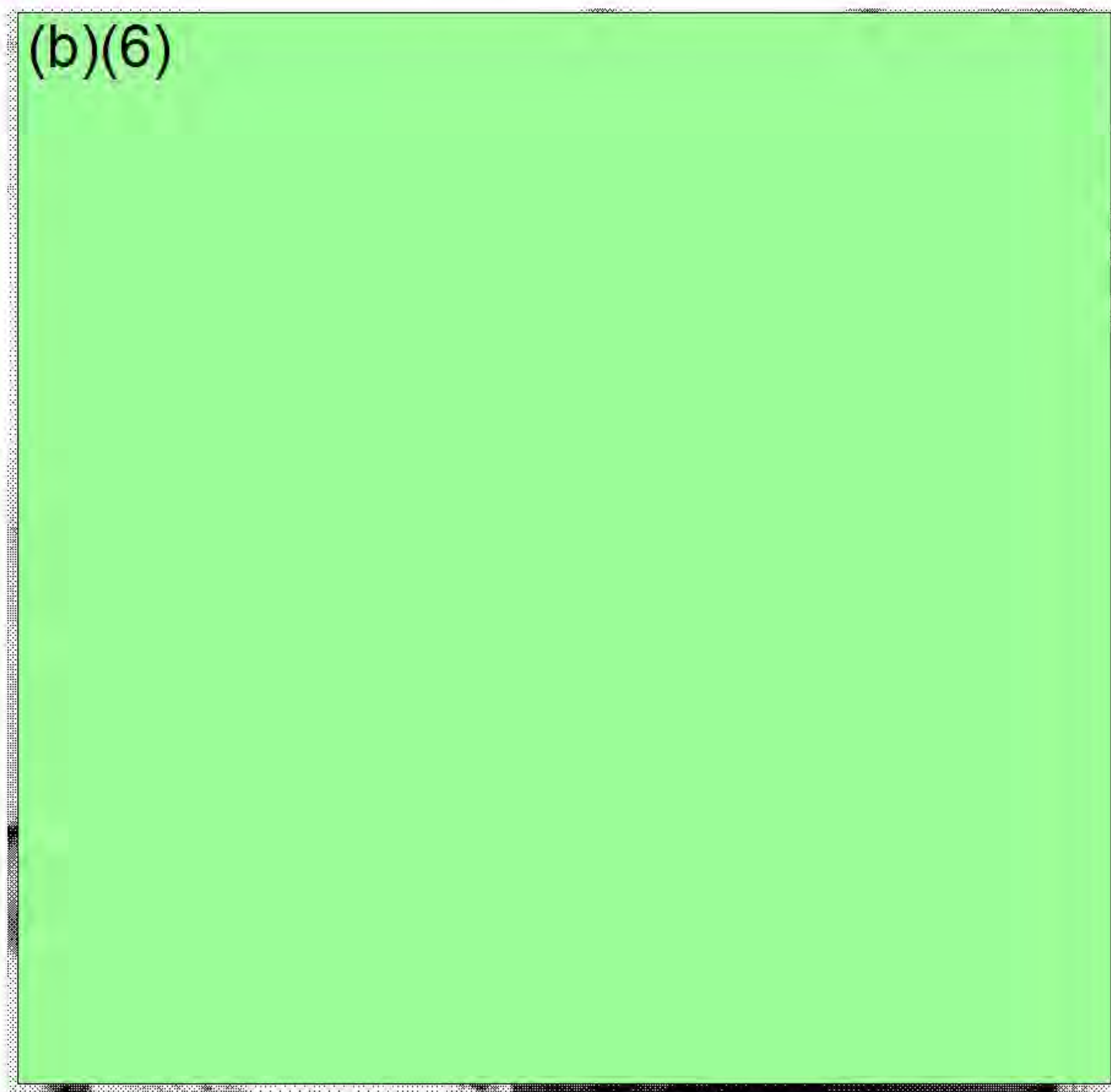
CL Benchmark 3.1: Listens to reading materials with interest and enjoyment

Developmental Continuum Indicators	YI 1:	Gazes at pictures in books and pats individual pictures
	YI 2:	Sits on adult's lap while adult reads books
	MI 1:	Sustains attention for short periods of time while being read a story
	T 1:	Asks and answers questions that are relevant to the story being read
	Pre3 1:	Can identify favorite story(s)
	Pre4 1:	Pretends to read easy or predictable books

CL Benchmark 3.2: Demonstrates knowledge of the alphabet

Developmental Continuum Indicators	YI 1:	✱
	MI 1:	✱
	T 1:	Recognizes some letters of the alphabet
	Pre3 1:	Recognizes some letters and words in print
	Pre4 1:	Identifies some known letters of the alphabet in familiar and unfamiliar words

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 ✱ = no age indicator



Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills

CL Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness

Developmental Continuum Indicators

YI 1:	Turns toward speaker or loud sound
MI 1:	Imitates some consonants and inflections
T 1:	Shows awareness of beginning sounds in words
Pre3 1:	Recognizes matching sounds and rhymes in familiar words or words in songs
Pre3 2:	Recognizes sounds that match
Pre4 1:	Produces rhyming words
Pre4 2:	Discriminates separate syllables in words
Pre4 3:	Makes some letter-sound connections
Pre4 4:	Identifies some beginning and ending sounds in words

CL Benchmark 3.4: Exhibits book handling skills

Developmental Continuum Indicators

YI 1:	✱
MI 1:	Recognizes some books by the cover
MI 2:	Randomly points to familiar pictures in a book
T 1:	Holds a book right side up to look at pictures
Pre3 1:	Holds a book and looks at one page at a time
Pre3 2:	Looks at pages of a book left to right
Pre4 1:	Points to words in a book or runs finger along text from top to bottom while pretending to read
Pre4 2:	Knows that books have titles, authors, and often illustrators

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 ✱ = no age indicator

Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills

CL Benchmark 3.5: Develops/comprehends stories

Developmental Continuum Indicators	YI 1:	✳
	MI 1:	Listens to stories being read
	T 1:	Sustains attention to a story being read
	T 2:	Draws meaning from pictures, print, and text
	Pre3 1:	Acts out main events of a familiar story
	Pre3 2:	Uses pictures and illustrations to tell and retell a story
	Pre4 1:	Recalls information and sequence of a story (e.g. setting, characters, events)
	Pre4 2:	Tells stories based on personal experiences, imagination, dreams, and/or stories from books
	Pre4 3:	Tells stories with a beginning, middle and end

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 ✳ = no age indicator

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Developmental/Content Area: Communication and Literacy

CL Standard 4: Demonstrates emergent writing skills

CL Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication

Developmental Continuum Indicators

YI 1:	✱
MI 1:	✱
T 1:	Recognizes labels in the classroom
Pre3 1:	Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories)
Pre4 1:	Recognizes that print represents spoken words (i.e., first name in print, environmental labels)

CL Benchmark 4.2: Demonstrates an understanding of the basic concepts and conventions of print

Developmental Continuum Indicators

YI 1:	✱
MI 1:	✱
T 1:	Shows beginning control of drawing and writing tools
Pre3 1:	Demonstrates an understanding that letters are combined to make words
Pre3 2:	Knows how print is read (left to right, top to bottom, front to back)
Pre4 1:	Demonstrates an understanding that words are separated by spaces
Pre4 2:	Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)

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 ✱ = no age indicator

Developmental/Content Area: Communication and Literacy

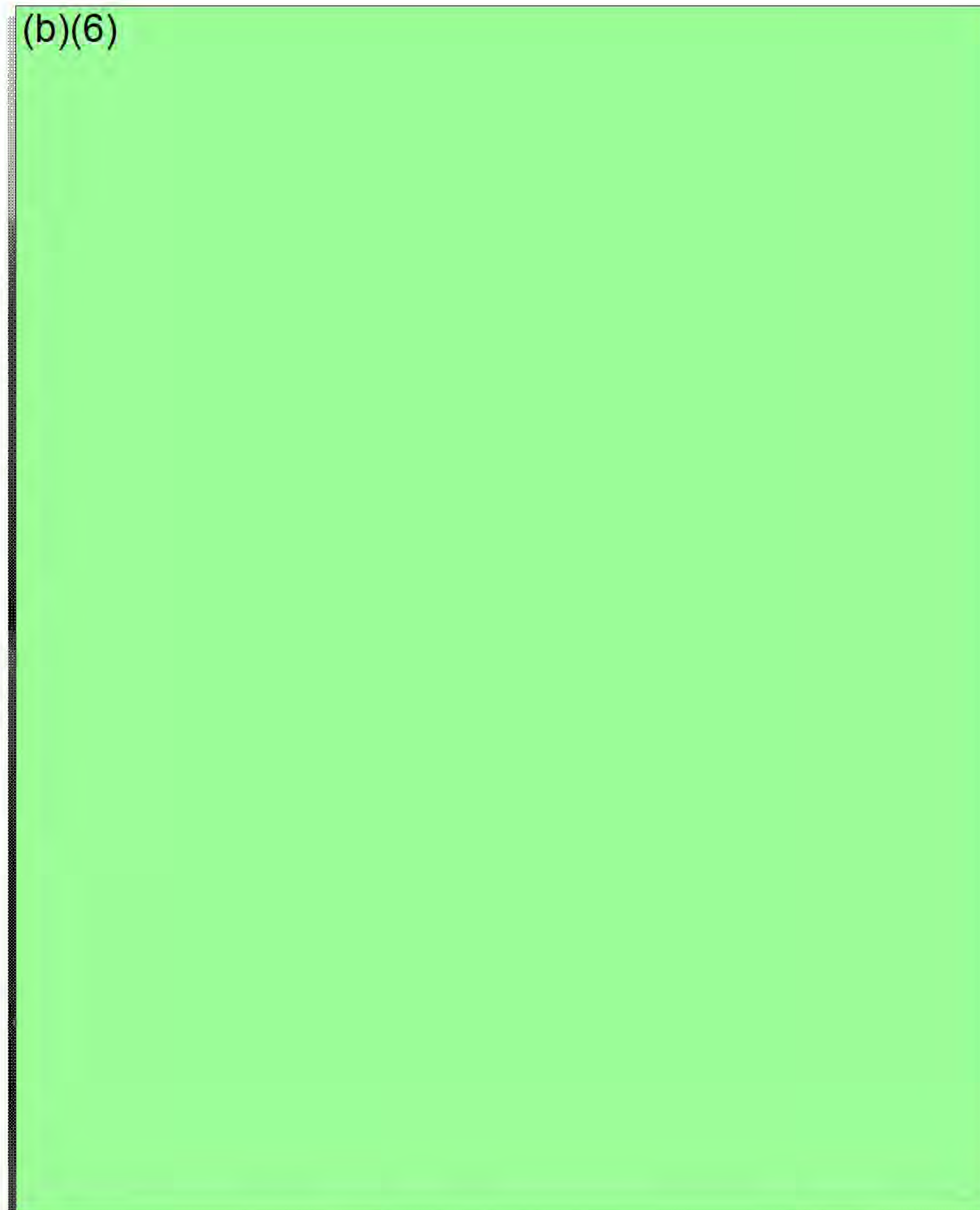
CL Standard 4: Demonstrates emergent writing skills

CL Benchmark 4.3: Uses writing as a means of expression/communication

Developmental Continuum Indicators	YI 1:	✱
	MI 1:	✱
	T 1:	Scribbles as if writing
	Pre3 1:	Writes or draws; separated scribbles, shapes, pictures, to convey a story.
	Pre3 2:	Demonstrates an understanding that drawings can represent ideas, stories or events
	Pre4 1: Pre4 2:	Writes some recognizable letters Copies or writes familiar words

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Developmental/Content Area: Approaches to Learning

ATL Standard 1: Demonstrates positive approaches to learning

ATL Benchmark 1.1: Demonstrates enthusiasm and persistence

Developmental Continuum Indicators	YI 1:	Explores the environment through senses
	MI 1:	Demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach)
	T 1:	Selects new as well as familiar activities
	Pre3 1:	Attends to a familiar task with minimal adult prompting
	Pre4 1:	Persists when trying to complete a task after many attempts have failed
	Pre4 2:	Works to achieve a goal

ATL Benchmark 1.2: Demonstrates positive work habits

Developmental Continuum Indicators	YI 1:	Reaches for toys that are out of reach, but visible
	MI 1:	Persists in attempts to reach objects or persons
	T 1:	Follows familiar routines with assistance
	Pre3 1:	Manages transitions between one activity to the next
	Pre4 1:	Uses classroom materials purposefully and respectfully
	Pre4 2:	Returns materials and toys to designated locations

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Developmental/Content Area: Science

SCI Standard 1: Demonstrating an understanding of the process of scientific inquiry and logical thinking

SCI Benchmark 1.1: Demonstrates inquiry skills including problem-solving and decision making

Developmental Continuum Indicators

- YI 1: Occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies)
- MI 1: Initiates actions (e.g. banging on pots/pans)
- T 1: Demonstrates an understanding of basic cause and effect
- T 2: Searches briefly for hidden objects
- Pre3 1: Makes observations and communicates findings with others (e.g. "look this tree has big, green leaves")
- Pre3 2: Tries alternative solutions to problems
- Pre4 1: Answers questions and/or tests predictions using simple experiments (e.g. cracking a nut to look inside)
- Pre4 2: Asks/answers questions about objects, organisms, and events in their environment

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Developmental/Content Area: Science

SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles and interconnections of the life, physical, and space sciences

SCI Benchmark 2.1: Demonstrates an understanding of the basic properties of living and non living things

Developmental Continuum Indicators

- YI 1: Explores objects with hands and mouth
- MI 1: Names familiar objects, animals, body parts (e.g. arm, hand)
- T 1: Shows interest in living things (e.g. animals, plants)
- Pre3 1: Acquires and uses basic vocabulary for plants, animals and humans (e.g. some names of parts, characteristics)
- Pre4 1: Demonstrates understanding that living things exist in different environments (e.g. fish can live in the ocean because they can breathe under water)

SCI Benchmark 2.2 Knows and applies concepts that describe how living things interact with each other and with their environment

Developmental Continuum Indicators

- YI 1: Recognizes familiar people and objects
- MI 1: Explores living and non-living things (e.g. plays with toys; babbles to parent or other person)
- T 1: Demonstrates an understanding that people need food and water to live
- Pre3 1: Understands that living things need air, water and food
- Pre4 1: Describes simple life cycles of different living things (e.g. plants, animals)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 1: Demonstrates understanding of number concepts and numerical operations

MK Benchmark 1.1 Demonstrates understanding of numbers

Developmental Continuum Indicators

YI 1:	Holds small object in one hand while reaching toward another object
MI 1:	Signs for more (understands “more”)
T 1:	Rote counts to 3
T 2:	Names numbers but not in sequence
Pre3 1:	Spontaneously counts for own purposes
Pre3 2:	Demonstrates understanding of more and less
Pre4 1:	Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)
Pre4 2:	Rote counts to 10

MK Benchmark 1.2: Demonstrates an understanding of number computation

Developmental Continuum Indicators

YI 1:	✖
MI 1:	Fills containers of different sizes with objects, then dumps them out (e.g. buckets, baskets)
T 1:	Matches large pegs to holes
Pre3 1:	Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes
Pre4 1:	Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)
Pre4 2:	Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, I’m eating one! Now I have three”)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 1: Demonstrates an understanding of number concepts and numerical operations

MK Benchmark 1.3 Understands number concepts

Developmental Continuum Indicators

YI 1:	✖
MI 1:	Demonstrates understanding of “all gone”
T 1:	Demonstrates an understanding of “more” in reference to food or play
Pre3 1:	Recognizes whole/part concept related to concrete objects
Pre4 1:	Estimates amounts
Pre4 2:	Identifies positions as first and last

MK Benchmark 1.4 Develops knowledge of sequence and temporal awareness

Developmental Continuum Indicators

YI 1:	Creates own pattern of self regulation, eating and wakeful play
MI 1:	Constructs a sense of time through participation in daily activities
T 1:	Follows known routines
Pre3 1:	Describes the sequence of daily events (e.g. “We will go outside after snack time.”)
Pre4 1:	Uses language associated with time in everyday situations (e.g. “I go swimming after lunch.”)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)

MK Benchmark 2.1: Uses the attributes of objects for comparison and patterning

Developmental Continuum Indicators

YI 1:	Attends to most faces and voices
MI 1:	Differentiates between familiar and unfamiliar persons
T 1:	Groups two or more objects by one attribute (e.g. shape, color, size)
Pre3 1:	Recognizes, describes, compares, and names common objects by one or more attributes
Pre3 2:	Describes an object by characteristics it does or does not possess (e.g. "This button doesn't have holes.")
Pre4 1:	Uses blocks, beads or other materials to make or extend patterns
Pre4 2:	With adult direction, uses standard and nonstandard measurement units (e.g. measuring body length with unifix cubes, counting number of cups to fill a bucket with water)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 3: Demonstrates an understanding of geometric and spatial sense

MK Benchmark 3.1 Recognizes and describes spatial relationships

Developmental Continuum Indicators	YI 1:	Exhibits some sense of size, color, and shape recognition of objects in immediate environment
	MI 1:	Uses trial and error strategies to fit objects together
	T 1:	Demonstrates an understanding of simple location/position words (e.g. under, in, out)
	Pre3 1:	Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow)
	Pre4 1:	Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)

MK Benchmark 3.2 Recognizes geometric shapes and their attributes

Developmental Continuum Indicators	YI 1:	Visually prefers items of high contrast (black and white); circles, and moving objects
	MI 1:	Explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects)
	T 1:	Places simple shapes in form boards and puzzles
	Pre3 1:	Identifies basic shapes in the environment (e.g. circle, square, triangle)
	Pre4 1:	Uses shapes (e.g. blocks) separately or in combination to produce pictures and objects

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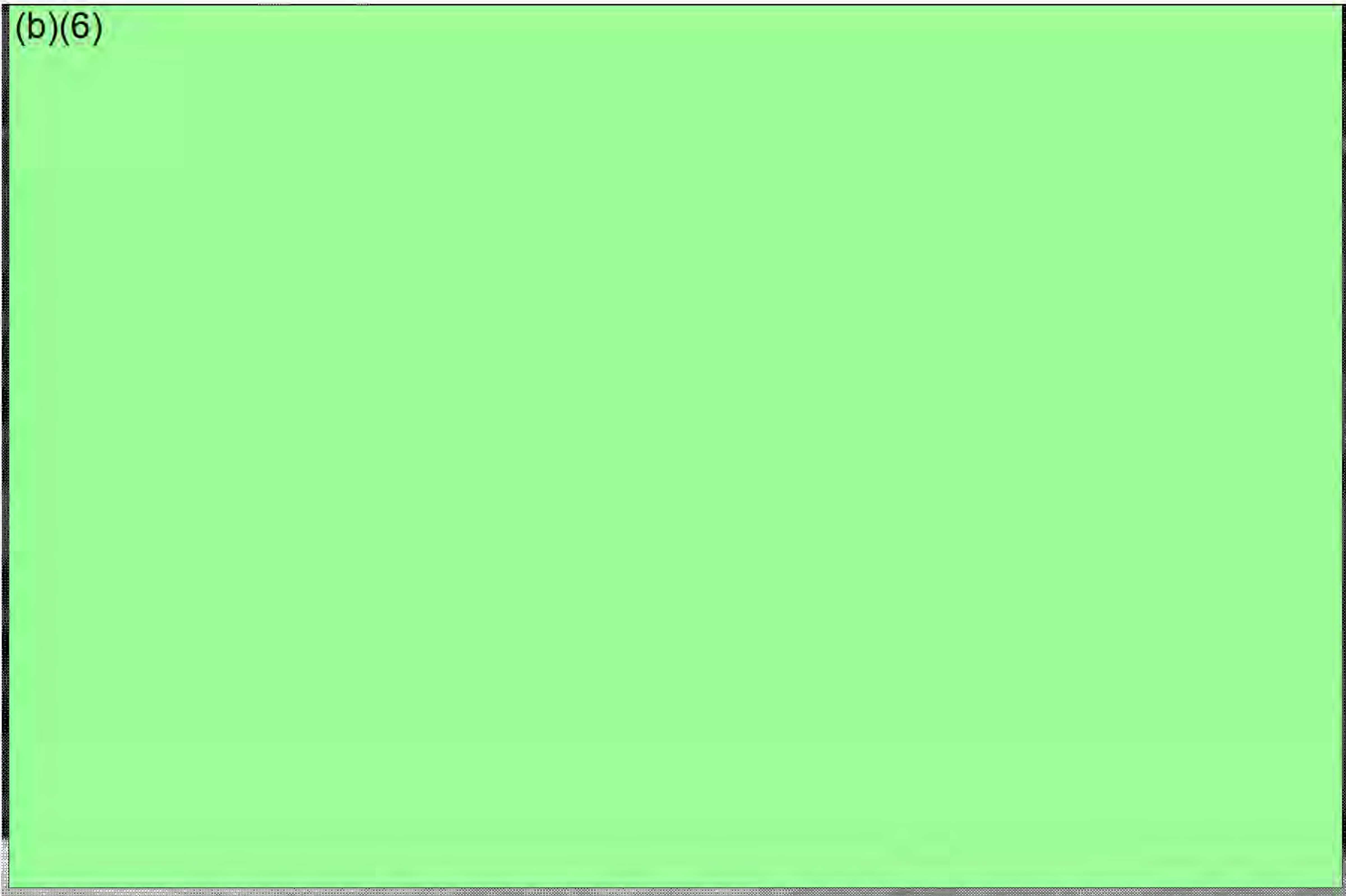
Developmental/Content Area: Social Studies

SS Standard 1: Demonstrates an understanding of basic economic concepts

SS Benchmark 1.1 Demonstrates a beginning understanding of trade as an exchange of goods and services

Developmental Continuum Indicators	YI 1:	Demonstrates beginning awareness of objects in environment
	MI 1:	Identifies objects as "mine"
	T 1:	Shares with others and take turns with adult guidance
	Pre3 1:	Trades or exchanges materials or objects with others
	Pre3 2:	Discriminates between "yours" and "mine"
	Pre4 1:	Demonstrates an understanding that money can be exchanged for goods and services.

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Developmental/Content Area: Social Studies

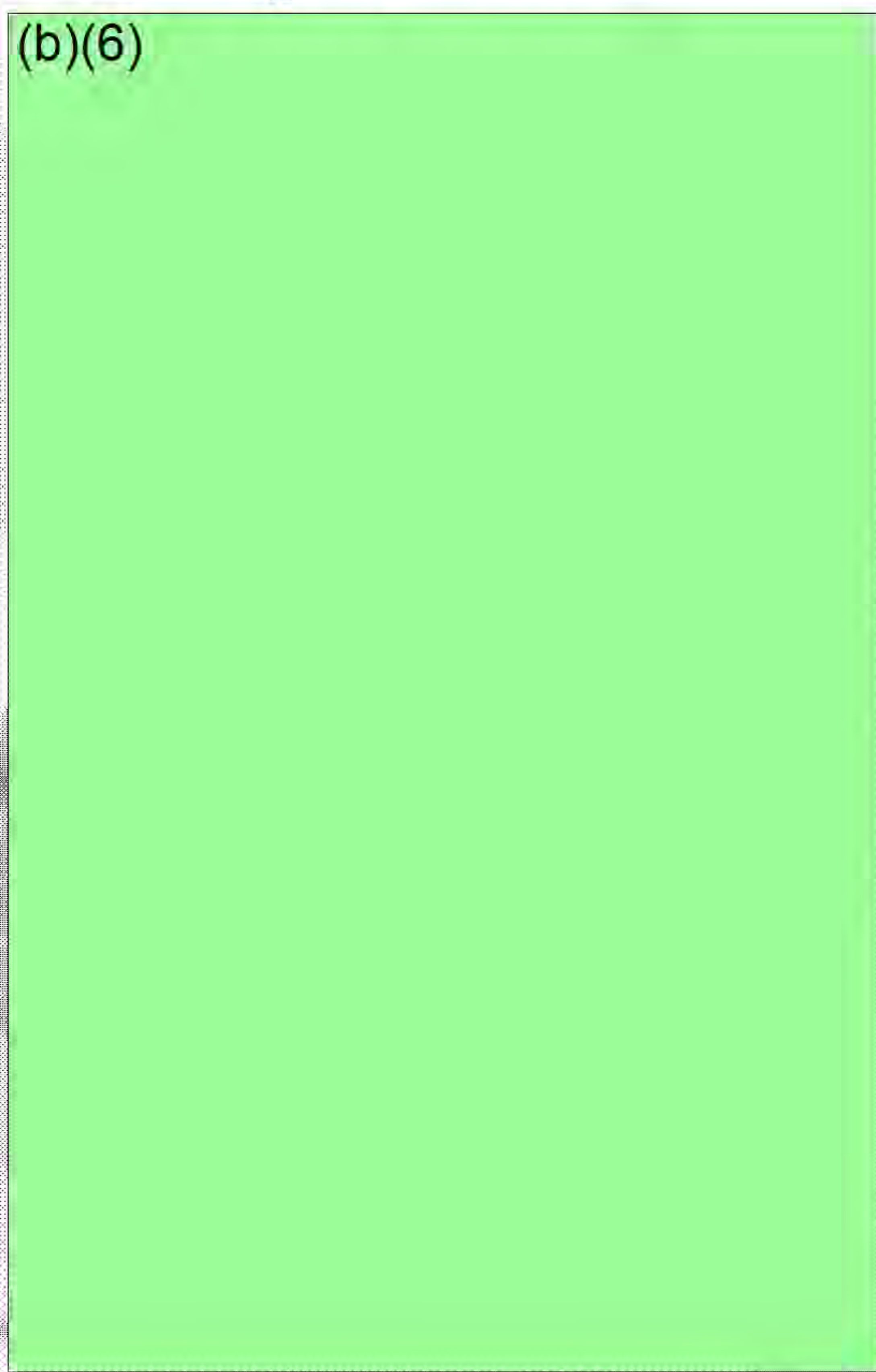
SS Standard 2: Demonstrates an understanding of basic geographic concepts

SS Benchmark 2.1: Demonstrates an understanding of the relationships between people and places.

Developmental Continuum Indicators

YI 1:	✳
MI 1:	Demonstrates an understanding that objects and persons exist when not in sight
T 1:	Talks about objects and people in familiar environments (e.g. house, grocery store)
Pre3 1:	Creates representations of familiar places through various materials. (e.g. build a fire station with blocks, draw a picture of home)
Pre4 1: Pre4 2:	Creates simple "maps" or drawings of familiar places. Matches objects to usual locations (e.g. tree in a park; bed in bedroom)

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✳ = no age indicator



Developmental/Content Area: Fine Arts

FA Standard 1: Demonstrates creativity through the arts

FA Benchmark 1.1: Demonstrates self expression and appreciation for music

Developmental Continuum Indicators


YI 1:	Attends to voices, music, and other sounds in environment
MI 1:	Initiates sounds from musical toys (e.g. push toys, toys that make sounds/music)
MI 2:	Coos, babbles, hums rhythmically
T 1:	Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words)
Pre3 1:	Sings along with others
Pre3 2:	Requests preferred songs
Pre4 1:	Uses a variety of musical instruments

FA Benchmark 1.2: Demonstrates self expression through dance and movement

Developmental Continuum Indicators

YI 1:	See FA1.1 YI 1
MI 1:	Sways or “dances” to music
T 1:	Attempts to move to the beat of music
Pre3 1:	Explores different ways of body movement with and without music
Pre4 1:	Responds to changes in tempo (e.g. moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).

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 = no age indicator

Developmental/Content Area: Fine Arts

FA Standard 1: Demonstrates creativity through the arts

FA Benchmark 1.3: Demonstrates self expression and appreciation for visual arts

Developmental Continuum Indicators

YI 1:	Attends to designs with contrast
MI 1:	Prefers complexity in designs over simple contrast
T 1:	Explores a variety of art media and processes (e.g. finger/brush painting, cutting, gluing, etc.)
Pre3 1:	Plans and works independently to create own art representations
Pre4 1:	Recognizes and describes various art forms (e.g. photographs, sculpture, painting)

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Introduction

The development of the Kansas Early Learning Standards was an initial step in the development of written guidance toward creating high quality learning experiences for young children. To truly impact program quality, however, early childhood professionals and the agencies they work for must understand how to use the standards. This requires (1) implementing a developmentally appropriate curriculum that is linked to the Standards; (2) monitoring child progress toward achieving the Standards; (3) evaluating the overall effectiveness of the educational program, and making changes if necessary; and (4) aligning developmentally appropriate assessment practices. This process of linking the Standards to a specific curriculum is called “**curriculum alignment**”.


The information in this section is based on the guiding principles outlined in the 2003 Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), titled ***Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (NAEYC & NAECS/SDE, 2003 p. 5)***. (See Appendix C for the specific guiding principles.)

This section will provide a step-by-step guide for the following processes:

- Aligning curriculum to the Standards;
- Developing a scope and sequence, based on the Standards; and
- Linking specially designed individual plans for children with disabilities (Individual Education Plans - IEP/Individual Family Service Plans - IFSP) to the Standards.

For illustrative purposes, each process will be explained using a large center based preschool program as the example. However, adults working with infants and toddlers, and/or in home-based programs should be able to adapt this information to meet their individual needs.

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Using the Early Learning Standards in your community

Early childhood community programs will likely need to develop a plan to implement the Early Learning Standards. The task to develop a plan for actual implementation of the Standards is challenging and can best be accomplished through the collaborative efforts of all those with ties to the early childhood program. One way to begin is to create a **curriculum steering committee**. Typically, the main function of the steering committee is to provide general oversight and planning for the entire curriculum alignment process.

The steering committee can help organize and oversee the alignment process, advocate for additional support as needed by the community and district (for school based programs), and keep the larger community informed of the important alignment work that is going on (e.g. report to program board of directors, school board, community newspapers). Including members who are respected within the community as leaders will allow the committee to more easily advocate for the work and the programs.

Steering Committee membership should include:

- administrator(s) from school and community programs,
- early childhood teacher(s),
- parent(s),
- special education personnel, and,
- other early childhood stakeholders who may provide needed information

If there are enough members, the steering committee might appoint a smaller working group or groups to conduct the actual alignment work. Other workgroups can then be identified to work on specific tasks as described on the next pages. Example tasks include comparing the program's current curriculum with the Kansas Early Learning Standards, identifying gaps in the curriculum, and creating a scope and sequence. Timelines will be individual to the community and depend upon resource availability and size of the community and program(s).



Part I: Curriculum Alignment

Purposeful Planning


To benefit from early childhood programs, young children must be involved in learning opportunities that are developmentally and individually appropriate, child centered, actively engaging and challenging. Such involvement requires purposeful planning that is grounded in evidence-based practice and research that is referenced to both child development and the curricular content.

Aligning program curriculum with the Early Learning Standards is the first step in purposeful planning and the starting point for the alignment process. The standards spell out what children should know and be able to do as a result of attending a high quality program. They do not provide information on how, when, where, or under what circumstances the skills might be demonstrated--this is what a curriculum provides.

In addition, standards do not gauge if or how near a child is to mastering a specific standard, benchmark or indicator. Developmentally appropriate assessment practices are needed to monitor child progress and guide instructional planning. Assessments can be thought of as “mile markers” on our map to make sure we are headed in the right direction. The Early Learning Standards provide the destination; the curriculum provides a learning map; and, assessments allow us to stay on course towards meaningful learning.

While the task at hand may sound daunting, most early childhood professionals have already been using a curriculum or providing learning experiences that will help children accomplish many (if not all) of the Early Learning Standards. By carefully comparing their current curriculum with the Early Learning Standards, early childhood professionals can see how well their instructional program matches. In addition, a number of published early childhood curricula have been formally aligned with the Kansas Early Learning Standards. Go to the Kansas In-Service Training System (KITS) website at www.kskits.org to download copies. Even without using one of the published curricula that is aligned with the standards, it is possible to either select one that can be aligned or align a curriculum that is currently being used. The Kansas Inservice Training

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System (KITS) project has developed a “Curriculum Alignment Activity” that can be used by early childhood programs as they go through the process (Goosen, 2007a). The process allows teams to look at each individual standard and benchmark and compare it with their current curriculum and assessment practices. The entire curriculum alignment activity worksheet can be found in Appendix B.

Aligning Current Practice

The alignment worksheet (Appendix B) provides teams with a process for reviewing the learning opportunities and assessment practices their program currently provides to determine how well teachers are addressing specific standards and benchmarks in their classrooms. The alignment worksheet can be used to help the team organize their work. Teams can go about their work in a number of ways. The following steps provide an example alignment process.

Step 1: Determine how the team will work. The team may decide to appoint individuals, or partners to work together to answer the comparison questions by developmental content area, reporting their answers back to the entire team for further discussion. Other teams may decide to go through the process with the entire team step by step.

Step 2: Answer the questions. No matter what process is utilized by teams to conduct their work, the end result is to answer the following questions:

1. Is this benchmark fully addressed within the context of the daily activities?
2. Does this benchmark require explicit teaching (planned instruction that is not addressed within the context of the daily activities - for example: “letter of the day”)?
3. Must this benchmark be accomplished through the use of targeted lessons/activities? If teams answered yes, then specific lessons can be identified.
4. Is this benchmark currently addressed in your curriculum practices? If not, how can your current curriculum be adapted/enriched/changed to ensure that this benchmark is addressed?
5. How is/will the accomplishment of this benchmark be assessed?

Step 3: Fine Tune the Indicators. Once the team has identified the extent to which their current curriculum and assessment practices address each benchmark, and determine any changes or enrichment that might be needed to ensure all benchmarks are addressed, the team is ready to take a closer look at the example indicators.

As a reminder, the indicators listed in Section IV represent example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark.

This process will allow each individual staff member to expand or change these indicators or example behaviors and create a better match between:

- the curriculum;
- any curriculum- based assessment tool used;
- specific teaching philosophy or set of beliefs; and,
- the groups of children served.

It is likely that these example indicators will not adequately represent the curriculum and/or the foundational philosophy of individual programs. Therefore teams should look over the indicators and decide if they would like to add, replace or reword any of the indicators to better match their program practice. A worksheet entitled “The KSELD Standards, Benchmarks, & Indicators in List Form” (Goosen, 2007b) provides an easy format for looking over each indicator (Appendix B).

Step 4: Finalize the alignment. The curriculum alignment process is completed once the following activities have been completed by program staff.

- All the alignment questions in Step 2 have been answered;
- The example indicators have been studied and modified if necessary;
- Specific gaps have been identified; and,
- Recommendations have been made to fill those gaps with appropriate curriculum and assessment activities.

Please note that for some programs, formally aligning curriculum and assessments with the Kansas Early Learning Standards may be all that is needed! However, other programs may decide to take additional steps to provide even more guidance to their staff. Developing an early childhood “scope and sequence” is the next step for these programs.

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Part 2: Developing a Scope and Sequence

What is a Scope and Sequence?

Scope and sequence are terms generally used in the K-12 system. Scope refers to aligning all the Standards and Benchmarks. Sequence is defined by having Indicators in hierarchical order. Having a scope and sequence ensures that all the required state standards have been addressed with ample opportunities for learning to occur. Program evaluation can then be linked to the scope and sequence. The system then determines if the overall educational plan is working, and, if not, suggests appropriate changes. This process requires programs to place state standards into a logical order and helps determine how much time to devote to each standard.

A scope and sequence process meets the following criteria:

- It outlines curriculum content that is significant enough to teach;
- It determines curriculum content that is able to be accomplished in a given year; and,
- It identifies the order in which the material should be taught.

A scope and sequence for early childhood programs can provide many of the same assurances as those developed for K-12 systems. However, there are important differences. K-12 systems use a scope and sequence to provide very explicit learning opportunities that lead to student success when taking state standards-based assessments. The scope and sequence is often accompanied by curriculum pacing guides, and is therefore more “lock-step” than would be appropriate for early childhood programs.

An early childhood scope and sequence must be more flexible than the K-12 scope and sequence. It provides early childhood professionals **guidance** for addressing the necessary standards while allowing for **flexible** programming that enables children to be actively engaged and learn according to their own developmental needs. The early childhood scope and sequence is built around what is meaningful in each child’s life. Its overall purpose is to help provide structure for planning purposes and provide the necessary framework for program evaluation that can be used to improve overall quality. It is **not** to be used to create an overly structured environment that creates a lock-step program for young children.

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Creating a Scope and Sequence based on the Early Learning Standards

Once the curriculum alignment process has been completed, the essential components of a scope (all the aligned learning standards/benchmarks) and a sequence (example indicators in hierarchical order) are in place.

One way to make the scope and sequence attainable within a year is to sort the benchmarks and indicators into quarters within the program calendar year. Such a process will help guide the work of individual teachers and early childhood staff as they plan for instruction and assessment. Keep in mind that the benchmarks and indicators are very broad so a variety of child focused and developmentally appropriate methods can be used, allowing flexibility among classrooms and teachers. Also remember that indicators are only example behaviors, and that individual children may exhibit skills higher or lower than the example levels. The staff should easily be able to use their professional knowledge within the planned sequence to make sure that learning experiences have been provided to all the young children in their classrooms in such a way that any or all of these example behaviors can be accomplished.

Suggestions for beginning the sorting: Assigning Benchmarks and/or Indicators

Option 1: *Start with the current calendar.* Programs may decide that adding selected benchmarks and/or indicators into the current program calendar quarters will help teachers be more comfortable moving towards standards based teaching. In this scenario, team members (early childhood professionals) work to review the appropriate indicators before the year or the quarter begins. Using professional knowledge and an understanding of their curriculum and the needs of the children in their classroom, they can place each benchmark and indicator into the appropriate quarter. It is very possible that benchmarks may be addressed in one or more quarters, with the corresponding indicators falling into sequential quarters.

The following table provides an example of how a standard, benchmark and indicators can be addressed through the course of a program year.

Standard	Benchmark	Indicator(s) Quarter 1	Indicator(s) Quarter 2	Indicator(s) Quarter 3	Indicator(s) Quarter 4
CL Standard 3: Demonstrates early reading skills *All quarters	3.3: Demonstrates emergent phonemic/ phonological awareness *All quarters	Pre3 1: Recognizes matching sounds and rhymes in familiar words or words in songs	Pre3 2: Recognizes sounds that match	Pre4 1: Produces rhyming words Pre4 2: Discriminates separate syllables in words	Pre4 3: Makes some letter-sound connections Pre4 4: Identifies some beginning and ending sounds in words

Option 2: *Map teaching activities and look back at the year.* Some programs may decide that the best way to sort the benchmarks and/or indicators into program quarters is to go through a curriculum mapping process. Using this process, staff record their teaching activities over the course of a year, mapping out when and how each benchmark/indicator was addressed and assessed. This creates a timeline that describes their teaching over the past year. The results will be shared and discussed at the end of the year to determine gaps. [See the list at the end of this Section for further resources.]

Option 3: *Combination.* A third sorting method is to begin the year assigning high priority benchmarks and indicators to be sure that these are taught throughout the year. During the year, teachers will record their activities so that a mapping process can be completed at the end of the year. This method works best for programs that believe their current curriculum is addressing a majority of the benchmarks/indicators. The combination approach also allows programs to look more closely at specific benchmarks/indicators that require more explicit teaching and/or that have been determined as having a higher priority than others. By creating a timeline for addressing these high priority benchmarks/indicators the program can focus their initial efforts while keeping the overall process more manageable.

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Coming to Consensus on the Scope and Sequence Timeline

One strategy for building consensus for inserting benchmarks/indicators into a timeline is to organize each program quarter into themes that build on each other in a developmentally appropriate manner. In the following example, themes are being used as an organizational tool, not necessarily to promote theme-based teaching. The Gardner Edgerton School District, in collaboration with the KITS project, has identified four organizational themes by quarter to help with the timeline process.

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1st Quarter: “All About Me”

- Back to School
- Home-School Connection
- Self Concept-Likenesses & Differences
- Emotions/Feelings
- Things I Like to Do

2nd Quarter: “My Family”

- Family (General)
- Pets
- Homes
- Family-Activities (Including Thanksgiving)
- Things We Do in the Fall (Foods, Environment)

3rd Quarter: “My Community”

- Community Services (EMT, Dentist)
- Safety & Hygiene
- Transportation
- Winter (Things we do in the winter)
- Appreciation of Others (Valentine’s Day, Communication)

4th Quarter: “My World”

Our Earth (Recycling, Earth Day, Gardening, Plants)

Our Water

Our Sky (Weather, Outer Space)

Animals on our Planet (Insects, Baby Animals, Dinosaurs)

Things We Do in The Spring (Mother’s Day, Zoo Visit, Farm Visit)

Using broad themes such as described above provides an opportunity for early childhood professionals to reflect on the successful teaching activities conducted by individual teachers. Organizing those activities within a curriculum framework creates an element of continuity across the overall program.

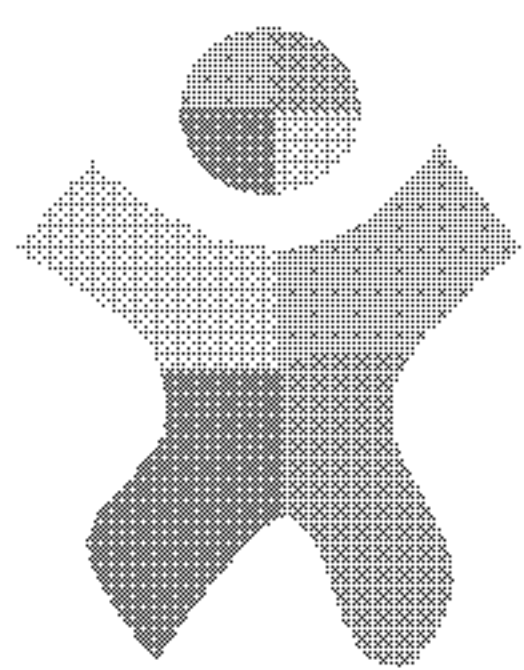
Connecting curriculum, assessment, and instruction to improve learning: Program Evaluation Activities

Once program staff have identified a timeline for addressing specific benchmarks/indicators, steps can be taken to identify assessment activities that can be used to evaluate the effectiveness of instruction, and provide information for possible improvement.

Sorting the benchmarks and indicators into quarters also allows the program to identify potential assessment activities that could be used more formally for program evaluation thus promoting a level of continuity across classrooms. Such quarterly assessments also provide a way to monitor child learning and change over the year. The program may already use curriculum based assessments or other methods that could also be organized within a quarterly schedule. Programs using these measures usually do so to assess and monitor individual child progress. Such measures can also be used for program evaluation **if** the team agrees to use pieces of these measures or tools to assess specific benchmarks/indicators at specified times within each quarter. Many published curriculum-based assessments have also been aligned with the Kansas Early Learning Standards and can be downloaded from the KITS website at www.kskits.org.

Reflection on the Process

Are the teachers providing opportunities for children to learn new information or have they already mastered specific benchmarks/indicators and are therefore not being appropriately challenged? If none of the children are exhibiting the desired skills on specific benchmarks/indicators, the following questions may need to be asked:



- Is there a need to change the order in which the benchmarks/indicators fall within the program quarters?
- Are there ways in which the curriculum can be enriched to promote improved learning?

It is possible that programs may not use the same curriculum based assessment tool and/or other assessment methods across classrooms. If this is the case, staff may need to identify specific measures to be used as part of their program evaluation. One way to do this would be to use information and suggestions for authentic assessments that were created during the curriculum alignment activities. Staff can identify specific strategies/activities that would be conducted in all classrooms within each quarter to measure group progress toward the specific standards/benchmarks/indicators determined to be appropriate for the program evaluation. These authentic measures can be used in conjunction with other measures such as checklists, teacher observations or other tools created by the programs to measure individual student progress.

In order to use this information to improve child learning and enhance program results, it is important to review the assessment results at the end of each quarter and at the end of the year. This process allows the staff to evaluate how well their program is moving young children toward mastering the standards/benchmarks/indicators they have identified as important.

It is important to work as a team and share information. Routinely sharing and documenting successful learning and assessment activities can help promote quality.

After reviewing all of the information gained across the year, the staff are in a better position to critically review the Kansas Early Learning Standards, specific benchmarks/indicators, and their recently designed scope and sequence to determine if they are meeting the learning needs of the children or if more changes need to be made.

Part 3: Linking the Early Learning Standards and IEP's


One of the cornerstones of providing services for children who have disabilities is the actual provision of those services in the least restrictive environment. In order to achieve this, special education professionals must have a sound reference point from which to work: the general early childhood education curriculum and the standards (Kansas Early Learning Standards) on which the curriculum is based.

The individualized education plan (IEP) spells out the specialized instruction and related services that will occur to help the child access and progress in the general curriculum. This process is not new to educators working in the K-12 system. State standards and local curriculum tied to those standards have been around for several years. However, for professionals working with younger children, little information has been provided on how to link the IEP with standards and curriculum. In the previous section of this chapter, descriptions and examples were provided to align the Kansas Early Learning Standards with the local general education curriculum. The next step for those serving young children with disabilities is to make a link between each child's IEP, the Kansas Early Learning Standards, and the curriculum. This linking is required by the Individuals with Disabilities Education Act (IDEA). Another education law, No Child Left Behind Act (NCLB) of 2001, also requires such a link to be made. NCLB applies to all children with and without disabilities, and was established 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" [20 U.S.C. § 6301 (emphasis added)]. For young children, this again supports the need for a link to be made between the general education standards and curriculum.

IDEA and Access to the General Curriculum

When IDEA was reauthorized in 1997, Congress strengthened the inclusion movement by requiring children with special needs to have access to the general curriculum, as opposed being taught in a separate special education curriculum. The focus of specialized instruction changed from merely placing a child with special needs in a regular classroom, to **ensuring meaningful participation and progress in the general curriculum.**

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General Curriculum

IDEA and NCLB often use the term “general curriculum.” For school age children, general curriculum means the full range of learning opportunities, activities, lessons, courses and materials routinely used by the general population in local public school. For preschool age children, IDEA identifies the general curriculum as “appropriate activities” which would include early learning standards aligned with developmentally appropriate curriculum [34 CFR §300.347(1)(2)(ii)].

Discussion of the general curriculum appears several times in IDEA with regard to required content in the IEP:

The IEP must include a statement of the child’s present levels of academic achievement and functional performance including: how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled children) **or** for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities. [34 CFR §300.320(a)(1)]

The IEP must also include a statement of measurable annual goals, including academic and functional goals designed to: 1) meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum. [34 CFR §300.320(a)(2)(i)(A)]; and, 2) meet each of the child’s other educational needs that result from the child’s disability. [34 CFR §300.320(a)(2)(i)(B)]

Individualized Education Program: An overview

Just as the standards are the starting point for developing or adopting a curriculum (see alignment process described earlier), the general curriculum is the starting point from which an IEP is developed. During the initial evaluation process, a variety of information is collected. Some of the information is used to determine if there is a disability, other information is used to determine if there is a need for special education. In addition, assessment information is used to establish the Present Levels of Academic Achievement and Functional Performance (PLAAFP) of the child as referenced to the general education curriculum. Once it is determined that the child has a disability and is need of special education and related services, the IEP team must identify how the disability is impacting the child’s ability to participate and progress in the general education curriculum. This information can help the team to further identify the specially designed instruction and related services that may be needed. Annual goals further identify the skills and/or knowledge that a child can reasonably accomplish within one year **as a result of the specially designed instruction**. It is important to note that the goal for academic or developmental progress should be higher than what would occur naturally, through maturation only, yet be reasonable given the individual child’s strengths and needs.

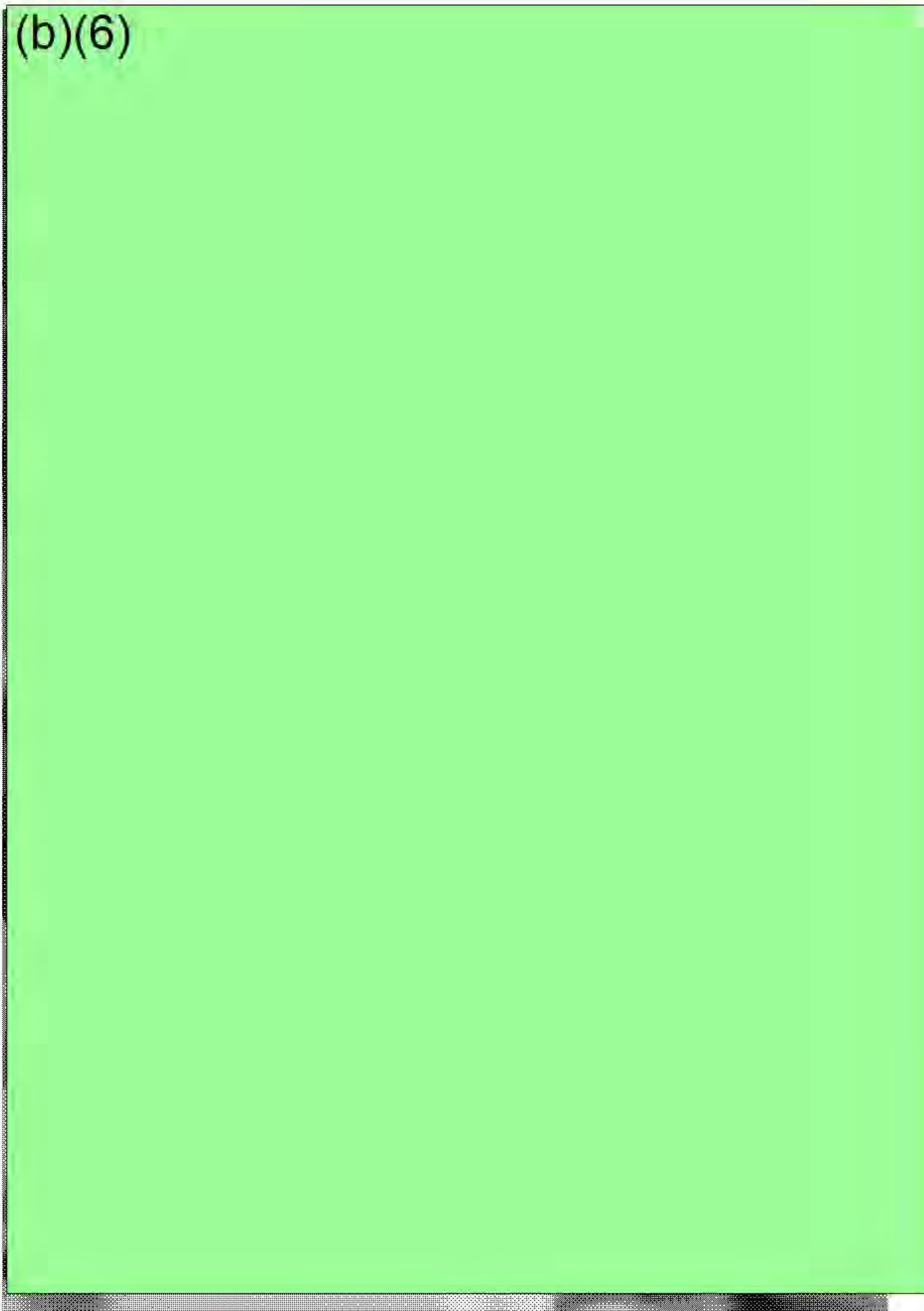
Important note:

In Kansas there is no requirement for reporting the link between standards and annual goals on the IEP, nor is there a requirement to use the language of the state standard or benchmark in the goal. The state contends that there are many places where links to standards can be made in the IEP goals, and so does not restrict this activity to annual goals. The concept of linking standards to the IEP is to ensure that children with disabilities have access to the general curriculum in which they can participate and progress.

“The purpose of specially designed instruction is to address the unique needs of the child that result from the disability and to ensure access of the child in the general curriculum so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children” (34 C.F.R. * 300.26 (b)(3)).

While the child’s present levels of academic achievement and functional performance (PLAAFP) is the formal starting point for the linking process, in reality the evaluation is where the general curriculum should first be addressed. Curriculum-based assessments and other tools used to collect curricular and functional information help establish the present levels. When the curriculum has been aligned with the standards, linking IEP goals to the curriculum becomes an easy process, especially when a curriculum-based assessment has already been aligned. For curriculum-based assessments aligned with the Kansas Early Learning Standards, go to www.kskits.org.

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Using the Kansas Early Learning Standards to Help Prioritize Goals

Review the information provided in the PLAAFP and find corresponding standards, benchmarks, and indicators in the Kansas Early Learning Standards. To illustrate this process the following example has been provided.

Meet Katie:

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Katie is an outgoing 4-year old girl with cerebral palsy who has a motor disability affecting primarily the right side of her body. She is above average intellectually and is very verbal.

Katie has many friends at home and at school, and is described by her teachers as very motivated to learn new things. Katie enjoys preschool and spends time in all of the learning centers. Katie's parents are concerned about Katie's writing ability and

how that might impact her ability to be successful in kindergarten. During classroom observations in the writing and art center and work sample analysis, Katie was observed holding crayons, markers, and other writing utensils in her fists, rather than in an appropriate grasp.

Katie holds onto writing and other utensils in this manner due to excessive muscle tone, which also limits her ability to rotate her wrists. During a painting activity Katie painted using down strokes with her paintbrush in her fist. When asked to draw a picture of herself, Katie was able to scribble on her paper using back and forth motions. Typically, children of the same age hold writing utensils between their thumb and forefingers and can copy lines, circles and simple figures. They are able to make up and down strokes as well as circular patterns with a paintbrush. Katie's fine motor disability keeps her from being able to participate in prewriting activities and create representational artwork like that of other children her own age.

The above description of Katie's present levels of academic achievement and functional performance (PLAAFP) provides information regarding Katie's strengths (outgoing, verbal, above average intellectually, motivated to learn new things, many friends) and areas of need. Clearly, lack of understanding or motivation is not what is causing Katie's delay in fine motor activities! A physical disability is restricting her fine motor movement which impacts her ability to create representational artwork (draw) and practice writing like other children her age. Katie's parents are worried that this may keep Katie from being successful in kindergarten. The PLAAFP also provided baseline information (the behaviors that were observed) and the method of assessment (classroom observations and work sample analysis), all of which will be used when writing annual goals.

Making the connection: How Katie's Goals/Benchmarks are linked to the Kansas Early Learning Standards

In the example, Katie's present skill levels (PLAAFP) provide information regarding where Katie's skills fell within the general curriculum. This information (PLAAFP) was then compared to or cross-walked with the Kansas Early Learning Standards helped staff understand how Katie's disability was impacting her ability to participate. This comparison with the early learning standards, benchmarks and indicators provided two kinds of information to help develop goals: first, a reference point showing where Katie's skills fall when compared with other children her same age; and second, suggestions leading to future skill requirements. In order for Katie to fully access the classroom curriculum, Katie must be able to gain control of her wrists and fingers. Specially designed instruction, related services, and the use of adapted equipment will help Katie be involved in and make progress in the general curriculum (as stated in the annual goal). This is clearly a direct link between the Kansas Early Learning Standards and the IEP goal.

To develop goals using this kind of information, the team must ask themselves the following questions:

- what skills can Katie reasonably achieve in a year, with specially designed instruction and related services, and
- what specially designed instruction, related services or other supports are necessary for Katie to be involved and should progress in the general education curriculum?

Other adaptations could be made to the environment. For example, Katie could be provided other means or materials to use in a painting activity such as sponge painting, spray painting, etc. Such information could be included in the IEP, but is not necessary in terms of making an additional goal.

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Developmental/Content Area: Physical Health and Development

PHD Standard 2: Develops Fine Motor Skills

PHD Benchmark 2.1: Moves small muscles with purpose and coordination

Developmental Continuum Indicators	YI 1:	Transfers objects from one hand to the other
	YI 2:	Grasps objects using entire hand
	<i>Katie was observed holding crayons, markers, and other writing utensils in her fists.</i>	
	MI 1:	Picks up objects between thumb and finger (pincer grasp)
	MI 2:	Experiments with grasp using a variety of writing tools
	T 1:	Turns pages of a book, one at a time
	T 2:	Holds pencils/crayons between thumb and first two fingers (tripod grasp)
	Pre3 1:	Cuts out simple shapes
	Pre3 2:	Draws and paints with some detail
	<i>Katie was observed holding crayons, markers, and other writing utensils in her fists.</i>	
Pre3 3:	Manages large buttons and zippers	

YI = Young Infant (by 8 months) ■ MI = Mobile Infant (by 18 months) ■ T = Toddler (by 36 months) ■ Pre3 = young preschooler (third year) ■ Pre4 = older preschooler (fourth year)

Example Goals Linked to KSELD Standards

Annual Goal

By November 5, 200X, during center time and art activities, Katie will hold adapted writing utensils between her thumb and fingers (tripod grip) to copy complex shapes with angular contours (e.g. rectangle, square, triangle) 4 out of 5 opportunities as measured during structured observations and work sample analysis.

*Benchmarks/Objectives

1. In nine weeks during center time and free play activities, Katie will use her wrists to completely open partially opened objects (e.g. faucets, door-knobs, jars with lids, toys that can be turned or cranked, etc).
2. In 18 weeks during center time and free play activities, Katie will use her wrists to open objects (e.g. faucets, door-knobs, jars with lids, toys that can be turned or cranked, etc).
3. In 27 weeks during center time and art activities; Katie will hold adapted writing utensils between her thumb on one side and fingers on the other side (palm facing down) to copy simple shapes (e.g. circle, cross, T).

* IDEA does not require that short-term objectives or benchmarks be written for children who will not be taking alternative state assessments. State assessments are not given in the preschool years. However, writing benchmarks or short-term objectives are considered best practice when writing IEP goals for young children, and therefore examples were provided.

Kansas Early Learning Standards and Early Primary Grades

Kindergarten teachers, special educators, and others in the early primary grades may also find the Kansas Early Learning Standards useful when individualizing for their students with special needs. The Early Learning Standards were developed using the Kansas K-12 Standards as a reference point, and therefore provide a wider range of skills for children who may not be functioning at the same level as their typical peers. Adaptations or modifications to classroom lessons or activities may be easier to develop when using the Kansas Early Learning Standards as a reference and in combination with the kindergarten curriculum.

Conclusion

The development and distribution of the Kansas Early Learning Document – Early Learning Standards provides a starting point from which educators and other professionals working with young children with disabilities can truly begin to improve access to the general curriculum. Until now, there has been little information or guidance regarding the general curriculum for young children. The Kansas Early Learning Document provides common language and expectations of what young children in Kansas should know and be able to do as a result of attending high quality programs. By cross-walking assessment information used in the IEP process (PLAAFP) with the Early Learning Standards, early childhood professionals are well on their way to developing high priority IEP goals, thus promoting access to the general curriculum and meaningful inclusion for all young children.

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Introduction

This section includes descriptions of several early learning initiatives from across Kansas. Each is connected by content and/or by age level focus to the Kansas Early Learning Guidelines and Standards. This is a dynamic document and more information will be added as it becomes available or necessary.

The School Readiness Framework provides the conceptual basis for the guidelines and standards. The Framework was developed by a group of stakeholders who were also involved in the development of this Kansas Early Learning document. The Framework was then used as a basis for the Kansas Early Childhood Comprehensive Systems (KECCS) plan.

The Learning Continuum shows the connections between:

1. the early learning skills (foundational learning);
2. the school readiness indicators from the Kansas Early Learning Inventory (KELI), an observational instrument used to collect data on the skills, abilities, and knowledge of Kindergarten children; and,
3. the various content standards for K-12 students.

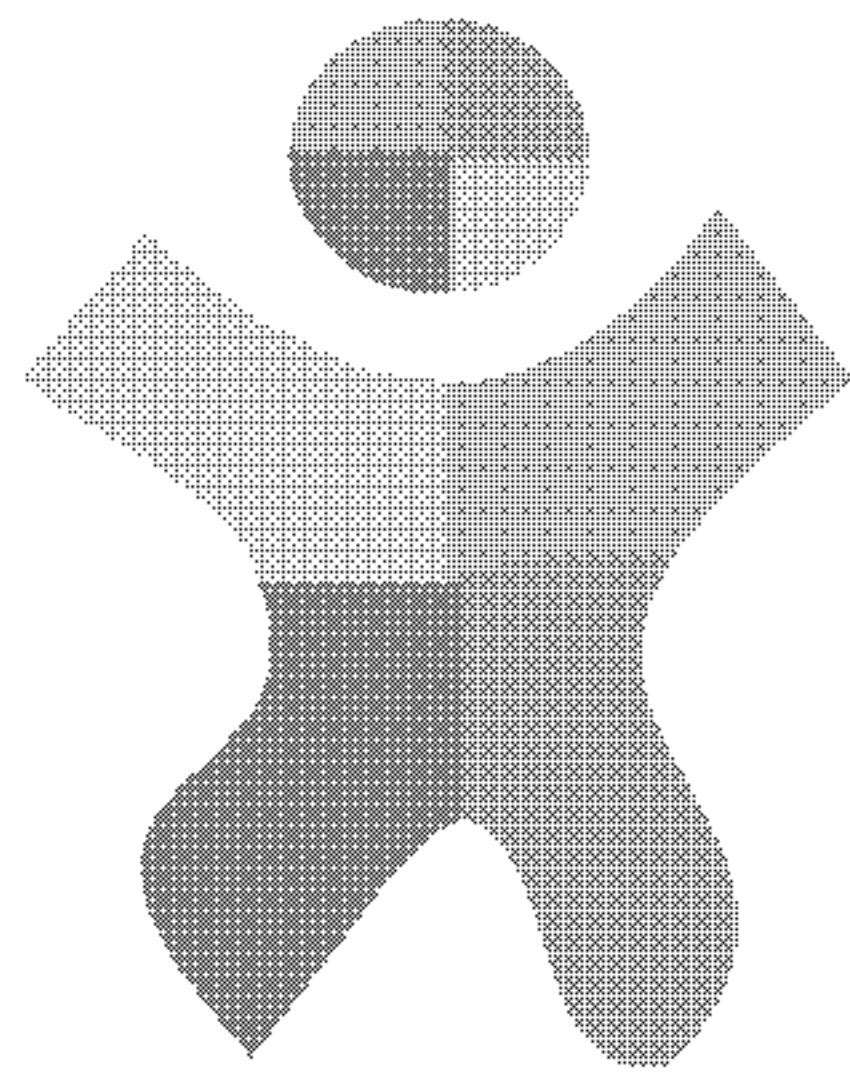
Many programs and initiatives have child outcomes. Aligning these outcomes with the Kansas Early Learning Guidelines and Standards will show the connections between outcomes for various early learning programs. This section includes Head Start Outcomes, Early Intervention/Early Childhood Special Education child outcomes, and Parents as Teachers Outcomes. Early Head Start also has outcomes that may easily be aligned with the standards in this document if desired by the individual programs or agencies. In many cases, local school districts or early childhood programs have developed outcomes for the children who attend their programs. Information is provided in Section V (How to use the Kansas Early Learning Standards) that will help programs align their outcomes with the guidelines and standards listed in this document.

Programs serving young children with disabilities are required to collect and report performance data for the children they serve, based on three federally identified early childhood outcomes. Individual performance is rated on each outcome according to what typically developing children would be expected to perform at a given age. For programs collecting this type of information, the standards may help provide concrete examples of age related skills and knowledge, especially at the benchmark and indicator level. See Section V for specific guidance in this area.

The transition to Kindergarten is a critical juncture in the lives of most young children and their families. General information to support a successful transition is provided.

Websites for getting information on the Kansas and Missouri Core Competencies as well as teacher licensure information are also included in this section.

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The Kansas Vision for School Readiness

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.

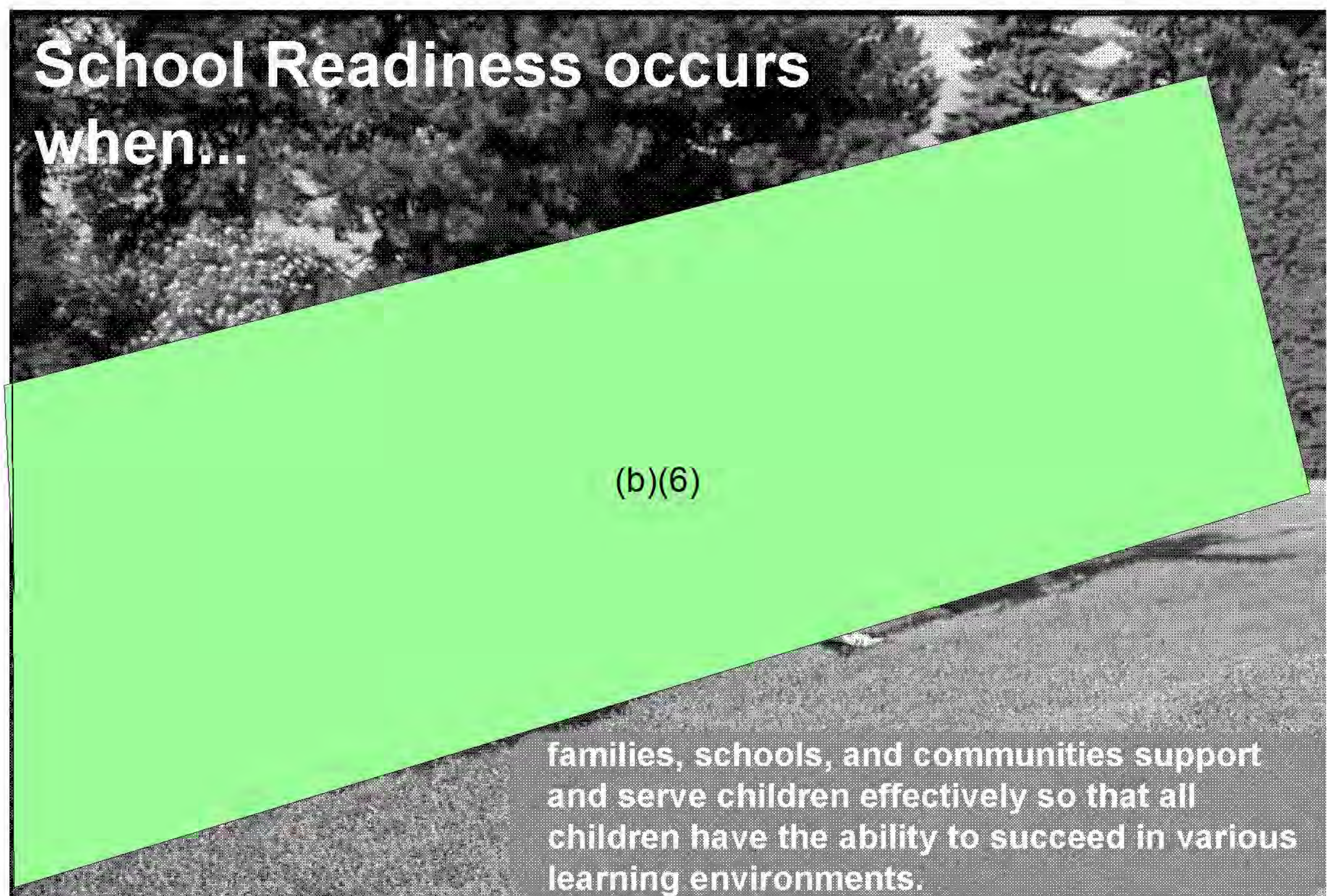
Kansas has an integrated, comprehensive system of programs for families and children.

- 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.

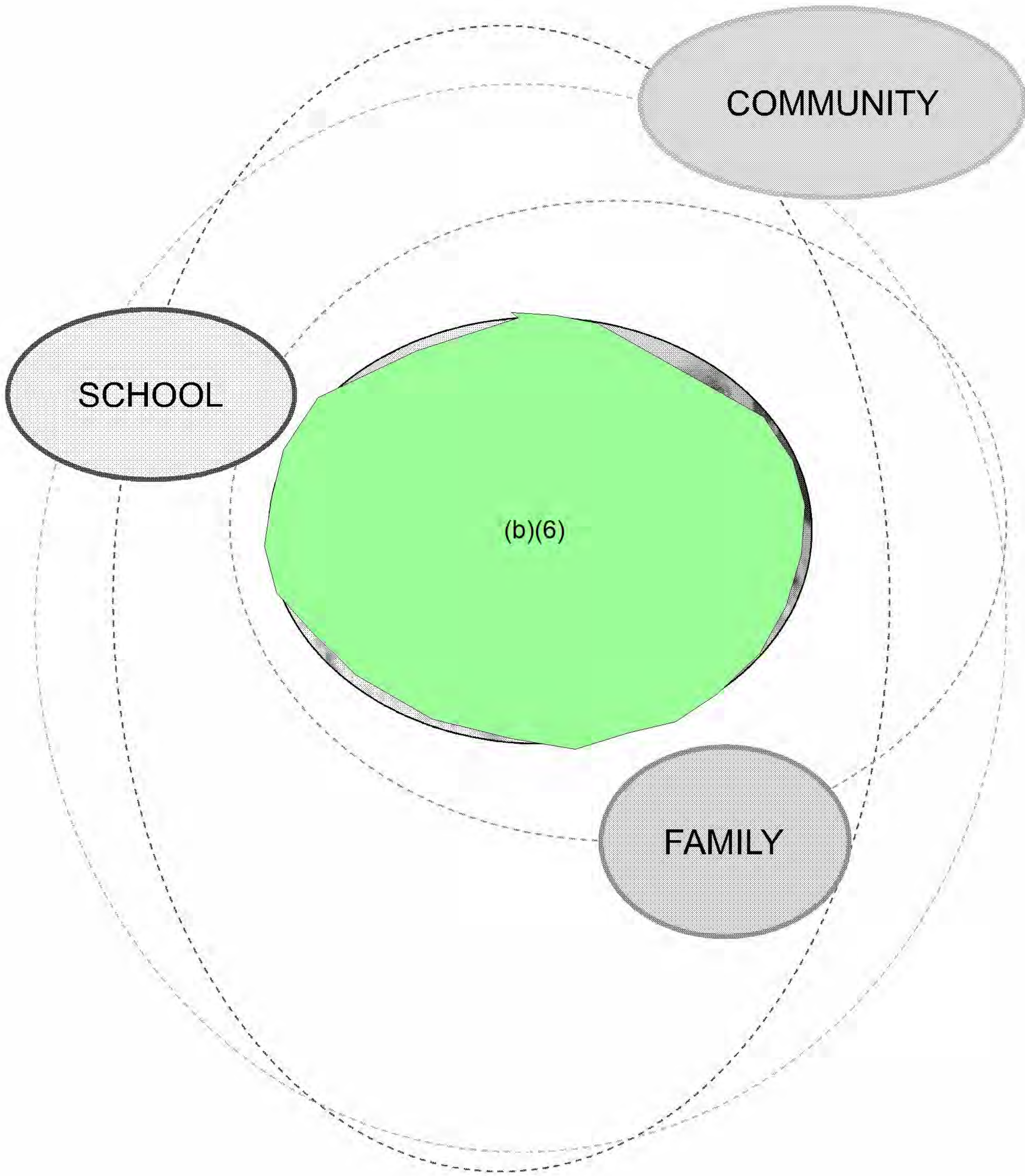
Kansans strongly support programs that ensure school readiness.

- 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.

- 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.



INFLUENCES ON READINESS





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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
- Number of children placed in out-of-home care

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

- % of children receiving free and reduced school lunch

Indicator: Children receive health care services.

- % of kindergartners with up-to-date immunizations at age 2
(Potential in future: % of 3rd graders who have received protective sealants on at least one permanent molar)

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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, teacher license, or degree in early childhood
- Annual turnover rate of center staff
- % of programs rated as high quality
- % of childcare facilities that meet or exceed licensing standards

Indicator: Early childhood programs are available.

- Index of # of facilities computed from KDHE data

Indicator: Early childhood programs are affordable.

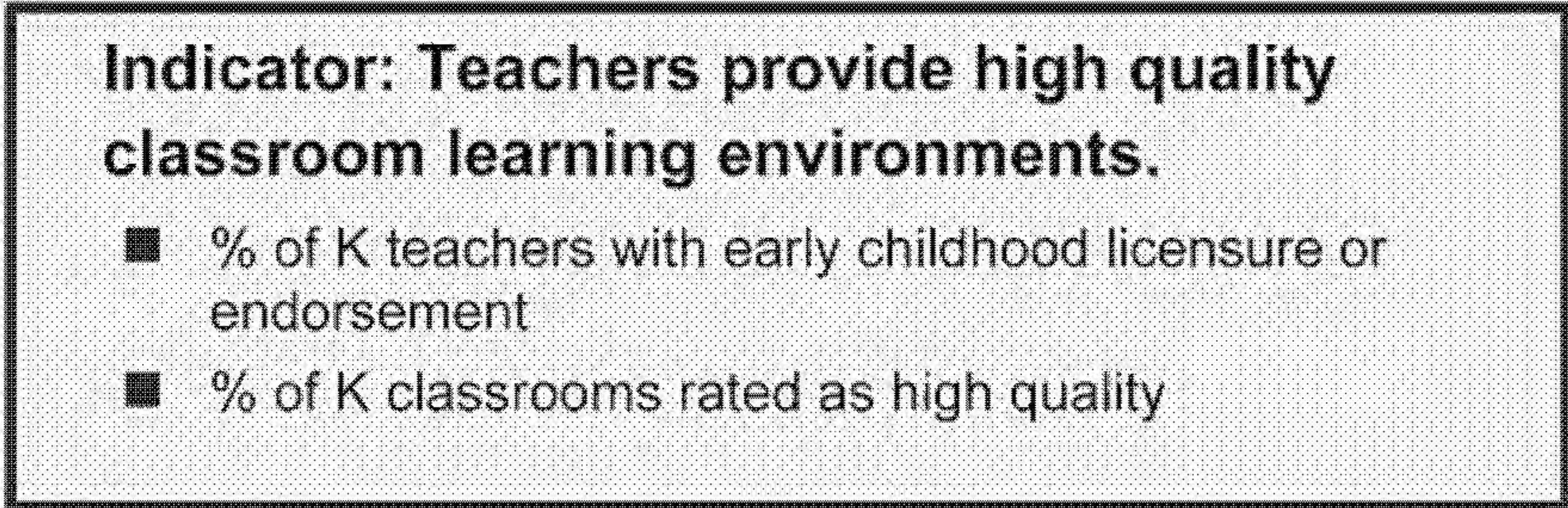
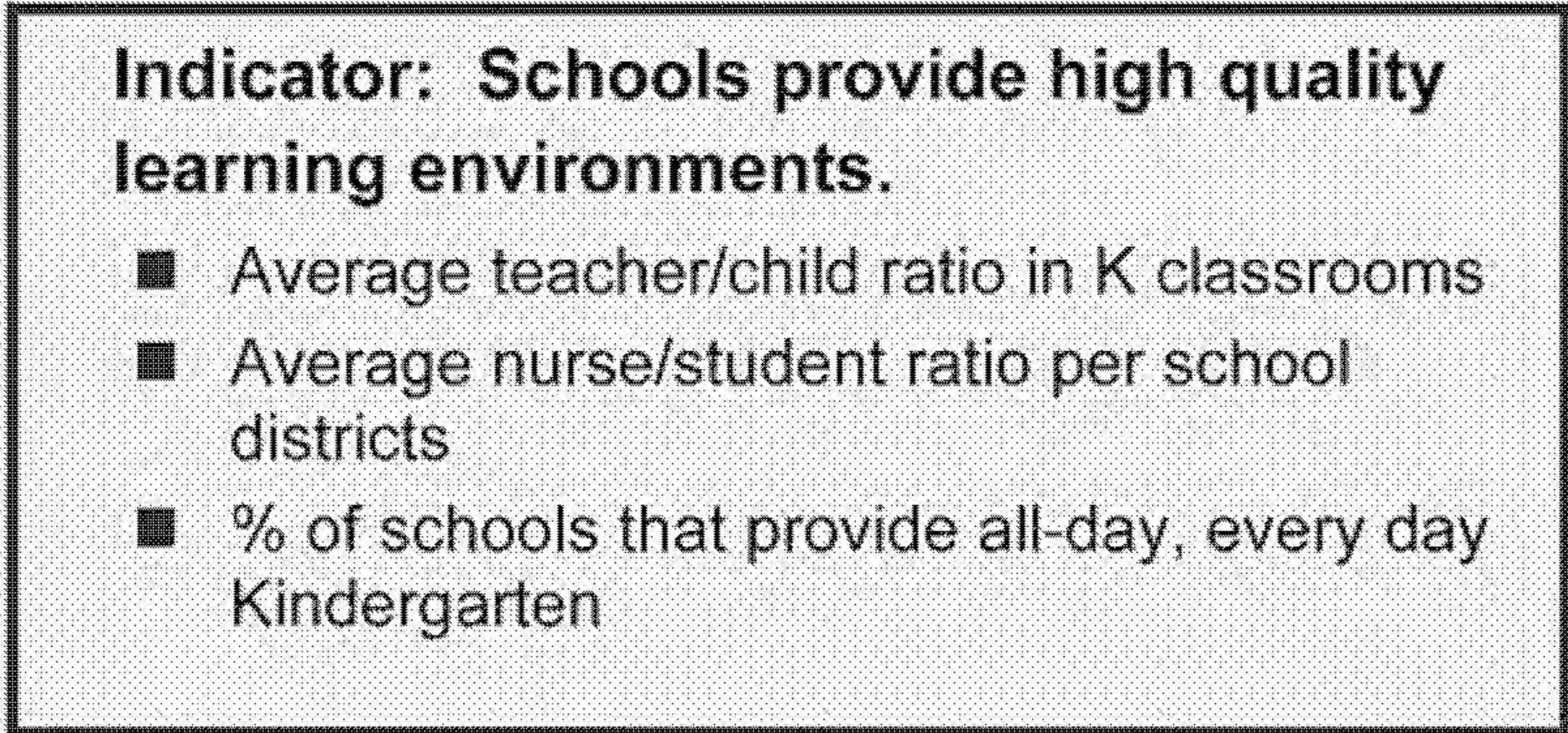
- % of median monthly income used for infant/toddler care
- % of median monthly income use for preschool-age child care

Indicator: Children live in safe and stable communities.

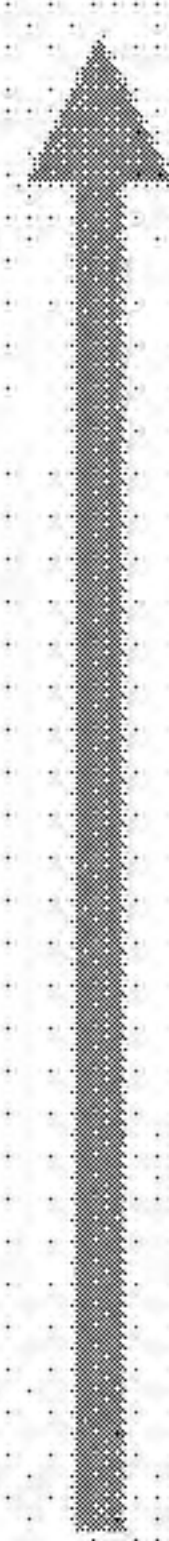
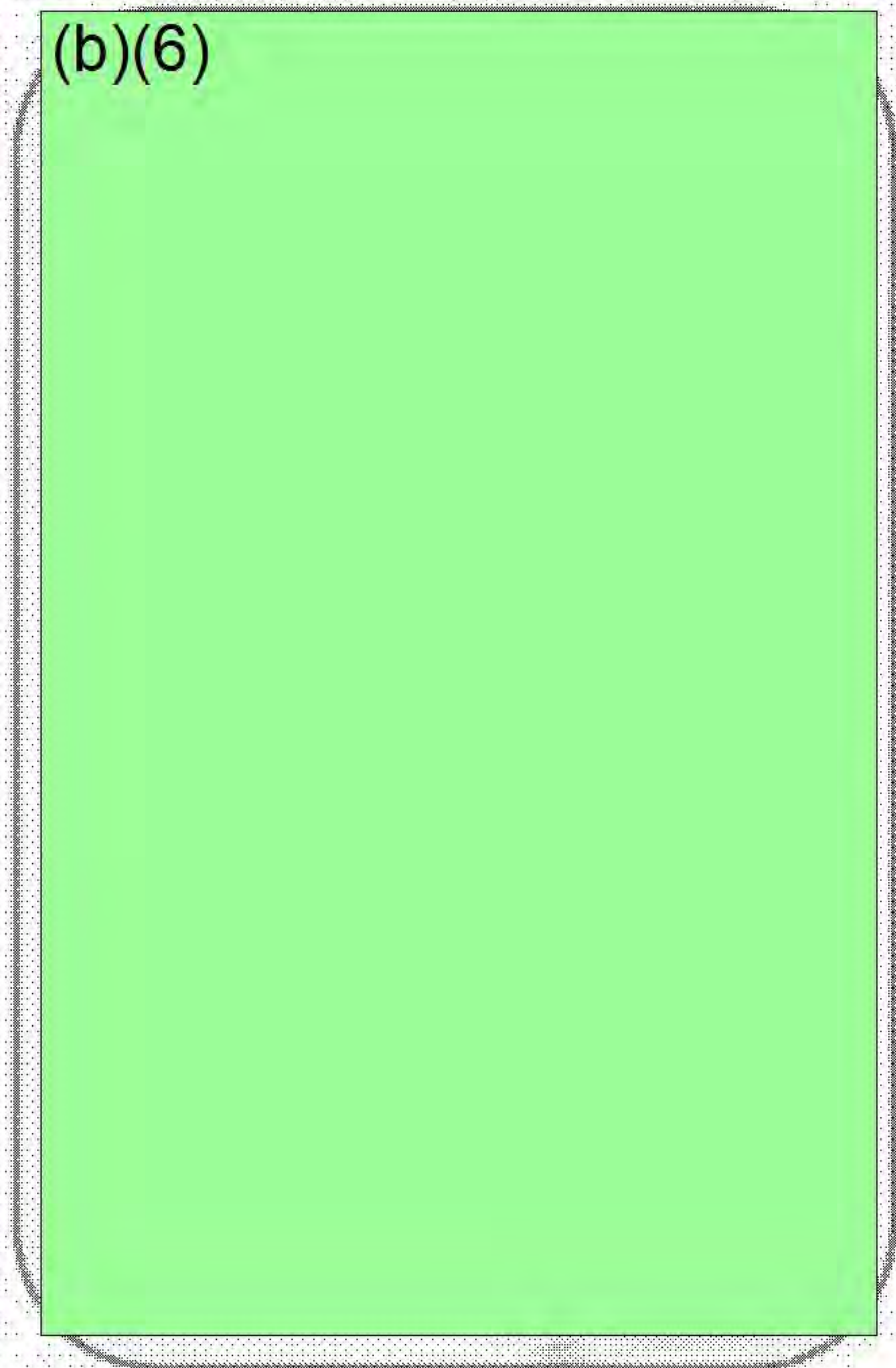
- Rate per 1,000 population of crimes against property
- Rate per 1,000 population of crimes against persons

(NOTE: Were combined for an index)

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Indications of Readiness

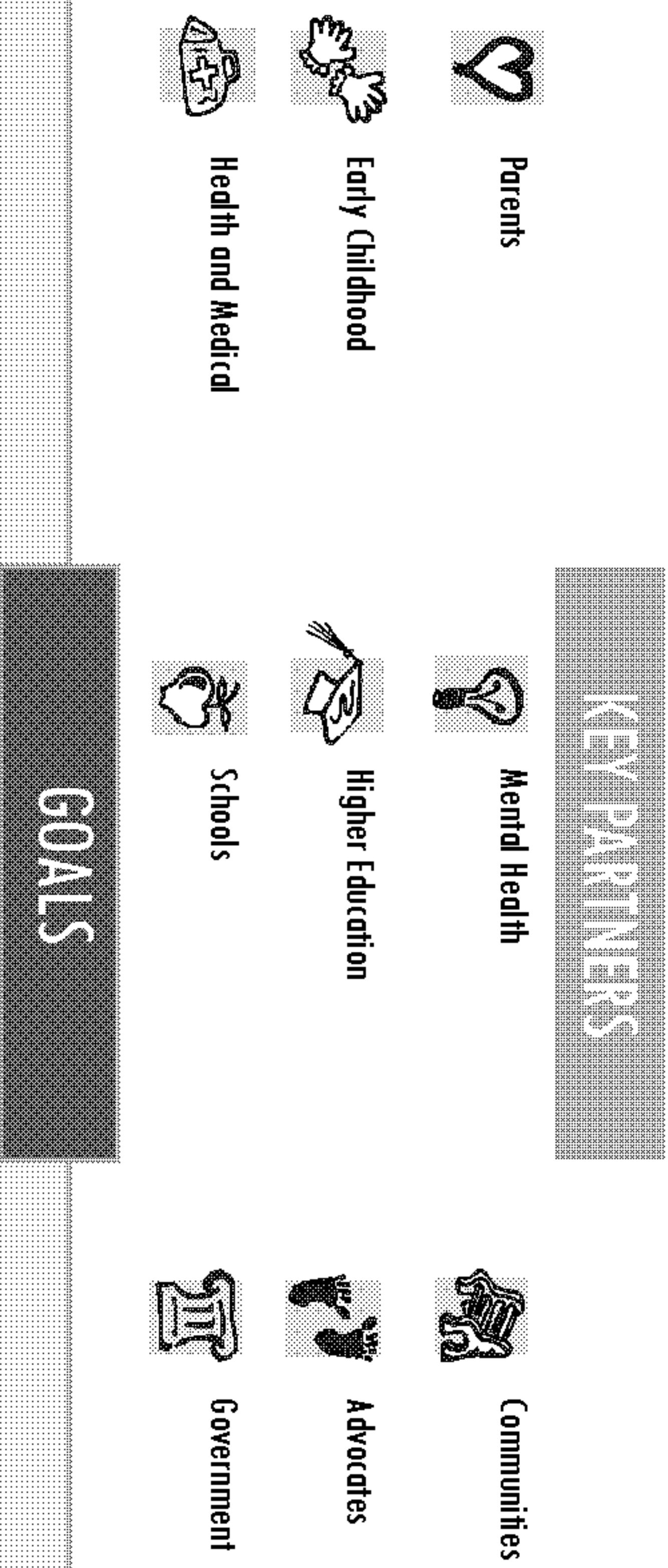
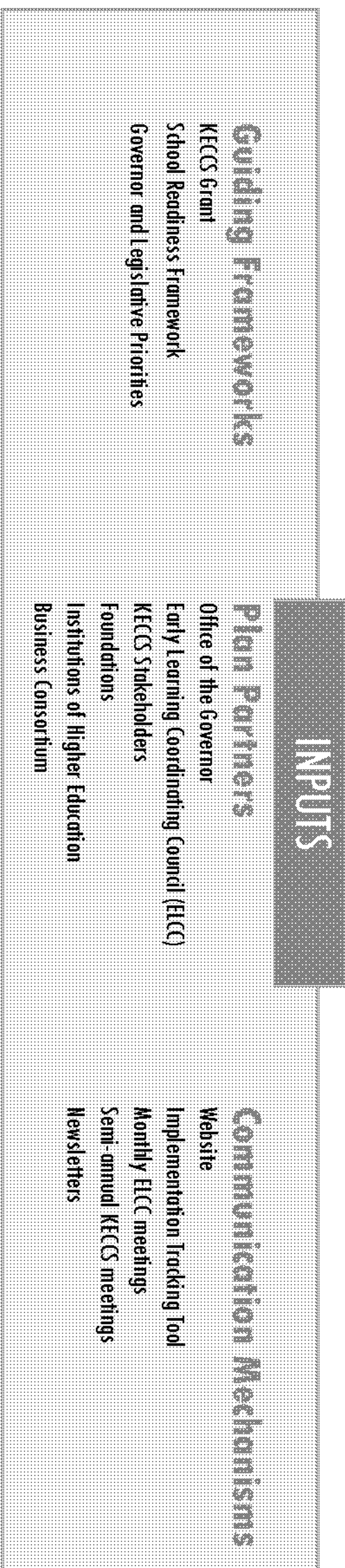


Developmental Domains:

- Physical Development
- Social Emotional Development
- Symbolic development
- General Knowledge
- Written Language
- Oral Language
- Math Concepts
- Work Habits
- Attentive Behavior

(Note: All indicators and measures reflect skills appropriate to the age and ability of the child. Each domain listed is from the Child Assessment portion of the school readiness assessment.)

Kansas Early Childhood Comprehensive Systems Plan



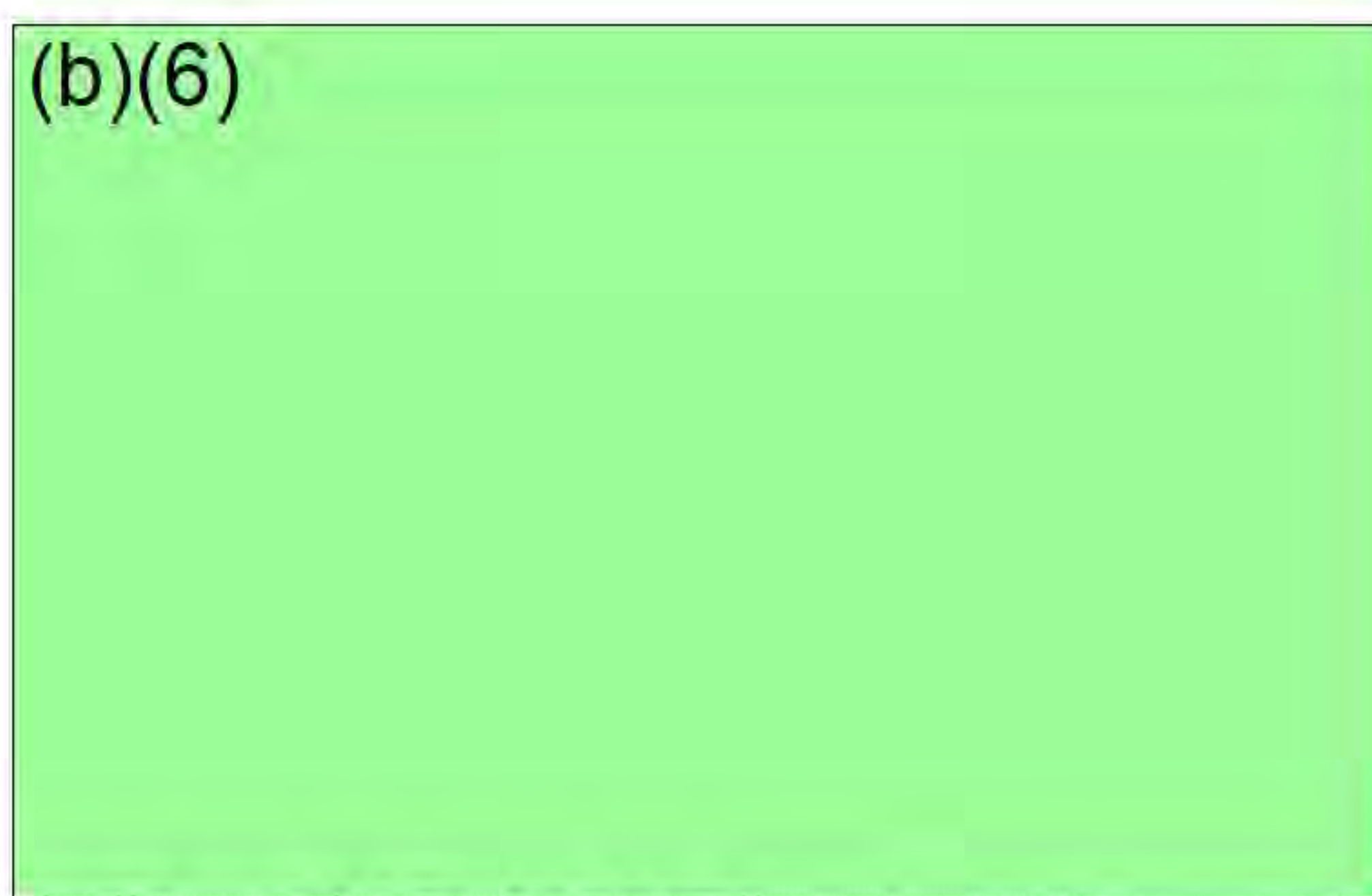
Kansas is a ready state
with an infrastructure to support communities, families, and schools.
Children are prepared to succeed in school.

The Kindergarten Transition

The transition to Kindergarten is an important milestone for young children and their families. Understanding the expectations of Kindergarten programs will help parents and early learning professionals provide experiences for children to promote success in Kindergarten, school, and life. Kansas schools are required to accept all age-eligible children (five years by August 31st). Kindergarten teachers know they will have a group of children who have a wide range of abilities and experiences. Such diversity enriches the excitement and learning in a Kindergarten classroom, but can also provide challenges to the child, families, teachers, and administrators.

The Kansas Early Learning Guidelines and Standards provide Kindergarten teachers and other school personnel with a continuum of skills and abilities for young children aged birth to Kindergarten. These early skills are aligned with both school readiness indicators and Kindergarten to 3rd grade content standards. To promote a successful transition between Kindergarten and the early years, connections need to be clearly defined and the continuum of learning set out. A formal transition process with a clear communication plan among parents, schools, and early childhood professionals will support a positive experience for children transitioning into Kindergarten.

Making the Connections



The Learning Continuum shows the connection between skills described in the Early Learning Standards, the School Readiness items from the Kansas Early Learning Inventory (KELI), and Kindergarten through 3rd grade standards, benchmarks and indicators (multiple content areas).

Early Learning	School Readiness Indicators	Kindergarten through 3rd Grade: Content Standards
<p>Birth to entering Kindergarten age;</p> <p>Five age groups:</p> <ul style="list-style-type: none"> ■ Young Infant (by 8 mo.) ■ Mobile Infant (by 18 mo.) ■ Toddler (by 18 mo.) ■ Preschooler - 3's ■ Preschooler - 4's 	<p>Items from the school readiness child assessment (Kansas Early Learning Inventory - KELI)</p>	<p>Examples of standards, benchmarks, and indicators from K-3rd grade standards that are supported by the early learning skills and the school readiness indicators</p>

DEVELOPMENTAL AREA: Physical and Health Development

School Readiness Indicator: The entering kindergarten grasps a pencil/crayon with fingers in a functional way (proper position, pincer grasp).
 Early Learning Standard PHD 2, Benchmark 2.1: Moves small muscles with purpose and coordination

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Visual Arts (Standard: Students will understand and apply media techniques and processes). Secondary Content area: Physical Education			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
The young infant grasps objects using entire hand .	The mobile infant experiments with grasp using a variety of writing tools.	The toddler holds pencils/ crayons between thumb and first two fingers (tripod grasp).	The younger preschooler draws and paints with some detail.	The older preschooler reproduces some shapes and letters with writing utensils.	The entering kindergarten grasps a pencil/crayon with fingers in a functional way (proper position, pincer grasp).	B1, 11: The student will demonstrate the use of a variety of media, techniques, and processes.	B1, 11: The student will demonstrate the use of a variety of media, techniques, and processes.	B1, 11: The 2nd grade student will demonstrate the use of a variety of media, techniques, and processes.	B1, 11: The 3rd student will demonstrate how to use specific media, techniques and processes.


DEVELOPMENTAL AREA: Physical and Health Development

School Readiness Indicator: The entering kindergarten performs personal hygiene tasks independently.
 Early Learning Standard PHD 3, Benchmark 3.3: Practices personal hygiene

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Science (Benchmark: All students will demonstrate responsibility for their own health). Secondary Content area: Health			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
The young infant signals need by crying (wet, hungry, tired, hurt).	The mobile infant indicates when pants are wet and needs to be changed.	The toddler washes hands and face with assistance.	The younger preschooler takes care of own toileting needs.	The older preschooler washes and dries hands before eating and after toileting.	The entering kindergarten performs personal hygiene tasks independently.	B1, 11: The student will engage in personal care.	B1, 11: The student will engage in personal care.	B1, 11: The student will engage in personal care.	B1, 11: The student will assume some responsibility for his/her own health.



DEVELOPMENTAL AREA: Communication and Literacy (Symbolic Development)

School Readiness Indicator: The entering kindergartner uses play themes/dramatic play.
 Early Learning Standard CL.3, Benchmark 3.5: Develops/comprehends stories

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards <u>Primary Content area: Reading</u> (Standard: The student responds to a variety of texts.) <u>Secondary Content area: Economics</u>			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
 (Indicators for this skill do not apply to this age.)	The mobile infant listens to stories being read.	The toddler draws meaning from pictures, print, and text.	The younger preschooler uses pictures and illustrations to tell and retell a story.	The older preschooler tells stories based on personal experiences, imagination, dreams and/or stories from books.	The entering kindergartner uses play themes/dramatic play.	B1, 11: The Kindergarten student identifies and discusses character(s) in literature.	B1, 11: The first grade student identifies and discusses character(s) in literature.	B1, 11: The student identifies and describes character(s) in literature.	B1, 11: The student identifies and describes characters' physical traits, basic personality traits, and actions.

DEVELOPMENTAL AREA: Communication and Literacy

School Readiness Indicator: The entering kindergarten combines drawing and writing to convey her/his idea.
 Early Learning Standard CL 4, Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Secondary Content area: Reading			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4			Entering Kindergartners	By the end of Kindergarten	
 (Indicators for this skill do not apply to this age).	 (Indicators for this skill do not apply to this age).	The toddler recognizes labels in the classroom.	The younger preschooler demonstrates an understanding of the relationships between spoken words and written language (e.g. makes pretend lists).	The older preschooler recognizes that print represents spoken words (i.e., environmental labels).	The entering kindergarten combines drawing and writing to convey her/his ideas.	B5, 11: The Kindergarten student expresses predictable feelings through drawings.	B5, 11: The first grade student communicates feelings through pictures and words.	B5, 11: The second grade student writes expressively.	B5, 11: The third grade student writes expressively.

DEVELOPMENTAL AREA: Communication and Literacy

School Readiness Indicator: The entering kindergarten identifies letters and their corresponding sounds.
 Early Learning Standard CL 3; Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Reading (Standard: The student reads and comprehends text across the curriculum.) Secondary Content area: Writing			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergarten The entering kindergarten identifies letters and their corresponding sounds.	By the end of Kindergarten B1, 16: The Kindergarten student demonstrates an understanding of graphemes and phonemes (i.e. sound-symbol relationships in written and spoken language-phonics).	By the end of 1st Grade B1, 16: The first grade student uses knowledge of letter-sound correspondences (e.g., consonant-vowel patterns, blends, digraphs, word families) when reading unknown words-phonics.	By the end of 2nd Grade B1, 12: The second grade student uses knowledge of developmentally appropriate decoding skills (e.g., consonant—vowel combinations, blends, digraphs, word families) when reading unknown words-phonics.	By the end of 3rd Grade B1, 11: The third grade student uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.
The young infant turns toward speaker or loud sound.	The mobile infant imitates some consonants and inflections.	The toddler shows awareness of beginning sounds in words.	The younger preschooler recognizes matching sounds and rhymes in familiar words or words in songs.	The older preschooler identifies some beginning and ending sounds in words.					


DEVELOPMENTAL AREA: Communication and Literacy

School Readiness Indicator: The entering kindergarten asks relevant questions.
 Early Learning Standard CL_1, Benchmark 1.3: Uses language to solve problems

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Listening (Standard: Learners will participate effectively as listeners within formal and informal groups.) Secondary Content area: Reading			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4			Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade
The young infant reacts to facial expressions of adults.	The mobile infant shakes head for "no".	The toddler asks questions using inflection and intonation.	The younger preschooler asks for desired objects or assistance.	The older preschooler asks for help as needed.	The entering kindergarten asks relevant questions.	B3: The effective listener understands the message.	B3: The effective listener understands the message.	B3: The effective listener understands the message.	B3: The effective listener understands the message.

DEVELOPMENTAL AREA: Communication and Literacy

School Readiness Indicator: The entering kindergartner recalls facts from a story read aloud.
 Early Learning Standard CL3, Benchmark 3.5: Develops/comprehends stories


Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	<u>Kindergarten through Grade 3 Standards</u>			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4		Primary Content area: Reading (Standard: The student reads and comprehends text across the curriculum.)	Secondary Content area: Listening		
					Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
 (Indicators for this skill do not apply to this age.)	The mobile infant listens to stories being read.	The toddler sustains attention to a story being read.	The younger preschooler uses pictures and illustrations to tell and re-tell a story.	The older preschooler recalls information and sequence of a story (e.g., setting, characters, events).	The entering kindergartner recalls facts from a story read aloud.	B4, I9: The kindergarten student retells or role-plays important events and information from the text.	B4, I9: The first grade student retells or role- plays important events and information from narrative and expository texts.	B4, I10: The second grade student determines main ideas as well as specific details in narrative and expository texts.	B4, I10: The third grade student retells main ideas or events as well as supporting details in narrative and expository texts.



(b)(6)

DEVELOPMENTAL AREA: Mathematical Knowledge

School Readiness Indicator: The entering kindergarten demonstrates an understanding of the numerical value of simple numbers (e.g. can use manipulatives to represent a quantity).
 Early Learning Standard MK 1, Benchmark 1.3: Understands number concepts

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Secondary Content area: Science			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
 (Indicators for this skill do not apply to this age.)	The mobile infant demonstrates understanding of "all gone".	The toddler understands "more" in reference to food or play.	The younger preschooler recognizes whole/part concept related to concrete objects.	The older preschooler estimates amounts.	The entering kindergarten demonstrates an understanding of the numerical value of simple numbers (e.g. can use manipulatives to represent a quantity).	B1, 1K1: The student establishes a one-to-one correspondence with whole numbers from 0 through 20 using concrete objects an identifies, states, and writes the appropriate cardinal number.	B1, 11K: The student knows, explains and represents whole numbers from 0 through 100 using concrete objects.	B1, 11K: The student knows, explains and represents whole numbers from 0 through 1,000 using concrete objects.	B1, 11K: The students knows, explains, and represents (a) whole numbers from 0 through 10,000; (b) fractions greater than or equal to zero; (c) decimals greater than or equal to zero through tenths place.

DEVELOPMENTAL AREA: Mathematical Knowledge

School Readiness Indicator: The entering kindergartner uses blocks, beads, or other materials to make and extend patterns (e.g. alternating color or shapes, numerical sequence, odd/even).
 Early Learning Standards MK 2, Benchmark 2.1: Uses the attributes of objects for comparison and patterning.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Mathematics (Standard: The student uses algebraic concepts and procedures in a variety of situations.). Secondary Content area: Science			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4		By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
The young infant attends to most faces and voices	The mobile infant differentiates between familiar and unfamiliar persons.	The toddler groups two or more objects by one attribute (e.g. shape, color, size).	The younger preschooler recognizes, describes, compares, and names common objects by one or more attributes.	The older preschooler uses blocks, beads or other materials to make or extend patterns.	The entering kindergartner uses blocks, beads, or other materials to make and extend patterns (e.g. alternating color or shapes, numerical sequence, odd/even).	B1, IK1: The student uses concrete objects, drawings, and other representations to work with types of patterns (repeating patterns, growing or extending patterns).	B1, IK1: The student uses concrete objects, drawings, and other representations to work with types of patterns (repeating patterns, growing or extending patterns).	B1, IK1: The student uses concrete objects, drawings, and other representations to work with types of patterns (repeating patterns, growing or extending patterns).	B1, IK1: The student uses concrete objects, drawings, and other representations to work with types of patterns (repeating or extending patterns).


DEVELOPMENTAL AREA: Mathematical Knowledge

School Readiness Indicator: The entering kindergarten identifies simple shapes.
 Early Learning Standard MK 3, Benchmark 3.2: Recognizes geometric shapes and their attributes.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	<u>Kindergarten through Grade 3 Standards</u> Primary Content area: Mathematics (Standard: The student uses geometric concepts and procedures in a variety of situations.). Secondary Content area: Visual Arts			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergarten	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
The young infant visually prefers items of high contrast (black and white); circles, and moving objects.	The mobile infant explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects).	The toddler places simple shapes in form boards and puzzles.	The younger preschooler identifies basic shapes in the environment (e.g. circle, square, triangle).	The older preschooler uses shapes (e.g. blocks) separately or in combination to produce pictures and objects.	The entering kindergartener identifies simple shapes.	B1, 11K: The student recognizes circles, squares, rectangles, triangles and ellipses (ovals) (plane figures/ two-dimensional figures).	B1, 11K: The student recognizes circles, squares, rectangles, triangles and ellipses (ovals) (plane figures/ two-dimensional figures).	B1, 11K: The student recognizes circles, squares, rectangles, triangles and ellipses (ovals) (plane figures/ two-dimensional figures) using concrete objects, drawings and appropriate technology.	B1, 11K: The student recognizes circles, squares, rectangles, triangles and ellipses (ovals) (plane figures/ two-dimensional figures) using concrete objects, drawings and appropriate technology.

DEVELOPMENTAL AREA: Social-Emotional Development

School Readiness Indicator: The entering kindergarten follows/navigates rules in a group situation.
 Early Learning Standard SE 4, Benchmark 4.1: Responds appropriately during group activities.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Civics/Government (Standard: The student understands the rule of law as it applies to family, school, local, state and national governments). Secondary Content area: Health			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4					
The young infant seeks attention and contact with people (e.g. lifts arms to be picked up).	 (Indicators for this skill do not apply to this age.)	The toddler identifies self as a part of a group (i.e. with the girls/boys).	The younger preschooler provides individual and choral responses when appropriate (e.g. repeats words with the group.)	The older preschooler listens while others are speaking.	The entering Kindergarten follows/navigates rules in a group situation.	<p>By the end of Kindergarten</p> B1, 11: The student recognizes safety rules and why they exist (e.g. the home, classroom, playground).	<p>By the end of 1st Grade</p> B1, 11: The student discusses the need for rules in the family and school with an understanding of consequences.	<p>By the end of 2nd Grade</p> B1, 11: The student discusses the need for rules in the school and community with an understanding of consequences.	<p>By the end of 3rd Grade</p> B1, 11: The student explains the purpose of rules and laws and why they are important in the school and community.

DEVELOPMENTAL AREA: Social-Emotional Development

School Readiness Indicator: The entering kindergartner works cooperatively with others.
 Early Learning Standard SE 5, Benchmark 5.2: Engages in play with others.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)						School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Listening (Standard: Learners will participate effectively as listeners within formal and informal groups). Secondary Content area: Civics/Government		
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners			By the end of Kindergarten	By the end of 1st Grade
The young infant smiles, laughs at physical games and anticipated actions of objects.	The mobile infant engages in parallel play (i.e. plays near, but not with others).	The toddler occasionally assumes various roles during play with others.	The younger preschooler creates and occasionally coordinates play with others.	The older preschooler collaborates with others to carry out a play theme (e.g. hospital or grocery store).	The entering kindergartner works cooperatively with others.	B6: The effective listener participates appropriately in small groups.	B6: The effective listener participates appropriately in small groups.	B6: The effective listener participates appropriately in small groups.	B6: The effective listener participates appropriately in small groups.

DEVELOPMENTAL AREA: Science

School Readiness Indicator: The entering kindergartner asks relevant questions.
 Early Learning Standard SCI 1, Benchmark 1.1: Demonstrates inquiry skills including problem-solving and decision making.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	<u>Kindergarten through Grade 3 Standards</u> Primary Content area: Science Secondary Content area: Health (interpersonal skills)			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4	Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade
The young infant occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies)	The mobile infants initiates actions (e.g. banging on pots/pans).	The toddler searches briefly for hidden objects.	The younger preschooler tries alternative solutions to problems.	The older preschooler asks/answers questions about objects, organisms, and events in his/her environment.	The entering kindergartner asks relevant questions.	B1, 14: The student asks and answers questions about objects, organisms, and events in his/her own environment.	B1, 14: The student asks and answers questions about objects, organisms, and events in his/her own environment.	B1, 14: The student asks and answers questions about objects, organisms, and events in his/her own environment.	B1, 14: The student asks questions that he/she can answer by investigating.

DEVELOPMENTAL AREA: Approaches to Learning

School Readiness indicator: The entering kindergartner sustains effort in an activity despite difficulties. Early Learning Standard ATL 1, Benchmark 1.1: Demonstrates enthusiasm and persistence.

Early Learning (Skills, abilities, and knowledge that provide the foundation for later skills.)					School Readiness Indicator	Kindergarten through Grade 3 Standards Primary Content area: Physical Education (standard: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings). Secondary Content area: Science			
Young Infants	Mobile Infants	Toddler	Pre-3	Pre-4			Entering Kindergartners	By the end of Kindergarten	By the end of 1st Grade
The young infant explores the environment through the senses.	The mobile infant demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach).	The toddler selects new as well as familiar activities.	The younger preschooler attends to a familiar task with minimal adult prompting.	The older preschooler persists when trying to complete a task after many attempts have failed.	The entering Kindergartner sustains effort in an activity despite difficulties.	B1: The student will demonstrate self-discipline, respect for others and the learning environment, as well as appropriate levels of sportsman-ship.	B1: The student will demonstrate self-management.	B1: The student will demonstrate self-management.	B1: The student will exhibit responsible personal and social behavior while working in diverse groups.

HEAD START CHILD OUTCOMES FRAMEWORK

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is composed of 8 general Domains, 27 Domain Elements, and 100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- ◆ The Domains, Elements, and Indicators are presented as a framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of three- to five-year-old children—not infants, toddlers, and pregnant women enrolled in Early Head Start or Migrant Head Start programs.
- ◆ The Framework should guide agencies in selecting, developing, or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.
- ◆ Every Head Start program implements an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in each of the 8 Domains of learning and development. At a minimum, because they are legislatively mandated, programs analyze data on 4 specific Domain Elements and 9 Indicators in various language, literacy, and numeracy skills, as indicated with a star ★ in the chart.
- ◆ Information on children's progress on the Domains, Domain Elements, and Indicators is obtained from multiple sources, such as teacher and home visitor observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices should reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability, increasing breadth or depth of knowledge and understanding, or increasing proficiency or independence in exercising a skill or ability.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
LANGUAGE DEVELOPMENT	Listening & Understanding	<ul style="list-style-type: none"> ◆ Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. ◆ Shows progress in understanding and following simple and multiple-step directions. ☆ Understands an increasingly complex and varied vocabulary. ☆ For non-English-speaking children, progresses in listening to and understanding English.
	Speaking & Communicating	<ul style="list-style-type: none"> ☆ Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. ◆ Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. ☆ Uses an increasingly complex and varied spoken vocabulary. ◆ Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. ☆ For non-English-speaking children, progresses in speaking English.
LITERACY	☆ Phonological Awareness	<ul style="list-style-type: none"> ◆ Shows increasing ability to discriminate and identify sounds in spoken language. ◆ Shows growing awareness of beginning and ending sounds of words. ◆ Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems. ◆ Shows growing ability to hear and discriminate separate syllables in words. ☆ Associates sounds with written words, such as awareness that different words begin with the same sound.
	☆ Book Knowledge & Appreciation	<ul style="list-style-type: none"> ◆ Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. ◆ Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend reading with other children. ◆ Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. ◆ Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.
	☆ Print Awareness & Concepts	<ul style="list-style-type: none"> ◆ Shows increasing awareness of print in classroom, home and community settings. ◆ Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. ◆ Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. ◆ Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. ☆ Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

☆ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
LITERACY (CONT)	Early Writing	<ul style="list-style-type: none"> ◆ Develops understanding that writing is a way of communicating for a variety of purposes. ◆ Begins to represent stories and experiences through pictures, dictation, and in play. ◆ Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. ◆ Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	Alphabet Knowledge	<ul style="list-style-type: none"> ◆ Shows progress in associating the names of letters with their shapes and sounds. ◆ Increases in ability to notice the beginning letters in familiar words. ☆ Identifies at least 10 letters of the alphabet, especially those in their own name. ☆ Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
MATHEMATICS	☆ Number & Operations	<ul style="list-style-type: none"> ◆ Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. ◆ Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. ◆ Develops increasing ability to count in sequence to 10 and beyond. ◆ Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. ◆ Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. ◆ Develops increased abilities to combine, separate and name "how many" concrete objects.
	Geometry & Spatial Sense	<ul style="list-style-type: none"> ◆ Begins to recognize, describe, compare and name common shapes, their parts and attributes. ◆ Progresses in ability to put together and take apart shapes. ◆ Begins to be able to determine whether or not two shapes are the same size and shape. ◆ Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. ◆ Builds an increasing understanding of directionality, order and position of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.
	Patterns & Measurement	<ul style="list-style-type: none"> ◆ Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials. ◆ Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. ◆ Begins to make comparisons between several objects based on a single attribute. ◆ Shows progress in using standard and non-standard measures for length and area of objects.
SCIENCE	Scientific Skills & Methods	<ul style="list-style-type: none"> ◆ Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. ◆ Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. ◆ Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. ◆ Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. ◆ Begins to describe and discuss predictions, explanations and generalizations based on past experiences.

☆ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
SCIENCE <small>(FOUNT)</small>	Scientific Knowledge	<ul style="list-style-type: none"> ◆ Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. ◆ Expands knowledge of and respect for their body and the environment. ◆ Develops growing awareness of ideas and language related to attributes of time and temperature. ◆ Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
CREATIVE ARTS	Music	<ul style="list-style-type: none"> ◆ Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. ◆ Experiments with a variety of musical instruments.
	Art	<ul style="list-style-type: none"> ◆ Gains ability in using different art media and materials in a variety of ways for creative expression and representation. ◆ Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. ◆ Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. ◆ Begins to understand and share opinions about artistic products and experiences.
	Movement	<ul style="list-style-type: none"> ◆ Expresses through movement and dancing what is felt and heard in various musical tempos and styles. ◆ Shows growth in moving in time to different patterns of beat and rhythm in music.
	Dramatic Play	<ul style="list-style-type: none"> ◆ Participates in a variety of dramatic play activities that become more extended and complex. ◆ Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
SOCIAL & EMOTIONAL DEVELOPMENT	Self Concept	<ul style="list-style-type: none"> ◆ Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. ◆ Develops growing capacity for independence in a range of activities, routines, and tasks. ◆ Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
	Self Control	<ul style="list-style-type: none"> ◆ Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. ◆ Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. ◆ Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
	Cooperation	<ul style="list-style-type: none"> ◆ Increases abilities to sustain interactions with peers by helping, sharing and discussion. ◆ Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. ◆ Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.

☆ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
SOCIAL & EMOTIONAL DEVELOPMENT (CONT.)	Social Relationships	<ul style="list-style-type: none"> ◆ Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. ◆ Shows progress in developing friendships with peers. ◆ Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
	Knowledge of Families & Communities	<ul style="list-style-type: none"> ◆ Develops ability to identify personal characteristics including gender, and family composition. ◆ Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. ◆ Develops growing awareness of jobs and what is required to perform them. ◆ Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.
APPROACHES TO LEARNING	Initiative & Curiosity	<ul style="list-style-type: none"> ◆ Chooses to participate in an increasing variety of tasks and activities. ◆ Develops increased ability to make independent choices. ◆ Approaches tasks and activities with increased flexibility, imagination and inventiveness. ◆ Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
	Engagement & Persistence	<ul style="list-style-type: none"> ◆ Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. ◆ Demonstrates increasing ability to set goals and develop and follow through on plans. ◆ Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
	Reasoning & Problem Solving	<ul style="list-style-type: none"> ◆ Develops increasing ability to find more than one solution to a question, task or problem. ◆ Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. ◆ Develops increasing abilities to classify, compare and contrast objects, events and experiences.
PHYSICAL HEALTH & DEVELOPMENT	Fine Motor Skills	<ul style="list-style-type: none"> ◆ Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer. ◆ Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. ◆ Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.
	Gross Motor Skills	<ul style="list-style-type: none"> ◆ Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. ◆ Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
	Health Status & Practices	<ul style="list-style-type: none"> ◆ Progresses in physical growth, strength, stamina, and flexibility. ◆ Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. ◆ Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. ◆ Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.

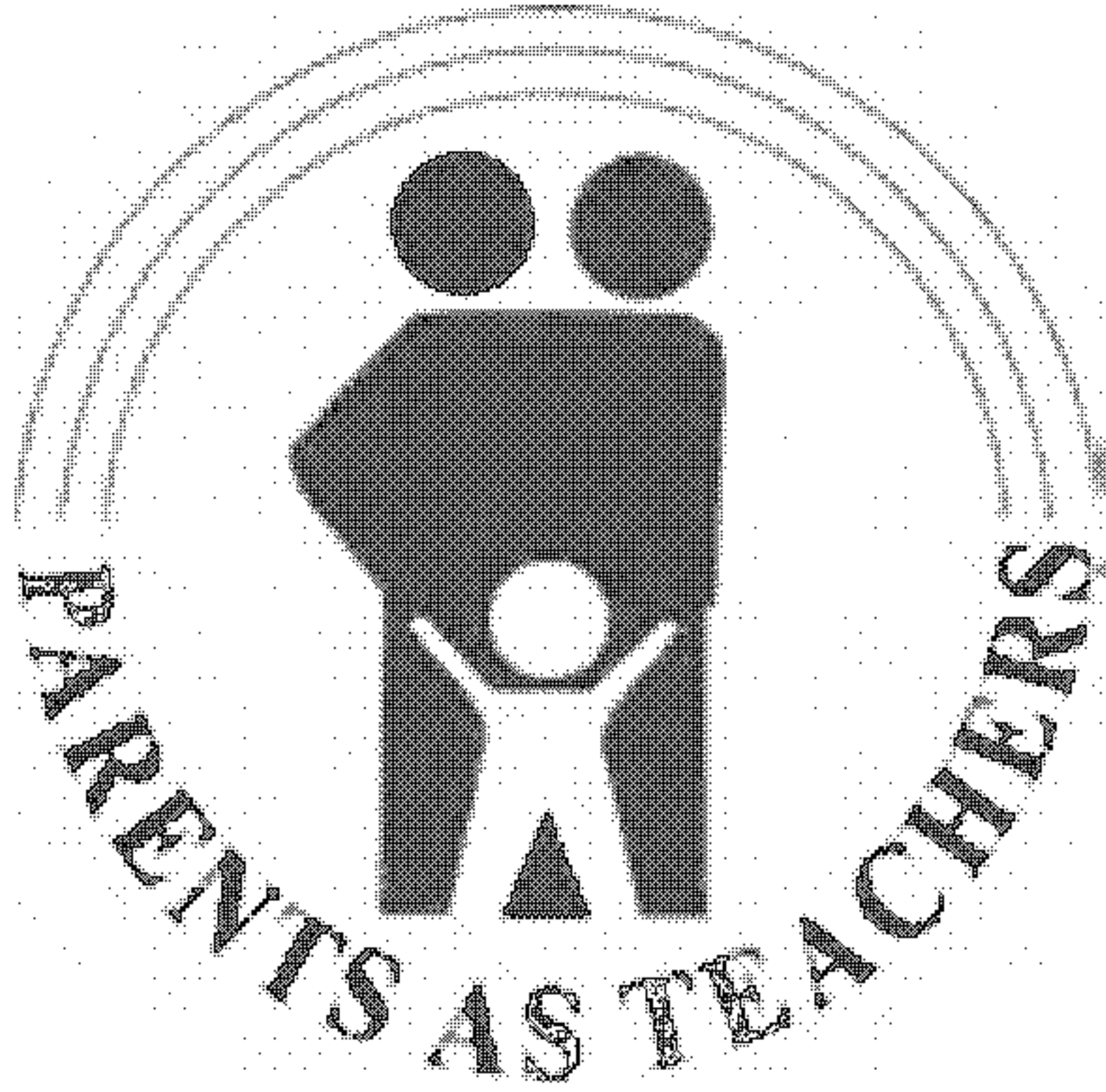
☆ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

Early Intervention/Early Childhood - Special Education Child Outcomes

The U.S. Department of Education, Office of Special Education Programs (OSEP) identified three early childhood outcomes as a basis for collecting and reporting progress data:

Percent of children who demonstrate improved:

- 1. Positive social-emotional skills (including social relationships)**
- 2. Acquisition and use of knowledge and skills (including early language/communication and literacy for preschool)**
- 3. Use of appropriate behaviors to meet their needs.**



Parents as Teachers Key Outcomes

Goal #1: Increase parent knowledge of early childhood development and improve parenting practices

Parents as Teachers parent educators support the development of strong parent-child relationships by providing information to families about parenting skills, parent-child interactions, and child development.

Parent educators model, consult, and coach on parenting practices, and engage in parent-child activities designed to foster observation of the child's behavior and parent-child interaction.

- Outcome: Parents as Teachers parents are more knowledgeable about child development and child-rearing practices.
- Outcome: Parents as Teachers parents engage in more language- and literacy-promoting behaviors with their children.
- Outcome: Parents as Teachers parents are more involved in their children's schooling.

Goal #2: Provide early detection of developmental delays and health issues

Undiagnosed and unaddressed developmental and health issues can impede overall child development and school readiness. Programs offering Parents as Teachers services through the Born to Learn model provide regular child screening that focuses on developmental progress regarding cognitive, language, social-emotional, and motor skills, as well as identification vision/hearing/health issues. As a consequence, children with possible developmental delays and vision/hearing/health issues are identified early, and referred to further services when needed.

- Outcome: Children who participate in Parents as Teachers receive developmental screenings and have delays identified early.
- Outcome: Children who participate in Parents as Teachers are healthier.

Goal #3: Prevent child abuse and neglect

Parent educators using the Parents as Teachers curriculum provide parents with knowledge and more realistic expectations of age-appropriate developmental milestones and behaviors, information about parenting topics (e.g., discipline, sibling relationships, toilet learning), and ways that parents can support their children's development and learning.

- Outcome: Parents are more knowledgeable about discipline, show more positive involvement with children, and organize their home environment more appropriately.
- Outcome: Families who participate in Parents as Teachers have fewer documented cases of abuse and neglect.

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Goal #4: Increase children's school readiness and school success

The Parents as Teachers Born to Learn model provides personal visits, screenings, group meetings, and connection to a resource network designed to maximize the impact that parents have as their children's first and most influential teachers. Because the early years of a child's life are critical for optimal development and provide the foundation for success in school and life, working with parents of very young children is an opportunity to promote children's readiness for school and sets children on the path for school success.

- Outcome: Parents as Teachers children are more advanced than comparison children in language, problem solving and other cognitive abilities, and social development.
- Outcome: Parents as Teachers children score higher on Kindergarten readiness tests and on standardized measures of reading, math and language in the elementary grades.

Complete research findings are listed on PAT National Center's site

www.parentsasteachers.org

Teacher Core Competencies and Licensure

For information on Core Competencies: www.kaccrra.org

The Core Competencies for Early Care and Education Professionals in Kansas and Missouri detail what professionals who work with young children and families need to know and be able to do to provide quality early care and education.

Competencies describe the specific knowledge and observable skills or attributes needed by the practitioners. The Core Competencies establish a set of standards for professionalization of the field.

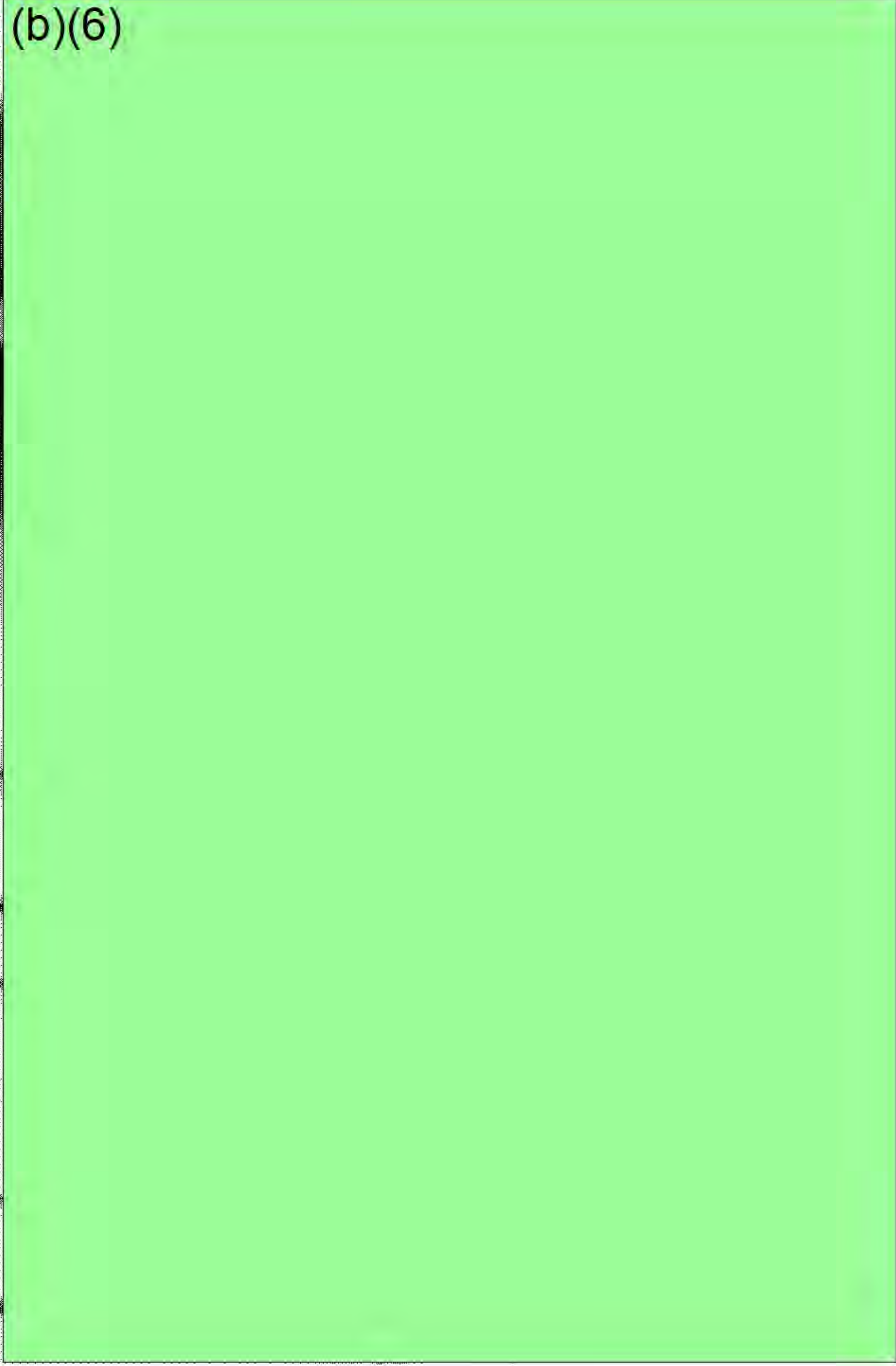
For Information on Teacher Education Licensure: www.ksde.org

Kansas has two Early Childhood licenses:

- (1) Early Childhood Unified (ECU), Birth through Grade Three; and,
- (2) Early Childhood Unified (ECU), Birth through Kindergarten.

Both licenses include requirements in regular early childhood education and in early intervention/early childhood special education.

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Appendix A: Resources


National Resources

- Administration for Children and Families Child Care Bureau: www.acf.hhs.gov/programs/ccb/ta/gsgs_roundtable/preface.htm
- Bredekamp, S. and Copple, C. (Eds.) (1997) *Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition)*. NAEYC.
- CLASP—Center for Law and Social Policy: www.clasp.org
- Early Learning Standards: *Creating the Conditions for Success: A Joint Position statement of the National Association for the Education of Young children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)*. 2002. NAEYC
- FPG Child Development Institute, UNC-CH. *Getting Ready for School Begins at Birth: How to help your child learn in the early years, zero to three.*
- *Meeting Great Expectations: Integrating Early Education Program Standards in Child Care* (2003)
- National Association for the Education of Young Children: www.naeyc.org
- National PreKindergarten Center. (2004). *PreKindergarten Policy Framework*.
- Zero to Three: www.zerotothree.org

Kansas Resources

- Kansas Parent Information Resource Center (KPIRC): www.kpirc.org
- Kansas Early Childhood Comprehensive System (KECCS) plan: www.keccs.org
- Make a Difference Information Network: 1-800-332-6262 (provides phone numbers and contacts for a variety of school readiness and family support agencies and organizations).

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Appendix B: Alignment Worksheet

Developmental Content Area: Physical Health and Development (PHD)						
Content Area/Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/activities	Not addressed currently	How this will be assessed
PHD Standard 1: Develops gross motor skills	1.1: Moves body with control and balance 1.2: Coordinates movements in space to accommodate objects and boundaries					
PHD Standard 2: Develops fine motor skills	2.1: Moves small muscles with purpose and coordination					
PHD Standard 3: Demonstrates behaviors that promote good health	3.1: Exhibits healthy eating habits 3.2: Follows safety rules/precautions					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
Developmental Content Area: Social-Emotional Development (SE)						
SE Standard 1: Exhibits sense of self	1: Exhibits sense of self 1.2: Knows personal information					
SE Standard 2: Develops positive social relationships	2.1: Shows attachment and emotional connections toward others 2.2: Seeks and maintains friendships					
SE Standard 3: Develops self-control and personal responsibility	3.1: Demonstrates an understanding of simple rules and limitations					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/activities	Not addressed currently	How this will be assessed
	3.2: Recognizes, expresses and copes with feelings appropriately					
SE Standard 4: Participates in large and small group activities	4.1: Responds appropriately during group activities					
SE Standard 5: Demonstrates imagination and creativity in play	5.1: Engages in various levels of play 5.2: Engages in play with others					
Developmental Content Area: Communication and Literacy (CL)						
CL Standard 1: Uses language in many different ways	1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met 1.2: Uses language to communicate ideas and feelings					

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	1.3: Uses language to solve problems					
CL Standard 2: Observes and responds to communication	2.1: Responds to verbal and non-verbal communication 2.2: Communicates in home language and is understood by others					
CL Standard 3: Demonstrates early reading skills	3.1: Listens to reading materials with interest and enjoyment 3.2: Demonstrates knowledge of the alphabet 3.3: Demonstrates emergent phonemic/ phonological awareness					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	3.4: Exhibits book handling skills					
	3.5: Develops/comprensends stories					
CL Standard 4: Demonstrates emergent writing skills	4.1: Demonstrates an understanding that the purpose of writing is communication					
	4.2: Demonstrates an understanding of the basic concepts and conventions of print					
	4.3: Uses writing as a means of expression/communication					
Developmental Content Area: Approaches to Learning (ATL)						

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
ATL Standard 1: Demonstrates positive approaches to learning	1.1: Demonstrates enthusiasm and persistence 1.2: Demonstrates positive work habits					
Developmental Content Area: Science (SCI)						
SCI Standard 1: Demonstrates an understanding of the process of scientific inquiry and logical thinking	1.1: Demonstrates inquiry skills including problem-solving and decision making					
SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles, and interconnections of the life, physical, and space sciences	2.1: Demonstrates an understanding of the basic properties of living and non living things					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
Developmental Content Area: Mathematical Knowledge (MK)						
MK Standard 1: Demonstrates understanding of number concepts and numerical operations	1.1: Demonstrates understanding of numbers 2.2: Knows and applies concepts that describe how living things interact with each other and with their environment					
	1.2: Demonstrates an understanding of number computation					
	1.3: Understands number concepts					
	1.4: Develops knowledge of sequence and temporal awareness					

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
MK Standard 2: Demonstrates and understanding of patterns and relationships (Algebra)	2.1: Uses the attributes of objects for comparison and patterning					
MK Standard 2: Demonstrates and understanding of patterns and relationships (Algebra)	3.1: Recognizes and describes spatial relationships					
	3.2: Recognizes geometric shapes and their attributes					
Developmental Content Area: Social Studies (SS)						
SS Standard 1: Demonstrates a beginning understanding of trade as exchange of goods and services	1.1: Demonstrates a beginning understanding of trade as an exchange of goods and services					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
Developmental Content Area: Fine Arts (FA)						
SS Standard 1: Demonstrates an understanding of basic geographic concepts	2.1: Demonstrates an understanding of the relationships between people and places					
FA Standard 1: Demonstrates creativity through the arts	1.1: Demonstrates self expression and appreciation for music					
	1.2: Demonstrates self expression through dance and movement					
	1.3: Demonstrates self expression and appreciation for visual arts					

Appendix C: Guiding Principles and Values*

- A belief in civic and democratic values, including respect, equality, and a participatory approach to decision making;
 - A commitment to ethical behavior on behalf of children;
 - The use of educationally and developmentally significant goals as guides in designing and implementing curriculum, assessment, and program evaluation;
 - Coordinated systems that connect curriculum, assessment, and program evaluation;
 - Support for children as individuals and as members of families, cultures, and communities;
 - Respect for children's abilities and differences, so that systems of curriculum, assessment, and program evaluation promote the development and learning of all children;
 - Partnerships and communication with families;
 - Respect for evidence, including research as well as professional consensus; and
 - Shared accountability for giving all children opportunities to reach essential goals including accountability of programs, staff, administrators, and policy-makers.
- * Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (NAEYC & NAECS/SDE, 2003 p. 5).

Appendix D: Glossary

Abilities: a natural or acquired skill or talent.

Align: to line-up, be consistent with, or get into position. See “Curriculum Alignment”.

Assessment: objective information from multiple indicators and evidence that is evaluated and used to make an appraisal about young children’s behavior, skills, knowledge, and abilities.

Benchmark: a sub-component of a standard and therefore a more specific statement of what a child should know and be able to do. Benchmarks are used to measure a child’s progress toward meeting the standard.

Cognitive: an area of intellectual development and brain functioning leading to learning in various content areas of learning such as: reading, math, science, fine arts, social studies. Cognition also includes perception, short- and long-term memory, attention, reasoning, and problem-solving skills (i.e., how we think, reason, and remember).

Communication: any verbal, non-verbal, or symbolic transfer of information between two or more individuals.

Core Competencies: a matrix of teacher performance measures based upon content areas and increasing levels of skills and knowledge.

Curriculum: the organized, planned content of learning. “Curriculum is an organized framework that delineates the content that children are to learn, the processes through which children achieve curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur.” *Young Children*, 46(3), p. 21.

Curriculum Alignment: the process that assures that there is a direct and supportive relationship among content standards, curriculum, assessment, and instruction.

Curriculum Mapping: a procedure used to examine what is being taught (curriculum) in order to align the current curriculum with state standards and to determine any gaps in what is being taught.

DEC (Division of Early Childhood): the national professional group that provides support, assistance, and advocacy for professionals, parents, and other interested stakeholders in the areas of early intervention (birth to age three) and early childhood special education (three to five years of age).

Developmental Sequence: a sequence of the knowledge and skill levels that children typically learn or achieve as they grow.

Developmental Content Area: a category of knowledge that correlates with the K-12 content standards (for example: social studies, mathematics, science, reading).

Developmental Continuum: a sequence of knowledge or skill levels typically achieved by young children at different ages.

- Developmentally Appropriate:** practices, including assessment, that are age appropriate, culturally appropriate, and individually appropriate for a child.
- Developmentally Appropriate Practices (DAP):** teaching decisions that vary with and adapt to the age, experience, interests, and abilities of individual children within a given age range.
- Domain:** an area of child development such as physical, social-emotional, communication and literacy, and cognition.
- Early Childhood:** the years from birth to age eight.
- Early Learning Guidelines:** age level information (birth to five years) on physical, social-emotional, communication and literacy, and cognitive development.
- Early Learning Early Childhood Professionals:** trained educators, teachers, child care providers who work with and teach young children, ages birth to eight years.
- Early Learning Standards:** statements describing the expectations for skills and knowledge that young children, ages birth to five, should know and be able to do as a result of participating in high quality early childhood programs. These provide the foundation for future success in Kindergarten and later in life.
- Evaluation:** the process of making a judgment about assessment results.
- Evidence-based Practice:** a decision-making process that integrates the best available research evidence with family and professional wisdom and values.
- High Quality Learning Environment:** demonstrating a degree of excellence based upon objective measures (such as accreditation, scores on environmental rating systems or a Quality Rating System, level of teacher education and professional development, use of developmentally appropriate practices and appropriate teacher-child interactions) that are evidence-based and indicate a rich, nurturing environment that promotes learning and development.
- IDEA:** the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004.
- Instruction:** the process of teaching; the system for delivering information and content (curriculum) to promote child learning of the curriculum.
- Indicator:** example behaviors of knowledge or skills children might demonstrate at different levels of development, in order to meet the benchmark.
- K - 12:** Kindergarten through 12th grade.
- KELI:** the Kansas Early Learning Inventory - a child assessment used in kindergarten to collect information on the skills, knowledge, and abilities of entering Kindergartners through teacher observation.
- Knowledge:** comprehension acquired by learning.
- Literacy:** includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

Methods: teaching practices and techniques.

Milestone: a significant event or occurrence in development.

NAEYC (National Association for the Education of Young Children): the national professional group that provides support, assistance, and advocacy for professionals, parents, and other interested stakeholders in the area of early childhood education—ages birth to eight years.

NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education): a national group composed of early childhood specialists in State Departments of Education as well as selected members of national groups such as the Chief Council of State School Officers (CCSSO), the National Institute of Early Education Research (NIEER), NAEYC and others.

Nurturing: the act of caring and promoting healthy growth.

Repertoire: a range or number of skills, aptitudes, or special accomplishments.

Scaffolding: changing the level of support over a teaching session or learning opportunity, in which a more skilled partner adjusts the assistance he or she provides to fit the child's current level of performance and to encourage and support movement to a higher level.

Self-initiated: that which comes from inside one's self as opposed to external stimuli.

Skill: proficiency or ability.

Spatial: perception of three dimensions.

Standard-based Curriculum: a curriculum (what is being taught) developed using standards as a basis or foundation.

Standard: a general statement, within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Strategies: organized plans or activities to accomplish a goal, typically within a classroom.

Structured Time: having an organized plan to guide the development of activities to promote a specific learning goal.

Symbolic: representation of one object or idea by another, i.e. using a word to describe an object (for example, using the word 'table' instead of the actual table; using a block as a car rather than a toy car).

Tripod Grasp: grasp by the thumb and first two fingers of the hand. This is a developmental milestone.

Unstructured Time: allowing children freedom of choice to initiate or choose available or free choice activities in which to participate.

Appendix E: Research

Diamond, M. and Hopson, J. (1998) Magic trees of the mind: How to nurture your child's intelligence, creativity, and healthy emotions from birth through adolescence. Dutton, Penguin Putman, Inc. NY, NY.

Eliot, L. (1999) What's going on in there? How the brain and mind develop in the first five years of life. Bantam Books, 1540 Broadway, NY, NY

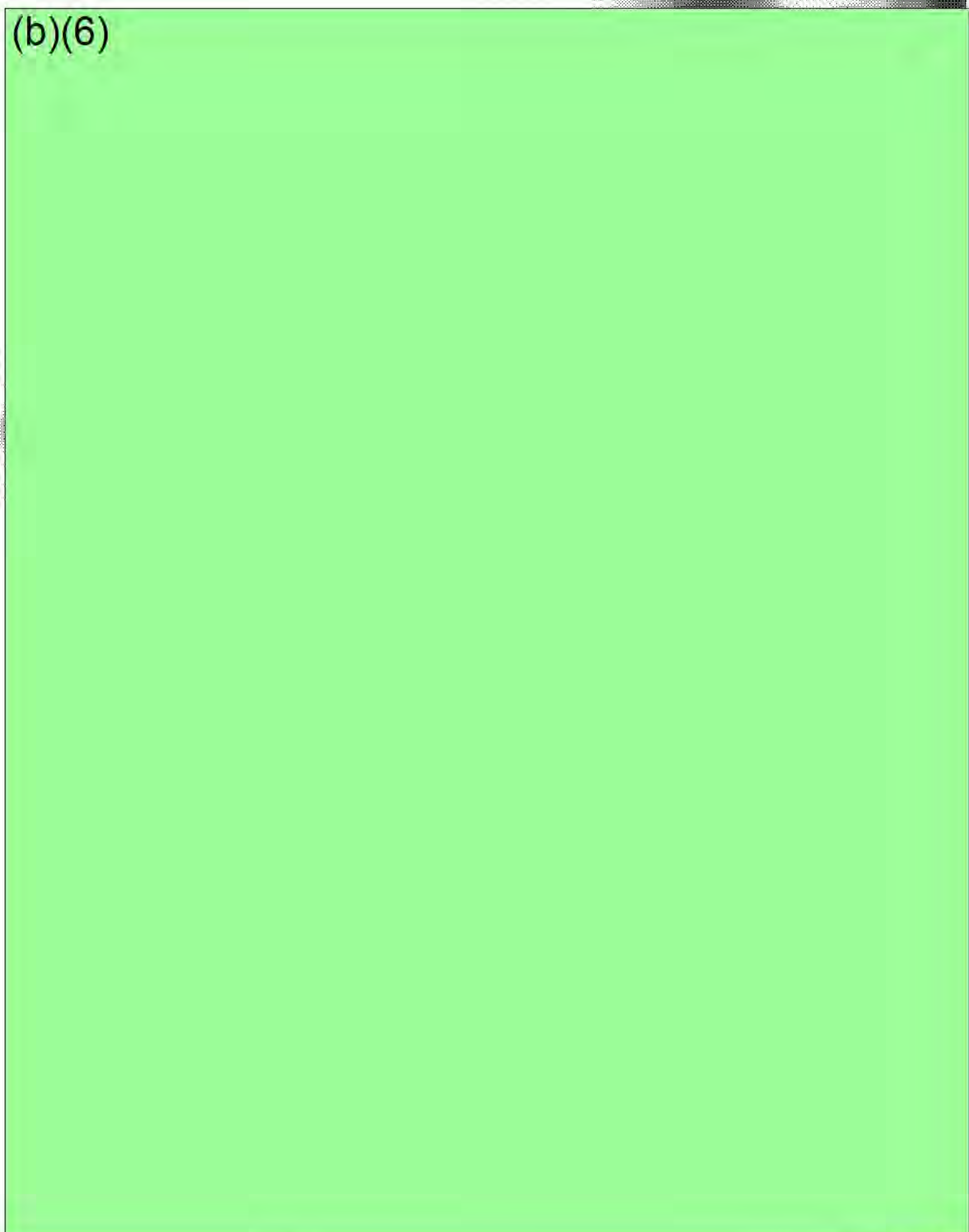
Gopnik, A., Meltzoff, A.N., and Kuhl, P.K. (1999). The scientist in the crib: Minds, brains, and how children learn. William Morrow and Co., NY 10019.

Hirsh-Pasek, K. Golinkoff, R.M. with Eyer, D. (2003). Einstein never used flash cards: How our children really learn—and why the need to play more and memorize less. Rodale, Inc.

Ramey, C.T. and Ramey, S.L. (1999). Right from birth: Building your child's foundation for life birth to 18 months. Goddard Press, NY, NY.

Singer, D.G., Golinkoff, R.M. and Hirsh-Pasek, K. (2006) Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth. Oxford University Press, N.Y.

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Appendix F: **Steering Committee**

Purpose: To guide the work, providing information, support, and guidance to meet agency and federal requirements.

Original Members of Steering Committee:

Kansas State Department of Education (KSDE):

Carol Dermyer, Alexa Pochowski, Gayle Stuber, Jeannette Nobo, Marnie Campbell, Lynne Owen

Content Consultants:

Lynnett Wright (Extended Standards), Tracy Newell (Math), Veronica William (Reading), Stacey Lierz-Zigler (Writing), Greg Schell (Science), Joyce Huser (Fine Arts), Melanie Stuart-Campbell (ELL)

Social Rehabilitation Services (SRS):

Alice Womack, Jean Morgan, Carolyn Weinhold (Head Start Collaboration);
Mary Weathers, Sally Paige Kahle

Kansas Department of Health and Environment (KDHE):

Linda Kenney, Janet Newton, Peggy Miksch, Carolyn Nelson, Tracy Wohl

Head Start:

Mary Baskett, Cindy Shotts, Kathy Leon

Institute of Higher Education (IHE):

Eva Horn, Mary DeLuccie, Sue Sommers, Bronwyn Fees

Kansas Inservice Training System (KITS):

Misty Goosen, Dave Lindeman

Interagency Coordinating Council (ICC):

Doug Bowman

Kansas Association for the Education of Young Children (KAEYC):

Reva Wywadis

Kansas Division of Early Children (KDEC):

Margy Hornback

Kansas Association of Childcare Resource and Referral Agencies (KACCRRRA):

Leadell Ediger; Becky Woerz

School District Administrators:

Bert Moore (USD 282), Greg Renter (USD 273)

NCCIC Early Childhood State TA Specialist:

Rae Anderson

Children's Cabinet:

Jim Redmon

Governor's BEST team:

Dr. Sylvia Robinson

Development Committee

Purpose: To develop 'birth to five years' standards aligned with the K-12 standards.

Members of the Standards Development Committee:

Co-Chair: Gayle Stuber, KSDE

Co-Chair: Jean Morgan, SRS

Kindergarten Teacher: Letiticia Pettijohn (Buhler - USD 313)

Kindergarten Teacher: Christy Boerner (Wamego - USD 320)

Primary Grade Teacher/ELL: Ann Knoll (Holcomb - USD 363)

Early Childhood Higher Education: Mary DeLuccie (KSU), Sue Sommers (BCCC); Bronwyn Fees (KSU); Lynn Marotz (KU)

Head Start: Kathie Leon (also EC)

ECSE/Head Start: Margy Hornback, Cindy Schotts

ECSE Teacher: Frieda Noller/Emile McGill

ECSE Higher Education: Eva Horn (KU); Dale Walker (KU)

Home Care Provider: Reva Wywadis

Parents as Teachers: Nancy Keel

KACCRRRA: Lana Messner (infant/toddler); Becky Woerz

KSDE: Marnie Campbell (ECSE); Margy Hornback (ECSE); Lynne Owen (PAT, 4 year old at-risk)

Infant/Toddler, Part C: Deanna Berry

Parent: Maria Martinez

ICC/Tribal: Carrie Hastings

KDHE, Part C: Peggy Miksch; Deanna Peterson

State ICC: Doug Bowman

KITS training system: Misty Goosen, Phoebe Rinkel

APPENDIX X

**Pre-K Pilot Program Standards and Requirements
Kansas Preschool Program
2010-2011**

GUIDELINES

OUTCOME: Children will enter school ready to succeed.

The Kansas Preschool Program (KPP): Pre-K Pilot Program is based upon the theory that high quality early learning environments improve child skills and knowledge, and therefore better support school readiness and school success for young children as they enter Kindergarten. High quality programs require teachers who are trained and knowledgeable, the implementation of evidence-based practices and curriculum, and the use of intentional teaching which includes developmentally appropriate instruction and assessments that are also reliable and valid. Evidence-based practice is defined as a decision-making process that integrates the best available research evidence with family and professional wisdom and values (Buysse & Wesley, 2006). Programs are required to meet high standards so that the children participating in the learning environments will be successful when they enter Kindergarten. Collaboration with community partners provides a stronger program that better meets the needs of families and their young children. School districts and community child care professionals must work together and with other community early childhood partners to best utilize current programs that are high quality -- those programs that meet the program standards described in this application.

Funds will be awarded through an application process. Program descriptions must include evidence-based practices. Please review the Assurances Page for specified requirements.

Kansas Preschool Program: Program Standards

Program standards and components required for participation in the Kansas Preschool Program: Pre-K Pilot Program are described below.

1. Teacher Requirements

Lead Teacher Qualifications:

a. Pre-K Program Requirement:

Lead teachers must hold an AA in early childhood education or a closely related field; lead teachers must agree to achieve a BA within 5 years of becoming a **Pre-K Pilot/Program** site and must have a plan on file to show how this will be achieved.

Assistant Teacher/Teacher Aide Qualifications:

b. Assistant teachers must hold a CDA or equivalent.

Having the 'highly qualified Paraprofessional' status for QPA is acceptable as an equivalent. It is strongly recommended that school districts employ paraprofessionals or aides who have at least a Child Development Associate (CDA certificate) or an A.A. in early childhood education or a related field.

2. Curriculum & Assessment requirements

Child Outcomes: This information will be collected via the online survey.

All Kansas Preschool Programs are required to develop local child outcomes. The outcomes areas will be based upon the domains listed in the Kansas Early Learning Standards document.

Curriculum and Assessment requirements

The core curriculum used in each program may be locally determined or developed. All must be aligned with the Kansas Early Learning Standards and must be evidenced-based. Evidence-based practice is defined as a decision-making process that integrates the best available research evidence with family and professional wisdom and values (Buysse & Wesley, 2006). An evidence-based curriculum should be based upon the best research available.

Programs must use developmentally appropriate, valid, and reliable assessments, aligned with Kansas Early Learning Standards and the core curriculum of the program to determine growth over the year.

3. Family Services Worker

Pre-K Programs will have at least one family services worker (similar to the family advocate role in Head Start) who will provide referrals and additional supports to families as needed. This professional will hold either a MSW or a minimum of a BA in social work or a closely related field and 5 years of closely related experience of working with parents and families. (This standard is required for Pre-K Programs and encouraged for Four Year Old At-Risk Programs).

4. The teacher: child ratio will be no higher than 1: 10. Head Start classrooms may have a ratio of 2:17.
5. The class size will not exceed 20 children (with 2 adults—teacher, assistant teacher/paraprofessional/teacher aide).
6. Teachers and assistant teachers/paraprofessionals/teacher aides must participate in at least 15 hours of in-service training annually.
7. Pre-K Programs that choose to extend the current half day experience must provide the rationale for the extension and add 465 hours to their current classroom time for a total of 930 hours across the year.
8. Collaboration among community early childhood partners is required to meet application assurances and must be described in the application.
9. For Pre-K Programs, at least 50% must meet one or more of the at-risk criteria listed in the table below.

Criteria for Pre-K Pilot Program

Criteria	Clarification
1. Poverty (4 year old at-risk)	1. Qualifies for free lunch program <u>or</u> reduced lunch program on September 20, 2010
2. Single parent families	2. At the time of enrollment, the custodial parent is unmarried.
3. SRS referral	3. The reason for referral must describe the need for the child to attend the pre-K program and be documented and signed by the SRS agent.
4. Teen parents	4. At least one parent was a teen when the child was born.
5. Either parent is lacking a high school diploma or GED.	5. At the time of enrollment, either parent lacks a high diploma or a GED.
6. Limited English Proficiency	6. LEP status must be documented. Forms must be in child's file. Process and criteria are found at www.ksde.org under Early Learning. NOTE: ESOL services must be provided by qualified teachers.
7. Developmentally or academically delayed based on validated assessments.	7. Child must have been determined by a qualified professional (trained on assessment(s) used) to be developmentally and/or academically delayed* based on standardized assessment results. Assessment and results must be in the child's file.
8. Children of active duty military	8. Family member who is active duty must have paperwork showing active status.
9. EC Referral (Pre-K Program only)	9. The reason for the referral must describe the need for the child to attend the Pre-K Program. Documentation should include a written referral with rationale and any necessary supporting evidence.

Note: **Participants must be four years of age on or before August 31, 2010.** *(Children turning 5 years old on or before August 31, 2010 cannot generate funds for this program)*

** Developmentally or academically delayed: children who do not qualify for special education services, but are still determined by assessment results to be delayed.*

Meeting the At-Risk criteria

The Pre-K Program requires that 50% of the child spaces are in public school programs (typically Four Year Old At-Risk) and 50% are in community programs that already exist. Provide in the application the number of spaces (children) which are in the public schools and the number of spaces (children) which are in existing community child care (centers, preschools, faith-based preschools) and Head Start programs. Include the percentage of the total number of spaces for both school-based and community center/preschool. For example, if there are 25 children in four year old at-risk programs and 32 in community centers and preschools, 44% are in public school settings and 56% are in community-based settings. This would not meet criteria, so a rationale and explanation will need to be included. If there are plans for changing the current situation, please provide a description of the plan. If there is a rationale that supports the percentages for 2009-2010, please include that in the application.

Implementation Information

1. If a grantee chooses to allow communities to use an existing Four Year Old At-Risk program as a participant in the Pre-K Program part of the Kansas Preschool Program, the Four Year Old At-Risk classroom is allowed to use the Pre-K funds to either (1) add more slots while maintaining the approved teacher-child ratio (1:10); or (2) to extend the four year old at-risk half-day class to a full day experience by adding an additional 465 hours over the year (for a total of 930 hours over the year).
2. If a grantee chooses to allow communities to use an existing Head Start program as a participant in the Pre-K Program part of the Kansas Preschool Program, the Head Start classroom is allowed to use the Pre-K funds to either (1) add more slots for four year old children while maintaining the approved teacher-child ratio (1:10); or (2) to extend the Head Start half-day class to a full day experience by adding an additional 465 hours over the year (for a total of 930 hours over the year).
3. All classrooms must meet the program standards. If a grantee chooses to use a child-care classroom as a Pre-K classroom, that classroom must meet the standards.
4. Classrooms that are located in school buildings that choose to extend their Pre-K or Four Year Old At-Risk day beyond the 3 hours must contact Gayle Stuber at 785-296-5352 or gstuber@ksde.org to discuss KDHE licensing requirements and the need for meeting high quality standards.
5. If a grantee chooses to allow children who do not meet the age or at-risk criteria into the Pre-K Program classroom, this is allowed with the following caveat: the funding from this grant can ONLY be used to support the education for 4 year old children who meet the criteria. Other children may physically be in the classroom, but grantees must demonstrate that funds are to be used only for the grant-eligible children. For example, a teacher in such a classroom may have to have her salary be pro-rated according to the number of eligible and non-eligible children in the classroom.

Other Policies:

Meal or Snack: At least one a classroom period	Programs must provide at least one snack per classroom session to all the children attending their program. By participating in the Child and Adult Care Food Program schools can earn reimbursement for providing nutritious snacks. For further information, contact MarSue Mackey of Child Nutrition & Wellness at the Kansas State Department of Education (785-296-2276 or mmackey@ksde.org). As with kindergarten programs, teachers can request parents to provide nutritious snacks.
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NOTE: The following information is on file from 2009-2010. If you have had changes that are reflected in the following documents, you will need to send updated documents in to Gayle Stuber at KSDE along with your grant application.

1. Organizational Description
2. Organizational chart(s) that demonstrates how the Pre-K Program will be administered.
3. List of board members and a board member Conflict of Interest Statement.
4. Letter of Compliance with Assurances
This letter should state the funds received for this grant year will not be used to supplant current federal, state, or local funds. The letter should also address compliance with debarment, compliance with laws and regulations, nondiscrimination and workplace safety, and ADA compliance.
5. 501 (c) (3) verification
6. Transmittal letter for audit, form 990, or most recent year-end financial statement
7. Licensing/accreditation/certification documentation

Application Deadline

Applications are due March 9, 2010. Applications will be reviewed and rated by a Selection Committee. The committee's recommendations will be forwarded to the Kansas State Board of Education for action at the April 2010 meeting.

One original of the application is to be submitted to Gayle Stuber, Kansas Preschool Program: Pre-K Pilot Program, Kansas State Department of Education, 120 SE 10th Ave., Topeka, KS, 66612-1182. **The application must be received by Gayle M. Stuber either on email at gstuber@ksde.org or by mail by 5:00 p.m. on March 9, 2010. A signed assurances page Must be FAXED to 785-296-6715 attn: GAYLE STUBER or mailed to Gayle Stuber at the above address.**

QUESTIONS? Contact Gayle Stuber at 785-296-5352 or gstuber@ksde.org

**Four Year Old At-Risk Program Standards and Requirements
Kansas Preschool Program
2010-2011**

GUIDELINES

OUTCOME: Children will enter school ready to succeed.

The Kansas Preschool Program (KPP): Four Year Old At-Risk Program is based upon the theory that high quality early learning environments improve child skills and knowledge, and therefore better support school readiness and school success for young children as they enter Kindergarten. High quality programs require teachers who are trained and knowledgeable, the implementation of evidence-based practices and curriculum, and the use of intentional teaching which includes developmentally appropriate instruction and assessments that are also reliable and valid. Evidence-based practice is defined as a decision-making process that integrates the best available research evidence with family and professional wisdom and values (Buysse & Wesley, 2006). Programs are required to meet high standards so that the children participating in the learning environments will be successful when they enter Kindergarten. Collaboration with community partners provides a stronger program that better meets the needs of families and their young children. School districts and community child care professionals must work together and with other community early childhood partners to best utilize current programs that are high quality -- those programs that meet the program standards described in this application.

Funds will be awarded through an application process. Program descriptions must include evidence-based practices. As is noted in the "Assurances" page, school districts are required to offer services that will build on and not duplicate services already provided in the community for the four-year-old at-risk population.

Kansas Preschool Program: Four Year Old At-Risk Program Standards

Program standards and components required for participation in the Kansas Preschool Program: Four Year Old At-Risk Program are described below.

1. Teacher Requirements

Lead Teacher Qualifications:

a. Four Year Old At-Risk Program Requirement

Teaching staff for the Four-Year Old At-Risk program are licensed and must have at the minimum a current Elementary Education license. A Kansas license in Early Childhood Education is recommended. KSDE encourages school districts to hire teachers who have one of the following:

- Early Childhood Unified, Birth to Grade 3 license
- Early Childhood Unified, Birth to Kindergarten license
- Early Childhood Education license
- Early Childhood Special Education (ECH) license
- Early Childhood endorsement with a license in Elementary Education.

Assistant Teacher/Teacher Aide Qualifications:

b. Assistant teachers must hold a CDA or equivalent. Having the ‘highly qualified Paraprofessional’ status for QPA is acceptable as an equivalent. It is strongly recommended that school districts employ paraprofessionals or aides who have at least a Child Development Associate (CDA certificate) or an A.A. in early childhood education or a related field.

2. Curriculum & Assessment requirements:

Child Outcomes: This information will be collected via the online survey.

All Kansas Preschool Programs are required to develop local child outcomes. The outcome areas will be based upon the domains listed in the Kansas Early Learning Standards document.

Curriculum and Assessment requirements: This information will be collected via the online survey.

The core curriculum used in each program may be locally determined or developed. All must be aligned with the Kansas Early Learning Standards and must be evidenced-based. Evidence-based practice is defined as a decision-making process that integrates the best available research evidence with family and professional wisdom and values (Buysse & Wesley, 2006). An evidence-based curriculum should be based upon the best research available.

Programs must use developmentally appropriate, valid, and reliable assessments, aligned with Kansas Early Learning Standards and the core curriculum of the program to determine growth over the year.

3. The teacher: child ratio will be no higher than 1: 10.
4. The class size will not exceed 20 children (with 2 adults—teacher, assistant teacher/paraprofessional/teacher aide).
5. Teachers and assistant teachers/paraprofessionals/teacher aides must participate in at least 15 hours of in-service training annually.
6. The Four Year Old At-Risk experience must be implemented at least 465 hours during the year.
7. Collaboration among community early childhood partners is required to meet application assurances and must be described in the application.
8. All children must meet one or more of the at-risk criteria listed in the table. This information will be used for the September 20th count and will determine the reimbursable number of children. Documentation for the criteria met for each child will need to be available for auditors.

Criteria for At-Risk Four-Year Old Program

Criteria	Clarification
1. Poverty (4 year old at-risk)	1. Qualifies for free lunch program on September 20, 2010
2. Single parent families	2. At the time of enrollment, the custodial parent is unmarried.
3. SRS referral	3. The reason for referral must describe the need for the child to attend the pre-K program and be documented and signed by the SRS agent.
4. Teen parents	4. At least one parent was a teen when the child was born.
5. Either parent is lacking a high school diploma or GED.	5. At the time of enrollment, either parent lacks a high diploma or a GED.
6. Child qualifies for migrant status	6. There must be a copy of the Certificate of Eligibility on file.
7. Limited English Proficiency	7. LEP status must be documented. Forms must be in child's file. Process and criteria are found at www.ksde.org under Early Learning. NOTE: ESOL services must be provided by qualified teachers.
8. Developmentally or academically delayed based on validated assessments.	8. Child must have been determined by a qualified professional (trained on assessment(s) used) to be developmentally and/or academically delayed* based on standardized assessment results. Assessment and results must be in the child's file.

Note: **Participants must be four years of age on or before August 31, 2010.** (*Children turning 5 years old on or before August 31, 2010 cannot generate funds for this program*)

** Developmentally or academically delayed: children who do not qualify for special education services, but are still determined by assessment results to be delayed.*

Other Policies:

Meal or Snack: At least one a classroom period	Programs must provide at least one snack per classroom session to all the children attending their program. By participating in the Child and Adult Care Food Program schools can earn reimbursement for providing nutritious snacks. For further information, contact MarSue Mackey of Child Nutrition & Wellness at the Kansas State Department
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	of Education (785-296-2276 or mmackey@ksde.org). As with kindergarten programs, teachers can request parents to provide nutritious snacks.
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Eligibility/Funding: Four Year Old At-Risk

As part of the school finance formula for 1998-1999, the legislature and governor approved funding a half-day educational program for at-risk four-year-olds. Any public school district in Kansas may apply for funds through the application process. Since funds for this program are available through weighted state aid, only school districts may apply. Funds are to be used to provide a half-day early learning educational experience for four-year old children who are at-risk: i.e., those who meet one or more of the criteria described above.

Programs funded in 2010-2011 will be continued, pending approval by the Kansas State Board of Education. As determined by the legislature, funding is available for a total of **(unknown at this time)** four-year-old at-risk children across the state. Districts interested in providing the services must develop and submit a **program application**. If the programs selected exceed the number of available slots for students, KSDE will prorate the number of students that each selected school district can count.

The four-year old at-risk children in Four Year Old At-Risk Programs are to be counted in the same manner as kindergarten students with funding based on children in attendance on September 20, 2009. Although at this point in time, children served by Head Start and/or IDEA four-year old preschool special education programs **cannot generate funds for this state program, children who meet the criteria for the four year old at-risk program may be physically in the same classroom as children from the aforementioned programs and/or typically developing preschool-aged children**. The weighted enrollment for those children who meet the criteria is 0.50 times the number of four-year old at-risk children times the state aid per pupil for the school district. Once districts have been notified that their program has been selected for funding, the four-year olds must be included in the enrollment counts when calculating the school district's general fund.

Budget Year: Four Year Old At-Risk

All activities are to be completed and all funds received under this program must be spent or encumbered by June 30, 2010. Salaries may not be encumbered.

Application Deadline

Applications are due March 9, 2010. Applications will be reviewed and rated by a Selection Committee. The committee's recommendations will be forwarded to the Kansas State Board of Education for action at the April 2010 meeting.

One original of the application is to be submitted to Gayle Stuber, Kansas Preschool Program: Four-Year Old At-Risk, Kansas State Department of Education, 120 SE 10th Ave., Topeka, KS, 66612-1182. **The application must be received by Gayle M. Stuber either on email at gstuber@ksde.org or by mail by 5:00 p.m. on March 9, 2010. A signed assurances page**

Must be FAXED to 785-296-6715 attn: GAYLE STUBER or mailed to Gayle Stuber at the above address.

QUESTIONS? Contact Gayle Stuber at 785-296-5352 or gstuber@ksde.org

APPENDIX Y

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
PHD Standard 1: Develops gross motor skills	1.1: Moves body with control and balance			X	YI 1: Rolls from stomach to back YI 2: Supports self on hands with arms extended and head at 90 degrees YI 3: Sits steadily unsupported YI 4: Rocks forward and backward while on hands and knees MI 1: Creeps up/down stairs MI 2: Pulls self to standing position MI 3: Takes independent steps T 1: Squats in play T 2: Runs swiftly Pre3 1: Balances on one foot Pre3 2: Hops on one foot Pre4 1: Runs around obstacles, turns corners
	1.2: Coordinates movements in space to accommodate objects and boundaries			X	YI 1: Swipes at objects YI 2: Reaches YI 3: Crawls through and around objects MI 1: Throws ball and other objects independently MI 2: Turns objects with hand MI 3: Pushes/pulls toys T 1: Catches a ball with both hands T 2: Dances Pre3 1: Steers wheeled toys Pre3 2: Kicks a large ball Pre4 1: Moves body into position to catch a ball, and then throws the ball in the right direction
PHD Standard 2: Develops fine motor skills	2.1: Moves small muscles with purpose and coordination		X	X	YI 1: Transfers objects from one hand to the other YI 2: Grasps objects using entire hand MI 1: Picks up objects between thumb and finger (pincer grasp) MI 2: Experiments with grasp using a variety of writing tools T 1: Turns pages of a book, one at a time T 2: Holds pencils/crayons between thumb and first two fingers (tripod grasp) Pre3 1: Cuts out simple shapes Pre3 2: Draws and paints with some detail Pre3 3: Manages large buttons and zippers Pre4 1: Reproduces some shapes and letters with writing utensils Pre4 2: Grasps scissors with thumb on top
	3.1: Exhibits healthy eating habits			X	YI 1: Uses tongue and lips to take in and swallow solid foods and liquids YI 2: Establishes a sleeping and eating pattern MI 1: Helps to feed self, holding spoon or cup with assistance T 1: Drinks from cup and/or spoon

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/Standard	Benchmark	1	2	3	Indicators
promote good health				X	T 2: Bites and chews hard and chewy foods Pre3 1: Eats with fork and/or spoon Pre3 2: Transfers food and liquid between containers (e.g., serve self during family meals) Pre4 1: Identifies different food groups Pre4 2: Able to scoop food from large bowl to own plate (e.g., serve self during family meals)
	3.2: Follows safety rules/precautions	X		X	Y1 1: Shows preference for major caregiver MI 1: Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch) T 1: Alerts adults to potential harmful conditions/situations Pre3 1: Knows common safety rules that have been discussed Pre3 2: Behaves appropriately during emergency evacuation drills Pre4 1: Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)
	3.3: Practices personal hygiene			X	Y1 1: Signals need by crying (wet, hungry, tired, hurt...) MI 1: Indicates when pants are wet and needs to be changed T 1: Washes hands and face with assistance Pre3 1: Takes care of own toileting needs Pre4 1: Washes and dries hands before eating and after toileting Pre4 2: Brushes teeth independently after meals
SE Standard 1: Exhibits sense of self	1: Can differentiate between themselves and others	X	X	X	Y1 1: Smiles and shows pleasure when talked to MI 1: Uses words that express belonging ("mine, me") T 1: Uses some personal pronouns when referring to others (e.g. "you", "he", "she") T 2: Expresses wants and needs, likes, and dislikes Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess) Pre4 1: Indicates pride in personal accomplishments
	1.2: Knows personal information	X		X	Y1 1: Recognizes and responds to own name MI 1: Points to self & family members when named T 1: Provides name of self and family members (mom, dad) Pre 3 1: Knows name and gender Pre 4 1: Shares personal experiences with others Pre 4 2: Knows personal information in addition to own name
SE Standard 2: Develops positive social relationships	2.1: Shows attachment and emotional connections toward others	X		X	Y1 1: Seeks attention and contact with people (e.g. lifts arms to be picked up) Y1 2: Vocalizes in response to social contact and sounds produced by others MI 1: Looks to adults for attention or help T 1: Expresses affection for others T 2: Feels distress/joy when peers are distressed/happy Pre3 1: Encourages or praises peers Pre4 1: Offers to help others who may be in distress (crying, frowning, looking confused)
	2.2: Seeks and	X		X	Y1 1: Shows preference for familiar adults

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
	maintains friendships	X X X X X X			MI 1: Enjoys and participates in simple games such as “peek a boo” and “bye-bye” T 1: Positively greets and responds to greetings of others T 2: Plays with boys and girls Pre 3 1: Expresses interests, acceptance, affection to others Pre 3 2: Plays with different friends each day Pre 4 1: Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)
SE Standard 3: Develops self-control and personal responsibility	3.1: Demonstrates an understanding of simple rules and limitations	X X X X X X X		X X X X X	YI 1: Establishes sleep/wake patterns MI 1: Adheres to simple rules with support T 1: Asserts independence appropriately with support T 2: Transitions the new or different activities with adult support Pre3 1: Follows rules and simple directions Pre3 2: Takes turns (e.g. using things, sharing, expressing self or getting own way) Pre4 1: Adapts behavior appropriate to different environments Pre4 2: Copes with frustration
	3.2: Recognizes, expresses and copes with feelings appropriately	X X X X X X		X X X X X	YI 1: Expresses comfort/discomfort YI 2: Is comforted when held by familiar adult or caregiver MI 1: Calms self T 1: Can verbally label basic emotions (happy, mad, sad) T 2: Accepts changes in the daily routine Pre 3 1: Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad) Pre4 1: Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly) Pre4 2: Accepts consequences for own actions
SE Standard 4: Participates in large and small group activities	4.1: Responds appropriately during group activities	X X X X X			YI 1: See SE2.1 YI 1 (no age indicator) MI 1: (no age indicator) T 1: Identifies self as part of a group (i.e. with the girls/ boys) Pre3 1: Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group) Pre3 2: Remains quiet while others are speaking Pre4 1: Answers questions that are relevant to the activity or conversation Pre4 2: Listens while others are speaking
SE Standard 5: Demonstrates imagination and creativity in play	5.1: Engages in various levels of play	X X X X	X X X X		YI 1: Explores objects and play material through the senses (e.g. mouths toys; watches mother) MI 1: Engages in exploratory play (e.g. spends time holding, turning, playing with various toys or materials) T 1: Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g. brush for brushing hair, cup for drinking, pushes cars) Pre3 1: Engages in constructive play by manipulating objects or materials for the purpose of constructing or

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSELD Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
		X	X		creating something (e.g. builds a fence with blocks, makes a snake out of clay) Pre4 1: Engages in dramatic play (e.g. plays house, builds firehouse with blocks)
	5.2: Engages in play with others	X X X X X X X	X X X X X X X	X	Y1 1: Smiles, laughs at physical games and anticipated actions of objects MI 1: Engages in parallel play – i.e. plays near, but not with others T 1: Occasionally assumes various roles during play with others Pre3 1: Creates and occasionally coordinates play with others Pre4 1: Plays games with simple rules (e.g. musical chairs or red light green light) Pre4 2: Collaborates with others to carry out a play theme (e.g. hospital or grocery store)
CL Standard 1: Uses language in many different ways	1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met	X X X	X X X X X X X	X X X X	Y1 1: Makes sound to gain attention of a familiar person Y1 2: Uses different cries to signal various needs MI 1: Uses pre-verbal gestures and sounds to interact (e.g. waves, shakes head no, reaches to be lifted up) T 1: Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”) T 2: Expresses wants and needs, likes, and dislikes Pre3 1: Uses simple pronouns (I, me, you, mine, he, she) Pre4 1: Uses four to seven-word sentences
	1.2: Uses language to communicate ideas and feelings	X X	X X X X X X X X	X	Y1 1: Coos, gurgles, smiles in response to stimulation MI 1: Plays simple imitation games (e.g. “pattycake”) T 1: Has a 20+ word vocabulary T 2: Uses words to label actions Pre3 1: Uses 300+ words including some descriptive words Pre3 2: Talks about actions of others Pre4 1: Uses personal experiences, knowledge, and/or feelings when speaking Pre4 2: Uses third person singular and irregular plural
	1.3: Uses language to solve problems	X	X X X X X X X	X X X X X X X	Y1 1: Reacts to facial expressions of adults MI 1: Shakes head for “no” T 1: Asks questions using inflection and intonation Pre3 1: Asks ‘who’, ‘why’ and ‘where’ questions Pre3 2: Asks for desired objects or assistance Pre4 1: Asks questions to increase understanding including “how” questions Pre4 2: Asks for help as needed.
CL Standard 2: Observes and responds to communication	2.1: Responds to verbal and non-verbal communication of others	X X	X X X X X X X	X X X X X X X	Y1 1: Imitates the sound, facial expression, or gesture of another person MI 1: See CL 1.2 MI 1 (no age indicator) T 1: Answers simple questions with actions or one or two words T 2: Follows simple directions Pre3 1: Understands commands involving one object or action Pre3 2: Answers simple questions dealing with familiar objects or events

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
			X X	X	Pre4 1: Answers appropriately when asked what to do if tired, cold, hungry Pre4 2: Completes simple verbal analogies (e.g. A daddy is big, a baby is (small))
	2.2: Communicates in home language and is understood by others	X X	X X X X X X	X	YI 1: Smiles at faces MI 1: See CL 1.1 MI 1 (no age indicator) T 1: Sustains a short conversation with another person Pre3 1: Uses most parts of speech in short, mostly correct sentences, combining four to five words Pre3 2: Beginning to apply word endings correctly Pre4 1: Uses complex sentences to communicate Pre4 2: Uses vocabulary related to the subject and stays on topic
CL Standard 3: Demonstrates early reading skills	3.1: Listens to reading materials with interest and enjoyment	X	X X X X X X		YI 1: Gazes at pictures in books and pats individual pictures YI 2: Sits on adult's lap while adult reads books MI 1: Sustains attention for short periods of time while being read a story T 1: Asks and answers questions that are relevant to the story being read Pre3 1: Can identify favorite story(s) Pre4 1: Pretends to read easy or predictable books
	3.2: Demonstrates knowledge of the alphabet		X X X X		YI 1: (no age indicator) MI 1: (no age indicator) T 1: Recognizes some letters of the alphabet Pre3 1: Recognizes some letters and words in print Pre4 1: Identifies some known letters of the alphabet in familiar and unfamiliar words
	3.3: Demonstrates emergent phonemic/phonological awareness	X	X X X X X X X X X	X	YI 1: Turns toward speaker or loud sound MI 1: Imitates some consonants and inflections T 1: Shows awareness of beginning sounds in words Pre3 1: Recognizes matching sounds and rhymes in familiar words or words in songs Pre3 2: Recognizes sounds that match Pre4 1: Produces rhyming words Pre4 2: Discriminates separate syllables in words Pre4 3: Makes some letter-sound connections Pre4 4: Identifies some beginning and ending sounds in words
	3.4: Exhibits book handling skills		X X X X X X X		YI 1: (no age indicator) MI 1: Recognizes some books by the cover MI 2: Randomly points to familiar pictures in a book T 1: Holds a book right side up to look at pictures Pre3 1: Holds a book and looks at one page at a time Pre3 2: Looks at pages of a book left to right Pre4 1: Points to words in a book or runs finger along text from top to bottom while pretending to read Pre4 2: Knows that books have titles, authors, and often illustrators
	3.5: Develops/comprehends		X X X		YI 1: (no age indicator) MI 1: Listens to stories being read T 1: Sustains attention to a story being read T 2: Draws meaning from pictures, print, and text

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
	stories		X X X X X		Pre3 1: Acts out main events of a familiar story Pre3 2: Uses pictures and illustrations to tell and retell a story Pre4 1: Recalls information and sequence of a story (e.g. setting, characters, events) Pre4 2: Tells stories based on personal experiences, imagination, dreams, and/or stories from books Pre4 3: Tells stories with a beginning, middle and end
CL Standard 4: Demonstrates emergent writing skills	4.1: Demonstrates an understanding that the purpose of writing is communication		X X X	X	Y1 1: (no age indicator) MI 1: (no age indicator) T 1: Recognizes labels in the classroom Pre3 1: Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories) Pre4 1: Recognizes that print represents spoken words (i.e. first name in print, environmental labels)
	4.2: Demonstrates an understanding of the basic concepts and conventions of print		X X X X X		Y1 1: (no age indicator) MI 1: (no age indicator) T 1: Shows beginning control of drawing and writing tools Pre3 1: Demonstrates an understanding that letters are combined to make words Pre3 2: Knows how print is read (left to right, top to bottom, front to back) Pre4 1: Demonstrates an understanding that words are separated by spaces Pre4 2: Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)
	4.3: Uses writing as a means of expression/communication		X X X X X		Y1 1: (no age indicator) MI 1: (no age indicator) T 1: Scribbles as if writing Pre3 1: Writes or draws; separated scribbles, shapes, pictures, to convey a story. Pre3 2: Demonstrates an understanding that drawings can represent ideas, stories or events Pre4 1: Writes some recognizable letters Pre4 2: Copies or writes familiar words
ATL Standard 1: Demonstrates positive approaches to learning	1.1: Demonstrates enthusiasm and persistence		X X X	X X X X	Y1 1: Explores the environment through senses MI 1: Demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach) T 1: Selects new as well as familiar activities Pre3 1: Attends to a familiar task with minimal adult prompting Pre4 1: Persists when trying to complete a task after many attempts have failed Pre4 2: Works to achieve a goal
	1.2:		X	X	Y1 1: Reaches for toys that are out of reach, but visible

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
	Demonstrates positive work habits	X	X	X	MI 1: Persists in attempts to reach objects or persons T 1: Follows familiar routines with assistance Pre3 1: Manages transitions between one activity to the next Pre4 1: Uses classroom materials purposefully and respectfully Pre4 2: Returns materials and toys to designated locations
SCI Standard 1: Demonstrates an understanding of the process of scientific inquiry and logical thinking	1.1: Demonstrates inquiry skills including problem-solving and decision making		X	X	YI 1: Occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies) MI 1: Initiates actions (e.g. banging on pots/pans) T 1: Demonstrates an understanding of basic cause and effect T 2: Searches briefly for hidden objects Pre3 1: Makes observations and communicates findings with others (e.g. "look this tree has big, green leaves") Pre3 2: Tries alternative solutions to problems Pre4 1: Answers questions and/or tests predictions using simple experiments (e.g. cracking a nut to look inside) Pre4 2: Asks/answers questions about objects, organisms, and events in their environment
SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles, and interconnections of the life, physical, and space sciences	2.1: Demonstrates an understanding of the basic properties of living and non living things		X	X	YI 1: Explores objects with hands and mouth MI 1: Names familiar objects, animals, body parts (e.g. arm, hand) T 1: Shows interest in living things (e.g. animals, plants) Pre3 1: Acquires and uses basic vocabulary for plants, animals and humans (e.g. some names of parts, characteristics) Pre4 1: Demonstrates understanding that living things exist in different environments (e.g. fish can live in the ocean because they can breathe under water)
	2.2: Knows and applies concepts that describe how living things interact with each other and their environment		X	X	YI 1: Recognizes familiar people and objects MI 1: Explores living and non-living things (e.g. plays with toys; babbles to parent or other person) T 1: Demonstrates an understanding that people need food and water to live Pre3 1: Understands that living things need air, water and food Pre4 1: Describes simple life cycles of different living things (e.g. plants, animals)
MK Standard 1.1:			X	X	YI 1: Holds small object in one hand while reaching toward another object

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
1: Demonstrates understanding of number concepts and numerical operations	Demonstrates understanding of numbers		X X X X X X X	X	MI 1: Signs for more (understands "more") T 1: Rote counts to 3 T 2: Names numbers but not in sequence Pre3 1: Spontaneously counts for own purposes Pre3 2: Demonstrates understanding of more and less Pre4 1: Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, "There are five blocks.") Pre4 2: Rote counts to 10
	1.2: Demonstrates an understanding of number computation		X X X X		Y1 1: (no age indicator) MI 1: Fills containers of different sizes with objects, then dumps them out (e.g. buckets, baskets) T 1: Matches large pegs to holes Pre3 1: Demonstrates an understanding that a single object is always "one" regardless of size, shape and other attributes Pre4 1: Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether) Pre4 2: Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., "I have four carrot sticks, I'm eating one! Now I have three")
	1.3: Understands number concepts		X X X X X	X	Y1 1: (no age indicator) MI 1: Demonstrates understanding of "all gone" T 1: Demonstrates an understanding of 'more' in reference to food or play Pre3 1: Recognizes whole/part concept related to concrete objects Pre4 1: Estimates amounts Pre4 2: Identifies positions as first and last
	1.4: Develops knowledge of sequence and temporal awareness	X	X X X X X	X X	Y1 1: Creates own pattern of self regulation, eating and wakeful play MI 1: Constructs a sense of time through participation in daily activities T 1: Follows known routines Pre3 1: Describes the sequence of daily events (e.g. "We will go outside after snack time.") Pre4 1: Uses language associated with time in everyday situations (e.g. "I go swimming after lunch")
MK Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)	2.1: Uses the attributes of objects for comparison and patterning	X X	X X X X X X X	X X	Y1 1: Attends to most faces and voices MI 1: Differentiates between familiar and unfamiliar persons T 1: Groups two or more objects by one attribute (e.g. shape, color, size) Pre3 1: Recognizes, describes, compares, and names common objects by one or more attributes Pre3 2: Describes an object by characteristics it does or does not possess (e.g. "This button doesn't have holes.") Pre4 1: Uses blocks, beads or other materials to make or extend patterns Pre4 2: With adult direction, uses standard and nonstandard measurement units (e.g. measuring body length with unifix cubes, counting number of cups to fill a bucket with water)
MK Standard	3.1: Recognizes		X		Y1 1: Exhibits some sense of size, color, and shape recognition of objects in immediate environment

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSEL D Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
3: Demonstrates an understanding of geometric and spatial sense	and describes spatial relationships		X X X X		MI 1: Uses trial and error strategies to fit objects together T 1: Demonstrates an understanding of simple location/ position words (e.g. under, in, out) Pre3 1: Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow) Pre4 1: Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)
	3.2: Recognizes geometric shapes and their attributes		X X X X X		Y1 1: Visually prefers items of high contrast (black and white); circles, and moving objects MI 1: Explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects) T 1: Places simple shapes in form boards and puzzles Pre3 1: Identifies basic shapes in the environment (e.g. circle, square, triangle) Pre4 1: Uses shapes (e.g. blocks) separately or in combination to produce pictures and objects
SS Standard 1: Demonstrates an understanding of basic economic concepts	1.1: Demonstrates a beginning understanding of trade as an exchange of goods and services	X X X X	X X X X X		Y1 1: Demonstrates beginning awareness of objects in environment MI 1: Identifies objects as "mine" T 1: Shares with others and take turns with adult guidance Pre3 1: Trades or exchanges materials or objects with others Pre3 2: Discriminates between 'yours' and 'mine' Pre4 1: Demonstrates an understanding that money can be exchanged for goods and services.
	2.1: Demonstrates an understanding of the relationships between people and places	X	X X X X X		Y1 1: (no age indicator) MI 1: Demonstrates an understanding that objects and persons exist when not in sight T 1: Talks about objects and people in familiar environments (e.g. house, grocery store) Pre3 1: Creates representations of familiar places through various materials. (e.g. build a fire station with blocks, draw a picture of home) Pre4 1: Creates simple "maps" or drawings of familiar places. Pre4 2: Matches objects to usual locations (e.g. tree in a park; bed in bedroom)
FA Standard 1: Demonstrates creativity through the arts	1.1: Demonstrates self expression and appreciation		X X X X X X	X	Y1 1: Attends to voices, music, and other sounds in environment MI 1: Initiates sounds from musical toys (e.g. push toys, toys that make sounds/music) MI 2: Coos, babbles, hums rhythmically T 1: Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words) Pre3 1: Sings along with others Pre3 2: Requests preferred songs

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

The KSELD Standards and OSEP Early Childhood Outcomes Aligned

Content Area/ Standard	Benchmark	1	2	3	Indicators
	for music		X		Pre4 1: Uses a variety of musical instruments
	1.2: Demonstrates self expression through dance and movement		X X X X X		Y1 1: (no age indicator) See FA1.1 Y1 1 MI 1: Sways or “dances” to music T 1: Attempts to move to the beat of music Pre3 1: Explores different ways of body movement with and without music Pre4 1: Responds to changes in tempo (e.g. moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).
	1.3: Demonstrates self expression and appreciation for visual arts		X X X X X		Y1 1: Attends to designs with contrast MI 1: Prefers complexity in designs over simple contrast T 1: Explores a variety of art media and processes (e.g. finger/brush painting, cutting, gluing, etc) Pre3 1: Plans and works independently to create own art representations Pre4 1: Recognizes and describes various art forms (e.g. photographs, sculpture, painting)

OSEP Early Childhood Outcomes: 1. Positive Socio-Emotional Skills (Including Social Relationships); 2. Acquiring and Using Knowledge and Skills; 3. Taking Appropriate Action to Meet Needs

APPENDIX Z

Preparing educators to be knowledgeable, ethical, caring decision makers.

FSHS 543: Reflective Practice: Infants and Toddlers
Fall 2010 - 3 credit hours

Instructor: Barb Hammerli
Phone: 532-2229

Office: SH 008
Email: hammerli@ksu.edu

Course Description

Application of developmental principles and evidenced-based practice to the diverse learning environments for infants and toddlers with and without special needs across content areas including the integration of the family and community and public policies that affect programs for young children. Admission to teacher education required; Prerequisites: FSHS 310 & 313; Concurrent enrollment in FSHS 553 required.

Course Objectives

Upon completion of this course, students will:

1. demonstrate an understanding of developmental principles/theories and standards in planning appropriate experiences for infants and toddlers in all developmental domains and content areas (motor, cognitive, language, social, emotional, and aesthetics).
2. demonstrate the ability to observe, record, and assess the development of infants and toddlers and apply information gained in planning appropriate experiences.
3. individualize and adapt curriculum for infants and toddlers based upon unique and special needs, interests, and abilities.
4. demonstrate an understanding of and the ability to integrate into the curriculum, the diverse developmental, cultural, and familial differences among infants and toddlers and their families.
5. plan experiences for infants and toddlers utilizing a varied teaching strategies, prepared environmental elements, and developmentally appropriate materials.
6. demonstrate ethical, professional, use of technology in documenting infant-toddler development and learning, utilizing technology as a teaching tool, accessing professional and reliable resources, and submission of course assignments.

Texts

Harms, T., Cryer, D., & Clifford, R. (2003). *Infant/toddler environment rating scale (rev ed.)*. New York, NY: Teachers College Press.

Klein, M.D., Cook, R., Richardson-Gibbs, A. (2001) *Strategies for including children with special needs in early childhood settings*. Canada: Delmar Cengage Learning.

Lally, J. R., Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B. (2003) *Caring for infants & toddlers in groups: Developmentally appropriate practice*. Washington, DC: Zero to Three.

Petersen S. H., & Wittmer, D.S., (2009). *Endless opportunities for infant and toddler curriculum: A relationship-based approach*. Upper Saddle River, NJ: Pearson.

Wittmer, D. S., Petersen, S. H. (2010). *Infant and toddler development and responsive program planning: A relationship-based approach*. Upper Saddle River, NJ: Pearson.

K-State Online - Course assignments, information, and class communication tools will be accessible through Kansas State University's online site at <http://online.ksu.edu/>. Specific class modules may be posted in the event of instructor absence for individual student participation. If you have problems contact technical support at 532-0198 for assistance.

Additional Readings

Other readings may be assigned throughout the semester.

KSDE Standards

The preparation of educational personnel at Kansas State University is anchored in a foundation of general education, content area studies and professional studies. Professional studies courses and experiences are designed to address the following four categories: Perspectives and Preparation, Learning Environment, Instruction, and Professionalism. This course is designed to meet the appropriate Kansas State Department of Education Teacher Licensure Standards: Birth through Kindergarten Unified. Indicators of successful completion of the relevant standards are:

Standard 6: The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across developmental domains.

- Indicator: The teacher understands the development of the whole child (cognitive, motor, social-emotional, communication, adaptive and aesthetic) as related to curriculum development and implementation.
- Indicator: The teacher understands that development is sequential: Children's abilities and understandings emerge in a predictable order. The teacher understands that rates of emotional, intellectual, physical and social development vary within each child and from child to child.
- Indicator: The teacher understands adaptation/modification of activities/curriculum in order to meet individual needs of children.

Standard 7: Collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of early language and literacy, mathematics, science, social studies, and the arts.

- Indicator: The teacher understands curriculum development and subject content matter in the areas of early language and literacy, mathematics, science, social studies, the arts, and technology in order to create learning experiences for infants and toddlers.
- Indicator: The teacher knows the cycle of teaching (assessing, analyzing, planning, and implementing) and evaluating child progress in emergent literacy skills, math skills, science and inquiry skills, social studies, and the arts for infants and toddlers.
- Indicator: The teacher understands how to individualize curriculum and instruction for infants and toddlers with or without special needs to meet individualized outcomes/goals.
- Indicator: The teacher understands the importance of and procedures for collaboratively planning, implementing and evaluating appropriate materials, equipment, environments, and activities and strategies in an integrated curriculum across the content areas to meet the needs of all children.
- Indicator: The teacher understands the alignment of the content curriculum to appropriate Kansas Early Learning Standards and national standards.

Expectations and Requirements

Class Attendance, Participation, and In-class Exercises - Students are expected to come to class having read the material and being prepared to engage in discussion and class exercises. Bring appropriate texts and documents to class as indicated on the course outline. Information on assignments will be presented in class. Additional exercises will be implemented during class. Students will receive credit for these exercises when the work is turned in at the end of the class period. Attendance and

participation is recorded and documented. Students are allowed 1 absence without penalty. One letter grade for each subsequent absence thereafter will be applied. In the case of extenuating circumstances that contribute to absences, on-campus students must contact the Office of Student Life. An official notice will be sent to all instructors. In the event of such absence, it is the student's responsibility to request from the instructor, in advance, a make-up assignment for classes missed.

Assignments – All assignment guidelines are posted on K-State Online. No assignments will be accepted after the due date without prior discussion and approval by the instructor.

Family & Professional Questionnaires – Students will develop questionnaires to be distributed to the parents and primary caregiver of their assigned target child. The questionnaires must be approved by the instructor and all recommended changes/editing made prior to distribution. Results from the questionnaires will be used, in part, to develop individualized responsive experience plans to be implemented in FSHS 553 and to meet the KSDE Standards Performance Assessment. Completed questionnaires must be submitted to the instructor for review.

Developmental Observations – Students will observe and document the development, in developmental domains and content areas, of a specific child in their assigned program throughout the semester. Guidelines for developmental observations will be presented in class.

Responsive Experience Plans - Based upon the developmental observations and family/professional questionnaires and feedback, students will develop responsive experiences to support, enhance, and/or promote their target child's growth and learning. Responsive experience plans will focus on the three R's (respect, reflect, relate) and include reference to developmental milestones, Kansas Early Learning Standards (KELS), and NAEYC Curriculum Standards for infants/toddlers/2's; materials, procedures and interactions, and adaptations to meet the unique and special needs of the child. Points for each plan will be awarded based on quality of student's work (format, creativity, thoroughness, assessment tool, etc. – see planning rubric). Four of the planned experiences will be implemented in FSHS 553.

Responsive Experience Child Assessment – Students will develop varied assessment tools (e.g. anecdotal records, checklists) for each responsive experience plan. Please submit assessment tool along with initial plan. Completed assessments will be submitted following implementation of the plans along with the mentor's feedback for FSHS 553.

Responsive Experience Documentation

Documentation Board - Upon completion of your Responsive Experience Plans, students will construct, present, and submit a documentation board. Documenting children's experiences will be presented along with suggestions and tips for creating effective and meaningful documentation.

Summary & Reflection – A summary of the target child's development will be written and submitted to the instructor at the end of the semester along with the student's reflection of how they influenced the child's development and learning. Guidelines for the profile will be presented in class.

Parent Communication – Students will develop and implement a means of sharing their target child's participation, development and learning in the responsive experiences with the child's family. Guidelines will be presented in class.

KSDE Standards 6 & 7 Performance Assessment – Students must obtain a minimum of 3 on each component and an overall score of 75% to be recommended for teacher licensure through KSDE. Performance assessments may only be completed during the semester the student is enrolled in the course. Students who do not pass the performance assessments must re-enroll in the course, and successfully complete the performance assessment in order to progress to licensure.

Responsive Experience Plans - Based upon the developmental observations and family/professional questionnaires and feedback, students will develop responsive experiences to support, enhance, and/or promote their target child's growth and learning in all developmental domains and content areas. Responsive experience plans will focus on the three R's (respect, reflect, relate) and include reference to developmental milestones and Kansas Early Learning Standards (KELS) for infants/toddlers/2's; materials, procedures and interactions; diversity, individualization & adaptations, incorporation of family and caregiver goals, and assessment to meet the unique and specific needs of the child.

All components of the KSDE Standards 6 & 7 Performance Assessment should be compiled and organized into a notebook for submission at the end of the semester. All components should be free of mechanical and grammatical error, read clearly and smoothly, be neat, durable, organized, professional and easy to use. Guidelines will be presented and discussed in class. Be sure to retain all documents of this project for inclusion in your final Student Teaching Professional Portfolio.

*** Responsive Experience Plans for the KSDE Standard 6 & 7 Performance Assessment must also be submitted electronically at KState Online – FSHS 543 Dropbox.**

University Honor System – “Don’t break the chain of trust!”

Kansas State University has an Honor & Integrity System based on personal integrity, which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor & Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system web site can be reached via the following URL:

www.ksu.edu/honor <http://www.ksu.edu/honor>. A component vital to the Honor System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, and other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated:

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Plagiarism

It is expected that students will submit original work. All assignments are to be done individually unless they are designated as group assignments. All information drawn from other resources must be cited using APA citation style. This includes information found on the Web. Academic dishonesty policies will apply as above for work that is plagiarized.

Accommodations for Disabled Students

Any student with a disability that needs a classroom accommodation, access to technology or other assistance in this course should contact Disability Support Services and the instructor. Please make an appointment to speak with me as soon as possible.

Preparing educators to be knowledgeable, ethical, caring decision makers.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Government association By Laws, Article VI, Section 3, number 2. Students that engage in behavior that disrupts the learning environment may be asked to leave the class.

Phone Etiquette

Ringling cell phones in classes, meetings, or work settings is a distraction to everyone. Students must refrain from using cell phones in classes, meetings, or any kind of formal gathering. Please turn phones off prior to entering these settings as a courtesy to faculty and your peers. In certain emergency situations when it may be necessary to be available by phone (e.g. if you have an ill child or are expecting a critical call from your employer), you should:

- Inform the instructor
- Turn your phone to silent or vibrate mode, and
- Leave the room to conduct your phone call when it comes through

Student Assessment

20%	Class attendance, participation, and in-class exercises
60%	Assignments
20%	KSDE Performance Assessment
100%	Total

Assessment Scale

100 to 90% = A; 89 to 80% = B; 79 to 70% = C; 69 to 60% = D; 50 to 0% = F

APPENDIX AA

Title of Activity	Presenter(s)	Dates	Location
Presentation: Introduction to the Kansas Early Learning Document	Gayle Stuber: KSDE Jean Morgan: SRS Misty Goosen: KITS Peggy Miksch: KITS	8/24/07	Garden City
Presentation: Planning IFSPs/IEPs Using the Kansas Early Learning Document	Misty Goosen: KITS Peggy Miksch: KITS	8/24/07	Garden City
Presentation: Planning Curriculum Using the Kansas Early Learning Document	Misty Goosen: KITS	8/24/07	Garden City
Technical Assistance: Aligning Curriculum and Developing a Scope and Sequence and Aligning the Curriculum Based on the Kansas Early Learning Document: Early Learning Standards	Misty Goosen: KITS	9/12/07	Gardner Edgerton School District, Gardner
Consultation: Curriculum Alignment, Scope and Sequence, and Evaluation using the Kansas Early Learning Document: Early Learning Standards as a Starting Point	Misty Goosen: KITS	10/5/08	Leavenworth Special Education Cooperative
Consultation: Developing a Scope and Sequence with the Kansas Early Learning Document: Early Learning Standards	Misty Goosen: KITS	10/8/08 10/16/08	Shawnee Mission
Consultation: Curriculum Alignment with the Kansas Early Learning Document: Early Learning Standards	Phoebe Rinkel: KITS	10/30/08, 11/6/08	Topeka
Technical Assistance: Aligning Curriculum, Developing Scope and Sequence and Creating a Pacing Guide for Guiding Instruction and Assessments Based on the Kansas Early Learning Document: Early Learning Standards	Misty Goosen: KITS	1/2/09 2/6/09	North Central Kansas Special Education Cooperative; Glade
Technical Assistance: Aligning Curriculum, Developing	Misty Goosen: KITS	7/1/09,	Maize School District, Maize

Scope and Sequence and Creating a Pacing Guide for Guiding Instruction and Assessments Based on the Kansas Early Learning Document: Early Learning Standards		8/12/09		
Consultation: Curriculum Alignment with the Kansas Early Learning Document: Early Learning Standards	Misty Goosen: KITS	9/15/09	Eva Horn: Instructor University of Kansas	
Presentation: Planning Curriculum Using the Kansas Early Learning Document	Misty Goosen: KITS	9/19/09	Greenbush Service Center, Girard	
Consultation: Curriculum Alignment with the Kansas Early Learning Document: Early Learning Standards – HELP Curriculum	Phoebe Rinkel: KITS	9/30/10	USD 465 Winfield	
Consultation: Assessment Alignment with the Kansas Early Learning Document: Early Learning Standards – Work Sampling System	Phoebe Rinkel: KITS	9/30/10 10/3/10	USD 206, Remington	

Website Pages Viewed/Downloaded from KITS Website Related to the Kansas Early Learning Document: Guidelines and Early Learning Standards

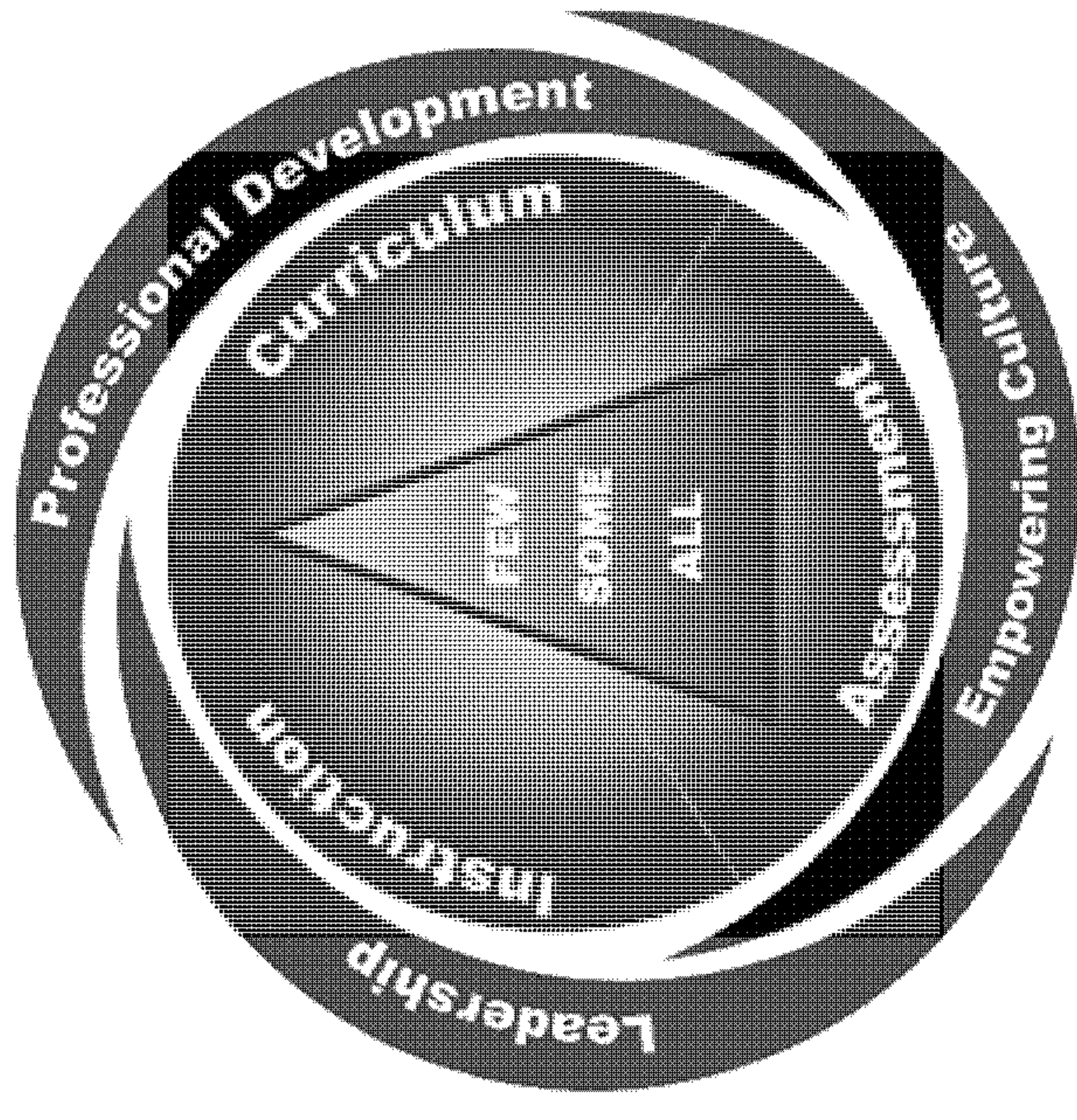
Year	# Pages Downloaded/Viewed	# Pages Downloaded	# Pages Viewed	Note
2007	1,203			
2008	1,971			
2009	1,232			
2011		1,177	119	After 1/1/11 pages viewed/downloaded were calculated separately

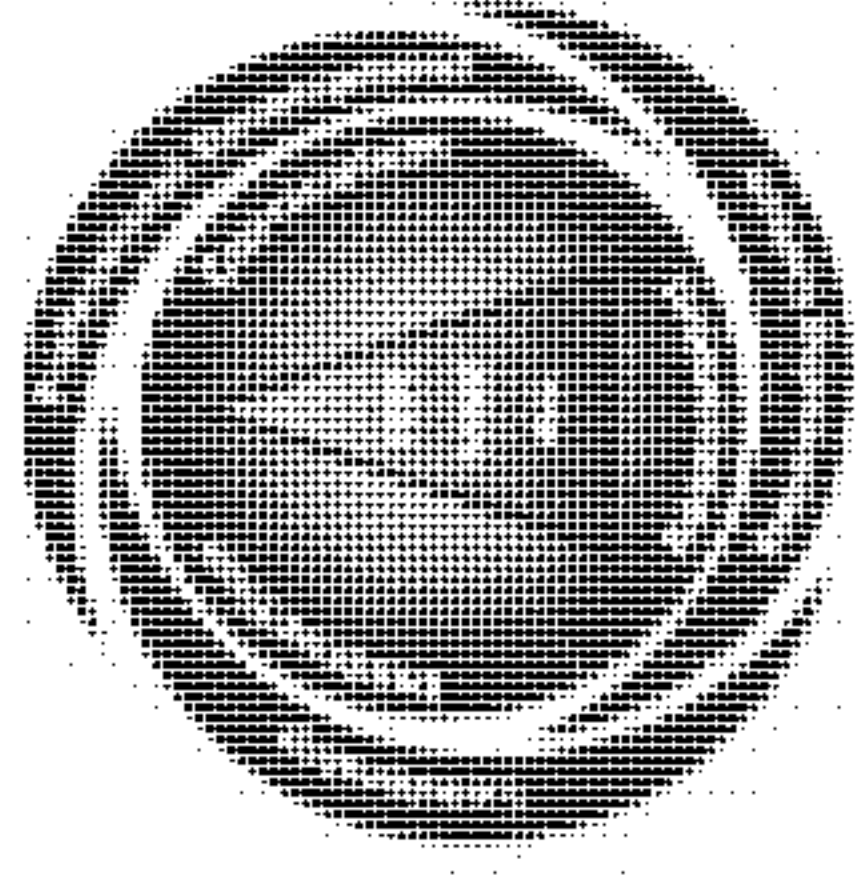
APPENDIX BB

Kansas Multi-Tier System of Supports

● Innovation Configuration Matrix (ICM)

June 2009





Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Introduction

A number of educational researchers have long advocated for a system of prevention and intervention for all learners. In Kansas, we refer to this systemic approach to supporting the learning of all students as the *Multi-Tier System of Supports (MTSS)*. Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each Kansas student achieves to high standards.

The *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* is designed to describe the principles and practices within a Multi-Tier System of Supports (MTSS). The principles and practices included in this *ICM* focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

The *ICM* is a tool that may be used in multiple ways, though it's primarily a descriptive document. The primary use is to assist in the understanding of the principles and practices of a multi-tier system and what they look like when implemented within a district, building or other community agency. Schools have also found it a helpful tool in guiding critical discussions among leadership and staff. To fully understand the structures and processes necessary in implementing a sustainable system, districts, schools, families, community agencies and other stakeholders are encouraged to access additional support materials and training specific to a multi-tier system of academic and behavioral supports available at www.kansasmtss.org.

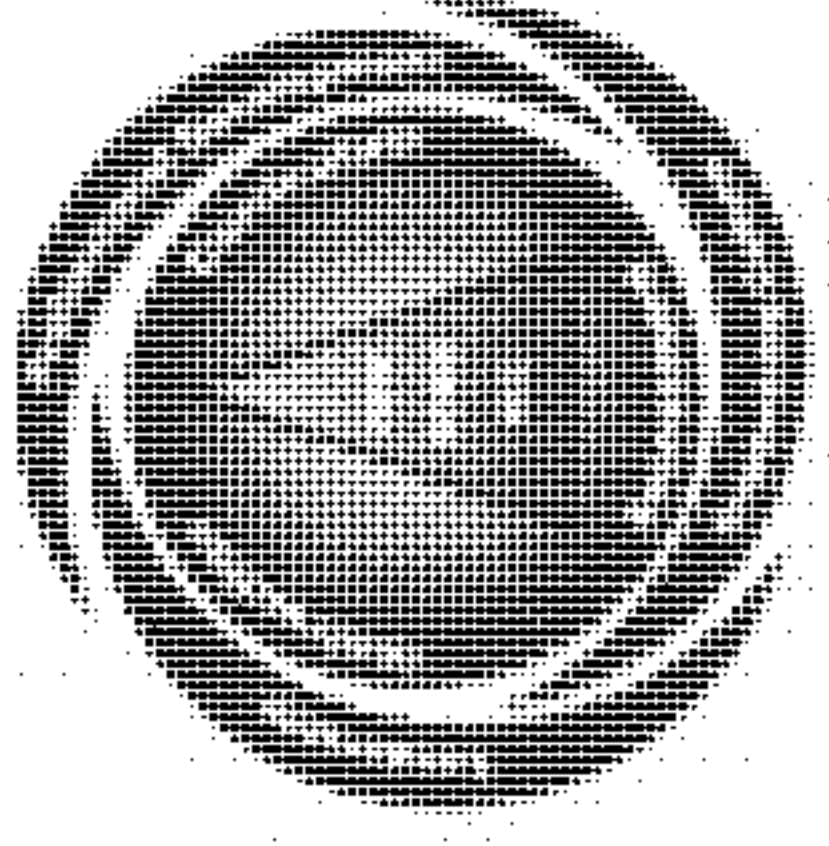
Acknowledgements

This document is possible only because of a significant commitment of time and energy by numerous educators in the field in Kansas. It is through their grassroots efforts that it is possible to create these documents that share their wisdom from the field and the research that guided them along the way in their commitment to meet the needs of each learner. Specific individuals that have assisted in the writing and editing of this document include:

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Connie Zienkewicz							

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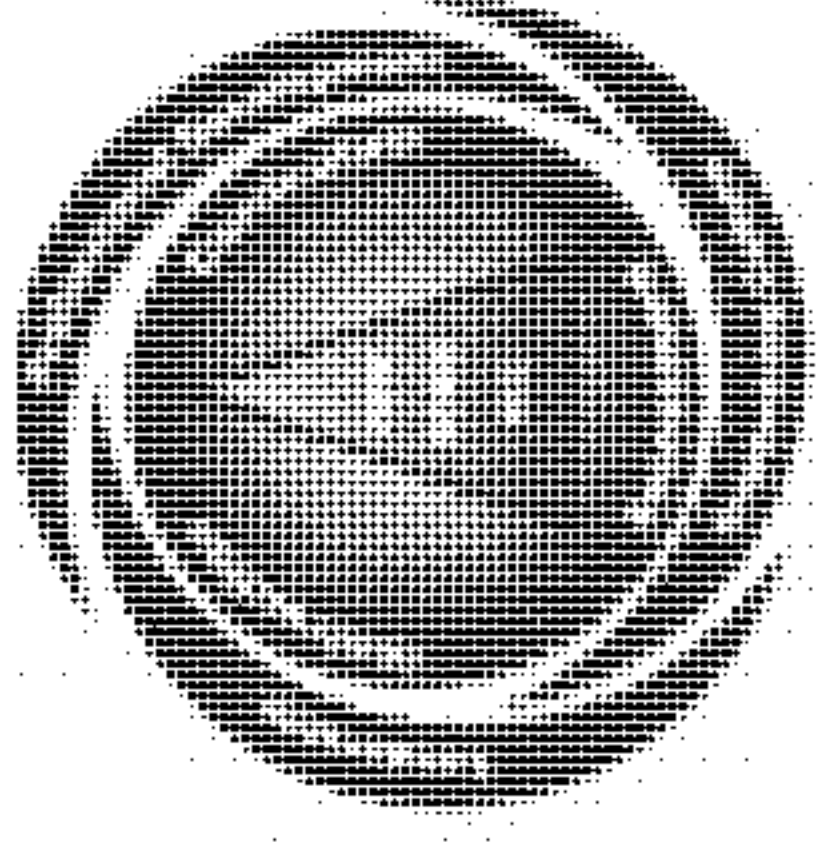
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Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

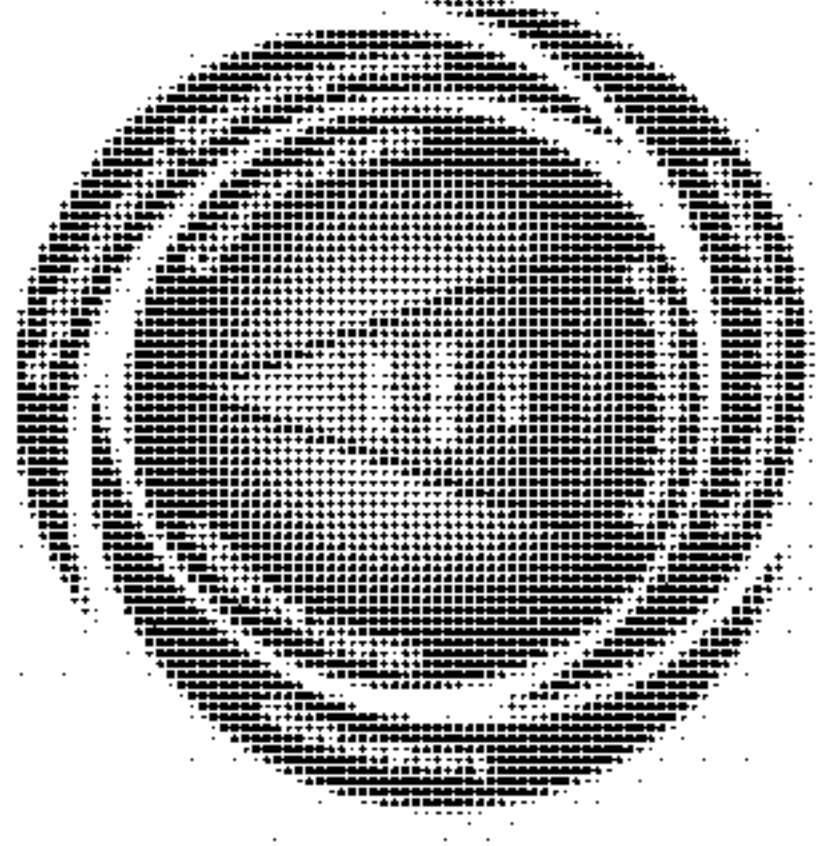
Leadership and Empowerment

Component 1: Effective Leadership Teams			
	Implementing	In Progress	Not Implementing
LE1	<p>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from:</p> <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	<p>Formal leadership teams exist only at some levels or include representation from some but not all:</p> <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	No formal leadership teams exist.
LE2	<p>Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.</p> <p>The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.</p>	<p>There are separate leadership teams identified to address academic and behavioral success that meet regularly.</p> <p>The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.</p>	<p>The leadership team is informally identified to address academics and/or behavioral concerns.</p> <p>There are no identified leadership teams attending to academics and/or behavior.</p>
LE3		<p>General roles and responsibilities are identified for each leadership team member.</p>	<p>No clear role is identified for how each leadership team member will support MTSS.</p>



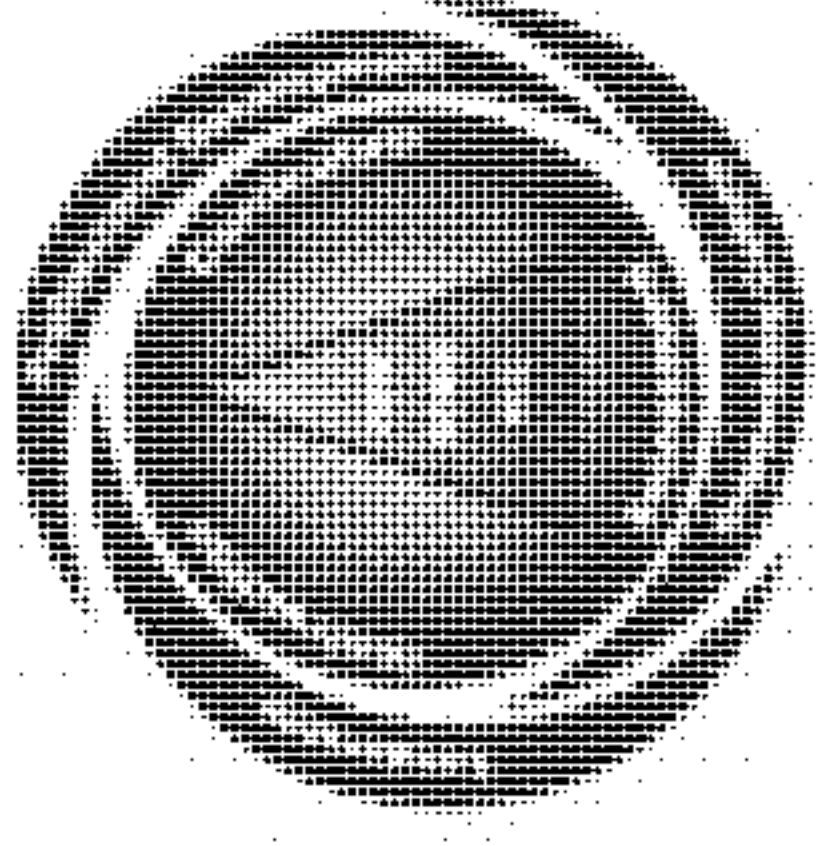
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	Implementing	In Progress	Not Implementing
IE4	<p>The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.</p>	<p>The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.</p>	<p>District/building/site level data are not reviewed regularly by the leadership team or shared with others.</p>
IE5	<p>The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.</p>	<p>The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.</p>	<p>The only indicator of success is Adequate Yearly Progress (AYP).</p>
IE6	<p>The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.</p>	<p>The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.</p>	<p>Professional development focuses on managerial/administrative issues.</p>



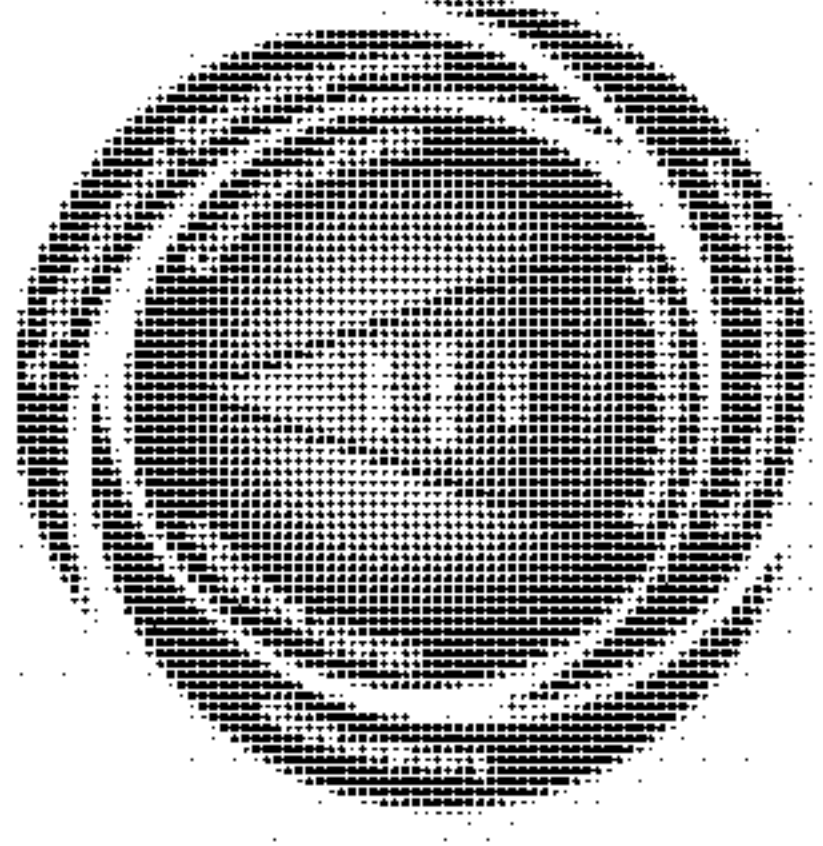
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Implementing		In Progress		Not Implementing
LE7	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	No clear or consistent communication plan is in place to support implementation of MTSS.
Component 2: Creating an Empowering Culture				
Implementing		In Progress		
LE8	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.		Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.
LE9	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team has shared information regarding MTSS.	Knowledge about MTSS is gained individually by the staff based on individual interests.



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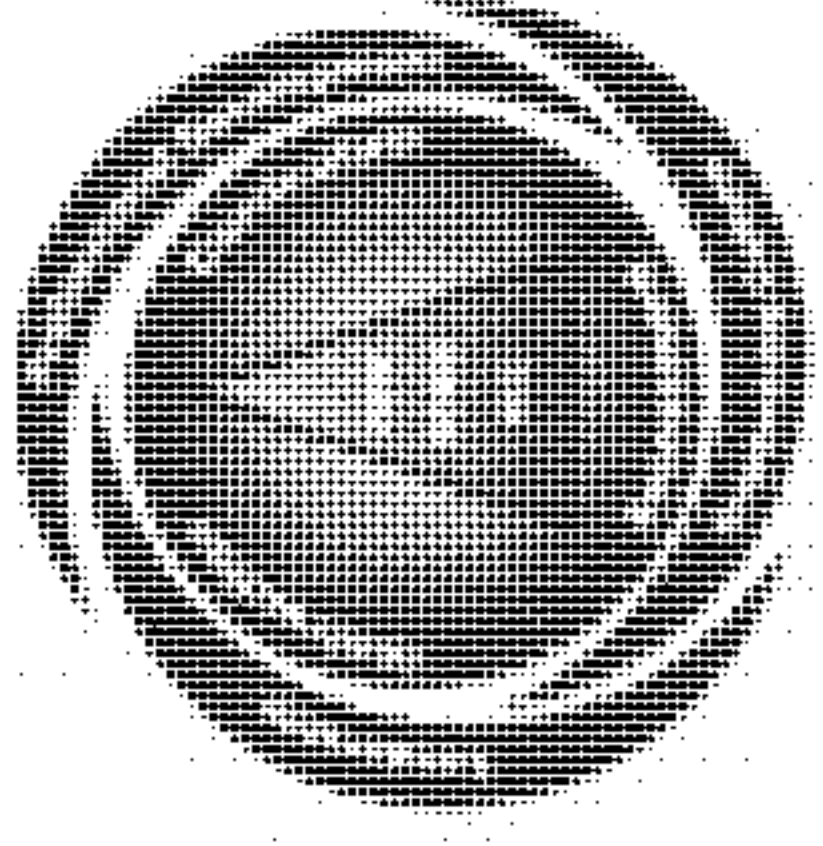
	In Progress		Not Implementing
IEI1	Professional development for staff and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.	Professional development activities for staff are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching or opportunities family involvement.	Participation in professional development is self-selected by individual staff members.
IEI2	Learner experiences are customized in ways that make content relevant and enable learning.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Learners are provided instruction and expected to learn.
IEI3	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	The data are shared but implications for instruction are not discussed openly.	The data are publicly reported only if it is required by law/regulation to do so.
IEI4	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	There is no parent involvement policy.



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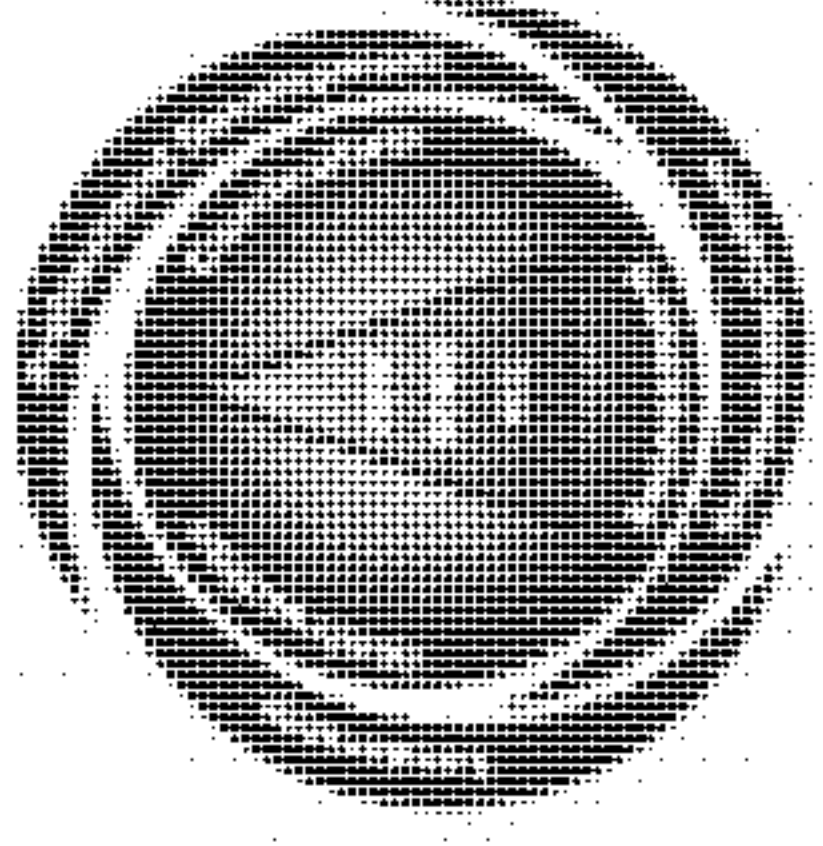
Assessment

Component 1: Comprehensive Assessment System			
	Implementing	In Progress	Not Implementing
A1	The assessment system includes tools to measure all essential components of academics and behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.	The assessment system does not include tools to measure essential components of academics or behavior.
A2	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system includes some of these assessment tools or only academics and behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system includes assessment tools for outcomes only.
Component 2: Assessments are Valid and Reliable			
	Implementing	In Progress	Not Implementing
A3	The staff has independently documented technical adequacy of each assessment tool used.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	The staff uses instruments that are not technically adequate.
A4	Data are collected by staff who have been formally trained to reliably and validly administer the instruments.		The staff that having responsibility for data collection receives information but inadequate training to reliably and validly administer the instruments.



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Component 3: Adequate Capacity for Assessment System		
	Implementing	In Progress
A5	Universal screening of academic skills occurs at least 3 times per year. Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Universal screening of academic skills occurs less than 3 times per year. Behavior/office discipline referrals are not tracked in a systematic manner or by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision.
A6	Behavior/office discipline referrals are tracked by some of the variables of learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision but not all.	Behavior/office discipline referrals are not tracked in a systematic manner or by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision.
A7	The staff consistently administers diagnostic/functional behavioral assessments following locally documented decision rules.	The staff individually determines when diagnostic assessments are given.
A8	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.

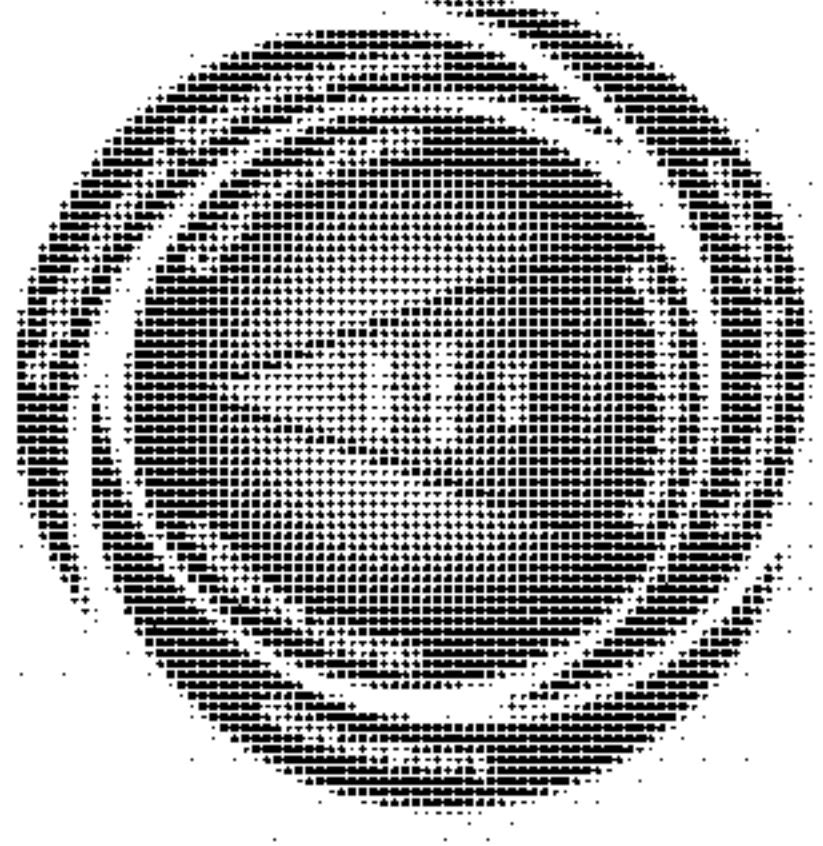


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Component 4: Decision Making Rules are Clear		
Implementing	In Progress	Not Implementing
A9	<p>Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have documented decision rules, but they are unknown or inconsistently used by staff for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports
	<p>Teams have informal or missing decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>No commonly agreed upon or understood decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports

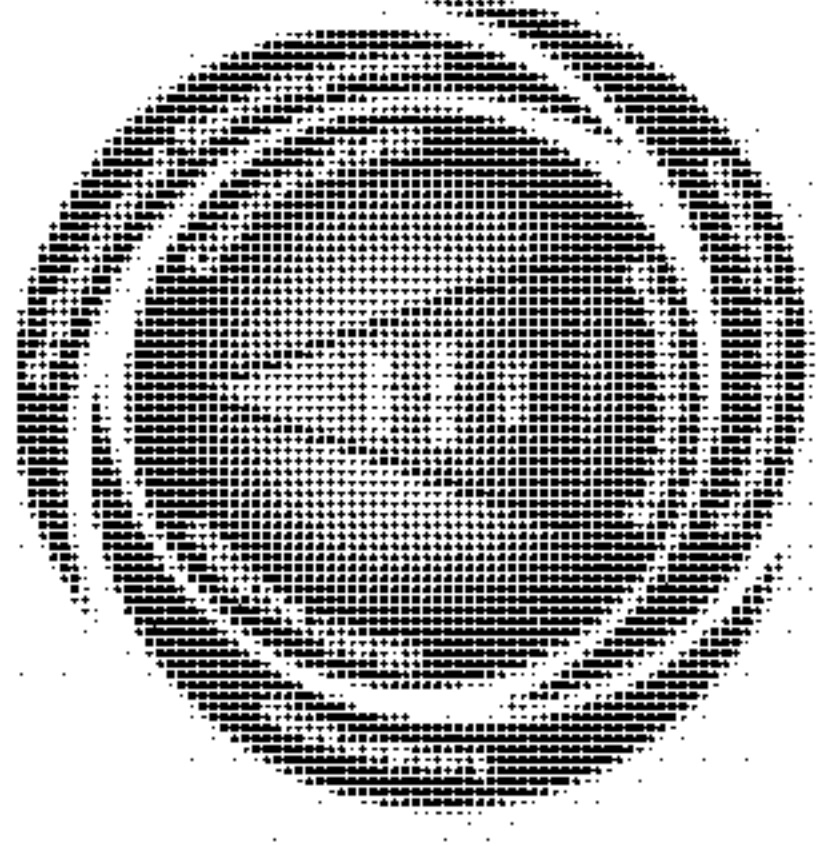
Curriculum

Component 1: Curriculum is Evidence Based			
Implementing	In Progress		Not Implementing
B5	<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.</p>	<p>The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.</p>	<p>Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.</p>
		<p>The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.</p>	<p>Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.</p>



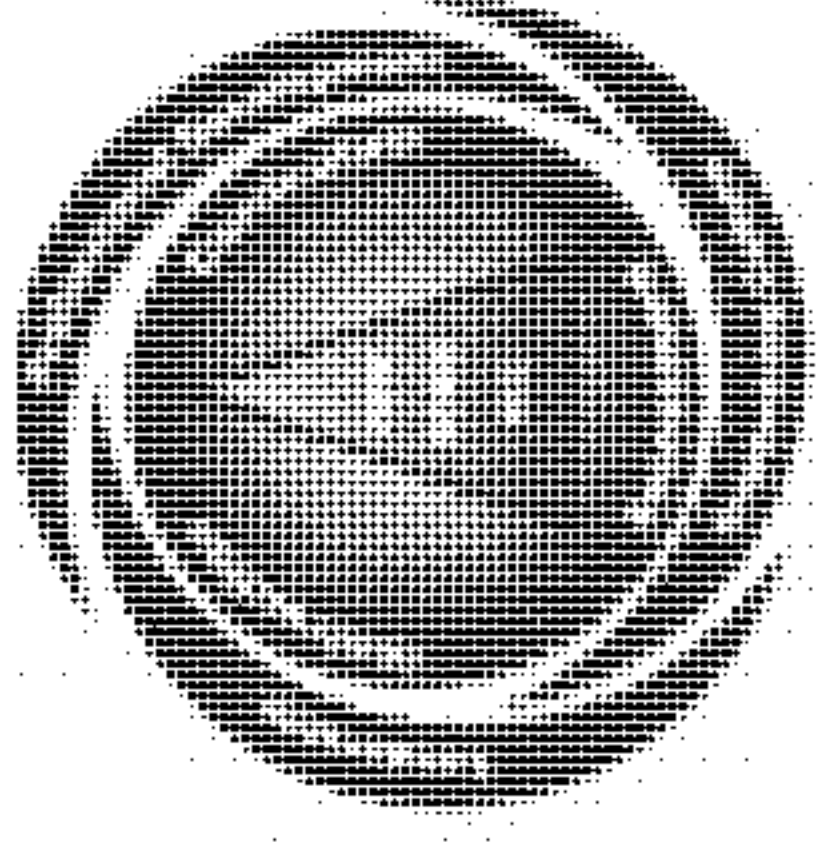
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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level			
	Implementing	In Progress	Not Implementing
3	Staff has formally evaluated and documented that all curricular materials address essential academic components.	Academic curricular materials are available that address essential components.	Academic curricular materials are not available to address essential academic components.
3	The staff has agreed to and documented 5 or fewer positively stated rules/behavioral expectations.	The staff has identified more than 5 rules/behavioral expectations.	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.
2	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.
3	The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.	The staff select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.



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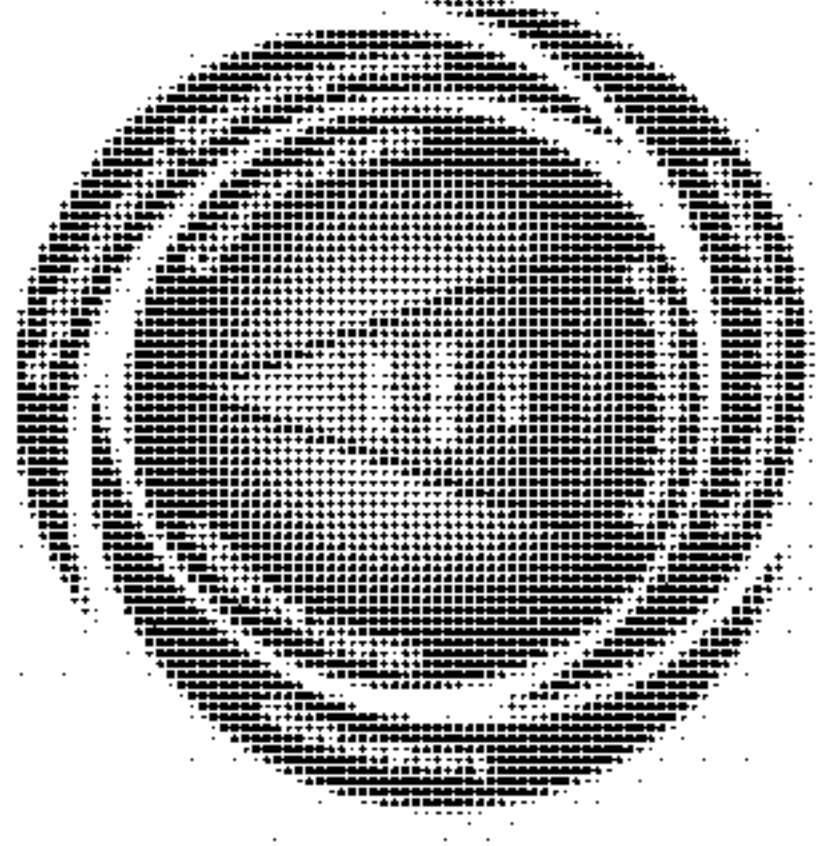
Component 3: All Curricula are Implemented with Fidelity			
	Implementing	In Progress	Not Implementing
8	<p>The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation.</p>	<p>Some staff is trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff is provided the scope and sequence for introducing concepts to learners.</p>	<p>The staff receives an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.</p>
9	<p>A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year.</p>	<p>The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff during personnel evaluation and feedback is provided at that time.</p>	<p>The staff receives academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.</p> <p>It is assumed that all staff is implementing the academic and behavioral curricula and programs at all tiers with fidelity.</p>



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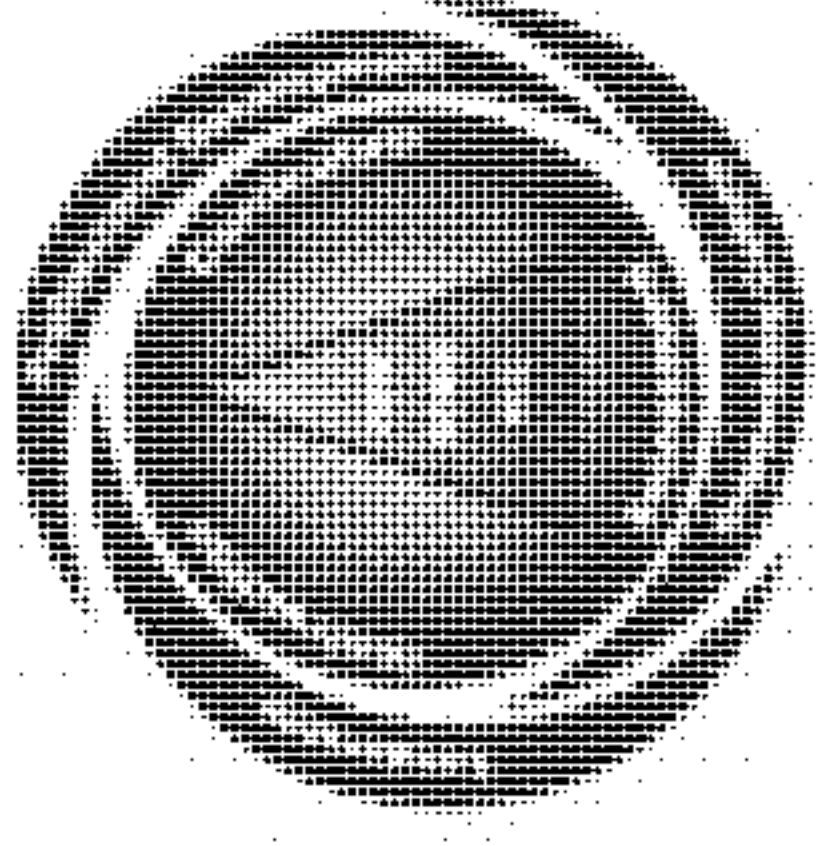
Instruction

Component 1: All Instructional Practices are Evidence Based			
	Implementing	In Progress	Not Implementing
☐	The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.	The staff has participated in discussions about the evidence-based of specific academic and behavioral instructional practices for different tiers.	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff is expected to read information about evidence-based instructional practices.
Component 2: Instructional Practices are Implemented with Fidelity			
	Implementing	In Progress	Not Implementing
☑	All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies.	Some staff is trained in the use of evidence-based instructional practices/strategies for academics and behavior and “take the information back” to their colleagues via Professional Learning Communities, etc.	Selected staff (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies. The learning instructional practices/strategies are left up to individual staff.



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Implementing		In Progress		Not Implementing
13	The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The staff selects instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	The staff uses the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.
14	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff provided throughout the year.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of the staff during personnel evaluation, and feedback is provided at that time.	The fidelity of instructional practices/strategies for academics is checked by having staff note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	It is assumed that all staff are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.
Component 3: Schedule Allows for Protected Instruction Time				
Implementing		In Progress		Not Implementing
15	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	The schedule provides sufficient intensive instruction and it's left up to individual staff to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff to ensure that planned time is actualized.	The schedule does not include specific time for core, supplemental and intensive instruction.

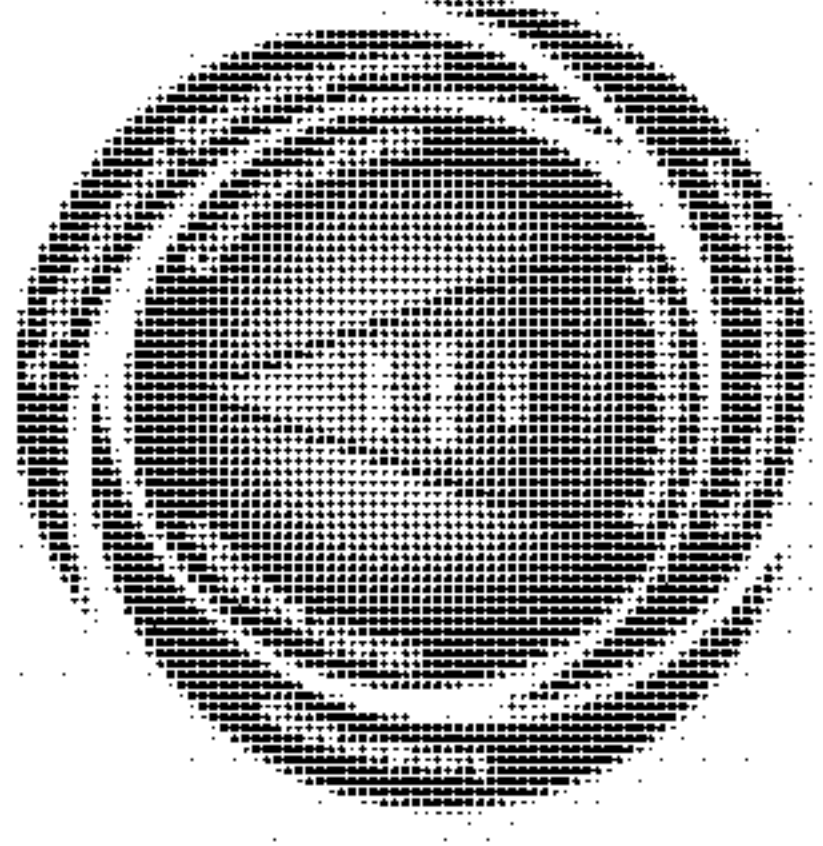


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Component 4: Flexible Grouping Allows for Appropriate Instruction		
	In Progress	Not Implementing
16	<p>Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff.</p> <p>Some attempts are made to lower group size for supplemental and/or intensive instruction and may or may not be delivered by highly trained staff.</p>	<p>Supplemental and intense instruction is provided in group sizes based upon staffing availability.</p>

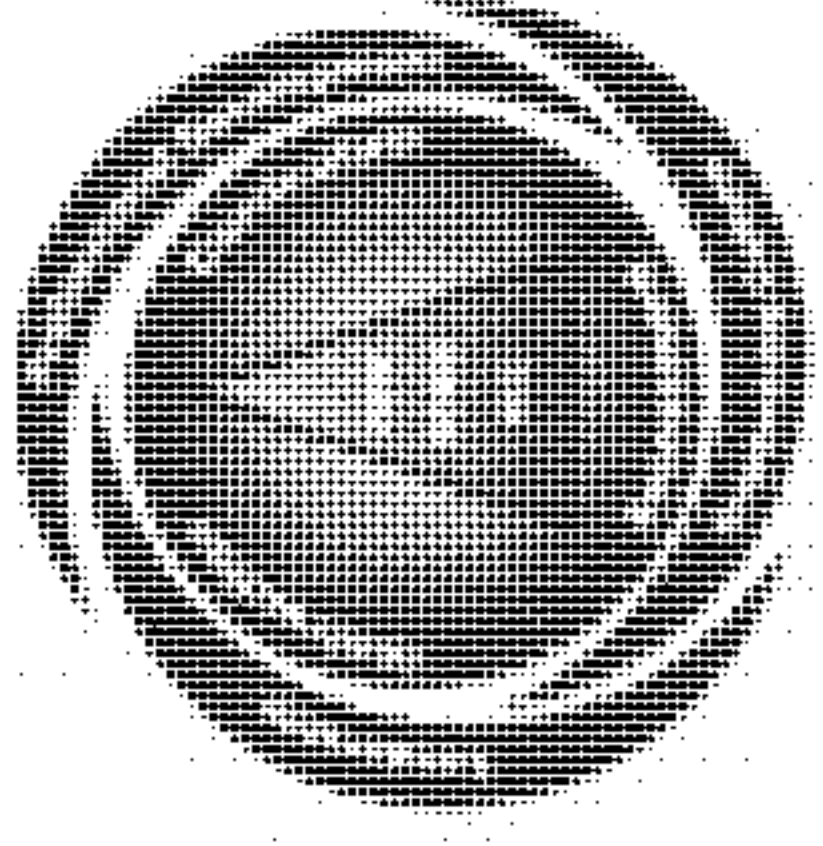
Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making		
	In Progress	Not Implementing
DBDM1	<p>Teams are identified and conduct data-based decision making at some levels:</p> <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	<p>No identified team conducts data-based decision making at any level.</p>
DBDM2	<p>Informal teams meet as time allows to conduct data-based decision making at some levels:</p> <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction <p>The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.</p>	<p>There is no common understanding of the roles and responsibilities of teams reviewing data.</p>



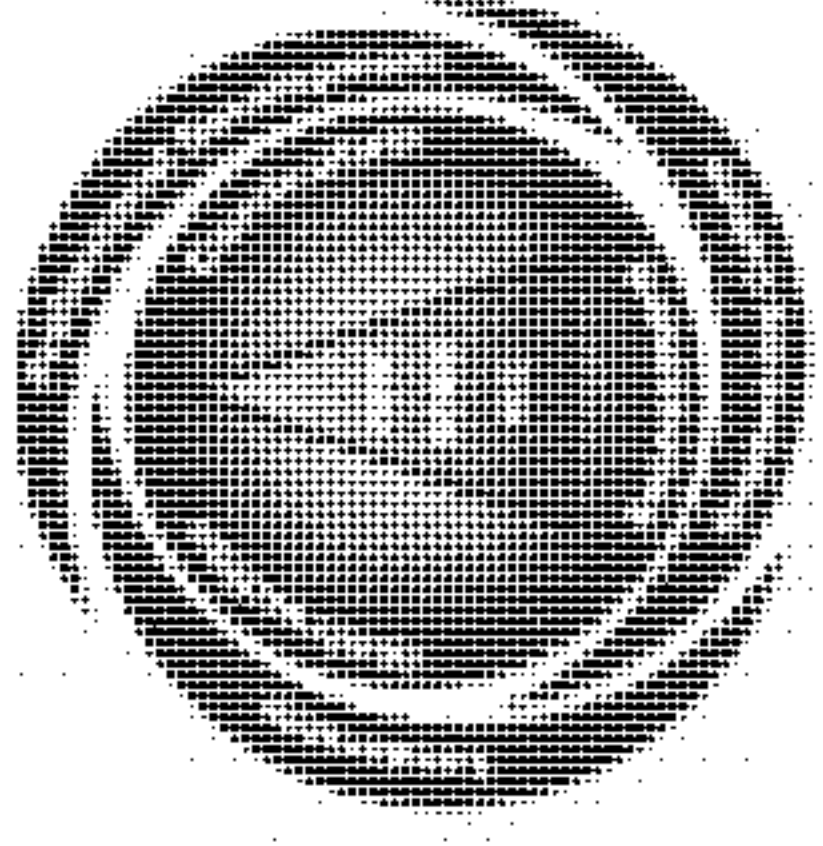
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Implementing	In Progress		Not Implementing
DBDM3	All staff is actively involved and has been trained in the problem solving process and uses it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.	Some staff is involved and has been trained in the problem solving process and is beginning to formally implement, but inconsistently apply, decision rules.	The team does not use the problem solving process to guide decision making.
DBDM4	All staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.	Most staff can analyze much of the data and interpret the results but does so inconsistently and information shared with families is limited.	The staff does not understand how to analyze data nor how to interpret the results.
Component 2: Data-Based Decision Making for Improving the System			
Implementing			
DBDM5	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.	An informal team meets to review system-wide data academic and behavioral data.	System-wide data-based decision making does not occur for academics or behavior.
DBDM6	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	System level decision making is based on outcome data only.
In Progress			
DBDM5	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	The administration makes system level decisions based on: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	System-wide data-based decision making does not occur for academics or behavior.
DBDM6	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	System level decision making is based on outcome data only.
Not Implementing			



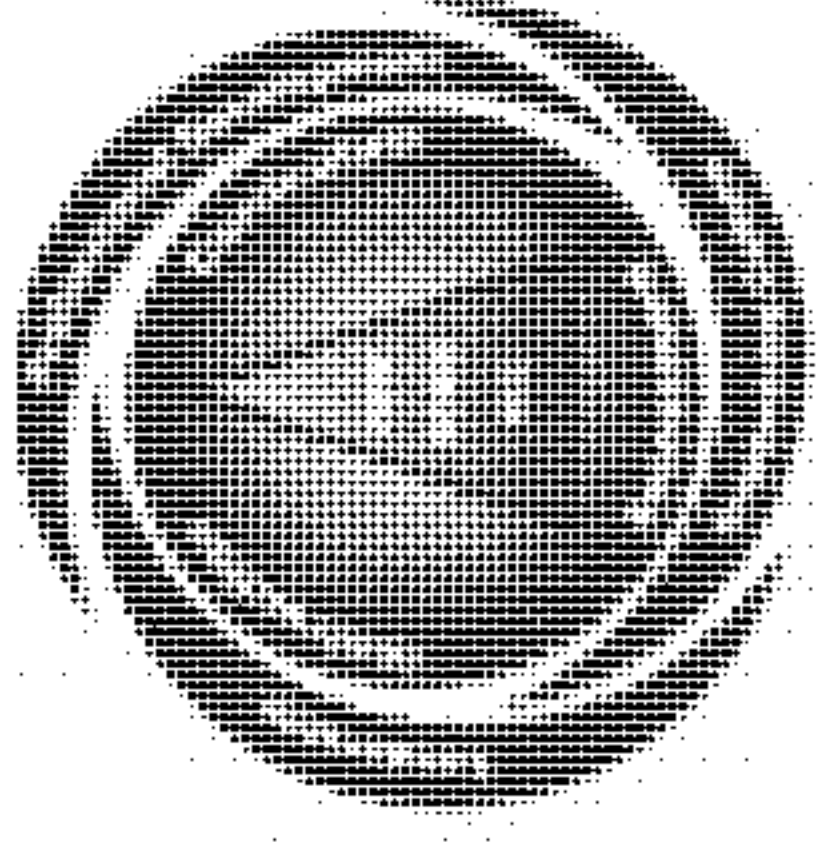
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Implementing	In Progress		Not Implementing
DBDM7	<p>The team makes recommendations for adjustments to the system by analyzing:</p> <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	<p>The team analyzes:</p> <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	<p>The team analyzes:</p> <ul style="list-style-type: none"> • Sufficiency of instructional procedures <p>The team does not review effectiveness of or make adjustments in system.</p>
Component 3: Data-Based Decision Making for Improving Supplemental Instruction			
DBDM8	<p>A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.</p>	<p>An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.</p>	<p>The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.</p>
DBDM9	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring 	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring 	<p>The administration makes decisions for learners receiving supplemental instruction based on:</p> <ul style="list-style-type: none"> • Universal Screenings • Progress Monitoring
			<p>Supplemental instruction data-based decision making does not occur.</p> <p>Decision about supplemental instruction is based on universal screening data only.</p>



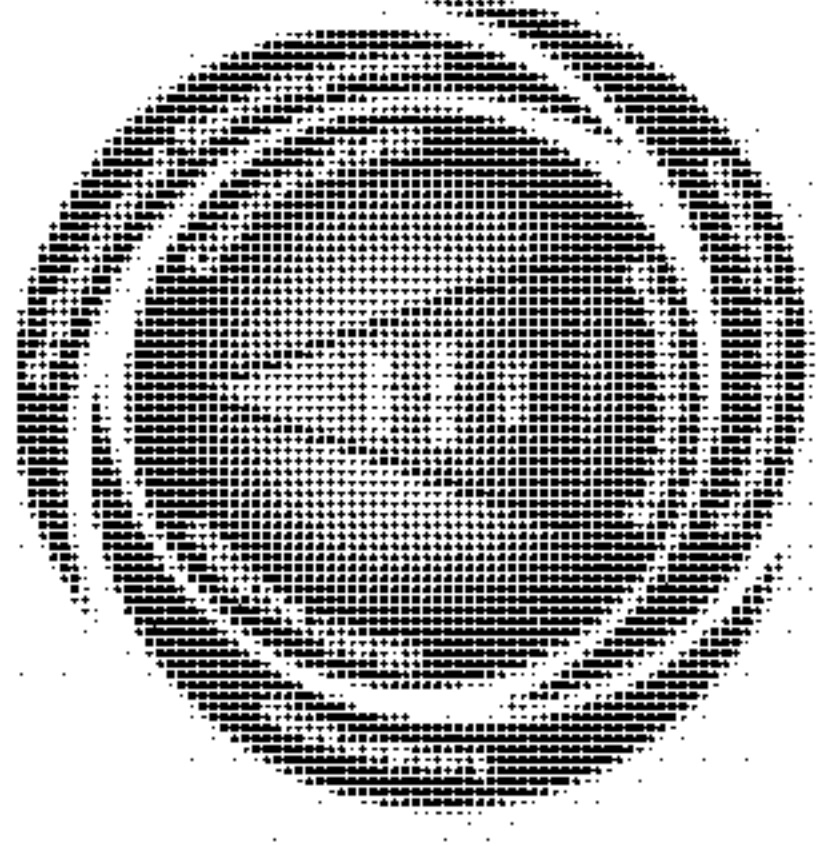
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Implementing	In Progress		Not Implementing
DBDM10	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes data to make grouping decisions.
			The team looks at the general effectiveness of supplemental instruction.
Component 4: Data-based Decision Making for Improving Intensive Instruction			
Implementing	In Progress		Not Implementing
DBDM11	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	The process to conduct decision making addressing intensive instruction does not occur.



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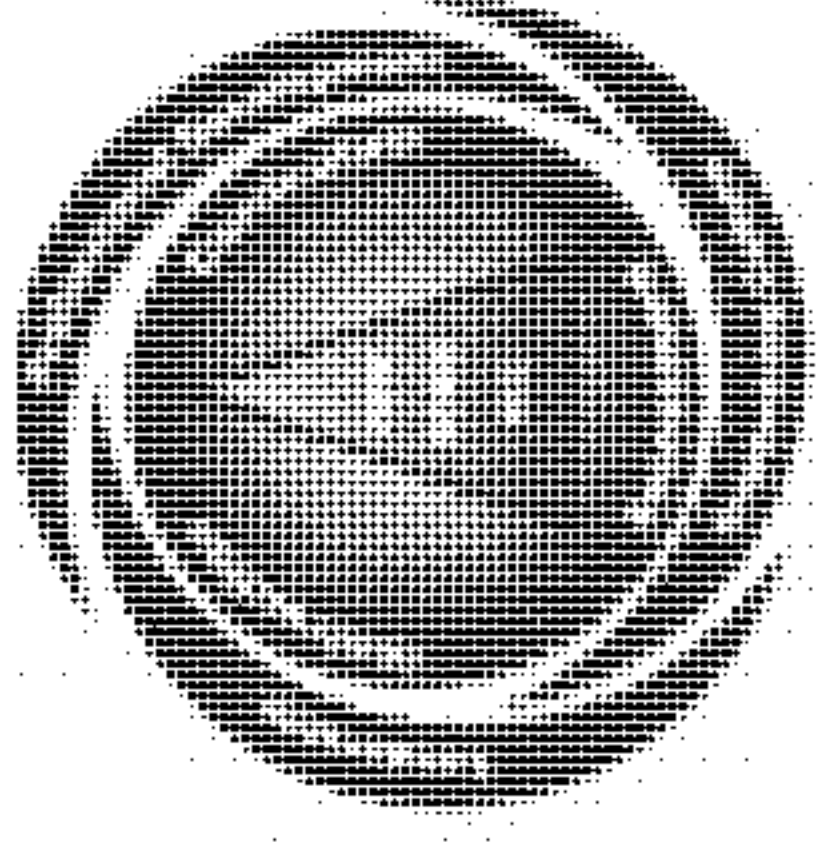
	In Progress		Not Implementing
DBDM12	<p>The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.</p>	<p>The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.</p>	<p>No team meets to conduct decision making for academic and/or behavior at the intensive level.</p>
DBDM13	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation 	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement 	<p>The team discusses need to refer for evaluation for entitlement.</p>



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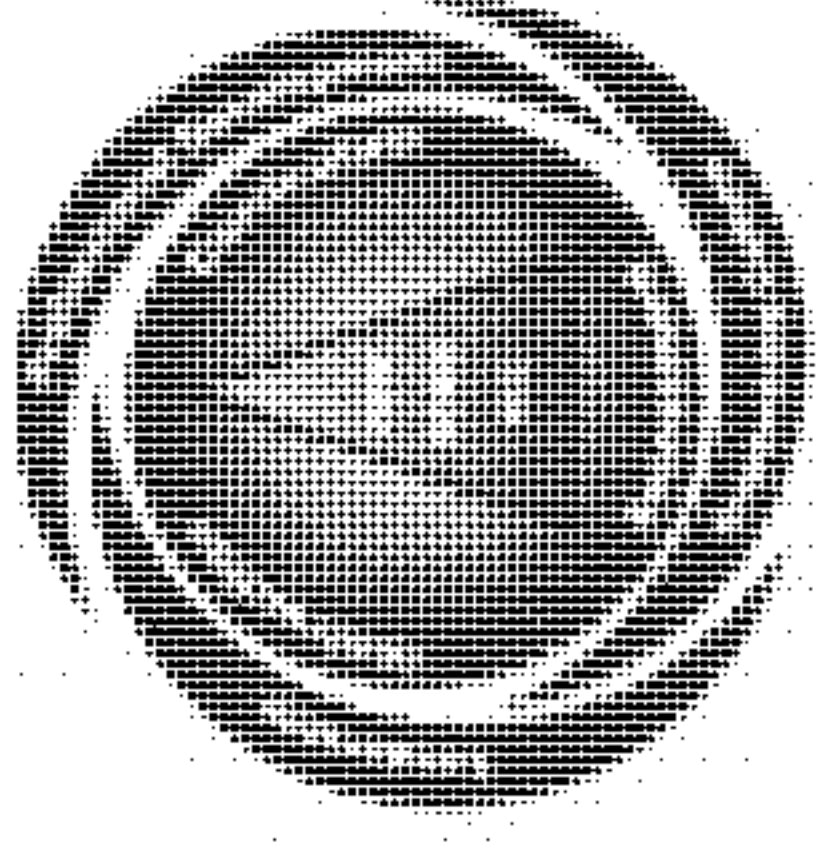
Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System			
	Implementing	In Progress	Not Implementing
IS1	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.
IS2	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.	The implementation of MTSS is guided by an informal action plan The administrative and building/site staff are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS has no action plan.
IS3	Policy documents are available describing the vision and implementation of MTSS.	Development of policy documents has been initiated but not completed.	No policy documents have been developed.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Implementing	In Progress		Not Implementing
IS4	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.	The realignment of resources and practices has occurred in most but not all programs.	No change has occurred in the allocation of resources.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners			
IS5	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	There is no process in place to review decisions made as a result of data-based decision making.
IS6	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	There is no process in place to review and improve the data-based decision making process.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Implementing	In Progress		Not Implementing
IS7	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.	Implementation of core components of MTSS is monitored through full implementation.	There is no monitoring of the implementation of MTSS.
Component 3: Leadership Provide Staff Ongoing Support			
Implementing			
IS8	There is a formal, long term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	Professional development activities are not tied to a multi-tier system.
IS9	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	Leadership informally involves the staff in decision making.	There are no activities or time allocated for group decision making.
In Progress			
IS8	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Professional development activities are not tied to a multi-tier system.
IS9	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	There are no activities or time allocated for group decision making.
Not Implementing			

APPENDIX CC

**REGULATIONS AND STANDARDS for Kansas Educators
2011-2012**

**EARLY CHILDHOOD UNIFIED
Birth through Kindergarten**

Standard #1	The birth through kindergarten teacher understands and respects families as the primary decision-maker for children with or without special needs and assures that services are family-focused and culturally sensitive.
Standard #2	The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within communities.
Standard #3	The birth through kindergarten teacher possesses a high level of professional skills and knowledge about how children with or without special needs develop and learn.
Standard #4	The birth through kindergarten teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.
Standard #5	The birth through kindergarten teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for children with or without special needs in their natural environments (home, community and/or school).
Standard #6	The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidence-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across developmental domains.
Standard #7	The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of early language and literacy, mathematics, science, social studies, and the arts.
Standard #8	The birth through kindergarten teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

**EARLY CHILDHOOD UNIFIED
Birth through Third Grade**

Standard #1	The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and assures that services are family-focused and culturally sensitive.
Standard #2	The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities.
Standard #3	The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.
Standard #4	The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for general education and exceptional students.
Standard #5	The birth through third grade teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).
Standard #6	The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities, and interests of general education and exceptional students.
Standard #7	The birth through third grade teacher has experiences in varied settings.
Standard #8	The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas
Standard #9	The birth through third grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.
Standard #10	The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.
Standard #11	The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
Standard #12	The birth through third grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.
Standard #13	The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

APPENDIX DD

Overview of the Protective Factors Survey

Though there are numerous instruments designed to measure individual protective factors, there is not currently a single instrument that assesses *multiple protective factors* against child abuse and neglect. In 2004, The FRIENDS National Resource Center for Community-Based Child Abuse Prevention began a project to develop a Protective Factors Survey (PFS) for its network of federally-funded Community Based Child Abuse Prevention (CBCAP) programs. This project was initiated to help programs better assess changes in *family protective factors*, a major focus of prevention work.

The PFS is a product of the FRIENDS Network in collaboration with the University of Kansas Institute for Educational Research and Public Service. The instrument was developed with the advice and assistance of researchers, administrators, workers, and experts specializing in family support and maltreatment and psychological measurement. The survey has undergone three national field tests.

Purpose and Use

The PFS is designed for use with caregivers receiving child maltreatment prevention services. The instrument measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development. Workers can administer the survey before, during, or after services.

The primary purpose of the Protective Factors Survey is to provide feedback to agencies for continuous improvement and evaluation purposes. The survey results are designed to provide agencies with the following information:

- A snapshot of the families they serve
- Changes in protective factors
- Areas where workers can focus on increasing individual family protective factors

The PFS is not intended for individual assessment, placement, or diagnostic purposes. Agencies should rely on other instruments for clinical use.

Description

The Protective Factors Survey is a pencil and paper survey. The survey takes approximately 10-15 minutes to complete. The instrument is divided into two sections, the first section to be completed by a program staff member and the second section to be completed by the program participant. The participant portion of the survey contains the core questions of the survey. In the demographic section, participants are asked to provide details about their family composition, income, and involvement in services. In the family protective factors section, participants are asked to respond to a series of statements about their family, using a seven-point frequency or agreement scale. The following table provides a brief summary of the multiple protective factors covered in the survey.

Protective Factor	Definition
Family Functioning/ Resiliency (5 items)	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Social Support (3 items)	Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Concrete Support (3 items)	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Child Development/ Knowledge of Parenting (5 items)	Understanding and utilizing effective child management techniques and having age-appropriate expectations for children's abilities.
Nurturing and Attachment (4 items)	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

APPENDIX EE

Continuum of Training in Early Childhood and Workforce Development in Kansas

Informal Systems - Non-Degree			Formal Systems - Degree/Certificate/Credential			
Training Providers	Professional Organizations	Training Systems	CDA	Associate Degree Early Childhood	Bachlors Degree Early Childhood Unified Teacher License	Graduate Degree Early Childhood Unified Teacher License
Kansas Child Care Training Opportunities (KCCTO)	Kansas Division for Early Childhood (KDEC)	Kansas Inservice Training System (KITS)	Child Care Aware	Allen Community College	Emporia State University (Birth through Kg)	University of Kansas (Birth through Kg)
Kansas Service League (KCSL)	Kansas Assoc. for the Education of Young Children (KAEYC)	Kansas Child Care Aware	Highland Community College	Barton Community College	Fort Hays State University (Birth through Grade 3)	Wichita State University (Birth through Grade 3)
Kansas Extension Services	Kansas Speech and Hearing Association (KSHA)	Child Care Aware Regional Resource and Referral Programs	Kansas City Community College	Butler Community College	Pittsburg State University (Birth through Grade 3)	
Local Education Agencies	Kansas School Psychology Association (KSPA)	Head Start Training and TA	Labette Community College	Cloud County Community College	Washburn University (Birth through Grade 3)	
Local Child Care Associations	Kansas Physical Therapy Association (KPTA)	Education Service Centers		Colby Community College	Wichita State University (Birth through Grade 3)	
Kansas School for the Blind	Kansas Occupational Therapy Association (KOTA)	KSDE Technical Assistance System Network	Apprenticeship	Cowley Community College	Kansas State University (Birth through Kg)	
Kansas School for the Deaf	Kansas Association for Infant Mental Health (KAIMH)		Highland Community College	Dodge City Community College	University of Kansas (Birth through Grade 3)	
	Kansas Head Start Association (KHSA)		Johnson County Community College	Highland Community College	Southwestern College (Birth through Grade 3)	
Training with Families	Kansas Parents as Teachers Association (KPATA)			Hutchinson Community College		
Families Together	Kansas Council for Exceptional Children (KCEC)		Community College Certificate Programs	Independence Community College		
Kansas Parent Information Resource Center			Cloud County Community College	Johnson County Community College		
Children's Allliance of Kansas			Dodge City Community College	Kansas City Community College		
			Highland Community College	Labette Community College		
			Hutchinson Community College	Neosho Community College		
			Johnson County Community College			
			Labette Community College			
			Infant Mental Health Certificate			
			Kansas Association for Infant Mental Helath (KAIMH)			

APPENDIX FF

Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers
Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

What is available as of summer 2009, including future proposed data collections

Kindergarten

Type of data	Specifics	Source of Data	Number of years of data
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL)	<ul style="list-style-type: none"> ▪ Skills/knowledge at kindergarten entry (based upon KELI—teacher observation) ▪ Skills at kindergarten entry (Standardized assessments) 	<ul style="list-style-type: none"> ▪ KSDE (Children's cabinet supported) ▪ KHI 	<ul style="list-style-type: none"> ▪ 3 years—2005-08 ▪ 1 year (2007-08)
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL)	<ul style="list-style-type: none"> ▪ Kindergarten skills at Exit of kindergarten (KELI) ▪ Includes growth over the kindergarten year 	<ul style="list-style-type: none"> ▪ KSDE ▪ KSDE 	<ul style="list-style-type: none"> ▪ 3 years--2005-08 ▪ 3 years—2005-08
Child Data: impact of kindergarten schedule	<ul style="list-style-type: none"> ▪ Growth over the kindergarten year in full-day schedule or half-day schedule ▪ *This will need to be examined by controlling for SES 	<ul style="list-style-type: none"> ▪ KSDE 	<ul style="list-style-type: none"> ▪ 3 years—2005-08
Teacher Practices (Self-Assessment, KTP-Kindergarten Teacher Practices)	<ul style="list-style-type: none"> ▪ Classroom practices used by teachers. Frequency of use and type of practice. ▪ Impact on child learning 	<ul style="list-style-type: none"> ▪ KSDE ▪ KSDE 	<ul style="list-style-type: none"> ▪ 3 years—2005-08 ▪ 3 years—2005-08
Teacher Practices (CLASS Observations)-40 classrooms	<ul style="list-style-type: none"> ▪ Teacher-child interactions as determined by nationally validated observation ▪ Comparison with KTP 	<ul style="list-style-type: none"> ▪ KSDE & KHI 	<ul style="list-style-type: none"> ▪ 1 year—2007-08 ▪ 40 classrooms, 75% FDK; 25% HDK

Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers
Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

Family Data	<ul style="list-style-type: none"> (home services, relationship between parent involvement/child exit skills; specifics on child care) 	<ul style="list-style-type: none"> Beach Center (in conjunction with KSDE) 	<ul style="list-style-type: none"> 2 years—2005-07
Family data	<ul style="list-style-type: none"> Home practices such as reading to child, involvement in community, attendance in child care 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 3 years—2005-08
Child Care/community data	<ul style="list-style-type: none"> Type of child care, licensed 	<ul style="list-style-type: none"> Beach Center (+ KSDE, but not as in depth) 	<ul style="list-style-type: none"> 2 years—2005-07
Health Insurance, Oral Health information	<ul style="list-style-type: none"> Do children have health insurance, oral health practices, etc. 	<ul style="list-style-type: none"> KSDE, Beach Center 	<ul style="list-style-type: none"> 3 years—2005-08 (Beach Center 2 years)
Administrative Structures	<ul style="list-style-type: none"> What kind of administrative supports do teachers believe they are getting? How does this impact teacher practices 	<ul style="list-style-type: none"> KHI Beach Center 	<ul style="list-style-type: none"> 1 year -- 2007-08 2 years—2005-07
FOLLOW-UP-- 3 rd grade assessment scores for 2005-06 Kindergartners	<ul style="list-style-type: none"> Examine assessment results based upon: full day/1/2 day structure in K; subgroups; use of Best Practices in K 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 1 year – spring 2009

PROPOSED for 2009-2010 & beyond

FOLLOW-UP-- 3 rd grade assessment scores for 2006-07 & 07-08 K.	<ul style="list-style-type: none"> Examine assessment results as before; 	<ul style="list-style-type: none"> KSDE KHI results (from 07-08 study) 	<ul style="list-style-type: none"> 2 years—spring 2010; spring 2011
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Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers
Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

School Readiness Data: What is available as of summer 2009

Four year Old At-Risk Classrooms

Type of data	Specifics	Source of Data	Number of years of data
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL)	<ul style="list-style-type: none"> Skills/knowledge at preschool entry (based upon KELI-4—teacher observation) 	<ul style="list-style-type: none"> KSDE (Children's cabinet supported) 	<ul style="list-style-type: none"> 3 years—2006-09
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL)	<ul style="list-style-type: none"> Preschool skills at -4 Includes growth over the preschool year 	<ul style="list-style-type: none"> KSDE KSDE 	<ul style="list-style-type: none"> 3 years--2006-09 3 years—2006-09
Teacher Practices (Pre- Kindergarten Teacher Practices) Note: pre-KTP was changed over yrs.	<ul style="list-style-type: none"> Classroom practices used by teachers. Frequency of use and type of practice. Impact on child learning 	<ul style="list-style-type: none"> KSDE KSDE 	<ul style="list-style-type: none"> 3 years—2006-09 3 years—2006-09
Teacher Practices (CLASS Observations) sampling of rooms	<ul style="list-style-type: none"> Teacher-child interactions as determined by nationally validated observation Comparison with pre-KTP 	<ul style="list-style-type: none"> KSDE KSDE/KU (in conjunction with Pre-K Pilot) 	<ul style="list-style-type: none"> 2 year—2007-09 54 classrooms 07-08 25 classrooms-08-09
Program Standards (Quality Standards—self assessment)	<ul style="list-style-type: none"> Does program meet quality standards as defined in the Quality Standards document? 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 2 years—2005-07

Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers

Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

Family Data	<ul style="list-style-type: none"> (home services, relationship between parent involvement/child exit skills; specifics on child care) 	<ul style="list-style-type: none"> Beach Center (in conjunction with KSDE) 	<ul style="list-style-type: none"> 1 year—2006-07
Family data	<ul style="list-style-type: none"> Home practices such as reading to child, involvement in community, attendance in child care 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 3 years—2006-09
Child Care/community data	<ul style="list-style-type: none"> Type of child care, licensed 	<ul style="list-style-type: none"> Beach Center (+ KSDE, but not as in depth) 	<ul style="list-style-type: none"> 1 year—2006-07
Health Insurance, Oral Health information	<ul style="list-style-type: none"> Do children have health insurance, oral health practices, etc. 	<ul style="list-style-type: none"> KSDE, Beach Center KSDE 	<ul style="list-style-type: none"> 2 years—2006-08 (Beach center, 1 year) 1 yr -08-09
Administrative Structures	<ul style="list-style-type: none"> What kind of administrative supports do teachers believe they are getting? How does this impact teacher practices 	<ul style="list-style-type: none"> Beach Center 	<ul style="list-style-type: none"> 1 year—2006-07

Fall 2009 & PROPOSED for 2009-2010 & beyond

FOLLOW-UP-- Kindergarten KELI scores	<ul style="list-style-type: none"> Examine school readiness skill levels for 4 yr AR Compare with matched demographically, 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 3 years—fall, 2008; fall, 2009; fall, 2010
FOLLOW-UP 1 st grade scores	<ul style="list-style-type: none"> Using the KELI, examine skill level in 1st grade Look at KTP results 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 1 years--fall, 2010

Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers
Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

School Readiness Data: What is available as of summer 2009

NOTE: the KU and KACCRRRA information may not be easily accessible.

Pre-K Pilot Classrooms

Type of data	Specifics	Source of Data	Number of years of data
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL; program type)	<ul style="list-style-type: none"> Skills/knowledge at preschool entry (based upon KELI-4—teacher observation) 	<ul style="list-style-type: none"> KSDE (Children's cabinet supported) 	<ul style="list-style-type: none"> 1 year—2008-09
Child data (can be disaggregated according to gender, IEP, race-ethnicity, ESL)	<ul style="list-style-type: none"> Skill level at exit of program Includes growth over the preschool year 	<ul style="list-style-type: none"> KSDE KSDE 	<ul style="list-style-type: none"> 1 year--2008-09 1 year—2008-09
Child data—standardized assessments	<ul style="list-style-type: none"> Skill level at beginning and exiting of program 	<ul style="list-style-type: none"> KU for Children's Cabinet 	<ul style="list-style-type: none"> 3 years – 2006-09
Teacher Practices (Pre- Kindergarten Teacher Practices) Note: pre-KTP was changed over yrs.	<ul style="list-style-type: none"> Classroom practices used by teachers. Frequency of use and type of practice. Impact on child learning 	<ul style="list-style-type: none"> KSDE KSDE 	<ul style="list-style-type: none"> 1 year—2008-09
Teacher Practices (CLASS Observations) - sampling of rooms	<ul style="list-style-type: none"> Teacher-child interactions as determined by nationally validated observation Comparison with pre-KTP 	<ul style="list-style-type: none"> KSDE KSDE/KU 	<ul style="list-style-type: none"> 1 year—2008-09 75 classrooms-

Available School Readiness Project Data: (7-23-09)

Purpose/Use: To determine interventions for improvement; professional development for teachers/providers
Partners: KU, Children's Cabinet, EC workgroups, KACCRRRA, National EC groups (CLASS)

ECERS (environmental rating scale)	<ul style="list-style-type: none"> Results of classroom observation—mostly structural 	<ul style="list-style-type: none"> KU (2 X per year in 06-08; 1 X per year in 08-09) KACCRRRA 	<ul style="list-style-type: none"> 3 years—2006-09
Family data	<ul style="list-style-type: none"> Home practices such as reading to child, involvement in community, attendance in child care 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 1 year—2008-09
Health Insurance, Oral Health information	<ul style="list-style-type: none"> Do children have health insurance, oral health practices, etc. 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 1 yr -08-09

Fall 2009 & PROPOSED for 2009-2010 & beyond

FOLLOW-UP-- Kindergarten KELI scores	<ul style="list-style-type: none"> Examine school readiness skill levels for Pre-K Pilot Compare with 4 yr AR, different site types 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 2 years-- fall, 2009; fall, 2010
FOLLOW-UP 1 st grade scores	<ul style="list-style-type: none"> Using the KELI, examine skill level in 1st grade Look at KTP results 	<ul style="list-style-type: none"> KSDE 	<ul style="list-style-type: none"> 1 year--fall, 2010

APPENDIX GG

Charge To the Kansas School Readiness Data Task Force

From the Kansas Early Childhood Advisory Council and Kansas State
Department of Education

INTRODUCTION

It has become widely accepted that children's learning experiences prior to the start of kindergarten impact their success in school and beyond. As a state, Kansas is focusing on students' preparation for college and career and a longitudinal data system that connects the early learning years with later school and college learning. Tracking students' progress must begin well before kindergarten, and with this in mind, the Kansas State Department of Education (KSDE) launched the School Readiness Data Initiative in the spring of 2010.

The Initiative has as its purpose a collaborative statewide effort focused on collecting and tracking school readiness data. It anticipated (1) the onset of the federally supported Kansas Early Childhood Advisory Council, and (2) the Kansas State Department of Education's internal efforts to strengthen the State's K-12 longitudinal data system and interest in connecting it to early childhood data collection. The result of this Initiative will be the availability of valid and reliable data on children from birth to the start of kindergarten that can inform effective state and community policy decisions that promote children's early development and learning and success in school.

Convened by the State's leaders in data collection and management, the Kansas School Readiness Data Task Force is being assembled to identify data elements associated with children's school readiness. Task Force recommendations will be submitted to the Kansas State Department of Education and the Early Childhood Advisory Council for approval. Once approved, these data elements will serve as the foundation for Kansas' statewide comprehensive and coordinated early childhood data system.

WORK PROCESS

The Kansas School Readiness Data Task Force will convene five (5) times between March and November 2011. The facilitated process will be tightly focused and results-oriented. State and national expertise will be engaged in reviewing the Task Force's emergent recommendations.

The work of the Task Force will be informed by the input of work groups virtually convened between Task Force meetings. The work groups, convened by Task Force members, will be associated with each of the four components of the State School Readiness Framework: child readiness, family readiness, school readiness, and community readiness.

BACKGROUND INFORMATION

Building on Past Efforts: Efforts in Kansas to improve children's school readiness are tied to a School Readiness Framework (birth to the start of kindergarten) developed almost ten years ago by a broad-based constituency group. This comprehensive Framework encompasses not only child readiness but also school, family, and community readiness. Each component has a specific goal plus indicators that are indicative of the goal's achievement. Child readiness addresses cognitive and academic domains, as well as children's social and emotional readiness and their mental, physical, and oral health.

This Framework captures the early childhood field's commitment to a holistic view of readiness and to a shared responsibility among families, schools, and communities in helping children achieve this milestone. Using the Framework as a frame of reference for school readiness reveals the breadth and scope of data that will have to be collected, forecasts the complexity of creating a coordinated and accessible system of data, and highlights the significance and critical nature of the data elements the School Readiness Task Force is being asked to identify.

Previous work on school readiness: The State convened a School Readiness Task Force in the summer of 2000. The Task Force's efforts were informed by participation in a 17-state consortium that met regularly to share information, learn about relevant research, and benefit from national expertise. In the fall of 2004, the School Readiness Task Force approved the State's present four-pronged school readiness framework— a framework that has now informed statewide work for almost ten years.

Looking to the Future: With the current national and state focus on accountability and data-driven decision-making, the early childhood community in Kansas has a growing need to organize a data collection system so it can participate in this movement and can coordinate this system with the State's K-20 Longitudinal Data System work. A first step involves identifying the data elements associated with each of the components of the State's School Readiness Framework.

In addition, Kansas has several active initiatives that have data as a center piece of their work: The Early Childhood Advisory Council (ECAC), which was appointed by Governor Mark Parkinson in response to a federal mandate to create a coordinated early childhood system; KSDE's Longitudinal Data System development efforts; and a recently completed grant awarded to the Children's Cabinet by the National Governors Association to create a plan for developing a statewide comprehensive early childhood data system. Each of these three over-lapping efforts is dependent on identifying the data elements associated with each of the components of the State's School Readiness Framework.

CHARGE TO THE SCHOOL READINESS DATA TASK FORCE

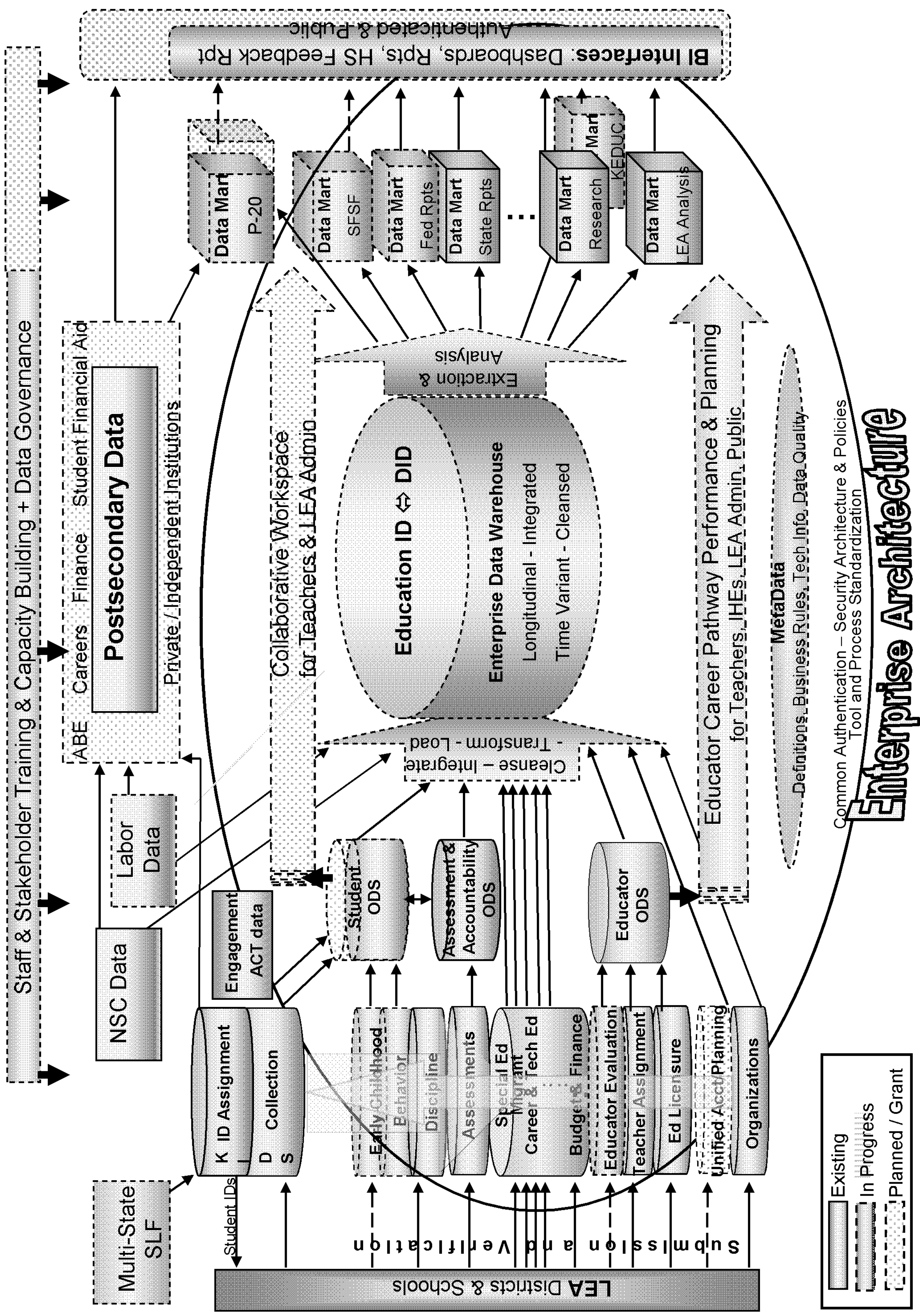
The School Readiness Data Task Force is charged with three (3) primary tasks:

1. Reviewing and if necessary updating the Kansas School Readiness Framework in light of new research, evaluation findings, and the State's experiences with this framework over the past almost ten years;
2. Reviewing and updating as appropriate the goals and indicators presently in place for each of the four framework components to ensure their alignment with current knowledge from research, evaluation, and practice; and
3. Identifying quantifiable and measureable data elements that can be used by the State's Early Childhood Data System to assess the status of family, school, community, and child readiness.

By the conclusion of its work, the School Readiness Data Task Force will prepare recommendations that address each of these three tasks, each of which is needed to develop a comprehensive and coordinated statewide early childhood data system. The Task Force recommendations will be due to the Early Childhood Advisory Council and KSDE by December 1, 2011.

APPENDIX HH

Enterprise System Design - 2013



APPENDIX II

Three Year Results: 2005-08

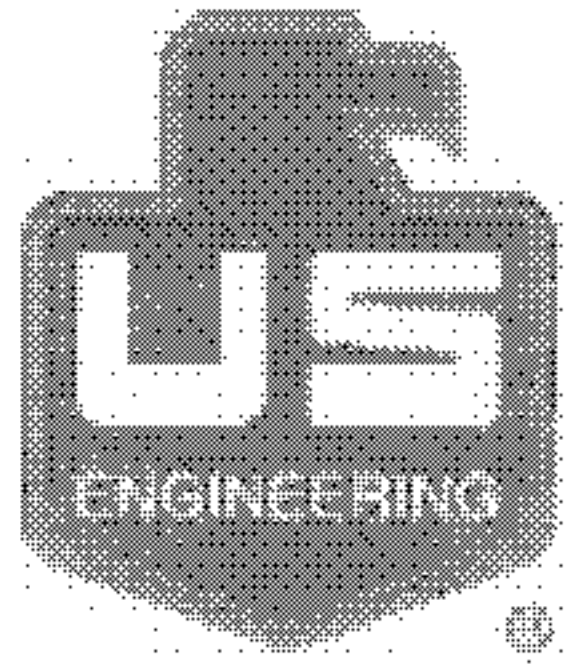
- Approximately 30% of entering and exiting Kindergartners are at risk of being overweight.
- On average, the group’s BMI is above the 50th percentile.
- Nearly 4% are considered grossly underweight.
- Children receiving school funded lunch programming (free or reduced) scored higher on average for BMI.
- Children whose scores placed them into the Obese category scored significantly lower on all KELI domains than their peers at Kindergarten entry.
- Parents who took their child to a sports event on a daily basis had a higher BMI than children whose parents reported this occurring less frequently (weekly, monthly, rarely)—modestly significant in the fall, not significantly different in the spring.
- Children whose parents participated in PAT tended to have lower BMI scores.

FROM School Readiness project: -2007-08 results

- 53.7% rated their kindergarten child’s health as ‘excellent’.
- 93.6% have health insurance for their kindergarten child.
- 82% have health insurance for the adults in the family.
- 21.4% said that paying for health insurance was a big challenge.
- 25.2% said that it as a big challenge to pay health care bills.

BMI	BOYS—FALL %tile	BOYS—FALL %tile	GIRLS--FALL %tile	GIRLS-SPRING %tile
Below 5% grossly underweight	4.3%	4.7%	3.7%	4.5%
85% (overweight)	35.5% (at or above)	33.0% (at or above)	33.3% (at or above)	32.2% (at or above)
95% (morbidly obese)	20.4%	18.0%	17.5%	16.5%

APPENDIX JJ



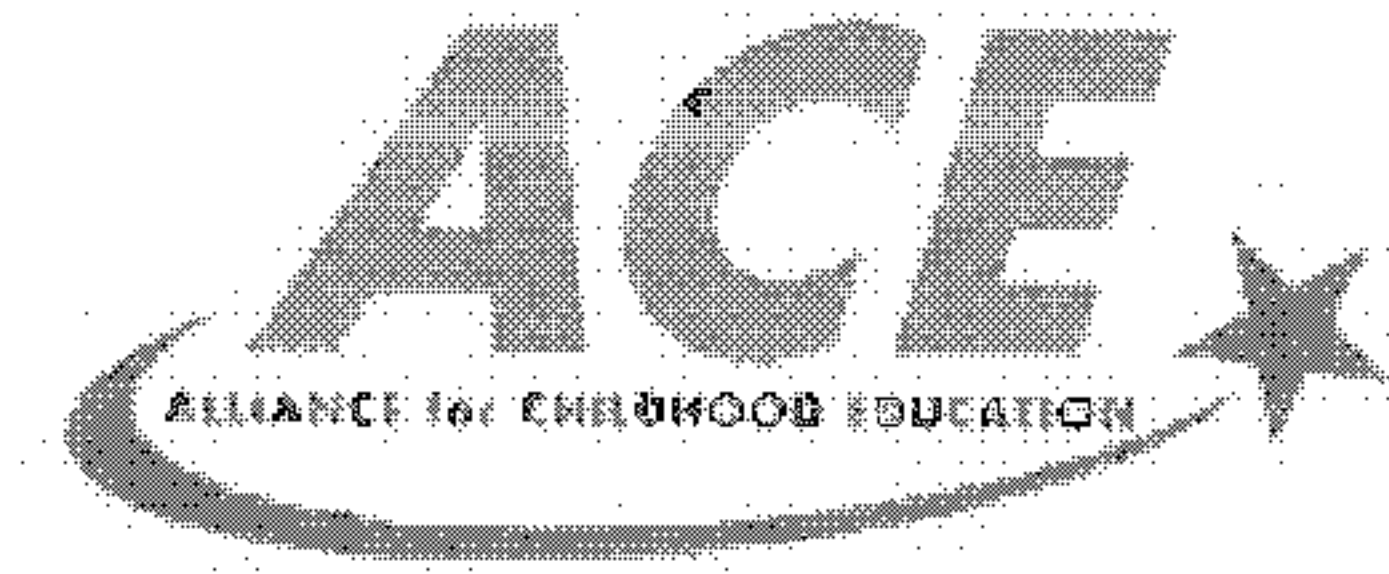
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October 10, 2011



Governor Sam Brownback
Statehouse
300 SW 10th Street
Topeka, KS 66612

Dear Governor Brownback:

We are the founding members of the Alliance for Childhood Education (ACE). Our mission is to bring the power of businessmen and women to advance the cause of quality early education for all young children in the State of Kansas in the context of overall improvement in quality P-20 education. As such, we are pleased to support your efforts to win and implement a Race to the Top Early Learning Challenge Grant.

As members of the business community in metropolitan Kansas City, it is our informed and considered opinion that we must continue building upon existing, high-quality early learning and development services and programs throughout the region in order to improve overall outcomes for children. The research is unequivocal – quality early learning makes a difference for later learning, as well as social, economic and personal development.

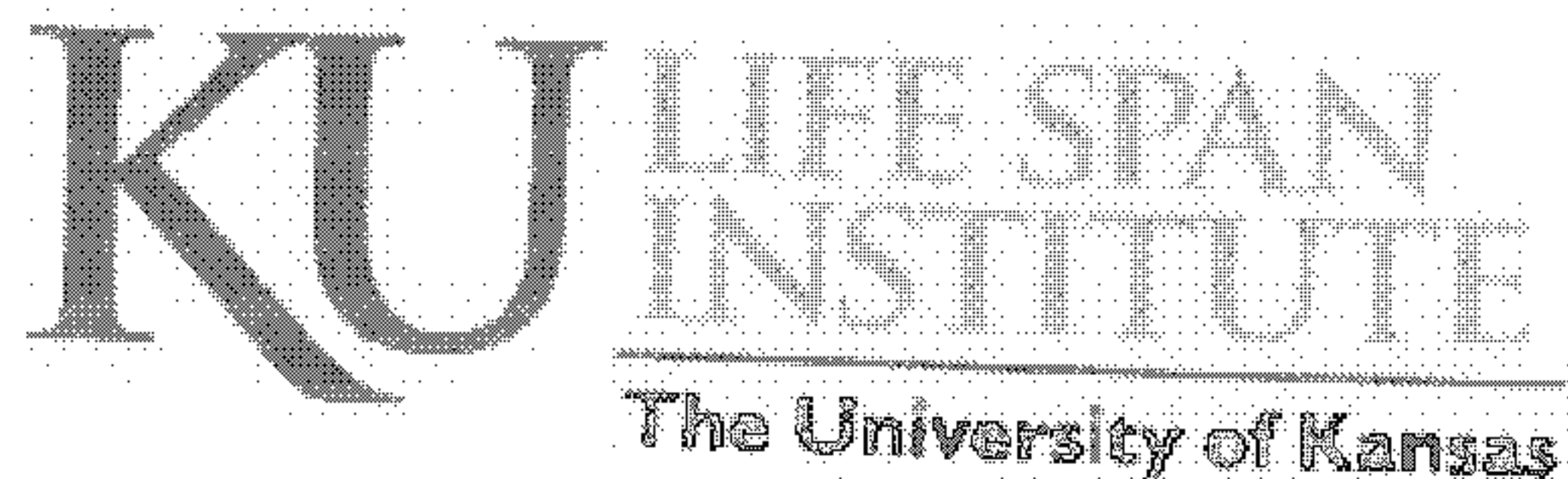
Should Kansas prevail and secure the Early Learning Challenge Grant, ACE is poised to work closely with your office to engage additional business leaders to advance quality early learning. ACE welcomes the opportunity to partner with you to help Kansas continue to move forward in improving early learning and development programs and services for the most in-need children and families in the State.

Best regards,

Tyler Nottberg
Chairman & CEO
U.S. Engineering Company

Jonathan Freiden
President & CEO
U.S. Toy / Constructive Playthings

David Oliver
Chairman of the Management Committee
Berkowitz Oliver Williams Shaw & Eisenbrandt, LLP



September 30, 2011

The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

I am writing to add my support to our state's application for a Race to the Top Early Learning Challenge Grant (RTT-ELC) on behalf of Kansas children and families. As Associate Director of the Beach Center on Disabilities at the University of Kansas, I have had ample opportunity to observe and participate in the work of our state's early learning stakeholders over the years. This includes participation in both research and technical assistance projects serving Kansas families, schools, and other interagency stakeholders. I have been a participant in early efforts to conduct statewide research on School Readiness, including measurement of family needs, teacher practices, and student skills at kindergarten entry. Currently, I am Principal Investigator of an Institute for Education Science research project focused on developing strategies for preschool teachers and parents to work in partnership to enhance children's social skills such as improved problem-solving, on-task engagement, and self-regulation. In addition to these research efforts, I am Director of the Kansas Deaf-Blind Technical Assistance project, which is charged with the responsibility to identify young children with this disability, support families, and assist teams in providing effective practices to improve outcomes for these young learners with severe and low-incidence disabilities. I also direct the Kansas Project Success, which is a part of the Kansas Technical Assistance Support Network, and which has responsibility to foster instruction in reading and math in the least restrictive environment for students with disabilities. In that capacity, we work with our sister TA projects, including in early childhood, to ensure effective pre-literacy and pre-numeracy instruction for young children.

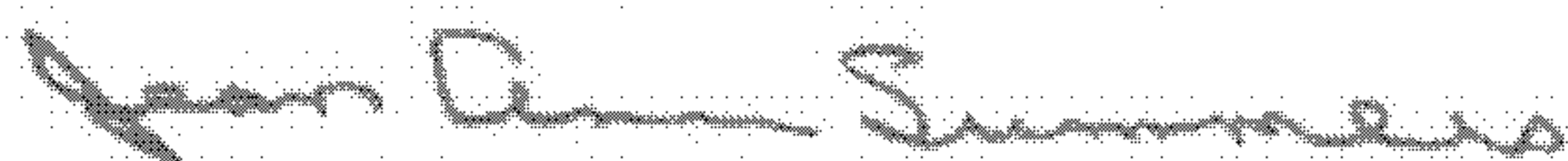
My involvement in national organizations for early childhood and early childhood special education has led me to recognize that we are fortunate in Kansas to have an uncommon network of partnerships and stakeholders who have a track record in collaboration, coordination, and making early childhood a priority for this state. We have national leaders in research, in service and professional development, and in education, social services, and health policy, who have a strong commitment to implementing their expertise in Kansas. We have a well-developed infrastructure in the form of our Kansas Early Learning Task Force, which includes the Kansas Children's Cabinet and Trust Fund as well as our State Departments of Education, Health and Environment, and Social and Rehabilitation Services. This infrastructure enables us to communicate among state level leaders as well as local stakeholders and providers to create a strong environment that will ensure successful implementation of this RTT-ELC project.

Beach Center on Disability
Affiliated with the Department of Special Education in the School of Education
Haworth | 1200 Sunnyside, Room 3136 | Lawrence, KS 66045-7534
(785) 864-7600 | Fax (785) 864-7605 | www.beachcenter.org

The Beach Center on Disability is prepared to continue and expand its current participation in the collaborative effort of the early learning community. We are prepared to continue our participation of planning and development of the state system, especially in the design and implementation of a high-quality and accountable system with effective measurement of outcomes. We also are prepared to help coordinate and focus the existing resources of our Deaf-Blind project and Project Success to make sure these project activities are in alignment with RTT-ELC goals and objectives. We are particularly interested in assuring progress for high needs children, including those with low incidence disabilities such as deaf-blindness or other severe disabilities, as well as families with poverty challenges or linguistic and cultural diversity.

In conclusion, I can think of no other state which would be more qualified and appropriate to implement the goals of Race to the Top. I pledge the research, professional development, and technical assistance expertise of the Beach Center on Disability at KU, to fully align and participate with the key areas of reform and expansion outlined in this proposal. I look forward to working with the other stakeholders to ensure successful implementation of the project.

Sincerely,



Jean Ann Summers, Ph.D.
Associate Director, Beach Center on Disability
Research Professor
Schiefelbusch Institute for Life Span Studies
jsummers@ku.edu
785-864-7602



The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

September 28, 2011

Dear Governor Brownback:

Child Care Aware® of Kansas is pleased to provide our support for the Race to the Top Early Learning Challenge (RTT-ELC) grant.

Child Care Aware® of Kansas has been providing services to children, families and early learning professionals in all 105 Kansas counties for over 20 years through a network of six member agencies. We support families by providing referrals for and information about child care, so that parents are successful when choosing early learning opportunities for their children. We serve as a data warehouse to ensure that statewide agencies have access to information about child care throughout the state. We work to improve the quality of early learning environments by providing opportunities to early childhood professionals that increases their skills and knowledge and helps them stay current and competitive, which revitalizes the Kansas early learning workforce. Our member agencies provide professional development opportunities to early learning professionals at the local level. We also provide an accountable and results-driven system to ensure the continued quality of early learning environments through the Kansas Quality Rating and Improvement System (KQRIS).

For many years Kansas has been a leader in creating a collaborative approach to building a comprehensive statewide early learning system that is innovative and efficient. Partners from the early learning field came together to develop the Kansas Early Childhood Comprehensive Systems (KECCS) Plan, the School Readiness Task Force, local and state Inter-Agency Coordinating Councils, and the Kansas Early Childhood Advisory Council (ECAC). Child Care Aware® of Kansas has been an active and strategic partner in all of these valuable statewide committees.

Kansas is a leader in collaborative early learning work and has a track record of demonstrated success which positions our state to achieve our goals as we apply for the Race to the Top Early Learning Challenge grant. Kansas has already begun the work of developing a comprehensive, collaborative early learning system; and children and families will benefit even more from the opportunities afforded through this grant. Families will be strengthened, and children will enter school ready to succeed.

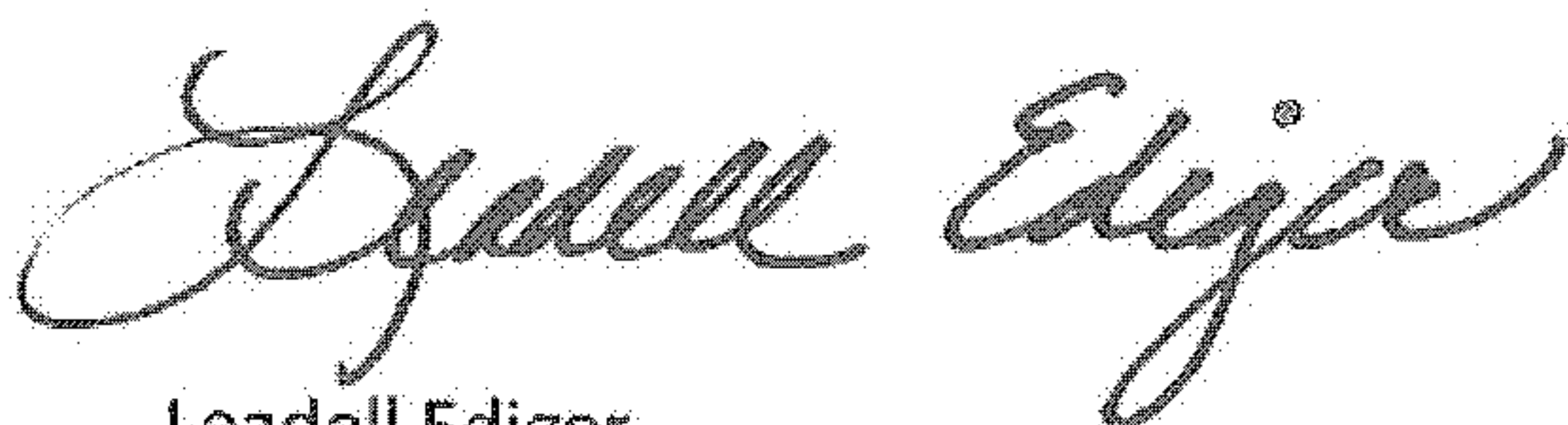
Child Care Aware® of Kansas is prepared to collaborate and promote the outcomes of the RTT-ELC grant through the many services our agency provides. An absolute priority of the RTT-ELC grant is to develop and implement a statewide quality rating and improvement system. In 2003, a group of statewide stakeholders formed a task force to explore the development and implementation of a quality rating system. Based on feedback from the statewide taskforce, Child Care Aware® of Kansas began implementing the system developed by the statewide stakeholders in 2005. This grant will enable Kansas to refine, strengthen and expand the existing system. The Kansas Quality Rating and Improvement System (KQRIS) is an accountable, results-driven system that is proven to increase the quality of early learning programs, and is rooted in evidence-based research. Child Care Aware® of Kansas will continue to support and be a strong partner as the existing system is refined and expanded.

Child Care Aware® of Kansas will continue to promote and support the development of the early childhood workforce. Our agency recently released a series of powerful new resources that examine the early childhood workforce. *Who Cares for Kansas Children? Early Education Workforce Study* provides a detailed picture of the child care workforce and the families who need child care in Kansas. *Careers in Early Childhood Education: A Kansas Guide* is a unique resource that highlights a variety of careers in the early childhood field that will assist individuals in planning their career path or finding detailed information about furthering their education. Our agency has demonstrated numerous other supports to the workforce through the collaborative work completed to develop the *Core Competencies for Early Childhood and Youth Development Professionals*, ongoing access to college scholarships, salary supplements, professional development in-service and, our newest innovation, on-line coursework.

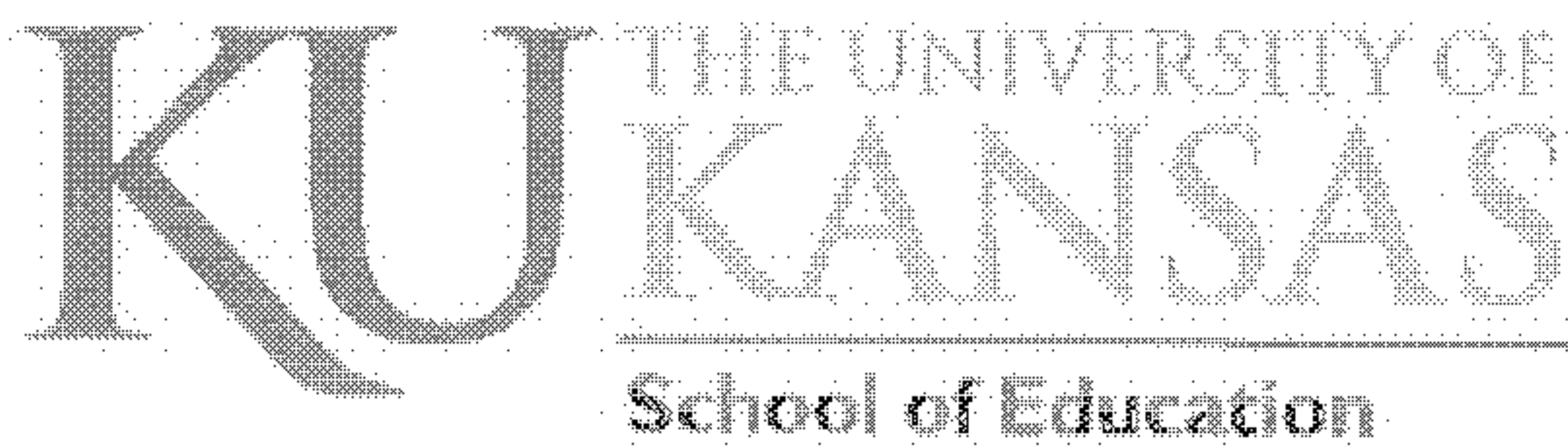
Child Care Aware® of Kansas will support early learning and development outcomes for children through continued collaboration, shared resources and by providing data.

Our existing partnerships with the KECCS plan, ECAC, as well as Kansas Department of Health and Environment - child care licensing division, Kansas Department of Social and Rehabilitation Services, and the Kansas State Department of Education will create natural and planned opportunities for Child Care Aware® of Kansas to add our resources, data and strengths to the development of a comprehensive statewide early learning system that is sustainable, accountable and results in strong and successful families and children.

Respectfully,



Leadell Ediger
Executive Director



September 28, 2011

The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

On behalf of the Institute for Educational Research and Public Service at the University of Kansas, I fully support Kansas' Race to the Top Early Learning Challenge application. Race to the Top provides an exciting opportunity for us to build on existing work such as the Kansas Early Childhood Comprehensive Systems (KECCS) Plan to focus on early learning as a top priority in impacting children's success in school and in life.

The Institute for Educational Research and Public Service has an extensive history of early childhood systems development, project management, and evaluation that aligns leadership expertise and stakeholders in the field to spur action and data-driven decision-making. The Institute, established in 1997, serves both the KU School of Education faculty and the State of Kansas. With a mission to promote educational research and public service, it employs a multidisciplinary team to provide support for high quality research and evaluation, programming, instructional technology design, and systems design and collaboration. The Institute has served as project manager of the KECCS Plan since 2003, working statewide with early childhood stakeholders to build effective early childhood systems. The Institute has also provided support to the Children's Cabinet through the development and implementation of the Children Initiative Fund accountability framework.

During these challenging economic times, it is imperative that we continue to build our systems and offer families the support they need to provide young children with a nurturing environment. Race to the Top allows us to deepen our commitment to a successful state system with high-quality programs by focusing efforts on accountability, outcomes and workforce development. Specifically, Kansas will benefit by developing an infrastructure that will be sustainable beyond the life of the project.

Kansas is well positioned to build upon existing service systems to enhance the strength and scope of early learning efforts through Race to the Top. My team is committed to providing the support necessary to make this project successful. This is an opportunity to continue to close the achievement gap in Kansas and give children the foundation they need to be successful in school and in life.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Bailey". The signature is written in a cursive style and is positioned above the printed name and title.

Jerry Bailey
Director



JOHNSON COUNTY HEALTH DEPARTMENT

Dedicated to the prevention of disease and promotion of wellness for our community

September 29th, 2009
The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Ave
Topeka, KS 66612

Dear Governor Brownback:

I am writing this letter of support for the Race to the Top Early Learning Challenge Grant application. My role is Division Director of Adult and Child Care Facilities (A/CCF) for Johnson County Kansas Health Department (JCHD). I am responsible for a staff of 12 childcare surveyors. JCHD is contracted with Kansas Department of Health and Environment (KDHE) to provide the child care licensing services in Johnson County; this involves around 1200 licensed child care providers and around 20,000 children in out of home care. The A/CCF division mission is to promote safe, healthy, learning environments for children in out of home care. The division accomplishes this mission by providing licensing visits to all childcare providers – the regulations focus on the health and safety of children in a daycare setting. The childcare surveyors also provide written and oral consultations and written handouts to the providers when the educational need exists. Additionally, this division coordinates and/or teaches 36 different classes that daycare providers and parents can attend at nominal charges to increase their early childhood knowledge base to provide better care to children.

JCHD A/CCF division realizes children are our most valuable resource and bringing more funding into the state to improve the quality of early learning/child care facilities will tremendously benefit Kansas children and early learning staff members. My staff and I have advocated for and educated on Lexis's law. Additionally we were involved with reviewing and providing input into the soon to be released, revised childcare care regulations that promote increased protection of children in out of home care. Division staff members are involved in various committees focused on children including SRS statewide early education advisory committee, Lexie's law implementation team, Sunflower House volunteer, Health Literacy committee, JCCC early education advisory committee, Charlie's House board, Public Health workforce coordinating council, and many more.

Health at the highest Level

11875 South Sunset • Suite 300 • Olathe, Kansas 66061 • (913) 894-2525 • fax (913) 477-8048
6000 Lamar • Suite 140 • Mission, Kansas 66202 • (913) 826-1201 • fax (913) 477-1210

This organization is willing to and has partnered with other organizations in the past to help bring about positive health, safety, and education improvements in the early learning community. If Kansas were to be awarded this grant – JCHD would be an energetic and willing partner to assist in implementing the grant strategies. The division could help promote the opportunities the grant would offer to the all the daycare providers in Johnson County. The division staff could also assist with additional training for childcare providers serve on a planning/advisory committee for grant implementation, and other tasks as identified. With a staff consisting of Registered Nurses, social workers, a sanitarian, and early education degreed people at both the Bachelors and Masters level, the division offers a vast amount of knowledge and information that could be very useful for grant implementation.

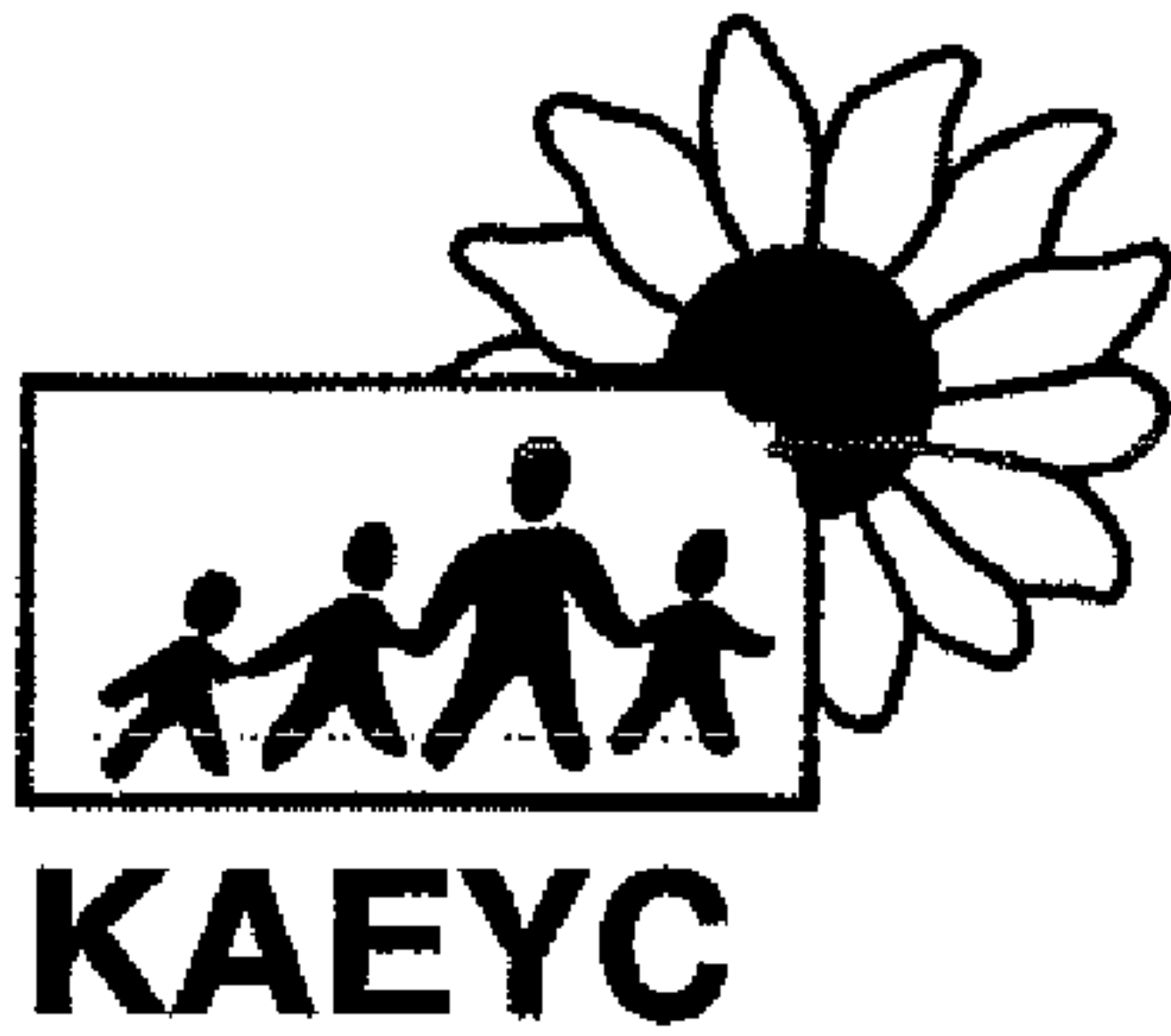
Johnson County Health Departments A/CCF division links to this grant would be helping to provide the education to early childhood workforce, helping to ensure high quality accountable early education programs, and assisting in the development and evaluation of outcomes and progress of early education in Kansas. We are excited about the possibility of the great strides in the early learning system in Kansas that can/will occur if this grant application is successful.

Eldonna Chesnut

Eldonna Chesnut, RN, BSN, MSN
Kansas Public Health Institute Fellow
Division Director of Adult and Child Care Facilities
Johnson County Health Department

Health at the highest Level

11875 South Sunset • Suite 300 • Olathe, Kansas 66061 • (913) 894-2525 • fax (913) 477-8048
6000 Lamar • Suite 140 • Mission, Kansas 66202 • (913) 826-1201 • fax (913) 477-1210



To Whom it May Concern:

This serves as a letter of support on behalf of Kansas Association for the Education of Young Children (KAEYC) for the Kansas State Department of Education as they submit a proposal for the Race to the Top Early Learning Challenge Grant. KAEYC is a membership organization for early childhood professionals since 1960. Our mission is to improve the quality of early childhood education for young children from birth through eight years. Our goals support and complement other initiatives in the state of Kansas. They are to:

- Improve professional practice and working conditions in the field of early childhood education
- Build public understanding and support through public initiatives and public awareness
- Build and maintain a strong, diverse, and inclusive organization

KAEYC has partnered and collaborated with KSDE, the Department of Health and Environment, Social and Rehabilitation Services and the Kansas Children's Cabinet to help ensure Kansas is the best place to raise Children and Families. KSDE, KDHE and SRS each provide a representative to serve as a non-voting member of the KAEYC board. This collaborative relationship allows the work that is being done on behalf of Kansas children and families to complement one another. KAEYC board members have served on committees and task forces for the Kansas Early Childhood Comprehensive Systems, School Readiness collaboration, and BEST team to name a few.

KAEYC is prepared to support RTT-ELC with the professional development opportunities and with the Director's Credential currently in place. KAEYC board members are willing to serve on committees to meet the needs of Kansas children and families. We have the ability to reach out to our membership of over 520 Early Childhood Professionals, so KAEYC is a natural fit to continue collaborative efforts throughout the state of Kansas. If you have questions, please contact me at 816-935-3291.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Atwater".

Nancy Atwater
KAEYC President

Rossville Grade School
St. Marys Grade School
Rossville Jr./Sr. High School
St. Marys Jr./Sr. High School

Kaw Valley

Unified School District #321

411 West Lasley - St. Marys, KS 66536 - 785-437-2254 - Fax 785-437-3155 - www.kawvalley.k12.ks.us

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The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

RECEIVED

OCT 03 '11

KS State Dept of Education
Special Education Svcs

Dear Governor Brownback:

It is my honor to write a letter of support for the Race to the Top Early Learning Challenge Grant. Kaw Valley USD #321 is currently serving 180 three and four year old students in 12 integrated preschool classroom sessions. Our school district serves the Kansas communities of Rossville, St. Marys, Emmett, Delia and Willard.

As a Kansas Superintendent of Schools, I participate in several areas that strengthen early education. I am a board member of Kansas Head Start Association. My work on this board has helped me understand the value in collaborating with stakeholders who have expertise in providing services for children and families living in poverty.

I serve on the School Readiness Data Task Force. Our group is currently reviewing and updating the goals, indicators and data elements in four framework component areas: the child, the educational environment, the family and the community. We are aligning our work with current knowledge from research, evaluation and best practice choices. A notable outcome of our work will be identifying quantifiable and measurable data elements that will be utilized by the Kansas Early Childhood Data System to assess the status of the four component areas.

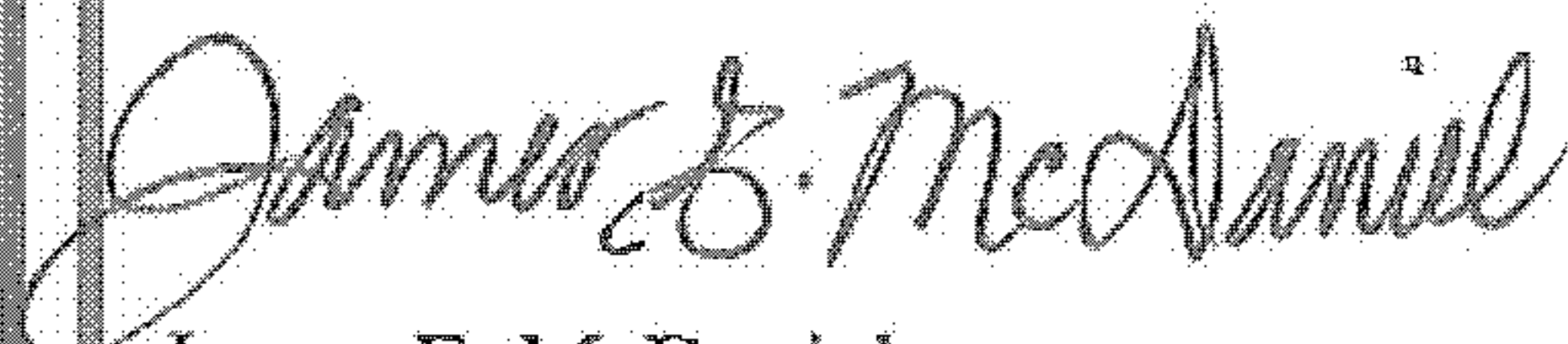
Our school district is currently involved in the Demonstration Learning Community partnership grant with Head Start and Kansas State Department of Education. We serve Special Education students, 4-year-old At-risk students, Head Start students, and all other district students in integrated preschool classrooms. Our seamless approach with the integrated preschool classroom model addresses program mandates from each area all day, every day.

Our Demonstration Learning Community partners have presented at the state and national level to a variety of audiences to promote the work we have achieved with strong partnerships and collaboration in developing and implementing the integrated preschool classroom model.

One innovative part of the Demonstration project is to provide technical assistance to other Kansas communities. We are currently involved in technical assistance partnerships with 13 other Kansas communities. Through the tools we have developed over a three year period, we are sharing what we have learned in areas such as answering all Special Education, 4-year-old At-risk, and Head Start program mandates in an integrated setting; the development of screening tools and student outcome evaluation tools utilizing criteria that addresses each entity's demographic information mandates and data requirements; and information to help other communities understand how to maximize funding with a blended model of service delivery.

Educational research is completely clear about the benefits and advantages of providing excellence of developmentally appropriate experiences birth to age five. My experience over many years tell me that Kansas partners will continue to work hard to move forward with practices and choices to develop more high-quality accountable programs that target success with early learning outcomes. The Race to the Top Early Learning Challenge Grant would become a tool to develop consistently strong outcomes for our state's children and families.

Sincerely,



James E. McDaniel



Kansas Children's Service League

877.530.5275
www.kcsl.org

September 30, 2011

Locations

- Abilene
- Chaney
- Deerfield
- Emporia
- Geary City
- Great Bend
- Hoys
- Hughes
- Hot Springs
- Kansas City, KS
- Kingman
- Lawrenceville
- Lawson
- Leoti
- Manitowish
- McPherson
- Peru
- Salina
- Sevada
- Stallard
- Wichita

The Honorable Sam Brownback
 Governor of Kansas
 State Capitol
 300 SW 10th Avenue
 Topeka, KS 66612

Dear Governor Brownback:

The Kansas Children's Service League supports the Kansas Race to the Top Early Learning Challenge Grant Application.

KCSL is a statewide not-for-profit agency standing on 118 years of tradition, strengthened by a mission of protecting and promoting the well-being of children. KCSL focuses on the investment value of child abuse and neglect prevention and early childhood education programs including Head Start, Early Head Start, Healthy Families, Pre-Kindergarten Program, parent education such as the Incredible Years, the Parent Helpline, the Period of PURPLE Crying shaken baby syndrome prevention program and Circle of Parents Support Groups and Fatherhood Program.

KCSL also coordinates training for providers and educators through the Governor's Conference for the Prevention of Child Abuse and Neglect, instructor led eLearning courses for child care providers and early childhood educators, Parent/Practitioner Partnership Trainings, Community and Parent Cafes and BullySafe, a bullying prevention program. With nearly 300 staff in offices in 24 communities, we serve the entire state of Kansas. KCSL provides training, support, and services to over 40,000 children and families each year. KCSL is accredited by the Council on Accreditation and is the state chapter for Prevent Child Abuse America and Circle of Parents, Inc.

KCSL staff serve on the Kansas Early Childhood Comprehensive Systems Plan Leadership Team, the Early Learning Advisory Council, the Early Childhood Home Visitation Team, the Kansas Early Head Start Continuous Improvement Project Advisory Council, the Pre-K Program Administrative Team, and the Parent Leadership Conference Committee.



Kansas Children's Service League is the Kansas Chapter of Prevent Child Abuse America, a member of the United Way and accredited by the Council on Accreditation.

We serve as administrative agent for the Kansas Early Learning Collaborative. We staff the Statewide Parent Leadership Advisory Council. And, we have staff who chairs the Family Work Group for the Kansas State Dept. of Education School Readiness Data Initiative. KCSL takes a leadership role in the state with the Strengthening Families Initiative, an initiative through the Center for the Study of Social Policy, the Early Childhood Quality Improvement Center for the Children's Bureau of the US Dept. of Health and Human Services.

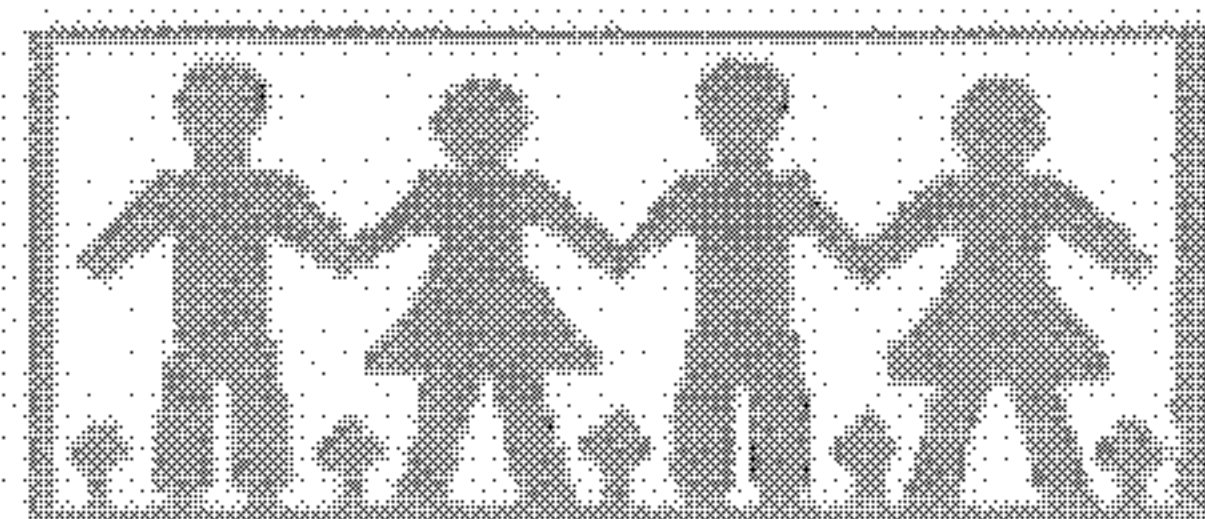
The Kansas Children's Service League supports the creation of a successful state early childhood system. We believe in the implementation of high quality accountable programs. We support tracking early learning and development outcomes for children. We believe in the investment value of the creation of a strong early childhood education workforce. And, we support measurement of outcomes and progress. We want the state of Kansas to align standards, track progress and increase school readiness, particularly for high needs children, through this funding stream. We will take a leadership role to support any of these activities as we are able.

All of this will create a Ready State where all children have an equal opportunity for healthy child development and academic success. We believe that investing in the early years is critical to the future of our nation. We are pleased that Kansas is applying for this funding stream. Kansas has always been a national leader in these efforts and we believe that we can continue to be through this project.

Sincerely,



Dona Booe
President/CEO



KDEC

Kansas Division for Early Childhood

a Subdivision of the Council for Exceptional Children

September 30, 2011

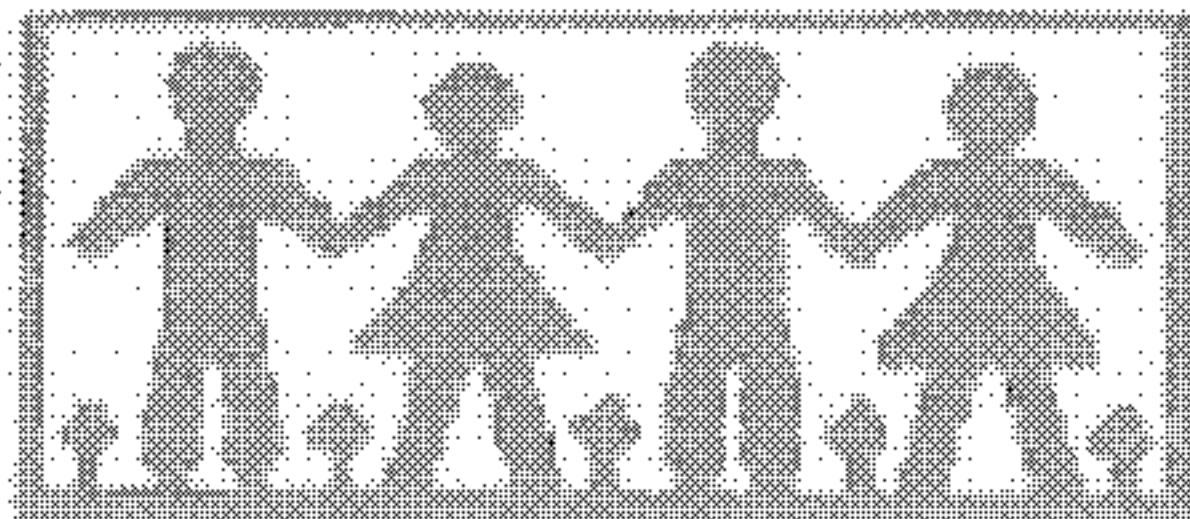
The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

On behalf of the Kansas Division for Early Childhood, we would like to express our whole hearted support for Kansas Race to the Top Early Learning Challenge Grant application. The priorities identified through this grant will strengthen the quality of Early Learning and Development Programs across the state and increase access to high quality Early Learning Programs for all children including those with high needs. This is an exciting opportunity to build a more unified approach to supporting young children, allowing us to further enhance the capacity of families and early learning professionals to meet the special needs of infants, toddlers, and preschoolers in Kansas. It will build our capacity to enhance the collaborative efforts underway in Kansas to provide a comprehensive state wide system of early education designed to identify, evaluate, and promote school readiness, and close the gap between children with high needs, including those with disabilities, particularly minority, low-income, inner city, rural, and children in foster care and their peers.

The Kansas Division for Early Childhood (KDEC) was founded in 1982 and is a subdivision of the Council for Exceptional Children Division. KDEC has a mission to promote the education of young children with disabilities and to encourage and promote professional growth and research as a means of better understanding the unique needs of young children with disabilities. KDEC works with state and local agencies and communities to strengthen and enhance early learning services with specific focus on the inclusion of all children across Early Learning Programs.

For the past 30 years, KDEC has sponsored an annual conference with support from Head Start, Kansas State Department of Education, Kansas Inservice Training System, Kansas Department of Health and Environment (Part C Infant and Toddler Services) and Social and Rehabilitation Services. Through this conference, early childhood professionals from across the state are able to participate in high quality professional growth opportunities focused on research based interventions. As we work to integrate and align resources and policies across the state, through the RTT-ELC, KDEC has a strong commitment to continuing our support through professional development opportunities focused on early childhood educators, child care professionals, and families in order to improve instruction, programs, and services for all children, especially those with disabilities.



KDEC

Kansas Division for Early Childhood

a Subdivision of the Council for Exceptional Children

Currently, The Kansas Division for Early Childhood is engaged in efforts to enhance and expand screening and inclusion with our early learning partner organizations across the state. The development of a Comprehensive Assessment System will increase our capacity to reach out to the neediest families across the state to ensure that every child with disabilities is identified early, supported in high quality Early Learning and Development Programs, and enters kindergarten ready to learn. This state wide system will enhance the infrastructure in place in Kansas and facilitate our efforts to identify and include young children with disabilities, and to sustain this effort after the grant period ends.

We are proud of the efforts our state has made to develop an integrated, comprehensive system of programs for children and families. We are excited to continue our work with our collaborative partners to align resources and policies across state agencies in order to deliver a coordinated set of services and experiences that will allow young children with disabilities to be successfully included in high quality learning environments.

Sincerely,

Kathleen M. Easterly (on behalf of the Executive Board)
Past President, Kansas Division for Early Childhood

3 October 2011

The Honorable Sam Brownback
Governor of Kansas
State Capitol, 300 SW 10th Avenue
Topeka, Kansas 66612

Dear Governor Brownback,

It is with enthusiasm that I write this letter in support for the Kansas Race to the Top Early Learning Challenge Grant (RTT-ELC) application. The opportunity for our state to build on existing programs and accelerate our work in preparing children to be successful in school and life is an effort that is of critical importance to our state. As you know high quality early childhood programs produce better outcomes for individuals (higher cognitive scores, better achievement in math and reading, positive social emotional development, higher self-esteem), for educational systems (better readiness skills at school entry, reduced retention, less special education, higher graduation rates) and for society (less delinquency, higher incomes, lower incarceration, lower abuse/neglect, lower numbers on welfare, increased tax revenue). With the additional focus and resources associated with this proposal we can realize a fully coordinated and articulated state system.

As Director of the Kansas Inservice Training System (KITS), of particular interest to our efforts is the development of the early childhood workforce. KITS provides support to both early intervention and preschool special education programs across the state. The KITS training model is composed of four components: Inservice Training, Technical Assistance, Information Services/Dissemination and Collaboration/Linkages. Each component's outcomes are achieved through very specific objectives and activities. Since 1991 our project has had the opportunity to be involved many collaborative efforts with state agencies, professional organizations, training programs and systems, and institutions of higher education. These joint efforts have lead to outcomes for our state that no individual program, project, or system could have achieved on its own.

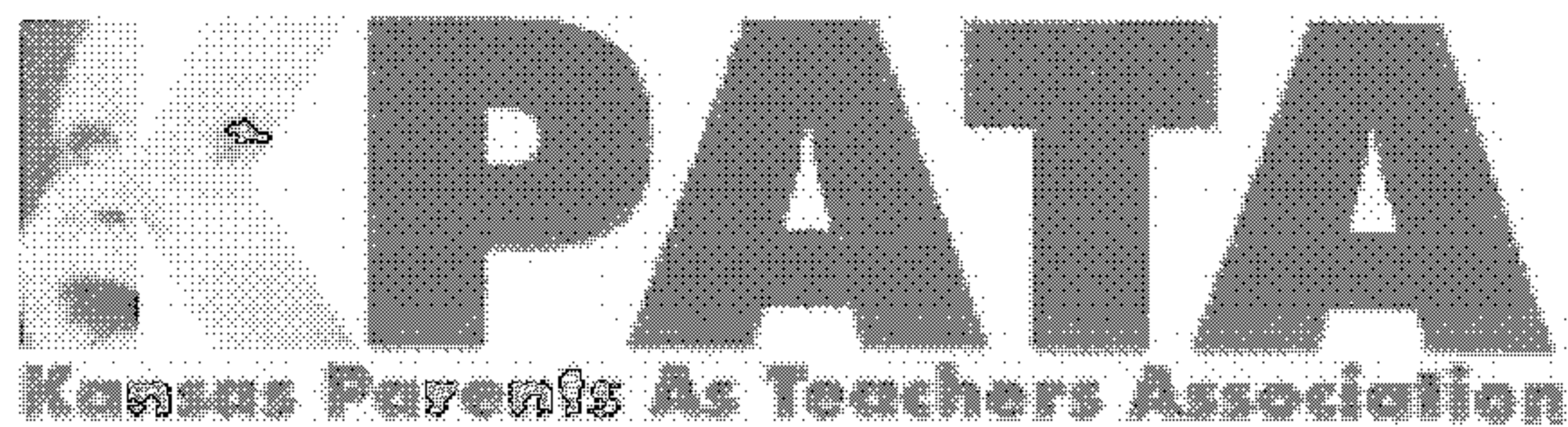
KITS has also been central in efforts focused on workforce development and the interface of pre-service and inservice training programs and providers. This effort has lead to greater cooperation and collaboration between systems of preparing new personnel for the field of early childhood with training for professionals currently in the field. Outcomes realized by these efforts have resulted in increased professional standards and skills demonstrated by our teachers and others professionals in early childhood.

We look forward to working with personnel on the Kansas RTT-ELC and stand ready to be of assistance in any way that we can. We know this project will be successful and promote positive outcomes for children and families.

Sincerely,



David P. Lindeman, Ph.D.
Director, KU LSI/Parsons



The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

The Kansas Parents as Teachers Association (KPATA) is proud to support the Kansas application for the Race to the Top Early Learning Challenge Grant (RTT-ELC). KPATA is a statewide 501 (c)(3) membership organization dedicated to providing evidence based information through training, networking and leadership to early learning and parent education programs throughout Kansas. We also collaborate with other organizations and agencies in Kansas on research, collective impact and early learning systems. KPATA has been working for three years with Kansas Early Learning Collaborative at the state and local level to explore, implement and evaluate early childhood single point of entry, integrated professional development systems, direct services for at risk children and families, coordinated system of screening, referral and follow-up services and integrated infant and early childhood mental health consultation.

KPATA has been promoting early learning collaborative functions by participating in the Kansas Early Childhood Comprehensive Systems, Strengthening Families Advisory Board and Kansas School Readiness Early Learning Advisory Council. This work has helped all partners better understand each other's work and missions which is preparing us for an integrated and collaborative approach to our work with children and families. KPATA also collaborated with the Kansas Parent Information Center (KPIRC) to build our infrastructure through statewide trainings and distribution of educational materials to school administrators and policy makers. We have begun the process of inclusive, integrated and coordinated early learning system in Kansas and this grant, RTT-ELC, will enable the process to expand, mature and continue.

Kansas Parents as Teachers Association is committed to continued collaboration with other early childhood organizations, agencies and stakeholders. Our current process of collaboration and systems change has been initiated and carried out by many entities. We feel that the RTT-ELC Grant will be able to consolidate this work and make it the statewide system we have been striving to achieve. KPATA is willing to participate in the continued process of statewide systems building through our members and leadership. We have members in over 200 school districts with experience working in their own communities as well as at the county and state level. Our past network of members has been very valuable in our past accomplishments and will collaborate on this project with the same commitment.

The goals of KPATA and the RTT-ELC Grant are very much aligned: building effective systems for equal access statewide; promotion of high quality parent education and early childhood programs throughout the state; positive outcomes for families and children which lead toward school readiness and life success; and professional development to sustain and enhance early childhood professionals.

It is with great enthusiasm and optimism that Kansas Parents as Teachers Association supports the Race to the Top Early Learning Challenge Grant on behalf of Kansas children and families.

Sincerely,

A handwritten signature in cursive script that reads "Joan Dunn".

Joan Dunn
President
Kansas Parents as Teachers Association



A Project of Kansas Families and Schools Together, Inc.

RECEIVED

September 27, 2011

SEP 29 '11

The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Education
System

Dear Governor Brownback:

From early childhood through high school, families make key contributions to student learning (Henderson, Mapp, Johnson, & Davies, 2007).

This letter serves as our endorsement of the Kansas application for the Race to the Top, Early Learning Challenge (RTT-ELC) grant. For the past five years, Kansas Parent Information Resource Center (KPIRC) has served as the statewide federally funded parent information and resource center for the state of Kansas authorized under the reauthorization of the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB).

KPIRC's Goals are to: (a) provide a seamless system of support, resources, and training to families with children from birth through high school, (2) build capacity of parents to become an integral part of their children's educational success, and (c) develop parent advocacy and leadership skills. These goals support the following research:

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more (Henderson, et al).

In the past five years, KPIRC has partnered and collaborated with the diverse infrastructure that exists between early childhood programs in Kansas. KPIRC has formed a Parent Advisory Council and provided training and technical assistance to early childhood professionals and families through partnership with Head Start, Parents as Teachers, Child Care Aware (formerly Kansas Association of Child Care Resource and Referral Agencies), Head Start State Collaboration Office, and the State Library of Kansas. Additionally, collaborations exist with Kansas State Department of Education, Social and Rehabilitative Services, Children's Cabinet, and Kansas Inservice Training System to promote family engagement in early childhood education statewide. These organizations understand the importance of family engagement and support programs that welcome the involvement of families in their children's development and education.

KPIRC is prepared to continue to work through these partnerships to ensure that all Kansas early childhood programs embrace the importance of including families in their children's development and education. Though we have had much success in the past five years, family engagement must be a continual area of focus and emphasis for early childhood programs and families. KPIRC will continue to provide technical assistance to early childhood programs and develop resources for families to support their children's development and educational success.

Although some extraordinary accomplishments have been made in early childhood education in Kansas, securing the RTT-ELC grant could strengthen early childhood systems coordination, align standards, track progress, include and involve families, and increase school readiness, in particular for high needs children, in order to close the achievement gap.

KPIRC wholeheartedly supports the Kansas application for the RTT-ELC grant. Continued partnership and collaboration between KPIRC and early childhood organizations across Kansas will ensure the engagement of families in their children's development and early learning and the development of accountable high-quality early childhood programs that produce successful early learning outcomes for children.

Thank you.

Sincerely,



Jane Groff
Director
Kansas Parent Information Resource Center
jgroff@kpirc.org

Reference:

Henderson, T.A., Mapp, L. K., Johnson, R., V., & Davies, D. (2007). *Beyond the Bake Sale*. New York: The New Press.

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS



1420 Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

The Honorable Sam Brownback
Governor of Kansas
State Capital
300 W 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

The Kansas Association of School Boards strongly supports the efforts of the state of Kansas to secure a Race to the Top Early Learning Challenge Grant. We appreciate your leadership on this matter and support the designation of the Kansas State Department of Education as the lead agency on this grant.

KASB has actively promoted collaborative efforts between our members and the Early Childhood community for many years. In 2006, that collaborative effort became even more focused when we partnered with two other state school board associations, the National School Board Association and the Pew Charitable Trusts to promote the Early Childhood benefits among our members. Over the four years of that partnership, KASB sponsored seminars and other meetings, published numerous documents and made national presentations about the positive impact on student achievement when high-quality Early Childhood learning opportunities are made available to parents on a voluntary basis.

The KASB Delegate Assembly has also supported the initiative for many years by passing a legislative resolution expressing support high-quality Early Childhood opportunities. The language that will be reviewed by our Legislative Committee for the 2012 session reads:

- Individual Student Focus: Strengthen support programs based on individual student needs, from early childhood to preparing all students for success beyond high school.

We believe the collaborative relationships that have developed between the Pre-K and K-12 communities have already played an important role in boosting student achievement in Kansas. As Kansas has expanded its early childhood investment over the past decade, we have seen significant improvement on state reading and math assessments, National Assessment of Education Progress scores, college preparation measures and graduation rates. Kansas ranks seventh in the nation on an index of 11 key indicators of educational achievement.

To continue this progress, KASB strongly endorses the Kansas application for the RTT-ELC. By helping every child arrive in school ready to learn, the resources it provides will promote your administration's

goals of strengthening fourth grade literacy and preparation for college and careers, and KASB's focus on making Kansas first in the nation in educational achievement.

Sincerely,



Fred Patton, President



Dr. John Heim, Executive Director

● MAKE A ●



September 30, 2011

The Honorable Sam Brownback
Governor of Kansas
State Capitol 300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

The Kansas Coordinating Council on Early Childhood Developmental Services (CCECDs) has the statutory mission to advise and assist on all matters pertaining to young children with (or at risk of) any developmental delay/disability. At our September meeting, the Council unanimously voted to enthusiastically endorse the Kansas application for a Race to The Top Early Learning Challenge grant.

Kansas has a long history of being innovative in how we address the needs of our youngest citizens.

- In 1980, Kansas created the nation's first Children's Trust Fund to provide supports and services for the prevention of child abuse, neglect, and maltreatment. Prior to that, Kansas had created the very first Child Abuse Prevention Council in the nation.
- In 1985, Kansas formed this body, the Coordinating Council on Early Childhood, before it was mandated by the federal law known as the Individuals with Disabilities Education Act (IDEA).
- Kansas was a pioneer in the creation of private/public partnerships for the purpose of delivering children's protective services.
- Our current Kansas Early Childhood Comprehensive System is viewed nationally as a model.

Now the Race to The Top competition provides Kansas with another opportunity to lead the way in providing for our state's future. We have many incredible strength points in Kansas upon which to build, including: an education system that delivers strong outcomes in spite of current funding difficulties, an ongoing evaluation process administered by the Children's Cabinet that assures us of program accountability/efficacy, and a pioneering spirit that nurtures many truly collaborative relationships across various boundaries. Examples of the last point would include:

- Multiple agencies combine funding to provide a state-of-the-art technical assistance system (the Kansas In-Service Training System, or KITS) that is widely lauded as exemplary.
- State agencies pool resources to make possible the activities of the Kansas CCECDs.
- Numerous joint training exercises provided to anyone who needs it.

The activities that will become a reality when Kansas receives a Race to The Top grant will improve the lives of Kansas children and families. Enhancing the professional training of our work force and filling any possible gaps in direct services will be addressed. We are particularly interested in the ability to follow longitudinally the lives of at-risk children who receive early childhood supports and services. What will be the long-term impact upon reading scores, graduation rates, special education budgets, and other societal factors? We stand ready to monitor these indicators.

● Coordinating Council on Early Childhood Developmental Services ●

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Website: www.Kansasicc.org

Let us close by emphasizing our enthusiastic support for Kansas application for the Race to The Top Early Learning challenge grant. The Council thinks that the grant activities will significantly enhance the lives of all Kansas children and families, including those families that have a child with a disabling condition.

Respectfully submitted,

Eva Horn by DSB

Dr. Eva Horn, Chair

Doug Bowman

Doug Bowman, Coordinator



September 26, 2011

The Honorable Sam Brownback
Governor of Kansas
State Capitol
300 SW 10th Avenue
Topeka, KS 66612

Dear Governor Brownback:

The Kansas Head Start Association (KHSA) submits this letter of support for Kansas' application for the Race to the Top Early Learning Challenge Grant (RTT-ELCG). The Association, which represents 28 Head Start entities, operates as a 501(C)3 organization supporting not only quality Head Start programming but the connection to a strong, integrated early learning system in Kansas. KHSA enjoys a strong presence and history with early learning in Kansas and demonstrates partnerships with the Kansas Departments of Education, Health and Environment, Social and Rehabilitation Services and the Kansas Children's Cabinet, as well as all of the state's early learning service providers.

KHSA represents and participates fully in the interests of early learning in Kansas. KHSA is an active partner in the Kansas Early Childhood Comprehensive Systems planning and implementation. KHSA collaborates with other organizations in efforts regarding school readiness (Kansas School Readiness Task Force) and data collection efforts in the state. KHSA participates as a partner in a multi-state early childhood development effort headed by the Birth to 5 Policy Alliance and The Ounce in Chicago accessing the newest research in early childhood development and learning. In addition to advocating for high quality Head Start and Early Head Start programming, KHSA participates as one of six partners in the Kansas Early Learning Collaborative, which promotes a local systems approach to serving children and families with quality, evidence-based practices in early learning and child care. KHSA provides leadership in the Demonstration Learning Communities, a collaborative effort to provide integrated pre-school efforts in 16 communities in Kansas. KHSA currently assists in leading an effort to establish and infant/toddler policy agenda. KHSA also leads projects that provide increased access to dental care for Head Start and Early Head Start children (Kansas Cavity Free Kids) and increased health literacy knowledge for parents and child educators (Kansas Health Literacy Project). Both of the projects have received national attention for the effort to increase the health of children.

These continuous quality improvement efforts position KHSA well to collaborate fully with the RTT-ELCG. KHSA is committed to integrate all facets of early learning, including shared outcomes and data collection. KHSA brings experience in facilitating and participating in statewide strategic planning efforts and will commit its attention to accomplish the outcomes of the grant. KHSA also brings experience in workforce and professional development and will partner with the RTT-ELCG effort to develop and implement high quality collaborative workforce development processes to the state process.

KHSA remains committed to providing high quality evidence based early childhood learning experiences to citizens of Kansas. Its history of dedicated collaboration will complement the process required in the RTT-ELCG guidelines. KHSA will support, contribute and participate in the efforts needed to strengthen Kansas' early childhood learning system.

Respectfully,

Lori Alvarado
Executive Director