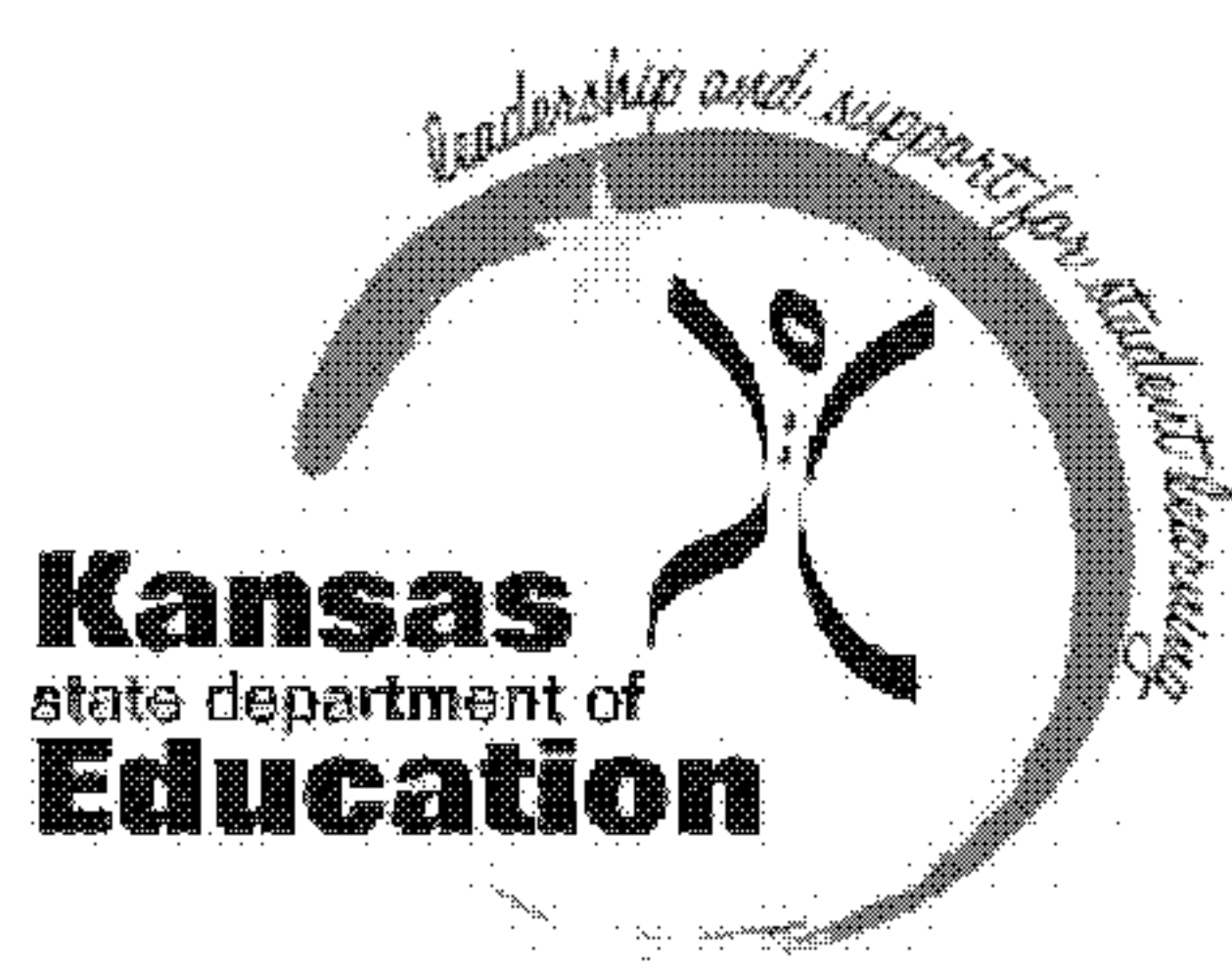
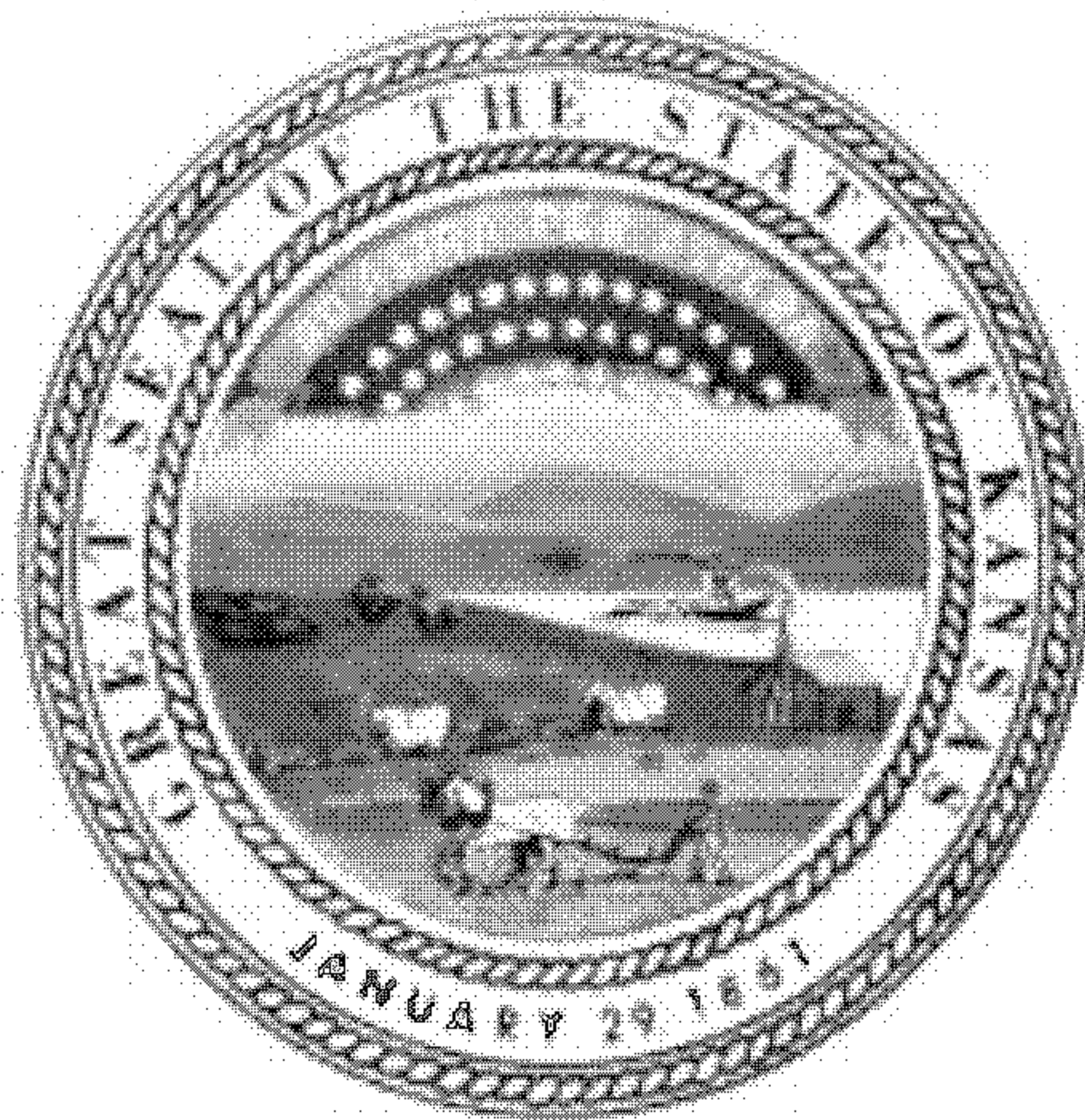


Kansas
Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412



**KANSAS APPLICATION FOR INITIAL FUNDING UNDER
RACE TO THE TOP – EARLY LEARNING CHALLENGE**

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Capitol Building
Room 241-South
Topeka, KS 66612



phone: 785-296-3232
fax: 785-368-8788
governor@ks.gov

Sam Brownback, Governor

October 18, 2011

Dear Secretary Duncan and Secretary Sebelius,

In my Roadmap for Kansas I listed as one of the top five goals of my administration the improvement of 4th grade reading scores. Literacy is the foundation upon which all other learning occurs, and building the appropriate skills is vital. The Race to the Top- Early Learning Challenge offers a significant opportunity for Kansas to begin work on this important goal.

The enclosed application describes in detail the Kansas High Quality Plan for building a coordinated early learning and development system. This proposal will focus on improving child outcomes in early literacy and the essential school readiness domains, with a special and intense focus on children who have high needs.

Early learning and development program staff, along with the Kansas agencies that coordinate programs and services for children with high needs, have worked together for years to promote success. This grant provides an opportunity to build upon what is already in place and coordinate a variety of current initiatives and programs into a comprehensive statewide plan that enhances both the quality and quantity of early learning programs available for our young children with high needs. Our expected outcome is clear: All young Kansas children with high needs will enter kindergarten thriving and ready to excel in the early elementary grades, reading on grade level by fourth grade.

Thank you for this opportunity.

Sincerely,

A handwritten signature in black ink that reads "Sam Brownback". The signature is written in a cursive, slightly slanted style.

Sam Brownback
Governor of Kansas

I. INTRODUCTION

The Race to the Top—Early Learning Challenge came at a fortuitous time for Kansas. Kansas has a long history of collaborating across agencies and organizations to maximize use of resources and promote shared activities directed at a common goal: working to making Kansas a ‘ready state’ with an infrastructure that supports communities, families, and children so children are ‘school ready’ and school success is achievable for all. There have been many early childhood initiatives over the past decade that has moved the State in this direction. However, a comprehensive, coordinated, and aligned system has not been implemented. NOW is the time to build a state system that is coordinated and aligned, that includes the entire spectrum of early learning and development programs and services, and that meets the needs of young children with high needs and their families. In this application, you will read stories describing collaboration and teamwork at the community level and at the state level. Kansans do work together—we also respect our differences and understand that they may be our strengths as we come together to meet the early learning challenge.

A particular challenge for Kansas is the rural nature of our state. Small communities, spread far apart require a different lens when looking at the accessibility and availability of high quality early learning and development programs and services—especially when adding the necessity of supporting families and children who have high needs. Literacy is a particular focus for Kansas at all levels of education and learning. Experiences in the early years provide the foundation for success—or not—in later school years. Kansas wants an early learning and development system that will have high expectations for its early learning programs around educating young children with high needs and providing supports for their families so that all children will thrive and enter Kindergarten ready for success.

The Lead Agency for the Early Learning Challenge is the Kansas State Department of Education (KSDE). The Kansas State Board of Education has as its mission: to ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and /or post-secondary education). One goal is to redesign the delivery system to meet the changing needs of Kansas Students. This fits in well with the Early Learning Challenge for

Kansas: Build a cohesive system so that a re-tooled QRIS can be implemented. The Division of Learning Services in KSDE includes the Special Education Services team and the Early Learning Services Unit. The early childhood programs included in the Division are Parents as Teachers, Migrant Family Literacy, the Four Year Old At-Risk Program and a coordinated program, the Pre-K Pilot program, and Part B-Section 619, Early Childhood Special Education.


The Partner Agencies (Participating State Agencies) are the Kansas department of Health and Environment which houses Child Care Licensing and Part C—early intervention and the Department of Social and Rehabilitation Services which houses the Head Start Collaboration Office and all Child Care and Development Fund programs. The Kansas Children’s Cabinet and Trust fund is also a partner agency. As administrator of the Tobacco Funds, the Cabinet provides funding and supports high quality early childhood programs and initiatives targeting children birth to age five and families with high needs. The Early Childhood Advisory Council is also housed at the Cabinet.

The Kansas High Quality Plan includes a goal that matches each of the five key areas of reform. Section A describes our commitment as a state to Early Learning and Development and provides an overview of Kansas history in supporting early childhood and follows with the rationale for the plan and other evidence as required. Each of the following sections first describes the current status, then the needs of the State. Finally, the High Quality Plan Goal, Objectives, and Activities are given as a response to the needs of the State as well as to the requirements of the Selection Criteria.


Kansas early learning and development programs are willing and ready to take on the challenge of building an aligned and coordinated system and meeting our vision: Kansas is a ready state—with the necessary infrastructure in place so that children with high needs have the skills they need in literacy and other essential school readiness domains to thrive and be successful when they walk through the kindergarten gate and on into formal schooling! The High Quality Plan is developed, the goals are set—and we are ready to begin the work.

II. APPLICATION ASSURANCES

APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

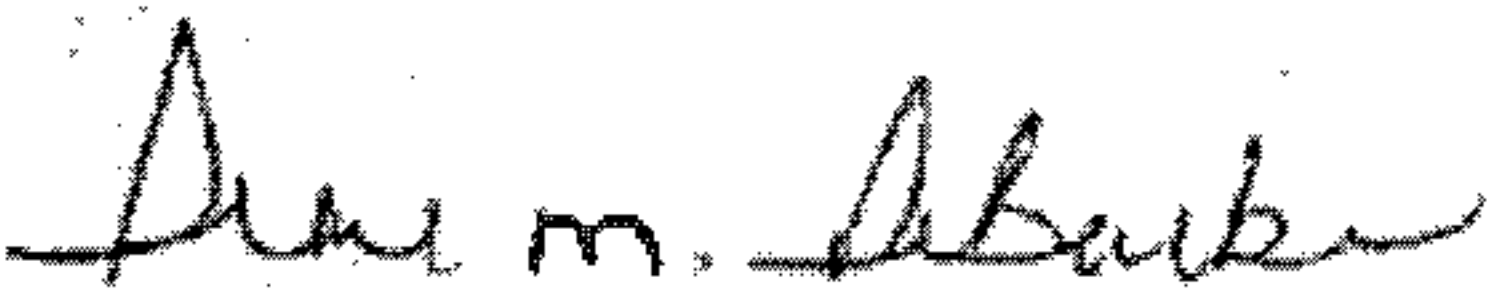

Legal Name of Applicant (Office of the Governor): Governor Sam Brownback	Applicant's Mailing Address: Capitol, 300 S.W. 10 th Ave., Ste. 241S Topeka, KS 66612-1590
Employer Identification Number: 48-6029925	Organizational DUNS: 879897098
Lead Agency: Kansas State Department of Education Contact Name: Dr. Diane DeBacker <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 785-296-3202 Lead Agency Contact Email Address: ddebacker@ksde.org
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Sam Brownback	Telephone: 785-296-3232
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/18/11
Lead Agency Authorized Representative (Printed Name): Commissioner, Dr. Diane DeBacker	Agency Name: Kansas State Department of Education
Signature of Lead Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name): Secretary, Robert Moser, M.D.	Agency Name: Kansas Department of Health and Environment
Signature of Participating State Agency Authorized Representative:	Date:

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Signature of Participating State Agency Authorized Representative:	Date:

Participating State Agency Authorized Representative (Printed Name): Secretary, Robert Siedlecki	Agency Name: Kansas Department of Social and Rehabilitation Services
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name): Executive Director, James Redmon	Agency Name: Kansas Children's Cabinet and Trust Fund
Signature of Participating State Agency Authorized Representative:	Date: 10/13/11
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

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Signature of Participating State Agency Authorized Representative: 	Date: 10/14/2011

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Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification.

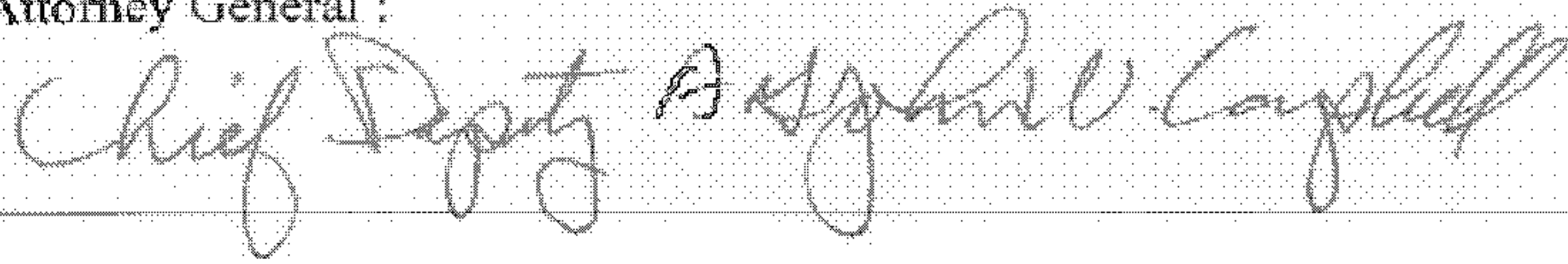
I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name): Derek Schmidt

Telephone: 785-296-2215

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Date:



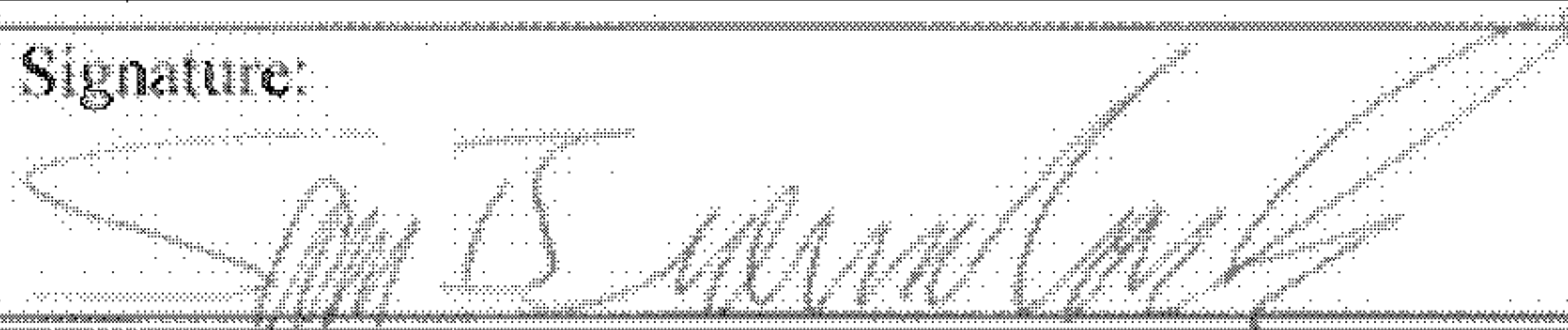

10/17/11

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historical preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act -- Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): Governor Sam Brownback

Signature: 	
--	---

III. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Kansas State Department of Education*	Section XI PSA/MOU	State funded preschool; Pre-K Pilot Program; Parents as Teachers; Part B of IDEA, Section 619; Title I of ESEA;
Kansas Department of Health and Environment	Section XI PSA/MOU	Children Care Licensing; Part C of IDEA; Title V Maternal and Child Care Block Grant; Home Visiting;
Kansas Department of Social and Rehabilitation Services	Section XI PSA/MOU	Head Start State collaboration Grant; Administration of CCDF funded programs;
Kansas Children's Cabinet and Trust Fund**	Section XI PSA/MOU	State Advisory Council on early Childhood Education (ECAC); Smart Start and Early Childhood Block Grants

****no funds are being exchanged**

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

IV. SELECTION CRITERIA

Core Areas -- Sections (A) and (B)

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

Evidence for (A)(1):

- *The completed background data tables providing the State's baseline data for--*
 - *The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);*
 - *The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and*
 - *The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).*
- *Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.*
- *Data currently available, if any, on program quality across different types of Early Learning and Development Programs.*
- *The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).*
- *The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).*
- *The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).*
- *The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).*

- *The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).*
- *The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).*
- *The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).*
- *The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).*
- *The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).*
- *The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).*

Kansas is writing to Selection Criteria (A)(1): **Demonstrating past commitment to early learning and development.** Supporting evidence and descriptions of current initiatives and documents developed are described below from the perspective of each key area of reform. A statement of the strengths and areas needing improvement will summarize the current status of Kansas for each Key reform area, followed by the connecting High Quality Plan Goal. Finally, a concluding statement will make the connection between current and future status of the Kansas plan for promoting early learning and development outcomes for children, especially those with high needs.

Current Status

Kansas has a long history of collaborating across agencies and organizations to maximize use of resources and promote shared activities directed at a common goal: working to making Kansas a

‘ready state’ with an infrastructure that supports communities, families, and children so children are ‘school ready’ and school success is achievable for all. Multiple initiatives have contributed to this work, beginning in 2000 with an Early Childhood Leadership Summit funded by The Forum for Early Childhood Organization and Leadership Development in Kansas City for the purpose of organizing beginning work around two main tasks: (1) defining school readiness for our state; and (2) developing a list of readiness indicators. See Appendix A for a timeline of school readiness work in Kansas.

The Early Childhood Leadership Summit led to Kansas’ participation, beginning in 2001, in the seventeen (17)-state consortium: *School Readiness Indicators Initiative: Making Progress for Young Children*. This multi-state initiative had as its goal developing sets of indicators at the state level to track results for children from birth through age 8 and then using the results **to inform policy decisions on behalf of school readiness**. This national work led a group of Kansas early childhood experts to work for over two years to develop a state School Readiness Framework which included indicators that defined school readiness and the intent to collect data around these indicators that could inform policy and improve the school readiness of young children in Kansas.

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.

This Framework has served as the springboard for a decade of Kansas efforts to coordinate the early childhood system. Appendix B has the complete list of the Kansas components and indicators for school readiness determined in 2003.

Looking back: Describing the history of Kansas Early Childhood systems work from the perspective of the Five Key Areas of Reform

Below each of the Key Areas is a list of pertinent Kansas early childhood initiatives. Each list is followed by a short statement that summarizes the State’s Strengths (Building upon the Strengths) and identifies areas for improvement. Finally, the High Quality Plan goal connected to the Key Area of Reform is provided.

Key Area of Reform: Successful State Systems

- Kansas Early Childhood Comprehensive System plan
 - Early Learning Coordinating Council
- Early Childhood Advisory Council
- Children’s Initiative Fund focus on Early Childhood
- P-20 Council recommendations
- School Readiness Data Initiative
 - Action: Eight (8) Priority Policy Questions
- State Early Childhood Interagency Team
- Public-Private partnerships

Kansas Early Childhood Comprehensive System (KECCS) plan

The 2003 School Readiness Framework provided the foundation for the Kansas Early Childhood Comprehensive Systems (KECCS) Plan, funded by the Maternal and Child Health Bureau, Department of Health and Human Services, Health Resources and Services Administration. (See Appendix C for the graphic showing the plan and its objectives.) KECCS created a broad plan that includes health, mental health, family supports, parent education and early care and education to represent the “full spectrum of early childhood.” The plan was developed with input from stakeholders and has provided an informal structure for the Kansas’s early childhood system since its completion in 2004. The plan has provided a base for collaboration and guidance around early learning and development policies, programs and services in the State. As part of a qualitative evaluation of KECCS leadership, one respondent remarked that “In Kansas we know each other, like each other, get along, and communicate.”

From 2003 to 2010, the Early Learning Coordinating Council (ELCC) provided leadership and guidance for the Kansas Early Childhood Comprehensive Systems (KECCS) Plan. The ELCC met regularly to assess the Plan in the context of identified needs for early childhood intervention services, on-going services development and integration activities. Gaps and priority strategies and activities were identified to respond to the dynamic environment that supports young

children and their families. The ELCC functioned as a collaborative, multi-agency partnership supporting systems development in Kansas, working together to obtain the better results for young children and their families.

In 2009, the KECCS plan was revisited with an eye to strengthening the focus on high needs children. Taking advantage of technical assistance from the National Early Childhood Technical Assistance Center (NECTAC) through the Expanding Opportunities Initiative, the plan now includes wording that promotes a better understanding of and stronger commitment to serving children who have high needs, especially those who are receiving special education services through IDEA, Part C and Part B, Section 619.

Early Childhood Advisory Council

In 2010, the Governor designated the ELCC as the State Advisory Council on Early Childhood Education and Care in Kansas, known as the Kansas Early Childhood Advisory Council (ECAC). The ECAC is a Governor-appointed Council that includes over twenty leaders representing health, early intervention, early care and education, home visitation, family supports, advocacy, private foundations, business, and the Governor's Office. The ECAC set as goals providing continued support to the development of new initiatives, local early childhood systems planning, and recommendations on policy. To ensure coordination among the State's multiple early childhood initiatives, the ECAC serves as the state council for the KECCS Plan, the State's Child Care Development Fund, the Head Start State Collaboration Office, and the Kansas Project LAUNCH initiative. (See Appendix D for a copy of the Governor's Executive Order.)

Kansas Children's Cabinet and Trust Fund (KCCTF)

Establishment of the Kansas Children's Cabinet and Trust Fund (KCCTF) by the Legislature in 1999 deepened the state's commitment to early childhood. Although the Cabinet's primary role is to make recommendations to the Governor and the Legislature on ways to improve the lives of children, it also serves as a convener of early childhood initiatives that target young children and their families and the communities in which they live. Examples include the KECCS Plan as

described above; the Kansas Project LAUNCH which is a five year initiative that has as its purpose promoting 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 (funded by a grant from the Substance Abuse and Mental Health Services Administration –SAMSHA. See Appendix E for an overview of this initiative) and, the Kansas Strengthening Families Plan which seeks to reduce the likelihood of child abuse and neglect and to make Kansas the best place to raise a child through the development of a statewide plan that unifies efforts, coordinates resources, and strengthens and supports families to achieve these goals. (See Appendix F for a graphic describing this plan).

The Children’s Cabinet and Trust Fund works to promote alignment of programs and services, reduce duplication, and maximize resources for the benefit of children and families. The Kansas Early Learning Collaborative (KELC) is one example of the innovative and collaborative projects the Cabinet supports through the Early Childhood Block Grant funding. Using a collaborative process, community members meet, share resources, and develop a shared vision, goals, and work plans for the explicit purpose of improving access, quality, and outcomes for children and families. Thus, the Children’s Cabinet functions as a coordinating hub for early intervention initiatives targeting developmental needs of the state’s most at-risk and underserved children in Kansas.

P-20 Education Council

Early childhood stakeholders began meeting with the Kansas P-20 Education Council in 2009 to develop policy recommendations to take to the Governor. The Council’s mission to prepare students for success in life from preschool to graduate school and/or work in the 21st century by identifying, in partnership with stakeholders, system approaches that support, cultivate and/or sustain a collaborative, seamless system of education. Acting on this mission, the Council approved three recommendations which were forwarded to the Governor in December 2009 and updated in 2010. These recommendations resulted in new relationships with the K-20 community and provided a foundation for future work toward their achievement. (See Appendix G for a copy of the updated recommendations.)

School Readiness Data Initiative

On July 9, 2010, the Kansas State Department of Education (KSDE) launched the Kansas School Readiness Data Initiative (Initiative). This Initiative has as its vision informed decision making on behalf of young children's healthy development and school readiness. Focused on young children from birth to the start of kindergarten, this Initiative will lead to increased availability of valid and reliable early childhood data that can inform effective state and community policy decisions on children's behalf. Tasks for the July 9th multi-stakeholder workgroup were:

- (1) Prioritize options in response to the question of "*What are key policy and practice questions to be answered about how young children are doing related to school readiness, birth to the start of kindergarten?*" This Initiative is based on the premise that priority policy questions must first be selected in order to identify the data that need to be collected and/or coordinated and to determine the data infrastructure required, both in terms of capacity and technology.
- (2) Identify the short- and long-term actions steps necessary for creating a data system that is capable of documenting the State's school readiness efforts. These action steps provide a platform for organizing the work going forward.

The set of prioritized questions, finalized in the spring of 2011 following statewide review, can be found in Appendix H. These questions now provide the basis for the work of the Early Childhood Data Task Force, described below.

State Early Childhood Interagency Team

In 2009, a formal State Early Childhood Interagency team (State Department of Education (KSDE), Department of Social and Rehabilitation Services (SRS), and Department of Health and Environment (KDHE) was convened and focused initially on developing guidance to support coordination of services across five programs: Part B, Section 619; Part C, IDEA; Parents as Teachers; Head Start/Early Head Start; and, Four year old At-Risk. Topics in need of guidance included: screening/referral requirements; developing Memoranda of Understanding; local interagency coordinating councils, and transition.

Team members developed two documents that have been shared at Regional Birth to Five Summits across the state beginning in 2009. Documents for each topic include (1) a table or grid

that describes the required practices for each program, and (2) a self-assessment for community-based teams to use as a current needs assessment and planning tool for future changes as determined by the local community. This first effort at cross-agency collaboration formed the basis on continuing information sharing and joint activity between and among state agencies (See Appendix I for example grid and self-assessment tool.)

Public-Private partnerships

Private partners are well represented in current Kansas early childhood leadership, including the Kansas Children's Cabinet and the membership of the Kansas Early Childhood Advisory Council (ECAC) as created by our former governor. New and established business partners bring commitment and leadership to the table, and underscore the ongoing commitment of Kansas' public and private partners to the well-being of children in the State. For example, Barry Downing, an influential business leader from Wichita, KS, has become a key leader in the early childhood system. He has been engaged in building a model for public-private partnerships in early learning for the most at-risk children through The Opportunity Project (TOP) preschool program. He has also widely shared his experience and unique perspective with colleagues, developing new interest by business partners across the State. He has worked closely with business leaders, legislators, and early childhood stakeholders to push forward early childhood policy in Kansas.

Remembering that the rural nature of Kansas provides a special challenge to accessing supports for families and children with high needs, it is essential to create partnerships within the community. Building upon current programs such as Parents as Teachers, Early Head Start/Head Start, and Child care, Kansas has also explored partnering with programs such as Save the Children that focus on collaboration with schools and early childhood programs to promote high quality early learning experiences for children who are in rural communities and are at high risk for kindergarten failure.

Building on STRENGTHS and identifying areas of IMPROVEMENT: The multiple efforts over the past 10 years has resulted in a culture of working together among members of the Kansas early childhood community, families, and community and state business leaders. We focus much energy on developing initiatives and plans that can and should direct future work. Yet, while the plans are developed, they have not consistently been followed by actions. We are eager and ready to take this next step.

Key Area of Reform B: High Quality, Accountable Programs

- Kansas Quality Standards for Early Childhood Programs
- Kansas Quality Rating (and Improvement) System: Pilot
- Child Care Licensing: Lexie's Law
- Kansas Preschool Program: Setting the groundwork

Quality Standards for Early Childhood Education for Children Birth through Eight

The Quality Standards for Early Childhood Education for Children Birth through Eight (2001)

was first developed in 1993 and revised most recently in 2001. The document was designed to serve as a guide as well as an indication of quality for use by all early learning and development providers. The standards are meant to help ensure that children have access to high-quality and developmentally appropriate programs and services.

The standards are applicable to all services and programs, regardless of setting, as a means of fostering a comprehensive focus on education, child care, health, nutrition, social services, parent education, and family support. Each of nine components has standards and indicators for programs and services to use for improvement. The components of the Quality Standards are: Family Involvement; Community; Program Administration; Personnel; Learning Experiences; Physical Setting and Safety; Health and Nutrition; Child Assessment; and, Program Evaluation. The 2001 revision expanded the standards to include the early elementary grades.

The Quality Standards document also includes a self-assessment tool for programs to use as they work towards higher quality. This tool has been used voluntarily by Four year old At-Risk programs and other early learning and development programs for many years. It needs to be

updated and revised to meet the current needs of children and families. (See Appendix J for the complete document.)

Kansas Quality Rating (and Improvement) System

The Children's Cabinet uses the Early Childhood Block Grants and the Smart Start funding stream to support a Kansas Quality Rating and Improvement System—renamed in 2010 as the KQRIS. The KQRIS is a tiered quality rating and improvement system that assesses early learning programs on five key indicators of quality based upon the main components of the Qualistar Early Learning QRIS system:

- Learning Environment
- Staff Training and Education
- Family Partnerships
- Ratios & Group size
- National Accreditation

In the spring of 2011 a series of Listening Tours was held across the state to gather feedback and input from stakeholders (including funders) and participants around the KQRIS. Results indicated that participants liked several aspects of the current pilot model and believed to be working well: coaching supports; the fact that participation is voluntary; and the strength of the family partnerships component. In addition, several areas were identified as needing improvement: the addition of stronger linkages with the child care licensing system; greater focus on intentional teaching practices that support child outcomes; and better communication, not only within the KQRIS system, but also with the public—letting families know there is information available concerning child care availability and quality.

The only data currently available on program quality as defined by participating in QRIS and meeting the top tiers requirement is listed in Section B2 on Table (B) (2) (c).

Child Care Licensing: Lexie's Law

On May 27, 2010, Senate Substitute HB 2356 was signed into law. The law, also known as Lexie's Law, is named after Lexie Engelman, a 13-month old child who died from injuries sustained while in the care of a day care home provider. The law reformed child care in Kansas, eliminating a category of registered care that had been in place for 30 years. Now all child care homes and facilities must be licensed and inspected annually. Research and data were central to building support for the law: child care deaths, research on school readiness and brain development, frequency of inspections, and the standing of Kansas relative to other states and national positions on child care licensing. Early childhood advocates and partners were also instrumental: Governor's Child Health Advisory Committee, SIDS Network of Kansas, Pre-K and school readiness initiative groups, Early Learning Coordinating Council, Child Care Providers Together/ASFCME (union for family child care providers), Kansas Association for the Education of Young Children, Child Providers Coalition of Kansas, Child Care Aware of Kansas (resource and referral network). Passage of this new legislation was a major milestone and sets the stage for linking the state's child care licensing with its QRIS.

Kansas Preschool Program

A group of practitioners, convened by the Kansas State Department of Education developed a proposal for a high quality voluntary preschool program that would be available to all three to five year olds. The proposal, which received first approval in 2008, has recently been finalized. (See Appendix K for the 2008 proposal) The plan is available for use as part of the State's High Quality Plan.

Building on STRENGTHS and identifying areas of IMPROVEMENT: The initiatives described above have as their overarching purpose moving the Kansas early learning and development programs toward a higher level of quality. However, movement has been measured and the current model only focused on child care programs. The need for quality is clear—but continuous improvement for all program types with ongoing supports for sustainability is achievable only with a strong statewide system of supports, which our High Quality Plan intends to build.

Key Area of Reform C: Promoting Early Learning and Development Outcomes for Children

- Kansas Early Learning Standards (child standards)
- Reading Roadmap/Kansas Roadmap for Excellence
- Kansas Multi-Tiered System of Supports (MTSS)—Early Childhood
- Kansas Strengthening Families Plan

Kansas Early Learning Standards

The Kansas Early Learning Standards (revised, 2009) was developed through a collaborative partnership with representation from multiple state agencies, including the Kansas State Department of Education, the Kansas Department of Health and Environment, Social and Rehabilitation Services, and the Children’s Cabinet and Trust Fund along with intermediary organizations such as Head Start, the Kansas Association for the Education of Young Children, the Kansas Division of Early Childhood, and the State Interagency Coordinating Council. Representatives from Higher Education, the Kansas In-Service Training System and school districts also participated.

The 2009 revision of the Kansas Early Learning Standards includes guidance for educators as they care for and educate children who are high needs as well as those who receive special education services, linking specially designed individual plans for high needs children who have disabilities to the Standards. The upcoming revision will include more supports and guidance around meeting the needs of children who are English Language Learners. Our intent going forward is to make these expectations a baseline for use across all early learning and development programs and services. For more specific information about the Kansas Early Learning Standards, see Section C1 in this application.

Reading Roadmap/Kansas Roadmap to Excellence

A strong focus of the current Kansas Administration is the importance of reading and literacy skills for success in school and later in life. The Governor has included in his plan for Kansas Education, the following goal:

- Ensure that students who pass the 4th grade read at grade level.

The Children's Cabinet supports this goal through the funding of an initiative around early literacy: Reading Roadmap. With the need to improve reading scores in elementary grades and beyond, the birth to five years are now seen as a critical time for improving reading and literacy skills. This initiative is in development, but will be a key state project to support early language and literacy learning.

School Readiness data collection results indicate that early learning and development programs that use best teaching practices promote growth in literacy, numeracy, and social skills for Kindergarten children who attend these programs. These findings are backed by School Readiness data collected during 2005-08 which underscores the critical impact of the early years on later learning. (See Appendix L for an overview of the results.)

Kansas Multi-Tiered System of Supports – Early Childhood

Kansas Multi-Tier System of Supports (MTSS) is a school improvement framework for providing supports for each child in their building to be successful and includes the processes and tools teachers use to make decisions. MTSS is a coherent continuum of evidence based system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas child to achieve to high standards. The focus of MTSS is system level change across classrooms, schools, districts and the state. The following core beliefs show clearly how this systems-level change can promote higher quality in early childhood programs as well as ensure higher outcomes for young children in the early learning and development programs. MTSS is for ALL children, yet ensures intentional supports for children who have high needs.

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect

- Every leader at all levels is responsible for every child
- Change is intentional, coherent and dynamic

The main goal of MTSS is for schools to use their resources in ways that enables every child to be successful. This is accomplished by:

- Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidence-based interventions for all students and tailoring interventions based on student's needs
- Using progress monitoring data to know when to make a change in instruction

Steps to integrate preschool programs into the Kansas MTSS framework began in 2008 when KSDE Technical Assistance Supports Network (TASN) projects supporting early childhood programs were pulled into conversations regarding the existing K-12 model and the need to apply similar practices to programs serving young children. In the fall of 2009 school district-based preschool programs agreed to participate as pilot sites to review the MTSS process and supporting materials to determine what practices/materials applied to this age population and what practices/materials would need to be adapted, added, or removed. In 2010, preschool was added into the MTSS Structuring work of the leadership team of elementary schools. Pilot sites focused on the following content areas: a) 8 locations focusing on emergent literacy, b) 3 locations focusing on behavior, and c) 1 location focusing on both emergent literacy and behavior. As a result of pilot site activities, preschool practices, including appropriate curriculum, instruction, and assessments, have been included in Kansas MTSS Structuring guidance documents and training. The Kansas MTSS Core team now is in the process of adding preschool practices and procedures to the MTSS Implementation guidance documents and training, which will be available for all schools in the summer of 2012. Although currently occurring only in school-based programs, this is an especially exciting next step in making evidence based practices core to the work that takes place in early learning and development programs.

The Kansas Strengthening Families Plan is part of the State's vision to reduce the likelihood of child abuse and neglect and to make Kansas the best place to raise a child. It is an off shoot of the Kansas Early Childhood Comprehensive Systems (KECCS) plan and is focused on Goal 4: Family supports and Goal 5: Parent Education. (See Appendix C for a copy of the graphic describing the plan.)

Building on STRENGTHS and identifying areas of IMPROVEMENT: Kansas has invested significant resources around the Kansas Early Learning Standards; and, MTSS, currently being implemented in school districts, promotes using current resources when possible to meet the needs of all children, and especially those with high needs. This model provides a foundation for supporting children, including those with high needs and their families. To expand the focus of this system of supports to all early learning and development programs will require an aligned and cohesive state-level system that is coordinated with K-12 and across early learning programs.

Key Area of Reform D: A Great Early Childhood Workforce

- Early Childhood Unified Endorsement
- Core Competencies for Early Childhood and Youth Development Professionals
- Child Care Development Fund Initiatives
- Higher Education Early Childhood Supports
 - ECHO
 - EQUIP
- Kansas Credentials

Early Childhood Unified Endorsement

Our state's Early Childhood Unified endorsement has taken the field to a new and higher quality of knowledge and performance expectation. Teachers who add this endorsement are highly sought after in both school districts and other settings due to an understanding of the value of a focused base of knowledge around children ages birth to eight years who are both typically developing and in need of specialized developmental and instructional supports.

Core Competencies for Early Childhood and Youth Professionals

The *Core Competencies for Early Childhood and Youth Development Professionals (Kansas & Missouri)(2011)* combines the knowledge and skills outlined in the State's early childhood core competency (2001) and youth development core competency (2006) documents, resulting in an expanded set of competencies that covers the range of birth through age twelve. (See Appendix M for a copy of the complete document.) These core competencies are used as an organizer, especially for the child care community, for Continuing Education Units (CEUs) which can be earned by participants at workshops, conferences, and other early childhood professional development opportunities. The CEU system is built to provide a system for setting standards around non-credit hour learning activities. A board of professionals reviews applications for CEU learning activities. Once approved, early childhood educators gain CEU's for attending or participating in the activities and may use the CEUs to meet renewal requirements for the Child Development Association Credential (CDA).

Higher Education Early Childhood Supports

There are two groups of higher education faculty that have worked both separately and jointly to develop a more structured pathway for early childhood providers to move to a higher level of formal education. *The Early Childhood Higher-Education Options (ECHO) Consortium* is composed of early childhood faculty from colleges and universities across Kansas who are committed to collaboratively support and enhance the development and delivery of programs to meet the standards for the Kansas Early Childhood Unified license. To meet these ends the consortium has achieved a number of noteworthy accomplishments including: development of a mission statement with guiding principles, redesign of the early childhood curriculum at a number of Kansas teacher preparation programs, development of multiple matrices comparing early childhood courses with teacher standards, comparing course work across teacher training programs, and identifying and developing 10 courses to be delivered via e-learning opportunities. *The Early Childhood Quality Instructional Partners (EQIP)* is composed of members from 14 community colleges in Kansas who provide an Associate's Degree (AA) in Early Childhood. All community colleges in Kansas with an Early Childhood degree program are invited to attend EQIP meetings, which are held twice a year. Along with continuing to review and update

common courses as needed, the group is now working with the Kansas State Department of Education (KSDE) to develop articulation agreements with the secondary schools in Kansas.

Kansas Credentials

The **Early Childhood Development and Services Pathway** is a program that offers occupational coursework to begin the skill set needed in quality early childhood related employees. This is a part of the Family and Consumer Sciences block as part of the Kansas 21st Century and Career Clusters in K-12. This high school level focus provides basic information to students who may decide to open a family child care home or become a teacher in a child care center. The Department of Commerce has also worked with the child care community to develop an **Early Childhood Apprenticeship** program which can be used in family care and child care centers.

Other state credentials include a newly developed (2008) **Kansas Early Childhood Director's Credential**. This is a competency-based credential developed jointly by Kansas and Missouri and one which recognizes the value of leadership in the early childhood community and is based upon research that shows the importance of a trained and education director in child care centers. It uses the Core Competencies for Early Childhood and Youth Development Professionals as a basis for the requirements and is administered by the Kansas Association for the Education of Young Children. This is a newly developed credential and only a few have been granted. The credential is recognized by the National Association for the Education of Young Children and allows for 35 points to be used toward accreditation standard for directors in the accreditation system.

Kansas continues to be committed to increasing standards, professional development supports and incentives for Early Learning and Development Programs that 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 focused on quality enhancement within Early Learning and Development Programs have been implemented. (A summary of example quality initiatives can be seen in Appendix N.)

Building on STRENGTHS and identifying areas of IMPROVEMENT: There are many credentials and degrees available in Kansas. Absent is a coherent Framework of knowledge and competencies, a clearly defined progression of credentials and degrees plus career pathways for early childhood professionals, both traditional and non-traditional. A statewide accepted set of expectations along with matched professional development opportunities needs to be developed and implemented to support consistency across programs – and is a core element of our High Quality Plan.

Key Area of Reform E: Measuring Outcomes and Progress

- School Readiness data collection: 2003-08
 - 3-year results
- Kindergarten Assessment
 - Action: KELI/KELI-R; KELI-4/KELI-4R
- School Readiness Data Initiative:
 - Action: School Readiness Data Task Force
- Customer and Provider Portal (CAPP)
- State Longitudinal data System/Early Childhood Component
 - Action: Inclusion of Four year old At-risk/ PAT; future plans
 -

School Readiness Data Collection

Initially undertaken in 2003 by KSDE and other partners, the School Readiness project was expanded to study the skills and knowledge children bring with them into formal early education at the beginning of Kindergarten. Classroom practices of kindergarten teachers as well as parent practices were also examined. From fall 2005 to spring 2008, a single set of child measures was consistently used across the years to provide data for an equitable analysis of children's skills and experiences prior to Kindergarten and through the Kindergarten year. Kindergarten teachers were asked to complete assessments based upon their observation of semi-randomly selected

children in their class. Data were provided on a total of 5073 children over the course of the three year study with 2082 children entering Kindergarten in 2005; 1863 children in 2006, and 1207 children in 2007.

Results over the past three years (2005-08) indicate that:

- ✓ Children are entering kindergarten with good oral language skills
- ✓ Children have adequate social skills.
- ✓ Children who were read to every day had higher reading scores (2005-08) and scored higher on all academic achievement areas. (2007-08).
- ✓ Written language was the lowest area of skill.
- ✓ Children who are considered ‘at-risk’ (low income, ELL, IEP) do not have as high a level of skill in all domains.
- ✓ Children who attended preschool for a greater number of years prior to K scored higher on many of the more academic areas.
- ✓ A significant proportion of parents have a difficult time finding quality child care.
- ✓ All domains of learning showed improved scores across the kindergarten year.
- ✓ Children in full-day kindergarten classrooms had higher spring scores in academic areas.

The results of this data collection project were shared with stakeholder groups across the state in order to promote practices that support success in Kindergarten—particularly for children who have high needs. Overall results described above indicate that early learning and development programs that use best teaching practices promote growth in literacy, numeracy, and social skills for Kindergarten children who attend these programs. (See Appendix O for a research article describing results in more depth.)

Kindergarten Entry Assessment

The current kindergarten assessment is the Kansas Early Learning Inventory-Revised (KELI-R). The domains covered are the essential school readiness domains: physical and motor development, self-help (adaptive) skills; social emotional development, communication and

literacy which includes language, general knowledge which includes early scientific development and mathematical knowledge, and approaches to learning and problem-solving. The KELI-R is based on the Kansas Early Learning Inventory (KELI) and was revised to be more aligned with the Kansas Early Learning Standards and the K-3rd Common Core Standards. The KELI-R will be included in the longitudinal data system beginning in the fall of 2012 when a strategic voluntary sample of kindergarten teachers will complete the assessment on the children in their classes. Results will be examined statistically in order to validate the items and the instrument. A phased-in assessment schedule will be developed as a part of the High Quality Plan with a target of all children entering kindergarten in the fall of 2014 assessed using the KELI-R. Results will be used via the TQRIS to inform the Birth to five early learning and development programs AND will also be used to inform the early elementary grades with the purpose of improving the outcomes of children entering kindergarten and increasing the numbers of high needs children who read at grade level as they leave third grade.

School Readiness Data Task Force

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 an early childhood 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.

Building on the work described earlier of identifying priority policy questions and comprised of the State's leaders in data collection and management, the Kansas School Readiness Data Task Force has been meeting since March 2011 to identify data elements associated with children's school readiness. Task Force recommendations will be submitted in early March 2012 to the Kansas State Department of Education and the Early Childhood Advisory Council for acceptance. Once accepted, these data elements will serve as the foundation for Kansas' statewide comprehensive and coordinated early childhood data system and will be linked with our K-12 longitudinal data system so it begins at birth.

Customer and Provider Portal (CAPP)

The CAPP Project is a collaborative effort between the Kansas Department of Social and Rehabilitation Services (SRS) and the Kansas Department of Health and Environment (KDHE). The primary objectives of the CAPP Project are to purchase and implement a Statewide Customer and Provider Portal. The Customer Portal will be a public facing web portal which provides customers a user friendly tool to apply for SRS-benefit programs. The customer will be able to enter information needed for a high level screening by state agency staff and/or apply for benefits in any or all of the following programs: TANF, Food Assistance, Refugee Assistance, or Child Care.

The Provider Portal will allow child care providers access to information and services and allow them to complete an online application process for a child care license and enroll with SRS to become a child care provider eligible to receive subsidy benefits from families with High Needs children. Other functionality includes submission of reports, the ability to check the status of an application and providing alerts to agency staff when provider information is updated. The portal can also be used by Kansas families to access and research provider information. This will give families the ability to make more informed child care decisions based on provider qualifications, training and compliance and potentially be a tool for accessing information collected through the Quality Rating and Improvement System.

State Longitudinal Data System—early childhood component

When the Longitudinal Data Systems grant was awarded to the Kansas State Department of Education, the KSDE had a vision to create a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice. Although the system primarily is designed to support education accountability and state and federal reporting, meeting accountability requirements will be only one of many functions of the system. Longitudinal data will assist with such things as identifying early childhood programs that are associated with strong school readiness outcomes, assessing student progress and learning needs, identifying factors that correlate with persistence in school, improving instruction, determining priorities for allocating resources, and identifying effective teacher and provider practices.

Early Childhood Education data are collected by a number of state agencies in Kansas, including KSDE, SRS, and KDHE. Data collected by the various agencies differ in level of detail and data elements collected. Even when agencies report that they collect the same data element, the data often vary in definition and format. Because it is important to understand a child's experiences throughout his/her education career, as part of the Kansas School Readiness Data Initiative, KSDE plans to work with an Early Childhood Data Group to understand the various early childhood data systems within the state, identify data elements that are important to share, and outline a process for enabling data sharing.

Building on STRENGTHS and identifying areas of IMPROVEMENT: Kansas has a strong Kindergarten entry assessment in revision and a plan in place to implement it fully by the fall of 2014. Data around results have been shared with early learning and development programs, but have not yet been used to inform program changes or to impact kindergarten or early elementary practices. The current School Readiness Data Task Force is moving this work towards a more state-wide focus, but both conceptually and technically, state level systems support is needed to move forward so the Policy Questions listed earlier in this section can be answered, and so a focused and comprehensive data system can be implemented.

CONCLUSION:

Clearly the state of Kansas is rich in early childhood initiatives across all five of the Early Learning Challenge's key areas of reform. Pruning, coordination, and mergers of these many initiatives and plans is the Key to Kansas moving toward building a state system with unified and focused state leadership. Our strengths will bolster us as we address our weak areas, and the High Quality Plan will provide the road map for the journey. The State of Kansas accepts the federal early learning challenge and commits to building a coordinated early learning and development system that has the continuing and adaptive capability to meet the needs of Kansas families and their young children through increased access to high quality early learning and development programs and services. Through this unified and focused statewide effort, state level supports will enhance the ability of all Kansas communities to provide the necessary quantity and quality of comprehensive programs for young children and necessary services for

their families, especially those with high needs. **OUTCOME: All young Kansas children with high needs will enter kindergarten thriving and ready to excel in the early elementary grades, reading on grade level by fourth grade.**

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	Not Available	Not Available
Toddlers ages 1 through 2	Not Available Infants and Toddlers age 0-3 ^b 56,840	Not Available Infants and Toddlers age 0-3 47%
Preschoolers ages 3 to kindergarten entry^a	52,224 ^b	46%
Total number of children, birth to kindergarten entry, from low-income families^a	97,182 ^c	42%
<i>^a Children age birth to six years – data from CLASP (Center for Law and Social Policy).^b From 2009 data collection reported August 2011. ^c From 2008 data collection reported August 2011.</i>		

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays²	10,604 age 3-5 FY 11 (Dec 1, 2010) 3,942 Birth to Three data (Feb. 1, 2011)	20,5492 age B-5 KS Census
Are English learners³	Not Available	Not Available
Reside on "Indian Lands"	Not Available	Not Available
Are migrant⁴	Not Available	Not Available
Are homeless⁵	791 Homeless children served by Head Start and Early Head Start ^a One child under 3 years and 243 students aged 3 to 5 served by Kansas public Schools ^b	Not Available
Are in foster care	2,174 children ages 0-6 ^a	Not Available

² For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁵ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
<i>^a 2009-2010 PIR Information (Jan. 25, 2011). ^b Kansas State Department of Education database</i>		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Four Year Old At Risk</i> <i>Data Source and Year: FY 2011</i>	0	0	7963 ^a	7,963
State-funded preschool <i>Children's Initiative Funded Pre-K Pilot Program</i> <i>Data Source and Year: FY 2011</i>	0	0	1500 ^b	1,500
Early Head Start and Head Start⁶ <i>Head Start Program Information (PIR): 2009-2010</i>	1,193	1,968	8,749	11,910

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: February 1, 2011, Part C Table 1</i>	598	3,344		3,942
Programs funded under Title I of ESEA <i>Data Source and Year: Kansas State Department of Education Academic Year 2009-2010 school year.</i>	0	0	3590	3590
Programs receiving funds from the State's CCDF program <i>Data Source and Year: Social and Rehabilitative Services FY 2011</i>	1,737	7,340	8,147	17,224
Parents As Teachers <i>Data Source and Year: Parents as Teachers Affiliate Performance Report for Kansas (FY 2011)^c</i>	1,706	5,347	2,257	9,310
ELL	NA	NA	6,934 ELL data Second set of data for ELL from KSDE 6,713	6,934
^a Estimated for FY11 Four year old at-risk numbers are for children who are in their pre-				

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<p><i>kindergarten year—and are 4 by August 31st. The number of children is estimated; ^b Children in the Pre-K Pilot must also meet the age requirement of 4 by August 31, but may be in classrooms that include children who are 3 or 5. The numbers are estimated. ^c Also served 267 parents prenatally (not included in above numbers). Data totals includes children with high needs including low income, transient/homeless, ELL, low birth weight, children with teen parents, single parent households, military deployed or active duty and children from families with involvement with social service, corrections or mental health services. ^d The KSDE does not collect information for children under three years of age. Districts with English language learners in pre-school programs begin enrolling students at age three. Children who enroll in school are given a home language survey. If a language other than English is present on the Home Language Survey, an English language proficiency (ELP) assessment is given to determine eligibility for English for Speakers of Other Languages (ESOL) services. Students scoring less than proficient in English are provided with ESOL services. Since ELP is not generally assessable until at least age three, we do not document children as not English proficient prior to this age.</i></p>				

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start^{7d}	1,342,371	3,338,378	3,452,779	3,452,779	3,452,626
State-funded preschool <i>Specify: Four Year Old At Risk</i>	16.5 million	17.8 million	21.5 million	18,564,928 ^a	18.5 million ^b
State-funded preschool <i>Specify: Children's Initiative Funded Pre-K Pilot Program</i>	2 million	5 million	5 million	5 million	4.88 million ^c
State contributions to IDEA Part C	4,721,305	4,970,496	5,878,038	5,878,083	5,878,083
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	4,332,784	4,332,784	4,265,253	4,265,251	4,265,251

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Total State contributions to CCDF⁸	24,515,096	24,758,495	27,739,204	25,862,185	24,953,347
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	9,256,963	10,302,611	10,868,026	10,479,106	11,323,403
TANF spending on Early Learning and Development Programs⁹	23,310,649	26,093,624	20,023,858	14,634,153	16,806,001
Parents As Teachers	7,296,950	7,539,500	7,539,500	7,539,500	7,359,130
Other State contributions <i>ARRA Contributions^e</i>				4,496,577	
Other State contributions <i>Master Tobacco Settlement</i>	8,443,279	8,443,279	19,321,280	19,448,244	18,334,635

⁸ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

⁹ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Total State contributions:	101,719,397	112,579,167	125,587,938	119,620,806	115,752,476

^a Base state aid per pupil was reduced; ^b Estimated; ^c Tobacco funds were reduced and Children's Initiative Funding was cut. ^d Supplemental state spending on Early Head Start are included in MOE expenditures, which are included in the Total state contributions to CCDF. ^e Tobacco dollars administered through The Children's Cabinet & Trust Fund and are used to support some of the early childhood programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁰				
	2007	2008	2009 ¹¹	2010 ¹⁷	2011 ¹⁷
State-funded preschool <i>Census date September 20</i> <i>Four Year Old At Risk</i>	5971	6281	7627	7117	7963 ^a
State-funded preschool <i>Census date September 20</i> <i>Children's Initiative Funded Pre-K Pilot Program</i>	300 ^b	750 ^b	750 ^b	750 ^b	750 ^b

¹⁰ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹¹ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹⁰				
	2007	2008	2009¹¹	2010¹⁷	2011¹⁷
Early Head Start and Head Start¹² <i>(funded enrollment)</i>	9,044 ^c	8,994	9,839	9,839	9,676
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	9,524 ^d	9,608 ^d	9,896 ^d	10,354 ^d	10,604 ^d
	3,210 ^e	3,425 ^e	3,563 ^e	3,942 ^e	Not Available
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	621	3,103	2,390	3,590	Not available at this time
Programs receiving CCDF funds <i>(average monthly served)</i>	24,235	24,237	24,298	23,302	21,528
Parents As Teachers	8,808	7,801	10,622	10,692	9,310
<i>^a Number of slots approved by the state board for SY 2011-2012; ^b The Pre-K pilot numbers are estimated and include children who are served in Head Start and Four Year Old At-Risk. The numbers are estimated because the funding is tied to the program grant request rather than a per-child amount and the programs are required to have 50% of the total be at-risk and 50% of the total as non-at-risk children; ^c Includes children participating in Tribal Head Start Programs; ^d Children ages 3 to 5. ^ePart C Birth to Three Data. The final column of data should match that reported in Table (A)(1)-3.]</i>					

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<i>The Kansas Early Learning Standards include all the areas of essential school readiness. They are inclusive of Birth to age 5 years.</i>			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Four Year Old At Risk</i>	a*				X-locally determined

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Children's Initiative Funded Pre-K Pilot Program</i>					X-locally determined ; varies by program type
Early Head Start and Head Start ¹³	X	X	X	X ^b	
Programs funded under IDEA Part C	X	X			X
Programs funded under IDEA Part B, section 619	X	X			X
Programs funded under Title I of ESEA					X-Locally determined
Programs receiving CCDF funds			X		

¹³ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>			X*		
State licensing requirements			X		
Parents As Teachers	X	X		X	X
<p>^a Both state funded programs are required to implement a valid, reliable and appropriate assessment aligned with the core curriculum. * Many programs screen as part of their entry protocol, but it is not required as long as the children meet at least one of the eight criteria set for the program .b The CLASS-Classroom Assessment Scoring System is used to assess adult-child interaction quality in a subsample of all HS classrooms. CCDF programs following Licensing standards and neither have requirements for assessments. However, Licensing regulations equal a measure for environmental quality. *KQRIS uses a rating scale with all participating programs. There is no differentiation between tiers excepting that a program must receive at least 2 out of possible 10 points to be higher than a 1 star.</p>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Four Year Old At Risk</i>	X ^a				
State-funded preschool <i>Children's Initiative Funded Pre-K Pilot Program</i>	X ^a				
Early Head Start and Head Start	X	X	X		
Programs funded under IDEA Part C	X	X	X	X	
Programs funded under IDEA Part B, section 619		X			X locally determined
Programs funded under Title I of ESEA					X- Locally determined
Programs receiving CCDF funds	X		X		

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	X				
State Licensing requirements Health and Safety Standards	X		X		
Parents as teachers	X	X	X	X	

^a Assurances required by program: Provide a physical setting that is safe and developmentally appropriate for the needs of all children to be served by this program.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>State-funded preschool <i>Specify: Four Year Old At Risk</i></p>	<p>Provide opportunities for meaningful family involvement in the program. Programs are required to describe the process used to involve and engage parents in the learning experience of their children and in the program as a whole. Include at least two examples of activities and any policies that support and require parental involvement.</p>
<p>State-funded preschool <i>Specify: Children’s Initiative Funded Pre-K Pilot Program</i></p>	<p>Provide opportunities for meaningful family involvement in the program. Programs are required to describe the process used to involve and engage parents in the learning experience of their children and in the program as a whole. Include at least two examples of activities and any policies that support and require parental involvement.</p>
<p>Early Head Start and Head Start</p>	<p>The Head Start and Early Head programs offer parents opportunities and support for growth so they can identify their own strengths, needs and interests. Staff members support parents in finding their own solutions as they identify their goals through Family Partnerships Agreements. Each family works with a family educator or family support worker. The program also provides every family a community resource guide and helps each family connect to the resources they need through an individualized plan. When allowed by families, staff meets with parents in their home environment. All staff receives training and support to understand and respect families of all cultures. There is an effort to hire staff that speak the primary language of our clients or provide translators. Meetings, paperwork and training opportunities are offered to parents based on identified areas of need that include safety, child development, literacy, health (mental health, oral health, nutritional health, and physical health) and parenting skills. Families are included in decision making through meetings and activities at their centers, and through program governance. The Head Start and Early Head Start programs offer a variety of service options to best meet the needs of families. This includes home base, center base, and family child care home providers.</p>
<p>Programs funded under IDEA Part C</p>	<p>Use of primary provider and coaching service delivery model, building the capacity of families to help their children grow and learn. All is based on individual family needs.</p>
<p>Programs funded under IDEA Part B, section 619</p>	<p>Comply with federal and state requirements to strengthen the role of parents in the special education process by affording the opportunity of parents to be equal members of any and all team decision for their</p>

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
	<p>child; including eligibility, initial evaluation and reevaluation, the development of an individualized education program (IEP, and to determine where the provision of a free appropriate education (FAPE) should occur. Such activities include providing copies of procedural safeguards, and information regarding IDEA funded Parent Training and Information Centers, as well as local resources available to parents within each community. Additionally, The KSDE TASN Kansas In-service Training Project (KITS) supports intervention networks, early childhood special education program staff, and families through collaborative training and technical assistance activities on a comprehensive statewide basis. Family members are actively included as both presenters and participants in various KSDE TASN KITS activities. Family information is also required as a part of the Child Outcomes Summary process, information that is collected, analyzed, and reported as part of the states SPP/APR.</p>				
Programs funded under Title I of ESEA	<p>Any programs funded under Title I are to implement the parental involvement/family engagement requirements of Section 1118: parent meetings, parent involvement policies, strategies for building parent capacity, and parent-school compacts.</p>				
Current Quality Rating and Improvement System requirements	<p>Family Partnership is an area of quality measured by types of activities that families can be involved in, and how often they are offered, how often the program communicates with families about their children, and families' ability to make decisions. Tiers are determined by overall number of points. The Family Partnership component ranges from 0-10 points.</p>				
Programs receiving CCDF	<p>K.A.R. 28-4-117(e) requires licensee to provide information to parents about the value of annual well child health assessments.</p>				

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
funds & State licensing requirements	<p>K.A.R. 28-4-123. Parental Access To Child Care Facilities. Each parent or guardian of a child enrolled in a day care facility or preschool as defined in K.S.A. 65-517, K.A.R. 28-4-113 or K.A.R. 28-4-420 shall have access to the premises during all hours of operation. Each residential facility as defined in K.A.R. 28-4-311 and K.A.R. 28-4-4268 shall develop a plan for parental visitation in cooperation with the legal custodian if different from the parent.</p> <p>K.A.R. 28-4-440(q) requires daily communication between parents and the staff about the child's behavior and development.</p> <p>K.A.R. 28-4-132(b)(1) requires a written discipline policy indicating methods of guidance appropriate to the age of the children enrolled. Parents shall be informed of the policy.</p> <p>K.A.R. 28-4-426(b)(3)&(4) require each parent shall be informed of services offered and when religious training is included in the program.</p> <p>K.A.R. 28-4-440(n)(5) requires solid foods be offered in consultation with the child's parents.</p>				
Parents As teachers	<p>As a unique and proven two-generational home visiting program, Kansas Parents as Teachers (PAT) partners educators with parents, including fathers, using evidence-based parent education curricula that builds on family goals and strengths to enhance children's early learning. The program model includes personal visits to strengthen parent-child interaction, increase parents developmental knowledge and family well-being; group connections to support social networks and build on parent child interaction and parent knowledge; health, vision, hearing and developmental screenings using the ASQ3 and ASQ:SE with parent participation; and supports family connections with other community services. Kansas PAT is implemented in local school districts with access to family literacy programs. Parents are active on</p>				

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
	local Advisory Councils and assist in program planning and evaluation.				

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Early Childhood Certificate in Infant & Toddler Education and Care	Not Available*	NA	NA	Certification is recent—no numbers are available
Early Childhood Certificate in Home Visiting	Not Available*	NA	NA	Certificate is recent—no numbers are available
Early Childhood	Not Available*	2		A new credential developed

¹⁴ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Director Credential				jointly with Missouri
Child Development Associate (CDA)^a	Not Available*	222/ 2539	9%	Family Child Care=62/1564 Center Care = 160/975
ECE One Year Credential (ECAAP)^{*a}	Not Available*	21/414	5%	*Early Childhood Associate Apprenticeship Program
Early Childhood Unified Endorsement—undergraduate degree	Not Available*	196	NA	See Table (A) (1) – 11 for summary
Early Childhood Unified Endorsement—graduate degree	Not Available*	19	NA	See Table (A) (1) for summary
<p>^a Data from “Who Cares for Kansas Children? Early Education Workforce Study 2010” and “Careers in Early Childhood Education – A Kansas Guide”, Child Care Aware of Kansas – funded by the American Recovery and Reinvestment Act of 2009 – Supplemental Child Care Development Fund as administered by the Kansas Department of Social and Rehabilitation Services.</p> <p>*Kansas does not have a Workforce Knowledge and Competency Framework.</p>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)
Butler Community College	24 A.A.S degrees and 1 one year certificate degree	Not available*
Cloud County Community College –AA degree	12	Not available*
Barton Community College --AA degree	11	Not available*
Kansas City Kansas Community College AA Degree	18	Not available*
Ft. Hays Birth – 3rd grade BA	10	Not available*
University of Kansas, Birth – Kindergarten Graduate	19	Not available*
University of Kansas, Birth – 3rd BA	9	Not available*
Southwestern University Birth – 3rd grade BA	5	Not available*
Kansas State University Birth – Kindergarten BA	21	Not available*
Emporia, Birth – 3rd grade	17	Not available*

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)
BA		
Emporia Birth – Kindergarten BA	1	Not available*
Washburn University Birth – 3rd BA	18	Not available*
Wichita State University Birth – 3rd BA	16	Not available*
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>		
<i>*Kansas does not have a Workforce Knowledge and Competency Framework.</i>		

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	^a KELI-R	KELI-R	KELI-R	KELI-R	KELI-R
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	N ^b	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Voluntary Strategic Sample 2005-08*	Voluntary Strategic Sample 2005-08*	Voluntary Strategic Sample 2005-08*	Voluntary Strategic Sample 2005-08*	Voluntary Strategic Sample 2005-08*

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Results included in Statewide Longitudinal Data System?(Y/N)	N ^c	N	N	N	N
<p>^a The KELI-R (Kansas Early Learning Inventory-revised) is the Kindergarten entry assessment. It has been revised and will be piloted for a new web-based application during the Fall of 2012 * KELI-R will be phased in state-wide beginning in 2012.</p>					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
CLARIS Licensing Database		X			X		
IDEA 618	X		X	X-child		X	X
IDEA 619	X	X	X	X	X		X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Four Year Old At-Risk	X	X	X	X	X		X
SRS System KSCARES	X		X	X			X**
*PAT will start a web-based application and gather above data starting in the Spring of 2012							
**Participation ONLY							

The results provided in Tables (A) (1) 1 – 13 will be used in the following sections of the application to support the Kansas Needs described in each section.

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

In the text below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- *The State’s goals for improving program quality statewide over the period of this grant.*
- *The State’s goals for improving child outcomes statewide over the period of this grant.*

- *The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.*
- *Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).*
- *For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.*

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as documented in Selection Criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

Kansas is writing to Selection Criteria (A) (2): Articulating the State's Rationale for its early learning reform agenda and goals. Supporting evidence and descriptions of the current initiatives are described below and a rationale for the ambitious yet fully achievable goals of the High Quality Plan is made throughout the section. The overarching foundation for the reform agenda is clearly the collaboration over the years that is allowing Kansas to move forward in developing and then implementing the High Quality plan—which is provided below.

Current Status

The work that began with the School Readiness Task Force in 2003 and has continued through the Kansas Early Childhood Comprehensive Systems Plan (KEECS), the Kansas Early Learning

Standards development, the School Readiness Data Initiative, and the Kansas Strengthening Families Plan, while systemic in intention, have focused largely on programmatic strategies that support the goals of the KEECS and needs of vulnerable children in the State: health, mental health, early care and education, parent education, and family supports. These initiatives, and the many others listed in Section A1, serve as the impetus for this proposal. We know it's both essential and timely to elevate our thinking and actions to the systems level. The Early Learning Challenge Team, described below, is assuming the lead in transforming this aspiration into a reality. Yet this Team is dependent on others, most especially the State's ECAC, to be successful. As noted in A-1, the ECAC serves as the state council for the KECCS Plan, the State's Child Care Development Forum Fund, the Head Start State Collaboration Office, and the Kansas Project LAUNCH initiative – the State's largest early childhood federally funded programs and services. The four goals of the ECAC application align well with the KECCS goals and complement the goals for Race to the Top. (See Appendix P for the ECAC goals.) Thus, the ECAC is an essential and crucial partner to the Early Learning Challenge Leadership Team in the systems-building work that underpins Kansas' High Quality Plan.

As stated already, the State of Kansas accepts the federal early learning challenge and commits to building a coordinated early learning and development system that has the continuing and adaptive capability to meet the needs of Kansas families and their young children through increased access to high quality early learning and development programs and services. Through this unified and focused statewide effort, we will “up our game” as a state and create the systemic state level supports that will enhance the ability of Kansas communities to provide the necessary quantity and quality of comprehensive programs for young children and necessary services for their families, especially those with high needs. **OUTCOME: All young Kansas children with high needs will enter kindergarten thriving and ready to excel in the early elementary grades.**

In order to move forward in our efforts as a state to promote school readiness for children with high needs means, we need to set in place a comprehensive and coordinated plan to improve the quality of early learning and development programs across Kansas. This work requires strong

support at the highest levels so that actions can be taken by state agency staff, intermediary organizations, and local leaders to meet the goals and objectives of the High Quality plan described below. During the process of writing this application, leadership and staff from the Office of the Governor, the State Department of Education (lead agency), the Department of Social and Rehabilitation Services, the Children's Cabinet/ECAC and the Department of Health and Environment have forged an even stronger partnership, creating a sense of shared purpose and excitement that the goal of a coordinated early childhood system in Kansas is just on the horizon. This new sense of purpose will now be directed toward crafting and/or aligning the necessary policies, procedures and practices that will lay the foundation for the systems change that is coming. Not only policies, but resource allocations will need to be reviewed so that they can be re-purposed, if necessary, to meet the requirements and components of the Plan.

But the plan can begin immediately to be implemented. It need not wait on new polices. With the support of the Leadership Team, the Early Learning Challenge Transformational Team (also described below) can start the work of re-tooling the current KQRIS into a statewide, Tiered Quality Rating System. This transition will require capacity, as well as time, effort and adaptive change on the part of the Kansas early childhood community. Still, they are eager to join the movement toward quality—the letters of support, the public comments, and the meetings in which the goal of a SYSTEM for CHANGE to IMPROVE QUALITY has been shared all point to the willingness of local, regional, and state professionals to start work on this early childhood systemic anchor.

Because Kansas is a rural state, many communities experience even greater challenges regarding the availability of resources. As a result, school districts, businesses, and child care providers have to come together and collaborate for the good of their children. To some extent, this is already happening—in many small communities, everyone knows each other and helps out when necessary. In small districts such as Rossville (near Topeka), the superintendent is a leader in bringing community members together to support a Kansas Preschool Program integrated classroom for three year olds and another for four year olds. In this rural community children in Head Start, who are receiving special education services and are at-risk for poor school readiness, work, play, and learn together. The adults are doing the same.

Building a system that supports integration of programs, promotes child performance through high expectations, and encourages blending of funding streams and programmatic decisions will enhance the quality of programs across the state, maximize the use of resources, and promote the school readiness skills of young children with high needs. A system that does these things—and the rest of the goals listed below, meets not only the Early Learning Challenge, but also the further challenges faced in many small rural communities that overlay the more typical ‘high needs’ with the needs for more resources, more quality staff, and more quality early learning and development opportunities for the young children in these communities. A key focus of the systems work is improving the literacy and language skills of young children with high needs. embedded throughout the system’s goals, objectives, and activities. Once a child enters school, reading skills and the ability to read at grade level are critical factors that either promote or impede success in both school and later in life. Kansas early learning and development programs will support early literacy through the high quality practices described in the Kansas Multi-Tiered System of Supports (MTSS) and embedded in the state’s expectations for high quality supports for families and young children.

The Kansas School Readiness Framework (2011, draft) seen in Appendix Q provides a birds’ eye view of the need for funding, policies, and system supports to create the environments necessary for school readiness so young children to thrive and enter Kindergarten with the skills they need to be successful in school. The goals for our High Quality Plan listed below will help Kansas develop the system infrastructure. School readiness for all children is an achievable goal—ambitious, yes, but possible when the components are in place and the system works. The goals for improving quality are listed below and will be achieved and sustained through development of unified and coordinated leadership (Goal 1). The wide availability of good early childhood learning and development programs, especially for high needs children, will be strategically increased through a process of re-tooling the state’s present QRIS and then transitioning to the TQRIS (Goal 2). The numbers will increase over time—and will exponentially increase once the system is fully implemented (2014) and the professional development supports are in place. The Workforce Knowledge and Competency Framework

(Goal 4) needs to be designed first, relying on current documents and teaching endorsements as well as taking advantage of the large quantity of professional development opportunities already in place. Goal 3 is focused on promoting school readiness skills and outcomes for young children with high needs through the consistent application of early learning and program standards . Improving quality through a continuous improvement process includes evaluating at all levels (state, local, program) and using the data gained to make thoughtful and intentional decisions around curriculum, assessment, and instruction that can increase the number of “school ready” children and improve system functioning .

Kansas School Readiness data over three years, in conjunction with the research agenda, give us a running start in knowing what makes a difference to the skill levels of entering Kindergartners in Kansas.

- ✓ Children who were read to every day had higher reading scores (2005-08) and scored higher on all academic achievement areas. (2007-08).
- ✓ Children who are considered ‘at-risk’ (low income, ELL, IEP) did not have as high a level of skill in all domains.
- ✓ Children who attended preschool for a greater number of years prior to K scored higher on many of the more academic areas.

Early learning opportunities—publicly funded preschool in this case—support skills in literacy, numeracy, approaches to learning, and other academic and developmental skills. Goal 5 provides the focus we need on kindergarten assessment and data collection to ensure the availability of longitudinal data to inform ongoing improvement in instructional and developmental practices and in the functioning of the State’s early childhood system.

Closing the readiness gap will require more intentional teaching that is individually, culturally, and linguistically appropriate to the age, interests, and needs of the child—and this teaching is best delivered by well-prepared professionals who have early childhood knowledge and pedagogical skills. The Kansas Multi-Tiered System of Supports (model (MTSS) framework provides structure for both training of professionals and for gathering the instructional data needed to make adaptations and adjustments so focused interventions can be sustained and used to promote children’s learning for all children, especially those with high needs and across all

domains of school readiness, targeting literacy as the first focused area for professional development as noted in Objective 4.3.

Our High Quality State Plan, organized around the five key reform areas described in the *Race to the Top Early Learning Challenge Application for Initial Funding*, will be implemented by the Partner State Agencies. Kansas' history of collaboration across multiple agencies and programs has set a foundation for successful coordination, most notably through the widely accepted School Readiness Framework, Kansas Early Childhood Comprehensive Systems Plan, and the State Longitudinal Data Systems Grant and emerging early childhood data work.

Kansas will rise to the Early Learning Challenge program by improving outcomes for children with high needs statewide and closing the readiness gap and the achievement gap between these children and their peers as a result of structuring, implementing and refining activities using all five Goals. A visual of the Kansas Goals and Mile Markers is located in Appendix R.

All the goals are critical components of the High Quality Plan—necessary for its implementation. However, it is Goal One that sits in the driver's seat and steers the course to excellence for the Kansas High Quality Plan. A summary of each goal can be found below. A description of the key activities for Goal One can be found in Section (A) (3). The remaining four goals, key objectives and High Quality Plans are in the sections that follow. For a description of the High Quality Plan with all goals and accompanying objectives and activities, see Appendix S.

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.

This first overarching goal will align resources and policies across the four Partner State Agencies (Department of Social and Rehabilitation Services, Kansas Department of Health and Environment; Kansas State Department of Education; Kansas Children's Cabinet and Trust Fund) and in turn the policies, practices and procedures carried out by their Departments and

Programs. Collaborative interagency leadership teams will utilize data from state and community-based programs to coordinate its work, receive and give input, support a working core team to complete specific time limited tasks, and identify topics to be addressed by the grants' partner group, the State Advisory Council for Early Childhood.

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.

Key strategies involve identifying how the existing KQRS system and Kansas early learning program standards can be re-organized and assessed in a manner that is valid, measurable and meaningfully differentiates program quality levels while still reflecting high expectations for program excellence. Preparation and training of Kansas early childhood educators to promote and enhance fidelity of implementation of the updated quality rating and improvement system will also occur through tiers of supports

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.

The third goal is best achieved by engaging broad stakeholder groups in the alignment and revision of the Kansas Quality Standards for Early Childhood Education Program and, the Kansas Early Learning Guidelines and Standards so align with the K-12 common core standards and with each other. This alignment will inform development of a Comprehensive Assessment System, which will promote curriculum, instruction, and assessment practices that are age appropriate and support learning and development. Trained educators, using evidence-based practices, will support children in the acquisition of competencies and skills that enhance their

later achievement and success in all areas of reading, math and positive behavior in 4th grade or later.

Goal 4.0: A statewide Kansas Workforce Knowledge and Competency Framework is developed 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.

A solid foundation for building a comprehensive system of professional development will be established after a common shared Kansas Early Childhood Workforce Knowledge and Competency Framework and a progression of credentials is in place. This effort will engage Kansas Community Colleges, Institutes of Higher Education early childhood teacher educators, and professional development providers in establishing a set of expectations of what Early Childhood Educators, including those who work with disabilities and English Language Learners, should know and be able to do.

Goal 5.0: Implement a comprehensive longitudinal data system that provides data for use in for improving, program practices, state and local services and policies, and enhances the abilities of program staff, families, and policy-makers to making data-driven decisions at all , that support efforts to close the readiness and achievement gaps of young children who have high needs.

The fifth and final goal partners with existing initiatives in order to have 1) early literacy, numeracy, and other content area data formally and strategically transferred from early learning and development programs to kindergarten and early elementary grades; and, 2) Kindergarten entry assessment data to inform professional development and evidence-based practices in both the birth to five early learning and development programs and the Kindergarten and early elementary. Our Statewide Longitudinal Data System will permit state, local programs, and parents 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 as will the Consumer and Provider Profile (CAPP) registry—a child care data base that will give parents a source for increased child care information. Critically, the data system

can also provide formative and evaluative information on the effectiveness of the early childhood system in supporting these outcomes for children.

The State Department of Education has been designated the lead agency and will rely on a working as well as a formal partnerships with the Department of Social and Rehabilitation Services and Kansas Department of Health and Environment to administer and successfully accomplish activities, should the grant be awarded. As a result of meeting the Early Learning Challenge, by the end of 2015 the children and families in Kansas will have more high quality choices in early learning and development programs, leading toward more vulnerable children entering kindergarten ready for success.

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

<p>Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):</p> <p><i>Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address</i></p>
<p><input checked="" type="checkbox"/> (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> (C)(2) Supporting effective uses of Comprehensive Assessment Systems.</p> <p><input type="checkbox"/> (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.</p> <p><input checked="" type="checkbox"/> (C)(4) Engaging and supporting families.</p>

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):
Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):
Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The State has determined to address the following Selection Criteria from Sections (C), (D) and (E):

From Section (C), we select C1, C2, and C4. Kansas has had Early Learning Standards since 2006 and believe that revising them to align with K-12 common core standards will provide one of the pillars of quality that are required to improve early learning and development programs and promote instructional linkages with the K-12 system. A Comprehensive Assessment system is also necessary to improve child outcomes, and Kansas has a strong foundation in this area and efforts already underway to improve what is in existence. Family engagement is always an important component for school readiness and is a central part of several existing initiatives such as the KEECS plan, Project LAUNCH, and of course our Parents as Teachers program and Head Start/Early Head Start programs. So again, Kansas is in a strong position to elevate its efforts in

this arena. *C3: Identifying the health, behavioral and developmental needs of children with high needs to improve school readiness* is not a focus of the Kansas plan, but will still be addressed, although not as intensively as it would be if it was selected, through using standards and assessments that address all the essential domains of school readiness and through the Children's Cabinet's continued support for the KEECS plan and Project LAUNCH.

The Workforce Knowledge and Competency Framework must be defined and implemented before a complete professional development system can be developed and implemented. Thus D1 is a critical first step toward a fully implemented professional development system. The choice by Kansas, therefore, is to focus its strongest efforts and resources on developing this Framework, so the professional development system needed to support early childhood educators in improving their knowledge, skills and abilities is in place, allowing the TQRIS to be ready for implementation prior to the end of the grant award. The requirements for D2: *Supporting Early Childhood Educators in improving their knowledge, skills, and abilities* include implementing policies around using the Workforce Knowledge and Competency Framework along with increasing the number of Early Childhood Educators who have the skills described in the Framework. Kansas will incorporate aspects of D2 as it moves toward developing and eventually implementing professional development system.

Finally, both sections of E: *Measuring Outcomes and Progress* are included in the Kansas High Quality Plan. Kansas has a Kindergarten Entry Assessment and is already in the process of testing a revised version for reliability and validity. The State Longitudinal Data System has an early childhood component described in section E2 so moving forward on the coordination and integration of the K-12 system and the birth to five comprehensive data system is clearly an achievable goal.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components

reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- *For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.*
- *The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).*
- *A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).*

Evidence for (A)(3)(c)(1):

- *The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).*
- *A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)*

Evidence for (A)(3)(c)(2):

- *A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)*

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency

coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

Kansas is writing to Selection Criteria (A) (3): **Aligning and coordinating early learning and development across the State.** First, an overview of the current status of participating agencies' interagency coordination and collaboration is provided, with a list of letters of support and other evidence required for this Section, including a description of the organizational structure for managing the grant and the governance-related roles and responsibilities. Finally, **High Quality Plan GOAL 1** and its objectives and activities are provided. **Goal 1 is the driver** of the Kansas High Quality Plan—a cohesive statewide system is the critical step to implementing, maintaining, and sustaining the continuous quality improvement of all early learning and development programs.

Current Status

As was noted in Section A1, Kansas has a long history of working across agencies and organizations to maximize use of resources and promote shared activities directed at a common goal: working to making Kansas a 'ready state' with an infrastructure that supports communities, families, and children so children are 'school ready' and school success is achievable for all.

Initiatives such as developing the Kansas Early Childhood Comprehensive System (KECCS) plan started the process moving towards system-building. Following the Early Learning Coordinating Council (ELCC), the Early Childhood Advisory Council (ECAC) was created to maintain the momentum of the ELCC and continue building a system for early learning and

development programs across the state. A State Early Childhood Interagency Team worked to create good working relationships among the agencies that administer these programs for young children and their families. It is particularly critical that the programs which serve children with high needs are a part of the core state team so that coordination and alignment of standards, services, and supports can occur.

Goal 1 of the High Quality Plan is KEY for the Kansas reform agenda: The State system will be coordinated and aligned so that past initiatives can be built upon and the current system plans can be strengthened. The Goal is given below, followed by objectives and activities that lead to implementation of a strong, sustainable system for early learning and development in Kansas.

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

Objective 1.1 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 1.1.1 The ELC leadership team is formalized through an organizational structure.
Timeline: Winter, 2012, supported by 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.
Timeline: Spring, 2012 by ELC Leadership Team.

Objective 1.2 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 1.2.1 The Transformation Team is established and formalized through an organizational structure.
Timeline: Spring, 2012, supported by Grant Manager and ELC Leadership Team.
- Activity 1.2.2 Decision-making structures and roles and responsibilities are formally approved and used in Transformation Team meetings.
Timeline: Spring, 2012 by Transformation Team.
- Activity 1.2.3 Plan and begin implementation around topics and tasks specific to the grant.
Timeline: Summer, 2012 by 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 1.3.1 Develop cross-walks across specified systems components for the purpose of alignment and coordination
Timeline: Begin Summer 2012 and ongoing by Transformation Team and Other core team members, small workgroups as needed.
- Activity 1.3.2 Monitor the development of stakeholder group to ensure diversity of group, be sure that literacy is a focus, that rural issues are taking into account, and that high needs families are represented.
Timeline: Begin Fall 2012 and ongoing by ELC Leadership

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 1.4.1 Using data from multiple sources, develop policies that support early learning programs around quality.
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 1.5.1 Develop process to gather data

Timeline: Fall 2012 by Transformation Team.

Activity 1.5.2 Share data at team meetings for analysis and interpretation

Timeline: spring 2013 and ongoing, by Transformation Team.

Activity 1.5.3 Share results of analysis with ELC Leadership Team to move toward policies at the state level.

Timeline: spring 2013 and ongoing, by Transformation Team

Objective 1.6 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 1.6.1 Develop communication plan that includes current and new partnerships with multiple organizations, including early learning intermediary organizations

Timeline: Spring 2013 by 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.

Timeline: Spring 2013 by 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.

Timeline: Summer 2013 by Transformation Team and ELC Leadership.

Creating the structure for managing the grant and, in turn, building the State System as defined by GOAL 1 of the High Quality Plan requires intentional planning and far-sightedness. Below is an overview of the work that needs to be done and a description of the Structure.

The organizational structure for the grant consists of two components: lead agency grant management and the governance structure seen in Table A below. KSDE is the Lead Agency for the grant. Details of roles and responsibilities are further described in the Budget Section, Parts I and II.

**Organizational Structure
State of Kansas Early Learning Challenge
Race to the Top Grant**

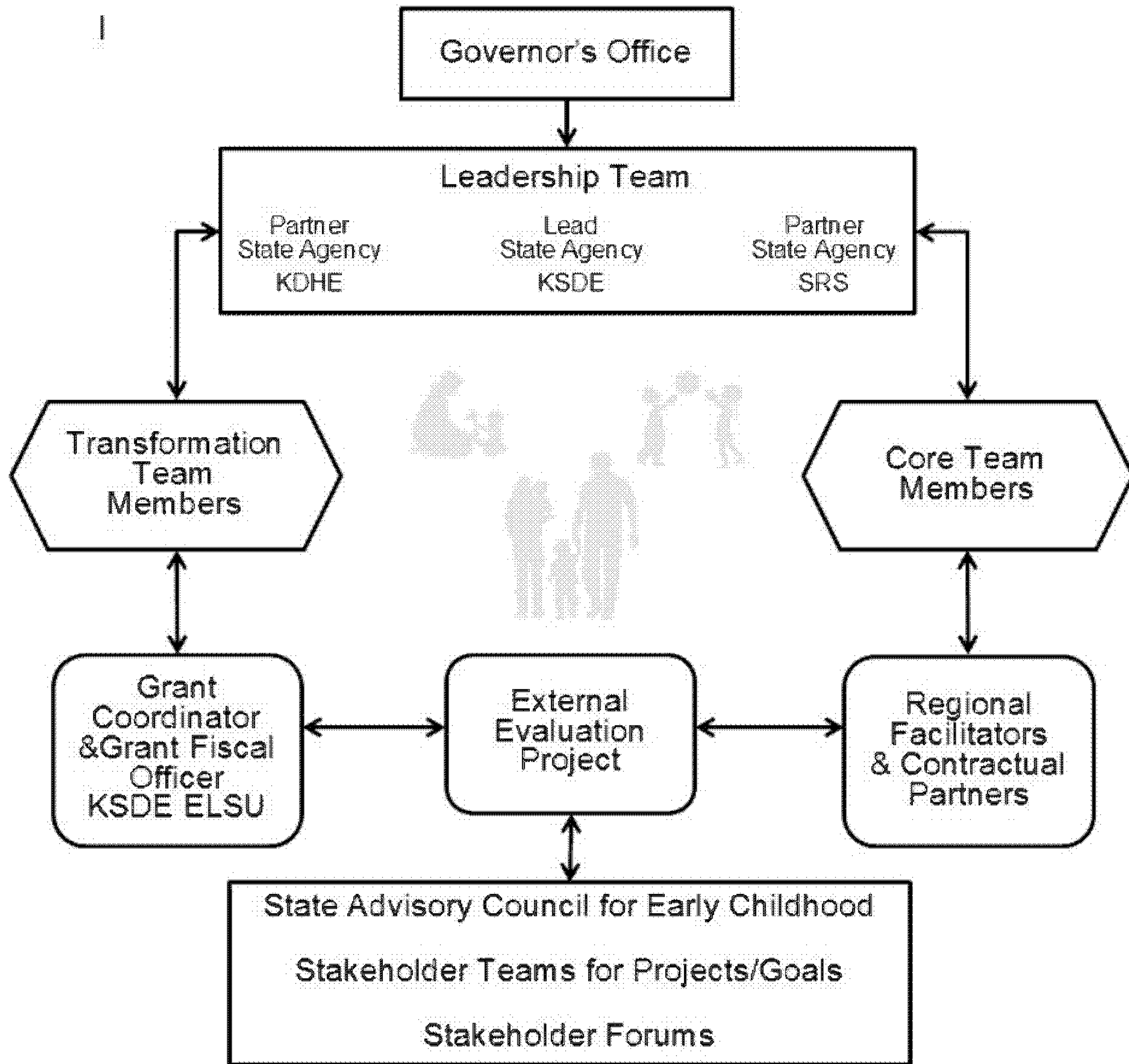


Table A. Organizational Structure – State of Kansas Early Learning Challenge

Table A (see above) illustrates an intended communication flow between the Governor’s Office, the lead agency, KSDE, and Partner agencies of Social and Rehabilitation Services and the Kansas Department of Health and Environment, the project director, the project coordinator, a project accountant, relationship with the Evaluation Team, and the interchange between the

Transformation Team and ELC Core team, ECAC advisory council and stakeholder groups. In addition, reports will be submitted to the State Education Advisory Council for Special Education at least twice a year and the State Interagency Coordinating Council and presentations will be provided upon request. Team Responsibilities and partnerships on objective and activity implementation are detailed in the High Quality Plan under each goal area. It will be necessary to establish a Logic Model for the project in the first quarter of operation. At this time, the timelines for the goals and objectives will be revised, as needed.

Collaborative work is hard but collaborative work pays off. Communication, accountability, and sustainability are strengthened when people work together. As a result of these combined efforts we will stay within the budget, adequately meet the timelines and goals since the workload and responsibilities are written to achieve the outcomes associated with the proposed activities.

The Kansas Early Learning Challenge

Early Learning Challenge Team Process

Grant Implementation: The successful operation of the Early Learning Challenge teams will be achieved by using a set of simple planning tools. See Appendix T for proposed feedback loop for the Early Learning Challenge Teams. Each Early Learning Challenge team (Leadership, Transformation, and Core) will be expected to complete the following for their team:

- a) Membership Charter with name, representation, specific responsibilities, leadership team norms, and identification of the frequency of team meetings.
- b) Decision Making-Method Form is completed and identifies which decision method (consensus, majority rule, minority rule, averaging, expert, authority rule with discussion, authority rule with discussion) will be used with which type of decision.
- c) Communication Planning Form identifies who the team is going to communicate what, to which stakeholders, when and how often, by whom and how, and the feedback requested.

Use of the above structured collaborative teaming format may be considered somewhat unusual at a state systems level, yet it appears the data presented may infer a different approach is

warranted. The organizational and governance structure being proposed for the Kansas Early Learning Challenge is modeled after a management structure the State Department of Education uses to deploy the statewide Kansas Multi-Tier System of Supports (MTSS) Framework. MTSS formally started in August of 2007 with a handful of schools and districts and is now in over 600 buildings in 75 districts (289 school districts total). Historically, this structure has proven capable of supporting and functioning on a large scale and from multiple agencies. Additionally, Kansas MTSS soon have data on the effectiveness to help inform the work of the Early Learning Challenge teams.

The processes that leadership teams use when planning and implementing the content of the MTSS framework are founded in the Implementation Science research, help maintain fidelity of implementation, and ensure coordination and alignment. Use of a feedback loop puts into action a Policy-Informed Practice (PIP)/Practice Enabled Policy (PEP) feedback loop, developed by Dean Fixen, that does not “cost money” but does take the commitment of individuals.

Leadership Team Roles and Responsibilities:

a) Ensuring communication and alignment of policies, procedures and practices, b) assigning Transformation team membership, reviewing Transformation Team work and documents to ensure alignment and c) ensuring bi-directional communication within their respective agencies regarding alignment of all efforts, d) receiving project evaluation data and using data to monitor and adjust, e) participating in project evaluation.

Leadership Team: Proposed Membership: Governors’ office, Commissioners from SRS, KDHE and KSDE, KSDE Lead Agency Contact, and Partner State Agency Contacts persons (if different). External Evaluation Team Coordinator (ex-officio), Ethan Erikson, KSDE Director of Finance (ex-officio).

Transformation Team

Roles and responsibilities: To ensure consistency and support for the statewide Early Learning Challenge efforts by a) advising/providing advice for grant management b) reviewing and finalizing federal reporting, accounting, responding to state, ED, HHS requests for project information c) Chair is responsible for communication between and with the Leadership Team. d) Ensure communication between their respective agencies/programs regarding ELC goals and

efforts, e) Establish alignment of all efforts, f) Establish and support core team workgroups to complete specific time limited tasks, g) identify topics to be address by advisory group.

Proposed Membership: KSDE Lead Agency Contact, KSDE Early Learning Services Unit Coordinator, KDHE Partner State Agency Contact, and SRS Partner State Agency Contact, the Head Start Collaboration Director, Children's Cabinet Executive Director or designee, KSDE ELC Grant Coordinator (and Core Team Member lead for State Systems) KSDE ELC Project Accountant, Deputy Commissioner of KSDE Learning Services or designee, Core Team Member lead for TQRIS, Core Team Member for Standards and Assessments, Core Team Lead for Workforce Development, Core Team Member Lead for Measured Outcomes/Data, Ex-Officio External Evaluation Team member.

ELC Core Team

Roles and Responsibility are to build and support capacity within the statewide system of recognized Early Learning Challenge Facilitators. This is done through: Training and Coaching of all Recognized Early Learning Challenge Facilitators; Development of materials to support Recognized Early Learning Challenge Facilitators and programs/providers/schools during structuring and implementation. (With exception of Grant Coordinator) Core team members "employers" will be from a multiple agencies, including the lead agency KSDE, SRS, KDHE part C, and the successful bidder to operate the Kansas Early Learning Challenge Network. After getting established, the Kansas Early Learning Challenge Network will operate and manage the ELC Core team and the system of ELC Recognized Facilitators.

Proposed Membership: Lead for State Systems/ELC Grant Coordinator ; Project Director of ELC Network ; Lead member for TQRIS from partner agencies ; Lead member for Standards and Assessments, Lead member for Workforce Development, Lead member for Measured Outcomes/Data, Lead member for ELC Recognized Facilitators, External Evaluation Team member(s) Ex-officio.

Recognized Early Learning Challenge Facilitators

Recognized Early Learning Challenge Facilitators do not have a direct governance role, but could have representative on the advisory council. The term Recognized is used to distinguish individuals who successfully attended RTTT-ELC training of trainers sanctioned facilitator training and is a critical piece to maintaining fidelity of implementation. A primary role of the

ELC facilitator is to provide coherent training, coaching, and ongoing support to existing Kansas professional development providers, state agency staff, technical assistance providers, university faculty, and associations, intermediary organizations, on new content/evidence based practices. *who in turn* will provide direct support to local programs and schools across Kansas as local adoption of the new evidenced based practice occurs within their early learning and development programs and/or school-based child care centers. Target would be to train 10-15 first year plus the core team members.

Proposed Membership: will generally include part time personnel including individuals such as existing exemplary teachers, professional development providers, university faculty, service center staff, child care resource referral staff; county health department staff etc. Individuals are located across the state and receive training and support from the Early Learning Challenge Core Team members. Compensation for work will be made on a contractual basis.as needed.

This monumental MTSS systems change is occurring in large part due to the management structure (Leadership Team, Transformation Team, Core Team, Regional Facilitators) the system has operated because it involves stakeholders at multiple levels, demands individual and team accountability, celebrates team and learner success, and embraces improvement.

There will be three primary methods for involving representatives from participating programs, early childhood educators, parents and families, and families of children with high need in the planning and implementation of the activities carried out by the grant. The first is through the grants advisory council which will be the Early Childhood Advisory Council. The ECAC will support Race to the Top efforts by coordinating efforts with stakeholders and leaders on policy priorities, convening partners and building collaboration, and monitoring progress on early childhood outcomes. ECAC is able to provide resources, connections and convene courageous conversations that will be needed in order to institutionalize the changes envisioned by this proposal for the early childhood system while assisting with sustaining funding structures, policymaking and service-delivery. In turn, the Early Learning Challenge Grant goals and objectives have been intentionally designed to not only complement those of ECAC, but accelerate progress throughout the entire system. Early Learning Challenge funding will

accelerate ECAC goals by establishing an infrastructure to support and sustain implementation of the ECAC outcomes for many years.

In addition a second method will be through quarterly Early Childhood Forums held to facilitate communication between the ECAC and the larger early childhood community. The Forums provide an opportunity for sharing information, professional development, soliciting feedback, and networking across the State. The 2009 KECCS Impact Survey identified the well-attended stakeholder meetings as a valuable tool for systems building. Partners from across the State have commented about the Forums that “it is so helpful to hear what is going on around our state” and “I [make] important connections.” Stakeholder meetings are inclusive; open invitations will be posted on the KECCS and Partner Agencies websites, and are distributed through ECAC partner agencies, that include the PSA. This is an example of how coordination of efforts is mutually beneficial. This is important in a rural state when the majority of the population is in the Eastern third and the State is 800 miles from end to end. Time is precious because professionals are often also parent-professionals and must wear multiple hats simultaneously. Attendance at the Forums averages between 80 and 100 early childhood partners from across the State, including both State and local agency representatives. The Forums are held as joint meetings with the Child Care Advisory meetings, conducted as part of the Child Care Development Fund (CCDF). Coordinating these meetings has streamlined communication with partners, increased the opportunities for networking and collaboration among a diverse group of partners, and maximizes time and resources of agency staff.

The third method is through stakeholder participation in the grant product/policy design feedback process that will be used across objectives and activities. This process is evident across the objectives and activities. The model used will bring together Kansas experts who represent urban, rural, families, universities and the various types of early learning and development programs who then create the product/process. A nationally recognized expert will be used to validate and guide the work of the Kansas-based experts. As a result of these interactions, the capacity of Kansas has been increased. Frequently, these “Kansas experts” are recruited to become trainers of evidence-based practices. The opportunity to give back to the profession while growing professionally is valued by many statewide and is evident in the number of people

who have volunteered to help with past grant activities and those who described their interest and capacity for sharing their expertise in their letters of support.

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

Table (A) (3) 1 describes in detail the roles of each grant partner and the Grant Activities and efforts they are helping support.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Kansas Department of Education Office of the Commissioner Learning Services Division	Lead State Agency Leadership Team & Management Team Leadership Team & Management Team
Kansas Dept. of Health & Environment – Office of the Secretary Licensing Part C	Partner State Agency Leadership Team Transformation Team & Core team Transformation Team & Core team
Kansas Social and Rehabilitation Services Office of the Secretary	Partner State Agency Leadership Team Transformation Team & Core Team
Other Entities	
State advisory council on early childhood education and care Children’s Cabinet/SRS	Advisory
State Board of Education	Advisory
IDEA Part B State Advisory Council for Special Education	Advisory
Other State Interagency Coordinating Council for Part C of IDEA	Advisory

Stakeholder input was gathered in a variety of ways. The writing team for the Kansas Early Learning Challenge application was composed of members from the Participating State Agencies

and all members advertised the availability of input into the grant writing process through presentations, list serve distribution, and meetings. Additionally, online comments were collected on the Kansas Race to the Top—Early Learning Challenge webpage. Finally, an open public comment session was held on October 3, 2011. Copies of the input provide are included at the end of the Letters of Support in Appendix JJ.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Lori Alvarado Executive Director Kansas Head Start Association	Yes
Nancy Atwater, President Kansas Association for the Education of Young Children	Yes
Kathy Easterly Kansas Division for Early Childhood	Yes
Joan Dunn, President Kansas Parents As Teachers Association USD 489 Hays	Yes
Leadell Ediger, Executive Director Child Care Aware of Kansas	Yes
Dr. Eva Horn, Chair State Interagency Coordinating Council Professor of Special Education University of Kansas	Yes
Fred Patton, President Dr. John Heim, Executive Director Kansas Association of School Boards	Yes
Eldonna Chesnut Kansas Public Health Assoc.,	Yes

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Inc.	
Jerry Bailey, Director Institute for Education Research and Public Services University of Kansas Phone: 785-864-0548	Yes
Dr. David Lindeman, Director Kansas Inservice Training System, Inc. Kansas University Center on Developmental Disabilities	Yes
Dr. Jean Ann Summers, Director Beach Center on Disability University of Kansas	Yes
Jane Groff, Director Kansas Parent Information Resource Center	Yes
Mary Beasley USD 373 Harvey County Special Education Cooperative and Cooper Early Education Center Local Interagency Council	Yes
Jim McDaniel, Superintendent USD 321 St Marys, KS	Yes
Dona Booe, CEO Kansas Children's Service League	Yes
Deanna Berry, Executive Director Russell Child Development Center Local Interagency Council	Yes
Karen Pahls Mitchell County Early Learning	Yes

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Council Local Interagency Council	
Eldonna Chesnut, Child Care Licensing Supervisor Johnson County Health Department	Yes
Tyler Nottberg, Chairman & CEO U.S. Engineering Company Jonathan Freiden, President & CEO, U.S. Toy/Constructive Playthings Alliance for Childhood Education	Yes

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

- (1) Is adequate to support the activities described in the State Plan;*
 - (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and*
 - (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and*
- (c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.*

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).*
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.*

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).*
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).*

Narrative for (A)(4)(a) & (A)(4)(c):

The outcomes of the Kansas High Quality Plan will be able to be sustained after the life of the grant due to the intentional design built into the structure of the activities, leveraging of existing resources and strategic allocation of new dollars.

The activities described to carry out the Kansas High Quality plan are basic to the structure and function of State Agencies: for example: policy analysis (Goal 1) standards and assessments (Goal 3) professional development (Goal 4) and monitoring for improvement (Goal 5). The Kansas Early Learning Challenge difference is HOW the work will be designed and carried out between agencies. The Goals, Objectives, and Activities will provide a rally point, and ongoing feedback will provide the fuel to learn new ways/behaviors to conduct collaborative work. The Early Learning Challenge shared agenda and investment will move these three State Agencies from collaborating “by accident” to aligning for mutually beneficial gain and improved effectiveness.

Secondly, projects have been intentionally designed to build capacity and not solely rely on specialized ELC initiative or model be sustained successfully. (Operation of the ELC Core Team by a Kansas organization or local education agency (Goal 1), ELC Regional Facilitators (Goal 1), building skills/retooling of existing professional development providers goal 2: TQRIS, Goal 3, and expanding utilizing the State Data System Longitudinal grant to build features that agency leaders, teachers and families can use to assess status and progress. Finally the budgetary line items included in the proposed Early Learning Challenge were carefully analyzed prior to inclusion. The amount applied for is what we need to do the work. As stewards of our nation’s resources, additional funding can spur innovation and growth, but implementation cannot be dependent upon funds that cannot be sustained! As a result, retooling existing sources of funding for effective evidence-based practices, and strengthening the ability of programs to scale up were serious considerations during application preparation. Kansas has had considerable experience with grant funded statewide change efforts funded by grants has proven that relationships and ownership is key to making the innovation/change long lasting and is more important than the money. That being said, the commitment providers, teachers, and families make can be lessened by providing a small incentive to reduce the hardship. As a result, the adults can get involved, learn new skills, become rejuvenated, and become self-motivated.

Thirdly, a primary consideration during planning was the temporary nature of this funding source. As a result, only the costs considered necessary and reasonable to establish an infrastructure, initiate and scale up activities were included in the budget. The state of Kansas workforce will not expand as a result of the ELC RTTT grant positions. The grant funded position responsibilities are time limited and tied specifically to the short and intermediate outcomes of the grant. Staff positions included in the grant are essential for the intensive start up and installation of new work during the four year grant period or viewed as an injection of high-impact short-term resources.

Fourth, support of this project after federal funding is evident due to the four month time commitment by agencies and programs in developing this proposal, but also in their in-kind contributions should the grant be awarded. Additionally all other available resources relevant to the project have been identified. Partners have committed to sustaining activities, since in some instances the activity is underway, has a budget, has an existing system built to support it, but the delivery of content will likely change to meet the definitions contained in the ELC RTTT such as Kansas TQRIS (Goal 2: TQRIS). Additionally, the project will support local capacity development to implement the systemic improvements proposed here. Capacity development for local providers, to the greatest extent possible, will use Kansas based experts, thus saving travel costs and building state capacity (Goals 2 and 3). The activities/strategies being proposed are practical yet meaningful. For example, the Communities of Practice framework to accomplish project goals assists local participants to recognize that braiding resources can be mutually beneficial and that program improvement necessitates ongoing commitment to results rather than time-limited innovations (Goal 4).

Part B IDEA Funding will be used to help support the professional development (Goal 4) and TQRIS (Goal 2) components of the grant. Section 619 IDEA funding will be used to improve teaching through helping to support the professional development (Goal 4) portion of the grant work. The State Longitudinal data system grant is currently working on a web-based application for early childhood programs located at the KSDE. This funding will help to support the data systems work in the grant (Goal 5).

ECAC funding will be used to help support both the professional development and data aspects of Race to the Top. Both of those areas are targeted in the Kansas ECAC work and the funding applied for in this application will be braided with ECAC funding to ensure a comprehensive and coherent systems.

The Master Tobacco Settlement (known as the Children's Initiatives Fund) funds a variety of evidence based early childhood programs in the state. As the TQRIS system is developed, CIF in the early Childhood Block Grant and Smart Start funding will be used to help develop the a statewide system in conjunction with SRS, KDHE and KSDE.

Additionally, a fully justified and itemized budget narrative is contained in the section of this proposal preceding Part III, Selection Criteria.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.*					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>IDEA Pt B</i>					
<i>EC-MTSS</i>	\$200,000	\$200,000	\$200,000	\$200,000	\$1.2 million
<i>TASN Coord.</i>	\$100,000	\$100,000	\$100,000	\$100,000	
<i>IDEA 619</i>	\$615,000	\$615,000	\$615,000	\$615,000	\$2.46 million
<i>TASN-KITS</i>					
<i>SLDS</i>	\$88,000	\$75,000			\$163,000
<i>State Preschool Program</i>	\$ 1 million	\$ 1 million	\$ 1 million	\$ 1 million	\$ 4 million
<i>ECAC</i>	30,000	30,000	0	0	60,000
<i>Master Tobacco Settlement</i>	50,000	80,000	80,000	80,000	290,000
<i>*Every effort is made to maximize and leverage funding, the amounts listed are projected and subject to yearly legislative and congressional appropriations.</i>					

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that –

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;*
- (2) A Comprehensive Assessment System;*
- (3) Early Childhood Educator qualifications;*
- (4) Family engagement strategies;*
- (5) Health promotion practices; and*
- (6) Effective data practices;*

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards¹⁵ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).*
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--*
 - A copy of the tiered Program Standards;*
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;*

- *Documentation of how the tiers meaningfully differentiate levels of quality.*

Kansas is writing to Selection Criteria (B) (1) (a- c) **High-Quality, Accountable Programs.**

Supporting evidence and descriptions of the current model and documents developed are described below. Following this description of the current status in Kansas, including a description of the existing Kansas Quality Rating and Improvement System (KQRIS), is a section on gaps and needs related to Kansas meeting Selection Criteria B1, followed by the Kansas High Quality Plan with Goals, Objectives, and Activities that will be used to meet those needs and close those gaps. Finally, a concluding statement will make the connections between current status and future outcomes of the Kansas plan for high-quality accountable programs.

Current Status

The Kansas Quality Rating Improvement System (KQRIS) is a quality rating system for center-based and family child care programs based upon the Qualistar Early Learning QRIS system.

KQRIS is a tiered quality rating and improvement system that assesses early learning programs on the following five components/indicators of quality: 1) Learning Environment 2) Staff Training and Education 3) Family Partnerships 4) Ratios and Group size and 5) National Accreditation status. KQRIS uses a point system method for determining the program's rating. Each of the five components is worth a certain number of points. Each level or star is based upon a range of points, e.g. 1-10. (See Appendix U for an overview of the KQRIS.)

Since the models' inception in 2005, 133 (less than 1%) Kansas early learning programs have received a "Star" rating. In 2005, 39% of KQRIS programs were ranked in the top two tiers. In 2011, 56% (75 of 133) of the programs were ranked in the top two tiers.

While not aligned with the Kansas Quality Standards for Early Childhood Programs, the Kansas QRIS Learning Environment component includes general standards focused on curriculum. The KQRIS uses the Early Childhood Environmental Rating Scale-Revised (ECERS-R) or its partner instruments, the Infant and Toddler Environmental Rating Scale-Revised (ITERS-R) or the Family Child Care Environmental Rating Scale-Revised (FCCERS-R) to assess not only the physical environment and learning material, but also the learning experiences child receive in these settings. Research noted in the 2008 Rand study (Assessing the validity of the Qualistar Early Learning Quality Rating and Improvement System as a tool for Improving Child Care Quality; Zellman, G., Perman, M; Le, V.; and Setodji, C. 2008. Rand Cooperation) has shown

that the ECERS-R, ITERS-R and FCCERS-R tools are both culturally and linguistically appropriate. Kansas QRIS programs are required to share child assessment information with families on a regular basis.

The Kansas QRIS Training and Education component allows programs to earn points for in-service training, earning college credits, receiving a CDA or Montessori Certificate, an AA degree, BA degree and a graduate degree.

The KQRIS includes a system of training for raters and coaches. KQRIS has a comprehensive Implementation Manual for Raters (assessors) who collect and report KQRIS rating data. Raters receive 8 weeks (approximately 640 hours) of intensive pre-service training which includes 3 weeks of field practice using the ECERS-R, ITERS-R and FCCERS-R, followed by an additional week to establish stable inter-rater reliability. All Raters are required to reach agreement with an 'anchor' within one point per item for at least 85% of the items on each scale. Throughout the year, raters undergo regular inter-rater reliability checks to maintain consistency and minimize assessor drift.

KQRIS has a comprehensive Implementation Manual for KQRIS Coaches who provide technical assistance to participating programs. The KQRIS Implementation Manual for Coaches includes information on the background and history of KQRIS, policies and procedures, coaching guidelines and coaching philosophy, coaching visit guides, caseload recommendations, recommended reading, training requirements, instructions for documenting and reporting technical assistance, forms, resources for supporting a KQRIS learning community and recommended resources for supporting KQRIS participants. Coaches and other technical assistance providers are supported through Train-the-Trainers sessions.

KQRIS also has a pre-rating manual for participant programs called *Getting Ready for Ratings* that includes information on all five components included in the quality rating system. The manual includes the definition and rationale for the inclusion of each component in the KQRIS, self-study materials to gather and examine documentation and evidence, and resources for improvement, including instructions for calculating the rating score during the self-study.

The family engagement component is a strength for KQRIS as is the accessibility of the reports to the public. A Quality Rating Summary Report (See Appendix V for an example report) is a written report available to families that includes information about the overall Tier/Star Level for the program their child attends or a program in which they are interested, lists the points earned in each of the five rating components as well as two strengths and two areas for suggested program improvement. The report is available through on-line child care referrals as well as provided to the family in a hard copy through phone referrals. Information about individual program Star Ratings is also available on the Resource & Referral Agency website.

On-line “Virtual Tours” are available to allow families yet another way to research and find programs with a KQRIS Quality Rating. The Virtual Tour includes information about the program’s hours of operation, as well as information on staff education, learning activities, outdoor environment, requirements for naps and meals, special activities, curriculum, and teaching philosophy. Color photos enhance the virtual tour by allowing families to see the program in action.

Family engagement activities include sharing child assessment information with families on a regular basis. Practitioners must show evidence that the early learning program promotes and creates opportunities for positive parenting; parenting skills and knowledge; parent involvement, leadership and decision-making; provides opportunities to strengthen parent-child relationships, communication and community involvement; and ensures families know about community-based support systems for themselves and their children. Families are also surveyed to ensure that families know about and are offered the partnership services.

Kansas needs to be addressed in the High Quality Plan

In its current state, **the Kansas QRIS does not include the Early Learning Standards as an element to earn points**, in the overall QRIS standards. The ELC grant resources will enable Kansas to strengthen this element of the quality rating and improvement system.

Kansas QRIS programs are required to be licensed in order to access the QRIS system, but there is **no procedure in place to update that licensing status** check throughout the KQRIS process.

Because the licensing status is checked at the beginning of the KQRIS process, it is possible for participating programs to have a change in licensing status during the KQRIS process. A system that allows for updating on an ongoing basis is needed, as well as a strong link with the Child Care Licensing system.

The Kansas Quality Standards for Early Childhood Programs, while based on research and developed with broad stakeholder input, are out of date and in **need of updating**. Additionally, a **method to meaningfully differentiate program quality** using those standards will need to be developed and validated. Kansas needs Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards, (d) program quality ratings that are publically available; and (e) includes a process for validating the system. Additionally, components of the process will address the differing needs of the multiple types of Early Learning and Development Programs in Kansas.

The objective and activities for updating the Program Standards is contained in the following section: C 1: Promoting Early Learning Outcomes as the both documents need to undergo revision, alignment, and repackaging.

Over the course of six years 133 programs have completed the KQRIS, out over 7,000 + programs. According to Christine Johnson-Staub, “a QRIS can only be effective in improving the overall quality of programs and increasing participation in high quality programs if it reaches a significant portion of the child care and early education market, and especially those children who need it the most”(CLASP, October 2011). **The statewide participation in a rating system needs to increase**. Additionally, there is a need to establish an ongoing, consistent method to **ensure that programs remain in good standing with state licensing regulations** throughout their participation in the QRIS.

The Kansas High-Quality Plan objectives to respond to these needs are contained in the following Goal, Objectives and Activities:

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

Objective 2.1 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 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.

Timeline: completed Fall 2012 by 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.

Timeline: Completed by Spring 2013 by Transformation Team and stakeholder group.

Objective 2.2 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 2.2.1 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.

Timeline: Completed Summer 2013 by Transformation Team and Stakeholder group

Activity 2.2.2 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.

Timeline: Completed Fall 2013 by ELC Leadership Team

Activity 2.2.3 Using data from exploration activities completed in Objectives 2.1 and 2.2, the Transformation Team generate a set of recommendations for a 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.

Timeline: Completed Fall 2013 by Transformation Team and ELC Leadership Team

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹⁶ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
State funded preschool: Four year old At-Risk	X	^a	X	X	X		
Children's Initiative Fund: Pre-K Pilot	X	^a	X	X	X		X ^b
Parents As Teachers	x	x	x	x	x	x	X
Programs funded under IDEA Part C	X		X	X			
Programs funded under IDEA Part B, Section 619	X		X				
Kansas Early Head Start/ Head Start	X	X	X	X	X	X	
Licensing/			X	X			

¹⁶ Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹⁶ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
CCDF programs			X	X			

^a*Explanation for Table (B)(1)(1) ^a 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. ^b Collaboration among community early childhood partners is required to meet application assurances and must be described in the application.*

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).

PAT programs use the Protective Factors Survey.

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;*
- (2) Early Head Start and Head Start programs;*
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;*
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and*
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;*

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B) (2) (c).

Kansas is writing to Selection Criteria (B) 2 **Promoting participation in the State's Tiered Quality Rating and Improvement System.** A description of the current status in Kansas is

provided followed by a summary of the needs related to meeting Selection Criteria B2. The Kansas High Quality Plan with Goals, Objectives, and Activities that will be used to meet those needs and close those gaps follows. Finally, a concluding statement will make the connections between current status and future outcomes of the Kansas plan for high-quality accountable programs.

Kansas has supported program participation in the current KQRIS through the Children's Initiative Fund administered by the Children's Cabinet. The KQRIS has established a foundation from which future High Quality Accountable Programs will spring, but lessons learned indicate that there are some necessary changes that must take place before a re-tooled Tiered Quality Rating and Improvement System can be implemented and carried to scale in Kansas.

Additional practices across the state have complimented these efforts due to the resourceful nature of Kansans. At a minimum, the Kansas Preschool Program process has used lessons learned from the Four Year Old At-Risk program and the CIF funded Pre-K Pilot Program to develop a set of quality indicators that are ready to be shared with the Transformation Team and other stakeholder groups as a 'place to start' to improve quality. (See Appendix K for a copy of the Kansas Preschool Program proposal.) Other initiatives have provided funding and other incentives to increase participation in high quality programs and can be used to develop a plan for future policies and practices that are effective in promoting interest in participation in a system of quality as well as to improve the supports that are available to help families afford the high quality care.

Kansas has demonstrated commitment to increasing standards, professional development supports and incentives for Early Learning and Development Programs who serve High Needs Children. As evidence, the results of the additional CCDF funding in Federal Fiscal Year 2009. Supplemental Discretionary Funding for the Child Care and Development Fund (CCDF) Block Grant is presented. Since receiving the award (\$18,415,435.00) in April 2009, several projects funded focused on quality enhancement within Early Learning and Development Programs who serve one of the targeted groups of high needs children. A Summary of some of those quality initiatives follows.

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 a 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 (Resource and Referral Agency): 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: Core Knowledge curriculum (199); ASQ-3 & ASQ-SE (152); Center curriculum (13); after school curriculum (46); and Special needs curriculum (74).

Scholarships were awarded to eleven center directors for participation in the BELIEF 2011 Early Childhood Leadership Institute. Eleven scholarships were awarded for attendance at the CCPC Conference. Two scholarships were awarded for attendance at the Midwest Leadership Summit.

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.

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 between SRS and KDHE, the Part C agency. Through the receipt of additional funding increased training opportunities were provided for child care/early education partners which supported quality. The “Evidence Based Practices in Early Intervention – The Primary Coaching Model” and “Promoting First Relationships” trainings resulted in 6 training sessions with 223 participants.

To support families, a project was developed that targeted rural counties: The **Infant & Toddler New Slot Development (Resource Referral Agency)** 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, and facility modifications and the installation and implementation of newly purchased equipment, supplies and materials.

Kansas Needs to be addressed by the High Quality Plan

The commitment exists in Kansas for **scaling up supports** to achieve the High Quality Accountable Program goal for promoting participation of all publicly funded Early Learning and Development Programs participate in the state’s TQRIS and this is evidenced by the Support for this proposal. However, Kansas **lacks the dedicated resources to effectively shift the KQRIS to a self-sustainable high-quality system**. Goal 2 with its accompanying objectives provides some activities to support enhanced participation and family supports.

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

Objective 2.5 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 2.5.1 Create practitioner group that is composed of representatives of all early learning program types

Timeline: Summer 2012 and ongoing by stakeholder group and Transformation Team.

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 strategically recognizes programs that are moving up in the tiers/in the top tiers

Timeline: Spring 2013 by Stakeholder group

Activity 2.5.3 Develop policies that support recommendations

Timeline: Fall, 2013 by ELC Leadership Team

Activity 2.5.4 Develop guidance and protocols for state agency personnel on how to promote public-private partnerships

Timeline: Spring 2014 by ELC Leadership, Transformation Team

The Kansas High Quality Plan is focused on developing a state system that through its coherency and unified approach across state agencies will not only promote and encourage participation in the TQRIS, but, through family incentives and supports will support high needs families as they look for high quality early learning and development experiences that will enhance the skills of

their young children entering kindergarten. The Tables below show targets—set low in the beginning during the transition year of the re-tooled TQRIS, but increasing steadily through the end of the grant—and beyond and the system continues to be strong, capacity is ongoing, and children thrive.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Early Head Start and Head Start¹⁷	42 programs	NK		NK		1	2%	2	5%	4	10%
Programs funded by IDEA, Part C	37 networks	NA		NA		NA		NA		NA	
Programs funded by IDEA, Part B, section 619	293 school districts	0	0	0	0	6	2	29	10	59	10%
Programs funded under Title I of ESEA	24	0	0	0	0	1	2	2	10	5	10%
Programs receiving from CCDF funds ^a	5,184 (2010)	101	2%	101	2%	104	2	300	6%	500	10%
4yr Old at Risk	186/293 school districts	NK		NK		4	2%	19	10%	37	20%

^a Currently participating in KQRIS 101 of the 133 programs serve SRS families. For 2010, we had a

¹⁷ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<i>total of 5,184 regulated providers with SRS agreements. Pre-K Pilot will be re-framed to include meeting TQRIS requirements and will be integrated into the process over 2013-2015.</i>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviews to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the

unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Kansas is writing to Selection Criteria (B) 3: **Rating and monitoring Early Learning and Development Programs.** A description of the current status in Kansas is provided followed by a summary of the needs related to meeting Selection Criteria B3. The Kansas High Quality Plan with Goals, Objectives, and Activities that will be used to meet those needs and close those gaps follows. Finally, a concluding statement will make the connections between current status and future outcomes of the Kansas plan for high-quality accountable programs.

Current Status

As noted earlier, KQRIS uses the ECERS-R, a published, validated assessment tool that assesses one of its five components: the Learning Environment. Other components are based on data collected, e.g. family engagement (partnership) strategies or teacher qualifications. Kansas QRIS programs receive a baseline rating at the beginning of the process. If the program receives a 1, 2 or 3 Star rating, the program is rated annually. If the program receives a 4 or 5 Star rating—the top two tiers, the program receives a biennial assessment and if the program falls below the 4 or 5 Star rating, it is returned to the annual assessment schedule until the Star rating returns to the 4 or 5 Star level.

As was noted in section B1, the KQRIS is a tiered quality rating and improvement system that assesses early learning programs on five key indicators of quality based upon the main components of the Qualistar Early Learning QRIS system:

- Learning Environment
- Staff Training and Education
- Family Partnerships
- Ratios & Group size
- National Accreditation

According to a 2008 Rand Study (Zellman, et. al), the tools (ECERS-R, ITERS-R, FCCERS-R) used for the learning environment have been validated, other components are incorporated into

the KQRIS based upon general research. The current evaluation system is not designed to measure child outcomes. Without more differentiation among the levels than just a number of points, it is difficult to determine how the model supports movement that is meaningful with regard to quality differences.

The KQRIS includes a system of training for raters and coaches. See Section B 2 for a description of the training process. Raters receive several weeks of training on the instruments used to rate the Learning Environment component and to establish stable inter-rater reliability. Throughout the year, raters undergo regular inter-rater reliability checks to maintain consistency and minimize assessor drift. KQRIS has a comprehensive Implementation Manual for KQRIS Coaches who provide technical assistance to participating programs. Coaches use the data collected for the KQRIS report to develop technical assistance that is customized to the program's needs.

Information regarding how the KQRIS addresses the following in the Tiered Quality Rating and Improvement System was not available:

- Process (e.g., Assessors distinct from technical assistance providers)
- Reliability of assessors, application reviewers, raters for the entire package
- Reciprocal agreements on monitoring among sectors (to reduce redundancy of documentation for participating programs)

Kansas Needs to be Addressed by the High Quality Plan

The current KQRIS model **does not have a process for validating the system in place**. Current data do not provide adequate information to differentiate levels of quality. The coaches do not have access to data for instruction, curriculum selection, or, alignment with any Kansas Standards. As can be seen in Table (A) (1) 7, the current model has an Environmental rating Scale in place. Few programs in the state have all the Assessment components in place—a need to be addressed in the re-tooled TQRIS.

The focus of the current model is child care, which was appropriate when the KQRIS began in 2005. Over 80% of the children in Kansas are in family child care homes. However, the **need to improve the quality of all sectors of early childhood education** as well as the requirement to put a higher standard on the quality rating system in use across the state, indicate the need for a re-tooled and re-designed system.

Monitoring has been doable for the 133 programs that are participating in the current KQRIS. Raters are able to perform annual ratings and coaches can work closely with staff. Given that these programs number less than 1% of the programs in the state, **going to scale with this model is problematic**. A new statewide system needs to be developed that meets the needs of Kansas.

High Quality Plan 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

Objective 2.3 Develop a rating and monitoring process for the Quality Rating and improvement system that gathers relevant program data, aligns with differentiated tiers of quality, especially those appropriate to the Kansas high need population, infants-toddlers and/or developmentally-delayed.

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.

Timeline: Complete, December 2013 by Social Rehabilitation Services (lead), Leadership Team, Transformation Team, ELC TQRIS Core Team Leads, Outside Consultants as needed

Activity 2.3.2 Develop and field test TQRIS training, manuals, and other materials to support the implementation of TQRIS.

Timeline: Completion date of July 2014 by ELC TQRIS Core Team Leads, ELC Cohort 1 Facilitators.

Activity 2.3.2 Develop a protocol and procedures for what data will be made publically available to parents and develop a reporting schedule.

Timeline: Completed by Fall, 2014; by Leadership Team, Evaluation team.

Activity 2.3.4 Begin Monitoring process based upon TQRIS model.

Timeline: Begin Fall, 2014, ongoing by Core team, facilitators/raters.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B) (4) (c) (1) and (B) (4) (c) (2).

Kansas is writing to Selection Criteria (B) 4: **Promoting access to High Quality Early Learning and Development Programs for Children with High Needs.** A description of the current status in Kansas is provided followed by a summary of the needs related to meeting Selection Criteria B4. The Kansas High Quality Plan with Goals, Objectives, and Activities that will be used to meet those needs and close those gaps follows. Finally, a concluding statement will make the connections between current status and future outcomes of the Kansas plan for high-quality accountable programs.

Current Status

Kansas QRIS programs have access to a guided self-study called Getting Ready for Ratings, which is delivered through eight weekly, on-site visits from a KQRIS Quality Improvement Coach. The curriculum includes an Orientation to the Rating as well as guided visits designed to focus on each of the five KQRIS scoring components, rationale for each component, required documentation, the rating process, the scoring approach and the quality improvement supports that are available to the practitioner once the rating is completed. The guided self-study also

includes a variety of resources and worksheets that the practitioner may use to better understand the scoring approach and how their program can earn points accurately.

Learning Communities facilitated by the practitioners themselves serve as a monthly opportunity for practitioners to train each other, learn from each other, hone their leadership skills, and develop a wide variety of quality improvement strategies. Quarterly “Ask a Rater” webinars provide a venue for ongoing informal training for practitioners to gain additional skills and knowledge, and understand how to interpret and implement quality standards.

Kansas QRIS programs receive a quality improvement plan in the Star rating results, and work with a trained Quality Improvement Coach to choose the best improvement strategies appropriate to engage in and achieve sustainable change.

On-site coaching is available to all programs; the amount of which is based on the program’s Star rating (the lower the Star rating, the higher amount of coaching is available to the program) – ensuring that the programs with the highest need receive the most intervention. Coaching is individualized for each program, as is based on an evidence-based leadership model of coaching.

All Kansas QRIS practitioners receive a list and description of statewide and local agencies that can provide additional support, training and technical assistance. In addition, Coaches are trained to provide referrals to both statewide and local agencies that can provide additional technical assistance, training and quality improvement resources to practitioners.

Kansas QRIS programs have access to a variety of financial rewards and incentives to assist with program improvement and encourage further improvement. Programs who achieve 1, 2 or 3 Stars have access to a Quality Improvement Grant to use to purchase materials and equipment necessary to improve the overall quality of the program. Grant amounts are based on program size, Star rating and demonstrated/articulated need. Programs who achieve the top tiers of quality (4 or 5 Stars) receive a Quality Award – an incentive to encourage programs to maintain their high level of quality.

Kansas QRIS programs have access to training incentives and education scholarships through a user-friendly application process. Programs may apply for education funds to be used for college

coursework, CDA coursework, coursework required to earn the Kansas Early Childhood Director Credential, or they may apply for college scholarships through TEACH.

Kansas needs to be addressed in the High Quality Plan

Current KQRIS participants have opportunities for supports through incentives and scholarships and are provided technical assistance based upon the results of the rating they receive. This is helpful, but **due to a lack of intentional data collection** on adult-child interaction, child outcomes, and program strategies to support learning, there is no in-depth support possible. A more focused and intentional data collection process would promote high quality in QRIS participants, thus increasing access to high quality early learning and development programs for families who have children with high needs.

A strength of the current KQRIS model is that information is made public for programs that volunteer to participate in the aspect of the model and so is available to families regarding the programs' results (See Appendix V for a sample report). However, these are but a very few programs in Kansas and **it may be challenging for families to locate a program** quickly and determine if it meets their needs. The choices are few across the state. There is a need for **an accessible database** (see Section E2 for an overview of the Consumer and Provider Portal—CAPP) and **long term coordination solutions** at the state and local levels for both increasing families' abilities to access funding and promoting programs participation in the TQRIS, particularly those that provides services to children who have high needs.

Finally, the focus of Selection Criteria B 4 is providing high quality early learning experiences to children who have high needs. **The current model does not address high needs children in specific** nor does it differentiate the process for improving quality for programs that are providing services and education to these children. Table (B) (2) (c) provides the number of programs serving children who are high needs who participate in the current model. This number will increase as the new system comes into implementation.

The Kansas High Quality Plan will meet these needs and go beyond to develop a system that is for all programs, but has the capacity to individual the supports according to the needs of the

provider, the child, the family, and the community. See the Budget narrative in Section 8 for specific details.

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

Objective 2.4 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 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.

Timeline: Completed by Summer 2012 by 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.

Timeline: Completed by Fall 2014 by Transformation Team and stakeholder group

Timeline: Completed by Fall, 2013 by Leadership Team, ECAC, Public Private partnership.

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.

Timeline: Completed by Fall 2014 by 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

Timeline: completed by Spring 2015 by ELC Leadership Team

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	133	133	40	500	1800
Number of programs in Tier 1 1 Star (lowest)	12	12	6	250	700
Number of programs in Tier 2 2 Star	16	16	9	100	200
Number of programs in Tier 3 3 Star	31	31	10	50	300
Number of programs in Tier 4 4 Star	48	45	5	75	200
Number of programs in Tier 5 5 Star (highest)	26	29	10	25	100

Baseline data are actual numbers. 2013 is 1st year of redesigned TQRIS system.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool 4yr Old at Risk	7963	290	NA	290	NA	159	2	400	5	796	10
Early Head Start and Head Start¹⁸	11,910	361	NA	361	NA	238	2	600	5	1,191	10
Early Learning and Development Programs funded by IDEA, Part C	3,942	0	0	0	NA	79	2	200	5	394	10
Early Learning and Development Programs funded by IDEA, Part B, section 619	10,604	0	0	0	NA	212	2	500	5	1060	10
Early Learning and Development Programs funded under Title I of ESEA	3,590	0	0	0	NA	72	2	160	5	359	10
Early Learning and Development Programs Funded	17,224	1192	NA	1192	NA	344	2	800	5	1,722	10

¹⁸ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
by CCDF program											

The Kansas High Quality Plan Goal 2 is the method by which a newly re-tooled Quality Rating and Improvement system will be implemented. As can be seen in the preceding tables, the year 2012 will maintain the current model and numbers while the re-tooling process is more clearly defined by Kansas Stakeholders and is readied for implementation. The first year of implementation will be 2013 with a smaller number of programs and children targeted, increasing over the next years and continuing to grow past the 2015 year of the grant. Targets have been kept intentionally low to allow for buy-in to the re-tooled system and for phasing-in to occur across all program types and across the state in all geographical areas.. The stakeholder group will help determine any phase-in protocols related to location of programs, with the emphasis on programs that serve high needs children in both rural and urban communities.

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Current Status for Kansas

The current Kansas model, KQRIS, uses the Qualistar model with five components described in Section B (1): learning environment, staff training and education, family partnerships, ratios and group size, and national accreditation status. A 2008 Rand Study (Zellman, et.al) reviewed the Qualistar Model (not specifically the KQRIS model) to determine its relationship between program quality, provider quality, and child outcomes. Results suggested that the Family Partnership component was positively associated with lead teacher and director education and that Accreditation status was associated with higher scores on the ECERS-R. Finally the RAND

study found that while the Qualistar QRIS model could not be positively correlated with child outcomes, provider quality over time did improve.

A smaller study, the *Quality Rating System Pilot Project Report* included KQRIS as a participant. It was conducted by the Midwest Child Care Research Consortium (2008) and was a study that examined five QRIS systems and undertook four tasks: (1) piloting and validating four linked state child care Quality Rating Systems (QRS); (2) identifying what training providers at different levels in the QRS select; (3) measuring the effects of training on child care quality; and (4) assessing provider attitudes about professional development, and parent attitudes about quality ratings. Methods include interviews and observations involving four hundred child care centers and family child care homes, 600 classrooms, 2,200 child care providers, and 200 child care center directors in 8 randomly selected communities (one rural and one urban community from each state), in addition to interviews and focus groups with subsidy-receiving and non-subsidy-receiving parents.

Results indicated that quality rating and improvement systems are generally effective approach for raising quality in child care and demonstrated that KQRIS is a reliable and valid system, particularly in relation to accreditation and Environment Rating Scales.

Kansas needs to be addressed by the High Quality Plan

Data on the effectiveness of the current KQRIS model is limited to validating the tools used tools used in the KQRIS model, and not the actual implementation. A need exists to clearly identify data-based strengths of the existing system and identify areas of improvement. This validation must also include a research design that accurately shows the impact of the differential levels of program quality within the Tiered Quality Rating and Improvement System.

A major purpose of the TQRIS in the Early Learning Challenge is to not only improve the quality of early learning and development programs, but also to improve the outcomes of the children attending those programs. **The current program does NOT appear to support improved child outcomes** in their learning, development, and school readiness. Kansas must have a TQRIS that improves the learning, literacy, and developmental outcomes of children who have high needs!

The following Goal 2 objectives will address these needs:

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.

Objective 2.6 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 are related to progress in children's learning, development, and school readiness.

Activity 2.6.1 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.

Timeline: Completed by spring, 2012 by ELC Leadership Team, Transformation Team, Outside Consultant to facilitate Logic model development.

Activity 2.6.2 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.

Timeline: completed by late spring, 2012 by Leadership and Transformation Team.

Activity 2.6.3 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.

Timeline: Completed by early summer, 2012 by Transformation Team and Evaluation Team.

Activity 2.6.4 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.

Timeline: Completed by summer, 2012, updated annually by Leadership Team, Evaluation Team, ECAC

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Evidence for (C)(1)(a) and (b):

- *To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--*
 - *Proof of use by the types of Early Learning and Development Programs in the State;*
 - *The State's Early Learning and Development Standards for:*
 - *Infants and toddlers*
 - *Preschoolers*
 - *Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;*
 - *Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;*
 - *Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards;*

Kansas is writing to Selection Criteria (C) (1 a-e): **Promoting Early Learning and Development Outcomes for Children.** Supporting evidence and descriptions of current initiatives and documents developed in use are described below. Following this description, there will be a list of needs related to meeting the Selection Criteria C1, followed by the Kansas Goals, Objectives, and Activities that will be used to meet those needs and close those gaps. Finally, a concluding statement will make the connections between current and future status of the Kansas Plan for promoting early learning and development outcomes for children—especially those with high needs.

Current Status for Kansas

The Kansas early childhood community worked diligently to develop the Kansas Early Learning Guidelines and Standards in response to the 2003 Title I requirement for alignment of kindergarten through 12th grade content standards. The Kansas Early Learning Guidelines and Standards document is the result of extensive collaborative work among multiple state and local agencies and organization. Resources from NAEYC, NAECS/SDE, other states, and local school districts as well as Kansas initiatives and documents such as the School Readiness Framework, the Kansas Quality Standards for Early Childhood Programs, the Kansas Core Competencies, and relevant research were used to develop a document that is firmly grounded in appropriate early childhood beliefs, values, and educational practices. See Appendix #__ for a copy of the document, **Kansas Early Learning: Building the Foundation for Successful Children.**

The **Kansas Early Learning: Building the Foundation for Successful Children** is a dynamic resource that was 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.

The Kansas Early Learning Standards are voluntary and designed to enhance and support the abilities of families and early childhood professionals 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. It reflects current research on brain development, learning, and best practices for supporting early childhood development and learning. See Appendix W for a list of research used in developing the Kansas Early Learning Standards document (p. A-1).

- a. *Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;*
- b. *Includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics;*

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 results of participating in high quality early childhood programs. This provides the foundation for future success in Kindergarten and later in life. The standards are closely linked with the Kansas State Department of Education’s K-12 content standards and thus promote continuity between early childhood and primary grade (K-3rd) programs. See Appendix W (Section V)I for examples showing the continuity of the standards from birth to 3rd grade.

The standards include eight developmental content areas across five age groupings:

<i>Developmental Content Areas</i>	<i>Age Groupings</i>
<ul style="list-style-type: none"> • Physical Development 	<ul style="list-style-type: none"> • Young infant (by 8 months);

<ul style="list-style-type: none"> • Social Emotional Development • Communication and Literacy • Approaches to Learning • Science • Mathematical Knowledge • Social Studies • Fine Arts 	<ul style="list-style-type: none"> • Mobile Infant (by 18 months); • Toddler (by 36 months); • Preschool—3’s • Preschool—4’s
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The standards, based upon developmental expectations apply to children who have diverse needs, speak English as a second language, or are culturally diverse. Appendix W (Section V) provides a step-by-step guide for linking specially designed individual plan for children with disabilities (Individualized Education Program-IEP;/Individual Family Service Plans-IFSP) to the Standards.

Finally, the Kansas Early Learning Guidelines and 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.

Many programs use or are required to use the Kansas Early Learning Standards in their classrooms. The Four Year Old At-Risk (state-funded) and Pre-K Pilot program (Funded through the Children’s Initiative Funds) have program standards that require that an evidence-based curriculum that is aligned with the Kansas Early Learning Standards be used. For example, the Four Year Old At-Risk program (KSDE) includes in its program standards:

“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.”

See Appendix X for copies of the program standards for each of these programs. Part B-Section 619 and Part C programs both require Early Childhood outcomes to be collected on all their children as they exit the program. These outcomes have been aligned with the Standards. See Appendix Y for documentation of the alignment. Other alignments include one that was completed with the Creative Curriculum, a curriculum used by a majority of the Head Start Programs in the state and many four year old at-risk programs as well. For this document (2006) The Head Start Framework and Parents As Teachers outcomes were included in the document and cross-walking activities were completed but have not been updated. Alignment was also completed between the Kansas Early Learning Standards and the K-3rd standards. See Appendix W (Section VI) for the early childhood outcomes, cross-walks and alignment activities that were completed for the 2006 and/or the 2009 versions of the document.

The Kansas Early Learning: Building the Foundation for Successful Children, i.e. the Kansas Early Learning Standards have been included in professional development experiences, higher education course expectations and the Early Childhood Unified professional standards. For example, the University of Kansas' NCATE and state of Kansas approved initial teacher education programs in Early Childhood Unified have a strong commitment to ensuring that all of their program completers/teacher candidates embrace the expectation for accountability in their work with all young children and their families. The Kansas Early Learning Standards, as well as the Kansas Kindergarten Standards, are a significant tool for developing this commitment in teacher candidates. Appendix Z provides examples of university syllabi and overview of the University Of Kansas' use of Kansas Early Learning Standards. Appendix AA provides a listing of trainings that were provided over the years presenting the Kansas Early Learning Guidelines and Standards to the field and supporting implementation of the standards both in pre-service and in-service professional development opportunities.

Kansas: Needs to be addressed in the High Quality Plan

The current document, **Kansas Early Learning: Building the Foundation for Successful Children** is slated for revision in 2012. The action of the Kansas State Board to adopt the Kansas Common Core standards makes a **new revision** essential. Another core need for this revision is to develop guidance for programs whose staff care for and educate young children with high needs, including children who are English Language Learners and those who are at-risk for academic failure through low level skills or other risk factors.

Another area of need are **intentional policies** at the state and local levels that require programs to select curricula that are aligned with the newly revised Kansas Early Learning Standards and to use appropriate assessment practices that provide data to inform instruction and practices to support the learning and growth of high needs children.

Finally, there will be a high need for **professional development opportunities**, including trainings and other technical assistance supports around the newly revised document as well as ongoing professional development to continually improve new and current educators and providers in early learning and development programs across the state, particularly in rural communities that may need an infusion of highly qualified staff and high intensity professional development opportunities. Institutes of Higher Education will be involved as providers of professional development as well as pre-service education for new early learning and development professionals. See below for activities that describe more expansive training opportunities as defined in the High Quality plan.

High Quality Plan 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.

Objective 3.1 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 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-3rd.
Timeline: Completed by Fall 2012 by committee.
- Activity 3.1.2 Develop and implement training opportunities across the state to present the newly revised document 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.
Timeline: implementation begins Spring 2013, ongoing throughout 2013-2014 as needed by selected 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.
Timeline: Completed by Fall 2012 by committee.
- Activity 3.1.4 Develop and implement training opportunities across the state to present the newly revised document 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.
Timeline: implementation begins Fall 2012, ongoing throughout 2013-2014 as needed by selected committee members, core team, trained facilitators.
- Activity 3.1.5 Develop training and other professional opportunities around intentional implementation of the Kansas early Learning standards, including alignment with curricula and assessment and instructional implementation.
Timeline: Completed by Spring 2013; ongoing implementation. By core team and trained facilitators

Objective 3.2 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.

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.

Timeline: Completed Spring 2013 by ELC Leadership team and Transformation Team, Institutes of Higher Education (2 year, 4 year).

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.

Timeline: implementation begins Fall 2013, feedback collected throughout 2013-2014, completed in Summer, 2014.

Activity 3.2.3 Policies will be reviewed as needed by stakeholders for input, buy-in, and revision before implementation.

Timeline: Completed by Fall 2013 by Transformation Team and stakeholder group, ECAC

Activity 3.2.4 Include representatives from IHE's in revision work of Kansas Early Learning Standards and Kansas Quality Standards for Early Childhood Programs

Timeline: completed by Fall 2012 by Transformation Team

Activity 3.2.5 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.

Timeline: beginning date dependent upon TEAL committee work—ongoing through 2014 by 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 3.3.1: Data are collected and shared via regularly scheduled progress reports with Transformational Team.

Timeline: ongoing, beginning Fall 2013 by Core team.

Activity 3.3.2 Progress reports are reviewed by ELC Leadership Team for potential policy changes and implementation needs.

Timeline: ongoing, beginning Fall 2013.

Activity 3.3.3 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.

Timeline: Completed Spring 2013 by ELC Leadership Team.

Activity 3.3.4 Training on using data to drive decisions will be incorporated into the Professional Development plan and provided via professional Development providers.

Timeline: ongoing, beginning Summer 2014 By Transformation Team and Core Team

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Kansas is writing to Selection Criteria (C2) (1 a-d): **Supporting effective uses of Comprehensive Assessment Systems.** Supporting evidence and descriptions of current initiatives and documents developed and current in use are described below. Following this description of the current status in Kansas, there will be a list of gaps and needs related to meeting the Selection Criteria C2, followed by the Kansas Goals, Objectives, and Activities that will be used to meet those needs and close those gaps. Finally, a concluding statement will make the connections between current and future status of the Kansas Plan for supporting effective uses of the Comprehensive Assessment system.

Current Status for Kansas

Early Learning and Development programs in Kansas follow program-specific requirements for assessments. Local differences abound as well with various funding sources have specific requirements that may or may not match other assessment requirements that a center, classroom, or home has to meet. For example, preschool classroom in school districts that have blended children from Head Start, Early Childhood Special Education, and Four Year Old At-Risk programs, have multiple 'masters' often requiring specific assessment that align with the school district's policy while also have to meet Head Start Program Performance Standards and Regulations. Child care providers do not have assessment requirements to meet as licensed child care facilities. Individual providers may take a course or attend training on observation or specific assessment instruments, but it not a requirement.

Many early learning and development professionals do not have specific knowledge nor have received much training around the purpose and uses of each type of assessment which are included in the Comprehensive Assessment System. The current system of multi-tiered system supports that is implemented in many Kansas School districts includes a system of assessment as well—but most districts start at kindergarten as they learn the process and the structure of the system. Steps to integrate preschool programs into the Kansas MTSS framework began in 2008 when KSDE TASN (Technical Assistance System Network) projects supporting early childhood programs were pulled into conversations regarding the existing model and application of similar practices to programs serving young children. In the fall of 2009 three school -district based preschool programs agreed to participate as pilot sites to review the MTSS process and supporting materials to determine what practices/materials applied to this population and what practices/materials would need to be adapted, added, or did not apply. In 2010 a total number of 11 school based preschool programs were included in pilot activities, with a focus on including preschool representatives on the district and/or building leadership teams going through MTSS Structuring at the elementary school level. In essence preschool was added into the MTSS Structuring work of the leadership team of the elementary building. The content areas focused upon at the Pilot sites were as follows: a) 8 locations focusing on emergent literacy, b) 3 locations focusing on behavior, and 1 c) location focusing on both emergent literacy and behavior. As a result of pilot site activities, relevant preschool information including appropriate curriculum, instruction, and assessment practices were included in Kansas MTSS Structuring guidance documents and training. The Kansas MTSS Core team is in the process of adding relevant preschool information to the MTSS Implementation guidance documents and training, and will be available to the field in the summer of 2012. (See Appendix BB for the MTSS Innovation Configuration Matrix.)

University programs have included coursework to meet the Early Childhood Unified endorsement. (See Appendix CC for a list of the required standards all accredited programs are required to meet.) The Core Competencies for Early Childhood and Youth Development Professionals (2011) include a content area: 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.” (See Appendix M, p. 10, for the complete document.) The list of levels includes global indicators of knowledge with some application, but no specifics.

Early Childhood Special Education (Part B-Section 619) educators and Part C professionals are trained on specific instruments that meet the needs of their specific professional and the determined needs of the child and family. These professionals are clear as to the purpose of each assessment they use to gain information to further meet the goals of the high needs children they support and educate. (See Appendix CC for ECU endorsement standards.)

The State Early Childhood Interagency team has developed a grid showing the different requirements for screening and referral across four year old at-risk, Part C, Part B-section 619, Parents as Teachers, and Head Start/Early Head Start. This is a first step toward cross-walking program regulations and/or requirement to move toward fully aligning and integrating assessments, sharing assessment results, and avoiding duplication of assessments, reducing burdens on staff and families, and improving efficiency of early learning and development programs. See Appendix I for the grid.

Kansas needs to be met through the High Quality Plan:

There is a **lack of consistent expectations** for assessment use among programs and across the state. There is no coordinated Comprehensive Assessment System at the state level or within most programs at the local level. Many programs screen children before or toward the beginning of attendance—however, the use of screening results is often aimed meeting program eligibility requirements rather than checking for skill levels.

Most programs that have an ‘assessment system’ do not include an environmental quality rating nor an assessment of the quality of adult-child interaction. Alignment among and between programs does not occur in a systematic fashion. Sharing assessment results among programs does not happen and there is no state level guidance to support this practice. There is **no fully defined coordinated Comprehensive Assessment system** in Kansas.

There is a **lack of specifically focused training or state guidance on assessment practices** for early learning and development professionals in Kansas. Educators can find training, but there is no statewide specified training that is consistent across the state, and is also appropriate to the

various program types so that program staff can find and receive the training and technical assistance they need to improve their skills and promote the learning of the children in their care.

High Quality Plan 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.

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 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

Timeline: completed Summer, 2013 by 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.

Timeline: training and modules completed spring 2014; made available through multiple modalities by 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 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.

Timeline: Begin Spring 2013; Completed Fall 2013 by Transformation Team.

Activity 3.5.2 Policies are implemented across partner state agencies within RFP's and other contracts.

Timeline: Completed Fall, 2014 by ELC Leadership team 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.

Timeline: Completed Fall 2015 by ELC Leadership 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 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.

Timeline: Completed by Fall, 2015 by 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.

Timeline: Completed fall 2014 by ELC leadership team and KSDE staff.

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
 - *The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning.*

A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

- *Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.*

Evidence for (C)(4)(b):

- *To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.*

Evidence for (C)(4)(c):

- *Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.*

Kansas is writing to Selection Criteria (C) (4 a-c): **Engaging and Supporting Families.**

Supporting evidence and descriptions of current initiatives are described below. Following this description of the current status in Kansas, there will be a list of needs related to meeting the Selection Criteria C4, followed by the Kansas Goal, Objectives, and Activities that will be used to meet those needs and close any gaps. Finally, a concluding statement will make the connections between current and future status of the Kansas Plan for engaging and supporting families in their quest for high quality early learning and development experiences for their children.

Current Status

Kansas has a long history of commitment to and recognition of parents' primary role for their child's early learning and healthy growth and development. More than 20 years ago, Kansas invested in Parents as Teachers as a primary home visiting model promoting parents as their children's first and most important teacher. Parents as Teachers educators' partner with parents to increase their knowledge of child development and effective early learning practices through evidence based curricula, annual screening for development, health, vision and hearing, group connections to increase social connections and further knowledge and the importance of connecting families to community resources in support of family well-being.

In 1998, Kansas was the first state to invest state dollars in Kansas Early Head Start modeled after the federal program to increase access to high need families. In 1998 the Kansas Legislature approved funding to provide a state administered Early Head Start initiative. Kansas was the first state in the nation to fund Early Head Start modeled after the Federal program. This initiative created a joint federal partnership with the Administration for Children and Families, Health and Human Services, and Region VII Kansas City Office. This partnership provides federal dollars for training and technical support to all Kansas Early Head Start programs and enhances the quality of child care services.

Kansas Early Head Start is an intensive, comprehensive program designed to individualize the unique strengths and needs of each child and family. The program services include:

- quality early education
- parent education
- comprehensive health and mental health services, including services to women before, during, and after pregnancy
- nutrition education
- family support service
- child care for families who are employed, attending school or a job training program

KEHS is a quality initiative that requires KEHS grantees to partner with community child care providers. Child care may also be provided in a center based infant/toddler classroom operated by the Early Head Start grantee. KEHS programs may provide quality training to child care providers who partner with them. Child care providers may receive training for a Child Development, (CDA), or higher education.

The intent of this initiative is to provide grants to local Head Start programs to serve pregnant women and infants and toddlers. Current funding allows for 14 KEHS programs in 47 counties with 1,000 enrollment slots. The KEHS initiative seeks to increase the amount of child care for infants and toddlers and to increase the quality of child care for all Kansas children.

Approximately 1,600 community children receive quality child care in the KEHS child care partnerships.

KEHS is an evidence based prevention service. Outcomes for all KEHS programs include:

- pregnant women and newborns thrive
- infants and children thrive
- children live in stable and supported families
- children enter school ready to learn

All KEHS programs have met or exceeded the expected outcomes.

In State fiscal year 2008 the Kansas Early Head Start Evaluation Project was funded by a contract to the University of Kansas from SRS. In 2010, thru the American Recovery and Reinvestment Act (ARRA) Child Care and Development Fund (CCDF) Projects, KEHS has developed a Continuous Program Improvement Plan Based on the evaluation. The continuous program improvement plan will be developed to improve systems and program outcomes. The goal of the project was to:

- Ensure that the KEHS better reflect current research in the field of child development and school readiness
- Align KEHS outcomes with current national and state Head Start outcomes and indicators
- Address how the current outcome and other system-wide data might suggest research-based program improvements

- Demonstrate how the KEHS system might establish and maintain a continuous improvement cycle

Kansas Parents as Teachers, Early Head Start, Part C Infant Toddler Early Intervention and Healthy Families have formed active partnerships to coordinate a continuum of home visiting services that promotes parent engagement in their child's early learning and healthy growth and development. During 2003-2004, a Kansas Home Visitation Training Task Force was created to assess the need for and recommend strategies to address home visitation training across the state. The Task Force was composed of representatives of all state agencies and organizations involved in the delivery of home visitation services to young children and their families. The Task Force determined that there was a need for a uniform training program. After reviewing several options, the Task Force recommended that Kansas purchase the Nebraska Visitation Training Curriculum and conduct train-the-trainer sessions in Kansas. Kansas Head Start Association (KHSAs) was chosen to carry out this recommendation and, along with the Task Force, selected 28 trainers. These trainers participated in a six-day program and committed to deliver the training at least twice during the two-year period of 2005 and 2006.

Since that point, KHSAs have worked with agencies to reduce the training time for the Basic Home Visitation Training from six days to five and develop an Advanced Home Visitation Training program. In January of 2008 representatives from the original Task Force agencies reconvened to determine what steps were needed to continue work on this project. In 2008, KHSAs began offering Basic and Advanced Home Visitation Training quarterly, rotating between the two levels of training. Participants of these sessions came from Head Start and Early Head Start, Healthy Start Home Visitation, and Parents as Teachers.

The Kansas Strengthening Families Plan was developed in 2007 by more than 80 stakeholders to serve as a statewide strategic plan for preventing child abuse and neglect. (See Appendix F for a copy of the plan graphic.) The Strengthening Families approach developed by the Center for the Study of Social Policy promotes a key set of research based protective factors. When present in families, these factors (i.e., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children) promote healthy environments for children and help to prevent incidences of child

abuse or neglect. The Strengthening Families approach has been implemented on multiple levels in early learning and home visiting programs with requirements for implementation incorporated into state Requests for Proposals including the Community Based Child Abuse Prevention programs and Early Childhood Block Grants administered by the Children's Cabinet and Trust Fund. Strengthening Families strategies have been incorporated into the state CCDF Plan and child care resource and referral infant/toddler consultation services.

The 2011 Parents as Teachers approach infuses strategies throughout the Foundational Curriculum to promote parent standards for child interaction, development centered parenting and family well-being. The PAT Curricula is used in Healthy Families Home Visiting programs and many Early Head Start programs. The Kansas Strengthening Families approach supports the Early Head Start/Head Start Performance standards.

As part of the Strengthening Families approach, there are several methods used in the current KQRIS model to engage families in their children's learning and development. Parent Cafés are one method that child care providers offer to their families throughout the year. Each participant works with their Infant-Toddler Specialist to develop an event that the children and families are invited to attend. At the event, families receive education/training on a specific topic, resources, peer/staff support and opportunities for parental, especially male engagement. The Café's look very different across the state and are offered in various formats to better meet the needs of families. Some cafés are offered off-site and in a group setting, others may be on-site and one-on-one, while some are very formal and include a speaker, meal, activity and child care. Each and every café focuses on building the protective factors in some fashion.

The Parent Leadership Conference (PLC) is a collaborative effort among early learning and development programs to provide parents with an understanding of advocacy and a chance to develop skills to be engaged on issues impacting children and families at the local, state, and national levels. In order to encourage parent participation from across Kansas, there is no conference fee to attend the PLC and hotel/motel rooms, meals and child care are provided for participants. Breakout sessions include children with special needs, parent involvement in

education, and fatherhood rights and responsibilities. Many of the sessions are provided in both English and Spanish.

The Kansas Fatherhood Initiative began in 2001 and continues today as a track in the Parent Leadership Conference. Based on the research that has shown children are more successful in their endeavors when they have fathers who are actively involved in their lives, the major goal has been to promote healthy father involvement in the lives of children. Fathers, father figures, mothers, service providers and other family members have attained information about domestic violence, child support enforcement and the importance of father involvement during pregnancy and birth and their child/children's lives. In 2007 a Fatherhood Directory was developed to provide a collection of resources designed to help fathers and families, as well as, service providers navigate the service system to discover programs and tools available. It also serves as a self-help guide to educate fathers to enable them to be more involved with their children. Many programs in Kansas have already implemented or have plans to implement the Protective Factors Survey, a self-administered survey that measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development, as a program measurement. (See Appendix DD for an overview of the survey.) The survey has undergone four national field tests for establishing reliability and validity. Data will provide a state-wide common measure for programs implementing the Strengthening Families approach.

The current Kansas QRIS incorporates the Strengthening Families approach protective factors in the Family Partnership component which measures how well programs:

- Develop relationships with families and create opportunities for families to get to know one another, resulting in additional supports for families
- Make parenting information available to families and make efforts to distribute to families
- Serve as a community resource for families
- Offer families opportunities to be part of their children's early learning experience
- Communicate with families about their child's development and how the program operates
- The program creates opportunities to extend what is learned in the program to the home

- Creates meaningful opportunities for families to be involved in leadership and decision-making in the program

Kansas needs to be addressed by High Quality Plan

As noted in Table A(1)-9, all early learning programs in Kansas have standards with the minimal standards in child care licensing requiring parental access to the program while children are in care, communication about the value of child health assessments, and program policies and practices around daily communication about a child's behavior and development and program discipline policies. State funded preschool programs provide opportunities for meaningful family involvement in the program. Programs are required to describe the process used to involve and engage parents in the learning experience of their children and in the program as a whole. (See Appendix X for standards for state funded preschool programs) Early Head Start and Head Start Program Performance Standards and Regulations and Home Visiting programs including Part C, Early Head Start and Parents as Teachers include multiple strategies to engage parents meaningfully in their child's early learning. The Kansas Strengthening Families plan has strategies that support and promote family engagement. However, these are not standards—rather it is an approach for working families. Kansas needs to **develop family engagement standards** that are implemented in a progression aligned with the TQRIS levels.

Kansas must work to clearly articulate and strengthen a progression of family engagement standards appropriate for use across all programs that align with the K-12 standards, i.e. the PTA National Standards for Family-School Partnerships and provide a continuum of effective and meaningful family engagement into the K-12 public school system.

Kansas High Quality Plan

High Quality Plan 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.

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 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

Timeline: Complete by fall, 2012 by 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

Timeline: Complete by Fall 2012 by stakeholder group

Activity 3.6.3 Stakeholder group develops recommendations for Family Engagement Standards to take to the ELC Leadership Team

Timeline: Complete by Fall, 2013 by 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

Timeline: Complete by Fall 2014, ongoing by ELC Leadership Team and Transformation Team

D. A Great Early Childhood Education Workforce (total available points = 40 for (D)(1))

Focused Investment Area: (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Kansas is writing to Selection Criteria (D) (1 a-c): **A Great Early Childhood Education Workforce.** Supporting evidence and descriptions of current initiatives and documents developed and current in use are described below. Following this description of the current status in Kansas, there will be a list of gaps and needs related to meeting the Selection Criteria D1, followed by the Kansas Goals, Objectives, and Activities that will be used to meet those needs and close those gaps. Finally, a concluding statement will make the connections between current and future status of the Kansas Plan for creating a great early childhood education workforce, with the focus on those providers and educators who educate and serve children with high needs.

Current Status

Educators and providers in early learning and development programs in Kansas have access to multiple paths to gain a credential or degree in early childhood competencies and knowledge. Child care providers have basic requirements through the Child Care Licensing system. Child Care licensing requires a certain number of hours of training per year—much of it around health and safety competencies such as First Aid

Providers may gain CEU credits or training hours through attending workshops or conferences with sessions and trainings based upon the Core Competencies described in the document: *Core Competencies for Early Childhood and Youth Development Professionals (Kansas &*

Missouri)(2011). (See Appendix M for a copy of the document.) This document combines the knowledge and skills outlined in the early childhood core competency (2001) and youth development core competency (2006) documents for a new set of competencies that covers the range of birth through age twelve. These core competencies are used as an organizer for the Continuing Education Units (CEUs) which participants at workshops, conferences, and other early childhood professional development opportunities can earn. The CEU system is built to provide a system for setting specific standards around non-credit hour learning activities. A board of professionals reviews applications for CEU learning activities. Once approved, early childhood educators gain CEU's for attending or participating in the activities and may use the CEUs to meet the CDA renewal requirements.

The Core Competencies for Early Childhood and Youth Development Professionals (Kansas & Missouri) cover eight core content areas that address the knowledge and skills professionals need in order to work with children birth through adolescence in developmental learning domains: physical, language and communication, social and emotional, creative and cognitive. Competencies cover how children and youth acquire language and creative expression. Competencies on promoting healthy nutrition, physical health, and mental health are covered in the content area Health and Safety and identify roles and responsibilities of adults when working with children and youth to promote healthy eating practices, to model healthy lifestyle practices and to follow practices that support the emotional well-being of children and youth. Basic competencies promoting culturally and linguistically appropriate strategies for working with families are included throughout the document as well as within the Families and Communities Content Area.

Parent educators in home visiting programs such as Parents as Teachers, Healthy Families, and Early Head Start also have requirements that differ across programs, although many use the Parents as Teachers curriculum and so must meet the National Parents as Teachers Center requirements for training and using the curriculum with fidelity.

The Kansas State Department of Education is responsible for the educator standards that accompany the licensure regulations. Teacher education institutions build their programs around these standards that include general education standards, professional education standards and

content standards. General education standards are guidelines for institutions and cover knowledge of communication, world cultures, mathematics, the natural world, social, emotional and physical well-being and the arts. The professional education standards are based on standards developed by member states of the Interstate New Teacher Assessment and Support Consortium (INTASC). Kansas made some adaptations to the INTASC standards and added standards on integration of curriculum, history and philosophy of education and technology. The professional education standards are used by schools, colleges and departments of education as they build their professional education coursework to accompany all the endorsement areas. The content standards for each of the endorsement areas are used by approved educator preparation programs as the basis for their program development. There are two major types of ECU endorsements to be earned in Kansas: The ECU Birth through Kindergarten and the ECU Birth through Third Grade. The ECU endorsement is an excellent example of the collaboration across the early childhood community, in particular the higher education community, around a topic of great import to everyone who wants and supports a great early childhood workforce. Having a teacher endorsement that coordinates with the early learning and development community's definition of Early Childhood as 'Birth through age eight or third grade' makes a strong statement as to the commitment of the Kansas State Board of Education to high quality teacher qualifications for early childhood educators.

The Early Childhood Higher-Education Options (ECHO) Consortium is composed of early childhood faculty from colleges and universities across Kansas who are committed to collaboratively support and enhance the development and delivery of programs to meet the standards for the Kansas early childhood unified endorsement. To meet these end, the consortium has achieved a number of noteworthy accomplishments including: development of a mission statement with guiding principles, redesign of the early childhood curriculum at a number of Kansas teacher training programs, development of multiple matrices comparing early childhood courses with teacher standards, program approval by KSDE of five early childhood teacher training programs, comparing course work across teacher training programs, and identifying and developing 10 courses to be delivered via e-learning opportunities.

These achievements were realized through systemic change created at three levels: a) at the course level through the unification of regular and special education content into new courses, b) at the college/university level through curriculum redesign that will prepare students to meet the new teaching standards and support collaboration between early childhood teacher trainers and early elementary education teacher trainers, and c) at the state level through the development of courses designed to be delivered through a distance education consortium to allow students to access courses at any and all participating colleges or universities

There are two groups of early childhood faculty from Kansas Institutions of Higher Education who have worked tirelessly for this endorsement and, once it was in place, continued to work to strengthen the continuum of education as well as educator training in Kansas by collaboratively developing courses and resources across universities.

Early Childhood Quality Instructional Partners (EQIP) is composed of members from 14 community colleges in Kansas who provide an Associate's Degree (AA) in Early Childhood. All community colleges in Kansas with an Early Childhood degree program are invited to attend EQIP meetings which are held twice a year. Along with continuing to review and update common courses as needed, the group is now working with the Kansas State Department of Education (KSDE) with developing articulation agreements with the secondary schools in Kansas.

In 2006, EQIP began the work of developing core common courses. The Kansas Board of Regents (KBOR) required all community colleges and technical colleges that receive Perkins Funding to have a common program name and 12-15 hours of common coursework among all institutions. The members of EQIP felt along with satisfying the charge of KBOR, going through this process would also allow students to take courses that would matriculate across institutions. This group has developed the several common courses to better meet the needs of early learning and development professionals working on their Associate's degree.

Other organizations and state and regional agencies provide training and technical assistance through both formal and informal systems. Appendix EE has a table describing the Continuum of Training in Early Childhood and Workforce Development in Kansas. Professional organizations such as the Kansas Association for the Education of Young Children (KAEYC) provide

Professional development opportunities through an annual conference as well as their support of other training opportunities throughout the year. KAEYC conferences always include the birth to age eight continuum, but the majority of participants are child care providers—those who work with 83% of the young children in this state. This conference is one of the major professional development opportunities these providers are able to attend.

The Kansas Division of Early Childhood (KDEC) also supports the early childhood workforce, with a special focus on educators and providers who teach young children birth to age five who are receiving special education services or family supports through an Individualize Family Service Plan for the Part C families. These are high needs children and families who need intense support. KDEC helps support the educators and providers who work with these families.

Many organizations provide technical assistance and training for members of the early childhood workforce including child care providers, early educators across the state and administrators. Child Care Aware® of Kansas is the administrator of the statewide Child Care Resource and Referral (CCR&R) network in Kansas.

Kansas Needs to be addressed by the high Quality Plan

The early childhood workforce in Kansas reflects that of the nation: child care workers with a high degree or less through to early childhood educators with a Ph.D. Kansas child Care Licensing requires that providers be at least 18 years of age and have specified training in health and safety requirements and child development. According to a recent Early Education Workforce Study (2011) which examined the reality of child care in Kansas, 42% of the child care workforce has a high school degree or GED or less. Thirty-five percent have either a CDA or some college coursework. For child care providers in particular, there are no high standards set that would meet the requirements of a Workforce Knowledge and Competency Framework.

Kansas does not have a statewide Work Force Knowledge and Competency Framework which provides a set of **common** understandings, competencies, and high expectations for the early learning and development workforce. The *Core competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* list global expectations for Kansas early education professionals, and do not contain enough rigor and evidence of knowledge and

application. Kansas Early Learning Guidelines and Standards are not included in the document and expectations in the areas of assessing knowledge of early mathematics and literacy development, evidence of effective instructional practices to support mathematics and literacy development and effective use of data to guide instruction and program improvement are not addressed.

The current process for gaining degrees, credentials, and CEUs is fragmented, targeted to specific program requirements that vary from setting to setting and program type to program type. There is a strong need to **develop a system** for providing ongoing professional and workforce development that is appropriate to the needs of the provider/educator and is targeted and intentional in meeting the needs of families and, in particular, children who have high needs and to promote the ability to provide early learning opportunities that will enhance school readiness skills for young children who have high needs and will promote success in school throughout their school career.

Kansas is a rural state and resources and qualified providers and educators are not evenly distributed across the state. The **lack of resources and staff** is particularly evident in the rural communities that are found in the majority of Kansas counties. It will be critical to develop a system that meets the needs of the families, children, and early learning and development staff who reside in these **high need settings**.

There is clearly a wide range of requirements for early learning and development providers and educators. To have a great workforce, Kansas has developed a high quality plan that will and require educators and providers to meet a common set of professional development standards, ensuring high quality early learning experiences for children with high needs.

Kansas' High Quality Plan Goal 4.0: A statewide Kansas Workforce Knowledge and Competency Framework is developed 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 Bring together a Stakeholder 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 4.1.1 Bring together a team of experts representing all professional development providers, both pre-service and in-service.

Timeline: Completed by Spring 2013 by 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.

Timeline: completed by Summer 2013 by 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.

Timeline: Completed by Spring 2014 by Stakeholder Group.

Activity 4.1.4 Share draft Framework with all constituency groups, gaining input and feedback for a final Framework document.

Timeline: Completed Summer through Fall, 2014 by Workforce Framework 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.

Timeline: Completed Spring 2015 by Workforce Framework Team; 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.

Timeline: Begin Summer, 2015 by Leadership Team;

Objective 4.2 Build a progression of state-accepted professional credentials aligned with the Framework and articulated across the professional development system.

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.

Timeline: Completed by Fall 2013 by 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

Timeline: completed by Fall, 2013 by 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.

Timeline: Completed by Spring 2014 by Stakeholder Group.

Activity 4.2.4 Share draft Progression of Credentials with all constituency groups, gaining input and feedback for a final document.

Timeline: Completed Fall, 2014 by Stakeholder Group, Transformation Team, Core Team.

Activity 4.2.5 Finalize Progression of Credentials and take to Transformation Team and Leadership team for approval

Timeline: Completed Summer 2015 by Credentials Group; Transformation Team

Activity 4.2.6 Develop policies and procedures for implementing Framework with professional development opportunities, higher education programs, and trainings for early learning and development professionals

Timeline: Begin Fall, 2015 by Leadership Team;

Objective 4.3 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.

(((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 domains of school readiness.)))

Activity 4.3.1 Bring together representatives from the Workforce Framework Group and the Credentials group as a Professional Development Team to plan an intentional method of collecting data and input from stakeholders.

Timeline: Completed Spring, 2012 by Transformation Team.

Activity 4.3.2 Gather input from stakeholders on draft Framework

Timeline: Completed by Spring 2013 by Professional Development Group.

Activity 4.3.3 Complete a report summarizing results from data gathering and share with Transformation Team and ELC Leadership Team.

Timeline: completed Fall 2013 by Professional Development Group

Activity 4.3.4 Use results of report to begin planning the system.

Timeline: Summer 2014 by Professional Development Group.

E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

- (a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

Current Status

The current kindergarten assessment is the Kansas Early Learning Inventory-Revised (KELI-R). The domains covered are the essential school readiness domains: physical and motor development, self-help (adaptive) skills; social emotional development, communication and literacy which includes language, general knowledge which includes early scientific

development and mathematical knowledge which includes approaches to learning. The kindergarten assessment tool is the Kansas Early Learning Inventory (KELI) which was developed in part by the Kansas State Department of Education and inclusive of the Qualls Early Learning Inventory (QELI). The KELI's nine domains are; Physical Development, Social-Emotional Development and Symbolic Development (as developed by early childhood professionals in the state of Kansas) and General Knowledge, Oral Language, Written Language, Math Concepts, Attentive Behavior and Work Habits (as developed for the QELI). Of the nine domains, six domains are nationally normed and are from the Qualls Early Learning Inventory (QELI). Assessment items described skills, abilities and knowledge of kindergarteners in the nine developmental areas.

See Appendix O for an overview of how the use of the KELI results as school readiness data are used to inform teachers and support learning in young children. Appendix FF provides an overview of the data collected via the 2005-08 data collection process.

The Kansas Early Learning Standards cover eight domains: Physical Development; Social Emotional Development; Communication & Literacy; Approaches to Learning; Science; Mathematical Knowledge; Social Studies; and, Fine Arts. The KELI (for kindergarten) and companion assessment for four year old children, the Kansas Early Learning Inventory for Fours (KELI-4) are aligned with the standards and each other. The KELI is further aligned with the previous content standards, available in 2009. Current plans include revisiting the Kansas Early Learning Document to be sure the standards are aligned with the Kansas Common Core Standards.

- (b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

The KELI is an assessment tool used in Kindergarten and first grade to identify student development in nine behavioral domains related to school learning. The inventory assesses behaviors developed in school, so information from it can be used to focus instruction and improve achievement. It is a teacher observation tool. Teachers were trained on the administration process and items through a face-to-face training in 2005-07 and then using an

online module. An addendum to the KELI document gave precise directions as to the definition of each item response scale.

Scores and Norms. The score on each behavior scale on the KELI is the sum of scores from each of the items on separate scales. Most items use a response scale based on the frequency of occurrence, where the least frequent response is scored zero (0) and the most frequent response is scored two (2) or three (3), depending on the scale.

The primary purpose of the KELI is to organize information for teachers to support instructional decisions they need to make about individual children and class groups. As with other types of assessment information, scores from the KELI should not be used alone to make important decisions about individual students. The scores would be appropriate to use for the following specific purposes:

1. To describe the developmental level of a student on behavioral dimensions related to school learning.
2. To supplement information from other assessments about a student's academic achievement in Kindergarten.
3. To describe certain learning-related behaviors of a student with special needs or whose first language is not English.
4. To screen for appropriateness of further social/emotional and academic testing.
5. To help identify students who might be at risk due to delayed development.
6. To monitor changes in developmental levels of Kindergarten students.
7. To provide a baseline for monitoring improvement throughout the year of individual students or class groups.
8. To provide information for planning instructional programs for individual students or student groups.
9. To report both initial status and progress to parents.

Beginning in the fall of 2005, Kindergarten teachers were asked to complete assessments based upon their observation of semi-randomly selected children in their class for the School Readiness Project. Teachers were asked to rate each selected child on each item of the KELI using a three to four point scale at the beginning of the school year and again in the following spring. The

School Readiness Project was completed in the spring of 2008. Data were provided on a total of 5073 children over the course of the three year study with 2082 children entering Kindergarten in 2005; 1863 children in 2006, and 1207 children in 2007.

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

The KELI is being revised to better align with the Kansas Common Core standards. The draft KELI-R (Kansas Early Learning Inventory-Revised) has been piloted with approximately 30 Kindergarten teachers to begin the validation process for the revised instrument. These teachers completed the first version, the KELI, twice during the 2010-2011 school year and completed the first draft of the KELI-R in early spring. Results are being analyzed and will be used to do further revision for a piloted web-application process in the 2012-2013 school year. A final statistical review with a group of experts will allow the KELI-R to be in place for Kindergartens across the state for use during the 2013-14 school year using a stratified random sampling of Kindergarten classrooms. Beginning the Fall of 2015, all Kindergarten students will be offered the opportunity to participate in the Kansas Early Learning Inventory-Revised (KELI-R) assessment process.

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws;

The KELI-R will be a web-based application that will be completed by Kindergarten teachers in a process that has been piloted by state-funded preschool programs—the Four Year Old At-Risk programs. The preschool teachers are entering data using the KELI-4R beginning in September, 2011. This process will be similar to that used by Kindergarten teachers.

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

The implementation of the Kansas Early Learning Inventory-Revised (KELI-R) will be funded in part through the LDS grant as a part of the web-based application. The development of the

KELI-R has been funded through both private and public funding sources. Once the web-based application is completed, the cost for administering the assessment, collecting results, and sharing them with teachers, schools, parents, and policy makers at an aggregate level will be low-cost and supported within the system.

Kansas Needs to be addressed by the High Quality Plan

The Kansas Early Learning Inventory –Revised is in **the validation process**. It will be piloted in the fall of 2012 with a sampling of kindergarten teachers and children to provide data for the necessary statistical review.

Kindergarten teachers are as overburdened as other teachers in the assessment requirements. The data collection process and the use of the KELI-R will **need training** and the teachers and school will need **support** until the process becomes more ‘habitual’.

Use of the KELI-R data will need to be clearly defined for parents, teachers, and policy – makers. In the past, research briefs have been created and shared via newsletters and conferences. However, the implications of the data gathering for teachers, early learning and development professionals, and parents **have not been widely understood** or used to make a difference in children’s learning. The data provide a sharp focus on the supports necessary to promote school readiness and later school success for high needs children. (See Appendix O for article. See Appendix FF for available data.) A process and **expectations for use of the data** to drive change and support school readiness is needed.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Kansas High Quality Plan 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.

Objective 5.4 Update the current Kindergarten entry assessment instrument to align with the Kansas Early Learning Standards and K-12 Common Core standards.

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.

Timeline: Completed by Spring 2013 by 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 Kansas Early Learning Standards.

Timeline: completed by Fall 2013 by expert group.

Activity 5.4.3 Finalize KELI-R for implementation.

Timeline: completed by Fall, 2013 by KSDE Early Learning Services Staff and group of experts,

Objective 5.5 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 5.5.1 Develop report of fall, 2012 results

Timeline: completed by early spring, 2013 by KSDE Early Learning Services Unit staff.

Activity 5.5.2 Share results of 2012 Kindergarten Entry Assessment with Transformation team, Leadership team.

Timeline: early spring, 2013 by 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.

Timeline: ongoing during the spring of each year based upon previous fall's results by KSDE Early Learning Services Staff and Participating State Agency staff as desired.

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.

Timeline: Complete fall 2015 by 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.

Timeline: Begin, Fall, 2015 by Transformation team, KSDE Early Learning services team; School Readiness Data Task Force members as needed.

Activity 5.5.6 Develop a process for reports and dissemination through School district councils, including input from the State Council of Superintendents and elementary principals' organizations.

Timeline: Begin late fall, 2015 by KSDE staff and Transformation Team; ongoing process.

Objective 5.6 Use data gathered 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 5.6.1 Work with Statistician to develop data review process for ongoing examination of data.

Timeline: Begin, Spring, 2015 by 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

Timeline: Begin fall, 2015 in conjunction with Activity 5.5.5 and 5.5.6 by KSDE Staff and Transformation team, ongoing process.

Understanding the status of children's learning and development at kindergarten entry.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

(a) Has all of the Essential Data Elements;

(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Kansas is writing to Selection Criteria (E) (2 a-e): **Building or enhancing an early learning data system to improve instruction, practices, services, and policies.** Supporting evidence and descriptions of current initiatives and documents developed and current in use are described below. Following this description of the current status in Kansas, there will be a list of gaps and needs related to meeting the Selection Criteria E2, followed by the Kansas Goal(s), Objectives, and Activities that will be used to meet those needs and close those gaps. Finally, a concluding statement will make the connections between current and future status of the Kansas Plan for promoting early learning and development outcomes for children—especially those with high needs.

Current Status

When the Longitudinal Data Systems grant was awarded to the Kansas State Department of Education, the KSDE had a vision to create a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice. Although the system will support education accountability and state and federal reporting, meeting accountability requirements will be only one of many functions of the system. Longitudinal data will assist with such things as identifying early childhood programs that are associated with strong school readiness outcomes, assessing student progress and learning needs, identifying factors that correlate with persistence in school, improving instruction, determining priorities for allocating resources, identifying effective teacher preparation programs, identifying factors that best prepare students for entry into postsecondary education and the workforce, and identifying factors related to success in higher education. The existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection system, postsecondary data system, teacher resource libraries, and Educator Data System will be enhanced to help accomplish the vision.

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. Appendix H has the list of Priority Policy Questions concerning School Readiness developed by this group, vetted by stakeholders across the state, and used to drive the work of the School Readiness Data Task Force.

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 was 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 acceptance in March, 2012. Once approved, these data elements will serve as the foundation for Kansas' statewide comprehensive and coordinated early childhood data system. Appendix GG provides the charge of the School Readiness Data Task Force.

Kansas's 2009 ARRA State Longitudinal Data System grant included the following work to be done within the confines of the SLDA grant funding.

- Task 1: Preschool children who take part in any KSDE program are assigned a unique SSID, which follows the child throughout his/her education career in Kansas. However, very little information about preschool children or the services they receive is collected or included in KSDE's Enterprise Data System. In addition, very little outcome data are included for students in the primary grades.
 - This includes establishing processes for assigning SSIDs to children in Parents As Teachers (PAT) and those who participate in KELLI assessments, as well as other early childhood programs not currently integrated; identifying needed data and establishing data standards and definitions. Web-based collection and reporting tools, accessed via KSDE's common authentication system, for KELI assessments (including the KELI-4R for preschoolers and the KELI-R for Kindergarten children) and PAT evaluations will be designed and developed and will implement master data management processes with KIDS for SSIDs and with Organizations for valid schools, districts, and intermediaries.
 - Collecting assessment data at the state level for these early grades could improve instruction for young children; and including the data in the EDW would allow progress monitoring through all grades. Therefore, KSDE-funded preschool and primary grade data will be captured and integrated with other outcome data to

enable districts and the state to make informed decisions about early childhood program effectiveness and to provide student interventions at the earliest indication of need.

- Once these data collection systems are in place, KSDE will develop extract, transfer, and load (ETL) processes for loading the early childhood program outcome data into KSDE's Enterprise Data Warehouse, and make it available for researchers and other education stakeholders via data marts and business intelligence solutions. (SEE KSDE's Enterprise Data Design 2013 in Appendix HH)
- Task 2: Identify data elements that are important to share across state agencies, and establish standards for these data elements among the participating organizations. This work, in conjunction with the Kansas Early Childhood Advisory Council (ECAC), is expected to be completed in February 2012 and will be shared with the co-conveners of the Kansas School Readiness Data Task Force in March 2012.

The data elements being identified by the Task Force are organized within the School Readiness Data Framework and build upon past efforts. Efforts in Kansas to improve children's school readiness are tied to a previously developed School Readiness Framework (birth to the start of kindergarten) created almost ten years ago by a broad-based constituency group. This comprehensive framework encompassed 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.

The 2003 work on the 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. The first step of the current School Readiness Data Task Force has been to revisit and revise the former framework into one more current, based upon the last ten years of evidence and research that help define what we need to know to support and promote school readiness in young children. 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.

The four components of the School Readiness Data Task Force (draft, 2011) are: ready family, ready community, ready educational environments, and ready child. See Appendix Q for the graphic that depicts the drafted definitions of the components and the overall introduction to School Readiness.

Customer and Provider Portal (CAPP) and the Kansas Quality Care Profile Project

The CAPP Project is a collaborative effort between the Kansas Department of Social and Rehabilitation Services (SRS) and the Kansas Department of Health and Environment (KDHE). The primary objectives of the CAPP Project are to purchase and implement a Statewide Customer and Provider Portal. The Customer Portal will be a public facing web portal which provides customers a user friendly tool to apply for SRS programs. The customer will be able to enter information to do a high level screening and/or apply for benefits in any or all of the following programs: TANF, Food Assistance, Refugee Assistance, or Child Care. The Provider Portal will allow providers access to information and services and to allow for an online application process for child care providers. Child care providers will be able to apply to KDHE for their child care license and to enroll with SRS to become a child care provider eligible to receive subsidy benefits from families with High Needs children. Other functionality includes reporting, the ability to check the status of an application and providing alerts to agency staff when provider information is updated. The portal can also be used by Kansas Families to access and research provider information. This will give families the ability to make more informed child care decisions based on provider qualifications, training and compliance.

The Provider Portal includes the framework for the housing of the Kansas Quality Care Profile (KQCP- the state's Professional Development Registry) which will track professional development efforts for Child Care Providers/Practitioners within the state. The CAPP project is completing the first phase of a statewide Professional Development Registry for Early Care and Education practitioners in Kansas. This framework allows Child Care Providers and individuals to enter

validated information about qualifications, credentials and trainings achieved. Upon completion, this will assist the state in identifying gaps and/or training needs of early care and education programs across the state. The early care and education providers targeted to participate in the Professional Development Registry will include but not be limited to: regulated care (family child care and center-based child care), Pre-K, Early Head Start, Head Start providers and teachers with the Unified Early Childhood License. The Registry system will also have the capacity to maintain records for informal care such as in home and family, friend, and neighbor (relative) caregivers. The Kansas Quality Care Profile is a goal within the Kansas Early Childhood Comprehensive System's Professional Development Plan and it is anticipated the Registry's business functions will be governed by the Early Childhood Advisory Council. The Customer and Provider Portal is due to be implemented by January 2012. The following outcomes are the desired as we move into the second phase of KQCP implementation. Through facilitation and strategic consultation services Kansas desires to:

- allow a child care professional to register and log into the KQCP, enter initial information, save the profile, return to the profile and update information;
- allow a child care professional to create a profile and also apply for program director approval (PDA) with KDHE by interfacing with KDHE's legacy system (CLARIS)--information sent to CLARIS Credential module for processing;
- allow PDA information received by KDHE and entered into CLARIS to be sent to KQCP--assign unique identifier to KQCP record;
- allow both systems (CLARIS and KQCP) to link the profile and application for PDA by a professional unique identifier (ex: person ID) to prevent duplicate records in the CLARIS system and KQCP; (ensure triggers are in place to update systems as necessary when information is updated/added to a profile);
- allow multiple system users to review and validate information entered by the professionals (agency staff, partners, field facility inspectors);
- promote child care facility applicants/owners to the KQCP as part of the application process; and
- promote staff/affiliates submitted with the licensing application to the KQCP

Kansas needs to be addressed by the High Quality Plan

In order to **build an early learning data system that is linked with the K-12 comprehensive data system** and to establish a system which can improve instruction, practices, services, and policies there is work to be done. Many of the Essential Data Elements are in place for school-based programs, including unique child identifier and program participation and attendance data, teacher/early childhood educator identifier, unique site identifier, child demographics with some family, and teacher/early childhood demographic information. See Table (A) (1) 13 for an overview of the current status of data systems in Kansas. Program level-data for TQRIS are partially in place, but need to be completed once the TQRIS has been fully developed and the system implemented across all types of early learning and development programs.

Information on the process of data collection and the integration of early childhood into the K-12 longitudinal data system will need to be shared with the public, the early learning and development program staff, and the professional development providers. Gaining ‘buy-in’ before implementing will enhance the speed of the work and promote a better understanding of the ‘why’ – how using data to make appropriate decisions is best for children.

A major task will be to complete the Child Care registry and **implement fully the CAPP** (Consumer and Provider Portal). This data base will provide the essential data elements for the child care providers who voluntarily participate in the system. This also will be, at some point in the future, the data base that will link with teacher education data bases and the SLDS to provide a fully complete picture of the ‘inputs’ a child receives during his/her pre-school, birth to five, years.

Kansas needs to **integrate the early childhood data work with the K-12 data work** as much as possible and as appropriate to meet the needs of the participating state agencies and the early learning and development community at large so that longitudinal information on children can be tracked and their early elementary (and beyond) level of skills and knowledge can be examined to determine what supported and what interfered with success.

Finally, although rural school districts are a part of the LDS already and can provide a base for the work in these small communities, many, if not all, of the child care providers in rural counties are **family child care providers** who often move in and out of the field, have less

experience around working with data bases, and may not be invested in the process. This last issue is also one that impacts all parts of the state, although to less intensity.

High Quality Plan Goal 5.0: Implement a comprehensive longitudinal data system that provides data for use in for improving, program practices, state and local services and policies, and enhances the abilities of program staff, families, and policy-makers to making data-driven decisions at all , that support efforts to close the readiness and achievement gaps of young children who have high needs.

Objective 5.1 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 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. Timeline: completed by Fall 2012 by 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. Timeline: Completed by Spring 2013 by 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 Kansas School Readiness Data Task Force 'next steps'

Timeline: Completed Fall 2012 by 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 and Competency Framework.

Timeline: Completed by Spring 2013 by work group.

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.

Timeline: Completed by Spring 2014 by 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

Timeline: Completed by Spring, 201 by Workgroup

Activity 5.1.7 Develop, Implement (including field testing), and Market the Kansas Quality Care Profile by Early Learning and Development providers/practitioners and develop a continuous funding plan to promote continued participation by these providers and practitioners, including an incentive plan to promote statewide participation.

Timeline: Completed Summer, 2014 By SRS and participating agencies.

Objective 5.2 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 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.

Timeline: Completed, Fall, 2014.

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.

Timeline: Development completed, Fall 2013; Implementation, Spring 2014.

Objective 5.3 Utilize the longitudinal data system to support the development of a 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 5.3.1 The LDS includes early childhood data as defined by the School Readiness data Task Force.

Timeline: completed Spring 2014.

Activity 5.3.2 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.

Timeline: completed by Fall, 2013 by KSDE staff, Transformation team, representatives from school districts, early learning and development programs (state and local)

Activity 5.3.3 Create a work group to develop a process for sharing data at the local level between early learning and development programs and school districts.

Timeline: Completed Fall, 2013 by KSDE staff, Transformation Team, School District personnel and representation from early learning and development programs at local and state levels.

Activity 5.3.4 Aggregated data are made public in a report format that will provide information related to impact of programs, practices, and interventions.
Timeline: Completed fall, 2015 by KSDE staff, Transformation Team.

V. COMPETITION PRIORITIES

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Thoughts about the competitive preference points (Priority 2): p. 71

Kansas law, K.S.A. 65-501, requires child care facilities to be licensed by the Kansas Department of Health and Environment. A Child Care Facility is defined pursuant to K.S.A. 65-503: i.e. any person providing child care to one unrelated child more than 20 hours per week is required to be licensed. If caring for two unrelated children any number of hours, regardless of payment, licensure is required. Therefore, every child care facility is licensed or exempt by licensing through law and regulation. It is therefore clear that Kansas meets Competitive Priority 2 (a) as described above.

The Tiered Quality Rating and Improvement System described in Section (B) (1-4) is inclusive of all licensed or state-regulated Early Learning and Development Programs and is designed so that all such program can participate if they so choose to do so. Kansas therefore meets Competitive Priority 2 (b).

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 or by writing to selection criterion (E)(1).

Under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

(b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

In the past ten years, the Kansas early childhood community has begun to work more closely with the K-12 community. Examples include the growth over the years of the Four year Old At-Risk preschool program which began in 1998 with approximately 1200 children and now provides quality early learning experiences to over 7,100 children in 186 out of 293 school districts. Some districts, particularly those in small, rural communities, start their own preschools because there are none in the vicinity. One way to support these school-based sites and community-based sites is to create a connection between the Kansas Early Learning Standards and the K-12 common core standards. This will help build a seamless transition between the birth to five years and Kindergarten and early elementary years. See C1 for further discussion.

Operationalizing the Early Learning Standards and K-3 Standards will support the transition and improve program results by aligning those documents with curricular, instructional, and

assessment practices that are based on the evidence and scientific research, provide a specific scope and sequence, are sensitive and responsive to the varying needs of ALL learners, and have been shown to be predictive and essential to later achievement in reading, math, and positive behavior. The K-3 standards go beyond Common Core and will be reviewed for alignment to the Early Learning domains of social-emotional development and physical health development as well as approaches to learning and the arts.

School readiness data collected previously (see Appendix L for report) has indicated that children, who enter with higher level of skills, carry that high level on through fourth grade. Reading scores on assessments are clearly impacted by early literacy learning. Parent practices and classroom practices make a difference in student performance both at kindergarten entry and later in the elementary years. Family engagement as well as the health of young children impact their school readiness and later school success. See Appendix II for an overview of the School Readiness data examining the impact children's health has on their school readiness and later school success.

Kansas will use the Longitudinal Data System and the School Readiness Data elements in development by the Task Force to focus on school readiness and its impact on later learning. Children who have high needs are particularly vulnerable and early experiences can, for better or worse, impact their school success. Literacy is a key area of learning that impacts all academic areas and many social skill areas as well. Using school readiness data collected during birth to five years as well as the Kindergarten entry assessment to impact the instruction and early learning experiences provided children is critical to supporting later success. Current resources are supporting the data collection via a web-based application. However, funds from the Race to the Top would be useful for training teachers on the validated instruments, the process for collecting and data entry, and using the data to make classroom decisions and provide support to families with children who have high needs.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

A focus on the early years of life is the nexus of policy and programming discussions among the Governor, legislators, business leaders, and the early childhood community. Public-private partnerships, both formal and informal, have been instrumental in supporting the ongoing development of the State's early childhood system, and continue to be a driving force in our work. Kansas has adopted a research-based perspective to help promote bi-partisan work and public-private partnerships as solutions to early childhood systems building. Several key examples highlight our successes and future plans.

Kansas hosted a 2007 Summit on Early Childhood, which laid the foundation for ongoing dialogue around building support for the State's early childhood system. The Summit brought together early childhood stakeholders, policymakers, state legislators, business leaders, parents, and other concerned citizens to establish common language and collective knowledge around the critical issues impacting decision-making in the State's early childhood system and promote school readiness. This was a pivotal event to build a collective framework for moving forward with public-private partnerships in Kansas, with business leaders participating in all aspects of the Summit.

Early childhood has been a key area of partnership with local school boards. The Kansas Association of School Boards (KASB) has been an important partner in leading efforts to help communities and the state understand and be involved in efforts to improve and finance the early childhood system. KASB has also worked closely with state agencies to increase the coordination between school districts and local early childhood programs and councils to not only improve school readiness, but school success. An example of this is the early childhood coordinating council in Coffeyville, Kansas which includes representation from the school district, Head Start, local preschool and child care facilities, businesses, faith-based preschools, churches, the Chamber of Commerce and local citizens interested in supporting the community. Currently, Coffeyville has an early childhood center that integrates children with special needs (IEP's), Head Start, Four year old At-Risk, and child care. The integrated classrooms are located within a school district building, have licensed teachers, and are funded through multiple sources.

The Kansas chapter of the American Academy of Pediatrics has played a crucial role in having the early childhood system recognize and help with health needs of young children and their

families and continues to play a key role in the Kansas Early Childhood Comprehensive System (KECCS) planning. Kansas has been a model for Parent Leadership nationally and parent voices have been a vital component in the work of moving the early childhood system and school readiness forward in the state. The State Interagency Coordinating Council includes multiple parents as council members, providing Part C and Part – B, section 619 advice and counsel regarding the needs of families and communities of these children with high needs.

These public-private partnerships have been critical to holding the line for funding for early childhood in the state during the recession. These partnerships have been forged through the work of business leaders whose interests are the long term outcomes for children in the state. Their focus on outcomes has been critical in discussions around the needs of the community and business partners related to early childhood programs and young children.

Private partners are well represented in early childhood leadership, including the Kansas Children's Cabinet and the membership of the Kansas Early Childhood Advisory Council (ECAC) as created by our former governor. New and established business partners bring commitment and leadership to the table, and underscore the ongoing commitment of Kansas' public and private partners to the well-being of children in the State. For example, Barry Downing, an influential business leader from Wichita, KS, has become a key leader in the early childhood system. He has been engaged in building a model for public-private partnerships in early learning for the most at-risk children through The Opportunity Project (TOP) preschool program. He has also widely shared his experience and unique perspective with colleagues, developing new interest by business partners across the State. He has worked closely with business leaders, legislators, and early childhood stakeholders to push forward early childhood policy in Kansas.

Public-private partnerships have been influential not only at the policy level, but in community work as well. For example, the largest business in Finney County, KS, Tyson Fresh Meats, financially supported ideas for creating family time at no cost or very little cost. Tyson's general manager believes the project is good for the community and parents who work at the plant: "We thought it would help make our team members better parents and give them tips on which agencies to go to." This is one example of the commitment by business partners in Kansas to

understand the needs of young children and families and shows that they are a vital element of the ongoing work of the early childhood statewide community.

Kansas will continue to foster ongoing public-private partnerships by providing opportunities for multidisciplinary work through the state level councils and early childhood coalitions. In addition, we will support business-to-business opportunities through State and local Chambers of Commerce, United Ways, and collaborative efforts such as the Alliance. They will be key partners in implementing the work of the Race to the Top grant.

VI. BUDGET

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

- (1) Is adequate to support the activities described in the State Plan;*
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and*
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan;*

BUDGET PART I: SUMMARY

BUDGET PART I-TABLES

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,629,943	2,040,755	2,267,069	2,263,780	8,201,547
2. Fringe Benefits	637,549	818,360	928,579	961,152	3,345,640
3. Travel	101,000	189,000	181,000	181,000	652,000
4. Equipment	175,000	12,000	150,000	100,000	437,000
5. Supplies	160,076	113,032	157,051	169,570	599,729
6. Contractual	1,432,140	1,889,490	1,833,437	1,550,176	6,705,243
7. Training Stipends	0	0	0	0	0
8. Other	12,290	12,590	12,910	13,240	51,030
9. Total Direct Costs (add lines 1-8)	4,147,998	5,075,227	5,530,046	5,238,918	19,992,189
10. Indirect Costs*	347,979	427,985	461,810	460,316	1,698,090
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	600,000	600,000	600,000	600,000	2,400,000
12. Funds set aside for participation in grantee technical assistance	97,083	97,083	97,083	97,083	388,332
13. Total Grant Funds Requested (add lines 9-12)	5,193,060	6,200,295	6,688,939	6,396,317	24,478,611
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13- 14)	5,193,060	6,200,295	6,688,939	6,396,317	24,478,611

Budget Table I-2: Budget Summary by Participating State Agency--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
KSDE	2,758,979	3,166,972	3,235,841	3,178,511	12,340,303
KDHE	1,453,729	1,604,663	1,907,103	1,951,324	6,916,819
SRS	980,352	1,428,660	1,545,995	1,266,482	5,221,489
Total Statewide Budget	5,193,060	6,200,295	6,688,939	6,396,317	24,478,611

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Registry	1,206,924	1,272,681	1,740,001	1,469,987	5,689,593
TQRIS	1,047,426	1,167,272	1,243,344	1,259,848	4,717,890
Long Data System	756,371	1,185,933	1,281,943	1,222,333	4,446,580
K Entry Assm.	343,869	345,885	345,385	346,343	1,381,482
Standards Revision	501,541	786,052	561,628	566,612	2,415,833
Workforce Development Plan	515,925	551,854	577,467	583,465	2,228,711
Family Engagement	426,278	460,915	485,210	489,996	1,862,399
EC Program Standards Revision	394,726	429,703	453,961	457,733	1,736,123
Total Statewide Budget	5,193,060	6,200,295	6,688,939	6,396,317	24,478,611

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

OVERALL BUDGET STRUCTURE
(Evidence for selection criterion (A)(4)(b))

The Kansas Budget Part I narrative details the overall budget construction and how funds will support achievement of the State Plan during the period of this December 31, 2011 through December 31, 2015 award. The Kansas Budget Part II narrative that follows will detail each individual state's partner role in managing projects in achievement of the State plan. The Kansas Partners will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that:

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan.

The adequacy of the budget to support the High Quality Plan is demonstrated by the fact that Kansas has analyzed resources currently available to support the project as well as new resources

that will be essential to carry out the Early Learning Challenge Race to the Top proposed projects, activities and work scope. The budget includes the required funds for federal technical assistance and adheres to contractual guidance as specified in the technical assistance workshops for application preparation. All costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The Kansas Early Learning Challenge projects outlining the core reform areas are described in relation to the activities, roles, responsibilities of the state agency partners on the following chart. The “Kansas ELC Project and Partners chart” serves as the narrative to clearly details how the line items support the achievement of the project activities and outcomes as they are proposed in the application.

Kansas ELC Projects & Partners			
Project name & Selection Criteria	How do budgets support this project?	Lead Agency Partner List	Goal(s) addressed
<p>Early Learning Standards Revision</p> <p>B1 Incorporating learning standards into TQRIS</p> <p>C1 Reviewing, revising & aligning standards to meet program standards in TQRIS</p> <p>C2 Using revised Early learning standards to develop comp assessment system for TQRIS</p> <p>C4 Develop and adopt shared family engagement standards across agencies</p>	<p>Dedicated personnel to coordinate policy practices and procedures; serve on ELC core team, lead the revision process, rewrite the standards and develop training materials & assist with training regional facilitators.</p> <p>Expert consultants to the process</p> <p>Stakeholder travel and meeting expenses</p> <p>Funds to reproduce online and limited hard copy versions of Standards documents, including family-friendly versions</p> <p>Yearly Regional Facilitator Cohorts conduct training</p> <p>Regional Quality Incentive Rewards</p> <p>External Evaluation Team Services</p>	<p>(Lead) Ks State Dept. of Education</p> <p>--Early Learning Services Unit</p> <p>Social and Rehabilitation Services</p> <p>-Head Start Collaboration Office</p> <p>Ks. Dept. of Health and Environment— Child care licensing</p> <p>Children’s Cabinet</p>	<p>Goal 3: Implementation of KS. Quality Standards for EC programs</p> <p>-Align and cross – walk with K-12 common core standards; Revise; provide training; connect with EC outcomes; incorporate into TQRIS</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>TQRIS B1 Incorporating learning standards into TQRIS B2 Implementing policies & practices to all programs participating in TQRIS B3 Using valid & reliable monitoring tools & process and providing information to parents B4 Promoting the engagement of families in their children's learning B5 Selecting appropriate/valid measure to evaluate TQRIS</p>	<p>Dedicated personnel to coordinate interagency policies, procedures and practices as well as facilitate stakeholder groups, represent core team and help train regional facilitators Outside expert consultants to the process Stakeholder Travel and meeting expenses. Reproduction and printing costs. Regional facilitators conduct training Regional Quality Incentive Awards Independent TQRIS Evaluator & External Evaluation Team Services</p>	<p>Social and Rehabilitation Services (Lead)- -Head Start Collaboration Office State Dept. of Education--Early Learning Services Unit State Dept. of Health and Environment- -Child Care licensing Children's Cabinet</p>	<p>Goal 2: Retool, implement, refine TQRIS model to meet program requirements and goals; develop with stakeholder input using outside facilitator. Move from building the plan to implementing it by third year; conduct training, provide incentives for participation</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>Early Childhood Program Standards-Revision</p> <p>B1 Incorporating learning standards into TQRIS</p> <p>C4 Develop and adopt shared family engagement standards across agencies</p>	<p>Dedicated personnel, who serve on ELC core team, lead the revision process, rewrite the standards and develop training materials & assist with training regional facilitators.</p> <p>Expert consultants to the process</p> <p>Stakeholder travel and meeting expenses</p> <p>Funds to reproduce online and limited hard copy versions of Standards documents, including family-friendly versions</p> <p>Regional cohorts of facilitators conduct training</p> <p>Quality Incentive Rewards</p> <p>External Evaluation Team Services</p>	<p>State Dept. of Education</p> <p>-Early Learning Services Unit (Lead)</p> <p>State Social and Rehabilitation Services</p> <p>-Head Start Collaboration Office</p> <p>State Dept. of Health and Environment</p> <p>-Child Care licensing</p> <p>Children’s Cabinet</p>	<p>Goal 3: Implementation of KS. Quality Standards for EC programs & Comprehensive Assm Systems</p> <p>Review current document to align with RTT program standards; Revised EL Standards; Align with TQRIS development</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>Comprehensive Longitudinal Data System (LDS)</p> <p>B5 Selecting appropriate/valid measure to evaluate TQRIS</p> <p>E2 Building upon current LDS & linking with Child Care Registry will meet all elements of an early learning data system</p>	<p>Information technology staffing to support analysis, programming needs, development of new user interfaces.</p> <p>Include data quality assurance and training documents for local provider staff</p> <p>Provides funds for hardware and software and server equipment</p> <p>Funds to provide training including web-based and face to face as needed.</p> <p>Regional facilitator cohort training</p> <p>External Evaluation Team Services</p>	<p>Lead Social and Rehabilitation Services</p> <p>-Head Start Collaboration Office</p> <p>Lead Ks State Dept. of Education</p> <p>Ks. Dept. of Health and Environment</p> <p>-Child Care licensing</p>	<p>Goal 5: Implement a comprehensive data system: Birth to five data connection with K-12 Data System & Entry/access to provider licensing status & professional development</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>Workforce Development Plan</p> <p>D1 Engaging stakeholders to develop framework, progression of credentials</p>	<p>Dedicated staff to facilitate and coordinate interagency policies; facilitate development of plan; work with national TA providers</p> <p>Outside consultant to assist with development of plan</p> <p>Funds to support stakeholder meeting participation and materials</p> <p>External Evaluation Team Services</p>	<p>State Dept. of Education (Parent as Teachers, Four Year At-Risk; Part B, Sec. 619)</p> <p>Social and Rehab Services</p> <p>-Head Start Collaboration Office</p> <p>State Dept. of Health and Environment</p> <p>-Child care licensing; Part C</p>	<p>Goal 4: A statewide workforce development system:</p> <p>Build a workforce development plan resulting in a professional development framework through a needs assessment to determine what is in place and where the gaps are. Build a common language</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>Family Engagement</p> <p>B1 Incorporating learning standards into TQRIS</p> <p>B4 Promoting the engagement of families in their children’s learning</p> <p>D1 Engaging all appropriate stakeholder to develop progression of credentials built from the framework</p>	<p>Dedicated staff to work and Grant Coordinator</p> <p>Support to participate in stakeholder meetings and materials</p> <p>External Evaluation Team Services</p> <p>Training of yearly cohorts of regional facilitators</p> <p>Regional Incentive Awards funding</p>	<p>(Lead) Dept of Education:</p> <p>-Parents As Teachers, 4 yr Old At Risk, Section 619</p> <p>Social and Rehabilitation Services</p> <p>-HeadStart Collaboration Office</p> <p>Kansas Department of Health and Environment:</p> <p>-Part C</p> <p>-Child Care Licensing</p> <p>Childrens Cabinet</p>	<p>Goal 3: Implementing of Kansas Quality Standards (family focus strategies)</p> <p>Goal 4: Statewide Workforce Development System</p> <p>Promote participation in TQRIS programs</p> <p>Incorporate Family Engagement strategies across all components of the HQ plan.</p>

<p>Project name & Selection Criteria</p>	<p>How do budgets support this project?</p>	<p>Lead Agency Partner List</p>	<p>Goal(s) addressed</p>
<p>Kindergarten Entry Assessment/ Comprehensive Assessment System</p> <p>E1 Understanding the status of children at Kindergarten entry</p>	<p>Information tech staff to develop web based data collection system.</p> <p>Dedicated staff to complete and develop training materials, help develop policy practices and procedures, serve on core team, train regional facilitators</p> <p>External Evaluation team Services</p>	<p>(Lead) Ks State Dept. of Education—</p> <p>-Early Learning Services Unit (Parent As Teachers, 4 yr old at-risk, Part B, Sec. 619)</p> <p>Social and Rehabilitation Services</p> <p>-Head Start Collaboration Office</p> <p>Ks. Dept. of Health and Environment</p> <p>-Child care licensing;</p> <p>-Part C</p>	<p>Goal 5: implement a comprehensive data system</p> <p>Entry assessment for all kindergartners; Phase 1: research the process and item-analyze the assessment: web-based application; training provided; used to track effective practices, programs; a part of LDS and the Comp. Assessment System work. K entry assessment data to be used to inform PD</p>

Project name & Selection Criteria	How do budgets support this project?	Lead Agency Partner List	Goal(s) addressed
<p>Registry</p> <p>E2 Building upon current LDS & linking with Child Care Registry will meet all elements of an early learning data system</p>	<p>Provides dedicated program and information technology staff necessary to complete project.</p> <p>Provides hardware and software needed.</p> <p>Funds for server equipment.</p> <p>Provides funds for training</p> <p>External Evaluation Team Services</p>	<p>(Lead) Social and Rehabilitation Services</p> <p>Head Start Collaboration Office</p> <p>Ks State Dept. of Education--Early Learning Services Unit</p> <p>Ks. Dept. of Health and Environment- -child care licensing</p> <p>Children's Cabinet</p>	<p>Goal 5: Implement a comprehensive data system</p> <p>Kansas Quality Profile work; Prof. Development tracking; eventually link with KSDE LDS</p>

Organizational structure: The Early Learning Challenge funding will significantly impact Kansas' ability to increase the statewide quality of early learning and development programs and classrooms. The organizational structure for the grant consists of two components: KSDE grant management and activity implementation. KSDE has an existing federal grant management structure team within KSDE established specifically for ensuring coordination, ensure timely

expenditures, and provide oversight of the grant administration and funds drawdown and disbursement. The KSDE Management Team membership will include personnel whose responsibilities are directly related to the design, implementation, federal reporting and evaluation and include: Dr. Diane DeBacker, Commissioner of Education, (Leadership Team Member), Colleen Riley, State Director of Special Education and Early Learning Challenge Project Director; Dr. Gayle Stuber, Coordinator of the KSDE Early Learning Services Unit, Kathy Gosa, KSDE Director of Information and Technology, ELC Grant Coordinator, and Grant Fiscal Officer. Ethan Erikson, Director of Finance will serve as ex-officio. Colleen Riley, State Director of Special Education, will commit .05 in-kind and provide supervision to the Grant Coordinator, Grant Fiscal Officer, and Dr. Gayle Stuber, Early Learning Services Unit Coordinator and .25 in-kind to the project. Additionally, the management team will handle the finalization of the scopes of work with the leadership from the partner state agencies utilizing the assistance of KSDE General Counsel within 90 days, should the grant be awarded. KSDE General Counsel would also assist with any adjustments needed to MOUs, if that was ever necessary. The Memorandums of Understanding from each partner agency contain agreed upon Early Learning Challenge Race to the Top components and are located in the section titled: Memorandums of Understandings. The following explains how the grant will be managed in terms of the interagency partnerships.

KSDE Lead Agency responsibilities for organizing and managing the grant will be as follows:

- KSDE will work collaboratively with, and support the Participating State Agencies in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of the agreement;
- Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agencies in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;

- Provide feedback on the Participating State Agencies' status updates, any interim reports, and project plans and products;
- Keep the Participating State Agencies informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- Identify sources of technical assistance for the project.

Partner State Agency 2 responsibilities of the Department of Health and Environment

in assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application are as follows:

- Implement the Participating State Agency Scope of Work as identified in the Exhibit I of MOU;
- Abide by the governance structure outlined in the State Plan;
- Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;

- Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

Partner State Agency 3 responsibilities of the Social and Rehabilitation Services in assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application are as follows:

- Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- Abide by the governance structure outlined in the State Plan;
- Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and

- Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

Joint management and organization and implementation responsibilities shared by all three agencies as follows:

- The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under the MOU, consistent with the State Plan and governance structure.
- Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

The Project Director will share responsibility with the Project Coordinator for advocating program priorities to the Partner State Agency Leadership Team, Board of Education, agency staff, leadership, and districts regarding the grant. The Project Director is responsible for summarizing and reporting to the Commissioner, reporting progress to ELC Leadership Team, and for working with other KSDE leadership to ensure adequate staffing for initiatives.

The process used to manage and organize the Leadership Team, Transformation team and the core team is modeled after the collaborative management structures the used to deploy the

statewide Kansas Multi-Tier System of Supports (MTSS) Framework and described in detail in Section A3 and with a detailed description at the end of the A3 section. To summarize, successful operation of the Early Learning Challenge Projects will occur when the multi-level collaborative teams use a set of straightforward planning tools. The use of each of these tools activates a feedback loop for each the Early Learning Challenge Teams that then feed into each other. The outputs of the Leadership team regarding how the state system should be improved, feeds into and is communicated to the Transformation Team. A graphic of this feedback loop can be found in Appendix T. The transformation team examines the information/data, evaluates, refines to meet the needs of the system and communicates the system improvements in two directions 1) first direction is to the Leadership Team and 2) second direction is to the Core team. The Core team receives the communication, examines the need/data, evaluates, determines needed actions to support regional/local providers, and then communicates how programs and instructions can be improved in two directions: 1) to the Transformation Team and 2) to the Regional Facilitators. Each Early Learning Challenge team (Leadership, Transformation, and Core) will be expected to complete and use the following tools as a part of their daily team operation:

- d) Membership Charter with name, representation, specific responsibilities, leadership team norms, and identification of the frequency of team meetings.
- e) Decision Making-Method Form is completed and identifies which decision method (consensus, majority rule, minority rule, averaging, expert, authority rule with discussion, authority rule with discussion) will be used with which type of decision.
- f) Communication Planning Form identifies who the team is going to communicate what, to which stakeholders, when and how often, by whom and how, and the feedback requested.
- g) Action Planning form/tracking system will be adopted and used. Evaluation team members use forms to collect data on progress and feedback.

Collaborative work is hard but collaborative work pays off. Communication, accountability, and sustainability are strengthened when people work together. Each Partner Agency has prepared a budget to support implementation of the proposed goals, objectives, and activities and each partners individual leadership role in carrying out those activities. At the time of submission a

good faith effort was made to identify all the needed resources and apply the costs to those projected needs accurately and with great detail as was made available. The complexity of the budgeting task is evident and worthy of a project of this magnitude. As a result of these combined efforts Kansas will stay within the budget, adequately meet the timelines and goals since the workload and responsibilities are written to achieve the goals and outcomes associated with the proposed activities.

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency.

Budget Table II-1: Participating State Agency Budget by Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Budget Table II-1: Participating State Agency 1 (Evidence for selection criterion (A)(4)(b)) STATE DEPARTMENT OF EDUCATION					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	482,500	720,500	755,500	725,500	2,684,000
2. Fringe Benefits	183,517	283,463	308,989	310,878	1,086,847
3. Travel	35,000	48,000	40,000	40,000	163,000
4. Equipment	0	12,000	18,000	0	30,000
5. Supplies	95,500	88,000	90,000	84,000	357,500
6. Contractual	1,190,000	1,190,000	1,190,000	1,190,000	4,760,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,986,517	2,341,963	2,402,489	2,350,378	9,081,347
10. Indirect Costs*	139,462	192,009	200,352	195,133	726,956
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	600,000	600,000	600,000	600,000	2,400,000

12. Funds set aside for participation in grantee technical assistance	33,000	33,000	33,000	33,000	132,000
13. Total Grant Funds Requested (add lines 9-12)	2,758,979	3,166,972	3,235,841	3,178,511	12,340,303
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	2,758,979	3,166,972	3,235,841	3,178,511	12,340,303

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Budget Table II-2: Participating State Agency 1 (Evidence for selection criterion (A)(4)(b)) < STATE DEPARTMENT OF EDUCATION					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Registry	0	0	0	0	0
TQRIS	386,915	389,696	389,964	391,588	1,558,163
Long Data System	627,361	1,023,775	1,094,440	1,030,456	3,776,032
K Entry Assm.	343,869	345,885	345,385	346,343	1,381,482
Standards Revision	411,733	412,756	413,024	414,648	1,652,161
Workforce Development Plan	386,915	389,696	389,964	391,588	1,558,163
Family Engagement	297,268	298,757	297,707	298,119	1,191,851
EC Program Standards Revision	304,918	306,407	305,357	305,769	1,222,451
Total Statewide Budget	2,758,979	3,166,972	3,235,841	3,178,511	12,340,303

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART II – STATE DEPARTMENT OF EDUCATION NARRATIVE

Describe, in the text box below, the Participating State Agency’s budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency’s roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

1) KSDE Personnel at-a-glance

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel					
Grant Coordinator	55,000	55,000	55,000	55,000	
Grant Fiscal Officer	36,000	36,000	36,000	36,000	
Adm. Asst.	13,000	13,000	13,000	13,000	
K Entry Assm Help Desk	13,000	13,000	13,000	13,000	
TQRIS	57,000	57,000	57,000	57,000	
Workforce EPC	57,000	57,000	57,000	57,000	
Standards Revision EPC	57,000	57,000	57,000	57,000	
Project Manager	65,000	65,000	65,000	65,000	
Requirements Analyst	55,000	55,000	27,500	27,500	
Business Analyst	55,000	55,000	27,500	27,500	
App Programmer		60,000	30,000	30,000	
Tester		55,000	27,500	27,500	
Tech Architect	19,500	19,500	6,500	6,500	
Trainer		55,000	55,000	55,000	
ETL Programmer			60,000	30,000	
Data Analyst			32,500	32,500	
BI Programmer			68,000	68,000	
Database arch/pgm		68,000	68,000	68,000	
	482,500	720,500	755,500	725,500	2,684,000

Grant Coordinator (1.0 FTE) The Grant Coordinator is responsible for overall day-day project management activities including federal reporting; engaging evaluation team; grant dissemination, establishment of project plans, and other project documents; managing the plans, monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and presenting issues and feedback to the Project Director, Leadership and Transformation team. As a result, the grant coordinator's time is evenly distributed across all projects.

Grant Fiscal Officer (1.0 FTE) This position is responsible for performing accounting duties associated with the Early Learning Challenge Race to the Top grant on the Special Education Services Team. The person in this position will review, maintain and control the financial records and fiscal expenditures for grants and fee funds. This person will also monitor Partner Agency Project expenditures and reports; reconciling monthly expenditures, submission and tracking of contract requests, communicating with contractual partners and partner state agencies, responding to budget questions, submission of fiscal reports, preparing documents and estimates for state procurement procedures, ensuring timely disbursement, drawdown and expenditure of federal funds. As a result this positions time is evenly distributed across all projects.

Administrative Assistant (.5 FTE) The Administrative Assistants will perform clerical duties for the staff of this grant including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, editing, proofing, and other tasks as requested. Additionally, this position will also be in frequent communication with the other State Partners. The Current Administrative Assistants time will be distributed to the three new consultants for a maximum of 50% time. As a result, this position time is evenly distributed across all projects.

2. Fringe Benefits Inclusive

On behalf of its employees, each Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations have been prorated according to percentage of time on project.

3. Travel

Rate based on average of \$4,000 per person per year at state reimbursement rates. Examples of travel include in-state travel to meet with stakeholders, conferences, workshops, core team member meetings, Association meetings, committees, public hearings, meetings for training development and resource development, travel to deliver training across the state. Travel has been divided evenly between the KSDE projects.

4. Equipment: Long Data System & K Entry. Server Capacity (hardware and system software) is anticipated as a critical needed during year 2 (\$12,000) and year three (18,000) to house, store, and maintain the data securely for the K entry assessment and long data system.

5. Supplies

General office supplies- include paper, pens, file folders, and other desk supplies that will be utilized by project team members in performance of their responsibilities, as well as copy and postage costs associated with grant activities, instructional resources and training flyers including documentation and development and production of training materials. Amounts are estimated yearly costs. Also includes the purchase of computers, software and related accessories based on additions of new staff members. License and support for Footprints help desk and change management software. Additionally, it may be necessary to upgrade the Microsoft Project License in order to track progress on the Early Learning Challenge projects. Amounts have been divided evenly among each KSDE project.

6. Contractual

KSDE anticipates utilizing either the bid process or award a contract or subaward to non-profit entities for the operation of the following: a) the External Project Evaluation; b) the Early Learning Challenge Facilitator Network and c) Regional Quality Incentive Awards. Contractual agreements for sign language interpreters, translation services, and Braille transcription may include and not be limited to private and/or nonprofit individuals or businesses. KSDE will use state of Kansas Department of Administration procurement procedures (which reflect State and local laws and regulations) to select contractors, and those procedures have met standards described in EDGAR under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

- External Evaluation Proposal: Estimate 1 to 2 awards not to exceed \$300,000 total each year of the project. Purpose: To monitor progress and assess degree of effectiveness of ELC project implementation; collect summative and formative data; present findings to Leadership Team, Transformation Team, and Core Team. Coordinate and/or assist with TQRIS independent evaluation; Collect and prepare data and reports for federal reporting, participate in Federal Technical Assistance. Goal across all projects.

Early Learning Challenge Facilitator Network Proposal: Estimate 1 award not to exceed \$825,000 total each year. (multiple fiscal agents who might apply to operate ONE network as a consortium would result in more than one award.) Purpose: To operate a training network capable of deploying 1) a Core Team of 4 to 5 professionals who in turn provide training and statewide coaching to ELC regional facilitators 2) ELC Regional facilitators provide training, support, and resource referral to local childcare and family daycare providers. Year 1 Cohort: 11 (5 Core team members plus 6) Goes across all KSDE projects.

Year 2 Cohort 6 additional regional facilitators trained

Year 3 Cohort 10 additional regional facilitators trained

Year 4 Cohort 10 additional regional facilitators trained.

Facilitators are highly skilled and are employed and/or living in geographically rural or high need areas of the state. Proposal must meet the criteria set forth in the ELC RTTT grant application and Leadership Team.

- Sign Language Interpreters, Translation Services, Braille Transcription \$10,000 per year each year of the project. Budgeted based on estimate of \$100.00 per hour (includes travel) for 100 hours of service. To provide interpreters for the deaf, translation services, and/or braille transcription for Early Learning Challenge grant participants who are visually impaired or whose native language is other than English. One method of promoting participation in the Early Learning Challenge Projects is to reduce barriers. While each state partner and local agency is responsible, by law, for providing accommodations and access to communication for participants, the costs of such quality interpreter services can be astronomical for a small program or agency. As a result, this line item is needed to reduce financial burdens and promote participation and access to the grant activities for everyone. Has been divided evenly across all KSDE projects.

*Contingent upon State of Kansas hiring conditions at the time of award contracting for Information Technology Services may be necessary.

7. Training Stipends

None required for this Project.

8. Other

None required for this Project.

9. Direct Costs (sum of items 1-8, specified by year)

Year 1: Budget Request \$1,986,517

Year 2: Budget Request \$2,341,963

Year 3: Budget Request \$2,402,489

Year 4: Budget Request \$2,350,378

10. Indirect Costs

KSDE currently utilizes an indirect cost rate of 13.5 percent that was approved by the U.S. Department of Education and applied to only approved items.

11. Funding distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOU's , Interagency agreements, contracts or other mechanisms.

- Regional Quality Incentive Awards:

A total of \$600,000 will be set aside for the Regional Quality Incentive Award program. Subawards. This will be offered to 6-7 state locations across the state for the purpose of building capacity of local early learning providers to improve their skills in one or more of the following topics: a) teach children to read; b) participate in the TQRIS c) teach early math skills c) apply the use of Program and Early Learning Standards; d) data-driven decision making, e) engage families with high needs children, f) address rural provider quality improvement.

The Proposed Criteria would be finalized by the Transformation team and approved by the Leadership Team. Core team members would draft the specifications for the regional grant applications and organize the competitions, in conjunction with the KSDE Project Coordinator. The first cohort of Regional Early Learning Challenge Facilitators would serve as reviewers of the applications. Proposed criteria for the Regional Quality Incentive program: 1) to be eligible for funding, regional recipients must agree to participate in the ELC Facilitator Network, 2) conduct a local needs assessment, 3) use needs assessment results to develop a regional improvement plan, 4) proceed to offer incentive applications for funding based upon the priority areas for regional needs, and 5) agree to only approve plans that meet the specifications established by the ELC Facilitator Network.

Dollar amounts have been distributed evenly across all project areas.

12. Funds Set Aside for Grantee Technical Assistance

The KSDE budget includes a total of \$33,000 annually, across all project years for a total of \$122,000. Dollar amounts have been distributed across all project areas.

13. Total Costs (lines 9-12)

Year 1: Budget Request \$2,758,979

Year 2: Budget Request \$3,166,972

Year 3: Budget Request \$3,235,841

Year 4: Budget Request \$3,178,511

State Participating Agency 1: State Department of Education

Education Program Consultant for Early Childhood Standards Revision (1.0 FTE, years 1-

4) The primary roles are: a) Serve as the lead for the Kansas Early Learning Challenge Standards Revision Project; b) Serve as a Early Learning Challenge Core team member and designated lead for the ELC Standards Development Team c) Represent the interests of the ELC Standards Development Team by serving on the Early Learning Challenge Transformation Team. Provide leadership, administrative coordination, technical assistance and consultative services to education and other human service agencies, advocacy and professional organizations, and institutions of higher education programs on the design and use of standards in Early Childhood programs. The employee's overall duties and responsibilities are to a) coordinate the statewide processes that need to occur related to the revision, writing, training needed for both the Kansas Quality Program Standards and Kansas Early Learning Standards.

b) provide instructional leadership to the field by identifying and recommending best practices in Early Childhood Standards; Act as departmental consultant in aligning all Kansas Early Childhood Standards with the KSDE K-12 Common Core Standards, the KS Department of Health & Environment (KDHE) Part C team, the Kansas Inservice Training System (KITS) statewide project, Social Rehabilitation Services programs and services of other disciplines, agencies, and special interest groups at both state and local levels.

Help Desk Administrative Assistant (.5 FTE) This position is critical for the collection and maintenance of timely, accurate and reliable data related to the Kindergarten Entry Assessment and statewide early childhood related data collection. The Help Desk support staff is responsible for providing help desk support and responding to inquiries from persons who are entering data into the KSDE Authentication system and related level data collection applications. For this activity during the first year of the grant this person will work with early childhood providers, school district staff from early childhood programs and other state agencies on assigning data matches. During year two this person will assist with application testing and providing ongoing support to internal and external users. During year three and four this position will continue to be necessary as the volume of new users is anticipated to steadily increase.

KSDE - Long Data System

Budget Category	FTE	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel						
Grant Coordinator	1	7,857	7,857	7,857	7,857	31,428
Grant Fiscal Officer	1	5,143	5,143	5,143	5,143	20,572
Adm. Asst.	0.5	1,858	1,858	1,858	1,857	7,431
Project Manager	1	65,000	65,000	65,000	65,000	260,000
Business Analyst	1 / 0 .5	55,000	55,000	27,500	27,500	165,000
Requirement Analyst	1 / 0 .5 0.3 / 0	55,000	55,000	27,500	27,500	165,000
Tech Architect Applications	.1	19,500	19,500	6,500	6,500	52,000
Programmer	1 / 0 .5		60,000	30,000	30,000	120,000
Tester	1 / 0 .5		55,000	27,500	27,500	110,000
Trainer	1		55,000	55,000	55,000	165,000
ETL Programmer	1 / .5			60,000	30,000	90,000
Data Analyst	0.5			32,500	32,500	65,000
BI Programmer Database	1			68,000	68,000	136,000
Arch/Programmer	1		68,000	68,000	68,000	204,000
Subtotal		209,358	447,358	482,358	452,357	1,591,431

2. Fringe Benefits

Grant Coordinator	1	2,910	3,068	3,230	3,379	12,587
Grant Fiscal Officer	1	2,392	2,532	2,677	2,817	10,418
Adm. Asst.	0.5	1,060	1,125	1,193	1,261	4,639
Project Manager	1	20,366	23,452	24,643	25,720	94,181
Business Analyst	1 / 0 .5	20,369	21,476	11,304	11,826	64,975
Requirement Analyst	1 / 0 .5	20,369	21,476	11,304	11,826	64,975
	0.3 / 0					
Tech Architect Applications	.1	6,683	7,037	2,464	2,573	18,757
Programmer	1 / 0 .5		22,464	11,813	12,343	46,620
Tester	1 / 0 .5		21,476	11,304	11,826	44,606
Trainer	1		21,476	22,608	23,652	67,736
ETL Programmer	1 / .5			23,625	12,343	35,968
Data Analyst	0.5			12,321	12,861	25,182
BI Programmer Database	1			25,253	26,343	51,596
Arch/Programmer	1		24,043	25,253	26,343	75,639
Subtotal		74,149	169,625	188,992	185,113	617,879

3. Travel

In & Out-of State		4574	5143	4000	4000	17,717
Training Sessions		3,000	11,999	12,000	12,000	38,999
Subtotal		7,574	17,142	16,000	16,000	56,716

4. Equipment

Server (hardware/software)			12,000	18,000		30,000
Subtotal		0	12,000	18,000	0	30,000

5. Supplies

Computers		18,000	8,000	6,000	0	32,000
Office Supplies		641	785	643	643	2,712
Copying		714	714	714	714	2,856
Meeting Materials		6,429	6,429	6,429	6,429	25,716
Training Materials			214	214	214	642
Software Licenses		3,000	3,000	8,000	8,000	22,000
Subtotal		28,784	19,142	22,000	16,000	85,926

6. Contractual

ELC Network Operation		117,857	117,857	117,857	117,857	471,428
ELC External Evaluation Proj.		42,857	42,857	42,857	42,857	171,428
Outside Consultants Interpreter (Sign & Translation)		2,857	2,857	2,857	2,857	11,428
		1,429	1,429	1,429	1,429	5,716
Taskforce/Stakeholder		2,143	2,143	2,143	2,143	8,572

Reimb						
	Subtotal	167,143	167,143	167,143	167,143	668,572
	7. Training Stipends					
	8. Other					
	9. Total Direct Costs (add lines 1-8)	487,008	832,410	894,493	836,613	3,050,524
	10. Indirect Costs*	49,921	100,933	109,515	103,411	363,780
	11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	85,716	85,716	85,716	85,716	342,864
	12. Funds set aside for participation in grantee technical assistance	4,716	4,716	4,716	4,716	18,864
	13. Total Grant Funds Requested (add lines 9-12)	627,361	1,023,775	1,094,440	1,030,456	3,776,032
	14. Funds from other sources used to support the State Plan					
	15. Total Statewide Budget (add lines 13-14)	627,361	1,023,775	1,094,440	1,030,456	3,776,032

KDSE - K Entry

Budget Category	FT E	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel						
Grant Coordinator	1	7,857	7,857	7,857	7,857	31,428
Grant Fiscal Officer	1	5,143	5,143	5,143	5,143	20,572
Adm. Asst.	0.5	1,857	1,857	1,857	1,857	7,428
K Entry Assess Help Desk	0.5	13,000	13,000	13,000	13,001	52,001
Subtotal		27,857	27,857	27,857	27,858	111,429
2. Fringe Benefits						
Grant Coordinator	1	2,910	3,068	3,230	3,379	12,587
Grant Fiscal Officer	1	2,392	2,532	2,677	2,817	10,418
Adm. Asst.	0.5	1,060	1,125	1,193	1,261	4,639
K Entry Assess Help Desk	0.5	7,418	7,875	8,352	8,825	32,470
Subtotal		13,780	14,600	15,452	16,282	60,114
3. Travel						
In & Out-of State		4,571	5,143	4,000	4,000	17,714
Subtotal		4,571	5,143	4,000	4,000	17,714
4. Equipment						
Subtotal		0	0	0	0	0
5. Supplies						
Office Supplies		643	786	643	643	2,715
Copying		714	714	714	714	2,856
Meeting Materials		6,429	6,429	6,429	6,429	25,716
Training Materials			214	214	214	642
Subtotal		7,786	8,143	8,000	8,000	31,929
6. Contractual						
ELC Network Operation		117,857	117,857	117,857	117,857	471,428
ELC External Evaluation						
Proj.		42,857	42,857	42,857	42,857	171,428
Research Design - Sole						
Source		20,000	20,000	20,000	20,000	80,000
Outside Consultants		2,856	2,856	2,856	2,856	11,424
Interpreter (Sign &						
Translation)		1,429	1,429	1,429	1,429	5,716
Taskforce/Stakeholder						
Reimb		2,143	2,143	2,143	2,143	8,572
Subtotal		187,142	187,142	187,142	187,142	748,568
7. Training Stipends						

8. Other

9. Total Direct Costs (add lines 1-8)	241,136	242,885	242,451	243,282	969,754
10. Indirect Costs*	12,305	12,572	12,506	12,633	50,016
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	85,714	85,714	85,714	85,714	342,856
12. Funds set aside for participation in grantee technical assistance	4,714	4,714	4,714	4,714	18,856
13. Total Grant Funds Requested (add lines 9-12)	343,869	345,885	345,385	346,343	1,381,482
14. Funds from other sources used to support the State Plan					
15. Total Statewide Budget (add lines 13-14)	343,869	345,885	345,385	346,343	1,381,482

App Programmer (1.0 FTE yr. 2, .5 yrs. 3 & 4) The Application programmer is an existing member of KSDE's IT team and is responsible for developing and maintaining data management software applications for KSDE's data systems. This person will design, develop, and unit test the enhancements needed according to the specifications beginning in year two.

Tester (1.0 FTE, yr. 2, .5 FTE yrs. 3-4) The tester is responsible for quality assurance testing activities for the Kindergarten Entry Assessment. This person will enhance the system as needed as outlined in requirement updates, and will validate the application functionality prior to production implementation beginning in year two.

Tech Architect* (.3 FTE yrs. 1-2, .1 FTE yrs. 3 -4) This position is a member of the KSDE's information technology team and is responsible for maintaining the Enterprise Data Warehouse, for designing and implementing modifications to the warehouse structure and for development and maintenance of the Common Authentication System which provide secure single sign on access to all KSDE web applications. During the first year of the grant he/she will design develop and implement the modifications necessary to the authentication system to provide appropriate access to the KIDS assignment system in order to assign and track IDs for students. In addition, this position will design and implement database structure changes needed in the files.

Trainer* (1.0 FTE yrs. 2-4 only) The trainer is responsible for design, development and delivery of training for the Kindergarten Entry Assessment and related student level data collection applications. This person will assistance with development of user documentation and

will design, develop, and deliver training modules using multiple modes of delivery for the KELLI assessment collection and reporting tool. The following year this person will also help refine, design and develop and deliver training modules of delivery for the KELLI, due the volume of programs involved.

Additional Information Technology support is needed during years three and four in order to bring the system up to scale, operational, and be implemented for a time prior to the grant ended. This will permit the operations of the data collection to be fully functional and all resources developed and supports in place. The ETL Programmer will be 1.0 FTE in year three and reduce to .5 time in year four. The Data Analyst will remain .5 time throughout years three and four. A BI programmer and Data Architect will be needed at 1.0 both years 3 and 4.

Three requirements gathering sessions (each 4 session @ 250 each for travel plus hotel and per diem) in Year 1, and then 6 requirements data gathering sessions for years 2-4 of the grant have been included in relationship to development of the Kindergarten entry assessment and any other early childhood state related to needs.

Education Program Consultant for Early Childhood Workforce Development (1.0 FTE year 1-4) a) Serve as Lead for the Kansas Early Learning Challenge Workforce Development Project. b) Serve as a lead on the ELC Core team for Workforce Development and Coordination of Professional Development; c) Represent the core team by attending the Transformation team meetings and representing the work of core team; The employee's duties and responsibilities focus on professional and workforce development and building program area(s) and appropriate related services are as follows: a. Provide instructional leadership to the field by identifying and recommending best practices in professional and workforce development; Act as departmental consultant for workforce development; technical assistance and consultative services with the KSDE Teacher Education and Licensure Team, KSDE Career Standards Assessment team, KS Department of Health & Environment (KDHE) Part C team, the Kansas Inservice Training System (KITS) statewide project, related programs and services of other disciplines, agencies, and special interest groups at both state and local levels.

KDSE - TQRIS

Budget Category	FTE	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel						
Grant Coordinator	1	7,857	7,857	7,857	7,857	31,428
Grant Fiscal Officer	1	5,143	5,143	5,143	5,143	20,572
Adm. Asst.	0.5	1,857	1,857	1,857	1,857	7,428
TQRIS	1	57,000	57,000	57,000	57,000	228,000
Subtotal		71,857	71,857	71,857	71,857	287,428
2. Fringe Benefits						
Grant Coordinator	1	2,910	3,068	3,230	3,379	12,587
Grant Fiscal Officer	1	2,392	2,532	2,677	2,817	10,418
Adm. Asst.	0.5	1,060	1,125	1,193	1,261	4,639
TQRIS	1	20,751	21,871	23,015	24,066	89,703
Subtotal		27,113	28,596	30,115	31,523	117,347
3. Travel						
In & Out-of State		4,571	5,143	4,000	4,000	17,714
Subtotal		4,571	5,143	4,000	4,000	17,714
4. Equipment						
Subtotal		0	0	0	0	0
5. Supplies						
Office Supplies		643	786	643	643	2,715
Copying		714	714	714	714	2,856
Meeting Materials		6,429	6,429	6,429	6,429	25,716
Training Materials			214	214	214	642
Subtotal		7,786	8,143	8,000	8,000	31,929
6. Contractual						
ELC Network Operation		117,857	117,857	117,857	117,857	471,428
ELC External Evaluation						
Proj.		42,857	42,857	42,857	42,857	171,428
Outside Consultants		2,857	2,857	2,857	2,857	11,428
Interpreter (Sign & Translation)		1,429	1,429	1,429	1,429	5,716
Taskforce/Stakeholder						
Reimb		2,143	2,143	2,143	2,143	8,572
Subtotal		167,143	167,143	167,143	167,143	668,572
7. Training Stipends						
8. Other						
9. Total Direct Costs (add lines 1-8)						
		278,470	280,882	281,115	282,523	1,122,999
						0

10. Indirect Costs*	18,017	18,386	18,421	18,637	73,461
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	85,714	85,714	85,714	85,714	342,856
12. Funds set aside for participation in grantee technical assistance	4,714	4,714	4,714	4,714	18,856
13. Total Grant Funds Requested (add lines 9-12)	386,915	389,696	389,964	391,588	1,558,163
14. Funds from other sources used to support the State Plan					
15. Total Statewide Budget (add lines 13-14)	386,915	389,696	389,964	391,588	1,558,163

Education Program Consultant for Early Childhood Quality Improvement (1.0 FTE) a.)

Primary roles are to serve on the Early Learning Challenge Core team responsible for developing, implementing and evaluating the retooled TQRIS as the KSDE representative. b) Represent the interests of KSDE while serving in role as QRIS Team member and, on occasion, as a back-up representative to the Early Learning Challenge Transformation Team. Provide leadership, administrative coordination, technical assistance and consultative services to education and other human service agencies, advocacy and professional organizations, and institutions of higher education programs in early childhood, focusing on rating systems that promote program quality improvement.. The employee’s overall duties and responsibilities are the Quality Rating and Improvement System program area(s) and appropriate related services are as follows: a. Provide instructional leadership to the field by identifying and recommending best practices in QRIS; Act as departmental consultant in providing Quality Improvement and Rating Improvement System technical assistance and consultative services with the KS Department of Health & Environment (KDHE) Part C team, the Kansas Inservice Training System (KITS) statewide project, related programs and services of other disciplines, agencies, and special interest groups at both state and local levels.

KSDE will provide inkind support to registry activities and does not anticipate a need for dedicated staff,

---End of State Department of Education Budget (KSDE) Narrative---

Budget Table II-1: Participating State Agency Budget by Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Budget Table II-1: Participating State Agency 2 (Evidence for selection criterion (A)(4)(b)) <i>STATE DEPARTMENT OF HEALTH & ENVIRONMENT</i>					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	704,153	876,965	1,068,279	1,094,990	3,744,387
2. Fringe Benefits	270,343	341,405	425,468	436,107	1,473,323
3. Travel	21,000	96,000	96,000	96,000	309,000
4. Equipment	175,000	0	0	0	175,000
5. Supplies	45,577	22,692	21,734	22,277	112,280
6. Contractual	99,173	101,659	104,198	106,801	411,831
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,315,246	1,438,721	1,715,679	1,756,175	6,225,821
10. Indirect Costs*	107,733	135,192	160,674	164,399	567,998
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	30,750	30,750	30,750	30,750	123,000

Budget Table II-1: Participating State Agency 2 (Evidence for selection criterion (A)(4)(b)) <i>STATE DEPARTMENT OF HEALTH & ENVIRONMENT</i>					
13. Total Grant Funds Requested (add lines 9-12)	1,453,729	1,604,663	1,907,103	1,951,324	6,916,819
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	1,453,729	1,604,663	1,907,103	1,951,324	6,916,819

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency 2 (Evidence for selection criterion (A)(4)(b)) < <i>STATE DEPARTMENT OF HEALTH & ENVIRONMENT</i> >					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Registry	925,762	825,233	991,805	1,015,499	3,758,299
TQRIS	322,222	404,240	413,833	423,670	1,563,965
Long Data System	41,149	75,038	100,293	102,431	318,911
K Entry Assm.	0	0	0	0	0
Standards Revision	41,149	75,038	100,293	102,431	318,911
Workforce Development Plan	41,149	75,038	100,293	102,431	318,911
Family Engagement	41,149	75,038	100,293	102,431	318,911
EC Program Standards Revision	41,149	75,038	100,293	102,431	318,911
Total Statewide Budget	1,453,729	1,604,663	1,907,103	1,951,324	6,916,819

Budget Table II-2: Participating State Agency 2
(Evidence for selection criterion (A)(4)(b))
< STATE DEPARTMENT OF HEALTH & ENVIRONMENT >

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART II – STATE DEPARTMENT HEALTH & ENVIRONMENT NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

KDHE Budget Narrative

Total Agency Budget: \$6,916,819

1. Personnel

A total of 18.8 FTE is budgeted for seven KDHE projects during the grant period. Salaries and wages are based upon approved, current payroll figures for the period of October 1, 2011 through September 30, 2012. Total personnel expenditures are \$3,744,387.

Projects 1 (Registry) and Project 6 (TQRIS) involve the most time and effort by KDHE due to the enhancements required to the current Child Care Licensing database (CLARIS). Therefore, the personnel for these projects are addressed together and separately from the remaining five projects which will involve the same staff due to the need for consistency across projects related to decision-making.

PROJECT 1: Registry

The Child Care Licensing program staff will be required to work closely with Information Technology staff due to the required enhancements of the Child Care Licensing database known as CLARIS. Therefore, two Project Managers will be required for successful completion, one for KDHE business and one for IT. A Program Analyst working as a liaison with IT for business will assess the enhancements required for CLARIS in order to reach the desired outcomes of the project. The Public Service Executive II (Child Care Director) and Public Service Administrator II (Child Care Regional Administrator) will participate 0.2 FTE equivalent time along with a Senior Administrative Assistant at graduated FTE (0 year 1, 0.5 year 2, 1.0 years 3 and 4). Participation and representation by these positions is critical to ensure business processes are considered and a solution aligns with the process. The Program Analyst processes all of the credential and program director approval requests/applications and will be required full time on the project, from the information gathering through design and rollout. Information Technology staff needed for CLARIS enhancements, development of web services, and successful integration with other systems include a full time System Software Analyst II and Staff Development Specialist II during years three and four to assess the current system, determine what enhancements are necessary, coordinate testing of the solution, and coordinate training for internal agency staff, partners, contractors. A Security Analyst is required due to the integration and increased use of and access to CLARIS, the licensing database. A Technical Support Consultant II will be assigned to the project half time (0.5 FTE) to provide technical assistance and support to users.

	Annual	FTE	Year 1	Year 2	Year 3	Year 4
IT Project Manager	58,885	2.00	117,770	120,714	123,732	126,825
Program Analyst	46,093	1.00	46,093	47,245	48,426	49,637
Program Consultant	36,171	1.00	36,171	37,075	38,002	38,952
Public Service Executive II	53,414	0.20	10,683	10,950	11,224	11,505
Public Service Administrator II	41,870	0.30	12,561	12,875	13,197	13,527
Senior Administrative Assistant	28,309	0.50	14,155	29,018	29,743	30,487
System Software Analyst II	46,093	1.00			48,426	49,637
Staff Development Specialist II	46,093	1.00			48,426	49,637
Security Analyst	48,485	0.50	24,243	24,849	25,470	26,107
Application Program Developer II	46,093	3.00	138,279	141,736	145,279	148,911

Technical Support Consultant II	41,870	0.50	20,935	42,916	43,989	45,089
Total Salaries and Wages		11.00	420,890	467,378	575,914	590,314

PROJECT 6: Tiered Quality Rating Improvement System (TQRIS)

	Annual	FTE's	Year 1	Year 2	Year 3	Year 4
IT Project Manager	58,885	1.5	88,328	90,536	92,799	95,119
Program Analyst	46,093	1.00	46,093	47,245	48,426	49,637
System Software Analyst II	46,093	0.50		23,623	24,214	24,819
Public Service Executive II	53,414	0.20	10,683	10,950	11,224	11,505
Public Service Administrator II	41,870	0.30	12,561	12,875	13,197	13,527
Application Program Developer II	48,485	1.00	24,243	49,698	50,940	52,214
Total Salaries and Wages		4.50	181,908	234,927	240,800	246,821

The remaining five projects KDHE will be involved in have been budgeted in a way that equals the same positions and individuals to participate. Therefore, they have been grouped for the purpose of providing expense justification. The projects will be closely linked and interrelate in many ways. A full time (1.0 FTE) Program Analyst, Program Manager, and Senior Administrative Assistant at graduated FTE (0 year 1, 0.5 year 2, 1.0 years 3 and 4) will be assigned to the project to attend information gathering meetings, provide input regarding design, take part in testing, and attend train the trainer sessions as well as provide training across the state to internal agency staff, partners, contractors, and child care professionals. The Program Manager will oversee the projects, communicate with staff, serve as the agency liaison with partnering agencies, and coordinate testing, training, and implementation. The main purpose for committing project personnel relates to providing agency and licensing program input to the projects. Personnel will ensure final project solutions and documents do not conflict with child care licensing laws and regulations. Additionally, data and reports from the licensing program,

retrieved from the database (CLARIS), will be necessary to support projects and decision making. The Child Care Director will participate (0.1 FTE) to provide direction, make critical decisions, and sponsor the project. A Public Service Administrator II will represent the business processes from a regional administrator perspective and participate 20% time (0.2 FTE). This position will work with the program manager to ensure child care surveyors across the state receive direction and training related to the standard revisions and longitudinal data system as well as the workforce development and family engagement initiatives.

PROJECT 2: Comprehensive Early Childhood Longitudinal Data System

	Annual	FTE's	Year 1	Year 2	Year 3	Year 4
Child Care Director	56,718	0.02	1,134	1,162	1,191	1,221
Program Analyst	48,485	0.20	9,697	9,939	10,187	10,442
Program Manager	37,981	0.20	7,596	7,786	7,981	8,181
Public Service Administrator II	46,093	0.04	1,844	1,890	1,937	1,985
Senior Administrative Assistant	28,309	0.20	0	14,155	29,017	29,742
Total Salaries and Wages		0.66	20,271	34,932	50,313	51,571

PROJECT 3: Kindergarten Entry Assessment/Comprehensive Assessment System

The agency does not plan to increase personnel. Current staff and resources will be utilized for this project.

PROJECT 4: Early Learning Standards Revision

	Annual	FTE's	Year 1	Year 2	Year 3	Year 4
Child Care Director	56,718	0.02	1,134	1,162	1,191	1,221

Program Analyst	48,485	0.20	9,697	9,939	10,187	10,442
Program Manager	37,981	0.20	7,596	7,786	7,981	8,181
Public Service Administrator II	46,093	0.04	1,844	1,890	1,937	1,985
Senior Administrative Assistant	28,309	0.20	0	14,155	29,017	29,742
Total Salaries and Wages		0.66	20,271	34,932	50,313	51,571

PROJECT 5: Early Childhood Program Standards Revision

	Annual	FTE	Year 1	Year 2	Year 3	Year 4
Child Care Director	56,718	0.02	1,134	1,162	1,191	1,221
Program Analyst	48,485	0.20	9,697	9,939	10,187	10,442
Program Manager	37,981	0.20	7,596	7,786	7,981	8,181
Public Service Admin II	46,093	0.04	1,844	1,890	1,937	1,985
Senior Administrative Assistant	28,309	0.20	0	14,155	29,017	29,742
Total Salaries and Wages		0.66	20,271	34,932	50,313	51,571

PROJECT 7: Workforce Development Plan

	Annual	FTE's	Year 1	Year 2	Year 3	Year 4
Child Care Director	56718	0.02	1,134	1,162	1,191	1,221
Program Analyst	48,485	0.20	9,697	9,939	10,187	10,442
Program Manager	37,981	0.20	7,596	7,786	7,981	8,181
Public Service Administrator II	46,093	0.04	1,844	1,890	1,937	1,985
Senior Administrative Assistant	28,309	0.20	0	14,155	29,017	29,742
Total Salaries and Wages		0.66	20,271	34,932	50,313	51,571

PROJECT 8: Family Engagement Plan

	Annual	FTE's	Year 1	Year 2	Year 3	Year 4
Child Care Director	56718	0.02	1,134	1,162	1,191	1,221

Program Analyst	48,485	0.20	9,697	9,939	10,187	10,442
Program Manager	37,981	0.20	7,596	7,786	7,981	8,181
Public Service Administrator II	46,093	0.04	1,844	1,890	1,937	1,985
Senior Administrative Assistant	28,309	0.20	0	14,155	29,017	29,742
Total Salaries and Wages		0.66	20,271	34,932	50,313	51,571

2. Fringe Benefits

Total fringe benefits for 18.8 FTE positions required to support the eight projects over four years is \$1,473,323 as follows: Year 1 \$270,343; Year 2 \$341,405; Year 3 \$425,468; and Year 4 \$436,107.

Fringe benefits include the Kansas Public Employees Retirement Fund, FICA, single and family member health insurance premiums, workers’ compensation, unemployment insurance, and the state leave payment assessment. Rates are based upon current charges and projected changes to take effect July 1 of each year. The projections were provided by the State of Kansas Division of the Budget. The rates are:

Item	Rate
KPERS	9.5%
FICA	7.65%
Unemployment Insurance	0.33%
State Leave Payment Assessment	0.54%
Workers’ Compensation	0.366%
Single Member Health Insurance Monthly Premium	
Full Time	\$542.24
Part Time	\$431.91
Dependent Health Insurance Monthly Premium	
Full Time	\$250.95
Part Time	\$198.44

Longevity payments in the amount of \$50 per year of service, not to exceed \$1,250, are awarded to employees with 10 or more years of service. If an employee is employed or re-employed on or after June 15, 2008, they are not eligible for longevity payments.

3. Travel

Employee travel expenses are reimbursed pursuant to Kansas Administrative Regulations and policies, as set forth by the Division of Accounts and Reports within the State of Kansas Department of Administration. Reimbursement rates vary by destination. Travel will occur in-state. The in-state reimbursement for subsistence is based on the number and type of meals (breakfast, lunch, and dinner) the traveler was eligible for during travel. In-state lodging reimbursement rate is actual cost up to \$75 per night plus taxes. Effective July 1st, 2004, the state Central Motor Pool (administered by the Kansas Department of Administration) was abolished and motor pool vehicles ownership was transferred to the various state agencies. Additional vehicle needs are met by rental from private car rental firm(s) or by mileage reimbursement to employees who elect to drive their personal vehicle for state travel. Mileage exception reimbursement rate is currently set at \$0.33 cents per mile. The state rental contract rate for compact sedan from the private car rental firm is currently \$28.00 - \$32.00 daily, \$169.00 - \$192.00 weekly with discounts for monthly rentals. Total travel expenditures are \$309,000.

PROJECT 1: Registry

The project budget allows for six information gathering/listening tour sessions as well as six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Information Gathering and Training	3000	24000	24000	24000

PROJECT 2: Comprehensive Early Childhood Longitudinal Data System

The project budget allows for six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Training	3000	12000	12000	12000

PROJECT 3: Kindergarten Entry Assessment/Comprehensive Assessment System

No expenditures are reported for the project. The agency will utilize existing personnel and resources to provide input for the project.

PROJECT 4: Early Learning Standards Revision

The project budget allows for six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Training	3000	12000	12000	12000

PROJECT 5: Early Childhood Program Standards Revision

The project budget allows for six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Training	3000	12000	12000	12000

PROJECT 6: Tiered Quality Rating Improvement System (TQRIS)

The project budget allows for six information gathering/listening tour sessions as well as six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem (\$24,000 each year of the grant).

	Year 1	Year 2	Year 3	Year 4
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Information Gathering and Training	3000	12000	12000	12000
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PROJECT 7: Workforce Development Plan

The project budget allows for six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Training	3000	12000	12000	12000

PROJECT 8: Family Engagement Plan

The project budget allows for six training sessions. Each session, on average, allows for one trainer at \$500 for travel, hotel, and per idem plus 10 participants at \$150 each for travel and per diem.

	Year 1	Year 2	Year 3	Year 4
Training	3000	12000	12000	12000

4. Equipment

The agency has included expenditure for an HP configured server estimated at \$129,000 to support the data collected in relation to the statewide Registry. In addition, BPI Publisher software at \$46,000 has been included. Total equipment is \$175,000.

There are no equipment expenditures for projects 2-8.

5. Supplies

This category includes general operating expenditures such as office supplies and data processing supplies; motor vehicle parts and supplies; and gasoline for motor vehicles. The estimated amounts are based upon actual charges incurred during the 2011 state fiscal year and adjusted for the expected inflation. This category also includes replacement portable inkjet printers, printer cartridges and other small computer related items that are classified as supplies such as software and laptop computers. Laptop and desktop computers are classified as supplies because the purchase price is less than federally defined cost of \$5,000 per unit. Total supplies is \$112,280.

PROJECT 1: Registry

The expenditures include seven laptops for project personnel, seven licenses for Microsoft Office and Adobe Pro, seven MiFi wireless routers, two cell phones for project managers, two licenses for Microsoft Project for project managers, and three licenses for Visio for the project managers and program analyst.

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Other Supplies and Materials	400	11.00	4,400	4,510	4,623	4,739
Stationary & Office Supplies	700	11.00	7,700	7,893	8,090	8,292
Software	500	7.00	3,500	0		
Laptop Computer	1,492	7.00	10,444	0		
Total Supplies			26,044	12,403	12,713	13,031

PROJECT 2: Comprehensive Early Childhood Longitudinal Data System

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Other Supplies and Materials	400	0.66	264	271	278	285
Stationary & Office Supplies	700	0.66	462	474	486	498
Laptop Computer	1,492	0.40	597	298		
Total Supplies			1,323	1,043	764	783

PROJECT 3: Kindergarten Entry Assessment/Comprehensive Assessment System

No supply expenditures are reported for the project.

PROJECT 4: Early Learning Standards Revision

Expenditure	Rate/ Rate/	FTE	Year 1	Year 2	Year 3	Year 4
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	person					
Other Supplies and Materials	400	0.66	264	271	278	285
Stationary & Office Supplies	700	0.66	462	474	486	498
Laptop Computer	1,492	0.40	597	298		
Total Supplies			1,323	1,043	764	783

PROJECT 5: Early Childhood Program Standards Revision

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Other Supplies and Materials	400	0.66	264	271	278	285
Stationary & Office Supplies	700	0.66	462	474	486	498
Laptop Computer	1,492	0.40	597	298		
Total Supplies			1,323	1,043	764	783

PROJECT 6: Tiered Quality Rating Improvement System (TQRIS)

The expenditures include four laptops for project personnel, four licenses for Microsoft Office and Adobe Pro, seven MiFi wireless routers, two cell phones for project managers, two licenses for Microsoft Project for project managers, and two licenses for Visio for the project managers.

Expenditure	Rate/ Rate/	FTE	Year 1	Year 2	Year 3	Year 4
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	person					
Other Supplies and Materials	400	4.50	1,800	1,845	1,891	1,938
Stationary & Office Supplies	700	4.50	3,150	3,229	3,310	3,393
Software	500	4.00	2,000	0		
Laptop Computer	1,492	4.00	5,968	0		
Total Supplies			12,918	5,074	5,201	5,331

PROJECT 7: Workforce Development Plan

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Other Supplies and Materials	400	0.66	264	271	278	285
Stationary & Office Supplies	700	0.66	462	474	486	498
Laptop Computer	1,492	0.40	597	298		
Total Supplies			1,323	1,043	764	783

PROJECT 8: Family Engagement Plan

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Other Supplies and Materials	400	0.66	264	271	278	285

Stationary & Office Supplies	700	0.66	462	474	486	498
Laptop Computer	1,492	0.40	597	298		
Total Supplies			1,323	1,043	764	783

6. Contractual

This category includes expenses for printing data reports, meeting materials, training materials, and survey report forms, applications, other printing or duplicating charges, advertising for vacant positions, and the leases for the copy machines (misc. other). Communication charges include postage, telephone, cell phone, and data communications. Space rental is also included. The amounts budgeted are a standard cost per person (FTE) and based upon actual expenses incurred from July 1, 2010, through June 30, 2011, and adjusted for standard cost indices as provided by the State of Kansas Division of the Budget. Total contractual services are \$411,831.

PROJECT 1: Registry

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	11.00	29,700	30,443	31,204	31,984
Printing and Advertising	1,800	11.00	19,800	20,295	20,802	21,322
Rents	200	11.00	2,200	2,255	2,311	2,369
Misc Other	575	11.00	6,325	6,483	6,645	6,811
Total Contractual Services			58,025	59,476	60,962	62,486

PROJECT 2: Comprehensive Early Childhood Longitudinal Data System

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	0.66	1,782	1,827	1,873	1,920

	522						
Printing and Advertising	0	1,800	0.66	1,188	1,218	1,248	1,279
	523						
Rents	0	200	0.66	132	135	138	141
Misc Other		575	0.66	380	390	400	410
Total Contractual Services				3,482	3,570	3,659	3,750

PROJECT 3: Kindergarten Entry Assessment/Comprehensive Assessment System

No contractual services expenditures are reported for the project.

PROJECT 4: Early Learning Standards Revision

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	0.66	1,782	1,827	1,873	1,920
Printing and Advertising	1,800	0.66	1,188	1,218	1,248	1,279
Rents	200	0.66	132	135	138	141
Misc Other	575	0.66	380	390	400	410
Total Contractual Services			3,482	3,570	3,659	3,750

PROJECT 5: Early Childhood Program Standards Revision

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	0.66	1,782	1,827	1,873	1,920

Printing and Advertising	1,800	0.66	1,188	1,218	1,248	1,279
Rents	200	0.66	132	135	138	141
Misc Other	575	0.66	380	390	400	410
Total Contractual Services			3,482	3,570	3,659	3,750

PROJECT 6: Tiered Quality Rating Improvement System (TQRIS)

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	4.50	12,150	12,454	12,765	13,084
Printing and Advertising	1,800	4.50	8,100	8,303	8,511	8,724
Rents	200	4.50	900	923	946	970
Misc Other	575	4.50	2,588	2,653	2,719	2,787
Total Contractual Services			23,738	24,333	24,941	25,565

PROJECT 7: Workforce Development Plan

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
Communications	2,700	0.66	1,782	1,827	1,873	1,920
Printing and Advertising	1,800	0.66	1,188	1,218	1,248	1,279
Rents	200	0.66	132	135	138	141
Misc Other	575	0.66	380	390	400	410
Total Contractual Services			3,482	3,570	3,659	3,750

PROJECT 8: Family Engagement Plan

Expenditure	Rate/ person	FTE	Year 1	Year 2	Year 3	Year 4
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Communications	2,700	0.66	1,782	1,827	1,873	1,920
Printing and Advertising	1,800	0.66	1,188	1,218	1,248	1,279
Rents	200	0.66	132	135	138	141
Misc Other	575	0.66	380	390	400	410
Total Contractual Services			3,482	3,570	3,659	3,750

7. Training Stipends

The agency does not anticipate the need for training stipends and therefore did not include the expense in the budget for any project.

8. Other

The agency does not anticipate the need for other expense and therefore did not include the expense in the budget for any project.

9. Indirect Costs

An indirect rate of 9.2% was applied for a total of \$567,998.

10. Funds Set Aside for Grantee Technical Assistance

The budget includes a total of \$30,750 annually for each project for a total of \$123,000.

---End of State Department of Health and Environment (KDHE) Budget Narrative---

Budget Table II-1: Participating State Agency Budget by Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Budget Table II-1: Participating State Agency 3					
(Evidence for selection criterion (A)(4)(b))					
STATE DEPARTMENT OF SOCIAL REHABILITATION SERVICES					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	443,290	443,290	443,290	443,290	1,773,160
2. Fringe Benefits	183,689	193,492	194,122	214,167	785,470
3. Travel	45,000	45,000	45,000	45,000	180,000
4. Equipment	0	0	132,000	100,000	232,000
5. Supplies	18,999	2,340	45,317	63,293	129,949
6. Contractual	142,967	597,831	539,239	253,375	1,533,412
7. Training Stipends	0	0	0	0	0
8. Other	12,290	12,590	12,910	13,240	51,030
9. Total Direct Costs (add lines 1-8)	846,235	1,294,543	1,411,878	1,132,365	4,685,021
10. Indirect Costs*	100,784	100,784	100,784	100,784	403,136
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	33,333	33,333	33,333	33,333	133,332
13. Total Grant Funds Requested (add lines 9-12)	980,352	1,428,660	1,545,995	1,266,482	5,221,489
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	980,352	1,428,660	1,545,995	1,266,482	5,221,489

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Budget Table II-2: Participating State Agency 3 (Evidence for selection criterion (A)(4)(b)) < STATE DEPARTMENT OF SOCIAL REHABILITATION SERVICES >					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Registry	281,162	447,448	748,196	454,488	1,931,294
TQRIS	338,289	373,336	439,547	444,590	1,595,762
Long Data System	87,861	87,120	87,210	89,446	351,637
K Entry Assm.	0	0	0	0	0
Standards Revision	48,659	298,258	48,311	49,533	444,761
Workforce Development Plan	87,861	87,120	87,210	89,446	351,637
Family Engagement	87,861	87,120	87,210	89,446	351,637
EC Program Standards Revision	48,659	48,258	48,311	49,533	194,761
Total Statewide Budget	980,352	1,428,660	1,545,995	1,266,482	5,221,489

BUDGET PART II – STATE DEPARTMENT OF SOCIAL REHABILITATION SERVICES NARRATIVE

Describe, in the text box below, the Participating State Agency’s budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency’s roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

State Participating Agency 3: State Social Rehabilitation Services

The dollars attributed towards each project are located throughout the Social Rehabilitation Services Narrative.

1) Personnel - Subtotal of \$1,773,160 across all grant years. The following table details the personnel needed by Social and Rehabilitation Services by Project.

Description	% of Time	Project	Pay
Public Service Executive I	100%	Registry	\$46,093
Public Service Executive I	100%	Registry	\$46,093
Public Service Executive I	100%	TQRIS	\$46,093
Public Service Executive I	100%	TQRIS	\$46,093
MSA II	100%	Registry	\$46,093
MSA I	100%	Longitudinal Data System	\$39,853
MSA I	100%	Family Engagement	\$39,853
MSA I	100%	Workforce Development Plan	\$39,853
MSA I	50%	Early Learning Standards	\$19,926
MSA I	50%	Early Childhood Program	\$19,926
Public Service Executive II	10%	Longitudinal Data System	\$ 5,341
Public Service Executive II	10%	Family Engagement	\$ 5,341
Public Service Executive II	10%	Workforce Development Plan	\$ 5,341
Public Service Executive II	10%	Early Learning Standards	\$ 5,341
Public Service Executive II	10%	Early Childhood Program	\$ 5,341
Public Service Executive II	25%	Registry	\$13,354
Public Service Executive II	25%	TQRIS	\$13,354

Registry and TQRIS

SRS plans to complete the second phase of the Kansas Quality Care Profile. Business Processes will need to be established for the entering of data into the Kansas Quality Care Profile. The portal is designed for individuals to register and enter their individual education, training, and other credentials. A process for verification, validation, and approval on the CAPP system needs developed and implemented. This will be a collaborative effort with KDHE and will need to be coordinated within the development of the data collection for TQRIS. The Kansas Quality Care Profile Registry will offer the state the framework to capture the data requested. Postsecondary institutions and professional development providers with programs and Early Childhood Educators progression to higher levels of credentials that align with the state's Workforce Knowledge and Competency Framework will be collected within the Kansas Quality Care Profile. Staffing will consist of three full time employees and one half time manager. The management position will be shared by both the Registry Project and the TQRIS Project and duties will include planning, organizing, and directing of necessary activities to successfully reach agency project milestones. This will include oversight and supervision of Kansas Quality Care Profile Project and the Kansas TQRIS Project staff. Staff will be needed to manage the

KQCP project and to coordinate the Workforce development Framework information within the system. FTE for day to day management of the Information Technology Project has also been included.

Additional personnel will provide have time dedicated to the SRS grant activities as outlined in the MOU related to workforce development, family engagement, early learning standards and early learning program standards.

2) Fringe Benefits - \$785,470

Fringe Benefits would be applied to each project based upon the percentage of FTE and employee classification per project area. Fringe benefits were calculated by the Department of Administration for the State of Kansas and are detailed in the table below. KPERS is the pension plan for State of Kansas employees. Analysis assumed each employee would have health insurance.

Fringe Benefit:	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4
KPERS *	0.1007	0.1067	0.1127	0.11605
FICA	0.0765	0.0765	0.0765	0.0765
Unemployment Insurance	0.0033	0.0028	0.0028	0.0028
State Leave Payment Assessment	0.0054	0.0062	0.0062	0.0062
Workers Comp ***	(Use Agency Specific Rate from DOB Indices)			
Health Insurance (Rate per FTE) **	9,875.00	10,616.00	11,413.00	12,269.00

3) Travel -\$180,000

Total travel costs are \$45,000 per year and are applied across the project areas with dedicated staff in the table above. Costs include, travel, lodging, subsistence for 10 employees traveling 10 times a year at an average cost of \$450 per trip. Travel necessary to attend regional and state facilitated meetings to identify and develop business requirements and trainings.

4) Equipment - \$232,000

In addition to the computers for personnel, servers and scanners related to the Registry project to be placed in 12 offices across the State of Kansas; \$5,000 per server and \$6,000 per scanner. Document imaging will be utilized to categorize and store validated education, credential, and training documentation of early care and education practitioners entered into the Kansas Quality Care Profile (Registry). \$100,000 for hardware necessary for the development of system tools for the TQRIS project.

5) Supplies - \$129,949

Supplies are office supplies, paper, pens, copier usage, staplers, and computers. The purchase of laptop computers and LCD monitors for personnel. Cost per person is \$1,672 for a total cost of \$16,720. Cost of other supplies is based on the number of personnel X \$228 and includes an inflationary increase per grant year. In addition, \$50,000 for marketing materials, \$3,750 for 15 training manuals at \$250 per manual, \$50,000 for program training materials for the TQRIS project.

6) Contractual -.

Contractual costs are as follows and are broken down by project.

Early Learning Standards - \$250,000

Professional Development for child care providers specific to early learning standards, face to face and online module training - \$250,000

Registry - \$673,500

CAPP enhancements: 50% internal staff utilization @ \$95 per hr. = \$47,500

CAPP enhancements: 50% contractor staff utilization @ \$244 per hr. = \$122,000

Document Imaging - Project manager, 2200 hrs. X \$100.00 per hr. = \$220,000

Document Imaging – Business Analyst, 2200 hrs. X \$100.00 per hr. = \$220,000

Document Imaging – Internal DBA and server person = \$64,000

TQRIS - \$609,912

Consultant Facilitator - 24 months = \$71,912

Consultant – 3 months = \$15,000

Evaluation - 1 year = \$122,500

Development - 2.5 years = \$87,500

Training - 6 months = \$75,000

Marketing plan includes materials - 6 months = \$25,000

Logistic Consultant – 3 years = \$213,000

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. **Subtotal: \$ 1,533,412**

7) Training Stipends

These will be included within contractual services.

8) Other –

Other expenses include rents and communications necessary to support personnel and are calculated based on a per person bases and include inflationary increases per grant year. Rent costs are expense to house personnel in state buildings. Communications costs are expense to provide network, fax, and phone services to personnel supporting the Race to the Top project. See table below for further detail. **Subtotal: \$51,030**

Other Costs	Grant year 1	Grant year 2	Grant year 3	Grant year 4	Total
# of Personnel	10	10	10	10	10
Rents - Per person	\$ 895	\$ 917	\$ 940	\$ 964	\$ 3,716
Rents -Total	\$ 8,950	\$ 9,170	\$ 9,400	\$ 9,640	\$ 37,160
Communication - Per Person	\$ 334	\$ 342	\$ 351	\$ 360	\$ 1,387
Communication - Total	\$ 3,340	\$ 3,420	\$ 3,510	\$ 3,600	\$ 13,870

9) Total Direct Costs - \$4,685,021

Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total (e)
(a)	(b)	(c)	(d)	
846,234	1,294,543	1,411,877	1,132,365	4,685,020

10) Indirect Costs - The Social and Rehabilitative Services Agency does not have a Federally Negotiated Indirect Cost Agreements. We use the cost allocation process (CAP), which identifies the time that workers manage a particular program to allocate cost back to the feds. Subtotal: **\$403,136**

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

These will be distributed through contractual services.

12) Funds set aside for participation in grantee technical assistance - \$133,332

Per guidelines, \$33,333 was set aside for each grant year for Social and Rehabilitative Services Agency.

13) Total State Social Rehabilitation Funds Requested - \$5,088,156

Grant	Grant	Grant	Grant	
Year 1 (a)	Year 2 (b)	Year 3 (c)	Year 4 (d)	Total (e)
980,352	1,428,660	1,545,995	1,266,482	5,221,489

14) Total Budget - \$5,221,489

Grant	Grant	Grant	Grant	
Year 1 (a)	Year 2 (b)	Year 3 (c)	Year 4 (d)	Total (e)
980,352	1,428,660	1,545,995	1,266,482	5,221,489

---End of State Rehabilitation Services (SRS) Budget Part II Narrative---

BUDGET: INDIRECT COST INFORMATION FOR THE THREE PARTICIPATING STATE AGENCIES EXCHANGING FUNDS

Does the State have an Indirect Cost Rate Agreement approved by the Federal government? **STATE DEPARTMENT OF EDUCATION**

YES
 NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
 From: 07 / 01 / 2011 To: 06 / 30 / 2012

Approving Federal agency: X ED HHS Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION KDHE

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government? KANSAS DEPT OF HEALTH AND ENVIRONMENT</p> <p>YES <input checked="" type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: <u> 07 / 01 / 2011 </u> To: <u> Until Amended by HHS </u></p> <p>Approving Federal agency: <u> </u>ED <u> X </u>HHS <u> </u>Other</p> <p><i>(Please specify agency):</i> _____</p>	
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Directions for this form:

3. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
4. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION SRS

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government? **KANSAS SOCIAL REHABILITATION SERVICES**

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/_____ To: ___/___/_____

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

VII. APPLICATION REQUIREMENTS

(a) The State's application must be signed by the Governor or an authorized representative; an authorized representative from the Lead Agency; and an authorized representative from each Participating State Agency. The State must provide the required signatures in section IV, Application Assurances and Certifications of the application.

(b) The State must submit a certification from the State Attorney General or an authorized representative that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate and constitute a reasonable interpretation of State law, statute, and regulation. The State must provide this certification in section IV, Application Assurances and Certifications of the application.

(c) The State must complete the budget spreadsheets that are provided in the application package and submit the completed spreadsheet as part of its application. These spreadsheets should be included on the CD or DVD that the State submits as its application.

Note: The budget spreadsheets will be used by the Departments for budget reviews. However, the reviewers will not judge or score these budget spreadsheets. Reviewers will limit their evaluation of the State's response to (A)(4)(b) to the information provided by the State in the budget section of the application (see section VIII, Budget).

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency. (See section (k) of the Program Requirements, section XI in this application.)

(e) The State must include a budget that details how it will use grant funds awarded under this competition, and funds from other Federal, State, private, and local sources to achieve the outcomes of the State Plan (as described in selection criterion (A)(4)(a)), and how the State will use funds awarded under this program to--

(1) Achieve its targets for increasing the number and percentage of Early Learning and Development Programs that are participating in the State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(2)(c)); and

(2) Achieve its targets for increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(4)(c)).

(f) The State must provide an overall summary for the State Plan and a rationale for why it has chosen to address the selected criteria in each Focused Investment Area, including—

- How the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)); and
- Why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

(g) The State, within each Focused Investment Area, must select and address--

- Two or more selection criteria within Focused Investment Area (C) Promoting Early Learning and Development Outcomes for Children; and
- One or more selection criteria within Focused Investment Areas (D) A Great Early Childhood Education Workforce and (E) Measuring Outcomes and Progress.

(h) Where the State is submitting a High-Quality Plan, the State must include in its application a detailed plan that is feasible and has a high probability of successful implementation and includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;

(3) A realistic timeline, including key milestones, for implementing each key activity;

(4) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;

(5) Appropriate financial resources to support successful implementation of the plan;

(6) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

(7) The information requested in the performance measures, where applicable;

(8) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and

(9) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

VIII. REPORTING REQUIREMENTS

A State receiving funds under an RTT-ELC grant must submit an annual report that must include, in addition to the standard elements, a description of the State's progress to date on its goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program is accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Departments will monitor a State's progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, we may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process with the State, we may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement. If we determine that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, we will take appropriate action, which could include establishing a collaborative process or taking enforcement measures with respect to this grant, such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

IX. PROGRAM REQUIREMENTS

A State that receives a grant must meet the following requirements:

(a) The State must continue to participate in the programs authorized under section 619 of part B of IDEA and part C of IDEA; in the CCDF program; and in the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program (pursuant to section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)) for the duration of the grant.

(b) The State is prohibited from spending funds from the grant on the direct delivery of health services.

(c) The State must participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees in order to share effective program practices and solutions and collaboratively solve problems, and must set aside at least \$400,000 from its grant funds for this purpose.

(d) The State must--

(1) Comply with the requirements of any evaluation sponsored by ED or HHS of any of the State's activities carried out with the grant;

(2) Comply with the requirements of any cross-State evaluation--as part of a consortium of States--of any of the State's proposed reforms, if that evaluation is coordinated or funded by ED or HHS, including by using common measures and data collection instruments and collecting data necessary to the evaluation;

(3) Together with its independent evaluator, if any, cooperate with any technical assistance regarding evaluations provided by ED or HHS. The purpose of this technical assistance will be to ensure that the validation of the State's Tiered Quality Rating and Improvement System and any other evaluations conducted by States or their independent evaluators, if any, are of the highest quality and to encourage commonality in approaches where such commonality is feasible and useful;

(4) Submit to ED and HHS for review and comment its design for the validation of its Tiered Quality Rating and Improvement System (as described in selection criteria (B)(5)) and any other evaluations of activities included in the State Plan, including any activities that are part of the State's Focused Investment Areas, as applicable; and

(5) Make widely available through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters) mechanisms, and in print or electronically, the results of any evaluations it conducts of its funded activities.

(e) The State must have a longitudinal data system that includes the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act by the date required under the State Fiscal Stabilization Fund (SFSF) grant and in accordance with Indicator (b)(1) of its approved SFSF plan.

(f) The State must comply with the requirements of all applicable Federal, State, and local privacy laws, including the requirements of the Family Educational Rights and Privacy Act, the Health Insurance Portability Accountability Act, and the privacy requirements in IDEA, and their applicable regulations.

(g) The State must ensure that the grant activities are implemented in accordance with all applicable Federal, State, and local laws.

(h) The State must provide researchers with access, consistent with the requirements of all applicable Federal State, and local privacy laws, to data from its Tiered Quality Rating and Improvement System and from the Statewide Longitudinal Data System and the State's coordinated early learning data system (if applicable) so that they can analyze the State's quality improvement efforts and answer key policy and practice questions.

(i) Unless otherwise protected as proprietary information by Federal or State law or a specific written agreement, the State must make any work (*e.g.*, materials, tools, processes, systems) developed under its grant freely available to the public, including by posting the work on a Web site identified or sponsored by ED or HHS. Any Web sites developed under this grant must meet government or industry-recognized standards for accessibility.

(j) Funds made available under an RTT-ELC grant must be used to supplement, not supplant, any Federal, State, or local funds that, in the absence of the funds awarded under this grant, would be available for increasing access to and improving the quality of Early Learning and Development Programs.

(k) For a State that is awarded an RTT-ELC grant, the State will have up to 90 days from the grant award notification date to complete final scopes of work for each Participating State Agency. These final scopes of work must contain detailed work plans that are consistent with their corresponding preliminary scopes of work and with the State's grant application, and must include the Participating State Agency's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the Participating State Agency is agreeing to implement.

X. CONTRACTING FOR SERVICES

Generally, all procurement transactions by State or local educational agencies made with RTT-ELC grant funds must be conducted in a manner providing full and open competition, consistent with the standards in section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

XI. PARTICIPATING STATE AGENCY MOUs

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Kansas State Department of Education ("Lead Agency") and the Kansas Department of Health and Environment ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTI-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS





This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

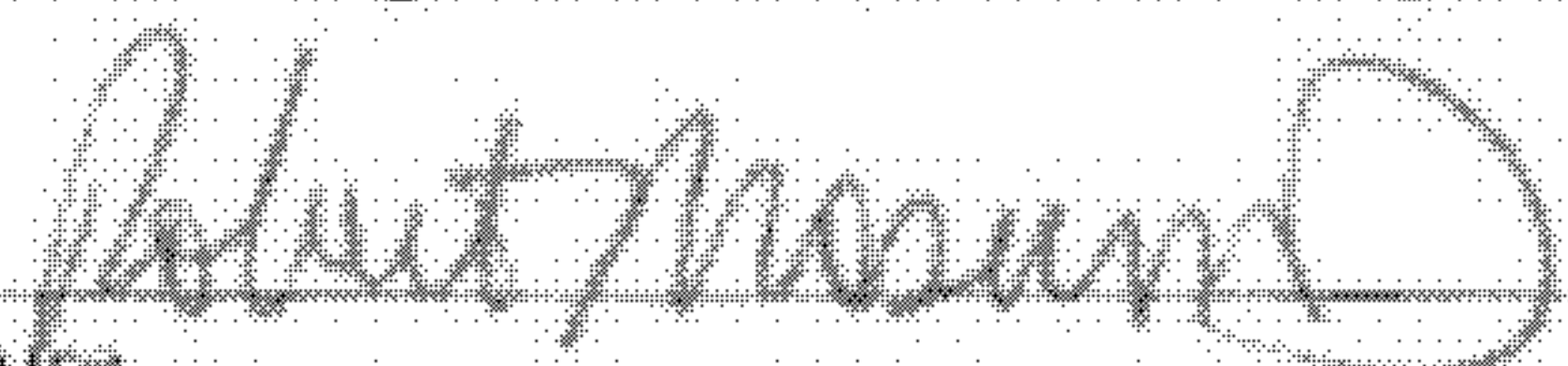
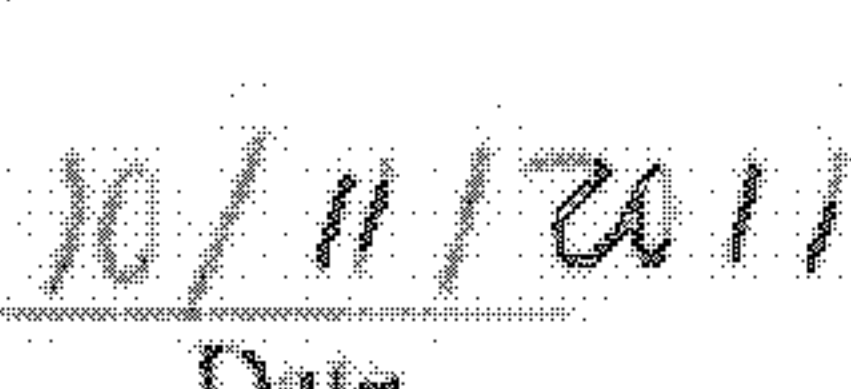
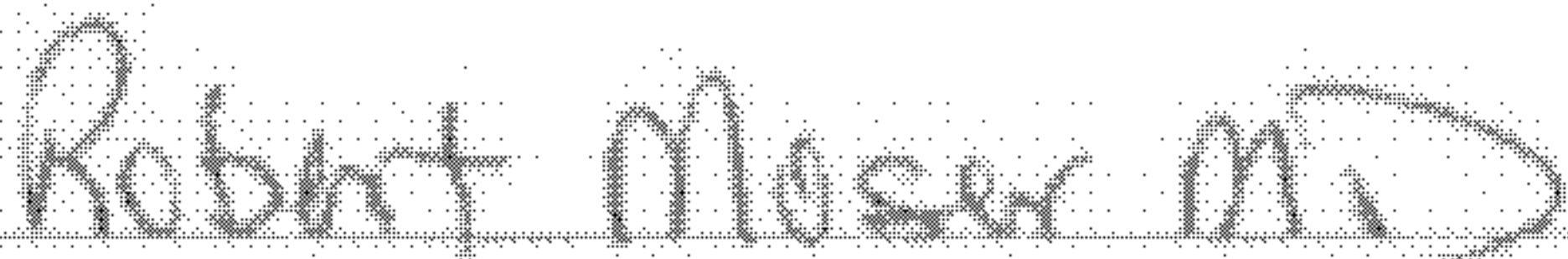
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending 90 days after the expiration of the Race to the Top- Early Learning Challenge grant performance period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	
Signature	Date
	
Print Name	Title

Authorized Representative of Participating State Agency:

	
Signature	Date
	
Print Name	Title

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency. (See section (k) of the Program Requirements, section XI in this application.)

From MOU: Preliminary scopes of work must, at a minimum, identify all applicable portions of the State Plan that the Participating State Agency is agreeing to implement and include the required assurances.

EXHIBIT I-PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
(B)(1) <i>Bl (b)incorporating learning standards into TQRIS;</i>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment- child care licensing • Children's Cabinet 	Representations from each State agency along with intermediate agency/organization participation and others are members of a state committed to review and revise current Kansas early learning standards and to align with Kansas Common Core standards which will incorporate into the program standards for the statewide TQRIS; Revising current Ks. Quality standards for EC programs	<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 Competencies and Early Childhood Unified endorsement (teacher licensure) can be integrated into the new system in a manner that is measurable and meaningfully differentiates program quality levels and reflects increasingly high expectation for program excellence.
(B)(2)(a) <i>Implementing effective policies and practices to reach goal of all</i>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early 	Representatives from all participating state agencies will bring a diverse group of stakeholderstogether to re-tool the current QRIS model and using lessons learned from current pilot. Representatives	<i>Objective 3.2</i> 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

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<i>families in their children's learning,</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education--Early Learning Services Unit -PAT, 4 yr At Risk, Part B, Sec 619 • K.s. Dept. of Health and Environment • Children's Cabinet 	<p>Aware; Kansas Head Start Association; Kansas Children's Service League, and Kansas Parent Information Center will collaborate to develop standards that are implemented in the TQRJS</p>	<p>learning and development programs for their young children</p> <p><u>Objective 3.6</u> 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,</p>
(B)(5) (a-b) <i>Selecting appropriate and valid measure to evaluate the effectiveness of the TQRIS</i>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment-child care licensing • Children's Cabinet 	<p>A small focused committee composed of members selected by Participating State Agencies and with expertise around validation and reliability work will develop the plan for validating the effectiveness of the TQRIS</p>	<p><u>Objective 2.6</u> 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.</p>
(C)(1)(a-d) <i>reviewing, revising, and aligning the current standards to meet program standards in TQRIS</i>	<ul style="list-style-type: none"> • Ks State Dept of Education--Early Learning Services Unit (Lead) • Head Start Collaboration Office • Social and Rehabilitation Services • Ks. Dept. of Health and Environment---child care licensing • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committee to review and revise current Kansas early learning standards and to align with Kansas Common Core standards.</p>	<p><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.</p> <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</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<i>stakeholders to develop the framework, the progression of credentials built from the Framework</i>	B, Sec. 619 <ul style="list-style-type: none"> • Social and Rehabilitation Services • Head Start Collaboration Office • Ks. Dept. of Health and Environment-child care licensing; Part C • Kansas Board of Regents 	local participants, including institutes of higher education to build a Workforce Knowledge and Competency Framework that aligns with the needs of the providers and educators as participants in TQRIS programs and create a common progression of credentials	Workforce Knowledge and Competency Framework, incorporating existing documents as a beginning foundation <u>Objective 4.2</u> Build a progression of state-accepted professional credentials aligned with the Framework and articulated across the professional development system.
(D)(2)	NOT INCORPORATING in GRANT	NA	
<i>(E)(1)(a-e) Understanding the status of children at K entry</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education-Early Learning Services Unit (Lead)-PAT, four year old at-risk, Part B, Sec. 619 • Social and Rehabilitation Services • Head Start Collaboration Office • Ks. Dept. of Health and Environment----child care licensing; Part C 	Partnering with other state agencies and local and intermediate organizations through committee work and training on instruments and web-based process and working with contractors to pilot and validate Kansas Early Learning Inventory -Revised (KELI-R).	<u>Objective 5.4</u> Update the current Kindergarten entry assessment instrument to align with the Kansas Early Learning Standards and K-12 Co on Core standards <u>Objective 5.5</u> 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.
<i>(E)(2) (a-e) Building upon current LDS and linking with Child Care Registry will meet all elements of an early learning data system</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education (Lead) • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks. Dept. of Health and Environment-child care licensing 	Information on Program Status in TQRIS (see B3) will be shared via the Customer and Provider Portal (CAPP) and the Long. Data System.	<u>Objective 5.1</u> 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.

PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Kansas State Department of Education ("Lead Agency") and the Kansas Department of Social and Rehabilitation Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VI of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VI of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODTIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending 90 days after the expiration of the Race to the Top- Early Learning Challenge grant performance period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Diane M. DeBaker 10/13/11
Signature Date

Diane M. DeBaker
Print Name Title

Authorized Representative of Participating State Agency:

Robyn Siedlecki 10/11/11
Signature Date

Robyn Siedlecki Executive SRS
Print Name Title

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency. (See section (k) of the Program Requirements, section XI in this application.)

From MOU: Preliminary scopes of work must, at a minimum, identify all applicable portions of the State Plan that the Participating State Agency is agreeing to implement and include the required assurances.

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p>(B)(1) <i>Bl (b)incorporating learning standards into TQRIS;</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment- child care licensing • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committed to review and revise current Kansas early learning standards and to align with Kansas Common Core standards which will incorporate into the program standards for the statewide TQRIS; Revising current Ks. Quality standards for EC programs</p>	<p><u>Objective 2.2</u> Identify how existing Kansas standards: the Kansas Quality Standards for Early Childhood Programs; the Kansas Early Learning Guidelines and Standards, and the current Core Competencies and Early Childhood Unified endorsement (teacher licensure) can be integrated into the new system in a manner that is measurable and meaningfully differentiates program quality levels and reflects increasingly high expectation for program excellence.</p>
<p>(B)(2)(a) <i>Implementing effective policies and practices to reach goal of all</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early 	<p>Representatives from all participating state agencies will bring a diverse group of stakeholders together to re-tool the current QRIS model and using lessons learned from current pilot. Representatives</p>	<p><u>Objective 3.2</u> Develop, align and implement policies across Partner State Agencies and their early learning and development departments to: (I) incorporate the updated Kansas Quality Standards for Early Childhood Programs and the Kansas Early Learning Guidelines and Standards into state guidance and</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<i>families in their children's learning,</i>	<ul style="list-style-type: none"> • Ks State Dept of Education--Early Learning Services Unit -PAT, 4 yr At Risk, Part B, Sec 619 • Ks. Dept. of Health and Environment • Children's Cabinet 	Aware; Kansas Head Start Association; Kansas Children •s Service League, and Kansas Parent Information Center will collaborate to develop standards that are implemented in the TQRIS	learning and development programs for their young children <i>Objective 3.6</i> 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,
(B)(5) (a-b) <i>Selecting appropriate and valid measure to evaluate the effectiveness of the TQRIS</i>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment-child care licensing • Children's Cabinet 	A small focused committee composed of members selected by Participating State Agencies and with expertise around validation and reliability work will develop the plan for validating the effectiveness of the TQRIS	<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.
(C)(1)(a-d) <i>reviewing, revising, and aligning the current standards to meet program standards in TQRIS</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education--Early Learning Services Unit (Lead) • Head Start Collaboration Office • Social and Rehabilitation Services • Ks. Dept. of Health and Environment--child care licensing • Children's Cabinet 	Representations from each State agency along with intermediate agency/organization participation and others are members of a state committee to review and revise current Kansas early learning standards and to align with Kansas Common Core standards.	<i>Objective 3.1</i> 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. <i>Objective 3.2</i> Develop, align and implement policies across Partner State Agencies and their early learning and development departments to: (I) 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

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<i>stakeholders to develop the framework, the progression of credentials built from the Framework</i>	B, Sec. 619 <ul style="list-style-type: none"> • Social and Rehabilitation Services • Head Start Collaboration Office • Ks. Dept. of Health and Environment-child care licensing; Part C • Kansas Board of Regents 	local participants, including institutes of higher education to build a Workforce Knowledge and Competency Framework that aligns with the needs of the providers and educators as participants in TQRIS programs and create a common progression of credentials	Workforce Knowledge and Competency Framework, incorporating existing documents as a beginning foundation <i>Objective 4.2</i> Build a progression of state-accepted professional credentials aligned with the Framework and articulated across the professional development system.
(D)(2)	NOT INCORPORATING in GRANT	NA	
<i>(E)(1)(a-e) Understanding the status of children at K entry</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education-Early Learning Services Unit (Lead)-PAT, four year old at-risk, Part B, Sec. 619 • Social and Rehabilitation Services • Head Start Collaboration Office • Ks. Dept. of Health and Environment--child care licensing; Part C 	Partnering with other state agencies and local and intermediate organizations through committee work and training on instruments and web-based process and working with contractors to pilot and validate Kansas Early Learning Inventory -Revised (KELI-R).	<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 <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.
<i>(E)(2) (a-e) Building upon current LDS and linking with Child Care Registry will meet all elements of an early learning data system</i>	<ul style="list-style-type: none"> • Ks State Dept. of Education (Lead) • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks. Dept. of Health and Environment---child care licensing 	Information on Program Status in TQRIS (see B3) will be shared via the Customer and Provider Portal (CAPP) and the Long. Data System.	<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.

**MEMORANDUM OF UNDERSTANDING BETWEEN KANSAS STATE
DEPARTMENT OF EDUCATION AND KANSAS CHILDREN'S CABINET AND
TRUST FUND**

This Memorandum of Understanding ("MOU") is entered into by and between the Kansas State Department of Education ("Lead Agency") and the Kansas Children's Cabinet ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit 1:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable positions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY Responsibilities

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VJII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in mw evaluations of this grant conducted by the State, ED, or HHS; and
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS





This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION





This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending 90 days after the expiration of the Race to the Top- Early Learning Challenge grant performance period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	
Signature	Date
	
Print Name	Title

Authorized Representative of Participating State Agency:

	
Signature	Date
	
Print Name	Title

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency. (See section (k) of the Program Requirements, section XI in this application.)

From MOU: Preliminary scopes of work must, at a minimum, identify all applicable portions of the State Plan that the Participating State Agency is agreeing to implement and include the required assurances.

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p>(B)(1) <i>Bbl.</i> <i>(b)incorporating learning standards into TQRIS;</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment- child care licensing • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committed to review and revise current Kansas early learning standards and to align with Kansas Common Core standards which will incorporate into the program standards for the statewide TQRIS; Revising current Ks. Quality standards for EC programs</p>	<p><u>Objective 2.2</u> Identify how existing Kansas standards: the Kansas Quality Standards for Early Childhood Programs; the Kansas Early Learning Guidelines and Standards, and the current Core Competencies and Early Childhood Unified endorsement (teacher licensure) can be integrated into the new system in a manner that is measurable and meaningfully differentiates program quality levels and reflects increasingly high expectation for program excellence.</p>
<p>(B)(2)(a) <i>Implementing effective policies and practices to reach goal of all</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early 	<p>Representatives from all participating state agencies will bring a diverse group of stakeholders together to re-tool the current QRIS model and using lessons learned from current pilot. Representatives</p>	<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</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p><i>publicly funded ELD programs participating in TQRIS</i></p>	<p>Learning Services Unit -PAT, Four year at-risk; Part B, Sec. 619</p> <ul style="list-style-type: none"> • Ks. Dept. of Health and Environment-child care licensing; Part C • Children's Cabinet 	<p>from all state funded programs will participate so that RFP's and other documents will reflect the policies and practices.</p>	<p>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> <p><u>Objective 3.3</u> 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.</p>
<p><i>(B)(3) (a) (b) Using a valid and reliable monitoring tool and process and providing information to parents</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (LEAD) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment-child care licensing • Children's Cabinet 	<p>Representatives from all participating state agencies will bring a diverse group of stakeholders together to determine appropriate, reliable, and valid tool(s) for monitoring. Information will be shared via Registry and the Long. Data System.</p>	<p><u>Objective 2.3</u> 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> <p><u>Objective 2.6</u> 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.</p>
<p><i>(B)(4) (a-c) Promoting the engagement of</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration. Office 	<p>Representatives from all Participating state agencies along with intermediate organizations such as Child Care</p>	<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</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p><i>families in their children's learning,</i></p>	<ul style="list-style-type: none"> • Ks State Dept of Education--Early Learning Services Unit -PAT, 4 yr At Risk, Part B, Sec 619 • Ks. Dept. of Health and Environment • Children's Cabinet 	<p>Aware; Kansas Head Start Association; Kansas Children's Service League, and Kansas Parent Information Center will collaborate to develop standards that are implemented in the TQRJS</p>	<p>learning and development programs for their young children</p> <p><i>Objective 3.6</i> 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,</p>
<p><i>(B)(S) (a-b) Selecting appropriate and valid measure to evaluate the effectiveness of the TQRIS</i></p>	<ul style="list-style-type: none"> • Social and Rehabilitation Services (Lead) • Head Start Collaboration Office • Ks State Dept. of Education--Early Learning Services Unit • Ks. Dept. of Health and Environment--child care licensing • Children's Cabinet 	<p>A small focused committee composed of members selected by Participating State Agencies and with expertise around validation and reliability work will develop the plan for validating the effectiveness of the TQRIS</p>	<p><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.</p>
<p><i>(C)(1)(a-d) reviewing, and aligning the current standards to meet program standards in TQRIS</i></p>	<ul style="list-style-type: none"> • Ks State Dept. of Education--Early Learning Services Unit (Lead) • Head Start Collaboration Office • Social and Rehabilitation Services • Ks. Dept. of Health and Environment--child care licensing • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committee to review and revise current Kansas early learning standards and to align with Kansas Common Core standards.</p>	<p><i>Objective 3.1</i> 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.</p> <p><i>Objective 3.2</i> 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</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p>(C)(2) (a-c)using revised Early Learning standards to develop comprehensive assessment system for TQRIS</p>	<ul style="list-style-type: none"> • Ks State Dept. of Education--Early Learning Services Unit (Lead)-PAT; Four year At-Risk; Part B, Sec. 619 • Head Start Collaboration Office • Social and Rehabilitation Services • Ks. Dept. of Health and Environment-Part C • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committee to develop a comprehensive assessment system that is aligned with the standards; training will be provided via professional development plan in D-1</p>	<p>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> <p><u>Objective 3.4</u> 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.</p> <p><u>Objective 3.5</u> 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.</p>
<p>(C)(3)</p>	<p>NOT INCORPORATING in GRANT</p>	<p>NA</p>	
<p>(C)(4) (a-c) A committee of representatives from all Participating state agencies will work to develop family engagement standards</p>	<ul style="list-style-type: none"> • Kansas State Dept. Of Education: (Lead)PAT, Part B, Sec. 619, four year at-risk • Social and Rehabilitation Services • Head Start Collaboration Office • Ks. Dept. of Health and Environment-Part C; child care licensing • Children's Cabinet 	<p>Representations from each State agency along with intermediate agency/organization participation and others are members of a state committee that will develop a structure for and the standards to support a family engagement focus in the TQRJS and as part of the Workforce Framework</p>	<p><u>Objective 3.6</u> 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,</p>
<p>(D)(1)(a-c) Engaging all appropriate</p>	<ul style="list-style-type: none"> • Ks State Dept. of Education (Lead)-PAT, Four Year At-Risk; Part 	<p>Representatives from all participating state agencies, intermediate organizations, and</p>	<p><u>Objective 4.1</u> Create a stakeholder group of experts from across all relevant professional development organizations and groups to develop a Kansas</p>

Selection Criterion	Participating Party	Type of Participation	Specific activities RE: Goals and Objectives
<p>stakeholders to develop the framework, the progression of credentials built from the Framework</p>	<p>B, Sec. 619</p> <ul style="list-style-type: none"> Social and Rehabilitation Services Head Start Collaboration Office Ks. Dept. of Health and Environment-child care licensing; Part C Kansas Board of Regents 	<p>local participants, including institutes of higher education to build a Workforce Knowledge and Competency Framework that aligns with the needs of the providers and educators as participants in TQRIS programs and create a common progression of credentials</p>	<p>Workforce Knowledge and Competency Framework, incorporating existing documents as a beginning foundation</p> <p><u>Objective 4.2</u> Build a progression of state-accepted professional credentials aligned with the Framework and articulated across the professional development system.</p>
<p>(D)(2)</p>	<p>NOT INCORPORATING in GRANT</p>	<p>NA</p>	
<p>(E)(1)(a-e) Understanding the status of children at K entry</p>	<ul style="list-style-type: none"> Ks State Dept. of Education—Early Learning Services Unit (Lead) —PAT, four year old at-risk, Part B, Sec. 619 Social and Rehabilitation Services Head Start Collaboration Office Ks. Dept. of Health and Environment—child care licensing; Part C 	<p>Partnering with other state agencies and local and intermediate organizations through committee work and training on instruments and web-based process and working with contractors to pilot and validate Kansas Early Learning Inventory --Revised (KELI-R).</p>	<p><u>Objective 5.4</u> Update the current Kindergarten entry assessment instrument to align with the Kansas Early Learning Standards and K-12 Common Core standards</p> <p><u>Objective 5.5</u> 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.</p>
<p>(E)(2) (a – e) Building upon current LDS and linking with Child Care Registry will meet all elements of an early learning data system</p>	<ul style="list-style-type: none"> Ks State Dept. of Education (Lead) Social and Rehabilitation Services (Lead) Head Start Collaboration Office Ks. Dept. of Health and Environment—child care licensing 	<p>Information on Program Status in TQRIS (see B3) will be shared via the Customer and Provider Portal (CAPP) and the Long-Data System.</p>	<p><u>Objective 5.1</u> 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.</p>