

**Kansas School Readiness Data Task Force Meeting
March 23, 2011
Children's Alliance of Kansas Building
Topeka, KS**

Key Decisions

- Approved Guiding Principles for Working Together
- Approved the Task Force's Work Plan
- Approved in draft form the State's School Readiness Framework Components: Family, Community, Educational Environments, and Child

Meeting Notes

Opening Remarks – Brad Neuenswander, Deputy Commissioner, Division of Learning Services, Kansas State Department of Education & Jim Redmon, Executive Director, Kansas Children's Cabinet & Trust Fund

The Kansas Early Childhood Advisory Council (ECAC) and Kansas State Department of Education (KSDE) are co-conveners of the Kansas School Readiness Data Task Force.

Representing KSDE, Brad welcomed everyone and described the State's current educational context. He emphasized the importance of the Task Force's task to the State's emerging longitudinal data system.

Representing ECAC, Jim welcomed the group and discussed the importance of data to the legislative decision-making process. To date, the availability of strong data has been central to maintaining financial support for early childhood programming. Jim noted the importance of the Task Force's efforts to the upcoming work of the Early Childhood Advisory Council.

Review of the Charge – Gayle Stuber, Early Childhood Coordinator, Kansas State Department of Education

Gayle noted that the goal of the Task Force is to identify data elements capable of answering the eight priority policy questions approved by the School Readiness Data Stakeholder Group at its meeting on July 9, 2010. Gayle highlighted the 3 priority tasks outlined in the Charge of the School Readiness Data Task Force:

1. Review and update school readiness framework (originally developed in 2000)
2. Review the State's School Readiness goals and indicators and update as needed
3. Identify data elements to be used in creating a comprehensive early childhood data system that are capable of being linked to the State's longitudinal data system being built by the Kansas State Department of Education.

Gayle concluded her remarks with acknowledgement of the Task Force's 3 funders:

- Barry Downing;

- The Kansas State Department of Education through its federal Longitudinal Data System grant; and
- The State Head Start Collaboration Office

Introductions – Stacie Goffin, KS School Readiness Data Task Force Facilitator

Task Force members were asked to respond to the question: “What has changed over the past 3-5 years to make data central to your work and to building Kansas’ early childhood system”?

For many, the 3-5 year time frame was too short because it failed to acknowledge Kansas’ extended history with using and highlighting the importance of data.

Common themes in members’ responses included the use of data to:

- Inform intervention decisions
- Secure funding and inform policy
- Drive toward best practices and choices in local programs
- Provide accountability
- Track change
- Support a longitudinal frame of reference
- Inform systemic thinking

Concerns included:

- Losing the “faces of children and families” in numbers
- Reducing school readiness to cognitive skills
- The importance of attending to how data is summarized, used, and by whom

A Quick History Overview – Gayle Stuber, Early Childhood Coordinator, Kansas State Department of Education

Gayle provided an overview of the State’s work in developing its School Readiness Framework from 2000 to 2010, highlighting the multiple data-related initiatives that emerged during this time and culminating in the creation of the School Readiness Data Task Force.

Review of the Meeting Agenda

Stacie Goffin introduced her role as the Task Force facilitator. She then reviewed the day’s expected results as outlined in the day’s agenda.

Stacie reminded members that School Readiness Data Task Force meetings are open to the public, in compliance with the State’s Sunshine Law.

Guiding Principles for Working Together

Task Force members reviewed a list of possible principles for working together and making decisions. The document was approved with the following additions:

- Monitor ‘air time’
- Stay focused and on task
- Participate fully
- Avoid use of acronyms without explanation

Review & Approval of the Task Force’s Draft Work Plan

Members reviewed their draft work plan, which is organized by 3 Phases that will be implemented between March 25th and conclusion of the Task Force’s work in early November:

1. Laying the Foundation
2. Drafting Early Childhood Data Elements for Kansas’ Early Childhood Data System
3. Finalizing the Task Force’s recommended data elements for Kansas’ Early Childhood Data System

The process for fulfilling the Task Force’s responsibilities, as outlined in their Charge, also was discussed. The Task Force approved its work plan as presented.

Review of the School Readiness Framework: Are These Still the Right Components?

The Task Force reviewed the existing four components of the State’s School Readiness Framework - Family, Community, School, and Child – in light of changes since its conception ten years ago. Following extensive discussion, the Task Force provided initial approval of four school readiness components: Family, Community, Educational Environments, and Child. The shift from School to Educational Environments was chosen to encompass the fact that (1) early care and education programs are a crucial component of children’s early learning experiences, (2) early care and education programs prior to the start of Kindergarten often are part of local school systems, and (3) the type and range of early care and education experiences have expanded and need to be incorporated more explicitly as part of the School Readiness Framework components.

Introducing the Work Group Chairs & Self-Assignment to School Readiness Component Work Groups

Task Force members chose one of the four School Readiness Components to focus their energies, even though ultimately each member is responsible for recommendations developed by each work group. Chairs for the four work groups are:

- Family: Vicky Roper
- Community: Donna Hudson-Hamilton
- Educational Environments: Ann McCullough
- Child: Bronwyn Fees

Work groups will be expanded to include expertise from across the state, which will be accessed during 3 virtual meetings convened between Task Force meetings.

Creating 3 Sentence Descriptions for Each School Readiness Component

Task Force members developed initial descriptions for each of the 4 School Readiness Components and will finalize a draft version at their next meeting. These descriptions are likely to evolve as the Task Force progresses with its work.

Next Steps

- Work group chairs will receive information to support the convening of the first Virtual Work Group meetings
- A website link is being established by KSDE for Task Force meeting documents, including “file folders” to organize resources for each of the 4 School Readiness Components. Task Force members may send documents for inclusion to Gayle Stuber by e-mail with the Subject title “School Readiness Task Force” plus the name of the School Readiness Component.

The Task Force members were given the School Readiness Framework Template. Stacie reminded the group that they will be adding to it, editing it, changing it, etc. New items from today will be updated before next meeting. Stacie reminded the group that Jessica will keep the master document.

The next Task Force meeting is scheduled for May 18, 2011 from 9:00 a.m. to 4:00 p.m. Registration and Continental Breakfast will begin at 8:30 a.m. The meeting location will be announced.

Adjournment

The KS School Readiness Data Task Force meeting adjourned at 3:28 p.m.

**Kansas School Readiness Data Task Force Meeting
May 18, 2011
Kansas Children's Service League
Topeka, KS**

Key Decisions

- Approved draft School Readiness Component descriptions, accompanied by a draft Preamble
- Established clear understanding of the definitions for Indicators and Data Elements and distinctions between the two
- Approved criteria for decision-making on Indicators and Data Elements
- Identified initial placement for Kansas School Readiness Indicators

Meeting Notes

Opening Remarks – Gayle Stuber, Coordinator, Early Childhood Education, KSDE

Gayle welcomed members to the second meeting of the School Readiness Data Task Force and thanked Tracie Lansing and the Kansas Children's Service League (KCSL) for use of their facilities.

Review of Meeting Agenda – Stacie Goffin, School Readiness Data Task Force Facilitator

Stacie Goffin reiterated her role as the Task Force facilitator. She then introduced the agenda and reviewed the day's expected outcomes.

Review of School Readiness Component [3 Sentences] Descriptions

Each of the School Readiness Data Task Force's (Task Force) four School Readiness (SR) Component work groups examined the component descriptions that were crafted during their March 23rd Data Task Force meeting. Each component group proposed changes and received feedback from the Data Task Force as a whole before approving new component descriptions. The approved draft descriptions for the four School Readiness Components are:

Child Readiness (Child):

- Children have a range of developmental skills and abilities that when addressed appropriately demonstrate the child's engagement in learning. These include health and physical well-being, social and emotional competencies, communications, and content knowledge.

The Child Work Group is still deliberating whether the last sentence duplicates Indicators and/or Data Elements and therefore may not be needed in the description of the Component.

Family Readiness (Family):

- Families, which exist in a variety of forms, are the primary foundation for their children. They provide safe, stable, and nurturing environments that promote lifelong learning.

The Family Work Group is still contemplating whether an additional sentence that speaks to family support services that are strengths-based should be added.

Readiness of Educational Environments (Educational Environments):

- Effective educational environments are accessible, affordable, and actively engage families in their children's education. Early care and education environments provide safe, high quality learning experiences for children that support healthy development and learning through evidence-based practice.

The Educational Environments Work Group is deliberating whether accessibility and affordability is best addressed by Educational Environments or by Community.

Community Readiness (Community):

- Children and families live in safe and stable communities that support their health and learning. Comprehensive, coordinated, and accessible services will meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

Stacie reiterated that the component descriptions would likely evolve as the Data Task Force progresses with its work.

Crafting a Preamble for the School Readiness Framework

Task Force member Lynn Schrepferman drafted a Preamble to accompany the School Readiness Framework for the Task Force to consider. Also considered as part of the Preamble was a visual representing State Readiness drafted by an observer present at the first meeting. The Preamble is intended to provide an overview and context for the Task Force's recommendations.

The Data Task Force agreed upon three primary purposes of the Preamble:

1. Assure understanding of the interconnectedness of the four School Readiness Components
2. Engage critical stakeholders
3. Set the tone [be inspirational] for the work.

The Data Task Force provided feedback on the preamble narrative and visual. Lynn will create another draft for review by the Task Force at the June 29-30th meeting.

Review of School Readiness Indicators Distinguishing Indicators from Data Elements, Richard Matteson, Kansas State Department of Education

Richard Matteson briefly explained the Kansas State Department of Education longitudinal data system under development and explained the differences between an indicator and data element. Indicators are generalized statements. Data elements are smaller data points and come together to create an indicator.

Identifying School Readiness Indicators

Based on the new SR component descriptions, Task Force members assigned indicators developed by previous Kansas data-related initiatives to one of the four SR component categories. The Task Force provided initial approved the following, with the understanding that the wording of these indicators may need to be revised to correspond with the definition of an Indicator:

FAMILY INDICATORS:

1. Mothers receive adequate prenatal care.
2. Mothers are high school graduates.
3. Children live in homes free of violence.
4. Children live in families that can afford basic necessities.
5. Parent Education
6. Mother's Education Level
7. Births to Teens
8. Children in foster care
9. Lead poisoning

COMMUNITY INDICATORS:

1. Early childhood programs are affordable
2. Early childhood programs are available
3. Early childhood programs are accessible
4. Children live in safe and stable communities.
5. Early childhood and education services.
6. Young children in poverty
7. Supports for families with infants and toddlers
8. Lead poisoning
9. Children receive health care services
10. Family supports
11. Health insurance and medical homes
12. Child abuse and neglect

CHILD INDICATORS:

1. Children are physically healthy
2. Physical well-being and motor development
3. Language development
4. Oral language

5. Written language
6. Math concepts
7. Approaches to learning
8. Work habits
9. Attentive behavior
10. Social and emotional development
11. Social-emotional development
12. Cognition and general knowledge
13. General knowledge
14. Mental Health and Social Development
15. Fourth grade reading scores
16. Lead poisoning

EDUCATIONAL ENVIRONMENTS INDICATORS:

1. Schools provide high quality learning environments.
2. Teachers provide high quality classroom learning environments.
3. Schools have strong relationships with families and communities.
4. Class size
5. Early childhood programs are high quality.
6. Early childhood programs are affordable
7. Early childhood programs are available
8. Early childhood programs as accessible
9. Early care and education services
10. Lead poisoning

It is understood that the placement of indicators may shift, be revised, deleted, or expanded as the work progresses.

Finding New “Homes” for Data Elements from Previous and Existing Data-Related Early Childhood Initiatives

Each of the four SR Component workgroups reviewed the data elements currently assigned to their SR Component. Based on the new SR Component descriptions and indicators, workgroups decided which data elements remained appropriate for their component. Data elements that no longer were appropriate were passed to other component workgroups. An updated Master Template of Indicators and Data Elements was created as a result of this work.

Decision Making Criteria

The Task Force approved the following criteria to guide their decision making on the indicators and data elements to recommend to the Early Childhood Advisory Council and Kansas State Department of Education.

- A data element’s importance can be articulated
- The data element has a logical connection to its Indicator

- Precise in meaning
- Easily understood
- Measureable (data elements)
- Can assist in responding to at least one of the eight Priority Policy Questions
- Capable of being linked to the K-12 longitudinal data system
- Consideration has been given to privacy issues
- Indicator has logical connection to its SR component

Next Steps

- Two additional meeting days have been added: June 30th and October 13th.
- The Virtual Workgroups should have at least one meeting before June 29th. Chairs should send their updated templates to Stacie.
- Updated web information: <http://www.ksde.org/Default.aspx?tabid=4681>. From this web address, there are links to all meeting materials (notes, meeting documents, briefing documents) and to each of the folders for the 4 SR Component and virtual workgroups. To add workgroup resources, send electronic versions of documents to Gayle Stuber with the subject labeled “School Readiness Task Force” and the name of the School Readiness Component most appropriate for the content.
- Task Force members were encouraged to be thinking about possible reviewers of the proposed Indicators and Data Elements.

The next Data Task Force meeting is scheduled for June 29th and June 30th from 9:00 a.m. to 4:00 p.m. Registration and continental breakfast will begin at 8:30 a.m. The meeting will be held in the Main Level Large Conference Room at the Kansas Children’s Service League.

Adjournment

The KS School Readiness Data Task Force meeting adjourned at 3:18 p.m.

**Kansas School Readiness Data Task Force Meeting
June 29-30, 2011
Kansas Children's Service League
Topeka, KS**

Key Decisions

- Approved wording changes to the School Readiness Component Descriptions
- Approved criteria for selecting external reviewers of the Task Force's proposed draft School Readiness Indicators and Data Elements
- Approved names of potential state and national external reviewers of the Task Force's proposed draft Indicators and Data Elements

Meeting Notes

Day One Opening Remarks – Gayle Stuber, Coordinator, Early Childhood Education, KSDE

Gayle welcomed members to the third meeting of the School Readiness Data Task Force (Task Force). Based on recent experiences at the Annual Meeting of the National Association of Early Childhood Specialists in State Departments of Education, she highlighted the timeliness and leading edge nature of the Task Force's work.

Gayle introduced Donna Hudson-Hamilton, the Community School Readiness Chair, who had to miss the first two Task Force meetings. She also announced Linda Kenney's retirement from the Kansas Department of Health and Environment and her resignation from the School Readiness Data Task Force.

Review of Meeting Agenda – Stacie Goffin, School Readiness Data Task Force Facilitator

Stacie reviewed the two-day agenda, reminding Task Force members that they now are half way through their work and outlining the work of Meetings #4 and #5. This two-day June meeting was structured to allow the four school readiness component groups to focus on developing suggested Indicators and Data Elements.

The Kansas K-12 Longitudinal Data System – Kathy Gosa, Director of Information Technology, KSDE

Kathy Gosa presented on the Kansas K-12 Longitudinal Data System and its relationship to the work of the School Readiness Task Force. The intent of the presentation was to offer deeper understanding of Kansas' emerging longitudinal data system and to increase awareness of what has to be considered to coordinate systems (Birth to 5 & K-12). Her presentation responded to five questions:

1. What is the K-12 Longitudinal Grant awarded to KSDE?

2. What are the results to be achieved, and what is the timeline for making the system operational?
3. What are the biggest challenges in this work?
4. Why are you/KSDE interested in what happens to children prior to the start of Kindergarten?
5. What needs to be considered in terms of connecting the Birth to 5 data system being created with the K-12 longitudinal data system?

Kathy's presentation can be found online at <http://www.ksde.org/Default.aspx?tabid=4681> with Meeting #3 documents (the site where all Task Force documents may be found).

Preamble for the School Readiness Framework

Task Force member Lynn Schrepferman introduced the next iteration of the preamble and solicited input. Two possible visuals representing the State's readiness to support children's school readiness also were presented and reviewed.

Feedback was organized around intentions that the Task Force set for the preamble at its last meeting:

1. Assure understanding of the interconnectedness of the four School Readiness Components.
2. Engage critical stakeholders
3. Set the tone [be inspirational] for the work.

A next iteration of both documents will be shared at the Task Force's next meeting.

A Refresher: Review of School Readiness Indicators Distinguishing Indicators from Data Elements – Richard Matteson, Requirements Analyst, KSDE

Richard Matteson reviewed the definitions of "Indicator" and "Data Element." Richard also gave examples of the Task Force's Data Elements that are in need of clarification or increased detail. (See supplemental handout for further details of the distinctions between an Indicator and Data Element on the webs site address identified above, Meeting #2.)

Drafting School Readiness Indicators and Data Elements

The four School Readiness Component workgroups, using feedback from their Virtual Work Groups and the Task Force, worked on Indicators and Data Elements related to their specific school readiness component, resulting in a next iteration of the Task Force's Master Template of Indicators and Data Elements.

Examining Proposed Wording Changes to School Readiness Component Descriptions

Wording changes to the SR Component Descriptions proposed by several Virtual Work Groups were presented. Members were reminded that School Readiness Component Descriptions have to be approved by the full Task Force.

The Task Force provided feedback to the proposed changes and approved the following descriptions as working drafts:

COMMUNITY

- Ready communities provide each child and family a safe and stable community that supports healthy development and learning. They embrace the concept of providing varied, quality experiences that prepare children for success. Comprehensive, coordinated, and accessible services meet both children’s and families’ multiple needs.

FAMILY

- Ready families serve as the primary foundation for their children. These families, in a variety of forms, provide safe, stable, and nurturing environments that promote healthy development and learning.
 - Still being deliberated by the Work Group as of June 29th is whether a sentence should be added that speaks to family support services that are strengths-based.

EDUCATIONAL ENVIRONMENTS

- Ready educational environments effectively provide evidence-based safe, high quality learning experiences for children. Serving children from birth to kindergarten, these experiences support healthy development and learning. Additionally, they are accessible and actively engage families in their children’s education.
 - Still being deliberated by the Work Group as of June 29th is whether to include the word “accessible.” Also being deliberated is the use of the phrase “Effective early childhood programs” OR “Effective educational environments” OR “Effective early learning environments.”

CHILD

- Ready children have a range of development skills and abilities that when addressed appropriately demonstrate the child’s engagement in learning. These include health and physical well-being, social, and emotional competencies, communications, and content knowledge.
 - Under consideration by this work group as of June 29th is whether the last sentence is needed since it may be redundant of Indicators and Data Elements.

Criteria for External Reviewers

The Task Force discussed criteria for choosing external reviewers of its draft Indicators and Data Elements.

Eight (8) individuals with expertise in early childhood will be selected. Four (4) of the individuals selected will be in-state experts on at least one of each of the 4 School Readiness Components, and 4 additional individuals will be recognized national experts on at least one of each of the 4 School Readiness Components.

Selection Criteria approved for both State and National Reviewers are:

- Collectively, the reviewers bring expertise in the area of early childhood.
- Individually and collectively, the reviewers offer expertise in Family, Community, and Child Readiness or the Readiness of Educational Environments
- Collectively, the reviewers offer expertise in special populations such as ELL, special education, or other “at-risk” categories
- Each reviewer has knowledge of current research on best practices in at least one of the School Readiness Components
- Each reviewer is familiar with the use of data.

Selection Criteria identified as uniquely applicable to state reviewers are:

- Collectively, the state reviewers bring familiarity with Kansas and pertinent national program and child standards.
- Collectively, the state reviewers bring a broad perspective on state issues and needs.

Task Force members used this information to identify a set of first and second choice state and national reviewers. Gayle Stuber will contact these individuals regarding their interest and availability to serve as external reviewers. Task Force members will develop questions to guide the external review process at their next meeting.

Outstanding Issues

Outstanding issues from the Task Force “Parking Lot” were reviewed to determine what was needed for their resolution. Still outstanding is what defines “accessible” in the context of ready educational environments and the distinction, if any, between “care” and “education” programs.

Adjournment

The KS School Readiness Data Task Force June meeting adjourned on June 30th at 3:40 p.m.

Agenda
Kansas School Readiness Data Task Force
September 22-23, 2011

Location: Kansas Children's Service League, Main Level Large Conference Room
3545 SW 5th Street, Topeka, KS 66606
785-274-3100 front desk

INTRODUCTION

At its fourth meeting, School Readiness Task Force members will focus on refining school readiness indicators and data elements associated with each of the four School Readiness Components. The early childhood data elements recommended to the Early Childhood Advisory Council and the Kansas State Department of Education will provide the foundation for the State's comprehensive early childhood data system and pave the way for answering the state's 8 priority policy questions.

The early childhood data system under construction will be coordinated with the State's emerging K-12 Longitudinal Data System, making it possible for Kansas' longitudinal data system to begin at birth. On Day 2, Jim Redmon, Executive Director of the Children's Cabinet, and Gayle Stuber, KSDE Coordinator, Early Childhood Education will speak to acceptance of the Task Force recommendations and KSDE's plans for next steps.

By the close of its two-day meeting, the School Readiness Data Task Force will have:

- Approved a draft Preamble/Introduction to accompany its recommended School Readiness Framework.
- Refined its School Readiness Component descriptions.
- Created version 5 of its school readiness indicators and data elements.
- Received information on the acceptance process for the forthcoming recommendations and anticipated next steps in development of Kansas' early childhood comprehensive data system

September 22, 2011

Day 1 Meeting Agenda

10:45 a.m. – 5:00 p.m.

10:30 a.m. Registration

10:45 a.m. ***Opening Remarks***

Gayle Stuber, KSDE Coordinator, Early Childhood Education

11:05 a.m. ***Review of the Meeting Agenda***

Stacie Goffin, School Readiness Data Task Force Facilitator

Report on the Meeting of the SR Component Work Group Chairs

11:15 a.m. ***Preamble for the School Readiness Framework***

School Readiness Component Descriptions

Lynn Scheferman, Task Force member

Cheryl Franklin, KSDE graphic designer

Work Group Chairs

Whole Group Work

Results: Approved as draft an Introduction to the Kansas Task Force's recommended school readiness indicators and data elements; Approved next iteration of School Readiness Component descriptions

- 11:45 a.m. **Technical Analysis of School Readiness Data Elements**
 Result: Awareness of Error Types and where they exist in Master Template
- 12:05 p.m. **Examining Technical Errors by SR Component**
 Small Group Work
 Result: Recognizing Error Types by SR Component
- 12:35 p.m. **LUNCH**
- 1:00 p.m. **Refining School Readiness Indicators & Data Elements,**
 Small Group Work
- Breaks Taken As Needed
 Result: Decrease in technical errors and continued refinement of data elements and indicators
- 3:00 p.m. **Aligning Data Elements Between/Among SR Components**
 Small Group Work
 Results: Reductions in duplication; Greater alignment between data elements & SR Component descriptions; Increased coordination between data elements and SR Components.
- 4:55 p.m. **Overview of Day 2 Agenda**
 Stacie Goffin, Facilitator
- 5:00 p.m. **Adjournment, Day 1**
- September 23, 2011**
Day 2 Meeting Agenda
 9:00 a.m. – 3:45 p.m.
- 8:30 a.m. Continental Breakfast
- 9:00 a.m. **Overnight Reflections**
- 9:05 a.m. **Overview of the Day**
- 9:10 a.m. **Review of Emerging Indicators & Data Elements by Priority Policy Questions & Decision Making Criteria**
 Small Group
 Results: Next iteration of SR Component data elements for review by SR Component Work Groups
- 10:45 a.m. BREAK
- 11:00 a.m. **Review of Emerging Indicators & Data Elements, cont.**
 Small Group Work
 Result: Next iteration of SR Component data elements and indicators
- 12:30 p.m. LUNCH
- 1:15 p.m. **Getting to a Comprehensive Early Childhood Data System**
 Jim Redmon, Executive Director, Children's Cabinet
 Gayle Stuber, KSDE Coordinator, Early Childhood Education
 Result: Awareness of next steps in creating a comprehensive early childhood data system
- 1:35 p.m. **Review of Emerging Master Template 5**
 Small Group Work
 Result: Creation of Master Template 5
- 3:35 p.m. **Next Steps**
Closing Comments
- 3:45 p.m. Adjournment

**Kansas School Readiness Data Task Force Meeting
October 26-27, 2011
Kansas Children's Service League
Topeka, KS**

Key Decisions

- Approved Version 6 of the Master Template for review by national and state reviewers.
- Approved reviewer questions.

Meeting Notes

Day One Opening Remarks – Gayle Stuber, Coordinator, Early Childhood Education, KSDE

Gayle welcomed members to the fifth meeting of the School Readiness Data Task Force. She provided information on the State's application for the Race to the Top – Early Learning Challenge.

Gayle shared the most current version of the Preamble with coordinating visual. The document received an enthusiastic response, as well as the realization that the wording on some School Readiness Component descriptions needed updating. Members and others may view the full application at <http://www.ksde.org/Default.aspx?tabid=2284>

Review of Meeting Agenda – Stacie Goffin, School Readiness Data Task Force Facilitator

Stacie reviewed the work of the 2-day meeting. The overarching result of the 2-day meeting will be Task Force approval of its Draft data elements and indicators in preparation for external review.

Work Group Review of Data Elements and Indicators

Data Task Force members reviewed Data Elements and Indicators individually, in their component work groups, and as a whole group. The Data Task Force approved Version 6 of the Master Template.

Development of Reviewer Questions

Data Task Force members reviewed and approved the draft letter and list of questions for state and national reviewers.

Closing Remarks

Future meetings: (all at the Kansas Children's Services League)

- January 11 & 12, 2012
- February 8, 2012

Adjournment

The KS School Readiness Data Task Force meeting adjourned on October 27, 2011 at 3:30 p.m.

**Kansas School Readiness Data Task Force
January 11-12; February 9, 2012 Meeting Notes
Kansas Children's Service League
Topeka, KS**

January 11-12, 2012 Key Decisions

- The Task Force approved the next iteration of its School Readiness Framework for Kansas, including its Preamble, School Readiness Components and Descriptions, Guiding Principles (carried forward from the original SR Framework), and graphic representation.
- The Task Force approved the next iteration of its recommended Indicators and Data Elements.
- The Task Force decided that its collective expertise, in conjunction with citations provided for individual data elements, would determine whether the relationship between an individual element and children's school success is strong enough to warrant the element's inclusion.
- Whether to retain a data element whose primary relationship to children's school success might be indirect or one appropriate for further research disappeared as an issue.
- Citations provided to support inclusion of data elements in the Task Force's recommendations are to be formatted in APA style.
- Wording in SR Components and Data Elements should be statements of outcome (so "will" is to be removed).
- The Task Force concluded that a separate work group should be recommended for the purpose of creating an evidence-informed, operational definition of program quality.

February 9, 2012 Key Decisions

- Practical, professional wisdom was acknowledged as an important informant to the work. Its use as a support for a recommended data element should be grounded in the research literature, however - not solely reflect a personal stand-alone case study.
- Data elements related to home visiting will remain in the Community SR Component. Data elements related to parent education was shifted to the Family SR Component.
- The Task Force approved its proposed School Readiness Framework for Kansas, including its Preamble, School Readiness Components and Descriptions, Guiding Principles, and graphic representation.
- The Task Force approved its recommended School Readiness Indicators and Data Elements.
- Task Force members requested that the Final Report note (a) that Policy question #5 was not addressed by this group because it fell outside the Birth to Kindergarten-Entry Charge to the Task Force and (b) that variation exists in the quantity and comprehensiveness of data elements associated with individual priority policy questions.

- The initial Task Force decision to recommend a separate work group to create an evidence-related, operational definition of program quality was overturned in light of the fact that individuals appointed to address measurement will have to consider this issue.
- The Task Force agreed to a process to review the final draft of its recommendations, which will be forwarded to the Kansas State Department of Education and the Early Childhood Advisory Council

Meeting Notes [Reminder: What follows is a compilation of the January 11-12 and February 9, 2012 Task Force Meetings.]

Initiative-Related Updates

Gayle Stuber, Coordinator of Early Childhood, Kansas State Department of Education, updated members on the Early Learning Challenge proposal and anticipated next steps. The intent is to build from the proposal submitted as a basis for a state-wide system-building action plan - and the group's data work is central to this effort.

Gayle informed members on next steps regarding their recommendations and the intent to begin directing attention to building the State's infrastructure for an early childhood data system. With the conclusion of the School Readiness Data Task Force, Task Force members will become part of the School Readiness Data Stakeholder Group, which regularly receives updates on the Kansas School Readiness Data Initiative.

Members were reminded that their Charge from the Kansas State Department of Education and the Early Childhood Advisory Council focused on children from birth to kindergarten-entry, terminology that needed to be kept in mind during final edits to the proposed State SR Framework.

Gayle also reinforced the importance of (1) confirming that each recommended data element contributed to validating the SR Framework and (2) ensuring that the components and data elements came together to create an evidence-informed, operational definition of school readiness that aligns with the SR Framework.

Review of School Readiness Preamble, Framework, & Component Descriptions

Following careful review, the SR Data Task Force approved its proposed SR Framework, including its Preamble, SR Components and Descriptions, updated Guiding Principles, and graphic representation.

Discussion on Reviewer Input

Data Task Force members worked to respond to reviewer comments, with a focus on clarifying wording, examining the level of significance of each data element to children's school readiness, and prioritizing indicators and data elements that speak to school readiness as evidenced by research.

Final Version of SR Indicators and Data Elements Indicators

Data Task Force members reviewed the proposed indicators to ensure that, collectively, they provided a strong, evidence-informed operational definition school readiness, both within and across the four SR Components. To ensure readers understood the inter-relatedness of the four SR Components and their Indicators, a sidebar was added to the document highlighting this relationship.

Following careful review of the proposed SR Indicators and Data Elements, accompanied by edits and changes, the Task Force approved its proposed SR Indicators and Data Elements for submission to the Kansas State Department of Education and Early Childhood Advisory Council leadership. The Task Force then unanimously approved all of its recommendations (SR Framework, Indicators, and Data Elements) as a package.

Task Force Final Report

Facilitator Stacie Goffin detailed the process for completing the Final Report. Members will have the opportunity to review the draft document. The Final Report will include a narrative description of the Task Force process, the group's recommendations, supportive documents, and reference to the Task Force web site. It will be submitted to the leadership of the Kansas State Department of Education and the Early Childhood Advisory Council for acceptance. Upon acceptance, the Final Report and SR Framework will be posted on the Task Force website.

Next Steps & Celebration of Task Force Accomplishments

The work of the Task Force officially ended at the conclusion of its final meeting on February 9th. Members immediately became part of the Kansas Early Childhood Data Stakeholder Group.

Gayle Stuber recognized the Task Force's work as foundational to developing the State's comprehensive early childhood data system the early childhood system of which it will be a part. The work of this group represents the first steps in building an infrastructure for the early childhood data system, which will be the Data Initiative's next priority focus.

Next step: Submission to KSDE Leadership and ECAC chair for acceptance. Members will be notified by Gayle of KSDE's decision. The Early Childhood Advisory Council [ECAC] interim chair will notify members of ECAC's decision.

Closing Celebration

Members responded to the closing question: "What has been most memorable for you about this experience?" and were acknowledged for their individual and collective contribution to this important work.