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SPECIAL EDUCATION ADVISORY  
COUNCIL AND STATE INTERAGENCY  
COORDINATING COUNCIL

January 10, 2018

Kansas leads the world in the success of each student.

# INTRODUCTIONS



Mary Duncan

Joan Macy

# KANSAS PRE-SCHOOL PROGRAM

Monica Murnan

- Status
- Challenges

# KPP-TANF UPDATE

Ryan Weir, KSDE

[rweir@ksde.org](mailto:rweir@ksde.org)



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# KINDERGARTEN READINESS IN KANSAS

Arrive at Five: Socially, Emotionally & Academically Prepared

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# ASQ:3

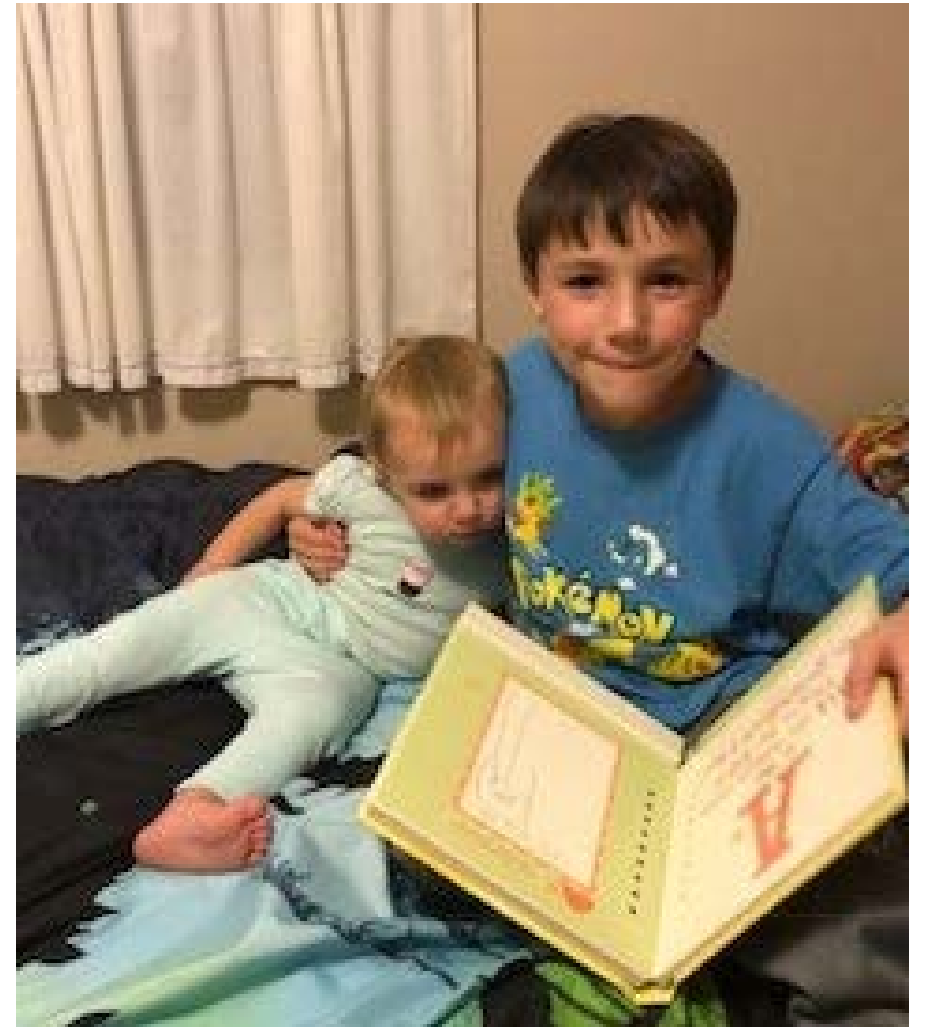


# KANSAS KINDERGARTEN READINESS OUTCOME

The Board identified Kindergarten Readiness as one of five Outcome Areas to measure progress.

Kansas must have common kindergarten entry data sets across all elementary schools.

The outcome for Kindergarten Readiness is to ensure that each student enters Kindergarten at age 5 socially, emotionally & academically prepared for success.



# KEY IDEAS KINDERGARTEN READINESS

- Measuring kindergarten readiness provides a snapshot of where children are upon entry to kindergarten.
- Kindergarten readiness screening will include communication (language & literacy), problem solving, motor, and social emotional areas of development.
- Families and caregivers will be engaged in gathering information about their child's development & early childhood experiences prior to kindergarten.

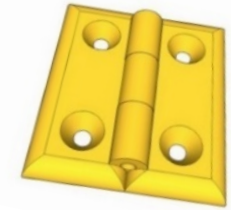




# A KINDERGARTEN READINESS SCREENER

## A Hinge – Not a Gate

- Swings back to inform regarding prior experiences
- Swings forward to inform effective classroom practices



Informs districts regarding their communities capacity for early childhood

**Not a gate keeper to “screen” five year olds out of Kindergarten**



# A SCREENER IS NOT A TEST

Screening Tool	Assessment/Test
Looks at developmental milestones	Looks at skills acquired
Provides a snapshot	Is more comprehensive
Brief to administer	Administration can be lengthy
Largely observational in nature	Requires individual testing

# KINDERGARTEN ENTRY DATA

The Kansas State Department of Education is collaborating with  
Brookes Publishing for the  
Kansas Kindergarten Readiness Snapshot Tool:  
***Ages & Stages Questionnaires®***  
***ASQ-3 and ASQ:SE-2 Social-Emotional.***

Every district in Kansas will utilize Ages & Stages Questionnaires  
beginning with the 2018-2019 school year.

# How Works

6 easy steps to screening success!

**STEP 1**

Choose the right questionnaire for the child's age.

Photocopy or print it...



...or use  
ASQ Online.

**STEP 2**

Give it to the parent to complete and return.



**STEP  
3**

Parent fills out the  
questionnaire at home.



They're clear, quick,  
and easy to do!

**STEP  
4**

Score the questionnaire when  
the parent returns it.



Score by hand in minutes...

...or in  
seconds  
with ASQ  
Online.

## STEP 5

### Share results with the parent.

Discuss referral options if there are developmental concerns.



## STEP 6

### Give parents fun ASQ-3™ Learning Activities.

Help them boost development at home between screenings!



# *AGES & STAGES QUESTIONNAIRES® ASQ-3*

## *AGES & STAGES QUESTIONNAIRES® SOCIAL-EMOTIONAL ASQ:SE-2*

Training and professional development opportunities will provide each district in Kansas the Kindergarten Readiness Core training and materials, including ASQ-3 and ASQ: SE-2 Starter Kits, Learning Activities, and additional professional development such as coaching, webinars and technical assistance.

# KANSAS ASQ TRAINING OF TRAINERS COMPLETE

The Early Learning team and Brookes Publishing provided the Ages and Stages (ASQ) Snapshot Training of Trainers (TOT) in nine locations across the state.

These trainings were attended by 261 districts, including 600 Kindergarten teachers, administrators, and support staff.

The 25 districts that were unable to participate for various reason will have other options to be trained prior to giving the ASQ next fall.





# NEXT STEPS?

Once district level trainers return, they will be equipped with the skills and knowledge to train teachers on the use and implementation of the ASQ materials.

Districts will need to determine a training schedule that best meets the needs of the district, keeping in mind that *data collection will begin fall of 2018*.

Districts are encouraged to include other early learning professionals, including Kindergarten, pre-kindergarten and parent educators, in the district level ASQ trainings.



# SUPPORT DOCUMENTS & MODULES TIMELINE

Quick Reference Guide for Administrators	1/16/18
Quick Reference Guide for Teachers	1/16/18
FAQs	In Progress
Recorded Online Modules	
Module: Getting Started with ASQ Online for Program Administrators	1/17/18
Module: Getting Started with ASQ Online for Teachers	1/17 /18
Module: Setting up Family Access for your Program	1/23/18
Module: Preparing for questionnaire completion	2/5/18
Module: Entering questionnaire data into ASQ Online	2/5/18
Module: Interpreting Results and Next Steps	2/8/18
Module: Using ASQ Online Reports to Analyze Data	2/22/18
Short "How-to" Videos	2/15/18



# LIVE QUESTION AND ANSWER SESSIONS

Live Q&A Session for Administrators	Tuesday, 1/23/18 @ 2:00 PM CST
Live Q&A Session for Administrators	Thursday, 2/1/18 @ 12:00 PM CST
Live Q&A Session for All Users	Tuesday, 1/13/18 @ 3:30 PM CST
Live Q&A Session for All Users	Thursday, 2/22/18 @ 12:00 PM CST
Live Q&A Session for All Users KSDE	Thursday, 3/1/18 – Possible Special Session Time TBD
Live Q&A Session for All Users	Tuesday, 3/13/18 @ 12:00 PM CST
Live Q&A Session for All Users	Thursday, 3/29/18 @ 3:30 PM CST

# WHAT DO I DO IF I HAVE MORE QUESTIONS?

Please email [earlylearning@ksde.org](mailto:earlylearning@ksde.org) with any questions.

## Kindergarten Readiness Updates

- KSDE Kindergarten Readiness webpage: <http://www.ksde.org/Default.aspx?tabid=533>
- ASQ website: [www.agesandstages.com/ks](http://www.agesandstages.com/ks)

## Early Learning in Kansas Updates

- KSDE TASN website: <https://www.ksdetasn.org/events/iy1m4A> for the monthly Early Learning webinars.
- KSDE Early Learning has recorded webinars and materials listed at <http://www.ksde.org/Default.aspx?tabid=514>





Thank you for supporting Kansas Kids and Families!

Tiffany Blevins, Kindergarten Lead

Julie Ewing, Coordinator





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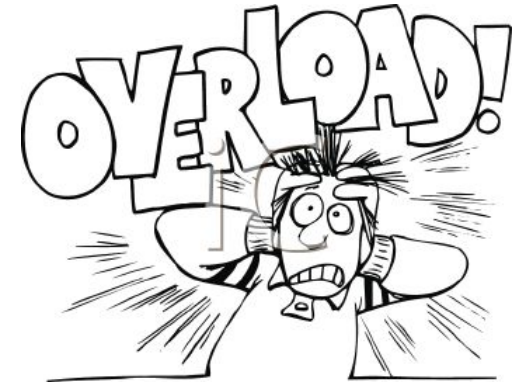
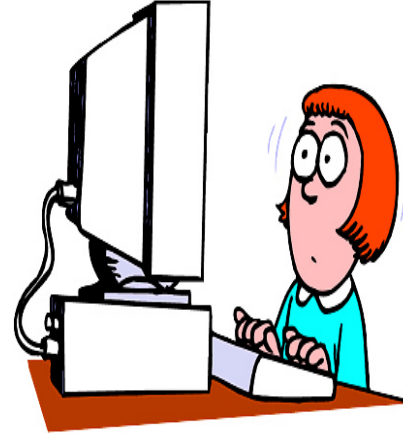
## STATE OF KANSAS EARLY LEARNING

### Data Alignment Workgroup

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# THE STATE OF KANSAS EARLY LEARNING DATA ALIGNMENT WORKGROUP

The State of Kansas Early Learning Data Alignment Workgroup is committed to reducing administrative burden and data fatigue, in Kansas early learning programs by utilizing a coordinated and collaborative interagency partnership approach.



# EARLY CHILDHOOD DATA ALIGNMENT INVITED MEMBERS

Rainbows United

United Way of Topeka

Hutchison

TOP Early Learning Center

KCSL

Lawrence USD 497

Greenbush

Circleville School District

Manhattan USD 383

Coffeyville School District

DCF

KDHE

KSDE, MTSS

Children's Cabinet

University of Kansas

Wichita State University

Head Start Association

Kansas Parents As Teachers Association

Kansas Inservice Training System

# WHAT EARLY LEARNING DATA?

- Child Development
- Family Outcomes
- Classroom
- Home Visitation
- Other Data Needs?



**family** *noun*  
1. a blessing  
2. the ones you  
live with, laugh  
with and love

**Family**  
*Family*  
**family**

# COMMONALITIES IN EARLY LEARNING PROGRAMS IN KS

- Almost all programs provide options for assessment selection.
- Early Childhood Block Grant (ECBG) has specific assessments depending on services provided.
- ASQ & ASQ-SE are the most common required tools used across all state funded early childhood programs. These are optional measures for Federal Head Start programs.
- High Scope Child Observation Record and Creative Curriculum Developmental Assessment are options offered by both IDEA Part B & C and Head Start programs.
- IGDI is used by the ECBG and an option offered by IDEA Part C.



EC ASSESSMENTS IN KS PROGRAMS	Early Childhood Block Grant	4 Year Old At-Risk & TANF 3-5	IDEA Part B & IDEA Part C	Federal Head Start	State Head Start	Parents As Teachers	MIECHV	Kansas CCP & Home Visit
Ages & Stages Questionnaire-3	X			X	X	X	X	X
Ages & Stages Questionnaire – Social Emotional	X			X	X	X	X	X
High Scope Child Observation Record			X	X	X			
Creative Curriculum Developmental Assessment			X	X	X			
Galileo Preschool Assessment Scales				X	X			
Individual Growth and Development Indicators	X		X					
Assessment, Evaluation, and Planning System for Infants and Children			X					
Carolina Curriculum for Preschoolers with Special Needs			X					
Hawaii Early Learning Profile			X					
Work Sampling System			X					
Transdisciplinary Play-Based Assessment			X					
Individual Growth and Development Indicators of Early Literacy	X							
Devereux Early Childhood Assessment	X							
Learning Accomplishment Profile – 3 <sup>rd</sup> Edition				X	X			
Learning Accomplishment Profile – Diagnostic				X	X			
Mullen Scales of Early Learning				X	X			
Working Sampling System for Head Start				X	X			
Battelle Development Inventory Screening Test				X	X			
Brigance Screens				X	X			
Denver II				X	X			
Developmental Indicators for the Assessment of Early Learning				X	X			
Early Screening Inventory				X	X			
Learning Accomplishment Profile – Diagnostic Screens				X	X			
Parents’ Evaluation Developmental Status: Developmental Milestones				X	X			
Parents’ Evaluation Developmental Status				X	X			



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# BIRTH TO FIVE SPECIAL EDUCATION OUTCOMES

## Infant Toddler (Part C) and ECSE (Part B619) Child Outcomes

The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)

- Positive Social Emotional Skills
- Acquiring and Using Their Knowledge and Skills (including early language/communication and early literacy, early numeracy)
- Taking an Appropriate Action to Meet Their Needs



# BIRTH TO FIVE SPECIAL EDUCATION MEASURES

## Kansas 8 Approved Curriculum Based Assessments

- Assessment and Evaluation Programming System (AEPS)
- Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- Child Observation Record
- Creative Curriculum
- Hawaii Early Learning Profile (HELP)
- Individual Growth and Development Indicators (IGDI)
- Transdisciplinary Play-Based Assessment (TPBA)
- Work Sampling System



## TOP THREE RECOMMENDATIONS FOR IMPROVING ALIGNMENT:

- State and federal funded early childhood programs assign KIDS Identification Numbers.
- KSDE select measurement tools for State Pre-K Early Learning programs that are currently utilized with other early childhood programs, rather than requiring new tools.
- Kindergarten Readiness measures of ASQ & ASQ-SE are aligned with the DAISEY data system with the ECBG. How can we align the ASQ data systems for all the Early Learning data statewide? Numerous programs have purchased ASQ Enterprise online. Could potentially align data into a single system for statewide reporting & save costs by having a single state ASQ Enterprise license.



# TOP RECOMMENDATIONS FOR IMPROVING ALIGNMENT:





Questions,  
suggestions or  
ideas?

Please contact [Tblevins@ksde.org](mailto:Tblevins@ksde.org)



Tiffany Blevins, KSDE Assistant Director  
Early Childhood, Special Education and Title Services (ECSETS)



# IDEA EARLY CHILDHOOD

Part C Infant-Toddler (tiny-k)  
& Part B619 Preschool

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# COMMON DATA MEASUREMENTS



1. Early Childhood Outcomes (Indicators C3 & B7)
2. Transition Part C Infant-Toddler to Part B619  
Preschool (Indicators C8 & B12)



# EARLY CHILDHOOD OUTCOMES (INDICATORS C3 & B7)

## WHAT OSEP REQUIRES US TO MEASURE

Percent of Infant-Toddler/Preschool Children with IFSP/IEPs who Demonstrate Improved Outcomes for:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy);
- C. Use of appropriate behaviors to meet their needs.



## A. POSITIVE SOCIAL RELATIONSHIPS

### Involves:

Relating with adults

Relating with other children

For older children, following rules related to groups or interacting with others

### Includes areas like:

Attachment/separation/autonomy

Expressing emotions and feelings

Learning rules & expectations

Social interactions and play

## B. CHILDREN ACQUIRE AND USE KNOWLEDGE AND SKILLS

### Involves:

Thinking and reasoning  
Remembering, Problem solving  
Using symbols and language  
Understanding physical & social worlds

### Includes:

Early concepts—symbols, pictures, numbers, classification, spatial relationships  
Imitation, Object permanence  
Expressive language & communication  
Early literacy and numeracy (3-5)

## C. CHILDREN TAKE APPROPRIATE ACTION TO MEET THEIR NEEDS

### Involves:

Taking care of basic needs  
Getting from place to place  
Using tools (e.g., fork, toothbrush, crayon)  
In older children, contributing to their own health and safety

### Includes:

Integrating motor skills to complete tasks  
Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)  
Acting on the world to get what one wants

# HOW DO WE MEASURE OUTCOMES?



# ASSESSING FUNCTIONAL OUTCOMES

What does the child usually do?

- Meaningful, in the context of everyday routines
- What you see across settings and situations
- How the child uses his/her skills to accomplish tasks
- **Not** the child's capacity to function under unusual or ideal circumstances
- **Not** necessarily the child's performance in a structured testing situation ("noncompliant")
- **Not** domain-specific



# KANSAS CURRICULUM BASED MEASURES

1. Assessment and Programming Evaluation System (AEPS)
2. Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
3. Child Observation Record (High Scope)
4. Creative Curriculum Developmental Continuum Assessment/ GOLD
5. Hawaii Early Learning Profile (HELP)
6. Individual Growth and Development Indicators (IGDIs)
7. Transdisciplinary Play-Based Assessment (TPBA2)
8. Work Sampling System



## PROGRESS CATEGORIES FOR A, B AND C:

- a) Percent of children who did not improve functioning
- b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
- d) Percent of children who improved functioning to reach a level comparable to same-aged peers
- e) Percent of children who maintained functioning at a level comparable to same-aged peers





## SUMMARY STATEMENTS FOR EACH OF THE THREE OUTCOMES:

In each state's APR submitted to OSEP, states must set targets on two summary statements for each of the three outcomes:

**Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 or 6 years of age or exited the program.

**Summary Statement 2:** The percent of children who were functioning within age expectations in each Outcome by the time they turned 3 or 6 years of age or exited the program.





## PART C: DATA COLLECTION FOR EARLY CHILDHOOD OUTCOMES

Kansas has incorporated the Child Outcome Summary Form (COSF) into the IFSP and instituted annual collection of COSF information, which had previously been collected only at entrance and exit. Currently, the IFSP is available in a web-based format and if used in that manner, the IFSP auto-populates the COSF information into the ITS database. Use of the web-based IFSP is required of all programs beginning July 1, 2016.





## PART C INDICATOR 3: (BIRTH TO AGE THREE) EARLY CHILDHOOD OUTCOMES

Number of Infants and Toddlers with IFSP's Assessed; 3009

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

*The data provided for this indicator will be from SFY 2017 (July 1, 2016 – June 30, 2017).*





## *OUTCOME A: POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)*

	Number of children
a. Infants and Toddlers who did not improve functioning	16
b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	772
c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	635
d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers	1075
e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers	477





## OUTCOME A: SUMMARY STATEMENT

	Numerator	Denominator	FFY 2016 Data	Target	2015
<p>A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	1710	2498	68.45	58.1 Target met	65.4 No Slippage
<p>A2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	1552	975	52.17	51.4 Target met	52.02 No Slippage





## *OUTCOME B: ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING EARLY LANGUAGE/COMMUNICATION)*

	Number of children
a. Infants and Toddlers who did not improve functioning	<b>14</b>
b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>696</b>
c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	<b>694</b>
d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers	<b>1163</b>
e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers	<b>417</b>





## OUTCOME B: SUMMARY STATEMENT

	Numerator	Denominator	FFY 2016 Data	Target	FY 2015 Slippage?
<p>B1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	1857	2567	72.34	61.7 Met Target	69.04 No Slippage
<p>B2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	1580	2984	52.95	50.2 Met Target	52.80 No Slippage





## *OUTCOME C: USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS*

	Number of children
a. Infants and Toddlers who did not improve functioning	15
b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	542
c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	558
d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers	1268
e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers	600



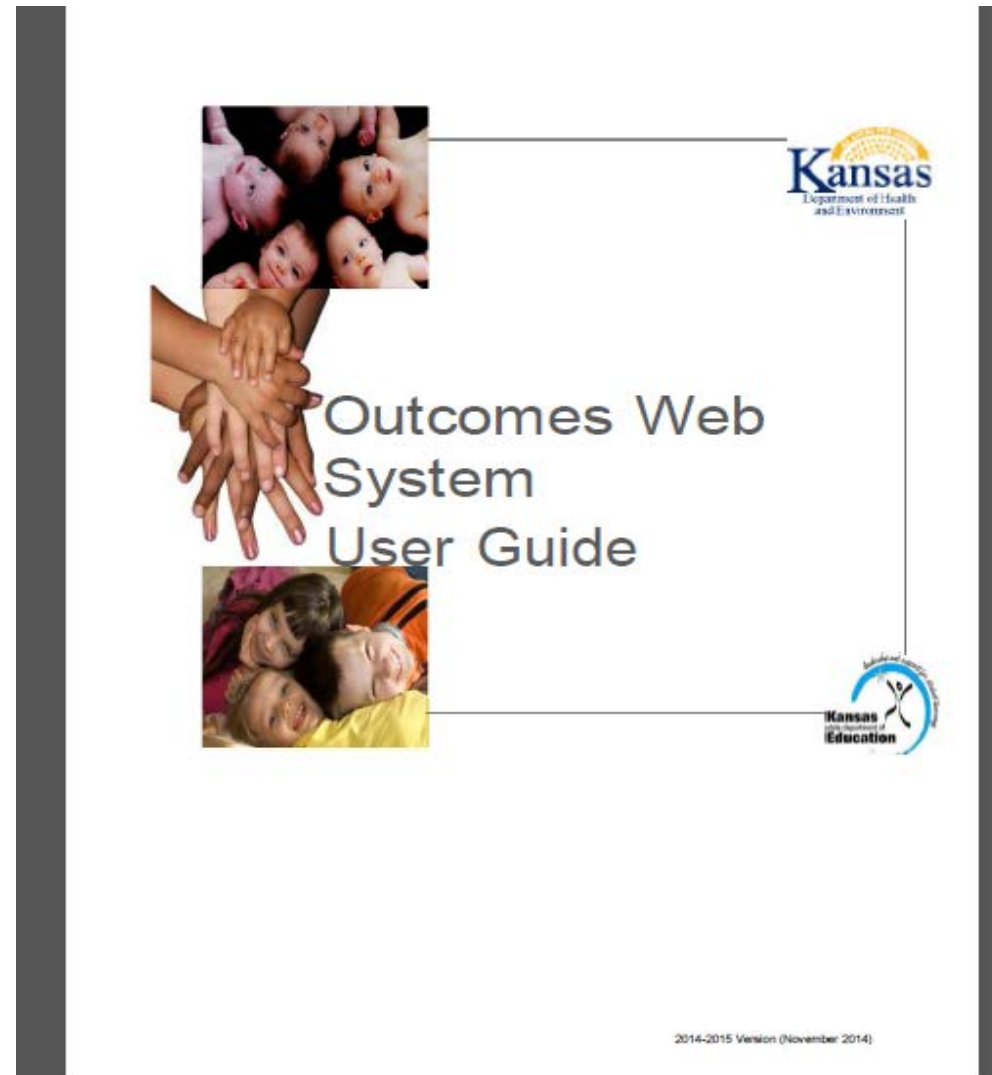


## OUTCOME C: SUMMARY

	Numerator	Denominator	FFY 2016 Data	Target	FY 2015 Slippage?
<p>C1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	1826	2383	76.63	<p>67.6</p> <p>Met Target</p>	<p>71.37</p> <p>No Slippage</p>
<p>C2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	1868	2983	62.62	<p>61.95</p> <p>Met Target</p>	<p>60.04</p> <p>No Slippage</p>



# PART B619: DATA COLLECTION FOR EARLY CHILDHOOD OUTCOMES



## PART B INDICATOR 7: (PRESCHOOL) EARLY CHILDHOOD OUTCOMES

Number of preschool children aged 3 through 5 with IEPs assessed; 4043

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

*The data provided for this indicator will be from school year 2016-2017.*



## *OUTCOME A: POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)*

	Number of children
a. Preschool children who did not improve functioning	8
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	308
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1166
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1504
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1057

# OUTCOME A: SUMMARY STATEMENT

	Numerator	Denominator	FFY 2016 Data	Target	2015 Slippage
<p>A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	2670	2986	89.42	86.65 Target Met	88.13 No Slippage
<p>A2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	2561	4043	63.34	66.60 Target Not Met	65.52 Slippage worsened > 1%

## ***OUTCOME B: ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING EARLY LANGUAGE/COMMUNICATION)***

	Number of Children
a. Preschool children who did not improve functioning	3
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	309
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1233
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1475
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1023

# OUTCOME B: SUMMARY STATEMENT

	Numerator	Denominator	FFY 2016 Data	Target	FY 2015 Slippage
<p>B1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	2708	3020	89.67	86.47 Target Met	87.53 No Slippage
<p>B2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	2498	4043	61.79	63.50 Target not met	63.31 Slippage worsened > 1%

## ***OUTCOME C: USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS***

	Number of Children
a. Preschool children who did not improve functioning	5
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	282
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	693
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1575
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1488

# OUTCOME C: SUMMARY

	Numerator	Denominator	FFY 2016 Data	Target	FY 2015 Slippage
<p>C1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(c+d)/(a+b+c+d)</math></p>	2268	2555	88.77	87.60 Target Met	88.61 No Slippage
<p>C2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> <p>Expected calculation: <math>(d+e)/(a+b+c+d+e)</math></p>	3063	4043	75.76	79.00 Target not met	77.62 Slippage, worsened > 1%



# TRANSITION C TO B

Indicator C8 and B12



# Part C Indicator 8: Early Childhood Transition

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has :

- A. Developed an IFSP with transition steps & services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified the SEA & LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddler's potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.



# Part B Indicator 12: Early Childhood Transition

**Compliance indicator:**

**Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.**



# PART B INDICATOR 12 TRANSITION DATA

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2899
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	368
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	2090
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	384
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	47
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0



<b>Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</b> <i>Expected calculation: <math>c/(a-b-d-e-f)</math></i>	<b>Numerator</b> <i>(c)</i>	<b>Denominator</b> <i>(a-b-d-e-f)</i>	<b>FFY 2016 Data</b>
	2090	2100	99.52

<b>Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e</b> <i>Calculation: <math>a-b-c-d-e-f</math></i>	<b>10</b>
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10 Children in Kansas did not have a timely transition due to staff error.

**2090 Children in Kansas DID have a timely transition from Part C to Part B!**





Thank you for your support of children and families in Kansas !

Tymber





# PRESENTED IN PARTNERSHIP KDHE AND KSDE

Heather Staab, KDHE, Part C Infant-Toddler  
Natalie McClane, KSDE, Part B Preschool  
Tiffany Blevins, KSDE, Assistant Director



# Kansans **CAN** KSDE EARLY LEARNING

4 Year Old At Risk and Kansas Parents as Teachers

Kansas leads the world in the success of each student.



# PARENTS AS TEACHERS

## What is Parents as Teachers?

Parents as Teachers is an international, non-profit organization that promotes optimal early development, learning and health of young children by supporting and engaging their parents and caregivers. We advance the delivery of high quality services for families through a comprehensive system of supports and innovative solutions.

Retrieved from <https://parentsasteachers.org/what-we-do>



# PARENTS AS TEACHERS

Parents as Teachers offers two service delivery models:

- Affiliate status
- Approved User status



# KANSAS PARENTS AS TEACHERS (KPAT)

## What is Kansas Parents as Teachers?

- The KPAT program helps bring Parents as Teachers Affiliate programs to Kansas communities.
- KSDE is the PAT State Office for Kansas.
  - Support
  - Training and Technical Assistance
  - KPAT Program Grant



# KANSAS PARENTS AS TEACHERS (KPAT)

## 2016 – 2017 Annual Performance Report

- 8,275 children served.
- 6,559 families served.
- 56,596 personal visits (average = 8.6/family)
- 249 Parent Educators
  - 69% of Parent Educators have a Bachelor's degree
  - 21% have a Master's degree or beyond





# KANSAS PARENTS AS TEACHERS (KPAT)

- Pre-conference session at the KSDE Summer Leadership Conference in Wichita, July 25 – 27
- Foundational I and Model Implementation Training in Kansas City, August 14 – 18
- Foundational 2 training in Hutchinson, September 6 – 8
- PAT Coordinator's Meeting in Topeka, October 4 – 5
- PAT National Conference in Philadelphia, PA, November 28 – December 1





# KANSAS PARENTS AS TEACHERS

- Foundational I and Model Implementation training planned for February 2018 in Kansas City
- Early learning webinars are held monthly, and will continue through the 2017-2018 grant period:
  - January 12
  - February 9
  - April 6
  - May 4
  - Access via the following link: <http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Early-Childhood>



# KANSAS PARENTS AS TEACHERS

## 2017-2018 KPAT Program Requirements:

- Serve prenatal – 72 months (new)
- Ensure at least 52% of families newly enrolled during 2017-2018 have a child aged prenatal – 36 months (new)
- Community Assessment (new)
- ASQ:3 and ASQ:SE-2
- Advisory Committee with parent representation (new)
- Participate in KIDS Collection System (new)



# KANSAS PARENTS AS TEACHERS

## Next Steps:

- Continue to provide information monthly via the webinars
- Region meeting attendance
- Early Learning Roadshows in Spring 2018
- 2018-2019 Kansas Parents as Teachers Program Grant Application





# 4 YEAR OLD AT RISK PROGRAM

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OUTCOME: Children will enter school ready to succeed.

# 4 YEAR OLD AT RISK PROGRAM ELIGIBILITY

Criteria	Clarification
1. Poverty (4 year old at-risk)	1. Qualifies for free lunch program on September 20.
2. Single parent families	2. At the time of enrollment, the custodial parent is unmarried.
3. Department for Children and Families (DCF) referral	3. The reason for referral must describe the need for the child to attend the <i>State Pre-Kindergarten Program (4 year AR)</i> program and be documented and signed by the DCF agent.
4. Teen parents	4. At least one parent was a teen when the child was born.
5. Either parent is lacking a high school diploma or GED.	5. At the time of enrollment, either parent lacks a high diploma or a GED.
6. Child qualifies for migrant status	6. There must be a copy of the Certificate of Eligibility on file.
7. English Learners	7. LEP status must be documented  NOTE: ESOL services must be provided by qualified teachers.
8.* Lower than expected Developmental Progress in at least one of the following areas: Cognitive Developmental; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-helpskills	8.* Based on results of an appropriate and valid assessment (screening, authentic assessment, or standardized instrument), which has been administered and interpreted by a trained professional, the developmental progress of the child has been determined to be lower than typically expected for his/her chronological age, yet above eligibility requirements for special education services (based the special education eligibility requirement in the Kansas Special Education Process Handbook).



# PARTICIPANTS

September 20, 2016 Child Count Data Report:

- 6,847 children served
- 4,138 qualified for free lunch
- 712 qualified for reduced lunch



# COMPONENTS

- 
- A solid orange vertical bar is positioned to the left of the list items.
1. Community Collaboration
  2. Family Engagement
  3. High Quality Early Learning Experiences



# COMPONENTS

## Community Collaboration

- Advisory Board

## Family Engagement

- 54% of parents report, “someone talks with the teacher or educator of any early childhood program that my child attends” at least weekly

## High Quality Early Learning Experiences

- 75% of classrooms encourage students to negotiate solutions to (minor) problems (problem-solving)





# 4 YEAR OLD AT RISK PROGRAM

- Pre-conference session at the KSDE Summer Leadership Conference in Wichita, July 25 – 27
- Two Early Learning Panels
  - KSDE Summer Leadership Conference
  - KSDE Annual Conference in October 2017
- Monthly early learning webinars





# 4 YEAR OLD AT RISK PROGRAM

## Next Steps

- KIDS Numbers
- Continue to provide information monthly via the webinars
- Early Learning Roadshows in Spring 2018
- 2018-2019 Program Grant Application
- Kindergarten Readiness Snapshot Tool data collection begins  
Fall 2018





QUESTIONS?

# THANK YOU!

Nis Wilbur

Education Program Consultant

(785) 296-4964

[nwilbur@ksde.org](mailto:nwilbur@ksde.org)

# *LICC Updates*

- LICCs Visited: 22 out of 35
- Recruitment/ Guidance
- Status of LICCs across the state
  - success stories so far
- Annual Survey Results for 2017
- Involvement in future full council meetings
- Kansas Division for Early Childhood SICC/LICC Session



# LICC SUPPORT COMMITTEE WORK

## Accomplishments in 2017-18:

- Annual Survey 2017- data and sharing
- Creation of Acronym lists for new LICC members
- Begin to revise/create bylaws

## Future Plans:

- “Sister-LICCs” mentoring program
- Sharing LICC community involvement
- Creation of an LICC handbook
- Annual survey 2018



# *LICC Support Committee Members*

- *Co-Chairs:*

Lisa Collette & Mary Duncan

- *Other Members:*

Heather Staab, Lesli Girard, & Alix Kumer

- *Staff:*

Jordan Christian

