



Kindergarten Readiness Artifacts

Artifacts provide evidence that districts/systems should earn the points associated with each item on the rubric. As local teams conduct their local self-assessment and complete the rubric, they should consider what artifacts (documentation and/or outcomes analysis) can support the self-assessment in the district's/system's application for recognition. Districts/systems that already have completed a comprehensive needs assessment for Kansas Education Systems Accreditation (KESA) may have artifacts readily available to support the Star Recognition application.

Review artifacts to remove any personally identifiable information before uploading.

This document provides potential artifacts that districts/systems may use to demonstrate that they should earn the points associated with each item on the Kindergarten Readiness rubric. Reviewers will review the artifacts to determine whether an applicant will receive the points associated with each subelement.

Clearly naming artifact files (for example, "KR Artifact Subelement 1.1") will help reviewers. If a document is long or is used as verification for multiple subelements, highlighting key text will help reviewers understand why the artifact demonstrates that the applicant should receive the points associated with that subelement.

Applicants will include a brief narrative explaining how the artifacts provided for each subelement demonstrate that the applicant should earn the associated points when applying online using the authenticated application. An optional template is provided for local teams to prepare their application.

An applicant must meet each of the qualifiers to be eligible for recognition.

Q1: Meets federal requirement that 100% of children transitioning from Early Intervention (IDEA Part C) to Early Childhood Special Education (IDEA Part B) have an initial Individualized Education Plan (IEP) completed by the child's third birthday.

Is the school district compliant with the State Performance Plan (SPP) Indicator 12: Transition from C to B?

Potential sources

- Districts may look up their State Performance Plan Public Report by visiting [Data Central](#)¹ and selecting "Special Education Reports."
- For the most recent year of data, "Current Year Statewide Target Met?" for Indicator 12: Transition from C to B should be either "YES" or "NA."
- KSDE will verify this qualifier. Applicants do not need to upload an artifact for this qualifier.

Q2: Does each school district receiving Title I funds develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs serving children who will attend the schools of the local education agency?

Potential sources

- Districts should upload written agreements outlining coordination with Head Start and other early childhood programs. At minimum, districts should upload written agreements with each Head Start program serving children who will attend the district’s schools.
- Coordination should include:
 - Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program.
 - Establishing channels of communication between school staff and their counterparts (including teachers, social workers and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs.
 - Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.
 - Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff.
 - Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- A toolkit to support the development of agreements is available at the Kansas Children’s Cabinet and Trust Fund, [Kindergarten Transitions Toolkit](#)².

Q3: What is the maximum classroom size for any preschool-aged student enrolled in the district/system? Are all preschool-aged students enrolled in the district/system in a classroom with a maximum size of 20?

Potential sources

- A brief narrative should address the maximum class size for preschool students enrolled in the district/system. This should include any students served by a partner entity (for example, a special education cooperative or interlocal, a private contracted partner, etc.).

Q4: Are all preschool-aged students enrolled in the district/system in classrooms with an adult-to-child ratio of 1:10 or better?

Potential sources

- A brief narrative should address the adult-to-child ratio for preschool students enrolled in the district/system. This should include any students served by a partner entity (for example, a special education cooperative or interlocal, a private contracted partner, etc.).

Q5: Are all preschool-aged students enrolled in the district/system in classrooms that utilize evidence-based preschool curriculum in the areas of literacy, math and social-emotional development? Do these curricula align with the Kansas Early Learning Standards?

Potential sources

- Listed curriculum with indication that it is verified as evidence-based using one of the following sites:
 1. [KSDE's Evidence-Based Best Practices³ list](#)
 2. [The What Works Clearinghouse⁴](#)
 3. [Evidence for ESSA⁵](#)
 4. [The Head Start Consumer Report on Curriculum⁶](#)

Q6: Do all preschool teaching staff meet the requirements of the Preschool-Aged At-Risk program?

- Except as otherwise provided in K.A.R. 91-31-34, each education system accredited by the Kansas State Board of Education should fill a preschool teaching position with a teacher with one of the following endorsements on their teaching license:
 - General Education pre-K assignment:
 - Early Childhood Unified, birth to grade 3 (ECU)
 - Early Childhood Unified, birth to kindergarten (ECU)
 - Early Childhood Education (EC)
 - Elementary education, K-6 or K-9
 - Special Education pre-K Assignment
 - Early Childhood Unified, birth to grade 3 (ECU)
 - Early Childhood Unified, birth to kindergarten (ECU)
 - Early Childhood Handicapped (ECH)
- Assistant teachers/teacher aides/paraprofessionals should meet one of the following qualifications:
 - Child Development Associate (CDA) certificate or an Associate of Arts (A.A.) in early childhood education or a related field.
 - Have a high school diploma or a GED and completed 48 credit hours at an institution of higher education.
 - Associate's degree (or higher).
 - Pass a state-approved assessment that determines an ability to assist in instructing reading, writing and mathematics; or reading, writing and mathematics readiness.

Potential sources

- Districts/systems should provide a list of preschool teaching staff with first and last names (as they appear on the educator's license), educator ID numbers and license(s) held.

Q7: Under 20 U.S.C. § 1412(a)(5) of the IDEA, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who aren't disabled. The district meets the State Performance Plan (SPP) targets for Indicator 6: Preschool Environments.

Indicator 6A:

Do at least 39% of children aged 3-5 with IEPs attend a regular early childhood program and receive the majority of special education and related services with typically developing peers (e.g. early childhood setting, home and part-time early childhood/part-time early childhood special education settings)?

Indicator 6B:

Do no more than 31.75% of children aged 3-5 with IEPs attend a separate special education class, separate school or residential facility?

Potential sources

- Districts may look up their State Performance Plan Public Report by visiting [Data Central](#)¹ and selecting “**Special Education Reports**”.
 - Districts should submit their Indicator 6A and Indicator 6B data. “Current Year Statewide Target Met?” for Indicator 6A and Indicator 6B should be “YES”.
- If districts have identified errors in previous data reporting and can demonstrate that corrected data reporting will allow them to meet Statewide Targets in the following year, they may upload that explanation.

Q8: Are all families of children who are age-eligible for kindergarten (5 years old on or before Aug. 31) encouraged to enroll their children in kindergarten? Are all children welcomed – as they are – into heterogeneous kindergarten settings and not segregated into extra-year programs prior to or following regular kindergarten?

Potential sources

- Print newspaper ads, flyers, photos, webpages or other documents distributed or posted to announce enrollment for children who are age-eligible for kindergarten and inviting them to an enrollment event. Messaging encourages families of all age-eligible children to enroll in kindergarten.
 - Districts/systems do not suggest that children may “not be ready” for kindergarten.

Q9: Do at least 50% of kindergarten students in each building that offers kindergarten participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used)?

Potential sources

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
 - Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
 - Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.

1.1.1: Structure exists to collaborate with early childhood partners (for example, a local early childhood coalition or council). District/system participates in its local ICC.

Potential sources

- Local Interagency Coordinating Council (ICC) annual survey includes district/system on its membership list.
- The district’s application for KSDE preschool funding lists the local Interagency Coordinating Council (ICC).

1.1.2: Early childhood community collaboration includes parents, business leaders, health providers, mental health providers, kindergarten teachers, Family and Consumer Science (FACS) teachers and other early childhood providers. Early childhood partners advance shared community initiatives (provide shared professional development opportunities, share resources, coordinate intake and referral processes, implement a communitywide screening strategy, and support community-based child care and early learning).

Potential sources

- District/system participation in local ICC and early childhood coalitions is recorded in the local ICC annual survey.

1.1.3: Early childhood community collaboration uses data to inform decisions, drive plans for collaboration and create a communitywide early childhood strategy.

Potential sources

- Local ICC or early childhood coalition minutes/notes discussing local data (for example, from the Part C Needs Assessment or community needs assessment).
- Analysis describing how the needs assessment informs early childhood strategies.

1.1.4: District/system demonstrates meaningful partnerships to advance communitywide early childhood initiatives (for example, shared professional development across all early childhood providers, support for community-based child care, health fairs, child find activities, communitywide screening strategy, referrals, shared space/funding) and seamless transitions between programs and services.

Potential sources

- Description of meaningful partnerships to advance communitywide early childhood initiatives.
- Local ICCs and advisory boards have robust membership and strategically effective and relevant meetings.
- Public-private partnerships support early childhood development in the community.
- State Performance Plan/ Annual Performance Report Indicators for IDEA data reflect seamless transitions between programs and services.

1.2.1 Early childhood programs, services and opportunities are clearly communicated throughout the community.

Potential sources

- Early childhood programs, services and opportunities are included in either a community-specific and/or statewide resource guide.
- District/system participates in ICC and early childhood coalition.
- Early childhood special education (Part B Section 619) staff collaborate with early intervention services (Part C/tiny-k).
- Local ICC/early childhood coalition meeting dates and locations are posted on district/system website and/or communicated to families.
- District/system shares the number of families receiving and utilizing public awareness campaign materials (emails, social media, in-person, and web-based metrics).

1.2.2: Early childhood programs, services and opportunities are clearly communicated via multiple channels throughout the community with a strategy to reach all families with young children.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Early childhood programs, services and opportunities are included in either a community-specific and/or statewide resource guide that is available in languages and formats that are accessible to all families in the community.
- District/system participates in local ICCs and early childhood coalition.
- Early childhood special education (Part B Section 619) staff collaborate with early intervention services (Part C/tiny-k).
- Local ICC/early childhood coalition meeting dates and locations, and community events for families with young children, are posted on district/system website, communicated to families served, and publicized through a variety of methods.
- District/system shares the number of families receiving and utilizing public awareness campaign materials (emails, social media, in-person, and web-based metrics).

1.2.3: Community coordinates the intake and referral process to match children and families to the services that best meet their needs.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Description of the community's process to establish a network of providers at the community level who refer families to services, communicate capacity and referral outcomes, and strengthen overall community partnerships and collaboration.
- Common intake/enrollment forms and process for early childhood services like preschool, home visiting.
- Description of collaboration between Part B 619 staff and early intervention services (tiny-k) that is reflected in the State Performance Plan/ Annual Performance Report indicators.

1.2.4: The community deliberately cultivates a broad, deep understanding of child development that is rooted in local cultural practices.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Local ICCs and advisory boards have robust membership and strategically effective and relevant meetings.
- Public-private partnerships support early childhood development in the community.

1.3.1: The community has a communitywide needs assessment that considers early childhood needs, including health, education and economic supports for families with young children. This could be a needs assessment created by a community partner that is relevant to the district/system.

Potential sources

- Communitywide needs assessment that considers early childhood needs, including health, education, and economic supports for families with young children.

1.3.2: The community uses the communitywide needs assessment to inform early childhood strategies

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Board meeting, policy council, advisory council or site council notes discussing the needs assessment.
- Analysis describing how the needs assessment informs early childhood strategies.

1.3.3: Communitywide needs assessment is updated annually, confirming its continued relevance and relation to priorities and resource allocation.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Communitywide needs assessment has been updated within the last year.

1.3.4: The district/system aligns resources and priorities to address the needs identified in the needs assessment. District/system early learning programs supplement and support the community's overall early childhood system.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Board meeting, policy council, advisory council or site council notes discussing district/system resources and priorities in the context of identified community needs.
- Analysis describing how district/system early learning programs supplement and support the community's overall early childhood system.

1.4.1: The district/system utilizes the Kansas Family Engagement and Partnership Standards for Early Childhood as a framework in developing programs, policies and practices.

Potential sources

- Policies, grant application(s) or assessment tools that reflect that the district/system considers families to be foundational, essential to communicators, advocates, partners and community partners.

1.4.2: The community completes self-assessments using the Kansas Family Engagement and Partnership Standards for Early Childhood and identifies opportunities for improvement. Programs collect data on family engagement and use it to inform strategies.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Completed Kansas Family Engagement and Partnership Standards for Early Childhood self-assessments (five total).

1.4.3: The community engages in strategies to implement the Kansas Family Engagement and Partnership Standards for Early Childhood.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Board meeting, policy council, advisory council or site council notes discussing the standards.

1.4.4: The district/system has documented interaction with a parent advisory committee and demonstrated the initiation of recommendations from that advisory group.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Sign-in sheet and agenda from at least two parent advisory committee meetings, as well as evidence (e.g. policy, form alteration, approval documentation, ledger or purchase order, etc.) that the recommendation was or is being implemented.
- District/system provides the number of family members on local coalitions and/or advisory councils, and as program evaluators, co-trainers of preservice or in-service training sessions, mentors for other families and professionals, grant and application reviewers, and participants in a needs assessment process.

2.1.1: In all district/system preschool and kindergarten classrooms, an evidence-based assessment is used to measure children’s developmental growth upon entry and exit of the program.2

Potential sources

- Listed assessment with indication that it is verified as evidence-based using one of the following sites:
 1. [KSDE's Evidence-Based Practices](#)³ list
 2. [The What Works Clearinghouse](#)⁴
 3. [Evidence for ESSA](#)⁵

2.1.2: In all district/system preschool and kindergarten classrooms, all instructors collect data on an ongoing basis to monitor progress, using evidence-based assessments as needed.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Listed assessment with indication that it is verified as evidence-based using one of the following sites:
 1. [KSDE's Evidence Based Practices](#)³ list
 2. [The What Works Clearinghouse](#)⁴
 3. [Evidence for ESSA](#)⁵ <https://www.evidenceforessa.org/>
- Brief narrative or a table describing how each assessment is given, to whom, by when, and how the assessments are used to inform instruction and intervention
- Progress monitoring data for the classroom and/or program as a whole (for example, literacy/math/social-emotional development at the beginning versus the end of the year).
 - **REMOVE** any personally identifiable student information before uploading artifacts.
- Schedule and/or narrative describing how students receive interventions or extra practice based on this data. An “intervention time” may not be appropriate in the preschool classroom, but there should be some description about how teachers use the data to work with students during center times, or how repeated practice is built into intentional play. It could also help with 2.1.3.

2.1.3: In all district/system preschool and kindergarten classrooms, data informs a tiered system of supports.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Brief narrative or a table describing how each assessment is given, to whom, by when and how the assessments are used to inform instruction and intervention.
- Description of program's Multi-Tiered System of Supports (MTSS).
- Kansas MTSS and Alignment Team will verify participating districts/systems.

2.1.4: District/system supports community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data, and a tiered system of supports (for example providing joint professional development, partnering to host collaborative screening events, etc.).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation (flyers, calendars, invitations) demonstrating that the district/system supports joint learning, the sharing of evidence-based assessment tools or curriculum with community partners, collaborative community screening or assessment events, or other events that involve not only the school-based program, but also community-based programs.
- The district describes the extent of their reach. Who receives the flyers, calendars and invitations listed above? How many early childhood care and education providers are in the community, and how many of those potential partners does the district collaborate with?
- If a district/system is the only early childhood care and education provider in their community (for example, if their community does not have other options for licensed child care, parent education, other services for young children), the district/system describes that community context.

2.2.1: Developmentally appropriate practice (play) is intentionally incorporated into all preschool and kindergarten classrooms.

Potential sources

- Sample lesson plans, classroom schedule(s) with a brief narrative explaining which parts of the lesson plan demonstrate play and other developmentally appropriate practice.

2.2.2: As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first-grade room. Classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Classroom observation data and walk through reports (remove educator names from uploaded artifacts).
- Include curriculum maps, learning progressions over the course of the year (fall, winter, spring) show how the classroom transitions over time.

2.2.3: Across all early learning settings, teaching staff implement intentionally designed learning experiences for each child that are:

- Individually and age appropriate.
- Aligned with previous and future age levels/grades to enhance the learning continuum.
- Based on reliable and valid data.
- Improve development, learning and behavioral outcomes.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Classroom observation data and walk through reports (remove educator names from uploaded artifacts).
- Applicants should include curriculum maps, learning progressions for both preschool and kindergarten classrooms over the course of the year (fall, winter, spring).
- Professional development plans (remove educator names from uploaded artifacts) professional learning community (PLC) agendas/notes, district/system professional development plan, along with narratives providing context.

2.2.4: Across all early learning settings, administrators, staff members and families have a collaborative responsibility for implementing intentionally designed learning experiences for each child that are:

- Individually and age appropriate.
- Aligned with previous and future age levels/grades to enhance the learning continuum.
- Based on reliable and valid data.
- Improve development, learning and behavioral outcomes.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Classroom observation data and walk through reports (remove educator names from uploaded artifacts).
- Applicants should include curriculum maps, learning progressions for both preschool and kindergarten classrooms over the course of the year (fall, winter, spring).
- Professional development plans (remove educator names from uploaded artifacts) district/system professional development plan, along with narratives providing context.
- Meetings and agendas from parent-school planning meetings demonstrate collaboration, examples of two-way communication with families to support learning at school and at home.
- Examples of engaging families to design classroom learning experiences (for example, gathering feedback from families to explain plans for a new classroom center and gather feedback to inform a design that reflects children’s interested, current knowledge and prior experiences).

2.3.1: The community provides a parent education or other home visitation program.

Potential sources

- Description of services available.

2.3.2: All parent education programs deliver an evidence-based model with research-informed tools and curriculum.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Listed parent education program with indication that it is verified as evidence-based using one of the following sites:
 1. [KSDE's Evidence Based Practices³](#) list
 2. [Home Visiting Evidence of Effectiveness⁷](#)
 3. [The What Works Clearinghouse⁴](#)
 4. [Evidence for ESSA⁵](#)

2.3.3: The parent education program has obtained Parents as Teachers Model Affiliate status (or equivalent).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Letter, email or documentation from Parents as Teachers National Center that details the program's affiliate status.

2.3.4: The parent education program has obtained Parents as Teachers Blue Ribbon Affiliate status (or equivalent).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Letter, email or documentation from Parents as Teachers National Center that details the program's affiliate status.

3.1.1: All preschool teachers have an endorsement for one of the following: Early Childhood Unified, Early Childhood Education or Early Childhood Handicapped. All direct preschool service staff members, including teachers and assistant teachers/teacher aides/paraprofessionals, receive more than 15 hours of annual in-service training in the area of early learning or related topics.

Potential sources

- List of preschool teaching staff with first and last names (as they appear on the educator's license), educator ID numbers and license(s) held.
- Professional development calendar, staff professional learning log.

3.1.2: Preschool teachers and assistant teachers/teacher aides/paraprofessionals have annual written individualized professional development plans.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Professional development calendar, staff professional learning log.

3.1.3: All preschool assistant teachers/teacher aides/paraprofessionals have at least a child development associate certificate or an associate of arts in early childhood education or a related field.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- List of assistant teachers/teacher aides/paraprofessionals with first name, last name and credential(s) held.

3.1.4: Professional learning opportunities are shared with other early childhood stakeholders in the community. The district/system intentionally schedules professional learning opportunities so that early learning providers who provide child care and preschool during the school day can access professional development.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation (flyers, calendars, invitations) of joint learning events that involve not only the school-based program, but also community-based programs.
- Sign-in sheet or other attendance records indicate that community-based programs can access this professional development.

3.2.1: All preschool teachers participate in a structured observation at least annually.

Potential sources

- Record of completed observations.
- Professional development plans/calendars.
- Calendar plans for coaching visits/notes from visits.

3.2.2: All preschool teachers participate in a structured observation at least annually and receive follow-up coaching.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Record of completed observations.
- Professional development plans/calendars.
- Calendar plans for coaching visits/notes from visits.

3.2.3: All preschool teachers and assistant teachers/teacher aides/paraprofessionals participate in a structured observation at least annually and receive follow-up coaching. Data is used to inform systemwide strategies for improving quality, including professional development strategies.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Record of completed observations.
- Professional development plans/calendars.
- Calendar plans for coaching visits/notes from visits.
- Professional learning community (PLC) minutes, analysis of how data informs systemwide strategies for improving quality.

3.2.4: The district's/system's early childhood team shares effective practices and uses of observation with community early childhood providers.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation (flyers, calendars, invitations) of joint learning events regarding effective practices and uses of observation that involve not only the school-based program, but also community-based programs.
- Calendar plans for coaching visits/notes from visits in community-based programs.

3.3.1: District/system leadership (superintendent, administrators, principals, other key personnel) understand the importance of early childhood development (for example, engage in active learning activities focused on early childhood, highlights early childhood programs in newsletters, active members of local ICC).

Potential sources

- Membership in professional organizations.
- Attendance at regional, state and/or national level policy conferences.
- Completion of professional learning.
- District/system newsletters and communications.
- Local ICC/early childhood council minutes.

3.3.2: District/system leadership (superintendent, administrators, principals, other key personnel) are engaged in early childhood activities, connected to the administration of early childhood programming.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Regular staff meeting documentation.
- District/system newsletters and communications regarding early childhood events (family engagement activities, community outreach fairs, etc.).

3.3.3: District/system leadership (superintendent, administrators, principals, other key personnel) support strong early childhood programming in the community.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Sharing board of education minutes discussing community early childhood initiatives.
- Media clips discussing early childhood in the community.
- Membership of local initiatives focused on early childhood.
- Outreach to elected officials (letters, emails, etc.).

3.3.4: District/system leadership (superintendent, administrators, principals, other key personnel) support strong early childhood programming throughout the state.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Sharing board of education minutes discussing state early childhood updates.
- Outreach to elected officials (emails, letters, legislative testimony, office visits).
- Membership of state initiatives focused on early childhood.

4.1.1: All preschools in the district/system participate in either the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP) to provide all preschool students access to meals and snacks. All preschools meet CACFP/NSLP requirements. All preschools in the district/system serve meals and snacks as follows:

- Two and one-half to four hours: One snack.
- Four to eight hours: One snack and one meal.
- Eight to 10 hours: Two snacks and one meal or one snack and two meals.
- 10 hours or more: Two meals and two or three snacks.⁶

Potential sources

- [KSDE Data Central](#)¹; Child Nutrition & Wellness Reports.
- Preschool daily schedules showing program length, meals, and snack times.

4.1.2: At least one meal or snack is served family style each day.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Program handbook, communications to families, certification by nutrition director.

4.1.3: All meals and snack are served family style.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Program handbook, communications to families, certification by nutrition director.

4.2.1: Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity, and integrated school-based wellness.

Potential sources

- School wellness policy

4.2.2: Early childhood is engaged in the process to shape the school wellness policy.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School wellness policy committee membership, meeting minutes.

4.2.3: The district/system demonstrates that it follows best practices for early childhood programming.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School wellness policy reflects best practices for early childhood programming; see Kansas School Wellness Policy Model Guidelines.

4.3.2: All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient at the honors level.

Potential sources

- Healthier CACFP Award

4.3.3: All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient – high honors.

Potential sources

- Healthier CACFP Award

4.3.4: All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient – highest honors.

Potential sources

- Healthier CACFP Award

4.4.1: Supports are in place for all children to receive immunizations, health assessments and other services (for example, partnerships between early learning programs and local health providers).

Potential sources

- Communications to families regarding immunization supports, including health providers at family events, MOUs between early learning programs and local health providers.

4.4.4: The district/system supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School board, policy council, advisory council or site council minutes describing district/system efforts to support spaces to play.
- Communications to local units of government.
- Support for communitywide initiatives, descriptions of how district/system play spaces are made available to all children in the community year-round.

5.1.1: All preschool services provide inclusive early childhood programs that are available to all children in the community on an equitable basis, including children receiving Early Childhood Special Education Services (ECSE), Dual Language Learners (DLL) and English Learners (EL), in foster care, in migrant worker families, in families who are currently homeless, and in families who are refugees.

Potential sources

- Enrollment materials, district/system handbook and demographics of families receiving services demonstrate that preschool services are available to all children in the community on an equitable basis

5.1.2: The district/system is moving toward combining its early childhood education opportunities (for example, early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.

The district/system analyzes data to identify and address barriers to ensure that all early childhood services and classrooms reflect the natural proportions of students in the district/system.

At least 50% of preschool children with IEPs in the district who received special education and related services in settings with typically developing peers for Indicator 6: Preschool Environments for Children 3-5 (LRE).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Agendas, planning documents, and minutes reflecting progress toward integrated early childhood education opportunities and analyzing data to identify and address barriers toward offering inclusive services.
- State Performance Plan/Annual Performance Report data for Indicator 6: Preschool Environments for Children 3-5 (LRE).

5.1.3: The district/system has combined its early childhood education opportunities (for example, early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.

All early childhood services and classrooms reflect the natural proportions of students in the district/system. Children aren't excluded in policy or in practice from preschool classrooms, including children who are: Receiving Early Childhood Special Education Services (ECSE), Dual Language Learners (DLL) and English Learners (EL), in foster care, in migrant worker families, in families who are currently homeless, in families who are refugees, and who are experiencing other risk factors.

Funds are allocated and formalized partnerships exist to provide children with inclusive early learning opportunities in school- and community-based settings.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- District/system budget for early childhood education demonstrates integrated classrooms and funding allocated to support inclusive early learning opportunities in both school- and community-based settings.
- District/system enrollment materials and public-facing programming information reflects integrated early childhood opportunities for all students, regardless of which funding source supports their enrollment.

5.1.4: Early childhood programs have established policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline. These extraordinary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that can't otherwise be reduced or eliminated by the provision of reasonable modifications.

Should a situation arise where there is documented evidence that all possible interventions and supports have been exhausted and it is unanimously determined that another setting is more appropriate for the well-being of the child in question, all parties, including the receiving program, work together to develop and implement a seamless transition plan.¹⁰

The district's data shows zero expulsions or suspensions for children ages birth through 5.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- District/system handbook, policies.
- Annual Discipline Data Collection.

6.1.1: Kindergarten transition planning occurs for all children, family and staff members.

Potential sources

- Written agreements between early childhood programs and districts/systems, evidence on school calendars of field trip visits to kindergarten classrooms, meetings between teachers and families and between preschool and kindergarten teachers.
- Description of partnerships established between early childhood care and education programs and elementary schools.

6.1.2: Kindergarten transition planning occurs for all children, family and staff members, taking into account transitions between programs - from home to school and from preschool to kindergarten.

Potential sources

- Written agreements between early childhood programs and districts/systems, evidence on school calendars of field trip visits to preschool and kindergarten classrooms and preschool and kindergarten "roundups," meetings between teachers and families and between preschool and kindergarten teachers.

6.1.3: Kindergarten transition planning is identified and intentional for all children, family and staff members, taking into account transitions between programs, from home to school and from preschool to kindergarten.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- A written plan for transition from home to preschool and/ or from preschool to kindergarten, Written agreements between early childhood programs and districts/systems, evidence of staff collaboration between grade levels, meetings for parents of children preparing to transition into preschool and kindergarten programs, interactions between future staff and the children transitioning up (for example, guest readers, field trips to visit, joint activities between grades).

6.2.1: Most (more than 75%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

Potential sources

- Participation rate is included in the Qualifier section.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

6.2.2: Most (more than 85%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

Potential sources

- Participation rate is included in the Qualifier section.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

6.2.3: Nearly all (at least 95%) kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

Potential sources

- Participation rate is included in the Qualifier section.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

6.2.4: A district's/system's Kindergarten Readiness Snapshot data is used to:

- Design environments and instruction to meet the needs of incoming kindergarteners.
- Support aligned teaching practice and program planning.
- Support personalized instruction.
- Promote positive teacher-family relationships.

Potential sources

- Participation rate is included in the Qualifier section.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.
- Professional Development plans that show evidence that teachers are being trained and using the data. Professional Learning Community agendas and minutes could support the plans. Classroom observation data and walk-through reports. Meetings and agendas from parent-school planning meetings could be used to show collaboration. Documentation of communication between teachers and families.

References

- ¹ Data Central, KSDE (website): <https://datacentral.ksde.org/>
- ² Kindergarten Transitions Toolkit, Kansas Children's Cabinet and Trust Fund (website): <https://kschildrenscabinet.org/project/mou-toolkit/>
- ³ Approved Evidence-Based Practices, KSDE (PDF): https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf
- ⁴ The What Works Clearinghouse (website): <https://ies.ed.gov/ncee/wwc/>
- ⁵ Evidence for ESSA (website): <https://www.evidenceforessa.org/>
- ⁶ The Head Start Consumer Report on Curriculum (website): <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/preschool/curricula>
- ⁷ Home Visiting Evidence of Effectiveness, U.S. Department of Health and Human Services (website): <https://homvee.acf.hhs.gov/>

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