



KANSAS STATE DEPARTMENT OF EDUCATION

KANSANS CAN STAR RECOGNITION PROGRAM

Kindergarten Readiness Rubric

Overview:

The path to leading the world in the success of each student starts in early childhood, long before a 5-year-old child walks through a kindergarten classroom door. A focus on early childhood and a commitment to strong community partnerships are essential to achieving our state's vision for education.

The Kansans Can Star Recognition program recognizes communities that offer quality, inclusive opportunities to young children and their families so that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.



Kansas leads the world in the success of each student.

NOVEMBER 4, 2021

KANSANS CAN STAR RECOGNITION PROGRAM
KINDERGARTEN READINESS

Qualifiers:

A district/system must be in compliance with all state and federal Kindergarten Readiness requirements and the qualifiers below to be eligible for recognition.

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.

YES NO

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

YES NO

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 educational agency?

YES NO

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?

YES NO

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

YES NO

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?

YES NO

Do these curricula align with the Kansas Early Learning Standards?

YES NO

Do all preschool teaching staff meet the requirements of the preschool-aged at-risk program?

YES NO

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.

What is the district's indicator 6A, Early Childhood Least Restrictive Environment, data for Federal Fiscal Year 2021 (the 2021-2022 school year)?

What is the district's indicator 6B, Early Childhood Least Restrictive Environment, data for Federal Fiscal Year 2021 (the 2021-2022 school year)?

Indicator 6A:
Do at least 38.33% 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)?

YES NO

Indicator 6B:
Do no more than 38.10% of children aged 3-5 with IEPs attend a separate special education class, separate school or residential facility?

YES NO

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? ¹

YES NO

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)?

YES NO

How many kindergarteners participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2)?

How many kindergarteners were enrolled on September 20, 2021?

What is the 2021 Kindergarten Readiness Snapshot participation rate?

Is the 2021 Kindergarten Readiness Snapshot participation rate higher than 50% for each building that offers kindergarten?

YES NO

¹ See National Association of Early Childhood Specialists in State Departments of Education and National Association for the Education of Young Children Joint Position Statement; <https://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>; National Association for the Education of Young Children Position Statement on School Readiness; <https://www.naeyc.org/sites/default/files/globally-shared/downloads/pdfs/resources/position-statements/psready98.pdf>; National Association of Early Childhood Specialists in State Departments of Education Policy Statement; https://docs.wixstatic.com/ugd/6a47e3_0749dd374c6f468587d8ef0012cd12fd.pdf

Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission and be eligible for Star Recognition consideration. The final performance rating and a Star Recognition System Designation will be determined by KSDE.

Kindergarten Readiness Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	24	21-23	12-20	6-11

A district/system must comply with all state and federal early childhood requirements and the qualifiers listed above to be eligible for recognition. The Kindergarten Readiness rubric contains the following elements:

1. Community Partnerships
2. Quality, Evidence-Based Learning
3. Quality Workforce
4. Health and Safety
5. Inclusion
6. Transitions into Kindergarten

Subelements build on one another. For example, a district/system must meet the criteria to earn one point for element 1.1 to be eligible to earn two points for that element. A district/system must meet all the criteria to earn one point, two points and three points in an element to be eligible to earn four points in that element. In other words, a district/system should begin reviewing each row in the far-left column, and move from left to right until it no longer meets the listed criteria for that row (subelement). The average of each element's subelements will determine the element's score. The total rubric score will be the sum of the element scores.

Districts/systems will upload artifacts (documentation and/or outcomes analysis) to support the self-assessment in the district's/system's application for recognition. These artifacts should demonstrate that an applicant should earn the points associated with each item on the rubric. Reviewers will review the artifacts to determine whether an applicant will receive the points associated with each subelement.

Kindergarten Readiness: Star Recognition Rubric

ELEMENT 1:

Community Partnerships

ELEMENT 1	0	1	2	3	4
1.1 Structure	<input type="checkbox"/>	<input type="checkbox"/> Structure exists to collaborate with early childhood partners. District/system participates in its local interagency coordinating council (ICC), early childhood coalition or local early childhood task force.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Early childhood community collaboration includes: <ul style="list-style-type: none"> • Parents • Business leaders • Health providers • Mental health providers • Kindergarten teachers • Family and Consumer Science (FCS) teachers • 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).	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Early childhood community collaboration uses data to inform decisions, drive plans for collaboration and create a communitywide early childhood strategy.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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; community-wide screening strategy, referrals; shared space/funding); and seamless transitions between programs and services.
1.2 Coordination	<input type="checkbox"/>	<input type="checkbox"/> Early childhood programs, services and opportunities are clearly communicated throughout the community.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Community coordinates the intake and referral process to match children and families to the services that best meet their needs.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The community deliberately cultivates a broad, deep understanding of child development that is rooted in local cultural practices.

ELEMENT 1	0	1	2	3	4
1.3 Needs assessment	<input type="checkbox"/>	<input type="checkbox"/> 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The community uses the communitywide needs assessment to inform early childhood strategies	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Communitywide needs assessment is updated annually, confirming its continued relevance and relation to priorities and resource allocation.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.
1.4 Kansas Family Engagement and Partnership Standards for Early Childhood ²	<input type="checkbox"/>	<input type="checkbox"/> The district/system utilizes the Kansas Family Engagement and Partnership Standards for Early Childhood as a framework in developing programs, policies and practices.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The community engages in strategies to implement the Kansas Family Engagement and Partnership Standards for Early Childhood.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The district/system has documented interaction with a parent advisory committee and demonstrated the initiation of recommendations from that advisory group.

² View the *Kansas Family Engagement and Partnership Standards for Early Childhood* at <https://www.ksdetasn.org/kpirc/kpirc-resources>

ELEMENT 2:

Quality, Evidence-Based Learning

ELEMENT 2	0	1	2	3	4
2.1 Data	<input type="checkbox"/>	<input type="checkbox"/> 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. ³	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. In all district/system preschool and kindergarten classrooms, data informs a tiered system of supports.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. District/system partners with 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.).
2.2 Developmentally appropriate practice	<input type="checkbox"/>	<input type="checkbox"/> Developmentally appropriate practice (play) is intentionally incorporated into all preschool and kindergarten classrooms in the district/system. ⁴	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first-grade room. Kindergarten classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year. ⁵	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Across all preschool and kindergarten classrooms in the district/system, teaching staff implement intentionally designed learning experiences for each child that are: <ul style="list-style-type: none"> • Individually and age appropriate, including child-initiated play. • 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. 	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Across all preschool and kindergarten classrooms in the district/system, administrators, staff members and families have a collaborative responsibility for implementing intentionally designed learning experiences for each child that are: <ul style="list-style-type: none"> • Individually and age appropriate, including child-initiated play. • 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.

3 Kansas PreKindergarten Guide, <https://www.ksde.org/Portals/0/Early%20Childhood/PreK/Kansas%20Prekindergarten%20Guide.pdf>

4 See the National Association for the Education of Young Children, "Developmentally Appropriate Practice," <https://www.naeyc.org/resources/topics/dap> for more information and resources

5 Kansas Full-Day Kindergarten Guide, https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/Kansas_Full-Day_Kindergarten_Guide.pdf

ELEMENT 2	0	1	2	3	4
<p>2.3 Parent Education</p>	<input type="checkbox"/>	<input type="checkbox"/> The community provides a parent education or other home visitation program.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. All parent education programs deliver an evidence-based model with research-informed tools and curriculum.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The parent education program has obtained Parents as Teachers Model Affiliate status (or equivalent).	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The parent education program has obtained Parents as Teachers Blue Ribbon Affiliate status (or equivalent).

ELEMENT 3: Quality Workforce⁶

ELEMENT 3	0	1	2	3	4
<p>3.1 Credentialing and professional development</p>	<input type="checkbox"/>	<input type="checkbox"/> 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. Strategies are in place to ensure fidelity of curriculum implementation.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Teachers and assistant teachers/teacher aides/paraprofessionals have annual written individualized professional development plans.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. All assistant teaches/teacher aides/paraprofessionals have at least a child development associate certificate or an associate of arts in early childhood education or related field.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.
<p>3.2 Ongoing support</p>	<input type="checkbox"/>	<input type="checkbox"/> Preschool administrators routinely (for example, monthly, quarterly or each semester) visit each preschool classroom.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Preschool administrator(s) provide reflective feedback and/or coaching.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Each preschool teacher has access to and an ability to participate in a mentorship opportunity, community of practice and/or professional learning community.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Data collected during levels 1-3 inform systemwide strategies for additional professional supports, including professional development and/or community partnership strategies.

⁶ The criteria for the Quality Workforce elements align to national quality benchmarks found in The National Institute for Early Education Research State of Preschool Yearbook, <http://nieer.org/state-preschool-yearbooks>. Note: CTE-supported programs may have unique considerations regarding teacher aide credentialing.

ELEMENT 3	0	1	2	3	4
<p>3.3 Leadership</p>	<input type="checkbox"/>	<input type="checkbox"/> District/system leaders (superintendent, administrators, principals, other key personnel) have a “knowledge of and stay current with research on child development (including social-emotional development, executive function and effects of toxic stress)” ⁷ and so hold developmentally appropriate expectations of prekindergarten, kindergarten and early elementary children, teachers and classrooms.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. District/system leaders (superintendent, administrators, principals, other key personnel) publicly promote early childhood programming (for example, system self-describes as “pre-K-12” and includes early childhood programming in communications and district policies).	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. District/system leaders (superintendent, administrators, principals, other key personnel) actively participates on the local interagency coordinating council (LICC), early childhood coalition, and/or other local early childhood task forces to expand or support early childhood programs within the community.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. District/system leaders (superintendent, administrators, principals, other key personnel) support early childhood programming throughout the state (for example, present at conferences, host site visits, engage in state-level councils, committees or workgroups, or author early childhood publications).

⁷ Kauerz, K., Ballard, R., Soli, M., & Hagerman, S. (2021). *Leading learning communities: A principal's guide to early learning and the early grades (Pre-K-3rd Grade)*. Alexandria, VA: National Association of Elementary School Principals. <https://www.naesp.org/resources/publications/leading-pre-k-3-learning-communities/>

ELEMENT 4: Health and Safety

ELEMENT 4	0	1	2	3	
<p>4.1 Nutrition</p>	<input type="checkbox"/>	<input type="checkbox"/> 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 serve meals and snacks as follows: <ul style="list-style-type: none"> • 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.⁸ 	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. At least one meal or snack is served family style each day.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. All meals and snack are served family style.	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns three points for elements 4.1 and 4.2 and four points for elements 4.3 and 4.4.
<p>4.2 School wellness policy</p>	<input type="checkbox"/>	<input type="checkbox"/> Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity and integrated school-based wellness.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. Early childhood is engaged in the process to shape the school wellness policy.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The district/system demonstrates that it follows best practices for early childhood programming.	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns three points for elements 4.1 and 4.2. and four points for elements 4.3 and 4.4.

⁸ Aligned with Kansas Child Care Licensing Regulations for Preschools and Child Care Centers. <http://www.kdheks.gov/bccclr/regs.html>

ELEMENT 4	0	1	2	3	
<p>4.3 Child and Adult Care Food Program (CACFP)</p>	<input type="checkbox"/>	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns one point or better for elements 4.1, 4.2 and 4.4.	<input type="checkbox"/> All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient at the honors level.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient – high honors.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. All preschools in the district/system meet the requirements to be a Healthier CACFP Award Recipient – highest honors.
<p>4.4 Healthy children</p>	<input type="checkbox"/>	<input type="checkbox"/> 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).	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns one point or better for element 4.4 and two points or better for elements 4.1, 4.2 and 4.3.	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns one point or better for element 4.4 and three points or better for elements 4.1, 4.2 and 4.3.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. The district/system supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community.

ELEMENT 5:

Inclusion and Accessibility

ELEMENT 5	0	1	2	3	4
<p>5.1 Inclusion</p>	<input type="checkbox"/>	<input type="checkbox"/> 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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. ⁹ 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).	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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. ¹⁰	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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. ¹¹ The district's data shows zero expulsions or suspensions for children ages birth through 5.

⁹ Adapted from the Florida Inclusion Network, Best Practices for Inclusive Education (BPIE) – District, <http://www.floridainclusionnetwork.com/best-practices-for-inclusive-education/>

¹⁰ U.S. Department of Health and Human Services and U.S. Department of Education, Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, <https://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>

¹¹ U.S. Department of Health and Human Services and U.S. Department of Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings

ELEMENT 6:

Transitions into Kindergarten

ELEMENT 6	0	1	2	3	4
<p>6.1 Kindergarten transition planning</p>	<input type="checkbox"/>	<input type="checkbox"/> Kindergarten transition planning occurs for all children, family and staff members.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.	<input type="checkbox"/> The district/system meets the criteria for the column(s) to the left. 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.	<input type="checkbox"/> For scoring purposes, select this rating if your district/system earns three points for element 6.1 and four points for element 6.2.
<p>6.2 Kindergarten readiness snapshot participation</p>	<input type="checkbox"/>	<input type="checkbox"/> 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; and in-person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.	<input type="checkbox"/> 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; and in-person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.	<input type="checkbox"/> 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; and in-person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.	<input type="checkbox"/> 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; and in-person or phone follow-up conversations for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2. A district's/system's Kindergarten Readiness Snapshot data is used to: <ul style="list-style-type: none"> • 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.

KANSANS CAN STAR RECOGNITION PROGRAM
KINDERGARTEN READINESS

Complete the online application

Districts apply for Kansans Can Star Recognition using an authenticated application located through [KSDE's authenticated application](#)¹² website.

An authorized district representative will register for access to the Kansans Can Star Recognition application and then enter the results of the district's completed self-assessment.

Districts should upload **artifacts**¹³ (documentation and/or outcomes analysis) to support each subelement rating.*

The online application will automatically calculate the Star Recognition level that corresponds with the results of the district's submitted self-assessment. This result will be considered unofficial until the Kansas State Department of Education's official review of the application and any accompanying artifacts.*

The district representative will receive a confirmation email once the application has been successfully submitted.

* These artifacts should **NOT** include hyperlinks/URLs to external websites.

For more information, contact:

Email: kcanstars@ksde.org

Phone: (785) 296-3201

Website: <https://www.ksde.org>



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The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs & activities & provides equal access to any group officially affiliated with the Boy Scouts of America & other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

¹² KSDE Authenticated Applications website: <https://apps.ksde.org/Authentication/login.aspx>

¹³ Kansans Can Star Recognition Program Kindergarten Readiness Artifacts (PDF): <https://www.ksde.org/Portals/0/Communications/Rubrics/Kindergarten%20Readiness%20Artifacts.pdf>