



Kansans **CAN**

ESEA ADVISORY COUNCIL EARLY LEARNING IN KANSAS

April 5, 2017

KINDERGARTEN READINESS SCHOOL READINESS



HOW CAN
SCHOOLS BE
READY FOR
CHILDREN?

WHAT IS A
QUALITY EARLY
LEARNING
EXPERIENCE?

WHAT DOES A
QUALITY
KINDERGARTEN
PROGRAM LOOK
LIKE?

HOW DO WE
ALIGN EARLY
LEARNING TO K-
12?

CURRENT EARLY LEARNING

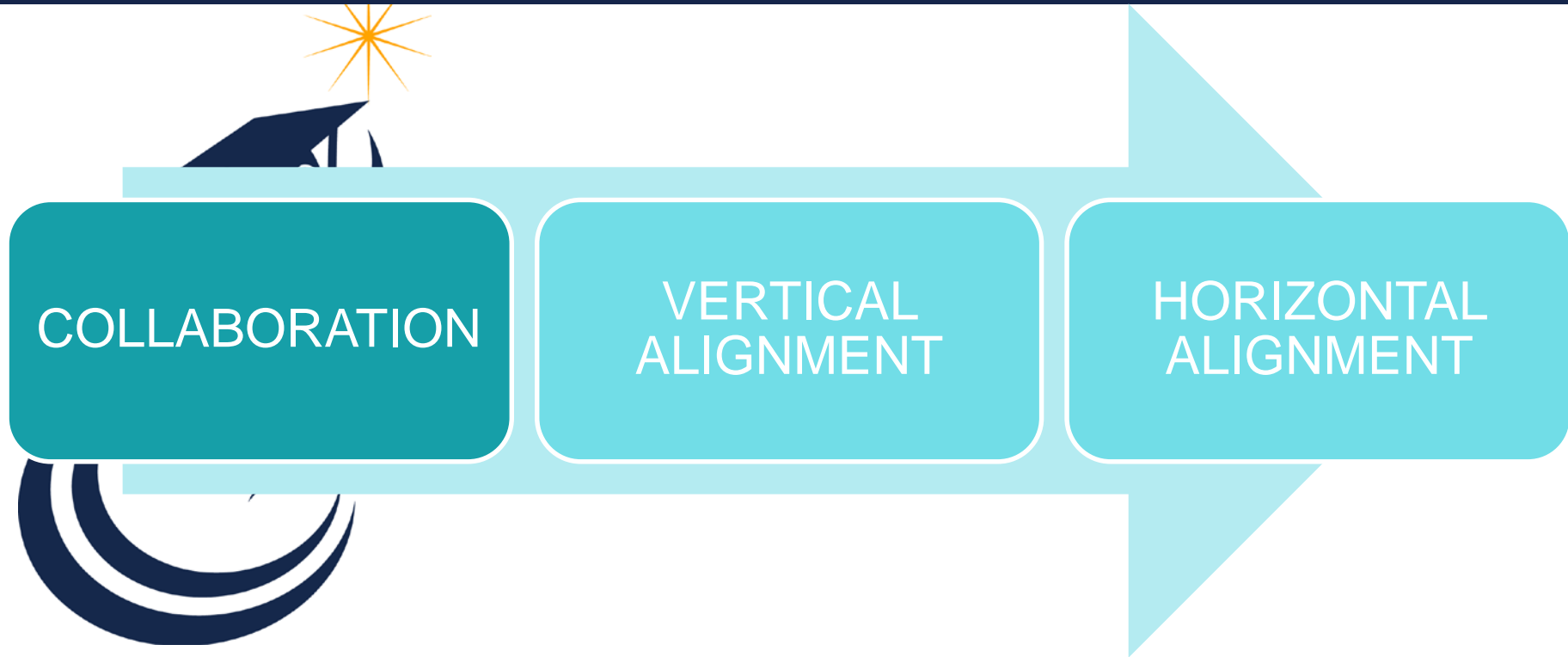
- Parents as Teacher- Joint Program with DCF/Children's Cabinet
- Head Start – Joint Federal Program with DCF
- Kansas Preschool Program (KPP)
- State Pre-K Program (At-Risk 4 Year Olds)
- Early Childhood Special Education program
- Migrant Family Literacy
- Title I Preschool
- Migrant Preschool
- Infants, Toddlers and Preschoolers who are Homeless
- Preschoolers who are Dual Language Learners
- District Run Preschool Program

COLLABORATION

How do these programs collaborate?

- Revision of the Head Start Program Performance Standards. (Required to collaborate with public schools)
- Child Care and Development Fund (CCDF) reauthorization.
- IDEA Part C and Part B 619 (Required to collaborate with Child Find and transitions)
- Some districts blend/braid program requirements and funding streams with community partners, Head Start, Title money, etc.

HOW DO WE IMPROVE QUALITY?



WHAT DOES QUALITY LOOK LIKE?

- Developmentally appropriate practices
- Age appropriate curriculum and assessments
- Professional learning opportunities for teachers and administrators
- Inclusion of all children (DLLs, children with disabilities)
- Alignment of programs from birth through 8. (align early learning standards with K-3)
- Data-based decision making
- Universal Design for Learning

QUALITY PROGRAMS

- Provide opportunities for problem solving, rich play, collaborating with peers, social-emotional development.
- Allow some autonomy for teachers rather than rigid schedules including excessive lecturing to the whole group, fragmented teaching of discrete objectives.
- Develop a love for learning.
- Quality teacher interactions (the most powerful influence on student learning).

HOW DO WE REDUCE GAPS AND INCREASE ACHIEVEMENT?

- Create culturally sensitive programs to match the child's culture.
- Address the disparity in exposure to language (fundamental in literacy development). Exposure to language is significantly different in low-income families. Children hear fewer words and are engaged in fewer conversations.
- Develop comprehensive standards that align across developmental stages, age and grade levels.



WHERE ARE WE HEADED?

WHY DO WE CONSIDER BIRTH
THROUGH 8 EARLY CHILDHOOD?

P - 8

“The economic and societal benefits of high-quality early childhood education for all young children, beginning at birth and continuing through the early grades, are better known and appreciated than ever before. Early childhood as a distinct period of life has value in itself as well as a foundation for later school, work, and life success (National Association for the Education of Young Children, NAEYC, 2013)”.



Mission Statement

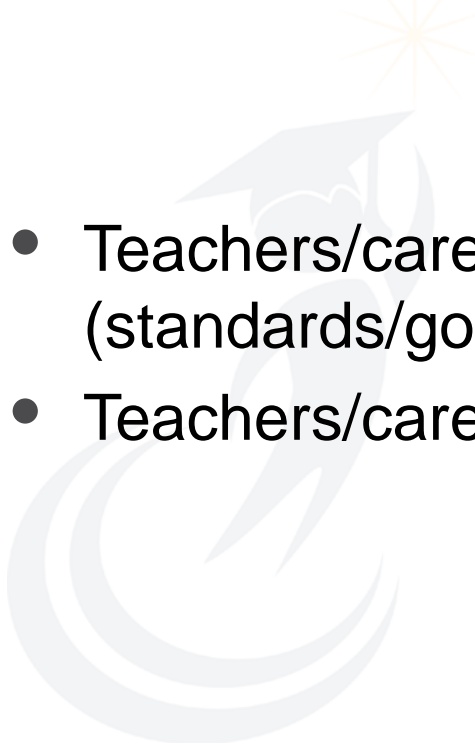
To prepare Kansas students, birth through age 8, for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.



Vision Statement

KSDE's vision for developmentally appropriate environments means that every infant, toddler, preschooler, kindergartener, first, second and third grader is in a learning environment where:

VISION

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- Teachers/caregivers know where they're headed (standards/goals).
 - Teachers/caregivers plan meaningful learning experiences.


VISION

- Teachers/caregivers use a variety of effective teaching strategies informed by data (e.g. observations, work samples, family input) to best meet the needs of each child in the classroom.
- Teachers/caregivers individualize rigorous instruction and learning experiences to best meet the needs of each child in every environment (Phillips & Scrinzie, 2013).

WHY ALIGN PROGRAMS FROM BIRTH TO 8?

- Early Childhood and K-12 can learn from each other.
 - Administrators may not be knowledgeable about early childhood.
 - There is often a lack of quality EC programs in a community, so they can benefit from collaborating with school districts.
 - Gains made in EC programs will diminish if children do not have access to quality K-3rd programs.

CONTINUITY THROUGH ALIGNMENT



CONNECTED COHERENT
BIRTH – ELEMENTARY
FRAMEWORK

ALIGN STANDARDS,
CURRICULUM, AND
ASSESSMENTS

OTHER EARLY LEARNING NEWS



EARLY LEARNING FACT SHEET

KINDERGARTEN READINESS FACT SHEET

EARLY LEARNING STANDARDS TOOL KIT

RESOURCES

<http://www.naeyc.org/>

<http://www.dec-sped.org/>

https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/toolkit>

<http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

<http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

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