Kansas Early Learning 0-8
Monthly Web Meeting Agenda & QA
https://ksde-tasn-webinar.adobeconnect.com/pzmvh1ruqa8h/

November 16, 2018

- Introduction
- Board Goals: Individual Plans of Study
- Best Classroom Practices
- Early Childhood Programs Updates
- Director’s Update
- Questions

Q&A and Useful Links

*All Questions about Early Learning in Kansas can be directed to earlylearning@ksde.org

Useful links share in today’s webinar.

- KS Division for Early Childhood conference: http://www.kdec.org/
- KIDS Collection System: https://kidsweb.ksde.org/
- PATNC o.l.i.v.e.r eBusiness Portal: https://ebiz.patnc.org/eBusiness/home#saba-videos
- PATNC o.l.i.v.e.r: https://parentsasteachers.org/oliver
Kansas Leads the World in the Success of Each Student.

Early Learning 0-8 Webinar
November 16, 2018
Today’s Agenda

- Introduction
- Board Goals: Individual Plans of Study
- Best Classroom Practices
- Early Childhood Programs Updates
- Director’s Update
- Questions
Best Classroom Practices

Shonda Anderson
Shonda Anderson, Coordinator
Kansas TASN Co-teaching Project
State Level Co-teaching Trainer
Shonda@teasnteaching.org

ReNae Mann, Early Childhood Special Educator
Northwest Kansas Educational Service Center
State Level Co-Teaching Trainer
Which Co-Teaching Approaches Result in Effective Classroom Practices?

Results from 200 Kansas Early Childhood Classrooms
Why Co-teach?
Research Rationale

- Students with disabilities can be educated effectively in general education environments.

- Improvements in both academics and social skills for both students with and without disabilities.

POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS BY THE DEPARTMENT OF EDUCATION AND DEPARTMENT OF HEALTH AND HUMAN SERVICES – SEPTEMBER 2015.

Barb
Legal, Professional, and Ethical Rationales

- IDEA: Part C (Natural Environments)
- IDEA: Part B (Least Restrictive Environments)
- Americans with Disabilities Act
- Section 504 of the Rehabilitation Act
- Head Start Act (10%)
- Child Care and Development Block Grant Act
- Kansas State Preschool

Shonda
KANSAS TARGETS

**General Ed Setting:**
At least 30% of children should be served in the general ed setting

**State Average:**
37.23%

**Separate Setting:**
Less than 31.75% of children should be served in a separate setting

**State Average:**
33.53%
Financial Rationale

Categorical Aid Reimbursement

**CO-TEACHING** as a service delivery model, regardless of the number of students with disabilities in classroom

Recommend less than 1/3

KANSAS SPECIAL EDUCATION REIMBURSEMENT GUIDE, - REV. JULY 2013

Barb
Co-teaching is...

- Two or more people sharing responsibility for teaching all of the students assigned to a classroom.
- Requires trust, communication, coordination of effort, and common planning time.
4 Approaches to Co-Teaching

Supportive
Parallel
Complementary
Team
Our Results...
200+ Classrooms
Subjects Observed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>50%</td>
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<tr>
<td>Math</td>
<td>44%</td>
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<tr>
<td>Science</td>
<td>1%</td>
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<tr>
<td>Social Studies</td>
<td>2%</td>
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<tr>
<td>Specials</td>
<td>4%</td>
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Providing Prompts and Cues (Percentage of Classrooms)

- Supportive Co-teaching only: 60%
- 1 Recommended Approach: 83%
- 2 Recommended Approaches: 84%
- 3 Recommended Approaches: 94%
Providing Feedback
(Percentage of Classrooms)

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<thead>
<tr>
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# Teaching of Academic and Behavioral Procedures

(Percentage of Classrooms)

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<th>Method</th>
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<td>2 Recommended Approaches</td>
<td>78%</td>
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<tr>
<td>3 Recommended Approaches</td>
<td>97%</td>
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Students follow Academic Behavioral Procedures (Percentage of Classrooms)

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Provides Clear Directions (Percentage of Classrooms)

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<td>90%</td>
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Reinforces Effort
(Percentage of Classrooms)

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<tr>
<td>1 Recommended Approach</td>
<td>63%</td>
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<td>2 Recommended Approaches</td>
<td>67%</td>
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<tr>
<td>3 Recommended Approaches</td>
<td>74%</td>
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Bell-to-Bell Instruction
(Percentage of Classrooms)

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<td>Supportive Co-teaching only</td>
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<td>3 Recommended Approaches</td>
<td>94%</td>
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Multiple Students Respond Correctly
(Percentage of Classrooms)

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<tr>
<td>Supportive Co-teaching only</td>
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<td>1 Recommended Approach</td>
<td>82%</td>
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<td>2 Recommended Approaches</td>
<td>88%</td>
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<tr>
<td>3 Recommended Approaches</td>
<td>100%</td>
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</table>
Students Present/Read/Share with Classmates
(Percentage of Classrooms)

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<th>Approach</th>
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<tbody>
<tr>
<td>Supportive Co-teaching only</td>
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<tr>
<td>1 Recommended Approach</td>
<td>33%</td>
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<td>2 Recommended Approaches</td>
<td>49%</td>
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<tr>
<td>3 Recommended Approaches</td>
<td>61%</td>
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Data Considerations...

• What do you see in the data?
• What questions might you have about what you see?
New Resource
Coming soon!

*Early Childhood Inclusive Education*
*Best Practice Checklist Assessment*

by
Dr. Richard Villa & Dr. Jacque Thousand

Sneak Peak!
The document is a page from a publication titled "Sneak Peak!". It appears to be an educational or informational piece, possibly related to early childhood education or special education, given the context and headings. The text is structured in a way that suggests it is part of a larger document, possibly a form or a checklist, with questions and spaces for responses or checks. The page contains various sections, including a table and multiple paragraphs, which are likely part of an assessment or a guide for educators or parents. The content is not fully visible due to the cropped nature of the image.
Shanda Anderson – TASN Co-teaching
sanderson@ucpnet.org

ReNae Menn – NKESC
rmenn@nkesc.org

Special acknowledgements to:
Drs. Amy Gaumer-Erickson and Vera Stroup-Rentier

KYSP operates the co-teaching initiative through a network with the federal Department of Education’s initiative. The project is supported by a five-year (2012-17) State Personnel Development Grant (SPDG) from the U.S. Department of Education Office of Special Education and Rehab Services. KYSP Co-Teaching is currently funded through Part B funds administered by the Kansas State Department of Education’s Special Education and Title Services Team. KYSP Co-Teaching does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Executive Vice President, KDE Region of Greater Kansas, Inc. Inquiries
References


Board Goals: Individual Plans of Study (IPS)

Stacy Smith
Individual Plans of Study

That which you love
Mission
That which the world needs
Vocation
That which you can be paid for
Profession
That which you are good at
Passion
That which you love

Kansans CAN
#KansansCan | KSDE | www.ksde.org
State IPS Goals

Every middle school and high school will have implemented an IPS tool and process by the end of the 2017-2018 school year.

Every student, beginning in the middle grades, will have an IPS beginning with the 2018-2019 school year.
Focus on Personalized Learning for students. Considering the development of the cognitive and non-cognitive skills applied with in the areas of interest that students identify.
Reiterate that in the 8th grade, students will choose a cluster of study and write an individual graduation plan. Then they will work toward achieving their plan’s goals in high school and at institutions of higher education. Exploration is about understanding the way the world works so that students can be involved in making choices.
For more information, contact:

Kathleen Mercer  or  Stacy Smith
KTMercer@ksde.org  SLSmith@ksde.org

#KansansCan
Early Childhood Programs
Registration is now open for the 37th annual KDEC Conference. This is a great conference focusing on early childhood special education and will have sessions for early childhood professionals who work with children and families from birth up through Kindergarten. You can find more information and register for this conference on the KDEC Website at http://www.kdec.org/

For programs that were randomly selected for Data Verification for indicator 12, KSDE is now reviewing documents that were uploaded by districts. Thank you for getting those documents uploaded.
Our Early Childhood Team is currently making revisions to the early childhood grant applications for next year. We hope to release these grants in January to be followed by a webinar to walk programs through the application. We plan to have them due in early March. More information about all of our grant applications to come!
For programs receiving TANF funding only...

The Kansas Preschool Program TANF payments are sent to you on a reimbursement basis. After the funds are expended.

There has been a change in the due date for the November request. The new due date is NOVEMBER 16th.

Please submit your October claims accordingly.

No changes if you are receiving KPP with CIF Dollars
An email went out on {insert date} regarding updates to the 2018-2019 KPAT Assurances. After researching and discussing your concerns, KSDE amended two Assurances: #5 and #10. A copy of the updates are posted on the KSDE website. Please contact Nis or Amanda if you would like to provide additional feedback.
As a reminder, please do not upload ASQ data into FSS yet. Our team will release guidance when available. Also, our IT team recently met with a few Program Coordinators and a viable solution is in the works. The IT team projects that the new FSS feature could potentially be released in January or early February. The proposed solution could significantly improve upload efforts.

In the meantime, every program must have access to Foundations for School Success — FSS. There are two roles in FSS: the first is the “District Administrator” role, which is often the Superintendent. This role updates roles in KSDE Authenticated Applications and approves changes. The “District Update” role enters data. Program Coordinators are not required to have either the District Administrator or the District Update role, but it may be beneficial for the Coordinator to have the District Update role if expected to upload data.

If you do not currently have access and need it, please speak with your District Administrator to request approval for FSS. Please contact Nis if you need additional support.

As a final reminder, each district will be responsible for submitting ASQ data via FSS by the end of the grant period.
Speaking of data submission, we wanted to remind you that KIDS has its own website. You can register for trainings, access the KIDS Collection System File Specifications document, and contact the KIDS team for support.

The district will determine whether the PAT Coordinator or another district administrator is responsible for uploading records into the KIDS Collection System. Please work with your District Administrator and/or your current KIDS Collection administrator to find the solution that best for your district.

As a reminder, KPAT funding is not currently dependent upon the “count date”, but it is considered a critical piece of our longitudinal study on the impact of the KPAT program. Accurate and timely reporting is essential.
Nis wanted to apologize for clogging inboxes with possibly redundant information, and hopes you understand that receiving this information is critical to program delivery.

PATNC announced last week that the OLIVER launch date is now **NOVEMBER 19th**. Your curriculum and training opportunities will be located in OLIVER, with other program components moving in after that. PATNC also released two short videos. You are encouraged to access the link on your screen to view them.
On your screen now is a chart explaining which items will move into OLIVER and which will stay in the eBusiness portal. Please feel free to take a screenshot. Essentially, business will occur in the portal while learning will occur in OLIVER.

You can find additional information on the Parents as Teachers website at https://parentsasteachers.org/oliver
Nis first shared this timeline in April. It illustrates the rollout of the new model. Most of the new Essential Requirements went into effect in July. however, we wanted to again lift up two notable components:

July 1, 2019 is a significant program date. The Outcomes Measurement – or Pick 2 - goes into effect then. You are invited to use this year as a pilot, knowing that data will not be collected until the August 2020 APR.

Also beginning July 1, 2019 is 1) an increase in Affiliate Renewal fees, and 2) required full use of the 2017 PAT records. Please plan accordingly as you think about your budget and service capacity for the upcoming year.

And, if you are part of Cohort 4, your affiliate self study is due April 2nd. Please look at your policies and procedures manual now, as changes must have been implemented 90 days prior to April 2nd – which is January 1, 2019.
**SICC Updates**

- Next meeting: December 14th, 1-4pm in Topeka
  Presentations include the Kansas Deaf-Blind Project and a local program update from Douglas County tiny-k services

  - Upcoming LICC orientations in Pratt, Dodge, and Manhattan
    (Contact jchristian@ksde.org if you’re interested in attending)

  - KDEC conference in March (registration free for LICC parents)
Director’s Update
Here is Amanda’s Contact information if you have any further questions.