

KANSAS PRESCHOOL PROGRAM



Kansas Preschool Program Requirements 2018-2019

VISION:

Vision: Kansas Preschool Programs (KPP) will provide ready educational environments (community-based and school-based) that effectively provide evidence-based, safe, high-quality learning experiences for every child.

EXPECTED PROGRAM OUTCOME:

Children will enter school ready to succeed.

“Kansas leads the world in the success of each student”

Inclusion of all children:

KSDE Early Learning Programs must provide an inclusive environment.

The Individuals with Disabilities Education Act (IDEA) requires Special Education teams to consider the Least Restrictive Environment (LRE) when making placement decisions for children with disabilities with an Individual Education Program (IEP). The preponderance of research indicates that both children with disabilities, as well as typically developing children, achieve greater outcomes when learning in an inclusive setting. [*Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* (2015)]

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

Children who are Dual Language Learners (DLL) and English Learners (EL), from migrant worker families, and from families who are currently homeless should be included in the KPP classrooms.

Curriculum Models:

Kansas Preschool Programs are required to implement an evidence-based preschool

curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the Kansas Early Learning Standards. The description of curriculum should include:

- the identified curriculum;
- the plan for monitoring ongoing progress including additional assessments;
- any supplemental curriculum used to address literacy, math and social-emotional; and
- the training plan (includes teacher, assistants, paraprofessionals, related services staff). It is highly recommended that the director/program administrator also receive training.

Information regarding curricula may be found at the What Works Clearinghouse at <https://ies.ed.gov/ncee/wwc/> and Best Evidence from Johns Hopkins University at http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm or www.ksdetasn.org

Resources may also be available through Early Childhood Special Education (ECSE) programs.*

The following link provides information regarding evidenced-based curricula:
<https://eclkc.ohs.acf.hhs.gov/curriculum>

* * PLEASE NOTE: ECSE programs will include a curriculum-based assessment (CBA). If your district contracts with a service center, please obtain this information from your provider.

Structure:

- Grantees must provide a minimum of 465 classroom hours of developmentally appropriate educational activities for each child during the school year, which may include field trips.
- The teacher to child ratio must be no more than 1:10, with a classroom size not to exceed 25 students. This applies to ALL children in the classroom regardless of funding streams.

Teacher requirements:

Teaching staff for the Kansas Preschool Program must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in Early Childhood Education is recommended. KSDE encourages school districts to hire teachers who have one of the following:

- Early Childhood Unified, Birth to Grade 3 license (ECU)
- Childhood Unified, Birth to Kindergarten license (ECU)
- Early Childhood Education license (EC)
- Early Childhood Handicapped (ECH) license
- Early Childhood endorsement with a license in Elementary Education.

Other Accepted Qualifications for Teachers:

- Elementary Education , K-6 or K-9

Assistant Teacher/Teacher Aide Qualifications:

All Assistant Teachers must complete an orientation session addressing confidentiality and the services to be provided in this program. It is strongly recommended that school districts employ paraprofessionals or aides who have at least a Child Development Associate (CDA) certificate or an Associate of Arts (A.A.) in early childhood education or a related field. The Assistant Teacher/Teacher Aide is considered the secondary teacher in the classroom.

Other Accepted Qualifications for Assistant Teacher/Teacher Aide:

- Have a high school diploma or a GED and completed 48 credit hours at an institution of higher education; OR
- Associate's degree (or higher); OR
- Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness.

Program Goals:

The grantee must consider goals for continuous quality improvement using local data (i.e. community assessment, employment rates, etc.). Action plans for successful goal attainment must be on file at the local level. Action plans shall include:

- Goals relevant to the children, families, district and/or community
- Methods to measure progress
- Staff (titles, not names) responsible for deliverables and proposed target completion dates

Program Development:

The grantee may be required to develop and submit a new or revised plan throughout the grant period, as well as for each possible renewal period (if applicable). The grantee must prepare and submit all such future program plans within a timeframe determined by the KSDE. Failure to meet applicable reporting requirements could

jeopardize the KPP approval status for the district and could result in the need to return funds awarded to support the KPP.

Community Collaboration:

Programs must communicate and collaborate with community partners. Programs are encouraged to access existing early childhood groups in their community such as their Local Interagency Coordinating Council (LICC).

Parent Education, Involvement, and Communication Plan:

Programs are required to develop a plan for keeping families informed of their child's development, as well as opportunities to partner with district/organization staff. Programs may encourage parents to attend existing councils in the building, or develop a Parent Advisory Council if one does not exist.

Professional Learning Plan:

Professional learning plan should include a list of specific opportunities to be sought. These opportunities should align with the philosophy of the selected curriculum model and with the Kansas Early Learning Standards (KELS). Continuous professional learning associated with the selected curriculum model must include assistant teachers. Learning opportunities should include models and strategies such as Universal Design for Learning (UDL) or Multi-Tier System of Supports (MTSS) to facilitate an inclusive classroom. Professional learning should also include training on social-emotional topics such as Positive Behavior Intervention and Supports as well as trauma informed care practices (www.ksdetasn.org). Child abuse and neglect training is also required annually. Online training is available through kccto.org and other community resources. First aid and CPR training is also recommended.

Funding plan:

Applicants are encouraged to utilize a variety of funding sources, but serve all children in an inclusive setting.

***The total amount available and mechanism for distribution for 2018-19 KPP funding is dependent upon Kansas Legislature.**

Materials and Supplies:

Classroom equipment, materials and supplies are for KPP use only. DVD's and electronics, when used, are for educational purposes and have a limited presence in the KPP. Children should have a timed experience when using these devices.

Meals/snacks:

Meals and snacks are an allowable expense. Contact the Child and Adult Care Food Program (CACFP) or your school food program for additional assistance with these expenses. For further information, contact Child Nutrition and Wellness at the KSDE (785-296-2276).

M. At Risk Criteria:

At least 50% of children in the program must meet one or more of the at-risk criteria listed in the table below.

The KPP serves children aged 3 through 5. Children age eligible for kindergarten (age 5 on or before August 31) may not be served with these funds.

Criteria for 4 Year Old At Risk Program	Clarification
1. Poverty (4 year old at-risk)	1. Qualifies for free lunch program on September 20, 2018
2. Single parent families	2. At the time of enrollment, the custodial parent is unmarried.
3. DCF referral	3. The reason for referral must describe the need for the child to attend the Pre-K program and be documented and signed by the DCF agent.
4. Teen parents	4. At least one parent was a teen when the child was born.
5. Either parent is lacking a high school diploma or GED.	5. At the time of enrollment, either parent lacks a high diploma or a GED.
6. Limited English Proficiency	6. LEP status must be documented. Forms must be in child's file. Process and criteria are found at www.ksde.org under Early Learning. NOTE: ESOL services must be provided by qualified teachers.
7. Lower than expected developmental progress in at least one of the following areas: Cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills	7. Based on appropriate and valid assessment results, the developmental progress of the child has been determined by a trained professional to be lower than typically expected for his/her chronological age, yet above what would be considered eligible for special education services (based on the procedural manual and guidance materials of specific assessment instruments). Scores that fall at or below the 40th percentile indicate 'at-risk'.
8. Child qualifying for migrant status.	8. Copy of Certificate of Eligibility must be on file.



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Mission

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

Vision

Kansas leads the world in the success of each student.

Motto

Kansans CAN.

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress

- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success



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