

Preschool-Aged At-Risk (State Pre-K 4-Year-Old At-Risk) Program 2021–2022





KANSAS STATE BOARD OF EDUCATION

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

SUCCESS DEFINED

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

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

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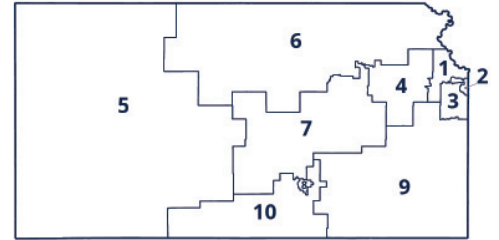


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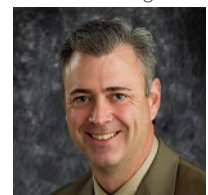
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General Information and Requirements

The Kansas State Department of Education (KSDE) invites school districts to submit approval forms to provide preschool services to children at risk of entering kindergarten socially, emotionally or academically unprepared for success.

In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Q: How will we know if our district is operating an approved program?

A: KSDE will review all approval forms and notify approved programs via email following approval by the Kansas State Board of Education.

K.S.A 72-5132 defines a "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE).

A 4-year-old is a child who is four years of age on or before August 31, 2021. A 3-year-old is a child who is three years of age on or before August 31, 2021. KSDE does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2021-2022 school year. Students who are age-eligible for kindergarten (5 years old on or before August 31 of the current school year) do not generate preschool-aged at-risk funding.

Q: Can a child with an Individualized Education Plan (IEP) generate Preschool-Aged At-Risk funding?

A: No. K.S.A 72-5132 defines "Preschool-aged exceptional children" as "exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten. The terms "exceptional children" and "gifted children" have the same meaning as those terms are defined in K.S.A. 72-3404, and amendments thereto."

Each student enrolled and attending special education and related services for preschool-aged exceptional children provided for by the school district is counted as ½ student (0.5 FTE) in calculating a district's enrollment and additional weightings. In other words, 3- and 4-year-old students with IEPs generate the same amount of funding as preschool-aged at-risk students.

At-Risk Criteria

Children must meet one or more of the at-risk criteria listed in the table below and be enrolled on Count Day to be eligible to generate funding. To be eligible for funding, a child must be properly reported on the ENRL report in the KIDS Collection System. Documentation for the criterion met for each child will need to be available for auditors.

At-Risk Criteria for Preschool-Aged At-Risk Program	Clarification
1. Poverty (Preschool-Aged At-Risk)	Qualifies for free meals under the National School Lunch Program on September 20, 2021.
2. Single parent families	Custodial parent is unmarried on the first day of school.
3. Kansas Department for Children and Families (DCF) referral	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	At least one parent was a teenager when the child was born.
5. Either parent is lacking a high school diploma or GED	At least one parent is lacking a high school diploma or a GED on the first day of school.
6. Limited English Proficiency	The student must qualify for bilingual weighting and ESOL services must be provided. Forms must be in child's file. Process and criteria are found at http://www.ksde.org under Early Childhood: https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf . 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	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 40 th percentile indicate 'at-risk'.
8. Child qualifying for migrant status	Copy of Certificate of Eligibility must be on file.
9. Child experiencing homelessness	Residence of Homeless Student while Homeless must be completed in the KIDS Collection System and the student must be included on the district's official homeless list.

Preschool-Aged At-Risk Funds

K.S.A. 72-5154 establishes the **preschool-aged at-risk education fund**. The expenses of a school district directly attributable to providing preschool-aged at-risk assistance or programs shall be paid from the preschool-aged at-risk education fund.

Preschool-Aged At-Risk funds can solely be used to fund preschool programs. All preschool-aged at-risk students must be in classrooms that meet all preschool-aged at-risk program requirements. Individual preschool classrooms may be comprised of students who generate preschool-aged at-risk funding and students who do not generate preschool-aged at-risk funding.

Submission, Review and Approval of Programs

The Kansas State Board of Education shall approve Programs for Preschool-Aged At-Risk funding. **Approval Forms must be submitted to the Kansas State Department of Education (KSDE) no later than 5:00 pm on April 2, 2021.**

Approval forms must be completed in the [Qualtrics survey](#). Information that will be requested can be found at the end of this document. Programs will also indicate in this platform that they agree to follow the assurances also found at the end of this document. There will be no need to upload or send any additional documents other than completing the 2021-2022 Preschool-Aged At-Risk Approval Form in the [Qualtrics Survey](#).

Applicants are encouraged to submit early to avoid technical issues. If technical issues are experienced, please contact Beccy Strohm at 785-296-6602 or earlylearning@ksde.org. For program questions, please contact Natalie McClane at 785-296-5081 or nmcclane@ksde.org.

Q: Can private preschools apply for Preschool-Aged At-Risk funding?

A: School districts are eligible to apply for the Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) program. K.S.A. 72-3215 authorizes the board of education of any school district to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.

Q: Do we submit a Preschool-Aged At-Risk approval form for each building, or do we submit one approval form for the entire district?

A: Districts submit one Preschool-Aged At-Risk approval form that encompasses all buildings in the district.

Additional Information and Resources Regarding Program Requirements

KSDE recommends districts utilize the **Kansas Prekindergarten Guide** for high-quality prekindergarten practices. The guide supports the implementation of developmentally appropriate and academically rigorous programs. It is available at:
<https://www.ksde.org/Portals/0/Early%20Childhood/PreK/Kansas%20Prekindergarten%20Guide.pdf>

Inclusion of All Children

The Individuals with Disabilities Education Act (IDEA) requires that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 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>.

Districts should provide the most inclusive classrooms possible. Children receiving Early Childhood Special Education Services (ECSE), who are Dual Language Learners (DLL) and English Learners (EL), who are from migrant worker families, and whose families are experiencing homelessness should be included in Preschool-Aged At-Risk classrooms.

Curriculum Models

Programs must 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. When selecting curricula, programs should consider:

- the plan for monitoring ongoing progress, including additional assessments
- any supplemental curriculum/materials used to address literacy, math and social-emotional development

- the training plan (should include teachers, assistants, paraprofessionals, and related services staff). It is highly recommended that the director/program administrator also receive training.

Early Childhood Special Education programs have a curriculum-based assessment (CBA). If your district contracts with a service center, please obtain this information from your provider.

Programs are required to implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program. At the end of the school year, programs will be asked to share which evidence-based assessment was used to measure progress in the areas of literacy, mathematics, and social emotional development. For each area, programs will report:

- Based on the assessment data, how many Preschool-Aged At-Risk children in your district showed improvement from the beginning of the school year to the end?
- How many Preschool-Aged At-Risk children were assessed in this area from entry to exit from the program?

Additional information regarding curriculum may be found at:

- The What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- Best Evidence from Johns Hopkins University at http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm
- The KSDE Technical Assistance System Network: <http://www.ksdetasn.org>
- Head Start Early Childhood Learning & Knowledge Center: <https://eclkc.ohs.acf.hhs.gov/curriculum>

Developmental Screenings

Programs are required to ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. Programs may determine whether children receive screenings prior to the start of the school year or once school begins. Students who enroll after the beginning of the school year must receive screening within 90 days of enrollment.

KSDE recommends but does not require that the program select the ASQ:3 and ASQ:SE-2 developmental and social-emotional screenings for preschool-aged students. Most programs that utilize the ASQ are not required to enter the results of the screenings into ASQ Online for the 2021-2022 school year.

Q: Do we have to use the ASQ for our developmental screening? Do we enter the

results in our online system?

A: Programs are not required to use the ASQ as your developmental screening tool. Programs are required to use an evidence-based tool and are required to share the results with parents.

Structure

Districts must provide a minimum of 465 instructional hours for each child during the school year. 465 hours is a bare minimum. Programs are encouraged to build in additional days to ensure they meet or exceed these minimum hours, in the event that school is closed due to inclement weather or for any other circumstances.

Meal and snack times are an important opportunity for learning for preschool students and can be counted as instructional time in preschool classrooms. Meal and snack times cannot be counted as instructional time in K-12 settings.

Visit <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> for additional resources to calculate total instructional hours provided, including the School Term Audit Guide.

Q: Do parent family activities and home visits count toward instructional hours?

A: Please refer to the School Term Audit Guide posted at <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>, which notes that Parent-Teacher Conferences are allowable to count toward instructional hours. Dedicated days or half-days when teachers are visiting with families at home would count toward instructional hours; individual home visits conducted in the normal course of the school year would not.

The adult-to-child ratio must be no more than 1:10 at all times, with a classroom size not to exceed 20 students. This applies to ALL children in the classroom, regardless of funding.

Districts may request a waiver for unique circumstances that lead to class sizes exceeding 20 students. These circumstances may include promoting inclusive programming, prioritizing services for children and families experiencing acute challenges, supporting a mixed-delivery model of delivering preschool services in community-based settings, unexpected fluctuations in enrollment, challenges related to hiring qualified staff, or challenges related to facilities capacity. The following conditions must be met:

- Classroom size cannot exceed 25 students in one classroom.
- The adult-to-child ratio must be 1:10 or better at all times.

Waivers must be approved by the Kansas State Department of Education before they are considered applicable. Waivers expire annually on June 30th. To request a waiver, please email the following information to Natalie McClane at nmclane@ksde.org:

- School contact information
- Primary contact information
- Provide justification for the proposed waiver by indicating:
 - Why is the applicant unable to meet the maximum classroom size requirement?
 - How many children will be served in the classroom?
 - How many adults will be in the classroom?
 - How many years has the program had more than 20 students per classroom?
 - How does the applicant plan to prioritize meeting the maximum classroom size requirement in the future? What is the timeline?

Attendance

Districts must keep daily attendance records for each student.

Regular school attendance is an important factor in children’s social and cognitive development. According to research, engaging families reduces chronic absenteeism. Students with low attendance in both pre-K and kindergarten often continue to have low attendance, are more likely to be retained by third grade and, on average, have lower academic outcomes than peers with better attendance. Chronic absenteeism sets the stage for an inability to successfully do grade-level work in later grades (Attendance Works, 2013). Districts should be proactive in educating families, staff and the community on the benefits of regularly attending school, and the disadvantages associated with absenteeism.

For resources and general information on attendance, please visit the following websites:

- <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts/ItemId/4539>
- <http://www.attendanceworks.org>
- www.schoolengagement.org

Teacher Requirements

Teacher Qualifications

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 general education preschool teaching position

with a teacher with one of the following endorsements on their teaching license:

General Education PreK Assignment	Special Education PreK Assignment
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Early Childhood Unified, Birth to Grade 3 (ECU) • Early Childhood Unified, Birth to Kindergarten (ECU) • Early Childhood Handicapped (ECH)

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.

For additional resources regarding teacher licensure, visit <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation>.

For additional resources regarding paraprofessionals, including approved state assessments, visit <https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional>.

Community Collaboration

Programs must communicate and collaborate with community partners. Programs are encouraged to engage with existing early childhood groups in their community such as their

Local Interagency Coordinating Council (LICC). See <https://www.kansasicc.org/local-icc.html>. Contact Jordan Christian for more information on LICCs at (785) 296-3953 or jchristian@ksde.org.

Programs must utilize the LICC or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.

Communication with the ICC or Advisory Council should include:

- The amount of children enrolled and on the wait list, and number of openings available
- Staffing changes and/or vacancies
- Results of community collaboration and upcoming opportunities to collaborate
- Upcoming professional learning opportunities

Family Engagement

Family engagement is a critical component of high-quality early care and education. Engaging families in their children's growth and learning can support the healthy social, emotional, cognitive and physical development of young children. These affirmative relationships also support positive lifelong outcomes.

The Kansas Family Engagement and Partnership Standards for Early Childhood provide guidance for families, practitioners, community members, and educators to examine current practices and plan future strategies to engage families. The Standards are available at <https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf>

Programs must intentionally keep families informed of their child's development and provide opportunities to partner with district/organization staff. Programs may encourage family members to attend existing councils in the building or develop a Parent Advisory Council if one does not exist.

Professional Learning

Districts must develop a professional learning plan that includes a minimum of 15 hours of in-service training in the area of early learning or related topics, including child abuse and neglect training, for all direct service staff, including teachers, paraprofessionals, and aides.

- 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 include training on social-emotional topics such as Positive Behavior Intervention and Supports as well as trauma-informed care.
- Child abuse and neglect training is required annually. An available resource for this training can be found online at <https://kccto.org/>
- First aid and CPR training are recommended.
- Visit the [Kansas Teaching and Leading Project](#) website for recorded videos and live professional learning opportunities. The Kansas Association of Education Services Agencies, in collaboration with the Kansas State Department of Education, created this website to provide relevant, timely and impactful professional development support to education professionals in order to build their capacity for effectively developing and implementing key components of the [Navigating Change](#) guidance for Kansas school districts.

Funding

In districts operating approved programs, 4-year-old students who meet an at-risk criterion for Preschool-Aged At-Risk students and who are enrolled and attending on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district’s enrollment and accompanying weightings. **While districts will be asked to report their 3-year-old students who meet at-risk criteria in on their ENRL report, KSDE does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2021-2022 school year.**

Programs are encouraged to utilize a variety of funding sources and serve all children in an inclusive setting. Potential funding sources could include, but are not limited to:

- At-Risk Education Funding may be used to serve qualified preschool students
- School District General Fund
- Preschool-Aged At-Risk Fund
- Early Childhood Block Grant (Kansas Children’s Cabinet and Trust Fund)
- Categorical Aid/Special Education Funding
- Head Start (federal Administration for Children and Families)
- Child Care Development Block Grant (Child Care Subsidy) (Kansas Department for Children and

- Families)
- Child and Adult Care Food Program
- Kansas Preschool Pilot
- McKinney-Vento
- Title I
- Title II
- Parent fees/tuition
- Kansas Parents as Teachers
- Local Grants/Funding (private funders)

Meals and Snacks

Programs must provide at least one meal or snack per classroom session to all children attending the program. Schools can earn reimbursement for providing nutritious meals and snacks by participating in the Child and Adult Care Food Program. Learn more at https://www.kn-eat.org/SNP/SNP_Docs/SNP_Resources_Program_Promotion/CACFP-Preschool.pdf.

Additional information regarding funding sources for meals and snacks is available through the Child Nutrition and Wellness Team (785-296-2276). Visit the Child Nutrition and Wellness website at https://www.kn-eat.org/CACFP/CACFP_Menus/CACFP_Home.htm.

Transition to Kindergarten

The transition into kindergarten is a critical milestone for children, families, and staff. A smooth transition helps kindergarten staff meet the individual needs of children. "When these transitions are successful, children and families are more likely to experience better long-term school success." ¹ Successful collaboration should engage the wide variety of the stakeholders in a community who support young children and their families. A defined, sustainable kindergarten transition plan benefits the entire community.

KSDE recommends that all communities in Kansas should engage in an intentional, active planning process regarding transitions to kindergarten. Community-led collaboration should occur in an inclusive manner that engages a wide representation of early childhood stakeholders, including families, early childhood care and education providers, schools, businesses, and other partners in the community mixed-delivery system. This planning process should result in a formal agreement that defines the goals, roles, responsibilities, and specific activities of the kindergarten transition process. The following toolkit may be used as a starting point for communities to adopt or adapt as needed to fit their local goals: [Transition to Kindergarten MOU Toolkit](#)

¹ <https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

Program Approval Form

All programs must receive program approval to be funded for Preschool-Aged At-Risk Funding. Program Approval Forms, including agreement to the 2021-2022 Preschool-Aged At-Risk Program Assurances, must be completed in the Qualtrics Survey. [Click here to complete the Program Approval Form.](#)

The following information will be requested in the [Qualtrics Survey](#).

District information

USD number: _____ Name of District: _____

Address: _____

City/town _____ Zip code: _____

Name of Primary Program Contact: _____

Primary Contact Email: _____

Primary Contact Phone: _____

Name of Superintendent: _____

Superintendent Email: _____

Superintendent Phone Number: _____

Community

- What research did your district rely on in determining that a need for preschool-aged at-risk services or assistance exists in your community?
- Does your program participate in a Local Interagency Coordinating Council or Advisory Committee?
- The Every Student Succeeds Act (ESSA) requires each school district receiving Title I funds to develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs. Do you have agreements with any early childhood programs that feed into your district for Kindergarten?

Classroom

- Are all children, including at-risk children, children with disabilities, dual language learners/English learners, children from migrant families, and children experiencing homelessness served within the regular education classroom? (or LRE % from previous year)
- Name(s) of the Literacy Curriculum the program will be using
- Name(s) of the Mathematics Curriculum the program will be using
- Name(s) of the Social Emotional Curriculum the program will be using
- Name of the screening tool(s) the program will be using
- Name of the assessment(s) the program will be using
- The number of days per week students will attend the program
- The number of hours per day students will attend the program
- The total hours of instruction the district will provide each student
- Where are the program's classrooms located?
- Do your Preschool-Aged At-Risk teachers and support staff currently hold the credentials required for their positions?

Students

- How many 4-year-old Preschool-Aged At-Risk students did you serve in the 2020-2021 school year and how many do you expect to serve in the 2021-2022 school year?
- How many 3-year-old students that met Preschool-Aged At-Risk at-risk criteria did you serve in the 2020-2021 school year and how many do you expect to serve in the 2021-2022 school year?

Funding

- What other sources are funding preschool services in your program? Check all that apply:
 - At-Risk Education Funding to serve qualified preschool students
 - School District General Fund
 - Early Childhood Block Grant (Kansas Children's Cabinet and Trust Fund)
 - Categorical Aid/Special Education Funding
 - Head Start (federal Administration for Children and Families)
 - Child Care Development Block Grant (Child Care Subsidy) (Kansas Department for Children and Families)
 - Child and Adult Care Food Program
 - Kansas Preschool Pilot
 - McKinney-Vento
 - Title I
 - Title II
 - Parent fees/tuition
 - Kansas Parents as Teachers
 - Local Grants/Funding (private funders)
 - Other (list)

- What training topics, information, or other support would be helpful from KSDE in the upcoming year?

***The total amount available and mechanism for distribution for 2021-2022 Preschool-Aged At-Risk funding is dependent upon the final budget approved during the 2021 Legislative Session.**

The "Submit Approval Form" is considered your electronic signature. Your signature is certifying the data as accurate and you agree to the Preschool Aged At-Risk Assurances when submitted to KSDE.

2021-2022 Preschool-Aged At-Risk Program Assurances

For the duration of the 2021-2022 school year, the district shall:

1. Provide a nondiscriminatory program.
2. Use fiscal control and accounting procedures to ensure proper disbursement of, and accounting for, state funds paid to such applicants under this program.
3. Submit reports to KSDE to enable the agency to perform its duties, including program information, child attendance, classroom practices, and child assessment results.
4. Maintain records, including child eligibility verification, to substantiate program and funding compliance, and afford access to such records as needed by KSDE.
5. Provide and coordinate services and resources through community collaboration that includes IDEA Part B Section 619 providers and local early learning programs and builds on, but does not duplicate, services for families with age-eligible children.
6. Provide a safe and developmentally appropriate environment for all children.
7. Implement program standards, including maintaining an adult-to-child ratio of 1:10 or better at all times and a maximum class size of 20, as described in the application.
8. Implement an evidence-based curriculum aligned with the Kansas Early Learning Standards.
9. Implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program.
10. Implement the Preschool-Aged At-Risk for a minimum of 465 instructional hours during the school year in all classrooms. Ensure all children have access to the same number of programming hours.
11. Provide at least one meal or snack per classroom session to each child in attendance.
12. Make available services such as transportation, health services, appropriate nutritional meals, and screenings for hearing and vision as required by federal, state, and/or local law.

13. Ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family.
14. Utilize the Local Interagency Coordinating Council (LICC) or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.
15. Communicate with the LICC or Advisory Committee about the number of children enrolled and on the wait list, and the number of openings available, staffing changes and/or vacancies, results of community collaboration and upcoming opportunities to collaborate, and upcoming professional learning opportunities.
16. Ensure that all staff are qualified and hold the licensure as their position dictates.
17. Provide 15 hours of in-service training to all direct service staff, teachers, paraprofessionals and aides in the area of early learning, including Child Abuse and Neglect training.
18. Provide developmentally appropriate opportunities for meaningful family engagement (i.e. family nights, parent/teacher conferences, field trips, parent volunteers).
19. Obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the Preschool-Aged At-Risk and participate in all required KSDE Data Collections, including entry in the KIDS Collection System. KIDS SSID's may be obtained through the ASGT Record to the KIDS Collection System.
20. Enter data in the Foundations for School Success (FSS) authenticated application.
 - a. End-of-Year Report will be completed in Foundations for Student Success between May 1 and May 31, 2022.

For more information, contact:

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