Kindergarten Readiness Star Recognition
Draft Scoring Criteria

• A district must be in compliance with all state and federal Kindergarten Readiness requirements and 8 qualifiers to be eligible for recognition.

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

• Sub-elements build on one another.
  • A district must meet the criteria to earn 1 point for element 1.1 to be eligible to earn 2 points for that element.

• The average of each element's sub-elements will determine the element's score.

• The total rubric score will be the sum of the element scores.
## Element 2: Quality, Evidence-Based Learning

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<td>2.1 Data</td>
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<td>An evidence-based assessment is used to measure children’s developmental growth upon entry and exit of the program.2</td>
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<td>All instructors systematically collect data on an ongoing basis to monitor progress, using evidence-based assessments as needed.</td>
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<td>Data informs a tiered system of supports.</td>
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<td>School district supports community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data, and a tiered system of supports (i.e. providing joint professional development, partnering to host collaborative screening events, etc.).</td>
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<td>Element</td>
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<td>2.2 Developmentally appropriate practice</td>
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<td>Developmentally appropriate practice (play) is intentionally incorporated into all kindergarten classrooms.</td>
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<td>As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first-grade room. Classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year.</td>
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<td>Across all early learning settings, demonstrates how administrators, staff members and families have a collaborative responsibility for implementing intentionally designed learning experiences for each child that are:</td>
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<td>• Individually and age appropriate.</td>
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<td>• Aligned with previous and future age levels/grades to enhance the learning continuum.</td>
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<td>• Based on reliable and valid data.</td>
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<td>• Improve development, learning and behavioral outcomes</td>
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<td>For scoring purposes, select this rating if your district earns 4 points for element 2.1 and 3 points for elements 2.2 and 2.3.</td>
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<td>2.3 Parent Education</td>
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<td>All parent education programs deliver an evidence-based model with research-informed tools and curriculum.</td>
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<td>The parent education program has obtained Parents As Teachers Model Affiliate status (or equivalent).</td>
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<td>The parent education program has obtained Parents As Teachers Blue Ribbon Affiliate status (or equivalent).</td>
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8 Qualifiers for Recognition

- Part C to Part B transitions
- Each school district receiving Title I funds must develop agreements and carry out coordination with Head Start and, if feasible, other early childhood programs
- Preschool class sizes (20) and ratios (1:10)
- Preschool curriculum
- Preschool Credentialing
- The district meets the State Performance Plan (SPP) targets for Indicator 6: Preschool Environments.
- Kindergarten enrollment
- Kindergarten Readiness Snapshot participation (at least 50% in each building)
Kindergarten Enrollment Qualifier

• All families of children who are age-eligible for kindergarten (5 years old on or before Aug. 31) are encouraged to enroll their children in kindergarten.

• All children are welcomed – as they are – into heterogeneous kindergarten settings; they are not segregated into extra-year programs prior to or following regular kindergarten.
Kindergarten Enrollment – Resources For Parents

• The Kansas State Board of Education has identified Kindergarten Readiness as a key outcome for measuring progress toward our Kansans Can vision of leading the world in the success of each student. Kansas defines this goal as that each student will enter kindergarten at age five socially, emotionally, and academically prepared for success.

• Kansas has developed the Kindergarten in Kansas guide for families, available in English and Spanish. Contact the Kansas Parent Information Resource Center (KPIRC) for free hard copies available for distribution.
  • Note page 7: Entering kindergarten is a big milestone. Parents worry their child may “not be ready” but... All children are ready to enter kindergarten when they meet the age requirement – five on or before Aug. 31 of their kindergarten year.
Kindergarten Enrollment – Resources For Teachers

• Are our teachers and schools kindergarten ready? The Kansas Full Day Kindergarten Guide includes guidance on age-appropriate expectations for kindergarten students.
  • The National Association for the Education of Young Children, linked here
  • The book Purposeful Play

• Do our expectations align with the Kansas Early Learning Standards? (toolkit linked here)

• When Kansas selected the Ages and Stages Questionnaires (ASQ) as our state’s Kindergarten Readiness Snapshot, we intentionally selected a tool that incorporates age-appropriate developmental milestones. The Snapshot is absolutely not intended to prevent children from entering kindergarten. Here’s the fact sheet.
Kindergarten Enrollment – Resources For Administrators

• Joint statement on Kindergarten entry developed by the National Association of Early Childhood Specialists in State Departments of Education and endorsed by the National Association for the Education of Young Children in 2000, **STILL Unacceptable Trends in Kindergarten Entry and Placement**.

• In 2013 the National Association of Early Childhood Specialists in State Departments of Education adopted the policy statement **The Power of Kindergarten: 10 Policies Leading to Positive Child Outcomes**.
  
  • **Policy #10** is that all schools should not ‘red-shirt’ or recommend that parents hold out their age-eligible children, nor offer a sequenced two-year program with the intention that some children complete two years of kindergarten instruction.
Element 1: Community Partnerships

- 1.1: Structure
- 1.2: Coordination
- 1.3: Needs Assessment
- 1.4: Kansas Family Engagement and Partnership Standards for Early Childhood
  - Practices, supports and resources are responsive to the cultural, ethnic, racial, language and socioeconomic characteristics and preference of families and their communities.
Resources to Get Started in Your Community

- The Early Childhood Landscape Analysis Tool for Connecticut School Districts [linked here](#).
- Shawnee County Camp Kindergarten Registration [linked here](#).
- Good questions for a community conversation:
  - What **bright spots**, services, or attributes does your community have to support young children and families that we should be amplifying and celebrating?
  - Tell us about your **vision** for early childhood in your community. What would you see, hear, and experience?
  - What **gaps** do you see between the early childhood system as it is and your vision?
    - What is one particular area we should focus on improving immediately?
Element 2: Quality, Evidence-Based Learning

• 2.1: Data
  • Gold Level: School district supports community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data, and a tiered system of supports (i.e. providing joint professional development, partnering to host collaborative screening events, etc.).

• 2.2: Developmentally appropriate practice
  • Copper Level: Developmentally appropriate practice (play) is intentionally incorporated into all kindergarten classrooms.

• 2.3: Parent Education
Element 3: Quality Workforce

• 3.1: Credentialing
  • Copper Level: All preschool teachers providing publicly funded education services have an endorsement for early childhood education.
  • Silver Level: All assistant teachers have at least a child development associate certificate or an A.A. in early childhood or a related field.

• 3.2: Professional Development
  • Gold Level: The district intentionally schedules professional learning opportunities so that early learning providers who provide care during the school day can access professional development.

• 3.3: Ongoing Support

• 3.4: Leadership
Element 4: Health and Safety

• 4.1: Nutrition
  • Copper Level: All preschools providing publicly funded education services participate in the Child and Adult Care Food Program (CACFP) and meet CACFP requirements. All preschools providing publicly funded education services serve meals and snacks in alignment with child care licensing requirements.
  • Silver Level: All meals and snacks are served family style.

• 4.2: School Wellness Policy
• 4.3: Child and Adult Care Food Program
• 4.4: Healthy Children
Element 5: Inclusion and Accessibility, Silver Level

• The district has combined early childhood education opportunities (i.e. 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. Children aren’t excluded in policy or in practice from preschool classrooms.

• Demonstrates funds are allocated and formalized partnerships exist to provide children with inclusive early learning opportunities in school-and community-based settings.
Element 5: Inclusion and Accessibility, Gold Level (Still in Development)

• 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.

• Early childhood program data shows they have a zero Expulsion/Suspension Rate.
Element 6: Transitions into Kindergarten

• 6.1: Transition Planning

• 6.2: Kindergarten Readiness Snapshot Participation
  • Copper: Most (more than 75%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2, (unless the teacher and family determine inappropriate); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.
  • Bronze: More than 85%
  • Silver: More than 95%
  • Gold: Uses data
Strengthening Early Childhood in Kansas
Early Childhood Roadshows

Colby - Tuesday, Dec. 3, 10AM
Pioneer Memorial Library (375 W. 4th Street)

Garden City - Tuesday, Dec. 3, 3:30PM
Russell Child Development Center (2735 N Jennie Barker Road)

Beloit - Wednesday, Dec. 4, 10AM
City Hall (119 N Hersey Avenue)

Salina - Wednesday, Dec. 4, 3PM
Public Library (301 W Elm)

Manhattan - Thursday, Dec. 5, 10AM
IE Discoveries (2017 Vanesta Place)

Emporia - Thursday, Dec. 5, 3PM
Public Library (110 E 6th)

Pittsburg - Tuesday, Dec. 10, 1PM
Family Resource Center (1600 N Walnut Street)

Wichita - Wednesday, Dec. 11, 10AM
Child Start (1002 South Oliver)

Kansas City - Friday, Dec. 13, 10AM
The Family Conservancy (444 Minnesota Avenue)

Overland Park - Friday, Dec. 13
Details TBD
Kansans can share feedback at kschildrenscabinet.org/share/
Stay Engaged and Informed

Visit kschildrenscabinet.org/early-childhood/

- **Share feedback** to inform the state strategic plan at kschildrenscabinet.org/share/
- **Webinars** (every other Wednesday at 12PM) share information, take questions, and get feedback.
- **Regular email updates** will keep you up to date and engaged.
- **An interactive “journey”** describes the work to date.
The Kansas Early Childhood Journey

- 87 Site Visits
- 1,451 Survey Responses
- 2,279 Kansas Stories
- 40 Visioning Sessions and Parent Cafes
- 45 Needs Assessment Reports
- 53 Community Engagement Sessions
- Governor’s Symposium on Early Childhood with 400+ participants

6,000+ Voices
Community engagement sessions
Visioning sessions
Collect 2,221 stories from Kansans
Facilitate sensemaking workshops
The experiences of families with young children in Kansas are shaped by where they live, both across the regions of the state and within their communities.

Young children are growing up in families where basic needs are not being met.
Needs Assessment – Key Findings

Accessibility  Availability  Navigation  Collaboration
Workforce  Facilities  Systems Alignment  Bright Spots
Discuss:

As you consider these key findings, if you had to pick the top three that are a particular opportunity for Kansas to improve, what would they be?
Aspirations for Our Strategic Plan

Kansas kids and families are stronger when their basic needs are met.  *Strong Families*

Kansas kids and families thrive when they have equitable access to comprehensive health and developmental services.  *Healthy Development*

Kansas kids are prepared for success in kindergarten and beyond when their families have equitable access to quality care and early learning environments.  *Early Learning*
Aspirations for Our Strategic Plan

Kansas will lead the way in developing, supporting, and valuing early childhood professionals. *Workforce*

Kansas will empower and equip communities to create the best environments to raise a child. *Communities*

Kansas will align the early childhood care and education system for maximum impact. *Systems*

Kansas will champion innovation and create opportunities to invest in the future of Kansas kids. *Innovation*
Discuss:

What can a school district or employer do to address these needs?

What should the state of Kansas do?
Amanda Petersen

Director
Early Childhood
apetersen@ksde.org