Kansas leads the world in the success of each student.
INTRODUCTIONS

Mary Duncan
Joan Macy
KANSAS PRE-SCHOOL PROGRAM

Monica Murnan

• Status
• Challenges
KPP-TANF UPDATE

Ryan Weir, KSDE
rweir@ksde.org
Kansans CAN

KINDERGARTEN READINESS IN KANSAS

Arrive at Five: Socially, Emotionally & Academically Prepared

Kansas leads the world in the success of each student.
ASQ:3
The Board identified Kindergarten Readiness as one of five Outcome Areas to measure progress.

Kansas must have common kindergarten entry data sets across all elementary schools.
The outcome for Kindergarten Readiness is to ensure that each student enters Kindergarten at age 5 socially, emotionally & academically prepared for success.
KEY IDEAS KINDERGARTEN READINESS

• Measuring kindergarten readiness provides a snapshot of where children are upon entry to kindergarten.

• Kindergarten readiness screening will include communication (language & literacy), problem solving, motor, and social emotional areas of development.

• Families and caregivers will be engaged in gathering information about their child’s development & early childhood experiences prior to kindergarten.
A KINDERGARTEN READINESS SCREENER

A Hinge – Not a Gate
– Swings back to inform regarding prior experiences
– Swings forward to inform effective classroom practices

Informs districts regarding their communities capacity for early childhood

Not a gate keeper to “screen” five year olds out of Kindergarten
## A SCREEENER IS NOT A TEST

<table>
<thead>
<tr>
<th>Screening Tool</th>
<th>Assessment/Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks at developmental milestones</td>
<td>Looks at skills acquired</td>
</tr>
<tr>
<td>Provides a snapshot</td>
<td>Is more comprehensive</td>
</tr>
<tr>
<td>Brief to administer</td>
<td>Administration can be lengthy</td>
</tr>
<tr>
<td>Largely observational in nature</td>
<td>Requires individual testing</td>
</tr>
</tbody>
</table>
KINDERGARTEN ENTRY DATA

The Kansas State Department of Education is collaborating with Brookes Publishing for the Kansas Kindergarten Readiness Snapshot Tool: *Ages & Stages Questionnaires® ASQ-3 and ASQ:SE-2 Social-Emotional*.

Every district in Kansas will utilize Ages & Stages Questionnaires beginning with the 2018-2019 school year.
How ASQ-3 Works
6 easy steps to screening success!

**STEP 1** Choose the right questionnaire for the child’s age.

- Photocopy or print it...
- ...or use ASQ Online.

**STEP 2** Give it to the parent to complete and return.
**STEP 3** Parent fills out the questionnaire at home.

They're clear, quick, and easy to do!

**STEP 4** Score the questionnaire when the parent returns it.

Score by hand in minutes...

...or in seconds with ASQ Online.
**STEP 5** Share results with the parent.

Discuss referral options if there are developmental concerns.

**STEP 6** Give parents fun ASQ-3™ Learning Activities.

Help them boost development at home between screenings!
Training and professional development opportunities will provide each district in Kansas the Kindergarten Readiness Core training and materials, including ASQ-3 and ASQ: SE-2 Starter Kits, Learning Activities, and additional professional development such as coaching, webinars and technical assistance.
The Early Learning team and Brookes Publishing provided the Ages and Stages (ASQ) Snapshot Training of Trainers (TOT) in nine locations across the state.

These trainings were attended by 261 districts, including 600 Kindergarten teachers, administrators, and support staff.

The 25 districts that were unable to participate for various reason will have other options to be trained prior to giving the ASQ next fall.
Once district level trainers return, they will be equipped with the skills and knowledge to train teachers on the use and implementation of the ASQ materials.

Districts will need to determine a training schedule that best meets the needs of the district, keeping in mind that data collection will begin fall of 2018.

Districts are encouraged to include other early learning professionals, including Kindergarten, pre-kindergarten and parent educators, in the district level ASQ trainings.
# SUPPORT DOCUMENTS & MODULES TIMELINE

<table>
<thead>
<tr>
<th>Document/Module</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Reference Guide for Administrators</td>
<td>1/16/18</td>
</tr>
<tr>
<td>Quick Reference Guide for Teachers</td>
<td>1/16/18</td>
</tr>
<tr>
<td>FAQs</td>
<td>In Progress</td>
</tr>
<tr>
<td>Recorded Online Modules</td>
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<tr>
<td>Module: Getting Started with ASQ Online for Program Administrators</td>
<td>1/17/18</td>
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<tr>
<td>Module: Getting Started with ASQ Online for Teachers</td>
<td>1/17/18</td>
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<tr>
<td>Module: Setting up Family Access for your Program</td>
<td>1/23/18</td>
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<tr>
<td>Module: Preparing for questionnaire completion</td>
<td>2/5/18</td>
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<tr>
<td>Module: Entering questionnaire data into ASQ Online</td>
<td>2/5/18</td>
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<tr>
<td>Module: Interpreting Results and Next Steps</td>
<td>2/8/18</td>
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<tr>
<td>Module: Using ASQ Online Reports to Analyze Data</td>
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<tr>
<td>Short “How-to” Videos</td>
<td>2/15/18</td>
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<tr>
<td>Live Q&amp;A Session for Administrators</td>
<td>Tuesday, 1/23/18 @ 2:00 PM CST</td>
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<tr>
<td>Live Q&amp;A Session for Administrators</td>
<td>Thursday, 2/1/18 @ 12:00 PM CST</td>
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<td>Live Q&amp;A Session for All Users</td>
<td>Tuesday, 1/13/18 @ 3:30 PM CST</td>
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<td>Live Q&amp;A Session for All Users</td>
<td>Thursday, 2/22/18 @ 12:00 PM CST</td>
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<td>Live Q&amp;A Session for All Users KSDE</td>
<td>Thursday, 3/1/18 – Possible Special Session Time TBD</td>
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<td>Live Q&amp;A Session for All Users</td>
<td>Thursday, 3/29/18 @ 3:30 PM CST</td>
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WHAT DO I DO IF I HAVE MORE QUESTIONS?

Please email earlylearning@ksde.org with any questions.

Kindergarten Readiness Updates

• ASQ website: www.agesandstages.com/ks

Early Learning in Kansas Updates

• KSDE TASN website: https://www.ksdetasn.org/events/iy1m4A for the monthly Early Learning webinars.
• KSDE Early Learning has recorded webinars and materials listed at http://www.ksde.org/Default.aspx?tabid=514
Thank you for supporting Kansas Kids and Families!

Tiffany Blevins, Kindergarten Lead
Julie Ewing, Coordinator
Kansans CAN

STATE OF KANSAS EARLY LEARNING

Data Alignment Workgroup

Kansas leads the world in the success of each student.
The State of Kansas Early Learning Data Alignment Workgroup is committed to reducing administrative burden and data fatigue, in Kansas early learning programs by utilizing a coordinated and collaborative interagency partnership approach.
EARLY CHILDHOOD DATA ALIGNMENT INVITED MEMBERS

Rainbows United
United Way of Topeka
Hutchison
TOP Early Learning Center
KCSL
Lawrence USD 497
Greenbush
Circleville School District
Manhattan USD 383
Coffeyville School District

DCF
KDHE
KSDE, MTSS
Children’s Cabinet
University of Kansas
Wichita State University
Head Start Association
Kansas Parents As Teachers Association
Kansas Inservice Training System
WHAT EARLY LEARNING DATA?

- Child Development
- Family Outcomes
- Classroom
- Home Visitation
- Other Data Needs?
Almost all programs provide options for assessment selection.

Early Childhood Block Grant (ECBG) has specific assessments depending on services provided.

ASQ & ASQ-SE are the most common required tools used across all state funded early childhood programs. These are optional measures for Federal Head Start programs.

High Scope Child Observation Record and Creative Curriculum Developmental Assessment are options offered by both IDEA Part B & C and Head Start programs.

IGDI is used by the ECBG and an option offered by IDEA Part C.
<table>
<thead>
<tr>
<th>EC ASSESSMENTS IN KS PROGRAMS</th>
<th>Early Childhood Block Grant</th>
<th>4 Year Old At-Risk &amp; TANF 3-5</th>
<th>IDEA Part B &amp; IDEA Part C</th>
<th>Federal Head Start</th>
<th>State Head Start</th>
<th>Parents As Teachers</th>
<th>MIECHV</th>
<th>Kansas CCP &amp; Home Visit</th>
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<tr>
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<td>Transdisciplinary Play-Based Assessment</td>
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<td>Learning Accomplishment Profile – Diagnostic Screens</td>
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<td>Parents’ Evaluation Developmental Status: Developmental Milestones</td>
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</tbody>
</table>
BIRTH TO FIVE SPECIAL EDUCATION OUTCOMES

Infant Toddler (Part C) and ECSE (Part B619) Child Outcomes

The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)

- Positive Social Emotional Skills
- Acquiring and Using Their Knowledge and Skills (including early language/communication and early literacy, early numeracy)
- Taking an Appropriate Action to Meet Their Needs
BIRTH TO FIVE SPECIAL EDUCATION MEASURES

Kansas 8 Approved Curriculum Based Assessments

- Assessment and Evaluation Programming System (AEPS)
- Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- Child Observation Record
- Creative Curriculum
- Hawaii Early Learning Profile (HELP)
- Individual Growth and Development Indicators (IGDI)
- Transdisciplinary Play-Based Assessment (TPBA)
- Work Sampling System
TOP THREE RECOMMENDATIONS FOR IMPROVING ALIGNMENT:

• State and federal funded early childhood programs assign KIDS Identification Numbers.

• KSDE select measurement tools for State Pre-K Early Learning programs that are currently utilized with other early childhood programs, rather than requiring new tools.

• Kindergarten Readiness measures of ASQ & ASQ-SE are aligned with the DAISEY data system with the ECBG. How can we align the ASQ data systems for all the Early Learning data statewide? Numerous programs have purchased ASQ Enterprise online. Could potentially align data into a single system for statewide reporting & save costs by having a single state ASQ Enterprise license.
TOP RECOMMENDATIONS FOR IMPROVING ALIGNMENT:

- KIDS ID workgroup
- Measurement Workgroup
- Statewide ASQ workgroup
- Part B and C Review Outcome Measures
- Next workgroup determined (Family, classroom)
Questions, suggestions or ideas?

Please contact Tblevins@ksde.org
IDEA EARLY CHILDHOOD

Part C Infant-Toddler (tiny-k) & Part B619 Preschool

Kansas leads the world in the success of each student.
COMMON DATA MEASUREMENTS

1. Early Childhood Outcomes (Indicators C3 & B7)
2. Transition Part C Infant-Toddler to Part B619 Preschool (Indicators C8 & B12)
EARLY CHILDHOOD OUTCOMES (INDICATORS C3 & B7)

WHAT OSEP REQUIRES US TO MEASURE

Percent of Infant-Toddler/Preschool Children with IFSP/IEPs who Demonstrate Improved Outcomes for:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy);
C. Use of appropriate behaviors to meet their needs.
A. POSITIVE SOCIAL RELATIONSHIPS

Involves:
- Relating with adults
- Relating with other children
- For older children, following rules related to groups or interacting with others

Includes areas like:
- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules & expectations
- Social interactions and play
B. CHILDREN ACQUIRE AND USE KNOWLEDGE AND SKILLS

**Involves:**
- Thinking and reasoning
- Remembering, Problem solving
- Using symbols and language
- Understanding physical & social worlds

**Includes:**
- Early concepts—symbols, pictures, numbers, classification, spatial relationships
- Imitation, Object permanence
- Expressive language & communication
- Early literacy and numeracy (3-5)
C. CHILDREN TAKE APPROPRIATE ACTION TO MEET THEIR NEEDS

**Involves:**
Taking care of basic needs
Getting from place to place
Using tools (e.g., fork, toothbrush, crayon)
In older children, contributing to their own health and safety

**Includes:**
Integrating motor skills to complete tasks
Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
Acting on the world to get what one wants
HOW DO WE MEASURE OUTCOMES?
ASSESSING FUNCTIONAL OUTCOMES

What does the child usually do?

- Meaningful, in the context of everyday routines
- What you see across settings and situations
- How the child uses his/her skills to accomplish tasks

- **Not** the child’s capacity to function under unusual or ideal circumstances
- **Not** necessarily the child’s performance in a structured testing situation (“noncompliant”)
- **Not** domain-specific
KANSAS CURRICULUM BASED MEASURES

1. Assessment and Programming Evaluation System (AEPS)
2. Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
3. Child Observation Record (High Scope)
4. Creative Curriculum Developmental Continuum Assessment/ GOLD
5. Hawaii Early Learning Profile (HELP)
6. Individual Growth and Development Indicators (IGDIs)
7. Transdisciplinary Play-Based Assessment (TPBA2)
8. Work Sampling System
PROGRESS CATEGORIES FOR A, B AND C:

a) Percent of children who did not improve functioning
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
d) Percent of children who improved functioning to reach a level comparable to same-aged peers
e) Percent of children who maintained functioning at a level comparable to same-aged peers
SUMMARY STATEMENTS FOR EACH OF THE THREE OUTCOMES:

In each state’s APR submitted to OSEP, states must set targets on two summary statements for each of the three outcomes:

**Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who **substantially increased their rate of growth** by the time they turned 3 or 6 years of age or exited the program.

**Summary Statement 2:** The percent of children who were **functioning within age expectations** in each Outcome by the time they turned 3 or 6 years of age or exited the program.
Kansas has incorporated the Child Outcome Summary Form (COSF) into the IFSP and instituted annual collection of COSF information, which had previously been collected only at entrance and exit. Currently, the IFSP is available in a web-based format and if used in that manner, the IFSP auto-populates the COSF information into the ITS database. Use of the web-based IFSP is required of all programs beginning July 1, 2016.
PART C INDICATOR 3:
(BIRTH TO AGE THREE) EARLY CHILDHOOD OUTCOMES

Number of Infants and Toddlers with IFSP’s Assessed; 3009

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

The data provided for this indicator will be from SFY 2017 (July 1, 2016 – June 30, 2017).
### OUTCOME A: POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Infants and Toddlers who did not improve functioning</td>
<td>16</td>
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<tr>
<td>b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>772</td>
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<tr>
<td>c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>635</td>
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<tr>
<td>d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers</td>
<td>1075</td>
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<tr>
<td>e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers</td>
<td>477</td>
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### OUTCOME A: SUMMARY STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Numerator</th>
<th>Denominator</th>
<th>FFY 2016 Data</th>
<th>Target</th>
<th>2015</th>
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<tbody>
<tr>
<td><strong>A1.</strong> Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Expected calculation: ((c+d)/(a+b+c+d))</td>
<td>1710</td>
<td>2498</td>
<td>68.45</td>
<td>58.1 Target met</td>
<td>65.4 No Slippage</td>
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<tr>
<td><strong>A2.</strong> The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program. Expected calculation: ((d+e)/(a+b+c+d+e))</td>
<td>1552</td>
<td>975</td>
<td>52.17</td>
<td>51.4 Target met</td>
<td>52.02 No Slippage</td>
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### OUTCOME B: ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING EARLY LANGUAGE/COMMUNICATION)

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>a. Infants and Toddlers who did not improve functioning</td>
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<tr>
<td>b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
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<tr>
<td>c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it</td>
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<tr>
<td>d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers</td>
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<td>e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers</td>
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OUTCOME B: SUMMARY STATEMENT

<table>
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<tr>
<th>B1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</th>
<th>Numerator</th>
<th>Denominator</th>
<th>FFY 2016 Data</th>
<th>Target</th>
<th>FY 2015 Slippage?</th>
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<tr>
<td>Expected calculation: ((c+d)/(a+b+c+d))</td>
<td>1857</td>
<td>2567</td>
<td>72.34</td>
<td><strong>61.7 Met Target</strong></td>
<td>No Slippage</td>
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<table>
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<th>B2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</th>
<th>Numerator</th>
<th>Denominator</th>
<th>FFY 2016 Data</th>
<th>Target</th>
<th>FY 2015 Slippage?</th>
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<tr>
<td>Expected calculation: ((d+e)/(a+b+c+d+e))</td>
<td>1580</td>
<td>2984</td>
<td>52.95</td>
<td><strong>50.2 Met Target</strong></td>
<td>No Slippage</td>
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### OUTCOME C: USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

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<tr>
<th>Description</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Infants and Toddlers who did not improve functioning</td>
<td>15</td>
</tr>
<tr>
<td>b. Infants and Toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>542</td>
</tr>
<tr>
<td>c. Infants and Toddlers who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>558</td>
</tr>
<tr>
<td>d. Infants and Toddlers who improved functioning to reach a level comparable to same-aged peers</td>
<td>1268</td>
</tr>
<tr>
<td>e. Infants and Toddlers who maintained functioning at a level comparable to same-aged peers</td>
<td>600</td>
</tr>
</tbody>
</table>
## OUTCOME C: SUMMARY

<table>
<thead>
<tr>
<th>Numerator</th>
<th>Denominator</th>
<th>FY 2016 Data</th>
<th>Target</th>
<th>FY 2015 Slippage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Expected calculation: ((c+d)/(a+b+c+d))</td>
<td>1826</td>
<td>2383</td>
<td>76.63</td>
<td>67.6 Met Target</td>
</tr>
<tr>
<td>C2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program. Expected calculation: ((d+e)/(a+b+c+d+e))</td>
<td>1868</td>
<td>2983</td>
<td>62.62</td>
<td>61.95 Met Target</td>
</tr>
</tbody>
</table>
PART B619:
DATA COLLECTION FOR EARLY CHILDHOOD OUTCOMES
PART B INDICATOR 7:
(PRESCHOOL) EARLY CHILDHOOD OUTCOMES

Number of preschool children aged 3 through 5 with IEPs assessed; 4043

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

The data provided for this indicator will be from school year 2016-2017.
### OUTCOME A: POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

<table>
<thead>
<tr>
<th></th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preschool children who did not improve functioning</td>
<td>8</td>
</tr>
<tr>
<td>b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>308</td>
</tr>
<tr>
<td>c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>1166</td>
</tr>
<tr>
<td>d. Preschool children who improved functioning to reach a level comparable to same-aged peers</td>
<td>1504</td>
</tr>
<tr>
<td>e. Preschool children who maintained functioning at a level comparable to same-aged peers</td>
<td>1057</td>
</tr>
</tbody>
</table>
## OUTCOME A: SUMMARY STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Numerator</th>
<th>Denominator</th>
<th>FFY 2016 Data</th>
<th>Target</th>
<th>2015 Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</td>
<td>(c+d)/(a+b+c+d)</td>
<td>2670</td>
<td>2986</td>
<td>89.42</td>
<td>88.13</td>
</tr>
<tr>
<td>Target Met</td>
<td>No Slippage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</td>
<td>(d+e)/(a+b+c+d+e)</td>
<td>2561</td>
<td>4043</td>
<td>63.34</td>
<td>65.52</td>
</tr>
<tr>
<td>Target Not Met</td>
<td>Slippage worsened &gt; 1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Number of Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Preschool children who did not improve functioning</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>309</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>1233</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Preschool children who improved functioning to reach a level comparable to same-aged peers</td>
<td>1475</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Preschool children who maintained functioning at a level comparable to same-aged peers</td>
<td>1023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### OUTCOME B: SUMMARY STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Numerator</th>
<th>Denominator</th>
<th>FFY 2016 Data</th>
<th>Target</th>
<th>FY 2015 Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1.</strong> Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</td>
<td>2708</td>
<td>3020</td>
<td>89.67</td>
<td>86.47 Target Met</td>
<td>87.53 No Slippage</td>
</tr>
<tr>
<td>Expected calculation: $(c+d)/(a+b+c+d)$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B2.</strong> The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</td>
<td>2498</td>
<td>4043</td>
<td>61.79</td>
<td>63.50 Target not met</td>
<td>63.31 Slippage worsened &gt; 1%</td>
</tr>
<tr>
<td>Expected calculation: $(d+e)/(a+b+c+d+e)$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# OUTCOME C: USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preschool children who did not improve functioning</td>
<td>5</td>
</tr>
<tr>
<td>b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>282</td>
</tr>
<tr>
<td>c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>693</td>
</tr>
<tr>
<td>d. Preschool children who improved functioning to reach a level comparable to same-aged peers</td>
<td>1575</td>
</tr>
<tr>
<td>e. Preschool children who maintained functioning at a level comparable to same-aged peers</td>
<td>1488</td>
</tr>
</tbody>
</table>
## OUTCOME C: SUMMARY

<table>
<thead>
<tr>
<th>C1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Expected calculation: ( \frac{c+d}{a+b+c+d} )</th>
<th>Numerator (2268)</th>
<th>Denominator (2555)</th>
<th>FFY 2016 Data (88.77)</th>
<th>Target 87.60 Target Met</th>
<th>FY 2015 Slippage 88.61 No Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.61 Target Met</td>
<td>77.62 Slippage, worsened &gt; 1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program. Expected calculation: ( \frac{d+e}{a+b+c+d+e} )</th>
<th>Numerator (3063)</th>
<th>Denominator (4043)</th>
<th>FFY 2016 Data (75.76)</th>
<th>Target 79.00 Target not met</th>
<th>77.62 Slippage, worsened &gt; 1%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75.76 Target not met</td>
<td>77.62 Slippage, worsened &gt; 1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRANSITION C TO B

Indicator C8 and B12
Part C Indicator 8: Early Childhood Transition

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

A. Developed an IFSP with transition steps & services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday;

B. Notified the SEA & LEA where the toddler resides at least 90 days prior to the toddler’s third birthday for toddler’s potentially eligible for Part B preschool services; and

C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.
Part B Indicator 12: Early Childhood Transition

Compliance indicator:
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
### PART B INDICATOR 12 TRANSITION DATA

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.</td>
<td>2899</td>
</tr>
<tr>
<td>b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.</td>
<td>368</td>
</tr>
<tr>
<td>c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.</td>
<td>2090</td>
</tr>
<tr>
<td>d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.</td>
<td>384</td>
</tr>
<tr>
<td>e. Number of children who were referred to Part C less than 90 days before their third birthdays.</td>
<td>47</td>
</tr>
<tr>
<td>f. Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.</td>
<td>0</td>
</tr>
</tbody>
</table>
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

*Expected calculation: c/(a-b-d-e-f)*

<table>
<thead>
<tr>
<th>Numerator (c)</th>
<th>Denominator (a-b-d-e-f)</th>
<th>FFY 2016 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2090</td>
<td>2100</td>
<td>99.52</td>
</tr>
</tbody>
</table>

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e

*Calculation: a-b-c-d-e-f*

10 Children in Kansas did not have a timely transition due to staff error.

2090 Children in Kansas DID have a timely transition from Part C to Part B!
Thank you for your support of children and families in Kansas!

Tymber
PRESENTED IN PARTNERSHIP

KDHE AND KSDE

Heather Staab, KDHE, Part C Infant-Toddler
Natalie McClane, KSDE, Part B Preschool
Tiffany Blevins, KSDE, Assistant Director
Kansans CAN
KSDE EARLY LEARNING

4 Year Old At Risk and Kansas Parents as Teachers

Kansas leads the world in the success of each student.
What is Parents as Teachers?

Parents as Teachers is an international, non-profit organization that promotes optimal early development, learning and health of young children by supporting and engaging their parents and caregivers. We advance the delivery of high quality services for families through a comprehensive system of supports and innovative solutions.

Retrieved from https://parentsasteachers.org/what-we-do
PARENTS AS TEACHERS

Parents as Teachers offers two service delivery models:

• Affiliate status
• Approved User status
KANSAS PARENTS AS TEACHERS (KPAT)

What is Kansas Parents as Teachers?

• The KPAT program helps bring Parents as Teachers Affiliate programs to Kansas communities.
• KSDE is the PAT State Office for Kansas.
  • Support
  • Training and Technical Assistance
  • KPAT Program Grant
KANSAS PARENTS AS TEACHERS (KPAT)

2016 – 2017 Annual Performance Report

- 8,275 children served.
- 6,559 families served.
- 56,596 personal visits (average = 8.6/family)
- 249 Parent Educators
  - 69% of Parent Educators have a Bachelor’s degree
  - 21% have a Master’s degree or beyond
KANSAS PARENTS AS TEACHERS (KPAT)

- Pre-conference session at the KSDE Summer Leadership Conference in Wichita, July 25 – 27
- Foundational I and Model Implementation Training in Kansas City, August 14 – 18
- Foundational 2 training in Hutchinson, September 6 – 8
- PAT Coordinator’s Meeting in Topeka, October 4 – 5
- PAT National Conference in Philadelphia, PA, November 28 – December 1
KANSAS PARENTS AS TEACHERS

- Foundational I and Model Implementation training planned for February 2018 in Kansas City
- Early learning webinars are held monthly, and will continue through the 2017-2018 grant period:
  - January 12
  - February 9
  - April 6
  - May 4
- Access via the following link: [http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Early-Childhood](http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Early-Childhood)
KANSAS PARENTS AS TEACHERS

2017-2018 KPAT Program Requirements:

• Serve prenatal – 72 months (new)
• Ensure at least 52% of families newly enrolled during 2017-2018 have a child aged prenatal – 36 months (new)
• Community Assessment (new)
• ASQ:3 and ASQ:SE-2
• Advisory Committee with parent representation (new)
• Participate in KIDS Collection System (new)
KANSAS PARENTS AS TEACHERS

Next Steps:

• Continue to provide information monthly via the webinars
• Region meeting attendance
• Early Learning Roadshows in Spring 2018
• 2018-2019 Kansas Parents as Teachers Program Grant Application
4 YEAR OLD AT RISK PROGRAM

OUTCOME: Children will enter school ready to succeed.
# 4 Year Old At Risk Program Eligibility

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poverty (4 year old at-risk)</td>
<td>1. Qualifies for free lunch program on September 20.</td>
</tr>
<tr>
<td>2. Single parent families</td>
<td>2. At the time of enrollment, the custodial parent is unmarried.</td>
</tr>
<tr>
<td>3. Department for Children and Families (DCF) referral</td>
<td>3. The reason for referral must describe the need for the child to attend the State Pre-Kindergarten Program (4 year AR) program and be documented and signed by the DCF agent.</td>
</tr>
<tr>
<td>4. Teen parents</td>
<td>4. At least one parent was a teen when the child was born.</td>
</tr>
<tr>
<td>5. Either parent is lacking a high school diploma or GED.</td>
<td>5. At the time of enrollment, either parent lacks a high diploma or a GED.</td>
</tr>
<tr>
<td>7. English Learners</td>
<td>7. LEP status must be documented</td>
</tr>
<tr>
<td></td>
<td>NOTE: ESOL services must be provided by qualified teachers.</td>
</tr>
<tr>
<td>8.* Lower than expected Developmental Progress in at least one of the following areas: Cognitive Developmental; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills</td>
<td>8.* Based on results of an appropriate and valid assessment (screening, authentic assessment, or standardized instrument), which has been administered and interpreted by a trained professional, the developmental progress of the child has been determined to be lower than typically expected for his/her chronological age, yet above eligibility requirements for special education services (based the special education eligibility requirement in the Kansas Special Education Process Handbook).</td>
</tr>
</tbody>
</table>
PARTICIPANTS

September 20, 2016 Child Count Data Report:

- 6,847 children served
- 4,138 qualified for free lunch
- 712 qualified for reduced lunch
COMPONENTS

1. Community Collaboration
2. Family Engagement
3. High Quality Early Learning Experiences
COMPONENTS

Community Collaboration

• Advisory Board

Family Engagement

• 54% of parents report, “someone talks with the teacher or educator of any early childhood program that my child attends” at least weekly

High Quality Early Learning Experiences

• 75% of classrooms encourage students to negotiate solutions to (minor) problems (problem-solving)
4 YEAR OLD AT RISK PROGRAM

- Pre-conference session at the KSDE Summer Leadership Conference in Wichita, July 25 – 27
- Two Early Learning Panels
  - KSDE Summer Leadership Conference
  - KSDE Annual Conference in October 2017
- Monthly early learning webinars
4 YEAR OLD AT RISK PROGRAM

Next Steps

• KIDS Numbers
• Continue to provide information monthly via the webinars
• Early Learning Roadshows in Spring 2018
• 2018-2019 Program Grant Application
• Kindergarten Readiness Snapshot Tool data collection begins Fall 2018
QUESTIONS?
THANK YOU!

Nis Wilbur
Education Program Consultant
(785) 296-4964
nwilbur@ksde.org
LICC Updates

- LICCs Visited: 22 out of 35
- Recruitment/ Guidance
- Status of LICCs across the state - success stories so far
- Annual Survey Results for 2017
- Involvement in future full council meetings
- Kansas Division for Early Childhood SICC/LICC Session
LICC SUPPORT COMMITTEE WORK

Accomplishments in 2017-18:
• Annual Survey 2017- data and sharing
• Creation of Acronym lists for new LICC members
• Begin to revise/create bylaws

Future Plans:
• “Sister-LICCs” mentoring program
• Sharing LICC community involvement
• Creation of an LICC handbook
• Annual survey 2018
LICC Support Committee Members

• **Co-Chairs:**
Lisa Collette & Mary Duncan

• **Other Members:**
Heather Staab, Lesli Girard, & Alix Kumer

• **Staff:**
Jordan Christian