

# All In For Kansas Kids



## Early Childhood Recommendations Panel

**MEETING** JULY 16, 2021



# WELCOME

**Thank you** for serving Kansas children, their families, and our state's early childhood care and education professionals!

This is a remote meeting.

- Today's meeting materials are posted on the [Panel Meetings webpage](#) on the Children's Cabinet site.
- Panel members will clearly identify themselves when they begin speaking.
- Panel members can use the "raise hand" feature to show they are ready to share.



# TODAY'S AGENDA - 1

- Welcome, approval of July 2021 agenda and June 2021 meeting minutes
- Kansans' Open Forum
- Follow-up from previous meetings:
  - Maximizing federal relief dollars to support early childhood in Kansas feedback session
  - 1-800-CHILDREN and Kansas Power of the Positive feedback sessions
  - 1<sup>st</sup> year reflections



# TODAY'S AGENDA-2

- Welcome / Early Childhood Recommendations Panel overview
- Panel member introductions
- *10-minute break at 10:10 a.m.*
- Plans for the 2021-22 Panel year
- Kansas Early Learning Standards 101
- Year 2 Collaboration Survey
- Future Agenda Items / Bright Spots / Upcoming Meetings
- Adjourn



# ACTION ITEMS

*Panel members - please clearly identify yourself when you begin speaking to make and second a motion.*

- Approval of Agenda
- Approval of June 18, 2021 meeting minutes



# KANSANS' OPEN FORUM

*Kansans may email Debbie Deere ([ddeere@ksde.org](mailto:ddeere@ksde.org)) by 5:00 p.m. on Thursday, July 15, to share written comments or to sign up to share verbal comments with the Panel during this portion of the meeting.*







# FOLLOW-UP FROM PREVIOUS MEETINGS



# FOLLOW-UP FROM JUNE MEETING

- Maximizing federal relief dollars to support early childhood in Kansas feedback session
- 1-800-CHILDREN and Kansas Power of the Positive feedback sessions
- 1<sup>st</sup> year reflections





# All In For Kansas Kids



Welcome / Panel Overview

**MELISSA ROOKER**

# All In For Kansas Kids



Panel Member  
Introductions



**BREAK**



*The Kansas Early Childhood Recommendations  
Panel will return following a ten minute break.*



# All In For Kansas Kids



Year - 2 Planning

DEBBIE DEERE

# MONTHLY MEETING FORMAT

- **Part 1: Housekeeping items and Presentations**
  - Approval of the agenda / minutes / Kansans Open Forum comments
  - Previous meeting follow up
  - Presentations from agencies/initiatives/organizations from within the early childhood system
  - Contact Debbie Deere: [ddeere@ksde.org](mailto:ddeere@ksde.org) with presentation requests





# PREVIEW OF 2021-22 FEEDBACK ISSUES

- The following issues are examples of possible topics that may be brought to the Panel for feedback:
  - Early Learning Standards
  - Career Pathways
  - Diversity/Equity/Inclusion
  - Links 2 Quality
  - Workforce Registry
  - Child Care Systems Improvement Team
  - PDG Sustainability planning
  - Ongoing federal funding planning



# MONTHLY MEETING FORMAT

- **Part 2: Tasks and Workgroups**
  - Workgroups with specific tasks and timelines that address identified key issues within the early childhood system and the All In For Kansas Kids Strategic Plan.



# PANEL WORK GROUPS

- Work Groups will meet during monthly Panel meetings for up to 60 minutes.
- Three panel work groups will start in August.
- Group progress will be assessed quarterly.
- Groups may be added or adjusted throughout year.
- Members will have the opportunity to change groups, likely twice per year.

# PANEL WORK GROUPS

- Each group will have a facilitator and group leader(s).
- Groups will share updates with the full Panel during monthly meetings.
- Panel and group leaders will help facilitate connections with other groups in the governance structure as needed.
- There will be coordination with complementary work occurring across the early childhood system.

# PANEL WORK GROUPS

- Initial groups have been identified as core needs within the *All in for Kansas Kids* Strategic Plan
- Areas of interest shared by Panel members
- Utilizing available resources and data collection

# RESOURCES AND DATA AVAILABLE

- *All in for Kansas Kids* Strategic Plan
- Needs Assessment
- Strategic Plan Audit (Summer 2021)
- Child Care Provider Experience Mapping
- Coordination and information sharing with other groups/initiatives
- Our Tomorrows Story Bank collection



# PANEL WORK GROUPS

- Panel members will make their top two choices
- **Work Group Options:**
  - Child Care Provider Recruitment & Retention
  - Family Partnerships
  - Quality & Environments

# DEFINING GROUP PRIORITIES

- **As the groups get started, we'll consider these questions:**
  - What gaps do we see related to our focus area in the system and within individual's roles and organizations?
  - How can the group's work best coordinate with and complement other ongoing efforts in the system?
  - Whose voices are missing from the conversation and how can we engage them?
  - What are our key goals for the next 3 months? (e.g. developing a formal recommendation)

# GROUP 1: CHILD CARE PROVIDER RECRUITMENT & RETENTION

## ○ Focus areas:

- Review and provide feedback on career pathways
- Discuss strategies for public/private partnerships to help address workforce and childcare shortages in communities
- Review and develop recommendations for Child Care Provider Experience mapping ideas, such as strategies to increase childcare provider recognition
- Group will be coordinated with Workforce Development Advisory Group, Professional Development Implementation Team, Child Care Systems Improvement Team

## GROUP 2: FAMILY PARTNERSHIPS

- Focus areas:
  - Support development of Kansas family engagement toolkit in partnership with KDHE, Family Advisory Council and Family Leadership Team
  - Discuss recommendations for State level alignment around family engagement practices
  - Discuss recommendations for family information hub
  - Group will be coordinated with Family Advisory Council and Family Leadership Team

## GROUP 3: QUALITY & ENVIRONMENTS

- Focus areas:
  - Identify gaps and develop recommendations related to specific areas of quality (special health care needs, culturally responsive care, etc.)
  - Identify opportunities within Strategic Plan Goal 7
    - Barriers related to local zoning and homeowner association regulations to support the operation of high-quality licensed childcare businesses (Tactic 7.1.2)
    - Improve the quality of early childhood care and education programs, services, and physical environments through equitable, community-based approaches (Strategy 7.2)
    - Group will coordinate with Child Care Systems Improvement Team

# NEXT STEPS

- Please submit your top two choices for a work group to Debbie Deere by August 1, 2021.
- [ddeere@ksde.org](mailto:ddeere@ksde.org)
  - Child Care Provider Recruitment & Retention
  - Family Partnerships
  - Quality & Environments



# MONTHLY MEETING FORMAT

- **Part 3:**
  - Workgroup Reports / Next Steps
  - Future Agenda Items
  - Bright Spots
  - Upcoming meetings
  - Adjourn



Questions?



# All In For Kansas Kids



Kansas Early Learning Standards  
101

**NATALIE MCCLANE / KIM KENNEDY**

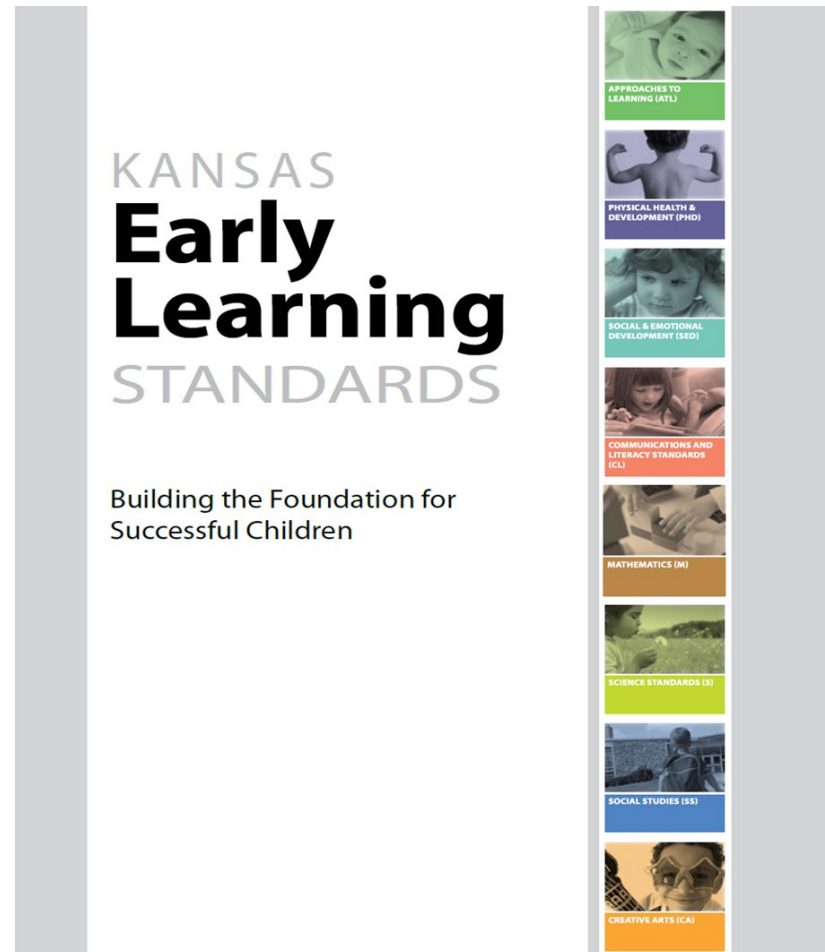
# Kansas Early Learning Standards 101

## KANSAS **Early Learning** STANDARDS

Building the Foundation for  
Successful Children



# Kansas Early Learning Standards



# Kansas Early Learning Standards (KELS) Toolkit

This presentation is based off of the Overview Module. It's just one of a series of toolkit presentations developed to guide early care and education providers in appropriate and effective use of the Kansas Early Learning Standards (KELS).

<http://kskits.org/kels-toolkit>





# KELS Overview

- Review the history of the Kansas Early Learning Document (Standards).
- Develop a greater understanding of how the standards can be used across settings and programs throughout the state.
- Gain a basic understanding and knowledge of the current document and its contents.
- Questions



# How do Kansas Early Learning Standards (KELS) Support Early Childhood?

Making the connections:

- Conceptual knowledge and skills
- Guiding principles from School Readiness Framework
- Kansas College and Career Ready Standards (KCCRS)

Do you know how to access the KELS?

<https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>



# Historical Overview of the KELS

2006 The first version of the KELS Document was completed to fulfill a federal government request to develop standards that were aligned with the State's K-12 content standards.

2007 The Kansas Early Learning Document was revised to include:

- Information on using the Early Learning Standards to develop standards-based IEP's
- A section on using the Early Learning Guidelines with a focus on learning through play and developmentally appropriate practices
- Include updated resources and expanded Early Learning Connections



# Historical Overview of the KELS

2013 Kansas Early Learning Standards were revised a third time in light of changes to the K-12 content standards, other program updates, and updated research in early childhood.

- Kansas State Board of Education voted to adopt the Kansas College and Career Ready Standards for K-12: October, 2011
- Head Start revised their Child Development and Learning Outcomes Framework: 2011
- Parents as Teachers has updated their Foundational Curriculum



# Historical Overview of the KELS

2013 Revision placed a greater emphasis on the use of knowledge and skills (conceptual learning) along with the acquisition of skills. Key changes in this revision included:

- Incorporating higher level thinking strategies such as analyzing, evaluation and interpretation
- A new organizational format to align with the Kansas College and Career Ready Standards
- Ensuring developmentally appropriate instruction and play remained a priority as it has been in the past



# All Three Revisions:

- Aligned with the K-12 Standards
- Provide the foundation for later learning
- Built upon the continuum of learning: Birth to age 5 and aligned with Kindergarten – Grade 3 and beyond
- Can be used by family and professionals working with young children birth to age 5 regardless of the setting



# The Standards Are For Everyone



# The Purpose of the Standards

- To create a continuum that links early development to school readiness and later learning in school and in life
- To provide a clear statement of what young children should know and be able to do as a result of experiencing quality early learning opportunities
- To provide guidance for families and early learning professionals that enhance and support their abilities to create experiences that promote early Learning opportunities
- To show that during the early years, children acquire skills, knowledge, and abilities in all developmental and content critical to future learning areas (e.g., social-emotional, physical, early literacy, mathematics, music)





# The Standards Provide:

- Opportunity to promote quality learning experiences for all young children
- A learning continuum from birth to formal schooling
- Established developmentally appropriate expectations
- Provide for program accountability
- Provide common language for communicating the importance of early learning



# Kansas Early Learning Standards

ARE designed to:

- Recognize the importance of the early years as learning years
- Serve as a guide for appropriate curriculum development/selection
- Serve as a guide for creating quality learning environments and opportunities through play and planned activities

Are NOT designed to:

- Serve as a curriculum in an early childhood program or other setting
- Exclude children from a program, school, or activity
- Serve as an assessment for children, families or programs





### Making the Connection

The Kansas Early Learning Standards are structured around domains of learning that include a whole child perspective. The connection between the foundational concepts and skills described in the Kansas Early Learning Standards, the School Readiness Framework and the Kindergarten through 3rd grade College and Career Ready standards (multiple content areas) is shown below.

#### Kansas Early Learning Standards

The Early Learning Standards provide a set of conceptual knowledge and skills that, when used intentionally and appropriately in a high quality early learning setting, can promote school readiness and school success.

#### School Readiness Framework: Indicators and Data Elements

Indicators and Data elements from the School Readiness Framework, Child Component, are based upon the Kansas Early Learning Standards and provide a way to define a 'ready child'

#### Kindergarten through 3rd Grade: Content standards

K-3rd College and Career Standards are aligned with and supported by the foundational (early learning) concepts and skills and the school readiness Indicators and data elements.



# KELS Contains Eight Domains

- Approaches to Learning (ATL)
- Physical Health and Development (PHD)
- Social-Emotional Development (SED)
- Communication & Literacy (CL)
- Mathematical Knowledge (M)
- Science (S)
- Social Studies (SS)
- Creative Arts (CA)



# Domains within the KELS

- Approaches to Learning (ATL)

Focuses on the ways in which children engage in learning and develop the desires, and strategies to pursue life long learning



- Physical Health and Development (PHD)

Focuses on those areas of physical development essential for total well-being, including nutrition, safety, health, and motor development



# Domains within the KELS (continued)

- Social-Emotional Development (SED)

Focuses on the development of friendship skills, social problem solving and the ability to self-regulate when frustrated, enhancing the child's overall ability to participate in the learning community and grow with their peers



- Communication & Literacy (CL)

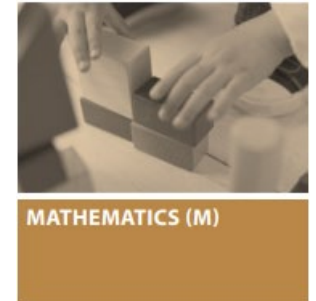
Focuses on learning the language system to be able to say what they think, ask questions, and form new ideas. It also emphasizes developing reading and writing skills to learn about new ideas and express themselves in print



# Domains within the KELS (continued)

- Mathematical Knowledge (M)

Focuses on the natural mathematical skills children are born with and assists them in gaining a deeper understanding of math concepts such as numbers and operation, geometry, measurement, data analysis and patterns



- Science (S)

Focuses on supporting children's ability to explore, investigate and problem-solve things in their natural world such as forces, the world around them and animals and their habitats

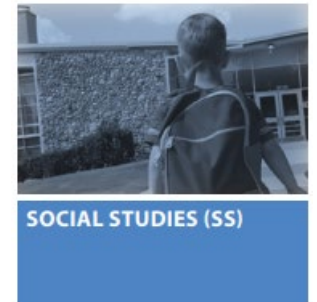




# Domains within the KELS (continued)

- Social Studies (SS)

Focuses on teaching children about life in communities and in families and how living and working together in light of our similarities and differences



- Creative Arts (CA)

Focuses on providing a safe environment along with materials and opportunities for children to express themselves creatively through movement, acting out stories and visual arts





# Each Domain Addresses Skills In 5 Age Groupings

- i = Young Infant (by 8 months)
- mi = Mobile Infant (by 18 months)
- t = Toddler (by 36 months)
- p3 = Preschool - 3's (by 48 months)
- p4 = Preschool - 4's (by 60 months)



# Look: Kansas Early Learning Standards

Content Area

Age Level

Kansas Early Learning Standards:

APPROACHES TO LEARNING (ATL)

Young Infant: "I" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
<div>Engagement and Attention</div> <div>ATL.I.1: Demonstrates awareness of happenings and surroundings.</div> <div>ATL.I.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.</div> <div>ATL.I.3: Shows interest in other children.</div>	<div>ATL.mi.1: Focuses on an activity, but is easily distracted.</div> <div>ATL.mi.2: Actively participates in play with adults, siblings.</div>	<div>ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.</div> <div>ATL.t.2: Plays side-by-side with other child, at times observing, imitating or engaging child in play.</div> <div>ATL.t.3: Continues to play when a caregiver leaves the area.</div>	<div>ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</div> <div>ATL.p3.2: Ignores distractions briefly when engrossed in an activity.</div> <div>ATL.p3.3: Remembers and follows one or two step directions.</div>	<div>ATL.p4.1: Sustains attention to task despite distractions.</div> <div>ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.</div>	No specific standards.
<div>Persistence</div> <div>ATL.I.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).</div>	<div>ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).</div> <div>ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).</div>	<div>ATL.t.4: Engages in self-initiated activities for a sustained period of time.</div> <div>ATL.t.5: Returns to an activity after being distracted.</div>	<div>ATL.p3.4: Practices an activity many times until successful.</div>	<div>ATL.p4.3: Stays with a task for at least five minutes.</div> <div>ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.</div> <div>ATL.p4.5: Remains focused on the task at hand or challenge.</div>	No specific standards.

Boxed Sub Heading

Standard

PERSISTENCE & ENGAGEMENT IN LEARNING

Strand



**Homework!**



# Questions?

## Kimberly Kennedy

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# YEAR 2 COLLABORATION SURVEY

- All Panel members participation requested
- 2-Part Survey:
  - Part 1 – Focuses on the general environment that exists for collaboration
  - Part 2 – Characterize your level of interaction/collaboration with each Panel member
- 10-15 minutes to complete
- Questions: [ctilden@ku.edu](mailto:ctilden@ku.edu)



# UPCOMING MEETINGS AND BRIGHT SPOTS

Requests for future agenda items

**\*\*Bright Spots – Panel members are invited to share\*\***

Upcoming Meetings (all via Zoom):

- Early Childhood Recommendations Panel: Friday, August 21 - 9:00-11:30 a.m. (Third Fridays of the month, 9:00-11:30 a.m.)
- Children's Cabinet and Trust Fund meeting – Friday, August 6 – 9:00 a.m. – 12:00 p.m.
- Early Childhood Stakeholders Group meeting – Friday, August 6 – 1:30-3:00 p.m.







# Adjournment

