

All In For Kansas Kids



Strengthening Early Childhood in Kansas

WEBINAR JUNE 12, 2024



WELCOME

- Webinar Cadence
 - AIFKK webinars will be held every 2nd Wednesday of the month in 2024
- Sign up to receive our All In For Kansas Kids e-Newsletter on the Children's Cabinet website – <http://www.kschildrenscabinet.org/>
- Presentation on the new Kansas Early Learning Standards by Natalie McClane and Kim Kennedy and Core Competencies by Linda Logan
- Early Childhood Systems Updates

Agenda



2024 Webinar Schedule

~~January 10th~~
~~February 14th~~
~~March 13th~~
~~April 10th~~
~~May 8th~~
~~June 12th~~
July 10th
August 14th
September 11th
October 9th
November 13th
December 11th



The Updated Kansas Early Learning Standards



Kansas leads the world in the success of each student.



Kansas Early Learning Standards

Building the Foundation for Successful Children

All In For
Kansas Kids

• KELS Documents

- 2006
- 2009
- 2014
- 2024



Updates include...

- Overall

- Updated intro to each content area
- Added key terms for each content area
- Added equity statement and statement on how the KELS should be used for each content area

- Introduction (pg. 5)

- Updated with current information
- Rearranged order and word smithed for more plain language
- Added a statement on media use with young children
- Added section on Inclusion of children with disabilities and supporting children from diverse backgrounds.



Approaches to Learning (pg.19)

- No Changes to
 - Persistence and Engagement in Learning
 - Initiative
- Creativity
 - Updated ATL.C.i.1
 - Added ATL.mi.C.3
 - Added Kindergarten Standards for Problem Solving



Physical Health and Development (pg.33)

- Large Motor Skills
 - Changed title to “Gross Motor Skills”
- Physical Fitness
 - Minor wordsmithing
- Nutrition/Healthy Eating
 - Added Kindergarten Standards
- Personal Hygiene
 - Changed title to “Self-Care”
 - Minor Wordsmithing
- Safety
 - Moved several items up to the next age group to make more age appropriate.
 - Added Kindergarten Standards



Social-Emotional Development (pg.47)

- Character Development
 - Renamed subheadings for clarity
- Responsible Decision Making and Problem Solving
 - Renamed subheadings for clarity and age appropriateness
 - Removed section on classroom management and school governance
 - Removed references to other standards
- Personal Development
 - Renamed subheading for clarity and age appropriateness
 - Removed SED.PD.t.5 and t.6 to prevent repeated standards from mi.
 - Updated subsection on goal setting to make developmentally appropriate
 - Social Development
 - Removed SED.SD.p3.2 –not age appropriate



Communication and Literacy Skill Development (pg.83)

- Rearranged to reflect the way young children learn
- Literature
 - Literature and Informational Text were combined as most were repeated in each section
 - Several subheading reworded for clarity and age appropriateness
 - Minor wordsmithing for clarity
 - Added standards under craft and structure about identifying parts of a book
- Informational Text
 - Combined with Literature
- Foundational Skills
 - Title renamed “Foundational Reading Skills” for clarity
 - Minor wordsmithing for clarity
 - Removed subheading “Phonics and Word Recognition”
- Writing
 - Combined subheadings into one section
- Speaking and Listening
 - Renamed subheadings for clarity
 - Minor wordsmithing
- Language Standards
 - Removed CL.L.S.p3.4 and CL.L.S.p4.4



Mathematics (pg.113)



- Counting and Cardinality
 - Adjusted numbers to make developmentally appropriate
 - Minor wordsmithing for clarity
 - Removed M.CC.p4.4c-it's a kindergarten standard
- Operations and Algebraic Thinking
 - Removed M.OA.i.1 and M.OA.mi.1
- Measurement and Data
 - Removed M.MD.i.2
- Geometry
 - No Changes



Science (pg.131)

- Added a subheading on Scientific Inquiry
- Motion and Stability: Forces & Interactions
 - Renamed “Movement and Simple Machines”
- Energy
 - Combined into “Environment and Climate” section and “Energy” subheading removed
- From Molecules to Organisms: Structures and Processes
 - Combined with Earth & Human Activity and renamed “Habitats and Human Impact”
 - Minor wordsmithing
- Earth’s Systems
 - Renamed Environment and Climate
 - Items on weather added from the Social Studies Content area
- Earth and Human Activity
 - Combined with Molecules to Organisms above and renamed Habitats and Human Impact.

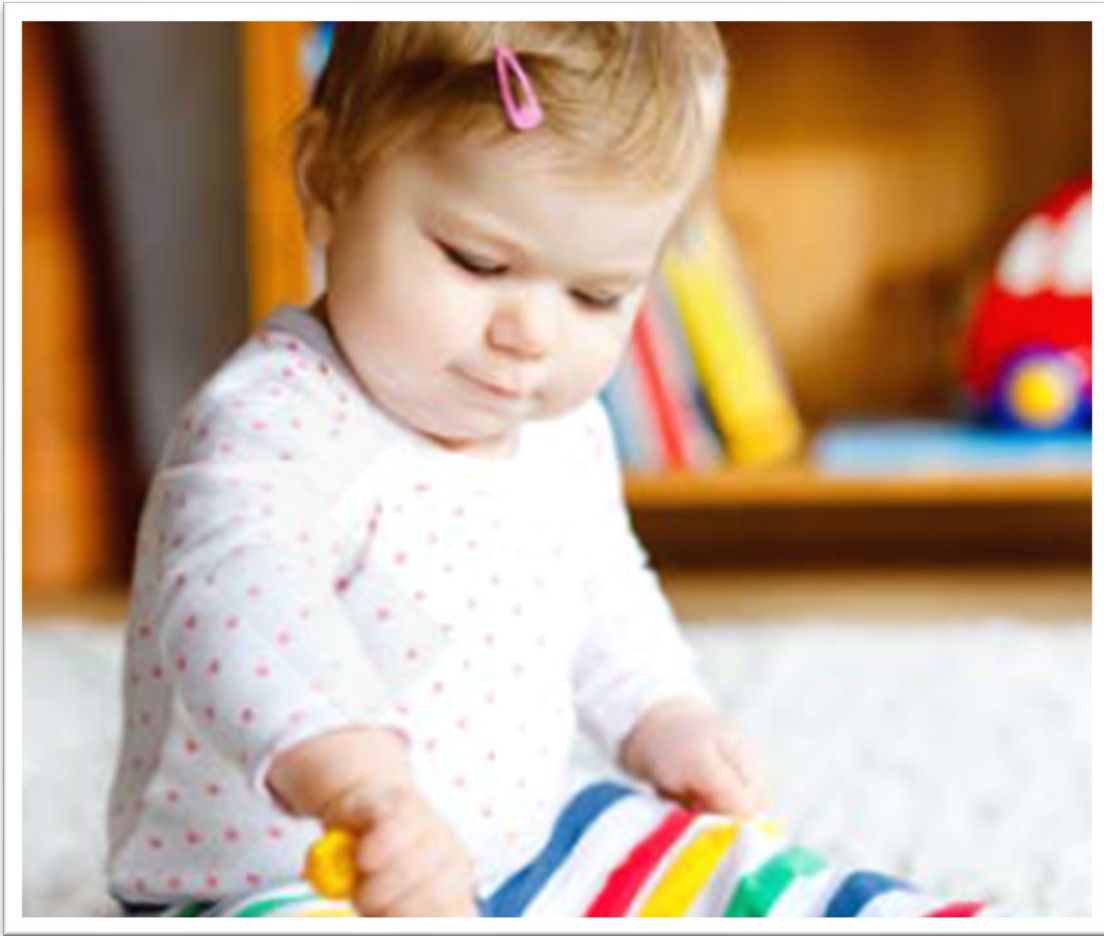


Social Studies (pg.143)

- Kindergarten Standard was updated
 - There is only one kindergarten standard for Social Studies – Choices have consequences.
- Government
 - This section was renamed “Community”
- Economics
 - updated standard on sharing to make more developmentally appropriate
- Geography
 - Standards concerning weather were moved to the Science standards.
- Kansas, United States and World History
 - Removed duplicated standards



Creative Arts (pg.153)



- Dance
 - Removed repeated standards
- Music
 - Removed repeated standards
- Acting/Theatre
 - Renamed “Dramatic Play” to reflect Early Childhood
- Visual Arts
 - Removed repeated standards



Where to find the updated KELS



How do I access the Updated KELS?



- <https://www.ksde.org>

- Click on “E” for Early Childhood
- Standards are on the right-hand side of the page under resources.
- Webpage coming!

- Printed copies will be mailed out!

- Licensed Childcare
- Head Start/Early Head Start
- School Districts



How to use the KELS



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)



Kansas Early Learning Standards



Are NOT designed to:

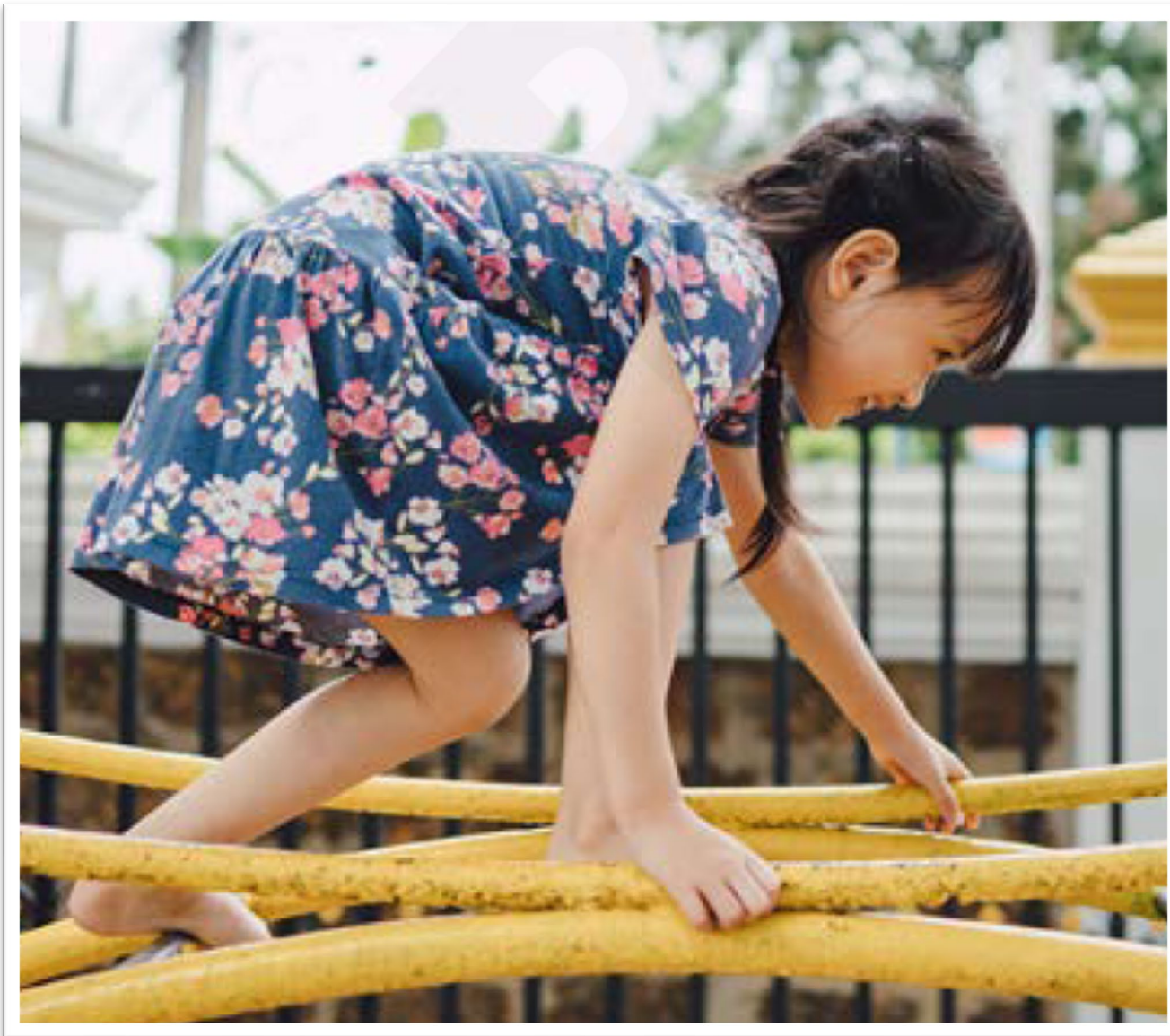
- Exclude children from a program, school, or activity
- Serve as a curriculum in an early childhood program or other setting
- Serve as an assessment for children, families or programs

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

Standards and Instruction

Children learn through play and active, hands-on learning. Caregivers must use their knowledge to create experiences that are child-focused and standards-based while also meeting the needs of individual children.



Introduction to the Kansas Early Learning Standards



kccto.org



Questions?





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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





for Early Childhood Care and
Education Professionals

INTRODUCTION TO KANSAS CORE COMPETENCIES

The Journey

All in for Kansas Kids Strategic Plan: Goal 6: Workforce, Strategy 6.2

- Implement a high-quality, competency-based professional development system.
- 6.2.2 Revise, as appropriate, and align core competencies and the development of credentials across all early childhood care and education positions, drawing from national evidence-based practices and standards. Ensure they include knowledge and performance competencies that prepare professionals to support all children at all ability levels.

Research and Review Nebraska

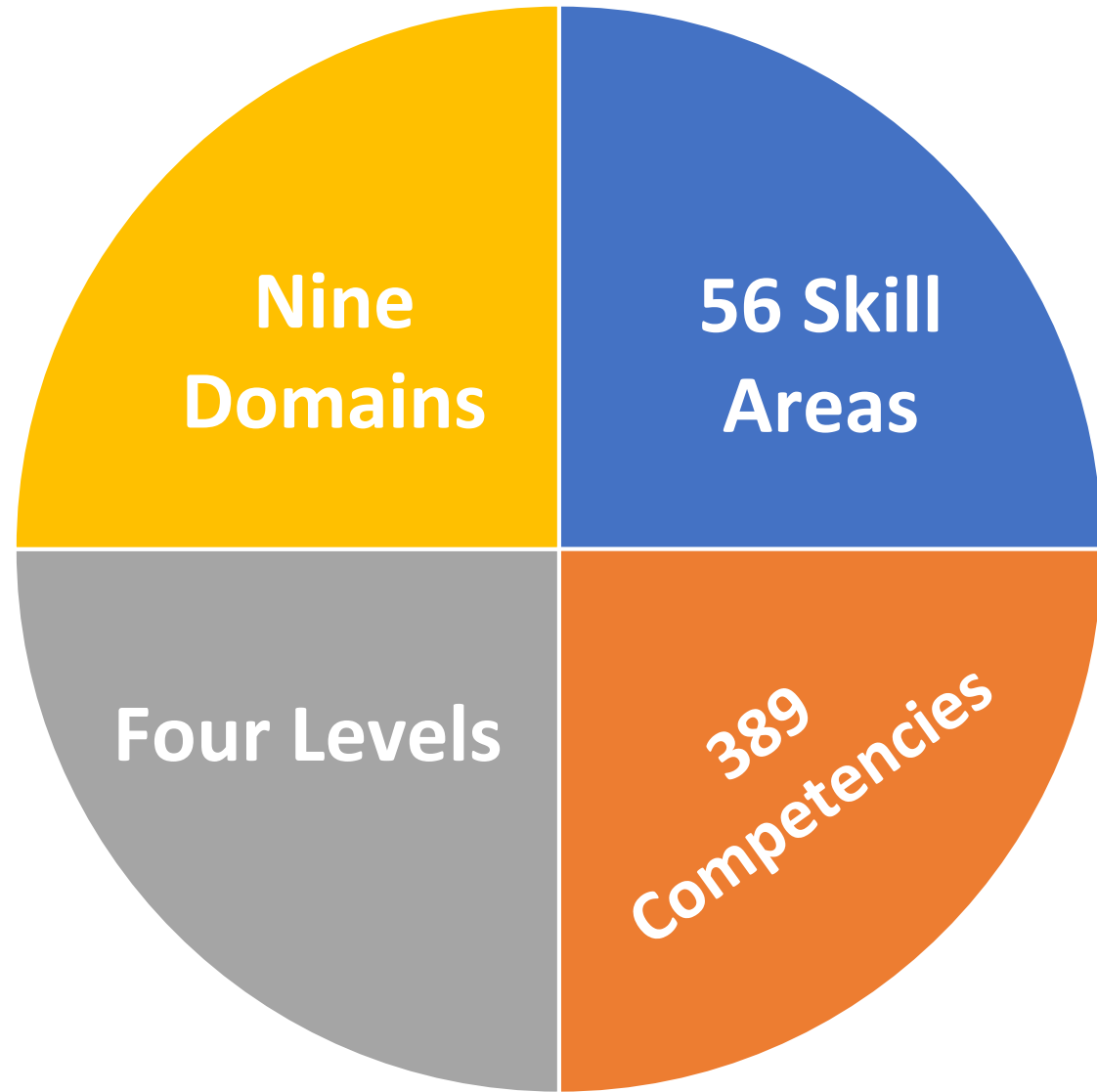
Recommendation Proposal to the Kansas Children's Cabinet and Trust Fund

Purpose of Core Competencies

- ❑ Provide a competency-based foundation for the early childhood care and education professionals and early care and education systems.
- ❑ Define what adults working with children from birth to eight years need to know and be able to do to provide quality care and education.
- ❑ Define levels of competencies for the early childhood care and education professionals.
- ❑ Allow early childhood care and education professionals to evaluate growth from one competency level to the next, supported by training, education, and self-assessment.



Looking at each
of the parts of
the Kansas
Core
Competencies



The Nine Domains

CGD

Child Growth
and Development

HSN

Health, Safety
and Nutrition

LE

Learning
Environments

PLEC

Planning, Learning
Experiences
and Curriculum

RSEG

Relationships and
Social-Emotional
Guidance

ODA

Observation,
Documentation
and Assessment

PFC

Partnerships with
Families and
Communities

PL

Professionalism
and Leadership

APPD

Administration,
Program Planning
and Development

CGD

Child Growth and Development

Within the accompanying section/tables you will find the following skill areas focused on the topic of Child Growth and Development (CGD):

- CGD A - Families
- CGD B - Evidence-Based Practices
- CGD C - Expectations and General Developmental Knowledge
- CGD D - Curriculum and Theory
- CGD E - Inclusion and Special Needs

The four levels in the competency tables each build on the previous level:

1. Includes basic knowledge and understanding
2. Describes the application of knowledge
3. Includes analyzing, and emergent evaluation of the program and the child's progress
4. Adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials

Skill Areas



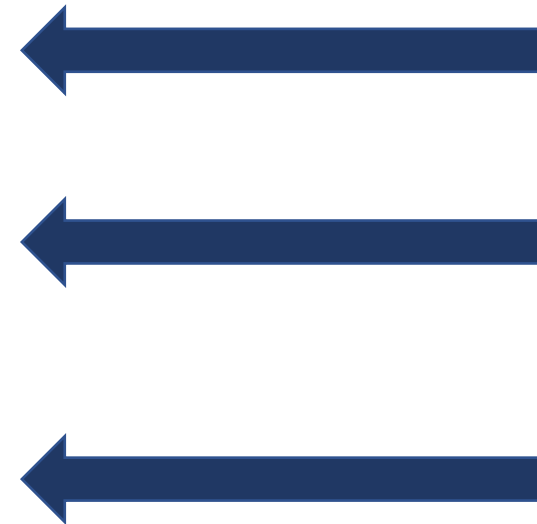
Levels



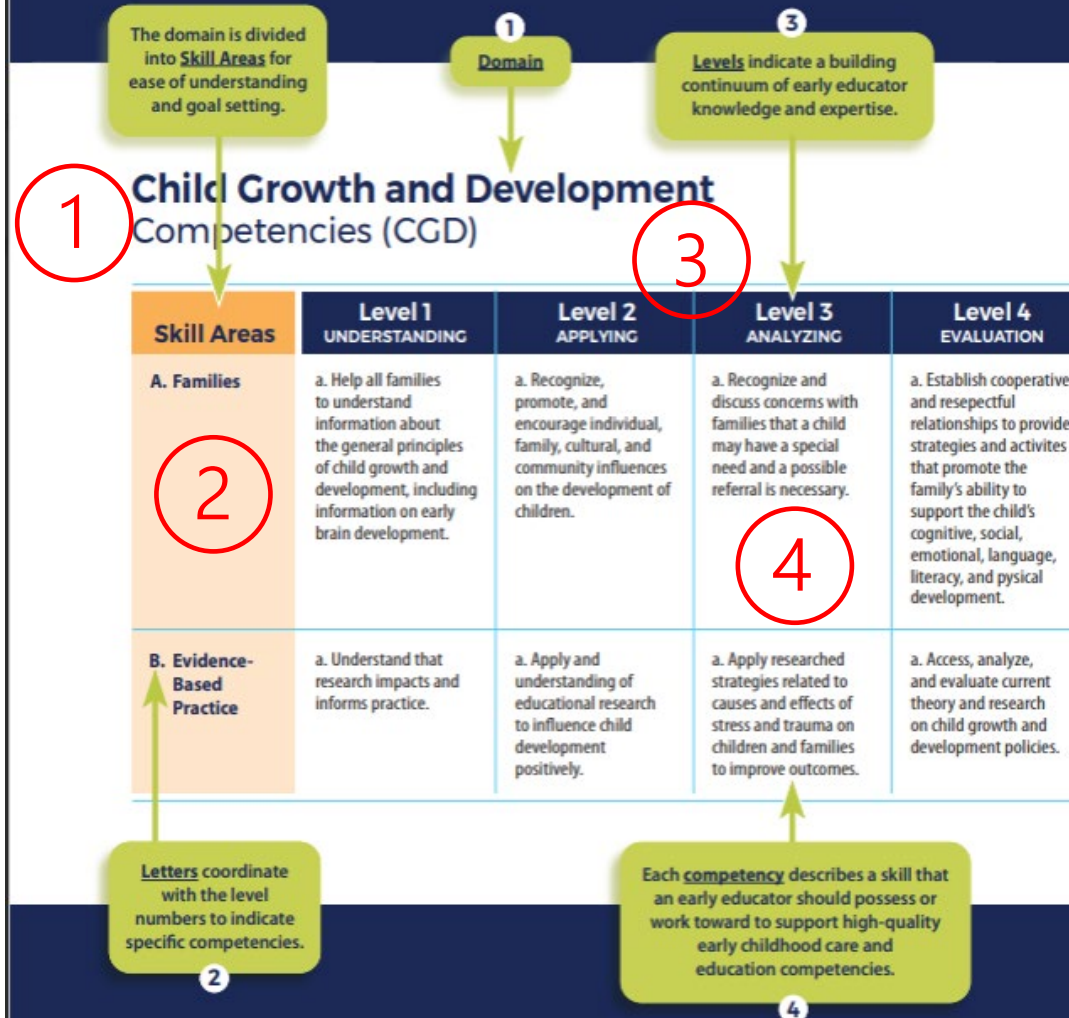
Child Growth and Development Competencies (CGD)

Skill Areas	Level 1 UNDERSTANDING	Level 2 APPLYING	Level 3 ANALYZING	Level 4 EVALUATION
A. Families	a. Help all families to understand information about the general principles of child growth and development, including information on early brain development.	a. Recognize, promote, and encourage individual, family, cultural, and community influences on the development of children.	a. Recognize and discuss concerns with families that a child may have a special need and a possible referral is necessary.	a. Establish cooperative and respectful relationships to provide strategies and activities that promote the family's ability to support the child's cognitive, social, emotional, language, literacy, and physical development.
B. Evidence-Based Practice	a. Understand that research impacts and informs practice.	a. Apply and understanding of educational research to influence child development positively.	a. Apply researched strategies related to causes and effects of stress and trauma on children and families to improve outcomes.	a. Access, analyze, and evaluate current theory and research on child growth and development policies.
C. Expectations and General Developmental Knowledge	a. Identify and understand age-typical and atypical growth and development milestones. b. Understand the development and the importance of supportive relationships with adults and peers.	a. Explain appropriate experiences and activities to include in the curriculum. b. Promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation. c. Can explain the developmental consequences of stress and trauma related to loss, neglect, or abuse.	a. Incorporate current educational research to positively influence child development.	a. Design and ensure implementation of a variety of activities that foster the development of the whole child.

Competencies



Using Domain Tables and Reference Key



Reference Key Breakdown

Utilize this illustration as a guide to help comprehend the structure of the domain table layout and how to create a core competency reference key.



Example



Child Growth and Development Competencies (CGD)



CGD: C. Expectations and General Developmental Knowledge, Level 1a.

Skill Areas	Level 1 UNDERSTANDING	Level 2 APPLYING	Level 3 ANALYZING	Level 4 EVALUATION
A. Families	a. Help all families to understand information about the general principles of child growth and development, including information on early brain development.	a. Recognize, promote, and encourage individual, family, cultural, and community influences on the development of children.	a. Recognize and discuss concerns with families that a child may have a special need and a possible referral is necessary.	a. Establish cooperative and respectful relationships to provide strategies and activities that promote the family's ability to support the child's cognitive, social, emotional, language, literacy, and physical development.
B. Evidence-Based Practice	a. Understand that research impacts and informs practice.	a. Apply and understanding of educational research to influence child development positively.	a. Apply researched strategies related to causes and effects of stress and trauma on children and families to improve outcomes.	a. Access, analyze, and evaluate current theory and research on child growth and development policies.
C. Expectations and General Developmental Knowledge	<p>a. Identify and understand age-typical and atypical growth and development milestones.</p> <p>b. Understand the development and the importance of supportive relationships with adults and peers.</p>	<p>a. Explain appropriate experiences and activities to include in the curriculum.</p> <p>b. Promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.</p> <p>c. Can explain the developmental consequences of stress and trauma related to loss, neglect, or abuse.</p>	a. Incorporate current educational research to positively influence child development.	a. Design and ensure implementation of a variety of activities that foster the development of the whole child.

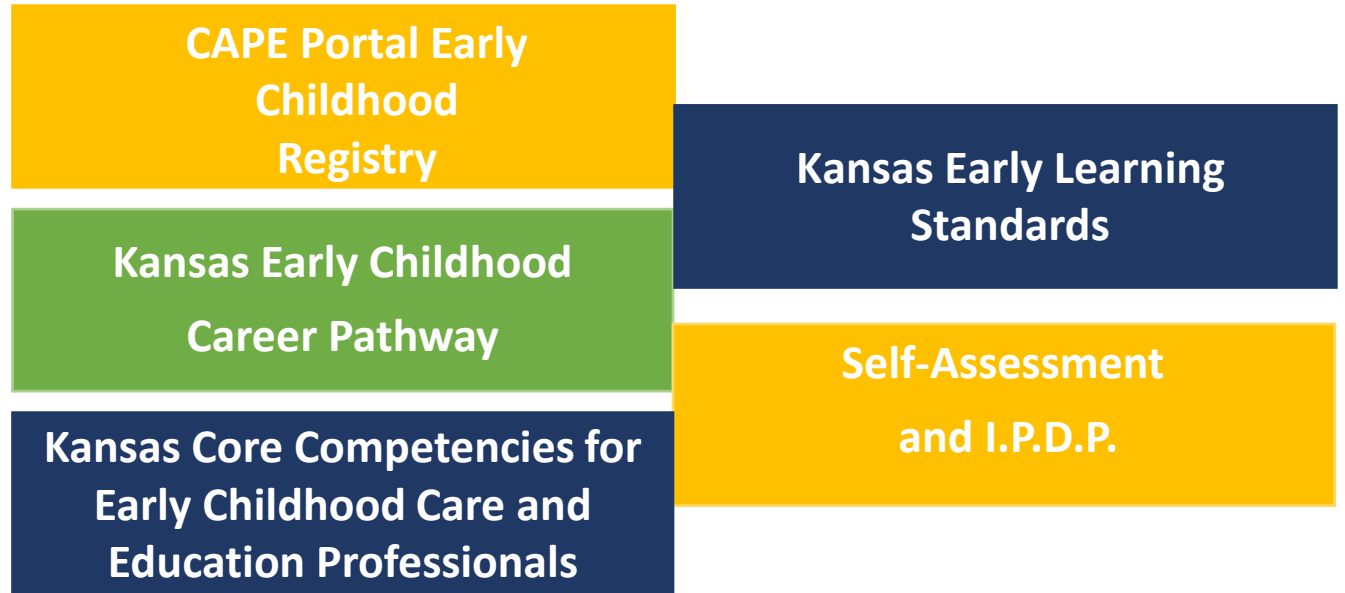


- **English and Spanish PDFs are available.**
- **Printed copy mass mail-out distribution to all licensed facilities, partners, state offices, higher education, and local licensing surveyors by August 1, 2024.**
- **Printed Spanish copies are available per request.**
- **An online course, “Introduction to the Kansas Core Competencies,” is in development for free registration in late July to early August.**



**Kansas Core
Competencies**

Critical Pieces of the Kansas Early Childhood Care and Education Systems



Thank you!

Please get in touch with Linda Logan with questions at:

lindalogan@ksu.edu

Watch for updates on the KCCTO Website:

<https://kccto.org/>



All In For Kansas Kids



Early Childhood
Systems Updates



2024 KANSAS CHILD CARE MARKET RATE ANALYSIS

The Kansas Department for Children and Families (DCF) completes a Child Care Market Analysis and Narrow Cost Analysis every three years. This process helps determine the Child Care Assistance (also known as child care subsidy) Provider Rates and informs other Child Care Assistance policies.

- The [2024 Kansas Child Care Market Analysis](#) is now available for review!
- Comments on the analysis are being accepted now through July 15th and may be shared via email to **ccdfstateplan@dcf.ks.gov**
 - Please use “Market Rate Analysis” as the subject line for your email

Provide Your Feedback



PARENT & CAREGIVER FIRESIDE CHAT

SAVE THE DATE!

July 22, 2024 | 6:00 – 7:00 p.m.

Join the Family Leadership Team to continue their monthly virtual Fireside Chats! This month's topic is Prenatal to Postpartum: For Expecting Parents and Infants to 12 Months

Registration will open on July 15th! Look for it in your AIFKK weekly e-Newsletter!

**Early Childhood
Resources**



All In For 
Kansas Kids

PATTERSON FAMILY FOUNDATION: RURAL CHILD CARE PROGRAM

The Rural Child Care Program: School Districts and Community Based Centers grant funds can be used to support short-term operational needs, training and certification needs, and/or minor capital needs aimed at expanding or enhancing child care access

- Application opened on June 26th and closed July 30th
- Learn more about this grant and stay up to date on future grant opportunities on the [Patterson Family Foundation website](#).

Funding Opportunity



KPATA MONTHLY TRAINING SERIES

The new monthly training series for teachers and educators for the 2024-2025 year is here! ALL trainings are FREE to all current KPATA members!

- Register to become a member [here!](#)
- Each month will feature a different topic relevant to early childhood and family issues.
 - July 17th – Toddlers That Won't Go To Bed (Solutions from Eileen Henry)
 - August 1st & 29th – DEIA Lunch & Learn and Webinar 2
 - September 12th & 19th – Part B/C: Understanding Services
 - October 3rd – Talking with Families: Developmental Screenings

Professional Development



TRAINING SCHEDULE		
PARENT EDUCATORS AND COORDINATORS KPATA BRIGHT FUTURES 2024-25		
JULY ★ Toddlers That Won't Go to Bed (Solutions from Eileen Henry) UNRUFFLED - JANET LANSBURY 7/17 1:00-2:30 PM	AUGUST ★ DEIA Lunch and Learn AND Webinar 2 8/1 1:00 - 2:00PM 8/29 1:00 - 2:00PM	SEPTEMBER <i>Part B/C</i> Understanding Services 9/19 1:00-2:30 PM
SEPTEMBER CONT. ★ DEIA lunch & learn 2 9/12 1:00-2:00 PM	OCTOBER <i>Talking With Families</i> DEVELOPMENTAL SCREENINGS 10/3 1:00-2:30 PM	NOVEMBER ★ PARENT Health Literacy 11/14 1:00-3:00 PM
JANUARY Home Safe Home Cherie Sage 1/16 1:00-2:30 PM	FEBRUARY ★ How Do Protection from Abuse Orders Work in KS? 2/20 1:00-3:00PM	MARCH <i>Screen Sanity</i> 3/27 1:00-2:30 PM
APRIL ★ Child Abuse & Neglect KCSL 4/17 1:00-2:30 PM	MAY ★ Substance Use Disorder KANQUIT DATE AND TIME TBD	OTHER NOTES: ★ Please use Dec. to catch up on a recorded training ★ No Training in June
★ INDICATES A PATNC QUALITY STANDARD TRAINING REQUIREMENT		
		

REMINDERS AND NEXT STEPS

- **2024 Early Childhood Recommendations Panel**

Friday, July 19th – 9 am-11:30 am

- **Children's Cabinet Meeting**

Friday, August 2nd – 9 am-12 pm

- **Early Childhood Systems Building Webinar**

Wednesday, August 14th – 12-1:00 pm

You can find **all** these meetings and more on our Children's Cabinet YouTube channel!

Stay Connected!





Stay Up to Date



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Thanks!

