

The background of the slide is split into two parts by a diagonal line. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

Preschool Leadership Meeting

Regional Training Centers | School Readiness Branch

Division of IDEA

Office of Special Education and Early Learning

Spring 2022

you don't need
a cape to be a
hero. you just
need to care.

KID PRESIDENT

Agenda (Part 1)

- Program Accountability
 - Grant Management Application and Planning (GMAP) system
 - Determinations
- Policy and Procedure
 - Head Start Full Utilization
 - Ratio/Class Size
 - Developmentally Appropriate Practices

Agenda (Part 2)

- Infinite Campus
 - Enrollment
 - Behavior Data Entry
 - Data Standards

Agenda (Part 3)

- Assessment and Data
 - Office of Special Education Programs (OSEP)
Indicator Review
 - Indicator 6
 - Indicator 7
 - Indicator 12
 - Child Outcomes Summary (COS)

THE FUNNY THING
ABOUT KIDS IS,
THEY ARE THE REASON
WE LOSE IT, AND THE
REASON WE HOLD IT
TOGETHER

Program Accountability

- GMAP system
- Determinations

GMAP Application System

- In accordance with KRS 157.3175, an annual evaluation and grant allotment system for statewide preschool programs has been created. The annual evaluation is delivered through the state's GMAP system.
- The goal is to improve programming outcomes for preschool students and align preschool funding proposals to support those outcomes.

GMAP

- Lessons Learned
 - Communication is KEY!
 - Communicate with all staff required to input or approve the application.
 - When talking to district staff about GMAP, it is important to clarify that the preschool application is different from all other applications in GMAP.
 - This application is only updated once a year and reflects **the current school year**. It does not outline plans for the coming school year.

State Preschool Grant Application Timeline



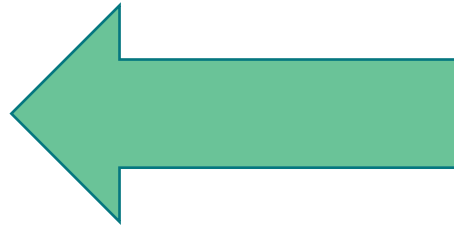
January 1st GMAP Opens for Districts



January 1st - March 31st Technical Assistance provided by KDE



March 31st GMAP Closes



Application must be approved by finance officer and superintendent by close of business on March 31.



April 1st - May 30th KDE Review



June 1st District Determinations Submitted



July 1st Preschool Allocation (First Quarter) Sent



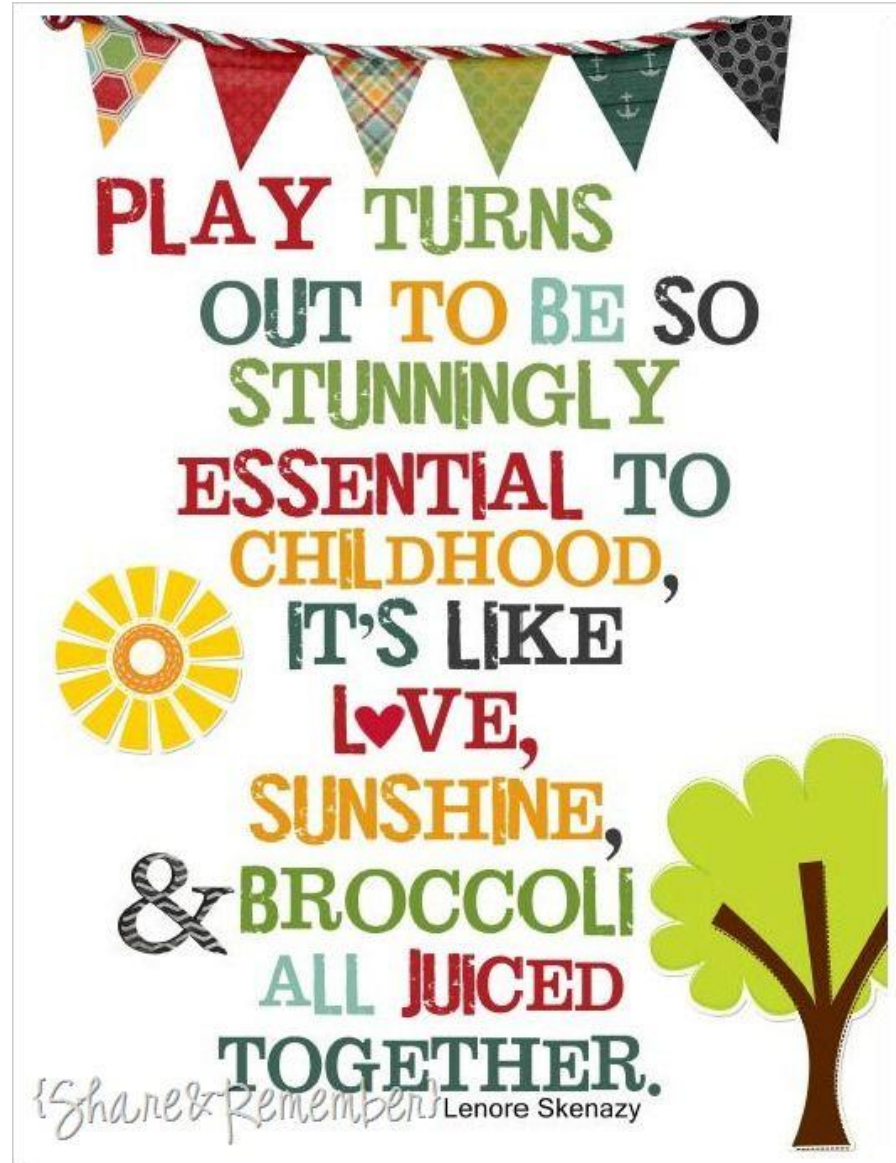
Kentucky Department of
EDUCATION

District Determination

- Annual Program Determination Process
 - The state Preschool Grant Application in GMAP is the first step in the monitoring process. KDE staff will review the content of the application and other monitoring items.
 - The determination process will inform the district of regulation violations in the preschool program.
 - Districts will receive a Determination of either “Meets Requirements” or “Did Not Meet Requirements.”

District Determination (Continued)

- This process has three levels
 - NA - Needs Assistance
 - NI – Needs Intervention
 - NSI – Needs Substantial Intervention
- Districts that receive a “Did Not Meet” Determination will receive a Corrective Action Plan (CAP).



Policy and Procedure

- Head Start Full Utilization
- Ratio/Class Size
- Developmentally Appropriate Practices

Full Utilization

- Each year school districts and Head Start programs enter into full utilization agreements to coordinate services to eligible preschool children.
- Certification Form and Agreement must be completed and signed by the Head Start director and district superintendent before being submitted into GMAP for monitoring.
 - The forms must be completed by Sept. 15 to ensure compliance with the Head Start regulation.

Preschool Class Size

704 KAR 3:410, Section 6(4) states the following:

(4) Maximum group size for eligible children shall be 20 children.

The staff ratio in the classroom shall consist of one adult for a maximum of 10 children pursuant to staff qualifications established in Section 7 of this administrative regulation. Consideration shall be given to increasing the number of staff or decreasing the group size depending upon the needs of the children, including the needs of children with disabilities.

Preschool Class Size (Continued)

704 KAR 3:410, Section 5(1) states the following:

(1) Enrollment of a child in the preschool program shall be at the discretion of the parent or legal guardian. Each local school district shall establish and maintain an active recruitment process which systematically assures enrollment of eligible children.

Developmentally Appropriate Practices

- A lead teacher shall be responsible for...providing a developmentally appropriate curriculum (704 KAR 3:410, Section 7(3)).
- Programs may be using district required materials that are not developmentally appropriate. This curriculum may only be used if the program is able to adjust the curriculum to the needs of the students.
- It is important to be cognizant of how classrooms are differentiating instruction.

Without

DATA

you are just
another person
with an

OPINION.

AUTISM CLASSROOM
Tierra & Resources

--Andreas Schleicher

Assessment and Data

- OSEP Indicator Review
- Indicator 12 Information
- New Child Outcome Summary Process

Preschool Contribution to State Performance Plan/Annual Performance Report (SPP/APR)

- Indicator 6 – Participation in Regular Education Classroom
- Indicator 7 – Preschool Outcomes
- Indicator 12 – Transition from Part C to Part B

- New targets were set for this reporting period.

Indicator 6: Least Restrictive Environment

A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

FFY 2019: 71.24%

FFY 2020 Target: 76.87%

FFY 2020: 76.87%

B. Separate special education class, separate school or residential facility

FFY 2019: 3.89%

FFY 2020 Target: 4.13%

FFY 2020: 4.13%

C. Home Setting

FFY 2020 Target: 0.27%

FFY 2020: 0.27%

Indicator 7: Preschool Outcomes (Part 1)

Outcome A: Positive social-emotional skills (including social relationships)

A1:

2019: 40.2%

Target: 30.41%

2020: 30.41%

A2:

2019: 44.5%

Target: 37.18%

2020: 37.18%

Indicator 7: Preschool Outcomes (Part 2)

Outcome B: Acquisition and use of knowledge and skills
(including early language/communication)

B1:

2019: 68.4%

Target: 57.12%

2020: 57.12%

B2:

2019: 48.5%

Target: 39.72%

2020: 39.72%

Indicator 7: Preschool Outcomes (Part 3)

Outcome C: Use of appropriate behaviors to meet their needs

C1:

2019: 53.5%

Target: 42.51%

2020: 42.51%

C2:

2019: 43.1%

Target: 35.37%

2020: 35.37%

Indicator 12: Transition from C to B (Part 1)

- FFY 2019: 90%
- Target: 100%
- FFY 2020: 87.57%

Indicator 12: Transition from C to B (Part 2)

- OSEP expects 100% compliance
- FFY 2020 – 87.57%
- Kentucky has over 99% compliance rate since FFY 2009
 - Issues with meeting timelines due to COVID-19 decreased compliance
- Transition students that turn 3 between July 1- June 30 should be included

Indicator 12: Transition from C to B (Part 3)

- Effective General Supervision Part B /Effective Transition 12
- 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. (20 U.S.C. 1416(a)(3)(B))
- Data Source: Data to be taken from state monitoring or state data system.

Indicator 12: Transition from C to B (Part 4)

- Must have a system for tracking First Steps transitions that collect information from July 1 to June 30.
 - For indicator 12 reporting, the total number of transitions is needed for the district. Then each child will be placed into one of the following areas:
 - Qualified by third Date of Birth (DOB)
 - Does Not Qualify (DNQ) by third DOB
 - Parent delayed
 - District delay
 - Found eligible for Part C less than 90 days before third DOB
(Pick Qualified or Less than 90 days. A child cannot be both.)
 - Could not locate

Indicator 12: Transition from C to B (Part 5)

- Children that are referred to Part C (First Steps) less than 45 days before the third DOB are not considered a transition.
 - Children must have been provided services through Part C to be considered a transition.
 - Children that are referred to Part C and then subsequently referred to Part B are not held to the third DOB requirement. Children in this situation should be provided the 60-day timeline for special education evaluation.
 - Per IDEA, children must be participating in the Part C program and have an IFSP to be considered a transition.

Indicator 12: Transition from C to B (Part 6)

- New monitoring system for Indicator 12
 - If a district reports less than 100% compliance, they will be issued a corrective action plan from the Division of IDEA Monitoring and Results (DIMR).
 - Of the districts that report 100% compliance, 10% will be chosen randomly for desk audits through the DIMR.

Infinite Campus

- Enrollment
- Behavior Data Entry
- Data Standards

Infinite Campus - Enrollment

- Please review information that is sent from the School Readiness Branch before each count.
- Following this information is vital to ensure that every child is counted correctly.

Infinite Campus – Enrollment (Continued)

- Common errors:
 - Duplicate Preschool Tabs
 - Each child needs one preschool tab. The tab is editable when changes occur.
 - Disability is not on IEP
 - Make sure before locking the IEP that the disability has pulled from the evaluation.
 - Incorrect Grade
 - 97: 3 after Aug. 1
 - 98: 4 after Aug. 1
 - 99: 4 on or before Aug. 1

Infinite Campus- Behavior Incidents

- It is required that all extreme behavior incidents are entered into Infinite Campus.
- For preschool students, this is not daily misbehavior, which is developmentally appropriate.
- Extreme behaviors should be documented in Infinite Campus as to create a record for the child.
- This record should be used to gather data to provide support for the child and/or their family.

Preschool Data Standards

- Preschool and Special Education Data Standards
 - Documents are kept on the [KDE website](#)
 - Kentucky Student Information System (KSIS) has a large collection of standards that will help support programs
 - Each program area has defined rules for entering information into Infinite Campus



Child Outcomes Summary Process (Part 1)

- Beginning Fall 2022, Kentucky Early Childhood Data System (KEDS) will be discontinued as the state-funded preschool outcomes data collection.
- A new process, the Child Outcomes Summary (COS) process will be installed.
- The COS is created by the Office of Special Education Programs (OSEP) and is used by all but three states and territories for Indicator 7 data collection.

Child Outcomes Summary Process (Part 2)

- One of the five approved continuous assessments must be used, but this will not be the sole source of data.
- A team approach is used to analyze data on each student so that a rating of progress can be selected.
- Data sources other than the assessment may include progress monitoring, instructional assistant, parent and/or service provider input, classroom assessments and anecdotal notes.

CHILD OUTCOMES SUMMARY FORM

Date: / /
Mon Day Yr

Child Information

Name: _____

Date of birth: / /
Mon Day Yr

ID: _____

Persons involved in deciding the summary ratings:

Name	Role

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Age-appropriate functioning
Concerns? No Yes _____ (describe)
Immediate foundational skills/ Functioning that is not age-appropriate
Functioning that is not yet age appropriate or immediate foundational

Child Outcomes Summary Process (Part 3)

- This process is intended to bring all data points together to analyze and monitor progress in the classroom.
- Preschool tends to be “data rich and analysis poor.” The COS process is meant to allow teachers to discuss data for each student so that instructional shifts can be made if needed.
- Once the data has been collected and analyzed, each student is given a 1-7 rating.

Definitions for Child Outcomes Summary (COS) Ratings

Overall Age-Appropriate	7	<ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.
	6	<ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	5	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.
	4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.
	3	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child.
	2	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	1	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.

Child Outcomes Summary Process (Part 4)

- Once the data has been gathered and a rating selected, the information will be put into Infinite Campus (IC).
- There will be a preschool module in IC for data entry. This form is still under construction.
- After data is entered, KDE will pull the information and create the needed reports for OSEP.

Child Outcomes Summary Process (Part 5)

- Training will be provided throughout the spring and summer.
- Districts **MUST** verify students in KEDS for the spring data pull this year. The new process does not begin until Fall 2022.
- At this time, KDE will be collecting data on all students. KDE is working to create informational forms for districts after the data is collected and reports districts can run to be sure all data is entered.

Child Outcomes Summary Process (Part 6)

- Questions?

<https://education.ky.gov/specialed/excep/instresources/Pages/prschloutcones.aspx>

“May there always be pizza
in your heart and puppies
in your soul. Namaste.”

— Graham, 8 years old