Early Childhood Services Unit (ECSU): Programs

ECSU Vision: All children, families, and communities have the supports they need to ensure each child has successful learning experiences.

ECSU Mission: The Early Childhood Services Unit, through leadership and partnership, advances the provision of high quality early childhood and family services that result in the ability of all young children to succeed in school and life.

- **Kansas Parents as Teachers (PAT)** is dedicated to providing high quality services that meet national and state standards as an evidence-based program. As a proven two-generational program, Kansas Parents as Teachers (PAT) partners with parents, including fathers and foster families, to enhance children's early learning in language, intellectual, social-emotional and motor development. Every personal visit includes a focused parent child interaction that fosters literacy development. Since 1990, the Kansas Parents as Teachers program framework builds strong communities, thriving families and children who are healthy, safe and ready to learn.

- The **State Pre-Kindergarten Program** is designed to provide a quality learning program for four year old children who meet at least one of eight risk criteria. Required program standards around curriculum, assessment, and instruction enhance the skills and abilities of the children so they will enter kindergarten ready for success. Programs often coordinate and integrate with other early childhood programs to best meet community needs.

- The **IDEA Preschool Program (Part B, Section 619) Early Childhood Special Education** is designed to guarantee a free appropriate public education (FAPE) to children with disabilities age three through five. Under this program preschool children with disabilities are entitled to Special Education and related services in the Least Restrictive Environment (LRE).

- **Kansas Preschool Program** requires local early childhood partners to collaboratively develop a plan that coordinates services across existing community and school-based sites in the 14 counties served through the grant. Grant requirements include knowledgeable teachers and staff who provide high quality learning experiences thereby promoting success in school for the children who participate in the local program.

Program	*Number of Children Served*	*FY 13 Budget*
Parents as Teachers (Prenatal to 3 yrs.)	14,621	$7.2 Million (CIF)
State Pre-Kindergarten Program (4 yrs.)	7,104	$18 Million (SGF)
Early Childhood Special Education (3-5 yrs.)	10,604	$3.1 Million (FED)
Kansas Preschool Program (4 yrs.)	1,500	$4.8 Million (CIF)

Early Childhood Services Unit: School Readiness

- The **School Readiness Framework** is the State Vision for School Readiness. It is a shared reference point across agencies and organizations to foster school readiness by promoting aligned programs, services, regulations, policies and practices. As one part of the School Readiness Data Initiative work, the Framework provides a structure for early childhood data collection work that is a part of the Longitudinal Data System (LSD), extending the LDS to a Birth -20W data system.

- **TASN Kansas In-service Training System (TASN-KITS)** is designed to meet the need for a comprehensive statewide professional development and technical assistance system for early intervention and early childhood special education professionals, paraprofessionals, related services professionals and parents. Members of the TASN-KITS team are part of the Early Childhood Services Unit providing expertise and supports.

- The **Kansas State Agencies Early Childhood Leadership Team** is a formalized group of state agency early childhood program administrators. It was created to: 1) represent Kansas state agencies as a collective voice of early childhood from birth to after kindergarten entry, and 2) plan and initiate cross-agency unified efforts and outreach directed toward development of a comprehensive early childhood system.

- **Multi-Tiered System of Supports (MTSS)** is a group implemented in many early childhood programs across the state. This system requires quality instruction, data-driven decision-making and tiered supports to improve and enhance child learning.

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