

BOE Report  
7.11.16  
RCGS

#### From Erin Lloyd on June 16 regarding Band Camp

I hope you are all enjoying your warm summer break! I just wanted to take a few moments to brag on some of our kids. 7 RCGS students spent their week on the K-State Campus for Music Camp and had a wonderful, musical time! There were over 100 students from around Kansas at this camp. The students started rehearsals on Sunday night; I played in a joint concert with them on Tuesday as they played with the Manhattan Municipal Band, participated in a talent show Wednesday, and had their final concerts tonight! The students that participate were: Peyton Smith, Alto Sax; Macy Sabo, Clarinet; Brandon Moots, French Horn; Clara Isell, French Horn; Ashlee Wilkinson, Bass Clarinet; Mandalyn Otto, Trumpet; and Angelina Ellis, Flute. Special Awards given at the concert were: Most Improved- Angelina Ellis and Outstanding Musician- Ashlee Wilkinson. Students were split into two different concert bands and Peyton also played in a jazz band. All of these kids worked hard and learned lots to bring back to Riley! Thanks for letting me brag on these great kids!

#### Discarded materials

Attachment

#### Art fee

As we have done with the Skate Fee for PE in grades 1-6 and the recorder fee in music for grade 4; I recommend a \$5.00 fee for art in Kindergarten through grade 6. In addition, the sketch book would be an additional fee of \$3.00 for grades five, six and middle school elective.

#### Student handbook

There were a few errors in the student handbook that I corrected. On the page 5, I added Hannah Thayer to sixth grade. On page 16 I corrected the spelling of lunch and switch the adult prices to go under the correct meal.

New form from the nurses for Parental Permission for Occasional Use of Over-the-Counter Medications Only is attached for approval. Konnie Evans and Maggie Haag request the new forms in order to provide a few more OTC medications that have been frequently requested.

#### Preschool

Attachments

- Three pages from the 67-page document, Kansas Early Learning Standards
- Timeline
- Historical Perspective from 2009
- RCCC proposal from 2009
- Child Care in the State of Kansas , May 2015

We know of ten day care providers for the school community. Please notify me if you have additional questions.

#### Professional Development over the summer

- Alicia Klucas attended the EdCamp workshop in Emporia on June 16<sup>th</sup>.
- Heather Fink is completing online courses for Pearson English.
- Several are taking summer classes for MS or EdD programs.
- Michelle Richling is completing her degree in Early Childhood.
- Harold & Teresa working July 7 & 8 with Sue Jenkins on customizing the eWalkthrough.

#### Summer project dates

- Ice machine replaced – June 28
- Trees trimmed – July 5
- Windows in annex – end of July/early August
- Carpets in 29 & tile in nurse's office - end of July/early August



2016

Discarded materials	Reason
2 Saxon Math teacher's manual, Monitoring Student Progress forms, 3 large binders	Not in alignment with new curriculum materials
72 Kansas History books, 72 Civics books	covers American History and civics that is a more useful book. A newer version of Kansas History book is used.
61 7th grade literature books, 61 8th grade literature books	Not in alignment with new curriculum materials. Newer material was purchased last summer.
42 MS Chorus shirts	New shirts were purchased as per the uniform rotation chart.

**From RCGS storage closet - athletics**

30 water bottles with no lids, 31 water bottles with lids, 15 lids
13 Gatorade Water bottles with 3 crates
36 kneepads
1 metal passing platform thing (have no idea really how it's used)
1 metal bar that has been in our storage area, (don't know what it's for)
46 old volleyball uniform tops
36 old volleyball uniform bottoms
8 old basketball jerseys
24 old basketball bottoms



Art Fee Recommendation

By Mrs. Grant

As we have done with the skate fee for PE in grades 1-6 and the recorder fee in music for grade 4; I recommend a \$5.00 fee for art in Kindergarten through grade 6. In addition, the sketch book would be an additional fee of \$3.00 for grades five, six and middle school elective.





USD 378

Parental Permission for Occasional Use  
of Over-the-Counter Medications Only

Student Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

*A LIMITED SUPPLY of over-the-counter medications are available for students. Written parental permission is required. The School Nurse will notify the parent/guardian when medication is needed. Acetaminophen and Ibuprofen will be limited to 3 doses in 1 month's time. Any additional or increased usage will require parent's to send the student's own supply along with additional written permission on a "Permission for Medication Administration" form.*

*For any known chronic or frequent condition requiring regular administration of the medications listed here, or for any other over-the-counter medications not listed (such as eye drops, etc.) a separate "Permission for Medication Administration" form must be completed and signed by the parent/guardian along with sending the student's own supply. Medication must be sent in its original container and properly labeled.*

I authorize the administration of the following over-the-counter medications to my child for the conditions listed after the medication, to be given by the School Nurse or other school staff designated by the principal to administer medications at school. Generic brands may be used.

- Triple Antibiotic Ointment (Minor cuts and scrapes) \_\_\_\_ Yes \_\_\_\_ No
- Benadryl, Caladryl, Hydrocortizone Creme/Gel (for minor rashes, bug bites, poison ivy, non-contagious irritants, etc.) \_\_\_\_ Yes \_\_\_\_ No
- Cough Drops, Halls, Ludens, etc. (for cough, sore throat, etc.) \_\_\_\_ Yes \_\_\_\_ No
- Tylenol, Acetaminophen (for headaches/aches/pains) Age/weight appropriate dosages given per manufacturer's directions.) \_\_\_\_ Yes \_\_\_\_ No
- Ibuprofen (for headaches/aches/pains) Age/weight appropriate dosages given per manufacturer's directions. \_\_\_\_ Yes \_\_\_\_ No
- Antacids, Tums, Rolaids (for occasional stomach upset, indigestion) \_\_\_\_ Yes \_\_\_\_ No

I certify that my child has been given at least one dose of any/all medications listed and there was no adverse reaction from it. I also understand that any designated USD 378 employee who administers this parent-prescribed medication to my child in accordance with labeled instructions shall not be liable for damages as a result of an adverse drug reaction suffered by the student or because of a mislabeled or altered product.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_











# Contents

■ <b>Introduction</b> . . . . .	1	■ <b>Communication and Literacy</b> . . . . .	28
The purpose of the Kansas Early Learning Standards . . . . .	2	Dual Language Learners . . . . .	28
The School Readiness Framework: A vision for Kansas . . . . .	3	Literature . . . . .	30
Guiding principles for this document . . . . .	4	Informational Text (non-fiction) . . . . .	31
Structure of the Document . . . . .	4	Foundational Skills . . . . .	33
The Kindergarten Transition . . . . .	6	Writing . . . . .	35
■ <b>Kansas Early Learning Standards</b> . . . . .	7	Speaking and Listening . . . . .	37
■ <b>Approaches to Learning</b> . . . . .	9	Language Standards . . . . .	38
Persistence and Engagement in Learning . . . . .	11	■ <b>Mathematics</b> . . . . .	40
Initiative . . . . .	12	Counting and Cardinality . . . . .	42
Creativity . . . . .	13	Operations and Algebraic Thinking . . . . .	44
■ <b>Physical Health and Development</b> . . . . .	14	Measurement and Data . . . . .	45
Large Motor Skills . . . . .	16	Geometry . . . . .	46
Fine Motor Skills . . . . .	16	■ <b>Science</b> . . . . .	47
Physical Fitness . . . . .	17	Motion and Stability:	
Nutrition/Healthy Eating . . . . .	17	Forces and Interactions . . . . .	49
Personal Hygiene . . . . .	18	Energy . . . . .	49
Safety . . . . .	18	From Molecules to Organisms:	
■ <b>Social-Emotional Development</b> . . . . .	19	Structures and Processes . . . . .	50
Character Development . . . . .	21	Earth's Systems . . . . .	51
Responsible Decision Making and Problem Solving . . . . .	22	Earth and Human Activity . . . . .	52
Personal Development . . . . .	24	■ <b>Social Studies</b> . . . . .	53
Social Development . . . . .	26	Government . . . . .	55
		Economics . . . . .	55
		Geography . . . . .	56
		Kansas, United States and World History . . . . .	57
		■ <b>Creative Arts</b> . . . . .	58
		Dance . . . . .	60
		Music . . . . .	61
		Acting/Theater . . . . .	62
		Visual Arts . . . . .	63

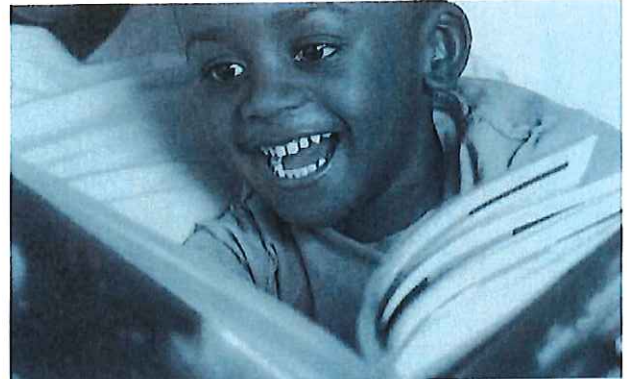






## Introduction

This is the third revision of the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009. Similar to previous revisions, the current work focused on updating the standards based upon new knowledge and research and the need to align the Kansas Early Learning Standards with the K-12 College and Career Ready Standards. As occurred in past years, the early childhood community worked collaboratively and intensively to develop a high quality and useful document that will be helpful to all early childhood care and education professionals, as well as supporting the work of the K-3 teaching community. Kansas early childhood leaders have worked together over many years and on a wide variety of projects. This document is another result of the extensive collaboration that is a part of the Kansas early childhood education community.



Experience Writes itself in the Anatomy of the Brain -

Guidance from multiple state, local and national sources was sought during the process of reviewing and updating the Kansas Early Learning Standards. Resources from national and state organizations and local school districts as well as Kansas Documents such as the 2012 School Readiness Framework, the Kansas College and Career Ready Standards for K-12 and standards from other states (Ohio, New York, South Carolina) were used to develop a document that is firmly grounded in research, evidence-based educational practices and developmentally appropriate early childhood beliefs and values. The Kansas early childhood community has worked diligently to develop standards that will meet the needs of the children of Kansas and their families by promoting high quality programs that have a consistent standard of high expectations for teachers and education based upon appropriate early learning standards.

The Kansas Early Learning Document is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental sequence of learning for children from birth through kindergarten. It is a dynamic resource that providers and teachers will be able to use as they plan activities for and engage in conversations with young children and their families around early learning. Adults have the responsibility for creating an environment that promotes early learning opportunities for the young children they educate and for whom they care. Children learn through play and active, hands-on learning. Adults must use their knowledge to create experiences that are standards-based and child-focused while also meeting the needs of individual children. For infants and toddlers in particular, these standards must be linked to programs or adult decisions based upon knowledge of child development and individual learning needs, not 'required' child behaviors or skills. In order for ALL children to learn, ALL adults must have the knowledge they need to provide positive and nurturing environments that promote learning. The goal of the Kansas Early Learning Document is to provide the resources and support needed to help make this happen.





## The purpose of the Kansas Early Learning Standards

School readiness occurs within a broad context that includes the four components of community, educational environment, family and the individual child. These four components function as interdependent systems of support that have multi-directional influences.

- School Readiness Framework

1. To create a continuum that links early development to school readiness and later learning in school and life;
2. 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.
3. To provide guidance for early learning professionals that enhance and support their abilities to create experiences that promote early learning opportunities and support families; and
4. To show that during the early years, children acquire skills, knowledge and abilities in all developmental areas (e.g., social-emotional, physical, early literacy, mathematics, music) critical to future learning

In summary, the standards are a shared vision of what children should know and be able to do (Strickland, 2008). They are intended to guide:

- Instruction
- Professional Development
- Assessment decisions
- Information sharing
- Program accountability and evaluation

## The Kansas Early Learning Standards -

### **ARE** designed to:

1. Recognize the importance of the early years as learning years.
2. Serve as a guide for appropriate curriculum development/selection.
3. Serve as a guide for creating quality learning environments and opportunities.

### Are **NOT** designed to:

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



The Kansas Mult-Tiered System of Supports (MTSS) facilitates the proper implementation of Kansas Early Learning Standards through the provision of evidenced based instruction and behavioral practices. Such supports are provided in response to the specific instructional and behavioral needs of children and are based on the ongoing and frequent collection of universal screening and progress monitoring data.





Preschool Timeline

1993	HeadStart and Little Falcon Preschool programs began. HeadStart allowed 3 & 4 year olds Little Falcons enrolled only 4 year olds Early Childhood Special Education for 3 & 4 year olds has been at Clay Center then Randolph
2005	All day kindergarten begins.
2009	Proposal for RCCC goes to the USD 378 Board of Education
2010-2011	RCCC ChildCare begins.



Preschool  
April 20, 2009

Historical Perspective of Early Education in USD 378

Early education is defined at 0 to age 6. USD 378 participates in several programs addressing the needs of the children within this age group.

Parents As Teachers is a program that addresses the developmental needs of children from birth to three. The director is located in Clay Center and our teacher is Susan Hazelbaker. Funding for this program is TLEG.

Riley County Grade School has two preschools located within the school building. HeadStart is a preschool program that meets the needs of our at-risk students and students who meet financial criteria. The hours for Headstart are 8:15 to 12:15 for four days per week. Students can be either three or four years old. In a typical year there is not a waiting list to enter this program. Shirley Shaffer is the teacher; however, Vicki Prince will take over next year as Shirley is retiring at the end of this year. Dory Wendland is a teacher aide in this classroom. All salaries are paid through the Manhattan Headstart Program.

Our Little Falcon Preschool is located in the basement of the annex. Students are four years old and attend two days per week from 8:05 to 10:50 a.m. Carolyn Zumbrunn is currently the teacher and we have two teacher aides, Donna Morgan and Debbie Ruggels.

Both programs came into the grade school building in 1993. The stipulation at the time for allowing the Headstart into the building was to provide a free preschool for all children.

Early Childhood Special Education is preschool for the child with disabilities. The students are transported to Randolph four days per week for three hours.

Kindergarten is a full day program.

Common terms related to preschool

- \* At Risk – a student meeting any one of eight criteria established by the state of Kansas
- \* Universal preschool – preschool for all
- \* ECSE – special education preschool called Early Childhood Special Education
- \* IEP – special education documentation called Individual Education Plan



## Proposal

To establish a preschool that allows for students to attend for three hours per day for five days.

## Rationale

1. Our students currently attend two days each week for slightly less than 3 hours. The group attending on Monday and Wednesday occasionally only attends one day per week due to Monday holidays.
2. Transportation is an issue for parents as we do not bus preschool students. Two exceptions exist: one if the student has an IEP or if the student has a sibling in grade three or higher.
3. The long range curriculum committee addressed preschool in its recommendation.
4. School readiness for full day kindergarten should be a consideration.
5. According to the Kansas School Readiness organization, students enrolled in a high-quality early childhood program are far more ready to enter kindergarten ready to learn, read at grade level by third grade, and graduate from high school.

## Personnel

1. One full time certified early childhood education teacher (currently a full time position)
2. Two teacher aides due to the location of the classroom and the bathrooms being on the top floor (currently there is one full time and one halftime teacher aide)

## Format

- \* Five days per week
- \* Three hours per session
- \* Two sessions per day (8:05–11:05 and 12:20–3:22)
  - o Allows for a 25-minute lunch period
  - o Allows for a 40-minute planning period
- \* Located in the current classroom
- \* Class materials already exist

## Additional thoughts

- \* If the concept of a daycare located at the high school is a reality then the students who attend preschool could attend the daycare. A family style lunch could be available.
- \* If the concept of a daycare does is not a reality then the preschool start and departure procedures would follow the current practices.

Additional information needed by the Board of Education?



Preschool  
April 20, 2009

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Child Care in the State of:

# Kansas



How many children and families are there? <sup>1</sup>	Kansas	United States
Total residents	2,882,966	313,861,723
Children age birth to 4 years	202,571	19,930,834
Children age birth to 4 years living in poverty	46,884	4,997,150
Children age 5 to 11	281,681	28,719,013
Total families with children	333,108	33,589,629
Single parent families	99,076	11,121,083
Families in poverty	56,194	6,888,151

How many children under age 6 potentially need child care? <sup>1</sup>	Kansas	United States
Children in two-parent families, both parents in labor force	96,824	8,538,727
Children in single-parent families, parent in the labor force	61,873	6,486,355
Total children under age 6 potentially needing child care	158,697	15,025,082

How many working mothers are there? <sup>1</sup>	Kansas	United States
With infants under one year	28,812	2,507,428
With any children under age 6	124,280	12,415,638
With children under age 6 only	76,896	7,967,171
With both children under age 6 AND children age 6 to 17	47,384	4,448,467
With children under 18		
Married working mothers	171,962	15,670,121
Single working mothers	61,384	6,912,777

How many centers/family child care homes are there? <sup>2</sup>	Kansas	United States
Number of centers	698	110,000
Percent of centers that are nationally accredited	4%	10.3%
Number of family child care (FCC) homes	4,626	160,000
Percent of FCC homes that are nationally accredited	0%	1.4%
Number of other child care programs	194	1,300
Total spaces/slots	103,098	8.4 million
Percent of spaces in centers	49%	83.1%
Percent of spaces in FCC	47%	15.8%
Percent of spaces in other programs	4%	0.1%

What kind of child care is requested? <sup>2</sup>	Kansas	United States
Percent of requests for referrals received by CCR&Rs		
For infant/toddler care	56%	40.7%
For preschool-age care	21%	33.5%
For school-age care	23%	25.8%
For full-time care	94%	88.1%
For part-time care	6%	7.9%
For before-/after-school care	3%	8.4%
For nontraditional hours care	3%	7.3%
Families receiving referrals from CCR&Rs (annual)	8,195	612,000

<sup>1</sup> Unless otherwise noted, statistics in these sections are from the American Community Survey, U.S. Census Bureau, 2011-2013 three-year estimates (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>).

<sup>2</sup> Estimate based on data provided by Child Care Resource and Referral Agencies for Child Care Aware® of America's 2015 State Fact Sheet Survey. Data reflects the 2014 calendar year.

NR: Not Reported



How expensive is child care? <sup>3</sup>	Kansas	United States
Average annual fees for full-time care in a center		
Infant	\$11,201	\$4,822 – \$17,062
4-year-old child	\$7,951	\$3,997 – \$12,781
School-age child (before-/after-school care)	\$3,588	\$1,104 – \$8,919
Average annual fees for full-time care in a family child care home		
Infant	\$6,761	\$3,972 – \$10,666
4-year-old child	\$5,941	\$3,675 – \$10,030
School-age child (before-/after-school care)	\$1,997	\$1,846 – \$8,346
Compare with:		
Average annual tuition and fees for public four-year college (in-state) <sup>4</sup>	\$8,085.53	\$8,980
Affordability (cost of full-time child care as percent of median family income):		
Infant in center, percent of income for MARRIED COUPLES	14%	7% - 15%
Infant in center, percent of income for SINGLE MOTHERS	47%	24% - 63%

What are the numbers, income, and support of the child care workforce? <sup>5</sup>	Kansas	United States
Child care workers (in centers)	5,910	582,970
Average annual income of child care workers <sup>6</sup>	\$20,050	\$21,710
Total paid early childhood workforce <sup>7</sup>	Not Available	2.2 million
Training sessions CCR&Rs held for providers <sup>3</sup>	371	Not Available
Average attendance per session	13	3 to 113
Providers trained by CCR&Rs <sup>8</sup>	2482	241,000
On-site technical assistance visits by CCR&Rs to child care programs <sup>8</sup>	5,184	115,000
Child care programs receiving technical assistance	968	22,000

CCR&R Contacts	URL
Child Care Aware of Kansas	<a href="http://www.ks.childcareaware.org">www.ks.childcareaware.org</a>
Kansas Department for Children and Families	<a href="http://www.dcf.ks.gov/services/ees/Pages/Child_Care/Child-care-and-early-education.aspx">www.dcf.ks.gov/services/ees/Pages/Child_Care/Child-care-and-early-education.aspx</a>
Child Care Aware® of America	<a href="http://usa.childcareaware.org">http://usa.childcareaware.org</a> <a href="http://www.childcareaware.org">www.childcareaware.org</a>



<sup>3</sup> Data are provided by the State CCR&R Network and are derived from CCR&R data or are provided by state licensing offices. National totals are rounded estimates. Some states reported cost of care based on their state's most recent market rate survey. Costs and prices from prior to 2014 are converted to 2014 dollars.

<sup>4</sup> Average price of 2014-2015 in-state tuition and fees for public four-year colleges by state, from the College Board Annual Survey of Colleges, *Trends in College Pricing 2014* (<http://trends.collegeboard.org/college-pricing/figures-tables/published-prices-state-region#Tuition>).

<sup>5</sup> These statistics are provided by the Office of Child Care from the Child Care Development Fund preliminary data, and are derived from monthly averages. Total number of child care providers includes paid relatives and other nonregulated caregivers. U.S. Totals include all 50 states, the District of Columbia and all territories. (<http://www.acf.hhs.gov/programs/occ/resource/fy-2013-ccdf-data-tables-preliminary>)

<sup>6</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Survey, May 2013 estimates. Does not include child care administrators/managers, preschool teachers, special education teachers, or self-employed workers such as family child care business owners. ([http://www.bls.gov/oes/current/oes\\_nat.htm](http://www.bls.gov/oes/current/oes_nat.htm))

<sup>7</sup> Weiss E. & Brandon, R. N. (2010). *The Economic Value of the U.S. Early Childhood Sector*. Partnership for America's Economic Success.

<sup>8</sup> National estimates of training and technical assistance are derived from NACCRRA's 2010 survey of CCR&R training.

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Child Care Aware® of America	<a href="http://usa.childcareaware.org">http://usa.childcareaware.org</a> <a href="http://www.childcareaware.org">www.childcareaware.org</a>



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