



# Kindergarten Readiness Assessment: Key Conditions Leading States to KRA Adoption & Implementation

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**CHILDREN NOW**



## Acknowledgements

A leading early childhood advocate, First 5 LA works collaboratively with partners across Los Angeles County to ensure that all of the county's children enter kindergarten ready to succeed in school and in life. First 5 LA's 2015-2020 strategic plan, "Focusing on the Future," commits the agency to work toward maximizing positive outcomes for children prenatal to age five through an emphasis on systems change, collaboration, and public policy. First 5 LA has identified countywide Kindergarten Readiness Assessment (KRA) as a key component of this strategy.

As part of this effort, First 5 LA contracted with Children Now and its partner VIVA Strategy + Communications to conduct a national scan to identify the key conditions that lead to the adoption of KRAs in states across the country. This report presents the findings of this analysis, as well as areas for further investigation as First 5 LA continues to develop its KRA strategy.

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## Executive Summary

In 2011, the federal government launched the Race to the Top – Early Learning Challenge (RTT-ELC), which required participating states to develop a plan to administer a Kindergarten Readiness Assessment (KRA) to all children in public kindergarten. As one of the initial grant recipients, California and the California Department of Education have promoted the importance of KRA in California for the past several years. In 2015, State Superintendent Tom Torlakson recommended the “statewide use of a developmentally appropriate school readiness assessment tool” throughout California as part of the Blueprint for Great Schools Version 2.0. However, given the scale and diversity of school districts in California, the statewide implementation of KRA remains a critical but lofty aspiration.

A leading early childhood advocate, First 5 LA works with partners across Los Angeles County to maximize positive outcomes for children prenatal to age five through an emphasis on systems change, collaboration, and public policy. As a part of its 2015-2020 strategic plan, “Focusing on the Future,” First 5 LA identified a common countywide Kindergarten Readiness Assessment (KRA) as an important strategy to ensure all children enter kindergarten ready to succeed in school and in life. With a population of nearly ten million, LA County is larger than 43 states. In terms of its public school population, LA County represents roughly a quarter of all California students. The county’s massive size, diversity, and large number of school districts underscore the magnitude of this undertaking.

Due to the scale of this challenge, First 5 LA is developing an intentional, multi-year strategy to inform adoption and implementation of KRA in the county. To support this work, First 5 LA contracted with Children Now and its partner VIVA Strategy + Communications to conduct a national scan to identify the key conditions that lead to the adoption of KRAs in states across the country. This report presents the findings of this analysis, which shed light on how the federal guidelines and grants have defined and promoted a common approach to KRAs, how this approach is reflected in state KRA models and associated legislation, and how federal grantmaking, and grantmaking more generally, play a pivotal role in how states and local governments pursue and implement public initiatives. This report also includes a detailed table of KRA legislation, federal grant awards, and assessment tools utilized in a selection of states (*Appendix A*).

### LA COUNTY STATISTICS

**10.1 million**  
Total population

Population alone makes LA County larger than 43 US states

**130,046**  
Number of kindergarten students in LA County

There are 530,531 kindergarten students enrolled in California



**1.5 million**  
Public school enrollment



**80**  
Number of school districts

The national scan exploring key conditions leading states to KRA adoption and implementation resulted in the identification of four findings. Of these findings, the report focuses primarily on the three key conditions.

1. **Three key conditions exist that led to the adoption of KRAs in the majority of states studied.**

These conditions played an influential role in how the states developed and implemented their assessments. The three conditions are as follows:

- a. **Initiating Condition:** The initiating condition describes the recommendations and guidelines put forward by the federal government that kick-start the process for state KRA adoption. These recommendations and guidelines establish school readiness as a national priority and define the parameters for how states should approach their development. In particular, the 1999 National Education Goals Panel Recommendation Report and the National Research Council's 2008 report, *Early Childhood Assessment: Why, What, and How*, have set the stage for how school readiness should be defined and measured at kindergarten entry. The vast majority of states with KRA models has implemented or is developing assessments that align to the standards recommended by the federal government.
- b. **Catalyzing Condition:** Discretionary federal grant funding administered by the U.S. Department of Education or jointly with the U.S. Department of Health and Human Services is the catalyzing condition for state KRA adoption. The federal grants not only provide pivotal resources for developing or enhancing a KRA, but also ultimately shape what that assessment looks like, by requiring states to meet specific standards and timelines for implementing it. Together, three important grants have been instrumental in generating widespread adoption of KRAs tied to the rigorous federal recommendations and guidelines described in the initiating condition: the 2011-2013 Race to the Top – Early Learning Challenge (RTT-ELC) Grants, the 2013 Enhanced Assessment Grant (EAG), and the 2014 Preschool Development Grants.
- c. **Principle Condition:** State statutes or regulations requiring the administration of a KRA are the principle condition leading to state adoption of KRA. Legislation enacting requirements around a KRA is often linked to the establishment of early learning standards, a definition of school readiness, or the creation of an initiative or governing body to oversee the development and implementation of the assessment. Law may dictate the timeline for KRA development and implementation, define the window of assessment, and specify how data collected from the assessments may and may not be utilized.

2. **Requirements stipulated by federal grants are reflected in the vast majority of state models, regardless of whether or not states were successful in their bid for federal grant funding.**

Federal grants provide pivotal and necessary funding for the design, implementation, and enhancement of state KRAs. However, states do not necessarily need to secure such funding in order to develop and implement KRAs that meet the federally recommended standards. By requiring states to develop a detailed plan for designing and implementing a KRA as a part of their application, RTT-ELC helped states initiate an important process to lay the foundation for a KRA. Several states that were unsuccessful in their RTT-ELC bids continued to advance the plans described in their applications. Perhaps more so than the funding itself, federal grants offer states an opportunity to plan and budget for all that developing a KRA entails.

3. **The majority of states studied have adopted KRA tools with a combination of summative and formative assessments.**

Of the twenty-seven states plus the District of Columbia included in this analysis, thirteen utilize a combination of summative and formative assessments (see page 7 for more information). This includes states utilizing one tool with formative and summative applications, a battery of different formative and summative assessments, or a comprehensive assessment system that includes a summative KRA and aligned formative assessments. Of the fifteen states with either formative or summative assessments, eight (Connecticut, Indiana,

Iowa, Massachusetts, Nevada, Oregon, South Carolina, and the District of Columbia) are in the process of developing and adopting assessment systems with both types of assessments. The trend toward the adoption of KRAs with summative and formative applications reflects the desire of states to capture information for tailoring instruction to meet individual student needs as well as an aggregated picture of school readiness for determining systems-level supports and priorities. It also reflects the federal recommendations, echoed in federal grants, to develop comprehensive assessment systems.

4. **Both federal and non-federal grantmaking can be an impetus for policy and systems change on the state and local levels.** In line with their federal counterparts, non-federal grants generally also uphold the federal standards and activities associated with KRA development. In addition, non-federal grantmakers can provide resources beyond financial support, such as stakeholder engagement, to help grantees engage in thoughtful and sustainable approaches to KRAs. Grantmakers remove barriers, both financial and practical, allowing the space for partners to work across fields to develop comprehensive solutions to complex problems. By providing the resources and impetus for implementing a robust KRA system, grantmaking has been able to dramatically move the needle on measuring and assessing school readiness.



## Introduction

The entry into kindergarten<sup>1</sup> marks a pivotal period, both for a child’s development and in the transition to formal schooling. It is a critical time to ensure children are prepared and equipped for success in school and in life. In fact, kindergarten readiness may be the best predictor of children’s future outcomes.<sup>2</sup> With a growing body of research pointing to the critical role early childhood plays in later school and life experiences, capturing what readiness looks like at kindergarten entry can help address gaps in school readiness and identify supports to help ensure children start on the best possible footing. Defining, measuring, and assessing kindergarten readiness continues to gain momentum across states, emphasizing the growing recognition that collecting data on school readiness can inform policies that target and address the kindergarten readiness gap. The majority of states have formalized a definition of kindergarten or school readiness as well as guidelines for measuring it. By 2014, thirty-four states plus the District of Columbia have begun to measure and evaluate school readiness in their state through the development of a formal assessment, referred to in this report as a Kindergarten Readiness Assessment (KRA).<sup>3</sup> Of these, twenty-seven states and the District of Columbia mandate KRA for all or a sizeable portion of entering kindergarteners or first graders.

### Defining Kindergarten Readiness

Kindergarten readiness can be interpreted in myriad ways. Physiologically, all kids are ready to learn; young children’s brains are “spongy” and ready to grow as they take in information. However, many children enter kindergarten without the advantage of having spent their early days in developmentally appropriate, high-quality educational environments. This population is therefore, on average, less prepared for kindergarten, school, and life. Kindergarten readiness is a holistic concept that should include the five essential domains of school readiness:<sup>4</sup> social-emotional development (e.g., relationships and social interactions with peers), approaches to learning (e.g., curiosity and initiative), physical well-being and motor development (e.g., gross and fine motor development), language and literacy (e.g., concepts about print and responsiveness to language), and general cognition (e.g., sense of quantity and patterning).

### Assessing Kindergarten Readiness

KRA refers to a tool that collects information about the school readiness of children around the time they enter kindergarten (typically within the first eight weeks of school). An effectively implemented KRA can provide insights into the needs of individual children, while the aggregated data can be used to inform the development and revision of policies and practices that could be leveraged to promote district-wide (or even state-wide) readiness. There are two major categories of KRA, which are based on how it is administered and how the results are used.

- 1 **“Formative” or “diagnostic assessment”** is an individual-level assessment for learning that helps teachers diagnose their individual students’ strengths and needs so they can appropriately target and tailor their instruction. Formative assessment is administered on an ongoing basis throughout the year to provide ongoing feedback to continually adapt instruction to help students achieve optimal learning outcomes. Formative assessment tools are typically more time-intensive than summative tools and do not need to be uniform across school districts.

**2** “**Summative assessment**” is a population-level assessment of learning that can provide information at the student-, classroom-, and school-levels. It is designed to collect system-wide information and promote system-wide improvement. For instance, it may help districts know what kind of professional development services to offer and help policymakers identify communities that need extra early supports. Compared to formative assessment tools, summative assessment tools are designed to be less time-intensive per-pupil and are sometimes only administered to a sample of students. They often include supplemental information on students’ pre-kindergarten experiences. The utility of these tools hinges on their ability to aggregate data across districts, so they only work if their administration is widespread or universal. The comparable, apples-to-apples data that accrue from a universal tool can provide policymakers with population-level information that helps to shape policies and reform programs to address community needs, particularly in the early childhood education (ECE) sphere.

### Kindergarten Readiness in LA County

With a population of nearly ten million, LA County is larger than 43 states. It has 80 school districts (75 of which serve elementary school students) that range vastly in size, from the smallest district, Gorman Elementary, which serves 103 students, to Los Angeles Unified, which enrolls roughly 650,000 students. Across the county, there are approximately 124,000 kindergarten students. Ninety-two languages are spoken in the county’s 2,283 schools.<sup>5</sup>

To promote school readiness across this vast and diverse county, system leaders need to know some basic data points, such as: What percentage of the county’s children are entering school ready? What groups of children are most likely to be behind in certain domains of readiness? Unfortunately, while districts in LA County (and across the state) already use a variety of formative assessments in kindergarten classrooms, the variance in the tools that are used means leaders lack these key data points. Currently, districts are much more likely to concern themselves with their own battery of assessments that are used primarily for formative purposes. Without action on the part of county, regional, and/or state leaders, population-level data on kindergarten readiness will not materialize. Without these data, critical efforts to ensure all children are prepared for school and life cannot be as effective.

First 5 LA is a leading early childhood advocate working collaboratively across LA County. In partnership with others, First 5 LA strengthens families, communities, and systems of services and supports so that all children in the county enter kindergarten ready to succeed in school and life. In its 2015-2020 strategic plan, First 5 LA elevated the importance of a common KRA for the county to help inform and drive early care and education policy, fiscal, and systems change.<sup>6</sup> First 5 LA is currently developing an implementation plan for a countywide, population-level KRA that will greatly influence the state’s future KRA landscape. State Superintendent Torlakson’s Blueprint for Great Schools Version 2.0 recommends “statewide use of a developmentally appropriate school readiness assessment tool,” and the success of such a statewide tool will be greatly affected by the efforts in LA County.<sup>7</sup>

**The purpose of this report is to promote learning around what it takes to develop and implement a KRA by synthesizing and distilling the experiences of states to identify the key conditions that have led to states’ adoption of KRA.** This report seeks to inform First 5 LA’s strategy to promote adoption and implementation of a KRA in LA County. Although the research team writing this report did not focus its work specifically on grantmakers leading change efforts, what resulted from the research highly correlates to First 5 LA’s vision and mission. Grant funding has provided critical resources, leadership, and momentum for KRA adoption across the country.

## Methodology

VIVA Strategy + Communications is a social impact consulting firm providing transformative strategy and communications services to nonprofits, public agencies, and philanthropic organizations. In 2016, as a subcontractor to Children Now's contract with First 5 LA, VIVA conducted an analysis of the states with developed or developing KRAs to identify the key conditions that have led to KRA adoption. Children Now is a leading non-partisan national, state, and local research, policy development, and advocacy organization dedicated to improving children's overall well-being. In 2015, First 5 LA contracted with Children Now to conduct a scan of KRA use in the county called "Kindergarten Readiness Assessments in LA County." This report supplements the 2015 scan to further inform First 5 LA's strategy to promote the adoption and implementation of KRA in LA County.

Internet research was conducted to evaluate how states approached the development and implementation of KRAs and the role that federal recommendations and guidelines, grant funding, and state legislation played. To understand the mechanics of how states approached KRA development and implementation, the following types of documents were analyzed: state rules and regulations, state KRA reports and supplemental documents, and federal grants including RFP responses and reviewer comments.

**This report focuses on twenty-seven states plus the District of Columbia that not only legally authorize KRA, but also mandate the assessment for all or a sizeable population of entering kindergarteners or first graders. Hereafter, this subset will be referred to collectively as "states."**

As of 2012, forty-two states and the District of Columbia had implemented, were in the process of developing, or had described plans for developing a KRA. By 2014, thirty-four states and the District of Columbia had enacted a statute or regulation for a school readiness assessment.<sup>8</sup> This report focuses on twenty-seven states plus the District of Columbia that not only legally authorize KRA, but also mandate the assessment for all or a sizeable population of entering kindergarteners or first graders. Hereafter, this subset will be referred to collectively as "states." These states have operational KRAs or are actively developing and implementing their assessments. States with voluntary assessments, such as California's DRDP-K, were excluded from this analysis. See [Appendix A](#) for detailed information on state legislation, federal grant funding, and state KRA tools.

## Findings: Key Conditions of State KRA Adoption

Three key conditions have led states to adopt KRAs. For the majority of states studied, these conditions not only drove the adoption of a KRA, but also played an influential role in how the states developed and implemented their assessments. These three conditions are as follows:

- **Initiating Condition:** The federal recommendations and guidelines defining school readiness and how to measure it at kindergarten entry.
- **Catalyzing Condition:** Federal grants, which provide critical resources for planning and implementing KRAs.
- **Principle Condition:** State statutes and regulations that define and set requirements for the administration of a KRA.

### Initiating Condition: Federal Recommendations and Guidelines

Federal guidelines and recommendations for how to measure and assess school readiness are the initiating condition for adopting a KRA. These recommendations establish a national KRA standard and encourage states to develop tools aligned to these rigorous federal standards.

Since the early 1990s, federal initiatives and commissioned reports have helped to refine a set of nationally recognized standards and guidelines for measuring and assessing school readiness at kindergarten entry. Two reports in particular, the 1999 National Education Goals Panel (NEGP) Recommendations Report<sup>9</sup> and the National Research Council's 2008 report, *Early Childhood Assessment: Why, What, and How*,<sup>10</sup> have had the greatest impact on how state KRAs are defined and developed. Together, these reports define what KRAs should measure and how they should measure it.

The NEGP Recommendations Report established the foundation for how school readiness is defined nationally. National Education Goal 1, the Readiness Goal, articulated the following five essential domains of school readiness as a part of its definition of school readiness:

1. Physical well-being and motor development;
2. Social and emotional development;
3. Approaches to learning;
4. Language development (including early literacy); and
5. Cognition and general knowledge.<sup>11</sup>

The National Research Council's 2008 report built on the NEGP recommendations, reaffirming the five essential domains of school readiness and providing further clarity and guidelines for measuring and assessing school readiness. It made the case for developing a comprehensive early learning system and emphasized the need for identifying and implementing valid and reliable assessment tools. The report also underscored the importance of aligning the assessment purpose to the type of assessment used and recognized that different purposes require different types of assessments.<sup>12,13</sup>

The NEGP and National Research Council recommendations have come to define the standards and expectations for establishing rigorous KRA systems. They are reflected in federal grant language, and therefore significantly influence how states design and implement their KRAs. A handful of states have explicitly referenced these recommendations in their school readiness initiatives and legislation.

### Catalyzing Condition: Federal Grants

Discretionary federal grant funding administered by the U.S. Department of Education or jointly with the U.S. Department of Health and Human Services is the catalyzing condition for state KRA adoption. The federal grants not only provide pivotal funding for developing or enhancing a KRA, but also ultimately shape what that assessment looks like, by requiring states to meet specific standards and timelines for design and implementation.

The Race to the Top - Early Learning Challenge (RTT-ELC) and subsequent grants defined the purpose, standards, and domains of a Kindergarten Readiness Assessment. These grants reinforced the federal recommendations (the initiating condition) by requiring states to develop KRAs that measure the NEGP's essential domains of school readiness and that are aligned to the National Research Council's recommendations for early childhood assessments. Furthermore, through this consistency of standards and requirements, these grants accentuate KRAs as a national priority for promoting school readiness, and they encourage states to plan strategically for the development of early learning systems that include KRAs as integral components. These national grants have created the momentum for states to develop, implement, or enhance their own KRAs aligned to rigorous federal guidelines. In all, twenty-five of the twenty-eight states with mandated KRAs were awarded funding from at least one of these three grants.

- **Race to the Top - Early Learning Challenge (RTT-ELC)**. Awarded in three phases from 2011 to 2013, RTT-ELC challenged states to address the school readiness gap by enhancing the quality of early learning programs through the development of a Comprehensive Early Learning System. States could choose to develop a KRA as one of two criteria options to address in their application under Focused Investment Area E, Measuring Outcomes and Progress. A KRA, as defined by the grant, must be valid, reliable, and appropriate for the target population and its intended purpose. It must also align to the state's early learning standards and cover all essential domains of school readiness.<sup>14</sup> In all, 20 states have been awarded more than \$1 billion

to fund projects under the grant.<sup>15</sup> Of the twenty-eight states that require KRA, fifteen were successfully awarded RTT-ELC funding and another five had unsuccessful bids.

- **2013 Enhanced Assessment Grant.** Grants for Enhanced Assessment Instruments seek to improve the validity, measurement, and evaluation of state assessment systems. The 2013 competition focused specifically on Kindergarten Readiness Assessments. Two states, Maryland and North Carolina, submitted successful bids to build on their KRA projects initiated through RTT-ELC and to lead consortia of states to develop valid and reliable comprehensive assessment systems with summative and formative applications.<sup>16,17</sup> The Maryland-led Consortia (eight states) received \$5 million and the North Carolina-led Consortia (ten states) received \$6.1 million to develop these systems. The KRAs developed through the grant will be made available to states participating in the consortia. Fourteen of the twenty-eight states included in this report are involved in one of the two consortia.<sup>18</sup>
- **2014 Preschool Development Grants.** The purpose of the Preschool Development Grants is to support infrastructure development for the delivery of high-quality preschool programs and services and to expand access to these programs and services in high-need communities, so that more children from middle- and low-income families enter kindergarten ready to succeed. States that serve less than 10% of four-year olds and that did not receive RTT-ELC funding were eligible to apply for the Development Grant; those that serve 10% or more of the four-year-old population and were a RTT-ELC grantee were invited to apply for the Expansion Grant. Among the grant's overarching objectives are the alignment of curricula across a birth through third grade continuum and the development of a sustainable and coordinated early learning system. States could describe plans to develop a Comprehensive Early Learning Assessment System and implement a KRA as strategies to support these goals. The Preschool Development Grants echo the RTT-ELC and EAG requirements for developing KRAs, but also take it one step further by strategically placing KRA in the context of broader early learning systems coordination and alignment.<sup>19,20</sup> In total, eighteen states were awarded grants. Sixteen of those states have implemented or are developing some type of kindergarten readiness assessment. Of the twenty-eight states included in this report, nine were awarded funding under this grant. Six of these nine states had not received RTT-ELC funding; three had bid unsuccessfully, and another three had not applied to any phase of RTT-ELC.

### Principle Condition: State Statutes and Regulations

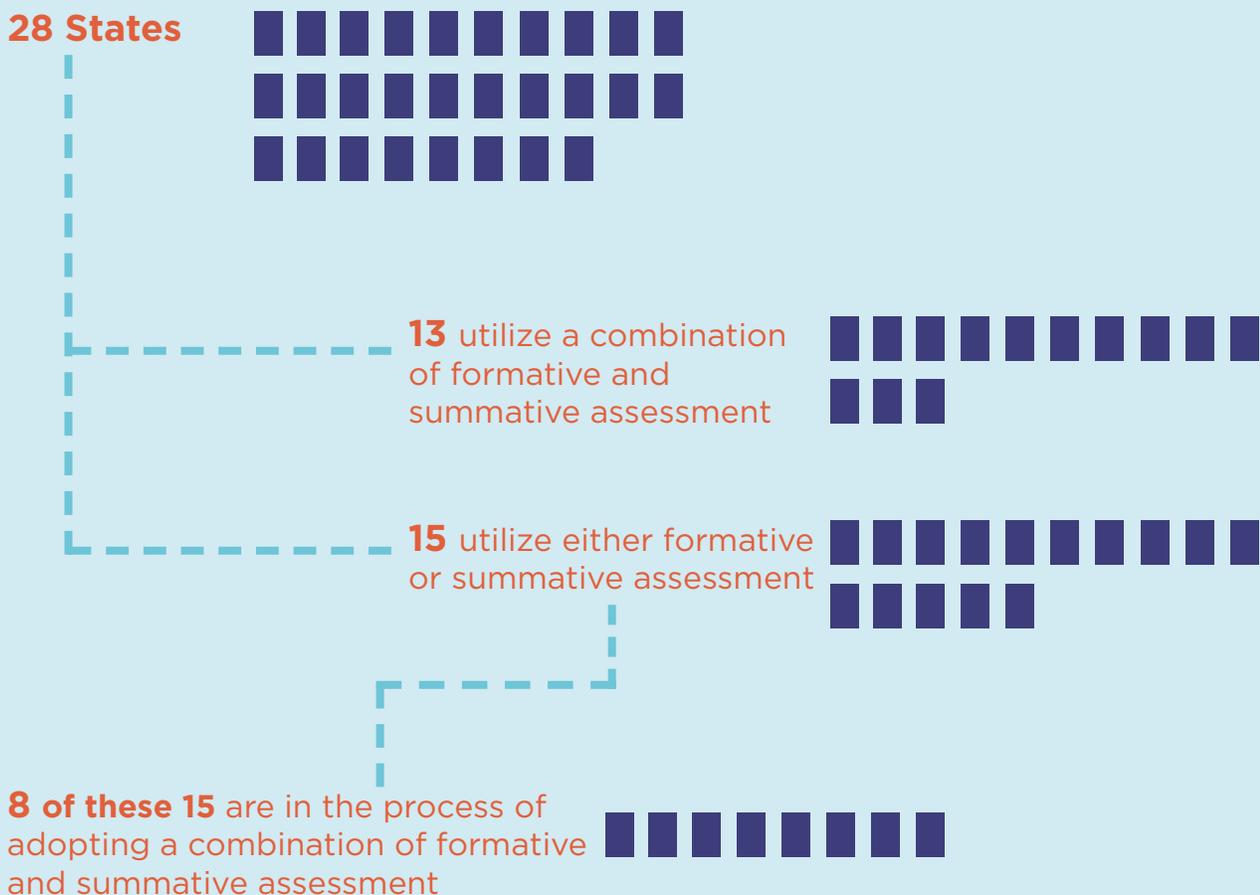
State statutes or regulations requiring the administration of a KRA are the principle condition leading to state KRA adoption. Legislation enacting requirements around a KRA is often linked to the establishment of early learning standards, a definition of school readiness, or the creation of an initiative or governing body to oversee the development and implementation of the assessment. Law may dictate the timeline for KRA development and implementation, define the window of assessment, and specify how data collected from the assessments may and may not be utilized. It may codify usage of a specific KRA tool, or may leave discretion to school districts or local school boards to select one of a number of approved tools. As can be expected, legislation requiring the administration of KRA greatly increases the participation rates, compared to those states that do not mandate it.<sup>21</sup>

## Summary Analysis of State KRA Tools

Of the twenty-eight states included in this analysis and individually described in *Appendix A*, thirteen utilize a combination of summative and formative assessments. This includes states utilizing one tool for formative and summative applications, a battery of different formative and summative assessments, or a comprehensive assessment system that includes a summative KRA and aligned formative assessments. Eight states currently administer only formative assessments, while another seven only use summative. Of the wide variety of KRA tools employed by states, Teaching Strategies GOLD is the most widely administered. Ten states included in this analysis have adopted or are piloting the tool exclusively or as one of a menu of assessments available to school districts.

The trend toward the adoption of KRAs with summative and formative applications reflects the desire of states to capture information for both tailoring instruction to meet individual student needs, as well as gathering a more aggregated picture of school readiness for determining systems-level supports and priorities. It also reflects federal recommendations, echoed in federal grants, to develop comprehensive assessment systems. Of the fifteen states with either formative or summative assessments, eight (Connecticut, the District of Columbia, Indiana, Iowa, Massachusetts, Nevada, Oregon, and South Carolina) are participating in Enhanced Assessment Grant (EAG) Consortia to develop and adopt assessment systems with both types of assessments. Some of these states, including Connecticut, Indiana, and Iowa, have mature KRAs that do not align to the federal recommendations outlined in this report. Although not participating in an EAG Consortia, Hawaii passed legislation in 2014 to revise its Hawaii State School Readiness Assessment (HSSRA) from a summative assessment to a tool with summative and formative applications.

### DATA BREAKDOWN



## Pulling It All Together: The Role of Grantmaking in State KRA Adoption

The three key conditions previously described are instrumental in leading to a state's adoption of a mandated KRA. However, knowing which conditions exist is not enough for understanding how these conditions interact with each other to inform a state's KRA development. What motivates a state to follow federal recommendations in its selection of a KRA tool? When does a state decide to formalize a statewide KRA through legislation? The answers to these and related questions point to the critical role of federal grantmaking in pushing states to adopt KRAs that are aligned to federal recommendations.

Federal grantmaking advances the national goal of addressing the school readiness gap by supporting the implementation of KRAs at the state level. Through federal grants, states are able to engage in independent but aligned processes for developing their own KRAs within a specified timeframe and tied to an equitable set of standards. Federal grants provide pivotal and necessary funding for the design, implementation, and enhancement of state KRAs. In fact, in grant application responses, many states describe the significance of the federally released funds in ensuring a thoughtful and strategic process, which state and private funding alone could not support. Furthermore, the series of federal grants described in this report build on one another.

However, funding alone does not capture the vital role of federal grantmaking in statewide KRA adoption. The release of grant funding provides an impetus for states to engage in the legislative process to enact laws reflecting the KRA requirements and standards stipulated by federal grants. The influence of federal grants can be felt across state KRA models, regardless of whether states are successful in their bids for funding. The reach of federal grants in informing the design and timeline of state KRA adoption speaks to the immense role federal grantmaking plays in ushering in a wave of KRA adoption nationwide. In this way, federal grantmaking is a highly successful systems-change strategy, even in cases when states have been unsuccessful in their bid for funding.

There are three ways that federal grants foster KRA adoption aligned to federal recommendations:



Encourage Collaboration and Consistency Across States with KRAs



Spur the Enactment of Aligned State KRA Legislation



Provide Resources for Developing and Enhancing State KRA Models



## Encourage Collaboration and Consistency Across States with KRAs

Federal grants encourage states to implement KRAs aligned to national guidelines by requiring states to develop tools that cover the five essential domains of school readiness and meet the National Research Council recommendations for early learning assessments. The consistency of standards across this series of federal grants also ensures that states are “speaking the same language” when it comes to developing a valid and reliable KRA. This means it cohesively advances the initiating condition. It promotes a common way of measuring and assessing school readiness so that a snapshot of entering kindergartner preparedness can be compared across state lines and aggregated to reveal a national picture of school readiness.

To meet the rigorous standards required of the federal grants, many states engage with one another to share lessons learned, adopt other states’ assessment tools, and even collaborate in designing their KRAs. In developing their implementation plans, many states look to the experiences of other states to determine which tools to explore and pilot. Illinois and Minnesota consulted with the developers of California’s voluntary DRDP-SR assessment tool and adopted versions of the tool for their own utilization. With their RTT-ELC funds, Maryland and Ohio partnered to share costs to develop a new comprehensive K-3 assessment system composed of KRA summative and formative assessments. The Ready for Kindergarten (R4K) system enhanced the states’ early learning standards and increased alignment across the educational continuum. Maryland’s award under the Enhanced Assessment Grant built upon the existing efforts between Maryland and Ohio to further develop the R4K framework while engaging an additional five states in the process.<sup>22</sup>

The release of the 2013 Enhanced Assessment Grant (EAG) is an example of how the federal government not only encourages cross-state collaboration, but can also require it through grantmaking. Two grants were awarded to Maryland and North Carolina to lead state consortia in the collaborative development of comprehensive KRA systems. This approach ensures broad input, information, and resource sharing, as well as a way to engage more states in the KRA development process. This collaborative process also ensures a more comprehensive and evidence-based approach to KRA development.<sup>23</sup> The tools developed can be piloted in a multitude of states and validated across different environments and populations. States that are resource-strapped, new to KRA, or have assessments that do not meet federal recommendations are able to leverage the resources and experiences of other states with more mature KRAs. Furthermore, the KRA tools developed through the grant will be made available at no cost to all states participating in the consortia. The memorandum of understanding between North Carolina and consortium states includes the commitment to adopt the enhanced tool developed through the EAG grant. For some participating states, including Iowa and Oregon, this is an opportunity to replace their current assessments, which do not cover all essential domains of school readiness, with a KRA that does.<sup>24</sup> Through collaboration and resource and information sharing, an increasing number of states are able to develop KRAs aligned to federal recommendations while avoiding the burden and cost of developing such assessments independently.



## Spur the Enactment of Aligned State KRA Legislation

Federal grants have ensured widespread adoption of KRA within a short timeframe by incentivizing states to formalize the assessment in state law. Although federal grants provide important funding for supporting the development of KRAs, the assessments were not funded exclusively through the grants. The grant applications require states to describe how state and other funding will be leveraged for developing and implementing the KRA. This may require states to pursue legislation to formalize the process and release state funding. Of the twenty-eight states studied, thirteen enacted statutes or regulations authorizing funding or mandating the development and administration of a KRA within a year or shortly after being awarded federal grant funding. This points to the role of federal grants in helping to usher in state legislation aligned to federal grant requirements. In this way, federal grantmaking has been successful as a systems-change strategy for state-level policy and budget planning.

It is difficult to predict whether the same number of states would have passed legislation within the same timeframe or aligned to the same standards without the presence of the federal grants. In its RTT-ELC application, Delaware highlights the role of the grant in advancing legislation in the state: “The state of Delaware emphasized the importance of kindergarten readiness in its application for the Early Learning Challenge Grant by designating it as the ultimate measure of success. As a result, legislation was passed in June 2012 requiring the implementation of a common statewide kindergarten readiness assessment.”<sup>25</sup> In another example, North Carolina’s RTT-ELC grant award was the impetus for the state’s 2012 Read to Achieve legislation, which enacted the process to develop the statewide KRA described in the state’s RTT-ELC application.<sup>26</sup> State statutes and regulations enacted around the same time that federal grant funding is secured helps ensure a cohesive and sustainable process, while also positioning the state for additional grant funding down the road.

It may seem advantageous for states to pass statutes or regulations before federal grants are released in order to jumpstart the KRA development as well as to make the state’s grant response more competitive; however, in some instances, states with the longest-standing KRAs were not awarded federal grant funding. Arkansas, Iowa, and Connecticut are three early adopters of KRAs that had fully implemented their assessments by 2004, 2005, and 2007, respectively. In their RTT-ELC applications, these states sought not to enhance but to completely redesign their existing KRAs, essentially starting the process over again from scratch. As described in their grant applications, assessments in their current form did not cover all essential domains of school readiness, nor were they valid and reliable across all populations served, such as for English Language Learners and children with disabilities.<sup>27</sup>

There are several possible explanations as to why states with mature KRAs are not always successful in securing federal grant funding to revise their assessments. The federal government may want to prioritize funding for those states with no or early stage KRAs to further the nationwide adoption of KRA and increase the number of states with KRAs. Furthermore, states with KRAs that do not meet the NEGP and National Research Council recommendations may be disadvantaged in successfully describing comprehensive and achievable plans for revising their assessments. Several states with existing KRAs that were unsuccessful in their bids for Preschool Development Grant-Expansion Grants may have been unsuccessful in part because of their KRA models. Reviewer comments identify the failure to cover all five domains of school readiness<sup>28</sup> or to adequately describe measurement processes that align to the National Resource Council recommendations<sup>29</sup> as weaknesses in the states’ applications, regardless of whether the state also indicated plans to revise their assessment.<sup>30</sup>

**Of the twenty-eight states studied, thirteen enacted statutes or regulations authorizing funding or mandating the development and administration of a KRA within a year or shortly after being awarded federal grant funding.**



## Provide Resources for Developing and Enhancing State KRA Models

Designing and implementing a KRA can be a costly endeavor. Federal grants provide an important source of funding to cover some of these critical costs, such as those associated with assessment tools, data systems, training, and testing.<sup>31</sup> At the time of their application to RTT-ELC, thirteen states had no KRAs, but described plans to implement them through RTT-ELC. Massachusetts and Arizona were two such states, but only Massachusetts received RTT-ELC funds. In its application, Massachusetts described how the grant funding would provide critical resources for developing and implementing its KRA, the Massachusetts Kindergarten Entry Assessment (MKEA). It stated that it recognized “its statewide early learning and development system is sorely lacking and sees the RTT-ELC application as a necessary resource for fully implementing the MKEA.”<sup>32</sup> However, states do not necessarily need to secure federal grant funding in order to develop and implement KRAs that meet the standards put forth by federal recommendations. To respond to RTT-ELC, Arizona convened a taskforce to plan out a KRA implementation process. Although Arizona’s bid was unsuccessful, the taskforce continued to meet, and ultimately established a guiding framework for the Kindergarten Developmental Inventory (KDI), which aligned to the federal guidelines stipulated by RTT-ELC.<sup>33</sup>

Perhaps more so than the funding itself, federal grants offer states an opportunity to plan and budget for all that developing a KRA entails. The Arkansas Department of Education convened an advisory group to reexamine its definition and standards of kindergarten readiness and proposed a plan to redesign its existing KRA in its RTT-ELC application. Although Arkansas was unsuccessful in its bid, the redesign process described in its application was ultimately funded through a private grant in 2013. The grant funded the selection, pilot, and implementation of a new KRA aligned to both the essential domains of school readiness and the National Research Council recommendations (initiating condition). In 2014, Arkansas successfully bid for funding under the Preschool Development Grant.<sup>34</sup>

By requiring states to develop a detailed plan for designing and implementing a KRA as a part of their application, RTT-ELC helped states initiate an important planning process to lay the foundation for a KRA. Several states that were unsuccessful in their RTT-ELC bids continued to convene stakeholders and workgroups to advance the plans described in their RTT-ELC applications. In addition, the grant application process better positions states to secure subsequent federal grant funding. States could build on their original RTT-ELC applications to be more competitive for other grant funding.

**By requiring states to develop a detailed plan for designing and implementing a KRA as a part of their application, RTT-ELC helped states initiate an important planning process to lay the foundation for a KRA.**



## The Role of Non-Federal Grantmaking in Local KRA Adoption

Non-federal grants echo federal grants both in their adherence to the NEGP and National Research Council standards and in the activities they fund. This means that even though the initiating condition is being advanced, local funds instead of federal funds serve as the catalyst. Non-federal grants may be able to provide additional resources beyond financial support to help grantees engage in thoughtful and sustainable approaches to KRAs, since many private and public grantmakers fulfill a much larger role than funders. Often these grantmakers are conveners and thought partners, both engaging and collaborating with stakeholders to develop innovative and integrative approaches to community impact efforts. Examples of private and public grants issued to non-state grantees, such as counties, demonstrate how non-federal grantmakers can elevate grantmaking as an integral component of collective impact initiatives.

This role of grantmaking helps address the challenge of securing stakeholder buy-in that many RTT-ELC states and other federal grant recipients face.<sup>35</sup> Engaging stakeholders in the process of developing and implementing a KRA has not been an explicit requirement of the federal KRA grants; however, widespread adoption of any assessment tool can be dependent upon stakeholder engagement and collaboration. In an intentional collective impact model, grantmakers convene and engage stakeholders, gathering the necessary buy-in to ensure that the initiative is effective and representative of the community-at-large. Grantmakers remove barriers, both financial and practical, allowing the space for partners to work across fields to develop comprehensive solutions to complex problems.

Some counties in California have been successful in implementing a KRA at the county level or through pilot efforts. Some of these counties include: San Francisco, San Mateo, Santa Clara, Orange, Fresno, and El Dorado. In almost all of these cases, the funder pays for the provision of KRA by funding data collection efforts or supporting teachers through stipends and out-of-class training time.

This is not the case in Fresno County, however. To address the third-grade reading gap in Fresno County, First 5 Fresno County partnered with the David and Lucile Packard Foundation and the Fresno County Office of Education to develop a whole-child approach to the birth through third grade continuum. In Fresno, this was called the Birth Through Third Grade Challenge (B3 Fresno County). These funders and conveners brought together school districts, county departments, and other systems-level stakeholders, many of whom had never before engaged in early childhood education efforts. The goal was to re-engineer systems and supports for children prenatal through third grade through a collaborative approach.

In order to become a partner in B3 Fresno County, school districts had to implement a pre-selected summative KRA, the Kindergarten Student Entrance Profile (KSEP), and share their non-confidential KRA data. Although First 5 Fresno County covered the costs of training and support for implementing the KRA, districts had to pay the cost of the tool itself as a requirement for their participation in the initiative. In all cases, the districts chose to add the KRA data into each child's educational record in their existing school and district databases. While the KRA system in Fresno County continues to evolve, the process has not only been transformative for Fresno County's youngest children, but also for the county's stakeholders, who now see themselves as collective contributors to children's educational outcomes.

## Conclusion

This report describes the important role that federal recommendations, grants, and state legislation play in states' adoption of KRAs. It shows how these three key conditions interact and build on one another. Federal recommendations put forward through the National Education Goals Panel and National Research Council set the parameters and targets for state-led development of KRA. Federal grants motivate states to develop rigorous and aligned KRA systems by providing critical funding tied to stipulations for the design and implementation of their KRAs. Finally, state legislation formalizes the mandate for KRA, describing its use, establishing requirements, and often reflecting the federal recommendations for measuring and assessing school readiness.

The findings highlighted in this report point to the important role of grantmaking as a driver for state policy change. By providing the resources and impetus for implementing a robust KRA system, grantmaking has been able to dramatically move the needle on measuring and assessing school readiness nationwide within a finite window of time. Grantmaking can work efficiently with a fixed focus on results to drive systems change on the state-level. Understanding how the role of grantmaking applies to other environments, such as at the county level, is an important area for further exploration. This is especially pertinent in LA County, which is larger than most states. As an early childhood funder and systems change advocate, First 5 LA is well positioned to explore how it can replicate the conditions outlined in this report to advance KRA in LA County. Since twenty-five percent of all California kindergarteners attend school in LA County, advancement of KRA in LA would greatly contribute to KRA across California.



## Sources

- <sup>1</sup>“Kindergarten,” in this report, refers both to transitional and traditional kindergarten, unless otherwise specified.
- <sup>2</sup> According to a regional project that included readiness assessment in Silicon Valley, children who are “well prepared” for school are 10 times more likely to meet state standards on 3rd grade standardized tests than are students who enter school underprepared. See: Lynne Mobilio, PhD, “Understanding & Improving School Readiness in Silicon Valley,” presentation, 2009, Applied Survey Research, <http://www.appliedsurveyresearch.org/storage/database/research/presentations/readykidstoreadyschools/UnderstandingSRinSiliconValley/ASRpresentation2009.pdf>.
- <sup>3</sup> States may classify a school readiness assessment as a Kindergarten Entry Assessment (KEA) or Kindergarten Readiness Assessment (KRA). For purposes of this report, all will be referred to as Kindergarten Readiness Assessments (KRAs).
- <sup>4</sup> As defined by the US Department of Education and others. See: <http://www.ed.gov/early-learning/elc-draft-summary/definitions>.
- <sup>5</sup> Data accessed from LA County Office of Education factsheet, available at [http://www.lacoe.edu/Portals/0/LACOE/LACOE%20ID%20FACT\\_2015\\_16revised.pdf](http://www.lacoe.edu/Portals/0/LACOE/LACOE%20ID%20FACT_2015_16revised.pdf).
- <sup>6</sup> First 5 LA. “Focusing for the Future: First 5 LA Strategic Plan 2015-2020.” 2014. <[http://www.first5la.org/postfiles/files/F5LA%20Strategic%20Plan\\_FINAL.pdf](http://www.first5la.org/postfiles/files/F5LA%20Strategic%20Plan_FINAL.pdf)>.
- <sup>7</sup> Blueprint 2.0 Planning Team for State Superintendent of Public Instruction Tom Torlakson. “A Blueprint for Great Schools Version 2.0.” 2015. <<http://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf>>.
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- <sup>9</sup> National Education Goals Panel. (1999). National Education Goals Report: Building a Nation of Learners. Washington, DC: National Educations Goals Panel.
- <sup>10</sup> National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <[http://www.nap.edu/catalog.php?record\\_id=12446](http://www.nap.edu/catalog.php?record_id=12446)>.
- <sup>11</sup> Kagan, S. L., Moore, E., & Bredekamp, S. (Eds.). (1995). Reconsidering children’s early development and learning: Toward shared beliefs and vocabulary. Washington, DC: National Education Goals Panel.
- <sup>12</sup> National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <[http://www.nap.edu/catalog.php?record\\_id=12446](http://www.nap.edu/catalog.php?record_id=12446)>.
- <sup>13</sup> Exploring Options for KEA. Collaborating Partners. <<http://www.collaboratingpartners.com/documents/ExploringOptionsforKEAfinal.pdf>>.
- <sup>14</sup> “Race to the Top – Early Learning Challenge Executive Summary.” 2012. U.S. Department of Education. <<https://www2.ed.gov/programs/racetothetop-earlylearningchallenge/2013-executive-summary.doc>>
- <sup>15</sup> “Race to the Top: Early Learning Challenge.” Great Early Childhood Workforce Development (2015).
- <sup>16</sup> “North Carolina’s EAG Application.” 2013. U.S. Department of Education. <<https://www2.ed.gov/programs/eag/nceag2013.pdf>>
- <sup>17</sup> “Maryland’s EAG Application.” 2013. U.S. Department of Education. <<https://www2.ed.gov/programs/eag/mdeag2013.pdf>>
- <sup>18</sup> The Maryland-led Consortium includes Connecticut, Indiana, Massachusetts, Michigan, Nevada, and Ohio. The North Carolina-led Consortium includes Arizona, Delaware, Iowa, Maine, North Dakota, Oregon, Rhode Island, and Washington, D.C., with South Carolina as a collaborating State.
- <sup>19</sup> “Preschool Development Grants.” 2014. U.S. Department of Education. <<http://www2.ed.gov/programs/preschooldevelopmentgrants/2014nia-419a.doc>>
- <sup>20</sup> “Preschool Development Grants Program.” 2015. U.S. Department of Education. <<http://www2.ed.gov/programs/preschooldevelopmentgrants/pdgbrochure1and2.pdf>>
- <sup>21</sup> U.S. Department of Education. Case Studies of the Early Implementation of Kindergarten Entry Assessments. <<https://www2.ed.gov/rschstat/eval/disadv/kindergarten-entry-assessments/brief.pdf>>.
- <sup>22</sup> <http://www2.ed.gov/programs/eag/mdeag2013.pdf>
- <sup>23</sup> “Connecticut’s Application to the Preschool Development Grant-Expansion Grant.” 2014. U.S. Department of Education. <<http://www2.ed.gov/programs/preschooldevelopmentgrants/awards.html>>.
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- <sup>25</sup> “Kindergarten Readiness Issue Brief.” 2012. State of Delaware. <http://decc.delaware.gov/files/2012/02/Kindergarten-Readiness-Issue-Brief.pdf>
- <sup>26</sup> “NC Kindergarten Entry Assessment.” 2015. Pitt County Schools. <<http://www.pitt.k12.nc.us/cms/lib6/NC01001178/Centricity/Domain/66/Kindergarten%20Entry%20Assessment.pdf>>
- <sup>27</sup> “Kindergarten Entry Assessment.” 2015. Social Entrepreneurs, Inc. <<http://socialent.com/wp-content/uploads/2012/09/1Kindergarten-Entry-Assessment.pdf>>.

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- <sup>29</sup> “Reviewer Comments- Minnesota’s Preschool Development Grant-Expansion Grant Application.” <<http://www2.ed.gov/programs/preschooldevelopmentgrants/awards.html>>.
- <sup>30</sup> “Reviewer Comments- California’s Preschool Development Grant-Expansion Grant Application.” <<http://www2.ed.gov/programs/preschooldevelopmentgrants/awards.html>>.
- <sup>31</sup> LA Compact. KRA National Scan.
- <sup>32</sup> “FY2012 Legislative Report.” 2012. State of Massachusetts. <<http://www.mass.gov/edu/docs/eec/fy12-legis-rpt/fy12-legis-rpt.pdf>>.
- <sup>33</sup> “Arizona’s Race to the Top-Early Learning Challenge Application.” 2013. U.S. Department of Education. <<https://www2.ed.gov/programs/racetothetop-earlylearningchallenge/applications/2013-arizona.pdf>>.
- <sup>34</sup> “Arkansas’ Race to the Top-Early Learning Challenge Application.” 2013. U.S. Department of Education. <<https://www2.ed.gov/programs/preschooldevelopmentgrants/applications/arapplicationpdg2015.pdf>>
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## Appendix A: KRA Legislation, Grants, and Tools by State

KRA Legislation, Grants, and Tools by State				
State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
AK	<b>Alaska Statute, Section 14.07.020 (2002):</b> Requires completion of the Alaska Developmental Profile (DP) as a part of the comprehensive state assessment system. The statute resulted from the 1996-2002 development and implementation of the Quality Schools Initiative.	<b>General Supervision Enhancement Grant (GSEG, 2005):</b> \$3,431,698.* Funds are used for the development of outcomes for children from birth to age eight.	Alaska Developmental Profile (DP)  <i>Summative</i>	Full implementation: 2009
AR	<b>Act 1552 (2001):</b> Requires the Arkansas Department of Education to develop and conduct readiness testing for children entering kindergarten.  <b>Administrative Rule 005.19.12-001 (2012):</b> Describes the rules governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, including requirements for a Uniform School Readiness Screening for all children entering public school for the first time in kindergarten or first grade.	<b>Preschool Development Grant (FY 2014):</b> \$14,993,000.  <i>Unsuccessful application to RTT-ELC</i>	Qualls Early Learning Inventory (QELI) <i>(To be replaced by new KEA)</i>  <i>Formative</i>	Full implementation: 2004  Pilot of new KEA: 2016-18

**KRA Legislation, Grants, and Tools by State**

State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
CO	<p><b>Colorado Achievement Plan for Kids, CAP4K (2008):</b> Required review, revision, and alignment of standards and assessments for preschool through postsecondary, including a requirement to measure young children’s readiness.</p> <p><b>HB 15-1323 (2015):</b> Requires completion of school readiness assessments within the first sixty days of the school year.</p>	<p><b>RTT-ELC Phase II (2013):</b> \$44,888,832. Funds cover implementation costs of SRA &amp; Ready Schools Program Grant.</p> <p><i>Unsuccessful application to Preschool Development Grant</i></p>	<p>Menu of assessments available to districts: -Teaching Strategies GOLD -DRDP -Riverside Early Assessments of Learning (REAL)</p> <p><i>Formative</i></p>	<p>Phased-in implementation: 2013-15 Full implementation: 2015-16</p>
CT	<p><b>Public Act No. 05-245 (2005):</b> Updates state code to require the development and implementation of a statewide developmentally appropriate kindergarten assessment tool by 2009.</p>	<p><b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds go towards improvements in technology and administration to enhance a multistate assessment system being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA). Revision of the KEI is funded through this Consortium.</p> <p><b>Preschool Development Grant (FY 2014):</b> \$12,499,000.</p> <p><i>Unsuccessful application to RTT-ELC</i></p>	<p>Kindergarten Entrance Inventory (KEI)</p> <p><i>Original KEI: Summative</i></p> <p><i>Revised KEI: Summative &amp; Formative</i></p>	<p>Full implementation of original KEI: 2007</p> <p><i>Revised KEI will be implemented in 2017.</i></p>

KRA Legislation, Grants, and Tools by State				
State	Legislation	Federal Grant (Entire Grant Award Shown)	Tool	Year
D.C.	<b>The Testing Integrity Act (2013):</b> Requires the administration of valid and reliable districtwide assessments administered within 45 days of the start of the school year.	<b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.  <i>Unsuccessful application to RTT-ELC</i>	Early Development Instrument (EDI, an adaptation of Teaching Strategies GOLD)  <i>Summative</i>	Phase-in implementation: 2014-16
DE	<b>HB 317 (2012):</b> Requires the implementation of a common statewide kindergarten readiness assessment implemented by 2015.	<b>RTT-ELC Phase I (2012):</b> \$49,878,774. Funds go towards developing and implementing a formative KEA with 100% of children and teachers participating by year 4.  <b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.  <i>Unsuccessful application to Preschool Development Grant</i>	Delaware Early Learner Survey (adaptation of Teaching Strategies GOLD)  <i>Summative &amp; Formative</i>	Pilot: 2012 Phase-in implementation: 2013 & 2014 Full implementation: 2015
FL	<b>Florida Statutes, Section 1002.69 (2004):</b> Implements the Volunteer Prekindergarten Program and requires the adoption of a statewide kindergarten screening to assess school readiness.	<i>No known federal grant funding</i>	Kindergarten Readiness Screener (FLKRS)  <i>Summative</i>	Full implementation: 2006-07

**KRA Legislation, Grants, and Tools by State**

<b>State</b>	<b>Legislation</b>	<b>Federal Grant (Entire Grant Award Shown)</b>	<b>Tool</b>	<b>Year</b>
GA	<p><b>Georgia Rules &amp; Regulations, Department 160, Chapter 160-3, Subject 160-3-1 (2015):</b> Requires the administration of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) during kindergarten as a school readiness assessment for first grade.</p> <p><i>Note: Membership in or payment to teachers unions is prohibited as a condition of employment.</i></p>	<p><b>RTT-ELC Phase III (2014):</b> \$51,739,896. Funds go towards developing KEP as an augmentation of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) administration. Funds also go towards linking the KEP to the SLDS, data and evaluation, and identifying areas for more support, funding, and professional development.</p> <p><i>Unsuccessful application to Preschool Development Grant</i></p>	<p>Kindergarten Entry Profile (KEP)</p> <p><i>Summative &amp; Formative</i></p>	<p>Pilot: 2015-2016 Full implementation: 2017</p>
HI	<p><b>Act 13, Session Laws of Hawaii (2002):</b> Mandates the development of the Hawaii state school readiness assessment.</p> <p><b>Act 13, Session Laws of Hawaii (2014):</b> Requires the department of education to develop an individualized kindergarten readiness assessment tool to replace the HSSRA.</p>	<p><b>Preschool Development Grant (FY 2014):</b> \$2,074,059.</p>	<p>Hawaii State School Readiness Assessment (HSSRA)</p> <p>Currently piloting Teaching Strategies GOLD</p> <p><i>Original Tool: Summative</i></p> <p><i>Revised Tool: Summative &amp; Formative</i></p>	<p>2002: Full implementation 2011-12: Statewide administration 2012-2014: Pilot of Teaching Strategies GOLD</p>
IL	<p><b>2012:</b> Illinois State Board of Education (ISBE) requires school districts offering kindergarten programs to administer the KIDS.</p>	<p><b>RTT-ELC Phase II (2013):</b> \$52,498,043. Funds supported development of online system to monitor and maintain KIDS reliability.</p> <p><b>Preschool Development Grant (FY 2014):</b> \$20,000,000.</p>	<p>Kindergarten Individual Development Survey (KIDS; adaptation of DRDP-SR)</p> <p><i>Summative &amp; Formative</i></p>	<p>Pilot year: 2012-13 Full implementation: 2017-18</p>

**KRA Legislation, Grants, and Tools by State**

State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
IN	<p><b>HB 1004 (2014):</b> Establishes the Early Education Grant Pilot Program for 4-year-old children from families whose incomes do not exceed 127 percent of the federal poverty level. Includes a requirement for administering a kindergarten readiness assessment and participation in a longitudinal study.</p>	<p><b>General Supervision Enhancement Grant (GSEG, 2005):</b> \$3,431,698.* Funds go to research studies to revise the original ISTAR to create the ISTAR-KR.</p> <p><b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds go towards improvements in technology and administration to enhance a multistate assessment system being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA).</p> <p><i>Unsuccessful application to RTT-ELC</i></p>	<p>ISTAR-KR</p> <p><i>Original Tool: Formative</i></p> <p><i>Revised Tool: Summative &amp; Formative</i></p>	<p>Full implementation of original tool: 2009</p>
IA	<p><b>Iowa Code 279.60 (2005):</b> Requires DIBELS or other literacy assessment for Kindergarten Readiness.</p> <p><b>SF 2284 (2012):</b> Establishes statewide reading proficiency program, including literacy screening for K-3 &amp; planning group to study &amp; select universal early childhood assessment.</p>	<p><b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.</p> <p><i>Unsuccessful application to RTT-ELC</i></p>	<p>FAST K-6</p> <p><i>Formative</i></p> <p><i>Revised Tool: Summative &amp; Formative</i></p>	<p>Full implementation of original tool: 2012-13</p>
KY	<p><b>State Regulation 704 KAR 5:070 (2012):</b> Mandates a common kindergarten entry screener.</p>	<p><b>RTT-ELC Phase III (2014):</b> \$44,348,482. Funds go towards connecting KRS data to the states longitudinal data system.</p> <p><i>Unsuccessful application to Preschool Development Grant</i></p>	<p>Kindergarten Readiness Screener (KRS; BRIGANCE Early Childhood Kindergarten Screen III)</p> <p><i>Summative &amp; Formative</i></p>	<p>Full implementation: 2013-14</p>

KRA Legislation, Grants, and Tools by State				
State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
LA	<b>Title 17, Education Revised Statute 17:391.11 (2011):</b> A valid and reliable school readiness assessment must be administered to every entering kindergartner. The assessment is used to measure school readiness and inform instruction.	<b>Preschool Development Grant (FY 2014):</b> \$2,437,982.	Developing Skills Checklist (DSC)  <i>Summative &amp; Formative</i>	Full implementation: 2015-16
MA	<b>G.S. Part I, Title II, Chapter 15D, Section 3 (2005):</b> Establishes the Board Early Education and Care, which is charged with overseeing the development and implementation of a statewide KEA.	<b>RTT-ELC Phase I (2012):</b> \$50,000,000.  <b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds build on further enhancing a multistate assessment system, Ready for Kindergarten (R4K), being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA) and aligned formative assessments.  <b>Preschool Development Grant (FY 2014):</b> \$15,000,000.	Massachusetts Kindergarten Entry Assessment (MKEA). Districts can implement either the Work Sampling System or Teaching Strategies GOLD.  <i>Original Tool: Formative</i>  <i>Revised Tool: Summative &amp; Formative</i>	Full implementation: 2014-15

**KRA Legislation, Grants, and Tools by State**

<b>State</b>	<b>Legislation</b>	<b>Federal Grant (Entire Grant Award Shown)</b>	<b>Tool</b>	<b>Year</b>
MD	<p><b>IHB1249 &amp; SB 0793 (2001):</b> Established the Maryland Model for School Readiness (MMSR).</p> <p><b>HB 647 (2016):</b> KRA administered to a sample of kindergartners. Teachers/administrators are paid for their time to conduct assessments.</p>	<p><b>RTT-ELC Phase I (2012):</b> \$49,999,143. Funds go to help align MMSR to college &amp; career readiness standards.</p> <p><b>EAG Consortium Lead (2013):</b> \$4,999,994.** Funds build on further enhancing a multistate assessment system, Ready for Kindergarten (R4K), being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA) and aligned formative assessments. Funds go towards improvements in technology and administration.</p> <p><b>Preschool Development Grant (FY 2014):</b> \$15,000,000.</p>	<p>Ready for Kindergarten (R4K)</p> <p><i>Summative &amp; Formative</i></p>	<p>2001-2013: MMSR 2013-14: R4K field testing 2014-15: R4K full implementation</p>
ME	<p><b>Statute 05 071, Chapter 125, Section 603.B (2002):</b> Requires districts to screen incoming students to assess readiness. Kindergarten entrance assessments are left to the discretion of local school boards.</p>	<p><b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.</p> <p><b>Preschool Development Grant (FY 2014):</b> \$3,497,319.</p>	<p>Kindergarten Screening</p> <p><i>Summative &amp; Formative</i></p>	<p>Full implementation: 2002-03</p>

KRA Legislation, Grants, and Tools by State

State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
MI	<p><b>2011:</b> The state legislature appropriates funding to support the implementation of a statewide kindergarten entry assessment.</p> <p><b>Public Act 85 (2015):</b> Requires the implementation of a kindergarten entry assessment in school districts by 2016-17.</p>	<p><b>RTT-ELC Phase III (2014):</b> Funds support family engagement in the KEA assessment process.</p> <p><b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds build on further enhancing a multistate assessment system, Ready for Kindergarten (R4K), being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA) and aligned formative assessments.</p>	<p>Kindergarten Entry Assessment (KEA; adaptation of Teaching Strategies GOLD)</p> <p><i>Summative &amp; Formative</i></p>	<p>Pilot: 2013-14 Field testing: 2014-15 Full implementation: 2015-16</p>
MS	<p><b>SB 2175 (2014):</b> Authorizes the Mississippi Department of Education to establish and implement a statewide, mandatory kindergarten readiness assessment to be administered prior to students' entry to kindergarten or within 30 days of enrollment.</p>	<p><i>No known federal grant funding</i></p> <p><i>Unsuccessful application to Preschool Development Grant</i></p>	<p>K-Readiness Assessment</p> <p><i>Summative</i></p>	<p>Full implementation: 2014-15</p>
NV	<p><b>Senate Bill 486 (2013):</b> Appropriates \$1.5 million to support a kindergarten readiness assessment pilot program.</p>	<p><b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds build on further enhancing a multistate assessment system, Ready for Kindergarten (R4K), being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA) and aligned formative assessments.</p> <p><i>Unsuccessful application to RTT-ELC</i></p>	<p>Silver State Kindergarten Inventory of Development Statewide (KIDS; adaptation of Teaching Strategies GOLD)</p> <p><i>Formative</i></p>	<p>Pilot: 2013-14 Full implementation of original KEA: 2014-15</p>

KRA Legislation, Grants, and Tools by State				
State	Legislation	Federal Grant <i>(Entire Grant Award Shown)</i>	Tool	Year
NM	<b>New Mexico PreK Act (2014):</b> New Mexico enacted legislation requiring all kindergarten students to take the kindergarten entry assessment provided by the Department of Education, as well as at least three department approved screening assessments during the year.	<b>RTT-ELC Phase II (2013):</b> \$37,500,000.  <i>Unsuccessful application to Preschool Development Grant</i>	Kindergarten Observational Tool (KOT)  <i>Summative &amp; Formative</i>	Pilot: 2014-15 Field test: 2015-16 Full implementation: 2016-17
NC	<b>Read to Achieve Legislation (2012):</b> Mandates a KEA to be launched in Fall 2014.  <b>General Statute 115C-83.5 (2013):</b> Requires the KEA is to be administered at the classroom level, aligned to North Carolina's standards, and be reliable, valid and appropriate for use with all children.  <i>Note: Teachers unions prohibited by law.</i>	<b>RTT-ELC Phase I (2012):</b> \$69,991,121.  <b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.  <i>Unsuccessful application to Preschool Development Grant</i>	K-3 Formative Assessment System  <i>Summative &amp; Formative</i>	Full implementation: 2015
OH	<b>Ohio Revised Code Title 33, Chapter 3313, Section 673 (2012):</b> Requires entering kindergarteners to take a kindergarten readiness assessment provided by the Department of Education.	<b>RTT-ELC Phase I (2012):</b> \$69,993,362.  <b>EAG Maryland-Led Consortium Member (2013):</b> \$4,999,994.** Funds build on further enhancing a multistate assessment system, Ready for Kindergarten (R4K), being developed by Maryland and Ohio, which is composed of a kindergarten entry assessment (KEA) and aligned formative assessments.  <i>Unsuccessful application to Preschool Development Grant</i>	Ready for Kindergarten (R4K)  <i>Summative &amp; Formative</i>	Full implementation: 2015

**KRA Legislation, Grants, and Tools by State**

<b>State</b>	<b>Legislation</b>	<b>Federal Grant (Entire Grant Award Shown)</b>	<b>Tool</b>	<b>Year</b>
OK	<b>Reading Enhancement and Acceleration Development (READ) Initiative (2012):</b> Requires school districts to ensure grade level reading proficiency by administering a statewide reading assessment.	<i>No known federal grant funding</i>	Early Literacy Quick Assessment (ELQA)  <i>Formative</i>	Full implementation: 2014
OR	<b>Early Learning Kindergarten Readiness Partnership and Innovation Program (2013):</b> Directs the Early Learning Council and the Department of Education to assist school districts in implementing kindergarten readiness assessments.	<b>RTT-ELC Phase II (2013):</b> \$30,763,353.  <b>EAG North Carolina-Led Consortium Member (2013):</b> Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.  <i>Unsuccessful application to Preschool Development Grant</i>	Statewide Kindergarten Assessment  <i>Summative</i>	Full implementation: 2013
RI	<b>Rhode Island General Law, Section 16-67-2 (2015):</b> Requires school districts to administer screening to all children first entering school to determine their level of educational readiness.	<b>RTT-ELC Phase I (2012):</b> \$50,000,000.  <b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422.** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.  <b>Preschool Development Grant (2014):</b> \$2,290,840.	Kindergarten Entry Profile (KEP)  <i>Summative &amp; Formative</i>	KEP pilot: 2015-16

KRA Legislation, Grants, and Tools by State				
State	Legislation	Federal Grant (Entire Grant Award Shown)	Tool	Year
SC	<p><b>First Steps to School Readiness Initiative (2014):</b> Requires the development of a statewide school readiness assessment.</p> <p><b>Read to Succeed Act (2014):</b> Requires the state to recommend a school readiness assessment for kindergarten and prekindergarten entry by 2015.</p> <p><i>Note: Collective bargaining or strikes by teachers unions prohibited by law.</i></p>	<p><b>EAG North Carolina-Led Consortium Member (2013):</b> \$6,131,422. ** Funds go towards enhancing technology and utility of a formative K-3 assessment (including a KEA) being developed under NC's RTT-ELC grant.</p>	<p>Kindergarten Readiness Assessment (Developmental Reading Assessment 2nd Edition)</p> <p><i>Formative</i></p> <p><i>Revised Tool: Summative &amp; Formative</i></p>	<p>Full implementation: 2016-17</p>
WA	<p><b>ESHB 2586 (2011):</b> Mandates WaKIDS for state-funded full-day kindergarten programs as of the 2012-13 school year. Legislature appropriates state funds, in conjunction with private funding, to implement three components of the kindergarten assessment process.</p>	<p><b>RTT-ELC Phase I (2012):</b> \$60,000,000. Funds used primarily for teacher trainings.</p> <p><i>Unsuccessful application to Preschool Development Grant</i></p>	<p>Washington Kindergarten Inventory of Developing Skills (WAKIDS; adaptation of Teaching Strategies GOLD)</p> <p><i>Summative &amp; Formative</i></p>	<p>Pilot year: 2010-11 Phase-in implementation: 2012-13 &amp; 2013-14 Full implementation: 2014-15</p>

\*Amount represents total grant funding available under the 2005 GSEG. Specific grant amounts awarded to states were not available.

\*\*Amount represents total grant amount awarded to lead states, Maryland or North Carolina.