



AD ASTRA PER ASPERA
Kansas
Children's Cabinet
and Trust Fund

Friday, August 23, 2019

**Improving the health and well-being of
Kansas children and families**

Welcome and Approval of Minutes

Kim Moore, Chair

Melissa Rooker, Executive Director



Early Childhood Systems-Building State Directors Team Update



Strengthening Early Childhood in Kansas - Activities

Conduct a Comprehensive Statewide Needs Assessment and Develop a Strategic Plan to Strengthen the Early Childhood System in Kansas

- Maximize parental choice and knowledge.
- Share best practices among early childhood providers.
- Improve the overall quality of early childhood care and education programs in the state.

Statewide Needs Assessment

- Review Existing Needs Assessment Reports and Information
- Community Engagement Sessions
- Our Tomorrows Story Collection and Sensemaking Workshops
- Gather Additional Information – PD Survey, Parent Cafes, Environmental/Facilities Scan, and Visioning Sessions

Community Engagement Sessions

Questions

- ▶ What **bright spots**, services, or attributes does your community have to support infants, young children and families that we should be amplifying and celebrating?
- ▶ Tell us about your **vision** for early childhood in your community? What would you see, hear, and experience?
- ▶ What **gaps** do you see between the early childhood system as it is and your vision?

Community Engagement Sessions



53

Community Engagement Sessions

8,312

Miles Traveled

1,316

Individual Voices

33

Communities Visited
(+2 virtual sessions)



"We are ALL Early Childhood Stakeholders"
Governor Laura Kelly

To follow along on this journey go to:
kchildrencabinet.org/journey

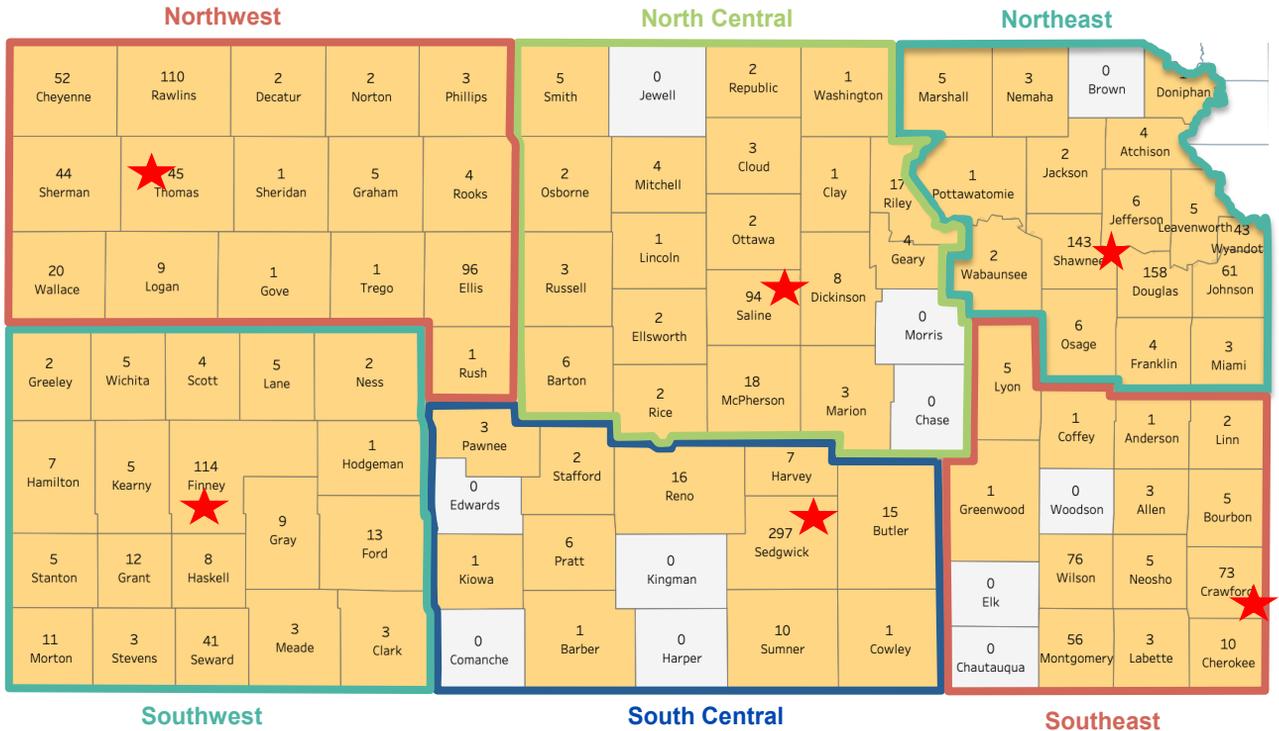


Our Tomorrows Format

- ▶ The storyteller shares an experience of a time when a family was **thriving** or **simply surviving** in their own words.
- ▶ Using the online tool, the storyteller then makes **meaning of their story**.
- ▶ These meanings are used to detect **patterns and trends**.
- ▶ Individuals and communities use this information to **propose changes** - “What can I do tomorrow to make more stories like this and fewer stories like that?”

Our Tomorrows

2,014 STORIES SHARED BY KANSANS*



Community Action Lab Region Legend

★ Regional Community Sensemaking Workshop Location

*2,378 Total Stories Shared

Statewide Needs Assessment – By The Numbers

- ▶ **40** Existing Reports Reviewed
- ▶ **53** Community Engagement Sessions
- ▶ **82** Online Responses
- ▶ **2,014** Kansas Stories (2,378 total)
- ▶ **805** PD Surveys Completed
- ▶ **20** Visioning Sessions
- ▶ **400** Environmental Surveys from Child Care Programs with **87** Site Visits
- ▶ **21** Parent Cafes
- ▶ **8,312 +** Miles Traveled
- ▶ **245** Surveys from Schools on Pre-K

5,943
Kansas
Voices!

Statewide Needs Assessment – Key Findings and Themes

ACCESSIBILITY - Families with young children experience inequitable access to high-quality programs and services across the broader early childhood system.

“You have to be in crisis to get connected.”

“I’ve lived here all my life and I had no idea of all these programs that I could be using.”

“Accessing EC resources should be as common as going to the grocery store.”

Statewide Needs Assessment – Key Findings and Themes

AVAILABILITY - Families with young children experience a gap between the services that are available and their actual needs, especially among vulnerable and underserved populations.

“I could use less stigma and more intense and informative parenting support.”

Statewide Needs Assessment – Key Findings and Themes

NAVIGATION - Families must adopt a “connect the dots” approach to navigate services across sectors; disruptors are frequent and common.

“We are missing opportunities to intervene early when communication doesn’t occur on a timely basis.”

“Disconnect is common during transitions, particularly from EC to K-12 systems, leaving families unsupported and at-risk.”

Statewide Needs Assessment – Key Findings and Themes

COLLABORATION & INTEGRATION - Early childhood providers and stakeholders share a desire for collaboration and cooperation but these are often disconnected and uncoordinated.

“Providers are competing with one another for the funding that is available to support their programs.”

“Our greatest need is linkages and alignment of all who impact the lives of young children and families.”

Statewide Needs Assessment – Key Findings and Themes

SYSTEMS ALIGNMENT- Greater systems alignment is needed in order to fully realize an efficient and robust early childhood care and education infrastructure.

“We call it the – ‘Yes, but .. money’ – because if you get it, it can’t be used for this population or that program.”

“Funding creates silos and inhibits/prohibits collaboration. We need to minimize barriers to meshing funds across programs.”

Statewide Needs Assessment – Key Findings and Themes

WORKFORCE - Early childhood workforce needs at the leadership and direct service levels include preparation, compensation and financial relief, ongoing training and support, recruitment, and retention.

“It’s a vicious cycle. Our families here don’t make enough to pay for child care and our child care providers don’t make enough to stay in business. How do you entice quality folks and avoid a tremendously high burn-out rate?”

Statewide Needs Assessment – Key Findings and Themes

FACILITIES - Needs exist related to the physical conditions and environments of early childhood facilities across the state.

Statewide Needs Assessment – Key Findings and Themes

BRIGHT SPOTS - Efficient, innovative, responsive efforts are occurring amongst early childhood care and education system partners in communities throughout the state.

Statewide Needs Assessment – Key Findings and Themes

Feedback and Questions

- General reactions?
- Is there anything that was unexpected?
- Is there anything you feel is missing?

Fiscal Mapping Update

Goal: Increase integration, communication, and collaboration among all parties serving children and families including multiple state agencies and the private sector.

- Collecting comprehensive information from each state agency for all early childhood programs/services.
- Exploring distribution of investments across the Cabinet's *Blueprint for Early Childhood* building blocks (Early Learning, Healthy Development, Strong Families).
- State Division of the Budget is adopting the fiscal map as a standard means of enforcing the Governor's Children's Budget statute.

Fiscal Mapping Update

Next Steps:

- Ongoing collection and synthesis of state agency funding information.
- Developing customizable data dashboard to support analysis.
- Summary report of findings and recommendations to inform the Needs Assessment and Strategic Plan.

Early Childhood Meetings Synthesis

- Crosswalk and mapping of all meetings supporting and/or informing the Early Childhood System in Kansas.
- Assess and identify primary goal of each meeting.
- Ongoing efforts to identify efficiencies and opportunities for greater alignment and collaboration.

Kansas Early Childhood Journey

- Explore the timeline of moments and follow it to see where this journey began.
- Read highlights from Community Engagement Sessions.
- Moments include bright spots and aspirations!



Find the Kansas Early Childhood Journey here:
kschildrenscabinet.org/journey

Next Steps – Needs Assessment

Advisory Team Meeting (8/23)

Sharing Back via Webinar (9/4)

Federal Needs Assessment Report Submission (9/30)

Our Tomorrows Story Collection - [Help get to Zero Zeros!](#)

- Community Sensemaking Workshops
 - North Central Region in Salina (8/26)
 - North East Region in Topeka (9/5)

Next Steps – Strategic Planning

Public Feedback and Ideas (8/24 through 9/30)

- kschildrenscabinet.org/share

Governor’s Symposium on Early Childhood – **You’re Invited!**

- Draft strategic plan framework and collaborative break-outs
- October 7th at the Hyatt Regency Hotel in Wichita, KS
- Register at kschildrenscabinet.org/symposium

Roadshows for public feedback and action planning (TBD)

Funding Opportunity (11/2)

- PDG B-5 Implementation Grant – competitive federal funding

STRENGTHENING early childhood in KANSAS

"We are ALL Early Childhood Stakeholders"
Governor Laura Kelly

Questions?

Family First Prevention Services Act Overview

*Tanya Keys, Kansas Department for Children and
Families*



Pediatric Mental Health Care Access Grant

*Rachel Sisson, Kansas Department of Health and
Environment*



Early Childhood Block Grant (ECBG) Annual Report

Lynn Schrepferman, Wichita State University





WICHITA STATE
UNIVERSITY

**COMMUNITY ENGAGEMENT
INSTITUTE**

Center for Applied Research and Evaluation

Early Childhood Block Grant 2018-2019 Report

A Kansas Story

Early Childhood Block Grant (ECBG)



School readiness depends on the risk and protective factors a child is exposed to during the early years of life.

Multiple risk factors compound the detrimental effects of individual risk factors.



Protective factors can moderate the negative influence of risk.



ECBG increases protective factors in children through quality programming.

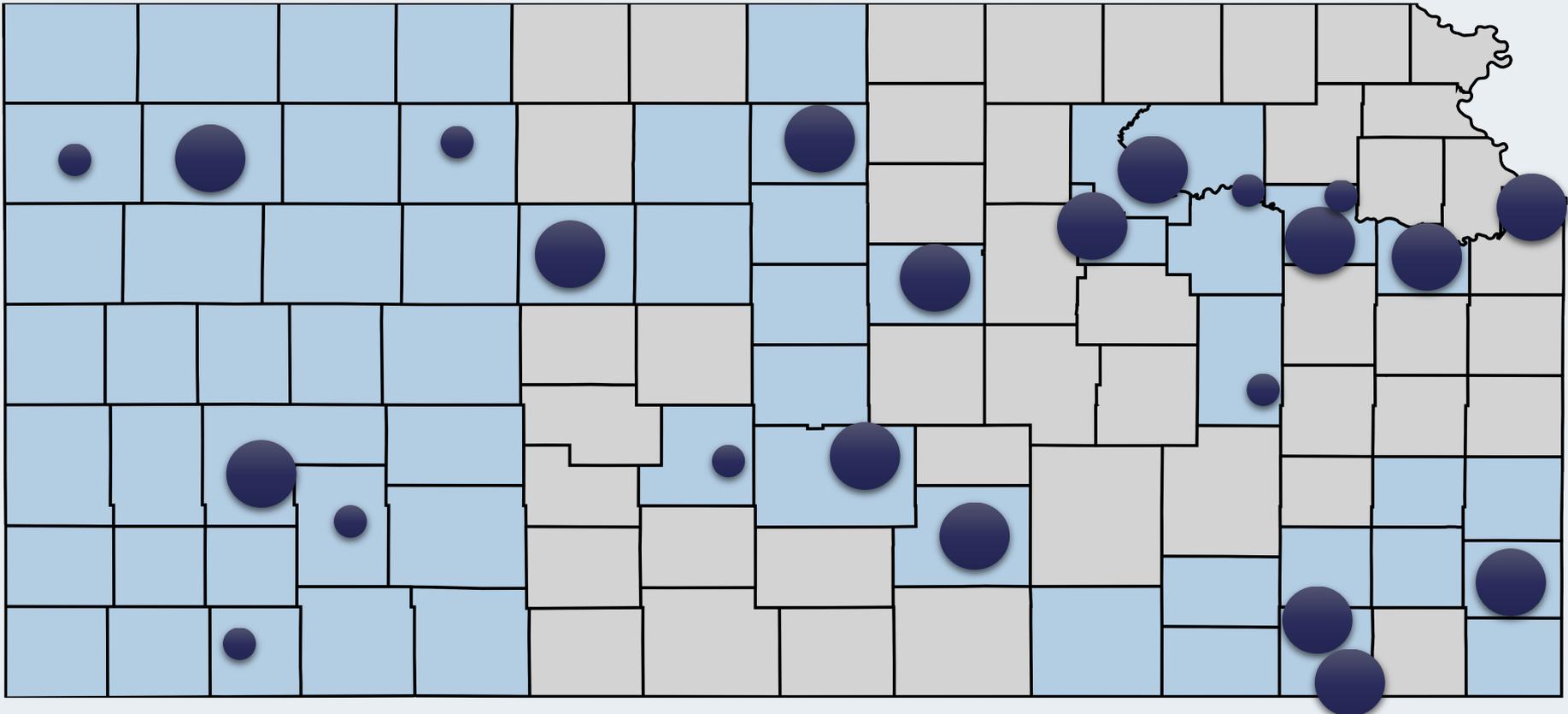


In order to prevent disparities in school readiness, the Kansas Children's Cabinet and Trust Fund (KCCTF) provides Early Childhood Block Grant (ECBG) funding to qualified applicants throughout Kansas. Grantees must demonstrate community needs and utilize funds for locally identified, high-quality programs serving at-risk children and their families.

Grantee Programs

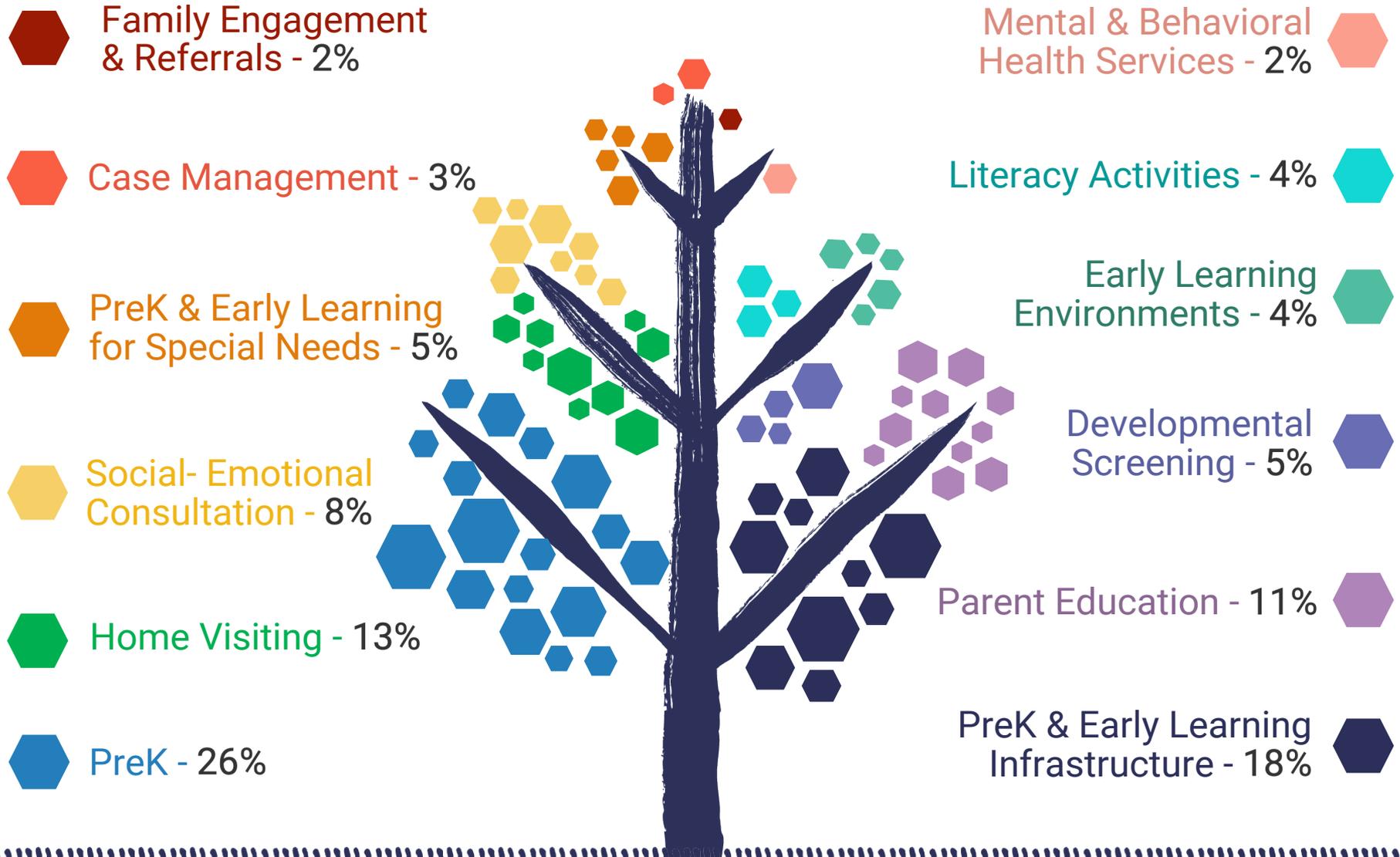


Grantees & Counties Served by ECBG



For more information go to: maps.caretools.org

Children & Families Served by Program Type



Children & Families Served

Demographics
& Risk

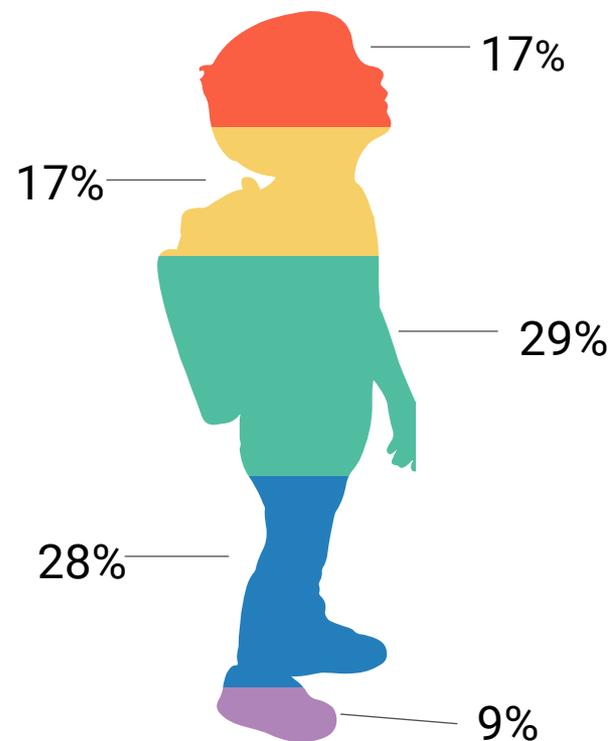


ECBG Risk Factors

- Family income (measured by free and reduced price lunch)
- Children and families whose primary language is not English
- Children at risk for developmental delay (measured by ASQ-3 and ASQ: SE-2 scores)
- Children who have an established developmental delay (measured by qualification for IEP/IFSP, Part B, or Part C)
- Children in foster care or in custody of a relative
- Caregivers with less than a high school education
- Teen parents

Overall Risk - # of Risk Factors

■ 0 ■ 1 ■ 2 ■ 3 ■ 4+



Families Served = 6,484

91%

of families with
one or more
risk factors

Risk in Counties Served by ECBG

Counties Served

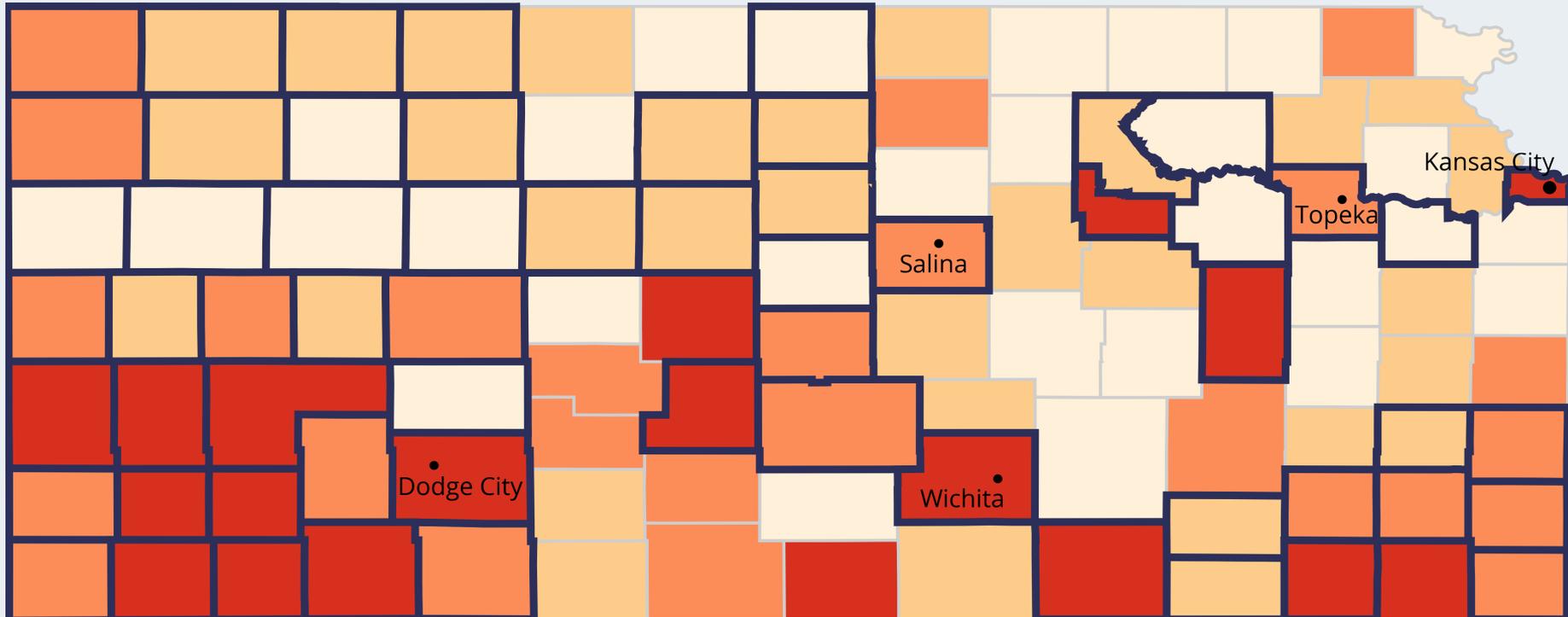


Low

Moderate

High

Very High

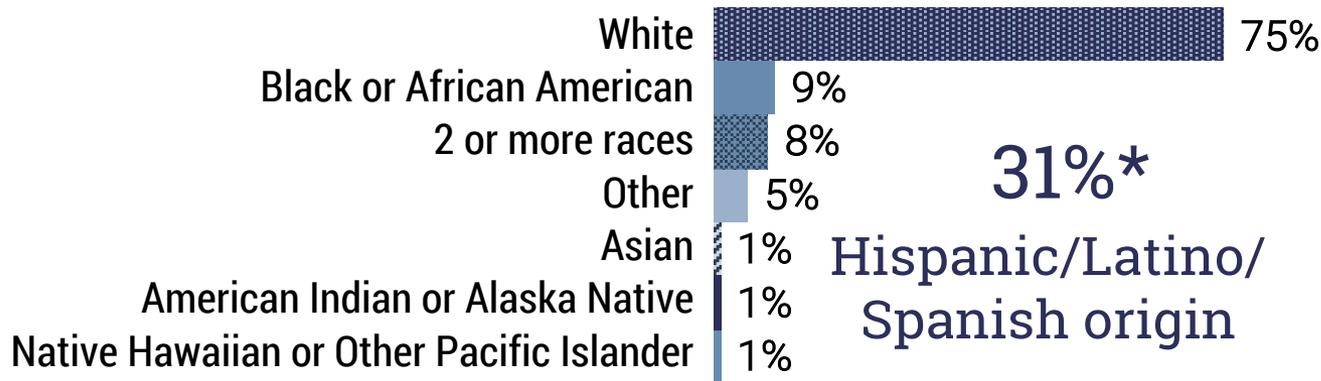


- Percent of children participating in the free and reduced price lunch program (Kansas KIDS Count)
- Percent of mothers with less than a high school diploma (Kansas KIDS Count)
- Percent of households where no one age five or over speaks English (census.gov)
- Teen pregnancy rates (KDHE)
- For more information on risk in Kansas go to: schoolready.caretools.org



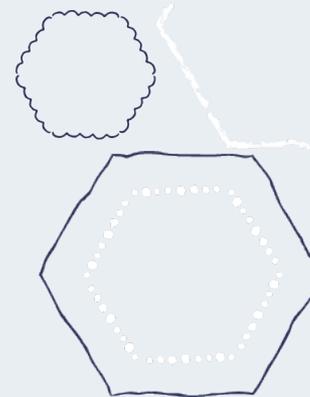
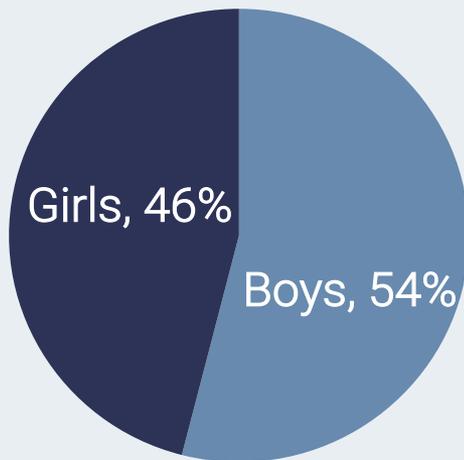
7,457 Children Served

Child Race



*Ethnicity is measured separately from race consistent with the U.S. Census

Child Gender



Risk Factors



Foster care or in custody of a relative



Part B or Part C Early Intervention Services



Child did not speak English as their first language



6,484 Families Served



56% Married



Risk Factors



77% Free & reduced price lunch



9% Teen parents



15% Parents with less than a high school education



22% Caregivers did not speak English as their first language



Caregiver Education

Bachelor's Degree or Higher

20%

Technical Training/ Assoc Degree/ Some College

35%

High School Diploma or GED

30%

Less than High School

15%

Family Income

Greater than \$100,000

4%

\$80,000 - \$89,999

2%

\$60,000 - \$69,999

2%

\$40,000 - \$49,999

4%

\$20,000 - \$29,999

4%

Less than \$10,000

6%

10%

17%

20%

17%

14%

51% earned less than \$30,000



Developmental & Social-Emotional Risk

The ASQ-3 and ASQ:SE-2 classify children as:

- At-Risk – Additional assessment is needed
- Monitoring – Frequent developmental screening is recommended
- On Track – Development is consistent with norms for the child's age

Early identification and intervention for developmental and social-emotional delays have been associated with achievement of future developmental milestones and promotion of school readiness^{5,6}.

Blueprint Area:
Healthy Development

Goal:
Early identification of developmental & social-emotional delays

Measures:
Ages & Stages Questionnaire – 3rd Ed.(ASQ-3) & ASQ: Social-Emotional, 2nd Ed.(ASQ:SE-2)

Scales:
ASQ-3: Communication, Gross Motor, Fine Motor, Problem Solving, & Personal-Social;
ASQ:SE-2: Self-Regulation, Compliance, Social Communication, Adaptive Functioning, Autonomy, Affect, & Interaction with People

Ages:
1 month-6 years

Frequency:
Based upon age of the child

Purpose:
Identify delays, promoting additional assessment & referral when delays are present

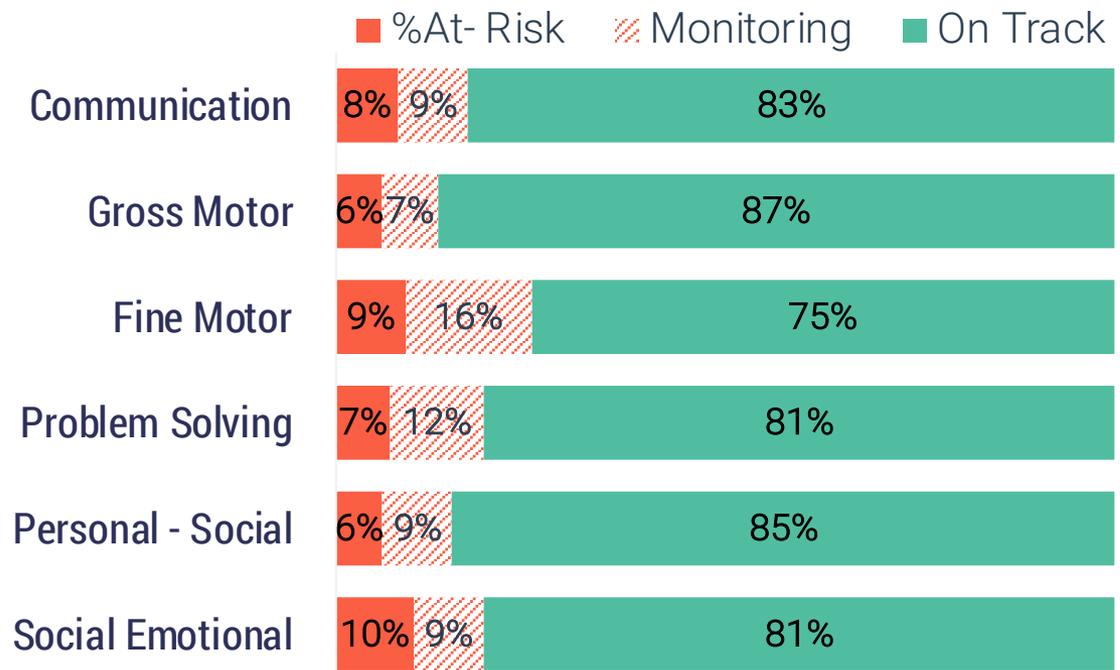


Impact of Early Developmental Screening

Participation in ECBG programs promoted early identification, which is the first step in early intervention.

3,130

children identified as At-Risk in one or more areas



Impact on Child Outcomes

ECBG Evaluation of Outcomes:

- Rigorous approach
- Measures of short term outcomes associated with school readiness
- Focus on data across a wide range of programs to allow for a statewide snapshot of outcomes
- Measures, data coaching, and technical assistance provide grantees with rapid access to information on program outcomes
- Feedback for continuous quality improvement



Social- Emotional Impact





Social-Emotional Development

The Devereux Early Childhood Assessment (DECA) was used in programs for targeting social skills:

- Reliable and valid measure of social-emotional well-being
- Normed target scores
- Measures of social-emotional skills have been shown to promote mental health ^{7,8}

Development of age-appropriate social and emotional skills is related to the ability to build relationships, solve problems, and cope with challenges as well as contribute to academic success⁹.

Blueprint Area:

Healthy Development

Goal:

Social-emotional development, including positive self-regulation & compliance behaviors

Measures:

Devereux Early Childhood Assessment DECA-I (Infant), DECA-T (Toddler), & DECA-P2 (PreK)

Scales:

Initiative, Self-control, & Attachment

Ages:

1 month-5 years

Frequency:

At the beginning & end of services

Purpose:

Assessment for social-emotional development that measures protective factors in children receiving targeted one-on-one social-emotional, mental, and/or behavioral services

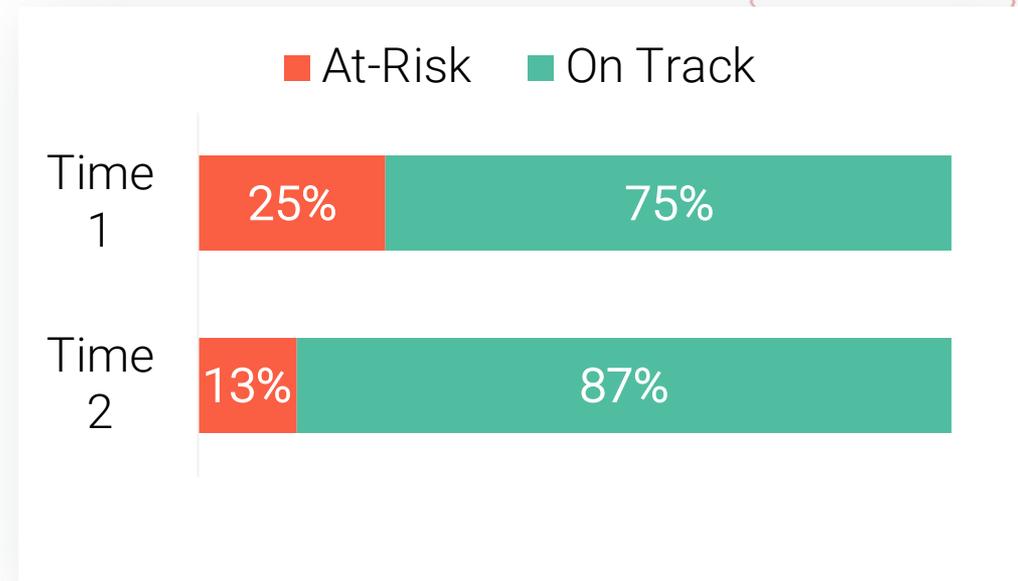


Impact on Social-Emotional Development

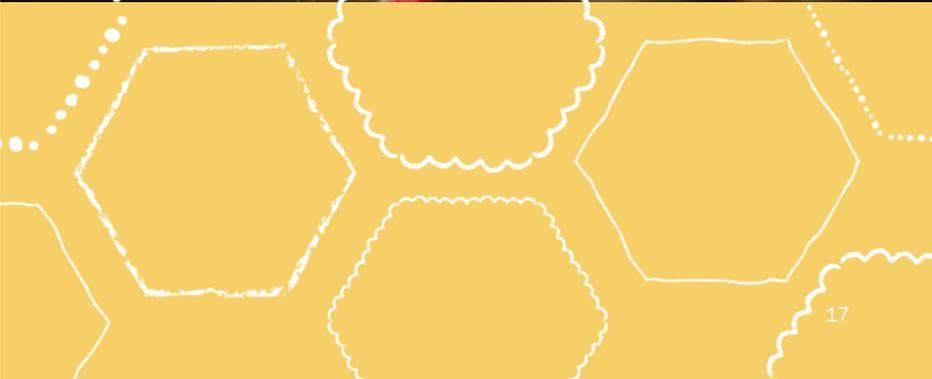
752
children
served

There was a decrease in the percentage of children at-risk in social-emotional development following ECBG services. Children were assessed at the beginning (Time 1) and end (Time 2) of services.

The development of social-emotional skills is particularly important for children who are at higher risk, and thus, more likely to fall behind in school readiness¹⁰.



Early Learning & PreK Environments Impacts





Early Learning & PreK Environments

Early Learning Environments:

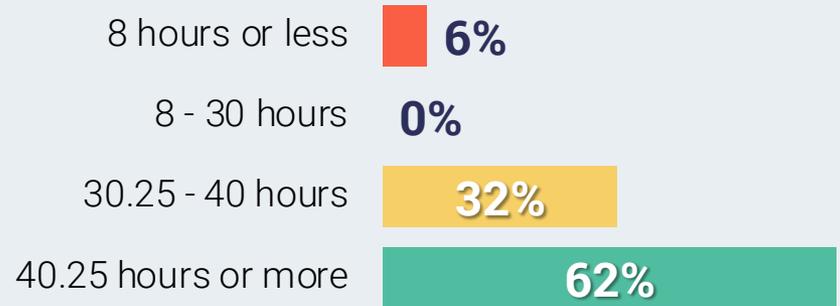
- Birth to 3 years old
- Classrooms
- Child care centers
- Home care providers

A national review of the effects of PreK programs found the impacts through 4th grade were much stronger for programs in school districts with more disadvantaged students and for high quality programs¹¹.

PreK Environments:

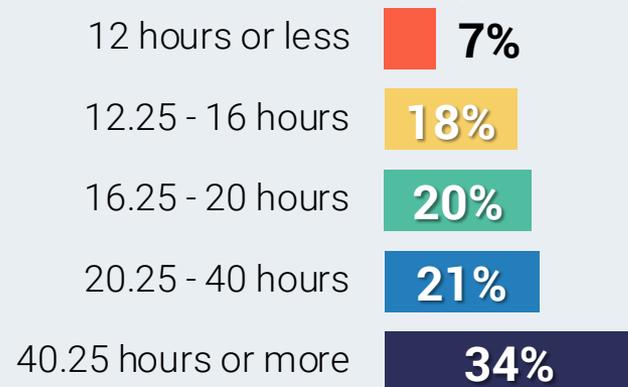
- Primarily classroom-based
- Include a specified developmentally appropriate curriculum that is evidence-based or research-based

Percentage of Children by Hours per Week in **Early Learning Environments**



63% of children spent more than 20 hours per week in Early Learning/PreK Environments

Percentage of Children by Hours per Week Spent in **PreK Environments**



Early Learning & PreK Environments

Classroom observations provide:

- Objective, broad based perspective of care and education settings
- Developmentally appropriate practices
- Research suggests children benefit most from classrooms that reach an established level of emotional and behavioral support, organization, learning, and instructional promotion¹².

Children who experience high levels of language modeling, quality feedback, and concept development in PreK make greater gains on language development and academic achievement^{13,14}.

Blueprint Area:

Early Learning & Healthy Development

Goal:

High quality care that promotes child development

Measures:

Classroom Assessment Scoring System (CLASS)

Scales:

CLASS-T: Emotional & Behavioral Support, & Engaged Support for Learning;

CLASS-PreK: Emotional Support, Classroom Organization, & Instructional Support

Ages:

15 months-5 years

Frequency:

Fall & Spring (dependent on Fall results)

Purpose:

Assess quality of teacher-child interactions in early learning environments



High Quality Classrooms

High quality CLASS teacher-child interactions were most predictive of positive change in academic outcomes and social skills when compared to group size, family partnership, staff education and training, or alternate classroom environment ratings¹⁵.

The Harvard Center on the Developing Child (2012) found that serve and return interactions build and strengthen a child's brain development, supporting overall physical, mental, and emotional development¹⁶. The CLASS tool captures the level of serve and return interactions present in the classroom by focusing on observed teacher-child interactions occurring within early learning environments.

3,007

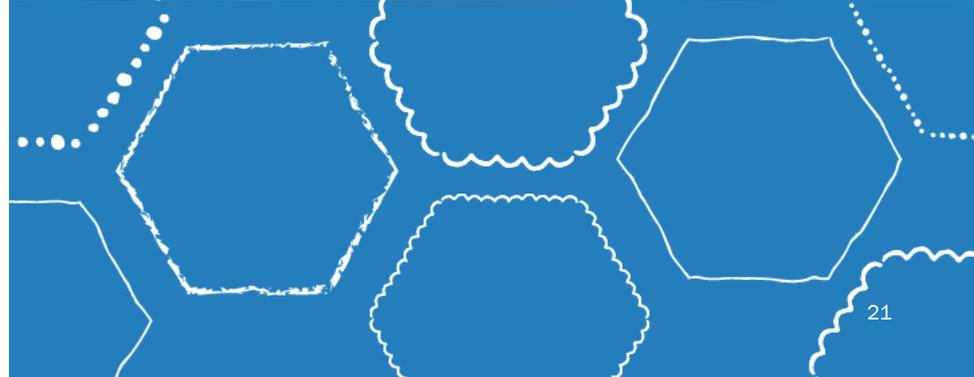
children in high quality ECBG care & education

74%

high quality classrooms



Early Learning Impacts





Early Communication

The IGDI of Early Communication Indicator (ECI) is a play-based child measure. Based on developmental norms by age in months children were categorized as:

- At-Risk – Communication skills below what is within the normal range
- Developing – Communication skills are close to the normal range and frequent monitoring is suggested
- On Track – Communication skills are at or above the normed cut off for the child's age

The Making Online Decisions (MOD) intervention, which has been found to significantly improve communication, is available to all ECBG programs using the ECI¹⁷.

Blueprint Area:
Early Learning

Goal:
Age appropriate skills in communication & pre-literacy

Measure:
Individual Growth & Development Indicators (IGDIs)

Scales:
Early Communication Indicators (IGDIs-ECI)

Ages:
0-3 years

Frequency:
Three times per year

Purpose:
Measures a child's development of essential communication skills outcomes

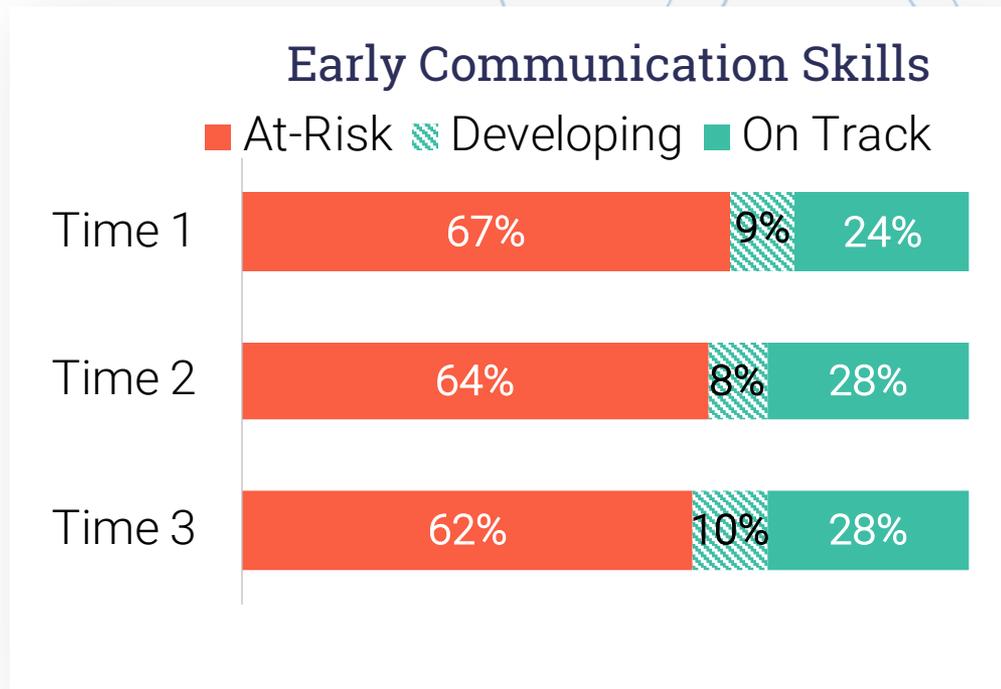


Impact on Early Communication

Children in these programs were some of the most at-risk children in all ECBG programs, with high rates for the following risk factors:

- 21% had three or more risk factors
- 68% qualified for the free or reduced price lunch program
- 52% had an established developmental delay

The majority of children remained at-risk by the end of the year; however, the 4% increase in children who are on track is notable since more than half of the children were in early intervention services for developmental delays.



Early language ability has been found to be the best predictor of future school readiness and academic success for children in this age group¹⁸.



3-Year-Old Emergent Literacy

Strong phonemic awareness predicts reading proficiency in third grade¹⁹. Results from research that combined more than 80 different studies found preschool programs which include phonemic awareness had significant positive impacts on language, spelling, and literacy skills. The outcomes in this research applied to a wide range of children, from normally developing readers to struggling readers, and to children from a wide range of family incomes^{23,24}.

Based upon strong evidence of the need for literacy curriculum in PreK²⁵, the myIGDIs provide essential information on emergent literacy development in ECBG PreK programs.

Blueprint Area:
Early Learning

Goal:
Age appropriate skills in communication, literacy, & pre-reading



Measures:
myIndividual Growth & Development Indicators (myIGDIs P3)

Scales:
Oral Language, Letter Knowledge, & Phonological Awareness

Ages:
3-4 years

Frequency:
Fall, Winter, & Spring

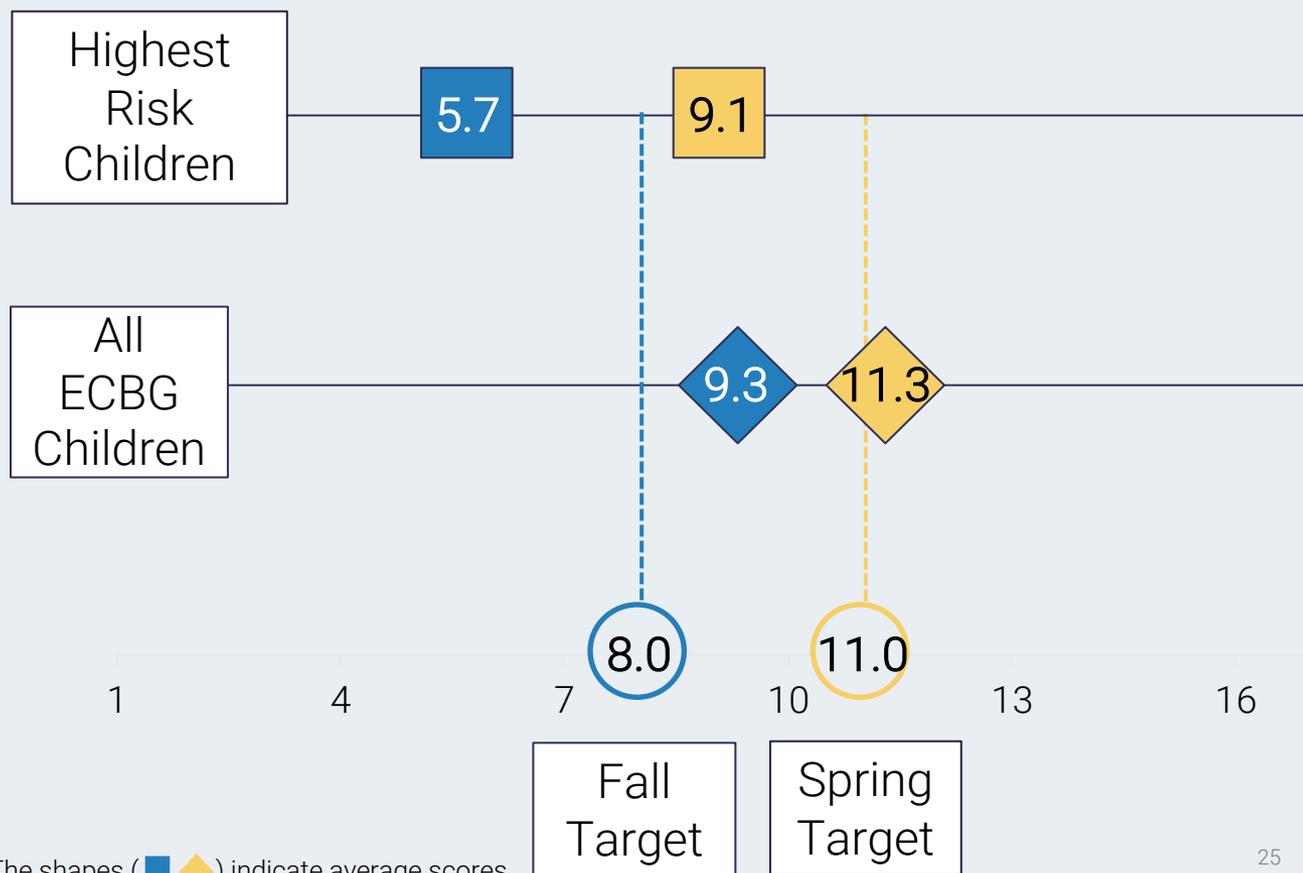
Purpose:
Monitor development of literacy skills in 3-year-old children

Impact on Emergent Literacy

This test measures emergent literacy, which involves the skills, knowledge, and attitudes that are demonstrated developmental precursors to conventional forms of reading and writing²⁶.

Increases in Emergent Literacy from Fall to Spring

The average 3-year-old made progress on early literacy. The largest improvements were made by the highest risk children, although they remained below the desired spring target score.





4-Year-Old Literacy

The United Kingdom, Australia, and Scotland have conducted research on the use of systematic phonemic instruction:

- Systematic phonemic instruction resulted in significantly higher reading scores than in schools that did not²⁸
- Long term benefits were found for children who were English language learners or who were economically disadvantaged

A focus on early literacy/ phonemic curricula was found in a Head Start study to result in significantly better third grade reading scores³⁰.



Blueprint Area:
Early Learning

Goal:
Age appropriate skills in communication & pre-literacy

Measures:
myIndividual Growth & Development Indicators (myIGDIs) Literacy

Scales:
Oral Language, Letter Knowledge, Comprehension, & Phonological Awareness

Ages:
4-5 years

Frequency:
Fall, Winter, & Spring

Purpose:
Monitor development of Literacy skills in preschool-aged children

Impact on Language Comprehension

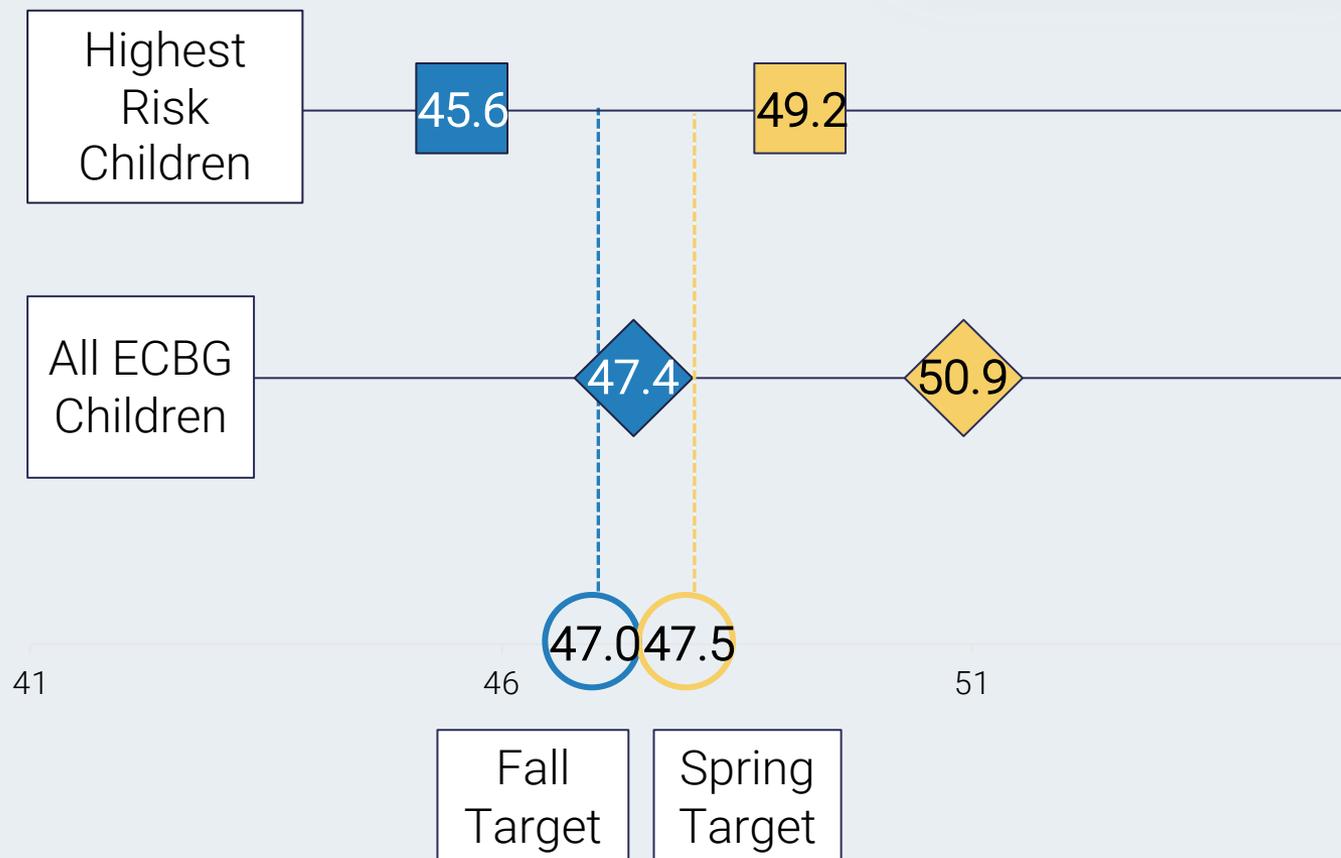
These tests measure vocabulary and understanding of language.

Language Comprehension reflects the ability to derive meaning and draw inferences from written and spoken language are skills which are central to a reader's ability to understand text.

Oral language has been found to predict literacy and reading outcomes³¹.

Increases in Language Comprehension from Fall to Spring

Gains made by the highest risk students moved their average score from below to above the target score by spring.



The shapes (■ ◆) indicate average scores.

Impact on Phonemic Awareness

These tests measure the understanding of sounds and their connection to letters.

Phonological awareness is the ability to detect, identify, and manipulate individual sounds in spoken language.

Research on the science of learning to read indicates that emergent phonological skills are key to learning to read²¹.

Increases in Phonemic Awareness from Fall to Spring

The average score for both groups of students progressed from below the target score to meeting or exceeding the spring target score.

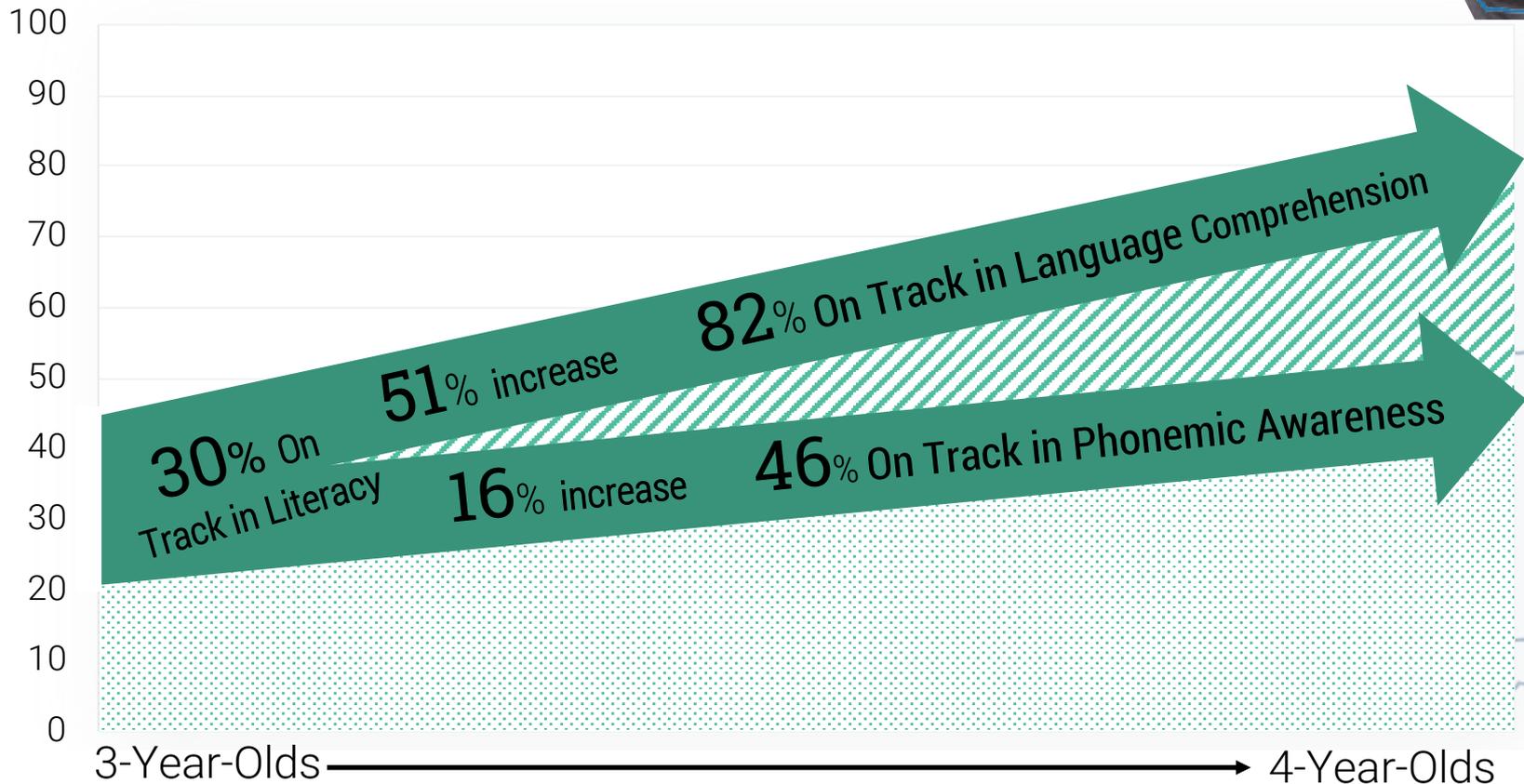


The shapes (■ ◆) indicate average scores.

Impact of 2 Years of PreK on Literacy

This year, 2,463 children participated in 4-year-old ECBG PreK; 334 (13.6%) of those children had 2 years of ECBG PreK.

For the children who attended two years of PreK, there were sizable increases in the percentage who were on track in pivotal emergent literacy skills (effect size for the model = .55, $p < 0.00001$).





3- & 4-Year-Old Numeracy

Research from multiple longitudinal studies demonstrated that mathematical skills during PreK are strongly associated with academic success in later years¹. Research also indicates pre-numeracy skills at kindergarten entry were a better predictor of academic achievement than literacy, attentional skills, or social behavior³³.

Blueprint Area:

Early Learning

Goal:

Age appropriate early math

Measures:

myIndividual Growth & Development Indicators (myIGDIs) Numeracy

Scales:

Oral Counting, Quantity Comparison, Number Naming, & 1-to-1 Correspondence Counting

Ages:

3-5 years

Frequency:

Fall, Winter, & Spring

Purpose:

Monitor development of Numeracy skills in preschool-aged children



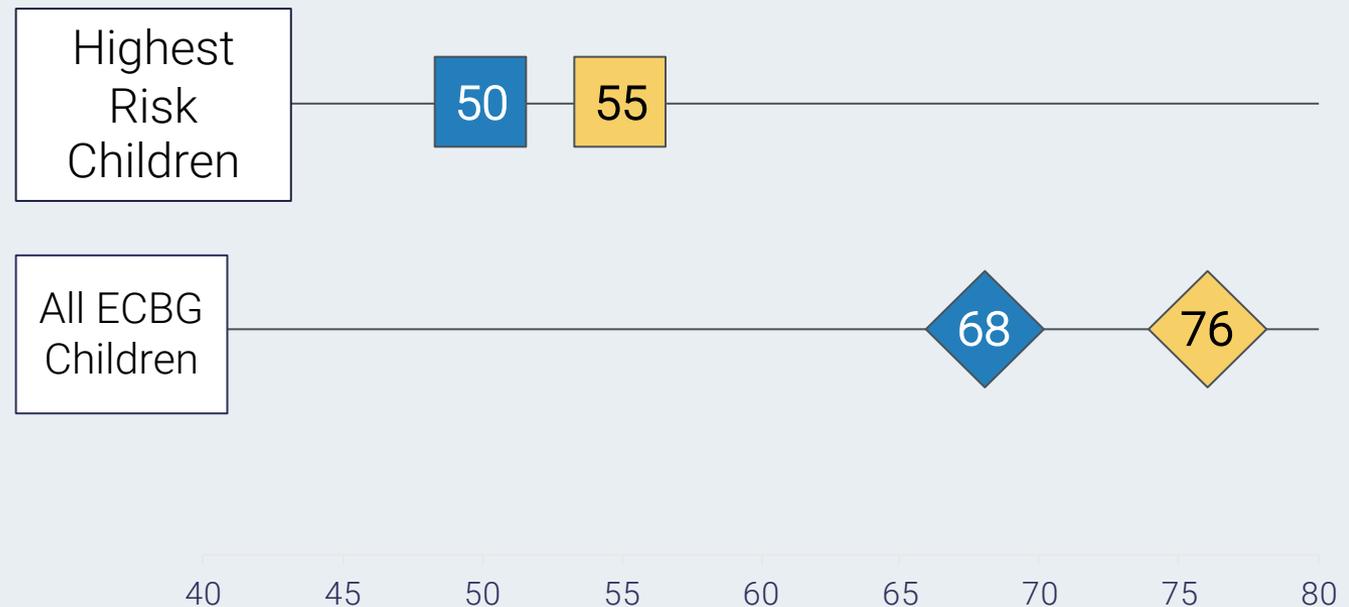
Impact on 3-Year-Old Numeracy

These tests measure early numeracy skills. Numeracy in PreK has been linked to future reading and academic skills in primary school^{1,34}.

Numeracy measures the ability to produce numbers in sequence, to make judgments about differences in the quantity of objects in a group, to name numbers, and the ability to understand the correspondence of numbers to symbols representing a quantity.

Increases in Percentage of Children On Track in Numeracy from Fall to Spring

Gains made by the highest risk students were smaller than those of the average ECBG child.



The shapes (■ ◆) indicate percent on track.

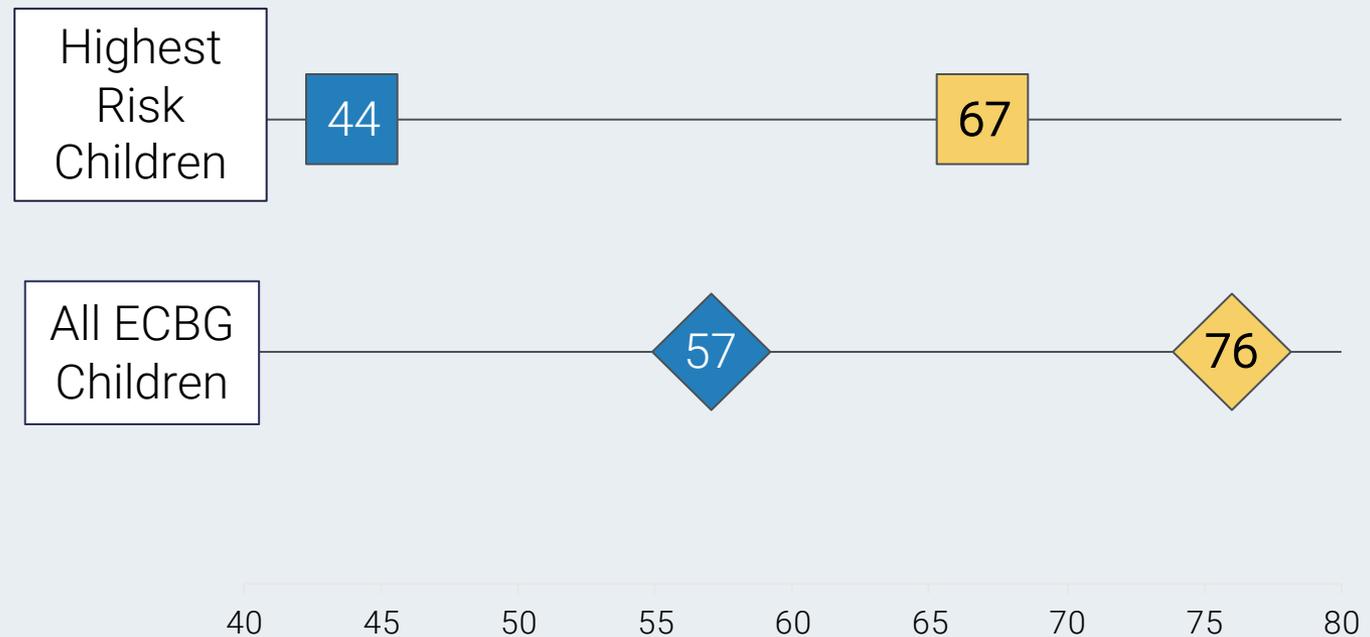
Impact on 4-Year-Old Numeracy

These tests measure early numeracy skills in 4-year-olds.

Engaging in early mathematics increases oral language abilities, even when measured during the following school year. These include vocabulary, inference, independence, and grammatical complexity³⁵.

Increases in Percentage of Children On Target in Numeracy from **Fall** to **Spring**

Gains made by the highest risk students were larger than those of the average ECBG child.



The shapes (■ ◆) indicate percent on track.

Family Services Impact





Home Visiting

The HOME Inventory for assessment of home visiting:

- An observational and caregiver interview assessment
- Represents change generated through home visiting
- Significant improvements in HOME Inventory scores were found in multiple home visiting studies, including a meta-analysis of the impact of home visiting on parent-child relationships³⁶.

Roggman and colleagues (2016) found HOME Inventory scores measured positive parenting outcomes, which were associated with positive developmental outcomes for young children³⁷.

Blueprint Area:
Strong Families

Goal:
Safe, stable, & nurturing relationships

Measures:
Home Observation Measurement of the Environment (HOME) Inventory

Scales:
Responsivity, Acceptance, Organization, Learning Materials, Involvement, & Variety

Ages:
2 months-3 years

Frequency:
At the beginning & end of services; or twice during the evaluation year

Purpose:
Measures the quality & extent of stimulation & parental interaction available to a child in the home environment



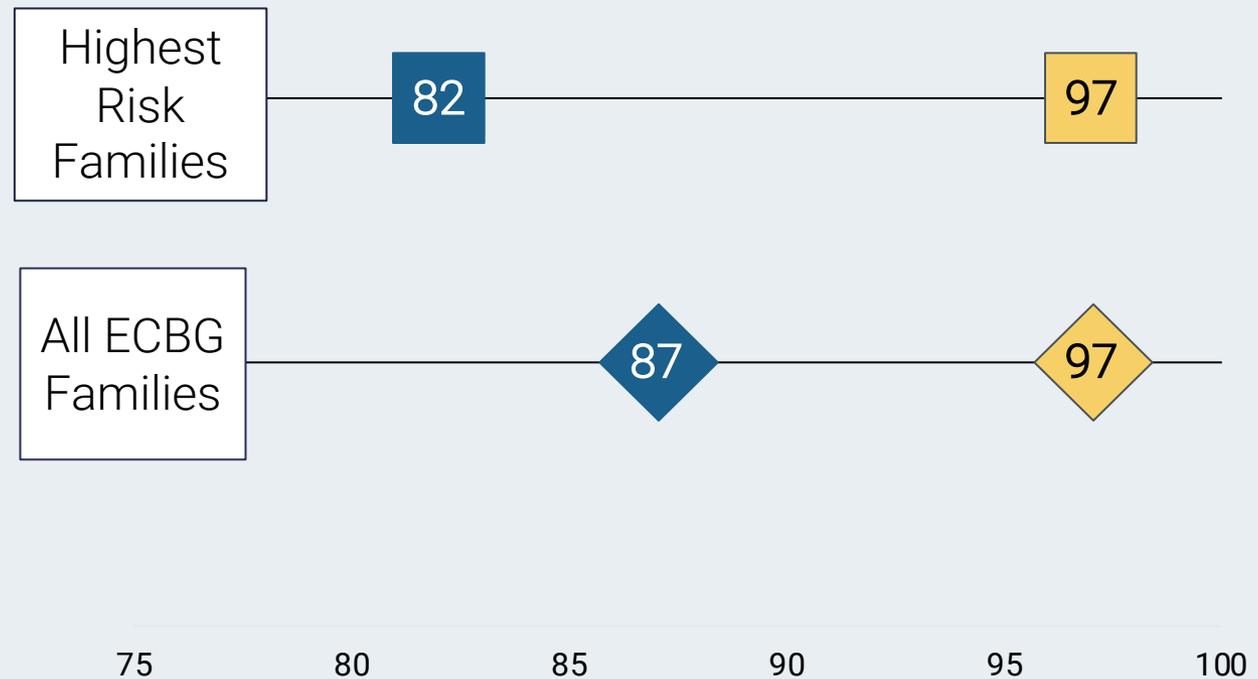
Impact on Early Childhood Home Environment

These observations measure the quality of the home environment and the interactions between the adults and their children.

Observations of the early childhood home environment have been found to predict positive developmental outcomes of young children associated with positive parenting outcomes³⁸.

Improvement in Home Environment from Time 1 to Time 2

The chart depicts the percentage of families who met the benchmark for home environments that promote healthy development. Gains made by the highest risk families were larger than those of the average ECBG family.



The shapes (◆■) indicate percent at or above the benchmark.



Parent Education

The KIPS:

- Provides observations of responsive parenting guided by the child's instinctive attempts for interaction³⁹
- Gauges parenting quality by assessing caregiver behaviors
- Systematic observation of the serve and return in parent-child interactions

.....

Parent education has been found to promote supportive parenting skills and positive nurturing parent-child relationships. Evidence-based parent education programs promote positive parenting and have been found to reduce this developmental risk⁴¹.

.....

Blueprint Area:
Strong Families

Goal:
Safe, stable, & nurturing relationships

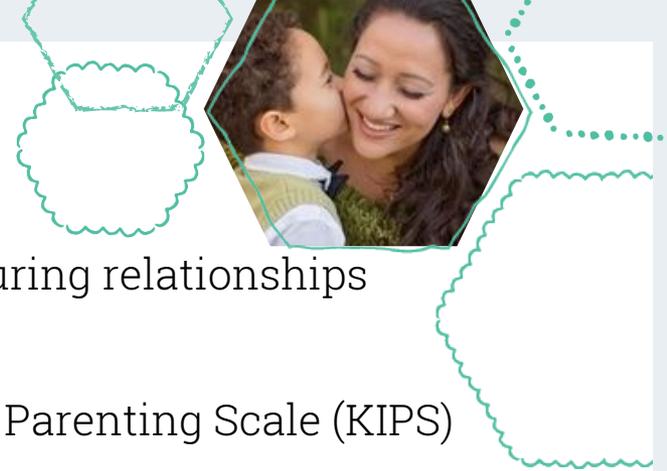
Measures:
Keys to Interactive Parenting Scale (KIPS)

Scales:
Sensitivity, Supports Emotions, Physical Interaction, Involvement, Open to Child's Agenda, Engagement in Language, Reasonable Expectations, Adapts to Child, Limits & Consequences, Supportive Directions, Encouragement, & Promotes Exploration

Ages:
2 months-6 years

Frequency:
At the beginning & end of services; or twice during the evaluation year

Purpose:
Assess parenting behavior & parent-child interactions



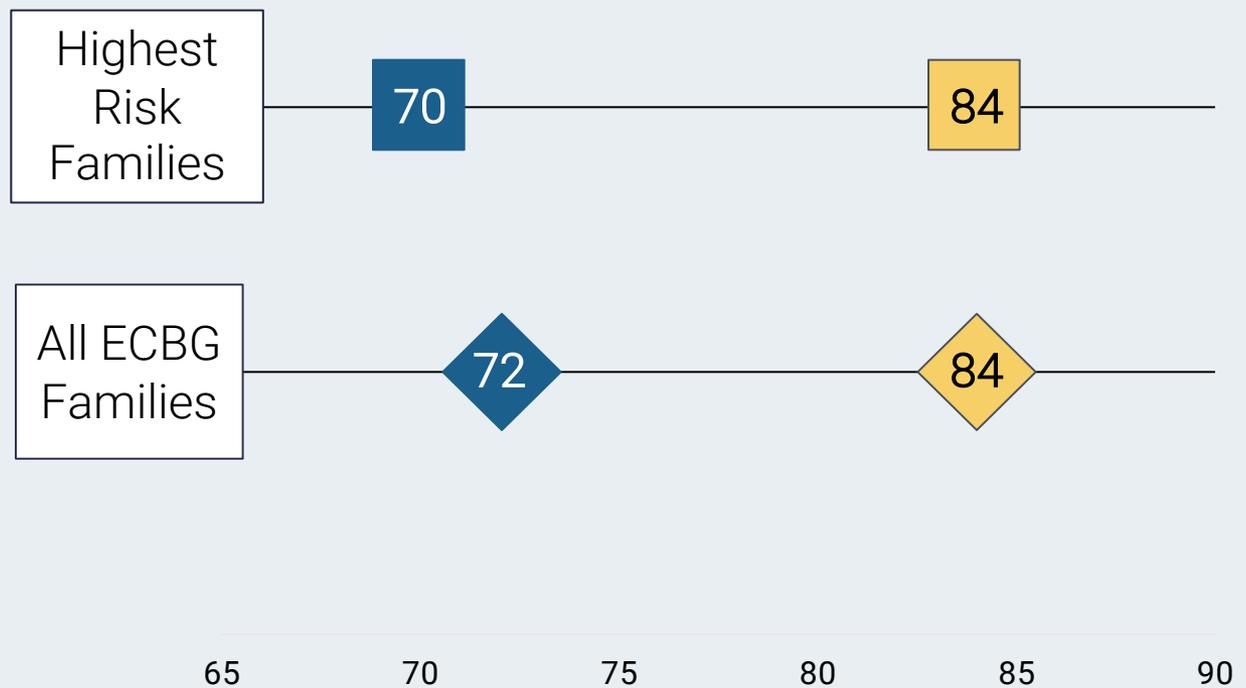
Impact on Positive Parenting

Observations of interactions between caregivers and their children reflect positive parenting and serve and return interactions¹⁶.

Research has demonstrated responsive parenting was related to children's social skills and adjustment³⁸. This form of observation of positive parenting was found to be an effective method for discriminating between outcomes associated with parenting interventions⁴².

Improvement in Positive Parenting from Time 1 to Time 2

The chart depicts the percentage of families meeting the benchmark for positive parenting. The highest risk families made larger gains than those of the average ECBG family.



The shapes (◆ ■) indicate percent at or above the benchmark for positive parenting

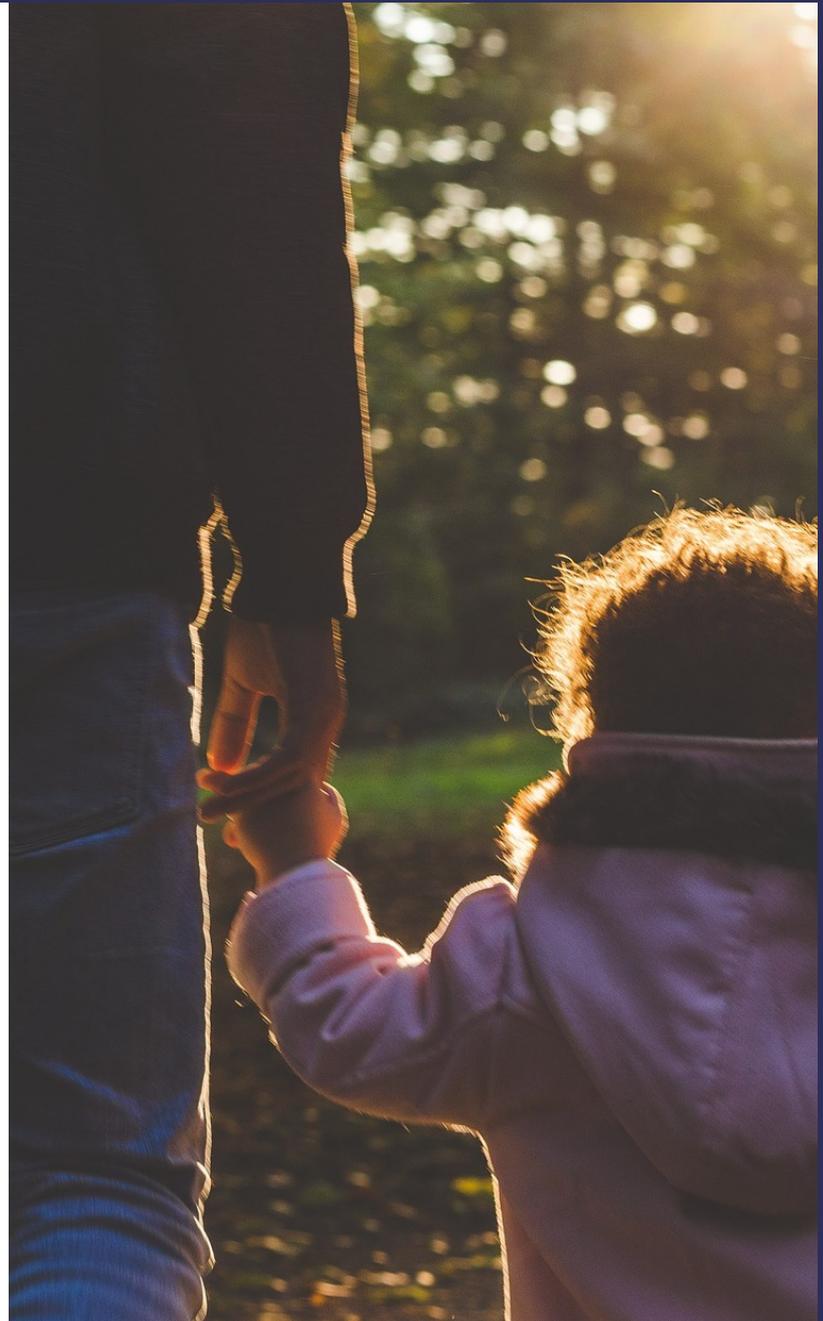
Summary of Outcomes

- Children served by social-emotional consultation programs increased in protective factors.
- Seventy-four percent of ECBG classrooms were observed to be high quality.
- Children 0-3 years old made progress on early communication, but this should continue to be an area of focus for improvement.
- 3-year-olds struggled with emergent literacy skills, although the average child was on track by the end of the year.
- By the end of the year, 4-year-old PreK students improved in both language comprehension and phonemic awareness.
- Children served for two years in PreK had large and highly significant improvements in both areas of early literacy.
- Children in ECBG PreK programs continue to make excellent progress in early numeracy.



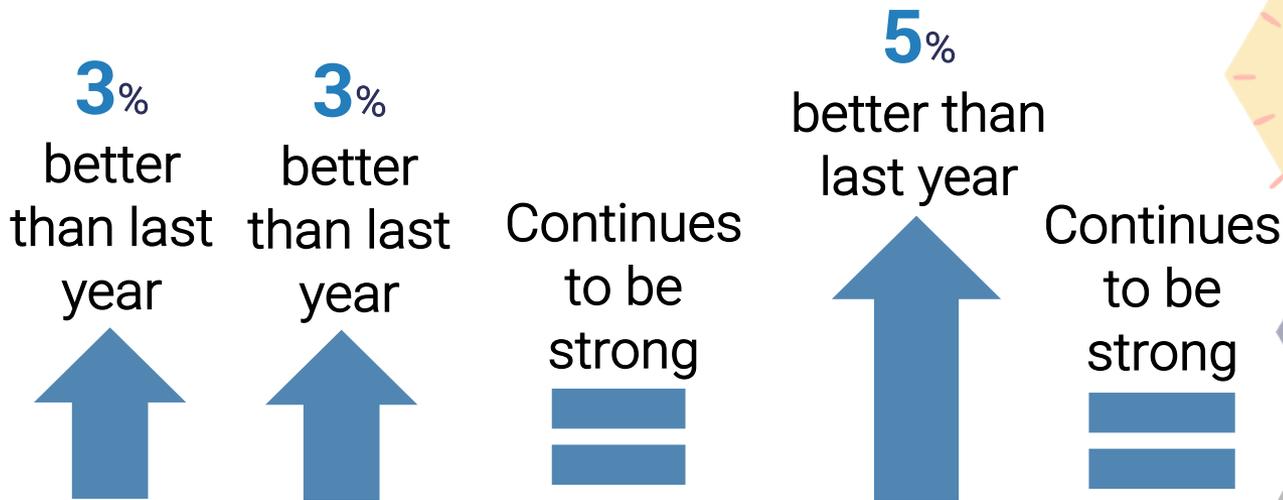
Summary of Outcomes

- Families participating in home visiting improved in their provision of home environments supportive of healthy development.
- Parents and caregivers participating in parent education programs increased their positive parenting.



Summary of Improved School Readiness Outcomes

The ultimate goal of child care and PreK programs is for children to progress toward being on track to be school ready. Programs continue to make progress in these essential school readiness skills.



Age	3	3	4	4	4
Outcome	Literacy	Numeracy	Language Comprehension	Phonemic Awareness	Numeracy
2018-2019	31%	76%	78%	40%	75%
2017-2018	28%	73%	78%	35%	75%



Early Childhood Block Grant (ECBG) Grantee Presentations

*Brady Dean, Mitchell County Partnership for
Children*





Mitchell County Partnership for Children USD 273 Beloit

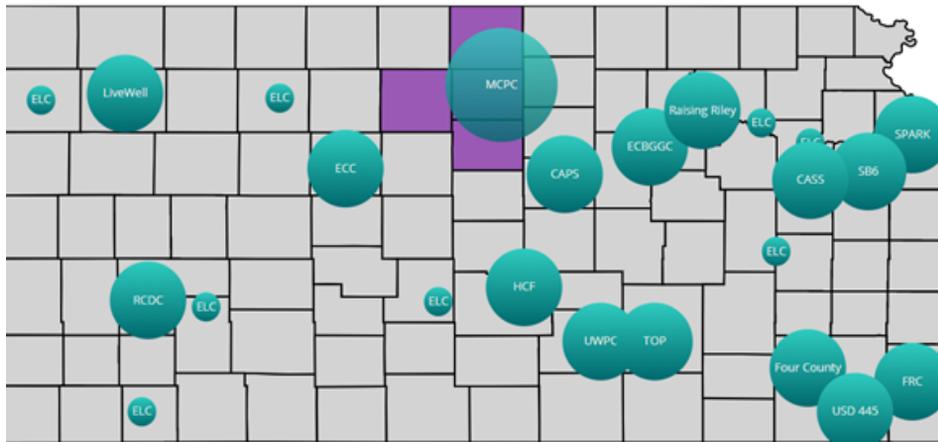
Who We Are

Children Served = 225

Teachers/Caregivers Served = 25

Families Served = 210

Classrooms Served = 25





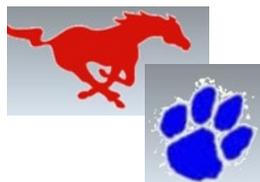
USD 273



USD 272



USD 298



USD 299



St. John's



USD 392

Overview

Mission - Provide every child and every parent access to quality and affordable child care, family support, social/emotional support, and academic intervention to ensure all students enter kindergarten ready to learn.

Brady Dean - MCPC Executive Director

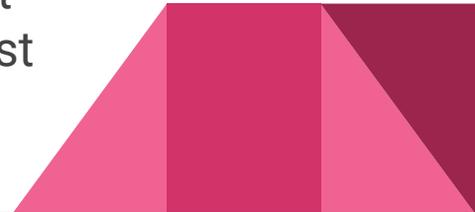
Dawn Chandler - Social Worker / Mental Health Coordinator

Jennifer Eilert - Social Worker

Karen MacCrory - School Readiness Specialist

Charle Green - School Readiness Specialist

Sharon Kresin - School Readiness Specialist



MCPC Services

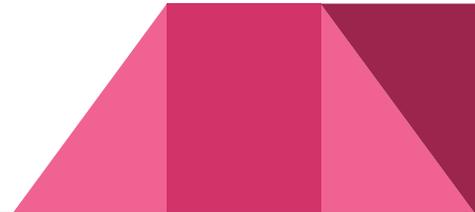
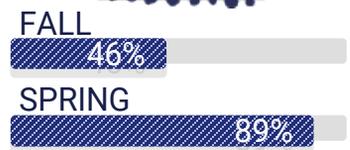
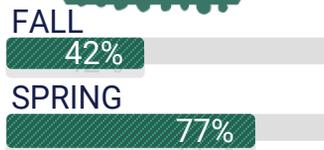
3 & 4 yr Old Preschool Classrooms and Early Learning Centers:

1. Screening for risk factors
2. Assessments for school readiness
3. Teacher mentoring and professional learning
4. Social Emotional Support
5. Academic School Readiness Support

Parent Enrichment Program

1. Parent Referrals to community services and early childhood programs
2. Parent Training
3. Family Engagement Evenings
4. Childcare Tuition Assistance
5. Informational Materials

MCPC Results – 2018-2019 Year





Questions?

Early Childhood Block Grant Grantee Presentations

Tammy Blaich, Four County Mental Health Center



Director's Update

Melissa Rooker, Executive Director



Upcoming Cabinet Meetings

Friday, November 1, 2019

