Early Childhood Block Grants

Because the years between birth and kindergarten are critical to a child’s overall development and lifetime success, Early Childhood Block Grant (ECBG) recipients focus on providing services to at-risk children, ages 0-5, and their families. Public-private partnerships are encouraged to maximize resources, foster innovation, and help avoid duplication of services. ECBG programs participate in the Cabinet’s Common Measures Initiative, which uses shared measurement tools to collect data and better understand statewide risk and program outcomes. Services include: pre-K and 0-3 care and education, social emotional consultation, home visiting, literacy activities, and parent education.

PARTNERS
Moving the needle on healthy development, strong families, and early learning requires community collaboration across sectors, involving multiple partners, both public and private, working toward a shared vision of high quality, accessible, affordable programs for at-risk young children and families. Grantee partners include: mental health services, early intervention services, community child care centers and home providers, school districts, home visitation programs, resource and referral, and local businesses.

CIF $18,145,605
Total Budget $18,145,605

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>SERVED</th>
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<tbody>
<tr>
<td>Total Children</td>
<td>7,457</td>
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<tr>
<td>Prenatal to Age 2</td>
<td>1,148</td>
</tr>
<tr>
<td>Ages 2-5</td>
<td>6,309</td>
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<tr>
<td>Ages 5-12</td>
<td>0</td>
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<tr>
<td>Ages 12-18</td>
<td>0</td>
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<tr>
<td>Ages 18+</td>
<td>0</td>
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<tr>
<td>Caregivers</td>
<td>6,484</td>
</tr>
<tr>
<td>Professional Development</td>
<td>202</td>
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</tbody>
</table>
WHAT IS THE PROGRAM’S IMPACT?

- Increases the number of children who enter kindergarten school ready with age-appropriate skills
- Reduces the need for future specialized educational services by conducting regular developmental screenings and connecting families to early intervention services
- Improves classroom quality through professional development and coaching opportunities
- Promotes supportive parenting skills and positive nurturing parent-child relationships which are predictive of positive developmental outcomes and age-appropriate social skills

HOW DOES THE PROGRAM MONITOR AND ENSURE QUALITY?

- Trains providers to implement program-specific measurement tools to adequately assess expected outcomes and impact
- Uses an array of evidence-based tools to inform service delivery surrounding literacy and numeracy, the home environment, teacher-child interactions, and parenting

ON TRACK IN LANGUAGE COMPREHENSION SKILLS

<table>
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<tr>
<th></th>
<th>FALL YEAR 1</th>
<th>SPRING YEAR 2</th>
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<tbody>
<tr>
<td>334 children engaged in ECBG pre-K services for two years showed significant gains in language comprehension as measured by myIGDI</td>
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</table>

91% Families served by ECBG who had more than one risk factor

84% Families that met the benchmark for “positive parenting” after receiving parent education services as measured by the Keys to Interactive Parenting Scale (KIPS)

74% Classrooms observed to be high quality as measured by the Classroom Assessment Scoring Systems (CLASS)

Percent of children displaying age-appropriate numeracy skills from Fall to Spring as measured by myIGDI*

<table>
<thead>
<tr>
<th></th>
<th>Three-year-olds</th>
<th>Four-year-olds</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>68%</td>
<td>57%</td>
</tr>
<tr>
<td>Spring</td>
<td>76%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The percent of children with developmentally on-target numeracy skills increased over the course of the school year for both 3-year-old and 4-year-old ECBG classrooms.*

*The myIGDI (myIndividual Growth and Development Indicators) are standardized assessments that measure children’s numeracy and literacy abilities.
Early Childhood Block Grant

**RECIPIENTS**

**CAPITAL AREA SUCCESSFUL START**
- Infant & Toddler Early Care & Education • Family Engagement & Referrals • Home Visiting • Parent Education • Pre-K • Infant, Toddler & Pre-K Infrastructure • Social-Emotional Classroom Consultation

- 84% of children under age 3 grew in early communication skills
- 78% of pre-K children on track in language comprehension

**EARLY CHILDHOOD BLOCK GRANT GEARY COUNTY**
- Home Visiting • Parent Education • Infant, Toddler & Pre-K Infrastructure

- 100% of home environments observed to be supportive of early learning
- 93% of caregivers displayed positive parenting

**FAMILY RESOURCE CENTER, INC.**
- Case Management • Infant & Toddler Early Care & Education • Home Visiting • Pre-K

- 93% of children on track for social emotional development
- 71% of pre-K children on track in numeracy
- 87% of classrooms and care environments observed to meet high quality standards

**FOUR COUNTY MENTAL HEALTH CENTER, INC.**
- Case Management • Mental & Behavioral Health Services • Parent Education • Social-Emotional Classroom Consultation

- 95% of children had social emotional development that was on track
- 80% of pre-K classrooms were observed to meet high quality standards
- 92% of home environments observed to be supportive of early learning

**HUTCHINSON COMMUNITY FOUNDATION**
- Home Visiting • Pre-K • Infant, Toddler & Pre-K Infrastructure

- 83% of pre-K children were on track in numeracy
- 75% of pre-K classrooms were observed to meet high quality standards
- 100% of home environments observed to be supportive of early learning

**KANSAS HEAD START ASSOCIATION: EARLY LEARNING COMMUNITIES**
- Pre-K

- 75% of pre-K children were on track in language comprehension
- 72% of pre-K children were on track in numeracy
- 82% of pre-K classrooms were observed to meet high quality standards

**LIVEWELL NORTHWEST KANSAS**
- Home Visiting • Parent Education • Infant, Toddler & Pre-K Infrastructure

- 87% of pre-K children were on track in language comprehension
- 70% of the percentage of caregivers observed displaying positive parenting, supportive of school readiness, increased from 46% pre to 70% post

**MITCHELL COUNTY PARTNERSHIP FOR CHILDREN**
- Infant, Toddler & Pre-K Infrastructure • Parent Education

- 91% of infant classrooms and 94% of pre-K classrooms were established as high quality by the CLASS assessment.
- 89% of pre-K children were on track for numeracy
- 98% of children were on track in language comprehension and 77% phonemic awareness
PROJECT SPARK
Pre-K • Infant, Toddler & Pre-K Education for Children with Special Needs • Infant, Toddler & Pre-K Infrastructure
75% of pre-K children were on track in language comprehension
76% of pre-K children were on track in numeracy

RAISING RILEY
Infant & Toddler Early Care & Education • Home Visiting • Parent Education • Pre-K
79% of pre-K children were on track in language comprehension
73% of pre-K children were on track in numeracy
89% of pre-K classrooms and care environments were observed to meet high quality standards

RUSSELL CHILD DEVELOPMENT CENTER
Family Engagement & Referrals • Home Visiting • Parent Education • Infant, Toddler & Pre-K Infrastructure • Social-Emotional Classroom Consultation
82% of pre-K children were on track in language comprehension
96% of home environments were observed to be supportive of early learning
89% of caregivers displayed positive parenting supportive of school readiness

SALINE-ELLSWORTH COUNTIES SCHOOL READINESS
Parent Education • Pre-K • Infant, Toddler & Pre-K Infrastructure
95% of pre-K children were on track in language comprehension
87% of pre-K children were on track in numeracy

SUCCESS BY 6 COALITION OF DOUGLAS COUNTY
Case Management • Infant & Toddler Early Care & Education • Home Visiting • Mental & Behavioral Health Services • Pre-K • Social-Emotional Classroom Consultation
73% of children under the age of three years were on track in early communication
100% of home environments were observed to be supportive of early learning at final assessment, measured by HOME.
95% of caregivers displayed positive parenting supportive of school readiness

THE OPPORTUNITY PROJECT (TOP): EARLY LEARNING CENTERS
Case Management • Infant & Toddler Early Care & Education • Family Engagement & Referrals • Pre-K • Social-Emotional Classroom Consultation
81% of pre-K children were on track in language comprehension
84% of pre-K children were on track in numeracy
100% of pre-K classrooms observed met high quality standards

UNITED WAY OF THE PLAINS COLLABORATIVE
Infant & Toddler Early Care & Education • Family Engagement & Referrals • Home Visiting • Pre-K • Social-Emotional Classroom Consultation
88% of pre-K children were on track in numeracy
100% of pre-K classrooms and care environments were observed to meet high quality standards
95% of home environments were observed to be supportive of early learning

USD 445 COFFEYVILLE
Case Management • Mental & Behavioral Health Services • Parent Education • Pre-K • Social-Emotional Classroom Consultation
80% of pre-K children were on track in language comprehension
75% of pre-K children were on track in numeracy
100% of pre-K classrooms were observed to meet high quality standards

USD 489 EARLY CHILDHOOD CONNECTIONS
Home Visiting, Pre-K
100% of pre-K classrooms and care environments were observed to meet high quality standards
85% of pre-K children were on track in language comprehension and
85% of pre-K children were on track in numeracy
72% were on track in phonemic awareness