

# All In For Kansas Kids



## Early Childhood Strategic Plan

Indicators of Success	Measures of Success
<p>To what extent are families and providers receiving and satisfied with information through 1-800-CHILDREN and the resource directory?</p>	<ul style="list-style-type: none"> <li>Number of 1-800-CHILDREN contact points</li> <li>Number of 1-800-CHILDREN mobile application downloads</li> <li>1-800-CHILDREN satisfaction survey</li> <li>Number of resource directory searches</li> </ul>
<p>To what extent are providers sending and receiving effective referrals through the community-customized electronic referral tool (Integrated Referral and Intake System or IRIS)?</p>	<ul style="list-style-type: none"> <li>Number of referrals received and sent by providers and percent of referred families enrolled in services</li> </ul>
<p>To what extent can Kansas pull accurate information regarding the number of children receiving early childhood care and education services?</p>	<ul style="list-style-type: none"> <li>Number of agencies and partners signed on to data trust</li> <li>Number of partners who contribute data</li> <li>Number of unduplicated children receiving early childhood care and education services</li> <li>Percent of early childhood care and education programs with accurate unduplicated counts</li> <li>Number and demographic profile of children and families served in each early childhood care and education service or program</li> </ul>
<p>To what extent is Kansas using data to analyze and monitor the quality, equity, and effectiveness of its early childhood care and education system?</p>	<ul style="list-style-type: none"> <li>Number and type of data-driven decision-making tools or analytics for access and use</li> </ul>
<p>To what extent are data collection requirements and evaluation questions aligned across agencies that fund early childhood care and education services?</p>	<ul style="list-style-type: none"> <li>Number and type of data elements in common across funding agencies serving children and families</li> </ul>

Indicators of Success	Measures of Success
To what extent are providers in a community making effective referrals?	Number of referrals received and sent by providers Percent of referred families enrolled in services
What percentage of children and families receive appropriate screenings for their developmental, social-emotional, or basic needs?	Percent of children birth to five years with at least one Ages and Stages Questionnaire screening before kindergarten  Percent of children birth to five years achieving age-appropriate developmental milestones according to Ages and Stages Questionnaire  Percent of children and families referred to additional services based on a screening
To what extent are families engaged in decision-making?	Number of family members on local coalitions and/or advisory councils, and as program evaluators, co-trainers of pre-service or in-service training sessions, mentors for other families and professionals, grant and application reviewers, and participants in a needs assessment process
To what extent is state funding allocated to care coordination?	Number of state-funded positions and resources dedicated to care coordination or navigation practices
To what extent are families and providers accessing services?	Number of contacts from families to resource information websites

Indicators of Success	Measures of Success
To what extent do families have access to information on quality early childhood programs and services?	<p>Number of families receiving and utilizing public awareness campaign materials (emails, social media, in-person, and web-based metrics)</p> <p>Number of individuals accessing the Kansas Quality Network website</p>
To what extent do families find early childhood information and resources easy to access, understand or interpret, and utilize?	Family member qualitative feedback and stories related to accessing and understanding early childhood care and education information and resources
In what ways are family representatives elevated and utilized in the early childhood care and education system?	Number of families participating in family engagement and leadership initiatives, and type of engagement activity and leadership initiative
Are families participating in peer-to-peer support programs?	Number of family members participating in peer-to-peer networks such as Supporting You
To what extent have private investments in Kansas early childhood care and education programs and services increased?	<p>Overall amount and percent of private investments relative to the Children's Budget</p> <p>Type and percent of early childhood care and education services funded by private investments, relative to all early childhood care and education investments</p>
What outreach has been done to local government officials, nonprofit leaders, chambers of commerce, the economic development community, and business leaders to support understanding of early childhood care and education needs?	Type and number of outreach activities, as indicated by Kansas Power of the Positive measures, to private sector partners
To what extent are Kansas businesses family-friendly?	<p>Number of businesses that have earned Kansas Breastfeeding Coalition Gold, Silver, and Bronze level Breastfeeding Employee Support Awards</p> <p>Number of businesses participating in the Kids Are Good Business survey and the number that have a plan for improvement of selected family-friendly workplace conditions</p> <p>Flexible work schedule, stronger family bonds, and comprehensive employee wellness measures from the Kansas Power of the Positive Workplace Indicator Dashboard</p>

Indicators of Success	Measures of Success
To what extent are families accessing needed services through Medicaid?	<p>Number and type of Medicaid service provided to families</p> <p>Number of children covered by Medicaid</p>
To what extent are eligibility barriers and administrative burdens reduced to help families access concrete economic supports?	<p>Number of families, children, and/or households that access Temporary Assistance for Needy Families cash assistance, Supplemental Nutrition Assistance Program food assistance, and child care assistance</p> <p>Qualitative feedback from families on their ability to access needed supports through stories and/or surveys</p> <p>Number of substantiated cases of child maltreatment</p>
To what extent does state early childhood care and education funding increase equitable access?	Demographics of families receiving services
To what extent does state early childhood care and education funding increase capacity?	<p>Number of unduplicated children receiving early childhood care and education services</p> <p>Total available slots for early childhood care and education services and programs across Kansas</p> <p>Overall number and amount of state matching fund opportunities identified and maximized</p>
To what extent do innovative funding mechanisms enhance child care capacity?	<p>Overall amount and percent directed to child care capacity relative to other early childhood care and education services from microloans, loan guarantees, credit enhancement programs, and tax incentives</p> <p>Overall amount of targeted investments for child care options for families with nontraditional work hours, infants, and children with special health care needs</p>
To what extent are communities and educational environments supported so their young children are prepared for kindergarten at age five?	<p>Number of schools that receive technical assistance to expand inclusive community preschool capacity</p> <p>Number of Kindergarten in Kansas booklets distributed and in what languages these are available and distributed</p>
To what extent are transitions smooth between early childhood care, Pre-K, and kindergarten?	<p>Number of kindergarten children participating in Kindergarten Readiness Snapshot</p> <p>Number of partnerships established between early childhood care and education programs and elementary schools</p>

Indicators of Success	Measures of Success
To what extent do compensation and benefits increase for early childhood care and education professionals?	Overall change in average wages and benefits for early childhood care and education professionals
To what extent are early childhood care and education professionals entering and remaining in the early childhood care and education workforce?	Number and demographic information of professionals entering and remaining in the early childhood care and education workforce  Satisfaction survey results
Are career pathways clearly defined, with articulation agreements across institutions, and is early childhood care and education promoted as a viable profession at the high school level?	Number of articulation agreements between two- and four-year institutions of higher education that result in additional degree advancement opportunities  Percent of high schools with early childhood care and education career pathways
To what extent do early childhood care and education professionals increase their knowledge and integration of professional development opportunities, including evidence-based practices, early childhood credentials and credentialing opportunities, and quality initiatives and programs?	Number and percent of early childhood care and education professionals accessing training, coaching, and support  Number and type of coaching, professional development, and formal education opportunities that early childhood care and education professionals access and complete
To what extent are physical improvements made to create high-quality, safe, and healthy early childhood environments?	Overall funding identified and allocated for physical improvements to early childhood environments
Are early childhood care and education programs, services, and physical environments high-quality?	Number of child care programs and environments implementing Links to Quality standards  Number of early childhood care and education settings utilizing updated Kansas Early Learning Standards  Number of education settings utilizing the Kansas Prekindergarten and Kansas Full-Day Kindergarten Guides
To what extent are community-based, equitable approaches utilized for early childhood care and education quality improvements?	Qualitative feedback and stories from families related to culturally responsive, community-based approaches to quality improvements in the system