Welcome & Approval of Minutes

KIM MOORE, CHAIR
NEW CABINET MEMBERS

• Voting Members
  o **Deliece Hoffen**, Speaker of the House appointee
  o **Representative Monica Murnan**, House Minority Leader appointee

• Ex-Officio Member
  o **Keynen J. Wall**, Kansas Supreme Court Justice
Meet Tabatha Rosproy!

National Teacher of the Year 2020
Tabatha's Platforms as 2020 NTOY

1. Making Early Childhood Education a Part of Every Child's Story

2. Providing Social-Emotional Education and Fostering Community Connections with Students at Every Age

3. Elevating Teacher Voice
Engage!

Contact Tabatha Rosproy!

NTOYrequests@ccsso.org
@TabathaRosproy

@NTOY2020
@NTOY20
Director's Updates

MELISSA ROOKER
UPDATE DETAILS

• Welcome new Children’s Cabinet members and staff!
• Cares Act Update
• Consortium
RESPONSE TO COVID-19

• CARES Act – County-Level Support
• CARES Act – State-Level Support
  o Early Childhood Consultant Network – help early childhood services and providers respond to the COVID-19 crisis.
  o Early Childhood Workforce Health Fund – help uninsured early childhood workers with medical expenses directly attributable to COVID-19.
  o Technologies for Families Fund – provide access to equipment and devices to support virtual access for families served by early childhood care and education providers.
FORMAL VOTE

- Motion
- Second
- Vote

Children’s Cabinet

- LeEtta Felter
- DiAnne Owen Graham
- Deliece Hofen
- Rep. Monica Murnan
- Terri Rice
- Dr. Tyler Smith
- Sen. Dinah Sykes
- John Wilson
- Cabinet Chair, Kim Moore
All In for Kansas Kids Strategic Plan and PDG B-5 Renewal Grant
UPDATE

• Sub-Awards
• Workforce Registry
• Ages and Stages Questionnaire (ASQ) Statewide
• Early Childhood Integrated Data System

• 1-800-CHILDREN
• Common Application PILOT
• Quality Subgrants

All In For Kansas Kids
KCCTF Outcome Evaluation
LYNN SCHREPFERMAN, WSU
KCCTF Evaluation

Aug. 7th, 2020
ECBG Evaluation Beginning & Pilot Phase

4,882 Families Served

- ECBG evaluation began & initial contact (Aug. '13 - Oct.)
- Common Measures Initiative (CMI) development (Nov. - Dec., Jan. '14)
- Common measures trainings & extensive capacity building/technical support (Jan. '14 - July)
- CMI instituted & Pilot Phase begins (Jan. '14)
- Pilot Phase analysis & reports for grantees & KCCTF (June - July)

Grantee site visits & grant overviews created

FINISH
2014-2015 Field Test Phase

9,771 Families Served

Field Test Phase begins

Ongoing common measures training & extensive capacity building/technical support

Field Test Phase ends


Annual grantee site visits & report review of previous evaluation year

Midyear reports

2014-2015 Field Test Phase data analysis & reports for grantees & KCCTF
2015-2016 Live Phase

9,114 Families Served

- Live Phase begins
- Annual site visits
- Ongoing measures training & capacity building/technical support
- Midyear reports
- Live Phase ends
- School Readiness website launched
- 2015-2016 Live Phase data analysis & reports for grantees & KCCTF
2016-2017 Evaluation Year

7,546 Families Served

ECBG budget cuts

New year


Ongoing measures training & support

Midyear reports

EarlyChildhood.Caretools.org website & interactive ECBG map launched

Regional evidence-based trainings

2016-2017 analysis & annual reports
2017-2018 Evaluation Year

6,146 Families Served

**ECBG budget cuts**

- New year
- Grantee communication pages launched
- Annual site visits
- Winter data coaching
- Data coaching launched
- Midyear reports
- 1st ECBG Networking Event
- 2017-2018 annual reports

Start Young Pilot begins

Annual site visits

Ongoing measures training & support

Fall data coaching

Winter data coaching & evidence-based trainings

Midyear reports

2nd ECBG Networking Event

Evidence-based trainings

2018-2019 annual reports

Start Young Pilot ends

6,484 Families Served
2019-2020 Evaluation Year

6,256 Families Served

New year

Regional evidence-based trainings
Annual site visits
Ongoing measures training & support

Fall data coaching
Midyear reports

Continued support to grantees & KCCTF during COVID-19 pandemic

Parentresourcesks.org launched

March April May June July

2019-2020 annual reports
Early Childhood Block Grant (ECBG)

2016-2020
Longitudinal Data
Grantee Programs
Impact of Pandemic on ECBG Family Services

1,607 continued to be served  253 suspended services

Top three forms of contact utilized

- 49% Phone call
- 47% Text message
- 32% Virtual visits

Topics discussed or shared

- Child Development: 59%
- Basic Needs: 54%
- General Outreach: 47%
- Parent Education: 44%
- Resources: 35%
- Mental Health: 15%
- Other: 11%
- Referral: 7%
- Emergency Services: 6%

Resources provided to families

- Other: 31%
- Curriculum: 20%
- Printable Activities/Games: 18%
- Websites: 17%
- Informational Sheets: 14%
- Books: 7%
Impact of Pandemic on ECBG Child Care & PreK

75% of environments closed due to the pandemic

65% were closed for 10+ weeks during the months of March – May 2020

Nearly all remained in contact with children & families during closures

Yes, contact was maintained, 96%

No, 4%

Number of weeks closed

- Minimum: 1
- Average: 9
- Maximum: 12

Resources provided to children & families during closures

- Websites: 80%
- Printable Activities/Games: 75%
- Curriculum: 74%
- Books: 59%
- Informational Sheets: 53%
- Other: 50%
## Child Care

- **44%** of environments closed
- All remained in contact with children & families during closures
- **33%** were closed for 10+ weeks during March – May 2020

### Number of weeks closed

- **Minimum**: 1
- **Average**: 7
- **Maximum**: 12

## PreK

- **89%** of environments closed
- Nearly all (95%) remained in contact with children & families during closures
- **72%** were closed for 10+ weeks during March – May 2020

### Number of weeks closed

- **Minimum**: 1
- **Average**: 10
- **Maximum**: 12
Children & Families Served

Demographics & Risk
Risk Factors

This report contains descriptive information for children and families served during the 2019-2020 grant year as well as longitudinal data from 2016-2020.

KCCTF 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

91% of families with one or more risk factors
Why are developmental and social-emotional screenings so important?
Early identification and intervention have been associated with achievement of future developmental milestones and promotion of school readiness\(^1\).

Why are the ASQ-3 and ASQ:SE-2 not considered outcome measures?
ASQ-3 and ASQ:SE-2 are normed measures of developmental progress. The ASQs are designed to be used for screening, not as a measure of outcome.
ASQ-3: Developmental Risk in Kansas (2016-2020)

Evidence shows the earlier development is assessed, the greater the chance a child has to reach his or her potential\(^2\).

Identifying delays early and providing help before age five produces effects that significantly exceed those of services provided to school-age children\(^3\).


The % of children who display potential developmental risk in Kansas has been relatively consistent for the last 4 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average % at-risk *</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>20%</td>
</tr>
<tr>
<td>17-18</td>
<td>20%</td>
</tr>
<tr>
<td>18-19</td>
<td>19%</td>
</tr>
<tr>
<td>19-20</td>
<td>23%</td>
</tr>
</tbody>
</table>

Area of highest developmental risk

10% of children in KCCTF programs had an indication of risk in fine motor skills.

*The normative developmental average risk. Prevalence estimates of developmental problems vary depending on definition, but range from 24% to 27\(^{\circ}\).
Kansas had three counties where more children (>30%) have an indication of developmental risk. Thirteen counties had a 4-year average score above the national average.

*White counties represent areas not included in KCCTF grants. Grantees screened participating children for developmental risk using the Ages & Stages Questionnaire: ASQ-3.*
Social-emotional skills help children develop friendships, regulate emotions, solve problems, and deal with conflicts\(^5\).

In early childhood, social-emotional skills are linked to better classroom adjustment, including greater involvement in school and greater academic achievement\(^6\).

Risk in social-emotional development increases with age\(^7\).

The % of children at-risk in social-emotional development in Kansas has remained very consistent for the last 4 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Risk %</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>10.1%</td>
</tr>
<tr>
<td>17-18</td>
<td>10.3%</td>
</tr>
<tr>
<td>18-19</td>
<td>10.4%</td>
</tr>
<tr>
<td>19-20</td>
<td>10.4%</td>
</tr>
</tbody>
</table>

*The ASQ:SE-2 normative sample average risk. Prevalence estimates of social-emotional problems vary depending on definition, but range from 5% to 13\(^\text{rd}\)\(^8\).*
Kansas had a few counties where more children were at high levels of social-emotional risk. One county had an average percent of children at-risk above the national average. Eight counties had an average percent of social-emotional risk close to the national average.

*White counties represent areas not included in KCCTF grants. KCCTF grantees screened participating children for social-emotional risk using the Ages & Stages Questionnaire Social-Emotional -2 (ASQ:SE2).
2019-2020 Risk Factors

7,163 Children Served

- White: 75.25%
- Black or African American: 9.5%
- 2 or more races: 8%
- Other: 5%
- Asian: 1%
- American Indian or Alaska Native: 1%
- Native Hawaiian or Pacific Islander: 0.25%

31% Hispanic/Latino/Spanish origin

54% of children were boys

6,256 Families Served

- Married: 55%
- Teen parents: 8%
- Caregiver did not speak English as first language: 20%
- Free & reduced price lunch: 76%
- Earned less than $40,000 annually: 66%

5% Foster care or in custody of a relative

19% Part B or Part C Early Intervention Services

19% Child did not speak English as first language

Bachelor’s Degree or Higher: 19%

Technical Training/Associate Degree/Some College: 35%

High School Diploma or GED: 31%

Less than High School: 15%
Overall Risk in Counties Served by ECBG

• Risk based on KCCTF risk factors and data collected by grantees
Kansas Cumulative Risk by County

- Percent 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
Four-Year Overall Risk by Year

Total Family Risk Factors

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>9%</td>
<td>29%</td>
<td>29%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>9%</td>
<td>28%</td>
<td>29%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>9%</td>
<td>29%</td>
<td>29%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>11%</td>
<td>27%</td>
<td>28%</td>
<td>19%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Social-Emotional Impact
Social-Emotional Development

Why is a social-emotional measure important?

Measures of social-emotional skills promote mental health and lead to improved outcomes for behavioral and emotional development \(^9,10\).

What is the Devereux Early Childhood Assessment (DECA)?

The DECA is a strengths-based, reliable measure of social-emotional well-being.
Social-Emotional Outcomes
DECA

% children on Track in Social Emotional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>73</td>
<td>79</td>
<td>75</td>
<td>87</td>
</tr>
<tr>
<td>2017-2018</td>
<td>70</td>
<td>79</td>
<td>75</td>
<td>87</td>
</tr>
<tr>
<td>2018-2019</td>
<td>60</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>2019-2020</td>
<td>70</td>
<td>87</td>
<td>87</td>
<td>9% increase</td>
</tr>
</tbody>
</table>
Early Care & Education Environment Impacts
Why are quality teacher-child interactions important?

Studies suggest high quality teacher-child interactions are most predictive of positive change in academic outcomes and social skills\(^{11}\).

What is the CLassroom Assessment Scoring System (CLASS)?

CLASS uses classroom observations of teacher-child interactions to assess the quality of early learning environments.
### Early Care & Education Environments Outcomes

**CLASS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>% of high quality classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>63</td>
<td>COVID</td>
<td>63</td>
</tr>
<tr>
<td>2018-2019</td>
<td>62</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>2017-2018</td>
<td>63</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>2016-2017</td>
<td>66</td>
<td>76</td>
<td>76</td>
</tr>
</tbody>
</table>

**Average increase:** 12%
Early Learning Impacts
Early Communication

Why is an early communication measure important?

Monitoring growth in early communication is important for **early identification** and **guiding intervention**\(^{12}\). Early language ability has been found to be the **best predictor** of future **school readiness and academic success**\(^{13}\).

What is the Individual Growth & Development Indicator (IGDI) Early Communication Indicator (ECI) measure?

The IGDI's ECI measures key **expressive communication skills** (gestures, vocalizations, single words, and multiple words) as they develop for infants and toddlers.
0 - 3 Early Care & Education Outcomes
IGDI Early Communication Indicator

% with positive change from time 1 to time 2

- 2019-2020: 72%
- 2018-2019: 81%
- 2017-2018: 84%
- 2016-2017: 77%

Average improved: 78%
What is the myIGDIs Literacy measure?

The myIGDIs Literacy scales monitor the emergence of critical literacy skills. Research has identified the impact of these two key skills: Language Comprehension and Phonemic Awareness.

Why is Language Comprehension important?

Oral language and comprehension has been found to predict literacy and reading outcomes. Children who enter school with larger vocabularies experience fewer difficulties learning new vocabulary and comprehending language than children with smaller vocabularies.

Why is Phonemic Awareness important?

Phonological awareness is the ability to detect, identify, and manipulate individual sounds in spoken language. Research indicates emergent phonological skills are key to learning to read.

Strong phonemic awareness predicts development of reading proficiency. These effects hold true into the child's elementary years and for children with significant risk factors.
PreK Literacy Outcomes
myIGDIs Language Comprehension

% of children on track in Language Comprehension

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>53</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>55</td>
<td>62</td>
<td>80</td>
</tr>
<tr>
<td>2017-2018</td>
<td>53</td>
<td>65</td>
<td>81</td>
</tr>
<tr>
<td>2016-2017</td>
<td>58</td>
<td>75</td>
<td>86</td>
</tr>
</tbody>
</table>

average increase 27%
# PreK Literacy Outcomes

myIGDIs Phonemic Awareness

% of children on track in Phonemic Awareness

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>43</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>2018-2019</td>
<td>37</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>2017-2018</td>
<td>29</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>2016-2017</td>
<td>29</td>
<td>46</td>
<td>49</td>
</tr>
</tbody>
</table>

11% average increase

---COVID
Why is a measure on Numeracy important?

Research from multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success\textsuperscript{19}.

What is the myIndividual Growth & Development Indicators (myIGDIs) Numeracy measure?

The myIGDIs Numeracy uses four scales to monitor the development of numeracy skills in preschool-aged children.
### PreK Early Math Outcomes

**myIGDIs Numeracy**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>63</td>
<td>70</td>
<td><strong>COVID</strong></td>
</tr>
<tr>
<td>2018-2019</td>
<td>61</td>
<td>71</td>
<td>77</td>
</tr>
<tr>
<td>2017-2018</td>
<td>55</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>2016-2017</td>
<td>61</td>
<td>71</td>
<td>81</td>
</tr>
</tbody>
</table>

**17%** average increase

% of children on track in Numeracy
Family Services Impact
Home Visiting

Why is a measure on Home Visiting important?
Observations have been found to predict positive developmental outcomes associated with positive parenting outcomes⁰.

What is the Home Observation Measurement of the Environment (HOME)?
The HOME measures the quality and extent of stimulation & parental interaction available to a child in the home environment.

HOME Inventory scores measure positive parenting outcomes, which are associated with positive developmental outcomes for young children²¹.
Home Visiting Outcomes

% of families meeting benchmarks for supportive home environment

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Average Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>84</td>
<td>94</td>
<td>11%</td>
</tr>
<tr>
<td>2018-19</td>
<td>82</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>85</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>78</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>
Parent Education

Why is a measure on Positive Parenting important?

Parent education promotes **supportive parenting skills and positive nurturing parent-child relationships**. Evidence-based parent education programs promote positive parenting & **reduce developmental risk**\(^{22}\).

What is the Keys to Interactive Parenting Scale (KIPS)?

The KIPS assesses **positive parenting and parent-child interactions**. It provides observations of responsive parenting guided by the child’s instinctive attempts for interaction\(^{24}\).

Parental encouragement and the ability to set consistent age appropriate limits and consequences as measured by the KIPS promotes social-emotional and cognitive development\(^{25,26,27,28}\).
Parent Education Outcomes KIPS

% of families meeting benchmarks for positive parenting

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>71</td>
<td>83</td>
</tr>
<tr>
<td>2018-2019</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2017-2018</td>
<td>74</td>
<td>86</td>
</tr>
<tr>
<td>2016-2017</td>
<td>67</td>
<td>78</td>
</tr>
</tbody>
</table>

11% average increase
Start Young

2018-2020
Longitudinal Data
Start Young Programs

Professional & Educational Incentives
- Salary Supplements
- College Credit Scholarships

Capacity Building
- Literacy and Infrastructure Support
- Child Care Subsidies, Subsidy Advocates, & Family Support

Systems Support
- CLASS Institute
- Director’s Leadership Academy
- LENA Grow
- Literacy 3D
- Social Emotional Consultation

Professional & Educational Incentives

Systems Support

Capacity Building
Start Young Child & Families Risk

Total Family Risk Factors

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>22%</td>
<td>29%</td>
<td>22%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>25%</td>
<td>34%</td>
<td>19%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Start Young 2019-2020 Risk Factors

653 Children Served

- White: 57%
- Black or African American: 25%
- 2 or more races: 11%
- Other: 5%
- Asian: 1%
- American Indian or Alaska Native: 1%

32% Hispanic/Latino/Spanish origin

56% of children were boys

- Foster care or in custody of a relative: 8%
- Part B or Part C Early Intervention Services: 5%
- Child did not speak English as first language: 20%

549 Families Served

- Married: 52%
- Teen parents: 7%
- Caregiver did not speak English as first language: 23%
- Free & reduced price lunch: 62%
- Earned less than $40,000 annually: 58%

Education Levels:

- Bachelor's Degree or Higher: 33%
- Technical Training/Associate Degree/Some College: 33%
- High School Diploma or GED: 23%
- Less than High School: 11%
Early Learning & PreK Environment Outcomes

% of high quality classrooms

Fall

2019-2020: 17
2018-2019: 29

Spring

2019-2020: 53

Increased last year

COVID
0 – 3 Early Care & Education Outcomes

IGDI Early Communication

% of children on track in Early Communication

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>2018-2019</td>
<td>35</td>
<td>54</td>
</tr>
</tbody>
</table>

Change has been variable
PreK Literacy Outcomes
myIGDIs Language Comprehension

% of children on track in Language Comprehension

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>58</td>
<td>72</td>
<td>82</td>
</tr>
<tr>
<td>2019-2020</td>
<td>67</td>
<td>71</td>
<td>COVID</td>
</tr>
</tbody>
</table>

Increased both years
**PreK Literacy Outcomes**
**myIGDIs Phonemic Awareness**

% of children on track in Phonemic Awareness

<table>
<thead>
<tr>
<th>Year</th>
<th>Season</th>
<th>% Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Fall</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>25</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Fall</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>44</td>
</tr>
</tbody>
</table>

Decreased both years
Early Math Outcomes
myIGDIs Numeracy

% of children on track in Numeracy

2018-2019

Fall: 63
Winter: 69
Spring: 75

2019-2020

Fall: 66
Winter: 69
Spring: 75

Increased both years
Summary and Conclusion

• ECBG grantees serve a relatively high risk population.
• In general, outcomes improved in all service areas.
• Progress in the early literacy and numeracy skills can be seen across time.
• Families engaged in Home Visiting and Parent Education improved in positive parenting and quality home environments.
• The level of risk for Start Young families increased.
• Positive changes were made in Numeracy and Language Comprehension, while negative changes were seen in Phonemic Awareness and Early Communication Skills.
Citations


Early Childhood Recommendations Panel
AMANDA PETERSEN, CHAIR
The Kansas Early Childhood Recommendations Panel is an advisory group to the Kansas Children’s Cabinet and Trust Fund.

Learn more about the implementation of the strategic plan at https://kschildrenscabinet.org/all-in-for-kansas-kids/strategic-plan/implementation/
FIRST MEETING: FRIDAY, JULY 17

Discussed, amended, and adopted “Role, Norms, and Procedures”. Discussion points included:

- The Panel will support and make recommendations in accordance with the Children’s Cabinet’s **Commitment to Equity**.
- The Panel will use findings to inform the direction of early childhood care and education services. The Panel will routinely seek input and analyze data from multiple sources to ensure policy recommendations reflect the realities of Kansans, as well as current or emerging recommended and/or evidence-based practices.
- The Panel will **use clear language** to make it easier for all Kansans to understand and engage with its work.
- Visit [https://kschildrenscabinet.org/panel-meetings/](https://kschildrenscabinet.org/panel-meetings/) for materials
RECOMMENDATIONS WILL INCLUDE THE FOLLOWING:

- Clear identification of the entity that will receive the recommendation
- Background information explaining the issue that includes:
  - Description of how considerations of equity have informed this recommendation
  - Description of how Kansas families have shaped this recommendation
  - Description of the councils, committees, or workgroups with expertise, experience, or jurisdiction related to the issue

The Kansas Early Childhood Recommendations Panel recommends that [insert recommendation specifying both actor and recommended action]
The Panel may contact other councils, committees, and workgroups with expertise, experience, or jurisdiction related to a particular issue to share information gathered and identify opportunities for further progress. The Panel may also contact other councils, committees, and workgroups to request additional information or feedback on draft recommendations.

The Panel may provide recommendations, information, or requests for information or feedback at any point during the year. The Panel will provide an annual report summarizing its work to the Kansas Children’s Cabinet and Trust Fund.
The Kansas early childhood system needs Kansans’ engagement and input to work effectively and continuously improve. Stakeholders will be invited to share input on an ongoing basis through a variety of channels, including regular email updates, a public web portal, regular webinars, and the Kansas Early Childhood Stakeholders meetings. Stakeholders will have the opportunity to identify opportunities for improvement or request study and potential action on particular issues by notifying Panel staff. **Regular Panel meetings shall include a Kansans' Open Forum to provide Kansans the opportunity to share comments with the Panel.** The presiding officer shall determine appropriate constraints to balance the importance of gathering public feedback and allowing the Panel enough time to conduct its regular business. The posted agenda shall outline the procedures for providing public feedback during the Kansans' Open Forum.
WHAT ONE ISSUE DO YOU WANT TO MAKE PROGRESS ON OVER THE COURSE OF THE NEXT YEAR?

- Development of a more cohesive cross-agency "early childhood system" at the state level with respect to roles, effectiveness, funding streams, common terminology and goal-setting.

- Connecting the early learning community in a way that creates a strong altruistic community ready to activate opportunities and find unusual, positive solutions that lead to good public policy.

- Community empowerment for improved quality, easily accessible early childhood experiences for families and children.

- Visit https://kschildrenscabinet.org/panel-meetings/ for all responses.
Meetings are the third Friday of the month. Future work will include:

- Recommendations regarding the state early childhood care and education workforce registry and funding stream alignment
- October: Template community level agreements for transitions to Kindergarten
- November: Sharing feedback on how success will be measured in the All in for Kansas Kids strategic plan
It is moved that the Kansas Children’s Cabinet and Trust Fund appoint Cornelia Stevens (TOP Early Learning Centers) and Tanya Bulluck (Child Start, Inc.) to the Kansas Early Childhood Recommendations Panel for terms expiring June 30, 2021.
**FORMAL VOTE**

- Motion
- Second
- Vote

- LeEtta Felter
- DiAnne Owen Graham
- Deliece Hofen
- Rep. Monica Murnan
- Terri Rice
- Dr. Tyler Smith
- Sen. Dinah Sykes
- John Wilson
- Cabinet Chair, Kim Moore

Children’s Cabinet
• Amanda Petersen
  o Kansas State Department of Education Designee

• Amy Meek
  o Kansas Children's Cabinet and Trust Fund

• Amy Raymond
  o Kansas Supreme Court Designee

• Hope Cooper
  o Kansas Department of Corrections, Juvenile Justice Authority

• Rachel Sisson
  o Kansas Department of Health and Environment Designee

• Rebekah Gaston
  o Kansas Department for Children and Families Designee

• Dr. Karla Wiscombe
  o Kansas Board of Regents Designee
Cabinet meetings are held the first Friday of every other month

• October 2, 2020
• December 4, 2020