



Cabinet Meeting

FRIDAY, AUGUST 7, 2020





Welcome & Approval of Minutes

KIM MOORE, CHAIR



NEW CABINET MEMBERS

- Voting Members
 - **Deliece Hoffen**, Speaker of the House appointee
 - **Representative Monica Murnan**, House Minority Leader appointee
- Ex-Officio Member
 - **Keynen J. Wall**, Kansas Supreme Court Justice

Children's Cabinet





Bright Spots

TABATHA ROSPROY

NATIONAL TEACHER OF THE YEAR

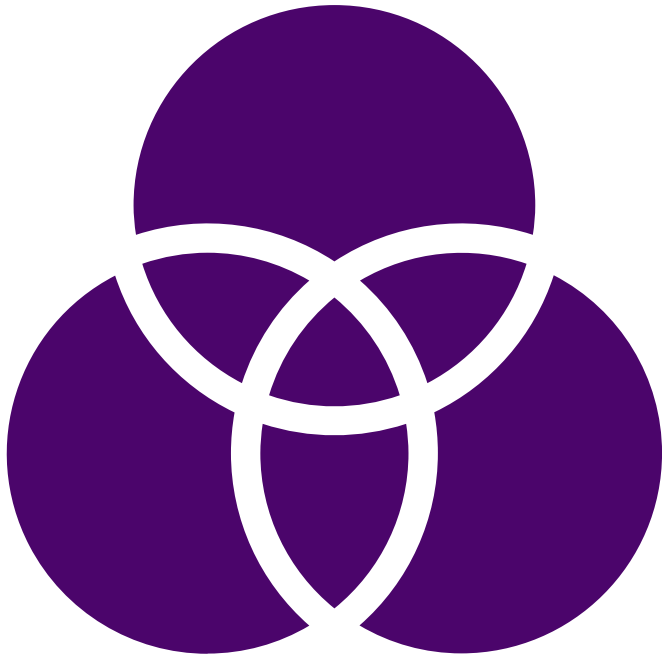


Meet Tabatha Rosproy!

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](https://twitter.com/TabathaRosproy)



[@NTOTY2020](https://www.instagram.com/NTOTY2020)



[@NTOTY20](https://www.facebook.com/NTOTY20)

CCSSO
NATIONAL
TEACHER 
OF THE
YEAR



Director's Updates

MELISSA ROOKER



UPDATE DETAILS

- Welcome new Children's Cabinet members and staff!
- Cares Act Update
- Consortium

Director's Update



RESPONSE TO COVID-19

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

**Early Childhood Care
and Education**





Cabinet Recommendations

MELISSA ROOKER



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





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 SCHREPPERMAN, WSU



KCCTF Evaluation

Aug. 7th, 2020



WICHITA STATE
UNIVERSITY

COMMUNITY ENGAGEMENT
INSTITUTE

Center for Applied Research and Evaluation



ECBG Evaluation Beginning & Pilot Phase

4,882 Families Served

ECBG evaluation
began & initial
contact



Aug. '13

Sept.

Oct.

Grantee site visits &
grant overviews created



Common Measures
Initiative (CMI)
development



Nov.

Dec.

Common measures trainings &
extensive capacity building/technical support

Jan. '14

Feb.

March

April

May

June

July

CMI instituted &
Pilot Phase begins



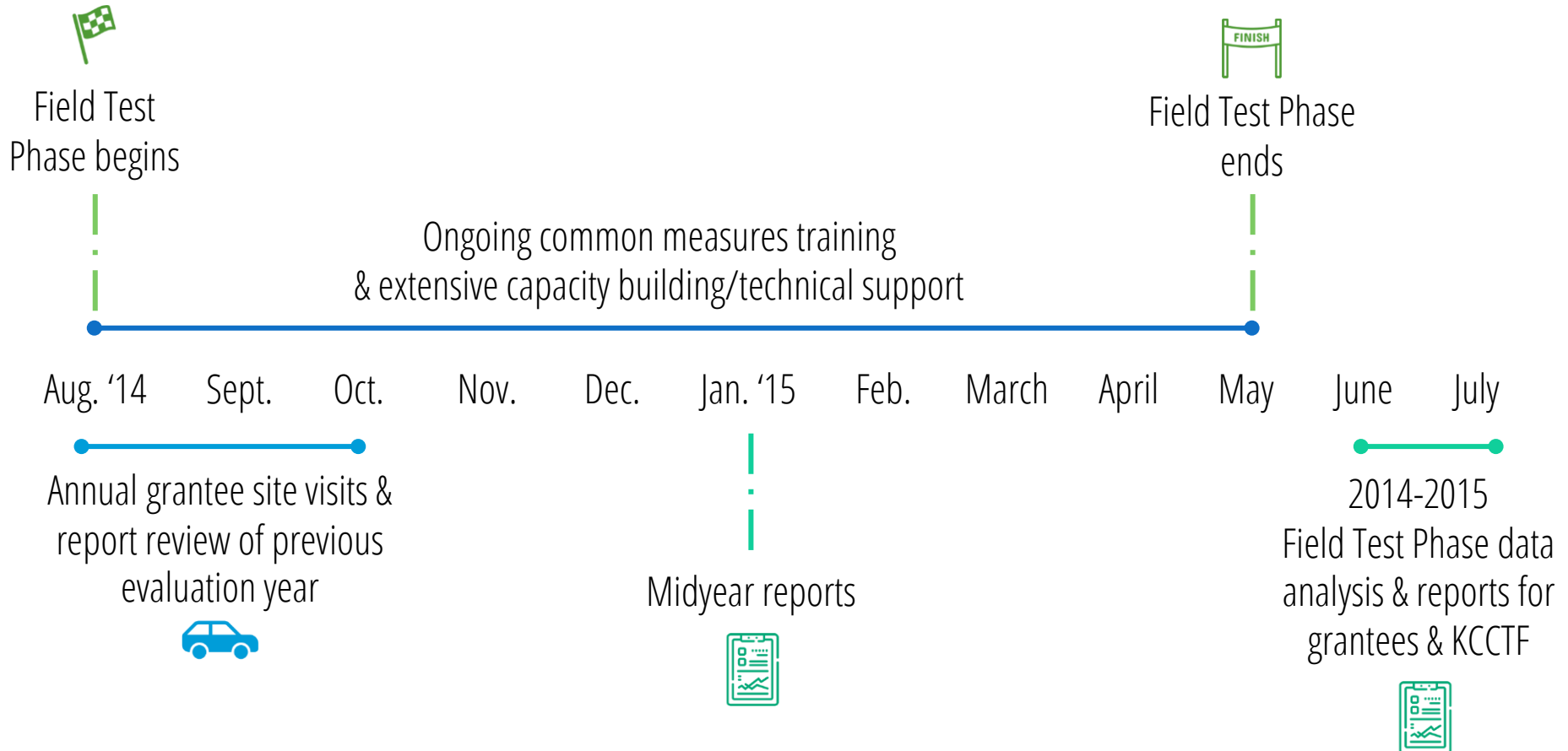
Pilot Phase analysis &
reports for grantees
& KCCTF

Pilot Phase ends



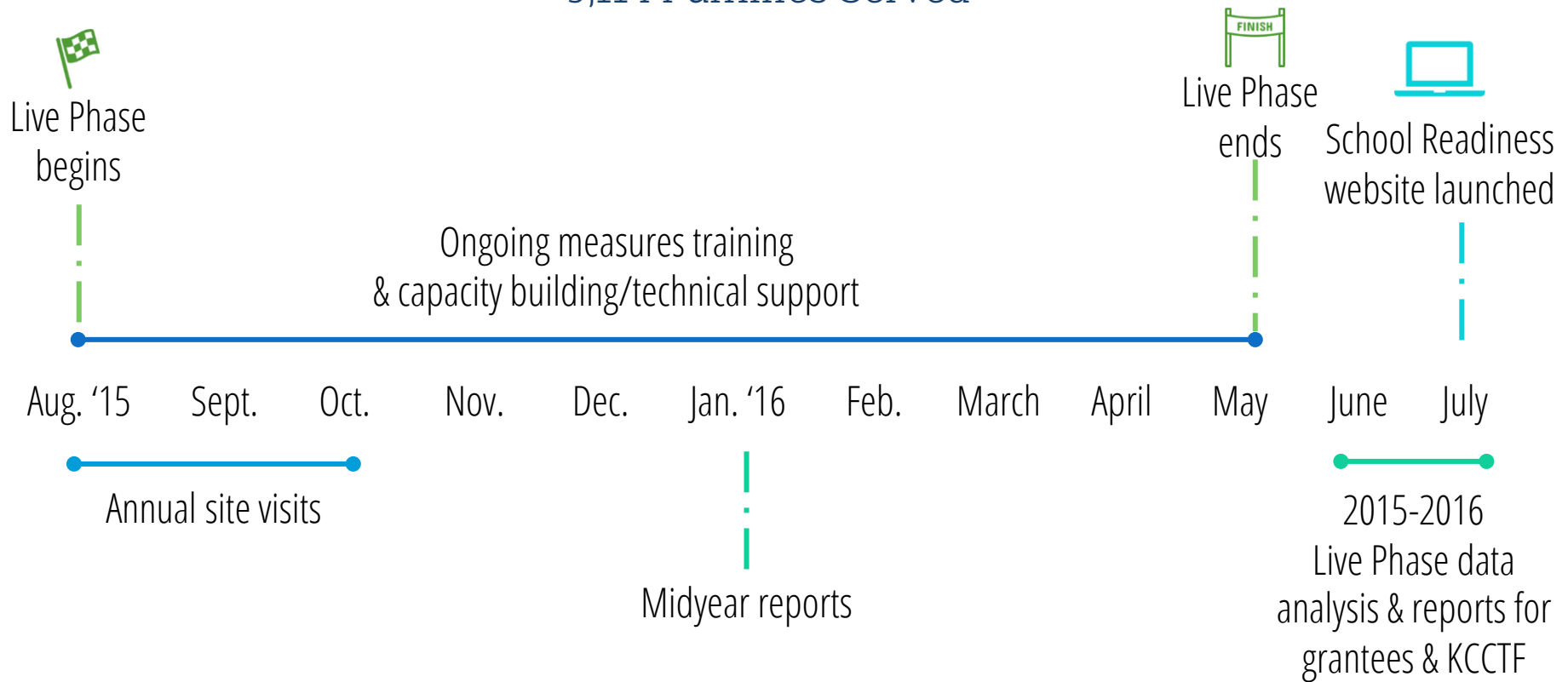
2014-2015 Field Test Phase

9,771 Families Served



2015-2016 Live Phase

9,114 Families Served

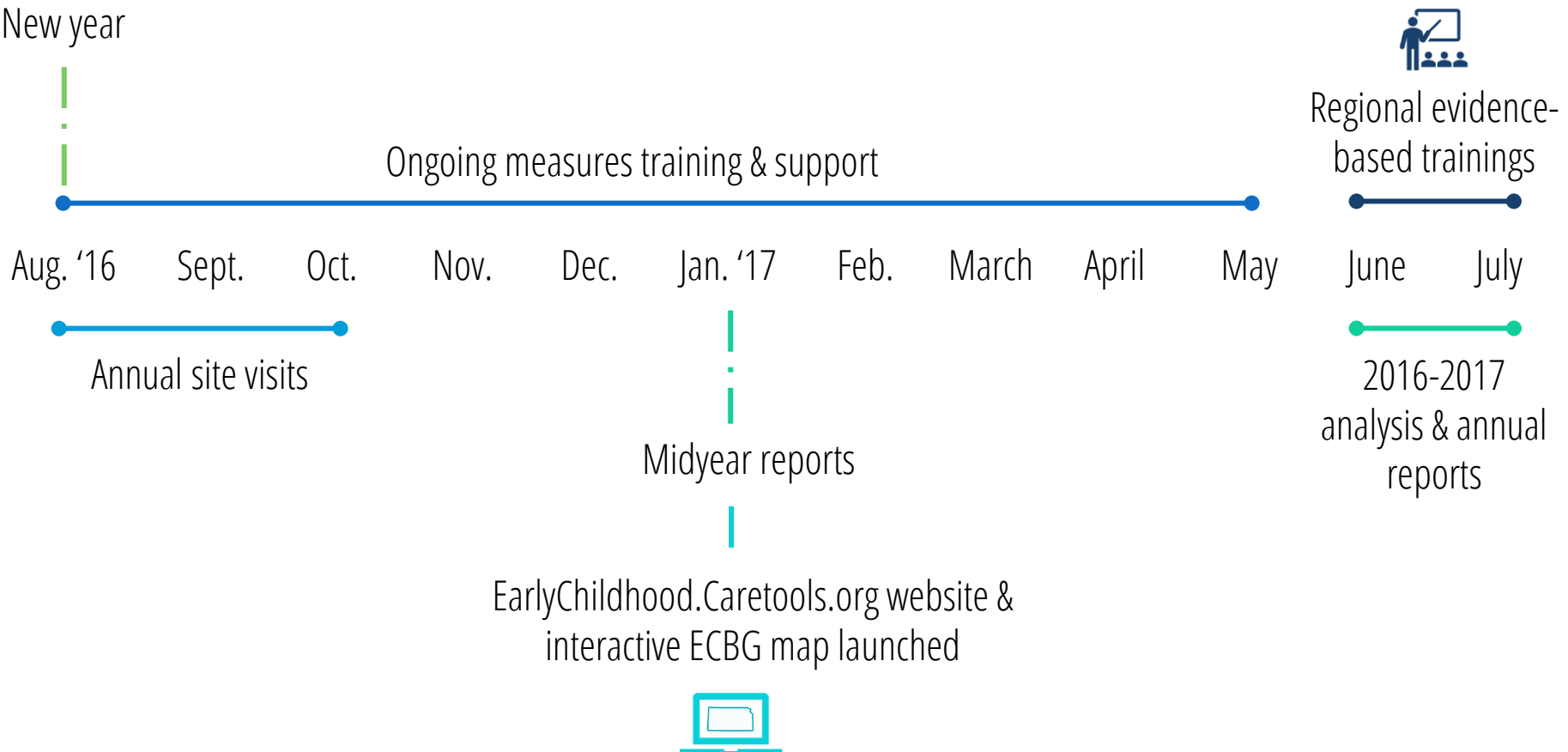


2016-2017 Evaluation Year

7,546 Families Served

ECBG budget cuts

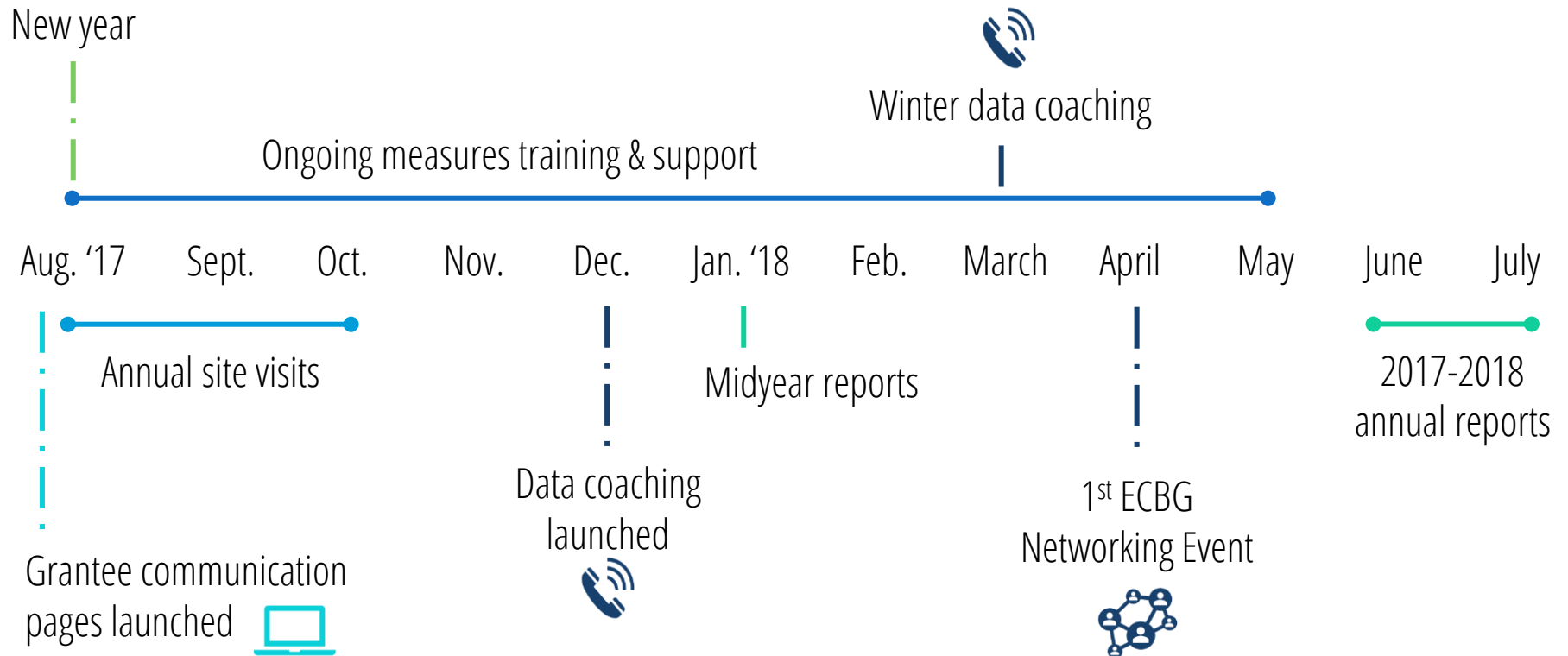
New year



2017-2018 Evaluation Year

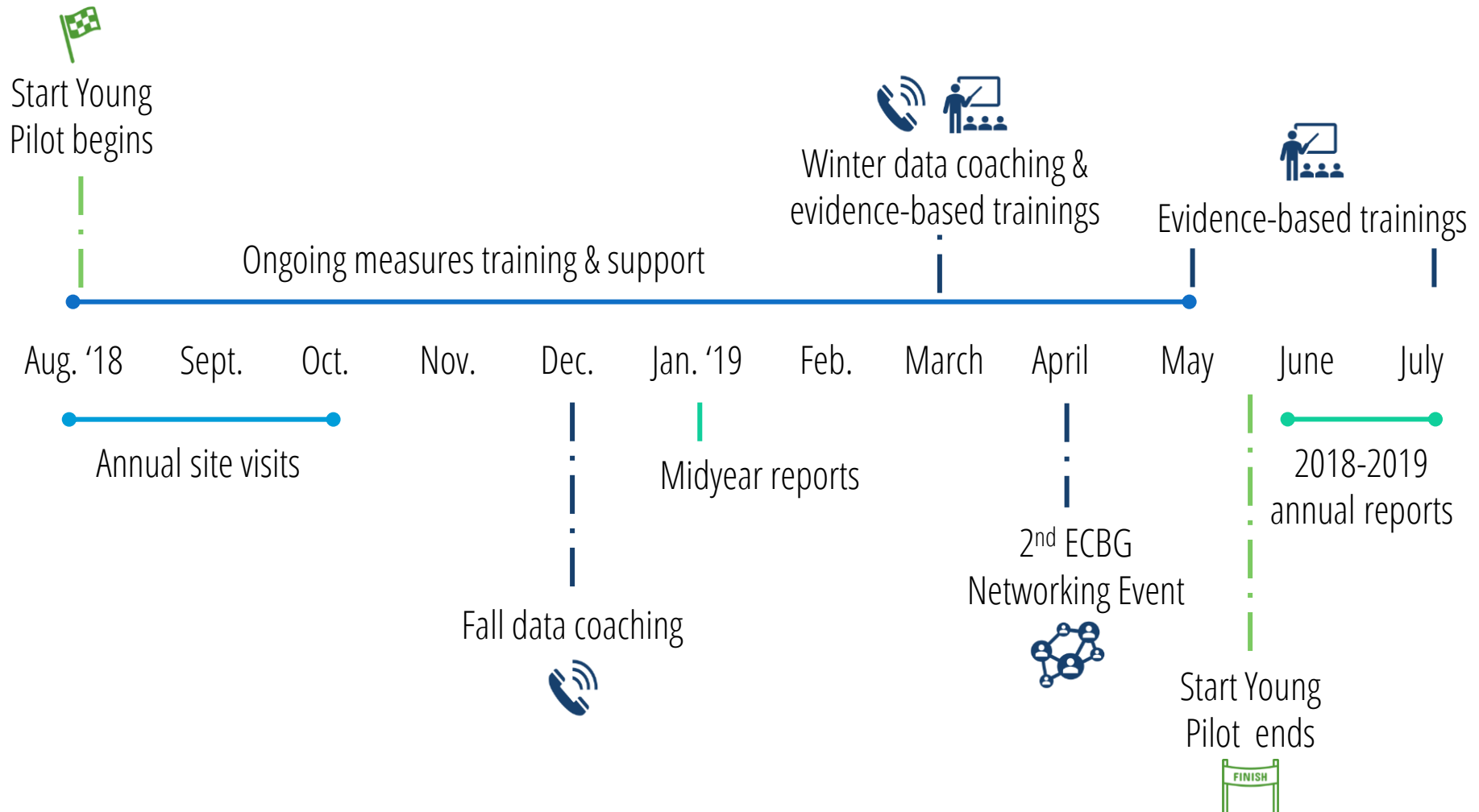
6,146 Families Served

ECBG budget cuts



2018-2019 Evaluation Year

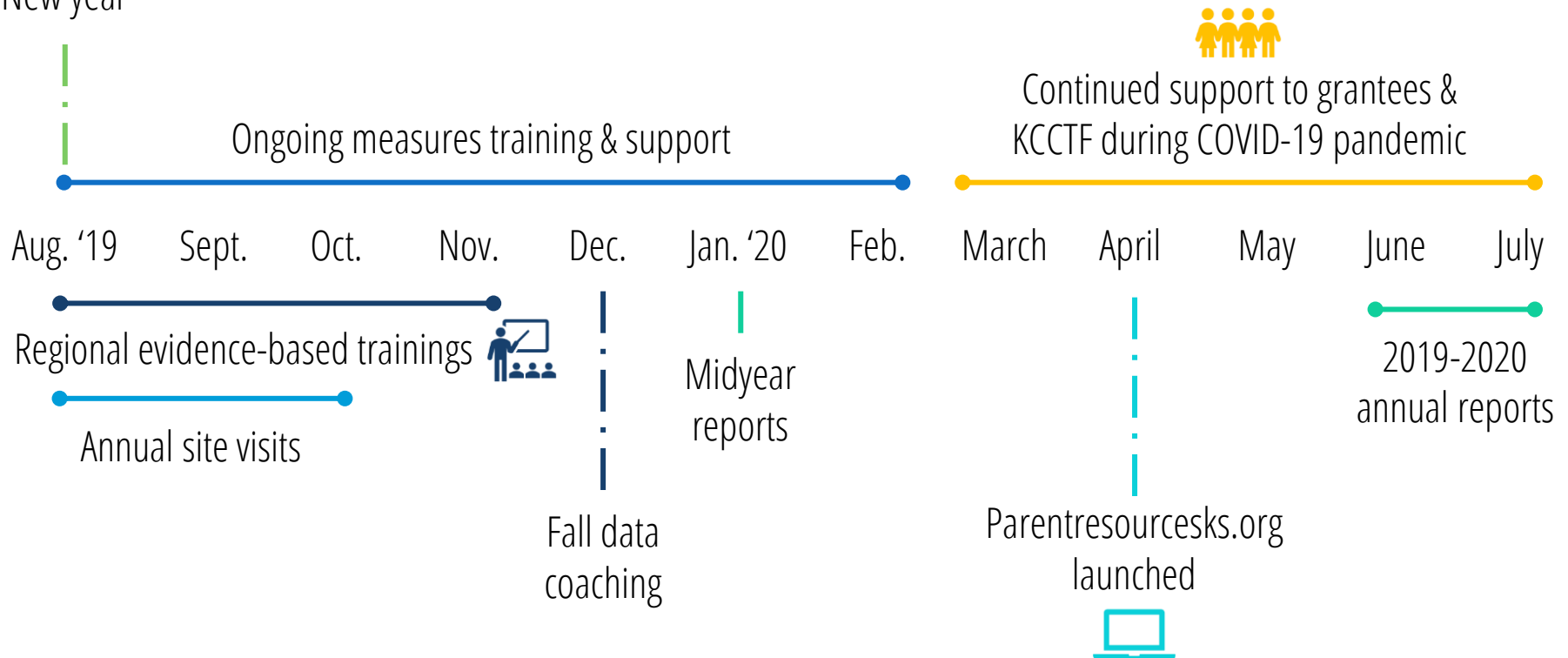
6,484 Families Served



2019-2020 Evaluation Year

6,256 Families Served

New year



Early Childhood Block Grant (ECBG)

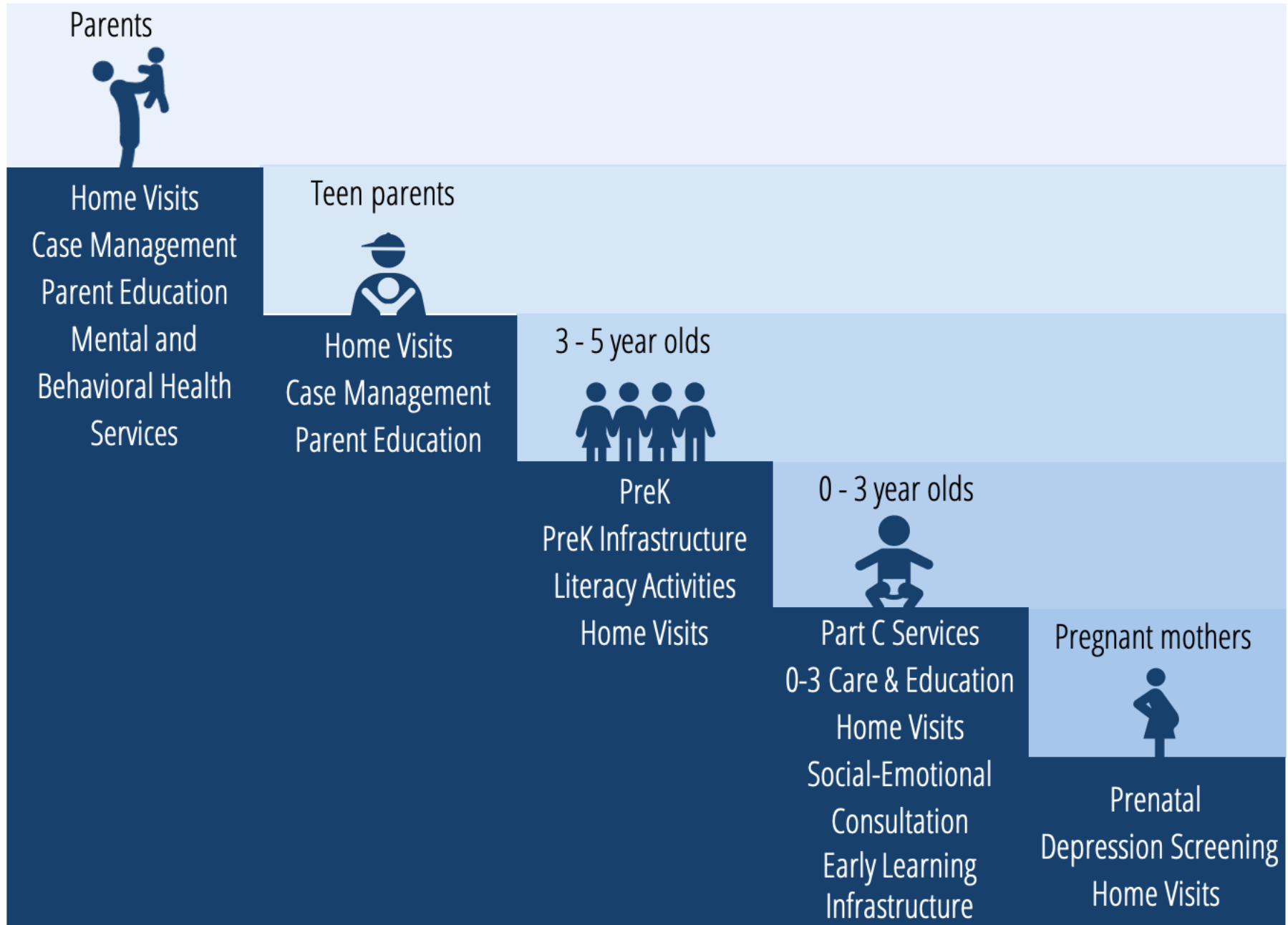
2016-2020
Longitudinal Data



Grantee Programs



Range of ECBG Services



Children & Families Served by Program Type

Children's Services

PreK

27%

PreK & Early Learning Infrastructure

17%

Social-Emotional Consultation

7%

0-3 Care & Education

4%

PreK & Early Learning for Children with Special Needs

4%

Developmental Screening

2%

Parent's Services

Parent Education

14%

Home Visiting

12%

Family Engagement & Referrals

9%

Case Management

2%

Mental & Behavioral Health Services

2%

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

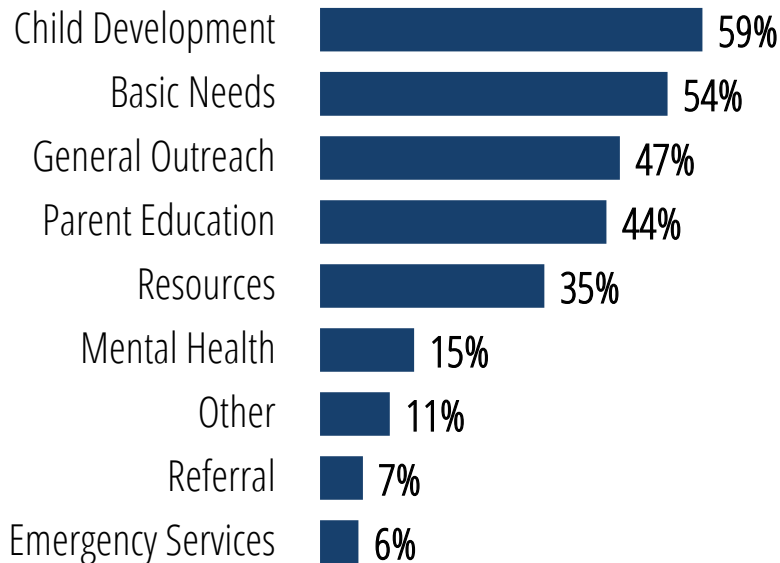


47% Text message

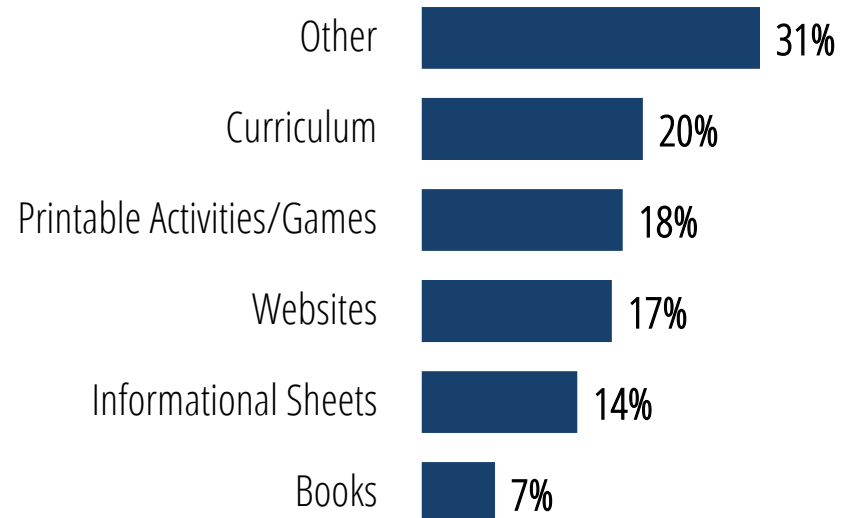


32% Virtual visits

Topics discussed or shared



Resources provided to families



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

Number of weeks closed

1

Minimum

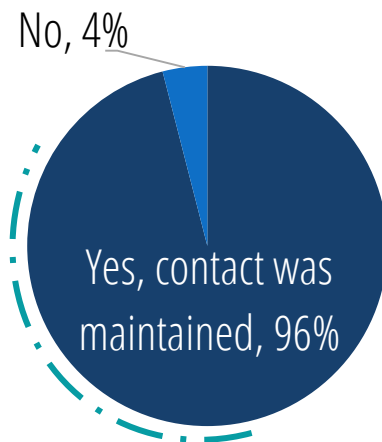
9

Average

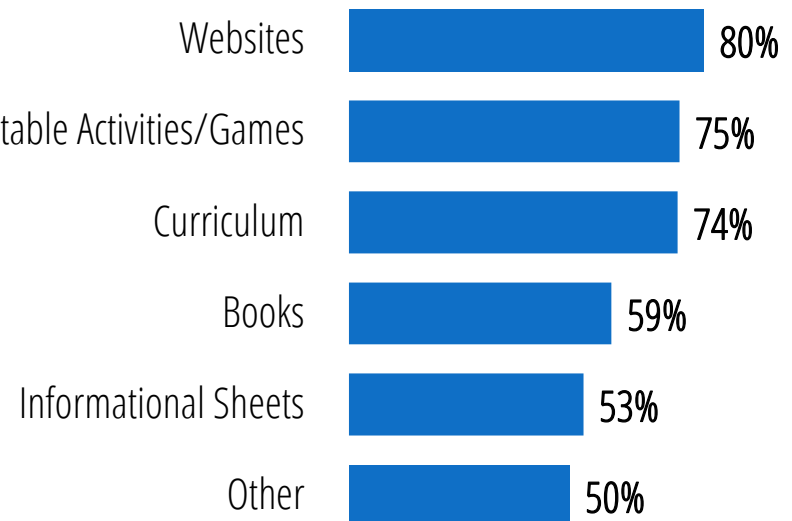
12

Maximum

Nearly all remained in contact with children & families during closures



Resources provided to children & families during closures



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



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



Children & Families Served

Demographics & Risk

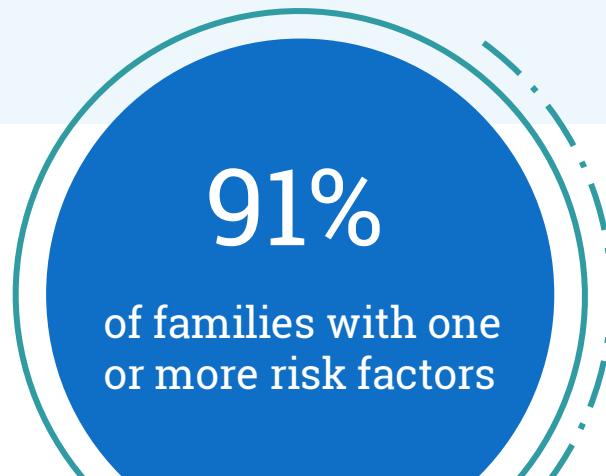


Risk Factors

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



Developmental & Social-Emotional Risk in Context



Early & Frequent
Screening



Early
Intervention



Better Outcomes &
Lower Cost Over Time

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 readiness¹.

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 potential².

Identifying delays early and providing help before age five produces effects that significantly exceed those of services provided to school-age children³.

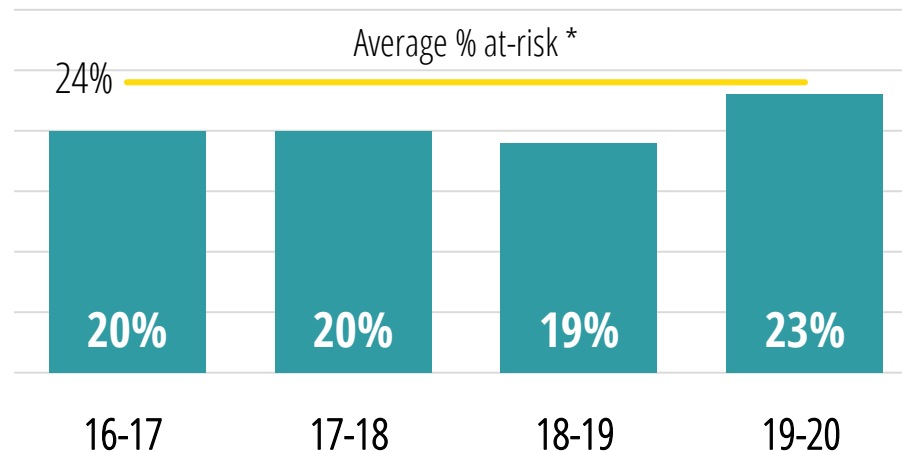
The American Academy of Pediatrics recommends regular developmental screening in early childhood (aap.org).

Area of highest developmental risk



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

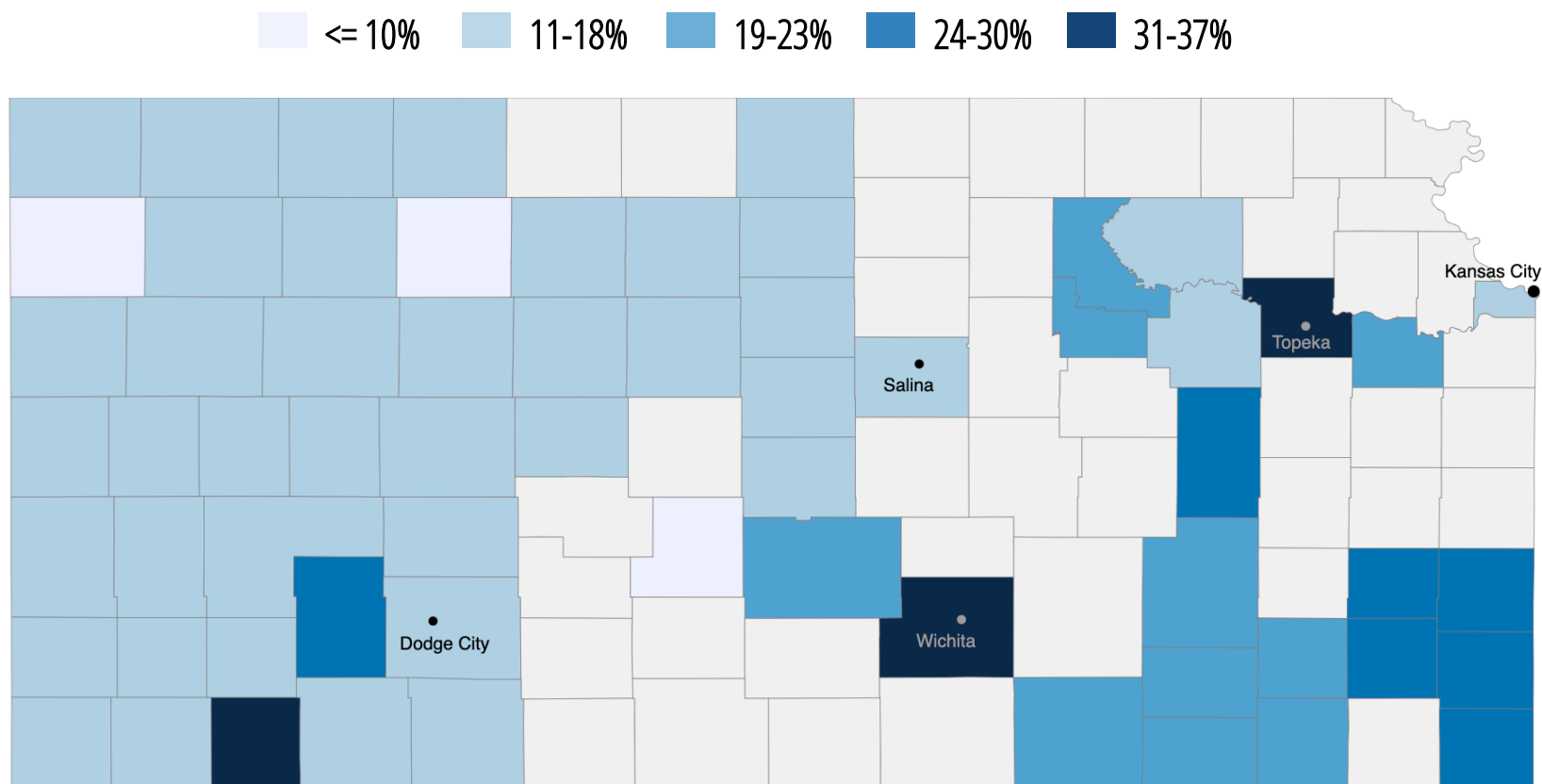
The % of children who display potential developmental risk in Kansas has been relatively consistent for the last 4 years.



*The normative developmental average risk. Prevalence estimates of developmental problems vary depending on definition, but range from 24% to 27%.⁴

Developmental Risk in Kansas (2016-2020)

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.

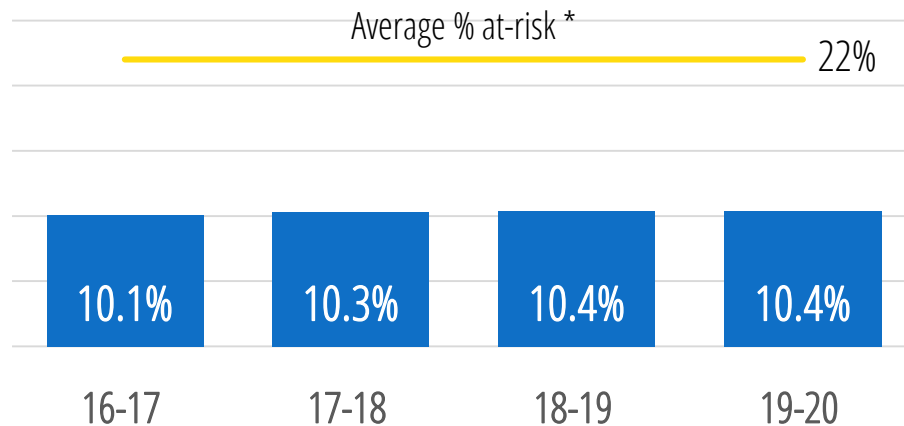
ASQ:SE-2: Social-Emotional Risk in Kansas (2016-2020)

Social-emotional skills help children develop friendships, regulate emotions, solve problems, and deal with conflicts⁵.

In early childhood, social-emotional skills are linked to better classroom adjustment, including greater involvement in school and greater academic achievement⁶.

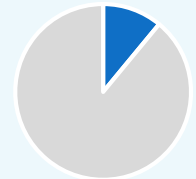
Risk in social-emotional development increases with age⁷.

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



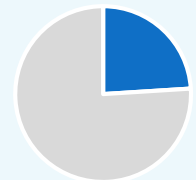
*The ASQ:SE-2 normative sample average risk. Prevalence estimates of social-emotional problems vary depending on definition, but range from 5% to 13%.⁸

11%



of children screened were at-risk in social-emotional development in the last 4 years

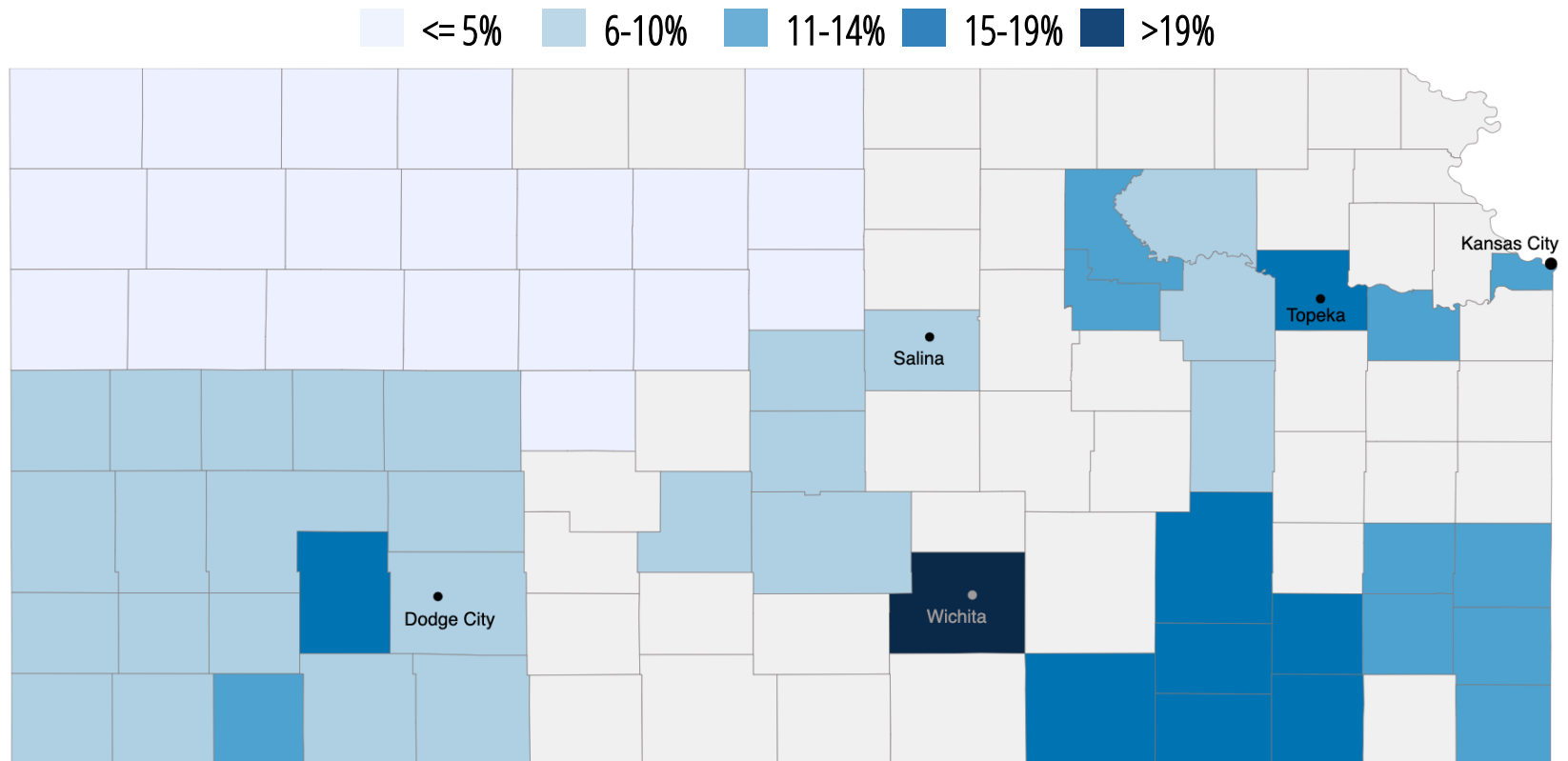
24%



of children in programs focusing on social-emotional consultation had social-emotional skills as an area of need

Social-Emotional Risk in Kansas (2016-2020)

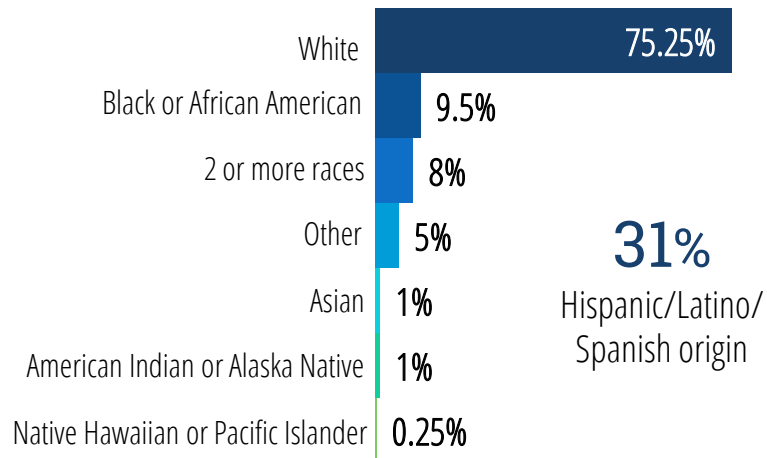
Kansas had a few counties where more children were at high levels of social-emotional risk. One county had an average percent of children at-risk above the national average. Eight counties had an average percent of social-emotional risk close to the national average.



*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



54% of children were boys



Foster care or in custody of a relative



Part B or Part C Early Intervention Services



Child did not speak English as first language

6,256 Families Served

55% Married

8% Teen parents

20% Caregiver did not speak English as first language

76% Free & reduced price lunch

66% Earned less than \$40,000 annually

Bachelor's Degree or Higher

19%

Technical Training/ Associate Degree/
Some College

35%

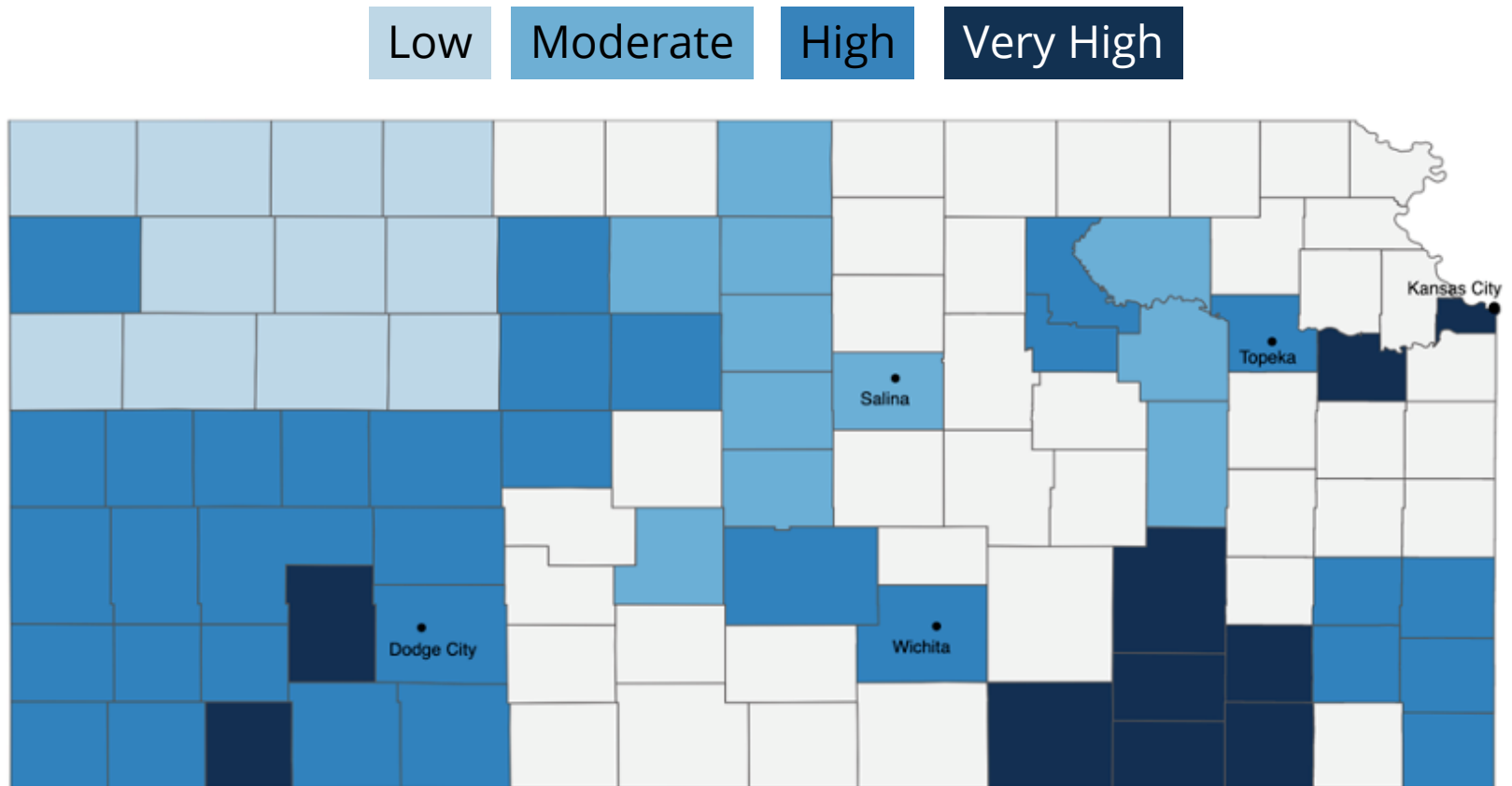
High School Diploma or GED

31%

Less than High School

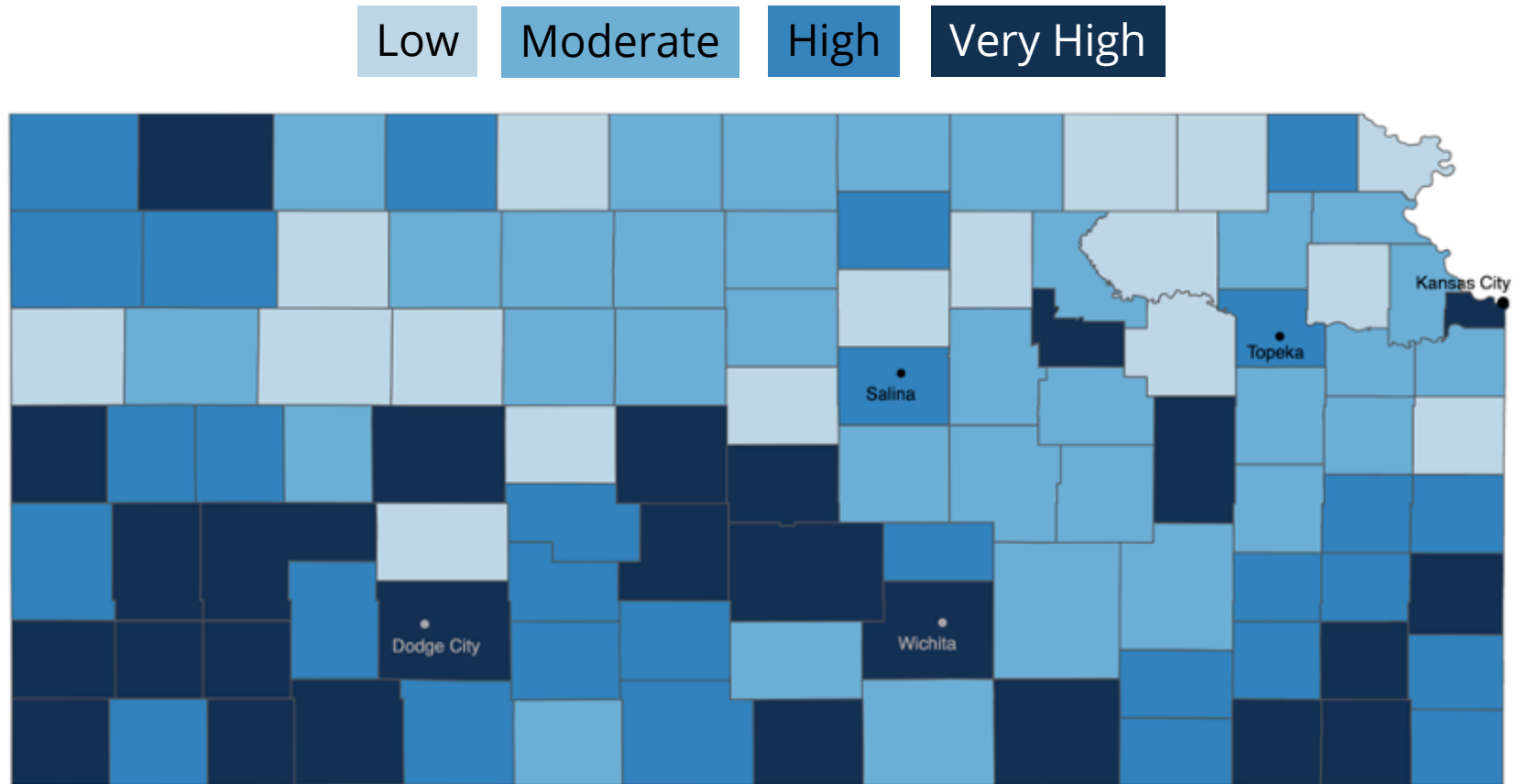
15%

Overall Risk in Counties Served by ECBG



- Risk based on KCCTF risk factors and data collected by grantees

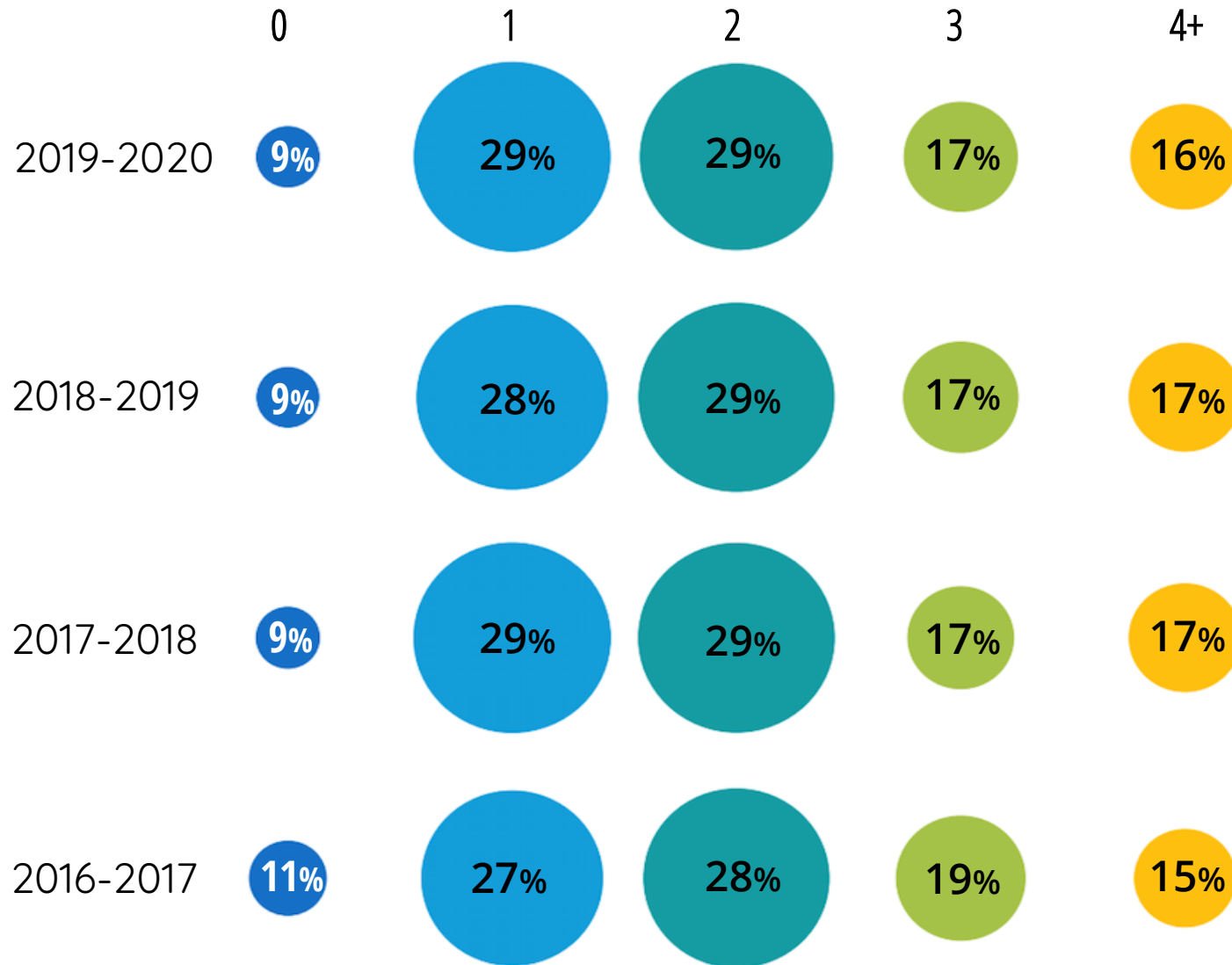
Kansas Cumulative Risk by County



- 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



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}.

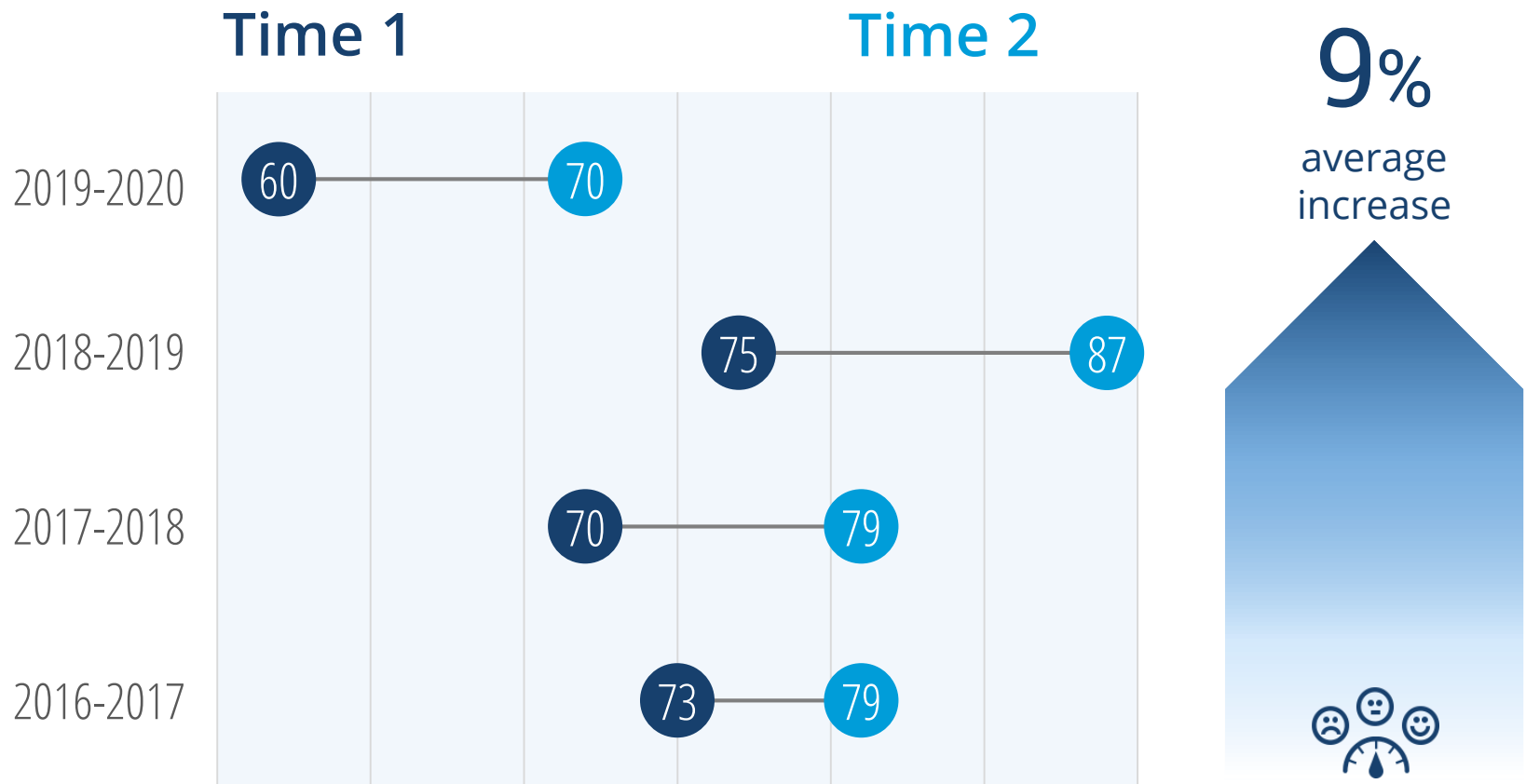
What is the Devereux Early Childhood Assessment (DECA)?

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

Social-Emotional Outcomes

DECA

% children on Track in Social Emotional Development



Early Care & Education Environment Impacts






Early Care & Education Environments

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.

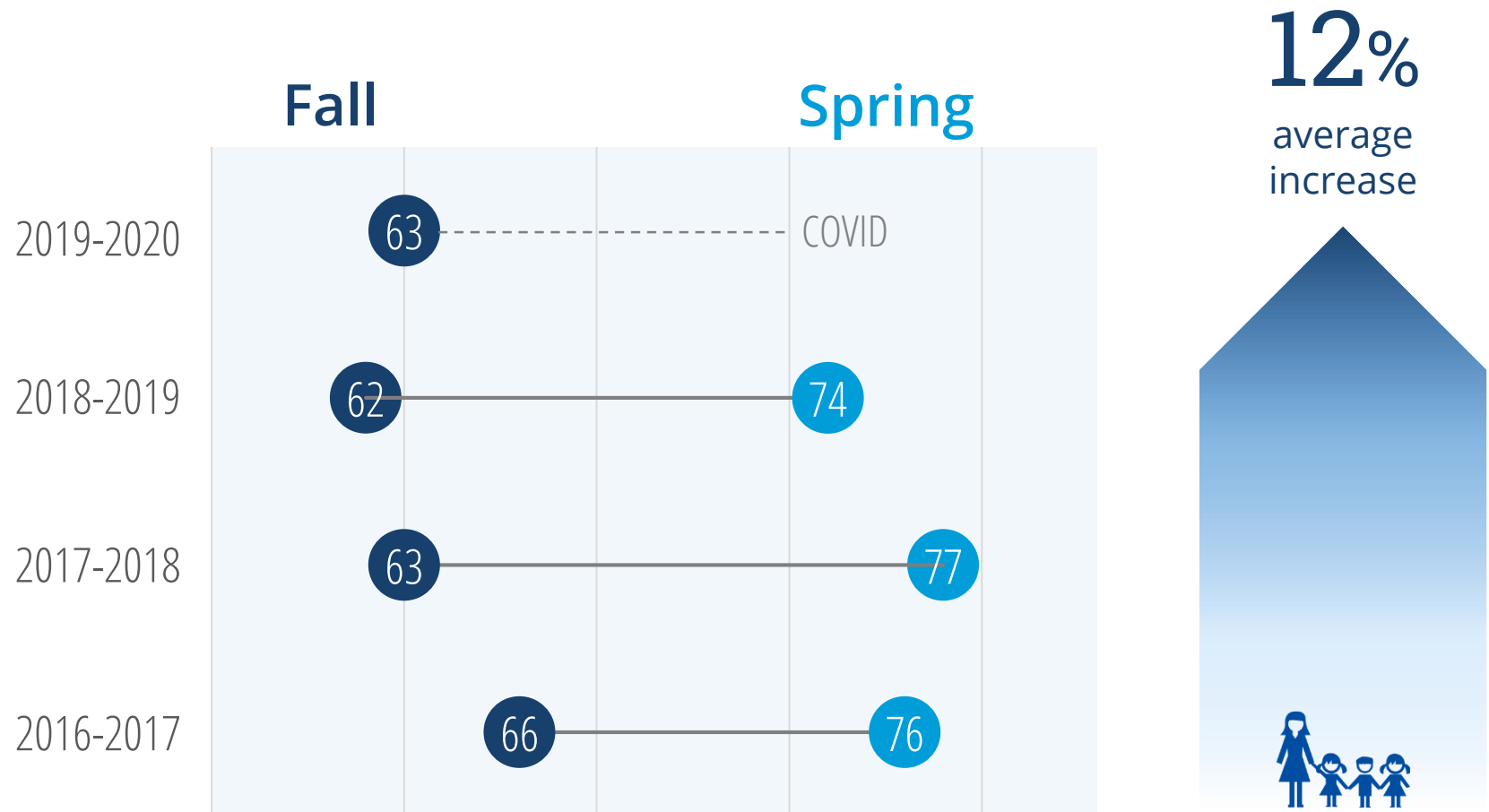
What is the CLassroom Assessment Scoring System (CLASS)?

CLASS uses classroom observations of teacher-child interactions to assess the quality of early learning environments.



Early Care & Education Environments Outcomes CLASS

% of high quality classrooms





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?

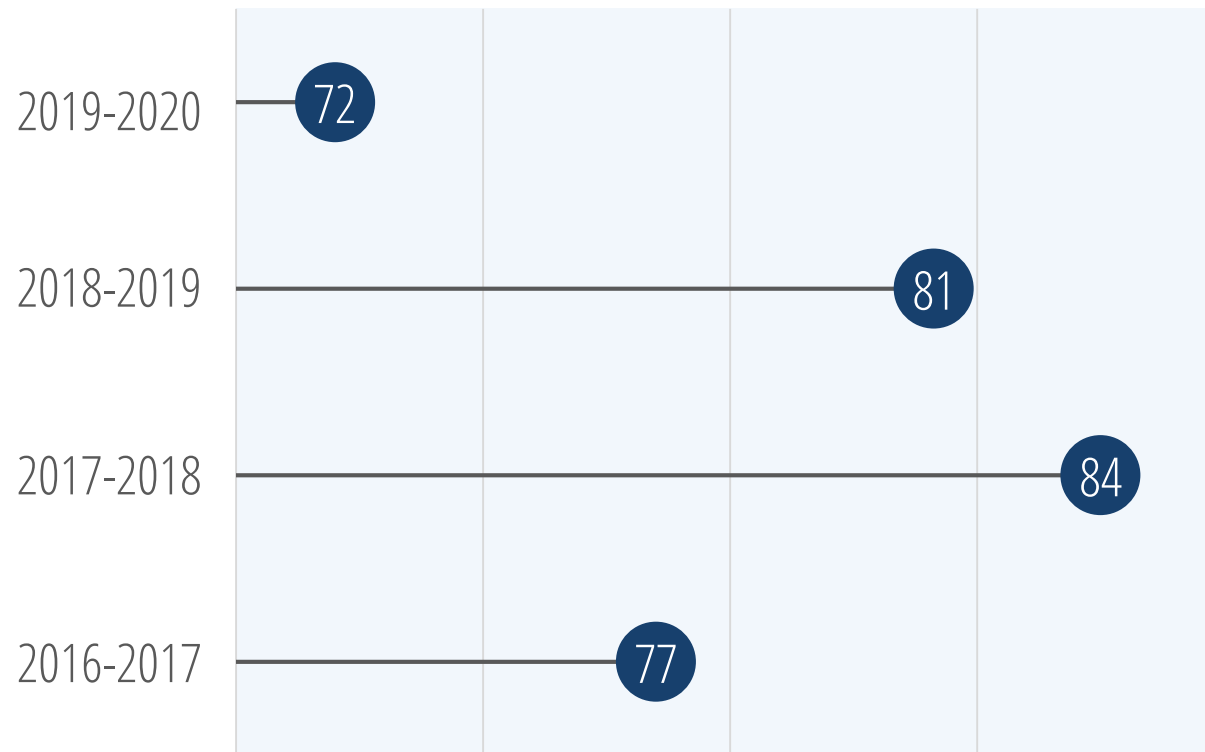
The IGDI's ECI measures key **expressive communication skills** (gestures, vocalizations, single words, and multiple words) as they develop for infants and toddlers.



0 – 3 Early Care & Education Outcomes

IGDI Early Communication Indicator

% with positive change from time 1 to time 2



78%

average
improved



4-Year-Old Early Literacy

What is the myIndividual Growth & Development Indicators (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**¹⁴

Children who enter school with larger vocabularies experience fewer difficulties learning new vocabulary and comprehending language than children with smaller vocabularies¹⁵.

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**¹⁶.

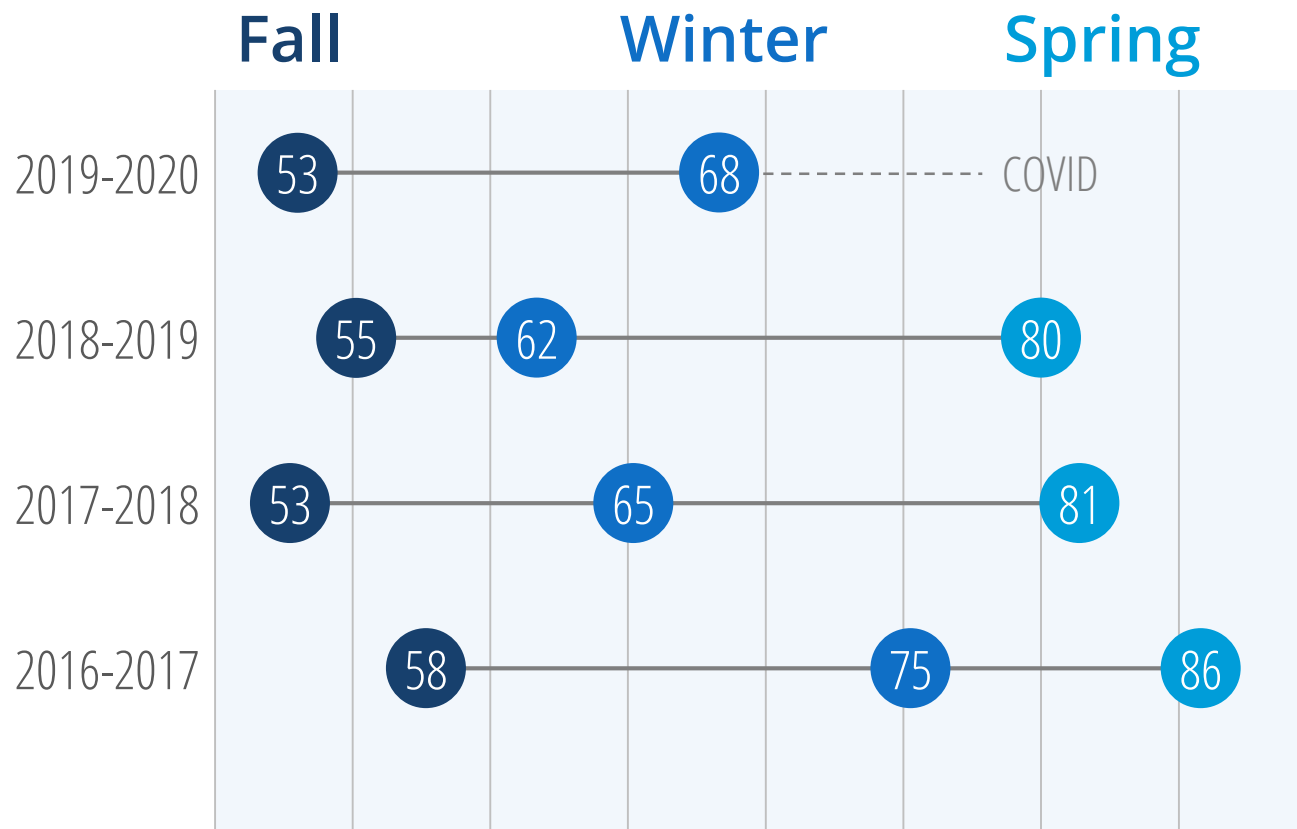
Strong phonemic awareness predicts development of reading proficiency¹⁷. These effects hold true into the child's elementary years and for children with significant risk factors¹⁸.



PreK Literacy Outcomes

myIGDIs Language Comprehension

% of children on track in Language Comprehension



27%

average
increase

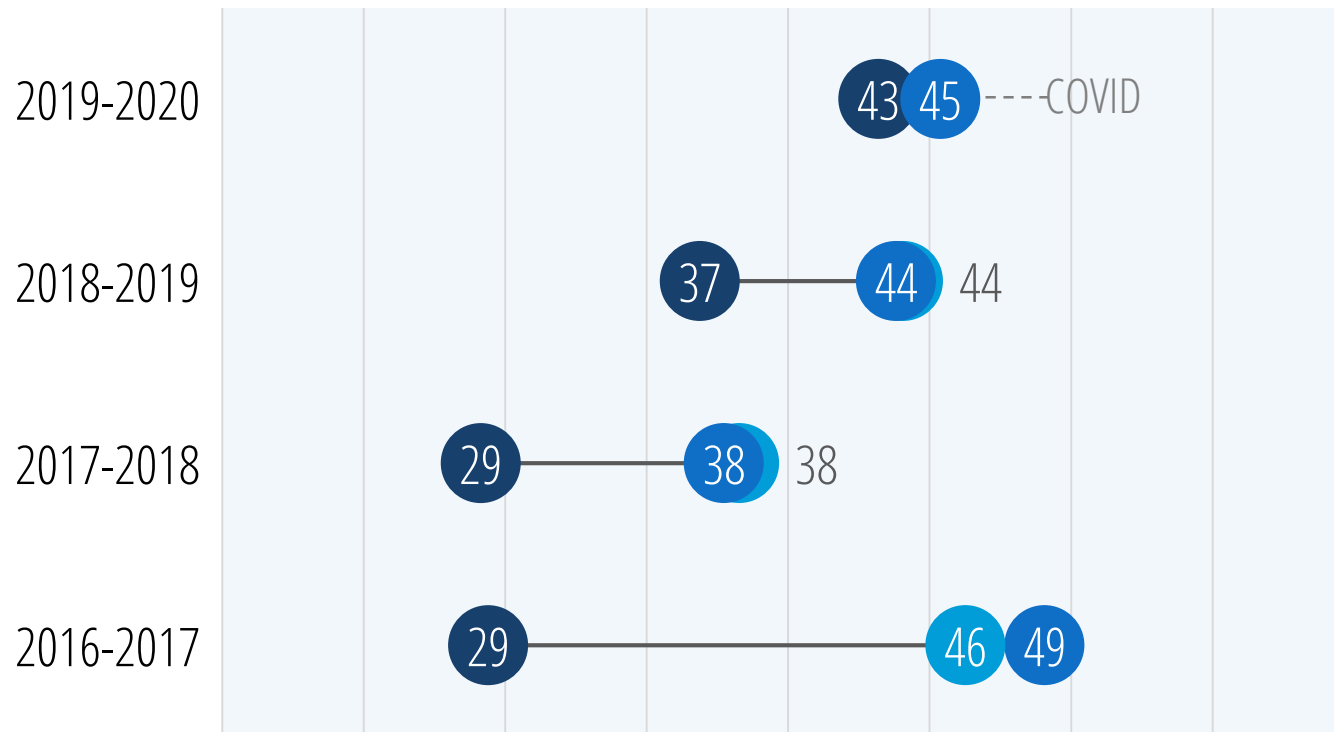


PreK Literacy Outcomes

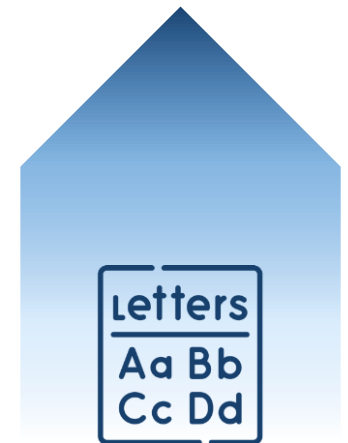
myIGDIs Phonemic Awareness

% of children on track in Phonemic Awareness

Fall Winter Spring



11%
average
increase



3- & 4- Year-Old Numeracy

Why is a measure on Numeracy important?

Research from multiple longitudinal studies demonstrated preschool numeracy skills are **strongly associated with future academic success**¹⁹.

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

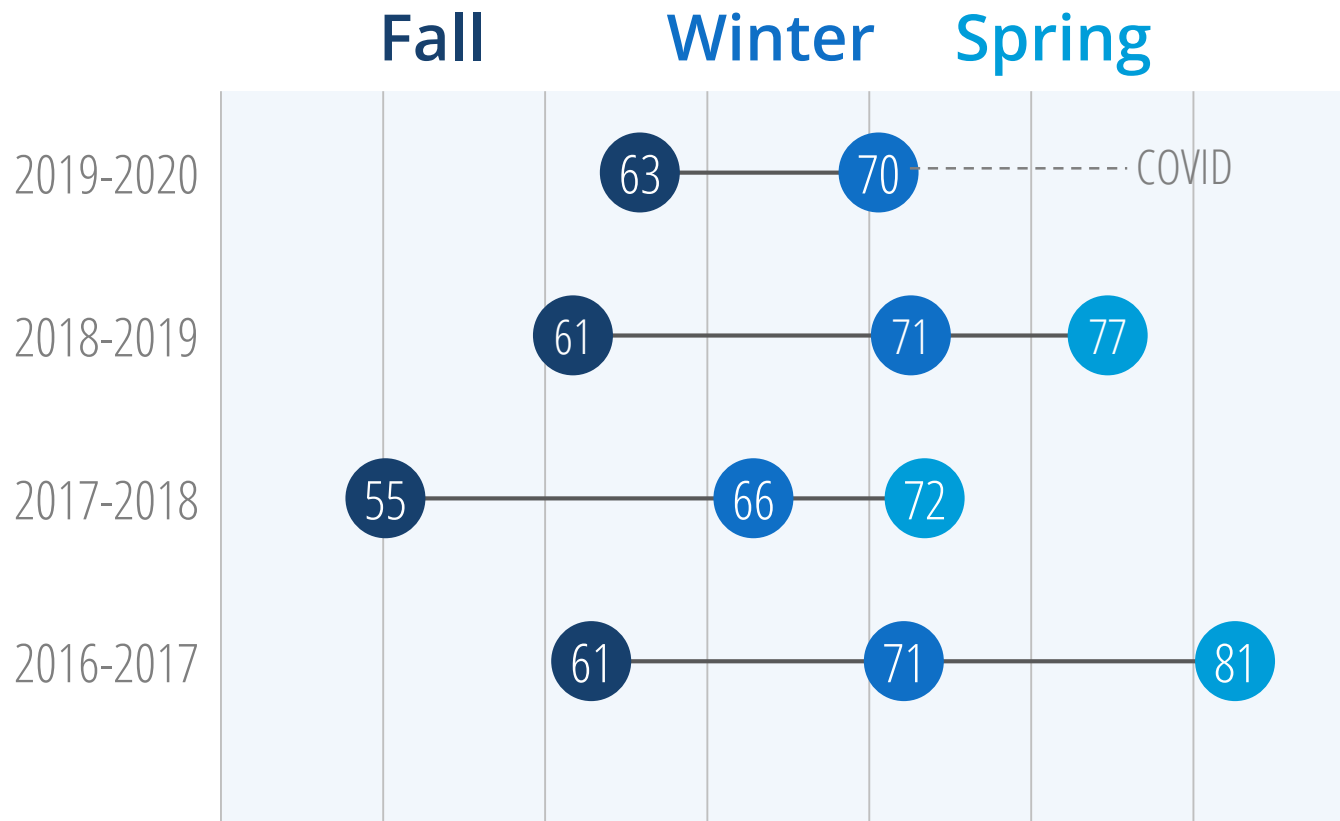
The myIGDIs Numeracy uses four scales to monitor the **development of numeracy skills** in preschool-aged children.



PreK Early Math Outcomes

myIGDIs Numeracy

% of children on track in Numeracy



17%

average
increase



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 outcomes²⁰.

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

HOME

% of families meeting benchmarks for
supportive home environment





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 interaction²⁴.

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

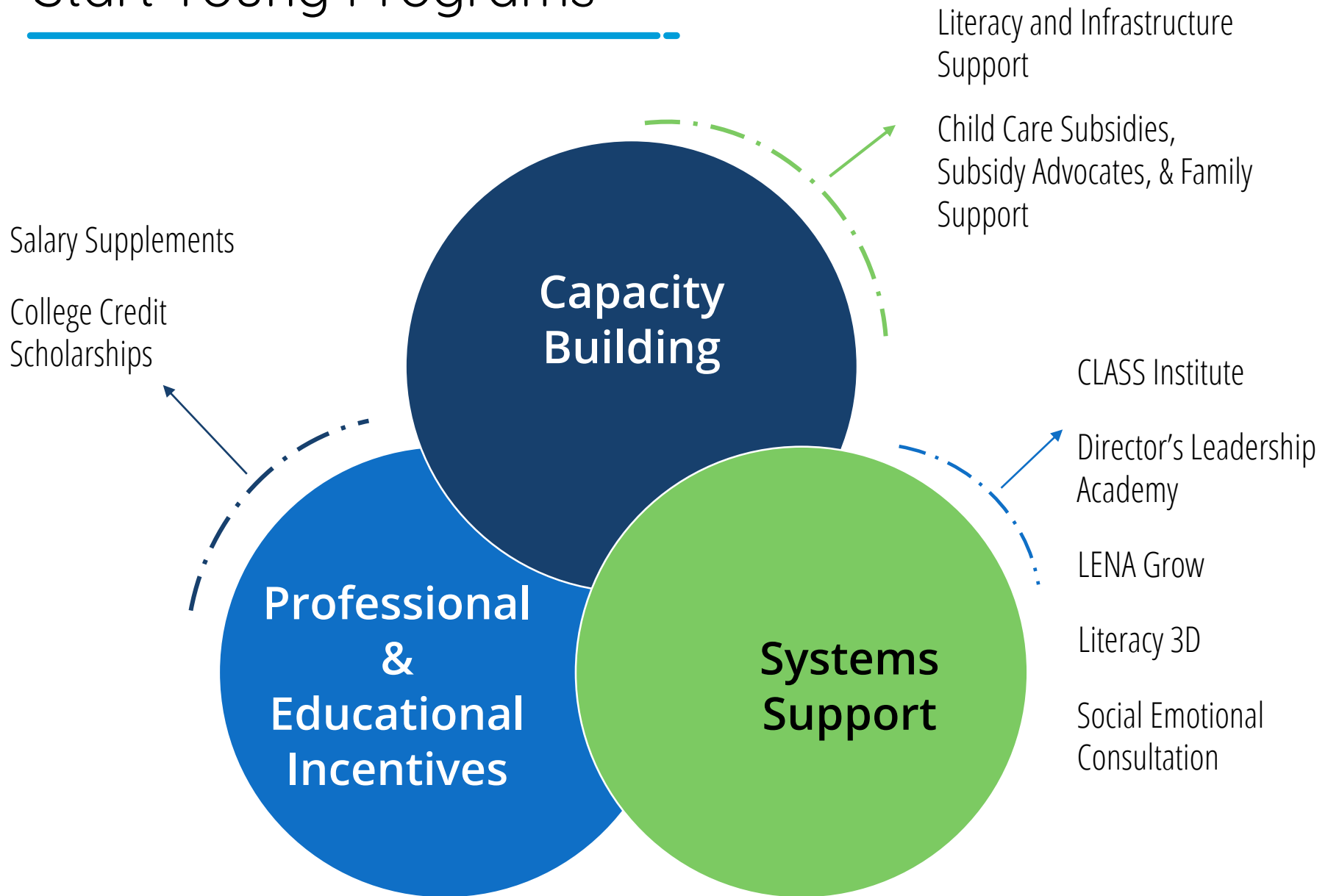


Start Young

2018-2020
Longitudinal Data

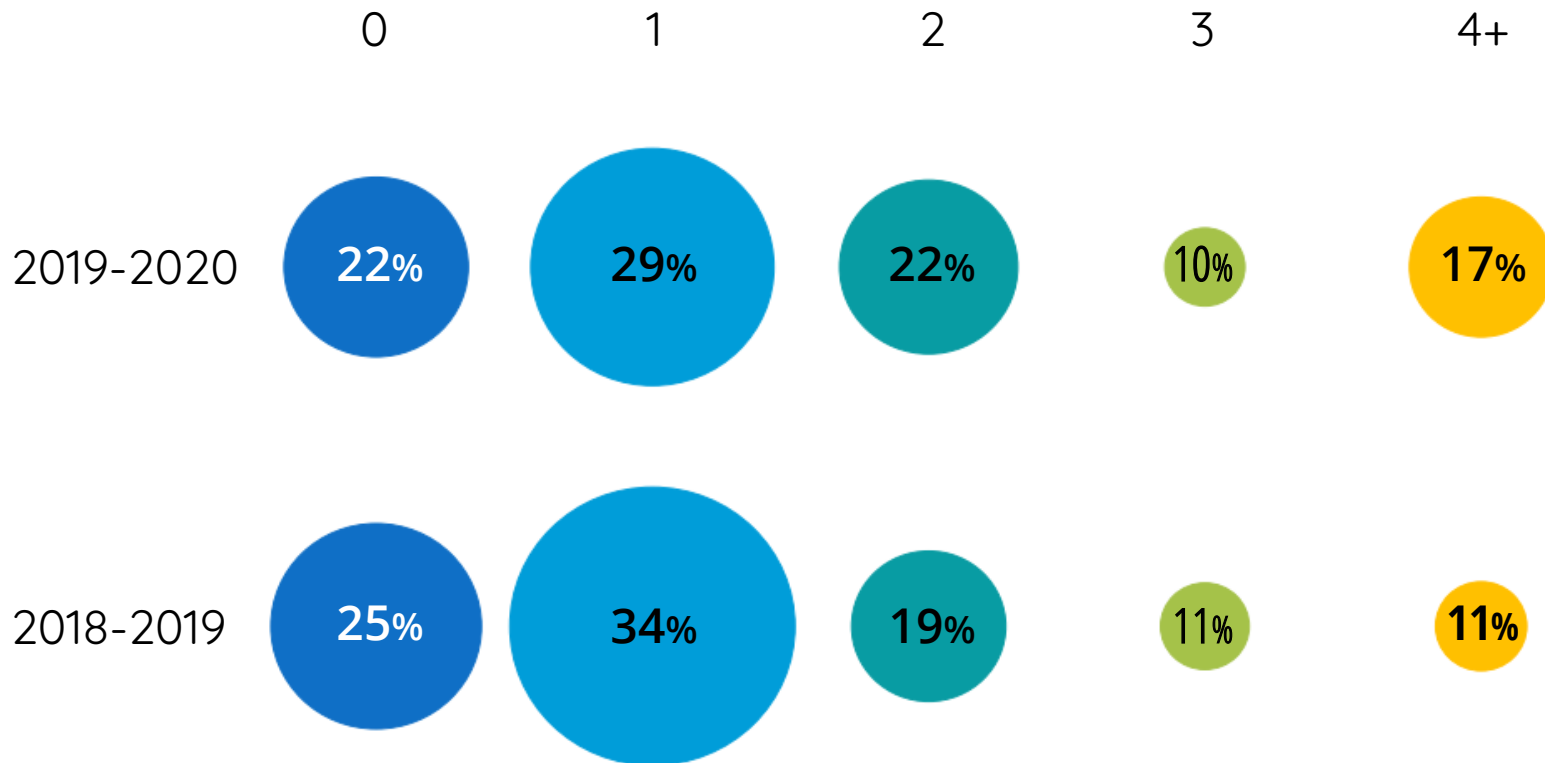


Start Young Programs



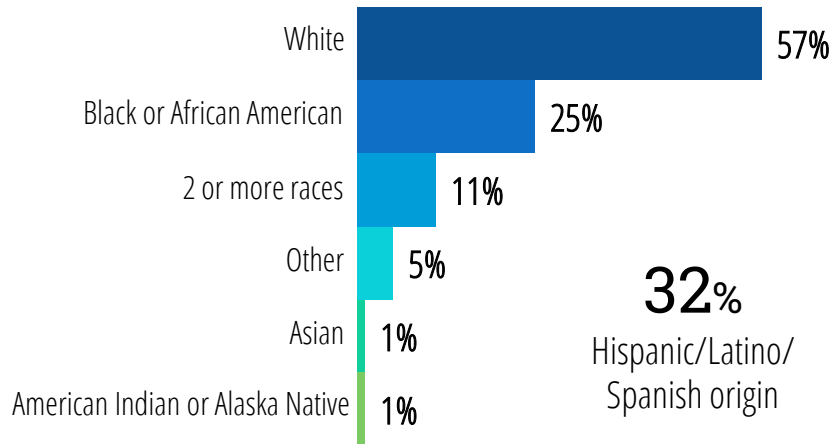
Start Young Child & Families Risk

Total Family Risk Factors



Start Young 2019-2020 Risk Factors

653 Children Served



56% of children were boys



Foster care or in custody of a relative



Part B or Part C Early Intervention Services



Child did not speak English as first language

549 Families Served

52% Married

7% Teen parents

23% Caregiver did not speak English as first language

62% Free & reduced price lunch

58% Earned less than \$40,000 annually

Bachelor's Degree or Higher

33%

Technical Training/ Associate Degree/
Some College

33%

High School Diploma or GED

23%

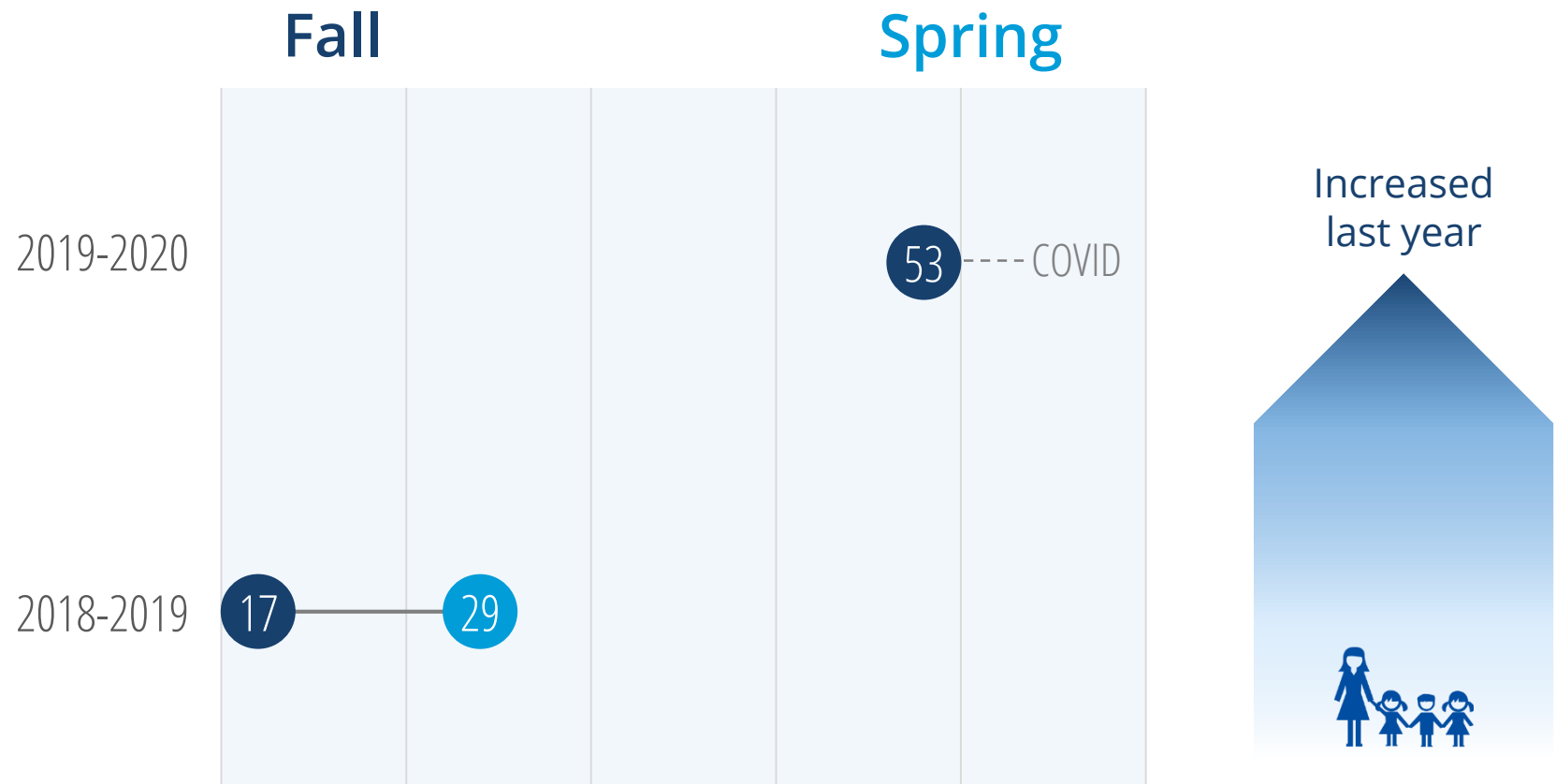
Less than High School

11%

Early Learning & PreK Environment Outcomes

CLASS

% of high quality classrooms



0 – 3 Early Care & Education Outcomes

IGDI Early Communication

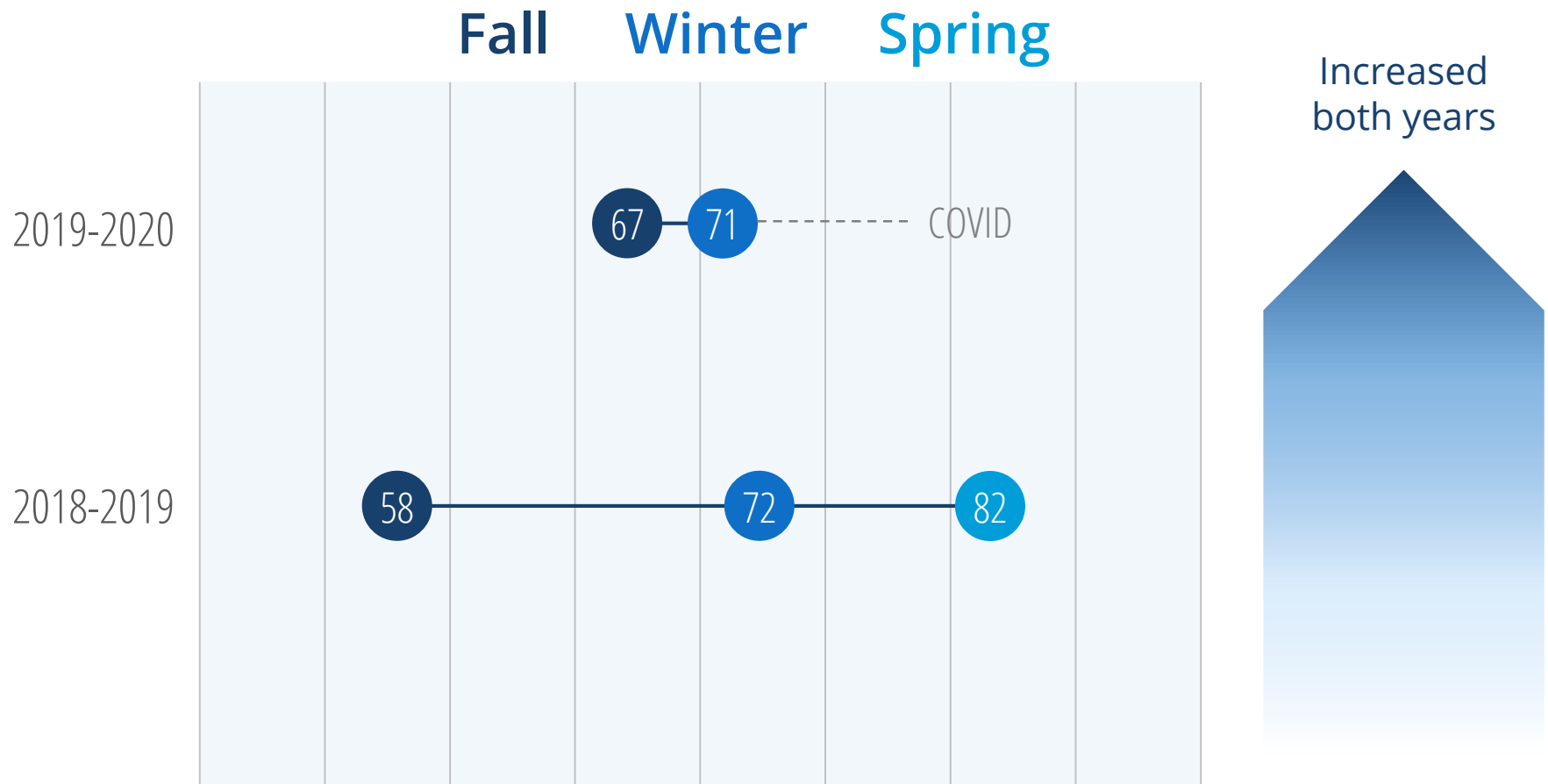
% of children on track in Early Communication



PreK Literacy Outcomes

myIGDIs Language Comprehension

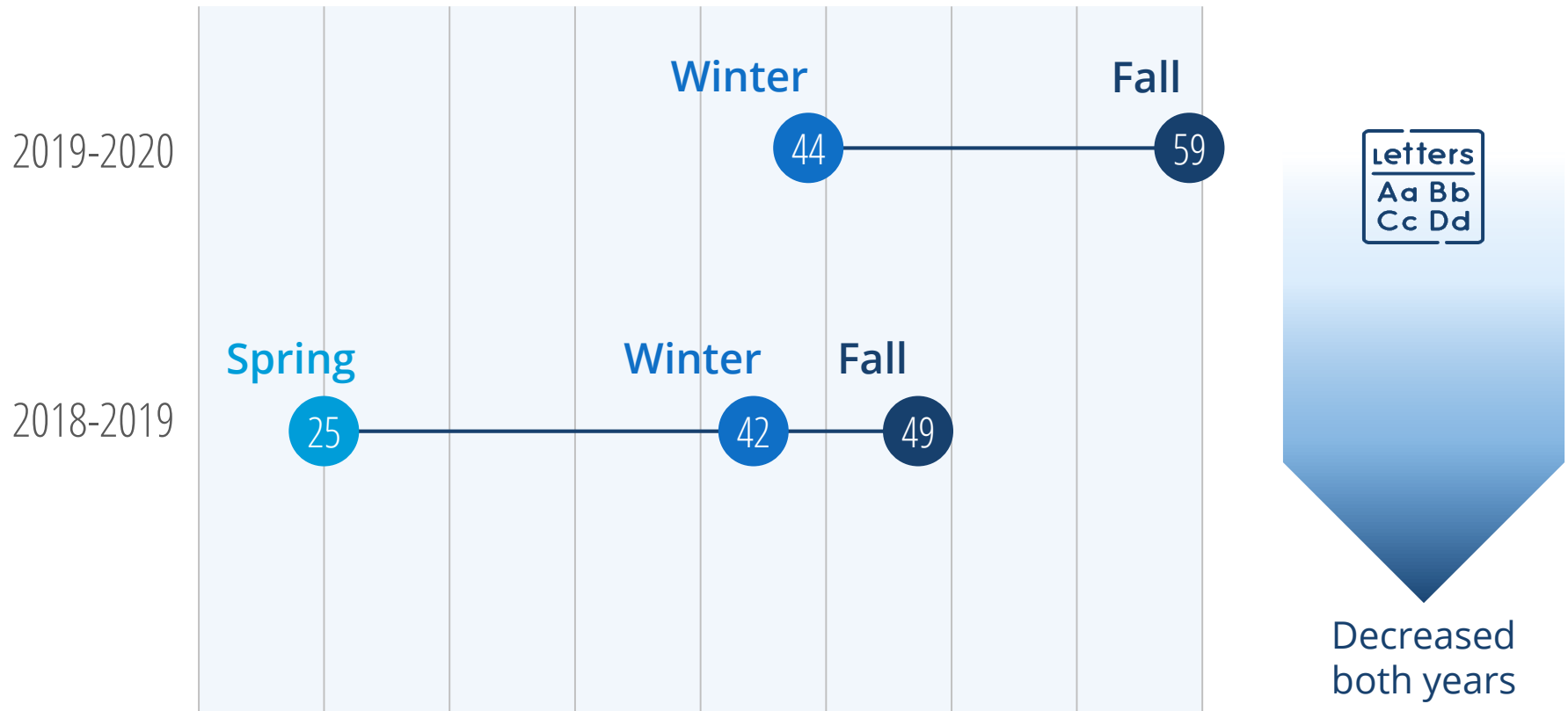
% of children on track in Language Comprehension



PreK Literacy Outcomes

myIGDIs Phonemic Awareness

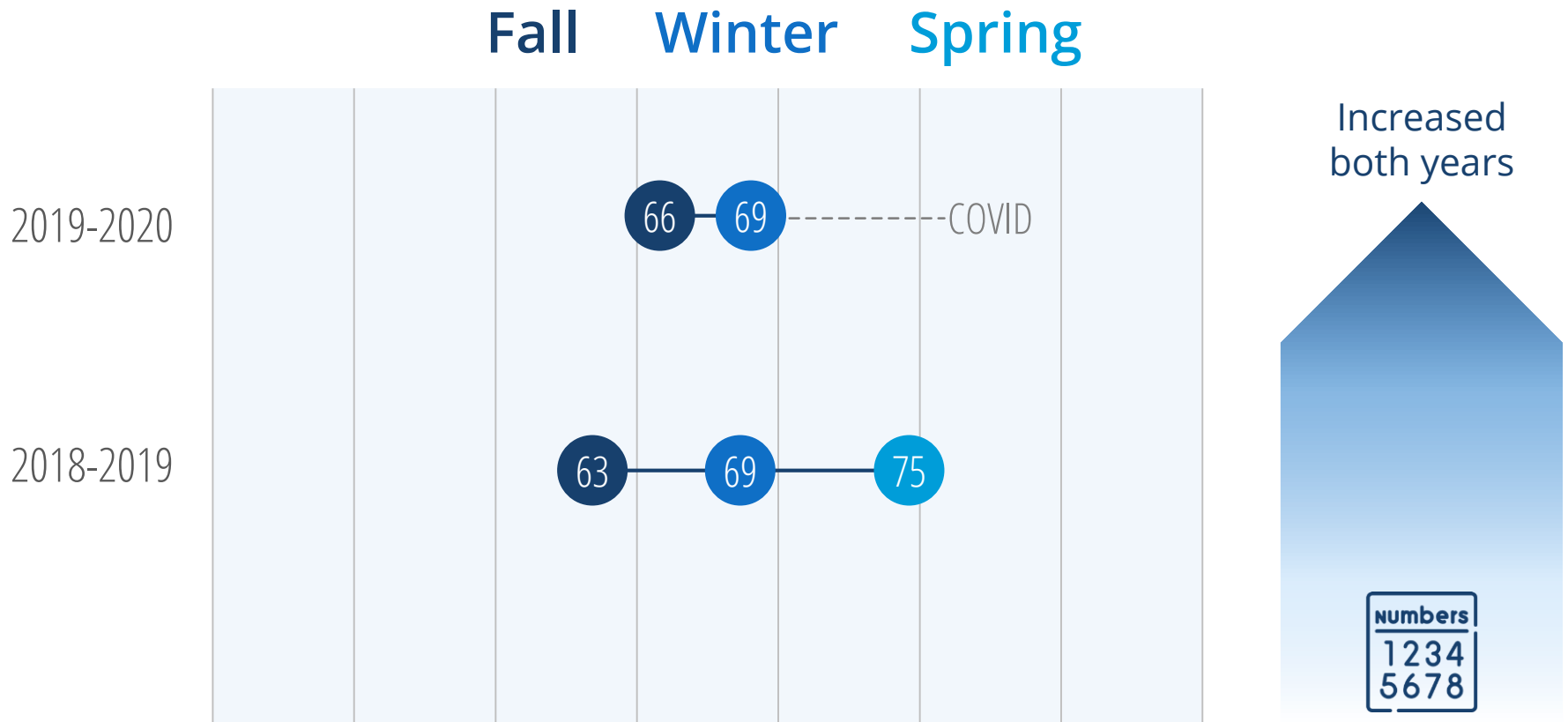
% of children on track in Phonemic Awareness



Early Math Outcomes

myIGDIs Numeracy

% of children on track in Numeracy



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

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12. Missall, K. N., Carta, J. J., McConnell, S. R., Walker, D., & Greenwood, C. R. (2008). Using individual growth and development indicators to measure early language and literacy. *Infants & Young Children*, 21(3), 241-253.
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Early Childhood Recommendations Panel

AMANDA PETERSEN, CHAIR



ROLE OF THE KANSAS EARLY CHILDHOOD RECOMMENDATIONS PANEL

- 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/>



GOAL 1

**State-Level
Coordination**



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/> 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]***



FROM ARTICLE 4: PANEL ACTIONS

- 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.



FROM ARTICLE 5: MEETING PROCEDURES

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.



FUTURE WORK OF THE PANEL

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



PROPOSED MOTION

- 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





Ex-Officio Reports



EX-OFFICIOS

- Amanda Petersen

- Kansas State Department of Education Designee

- Amy Meek

- Kansas Children's Cabinet and Trust Fund

- Amy Raymond

- Kansas Supreme Court Designee

- Hope Cooper

- Kansas Department of Corrections, Juvenile Justice Authority

- Rachel Sisson

- Kansas Department of Health and Environment Designee

- Rebekah Gaston

- Kansas Department for Children and Families Designee

- Dr. Karla Wiscombe

- Kansas Board of Regents Designee

Children's Cabinet



UPCOMING MEETINGS

Cabinet meetings are held the first Friday of every other month

- October 2, 2020
- December 4, 2020

Children's Cabinet

