

October 17, 2019

Richard Gonzales
U.S. Department of Health and Human Services
Administration for Children and Families
Office of Child Care 330 C Street, SW 4012E
Washington, D.C. 20201

Dear Mr. Gonzales:

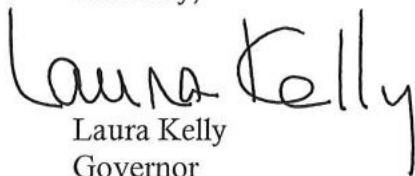
I am pleased to submit this letter in support of our Kansas application for the Administration for Children and Families' "Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant" funding opportunity (HHS-2019-ACF-OCC-TP-1567). I hereby designate the Kansas Children's Cabinet and Trust Fund (Cabinet) as the lead entity responsible for executing and managing this grant.

The Cabinet holds statutory responsibility for the development and implementation of a coordinated, comprehensive service delivery system to meet the needs of children and families in Kansas, facilitation of interagency and interdepartmental cooperation toward this common goal, and facilitation of joint planning and coordination between the public and private sectors (K.S.A. 38-1901) and thus is well-positioned take the lead on this grant opportunity. The Kansas State Department of Education (KSDE) serves as the fiscal agent for the Cabinet. In addition to the Cabinet and KSDE, the Department for Children and Families, and the Kansas Department of Health and Environment comprise the leadership team for this grant.

Early childhood is one of my priority policy focus areas and Kansas is committed to addressing the issues identified in the comprehensive needs assessment conducted with our initial PDG B-5 award. This funding renewal opportunity will allow us to implement key components of the state strategic plan, build on existing strengths and services, and work to improve infrastructure issues, access and availability of services, workforce supports, and achieve an integrated data system to better understand the impact of our early childhood care and education system.

We thank you for providing this opportunity and look forward to maximizing the availability and access to high-quality early childhood care and education options for Kansas families.

Sincerely,


Laura Kelly
Governor

Kansas 2020 Federal Early Childhood Planning Grant Renewal Application Materials

In 2020, Kansas has the opportunity and a renewal of federal grant funding to engage in a collaborative effort to shape our state’s future direction for early childhood. A three-year renewal grant authorized by the federal Every Student Succeeds Act will support the implementation of the All In for Kansas Kids strategic plan for early childhood in Kansas. Funding will also support activities to update the statewide needs assessment and strategic plan, maximize parent and family knowledge of early care and education options, the sharing of best practices among the early childhood care and education workforce, improvement of the overall quality and service integration of early childhood services, and monitoring, evaluation and data use. Visit <http://kschildrenscabinet.org> for additional information, including biweekly webinar updates and contact information.

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Funds for this project are provided through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF) Every Student Succeeds Act (ESSA). The Preschool Development Grant Birth through Five Renewal 90TP0078-01-00 (\$8,943,000) was awarded to the Kansas Children’s Cabinet and Trust Fund (KCCTF). The Kansas State Board of Education, the Kansas Department for Children and Families, and the Kansas Department of Health and Environment are leading this work with KCCTF. This information or content and conclusions should not be construed as the official position or policy of, nor should any endorsements be inferred by HHS, ACF, or the U.S. Government.

The Kansas State Department of Education (KSDE) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204.

Project Summary/Abstract

Kansas Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant
Kansas Children's Cabinet and Trust Fund
900 SW Jackson Street, Suite 152
Topeka, KS 66612
Office: (785) 291-3233
Melissa Rooker, Executive Director (mrooker@ksde.org)
kschildrenscabinet.org

Big things are happening right now in Kansas and our early childhood care and education (ECCE) system, led by the Kansas Children's Cabinet and Trust Fund, is poised for monumental change. Our Preschool Development B-5 Grant (PDG) Needs Assessment illuminated and sparked momentum for the transformative work that must be done to achieve our vision of *Every Child Thriving*.

Over 6,100 parents, ECCE professionals, civic and business leaders, and community members provided input for our Needs Assessment. We heard two central messages: 1) *Families' experiences are profoundly shaped by where they live across the state and within communities*. Geography impacts the availability and accessibility of ECCE services and supports, creating isolation and navigation barriers; and, 2) *Too many young Kansas children grow up in families where basic needs are not met*. The struggle to meet basic needs such as food, housing, and healthcare prevents families from fully meeting their child's developmental needs. Across data points, stakeholders shared similar experiences: it is too difficult to navigate the ECCE system because services are disconnected or hard to find; accessibility and availability of high quality ECCE services are an issue across the state; and communities carry a significant burden to piece together funding streams at the local level.

PDG funding will address these challenges by scaling what is working, aligning systems, building critical infrastructure, and fostering innovation at the local and state level by:

- Equipping and connecting local communities in ways that make navigating systems easy for parents to receive what they choose and need to support their children;
- Prioritizing and supporting ECCE professionals with clear standards and pathways to enact best practices for children;
- Addressing community-specific needs and challenges through coordinated strategies that improve access, availability, and quality; and,
- Aligning the ECCE system for equity and maximum impact, with state agencies coordinating and integrating services, so communities and families experience seamless, respectful, and responsive supports.

We will invest in activities that build a sustainable infrastructure for our ECCE system including a centralized access point and statewide resource directory, a workforce registry, articulation agreements, a common application process, and an Early Childhood Integrated Data System (ECIDS). We are aligning funding streams, requests for proposals, professional development, and data systems to eliminate the fragmentation families and communities experience. We will

streamline access to resources and reduce the burden placed on communities to build cohesive local systems. In other words, we are redesigning our ECCE system to transform the experience of children and families. The work has already begun, and we are all in for Kansas kids.

Expected Outcomes

Kansas' PDG B-5 Renewal Grant will transform systems for children, families, ECCE professionals, communities, and the state to achieve the following outcomes:

- **Community and Parent Focus.** Local communities are equipped and connected to make navigating systems easy for parents to receive what they need, and what they choose, to support the healthy development of their children. (Activity 3)
- **Workforce Development.** Kansas prioritizes and supports ECCE professionals with clear standards and pathways to enact best practices for children. (Activity 4)
- **Quality Programs and Services.** Communities address their specific needs and challenges through coordinated strategies that improve access, availability, and quality. (Activity 5)
- **System Alignment and Coordination.** Kansas aligns the ECCE system for equity and maximum impact, with state agencies coordinating and integrating services so communities and families experience seamless, respectful, and responsive supports. (Activity 6)

Approach

Big things are happening in our early childhood system right now and Kansas is poised for monumental change. Kansans are excited, optimistic, and energized. Our Preschool Development Grant (PDG) B-5 Needs Assessment illuminated the challenges and sparked momentum for the transformative work that must be done to achieve our vision of *Every Child Thriving*. The greatest challenges involve our fragmented delivery system and need for alignment of ECCE services. PDG funding will scale what is working, align systems with intention, build critical infrastructure, and foster innovation at the local and state level.

Plan of Action. The Kansas Children's Cabinet and Trust Fund (Cabinet) is statutorily charged with developing and implementing a coordinated, comprehensive ECCE system. Governor Laura Kelly designated the Cabinet as the lead applicant for this proposal. The Cabinet, Kansas State Department of Education (KSDE, serves as fiscal agent for the Cabinet), the Kansas Department for Children and Families (DCF), and the Kansas Department of Health and Environment (KDHE) comprise the leadership team of ECCE subject matter experts for the PDG work. The organizational chart and list of responsible individuals are in the Appendix.

The PDG planning award highlighted areas of our mixed-delivery system that need strengthening and better coordination. It builds on the Kansas State Board of Education's vision – Kansas leads the world in the success of each student – by aligning ECCE programs and services and improving transitions into kindergarten. We are aligning funding streams, requests for proposals, professional development, and data systems. We are redesigning our system to transform the experience of children and families and to reduce the burden on communities.

This proposal outlines: 1) findings from our Needs Assessment; 2) a description of our Strategic Plan; 3) plans for continued engagement of parents and caregivers; 4) a workforce development plan; 5) our strategy to boost availability, accessibility, and quality of ECCE services; and 6) our approach to governance and infrastructure, including an ECIDS. The work has already begun, and we are all in for Kansas kids.

Activity One: PDG B-5 Statewide Needs Assessment

Status and Components. The Needs Assessment is complete and will be submitted to the Administration for Children and Families in December 2019. Data and input from all 105 counties and over 6,100 Kansans (parents, ECCE professionals, policymakers, business and civic leaders) shaped the document. Table 1 shows our process, including outcomes/milestones. We shared findings via the Governor’s Symposium on Early Childhood, two webinars, the Kansas Journey (an interactive StoryMap of PDG activities), Cabinet website, and stakeholder meetings

Table 1. Needs Assessment Collaboration Process, Components, and Participation.

Milestone and Collaborative Process	Participation	Timeline
Reviewed existing Needs Assessments	45 reports reviewed	January – July 2019
New Surveys: Environmental Needs Survey and EC Workforce Survey	400 responses 805 responses	June – July 2019
Community Engagement Sessions	53 sessions 1,337 participants	May – July 2019
Facilitated Visioning Sessions and Parent Cafes	20 sessions, 510 participants 14 Parent Cafes, 130 parents/caregivers	June – August 2019
Our Tomorrows story collection	Over 2,600 stories, including parent/caregiver experiences	January – October 2019
Road Shows	Public input	December 2019
Future Plans: capacity tracking, story collection, aligning Needs Assessments	Emergent	Ongoing

What We Learned. The reality for many families does not match our collective vision for Kansans. Two central messages emerged: 1) *Families’ experiences are profoundly shaped by where they live across the state and within communities.* Geography impacts the availability and accessibility of ECCE services and supports, creating isolation and navigation barriers; and 2) *Too many young Kansas children grow up in families where basic needs are not met.* The struggle to meet basic needs such as food, housing, and healthcare prevents families from fully meeting their child’s needs. Figure 1 provides an overview of the Needs Assessment, showing

the gap between our vision and reality, and illustrates how the findings inform the Strategic Plan. Table 2 provides key terms and definitions for vulnerable populations. We recognize that words matter. As such, our ECCE system is strengths-based. While many measures focus on risk, children and families deserve universal dignity and are more than simply their eligibility criteria.

Throughout the process, businesses were recognized as key stakeholders whose decisions significantly impact the ECCE system through family-friendly workplace policies, partnering in locally-based child care expansions, and lending their voices to build public awareness. We will expand the role and investment of the business community in our ECCE system.

Figure 1. Kansas Early Childhood Needs Assessment and Strategic Plan Overview.

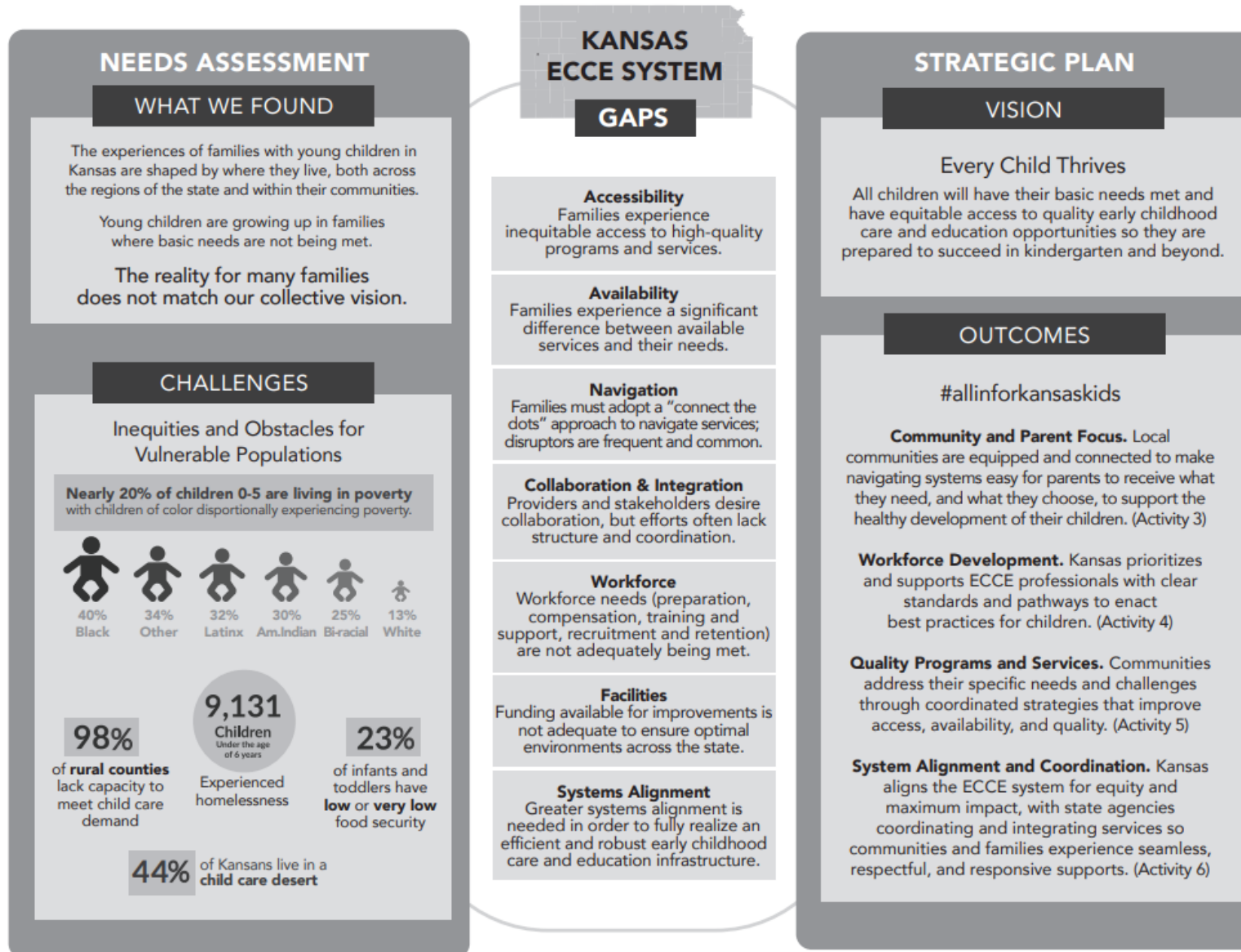


Table 2. Key Terms and Definitions.

Key Term	Definition
Quality	Quality is defined as, “Quality early care and education provides a safe, stable, and nurturing environment where every child can thrive.”
Early childhood care and education availability	All families have informed, timely, and equitable access to quality services. Underserved children receive services to address specific needs with targeted supports that address more complex needs.
Vulnerable or underserved children	Children who experience barriers or challenges to accessing or engaging in high-quality ECCE services for a range of reasons including, but not limited to, low household income or economic instability, homelessness, trauma, parental incarceration, foster care risk or placement, and special needs. Children from migrant and tribal populations are also included.
Rural children	Children who live in frontier, rural, or densely-settled rural counties, per the definitions used by the KDHE.
Early childhood care and education system	A tiered system of coordinated and comprehensive supports, core services, and infrastructure for children ages birth through 5 that support our Building Blocks: healthy development, strong families, and early learning. Core services include early care and education, home visiting, parent education, maternal child health programs, and services for children with disabilities and special health care needs.
Broader early childhood system	Multi-generational cross-sector services that support early learning, healthy development, and strong families. Includes economic and employment supports, child protective services, healthcare, and behavioral health. The system encompasses navigations and intersections between sectors to create a comprehensive support system for families.

Vulnerable Children. Kansas is home to 196,826 children under age five. Almost 20% live in poverty, with children of color experiencing disproportionately higher rates: 40% black/ African-American, 32% Hispanic, 30% American Indian, 26% bi-racial. Many Kansas children are hungry, and families struggle with housing. Low or very low food security occurs among 23% of households, and 9,131 children B-5 (5%) experience chronic or episodic homelessness. Seven percent have experienced the incarceration of a parent. Of all out-of-home placements last year, 35% (2,638 children) were B-5. More than a quarter (28%) of children B-5 live in rural areas, with rates of immigrants and non-English speaking families growing statewide.

Availability and Accessibility for Vulnerable Children and Working Families. While children in poverty may be prioritized in some programs, many children still go without ECCE services such as quality child care, all-day preschool, and home visiting because of capacity. At our current investment level, we would still have gaps if all resources went to our most vulnerable populations. For example, home visiting programs could serve just 72% of children with two or more ACEs; Head Start could only serve 69% of children in out-of-home placement; 98% of rural counties could not meet the child care demand for B-6; and 92% of child care providers could not meet family needs for non-traditional hours (2nd/3rd shifts, weekends).

Unduplicated Counts and Research/Data Gaps. Kansas lacks a longitudinal, shared data system or unique identifier, preventing us from having an accurate unduplicated count of children being served. Without integrated data to derive unduplicated counts, we cannot drive equitable access to limited services or increase capacity and availability in high-poverty areas. This data gap impedes efforts to maximize parental choice and support collaboration in communities. Activity 6 describes current ECCE data. We mapped and assessed the extent to which our mixed-delivery system is able to serve vulnerable and underserved children through a capacity-mapping dashboard (see pg. 43). Even factoring in the potential for duplication, nearly a third (32%) of counties lack the necessary capacity to serve children B-5 living in poverty.

Measurable Indicators of Progress. The Needs Assessment met requirements and described the current ECCE system, including quality, availability, and accessibility; maximized parent and community voice in 53 community engagement sessions and 2,600 stories; informed infrastructure decisions; and generated commitment to a shared vision for Kansas children.

Facilities. Information on regulated child care facilities is primarily collected through annual child care licensing inspections that assess compliance with environmental laws and regulations, more so than determining the extent of quality improvements. Beyond licensing inspections, Kansas does not have statewide infrastructure to support facility improvements. Our Environmental Needs Assessment revealed 61% of programs lack a working security system. Providers had either never made repairs and upgrades or had done so more than five years ago. Upgrades were cosmetic (painting, playground, or yard improvements), rather than structural (security, fencing, heating/cooling systems, or bathroom remodels).

Funding and Resource Barriers. Kansas lacks critical infrastructure for its workforce including: 1) a registry to provide comprehensive workforce data; 2) articulation agreements and credentialing pathways; and 3) competitive wages for child care professionals (currently \$9.25/hour). We are only drawing down 76% of Child Care Development Funds. Finally, Kansas needs a public-private partnership endowment for sustainability and innovation. This proposal addresses these barriers through workforce supports to spread best practices, data integration, and the establishment of an endowment to leverage private investments in our ECCE system.

Transitions. We learned in community engagement sessions that ECCE transitions are strongest among B-3 services. State and federal regulations and guidelines inform the process; however, there is no standard structure or expectation in place regarding B-5 transition practices. Almost 70% of Kansas school districts have formal plans for their own students to move from pre-K to kindergarten, but only 35% have procedures for children coming from other programs.

Needs Assessment Update. We will continuously assess gaps in our system by: 1) monitoring of capacity data to track access and availability over time; 2) surveilling parent and community experiences through a StoryBank, as part of Our Tomorrows, to ensure lived experiences match our goals of meaningful change for families; and 3) leveraging insights from related Needs Assessments to examine different aspects of need, gaps, and progress.

Parent Engagement. Parents, including all caregivers, custodial grandparents, and foster parents, informed the Needs Assessment by sharing stories and participating in events (webinars, community engagement sessions, sensemaking workshops). Parents play an active role in determining Strategic Plan goals and activities that are responsive to their needs (Activity 2).

Activity Two: PDG B-5 Statewide Strategic Plan

A Massive Effort. In April 2019, Governor Kelly stated, “We are ALL early childhood stakeholders.” Kansans repeatedly told us that early childhood needs to be a normal part of community conversations and experiences – “as common as going to the grocery store.” We took that message to heart. Over 6,100 voices (parents, ECCE professionals, policymakers, business and civic leaders) contributed to the Kansas vision for early childhood. Our Strategic Plan will: 1) transform the experiences of children and families who need equitable access to high-quality early care and education no matter where they live, and 2) reduce the burden of improving local systems by giving communities flexibility to deliver connected, high-quality services. We are assessing how funds are spent, building and scaling best practices, and refining our data systems to gain insight into quality, access, and impact. Figure 1 provides a summary of needs informing our vision for an equitable and high-quality mixed-delivery system.

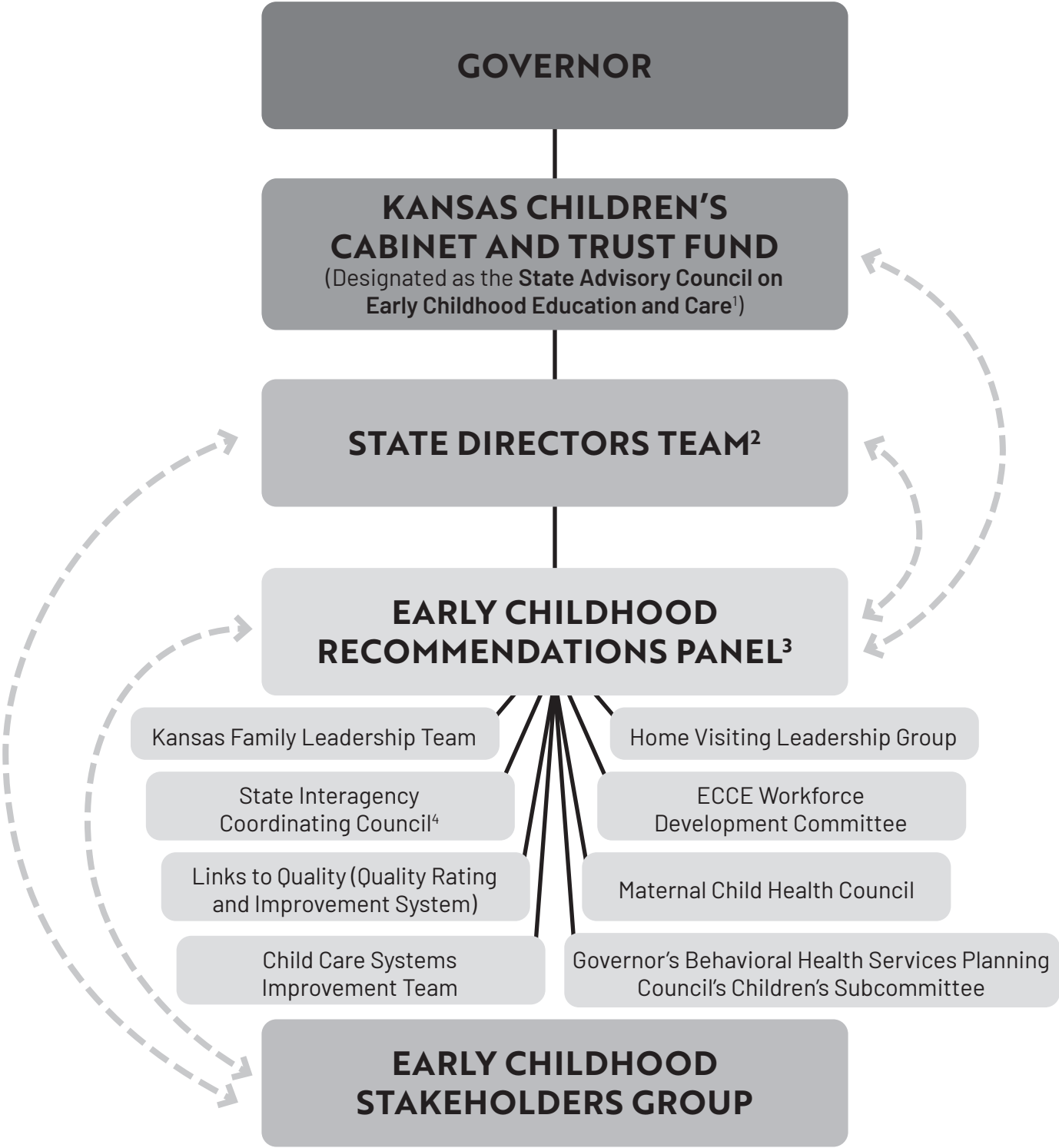
Milestones and Timeline. Our Strategic Plan will be submitted in February 2020 with unifying goals, an equity lens, and action steps. Table 3 shows milestones and the timeline. Stakeholders are continually informing the plan via online feedback, webinars, and community meetings across the state. Parents contributed directly to designing what works for them by submitting funding requests for Community Action Labs, which are small-scale community-driven ideas that emerged from the stories collected. Stakeholders are engaged via: 1) regular communication and input requests; 2) a reorganized Early Childhood Advisory Council (Council) and work groups; 3) regular stakeholder meetings; 4) Our Tomorrows story collection to capture lived experiences; and 5) ongoing parent leadership and engagement activities.

Table 3. Strategic Plan Process for Completion - Milestones and Timeline.

Milestone	Timeline
Key Findings from Needs Assessment shared with stakeholders	August 7 and August 21 webinars; August 23 Advisory Team Meeting; October 7 Symposium
Public input provided on aspirations	October 7 Symposium; online form Aug to October
Actions plans generated by stakeholders	October 7 Symposium – November
Community Action Lab ideas submitted	November 7 (45 will be awarded)
Draft Strategic Plan	October – December
Finalize and submit Strategic Plan	January 2020

Figure 2. Kansas ECCE Governance Structure (next page).

Kansas Early Childhood Governance Structure



1 Children's Cabinet and Trust Fund (Cabinet): Statutory role to assist the Governor in developing and implementing a coordinated, comprehensive service delivery system to the children and families of Kansas. Pursuant to Executive Order No. 20-02, the Cabinet is the designated State Advisory Council on Early Childhood Education and Care. Meets every other month.

2 State Directors Team: Composed of State Directors Team members (Cabinet designees). Meets every two weeks.

3 Early Childhood Recommendations Panel: Pursuant to Executive Order No. 20-02, volunteers are convened by the Cabinet in an advisory role. Meets monthly.

4 Created in both state and federal law (K.S.A. 74-801 and Public Law 105-17), the Council's role is to advise and assist in the delivery of services to preschool children (birth through age 5) with special needs.

Governance Structure to Implement Plan. We re-aligned the governance structure to drive coordination, funding, and policy, and engage a strong network of partners. Figure 2 outlines the structure and decision-making flow. The Cabinet acts as convener and responsible party for the ECCE system and PDG implementation. The Council will work with the State Directors Team to review, inform, and recommend policies and actions. Work groups (e.g. workforce, data, parent engagement) will study and advise on specific issues (Activity 6).

Key Insights to Inform Future Activities. We learned that fragmented approaches to service delivery and **transitions** disrupt smooth pathways for families (Activity 3). There is duplication in professional development scopes of work, offerings, and platforms (Activity 4). Local coordination barriers include: application and reporting burden, conflicting rules and regulations, data privacy concerns, and significant burden to piece together funding and respond to reporting requirements (Activity 5). Our **data** capacity limits our ability to monitor quality, access, and availability (Activity 6). In response, funding streams and contracts will be **coordinated** to leverage investments and data systems will be integrated (Activity 3, 4, 5, 6). Policy changes are underway to expand availability of child care and to change work requirements for parents receiving Temporary Assistance to Needy Families (TANF).

Aligning Comprehensive Support Services. The Cabinet includes the leaders of the agencies that oversee child care licensing and subsidy, home visiting, Title V Maternal and Child Health, WIC, Special Health Care Needs/Services, Medicaid, child welfare, Economic and Employment Supports, behavioral health, corrections, early intervention, special education, Child and Adult Care Food Program, Pre-K, K-12, and higher education. The State Directors Team is comprised of subject-matter experts charged by the governor to coordinate ECCE services. Since January 2019, state agencies: realigned cross-agency leadership and governance structure (Activity 6), coordinated screening activities and resources (Activity 3), identified needs to coordinate technical assistance and professional development (Activity 4), and identified opportunities to scale blended and braided funding (Activity 5).

Spending Funds Differently. The PDG opportunity and the Governor's charge to coordinate services has resulted in a number of tangible changes and efficiencies: 1) recommendations to revive the Council and establish a public-private partnership with an endowment; 2) fiscal mapping to gauge investments in early learning, healthy development, and strong families; 3) exploration of a common application pilot to integrate funding streams with similar outcomes; 4) assessment of child care licensing, subsidy, resource and referral systems' alignment, and a workforce registry; 5) potential allowance of Early Childhood Block Grant (ECBG) funds for facilities improvements to meet licensing standards; and 6) consolidation of Cabinet, KSDE, and KDHE funding for statewide Help Me Grow™ (HMG) efforts.

Activity Three: Maximizing Parent and Family Knowledge

Kansans told us it is too difficult to navigate the ECCE system because services are disconnected or hard to find. **Problem.** While we have identified best practices for ECCE systems, the lack of aligned funding and coordination across programs and services reinforces these disconnects, particularly for screening, referral, outreach to parents, and transitions. **PDG Solution.** PDG activities will drive consistent best practices, programming, and quality ECCE expectations at the community level to transform experiences for children and families. We will scale *Connected Families, Connected Communities* (CFCC) as the Kansas collaborative model to build a more efficient and effective ECCE system. This model weaves HMG core components into a systematic approach for 1) improving screening and addressing concerns; 2) improving coordination and navigation of services; and 3) empowering families and parent leaders. *Connect Teams* will provide technical assistance to build partnerships, create shared messaging to families, coordinate and navigate care, empower family voice and choice, and align measurement to enhance the hard work already occurring in communities.

Improving Screening and Addressing Concerns. Kansas is working towards an effective and efficient system for developmental screening and the use of evidence-based screening tools, including the Ages and Stages Questionnaires, 3rd Edition (ASQ-3) and Social Emotional, 2nd Edition (ASQ:SE-2). Screenings will enhance parents' knowledge and honor their experience with a child to know when (or if) to access early intervention or special health care services. In 2018, over 30,000 parents completed screenings through ECBG, Title V programs, and KSDE's Kindergarten Readiness Snapshot. PDG funding builds upon Kansas Early Childhood Comprehensive Systems, private investments from United Methodist Health Ministry Fund, and unbundling Medicaid reimbursements for developmental screenings. We will coordinate resources to create a sustainable model for screenings, including partnerships with the medical community. There are 196,826 children B-5 in Kansas; PDG funding will ensure that every child receives recommended screenings across settings and access points. Coordinated marketing and messaging efforts will enhance parents' and providers' knowledge and skills. Proposed ECIDS work (Activity 6) will integrate data regarding whether, when, or where a child is screened.

Informing Families About Existing Resources, Services, and Programs. PDG funding will solidify infrastructure for our HMG Centralized Access Point (CAP) 1-800-CHILDREN and implement a statewide resource directory. The 24/7 CAP provides information to families and providers about child development and community-based services. Staff will act as initial care coordinators, assessing parent concerns, walking parents through available resources, and empowering them to choose the services they want. Qualified staff will provide accessible information to families with English as a second language through translation services and to families who have children with a disability through enhanced coordination with KDHE's Children with Special Health Care Needs (CSHCN) resources. Families seeking child care will be connected to the Kansas Quality Network (KQN, the consumer education website) and Child Care Aware of Kansas (resource and referral agency). We will use call data and website analytics to learn about what parents want and need to know about the B-5 system. PDG funds will support a robust universal resource directory for up-to-date B-5 services and other family

supports to equip CAP staff. The directory will have highly customizable search features, resource validation, and a website for families and providers. The directory will meet Web Content Accessibility Guidelines (level 2AA) and provide easy access to languages other than English to promote equitable access.

PDG activities will fund a tribal liaison who will build on active partnerships with the four federally recognized tribes to improve access to programs and services. We will work with the State Homeless Coalition, using McKinney-Vento Act guidance, to remove access barriers.

Two-Generation Approaches to Family Well Being. Well-developed approaches include a continuum of services that promote quality parent-child interaction, including universal home visits through MCH and federal, state, and privately funded evidence-based home visiting models (Early Head Start, Healthy Families, Parents as Teachers, Nurse Family Partnership, Attachment and Bio-Behavioral Catchup). Our funding stream alignment and community-identified needs will inform where to invest resources. Pilot results from Kansas' HRSA award for Screening and Treatment for Maternal Depression and Related Behavioral Disorders will inform our two-generation approach. We will promote best practices using the Edinburgh Postnatal Depression Scale and the Screening, Brief Intervention, and Referral to Treatment (*SBIRT*). PDG efforts will advance policies that treat parent and child as a dyad, for example the ability to screen for maternal depression at a pediatric office. PDG funding will also be used to pilot a two-generation approach within economic and employment services. Many families come to DCF offices seeking a particular service unaware of what other supports for their children are available. Four DCF Resource Agents will be placed in high-volume, high-need offices. We will train agents to use best practices for identifying parent-child needs and referring families, and to build another connection to our centralized access point and referral system.

Enhancing Information About Quality Early Learning Programs. Links to Quality (L2Q), serves as the Kansas Quality Recognition and Improvement System (QRIS). L2Q improves quality of care and empowers families to make informed decisions. The Kansas Quality Network (KQN) website assists family-informed decision-making with a step-by-step guide to find and choose quality child care that matches family needs. Parents, including foster parents, can easily access information on child care assistance, licensing, safety, background checks, and child health and development. KQN provides crisis information and resources for basic needs. PDG will fund KQN website expansion and alignment with the resource directory.

Improving Coordination and Navigation of Services. Parents told us they had to 'connect the dots' themselves to find or receive services. In response, we will build upon two existing approaches to improve navigation: 1) streamlined referral processes and a tool that connects families with programs and services through a 'no wrong door' approach; and 2) care coordination services to navigate systems and smooth transitions between sectors.

Community-Based Coordinated Referral System – IRIS. The referral and engagement process for Kansas families varies widely, with few established referral protocols or practices across sectors or communities. Statewide, 82% of predominantly rural or frontier counties do not utilize an electronic tool to coordinate referrals, forcing vulnerable families in those communities to navigate complex systems without a clear map. In 2017, Kansas piloted a multi-sector network building tool, *Integrated Referral and Intake System (IRIS)*, in Maternal, Infant, and Early Childhood Home Visiting (MIECHV) communities. IRIS is an easy to use web-based bi-directional referral application to promote efficient access to services for families. IRIS has actionable workflow and notifications that close the loop for providers on referrals. In 13 communities using IRIS, 5,835 referrals were made on behalf of 4,178 families. We are now able to track post-referral enrollment data and know that 42% enroll in services. Currently, 302 active IRIS partners represent early childhood, healthcare, family support, public health, concrete supports, and behavioral health sectors. PDG funding will scale IRIS across more communities that are ready to implement. *Connect Teams* will provide the adaptive and technical assistance to address community-specific barriers towards effective local systems. We will use data to ensure families are referred and engaged in services according to their choice.

Care Coordination to Navigate and Support Transitions. Care coordination models center services around a child and family, and share information among partners for the best possible experience. In Kansas, several care coordination efforts show promise to navigate medical homes and ECCE services, like breastfeeding support. We will pilot care coordination models for 1) children with a disability or special health care need and 2) pediatric offices in high-need areas, including communities with a high percentage of Medicaid-eligible families.

Approximately 11,000 children receive services from the Part C program each year with many of them aging out on their third birthday. The loss of the Part C provider leaves many families feeling disconnected and challenged to navigate medical, educational, social, mental, legal, and financial systems. Many will transition into Part B services within their local school district; however, one in three children will not meet the criteria for Part B and will look for other services. We will pilot **Bridges**, modeled after a program at Boston Children’s Hospital, to coordinate care for families aging out of Part C services. Families in Part C can voluntarily be connected to a Special Health Care Needs (SHCN) Care Coordinator who will work with them until the child’s fifth birthday or until the family can navigate systems independently.

This grant will fund the **Kansas Care Coordinators** program in two high-volume pediatric practices by co-locating a coordinator in those offices. They will expand the capacity of the practices to take a two-generation approach to screen for parent-child needs, including protective factors and social determinants of health. Coordinators will make referrals through IRIS and work with families to build knowledge and skills that empower choice. Coordinators will build connections for families to access the broader ECCE system. For sustainability, funding will be tapered each year as billing/reimbursement from third party payors is established.

Partnerships Across Sectors That Support Children and Families. Intentional collaboration across sectors includes enhanced alignment with priorities and strategies that support breastfeeding, safe sleep, B-5 oral health, infant mental health, economic and employment services, housing and homelessness services, family preservation and Family First programming, including substance use treatment and mental health services. At the state level, renewed interagency coordination across sectors through the Cabinet has resulted in a governance structure (Activity 6) that will better align policies, practices, and funding to make it easier for vulnerable families to access a wider range of services that meet their needs. This funding will provide outreach and marketing to engage non-traditional partners in new ways. IRIS communities will include diverse partners such as faith-based organizations, community shelters and pantries, businesses, and supports such as legal aid, housing, and transportation.

Empowering Families and Parent Leaders. Kansas has identified meaningful opportunities to improve parent engagement and leadership. PDG funding will support the coordination of a broader Kansas Family Leadership Team (FLT) to unify parent voice, diversify representation, and maximize influence in the decision-making process. The FLT will be represented on the Council and in our monitoring and evaluation activities to inform decisions and improve programs based on parent experiences and choices. Care will be taken to ensure that parents, as the voice closest to the child, will have input and influence in such groups. At the state and local level, intentional equity strategies will have inclusion requirements for all parent leadership activities, stipends for parents, translation services if needed, and transparent communication mechanisms. Meetings will have video conferencing and online feedback options to encourage geographic representation and expanded leadership opportunities.

Protective factors are important to family well-being, and parent support groups offer a space to build social supports. Kansas has invested in *Supporting You*, a peer-to-peer support network that provides individuals the opportunity to gain support from a peer who has experienced a similar life circumstance and who can share ideas, resources, and provide a listening ear, regardless of geography. With PDG funding, we will integrate *Supporting You* into populations that align with our Needs Assessment such as mothers with postpartum depression, foster care, and teen pregnancy support services. PDG funding will provide support for the annual Kansas Parent Leadership Conference to maximize parent voice and inform ECCE programs, supports, and tools. This conference also develops peer-to-peer professional networks.

Activity Four: Sharing Best Practices and ECCE Workforce

Kansans told us that accessibility and availability of high quality ECCE services are an issue across the state. High-quality services are critical for a child’s healthy development and for the Kansas economy, allowing parents to work and businesses to thrive. A trained, supported workforce is key to building an equitable ECCE system that meets the diverse needs of children and families. The workforce is defined as professionals who provide ECCE services where the primary beneficiary is a child B-5 and includes family support professionals, early childhood educators, administrators, early interventionists, and early childhood mental health professionals. **Problem.** ECCE professionals do not have clear standards, pathways, and resources to reach their full potential and provide quality services. Our existing workforce system is fragmented across organizations, providers, and disciplines, and there is no comprehensive strategy to align efforts. Turnover, particularly due to anticipated retirements, is a serious challenge as 45% of the workforce is over the age of 50. Current wages (on average \$20K/year) make it difficult for child care providers to have the time and resources to access needed professional development (PD), improve quality, build leadership, and advance on career pathways. **PDG Solution.** PDG funding will be used to remove barriers in recruitment and advancement, and to raise public awareness about the role of ECCE in developing our most important resource—our children, the future workforce. Specifically, we will: 1) align PD and establish core competencies and career pathways (i.e. career ladder) that encompass the full universe of ECCE professionals; 2) implement a workforce registry to access and track PD opportunities, guide advancement, support ECCE professionals, and assist with recruitment and retention; 3) promote evidence-based trainings, transfer of best practices, and effective transitions; and 4) implement policy changes that support ECCE as a viable career.

Aligning Professional Development. A PDG-funded Workforce Development Coordinator will map and coordinate existing PD offerings, review state agency funding and current scopes of work, and create a unifying strategy. The State Directors will align existing, significant investments and devote targeted PDG resources to fill gaps. We will integrate new and existing scopes of work across PD providers to maximize impact, expand the availability and array of PD and practice-based coaching to build a qualified workforce, especially in rural areas.

Workforce Development Committee. The Coordinator will staff the Committee to: 1) select, promote, and implement core competencies, 2) develop career pathways with clearly defined articulation agreements and leadership development opportunities, and 3) explore state level financial incentives such as expanded differential pay and scholarships targeted at increasing diversity and equity in the workforce. At the community level, subgrants will enable local partners to address low wages through ECCE scholarships for target populations including members of minority racial groups, individuals who speak English as a second language, and individuals living in rural areas (Activity 5). The Committee will also assess feasibility for reviving wage supplement programs such as T.E.A.C.H./WAGES and ECCE apprenticeships.

Core Competencies. The Coordinator and Committee will review existing competencies including: Kansas/Missouri Core Competencies, National Association for the Education of the Young Child (NAEYC): Power to the Profession Competencies and Standards of Practice,

Institute for the Advancement of Family Support Professionals National Core Competencies, and Zero to Three Critical Competencies of Infants and Toddlers. The Committee will make recommendations to the Council and State Directors on a single core set as the basis for advancement within and across pathways. Competencies will guide workforce expectations and evaluation, support PD strategies that meet the needs of children B-5, build shared understanding across the ECCE system, and serve as backbone for system-level changes.

PDG funds will scale L2Q, our QRIS pilot, by expanding the community consultant and peer learning communities across the state. L2Q provides technical assistance on, and recognition for, the achievement of identified quality indicators within the three core links (Program Leadership, Family Partnerships, Learning and Development) of the pilot. Expansion of L2Q will also include the addition of quality indicators within future Links aligned with workforce priorities such as mentoring, business start-up, breastfeeding, special health care needs, Head Start, Child Development Associate certification, and mental health. L2Q embeds financial incentives for providers to assist them in meeting the quality indicators.

Career Pathways. PDG activities include developing and promoting ECCE career pathways that create opportunities for professional growth. We will embed the career pathways in the workforce registry, and provide coaching and PD to support advancement. ECCE providers will gain knowledge, skills, and professionalism, which boosts quality, improves retention, and ultimately increases capacity of ECCE settings. The pathways will align with the core competencies and L2Q. Pathways will meet professionals where they are and sequence coursework and credentials. PDG will fund a consultant to work with ECCE partners and Kansas Board of Regents to establish articulation agreements among institutions of higher education and increase accessibility to credentialing opportunities across the state. One recent example is the The University of Kansas expansion of distance learning to offer a Masters in Social Work degree program in rural western and southeast Kansas to address workforce shortages.

PDG funds will increase business and leadership capacity of the ECCE workforce. Implementation science underscores the importance of strong leadership development, coaching, and mentoring to spread best practices. We will invest in leadership development for cohorts of professionals across the state in an immersive, interactive experience to promote the adaptive skills necessary to lead the next generation of ECCE systems work. ECCE professionals will gain business acumen and establish long-range plans for increasing capacity of services.

Implementing a Workforce Registry. Kansas is one of only ten states without a workforce registry. The registry is a critical PDG strategy to track and align professional development, guide advancement, and support recruitment and retention. It will embed core competencies and career pathways for easy access and portability. The Coordinator will map the needs of child care licensing and subsidy to inform the shared registry. We will procure an external vendor to engage multi-sector partners to build the use cases for the core elements of the registry and to assess the existing technical infrastructure for the registry, including potential for

alignment with the KSDE teacher licensure system. Once functional, we will integrate our registry data into our ECIDS (Activity 6) to deliver clear insights about our ECCE workforce.

Promoting Evidence-Based Practices and Supporting Transitions. The Coordinator and PD partners will track and promote the consistent selection and use of existing trainings on evidence-based practices (EBP), consistent with our core competencies and based on the needs of children and providers. We will identify the appropriate delivery of PD based on best practices, including training, practice-based coaching, mentoring, and experiential opportunities. Table 4 shows select EBP trainings, coaching, and mentoring.

Table 4. Sample of PD Topics by Focus Area.

Focus Area	Sample of Evidence-Based Practices
Trauma informed care	Trauma and Adverse Childhood Experiences (ACEs); Trauma Smart; Lemonade for Life; ACEs 101 (Institute for the Advancement of Family Support Professionals)
Equity and inclusion	Inclusive Care for Infants and Toddlers and Inclusive Care for Preschool-Aged Children; Advancing the Vision of Inclusion; Historical Trauma module (Institute for the Advancement of Family Support Professionals)
Transitions	Teaching Strategies to Enhance Transitions
Early literacy	Zero to Three Cradling Literacy; Building Skills in Two Languages; LETRS
Social emotional learning	Exploring Social and Emotional Development; FLIP IT!; Behavior & Guidance of Young Children; Supporting Relationships through Engaging Environments; Prevention of Child Abuse and Neglect Social-Emotional Development of Infants, Toddlers, and Their Families
Adaptive leadership	Kansas Leadership Center
Learning and development	Kansas Early Learning Standards, including revisions to prioritize the support of children with special health care needs
Early Childhood Program Leadership	Program Administration Scale (PAS), Business Administration Scale for Family Child Care (BAS)

Transitions. Coordinated alignment between Head Start (HS) and schools will pave the way for improved access and streamlined transitions. PDG funds will build on existing HS-School Collaborations to host a Transition Summit. Ten teams will come together from areas that serve a high proportion of vulnerable children to foster early learning collaborations and improve school readiness through high-quality transition services. Teams will use an adapted version of Connecticut’s Early Childhood Landscape Analysis tool to assess and plan for effective transitions and bridge building between ECCE providers and elementary school educators. Learnings and best practices from the Summit will result in a comprehensive ECCE Transitions Framework, including special health care needs, Part C to Part B, and preschool to kindergarten. The *Bridges* pilot (Activity 3) will also inform inclusion and transition strategies for children with or at risk for disabilities and delays.

Implementing Policy Change. The Governor's Council on Education – Competitive Edge Sub-Committee is drafting a recommendation to develop a comprehensive policy to build capacity and expand access to, and completion of, post-secondary programs focusing on high-need careers. Child care and economic development are inextricably tied together. Rural communities, and Kansas as a whole, need to address policies that link incentives for businesses that invest in the ECCE workforce to attract economic growth. An ECCE Workforce Summit in PDG Year 3 will bring the ECCE and economic development communities together to identify strategies to promote the ECCE workforce as a fundamental career sector for the State's economic prosperity. Resulting recommendations will outline policy and practice changes to bolster child care opportunities and promote family-friendly workplace policies.

Activity Five: Improving the Overall Quality and Service Integration

Where you live in Kansas impacts the quality, availability, and accessibility of ECCE services, particularly for vulnerable populations. **Problem.** The Needs Assessment revealed that both families and communities must take a 'connect the dots' approach. Communities have to piece together funding streams at the local level. Many community-based organization directors report that they must write multiple grants to secure funding for an ECCE system. Each funding stream has a separate request for proposal (RFP) process and reporting mechanism. The associated burden falls on an already underpaid workforce and further stretches staff capacity. Rural and tribal communities are particularly affected and often lack the capacity to apply for some grants for which they are eligible. **PDG Solution.** Activities 3 and 4 outline our quality and accessibility strategies to connect families to the services that they want and to build workforce capacity to meet needs. Our PDG approach (outlined in Table 5) to improving quality and expanding access to ECCE programs also includes flexibility for local communities to expand access to new or existing programs. Through the ECBG mechanism, the Cabinet will issue a RFP using a common application to target quality and access. Priority points will be given to communities identified through our risk and capacity mapping process. Subgrants both directly and indirectly prioritize four needs that we identified as affecting our vulnerable and underserved children: 1) lack of high-quality infant-toddler child care; 2) rural ECCE infrastructure challenges; 3) geographic differences and community-level coordination; and 4) transitions into kindergarten. We estimate that beginning July 1, 2020, for a 30-month period, up to 75 awards will serve between 1,600 and 3,250 children and families.

Table 5. Timeline for Activities to Improve Quality and Expand Access.

Component	Planning Grant	Timeline
Needs Assessment	Dec 2019	Ongoing updates beginning January 2020
Strategic Plan	In progress	Beginning February 2020 and continuing throughout the grant
Parent/Family Knowledge, Choice, and Engagement	Progress and plan described in Activity 3	Beginning January 2020 and continuing throughout the grant
Sharing Best Practices and Professional Development	Progress and plan described in Activity 4	Beginning January 2020 and continuing throughout the grant
Improving Quality, Service Integration, and Access	Progress and plan described in Activity 5	Beginning July 2020 and continuing throughout the grant
Monitoring, Evaluation, Data Use, and Governance	Progress and plan described in Activity 6	Beginning January 2020 and continuing throughout the grant

Existing ECBG funding provides ECCE services for at-risk children B-5, aligned with the *Blueprint for Early Childhood Areas of Impact – Healthy Development, Strong Families, and Early Learning*. Approximately \$17M is allocated each year. Seventeen grants serve 60% of Kansas counties, with awards ranging from \$300,000 to \$2.3M.

Similar to a higher education common application process, which allows a prospective student to search for and apply to multiple institutions of higher education at the same time, our ECCE Common Application Pilot (Common App) will enable 501c(3)s, local governments, and unified school districts to apply to multiple funding opportunities through a streamlined process. Through PDG, Quality Enhancement Subgrants will be added as a component of the Common App, along with ECBG. Other potential Common App funding sources include Title V Aid to Local, KSDE preschool programs, and Kansas Parents as Teachers. All applicants will be required to participate in the 1-800-CHILDREN resource and referral system, enroll in L2Q, and accept child care subsidies (if applicable). The following section describes each quality enhancement and targeting strategy. Technical assistance will support organizations in targeted geographic areas to introduce the Common App and identify strategies to address local needs.

Quality Enhancement 1: Increase the availability of high-quality child care for vulnerable populations.

Need: Currently, 18 counties have no openings for infants and toddlers. Seventy-seven counties have more than 10 children under age 3 who potentially need care for each reported opening. Forty-four percent of people live in a child care desert where there are more than three times as many children as licensed child care slots. Child care deserts impact low-income (63%)

and Latinx (60%) Kansans particularly. Care is rarely provided during non-traditional work hours – 92% of child care providers do not offer care during the 2nd or 3rd shift or over the weekend when many two-income, low-wage earning families work. Children under three outnumber child care slots in every Kansas county. Ratios in highest-need counties exceed 40 children for every one child care slot.

Timeline and number of awards: The project period is July 1, 2020 to December 31, 2022. Ten to 15 programs will be awarded grants, ranging from \$125-\$250K over 30 months. The impact of this grant will be to enable an estimated 1,375 vulnerable children and families to have access to licensed, quality care. **Objective:** Increase high-quality child care for vulnerable populations (low-income, children with special health care needs, children experiencing homelessness, foster care) by 25% by December 31, 2022. High-quality will be measured by one of two indicators – an increase in L2Q (QRIS) participation or increase in the number of vulnerable populations receiving subsidy or finding an opening in licensed settings. **Activities:** Applicants will select from a menu of strategies that have been linked to increases in quality child care (Urban Institute, 2018): 1) support recruitment and retention of local child care providers by providing signing and retention bonuses; increase tuition supports to advance professional and career development; and increase access to additional training, materials, or consultation; 2) address the child care needs of vulnerable families by providing incentives for infant and toddler care for families; 3) connect families to child care subsidy and other needed family support services through tailored messaging campaigns and application assistance; 4) provide universal home visiting (short-term) to help families navigate services when they experience life disruptions; and 5) provide consultation for families or providers to address infant and toddler mental health needs. **Supplement:** Quality Enhancement 1 subgrants test localized solutions to boost the number of slots and the number of providers enrolled in L2Q. Indicators will be monitored quarterly to note progress and adjust as necessary. These funds address unmet needs for infant and toddler care.

Quality Enhancement 2: Develop infrastructure to increase access and availability of high-quality child care in rural and tribal communities.

Need: Rural child care providers face challenges to make working in the profession financially viable. Forty-three percent must travel more than 25 miles to get professional development. Low unemployment rates create a very competitive market with fast food restaurants and retailers paying higher average wages (\$12-\$15/hour) than child care (\$9.25/hour). Rural center directors report it is difficult to hire teachers for classrooms. Costs to complete child care licensing, including finger printing, are also a barrier to starting a family child care home. Ninety-eight percent of rural counties are unable to meet demand to serve children B-6, including before and after school.

Timeline and number of awards: The project period is July 1, 2020 to December 31, 2022. Ten to 15 awards will be made, ranging from \$125-\$250K over 30 months. At least 10% of the allocated amount will be set aside for tribal applicants. The impact of these enhancements is

breaking down barriers that prevent rural child care providers from starting and succeeding in business and reducing the high rate of child care deserts, particularly for low-income and tribal families. **Objective:** Increase by 25% the number of rural child care providers in family child care homes and centers by December 31, 2022. An increase in rural child care providers will be measured by one of two indicators – an increase in the number of licensed providers in L2Q (QRIS) participation or an increase in the number of licensed centers or homes in highlighted rural counties. **Activities:** Applicants will select from a menu of strategies to address the challenges of opening and sustaining family child care and center-based businesses in rural Kansas: 1) implement a rural co-op model to support providers by offering substitute providers for all types of child care settings (paid time off, sick time, and PD time for providers); 2) provide shared services to administer benefits (health insurance), payroll, participation in Child Care Subsidies and the Child and Adult Care Food Program, and technology upgrades to access online professional development opportunities; 3) implement innovative approaches to child care and workforce development by integrating early childhood content into middle and high school Family and Consumer Science curricula and offering opportunities to work in on-site child care settings; 4) increase business involvement in the development and sustainability of child care; 5) incentivize businesses to cover start-up costs for on-site child care; or 6) reimburse costs associated with child care licensing, including finger printing, background checks, etc. **Supplement:** Quality Enhancement 2 subgrants test localized solutions to address rural challenges that are preventing individuals from entering the workforce or causing them to leave it. Indicators will be monitored quarterly to note progress and adjust as necessary.

Quality Enhancement 3: Build Capacity to Enhance Local Connected Families Connected Communities Infrastructure.

Need: The Needs Assessment identified strong support across Kansas for early childhood. Individuals across multiple sectors, including local Research and Extension offices, public libraries, chambers of commerce, and others, attended community engagement sessions and visioning events. Kansans expressed a strong desire for investment in local connected communities. However, resources to address community-specific challenges are limited.

Timeline and number of awards: The project period is July 1, 2020 to December 31, 2022. Ten to 15 awards will be made, ranging from \$75-\$125K over 30 months. **Objective:** Build community-level champions and local expertise to sustain collaboration and coordination by the end of December 31, 2022. Indicators will include increased referrals completed in IRIS annually by 10%. **Activities:** Applicants will select from the following menu of strategies: 1) adopt or enhance screenings and referral systems, workflows, or tools; 2) explore the blending and braiding of public and private funding; 3) identify and address data needs, including quality improvement projects, data sharing, or development of innovative approaches; 4) provide care coordination in high-need settings; or 5) use Our Tomorrows stories and patterns to generate small-scale, low-cost community actions using strategies identified through community-specific data. **Supplement:** Quality Enhancement 3 subgrants will engage multi-sector partners who play an integral role in the community. Partners may include Kansas State University Research and Extension, public libraries, economic development entities, and local government to test localized solutions that boost collaboration. The indicators align with HMG. Community capacity

to serve families will be monitored quarterly to note progress and adjust as necessary. Communities will be involved in co-creating innovative solutions in the new Kansas Early Childhood Innovation Platform. The Platform is an interactive data platform to inform local decision-making that is responsive to needs and a sandbox to test new ideas. The Platform encourages anticipatory innovation by inspiring ‘outside of the box’ action. PDG messaging will highlight innovations that result from the use of the platform for potential scaling and replication in other areas of the state.

Quality Enhancement 4: Kansans Can Star Recognition Program.

Need: Early childhood providers and stakeholders share a desire for collaboration and cooperation, but work is often disconnected and uncoordinated. Strong partnerships between school districts and other early childhood care and education providers are essential for maintaining community capacity to serve infants and toddlers and supporting inclusive early learning opportunities for young children with disabilities. While almost 70% of responding districts (167/245) have formal transition plans or procedures for transitioning their own pre-K students into kindergarten, only 35% (86/245) have a formal plan or process for transitioning children from other early childhood programs into kindergarten. More than half (125/245) rely on informal processes. Another 13% do not have any transitions plans into kindergarten. **Timeline and number of awards:** The project period is May 1, 2020 to December 31, 2022. Ten awards of up to \$50,000 each will be made each year, for a total of 30 awards. **Objective:** Improve the Kindergarten Readiness Star Recognition rating of 30 school districts by December 31, 2022. One of KSDE’s Kansans Can Star Recognition programs recognizes districts that excel in kindergarten readiness. Districts will complete a kindergarten readiness rubric to apply for recognition of their work to offer quality, inclusive opportunities to young children and their families so that each student enters kindergarten at age 5 socially, emotionally, and academically prepared for success. **Activities:** Applicants will: 1) identify a community team of six to 10 members (which must include the superintendent or assistant superintendent, the Head Start director (if applicable), and either a child care center director or family child care provider); 2) select priority areas where options include: community partnerships, inclusion and accessibility, and transitions planning and activities; 3) convene cross-agency teams to develop 30-60-90-day action plans; 4) identify community-level strategies (e.g. joint professional development, community-wide implementation of curriculum, screening, or assessment tools, focused transition activities); and 5) participate in the Kansas Transition Summit. **Supplement:** While KSDE is implementing Star Recognition during the 2019-2020 school year, no dedicated funding currently exists for local school districts to take steps to improve their level of recognition. These awards will support and incentivize districts to implement best practices and partner with other ECCE providers.

Activity Six: Monitoring, Evaluation, and Data Use

High quality data regarding the experiences of children in our ECCE system is key to meeting the needs of vulnerable and underserved populations. We cannot achieve equity, access, and quality without data, analytics, monitoring, and governance. Kansas has foundational assets

and a shared commitment to an Early Childhood Integrated Data System (ECIDS). We lack a sustained investment of time, resources, and focus to act with intention and foresight.

PDG funds will establish a comprehensive, robust Kansas Early Childhood Quality Insight Consortium (Consortium) that will: 1) align, integrate, and link data across our ECCE system to other sectors serving children and families; 2) enhance capacity for comprehensive analytics and outcome driven monitoring, evaluation, and continuous quality improvement (CQI); and 3) provide shared resources and expertise to establish a Kansas ECIDS Data Trust. Focused resources and efforts will drive effective and efficient data collection and use, including support for public-private partnerships and innovation. The Consortium will unify collaborative partnerships among institutions of higher education, state agency data stewards and analysts, providers, and families served by our ECCE system. These same partners are working on separate, yet related, systems initiatives or projects. We will gain efficiency and value by codifying organizational infrastructure, focusing intent, and blending resources and expertise.

Data Integration, Management, and Data Use. Kansas is poised to strengthen early childhood data integration, management, use, and governance. The state’s decision-making process for shared data initiatives is outlined in several areas. An existing interagency MOU is in place to coordinate data related to early childhood. The Governor’s Council on Education is poised to recommend the appointment of an ECIDS Core Team to the Governor, which will lead the establishment of a formal ECIDS Data Trust Agreement and Governance Board.

<i>Status of Data Elements</i>		
<u>Not yet planned</u> n/a	<u>In the planning process</u> Statewide integrated data system	<ul style="list-style-type: none"> • <u>Already Operational</u> • Data Collection across systems
<u>Envisioned</u> Data Linking across programs	State/local data use Improved data literacy State agency data governance Unique IDs across programs Unduplicated counts	<ul style="list-style-type: none"> • State/local data use • Improved data literacy

Development of an Early Childhood Integrated Data System. We will build on the shared vision and existing draft data governance structure from 2014 to link early childhood data to Kansas’s State Longitudinal Data System (SLDS). A School Readiness Data Task Force recognized four components of impact – Child, Family, Educational Environment, Community – and mapped out 102 indicators with data elements in line with larger policy/research questions, which align with the Cabinet’s *Blueprint for Early Childhood*. Cohesive ECIDS efforts stalled in 2014 when dedicated funding and resources were lost, administrative priorities shifted, and staff turnover occurred. Kansas continued to focus on improving data, reporting, and use *within* each agency responsible for administering its program, but collaborative interagency ECIDS work ended.

Over the past few years, the Governor’s Council has supported the governance and technical requirements to connect the K-12 SLDS to workforce and labor data. KSDE developed a mechanism to assign and match children with a Unique ID in KSDE-administered ECCE programs (Preschool-Aged At Risk, Part B, and Parents as Teachers). The *Kansans Can* vision for education includes kindergarten readiness, setting the stage for capacity and alignment between our SLDS and our ECIDS. In 2019, Kansas refocused data alignment efforts with administrative priorities of the governor, the Cabinet, and the Governor’s Council. We attended the PDG B-5 ECIDS Technical Assistance workshop in August 2019 and are using the *ECIDS Toolkit* to build out our workplan. We will continue planning and management, data governance, and initial system design work using the new PDG B-5 resources to fully implement ECIDS.

Data Collection Across Systems. Kansas’s ECCE system is administered by different state agencies in partnership with local providers, associations, and organizing bodies. Federal and state funding requirements, eligibility criteria, and outputs drive the majority of the data collection. The systems in which they are captured vary widely. Table 6 shows the data assets across our ECCE system. Data dictionaries exist for each system, and we will map and align them using *Align*, the Common Educational Data Standards (CEDS) Tool. This will allow us to identify missing elements and redesign data collection and reporting requirements through aligned requests for proposals across agencies, programs, and services.

Data Linking Across Systems. We mapped ECCE data systems and found extensive data coverage and infrastructure between four individual-level data systems: KSDE’s P-20W+ SLDS, DCF/KDHE’s Kansas Eligibility and Enforcement System (KEES), KDHE’s Kansas State Infant Toddler System (KSITS), and KDHE/KCCTF’s Data Application and Integration Solution for the Early Years (DAISEY). These systems collect sufficient identifying information to match participants and link systems. A review of infrastructure, other state ECIDS models, and our state agency governance suggests Kansas is best positioned for a federated ECIDS model. The federated ECIDS model fits current capability and structure to ensure success and build the technical infrastructure to link and sustain systems. When established, we can derive unduplicated counts of a large percentage of children in our ECCE system with robust matching rules and a unique identifier governed by a data trust. The unique ID links data across systems and sectors to longitudinally track child-level success. System design will review technical or adaptive enhancements needed to report, match, link, and analyze. The CEDS *Connect* tool will

articulate how linked systems support federal reporting requirements and inform key policy questions. In parallel, we will bring other ECCE systems (e.g., unsubsidized child care, privately funded home visiting, Early Head Start and Head Start) into the ECIDS matching/linking process based on proven business rules and technical requirements. Longer-term planning (years 3-6) will link ECCE, child welfare, Medicaid, juvenile justice, and behavioral health systems. Finally, an appointed Kansas ECIDS Core Team will lead the collaborative work.

We will identify and track disparities in outcomes, engagement, and access based on racial, ethnic language, geographic, and SES backgrounds. This holds our system accountable for equity commitments and transparency with families. Our data principles include reciprocity rather than solely extractive methods of data collection; families and communities own their experiences and deserve access to their data. For example, throughout the Needs Assessment and Strategic Plan processes, we routinely shared data back with families, organizations, and communities. Facilitators asked questions to verify accuracy, understanding, and application of the findings, particularly for vulnerable and underserved populations. We will continue these practices during the grant period.

Table 6. Kansas Early Childhood Data Collection and Systems by Agency.

	Agency or Funding	Program	Data System	Other Data Elements Collected	CEDS Demographics	Unique ID
Early Care	KDHE	Child care licensing	CLARIS (KEES)	Program-level compliance and safety	N/A	N/A
Early Care	DCF	Subsidy child care (TANF, SGF, CCDF, SSBG)	KEES	Child-level eligibility criteria	✓	Client ID
Early Care	KCCTF	Early Childhood Block Grant; Start Young	DAISEY	Environment-level CLASS with child-level assignment	✓	DAISEY ID
Early Education	KSDE	State Pre-K	KIDS	Child-level eligibility	✓	KIDS ID
Early Education	KSDE	Primary K-3 Public Education	KIDS	Child-level federal and state required educational records for Title programs; Migrant reporting; McKinney-Vento reporting	✓	KIDS ID
IDEA Programs	KDHE	IDEA Part C	KSITS	Child-level federal reporting requirements	✓	Case No.
IDEA Programs	KSDE	IDEA Part B, Section 619	SPEDPro	Child-level federal reporting requirements	✓	KIDS ID

Home Visiting	KDHE	Title V MCH Universal	DAISEY	Child/adult-level screenings, services, education provided	✓	DAISEY ID
Home Visiting	KDHE	MIECHV (EHS, PAT, HFA)	DAISEY	Child-level federal MIECHV benchmarks	✓	DAISEY ID
Home Visiting	DCF	Family First (PAT, HFA, ABC)	FACTS	Timely referrals to services; child well-being, safety, and stability	TBD	TBD
Home Visiting	DCF	TANF (HFA)	Local Provider System	n/a	n/a	n/a
Home Visiting	DCF	TANF (HFA)	DAISEY	Aggregate EHS PIR requirements; Aggregate ASQ-3, ASQ-SE:2, and Protective Factors Survey	Aggregate	DAISEY ID
Home Visiting	KCCTF	Early Childhood Block Grant (HFA, HFA, NFP)	DAISEY	Child/Adult-level HOME, ASQ-3, and ASQ-SE:2	ü	DAISEY ID
Home Visiting	KSDE	Children's Initiative Fund (PAT)	VisitTracker; Penelope, unknown	PAT National Model requirements	Unknown	DAISEY ID
Home Visiting	Privately Funded	Unknown	Unknown	Unknown	Unknown	Unknown
Head Start and Early Head Start (Federal to Local)	Head Start and Early Head Start (Federal to Local)	91 Head Start, 34 Early Head Start, 52 Head Start/ EHS, and 3 Tribal	Variable: paper, spreadsheet, MIS	Aggregate HS/EHS federal Program Information Reporting requirements	Aggregate	Variable

Other Data Collection. Kansas collects federally required data about children and families served. KDHE collects WIC service data, Maternal and Child Health public health services data (prenatal education, parent education, newborn screenings, family planning), and Medicaid data (in partnership with the Kansas Department of Aging and Disability Services). DCF collects TANF eligibility and service data, and child welfare data for children in foster care or families participating in family preservation services (Titles IV-E and IV-B). Pockets of disjointed or missing data include: 1) comprehensive data on early childhood workforce and ECCE facilities; 2) individual-level data on children served by unsubsidized child care and the quality of those settings; 3) individual-level data on privately funded or federal-to-local funded early childhood

programs, including Early Head Start and Head Start, collected at the local level in different systems across the state; and 4) comprehensive data on infants and children receiving mental health services and services to meet basic needs.

State and Local Data Use. Most data use at the state and local level has focused on compliance and federal or state reporting requirements. However, key stakeholders shifted the focus to use data to inform practice and decision-making. For example, parents and teachers of kindergarteners use the ASQ:3 to inform school transitions. Home visitors use benchmark reports to assess needs and connect families to appropriate services. State agencies use community-level maps to identify access or availability for underserved populations. The Consortium will create insights, reports, and dashboards using ECIDS data to assess impact and support data users at all levels who regularly monitor access, availability, and equity of ECCE services. Coordinating data use with our P-20W system and our proposed workforce registry will ensure strategic alignment of the entire system. The Cabinet (membership described on pg. 50) is the primary decision maker using data to make recommendations to the governor.

Data Literacy. In the past decade, Kansas ECCE systems, programs, and providers across initiatives (i.e., Kansas Head Start and Early Head Start, MIECHV, Maternal and Child Health, State Pre-K) have taken deliberate actions to improve data literacy and establish cultures of data use. The Consortium will champion this by driving a vision that data is invaluable to the demonstration of impact and strengths, far beyond the prevailing view that data is primarily useful for accountability and compliance. We will foster a culture of data-driven decision-making by creating new opportunities to engage with data, turn it into meaningful insight, and generate future directions. A shared ethical code of conduct will govern our collective intent to only use data for the betterment of children and families and to hold the system accountable for equity. Parents and ECCE professionals will inform values, drive quality insights, and plan for a future where we know how, when, and under what specific conditions our children best thrive.

Data Governance. Our existing data governance structures are not enough to fully realize our vision for ECIDS: 1) internal agency data governance structures and policies; 2) an interagency MOU (2017) between KSDE, DCF, and KDHE for coordinating federal and state ECCE programs and services; and 3) an unsigned ECIDS Data Governance Policy/Charter developed (2014). Through PDG, we will develop a Kansas ECIDS Data Trust Framework to guide the legal, technical, and governance process within and between agencies and organizations who are early childhood data stewards. Technical and legal experts will provide consultation to update, expand, and formalize the ECIDS Data Trust Agreement that outlines roles, responsibilities, regulations, and structures for governing shared data resources. The Cabinet will designate a formal ECIDS Data Trust Governance Board where the Data Trust is developed and deployed as outlined in the agreement. This board will manage, monitor, and audit the Data Trust and ensure ethical data use, equitable access and opportunity to benefit from shared data resources, and that privacy and confidentiality requirements are fulfilled at all levels. Sustainability planning will include a fiscal note for maintenance costs.

Unique Identifier for Early Childhood Data. Kansas will use the Unique Child Identifier through KSDE’s SLDS system – the KIDS ID of record. The SLDS enhancement included the utilization of eScholar Uniq-ID® to collect identification data, match, de-duplicate, assign, and manage personal identifiers. KSDE maintains a robust set of business rules for assigning a KIDS ID and matching children across 286 school districts serving nearly 500,000 students. Currently, any school-based ECCE program assigns a KIDS ID that follows children through those early education settings to K-12 and beyond to post-secondary and labor. We have the infrastructure, capacity, experience, and willingness to carry out the Unique Child ID assignment and matching process, and KSDE will serve in this critical role moving forward to align the ECIDS and our SLDS P-20+ system. We will use the CEDS Align tool with data dictionaries to adjust data collection for maximum matching in preparation for the Unique Child ID process.

Beyond the Unique Child ID, we will conduct a technical and adaptive audit of current capacity, feasibility, and common data elements for developing and applying a Unique Class ID (for individual ECCE classrooms), a Unique Site ID (for a school, center, or home-based early childhood site), a Unique Family ID (for a family linked to a child in ECCE programs), and finally, as part of the workforce registry, a Unique Workforce ID (for an ECCE provider across employment settings). Kansas should adopt a *Many Early Childhood Identifiers, Multiple ECIDS Identifiers* approach for unique IDs outside of the child identifier (National Center for Education Statistics, SLDS Issue Brief, 2014). In this approach, each state’s early childhood data system retains its own identifiers in its data system, and within our ECIDS integration process, data will be matched using a master business rule (e.g., demographics, system ids, harmonized coding models) to assign a Unique ID for those other core components of an ECIDS.

Unduplicated Counts of Children in ECCE System. Our Needs Assessment review of existing data gave us relatively reliable data on the number of children ages B-5 years able to be served in our ECCE system in a 12-month period in Figure 3 below.

Figure 3. Estimated Counts of Children.

Unsubsidized Child Care Slots	85,739
Subsidized Child Care Slots	4,384
Evidence-Based Home Visiting	20,530
KDHE Licensed Preschool Capacity	3,322
School District Sponsored Preschool (State Pre-K)	16,552
Head Start	1,840
Part C	10,061
Part B	7,351

We were unable to derive unduplicated counts across some programs and agencies administering different programs within the system. There is also duplication in evidence-based home visiting across funding sources, including federal to local Early Head Start and privately funded home visiting, given the disparate data collection requirements, systems, and local

providers. Finally, without ECIDS in place, we are unable to track appropriate transitions over time from prenatal services to child care to disability services or home visiting to preschool to kindergarten. In other words, we are unable to reliably determine what ECCE services, if any, a child may have received by the time they reach kindergarten. The ECIDS work addresses these gaps in our ability to derive unduplicated counts across ECCE programs. Our ECIDS measure of success is an unduplicated count report and linked participation in the ECCE system over time that will be accurate and give state agencies and policy makers the actionable information they need.

Monitoring, Evaluation, and CQI. Accountability Tools. Kansas law (K.S.A. 38-2103) requires the Cabinet to provide recommendations to the governor and the legislature regarding the uses of moneys credited to the Children’s Initiatives Fund (CIF). In accordance, the Cabinet conducts a comprehensive review, assessment, and evaluation of CIF-funded programs, known as the accountability process. We will build on the accountability process to draw on multiple levels of data, combining program-specific process and outcomes data with population data to identify changing trends. This process will align the Consortium’s data monitoring and analysis to facilitate and structure multi-agency coordination and data-driven Strategic Planning and decision-making on an annual basis. Insights will uncover opportunities for improved coordination and efficiency, high-need populations and regions to target, opportunities to align funding and agency policy, and make recommendations to the governor and legislature.

Accountability Methods. The Our Tomorrows StoryBank provides the backdrop of family experiences of thriving, surviving, and everyday challenges. During our Needs Assessment work, we collected over 2,600 stories from all 105 counties in the state. Our Tomorrows is guided by the Community Sensemaking Approach, which is an iterative process that spans from emergent design of the *SenseMaker*® instrument, collection of narratives, community sensemaking workshops, and action through community Action Labs. PDG funds will support ongoing story collection as an accountability method to ensure lived experiences are front and center to inform ongoing Needs Assessment and monitor Strategic Plan implementation. Parent participation in this process empowers them to play a leadership role in designing Actionables that contribute to the CFCC model (Activity 3). Finally, the SAVVY data dashboard enables novel monitoring of community-based strategies. The Our Tomorrows approach provides a complexity-informed lens for understanding our ECCE system and creates new avenues for participation at the community level.

Fragmentation and Overlap. Some areas of the state experience fragmentation or overlap in relation to the breadth and scope of the mixed-delivery system. For example, rural counties tend to have fewer established ECCE services when compared to more urban counties. To identify these areas, we developed the Mixed-Delivery System Capacity Mapping Dashboard, a data tool providing county level insight of the capacity of ECCE services (e.g., home visiting, subsidized child care) against significant risk factors (e.g., B-5 poverty). During the Needs Assessment, this tool informed our understanding of how to right-size the ECCE system to population characteristics. We will continue to refine the dashboard and use it for real time monitoring of state-level program and policy decisions that lead to increased sustainability.

Program Performance Evaluation Plan. The purpose of the program performance evaluation plan (Plan) is to ensure progress toward more inclusive, equitable, and accessible ECCE opportunities for underserved and vulnerable children and families. The evaluation will be responsive to the iterative and evolving nature of ECCE systems-building work and anticipate the discovery of new data sources or improved ways of conducting the evaluation throughout implementation. We will revisit, refine, and revise the plan per ongoing federal guidance and in consultation with federal technical assistance providers (see plan on pg. 54 for details and timeline). ***Aims and Research Questions:*** Two overarching aims and four research questions guide our evaluation. The first aim is to *support and ensure progress on the ECCE system building activities of this grant*. Research questions include: 1) To what extent is Kansas implementing its ECCE system-building activities as intended? 2) Is Kansas achieving desired implementation outcomes across activities, and especially for vulnerable children and families? The second aim is to *align evaluation and quality improvements efforts across the ECCE system to catalyze progress toward the Kansas Strategic Plan*. Research questions include: 1) To what extent are evaluation plans across ECCE initiatives aligned around the vision and the goals of the Strategic Plan? 2) To what extent is Kansas making progress toward achieving the goals of the Strategic Plan? ***Plan Key Personnel:*** An external partner, the University of Kansas Center for Public Partnerships and Research (KU-CPPR), will carry out the plan. KU-CPPR integrates social innovation, CQI, research and evaluation, and data science, specifically in ECCE systems, making it uniquely qualified to carry out this plan. Drs. Jacqueline Counts (Director), Teri Garstka (Associate Director), and Rebecca Gillam (Associate Director) will oversee and direct the program performance evaluation and ensure the plan is properly designed, staffed, and conducted. ***Data Sources:*** Several ECCE data sources exist in state agencies that have the potential to support the evaluation of implementation, outputs, and costs. State agencies enacting ECCE programs and services have begun centralizing data into state-level data systems, which tend to focus on child- and family-level data, including identifying information, demographics, service utilization, and screening and assessments. Similarly, in terms of cost, data regarding program budgets and expenditures is maintained separately across agencies and apart from program and service outcomes. To bring all this data together, the Consortium will develop and implement recommendations for aligned data elements, common metrics, data cleaning processes, and infrastructures to support this work.

We will complement existing data sources with three additional data sources: 1) Our Tomorrows StoryBank; 2) workforce registry containing information on workforce trainings, credentials, and competencies; and 3) social media and website analytics. ***Data Collection and Analysis Approach:*** Our approach is a mixed-methods, participatory, and utilization-focused evaluation, using secondary data, as well as ECIDS. We will disaggregate data by race, ethnicity, income, and geography to address issues of equity across ECCE systems-building activities. We will use qualitative and quantitative analysis techniques (see pg. 54 for additional details). ***Findings for CQI:*** The Consortium will enhance capacity for analytics and outcome monitoring, and will take primary responsibility for leveraging data for CQI. The Consortium will align its work and interface with evaluators to establish a data transfer protocol and receive data frequently for use in CQI. ***Updates and Alignment of the Plan with Current Needs Assessment and Strategic***

Plan: The plan is designed to work alongside PDG implementation and will be aligned with the activities and updates of the Needs Assessment and Strategic Plan. We will review and refine the plan at least annually and as needed. **Progress from the PDG B-5 Efforts:** We have built upon PDG B-5 efforts in three ways – funding, data, and decision-making. **Funding:** We mapped all federal and state funding streams that support early childhood, tagged the sources according to Building Blocks (from the *Blueprint for Early Childhood*), and are developing dashboards that can be used by agency leadership to explore blending and braiding of funding. The State Directors Team is exploring the federal block grant and state CIF for inclusion in the Common App (Activity 5) to help reduce community burden to apply for similar funding streams.

Data: The ECIDS work had stalled for many years and was re-started as part of the PDG. Our approach has addressed obstacles and provided common language, technical assistance, and focus to move the work forward. We now have the will, the plan, and the potential funding to make significant progress. **Decision-making:** Carrying out a Needs Assessment and Strategic Plan on this scale required a fast-cycle decision-making body. From the beginning, State Directors prioritized their time to attend a bi-weekly meeting and to respond to email communication between meetings to move the work forward. Resulting decisions include: 1) agency alignment on a centralized access point (CAP) strategy using 1-800-CHILDREN as the entry point for parents to get services they need; 2) mapping of workgroups, meetings, and councils to identify opportunities to combine and reduce the number of meetings and staffing resources devoted to agency representation and attendance; 3) jointly conducted a scan to identify the who, what, and when of developmental screening in Kansas; and 4) commitment to the use of the ASQ:3 and ASQ:SE-2 as statewide screening tools.

Meaningful Governance and Stakeholder Engagement. The governance structure has coalesced and evolved since the initial grant application. Figure 2 clarifies roles, advisory status, and final decision-making authority. The governor recognized the Cabinet's statutory role as the coordinator of the ECCE system and appointed it as the applicant responsible for this grant and implementation of the Strategic Plan. The Cabinet is uniquely positioned to serve as the governance hub of the ECCE system in Kansas. The Cabinet has existing structures in place (regular meetings, website, social media) to communicate effectively with a wide-range of stakeholders, to coordinate policies and programs across funding sources and agencies, and to gather and synthesize input across services. Per Kansas Statute (38-1901), the Cabinet: 1) assists the governor in developing and implementing a coordinated, comprehensive service delivery system; 2) identifies barriers to service and gaps in service due to strict definitions of boundaries between departments and agencies; 3) facilitates interagency and interdepartmental cooperation toward the common goal of serving children and families; 4) investigates and identifies methodologies for the combining of funds across departmental boundaries to better serve children and families; 5) proposes actions needed to achieve coordination of funding and services across departmental lines; 6) encourages and facilitates joint planning and coordination between the public and private sectors to better serve the needs of children and families; and 7) oversees an accountability process and makes recommendations (K.S.A. 38-2103) for the allocation of the Tobacco Master Settlement Agreement dollars.

In January 2019, the State Directors Team identified guiding principles for the PDG work: 1) use resources wisely and efficiently to comprehensively identify needs, gaps, and challenges; 2) use findings to inform a subsequent Strategic Plan that recognizes the realities and values of Kansans; 3) model and maintain ongoing and open communication throughout the process at all levels; 4) meet families and communities where they are, and center all children and families in our efforts; and 5) document the process and make the information accessible. The process was engaging, inclusive, accessible, and transparent.

The Cabinet will: 1) convene a State Directors Team to make policy, funding, regulatory, and programmatic recommendations to the Cabinet; 2) implement the Strategic Plan; 3) create ongoing opportunities for participation; and 4) build a public service culture that supports the value of ECCE. Figure 2 (pg. 11) shows the governance and decision-making structure. The Council advises this work. The Cabinet and State Directors Team serve as decision makers, elevating decisions that need approval by the Governor, Legislature, or Board of Education.

The State Directors Team will be comprised of Cabinet Ex-Officio State Agency designees who have significant roles in, and the funding to, administer our ECCE system (Kansas Department for Children and Families, Kansas Children's Cabinet and Trust Fund, Kansas State Department of Education, and Kansas Department of Health and Environment). The State Directors Team meets bi-weekly and will: 1) regularly update the Needs Assessment of the ECCE system through ongoing monitoring and stakeholder engagement; 2) implement the Kansas Early Childhood Strategic Plan at the agency level; 3) assign policy, regulatory, and practice issues to the Council; 4) receive and review recommendations from the Council; 5) implement recommendations that are within agency purview; and 6) advance recommendations that need legislative or executive action to the Cabinet.

The Council membership and governance structure will be designated through Executive Order, aligned with the goals of K.S.A 38-1901. Council membership adheres to Section 624 of the Improving Head Start Reauthorization Act of 2007 (P.L. 110-134). The Council provides the mechanism for change in the system through collaboration and shared decision-making. The Cabinet will set the strategic direction and designate a chair. PDG funds will provide backbone support and coordination of the group. The Council will: 1) conduct the responsibilities outlined in the Head Start Act; 2) assist with a periodic statewide Needs Assessment; 3) identify opportunities for, and barriers to, collaboration and coordination among federally- and state-funded ECCE programs; and 4) assist and advise the Cabinet to implement the Strategic Plan.

The organizational chart (pg. 69) shows the individuals, their office or organization, and role represented in our B-5 system. Resumes/vitas are available upon request. A broader group of stakeholders has been integral in the assessment, planning, and implementation of all activities. Existing and new stakeholders, listed in Figure 4, will continue to be engaged in work and inform the PDG Renewal efforts.

Figure 4. Changes in Stakeholder Involvement.

Primary Care/Health and Medical Home	Mental Health and Social Emotional	Early Care and Education	Family Support and Parent Education
Head Start and Early Head Start Healthy Smiles Healthy Families Infant-Toddler Services (Part C) Kansas Immunization Program Children with Special Health Care Needs Oral Health Medicaid/KanCare	Head Start and Early Head Start Infant-Toddler Services (Part C) Title V Maternal and Child Health Parents as Teachers EC Block Grant (ECBG) programs	Head Start and Early Head Start Infant-Toddler Services (Part C) Title V Maternal and Child Health Child Care Licensing Parents as Teachers Kansas Preschool Pilot State Pre-K: Four-Year-Old At-Risk Migrant Education Program EC Special Education (Part B) Infant Toddler Specialist Network Child Care Assistance Child Care Quality Initiative EC Block Grant (ECBG) programs Head Start and Early Head Start	Head Start and Early Head Start Healthy Families Incredible Years Infant-Toddler Services (Part C) Title V Maternal and Child Health Children with Special Health Care Needs WIC Parents as Teachers Kansas Preschool Pilot State Pre-K: Four-Year-Old At-Risk Migrant Education Program Child and Adult Care Food Program Summer Food Service Program Infant Toddler Specialist Network Foster Care Services Family Preservation Services Food Assistance Program Community-Based Child Abuse Prevention (CBCAP) programs Temporary Assistance for Needy Families (TANF)

Bonus Areas

Our proposal addresses each of the bonus areas to improve access, availability, and coordination of services for vulnerable and underserved families. Table 7 details our approach. Table 7. Kansas Strategies to Address Bonus Areas.

Coordinated Application, Eligibility, Enrollment

Providing parent-centered care coordination	Resource Agents, Pediatric Care Coordinators (Activity 3)
Unique state identifiers	Consortium, ECIDS (Activity 6)

Infant/Toddler

Prioritizing infant-toddler providers through financial incentives	Quality Enhancement Subgrants (Activity 5)
Family child care networks	Quality Enhancement Subgrants (Activity 5)
Creating quality slots for infants-toddlers	Quality Enhancement Subgrants (Activity 5)
Adding indicators specific to infants-toddlers in data systems	Kansas Early Childhood Quality Insight Consortium, ECIDS (Activity 6)
Providing early childhood mental health consultation	Coordinated network of professional development and technical assistance (Activity 4)
Integrating early learning standards into QRIS	Links to Quality (Existing Activity)

Collaborative Transitions & Alignment from Birth to the Early Grades

Parent knowledge of options and transition processes	HMG, State Resource Directory, IRIS, KQN (Activity 3)
Alignment of services to support children's individual development	Bridges pilot, Developmental Screening (Activity 3)
Partnerships between ECCE programs and schools	Head Start Transition Summit (Activity 4), Kansans Can Star Recognition (Activity 5)
Aligned curricular strategies and professional development	Workforce Development Coordinator and Committee (Activity 4)

Organizational Capacity

The Kansas Children’s Cabinet and Trust Fund (Cabinet) was created in 1999 to oversee expenditures from the Tobacco Master Settlement Agreement, of which 95% was dedicated to improving the health and well-being of children and youth in the state. The Cabinet is directed by statute to advise the governor and the legislature regarding the uses of the moneys credited to the Children’s Initiatives Fund (CIF); evaluate funded CIF programs; assist the governor in developing and implementing a coordinated, comprehensive ECCE system; and support child maltreatment prevention. The Cabinet has extensive experience administering and managing a portfolio of federal and state funded ECCE programs. Cabinet staff have developed RFP processes, established monitoring and oversight, evaluated and assessed accountability, provided TA to ensure success of grant-funded programs, and managed contractor relationships. PDG funds will augment Cabinet infrastructure to increase capacity for fiscal monitoring and coordination of workforce activities and to provide consultation for specific areas (e.g. legal, articulation) identified in the grant. The Cabinet will oversee the Quality

Enhancement Subgrants (Activity 5) using the Common App in alignment with ECBG. The Cabinet reports directly to the governor. KSDE serves as the Cabinet's fiscal agent.

The Kansas State Department of Education (KSDE) is a dynamic, dedicated service agency that provides leadership, resources, support, and accountability to the state's K-12 education system. A 2015 listening tour informed the development of the Kansans Can vision, "Kansas leads the world in the success of each student," which drives the agency's focus on community engagement, local innovation, and a holistic view of student success. KSDE administers the state's governance of education, including school-based ECCE services, standards and assessments, special education services, child nutrition and wellness, title programs and services, career and technical education, and financial aid. KSDE will support the PDG through promoting developmental and social-emotional screening, preparing children and workforce by promoting best practices for ECCE programs and transitions, and assigning and managing the Unique Child ID as part of ECIDS.

The Kansas Department of Health and Environment (KDHE) Bureau of Family Health (BFH) coordinates and oversees essential public health services and programs for women, infants, children, and adolescents. KDHE contracts with more than 100 partnering organizations to support access and delivery of services to families and communities. This network serves a primary role in the mixed-delivery system. Programming includes Reproductive Health and Family Planning, Maternal and Child Health, Home Visiting, Infant-Toddler Services (early intervention/Part C of IDEA), Newborn Screening, Special Health Care Needs (SHCN), WIC, Birth Defects, and Child Care Licensing (CCL). KDHE administers Medicaid/KanCare and collaborates with DCF to enroll eligible women and children. KDHE will oversee PDG care coordination and peer support activities, work closely with DCF on licensing and workforce registry development, and promote the CFCC and IRIS across funded programs.

The Kansas Department for Children and Families (DCF) Economic and Employment Services Division (EES) administers the child care assistance program and the Child Care Development Fund (CCDF) child care quality programs. CCDF supports low-income families by providing access to affordable and high-quality early care and education. Within the EES Division, staff manage L2Q (QRIS), the Kansas Early Head Start grant programs, Consumer Education and Resource and Referral Services, the Infant-Toddler Specialist Network, and the statewide workforce development grant. DCF houses the Head Start Collaboration Office (HSCO), and is the child welfare agency serving children at-risk or in need of out-of-home placement, including the new Family First Prevention Services Act programming. Through PDG, DCF will expand L2Q, increase resource navigation, inform the workforce registry, and coordinate the Head Start Transition Summit.

The University of Kansas Center for Public Partnerships and Research (KU-CPPR) is an 80-member multidisciplinary team that assists partners in addressing complex social issues across the life course. KU-CPPR provides infrastructure support to over 40 federal grants and initiatives, and has conducted applied research and rigorous local, state, and national comprehensive evaluations. KU-CPPR has experience developing, designing, and using

innovative technology solutions built to enhance social services and collaboration. KU-CPPR has extensive experience working with tribal communities to ensure services are culturally appropriate and accessible to families. KU-CPPR will provide backbone support for all PDG activities, *Connect Teams*, Our Tomorrows, IRIS, the Consortium and ECIDS, and evaluation with a team of project managers, content experts, evaluators, and data scientists.

The Kansas Children's Service League (KCSL) coordinates programs that focus on children's school readiness, health, and development, and provides support and resource referrals to families. KCSL operates 1-800-CHILDREN, the statewide parent helpline.

Program Performance Evaluation Plan

Obstacles for Plan Implementation. We anticipate obstacles with obtaining and compiling ECCE program data and will address this by actively supporting ECCE programs through capacity-building activities and data literacy efforts. Table 8 outlines our plan to evaluate and monitor implementation, processes, and cost outcomes for Activities 3, 4, 5, and 6.

Table 8. Implementation, Process, and Cost Outcomes.

Activity 3 – Maximizing Parent and Family Knowledge, Choice, and Engagement in their Child’s Early Learning and Development
 Timeline: Data capacity building Year 1, ongoing Years 2-3. Data reports compiled twice annually starting Year 2.

Indicators	Sources	Metrics	Indicator Type
Communities adopt a CFCC approach	Quality Insight Consortium data	- % Kansas communities implementing CFCC approach	Implementation
Providers use family assessment tools to identify family needs, including basic needs and safety	ECCE program data	- % of programs assessing family need using assessment tool - % of families assessed with tool	Process, Implementation
Providers screen for maternal depression, substance abuse, domestic violence, and early childhood development needs	ECCE program data	- % of programs screening families - % of children and families screened	Process, Implementation
Providers refer families with identified needs to appropriate services	ECCE program data	- % of programs using a tool (e.g., IRIS) to refer families	Process, Implementation
Families are connected to appropriate services	ECCE program data; referral tool data	- % of referrals that result in service engagement	Process, Implementation
All families with young children have access to high quality early childhood care and education services	ECCE program data	- % of families receiving ECCE - Ratio of slots for ECCE against number of families in need	Process, Implementation
Navigator pilot programs implemented	ECCE program data	- DCF Resource Navigators & Pediatric Care Coordinator Navigators hired -# Families assessed, screened, referred, connected by Navigators	Process, Implementation
Family leadership opportunities		- creation of FAC - # parents engaged in Supporting You	Implementation
Programs evaluate the cost per family served	Costs data; ECCE program data	- Cost per family served (expenditures divided by number of families served)	Cost

Activity 4 – Sharing Best Practices and Professional Development for the Early Childhood Workforce
 Timeline: Data capacity building Year 1, ongoing Years 2-3. Data reports compiled twice annually starting Year 2.

Indicators	Sources	Metrics	Indicator Type
Kansas recruits and retains diverse, qualified ECCE providers	ECCE Program Data State ECCE data ECCE Workforce Registry	<ul style="list-style-type: none"> - # new ECCE providers - % ECCE providers retained in workforce - Compensation of ECCE workforce, including differential payments and cost to provide - #, cost of scholarships provided to support ECCE development 	Implementation
Kansas develops a Workforce Registry to expand availability of high-quality and EBP resources for ECCE providers	ECCE Workforce Registry	<ul style="list-style-type: none"> - # registered ECCE providers - Alignment of competencies and L2Q (QRIS) - TA and coaching provided to ECCE professionals serving B-5 with special- - Cost of developing Workforce Registry 	Implementation, Cost
Kansas has a competent and quality ECCE workforce	ECCE Workforce Registry	<ul style="list-style-type: none"> - Development of standards, supports, and pathways for ECCE careers - ECCE credentials established - % of ECCE providers meeting state competency standards - health care needs 	Implementation

Activity 5 – Improving Overall Quality and Service Integration, Expanding Access, and Developing New Programs

Timeline: Data capacity building Year 1, ongoing Years 2-3. Data reports compiled twice annually starting Year 2. Subgrants monitoring quarterly.

Indicators	Sources	Metrics	Indicator Type
State invests in Quality Enhancement Subgrants to empower local communities to create quality care and early learning environments for children. Subgrants are: Increase the availability of high-quality child care for vulnerable populations Develop the rural infrastructure to increase access and availability of high-quality child care in rural and tribal communities Build capacity to enhance local Connected Families Connected Communities infrastructure Kansans Can Star Recognition Program	Quality Insight Consortium data Our Tomorrows StoryBank ECCE Program Data State Meeting and Project Notes, Meeting Minutes	- # of Quality Enhancement Subgrants funded - Amount of funds distributed for subgrants - Cost to initiate subgrant projects - Outputs from subgrant activities aligned with subgrant objectives (e.g., investment led to creation of # slots, availability of slots, L2Q (QRIS) participation, # of vulnerable populations receiving subsidy, # of rural child care providers in family child care homes and centers, fewer stories from families about difficulty navigating ECCE system, Star Recognition ratings)	Implementation, Cost

Activity 6 – Monitoring, Evaluation, and Data Use for Continuous Improvement

Timeline: Progress reports annually

Indicators	Sources	Metrics	Indicator Type
Kansas has a centralized entity for monitoring, evaluation, and data use for continuous improvement	State Meeting and Project Notes, Meeting Minutes	- Kansas establishes an Early Childhood Quality Insight Consortium - Development of ECIDS - ECIDS and PPEP used to drive improvement - Costs of development of Quality Insight Consortium and ECIDS	Implementation, Cost
Updated Needs Assessment (Activity 1) and Strategic Plan (Activity 2)	State Meeting and Project Notes, Meeting Minutes	- Needs Assessment and Strategic Plan updated	Implementation

Logic Model

Needs Assessment Gaps Addressed in this Grant: 1) *Accessibility* – inequitable access to high quality B-5 programs and services; 2) *Availability* – gaps between services that are available and actual need, especially among vulnerable populations; 3) *Navigation* – accessing services and systems not intuitive or easy for families to navigate; 4) *Collaboration & Coordination* – despite the desire for collaboration, efforts often remain disconnected and uncoordinated; 5) *Workforce* – the ECCE workforce system requires more alignment to prepare, compensate, train, recruit and retain qualified professionals; 6) *Facilities* – systems and funding not aligned to efficiently address B-5 physical conditions and environments; 7) *Systems Alignment* – regulations, funding, policies, data, resources, and governance not well aligned to support an efficient, robust ECCE system.

Target Population: Kansas children birth through age five and low-income and disadvantaged populations (e.g., low maternal education; special health needs; homelessness; child welfare services involvement; and/or English language learners).



<p>SHORT TERM Organizational Governance: Governor, Children’s Cabinet, Executive Committee of the Children’s Cabinet, Early Childhood Advisory Council, ECCE Stakeholders</p> <p>Collaborative Partners: KCCTF, KDHE, DCF, KSDE, CPPR, KCSL, and procured contractors</p> <p>Key Staff: State Directors Team</p> <p>PDG Budget: Y1=\$9,998,677 Y2=\$9,999,133 Y3=\$9,998,277 + 30% match</p> <hr/> <p>LONG TERM Community Context Regional differences in access and availability to B-5 services Existing B-5 mixed delivery system Social, concrete, and basic need supports</p>	<p>SHORT TERM Activity 1. B-5 Statewide Needs Assessment Activity 2. B-5 Statewide Strategic Plan Activity 3. Maximizing Parent and Family Knowledge, Choice, and Engagement: Connected Families Connected Communities Identify needs and inform family choice Improve coordination/navigation of services Empower families and Parent leaders Activity 4. Sharing Best Practices and Professional Development for the Early Childhood Workforce: Kansas encourages diverse professionals to enter the field, get qualifications, and stay in the field Financial incentives and support Kansas expands availability of EBPs/high-quality resources for ECCE professionals Establish career pathway for ECCE providers Activity 5. Improving Overall Quality and Service Integration, Expanding Access, and Developing New Programs: State invests in Quality Enhancement Sub-grants to empower local communities to create quality care and early learning environments for children. Increase the availability of high quality child care for vulnerable populations Develop the rural infrastructure to increase access and availability of high quality child care in rural and tribal communities Build capacity to enhance local Connected Families Connected Communities infrastructure Kansas Can Star Recognition Program Activity 6. Monitoring, Evaluation, and Data Use for Continuous Quality Improvement: Kansas creates and supports a system and infrastructure for effective sharing and use of data to monitor, evaluate, and inform policymaking</p>	<p>SHORT TERM Activity 1. Completed Needs Assessment highlighting gaps in B-5 ECCE system for vulnerable children and families Activity 2. Completed Strategic Plan with action items to address gaps in B-5 ECCE system Activity 3. Parent and child assessment, screenings, and referrals; Care Coordinators and Resource Navigators hired and families assessed, screened, and referred; IRIS usage and referral data; Family Advisory Council engagement; ECCE service enrollment; family stories Activity 4. Differential compensation of ECCE providers; scholarships for ECCE provider education; ECCE competencies aligned with L2Q and KELS; supports, pathways, and competency standards developed and adopted; credentials established; TA and coaching for ECCE providers that serve special health care needs population standards Activity 5. Subgrants funded; increased access for vulnerable and underserved populations; infrastructure improvements Activity 6. Kansas Early Childhood Quality Insight Consortium established, membership identified, operational to support ECIDS, evaluation, CQI efforts</p>	<p>SHORT TERM Activity 1: Identification of ongoing needs and gaps in the B-5 ECCE system Activity 2: Expanded coordination and intentional alignment between comprehensive support services and B-5 ECCE system Activity 3: Local communities are equipped and connected in ways that make navigating systems easy for parents to receive what they choose/need to support healthy development of their children. Activity 4: Kansas prioritizes and supports early childhood professionals with clear standards and pathways to enact best practices. Kansas recruits and retains diverse, competent, and qualified ECCE professionals. Activity 5: Communities address specific needs and challenges through coordinated strategies that improve access, availability, and quality. Activity 6: Infrastructure, data, and evaluation used to inform and drive practice, policymaking, and quality improvement</p> <hr/> <p>LONG TERM Kansas aligns the ECCE system for equity and maximum impact, with state agencies coordinating/integrating services so communities and vulnerable/underserved families experience seamless, respectful, and responsive supports. High-quality B-5 services to ensure that vulnerable and underserved Kansas children thrive Equitable access and availability of high-quality B-5 services for vulnerable/underserved children Kansas families empowered by and navigate the ECCE system with ease</p>
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Sustainability and Dissemination Plan

The *Scaling Up, Scaling Out, and Scaling Deep* Framework guides our work (Riddell & Moore, 2015). *Scaling Up* means impacting laws and policies. *Scaling Out* means impacting greater numbers. *Scaling Deep* means impacting cultural roots. This application was developed with sustainability strategies in mind to provide for one-time infrastructure costs with minimal ongoing maintenance costs and quality enhancement subgrants, which support locally-driven decision-making, that may require ongoing financial resources.

The massive public input process and communication strategies focused on the importance of early childhood and a call to action that everyone is an early childhood stakeholder. Achieving the vision of *Every Child Thriving* requires additional funding for the ECCE system from state and private sources. Intense engagement across a broad range of Kansas stakeholders demonstrates the potential to bolster public and private ECCE investments. The Council will audit program rules and requirements that challenge collaboration and the ability to blend and braid funds effectively. Recommendations for policy and practice changes aimed at eliminating barriers will be made to the State Directors Team and Cabinet.

To sustain the PDG investments, the State Directors Team has the following plan in place.

Activity 3. Connected Families, Connected Communities model is scaled through step-by-step implementation guides and intensive technical assistance through *Connect Teams*. CFCC is community-driven, so local staff are engaged from day one and develop the partnerships they need to maintain referral networks. The Centralized Access Point (1-800-CHILDREN), developmental screenings, and the Family Leadership Team will continue through braided funding from state agencies. Care coordination and developmental screening will be funded through Medicaid reimbursement (billing codes set up during grant), Title V MCH, and ECCE funding (KSDE and Cabinet). *Activity 4.* Workforce development investments will be maintained by leveraging state agencies' adherence to the core competencies and career pathways. The significant investments in PD in this grant will lead to statewide coverage for priority topics. Gains will be sustained by a network of PD providers who are contracted through state agency PD funding streams. The registry will be maintained through KDHE licensing, MIECHV, and Title V funds, as well as DCF CCDF funds. Resource Agents will be funded under TANF. *Activity 5.* In year one, we will develop policy to establish a state ECCE public-private partnership endowment. Once established, the entity will provide ongoing funding for community programming. The endowment corpus can serve as an incubator for new ideas that can be scaled if found to be effective. *Activity 6.* Significant investments will be made to develop data systems and establish the trust for an ECIDS. The CIF, in partnership with contributing agencies, will blend funds to support the work and maintain the Quality Insight Consortium. Beyond core staffing, research and social innovation funding through public sources and foundations will sustain the Consortium. *Infrastructure.* The Cabinet will maintain the ECCE Coordinator through CIF and endowment funding. Some KU-CPPR positions will be maintained to support the Consortium. Other positions will cease at the end of the project period.

As detailed throughout this proposal, PDG funding will target findings from our Needs Assessment to develop the infrastructure that our system has been lacking. We are leveraging this investment to build on existing projects and successes, including state and federally funded ECCE-focused initiatives (e.g. ECBG, Kindergarten Snapshot, ECCS, MIECHV). We have already started to do things differently, and have plans to make additional changes in funding, data, and policy (Activity 2). The result will be a sustainable system that transforms the way we deliver services, ensuring that every child in Kansas thrives.

Year 1 Revised Budget and Budget Justification

Kansas Children’s Cabinet and Trust Fund (KCCTF)

Object Class Category	Total Budget
Personnel	\$230,121
Fringe Benefits	\$100,133
Supplies	\$12,527
Travel	\$9,483
Sub Awards	\$5,505,773
Contracts	\$2,167,010
Other Direct Costs	\$735,349
Indirect Costs	\$185,604
Total	\$8,943,000

Required Match: The Kansas Preschool Pilot funding from the Children’s Initiatives Fund will provide \$4,200,000 annually, which exceeds the 30% required. Additional match includes in-Kind salary, fringe, indirect for Project Director: \$27,795. Projected total match for 3 years exceeds required 30% at \$12,683,385.

KCCTF Personnel: KCCTF Executive Director, Project Manager, Early Childhood Council and Panel Project Coordinator, Fiscal Services & Operations, Workforce Coordinator, and Project Specialist.

KCCTF Sub Awards Total: \$5,505,773

- KU Center for Public Partnerships and Research - \$2,189,814
- KS Department for Children and Families - \$686,604
- KS Department of Health and Environment - \$428,386
- KS State Department of Education - \$247,969
- Sub-Grants – Quality - \$725,000
- Sub-Grants – Rural - \$600,000
- Sub-Grants – Community-Focus - \$375,000
- Kansas Star Recognition - \$250,000

KCCTF Contracts Total: \$2,167,010

- Kansas Children’s Service League – 1-800-CHLDREN - \$350,000
- Workforce Development Registry - \$375,000

State Equity Supports - \$72,994
 Early Childhood Care and Education Workforce Supports - \$924,016
 Early Childhood Integrated Data System Work - \$445,000

Other Direct Costs Total: \$735,349
 Parent Support and Empowerment Funds - \$333,800
 Help Me Grow Affiliate Fee - \$3,500
 Legal and Public-Private Partnership Consulting/ Creation - \$100,000
 Articulation - \$50,000
 In State Travel - \$17,049
 Ages and Stages Questionnaire Training - \$50,000
 Common Application Management System - \$100,000
 Communications / Public Engagement - \$80,000
 Ages and Stages Questionnaire Training - \$1,000

Kansas Department for Children and Families (DCF)

Object Class Category	Total Budget
Personnel	\$232,919
Fringe Benefits	\$106,723
Supplies	\$33,071
Travel	\$2,281
Contracts	\$158,000
Other Direct Costs	\$54,610
Indirect Costs	\$99,000
Total	\$686,604

DCF Personnel: L2Q Development Specialist, Start Up Link Development Specialist, Resource Coordinators, Lead Coordinator.

DCF Contracts Total: \$158,000
Links to Quality Expansion – (\$158,000)

DCF Other Direct Costs Total: \$54,610
In-State Travel – (\$10,610)
Head Start and Public-School Partnership Meeting (\$44,000)

Kansas Department of Health & Environment (KDHE)

Object Class Category	Total Budget
Contracts	\$339,800
Other Direct Costs	\$65,200
Indirect Costs	\$23,386
Total	\$428,386

KDHE Contracts Total: \$339,800

Care Coordination: Bridges & Pediatric Pilots (\$250,000)

Child Care Systems Improvement Team Backbone (\$65,000)

Supporting You System Enhancements (x2 Expansion) (\$24,800)

KDHE Other Direct Costs Total: \$65,200

Professional Development Registry System Assessment (assess year 1, design and enhance years 2-3) (\$0)

Family Advisory Leadership Team Backbone Support (\$60,000)

Supporting You promotion, marketing (x2 Expansion) (\$5,200)

Kansas State Department of Education (KSDE)

Object Class Category	Total Budget
Personnel	\$56,108
Fringe	\$24,693
Supplies	\$5,000
Contracts	\$140,146
Other Direct Costs	\$5,000
Indirect Costs	\$17,022
Total	\$247,969

KSDE Personnel: Early Childhood Education Program Consultant

KSDE Contracts Total: \$140,146

Birth – 5 Developmental Screening (\$140,146)

Revision of Kansas Early Learning Guide (begins year 2) (\$0)

KSDE Other Direct Costs Total: \$5,000

In State Travel (\$5,000)

University of Kansas Center for Research-Center for Public Partnerships and Research (KUCR)

Object Class Category	Total Budget
Personnel	\$885,620
Fringe Benefits	\$303,997
Travel	\$10,000
Supplies	\$13,157
Consultants	\$95,000
Other Direct Costs	\$683,107
Indirect Charges	\$198,933
Total	\$2,189,814

KUCR Personnel: Director; Associate Directors; Business Tech Support: Administrative Assistant, Business Manager, IT Project Coordinator; Strategic Framing Management and Website Support: Creative Director, User Experience Designer; All In for Kansas Kids Subject Matter Experts: Research Project Coordinator, IRIS Coordinator, Research Project Director, Research Project Manager; Backbone Support: Research Project Director, Research Project Coordinators, Research Project Specialist; Evaluation: Associate Researchers, Research Project Manager, Research Project Director, Assistant Researcher; Student Staff: Graduate Research Assistants, Student hourly.

KUCR Other Direct Costs Total: \$683,107

Printing - (\$20,000)

Facilitation Team Services - (\$40,000)

Statewide Online Storybank with Story Collection and Analysis; SenseMaker R-Shiny Server – (\$200,000)

All In For Kansas Kids Community Support and Assistance – (\$175,000)

IRIS Maintenance and Expansion – (\$100,000)

Strategic Framing, Marketing, and Accessibility – (\$95,000)

Website Domains and Development – (\$10,000)

Virtual Graphic Facilitation – (\$18,000)

In-State Travel – (\$23,560)

Tuition – (\$1,547)

Reduced Budget and Scope of Work Narrative – Submitted April 2020

Kansas PDG Reduction of Award \$8,693,000

The process to reduce the budget by \$1,307,000 included three strategies—

1. Eliminate large meetings or gatherings due to COVID-19 concerns.
2. Align professional development, leadership, mentoring, and family friendly policies via the State Director’s Team collaboration, contracts, and the All in for Kansas Kids Strategic Plan.
3. Consolidate backbone work, technical assistance, and the Quality Insight Consortium work in the University of Kansas, Center for Public Partnerships and Research (CPPR) scope.

The following narrative provides a brief summary of activities with reductions or removal noted.

Activity 1—PDG Statewide Needs Assessment

The [Statewide Needs Assessment](#) has been submitted and approved.

Activity changes: None

Activity 2— PDG B-5 Strategic Plan

The [Statewide Strategic Plan](#) will be submitted by end of April 2020.

Activity changes: None

Activity 3— Maximizing Parent and Family Knowledge

Scale Connected Families, Connected Communities (CFCC) as the Kansas collaborative model to build a more efficient and effective ECCE system. This model weaves Help Me Grow™ (HMG) core components into a systematic approach for:

- Improving Screening and Addressing Concerns
- Improving Coordination and Navigation of Services
- Empowering Families and Parent Leaders

Activity changes:

CPPR will provide technical assistance as requested by the Kansas Children’s Cabinet Trust Fund and communities rather than on a pre-determined geographic area.

Activity 4— Sharing Best Practices and ECCE Workforce

Remove recruitment and advancement barriers and raise public awareness about the role of ECCE professionals. Specifically, we will:

- Align professional development (PD) and establish core competencies and career pathways
- Implement a workforce registry to access and track PD opportunities, guide advancement, and support recruitment
- Promote evidence-based trainings and effective transitions
- Implement policy changes that support ECCE as a viable career

Activity changes:

- Due to COVID-19, we removed the Early Childhood Care and Education Workforce Summit to bring together the ECCE and economic development communities to identify strategies to promote the ECCE workforce as a fundamental career sector for the State’s economic prosperity.
- The alignment of professional development contracts and delivery across the state will result in a more efficient use of available funds to meet workforce needs.
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Activity 5— Improving the Overall Quality and Service Integration

Cabinet will issue a Request for Proposal (RFP) to award sub-grants addressing four issues affecting our vulnerable and underserved children:

- Lack of high-quality infant-toddler child care
- Rural ECCE infrastructure challenges
- Geographic differences and community-level coordination
- Transitions into kindergarten

Activity changes: None.

Activity 6— Monitoring, Evaluation and Data Use

Conduct an assessment of and implement an Early Childhood Integrated Data System

- Align, integrate and link data across our ECCE system to other sectors serving children and families
- Enhance capacity for comprehensive analytics and outcome driven-monitoring, evaluation, and continuous quality improvement (CQI)
- Provide shared resources and expertise to establish a Kansas ECIDS Data Trust.

Activity Changes:

As a first step, we will implement ECIDS and collaborate with the Kansas State Department of Education's Longitudinal Data System. Once the ECIDS system is up and running, we are committed to establishing the Kansas Early Childhood Quality Insight Consortium in the future. (ECIDS is on the original timeline. Establishment of the Consortium has been moved out of Year 1.)

Bonus Areas—We have not removed any of the bonus area strategies.

Acknowledgement of Reduced Funding – Coming Soon!

Appendices

Appendices including the PDG Organizational Chart, Memorandum of Understanding, Indirect Cost Rate Agreement and Grant Review by Kansas Narrative Outline are available upon request. Please email lindsayorion@ku.edu.