



Cabinet Meeting

FRIDAY, AUGUST 6, 2021



Welcome & Approval of Minutes

KIM MOORE, CHAIR



Community Based Child Abuse Prevention Grant

AMY MEEK, PROGRAM DIRECTOR



REQUEST FOR PROPOSAL CHANGES

- Program philosophy aligned with Thriving Families, Safer Children commitment to developing a system of child and family well-being
- Emphasis on primary and secondary prevention, aligned with other statewide prevention funding
- Authentic engagement and partnership with individuals with lived experience to co-design, implement, and evaluate services
- Identify and address racial and other disparities disproportionately affecting children and families

CBCAP Proposal



OVERVIEW OF APPLICATION PROCESS

- Applications submitted to Children's Cabinet
 - Community Based Proposals
 - 12 received (6 new applicants)
 - Funding Requested: \$1,895,139
 - Statewide Proposals
 - 3 received (2 new applicants)
 - Funding Requested: \$1,151,714
- Proposals reviewed by three different reviewers

CBCAP Proposal



TECHNICAL ASSISTANCE OFFERED

- Technical Assistance Included:
 - Questions related to RFP (answered directly and included in online FAQ)
 - Help Desk Support for KS CommonApp
- 14 technical assistance requests received; 3 hours 15 minutes collective technical assistance time provided

CBCAP Proposal



CBCAP FUNDING RECOMMENDATIONS

Applicant	FY 22 Funding
Elizabeth Layton Center – Circle of Security	\$44,320
Family Resource Center – Family Response Advocate	\$101,931
KCSL – Parent Child Assistance Program	\$172,312
KCSL – WCCAP & Crisis Nursery	\$168,426
KCSL - Statewide	\$259,970
Pony Express Partnership for Children – Family Support Program	\$134,508
The Family Conservancy – Healthy Parents, Healthy Kids	\$87,400

ADDITIONAL RECOMMENDATIONS

Recommendations if additional funding is received

1. Increase current grantees awards in an amount up to, but not to exceed, requested amounts
2. Fund new grantee, Lawrence Douglas County Health Department
3. Work with other promising proposals to fully or partially fund additional projects

CBCAP Proposal



FY22 CBCAP FUNDING APPROVAL

- Motion
- Second
- Vote

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

Children's Cabinet





Early Childhood Block Grant Evaluation

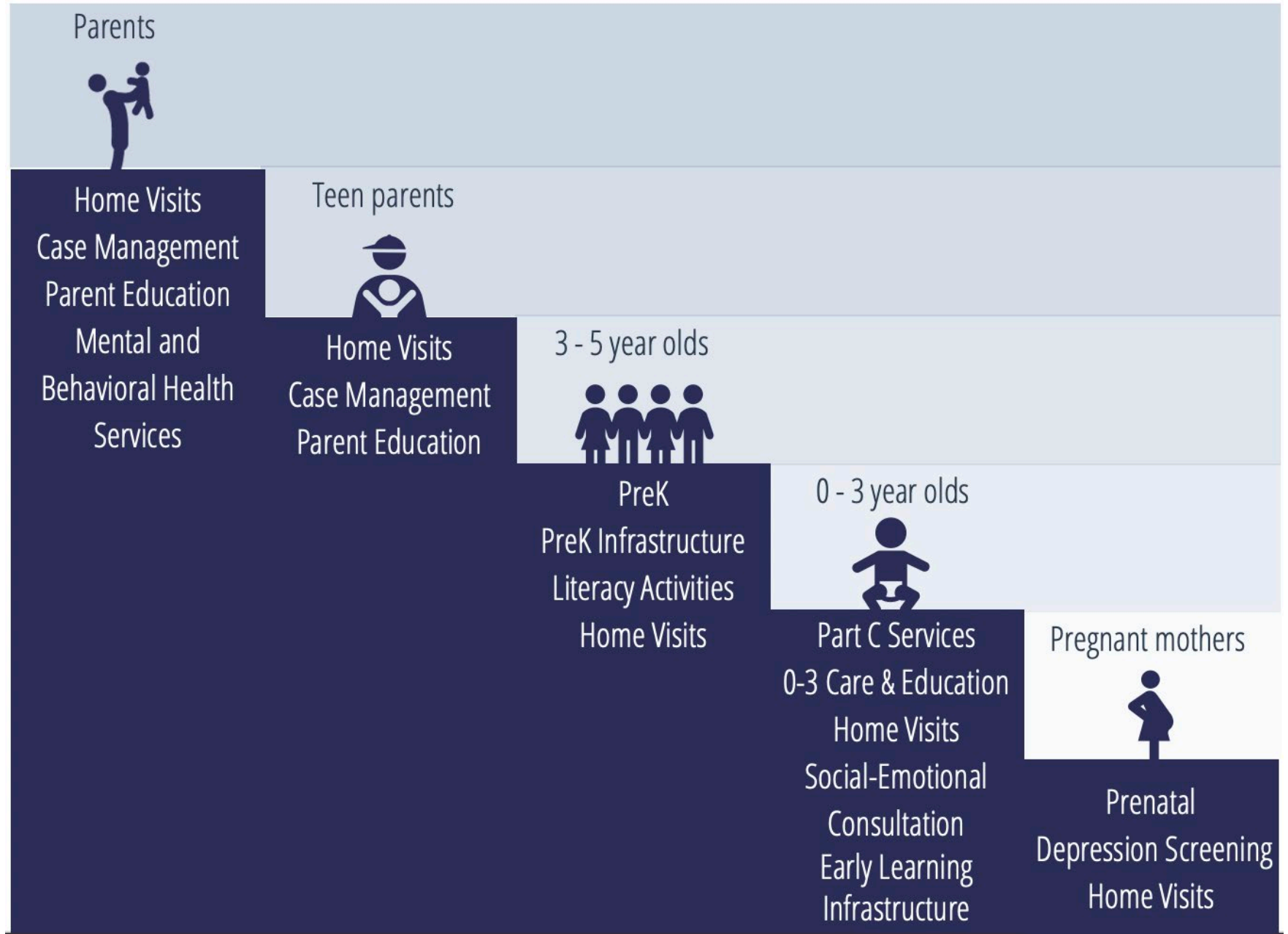
LYNN SCHREPFERMAN, WSU



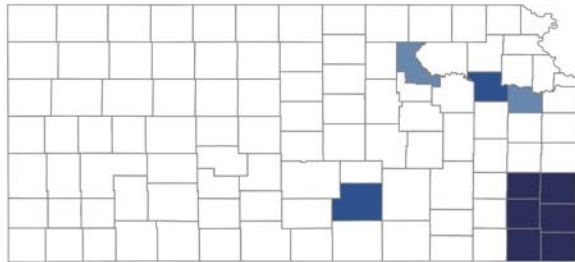
A stylized, dark blue tree graphic with many branches and small leaves is positioned in the background. In the center, there is a circular inset containing a black and white photograph of two young children, a girl and a boy, smiling and hugging each other. The girl is on the left, and the boy is on the right. The text "KCCTF Evaluation 2020-2021 Report" is centered below the circular inset, within a light blue horizontal band.

KCCTF Evaluation 2020-2021 Report

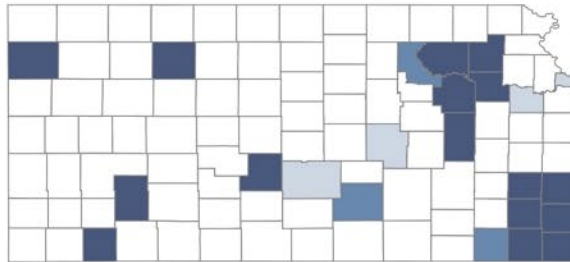
Range of Services



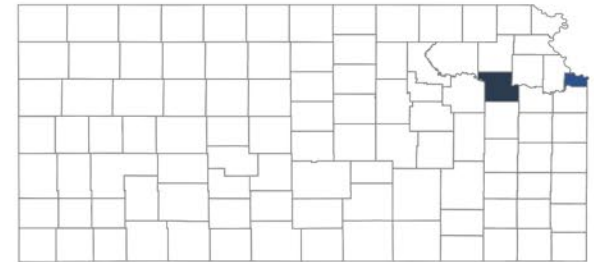
Geographic Distribution by Type of Service



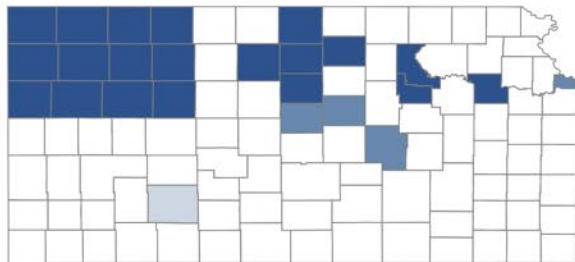
0-3 Care & Education



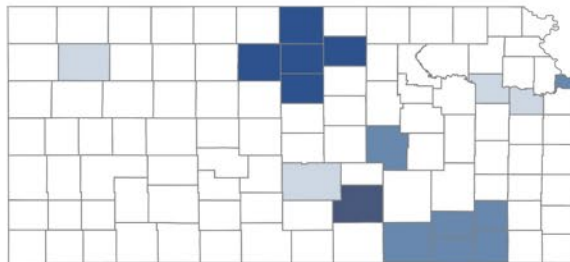
PreK



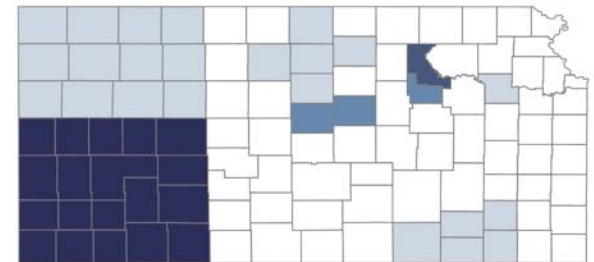
PreK & Early Learning for Children with Special Needs



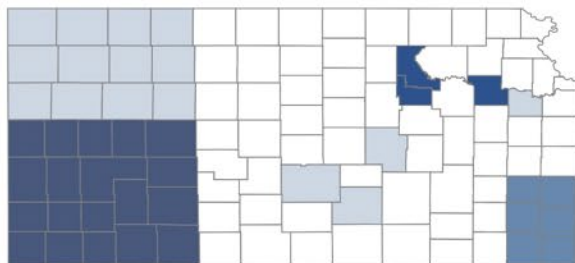
PreK & Early Learning Infrastructure



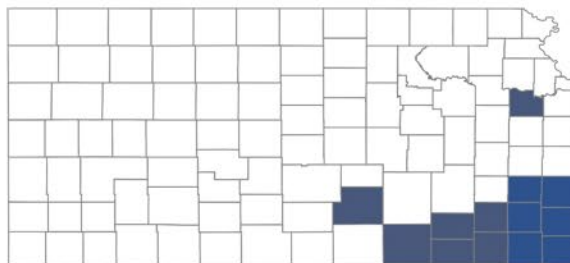
Social-Emotional Classroom & Family Consultation



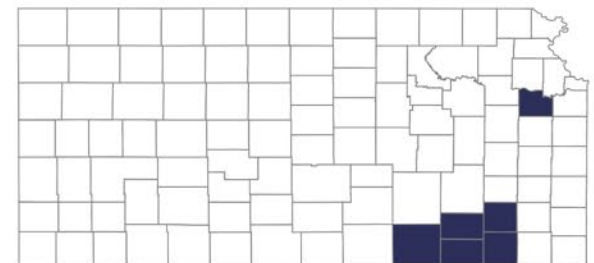
Parent Education



Home Visiting



Case Management




Mental & Behavioral Health Services



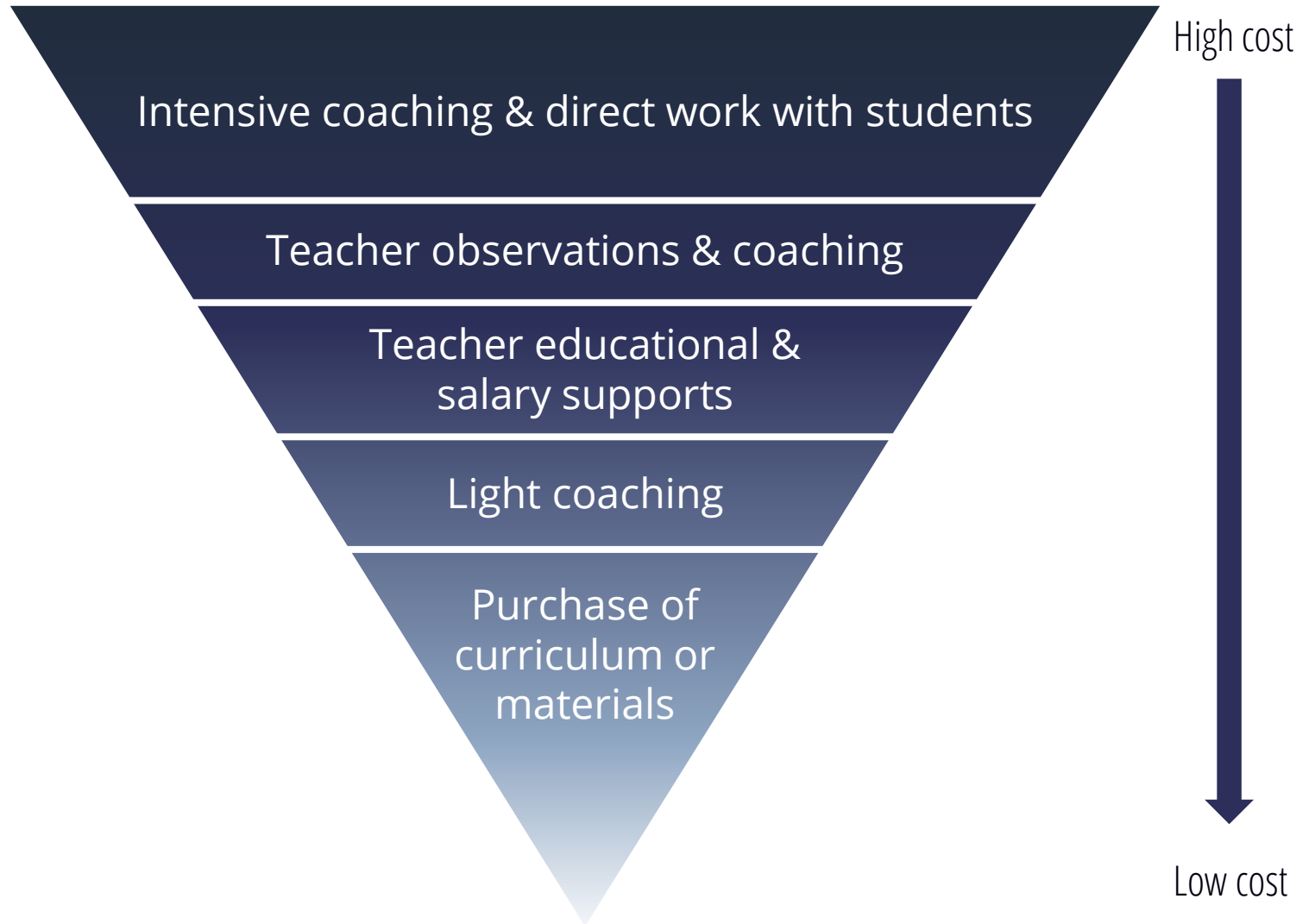
Proportion of service type

Early Care & Education

 PreK 2060	PreK & Early Learning Infrastructure 1420	Social-Emotional Classroom & Family Consultation 1178
	0-3 Care & Education 349	PreK & Early Learning for Children with Special Needs - 341

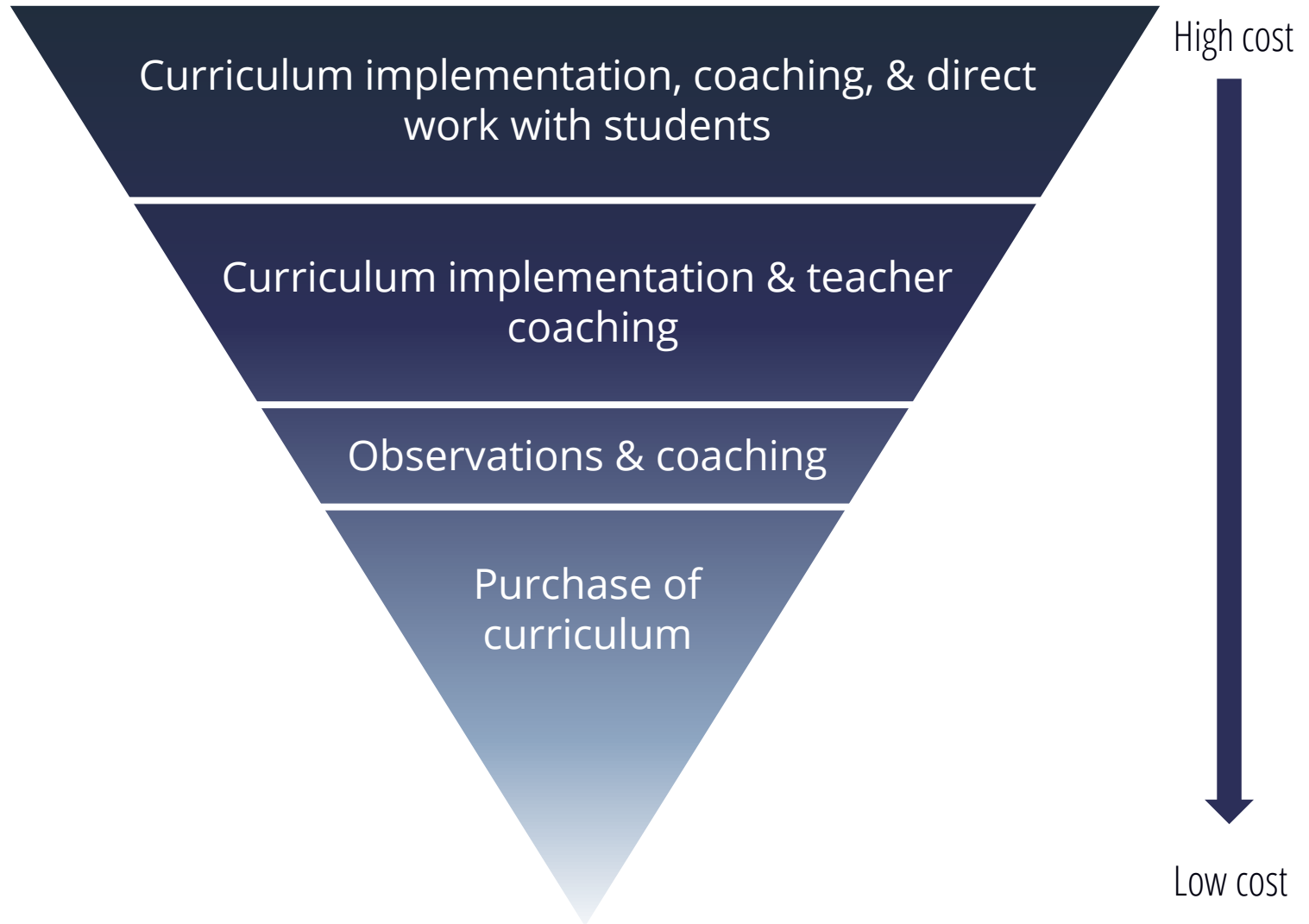
PreK & Early Learning Infrastructure

Services designed to improve the quality of classrooms, early care environments, and home providers vary widely in cost and intensity.



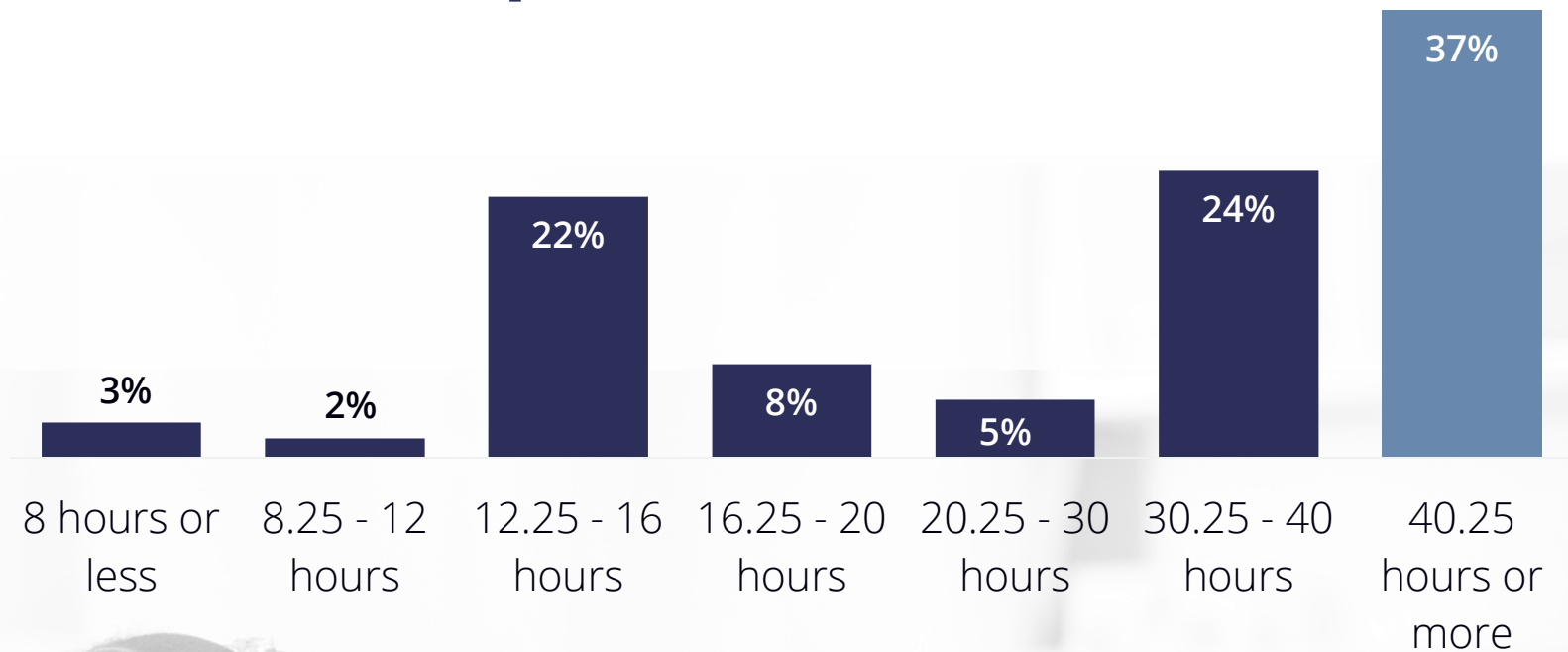
Social-Emotional Classroom Consultation

Classroom services to promote the development of social skills range in intensity and cost.



Early Care & Education

More than a third of children in 0 - 3 Care and PreK were in care more than 40 hours per week.



Family Services

Family Services meet the needs of the family with programs:

- to meet a variety of needs
- of varying intensities based on need
- selected based on the needs of the community

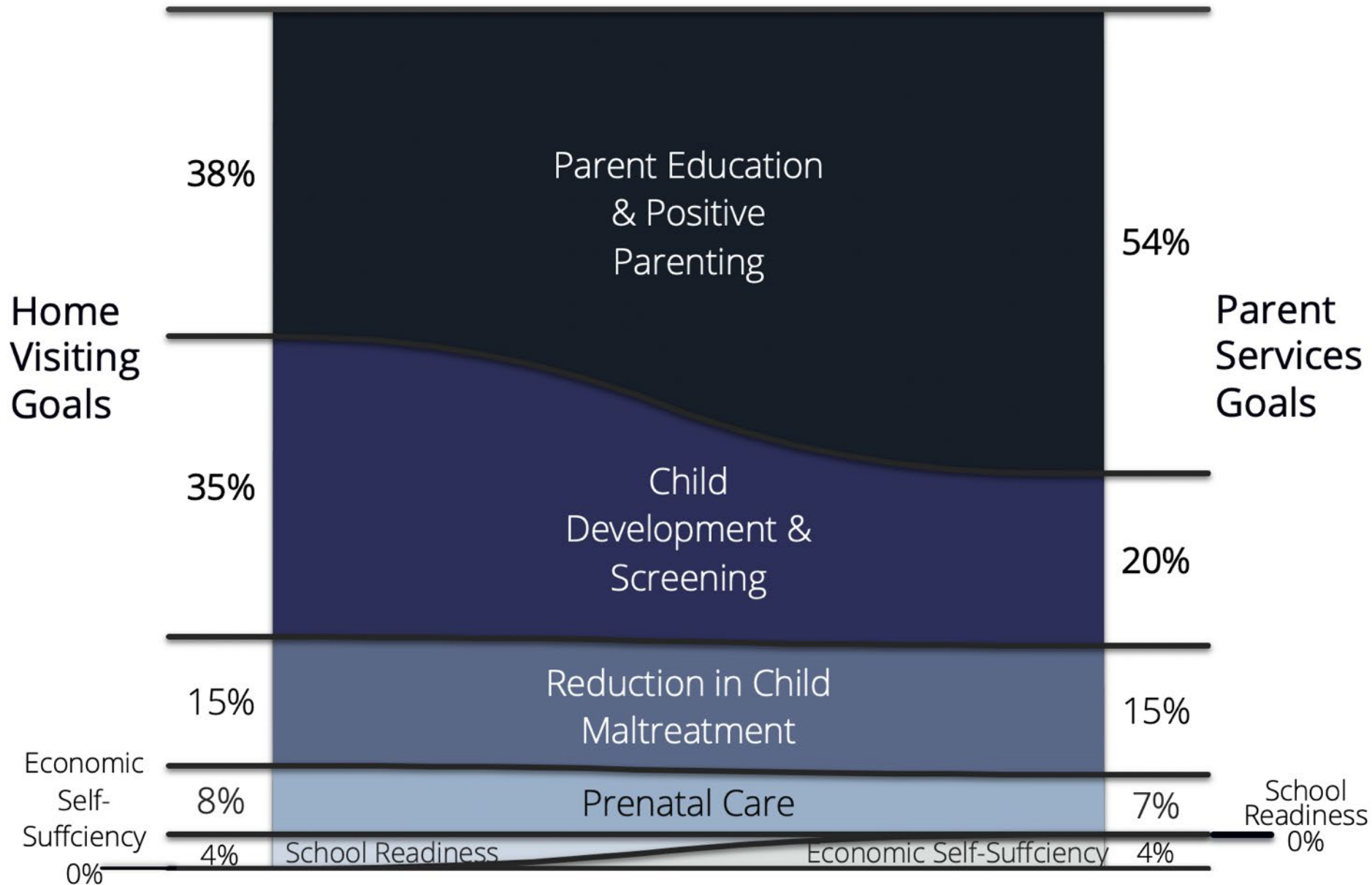


Family Services

Parent Services

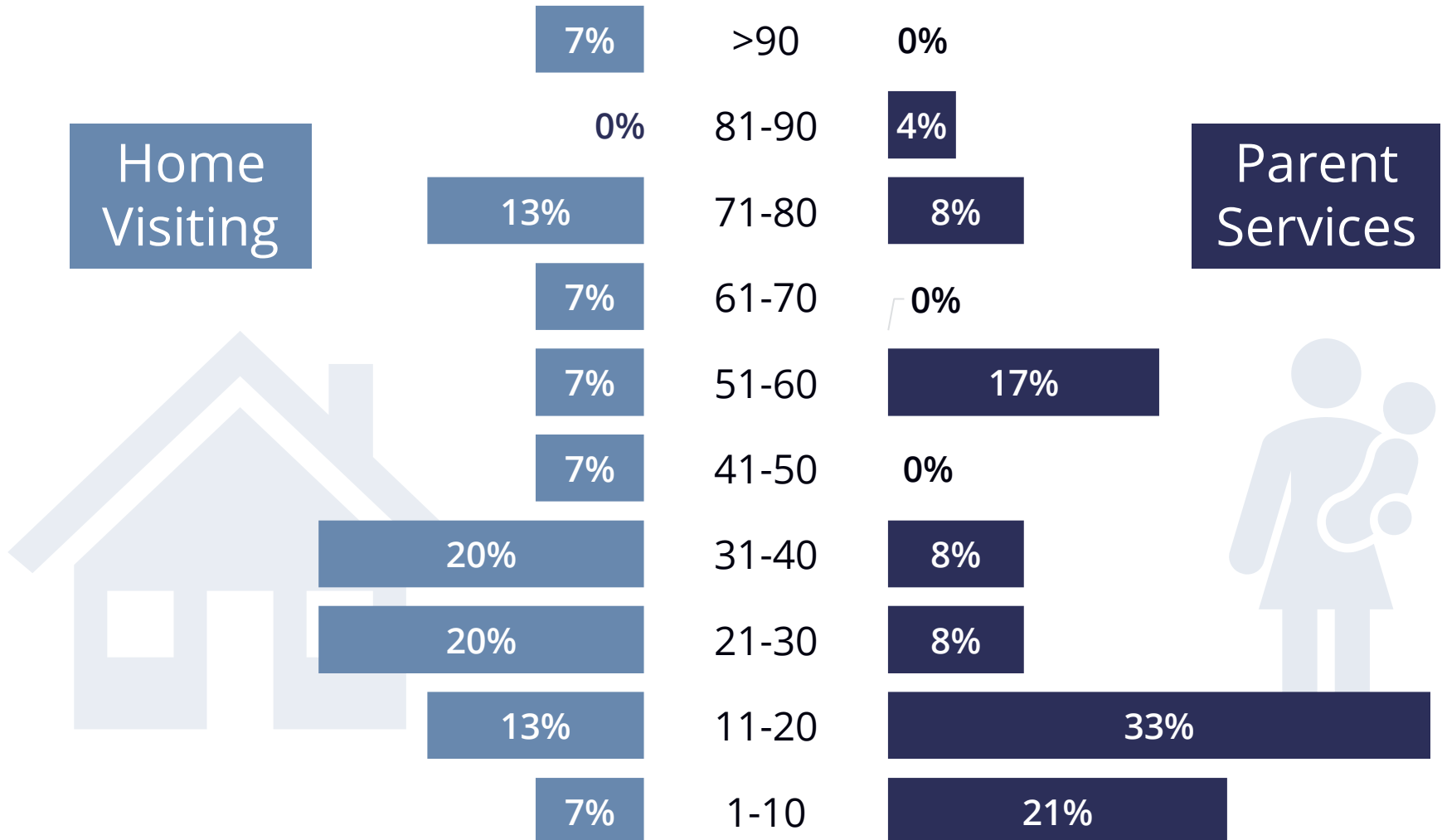


Home visiting programs focused more on child development while both services prioritized positive parenting.



Parent Services and Home Visiting both provided a range of total hours of service to families.

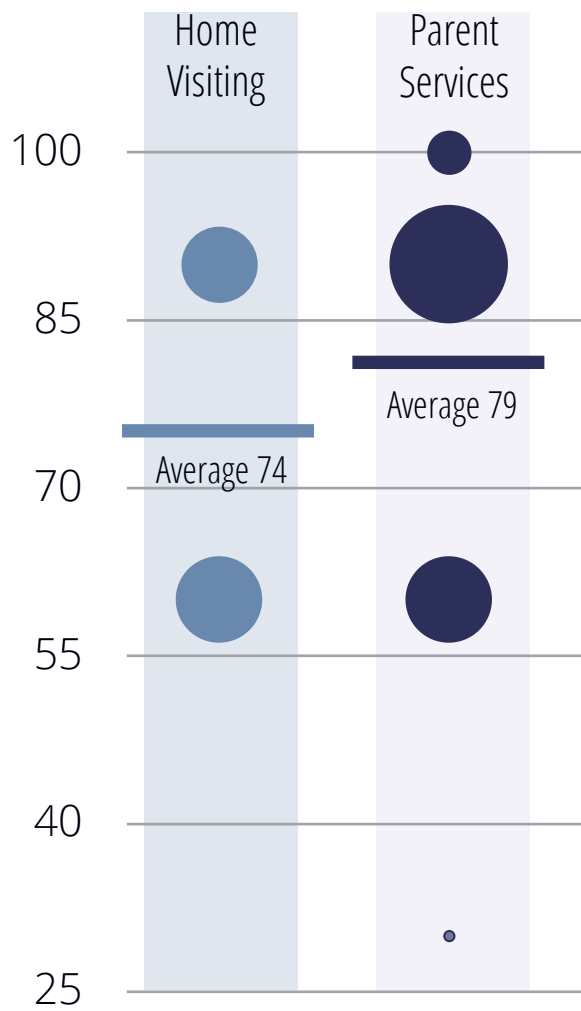
Total Hours of Services per Year per Family



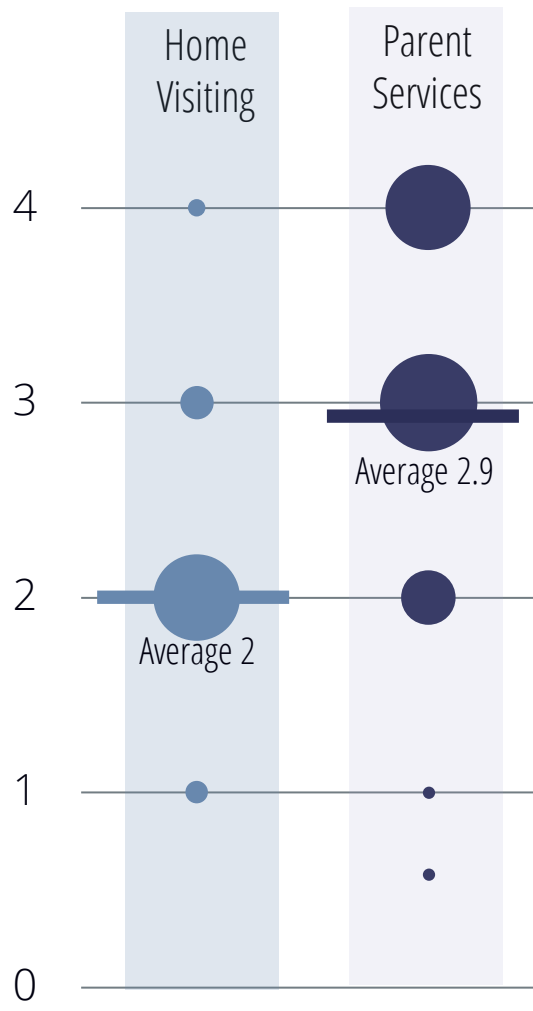
Both Home Visiting & Parent Services varied widely in the intensity & duration of services.

Home Visiting or Parent Services programs represented by the ●, larger dots indicate more programs.

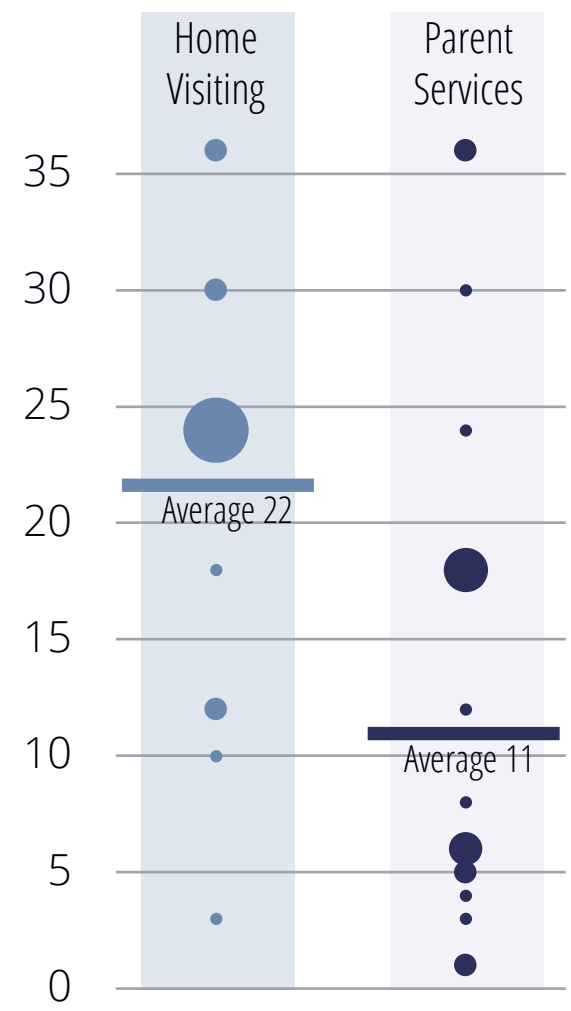
Minutes per Session



Sessions per Month



Months of Services

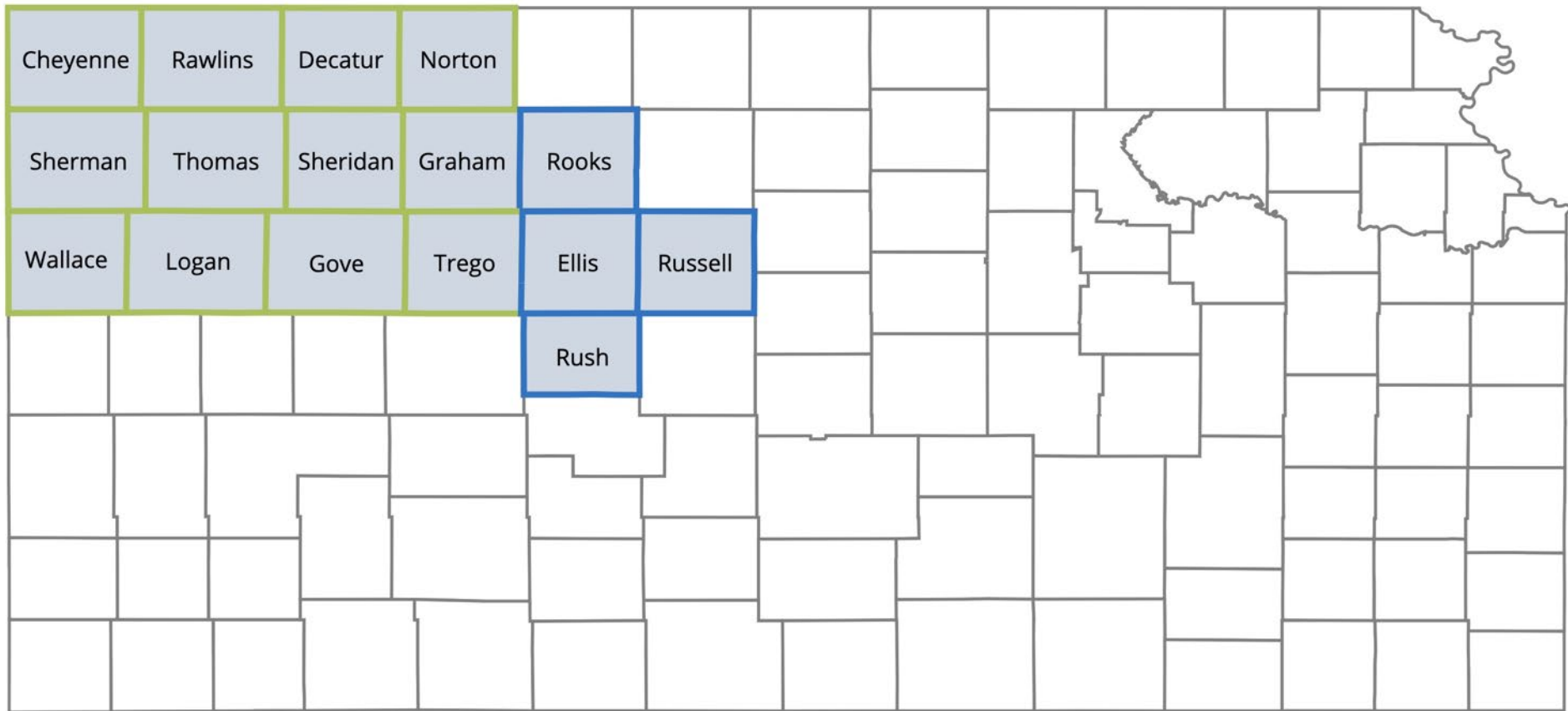


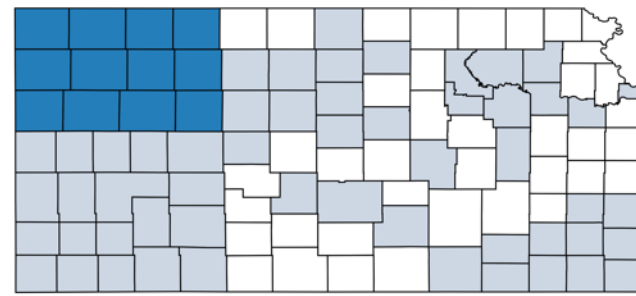
Early Childhood Block Grant (ECBG)

2020-2021 Evaluation



Northwest Kansas: LiveWell & USD 489 ECC





Cheyenne, Decatur,
Gove, Graham, Logan,
Norton, Rawlins,
Sheridan, Sherman,
Thomas, Trego, &
Wallace

173 children served
139 families served

83% qualified for
free/reduced price lunch

Programs

- Home Visiting
- Parent Education
- PreK & Early Learning Infrastructure

Bright Spots

Partnered with
stakeholders
in two
counties

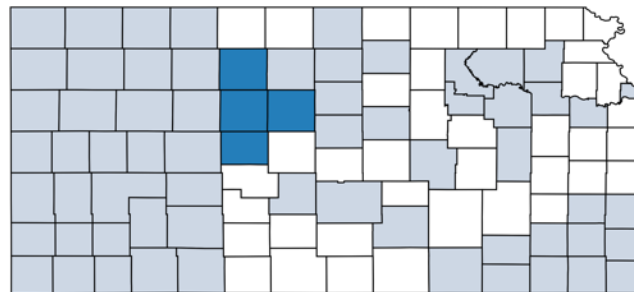


Developed a
community-
based model
for childcare



Created a plan
to partner with
additional
counties





88 children served
83 families served

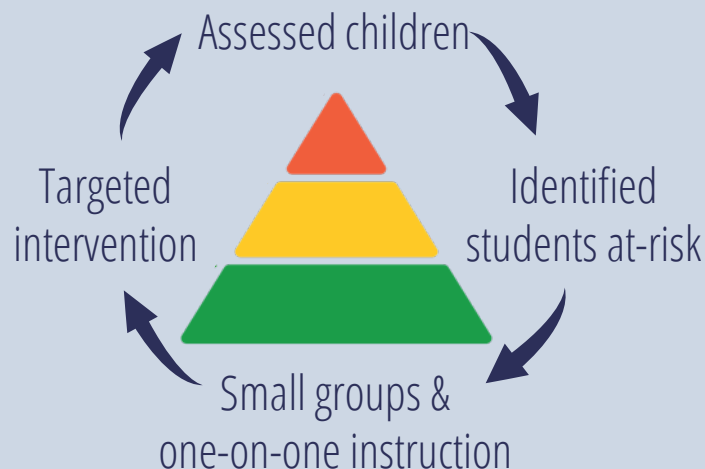
93% qualified for
free/reduced price lunch

Bright Spots

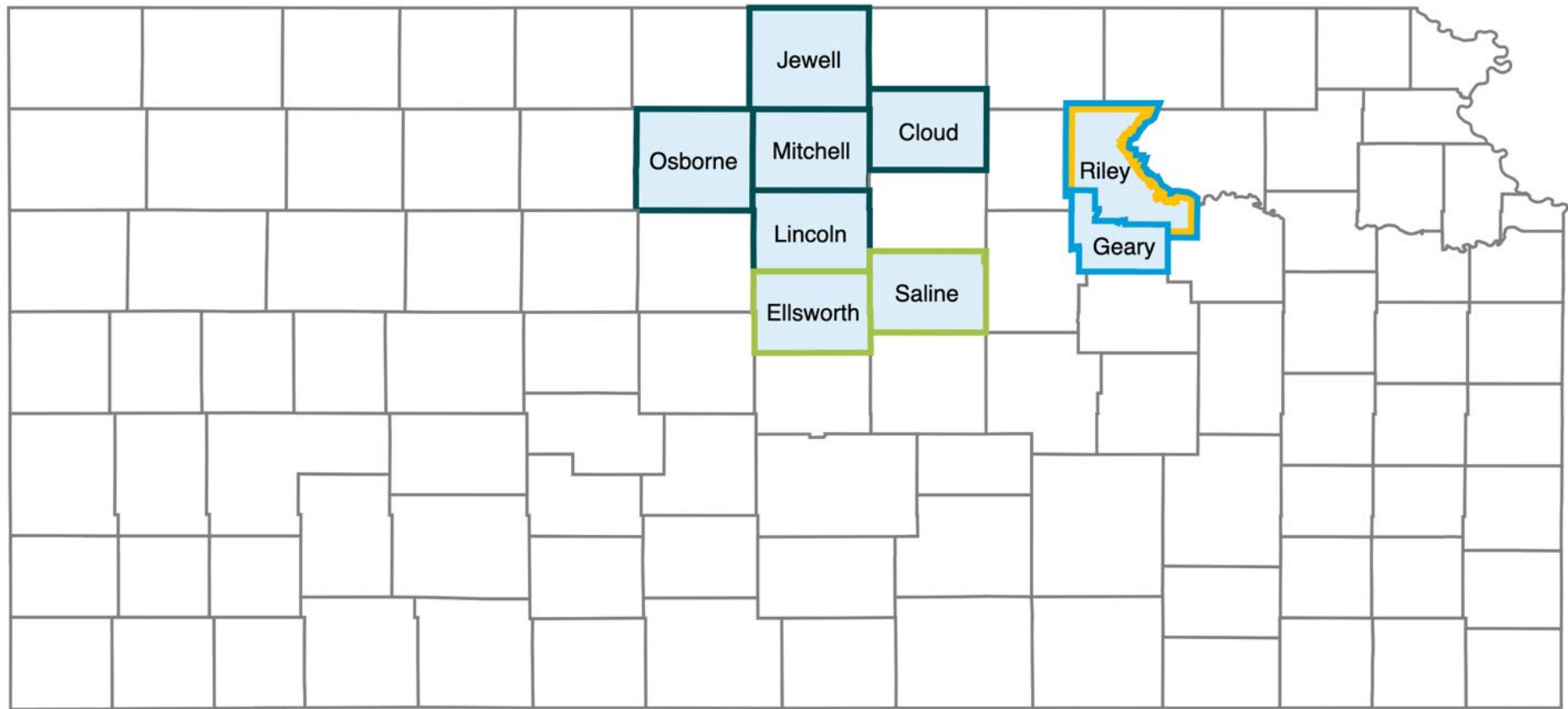
Programs

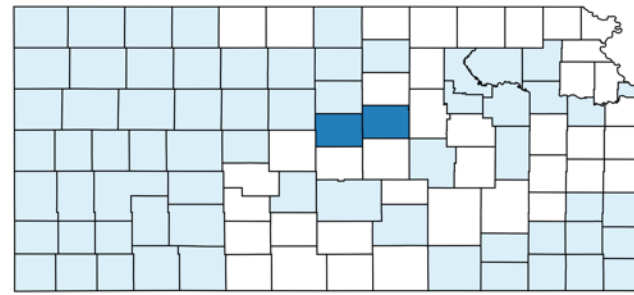
- Home Visiting
- PreK

Response to Intervention Teacher



North Central Kansas: CAPS, ECBGGC, & MCPC, Raising Riley





151 children served
136 families served

68% qualified for
free/reduced price lunch

Bright Spots

Programs

- Parent Education
- PreK
- PreK & Early Learning Infrastructure



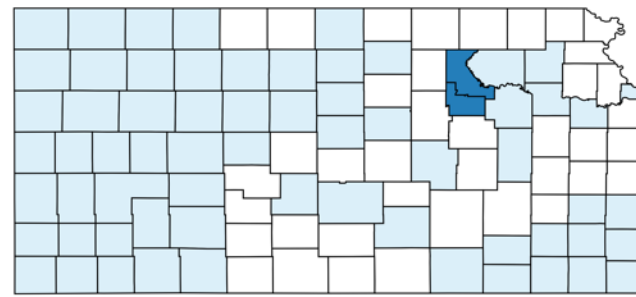
Streamlined assessments
using technology



Improved provider
understanding & use of data



Focused on provider
coaching & parent education



309 children served
270 families served

76% qualified for
free/reduced price lunch

Programs

- Home Visiting
- Parent Education
- PreK Infrastructure

Bright Spots

Supported families with technology



Hybrid-model
service delivery



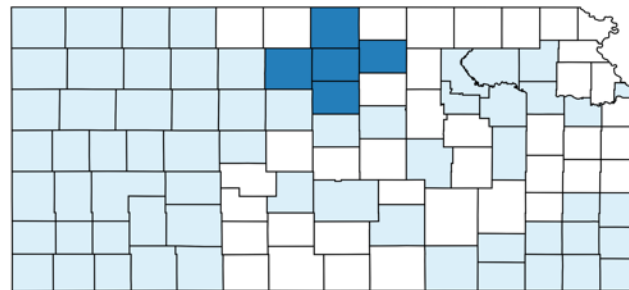
Interactive &
educational
Facebook videos



Tablets & data
plans for
families in need



Mitchell County
Partnership for
Children (MCPC)



Cloud, Jewell,
Lincoln,
Mitchell, &
Osborne

231 children served
213 families served

55% qualified for
free/reduced price lunch

Programs

- PreK & Early Learning Infrastructure
- Parent Education

Bright Spots

Supported early childhood professionals



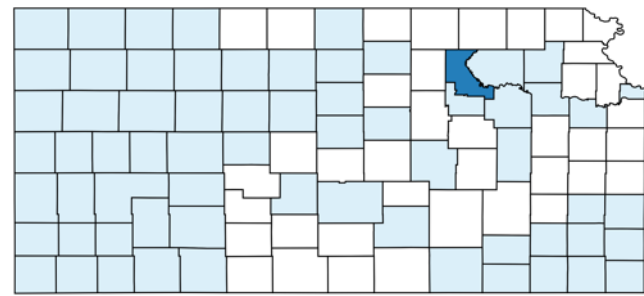
Training &
data coaching



Reviewing data
& strategies



Collaboration



Riley

170 children served
156 families served

93% qualified for
free/reduced price lunch

Programs

- 0-3 Care & Education
- PreK
- Home Visiting
- Parent Education
- PreK

Bright Spots

Camp K fostered kindergarten
readiness by teaching:



Positive peer
relationships

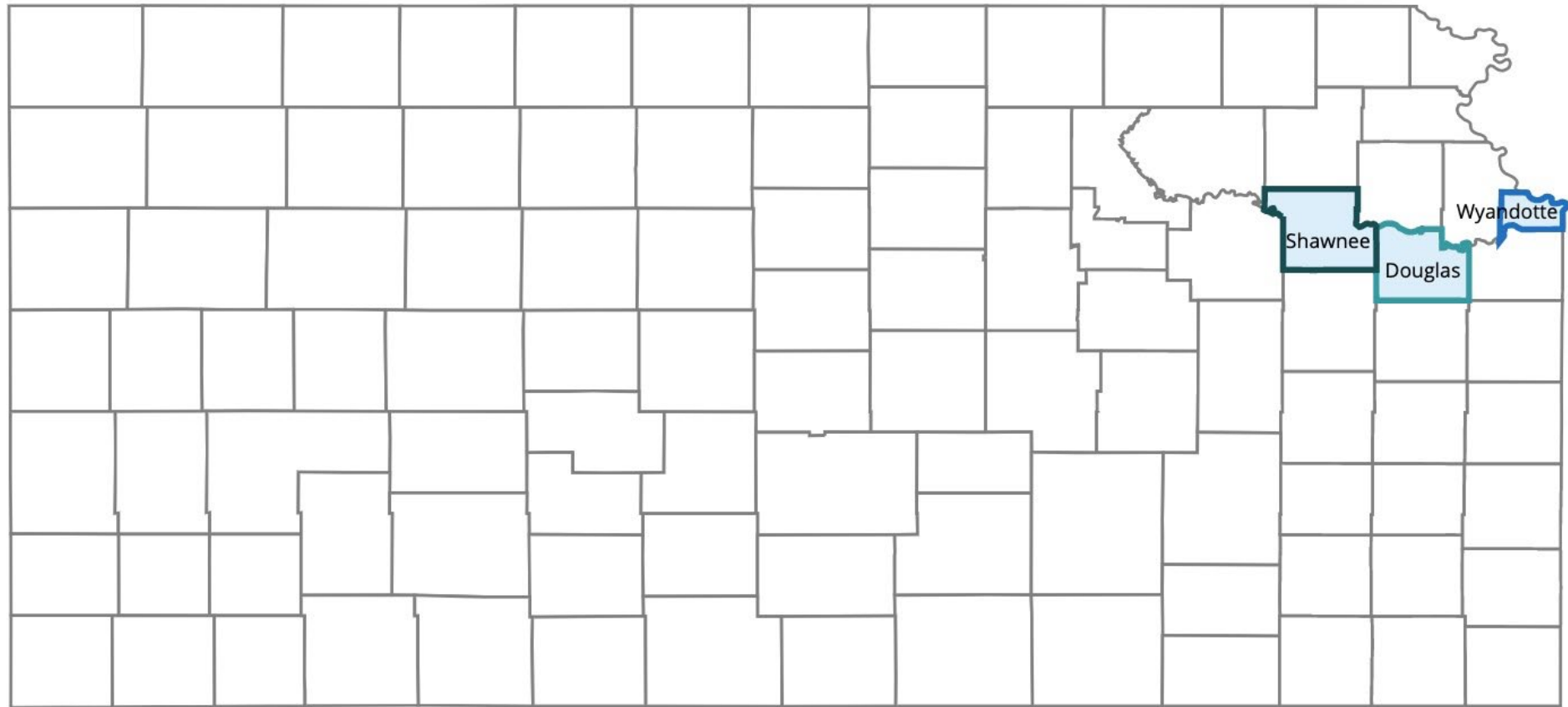


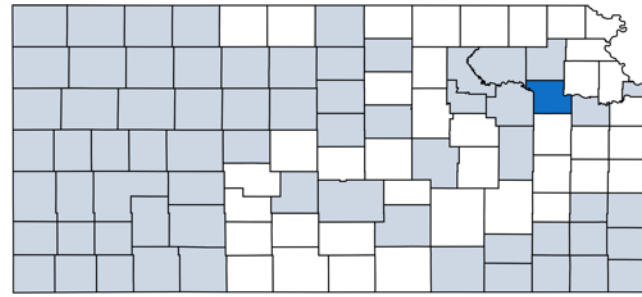
Listening
skills



Academic
skills

Northeast Kansas: CASS, Project SPARK & SB6





Shawnee

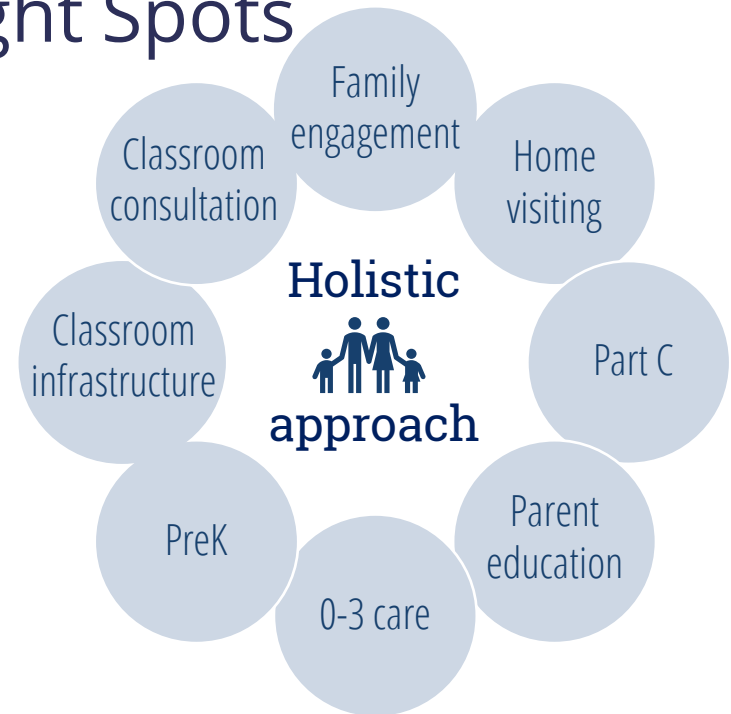
744 children served
642 families served

73% qualified for
free/reduced price lunch

Programs

- Early Learning for Children with Special Needs
- Home Visiting
- Parent Education
- 0-3 Care & Education
- PreK
- PreK & Early Learning Infrastructure
- Social-Emotional Consultation

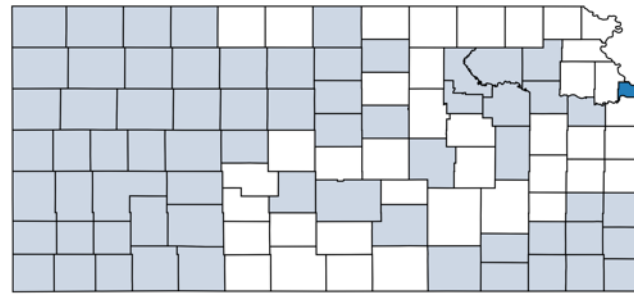
Bright Spots





KANSAS CITY
KANSAS
PUBLIC SCHOOLS

Project SPARK



Wyandotte

288 children served
270 families served

86% qualified for
free/reduced price lunch

Programs

- Early Learning for Children with Special Needs
- PreK
- PreK & Early Learning Infrastructure

Bright Spots



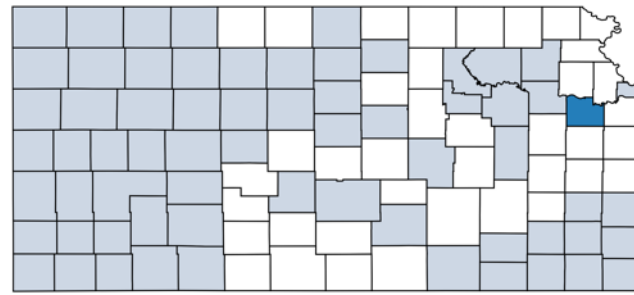
Instructional & behavioral health coaches supported positive educational impact



Part C program utilized assessment to broaden team knowledge



Teachers supported during pandemic with hands-on activity kits



205 children served
180 families served

81% qualified for
free/reduced price lunch

Programs

- Case Management
- Mental & Behavioral Health Services
- Home Visiting
- PreK
- 0-3 Care & Education
- Social-Emotional Consultation

Bright Spots

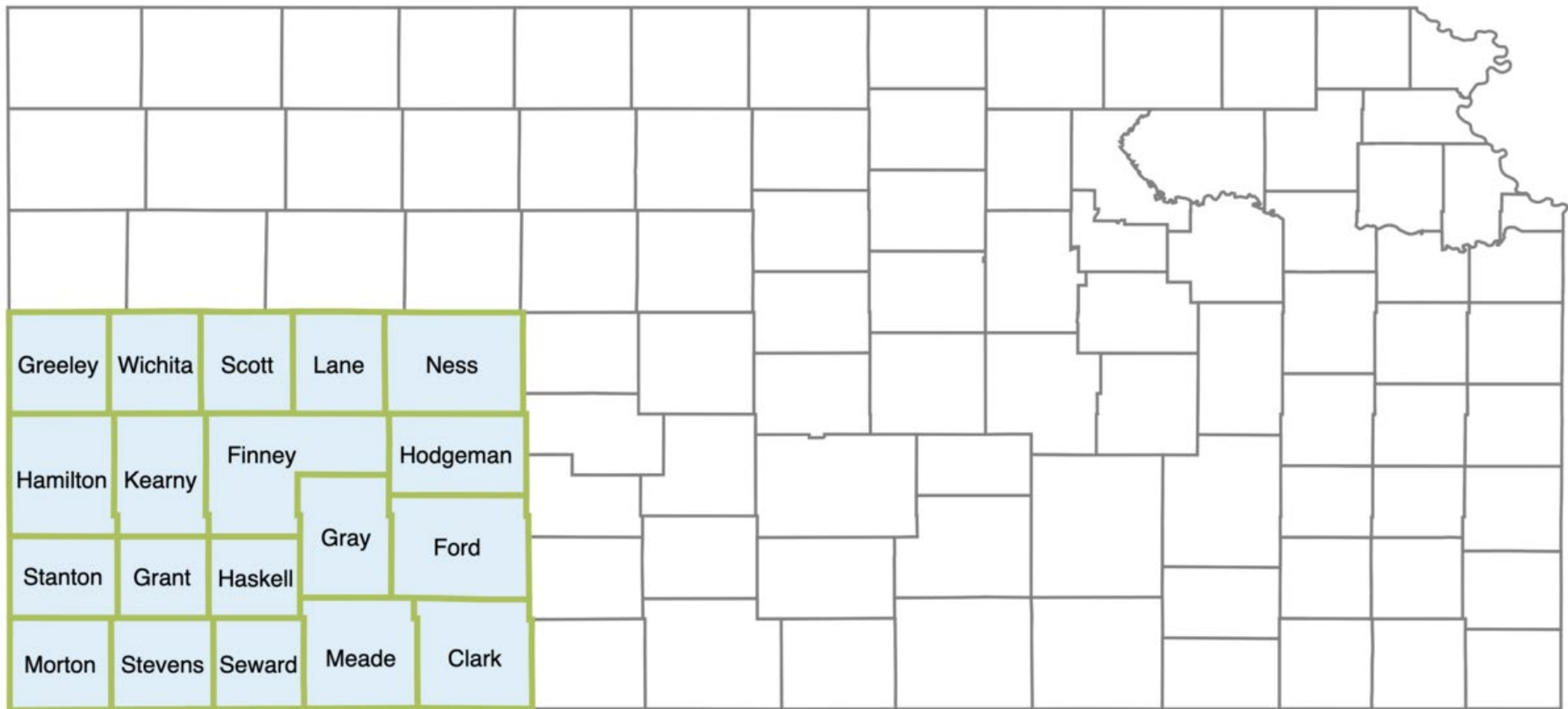
Supported
partnerships for a
holistic approach to
helping families



Program directors
used & applied their
data for program
improvement

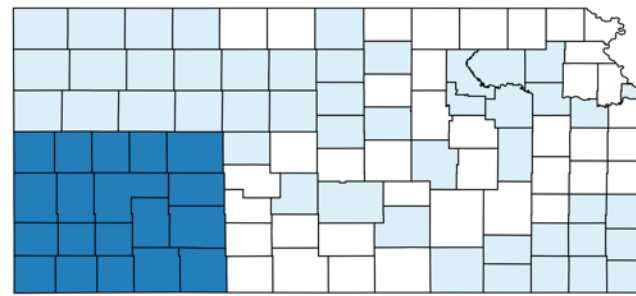


Southwest Kansas: RCDC





RUSSELL CHILD DEVELOPMENT CENTER



Clark, Finney, Ford, Grant, Gray, Greeley, Hamilton, Haskell, Hodgeman, Kearny, Lane, Meade, Morton, Ness, Scott, Seward, Stanton, Stevens, & Wichita

969 children served
747 families served

60% qualified for
free/reduced price lunch

Programs

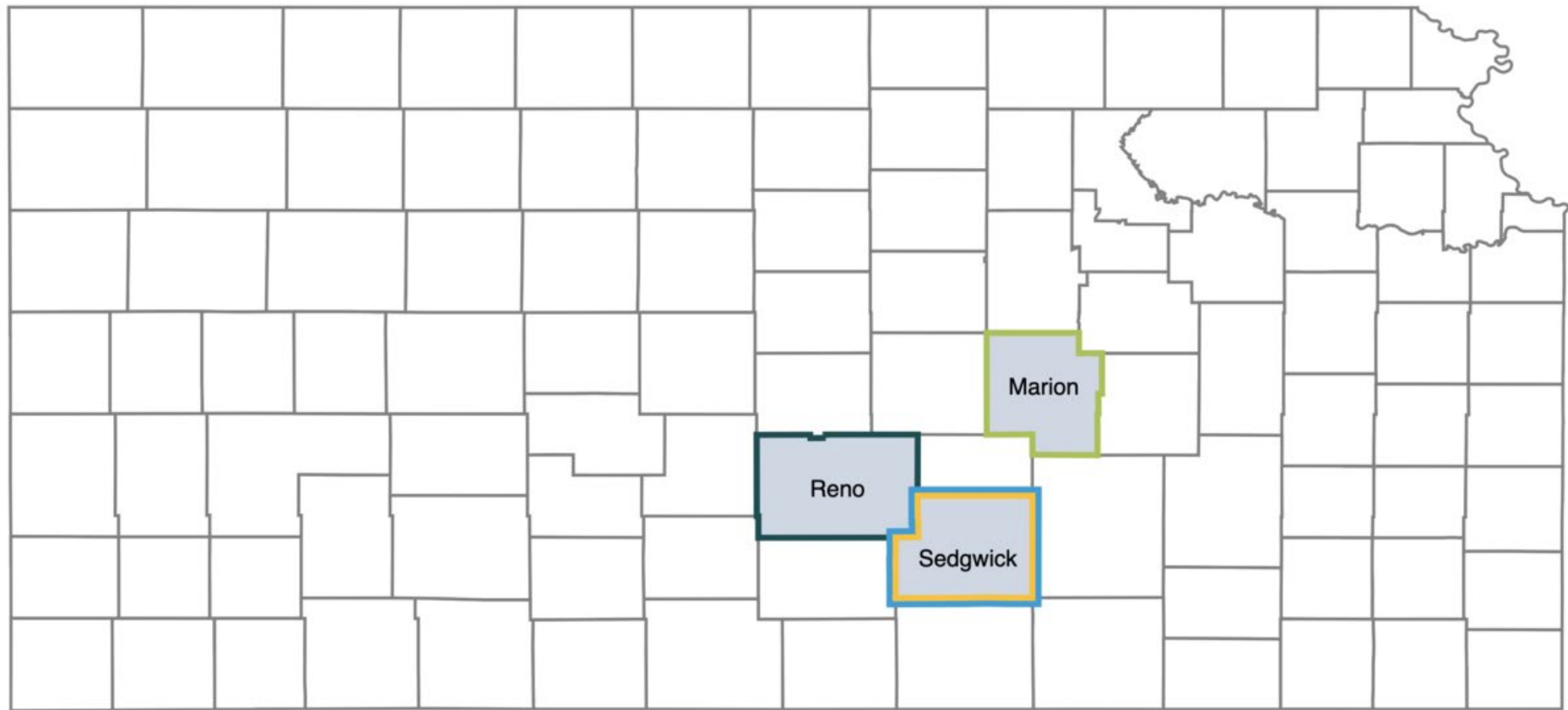
- Family Engagement & Referrals
- Home Visiting
- Parent Education
- PreK Infrastructure

Bright Spots

Cross-generational intervention



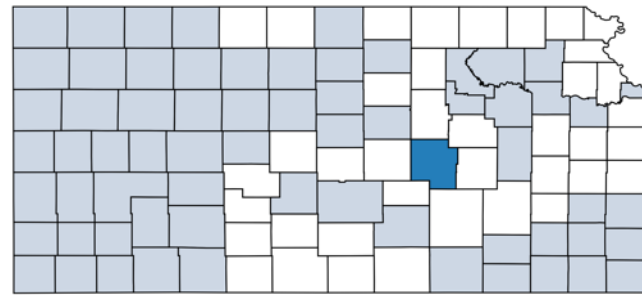
South Central Kansas: ITAV, TOP, UWPC, & UWRC





It Takes A Village...

Early Childhood Collaborative Project



Marion

212 children served
212 families served

52% qualified for
free/reduced price lunch

Programs

- Home Visiting
- PreK
- PreK & Early Learning Infrastructure
- Social-Emotional Consultation

Bright Spots

ITAV Home Visitor



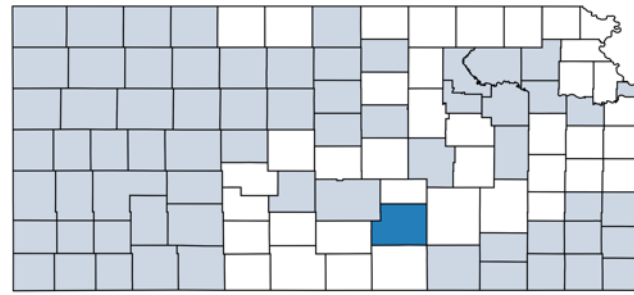
Prenatal
connections
with families



Screened infants
for developmental
delays



Linked
families to
needed services



343 children served
312 families served

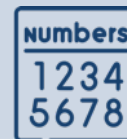
Programs

- 0-3 Care & Education
- Case Management
- Family Engagement & Referrals
- PreK
- Social-Emotional Consultation

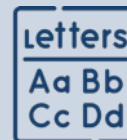
81% qualified for
free/reduced price lunch

Bright Spots

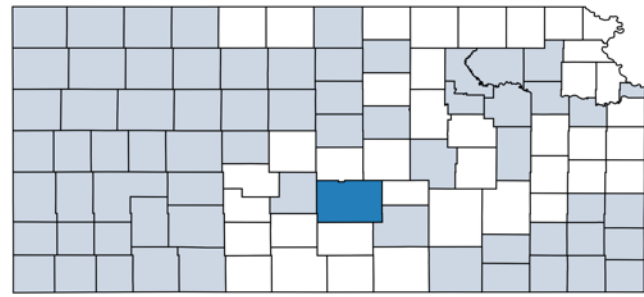
Number of months enrolled in
TOP had a positive relationship
with...



Numeracy outcomes
in younger children.



Phonemic awareness
outcomes in older children.



252 children served
228 families served

61% qualified for
free/reduced price lunch

Programs

- PreK
- PreK & Early Learning Infrastructure
- Home Visiting

Bright Spots

Build Me Up targeted children's behavior
in classrooms by fostering:



Warm
relationships



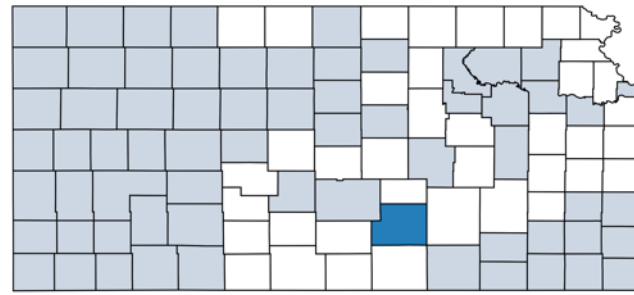
Social-
emotional skills



Communication
skills



United Way
of the Plains



Sedgwick

289 children served
280 families served

66% qualified for
free/reduced price lunch

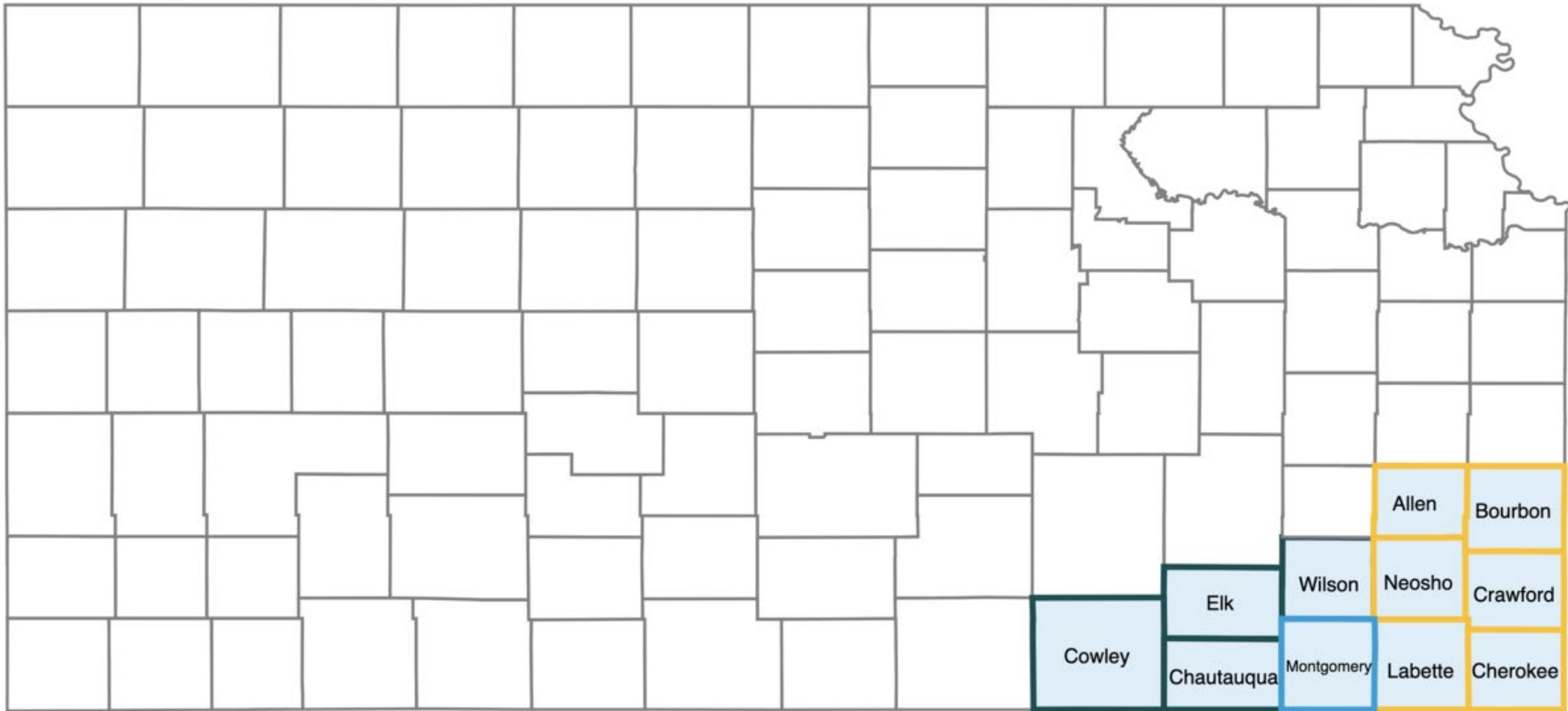
Programs

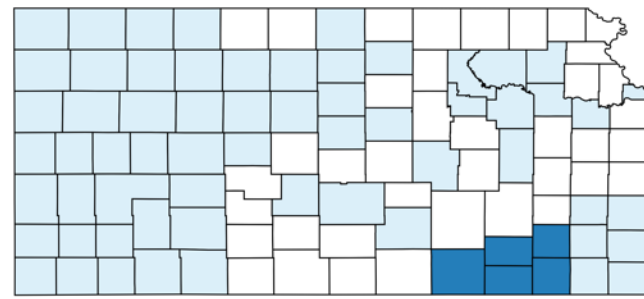
- 0-3 Care & Education
- PreK
- Developmental Screening
- Family Engagement & Referrals
- Home Visiting
- Social-Emotional Consultation

Bright Spots



Wrap-around services to families





Chautauqua,
Cowley, Elk,
Montgomery,
& Wilson

89 children served
68 families served

72% qualified for
free/reduced price lunch

Programs

- Case Management
- Mental & Behavioral Health Services
- Parent Education
- Social-Emotional Consultation

Bright Spots

Early Childhood Mental Health Consultation



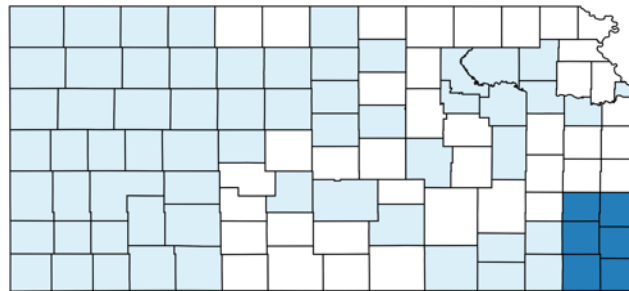
Assessment & intervention for challenging behaviors



Expulsion prevention from early learning centers



Targeted interventions to parents & providers



Allen, Bourbon,
Cherokee,
Crawford,
Labette, & Neosho

906 children served
788 families served

79% qualified for
free/reduced price lunch

Programs

- Case Management
- PreK
- 0-3 Care & Education
- Home Visiting

Bright Spots

Proud of our providers who...



learned how to interpret
& use their data



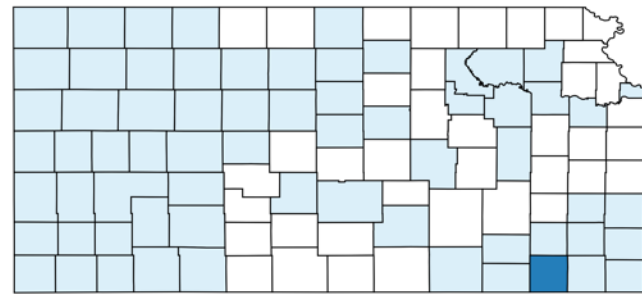
emphasized & improved
literacy



supported each other &
families during the pandemic



USD 445



Montgomery

149 children served
139 families served

79% qualified for
free/reduced price lunch

Programs

- PreK
- Social-Emotional Consultation

Bright Spots

Supported families in response to COVID-19:



Offered onsite & remote services

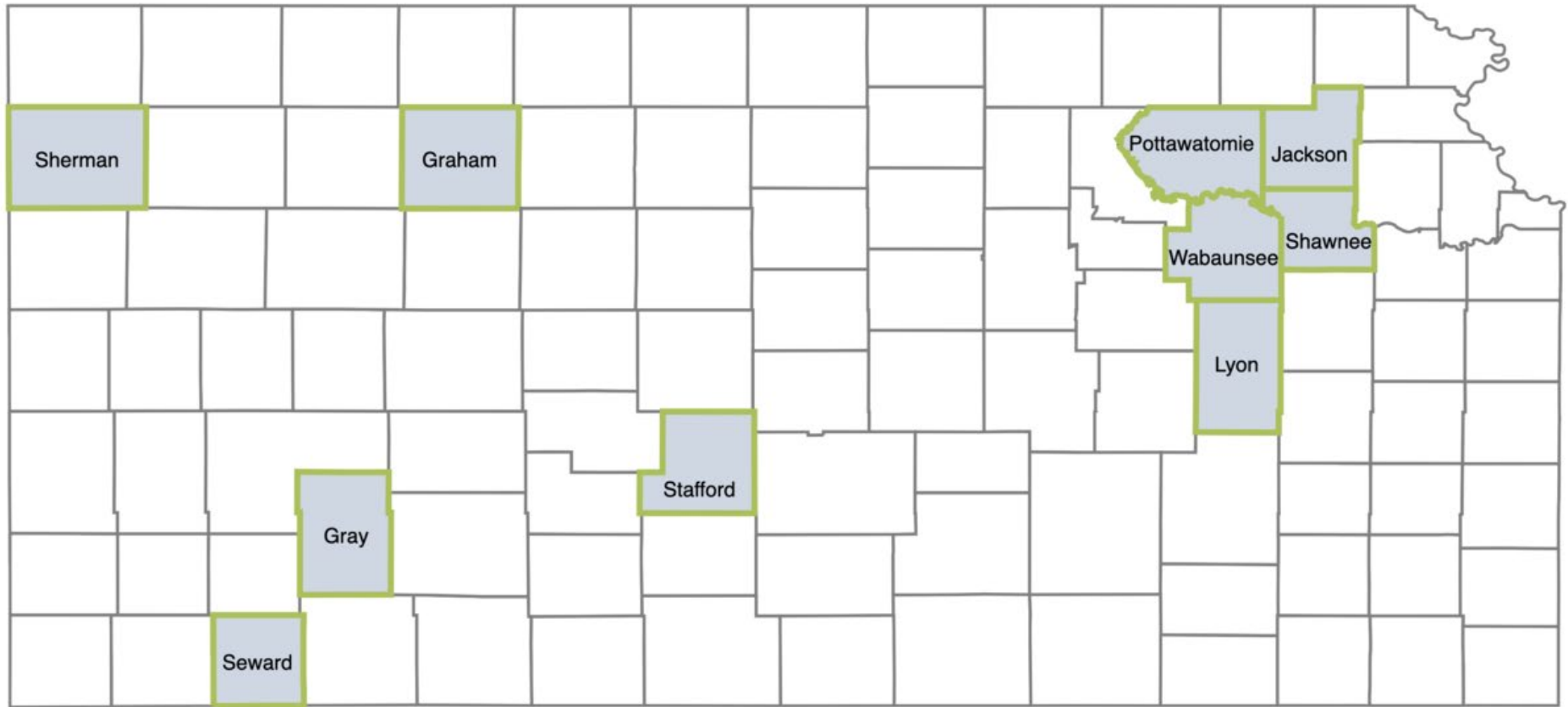


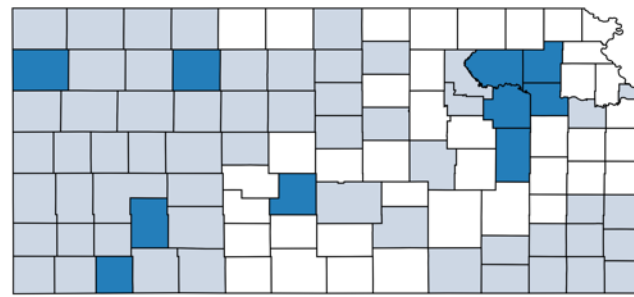
Children stayed enrolled & engaged



Created special virtual events for families

Multiple Regions: KHSa





Graham, Gray,
Jackson, Lyon,
Pottawatomie,
Seward, Shawnee,
Sherman, Stafford,
& Wabaunsee

506 children served
483 families served

69% qualified for
free/reduced price lunch

Programs

- PreK

Bright Spots

Parent
connections



Used data to
support learning
at home

Community
partnerships



Included resources
& activity supports

Classroom
instruction



Used data to
support learning
in classrooms



ECBG Children & Families Served

Risk Factors

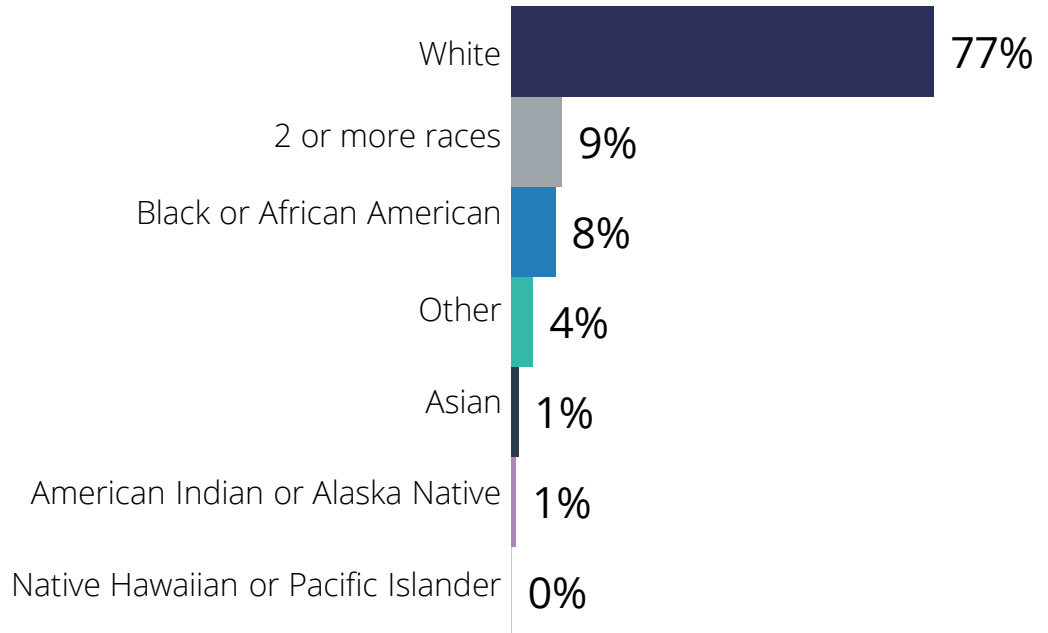
This report contains descriptive information for children and families served during the 2020-2021 grant year as well as longitudinal data from 2017-2021.

KCCTF Risk Factors

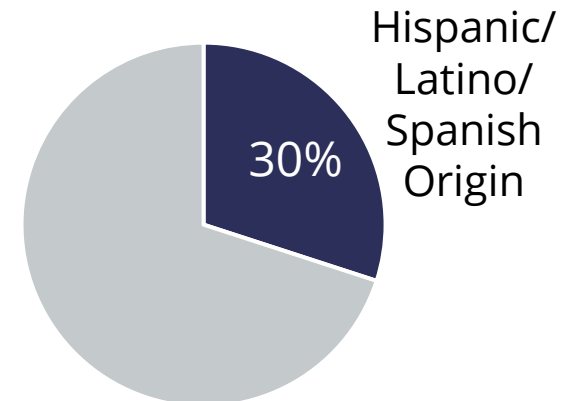
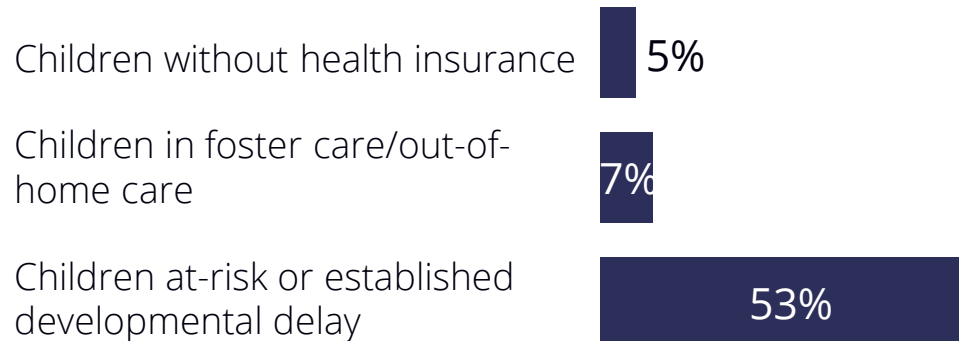
- Family income qualifying for the federal free and reduced-price lunch program
- Children and families whose primary language is not English
- Children at risk for developmental delay (ASQ-3 or ASQ:SE-2) or who have an established delay (Part B or Part C)
- Migrant families
- Children without health insurance
- Children in foster care/custody of a relative/out of home/DCF
- Caregivers with less than a high school education
- Teen parents
- Homeless families
- Custodial parent is unmarried

2020-2021 Child Risk Factors

6074 children served



Risk Factors



2020-2021 Family Risk Factors

5346 families served

56% Married

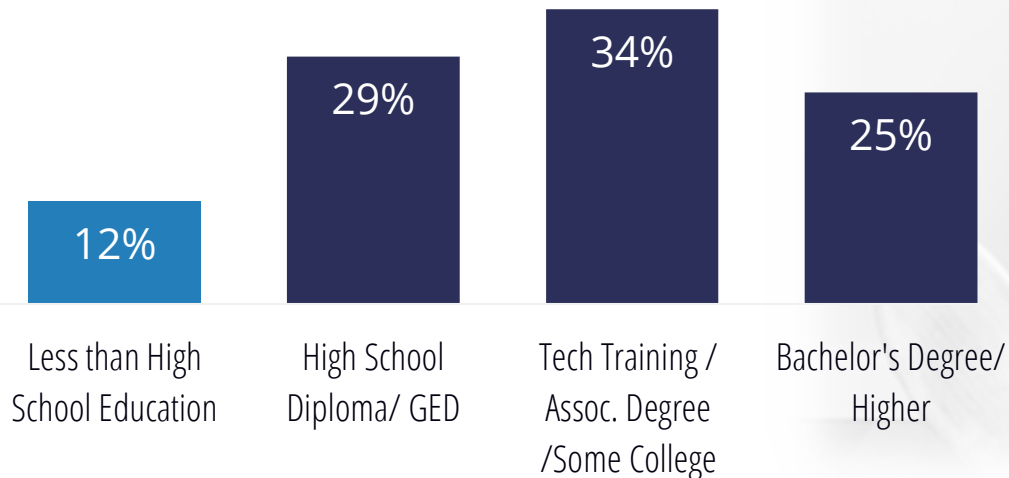
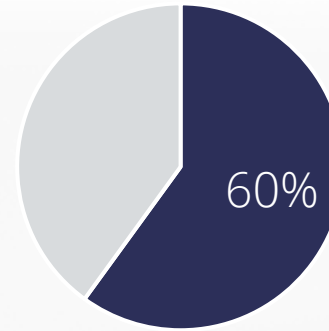
7% Teen Parents

72% Free & Reduced-Price Lunch

27% English is not the primary language in the home

1% Migrant Families

3% Homeless Families



Developmental & Social-Emotional Risk

ASQ-3 & ASQ:SE-2 Screenings

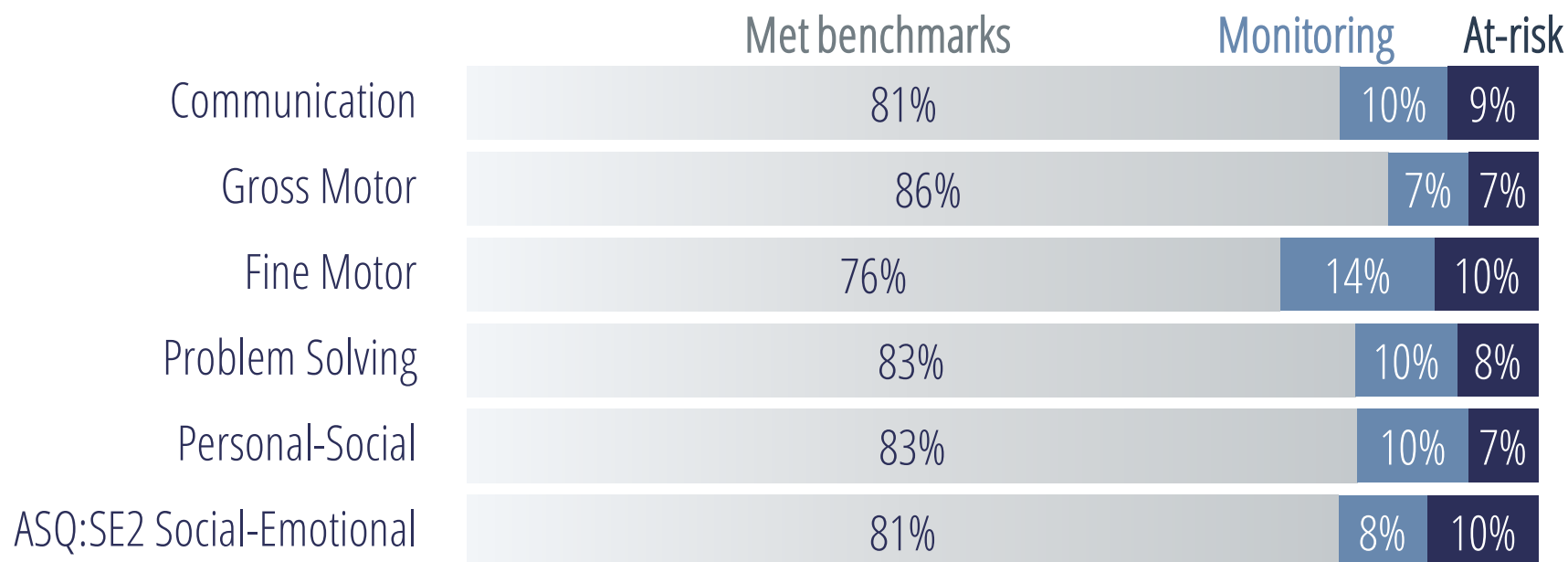
Early & Frequent
Screening



Early
Intervention



Better Outcomes &
Lower Cost



Overall, 46% of children had an indication of risk.

Impact of COVID-19 on Child Care & PreK



49% of environments shut down due to COVID-19



1749 children were impacted by closures

2% closed **permanently** due to the COVID-19 pandemic

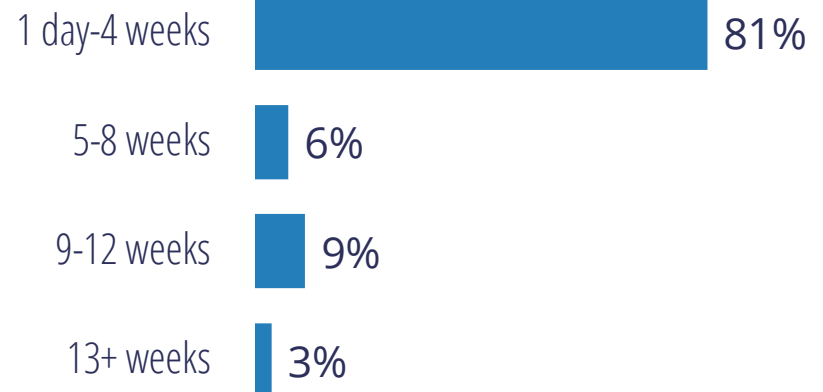
47% shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down



33% utilized remote learning while temporarily shut down

Number of weeks temporarily shut down



Social-Emotional Outcomes

DECA – % children on track

Focuses on: Attachment/Relationships, Self-Regulation, & Initiative¹



6%
increase
this year



Early Care & Education

Why are quality teacher-child interactions important?

Quality early care is defined as positive, responsive relationships with adults. Research on these relationships is defined as [Serve and Return](#) by The Center on the Developing Child at Harvard University.

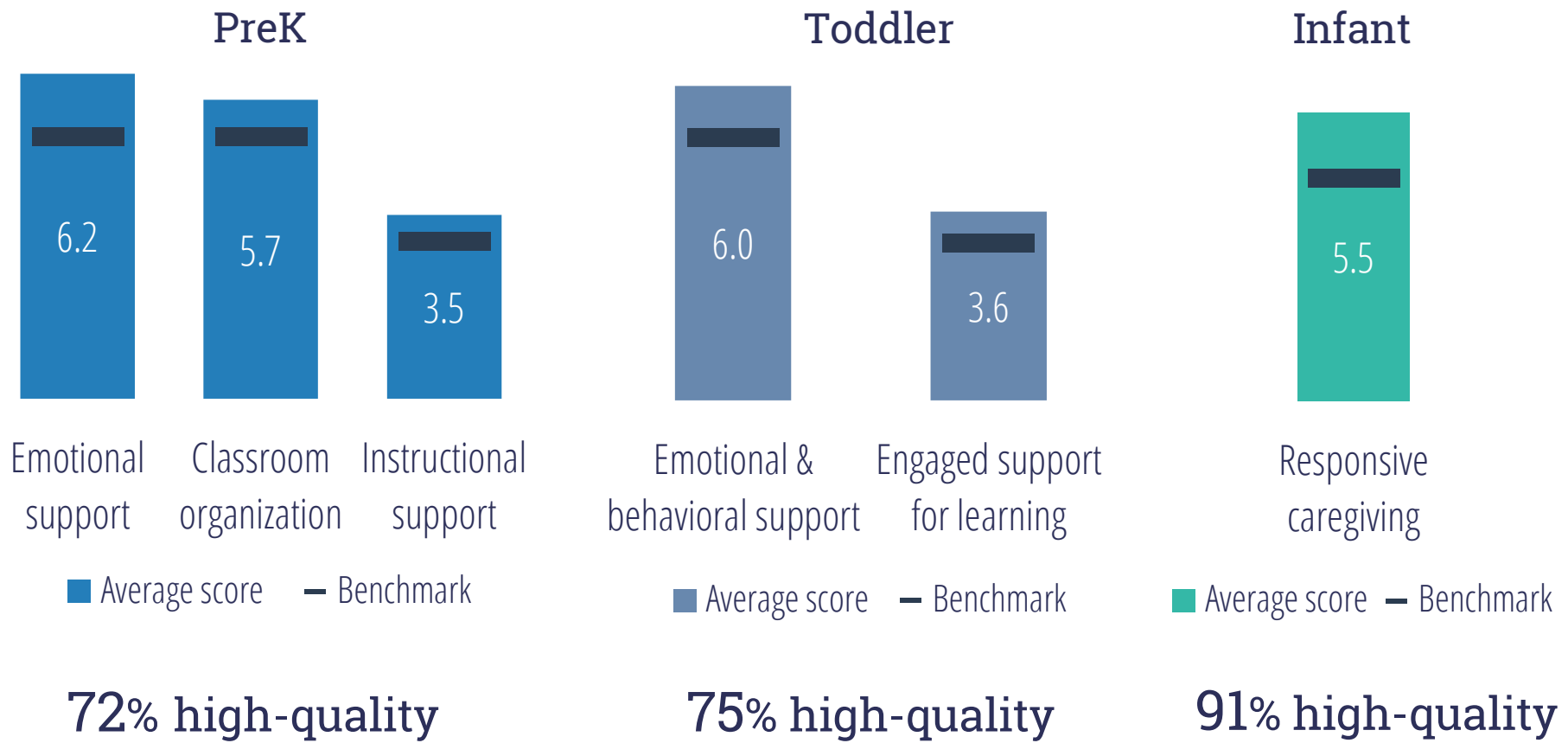
High quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills. ^{2,3}

Children who experience **high quality relationships and care** from infancy through PreK have **higher cognitive, language, preacademic skills, and social-emotional skills** upon school entry. ^{4,5,6,7}



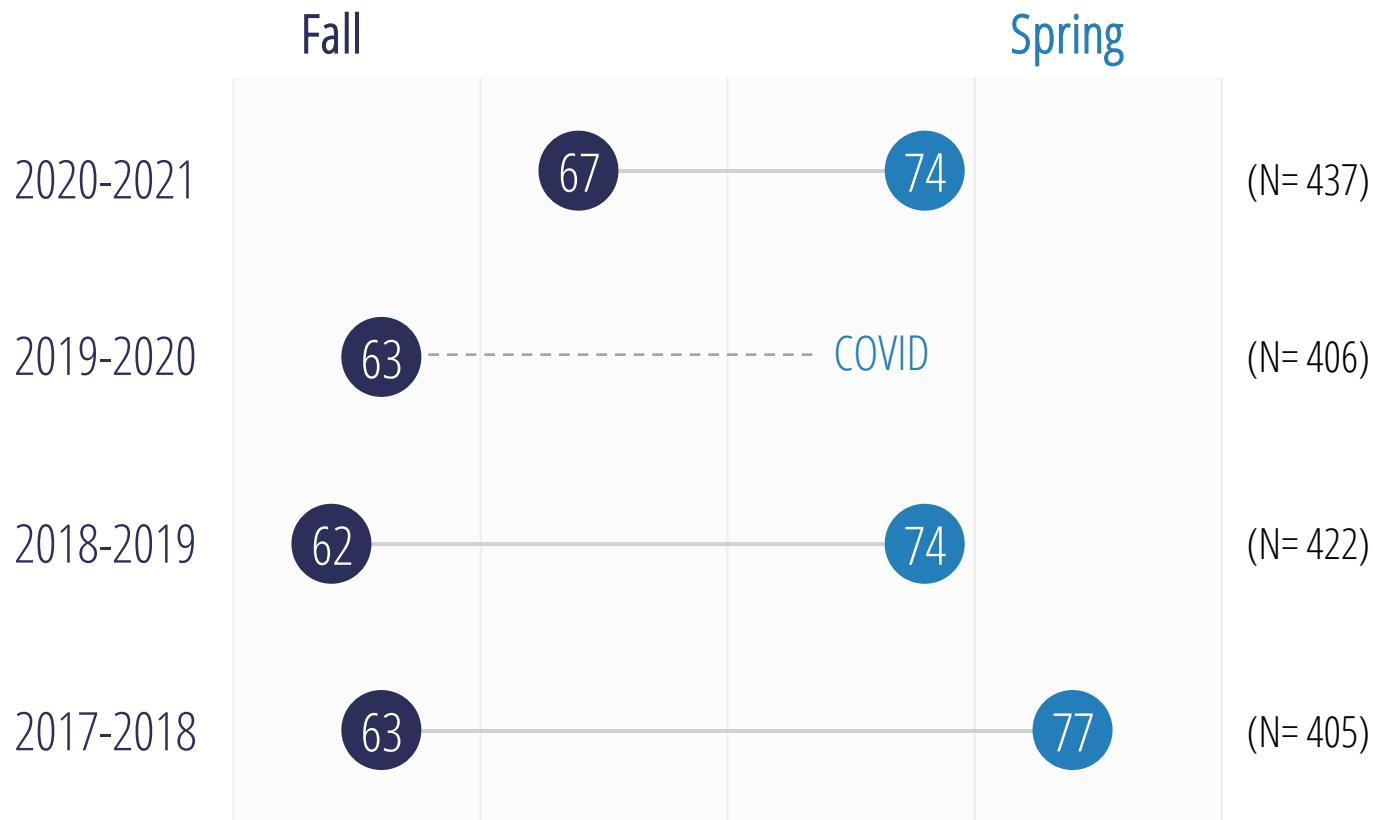
Early Care & Education Outcomes

CLASS – average scores



Early Care & Education Outcomes

CLASS – % high-quality classrooms



7%
increase
this year



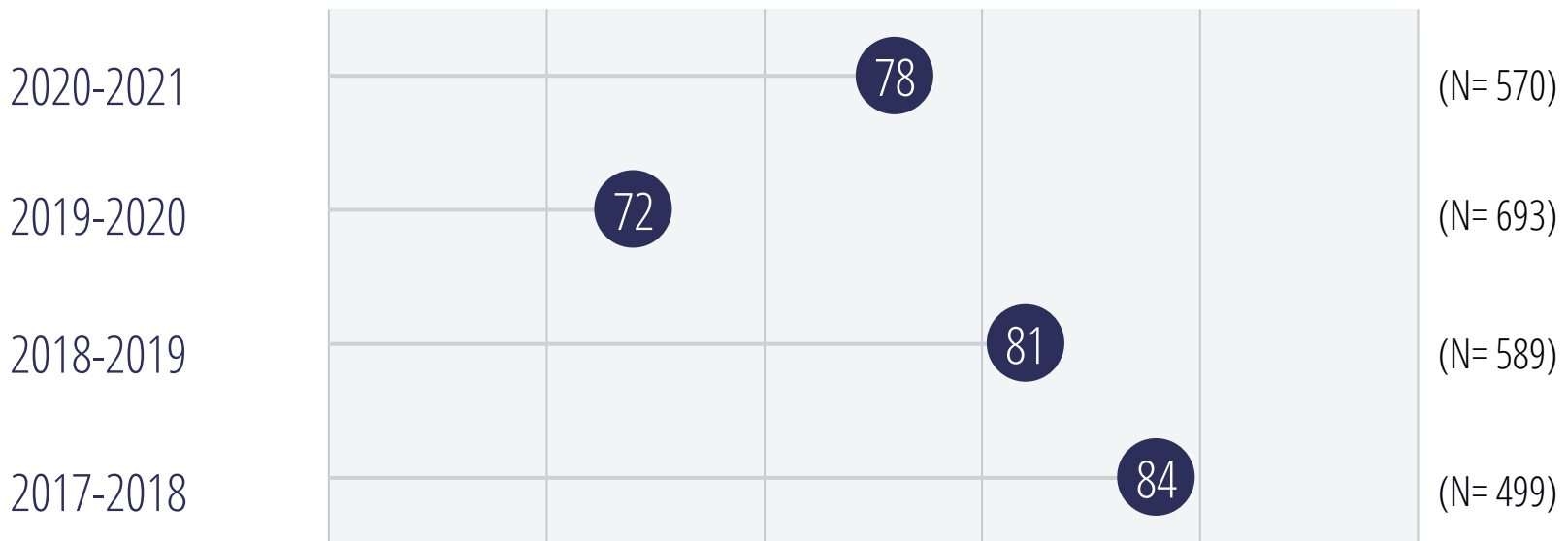
0-3 Early Care & Education Outcomes

IGDI ECI – % positive change

Why is an early communication measure important?

Early language is the **best predictor** of future **school readiness and academic success** at this age⁸ and is essential for **early identification and intervention**.⁹

Focuses on: Gestures, Vocalizations, Single words, & Multiple words.¹⁰



Almost half of the ECBG children assessed (47%) had an established delay.

4-Year-Old Early Literacy Language Comprehension

Language comprehension is the ability to derive meaning and draw inferences from written and spoken language.

Why is Language Comprehension important?

Oral language and comprehension have been found to **predict literacy and reading outcomes**.¹¹

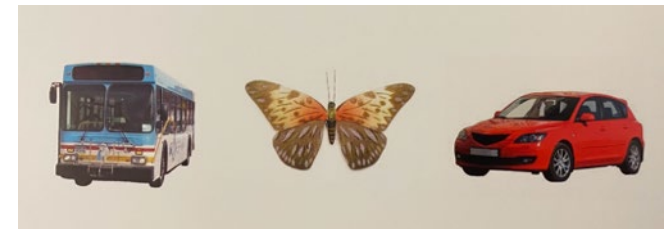
Children who enter school with larger vocabularies have fewer difficulties learning new words and comprehending language.¹²

Language Comprehension focuses on¹³:

Picture Naming

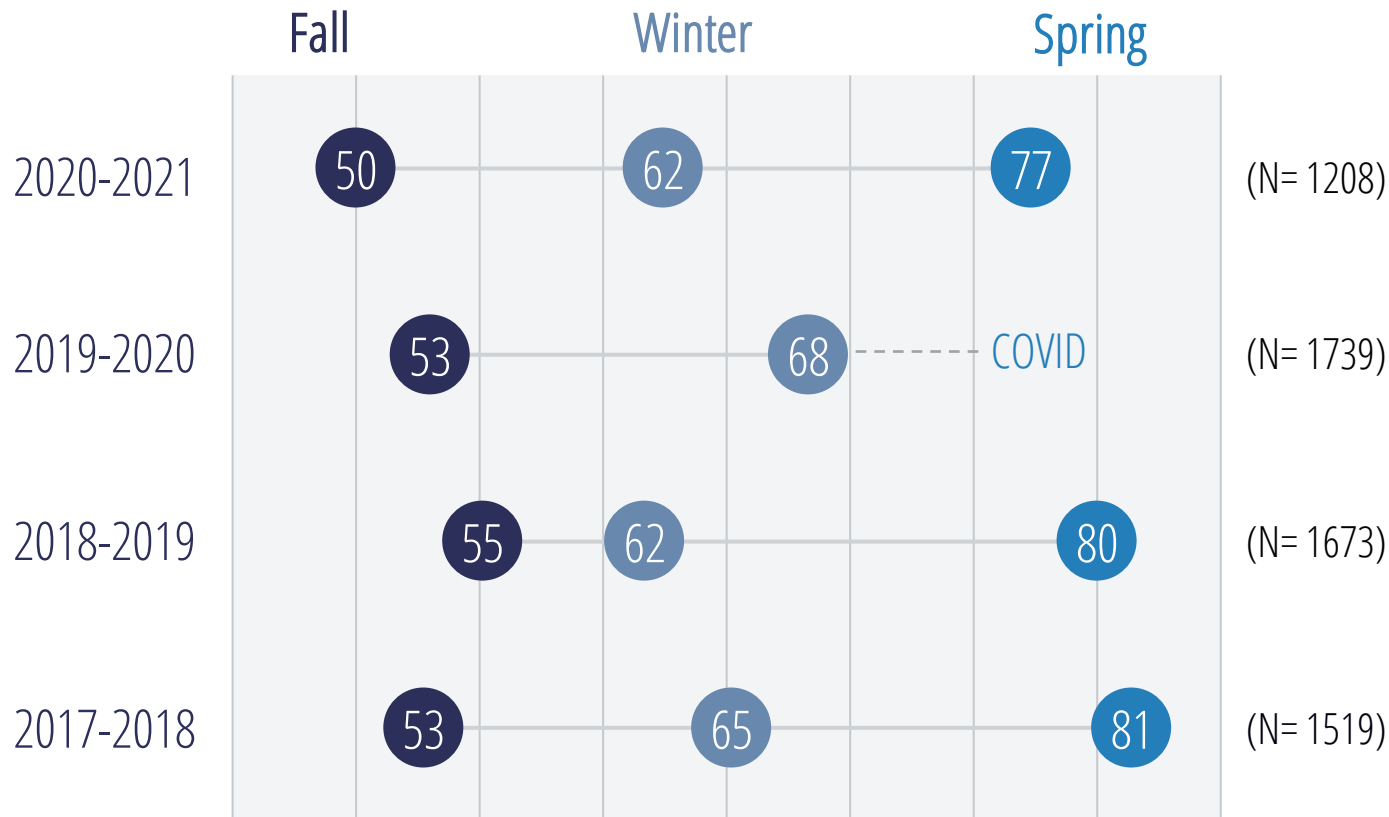


Which One doesn't Belong



PreK Literacy Outcomes

myIGDIs Language Comprehension – % on track



27%
increase
this year



4-Year-Old Early Literacy

Phonological Awareness

Phonological Awareness is the ability to detect, identify, and manipulate individual sounds in spoken language.

Why is Phonemic Awareness important?

Research indicates **emergent phonological skills are key to learning to read**.¹⁴ Strong phonemic awareness is a predictor of reading proficiency in third grade.^{15,16}

Phonemic Awareness focuses on:

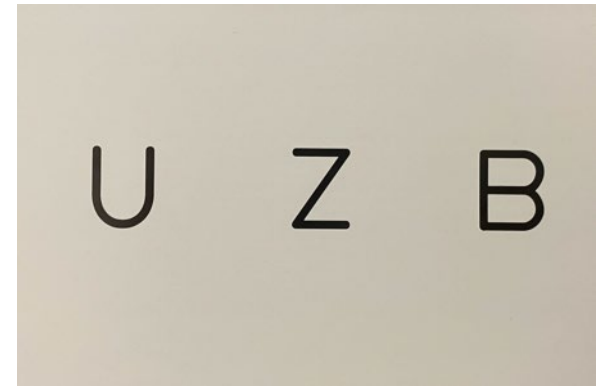
Rhyming



Alliteration

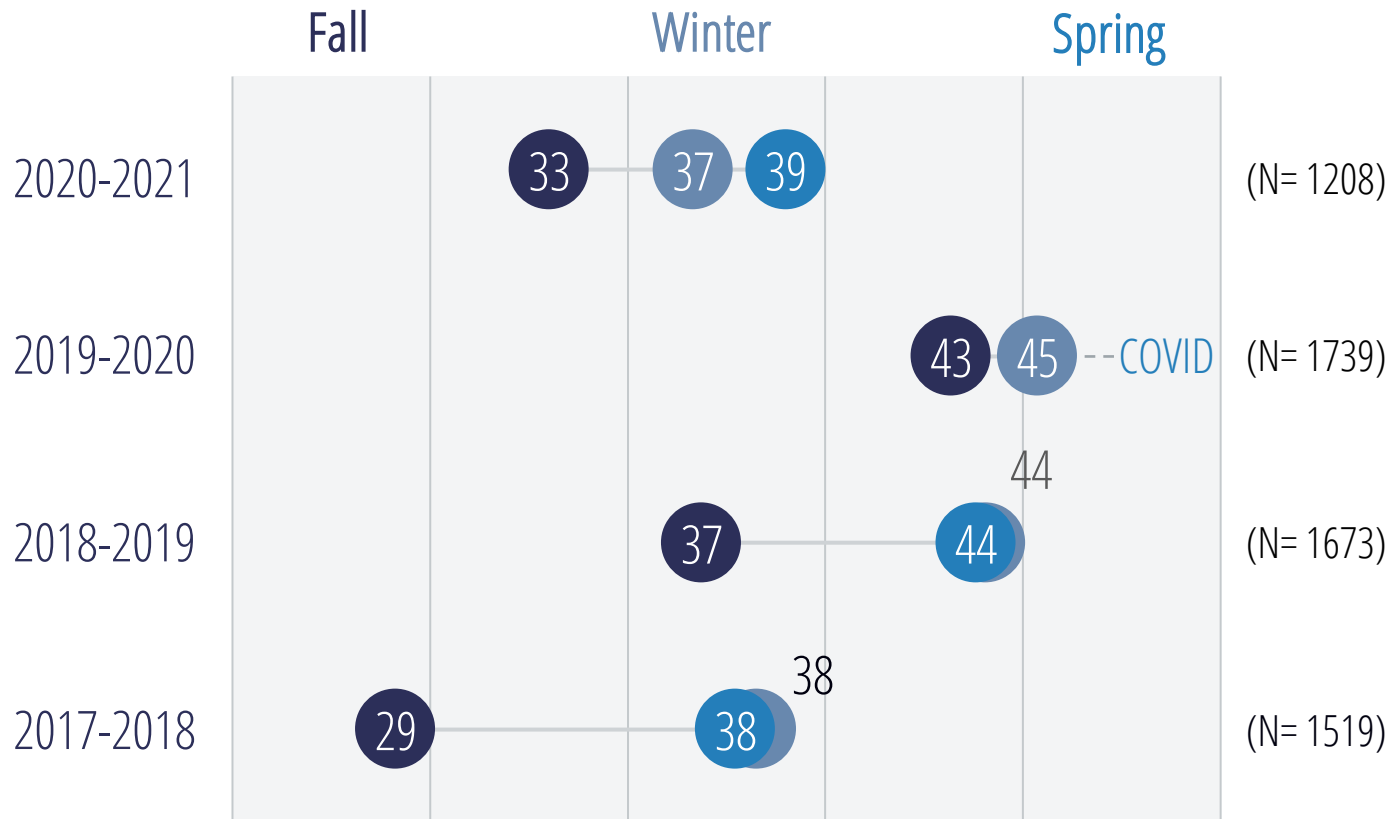


Sound Identification

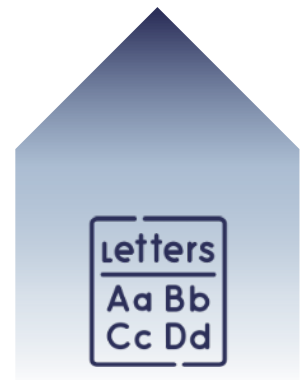


PreK Literacy Outcomes

myIGDIs Phonemic Awareness – % on track



6%
increase
this year



3- & 4-Year-Old Numeracy

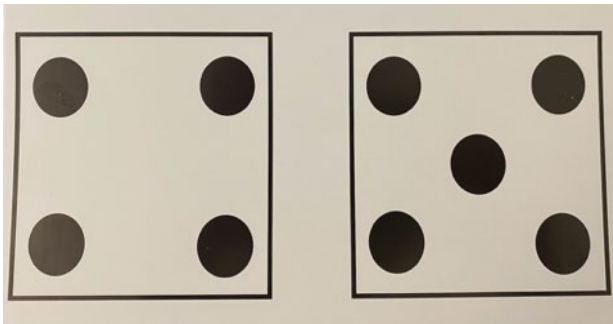
Why is a measure of numeracy important?

Research from multiple longitudinal studies demonstrated preschool numeracy skills are **strongly associated with future academic success.**^{17,18,19}

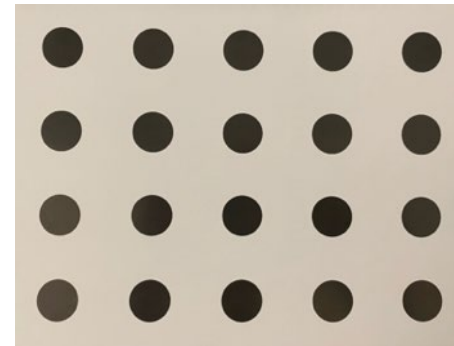
Numeracy focuses on:

- Oral Counting
- Number Naming
- Quantity Comparison
- 1-to-1 Correspondence Counting

Quantity Comparison

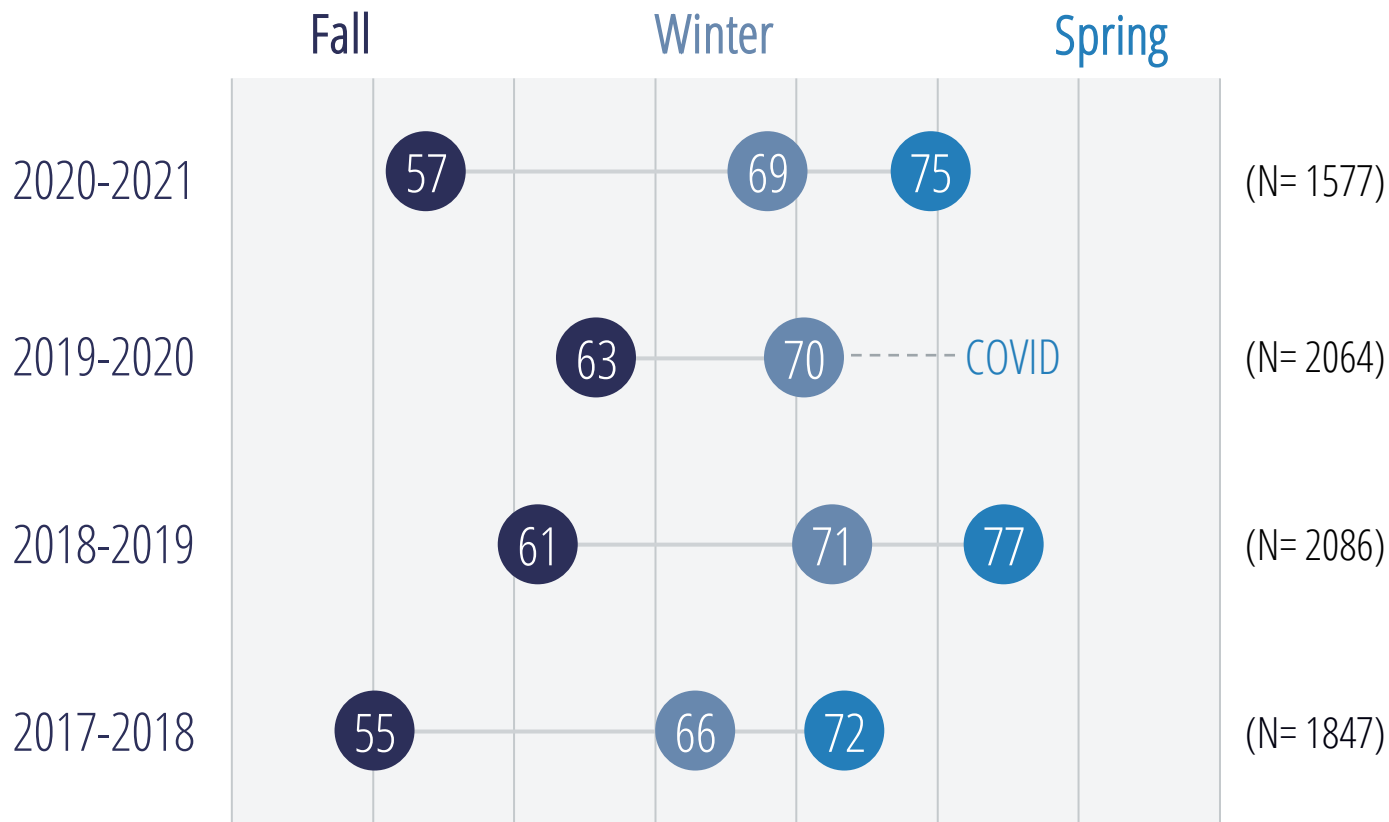


1-to1 Correspondence Counting



PreK Early Numeracy Outcomes

myIGDIs Numeracy – % on track



18%
increase
this year



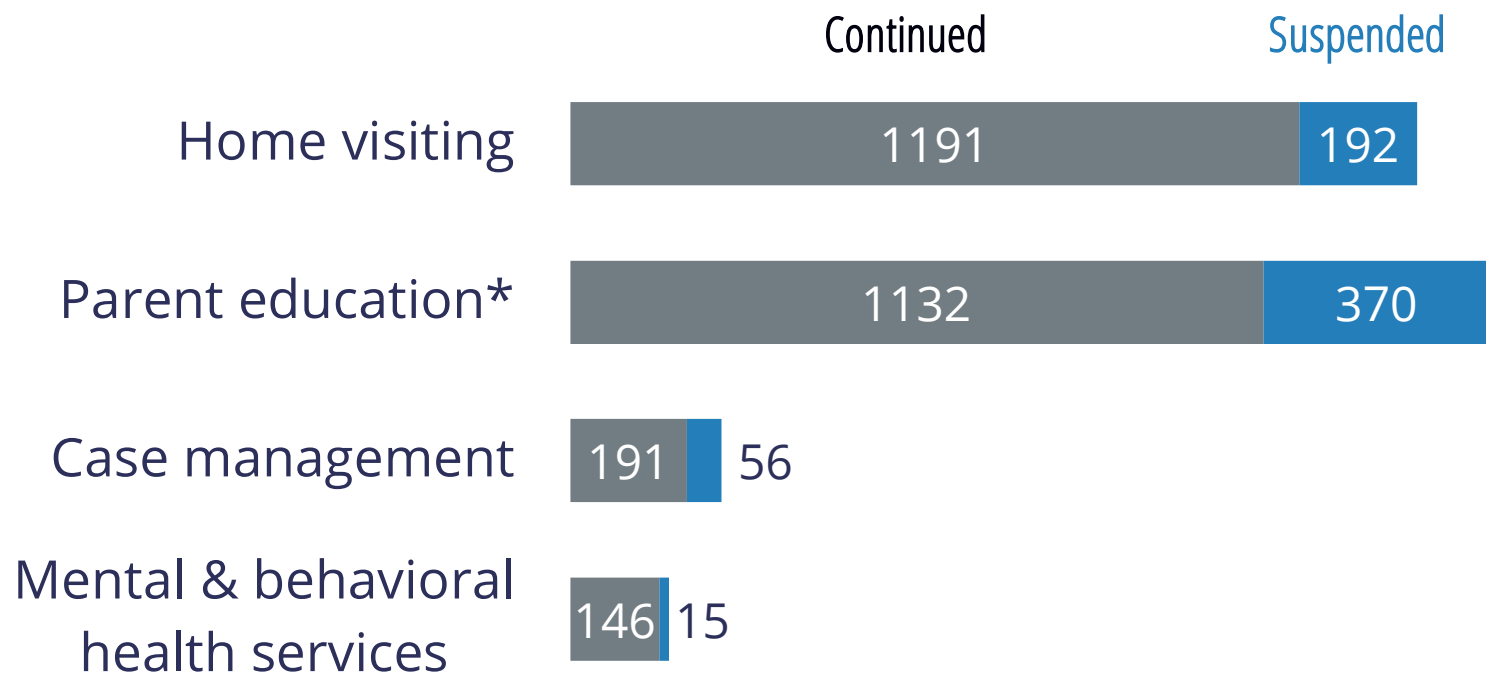
Impact of COVID-19 on Families Engaged in Family Services

2660

continued to be served
during 2020-2021

663

suspended services
due to the pandemic



*140 parent education groups, sessions, and/or classes were cancelled due to the pandemic

Home Visiting Outcomes

HOME – % supportive home environments

Focuses on six areas: Responsivity, Acceptance, Organization, Learning Materials, Involvement, & Variety



2%
increase
this year

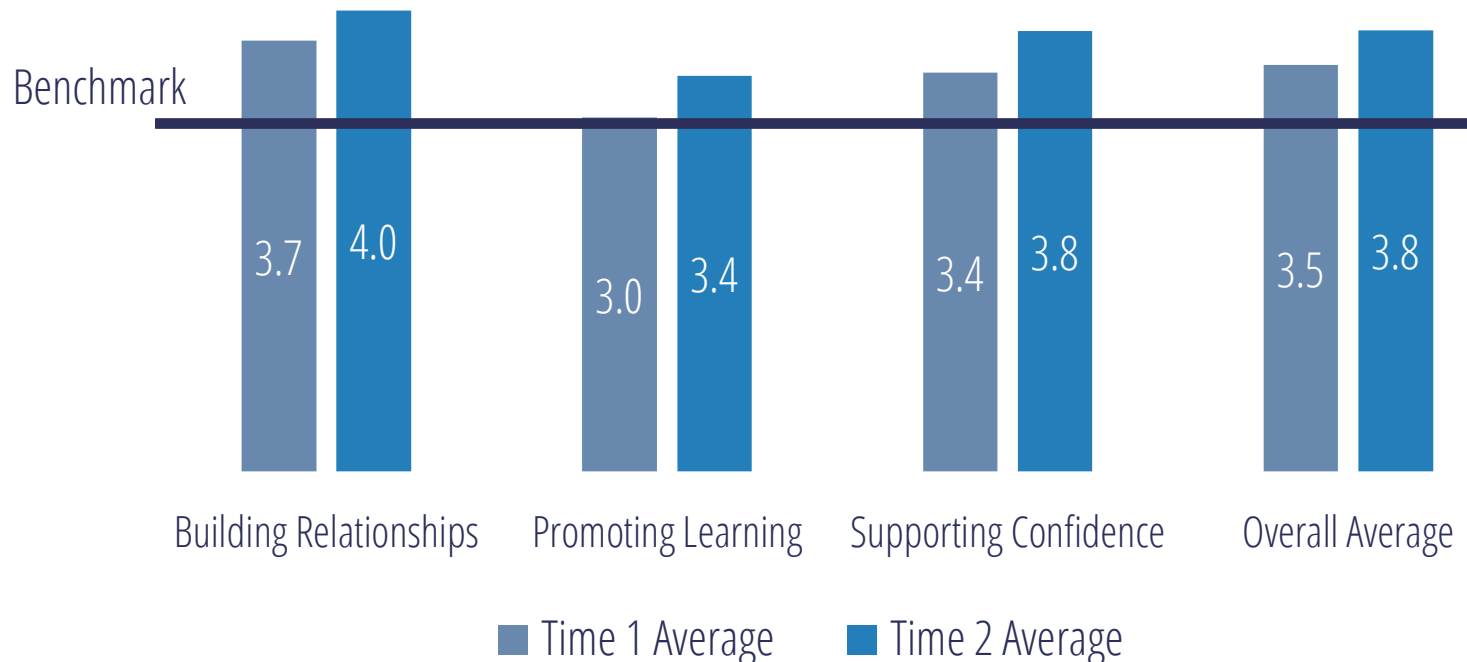


Parent Education Outcomes

KIPS – subcategory and overall averages

Why is a measure of positive parenting important?

Parent education promotes **supportive parenting and positive nurturing parent-child relationships**. Evidence-based parent education programs promote positive parenting and **reduce developmental risk**. ^{20,21,22}



Parent Education Outcomes

KIPS – % positive parenting



18%
increase
this year



Summary & Conclusions: ECBG

In the 2020–2021 year, ECBG funds helped early childhood providers serve 6074 children and 5346 families. The number of families with multiple risk factors has increased. Notably, many children and families had risk factors such as:

- Qualified for free or reduced-price lunch (72%)
- At-risk of or with a developmental delay (53%)
- Earned less than \$40,000 annually (60%)

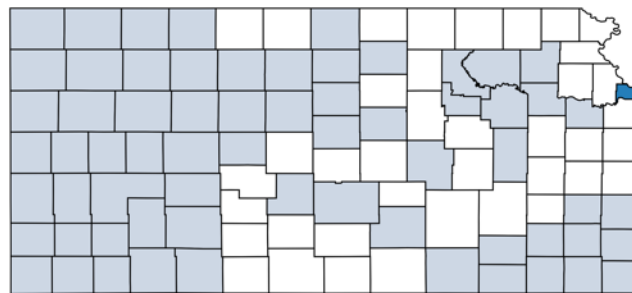
Due to COVID-19, 49% of environments closed at least temporarily, impacting 1749 children. Family services were suspended for 663 families as well. COVID-19 also disrupted data collection and delivery of services. The effects on the classrooms, children, and families can be seen in the 2021 outcomes.

- ASQ-3 & ASQ:SE-2 indicated 46% of children had some indication of risk.
- Although all outcomes showed progress for children, families, and classrooms, results were often less positive than in previous years (pre-COVID-19).

Communities Aligned in Early Development & Education (CAEDE)

Start Young
2020-2021 Evaluation





Wyandotte

511 children served
420 families served

67% qualified for
free/reduced price lunch

Programs

- Literacy Activities
- Mental & Behavioral Health Services
- PreK
- PreK & Early Learning Infrastructure

Bright Spots



26

teachers
increased their
level of education



94%

of teachers with
salary supplements
were retained

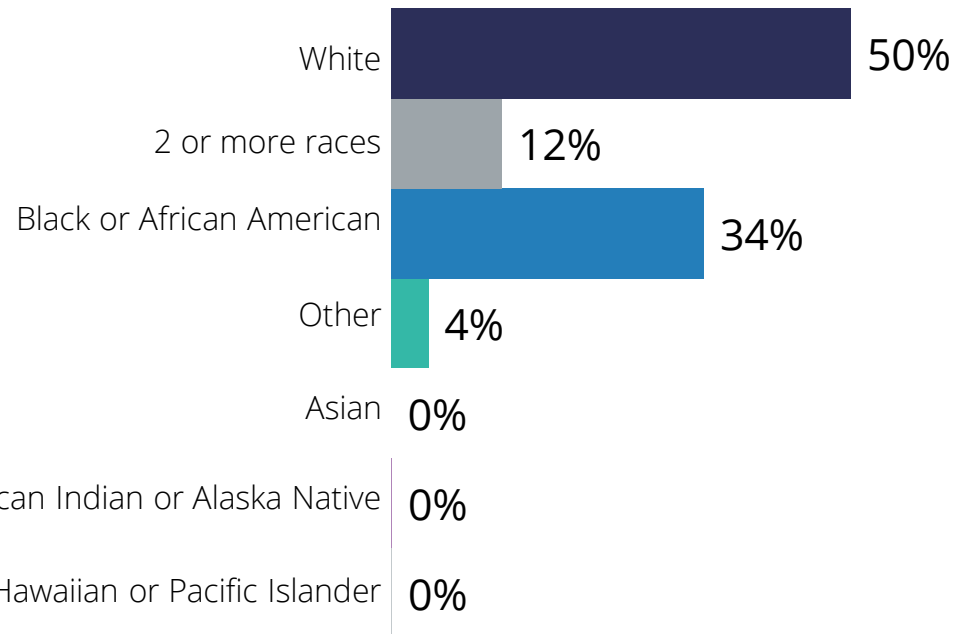


293

new, quality child
care slots in
Wyandotte County

2020-2021 Child Risk Factors - Start Young

511 children served

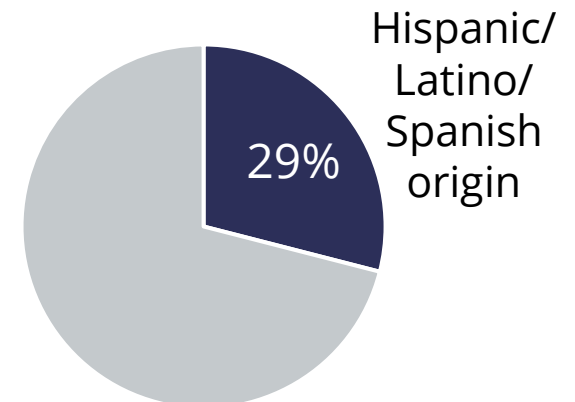


Risk Factors

Children without health insurance 3%

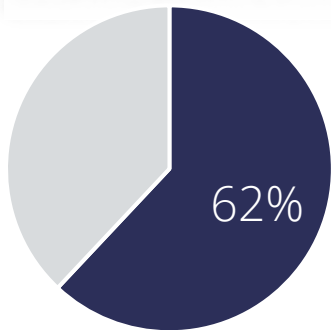
Children in foster care/out-of-home care 8%

Children at-risk or established developmental delay 38%



2020-2021 Family Risk Factors - Start Young

420 families served



Earned less than \$40,000 annually

44% Married

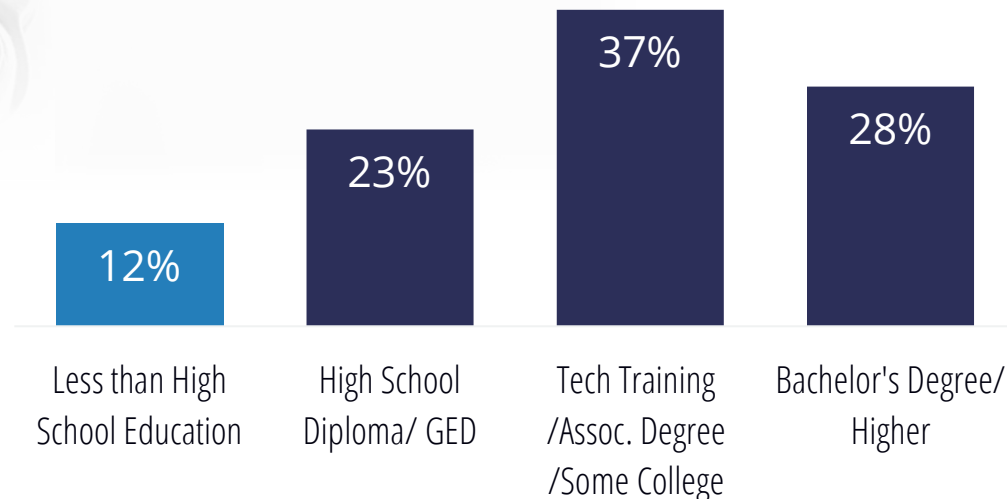
7% Teen Parents

67% Free & Reduced-Price Lunch

29% English is not the primary language in the home

1% Migrant Families

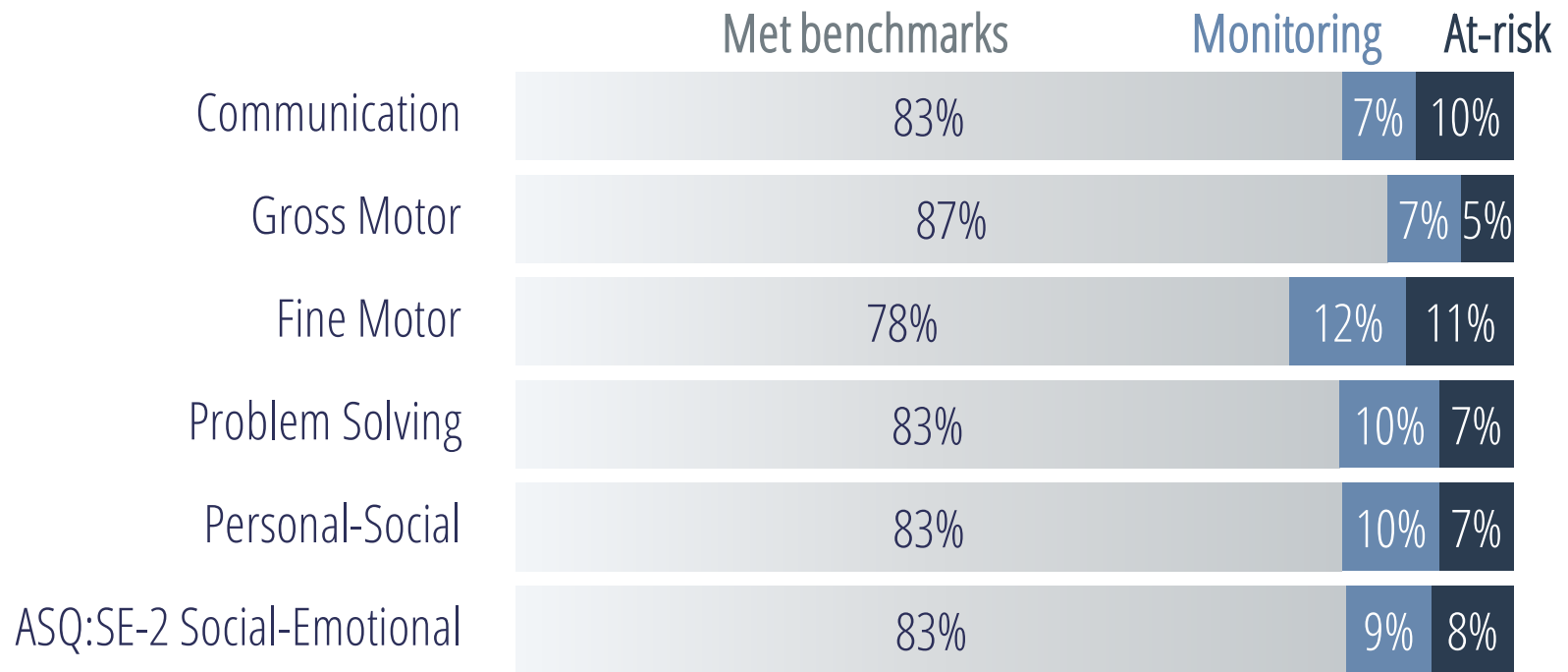
3% Homeless Families



Developmental & Social-Emotional Risk

ASQ-3 & ASQ:SE-2 Screenings

ASQs are **based on the child's age**, with a different screener for each age and cutoff scores to indicate whether a child is achieving developmentally appropriate tasks at each interval.²³



Overall, 43% of children had an indication of developmental risk.

Impact of COVID-19 on Child Care & PreK



55% of environments shut down due to COVID-19



229 children were impacted by closures

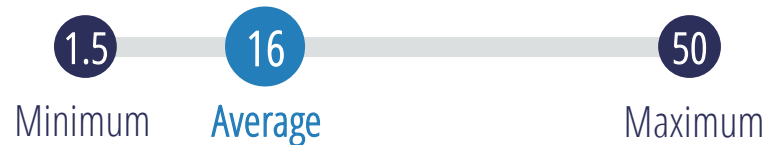
5%

closed **permanently** due to the COVID-19 pandemic

50%

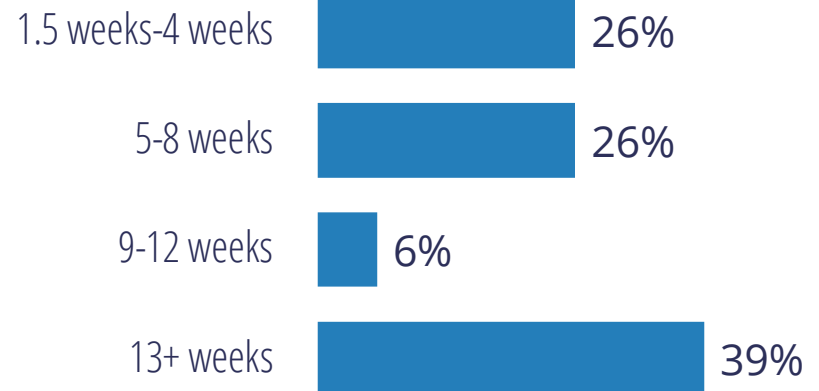
shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down



58% utilized remote learning while temporarily shut down

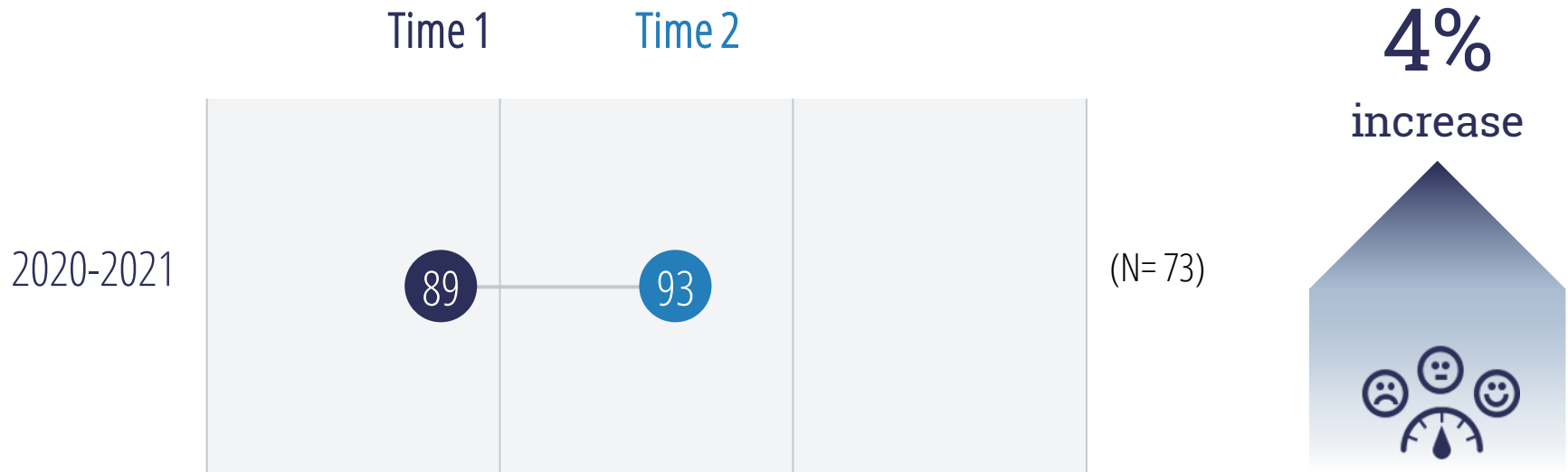
Number of weeks temporarily shut down



Social-Emotional Outcomes

DECA – % on track

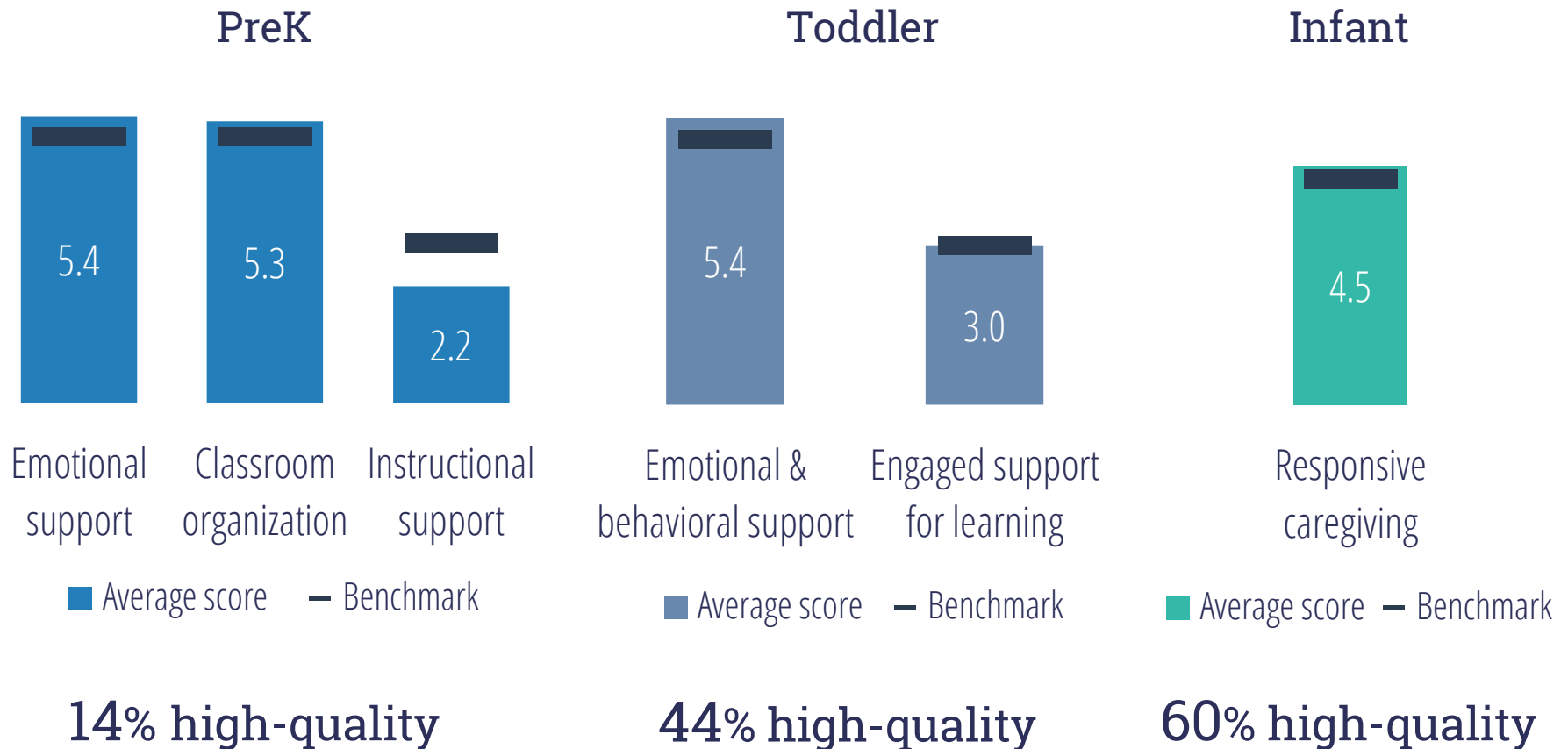
The DECA is an observational measure designed to evaluate **social-emotional strengths** associated with **resiliency** and **protective factors**.¹



Early Care & Education Outcomes

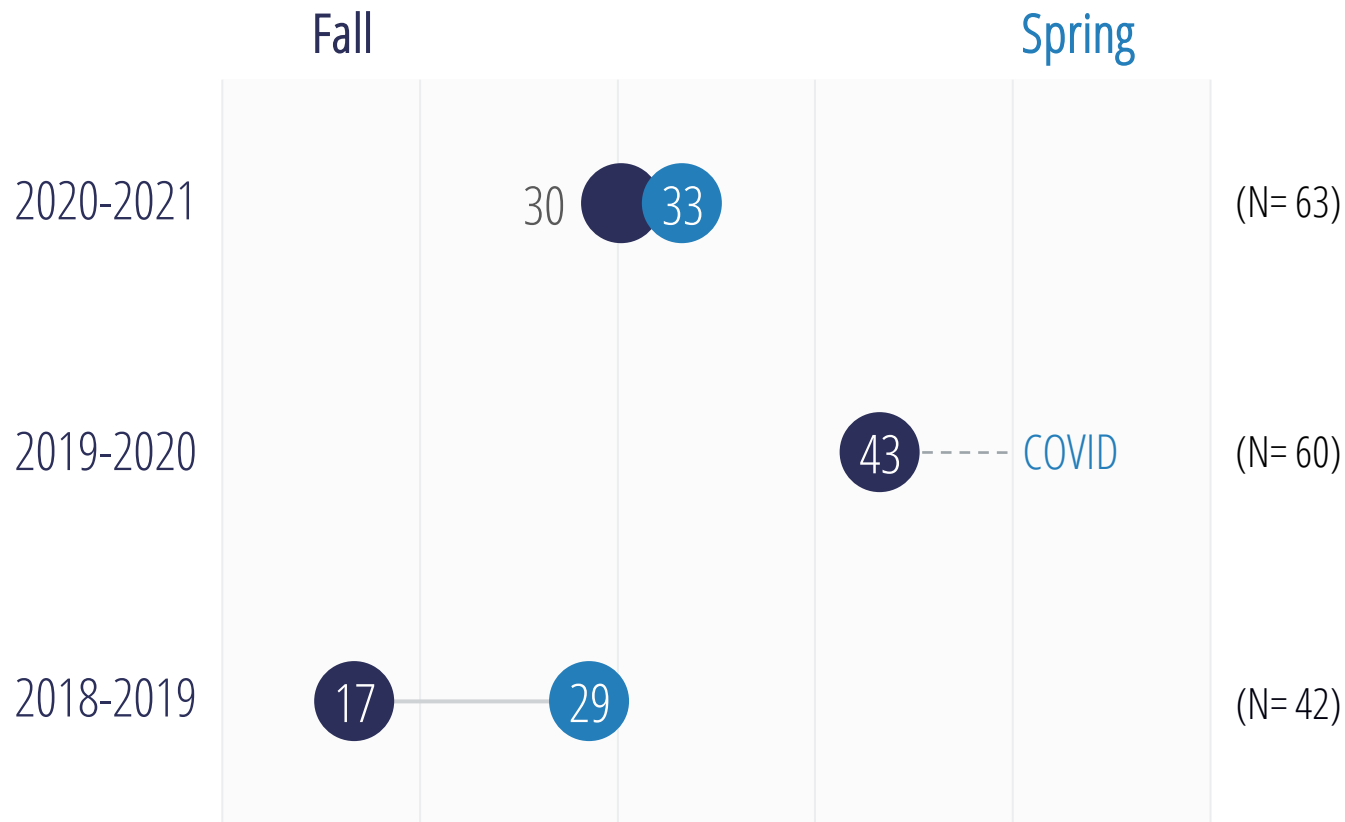
CLASS – average scores

The CLASS is an **observation-based** measure used to assess the **quality of teacher-child interactions** with components gauged to be developmentally appropriate within early learning environments.²



Early Care & Education Outcomes

CLASS - % high-quality classrooms



3%
increase
this year



0-3 Early Care & Education Outcomes

Early Communication Indicator (ECI) – % on track

The ECI is a play-based measure that monitors **expressive communication skills**.¹⁰



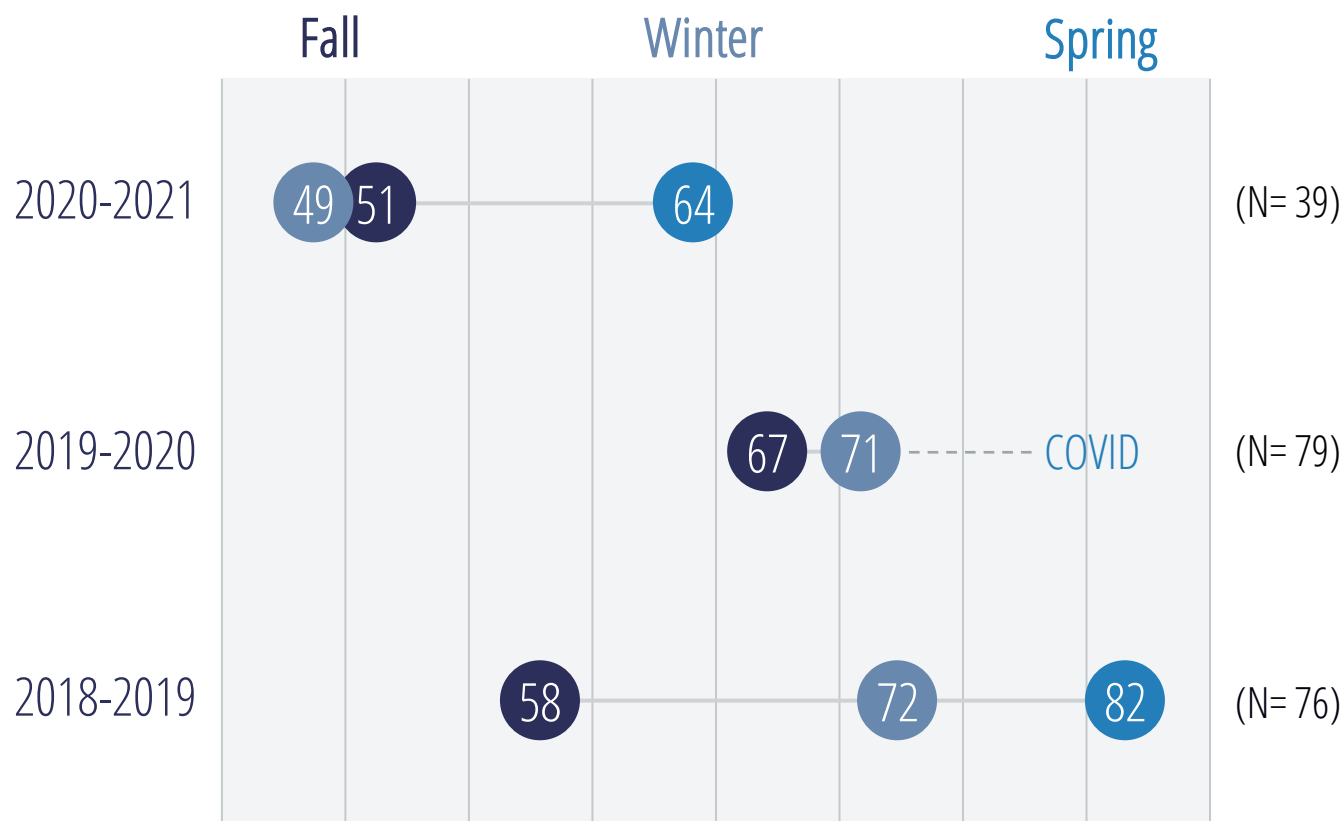
2%
increase
this year



PreK Literacy Outcomes

myIGDIs Language Comprehension – % on track

The myIGDIs Literacy measures provide essential information on **the emergence of critical literacy skills** in preschool-aged children.¹³

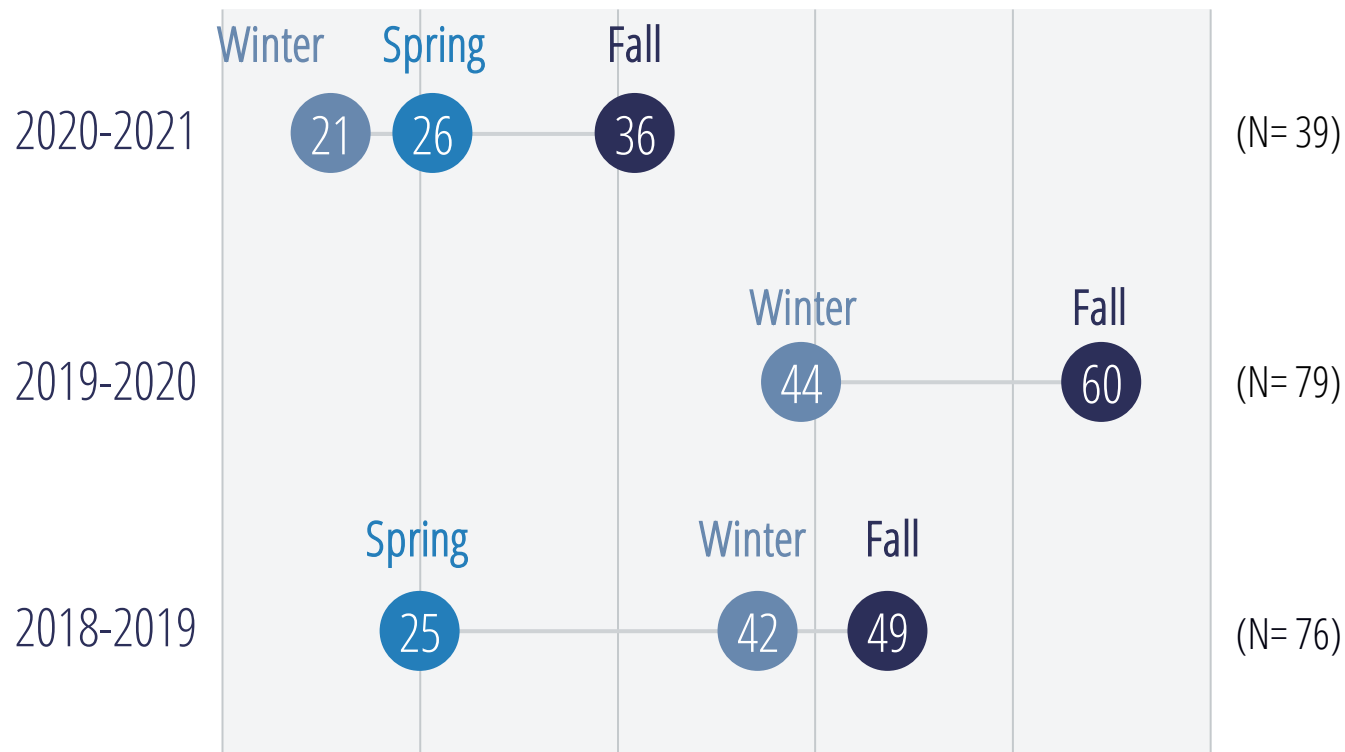


13%
increase
this year

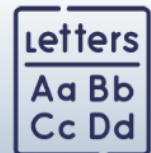


PreK Literacy Outcomes

myIGDIs Phonemic Awareness – % on track



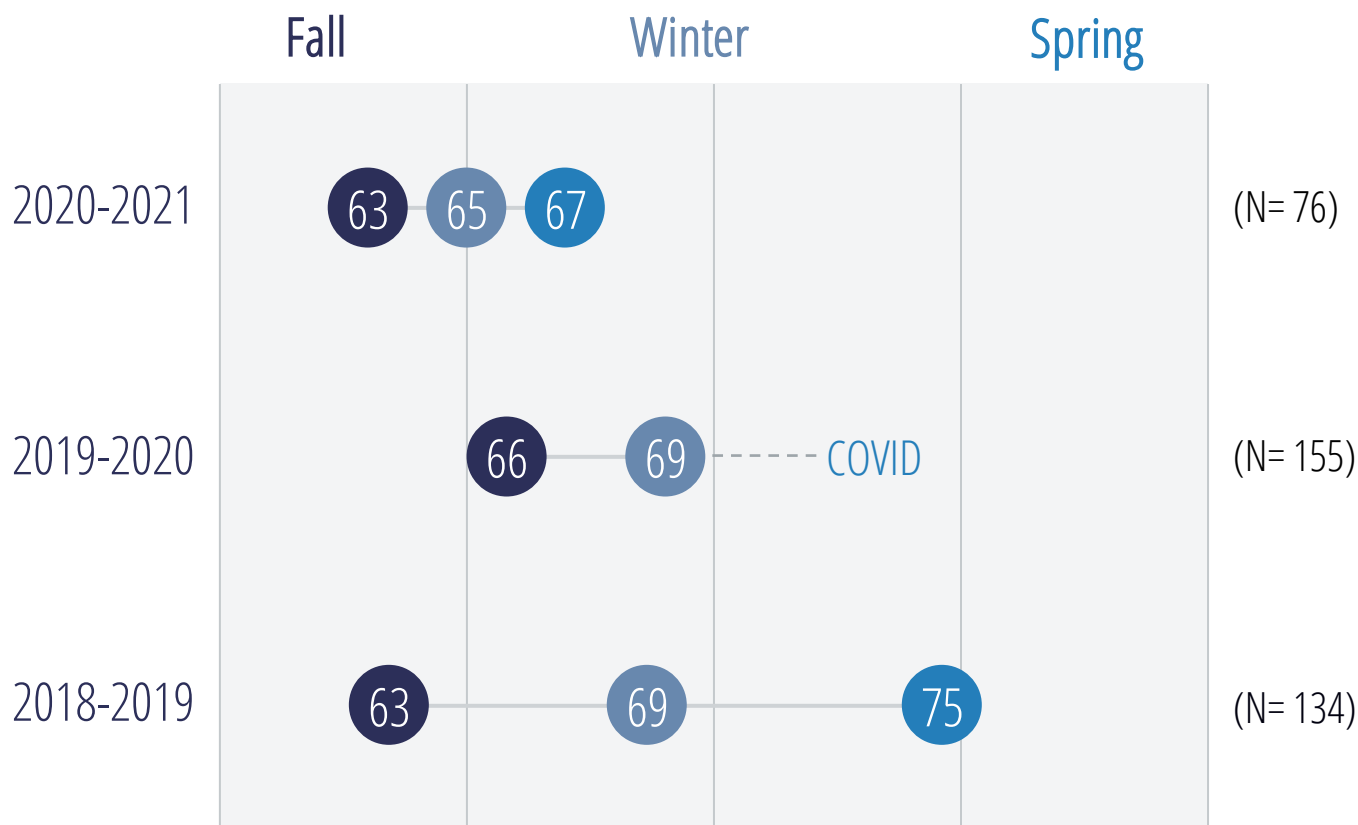
10%
decrease
this year



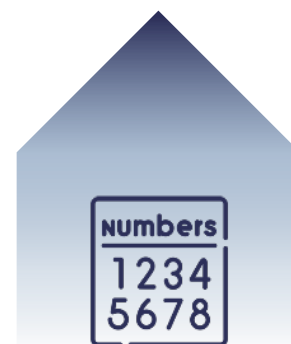
PreK Early Numeracy Outcomes

myIGDIs Numeracy – % on track

The myIGDIs Numeracy measures the ability to produce numbers in sequence, judge differences in quantity in groups, to name numbers fluently, and to understand the correspondence of numbers to number symbols.



4%
increase
this year



Summary & Conclusions: CAEDE - Start Young

This evaluation year, Start Young served 511 children and 420 families. The percentage of families with several risk factors has increased. Specifically, relatively large numbers of Start Young children and families had risk factors such as:

- Qualified for free or reduced-price lunch (67%)
- At-risk of or with a developmental delay (38%)
- Earned less than \$40,000 annually (62%)

As a result of COVID-19, 55% of all Start Young environments had to close at least temporarily, which impacted 229 children. COVID-19 also disrupted data collection and delivery of services. The effects on the classrooms, children and families can be seen in the outcomes, including:


- ASQ-3 & ASQ:SE-2 indicated 43% of children showed at least some risk.
- Most measures showed little improvement across the year and/or much lower scores than in previous years years (pre-COVID-19).

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Early Childhood Advisory Council

DEBBIE DEERE
EARLY CHILDHOOD SYSTEMS COORDINATOR



ROLE OF THE KANSAS EARLY CHILDHOOD RECOMMENDATIONS PANEL

- The Kansas Early Childhood Recommendations Panel is an **advisory group** to the Kansas Children's Cabinet and Trust Fund
- Meeting materials are posted at kschildrenscabinet.org/panel-meetings



**State-Level
Coordination**



PANEL UPDATE

- **New 2021-22 membership term started on July 1st**
 - New Panel member orientation and introductions in July
 - Panel meetings will begin a new meeting format at the August meeting
 - New Work Groups formed that will meet during monthly Panel meetings
 - Child Care Recruitment and Retention
 - Family Partnerships
 - Quality & Environments
- Christi Smith resignation from Panel
- Visit <https://kschildrenscabinet.org/panel-meetings/> for meeting materials, including detailed minutes of the conversation.

**Early Childhood
Recommendations Panel**





PDG B-5 Renewal Grant Update

MELISSA ROOKER



UPDATES

- Dolly Parton's Imagination Library
- PD Implementation Team (Career Pathway + Workforce Registry)
- PDG Updates: Supporting You Expansion, Holistic Care Coordination
- All In For Kansas Kids Website Updates
 - PDG Year One Reflection
 - Strategic Plan Audit
 - Kansas Early Childhood Data Trust
 - Kansas Future Fellows

PDG-Renewal Grant



CABINET WEBSITE UPDATES

Overview

Partners and Contributors

Needs Assessment

+

Strategic Plan

+

Progress and Bright Spots

-

Year One Reflection

Quality Subgrants

Kansas CommonApp

Kansas Early Childhood Data Trust

+

Kansas Future Fellows

Child Care Provider Experiences

Get Involved

+

Kansas EARLY CHILDHOOD Data Trust



Strategy 1.1

Streamline state-level early childhood decision-making structures and processes.

1.1.1 Initiate the governance structure for the Kansas early childhood care and education system to collaborate on and monitor implementation of the strategic plan.



1.1.2 Deliver technical assistance to local collaborative groups that represent a variety of early childhood settings, sectors, and families, such as early childhood local coordinating councils, child care provider coalitions, collaborative entities, and advisory councils.



1.1.3 Standardize agency expectations around monitoring, licensing, and technical assistance for community-based providers, and incorporate these expectations for accountability into associated contracts.



1.1.4 Develop a cross-agency, common application process — where applicable — that streamlines the grant-writing and reporting process for community-based grantees and contractors.



do these icons mean?

Progress Update

Kansas early childhood care and education governance structure was introduced in early 2020, with activities happening within each working group. These efforts are actively aligning with the All in for Kansas Kids Strategic Plan to implement strategies, with particular momentum within the Early Childhood Recommendations Panel, (the designated working group for the Children's Cabinet Kansas Early Childhood Advisory Council), the Child Care Systems Implementation Team, and the Workforce Development Advisory Group. A key priority across early childhood is the role that technical assistance and supports play for both providers and families. Many agencies and teams — including IRIS, Adaptive TA, KCCTO, Child Care Aware of Kansas, Links to Quality, and the Child Care Health Consultants — provide support. Progress towards mapping these services, sharing updates on webinars, and connecting on complementary services has created a better understanding of the full continuum available and where to invest additional resources.



Director's Update

MELISSA ROOKER



UPCOMING MEETINGS

Cabinet meetings are held the first Friday of every other month from 9:00 am – 12:00 pm.

- Meetings will be virtual until further notice

2021 Meeting Schedule

- October 1
- December 3

Children's Cabinet

