Range of Services

Parents
- Home Visits
- Case Management
- Parent Education
- Mental and Behavioral Health Services

Teen parents
- Home Visits
- Case Management
- Parent Education

3-5 year olds
- PreK
- PreK Infrastructure
- Literacy Activities
- Home Visits

0-3 year olds
- Part C Services
- 0-3 Care & Education
- Home Visits
- Social-Emotional Consultation
- Early Learning Infrastructure

Pregnant mothers
- Prenatal Depression Screening
- Home Visits
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

1% 12% 36% 59% 84%
<table>
<thead>
<tr>
<th>PreK 2060</th>
<th>PreK &amp; Early Learning Infrastructure 1420</th>
<th>Social-Emotional Classroom &amp; Family Consultation 1178</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>0-3 Care &amp; Education 349</td>
<td>PreK &amp; Early Learning for Children with Special Needs - 341</td>
</tr>
</tbody>
</table>
PreK & Early Learning Infrastructure

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

- **High cost**
  - Intensive coaching & direct work with students
- **Teacher observations & coaching**
- **Teacher educational & salary supports**
- **Light coaching**
- **Purchase of curriculum or materials**

**Low cost**
Social-Emotional Classroom Consultation

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

High cost

- Curriculum implementation, coaching, & direct work with students

Curriculum implementation & teacher coaching

Observations & coaching

Purchase of curriculum

Low 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 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

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education</td>
<td>1098</td>
</tr>
<tr>
<td>Case Management</td>
<td>192</td>
</tr>
<tr>
<td>Mental &amp; Behavioral Health</td>
<td>105</td>
</tr>
<tr>
<td>Home Visiting</td>
<td>938</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Services</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>61-70</th>
<th>71-80</th>
<th>81-90</th>
<th>&gt;90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Services</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Home Visiting</td>
<td>7%</td>
<td>13%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>17%</td>
<td>0%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Both Home Visiting & Parent Services varied widely in the intensity & duration of services.

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

### Minutes per Session
- **Home Visiting:** Average 74
- **Parent Services:** Average 79

### Sessions per Month
- **Home Visiting:** Average 2
- **Parent Services:** Average 2.9

### Months of Services
- **Home Visiting:** Average 22
- **Parent Services:** Average 11
Early Childhood Block Grant (ECBG)

2020-2021 Evaluation
ECBG
Grantees & Programs
Northwest Kansas: LiveWell & USD 489 ECC
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

Assessed children

Targeted intervention

Identified students at-risk

Small groups & one-on-one instruction
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)

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
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
744 children served
642 families served

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

73% qualified for free/reduced price lunch

Bright Spots
- Classroom consultation
- Family engagement
- Home visiting
- Part C
- Parent education
- PreK
- 0-3 care
- Holistic approach
Project SPARK

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
969 children served
747 families served

Programs

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

60% qualified for free/reduced price lunch

Bright Spots

Cross-generational intervention

Caregiver education & support → Caregivers learned positive parenting → Learning builds a cycle of resilience
South Central Kansas:
ITAV, TOP, UWPC, & UWRC
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

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.

Programs

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

252 children served
228 families served

61% qualified for free/reduced price lunch
United Way of the Plains

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
Southeast Kansas:
Four County, FRC, & USD 445
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
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

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
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

Demographics & Risk
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.

<table>
<thead>
<tr>
<th>KCCTF Risk Factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Family income qualifying for the federal free and reduced-price lunch program</td>
<td>• Children in foster care/custody of a relative/out of home/DCF</td>
</tr>
<tr>
<td>• Children and families whose primary language is not English</td>
<td>• Caregivers with less than a high school education</td>
</tr>
<tr>
<td>• Children at risk for developmental delay (ASQ-3 or ASQ:SE-2) or who have an established delay (Part B or Part C)</td>
<td>• Teen parents</td>
</tr>
<tr>
<td>• Migrant families</td>
<td>• Homeless families</td>
</tr>
<tr>
<td>• Children without health insurance</td>
<td>• Custodial parent is unmarried</td>
</tr>
</tbody>
</table>
2020-2021 Child Risk Factors

6074 children served

- White: 77%
- 2 or more races: 9%
- Black or African American: 8%
- Other: 4%
- Asian: 1%
- American Indian or Alaska Native: 1%
- Native Hawaiian or Pacific Islander: 0%
- Hispanic/Latino/Spanish Origin: 30%
- Children without health insurance: 5%
- Children in foster care/out-of-home care: 7%
- Children at-risk or established developmental delay: 53%
2020-2021 Family Risk Factors

5346 families served

- Married: 56%
- Teen Parents: 7%
- Free & Reduced-Price Lunch: 72%
- English is not the primary language in the home: 27%
- Migrant Families: 1%
- Homeless Families: 3%

Earned less than $40,000 annually: 60%

Levels of Education:

- Less than High School Education: 12%
- High School Diploma/ GED: 29%
- Tech Training / Assoc. Degree /Some College: 34%
- Bachelor's Degree/ Higher: 25%
Overall Risk by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Family Risk Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2020-2021</td>
<td>9%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>9%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>9%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>9%</td>
</tr>
</tbody>
</table>
Early & Frequent Screening + Early Intervention = Better Outcomes & Lower Cost Over Time

Why are developmental & social-emotional screenings so important?

Early identification and intervention have been associated with achievement of future developmental milestones and promotion of school readiness.¹

Why use the ASQ-3 & ASQ:SE-2?

ASQ-3 and ASQ:SE-2 are reliable, valid, and normed measures of developmental progress. The ASQs are designed to be used solely as screeners, not as measures of outcome.
Overall, 46% children had an indication of risk.

<table>
<thead>
<tr>
<th>Category</th>
<th>Met benchmarks</th>
<th>Monitoring</th>
<th>At-risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>81%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>86%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>76%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>83%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Personal-Social</td>
<td>83%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>ASQ:SE2 Social-Emotional</td>
<td>81%</td>
<td>8%</td>
<td>10%</td>
</tr>
</tbody>
</table>
ECBG
Impact
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

- Minimum <1
- Average 4
- Maximum 50

Number of weeks temporarily shut down

- 1 day-4 weeks: 81%
- 5-8 weeks: 6%
- 9-12 weeks: 9%
- 13+ weeks: 3%

33% utilized remote learning while temporarily shut down
Social-Emotional Development

Why is a social-emotional measure important?

Measures of social-emotional skills promote mental health and lead to improved outcomes in behavioral and emotional development.²,³ Development of age-appropriate social-emotional skills is related to the ability to build relationships, solve problems, and cope with challenges as well as contributes to academic success.⁴

Why use the Devereux Early Childhood Assessment (DECA)?

The DECA is a strengths-based, reliable and valid measure of social-emotional well-being.⁵

Focuses on three areas:

- Attachment/Relationships
- Self-Regulation
- Initiative⁶
The % of children on track started higher this year, but the gains were smaller than in previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>70</td>
<td>79</td>
<td>6%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>75</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td>60</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>79</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

(N= 540) (N= 686) (N= 249) (N= 547) (N= 540)
Why are quality teacher-child interactions important?

Quality of 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.

Studies suggest high quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills. 7,8

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. 9,10,11

Why use the CClassroom Assessment Scoring System (CLASS)?
The CLASS is a standardized measure used to determine the quality of teacher-child interactions in an educational environment.12
The average scores in each category of the CLASS were above the benchmarks at initial assessment.

<table>
<thead>
<tr>
<th>Category</th>
<th>PreK</th>
<th>Toddler</th>
<th>Infant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional support</td>
<td>6.2</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Classroom organization</td>
<td>5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional support</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional &amp; behavioral support</td>
<td></td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Engaged support for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsive caregiving</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>

72% high-quality  
75% high-quality  
91% high-quality
The % of classrooms observed to be high-quality in the fall was higher than in past years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>63</td>
<td>77</td>
<td>405</td>
</tr>
<tr>
<td>2018-2019</td>
<td>62</td>
<td>74</td>
<td>422</td>
</tr>
<tr>
<td>2019-2020</td>
<td>63</td>
<td>COVID</td>
<td>406</td>
</tr>
<tr>
<td>2020-2021</td>
<td>67</td>
<td>74</td>
<td>437</td>
</tr>
</tbody>
</table>

7% increase this year
Early Communication

Why is an early communication measure important?

Monitoring growth in early communication is important for **early identification and to guide intervention**. Early language ability has been found to be the **best predictor** of future **school readiness and academic success** at this age.

Why use the Individual Growth & Development Indicator (IGDI) Early Communication Indicator (ECI)?

The IGDI's ECI measures key **expressive communication skills** as they develop in infants and toddlers with a play-based interaction with a familiar adult.

Focuses on four areas of communication:

- Gestures
- Vocalizations
- Single words
- Multiple words
0-3 Early Care & Education Outcomes
IGDI ECI – % positive change

The % of children whose scores indicate growth from Time 1 to Time 2 increased from 2019-2020 to 2020-2021.

Almost half of the ECBG children assessed (47%) had an established delay.
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.¹⁶

Children who enter school with larger vocabularies have fewer difficulties learning new words and comprehending language.¹⁷

Why use the myIGDIs Literacy?
The myIGDIs is a reliable, valid, benchmarked measure of that is sensitive to change and supports Multi-tiered Systems of Support.¹⁸
Consistent gains have been made in the % of children on track in language comprehension over the past 4 years, but children started lower this year.

- 2017-2018: Fall - 53%, Winter - 65%, Spring - 81% (N=1519)
- 2018-2019: Fall - 55%, Winter - 62%, Spring - 80% (N=1673)
- 2019-2020: Fall - 53%, Winter - 68%, Spring - 81% (N=1739)
- 2020-2021: Fall - 50%, Winter - 62%, Spring - 77% (N=1208)

The data shows a 27% increase this year.
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**.\(^\text{19}\) Strong phonemic awareness is a predictor of reading proficiency in third grade.\(^\text{20,21}\)

**Phonemic Awareness focuses on:**

- Rhyming
- Alliteration
- Sound Identification

---

4-Year-Old Early Literacy
Phonological Awareness
Much of the progress made in phonemic awareness in the last couple of years was lost and the % of children on track in phonemic awareness this year ended lower.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>29</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>2018-2019</td>
<td>37</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>2019-2020</td>
<td>33</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>2020-2021</td>
<td>39</td>
<td>45</td>
<td>6% increase this year</td>
</tr>
</tbody>
</table>

(N= 1519) (N= 1208) (N= 1739) (N= 1673) (N= 1519)
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.\textsuperscript{22}

Pre-numeracy skills at Kindergarten entry were a better predictor of academic achievement than literacy, attentional skills, or social behavior.\textsuperscript{23}

Engaging in early mathematics increases oral language abilities, even when measured during the following school year. These include vocabulary, inference, independence, & grammatical complexity.\textsuperscript{24}

Numeracy in PreK has been linked to future reading & academic skills in primary school.\textsuperscript{22,25}
3- & 4-Year-Old Numeracy

Why use the myIGDIs Literacy?
The myIGDIs is a reliable, valid, benchmarked measure of early literacy that is sensitive to change and supports Multi-tiered Systems of Support.25

Numeracy focuses on:

• Oral Counting
• Number Naming
• Quantity Comparison
• 1-to-1 Correspondence Counting
The % of children on track in numeracy started lower in the fall but gains over time were larger than in previous years.
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

Continued Suspended

Home visiting 1191 192
Parent education* 1132 370
Case management 191 56
Mental & behavioral health services 146 15

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

Why is a measure on home visiting important?

Home visiting programs can intervene and connect families to needed support early in a child’s development. The benefits of home visiting programs are greater when the program is more intensive (i.e., includes more home visits) and is part of a comprehensive community-wide early childhood service system.26, 27, 28

Home visiting is predictive of positive developmental outcomes associated with positive parenting.26 Home visiting programs can improve positive parenting skills, children’s early development, and ultimately children's school readiness.29, 30, 31,32
Why use the Home Observation Measurement of the Environment (HOME)?

The HOME is a reliable, valid, benchmarked measure of parenting that has been shown to be sensitive to change.

What is the HOME?

The HOME:

- measures the *quality* and *extent of stimulation*
- includes observations and parent interview items to measure *parental interaction* with the child in the home environment

Focuses on six areas:

- Responsivity
- Acceptance
- Organization
- Learning Materials
- Involvement
- Variety
The % of families that provided supportive parenting started high and small gains were made from Time 1 to Time 2 this year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>90</td>
<td>92</td>
<td>2%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>84</td>
<td>94</td>
<td>2%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>82</td>
<td>96</td>
<td>2%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>85</td>
<td>90</td>
<td>2%</td>
</tr>
</tbody>
</table>
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**. \(^{33,34}\)

Why use the Keys to Interactive Parenting Scale (KIPS)?
The KIPS is a reliable, valid, benchmarked measure of parenting, shown to be sensitive to change. The qualities measured by the KIPS reflect **Serve and Return interactions**.

What is the Keys to Interactive Parenting Scale (KIPS)?
The KIPS:
- assesses **positive parenting interactions**. \(^{35}\) Observations measure responsive parenting guided by the child’s instinctive attempts for interaction. \(^{36}\)
- measures parental encouragement and the ability to set consistent appropriate limits and consequences. These parenting skills have been found to promote social-emotional and cognitive development. \(^{37,38}\)
Parents who participated in parent education had gains in all areas of parenting.

<table>
<thead>
<tr>
<th>Category</th>
<th>Time 1 Average</th>
<th>Time 2 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Relationships</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Promoting Learning</td>
<td>3.0</td>
<td>3.4</td>
</tr>
<tr>
<td>Supporting Confidence</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Overall Average</td>
<td>3.5</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Parent Education Outcomes
KIPS – % positive parenting

Larger gains were made this year in the % of parents using positive parenting than in the previous 3 years.

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th></th>
<th>Time 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>68</td>
<td></td>
<td>86</td>
<td>(N= 217)</td>
</tr>
<tr>
<td>2019-2020</td>
<td>71</td>
<td></td>
<td>83</td>
<td>(N= 293)</td>
</tr>
<tr>
<td>2018-2019</td>
<td>70</td>
<td></td>
<td>80</td>
<td>(N= 481)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>74</td>
<td></td>
<td>86</td>
<td>(N= 456)</td>
</tr>
</tbody>
</table>

18% increase this year
In the 2020–2021 year, ECBG funds helped early childhood providers serve 6074 children and 5346 families. The number of children and families with 3 or more risk factors increased to 44% – the largest percentage since 2016. 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 County: Start Young
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
Children & Families Served

Demographics & Risk
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%

Hispanic/Latino/Spanish origin: 29%

- White: 50%
- Black or African American: 34%
- 2 or more races: 12%
- Other: 4%
- Asian: 0%
- American Indian or Alaska Native: 0%
- Native Hawaiian or Pacific Islander: 0%
2020-2021 Family Risk Factors - Start Young

420 families served

- 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

- 62% Earned less than $40,000 annually
- 12% Less than High School Education
- 23% High School Diploma/ GED
- 37% Tech Training/ Assoc. Degree/ Some College
- 28% Bachelor's Degree/ Higher
Overall Risk by Year

Total Family Risk Factors

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>15%</td>
<td>13%</td>
<td>28%</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>22%</td>
<td>29%</td>
<td>21%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>25%</td>
<td>34%</td>
<td>19%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Why are the ASQ-3 & ASQ:SE-2 not considered outcome measures?

- The ASQ-3 and ASQ:SE-2 are normed screeners of developmental progress.\(^{39}\)

- ASQs were developed to be used in intervals based on the child’s age with a different screener for each age. Cutoff scores represent whether the infant or child performs developmentally appropriate tasks at each interval.

- According to the developers of the ASQ, this instrument for screening children fits the definition of a screener by being “a brief procedure to identify children in need of more in-depth evaluation.”\(^ {40}\)

- It is not **comprehensive enough to assess progress or outcomes** associated with any given intervention.\(^ {41}\)
Overall, 43% children had some indication of developmental risk.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Met benchmarks</th>
<th>Monitoring</th>
<th>At-risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>83%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>87%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>78%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>83%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Personal-Social</td>
<td>83%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>ASQ:SE-2 Social-Emotional</td>
<td>83%</td>
<td>9%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Start Young Impact
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:
- Minimum: 1.5 weeks
- Average: 16 weeks
- Maximum: 50 weeks

Number of weeks temporarily shut down:
- 1.5 weeks-4 weeks: 26%
- 5-8 weeks: 26%
- 9-12 weeks: 6%
- 13+ weeks: 39%

- **58%** utilized remote learning while temporarily shut down
What is the Devereux Early Childhood Assessment (DECA)?

The DECA:

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

- is an additional social-emotional assessment. A second measure is necessary to determine outcomes associated with services targeting one-on-one child intervention, social-emotional instruction, teacher coaching, or social-emotional curricula.

- has been demonstrated to be reliable, valid, and sensitive to change.

- can be used for progress monitoring as well as for determining the needs of individual children and providing targeted intervention. \(^{42}\)
Social-Emotional Outcomes
DECA – % on track

The % of children on track increased from Time 1 to Time 2.

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th>Time 2</th>
<th>(N=73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>89</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>

4% increase
What is the CLASS?

The CLASS:

• is a tool to capture and evaluate *classroom interactions* essential for optimal child development and education.

• is an *observation-based* measure used to assess the *quality of teacher-child interactions* within early learning environments.

• targets components of classroom interactions found in research to be the most impactful aspects of the early care and education environments. High quality interactions are linked to better early learning outcomes.

• includes components gauged to be developmentally appropriate and targeted by age group.43
The average scores in each category of CLASS PreK & Toddler were above the benchmarks at initial assessment.

- **PreK**:
  - Emotional support: 5.4
  - Classroom organization: 5.3
  - Instructional support: 2.2

- **Toddler**:
  - Emotional & behavioral support: 5.4
  - Engaged support for learning: 3.0

- **Infant**:
  - Responsive caregiving: 4.5

**Benchmarks**:
- Emotional support: 14% high-quality
- Classroom organization: 44% high-quality
- Instructional support: 60% high-quality
Early Care & Education Outcomes
CLASS - % high-quality classrooms

The % of high-quality classrooms slightly increased during the 2020-2021 evaluation year.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>2019-2020</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>2018-2019</td>
<td>29</td>
<td>COVID</td>
</tr>
</tbody>
</table>

(N= 42, 63, 60)

3% increase this year
What is the Individual Growth & Development Indicator (IGDI) Early Communication Indicator (ECI)?

The ECI:

- is a play-based measure that monitors expressive communication skills.
- can be used as an ongoing, progress monitoring tool.
- is sensitive to small changes in growth and development.
- is designed to measure communication in children of any ability level, including children with established delays.
- provides support materials through the Making Online Decisions (MOD) for children with communication delays.
The percent of children on track started higher this year but increased very little.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>2019-2020</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>2020-2021</td>
<td>64</td>
<td>66</td>
</tr>
</tbody>
</table>

2% increase this year
4-Year-Old Early Literacy

What are the myIndividual Growth & Development Indicators (myIGDIs) Literacy measures?

The myIGIDs Literacy:

• measures provide essential information on the emergence of critical literacy skills in preschool-aged children, including Language Comprehension and Phonemic Awareness.

• measures are reliable, valid, and sensitive to change.

• supports a tiered Response to Intervention (RTI) system, which utilizes a data-based decision-making approach to progress monitoring.

• identifies children at-risk based on established benchmarks so they can be targeted for individualized intervention and monitored to track improvement.

• provides literacy data used to develop data coaching materials for teachers and to conduct data coaching calls with grantees.45
PreK Literacy Outcomes
myIGDIs Language Comprehension – % on track

The % of children on track in language comprehension started low and while there was improvement, the % of children on track remained low.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>67</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>COVID</td>
<td>(N= 76)</td>
</tr>
</tbody>
</table>

13% increase this year
PreK Literacy Outcomes
myIGDIs Phonemic Awareness – % on track

The % of children on track in phonemic awareness declined from fall to spring.

- **2018-2019**
  - Winter: 25
  - Spring: 42
  - Fall: 49
  - (N= 76)

- **2019-2020**
  - Winter: 44
  - Fall: 60
  - (N= 79)

- **2020-2021**
  - Winter: 26
  - Fall: 36
  - (N= 39)

10% decrease this year
What are the myIndividual Growth & Development Indicators (myIGDIs) Numeracy measures?

The myIGDIs Numeracy:

- uses four subtests to monitor the **development of numeracy skills** in preschool-aged children.
- measures the ability to produce numbers in sequence, to make judgments about differences in the quantity of objects in groups, to name numbers fluently, and to understand the correspondence of numbers to symbols to represent a quantity.
- measures are reliable, valid, and sensitive to change.
- also supports a tiered Response to Intervention (RTI) system.\textsuperscript{46}
The % of children on track in numeracy started low with some improvement by spring.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020-2021</th>
<th>Winter 2019-2020</th>
<th>Spring 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>63</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>2019-2020</td>
<td>66</td>
<td>69</td>
<td>COVID</td>
</tr>
<tr>
<td>2018-2019</td>
<td>63</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>(N= 76)</td>
<td>(N= 155)</td>
<td></td>
<td>(N= 134)</td>
</tr>
</tbody>
</table>

4% increase this year
Summary & Conclusions: CAEDE - Start Young

This evaluation year, Start Young served 511 children and 420 families. Since 2018-2019, the percentage of families with 3 or more risk factors has doubled (22% to 44%). 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 (pre-COVID-19).
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